

Auxiliary verbs

Remember! **Auxiliary verbs** are helping verbs. They help the main verb express meaning and they show the tense of a sentence. These verbs are: **be, do, have.**

Be: am, is, are, was, were, be, being, been

Do: do, does, did

Have: has, have, had

present tense auxiliary verb main verb

Example: We **are** travelling to see the dam.

We **were** travelling to see the dam.

past tense auxiliary verb main verb

Underline the past tense auxiliary verbs and main verbs in these sentences.

- We were eating dinner when the huge storm broke.
- Lucy was trapped in the cave because of the rockfall.
- Both horses had galloped away during the night.
- Harry had played the trumpet solo bravely.
- Some poor people had eaten only leaves in the past few weeks.

Underline the 7 past tense auxiliary verbs in this paragraph.

6-12

Our class visited the zoo. We were watching the elephant as she was bathing, while other animals were feeding happily. The lions, antelopes and crocodiles didn't notice us. We had walked for hours, it seemed, to reach the hyenas. They were laughing loudly. Most students were standing on the grass listening. The hyenas seemed to excite and disturb all the other animals.

Add vowels to these present tense auxiliary verbs.

- We r eating our dinner in front of the television.
- My sister s studying in the spare room again.
- Jake h s bought a special fish to help clean the tank water.
- Despite being blind, Bree c n play the piano beautifully.
- Georgia s counting her money while she waits in line.

Score 2 points for each correct answer! SCORE /34 0-14 16-28 30-34

Phonic Knowledge & Spelling

Prefixes and suffixes

Remember! We add **prefixes** to the beginning of base words to change their meaning.

Examples: possible (base word), **impossible** obey (base word), **disobey**

We add **suffixes** to the end of base words to change how the word is used.

Examples: use (base word), **useful** care (base word), **careless**

Write the base word, prefix and suffix as needed.

- unacceptable** base word: _____
prefix: _____ suffix: _____
- murdered** base word: _____
suffix: _____
- delivery** base word: _____
suffix: _____
- disagreement** base word: _____
prefix: _____ suffix: _____



Contractions

Remember! A **contraction** is when two words are shortened and combined to make one word. An **apostrophe** is used in place of the missing letter/s.

Examples: do not - **don't**, I am - **I'm**

Write the contractions for these words.

- should have: _____
- should not: _____
- are not: _____
- that will: _____
- you have: _____
- they are: _____

Write how many syllables are in these words.

- signature _____
- silence _____
- horizon _____
- remarkable _____

Score 2 points for each correct answer! SCORE /28 0-12 14-22 24-28

Reading & Comprehension

Bubblo Gal

Imaginative text - Narrative
Author - Peter Alford

Her tenth birthday was when it all started. Katrin had been given a bubble machine as a gift. She spent hours blowing bubbles as large as beach balls. Catching them, she could control them like pets. Bubbles seemed to want to follow her and do as she wished. University didn't even stop her love of bubbles. Working alone in her lab one night, she produced an amazing bubble. This bubble read her mind and did everything she was thinking. This was no ordinary bubble — it was super strong. Katrin suggested to herself that the bubble should surround the pot plant on the windowsill. Within seconds the plant was inside a shiny sphere. But trying to force her way into the bubble proved totally impossible. The shiny, bright walls of the bubble refused to release what it had surrounded. Thinking about the bubble, Katrin whistled out loud. Immediately the bubble disappeared. She lay awake in bed that night, imagining how the bubble she invented might be used.



Write or circle the correct answer.

- What did Katrin imagine about the bubble before going to sleep?

- When did Katrin fall in love with bubbles?

- What does 'Katrin suggested to herself' mean?
a Katrin spoke to herself.
b Katrin thought to herself.
c Katrin imagined.
- Where was Katrin when she invented the bubble?

- What does 'the bubble refused to release the pot plant' mean?
a The bubble spoke to Katrin.
b The bubble had a soft wall.
c The bubble would not let Katrin get the pot plant.

- What was Katrin given for her tenth birthday?

- How big were the bubbles Katrin could make as a child?

- What seemed to break the bubble in the lab?

Score 2 points for each correct answer! SCORE /16 0-6 8-12 14-16

My Book Review

Title _____
Author _____
Rating ☆☆☆☆
Comment _____