SCHOLASTIC

Name

Topics Include:

- Sentence Types
- Parts of Speech
- Common & Proper Nouns
- Sentence Structure
- Tenses
- Subject-Verb Agreement
- Capitalization
- Punctuation

And Lots More!



			_		A comi any per A proj
nve		D DRO	PER NO	UNS	partice thing with
CON	imon a	in the b	ox.	rt.	
A. B	ead each w	ord in the b re it belong	s on the cha	Di A	tlanta
		· · · hall	Tangram	Pat A	-
5	loctor par				Pro
L		-10	Common No	uns	
Г	Categor	× T			
T	1. Person	-+			+
	2. Place	-+			
	3. Thing				n nou
		ach st	entence with C if you wa	a comme	mon
	B. Com	plete cata	C if you w	(ore	
	Inte	e a proper	Nouris		-
	a da	ew the ball to	00		-
1	1. 1 00	wisited -			_
	2. Ib	ave visited	dis		
	3. M	y favorite foo ly family live	in		
		- Comily Live			_
	4. 1	My favorite a	A see is		

8. My favorite holiday is

- ADJECTIVES A. Read each sentence. Write the adjective that describes the underlined noun on the line.
 - 1. We live near a sparkling brook. ..
- 2. It has clear water.
- 3. Large fish swim in the brook.
- 4. Busy squirrels play near the brook.
- 5. You can enjoy breathing in the fresh air near the brook.
- B. Complete each sentence by adding an adjective.
- 1. I love _____ apples.
- 2. I see a ____ ball
- 3. I smell flowers.
- 4. I hear ____ music.

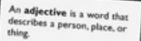
5. I like the ____

taste of pickles

100



Write three sentences that tell about the foods you like the best. Use adjectives in your description.



GRADE

SCHOLASTIC SCHOLASTIC



success With FRAMMAR

Scholastic Inc. grants teachers permission to photocopy the reproducible pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Cover design by Ka-Yeon Kim-Li

ISBN-13 978-0-545-20105-6 ISBN-10 0-545-20105-5

Copyright © 2002, 2010 Scholastic Inc. All rights reserved. Printed in the U.S.A.

1 2 3 4 5 6 7 8 9 10 40 17 16 15 14 13 12 11 10

New York • Toronto • London • Auckland • Sydney Mexico City • New Delhi • Hong Kong • Buenos Aires Teaching Resources

ABOUT THE BOOK

"Nothing Succeeds Like Success."

-Alexandre Dumas the Elder, 1854

And no other resource boosts kids' grammar skills like *Scholastic Success With Grammar*! For classroom or at-home use, this exciting series for kids in grades 1 through 6 provides invaluable reinforcement and practice in grammar topics such as:

sentence types

verb tenses

parts of speech

contractions

- common and proper nouns
- sentence structure
- punctuationcapitalization

subject-verb agreement

and more!

Each 64-page book contains loads of clever practice pages to keep kids challenged and excited as they strengthen the grammar skills they need to read and write well.

You'll also find lots of assessment sheets that give kids realistic practice in taking standardized tests—and help you see their progress!

What makes Scholastic Success With Grammar so solid?

Each practice page in the series reinforces a specific, age-appropriate skill as outlined in one or more of the following standardized tests:

• Iowa Tests of Basic Skills

- Metropolitan Achievement Test
- California Tests of Basic Skills
- Stanford Achievement Test
- California Achievement Test

Take the lead and help kids succeed with Scholastic Success With Grammar. Parents and teachers agree: No one helps kids succeed like Scholastic.

State Standards Correlations

To find out how this book helps you meet your state's standards, log on to **www.scholastic.com/ssw**

TABLE OF CONTENTS

Statements and Questions	4
Exclamations and Commands	7
Singular and Plural Nouns	10
Common and Proper Pronouns	13
Singular and Plural Pronouns	16
Action Verbs	19
Present- and Past-Tense Verbs	22
The Verb Be	25
Main Verbs and Helping Verbs	28
Linking Verbs	31
Subjects and Predicates	34
Adjectives	37
Articles and Other Adjectives	40
Possessive Nouns	43
Subject and Object Pronouns	46
Possessive Pronouns	49
Compound Subjects and Predicates	52
Contractions	55
Using Punctuation	58
Irregular Verbs	61
ANSWER KEY	63

STATEMENTS AND QUESTIONS

A. Read each sentence. Write Q on the line if the sentence is a question. Write S if the sentence is a statement. A **statement** is a sentence that tells something. It ends with a period. A **question** is a sentence that asks something. It ends with a question mark.

1.	Where did the ant live?	
2.	The ant had many cousins.	
3.	She found the crumb under a leaf.	
4.	How will she carry it?	
5.	Who came along first?	
6.	The lizard wouldn't help.	
7.	He said he was too cold.	
8.	Why did the rooster fly away?	

B. The sentences below do not make sense. Rewrite the words in the correct order.

1. How crumb did carry the ant the?

2. She herself it carried.

STATEMENTS AND QUESTIONS

- A. Rewrite each sentence correctly. Begin each sentence with a capital letter. Use periods and question marks correctly.
- 1. can we take a taxi downtown

A **statement** begins with a capital letter and ends with a period. A **question** begins with a capital letter and ends with a question mark.

- 2. where does the bus go
- 3. the people on the bus waved to us
- 4. we got on the elevator
- 5. should I push the elevator button
- B. Write a question. Then write an answer that is a statement.
- 1. Question: _____
- 2. Statement: _____

STATEMENTS AND QUESTIONS

Look at the underlined part of each sentence. Decide if it is correct. Fill in the bubble next to the correct answer.

 1. The <u>ant found</u> a big crumb. Found the ant Ant the found correct as is 	 6. <u>the man</u> didn't see the ant. The Man The man correct as is
 2. The ant needs <u>help?</u> help help. correct as is 	 7. Did he lose his <u>hat?</u> hat hat. correct as is
 3. The coyote <u>not help would</u>. help not would would not help correct as is 	 8. He ran <u>the ant from.</u> from the ant. ant from the. correct as is
 4. <u>the ants</u> live in an anthill. The ants the Ants correct as is 	 9. I am the strongest? strongest. strongest correct as is
 5. She has many <u>cousins?</u> cousins cousins. correct as is 	 10. do you think you can? Do you Do You correct as is

6

1

Exclamations and Commands

 $T_{1} = 1 = 1$

A. Read each sentence. Write E on the line if the sentence is an exclamation. Write C if the sentence is a command.

1.	They chase duffaloes!	
2.	You have to go, too.	
3.	Wait at the airport.	
4.	It snows all the time!	
5.	Alligators live in the sewers!	
6.	Look at the horse.	
7.	That's a great-looking horse!	
8.	Write a letter to Seymour.	

B. Complete each exclamation and command. The punctuation mark at the end of each line is a clue.

1.	I feel	!
2.	Help your	•
3.	That's a	!
4.	I lost	!
5.	Turn the	•
6.	Come watch the	•
7.	Please let me	

An **exclamation** is a sentence that shows strong feeling. It ends with an exclamation point. A **command** is a sentence that gives an order. It ends with a period.

Exclamations and Commands

A **sentence** tells a complete thought. It tells who or what, and it tells what happens.

A. Draw a line between the words in Column A and Column B to form complete sentences. Then write the complete sentences on the lines below. Remember to add an exclamation mark or a period.

C	Column A	Column B
7	There's a	the buffaloes
Ι	look at	your toys and games
F	Pack	Gila monster at the airport
1		
2		
3		

- B. Write *sentence* after each complete thought. Write *not a sentence* after each incomplete thought. Then make each incomplete thought into a sentence.
- 1. I ate a salami sandwich.
- 2. I like to ride horses.
- 3. Subway driver.
- 4. There are horned toads.
- 5. Kids on our street
- 6. We are moving tomorrow.

Exclamations and Commands

Look at the underlined part of each sentence. Decide if it is correct. Fill in the bubble next to the correct answer.

6. <u>Help me find.</u>
 Help me find a game. Help find game. correct as is
 7. We'll have such <u>fun!</u> fun fun? correct as is
 8. <u>It be!</u> It will be great! It great! correct as is
 9. Remember to write to me to write to to write to me. correct as is
 10. My team the game! team won the game! team won game! correct as is

SINGULAR AND PLURAL NOUNS

- A. Each sentence has an underlined noun.On the line, write S if it is a singular noun.Write P if it is a plural noun.
- 1. She has a new <u>baby</u>.
- **2.** It is very cute.
- 3. She has small <u>fingers</u>.
- 4. <u>She</u> drinks from a bottle.
- 5. I can tell my <u>friends</u> all about it.
- B. Read each sentence. Underline the singular noun. Circle the plural noun.
- 1. The baby has two sisters.
- 2. The nightgown has pockets.
- 3. Her hand has tiny fingers.
- 4. My parents have a baby.
- **5.** The family has three girls.

C. Complete the chart. Write the singular or plural of each noun.

Singular	Plural
fence	
	trains
gate	
	cows

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add -s to form the plural of most nouns.



Singular and Plural Nouns

A. Finish the chart. Write singular nouns in each column.

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add -s to form the plural of most nouns. Add -es to form the plural of nouns that end in ss, x, ch, or sh. Some nouns change their spelling to form the plural.

Nouns that end in ch, sh, ss, x	Nouns that end in y	Nouns that end in f
bench	party	loaf

B. Complete each sentence with the plural form of the noun in ().

- 1. Mia picks ______ from the trees in her backyard. (cherry)
- **2.** There are also many ______ with tiny berries. (bush)
- 3. Fresh ______ are her favorite snack. (peach)
- **4.** She loads ______ with these different fruits. (box)
- 5. The kitchen ______ are filled with delicious jams. (shelf)
- 6. Mia shares the fruit with the third-grade ______. (class)
- C. Use the words *story* and *stories* in one sentence. Use *fox* and *foxes* in another sentence.



ASSESSMENT

Read each riddle. Decide if the underlined noun is correct. Fill in the bubble next to the correct answer.

1. We are square and made from cardboard. We are <u>boxs</u> .	 You can use us to comb your hair. We are <u>brush</u>.
 boxes box correct as is 	 brushes brushs correct as is
 We help you chew your food. We are tooth. tooths teeth 	 7. You can buy us in a food store. We are <u>grocerys</u>. grocery groceries
 correct as is 3. You can find us on a farm. We are geese. goose gooses correct as is 	 correct as is 8. We are places trains can stop. We are <u>stations</u>. station stationes correct as is
 4. Be sure not to drop us when you take a drink. We are <u>glasses</u>. glass glasses correct as is 	 9. We like to eat cheese. We are mouse. mice mices correct as is
 5. We are messages sent over telephone lines. We are <u>fax</u>. faxs faxes correct as is 	 10. We are tales to read. We are story. stories storys correct as is

COMMON AND PROPER NOUNS

A. Is the underlined word a common noun or a proper noun? Write *common* or *proper*.

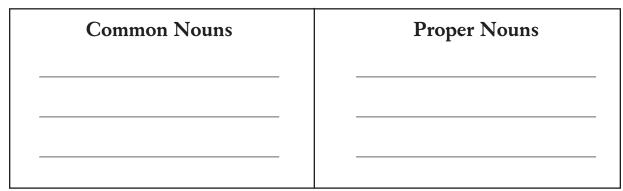
- 1. The girl likes to learn.
- 2. She goes to two schools.
- 3. She lives in <u>America</u>.

B. Underline the common nouns. Circle the proper nouns.

- 1. April has a brother and a sister.
- 2. Their names are Julius and May.
- 3. Their parents were born in Taiwan.
- **4.** April goes to school on Saturday.
- 5. She is learning a language called Mandarin.
- 6. May read a book about the Middle Ages.

C. Underline the common nouns. Circle the proper nouns. Then write them on the chart in the correct category.

- 1. Last August David went to camp.
- 2. Many children go to a picnic on the Fourth of July.



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

Common and Proper Nouns

A. Read each word in the box. Write it where it belongs on the chart. A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

doctor	park	football	Tangram	Pat	Atlanta	
--------	------	----------	---------	-----	---------	--

Category	Common Nouns	Proper Nouns
1. Person		
2. Place		
3. Thing		

B. Complete each sentence with a common noun or proper noun.In the box, write C if you wrote a common noun. Write P if you wrote a proper noun.

1.	I threw the ball to	(person)	
2.	I have visited	(place)	
3.	My favorite food is	(thing)	
4.	My family lives in	(place)	
5.	My favorite author is	(person)	
6.	I wish I had a	(thing)	
7.	I like to read about (historical event)	
8.	My favorite holiday is	(holiday)	

COMMON AND PROPER NOUNS

Is the underlined part of each sentence correct? Fill in the bubble next to the right answer.

1. The fourth of July is my favorite 6. Susan's family is from Kansas City, holiday. missouri. \bigcirc Fourth of July 🔘 Kansas City, Missouri \bigcirc fourth of july 🔘 kansas city, Missouri \bigcirc correct as is \bigcirc correct as is 7. Let's have a <u>new year's day</u> party! 2. In Australia, winter begins in the month of June. \bigcirc new year's Day \bigcirc Month of June ○ New Year's Day \bigcirc month of june > correct as is correct as is 8. There will be no school on monday. **3.** I love tom's apple pie. \bigcirc Tom's apple pie \bigcirc School on Monday tom's Apple Pie \bigcirc school on Monday \bigcirc correct as is \bigcirc correct as is 4. Our teacher, Dr. ruffin, is from 9. Dogs are the most popular pets in north america. Louisiana. 🔿 teacher, dr. Ruffin ○ pets in North America ← teacher, Dr. Ruffin ○ pets in North america correct as is \bigcirc correct as is \bigcirc **5.** He speaks Spanish and Japanese. **10.** Do you want to go to the Movies on Saturday? \bigcirc spanish and japanese > Spanish and japanese \bigcirc the movies on Saturday \bigcirc the Movies on saturday correct as is \supset correct as is

Singular and Plural Pronouns

A **singular pronoun** takes the place of a noun that names one person, place, or thing. A **plural pronoun** takes the place of a noun that names more than one person, place, or thing.

A.	Underline the pronoun in each sentence.	
	On the line, write S if it is singular or P if it is p	plural

1. He is called Spider.

2.	I	can	see	Spider	has	eight	long	legs.	
				- I		0	0	0	

- **3.** They asked Spider a question.
- 4. We want to know what's in the pot.
- **5.** It contains all the wisdom in the world.
- B. Read each pair of sentences. Circle the pronoun in the second sentence. Then underline the word or words in the first sentence that it replaces. Write the pronoun under *Singular* or *Plural*. Singular Plural

1. This story is funny. It is about wisdom. _____

- **2.** The author retold the story. She is a good writer.
- **3.** My friends and I read the story aloud. We enjoyed the ending.
- **4.** Two boys acted out a scene. They each took a different role.
- C. For each noun write a subject pronoun that could take its place.
- 1. Spider
 3. Tortoise and Hare

 2. the pot
 4. Spider's mother

Singular and Plural Pronouns

A. Underline the object pronoun in each sentence. Circle S if it is singular or P if it is plural.

1.	Darren and Tracy were playing soccer with us.	S or P
2.	Tracy passed the ball to him.	S or P
		-

- **3.** He kicked the ball back to her. S or P
- 4. She stopped it in front of the net. S or P
- 5. Tracy kicked the ball toward me. S or P
- 6. I kept them from scoring a goal. S or P

A subject pronoun takes the place of a noun or nouns as the subject of a sentence. A subject pronoun can be singular or plural. *I, you, she, he, it, we,* and *they* are subject pronouns. An **object** pronoun takes the place of a noun or nouns in the predicate. An **object pronoun** can be singular or plural. *Me, you, him, her, it, us,* and *them* are object pronouns.

B. Complete each sentence. Write the correct pronoun in () on the line.

- 1. Ms. Stone gave ______ a funny assignment. (we, us)
- 2. She asked ______ to tell a funny story. (I, me)
- **3.** Ray and Pete brought ______ a book of jokes. (she, her)
- **4.** She thanked _____. (them, they)
- 5. Dina acted out a story with _____. (him, he)
- C. Write one sentence using *it* as a subject pronoun. Write another sentence using *it* as an object pronoun.

SINGULAR AND PLURAL PRONOUNS

Is the underlined pronoun correct? Fill in the bubble next to the right answer.

1.	My parents a garage sal	took the three of <u>we</u> to e.	6. Dad found s was so excite	ome golf clubs. <u>Him</u> ed.
	\bigcirc us \bigcirc I	hercorrect as is	○ You○ Me	Hecorrect as is
2.	Mom and I to go. She me	Dad really wanted <u>I</u> They correct as is 	 7. Mom liked a it for <u>her</u>. she they 	a vase. Dad bought I correct as is
3.		dn't take "no" for an e said that <u>I</u> might find good.	 8. Sonya and K mysteries. <u>T</u> right away. Her Them 	Cara both found <u>hey</u> began to read It correct as is
	longest trip O She O It	vas boring. <u>He</u> was the I'd ever taken. They correct as is ters were sleepy. I let	-	dusty box in the was covered in
	$\frac{\text{they}}{\odot} \text{ lean or}$ $\frac{1}{\odot} \text{ them}$ $\frac{1}{\odot} \text{ she}$		10. I pulled out <u>Me</u> was so s ○ I ○ Them	an old baseball mitt. urprised!

18

ACTION VERBS

Action verbs are words that tell what the subject of the sentence does.

A. Underline the action verb in each sentence.

- 1. The villagers cheered loudly.
- 2. They added flavor to the cheese.
- **3.** Please give them the milk.
- 4. He serves the cheese.
- **5.** He emptied the buckets.
- B. Circle the action verb in () that paints a more vivid picture of what the subject is doing.
- 1. The villagers (walked, paraded) across the floor.
- 2. Father (whispered, talked) to the baby.
- **3.** The puppy (ate, gobbled) down his food.
- **4.** The girl (skipped, went) to her chair.
- **5.** The ball (fell, bounced) down the stairs.

C. Write an action verb from the box to complete each sentence.

whispered laughed sighed

- 1. We ________ at the playful kittens.
- 2. She ______ deeply and fell asleep.
- **3.** Megan ______ to her friend in the library.

ACTION VERBS

- A. On the line, write the action verb in () that paints a clearer picture.
- 1. A squirrel ______ an acorn. (took, snatched)
- 2. It ______ the acorn open. (cracked, broke)
- **3.** The squirrel ______ the nut. (nibbled, ate)
- **4.** Then it ______ up the tree. (went, scrambled)
- B. Circle each verb. Then write the verb from the box that gives a livelier picture of the action.

shouted	honked	ran	bounced	grabbed	

- 1. The bus driver blew the horn.
- **2.** The girl got her books.
- 3. She said, "Good-bye," to her family.
- 4. She went to the bus.

2.

5. The bus moved down the bumpy road.

- C. Write two sentences that show action. Use the verb *dashed* in the first sentence. Use the word *tiptoed* in the second sentence. Underline the verbs.
- 1. _____

ACTION VERBS

- A. Fill in the bubble next to the action verb in each sentence.
- **1.** Crystal's whole family arrived for dinner.
 - \bigcirc dinner
 - family
 - \bigcirc arrived
- **2.** Her grandmother hugged everyone.
 - \bigcirc grandmother
 - \bigcirc hugged
 - 🔿 everyone
- **3.** Her aunt and uncle roasted a huge turkey.
 - ◯ roasted
 - ◯ turkey
 - \bigcirc huge
- 4. Everyone ate the delicious meal.
 - \bigcirc ate
 - Everyone
 - \bigcirc meal
- **5.** They cheered for the cooks!
 - \bigcirc cooks
 - \bigcirc They
 - \bigcirc cheered

- B. Read each sentence. Fill in the bubble next to the more vivid verb.
- 1. The puppy _____ after the ball.
 - \bigcirc went
 - \bigcirc chased
- 2. She _____ all around the house and yard.
 - \bigcirc dashed
 - \bigcirc went
- **3.** A yellow cat _____ through the wooden fence.
 - \bigcirc looked
 - 🔿 peeked
- **4.** Then the puppy _____ high into the air.
 - \bigcirc leaped
 - \bigcirc moved
- **5.** She _____ the ball.
 - gotgrabbed

PRESENT- AND PAST-TENSE VERBS

A. Read each sentence. If the underlined verb is in the present tense, write *present* on the line. If it is in the past tense, write *past*.

1. We <u>worked</u> together on a jigsaw puzzle.

2. Mom <u>helped</u> us.

3. She <u>enjoys</u> puzzles, too.

4. Tom <u>picked</u> out the border pieces.

5. He <u>dropped</u> a puzzle piece on the floor.

6. I looked for the flower pieces.

7. Dad <u>likes</u> crossword puzzles better.

8. My little sister watches us.

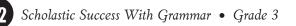
9. Mom hurries us before dinner.

10. We <u>rushed</u> to finish quickly.

- B. Underline the verb in each sentence. Then rewrite the sentence. Change the present-tense verb to the past. Change the past-tense verb to the present.
- 1. The man crosses the river.
- 2. He rowed his boat.

Present-tense verbs show action that is happening now. They agree in number with who or what is doing the action. **Past-tense verbs** show action that took place in the past. Most past-tense verbs end in *-ed*.

Copyright © Scholastic Inc



Present- and Past-Tense Verbs

Present-tense verbs must agree in number with the subject. The letters -s or -es are usually added to a presenttense verb when the subject of the sentence is a singular noun or *he*, *she*, or *it*.

- A. Read each sentence. On the line, write the correct form of the present-tense verb in ().
- 1. The crow ______ the pitcher with pebbles. (fill, fills)
- **2.** The man ______ the crow. (watch, watches)
- **3.** Then he ______ the cabbage across the river. (take, takes)
- **4.** The man and the goat ______ the wolf behind. (leave, leaves)
- **5.** They ______ back on the last trip. (go, goes)
- B. Write the correct past-tense form of the verb in ().
- 1. J.J. ______ for the hidden picture. (look)
- 2. He ______ at it for a long time. (stare)
- **3.** Ana ______ by. (walk)
- **4.** Then she ______ solve the puzzle. (help)
- C. Write three sentences. Use the verb in () in your sentence.
- 1. (play)
- 2. (plays)_____
- 3. (played)

PRESENT- AND PAST-TENSE VERBS

Is the underlined verb in each sentence correct? Fill in the bubble next to the right answer.

- 1. Mr. Henry <u>bakes</u> delicious apple pies.
 - \bigcirc bake
 - ◯ baking
 - \bigcirc correct as is
- **2.** He <u>wash and peel</u> each apple carefully.
 - \bigcirc washes and peels
 - \bigcirc wash and peeled
 - \bigcirc correct as is
- **3.** He <u>slices</u> each apple into eight pieces.
 - \bigcirc slicing
 - \bigcirc slice
 - \bigcirc correct as is
- **4.** Mr. Henry's children <u>enjoys</u> the pies very much.
 - 🔿 enjoy
 - enjoying
 - \bigcirc correct as is
- **5.** Last summer, Mr. Henry <u>enter</u> a pie-baking contest.
 - \bigcirc enters
 - \bigcirc entered
 - \bigcirc correct as is

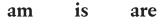
- **6.** His whole family <u>travel</u> to the competition.
 - \bigcirc traveling
 - \bigcirc traveled
 - \bigcirc correct as is
- 7. They <u>arrives</u> just in time.
 - \bigcirc arriving
 - \bigcirc arrived
 - \bigcirc correct as is
- **8.** The judges <u>awards</u> Mr. Henry's pie a blue ribbon.
 - ◯ awarded
 - \bigcirc awarding
 - \bigcirc correct as is
- **9.** They <u>tasted</u> Mr. Henry's pie and said it was wonderful.
 - \bigcirc tastes
 - \bigcirc taste
 - \bigcirc correct as is
- 10. All the people enjoys the day!
 - enjoying
 - \bigcirc enjoyed
 - \bigcirc correct as is

The Verb *be*

- A. Read each sentence. Circle the word that is a form of the verb *be*.
- 1. Captain Fossy was Mr. Anning's good friend.
- 2. Mary Anning said, "The dragon is gigantic!"
- 3. "Its eyes are as big as saucers!" she told her mother.
- 4. "I am inside the cave!" she shouted to her brother.
- 5. The scientists were amazed by the remarkable fossil.
- B. Read each sentence. If the underlined verb is in the past tense, write *past* on the line. If it is in the present tense, write *present*.

1.	Mary Anning <u>was</u> a real person.	
2.	I am interested in fossils, too.	
3.	There are many dinosaurs in the museum.	
4.	The exhibits were closed yesterday.	
5.	This is a map of the first floor.	

C. Write the form of be that completes each sentence.



- 1. I ______ on the bus with my mother and father.
- 2. Buses ______ fun to ride.
- **3.** The bus driver ______ a friendly woman.

The verb **be** tells what the subject of a sentence is or was. *Am, is,* and *are* tell about someone or something in the present. *Was* and *were* tell about someone or something in the past.

The Verb *be*

A. Circle each verb. If the verb shows action, write *action* on the line. If the verb shows being, write *being*. Some verbs show action. Others, such as the verb **be**, show being, or what something is or was. The form of *be* must agree with the subject of the sentence.

- 1. The sunshine is bright and hot.
- **2.** We carried our umbrellas.
- 3. The sailboats were still.
- 4. There are no rocks on the beach.
- B. Circle the verb that best completes the sentence. Remember that the form of the verb *be* must agree with the subject.
- **1.** I (is, am) a third grader.
- 2. Pat and I (is, are) partners in class.
- 3. Jimmy (was, were) my partner last month.
- 4. Mrs. Boynton (is, are) the science teacher.
- 5. The students (was, were) interested in the experiment.
- C. Write two sentences that tell about someone or something. Use *is* in one sentence. Use *was* in the other.
- 1. ______ 2. _____

THE VERB BE

Is the underlined verb in each sentence correct? Fill in the bubble next to the right answer.

1. All dinosaurs is extinct.	6. It were a fierce meat-eater.
◯ am	◯ are
◯ are	🔿 was
\bigcirc correct as is	\bigcirc correct as is
2. A brontosaurus is a kind of	7. Dinosaurs <u>was</u> like some reptiles
dinosaur.	that live today.
◯ am	\bigcirc is
◯ are	○ were
\bigcirc correct as is	\bigcirc correct as is
3. Many people are puzzled about	8. Their teeth, bones, and skin was
what happened to dinosaurs.	like those of crocodiles.
🔾 am	⊖ were
🔿 was	\bigcirc is
\bigcirc correct as is	\bigcirc correct as is
4. Dinosaurs was plant-eaters or	9. Large dinosaurs were the largest
meat-eaters.	land animals that ever lived.
\bigcirc is	◯ am
◯ were	\bigcirc was
\bigcirc correct as is	\bigcirc correct as is
5. I are interested in Tyrannosaurus	10. I <u>are</u> amazed by their extraordinary
rex.	size!
◯ am	◯ am
○ were	⊖ were
\bigcirc correct as is	\bigcirc correct as is

27

Main Verbs and Helping Verbs

A. Read each sentence. Write *M* if a main verb is underlined. Write *H* if a helping verb is underlined. Circle the main and helping verbs that show future tense. A main verb is the most important verb in a sentence. It shows the action. A helping verb works with the main verb. Forms of be and have are helping verbs. The helping verb will shows future tense.

- 1. We will <u>learn</u> about new buildings.
- 2. The backhoe is digging the foundation.
- **3.** It <u>had</u> filled several dump trucks.
- 4. The dump trucks are <u>removing</u> the dirt.
- 5. Workers <u>are</u> building the outer wall.
- 6. A cement truck is pouring the concrete.
- 7. It will need several days to dry.
- 8. At noon the workers will eat their lunch.
- B. Choose the correct main and helping verb from the box to complete each sentence. Write it on the line. Circle the main and helping verbs that show future tense.

had climbed have lifted will watch are reading is going

1. We ______ a movie about skyscrapers.

2. A building _____ up.

- 3. The workers ______ the plans.
- 4. Cranes ______ the heavy beams.
- 5. A worker ______ a tall ladder.

Main Verbs and Helping Verbs

- A. Read each sentence. Circle the helping verb. Draw a line under the main verb.
- 1. Jamal had built his first model rocket last year.
- 2. He has painted it red, white, and blue.
- 3. Now Jamal is building another rocket.
- 4. It will fly many feet into the air.
- 5. A parachute will bring the rocket back to Jamal.

1.

- 6. I am buying a model rocket, too.
- B. Complete each sentence with the correct main verb or helping verb in (). Write the word on the line.
- 1. Kim _____ making a clay vase. (is, has)
- 2. The clay ______ arrived yesterday. (was, had)
- **3.** I am ______ to watch her work. (go, going)
- 4. She is ______ a potter's wheel. (used, using)
- 5. The sculpture ______ go above the fireplace. (will, is)
- 6. People ______ admired Kim's beautiful vases. (are, have)
- C. Write two sentences about something you will do later in the week. Use the future tense helping verb. Be sure to use a main verb and helping verb in each sentence.

2. _____

A main verb is the most important verb in a sentence. It shows the action. A helping verb works with the main verb. Forms of be and have are helping verbs.

MAIN VERBS AND HELPING VERBS

A. Read each sentence. Fill in the bubble next to the main verb.

- 1. Ed is reading a book in the park.
 - \bigcirc Ed
 - \bigcirc is
 - \bigcirc reading
- **2.** The children are playing baseball nearby.
 - ◯ are
 - O playing
 - \bigcirc baseball
- 3. I have walked to the park, too.
 - ◯ walked
 - \bigcirc have
 - \bigcirc park
- **4.** Tomorrow, my sister will come along.

 - \bigcirc come
 - 🔿 will
- 5. She will share her lunch with me.
 - \bigcirc share
 - 🔿 will
 - \bigcirc lunch

- B. Read each sentence. Fill in the bubble next to the helping verb.
- 1. Jill has visited her grandparents many times this year.
 - \bigcirc Jill
 - \bigcirc has
 - \bigcirc visited
- 2. She is sending them an E-mail now.
 - 🔿 E-mail
 - \bigcirc is
 - \bigcirc sending
- **3.** In June, they will drive to Washington, D.C.
 - \bigcirc they
 - \bigcirc driving
 - \bigcirc will
- **4.** Jill and her brother will go with them.
 - \bigcirc will
 - 🔿 go
 - \bigcirc them
- **5.** They have waited for this trip for a long time.
 - \bigcirc waited
 - \bigcirc this

LINKING VERBS

- A. Find the linking verb in each sentence. Write it on the line.
- 1. This book is a biography about Thomas Edison.
- 2. I am interested in books about inventors.
- 3. Thomas Edison was a hard worker.
- 4. His inventions were wonderful.
- 5. They are still important for us today.
- 6. You will be amazed by this book.
- B. Read each sentence and underline the linking verb. Then circle the word that tells if it is past or present.

1. I am a fan of Thomas Edison.	Past or Present
2. Thomas Edison was a famous inventor.	Past or Present
3. Many of his inventions are well-known.	Past or Present
4. His parents were friendly.	Past or Present
5. Jared is Edison's great-great-grandson.	Past or Present

C. Finish each sentence correctly. Write are, am, or was on the line.

- 1. I ______ excited.
- 2. This book _____ great!
- 3. Inventors ______ interesting people.

A **linking verb** tells what someone or something is, was, or will be. The linking verb most often used is a form of the verb *be*, such as *am*, *is*, *are*, *was*, *were*, and *will be*.

LINKING VERBS

A. Underline the linking verb in each sentence. Circle S if the subject is singular. Circle P if the subject is plural.

1. I was very bored.	S or P
2. Now I am so happy.	S or P
3. Stacey and Leda are my new neighbors.	S or P
4. They were surprised by my visit.	S or P
5. Stacey is very funny.	S or P

- B. Complete each sentence with the correct linking verb in (). Write the word on the line.
- 1. Roberto Clemente ______ a great baseball player. (was, were)
- 2. All baseball fans ______ amazed by his talents. (were, was)
- **3.** I ______ one of his biggest fans. (is, am)
- 4. He ______ a true hero to me. (are, is)
- 5. Sammy Sosa and Henry Aaron _____ my other favorite players. (is, are)
- C. Think of a favorite animal. Write two sentences to describe it. Use one of these linking verbs in each sentence: *am*, *is*, *are*, *was*, *were*, *will be*.

A **linking verb** tells what someone or something is, was, or will be. *Am, is,* and *was* are used when the subject of the sentence is singular. *Are* and *were* are used when the subject is plural. *Are* and *were* are also used with *you*.

LINKING VERBS

- A. Read each sentence. Fill in the bubble next to the linking verb.
- 1. My new computer is fast.
 - ◯ new
 - \bigcirc is
 - \bigcirc fast
- 2. I am excited about it.
 - 🔿 am
 - \bigcirc I
 - \bigcirc excited
- 3. The two mouse pads are colorful.
 - 🔿 two
 - \bigcirc pads
 - \bigcirc are
- 4. The speakers were heavy.
 - \bigcirc were
 - \bigcirc heavy
 - \bigcirc speakers
- 5. All of the software was free.
 - ◯ software
 - 🔿 was
 - \bigcirc free

- B. Read each sentence. Fill in the bubble next to the correct linking verb.
- **1.** My mom _____ a rafting teacher.
 - \bigcirc is
 - \bigcirc are
 - \bigcirc were
- 2. The trip last week _____ so much fun.
 - \bigcirc will be
 - \bigcirc were
 - \bigcirc was
- **3.** The rafts _____ very soft and bouncy.
 - \bigcirc are
 - \bigcirc is
 - \bigcirc was
- **4.** Yesterday, the docks _____ crowded.
 - \bigcirc will be
 - \bigcirc was
 - \bigcirc were
- **5.** I ______ a raft instructor in the future.
 - \bigcirc will be
 - ◯ am

 \bigcirc is



SUBJECTS AND PREDICATES

- A. Draw a line between the complete subject and the complete predicate.
- 1. All of the families traveled to California.
- 2. Baby Betsy, Billy, Joe, and Ted stayed in the cabin.
- **3.** My father told us stories.
- 4. I baked a pie.
- B. Draw a circle around the simple subject in each sentence. Then write it on the line.

1.	Betsy learned how to walk.	
2.	The miners ate it up.	
3.	The new baby looks like me.	

- **4.** My feet are tired.
- 5. The man started a laundry.
- C. Draw a circle around the simple predicate in each sentence. Then write it on the line.

1.	We made a pie together.	
2.	First we rolled the crust.	
3.	Then we added the berries.	
4.	It bakes for one hour.	
5.	Everybody loves our pie!	

The **complete subject** tells whom or what the sentence is about. The **complete predicate** tells who or what the subject is or does. The **simple subject** is the main word in the complete subject. The **simple predicate** is the verb in the complete predicate.

Copyright © Scholastic Inc.

7. Everyone laughed at the purple cow.				
8. Many people visited the museum that day.				
9. The bus took us to school.				
B. Finish the sentences. Add a complete subject to sentence 1.				

1. Mrs. Perez's class took a trip to the museum. **2.** Many large paintings hung on the walls. **3.** Maria saw a painting of an animal alphabet.

Simple

Subject

and the simple predicate.

SUBJECTS AND PREDICATES

A. Read each sentence. Draw a line between

the complete subject and the complete

predicate. Then write the simple subject

The **simple subject** is the main word in the complete subject. The simple predicate is the main word in the complete predicate.

Simple Predicate

4. All the children looked at the painting.

5. Paul pointed to a cat on a leash.

6. His friend liked the dancing zebra.

Add a complete predicate to sent

1.		was funny.
2.	My class	

SUBJECTS AND PREDICATES

- A. Is the underlined part of the sentence the complete subject or a complete predicate? Fill in the bubble next to the correct answer.
- 1. <u>My little brother</u> carried his backpack.
 - complete subject
 - complete predicate
- 2. I found my old fishing rod.
 - complete subject
- 3. <u>My dad</u> put air in our bicycle tires.

 - complete predicate
- 4. Our whole family rode to the big lake.

 - complete predicate
- 5. <u>Many pink flowers</u> bloomed on the trees.

 - \bigcirc complete predicate

- B. Fill in the bubble that tells if the underlined word is the simple subject or the simple predicate.
- 1. A man <u>rowed</u> a boat on the lake.
 - simple subject
 - simple predicate
- 2. My brother played ball in the field.

 - simple predicate
- 3. Some other <u>children</u> joined in the game.
 - simple subject
 - simple predicate
- **4.** Our large <u>basket</u> sat unopened on the picnic table.
 - simple subject
 - simple predicate
- 5. We <u>ate</u> cheese sandwiches and fruit.
 - simple subject
 - \bigcirc simple predicate



Adjectives		Adjectives describe nouns. They can tell what color, size, and shape something is. They can also tell how something	
A .	Look at each underlined noun adjective or adjectives that des Then write the adjectives on t	scribe it.	sounds, feels, or tastes.
1.	My big <u>brother</u> likes to eat sweet <u>fruits</u> .		
2.	He eats them on many hot <u>days</u> .		
3.	He cuts the red <u>apple</u> into four <u>pieces</u> .		
4.	The ripe <u>bananas</u> and juicy <u>peaches</u> are his favorites.		
5.	Mom bought him a large, round watermelon.		
6.	He made a delicious, colorful <u>salad</u> for all of us!		
B.	Write two adjectives to describe color, size, shape, sound, or how		
1.	the,		_ balloon
2.	a,		apple
3.	a,		day
C.	Write a sentence about a pet.	Use two adjectiv	ves to describe the pet.

Name

Name

describes a person, place, or thing.

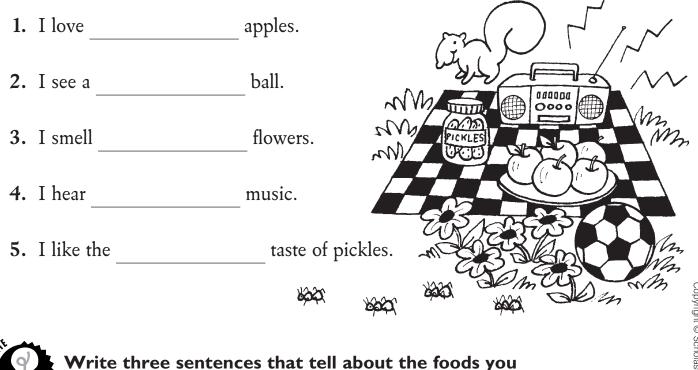
An **adjective** is a word that

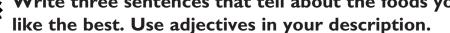
A. Read each sentence. Write the adjective that describes the underlined noun on the line.

1. We live near a sparkling <u>brook</u>.

- 2. It has clear water.
- 3. Large <u>fish</u> swim in the brook.
- 4. Busy squirrels play near the brook.
- 5. You can enjoy breathing in the fresh <u>air</u> near the brook.

B. Complete each sentence by adding an adjective.







Adjectives

- A. Read each sentence. Fill in the bubble next to the word that is an adjective.
- **1.** Several relatives from Mexico visited us.
 - Several
 - ◯ relatives
 - \bigcirc visited
- 2. The trip took six hours.
 - ◯ trip
 - \bigcirc six
 - \bigcirc hours
- **3.** They took many pictures of my family.
 - \bigcirc took
 - ⊖ many
 - \bigcirc pictures
- 4. My uncle wore a blue hat.
 - \bigcirc uncle
 - \bigcirc blue
 - ◯ hat
- 5. My aunt wore a colorful serape.
 - ⊖ aunt
 - \bigcirc wore
 - \bigcirc colorful

- B. Fill in the bubble next to the adjective that best completes the sentence.
- **1.** We ate the _____ food.
 - \bigcirc loud
 - ◯ fuzzy
 - \bigcirc delicious
- 2. There were _____ people in the restaurant.
 - \bigcirc one
 - ◯ many
 - ⊖ green
- **3.** My dad ordered _____ tortillas.
 - \bigcirc sharp
 - \bigcirc loud
 - \bigcirc some
- 4. My cousin José ate _____ tamales!
 - \bigcirc noisy
 - \bigcirc five
 - \bigcirc curly
- 5. Everyone had a _____ time!
 - \bigcirc cold
 - \bigcirc wonderful
 - \bigcirc purple



Articles and Other Adjectives

A. Circle the articles in each sentence.

- 1. The elk, moose, and bears grazed in the forest.
- 2. There was an abundant supply of grass and plants.
- **3.** A bolt of lightning struck a tree and started a fire.
- 4. Fires have always been an important part of forest ecology.
- **5.** The heat of the summer left the forest very dry.
- 6. The fires spread over a thousand acres.
- 7. The helicopters and an airplane spread chemicals on the fire.
- 8. Firefighters made an attempt to stop the flames.
- B. Circle the article in () that completes each sentence correctly. Then write it on the line.
- 1. Last summer I visited _____ National Park. (a, an)
- 2. We took a bus through _____ forests. (an, the)
- **3.** The bus carried us up _____ narrow roads. (a, the)
- 4. I saw ______ elk grazing on some grass. (a, an)
- 5. We stayed in _____ old log cabin. (a, an)
- 6. Deer came up to _____ cabin window. (an, the)
- 7. We made _____ new friend. (a, an)
- 8. I wrote my friend _____ letter. (a, an)

The words *a*, *an*, and *the* are special adjectives called **articles.** *A* is used before words that begin with a consonant. *An* is used before words that begin with a vowel. *The* is used before either.



Articles and Other Adjectives

- A. Circle the article that correctly completes the sentence.
- 1. I saw (a, an) octopus at the aquarium.
- 2. A trainer was feeding fish to (a, an) dolphin.
- **3.** We took (a, an) elevator to the main floor.
- 4. We had (a, an) up-to-date listing of exhibits.
- **5.** There was (a, an) exhibit about the ocean floor.
- 6. It was (a, an) day to remember!
- B. Write a noun on each line to complete the sentences.
- 1. We read a ______ about a ______.
- 2. The ______ in a funny story had an ______ for a pet.
- 3. We went to the ______ to get an
- **4.** Angela saw a ______ on the ______.
- **5.** A ______ was curled up on the ______.
- C. Complete the sentence with three singular nouns. Use the article *a* or *an*.

The article **A** is used before words that begin with a consonant. **An** is used before words that begin with a vowel. **The** is used before either.

- A. Fill in the bubble next to the article that correctly completes the sentence.
- 1. I want to be _____ firefighter in our class play.
 - \bigcirc the
 - 🔿 an
- My friend plans to play one of ______ astronauts.
 - 🔿 an
 - \bigcirc the
- 3. Sue read an exciting story about _____ acrobat.
 - ◯ an
 - ◯ a
- **4.** We wrote letters to _____ authors of the book.

 - \bigcirc the
- 5. _____ illustrations were done in bright colors.

Scholastic Success With Grammar • Grade 3

- \bigcirc The
- An

- B. Fill in the bubble next to the word that best completes the sentence.
- 1. A few days ago, we went on an _____ ride!
 - \bigcirc train
 - 🔿 elephant
 - \bigcirc boat
- 2. John visited an _____ outside the city.
 - \bigcirc airport
 - **_____** Z00
 - ◯ museum
- **3.** Bill and Michelle shared an _____.
 - \bigcirc seat
 - 🔿 umbrella
 - \bigcirc peach
- 4. At the edge of the water, Keesha
 - saw a _____.
 - \bigcirc oyster
 - \bigcirc eel
 - \bigcirc crab
- **5.** Rachel drew pictures of a _____.
 - \bigcirc octopus
 - \bigcirc lobster
 - \bigcirc egg

Possessive Nouns

- A. Underline the possessive noun in each sentence.
 - 1. The king's palace is beautiful.
- 2. The palace's garden has many flowers.
- 3. The flowers' sweet smell fills the air.
- 4. The trees' branches shade the garden paths.
- 5. The gardener's tools are well-oiled and sharp.
- 6. People listen to the birds' songs.
- 7. The singers' voices are very beautiful.
- 8. The diamond reflects the sun's rays.
- 9. The diamond's light fills the palace.
- 10. Visitors' eyes open wide when they see all the colors.

B. Write each singular possessive noun from Part A.



C. Write each plural possessive noun from Part A.

A **possessive noun** shows ownership. Add 's to make a singular noun show ownership. Add an apostrophe (') after the s of a plural noun to show ownership.

Possessive Nouns

A. Underline the possessive noun in each sentence. Write S on the line if the possessive noun is singular. Write P if the possessive noun is plural. A **possessive noun** shows ownership. Add **'s** to make a singular noun show ownership. Add an apostrophe **(')** after the **s** of a plural noun to show ownership.

1.	Anna's family took a walk in the woods.	-	
2.	. They saw two birds' nests high up in a tree.		
3.	3. A yellow butterfly landed on Brad's backpack.		
4.	4. Anna liked the pattern of the butterfly's wings.		
5.	A turtle's shell had many spots.		
6.	Anna took pictures of two chipmunks' homes.		
7.	The animals' tails had dark stripes.		
B. Complete each sentence with the singular possessive form of the noun in ().			
D.			
1.	of the noun in ().	house. (Carol)	
1. 2.	of the noun in (). Jim was going to play basketball at	house. (Carol) sing. (Jim)	
1. 2. 3.	of the noun in (). Jim was going to play basketball at One of new sneakers was miss	house. (Carol) sing. (Jim) ster)	
1. 2. 3. 4.	of the noun in (). Jim was going to play basketball at One of new sneakers was miss He looked under his desk. (sisted as a second seco	house. (Carol) sing. (Jim) ster) sook. (brother)	
 1. 2. 3. 4. 5. 	of the noun in (). Jim was going to play basketball at One of new sneakers was miss He looked under his desk. (sis He crawled under his bed to lease	house. (Carol) Sing. (Jim) Ster) Sook. (brother) rden. (dad)	

Scholastic Success With Grammar • Grade 3

ASSESSMENT

Possessive Nouns

- A. Choose the singular possessive noun to complete each sentence.
- 1. Joan _____ backpack was stuffed with library books.
 - ◯ Kramer
 - Kramers'
 - ◯ Kramer's
- She should have borrowed her large book bag.
 - mothers'
 - \bigcirc mother's
 - \bigcirc mothers
- Her little <u>book</u> was due back by five o'clock.
 - \bigcirc brother's
 - \bigcirc brothers'
 - \bigcirc brothers
- **4.** A sign on a <u>desk</u> warned of fines for late books.
 - 🔿 librarians'
 - \bigcirc librarians
 - 🔘 librarian's
- 5. _____ heart raced as she got there just in time.
 - ◯ Joan's
 - 🔿 Joan
 - ◯ Joans'

- B. Choose the plural possessive noun to complete each sentence.
- 1. All the _____ telescopes were loaded onto the space shuttle.
 - ◯ astronomers'
 - \bigcirc astronomers
 - \bigcirc astronomer's
- 2. At take-off both _____ trails were long and straight.
 - \bigcirc engine's
 - ◯ engines'
 - \bigcirc engines
- **3.** The _____ loud cheers filled the air.
 - \bigcirc spectators
 - ⊂ spectator's
 - spectators'
- **4.** Everyone applauded for the many _____ good work.
 - 🔿 scientists'
 - \bigcirc scientist's
 - \bigcirc scientists
- **5.** The four _____ pictures appeared on the news.
 - \bigcirc astronauts
 - \bigcirc astronaut's
 - 🔘 astronauts'



SUBJECT AND OBJECT PRONOUNS

- A. Underline the subject pronoun in each sentence.
- 1. We are going to the dentist.
- 2. It won't take long.
- **3.** I went in first.
- 4. She asked the assistant for help.
- 5. He gave the dentist some pink toothpaste.
- 6. They said the toothpaste would taste like strawberries.
- 7. You will like the taste, too.
- B. Decide which pronoun in the box can replace the underlined subject. Write the pronoun on the line. Remember to capitalize.

she he it we they

A **pronoun** takes the place of a noun or nouns in a sentence. The words *I*, *you*, *she*, *he*, *it*, *we*, and *they* are subject pronouns. Use one of these pronouns to take the place of a subject in a sentence.

Subject and Object Pronouns

- A. Underline the object pronoun in each sentence.
- 1. Aunt Cindy gave us a football.
- 2. Our dog Rex found it.
- **3.** He thinks the ball is for him.
- 4. I said, "Rex, that's not for you!"
- 5. Aunt Cindy gave me another ball for Rex.
- 6. Now Rex always wants to play with her.
- 7. I like to watch them.
- B. Decide which object pronoun below can replace the underlined word or words. Write the object pronoun on the line.
- 1. I went to the movies with <u>Rachel and Kevin</u>.
- 2. Kevin asked <u>Rachel</u> for some popcorn.
- 3. Rachel was happy to share the popcorn.
- 4. I accidentally bumped Kevin.
- 5. The popcorn spilled all over Rachel, Kevin, and me. _
- C. Write two sentences. In one sentence use a subject pronoun. In the other sentence use an object pronoun.
- 1. _____ 2. ____

A **pronoun** takes the place of a noun or nouns in a sentence. The words *me*, *you*, *him*, *her*, *it*, *us*, and *them* are object pronouns. Use these object pronouns in the predicates of sentences.

SUBJECT AND OBJECT PRONOUNS

Decide which pronoun can replace the underlined words. Fill in the bubble next to the correct answer.

 1. Uncle Sean is taking <u>Melina and</u> <u>me</u> ice skating at the pond. they us 	 6. <u>Pablo and Kim</u> are my friends. Us They Them
 her 2. <u>The pond</u> freezes by late December. He You It 	 7. <u>Uncle Sean</u> skates over to say hello. It He Us
 3. <u>Melina</u> knows how to skate. She Her I 4. Uncle Sean shows <u>Melina</u> how to 	 8. <u>Pablo, Kim, and I</u> listen to Uncle Sean's jokes. We Them Us
skate backwards. her she them	9. Everyone likes <u>Uncle Sean</u> . o me he him
 5. I spot <u>skaters</u> nearby. us we them 	 10. They will join <u>Uncle Sean, Melina,</u> <u>and me</u> for hot apple cider. it we us

48

Possessive Pronouns

- A. Circle the subject pronoun in each sentence. Then underline the possessive pronoun. Use these answers to fill in the chart.
- **1.** I am planning a trip with my family.
- 2. Will you wear your sunglasses?
- 3. He will bring his camera.
- 4. She will take her dog along.
- 5. It will eat all its food.
- 6. We will enjoy our vacation.
- 7. They will show their pictures.

B. Underline the possessive pronoun in each sentence.

- 1. The desert is their home.
- 2. Her umbrella blocks out the sun.
- 3. That javelina likes to play his guitar.
- 4. His address is 1 Tumbleweed Avenue.
- 5. Coyote said, "My stomach is growling."
- 6. "I'll blow your house down," Coyote shouted.
- 7. Its walls are made of tumbleweeds.
- 8. "Our house is strong," the third Javelina said.

A possessive pronoun
shows ownership or belonging.
It takes the place of a noun
that shows ownership. My,
your, his, her, its, our, and their
are possessive pronouns.

Subject Pronouns	Possessive Pronouns
Ι	my

Possessive Pronouns

A. Complete each sentence. Write the correct pronoun in () on the line.

Possessive pronouns show ownership or belonging. They take the place of nouns that show ownership. *My, your, his, her, its, our,* and *their* are possessive pronouns.

- 1. Nicole likes to pick apples at ______ farm. (we, our)
- 2. Autumn is ______ favorite season. (her, she)
- 3. Dad says, "Please use ______ special basket." (I, my)
- 4. It was ______ birthday present from Grandpa. (he, his)
- 5. Dad said that ______ handle was carved by a famous artist. (their, its)
- 6. I tell Dad, "We will not forget to take _____ basket." (your, you)
- 7. Later, my mom and dad enjoyed ______ apple pie. (their, they)
- B. Read each sentence. Write the possessive pronoun that can replace the underlined word or words.
- 1. The art project was due soon, but Zach's computer was broken.
- 2. My brother was using my family's computer.
- 3. Zach borrowed <u>Angela's</u> computer instead.
- 4. He loaded a picture into the computer's scanner.
- 5. <u>Zach's</u> idea was to stretch the picture into a funny shape.
- 6. Tim's and Ming's projects were exactly the same!

C. Write a sentence using the possessive pronouns my and her.



Possessive Pronouns

- A. Read each sentence. Fill in the bubble next to the possessive pronoun.
- 1. She is fixing her tree fort.
 - \bigcirc She
 - \bigcirc is
 - \bigcirc her
- 2. Its roof started leaking after a storm.
 - \bigcirc Its
 - ◯ a
 - \bigcirc after
- **3.** Now we can eat our lunch without getting wet.
 - \bigcirc we
 - \bigcirc our
 - without
- **4.** I will share my favorite snack with a friend.
 - \bigcirc I
 - \bigcirc my
 - \bigcirc will
- 5. He will bring his CD player.
 - \bigcirc his
 - ◯ He
 - \bigcirc will

- B. Choose the possessive pronoun that can replace the underlined word or words.
- 1. <u>Erika's</u> tire-patch kit is very helpful.
 - \bigcirc My
 - \bigcirc Our
 - ◯ Her
- 2. She will use it to fix <u>Brad's</u> flat tire.
 - \bigcirc he
 - \bigcirc his
 - \bigcirc their
- **3.** The <u>tire's</u> inner tube has a slow leak.
 - \bigcirc Its
 - Our
 - Their
- **4.** <u>Joel's and Diane's</u> bike chains need to be oiled.
 - \bigcirc Our
 - Their
 - ◯ Her
- **5.** Now everyone can bike to my family's picnic.
 - \bigcirc its
 - \bigcirc our
 - 🔿 your



Compound Subjects and Predicates

- A. Underline the nouns that form each compound subject. Then circle the word that connects the nouns.
- 1. Laura and Ramona are popular story characters.
- 2. In one story, Pa, Ma, and Laura traveled far.
- 3. The dog and horses trotted along.
- 4. Ma and Pa drove the wagon all day.
- 5. Grass and trees grow on the prairie.
- B. Underline the verbs that form each compound predicate. Then circle the word that connects the verbs.
- 1. The wagon swayed and creaked.
- 2. Laura hummed and sang.
- **3.** The road twisted and turned.
- 4. Pet and Patty neighed and snorted.
- 5. The deer stopped and stared.
- C. Complete sentence 1 with two nouns joined by *and*. Complete sentence 2 with two verbs joined by *and*.
- 1. The ______ sang all day.
- 2. The dog ______ all the way home.

A **compound subject** is two or more nouns connected by and. A **compound predicate** is two or more verbs connected by and.

Compound Subjects and Predicates

A **compound subject** is two or more nouns connected by *and*. A **compound predicate** is two or more verbs connected by *and*.

- A. Underline the compound subject or the compound predicate in each sentence. Write CS above each compound subject and CP above each compound predicate.
- **1.** Mike and Jody moved away.
- 2. They often call and e-mail us.
- 3. Mike jogs and swims every day.
- 4. Phil and Jan will visit them.
- 5. Juan and Yoshi moved here from other countries.
- 6. They speak and read English very well.
- 7. Lori, Sam, and Beth wrote a play about moving.
- 8. They practiced and presented it to the class.
- 9. We clapped and smiled at the end.
- 10. The parents and the principal liked the play.

B. Complete one sentence with the compound subject. Complete the other sentence with the compound predicate.

, , , , , , , , , , , , , , , , , , ,	My dad and sister	barked and jumped
---------------------------------------	-------------------	-------------------

- 1. Buster ______ when we got home.
- 2. _____ played word games for an hour.

COMPOUND SUBJECTS AND PREDICATES

- A. Look at the underlined part of each sentence. Fill in the bubble that tells if it is a compound subject or a compound predicate.
- 1. <u>My brother and I</u> went to the grocery store in town.
 - compound subject
 - compound predicate
- 2. We <u>talked and laughed</u> all the way there.
 - compound subject
 - \bigcirc compound predicate
- 3. $\frac{\text{My sister and Mom}}{\text{store.}}$ met us at the
 - compound subject
 - compound predicate
- **4.** We <u>cooked and ate</u> some delicious blueberry pancakes.

 - compound predicate
- 5. <u>The bus and train</u> arrived late in the station.

- B. Complete each sentence. Fill in the bubble next to the compound subject or compound predicate.
- 1. _____ planned the class trip.
 - Paul, Luz, and Annie
 - \bigcirc The family
 - \bigcirc The children
- 2. The _____ painted pictures of bears.
 - \bigcirc I
 - teacher and students
 - \bigcirc We all
- 3. Jane _____ her poem.
 - \bigcirc read
 - \bigcirc wrote and proofread
 - \bigcirc practiced
- **4.** Dad _____ the letter.
 - \bigcirc copied
 - \bigcirc e-mailed
 - \bigcirc stamped and mailed
- 5. My little brother _____.

 \bigcirc slept

- \bigcirc ran, skipped, and jumped
- \bigcirc woke up





C. Put the two words together to form a contraction.		
1. he + will =	4. I + am =	
2. they + are =	_ 5. we + will =	
3. who + is =	6. there + is =	

A.	Underline the contraction in each sentence.
	Circle the apostrophe. Then write the
	contraction on the line.

1.	It's time for another adventure.	
2.	We're studying animal habitats.	
3.	They've made a habitat for Bella.	
4.	I'm sure that Bella is gone.	
5.	Wanda thinks that she'll be back.	
6.	They're in favor of going to find Bella.	

B. Circle the contraction. Then, write the two words that make up the

Circle the contraction. Then, write the two words that make up contraction.

1.	I've gone on this bus before.	
2.	What's the bus doing?	
3.	It's shrinking to the size of a bullfrog.	
4.	The students say they're having fun.	
5.	"I'm hanging on for dear life," Liz said.	

CONTRACTIONS

Apostrophe / Contractions

Complete each sentence with a contraction made from the two words in parentheses. Write the contraction on the line. A **contraction** is a shortened form of two words. An **apostrophe** replaces the missing letter or letters.

1.		_ in the package? (What is)
2.	My mom says	for me. (it is)
3.		_so excited! (I am)
4.		_birthdays great? (Are not)
5.	Ι	wait to open my gifts. (cannot)
6.	I hope my mom paper. (does not)	mind if I tear the wrapping
7.	"Be careful.	very delicate," she says. (They are)
8.	Ι	want to wait another second. (did not)
9.	In fact,	never been very patient. (I have)
10.	Ι	mean to keep you wondering. (do not)
11.	In the box,	a tiny cat family made of china.

(there is)



Imagine not using any contractions when you talk. How long do you think you could keep it up? Write what you think.

CONTRACTIONS

- A. Fill in the bubble next to the two words that make up the underlined contraction.
- 1. We're going to see a nature movie.
 - \bigcirc We have
 - \bigcirc We is
 - \bigcirc We are
- <u>You'll</u> learn about living things," our teacher said.
 - \bigcirc You are
 - \bigcirc You will
 - \bigcirc I will
- 3. <u>We've</u> been studying animal habitats in science.
 - \bigcirc We have
 - \bigcirc We are
 - \bigcirc You are
- 4. <u>I'm</u> writing a report on how animals communicate.
 - \bigcirc I have
 - \bigcirc I am
 - \bigcirc I will
- **5.** <u>It's</u> about how animals use their senses.
 - \bigcirc It is
 - \bigcirc Is not
 - \bigcirc He is

- B. Fill in the bubble next to the contraction for the underlined words.
- 1. The teacher asked, "<u>Who is</u> writing about birds?"
 - 🔿 Won't
 - Who's
 - What's
- 2. <u>There is a new bird exhibit at the museum.</u>
 - \bigcirc There's
 - ◯ They've
 - \bigcirc Where's
- **3.** I hope <u>she will</u> be there Saturday morning.
 - \bigcirc she's

 - 🔿 she'll
- **4.** The museum <u>does not</u> open until 10 A.M.
 - 🔿 doesn't
 - \bigcirc didn't
 - 🔿 isn't
- 5. <u>Do not</u> forget your notebook and pencil.
 - O Doesn't
 - On't
 - ◯ Shouldn't



USING PUNCTUATION

- A. Add quotation marks to show the speaker's exact words.
- 1. I have a strange case, said Mr. Brown.
- 2. What's strange about it? asked Encyclopedia.
- 3. Seventeen years ago Mr. Hunt found an elephant, began Mr. Brown.
- 4. Where did he find it? asked Mrs. Brown.
- 5. The elephant just appeared in his window, answered Mr. Brown.
- 6. He must have fainted! exclaimed Encyclopedia.
- 7. No, Mr. Hunt bought him, said Mr. Brown.

B. Add commas wherever they are needed.

- 1. I go to the library in Huntsville Alabama.
- 2. It is located at 12 Oak Street Huntsville Alabama 36554.
- 3. The last time I was there was January 8 2001.
- 4. The books I checked out were due January 22 2001.
- **5.** My cousin Jeb goes to the branch library at 75 Peachtree Lane Farley Alabama 35802.
- **6.** Is it true that Donald Sobol once spoke at the library in Redstone Park Alabama?
- 7. He spoke there on September 29 2000.
- 8. He will soon read at 47 Draper Road Newportville Pennsylvania.

Quotation marks show the exact words of a speaker. Commas appear between the day and year in a date, between the city and state in a location, and between the lines of an address.

Using Punctuation

- A. Read each sentence. Add any missing commas.
 - 1. Mrs. Wu's bank is located at 92 Maple Avenue Inwood Texas 75209.

Quotation marks show the exact words of a speaker. Commas appear between the day and year in a date, between the city and state in a location, between the lines of an address, and after all but the last item in a series. Underlining shows book titles.

- 2. She opened an account there on September 8 2001.
- 3. She also uses the branch office in Lakewood Texas.
- 4. That branch is open weekdays Saturdays and some evenings.
- 5. The main office is closed Saturdays Sundays and all holidays.
- 6. Mrs. Wu saw Ms. Ames Mr. Pacheco and Mrs. Jefferson at the bank on Saturday.
- 7. They carried checks bills and deposits.
- 8. Mr. Pacheco has had an account at that bank since May 2 1974.

B. Read the sentences below. Add any missing quotation marks, commas, or underlining.

- 1. My favorite author is Jerry Spinelli said Rick.
- 2. Spinelli was born on February 1 1941.
- 3. His home town is Norristown Pennsylvania.
- 4. What are your favorite books by him? asked Teresa.
- 5. I like Maniac Magee Dump Days and Fourth Grade Rats replied Rick.



Write a sentence that tells your own mailing address. Then name three things you enjoy receiving in the mail, such as letters from friends, magazines, or catalogs.



Using Punctuation

- A. Each sentence is missing one type of punctuation: quotation marks, commas, or underlining.
 Fill in the bubble next to the type of punctuation that needs to be added to the sentence to make it correct.
- 1. We read a book called At the Zoo.
 - \bigcirc quotation mark
 - \bigcirc commas
 - \bigcirc underlining
- **2.** It had pictures of a lion monkeys and bears.
 - \bigcirc quotation mark
 - \bigcirc commas
 - \bigcirc underlining
- **3.** "Can we go to the wild animal show? asked Brent.
 - \bigcirc quotation mark
 - 🔿 comma
 - \bigcirc underlining
- **4.** The show will be in town on June 8 2002.
 - \bigcirc quotation mark
 - 🔿 comma
 - O underlining

- B. Look at the underlined part of each sentence. Fill in the bubble that shows the correct answer.
 - 1. <u>I have a new baby sister!</u> shouted Liz.
 - "I have a new baby sister"!
 - \bigcirc "I have a new baby sister!"
 - \bigcirc correct as is
 - 2. She was born on <u>April 3 2002</u>.
 - O April 3, 2002
 - O April, 3 2002
 - \bigcirc correct as is
 - **3.** She was born a<u>t 1800 River Road</u>, <u>Centerville, North Carolina.</u>
 - 1800 River Road Centerville, North Carolina
 - 1800 River Road Centerville
 North Carolina
 - \bigcirc correct as is
 - 4. She has <u>tiny fingers tiny toes and</u> a big scream
 - tiny fingers, tiny toes and a big scream.
 - tiny fingers, tiny toes, and a big scream
 - \bigcirc correct as is



IRREGULAR VERBS

Irregular verbs do not form the past tense by adding *-ed*. They change their form.

- A. In each sentence, underline the past tense of the verb in (). Then, write the past-tense verb on the line.
- 1. Jessi told Jackie to be ready early. (tell)
- 2. He was nervous about his science fair project. (is) _____
- 3. Jackie's friends came to the table. (come)
- **4.** They saw the volcano there. (see)
- 5. Jackie knew his speech by heart. (know)
- 6. The sign on the exhibit fell over. (fall)
- 7. The teacher lit the match for Jackie. (light)
- 8. Jackie threw his hands into the air. (throw)

B. Complete each sentence. Write the correct verb on the line.

fell threw saw knew

- 1. Jackie ______ all about volcanoes.
- 2. He once ______ a real volcano.
- 3. It ______ ashes and fire into the air.
- **4.** The ashes ______ all over the ground.
- C. Complete each sentence. Use the past form of *know* in one and the past form of *tell* in the other.
- 1. When I was five, I _____
- 2. My brother _____

IRREGULAR VERBS

Irregular verbs do not form the past tense by adding *-ed*. They change their form.

- A. Complete each sentence. Write the past form of the verb in ().
- 1. Erin _____ dry lima beans at the store. (buy)
- 2. Her family ______ lima beans for dinner. (eat)
- 3. Erin ______ six lima bean plants for the science fair. (grow)
- 4. She ______ her project on Saturday. (begin)
- 5. Erin ______ three plants water and light. (give)
- 6. The other plants ______ all day in a dark closet. (sit)
- **B.** Circle the past-tense form of the verb in () to complete each sentence.
- 1. The judges (come, came) to Erin's table.
- **2.** She (won, win) a blue ribbon.
- 3. Erin's family (went, go) to the fair.
- 4. One lima bean plant (is, was) 6 inches tall.
- 5. Two plants (fall, fell) over in the pot.
- 6. Erin (said, say), "I learned a lot."
- C. Write a sentence about growing something. Use a past-tense irregular verb in your sentence.

Page 4

- **A.** 1. Q 3. S 5. Q 2. S 4. Q 6. S 7. S 8. Q B. 1. How did the ant carry the
- crumb? 2. She carried it herself.

Page 5

- A. 1. Can we take a taxi downtown?
 - 2. Where does the bus go?
 - 3. The people on the bus
 - waved to us.
 - 4. We got on the elevator.
 - 5. Should I push the elevator button?
- B. 1. answers will vary 2. answers will vary

Page 6

1. correct as is 6. The man 2. help. 7. correct as is 3. would not help 8. from the ant. 4. the Ants 9. strongest. 10. Do you 5. cousins.

Page 7

A. 1. E 3. C 5. E 2. C 4. E 6. C 7. E 8. C B. answers will vary

Page 8

- A. 1. There's a Gila monster at the airport!
 - 2. Look at the buffaloes.
 - 3. Pack your toys and games.
- **B.** 1. sentence 2 sentence
 - 3. not a sentence; I want to
 - be a subway driver.
 - 4. sentence
 - 5. not a sentence; I hope there are kids on our street. 6. sentence

Page 9

- 1. correct as is
- 2. excited!
- 3. pack.
- 4. adorable!
- 5. correct as is
- 6. Help me find a game.
- 7. correct as is
- 8. It will be great!
- 9. to write to me. 10. team won the game!

Page 10

A. 1. S 3. P 5. P 2. S 4. S **B.** 1. sisters 4. parents 2. pockets 5. girls 3. fingers C. Singular: train, cow Plural: fences, gates

Page II

- A. ch, sh, ss, x: Possible answers: beach, fox, box, dress, boss, dish, fish y: Possible answers: baby,
 - bunny, city, berry, family, diarv f: Possible answers: calf,
- hoof, shelf, half, wolf **B.** 1. cherries 4. boxes 2. bushes 5. shelves
- 3. peaches 6. classes **C.** answers will vary

Page 12

- 1. boxes 6. brushes 7. groceries 2. teeth 8. correct as is 3. correct as is 4. glasses 9. mice
- 5. faxes 10. stories

Page 13

- A. 1. common 2. common
- 3. proper B. 1. (April), brother, sister
- 2. Julius , May 3. Taiwan, parents
- 4. April, Saturday, school
- 5. Mandarin, language
- 6. May, Middle Ages, book C. Common Nouns: camp, children, picnic Proper Nouns: August,
- David, Fourth of July Page 14

- A. 1. Common: doctor; Proper: Pat
 - 2. Common: park;
 - Proper: Atlanta 3. Common: football;
 - Proper: Tangram
- B. answers will vary

Page 15

- 1. Fourth of July
- 2. correct as is
- 3. Tom's apple pie
- 4. teacher, Dr. Ruffin
- 5. correct as is 6. Kansas City, Missouri
- 7. New Year's Day
- 8. school on Monday
- 9. pets in North America
- 10. the movies on Saturday

Page 16

- A. 1. S 3. P 5. S 2. S 4. P B. 1. Singular: It 2. Singular: She 3. Plural: We 4. Plural: They C. 1. he or she 3. they
 - 2. it 4. she

6. traveled

7. arrived

8. awarded

10. enjoyed

9. correct as is

Page I7	
	4. it, S
2. him, S	5. me, S
	6. them, P
B. 1. us 3. h	
2. me 4. th	
C. Sample answ	
the house. I v	
	win get it.
Page 18	
1. us	6. He
2. me	7. correct as is
3. correct as is	8. correct as is
4. It	9. It
5. them	10. I
Page 19	
A. 1. cheered	4. serves
2. added	5. emptied
3. give	· · · · · · · · · · · · · · · · · · ·
B. 1. paraded	4. skipped
2. whispered	5. bounced
3. gobbled	
C. 1. laughed	3. whispered
2. sighed	1
•	
Page 20	
	3. nibbled
2. cracked	4. scrambled
B. 1. honked	4. ran
2. grabbed	5. bounced
3. shouted	
C. answers will	vary
Page 21	
A. 1. arrived	4. ate
2. hugged	5. cheered
3. roasted	
B. 1. chased	4. leaped
2. dashed	5. grabbed
3. peeked	
-	
Page 22	,
A. 1. past	6. past
2. past	7. present
3. present	8. present
4. past	9. present
5. past	10. past
B. 1. The man c	
2. He rows h	is boat.
Page 23	
A. 1. fills	4. leave
2. watches	5. go
3. takes	-
B. 1. looked	3. walked
2. stared	4. helped
C. 1. Answers w	ill vary
Page 24	
1. correct as is	
2. washes and p	eels
3. correct as is	
4. enjoy	
5. entered	
6 translad	

B. 1. past 4. past 2. present 5. present 3. present C. 1. am 2. are 3. is Page 26 A. 1. is, being 2. carried, action 3. were, being 4. are, being 4. is B. 1. am 2. are 5. were 3. was C. answers will vary Page 27 1. are 6. was 2. correct as is 7. were 3. correct as is 8. were 4. were 9. correct as is 5. am 10. am Page 28 A. I. M 4. M 7. H 2. H 5. H 8. M 3. H 6. M B. 1. will watch 2. is going 3. are reading 4. have lifted 5. had climbed Page 29 A. 1. (had) built 4. (will) fly 2. (has) painted 5. will bring 3. (is) building 6. (am) buying B. 1. is 4. using 5. will 2. had 6. have 3. going C. answers will vary Page 30 A. 1. reading 4. come 2. playing 5. share 3. walked 4. will B. 1. has 2. is 5. have 3. will Page 31 A. 1. is 4 were 2. am 5. are 6. will be 3. was B. 1. am, present 4. were, past 2. was, past 5. is, present 3. are, present

C. 1. am

2. was

3. are

Page 25

A. 1. was

2. is

3 are

4. am

5. were

Page 32	
A. 1. S 2. S	4. P 5. S
3. P	4 •
B. 1. was 2. were	4. is 5. are
2. were 3. am	5. ale
C. answers will	vary
Page 33	
A. 1. is	4. were
2. am	5. was
3. are	
B. 1. is	4. were
2. was 3. are	5. will be
Page 34	1.
A. 1. All of the f	co California.
2. Baby Bets	v Billy Ice
2. Daby Dets	stayed in the
cabin.	stayed in the
3. My father	(told us
stories.	
4. I (baked	
B. 1. Betsy	4. feet
2. miners	5. man
3. baby	4 1 1
C. 1. made 2. rolled	4. bakes 5. loves
3. added	5. loves
Page 35	l_
A. 1. class tool Simple sub	k oject: class;
	dicate: took
2. paintings	
	bject: paintings;
	edicate: hung
3. Maria sa	
	bject: Maria;
Simple pro	edicate: saw
4. children	bject: children;
	edicate: looked
5. Paul poi	nted
	bject: Paul;
Simple pro	edicate: pointed
6. friend lil	ked
	bject: friend;
Simple pro	edicate: liked
7. Everyone	
	bject: Everyone; edicate: laughed
8. people v	
	bject: people;
	edicate: visited
9. bus took	
Simple su	
Simple pr	

- Simple predicate: took
- B. answers will vary

Page 36

- A. 1. complete subject
 - 2. complete predicate
 - 3. complete subject
 - 4. complete predicate 5. complete subject
- B. 1. simple predicate
- 2. simple subject
- 3. simple subject
- 4. simple subject
- 5. simple predicate

Page 37

- A. 1. big, sweet 2. many, hot 3. red, four 4. ripe, juicy 5. large, round 6. delicious, colorful B. answers will vary C. answers will vary Page 38
- A. 1. sparkling 4. Busy 2. clear 5. fresh 3. Large B. Answers may include: 1. red 4. loud 2. green 5. sour 3. sweet

Page 39

A. 1. Several	4. blue
2. six	5. colorful
3. many	
B. 1. delicious	4. five
2. many	5. wonderful
3. some	
Page 40	
A 1 The the	The sheet

А.	1. The, th	е	5.	The	, the, the
	2. an		6.	The	, a
	3. A, a, a		7.	The	, an, on
	4. an		8.	an, 1	the
Β.	1. a	4.	an	6	i. the
	2. the	5.	an	7	'. a
	3. the	5. ;	an	8	6. a
Pa	ge 41				
А.	1. an	3.	an	5	. an
	2. a	4.	an	6	j. a
B.	answers w	vill ·	var	y	
C.	answers w	vill y	var	y	
Pa	ge 42				
А.	1. the		4.	the	
	2. the		5.	The	
	3. an				
n					

B. 1. elephant 4. crab 2. airport 5. lobster 3. umbrella

Page 43

A. 1. King's 2. palace's 3. flower's 4. trees' 5. gardener's 6. birds' 7. singers' 8. sun's 9. diamond's 10. Visitors' B. 1. king's 4. sun's 5. diamond's 2. palace's 3. gardener's C. 1. flowers' 4. singers' 2. trees' 5. Visitors' 3. birds'

Page 44

A. I. Anna's, S 2. birds', P 3. Brad's, S 4. butterfly's, S 5. turtle's, S 6. chipmunks', P 7. animals', P B. 1. Carol's 5. dad's 6. sneaker's 2. Jim's 3. sister's 7. dog's 4. brother's

Page 45

- A. 1. Kramer's 4. librarian's 2. mother's 5. Joan's 3. brother's B. 1. astronomers' 2. engines' 3. spectators
 - 4. scientists'
 - 5. astronauts'

Page 46

A. 1. We	5. He
2. It	6. They
3. I	7. You
4. She	
B. 1. He	5. It
2. She	6. They
3. They	7. We
4. He	
Page 47	

A. 1. us	5. me	
2. it	6. her	
3. him	7. them	
4. you		
B. 1. them	4. him	
2. her	5. us	
3. it		
C. answers will vary		

Page 48

1. us 5. them 2. It 6. They 3. She 7. He 4. her 8. We

9. him

10. us

```
Page 49
A. 1. I, my
   2. you, your 6. We, our
   3. He, his
   4. She, her
```

```
B. 1. their
   2. Her
   3 his
   4. His
Page 50
```

```
A. 1. our
                  5. its
   2. her
                  6. your
   3. my
                  7. their
   4. his
B. 1. his
                  4 its
   2. our
                  5. His
```

5. It, its

5. My

6. Your

7. Its

8. Our

7. They, their

3. her 6. Their C. answers will vary

Page 51

A. 1. her 4. my 2. Its 5. his 3 011 4. Their 2. his 5. our

A.	1. Laura (and) Ramona
	2. Pa, Ma, and Laura
	3. dog and horses
	4. Ma (and) Pa
	5. Grass and trees
B.	1. swayed and creaked
	2. hummed and sang
	3. twisted and turned
	4. neighed and snorted

- 5. stopped (and) stared
- C. answers will vary

Page 53

- A.1. Mike and Jody, CS 2. call and e-mail, CP 3. jogs and swims, CP 4. Phil and Jan, CS 5. Juan and Yoshi, CS 6. speak and read, CP 7. Lori, Sam, and Beth, CS 8. practiced and presented, CP 9. clapped and smiled, CP 10. The parents and the
 - principal, CS
- B. 1. barked and jumped 2. My dad and sister

Page	54

```
A. 1. compound subject
   2. compound predicate
   3. compound subject
   4. compound predicate
   5. compound subject
B. 1. Paul, Luz, and Annie
   2. teacher and students
   3. wrote and proofread
   4. stamped and mailed
   5. ran, skipped, and jumped
Page 55
A. 1. It's
                4. I'm
   2. We're
                5. she'll
   3. They've
                6. They're
B. 1. I've I have
   2. What's What is
   3. It's It is
   4. they're they are
   5. I'm I am
C. 1. he'll
                4. I'm
   2. they're
                 5. we'll
   3. who's
                6. there's
Page 56
1. What's
                7. They're
                 8. didn't
2. it's
                9. I've
3. I'm
4. Aren't
                10. don't
                11. there's
5. can't
6. doesn't
Page 57
A. 1. We are
                 4. I am
   2. You will
                5. It is
   3. We have
B. 1. Who's
                 4. doesn't
   2. There's
                5. Don't
```

3. she'll Page 58

- A. 1. "I have a strange case," 2. "What's strange about it?"
- 3. "Seventeen years ago Mr.
- Hunt found an elephant,"
- 4. "Where did he find it?"
- 5. "The elephant just appeared in his window,"
- 6. "He must have fainted!" 7. "No, Mr. Hunt brought
- him," B. 1. Huntsville, Alabama
- 2. Street, Huntsville, Alabama
- 3. January 8, 2001
- 4. January 22, 2001
- 5. Peachtree Lane, Farley, Alabama
- 6. Redstone Park, Alabama
- 7. September 29, 2000 8. Draper Road, Newportville,
- Pennsylvania

Page 59

- A. 1. Mrs. Wu's bank is located at 92 Maple Avenue,
 - Inwood, Texas
 - 2. September 8, 2001 3. Lakewood, Texas

 - 4. weekdays, Saturdays, and 5. Saturdays, Sundays, and
- 6. Ms. Ames, Mr. Pacheco, and Mrs. Jefferson
- 7. checks, bills, and deposits 8. May 2, 1974
- B. 1. "My favorite author is Jerry Spinelli," said Rick.
- 2. Spinelli was born on February 1, 1941.
- 3. His home town is Norristown, Pennsylvania.
- 4. "What are your favorite books by him?" asked Teresa.
- 5. "I like Maniac Magee, Dump Days, and Fourth Grade Rats," replied Rick.

Page 60

- A. 1. underlining
- 2. commas
- 3. quotation mark
- 4. comma
- B. 1. "I have a new baby sister!" 2. April 3, 2002
- 3. correct as is
- 4. tiny fingers, tiny toes, and a big scream

Page 61

A. 1. told	5. knew
2. was	6. fell
3. came	7. lit
4. saw	8. threw

- B. 1. knew 3. threw
- 2. saw 4. fell
- C. answers will vary

Page 62

A. 1. bought	4. began
2. ate	5. gave
3. grew	6. sat
B. 1. came	4. was
2. won	5. fell
3. went	6. said

C. answers will vary

B. 1. Her 3. Its Page 52