

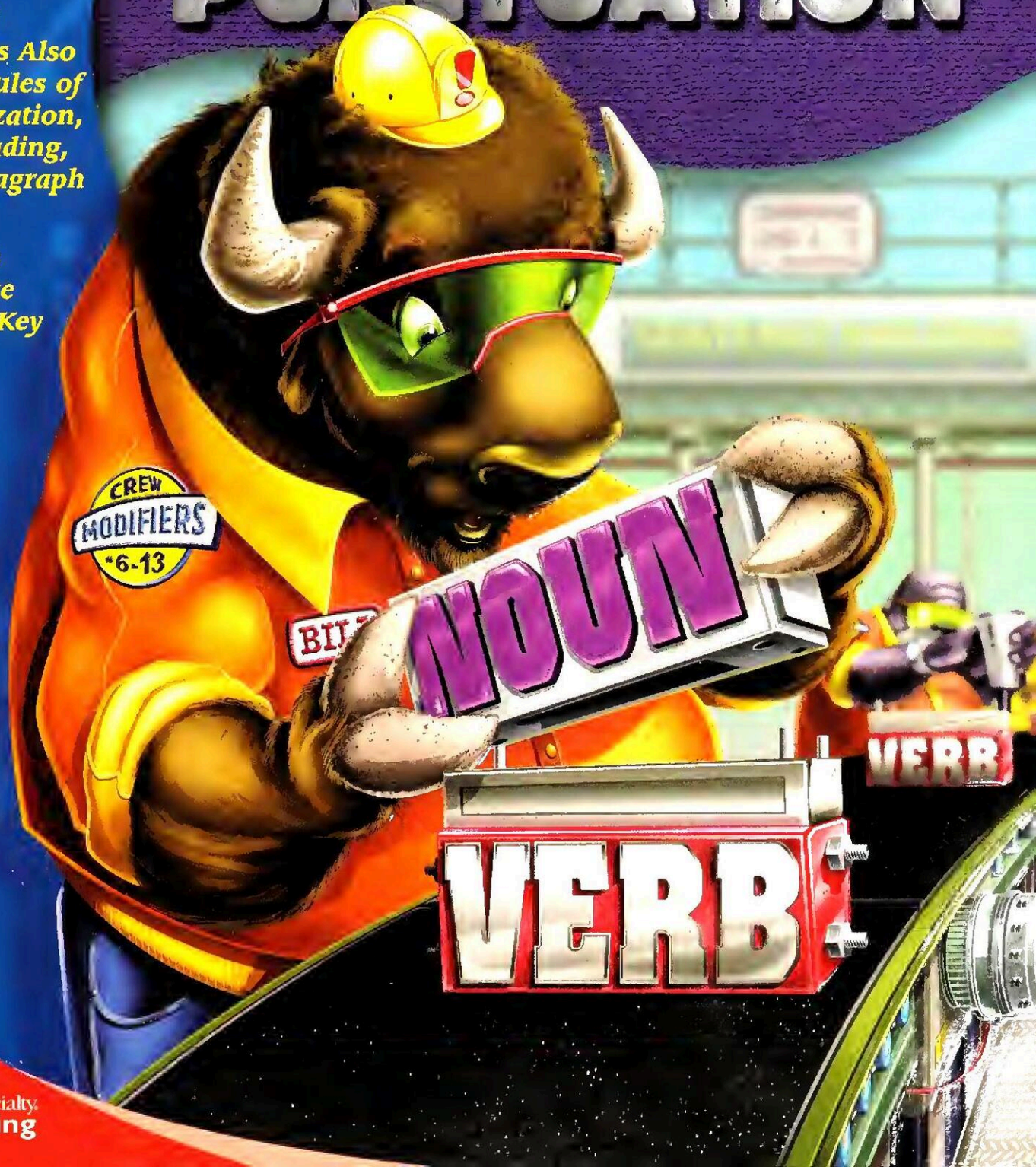
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Grades 3-4

THE COMPLETE BOOK OF GRAMMAR AND PUNCTUATION

- *A Variety of Lessons to Teach and Reinforce Grammar and Punctuation Skills*
- *Colorful Activities Also Cover Rules of Capitalization, Proofreading, and Paragraph Form*
- *Includes Complete Answer Key*



Nouns

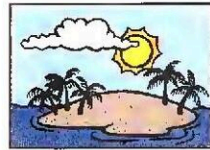
A **noun** is a word that names a person, place, or thing.

Examples: person



- chef
- postman
- florist

place



- meadow
- beach
- island

thing



- bowl
- doorknob
- jacket

Directions: Read the story below and circle all the nouns.

There is a magical chef who lives on a small, windy island off the coast of Ireland. His name is Happy O'Reilly. People travel from all over the world to see Happy. He has jolly red cheeks, twinkling blue eyes, and a smile for everybody.

He lives by himself in a small, stone cottage that has a giant stone fireplace right in the middle. In that magical fireplace, he makes his potato bread and vegetable beef stew that will cure any sickness. In the summertime, he makes his apple cobbler dessert that will keep a smile on your face for an entire year! Go visit Happy O'Reilly—if you can find him!



Name _____

Adjectives: Create a Word Puzzle

Directions: Make your own word puzzle! Write the words from the Word Bank in the puzzle below. Write some words across and others from top to bottom. Make some words cross each other. Fill the extra squares with other letters. See if someone else can find the words from the Word Bank in your puzzle!

Word Bank

polite

neat

careless

shy

selfish

thoughtful

Example:

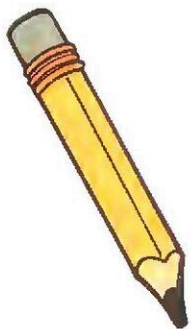
Your puzzle will look like the one below. It has two of the words from the Word Bank in it. Can you find them?



l	a	e	n	x	f	y	h
c	a	r	e	l	e	s	s
y	u	a	a	r	n	m	z
g	w	i	t	b	i	v	s



Now, make your own puzzle!



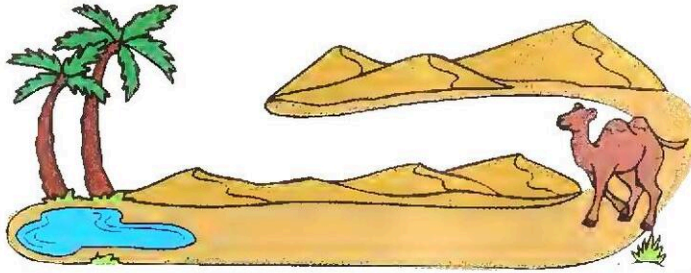
Name _____

Adjectives

Adjectives describe nouns. They tell **how many**, **what kind**, or **which one**.

Examples: **seven** children, **purple** flowers, **that** toy

Directions: Write three adjectives to describe each noun.



puppy

desert

storm

city

beetle

tulip

computer

snow

Name _____

Adjectives: Using the Five Senses

When you are writing, you can use your five senses to help you describe something. Think about what you might see, hear, smell, taste, and feel.

Example: **See:** shiny, round



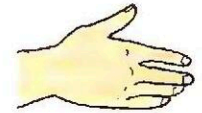
Taste: spicy, sweet



Hear: squeaky, roaring



Feel: sharp, prickly



Smell: rotten, smoky



Directions: Write two describing words for each noun. Use your five senses to help you.

1. strawberry

2. pony

3. sand

4. leather coat

5. golf ball

6. bicycle chain

7. paper

Directions: Now, use two of the nouns and describing words from above to write a descriptive sentence.

Name _____

Adjectives Plus "er"

The suffix **er** is often added to adjectives to compare two things.

Examples: My feet are **large**.
Your feet are **larger** than my feet.

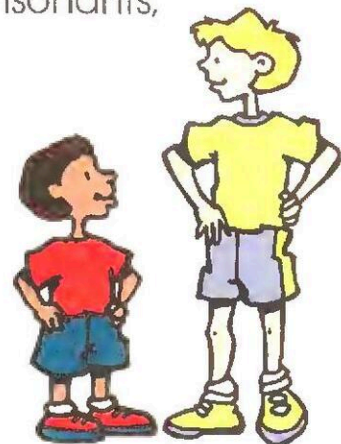


When an adjective ends with one consonant, double the final consonant before adding **er**. When a word ends in two or more consonants, add **er**.

Examples: big = bigger (single consonant)
bold = bolder (two consonants)

When an adjective ends in **y**, change the **y** to **i** before adding **er**.

Examples: easy = easier
greasy = greasier
breezy = breezier



Directions: Use the correct rule to add **er** to the words below.

Example: fast faster

- | | |
|----------------|------------------|
| 1. thin _____ | 10. fat _____ |
| 2. long _____ | 11. poor _____ |
| 3. few _____ | 12. juicy _____ |
| 4. ugly _____ | 13. early _____ |
| 5. silly _____ | 14. clean _____ |
| 6. busy _____ | 15. thick _____ |
| 7. grand _____ | 16. creamy _____ |
| 8. lean _____ | 17. deep _____ |
| 9. young _____ | 18. lazy _____ |

Name _____

Adjectives: Making Comparisons

Adjectives that compare two things usually end in **er**.

Example: Ants are **smaller** than ladybugs.

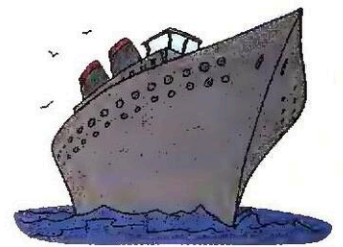
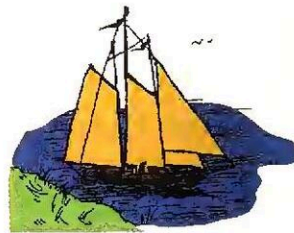


Adjectives that compare three or more things usually end in **est**.

Example: February is the **shortest** month of the year.

Directions: Underline the adjective that best completes each sentence.

- Margery is the (stronger, strongest) girl in third grade.
- The blue sailboat is (faster, fastest) than the red sailboat.
- July is usually (hotter, hottest) than January.
- Which instrument is the (louder, loudest) one in the orchestra?
- Turtles are (slower, slowest) than rabbits.
- Travis is the (funnier, funniest) student in our class.
- Your slice of cake is (thicker, thickest) than mine.
- Frogs jump (higher, highest) than mice.
- Mount Everest is the (taller, tallest) mountain in the world.
- The summer solstice is the (longer, longest) day of the year.



Directions: Write a sentence for each adjective listed below. Use the adjective to compare two or more things.

- short _____
- bright _____
- smart _____
- cold _____

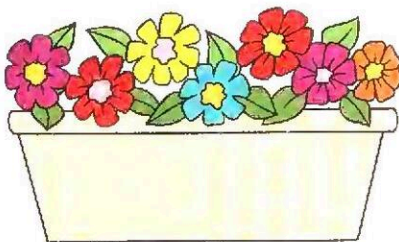
Name _____

Adding "er" and "est" to Adjectives

Directions: Circle the correct adjective for each sentence.

Example: Of all the students in the gym, her voice was the (louder, loudest).

1. "I can tell you are (busier, busiest) than I am," he said to the librarian.
2. If you and Carl stand back to back, I can see which one is (taller, tallest).
3. She is the (kinder, kindest) teacher in the whole building.
4. Wow! That is the (bigger, biggest) pumpkin I have ever seen!
5. I believe your flashlight is (brighter, brightest) than mine.
6. "This is the (cleaner, cleanest) your room has been in a long time," Mother said.
7. The leaves on that plant are (prettier, prettiest) than the ones on the window sill.



Name _____

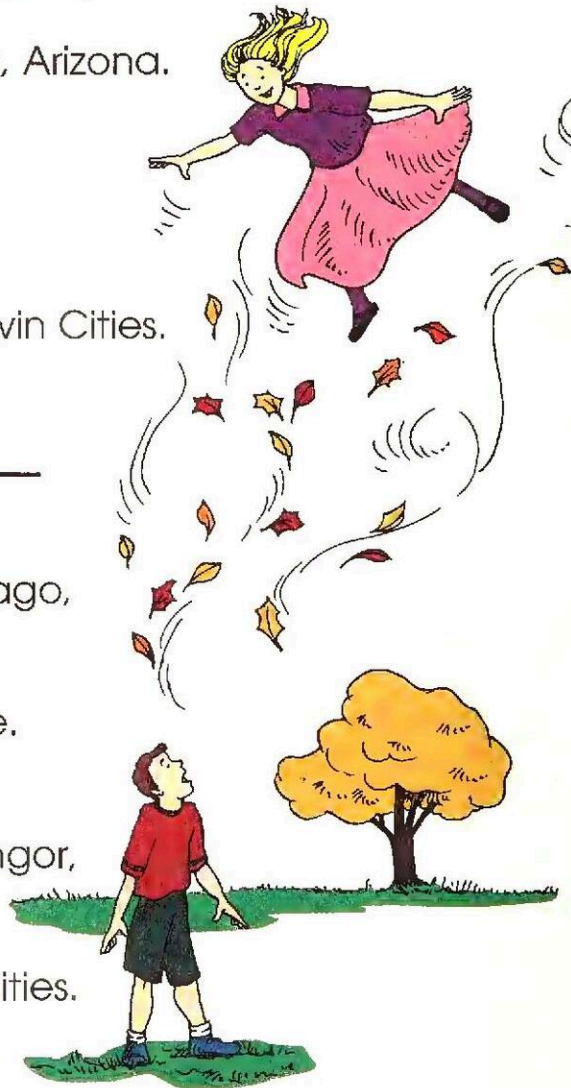
Adjectives That Compare

Add **er** to most **adjectives** when comparing two nouns. Add **est** to most adjectives when comparing three or more nouns.

Example: The forecaster said this winter is **colder** than last winter. It is the **coldest** winter on record.

Directions: Finish each sentence with the correct form of the adjective.

1. The weather map showed that the _____ place of all was Marquette, Michigan. (cold)
2. The _____ city of all was Phoenix, Arizona. (warm)
3. Does San Diego get _____ than San Francisco? (hot)
4. The _____ snow of all fell in the Twin Cities. (deep)
5. The snowfall was two inches _____ than in Buffalo. (deep)
6. The _____ place of all was Chicago, Illinois. (windy)
7. The _____ winds of all blew there. (strong)
8. The _____ city in the U.S. was Bangor, Maine. (foggy)
9. Seattle was the _____ of all the cities. (rainy)
10. It is usually _____ in Seattle than in Portland. (rainy)

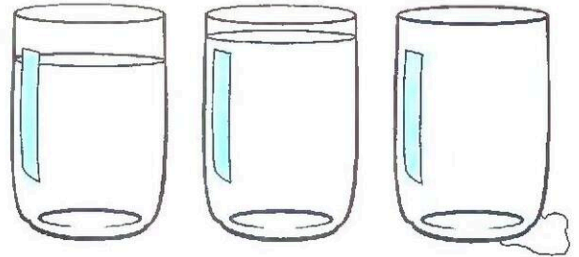


Name _____

Adjectives Plus "est"

The ending **est** is often added to adjectives to compare more than two things.

Example: My glass is **full**.
Your glass is **fuller**.
His glass is **fullest**.



When an adjective ends with one consonant, you usually double the final consonant before adding **est**.

Examples: big = biggest (short vowel)
steep = steepest (long vowel)

When an adjective ends in **y**, change the **y** to **i** before adding **est**.

Example: easy = easiest

Directions: Use the correct rule to add **est** to the words below.

Example: thin thinnest

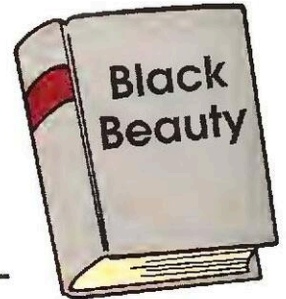
- | | |
|-----------------|-----------------|
| 1. skinny _____ | 10. big _____ |
| 2. cheap _____ | 13. silly _____ |
| 3. busy _____ | 14. tall _____ |
| 4. loud _____ | 15. quick _____ |
| 5. kind _____ | 16. red _____ |
| 6. dreamy _____ | 17. happy _____ |
| 7. ugly _____ | 18. high _____ |
| 8. pretty _____ | 19. wet _____ |
| 9. early _____ | 20. clean _____ |

Name _____

Adjectives Plus "er" or "More"

Directions: Add the word or words needed in each sentence.

1. I thought the book was _____ than the movie.
(interesting)



2. Do you want to carry this box? It is _____ than the one you have now.
(light)

3. I noticed you are moving _____ this morning. Does your ankle still bother you?
(slow)

4. She stuck out her lower lip and said, "Your ice-cream cone is _____ than mine!"
(big)



5. Mom said my room was _____ than it has been in a long time.
(clean)



Name _____

Adjectives Preceded by "More"

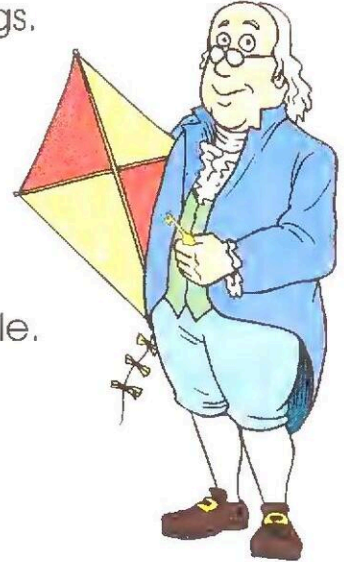
The word **more** comes before most adjectives that have two or more syllables as a way to show comparison between two things.

Examples: **Correct:** intelligent = more intelligent

Incorrect: intelligenter

Correct: famous = more famous

Incorrect: famouser



Directions: Write **more** before the adjectives that fit the rule. Write an **X** before the adjectives that do not fit the rule.

Examples: X cheap

 more beautiful

1. _____ quick

9. _____ embarrassing

2. _____ terrible

10. _____ nice

3. _____ difficult

11. _____ often

4. _____ interesting

12. _____ hard

5. _____ polite

13. _____ valuable

6. _____ cute

14. _____ close

7. _____ dark

15. _____ fast

8. _____ sad

16. _____ important

Name _____

Idea Nouns

Nouns can also name ideas. **Ideas** are things we cannot see or touch, such as bravery, beauty, or honesty.

Directions: Underline the "idea" nouns in each sentence.

1. Respect is something that you must earn.
2. Truth and justice are two things that people value.
3. The beauty of the flower garden was breathtaking.
4. You must learn new skills in order to master new things.
5. His courage impressed everyone.
6. She finds peace out in the woods.
7. Their friendship was amazing.
8. The man's honesty in the face of such hardship was refreshing.
9. The dog showed its loyalty toward its owner.
10. Trouble is brewing.
11. The policeman's kindness calmed the the scared child.
12. The boy had a fear of the dark.



Name _____

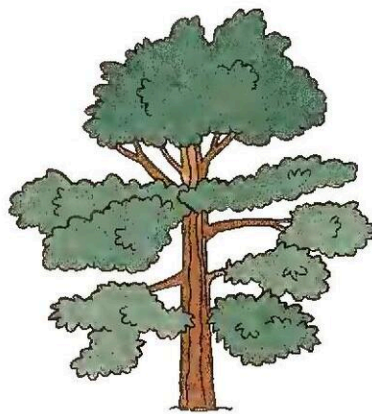
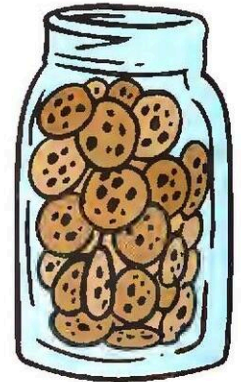
Adjectives Plus "est" or "Most"

Directions: Add the word or words needed to complete each sentence.

Example: The star over there is the brightest
of all! (bright)



1. "I believe this is the _____ time I have ever had,"
said Mackenzie. (delightful)
2. That game was the _____ one of the whole year!
(exciting)
3. I think this tree has the _____ leaves.
(green)
4. We will need the _____ knife you have.
(sharp)
5. Everyone agreed that your chocolate chip cookies
were the _____ of all.
(delicious)



Name _____

Adjectives Plus "Most"

The word **most** comes before most adjectives that have two or more syllables as a way to show comparison between more than two things.

Examples: **Correct:** intelligent = most intelligent

Incorrect: intelligentest

Correct: famous = most famous

Incorrect: famousest



Directions: Read the groups of sentences below. In the last sentence of each group, write the adjective with the word **most**.

Example: My uncle is intelligent.
My aunt is more intelligent.
My cousin is the _____ **most intelligent** _____.

1. I am thankful.
My brother is more thankful.
My parents are the _____.
2. Your sister is polite.
Your brother is more polite.
You are the _____.
3. The blouse was expensive.
The sweater was more expensive.
The coat was the _____.
4. The class was fortunate.
The teacher was more fortunate.
The principal was the _____.
5. The cookies were delicious.
The cake was even more delicious.
The brownies were the _____.
6. That painting is beautiful.
The sculpture is more beautiful.
The finger painting is the _____.

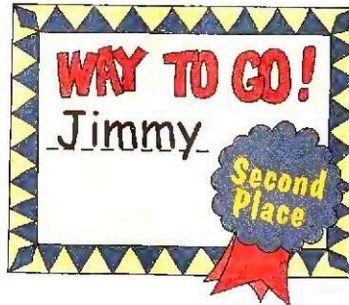
Adjectives That Break the Rules

The adjectives **good** and **bad** do not follow the rules. Instead of using **er** and **est** or the words **more** and **most**, they use different spellings to compare two or more things.

good



better



best



Examples:

good — This is a **good** book.

better — My book is **better** than your book.

best — This is the **best** book I've ever read.

bad — The weather is **bad** today.

worse — The weather is **worse** today than yesterday.

worst — Today's weather is the **worst** of the winter.

Directions: Circle the form of the adjective that finishes each sentence.

1. This is the (bad, worse, worst) pizza I have ever eaten.
2. My shoes are in (bad, worse, worst) condition than yours.
3. My grades are the (good, better, best) in the class.
4. Plastic cups make (good, better, best) paint containers.
5. This tool is the (good, better, best) one I have.
6. The bumpy drive was a (bad, worse, worst) one.
7. My brownies are (good, better, best) than yours.
8. This is a (bad, worse, worst) snowstorm.
9. This one looks even (good, better, best) than that one.
10. My brother's room looks (bad, worse, worst) than mine.

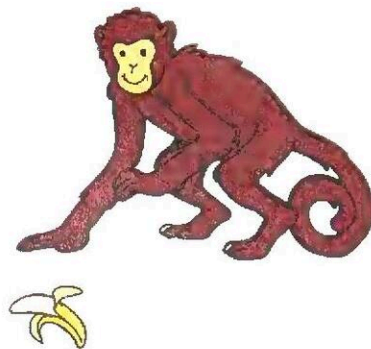
Name _____

Pronouns

Pronouns are words that are used in place of nouns.

Examples: he, she, it, they, him, them, her, him

Directions: Read each sentence. Write the pronoun that takes the place of each noun.



Example: The **monkey** dropped the banana. It

1. **Dad** washed the car last night. _____
2. **Mary** and **David** took a walk in the park. _____
3. **Peggy** spent the night at her grandmother's house. _____
4. The **players** lost their game. _____
5. **Mike Van Meter** is a great soccer player. _____
6. The **parrot** can say five different words. _____
7. **Megan** wrote a story in class today. _____
8. They gave a party for **Teresa**. _____
9. Everyone in the class was happy for **Ted**. _____
10. The children petted the **giraffe**. _____
11. Linda put the **kittens** near the warm stove. _____
12. **Gina** made a chocolate cake for my birthday. _____
13. **Pete** and **Matt** played baseball on the same team. _____
14. Give the books to **Herbie**. _____

Pronouns

Singular Pronouns

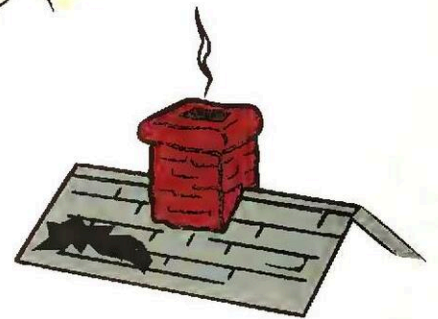
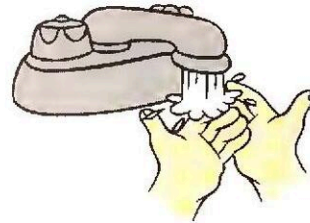
I	me	my	mine
you	your	yours	
he	she	him	her
his	hers	it	its

Plural Pronouns

we	us	our
ours	you	your
yours	they	them
their	theirs	

Directions: Underline the pronouns in each sentence.

1. Mom told us to wash our hands.
2. Did you go to the store?
3. We should buy him a present.
4. I called you about their party.
5. Our house had damage on its roof.
6. They want to give you a prize at our party.
7. My cat ate my sandwich.
8. Your coat looks like his coat.



Name _____

Pronouns

A **pronoun** is a word that takes the place of a noun.

Example: Meg gave the ball to Dave.
He was glad to get **it**.

Directions: Read the sentences below. After each pronoun, write the word or words that the pronoun stands for.

Most penguins live near the South Pole. They (_____) spend most of their time underwater searching for food. Penguins surface for air and get enough of it (_____) to fill the air sacs throughout their bodies. These (_____) make it possible for them (_____) to stay underwater for long periods of time.

Although penguins have wings, they (_____) are not used for flying. Their wings are like flippers. They (_____) are used for swimming.

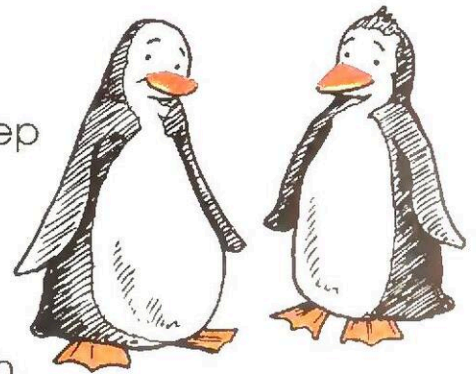
Penguins feel best in very cold water but leave it (_____) to nest and raise their young. A penguin's nest is very odd. It (_____) is simply a pile of stones on a rocky shore. The female lays one to three eggs.

They (_____) are chalky white. After a time, the female passes her eggs to the male. He (_____) tucks them

(_____) into a skin flap under his body to keep them (_____) warm. It (_____) is lined

with thick, soft down. The parents take turns

feeding the babies when they (_____) hatch.



Nouns and Pronouns

Pronouns can be substituted for nouns that are repeated.

Example: Mother made the beds.
Then, Mother started the laundry.

The noun **Mother** is used in both sentences.
The pronoun **she** could be used in place
of **Mother** the second time.



Directions: Cross out nouns when they appear a second and/or third time.
Write a pronoun that could be used instead.

Example:

we My friends and I like to go ice skating in the winter.
~~My friends and I~~ usually fall down a lot, but ~~my friends and I~~
have fun!

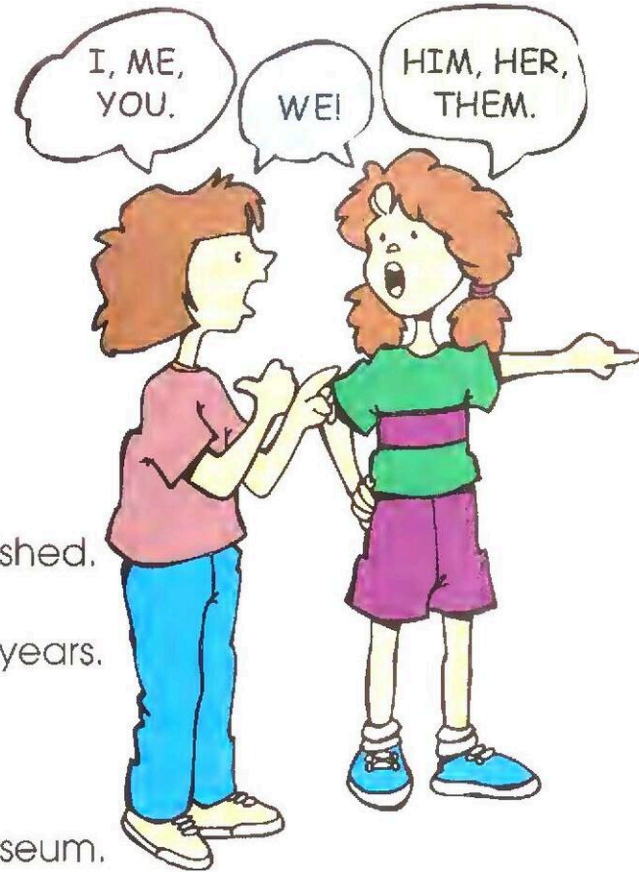
1. _____ All the children in the fourth-grade class next to us must have been having a party. All the children were very loud. All the children were happy it was Friday.
2. _____ I try to help my father with work around the house on the weekends. My father works many hours during the week and would not be able to get everything done.
3. _____ Can I share my birthday treat with the secretary and the principal? The secretary and the principal could probably use a snack right now!
4. _____ I know Mr. Jones needs a copy of this history report. Please take it to Mr. Jones when you finish.

Name _____

Pronouns

A **pronoun** is a word that takes the place of a noun in a sentence.

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



Directions: Underline the pronouns in each sentence.

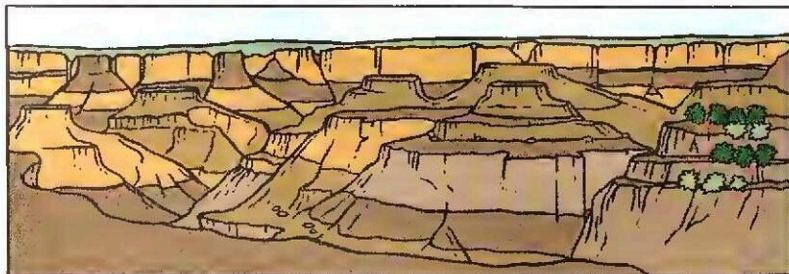
1. Bring them to us as soon as you are finished.
2. She has been my best friend for many years.
3. They should be here soon.
4. We enjoyed our trip to the Mustard Museum.
5. Would you be able to help us with the project on Saturday?
6. Our homeroom teacher will not be here tomorrow.
7. My uncle said that he will be leaving soon for Australia.
8. Hurry! Could you please open the door for him?
9. She dropped her gloves when she got off the bus.
10. I cannot figure out who the mystery writer is today.

Name _____

Nouns and Pronouns

Directions: Cross out nouns when they appear a second or third time. Write a pronoun that could be used instead.

1. _____ The merry-go-round is one of my favorite rides at the county fair. I ride the merry-go-round so many times that I sometimes get sick.
2. _____ My parents and I are planning a two-week vacation next year. My parents and I will be driving across the country to see the Grand Canyon. My parents and I hope to have a great time.
3. _____ The new art teacher brought many ideas from the city school where the new art teacher worked before.
4. _____ Green beans, corn, and potatoes are my favorite vegetables. I could eat green beans, corn, and potatoes for every meal. I especially like green beans, corn, and potatoes in stew.
5. _____ I think I left my pen at the library when I was looking for books earlier today. Did you find my pen when you cleaned?
6. _____ My grandmother makes very good apple pie. My grandmother said I could learn how to make one the next time we visit.
7. _____ My brothers and I could take care of your pets while you are away if you show my brothers and me what you want done.

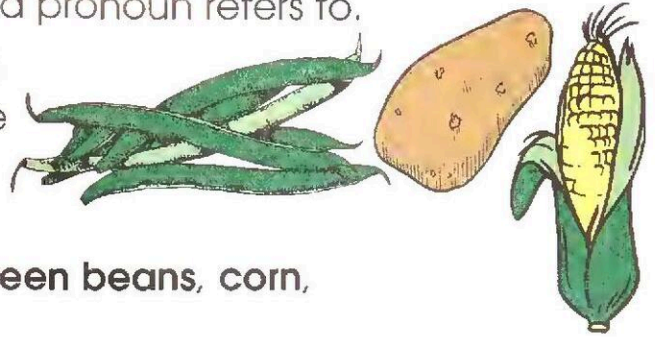


Name _____

Pronoun Referents

A **pronoun referent** is the noun or nouns a pronoun refers to.

Example: **Green beans, corn, and potatoes** are my favorite vegetables. I could eat **them** for every meal.



The pronoun **them** refers to the nouns **green beans, corn, and potatoes**.

Directions: Find the pronoun in each sentence. Write it in the blank. Underline the word that the pronoun refers to.

Example: The fruit trees look so beautiful in the spring when they are covered with blossoms.

_____ they _____

1. Tori is a high school cheerleader. She spends many hours at practice.

2. The football must have been slippery because of the rain. The quarterback could not hold on to it.

3. Aunt Donna needs a babysitter for her three-year-old son tonight.

4. The art projects are on the table. Could you please put them on the top shelf along the wall?

Name _____

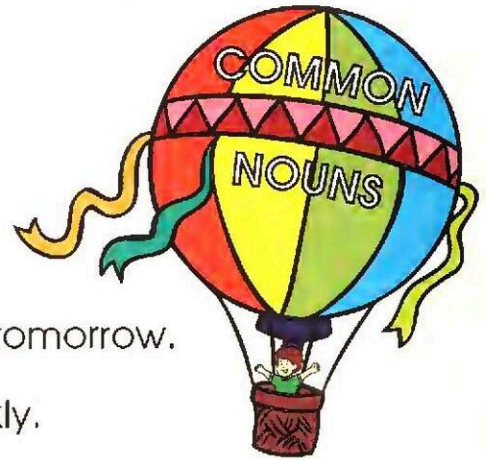
Common Nouns

Common nouns are nouns that name any member of a group of people, any place, or any thing instead of a specific person, place, or thing.

Directions: Read the sentences below. Write the common noun found in each sentence.

Example: _____ socks _____ My socks do not match.

1. _____ The bird could not fly.
2. _____ Ben likes to eat jelly beans.
3. _____ Jill is going to the store.
4. _____ We will go swimming in the lake tomorrow.
5. _____ I hope the flowers will grow quickly.
6. _____ We colored eggs together.
7. _____ It is easy to ride a bicycle.
8. _____ Cousin Ed is taller than a tree!
9. _____ Ted and Jane went fishing in their boat.
10. _____ They won a prize yesterday.
11. _____ She fell down and twisted her ankle.
12. _____ My brother was born in a hospital.
13. _____ She went down the slide.
14. _____ Ray went to the doctor today.

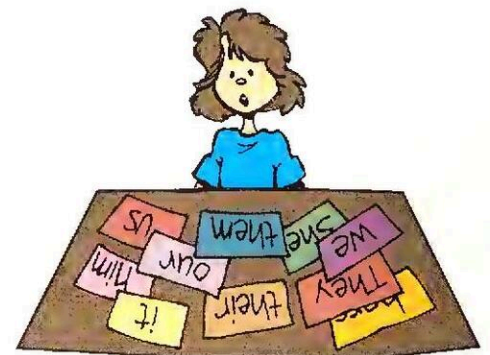


Name _____

Pronoun Referents

Directions: Read each sentence carefully. Draw a line to connect each sentence to the correct pronoun.

1. All the teachers in our building said _____ **him**
could use a day off!
2. The whole cast spent a lot of time in rehearsals for the school play. _____ should go very well. **it**
3. Uncle Mike is driving around in a very old car. I know _____ would like to buy a new one. **they**
4. Mr. Barker is having some trouble programming that DVD player. Can you help _____? **she**
5. There are too many books on the shelf. I know I cannot fit all of _____ into this small box. **them**
6. Ms. Hart slipped on the bleachers at the football game. That is why _____ is using crutches. **he**



Name _____

Pronoun Referents

Directions: Find the pronoun in each sentence. Write it in the blank. Underline the word that the pronoun refers to.

1. Did Aaron see the movie *Titanic*? Jay thought it was a very good movie.

2. Maysie can help you with the spelling words now, Tasha.

3. The new tennis coach said to call him after 6:00 tonight.

4. Jim, John, and Jason called to say they would be later than planned.

5. Mrs. Burns enjoyed the cake her class made for the surprise party.

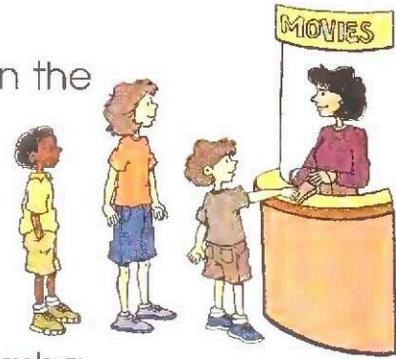
6. The children are waiting outside. Ask Josh to take the pinwheels out to them.

7. Mrs. Taylor said to go on ahead because she will be late.

8. The whole team must sit on the bus until the driver gives us permission to get off.

9. Dad said the umbrella did a poor job of keeping the rain off him.

10. The umbrella was blowing around too much. That is probably why it did not do a good job.



Name _____

Possessive Pronouns

Possessive pronouns show ownership.

Example: **his** hat, **her** shoes, **our** dog

We can use the pronouns **my**, **our**, **you**, **his**, **her**, **its**, and **their** before a noun.

Example: That is **my** bike.

We can use the pronouns **mine**, **yours**, **ours**, **his**, **hers**, **theirs**, and **its** without a noun.

Example: That is mine.



Directions: Rewrite each sentence using a pronoun instead of the word or words in bold letters.

Example: My **dog's** bowl is brown.

Its bowl is brown.

1. That is **Lisa's** book.

2. This is **my pencil**.

3. This hat is **your hat**.

4. Fifi is **Kevin's** cat.

5. That beautiful house is **our home**.

6. **The gerbil's** cage is too small.

Name _____

Possessive Pronouns

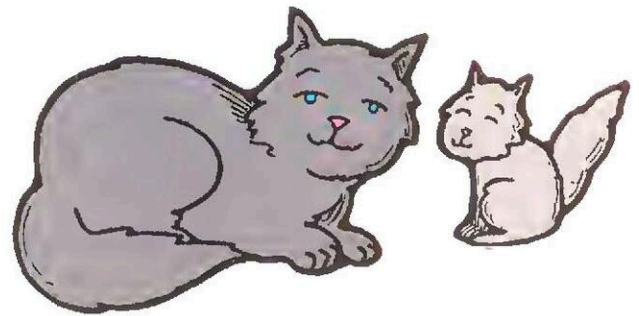
A **possessive pronoun** takes the place of a possessive noun.

Examples: Belinda's bicycle is red. Shane and Bob's cat is gray.
Her bicycle is red. **Their** cat is gray.

Possessive Pronouns						
my	your	her	his	its	our	their

Directions: Draw a line from each possessive noun to the correct possessive pronoun.

- | | |
|-----------------------|-------|
| 1. Leticia's | their |
| 2. the boat's | our |
| 3. the children's | their |
| 4. the class' | his |
| 5. my friends' and my | its |
| 6. Matthew's | her |



Directions: Write a sentence using each possessive pronoun.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Possessive Pronoun

A **possessive pronoun** shows ownership. It can replace a possessive noun. Some possessive pronouns can be used before a noun and some can be used alone.

Examples: Used before a noun: **my, your, its, her, his, our,** and **their.**
Used alone: **mine, yours, his, hers, yours,** and **theirs.**

Directions: Read each pair of sentences. If the correct possessive pronoun is used in the second sentence, circle **Right**. If it is not, circle **Wrong**.

- | | | |
|--|--------------|--------------|
| 1. An archaeologist studies people's remains.
An archaeologist studies their remains. | Right | Wrong |
| 2. The important discovery was the scientist's.
The important discovery was hers . | Right | Wrong |
| 3. She found part of a potter's wheel.
She found part of their wheel. | Right | Wrong |
| 4. Other treasures were found on the scientist's dig.
Other treasures were found on their dig. | Right | Wrong |
| 5. The pottery shards belonged to all of us on the crew.
The pottery shards were ours . | Right | Wrong |
| 6. Experts say the Pharaoh's tomb took years to build.
Experts say their tomb took years to build. | Right | Wrong |
| 7. A Pharaoh's tomb was said to be cursed.
Its tomb was said to be cursed. | Right | Wrong |
| 8. One theory about the mummy's curse is in the book.
One theory about its curse is in the book. | Right | Wrong |
| 9. The scientist's belief is that it is just superstition.
Her belief is that it is just superstition. | Right | Wrong |



Name _____

Possessive Pronouns

Possessive Pronouns show ownership. **My, mine, your, yours, his, her, hers, our, ours, their, and theirs** are possessive pronouns.

Example: **His** house was painted red and black.

Directions: Underline the possessive pronouns in each sentence of the story.

When I first saw this island, I knew it was as close to home as I could get. When the ten monks decided to join me, it became our home. Although we built all of these Chinese-looking buildings together, most were theirs. One hut was ours to share as a place to meditate and eat our meals. Their other buildings were used for living. One monk's hut was unusual. He had painted zebra stripes all along his walls. The monks kept their gardens around their living areas. My house was also built like the houses in China. Some of our other living quarters were more like the huts of African villages. We all lived together, sharing our food and sharing what was mine, theirs, and ours.



Possessive Pronouns

A **possessive pronoun** is a pronoun that shows ownership. Possessive pronouns include **my, mine, your, yours, his, her, hers, our, ours, its, their,** and **theirs**.

Example: **My** car runs faster than **yours**.
Their friend went to the zoo.

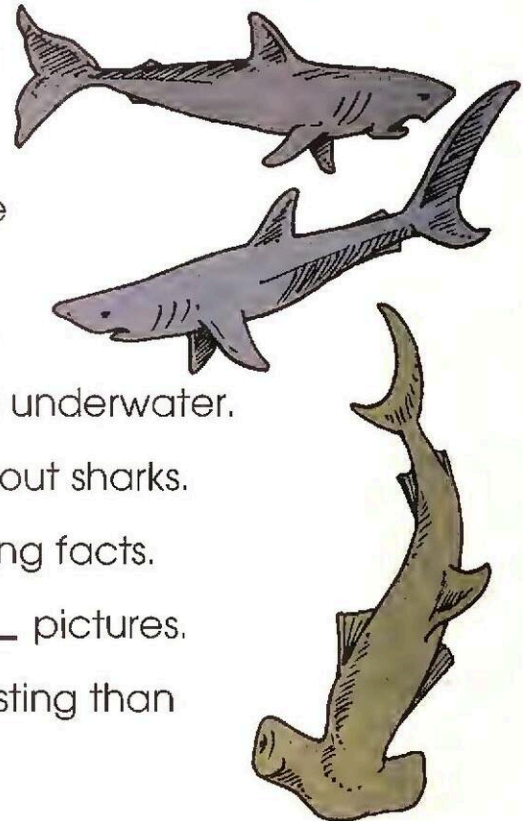
Directions: Read the article. Underline each possessive pronoun.

There are many kinds of sharks, and their sizes vary greatly. They can be from six-inches to over forty-feet long. A shark does not have many bones in its body. Its body is quite different from your body. Much of its body is made of cartilage, which is similar to the material in your nose.

Our fear of sharks is well-founded. Their behavior is unpredictable. Many fishermen have had their catch eaten by sharks. For millions of years, the seas have been their domain. Their time on Earth began long before our species appeared here.

Directions: Substitute a possessive pronoun for the word or words in parentheses.

1. (A shark's) _____ hearing is very sharp.
2. Sharks can hear (divers') _____ sounds underwater.
3. (Dan's) _____ friend wrote a report about sharks.
4. (Janie's) _____ report gave us interesting facts.
5. the report used (Dan's and Tim's) _____ pictures.
6. (Janie's) _____ report was more interesting than (Jack's) _____.



Name _____

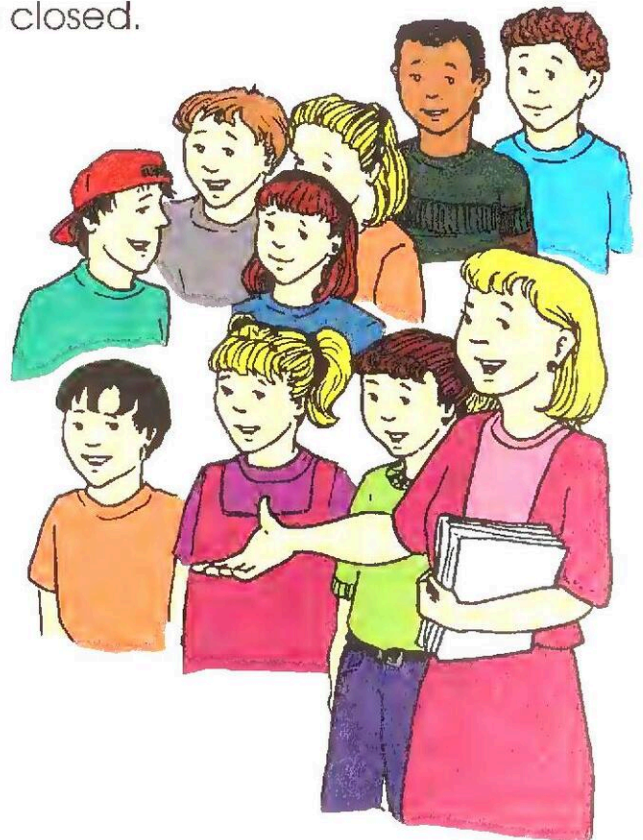
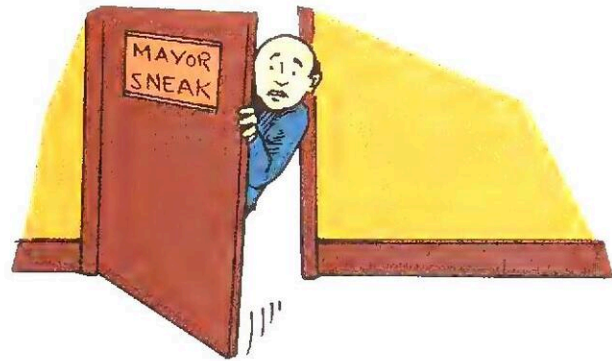
Subject Pronouns

The subject of a sentence can be a noun or a **pronoun**. A pronoun can take the place of a noun. **Subject pronouns** include **I, you, he, she, it, we,** and **they**.

Examples: **The mayor** closed the office door.
He closed the office door.

Directions: Write the correct pronoun above the subject noun in each sentence.

1. Andrew is Mayor Sneak's administrative assistant.
2. Mayor Sneak has a huge computer.
3. The door to Mayor Sneak's office was closed.
4. The custodians swept the floor.
5. My class waited for a tour.
6. Mayor Sneak sneaked out.
7. Andrew met us instead.
8. Andrew and our class had a good time on our tour.

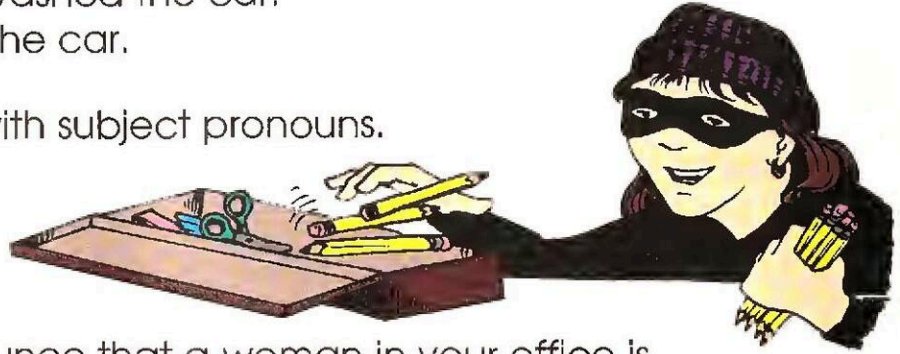


Subject Pronouns

Subject Pronouns can take the place of the subject in a sentence. The **subject pronouns** are: **I, you, he, she, it, we, you,** and **they.**

Examples: **My brother** washed the car.
He washed the car.

Directions: Fill in the blanks with subject pronouns.



Dear Mayor Sneak,

_____ would like to announce that a woman in your office is taking office supplies home. _____ has taken paper clips and staples. Last Tuesday, _____ saw this person put a large item in a box. _____ looked very heavy.

Later, when everything was dark and quiet, _____ heard a growl. A female cat was growling as if _____ wanted to warn someone of an intruder. The security guard was asleep in his chair by the door. _____ did not see the thief escape with the large item in the box.

_____ may want to look into this matter.

Sincerely,
A Silent Observer



Name _____

Object Pronouns

Object pronouns take the place of the person, place, or thing that is the object of the sentence. Object pronouns include: **me, you, her, him, it, us,** and **them**.

Example: He wanted to find **a dinosaur**.
He wanted to find **it**.

Directions: The objects in each sentence is underlined. Write the pronoun that can replace the object on the line following each sentence.

- Henry turned the duty of standing guard over to Maya.

- Everyone wanted to thank Chuck for making the dinner.

- After we cleaned the dishes, we gathered around the fire to listen to Hillary sing.

- We were just about ready for bed when we heard a strange noise.

- Several of the crew raced to the river and saw a large, furry shape.

- But the mysterious visitor was too quick for most of the crew.

- Jason ran after the mysterious creature.

Name _____

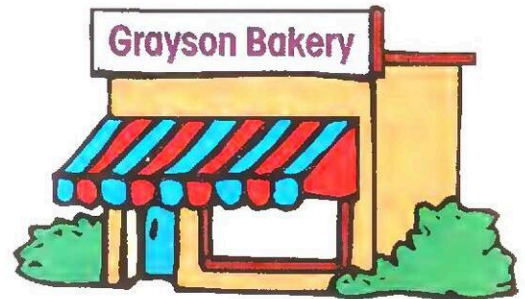
Proper Nouns

Proper nouns are names of specific people, places, or things. A proper noun begins with a capital letter.

Directions: Read the sentences below. Circle the proper nouns in each sentence.

Example: Aunt Frances gave me a puppy for my birthday.

1. We lived on Jackson Street before we moved to our new house.
2. Angela's birthday party is tomorrow night.
3. We drove through Cheyenne, Wyoming on our way home.
4. Dr. Charles always gives me a treat for not crying.
5. George Washington was our first president.
6. Our class took a field trip to the Johnson Flower Farm.
7. Uncle Jack lives in New York City.
8. Amy and Elizabeth are best friends.
9. We buy doughnuts at the Grayson Bakery.
10. My favorite movie is *E.T.*
11. We flew to Miami, Florida in a plane.
12. We go to the Great American Ballpark to watch the baseball games.
13. Mr. Fields is a wonderful music teacher.
14. My best friend is Tom Dunlap.



Name _____

Subject and Object Pronouns

A **pronoun** is a word that takes the place of a noun.

A **subject pronoun** takes the place of a noun in the subject of a sentence.

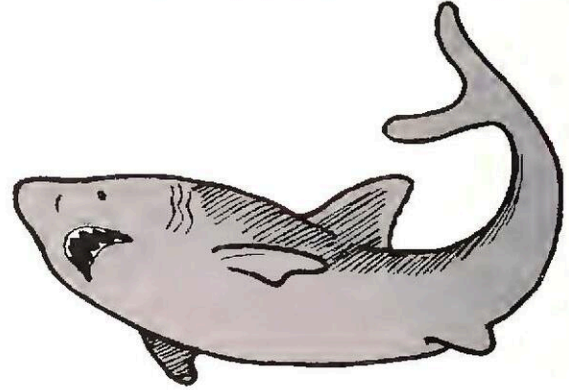
An **object pronoun** takes the place of a noun that follows a verb or a word like **to, from, of, at, with, or by**.

Subject Pronouns

I you he she it we they

Object Pronouns

me you him her it us you them



Directions: The subject or object in each sentence is underlined. Rewrite each sentence, replacing the subject or object with the correct pronoun.

1. The third-grade class went on a class trip to the aquarium.

2. The aquarium was filled with interesting sea life.

3. Janice shrieked when Janice saw the shark tank.

4. "The sharks have really sharp teeth," Janice said.

5. David reassured Janice, "The sharks cannot hurt, Janice."

6. The third-grade students believed David because David was the tour guide.

Name _____

Subject and Object Pronouns

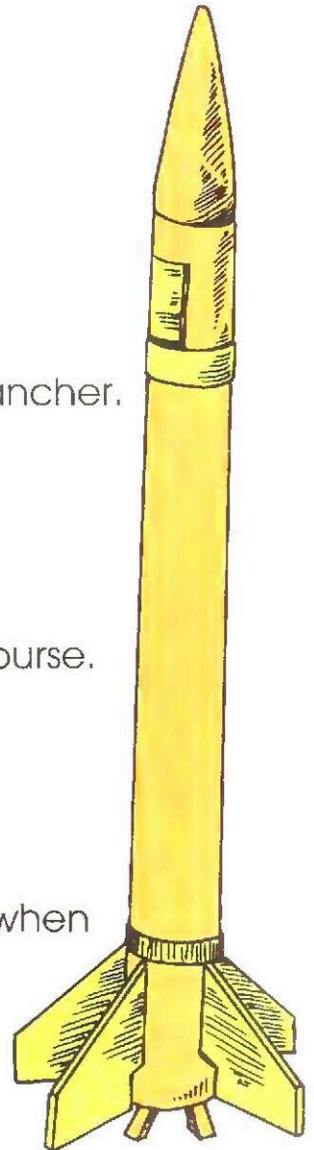
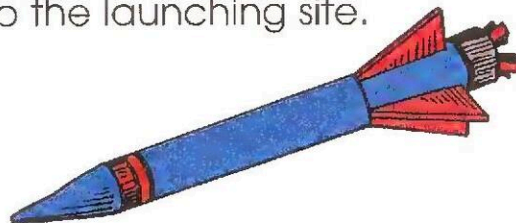
I and **we** are **subject pronouns**. **Me** and **us** are **object pronouns**.

Examples: **subject pronoun:** Mark and **I** are on our way to the park.
We just love to launch rockets!

object pronoun: Will Sara come with **me**?
Please feel welcome to join **us**.

Directions: Choose the correct pronoun to complete each sentence. Write it in the blank.

- _____ plan to launch rockets in the park on Saturday.
(we, us)
- Joel bought _____ a two-stage rocket.
(I, me)
- Kate and _____ both brought fresh batteries for the launcher.
(I, me)
- Manuel plans to build _____ a rocket.
(we, us)
- Officer Bark wants _____ to attend the rocket safety course.
(I, me)
- _____ always paint the fins hot pink.
(I, me)
- Tim wants Janelle and _____ to chase after his rocket when it lands.
(I, me)
- Chin wants _____ to go to the launching site.
(we, us)



Name _____

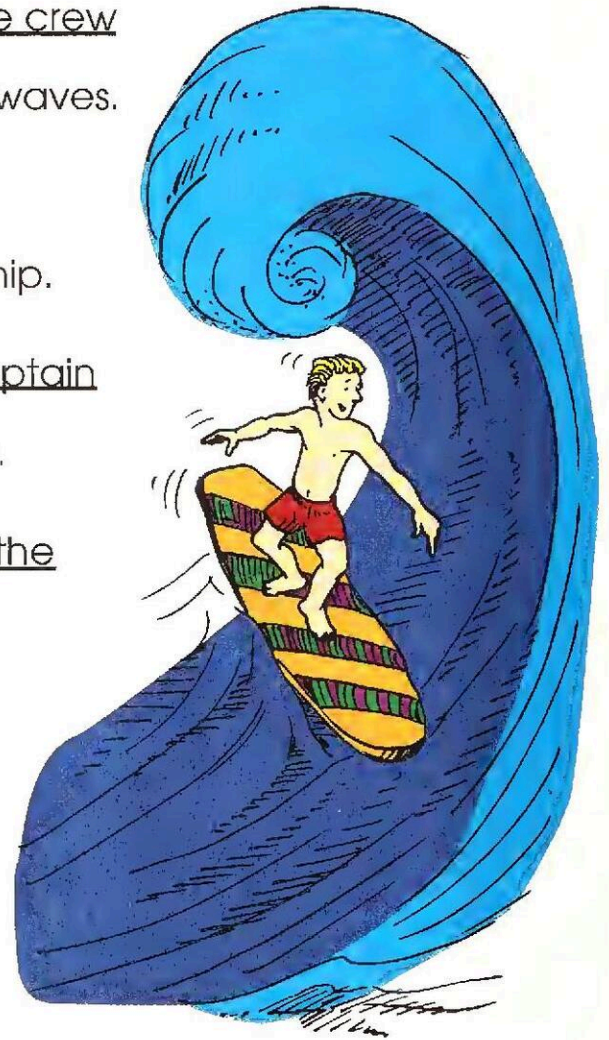
Subject and Object Pronouns

Pronouns are words that take the place of nouns in a sentence. Some pronouns take the place of subjects. Some take the place of objects.

Examples: **subject pronouns:** I, you, he, she, it, we, you, they
 object pronouns: me, you, him, her, it us, you, them

Directions: Write the correct subject or object pronoun above each underlined noun.

1. As the boat cruised along the shore, the crew members could see surfers riding huge waves.
2. When the boat docked, hundreds of sailors were on the wharf to greet the ship.
3. After everyone had left the ship, the captain received orders for another assignment.
4. The message asked that the crew and the boat be ready to depart for Mexico.
5. The captain knew where the boat was going next.
6. The trip had something to do with whales.
7. There are a lot of whales in the Gulf of Mexico because the water is warmer there.



Name _____

Adverbs

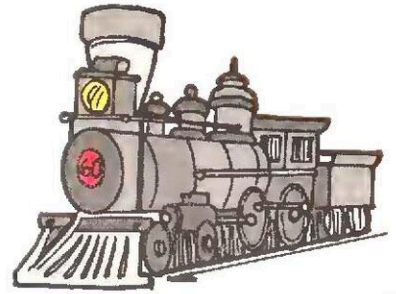
Adverbs are words that tell **when, where, or how**.

Adverbs of time tell when.

Example:

The train left **yesterday**.

Yesterday is an adverb of time. It tells when the train left.



Adverbs of place tell where.

Example:

The girl walked **away**.

Away is an adverb of place. It tells where the girl walked.



Adverbs of manner tell how.

Example:

The boy walked **quickly**.

Quickly is an adverb of manner. It tells how the boy walked.

Directions: Write the adverb from each sentence in the first column. In the second column, write whether it is an adverb of time, place, or manner.

Example:

The family ate downstairs.

downstairs

place

1. The relatives laughed loudly.

2. We will finish tomorrow.

3. The snowstorm will stop soon.

4. She sings beautifully!

5. The baby slept soundly.

6. The elevator stopped suddenly.

7. Does the plane leave today?

8. The phone call came yesterday.

Name _____

Adverbs of Time

Directions: Choose a word or group of words from the Word Bank that finishes each sentence.

Word Bank

in 2 weeks	last winter
next week	at the end of the day
soon	right now
2 days ago	tonight



1. We had a surprise birthday party for him _____.
2. Our science projects are due _____.
3. My best friend will be moving _____.
4. Justin and Ronnie need our help _____!
5. We will find out who the winners are _____.
6. Can you take me to ball practice _____?
7. She said we will be getting a letter _____.
8. Diane made the quilt _____.

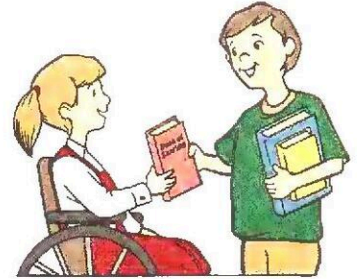
Name _____

Adverbs of Place

Directions: Choose one word from the Word Bank to finish each sentence. Make sure the adverb you choose makes sense with the rest of the sentence.

Word Bank

inside upstairs below everywhere
home somewhere outside there



1. Each child took a new library book _____.

2. We looked _____ for his jacket.

3. We will have recess _____ because it is raining.

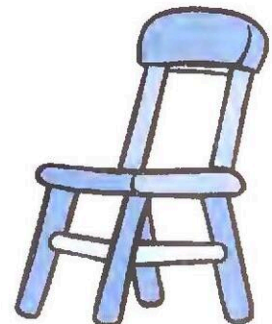
4. From the top of the mountain, we could see the village far _____.



5. My sister and I share a bedroom _____.

6. The teacher warned the children, "You must play with the ball _____."

7. Mother said, "I know that recipe is _____ in this file box!"



8. You can put the chair _____.

Name _____

Adverbs of Manner

Directions: Choose a word from the Word Bank to finish each sentence. Make sure the adverb you choose makes sense with the rest of the sentence. You will use one word twice.

Word Bank

quickly

carefully

loudly

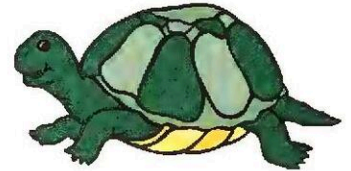
easily

carelessly

slowly

1. The scouts crossed the old bridge _____.

2. We watched the turtle move _____
across the yard.



3. Everyone completed the math test _____.

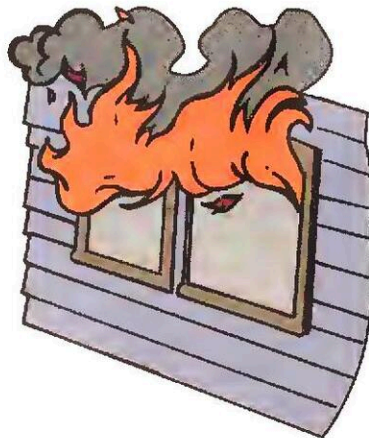
4. The quarterback scampered _____ down the sideline.

5. The mother _____ cleaned the child's sore knee.

6. The fire was caused by someone
_____ tossing a match.



7. The alarm rang _____ while we
were eating.



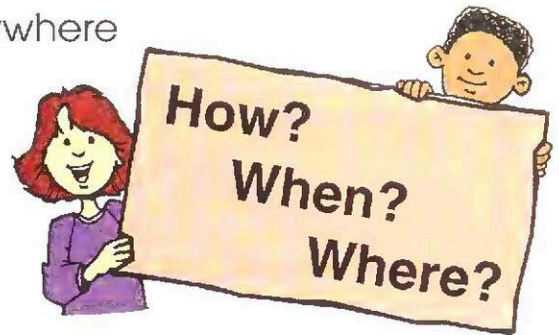
Name _____

Adverbs

Like adjectives, **adverbs** are describing words. They describe verbs. Adverbs tell **how**, **when**, or **where** action takes place.

Examples:	How	When	Where
	slowly	yesterday	here
	gracefully	today	there
	swiftly	tomorrow	everywhere
	quickly	soon	

Hint: To identify an adverb, first locate the verb. Then, ask yourself if there are any words that tell how, when, or where the action takes place.



Directions: Read each sentence below. Underline the adverb. Then, write whether it tells how, when, or where.

Example: At the end of the day, the children ran quickly home from school.

how

1. They will have a spelling test tomorrow.
2. Slowly, the children filed to their seats.
3. The teacher sat here at her desk.
4. She will pass the tests back later.
5. The students received their grades happily.

Directions: Write four sentences of your own using any of the adverbs above.

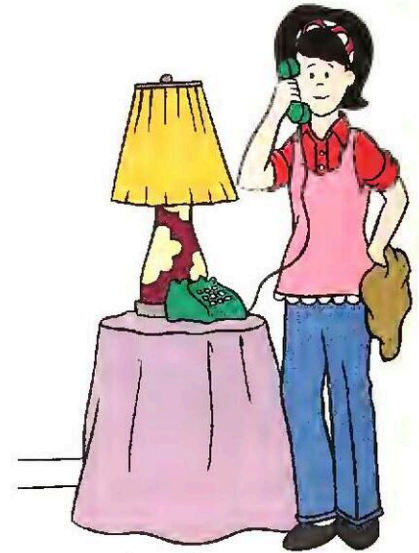
Adverbs

Adverbs are words that describe verbs. They tell **where**, **how**, or **when**.

Directions: Circle the adverb in each of the following sentences.

Example: The doctor worked carefully.

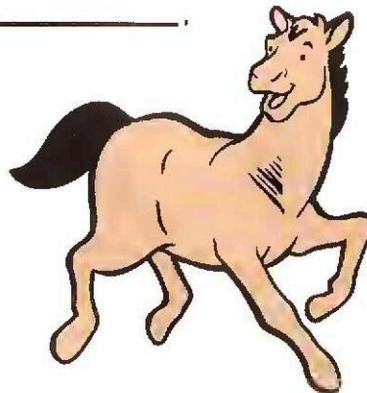
1. The skater moved gracefully across the ice.
2. They returned their call quickly.
3. We easily learned the new words.
4. He did the work perfectly.
5. She lost her purse somewhere.



Directions: Finish each sentence below with your own adverb.

Example: The bees worked busily.

1. The dog barked _____.
2. The baby smiled _____.
3. She wrote her name _____.
4. The horse ran _____.



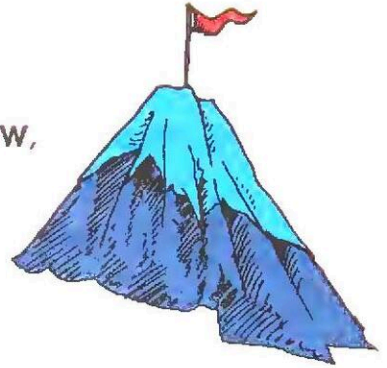
Name _____

Adverbs

An **adverb** tells more about a verb. Adverbs can tell **how**, **when**, or **where** an action takes place.

Examples:

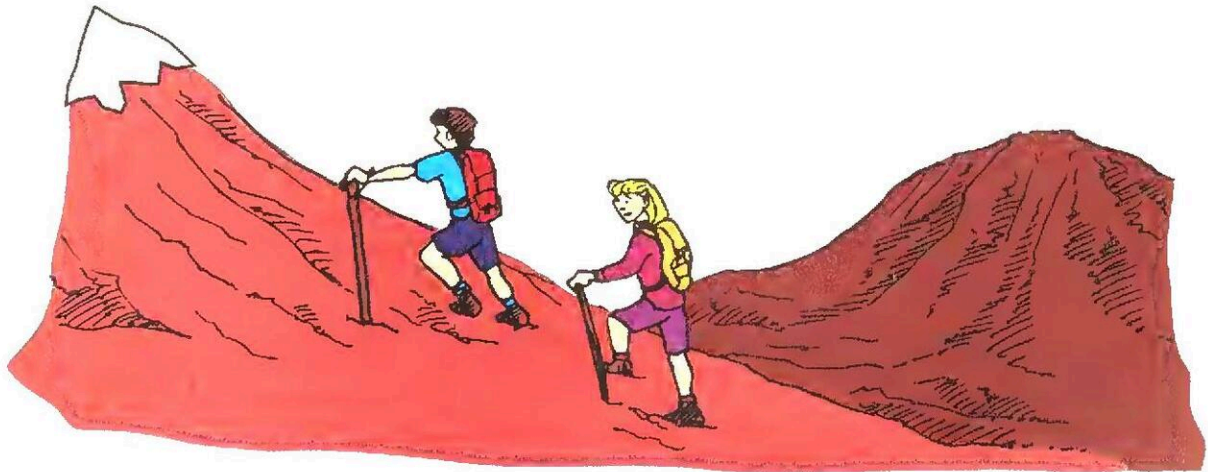
how:	Kallie drove the car slowly .
when:	Kallie drove the car then .
where:	Kallie drove the car far .



Directions: Circle the adverbs that tell how, when, or where something happened.



Our pilot landed the plane carefully in a valley near Mount Saint Helens. As we left the safety of the helicopter, we all looked up the valley to see the dome of the volcano. It looked far away, and it seemed long ago that it had last erupted. In 1980, the volcano totally destroyed many forests, cities, and farms. The violent eruption happened quickly. Tragically, 57 people died.



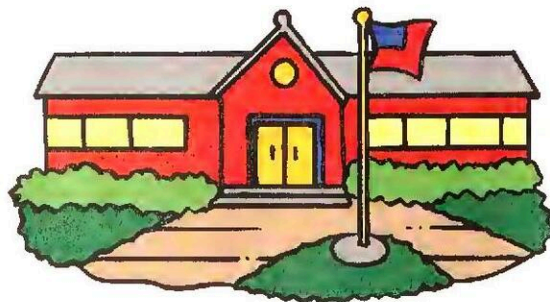
Mount Shasta stands quietly beneath its blanket of snow. It is one of the highest mountains in the Cascade Mountain Range. Only Mount Rainier is taller. As we hiked slowly toward the peak, we could still see some signs of its many eruptions. We could see where the magma had erupted quietly and flowed slowly from the vent.

Name _____

Proper Nouns

Directions: Write about you! Write a proper noun for each category below. Capitalize the first letter of each proper noun.

1. Your first name: _____
2. Your last name: _____
3. Your street: _____
4. Your city: _____
5. Your state: _____
6. Your school: _____
7. Your best friend's name: _____
8. Your teacher: _____
9. Your favorite book character: _____
10. Your favorite vacation place: _____



Name _____

Adverbs

Adverbs describe verbs. They usually tell **how**, **when**, or **where** an action happened.

Examples: The horse walked **slowly**.
We went riding **yesterday**.



Directions: Finish each sentence with an adverb from the Word Bank.

Word Bank

slowly carefully yesterday recklessly nearby
there softly later happily beautifully

1. Sandy _____ at her ice-cream cone.
2. Put your backpack _____.
3. Milo skated _____ and broke his wrist.
4. Tyler visited the museum _____.
5. When the baby is asleep, we must speak _____.
6. I have soccer practice _____.
7. The bear watched her cubs play _____.
8. Charlotte sings _____.
9. Mother decorated the cake _____.
10. The jellyfish swims _____.

Name _____

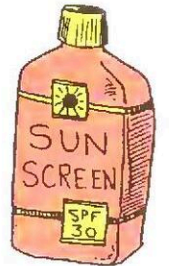
Adverbs

An **adverb** tells more about a verb. Adverbs can tell **when**, **where**, or **how** an action takes place.

Example: I sleep **often**.

Directions: Finish each sentence with an adverb from the Word Bank.

1. When hiking in the desert, _____ stay on the marked trails.
2. Do not go too _____ a rattlesnake, or it will attack.
3. Stay _____ away from floods during storms. The water can be dangerous.
4. Apply sunscreen _____.
5. Take breaks _____, Do not wear yourself out.
6. When walking in the desert, walk _____ and _____.
7. Approach any strange object _____.
8. Make sure you look _____ and _____ the trail so you do not trip.
9. On hot days, drink water _____ to keep you from getting sick.
10. Break in boots _____ you wear them hiking.



Word Bank

near	before	down	slowly	always	frequently
carefully	far	up	cautiously	often	generously

Name _____

Adverbs

An **adverb** tells more about a verb. Adverbs can tell **when**, **where**, or **how**.

Directions: Write three adverbs to describe each verb. Do not use an adverb more than once.

run _____ _____ _____	dance _____ _____ _____	tripped _____ _____ _____
fly _____ _____ _____	play _____ _____ _____	jump _____ _____ _____
read _____ _____ _____	sing _____ _____ _____	growl _____ _____ _____
laugh _____ _____ _____	write _____ _____ _____	eat _____ _____ _____

Name _____

Adverbs

Directions: Read each sentence. Then, answer the questions.

Example: Charles ate hungrily.

what? ate
(verb)

who? Charles
(subject)

how? hungrily
(adverb)

1. She dances slowly.

what? _____

who? _____

how? _____

2. The girl spoke carefully.

what? _____

who? _____

how? _____

3. My brother ran quickly.

what? _____

who? _____

how? _____

4. Jean often walks home.

what? _____

who? _____

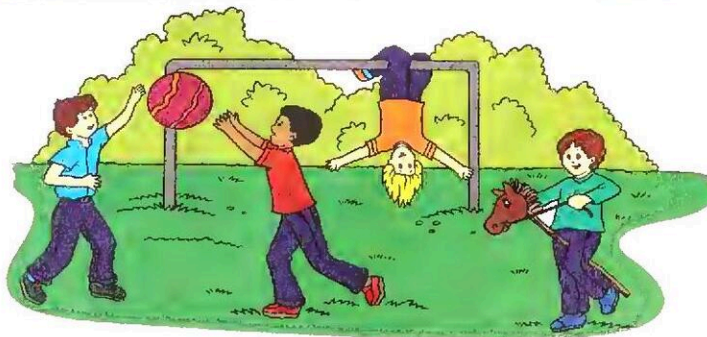
how? _____

5. The children played loudly.

what? _____

who? _____

how? _____



Adverbs

Adverbs tell **when**, **where**, or **how** about the verb in a sentence. Many adverbs end in **ly** when answering the question, "How?"

Examples: I celebrated my birthday **today**. (When?)
 Children sat **near** me. (Where?)
 I **excitedly** opened my gifts. (How?)

Directions: Underline the adverb in each sentence. Then, write **when**, **where**, or **how** on the line to tell which question it answers.

1. The children played quietly at home.

2. We went to the movie yesterday.

3. My friends came inside to play.

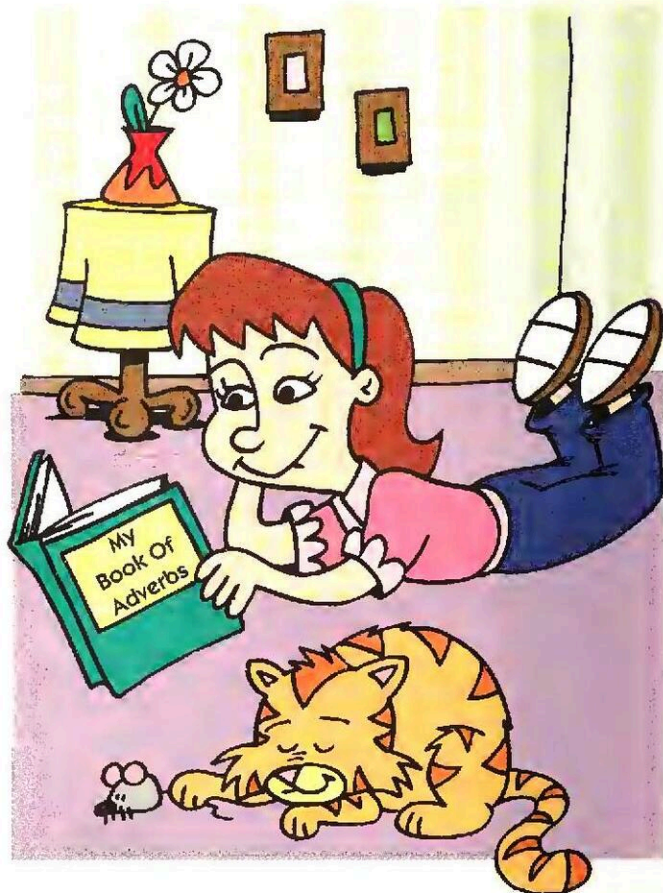
4. The child cut his meat carefully.

5. The girls ran upstairs to get their coats.

6. The play-off games start tomorrow.

7. The boys walked slowly.

8. The teacher said, "Write your name neatly."



Name _____

Adverbs

Adverbs tell **when**, **where**, or **how** an action takes place.

Directions: Circle the adverbs that can tell about the verb.

study

later
well
often
math

painted

colorfully
joyfully
beautiful
oranges

laugh

happily
fun
today
loudly

listen

quietly
attentively
important
carefully

drive

everywhere
road
cautiously
there

plant

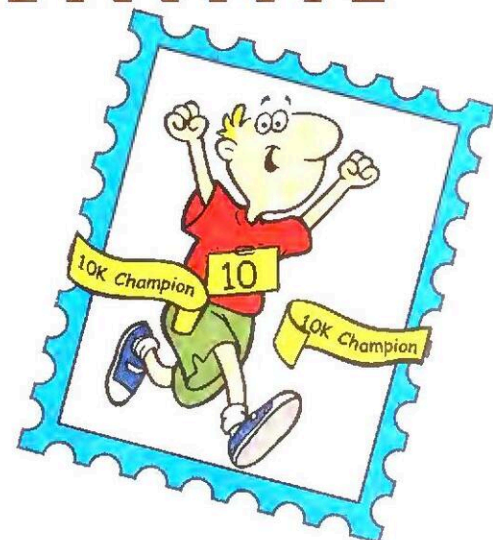
seeds
deep
sometimes
slowly

cried

yesterday
tears
sadly
silently

run

swiftly
fast
again
races



Adverbs

Directions: Circle the 12 adverbs in the story. Then, write them in the correct spaces to show if they tell when, where, or how about the verb.

Robert and Tom went inside to dress for the movies. They planned to watch *Sonic Man* today.

"Hurry, or we will be late!" called Tom loudly.

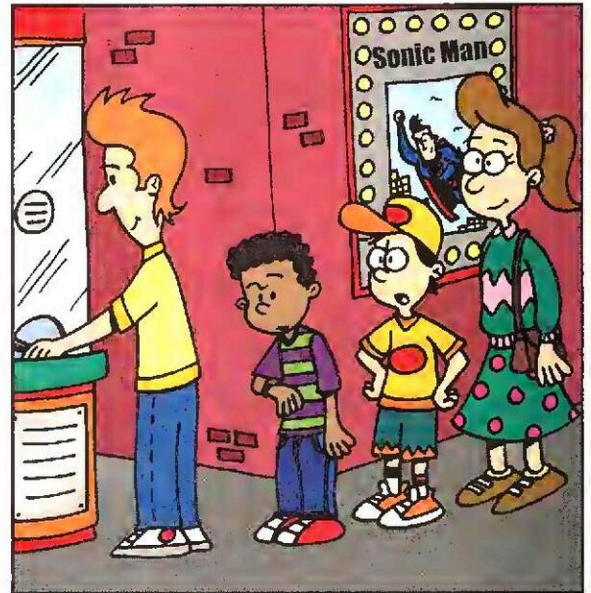
They ran quickly to the bus stop and waited impatiently for the bus to arrive.

At the theater, the line wound outside. The boys worried they would have to return tomorrow.

The line moved slowly as the boys waited nervously. "I hope they have tickets left," moaned Robert quietly.

"Yes, we have seats left," said a ticket seller who stood nearby.

The movie began immediately as the boys settled in their seats.



HOW

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

WHEN

7. _____ 8. _____ 9. _____

WHERE

10. _____ 11. _____ 12. _____

Name _____

Adverbs

Directions: Finish each sentence with an adverb that tells how, when, or where about the verb.

1. Our team played _____ . (when)
2. Brian writes _____ . (how)
3. The cows move _____ . (how)
4. Melissa will dance _____ . (when)
5. My dog went _____ . (where)
6. We ran _____ . (how)
7. The choir sang _____ . (how)
8. The cat purred _____ . (where)
9. Hillary spoke _____ . (how)
10. We will go on our vacation _____ . (when)
11. The sign goes _____ . (where)
12. Mother brought the groceries _____ . (where)
13. David read the directions _____ . (how)
14. We will be leaving _____ . (when)
15. We have three bedrooms _____ . (where)
16. We will arrive _____ . (when)
17. The mother bird leaves the nest _____ . (when)
18. Do not let the cat _____ . (where)

Where?



The monkeys are inside.

Adverbs

Adverbs are words that describe verbs. Adverbs tell **where**, **when**, or **how**. Most adverbs end in **ly**.

Directions: Finish each sentence with the correct part of speech.

Example:

Hank	wrote	here.
who? (noun)	what? (verb)	where? (adverb)

1. _____
was lost
who? (noun) what? (verb) where? (adverb)

2. _____
quickly
who? (noun) what? (verb) how? (adverb)

3. _____
felt
who? (noun) what? (verb) how? (adverb)

4. My brother _____
who? (noun) what? (verb) when? (adverb)

5. _____
woke up
who? (noun) what? (verb) when? (adverb)

6. _____
gladly
who? (noun) what? (verb) how? (adverb)

Name _____

Adverbs

Adverbs show comparison by adding **er** or **est** to the end of the word. Add **er** when the adverb compares two actions. Add **est** when the adverb compares three or more actions.

Example: The clarinets played **louder** than the flutes.
The trumpets played the **loudest** of all the instruments.

Directions: Finish the following sentences by using a comparative form of the underlined adverb.

1. The airplane flew high.

The airplane flew _____ than the bird.

The jet flew _____ of all.



2. Jack's car raced fast.

Jim's car raced _____ than Jack's car.

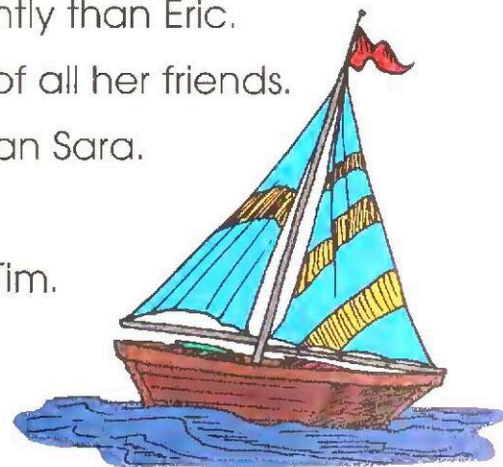
Ted's car raced _____ of all.



You can also show comparison by adding the word **more**, **most**, **less**, or **least** in front of the adverb. These words are usually added to adverbs ending in **ly**.

Directions: Add **more**, **most**, **less**, or **least** to each adverb to show comparison.

1. Andrew travels overseas _____ frequently than Eric.
2. Vanessa travels overseas _____ often of all her friends.
3. Raquel drives her car _____ skillfully than Sara.
4. Dave drives _____ expertly of all.
5. Aaron uses his boat _____ often than Tim.
6. Tim sails _____ often than Aaron.



Name _____

Common and Proper Nouns

A **common noun** does not begin with a capital letter unless it is the first word in a sentence. A **common noun** names any person, place, or thing.

Examples: skater, ice

A **proper noun** begins with a capital letter. A **proper noun** names a specific person, place, or thing.

Examples: Peggy Fleming, Michelle Kwan

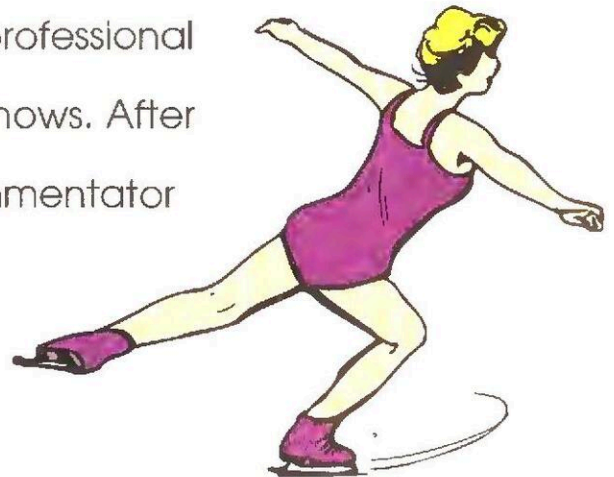
Directions: Read the story. Circle each common noun and underline each proper noun.

Peggy Fleming

Peggy Fleming is a famous iceskater. She was born in California and began skating when she was nine years old. She won many iceskating competitions as a child. In 1964, Peggy competed in the Winter Olympics in Austria. She came in sixth place.

Peggy took ballet classes to become a better iceskater. This helped her win a gold medal in the 1968 Winter Olympics in France.

After the Olympics, Peggy became a professional skater and toured the country doing ice shows. After her skating career, Peggy became a commentator for television.



Prepositions

Prepositions show relationships between the noun or pronoun and another noun in the sentence. The preposition comes before that noun.

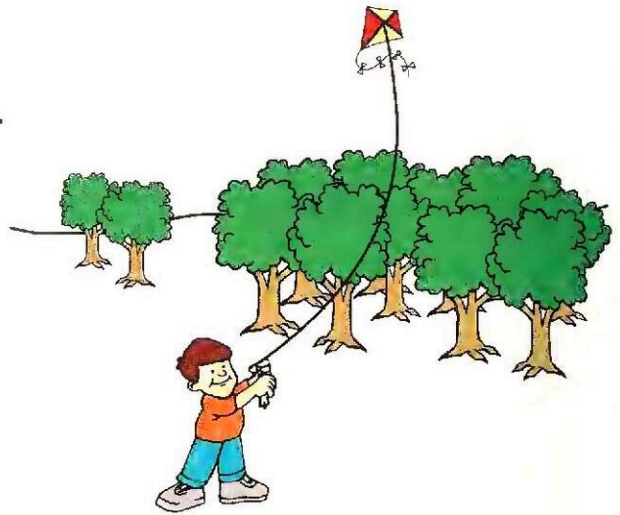
Example: The book is on the table.

Common Prepositions

above	behind	by	near	over
across	below	in	off	through
around	beside	inside	on	under

Directions: Circle the prepositions in each sentence.

- The dog ran fast around the house.
- The plates in the cupboard were clean.
- Put the card inside the envelope.
- The towel on the sink was wet.
- I planted flowers in my garden.
- My kite flew high above the trees.
- The chair near the counter was sticky.
- Under the ground, worms lived in their homes.
- I put the bow around the box.
- Beside the pond, there was a playground.



Name allison

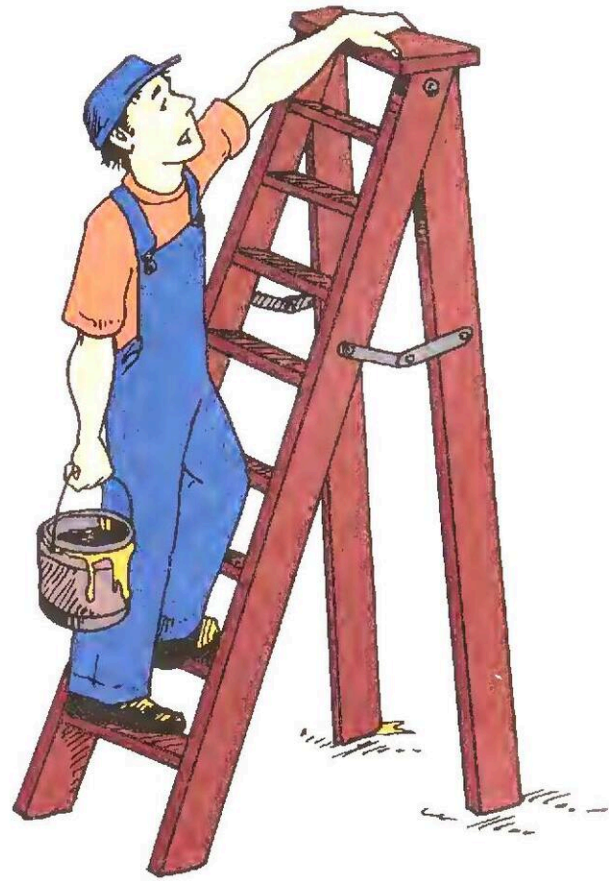
Prepositions

Prepositions are words that relate nouns to other words in a sentence. They show where a noun is going, how it might be going, or to whom it might be going. Some prepositions are: **in**, **on**, **under**, and **behind**.

Example: I sat **in** the car.

Directions: Underline the prepositions in the sentence below.

1. The tree fell behind the house.
2. I saw the movie with Sara.
3. I stepped out of the shower.
4. Do not play golf in the rain.
5. I put my book next to the T.V.
6. The painter climbed up the ladder.
7. We had recess in our classroom today.
8. The driver raced around the corner.
9. The pot fell off the table.
10. The cat was hiding under the bed.



Name _____

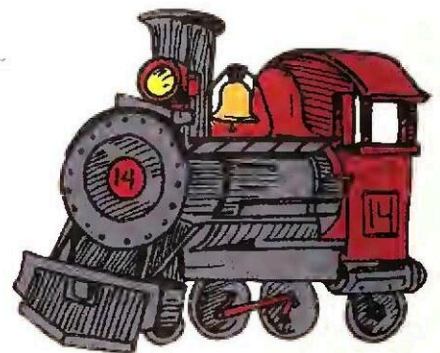
Prepositions

Prepositions relate one word in a sentence to another by location, direction, cause, or possession. A preposition, including the object and its modifiers, is called a **prepositional phrase**.

Example: I walked **beside the road**.

Directions: Circle each preposition in the sentences below. Then, underline the rest of the prepositional phrase.

1. I boarded the train at the whistle's blow.
2. I sat down by a woman in a purple dress and hat.
3. The conductor asked for my ticket.
4. We had to go to the club car for lunch.
5. For lunch, we had tomato soup, potato salad, and ham sandwiches.
6. After lunch, the conductor said, "Two hours to Littleville."
7. "I think I will take a short nap," said the woman in the purple dress.
8. My seat was by the window.
9. I spent the rest of the trip watching the world go by my window.
10. At three in the afternoon, we arrived in Littleville.



Name _____

Nouns and Verbs

A **noun** names a **person, place, or thing**. A **verb** tells what something does or what something is. Some words can be nouns and verbs, depending on how they are used.

Directions: Finish the sentences in each pair with a word from the Word Bank. The word will be a noun in the first sentence and a verb in the second sentence.

Word Bank

mix kiss brush crash



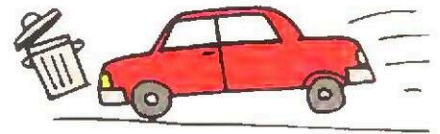
1. Did your dog ever give you a kiss _____?
(noun)

I have a cold, so I cannot mix _____ you today.
(verb)

2. I brought my comb and my brush _____.
(noun)

I will brush _____ the leaves off your coat.
(verb)

3. Was anyone hurt in the crash _____?
(noun)



If you are not careful, you will crash _____ into me.
(verb)

4. We bought a cake _____ at the store.
(noun)

I will _____ the eggs together.
(verb)

Name _____

Nouns and Verbs

Directions: Finish each sentence with a word from the Word Bank. Use each word once. Write **N** above the words that are used as nouns (people, places, and things). Write **V** above the words that are used as verbs (what something does or what something is).

Example: I need a ^N drink. I will ^V drink milk.

Word Bank

mix beach church class kiss brush crash

1. It is hot today, so we should go to the _____.

2. The _____ was crowded.

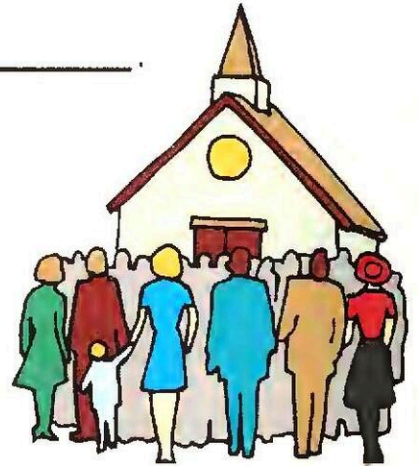
3. I can't find my paint _____.

4. Will you _____ my finger and make it stop hurting?

5. I will _____ the red and yellow paint to get orange.

6. The teacher asked our _____ to get in line.

7. If you move that bottom can, the rest will _____ to the floor.



Name _____

Nouns or Verbs?

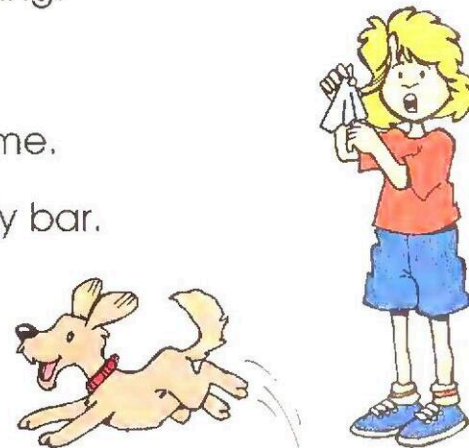
Directions: Finish the sentences in each pair with a word from the Word Bank. Write **N** over the word if it is used as a noun and **V** if it is used as a verb. You may need to add **s**, **es**, **ing**, or **ed** to the verbs.

Example: The girl ^Vsneezes. Her ^Nsneeze scares the dog.

Word Bank

sneeze tape claim treat grade stream date

- I _____ around flowers.
My _____ is louder than your _____.
- Let's go buy a _____ at the store.
Today, I will _____ you to a candy bar.
- Sometimes we _____ our own papers.
I always get a higher _____ than Josh.
- The rain _____ down the window.
The _____ behind our house is overflowing.
- Please _____ that TV show for me.
I will watch the _____ when I come home.
- A boy in my class _____ I took his candy bar.
I know his _____ is wrong.
- My brother has a _____ tonight.
He _____ the girl who lives next door.



Name _____

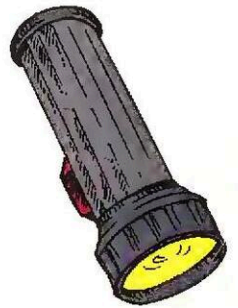
Nouns or Verbs?

Some words can be either **nouns** or **verbs**, depending on how they are used in a sentence.

Example: **noun:** The **paint** on Aunt Betty's shutters is wet.
 verb: They will **paint** the shutters again later today.

Directions: In each sentence below, the noun or the verb is in bold. Write **N** if the word is a noun or **V** if the word is a verb.

1. _____ Aunt Betty said we need to look for a **ship**.
2. _____ We will **ship** the picnic basket to the island.
3. _____ There will be hardly any **light** in the forest.
4. _____ Aunt Betty will **light** the way with her trusty flashlight.
5. _____ We parked our car near the **water**.
6. _____ On the way, Aunt Betty stopped to **water** some flowers.
7. _____ Then, she picked some of the pink ones and put them in a **box**.
8. _____ "I will **box** these for my friend in Hawaii," Aunt Betty said.
9. _____ "It will be a **present** for my friend."
10. _____ "I hope to **present** it to her tomorrow."
11. _____ We will **play** all day on the island.
12. _____ At night, we will see a **play**.



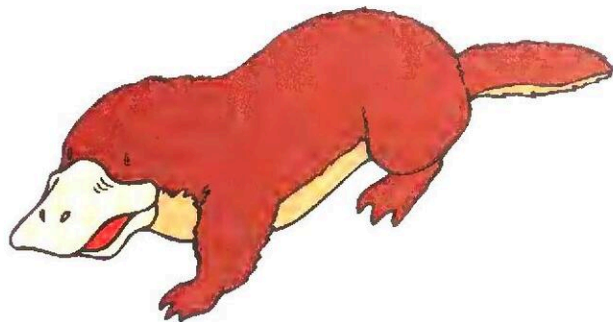
Name _____

Adjectives and Nouns

Directions: Underline the adjective in each sentence below. Then, draw an arrow from the adjective to the noun it describes.

Example: A platypus is a furry animal that lives in Australia.

1. This animal likes to swim.
2. Its flat nose looks like a duck's bill.
3. It has a broad tail like a beaver.
4. Platypuses are great swimmers.
5. They have webbed feet that help them swim.
6. Their flat tails also help them move through the water.
7. The platypus is an unusual mammal because it lays eggs.
8. The platypus has reptile-like eggs.
9. Platypuses can lay three eggs at a time.
10. These babies do not leave their mothers for one year.
11. This animal spends most of its time hunting near streams.



Name _____

Nouns, Pronouns, and Adjectives

Directions: Circle the nouns that show ownership. Draw a box around the pronouns. Underline the adjectives.

Example: Tropical birds live in warm, wet lands.

They live in dark forests and busy zoos.

The birds' feathers are bright.



1. A canary is a small finch.
2. It is named for the Canary Islands.
3. Ben's birds are lovebirds.
4. He says they are small parrots that like to cuddle.
5. His parents gave him the lovebirds for his birthday.
6. Lisa's bird is a talking myna bird.
7. Her neighbors gave it to her when they moved.
8. She thanked them for the wonderful gift.
9. She says its feathers are dark with an orange mark on each wing.
10. Some children's myna birds can be very noisy.
11. Parakeets are this country's most popular tropical birds.
12. Parakeets' cages have ladders and swings.
13. A parakeet's diet is made up of seeds.

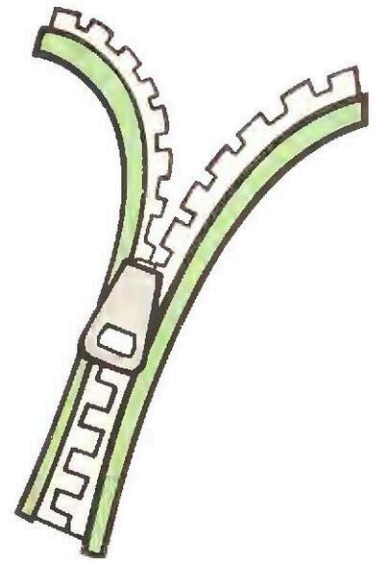
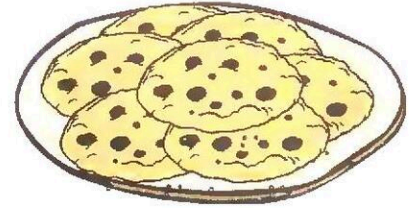
Name _____

Adjectives and Adverbs

Directions: Write **ADJ** on the line if the bold word is an adjective. Write **ADV** if the bold word is an adverb.

Example: _____ **ADV** That road leads **nowhere**.

1. _____ The squirrel was **nearby**.
2. _____ Her **delicious** cookies were all eaten.
3. _____ Everyone rushed **indoors**.
4. _____ He **quickly** zipped his jacket.
5. _____ She hummed a **popular** tune.
6. _____ Her **sunny** smile warmed my heart.
7. _____ I hung your coat **there**.
8. _____ Bring that **here** this minute!
9. _____ We all walked **back** to school.
10. _____ The **skinniest** boy ate the most food!
11. _____ She acts like a **famous** person.
12. _____ The **silliest** jokes always make me laugh.
13. _____ She must have parked her car **somewhere!**
14. _____ Did you take the test **today?**



Common and Proper Nouns

Common nouns are nouns that name any person, place, or thing. **Proper nouns** are nouns that name specific people, places, or things. A proper noun always starts with a capital letter.

Examples: **common:** boy
 proper: Robert

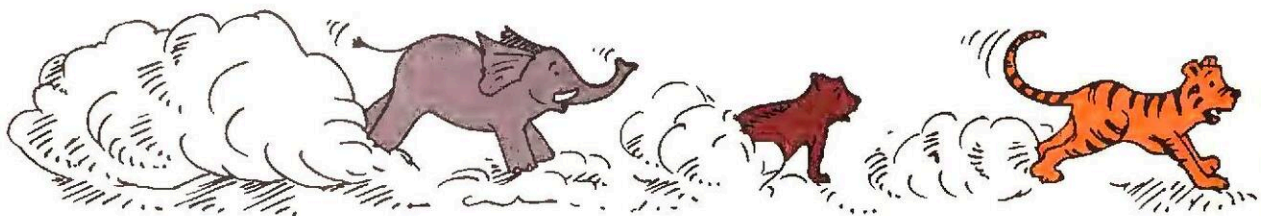
Directions: Underline the common nouns and circle the proper nouns in the story below.

Crafty Critters Give Police the Slip

When the Gambezi Brothers' Circus passed the town library, Jeremiah Clank blew his trumpet loudly. The noise scared Ellie the Elephant, Harriet the Hyena, and Grumbles the Tiger. A stampede followed.

An emergency police call from Captain Courageous went out over the radio and television: "Emergency! Alert! Everyone should be on the lookout for the circus animals that have escaped from the Gambezi Brothers' Circus."

Thankfully, the police were able to capture all the circus animals and no one was injured. Jeremy Clank will spend the week cleaning the cages of the animals that he scared.



Name _____

Adjectives and Adverbs

Directions: Finish each sentence by adding words that tell who, what, where, or when.

Example: They noticed a green glow behind the pine trees.
(what) (where)

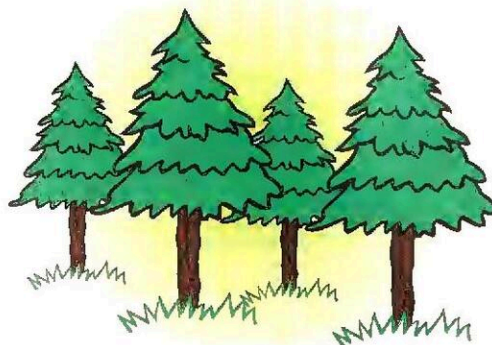
1. _____ shifted across the room _____.
(who or what) (when)

2. The shadow covered _____.
(what) (where)

3. The door _____ opened _____.
(where) (when)

4. _____ hurried _____.
(who or what) (where) (when)

5. _____ stopped the _____.
(who or what) (what) (when)



Name _____

Adjectives and Adverbs

Directions: Read the story. Underline the adjectives. Circle the adverbs. Write the words in the correct column at the end of the story.

Surprise!

Emily and Elizabeth tiptoed quietly through the dark hallway. Even though none of the lights were lit, they knew the presents were there. Every year, the two sisters had gone to Mom and Dad's bedroom to wake them on Christmas morning. This year would be different, they decided.

Last night after supper, they had secretly plotted to look early in the morning before Mom and Dad were awake. The girls knew that Emily's red-and-green stocking and Elizabeth's striped stocking hung by the brick fireplace. They knew the beautiful tree was in the corner by the rocking chair.

"Won't Mom and Dad be surprised to awaken on their own?" asked Elizabeth quietly.

Emily whispered, "Click the overhead lights so we can see better."

"You don't have to whisper," said a voice.

There sat Mom and Dad as the Christmas-tree lights suddenly shone.

Dad said, "I guess the surprise is on you two!"

Adverbs

Adjectives

Parts of Speech



Nouns name a person, place or thing.

Verbs tell what a person or thing does or is doing.

Pronouns take the place of nouns.

Adjectives describe nouns.

Adverbs tell when, where, or how about a verb.

Directions: Label the words in each sentence using the Word Key.

Word Key

N — for noun

Adj — for adjective

V — for verb

P — for pronoun

Adv — for adverb

Example: Adj N V Adv
Talented skaters moved gracefully.

1. Derek planted two maple trees yesterday.
2. Charles wrote them one letter.
3. They have several small dogs.
4. Plastic toys were everywhere.
5. Three children swam today.
6. Her tiny baby slept soundly.
7. They ate lunch quickly.



Name _____

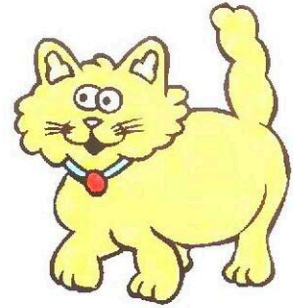
Parts of Speech

Nouns, pronouns, verbs, adjectives, adverbs, and prepositions are all **parts of speech**.

Directions: Label each word in the sentence with the correct part of speech.

Example:

My cat is fat.
 pronoun *noun* *verb* *adjective*



1. My cow walks in this barn
 / / / / / /

2. Red flowers grow in that garden.
 / / / / / /

3. One large dog was excited.
 / / / / /

Name _____

Parts of Speech

Directions: Ask a friend to give you a noun, verb, adjective, or pronoun to fill in each blank. Read the story to your friend when you finish.

The _____ Adventure (adjective)

I went for a _____. I found a really big _____. It
(noun) (noun)

was so _____ that I _____ all the way home. I put
(adjective) (verb)

it in my _____. To my amazement, it began to
(noun)

_____. I _____. I took it to my _____.
(verb) (past-tense verb) (place)

I showed it to all my _____. I decided to _____ it
(plural noun) (verb)

in a box and wrap it up with _____ paper. I gave it to
(adjective)

_____ for a present. When _____ opened it,
(person) (pronoun)

_____ _____, _____ shouted,
(pronoun) (past-tense verb) (pronoun)

"Thank you! This is the best _____ I have ever had!"
(noun)

Name _____

Parts of Speech

Directions: Write the part of speech for each underlined word on the correct numbered line below.

NOUN **PRONOUN** **VERB** **ADJECTIVE** **ADVERB** **PREPOSITION**

There ^①are many ^②different kinds of animals. Some animals live in the wild. Some animals live in the ^③zoo. And still others live in homes. The animals that ^④live in homes are called pets.

There are many types of pets. Some pets without fur are fish, turtles, snakes, and hermit crabs. Trained birds can fly ^⑤around ^⑥your house. Some ^⑦furry animals are cats, dogs, rabbits, ferrets, gerbils, and hamsters. Some animals can ^⑧successfully learn tricks that ^⑨you teach them. Animal can be ^⑩special friends!



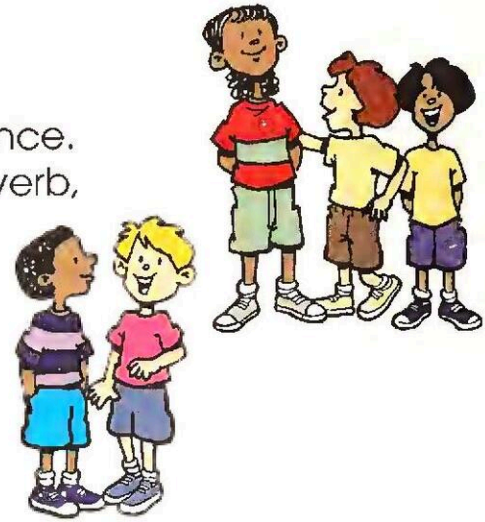
1. _____ 2. _____
 3. _____ 4. _____ 5. _____ 6. _____
 7. _____ 8. _____ 9. _____ 10. _____

Name _____

Review

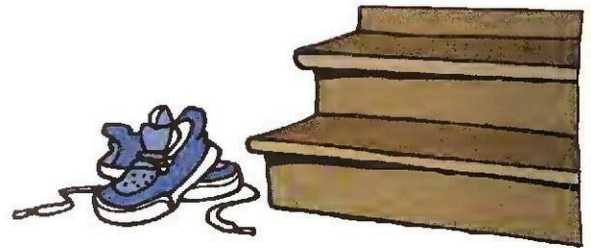
Directions: Look at the word in bold in each sentence. Write **N** if it is a noun, **P** if it is a pronoun, **V** if it is a verb, **ADJ** if it is an adjective, or **ADV** if it is an adverb.

1. _____ She is the **tallest** one outside.
2. _____ **She** is the tallest one outside.
3. _____ She **is** the tallest one outside.
4. _____ She is the tallest one **outside**.



Directions: Look at the word in bold in each sentence. Write **P** if it is an adverb of place, **T** if it is an adverb of time, or **M** if it is an adverb of manner.

1. _____ Your shoes are **downstairs**.
2. _____ His response was **speedy**.
3. _____ **Here** is my homework.



Directions: Add **er** and **est** or **more** and **most** to each word below to show comparison.

1. fat _____ _____
2. serious _____ _____
3. easy _____ _____

Directions: Look at the word in bold in each sentence. Write **ADV** if it is an adverb or **ADJ** if it is an adjective.

1. _____ **Grumpy** people are not pleasant.
2. _____ Put the package **there**, please.
3. _____ **Upstairs** is where I sleep.
4. _____ **Warm** blankets feel toasty on cold nights.

Name _____

Sentences

A **sentence** has a **beginning** and an **ending**. A sentence tells a **complete thought**. When you write a sentence, make sure that all of it is there! Just a beginning or just an ending is not a complete sentence!



Directions: Draw a line from each sentence's beginning to its correct ending.

Summer

has thorns on its stem.

My pet turtle

runs fast.

The cheetah

is Kim's favorite color.

A rose

is my favorite season.

Blue

eats a lot!

Name _____

Sentences

Every sentence must have two things: a **noun** or **pronoun** that tells who or what is doing something and a **verb** that tells what the noun is doing.

Directions: Add a **noun**, a **pronoun**, or a **verb** to complete each sentence. Be sure to begin your sentences with capital letters and end them with periods.

Example: reads after school

Brandy reads after school.



1. brushes her dog every day

2. at the beach, we

3. kisses me too much

4. in the morning, our class

5. stopped with a crash

Name _____

Sentences

Directions: Write one sentence about each picture. Write **N** above the noun in each sentence. Write **V** above the verb in each sentence.





Name _____

Singular and Plural Nouns

A **noun** names a person, place, or thing.

A **singular noun** names one person, place, or thing.

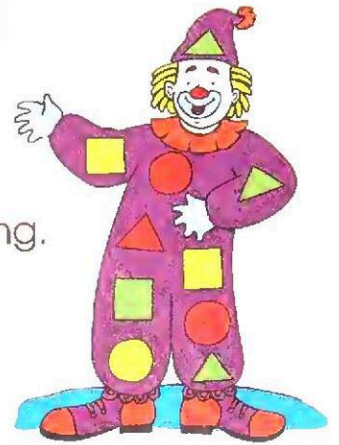
A **plural noun** names more than one person, place, or thing.

Add **s** to change most singular nouns to plural nouns.

Example: dog = dogs

Add **es** to singular nouns that end in **sh, ch, s, x, or z** to make them plural.

Example: wish = wishes



Directions: Circle the correct spelling of the plural noun.

- | | | |
|----------------|-------------|--------------|
| 1. elephant | elephants | elephantes |
| 2. box | boxes | boxs |
| 3. drum | drumes | drums |
| 4. clown | clownes | clowns |
| 5. swing | swings | swinges |
| 6. horse | horses | horsees |
| 7. tent | tentes | tents |
| 8. ticket | tickets | ticketes |
| 9. costume | costumees | costumes |
| 10. bicycle | bicycles | bicyclees |
| 11. flash | flashes | flashs |
| 12. announcer | announceres | announcers |
| 13. trampoline | trampolines | trampolinees |
| 14. punch | punches | punchs |
| 15. cannon | cannones | cannons |

Name _____

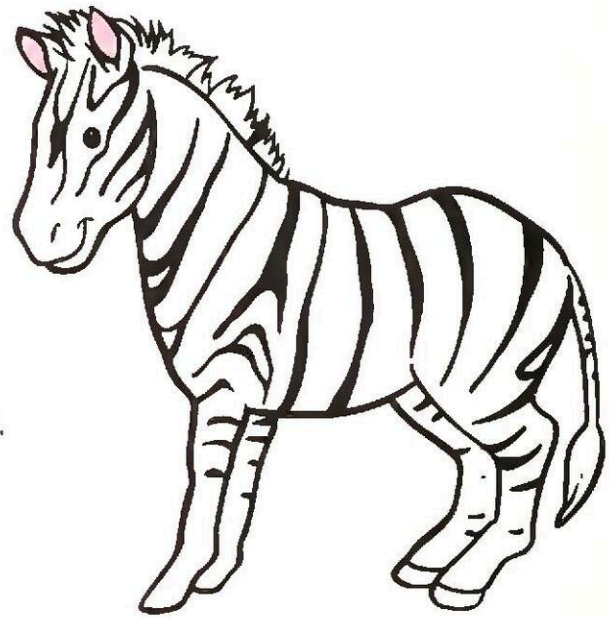
Subjects

A **subject** is a **noun** or a **pronoun**. It tells who or what the sentence is about.

Directions: Underline the subject in each sentence below.

Example: The zebra is a striped animal.

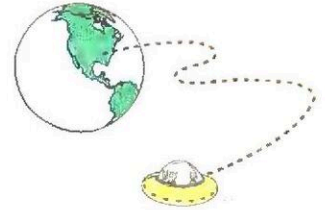
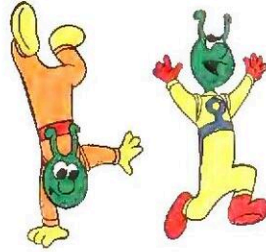
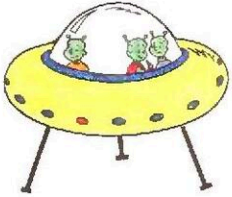
1. Zebras live in Africa.
2. Zebras are related to horses.
3. Horses have longer hair than zebras.
4. Zebras are good runners.
5. Their feet are protected by their hooves.
6. Some animals live in groups.
7. These groups are called herds.
8. Zebras live in herds with other grazing animals.
9. Grazing animals eat mostly grass.
10. They usually eat three times a day.
11. They often travel to water holes.



Name _____

Subjects

Directions: Finish each sentence below with a subject.



1. _____ landed in my backyard.
2. _____ rushed out of the house.
3. _____ had bright lights.
4. _____ were tall and green.
5. _____ talked to me.
6. _____ came outside with me.
7. _____ ran into the house.
8. _____ shook hands.
9. _____ said funny things.
10. _____ gave us a ride.
11. _____ flew away.
12. _____ will come back soon.

Name _____

Subjects

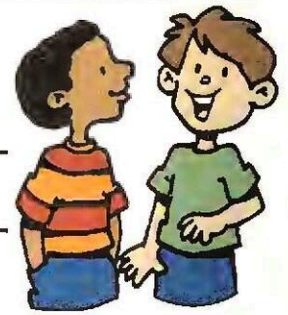
Directions: Circle the subject in each sentence. Change the subject to make a new sentence. The word or words you add must make sense with the rest of the sentence.

Example: Twelve students signed up for the student council elections.

Only one person in my class signed up for the student council elections.

1. Our whole family went to the science museum last week.

2. The funny story made us laugh.



3. The brightly colored kites drifted lazily across the sky.

4. My little brother and sister spent the whole day at the amusement park.

5. The tiny sparrow made a tapping sound at my window.

Name _____

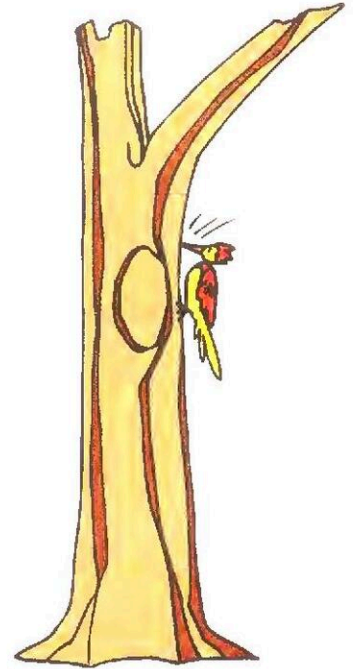
Predicates

A **predicate** always has a **verb**. It tells what the subject is doing, has done, or will do.

Directions: Underline the predicate in each sentence below.

Example: Woodpeckers live in trees.

1. They hunt for insects in the trees.
2. Woodpeckers have strong beaks.
3. They can peck through the bark.
4. You can hear the pecking sound from far away.



Directions: Circle each group of words that can be a predicate.

- | | |
|------------------------|------------------|
| have long tongues | pick up insects |
| hole in bark | sticky substance |
| help it to climb trees | tree bark |

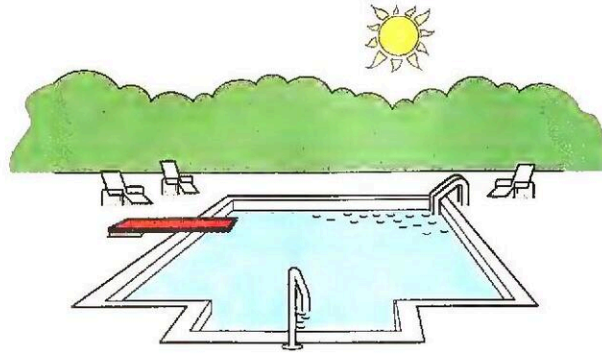
Directions: Choose the correct predicate from above to finish each sentence below.

1. Woodpeckers _____.
2. They use their tongues to _____.
3. Its strong feet _____.

Name _____

Predicates

Directions: Write a predicate for each sentence below.



1. The swimming pool _____.
2. The water _____.
3. The sun _____.
4. I always _____.
5. My friends _____.
6. We always _____.
7. The lifeguard _____.
8. The rest periods _____.
9. The lunch _____.
10. My favorite food _____.
11. The diving board _____.
12. We never _____.

Name _____

Predicates

Directions: Circle the predicate in each sentence. Change the predicate to make a new sentence. The words you add must make sense with the rest of the sentence.

Example: Twelve students signed up for the student council elections.
Twelve students were absent from my class today!

1. Our whole family went to the science museum last week.

2. The funny story made us laugh.

3. The brightly colored kites drifted lazily across the sky.



4. My little brother and sister spent the whole day at the park.

5. The tiny sparrow made a tapping sound at my window.

Name _____

Subject-Verb Agreement

The verb and subject in a sentence must match in number. This is called **subject-verb agreement**.

Present tense tells what is happening right now. If the verb is present tense and the subject refers to only one thing, then add an **s** or **es** to the verb.

Examples: The branch **sways** softly in the breeze.
Hannah **munches** on carrot sticks

If the verb is present tense and the subject refers to more than one thing, then do not add an **s** or **es** to the verb.

Examples: Gophers **live** underground.
They **crush** plants.

Directions: Read each sentence. Underline the form of the verb that agrees with the subject.

1. Mary (receive, receives) a new bicycle on her birthday.
2. She (put, puts) on her helmet.
3. Tony and Jennifer (ride, rides) to Mary's house.
4. Mary (jump, jumps) on the shiny red bike.
5. She (spin, spins) around in the driveway.
6. The friends (laugh, laughs) as they ride.
7. They (race, races) down the sidewalk.
8. The streamers (fly, flies) in the wind.
9. Jennifer (reach, reaches) the finish line first.
10. Tony (finish, finishes) last.
11. Mary (enjoy, enjoys) her new bike.
12. They will all (meet, meets) tomorrow for another ride.



Name _____

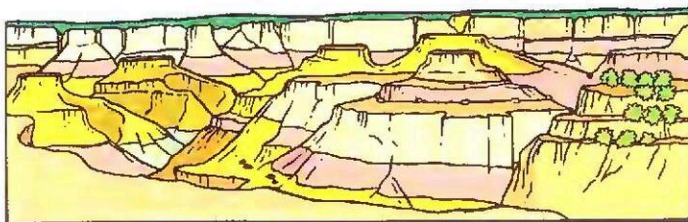
Subject-Verb Agreement

In a sentence, the subjects and verbs must agree. When the subject is a single person, place, or thing, it is **singular**. You should match it to a **singular verb**. When the subject is more than one person, place, or thing, it is **plural**. You should match it to a **plural verb**.

Examples: **One** of my friends **is** going to see the Grand Canyon.
There **are** thirty-five **students** on the bus.

Directions: Finish each sentence, using the correct tense to make the subject and verb agree.

- Thirty-five students _____ on their way to the Grand Canyon.
(to be)
- One of the students _____ a fear of heights and _____
(to have) (to be)
scared of hiking down the narrow trails.
- "There _____ one more stop before we get to the canyon," the
(to be)
bus driver said as he stopped the big bus.
- When he stopped, there _____ thirty-five students who got off
(to be)
the bus and _____ to see the sands of the Painted Desert.
(to go)



Name _____

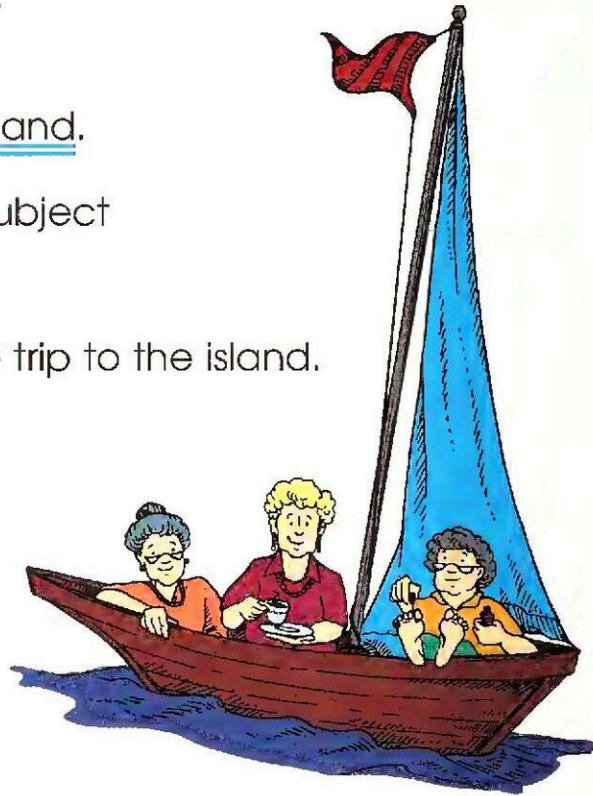
Subject and Predicate

The **subject** of a sentence tells who or what the sentence is about. The subject can be a **noun** or a **pronoun**. The **predicate** of a sentence always has a **verb**. It tells what the subject is or does.

Example: **subject** **predicate**
The sailboat took us to the island.

Directions: In each sentence, underline the subject and double underline the predicate.

1. We all climbed aboard the boat for the trip to the island.
2. Aunt Betty took the tiller.
3. We pushed off from the shore.
4. The lake was very quiet.
5. A few ducks followed our boat.
6. I fed them crusts of bread from our sandwiches.
7. I became more and more excited.
8. Aunt Betty gave me some binoculars.
9. I saw a man with a long beard wearing a strange outfit on the dock.



Name _____

Subject and Predicate

The **subject** of a sentence tells whom or what the sentence is about. It is always a noun or pronoun. The subject can be one word or more than one word.

The **predicate** is the part of the sentence that tells what the subject is or does. It always has a verb. The predicate can be one word or more than one word.

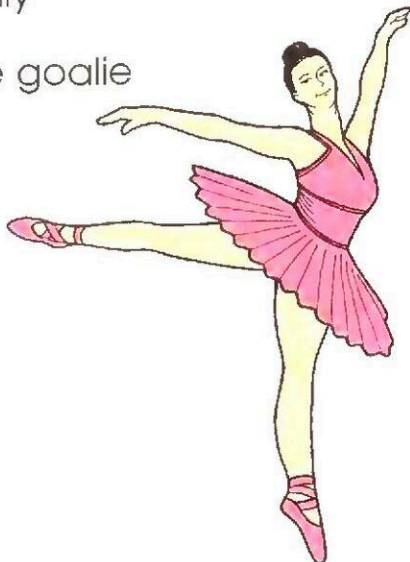
Directions: Match each subject to the correct predicate. Write the letter of the predicate in the space before the correct subject.

Subjects

1. ____ Parker
2. ____ The ballerina
3. ____ My sister's parakeet
4. ____ Our teacher
5. ____ The amusement park ride
6. ____ That ice-cream sundae
7. ____ Emily
8. ____ The goalie

Predicates

- a. was closed for repairs.
- b. dove into the freezing-cold pool.
- c. made the save.
- d. assigned the class lots of homework.
- e. likes to ride his skateboard.
- f. flew out of the window.
- g. twirled on her toes.
- h. is almost too sweet to eat!



Name _____

Singular and Plural Nouns

A **singular noun** names one person, place, or thing.

Example: The **class** went on a **field trip** to the **forest**.

A **plural noun** names more than one person, place, or thing.

Example: The **classes** went on **field trips** to the **forests**.

Directions: Draw one line under each singular noun. Draw two lines under each plural noun.

1. One girl saw three foxes run across the field.
2. Squirrels were running up and down the sides of the trees.
3. A bunny scurried under a bush.
4. As the child watched, some bluebirds flew overhead.
5. Pictures in books helped the students identify many animals.



Directions: Write a sentence for each of these singular or plural nouns.

(apples) _____

(town) _____

(trees) _____

(boys) _____

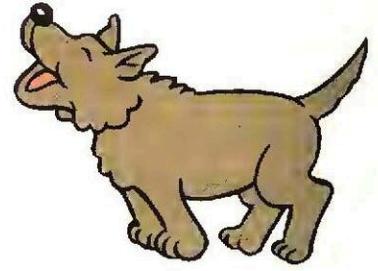
(girls) _____

(cake) _____

Name _____

Subjects and Predicates

Directions: Finish each sentence by filling in the subject.



1. _____ went to school last Wednesday.
2. _____ did not understand the joke.
3. _____ barked so loudly that no one could sleep a wink.
4. _____ felt unhappy when the ball game was rained out.
5. _____ wonder what happened at the end of the book.
6. _____ jumped for joy when she won the contest.

Directions: Finish each sentence by filling in the predicate.

1. Everyone _____.
2. Dogs _____.
3. I _____.
4. Justin _____.
5. Jokes _____.
6. Twelve people _____.

Name _____

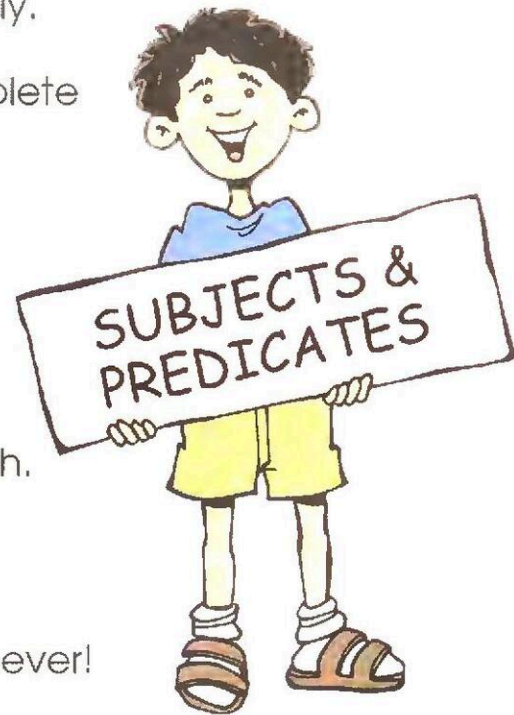
Subjects and Predicates

A **sentence** is a group of words that expresses a complete thought. It must have a subject and a predicate.

Examples: **Sentence:** John felt tired and went to bed early.
Not a sentence: Went to bed early.

Directions: Write **S** if the group of words is a complete sentence. Write **NS** if the group of words is not a sentence.

1. _____ Which one of you?
2. _____ We're happy for the family.
3. _____ We enjoyed the program very much.
4. _____ Felt left out and lonely afterwards.
5. _____ Everyone said it was the best party ever!
6. _____ No one knows better than I what the problem is.
7. _____ Seventeen of us!
8. _____ Quickly before they.
9. _____ Squirrels are lively animals.
10. _____ Not many people believe it really happened.
11. _____ Certainly, we enjoyed ourselves.
12. _____ Tuned her out.



Name _____

Subjects and Predicates

Directions: On page 179, some of the groups of words are not sentences. Rewrite them to make complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____



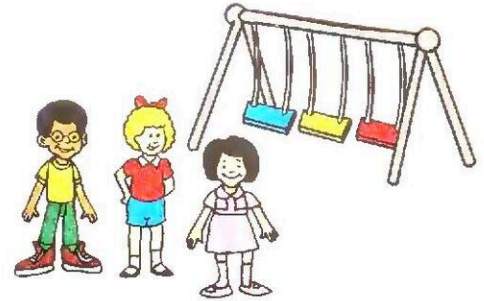
Name _____

Compound Subjects

Compound subjects are two or more nouns that have the same predicate.

Directions: Combine the subjects to create one sentence with a compound subject.

Example: Jill can swing.
Whitney can swing.
Luke can swing.



Jill, Whitney, and Luke can swing.

1. Roses grow in the garden. Tulips grow in the garden.

2. Apples are fruit. Oranges are fruit. Bananas are fruit.

3. Bears live in the zoo. Monkeys live in the zoo.

4. Jackets keep us warm. Sweaters keep us warm.

Name _____

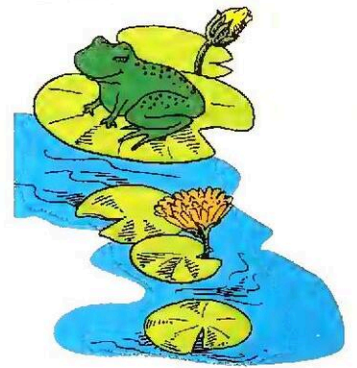
Compound Subjects

The **subject** of a sentence tells who or what the sentence is about. A **compound subject** is two or more simple subjects joined by the word **and**.

Examples: **Toads** are amphibians. **Frogs** are amphibians.
Toads and frogs are amphibians.

Directions: If the sentence has a compound subject, write **CS** on the line. If the sentence does not have a compound subject, write **NO**.

1. _____ An amphibian lives in the water and on land.
2. _____ Frogs and salamanders are amphibians.
3. _____ A salamander has a long body and a tail.
4. _____ Adult frogs and toads do not have tails.
5. _____ It is easy for them to move on land.
6. _____ Frogs use their strong legs for leaping.
7. _____ Toads have shorter legs and cannot jump as far.
8. _____ The eyes and nose of a frog are on the top of its head.
9. _____ Tree frogs are expert jumpers and can cling to things.



Directions: Combine each set of sentences to make one sentence with a compound subject. Write the new sentence on the line.

1. Toads lay their eggs in water. Frogs lay their eggs in water.

2. _____
 2. Newts have tails. Salamanders have tails.

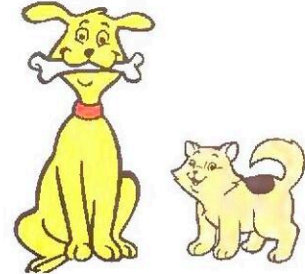
3. _____
 3. Tree frogs are noisy. Bullfrogs are noisy.

Name _____

Compound Subjects

Directions: Underline the simple subjects in each compound subject.

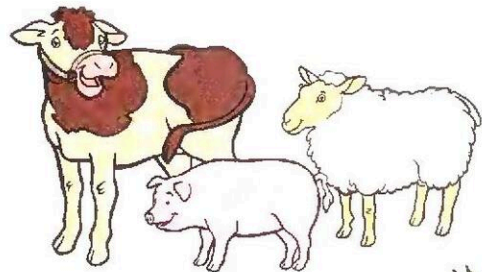
Example: Dogs and cats are good pets.



1. Blueberries and strawberries are fruit.

2. Jesse, Jake, and Hannah like school.

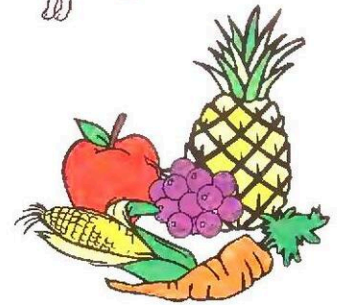
3. Cows, pigs, and sheep live on a farm.



4. Boys and girls ride the bus.

5. My family and I took a trip to Duluth.

6. Fruits and vegetables are good for you.



7. Katarina, Lexi, and Mandi like to go swimming.

8. Petunias, impatiens, snapdragons, and geraniums are all flowers.

9. Coffee, tea, and milk are beverages.



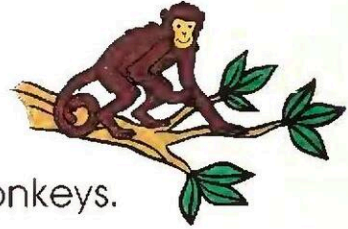
10. Dave, Karla, and Tami worked on the project together.

Name _____

Compound Predicates

Compound predicates have two or more verbs that have the same subject.

Directions: Combine the predicates to create one sentence with a compound predicate.



Example: We went to the zoo. We watched the monkeys.

We went to the zoo and watched the monkeys.

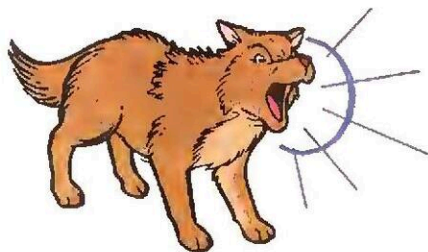
1. Students read their books. Students do their work.

2. Dogs can bark loudly. Dogs can do tricks.

3. The football player caught the ball. The football player ran.

4. My dad sawed wood. My dad stacked wood.

5. My teddy bear is soft. My teddy bear has big brown eyes.



Name _____

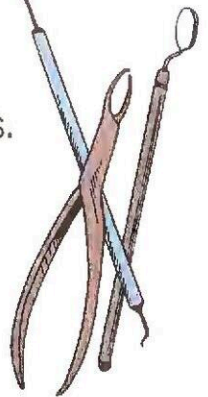
Compound Predicate

The **predicate** of a sentence tells who the subject is or what the subject is doing. A **compound predicate** is two or more simple predicates joined by the word **and**.

Example: Dad **picks up** Troy. Dad **drives** to the dentist.
Dad **picks up** Troy **and drives** to the dentist.

Directions: If the sentence has a compound predicate, write **CP** on the line. If the sentence does not have a compound predicate, write **NO**.

1. _____ Dad and Troy park the car and go inside.
2. _____ Troy reads and watches T.V. while waiting for the dentist.
3. _____ Dad talks to another patient.
4. _____ The hygienist comes into the waiting room and gets Troy.
5. _____ The hygienist cleans, polishes, and X-rays Troy's teeth.
6. _____ The dentist examines Troy's teeth and checks the X-rays.
7. _____ The dentist gives Troy a toothbrush to take home.
8. _____ Troy thanks the dentist.
9. _____ Dad pays the dentist.



Directions: Combine each set of sentences to make one sentence with a compound predicate. Write the new sentence on the line.

1. Troy wiggles his tooth. Troy pulls it loose.

2. Troy smiles. Troy shows Dad the empty space in his mouth.

3. Dad laughs. Dad hugs Troy.

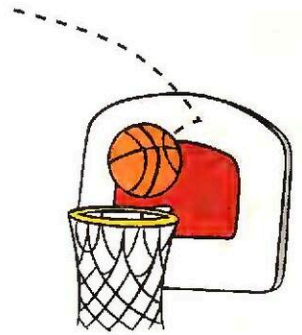
Name _____

Compound Predicates

Directions: Underline the verbs in each compound predicate.

Example: The fans clapped and cheered at the game.

1. The coach talks and encourages the team.
2. The cheerleaders jump and yell.
3. The basketball players dribble and shoot the ball.
4. The basketball bounces and hits the backboard.
5. The ball rolls around the rim and goes into the basket.
6. Everyone leaps up and cheers.
7. The team scores and wins!



Name _____

Simple and Complete Subjects

The **simple subject** of a sentence tells who or what the sentence is about. It does not contain any adjectives or articles.

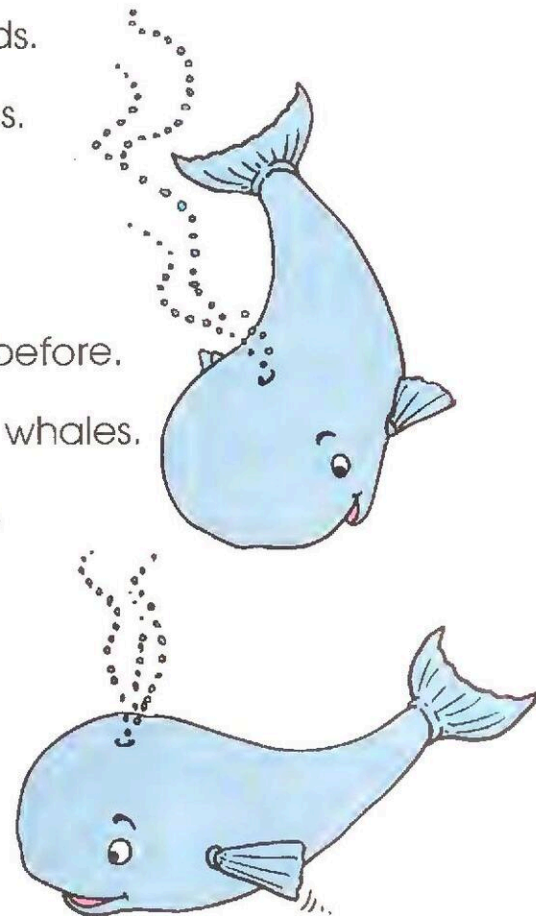
Example: The **surface** of the ocean sometimes looks angry in a storm.

The **complete subject** of a sentence is all the words in the part of the sentence that tells about the subject. It can contain adjectives and articles.

Example: **The top of the ocean** sometimes looks angry in a storm.

Directions: Underline the simple subject and circle the complete subject in each sentence below.

1. The killer whale is found in all oceans.
2. Killer whales, or orcas, travel in groups or pods.
3. Pods can have from two to dozens of whales.
4. Each pod "talks" with its own set of underwater sounds.
5. Most of the crew members had seen orcas before.
6. The killer whale has teeth, unlike some other whales.
7. These whales feed on salmon and other fish.
8. They do not usually attack people.



Name _____

Plural Nouns

A **plural** form of most nouns is formed by adding the letter **s**. Some plural nouns are formed by:

- adding **s** to nouns ending in a **vowel** and a **y**.
- adding **es** to nouns ending in **s**, **x**, **z**, **ch**, and **sh**.
- changing **y** to an **i** and adding **es** if the noun ends with a consonant and a **y**.

Examples: boy = boys
fox = foxes
family = families

Directions: Write the plural form above each underlined noun.

1. Aunt Betty took the box of gold fruit and carefully put them in the box for the boy and girl.
2. Aunt Betty wrapped the box of toy with bow and ribbon.
3. On one of the box, Aunt Betty drew some red fox.
4. On the box for the baby, Aunt Betty put pink and blue ribbon.
5. In the box with the dish, she put lots and lots of tissue.
6. In one of the boxes she put watercolor paint and paintbrush.
7. Then, in each of the picnic basket, she packed four peanut butter and jelly sandwich.
8. She also packed several book and two small peach.

Name _____

Simple and Complete Subjects

The **simple subject** is who or what the sentence is about. It does not include any adjectives or articles.

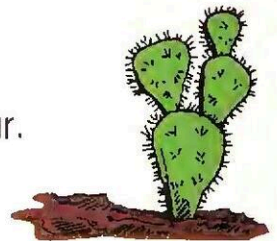
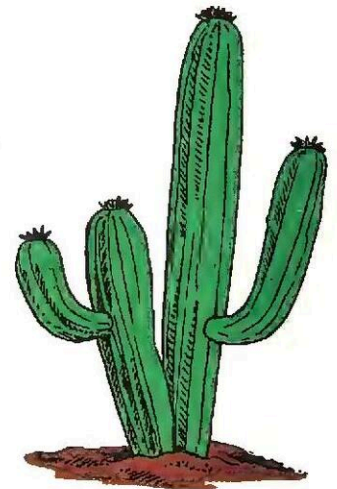
Example: The flying cactus **critter** was huge.

The **complete subject** is the simple subject plus any adjectives or articles.

Examples: **The flying cactus critter** was huge.

Directions: Underline the simple subject and circle the complete subject in each sentence below.

1. Many deserts receive little rainfall.
2. About one-fifth of the earth's land consists of deserts.
3. The largest desert in the world is the Sahara.
4. Most towns and cities in desert regions must get water from wells or nearby rivers.
5. People in desert regions must protect themselves from the intense heat.
6. Deserts can consist of sand, gravel, and rocky hills and mountains.
7. Many desert soils are rich in minerals.
8. An oasis is an unusually wet area in a desert where many plants can grow.
9. Most deserts receive less than 10 inches of rainfall per year.
10. Most desert animals eat at night to avoid high daytime temperatures.



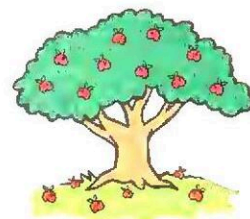
Name _____

Simple Predicates

A **simple predicate** is the main verb or verbs in the complete predicate.

Directions: Draw a line between the complete subject and the complete predicate. Circle the simple predicate.

Example: The ripe apples | fell to the ground.



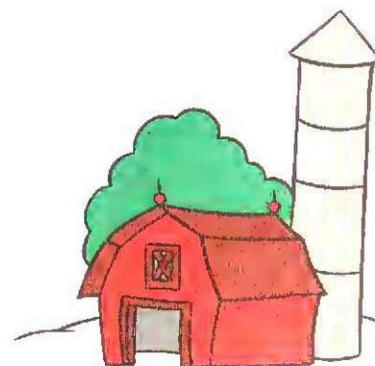
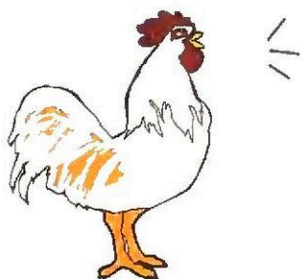
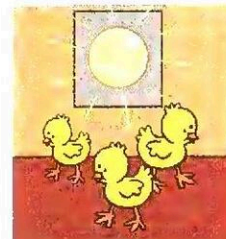
1. The farmer scattered feed for the chickens.
2. The horses galloped wildly around the corral.
3. The baby chicks stayed warm by the light.
4. The tractor bailed hay.

5. The silo was full of grain.

6. The cows waited to be milked.

7. The milk truck drove up to the barn.

8. The rooster woke up everyone.



Name _____

Simple and Complete Predicates

The **simple predicate** tells what the subject is or does.

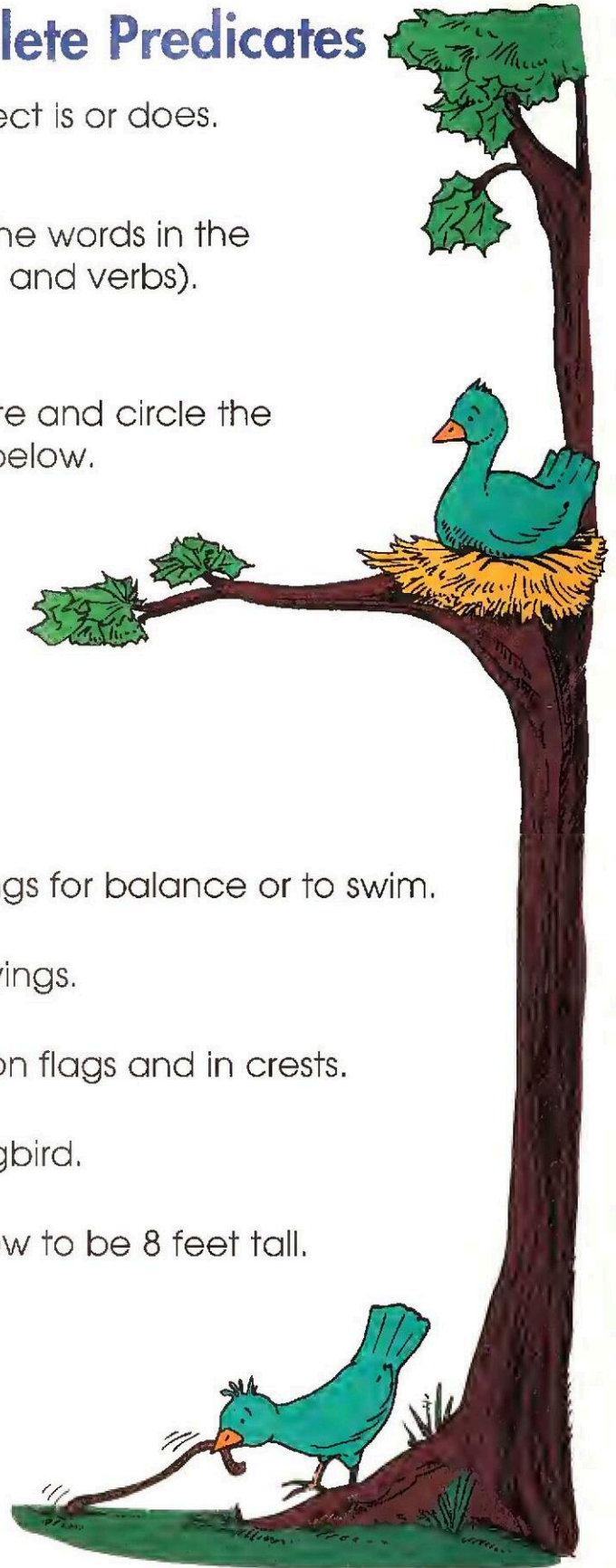
Example: I **created** a flying critter.

The **complete predicate** includes all of the words in the predicate (including adjectives, articles, and verbs).

Example: I **created a flying critter**.

Directions: Underline the simple predicate and circle the complete predicate in each sentence below.

1. All birds have wings and feathers.
2. There is no other animal on earth that can travel faster than a bird.
3. Some birds cannot fly.
4. Ostriches and penguins use their wings for balance or to swim.
5. Many birds have vibrantly colored wings.
6. People have used birds as symbols on flags and in crests.
7. The smallest bird is the bee hummingbird.
8. The largest bird, the ostrich, may grow to be 8 feet tall.
9. Birds live all over the world.
10. Some birds even live in the Arctic and Antarctic.



Name _____

Direct Objects

A **direct object** is the word or words that answer the question **whom** or **what** about the verb.

- Examples:** Aaron wrote a **letter**.
Letter is the direct object. It tells what Aaron wrote.
- We heard **Tom**.
Tom is the direct object. It tells whom we heard.

Directions: Identify the direct object in each sentence. Write it in the blank.

1. _____ My mother called me.
2. _____ The baby dropped it.
3. _____ I met the mayor.
4. _____ I like you!
5. _____ No one visited them.
6. _____ We all heard the cat.
7. _____ Jessica saw the stars.
8. _____ She needs a nap.
9. _____ The dog chewed the bone.
10. _____ He hugged the doll.
11. _____ I sold the radio.
12. _____ Douglas ate the banana.
13. _____ We finally found the house.



Name _____

Direct Objects

Directions: Finish each sentence by writing a direct object.

1. Eric sang _____.
2. Our class rode _____.
3. Jordan made _____.
4. Keesha baked _____.
5. All the children got _____.
6. Our new principal read _____.
7. My brother wrote _____.
8. Sheree gave _____.
9. The girls played _____.
10. I bought _____.
11. Mrs. Bernhard typed _____.
12. Barb and Valerie traded _____.
13. We all raked _____.
14. Jennifer climbed _____.



Name _____

Indirect Objects

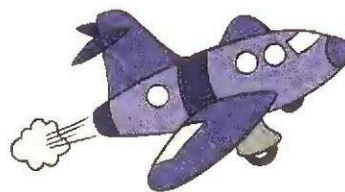
An **indirect object** is the word or words that receive the action of the verb. An indirect objects tells **to whom** or **what** or **for whom** or **what** something is done.

Examples: He read **me** a funny story.

Me is the indirect object. It tells to whom something (reading a story) was done.

Directions: Identify the indirect object in each sentence. Write it in the blank.

1. The coach gave Bill a trophy.
2. He cooked me a wonderful meal.
3. She told Maria her secret.
4. Someone gave my mother a gift.
5. The class gave the principal a new flag for the cafeteria.
6. The restaurant pays the waiter a good salary.
7. You should tell your dad the truth.
8. She sent her son a plane ticket.
9. The waiter served the patron a salad.
10. Grandma gave the baby a kiss.
11. I sold Steve some cookies.
12. He told us six jokes.
13. She brought the boy a sucker.



Name _____

Indirect Objects

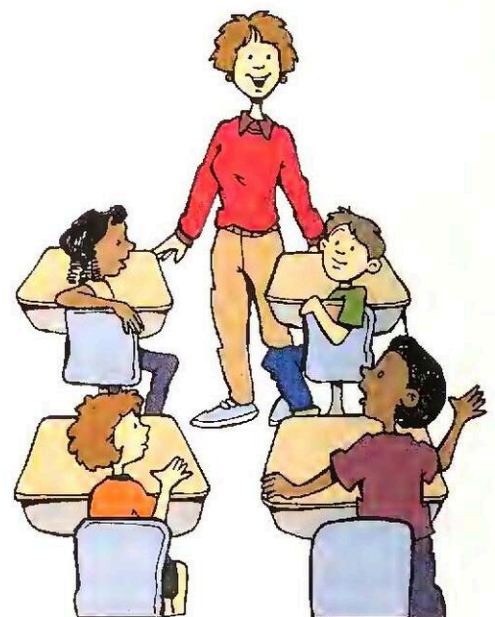
Directions: Finish each sentence below with the correct indirect object from the Word Bank. Write the letter of the indirect object in the blank.

Word Bank

- | | | | |
|------------------|---------------|---------------------|----------------|
| a. the librarian | b. the coach | c. all the teachers | d. the class |
| e. Mom | f. the waiter | g. all of us | h. our parents |

Example: c The principal gave ___ the notice about the meeting.

1. _____ My sister told _____ the truth.
2. _____ Our teacher told _____ the homework assignment.
3. _____ Dad bought _____ a delicious treat.
4. _____ She gave _____ her overdue books.
5. _____ We helped _____ clean the house.
6. _____ The customer gave _____ a good tip.
7. _____ Michael told _____ about his sore leg.



Name _____

Direct and Indirect Objects

Sentences can have direct and indirect objects. A **direct object** answers the question **what** or **whom** about the verb.

Example: Sharon told a story.

Told is the verb. If you ask, **what did Sharon tell**, you can figure out the direct object. Sharon told a story, so **story** is the direct object.

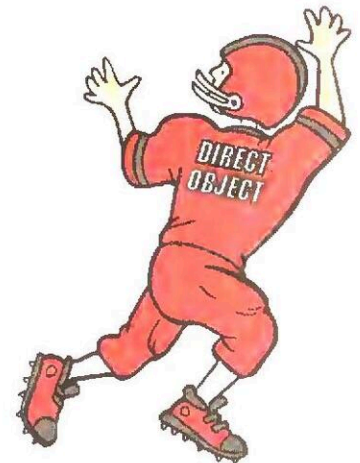
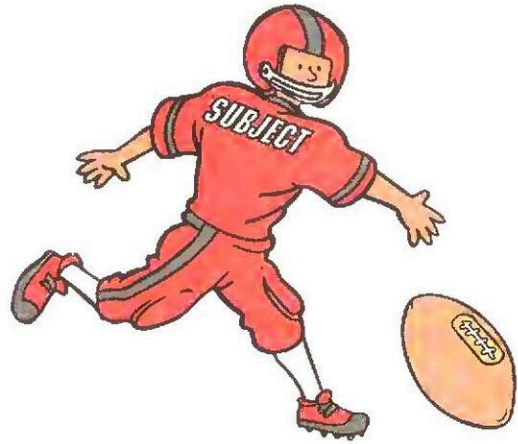
An **indirect object** receives the action of the verb. It answers the question **to what** or **to whom** is something done.

Example: Sharon told Jennifer a story.

If you ask, **to whom did Sharon tell a story**, you can figure out the indirect object. Sharon told Jennifer a story, so **Jennifer** is the indirect object.

Directions: Circle the direct object and underline the indirect object in each sentence.

1. The teacher gave the class a test.
2. Josh brought Elizabeth the book.
3. Someone left the cat a present.
4. The poet read David all his poems.
5. My big brother handed me the ticket.
6. Luke told everyone the secret.
7. Jason handed his dad the newspaper.
8. Mother bought Jack a suitcase.
9. They cooked us an excellent dinner.
10. I loaned Jonathan my bike.
11. She threw him a curve ball.



Name _____

Direct and Indirect Objects

Directions: Finish each sentence by adding a direct object and an indirect object. Circle the direct object and underline the indirect object.

1. The happy clown gave _____.
2. The smiling politician offered _____.
3. My big brother handed _____.
4. His uncle Seth works _____.
5. The friendly waiter gave _____.
6. Elizabeth told _____.
7. My mother brought _____.
8. He served _____.
9. Jane should tell _____.
10. Someone threw _____.
11. The bookstore sent _____.
12. The salesclerk gave _____.
13. The magician brought _____.
14. Her father cooked _____.
15. Her boss pays _____.

Name _____

Direct and Indirect Objects

Directions: Circle the direct object and underline the indirect object in each sentence. Then, write the direct and indirect objects in the correct columns.

Example: All the girls wrote letters to their friends.

1. Each child brought the teacher an apple.
2. My Dad gave my Mom flowers on their anniversary.
3. Christopher gave the class a book report .
4. The bus drivers gave the children oranges.
5. We showed Mom the prizes.
6. My brother gave Mom and Dad his report card.



Example:

Direct Objects

letters

Indirect Objects

friends

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

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Name _____

Plural Nouns

Directions: Write the plural of each noun to complete the sentences below. Remember to change the **y** to **ie** before you add **s**!

1. I am going to two birthday _____ this week.
(party)
2. Sandy picked some _____ for Mom's pie.
(cherry)
3. At the store, we saw lots of _____.
(bunny)
4. My change at the candy store was three _____.
(penny)
5. All the _____ baked cookies for the bake sale.
(lady)
6. Thanksgiving is a special time for _____ to gather together.
(family)
7. Boston and New York are very large _____.
(city)



Name _____

Sentence Fragments

A **sentence** tells a complete thought. It has a **subject**—what or who the sentence is about. And it has a **predicate**—what happened to the subject or what the subject did.

A **sentence fragment** is **not a complete thought**.

Example:	Sentences:	The museum was open. The movie starts at three o'clock. Mr. Tillbury is coming for dinner.
	Fragments:	Because Mr. Tillbury. The museum. Starts at three o'clock.



Directions: Write **sentence** on the line before each complete sentence. Write **fragment** on the line before each fragment.

- _____ Because I like chocolate.
- _____ Paris is in France.
- _____ Nina likes fritters.
- _____ Washington, D.C., the capital of the USA.
- _____ The ancient ruins of the Incas.

Directions: Rewrite each fragment below so that it is a complete sentence.

- _____ Likes to cook.
- _____ Mr. Tillbury.
- _____ Because fritters taste good.
- _____ To bring to dinner.

Name _____

Sentence Fragments

A **sentence** is a group of words that expresses a complete thought. It contains a subject and a predicate.

Example: Miranda eats pizza every day.

A **fragment** does not express a complete thought. It may be missing either the subject or the predicate.

Example: Pepperoni and cheese on it.



Directions: Decide if it is a sentence or fragment. Circle **S** if the group of words is a sentence. Circle **F** if the group of words is a fragment.

- | | | |
|---|----------|----------|
| 1. Pizza tastes delicious. | S | F |
| 2. Let the dough rise before spreading it out. | S | F |
| 3. Dough in the air. | S | F |
| 4. Anthony pours tomato sauce on the crust. | S | F |
| 5. Mom arranges the toppings on the sauce. | S | F |
| 6. Mario sprinkles the pizza with red pepper. | S | F |
| 7. More cheese. | S | F |
| 8. We baked the pizza in the oven for 10 minutes. | S | F |

Directions: Write four sentences of your own about pizza. Each sentence needs a subject and a predicate.

1. _____
2. _____
3. _____
4. _____

Name _____

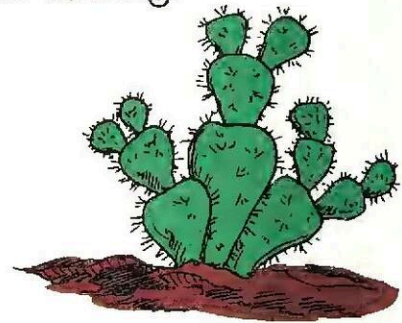
Sentence Fragments

A **sentence fragment** is only a part of a sentence. It does not express a complete thought.

Example: **fragment:** If I pass the test.
sentence: If I pass the test, I will graduate.

Directions: Write **S** if the group of words is a complete sentence. Write **F** if the group of words is a fragment.

1. ____ The cactus looks just like Mom's pincushion for sewing.
2. ____ Prickly pear cactus and hedgehog cactus.
3. ____ Sucks up water when it rains.
4. ____ Spines help.
5. ____ The agave and ocotillo thrive in the desert.



Directions: Connect the fragments to make complete sentences.

All cactuses

Cactuses

do not need a lot of water to live.

can be white, yellow, red, or orange.

Cactus flowers

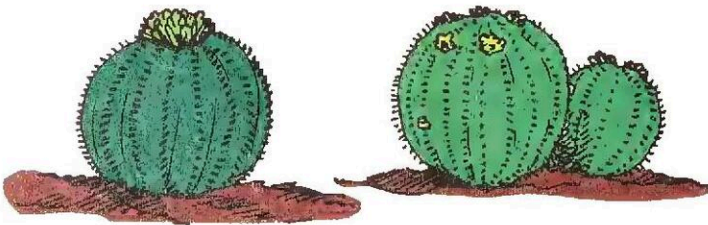
Animals

cannot eat cactuses because of the spines.

stores water for dry spells.

The stem of the cactus

have roots close to the top of the sand.



Name _____

Word Order

Each sentence needs a **subject** and a **predicate** to be complete. Usually, the subject comes before the predicate. If the parts are not in order, the sentence may not make sense.

Example: **Incorrect:** Rode my bike to town I.
Correct: I rode my bike to town.

Directions: Draw a line to match the subject to the correct predicate. Then, write each complete sentence on the lines below to form a story.

goes along Waddle Lake.

It

Horses

will sing songs and have hayfights.

will be available after the ride.

will drink cider and eat pumpkin pie.

The townsfolk

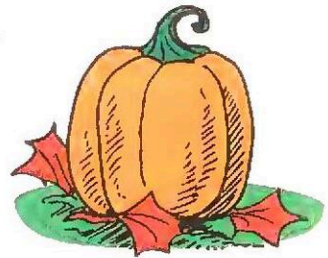
will pull the wagons.

The hungry party-goers

Food

will be a wonderful night.

The hayride



Name _____

Word Order

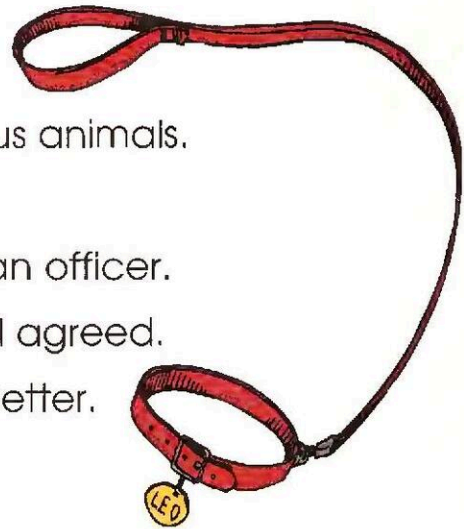
The words in a sentence must be in a certain **order** for the sentence to make sense. If you change the order of the words in a sentence, you will change the meaning of the sentence as well.

Example: The ball hit the wall.
The wall hit the ball.



Directions: Rewrite each sentence below so that the words are in the correct order.

1. Mayor Sneak called the order to meeting.
2. Was first on the agenda the escape of the circus animals.
3. Spoke about the escape Mrs. Greenshoes.
4. Suggested that all animals should be in cages an officer.
5. With Officer Bark all the members of the council agreed.
6. To the Gambezi Brothers the secretary wrote a letter.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name _____

Word Order

Word order is the logical order of words in sentences.

Directions: Put the words in order so that each sentence tells a complete idea.

Example: outside put cat the

Put the cat outside.



1. mouse the ate snake the

2. dog John his walk took a for

3. birthday Maria the present wrapped

4. escaped parrot the cage its from

5. to soup quarts water three of add the

6. bird the bushes into the chased cat the

Name _____

Run-On Sentences

When you join together two or more sentences without punctuation, you have created a **run-on sentence**.

Examples:

Run-on sentence: I lost my way once did you?

Correct punctuation: I lost my way once. Did you?

Run-on sentence: I found the recipe it was not hard to follow.

Correct punctuation: I found the recipe. It was not hard to follow.



Directions: Rewrite each run-on sentence so that it becomes two or more sentences.

Example: Did you take my umbrella I cannot find it anywhere!

Did you take my umbrella? I cannot find it anywhere!

1. How can you stand that noise I cannot!

2. The cookies are gone I see only crumbs.

3. The dogs were barking they were hungry.

4. She is quite ill please call a doctor immediately!

5. The clouds piled up we knew the storm would hit soon.

Name _____

Run-On Sentences

A **run-on sentence** is made up of two or more complete sentences that are joined together without the correct punctuation.

Example: **Run-On:** I am a desert creature I love the heat
 Correct: I am a desert creature. I love the heat.

Directions: Rewrite each run-on sentence so that it becomes two or more complete sentences.

I am a nocturnal animal I shed my skin and I eat rodents, lizards, and even birds. I can inject my poison through my fangs I have a rattle at the tip of my tail it tells when I may attack.

I am cold-blooded my body temperature is the same as the air around me I am a tiny animal that looks like the giant dinosaurs that lived a long time ago.

Name _____

Run-On Sentences

A **run-on sentence** is two or more sentences that run together. You can use punctuation and capitalization to make complete sentences.

Examples: **Run-On:** Katelyn's garden is in the backyard she works there each day.

Correct: Katelyn's garden is in the backyard.
She works there each day.



Directions: Rewrite each run-on sentence correctly. Write two or more shorter sentences.

1. Katelyn cleared the garden she raked the leaves and collected rocks.

2. Katelyn planted seeds she planted beans and pumpkins.

3. the seeds grow quickly they like warm sunshine.

4. Water helps the plants grow Katelyn waters them every day.

5. Insects visit Katelyn's garden some bugs are good.

6. Pulling weeds is not very fun it is an important job.

7. Pumpkins grow very large beans grow very tall.

8. Katelyn harvests the vegetables they taste good.

Name _____

Conjunctions

Words that join sentences or combine ideas, such as **and**, **but**, **or**, **because**, **when**, **after**, and **so**, are called conjunctions.

Examples:

I played the drums, **and** Sue played the clarinet.

She likes bananas, **but** I do not.

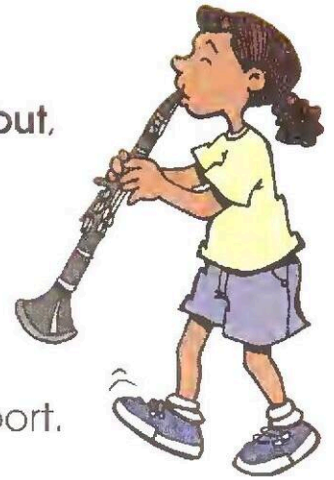
We could play music **or** just enjoy the silence.

I needed the book **because** I had to write a book report.

He gave me the book **when** I asked for it.

I asked her to eat lunch **after** she finished the test.

You wanted my bike **so** you could ride it.



Conjunctions can affect the meaning of a sentence.

Example: He gave me the book **when** I asked for it.
He gave me the book **after** I asked for it.

Directions: Choose the best conjunction to combine each pair of sentences.

Example: I like my hair curly. Mom likes my hair straight.

I like my hair curly, but Mom likes it straight.

1. I can remember what she looks like. I cannot remember her name.

2. We will have to wash the dishes. We will not have clean plates for dinner.

3. The yellow flowers are blooming. The red flowers are not.

4. I like banana cream pie. I like chocolate donuts.

Name _____

Plural Nouns

To make **plural nouns**:

Add **s** to a singular noun ending in a vowel and an **o**.

Example: rodeo = rodeos

Add **es** to a singular noun ending in a consonant and an **o**.

Example: tomato = tomatoes

Change the **f** to **v** and add **es** to a singular noun ending in **f**.

Example: leaf = leaves

Directions: Circle the correct plural form of each noun.

- | | | | |
|-------------|------------|-----------|-----------|
| 1. potato | potatoes | potatos | potatose |
| 2. half | halfs | halves | halvs |
| 3. mosquito | mosquitoes | mosquitoz | mosquitos |
| 4. hero | heros | heroes | herose |
| 5. loaf | loaves | loafs | loafes |
| 6. zero | zeroes | zeros | zeroz |
| 7. calf | calfs | calves | calfz |
| 8. leaf | leaves | leafs | leafes |
| 9. shelf | shelvs | shelvs | shelves |
| 10. hoof | hooves | hoofs | hoofes |

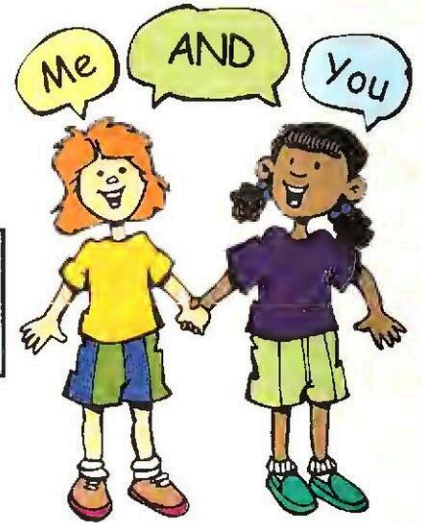
Name _____

Conjunctions

Directions: Use a conjunction from the Word Bank to combine the pairs of sentences.

Word Bank

and but or because when after so



1. I like Leah. I like Ben.

2. Should I eat the orange? Should I eat the apple?

3. You will get a reward. You turned in the lost item.

4. I really mean what I say! You had better listen!

5. I like you. You are nice, friendly, helpful, and kind.

6. You can have dessert. You ate all your peas.

7. I like your shirt better. You should decide for yourself.

8. We walked out of the building. We heard the fire alarm.

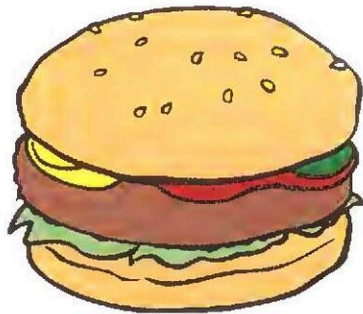
9. I like to sing folk songs. I like to play the guitar.

Name _____

"And," "But," "Or"

Directions: Write **and**, **but**, or **or** to finish each sentence.

1. I want to try that new hamburger place, _____ Mom wants to eat at the Spaghetti Shop.
2. We could stay home, _____ would you rather go to the game?
3. She went right home after school, _____ he stopped at the store.
4. Mother held the piece of paneling, _____ Father nailed it in place.
5. She babysat last weekend, _____ her big sister went with her.
6. She likes raisins in her oatmeal, _____ I prefer brown sugar.
7. She was planning on coming over tomorrow, _____ I asked her if she could wait until the weekend.
8. Tomato soup with crackers sounds good to me, _____ would you rather have vegetable beef soup?



Name _____

"And" or "But"

We can use **and** or **but** to make one longer sentence from two short ones.

Directions: Use **and** or **but** to make two short sentences into a longer, more interesting one.



Example: The skunk has black fur. The skunk has a white stripe.
The skunk has black fur and a white stripe.

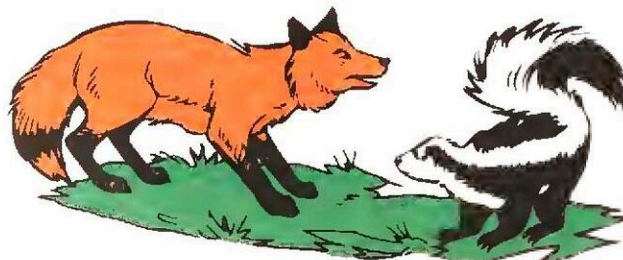
1. The skunk has a small head. The skunk has small ears.

2. Skunks have short legs. Skunks can move quickly.

3. Skunks sleep in hollow trees. Skunks sleep underground.

4. Larger animals may try to chase a skunk. Skunks do not run away.

5. Skunks sleep during the day. Skunks hunt at night.



Name _____

"When" or "After"

Directions: Write **when** or **after** to finish each sentence.

1. I knew we were in trouble _____ I heard the thunder in the distance.
2. We carried the baskets of cherries to the car _____ we were finished picking them.
3. Mother took off her apron _____ I reminded her that our dinner guests would be here any minute.
4. I wondered if we would have school tomorrow _____ I noticed the snow begin to fall.
5. The boys and girls all clapped _____ the magician pulled the colored scarves out of his sleeve.
6. I was startled _____ the phone rang so late last night.
7. You will need to get the film developed _____ you have taken all the pictures.
8. The children began to run _____ the snake started to move!



Name _____

"Because" or "So"

Directions: Write **because** or **so** to finish each sentence.

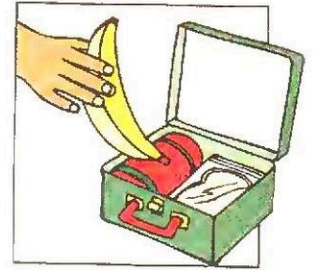
1. She cleaned the paint brushes _____ they would be ready in the morning.
2. Father called home complaining of a sore throat _____ Mom stopped by the pharmacy.
3. His bus will be running late _____ it has a flat tire.
4. We all worked together _____ we could get the job done sooner.
5. We took a variety of sandwiches on the picnic _____ we knew not everyone liked cheese and olives with mayonnaise.
6. All the school children were sent home _____ the electricity went off at school.
7. My brother wants us to meet his girlfriend _____ she will be coming to dinner with us on Friday.
8. He forgot to take his umbrella along this morning _____ now his clothes are very wet.



Name _____

Joining Sentences

Directions: Use **because**, **after**, or **when** to join each set of sentences into one longer sentence.

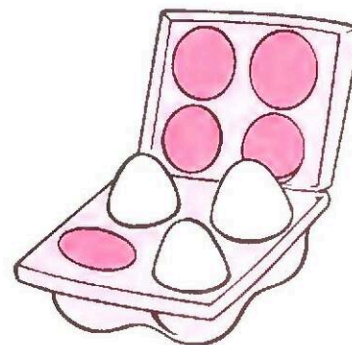
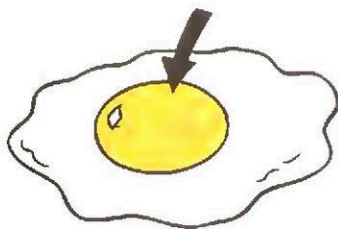


1. I pack my own lunch. I do not like the school's food.

2. I decided to be a zoo keeper. We visited the zoo.

3. I am surprised there is such a crowd. It costs so much to get in.

4. I beat the eggs for two minutes. The recipe called for egg yolk.



Name _____

Combining Sentences

Some simple sentences can be easily combined into one sentence.

Examples:

Simple sentences: The bird sang. The bird was tiny.
The bird was in the tree.

Combined sentence: The tiny bird sang in the tree.



Directions: Combine each set of simple sentences into one sentence.

Example:

The older girls laughed. They were friendly. They helped the little girls.
The older, friendly girls laughed as they helped the little girls.

1. The dog was hungry. The dog whimpered. The dog looked at its bowl.

2. Be quiet now. I want you to listen. You listen to my joke!

3. I lost my pencil. My pencil was stubby. I lost it on the bus.

4. I see my mother. My mother is walking. My mother is walking down the street.

5. Do you like ice cream? Do you like hot dogs? Do you like mustard?

6. Tell me you will do it! Tell me you will! Tell me right now.

Name _____

Using Fewer Words

Writing can be more interesting when you use fewer words. Combining sentences is easy when the subjects are the same. Notice how the comma is used.

Example: Sally woke up. Sally ate breakfast. Sally brushed her teeth.
Sally woke up, ate breakfast, and brushed her teeth.

Combining sentences with more than one subject is a little more complicated. Notice how commas are used to "set off" information.

Examples: Jane went to the store. Jane is Sally's sister.
Jane went to the store with Sally, her sister.



Eddy Eddie likes to play with cars. Eddie is my younger brother.

Eddy, my younger brother, likes to play with cars.

Directions: Write each pair of sentences as one sentence.

1. Jerry played soccer after school. He played with his best friend, Tom.

2. Spot likes to chase cats. Spot is my dog.

3. Lori and Janice both love ice cream. Janice is Lori's cousin.

4. Jayna is my cousin. Jayna helped me move into my new apartment.

5. Romeo is a big tomcat. Romeo loves to hunt mice.

Name _____

Putting Ideas Together



Directions: Make each pair of sentences into one sentence. (You may have to change the verbs for some sentences—from **is** to **are**, for example.)

Example: Our house was flooded. Our car was flooded.
Our house and car were flooded.

1. Kenny sees a glow. Carrie sees a glow.

2. Our new stove came today. Our new refrigerator came today.

3. The pond is full of toads. The field is full of toads.

4. Stripes are on the flag. Stars are on the flag.

5. The ducks took flight. The geese took flight.

6. Joe reads stories. Dana reads stories.

7. French fries taste good. Milkshakes taste good.

8. Justine heard someone groan. Kevin heard someone groan.

Name _____

Putting Ideas Together

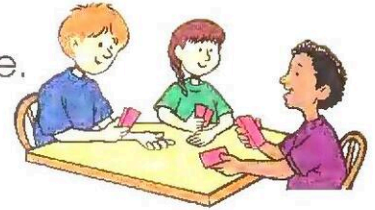
Directions: Write each pair of sentences as one sentence.

Example:

Jim will deal the cards one at a time.

Jim will give four cards to everyone.

Jim will deal the cards one at a time and give four cards to everyone.



1. Amy won the contest. Amy claimed the prize.

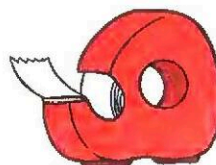
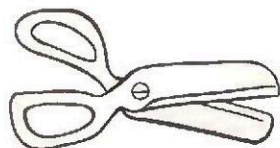
2. We need to find the scissors. We need to buy some tape.

3. The stream runs through the woods. The stream empties into the East River.

4. Katie tripped on the steps. Katie has a pain in her left foot.

5. Grandpa took me to the store. Grandpa bought me a treat.

6. Charity ran two miles. She walked one mile to cool down afterward.



Name _____

Plural Nouns

Some words have special plural forms.

Example: leaf = leaves

Directions: Some of the words in the Word Bank are special plurals. Finish each sentence with a plural noun from the Word Box. Then, write the letters from the boxes in the blanks at the bottom to solve the puzzle.

Word Bank				
tooth	teeth	mouse	mice	
child	children	woman	women	
foot	feet	man	men	

1. I lost my two front _____ _____ !

2. My sister has two pet _____ _____ .

3. Her favorite book is *Little* _____ _____ .

4. The circus clown had big _____ _____ .

5. The teacher played a game with the
_____ _____ .

Take good care of this pearly plural!

1 2 3 4 5

Name _____

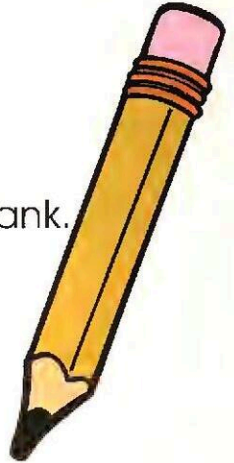
Statements

A **statement** is a sentence that tells something.

Directions: Finish each statement using a word from the Word Bank.

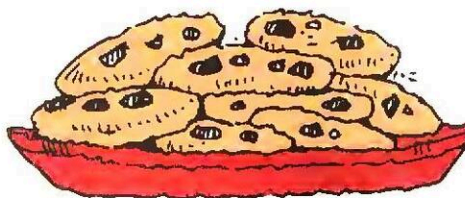
Word Bank

glue decide add share enter fold



1. It took ten minutes for Mike to _____ the numbers.
2. Ben wants to _____ his cookies with me.
3. "I cannot _____ which color to choose," said Rocky.
4. You can use _____ to make things stick together.
5. "This is how you _____ your paper in half," said Mrs. Green.
6. The opposite of leave is _____.

Directions: Write your own statement on the line below.



Name _____

Questions

Questions are asking sentences. They begin with a capital letter and end with a question mark. Many questions begin with the word **who**, **what**, **why**, **when**, **where**, or **how**.

Directions: Write six questions using the question words below. Make sure to end each sentence with a question mark.

1. Who _____

2. What _____

3. Why _____

4. When _____

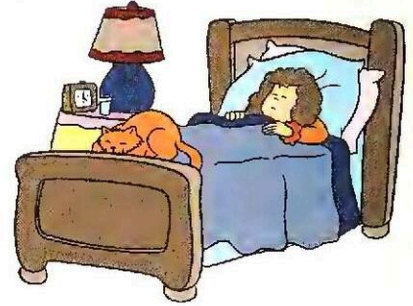
5. Where _____

6. How _____

Name _____

Writing Question Sentences

Directions: Rewrite each sentence to make it a question. In some cases, you will need to change the form of the verb.



Example: She slept soundly all day.
Did she sleep soundly all day?

1. The cookies are hot.

2. He put the cake in the oven.

3. She lives in the blue house.

4. He understood my directions.

5. Jessica ran faster than everyone.

6. The bus was gone before he arrived.

7. His car is yellow.

8. Elizabeth wants some more beans.

Name _____

Statements and Questions

A **statement** tells some kind of information. It is followed by a period (.).

Examples: It is a rainy day.
We are going to the beach next summer.

A **question** asks for a specific piece of information. It is followed by a question mark (?).

Examples: What is the weather like today?
When are you going to the beach?



Directions: Write whether each sentence is a statement or question.

Example: Jamie went for a walk at the zoo. statement

1. The leaves turn bright colors in the fall. _____
2. When does the Easter Bunny arrive? _____
3. Madeleine went to the new art school. _____
4. Is school over at 3:30? _____
5. Grandma and Grandpa are moving. _____
6. Anthony went home. _____
7. Did Mary go to Amy's house? _____
8. Who went to work late? _____

Directions: Write two statements and two questions below.

Statements:

Questions:

Name _____

Commands

A **command** is a sentence that tells someone or something to do something.

Directions: Finish each command with a word from the Word Bank.

Word Bank

glue

decide

add

share

enter

fold

1. _____ a cup of flour to the cake batter.
2. _____ how much paper you will need to write your story.
3. Please _____ the picture of the apple onto the paper.
4. _____ through this door and leave through the other door.
5. Please _____ the letter and put it into an envelope.
6. _____ your toys with your sister.



Directions: Write four commands on the lines below.

Name _____

Directions

A **direction** is a sentence written as a command.

Directions: Write the missing directions for these pictures. Begin each direction with one of the verbs from the Word Bank.

Word Bank

glue decide add share enter fold



How To Make a Peanut Butter and Jelly Sandwich:

1. Spread peanut butter on the bread.



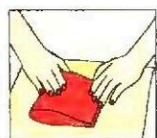
2. _____



3. Cut the sandwich in half.

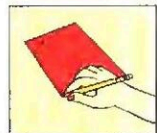


4. _____

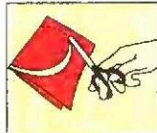


How To Make a Valentine:

1. _____



2. Draw half of a heart.



3. Cut along the line you drew.



4. _____

Name _____

Exclamations

Exclamation points end sentences or phrases that express strong feelings.

Example: **Wait!**
 Don't forget to call!

Directions: Add an exclamation point at the end of each sentence that expresses strong feelings. Add a period at the end of each statement.

1. My parents and I watched television__
2. The snow began falling around noon__
3. Wow__
4. The snow was really coming down__
5. We turned the television off and looked out the window__
6. The snow looked like a white blanket__
7. How beautiful__
8. We decided to put on our coats and go outside__
9. Hurry__
10. Get your sled__
11. All the people on the street came out to see the snow__
12. How wonderful__
13. The children began making a snowman__
14. What a great day__



Name _____

Commands and Exclamations

A command tells someone to do something. It is followed by a period (.).

Examples: Get your math book. Do your homework.

An exclamation shows strong feeling or excitement. It is followed by an exclamation mark (!).

Examples: Watch out for that car!
There's a snake!



Directions: Write whether each sentence is a command or an exclamation.

Examples:

Please clean your room. _____ **command**

Wow! Those fireworks are beautiful! _____ **exclamation**

1. Come to dinner now. _____

2. Color the sky and water blue. _____

3. Trim the paper carefully. _____

4. Here comes the bus! _____

5. That is a lovely picture! _____

6. Stop playing and clean up. _____

7. Brush your teeth before bedtime. _____

Directions: Write two commands and two exclamations below.

Commands:

Exclamations:

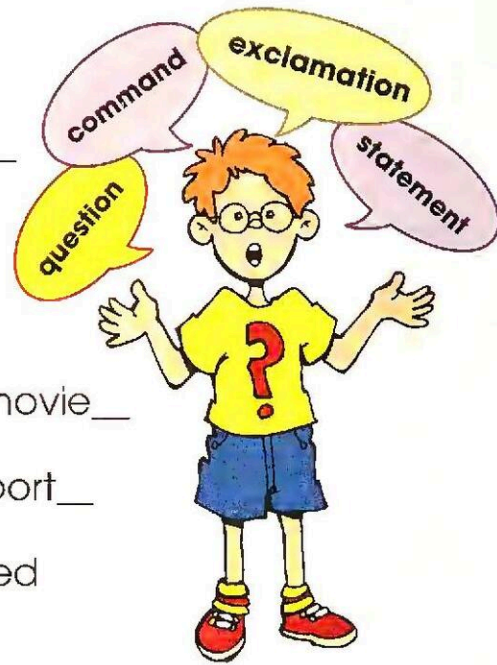
Name _____

Four Kinds of Sentences

Directions: Write **S** if the sentence is a statement, **Q** if the sentence is a question, **C** if the sentence is a command, or **E** if the sentence is an exclamation. End each sentence with a period, question mark, or exclamation mark.

Example: E Oh my gosh!

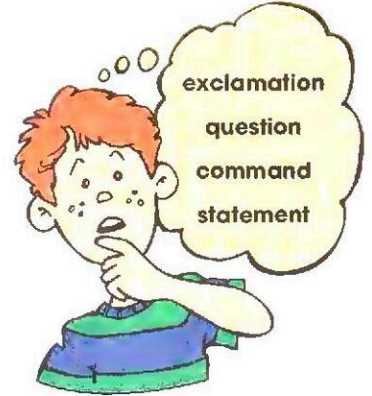
- _____ 1. My little brother insists on coming with us__
- _____ 2. Tell him movies are bad for his health__
- _____ 3. He says he is fond of movies__
- _____ 4. Does he know there are monsters in this movie__
- _____ 5. He says he needs facts for his science report__
- _____ 6. He is writing about something that hatched from an old egg__
- _____ 7. Could he go to the library__
- _____ 8. Could we dress him like us so he will blend in__
- _____ 9. You must be kidding__
- _____ 10. Would he sit by himself at the movie__
- _____ 11. That would be too dangerous__
- _____ 12. Mom said she would give us money for candy if we took him with us__
- _____ 13. That is awesome__
- _____ 14. Get your brother and go__



Name _____

Four Kinds of Sentences

Directions: For each pair of words, write two kinds of sentences (any combination of questions, commands, statements, or exclamations). Use one or both of the words in each sentence. Name each kind of sentence that you wrote.



Example:

pump crop

Question : What kind of crops did you plant?

Command : Pump the water as fast as you can.

1. pinch health

_____ : _____
 _____ : _____

2. fond fact

_____ : _____
 _____ : _____

3. insist hatch

_____ : _____
 _____ : _____

exclamation **command** **statement** **question**

Name _____

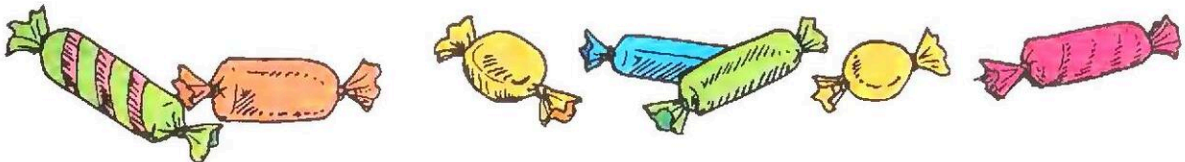
Collective Nouns

Collective nouns are used to represent a group. They are used with a singular verb.

Example: The mob of children was excited for the parade to start.

Directions: First, underline the collective noun in each sentence. Then, circle the singular verb that goes with each collective noun.

1. The crowd of people (was, were) scared by Aunt Betty's monster truck.
2. The army (wear, wears) blue uniforms in the parade.
3. The scout troop (throw, throws) candy to the children.
4. The football team (marches, march) behind the scout troop.
5. The largest group in the parade (is, are) the high school marching band.
6. The parade committee (ride, rides) on a float covered with yellow daisies.
7. The public (follows, follow) the last float to the community park.
8. The school (has, have) a picnic for everyone in the parade.
9. The school choir (sing, sings) several songs for the people.



Name _____

Punctuation

A **sentence** is a group of words that tells a complete thought.

A sentence that tells something ends with a period (.).

A sentence that asks a question ends with a question mark (?).

A sentence that shows strong feeling ends with an exclamation point (!).

A sentence that gives a command ends with a period (.).

Directions: Read each sentence. Write the correct punctuation mark to end the sentence.

1. Do you want to go to the movies on Saturday__
2. We are going to the theater at the mall__
3. I am going to buy a large popcorn and a bag of candy__
4. What do you like to eat at the movies__
5. This movie is great__
6. Meet me outside__



Directions: Write four sentences about a movie you have seen. Try to include at least two different kinds of sentences.

Name _____

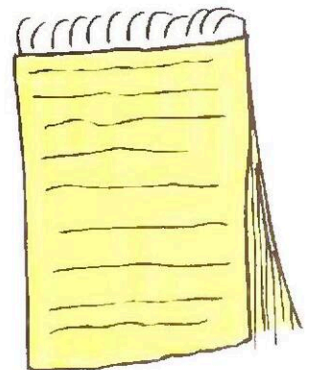
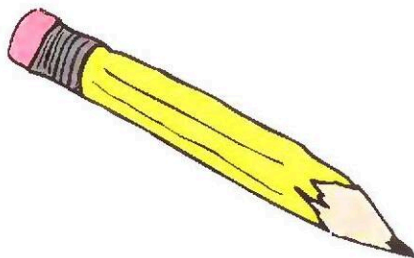
Capitalization

The first word in a sentence should begin with a capital letter.

Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite the word correctly.

Example: Today today is the first day of school.

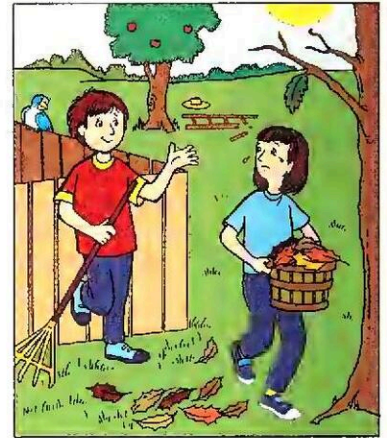
- _____ sam takes the bus to school.
- _____ the children play soccer at recess.
- _____ everyone has fun reading a story.
- _____ when will we do a science experiment?
- _____ lunch is served in the cafeteria.
- _____ our principal came to visit our class.
- _____ students should be quiet in the library.
- _____ the teacher writes the homework on the board.
- _____ clean your desk before you go home.
- _____ have a great day!



Name _____

Punctuation and Capitalization

Directions: In the paragraphs below, use periods, question marks, or exclamation points to show where one sentence ends and the next begins. Circle the first letter of each new sentence to show the capitalization.



Example: my sister accused me of not helping her rake the leaves. that is silly!
i helped at least a hundred times.

1. I toss out my fishing line when it moves up and down, I know a fish is there after waiting a minute or two, I pull up the fish it is fun
2. I tried putting lemon juice on my freckles to make them go away did you ever do that it did not work my skin just got sticky now, I am slowly getting used to my freckles
3. once, I had an accident on my bike I was on my way home from school what do you think happened my wheel slipped in the loose dirt at the side of the road my bike slid into the road
4. one night, I dreamed I lived in a castle in my dream, I was the king or maybe the queen everyone listened to my commands then, Mom woke me up for school I tried commanding her to let me sleep it did not work
5. my dad does exercises every night to make his stomach flat he says he does not want to grow old I think it is too late do not tell him I said that

Name _____

Punctuation and Capitalization

Directions: In the paragraphs below, use periods, question marks, and exclamation points to show where one sentence ends and the next begins. Circle the first letter of each new sentence to show the capitalization.



1. It was Christmas Eve Santa and the elves were loading the toys onto his sleigh the deer keepers were harnessing the reindeer and walking them toward the sleigh
2. the reindeer were prancing with anxious anticipation of their midnight flight soon, the sleigh was overflowing with its load, and Santa was ready to travel crack went his whip the reindeer pulled and tugged against their harnesses the sleigh inched forward, slowly at first, then it climbed swiftly into the holiday night sky
3. everything was going smoothly Santa and the reindeer made excellent time traveling from house to house and city to city at each home, of course, the children had left snacks of cookies and milk for Santa
4. around 2 o'clock in the morning, Santa felt his red suit begin to get tight around his middle "hmm," he said to himself "I have been eating too many snacks" he decided that he would have to cut back on his cookie calories
5. the reindeer team guided Santa to his next stop he hopped out of his sleigh, grabbed his bundle of toys, and jogged to the chimney he climbed up to the chimney's opening and started down to the fireplace oops something awful happened Santa got stuck oh, no *what do we do now* wondered the reindeer

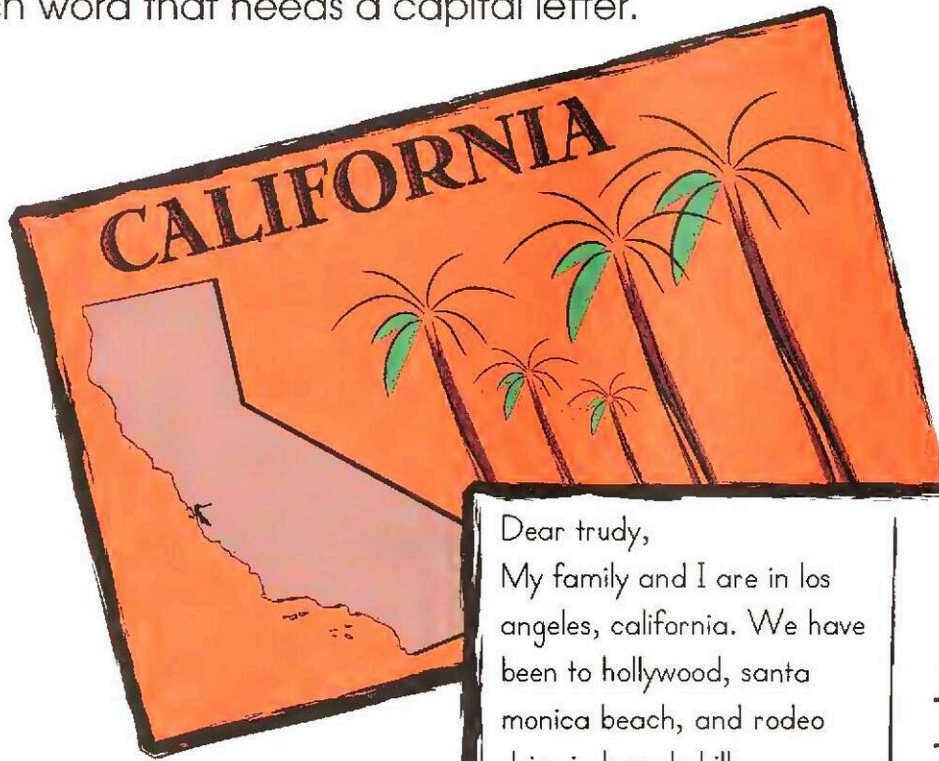
Name _____

Capitalization

A **proper noun** names a special person, place, or thing. Capitalize the first letter in each word of a proper noun.

Examples: california cafe = California Cafe
malibu = Malibu

Directions: In the post card, underline with three short lines the first letter of each word that needs a capital letter.



Dear trudy,
My family and I are in los
angeles, california. We have
been to hollywood, santa
monica beach, and rodeo
drive in beverly hills.
Tomorrow, we are going to
visit disney land. I hope I will
get to meet mickey mouse.
Wish you were here!
Your friend, roberta



Trudy Little
3501 Courtland
Garden City, KS
67846

Directions: Rewrite
Roberta's postcard with
the correct capitalization.

Name _____

Capitalization

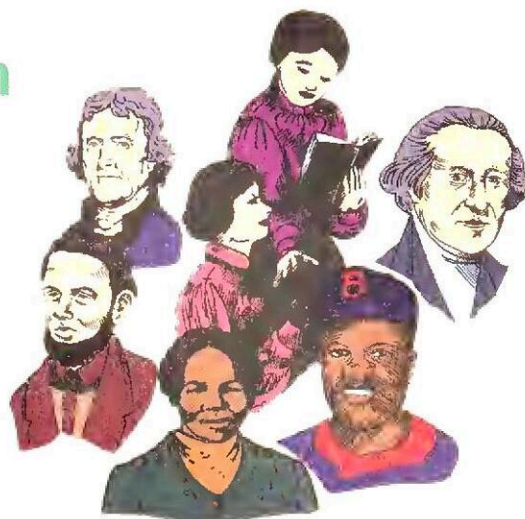
A person's name begins with a capital letter.
The pronoun **I** is written as a capital letter.

Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Write each sentence correctly.

Example:

The librarian helped tracy find a book about susan b. anthony.

The librarian helped Tracy find a book about Susan B. Anthony.



1. i learned that george washington was the first president.

2. matthew and amelia are doing a project about thomas jefferson.

3. elisa and i are studying about abraham lincoln.

4. harriet tubman helped rescue many people from slavery.

5. Many people admire helen keller's courage and intelligence.

6. Can i write a report about jackie robinson?

Name _____

Capitalization

Capitalize the first letter of each word in the names of holidays and special events.

Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite each sentence correctly.

1. Did you watch the rose parade on new year's day?

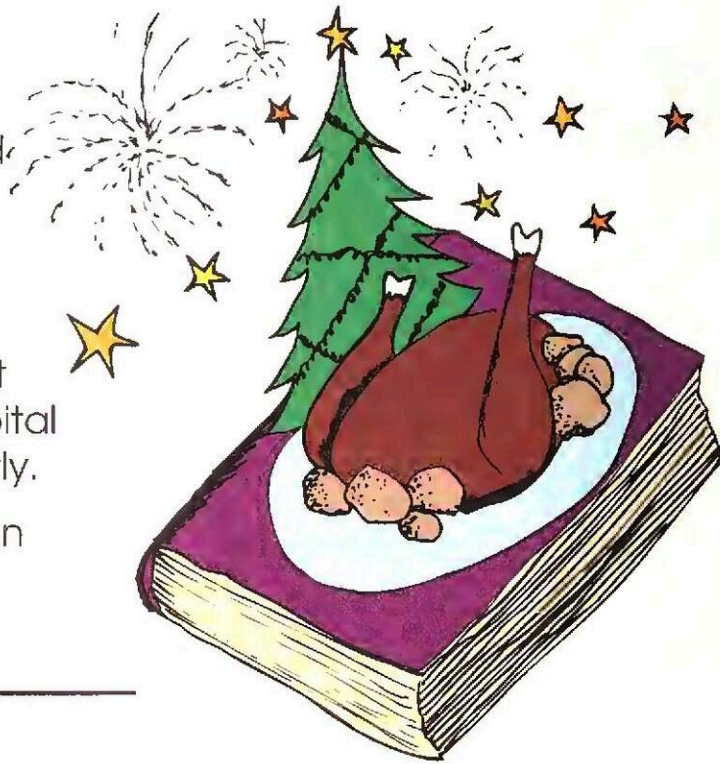
2. The librarian helps us choose books during national book week.

3. My family eats turkey and potatoes on thanksgiving day.

4. The class planted a tree on arbor day.

5. Our christmas tree is decorated with lights and ornaments.

6. We watched fireworks at the park on independence day.



Name _____

Capitalization

Capitalize the first letter of each word in geographical names and historical periods of time.

Examples: pacific ocean = Pacific Ocean
renaissance = Renaissance



Directions: Read each word. If the word should begin with a capital letter, rewrite it correctly on the line.

1. rocky mountains _____
2. lake superior _____
3. ocean _____
4. kenya _____
5. country _____
6. middle ages _____
7. dinosaur _____
8. north pole _____
9. stone age _____
10. river _____
11. jurassic period _____
12. nile river _____
13. europe _____
14. state _____
15. atlantic ocean _____

Name _____

Abbreviations

An **abbreviation** is the shortened form of a word. Most abbreviations begin with a capital letter and end with a period.

Mr. = Mister
Mrs. = Missus
Dr. = Doctor

A.M. = Before Noon
P.M. = After Noon

St. = Street
Ave. = Avenue
Blvd. = Boulevard
Rd. = Road

Weekdays: Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

Months: Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Directions: Write the abbreviation for each word.

Street _____	Doctor _____	Tuesday _____
Road _____	Mister _____	Avenue _____
Missus _____	October _____	Friday _____
Before Noon _____	March _____	August _____

Directions: Rewrite each sentence using abbreviations.

1. On Monday at 9:00 before noon, Mister Jones had a meeting.

2. In December, Doctor Carlson saw Missus Zuckerman.

3. One Tuesday in August, Mister Wood went to the park.

Name _____

Abbreviations

Use a **period** after an **abbreviation**.

Example: Monday = Mon. December = Dec.

Do not use abbreviations in sentences.

Example: I like to skate on Mondays in December.

Directions: Fill in each blank with the correct abbreviation from the Word Bank.

- | | |
|--------------------|-----------------------|
| 1. Wednesday _____ | 7. Rural Route _____ |
| 2. January _____ | 8. Thursday _____ |
| 3. Street _____ | 9. Avenue _____ |
| 4. Boulevard _____ | 10. Road _____ |
| 5. February _____ | 11. April _____ |
| 6. Saturday _____ | 12. Post Office _____ |

Word Bank

Blvd.	St.
Jan.	Sat.
Wed.	Feb.
P.O.	R.R.
Rd.	Apr.
Ave.	Thurs.

Directions: Rewrite each sentence correctly on the lines below.

1. Every Mon. in Jan., they shovel driveways for the elderly.

2. Their meetings are held each Tues. at Julie's house on Webster St.

3. During Feb., they visited nursing homes every Sun. evening.

Name _____

Singular Possessive Nouns

A **singular possessive noun** shows ownership. To form a singular possessive noun, add an **apostrophe** and the letter **s** ('s) to the end of a singular noun.

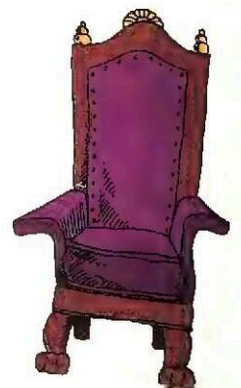
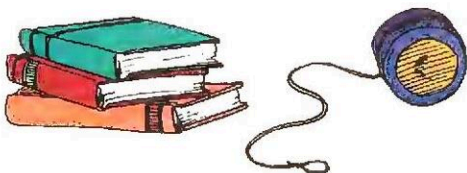
Example: Susan **Moore's** lunchbox
Tony's baseball

Directions: Read Mrs. Goldfinger's will. Write the correct possessive noun above each sentence that uses a phrase like **belongs to**.

Example: Mrs. Goldfinger's Last Will and Testament
~~Last Will and Testament of Mrs. Goldfinger~~

Being of sound mind,

I leave the antique chair in my living room, which belonged to my Aunt Minnie, to the Toon Town Oldies-but-Goodies Museum. I give to Digger J. Goldfinger my collection of herbs that belonged to my mother. The flag that belonged to my father will go to the school that is run by my aunt Theodora Tutor. The book collection that once belonged to my aunt will be donated to the college. I give my gold-plated yo-yo, which belonged to my friend, Millie Molly, to my mailman, Lawrence Letter. Finally, to my nephew, Harry Hoo, I give the owl that belonged to my Uncle Hugh.

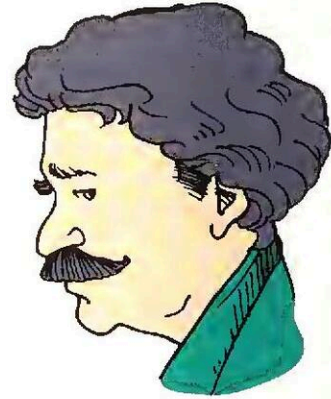


Name _____

Capitalization

A **title** tells what a person is or does. It begins with a capital letter and ends with a period. An **initial** is the first letter of a person's first, middle, or last name.

Examples: Mr. Rogers
Dr. B.J. Honeycut



Directions: Write each name and title correctly.

1. dr seuss _____
2. gen g patton _____
3. mr rogers _____
4. mrs e roosevelt _____
5. miss gloria steinem _____
6. capt james t kirk _____
7. mr m twain _____
8. dr s freud _____
9. miss louisa m alcott _____
10. mr maurice sendak _____
11. dr l pasteur _____
12. gen e braddock _____



Name _____

Capitalization

Capitalize the first letter in each month of the year, in each day of the week, in a title of respect, and when abbreviating a title of respect.

Examples:

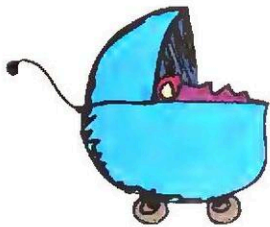
 january = January

 tuesday = Tuesday

 doctor jones = Doctor Jones

 mrs. clark = Mrs. Clark

Directions: Read the story below. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite the story correctly.



My baby brother, Nicholas, was born on sunday, september 8, 2002.

On saturday, my mom went to see doctor nelson at the hospital. Our neighbors, mr. and mrs. Bigelow, let me sleep over at their house. My mom and Nicholas came home on monday.

Name _____

Capitalization

A specific name of a **person**, **place**, and **pet**, a **day of the week**, a **month of the year**, and a **holiday** each begins with a capital letter.

Directions: Read the words in the Word Bank. Write the words in the correct columns with the correct letters capitalized.

Word Bank

ron polsky	tuesday	march	april
presidents' day	saturday	woofy	october
blackie	portland, oregon	corning, new york	molly yoder
valentine's day	fluffy	harold edwards	arbor day
bozeman, montana	sunday		

People

Places

Pets

_____	_____	_____
_____	_____	_____
_____	_____	_____

Days

Months

Holidays

_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

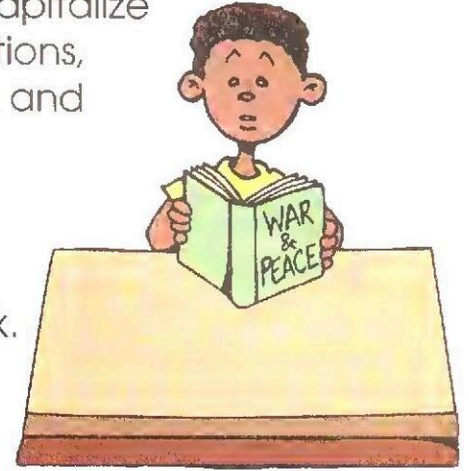
Book Titles

Capitalize the first and last words in a book's title. Capitalize all other words in a book's title except short prepositions, such as **of**, **at**, and **in**, conjunctions, such as **and**, **or**, and **but**, and articles, such as **a**, **an**, and **the**.

Examples:

Have you read War and Peace?

Pippi Longstocking in Moscow is her favorite book.



Directions: Underline the book titles. Circle the words that should be capitalized.

Example: murder in the blue room by Elliot Roosevelt

1. growing up in a divided society by Sandra Burnham
2. the corn king and the spring queen by Naomi Mitchison
3. new kids on the block by Grace Catalano
4. best friends don't tell lies by Linda Barr
5. turn your kid into a computer genius by Carole Gerber
6. amy the dancing bear by Carly Simon
7. garfield goes to waist by Jim Davis
8. the hunt for red october by Tom Clancy
9. fall into darkness by Christopher Pike
10. oh the places you'll go! by Dr. Seuss



Name _____

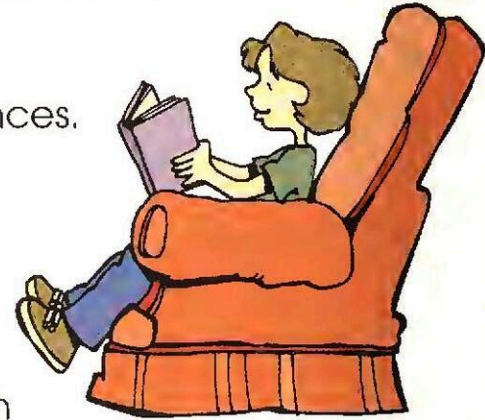
Book Titles

All words in the title of a book are underlined or italicized.

Examples: The Hunt for Red October was a best-seller!
Have you read *Lost in Space*?

Directions: Underline the book titles in these sentences.

Example: The Dinosaur Poster Book is for eight-year-old children.



1. Have you read Lion Dancer by Kate Waters?
2. Baby Dinosaurs and Giant Dinosaurs were both written by Peter Dodson.
3. Have you heard of the book That's What Friends Are For by Carol Adorjan?
4. J.B. Stamper wrote a book called The Totally Terrific Valentine Party Book.
5. The teacher read Almost Ten and a Half aloud to our class.
6. Marrying Off Mom is about a girl who tries to get her widowed mother to start dating.
7. The Snow and The Fire are the second and third books by author Caroline Cooney.
8. The title sounds silly, but Goofbang Value Daze really is the name of a book!
9. A book about space exploration is The Day We Walked on the Moon by George Sullivan.
10. Alice and the Birthday Giant tells about a giant who came to a girl's birthday party.

Name _____

Titles

Titles of books are underlined when you write them by hand. When they are typed, titles of books are underlined or in italics.

Examples: James and the Giant Peach
James and the Giant Peach

Titles of stories, poems, and songs are always in quotation marks.

Examples: "Sleeping Beauty" (story)
"Paul Revere's Ride" (poem)
"Blue Suede Shoes" (song)



Directions: Read each sentence. Underline the title of a book. Put quotation marks around the title of a story, poem, or song.

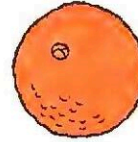
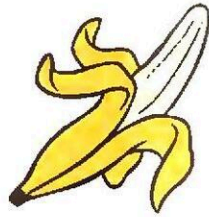
1. Luis read Number the Stars for his book report.
2. Stanley the Fierce is a poem by Judith Viorst.
3. Laura Ingalls Wilder wrote Little House in the Big Woods.
4. Our class sang America the Beautiful for the veterans.
5. The Gift of the Magi is a good story.
6. Do you know how to play Happy Birthday on the piano?
7. A Girl's Garden is a poem by Robert Frost.
8. Last week, I checked out Because of Winn-Dixie from the library.
9. My dad read us the story Tom Thumb before we went to sleep.
10. Our class is reading Sarah, Plain and Tall this month.

Name _____

Commas

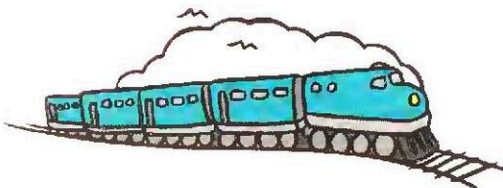
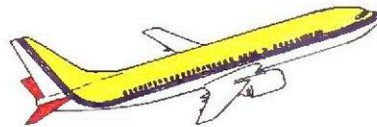
Commas are used to separate words in a series of three or more.

Example: My favorite fruits are apples, bananas, and oranges.



Directions: Put commas where they are needed in each sentence.

1. Please buy milk eggs bread and cheese.
2. I need paper pencils and a folder for school.
3. Some good pets are cats dogs gerbils fish and rabbits.
4. Aaron Mike and Matt went to the baseball game.
5. Major forms of transportation are planes trains and automobiles.

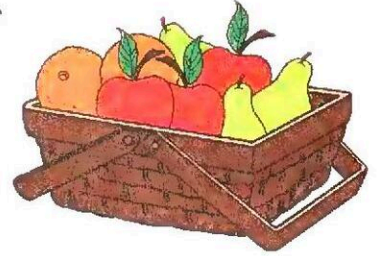


Name _____

Commas

Use a comma to separate words in a series. A comma is used after each word in a series but is not needed before the last word. Both ways are correct. In your own writing, be consistent about which style you use.

Examples: We ate apples, oranges, and pears.
We ate apples, oranges and pears.



Always use a comma between the name of a city and a state.

Example: She lives in Fresno, California.
He lives in Wilmington, Delaware.

Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: X She ordered shoes, dresses and shirts to be sent to her home in Oakland California.

1. ____ No one knew her pets' names were Fido, Spot and Tiger.
2. ____ He likes green beans lima beans, and corn on the cob.
3. ____ Typing paper, pens and pencils are all needed for school.
4. ____ Send your letters to her in College Park, Maryland.
5. ____ Orlando Florida is the home of Disney World.
6. ____ Mickey, Minnie, Goofy and Daisy are all favorites of mine.
7. ____ Send your letter to her in Reno, Nevada.
8. ____ Before he lived in New York, City he lived in San Diego, California.
9. ____ She mailed postcards, and letters to him in Lexington, Kentucky.
10. ____ Teacups, saucers, napkins, and silverware were piled high.
11. ____ Can someone give me a ride to Indianapolis, Indiana?
12. ____ He took a train a car, then a boat to visit his old friend.

Name _____

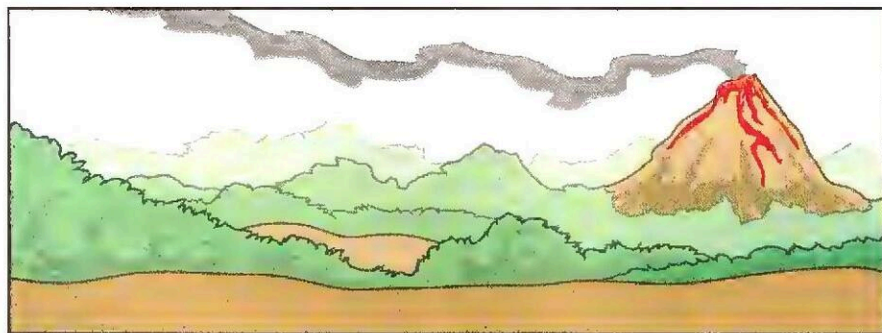
Commas

Commas separate words in a list or series.

Examples: We will need to take a train, a helicopter, a bus, and a boat to get to the island.

Directions: Put commas where they belong in the story below.

We are on an expedition to visit these volcanoes: Mount Saint Helens
Mount Etna Mount Pinatubo Mount Pelee and Mount Vesuvius. The
members of our team are geologists botanists and volcanologists. They will
help us study these volcanoes and learn more about the formation the
craters the types of volcanoes the types of eruptions and the
environmental impact. Violent explosions or blasts from the volcano can
produce lava rock fragments and gas. We will also look at the natural
resources these volcanoes provide. The energy from volcanoes is used to
heat homes in Iceland and greenhouses that grow vegetables and fruits.
Geothermal steam produces electricity in Italy New Zealand the United
States and Mexico.



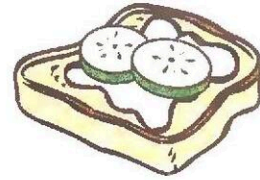
Name _____

Commas

Commas separate words or groups of words to help make the meaning of a sentence clear.

Use commas in a series of items.

Example: I love eating yogurt, toast, and cucumbers for breakfast!

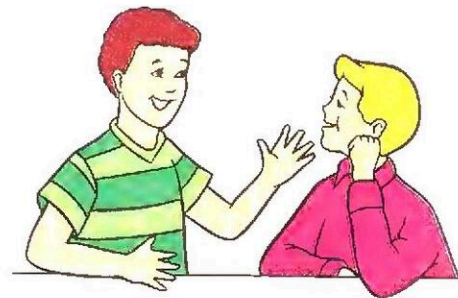
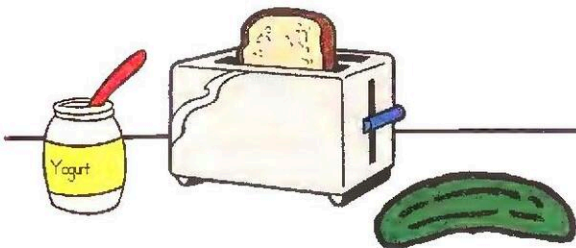


Use commas when talking to people.

Example: Do you know where my shirt is, Andrew?

Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

1. ____ Bob is Sam going to the grocery store?
2. ____ Sam is supposed to buy grapes, bananas, and apples.
3. ____ Can you go with Sam, Bob?
4. ____ Make sure to buckle your seatbelt drive safely and be careful in the parking lot.
5. ____ Sam are you ready?



Name _____

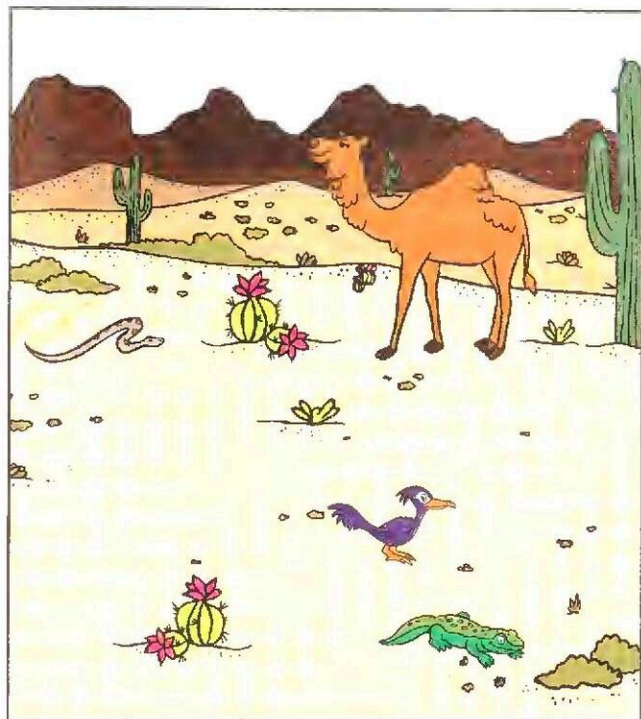
Singular Possessive Nouns

To make a singular noun show **possession** or ownership, add an **apostrophe** and the letter **s** ('s).

Examples: **Deandre** Deandre's hiking shoes are muddy.
tree The tree's limbs are heavy with snow.

Directions: Change each noun to its possessive form.

1. snake _____
2. rock _____
3. bird _____
4. lizard _____
5. plant _____
6. shrub _____
7. turtle _____



Directions: Write a sentence using the possessive form of each word.

1. Kelly _____
2. truck _____
3. insect _____
4. rope _____
5. spider _____

Name _____

Commas

Use a **comma** to set apart the name of someone who is being addressed. Use a comma to set apart introductory words, such as **yes**, **no**, and **well**.

Examples: **Kate**, do you think that butterflies are graceful?
Yes, they are very graceful and colorful.
I agree with you, **Jamal**, that we need more butterflies.

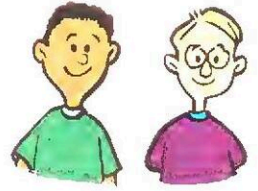
Directions: Add commas where they belong in each sentence below.

1. Monica have you seen any butterflies fluttering around your yard?
2. Well yesterday I saw one but just for a second.
3. When was the last time you saw butterflies in your garden Betsy?
4. Meredith can you name the four stages of the butterfly life cycle?
5. Yes I can. They are the egg, larva, chrysalis, and adult butterfly.
6. Jeff do you know the name of the butterfly's long feeding tube?
7. Yes it is called the proboscis. The butterfly uses it to drink nectar.
8. Heather did you know that Queen Alexandra's birdwing butterfly is the largest butterfly in the world?
9. No I did not know that.
10. Well did you know that butterflies are insects?
11. Yes I knew that Alyson.
12. Did you know Dave that butterflies like to warm up out in the sun?
13. No but that must be because they are cold-blooded.
14. Yes they cannot become more active until their bodies warm up.



Name _____

Commas



Use commas to separate the day from the year.

Example: May 13, 1950

Directions: Rewrite each date, putting the comma in the correct place. Capitalize the name of each month.

Example: Jack and Dave were born on february 22 1982.
February 22, 1982

1. My father's birthday is may 19 1948.

2. My sister was fourteen on december 13 1994.

3. Lauren's seventh birthday was on november 30 1998.

4. october 13 1996 was the last day I saw my lost cat.

5. On april 17 1997, we saw the Grand Canyon.

6. Our vacation lasted from april 2 1998 to april 26 1998.

7. Molly's baby sister was born on august 14 1991.

8. My mother was born on june 22 1959.

Name _____

Commas

Use a comma to separate the day of the month and the year. Do not use a comma to separate the month and the year if no day is given.

Examples: June 14, 1999
June 1999



Use a comma after **yes** or **no** when it is the first word in a sentence.

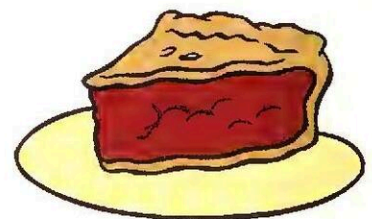
Examples: Yes, I will do it right now.
No, I do not want any.

Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: C No, I do not plan to attend.



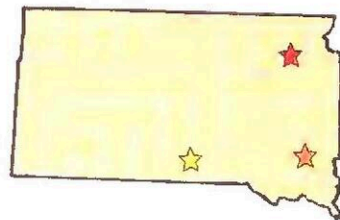
1. ___ Yes, I told them I would go.
2. ___ Her birthday is March 13, 1995.
3. ___ He was born in May, 2003.
4. ___ Yes, of course I like you!
5. ___ No I will not be there.
6. ___ They left for vacation on February, 14.
7. ___ No, today is Monday.
8. ___ The program began on August 12, 1991.
9. ___ In September, 2007 how old will you be?
10. ___ He turned 12 years old on November, 13.
11. ___ No, I will not go to the party!
12. ___ Yes, she is a friend of mine.
13. ___ His birthday is June 12, 1992.
14. ___ No I would not like more dessert.



Name _____

Commas

Capitalize the first letter in the name of a city and a state. Use a comma to separate the name of a city and a state.



Directions: Use capital letters and commas to write the names of the cities and states correctly.

Example: sioux falls south dakota Sioux Falls, South Dakota

1. plymouth massachusetts _____

2. boston massachusetts _____

3. philadelphia pennsylvania _____

4. white plains new york _____

5. newport rhode island _____

6. yorktown virginia _____

7. nashville tennessee _____

8. portland oregon _____

9. mansfield ohio _____



Name _____

Commas

Use a **comma** after the day in a date. Do not put a comma after the month if no day is given.

Examples: May 12, 2002 or May 2002

Use a comma after each part of an address.

Example: 123 Main Street, Seattle, Washington

Use a comma between the city name and the state name when they are used together.

Example: Seattle, Washington

Directions: Rewrite the story putting the commas in the correct places.

My grandpa had a very interesting life! He was born on, August, 20 1943. He grew up in, Boston Massachusetts. In January, 1963, he moved to, Los Angeles California. My grandpa lived at 349, James Street Los Angeles California. On June, 8, 1964, he married my grandma at a church in, San Francisco California. My dad was born on, February 1 1966.



Name _____

Commas

Use a **comma** after the greeting and closing in a friendly letter.

Examples:	Greeting:	Closing:
	Dear Teresa,	Your friend,
		Samantha

Directions: Put commas where they belong in the letter below.

Dear Donovan

I can hardly wait to get to your house this weekend. My dad will be dropping me off on Saturday afternoon. We will have fun sleeping in your tree house. Can we build a campfire?



Your friend
Simon

Directions: Write your own letter to a friend.

Name _____

Commas

Use a **comma** in the greeting and closing of a letter. Also use a comma between the day and the year of a date. Use a comma to separate a city from its state.

Examples: **heading:** Dear Grandma,
 closing: Love, Megan
 date: October 27, 2002
 address: Tempe, Arizona

Directions: Put commas where they belong in each letter below.

Sunday, August, 22 1999

Aunt Betty
The Little White House
Littleville California

Dear Aunt Betty

I am so excited to visit you. Did you get our Model T fixed yet? Remember how it scared everyone at the 4th of July parade? I will see you in two weeks.

Love
Jennifer

Wednesday, August 25, 1999

Jennifer
Big Brown Cottage
Bear Town Washington

Dear Jenny

I am also excited about your visit. Yes, my old car is fixed. We can drive to town to see my sisters. See you soon!

Love
Aunt Betty



Name _____

Commas

Use a **comma** to set apart an introductory clause to make your meaning clear.

Example: Apart from his uncle, Abner is the strangest in the family.

Directions: Add commas where they belong in each sentence below.

1. At first I thought I won the race.
2. In the gym I saw a basketball game.
3. According to Billy Molly and Jim were up late last night trying to find apples, cheese, and desserts.
4. Looking back at her younger brother Molly stuck out her tongue!
5. After she left her aunt Susan started to cry.



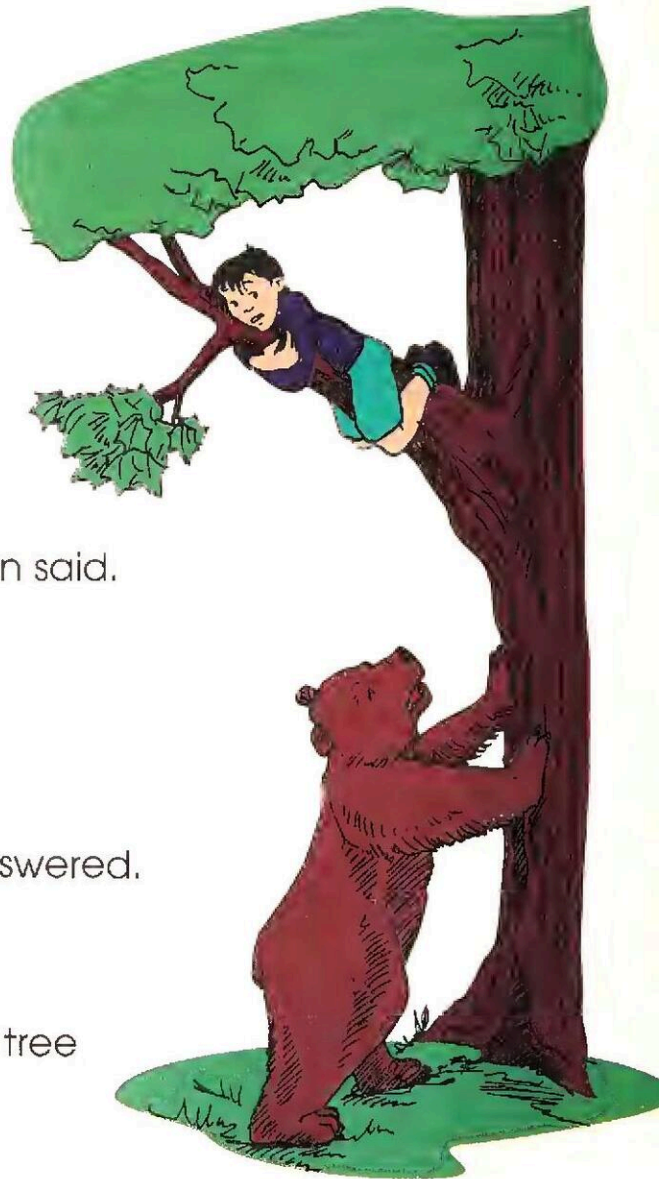
Quotation Marks

Quotation marks show that someone is speaking. The opening quotation mark is used just before the first word, which begins with a capital letter. The closing quotation mark is used after the final punctuation mark. Make sure you use a comma to set apart quotations.

Example: "Follow me," he said.
She replied, "I'll be right there."

Directions: Put quotation marks and the correct punctuation in each sentence below.

1. Wow! This is beautiful Sean said
2. Ling said I cannot see anything yet
3. Do you have any extra water
Sean asked
4. Ling said Yes, it is in my backpack
5. Good. It is going to be a hot day Sean said.
6. Stop Ling shouted
7. Why Sean asked
8. I think I saw a bear up ahead Ling answered.
It is coming this way
9. Climb Sean yelled as he started up a tree



Name _____

Quotation Marks

Quotation marks are punctuation marks that tell what a person says out loud. Quotation marks go before the first word and after the punctuation mark. The first word in a quotation begins with a capital letter if the quote is a complete sentence.

Example: Katie said, "Never go in the water without a friend."

Directions: Put quotation marks where they belong in each sentence below.

Example: "Wait for me, please," said Laura.

1. John, would you like to visit a jungle? asked his uncle.
2. The police officer said, Do not worry. We will help you.
3. James shouted, Hit a home run!
4. My friend Carol said, I really do not like cheeseburgers.



Directions: Answer each question below. Be sure to put quotation marks around your words.

1. What would you say if you saw a dinosaur?

2. What would your best friend say if your hair turned purple?

Name _____

Plural Possessive Nouns

A **plural possessive noun** shows that something belongs to more than one person, place, or thing. To make a plural noun possessive, add only an **apostrophe** after the **s** or **es** ending. If the plural does not end in **s**, add an **apostrophe** and **s** ('s).

Examples: the toys of the brothers = the brothers' toys
the shoes of the women = the women's shoes

Directions: Change the words below to show the plural possessive nouns.

the truck belonging to the twins

the bows the girls are wearing

the toys of the children

the trays of the waiters

the ties belonging to the men

the lawns of our neighbors

the books belonging to the teachers

the book projects of all the classes

the flowers belonging to the gardeners

the bones for the dogs

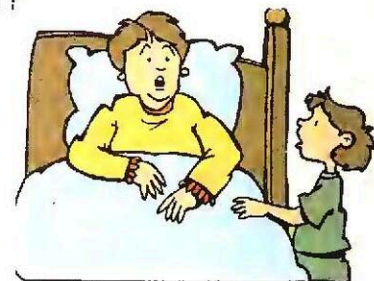
Punctuation: Quotation Marks

Use **quotation marks** before and after words that a person speaks out loud.

Examples: I asked Aunt Martha, "How do you feel?"
"I feel awful," Aunt Martha replied.

Do not put quotation marks around words that are a summary of what a person said out loud.

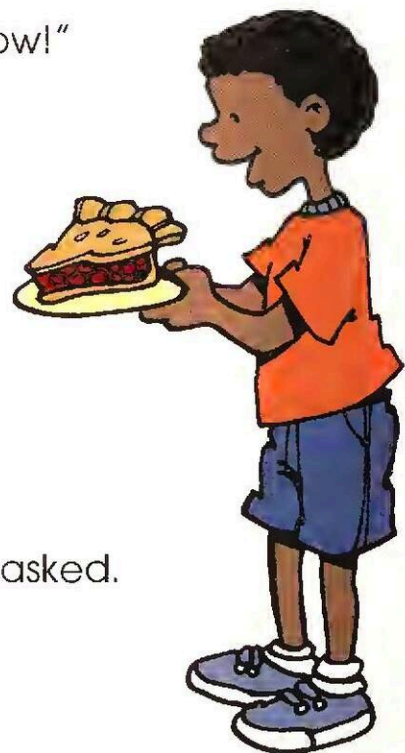
Examples: I asked Aunt Martha how she felt.
Aunt Martha said she felt awful.



Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: C "I want it right now!" she demanded angrily.

1. ___ "Do you want it now? I asked."
2. ___ She said "she felt better" now.
3. ___ Her exact words were, "I feel much better now!"
4. ___ "I am so thrilled to be here!" he shouted.
5. ___ "Yes, I will attend," she replied.
6. ___ Elizabeth said "she was unhappy."
7. ___ "I'm unhappy," Elizabeth reported.
8. ___ "Did you know her mother?" I asked.
9. ___ I asked "whether you knew her mother."
10. ___ I asked, "What will dessert be?"
11. ___ "Which will it be, salt or pepper?" the waiter asked.
12. ___ "No, I don't know the answer!" he snapped.
13. ___ He said "yes he'd take her on the trip.
14. ___ Be patient, he said. "it will soon be over."



Name _____

Quotation Marks

Directions: Rewrite each sentence, putting quotation marks around the correct words.

1. Can we go for a bike ride? asked Katrina.

2. Yes, said Mom.

3. We should go to the park, said Mike.

4. Great idea! said Mom.

5. How long until we get there? asked Katrina.

6. Soon, said Mike.

7. Here we are! exclaimed Mom.

Name _____

Quotation Marks

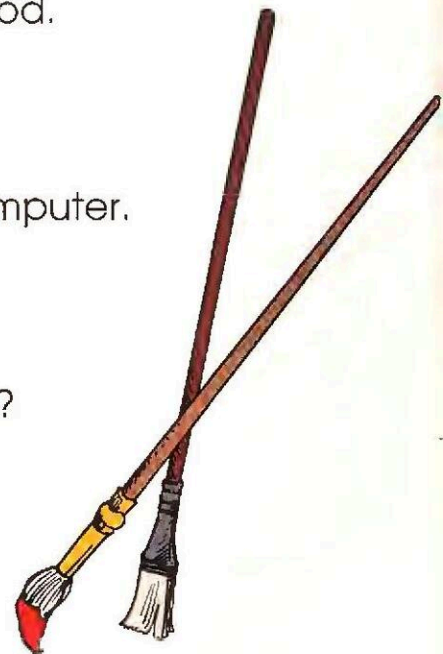
Use quotation marks to set off a direct quotation. Also use quotation marks around the titles of poems, stories, T.V. shows, and reports.

Examples: The teacher said, "Kate, you got a 100 percent on your test."

Todd read the poem "The Owl and the Pussycat."

Directions: In each sentence below, put quotation marks where they belong.

1. Mr. Fry asked, Sara, are you going to the park?
2. Mom read me the poem Who Has Seen the Wind?
3. The Magic School Bus is one of my favorite T.V. shows.
4. Are you going to the game? Raquel asked.
5. Anna gave a report called Tribes of the Northwest.
6. My brother can read the story Little Red Riding Hood.
7. Maria remarked, It is very cold today.
8. Terrence wrote a report titled Inside the Super Computer.
9. We Should get together tomorrow, said Laura.
10. Have you read the poem called Dancers' Delight?
11. Monica said, Raquel, we should play after school.
12. Jenny's report was titled Great Modern Painters.



Name _____

Quotation Marks

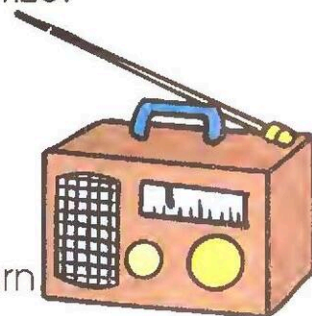
Use quotation marks around the titles of songs and poems.

Examples: Have you heard the song "Still Cruising" by the Beach Boys?
"Ode to a Nightingale" is a famous poem.

Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: C Do you know "My Bonnie Lies Over the Ocean"?

1. ___ We sang "The Stars and Stripes Forever" at school.
2. ___ Her favorite song is "The Eensy Weensy Spider."
3. ___ Turn up the music when "A Hard Day's "Night comes on!
4. ___ "Yesterday" was one of Paul McCartney's most famous songs.
5. ___ "Mary Had a Little Lamb" is a very silly poem!
6. ___ A song everyone knows is "Happy Birthday."
7. ___ "Swing Low, Sweet Chariot" was first sung by slaves.
8. ___ Do you know the words to Home on "the Range"?
9. ___ "Hiawatha" is a poem many people had to memorize.
10. ___ "Happy Days Are Here Again! is an upbeat tune.
11. ___ Frankie Valli and the Four Seasons sang "Sherry."
12. ___ The words to "Rain, Rain" Go Away are easy to learn.
13. ___ A slow song I know is called "Summertime."



Name _____

Apostrophes

An **apostrophe** shows where letters are missing in a contraction. A **contraction** is a shortened form of two words.

Example: Was not = wasn't

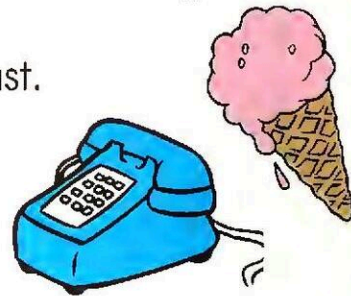
By adding an apostrophe and the letter **s** to the end of a person, place, or thing, you are showing that person, place, or thing to have ownership of something.

Example: Mary's cat

Directions: Write the apostrophe in each contraction below.

Example: We shouldn't be going to their house so late at night.

1. We didn't think that the ice cream would melt so fast.
2. They're never around when we're ready to go.
3. Didn't you need to make a phone call?
4. Who's going to help you paint the bicycle red?



Directions: Add an apostrophe and an **s** to each word below that shows ownership.

Example: Jill's bike is broken.

1. That is Holly's flower garden.
2. Mark's new skates are black and green.
3. Mom threw away Dad's old shoes.
4. Buster's food dish was lost in the snowstorm.

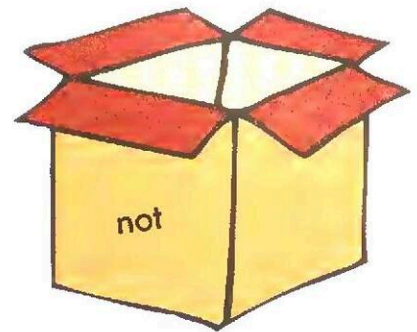
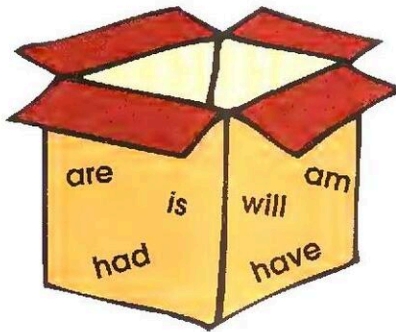
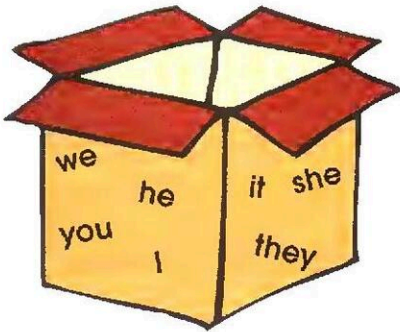


Name _____

Contractions

A **contraction** is a shortened form of two words. Apostrophes show where letters are missing.

Example: It is = it's



Directions: Write the words that make up each contraction.

we're _____ + _____

they'll _____ + _____

you'll _____ + _____

aren't _____ + _____

I'm _____ + _____

isn't _____ + _____

Directions: Write the contraction for each set of words.

you have _____

have not _____

had not _____

we will _____

they are _____

he is _____

she had _____

it will _____

I am _____

is not _____

Name _____

Contractions and Apostrophes

A **contraction** is two words made into one word by replacing one or more letters with an **apostrophe**.

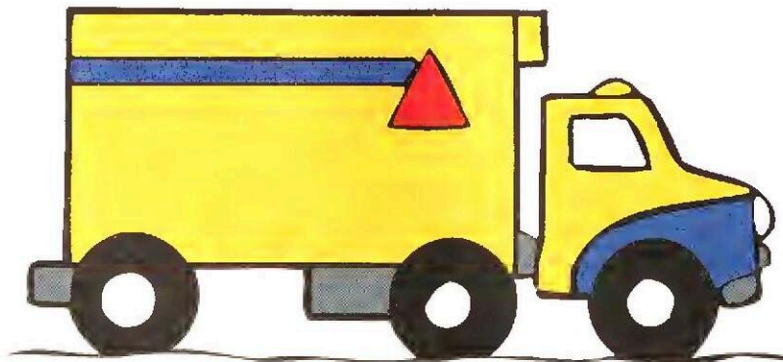
Examples: I + am = I'm
we + will = we'll

Directions: Above each pair of underlined words, write the correct contraction.

We are not happy about the move. The moving trucks are waiting.

Our friends said they would not help us load our things because they did not want us to leave.

"We are all packed. We will even load the trucks ourselves," Mom said. On the way to our new home, we talked about our old friends and all of the new friends we would meet at our new school.



Name _____

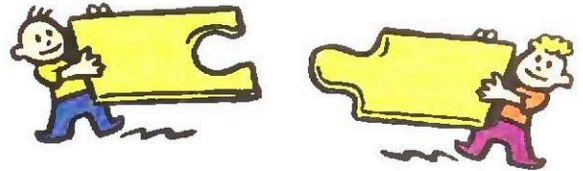
Contractions and Apostrophes

Contractions are two words that are shortened and put together to make one word. An **apostrophe** replaces the missing letters.

Examples: does not = doesn't
cannot = can't

Directions: Draw a line from each pair of words to its matching contraction.

- | | |
|----------------|-----------|
| 1. is not | weren't |
| 2. are not | wasn't |
| 3. was not | aren't |
| 4. were not | isn't |
| 5. have not | didn't |
| 6. can not | haven't |
| 7. do not | couldn't |
| 8. did not | can't |
| 9. could not | shouldn't |
| 10. should not | don't |



Do not use a contraction that ends in **n't** with another negative like **no**, **nothing**, **no one**, and **never**.

Examples: **Incorrect:** I didn't get no milk.
Correct: I didn't get any milk.

Directions: Rewrite each sentence correctly.

1. Molly doesn't have no tennis shoes.
-

2. We aren't doing nothing on Saturday.
-

Name _____

Contractions and Apostrophes

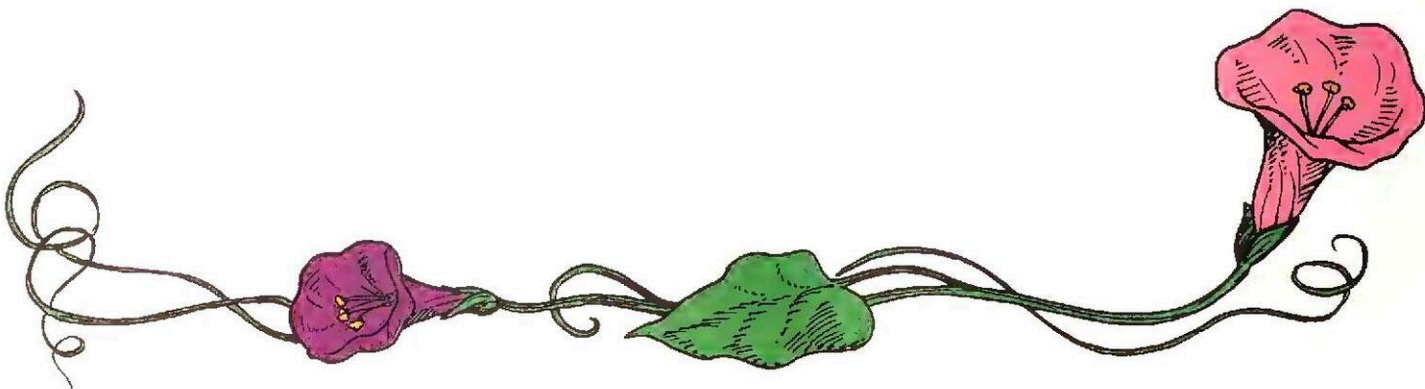
Contractions are made by putting together two words. An **apostrophe** replaces the letters that are dropped.

Examples: we + will = we'll
I + would = I'd



Directions: Write the correct contraction on the line to replace the two bold words.

1. **We would** _____ take the trails up and down the hill.
2. At the top **we will** _____ stop to look at the view.
3. Do you see the buildings? **You would** _____ see houses like those in China.
4. **I was not** _____ the only person to build this island.
5. You **would have** _____ seen monks here two years ago.
6. Since you **were not** _____ here then, **I will** _____ tell you about them.
7. **They had** _____ built great houses and gardens.
8. **They have** _____ left their mark here.



Name _____

Contractions and Apostrophes

Directions: Circle the two words in each sentence that are not spelled correctly. Then, write the words correctly.

1. Arn't you going to shere your cookie with me?



2. We planed a long time, but we still wern't ready.

3. My pensil hasn't broken yet today.



4. We arn't going because we don't have the correct adress.

5. Youve stired the soup too much.



6. Weave tried to be as neet as possible.

7. She hasnt seen us in this darknes.

Name _____

Plural Possessive Nouns

To make a plural noun that ends with **s** show **possession** or ownership, add an **apostrophe** after the **s**.

Examples: **boys** The **boys'** mother took them to the skate park.

If the plural noun does not end in **s**, add an **apostrophe** and the letter **s**.

Examples: **men** The **men's** fitting room is on the left.



Directions: Change each plural noun to its possessive form.

- | | |
|-----------------------|---------------------|
| 1. cups _____ | 6. children _____ |
| 2. hamburgers _____ | 7. parents _____ |
| 3. french fries _____ | 8. milkshakes _____ |
| 4. workers _____ | 9. sundaes _____ |
| 5. straws _____ | 10. fish _____ |

Directions: Write a sentence using the possessive form of each plural noun.

1. girls _____
2. women _____
3. hats _____
4. snacks _____
5. yo-yos _____

Name _____

Capitalization and Punctuation Review

Directions: The following sentences have errors in punctuation, capitalization, or both. The number in parentheses () tells you how many errors the sentence contains. Rewrite each sentence correctly.

1. I saw mr. Johnson reading War And Peace to his class. (2)

2. Do you like to sing "Take me Out to The Ballgame"? (2)

3. He recited Hiawatha to Miss. Simpson's class. (2)

4. Bananas and oranges are among Dr smiths favorite fruits. (4)

5. "Daisy, daisy is a song about a bicycle built for two. (2)

6. Good Morning, Granny Rose is a story about a woman and her dog. (1)

7. Garfield goes to waist isnt a very funny book. (4)

8. Peanut butter, jelly, and bread are Miss. Lees favorite treats. (2)

Name _____

Homophones

Homophones are words that sound the same but are spelled differently and have different meanings.

Example:

sew



sow



so



Directions: Read the sentences and write the correct word in the blanks.

Example:

blue blew She has blue eyes.

The wind blew the barn down.

1. He hurt his left _____ playing ball.

eye I

_____ like to learn new things.

2. Can you _____ the winning runner from here?

see sea

He goes diving for pearls under the _____.

3. The baby _____ the banana.

eight ate

Jane was _____ years old last year.

4. Jill _____ first prize at the science fair.

one won

I am the only _____ in my family with red hair.

5. Jenny cried when a _____ stung her.

be bee

I have to _____ in bed every night at eight o'clock.

6. My father likes _____ play tennis.

two to too

I like to play, _____.

It takes at least _____ people to play.

Name _____

Homophones and Commonly Misused Words

Homophones are words that sound the same but are spelled differently and have different meanings.

Directions: Answer each riddle below with a homophone from the Word Bank.

Word Bank

main

meat

peace

dear

to

mane

meet

piece

deer

too

1. Which word has the word **pie** in it? _____
2. Which word rhymes with **ear** and is an animal? _____
3. Which word rhymes with **shoe** and means **also**? _____
4. Which word has the word **eat** in it and is something you might eat? _____
5. Which word has the same letters as the word **read** but in a different order? _____
6. Which word rhymes with **train** and is something on a pony? _____
7. Which word, if it began with a capital letter, might be the name of an important street? _____
8. Which word sounds like a number but has only two letters? _____
9. Which word rhymes with **greet** and is a synonym for **greet**? _____
10. Which word rhymes with cease and can mean quiet? _____

Name _____

Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Finish each sentence below with the correct word from the Word Bank.

Word Bank

series

lose

bear

serious

loose

bare

1. I love collecting an entire _____ of comic books.



2. The power button on my television is _____.



3. The tree will _____ luscious fruit.

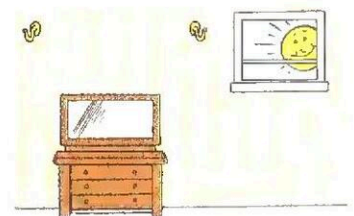
4. We need to have a _____ talk.



5. I will never _____ this journal.



6. The _____ wall really needs some pictures.



Name _____

Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Look at the words and their meanings below. Then, write the correct word to complete each sentence.

their: pronoun that shows possession or ownership

there: at or in that place

angel: a figure with halo and wings

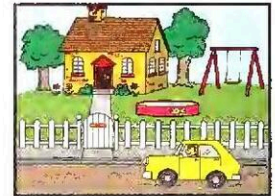
angle: two lines that connect at a single point

accept: to say yes

except: not including or otherwise

intend: to plan

attend: to be present at



1. I want to visit _____ house.

2. I _____ your invitation to go _____ .

3. I think _____ house is beautiful _____ for
the olive-green kitchen wallpaper.

4. The photographer took pictures from two different _____ (s).

The little girl in the picture looked like an _____ .

5. I _____ to _____ party.



Name _____

Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Finish each sentence below using the correct word from the Word Bank.

Word Bank

united	whether	now
untied	weather	know

1. Nine children _____ to form a new baseball team.



2. The _____ is lovely during the summer.



3. I _____ many facts from reading the encyclopedia!

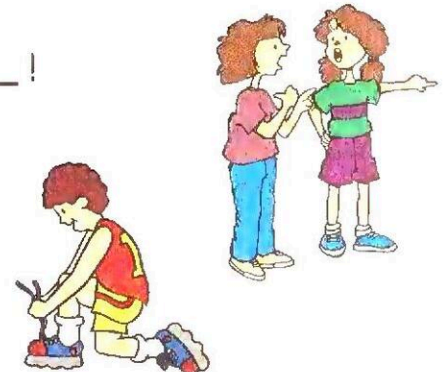


4. Careful, your shoe is _____!



5. I am not sure _____ I should go or not.

6. We are late! We need to go _____!



Name _____

Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Look at the words and meanings below. Write the correct word to finish each sentence.

thorough: complete

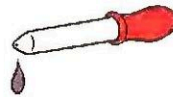
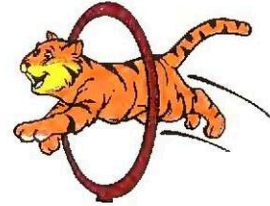
through: in one side and out the other

then: at that time

than: a comparison

mere: a tiny bit

mirror: a reflective surface



1. I am taller _____ you by five inches!
2. Please do a _____ job when you sweep the floor.
3. There was a _____ drop of ketchup left in the bottle!
4. The ball went _____ the glass window!
6. Do your homework and _____ we will go play.
7. Do you have a _____ I could use so that I can fix my hair?



Name _____

"Good" or "Well"

Use the word **good** to describe a noun. **Good** is an adjective.

Example: She is a **good** teacher.

Use the word **well** to tell or ask how something is done or to describe someone's health. **Well** is an adverb. It describes a verb.

Example: She is not feeling **well**.



Directions: Write **good** or **well** to finish each sentence correctly.

Example: good Our team could use a good/well captain.

1. _____ The puny kitten does not look good/well.
2. _____ He did his job so good/well that everyone praised him.
3. _____ Whining is not a good/well habit.
4. _____ I might just as good/well do it myself.
5. _____ She was one of the most well-/good- liked girls at school.
6. _____ I did the book report as good/well as I could.
7. _____ The television works very good/well.
8. _____ You did a good/well job repairing the TV!
9. _____ Thanks for a job good/well done!
10. _____ You did a good/well job fixing the computer.
11. _____ You had better treat your friends good/well.
12. _____ Can your grandmother hear good/well?
13. _____ Your brother will be well/good soon.

Name _____

"Your" or "You're"

The word **your** shows possession.

Examples: Is that **your** book?
I visited **your** class.

The word **you're** is a contraction for **you are**.

A **contraction** is two words joined together as one.

An **apostrophe** shows where letters have been left out.

Examples: **You're** doing well on that painting.
If **you're** going to pass the test, you should study.



Directions: Write **your** or **you're** to finish each sentence correctly.

Example: You're Your/You're the best friend I have!

1. _____ Your/You're going to drop that!
2. _____ Your/You're brother came to see me.
3. _____ Is that your/you're cat?
4. _____ If your/you're going, you'd better hurry!
5. _____ Why are your/you're fingers so red?
6. _____ It's none of your/you're business!
7. _____ Your/You're bike's front tire is low.
8. _____ Your/You're kidding!
9. _____ Have it your/you're way.
10. _____ I thought your/you're report was great!
11. _____ He thinks your/you're wonderful!
12. _____ What is your/you're first choice?
13. _____ What's your/you're opinion?
14. _____ If your/you're going, so am I!
15. _____ Your/You're welcome.

Name _____

“Good” or “Well” and “Your” or “You’re”

Directions: Finish each sentence with the correct word: **good, well, your** or **you’re**.

1. Are you sure you can see _____ enough to read with the lighting you have?
2. _____ going to need a paint smock when you go to art class tomorrow afternoon.
3. I can see _____ having some trouble. Can I help with that?
4. The music department needs to buy a speaker system that has _____ quality sound.
5. The principal asked, “Where is _____ hall pass?”
6. You must do your job _____ if you expect to keep it.
7. The traffic policeman said, “May I please see _____ driver’s license?”
8. The story you wrote for English class was done quite _____.
9. That radio station you listen to is a _____ one.
10. Let us know if _____ unable to attend the meeting on Saturday.



Name _____

Articles

An **article** is a word that comes before a noun. **A**, **an**, and **the** are articles. We use **a** before a word that begins with a consonant. We use **an** before a word that begins with a vowel.

Example:**a peach****an apple**

Directions: Write **a** or **an** in the sentences below.

Example:My bike had _____ a flat tire.

1. They brought _____ goat to the farm.
2. My mom wears _____ old pair of shoes to mow the lawn.
3. We had _____ party for my grandfather.
4. Everybody had _____ ice-cream cone after the game.
5. We bought _____ picnic table for our backyard.
6. We saw _____ lion sleeping in the shade.
7. It was _____ evening to be remembered.
8. He brought _____ blanket to the game.
9. _____ exit sign was above the door.
10. They went to _____ orchard to pick apples.
11. He ate _____ orange for lunch.

Name _____

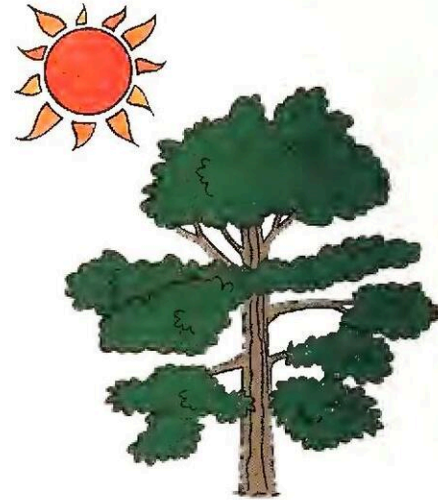
"Its" or "It's"

The word **its** shows ownership.

Examples: **Its** leaves have all turned green.
Its paw was injured.

The word **it's** is a contraction for **it is**.

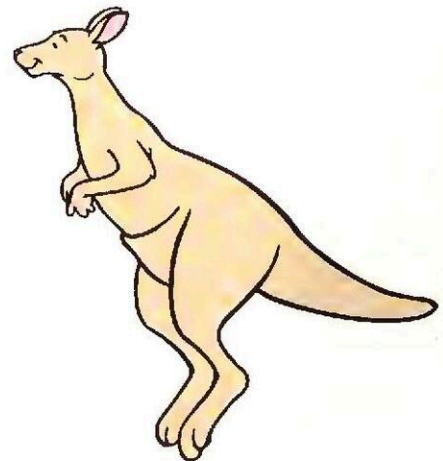
Examples: **It's** better to be early than late.
It's not fair!



Directions: Write **its** or **it's** to finish each sentence correctly.

Example: It's Its/It's never too late for ice cream!

- _____ Its/It's eyes are already open.
- _____ Its/It's your turn to wash the dishes!
- _____ Its/It's cage was left open.
- _____ Its/It's engine was beyond repair.
- _____ Its/It's teeth were long and pointed.
- _____ Did you see its/it's hind legs?
- _____ Why do you think its/it's mine?
- _____ Do you think its/it's the right color?
- _____ Don't pet its/it's fur too hard!
- _____ Its/It's from Uncle Harry.
- _____ Can you tell its/it's a surprise?
- _____ Is its/it's stall always this clean?
- _____ Its/It's not time to eat yet.
- _____ She says its/it's working now.



Name _____

"Can" or "May"The word **can** means **am able** to or to be able to.

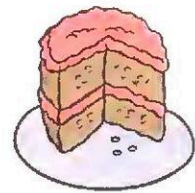
Examples: I can do that for you.
Can you do that for me?

The word **may** means **be allowed** to or **permitted to**. May is used to ask or give permission. **May** can also mean **might** or **perhaps**.

Examples: May I be excused?
You may sit here.

Directions: Write **can** or **may** to finish each sentence correctly.**Example:** May Can/May I help you?

1. _____ He is smart. He can/may do it himself.
2. _____ When can/may I have my dessert?
3. _____ He can/may speak French fluently.
4. _____ You can/may use my pencil.
5. _____ I can/may be allowed to attend the concert.
6. _____ It is bright. I can/may see you!
7. _____ Can/May my friend stay for dinner?
8. _____ You can/may leave when your report is finished.
9. _____ I can/may see your point!
10. _____ She can/may dance well.
11. _____ Can/May you hear the dog barking?
12. _____ Can/May you help me button this sweater?
13. _____ Mother, can/may I go to the movies?



Name _____

"Its" or "It's" and "Can" or "May"

Directions: Finish each sentence with the correct word: **its**, **it's**, **can**, or **may**.

1. "It looks as though your arms are full, Diane. _____ I help you with some of those things?" asked Michele.
2. The squirrel _____ climb up the tree quickly with his mouth full of acorns.
3. She has had her school jacket so long that it is beginning to lose _____ color.
4. How many laps around the track _____ you do?
5. Sometimes you can tell what a story is going to be about by looking at _____ title.
6. Our house _____ need to be painted again in two or three years.
7. Mother asked, "Jon, _____ you open the door for your father?"
8. _____ going to be a while until your birthday, but do you know what you want?
9. I can feel in the air that _____ going to snow soon.
10. If I am careful with it, _____ I borrow your CD player?



Name _____

"Sit" or "Set"The word **sit** means to rest.

Examples: Please **sit** here!
Will you **sit** by me?

The word **set** means to put or place something.

Examples: **Set** your purse there.
Set the dishes on the table.

**Directions:** Write **sit** or **set** to finish each sentence correctly.

Example: _____ sit _____ Would you please sit/set down here?

1. _____ You can sit/set the groceries there.
2. _____ She sit/set her suitcase in the closet.
3. _____ He sit/set his watch for half past three.
4. _____ She is a person who cannot sit/set still.
5. _____ Sit/set the baby on the couch beside me.
6. _____ Where did you sit/set your new shoes?
7. _____ They decided to sit/set together during the movie.
8. _____ Let me sit/set you straight on that!
9. _____ Instead of swimming, he decided to sit/set in the water.
10. _____ He sit/set the greasy pan in the sink.
11. _____ She sit/set the file folder on her desk.
12. _____ Do not ever sit/set on the refrigerator!
13. _____ She sit/set the candles on the cake.
14. _____ Get ready! Get sit/set! Go!

Name _____

"They're," "Their," "There"

The word **they're** is a contraction for **they are**.

Examples: **They're** our very best friends!
Ask them if **they're** coming.

The word **their** shows ownership.

Examples: **Their** dog is friendly.
It's **their** bicycle.

The word **there** shows place or direction.

Examples: Look over **there**.
There it is.



Directions: Write **they're**, **their**, or **there** to finish each sentence correctly.

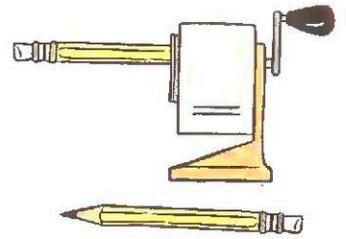
Example: There They're/Their/There is the sweater I want!

1. _____ Do you believe they're/their/there stories?
2. _____ Be they're/their/there by one o'clock.
3. _____ Were you they're/their/there last night?
4. _____ I know they're/their/there going to attend.
5. _____ Have you met they're/their/there mother?
6. _____ I can go they're/their/there with you.
7. _____ Do you like they're/their/there new car?
8. _____ They're/Their/There friendly to everyone.
9. _____ Did she say they're/their/there ready to go?
10. _____ She said she would walk by they're/their/there house.
11. _____ Is anyone they're/their/there?
12. _____ I put it right over they're/their/there!

Name _____

"Sit" or "Set" and "They're," "There," or "Their"**Directions:** Finish each sentence with the correct word: **sit, set, they're, there, or their.**

1. Her muscles became tense as she heard the gym teacher say,
"Get ready, get _____, go!"
2. When we choose our seats on the bus, will you _____ with me?
3. _____ is my library book! I wondered where I had left it!
4. My little brother and his friend said _____ not going to the ball game with us.
5. Before the test, the teacher wants the students to sharpen _____ pencils.
6. She blew the whistle and shouted, "Everyone _____ down on the floor!"
7. All the books for the fourth graders belong over _____ on the top shelf.
8. The little kittens are beginning to open _____ eyes.
9. I'm going to _____ the dishes on the table.
10. _____ going to be fine by themselves for a few minutes.



Name _____

"This" or "These"

The word **this** is an adjective that refers to a specific thing. **This** always describes a singular noun. Singular means **one**.

Example: I'll buy **this** coat.
(Coat is singular.)



The word **these** is also an adjective that refers to specific things. **These** always describes a plural noun. Plural means **more than one**.

Example: I will buy **these** flowers.
(Flowers is a plural noun.)



Directions: Write **this** or **these** to finish each sentence correctly.

Example: these I will take this/these cookies with me.

1. _____ Do you want this/these seeds?
2. _____ Did you try this/these nuts?
3. _____ Do it this/these way!
4. _____ What do you know about this/these situation?
5. _____ Did you open this/these doors?
6. _____ Did you open this/these window?
7. _____ What is the meaning of this/these letters?
8. _____ Will you carry this/these books for me?
9. _____ This/These pans are hot!
10. _____ Do you think this/these light is too bright?
11. _____ Are this/these boots yours?
12. _____ Do you like this/these rainy weather?



Name _____

Double Negatives

Only use one **negative word** in a sentence. **Not, no, never, and none** are some negative words.

Examples:

Incorrect: No one nowhere was sad when it started to snow.

Correct: No one anywhere was sad when it started to snow.

Directions: Circle the word in parentheses that makes each sentence correct.

1. There wasn't (no, any) snow on our grass this morning.
2. I couldn't find (no one, anyone) who wanted to build a snowman.
3. We couldn't believe that (no one, anyone) wanted to stay inside.
4. We shouldn't ask (anyone, no one) to go ice skating with us.
5. None of the students could think of (nothing, anything) to do at recess except to play in the new-fallen snow.
6. No one (never, ever) thinks it is a waste of time to go ice skating on the pond.

Directions: Write the correct word on each line to replace the negative word in parentheses.

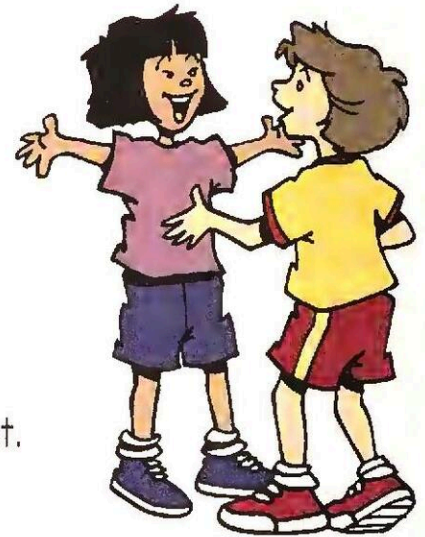
1. You shouldn't (never) _____ play catch with a snowball unless you want to be covered in snow.
2. Isn't (no one) _____ else going to eat icicles?
3. There wasn't (nothing) _____ wrong with using fresh snow to make our fruit drinks.
4. The snowman outside isn't (nowhere) _____ as large as the statue in front of our school.
5. Falling snow isn't (no) _____ fun if you cannot go out and play in it.

Name _____

Word Usage Review

Directions: Finish each sentence by writing the correct word in the blank.

1. _____ You have a good/well attitude.
2. _____ The teacher was not feeling good/well.
3. _____ She sang extremely good/well.
4. _____ Everyone said Josh was a good/well boy.
5. _____ Your/You're going to be sorry for that!
6. _____ Tell her your/you're serious.
7. _____ Your/You're report was wonderful!
8. _____ Your/You're the best person for the job.
9. _____ Do you think its/it's going to have babies?
10. _____ Its/It's back paw had a thorn in it.
11. _____ Its/It's fun to make new friends.
12. _____ Is its/it's mother always nearby?
13. _____ How can/may I help you?
14. _____ You can/may come in now.
15. _____ Can/May you lift this for me?
16. _____ She can/may sing soprano.
17. _____ I will wait for you to sit/set down first.
18. _____ We sit/set our dirty boots outside.
19. _____ It is they're/their/there turn to choose.
20. _____ They're/Their/There is your answer!
21. _____ They say they're/their/there coming.
22. _____ I must have this/these one!
23. _____ I saw this/these gloves at the store.
24. _____ He said this/these were his.



Name _____

Proofreading

Directions: Proofread the sentences. Write **C** if the sentence has no errors. Write **X** if the sentence contains errors.

Example: C The new Ship Wreck Museum in Key West is exciting!

1. ___ Another thing I liked was the lighthouse.
2. ___ Do you remember Hemingways address in Key West?
3. ___ The Key West Cemetery is on 21 acres of ground.
4. ___ Ponce de leon discovered Key West Florida.
5. ___ The cemetery in key west is on francis street.
6. ___ My favorete tombstone was the sailor's.
7. ___ His wife wrote the words.
8. ___ The words said, at least I know where to find him now!
9. ___ The sailor must have been away at sea.
10. ___ The trolley ride around Key West isnt boring.
11. ___ Do you why it is called Key West?
12. ___ Can you imagine a lighthouse in the middle of your town?
13. ___ It is interesting that Key West is the more southern city.
14. ___ Besides Harry Truman and Hemingway did other famous people live there?



Name _____

Articles

A, an, and the are special words called **articles**. **A** and **an** are used to introduce singular nouns. Use **a** when the next word begins with a consonant sound. Use **an** when the next word begins with a vowel sound.

Examples: **a** chair **an** antelope

The is used to introduce both singular and plural nouns.

Examples: **the** beaver **the** flowers



Directions: Underline the correct article for each word.

- | | |
|---------------------------|---------------------------|
| 1. (the, an) field | 16. (a, an) glove |
| 2. (a, an) award | 17. (the, an) net |
| 3. (an, the) ball | 18. (a, the) skates |
| 4. (a, the) wheels | 19. (a, the) tennis shoes |
| 5. (a, an) inning | 20. (a, an) touchdown |
| 6. (an, the) sticks | 21. (a, the) ice |
| 7. (the, a) goalposts | 22. (a, an) wave |
| 8. (a, an) obstacle | 23. (the, an) skateboard |
| 9. (a, an) umpire | 24. (a, the) water |
| 10. (an, the) quarterback | 25. (the, a) goggles |
| 11. (a, the) outfield | 26. (an, the) scoreboard |
| 12. (the, an) surfboard | 27. (a, the) spectators |
| 13. (an, the) team | 28. (the, an) uneven bars |
| 14. (an, the) shin guards | 29. (a, the) hurdles |
| 15. (a, an) helmet | 30. (a, an) time-out |

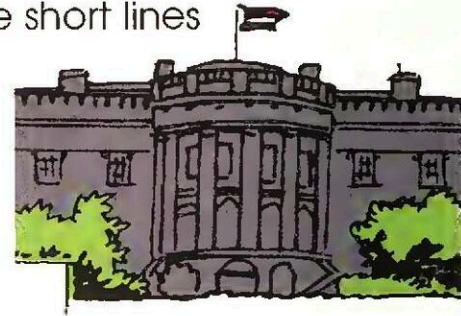
Proofreading: Capitalization

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed.

To show where a capital letter should be, write three short lines below the letter that needs to be capitalized.

Example: the mosleys took a trip to maryland.

Directions: Read the paragraph below. Write three short lines under letters that should be capitalized.



_____ the white house was the first official building
_____ in washington, d.c. construction began on october
_____ 13, 1792. it is located at 1600 pennsylvania
_____ avenue in washington, d.c. it is the home of the
_____ president of the united states. the president and
_____ his family live in one section of the house. every
_____ american president except george washington
_____ has lived in the white house. the other section is
_____ used for the president's office. the white house is
_____ a beautiful building.

Name _____

Proofreading: Inserting Words and Punctuation

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed. Show where a punctuation mark or word is needed by using a carat (^).

Example: Mary Jo, Patty and Serena splashed in the lake.

Directions: Use the proofreading mark to insert punctuation marks where they are needed in the paragraph and letter below.

"A picnic at the lake is a wonderful idea" exclaimed Mary Jo "I will bring cherry pie ham sandwiches and potato chips"



Patty replied "Great I will bring a blanket an umbrella and lemonade"

Can I come" Serena asked "I could bring toys and games"
"Sure you can come" Patty said "We will have lots of fun"

1543 Treetop Lane
Forrester Illinois 56284
July 23 2002

Dear Mary Jo

Thank you for inviting me to the picnic at the lake It was really fun I enjoyed splashing in the lake and riding in the boat Your ham sandwiches tasted terrific I hope we can go to the lake again

Your friend

Serena

Proofreading

Proofreading means searching for and correcting errors by carefully reading and rereading what has been written. Use the proofreading marks below when correcting someone's writing, including your own.

To insert a word or a punctuation mark that has been left out, use a carat (^).

Example: ^{went}
We ^ to the dance together.



To show that a letter should be capitalized, put three lines under it.

Example: Mrs. jones drove us to school.

To show that a capital letter should be lower case, draw a diagonal line through it.

Example: Mrs. Jones ~~J~~rove us to school.

To show that a word is spelled incorrectly, draw a horizontal line through it and write the correct spelling above it.

Example: The ^{walrus}~~wolves~~ is an amazing animal.



Directions: Proofread the two paragraphs below using proofreading marks.

The Modern ark

My book report is on the modern ark by Cecilia Fitzsimmons. The book tells about 80 of worlds endangered animals. The book also an ark and animals inside for kids put together.

Their House

there house is a Great book! The arthur's name is Mary Towne. they're house tells about a girl name Molly. Molly's Family bys an old house from some people named warren. Then there big problems begin!

Name _____

Proofreading

Proofreading marks help us to revise our writing. These marks show where changes should be made.

- ¶ Indent a paragraph
- ^ Insert something
- ~ Take something out
- ≡ Capitalize
- / Make lowercase



Directions: Edit the paragraph below. Use proofreading marks.

Margaret Thatcher was the first female prime minister in Great Britain. A prime minister is like a president. Mrs. Thatcher was born in a town called grantham in 1925. She went to school at the University of oxford. She became chemist Later, she married a man named denis. After passing the bar examination, She became a tax lawyer. Mrs. Thatcher got involved in politics in 1959. She became the prime minister of Great Britain in 1979.

Proofreading practice

Proofreading

Directions: Proofread the paragraphs using proofreading marks. There are seven capitalization errors, three missing words, and eleven errors in spelling or word usage.

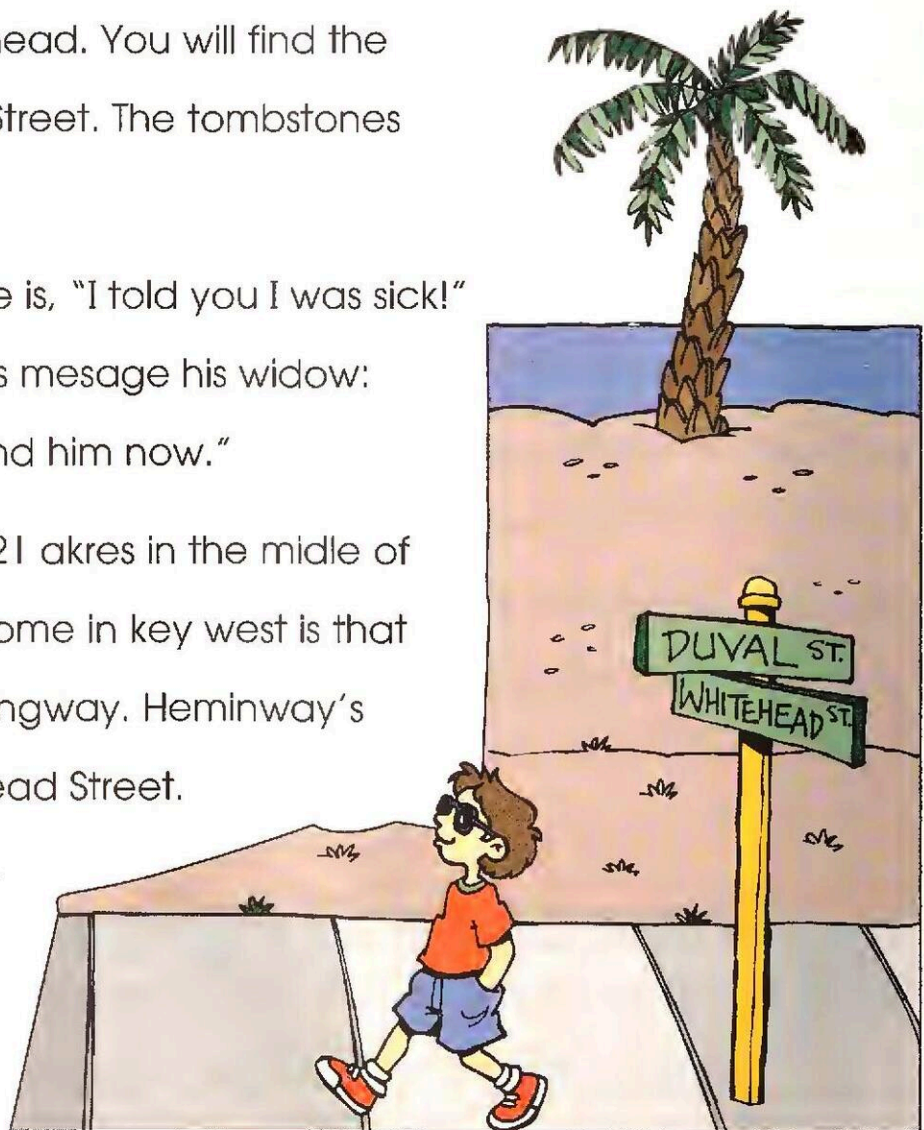
Key West



key West has been tropical paradise ever since Ponce de Leon first saw the set of islands called the keys in 1513. Two famous streets in Key West are named duval and whitehead. You will find the city semetry on Francis Street. The tombstones are funny!

The message on one is, "I told you I was sick!" On sailor's tombston is this mesage his widow: "At lease I no where to find him now."

The cemetery is on 21 akres in the midle of town. The most famous home in key west is that of the authur Ernest Hemingway. Heminway's home was at 907 whitehead Street. He lived their for 30 years.



Name _____

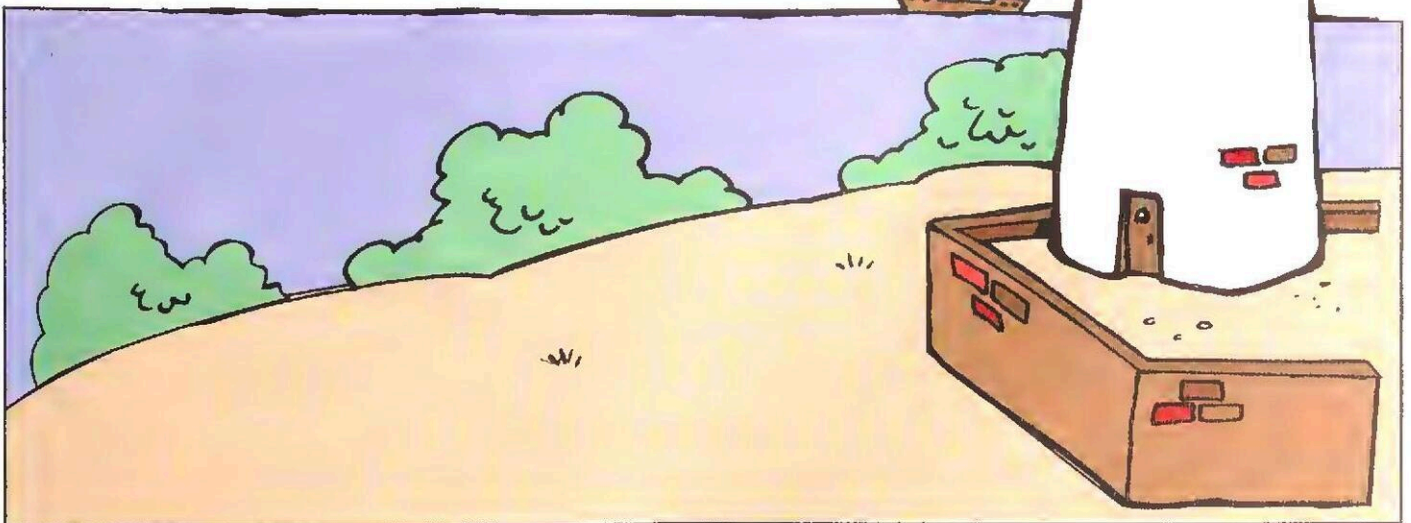
Proofreading

Directions: Proofread and correct the errors in the description below. There are eight errors in capitalization, seven misspelled words, a missing comma, and three missing words.

More About Key West

a good way to lern more about key West is to ride the trolley. Key West has a great trolley system. The trolley will take on a tour of the salt ponds. You can also three red brick forts. The trolley tour goes by a 110-foot-high lighthouse. It is rite in the middle of the city. Key west is the only city with a Lighthouse in the midle of it! It is also the southernmost city in the United States.

If you have time, the new Ship Wreck Museum. Key west was also the hom of former president Harry truman. During his presidency, Trueman spent many vacations on key west.



Name _____

Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. It begins with a **topic sentence**. **Supporting sentences** tell more about the topic. The paragraph ends with a **concluding sentence**.

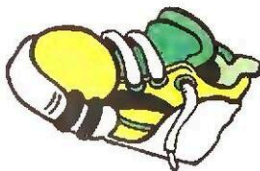
Example: Topic Sentence: States the main idea.

Supporting Sentences: Give more detail about the main idea.

Concluding Sentence: Rephrases the topic sentence and summarizes the main idea.

Directions: Underline the topic sentence in this paragraph. Number each of the supporting sentences. Circle the concluding sentence.

My dog is the smartest dog in the world. Her name is Lulu. She can fetch the newspaper when Dad asks her to. When Mom is sad, Lulu cheers her up by licking her face. I really like it when Lulu helps me find my lost tennis shoe. Lulu is the best dog!



Name _____

Paragraphs

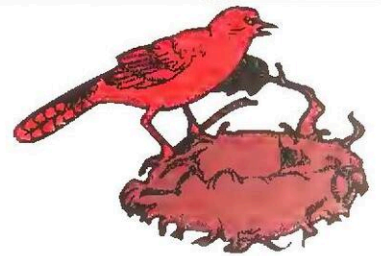
A **paragraph** is a group of sentences that tell about one main idea. The **topic sentence** tells the main idea of the paragraph. The **supporting sentences** tell more about the main idea. The **concluding sentence** rephrases the main idea or connects it to the next paragraph.

Directions: Write a concluding sentence for each paragraph.

1. It looks like rain. Heavy gray clouds are collecting in the sky. The icy wind is blowing through my sweater. Drops splatter the sidewalk and my glasses.

2. The flowers bloom in brilliant colors. Daffodils smile with their yellow faces. Purple irises complement the pink tulips. Many people cut the white daisies to put in vases.

3. Birds build nests to prepare a home for their eggs. First, they find a safe place for a nest. Then, they collect twigs, branches, and leaves. Finally, the birds arrange the nest.



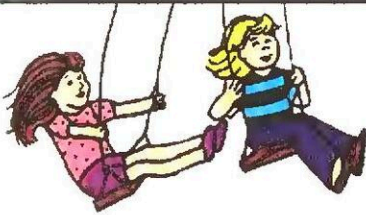
Name _____

Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. It begins with a topic sentence. The **topic sentence** tells the main idea of the paragraph. The rest of the paragraph relates to the main idea.

Directions: Write a topic sentence for each paragraph.

_____ First, I put on my helmet. Next, I practiced balancing on the bike. My mom gave me a little push, and I was on my way. I pedaled as fast as I could. I steered carefully. I was riding by myself!



_____ We go outside and eat our snacks. When the teacher excuses us, we race out to the field. Some kids play on the jungle gym and others swing on the swing set. A game of soccer is organized. Everyone has fun at recess.

_____ We use computers to help us write reports. We use them to surf the web and learn new things. Computers ring up our purchases at the store. They can even make phone calls for us. The computer is a wonderful invention.

_____ He spills milk on the table at snack time. He talks when the teacher is talking and gets sent to the principal's office. He fools around in line for the bus. Bradley Johnson is always in trouble.

Name _____

Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. The **topic sentence** tells the main idea of the paragraph. The **supporting sentences** tell more about the main idea.

Directions: Write three supporting sentences for each topic sentence.

Police officers are very helpful.

I was really scared during the thunderstorm.



My favorite amusement park ride is the bumper cars.

Saturday is the best day of the week.

THE COMPLETE BOOK OF
GRAMMAR AND
PUNCTUATION
Grades 3-4



 School Specialty
Publishing

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Name _____

Articles

A, an, and the are words called **articles**. **A** and **an** refer to any one thing. Use **a** before a word that starts with a consonant sound. Use **an** before a word that starts with a vowel sound or a silent h. **The** refers to a specific thing.

Examples: Every duck in **the** pond wanted **a** bath.
It was **an** easy thing to do in **an** hour.

Directions: Complete the story below by filling in the articles **a, an, or the**.

____ park on Saturday was full of animals. ____ ant was nibbling on my sandwich before I could get it in my mouth! ____ deer was behind ____ fence watching all ____ animals and people. ____ children were running and leaping through ____ grass, chasing ____ chipmunk. ____ park ranger made sure ____ picnic area was kept clean. When I looked down by my feet, I spotted ____ apple slice there. It wasn't there for long, though. Before I could pick it up, ____ squirrel snatched it and ran away! ____ sun was peeking through ____ thick-leaved trees and casting just enough warmth for ____ turtle who was wading in ____ pond. Even though I was only at ____ park for ____ hour, it was my most exciting visit ever.

Directions: Write the article **a** or **an** before each animal listed below.

_____ hippopotamus	_____ flamingo	_____ emperor penguin
_____ cockatoo	_____ California condor	_____ sloth
_____ chameleon	_____ robin	_____ sailfish
_____ falcon	_____ beetle	_____ blue macaw
_____ giraffe	_____ flying squirrel	_____ anteater
_____ starfish	_____ owl	_____ eel
_____ elephant	_____ albatross	_____ shark

Name _____

Write Your Own Paragraph

My Topic:

Topic sentence

Supporting Sentence 1

Supporting Sentence 2

Supporting Sentence 3

Concluding Sentence



Name _____

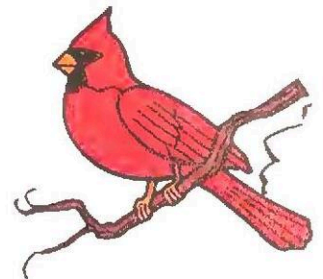
Proofreading: Paragraphs

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed. Use this symbol (¶) to show where a new paragraph should begin.

A **paragraph** is a group of sentences that tell about one main idea. It begins with a topic sentence. Supporting sentences tell more about the topic. The paragraph ends with a concluding sentence.

Directions: Insert a proofreading mark (¶) where each new paragraph should begin in the report below.

Birds are unique animals. Birds hatch out of eggs, and many are born without feathers. Birds have bills instead of mouths, but they do not have teeth. They can cool their bodies while flying through the air or panting at rest. These features make birds special animals. There are different kinds of birds. Ostrich are the largest birds. They can be almost 8 feet tall. Bee hummingbirds are the smallest birds and are no more than 2½ inches tall. Hummingbirds are the only birds that are capable of flying backward. Penguins use their wings as oars when swimming through water. Woodpeckers drum on trees to create nesting holes and to communicate with other woodpeckers. Bird feathers have many different uses. The bright colors can attract mates or scare away other birds. Feathers can act as camouflage to protect birds. They help protect birds from cold weather. They are water-repellent on swimming birds. Feathers are important to birds' survival.



Proofreading Checklists

Use these checklists when editing your own or someone else's writing.

Mechanics Checklist

Name _____

- ___ Every sentence begins with a capital letter and ends with the correct punctuation mark.
- ___ Commas are in the right places.
- ___ Words that need capital letters begin with capital letters.
- ___ All words are spelled correctly.
- ___ Each sentence is one complete thought.
- ___ There are no fragments or run-ons.
- ___ The beginning of each paragraph is indented.

Checked by _____

Style Checklist

Name _____

- ___ Verbs are interesting and exciting.
- ___ Adjectives describe with detail. No boring words are used.
- ___ Sentences show, not tell.
- ___ Story has a beginning, a middle, and an end.
- ___ Paragraphs have a topic sentence, supporting sentences, and a concluding sentence.
- ___ Each sentence does not begin with the same word.

Checked by _____

Glossary

Abbreviations: A shortened form of a word. Most abbreviations begin with a capital letter and end with with a period. Example: **Doctor = Dr.**

Adjectives: Words that tell more about a person, place, or thing. Example: **sad.**

Adverbs: Words that describe verbs. Adverbs tell where, how, or when. Examples: **quickly, now.**

Apostrophes: Punctuation that is used with contractions in place of the missing letter or used to show ownership. Examples: **don't, Susan's.**

Articles: Small words that help us better understand nouns. Examples: **a, an.**

Capitalization: Letters that are used at the beginning of names of people, places, days, months, and holidays. Capital letters are also used at the beginning of sentences.

Commas: Punctuation marks that are used to separate words or phrases. They are also used to separate dates from years, cities from states, etc.

Common Nouns: Nouns that name any member of a group of people, any place, or any thing, rather than a specific person, place, or thing. Example: **person.**

Compound Predicates: Two or more verbs that have the same subject.

Compound Sentences: Two complete ideas that are joined together into one sentence by a **conjunction**, such as **and, but, or, so**, etc.

Compound Subjects: Two or more nouns that have the same predicate.

Concluding Sentences: Sentences at the end of paragraphs that tie the story together.

Contractions: A short way to write two words together. Example: **it is = it's.**

Exclamations: Sentences that express strong feelings. Exclamations often end with an exclamation point. These sentences can be short or long and can be a command. Example: **Look at that!**

Future-Tense Verbs: A verb that tells about something that has not happened yet but will happen in the future. **Will** or **shall** are usually used with future tense. Example: We **will eat** soon.

Helping Verbs: A word used with an action verb. Example: They **are** helping.

Homophones: Words that sound the same but are spelled differently and mean different things. Example: **blue** and **blew**.

Irregular verbs: Verbs that do not change from the present tense to the past tense in the regular way with **d** or **ed**. Example: **run, ran**.

Linking Verbs: Verbs that connect the noun to a descriptive word. Linking verbs are always a form of "to be." Example: I **am** tired.

Nouns: Words that name a person, place, or thing.

Paragraph: A group of sentences that all tell about the same thing.

Past-Tense Verbs: A verb that tells about something that has already happened. A **d** or **ed** is usually added to the end of the word. Example: **walked**.

Plural Nouns: Nouns that name more than one person, place, or thing.

Possessive Nouns: Nouns that tell who or what is the owner of something. Example: the **dog's** ball.

Possessive Pronouns: Pronouns that show ownership. Example: **his** dish.

Predicates: The verb in the sentence that tells the main action. It tells what the subject is doing, had done, or will do.

Prepositions: Words that show the relationship between a noun or pronoun and another word in the sentence. Example: The boy is **behind** the chair.

Present-Tense Verbs: A verb that tells about something that is happening now, happens often, or is about to happen. An **s** or **ing** is usually added to the verb. Examples: **sings, singing**.

Pronouns: Words that can be used in place of nouns. Example: **It**.

Proper Nouns: Names of specific people, places, or things. Example: **Iowa**.

Questions: Sentences that ask. They begin with a capital letter and end with a question mark.

Quotation Marks: Punctuation marks that tell what is said by a person. Quotation marks go before and after a direct quote. Example: She said, "Here I am!"

Sentences: Sentences tell a complete idea with a noun and a verb. They begin with a capital letter and have end punctuation (a period, question mark, or exclamation point).

Supporting Sentences: Sentences that support the topic sentence in a paragraph.

Nouns

A noun names a person, place, or thing.

Examples:
person — sister, uncle, boy, woman
place — building, city, park, street
thing — workbook, cat, candle, bed

Directions: Circle the nouns in each sentence.
Example: The dog ran into the street.

- Please take this book to the librarian.
- The red apples are in the kitchen.
- That scarf belongs to the bus driver.
- Get some blue paper from the office to make a card.
- Look at the parachute.
- Autumn leaves are beautiful.
- The car roared loudly at the visitors.

Directions: Write each noun you circled in the correct group.

People	Places	Things	
librarian	street	dog	paper
driver	kitchen	book	card
visitors	office	apples	parachute
		scarf	leaves
		car	lion

Page 6

Nouns

Directions: Write nouns that name people.

- Could you please give this report to my _____?
- The _____ works many long hours to plant crops.
- I had to help my little _____ when he wrecked his bike yesterday.

Directions: Write nouns that name places.

- I always keep my library books on top of the _____ so I _____.
- We _____.
- Dad built a nice fire in the _____ to keep us warm.

Directions: Write nouns that name things.

- The little _____ curved softly as I held it.
- Wouldn't you think a _____ would get tired of carrying its house around all day?
- The _____ scurried into its hole with the piece of cheese.
- I can tell by the writing that this _____ is mine.
- Look at the _____ I made in art class.
- His _____ blew away because of the strong wind.

ANSWERS WILL VARY

Page 7

Nouns

A noun is a word that names a person, place, or thing.

Examples: **person** — chef, postman, florist
place — meadow, beach, island
thing — bowl, doorknob, jacket

Directions: Read the story below and circle all the nouns.

There is a magical char who lives on a small, windy island off the coast of reland. His name is Happy O'Reilly. People travel from all over the world to see Happy. He has jolly red cheeks, twinkling blue eyes, and a smile for everybody.

He lives by himself in a small, stone cottage that has a giant stone fireplace right in the middle. In that magical fireplace, he makes his potato creaks and vegetable beef stew that will cure any sickness. In the summertime, he makes his apple cobbler dessert that will keep a smile on your face for an entire year. Go visit Happy O'Reilly if you can find him!

Page 8

Idea Nouns

Nouns can also name ideas. **Idea nouns** are things we cannot see or touch, such as bravery, beauty, or honesty.

Directions: Underline the "idea" nouns in each sentence.

- Respect is something that you must learn.
- Truth and justice are two things that people value.
- The beauty of the flower garden was breathtaking.
- You must learn new skills in order to master new things.
- His courage impressed everyone.
- She finds peace out in the woods.
- Their friendship was amazing.
- The man's honesty in the face of such hardship was refreshing.
- The dog showed its loyalty toward its owner.
- Trouble is brewing.
- The policeman's kindness calmed the scared child.
- The boy had a fear of the dark.

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Common Nouns

Common nouns are nouns that name any member of a group of people, any place, or any thing instead of a specific person, place, or thing.

Directions: Read the sentences below. Write the common noun found in each sentence.

Example: _____ socks. My socks do not match.

- _____ bird. The bird could not fly.
- _____ jolly beans. Ben likes to eat jolly beans.
- _____ store. Jill is going to the store.
- _____ lake. We will go swimming in the lake tomorrow.
- _____ saws. I hope the flowers will grow quickly.
- _____ eggs. We colored eggs together.
- _____ bicycle. It is easy to ride a bicycle.
- _____ tree. Cousin Ed is taller than a tree!
- _____ boat. Ted and Jane went fishing in their boat.
- _____ prize. They won a prize yesterday.
- _____ ankle. She fell down and twisted her ankle.
- _____ hospital. My brother was born in a hospital.
- _____ slide. She went down the slide.
- _____ doctor. Ray went to the doctor today.

Page 10

Proper Nouns

Proper nouns are names of specific people, places, or things. A proper noun begins with a capital letter.

Directions: Read the sentences below. Circle the proper nouns in each sentence.

Example: Aunt Frances gave me a puppy for my birthday.

- We lived on Cackson Street before we moved to our new house.
- Angela's birthday party is tomorrow night.
- We drove through Chayenne, Wyoming on our way home.
- Dr. Charlie always gives me a treat for not crying.
- George Washington was our first president.
- Our class took a field trip to the Johnson Flower Farm.
- Uncle Jack lives in New York City.
- Amy and Elizabeth are best friends.
- We buy doughnuts at the Grayson Bakery.
- My favorite movie is IT.
- We flew to Miami, Florida in a plane.
- We go to the Great American Ballpark to watch the baseball games.
- Mr. Ratzel is a wonderful music teacher.
- My best friend is Tom Dunlop.

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Proper Nouns

Directions: Write about you! Write a proper noun for each category below. Capitalize the first letter of each proper noun.

ANSWERS WILL VARY

- Your first name: _____
- Your last name: _____
- Your street: _____
- Your city: _____
- Your state: _____
- Your school: _____
- Your best friend's name: _____
- Your teacher: _____
- Your favorite book character: _____
- Your favorite vacation place: _____



Page 12

Common and Proper Nouns

A **common noun** does not begin with a capital letter unless it is the first word in a sentence. A **common noun** names any person, place, or thing.

Examples: skater, ice

A **proper noun** begins with a capital letter. A **proper noun** names a specific person, place, or thing.

Examples: Peggy Fleming, Michelle Kwan

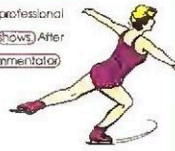
Directions: Read the story. Circle each common noun and underline each proper noun.

Peggy Fleming

Peggy Fleming is a famous skater. She was born in California and began skating when she was nine years old. She won many ice skating competitions as a child. In 1964, Peggy competed in the Winter Olympics in Austria. She came in sixth place.

Peggy took ballet classes to become a better skater. This helped her win a gold medal in the 1968 Winter Olympics in France.

After the Olympics, Peggy became a professional skater and toured the country doing ice shows. After her skating career, Peggy became a commentator for television.



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Common and Proper Nouns

Common nouns are nouns that name any person, place, or thing. **Proper nouns** are nouns that name specific people, places, or things. A proper noun always starts with a capital letter.

Examples: **common:** boy
proper: Robert

Directions: Underline the common nouns and circle the proper nouns in the story below.

Crafty Critics Give Police the Slip

When the Gambel Brothers' Circus passed the town library, Jeremiah Clark blew his trumpet loudly. The police scared five the elephant, Harriet, the hyena, and Grumbles the tiger. A stampede followed.

An emergency police call from Captain Courageous went out over the radio and television: "Emergency! Alert! Everyone should be on the lookout for the circus animals that have escaped from the Gambel Brothers' Circus."

Thankfully, the police were able to capture all the circus animals and no one was injured. Jeremy Clark will spend the week cleaning the cages of the animals that he scared.



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Singular and Plural Nouns

A **noun** names a person, place, or thing.

A **singular noun** names one person, place, or thing.

A **plural noun** names more than one person, place, or thing.

Add **s** to change most singular nouns to plural nouns.

Example: dog = dogs

Add **es** to singular nouns that end in **st**, **ch**, **s**, **x**, or **z** to make them plural.

Example: wish = wishes

Directions: Circle the correct spelling of the plural noun.

- | | | |
|----------------|---------------|--------------|
| 1. elephant | (elephants) | elephantes |
| 2. box | (boxes) | boxs |
| 3. drum | (drums) | (drum)s |
| 4. clown | (clowns) | (clow)n |
| 5. swing | (swings) | swinges |
| 6. horse | (horses) | horsees |
| 7. tent | (tents) | (tent)s |
| 8. ticket | (tickets) | ticketes |
| 9. costume | (costumes) | costumees |
| 10. bicycle | (bicycles) | bicyclees |
| 11. fish | (fishes) | (fish)es |
| 12. announcer | (announcers) | announceres |
| 13. trampoline | (trampolines) | trampolinées |
| 14. punch | (punches) | punchs |
| 15. cannon | (cannons) | (cannon)s |



Page 15

Singular and Plural Nouns

A **singular noun** names one person, place, or thing.

Example: The class went on a field trip to the forest.

A **plural noun** names more than one person, place, or thing.

Example: The classes went on field trips to the forests.

Directions: Draw one line under each singular noun. Draw two lines under each plural noun.

- One girl saw three foxes run across the field.
- Squirrels were running up and down the sides of the trees.
- A bunny scurried under a bush.
- As the child watched, some bluebirds flew overhead.
- Pictures in books helped the students identify many animals.



Directions: Write a sentence for each of these singular or plural nouns.

- (apples) _____
- (town) _____
- (trees) _____
- (boys) _____
- (girls) _____
- (cake) _____

ANSWERS WILL VARY

Page 16

Plural Nouns

A **plural form** of most nouns is formed by adding the letter **s**. Some plural nouns are formed by:

- adding **s** to nouns ending in a **vowel** and a **y**,
- adding **es** to nouns ending in **s**, **x**, **z**, **ch**, and **sh**,
- changing **y** to an **i** and adding **es** if the noun ends with a consonant and a **y**.

Examples: boy = boys
fox = foxes
family = families

Directions: Write the plural form above each underlined noun.

- Aunt Betty took the boxes of gold fruit and carefully put them in the boys girl's box for the boy and girl.
- Aunt Betty wrapped the box of toy with bow and ribbon.
- On one of the boxes, Aunt Betty drew some red foxes.
- On the box for the babies, Aunt Betty put pink and blue ribbons.
- In the box with the girls, she put lots and lots of issues.
- In one of the boxes she put watercolor paint and paintbrushes.
- Then, in each of the picnic baskets, she packed four peanut butter and jelly sandwiches.
- She also packed several books and two small peaches.

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Plural Nouns

Directions: Write the plural of each noun to complete the sentences below. Remember to change the **y** to **ie** before you add **s**.

- I am going to two birthday parties this week.
(party)
- Sandy picked some cherries for Mom's pie.
(cherry)
- At the store, we saw lots of bunnies.
(bunny)
- My change at the candy store was three pennies.
(penny)
- All the ladies baked cookies for the bake sale.
(lady)
- Thanksgiving is a special time for families to gather together.
(family)
- Boston and New York are very large cities.
(city)



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Plural Nouns

To make plural nouns:

Add **s** to a singular noun ending in a vowel and an **n**.

Example: rodeo = rodeos

Add **es** to a singular noun ending in a consonant and an **o**.

Example: tomato = tomatoes

Change the **f** to **v** and add **es** to a singular noun ending in **f**.

Example: leaf = leaves

Directions: Circle the correct plural form of each noun.

- potato (potatoes) potatoes potatose
- half (halves) halves halvs
- mosquito (mosquitoes) mosquitos mosquitos
- hero (heroes) heroos heroes
- leaf (leaves) leafs leafes
- zero (zeros) zeros zeroz
- coil (coils) coils coilz
- leaf (leaves) leafs leafes
- shelf (shelves) shelves shalves
- hoof (hooves) hoofs hoofes

Page 19

Plural Nouns

Some words have special plural forms.

Example: leaf = leaves

Directions: Some of the words in the Word Bank are special plurals. Finish each sentence with a plural noun from the Word Bank. Then, write the letters from the boxes in the blanks at the bottom to solve the puzzle.

Word Bank			
tooth	teeth	mouse	micse
child	children	woman	women
foot	feet	man	men

- I lost my two front teeth.
- My sister has two pet cats.
- Her favorite book is Little Women.
- The circus clown had big feet.
- The teacher played a game with the children.

Take good care of this peary puzzle!

t e e f h
1 2 3 4 5

Page 20

Collective Nouns

Collective nouns are used to represent a group. They are used with a singular verb.

Example: The **mob** of children was excited for the parade to start.

Directions: First, underline the collective noun in each sentence. Then, circle the singular verb that goes with each collective noun.

- The crowd of people was scared by Aunt Betty's monster truck.
- The army wear blue uniforms in the parade.
- The scout troop throw candy to the children.
- The football team march behind the scout troop.
- The largest group in the parade is the high school marching band.
- The parade committee ride on a float covered with yellow daisies.
- The public follow the last float to the community park.
- The school has a picnic for everyone in the parade.
- The school choir sings several songs for the people.



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Singular Possessive Nouns

A **singular possessive noun** shows ownership. To form a singular possessive noun, add an **apostrophe** and the letter **s** to the end of a singular noun.

Example: Susan Moore's lunchbox
Tony's baseball

Directions: Read Mrs. Goldfinger's will. Write the correct possessive noun above each sentence that uses a phrase like **belongs to**.

Example: Mrs. Goldfinger's last will and testament.
-Last Will and Testament of Mrs. Goldfinger

Being of sound mind,

Aunt Minnie's Antique Chair

I leave the antique chair in my living room, which belonged to my Aunt

Minnie, to the Toon Town Oldies-but-Goodies Museum. I give to Digger J.

Goldfinger my collection of toys that belonged to my mother. The flag

that belonged to my father will go to the school that was my Aunt

Theodora Tuter's. My Aunt's book collection

belonged to my friend Mills Molly's who

belonged to my friend Mills Molly, to my mailman, Lawrence

Letter. Finally, to my nephew, Harry Hoop, I give the owl that

belonged to my Uncle Hugh.

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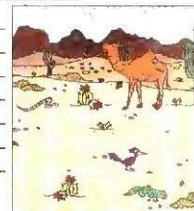
Singular Possessive Nouns

To make a singular noun show **possession** or ownership, add an **apostrophe** and the letter **s**.

Example: Deandre's hiking shoes are muddy.
The tree's limbs are heavy with snow.

Directions: Change each noun to its possessive form.

- snake snake's
- rock rock's
- bird bird's
- lizard lizard's
- plant plant's
- shrub shrub's
- turtle turtle's



Directions: Write a sentence using the possessive form of each word.

Sentences will vary, but check for the following.

- Kelly Kelly's...
- truck truck's...
- insect insect's...
- rope rope's...
- spiker spiker's...

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Plural Possessive Nouns

A plural possessive noun shows that something belongs to more than one person, place, or thing. To make a plural noun possessive, add only an apostrophe after the s or es ending. If the plural does not end in s, add an apostrophe and s ('s).

Examples: the toys of the brothers = the brothers' toys
the shoes of the women = the women's shoes

Directions: Change the words below to show the plural possessive nouns.

the truck belonging to the twins	the bows the girls are wearing
the twins' truck	the girls' bows
the toys of the children	the toys of the writers
the children's toys	the writers' toys
the ties belonging to the men	the lawns of our neighbors
the men's ties	the neighbors' lawns
the books belonging to the teachers	the book projects of all the classes
the teachers' books	the classes' book projects
the flowers belonging to the gardeners	the bones for the dogs
the gardeners' flowers	the dogs' bones

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Plural Possessive Nouns

To make a plural noun that ends with a show possession or ownership, add an apostrophe after the s.

Examples: boys The boys' mother took them to the skate park.

If the plural noun does not end in s, add an apostrophe and the letter s.

Examples: men The men's fitting room is on the left.

Directions: Change each plural noun to its possessive form.

- | | |
|--------------------------------------|----------------------------------|
| 1. cups <u>cups'</u> | 6. children <u>children's</u> |
| 2. hamburgers <u>hamburgers'</u> | 7. parents <u>parents'</u> |
| 3. french fries <u>french fries'</u> | 8. milkshakes <u>milkshakes'</u> |
| 4. workers <u>workers'</u> | 9. sundaes <u>sundaes'</u> |
| 5. straws <u>straws'</u> | 10. fish <u>fishes'</u> |

Directions: Write a sentence using the possessive form of each plural noun.

- Sentences will vary, but check for the following:
- girls girls'
 - women women's
 - hats hats'
 - snacks snacks'
 - yo-yos yo-yos'

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Articles

An article is a word that comes before a noun. A, an, and the are articles. We use a before a word that begins with a consonant. We use an before a word that begins with a vowel.

Example: a peach  an apple 

Directions: Write a or an in the sentences below.

Example: My bike had a flat tire.

- They brought a goat to the farm.
- My mom wears an old pair of shoes to mow the lawn.
- We had a party for my grandfather.
- Everybody had an ice-cream cone after the game.
- We bought a picnic table for our backyard.
- We saw a lion sleeping in the shade.
- It was an evening to be remembered.
- He brought a blanket to the game.
- An exit sign was above the door.
- They went to an orchard to pick apples.
- He ate an orange for lunch.

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Articles

A, an, and the are special words called articles. A and an are used to introduce singular nouns. Use a when the next word begins with a consonant sound. Use an when the next word begins with a vowel sound.

Examples: a chair an antelope

The is used to introduce both singular and plural nouns.

Examples: the beaver the flowers



Directions: Underline the correct article for each word.

- | | |
|----------------------------------|----------------------------------|
| 1. <u>(the, an)</u> field | 16. <u>(a, an)</u> glove |
| 2. <u>(a, an)</u> sword | 17. <u>(the, an)</u> net |
| 3. <u>(an, the)</u> ball | 18. <u>(a, the)</u> skates |
| 4. <u>(a, the)</u> wheels | 19. <u>(a, the)</u> tennis shoes |
| 5. <u>(a, an)</u> lining | 20. <u>(a, an)</u> touchdown |
| 6. <u>(an, the)</u> sticks | 21. <u>(a, the)</u> ice |
| 7. <u>(the, a)</u> goalposts | 22. <u>(a, an)</u> wave |
| 8. <u>(a, an)</u> obstacle | 23. <u>(the, an)</u> skateboard |
| 9. <u>(a, an)</u> umpire | 24. <u>(a, the)</u> water |
| 10. <u>(an, the)</u> quarterback | 25. <u>(the, a)</u> goggles |
| 11. <u>(a, the)</u> outfield | 26. <u>(an, the)</u> scoreboard |
| 12. <u>(the, an)</u> surfboard | 27. <u>(a, the)</u> spectators |
| 13. <u>(an, the)</u> team | 28. <u>(the, an)</u> uneven bars |
| 14. <u>(an, the)</u> shin guards | 29. <u>(a, the)</u> hurdles |
| 15. <u>(a, an)</u> helmet | 30. <u>(a, an)</u> time-out |

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Articles

A, an, and the are words called articles. A and an refer to any one thing. Use a before a word that starts with a consonant sound. Use an before a word that starts with a vowel sound or a silent h. The refers to a specific thing.

Examples: Every duck in the pond wanted a bath.
It was an easy thing to do in an hour.

Directions: Complete the story below by filling in the articles a, an, or the.

The park on Saturday was full of animals. An ant was nibbling on my sandwich before I could get it in my mouth. A deer was behind the fence watching all the animals and people. The children were running and leaping through the grass, chasing a chipmunk. A park ranger made sure the picnic area was kept clean. When I looked down by my feet, I spotted an apple slice there. It wasn't there for long, though. Before I could pick it up, a squirrel snatched it and ran away! The sun was peeking through the thick-leaved trees and casting just enough warmth for a turtle that was wading in a pond. Even though I was only at the park for an hour, it was my most exciting visit ever.

Directions: Write the article a or an before each animal listed below.

- | | | |
|-----------------------|----------------------------|---------------------------|
| <u>a</u> hippopotamus | <u>a</u> flamingo | <u>an</u> emperor penguin |
| <u>a</u> cockatoo | <u>a</u> California condor | <u>a</u> sloth |
| <u>a</u> chameleon | <u>a</u> robin | <u>a</u> sailfish |
| <u>a</u> falcon | <u>a</u> beetle | <u>a</u> blue macaw |
| <u>a</u> glaffe | <u>a</u> flying squirrel | <u>an</u> anteater |
| <u>a</u> starfish | <u>an</u> owl | <u>an</u> eel |
| <u>an</u> elephant | <u>an</u> albatross | <u>a</u> shark |

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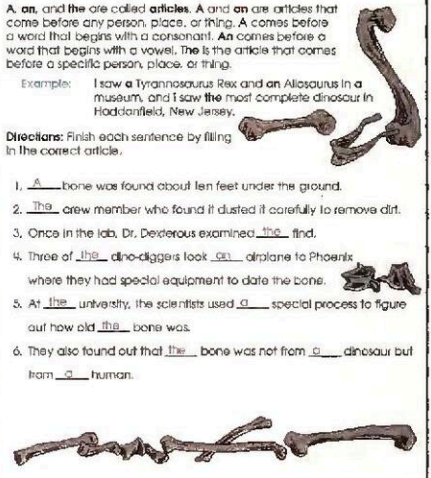
Articles

A, an, and the are called articles. A and an are articles that come before any person, place, or thing. A comes before a word that begins with a consonant. An comes before a word that begins with a vowel. The is the article that comes before a specific person, place, or thing.

Example: I saw a Tyrannosaurus Rex and an Allosaurus in a museum, and I saw the most complete dinosaur in Haddonfield, New Jersey.

Directions: Finish each sentence by filling in the correct article.

- A bone was found about ten feet under the ground.
- The crew member who found it dusted it carefully to remove dirt.
- Once in the lab, Dr. Dexterous examined the find.
- Three of the dino-diggers look an airplane to Phoenix where they had special equipment to date the bone.
- At the university, the scientists used a special process to figure out how old the bone was.
- They also found out that the bone was not from a dinosaur but from a human.



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Action Words – Verbs

A **verb** is a word that tells what is happening in a sentence.

answers	play	studies	robs
reads	eats	yells	hugs
dances	swims	chats	

Directions: Write each verb from the Word Bank in the correct blank.

Sara has a busy day at school.
First, she answers the teacher's question, and then she studies for her spelling test. At 11:30 a.m., she eats her lunch and chats with her friends.



On the playground at recess, the kids race each other and yell at the top of their lungs! Sara likes to read quietly or play checkers instead!

Directions: Choose three of your favorite action words from the Word Bank. Then write one or two sentences using all three words.

ANSWERS WILL VARY

Action Verbs

Action verbs show some kind of action. We use them to show what someone or something does, did, or will do.

Example: We **hike** down the trail.

Directions: Underline the action verbs in each rule.

Hiking Rules

1. You should walk, not run, on the trails.
2. Throw away your trash.
3. Do not drop or throw rocks into the canyon.
4. When you hike down to the bottom, you may camp only in the campground.
5. You may build fires only in marked areas.
6. Store your food in a nearby tree.
7. Be polite to other hikers. Stop to let them pass you.
8. On hot days, take plenty of water and wear a hat.



Action Verbs

Verbs are action words. They tell what is happening in a sentence. Some verbs are boring and used too often. You can make your writing clearer and more exciting by changing some verbs.

Examples: Barbara **put** peanut butter on her bread.
Barbara **slathered** peanut butter on her bread.

Directions: Change the underlined word in each sentence to a verb from the Word Bank to make the sentence more exciting.

thundered	stroked	Word Bank	exploded	scurried	splashed
danced	grumbled	pitched	cried	hopped	
cleared	gathered	rescued	called	shooked	

1. _____ Dad drove the car toward the beach.
2. _____ The seagulls plunged at the edge of the water.
3. _____ Waves crashed against the shore.
4. _____ _____ gathered seashells at the seashore.
5. _____ "What's that?" Petra said.
6. _____ "It's a sand crab," Bobby said.
7. _____ The sand crabs went away when he lifted the rock.
8. _____ Sam ran across the hot sand.
9. _____ Jessica swam in the surf.
10. _____ The beach ball went through the air.

ANSWERS WILL VARY

Action Verbs

Action verbs tell what the subject of the sentence is doing.

Examples: run, jump, talk, throw, food, fight, read

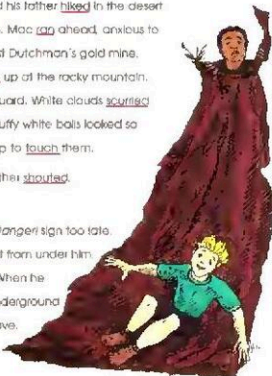
Directions: Read the story below. Underline each action verb.

The Unexpected Fall

One Saturday, Mac and his father hiked in the desert near Superstition Mountain. Mac ran ahead, anxious to see if he could find the lost Dutchman's gold mine. Mac and his father looked up at the rocky mountain. Saguaro cactuses stood guard. White clouds scrolled across the noon sky. The puffy white balls looked so close that Mac reached up to touch them.

As he jumped up, his father shouted, "Watch out!"

Mac saw the Beware! Danger! sign too late. Suddenly, his feet went out from under him and he fell down a hole. When he stopped sliding, he was underground in the dark. He was in a cave. He heard his father yell, "Are you okay?"



Action Verbs

Directions: Answer each question using a verb from the Word Bank. Write a sentence using that verb.

stir	clap	drag	hug	plan	grab
------	------	------	-----	------	------

Which verb means to put your arms around someone?

hug

ANSWERS WILL VARY



Which verb means to mix something with a spoon?

stir

ANSWERS WILL VARY



Which verb means to pull something along the ground?

drag

ANSWERS WILL VARY



Which verb means to take something suddenly?

grab

ANSWERS WILL VARY



Action Verbs

A word that tells what is happening in a sentence is called a **verb**. Verbs are **action words**.

Directions: Finish each sentence with the correct action word from the Word Bank.

discovers	eats	shoots	dances	drives
-----------	------	--------	--------	--------

Duffy drives his new, red car.

The lady dances on the stage.

Coby shoots the arrow at the target.

Judy eats pumpkin pie.

The archaeologist discovers the hidden doorway.



Directions: Choose two action words from the Word Bank that you like. Then, write a sentence using both of the words.

creates	builds	scrubs	hammers	mows
---------	--------	--------	---------	------

SENTENCES WILL VARY

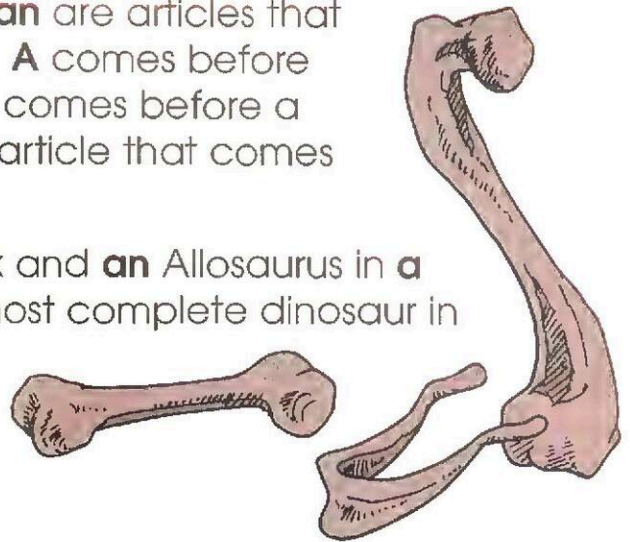
Name _____

Articles

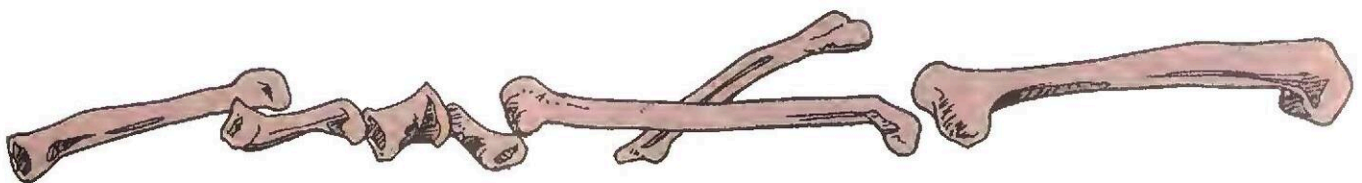
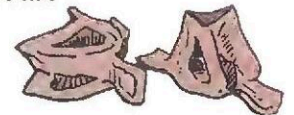
A, **an**, and **the** are called **articles**. **A** and **an** are articles that come before any person, place, or thing. **A** comes before a word that begins with a consonant. **An** comes before a word that begins with a vowel. **The** is the article that comes before a specific person, place, or thing.

Example: I saw **a** Tyrannosaurus Rex and **an** Allosaurus in **a** museum, and I saw **the** most complete dinosaur in Haddonfield, New Jersey.

Directions: Finish each sentence by filling in the correct article.



1. _____ bone was found about ten feet under the ground.
2. _____ crew member who found it dusted it carefully to remove dirt.
3. Once in the lab, Dr. Dexterous examined _____ find.
4. Three of _____ dino-diggers took _____ airplane to Phoenix where they had special equipment to date the bone.
5. At _____ university, the scientists used _____ special process to figure out how old _____ bone was.
6. They also found out that _____ bone was not from _____ dinosaur but from _____ human.



Action Verbs

A **verb** is the action word in a sentence that tells what something or someone does.

Examples: run, jump, skip

Directions: Draw a box around the verb in each sentence below.

1. Spiders spin webs of silk.
2. A spider waits in the center of the web for its meals.
3. A spider shoots its sharp fangs into insects.
4. Spiders eat many insects.
5. Spiders make their nests with silk.
6. Female spiders wrap silk around their eggs to protect them.



Directions: Finish each sentence with the correct word from the Word Bank.



Word Bank
hides swims eats grabs hurt

1. A crab spider hides deep inside a flower where it cannot be seen.
2. The crab spider grabs insects when they land on the flower.
3. The wolf spider is good because it eats wasps.
4. The water spider swims under water.
5. Most spiders will not hurt people.



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The Verb "Be"

Most verbs name an action. The verb **be** is different. It tells about someone or something. **Am, is, and are** are forms of the the verb **be**.

Use **is** with one person, place, or thing.

Example: Mr. Wu **is** my teacher.

Use **are** with more than one person, place, or thing or with the word **you**.

Examples: We **are** studying mummies.

You **are** happy.

Use **am** with the word **I**.

Example: I **am** happy today.



Directions: Fill in each blank with the correct form of the verb **be** (**is, am, or are**).

1. My house is brown.
2. My favorite color is blue.
3. We are baking cookies today.
4. I am going to the movies on Saturday.
5. My friends are going with me.
6. What is your phone number?
7. You are standing on my foot.
8. I am four feet tall.
9. The firefighter is driving the engine.
10. Charles and I are playing football.
11. The band is playing "The Star-Spangled Banner."
12. Denver is east of Los Angeles.
13. You are a nice person.
14. Am I your best friend?

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Linking Verbs

A **linking verb** does not show action. It links the subject of the sentence with a noun or adjective. Forms of **to be** are linking verbs.

Example: Thomas Jefferson **was** a president of the United States.

Directions: Write a linking verb in each blank.

1. The class's writing assignment is a report on U.S. Presidents.
2. The due date for our report is tomorrow.
3. I am glad I chose to write about Thomas Jefferson.
4. He was the youngest delegate to the first Continental Congress.
5. The colonists were angry at England.
6. Thomas Jefferson was a great writer, so he was asked to help write the Declaration of Independence.
7. The signing of that document is an important historical event.
8. As President, Jefferson was responsible for organizing the Louisiana Purchase.
9. He was the second president to live in the White House.
10. Americans are fortunate for the part Thomas Jefferson played in our country's history.

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Linking Verbs

A **linking verb** connects the subject in a sentence to the words in the **predicate**. The predicate is the part of the sentence that contains the verb. Forms of the verb **to be** (**is, are, and am**) are the most commonly used linking verbs.

Examples: I **am** sick.
Mr. Potter **is** our neighbor.

Directions: Finish each sentence with the correct linking verb from the Word Bank. You can use the same word twice.

Word Bank
is am was are were

ANSWERS MAY VARY SLIGHTLY

1. The oldest saguaro cactus was over 250 years old.
2. The cactus wren are in the hole.
3. The coyotes were wild.
4. I am cold as I paddled down the river.
5. The saguaro cactus is a flowering plant.
6. The flower of the saguaro cactus is the state flower of Arizona.



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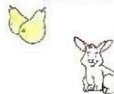
Linking Verbs

Linking verbs connect the noun to a descriptive word. Linking verbs are often forms of the verb **be**.

Directions: The linking verb is underlined in each sentence. Circle the two words that are being connected.

Example: The cat **is** fat.

1. My favorite food **is** pizza.
2. The cat **was** red.
3. I **am** tired.
4. Books **are** fun.
5. The garden **is** beautiful.
6. Pear **taste** juicy.
7. The airplane **looks** large.
8. Nutrition **are** funny.



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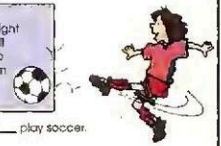
Helping Verbs

A **helping verb** is a word used with an action verb.

Examples: might, shall, ore

Directions: Finish each sentence with an appropriate helping verb from the Word Bank.

Word Bank
can could would must might
may would did should will
shall did does does do
are have has has am
be were were is
be been



Example: Tomorrow, I must play soccer.

1. Mom may buy my new soccer shoes tonight.
2. Yesterday, my old soccer shoes were ripped by the cat.
3. I am going to ask my brother to go to the game.
4. He usually does not like soccer.
5. But, he will go with me because I am his sister.
6. He has promised to watch the entire soccer game.
7. He has been helping me with my homework.
8. I can spell a lot better because of his help.
9. Maybe I could finish the semester at the top of my class.

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Helping Verbs

Sometimes an **action verb** needs help from another verb called a **helping verb**.

Common Helping Verbs					
am	can	does	is	shall	will
are	could	had	may	should	would
be	did	has	might	was	were
been	do	have	must	were	

Directions: Underline the action verb in each sentence. Then, finish each sentence with the best helping verb.

- Jasmine's family is planning a recycling project.
(is, had, are)
- They are talking to their neighbors.
(s, may, are)
- Mr. Chavez will look for old newspapers and magazines.
(will, do, were)
- The Ong children are gathering bags to collect plastic bottles.
(should, are, do)
- Jasmine might open a lemonade stand to keep us cool.
(have, was, might)
- Mrs. Zanuto said she would drive us to the recycling center.
(would, be, are)
- We must respect our planet.
(have, must, are)



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Helping Verb

A **helping verb** "helps" another verb to show action.


Examples: I was tuning.
He should have turned.
They must have been tuning.

Directions: Finish each sentence below. Fill in the verb phrase by using the verb shown and adding a helping verb from the Word Bank. Try to use a different helping verb in each sentence.


Example: The flowers are about to fall.
(to grow)

ANSWERS WILL VARY

- Freddie might listen in class.
(to listen)
- Lori did eat her vegetables.
(to eat)
- I will do my homework later.
(to do)
- They are going to the movie.
(to go)



Word Bank					
could	would	does	been	are	
can	should	do	being	am	
must	will	had	be	is	
might	shall	have	were	was	
may	did	has			



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Verbs "Went" and "Gone"

The word **went** is used without a helping verb.

Examples:
Correct: Susan went to the store.
Incorrect: Susan has went to the store.


The word **gone** is used with a helping verb.

Examples:
Correct: Susan has gone to the store.
Incorrect: Susan gone to the store.

Directions: Write C in the blank if the verb is used correctly. Draw an X in the blank if the verb is not used correctly.

Example: _____ She has gone to my school since last year.

- C Has not he been gone a long time?
- X He has went to the same class all year.
- X I have went to that doctor since I was born.
- C She is long gone!
- C Who among us has not gone to get a drink yet?
- C The class has gone on three field trips this year.
- C The class went on three field trips this year.
- X Who has not went to the board with the right answer?
- X We have not went on our vacation yet.
- X Who is went for the pizza?
- C The train has been gone for two hours.
- C The family had gone to the movies.
- X Have you went to visit the new bookstore?
- C He has gone on and on about how smart you are!



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The Verb "Be"

Some forms of the verb **to be** can be used as **main verbs** or **helping verbs**.


Examples: **main:** They are quiet.
helping: They are being quiet.

Directions: Circle the form of **to be** in each sentence below. Then, write **main** or **helping** in the blank to show how the verb is being used.

- helping Ruth has been playing soccer every day this week.
- helping He was reaching us to read.
- main The lunches were good.
- helping Janie was planning on leaving school.
- main My baby sister is unhappy.

Directions: Circle the correct form of **to be** in each sentence. Then, rewrite the sentence.

- Julie (been, is, was) the best student in our class.
Julie has been the best student in our class.
- Emily (be, will be) a very good scientist.
Emily will be a very good scientist.
- Soon, he (been, will be) a student hall monitor.
Soon, he will be a student hall monitor.
- Our school year (been, has been) good so far.
Our school year has been good so far.
- Brendan and Janie (is, are) both shy.
Brendan and Janie are both shy.



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Verbs

Verbs are the action words in a sentence. There are three kinds of verbs: **action verbs**, **linking verbs**, and **helping verbs**.

An **action verb** tells the action of a sentence.

Example: run, hop, skip, sleep, jump, talk, snore.
Michael ran to the store.

A **linking verb** joins the subject and predicate of a sentence.

Examples: am, is, are, was, were.
Michael was at the store.


A **helping verb** is used with an action verb to "help" the action of the sentence.

Examples: am, is, are, was, were.
Matthew was helping Michael.

Directions: Underline the verbs in each sentence. Above the verb, write A if it is an action verb, L if it is a linking verb, or H if it is a helping verb.

Example: Amy is jumping rope.

- Paul was jumping rope, too.
- They were working on their homework.
- The math problem requires a lot of thinking.
- Addition problems are fun to do.
- The baby sleeps in the afternoon.
- Granama is also hopping.
- Sam is going to bed.
- John paints a lovely picture of the sea.
- The colors in the picture are soft and pale.



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Present-Tense Verbs


When something is happening right now, it is in the **present tense**. There are two ways to write verbs in the present tense: in the **simple present tense** and in **present tense with a helping verb**.

Examples: simple present tense: The dog walks.
present tense with a helping verb: The dog is walking.

Directions: Rewrite each sentence using a different form of the verb.

Example: He lists the numbers.
He is listing the numbers.

- She is pounding the nail.
She pounds the nail.
- My brother toasts the bread.
My brother is toasting the bread.
- They search for the robber.
They are searching for the robber.
- The teacher lists the pages.
The teacher is listing the pages.
- They are spilling the water.
They spill the water.
- Ken and Amy load the packages.
Ken and Amy are loading the packages.



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Present-Tense Verbs

When a **present-tense verb** tells what one person or thing is doing now, it often ends in s.

Example: She **sings**.

When a verb is used with you, I, or we, we do not add an s.

Example: I **sing**.

Directions: Write the correct verb in each sentence.

Example: I writes a newspaper about our street. **writes, write**

- My sister helps me sometimes. **(helps, help)**
- She draws the pictures. **draw, draws**
- We deliver them together. **delivers, deliver**
- I tell the news to all the people. **(tell, tells)**
- Mr. Mason grows the most beautiful flowers. **grow, grows**
- Mrs. Jones talks to her plants. **(talks, talk)**
- Kevin Turner lets his dog loose every day. **(lets, let)**
- Little Mikey Smith gets lost once a week. **get, gets**
- You may think I live on an interesting street. **thinks, think**
- We say it's the best street in town. **say, says**



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Present-Tense Verbs

Directions: Use each verb below in two sentences that tell about something that is happening now. Write the verb as both simple present tense and present tense with a helping verb.

Example: run

Mia runs to the store.
(simple present tense)



Mia is running to the store.
(present tense + helping verb)



- hatch _____
- check _____
- spell _____
- blend _____
- lick _____
- cry _____
- write _____
- dream _____

SENTENCES WILL VARY

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Present-Tense Verbs

The **present tense** of a verb tells about something that is happening now, happens often, or is about to happen. These verbs can be written in **simple present tense** (The bird sings.) or in **present tense with a helping verb** (The bird is singing.)

Directions: Write each sentence again, using the verb **is** and writing the **ing** form of the verb.

Example: He cooks the cheeseburgers.
He **is cooking** the cheeseburgers.

- Sharon dances to that song.
Sharon **is dancing** to that song.
- Frank washed the car.
Frank **is washing** the car.
- Mr. Benson smiles at me.
Mr. Benson **is smiling** at me.

Directions: Finish each sentence below. Tell something that is happening now. Be sure to use the helping verb **is** and the **ing** form of the action verb.

Example: The big, brown dog **is barking**.

- The little baby _____
- Most nine-year-olds _____
- The monster on television _____

ANSWERS WILL VARY

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Past-Tense Verbs

The **past tense** of a verb tells about something that has already happened. We add a **d** or an **ed** to most verbs to show that something has already happened.



Directions: Use the verb from the first sentence to complete the second sentence.

Example: Please **walk** the dog. I already walked her.

- The flowers look good. They looked better yesterday.
- Please accept my gift. I accepted it for my sister.
- I wonder who will win. I wondered about it all night.
- He will sow the seed. He sowed some last week.
- Fold the paper neatly. She folded her paper.
- Let's cook outside tonight. We cooked outside last night.
- Do not block the way. They blocked the entire street.
- Form the clay this way. He formed it into a ball.
- Follow my car. We followed them down the street.
- Glue the pages like this. She glued on the flowers.

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Past-Tense Verbs

When you write about something that has already happened, you add **ed** to most verbs. There is another way to write about something in the past tense.

Examples: The dog **walked**. = The dog was walking.
The cats **played**. = The cats were playing.

Directions: Write each sentence again, using the verb in a different way.

Example: The baby pounded the pans.

The baby **was pounding** the pans.



- Gary loaded the car by himself.
Gary **was loading** the car by himself.
- They searched for a long time.
They **were searching** for a long time.
- The water spilled over the edge.
The water **was spilling** over the edge.
- Dad toasted the rolls.
Dad **was toasting** the rolls.

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Past-Tense Verbs

To write about something that already happened, you can add **ed** to the verb.

Example: Yesterday, we **talked**.

You can also use the helping verbs **was** and **were** and add **ing** to the action verb.

Example: Yesterday, we **were talking**.

When a verb ends with **e**, you usually drop the **e** before adding **ing**.

Examples: grade = was grading weave = were weaving
tape = was taping sneeze = were sneezing

Directions: Write two sentences for each verb below. Tell about something that has already happened. Write the verb both ways.

Example: stream
The rain **streamed** down the window.
The rain **was streaming** down the window.



- grade _____
- tape _____
- weave _____
- sneeze _____

SENTENCES WILL VARY

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Past-Tense Verbs

To make many verbs past tense, add **ed**.

Examples: cook = cooked wish = wished

play = played

When a verb ends in a **silent e**, drop the **e** and add **ed**.

Examples: hope = hoped hate = hated

When a verb ends in **y** after a consonant, change the **y** to **i** and add **ed**.

Examples: hurry = hurried marry = married

When a verb ends in a single consonant after a single short vowel, double the final consonant before adding **ed**.

Examples: stop = stopped hop = hopped

Directions: Make the present-tense verb past-tense.

Example: call = called

- | | | | |
|----------|----------------|------------|-----------------|
| 1. copy | <u>copied</u> | 10. reply | <u>replied</u> |
| 2. frown | <u>frowned</u> | 11. top | <u>topped</u> |
| 3. smile | <u>smiled</u> | 12. clean | <u>cleaned</u> |
| 4. live | <u>lived</u> | 13. scream | <u>screamed</u> |
| 5. talk | <u>talked</u> | 14. clap | <u>clapped</u> |
| 6. name | <u>named</u> | 15. mop | <u>mopped</u> |
| 7. list | <u>listed</u> | 16. soap | <u>soaped</u> |
| 8. spy | <u>spied</u> | 17. choke | <u>choke</u> |
| 9. phone | <u>phoned</u> | 18. scurry | <u>scurried</u> |



Past-Tense Verbs

Present-tense verbs tell what is happening now. **Past-tense verbs** tell what happened in the past.

To change most action verbs to past tense, add **ed**.

Example: jump = jumped

To change verbs that end in **e** to past tense, add **d**.

Example: race = raced

To change verbs that end in a consonant followed by a **y** to past tense, change the **y** to **i** and add **ed**.

Example: try = tried

To change verbs that end with a vowel followed by a consonant to past tense, double the consonant and add **ed**.

Example: stop = stopped

Directions: Fill in each blank with the past tense of the verb.

I was invited to a birthday party. So, my mom, my sister, and I hurried to the mall to buy a gift. We hopped off the elevator. "Don't touch anything!" Mom said. So I touch everything. I pulled the sweaters off the tables. I folded on all the hats. I played hide-and-seek with my sister. She cried when I tripped her. I hugged her to make her feel better. We stopped at a candy shop. I licked my lips when I saw the chewy bears. I begged my mom to buy some. She refused. I decided to get my friend Chewy Bears. I smiled as the salesperson wrapped the gift. I counted the candy out to the car. What do you think I happened to the gift?



Irregular Verbs

Irregular verbs are verbs that you do not change from the present tense to the past tense by adding **d** or **ed**.

Example: sing = sang

Directions: Read the sentence and underline the verbs. Choose the past-tense form of the verb from the Word Bank and write it next to the sentence.

blew	came	flow	gave
grew	made	sang	took
wore			



Example: Dad will make a case tonight.

- | | |
|---|-------------|
| 1. I will probably grow another inch this year. | <u>grew</u> |
| 2. I will blow out the candles. | <u>blew</u> |
| 3. Everyone will give me presents. | <u>gave</u> |
| 4. I will wear my favorite red shirt. | <u>wore</u> |
| 5. My cousins will come from out of town. | <u>came</u> |
| 6. It will take them four hours. | <u>took</u> |
| 7. My Aunt Betty will fly in from Cleveland. | <u>flew</u> |
| 8. She will sing me a song. | <u>sang</u> |

Irregular Verbs

There are some verbs that you do not change to past tense by simply adding **ed**. These verbs are spelled differently. They are called **irregular verbs**.

Examples: **present:** fly, sing, run, swim, begin, eat, buy, bring, take
past: flew, sang, ran, swam, began, ate, bought, brought, took

Directions: Read each sentence. Underline all the irregular verbs.

- Jeremy climbed to the top of the mountain and sang.
- Maiisha ran into town.
- After breakfast, Tony and Cara went into town and bought books.
- Jennifer found a stable, rented a horse, and rode on a trail by the river.
- I put on my bathing suit and swam in the river.
- Dr. Dexterous flew a helicopter over the forest.
- Yolanda went exploring and found an arrowhead.
- Carl found the best Mexican restaurant where he ate tacos and burritos.



Irregular Verbs

Past tense tells about what happened in the past. To make a regular verb past tense, add **d** or **ed** to the verb. Irregular verbs do not form the past tense by adding **d** or **ed**.

Examples: **regular verbs:** paint = painted try = tried
irregular verbs: fly = flew eat = ate

Directions: Rewrite each sentence below in the past tense.

- First, Aunt Betty picks out the paint for the shutters.
First, Aunt Betty picked out the paint for the shutters.
- Then, Aunt Betty and Jenny make food for the picnic.
Then, Aunt Betty and Jenny made food for the picnic.
- Next, they stop to get gas for the car.
Next, they stopped to get gas for the car.
- After they shop, Aunt Betty begins to wash the car.
After they shopped, Aunt Betty began to wash the car.
- Finally, Aunt Betty's sisters arrive to have dinner.
Finally, Aunt Betty's sisters arrived to have dinner.

Irregular Verbs

Directions: Circle the verb that completes each sentence.

- Scientists will try to (find) the cure.
- Eric (brings) his lunch to school yesterday.
- Every day, Betsy (sings) song all the way home.
- Jason (breaks) the vase last night.
- The ice had (frozen) in the tray.
- Mitz has (swims) in that pool before.
- Now I (chose) to exercise daily.
- The teacher has (rings) the bell.
- The boss (speaks) to us yesterday.
- She (says) it twice already.



Irregular Verbs

Verbs that do not become past tense when you add **ed** are called **irregular verbs**. The spellings of these verbs change.

Example:	present	past
	begin, begins	began
	eat, eats	ate

Directions: Finish each sentence with the past tense of the irregular verb.

- Sam almost fell (fall) when he tripped over the curb.
- Diana made sure she took (take) bug spray on her hike.
- Dave ran (run) over to his friend's house.
- Tim broke (break) off a long piece of grass to put in his mouth.
- Eve knew (know) the path along the river well.
- The clouds began (begin) to turn gray.
- Kathy threw (throw) a small piece of bread to the ducks.
- Everyone ate (eat) a very nutritious meal after the long adventure.
- We all slept (sleep) very well that night.



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The Irregular Verb "to Do"

It is important to use the correct form of **to do** whenever you speak or write.

Examples: Tara and Nan do stretching exercises.
Sara did the most sit-ups.

Directions: Circle the correct form of **to do** in each sentence.

- Our soccer team did (do) a great job last year.
- They will do (do) very well this year.
- John does (do) thirty sit-ups every morning.
- Tara and Nan do (do) laps in the afternoon.
- Sara does (do) the most practicing each day.
- Our team do (do) have a lot of spirit.
- We do (do) not ever get tired.
- Mary do (do) not always stop the ball.
- Our coach do (do) compliment us for our efforts.
- Playing soccer well do (do) require long hours of practice.



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The Irregular Verb "Be"

The verb **be** is different from all other verbs. The present-tense forms of **be** are **am**, **is**, and **are**. The past-tense forms of **be** are **was** and **were**. The verb **be** is written in the following ways:

singular: I am, you are, he is, she is, it is
plural: we are, you are, they are

Directions: Finish each sentence with the correct form of **be** from the Word Bank.

Word Bank					
are	am	is	was	were	

ANSWERS WILL VARY BUT MAY INCLUDE:

Example: I am feeling good at this moment.

- My sister is a good singer.
- You are going to the store with me.
- Sandy was at the movies last week.
- Rick and Tam are best friends.
- He is happy about the surprise.
- The cat is hungry.
- I am going to the ball game.
- They are silly.
- I am glad to help my mother.



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The Irregular Verb "Be"

Be is an irregular verb. The present-tense forms of **be** are **be**, **am**, **is**, and **are**. The past-tense forms of **be** are **was** and **were**.

Directions: Write the correct form of **be** in the blanks.

Example: I am so happy for you!

- Jared was unfriendly yesterday.
- English can be a lot of fun to learn.
- They are among the nicest people I know.
- They were late yesterday.
- She promises she is going to arrive on time.
- I am nervous right now about the test.
- If you are happy now, then so am I.
- He was as nice to me last week as I had hoped.
- He can be very nice.
- Would you be mad if I moved your desk?
- He was waiting at the door for me yesterday.



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Past-Tense Verbs

Present-tense verbs tell what is happening now. **Past-tense verbs** tell what happened in the past.

To change most action verbs to past tense, add **ed**.

Example: Jump = jumped

To change the form of the verb **be** to past tense, follow these rules:

Examples: am = was are = were is = was

Directions: Read each sentence. Underline the verb. Then, rewrite each sentence and change the verb to past tense.

- It is raining.
It was raining.
- Justin and Kendra splash in puddles.
Justin and Kendra splashed in puddles.
- Paola plays in the rain.
Paola played in the rain.
- Lynda bakes cookies for a snack.
Lynda baked cookies for a snack.
- Pam and Arthur watch movies on television.
Pam and Arthur watched movies on television.
- Carlos and Keith are of the library.
Carlos and Keith were of the library.
- I dash to the barn.
I dashed to the barn.
- I am soaking wet.
I was soaking wet.



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The Past-Tense Verb "Be"

Directions: Write sentences that tell about each picture using the words **is**, **are**, **was**, and **were**. Use words from the Word Bank as either nouns or verbs.

Word Bank					
pound	split	loast	lib	loud	search



SENTENCES WILL VARY



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Irregular Verbs: Past-Tense

Irregular verbs change completely in the past tense. Unlike regular verbs, past-tense forms of irregular verbs are not formed by adding **ed**.

Example: The past tense of **go** is **went**.
The past tense of **break** is **broke**.

A **helping verb** helps to tell about the past. **Has, have, and had** are helping verbs that you can use with action verbs to show that the action happened in the past. The past-tense form of the irregular verb sometimes changes when a helping verb is added.

Present Tense Irregular Verb	Past Tense Irregular Verb	Past Tense Irregular Verb With Helper
go	went	have/has/had gone
see	saw	have/has/had seen
do	did	have/has/had done
bring	brought	have/has/had brought
sing	sang	have/has/had sung
drive	drove	have/has/had driven
swim	swam	have/has/had swum
sleep	slept	have/has/had slept



Directions: Choose four verbs from the chart. For each verb, write one sentence using the past-tense form without a helping verb. Then, write one sentence using the past-tense form with a helping verb.

- _____
- _____
- _____
- _____

SENTENCES WILL VARY

Irregular Verbs With Helpers

Past-tense verbs that do not have an **ed** or **d** ending are called **irregular verbs**.

present	past	past participle
ring	rang	has rung, have rung
see	saw	has seen, have seen

Directions: Fill in the missing verbs in the chart.

Present	Past	Past-Tense Irregular Verb With Helper
do, does		has or have done
go, goes	went	has or have
know, knows		has or have known
fall, falls		has or have fallen
speak, speaks	spoke	has or have
stand, stands		has or have stood
write, writes		has or have written
draw, draws	drew	has or have

Directions: Circle the correct verb form in the parentheses.

- Dad and I went (went) gone on a walk in the park one morning.
- More than six inches of snow had fallen (fall, fallen).
- Yesterday, the tall trees stood (stand, stood) silently in their white overcoats.
- A rabbit ran (run) away as we approached it.
- We heard (hear) a cardinal's call from the oak tree.
- A squirrel's nest stood (sit) in a tree overhead.
- If it (take) taken us nearly an hour to make it back home.



Regular and Irregular Verbs

Verbs that show action happening now are in the **present tense**. Verbs that show action happening in the past are in the **past tense**.

Examples: **present:** The fire department **puts** out fires.
past: The fire department **put** out fires yesterday.

Directions: Circle the verb (present or past) that finishes each sentence.

- The police department chased (chase) criminals every day.
- Two days ago, our team won (win) the town trophy.
- My teacher always wears (wear) glasses.
- The mailman delivers (deliver) the wrong mail yesterday.
- At last night's game, the mayor's daughter sang (sing) the "Star-Spangled Banner."
- A fire truck roared (roar) down the street this morning.
- The bank opened (open) at 8 a.m. on Mondays.
- When the score was tie (tie), the pitcher threw a curve ball.
- I worked (work) at the library last week.



Verb Tense

ANSWERS MAY VARY

Directions: Use verbs to complete the story below.

Last week, Amy and I entered a contest. We were supposed to make a card to give to a child in a hospital. First, we folded a big sheet of white paper in half to make the card. Then, we decided to draw a rainbow on the front.

Amy started coloring the rainbow all by herself. "Wait!" I said. "We both entered the contest. Let me help!"

"Okay," Amy said. "We can share _____. You add _____ a color, and then I'll add _____ a color." It was more fun when we shared _____. When we finished making the rainbow, we decided _____ to add _____ a sun to the picture. I cut the sun out of yellow paper. Then, Amy glued _____ it just above the rainbow. Well, our card didn't win the contest, but it did make a little boy with a broken leg smile. Amy and I felt so happy! We decided _____ to go right home and make some more cards!



Verb Forms

Directions: Finish each sentence with the correct verb form.

- Before the wheel, people dragged heavy loads. **drag, dragged**
- No one knows who invented the wheel. **invented, invent**
- The Sumerians were some of the first people to use the wheel. **were, are**
- They made the first wheels out of wood and stone. **make, made**
- The wheels were very heavy. **be, were**
- Then, people thought of spokes. **think, thought**
- Spokes helped the wheels turn more easily. **turn, turned**
- Soon, people were building roads. **built, building**
- I am glad that the wheel was invented. **is, am**
- There are many things that move on wheels. **is, are**
- Cars and trucks have wheels. **has, have**
- A potter makes pots on a wheel. **make, made**
- A wool maker spins wool on a spinning wheel. **spin, spun**
- Amusement park rides have wheels. **have, has**
- My favorite set of wheels is on my bike. **is, am**

Future-Tense Verbs

The **future tense** of a verb tells about something that will happen in the future. **Will** or **shall** are the helping verbs that are usually used with future tense.

Directions: Change the verb tense in each sentence to future tense.
Example: She cooks dinner.
She will cook dinner.

- He plays baseball.
He will play baseball.
- She walks to school.
She will walk to school.
- Bobby talks to the teacher.
Bobby will talk to the teacher.
- I remember to vote.
I will remember to vote.
- Jack mows the lawn every week.
Jack will mow the lawn every week.
- We go on vacation soon.
We will go on vacation soon.



Future-Tense Verbs

To change a verb to the future tense, you usually add the helping verb **will**.

Example: He **will walk**.

Directions: Circle each verb that is in the future tense.

In the Jungle

We will walk through the hot, dark jungle. Monkeys will swing from the trees and parrots will squaw as they fly around us. Tigers will grow and roar. We will eat our lunches under a giant fern. I hope a hungry gorilla will join us for lunch. We will share our bananas. After lunch, we will pick more papayas, bananas, and mangoes.

When the sun begins to set, we will pick our fruit in a tree and pitch our tent. We will build a fire. Around the fire, we will tell scary stories and then try to fall asleep.



Future-Tense Verbs

Verbs in the **future tense** tell what will happen in the future. The helping verb **will** is usually used with the action verb to make the future tense.

Example: We **will take** a trip to see the pyramids.

Directions: First, underline the verb in each sentence. Then, write the verb in future tense on the line after each sentence.

- We ask questions about the pyramids. will ask
- The explorer answers our questions. will answer
- Explorers find pyramids in Central and South America and Egypt. will find
- The explorer vis the pyramid of Cheops in Egypt. will visit
- The explorer study the history and architecture of the pyramids. will study
- The explorer compare the pyramids in Egypt with the pyramids in Central and South America. will compare
- The explorer write about what they saw. will write
- The photographer develops his pictures to the project. will develop

Future-Tense Verbs

Verb tense tells time in a sentence. The **future tense** tells about what will happen in the future. The helping verb **will** is usually used with the action verb to show future time.

Example: Tomorrow we **will go** to our aunt's house.

Directions: Write each sentence below in the future tense.

- I pick up groceries at the store.
I will pick up groceries at the store.
- I call the painter to paint the shutters.
I will call the painter to paint the shutters.
- The neighborhood builds a float for the parade.
The neighborhood will build a float for the parade.
- There is a picnic at City Hall.
There will be a picnic lunch at City Hall.
- Jenny comes to visit.
Jenny will come to visit.

Using "ing" Verbs

Use the helping verbs **is** and **are** when describing something happening right now. Use the helping verb **was** and **were** when describing something that already happened.

Directions: Finish each sentence by adding **ing** to the verb and using the helping verb **is**, **are**, **was**, or **were**.

Examples:
When it started to rain, we were catching the leaves.
rake

When the soldiers marched up that hill, Captain Stevens was commanding them.
command

ANSWERS MAY VARY BUT CHECK FOR:

- Now, the police are accusing them of stealing the money.
accuse
- Look! The eggs are hatching.
hatch
- A minute ago, the sky was glowing.
glow
- My dad says he is treating us to ice cream!
treat
- She was snoring the whole time we were at the mall.
snooze
- While we were at recess, he was grinding our fists.
grate
- I hear something. Who is talking?
talk
- As I watched, the workers are grinding the wood into little chips.
grind

Using "ing" Verbs

Using **ing** verbs can make your writing more interesting to read. Compare these lists of verbs:

<p>List A</p> <p>went look find sleep run drop go</p>		<p>List B</p> <p>slipping discovering digging snoring sithering soiling soiling</p>
--	--	--

Now, compare the sentences below. Notice that the second sentence is much more descriptive.

The children left the school.
The children were flying out of the school doors.

Directions: Change each boldface verb to a more descriptive **ing** verb. Do not forget to add a helping verb (**am**, **is**, **are**, **was**, **were**).

- The snake **went** among the rocks.

- Water **fell** over the cliff.

- The leaves **drop** to the ground.

- Snowflakes **fall** from _____
ANSWERS WILL VARY
- At the library, she **looked** for a book.

- Her horse got loose and **ran** across the meadow.

Using "ing" Verbs

Directions: Using descriptive **ing** verbs, write five sentences about activities you do every day.

Example: Peter is scarfing down his breakfast so he will not miss the bus.

- _____
- _____
- _____
- _____
- _____

SENTENCES WILL VARY

ANSWERS WILL VARY

Verb Tense

Not only do verbs tell the action of a sentence, but they also tell when the action takes place. This is called the **verb tense**. There are three verb tenses: past, present, and future tense.



Present-tense verbs tell what is happening now.

Examples: Jane **spells** words with long vowel sounds.
Stan **is standing** out in the rain.

Past-tense verbs tell about action that has already happened.

Examples: stay = stayed John **stayed** home yesterday.
talk = was talking Sally **was talking** to her mom.

Future-tense verbs tell what will happen in the future. Future-tense verbs are made by putting the word **will** before the verb.

Example: paint = will paint Susie and Shary **will paint** the house.

Directions: Look at each verb below. Write whether the verb tense is past, present, or future.

Example: watches present

Verb	Tense	Verb	Tense
1. wanted	past	7. writes	present
2. will eat	future	8. vaulted	past
3. was squawking	past	9. were sleeping	past
4. yawns	present	10. will sing	future
5. crawled	past	11. is speaking	present
6. will hunt	future	12. will cook	future

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Verb Tense

Verbs can be in the **past**, **present**, or **future**.

Directions: Match each sentence with the correct verb tense. (Think: When did each thing happen?)

If it will rain tomorrow. past
He played golf. present
Molly is sleeping. future
Jack is singing a song. past
I will buy a kite. present
Dad worked hard today. future



Directions: Rewrite each sentence and change the verb to the tense shown.

ANSWERS MAY VARY

1. Jenny played with her new friend (present)

Jenny is playing with her new friend.

2. Bobby is talking to him. (future)

Bobby will talk to him.

3. Holly and Angle walk here (past)

Holly and Angle walked here.

Past Present Future

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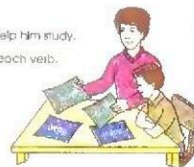
Verb Tense

Directions: Write **PRES** for present tense, **PAST** for past tense, or **FUT** for future tense.

- FUT She will help him study.
- PAST She helped him study.
- PRES She helps him study.
- PAST She promised she would help him study.

Directions: Write the past-tense form of each verb.

- cry cried
- sigh sighed
- hurry hurried
- pop popped



Directions: Write the correct form of be

- They were my closest neighbors.
- I am very happy for you today.
- He was there on time yesterday.
- She is still the nicest girl I know.

ANSWERS MAY VARY

Directions: Circle the correct verb.

- He went gone to my locker.
- I went gone to the beach many times.
- Have you went gone to the show before?
- We went gone all the way to the top.

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Verb Tense

Directions: Read each sentence below. Underline the verbs. Above each verb, write whether it is past, present, or future tense.

Example: The crowd was booing the referee.

- Sally will compete on the balance beam.
- Matt is marching with the band.
- Nick is marching, too.
- The geese swallowed down to the pond.
- Dad will fly home tomorrow.
- They were looking for a new book.
- Presently, they are going to the garden.
- The children will pick the ripe vegetables.
- Grandmother canined the green beans.



Directions: Write three sentences of your own using the correct verb tense.

Past tense:

Present tense:

Future tense:

SENTENCES WILL VARY

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Verbs: Present, Past, and Future Tense

The **present tense** of a verb tells what is happening now.

Examples: I **am** happy. I **run** fast.

The **past tense** of a verb tells what has already happened.

Examples: I **was** happy. I **ran** fast.

The **future tense** of a verb refers to what is going to happen.

The word **will** usually comes before the future tense of a verb.

Examples: I **will be** happy. I **will run** fast.

Directions: The sentences below are in the present tense. Rewrite each sentence using the past and future tenses of the verb.

Example: I think of you as my best friend.

I thought of you as my best friend.
I will think of you as my best friend.

1. I hear you coming up the steps.

I heard you coming up the steps.

2. I rush every morning to get ready for school.

I rushed every morning to get ready for school.

3. I bake brownies every Saturday.

I baked brownies every Saturday.



Verbs: Present, Past, and Future Tense

Directions: Read each sentence below. Write **PRES** if the sentence is in the present tense, **PAST** if the sentence is in the past tense, or **FUT** if the sentence is in the future tense.

Example: FUT I will be thrilled to accept the award.

- FUT Will you go with me to the dentist?
- PAST I thought he looked familiar.
- PAST They are every single slice of pizza.
- PRES I run myself ragged sometimes.
- PRES Do you think this project is worthwhile?
- PAST No one has been able to repair the broken plate.
- PRES Thoughtful gifts are always nice.
- PAST I like the way he sang!
- FUT With a voice like that, he will go a long way.
- PRES I hope that they visit soon.
- PAST I wanted that coat very much.
- FUT She will be happy to take your place.
- PRES Everyone thinks the test will be easy.
- PRES Collecting stamps is her favorite hobby.



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Adjectives

Adjectives are words that tell more about nouns, such as a **happy** child, a **cold** day, or a **hard** problem. Adjectives can tell **how many** (one airplane) or **which one** (those shoes).

Directions: The nouns are in bold letters. Circle the adjectives that describe the nouns.

Example: Some people have **unusual** pets.



- Some people keep **wild** animals, like lions and bears.
- These** pets need special care.
- These** animals want to be free.
- Even **small** animals can be difficult to care for if they are wild.
- Raccoons and squirrels are not **tame** pets.
- Never touch a **wild** animal that may be sick.



Directions: Finish the story below by writing your own adjectives. Use your imagination.

My Cat

My cat is a very _____ animal. She has _____ and _____ fur. Her favorite _____ ball. She has _____ as a _____ tail. She has a _____ face and _____ whiskers. I think she is the _____ cat in the world!

ANSWERS WILL VARY

Describing Words: Adjectives

A word that **describes** a noun is called an **adjective**. Adjectives tell what something is like. Fill in each blank below using an adjective from the Word Bank.

Word Bank				
tiny	lumpy	pink	spotted	scary

Although the diamond was _____ tiny _____, it sparkled like a huge spotlight.



"This bed is really uncomfortable. It is too _____ lumpy _____!" said Max.



The _____ scary _____ monster in my living room was only a dream.



The _____ spotted _____ black and white dog is called a Dalmatian.



"_____ Pink _____ is my favorite color!" said the princess.



Describing Words: Adjectives

A word that **describes** a noun is called an **adjective**.

Directions: Finish each sentence below using the adjectives from the Word Bank.

Word Bank					
black	ugly	thousands	soft	expensive	holy

The _____ soft _____ mattress was very _____ expensive _____ to buy because it was made of _____ the sounds _____ of downy feathers.



The _____ black _____ holy _____ spider was so _____ ugly _____ that everybody was afraid to look at it. All it really needed was a haircut!



Directions: Finish each sentence below using the adjectives from the Word Bank.

Word Bank					
hungry	delicate	loud	beautiful	tall	scary

Brown bears can be very _____ scary _____ when they are _____ hungry _____. They stand up _____ tall _____ and let out _____ loud _____ growls.



Roses are _____ delicate _____ flowers and quite _____ beautiful _____. Their petals feel like smooth velvet.



Adjectives

Adjectives can tell the color, size, and number of the nouns they describe.

Directions: Look at the pictures. Then, complete the charts.

Example:

Noun	What Color?	What Size?	What Number?
flowers	red	small	two



Noun	What Color?	What Size?	What Number?
elephants	gray	large	two



Noun	What Color?	What Size?	What Number?
turtles	green	small	four



Noun	What Color?	What Size?	What Number?
tree	green	large	one



Adjectives

Adjectives are describing words. They tell **how many**, **what kind**, or **which one**. When you use adjectives in your writing, you are making the sentences clearer and more interesting.

Example: The car speeds away.
The **sleek, red** car speeds away.

Directions: Use words from the Word Bank to make the story below more interesting.

Word Bank										
beautiful	magical	painty	fat	cruel	rage	wonderful	stly	fantastic	fun	blue
cold	funny	exciting	shy	rusty	strong	shy	sweet			

Once upon a time, there was a _____ princess who wore a _____ hat. She lived in _____ castle with her _____ princess was bored. "There is nothing to do," _____ princess complained. She wandered a _____ garden in search of adventure. "What _____ I see?" she cried. There was a _____ box next to a _____ tree. The princess opened the lid to find a _____ cloak. "This is a _____ clock!" she exclaimed. But when she slipped it on, the _____ princess vanished!

ANSWERS WILL VARY

Adjectives

Adjectives are words that describe nouns by telling **what kind**, **how many**, or **which one**.

Examples: **ten-thousand** tiny, **black** tarantulas
talented chefs
tall, **shiny** skyscrapers

Directions: Underline the adjectives that describe each noun listed below.

- a bright, red fire engine
- four awesome firemen
- a tall wooden ladder
- two black-and-white dalmations
- a soft bed
- a skinny fire pole
- a white gazebo
- the ten members of the band
- a red-and-white banner
- magnificent fireworks




Adjectives

Adjectives tell which one, how many, or what kind.

Example: These three red apples.

Directions: Underline the nouns in each sentence below. Circle the adjectives that describe the nouns. Then, write each adjective that you circled in the correct category.

- The lovely girl flower has five blossoms.
- These white roses have sweet fragrance.
- Each flower has several light petals.
- The refreshing aroma of the sweet-scented lavender filled the air.
- These five yellow sunflowers are the plants.















Which one?	What kind?	How many?
1. <u>the</u>	<u>lovely</u>	<u>five</u>
2. <u>these</u>	<u>white</u>	
3. <u>each</u>	<u>light</u>	<u>several</u>
4. <u>the</u>	<u>refreshing</u>	
5. <u>these</u>	<u>yellow</u>	<u>five</u>

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Adjectives

Adjectives are words that describe nouns by telling what kind, how many, or which one.

Directions: Write three adjectives for each noun below. Do not use an adjective more than once. The first one is done for you.

book 	foot 	house 
long		
wood		
white		
car 	chips 	cloud 
butterflies 	shoes 	flute 
clown 	flowers 	pizza 

ANSWERS WILL VARY


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Adjectives

Directions: Underline the adjectives in the story.

The Best Soup I Ever Had

I woke up one cold winter morning and decided to make a delicious pot of hot vegetable soup. First, I put sweet white onions in the big gray pot. Then, I added orange carrots and dark green broccoli. The broccoli looked just like tiny trees. I added fresh juicy tomatoes and crisp potatoes next. I cooked the soup for a long long time. This soup turned out to be the best soup I ever had.



Directions: Rewrite two of the sentences from the story. Substitute your own adjectives for the words that you underlined.

- _____
- _____

ANSWERS WILL VARY

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Adjectives

Adjectives tell more about nouns. Adjectives are describing words.

Examples: scary animals bright glow wet frog

Directions: Add at least two adjectives to each sentence below. Use your own words or words from the Word Bank.

Word Bank					
pale	soft	sticky	burning	furry	glistening
faint	shivering	slippery	gleaming	gentle	foggy
peaceful	tangled				

Example: The stripe was blue.
The wide stripe was light blue.

- The frog had eyes.
- The house was a sight.
- A boy heard a noise.
- The girl tripped over a toad.
- A tiger ran through the room.
- They saw a glow in the window.
- A pan was sitting on the stove.
- The boys were eating french fries.


ANSWERS WILL VARY

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Adjectives

Adjectives tell a noun's size, color, shape, texture, taste, brightness, darkness, personality, sound, and so on.

Examples: color — red, yellow, green, black
size — small, large, huge, tiny
shape — round, square, rectangular, oval
texture — rough, smooth, soft, scaly
brightness — glistening, shimmering, dull, pale
personality — gentle, grumpy, happy, sad



Directions: Follow the instructions below.

- Look at an apple, orange, or other piece of fruit. Write adjectives that describe its size, color, shape, and texture.
- Take a bite of fruit. Write _____ describe its taste, texture, and smell.
- Use the adjectives from above to write a cinquain about your fruit. A cinquain is a five-line poem. See the form and sample poem below.

Form:

Line 1 — noun	Example: Apple
Line 2 — two adjectives	red, smooth
Line 3 — three sounds	cracking, smacking, slurping
Line 4 — four-word phrase	tastes sour and delicious
Line 5 — noun	Apple

ANSWERS WILL VARY

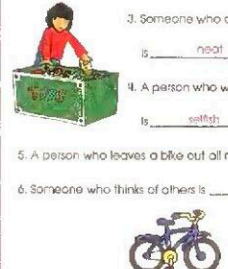
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Adjectives

Directions: Finish each sentence below with the correct adjective from the Word Bank.

Word Bank
polite careless neat shy selfish thoughtful

- Someone who is quiet and needs some time to make new friends is _____ shy _____.
- A person who says "please" and "thank you" is _____ polite _____.
- Someone who always puts all the toys away is _____ neat _____.
- A person who will not share with others is _____ selfish _____.
- A person who leaves a bike out all night is _____ careless _____.
- Someone who thinks of others is _____ thoughtful _____.



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Name _____

Action Words – Verbs

A **verb** is a word that tells what is happening in a sentence.

Word Bank

answers

play

studies

race

read

eats

yell

hugs

dances

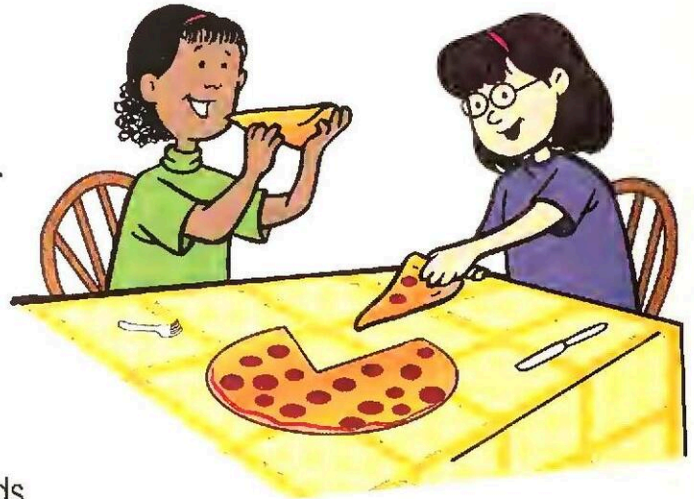
swims

chats

Directions: Write each verb from the Word Bank in the correct blank.

Sara has a busy day at school.

First, she _____ the teacher's question, and then she _____ for her spelling test. At 11:30 a.m., she _____ her lunch and _____ with her friends.



On the playground at recess, the kids

_____ each other and _____ at the top of their lungs!

Sara likes to _____ quietly or _____ checkers instead!


Directions: Choose three of your favorite action words from the Word Bank. Then, write one or two sentences using all three words.

Adjectives: Explaining Sentences


Directions: Use a word from the Word Bank to tell about a person in each picture below. Then, write a sentence that explains why you chose that word.

Word Bank: polite, neat, careless, shy, selfish, thoughtful

The word I picked: _____
I chose this word because . . .




The word I picked: _____
I chose this word because . . .



ANSWERS WILL VARY

The word I picked: _____
I chose this word because . . .




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Adjectives


Directions: Look at each picture. Then, add adjectives to each sentence. Use colors, numbers, words from the Word Bank, and any other words you need to describe each picture.

Word Bank: polite, neat, careless, shy, selfish, thoughtful

Example: The boy shared his pencil.
The polite boy shared his red pencil.




The girl dropped her coat.



The boy played with cars.

ANSWERS WILL VARY



The boy put books away.


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Adjectives: Create a Word Puzzle


Directions: Make your own word puzzle! Write the words from the Word Bank in the puzzle below. Write some words across and others from top to bottom. Make some words cross each other. Fill the extra squares with other letters. See if someone else can find the words from the Word Bank in your puzzle!

Word Bank: polite, neat, careless, shy, selfish, thoughtful


Example: Your puzzle will look like the one below. It has two of the words from the Word Bank in it. Can you find them?



l	a	e	n	x	f	y	h
c	a	r	e	l	e	s	s
y	u	a	a	r	n	m	z
g	w	i	t	b	i	v	s



Now, make your own puzzle!



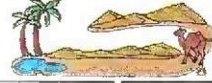
PUZZLES WILL VARY

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Adjectives

Adjectives describe nouns. They tell **how many**, **what kind**, or **which one**.
Examples: seven children, purple flowers, that toy

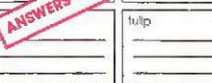
Directions: Write three adjectives to describe each noun.



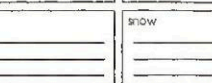
puppy	desert
_____	_____
_____	_____
_____	_____



storm	city
_____	_____
_____	_____
_____	_____



beetle	tulip
_____	_____
_____	_____
_____	_____




computer	snow
_____	_____
_____	_____
_____	_____


ANSWERS WILL VARY


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Adjectives: Using the Five Senses


When you are writing, you can use your five senses to help you describe something. Think about what you might see, hear, smell, taste, and feel.

Example: See: shiny, round 

Taste: spicy, sweet 

Hear: squeaky, roaring 

Feel: sharp, prickly 

Smell: rotten, smoky 

Directions: Write two describing words for each noun. Use your five senses to help you.

- strawberry _____
- pony _____
- sand _____
- leather coat _____
- golf ball _____
- bicycle chain _____
- paper _____


ANSWERS WILL VARY

Directions: Now, use two of the nouns and describing words from above to write a descriptive sentence.

ANSWERS WILL VARY

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Adjectives Plus "er"

The suffix **er** is often added to adjectives to compare two things.
Examples: My feet are **larger**.
Your feet are **larger** than my feet. 

When an adjective ends with one consonant, double the final consonant before adding **er**. When a word ends in two or more consonants, add **er**.

Examples: big = bigger (single consonant)
bold = bolder (two consonants)

When an adjective ends in **y**, change the **y** to **i** before adding **er**.

Examples: easy = easier
greasy = greasier
breezy = breezier 

Directions: Use the correct rule to add **er** to the words below.

Example: fast faster

1. thin	thinner	10. fat	fatter
2. long	longer	11. poor	poorer
3. few	fewer	12. juicy	juicier
4. ugly	uglier	13. early	earlier
5. silly	sillier	14. clean	cleaner
6. busy	busier	15. thick	thicker
7. grand	grandier	16. creamy	creamier
8. lean	leaner	17. deep	deeper
9. young	younger	18. lazy	lazier

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Adjectives: Making Comparisons

Adjectives that compare two things usually end in **er**.

Example: Ants are **smaller** than ladybugs.

Adjectives that compare three or more things usually end in **est**.

Example: February is the **shortest** month of the year.

Directions: Underline the adjective that best completes each sentence.

- Margery is the (stronger, strongest) girl in third grade.
- The blue sailboat is (faster, fastest) than the red sailboat.
- July is usually (hotter, hottest) than January.
- Which instrument is the (louder, loudest) one in the orchestra?
- Turtles are (slower, slowest) than rabbits.
- Travis is the (funnier, funniest) student in our class.
- Your slice of cake is (thicker, thickest) than mine.
- Frogs jump (higher, highest) than mice.
- Mount Everest is the (taller, tallest) mountain in the world.
- The summer solstice is the (longer, longest) day of the year.

Directions: Write a sentence for each adjective listed below. Use the adjective to compare two or more things.

- short _____
- bright _____
- smart _____
- cold _____

ANSWERS WILL VARY

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Adding "er" and "est" to Adjectives

Directions: Circle the correct adjective for each sentence.

Example: Of all the students in the gym, her voice was the (louder, loudest).

- "I can tell you are (busier, busiest) than I am," he said to the librarian.
- If you and Carl stand back to back, I can see which one is (taller, tallest).
- She is the (kinder, kindest) teacher in the whole building.
- Wow! That is the (bigger, biggest) pumpkin I have ever seen!
- I believe your flashlight is (brighter, brightest) than mine.
- "This is the (cleaner, cleanest) your room has been in a long time," Mother said.
- The leaves on that plant are (prettier, prettiest) than the ones on the window sill.



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Adjectives That Compare

Add **er** to most adjectives when comparing two nouns. Add **est** to most adjectives when comparing three or more nouns.

Example: The forecaster said this winter is **colder** than last winter. It is the **coldest** winter on record.

Directions: Finish each sentence with the correct form of the adjective.

- The weather map showed that the (colder, coldest) place of all was Marquette, Michigan. (cold)
- The (warmest, warmest) city of all was Phoenix, Arizona. (warm)
- Does San Diego get (hotter, hotter) than San Francisco? (hot)
- The (deepest, deepest) snow of all fall in the Twin Cities. (deep)
- The snowfall was two inches (deeper, deeper) than in Buffalo. (deep)
- The (windiest, windiest) place of all was Chicago, Illinois. (windy)
- The (strongest, strongest) winds of all blew there. (strong)
- The (foggiest, foggiest) city in the U.S. was Bangor, Maine. (foggy)
- Seattle was the (rainiest, rainiest) of all the cities. (rainy)
- It is usually (rainier, rainier) in Seattle than in Portland. (rainy)

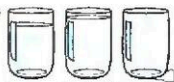


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Adjectives Plus "est"

The ending **est** is often added to adjectives to compare more than two things.

Example: My glass is **full**.
Your glass is **fuller**.
His glass is **fullest**.



When an adjective ends with one consonant, you usually double the final consonant before adding **est**.

Examples: big = biggest (short vowel)
sleep = sleepest (long vowel)

When an adjective ends in **y**, change the **y** to **i** before adding **est**.

Example: easy = easiest

Directions: Use the correct rule to add **est** to the words below.

Example: thin thinnest

- | | |
|----------------------------|---------------------------|
| 1. skinny <u>skinniest</u> | 10. big <u>biggest</u> |
| 2. cheap <u>cheapest</u> | 11. silly <u>silliest</u> |
| 3. busy <u>busiest</u> | 12. tall <u>tallest</u> |
| 4. loud <u>loudest</u> | 13. quick <u>quickest</u> |
| 5. kind <u>kindest</u> | 14. red <u>reddest</u> |
| 6. dreamy <u>dreamiest</u> | 15. happy <u>happiest</u> |
| 7. ugly <u>ugliest</u> | 16. high <u>highest</u> |
| 8. pretty <u>prettiest</u> | 17. wet <u>wettest</u> |
| 9. early <u>earliest</u> | 18. clean <u>cleanest</u> |

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Adjectives Plus "er" or "More"

Directions: Add the word or words needed in each sentence.

- I thought the book was more interesting than the movie. (interesting)
- Do you want to carry this box? It is lighter than the one you have now. (light)
- I noticed you are moving slower this morning. Does your ankle still bother you? (slow)
- She stuck out her lower lip and said, "Your ice cream cone is bigger than mine!" (big)
- Mom said my room was cleaner than it has been in a long time. (clean)



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Adjectives Preceded by "More"

The word **more** comes before most adjectives that have two or more syllables as a way to show comparison between two things.

Example: **Correct:** intelligent = more intelligent
Incorrect: intelligenter
Correct: famous = more famous
Incorrect: famouster



Directions: Write **more** before the adjectives that fit the rule. Write an X before the adjectives that do not fit the rule.

Examples: X cheap
more beautiful

- | | |
|----------------------------|-----------------------------|
| 1. <u>X</u> quick | 9. <u>more</u> embarrassing |
| 2. <u>more</u> terrible | 10. <u>X</u> nice |
| 3. <u>more</u> difficult | 11. <u>more</u> often |
| 4. <u>more</u> interesting | 12. <u>X</u> hard |
| 5. <u>more</u> polite | 13. <u>more</u> valuable |
| 6. <u>X</u> cute | 14. <u>X</u> close |
| 7. <u>X</u> dark | 15. <u>X</u> fast |
| 8. <u>X</u> sad | 16. <u>more</u> important |

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Adjectives Plus "est" or "Most"

Directions: Add the word or words needed to complete each sentence.

Example: The star over there is the brightest of all.
(bright)



- "I believe this is the most delightful time I have ever had."
said Mackenzie. (delightful)
- That game was the most exciting one of the whole year.
(exciting)
- I think this tree has the greenest leaves.
(green)
- We will need the sharpest knife you have.
(sharp)
- Everyone agreed that your chocolate chip cookies
were the most delicious of all.
(delicious)



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Adjectives Plus "Most"

The word **most** comes before most adjectives that have two or more syllables as a way to show comparison between more than two things.

Examples: **Correct:** Intelligent = most intelligent
Incorrect: intelligent
Correct: famous = most famous
Incorrect: famousst



Directions: Read the groups of sentences below. In the last sentence of each group, write the adjective with the word **most**.

- Example: My uncle is intelligent.
My aunt is more intelligent.
My cousin is the most intelligent.
- I am thankful.
My brother is more thankful.
My parents are the most thankful.
 - Your sister is polite.
Your brother is more polite.
You are the most polite.
 - The blouse was expensive.
The sweater was more expensive.
The coat was the most expensive.
 - The class was fortunate.
The teacher was more fortunate.
The principal was the most fortunate.
 - The cookies were delicious.
The cake was even more delicious.
The brownies were the most delicious.
 - That painting is beautiful.
The sculpture is more beautiful.
The finger painting is the most beautiful.

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Adjectives That Break the Rules

The adjectives **good** and **bad** do not follow the rules. Instead of using **or** and **est** or the words **more** and **most**, they use different spellings to compare two or more things.



- Examples: **good** — This is a **good** book.
better — My book is **better** than your book.
best — This is the **best** book I've ever read.
bad — The weather is **bad** today.
worse — The weather is **worse** today than yesterday.
worst — Today's weather is the **worst** of the winter.

Directions: Circle the form of the adjective that finishes each sentence.

- This is the (bad, worse, worst) pizza I have ever eaten.
- My shoes are in (bad, worse, worst) condition than yours.
- My grades are the (good, better, best) in the class.
- Plastic cups make (good, better, best) paint containers.
- This tool is the (good, better, best) one I have.
- The bumpy drive was a (bad, worse, worst) one.
- My brownies are (good, better, best) than yours.
- This is a (bad, worse, worst) snowstorm.
- The one looks even (good, better, best) than that one.
- My brother's room looks (bad, worse, worst) than mine.

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Pronouns

Pronouns are words that are used in place of nouns.

Examples: he, she, it, they, him, her, them.



Directions: Read each sentence. Write the pronoun that takes the place of each noun.

Example: The monkey dropped the banana. It.

- Dad washed the car last night. He
- Mary and David took a walk in the park. They
- Peggy spent the night at her grandmother's house. She
- The players lost their game. They
- Mike Van Meter is a great soccer player. He
- The parrot can say five different words. It
- Megan wrote a story in class today. She
- They gave a party for Teresa. Her
- Everyone in the class was happy for Ted. Him
- The children pelted the giraffe. It
- Linda put the kittens near the warm stove. Them
- Gino made a chocolate cake for my birthday. She
- Pete and Matt played baseball on the same team. They
- Give the books to Herbie. Him

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Pronouns

Singular Pronouns

I	me	my	mine
you	your	yours	
he	she	him	her
his	hers	it	its

Plural Pronouns

we	us	our
ours	you	your
yours	they	them
their	theirs	

Directions: Underline the pronouns in each sentence.

- Mom told us to wash our hands.
- Did you go to the store?
- We should buy him a present.
- I called you about that party.
- Our house had damage on its roof.
- They want to give you a prize at our party.
- My cat ate my sandwich.
- Your coat looks like his coat.



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Pronouns

A pronoun is a word that takes the place of a noun.

Example: Meg gave the ball to Dave.
He was glad to get it.

Directions: Read the sentences below. After each pronoun, write the word or words that the pronoun stands for.

Most penguins live near the South Pole. They (penguins) spend most of their time underwater searching for food. Penguins surface for air and get enough of it (air) to fill the air sacs throughout their bodies. These (air sacs) make it possible for them (penguins) to stay underwater for long periods of time.

Although penguins have wings, they (wings) are not used for flying. Their wings are like flippers. They (wings) are used for swimming.

Penguins feel best in very cold water but leave it (water) to nest and raise their young. A penguin's nest is very odd. It (nest) is simply a pile of stones on a rocky shore. The female lays one to three eggs.

They (eggs) are chalky white. After a time, the female passes her eggs to the male. He (male) tucks them (eggs) into a skin flap under his body to keep

them (eggs) warm. It (skin flap) is lined with thick, soft down. The parents take turns feeding the babies when they (eggs) hatch.



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Nouns and Pronouns

Pronouns can be substituted for nouns that are repeated.

Example: Mother made the beds.
Then, Mother started the laundry.

The noun **Mother** is used in both sentences.
The pronoun **she** could be used in place of **Mother** the second time.



Directions: Cross out nouns when they appear a second and/or third time. Write a pronoun that could be used instead.

Example:

~~Jim~~ My friends and I like to go ice skating in the winter.
~~My friends and I~~ usually fall down a lot, but ~~my friends and I~~ have fun!

- ~~They~~ ~~Anna and Lisa~~ in the fourth-grade class next to us must have been having a party. ~~Anna and Lisa~~ were very loud. All the children were happy it was Friday.
- ~~He~~ I try to help my father with work around the house on the weekends. ~~My father~~ works many hours during the week and would not be able to get everything done.
- ~~They~~ Can I share my birthday treat with the secretary and the principal? ~~The secretary and the principal~~ could probably use a snack right now!
- ~~Jim~~ I know Mr. Jones needs a copy of this history report. Please take it to ~~Mr. Jones~~ when you finish.

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Pronouns

A pronoun is a word that takes the place of a noun in a sentence.

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



Directions: Underline the pronouns in each sentence.

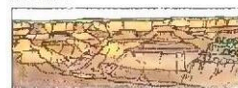
- Bring them to us as soon as you are finished.
- She has been my best friend for many years.
- They should be here soon.
- We enjoyed our trip to the Mustard Museum.
- Would you be able to help us with the project on Saturday?
- Our homeroom teacher will not be here tomorrow.
- My uncle said that he will be leaving soon for Australia.
- Hurry! Could you please open the door for him?
- She dropped her gloves when she got off the bus.
- I cannot figure out who the mystery writer is today.

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Nouns and Pronouns

Directions: Cross out nouns when they appear a second or third time. Write a pronoun that could be used instead.

- ~~It~~ The merry-go-round is one of my favorite rides at the county fair. I ride the ~~merry-go-round~~ so many times that I sometimes get sick.
- ~~We~~ My parents and I are planning a two-week vacation next year. ~~My parents and I~~ will be driving across the country to see the Grand Canyon. ~~My parents and I~~ hope to have a great time.
- ~~She~~ The new art teacher brought many ideas from the city school where ~~she~~ worked before.
- ~~Them~~ Green beans, corn, and ~~potatoes~~ are my favorite vegetables. I could eat ~~green beans, corn, and potatoes~~ for every meal. I especially like ~~green beans, corn, and potatoes~~ in stew.
- ~~It~~ I think I left my pen at the library when I was looking for books earlier today. Did you find ~~my pen~~ when you cleaned?
- ~~She~~ My grandmother makes very good apple pie. ~~My grandmother~~ said I could learn how to make one this next time we visit.
- ~~Us~~ My brothers and I could take care of your pets while you are away if you show my ~~brothers and me~~ what you want done.



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Pronoun Referents

A pronoun referent is the noun or nouns a pronoun refers to.

Example: **Green beans, corn, and potatoes** are my favorite vegetables. I could eat **them** for every meal.



The pronoun **them** refers to the nouns **green beans, corn, and potatoes**.

Directions: Find the pronoun in each sentence. Write it in the blank. Underline the word that the pronoun refers to.

Example: The fruit trees look so beautiful in the spring when they are covered with blossoms.

- Josh is a high school cheerleader. She spends many hours at practice. She
- The football must have been slippery because of the rain. The quarterback could not hold on to it. it
- Aunt Donna needs a babysitter for her three-year-old son tonight. her
- The pat projects are on the table. Could you please put them on the top shelf along the wall? them

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Pronoun Referents

Directions: Read each sentence carefully. Draw a line to connect each sentence to the correct pronoun.

- All the teachers in our building said _____ could use a day off! him
- The whole cast spent a lot of time in rehearsals for the school play. _____ should go very well. it
- Uncle Mike is driving around in a very old car. I know _____ would like to buy a new one. they
- Mr. Baker is having some trouble programming that DVD player. Can you help _____? she
- There are too many books on the shelf. I know I cannot fit all of _____ into this small box. them
- Ms. Hart slipped on the bleachers at the football game. That is why _____ is using crutches. he

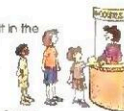


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Pronoun Referents

Directions: Find the pronoun in each sentence. Write it in the blank. Underline the word that the pronoun refers to.

- Did Aaron see the movie Thanka? Jay thought it was a very good movie. it
- Maya can help you with the spelling words now, Tasha. you
- The new tennis coach said to call him after 6:00 tonight. him
- Jim, John, and Jason called to say they would be later than planned. they
- Mrs. Burns enjoyed the cake her class made for the surprise party. her
- The children are waiting outside. Ask Josh to take the pinwheels out to them. them
- Mrs. Taylor said to go on ahead because she will be late. she
- The whole team must sit on the bus until the driver gives us permission to get off. us
- Paul sold the umbrella; did a poor job of keeping the rain off him. him
- The umbrella was blowing around too much. That is probably why it did not do a good job. it



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Possessive Pronouns

Possessive pronouns show ownership.

Example: **his** hat, **her** shoes, **our** dog

We can use the pronouns **my, our, you, his, her, its, and their** before a noun.

Example: That is **my** bike.

We can use the pronouns **mine, yours, ours, his, hers, theirs,** and **its** without a noun.

Example: That is **mine**.

Directions: Rewrite each sentence using a pronoun instead of the word or words in bold letters.

Example: My **dog's** bowl is brown. **its** bowl is brown.

1. That is **Lisa's** book.

That is hers.

2. This is **my** pencil.

It is mine.

3. This hat is **your** hat.

This hat is yours.

4. **It** is Kevin's cat.

It is his cat.

5. That beautiful house is **our** home.

That beautiful house is ours.

6. The **garbil's** cage is too small.

Its cage is too small.



Possessive Pronouns

A **possessive pronoun** takes the place of a possessive noun.

Examples: **Belinda's** bicycle is red. Shane and Bob's cat is gray.

Her bicycle is red. **Their** cat is gray.

Possessive Pronouns

my, you, her, his, its, our, their

Directions: Draw a line from each possessive noun to the correct possessive pronoun.

- Leticia's _____ their
- the boat's _____ our
- the children's _____ their
- the class' _____ his
- my friends' and my _____ its
- Matthew's _____ her



Directions: Write a sentence using each possessive pronoun.

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

ANSWERS WILL VARY

Possessive Pronoun

A **possessive pronoun** shows ownership. It can replace a possessive noun. Some possessive pronouns can be used before a noun and some can be used alone.

Examples: Used before a noun: **my, you, its, her, his, our, and their.**
Used alone: **mine, yours, his, hers, yours, and theirs.**

Directions: Read each pair of sentences. If the correct possessive pronoun is used in the second sentence, circle **Right**. If it is not, circle **Wrong**.

- An archaeologist studies people's remains.
An archaeologist studies **their** remains. (Right) Wrong
- The important discovery was the scientist's.
The important discovery was **hers**. (Right) Wrong
- She found part of a potter's wheel.
She found part of **their** wheel. Right (Wrong)
- Other treasures were found on the scientist's dig.
Other treasures were found on **their** dig. Right (Wrong)
- The pottery shards belonged to all of us on the crew.
The pottery shards were **ours**. (Right) Wrong
- Experts say the Pharaoh's tomb took years to build.
Experts say **their** tomb took years to build. Right (Wrong)
- A Pharaoh's tomb was said to be cursed.
Its tomb was said to be cursed. Right (Wrong)
- One theory about the mummy's curse is in the book.
One theory about **its** curse is in the book. (Right) Wrong
- The scientist's belief is that it is just superstition.
Her belief is that it is just superstition. (Right) Wrong



Possessive Pronouns

Possessive Pronouns show ownership. **My, mine, your, yours, his, her, hers, our, ours, their, and theirs** are possessive pronouns.

Example: **His** house was painted red and black.

Directions: Underline the possessive pronouns in each sentence of the story.

When I first saw this island, I knew it was as close to home as I could get. When the ten monks decided to join me, it became our home. Although we built all of these Chinese-looking buildings together, most were theirs. One hut was ours to share as a place to meditate and eat our meals. Their other buildings were used for living. One monk's hut was unusual. He had painted zebra stripes all along his walls. The monks kept their gardens around their living areas. My house was also built like the houses in China. Some of our other living quarters were more like the huts of African villages. We all lived together, sharing our food and sharing what was mine, theirs, and ours.



Possessive Pronouns

A **possessive pronoun** is a pronoun that shows ownership. Possessive pronouns include **my, mine, your, yours, his, her, hers, our, ours, its, their, and theirs**.

Example: **My** car runs faster than **yours**.
Their friend went to the zoo.

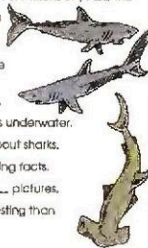
Directions: Read the article. Underline each possessive pronoun.

There are many kinds of sharks, and their sizes vary greatly. They can be from six inches to over forty feet long. A shark does not have many bones in its body. Its body is quite different from your body. Much of its body is made of cartilage, which is similar to the material in your nose.

Our fear of sharks is well-founded. Their behavior is unpredictable. Many fishermen have had their catch eaten by sharks. For millions of years, the seas have been their domain. Their time on Earth began long before our species appeared here.

Directions: Substitute a possessive pronoun for the word or words in parentheses.

- (A shark's) _____ its hearing is very sharp.
- Sharks can hear (divers') _____ theirs sounds underwater.
- (Dan's) _____ his friend wrote a report about sharks.
- (Janie's) _____ her report gave us interesting facts.
- the report used (Dan's and Tim's) _____ their pictures.
- (Janie's) _____ her report was more interesting than (Jack's) _____ his.



Subject pronouns

The subject of a sentence can be a noun or a pronoun. A pronoun can take the place of a noun. Subject pronouns include **I, you, he, she, it, we, and they**.

Examples: **The mayor** closed the office door.
He closed the office door.

Directions: Write the correct pronoun above the subject noun in each sentence.

- He
He is Mayor Sneak's administrative assistant.
- He
Mayor Sneak has a huge computer.
- It
The door to Mayor Sneak's office was closed.
- They
The custodians swept the floor.
- We
My class waited for a tour.
- He
Mayor Sneak sneaked out.
- He
Andrew met us instead.
- We
Andrew and our class had a good time on our tour.



Subject Pronouns

Subject Pronouns can take the place of the subject in a sentence. The **subject pronouns** are: I, you, he, she, it, we, you, and they.

Examples: **My brother** washed the car.
He washed the car.

Directions: Fill in the blanks with subject pronouns.

Dear Mayor Sheak,



 would like to announce that a woman in your office is taking office supplies home. She has taken paper clips and staples. Last Tuesday, I saw this person put a large item in a box. It looked very heavy.

Later, when everything was dark and quiet, I heard a growl. A female cat was growling as if she wanted to warn someone of an intruder. The security guard was asleep in his chair by the door. He did not see the thief escape with the large item in the box.

You may want to look into this matter.



Sincerely,
A Silent Observer

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Object Pronouns

Object pronouns take the place of the person, place, or thing that is the object of the sentence. Object pronouns include: me, you, her, him, it, us, and them.

Example: He wanted to find a dinosaur.
He wanted to find it.

Directions: The objects in each sentence is underlined. Write the pronoun that can replace the object on the line following each sentence.

- Henry turned the duty of standing guard over to Maya.
her
- Everyone wanted to thank Chuck for making the dinner.
him
- After we cleaned the dishes, we gathered around the fire to listen to Hilary sing.
her
- We were just about ready for bed when we heard a strange noise.
it
- Several of the crew raced to the river and saw a large, funny shape.
it
- But the mysterious visitor was too quick for most of the crew.
them
- Jason ran after the mysterious creature.
it

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Subject and Object Pronouns

A **pronoun** is a word that takes the place of a noun.

A **subject pronoun** takes the place of a noun in the subject of a sentence.

An **object pronoun** takes the place of a noun that follows a verb or a word like to, from, of, at, with, or by.

Subject Pronouns
I you he she it we they

Object Pronouns
me you him her it us or them



Directions: The subject or object in each sentence is underlined. Rewrite each sentence, replacing the subject or object with the correct pronoun.

- The third-grade class went on a class trip to the aquarium.
They went on a class trip to the aquarium.
- The aquarium was filled with interesting sea life.
It was filled with interesting sea life.
- Janice shrieked when Jessica saw the shark tank.
Janice shrieked when she saw the shark tank.
- "The sharks have really sharp teeth," Janice said.
They have really sharp teeth," Janice said.
- David reassured Janice. "The sharks cannot hurt, Janice."
David reassured Janice. "They cannot hurt, Janice."
- The third-grade students believed David because David was the tour guide.
They believed David because he was the tour guide.

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Subject and Object Pronouns

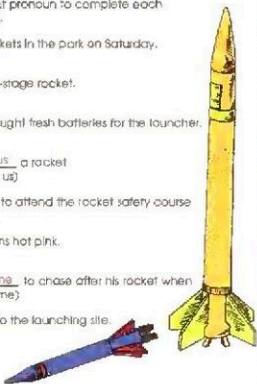
I and we are **subject pronouns**. Me and us are **object pronouns**.

Examples: **subject pronoun:** Mark and I are on our way to the park.
object pronoun: Will Sara come with me?

Please feel welcome to join us.

Directions: Choose the correct pronoun to complete each sentence. Write it in the blank.

- We plan to launch rockets in the park on Saturday.
(we, us)
- Joel bought me a two-stage rocket.
(I, me)
- Kate and I both brought fresh batteries for the launcher.
(I, me)
- Manuel plans to build us a rocket.
(we, us)
- Officer Bark wants me to attend the rocket safety course.
(I, me)
- I always point the fins hot pink.
(I, me)
- Tim wants Janelle and me to chase after his rocket when it lands.
(I, me)
- Chin wants us to go to the launching site.
(we, us)



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Subject and Object Pronouns

Pronouns are words that take the place of nouns in a sentence. Some pronouns take the place of subjects. Some take the place of objects.

Examples: **subject pronouns:** I, you, he, she, it, we, you, they
object pronouns: me, you, him, her, it, us, you, them

Directions: Write the correct subject or object pronoun above each underlined noun.

- As the boat cruised along the shore, the crew members could see surfies riding huge waves.
it they them
- When the boat docked, hundreds of sailors were on the wharf to greet the ship.
it they she
- After everyone had left the ship, the captain received orders for another assignment.
they it he
- The message asked that the crew and the boat be ready to depart for Mexico.
it they
- The captain knew where the boat was going next.
he it
- The trip had something to do with whales.
them
- There are a lot of whales in the Gulf of Mexico because the water is warmer there.
it them



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Adverbs

Adverbs are words that tell when, where, or how.

Adverbs of time tell when.

Example:

The train left yesterday.
Yesterday is an adverb of time. It tells when the train left.

Adverbs of place tell where.

Example:

The girl walked away.
Away is an adverb of place. It tells where the girl walked.

Adverbs of manner tell how.

Example:

The boy walked quickly.
Quickly is an adverb of manner. It tells how the boy walked.

Directions: Write the adverb from each sentence in the first column. In the second column, write whether it is an adverb of time, place, or manner.

Example:

	Adverb	Time	Place	Manner
1. The relatives laughed loudly.	loudly			manner
2. We will finish tomorrow.	tomorrow	time		
3. The snowstorm will stop soon.	soon	time		
4. She sings beautifully.	beautifully			manner
5. The baby slept soundly.	soundly			manner
6. The elevator stopped suddenly.	suddenly			manner
7. Does the plane leave today?	today	time		
8. The phone call came yesterday.	yesterday	time		

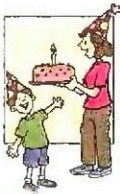


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Adverbs of Time

Directions: Choose a word or group of words from the Word Bank that finishes each sentence.

Word Bank
 In 2 weeks last winter
 next week at the end of the day
 soon right now
 2 days ago tonight



1. We had a surprise birthday party for him _____.
2. Our science projects are due _____.
3. My best friend will be moving _____.
4. Justin and Ronnie need our help _____.
5. We will find out who the winners are _____.
6. Can you take me to ball practice _____?
7. She said we will be getting a letter _____.
8. Diane made the quilt _____.

ANSWERS WILL VARY

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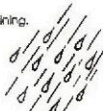
Adverbs of Place

Directions: Choose one word from the Word Bank to finish each sentence. Make sure the adverb you choose makes sense with the rest of the sentence.

Word Bank
 inside upstairs below everywhere
 home somewhere outside there



1. Each child took a new library book _____ home.
2. We looked _____ everywhere for his jacket.
3. We will have recess _____ inside because it is raining.
4. From the top of the mountain, we could see the village far _____ below.
5. My sister and I share a bedroom _____ upstairs.
6. The teacher warned the children, "You must play with the ball _____ outside."
7. Mother said, "I know that recipe is _____ somewhere in this file box!"
8. You can put the chair _____ there.



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Adverbs of Manner

Directions: Choose a word from the Word Bank to finish each sentence. Make sure the adverb you choose makes sense with the rest of the sentence. You will use one word twice.

Word Bank
 quickly carefully loudly easily carelessly slowly

ANSWERS MAY VARY BUT MAY INCLUDE...

1. The scouts crossed the old bridge _____ carefully.
2. We watched the turtle move _____ slowly across the yard.
3. Everyone completed the math test _____ easily.
4. The quarterback scampered _____ quickly down the sideline.
5. The mother _____ carefully cleaned the child's sore knee.
6. The fire was caused by someone _____ carelessly tossing a match.
7. The alarm rang _____ loudly while we were eating.



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Adverbs

Like adjectives, adverbs are describing words. They describe verbs. Adverbs tell how, when, or where an action takes place.

Examples: **How** slowly yesterday here
When gracefully today there
Where swiftly tomorrow everywhere
 quickly soon

Hint: To identify an adverb, first locate the verb. Then, ask yourself if there are any words that tell how, when, or where the action takes place.

Directions: Read each sentence below. Underline the adverb. Then, write whether it tells how, when, or where.

Example: At the end of the day, the children ran quietly home from school.

1. They will have a spelling test tomorrow. tomorrow time
2. Slowly, the children fled to their seats. slowly manner
3. The teacher sat here at her desk. here place
4. She will pass the tests back later. later time
5. The students received their grades happily. happily manner

Directions: Write four sentences of your own using any of the adverbs above.

ANSWERS WILL VARY

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Adverbs

Adverbs are words that describe verbs. They tell how, when, or where.

Directions: Circle the adverb in each of the following sentences.

Example: The doctor worked carefully.

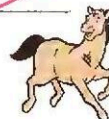
1. The skater moved quickly across the ice.
2. They returned their call quickly.
3. We easily learned the new words.
4. He did the work perfectly.
5. She lost her purse somewhere.

Directions: Finish each sentence below with your own adverb.

Example: The bees worked _____.

1. The dog barked _____.
2. The baby smiled _____.
3. She wrote her name _____.
4. The horse ran _____.

ANSWERS WILL VARY

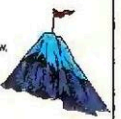


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Adverbs

An adverb tells more about a verb. Adverbs can tell how, when, or where an action takes place.

Example: **how** Kalle drove the car slowly.
when Kalle drove the car then.
where Kalle drove the car far.



Directions: Circle the adverbs that tell how, when, or where something happened.



Our pilot landed the plane carefully in a valley near Mount Saint Helens. As we left the safety of the helicopter, we all looked up the valley to see the dome of the volcano. It looked far away and it seemed long ago that it had last erupted. Quickly the volcano totally destroyed many forests, cities, and farms. The violent eruption happened quickly and totally 67 people died.




Mount Shasta stands quietly beneath its blanket of snow. It is one of the highest mountains in the Cascade Mountain Range. Only Mount Rainier is taller. As we hiked slowly toward the peak, we could see some signs of its many eruptions. We could see where the magma had erupted quietly and flowed slowly from the vent.

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Adverbs

Adverbs describe verbs. They usually tell **how**, **when**, or **where** an action happened.

Examples: The horse walked slowly.
We went riding yesterday.



Directions: Finish each sentence with an adverb from the Word Bank.

Word Bank

slowly carefully yesterday recklessly nearby
there softly later happily beautifully

ANSWERS MAY VARY BUT MAY INCLUDE...

- Sandy happily at her ice-cream cone.
- Put your backpack there.
- Milo skated recklessly and broke his wrist.
- Tyler visited the museum yesterday.
- When the baby is asleep, we must speak softly.
- I have soccer practice later.
- The bear watched her cubs play nearby.
- Charlotte sings beautifully.
- Mother decorated the cake carefully.
- The jellyfish swims slowly.

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Adverbs

An **adverb** tells more about a verb. Adverbs can tell **when**, **where**, or **how** an action takes place.

Example: I sleep often.

Directions: Finish each sentence with an adverb from the Word Bank. **ANSWERS MAY VARY BUT MAY INCLUDE...**

- When hiking in the desert, always stay on the marked trails.
- Do not go too near a rattlesnake, or it will attack.
- Stay far away from foods during storms. The water can be dangerous.
- Apply sunscreen generously.
- Take breaks frequently. Do not wear yourself out.
- When walking in the desert, walk slowly and carefully.
- Approach any strange object cautiously.
- Make sure you look up and down the trail so you do not trip.
- On hot days, drink water often to keep you from getting hot.
- Break in boots before you wear them hiking.

Word Bank

near before down slowly always frequently
carefully far up cautiously often generously

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Adverbs

An **adverb** tells more about a verb. Adverbs can tell **when**, **where**, or **how**.

Directions: Write three adverbs to describe each verb. Do not use an adverb more than once.

run	dance	tripped
fly	play	jump
read	sing	grow
laugh	write	eat

ANSWERS WILL VARY


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Adverbs

Directions: Read each sentence. Then, answer the questions.

Example: Charles ate hungrily.
 who? Charles (subject)
 what? ate (verb)
 how? hungrily (adverb)

- She dances slowly.
 who? She
 what? dances
 how? slowly
- The girl spoke carefully.
 who? The girl
 what? spoke
 how? carefully
- My brother ran quickly.
 who? My brother
 what? ran
 how? quickly
- Jean often walks home.
 who? Jean
 what? walks
 how? often
- The children played loudly.
 who? children
 what? played
 how? loudly



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Adverbs

Adverbs tell **when**, **where**, or **how** about the verb in a sentence. Many adverbs end in **ly** when answering the question, "How?"

Examples: I celebrated my birthday today. (When?)
 Children sat near me. (Where?)
 I excitedly opened my gifts. (How?)

Directions: underline the adverb in each sentence, then, write **when**, **where**, or **how** on the line to tell which question it answers.

- The children played quietly at home.
 how
- We went to the movie yesterday.
 when
- My friends came inside to play.
 where
- The child cut his meat carefully.
 how
- The girls ran outside to get their coats.
 where
- The play-off games start tomorrow.
 when
- The boys walked slowly.
 how
- The teacher said, "Write your name neatly."
 how




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Adverbs

Adverbs tell **when**, **where**, or **how** an action takes place.

Directions: Circle the adverbs that can tell about the verb.

<p>study</p> <p>quietly</p> <p>fast</p> <p>often</p> <p>math</p>	<p>pointed</p> <p>colorfully</p> <p>carefully</p> <p>beautiful</p> <p>oranges</p>	<p>laugh</p> <p>happily</p> <p>fun</p> <p>today</p> <p>touchy</p>
<p>listen</p> <p>quietly</p> <p>attentively</p> <p>important</p> <p>carefully</p>	<p>drive</p> <p>everywhere</p> <p>road</p> <p>cautiously</p> <p>there</p>	<p>plant</p> <p>seeds</p> <p>close</p> <p>sometimes</p> <p>slowly</p>
<p>cried</p> <p>yesterday</p> <p>tears</p> <p>badly</p> <p>silently</p>	<p>ran</p> <p>quickly</p> <p>fast</p> <p>again</p> <p>racers</p>	

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Adverbs

Directions: Circle the 12 adverbs in the story. Then, write them in the correct spaces to show if they tell where, when, or how about the verb.

Robert and Tom went also to dress for the movies. They planned to watch Sonic Man early.
"Hurry, or we will be late!" called Tom quickly.

They ran quickly to the bus stop and waited impatiently for the bus to arrive.

At the theater, the line wound outside. The boys worried they would have to return impatiently.

The line moved slowly as the boys waited anxiously. "I hope they have tickets left," moaned Robert quietly.

"Yes, we have seats left," said a ticket seller who stood nearby.

The movie began immediately as the boys settled in their seats.



HOW

1. locally 2. quickly 3. impatiently
4. slowly 5. nervously 6. quietly

WHEN

7. today 8. tomorrow 9. immediately

WHERE

10. inside 11. outside 12. nearby

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Adverbs

Directions: Finish each sentence with an adverb that tells how, when, or where about the verb.

- Our team played _____ (when)
- Brian writes _____ (how)
- The cows move _____ (how)
- Melissa will dance _____ (when)
- My dog went _____ (where)
- We ran _____ (how)
- The child sang _____ (how)
- The cat purred _____ (where)
- Hilary spoke _____ (how)
- We will go on our vacation _____ (when)
- The sign goes _____ (where)
- Mother brought the groceries _____ (where)
- David read the attractions _____ (how)
- We will be leaving _____ (when)
- We have three bedrooms _____ (where)
- We will arrive _____ (when)
- The mother bird leaves the nest _____ (when)
- Do not let the cat _____ (where)



ANSWERS MAY VARY

ANSWERS WILL VARY

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Adverbs

Adverbs are words that describe verbs. Adverbs tell where, when, or how. Most adverbs end in *ly*.

Directions: Finish each sentence with the correct part of speech.

- Example:
- | | Frank | wrote | here |
|--|-------------|--------------|-----------------|
| | who? (noun) | what? (verb) | where? (adverb) |
- _____ was lost.
who? (noun) what? (verb) where? (adverb)
 - _____ quickly.
who? (noun) _____ (verb) how? (adverb)
 - _____ fast.
who? (noun) what? (verb) how? (adverb)
 - My brother _____.
who? (noun) what? (verb) when? (adverb)
 - _____ woke up.
who? (noun) what? (verb) when? (adverb)
 - _____ gladly.
who? (noun) what? (verb) how? (adverb)

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Adverbs

Adverbs show comparison by adding *er* or *est* to the end of the word. Add *er* when the adverb compares two actions. Add *est* when the adverb compares three or more actions.

Example: The clarinets played **louder** than the flutes.
The trumpets played the **loudest** of all the instruments.

Directions: Finish the following sentences by using a comparative form of the underlined adverb.

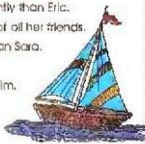
- The airplane flew high.
The airplane flew higher than the bird.
The jet flew highest of all.
- Jack's car raced fast.
Jim's car raced faster than Jack's car.
Ted's car raced fastest of all.



You can also show comparison by adding the word **more**, **most**, **less**, or **least** in front of the adverb. These words are usually added to adverbs ending in *ly*.

Directions: Add **more**, **most**, **less**, or **least** to each adverb to show comparison. **ANSWERS MAY VARY BUT MAY INCLUDE...**

- Andrew travels overseas more frequently than Eric.
- Vanessa travels overseas most often of all her friends.
- Raquel drives her car less skillfully than Sara.
- Dave drives least expertly of all.
- Aaron uses his boat more often than Tim.
- Tim acts less often than Aaron.



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Prepositions

Prepositions show relationships between the noun or pronoun and another noun in the sentence. The preposition comes before that noun.

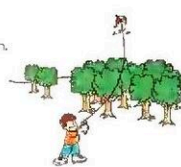
Example: The book is on the table.

Common Prepositions

above	behind	by	near	over
across	below	in	off	through
around	beside	inside	on	under

Directions: Circle the prepositions in each sentence.

- The dog ran fast around the house.
- The plates on the cupboard were clean.
- Put the card inside the envelope.
- The towel on the sink was wet.
- I planted flowers in my garden.
- My kite flew high above the trees.
- The chair near the counter was sticky.
- Under the ground, worms lived at their homes.
- I put the bow around the box.
- Behind the pond, there was a playground.



Prepositions

Prepositions are words that relate nouns to other words in a sentence. They show where a noun is going, how it might be going, or to whom it might be going. Some prepositions are: **in, on, under, and behind**.

Example: I sat in the car.

Directions: Underline the prepositions in the sentence below.

- The tree fell behind the house.
- I saw the movie with Sara.
- I stepped out of the shower.
- Do not play golf in the rain.
- I put my book next to the TV.
- The painter climbed up the ladder.
- We had recess in our classroom today.
- The driver raced around the corner.
- The pot fell off the table.
- The cat was hiding under the bed.



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Prepositions

Prepositions relate one word in a sentence to another by location, direction, cause, or possession. A preposition, including the object and its modifiers, is called a **prepositional phrase**.

Example: I walked beside the road.

Directions: Circle each preposition in the sentences below. Then, underline the rest of the prepositional phrase.

- I boarded the train at the whistle's blow.
- I sat down at a woman in a purple dress and hat.
- The conductor asked for my ticket.
- We had to go to the club car at lunch.
- At lunch, we had tomato soup, potato salad, and ham sandwiches.
- At lunch, the conductor said, "Two hours at Littleville."
- "I think I will take a short nap," said the woman in the purple dress.
- My seat was by the window.
- I spent the rest of the trip watching the world go by my window.
- At three in the afternoon, we arrived in Littleville.



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Nouns and Verbs

A **noun** names a **person, place, or thing**. A **verb** tells what something does or what something is. Some words can be nouns and verbs, depending on how they are used.

Directions: Finish the sentences in each pair with a word from the Word Bank. The word will be a noun in the first sentence and a verb in the second sentence.

Word Bank
mix kiss brush crash

- Did your dog ever give you a kiss (noun)?
I have a cold, so I cannot kiss (verb) you today.
- I brought my comb and my brush (noun).
I will brush (verb) the leaves off your coat.
- Was anyone hurt in the crash (noun)?
If you are not careful, you will crash (verb) into me.
- We bought a cake mix (noun) of the store.
I will mix (verb) the eggs together.



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Nouns and Verbs

Directions: Finish each sentence with a word from the Word Bank. Use each word once. Write **N** above the words that are used as nouns (people, places, and things). Write **V** above the words that are used as verbs (what something does or what something is).

Example: I need a brush (N). I will mix (V) milk.

Word Bank
mix beach church class kiss brush crash

- It is hot today, so we should go to the beach (N).
- The church (N) was crowded.
- I can't find my point class (N).
- Will you kiss (V) my finger and make it stop hurting?
- I will mix (V) the red and yellow paint to get orange.
- The teacher asked our class (N) to get in line.
- If you move that bottom can, the reel will crash (V) to the floor.



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Nouns or Verbs?

Directions: Finish the sentences in each pair with a word from the Word Bank. Write **N** over the word if it is used as a noun and **V** if it is used as a verb. You may need to add *s*, *ing*, or *ed* to the verbs.

Example: The girl sneezes (V). Her sneeze (N) scares the dog.

Word Bank
sneeze tape claim treat grade stream date

- I sneeze (V) around flowers.
My sneeze (N) is louder than your sneeze (N).
- Let's go buy a treat (N) at the store.
Today, I will treat (V) you to a candy bar.
- Sometimes we grade (V) our own papers.
I always get a higher grade (N) than Josh.
- The rain streams (V) down the window.
The stream (N) behind our house is overflowing.
- Please claim (V) that TV show for me.
I will watch the show (N) when I come home.
- A boy in my class claims (V) I took his candy bar.
I know his claim (N) is wrong.
- My brother has a date (N) tonight.
He dates (V) the girl who lives next door.



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Nouns or Verbs?

Some words can be either **nouns** or **verbs**, depending on how they are used in a sentence.

Example: **noun:** The paint on Aunt Betty's shutters is wet.
verb: They will paint the shutters again later today.

Directions: In each sentence below, the noun or the verb is in bold. Write **N** if the word is a noun or **V** if the word is a verb.

- N Aunt Betty said we need to look for a **ship**.
- V We will **ship** the picnic basket to the island.
- N There will be hardly any **light** in the forest.
- V Aunt Betty will **light** the way with her trusty flashlight.
- N We parked our car near the **water**.
- V On the way, Aunt Betty stopped to **water** some flowers.
- N Then, she picked some of the pink ones and put them in a box.
- V "I will **box** these for my friend in Hawaii," Aunt Betty said.
- N "It will be a **present** for my friend."
- V "I hope to **present** it to her tomorrow."
- V We will **play** all day on the island.
- N At night, we will see a **play**.



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Adjectives and Nouns

Directions: Underline the adjective in each sentence below. Then, draw an arrow from the adjective to the noun it describes.

Example: A platypus is a furry animal that lives in Australia.

- This animal likes to swim.
- Its flat nose looks like a duck's bill.
- It has a long tail like a beaver.
- Platypuses are great swimmers.
- They have webbed feet that help them swim.
- Their flat tails also help them move through the water.
- The platypus is an unusual mammal because it lays eggs.
- The platypus has reptile-like eggs.
- Platypuses can lay three eggs at a time.
- These babies do not leave their mothers for one year.
- This animal spends most of its time hunting near streams.



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Name _____

Action Verbs

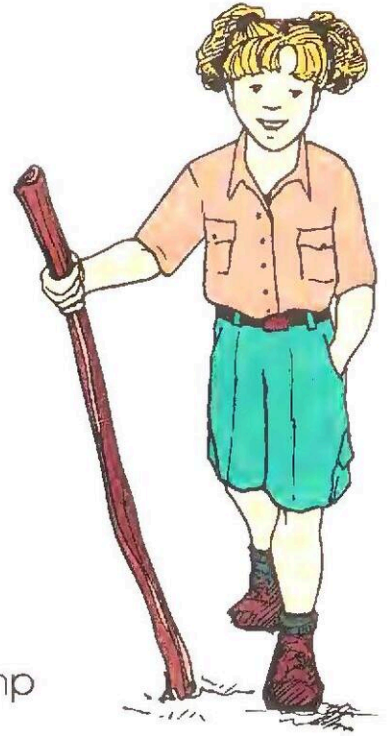
Action verbs show some kind of action. We use them to show what someone or something does, did, or will do.

Example: We **hike** down the trail.

Directions: Underline the action verbs in each rule.

Hiking Rules

1. You should walk, not run, on the trails.
2. Throw away your trash.
3. Do not drop or throw rocks into the canyon.
4. When you hike down to the bottom, you may camp only in the campground.
5. You may build fires only in marked areas.
6. Store your food in a nearby tree.
7. Be polite to other hikers. Stop to let them pass you.
8. On hot days, take plenty of water and wear a hat.



Nouns, Pronouns, and Adjectives

Directions: Circle the nouns that show ownership. Draw a box around the pronouns. Underline the adjectives.

Example: Tropical birds live in warm, wet lands.
They live in dark forests and busy zoos.
The birds' feathers are bright.



1. A canary is a small finch.
2. It is named for the Canary Islands.
3. Her birds are lovebirds.
4. He says they are small parrots that like to cuddle.
5. His parents gave him the lovebirds for his birthday.
6. Use's bird is a talking myna bird.
7. Her neighbors gave it to her when they moved.
8. She thanked them for the wonderful gift.
9. She says the feathers are dark with an orange mark on each wing.
10. Some children's myna birds can be very noisy.
11. Parakeets are this country's most popular tropical birds.
12. Parakeets' cages have ladders and swings.
13. A parakeet's diet is made up of seeds.

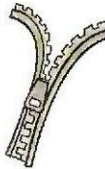
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Adjectives and Adverbs

Directions: Write ADJ on the line if the bold word is an adjective. Write ADV if the bold word is an adverb.

Example: ADJ That road leads nowhere.

1. ADV The squirrel was **nearby**.
2. ADJ Her **delicious** cookies were all eaten.
3. ADV Everyone rushed **indoors**.
4. ADV He **quickly** zipped his jacket.
5. ADJ She hummed a **popular** tune.
6. ADJ Her **sunny** smile warmed my heart.
7. ADV I hung your coat **there**.
8. ADV **Bring that here** this minute!
9. ADV We all walked **back** to school.
10. ADJ The **skinniest** boy ate the most food!
11. ADJ She acts like a **famous** person.
12. ADJ The **stillest** jokes always make me laugh.
13. ADV She must have parked her car **somewhere!**
14. ADV Did you take the test **today?**



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Adjectives and Adverbs

Directions: Finish each sentence by adding words that tell who, what, where, or when.

Example: They noticed a mean glow near the pine trees, (what) (where)

1. _____ shifted across the room _____.
2. The shadow covered _____.
3. The door _____.
4. _____ hurried _____.
5. _____ stopped the _____.



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Adjectives and Adverbs

Directions: Read the story, underline the adjectives. Circle the adverbs. Write the words in the correct column at the end of the story.

Surprise!

Emily and Elizabeth tiptoed quietly through the dark hallway. Even though hundreds of lights were off, they knew the presents were there. Every year, the two sisters had gone to Mom and Dad's bedroom to wake them on Christmas morning. This year would be different, they decided.

Last night after supper, they had secretly planned to look around in the morning before Mom and Dad were awake. The girls knew that Emily's red and green stocking and Elizabeth's striped stocking hung by the brick fireplace. They knew the beautiful tree was in the corner by the rocking chair.

"Won't Mom and Dad be surprised to awaken on their own?" asked Elizabeth quietly.

Emily whispered, "Click the overhead lights so we can see better."

"You don't have to whisper," said a voice.

There sat Mom and Dad as the Christmas-tree lights uddenly shone.

Dad said, "I guess the surprise is on you two!"

Adverbs	Adjectives
<u>quietly</u>	<u>dark</u> <u>striped</u>
<u>there</u>	<u>none</u> <u>brick</u>
<u>secretly</u>	<u>every</u> <u>beautiful</u>
<u>early</u>	<u>two</u> <u>rocking</u>
<u>better</u>	<u>this</u> <u>Christmas-tree</u>
<u> suddenly</u>	<u>last</u> <u>overhead</u>
	<u>different</u>
	<u>red and green</u>

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Parts of Speech



Nouns name a person, place or thing.

Verbs tell what a person or thing does or is doing.

Pronouns take the place of nouns.

Adjectives describe nouns.

Adverbs tell when, where, or how about a verb.

Directions: Label the words in each sentence using the Word Key.

N	for noun	Adj	for adjective	V	for verb
P	for pronoun	Adv	for adverb		

Example: Talented skaters moved gracefully.

1. Derek planted two maple trees yesterday.
2. Charles wrote them one letter.
3. They have several small dogs.
4. Plastic toys were everywhere.
5. Three children swam today.
6. Her tiny baby slept soundly.
7. They ate lunch quickly.



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Parts of Speech

Nouns, pronouns, verbs, adjectives, adverbs, and prepositions are all parts of speech.

Directions: Label each word in the sentence with the correct part of speech.

Example: My cat is fat.



1. My cow walks in the barn.
2. Red flowers grow in that garden.
3. One large dog was excited.

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Parts of Speech

Directions: Ask a friend to give you a noun, verb, adjective, or pronoun to fill in each blank. Read the story to your friend when you finish.

The _____ Adventure
(adjective)

I went for a _____, I found a really big _____, it
(noun) (noun)

was so _____ that I _____ on the way home. I put
(adjective) (verb)

it in my _____. To my _____, _____
(noun) (noun)

_____ I _____ I took it to my _____
(verb) (past-tense verb) (place)

I showed it to all my _____ I decided to _____ it
(plural noun) (verb)

In a box and wrap it up with _____ paper. I gave it to
(adjective)

_____ for a present. When _____ opened it,
(person) (pronoun)

_____ (pronoun) _____ (past-tense verb) _____ (pronoun) shouted,
"Thank you! This is the best _____ I have ever had!"
(noun)

ANSWERS WILL VARY

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Parts of Speech

Directions: Write the part of speech for each underlined word on the correct numbered line below.

NOUN
PRONOUN
VERB
ADJECTIVE
ADVERB
PREPOSITION

There are many different kinds of animals. Some animals live in the wild.
① _____ ② _____

Some animals live in the zoo. And still others live in homes. The animals that
③ _____ live in homes are called pets.

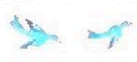
There are many types of pets. Some pets without fur are fish, turtles,
snakes, and hermit crabs. Trained birds can fly around your house. Some
④ _____

funny animals are cats, dogs, rabbits, ferrets, gerbils, and hamsters. Some
⑤ _____

animals can successfully learn tricks that you teach them. Animal can be
⑥ _____

special friends!

1. _____ verb 2. _____ adjective
3. _____ noun 4. _____ verb 5. _____ preposition 6. _____ pronoun
7. _____ adjective 8. _____ adverb 9. _____ pronoun 10. _____ adjective



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Review

Directions: Look at the word in bold in each sentence. Write N if it is a noun, P if it is a pronoun, V if it is a verb, ADJ if it is an adjective, or ADV if it is an adverb.

1. ADJ She is the **talles**t one outside.
2. P **She** is the tallest one outside.
3. V She is the tallest one outside.
4. ADV She is the tallest one **outside**.

Directions: Look at the word in bold in each sentence. Write P if it is an adverb of place, T if it is an adverb of time, or M if it is an adverb of manner.

1. P Your shoes are **downstairs**.
2. M His response was **speedy**.
3. P **Here** is my homework.



Directions: Add **or** and **and** or **more** and **most** to each word below to show comparison.

1. fat _____ fatter _____ thinner
2. serious _____ more serious _____ most serious
3. easy _____ easier _____ easiest


Directions: Look at the word in bold in each sentence. Write ADV if it is an adverb or ADJ if it is an adjective.

1. ADV **Grumpy** people are not pleasant.
2. ADV Put the package **there**, please.
3. ADV **Upstairs** is where I sleep.
4. ADJ **Warm** blankets feel toasty on cold nights.

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Sentences

A sentence has a beginning and an ending. A sentence tells a complete thought. When you write a sentence, make sure that all of it is there! Just a beginning or just an ending is not a complete sentence!



Directions: Draw a line from each sentence's beginning to its correct ending.

Summer	_____	has thorns on its stem.
My pet turtle	_____	runs fast.
The cheetah	_____	is Kim's favorite color.
A rose	_____	is my favorite season.
Blue	_____	eats a lot.

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Sentences

Every sentence must have two things: a noun or pronoun that tells who or what is doing something and a verb that tells what the noun is doing.

Directions: Add a noun, a pronoun, or a verb to complete each sentence. Be sure to begin your sentences with capital letters and end them with periods.

Example: _____ reads after school.
(She reads after school.)

1. _____ brushes her dog every day.


2. _____ at the beach, we _____

3. _____ kisses me too much.

4. _____ in the morning, our class _____

5. _____ stepped with a crash.


ANSWERS WILL VARY




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Sentences

Directions: Write one sentence about each picture. Write N above the noun in each sentence. Write V above the verb in each sentence.





ANSWERS WILL VARY



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Subjects

A **subject** is a noun or a pronoun. It tells who or what the sentence is about.

Directions: Underline the subject in each sentence below.

Example: The zebra is a striped animal.


- Zebras live in Africa.
- Zebras are related to horses.
- Horses have longer hair than zebras.
- Zebras are good runners.
- Their feet are protected by their hooves.
- Some animals live in groups.
- These groups are called herds.
- Zebras live in herds with other grazing animals.
- Grazing animals eat mostly grass.
- They usually eat three times a day.
- They often travel to water holes.



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Subjects

Directions: Finish each sentence below with a subject.



- _____ landed in my backyard.
- _____ rushed out of the house.
- _____ had bright lights.
- _____ were tall and green.
- _____ talked to me.
- _____ came outside with me.
- _____ ran into the house.
- _____ shook hands.
- _____ said funny things.
- _____ gave us a ride.
- _____ flew away.
- _____ will come back soon.

ANSWERS WILL VARY


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Subjects

Directions: Circle the subject in each sentence. Change the subject to make a new sentence. The word or words you add must make sense with the rest of the sentence.

Example: Twelve students signed up for the student council elections.
Only one person in my class signed up for the student council elections.

- Our whole family went to the science museum last week.
ANSWERS WILL VARY
- The funny story made us laugh.
ANSWERS WILL VARY
- The brightly colored kite drifted lazily across the sky.
ANSWERS WILL VARY
- My little brother and sister spent the whole day at the amusement park.
ANSWERS WILL VARY
- The tiny sparrow made a tapping sound at my window.
ANSWERS WILL VARY



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Predicates

A **predicate** always has a verb. It tells what the subject is doing, has done, or will do.

Directions: Underline the predicate in each sentence below.

Example: Woodpeckers live in trees.

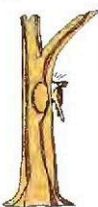
- They hunt for insects in the trees.
- Woodpeckers have strong beaks.
- They can peck through the bark.
- You can hear the pecking sound from far away.

Directions: Circle each group of words that can be a predicate.

<u>have long tongues</u>	<u>pick up insects</u>
hole in bark	sticky substance
<u>help it to climb trees</u>	tree bark

Directions: Choose the correct predicate from above to finish each sentence below.

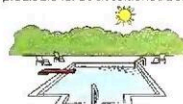
- Woodpeckers _____ have long tongues
- They use their tongues to _____ pick up insects
- Its strong feet _____ help it to climb trees



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Predicates

Directions: Write a predicate for each sentence below.



- The swimming pool _____
- The water _____
- The sun _____
- I always _____
- My friends _____
- We always _____
- The lifeguard _____
- The rest periods _____
- The lunch _____
- My favorite food _____
- The diving board _____
- We never _____

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Predicates

Directions: Circle the predicate in each sentence. Change the predicate to make a new sentence. The words you add must make sense with the rest of the sentence.

Example: Twelve students signed up for the student council elections.
Twelve students twice signed up from my class for school.

- Our whole family went to the science museum last week.
ANSWERS WILL VARY
- The funny story made us laugh.
ANSWERS WILL VARY
- The brightly colored kite drifted lazily across the sky.
ANSWERS WILL VARY
- My little brother and sister spent the whole day at the park.
ANSWERS WILL VARY
- The tiny sparrow made a tapping sound at my window.
ANSWERS WILL VARY



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Subject-Verb Agreement

The verb and subject in a sentence must match in number. This is called **subject-verb agreement**.

Present tense tells what is happening right now. If the verb is present tense and the subject refers to only one thing, then add an **s** or **es** to the verb.

Examples: The branch **sways** softly in the breeze.
Hannah **munches** on carrot sticks.

If the verb is present tense and the subject refers to more than one thing, then do not add an **s** or **es** to the verb.

Examples: Gophers **live** underground.
They **crush** plants.

Directions: Read each sentence. Underline the form of the verb that agrees with the subject.

1. Mary (receive, receives) a new bicycle on her birthday.
2. She (put, puts) on her helmet.
3. Tony and Jennifer (ride) to Mary's house.
4. Mary (jump, jumps) on the shiny red bike.
5. She (spin, spins) around in the driveway.
6. The friends (laugh) as they ride.
7. They (race) down the sidewalk.
8. The streamers (fly) in the wind.
9. Jennifer (reach, reaches) the finish line first.
10. Tony (finish, finishes) last.
11. Mary (enjoy, enjoys) her new bike.
12. They will all (meet) tomorrow for another ride.



Subject-Verb Agreement

In a sentence, the subjects and verbs must agree. When the subject is a single person, place, or thing, it is **singular**. You should match it to a **singular verb**. When the subject is more than one person, place, or thing, it is **plural**. You should match it to a **plural verb**.

Examples: **One** of my friends **is** going to see the Grand Canyon.
There **are** thirty-five **students** on the bus.

Directions: Finish each sentence, using the correct tense to make the subject and verb agree.

1. Thirty-five students are on their way to the Grand Canyon (to be)
2. One of the students has a fear of heights and is scared of hiking down the narrow trails. (to have) (to be)
3. "There is one more stop before we get to the canyon," the bus driver said as he stopped the big bus. (to be)
4. When he stopped, there were thirty-five students who got off the bus and went to see the sands of the Painted Desert. (to go)



Subject and Predicate

The **subject** of a sentence tells who or what the sentence is about. The subject can be a **noun** or a **pronoun**. The **predicate** of a sentence always has a **verb**. It tells what the subject is or does.

Example: **subject** The sailboat **predicate** took us to the island.



Directions: In each sentence, underline the subject and double underline the predicate.

1. We all climbed aboard the boat for the trip to the island.
2. Aunt Betty took the tiller.
3. We pushed off from the shore.
4. The lake was very quiet.
5. A few ducks followed our boat.
6. I fed them crusts of bread from our sandwiches.
7. I became more and more excited.
8. Aunt Betty gave me some binoculars.
9. I saw a man with a long beard wearing a strange outfit on the dock.

Subject and Predicate

The **subject** of a sentence tells whom or what the sentence is about. It is always a noun or pronoun. The subject can be one word or more than one word.

The **predicate** is the part of the sentence that tells what the subject is or does. It always has a verb. The predicate can be one word or more than one word.

Directions: Match each subject to the correct predicate. Write the letter of the predicate in the space before the correct subject.

- | Subjects | Predicates |
|-------------------------------------|---|
| 1. <u>S</u> Parker | a. was closed for repairs. |
| 2. <u>A</u> The ballgame | b. dove into the freezing-cold pool. |
| 3. <u>A</u> My sister's parakeet | c. made the save. |
| 4. <u>A</u> Our teacher | d. assigned the class lots of homework. |
| 5. <u>A</u> The amusement park ride | e. likes to ride his skateboard. |
| 6. <u>B</u> That ice-cream sundae | f. flew out of the window. |
| 7. <u>B</u> Emily | g. twined on her toes. |
| 8. <u>C</u> The goalie | h. is almost too sweet to eat! |



Subjects and Predicates

Directions: Finish each sentence by filling in the subject.

1. _____ went to school last Wednesday.
2. _____ understand the joke.
3. _____ barked so loudly that no one could sleep a wink.
4. _____ felt unhappy when the ball game was rained out.
5. _____ wonder what happened at the end of the book.
6. _____ jumped for joy when she won the contest.



Directions: Finish each sentence by filling in the predicate.

1. Everyone _____.
2. Dogs _____.
3. I _____.
4. Justin _____.
6. Jokes _____.
6. Twelve people _____.

ANSWERS WILL VARY

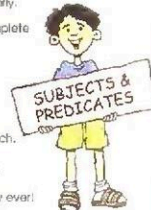
Subjects and Predicates

A **sentence** is a group of words that expresses a complete thought. It must have a subject and a predicate.

Examples: **Sentence:** John felt tired and want to bed early.
Not a sentence: Went to bed early.

Directions: Write **S** if the group of words is a complete sentence. Write **NS** if the group of words is not a sentence.

1. NS Which one of you?
2. S We're happy for the family.
3. S We enjoyed the program very much.
4. NS Felt left out and lonely afterwards.
5. S Everyone said it was the best party ever!
6. S No one knows better than I what the problem is.
7. NS Seventeen of us!
8. NS Quickly before they
9. S Squirres are lively animals.
10. S Not many people believe it really happened.
11. S Certainly, we enjoyed ourselves.
12. NS Tuned her out.



Subjects and Predicates

Directions: On page 179, some of the groups of words are not sentences. Rewrite them to make complete sentences.

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

ANSWERS WILL VARY



Page 180

Compound Subjects

Compound subjects are two or more nouns that have the same predicate.

Directions: Combine the subjects to create one sentence with a compound subject.

Example: Jill can swing.
Whitney can swing.
Luke can swing.
Jill, Whitney, and Luke can swing.



- Roses grow in the garden. Tulips grow in the garden.

Roses and tulips grow in the garden.

- Apples are fruit. Oranges are fruit. Bananas are fruit.

Apples, oranges, and bananas are fruit.

- Bears live in the zoo. Monkeys live in the zoo.

Bears and monkeys live in the zoo.

- Jackets keep us warm. Sweaters keep us warm.

Jackets and sweaters keep us warm.

Page 181

Compound Subjects

The **subject** of a sentence tells who or what the sentence is about. A **compound subject** is two or more simple subjects joined by the word **and**.

Example: **Toads** are amphibians. **Frogs** are amphibians.
Toads and frogs are amphibians.

Directions: If the sentence has a compound subject, write **CS** on the line. If the sentence does not have a compound subject, write **NO**.

- NO An amphibian lives in the water and on land.
- CS Frogs and salamanders are amphibians.
- NO A salamander has a long body and a tail.
- CS Adult frogs and toads do not have tails.
- NO It is easy for them to move on land.
- NO Frogs use their strong legs for leaping.
- NO Toads have shorter legs and cannot jump as far.
- CS The eyes and nose of a frog are on the top of its head.
- NO Tree frogs are expert jumpers and can cling to things.



Directions: Combine each set of sentences to make one sentence with a compound subject. Write the new sentence on the line.

- Toads lay their eggs in water. Frogs lay their eggs in water.
Toads and frogs lay their eggs in water.
- Newts have tails. Salamanders have tails.
Newts and salamanders have tails.
- Tree frogs are noisy. Bullfrogs are noisy.
Tree frogs and bullfrogs are noisy.

Page 182

Compound Subjects

Directions: Underline the simple subjects in each compound subject.

Example: Dogs and cats are good pets.

- Blueberries and strawberries are fruit.
- Jesse, Jake, and Hannah like school.
- Cows, pigs, and sheep live on a farm.
- Boys and girls ride the bus.
- My family and I took a trip to Duluth.
- Fruits and vegetables are good for you.
- Katrina, Lexi, and Mandi like to go swimming.
- Petunias, Impatiens, snapdragons, and geraniums are all flowers.
- Coffee, tea, and milk are beverages.
- Dave, Kara, and Jan worked on the project together.



Page 183

Compound Predicates

Compound predicates have two or more verbs that have the same subject.

Directions: Combine the predicates to create one sentence with a compound predicate.

Example: We went to the zoo. We watched the monkeys.
We went to the zoo and watched the monkeys.



- Students read their books. Students do their work.

Students read their books and do their work.

- Dogs can bark loudly. Dogs can do tricks.

Dogs can bark loudly and do tricks.

- The football player caught the ball. The football player ran.

The football player caught the ball and ran.

- My dad sawed wood. My dad stacked wood.

My dad sawed and stacked wood.

- My teddy bear is soft. My teddy bear has big brown eyes.

My teddy bear is soft and has big brown eyes.



Page 184

Compound Predicate

The **predicate** of a sentence tells who the subject is or what the subject is doing. A **compound predicate** is two or more simple predicates joined by the word **and**.

Example: Dad **picks up** Troy. Dad **drives** to the dentist.
Dad **picks up Troy and drives** to the dentist.

Directions: If the sentence has a compound predicate, write **CP** on the line. If the sentence does not have a compound predicate, write **NO**.

- CP Dad and Troy park the car and go inside.
- CP Troy reads and watches T.V. while waiting for the dentist.
- NO Dad talks to another patient.
- CP The hygienist comes into the waiting room and gets Troy.
- CP The hygienist cleans, polishes, and X-rays Troy's teeth.
- CP The dentist examines Troy's teeth and checks the X-rays.
- NO The dentist gives Troy a toothbrush to take home.
- NO Troy thanks the dentist.
- NO Dad pays the dentist.

Directions: Combine each set of sentences to make one sentence with a compound predicate. Write the new sentence on the line.

- Troy wiggles his tooth. Troy pulls it loose.
Troy wiggles and pulls his tooth loose.
- Troy smiles. Troy shows Dad the empty space in his mouth.
Troy smiles and shows Dad the empty space in his mouth.
- Dad laughs. Dad hugs Troy.
Dad laughs and hugs Troy.



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Compound Predicates

Directions: Underline the verbs in each compound predicate.

Example: The fans clapped and cheered at the game.

- The coach talks and encourages the team.
- The cheerleaders jump and yell.
- The basketball players dribble and shoot the ball.
- The basketball bounces and hits the backboard.
- The ball rolls around the rim and goes into the basket.
- Everyone leaps up and cheers.
- The team scores and wins!



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Simple and Complete Subjects

The **simple subject** of a sentence tells who or what the sentence is about. It does not contain any adjectives or articles.

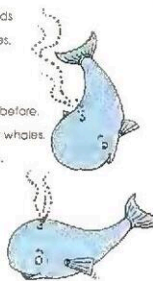
Example: The surface of the ocean sometimes looks angry in a storm.

The **complete subject** of a sentence is all the words in the part of the sentence that tells about the subject. It can contain adjectives and articles.

Example: The top of the ocean sometimes looks angry in a storm.

Directions: Underline the simple subject and circle the complete subject in each sentence below.

- The killer whale is found in all oceans.
- Killer whales, or orcas travel in groups or pods.
- Pods can have from two to dozens of whales.
- Each pod "talks" with its own set of underwater sounds.
- Most of the crew members had seen orcas before.
- The killer whale has teeth, unlike some other whales.
- These whales feed on salmon and other fish.
- They do not usually attack people.



Page 187

Simple and Complete Subjects

The **simple subject** is who or what the sentence is about. It does not include any adjectives or articles.

Example: The flying cactus cholla was huge.

The **complete subject** is the simple subject plus any adjectives or articles.

Example: The flying cactus cholla was huge.

Directions: Underline the simple subject and circle the complete subject in each sentence below.

- Many deserts receive little rainfall.
- About one-fifth of the earth's land consists of deserts.
- The largest desert in the world is the Sahara.
- Most towns and cities in desert regions must get water from wells or nearby rivers.
- People in desert regions must protect themselves from the intense heat.
- Deserts can consist of sand, gravel, and rocky hills and mountains.
- Many desert soils are rich in minerals.
- An oasis is an unusually wet area in a desert where many plants can grow.
- Most deserts receive less than 10 inches of rainfall per year.
- Most desert animals eat at night to avoid high daytime temperatures.



Page 188

Simple Predicates

A **simple predicate** is the main verb or verbs in the complete predicate.

Directions: Draw a line between the complete subject and the complete predicate. Circle the simple predicate.

Example: The ripe apple fell to the ground.

- The farmer scattered feed for the chickens.
- The horses galloped wildly around the corral.
- The baby chicks stayed warm by the light.
- The tractor plowed hay.
- The silo was full of grain.
- The cows wanted to be milked.
- The milk truck drove up to the barn.
- The rooster roosted up everyone.



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Simple and Complete Predicates

The **simple predicate** tells what the subject is or does.

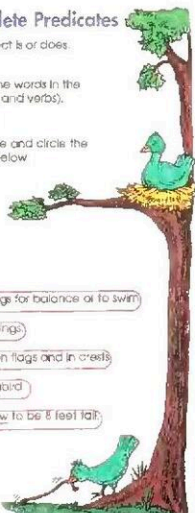
Example: I created a flying chitter.

The **complete predicate** includes all of the words in the predicate (including adjectives, articles, and verbs).

Example: I created a flying chitter.

Directions: Underline the simple predicate and circle the complete predicate in each sentence below.

- All birds have wings and feathers.
- There is no other animal on earth (that can travel faster than a bird).
- Some birds cannot fly.
- Ostriches and penguins use their wings for balance or to swim.
- Many birds have vibrantly colored wings.
- People have used birds as symbols on flags and in crests.
- The smallest bird is the bee hummingbird.
- The largest bird, the ostrich, may grow to be 8 feet tall.
- Birds live all over the world.
- Some birds even live in the Arctic and Antarctic.



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Direct Objects

A **direct object** is the word or words that answer the question *whom* or *what* about the verb.

Example: Aaron wrote a letter.
Letter is the direct object. It tells what Aaron wrote.
We heard Tom.
Tom is the direct object. It tells whom we heard.

Directions: Identify the direct object in each sentence. Write it in the blank.

- me My mother called me.
- ill The baby dropped it.
- mayor I met the mayor.
- you I like you!
- them No one visited them.
- cat We all heard the cat.
- stars Jessica saw the stars.
- nap She needs a nap.
- bone The dog chewed the bone.
- doll He hugged the doll.
- radio I sold the radio.
- banana Douglas ate the banana.
- house We finally found the house.






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Direct Objects

Directions: Finish each sentence by writing a direct object.

- Eric sang _____
- Our class rode _____
- Jordan made _____
- Keesha baked _____
- All the children got _____
- Our new principal read _____
- My brother wrote _____
- Sheree gave _____
- The girls played _____
- I bought _____
- Mrs. Bernhard typed _____
- Barb and Valerie traded _____
- We all raked _____
- Jennifer climbed _____

ANSWERS WILL VARY

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Indirect Objects

An **indirect object** is the word or words that receive the action of the verb. An indirect object tells **to whom** or **what** or **for whom** or **what** something is done.

Examples: He read **me** a funny story.
Me is the indirect object. It tells to whom something (reading a story) was done.

Directions: Identify the indirect object in each sentence. Write it in the blank.

- The coach gave Bill a trophy. a trophy
- He cooked me a wonderful meal. me
- She told Maria her secret. Maria
- Someone gave my mother a gift. my mother
- The class gave the principal a new flag for the cafeteria. the principal
- The restaurant pays the waiter a good salary. the waiter
- You should tell your dad the truth. your dad
- She sent her son a plane ticket. her son
- The waiter served the patron a salad. the patron
- Grandma gave the baby a kiss. the baby
- I sold Steve some cookies. Steve
- He told us six jokes. us
- She brought the boy a sucker. the boy

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Indirect Objects

Directions: Finish each sentence below with the correct indirect object from the Word Bank. Write the letter of the indirect object in the blank.

Word Bank
 a. the librarian b. the coach c. all the teachers d. the class
 e. Mom f. the waiter g. all of us h. our parents

Example: c The principal gave _____ the notice about the meeting.
ANSWERS MAY VARY BUT MAY INCLUDE...

- a My sister told _____ the truth.
- d Our teacher told _____ the homework assignment.
- f Dad bought _____ a delicious treat.
- a She gave _____ her overdue books.
- h We helped _____ clean the house.
- f The customer gave _____ a good tip.
- b Michael told _____ about his sore leg.



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Direct and Indirect Objects

Sentences can have direct and indirect objects. A **direct object** answers the question **what** or **whom** about the verb.



Example: Sharon told a story.
Told is the verb. If you ask, **what did Sharon tell**, you can figure out the direct object. Sharon told a story, so **story** is the direct object.

An **indirect object** receives the action of the verb. It answers the question **to what** or **to whom** something is done.

Example: Sharon told Jennifer a story.
 If you ask, **to whom did Sharon tell a story**, you can figure out the indirect object. Sharon told Jennifer a story, so **Jennifer** is the indirect object.

Directions: Circle the direct object and underline the indirect object in each sentence.

- The teacher gave the class a test.
- Joan brought Elizabeth the book.
- Someone left the car a present.
- The poet read David all his poems.
- My big brother handed me the ticket.
- Luke told everyone the secret.
- Jason handed his dad the newspaper.
- Mother bought Jack a suitcase.
- They cooked us an excellent dinner.
- I loaned Jonathan my bike.
- She threw him a curve ball.

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Direct and Indirect Objects

Directions: Finish each sentence by adding a direct object and an indirect object. Circle the direct object and underline the indirect object.

- The happy clown gave _____
- The smiling politician offered _____
- My big brother handed _____
- His uncle Seth works _____
- The friendly waiter gave _____
- Elizabeth told _____
- My mother brought _____
- He served _____
- Jane should tell _____
- Someone threw _____
- The bookstore sent _____
- The salesclerk gave _____
- The magician brought _____
- Her father cooked _____
- His boss pays _____

ANSWERS WILL VARY

Page 196


Direct and Indirect Objects

Directions: Circle the direct object and underline the indirect object in each sentence. Then, write the direct and indirect objects in the correct columns.

Example: All the girls wrote letters to their friends.

- Each child brought the teacher an apple.
- My Dad gave my Mom flowers on their anniversary.
- Christopher gave the class a book report.
- The bus drivers gave the children oranges.
- We showed Mom the prizes.
- My brother gave Mom and Dad his report card.

Direct Objects	Indirect Objects
letters	friends
1. _____ an apple	_____ the teacher
2. _____ flowers	_____ my mom
3. _____ a book report	_____ the class
4. _____ oranges	_____ the children
5. _____ the prizes	_____ Mom
6. _____ his report card	_____ Mom and Dad



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Sentence Fragments

A **sentence** tells a complete thought. It has a **subject**—what or who the sentence is about. And it has a **predicate**—what happened to the subject or what the subject did.

A **sentence fragment** is not a complete thought.

Example. Sentences: The museum was open.
The movie starts at three o'clock.
Mr. Tilbury is coming for dinner.

Fragments: Because Mr. Tilbury.
The museum.
Starts at three o'clock.



Directions: Write **sentence** on the line before each complete sentence. Write **fragment** on the line before each fragment.

- _____ fragment Because I like chocolate.
- _____ sentence Paris is in France.
- _____ sentence Nina likes fifties.
- _____ fragment Washington, D.C., the capital of the USA.
- _____ fragment The ancient ruins of the Incas.

Directions: Rewrite each fragment below so that it is a complete sentence.

- _____ Likes to cook.
- _____ Mr. Tilbury.
- _____ Because fifties taste good.
- _____ To bring to dinner.

ANSWERS WILL VARY

Page 198

Sentence Fragments

A **sentence** is a group of words that expresses a complete thought. It contains a subject and a predicate.

Example: Miranda eats pizza every day.

A **fragment** does not express a complete thought. It may be missing either the subject or the predicate.

Example: Pepperoni and cheese on it.



Directions: Decide if it is a sentence or fragment. Circle **S** if the group of words is a sentence. Circle **F** if the group of words is a fragment.

- Pizza tastes delicious. (S) F
- Let the dough rise before spreading it out. (S) F
- Dough in the air. (S) (F)
- Anthony pours tomato sauce on the crust. (S) F
- Mom arranges the toppings on the sauce. (S) F
- Mario sprinkles the pizza with red pepper. (S) F
- More cheese. (S) (F)
- We baked the pizza in the oven for 10 minutes. (S) F

Directions: Write four sentences of your own about pizza. Each sentence needs a subject and a predicate.

- _____
- _____
- _____
- _____

ANSWERS WILL VARY

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Sentence Fragments

A **sentence fragment** is only a part of a sentence. It does not express a complete thought.

Example: **fragment:** If I pass the test.
sentence: If I pass the test, I will graduate.

Directions: Write **S** if the group of words is a complete sentence. Write **F** if the group of words is a fragment.

- _____ The cactus looks just like Mom's pin cushion for sewing.
- _____ Prickly pear cactus and hedgehog cactus.
- _____ Sucks up water when it rains.
- _____ Spines help.
- _____ The agave and ocotillo thrive in the desert.



Directions: Connect the fragments to make complete sentences.

All cactuses can be white, yellow, red, or orange.
Cactus flowers cannot eat cactuses because of the spines.
The stem of the cactus have roots close to the top of the sand.

Cactuses stores water for dry spells.
Animals can be white, yellow, red, or orange.



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Word Order

Each sentence needs a **subject** and a **predicate** to be complete. Usually, the subject comes before the predicate. If the parts are not in order, the sentence may not make sense.

Example. Incorrect: Rode my bike to town I.
Correct: I rode my bike to town.

Directions: Draw a line to match the subject to the correct predicate. Then, write each complete sentence on the lines below to form a story.

- | | | |
|-----------------------------------|------|---------------------------------------|
| goes along Wadella Lake. | if | will sing songs and have hayrides. |
| Horses | will | will drink cider and eat pumpkin pie. |
| will be available after the ride. | will | will pull the wagons. |
| The townsfolk | Food | The hayride |
| The hungry party goes | | |
| will be a wonderful night | | |



- The hayride goes along Wadella Lake.
- Horses will pull the wagons.
- Food will be available after the ride.
- The townsfolk will sing songs and have hayrides.
- The hungry party goes will drink cider and eat pumpkin pie.
- It will be a wonderful night.

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Word Order

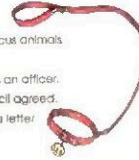
The words in a sentence must be in a certain **order** for the sentence to make sense. If you change the order of the words in a sentence, you will change the meaning of the sentence as well.

Example: The ball hit the wall.
The wall hit the ball.



Directions: Rewrite each sentence below so that the words are in the correct order.

- Mayer Sneak called the order to meeting.
 - Was first on the agenda the escape of the circus animals.
 - Spoke about the escape Mrs. Greenshoes.
 - Suggested that all animals should be in cages an officer.
 - With Officer Bark all the members of the council agreed.
 - To the Gambel Brothers the secretary wrote a letter.
- Mayer Sneak called the meeting to order.
 - The escape of the circus animals was first on the agenda.
 - Mrs. Greenshoes spoke about the escape.
 - An officer suggested that all the animals be in cages.
 - All the members of the council agreed with Officer Bark.
 - The secretary wrote a letter to the Gambel Brothers.



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Word Order

Word order is the logical order of words in sentences.

Directions: Put the words in order so that each sentence tells a complete idea.

Example: outside put cat the
Put the cat outside.



- mouse the ate snake the
The snake ate the mouse.
- dog John his walk took a for
John took his dog for a walk.
- birthday Maria the present wrapped
Maria wrapped the birthday present.
- escaped parrot the cage its from
The parrot escaped from its cage.
- to soup quarts water three of add the
Add three quarts of water to the soup.
- bird the bushes into the chased cat the
The cat chased the bird into the bushes.

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Run-On Sentences

When you join together two or more sentences without punctuation, you have created a **run-on sentence**.

Examples:

Run-on sentence: I lost my way once did you?
Correct punctuation: I lost my way once. Did you?

Run-on sentence: I found the recipe. It was not hard to follow.
Correct punctuation: I found the recipe. It was not hard to follow.

Directions: Rewrite each run-on sentence so that it becomes two or more sentences.

Example: Did you take my umbrella? I cannot find it anywhere!
Did you take my umbrella? I cannot find it anywhere!

1. How can you stand that noise? I cannot!

How can you stand that noise? I cannot!

2. The cookies are gone. I see only crumbs.

The cookies are gone. I see only crumbs.

3. The dogs were barking. They were hungry.

The dogs were barking. They were hungry.

4. She is quite ill. Please call a doctor immediately!

She is quite ill. Please call a doctor immediately!

5. The clouds piled up. We knew the storm would hit soon.

The clouds piled up. We knew the storm would hit soon.



Run-On Sentences

A **run-on sentence** is made up of two or more complete sentences that are joined together without the correct punctuation.

Example: **Run-On:** I am a desert creature. I love the heat.
Correct: I am a desert creature. I love the heat.

Directions: Rewrite each run-on sentence so that it becomes two or more complete sentences.

I am a nocturnal animal. I shed my skin and I eat rodents, lizards, and even birds. I can inject my poison through my fangs. I have a rattle at the tip of my tail. It tells when I may attack.

I am a nocturnal animal. I shed my skin and I eat rodents, lizards, and even birds. I can inject my poison through my fangs. I have a rattle at the tip of my tail. It tells when I may attack.

I am cold-blooded. My body temperature is the same as the air around me. I am a tiny animal that looks like the giant dinosaurs that lived a long time ago.

I am cold-blooded. My body temperature is the same as the air around me. I am a tiny animal that looks like the giant dinosaurs that lived a long time ago.

Run-On Sentences

A **run-on sentence** is two or more sentences that run together. You can use punctuation and capitalization to make complete sentences.

Examples: **Run-On:** Katelyn's garden is in the backyard. She works there each day.

Correct: Katelyn's garden is in the backyard. She works there each day.

Directions: Rewrite each run-on sentence correctly. Write two or more shorter sentences.

1. Katelyn cleared the garden. She raked the leaves and collected rocks.

Katelyn cleared the garden. She raked the leaves and collected rocks.

2. Katelyn planted seeds. She planted beans and pumpkins.

Katelyn planted seeds. She planted beans and pumpkins.

3. The seeds grow quickly. They like warm sunshine.

The seeds grow quickly. They like warm sunshine.

4. Water helps the plants grow. Katelyn waters them every day.

Water helps the plants grow. Katelyn waters them every day.

5. Insects visit Katelyn's garden. Some bugs are good.

Insects visit Katelyn's garden. Some bugs are good.

6. Pulling weeds is not very fun. It is an important job.

Pulling weeds is not very fun. It is an important job.

7. Pumpkins grow very large. Beans grow very tall.

Pumpkins grow very large. Beans grow very tall.

8. Katelyn harvests the vegetables. They taste good.

Katelyn harvests the vegetables. They taste good.



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Conjunctions

Words that join sentences or combine ideas, such as **and**, **but**, **or**, **because**, **when**, **after**, and **so**, are called conjunctions.

Examples:

I played the drums, **and** Sue played the clarinet.
She likes bananas, **but** I do not.
We could play music, **or** just enjoy the silence.
I needed the book **because** I had to write a book report.
He gave me the book **when** I asked for it.
I asked her to eat lunch **after** she finished the test.
You wanted my bike **so** you could ride it.

Conjunctions can affect the meaning of a sentence.

Example: He gave me the book **when** I asked for it.
He gave me the book **after** I asked for it.

Directions: Choose the best conjunction to combine each pair of sentences.

Example: I like my hair curly. Mom likes my hair straight.
I like my hair curly, **but** Mom likes my hair straight.

- I can remember what she looks like. I cannot remember her name.
I can remember what she looks like, **but** I cannot remember her name.
- We will have to wash the dishes. We will not have clean plates for dinner.
We will have to wash dishes, **or** we will not have clean plates for dinner.
- The yellow flowers are blooming. The red flowers are not.
The yellow flowers are blooming, **but** the red flowers are not.
- I like banana cream pie. I like chocolate donuts.
I like banana cream pie, **and** I like chocolate donuts.



Conjunctions

Directions: Use a conjunction from the Word Bank to combine the pairs of sentences.

Word Bank

and but or because when after so

ANSWERS WILL VARY BUT MAY INCLUDE...

- I like Leah. I like Ben.
I like Leah **and** I like Ben.
- Should I eat the orange? Should I eat the apple?
Should I eat the orange **or** the apple?
- You will get a reward. You turned in the last item.
You will get a reward **if** you turned in the last item.
- I really mean what I say! You had better listen!
I really mean what I say, **so** you had better listen!
- I like you. You are nice, friendly, helpful, and kind.
I like you **because** you are nice, friendly, helpful, and kind.
- You can have dessert. You ate all your peas.
You can have dessert **because** you ate all your peas.
- I like your shirt better. You should decide for yourself.
I like your shirt better, **but** you should decide for yourself.
- We walked out of the building. We heard the fire alarm.
We walked out of the building **when** we heard the fire alarm.
- I like to sing folk songs. I like to play the guitar.
I like to sing folk songs **and** play the guitar.

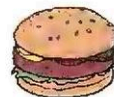


"And," "But," "Or"

Directions: Write **and**, **but**, or **or** to finish each sentence.

ANSWERS WILL VARY BUT MAY INCLUDE...

- I want to try that new hamburger place, **but** Mom wants to eat at the Spaghetti Shop.
- We could stay home, **or** would you rather go to the game?
- She went right home after school, **and** he stopped at the store.
- Mother held the piece of paneling, **and** Father nailed it in place.
- The babysat last weekend, **and** her big sister went with her.
- She likes raisins in her oatmeal, **but** I prefer brown sugar.
- She was planning on coming over tomorrow, **but** I asked her if she could wait until the weekend.
- Tomato soup with crackers sounds good to me, **or** would you rather have vegetable beef soup?



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"And" or "But"



We can use **and** or **but** to make one longer sentence from two short ones.

Directions: Use **and** or **but** to make two short sentences into a longer, more interesting one.

Example: The skunk has black fur. The skunk has a white stripe.
 The skunk has black fur and a white stripe.

1. The skunk has a small head. The skunk has small ears.

The skunk has a small head and small ears.

2. Skunks have short legs. Skunks can move quickly.

Skunks have short legs but can move quickly.

3. Skunks sleep in hollow trees. Skunks sleep underground.

Skunks sleep in hollow trees and underground.

4. Larger animals may try to chase a skunk. Skunks do not run away.

Larger animals may try to chase a skunk, but skunks do not run away.

5. Skunks sleep during the day. Skunks hunt at night.

Skunks sleep during the day and hunt at night.



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"When" or "After"

Directions: Write **when** or **after** to finish each sentence.

ANSWERS WILL VARY BUT MAY INCLUDE:

1. I knew we were in trouble when I heard the thunder in the distance.

2. We carried the baskets of cherries to the car after we were finished picking them.

3. Mother took off her apron after I reminded her that our dinner guests would be here any minute.

4. I wondered if we would have school tomorrow after I noticed the snow begin to fall.

5. The boys and girls all clapped when the magician pulled the colored scarves out of his sleeve.

6. I was startled when the phone rang so late last night.

7. You will need to get the film developed after you have taken all the pictures.

8. The children began to run when the snake started to move!



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"Because" or "So"

Directions: Write **because** or **so** to finish each sentence.

1. She cleaned the paint brushes so they would be ready in the morning.

2. Father called home complaining of a sore throat so Mom stopped by the pharmacy.

3. His bus will be running late because it has a flat tire.

4. We all worked together so we could get the job done sooner.

5. We took a variety of sandwiches on the picnic because we knew not everyone liked cheese and olives with mayonnaise.

6. All the school children were sent home because the electricity went off at school.

7. My brother wants us to meet his girlfriend so she will be coming to dinner with us on Friday.

8. He forgot to take his umbrella along this morning so now his clothes are very wet!



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Joining Sentences

Directions: Use **because**, **after**, or **when** to join each set of sentences into one longer sentence.



1. I pack my own lunch. I do not like the school's food.

I pack my own lunch because I do not like the school's food.

2. I decided to be a zoo keeper. We visited the zoo.

I decided to be a zoo keeper when we visited the zoo.

3. I am surprised there is such a crowd. It costs so much to get in.

I am surprised there is such a crowd because it costs so much to get in.

4. I beat the eggs for two minutes. The recipe called for egg yolk.

I beat the eggs for two minutes because the recipe called for egg yolk.



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Combining Sentences

Some simple sentences can be easily combined into one sentence.

Examples:

Simple sentences: The bird sang. The bird was in the tree.

Combined sentence: The tiny bird sang in the tree.



Directions: Combine each set of simple sentences into one sentence.

Example:

The older girls laughed. They were friendly. They helped the little girls.
 The older girls laughed, and they were friendly, and they helped the little girls.

1. The dog was hungry. The dog whimpered. The dog looked at its bowl.

The hungry dog whimpered and looked at its bowl.

2. Be quiet now. I want you to listen. You listen to my jokes!

Be quiet now so you can listen to my jokes!

3. I lost my pencil. My pencil was stubby. I lost it on the bus.

I lost my stubby pencil on the bus.

4. I see my mother. My mother is walking. My mother is walking down the street.

I see my mother walking down the street.

5. Do you like ice cream? Do you like hot dogs? Do you like mustard?

Do you like ice cream, hot dogs, and mustard?

6. Tell me you will do it! Tell me you will! Tell me right now.

Tell me right now that you will do it!

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Using Fewer Words

Writing can be more interesting when you use fewer words. Combining sentences is easy when the subjects are the same. Notice how the comma is used.

Example: Sally woke up. Sally ate breakfast. Sally brushed her teeth.
 Sally woke up, ate breakfast, and brushed her teeth.

Combining sentences with more than one subject is a little more complicated. Notice how commas are used to "set off" information.

Examples: Jane went to the store. Jane is Sally's sister.
 Jane went to the store with Sally, her sister.

Eddy Eddie likes to play with cars. Eddie is my younger brother.
 Eddie, my younger brother, likes to play with cars.

Directions: Write each pair of sentences as one sentence.

1. Jerry played soccer after school. He played with his best friend, Tom.

Jerry played soccer after school with his best friend, Tom.

2. Spot likes to chase cats. Spot is my dog.

Spot, my dog, likes to chase cats.

3. Lori and Janice both love ice cream. Janice is Lori's cousin.

Lori and Janice, Lori's cousin, both love ice cream.

4. Jayna is my cousin. Jayna helped me move into my new apartment.

Jayna, my cousin, helped me move into my new apartment.

5. Romeo is a big tomcat. Romeo loves to hunt mice.

Romeo, a big tomcat, loves to hunt mice.

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Name _____

Action Verbs

Verbs are action words. They tell what is happening in a sentence. Some verbs are boring and used too often. You can make your writing clearer and more exciting by changing some verbs.

Examples: Barbara **put** peanut butter on her bread.
Barbara **slathered** peanut butter on her bread.

Directions: Change the underlined word in each sentence to a verb from the Word Bank to make the sentence more exciting.

Word Bank

thundered
danced
steered

streaked
grumbled
gathered

explained
pitched
rescued

scurried
cried
sailed

splashed
hopped
shrieked

1. _____ Dad drove the car toward the beach.
2. _____ The seagulls played at the edge of the water.
3. _____ Waves broke on the sand.
4. _____ Tomas found seashells at the seashore.
5. _____ "What's that?" Petra said.
6. _____ "It's a sand crab," Bobby said.
7. _____ The sand crabs went away when he lifted the rock.
8. _____ Sam ran across the hot sand.
9. _____ Jessica swam in the surf.
10. _____ The beach ball went through the air.

Putting Ideas Together

Directions: Make each pair of sentences into one sentence. (You may have to change the verbs for some sentences—from *is* to *are*, for example.)



Example: Our house was flooded. Our car was flooded.
Our house and car were flooded.

- Kenny sees a glow. Carrie sees a glow.
Kenny and Carrie see a glow.
- Our new stove came today. Our new refrigerator came today.
Our new stove and refrigerator came today.
- The pond is full of loods. The field is full of loods.
The pond and field are full of loods.
- Stripes are on the flag. Stars are on the flag.
Stripes and stars are on the flag.
- The ducks took flight. The geese took flight.
The ducks and geese took flight.
- Joe reads stories. Dana reads stories.
Joe and Dana read stories.
- French fries taste good. Milkshakes taste good.
French fries and milkshakes taste good.
- Justine heard someone groon. Kevin heard someone groon.
Justine and Kevin heard someone groon.

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Putting Ideas Together

Directions: Write each pair of sentences as one sentence.



Example: Jim will deal the cards one at a time. Jim will give four cards to everyone.
Jim will deal the cards one at a time and give four cards to everyone.

- Amy won the contest. Amy claimed the prize.
Amy won the contest and claimed the prize.
- We need to find the scissors. We need to buy some tape.
We need to find the scissors and buy some tape.
- The stream runs through the woods. The stream empties into the East River.
The stream runs through the woods and empties into the East River.
- Katie tripped on the steps. Katie has a pain in her left foot.
Katie tripped on the steps and has a pain in her left foot.
- Grandpa took me to the store. Grandpa bought me a treat.
Grandpa took me to the store and bought me a treat.
- Charity ran two miles. She walked one mile to cool down afterward.
Charity ran two miles and walked one mile to cool down afterward.



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Statements

A **statement** is a sentence that tells something.

Directions: Finish each statement using a word from the Word Bank.

Word Bank					
glue	decide	odd	share	enter	fold



- It took ten minutes for Mike to add the numbers.
- Ben wants to share his cookies with me.
- "I cannot decide which color to choose," said Rocky.
- You can use glue to make things stick together.
- "This is how you fold your paper in half," said Mrs. Green.
- The opposite of leave is enter.

Directions: Write your own statement on the line below.

ANSWERS WILL VARY



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Questions

Questions are asking sentences. They begin with a capital letter and end with a question mark. Many questions begin with the word **who**, **what**, **why**, **when**, **where**, or **how**.

Directions: Write six questions using the question words below. Make sure to end each sentence with a question mark.

- Who _____
- What _____
- Why _____
- When _____
- Where _____
- How _____

ANSWERS WILL VARY

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Writing Question Sentences

Directions: Rewrite each sentence to make it a question. In some cases, you will need to change the form of the verb.



Example: She slept soundly all day.
Did she sleep soundly all day?

- The cookies are hot.
Are the cookies hot?
- He put the cake in the oven.
Did he put the cake in the oven?
- She lives in the blue house.
Does she live in the blue house?
- He understood my directions.
Did he understand my directions?
- Jessica ran faster than everyone.
Did Jessica run faster than everyone?
- The bus was gone before he arrived.
Was the bus gone before he arrived?
- His car is yellow.
Is his car yellow?
- Elizabeth wants some more beans.
Does Elizabeth want some more beans?

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Statements and Questions

A **statement** tells some kind of information. It is followed by a period (.)

Examples: It is a rainy day. (statement)
 We are going to the beach next summer. (statement)

A **question** asks for a specific piece of information. It is followed by a question mark (?).

Examples: What is the weather like today? (question)
 When are you going to the beach? (question)



Directions: Write whether each sentence is a statement or question.

- Example: Jamie went for a walk at the zoo. statement
- The leaves turn bright colors in the fall. statement
 - When does the Easter Bunny arrive? question
 - Madeleine went to the new art school. statement
 - Is school over at 3:30? question
 - Grandma and Grandpa are moving. statement
 - Anthony went home. statement
 - Did Mary go to Amy's house? question
 - Who wants to work late? question

Directions: Write two statements and two questions below.

Statements: _____

Questions: _____

ANSWERS WILL VARY

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Commands

A **command** is a sentence that tells someone or something to do something.

Directions: Finish each command with a word from the Word Bank.

Word Bank					
glue	decide	add	share	enter	fold

1. Add a cup of flour to the cake batter.
2. Decide how much paper you will need to write your story.
3. Please glue the picture of the apple onto the paper.
4. Enter through this door and leave through the other door.
5. Please fold the letter and put it into an envelope.
6. Share your toys with your sister.

Directions: Write four commands on the lines below.

ANSWERS WILL VARY

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Directions

A **direction** is a sentence written as a command.

Directions: Write the missing directions for these pictures. Begin each direction with one of the verbs from the Word Bank.

Word Bank					
glue	decide	add	share	enter	fold

How To Make a Peanut Butter and Jelly Sandwich:

ANSWERS WILL VARY BUT MAY INCLUDE...

1. Spread peanut butter on the bread.
2. Spread jelly on the bread.
3. Cut the sandwich in half.
4. Place the sandwich on a plate.

How To Make a Valentine:

1. Fold the paper in half.
2. Draw half of a heart.
3. Cut along the line you drew.
4. Glue the heart to a piece of paper.

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Exclamations

Exclamation points end sentences or phrases that express strong feelings.

Example: Wait! Don't forget to call!

Directions: Add an exclamation point at the end of each sentence that expresses strong feelings. Add a period at the end of each statement.

1. My parents and I watched television.
2. The snow began falling around noon.
3. Wow!
4. The snow was really coming down!
5. We turned the television off and looked out the window.
6. The snow looked like a white blanket!
7. How beautiful!
8. We decided to put on our coats and go outside.
9. Hurry!
10. Get your sled.
11. All the people on the street came out to see the snow.
12. How wonderful!
13. The children began making a snowman.
14. What a great day!



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Commands and Exclamations

A **command** tells someone to do something. It is followed by a period (.)

Examples: Get your math book. Do your homework.

An **exclamation** shows strong feeling or excitement. It is followed by an exclamation mark (!)

Examples: Watch out for that car!
There's a snake!



Directions: Write whether each sentence is a command or an exclamation.

- Examples:**
- Please clean your room. command
- Wow! Those fireworks are beautiful! exclamation
1. Come to dinner now. command
 2. Color the sky and water blue. command
 3. Trim the paper carefully. command
 4. Here comes the bus! exclamation
 5. That is a lovely picture! exclamation
 6. Stop playing and clean up. command
 7. Brush your teeth before bedtime. command

Directions: Write two commands and two exclamations below.

Commands:

Exclamations:

ANSWERS WILL VARY

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Four Kinds of Sentences

Directions: Write **S** if the sentence is a statement, **Q** if the sentence is a question, **C** if the sentence is a command, or **E** if the sentence is an exclamation. End each sentence with a period, question mark, or exclamation mark.

Example: S Oh my gosh!

1. My little brother insists on coming with us. S
2. Tell him movies are bad for his health. C
3. He says he is fond of movies. S
4. Does he know there are monsters in this movie? Q
5. He says he needs facts for his science report. S
6. He is writing about something that hatched from an old egg. S
7. Could he go to the library? Q
8. Could we dress him like us so he will blend in? Q
9. You must be kidding! E
10. Would he sit by himself at the movie? Q
11. That would be too dangerous! E
12. Mom said she would give us money for candy if we took him with us. S
13. That is awesome! E
14. Get your brother and go. C



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Four Kinds of Sentences

Directions: For each pair of words, write two kinds of sentences (any combination of questions, commands, statements, or exclamations). Use one or both of the words in each sentence. Name each kind of sentence that you wrote.

Example:

pump crop
crop is a vegetable.
Plant the pump on top of the crop.

1. pinch health

2. fond fact

3. insist hatch

ANSWERS WILL VARY

exclamation command statement question

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Punctuation

A **sentence** is a group of words that tells a complete thought.

- A sentence that tells something ends with a period (.).
- A sentence that asks a question ends with a question mark (?).
- A sentence that shows strong feeling ends with an exclamation point (!).
- A sentence that gives a command ends with a period (.).

Directions: Read each sentence. Write the correct punctuation mark to end the sentence.

1. Do you want to go to the movies on Saturday.?
2. We are going to the theater at the mall.!
3. I am going to buy a large popcorn and a bag of candy.!
4. What do you like to eat at the movies.?
5. This movie is great.!
6. Meet me outside.!



Directions: Write four sentences about a movie you have seen. Try to include at least two different kinds of sentences.

ANSWERS WILL VARY

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Capitalization

The first word in a sentence should begin with a capital letter.

Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite the word correctly.

Example: Teacher Today is the first day of school.

1. Sam takes the bus to school.
2. The children play soccer at recess.
3. Everyone has fun reading a story.
4. When will we do a science experiment?
5. Lunch is served in the cafeteria.
6. Our principal came to visit our class.
7. Students should be quiet in the library.
8. The teacher writes the homework on the board.
9. Clean your desk before you go home.
10. Have a great day!



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Punctuation and Capitalization

Directions: In the paragraphs below, use periods, question marks, or exclamation points to show where one sentence ends and the next begins. Circle the first letter of each new sentence to show the capitalization.



Example: My sister accused me of not helping her rake the leaves. That is silly! She helped at least a hundred times.

1. I lost out my fishing line. When it floats up and down, I know a fish is there. After waiting a minute or two, I pull up the fish. It is run!
2. I tried putting lemon juice on my freckles to make them go away. Bt you ever do that? It did not work. My skin just got sticky. Now, I am slowly getting used to my freckles.
3. Whoa, I had an accident on my bike. I was on my way home from school. What do you think happened? My wheel slipped in the loose dirt at the side of the road. My bike slid into the road!
4. One night, I dreamed I lived in a castle. In my dream, I was the king or maybe the queen. Everyone listened to my commands. When Mom woke me up for school, I tried commanding her to let me sleep. She did not work!
5. My dad does exercises every night to make his stomach flat. He says he does not want to grow old. I think it is too late. He do not tell him I said that!

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Punctuation and Capitalization

Directions: In the paragraphs below, use periods, question marks, and exclamation points to show where one sentence ends and the next begins. Circle the first letter of each new sentence to show the capitalization.



1. It was Christmas Eve. Santa and the elves were loading the toys onto his sleigh. He deer keepers were harnessing the reindeer and walking them toward the sleigh.
2. The reindeer were prancing with anxious anticipation of their midnight flight. Soon, the sleigh was overflowing with its load, and Santa was ready to travel. Rock went his whip. The reindeer pulled and tugged against their harnesses. The sleigh inched forward, slowly at first, then it climbed swiftly into the holiday night sky.
3. Everything was going smoothly. Santa and the reindeer made excellent time traveling from house to house and city to city. At each home, of course, the children had left snacks of cookies and milk for Santa.
4. At around 2 o'clock in the morning, Santa felt his red suit begin to get tight around his middle. Im, he said to himself. I have been eating too many snacks. He decided that he would have to cut back on his cookie calories.
5. The reindeer team guided Santa to his next stop. He hopped out of his sleigh, grabbed his bundle of toys, and jogged to the chimney. He climbed up to the chimney's opening and started down to the fireplace. Somthing awful happened! Santa got stuck! Ho, not hic do we do now? He ordered the reindeer.

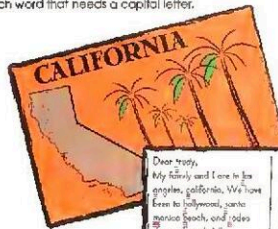
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Capitalization

A **proper noun** names a special person, place, or thing. Capitalize the first letter in each word of a proper noun.

Example: California state = California State
Malibu = Malibu

Directions: In the post card, underline with three short lines the first letter of each word that needs a capital letter.



Dear Tracy,
My family and I are in Los Angeles, California. We have been here to Hollywood, Santa Monica beach, and Venice drive in Beverly Hills. Tomorrow, we are going to visit Disney Land. I hope I will get to meet Mickey Mouse. Write me soon!
Your friend, Roberto

Directions: Rewrite Roberto's postcard with the correct capitalization.

Dear Tracy, My family and I are in Los Angeles, California. We have been to Hollywood, Santa Monica beach, and Venice Drive in Beverly Hills. Tomorrow, we are going to visit Disney Land. I hope I will get to meet Mickey Mouse. Write me soon! Your friend, Roberto

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Capitalization

A person's name begins with a capital letter. The pronoun I is written as a capital letter.



Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Write each sentence correctly.

Example: The librarian helped Tracy find a book about Susan B. Anthony.

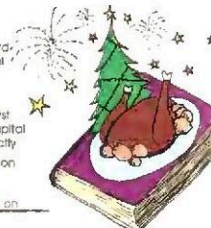
1. I learned that George Washington was the first president. I learned that George Washington was the first president.
2. Matthew and Amelia are doing a project about Thomas Jefferson. Matthew and Amelia are doing a project about Thomas Jefferson.
3. Elisa and I are studying about Abraham Lincoln. Elisa and I are studying about Abraham Lincoln.
4. Harriet Tubman helped rescue many people from slavery. Harriet Tubman helped rescue many people from slavery.
5. Many people admire Helen Keller's courage and intelligence. Many people admire Helen Keller's courage and intelligence.
6. Can I write a report about Jackie Robinson? Can I write a report about Jackie Robinson?

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Capitalization

Capitalize the first letter of each word in the names of holidays and special events.

Directions: Read each sentence. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite each sentence correctly.



- Did you watch the rose parade on new year's day?
Did you watch the Rose Parade on New Year's Day?
- The librarian helps us choose books during national book week.
 The Librarian helps us choose books during National Book Week.
- My family eats turkey and potatoes on thanksgiving day.
 My family eats Turkey and Potatoes on Thanksgiving Day.
- The class planted a tree on arbor day.
 The class planted a tree on Arbor Day.
- Our christmas tree is decorated with lights and ornaments.
Our Christmas tree is decorated with Lights and Ornaments.
- We watched fireworks at the park on independence day.
 We watched fireworks at the park on Independence Day.


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Capitalization

Capitalize the first letter of each word in geographical names and historical periods of time.

Examples: pacific ocean = Pacific Ocean
 renaissance = Renaissance

Directions: Read each word. If the word should begin with a capital letter, rewrite it correctly on the line.



- rocky mountains Rocky Mountains
- lake superior Lake Superior
- ocean Ocean
- kenya Kenya
- country Country
- middle ages Middle Ages
- dinosaur Dinosaur
- north pole North Pole
- stone age Stone Age
- river River
- jurassic period Jurassic Period
- nile river Nile River
- europe Europe
- state State
- atlantic ocean Atlantic Ocean

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Abbreviations

An abbreviation is the shortened form of a word. Most abbreviations begin with a capital letter and end with a period.

Mr. = Mister	A.M. = Before Noon	St. = Street
Mrs. = Missus	P.M. = After Noon	Ave. = Avenue
Dr. = Doctor		Bvd. = Boulevard
		Rd. = Road

Weekdays: Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
 Months: Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Directions: Write the abbreviation for each word.

Street	<u>St.</u>	Doctor	<u>Dr.</u>	Tuesday	<u>Tues.</u>
Road	<u>Rd.</u>	Mister	<u>Mr.</u>	Avenue	<u>Ave.</u>
Missus	<u>Mrs.</u>	October	<u>Oct.</u>	Friday	<u>Fri.</u>
Before Noon	<u>A.M.</u>	March	<u>Mar.</u>	August	<u>Aug.</u>

Directions: Rewrite each sentence using abbreviations.

- On Monday at 9:00 before noon, Mister Jones had a meeting.
On Mon. at 9:00 A.M., Mr. Jones had a meeting.
- In December, Doctor Carlton saw Missus Zuckerman.
In Dec., Dr. Carlton saw Mrs. Zuckerman.
- One Tuesday in August, Mister Wood went to the park.
One Tue. in Aug., Mr. Wood went to the park.

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Abbreviations

Use a period after an abbreviation.

Example: Monday = Mon. December = Dec.

Do not use abbreviations in sentences.

Example: I like to skate on Mondays in December.

Directions: Fill in each blank with the correct abbreviation from the Word Bank.

1. Wednesday	<u>Wed.</u>	7. Rural Route	<u>R.R.</u>
2. January	<u>Jan.</u>	8. Thursday	<u>Thurs.</u>
3. Street	<u>St.</u>	9. Avenue	<u>Ave.</u>
4. Boulevard	<u>Bvd.</u>	10. Road	<u>Rd.</u>
5. February	<u>Feb.</u>	11. April	<u>Apr.</u>
6. Saturday	<u>Sat.</u>	12. Post Office	<u>P.O.</u>

Word Bank

Bvd.	St.
Jan.	Sat.
Wed.	Feb.
P.O.	R.R.
Rd.	Apr.
Ave.	Thurs.

Directions: Rewrite each sentence correctly on the lines below.

- Every Mon. in Jan., they shovel driveways for the elderly.
Every Monday in January, they shovel driveways for the elderly.
- Their meetings are held each Tues. at Julie's house on Webster St.
Their meetings are held each Tuesday at Julie's house on Webster Street.
- During Feb., they visited nursing homes every Sun. evening.
During February, they visited nursing homes every Sunday evening.


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Capitalization


A title tells what a person is or does. It begins with a capital letter and ends with a period. An initial is the first letter of a person's first, middle, or last name.

Examples: Mr. Rogers
 Dr. B.J. Honeycut

Directions: Write each name and title correctly.



- dr seuss Dr. Seuss
- gen g pottan Gen. G. Pottan
- mr rogers Mr. Rogers
- ms e roosevelt Mrs. E. Roosevelt
- ms gloria steinem Mrs. Gloria Steinem
- capt james t kirk Capt. James T. Kirk
- mr m twain Mr. M. Twain
- dr s freud Dr. S. Freud
- miss louisa m alcott Miss Louisa M. Alcott
- mr maurice sendak Mr. Maurice Sendak
- dr j pasteur Dr. J. Pasteur
- gen e braddock Gen. E. Braddock




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Capitalization

Capitalize the first letter in each month of the year. In each day of the week, in a title of respect, and when abbreviating a title of respect.

Examples: January = January Tuesday = Tuesday
 doctor Jones = Doctor Jones Mrs. Clark = Mrs. Clark

Directions: Read the story below. Underline with three short lines the first letter of each word that needs a capital letter. Rewrite the story correctly.



My baby brother, Nicholas, was born on Sunday, September 8, 2002.

On Saturday, my mom went to see doctor Nelson at the hospital. Our neighbors, Mr. and Mrs. Bigelow, let me sleep over at their house. My mom and Nicholas came home on Monday.

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Capitalization

A specific name of a **person**, **place**, and **pet**, a **day of the week**, a **month of the year**, and a **holiday** each begins with a capital letter.

Directions: Read the words in the Word Bank. Write the words in the correct columns with the correct letters capitalized.

Word Bank			
ron polky	tuesday	match	april
president's day	saturday	wooly	october
blackie	portland, oregon	corning, new york	molly yoder
valentine's day	fluffy	harold edwards	arbor day
bozeman, montana	sunday		

People	Places	Pets
Ron Polky	Bozeman, Montana	Blackie
Harold Edwards	Portland, Oregon	Fluffy
Molly Yoder	Corning, New York	Wooly

Days	Months	Holidays
Tuesday	March	President's Day
Saturday	April	Valentine's Day
Sunday	October	Arbor Day

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Book Titles

Capitalize the **first and last** words in a book's title. Capitalize all other words in a book's title except short prepositions such as **at**, **of**, and **in**, conjunctions such as **and**, **or**, and **but**, and articles such as **a**, **an**, and **the**.

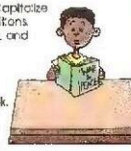
Examples:

Have you read War and Peace?
Pippi Longstocking in Moscow is her favorite book.

Directions: Underline the book titles. Circle the words that should be capitalized.

Example: (nude) in the (blue room) by Elliot Roosevelt

- Growing Up in a (nude) (blue room) by Sandra Bunham
- The (nude) (blue room) and the (blue room) (blue room) by Naomi Mitchison
- My (nude) (blue room) the (blue room) by Grace Catalano
- Can (nude) (blue room) (blue room) by Linda Barr
- Fun (nude) (blue room) a (nude) (blue room) by Carol Geiber
- Fun the (nude) (blue room) by Carly Simon
- Girls (nude) (blue room) (blue room) by Jim Davis
- The (nude) (blue room) for (nude) (blue room) by Tom Clancy
- My (nude) (blue room) (blue room) by Christopher Pike
- At the (nude) (blue room) (blue room) by Dr. Seuss



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Book Titles

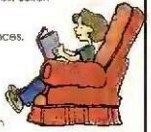
All words in the title of a book are underlined or italicized.

Example: The Hunt for Red October was a best-seller!
Have you read Last in Space?

Directions: Underline the book titles in these sentences.

Example: The Dinosaur Poster Book is for eight-year-old children.

- Have you read Lion Dancer by Kate Waters?
- Baby Dinosaurs and Giant Dinosaurs were both written by Peter Dodson.
- Have you heard of the book That's What Friends Are For by Carol Adoijan?
- J.B. Stamper wrote a book called The Totally Identical Valentine Party Book.
- The teacher read Almost Ten and a Half aloud to our class.
- Marrying Off Mom is about a girl who tries to get her widowed mother to start dating.
- The Snow and The Fire are the second and third books by author Caroline Cooney.
- The title sounds silly, but GoatBong Value Daze really is the name of a book!
- A book about space exploration is The Day We Walked on the Moon by George Sullivan.
- Alice and the Birthday Star tells about a plant who came to a girl's birthday party.



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Titles

Titles of books are underlined when you write them by hand. When they are typed, titles of books are underlined or in italics.

Examples: James and the Giant Peach
James and the Giant Peach

Titles of stories, poems, and songs are always in quotation marks.

Examples: "Sleeping Beauty" (story)
"Paul Revere's Ride" (poem)
"Blue Suede Shoes" (song)

Directions: Read each sentence. Underline the title of a book. Put quotation marks around the title of a story, poem, or song.

- Luis read Number the Stars for his book report.
- "Stanley the Rat" is a poem by Judith Viorst.
- Laura Ingalls Wilder wrote Little House in the Big Woods.
- Our class sang "America the Beautiful" for the veterans.
- "The Gift of the Magi" is a good story.
- Do you know how to play "Happy Birthday" on the piano?
- "A Girl's Garden" is a poem by Robert Frost.
- Last week, I checked out Became of Winn-Dixie from the library.
- My dad read us the story "Tom Thumb" before we went to sleep.
- Our class is reading Sarah, Plain and Tall this month.



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Commas

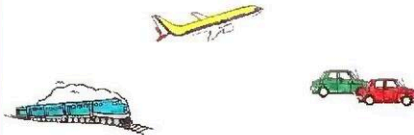
Commas are used to separate words in a series of three or more.

Example: My favorite fruits are apples, bananas, and oranges.



Directions: Put commas where they are needed in each sentence.

- Please buy milk, eggs, bread, and cheese.
- I need paper, pencils, and a folder for school.
- Some good pets are cats, dogs, gerbils, fish, and rabbits.
- Aaron, Mike, and Matt went to the baseball game.
- Major forms of transportation are planes, trains, and automobiles.



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Commas

Use a **comma** to separate words in a series. A comma is used after each word in a series but is not needed before the last word. Both ways are correct, in your own writing, be consistent about which style you use.

Examples: We ate apples, oranges, and pears.
We ate apples, oranges and pears.

Always use a comma between the name of a city and a state.

Example: She lives in Fresno, California.
He lives in Wilmington, Delaware.

Directions: Write C if the sentence is punctuated correctly. Write X if the sentence is not punctuated correctly.

- Example:** X She ordered shoes, dresses and shirts to be sent to her home in Oakland California.
- C No one knew her pets' names were Fido, Spot and Tiger.
 - X He likes green beans lima beans, and corn on the cob.
 - C Typing paper, pens and pencils are all needed for school.
 - C Send your letters to her in College Park, Maryland.
 - X Orlando Florida is the home of Disney World.
 - C Mickey, Minnie, Goofy and Daisy are all favorites of mine.
 - C Send your letter to her in Reno, Nevada.
 - X Before he lived in New York City he lived in San Diego, California.
 - X She mailed postcards, and letters to him in Lexington, Kentucky.
 - C Teacups, saucers, napkins, and silverware were piled high.
 - C Can someone give me a ride to Indianapolis, Indiana?
 - X He took a train a car, then a boat to visit his old friend.



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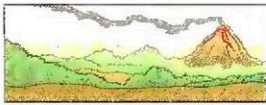
Commas

Commas separate words in a list or series.

Example: We will need to take a train, a helicopter, a bus, and a boat to get to the island.

Directions: Put commas where they belong in the story below.

We are on an expedition to visit these volcanoes: Mount Saint Helens, Mount Etna, Mount Pinatubo, Mount Pelee, and Mount Vesuvius. The members of our team are geologists, botanists, and volcanologists. They will help us study these volcanoes and learn more about the formation, the craters, the types of volcanoes, the types of eruptions, and the environmental impact. Volcanic eruptions or blasts from the volcano can produce lava, rock, fragments, and gas. We will also look at the natural resources these volcanoes provide. The energy from volcanoes is used to heat homes in Iceland and greenhouses that grow vegetables and fruits. Geothermal steam produces electricity in Italy, New Zealand, the United States, and Mexico.



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Commas

Commas separate words or groups of words to help make the meaning of a sentence clear.

Use commas in a series of items.

Example: I love eating yogurt, toast, and cucumbers for breakfast!

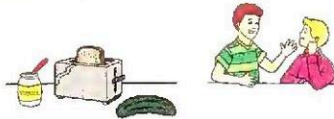


Use commas when talking to people.

Example: Do you know where my shirt is, Andrew?

Directions: Write C if the sentence is punctuated correctly. Write X if the sentence is not punctuated correctly.

- Bob is Sam going to the grocery store?
- Sam is supposed to buy grapes, bananas, and apples.
- Can you go with Sam, Bob?
- Make sure to buckle your seatbelt drive safely and be careful in the parking lot.
- Sam are you ready?



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Commas

Use a comma to set apart the name of someone who is being addressed. Use a comma to set apart introductory words, such as yes, no, and well.

Examples: Kate, do you think that butterflies are graceful? Yes, they are very graceful and colorful. I agree with you, Jamal, that we need more butterflies.

Directions: Add commas where they belong in each sentence below.

- Monica, have you seen any butterflies fluttering around your yard?
- Well, yesterday I saw one but just for a second.
- When was the last time you saw butterflies in your garden, Betsy?
- Morelly, can you name the four stages of the butterfly life cycle?
- Yes, I can. They are the egg, larva, chrysalis, and adult butterfly.
- Jeff, do you know the name of the butterfly's long feeding tube?
- Yes, it is called the proboscis. The butterfly uses it to drink nectar.
- Heather, did you know that Queen Alexandra's birdwing butterfly is the largest butterfly in the world?
- No, I did not know that.
- Well, did you know that butterflies are insects?
- Yes, I knew that, Alyson.
- Did you know, Dave, that butterflies like to warm up out in the sun?
- No, but that must be because they are cold blooded.
- Yes, they cannot become more active until their bodies warm up.



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Commas

Use commas to separate the day from the year.

Example: May 13, 1950



Directions: Rewrite each date, putting the comma in the correct place. Capitalize the name of each month.

Example: Jack and Dave were born on february 22 1982.
February 22, 1982

- My father's birthday is may 19 1948.
May 19, 1948
- My sister was fourteen on december 13 1991.
December 13, 1991
- Lauren's seventh birthday was on november 30 1998.
November 30, 1998
- October 13 1996 was the last day I saw my lost cat.
October 13, 1996
- On april 17 1997, we saw the Grand Canyon.
April 17, 1997
- Our vacation lasted from april 2 1998 to april 26 1998.
April 2, 1998 - April 26, 1998
- Molly's baby sister was born on august 14 1991.
August 14, 1991
- My mother was born on june 22 1969.
June 22, 1969

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Commas

Use a comma to separate the day of the month and the year. Do not use a comma to separate the month and the year if no day is given.

Example: June 14, 1999
June 1999



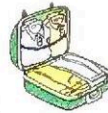
Use a comma after yes or no when it is the first word in a sentence.

Examples: Yes, I will do it right now.
No, I do not want any.

Directions: Write C if the sentence is punctuated correctly. Write X if the sentence is not punctuated correctly.

Example: No, I do not plan to attend.

- Yes, I told them I would go.
- Her birthday is March 13, 1995.
- He was born in May, 2003.
- Yes, of course I like you!
- No I will not be there.
- They left for vacation on February, 14.
- No, today is Monday.
- The program began on August 12, 1991.
- In September, 2007 how old will you be?
- He turned 12 years old on November, 13.
- No, I will not go to the party!
- Yes, she is a friend of mine.
- His birthday is June 12, 1992.
- No I would not like more dessert.

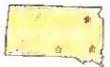


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Commas

Capitalize the first letter in the name of a city and a state. Use a comma to separate the name of a city and a state.

Example: sioux falls south dakota
Sioux Falls, South Dakota



Directions: Use capital letters and commas to write the names of the cities and states correctly.

- plymouth massachusetts Plymouth, Massachusetts
- boston massachusetts Boston, Massachusetts
- philadelphia pennsylvania Philadelphia, Pennsylvania
- white plains new york White Plains, New York
- newport rhode island Newport, Rhode Island
- yorktown virginia Yorktown, Virginia
- nashville tennessee Nashville, Tennessee
- portland oregon Portland, Oregon
- mansfield ohio Mansfield, Ohio



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Commas

Use a **comma** after the day in a date. Do not put a comma after the month if no day is given.

Example: May 12, 2002 or May 2002

Use a comma after each part of an address.

Example: 123 Main Street, Seattle, Washington

Use a comma between the city name and the state name when they are used together.

Example: Seattle, Washington

Directions: Rewrite the story putting the commas in the correct places.

My grandpa had a very interesting life! He was born on August 20, 1943. He grew up in Boston Massachusetts. In January, 1963, he moved to Los Angeles California. My grandpa lived at 349 James Street Los Angeles California. On June 8, 1964, he married my grandma at a church in San Francisco California. My dad was born on February 1, 1966.



My grandpa had a very interesting life! He was born on August 20, 1943.

He grew up in Boston, Massachusetts. In January, 1963, he moved to Los

Angeles, California. My grandpa lived at 349 James Street, Los Angeles,

California. On June 8, 1964, he married my grandma at a church in San

Francisco, California. My dad was born on February 1, 1966.

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Commas

Use a **comma** after the greeting and closing in a friendly letter.

Examples: **Greeting:** Dear Teresa, **Closing:** Your friend,
Samantha

Directions: Put commas where they belong in the letter below.

Dear Donovan

I can hardly wait to get to your house this weekend. My dad will be dropping me off on Saturday afternoon. We will have fun sleeping in your tree house. Can we build a campfire?



Your friend
Simon

Directions: Write your own letter to a friend.

ANSWERS WILL VARY

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Commas

Use a **comma** in the greeting and closing of a letter. Also use a comma between the day and the year of a date. Use a comma to separate a city from its state.

Examples: **heading:** Dear Grandma,
closing: Love, Megan
date: October 27, 2002
address: Tempe, Arizona

Directions: Put commas where they belong in each letter below.

Sunday, August 22, 1999

Aunt Betty
The Little White House
Littleville, California

Dear Aunt Betty,

I am so excited to visit you. Did you get our Model T fixed yet? Remember how it scared everyone at the 4th of July parade? I will see you in two weeks.

Love,
Jennifer

Wednesday, August 25, 1999

Jennifer
Big Brown Cottage
Bear Town, Washington

Dear Jenny,

I am also excited about your visit. Yes, my old car is fixed. We can drive to town to see my sisters. See you soon!

Love,
Aunt Betty



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Commas

Use a **comma** to set apart an introductory clause to make your meaning clear.

Example: Apart from his uncle, Abner is the strangest in the family.

Directions: Add commas where they belong in each sentence below.

1. At first, I thought I won the race.
2. In the gym, I saw a basketball game.
3. According to Billy, Molly and Jim were up late last night trying to find apples, cheese, and desserts.
4. Looking back at her younger brother, Molly stuck out her tongue!
5. After she left her aunt Susan, started to cry.



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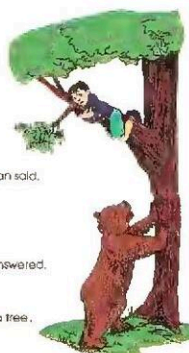
Quotation Marks

Quotation marks show that someone is speaking. The opening quotation mark is used just before the first word, which begins with a capital letter. The closing quotation mark is used after the final punctuation mark. Make sure you use a comma to set apart quotations.

Example: "Follow me," he said.
She replied, "I'll be right there."

Directions: Put quotation marks and the correct punctuation in each sentence below.

1. "Wow! This is beautiful!" Sean said.
2. "Ung said, 'I cannot see anything yet!'"
3. "Do you have any extra water?" Sean asked.
4. "Ung said, 'Yes, it is in my backpack!'"
5. "Good. It is going to be a hot day," Sean said.
6. "Stop!" Ung shouted.
7. "Why?" Sean asked.
8. "I think I saw a bear up ahead," Ung answered. "It is coming this way."
9. "Climb!" Sean yelled as he started up a tree.



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Quotation Marks

Quotation marks are punctuation marks that tell what a person says out loud. Quotation marks go before the first word and after the punctuation mark. The first word in a quotation begins with a capital letter if the quote is a complete sentence.

Example: Katie said, "Never go in the water without a friend."

Directions: Put quotation marks where they belong in each sentence below.

- Example: "Wait for me, please," said Laura.
1. "John, would you like to visit a jungle?" asked his uncle.
 2. The police officer said, "Do not worry. We will help you."
 3. James shouted, "Hit a home run!"
 4. My friend Carol said, "I really do not like cheeseburgers."

Directions: Answer each question below. Be sure to put quotation marks around your words.

1. What would you say if you saw a dinosaur?

2. What would your best friend say if your hair turned purple?

ANSWERS WILL VARY

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Punctuation: Quotation Marks

Use **quotation marks** before and after words that a person speaks out loud.

Examples: I asked Aunt Martha, "How do you feel?"
"I feel awful," Aunt Martha replied.

Do not put quotation marks around words that are a summary of what a person said out loud.

Example: I asked Aunt Martha how she felt.
Aunt Martha said she felt awful.



Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: "I want it right now!" she demanded angrily.

1. X "Do you want it now?" I asked.
2. X She said "she felt better" now.
3. C Her exact words were, "I feel much better now!"
4. C "I am so thrilled to be here!" he shouted.
5. C "Yes, I will attend," she replied.
6. X Elizabeth said "she was unhappy."
7. C "I'm unhappy," Elizabeth reported.
8. C "Did you know her mother?" I asked.
9. X I asked "whether you knew her mother."
10. C I asked, "What will dessert be?"
11. C "Which will it be, salt or pepper?" the waiter asked.
12. C "No, I don't know the answer!" he snapped.
13. X He said "yes he'd take her on the trip."
14. X Be patient, he said. "It will soon be over."



Quotation Marks

Directions: Rewrite each sentence, putting quotation marks around the correct words.

1. Can we go for a bike ride? asked Katrina.
"Can we go for a bike ride?" asked Katrina.
2. Yes, said Mom.
"Yes," said Mom.
3. We should go to the park, said Mike.
"We should go to the park," said Mike.
4. Great idea! said Mom.
"Great idea!" said Mom.
5. How long until we get there? asked Katrina.
"How long until we get there?" asked Katrina.
6. Soon, said Mike.
"Soon," said Mike.
7. Here we are! exclaimed Mom.
"Here we are!" exclaimed Mom.

Quotation Marks

Use quotation marks to set off a direct quotation. Also use quotation marks around the titles of poems, stories, T.V. shows, and reports.

Examples: The teacher said, "Kate, you got a 100 percent on your test!"
Todd read the poem "The Owl and the Pussycat."

Directions: In each sentence below, put quotation marks where they belong.

1. Mr. Fry asked, "Sara, are you going to the park?"
2. Mom read me the poem "Who Has Seen the Wind?"
3. "The Magic School Bus" is one of my favorite T.V. shows.
4. "Are you going to the game?" Raquel asked.
5. Anna gave a report called "Tribes of the Northwest."
6. My brother can read the story "Little Red Riding Hood."
7. Maria remarked, "It is very cold today."
8. Terence wrote a report titled "Inside the Super Computer."
9. "We should get together tomorrow," said Laura.
10. Have you read the poem called "Dance's Delight?"
11. Monica said "Raquel, we should play after school."
12. Jenny's report was titled "Great Modern Painters."



Quotation Marks

Use quotation marks around the titles of songs and poems.

Examples: Have you heard the song "Still Craving" by the Beach Boys?
"Ode to a Nightingale" is a famous poem.

Directions: Write **C** if the sentence is punctuated correctly. Write **X** if the sentence is not punctuated correctly.

Example: Do you know "My Bonnie Lies Over the Ocean?"

1. X We sang The Stars and Stripes Forever" at school.
2. C Her favorite song is "The Eensy Weensy Spider."
3. X Turn up the music when "A Hard Day's "Night comes on!
4. C "Yesterday" was one of Paul McCartney's most famous songs.
5. C "Mary Had a Little Lamb" is a very silly poem!
6. C A song everyone knows is "Happy Birthday."
7. C "Swing Low, Sweet Chariot" was first sung by slaves.
8. X Do you know the words to Home on "the Range?"
9. C "Hilowatha" is a poem many people had to memorize.
10. X "Happy Days Are Here Again" is an upbeat tune.
11. C Frankie Valli and The Four Seasons sang "Sherry."
12. X The words to "Rain, Rain" Go Away are easy to learn.
13. C A slow song I know is called "Summertime."



Apostrophes

An **apostrophe** shows where letters are missing in a contraction. A **contraction** is a shortened form of two words.

Example: Was not = wasn't

By adding an apostrophe and the letter s to the end of a person, place, or thing, you are showing that person, place, or thing to have ownership of something.

Example: Mary's cat

Directions: Write the apostrophe in each contraction below.

Example: We shouldn't be going to their house so late at night.

1. We didn't think that the ice cream would melt so fast.
2. They're never around when we're ready to go.
3. Didn't you need to make a phone call?
4. Who's going to help you paint the bicycle red?



Directions: Add an apostrophe and an s to each word below that shows ownership.

Example: Jill's bike is broken.

1. That is Holly's flower garden.
2. Mark's new skates are black and green.
3. Mom threw away Dad's old shoes.
4. Buster's food dish was lost in the snowstorm.



Contractions

A **contraction** is a shortened form of two words. Apostrophes show where letters are missing.

Example: It is = it's



Directions: Write the words that make up each contraction.

we're we + are they'll they + will
you'll you + will aren't are + not
I'm I + am isn't is + not

Directions: Write the contraction for each set of words.

you have you've have not haven't
had not had'n't we will we'll
they are they're he is he's
she had she'd It will it'll
I am I'm is not isn't

Contractions and Apostrophes

A **contraction** is two words made into one word by replacing one or more letters with an **apostrophe**.

Examples: I + am = I'm
we + will = we'll

Directions: Above each pair of underlined words, write the correct contraction.

aren't
We are not happy about the move. The moving trucks are waiting.

wouldn't
Our friends said they would not help us load our things because they didn't want us to leave.

We're We'll
"We are all packed. We will even load the trucks ourselves," Mom said. On the way to our new home, we talked about our old friends and all of the new friends we would meet at our new school.



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Contractions and Apostrophes

Contractions are two words that are shortened and put together to make one word. An **apostrophe** replaces the missing letters.

Examples: does not = doesn't
cannot = can't

Directions: Draw a line from each pair of words to its matching contraction.

- | | |
|----------------|-----------|
| 1. is not | weren't |
| 2. are not | wasn't |
| 3. was not | aren't |
| 4. were not | isn't |
| 5. have not | didn't |
| 6. can not | haven't |
| 7. do not | couldn't |
| 8. did not | can't |
| 9. could not | shouldn't |
| 10. should not | don't |



Do not use a contraction that ends in n't with another negative like **no, nothing, no one, and never**.

Example: **Incorrect:** I didn't get no milk.
Correct: I didn't get any milk.

Directions: Rewrite each sentence correctly.

- Molly doesn't have no tennis shoes.
Molly doesn't have any tennis shoes.
- We aren't doing nothing on Saturday.
We aren't doing anything on Saturday.

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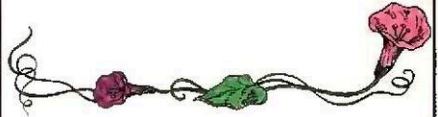
Contractions and Apostrophes

Contractions are made by putting together two words. An **apostrophe** replaces the letters that are dropped.

Examples: we + will = we'll
I + would = I'd

Directions: Write the correct contraction on the line to replace the two bold words.

- We **would** **We'd** take the trails up and down the hill.
- At the top **we will** **we'll** stop to look at the view.
- Do you see the buildings? **You would** **You'd** see houses like those in China.
- I was not** **wasn't** the only person to build this island.
- You would have** **would've** seen monks here two years ago.
- Since you **were not** **weren't** here then, I **will** **ll** tell you about them.
- They had** **They'd** built great houses and gardens.
- They have** **They've** left their mark here.



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Contractions and Apostrophes

Directions: Circle the two words in each sentence that are not spelled correctly, then, write the words correctly.

- (ain't) you going to (here) your cookie with me?
Aren't here
- We (planned) a long time, but we still (weren't) ready.
planned weren't
- My (pencil) (hasn't) broken yet today.
pencil hasn't
- We (am) going because we don't have the correct (adress).
am adress
- (You've) (killed) the soup too much.
You've killed
- (We've) tried to be as (as) as possible.
We've as
- She (hasn't) seen us in this (darknes).
hasn't darknes

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Capitalization and Punctuation Review

Directions: The following sentences have errors in punctuation, capitalization, or both. The number in parentheses (1) tells you how many errors the sentence contains. Rewrite each sentence correctly.

- I saw mr. Johnson reading War And Peace to his class. (2)
I saw Mr. Johnson reading War and Peace to his class.
- Do you like to sing "Take me Out to The Ballgame"? (2)
Do you like to sing "Take Me out to the Ballgame"?
- He recited Hiawatha to Miss. Simpson's class. (2)
He recited "Hiawatha" to Miss. Simpson's class.
- Bananas and oranges are among Dr. Smith's favorite fruits. (1)
Bananas and oranges are among Dr. Smith's favorite fruits.
- "Daisy, daisy is a song about a bicycle built for two. (2)
"Daisy, Daisy" is a song about a bicycle built for two.
- Good Morning, Granny Rose is a story about a woman and her dog. (1)
"Good Morning, Granny Rose" is a story about a woman and her dog.
- Garfield goes to wost isn't a very funny book. (4)
Garfield Goes to Wost Isn't a Very Funny Book.
- Peanut butter, jelly, and bread are Mrs. Lees favorite treats. (2)
Peanut butter, jelly, and bread are Mrs. Lee's favorite treats.

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Homophones

Homophones are words that sound the same but are spelled differently and have different meanings.

Example: sow sow so

Directions: Read the sentences and write the correct word in the blanks.

- Example: blue blew She has blue eyes.
The wind blew the barn down.
- He hurt his left eye playing ball. eye I
I like to learn new things.
 - Can you own the winning runner from here? see see
He goes diving for pearls under the sea.
 - The baby ate the banana. eight ate
Jane was eight years old last year.
 - Jill won first prize of the science fair. one won
I am the only one in my family with red hair.
 - Jenny cried when a bee stung her. be bee
I have to be in bed every night of eight o'clock.
 - My father likes to play tennis. two too
I like to play too.
It takes at least two people to play.

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Homophones and Commonly Misused Words

Homophones are words that sound the same but are spelled differently and have different meanings.

Directions: Answer each riddle below with a homophone from the Word Bank.

Word Bank				
man	meat	peace	dear	to
mane	meal	piece	deer	too

- Which word has the word **ple** in it? piece
- Which word rhymes with **ear** and is an animal? deer
- Which word rhymes with **shep** and means **also**? too
- Which word has the word **eat** in it and is something you might eat? meat
- Which word has the same letters as the word **read** but in a different order? dear
- Which word rhymes with **rain** and is something on a pony? mane
- Which word, if it began with a capital letter, might be the name of an important street? man
- Which word sounds like a number but has only two letters? to
- Which word rhymes with **great** and is a synonym for **great**? meat
- Which word rhymes with **cease** and can mean quiet? peace

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Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Finish each sentence below with the correct word from the Word Bank.

Word Bank		
series	lose	bear
serious	loose	bare





- I love collecting an entire series of comic books.
- The power button on my television is loose.
- The tree will bear luscious fruit.
- We need to have a serious talk.
- I will never lose the journal.
- The bare wall really needs some pictures.

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Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Look at the words and their meanings below. Then, write the correct word to complete each sentence.

their:	pronoun that shows possession or ownership	
there:	of or in that place	
angel:	a figure with halo and wings	
angle:	two lines that connect at a single point	
accept:	to say yes	
except:	not including or otherwise	
intend:	to plan	
attend:	to be present at	

- I want to visit their house.
- I accept your invitation to go there.
- I think their house is beautiful except for the olive-green kitchen wallpaper.
- The photographer took pictures from two different angles (s). The little girl in the picture looked like an angel.
- I intend to attend their party.

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Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Finish each sentence below using the correct word from the Word Bank.

Word Bank		
united	whether	now
untied	weather	know




- Nine children united to form a new baseball team.
- The weather is lovely during the summer.
- I know many facts from reading the encyclopedial.
- Careful, your shoe is untied.
- I am not sure whether I should go or not.
- We are late! We need to go now.

Page 273

Common Corrections

Some words look and sound very much alike but have very different meanings.

Directions: Look at the words and meanings below. Write the correct word to finish each sentence.

through:	complete	
thru:	in one side and out the other	
then:	at that time	
than:	a comparison	
mere:	a tiny bit	
mirror:	a reflective surface	

- I am taller than you by five inches.
- Please do a thorough job when you sweep the floor.
- There was a mere drop of ketchup left in the bottle.
- The ball went through the glass window.
- Do your homework and then we will go play.
- Do you have a mirror I could use so that I can fix my hair?

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"Good" or "Well"

Use the word **good** to describe a noun. **Good** is an adjective.

Example: She is a **good** teacher.

Use the word **well** to tell or ask how something is done or to describe someone's health. **Well** is an adverb. It describes a verb.

Example: She is not feeling **well**.

Directions: Write **good** or **well** to finish each sentence correctly.

Example:	<u>good</u>	Our team could use a good/well captain.
1.	<u>well</u>	The puny kitten does not look good/well.
2.	<u>well</u>	He did his job so good/well that everyone praised him.
3.	<u>good</u>	Whining is not a good/well habit.
4.	<u>well</u>	I might just as good/well do it myself.
5.	<u>well</u>	She was one of the most well-/good-/liked girls at school.
6.	<u>well</u>	I did the book report as good/well as I could.
7.	<u>well</u>	The television works very good/well.
8.	<u>good</u>	You did a good/well job repairing the TV.
9.	<u>well</u>	Thanks for a job good/well done!
10.	<u>good</u>	You did a good/well job fixing the computer.
11.	<u>well</u>	You had better treat your friends good/well.
12.	<u>well</u>	Can your grandmother hear good/well?
13.	<u>well</u>	Your brother will be well-/good soon.

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Name _____

Action Verbs

Action verbs tell what the subject of the sentence is doing.

Examples: run, jump, talk, throw, load, fight, read

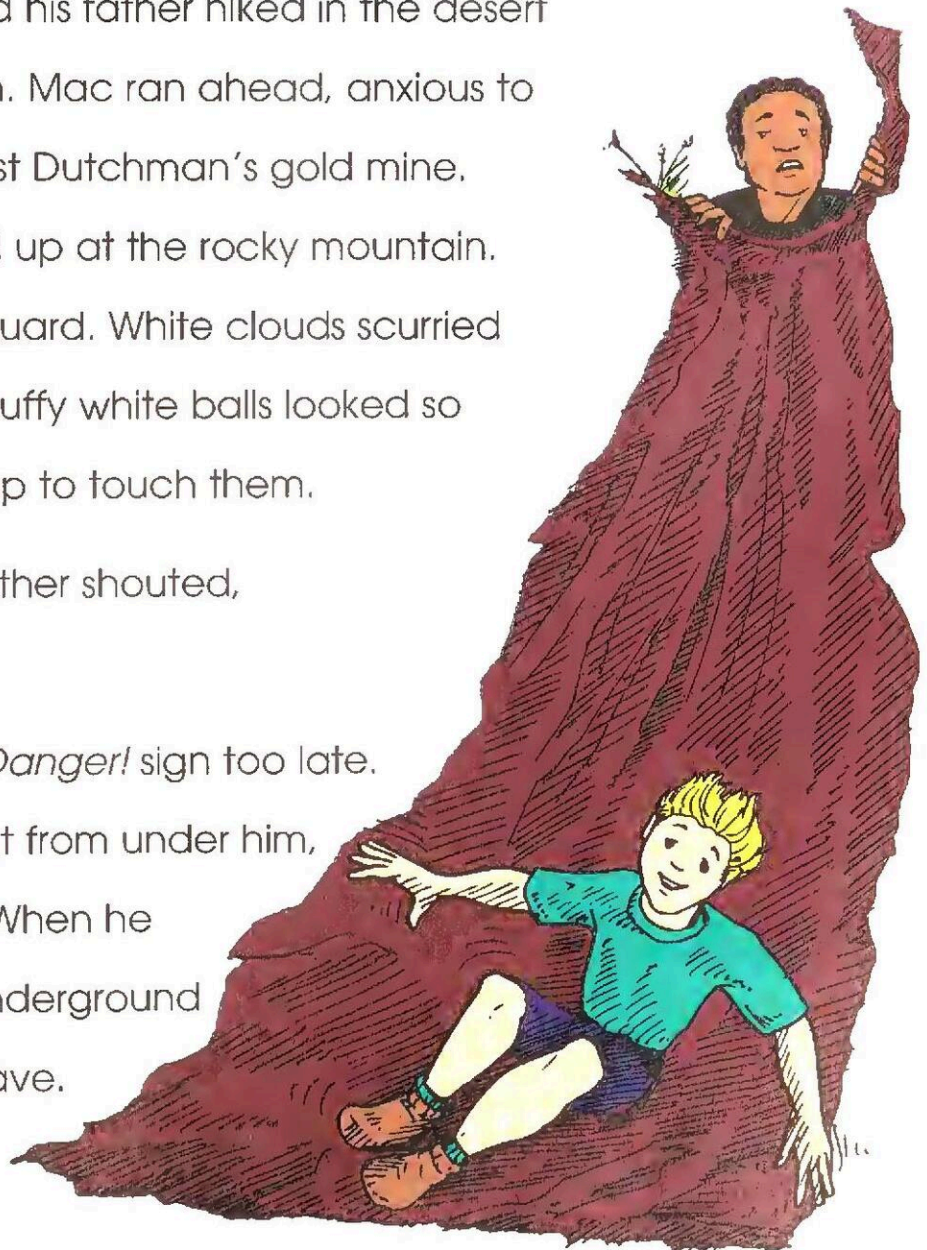
Directions: Read the story below. Underline each action verb.

The Unexpected Fall

One Saturday, Mac and his father hiked in the desert near Superstition Mountain. Mac ran ahead, anxious to see if he could find the Lost Dutchman's gold mine. Mac and his father looked up at the rocky mountain. Saguaro cactuses stood guard. White clouds scurried across the noon sky. The puffy white balls looked so close that Mac reached up to touch them.

As he jumped up, his father shouted,
"Watch out!"

Mac saw the *Beware! Danger!* sign too late. Suddenly, his feet went out from under him, and he slid down a hole. When he stopped sliding, he was underground in the dark. He was in a cave. He heard his father yell,
"Are you okay?"



"Your" or "You're"

The word **your** shows possession.

Examples: Is that **your** book?
I visited **your** class.

The word **you're** is a contraction for **you are**.

A **contraction** is two words joined together as one.

An **apostrophe** shows where letters have been left out.

Examples: **You're** doing well on that painting.
If you're going to pass the test, you should study.

Directions: Write **your** or **you're** to finish each sentence correctly.

Example: you're Your/You're the best friend I have!

- You're Your/You're going to drop that!
- Your Your/You're brother came to see me.
- Your Is that your/you're car?
- You're If you/you're going, you'd better hurry!
- your Why are you/you're fingers so red?
- your It's none of your/you're business!
- Your Your/You're bike's front tire is low.
- You're Your/You're kidding!
- your Have it your/you're way.
- You're I thought you/you're report was great!
- You're He thinks you/you're wonderful!
- your What is your/you're first choice?
- Your What's your/you're opinion?
- you're If you/you're going, so am I!
- you're Your/You're welcome.



"Good" or "Well" and "Your" or "You're"

Directions: Finish each sentence with the correct word: **good**, **well**, **your** or **you're**.

- Are you sure you can see well enough to read with the lighting you have?
- You're going to need a paint smock when you go to art class tomorrow afternoon.
- I can see you're having some trouble. Can I help with that?
- The music department needs to buy a speaker system that has good quality sound.
- The principal asked, "Where is your hall pass?"
- You must do your job well if you expect to keep it.
- The traffic policeman said, "May I please see your driver's license?"
- The story you wrote for English class was done quite well.
- That radio station you listen to is a good one.
- Let us know if you're unable to attend the meeting on Saturday.



"Its" or "It's"

The word **its** shows ownership.

Examples: **Its** leaves have all turned green.
Its paw was injured.

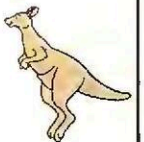
The word **it's** is a contraction for **it is**.

Examples: **It's** better to be early than late.
It's not fair!

Directions: Write **its** or **it's** to finish each sentence correctly.

Example: It's It/It's never too late for ice cream!

- Its Its/It's eyes are already open.
- It's Its/It's your turn to wash the dishes!
- Its Its/It's cage was left open.
- Its Its/It's engine was beyond repair.
- Its Its/It's teeth were long and pointed.
- Its Did you see its/it's hind legs?
- It's Why do you think its/it's mine?
- It's Do you think its/it's the right color?
- Its Don't pet its/it's fur too hard!
- It's Its/It's from Uncle Harry.
- It's Can you tell its/it's a surprise?
- It's Its/It's stall always stays clean?
- It's Its/It's not time to eat yet.
- It's She says its/it's working now.



"Can" or "May"

The word **can** means **able** to or to be able to.

Examples: I can do that for you.
Can you do that for me?

The word **may** means **be allowed** to or **permitted** to. **May** is used to ask or give permission. **May** can also mean **might** or **perhaps**.

Examples: May I be excused?
You may sit here.

Directions: Write **can** or **may** to finish each sentence correctly.

Example: May Can/May I help you?

- can He is smart. He can/may do it himself.
- may When can/may I have my dessert?
- can He can/may speak French fluently.
- may You can/may use my pencil.
- may I can/may be allowed to attend the concert.
- can If it is bright, I can/may see you!
- May Can/May my friend stay for dinner?
- may You can/may leave when your report is finished.
- can I can/may see your point!
- can She can/may dance well.
- Can Can/May you hear the dog barking?
- Can Can/May you help me button this sweater?
- may Mother, can/may I go to the movies?



"Its" or "It's" and "Can" or "May"

Directions: Finish each sentence with the correct word: **its**, **it's**, **can**, or **may**.

- "It looks as though your arms are full. Done. May I help you with some of those things?" asked Michele.
- The squirrel can climb up the tree quickly with his mouth full of acorns.
- She has had her school jacket so long that it is beginning to lose its color.
- How many laps around the track can you do?
- Sometimes you can tell what a story is going to be about by looking at its title.
- Our house may need to be painted again in two or three years.
- Mother asked, "Jon, can you open the door for your father?"
- It's going to be a while until your birthday, but do you know what you want?
- I can feel it in the air that it's going to snow soon.
- If I am careful with it, may I borrow your CD player?



"Sit" or "Set"

The word **sit** means to rest.

Examples: Please **sit** here!
Will you **sit** by me?

The word **set** means to put or place something.

Examples: **Set** your purse there.
Set the dishes on the table.

Directions: Write **sit** or **set** to finish each sentence correctly.

Example: set Would you please sit/set down here?

- set You can sit/set the groceries there.
- set She sit/set her suitcase in the closet.
- set He sit/set his watch for half past three.
- sit She is a person who cannot sit/set still.
- Set Sit/set the baby on the couch beside me.
- set Where did you sit/set your new shoes?
- sit They decided to sit/set together during the movie.
- set Let me sit/set you straight on that!
- sit Instead of swimming, he decided to sit/set in the water.
- set He sit/set the greasy pan in the sink.
- set She sit/set the file folder on her desk.
- sit Do not ever sit/set on the refrigerator!
- set She sit/set the candies on the cake.
- set Get ready! Get sit/set! Go!



"They're," "Their," "There"

The word **they're** is a contraction for **they are**.

Examples: **They're** our very best friends!
Ask them if **they're** coming.

The word **their** shows ownership.

Examples: **Their** dog is friendly.
It's **their** bicycle.

The word **there** shows place or direction.

Examples: Look over **there**.
There it is.



Directions: Write **they're**, **their**, or **there** to finish each sentence correctly.

- Example: _____ **there** _____ They're/Their/There is the sweater I want!
1. _____ **their** _____ Do you believe they're/their/there stoles?
 2. _____ **there** _____ Be they're/their/there by one o'clock.
 3. _____ **there** _____ Were you they're/their/there last night?
 4. _____ **they're** _____ I know they're/their/there going to attend.
 5. _____ **their** _____ Have you met they're/their/there mother?
 6. _____ **there** _____ I can go they're/their/there with you.
 7. _____ **their** _____ Do you like they're/their/there new car?
 8. _____ **They're** _____ They're/Their/There friendly to everyone.
 9. _____ **they're** _____ Did she say they're/their/there ready to go?
 10. _____ **their** _____ She said she would walk by they're/their/there house.
 11. _____ **there** _____ is anyone they're/their/there?
 12. _____ **there** _____ I put it right over they're/their/there!

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"Sit" or "Set" and "They're," "There," or "Their"

Directions: Finish each sentence with the correct word: **sit**, **set**, **they're**, **there**, or **their**.

1. Her muscles became tense as she heard the gym teacher say, "Get ready, get _____ **set** _____, go!"
2. When we choose our seats on the bus, will you _____ **sit** _____ with me?
3. _____ **There** _____ is my library book! I wondered where I had left it!
4. My little brother and his friend said _____ **they're** _____ not going to the ball game with us.
5. Before the test, the teacher wants the students to sharpen _____ **their** _____ pencils.
6. She blew the whistle and shouted, "Everyone _____ **sit** _____ down on the floor!"
7. All the books for the fourth graders belong over _____ **there** _____ on the top shelf.
8. The little kittens are beginning to open _____ **their** _____ eyes.
9. I'm going to _____ **set** _____ the dishes on the table.
10. _____ **They're** _____ going to be fine by themselves for a few minutes.



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"This" or "These"

The word **this** is an adjective that refers to a specific thing. **This** always describes a singular noun. Singular means **one**.

Example: I'll buy **this** coat.
(Coat is singular.)



The word **these** is also an adjective that refers to specific things. **These** always describes a plural noun. Plural means **more than one**.

Example: I will buy **these** flowers.
(Flowers is a plural noun.)



Directions: Write **this** or **these** to finish each sentence correctly.

- Example: _____ **this** _____ I will take this/these cookies with me.
1. _____ **these** _____ Do you want this/these seeds?
 2. _____ **these** _____ Did you try this/these nuts?
 3. _____ **this** _____ Do it this/these way!
 4. _____ **this** _____ What do you know about this/these situation?
 5. _____ **these** _____ Did you open this/these doors?
 6. _____ **this** _____ Did you open this/these window?
 7. _____ **these** _____ What is the meaning of this/these letters?
 8. _____ **these** _____ Will you carry this/these books for me?
 9. _____ **these** _____ This/these pens are hot!
 10. _____ **this** _____ Do you think this/these light is too bright?
 11. _____ **these** _____ Are this/these boots yours?
 12. _____ **this** _____ Do you like this/these rainy weather?



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Double Negatives

Only use one **negative word** in a sentence. **Not**, **no**, **never**, and **none** are some negative words.

Examples:
Incorrect: **No one nowhere** was sad when it started to snow.
Correct: **No one anywhere** was sad when it started to snow.

Directions: Circle the word in parentheses that makes each sentence correct.

1. There wasn't (no/any) snow on our grass this morning.
2. I couldn't find (no one, anyone) who wanted to build a snowman.
3. We couldn't believe that (no one, anyone) wanted to stay inside.
4. We shouldn't ask (anyone, no one) to go ice skating with us.
5. None of the students could think of (nothing, anything) to do at recess except to play in the new-fallen snow.
6. No one (never, ever) thinks it is a waste of time to go ice skating on the pond.

Directions: Write the correct word on each line to replace the negative word in parentheses.

1. You shouldn't (never) _____ **ever** _____ play catch with a snowball unless you want to be covered in snow.
2. Isn't (no one) _____ **anyone** _____ else going to eat icicles?
3. There wasn't (nothing) _____ **anything** _____ wrong with using fresh snow to make our fruit drinks.
4. The snowman outside isn't (nowhere) _____ **anywhere** _____ as large as the statue in front of our school.
5. Falling snow isn't (no) _____ **any** _____ fun if you cannot go out and play in it.

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Word Usage Review

Directions: Finish each sentence by writing the correct word in the blank.

1. _____ **good** _____ You have a good/well attitude.
2. _____ **well** _____ The teacher was not feeling good/well.
3. _____ **well** _____ She sang extremely good/well.
4. _____ **good** _____ Everyone said Josh was a good/well boy.
5. _____ **you're** _____ You/You're going to be sorry for that!
6. _____ **you're** _____ Tell her you/you're serious.
7. _____ **you're** _____ Your/You're report was wonderful!
8. _____ **you're** _____ You/You're the best person for the job.
9. _____ **it's** _____ Do you think it's/it's going to have babies?
10. _____ **it's** _____ It's/It's back paw had a thorn in it.
11. _____ **it's** _____ It's/It's fun to make new friends.
12. _____ **it's** _____ It's/It's mother always nearby?
13. _____ **may** _____ How can/may I help you?
14. _____ **may** _____ You can/may come in now.
15. _____ **can** _____ Can/May you lift this for me?
16. _____ **can** _____ She can/may sing soprano.
17. _____ **sit** _____ I will wait for you to sit/set down first.
18. _____ **set** _____ We sit/set our dirty boots outside.
19. _____ **they're** _____ It is they're/their/there turn to choose.
20. _____ **there** _____ They're/their/there is your answer!
21. _____ **they're** _____ They say they're/their/their coming.
22. _____ **this** _____ I must have this/these chili.
23. _____ **these** _____ I saw this/these gloves at the store.
24. _____ **these** _____ He said this/these were his.



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Proofreading

Directions: Proofread the sentences. Write **C** if the sentence has no errors. Write **X** if the sentence contains errors.

Example: _____ **C** _____ The new Ship Wreck Museum in Key West is exciting!

1. _____ **X** _____ Another thing I liked was the lighthouse.
2. _____ **Y** _____ Do you remember Hemingway's address in Key West?
3. _____ **C** _____ The Key West Cemetery is on 21 acres of ground.
4. _____ **X** _____ Ponce de Leon discovered Key West Florida.
5. _____ **Y** _____ The cemetery in key west is on francis street.
6. _____ **X** _____ My favorite tombstone was the sailor's.
7. _____ **C** _____ His wife wrote the words.
8. _____ **Y** _____ The words said, at least I know where to find him now!
9. _____ **C** _____ The sailor must have been away at sea.
10. _____ **Y** _____ The trolley ride around Key West isn't boring.
11. _____ **X** _____ Do you why it is called Key West?
12. _____ **C** _____ Can you imagine a lighthouse in the middle of your town?
13. _____ **X** _____ It is interesting that Key West is the more southern city.
14. _____ **X** _____ Besides Harry Truman and Hemingway did other famous people live there?



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Proofreading: Capitalization

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed.

To show where a capital letter should be, write three short lines below the letter that needs to be capitalized.

Example: the mosleys took a trip to maryland

Directions: Read the paragraph below. Write three short lines under letters that should be capitalized.



 the white house was the first official building
 in washington, d.c. construction began on october
 13, 1792. it is located at 1600 pennsylvania
 avenue in washington, d.c. it is the home of the
 president of the united states, the president and
 his family live in one section of the house, every
 american president except george washington
 has lived in the white house. the other section is
 used for the president's office. the white house is
 a beautiful building.

Proofreading: Inserting Words and Punctuation

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed. Show where a punctuation mark or word is needed by using a caret (^).

Example: Mary Jo, Patty, and Serena splashed in the lake.

Directions: Use the proofreading mark to insert punctuation marks where they are needed in the paragraph and letter below.

"A picnic at the lake is a wonderful idea,"
exclaimed Mary Jo. "I will bring cherry pie, ham
sandwiches, and potato chips."



Patty replied, "Great! I will bring a blanket, an umbrella, and
lemonade."

"Can I come?" Serena asked. "I could bring toys and games."
"Sure, you can come," Patty said. "We will have lots of fun."

1543 Treetop Lane
Foreston, Illinois 66284
July 23, 2002

Dear Mary Jo,

Thank you for inviting me to the picnic at the lake. It was
really fun. I enjoyed splashing in the lake and riding in the
boat. Your ham sandwiches tasted terrific. I hope we can
go to the lake again.
Your friend,
Serena

Proofreading

Proofreading means searching for and correcting errors by carefully reading and rereading what has been written. Use the proofreading marks below when correcting someone's writing, including your own.

To insert a word or a punctuation mark that has been left out, use a caret (^).

Example: went

Example: We No the dance together.

To show that a letter should be capitalized, put three lines under it.

Example: Mrs. Jones drove us to school.

To show that a capital letter should be lower case, draw a diagonal line through it.

Example: Mrs. Jones drove us to school.

To show that a word is spelled incorrectly, draw a horizontal line through it and write the correct spelling above it.

Example: waltus

Example: The weerie is an amazing animal.



Directions: Proofread the two paragraphs below using proofreading marks.

The Modern ark

My book report is on the modern ark by Cecilia Fitzsimmons. The book
tells about 80 animals endangered animals. The book also an ark and
animals inside for kids put together.

Their House

Their house is a great book! The author's name is Mary Towne.
They to house tells about a girl named Molly. Molly's family by an old house
from some people named waton. Then there big problems begin!

Proofreading

Proofreading marks help us to revise our writing. These marks show where changes should be made.

- ¶ Indent a paragraph
- ^ Insert something
- ↶ Take something out
- ≡ Capitalize
- / Make lowercase



Directions: Edit the paragraph below. Use proofreading marks.

"Margaret Thatcher was the first female prime minister in Great Britain. A
prime minister is like a president. Mrs. Thatcher was born in a town called
grantham in 1925. She went to school at the University of oxford. She
became a chemist. Later, she married a man named denis. After passing the
bar examination, she became a tax lawyer. Mrs. Thatcher got involved in
politics in 1959. She became the prime minister of Great Britain in 1979.

Proofreading practice

Proofreading

Directions: Proofread the paragraphs using proofreading marks. There are seven capitalization errors, three missing words, and eleven errors in spelling or word usage.

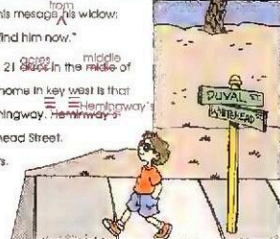
Key West

Key West has been a tropical paradise ever
since Ponce de Leon first saw the set of islands called
the keys in 1513. Two famous streets in Key West are
named duval and whitehead. You will find the
cemetery city sanestay on Francis Street. The tombstones
are funny!



The message on one is, "I told you I was sick!"
Or author's tombstone is this message to widow:
"All know the where to find him now."

The cemetery is on 21 street in the middle of
town. The most famous home in key west is that
of the author Ernest Hemingway. Hemingway's
home was at 497 whitehead Street.
He lived there for 30 years.



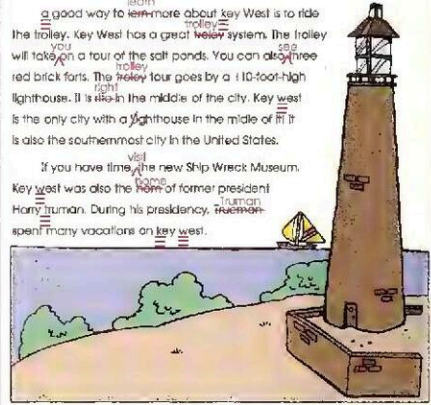
Proofreading

Directions: Proofread and correct the errors in the description below. There are eight errors in capitalization, seven misspelled words, a missing comma, and three missing words.

More about Key West

a good way to learn more about key West is to ride
the trolley. Key West has a great trolley system. The trolley
will take you on a tour of the salt ponds. You can also see
red brick forts. The trolley tour goes by a 110-foot-high
lighthouse. It is also in the middle of the city. Key west
is the only city with a lighthouse in the middle of it.
It is also the southernmost city in the United States.

If you have time, visit the new Ship Wreck Museum.
Key West was also the home of former president
Harry Truman. During his presidency, Truman
spent many vacations on key west.



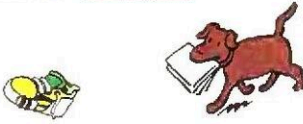
Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. It begins with a **topic sentence**. **Supporting sentences** tell more about the topic. The paragraph ends with a **concluding sentence**.

Example: **Topic Sentence:** States the main idea.
Supporting Sentences: Give more detail about the main idea.
Concluding Sentence: Rephrases the topic sentence and summarizes the main idea.

Directions: Underline the topic sentence in this paragraph. Number each of the supporting sentences. Circle the concluding sentence.

My dog is the smartest dog in the world. ¹ Her name is Lulu. ² She can fetch the newspaper when Dad asks her to. ³ When Mom is sad, Lulu cheers her up by licking her face. ⁴ I really like it when Lulu helps me find my lost tennis shoe. (Lulu is the best dog!)



Page 294


Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. The **topic sentence** tells the main idea of the paragraph. The **supporting sentences** tell more about the main idea. The **concluding sentence** rephrases the main idea or connects it to the next paragraph.

Directions: Write a concluding sentence for each paragraph.

- It looks like rain. Heavy gray clouds are collecting in the sky. The icy wind is blowing through my sweater. Drops splatter the sidewalk and my glasses.

ANSWERS WILL VARY
- The flowers bloom in brilliant colors. Daffodils smile with their yellow faces. Purple lilacs complement the pink tulips. Many people cut the white daisies to put in vases.

ANSWERS WILL VARY
- Birds build nests to prepare a home for their eggs. First, they find a safe place for a nest. Then, they collect twigs, branches, and leaves. Finally, the birds arrange the nest.
 

ANSWERS WILL VARY

Page 295

Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. It begins with a **topic sentence**. The **topic sentence** tells the main idea of the paragraph. The rest of the paragraph relates to the main idea.

Directions: Write a topic sentence for each paragraph.

ANSWERS WILL VARY

First, I put on my helmet. Next, I practiced balancing on the bike. My mom gave me a little push, and I was on my way. I pedaled as fast as I could. I steered carefully. I was riding by myself!

_____ We go outside and eat our snacks. When the teacher excuses us, we race out to the field. Some kids play on the jungle gym and others swing on the swing set. A game of soccer is organized. Everyone has fun at recess.

_____ We use computers to help us write reports. We use them to surf the web and learn new things. Computers ring up our purchases at the store. They can even make phone calls for us. The computer is a wonderful invention.

_____ He spills milk on the table at snack time. He talks when the teacher is talking and gets sent to the principal's office. He fogs around in line for the bus. Bradley Johnson is always in trouble.

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Paragraphs

A **paragraph** is a group of sentences that tell about one main idea. The **topic sentence** tells the main idea of the paragraph. The **supporting sentences** tell more about the main idea.

Directions: Write three supporting sentences for each topic sentence.

Police officers are very helpful.

ANSWERS WILL VARY

I was really scared during the thunderstorm. 

My favorite amusement park ride is the bumper cars.

Saturday is the best day of the week.

Page 297

Write Your Own Paragraph

My Topic: _____

Topic sentence _____

Supporting Sentence 1 _____

Supporting Sentence 2 _____

Supporting Sentence 3 _____

Concluding Sentence _____

ANSWERS WILL VARY

Page 298


Proofreading: Paragraphs

When you are reviewing your own or another student's writing, it helps to use proofreading marks to show where corrections are needed. Use the symbol (¶) to show where a new paragraph should begin.

A **paragraph** is a group of sentences that tell about one main idea. It begins with a **topic sentence**. Supporting sentences tell more about the topic. The paragraph ends with a **concluding sentence**.

Directions: Insert a proofreading mark (¶) where each new paragraph should begin in the report below.

¶ Birds are unique animals. Birds hatch out of eggs, and many are born without feathers. Birds have bills instead of mouths, but they do not have teeth. They can cool their bodies while flying through the air or panting at rest. These features make birds special animals. ¶ There are different kinds of birds. Ostrich are the largest birds. They can be almost 8 feet tall. Bee hummingbirds are the smallest birds and are no more than 2 1/2 inches tall. Hummingbirds are the only birds that are capable of flying backward. Penguins use their wings as oars when swimming through water. Woodpeckers drum on trees to create nesting holes and to communicate with other woodpeckers. ¶ Bird feathers have many different uses. The bright colors can attract mates or scare away other birds. Feathers can act as camouflage to protect birds. They help protect birds from cold weather. They are water-repellant on swimming birds. Feathers are important to birds' survival.



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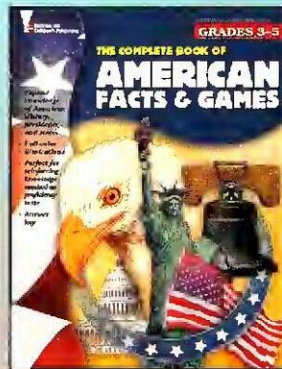
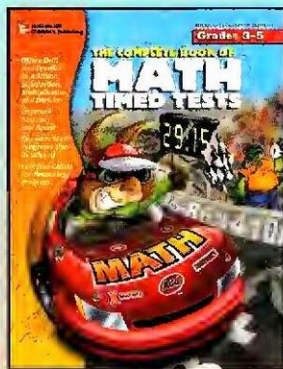
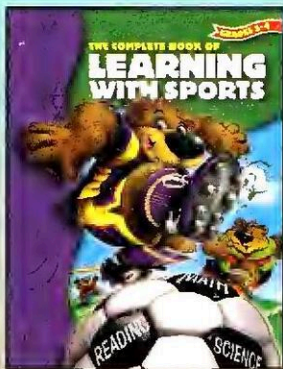
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Name _____

Action Verbs

Directions: Answer each question using a verb from the Word Bank. Write a sentence using that verb.

Word Bank

stir

clap

drag

hug

plan

grab

Which verb means to put your arms around someone?



Which verb means to mix something with a spoon?



Which verb means to pull something along the ground?



Which verb means to take something suddenly?



Name _____

Action Verbs

A word that tells what is happening in a sentence is called a **verb**. Verbs are **action words**.

Directions: Finish each sentence with the correct action word from the Word Bank.

Word Bank

discovers eats shoots dances drives

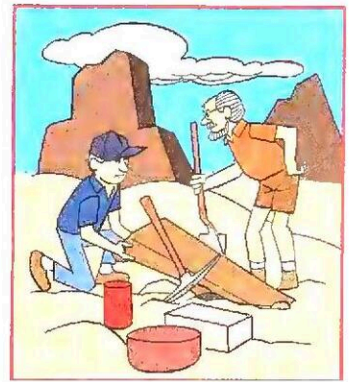
Duffy _____ his new, red car.

The lady _____ on the stage.

Coby _____ the arrow at the target.

Judy _____ pumpkin pie.

The archaeologist _____ the hidden doorway.



Directions: Choose two action words from the Word Bank that you like. Then, write a sentence using both of the words.

Word Bank

creates builds scrubs hammers mows

Name _____

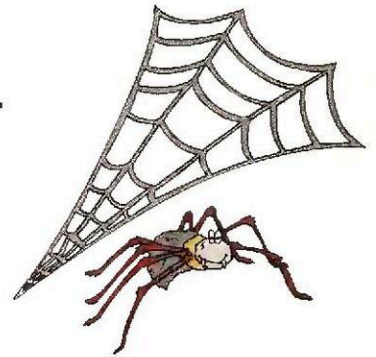
Action Verbs

A **verb** is the action word in a sentence that tells what something or someone does.

Examples: run, jump, skip

Directions: Draw a box around the verb in each sentence below.

1. Spiders spin webs of silk.
2. A spider waits in the center of the web for its meals.
3. A spider sinks its sharp fangs into insects.
4. Spiders eat many insects.
5. Spiders make their nests with silk.
6. Female spiders wrap silk around their eggs to protect them.

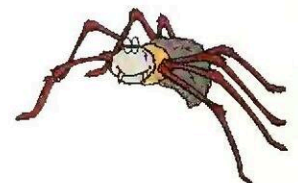


Directions: Finish each sentence with the correct word from the Word Bank.

**Word Bank**

hides swims eats grabs hurt

1. A crab spider _____ deep inside a flower where it cannot be seen.
2. The crab spider _____ insects when they land on the flower.
3. The wolf spider is good because it _____ wasps.
4. The water spider _____ under water.
5. Most spiders will not _____ people.



Name _____

The Verb "Be"

Most verbs name an action. The verb **be** is different. It tells about someone or something. **Am**, **is**, and **are** are forms of the the verb **be**.

Use **is** with one person, place, or thing.

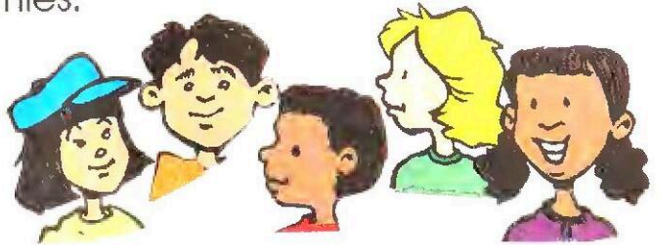
Example: Mr. Wu **is** my teacher.

Use **are** with more than one person, place, or thing or with the word **you**.

Examples: We **are** studying mummies.
You **are** happy.

Use **am** with the word **I**.

Example: I **am** happy today.



Directions: Fill in each blank with the correct form of the verb **be** (**is**, **am**, or **are**).

1. My house _____ brown.
2. My favorite color _____ blue.
3. We _____ baking cookies today.
4. I _____ going to the movies on Saturday.
5. My friends _____ going with me.
6. What _____ your phone number?
7. You _____ standing on my foot.
8. I _____ four feet tall.
9. The firefighter _____ driving the engine.
10. Charles and I _____ playing football.
11. The band _____ playing "The Star-Spangled Banner."
12. Denver _____ east of Los Angeles.
13. You _____ a nice person.
14. _____ I your best friend?

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Name _____

Linking Verbs

A **linking verb** does not show action. It links the subject of the sentence with a noun or adjective. Forms of **to be** are linking verbs.

Example: Thomas Jefferson **was** a president of the United States.

Directions: Write a linking verb in each blank.

1. The class's writing assignment _____ a report on U.S. Presidents.
2. The due date for our report _____ tomorrow.
3. I _____ glad I chose to write about Thomas Jefferson.
4. He _____ the youngest delegate to the First Continental Congress.
5. The colonies _____ angry at England.
6. Thomas Jefferson _____ a great writer, so he was asked to help write the Declaration of Independence.
7. The signing of that document _____ an important historical event.
8. As President, Jefferson _____ responsible for organizing the Louisiana Purchase.
9. He _____ the second president to live in the White House.
10. Americans _____ fortunate for the part Thomas Jefferson played in our country's history.

Name _____

Linking Verbs

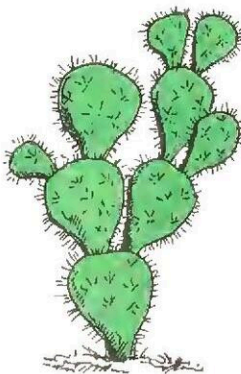
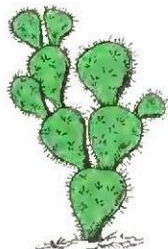
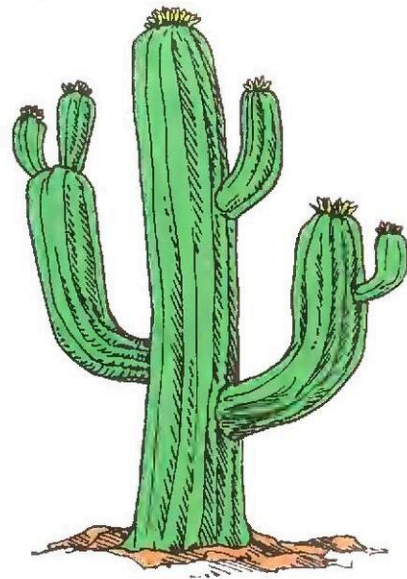
A **linking verb** connects the subject in a sentence to the words in the **predicate**. The predicate is the part of the sentence that contains the verb. Forms of the verb **to be** (**is**, **are**, and **am**) are the most commonly used linking verbs.

Example: I **am** sick.
Mrs. Potter **is** our neighbor.

Directions: Finish each sentence with the correct linking verb from the Word Bank. You can use the same word twice.

Word Bank				
is	am	was	are	were

1. The oldest saguaro cactus _____ over 250 years old.
2. The cactus wrens _____ in the hole.
3. The coyotes _____ wild.
4. I _____ cold as I paddle down the river.
5. The saguaro cactus _____ a flowering plant.
6. The flower of the saguaro cactus _____ the state flower of Arizona.



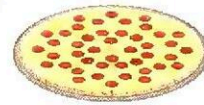
Name _____

Linking Verbs

Linking verbs connect the noun to a descriptive word. Linking verbs are often forms of the verb **be**.

Directions: The linking verb is underlined in each sentence. Circle the two words that are being connected.

Example: The cat is fat.



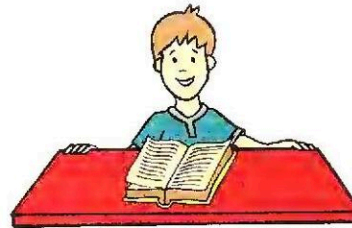
1. My favorite food is pizza.

2. The car was red.



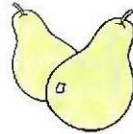
3. I am tired.

4. Books are fun!



5. The garden is beautiful.

6. Pears taste juicy.



7. The airplane looks large.



8. Rabbits are furry.

Name _____

Helping Verbs

A **helping verb** is a word used with an action verb.

Examples: might, shall, are

Directions: Finish each sentence with an appropriate helping verb from the Word Bank.

Word Bank

can	could	must	might
may	would	should	will
shall	did	does	do
had	have	has	am
are	were	is	
be	being	been	



Example: Tomorrow, I might play soccer.

1. Mom _____ buy my new soccer shoes tonight.
2. Yesterday, my old soccer shoes _____ ripped by the cat.
3. I _____ going to ask my brother to go to the game.
4. He usually _____ not like soccer.
5. But he _____ go with me because I am his sister.
6. He _____ promised to watch the entire soccer game.
7. He has _____ helping me with my homework.
8. I _____ spell a lot better because of his help.
9. Maybe I _____ finish the semester at the top of my class.

Name _____

Helping Verbs

Sometimes an **action verb** needs help from another verb called a **helping verb**.

Common Helping Verbs

am	can	does	is	shall	will
are	could	had	may	should	would
be	did	has	might	was	
been	do	have	must	were	

Directions: Underline the action verb in each sentence. Then, finish each sentence with the best helping verb.

1. Jasmine's family _____ planning a recycling project.
(is, had, are)
2. They _____ talking to their neighbors.
(is, may, are)
3. Mr. Chavez _____ look for old newspapers and magazines.
(will, do, were)
4. The Ong children _____ gathering bags to collect plastic bottles.
(should, are, did)
5. Jasmine _____ open a lemonade stand to keep us cool.
(have, was, might)
6. Mrs. Zanuto said she _____ drive us to the recycling center. (would, be, are)
7. We _____ respect our planet.
(have, must, are)



Name _____

Helping Verb

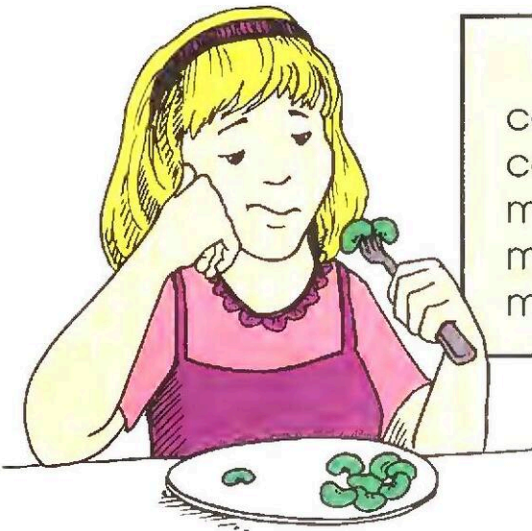
A **helping verb** "helps" another verb to show action.

- Examples:** I **was** turning.
 He **should have** turned.
 They **must have been** turning.

Directions: Finish each sentence below. Fill in the verb phrase by using the verb shown and adding a helping verb from the Word Bank. Try to use a different helping verb in each sentence.

Example: The flowers are growing tall.
 (to grow)

1. Freddie _____ in class.
 (to listen)
2. Lori _____ her vegetables.
 (to eat)
3. I _____ my homework later.
 (to do)
4. They _____ to the movie.
 (to go)



Word Bank				
could	would	does	been	are
can	should	do	being	am
must	will	had	be	is
might	shall	have	were	was
may	did	has		

Name _____

Verbs "Went" and "Gone"

The word **went** is used without a helping verb.

Examples:

Correct: Susan **went** to the store.

Incorrect: Susan **has went** to the store.

The word **gone** is used with a helping verb.

Examples:

Correct: Susan **has gone** to the store.

Incorrect: Susan **gone** to the store.



Directions: Write **C** in the blank if the verb is used correctly. Draw an **X** in the blank if the verb is not used correctly.

Example: C She has gone to my school since last year.

1. _____ Has not he been gone a long time?
2. _____ He has went to the same class all year.
3. _____ I have went to that doctor since I was born.
4. _____ She is long gone!
5. _____ Who among us has not gone to get a drink yet?
6. _____ The class has gone on three field trips this year.
7. _____ The class went on three field trips this year.
8. _____ Who has not went to the board with the right answer?
9. _____ We have not went on our vacation yet.
10. _____ Who is went for the pizza?
11. _____ The train has been gone for two hours.
12. _____ The family had gone to the movies.
13. _____ Have you went to visit the new bookstore?
14. _____ He has gone on and on about how smart you are!

Name _____

The Verb "Be"

Some forms of the verb **to be** can be used as **main verbs** or **helping verbs**.

- Examples:** **main:** They **are** quiet.
helping: They **are being** quiet.

Directions: Circle the form of **to be** in each sentence below. Then, write **main** or **helping** in the blank to show how the verb is being used.

- _____ Ruth has been playing soccer every day this week.
- _____ He was teaching us to read.
- _____ The lunches were good.
- _____ Janie was planning on leaving school.
- _____ My baby sister is unhappy.



Directions: Circle the correct form of **to be** in each sentence. Then, rewrite the sentence.

- Julie (been, has been) the best student in our class.

- Emily (be, will be) a very good scientist.

- Soon, he (been, will be) a student hall monitor.

- Our school year (been, has been) good so far.

- Brendan and Janie (be, are) both shy.

Verbs

Verbs are the action words in a sentence. There are three kinds of verbs: **action verbs**, **linking verbs**, and **helping verbs**.

An **action verb** tells the action of a sentence.

Examples: run, hop, skip, sleep, jump, talk, snore
Michael **ran** to the store.

A **linking verb** joins the subject and predicate of a sentence.

Examples: am, is, are, was, were
Michael **was** at the store.

A **helping verb** is used with an action verb to “help” the action of the sentence.

Examples: am, is, are, was, were
Matthew **was** helping Michael.

Directions: Underline the verbs in each sentence. Above the verb, write **A** if it is an action verb, **L** if it is a linking verb, or **H** if it is a helping verb.

Example: Amy ^A jumps rope.

1. Paul was jumping rope, too.
2. They were working on their homework.
3. The math problem requires a lot of thinking.
4. Addition problems are fun to do.
5. The baby sleeps in the afternoon.
6. Grandma is also napping.
7. Sam is going to bed.
8. John paints a lovely picture of the sea.
9. The colors in the picture are soft and pale.



Name _____

Present-Tense Verbs

When something is happening right now, it is in the **present tense**. There are two ways to write verbs in the present tense: in the **simple present tense** and in **present tense with a helping verb**.

Examples: simple present tense: The dog **walks**.
present tense with a helping verb: The dog **is walking**.

Directions: Rewrite each sentence using a different form of the verb.

Example: He lists the numbers.
He is listing the numbers.



1. She is pounding the nail.

2. My brother toasts the bread.

3. They search for the robber.

4. The teacher lists the pages.

5. They are spilling the water.

6. Ken and Amy load the packages.

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Name _____

Present-Tense Verbs

When a **present-tense verb** tells what one person or thing is doing now, it often ends in **s**.

Example: She **sings**.

When a verb is used with **you, I, or we**, we do not add an **s**.

Example: I **sing**.

Directions: Write the correct verb in each sentence.



Example: I write a newspaper about our street.

writes, write

1. My sister _____ me sometimes.
2. She _____ the pictures.
3. We _____ them together.
4. I _____ the news to all the people.
5. Mr. Macon _____ the most beautiful flowers.
6. Mrs. Jones _____ to her plants.
7. Kevin Turner _____ his dog loose every day.
8. Little Mikey Smith _____ lost once a week.
9. You may _____ I live on an interesting street.
10. We _____ it's the best street in town.

helps, help

draw, draws

delivers, deliver

tell, tells

grow, grows

talks, talk

lets, let

get, gets

thinks, think

say, says

Name _____

Present-Tense Verbs

Directions: Use each verb below in two sentences that tell about something that is happening now. Write the verb as both simple present tense and present tense with a helping verb.

Example: run

Mia runs to the store.
(simple present tense)



Mia is running to the store.
(present tense + helping verb)



1. hatch _____

2. check _____

3. spell _____

4. blend _____

5. lick _____

6. cry _____

7. write _____

8. dream _____

Name _____

Present-Tense Verbs

The **present tense** of a verb tells about something that is happening now, happens often, or is about to happen. These verbs can be written in **simple present tense** (The bird sings.) or in **present tense with a helping verb** (The bird is singing.).

Directions: Write each sentence again, using the verb **is** and writing the **ing** form of the verb.

Example: He cooks the cheeseburgers.

He is cooking the cheeseburgers.

1. Sharon dances to that song.

2. Frank washed the car.

3. Mr. Benson smiles at me.

Directions: Finish each sentence below. Tell something that is happening now. Be sure to use the helping verb **is** and the **ing** form of the action verb.

Example: The big, brown dog is barking.

1. The little baby _____.

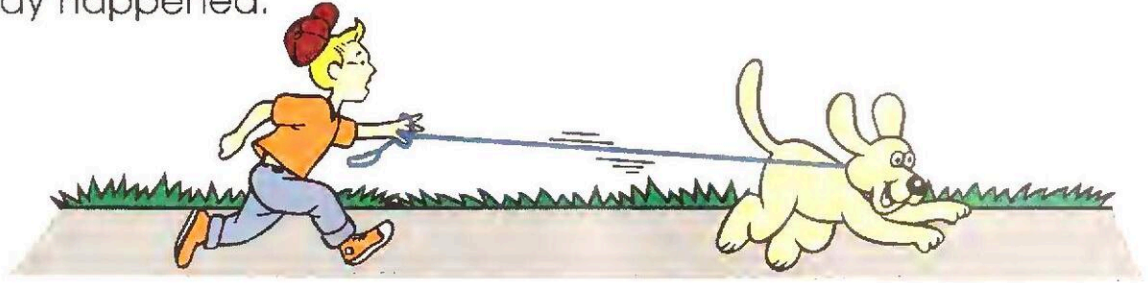
2. Most nine-year-olds _____.

3. The monster on television _____.

Name _____

Past-Tense Verbs

The **past tense** of a verb tells about something that has already happened. We add a **d** or an **ed** to most verbs to show that something has already happened.



Directions: Use the verb from the first sentence to complete the second sentence.

Example: Please **walk** the dog. I already walked her.

- | | |
|--------------------------------|--------------------------------|
| 1. The flowers look good. | They _____ better yesterday. |
| 2. Please accept my gift. | I _____ it for my sister. |
| 3. I wonder who will win. | I _____ about it all night. |
| 4. He will saw the wood. | He _____ some last week. |
| 5. Fold the paper neatly. | She _____ her paper. |
| 6. Let's cook outside tonight. | We _____ outside last night. |
| 7. Do not block the way. | They _____ the entire street. |
| 8. Form the clay this way. | He _____ it into a ball. |
| 9. Follow my car. | We _____ them down the street. |
| 10. Glue the pages like this. | She _____ on the flowers. |

Name _____

Past-Tense Verbs

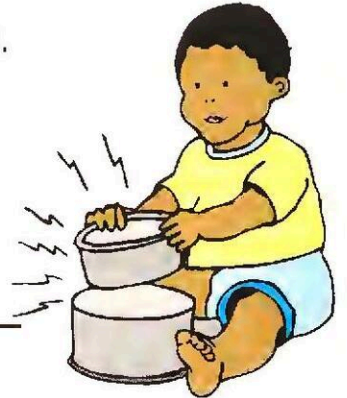
When you write about something that has already happened, you add **ed** to most verbs. There is another way to write about something in the past tense.

Examples: The dog walked. = The dog was walking.
The cats played. = The cats were playing.

Directions: Write each sentence again, using the verb in a different way.

Example: The baby pounded the pans.

The baby was pounding the pans.



1. Gary loaded the car by himself.

2. They searched for a long time.

3. The water spilled over the edge.

4. Dad toasted the rolls.

Name _____

Past-Tense Verbs

To write about something that already happened, you can add **ed** to the verb.

Example: Yesterday, we **talked**.

You can also use the helping verbs **was** and **were** and add **ing** to the action verb.

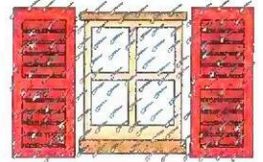
Example: Yesterday, we **were talking**.

When a verb ends with **e**, you usually drop the **e** before adding **ing**.

Examples: grade = was grading weave = were weaving
tape = was taping sneeze = were sneezing

Directions: Write two sentences for each verb below. Tell about something that has already happened. Write the verb both ways.

Example: stream
The rain **streamed** down the window.
The rain **was streaming** down the window.



1. grade

2. tape

3. weave

4. sneeze

Name _____

Past-Tense Verbs

To make many verbs past tense, add **ed**.

Examples: cook = cooked wish = wished play = played

When a verb ends in a **silent e**, drop the **e** and add **ed**.

Examples: hope = hoped hate = hated

When a verb ends in **y** after a consonant, change the **y** to **i** and add **ed**.

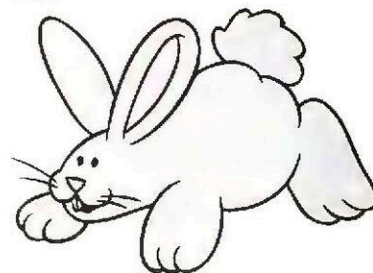
Examples: hurry = hurried marry = married

When a verb ends in a single consonant after a single short vowel, double the final consonant before adding **ed**.

Examples: stop = stopped hop = hopped

Directions: Make the present-tense verb past-tense.

Example: call called



- | | |
|----------------|------------------|
| 1. copy _____ | 10. reply _____ |
| 2. frown _____ | 11. top _____ |
| 3. smile _____ | 12. clean _____ |
| 4. live _____ | 13. scream _____ |
| 5. talk _____ | 14. clap _____ |
| 6. name _____ | 15. mop _____ |
| 7. list _____ | 16. soap _____ |
| 8. spy _____ | 17. choke _____ |
| 9. phone _____ | 18. scurry _____ |

Name _____

Past-Tense Verbs

Present-tense verbs tell what is happening now. **Past-tense verbs** tell what happened in the past.

To change most action verbs to past tense, add **ed**.

Example: jump = jumped

To change verbs that end in **e** to past tense, add **d**.

Example: race = raced

To change verbs that end in a consonant followed by a **y** to past tense, change the **y** to **i** and add **ed**.

Example: try = tried

To change verbs that end with a vowel followed by a consonant to past tense, double the consonant and add **ed**.

Example: stop = stopped

Directions: Fill in each blank with the past tense of the verb.

I was _____ to a birthday party. So, my mom, my sister, and I
 _____ to the mall to buy a gift. We _____ off the elevator.
 "Don't touch anything!" Mom said. So, I _____ everything. I
 _____ the sweaters off the tables. I _____ on all the hats. I
 _____ hide-and-seek with my sister. She _____ when I
 _____ her. I _____ her to make her feel better.
 We _____ at a candy shop. I _____ my lips when I saw the
 chewy bears. I _____ my mom to buy some. She _____.
 I _____ to get my friend chewy bears. I _____
 as the salesperson _____ the gift. I _____ the
 candy out to the car. What do you think _____
 to the gift?



Name _____

Irregular Verbs

Irregular verbs are verbs that you do not change from the present tense to the past tense by adding **d** or **ed**.

Example: sing = sang

Directions: Read the sentence and underline the verbs. Choose the past-tense form of the verb from the Word Bank and write it next to the sentence.

Word Bank

blew	came	flew	gave
grew	made	sang	took
wore			



Example: Dad will make a cake tonight.

made

- I will probably grow another inch this year.
- I will blow out the candles.
- Everyone will give me presents.
- I will wear my favorite red shirt.
- My cousins will come from out of town.
- It will take them four hours.
- My Aunt Betty will fly in from Cleveland.
- She will sing me a song.

Name _____

Irregular Verbs

There are some verbs that you do not change to past tense by simply adding **ed**. These verbs are spelled differently. They are called **irregular verbs**.

Examples: **present:** fly, sing, run, swim, begin, eat, buy, bring, take
 past: flew, sang, ran, swam, began, ate, bought, brought, took

Directions: Read each sentence. Underline all the irregular verbs. 

1. Jeremy climbed to the top of the mountain and sang.

2. Moisha ran into town.

3. After breakfast, Tony and Cara went into town and bought books.

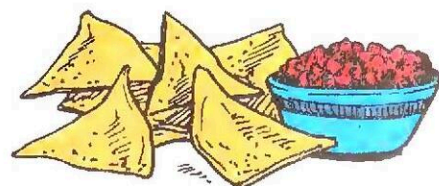
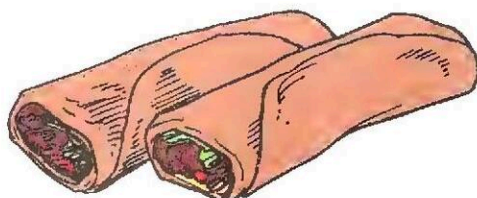
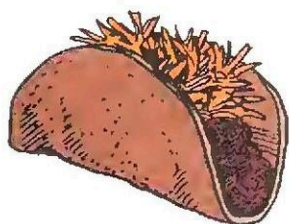
4. Jennifer found a stable, rented a horse, and rode on a trail by the river.

5. I put on my bathing suit and swam in the river.

6. Dr. Dexterous flew a helicopter over the forest.

7. Yolanda went exploring and found an arrowhead.

8. Carl found the best Mexican restaurant where he ate tacos and burritos.



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Name _____

Irregular Verbs

Past tense tells about what happened in the past. To make a regular verb past tense, add **d** or **ed** to the verb. Irregular verbs do not form the past tense by adding **d** or **ed**.

Examples: **regular verbs:** paint = painted try = tried
 irregular verbs: fly = flew eat = ate

Directions: Rewrite each sentence below in the past tense.

1. First, Aunt Betty picks out the paint for the shutters.

2. Then, Aunt Betty and Jenny make food for the picnic.

3. Next, they stop to get gas for the car.

4. After they shop, Aunt Betty begins to wash the car.

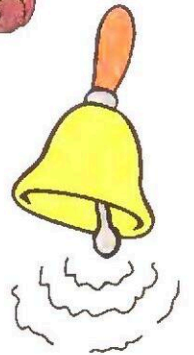
5. Finally, Aunt Betty's sisters arrive to have dinner.

Name _____

Irregular Verbs

Directions: Circle the verb that completes each sentence.

1. Scientists will try to (find, found) the cure.
2. Eric (brings, brought) his lunch to school yesterday.
3. Every day, Betsy (sings, sang) all the way home.
4. Jason (breaks, broke) the vase last night.
5. The ice had (freezes, frozen) in the tray.
6. Mitzi has (swims, swum) in that pool before.
7. Now I (choose, chose) to exercise daily.
8. The teacher has (rings, rung) the bell.
9. The boss (speaks, spoke) to us yesterday.
10. She (says, said) it twice already.



Name _____

Irregular Verbs

Verbs that do not become past tense when you add **ed** are called **irregular verbs**. The spellings of these verbs change.

Example:	present	past
	begin, begins	began
	eat, eats	ate

Directions: Finish each sentence with the past tense of the irregular verb.

1. Sam almost _____ (fall) when he tripped over the curb.
2. Diana made sure she _____ (take) bug spray on her hike.
3. Dave _____ (run) over to his friend's house.
4. Tim _____ (break) off a long piece of grass to put in his mouth.
5. Eve _____ (know) the path along the river well.
6. The clouds _____ (begin) to turn gray.
7. Kathy _____ (throw) a small piece of bread to the ducks.
8. Everyone _____ (eat) a very nutritious meal after the long adventure.
9. We all _____ (sleep) very well that night.



Name _____

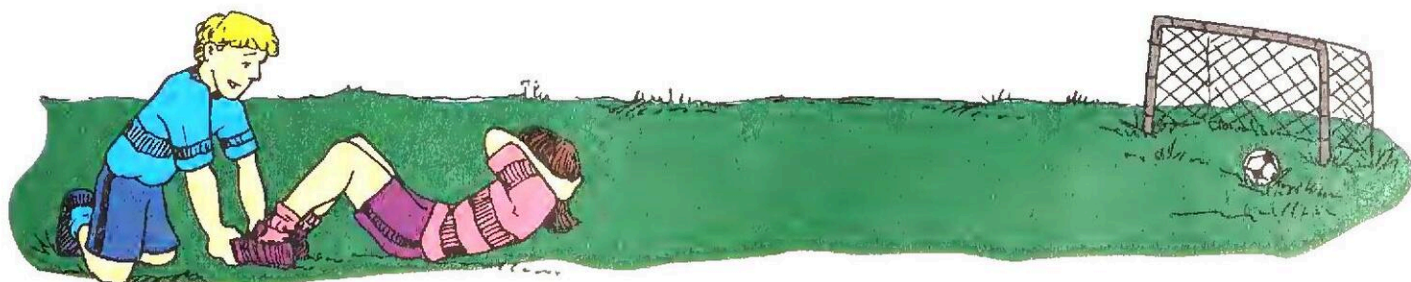
The Irregular Verb "to Do"

It is important to use the correct form of **to do** whenever you speak or write.

Examples: Tara and Nan **do** stretching exercises.
Sara **did** the most sit-ups.

Directions: Circle the correct form of **to do** in each sentence.

1. Our soccer team (did, done) a great job last year.
2. They will (did, do) very well this year.
3. John (do, does) thirty sit-ups every morning.
4. Tara and Nan (do, does) laps in the afternoon.
5. Sara (do, does) the most practicing each day.
6. Our team (does, do) have a lot of spirit.
7. We (does, do) not ever get tired.
8. Mary (does, do) not always stop the ball.
9. Our coach (did, do) compliment us for our efforts.
10. Playing soccer well (do, does) require long hours of practice.



The Irregular Verb "Be"

The verb **be** is different from all other verbs. The present-tense forms of **be** are **am**, **is**, and **are**. The past-tense forms of **be** are **was** and **were**. The verb **to be** is written in the following ways:

singular: I am, you are, he is, she is, it is

plural: we are, you are, they are

Directions: Finish each sentence with the correct form of **be** from the Word Bank.

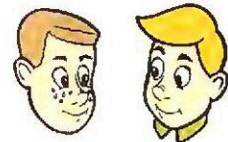
Word Bank

are am is was were



Example: I am feeling good at this moment.

1. My sister _____ a good singer.
2. You _____ going to the store with me.
3. Sandy _____ at the movies last week.
4. Rick and Tom _____ best friends.
5. He _____ happy about the surprise.
6. The cat _____ hungry.
7. I _____ going to the ball game.
8. They _____ silly.
9. I _____ glad to help my mother.



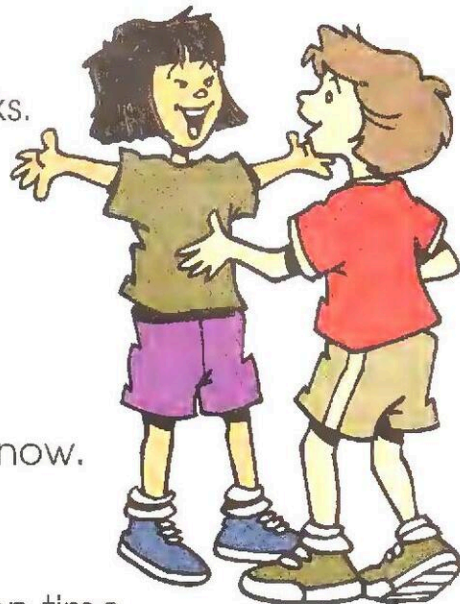
Name _____

The Irregular Verb "Be"

Be is an irregular verb. The present-tense forms of be are **be**, **am**, **is**, and **are**. The past-tense forms of be are **was** and **were**.

Directions: Write the correct form of **be** in the blanks.

Example: I am so happy for you!



1. Jared _____ unfriendly yesterday.
2. English can _____ a lot of fun to learn.
3. They _____ among the nicest people I know.
4. They _____ late yesterday.
5. She promises she _____ going to arrive on time.
6. I _____ nervous right now about the test.
7. If you _____ happy now, then so am I.
8. He _____ as nice to me last week as I had hoped.
9. He can _____ very nice.
10. Would you _____ mad if I moved your desk?
11. He _____ waiting at the door for me yesterday.

Name _____

Past-Tense Verbs

Present-tense verbs tell what is happening now. **Past-tense verbs** tell what happened in the past.

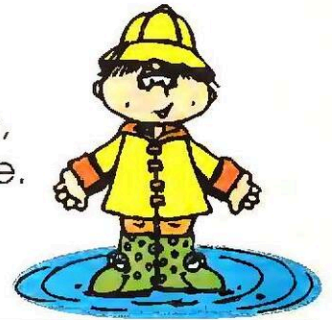
To change most action verbs to past tense, add **ed**.

Example: jump = jumped

To change the form of the verb **be** to past tense, follow these rules:

Examples: am = was are = were is = was

Directions: Read each sentence. Underline the verb. Then, rewrite each sentence and change the verb to past tense.



1. It is raining.

2. Justin and Kendra splash in puddles.

3. Paola plays in the rain.

4. Lynda bakes cookies for a snack.

5. Pan and Arthur watch movies on television.

6. Carlos and Keith are at the library.

7. I dash to the barn.

8. I am soaking wet.

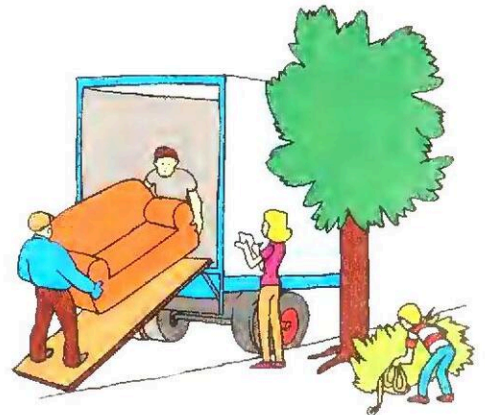
Name _____

The Past-Tense Verb "Be"

Directions: Write sentences that tell about each picture using the words **is**, **are**, **was**, and **were**. Use words from the Word Bank as either nouns or verbs.

Word Bank					
pound	spill	toast	list	load	search





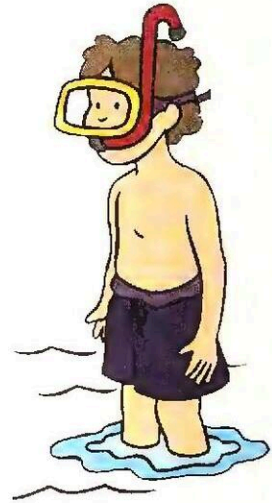
Irregular Verbs: Past-Tense

Irregular verbs change completely in the past tense. Unlike regular verbs, past-tense forms of irregular verbs are not formed by adding **ed**.

Example: The past tense of **go** is **went**.
The past tense of **break** is **broke**.

A **helping verb** helps to tell about the past. **Has, have, and had** are helping verbs that you can use with action verbs to show that the action happened in the past. The past-tense form of the irregular verb sometimes changes when a helping verb is added.

Present Tense Irregular Verb	Past Tense Irregular Verb	Past Tense Irregular Verb With Helper
go	went	have/has/had gone
see	saw	have/has/had seen
do	did	have/has/had done
bring	brought	have/has/had brought
sing	sang	have/has/had sung
drive	drove	have/has/had driven
swim	swam	have/has/had swum
sleep	slept	have/has/had slept



Directions: Choose four verbs from the chart. For each verb, write one sentence using the past-tense form without a helping verb. Then, write one sentence using the past-tense form with a helping verb.

1. _____

2. _____

3. _____

4. _____

Name _____

Irregular Verbs With Helpers

Past-tense verbs that do not have an **ed** or **d** ending are called **irregular verbs**.

present	past	past participle
ring	rang	has rung, have rung
see	saw	has seen, have seen

Directions: Fill in the missing verbs in the chart.

Present	Past	Past-Tense Irregular Verb With Helper
do, does		has or have done
go, goes	went	has or have
know, knows		has or have known
fall, falls		has or have fallen
speak, speaks	spoke	has or have
stand, stands		has or have stood
write, writes		has or have written
draw, draws	drew	has or have

Directions: Circle the correct verb form in the parentheses.

- Dad and I (went, gone) on a walk in the park one morning.
- More than six inches of snow had (fall, fallen).
- Yesterday, the tall trees (stand, stood) silently in their white overcoats.
- A rabbit (ran, run) away as we approached it.
- We (heard, hears) a cardinal's call from the oak tree.
- A squirrel's next (sat, sitted) in a tree overhead.
- It (took, taken) us nearly an hour to make it back home.



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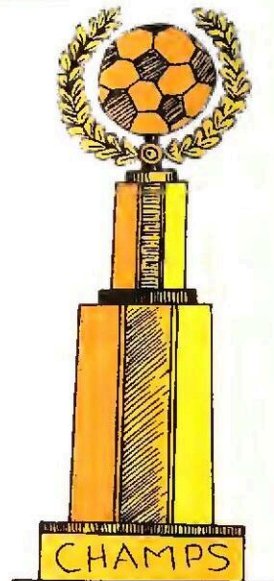
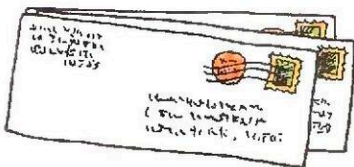
Regular and Irregular Verbs

Verbs that show action happening now are in the **present** tense. Verbs that show action happening in the past are in the **past** tense.

Examples: **present:** The fire department **puts** out fires.
past: The fire department **put** out fires yesterday.

Directions: Circle the verb (present or past) that finishes each sentence.

1. The police department (chases, chased) criminals every day.
2. Two days ago, our team (won, wins) the town trophy.
3. My teacher always (wears, wore) glasses.
4. The mailman (delivers, delivered) the wrong mail yesterday.
5. At last night's game, the mayor's daughter (sing, sang) the "Star-Spangled Banner."
6. A fire truck (races, raced) down the street this morning.
7. The bank (opens, opened) at 8 a.m. on Mondays.
8. When the score was (tie, tied), the pitcher threw a curve ball.
9. I (worked, work) at the library last week.



Name _____

Verb Tense

Directions: Use verbs to complete the story below.



Last week, Amy and I _____ a contest. We were supposed to make a card to give to a child in a hospital. First, we _____ a big sheet of white paper in half to make the card. Then, we _____ to draw a rainbow on the front.

Amy started coloring the rainbow all by herself. "Wait!"

I said. "We both _____ the contest. Let me help!"

"Okay," Amy said. "We can _____. You _____ a color, and then I'll _____ a color." It was more fun when we _____. When we finished making the rainbow, we _____ to _____ a sun to the picture. I cut the sun out of yellow paper. Then, Amy _____ it just above the rainbow. Well, our card didn't win the contest, but it did make a little boy with a broken leg smile. Amy and I felt so happy! We _____ to go right home and make some more cards!

Verb Forms

Directions: Finish each sentence with the correct verb form.

1. Before the wheel, people _____ heavy loads. **drag, dragged**
2. No one knows who _____ the wheel. **invented, invent**
3. The Sumerians _____ some of the first people to use the wheel. **were, are**
4. They _____ the first wheels out of wood and stone. **make, made**
5. The wheels _____ very heavy. **be, were**
6. Then, people _____ of spokes. **think, thought**
7. Spokes helped the wheels _____ more easily. **turn, turned**
8. Soon, people were _____ roads. **built, building**
9. I _____ glad that the wheel was invented. **is, am**
10. There _____ many things that move on wheels. **is, are**
11. Cars and trucks _____ wheels. **has, have**
12. A potter _____ pots on a wheel. **make, made**
13. A wool maker _____ wool on a spinning wheel. **spin, spun**
14. Amusement park rides _____ wheels. **have, has**
15. My favorite set of wheels _____ on my bike. **is, am**

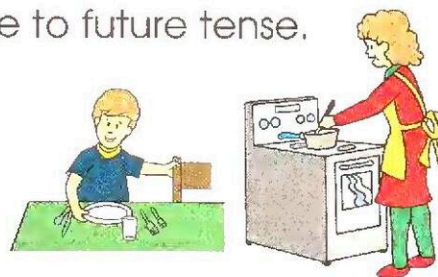
Name _____

Future-Tense Verbs

The **future tense** of a verb tells about something that will happen in the future. **Will** or **shall** are the helping verbs that are usually used with future tense.

Directions: Change the verb tense in each sentence to future tense.

Example: She cooks dinner.
She will cook dinner.



1. He plays baseball.

2. She walks to school.

3. Bobby talks to the teacher.

4. I remember to vote.

5. Jack mows the lawn every week.

6. We go on vacation soon.

Name _____

Future-Tense Verbs

To change a verb to the future tense, you usually add the helping verb **will**.

Example: He **will** work.

Directions: Circle each verb that is in the future tense.

In the Jungle

We will walk through the hot, dark jungle. Monkeys will swing from the trees and parrots will squawk as they fly around us. Tigers will growl and roar. We will eat our lunches under a giant fern. I hope a hungry gorilla will join us for lunch. We will share our bananas. After lunch, we will pick more papayas, bananas, and mangos.

When the sun begins to set, we will store our fruit in a tree and pitch our tent. We will build a fire. Around the fire, we will tell scary stories and then try to fall asleep.



Name _____

Future-Tense Verbs

Verbs in the **future tense** tell what will happen in the future. The helping verb **will** is usually used with the action verb to make the future tense.

Example: We **will take** a trip to see the pyramids.

Directions: First, underline the verb in each sentence. Then, write the verb in future tense on the line after each sentence.

1. We ask questions about the pyramids. _____
2. The explorer answers our questions. _____
3. Explorers find pyramids in Central and South America and Egypt. _____
4. The explorers visit the pyramid of Cheops in Egypt. _____
5. The explorers study the history and architecture of the pyramids. _____
6. The explorers compare the pyramids in Egypt with the pyramids in Central and South America. _____
7. The explorers write about what they saw. _____
8. The photographer donates his pictures to the project. _____

Name _____

Future-Tense Verbs

Verb tense tells time in a sentence. The **future tense** tells about what will happen in the future. The helping verb **will** is usually used with the action verb to show future time.

Example: Tomorrow we **will go** to our aunt's house.

Directions: Write each sentence below in the future tense.

1. I pick up groceries at the store.

2. I call the painter to paint the shutters.

3. The neighborhood builds a float for the parade.

4. There is a picnic at City Hall.

5. Jenny comes to visit.

Name _____

Using "ing" Verbs

Use the helping verbs **is** and **are** when describing something happening right now. Use the helping verb **was** and **were** when describing something that already happened.

Directions: Finish each sentence by adding **ing** to the verb and using the helping verb **is**, **are**, **was**, or **were**.

Examples:

When it started to rain, we were raking the leaves.
rake




When the soldiers marched up that hill, Captain Stevens was commanding them.
command

- Now, the police _____ them of stealing the money.
accuse
- Look! The eggs _____ .
hatch
- A minute ago, the sky _____ .
glow
- My dad says he _____ us to ice cream!
treat
- She _____ the whole time we were at the mall.
sneeze
- While we were at recess, he _____ our tests.
grade
- I hear something. Who _____ ?
talk
- As I watched, the workers _____ the wood into little chips.
grind

Name _____

Using "ing" Verbs

Using **ing** verbs can make your writing more interesting to read. Compare these lists of verbs:

<p>List A</p> <p>went look find sleep run drop go</p>		<p>List B</p> <p>skipping discovering digging snoring slithering sailing soaring</p>
--	---	---

Now, compare the sentences below. Notice that the second sentence is much more descriptive.

The children left the school.

The children were flying out of the school doors.

Directions: Change each boldface verb to a more descriptive **ing** verb. Do not forget to add a helping verb (**am, is, are, was, were**).

1. The snake **went** among the rocks.

2. Water **fell** over the cliff.

3. The leaves **drop** to the ground.

4. Snowflakes **fall** from the sky.

5. At the library, she **looked** for a book.

6. Her horse got loose and **ran** across the meadow.

Name _____

Using "ing" Verbs

Directions: Using descriptive **ing** verbs, write five sentences about activities you do every day.

Example: Peter is scarfing down his breakfast so he will not miss the bus.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Nouns

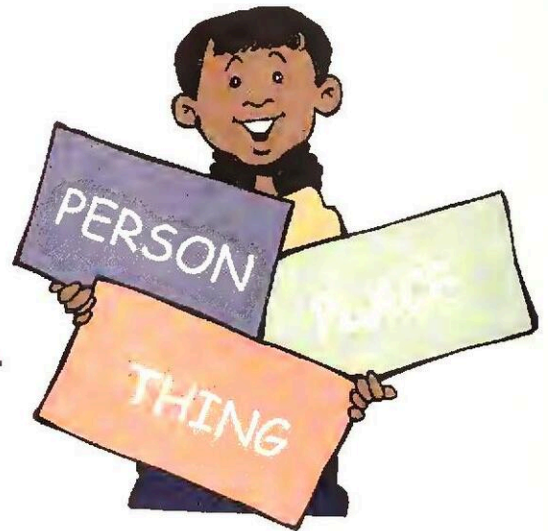
A **noun** names a person, place, or thing.

Examples:

person — sister, uncle, boy, woman

place — building, city, park, street

thing — workbook, cat, candle, bed



Directions: Circle the nouns in each sentence.

Example: The dog ran into the street.

1. Please take this book to the librarian.
2. The red apples are in the kitchen.
3. That scarf belongs to the bus driver.
4. Get some blue paper from the office to make a card.
5. Look at the parachute!
6. Autumn leaves are beautiful.
7. The lion roared loudly at the visitors.

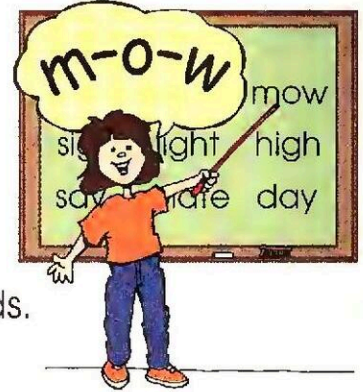
Directions: Write each noun you circled in the correct group.

People	Places	Things	
librarian	street	dog	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Verb Tense

Not only do verbs tell the action of a sentence, but they also tell when the action takes place. This is called the **verb tense**. There are three verb tenses: past, present, and future tense.



Present-tense verbs tell what is happening now.

Examples: Jane **spells** words with long vowel sounds.
Stan **is standing** out in the rain.

Past-tense verbs tell about action that has already happened.

Examples: stay = stayed John **stayed** home yesterday.
talk = was talking Sally **was talking** to her mom.

Future-tense verbs tell what will happen in the future. Future-tense verbs are made by putting the word **will** before the verb.

Example: paint = will paint Susie and Sherry **will paint** the house.

Directions: Look at each verb below. Write whether the verb tense is past, present, or future.

Example: watches present

Verb	Tense	Verb	Tense
1. wanted	_____	7. writes	_____
2. will eat	_____	8. vaulted	_____
3. was squawking	_____	9. were sleeping	_____
4. yawns	_____	10. will sing	_____
5. crawled	_____	11. is speaking	_____
6. will hunt	_____	12. will cook	_____

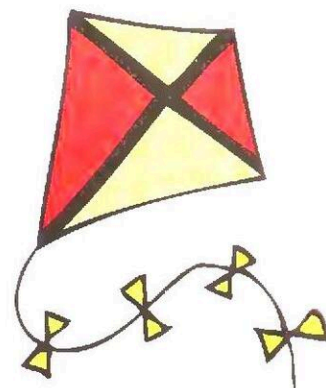
Name _____

Verb Tense

Verbs can be in the **past**, **present**, or **future**.

Directions: Match each sentence with the correct verb tense.
(**Think:** When did each thing happen?)

- | | |
|-------------------------|---------|
| It will rain tomorrow. | past |
| He played golf. | present |
| Molly is sleeping. | future |
| Jack is singing a song. | past |
| I will buy a kite. | present |
| Dad worked hard today. | future |



Directions: Rewrite each sentence and change the verb to the tense shown.

1. Jenny played with her new friend. (present)

2. Bobby is talking to him. (future)

3. Holly and Angie walk here. (past)

Past

Present

Future

Name _____

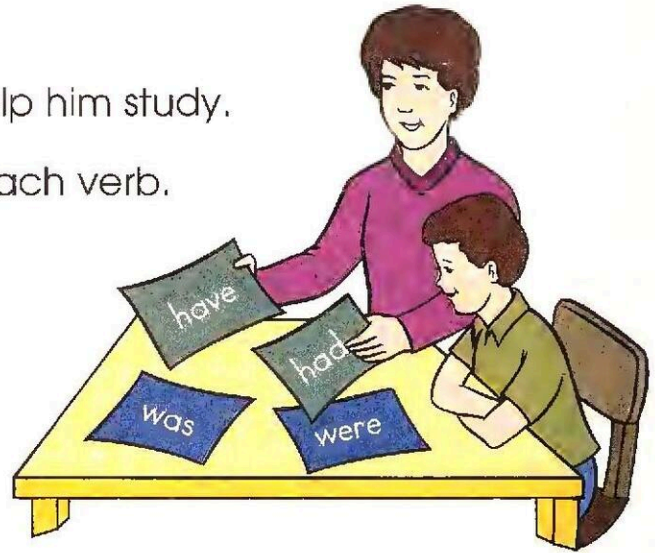
Verb Tense

Directions: Write **PRES** for present tense, **PAST** for past tense, or **FUT** for future tense.

- _____ She will help him study.
- _____ She helped him study.
- _____ She helps him study.
- _____ She promised she would help him study.

Directions: Write the past-tense form of each verb.

- cry _____
- sigh _____
- hurry _____
- pop _____



Directions: Write the correct form of **be**.

- They _____ my closest neighbors.
- I _____ very happy for you today.
- He _____ there on time yesterday.
- She _____ still the nicest girl I know.

Directions: Circle the correct verb.

- He went/gone to my locker.
- I went/gone to the beach many times.
- Have you went/gone to this show before?
- We went/gone all the way to the top!

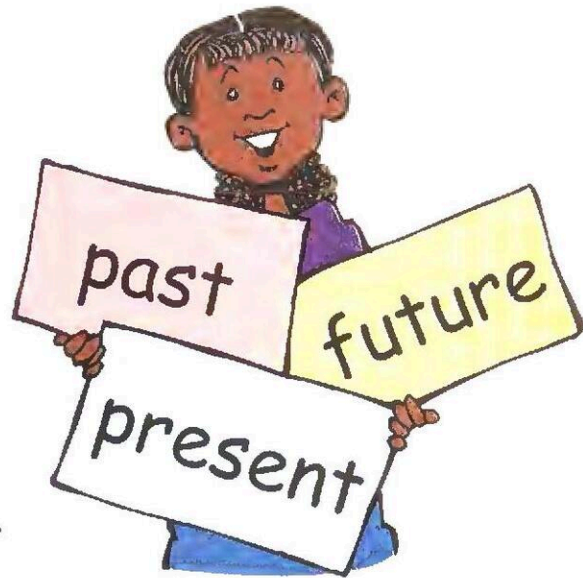
Name _____

Verb Tense

Directions: Read each sentence below. Underline the verbs. Above each verb, write whether it is past, present, or future tense.

Example: The crowd ^{past} was booing the referee.

1. Sally will compete on the balance beam.
2. Matt marches with the band.
3. Nick is marching, too.
4. The geese swooped down to the pond.
5. Dad will fly home tomorrow.
6. They were looking for a new book.
7. Presently, they are going to the garden.
8. The children will pick the ripe vegetables.
9. Grandmother canned the green beans.



Directions: Write three sentences of your own using the correct verb tense.

Past tense:

Present tense:

Future tense:

Name _____

Verbs: Present, Past, and Future Tense

The **present tense** of a verb tells what is happening now.

Examples: I **am** happy. I **run** fast.

The **past tense** of a verb tells what has already happened.

Examples: I **was** happy. I **ran** fast.

The **future tense** of a verb refers to what is going to happen.
The word **will** usually comes before the future tense of a verb.

Examples: I **will be** happy. I **will run** fast.

Directions: The sentences below are in the present tense. Rewrite each sentence using the past and future tenses of the verb.

Example: I think of you as my best friend.

I thought of you as my best friend.

I will think of you as my best friend.

1. I hear you coming up the steps.

2. I rush every morning to get ready for school.

3. I bake brownies every Saturday.



Name _____

Verbs: Present, Past, and Future Tense

Directions: Read each sentence below. Write **PRES** if the sentence is in the present tense. Write **PAST** if the sentence is in the past tense. Write **FUT** if the sentence is in the future tense.

Example: FUT I will be thrilled to accept the award.

1. _____ Will you go with me to the dentist?
2. _____ I thought he looked familiar!
3. _____ They ate every single slice of pizza.
4. _____ I run myself ragged sometimes.
5. _____ Do you think this project is worthwhile?
6. _____ No one has been able to repair the broken plate.
7. _____ Thoughtful gifts are always nice.
8. _____ I like the way he sang!
9. _____ With a voice like that, he will go a long way.
10. _____ I hope that they visit soon.
11. _____ I wanted that coat very much.
12. _____ She will be happy to take your place.
13. _____ Everyone thinks the test will be easy.
14. _____ Collecting stamps is her favorite hobby.



Name _____

Adjectives

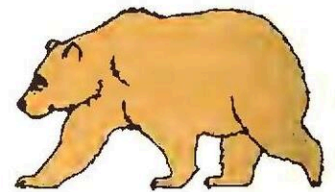
Adjectives are words that tell more about nouns, such as a **happy** child, a **cold** day, or a **hard** problem. Adjectives can tell **how many** (**one** airplane) or **which one** (**those** shoes).

Directions: The nouns are in bold letters. Circle the adjectives that describe the nouns.

Example: Some people have unusual **pets**.



1. Some people keep wild **animals**, like lions and bears.
2. These **pets** need special care.
3. These **animals** want to be free.
4. Even small **animals** can be difficult to care for if they are wild.
5. Raccoons and squirrels are not tame **pets**.
6. Never touch a wild **animal** that may be sick.



Directions: Finish the story below by writing your own adjectives. Use your imagination.

My Cat

My cat is a very _____ animal. She has _____

and _____ fur. Her favorite toy is a _____ ball.

She has _____ claws. She has a _____ tail. She

has a _____ face and _____ whiskers. I think she

is the _____ cat in the world!

Name _____

Describing Words: Adjectives

A word that **describes** a noun is called an **adjective**. Adjectives tell what something is like. Fill in each blank below using an adjective from the Word Bank.

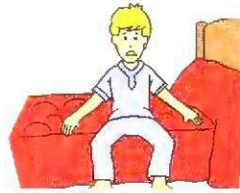
Word Bank

tiny lumpy pink spotted scary

Although the diamond was _____, it sparkled like a huge spotlight.



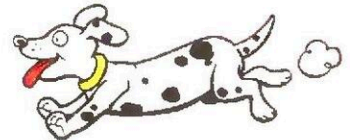
"This bed is really uncomfortable. It is too _____!" said Max.



The _____ monster in my living room was only a dream.



The _____ black and white dog is called a Dalmatian.



"_____ is my favorite color!" said the princess.



Name _____

Describing Words: Adjectives

A word that **describes** a noun is called an **adjective**.

Directions: Finish each sentence below using the adjectives from the Word Bank.

Word Bank

black ugly thousands soft expensive hairy

The _____ mattress was very _____ to buy because it was made of _____ of downy feathers.



The _____, _____ spider was so _____ that everybody was afraid to look at it. All it really needed was a haircut!



Directions: Finish each sentence below using the adjectives from the Word Bank.

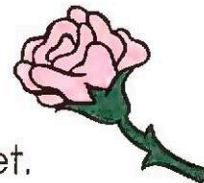
Word Bank

hungry delicate loud beautiful tall scary

Brown bears can be very _____ when they are _____. They stand up _____ and let out _____ growls.



Roses are _____ flowers and quite _____. Their petals feel like smooth velvet.



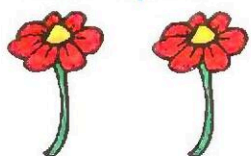
Name _____

Adjectives

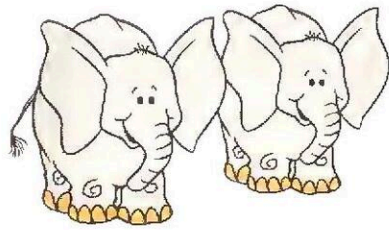
Adjectives can tell the color, size, and number of the nouns they describe.

Directions: Look at the pictures. Then, complete the charts.

Example:

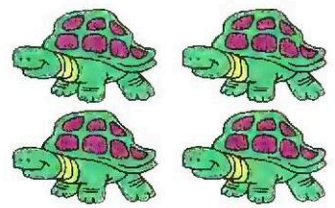


Noun	What Color?	What Size?	What Number?
flowers	red	small	two



Noun	What Color?	What Size?	What Number?

Noun	What Color?	What Size?	What Number?



Noun	What Color?	What Size?	What Number?

Name _____

Nouns

Directions: Write nouns that name people.

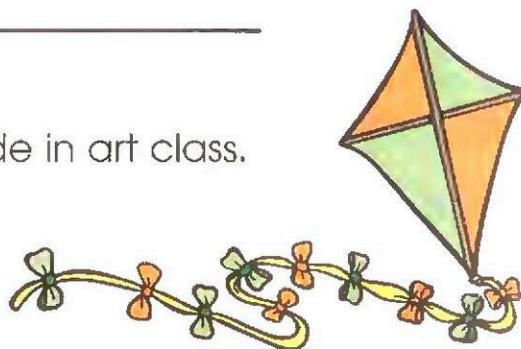
1. Could you please give this report to my _____?
2. The _____ works many long hours to plant crops.
3. I had to help my little _____ when he wrecked his bike yesterday.

**Directions:** Write nouns that name places.

1. I always keep my library books on top of the _____ so I can find them.
2. We enjoyed watching the kites flying high in the _____.
3. Dad built a nice fire in the _____ to keep us warm.

Directions: Write nouns that name things.

1. The little _____ purred softly as I held it.
2. Wouldn't you think a _____ would get tired of carrying its house around all day?
3. The _____ scurried into its hole with the piece of cheese.
4. I can tell by the writing that this _____ is mine.
5. Look at the _____ I made in art class.
6. His _____ blew away because of the strong wind.



Name _____

Adjectives

Adjectives are describing words. They tell **how many, what kind, or which one**. When you use adjectives in your writing, you are making the sentences clearer and more interesting.

Example: The car speeds away.
The **sleek, red** car speeds away.

Directions: Use words from the Word Bank to make the story below more interesting.

Word Bank

beautiful magical pointy fat cruel huge wonderful silly fantastic
fun blue cold funny exciting shy rusty strong tiny sweet

Once upon a time, there was a _____ princess who wore a _____ hat. She lived in a _____ castle with her _____ cat. The princess was bored. "There is nothing to do," the _____ princess complained. She wandered off into the _____ garden in search of adventure. "What is this I see?" she cried. There was a _____ box next to a _____ tree. The princess opened the lid to find a _____ cloak. "This is a _____ cloak!" she exclaimed. But when she slipped it on, the _____ princess vanished!

Name _____

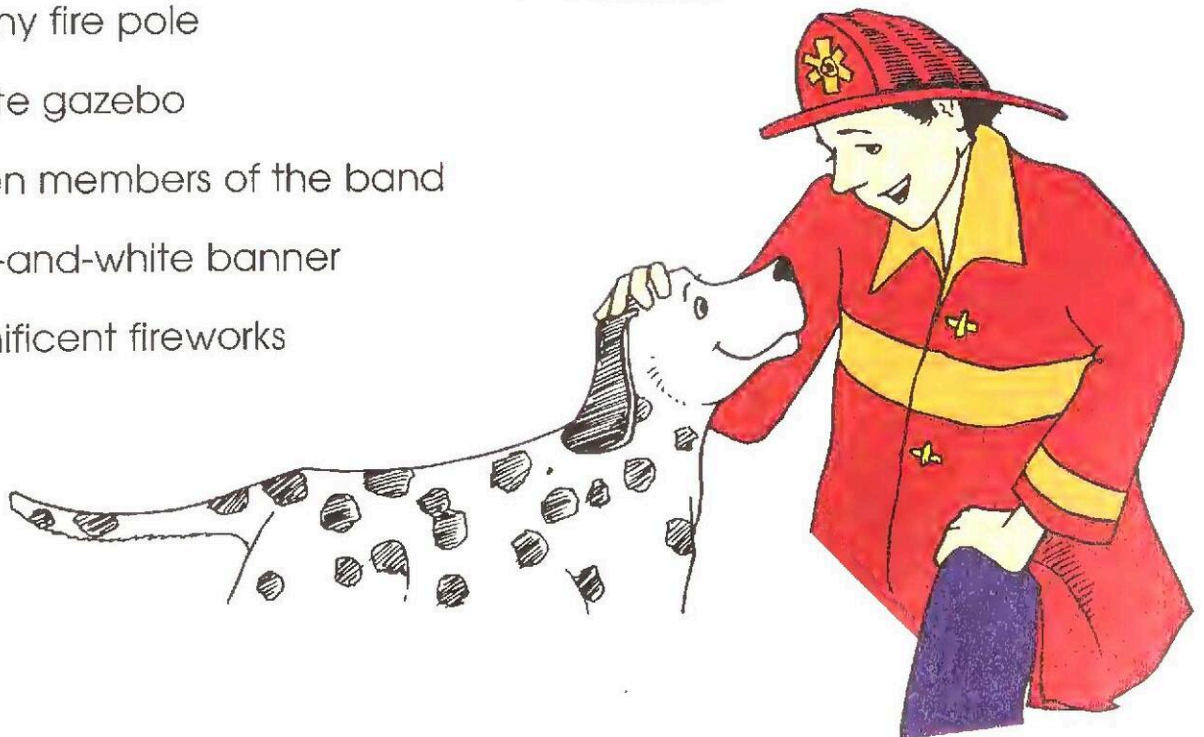
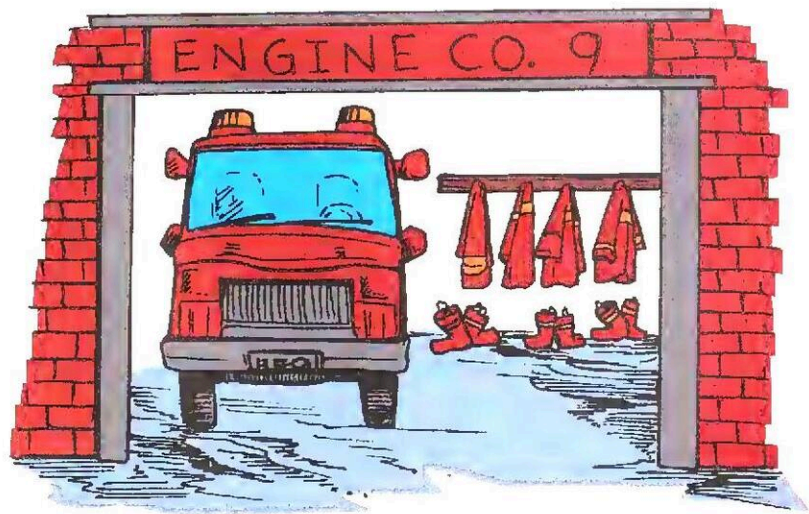
Adjectives

Adjectives are words that describe nouns by telling **what kind**, **how many**, or **which one**.

Examples: **ten-thousand tiny, black** tarantulas
talented chefs
tall, shiny skyscrapers

Directions: Underline the adjectives that describe each noun listed below.

1. a bright, red fire engine
2. four awesome firemen
3. a tall, wooden ladder
4. two black-and-white dalmations
5. a soft bed
6. a skinny fire pole
7. a white gazebo
8. the ten members of the band
9. a red-and-white banner
10. magnificent fireworks



Adjectives

Adjectives tell **which one**, **how many**, or **what kind**.

Example: These **three red** apples.

Directions: Underline the nouns in each sentence below. Circle the adjectives that describe the nouns. Then, write each adjective that you circled in the correct category.



1. The lovely, pink flower has five blossoms.
2. These white roses have a sweet fragrance.
3. Each flower has several dainty petals.
4. The refreshing aroma of the sweet-scented lavender filled the air.
5. These five yellow sunflowers are tall plants.

Which one?

What kind?

How many?


1.	_____	_____	_____
	_____	_____	_____
2.	_____	_____	_____
	_____	_____	_____
3.	_____	_____	_____
	_____	_____	_____
4.	_____	_____	_____
	_____	_____	_____
5.	_____	_____	_____
	_____	_____	_____

Name _____

Adjectives

Adjectives are words that describe nouns by telling **what kind**, **how many**, or **which one**.

Directions: Write three adjectives for each noun below. Do not use an adjective more than once. The first one is done for you.

book  long good short	foot  _____ _____ _____	house  _____ _____ _____
car  _____ _____ _____	chips  _____ _____ _____	cloud  _____ _____ _____
butterflies  _____ _____ _____	shoes  _____ _____ _____	flute  _____ _____ _____
clown  _____ _____ _____	flowers  _____ _____ _____	pizza  _____ _____ _____

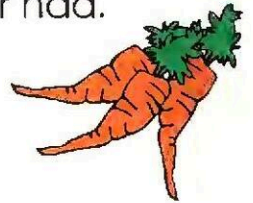
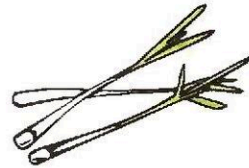
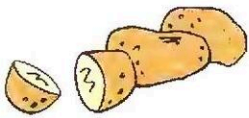
Name _____

Adjectives

Directions: Underline the adjectives in the story.

The Best Soup I Ever Had

I woke up one cold winter morning and decided to make a delicious pot of hot vegetable soup. First, I put sweet white onions in the big gray pot. Then, I added orange carrots and dark green broccoli. The broccoli looked just like tiny trees. I added fresh, juicy tomatoes and crisp potatoes next. I cooked the soup for a long, long time. This soup turned out to be the best soup I ever had.



Directions: Rewrite two of the sentences from the story. Substitute your own adjectives for the words that you underlined.

1. _____

2. _____

Name _____

Adjectives

Adjectives tell more about nouns. Adjectives are describing words.

Examples: **scary** animals **bright** glow **wet** frog



Directions: Add at least two adjectives to each sentence below. Use your own words or words from the Word Bank.

Word Bank

pale	soft	sticky	burning	furry	glistening	peaceful
faint	shivering	slippery	gleaming	gentle	foggy	tangled

Example: The stripe was blue. _____

The wide stripe was light blue. _____

1. The frog had eyes.

2. The house was a sight.

3. A boy heard a noise.

4. The girl tripped over a toad.

5. A tiger ran through the room.

6. They saw a glow in the window.

7. A pan was sitting on the stove.

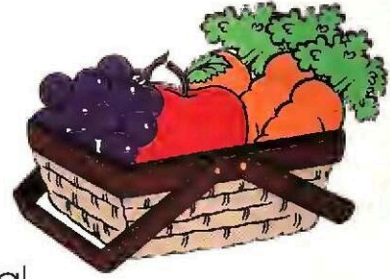
8. The boys were eating french fries.

Name _____

Adjectives

Adjectives tell a noun's size, color, shape, texture, taste, brightness, darkness, personality, sound, and so on.

- Examples:** **color** — red, yellow, green, black
size — small, large, huge, tiny
shape — round, square, rectangular, oval
texture — rough, smooth, soft, scaly
brightness — glistening, shimmering, dull, pale
personality — gentle, grumpy, happy, sad



Directions: Follow the instructions below.

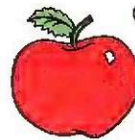
1. Look at an apple, orange, or other piece of fruit. Write adjectives that describe its size, color, shape, and texture.

2. Take a bite of fruit. Write adjectives that describe its taste, texture, and smell.

3. Use the adjectives from above to write a cinquain about your fruit. A **cinquain** is a five-line poem. See the form and sample poem below.

- Form:** Line 1 — noun
Line 2 — two adjectives
Line 3 — three sounds
Line 4 — four-word phrase
Line 5 — noun

Example: Apple
red, smooth
cracking, smacking, slurping
tastes sour and delicious
Apple



_____ , _____

_____ , _____ , _____

_____ , _____

Name _____

Adjectives

Directions: Finish each sentence below with the correct adjective from the Word Bank.

Word Bank

polite

careless

neat

shy

selfish

thoughtful

1. Someone who is quiet and needs some time to make new friends
is _____.

2. A person who says "please" and "thank you" is _____.



3. Someone who always puts all the toys away
is _____.

4. A person who will not share with others
is _____.

5. A person who leaves a bike out all night is _____.

6. Someone who thinks of others is _____.



Name _____

Adjectives: Explaining Sentences

Directions: Use a word from the Word Bank to tell about a person in each picture below. Then, write a sentence that explains why you chose that word.

Word Bank

polite

neat

careless

shy

selfish

thoughtful

The word I picked: _____

I chose this word because . . .



The word I picked: _____

I chose this word because . . .



The word I picked: _____

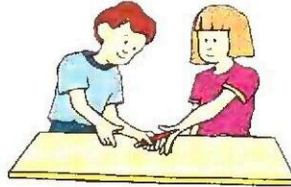
I chose this word because . . .



Name _____

Adjectives

Directions: Look at each picture. Then, add adjectives to each sentence. Use colors, numbers, words from the Word Bank, and any other words you need to describe each picture.



Word Bank

polite
shy

neat
selfish

careless
thoughtful

Example: The boy shared his pencil.

The polite boy shared his red pencil.



The girl dropped her coat.



The boy played with cars.



The boy put books away.