

Name _____

Enrichment Page
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Lesson 11: Punctuation and Capitalization

Read the sentences. Rewrite the sentences using uppercase letters where needed. Add the proper punctuation mark at the end of each sentence. The first sentence is done for you.

1. i am ed I am Ed.

2. dad is at the dam

3. jeb has a bad leg

4. is the bag in the lab

5. is it a bad egg

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Lesson 15: Using *There* and *Their*

Read and complete the following sentences. The missing word will be either *there* or *their*. Fill in the proper spelling. The first sentence has been done for you.

1. “Do you have some nuts in that bag, Meg?” asked Tom. “Yes, there are lots of nuts, Tom.”
2. “Do Ben and Jan have some nuts in _____ bags?”
3. “No,” said Meg. “_____ bags do not have nuts.”
4. “Where should I put this bag of nuts, Tom?” asked Meg. “Put it _____, on the rug.”

Read and complete the following sentences. They make up a story. The missing word will be either *there* or *their*. Fill in the proper spelling.

1. The foxes ran to _____ den.
2. It is not wet in _____ den.
3. It is not hot in _____ den.
4. _____ are six foxes in the den.

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Lesson 16: Alphabetical Order

Add the letters of the alphabet that come after or before the letter that has been given to you.

U V W

J _____

X _____

A _____ C _____

_____ H _____

M _____

K _____

P _____

L _____ N _____

_____ Z

D _____

_____ J _____

_____ U

O _____

A _____

V _____

E F _____

_____ T

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Lesson 21: Punctuate Direct and Indirect Quotations

Indicate whether each sentence is a direct or indirect quotation. First, add the proper punctuation to each sentence. Then indicate whether each sentence is a direct or indirect quotation by writing the letter *d* for *direct* or the letters *id* for *indirect* on the blank before the sentence.

- id 1. Dad said to come to the den.
- d 2. Dad said, "Come to the den."
- ___ 3. Where are you asked Dad
- ___ 4. Sam where is your mom asked Jan
- ___ 5. Dan's mom and my mom are at the Red Hen
- ___ 6. Ned do you have a map asked Mom
I have a map in the den said Ned
- ___ 7. Don said he led the man to the den
- ___ 8. Ned are you doing your job asked Dad
- ___ 9. I am doing OK said Ned
- ___ 10. Sam told me some men are in the den
- ___ 11. Dad said to do the job

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Lesson 28: Reading with Digraphs

Find, underline, and read the Digraph words in each sentence. Some of Digraph words will be Most Common Words. Then read the whole sentence.

1. Chad will chat with his chum Fred.
2. Is Dan the champ of Camp Zen?
3. The chest fell from the shelf, and there was a big thump.
4. I felt a chill in the wind.
5. It is too bad that she is so ill.
6. Is he Chet Smith?
7. Bess has cash in the big box.
8. The graph tells us that there is more.
9. The path is by the tent.
10. Tom went to the shed to get the ball.
11. Which one has it?
12. When did you get a whiff of that?

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Lesson 30: Working with Contractions

Read each sentence. Underline the contraction in the sentence. On the lines at the end of the sentence, write the words from which the contraction was made. The first sentence has been done for you.

1. I've been with my mom. I have
2. He's not on the bench. _____
3. Let's go there! _____
4. There's not a drop to be seen! _____
5. Ann doesn't want to shop here. _____
6. I couldn't see the flag. _____
7. You don't have a red dog. _____
8. I can't stop the top from spinning. _____
9. I'll send you a plant. _____
10. Did you say you'd seen Ben? _____
11. Who's at the shop? _____
12. He doesn't have a box of plums. _____
13. The men aren't at the club. _____
14. You're the best helper in the class! _____
15. You didn't go to the store. _____

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Lesson 34: Singular Possessive Nouns

Singular possessive means that one thing or one person owns something. Here's an example sentence with a singular possessive noun: *This is Sam's hat.* An apostrophe *s* ('s) is added after the noun, *Sam*, to make the noun show ownership. Now we know the hat belongs to Sam.

Read each sentence, and write the singular possessive noun in the space provided to make a new sentence. The first sentence has been done for you.

1. Meg has a red hat. This is Meg's red hat.
2. Dad has a tan van. _____ van is tan.
3. The fox is in the den. The _____ den is wet!
4. The bug has a web. The _____ web is on the log.
5. Tom has a bat. This is _____ bat.

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Lesson 34: Plural Possessive Nouns

Plural possessive means that more than one thing or person owns something. Here's an example sentence with a plural possessive noun: *This is the girls' bed.* Only an apostrophe is added after the noun *girls*, meaning the bed belongs to more than one girl. We add only an apostrophe after a plural noun!

Read each sentence. Choose and write the plural possessive in the space provided to make a new sentence. The first sentence has been done for you.

1. The mother and father fox are in the den.

This is the foxes' den.

foxes' fox's

2. Ten dogs were at the vet.

He is the _____ vet.

dog's dogs'

3. Six bugs are on the web.

This is the _____ web.

bugs' bug's

4. Dad put some ham here for our six cats.

Have you seen the _____ ham?

cat's cats'

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Lesson 34: Personal and Possessive Pronouns

Personal pronouns refer to specific people, places, or things.
Possessive pronouns are nouns that show ownership — just like possessive nouns.

Match the personal pronoun to the possessive pronoun.

I	his
we	her
you	your/yours
they	ours
he	its
she	our
it	his
me	hers
us	their/theirs
him	my
her	mine

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Lesson 34: Indefinite Pronouns

An *indefinite pronoun* does not refer to any specific person, place, or thing. Indefinite pronouns are “not definite.”

Circle the indefinite pronoun in each sentence.

1. Did anyone see my dog?
2. I think everybody is here.
3. Nobody came to see my game.
4. There is nothing in the fridge!
5. There are several dogs in the park.

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Lesson 34: Collective Nouns

A *collective noun* is a one word noun that is used to name a group of things. Even though it can represent more than one member or thing in a group, a collective noun is usually singular.

Circle the collective noun in each sentence.

1. The team helps set up tables.
2. My family has a new baby brother.
3. The company is planting trees.
4. A group of new students is in my class.
5. A herd of cattle is eating grass.

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Lesson 39: Linking Verbs

A linking verb does not show action but links the subject of the sentence to a word that describes the subject. Linking verb words: *am, are, is, was, were, be, being.*

Underline the linking verbs in the sentences.

My name is Ted.

I am six.

I was at the pond.

A singular noun takes a singular linking verb (*is, was*); a plural noun takes a plural linking verb (*are, were*).

Write the correct linking verb in each sentence.

The cat _____ wet. It _____ mad!

The rugs _____ damp. Mom and Dad
_____ sad.

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Lesson 48: Adding Suffixes

Prove each word. Then rewrite the word, adding *-ing*.
The first word has been done for you.

grab^{*}
x

grabbing

be

strike

tell

blast

trap

call

drink

miss

prance

ice

stage

quake

go

can

honk

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Lesson 49: Comparative and Superlative Adverbs

Adverbs can be comparative or superlative by adding *-er* or *-est* to the adverb.

Brad runs fast. Mike runs faster. Ron runs the fastest.

Underline the adverb in each sentence.

Sam can jump high.

Maya ran the quickest out of all of my friends.

My desk is neater than her desk.

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Lesson 52: Words Ending in -K or -KE

Should these words end in *-k* or *-ke*? Fill in the blanks with the correct spelling. The first word has been done for you.

s m o k e

r i n ____

p i n ____

m a ____

p e e ____

t r u n ____

s p e a ____

b r o ____

f a ____

m i l ____

c r e e ____

l e a ____

j o ____

h u n ____

s t r e a ____

f r e a ____

q u a ____

s t a ____

s n a ____

s i l ____

s t r i ____

w i n ____

w e e ____

d r i n ____

In each sentence, underline words ending in *-k* or *-ke*. Then read the sentence. The first sentence has been done for you.

1. Do not drink this milk. It is stale!
2. Did you speak with Mike?
3. Blake, did you wink at Bess?

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Lesson 53: Digraph Blends

In each sentence, circle the Digraph and Digraph Blend words. Then read the whole sentence.

1. Her throat is so sore.
2. The queen sat on the throne in her red robe.
3. He thrust the map in Jan's hand and went home.
4. Tom went to the shed to get the chrome strip.
5. "This scheme is not mine," said Joe.
6. The chrome trim on his car shines in the sun.
7. It is a thrill for me to speak to you.
8. The thrush is in the oak tree.
9. I had shrimp for lunch.
10. Ben has cash in the green box.
11. The chart tells us that it will rain.
12. The girl broke the shell of the egg.
13. The wheat is ripe at Ed Smith's farm.
14. He will make a graph of the land near the lake.
15. Nell has a chrome band on her wrist.

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Lesson 54: Subjects and Predicates

Read the following sentences. Underline the subject part of each sentence. Draw a box around the predicate part. The first sentence has been done for you.

1. Dad has a ham.
2. The ham is in the bag.
3. I am in the lab.
4. Meg and Sam have a bag.
5. Dad fed Jed a ham.
6. The egg is bad.
7. Kim has a bad leg.
8. Pam is at the dam.
9. The bag is in the lab.
10. Jim is in his bed.

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Lesson 63: Using Articles

Look at the first letter of each word. Fill in the proper article: *a* or *an*.

___a___ bank

_____ altar

_____ harp

_____ bottle

_____ home

_____ ape

_____ octopus

_____ circus

_____ igloo

_____ beaver

_____ elf

_____ page

_____ shark

_____ blanket

_____ gash

_____ clam

_____ cone

_____ egg

_____ umbrella

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Lesson 63: Using Definite and Indefinite Articles

Fill in the blank with a word of your choice. Look to see if the word you are adding is preceded by *a* or *an* to determine if your word should begin with a consonant or vowel.

1. The man had a _____ in his bag.
2. Liz won a _____ at work.
3. Jen has an _____ on her desk and a _____ in her hand.
4. A _____, an _____, and an _____ were in the van.

Fill in the blank with a word of your choice. Since the blank is preceded by the definite article *the*, the following word can begin with any letter, but remember, *the* refers to a *specific* something or someone.

5. Tom, what did you do with the _____?
6. The _____ is in the den, on my desk.
7. Where is the _____ and the _____?

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Lesson 67: Subordinating Conjunctions

Subordinating conjunctions are words that connect a dependent clause to an independent clause. They include words like: *because, since, when, while, when, and after.*

Circle the subordinating conjunction in each sentence. Underline the dependent clause. The first sentence has been done for you.

1. We went to the park after we ate lunch.
2. Ralph was late for school because he didn't set his alarm.
3. Mom put a dime in the meter while Peter and I were in the store.
4. We have not returned to that eatery since Patty got sick!
5. After the play, Dad took us to get ice cream.
6. When I get home, I plan to watch TV.

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Lesson 67: Correlative Conjunctions

Correlative conjunctions connect only two items, so they “travel” in pairs. Correlative conjunctions are: *neither/nor*, *either/or*, *both/and*, and *not only/but also*.

Pair up the correlative conjunctions to make a complete sentence. The first sentence has been done for you.

We can either
stay home _____ or go swimming.

Both Lucy _____ but I also got a
\$10 bill!

Bill’s dad is _____ and Chad have
neither fat braces.

Either you go _____ nor tall.
with Mom

Not only did I get _____ or you go with
an A in math, Dad.

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Lesson 72: Homophones

The underlined word in each of these sentences is a homophone. Decide whether the homophone is used correctly or incorrectly. If it's used correctly, do nothing. If it's used incorrectly, cross it out, and write the correct spelling of the word at the end of the sentence.

Examples: Juan was heir to a large fortune. (heir/air)
Marie took her dress to be ~~altared~~. altered (altared/altered)

1. Her feet were bear. _____ (bear/bare)
2. We beet the piñata with a stick. _____ (beet/beat)
3. The wind blew all day. _____ (blew/blue)
4. Bye milk and eggs at the store. _____ (bye/buy)
5. Put the potatoes in the seller. _____ (seller/sellar)
6. I've got 10 dollars and one sent. _____ (sent/cent)
7. Two deer ran down the hill. _____ (deer/dear)
8. We died our shirts green. _____ (died/dyed)
9. What is that foul smell? _____ (foul/fowl)
10. His cut will heel quickly. _____ (heel/heal)
11. Its not my fault. _____ (Its/It's)
12. Tie a knot in the string. _____ (knot/not)
13. Will the bank offer you a loan? _____ (loan/lone)
14. Rabbits have short tales. _____ (tales/tails)
15. I got there invitation in the mail. _____ (there/their)

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Lesson 79: Identify Prefixes

Below are the most common prefixes and examples of each prefix in words. Underline the suffix in each example word.

On the blank line, write a different word using the same prefix.

bi-	(two) bifocal, bicycle, binocular	Example: <u>biweekly</u>
anti-	(against) antifreeze, anticlimax	_____
de-	(opposite) defrost, deform	_____
dis-	(not; opposite of) disappear, dislike, distrust	_____
im-	(bad or incorrect) impossible, impolite, imperfect	_____
mis-	(not) misfire, misbehave, misplace, misfit	_____
non-	(not) nonsense, nonstop	_____
pre-	(before) preschool, predate	_____
re-	(again) rewrite, redo, refill, reheat, replay, retell	_____
semi-	(half) semicircle, semiannual, semicolon	_____
tri-	(three) tricycle	_____
un-	(opposite action; not) unhappy, unclear	_____
uni-	(one) unicycle, unicorn	_____

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Lesson 79: Identify and Read Prefixes

Read each sentence. Find and circle the verb with a prefix. The following prefixes are used:

dis- means “not” or “opposite of”

re- means “again”

un- means “opposite action” or “not”

mis- means “bad or incorrect”

pre- means “before”

1. Our guide prepared to take us to a nice dinner.
2. However, she misplaced the directions to the diner, and we got lost.
3. We finally found our way, but we were uncertain if this was the right place.
4. The owner knew we were coming and unlocked the door.
5. “There are more of you than I thought. I’ll rearrange for more seating,” said the owner.
6. When he finished, he disappeared behind the door to get the menus.
7. He soon reappeared with the menus and proceeded to take our orders.

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Lesson 79: Identify and Read Prefixes (cont.)

Think of a verb with a prefix that means the same thing as the words in the parentheses. Write the verb in the blank.

1. When the food arrived, one woman was _____ with her order. (not pleased)
2. “I must have _____ the menu,” she said. “This is not what I ordered!” (read incorrectly)
3. “I’m so sorry; please let me _____ your order,” said the chef. (do again)
4. While we waited, we _____ the events for tomorrow. (look ahead)
5. We talked about how _____ we were not to have tickets to the museum. (not lucky)
6. After dinner, the men _____ on who was paying the bill. (not agree)
7. To our surprise, the tour guide had _____ for our dinner! (paid before)

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Lesson 79: Identify Suffixes

Below are the most common suffixes and examples of each suffix in words. Underline the suffix in each example word.

On the blank line, write a different word using the same suffix.

-able (can be done) comfortable Example: affordable

-ed (happened in the past) hopped, jumped _____

-en (made of) wooden, golden _____

-er (one who) reader, runner, swimmer _____

-ing (happening now) running, jumping, swimming _____

-ful (full of) cheerful, joyful, careful, fearful _____

-less (without) fearless, careless, restless _____

-ness (condition) happiness, kindness, darkness _____

-s, -es (more than one) books, boxes _____

Name _____

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Lesson 79: Identify and Read Suffixes

Decide on the correct suffix for each word in parentheses. Then write that word in the blank to finish the sentence. The following suffixes are used:

- er means “one who”
- ness means “condition of”
- ful means “full of”
- able means “can be done”
- ly means “characteristic of”

1. One _____ suffered from _____.
(work____, dizzy____)

2. The man was very _____. (help____)

3. The child is very _____. (teach____)

4. He _____ ran home. (quick____)

Name _____

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Lesson 80: Crazy W

Find and underline the crazy w words. Then write and prove them in the spaces below.

1. Tom has a wart on his arm.
2. Did Ron warn you before the storm hit land?
3. What in the world are you doing, Sam?
4. This is the worst storm yet to hit Maine.
5. The floor planks will warp if they get wet!

w ^{or} g r t _____ _____
 ~~x~~ _____
_____ _____

Name _____

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Lesson 83: More Digraphs

Read the following sentences. Then underline the words that contain the Digraphs *ph*, *gn*, *kn*, *wr*, and *ck*. Some of them will be Most Common Words. Then write each word with a Digraph in the correct column.

1. Will you help me write this, please?
2. The pipe wrench is on the deck.
3. Ann hung the wreath on the knob.
4. Bill, do not wrap the wreath in cloth!
5. A small wren perched on the stem.
6. She tied a knot in the rope.
7. The gnat landed on his arm.
8. The little gnome went into the forest.
9. His phone rang during the night.
10. He made a graph to show the class.

ph	gn	kn	wr	ck

Name _____

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Lesson 90: Words Ending in *-KE*, *-CK*, *-K*, and *-C*

Should these words end in *-ke*, *-ck*, *-k*, or *-c*? Look at the vowel(s) in each word, and fill in the blank with the proper ending.

trück

haw ___

lā ___

oa ___

clü ___

cā ___

shar ___

traffī ___

jō ___

stǎ ___

jer ___

muī ___

pǎ ___

mar ___

picī ___

boo ___

Yor ___

atī ___

trī ___

soa ___

pea ___

Gree ___

quir ___

mīl ___

spar ___

tā ___

franī ___

Atlīanī ___

Name _____

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Lesson 91: Exceptions to the Decoding Skills

Read and decode the following words. Remember, a long vowel can be marked short! Watch for Blends and Digraphs. The first word has been done for you.

s ^ŷ a | l ^ə a d s h i v e r f i n i s h s t u d y
x x

c a m e l d e n i m S p a n i s h v i s i t

s w i v e l s p i n a c h

Use the words above to complete the sentences below. The first sentence has been done for you.

1. Did you shiver when you heard the ghost moan?
2. I rode a _____ at the zoo.
3. Bill and Russ went to _____ their uncle at the ranch.
4. Did you _____ setting the table for mother?
5. Yuck! I don't like to eat cooked _____!
6. Please pay attention, and don't _____ in your chair.
7. You never _____ for math tests!
8. I like to wear _____ pants to school.
9. I didn't know you could speak _____!
10. Did you eat the lettuce in your _____?

Name _____

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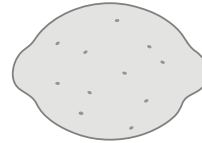
Lesson 91: Exceptions to the Decoding Skills

Read the following list of words. Draw a line to the picture that matches each word.

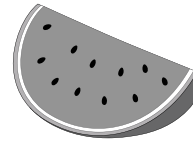
cabin



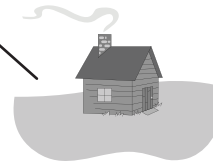
dragon



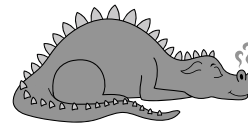
novel



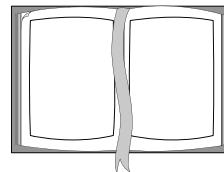
present



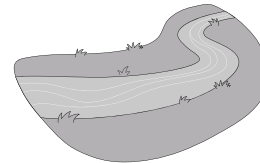
melon



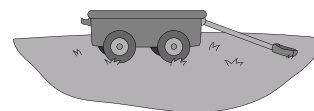
river



wagon



lemon



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Lesson 93: *-TION / -SION*

Read and prove the following words. Remember, when *i* precedes *-tion* or *-sion*, the vowel sound is short. The first two words have been done for you.

v a | c a | tion
x | x | x

destruction

c o | n | di | sion
x | x | x | x

explosion

invention

division

impression extension

Use the words above to complete the sentences below. The first sentence has been done for you.

1. Hurricane Emma caused a lot of destruction!
2. The _____ problem in math class was very hard.
3. What is the _____ of the building? Can we move into our offices yet?
4. The telephone is a wonderful _____.
5. I got the _____ from your e-mail that you would be late for work.
6. Where are you going for your _____?
7. I need an _____ cord to plug in the lights.
8. I heard a terrible _____ on the island!

Name _____

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Lesson 93: *-TION / -SION* (cont.)

Read each sentence below. Then underline the *-tion* or *-sion* words. The first sentence has been done for you.

1. Can you meet me at the gas station by six o'clock?
2. Brenda needs glasses due to her poor vision.
3. The class needs to pay attention while the teacher shows them the division problem.
4. What a celebration! I'm going to be on television!
5. I have an abrasion on my wrist.
6. I had a conversation with my brother about the party.
7. The pastor went into seclusion after completing his mission around the nation.
8. Did you get permission to go to the convention?

Name _____

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Lesson 93: *-OUS /-US* and *-EST /-IST*

For each sentence, write the appropriate suffix (*-ous* or *-us*) in the blank.

1. He is a very fam_____ man.
2. I had a fabul_____ time at the party.
3. The circ_____ is in town all week.
4. I am nerv_____ when you drive fast.
5. The camp_____ is enorm_____.

For each sentence, write the appropriate suffix (*-est* or *-ist*) in the blank.

1. He is the tall_____ man I have ever seen!
2. Have you been to the orthodont_____?
3. My brother is training to become a psycholog_____.
4. Bring me the long_____ rope you can find.
5. The weak_____ puppy in the litter usually needs hand feeding.

Name _____

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Lesson 95: Reading with the Three Sounds of *EA*

Read the sentences below. Underline the words in each sentence that contain the *ea* vowel combination. Then read each *ea* word again and mark each *ea* combination as long *a*, long *e*, or short *e*. The first sentence has been done for you.

1. Robin Hood wore a red feather in his green cap.
2. The weather is so pleasant today. Let's have a picnic at Lake Toronto.
3. Art's health is better since he moved.
4. After breakfast, we can head for the Health Spa.
5. Did you hear that the court may repeal its decision?
6. Where are you going this year for spring break?
7. The owners of the steak house near Dead End Road bake their own bread. It is delicious!
8. Will the Lakers defeat the Pistons?
9. We had steak and bread for our healthy dinner.

Name _____

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(Grades 2-3)

Lesson 95: Identify the Sounds of *IE* / *EI*

Read each sentence. Then underline words in which *i* and *e* are both sounded. The first sentence has been done for you.

1. Dr. Smith suggested that she should walk five miles a day and go on a diet.
2. You must be quiet in the classroom.
3. The lumber company had a variety of house plans.
4. The Nutrient Center is in the Hickory Point Mall.
5. The dog attended Nancy's Obedience School in Orlando.
6. The audience was spellbound at the concert.

Read and prove the following words. Decide which sound *ie* or *ei* makes in each word. Write that sound in the blank before the word. The first word has been done for you.

i d i e
x x

___ b e i g e

___ p r i e s t

___ w e i g h t

___ d e c e i t

___ c h i e f

___ c o n c e i t

___ p i e

___ s k e i n

___ v e i n

___ n i e c e

___ n e i g h b o r

___ s h i e l d

___ f e i g n

___ v i e

Name _____

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Lesson 96: Words Containing Reversed Vowels

The words on this list have reversed vowel sounds. Read each word. Then circle each reversed vowel combination. The first word has been done for you.

leopard

diameter

pioneer

riot

triangle

dual

triad

radius

mutual

variation

graduation

aorta

Brian

Naomi

neon

stadium

Zodiac

radius

rodeo

chaos

diagram

insinuate

diagnosis

situate

dialect

annual

violin

memorial

lion

triumph

giant

dial

Name _____

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Lesson 100: Reading Words Ending in *-SE*, *-CE*, or *-SS*

In the sentences that follow, find and underline each word that ends in *-se*, *-ce*, or *-ss*. Read the word (or words), and then read the sentence. The first one has been done for you

1. Eek! There is a mouse in this house!
2. Did he spray grease on the griddle before he cooked the pancakes?
3. Did you miss your blouse, Bess? It was in the pile of laundry beside the box of Bounce[®].
4. The veteran added his piece of the flag to the peace shrine.
5. He should grease those wheels with goose grease!
6. Joe ran the race at a fast pace.
7. Jim can splice a rope.
8. Once upon a time, a prince turned into a frog.
9. Will you press my dress, please?
10. In case of rain, the lawn party will be held in the church basement.

Name _____

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Lesson 100: Reading Words Ending in *-SE*, *-CE*, or *-SS* (cont.)

11. The place setting for the dinner is very lovely.
12. The little girl flounced out of the room in a rage.
13. The horse race is very exciting. Did you place a bet on Sinbad?
14. We will lease a cottage by the lake this summer. I haven't been to that lake since I was very young.
15. Can you read this sentence for me? I need help with my lesson.