



# RADIANT HEIGHTS ACADEMY

*From Radiant Minds to Great Heights*

0416-573-529 | 0412-838-455 | [Radiantheightsacademy@gmail.com](mailto:Radiantheightsacademy@gmail.com)

Student Name: \_\_\_\_\_

## English Booklet

### Level 5-6 Term 2 Week 2

#### THIS WEEK'S FOCUS

- ✓ Sentence Expansion Practice
- ✓ Reading Comprehension
- ✓ Spelling List



# 5 SENSES WORD BANK

Use these words to expand your sentences!

Add detail. Paint a picture. Make your writing shine!

## SIGHT



What can you see?

### BRIGHT / LIGHT

glowing, sparkling, shimmering, dazzling, radiant, vibrant, vivid, luminous, glittering, twinkling

### DARK / ATMOSPHERE

gloomy, shadowy, dim, foggy, misty, hazy, blurry, eerie, mysterious, spooky

### SIZE / SHAPE

towering, gigantic, massive, enormous, huge, tiny, miniature, tall, short, wide, narrow, round, long, thick, thin

### VIEW / SCENE

endless, vast, crowded, busy, deserted, empty, peaceful, chaotic, beautiful, spectacular

### APPEARANCE / DETAIL

flickering, flashing, glowing, blazing, shining, crystal-clear, transparent, glossy, reflective, colourful, dull



## HEARING



What can you hear?

### SOFT SOUNDS

whispering, murmuring, muttering, rustling, swishing, sighing, breathing, tiptoeing

### NATURAL SOUNDS

chirping, tweeting, buzzing, humming, howling, croaking, splashing, rustling, cawing

### LOUD SOUNDS

roaring, thundering, booming, crashing, screeching, shouting, yelling, exploding

### NOISY / MAN-MADE

clattering, banging, tapping, knocking, ringing, chiming, beeping, honking, whirring

### OTHER

echoing, rumbling, crackling, popping, hissing, fading



## TOUCH



What can you feel?

### TEXTURE

rough, coarse, scratchy, bumpy, smooth, sleek, silky, glossy, soft, fluffy, spongy, velvety

### TEMPERATURE

icy, freezing, chilly, cool, warm, hot, burning, scorching, boiling, lukewarm



### CONDITION

sticky, gooey, slimy, slippery, prickly, sharp, jagged, hard, solid, firm, stiff

### MOISTURE

damp, wet, soggy, dry, dusty, sandy, dewy



## SMELL



What can you smell?

### PLEASANT

fragrant, perfumed, floral, sweet-smelling, fresh, clean, crisp, airy, lovely



### EARTHY / NATURAL

earthy, woody, grassy, rainy, musky, oaky, piney, herbal



### STRONG / UNPLEASANT

smoky, burnt, charred, stale, musty, damp, rotten, foul, disgusting



### FOOD RELATED

spicy, zesty, tangy, rich, strong, overpowering, buttery, cheesy, savoury



## TASTE



What can you taste?

### SWEET

sweet, sugary, honeyed, chocolaty, creamy, syrupy, fruity



### SOUR

sour, tangy, zesty, citrusy, sharp, vinegary



### SALTY / SAVOURY

salty, savoury, cheesy, meaty, herby, umami, smoky



### SPICY

spicy, fiery, hot, peppery, zesty, fiery



### OTHER

bitter, bland, rich, juicy, refreshing, delicious



★ The more details you add, the more exciting your writing becomes! ★



# SENTENCE EXPANSION WORD BANK



Stronger words. Smarter sentences. Amazing writing!

## COLOURS



### REDS / PINKS



crimson red, scarlet, ruby red, burgundy, cherry red, rose pink, hot pink, magenta, blush pink

### BLUES



navy blue, royal blue, ocean blue, sky blue, turquoise, teal, aqua, icy blue

### GREENS



emerald green, forest green, lime green, olive green, moss green, sage green

### YELLOW / ORANGES



golden yellow, lemon yellow, mustard yellow, sunset orange, burnt orange, amber, tangerine

### PURPLES



lavender, violet, deep plum, royal purple, lilac, grape purple

### NEUTRALS



jet black, charcoal, midnight black, pearl white, ivory, snowy white, cream, silver, grey, taupe, beige

### BROWNS



chocolate brown, chestnut, coffee brown, tan, golden brown, sandy brown, mahogany

### OTHER SHADES



coral, peach, mint green, teal, aqua, silver, gold

## CONJUNCTIONS

(Join ideas smoothly)



### ADDING IDEAS

- and • also • as well as • too
- furthermore • in addition

### CONTRASTING IDEAS

- but • however • although
- even though • though
- on the other hand • instead
- whereas • while

### CAUSE & EFFECT

- because • since • as
- so • therefore • thus
- consequently • for this reason

### TIME / SEQUENCE

- when • whenever • while
- before • after • as soon as
- until • once • then • next
- finally • meanwhile • during

### CONDITIONAL

- if • unless • even if
- provided that • in case

## ADVERBS

(Describe how, when, where)



### HOW THINGS HAPPEN

quickly, slowly, carefully, carelessly, quietly, loudly, silently, gently, suddenly, instantly, immediately, swiftly, easily, smoothly

### HOW THINGS FEEL / MANNER

happily, sadly, angrily, excitedly, nervously, bravely, confidently, eagerly, impatiently, proudly, frantically, peacefully, sadly

### DEGREE / INTENSITY

very, extremely, really, quite, rather, fairly, almost, nearly, completely, absolutely, totally, barely, just, only

### FREQUENCY

always, usually, often, sometimes, occasionally, rarely, seldom, never, frequently, constantly, regularly

### PLACE

here, there, everywhere, nearby, outside, inside, ahead, behind, above, below, far away

## POWER VERBS

(Stronger action words!)



**RUN** → sprinted, dashed, raced, bolted, hurried

**WALK** → strolled, wandered, marched, crept, paced

**SAY** → whispered, shouted, exclaimed, muttered, replied, announced

**LOOK** → glanced, stared, gazed, peered, examined, observed

**EAT** → devoured, nibbled, munched, gulped, savoured

**GO** → travelled, rushed, wandered, dashed, journeyed

**SEE** → noticed, spotted, observed, glimpsed, witnessed

**GET** → obtained, grabbed, received, collected, brought

**MAKE** → created, built, crafted, produced, constructed

**THINK** → considered, wondered, believed, realised, imagined



## HOW TO USE THIS WORD BANK

1. Choose interesting words from the word bank.



2. Include sensory details (sight, hearing, touch, smell, taste) to paint a picture.



3. Use conjunctions to join your ideas and make your sentences flow.



4. Add adverbs to show how, when, where things happen.



5. Use powerful verbs to make your writing strong and exciting!



The more details you add, the more exciting and vivid your writing becomes!



Great writers don't just tell – they show!



# SHOW, DON'T TELL!

Make your writing come alive!

## WHAT DOES IT MEAN?

**TELLING** = You say how someone feels.

**SHOWING** = You describe actions, reactions, and details so the reader can figure it out.

★ Instead of telling the reader, you help them imagine it!

## SIMPLE EXAMPLE

### TELLING

The boy was scared.



### SHOWING

The boy's hands shook, and he slowly stepped back as his heart raced.



## WHY IS IT IMPORTANT?



Makes writing more interesting



Helps the reader visualise the scene



Creates stronger emotions



Makes your writing feel like a story, not a report

## HOW TO SHOW INSTEAD OF TELL

### 1 USE ACTIONS

What is the character doing?



**TELLING:**  
She was nervous.

**SHOWING:**  
She kept biting her nails and looking around the room.

### 2 USE BODY LANGUAGE

What does their body do?



**TELLING:**  
He was angry.

**SHOWING:**  
His fists clenched and his face turned red.

### 3 USE THE 5 SENSES

What can we see, hear, feel, smell, taste?



**TELLING:**  
The park was nice.

**SHOWING:**  
The bright green grass swayed gently as birds chirped loudly in the warm sun.

### 4 USE STRONG VERBS

Avoid boring verbs like went, said, looked.



**TELLING:**  
He went to the door.

**SHOWING:**  
He crept towards the door.

### 5 ADD SMALL DETAILS

Zoom into the moment.



**TELLING:**  
She was happy.

**SHOWING:**  
She smiled brightly and jumped up and down with excitement.

## COMMON "TELLING" WORDS TO IMPROVE

Try to avoid these on their own:



happy



sad



scared



angry



excited

→ Instead: show it through actions + description!

## QUICK PRACTICE

Turn these into "show" sentences!



The girl was tired. \_\_\_\_\_



The boy was excited. \_\_\_\_\_



The dog was angry. \_\_\_\_\_

## HELPFUL TIP

A strong sentence includes:



ACTION +



FEELING +



DETAIL



If the reader can picture it like a movie, you're doing it right!



## SENTENCE EXPANSION WORKBOOK (GRADE 4)

**Goal:** Expand each sentence by adding detail, description, and interest.

👉 Try to include:

- Adjectives (describing words)
- Adverbs (how, when, where)
- Extra details (who, what, where, why)
- Conjunctions (and, but, so, because)

### PAGE 1 – BEGINNER

The dog ran.

---

---

The girl laughed.

---

---

The boy jumped.

---

---

The cat slept.

---

---

The baby cried.

---

---

The bird flew.

---

---

**PAGE 2 – ADDING DETAIL**

The boy ate his lunch.

---

---

---

The girl played outside.

---

---

---

The dog chased the ball.

---

---

---

The teacher spoke to the class.

---

---

---

The boy opened the door.

---

---

---

The cat climbed the tree.

---

---

---

## PAGE 3 – ADDING FEELINGS & ACTION

The boy walked home.

---

---

---

The girl finished her work.

---

---

---

The dog barked at the stranger.

---

---

---

The child dropped the glass.

---

---

---

The boy waited for the bus.

---

---

---

The girl saw something.

---

---

---

## PAGE 4 – USING CONJUNCTIONS

The boy was tired. He kept running.

---

---

---

The girl was scared. She went inside.

---

---

---

The dog was hungry. It looked for food.

---

---

---

It started raining. The children kept playing.

---

---

---

The boy lost his hat. He searched for it.

---

---

---

The girl heard a noise. She turned around.

---

---

---

## PAGE 5 – BUILDING MINI STORIES

The boy found something on the ground.

---

---

---

The girl ran towards the park.

---

---

---

The dog followed the boy.

---

---

---

The sky grew dark.

---

---

---

The child opened the box.

---

---

---

The boy heard a loud sound.

---

---

---

**PAGE 6 – ADVANCED (GRADE 4 LEVEL)**

The boy hesitated before opening the door.

---

---

---

The girl realised something was wrong.

---

---

---

The wind howled through the trees.

---

---

---

The boy made a difficult decision.

---

---

---

The girl discovered a hidden object.

---

---

---

The storm approached quickly.

---

---

---

## PAGE 7 – JOIN USING CONJUNCTIONS

The boy was excited. He opened his present.

---

---

---

The girl was nervous. She walked onto the stage.

---

---

---

The dog was tired. It kept running.

---

---

---

It was raining. They continued playing.

---

---

---

The boy forgot his bag. He went back home.

---

---

---

The girl heard a sound. She looked around.

---

---

---

**PAGE 8 – JOIN & EXPAND**

The boy dropped his phone. It cracked.

---

---

---

The girl smiled. She saw her friend.

---

---

---

The dog barked loudly. The baby woke up.

---

---

---

The wind blew hard. The door slammed shut.

---

---

---

The boy tripped. He got back up.

---

---

---

The girl was hungry. She made a sandwich.

---

---

---

## PAGE 9 – ADVANCED CONJUNCTIONS

The boy wanted to win. He was very nervous.

---

---

---

The girl studied hard. She passed the test.

---

---

---

The dog chased the cat. It could not catch it.

---

---

---

The storm was сильный. The children stayed inside.

---

---

---

The boy lost the game. He did not give up.

---

---

---

The girl was late. She hurried to school.

---

---

---

**PAGE 10 – CHALLENGE (STRONG SENTENCE BUILDING)**

The boy saw something unusual. He stopped walking.

---

---

---

The girl heard footsteps. She felt scared.

---

---

---

The dog ran away. The boy chased it.

---

---

---

The sky turned dark. Lightning flashed.

---

---

---

The boy made a mistake. He learned from it.

---

---

---

The girl found a clue. She solved the problem.

---

---

---

**Monday****The use of radio astronomy and SETI to search for extraterrestrial intelligence.**

Imagine pointing a giant microphone at the starry sky, hoping to hear someone whisper back from the darkness. For decades, astronomers have been doing exactly this in a scientific quest to find extraterrestrial intelligence, commonly known as aliens. Instead of looking for flying saucers in our atmosphere, modern scientists scan the vast silence of space for invisible clues. They use enormous satellite dishes to listen for artificial signals hidden among the natural cosmic noise. This ambitious project aims to answer one of humanity's oldest and most profound questions: are we completely alone in the universe?

The primary method scientists use to search for aliens is monitoring incoming radio waves. Radio waves are a type of electromagnetic radiation that can travel across the galaxy without being blocked by cosmic dust or nebulae. In 1984, researchers established the SETI Institute, which stands for the Search for Extraterrestrial Intelligence, to formalize this monumental task. They believe that if an advanced alien civilization exists, it might communicate using powerful radio transmitters, much like humans do. Consequently, astronomers rely on incredibly sensitive equipment, such as the Allen Telescope Array in California, to capture these distant signals.

Over the years, scientists have detected several mysterious noises, but most turn out to be natural phenomena like pulsars or exploding stars. However, one specific event continues to puzzle astronomers to this very day. In August 1977, a radio telescope in Ohio picked up a strangely powerful signal from the constellation Sagittarius that lasted for seventy-two seconds. The astronomer reviewing the data was so astonished by its intensity that he grabbed a red pen and wrote "Wow!" next to the numbers on the printed page. Despite decades of intense monitoring, that specific signal has never repeated, leaving its exact origin an unsolved mystery.

While listening is the most common strategy, some scientists have decided to actively reach out to potential extraterrestrials instead of just waiting. This controversial approach is known as Messaging Extraterrestrial Intelligence, or METI for short. In 1974, scientists broadcast the Arecibo message from a massive radio telescope in Puerto Rico toward a cluster of stars twenty-five thousand light-years away. The message contained a simple pictorial code illustrating human DNA, our solar system, and a stick figure of a human being. On the other hand, some experts argue that deliberately advertising our location to unknown civilizations might be an incredibly dangerous gamble.

The quietness of the cosmos can sometimes feel discouraging to the dedicated scientists scanning the skies. Nevertheless, technological advancements continue to make our listening devices more powerful and far-reaching than ever before. Every time a new telescope comes online, humanity expands its cosmic hearing range in exciting ways. Even if we never detect a deliberate greeting from another world, the pursuit itself forces us to look upward and wonder



---

about our place in the galaxy. Ultimately, the search for alien intelligence reflects our deep-seated desire to connect with something larger than ourselves.



**Monday - Solve each problem using the information from the reading.**

**Answers**

- 1) Which organization was established in 1984 to organize the search for space signals?
  - A. The SETI Institute
  - B. The Arecibo Array
  - C. The METI Program
  - D. The Allen Telescope
  
- 2) What does the word "phenomena" most likely mean as it is used in paragraph 3?
  - A. Mathematical equations used by scientists
  - B. Dangerous environments in outer space
  - C. Artificial messages sent by machines
  - D. Observable occurrences or events in nature
  
- 3) Which fact from the passage best supports the argument that listening for aliens requires immense patience?
  - A. Astronomers established the SETI Institute in 1984.
  - B. Radio waves can travel through cosmic dust easily.
  - C. The powerful Wow! signal has never repeated since 1977.
  - D. The Arecibo message was sent toward a star cluster.
  
- 4) What is the main idea of paragraph 4?
  - A. Aliens have probably received our pictorial code.
  - B. Listening is safer than exploring the solar system.
  - C. The Arecibo telescope is located in Puerto Rico.
  - D. Some scientists send outward messages despite the risks.
  
- 5) Which sentence is the best paraphrase of the first sentence of paragraph 2?
  - A. Radio waves are a special kind of electromagnetic radiation.
  - B. The best way to contact aliens is to send out radio waves.
  - C. Scientists mainly look for extraterrestrials by tracking radio waves.
  - D. Astronomers use giant satellite dishes to listen to space.
  
- 6) Which detail would be least important to include in a summary of the passage?
  - A. Scientists look for artificial signals in cosmic noise.
  - B. The astronomer used a red pen to write on the printout.
  - C. Some experts fear that sending messages is dangerous.
  - D. Astronomers rely on radio waves to search the galaxy.
  
- 7) Why do scientists primarily rely on radio waves when searching the galaxy?
  - A. They were invented by researchers at the SETI Institute.
  - B. They travel much faster than the speed of light in space.
  - C. They are the only signals that can reach the telescope.
  - D. They can travel across space without being blocked by dust.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



- 
- 8) What does the word "deliberate" most likely mean as it is used in paragraph 5?
- A. Hidden beneath layers of natural noise
  - B. Done on purpose or with clear intention
  - C. Created by an advanced technology
  - D. Moving at incredibly high velocities
- 9) How did the author mainly structure paragraph 4, and how does this support the purpose?
- A. By comparing the Arecibo telescope to other large listening devices on Earth.
  - B. By presenting a contrasting viewpoint to show the debate around active messaging.
  - C. By using chronological order to explain how the Arecibo message was constructed.
  - D. By listing the steps needed to send out a proper broadcast to distant stars.
- 10) Based on the passage, what can the reader conclude about the author's perspective on the search for aliens?
- A. The Wow! signal is definitive proof that extraterrestrials are real.
  - B. The METI approach is foolish and should be stopped immediately.
  - C. The search is valuable for humanity even if we never find an alien signal.
  - D. The project is a waste of time because the universe is entirely silent.



Tuesday

## How Earth's extremophiles influence the search for life on Mars and Europa.

Deep inside boiling volcanic hot springs and beneath freezing Antarctic ice, creatures are thriving in conditions that would instantly kill a human being. These remarkable organisms are called extremophiles, and they are completely changing how scientists think about the possibility of alien life. For a long time, researchers assumed that life could only exist in mild, comfortable environments similar to an average day on Earth. However, the discovery of these resilient microbes proves that life can flourish in the most agonizingly harsh places imaginable. By studying how life survives in extreme environments on our own planet, scientists are learning exactly where to look for biological activity on alien worlds.

Extremophiles are typically microscopic organisms that have adapted to survive without the resources we traditionally consider essential for living things. Some species flourish in pools of highly concentrated acid, while others easily withstand massive doses of lethal radiation. For instance, tiny creatures called tardigrades, or "water bears," can survive the freezing, crushing vacuum of outer space for several days. This astonishing resilience suggests that if life evolved on an inhospitable planet or moon, it might look surprisingly similar to Earth's toughest microscopic survivors. As a result, astrobiologists have significantly expanded their search criteria when evaluating whether nearby celestial bodies could host living beings.

One of the most promising locations in our solar system for finding alien extremophiles is the red planet, Mars. Billions of years ago, Mars had a thick atmosphere, flowing rivers, and deep oceans that could have supported early cellular life. Today, the planet's surface is a freezing, irradiated desert devoid of any obvious liquid water. Nevertheless, NASA's robotic rovers, such as Curiosity and Perseverance, are actively drilling into ancient Martian rocks to search for fossilized microbial life. Scientists theorize that if Martian life ever existed, it might have retreated deep underground where liquid water still occasionally flows, much like subterranean bacteria on Earth.

Beyond Mars, the icy moons orbiting giant gas planets offer another fascinating frontier for discovering extraterrestrial biology. Europa, a massive moon orbiting Jupiter, is entirely encased in a thick, rigid shell of jagged ice. Despite its frozen exterior, scientists have confirmed that a vast, liquid ocean exists beneath the crust, kept warm by the incredible gravitational pull of Jupiter. On Earth, completely dark, underwater hydrothermal vents host complex ecosystems powered by chemical reactions rather than sunlight. Consequently, many astrobiologists believe Europa's hidden ocean might harbor similar alien extremophiles swimming around deep-sea vents.

The realization that life is incredibly adaptable has completely transformed our understanding of the universe's biological potential. We no longer have to imagine lush, green



planets covered in forests to find evidence of living organisms. Instead, a desolate, freezing wasteland or a toxic, acidic swamp might be the perfect home for a tough microscopic alien. As space agencies plan future missions to explore underground oceans and barren craters, they will carry the lessons learned from Earth's most extreme environments. Finding even a single fossilized microbe on another world would permanently redefine our understanding of biology.



**Tuesday - Solve each problem using the information from the reading.**

**Answers**

- 1) Which robotic rover is currently searching for fossilized life on Mars?  
A. Perseverance      B. Pathfinder      C. Jupiter      D. Europa
- 2) What does the word "resilient" most likely mean as it is used in paragraph 1?  
A. Dependent on mild and comfortable climates  
B. Too small to be seen without a microscope  
C. Traveling quickly across vast distances  
D. Able to withstand or recover from difficult conditions
- 3) Which detail from the passage best supports the argument that life does not require sunlight to survive?  
A. Tardigrades can survive the crushing vacuum of outer space for days.  
B. Earth's underwater hydrothermal vents host ecosystems powered by chemicals.  
C. Organisms can flourish in pools of highly concentrated acid.  
D. Mars once had a thick atmosphere, flowing rivers, and deep oceans.
- 4) Why does the author mention tardigrades in paragraph 2?  
A. To prove that microscopic life currently exists on the moon.  
B. To describe the creatures that inhabit Jupiter's icy oceans.  
C. To provide a specific example of an organism surviving extreme conditions.  
D. To explain how scientists plan to colonize inhospitable planets.
- 5) What is the main idea of paragraph 3?  
A. Subterranean bacteria on Earth look exactly like fossilized Martian life.  
B. Mars is a key target for scientists looking for signs of past or present microscopic life.  
C. NASA rovers frequently break down when drilling into hard Martian rocks.  
D. Mars lost its thick atmosphere and deep oceans billions of years ago.
- 6) Which sentence best paraphrases the main concept of paragraph 4?  
A. Hydrothermal vents are completely dark areas located at the bottom of the sea.  
B. Jupiter's moon Europa might hide alien life in a warm ocean beneath its icy surface.  
C. Gas giants have many moons that are entirely covered in jagged, frozen ice.  
D. Astrobiologists are building submarines to explore the waters of Jupiter.
- 7) Which detail would be the most important to include in a summary of the passage?  
A. Tardigrades are also known as water bears.  
B. Europa is a moon that orbits the planet Jupiter.  
C. Volcanic hot springs can boil water instantly.  
D. Extremophiles demonstrate that life can exist in incredibly harsh environments.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



- 8) What does the word "desolate" most likely mean as it is used in paragraph 5?
- A. Filled with diverse biological plants      B. Barren, empty, and unwelcoming  
C. Carefully examined by modern science      D. Warm, wet, and highly energetic
- 9) Based on the passage, what can the reader infer about the changing views of astrobiologists?
- A. They think that robots are incapable of finding microscopic alien fossils.  
B. They believe that humanity should focus on exploring lush, green planets.  
C. They are discouraged by the freezing temperatures on planetary surfaces.  
D. They are increasingly optimistic about finding life in unconventional places.
- 10) How does the author structure the passage to support the overall purpose?
- A. By defining extreme life on Earth, then showing how it applies to potential life on Mars and Europa.  
B. By contrasting the failures of the Mars rovers with the anticipated success of Europa missions.  
C. By describing the history of biology sequentially from ancient times to modern discoveries.  
D. By listing the problems with space travel and offering biological solutions to fix them.



Write each word 4 times (twice lowercase, twice UPPERCASE).

taste	smell	touch	hearing
vision	bitter	sour	spicy
fragrant	texture	rough	smooth
volume	pitch	vibrant	dull
luminous	transparent	opaque	perceive

1) pitch

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

2) sour

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

3) smell

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

4) vision

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

5) smooth

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

6) touch

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

7) taste

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

8) spicy

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

9) fragrant

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

10) rough

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____



# Writing Four Times

Name: \_\_\_\_\_

11) bitter

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12) hearing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13) dull

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14) vibrant

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15) texture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16) perceive

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17) volume

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18) luminous

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19) opaque

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20) transparent

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write each word 4 times (twice lowercase, twice UPPERCASE).

taste	smell	touch	hearing
vision	bitter	sour	spicy
fragrant	texture	rough	smooth
volume	pitch	vibrant	dull
luminous	transparent	opaque	perceive

1) pitch

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

2) sour

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

3) smell

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

4) vision

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

5) smooth

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

6) touch

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

7) taste

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

8) spicy

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

9) fragrant

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____

10) rough

_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____



Writing Four Times

Name: **Answer Key**

11) bitter \_\_\_\_\_  
\_\_\_\_\_

12) hearing \_\_\_\_\_  
\_\_\_\_\_

13) dull \_\_\_\_\_  
\_\_\_\_\_

14) vibrant \_\_\_\_\_  
\_\_\_\_\_

15) texture \_\_\_\_\_  
\_\_\_\_\_

16) perceive \_\_\_\_\_  
\_\_\_\_\_

17) volume \_\_\_\_\_  
\_\_\_\_\_

18) luminous \_\_\_\_\_  
\_\_\_\_\_

19) opaque \_\_\_\_\_  
\_\_\_\_\_

20) transparent \_\_\_\_\_  
\_\_\_\_\_

# Working Out Space

---

---

## Radiant Heights Academy

*From Radiant Minds to Great Heights*

*Excellence in Education | Supporting Every Student's Journey*

# Working Out Space

---

---

## Radiant Heights Academy

*From Radiant Minds to Great Heights*

*Excellence in Education | Supporting Every Student's Journey*