

Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.

Level	Activity	# of pages
Core5 L13	Spelling Rules 2	6
Core5 L13	Passage Fluency 2	4
Core5 L13	Passage Comprehension 2	8
Core5 L14	Prefix Meanings	5
Core5 L14	Sight Words 6	4
Total		27



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 drop + ing = <u>dropping</u>	2 win + er = _____
3 sad + est = _____	4 act + ing = _____
5 land + ed = _____	6 shop + er = _____
7 help + er = _____	8 fast + est = _____
9 sit + ing = _____	10 hot + est = _____
11 bit + en = _____	12 rent + ed = _____

★ Practice spelling each word twice.



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 melt + ing = <u>melting</u>	2 sad + est = _____
3 bad + ly = _____	4 flat + en = _____
5 ship + ment = _____	6 glad + ly = _____
7 clip + er = _____	8 quit + er = _____
9 rot + en = _____	10 step + ing = _____
11 red + ness = _____	12 dim + ly = _____

★ Choose three words and write a sentence for each.



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 shine + ing = <u>shining</u>	2 dive + ing = _____
3 pave + ment = _____	4 use + ful = _____
5 lone + ly = _____	6 joke + er = _____
7 wise + er = _____	8 hope + ful = _____
9 rise + ing = _____	10 like + ly = _____
11 blame + ed = _____	12 safe + er = _____

★ Practice spelling each word twice.



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 ride + ing = <u>riding</u>	2 brave + ly = _____
3 state + ment = _____	4 drive + ing = _____
5 rake + ing = _____	6 hike + er = _____
7 like + ness = _____	8 bare + ly = _____
9 joke + ing = _____	10 nice + ly = _____
11 bike + er = _____	12 broke + en = _____

★ Choose three words and write a sentence for each.



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1 hope + ing = <u>hoping</u>	2 hop + ing = _____
3 bite + er = _____	4 bit + en = _____
5 cute + est = _____	6 cut + ing = _____
7 ripe + en = _____	8 rip + ing = _____
9 tape + ing = _____	10 tap + ing = _____
11 mope + ing = _____	12 mop + ing = _____

★ Practice spelling each word twice.



Name: _____

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1 use + ful = <u>useful</u>	2 use + ing = _____
3 sad + ly = _____	4 sad + est = _____
5 ship + ment = _____	6 ship + ing = _____
7 brave + ly = _____	8 brave + er = _____
9 safe + er = _____	10 safe + ty = _____
11 dim + ness = _____	12 dim + er = _____

★ Choose three words and write a sentence for each.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 A tree grew next to Jaden’s house. One spring day, Jaden passed by the tree and saw a nest in it. A little blue-green bird was in the nest. It sat very still.

Jaden did not want to scare the bird, so she did not get too close. She spoke in a soft voice. “Keep your eggs warm and safe,” Jaden said to the bird. “I want to see them hatch.”

Every day, Jaden spoke to the little bird in its nest. “When will your eggs hatch?” Jaden asked. One day, the bird was not in its nest. Jaden saw the bird on a branch. It had a large bug in its beak.

Jaden leaned in to look at the nest. Three tiny birds had their mouths wide open. “They hatched!” Jaden whispered. She stepped back so that the bird could feed its babies.

2 Kim was sick with the flu. Sometimes her fever gave her chills. Sometimes her fever made her hot. Her nose was stuffed up. “Poor Kim,” said Dad. “Would you like some soup to eat?” “I would like to feel well,” said Kim. “Could you wave a magic wand and make me better?” “I wish I could,” said Dad.

After Kim had been sick for a week, she felt much better. “Can my friends visit me?” she asked. “Yes, you can invite your friends over,” said Dad.

Betsy and Rosa came over and sat in Kim’s room. “What’s it like to have the flu?” asked Rosa. “It’s awful,” said Kim. “One second, I’m burning up, and the next second I’m freezing. You do not want to get the flu!”

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



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THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Have you ever seen a tennis match? A net stretches across the middle of the court. There may be one player on each side of the net or a team of two players. Each player swings a racket to hit the ball over the net. The player tries to aim the ball so that the player on the other side cannot hit it back. Tennis players run and leap to keep the ball flying.

Tennis players use their rackets in different ways. To start a game, a player serves it. To serve, the player throws the ball up, then hits it over the net. The other player swings the racket to hit the ball back. A player may make the ball drop just over the net. The other player must run fast to reach it. An overhead smash is a strong, fast shot. A smash is hard to hit back.

2 Some animals do not match their names. The glass snake is not made of glass. It is not even a snake. The glass snake is really a lizard. Most glass snakes have no legs, just like snakes. So a glass snake moves along the ground like a snake. It slithers. Snakes cannot blink, but glass snakes can blink. Snakes have long bodies and short tails. But glass snakes have short bodies and long tails.

Glass snakes live where it's hot. They hunt at night, when it's cooler. They get their names because of their tails. The tail can break off, like a handle breaks off a glass cup. The glass snake does this when being hunted. The broken tail keeps wiggling like it's alive. The hunter attacks the tail. The glass snake races away. Soon it grows a new tail. But the new tail is shorter than the old one.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
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★ Practice these skills using a paragraph from a book of your choice.

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THE LISTENER SHOULD:

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- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Your teeth start growing before you're born. They start to come in when you're six to twelve months old. These are your baby teeth. You have twenty baby teeth in your mouth. Then these teeth start falling out, one by one. This begins to happen when you're about five. The tooth feels loose. You can move it back and forth. At last, it comes out! You have an empty space where you once had a tooth.

It takes years to lose all your baby teeth. You'll be done losing them when you're about 13. Now, you'll have adult teeth. You'll have more teeth than before. Instead of 20 baby teeth, you'll have 28 adult teeth. A few years later, most kids get four more teeth. These are called wisdom teeth. They grow at the back of the mouth. Now there are 32 teeth. These are the last teeth to grow in.

2 Ben wanted to give his mother a birthday gift she would like. But he had no money. Ben made a picture book. On each page, he drew something his mother did to help the family. He showed her going to work. He showed her helping with homework and cooking a meal. He showed her giving hugs. Ben wrote words to go with each picture. His book showed ten things on ten pages.

Ben's mother opened her birthday gifts. Poppa gave her perfume. "Thank you! I love it!" shouted Mum. Ben's sister gave her a scarf. "Thank you! I love it!" shouted Mum. Aunt Val gave her a blouse. "Thank you! I love it!" shouted Mum. Mum opened the book Ben made. It showed all the things she did to help the family. She looked at each page. She did not speak. "Thank you," she whispered. "I love it."

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



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- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 A turtle living in a river bank was bored. “I want to travel,” she said. “I want to see the world.” As the turtle spoke, two ducks swam by. One duck told the turtle, “We fly to distant lands. We can carry you with us. But you must do just what we tell you.” The ducks told the turtle to hold the middle of a stick in her mouth. The turtle bit on the stick. “Keep biting on that stick,” one duck said. “Don’t let go!” said the other duck. The two ducks held the ends of the stick and rose into the air. The turtle hung between them. Her trip had begun! “What a silly sight!” said a crow. “Turtles can’t fly!” Turtle didn’t like hearing that. “I CAN fly!” she said. But when she opened her mouth to speak, she fell to the ground. Her trip was over.

2 The only mammal with wings is the bat. All mammals have the same body parts. But the bones of a bat’s arms, hands, and fingers are shaped to hold wings. Skin stretches between these bones and the bat’s body. The stretched skin forms the wings. Many kinds of bats swoop and swerve to catch insects in the air. Some bats fly long distances, and some reach high speeds. Bats are mammals of the air.

Have you ever seen a flying squirrel? These mammals are hard to see. They come out at night. A flying squirrel does not have true wings. A fold of skin connects the front and back legs on each side of its body. When the flying squirrel leaps from a branch, it spreads out its legs. The squirrel glides on the stretched skin. Flying squirrels glide from tree to tree as they look for food.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

achieve (verb) To achieve is to succeed at doing something.

- 2 **Reread the drama on the next page, “A New Record!”** Dramas, or plays, are stories that are performed by actors.
- 3 Dramas have a cast of characters—people or animals in the play. Go back to the drama, and **circle the cast of characters.**
- 4 The words that actors read aloud in a drama are called lines. In Scene 2, Annie speaks twice; she has two lines. **Put a checkmark (✓) in the margin next to each one of Annie’s lines in Scene 2.**
- 5 What did Annie achieve? **Explain Annie’s achievement** below.

Annie’s achievement	
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- 6 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud. **Underline the stage directions that describe Annie in Scene 2.**
- 7 In your own words, **describe how Annie feels in Scene 2** below.

Annie’s feelings	
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- 8 **Ian and Omar read about people who achieved amazing goals. How is Annie’s achievement similar? How is it different?** Use your notes and specific examples from the drama to support your answer. Write on another page.

★ **Read the drama aloud with two partners. Remember that the stage directions are not read aloud.**

**1A New Record!****Cast of Characters**

ANNIE, a 6-year-old girl IAN, Annie's older brother OMAR, Ian's friend

Scene 1

[ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]

IAN. Omar, look! This guy set a record for smashing concrete blocks with his hand!

OMAR. [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?

IAN. They rowed that boat all the way across the Atlantic Ocean.

OMAR. [Reading] They broke a speed record doing it!

ANNIE. What's a record?

IAN. That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.

OMAR. That crowd broke a record for the world's largest snowball fight! Sounds fun.

[Curtain.]

Scene 2

[15 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

ANNIE. [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

IAN. Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

ANNIE. [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

OMAR. [Shrugging] Well, she DID break her own record.

IAN. [To ANNIE] You're the champ!

[ANNIE stands tall and pumps her fists over her head. Curtain.]



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

survive (verb) To survive is to stay alive.

- 2 **Reread the informational text on the next page, “What Happened to the Giant Kangaroo?”** Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 2. **Go back to the text, and put a star (★) in the margin next to the main idea.**
- 4 **Write the main idea** below.

main idea	
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- 5 A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. **Put a checkmark (✓) in the margin next to each cause.**
- 6 In your own words, **explain the two possible causes** below.

cause 1			effect
cause 2			Giant kangaroos died off over 40,000 years ago.

- 7 **How might both possible causes be true?** Use your notes and key details from the text to support your answer. Write on another page.

★ **Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.**



What Happened to the Giant Kangaroo?

- 1 Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But **scientists have offered two theories about what killed off the giant kangaroos:**
- 2 • Climate change made them extinct. Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- 3 • Humans made them extinct. Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.
- 4 In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

GLOSSARY

extinct (adjective) Extinct means no longer living or existing.

droughts (noun, plural) A drought is a long period without rain.

crops (noun, plural) Crops are plants that are grown for food.

theories (noun, plural) A theory is an idea based on facts that might explain something.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

moral (noun) The moral of a story is the lesson it teaches about life.

- 2 **Reread the fable on the next page**, “The Donkey and the Salt.” Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and **circle the two characters**.
- 4 The major events in the fable are underlined. **Put a checkmark (✓) in the margin next to each major event**.
- 5 In your own words, **describe each major event** below.

major event 1	
major event 2	
major event 3	

- 6 Fables also have a lesson about life called a moral. **Put a star (★) next to the moral** of the fable.
- 7 **Write the moral** in your own words.

moral	
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- 8 **How do the characters and events show the moral of the fable?** Use your notes and evidence from the fable to support your answer. Write on another page.

★ **Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.**



The Donkey and the Salt

- 1 Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.
- 2 They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.
- 3 The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.
- 4 The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.
- 5 The moral is *The same trick will not work if it is played too many times.*

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

rule (noun) A rule tells people what they can, or cannot, do.

- 2 **Reread the informational text**, “Fair Bike Rules.” This informational text gives facts and the author’s point of view about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 The main idea of this text—the author’s point of view—is stated in Paragraph 1. Go back to the text, and **put a star (★) in the margin next to the main idea**.
- 4 **Write the main idea**—the author’s point of view—below.

main idea	
------------------	--

- 5 Authors give reasons to support a point of view. Three reasons are underlined in the text. **Put a checkmark (✓) in the margin next to each reason**.
- 6 **Write the reasons the author gives to support the point of view**.

reason 1	
reason 2	
reason 3	

- 7 The author gives important information in a bulleted list. **Put a box around the list** in the text.
- 8 **In your own words, describe the information in this list.**

- 9 **What is your point of view on banning bikes from sidewalks?** Look back at your notes, and give reasons to support your point of view. Write on another page.

★ **Does your classroom have rules? Choose one rule, and state your point of view about this rule—orally or in writing. Be sure to give reasons to support your point of view.**



Fair Bike Rules

- 1 The city council here in Karlinsburg is going to vote on a new rule: No bicycles on sidewalks. This rule is unfair to youngsters in this community.
- 2 First of all, riding bikes in the street is too dangerous for children. Car drivers may not see a bike in time to stop. The door of a parked car may suddenly open. Bicyclists are injured as a result.
- 3 The sidewalk is safer than the street. Some people have complained about bicyclists on sidewalks. They say that speeding bikes have knocked down pedestrians who cannot get out of the way. But instead of banning bikes on sidewalks, how about making a few simple rules for safe riding?
 - Slow down.
 - Politely ask pedestrians if you can pass them.
 - Walk the bike if the sidewalk is crowded.
 - Stop at every driveway and cross street.
- 4 Sidewalk rules like these can give everyone a safe way to get around. When a Karlinsburg youngster learns to ride a bike, these rules can be part of the training. Please let council members know that they should vote for safe riding on sidewalks, not for banning bicycles.

GLOSSARY

banning (verb) To ban something is to make it against the rules.

community (noun) A community is a group of people who have something in common and support each other.

council (noun) A council is a group that makes rules for a community.

pedestrians (noun, plural) A pedestrian is someone walking.

Name: _____



Read the words at the top of the page and circle the prefix in each word. Then, find the word from the top to match the definition and write it on the line. Underline the word or words in the definition that match the meaning of the prefix.

nonsense

subway

contract

semicircle

retell

prevent

millisecond

unwise

1	making <u>no</u> sense	<u>nonsense</u>
2	one thousandth of a second	_____
3	to tell a story again	_____
4	half of a circle	_____
5	not wise; foolish	_____
6	to stop before it happens	_____
7	to come together	_____
8	a train that travels underground	_____

★ Choose three words from above and write a sentence for each.

Name: _____



Read the words at the top of the page and circle the prefix in each word. Then, find the word from the top to match the definition and write it on the line. Underline the word or words in the definition that match the meaning of the prefix.

unicorn

octopus

multiple

triangle

quintet

bicycle

quadruplets

decade

1	a creature with <u>one</u> horn	<u>unicorn</u>
2	a cycle with two wheels	_____
3	a shape with three sides	_____
4	four children born together	_____
5	a sea animal with eight legs	_____
6	a period of ten years	_____
7	a group of five people	_____
8	having many parts	_____

★ Choose three words from above and write a sentence for each.

Name: _____



Read the words at the top of the page and circle the prefix in each word. Then, find the word from the top to match the definition and write it on the line. Underline the word or words in the definition that match the meaning of the prefix.

incorrect

inhale

misbehave

expand

supervise

repeat

transmit

disrupt

1	<u>not</u> right	<u>incorrect</u>
2	to say again	_____
3	to behave badly	_____
4	to break apart	_____
5	to spread out	_____
6	to breathe in	_____
7	to send across	_____
8	to watch over others	_____

★ Choose three words from above and write a sentence for each.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line. Remember, the prefix of the word will give you a clue about the meaning.

<p>1 They were able to <u>predict</u> the blizzard before it began.</p>	<p>predict connect expand</p>
<p>2 I hope the dentist does not _____ my tooth. I do not want him to take it out.</p>	<p>repaint defend extract</p>
<p>3 I will _____ her to a picnic. I hope she can join in.</p>	<p>transfer invite preview</p>
<p>4 When the bell rings, the teacher will _____ us. She will send us away.</p>	<p>refill mislead dismiss</p>
<p>5 In class, we had to read a _____ book. We could not read a made-up story.</p>	<p>nonfiction triangle bilingual</p>
<p>6 Tim made _____ desserts for the party. There were many to pick from.</p>	<p>semiannual multiple nonsense</p>
<p>7 It was hard to walk on the _____ path. It was not smooth.</p>	<p>uneven multiple premature</p>
<p>8 The train will _____ the boxes. It will carry them across the country.</p>	<p>supervise transport dismantle</p>

★ Choose three words that were not used and write a sentence for each.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line. Remember, the prefix of the word will give you a clue about the meaning.

1	We were <u>unlucky</u> to get stuck in the rainstorm. We did not have good luck.	unlucky independent supervisor
2	Did you see that _____ run by? It looked like it had one hundred legs!	unicorn centipede decagon
3	Can you please _____ the question? Can you say it again?	prepay subtitle repeat
4	The kids must not _____ in class. They cannot act badly.	misbehave replay connect
5	Dad will _____ us at the park. He will watch closely over us.	transfuse supervise deduct
6	The _____ will take us the other way. It will take us off course a bit.	detour millipede octagon
7	My homework is _____. I did not have a chance to finish it.	semiannual incomplete nonfat
8	The _____ is a creature that lives in the sea. It has eight legs.	octopus bicycle semicircle

★ Choose three words that were not used and write a sentence for each.

Name: _____



Write each word on the line. Then, find these words hidden in the puzzle below.

enough enough

should _____

touch _____

above _____

thought _____

carry _____

rough _____

choose _____

build _____

ninth _____

A 10x10 grid of letters with the word "enough" highlighted in a dashed box. The grid contains the following letters:

r	i	d	c	h	o	t	e	n	p
t	h	o	u	g	h	t	o	i	a
u	c	h	o	o	s	e	v	n	r
e	n	o	u	g	h	e	t	t	o
d	n	o	s	t	o	u	c	h	p
e	o	g	r	o	u	g	h	u	e
e	a	b	u	i	l	d	t	h	n
c	a	r	r	y	d	s	t	o	t
a	b	o	v	e	t	h	r	u	s
l	o	o	b	s	i	l	m	x	v

★ Choose three words from above and write a sentence for each.

Name: _____



Write each word on the line. Then, find these words hidden in the puzzle below.

tough tough

gone _____

against _____

half _____

brought _____

sure _____

sugar _____

busy _____

almost _____

none _____

A word search puzzle grid containing the following words hidden in it:

- gone
- half
- sure
- busy
- none
- tough
- against
- brought
- sugar
- almost

★ Choose three words from above and write a sentence for each.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line.

1 We need to be sure we have <u>enough</u> milk.	rough <u>enough</u>
2 Do not _____ the sharp thorns on the roses.	tough touch
3 Add half of the _____ to the cookie mix.	should sugar
4 Please lean the rake _____ the side of the shed.	against almost
5 At the end of the party, the cake was all _____.	gone none
6 We should help Dad _____ those big boxes.	busy carry
7 Are you sure we are _____ there?	above almost
8 Do we have enough sand to _____ a castle?	build busy
9 I am not _____ if I can come because I am so busy.	should sure
10 He thought I should put the sign _____ the door.	above almost

★ Read the sentences to a partner.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line.

1 The sea was <u>rough</u> after the big storm.	<u>rough</u> brought
2 It was _____ to choose a present for Alex.	tough touch
3 September is the _____ month of the year.	ninth none
4 We _____ the books down from the attic.	brought thought
5 You _____ do your homework if you are not busy.	sugar should
6 Choose _____ of the crayons to use.	almost half
7 If he is too _____, we can build the shed later.	carry busy
8 Jack _____ the game was almost over.	tough thought
9 You should _____ the shirt that you like best.	choose thought
10 _____ of the flowers have bloomed yet.	Gone None

★ Read the sentences to a partner.