Language & Spelling

Complete Sentences:

A sentence must have a verb and express a complete thought that makes sense by itself. A sentence can have many words or just one, for example, <u>'Look!'</u> is a sentence.

Read the words below and write <u>Yes</u> for a complete sentence and <u>No</u> for an incomplete sentence.

| Into the river. | No | Emma won three races. | |
|--------------------------|-----|--------------------------------|--|
| I like crunchy apples. | Yes | I go to Lurnea High School. | |
| Angus ate all the pizza. | | If you press that button. | |
| On top of the table. | | I read a book about dinosaurs. | |
| With both hands I. | | You can do. | |

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Four Types of Sentences:

On the lines below write three complete sentences.

To write in all ways such as persuasions, narratives and reports we have to use a variety of types of sentences, including statements, questions, commands and exclamations.

EXAMPLES: Statement: I go to Lurnea High School. **Question:** Why are you crying?

Command: Get me a towel. Exclamations: What a cute baby! In the box below add the correct end punctuation for each sentence and write the type of sentence, as shown.

| Sentence | Туре |
|--|-----------|
| The platypus is a symbol for Lurnea High School. | Statement |
| Why are you crying? | Question |
| What a beautiful day | |
| Sit down | |
| Where do you live | |
| I left my school bag on the bus | |
| Watch out | |

| Now write an example o | f each sentence type in your own wo | rds on the lines below. |
|-------------------------|--|-------------------------|
| Statement: | | |
| Command: | | |
| | | |
| | | |
| | | |
| | Spelling | |
| Spelling Pattern: Usefu | l words ending in 'ure' | |
| sure | signature | |
| pure | creature | |
| cure | feature | |
| nature | measure | |
| future | temperature | |
| <u>-</u> | en cover each one and then write it in above to put into a sentence to dem | • |
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| | | |
| Spelling Rule: | | |

Sometimes when we add the suffix 'ing' to a word we have to **double** the last letter. This happens with words like swim, hop and begin because they have a **short** vowel. Add 'ing' to the words in the table by **doubling t**he last letter. Two have been completed for you.

| swim | swi mm ing | skip |
|------|-------------------|--------|
| hop | ho pp ing | cut |
| run | | get |
| spin | | forget |
| shut | | begin |
| chat | | permit |

Other words that end in an 'e' have a long vowel sound and you DON'T double the last letter, you simply drop the 'e' and add 'ing'. See below and complete table.

| hope | hoping | advise |
|-------|--------|--------|
| make | making | brake |
| bite | | game |
| drive | | leave |

| Confusing Words: | | |
|--|-------------------------------------|--|
| _ | | ame but mean different things. This can be below. Put each word into a sentence. |
| rain-wet weather | rein-a strap to lead a horse | reign- rule of a king or queen |
| | | |
| | | |
| | | |
| | Extension Act | ·ivi+v |
| | Extension Act | civity |
| describing a day in lock that occurred, your exp | down. You could write about activit | on, write a paragraph (minimum of 10 lines) ies you have completed, something exciting creative, and make sure you use correct |
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