

Cut along the dotted lines. Arrange the word strips to make sentences.

Bill	Ted	and	or	for	nor	after
can open the safe			either		neither	.

Make one sentence that means nobody can open the safe.

Make four sentences that means one person can open the safe.

Make three sentences that means two people can open the safe.

Pick three words and create three sentences in which the word is used as a describer for a person or thing (adjective). Pick three words and create three sentences in which the word is used as a describer for an action (adverb). Pick three words and create three sentences in which the word is part of a two-word describer for a person or thing (compound adjective).

<b>thinly</b>	<b>bluntly</b>	<b>sadly</b>
<b>dimly</b>	<b>timely</b>	<b>badly</b>
<b>widely</b>	<b>manly</b>	<b>kingly</b>
<b>costly</b>	<b>tamely</b>	<b>likely</b>
<b>flatly</b>	<b>poorly</b>	<b>swiftly</b>
<b>grandly</b>	<b>strongly</b>	<b>stately</b>
<b>dryly</b>	<b>sickly</b>	<b>motherly</b>

Cut along the lines to create three headings.

suffix	not a suffix
investigate	

Cut along the lines to create word cards. Sort them into three categories.

camper	barber
chanter	plaster
tender	filter
welder	limber
scamper	scatter
usher	surfer
lender	timber
basher	sticker
bluster	rancher
umber	spatter

Cut along the lines. Move the word cards around to make the sentences

<b>Bert</b>	<b>Ernie</b>
<b>help</b>	<b>let's</b>
<b>and</b>	<b>will</b>
<b>,</b>	<b>.</b>

Make a sentence in which you tell Bert and Ernie you should all help.

Make a sentence that suggests a group of people should help Bert and Ernie.

Make a sentence in which you tell Ernie that Bert will help.

Make a sentence that states Bert will help.

Make a sentence in which you tell Bert to help Ernie.

Make a sentence that states Ernie will help.

Make a sentence in which you tell Ernie to help Bert.

Make a sentence that states both Bert and Ernie will help.

Make a sentence in which you tell Ernie you both should help Bert.

Make a sentence in which you tell Bert you both should help Ernie.



Cut along the lines. Move the word cards around to see how many sentences you can make. Add punctuation to your sentences.

Sentence 1

hide	if	will
small	danger	fish
the	it	,
.	senses	?



Sentence 2

<b>plant</b>	<b>will</b>	<b>it</b>
<b>the</b>	<b>if</b>	<b>die</b>
<b>is</b>	<b>.</b>	<b>not</b>
<b>,</b>	<b>?</b>	<b>watered</b>



Cut on the lines to make sentence strips and headers for sorting categories. Sort the highlighted word into categories. You will need to think about how the word functions (what job does it have?) in the sentence.

**Names an action (verb)**

**Names a thing (noun)**

**Describes a thing (adjective)**

Ted <b>hunted</b> for his lost shoe.	The <b>boring</b> show was cancelled.
His <b>reading</b> improved.	I bought <b>jumping</b> beans.
I hate <b>cooked</b> Zucchini.	Gram was <b>knitting</b> in the car.
Dad is <b>fixing</b> the sink.	Mom took a <b>cutting</b> from the bush.
The boat is <b>floating</b> in the pond.	That was a <b>frightening</b> mistake.
Our <b>wedding</b> was fun.	The <b>bearded</b> man sat near me.
I <b>cleaned</b> the mess.	The <b>salted</b> peanuts were yummy.
The <b>building</b> is made of brick.	I <b>cooked</b> supper for the family.
The <b>scaffolding</b> fell.	His <b>spelling</b> needs help.



Create two sentences for each pair of words. The highlighted word should be a describing word (adjective) in one sentence and an action word (verb) in the other. Here is an example:

plant / **potted**

Describing word (adjective): The **potted** plant fell off the shelf.

Action word (verb): I **potted** the seedlings and put them on the shelf.

chips / **salted**

child / **crying**

man / **jogging**

shelf / **painted**

birds / **nesting**

can / **crushed**

alarm / **ringing**

Santa / **singing**

jester / **dancing**

expert / **fishing**

car / **racing**

