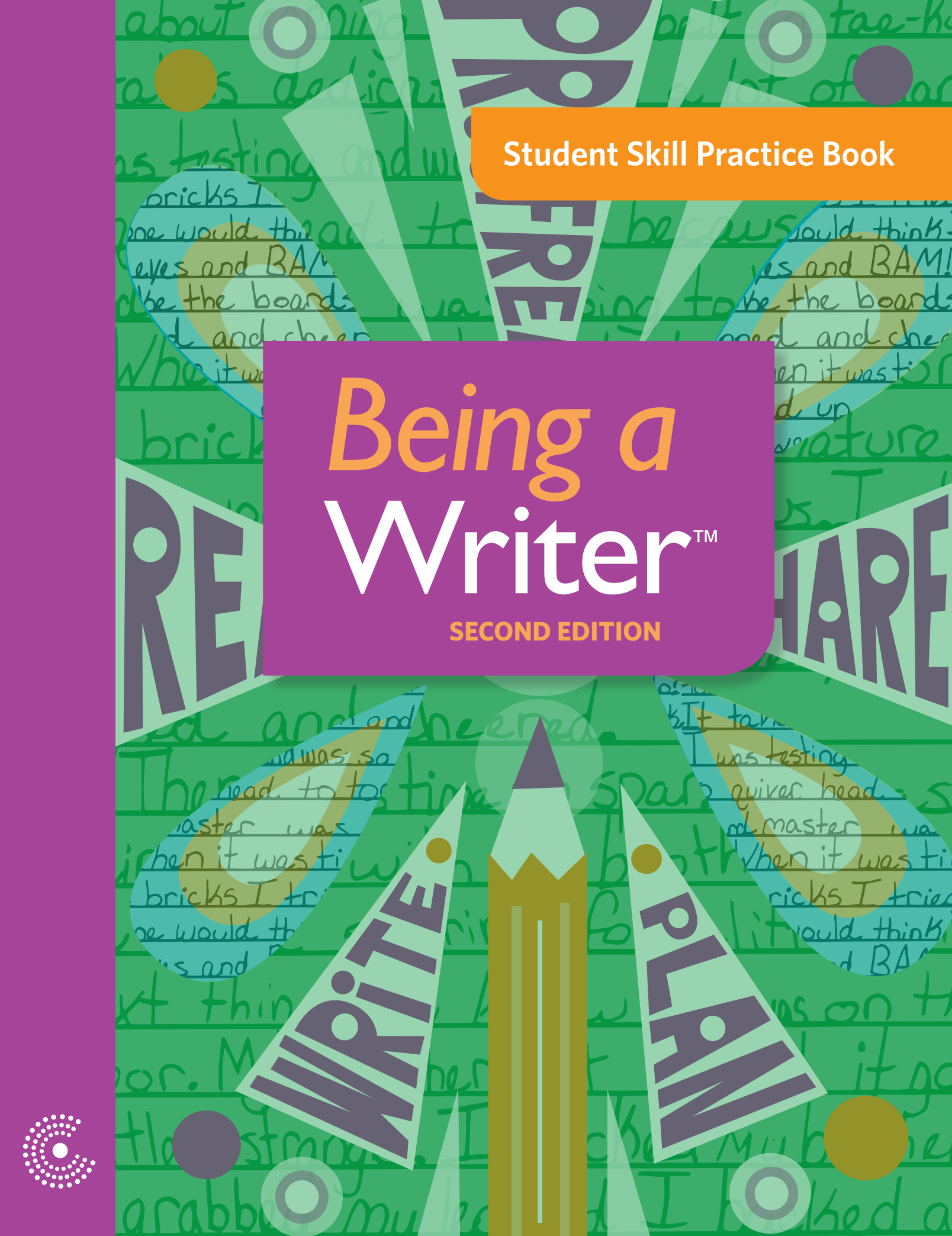
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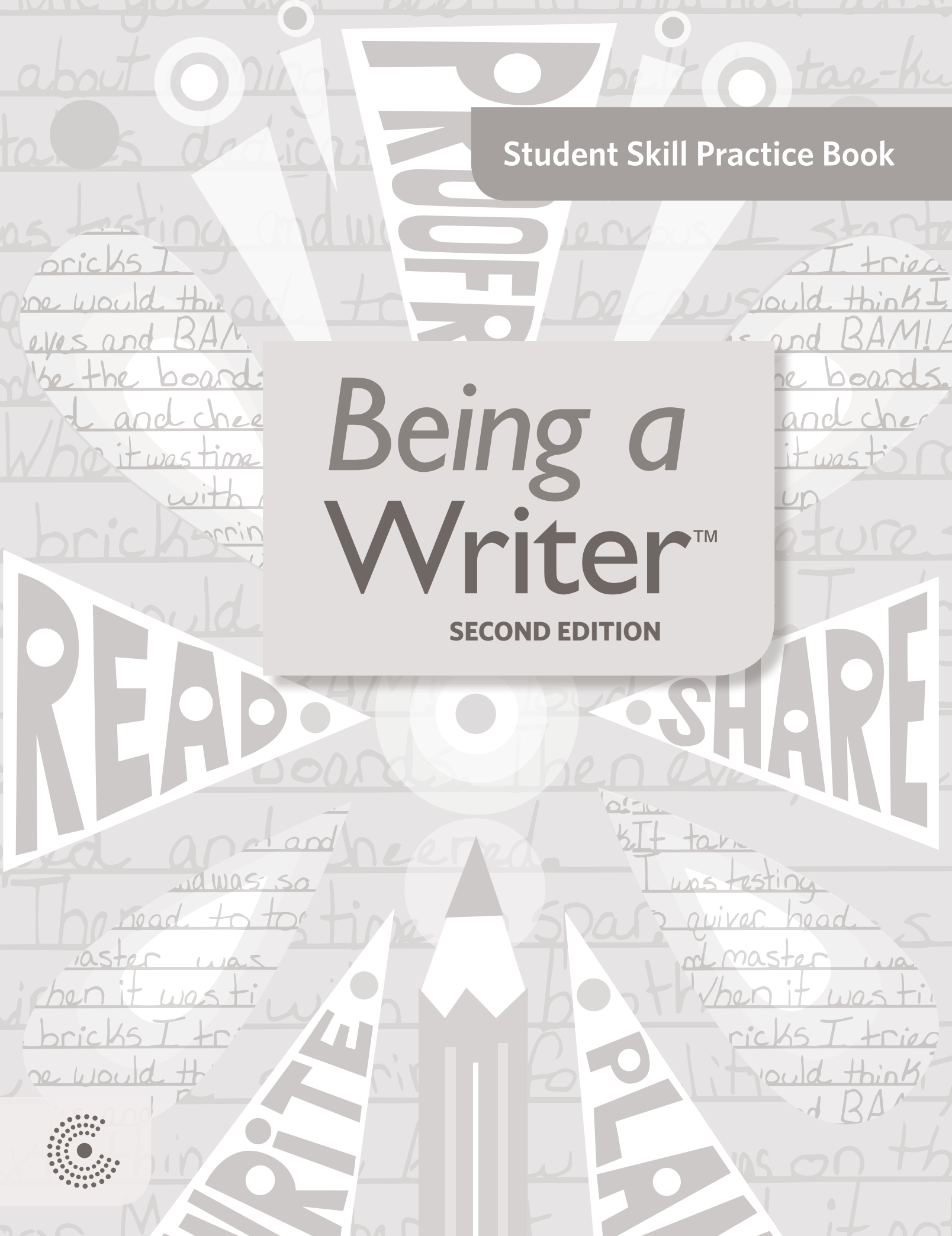

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A Day at the Beach

A. Read each sentence. Draw one line under the part that tells who or what. Draw two lines under the part that tells what happens.

1. Kimo goes to the beach.
2. He walks barefoot on the sand.
3. The sand feels very hot.
4. A cool wave washes over his feet.

B. Draw a line to connect the two parts to make a complete sentence. Write the new sentences on the lines.

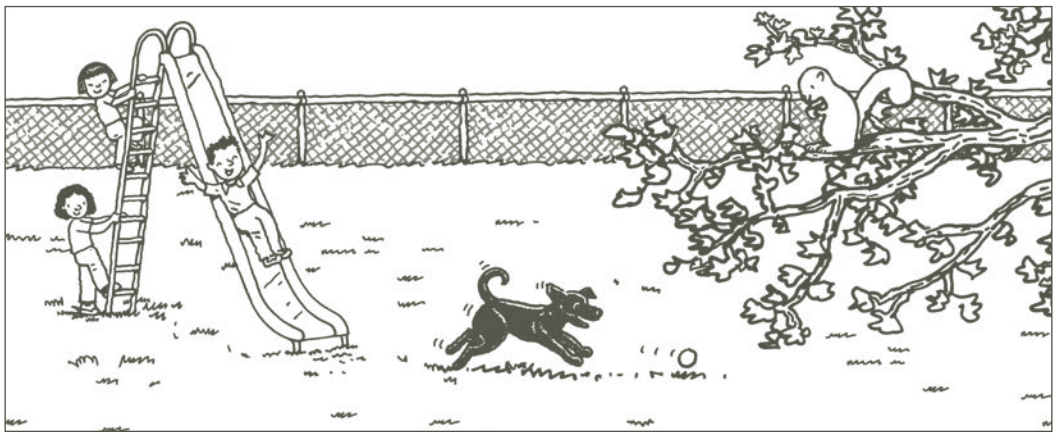
Who	What Happens
Kimo	wash the castle away.
The castle	builds a sand castle.
Big ocean waves	has a door on one side.

1. _____
2. _____
3. _____

C. Write sentences about your favorite summer place. Begin each sentence with a capital letter. End each sentence with a period.

Swings and Slides

A. Draw a line to connect the two parts correctly. Use the picture to help you. Write the new sentences on the lines.



Who	What Happens
Two girls	watches from a branch.
A boy	chases a ball.
A squirrel	glides down the slide.
A black dog	climb up the slide.

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

B. Write three sentences about things you see children do on a playground.

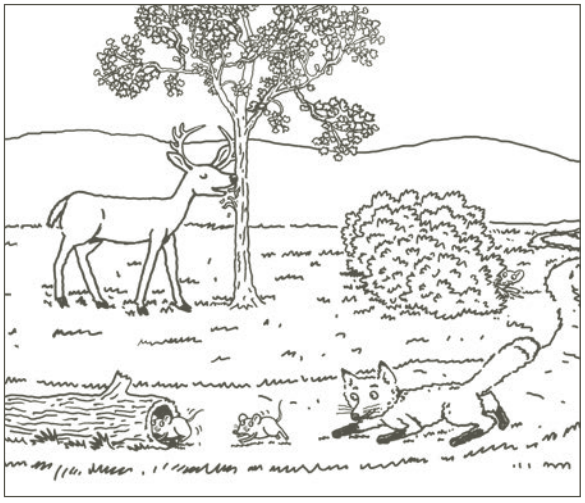
A Walk in the Woods

A. Read the paragraph. Write *who* or *what happens* above the underlined words.

Many people walk in the woods. These people enjoy the peace and quiet. Still, the forest gets noisy sometimes. The birds chirp loudly. Dry leaves make crunching sounds. If you are ever in the woods, stop and listen.

B. Complete each sentence. Choose the correct part from the word box to tell about the picture.

One mouse
chews the tree bark
The fox
run inside a log



1. _____ creeps along the trail.
2. Two mice _____.
3. _____ hides behind a bush.
4. A deer _____.

C. Write one more sentence telling about the picture. Make sure that your sentence is complete.

A Visit to the Library

A. Read each statement. Circle *C* if the sentence is written correctly. Circle *I* if it is not.

1. Clare goes to the library with her dad **C I**
2. The girl is excited. **C I**
3. she gets a library card for the first time. **C I**
4. Clare and her father go to storytime. **C I**
5. they listen to a story about Pecos Bill **C I**

B. Draw a line under each question word. Add a question mark to the end of each sentence.

1. When do you go to the library
2. Who goes to the library with you
3. Why do you go to the library
4. What is the name of your favorite book
5. Where is the library in your neighborhood

C. Write a statement to answer each question above. Use capital letters and periods correctly.

All Kinds of Stories

A. Read each sentence. Write *Q* on the line if the sentence is a question. Write *S* if the sentence is a statement.

1. People read all kinds of books. _____
2. What kinds of books do you like? _____
3. When is the best time to read? _____
4. Who are your favorite authors? _____
5. I like to read books by Leo Lionni. _____

B. Circle the word that completes each question. Write the questions on the lines.

1. (When, Who) writes the best animal stories?

   _____

2. (What, Why) is your favorite animal story?

   _____

3. (Where, What) does the story take place?

   _____

C. Write one question you would like to ask your favorite author. Begin the question with *Who*, *What*, *Where*, *When*, or *Why*.

Who Is Rollo?

A. Read the paragraph. Find five mistakes with statements and questions. Cross out each mistake and write the correction above it.

Jun writes stories. What do you think he writes about. he makes up stories about robots. The robot's name is Rollo? Rollo wants to be a person. Where doesn't he want to be a robot anymore.

B. Draw a line to connect the words on the left to the words on the right to form a sentence. Write the sentences on the lines.

Some robots	was named Hal.
One robot in a movie	name a robot?
What would you	have silly names.

1. _____

2. _____

3. _____

C. Write one statement and one question about a real or a make-believe robot that you have read about or seen on TV.

A Big Day!

A. Read the sentences. Draw a line under the sentences that show strong feeling.

1. All children lose their baby teeth.
2. Jake lost a tooth today!
3. It was a front tooth.
4. How excited Jake was!
5. At night he put the tooth under his pillow.
6. What an amazing day this was!

B. Write each group of words as an exclamation. Use capital letters and exclamation points correctly.

1. the excited boy could hardly sleep

_____

2. what a great surprise the tooth fairy brought

_____

_____

C. Write three exclamations about losing a tooth. Use capital letters and exclamation points correctly.

Eat Right

A. Read the sentences. Write *C* on the line if the sentence is a command. Remember, a command tells someone to do something.

1. Good food is important for your health. _____
2. Eat fruit every day. _____
3. Bananas are a tasty fruit. _____
4. Put them in your cereal at breakfast. _____
5. Drink lots of milk. _____

B. Circle the word or words that will form a command. Write the new sentences on the lines.

1. _____ carrots for a snack.
   I eat
   Eat

   _____

2. _____ a lot of sugar.
   Do not eat
   Jonah eats

   _____

3. _____ healthy meals.
   Make
   Kim makes

   _____

C. Write three commands that tell someone how to make a sandwich. Use capital letters and periods correctly.

Get Strong

A. Read the paragraph. Find three mistakes with exclamations and commands. Cross out each mistake. Write the correction above it.

Do you want a strong body? get exercise every day. Do something you like Liz jumps rope with her friends. What fun she has? She feels really healthy!

B. Use each group of words to create an exclamation or a command. Write the complete sentences on the lines.

1. run around the gym

_____

2. do jumping jacks

_____

3. what strong legs you will have

_____

C. Write one exclamation and one command about a fun and healthy activity.

Bang the Drum

A. Circle *C* if the group of words is a complete sentence. Circle *I* if it is an incomplete sentence.

1. Ryan's mom is in a band. **C** **I**
2. Plays the drums and a banjo. **C** **I**
3. She practices every day. **C** **I**
4. Knows many different songs. **C** **I**
5. Her favorite music of all. **C** **I**

B. Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.

Subject	Predicate
Ryan	barks to the music

1. Plays the drums, too.

_____

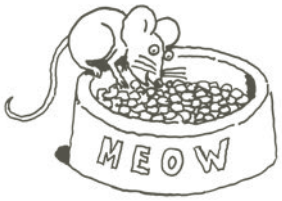
2. His dog.

_____

C. Write two complete sentences about how you might make music.

What a Mouse!

A. Read the passage. Draw a line under the incomplete sentences.



Ellie's family has a problem. Have a mouse in the house.

The mouse at night. It steals the cat's food. Eats holes in the rug. That mouse is really hungry!

B. Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.

Subject	Predicate
The brave mouse	hides under a chair
The family	play loud music

1. Tries to scare the mouse away.

_____

2. They.

_____

3. Just looks at them.

_____

4. The cat.

_____

C. Write three complete sentences about a mouse.

The Birthday Present

A. Draw a line from each subject to its predicate. Write the new sentences on the lines.

Subject	Predicate
Mia	are great birthday presents
The bracelets	makes bracelets with beads

1. _____

2. _____

B. Read each incomplete sentence. Then correct each one by adding words from the word box. Write the new sentences on the lines.

loved the gift	The bracelet	Mia

1. Gave one bracelet to her friend Ada.

   _____

2. Fit perfectly on Ada's wrist.

   _____

3. Ada.

   _____

C. Write two complete sentences about a birthday present you could make for someone.

Games to Play

A. Read each sentence. Circle the comma and the connecting word.

1. Cheng likes games, and he plays them a lot.
2. He jumps rope, or he plays checkers with his sister.
3. Cheng likes Go Fish, but he enjoys Crazy Eights more.

B. Join each sentence pair to make a compound sentence. Use the connecting word in ( ), and add a comma before it.

1. Cheng plays inside on rainy days. He goes outside on sunny days. (but)

_____

_____

2. Cheng draws squares. He plays hopscotch. (and)

_____

_____

3. Cheng plays by himself. He plays with his sister.(or)

_____

_____

C. Write two compound sentences about games you play. Use a different connecting word in each sentence.

Too Much Stuff

A. Read each sentence. Write an *S* beside each simple sentence. Write a *C* beside each compound sentence.

1. Tia loves Grandpa, but she does not see him often. _____
2. He lives far away in Peru. _____
3. This summer her family will visit him. _____
4. Tia writes him a letter, and she mails it. _____

B. Complete each sentence by adding a comma and a word from the word box. Use each word one time.

and	or	but

1. Tia packs her clothes in the suitcase _____ then she adds her favorite toy.
2. She tries to close the suitcase _____ it is too full.
3. Tia could take out some shorts and T-shirts _____ she could leave the toy at home.

C. Write two compound sentences about what you might take with you on a trip.

Fun Outdoors

A. Read the story. Find the two compound sentences. Draw a line under each one.

The kids have fun. Lisa flies kites, and Ramon rides a scooter. They do different things, but they both enjoy the outdoors. The fresh air feels good.

B. Join each pair of sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before the word.

1. Lisa collects rocks. She puts them in a box.

_____

_____

2. Lisa might look for rocks in the park. She might look for them by the river.

_____

_____

3. Sometimes dirt covers the rocks. Lisa picks them up anyway.

_____

_____

C. Write two compound sentences about something you collect or would like to collect.

Night Owls

A. Read each group of words. Circle *C* if the sentence is complete. Circle *I* if it is incomplete.

1. Some birds stay awake all night. **C** **I**
2. Leaves its home in the hollow of a tree. **C** **I**
3. The owl hunts for food. **C** **I**
4. It sees a moth! **C** **I**
5. Small animals on the ground. **C** **I**

B. Read each sentence. Write *S* if it is a statement, *Q* if it is a question, *E* if it is an exclamation, or *C* if it is a command.

1. Walk outside on a hot summer night. _____
2. Do you see tiny twinkling lights in the night sky? _____
3. The lights come from fireflies. _____
4. Why do fireflies flash their lights? _____
5. They talk to each other that way. _____
6. How beautiful the lights are! _____

C. Write a question about an animal that comes out at night. Find out the answer and write it down.

The Fox and the Crow

A. Read the sentences. Add a period (.), a question mark (?), or an exclamation point (!) to each one.

1. Crow perched on a tree branch with some cheese in her mouth____
2. Fox wanted the cheese for himself____
3. How lovely you look with your fine feathers____
4. Will you treat me to a beautiful song____
5. Open your mouth wide and sing____

B. Read the sentence pairs. Join the sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before it.

1. Crow opened her mouth to sing. The cheese fell to the ground.

   _____

   _____

2. Was Fox kind? Was he tricky?

   _____

3. Crow was smart. Fox fooled her.

   _____

C. Write one sentence to tell the lesson Crow learned.

One Smart Crow

A. Find four mistakes. Write the correction above each one.

Did you know that crows are very smart!

Have their own language. Their memories are also

strong? Crows can remember the faces of people.

What amazing birds they are?

B. Read each group of words. Add a subject or predicate from the chart to make it a complete sentence. Write each new sentence.

Subject	Predicate
Crows	are safe now
The farmer	keeps the crows away

1. Like to eat the farmer's crops.

_____

2. Puts a scarecrow in the field.

_____

3. The scarecrow.

_____

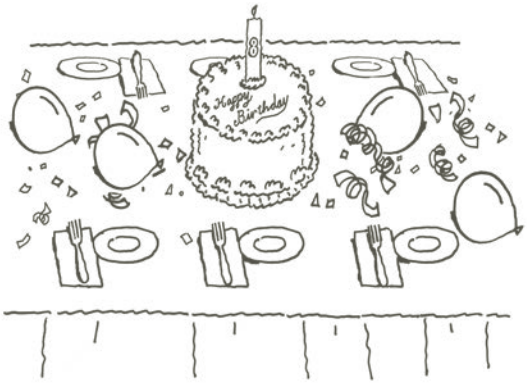
4. The crops.

_____

C. Write two sentences about an animal you think is really smart.

A Birthday Party

A. Read the sentences. Circle the nouns.



1. The girl turns eight.
2. A cake sits on the table.
3. The candle is tall.
4. Get the big balloon.
5. Now the room is ready.

B. Read the sentences. Circle *person*, *place*, or *thing* to tell more about each underlined noun.

1. A <u>friend</u> comes over.	**person**	**place**	**thing**
2. Look at the amazing <u>gift</u>!	**person**	**place**	**thing**
3. Oops! The <u>balloon</u> pops.	**person**	**place**	**thing**
4. The <u>girls</u> laugh.	**person**	**place**	**thing**
5. They play in the <u>yard</u>.	**person**	**place**	**thing**

C. Write two sentences about a birthday party. Circle the nouns in the sentences.

A Yummy Thanksgiving

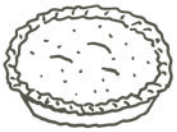
A. Read the sentences. Draw a line from each sentence to the picture that shows what the noun names.

1. The turkey is ready.

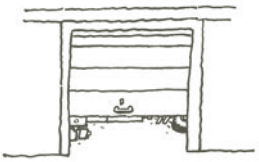
2. The pie is still baking.

3. Where is the big table?

4. Look in the garage.



5. Help the boy carry it.



B. Complete each sentence with a noun from the word box. Write the words on the lines.

friend	turkey	kitchen	plate

1. We eat in the bright _____.
2. The _____ tastes so good.
3. My _____ helps clean up.
4. Please put that _____ in the sink.

C. Write three sentences about Thanksgiving. Circle the nouns in the sentences.

The Circus

A. Circle the noun that belongs in each list.

Person	Place	Thing
clown	lion	ticket
rope	tent	child

B. Complete the story with nouns from the word box. Write the nouns on the lines.

dancer	circus	bar	band

You see great things at the _____.

A woman swings from a _____ high up in the air. A big _____ plays loud music. A _____ jumps and spins.

C. Write three sentences about a fun place you like. Circle the nouns.

Playing Soccer

A. Read the paragraph. Circle the plural nouns.

Children everywhere play soccer. After a game, their feet are tired. They take off their shoes. They eat some berries. They drink big glasses of water, too.

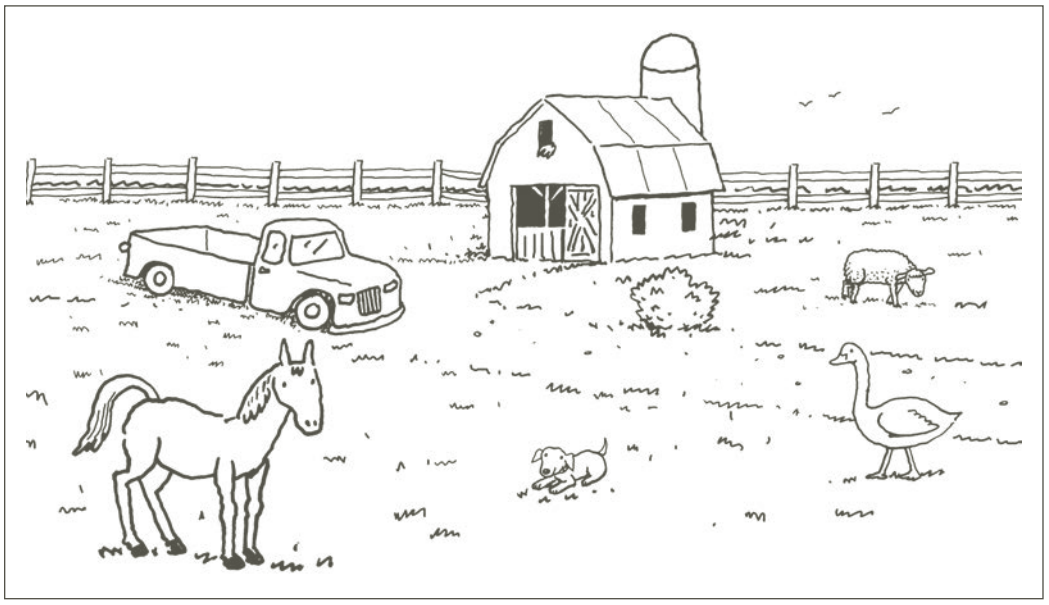
B. Circle the correct plural form of each noun. Write the nouns on the lines.

1. Two _____ lost their hats at a soccer game. (womans, women)
2. The wind blew their hats off their _____. (heades, heads)
3. The hats got stuck in the _____. (bushes, bushies)
4. Soon some _____ were nibbling on their hats! (deer, deers)

C. Write two sentences about your favorite sport. Use a plural noun in each sentence. Underline the plural nouns.

On the Farm

A. Each singular noun names something in the picture. Write its plural form on the line.



1. fence _____
2. truck _____
3. barn _____
4. puppy _____
5. horse _____
6. sheep _____
7. bush _____
8. goose _____

B. Write two sentences about the place where you live. Use a plural noun in each sentence. Underline the plural nouns.

Up the Mountain

A. Read the sentences. Write the plural form of each noun in ( ) on the lines.

1. The tall _____ are beautiful. (mountain)
2. A group of _____ hike to the top. (man)
3. Some _____ climb on rocks nearby. (sheep)
4. Yellow _____ grow near the trail. (daisy)
5. Few _____ grow on the mountaintop. (tree)
6. The hikers take photos to show their _____. (child)

B. Write two sentences about what you might see from the top of a mountain. Use a plural noun in each sentence. Underline the plural nouns.

Many More Than One

A. Read each sentence. Circle the noun that names a group of animals. The underlined word tells the kind of animals in the group.

1. Al counted five puppies in the litter.
2. Maria drew a picture of a school of fish.
3. Ramon had a dream about a troop of monkeys.
4. Yesterday Morgan saw an army of ants.

B. Complete each sentence with a noun from the word box. Write the words on the lines.

crowd	stack	flight	class

1. LeVar ran up the _____ of stairs to his house.
2. He saw a _____ of presents waiting for him.
3. He heard a _____ of people yell, "Surprise!"
4. His whole _____ of schoolmates was there!

C. Write a sentence about a group of animals you would like to see. Use a collective noun from this page.

The Great Outdoors

A. Read the sentences. Tell what the underlined noun names. Circle people, animals, or things.

1. My <u>family</u> went camping.
   people animals things

2. We saw a big <u>herd</u> of deer.
   people animals things

3. A <u>pile</u> of stones marked the trail.
   people animals things

B. Complete each sentence with a noun from the word box. Write the words on the lines.

team	bunch	stack

1. I carried a big _____ of bananas to the picnic table.

2. Mom carried a _____ of wood for the campfire.

3. Don't Mom and I make a great _____?

C. Write two sentences about being outdoors. Use a collective noun in each sentence.

Songs to Sing

A. Read the sentences. Write *Yes* on the line if the sentence has a noun that names a group of people, animals, or things.

1. Shawn's class will sing. _____
2. His teacher will play the piano. _____
3. A big crowd of people will come. _____

B. Complete the story with nouns from the word box. Write the nouns on the lines.

chorus	band	litter	family

A _____ with two guitars also played music. The _____ of singers sang well. Sadly, Shawn's whole _____ couldn't come. His sister had to stay home with a new _____ of kittens.

C. Write three sentences about a fun event. Use a collective noun in each sentence.

A Tricky Day

A. Read the sentences. Write *C* on the line if the underlined word or words are a common noun. Write *P* if the underlined word or words are a proper noun.

1. Tomorrow is my friend's <u>birthday</u>. _____
2. It is also <u>April Fools' Day</u>. _____
3. Many people play <u>tricks</u> on one another to celebrate. _____
4. People all over the <u>United States</u> join in the fun. _____

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

1. April Fools' Day is a holiday in France, too.
2. My friend Jackie was born on this day.
3. Her brother Max promised her a puppy as a gift.
4. Then he gave her a box with a picture of a puppy in it—April Fools'!

C. Write two sentences about a trick someone played on you. Use common nouns and proper nouns.

The Day of the Dead

A. Read the sentences. Underline the common nouns. Circle the proper nouns.

1. The Day of the Dead is a special holiday.
2. In my country, Mexico, we celebrate it.
3. We remember Grandma Maria and other special people.
4. In La Paz, where I live, we have a parade.
5. Sometimes we go to Garcia's Café for a special dinner.

B. Underline the proper noun in each sentence. Circle the common noun in ( ) that tells what each proper noun is.

1. Some people in the United States also celebrate this holiday. (city, country)
2. In Los Angeles, people have neighborhood parties. (city, forest)
3. Sometimes people eat a special sweet bread from Perez's Bakery. (country, store)
4. They also paint their houses using Greatest Colors. (person, product)

C. Write three sentences about your favorite holiday. Use common nouns and proper nouns.

All About You

A. Draw a line from each proper noun to the common noun that tells what it is.

1. White and Bright Toothpaste	holiday
2. Ohio	product
3. Valentine's Day	state

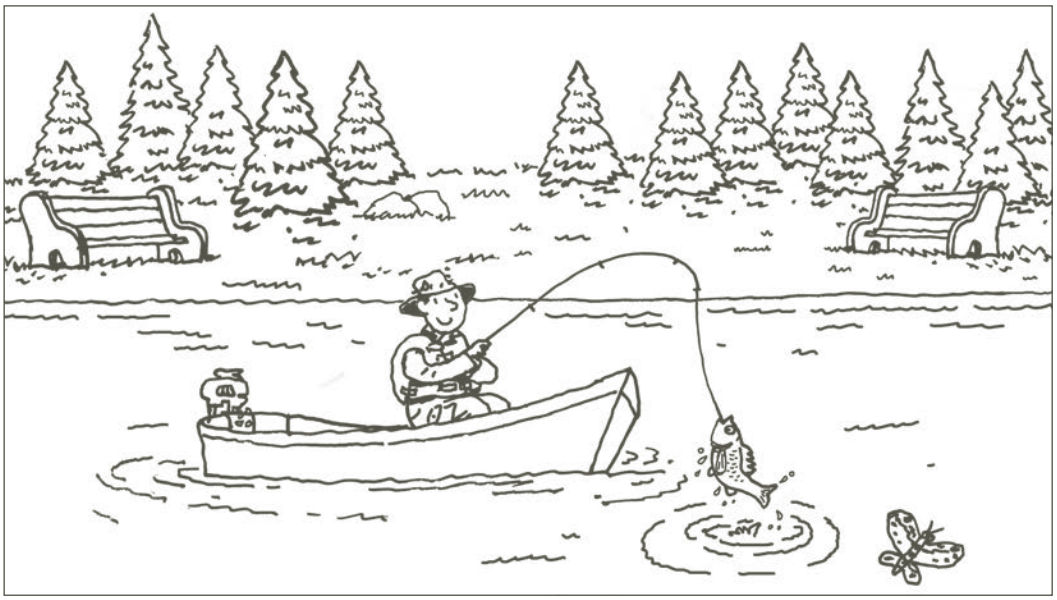
B. Complete the sentences with proper nouns. Write the proper nouns on the lines.

1. The city or town I live in is _____.
2. My favorite holiday is _____.
3. My best friend's name is _____.
4. A good product name for my sneakers would be _____.

C. Write three sentences that tell more about you. Use common nouns and proper nouns.

By the Water

A. Write the names of the nouns you see in the picture. Write both the singular and plural forms of the noun, as shown.



	Singular	Plural
1.	lake	lakes
2.		
3.		
4.		
5.		
6.		
7.		

B. Write three sentences about a lake or park you enjoy. Use singular and plural nouns.

Wonderful Water

A. Complete each sentence with a collective noun from the word box. Write the words on the lines.

herd	stack	forest	class	family	crowd

1. My third-grade _____ learned about water.
2. A _____ of trees needs water to grow.
3. A _____ of animals must drink water to live.
4. My _____ uses water at home every day.
5. We wash a big _____ of dishes after we eat.
6. On a hot day, we join the _____ of people at the nearby pond.

B. Write two sentences about water. Use a collective noun in each sentence.

Falling Water

A. Underline the common nouns. Circle the proper nouns.

1. Niagara Falls
2. water
3. park
4. New York
5. Famous Falls T-Shirts
6. visitors
7. boat
8. United States

B. Read the paragraph. Find four mistakes with common and proper nouns. Cross out each incorrect word and write the word correctly above it.

I like waterfalls. This Summer we are going to visit nevada Falls. It sounds like the waterfall is in the state of Nevada. It isn't. It is in california. We will go right after the Fourth Of July holiday.

C. Write two sentences about a place you would like to visit. Use common and proper nouns.

Mr. Garcia

A. Read the story. Circle each action verb.

Mr. Garcia drives a taxi. People wave to him on rainy days. He stops. They jump in the taxi. Then Mr. Garcia speeds away.

B. Read the story. Circle each action or linking verb.

I am Mr. Garcia's neighbor. Yesterday he helped a lady in the rain. She was cold. Her clothes were wet. He stepped out of his taxi. He handed her his umbrella. Mr. Garcia is a kind person.

C. Write two sentences about someone you know who is kind. Use an action verb in one sentence. Use a linking verb in the other.

On the School Bus

A. Read the verbs in the word box. Write the verbs on the lines to complete the story.

leave	is	tell	am	ride

After school I _____ the bus home. My street _____ the last stop. All my friends _____ before me. I _____ the only kid by the end. The driver and I laugh and _____ each other stories.

B. Read each sentence. Look at the underlined verb. Choose a verb from the word box that is more colorful, and write it on the line.

shout	jump	dash	rolls

1. I <u>run</u> out of the house. _____
2. I <u>get</u> on the school bus. _____
3. I <u>say</u> hello to the driver. _____
4. The bus <u>moves</u> down the street. _____

C. How do you get to school? Write two sentences about it. Use a colorful action verb in each one.

Mr. Fix-it

A. Read the story. Circle all the verbs.

My uncle fixes cars. He works at a garage. The garage is near my school. Sometimes we walk home together.

B. Look at each picture. Read the beginning of the sentence. Draw a line to the words that complete the sentence.

1.

The truck fixed the flat tire.

2.
Uncle Jay parked her car.

3.
The lady was in the garage.

4.
My uncle and I are pals.

C. Write two sentences about a busy street. Use a colorful action verb in one sentence. Use a linking verb in the other.

Snakes and Bunnies

A. Read the story. Circle the verbs that show action in the past. Draw a box around the verbs that show action happening now.

I like snakes. I want a pet snake. Last night I asked my parents. They talked to my brother and sisters. My brother clapped his hands. He shouted, "Yes!" My sisters cried. They hate snakes.

B. Read each sentence. Circle the correct form of the verb.

1. Yesterday Marta (show, showed) me her pet bunny for the first time.
2. Before, I (like, liked) snakes more than bunnies.
3. Now I (love, loved) bunnies more.
4. I try to pet the bunny, but it (kicks, kicked) me.
5. Earlier, the bunny (chew, chewed) a hole in its box.
6. I think I (want, wanted) a pet snake after all.

C. Write one sentence about something you wanted when you were really little. Write another sentence about something you want now. Use *want* and *wanted* correctly.

My Cat Star

A. Read the verbs in the word box. Write a verb to complete each sentence in the story.

stared	visited	twinkle	love
decided	call	jumped	curl

Last week we _____ an animal shelter. A little cat _____ up at me with yellow eyes. Then the cat _____ into my arms! Mom and I _____ to take her home.

Now we _____ our new pet. We _____ her Star. Her eyes _____ like stars. I _____ up with her at night.

B. Write three sentences. Use three of the verbs from the story. You can change the verbs to show action happening now or in the past.

Bad Dog!

A. Complete the chart. Fill in the missing verbs.

Present	Past
1. jump	_____
2. stop	_____
3. chase	_____

B. Read the story. Cross out each incorrect verb. Above it, write the correct form to show the past or present.

Yesterday my dog chew up a newspaper. Then he bump into a table. The fish bowl spilled, and the fish flop on the floor. I still liked my dog. But I needed some new fish.

C. Write two sentences. Use the verbs *bark* and *trip*. Then rewrite the sentences. Change the verbs to show the action happening in the past.

The Secret

A. Read the story. Circle the verbs that tell about the past.

Last week Arthur found two quarters on the ground. He hid them in a secret place. But his sister, Ana, saw them. She said, "Now we both have a secret!"

B. Read each sentence. Circle the correct form of the verb.

Yesterday Arthur (went, goed) to his secret place. He (getted, got) one of the quarters. Then he (gave, gived) it to Ana. He (told, telled) her, "Last week you (keeped, kept) my secret. Thank you!"

C. What do you think Ana and Arthur did next? Write two sentences. Use two of these verbs: *went*, *got*, *saw*, or *told*.

The Money Box

A. Complete the story. Write the verbs from the word box on the lines.

got	gave	sat	told	said	went	found	kept

Arthur looked for Ana. He _____ her in the kitchen.

Arthur _____ down on a chair. He _____, "I _____ to the store. I _____ something for us."

Ana asked, "Is it something to eat?"

"No," Arthur _____ Ana. "It is a box." He _____ the box to Ana. It had a lock. "We will save our money in this."

After that, Arthur and Ana _____ their money in the box.

B. Tell about a time you went to the store. Write three sentences using three verbs from the story.

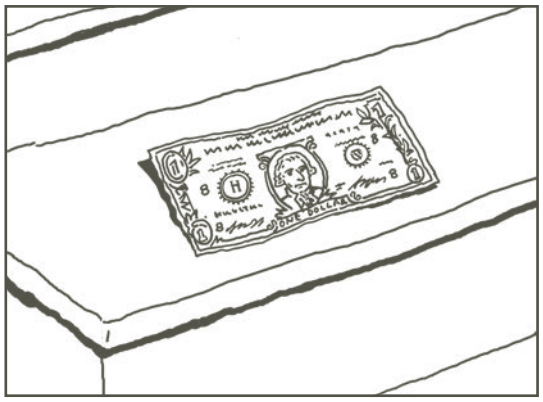
Look What I Found!

A. Complete the chart. Fill in the missing verbs.

Present	Past
1. sit	_____
2. go	_____
3. tell	_____
4. say	_____

B. Read the poem. Cross out each verb. Above it, write the correct form to show the past.

Yesterday I find a dollar.



I see it on the stair.

I give the dollar to my mom.

She says, "Thank you, Claire."

C. Write two sentences about something you found once. Use the verbs *found* and *saw*.

Batter Up!

A. Read the story. Underline each verb that tells about the future. Be sure to underline the helping verb *will*, too.

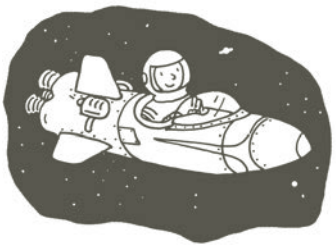
Right now I am at the ball park. The baseball game will start in ten minutes. My sister will be the pitcher. She is a great pitcher. I will cheer loudly for her. We will have orange slices after the game. I love fresh fruit!

B. Look at each underlined verb. Write its future form to complete the second sentence.

1. Right now the game <u>is</u> almost finished. Soon it _____ over.
2. Yesterday Carter <u>pitched</u>. Tomorrow Levi _____.
3. The players <u>sit</u> on the bench. They _____ until their turn at bat.
4. This year I <u>was</u> too young for the team. Next year I _____ old enough.

C. Write two sentences about something you will do when you are older. Use two different verbs that tell about the future.

Games in Space



A. Complete the story. Write the verbs from the word box to tell about the future.

will chase	will see	will zoom	will compete
will cheer	will be	will play	will hit

Maybe games _____ different in the future. Maybe we _____ the games in outer space. Teams from different planets _____ against each other. Players _____ each other through space. They _____ around in tiny rockets. Maybe the players _____ balls from one planet to the next!

Just like today, fans _____ for their favorite teams. But in the future, maybe they _____ the games on big screens out in space.

B. Make up a game of the future. Write three sentences about how it will be played. Use three different verbs.

Race Day

A. Draw a line from each verb that shows the past to the words that tell about the future.

Past	Future
said	will run
went	will see
saw	will go
ran	will say

B. Read the story. Cross out each incorrect verb. Write the correct form above it.

Yesterday our teacher told us about Race Day. Race Day be next Friday. The first race start at 9 a.m. Students ran in silly races. I carry an egg on a spoon! It will be fun.

C. Write two sentences about something fun that will happen at school soon. Use a different verb in each sentence to tell about it.

In the Field

A. Read each sentence. Circle the correct verb.

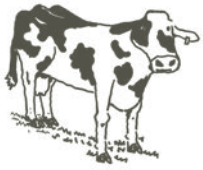
1. I (see, sees) horses in the field.
2. Jordon (point, points) at a horse.
3. The horse (chew, chews) on some grass.
4. Bees (buzz, buzzes) around the horse.
5. The horse (swish, swishes) its tail.

B. Read each sentence. Circle the correct verb.

1. Yesterday three cows (was, were) in the field.
2. One cow (was, were) young.
3. Today only two cows (is, are) in the field.

4. One cow (is, are) smaller than the other.
5. I (am, is) smaller than both cows!

C. Write a sentence about a horse or a cow. Write another sentence about more than one horse or cow. Make sure each verb agrees with the subject of the sentence.



By the Barn

A. Write each missing action verb. Use a verb from the word box. Add an *-s* if it needs one.

quack	tip	bark	hunt

The barnyard is busy. Chickens _____ for food in the dirt. A dog _____ at two ducks. A goat _____ over a pail. The ducks _____ at the goat.

B. Read the rhyme. Complete each sentence. Write the correct verb from the word box.

are	was	is	were

I _____ at the barn yesterday.

Three little pigs _____ in the hay.

Now two pigs _____ there again.

But the other pig _____ out of its pen.

C. Pretend you are at the barn. What do you see? Write two sentences. Make sure each verb agrees with the subject.

On the Farm

A. Read each sentence. Look at the underlined verb. Does it agree with the subject? Circle *yes* or *no*.

1. My grandpa <u>is</u> a farmer. **yes** **no**
2. I <u>are</u> at Grandpa's farm today. **yes** **no**
3. Grandpa <u>feed</u> the chickens. **yes** **no**
4. I <u>collects</u> the eggs. **yes** **no**
5. Grandpa <u>teaches</u> me about animals. **yes** **no**

B. Read the story. Cross out the three verbs that do not agree with their subjects. Write the correct forms above the verbs.

My grandpa were up before the sun today. He always gets up early. The animals needs him. First, Grandpa milk the cows. Then I help him with other chores.

C. Write a sentence about a job you have at home. Write another sentence about a job someone else has. Make sure the verbs agree with their subjects.

Special Jobs

A. Write each missing action verb. Use a verb from the word box. Add an *-s* if it needs one.

care	save	teach	chase	work

1. A police officer _____ robbers.
2. A firefighter _____ people from fire.
3. Teachers _____ children at school.
4. A nurse _____ for sick people.
5. Some doctors _____ in a hospital.

B. Write each missing verb. Use a linking verb from the word box. You will use one verb twice.

am	is	are

1. My neighbors _____ firefighters.
2. Aunt Gail _____ a police officer.
3. My parents _____ teachers.
4. I _____ a student.

C. Write two sentences about a person with a special job. In one sentence, use a colorful action verb. In the other, use a linking verb.

When I Grow Up

A. Read each sentence. Look at the word to the right that tells when the action happens. Circle the correct form of the verb.

1. At school, we (learn, learned) about jobs.	**past**
2. Yesterday a lady (talks, talked) to our class.	**past**
3. She (works, worked) at a TV station.	**present**
4. She (gives, will give) the weather report.	**present**
5. Students (ask, asked) the lady about her job.	**past**
6. She (likes, liked) her job.	**present**
7. Tomorrow I (watch, will watch) her on TV.	**future**
8. Maybe someday I (will be, was) on TV.	**future**

B. What will you be when you grow up? Write two sentences. Use verbs correctly to show the future.

The Painter

A. Read the story. Cross out each underlined verb. Write the form to show the past above it.

Last week Mr. Pinsky paint a house. He use yellow paint. Some paint drip on his shirt. The paint dry. Mr. Pinsky like it. It look like the sun.

B. Read the story. Cross out each underlined verb. Write a verb from the word box to show the past above it.

sat	was	got	found

Yesterday Mr. Pinsky find a chair. He sit on the chair. It is wet with paint. He get paint on his pants!

C. Write two sentences about Mr. Pinsky. Tell about two things he did. Form verbs correctly to show the past.

Blast Off!

A. Read the story. Circle six pronouns.

I would like to fly to the moon. Do you want to come with me? We could build a rocket. It would carry us all the way into space.

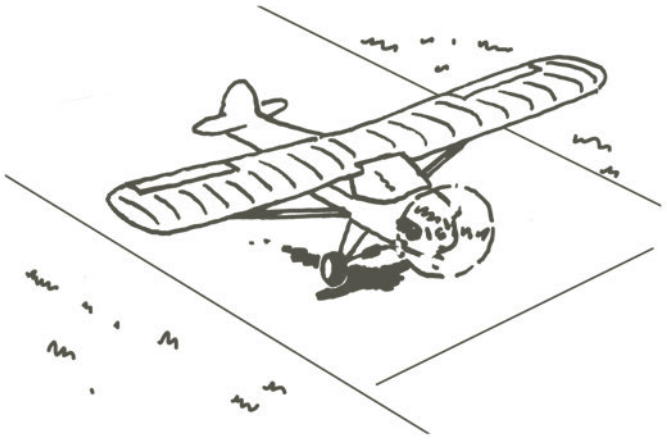
B. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1.	<u>Maria and Marcus</u> are friends.	They	It
2.	<u>Maria</u> wants to travel in space.	He	She
3.	Maria wants <u>Marcus</u> to come along.	him	her
4.	Marcus agrees to go with <u>Maria</u>.	her	it
5.	The children blast off for <u>the stars</u>.	us	them

C. Would you like to travel in space? Why or why not? Write two sentences. Use the pronouns *I* and *me*.

At the Airport

A. Read each sentence. Look at the underlined word or words. Write the pronoun that could replace them.



1. <u>Uncle Joe</u> works at the airport. _____
2. <u>Anna and I</u> visited Uncle Joe. _____
3. He took <u>Anna and me</u> up into a tower. _____
4. We could see many planes from <u>the tower</u>. _____
5. <u>Anna</u> pointed to a plane in the sky. _____
6. <u>The plane</u> was getting closer. _____
7. We could see <u>the plane's wheels</u>. _____
8. <u>The wheels</u> touched down, and _____ the plane landed.

B. Pretend you are at the airport. What do you see? Write two sentences. Use the pronouns *they* and *them*.

High in the Sky

A. Complete each sentence. Write the correct pronoun from the word box.

He	them	It	her

1. Grandma lives far away. We went to visit _____.
2. We flew in a plane. _____ was a big plane.
3. Dad sat next to me. _____ told me to look out the window.
4. I saw puffy clouds. I loved looking at _____.

B. Fill in the chart. Write the missing pronouns.

	Subject Pronoun	Object Pronoun
One boy:	1. he	_____
One girl:	2. _____	her
One thing:	3. _____	it
Two people:	4. they	_____

C. Pretend you are in a plane. Who is with you? What do you see? Write two sentences. Use two of these pronouns: *I*, *we*, *us*, *she*, *her*, *he*, or *him*.

Wobbly Wheels

A. Read the story. Circle six pronouns that show belonging.

My brother Rob has a skateboard. I ask, "May I use your skateboard?"

He says, "No. Its wheels are too wobbly."

I ask my sister if I may use her skateboard.

She says, "No. Rob is using it. His skateboard has wobbly wheels. He has to fix it."

B. Read each sentence pair. Circle the correct pronoun in the second sentence.

1. I have a scooter. I got it for (my, its) birthday.
2. The scooter is red. (Its, Her) wheels are yellow.
3. You have a scooter, too. (Your, Our) scooter is blue.
4. We have awesome scooters! Let's ride (his, our) scooters together.

C. Write a sentence about a time you let someone use something of yours. Then write a sentence about a time someone let you borrow something. Use two of these pronouns: *my*, *his*, *her*, *its*.

A Summertime Swim

A. Read each sentence. Write the pronoun that could replace the underlined words on the line.

1. The children and <u>the children's</u> mom are at the pool.

   _____

2. The girl is wearing <u>the girl's</u> favorite swimsuit.

   _____

3. The boy is floating on <u>the boy's</u> raft.

   _____

4. The sun is shining <u>the sun's</u> rays on the water.

   _____

B. Read each sentence. Look at the underlined words. In the next sentence, write the pronoun that means the same thing. Use a capital letter.

1. The swimsuit <u>belonging to me</u> has blue stripes.

   _____ swimsuit has blue stripes.

2. The towel <u>belonging to you</u> has purple flowers.

   _____ towel has purple flowers.

3. The noses <u>belonging to us</u> are pink from the sun.

   _____ noses are pink from the sun.

C. Pretend you are at a swimming pool. What do you see? Write two sentences. Use two of these pronouns: *his*, *her*, *its*, or *their*.

Playground Pals

A. Complete the story. Write the correct pronoun from the word box on each line.

his	her	its	their

Sandra meets Tim at the playground. Sandra brings _____ ball. Tim brings _____ catcher's mitt. They play catch until _____ arms hurt. Then they find a tree. They rest in _____ shade.

B. Complete the story. Write the correct pronoun from the word box on each line.

its	our	my	your

Sometimes I walk to the playground with _____ dad. First, I swing on the swing. Then I say, "Now it is _____ turn, Dad!"

He laughs and says, "No, _____ seat is too small for me."

Later we walk back to _____ house.

C. What do you like to do at the playground? What do you bring with you? Write two sentences. Use two of these pronouns: *my*, *its*, *our*, or *their*.

A Ride on the Roller Coaster

A. Read each sentence. Circle the pronoun that comes after the verb. Draw an arrow to the noun or pronoun it goes back to.

1. I get myself into the little car.
2. The twins get themselves into the next car.
3. We lock ourselves in.
4. The ride starts by itself.
5. John tells himself, "Don't be scared!"
6. Julia thinks to herself, "This is fun!"

B. Read each sentence. Circle the correct pronoun.

1. Girls, you may go on the ride by (yourself, yourselves).
2. John, you may get (yourself, yourselves) a snack.

C. Write two sentences. Tell about a time you had fun even though you were scared. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *ourselves*.

The Fun House

A. Read each sentence. Look at the underlined subject. Write the correct pronoun from the word box.

myself	himself	yourselves	ourselves
itself	themselves	yourself	herself

1. We take _____ to the Fun House.
2. I see _____ in a funny mirror.
3. Julia and John see _____, too.
4. Julia makes faces at _____.
5. John laughs at _____.
6. "Julia, you can make _____ look big or little in this mirror!" says John.
7. A door opens by _____.
8. "Children, now you must get _____ down the Silly Steps," says a voice.

B. What happens next in the Fun House? Write two sentences about it. Use two of these pronouns: *herself*, *himself*, *themselves*, or *itself*.

At the Fair

A. Read the story. Circle the correct pronouns.

My brother and sister go to the fair by (themselves, himself). I cannot go by (myself, itself). So Grandma takes me. We enjoy (herself, ourselves) on the rides. Grandma gives me money for treats. "You may buy (yourselves, yourself) some ice cream," she says. I love my grandma!

B. Complete the story. Write the pronouns from the word box.

yourselves	himself	itself	herself

My sister plays a game at the fair. She wins _____ a silly hat. My brother plays a game, too. He wins _____ a toy car. When he turns it on, it moves by _____. "You both won _____ some great prizes!" says Grandma.

C. Pretend you are at a fair. What do you do? What do you see? Write two sentences. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *itself*.

Pizza for Everyone

A. Read the story. Circle each adjective.

Today we had a big pizza for lunch. It was covered with green and red peppers. It had spicy chicken on top. The crust was crispy and brown. I even ate the smelly onions. But I got red sauce all over my face. I looked funny!

B. Read each sentence. Draw an arrow from each underlined adjective to the noun it tells about.

1. Aunt Jen takes a pizza out of the hot oven.
2. She cuts the round pizza into slices.
3. The crust is chewy.
4. The middle is soft.
5. The hungry boys eat every bite.
6. Soon only a little crumb is left.

C. Do you like pizza? Why or why not? Write two sentences. Use an adjective in each one.

Silly Rabbit

A. Look at each picture. Write an adjective from the word box to tell about the noun.

funny	thick	bright	hot

1. _____ pot

2. _____ bunny

3. _____ stick

4. _____ light

B. Read each sentence about the picture. Circle the correct adjective.

1. The bunny's ears are (white, black).
2. He sits on a (flat, bumpy) log.
3. A (huge, little) bird flies by.
4. The bird's song is (loud, quiet).

C. Write two more sentences about the bunny. Use an adjective in each sentence.

Cool Drink on a Hot Day

A. Read the adjectives. Write the adjective that answers each question. Use each word only once.

sweet	tall	happy	noisy

1. Which word tells how something can sound? _____
2. Which word tells how something can smell? _____
3. Which word tells how someone can feel? _____
4. Which word tells how someone can look? _____

B. Complete the story. Write an adjective from the word box on each line.

cold	pink	sweet	thirsty

Raoul was hot and _____. He needed a _____ drink. He poured himself some _____ lemonade. It tasted _____.

C. Write two sentences about your favorite drink. What does it taste like? How does it make you feel? Use an adjective in each sentence.

Pig Tales

A. Read the story. Circle six adverbs.

One day three little pigs merrily strolled through the woods. The first pig whistled cheerfully. The second pig hummed happily. The third pig was quiet.

A big bad wolf suddenly appeared. The wolf growled loudly. "I'm going to eat all of you!" he shouted excitedly.

B. Read each sentence. Draw an arrow from the underlined adverb to the verb it tells about.

1. The wolf licked his lips <u>hungrily</u>.
2. The pigs looked <u>nervously</u> at each other.
3. One of the pigs <u>calmly</u> stepped forward.
4. The pig smiled <u>sweetly</u> at the wolf.
5. "We'll <u>gladly</u> take you to lunch," said the pig.
6. The wolf loved to eat out, so he <u>quickly</u> agreed.

C. What happens next to the pigs and the wolf? Write two sentences. Use an adverb in each one.

The Ants and the Crow

A. Read the story. Circle the correct words to complete each sentence.

Two ants crawled (slow, slowly) across a log. They were (sad, sadly). One ant said, "I am very (hungry, hungrily). We must (quick, quickly) find something to eat."

"Look!" cried the other ant. "That man (careless, carelessly) dropped a sandwich on the ground!" The ants enjoyed a (wonderful, wonderfully) feast.

B. Read the adverbs in the word box. Write the best adverb to complete each sentence in the story.

swiftly	hungrily	angrily	suddenly

The ants were munching _____ on the sandwich. A crow _____ swooped down and _____ carried the sandwich away. The ants shouted _____, "Come back with our sandwich!"

C. What do the ants do next? Write two sentences. Use an adverb in each one.

The Busy Forest

A. Read each sentence. Choose the adverb that makes the most sense. Write it on the line to complete the sentence.

1. The bird sang _____. (sweetly, meanly)
2. The mouse squeaked _____. (quickly, softly)
3. The frog croaked _____. (loudly, silently)
4. The cat crept _____. (quietly, loudly)

B. Read the story. Cross out each incorrect adverb or adjective. Write the correct form of the word above it.

Once there was a quietly mouse. One day the mouse strolled slowly down to the creek. Bees buzzed loud. Frogs croaked. A bird zoomed quick by. The mouse said, "It is too loudly here. I'm leaving!"

C. Pretend you are a mouse. What do you see? What do you do? Write two sentences. Use an adverb in each sentence.

A Different Kind of Bird

A. Read each sentence. Write *F* (for *formal*) or *I* (for *informal*).

1. Like, those penguins are so cute. _____
2. Penguins have wings, yet they cannot fly. _____
3. Penguins have an unusual way of using their wings in water. _____
4. Yep, it's kinda like flying underwater. _____
5. Cool! I didn't know all that stuff about penguins. _____
6. I would like to learn more facts about penguins. _____

B. Read this report about penguins. Underline the sentences that are too informal.

Penguins are able to hold their breath for a long time. Like 20 minutes! This is because a penguin's heart slows down when it swims. I mean really slow. Therefore, the penguin does not use up air quickly. I totally want to be a penguin.

C. Look at the sentences you underlined in the report above. Rewrite them to sound more formal.

Reading About Bears

A. Circle *a.* or *b.* to answer each question.

1. Which of these would you write to a teacher?
   - **a.** Hey, I can't find any books on bears. Help!
   - **b.** Could you please help me find a book on bears?
2. If you were writing to a friend, which of these would you write?
   - **a.** Guess what! I'm writing a report about bears!
   - **b.** I have decided on a topic for my report.
3. Which would you write as an answer on a test?
   - **a.** Those big paws. Wow, they're fast in the water.
   - **b.** Polar bears have big paws to help them swim.

B. Read the book report. Circle the best word or words to complete each sentence.

All About Arctic Animals is an (excellent, awesome) book. (It's, It is) about animals that live near the North Pole. It has interesting (information, stuff) about polar bears. You (should, gotta) read it.

C. Rewrite to make this sound more formal.

Hey, I wanna go to the library. Like right now!

I Didn't Know That!

A. Read the informal sentences. Draw a line from each one to the more formal way of writing it.

Informal	Formal
I'm gonna find out.	I am sorry for my mistake.
No way!	That is hard to believe.
Yep, it's true.	I will find out.
Sorry, I was wrong.	Yes, it is true.

B. Look at each sentence. Choose the word that is more formal. Write it to complete the sentence.

1. _____, Mr. Santoro. (Hey, Hello)
2. Your talk about ocean animals was _____. (interesting, cool)
3. I learned a lot of _____ about sharks. (facts, stuff)
4. Now I _____ get some books about sharks. (must, gotta)

C. Write a sentence to a friend. Tell about something that you learned this week. Then write the sentence again. Make it sound like part of a report.

Building a Snowman

A. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1.	<u>The girls</u> play in the snow.	Them	They
2.	<u>Beth and I</u> build a snowman.	We	Us
3.	Dad helps <u>the girls and me</u>.	us	her
4.	<u>Dad</u> finds a carrot.	He	She
5.	Now <u>the carrot</u> is the snowman's nose.	me	it

B. Complete each sentence. Write the correct pronoun from the word box on each line.

him	She	They	them	her

1. The snowman has two eyes. _____ are rocks.

2. Beth gets a hat. _____ puts it on the snowman.

3. The snowman looks great. I like _____.

4. I lost my mittens. I can't find _____.

5. Beth finds the mittens. I thank _____.

C. Pretend you are building a snowman with a friend. Write two sentences about it. Use two of these pronouns: *I*, *we*, *he*, *she*, *it*, *me*, *him*, or *her*.

At the Ice Rink

A. Read each sentence. Write the pronoun that can replace the underlined words on the line.

1. The children and <u>the children's</u> parents are at the skating rink. _____
2. One girl is putting on <u>the girl's</u> skates. _____
3. A boy is zipping up <u>the boy's</u> jacket. _____
4. A truck sweeps the rink and smooths out <u>the rink's</u> ice. _____
5. Anil and I are waiting for <u>Anil's and my</u> turn to go on the ice. _____

B. Complete each sentence. Write a pronoun from the word box.

yourself	herself	myself	themselves

1. I taught _____ how to skate.
2. Did you hurt _____ when you fell?
3. Mom got _____ a new pair of skates.
4. Children may not go on the ice by _____.

C. What do you do outside in the winter? Write two sentences. Use two of these pronouns: *my*, *our*, *his*, *her*, *its*, *myself*, *ourselves*, *himself*, *herself*, or *itself*.

Sledding Down the Hill

A. Read each sentence. Look at the two words. Write the one that completes the sentence correctly.

1. We pull our sleds _____ up the hill.
   (slow, slowly)

2. The hill is _____ but steep.
   (short, shortly)

3. We _____ get on our sleds.
   (careful, carefully)

4. The sleds slide on the _____ snow.
   (soft, softly)

5. We zoom _____ down the hill.
   (quick, quickly)

B. Read this letter. Find three mistakes in adjectives and adverbs. Cross out each mistake and write the correction above it.

Dear Aunt Bella,

Thank you for a wonderfully time. We loved your steep hill. It was a greatly place for sleds.

We also sat quiet on your porch, counting stars.

C. Write two sentences to a friend. Tell your friend about something fun that you did this week. Include an adjective in one sentence and an adverb in the other.

Flying

A. Circle the commas that separate the things in each list.

I can fly in my dreams. I close my eyes, raise my arms, and run. The wind picks me up. It carries me over the trees, over the house, and over the city.

B. Add commas where they are needed in each list.

I see houses roads and rivers. They look small. People animals and cars look tiny. An airplane flies by me. The people inside point smile and wave.

C. Write a sentence listing three things you can see in the sky. Add commas to separate the things in your list.

Best Friends

A. Circle the commas that separate the things in each list. Underline each thing in the list.

Yuko was different from Jane. Yuko was tall, dark, and funny. Jane was short, blond, and serious. Yuko liked pigs, horses, and dogs. Jane liked fish, rabbits, and cats.

B. Read the sentences. Add commas where they are needed in each list.

Yuko and Jane were best friends. They talked laughed and played together. Yuko knew when Jane was happy sad or mad. Yuko knew when Jane was practicing piano riding her bike or quietly reading.

C. Write a sentence about three things you like to do with your friends. Add commas to separate the things in your list.

Family Fun

A. Read the sentences. Add commas where they are needed.

Yesterday my family had a picnic. We swam played ball and ran races. My father set up the table started the grill and unloaded the food.

B. Read the sentences. Circle the commas that separate the things in each list.

My dad packed a picnic lunch. We had cheese, fruit, and tomatoes. We also had sandwiches. I ate a tuna sandwich, some tomatoes, and an apple.

C. Write a sentence about what you take on a picnic. Add commas to separate the things in your list.

Nature Friends

A. Circle the commas in the greeting and closing of the letter.

Dear Wind,

Every morning more of my leaves are missing. I know that you have a job to do, but please give them back.

Your friend,

Tree

B. Add commas where they belong in the greeting and closing of the letter.

Dear Tree

I'm sorry. I cannot give back your leaves. Don't worry! Your leaves will return on their own after the winter.

Your friend

Wind

C. Imagine you are a flower. Write a letter to the sun. Remember to use a comma after the greeting and after the closing of your letter.

What Do You Want to Be?

A. Circle the commas in the greeting and closing of the pen-pal letter.

Dear Trevor,

I am seven years old. When I grow up, I want to be an astronaut. What do you want to be?

Your friend,

Akiko

B. Read the pen-pal letter. Add the missing commas in the greeting and the closing. Then underline the greeting and the closing.

Dear Akiko

I am eight years old. I don't know what I want to be. But I know I want to go to Egypt and see the pyramids.

Your friend

Trevor

C. Write a letter to a friend. Remember to use a comma after the greeting and after the closing of your letter.

New Neighbors

A. Read the letters between neighbors. Add the four missing commas.

Dear Neighbor

I am happy that you moved in next door. What's your name? How old are you? Do you want to be friends?

Your neighbor

Ellie

Dear Ellie

My name is Ahmed. I'm eight years old. I do want to be friends. Can you come over and play in my yard tomorrow?

Your new neighbor

Ahmed

B. Write a short letter to a neighbor. Remember to use a comma after the greeting and after the closing.

He's My Furry Friend!

A. Read each sentence. Find and circle the contraction. Write the words that form the contraction on the line.

is not → isn't	I am → I'm
I have → I've	
could not → couldn't	he is → he's
he will → he'll	

1. I've become the proud owner of a kitten. _____
2. Winston isn't big. _____
3. But he's very funny and furry. _____
4. I'm teaching Winston to roll over. _____
5. At first he couldn't do it. _____
6. Now he'll roll over on command. _____

B. Write two or three sentences about a special pet you have or would like to have. Use a contraction in each sentence.

They're Important!

A. Underline the contractions in the paragraph. Write the words that form each contraction above it.

Your eyebrows aren't big. They're important, though. You'd get dirt and dust in your eyes without your eyebrows. They're also good for showing how you feel. Your eyebrows will go up when you're surprised. They'll scrunch close together when you are mad.

B. Write the contraction for each set of words.

1. did not _____
2. they will _____
3. I am _____
4. it is _____

C. Write a sentence about eyebrows. Use a contraction in your sentence.

The Tree House

A. This paragraph has five mistakes with contractions. Find the mistakes and circle them. Write the contractions correctly above the mistakes.

My friend Evan has a tree house. Its in a tall tree in his backyard. Youll have to climb a rope ladder to get to it. You would'nt believe what you can see from the tree house! Il'l tell you. The road seems to go on forever. You cant see the end.

B. Write the words that form the contractions on the lines.

1. shouldn't _____
2. you'll _____
3. isn't _____

C. Write two sentences about a tree house. Use a contraction in each sentence.

Our Museum

A. Underline the words that show that something belongs to someone.

1. Matty's class set up a show-and-tell at school.
2. The students put Gabby's model airplanes on a table.
3. They showed Tony's toy horses on one shelf.
4. Sofia's shells took up two shelves.
5. Andrea's baseball cards were very popular.

B. Underline the words that show that something belongs to more than one person, animal, or thing. Circle the apostrophes.

1. The students' show was the best in the school.
2. Everyone liked the numbers on the airplanes' wings.
3. People studied the players' pictures on the baseball cards.
4. The little children loved the shells' colors.
5. The horses' tails had different colors, too.

C. Think about something that belongs to your best friend. Write a sentence about it, using words that show ownership.

Perfect Pets

A. Underline the words that show that something belongs to a person, pet, or thing. Circle the apostrophes.

My friend's pet is a goldfish named Goldie. It lives in a fishbowl in Matt's living room. Every morning Matt shakes a bit of the fish's food into the bowl. He also makes sure to keep Goldie's fishbowl clean. It is Matt's job to take care of Goldie.

B. Underline the words that show that something belongs to more than one person, pet, or thing. Circle the apostrophe.

My neighbors' pets are friendly. The Changs' cat always purrs. The twins' puppies always wag their tails. The Dansons' dogs like to play ball with me. The dogs' voices are high and very cute.

C. Think about a neighbor's pet. Write a sentence about it, using words that show ownership.

My Family's Singing

A. Read the paragraph. Find five mistakes with words that show ownership and circle them. Write them correctly above the mistakes.

My family loves to sing, but not every persons voice is the same. My moms voice is high, like a birds voice. My dads voice is low, like a whales' voice.

B. Write the correct form of the noun in ( ) to finish the sentence.

1. Both my _____ voices are really pretty. (sisters)
2. My _____ voice is more like a shout. (brother)
3. Our _____ walls are very thin. (apartment)
4. Luckily, our _____ hearing isn't very good! (neighbors)

C. Write a sentence about singing. Use a word that shows ownership.

Alonzo and Sam

A. Circle the quotation marks before and after the exact words that each speaker says.

"Sam, what are you doing after school?"

Alonzo asked.

Sam said, "I think I'll go swimming in the lake."

"It's winter. The lake is almost frozen," Alonzo said.

"Then I'll go ice skating," said Sam.

"I said it was *almost* frozen," Alonzo reminded Sam.

"Maybe I'll just go home and read a book,"

said Sam.

"That's a good idea," Alonzo replied.

B. What else might Alonzo and Sam say to each other? Write two more sentences. Use quotation marks correctly.

Percy Wants a Cracker

A. Add quotation marks before and after the exact words each speaker says. Use the first sentence as a guide.

"What do you want for breakfast, Percy?"

Shandra asked her little brother.

I want a cracker, said Percy.

I can make eggs, said Shandra.

I want a cracker, said Percy.

How about toast and jam? Shandra asked.

I want a cracker, said Percy.

How about some yummy cereal? Shandra asked.

I want a cracker, said Percy.

B. Write two more lines of dialogue between Shandra and her brother Percy. Use quotation marks correctly.

Rainy Day Fun

A. Read the passage. Add the missing quotation marks before and after what each person says.

I want a new color, said Liza to her sister.

Let's mix red and yellow together, said Zoë.

Liza giggled and said, We're making a mess.

Zoë answered, We're not making a mess! We're making orange!

What else can we mix? asked Liza.

Let's mix blue and yellow to make green, said Zoë.

Liza replied, You have the best ideas!

B. What might two brothers say to each other as they play on a rainy day? Write three sentences. Use quotation marks correctly.

An Animal with a Job

A. Read the letter. Add commas where they belong.

Dear Aunt Ida

I learned about an animal called a meerkat today. It has a long tail sharp teeth and small ears. Meerkats live in groups. They do many jobs. Some jobs are babysitting watching for danger and hunting for food. I hope to see a furry meerkat some day.

Love
Manny

B. Read the sentences. Underline the contractions. Write the words that form the contractions on the lines.

1. When digging holes, meerkats don't like to get dirt in their ears. _____
2. They've unusual ears that close to keep out the dirt. _____
3. The eyes of a baby meerkat aren't open when it is born. _____

C. Write a short letter to a friend about an unusual animal. Use commas for the greeting and closing of the letter. Use commas if your letter has a list.

Singing Birds

A. Complete each sentence by writing a noun that shows belonging. Write the correct form of the nouns in ( ) on the lines.

1. _____ two pet birds love to sing. (Tam)
2. Both _____ favorite song is "Yankee Doodle." (birds)
3. One _____ whistle is really loud. (bird)
4. Tam loves the looks on her _____ faces when they hear the birds sing. (friends)

B. Add quotation marks at the beginning and the end of the exact words each speaker says.

Did you teach the birds to sing that song? Mike asked his friend Tam.

They learned it by themselves, Tam answered.

Should we teach them a new song? asked Mike.

Tam replied, That would be great because I'm so tired of hearing this one!

C. Write two more lines of dialogue between Tam and Mike. Use quotation marks to set off what each speaker says.

One Special Dog

A. Read the paragraph. Find four mistakes. Cross out each mistake and write the correction above it.

Chatty is Jeffs' dog. She can't run fast. She doesnt have shiny fur. Shes' still special. Chatty can talk. The dogs talent surprised everyone, even Jeff.

B. Read the passage. Add missing quotation marks where they belong. Cross out quotation marks that do not belong.

Chatty can talk," Jeff shouted out one day.

"What did she say? his dad asked.

I'm not sure," answered Jeff."

"What do you mean? asked his dad.

Chatty is talking in a language I don't understand, explained Jeff."

C. What do you think Chatty is saying? Write what Chatty might say. Then write Jeff's answer. Use quotation marks correctly.

Student Grammar Guide

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Sentences

A **sentence** is a group of words that tells a complete thought. It has a part that tells who or what and a part that tells what happens.

- The **subject** is the part that tells who or what.

  A little mouse sees a sleeping lion.

- The **predicate** is the part that tells what happens.

  The lion wakes up suddenly.

  He grabs the mouse.

There are four different kinds of sentences.

- An **exclamation** is a sentence that shows strong feeling or surprise.

  What a great snack you are!

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

  Please let me go.

- A **question** is a sentence that asks something.

  Why should I let you go?

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

  Maybe I can help you someday.

An **incomplete sentence** does not tell a complete thought. It is missing either a subject or a predicate.

Incomplete: Some hunters.

Complete: Some hunters trap the lion in a net.
predicate

Incomplete: Tries to escape.

Complete: The lion tries to escape.
subject

Incomplete: A tiny mouse.

Complete: A tiny mouse chews a hole in the net.
predicate

A **compound sentence** is two simple sentences joined by a **connecting word**, such as *and*, *but*, or *or*. Put a comma before the connecting word.

The lion thanks the mouse. They hurry away.

The lion thanks the mouse**,** and they hurry away.

Nouns

A noun names a person, a place, or a thing. It can also name an animal.

A **singular noun** names only one: bee.

A **plural noun** names more than one: bees.

- Add *-s* to form the plural of most nouns: bug<u>s</u>, flower<u>s</u>.
- Add *-es* to nouns that end with *s*, *x*, *sh*, *ch*: glass<u>es</u>, box<u>es</u>, bench<u>es</u>, dish<u>es</u>.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: fly – *y* + *i* + *es* = fl<u>ies</u>.
- Change the spelling to form the plural of some nouns: child/child<u>ren</u>; mouse/m<u>i</u>ce.
- The spelling of some nouns stays the same: one <u>deer</u>/two <u>deer</u>; one <u>sheep</u>/two <u>sheep</u>.

A **collective noun** names a group of animals, people, or things:

a school of fish.

Eli has four brothers in his family.

Two of them sing in a chorus.

They sing a funny song about a stack of pancakes.

A **common noun** names any person, place, thing, or animal. It does not begin with a capital letter: girl.

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

My favorite holiday is New Year's Eve.

We celebrate in Salem, the city where I grew up.

We go to a diner called Sadie's Super Suppers.

Verbs

An **action verb** tells what the subject of a sentence does. The verb must agree with the subject.

A doctor helps sick people.

Dentists fix teeth.

A **linking verb** connects the subject of a sentence to words that tell more about it. The verb must agree with the subject.

My dentist is a nice man.

Clean teeth are important.

A verb can tell about an action **in the present**.

My throat hurts.

A verb can tell about an action **in the past**.

Last night my skin itched.

A verb can tell about an action **in the future**.

Tomorrow Dad will take me to the doctor.

You can add *-ed* to many verbs to show action in the past.

The doctor looked at my skin. (add *-ed*)

She tapped my chest. (double the final consonant and add *-ed*)

She shined a light in my throat. (drop the silent *e* and add *-ed*)

She spied bumps. (change the *y* to *i* and add *-ed*)

Some verbs are called **irregular**. They have a special form for the past.

The doctor gave me a shot. (past tense of *give*)

I went home to bed. (past tense of *go*)

I was tired. (past tense of *am*)

My eyes were red. (past tense of *are*)

Pronouns

I, *you*, *he*, *she*, *it*, *we*, and *they* are **subject pronouns**. They take the place of the noun in the subject of a sentence.

Mr. Hitachi works at the market. He sells fish.

Me, *you*, *him*, *her*, *it*, *us*, and *them* are **object pronouns**. They take the place of a noun that follows a verb or a word such as *to*, *at*, *for*, *from*, or *about*.

People like Mr. Hitachi. Everyone goes to him for fish.

My, *your*, *his*, *her*, *its*, *our*, and *their* are **possessive pronouns**. They show that someone has or owns something.

Mrs. Chu's store sells fruit. Her fruit is always sweet.

Myself, *yourself*, *himself*, *herself*, *itself*, *yourselves*, *ourselves*, and *themselves* are **reflexive pronouns**. These pronouns come after the verb or a word such as *to*, *by*, *at*, or *for*. They relate back to the noun or pronoun in the subject.

Lil buys herself a peach. I get a plum for myself.

Adjectives

An **adjective** describes a noun or a pronoun. Adjectives can tell how someone or something looks, feels, tastes, smells, or sounds.

Adverbs

An **adverb** tells more about an action verb. It tells how the action was done. Most adverbs end with *-ly*.

Punctuation

Use **commas** at the end of a greeting and after the closing of a letter. Also use commas to separate words in a list of three or more items.

Dear Uncle Dave**,**

I visited a great pet museum. I learned that many presidents kept dogs**,** goats**,** and snakes as pets. I looked at pictures of the pets**,** read stories about them**,** and took photos. It was fun! I hope to see you soon.

Your niece**,**

Fala

An **apostrophe (’)** takes the place of the missing letter or letters in a contraction.

could not = couldn’t

Fala couldn’t wait to see her friend Rico.

I have = I’ve

“I’ve got an amazing picture to show you,” she said.

An **apostrophe** also shows that something belongs to someone or something else. Add **'s** to a singular noun. Add just **'** to a plural noun.

"This dog picture is made from the animal**'**s own hair!"

"Did you see anything made from the hair of horses**'** tails?" Rico asked.

Use **quotation marks** to show exactly what a speaker says.

"Did any of the presidents have horses?**"** Rico asked.

Fala replied, **"**A few of them did.**"**

"What were the horses' names?**"** Rico asked.

"The names I remember are Rusty, Dawn, Julia, and The General,**"** Fala reported.

Tasks

Name: _____ Date: _____

Task 1

A student is writing a story. Draw a line under the correct answers to complete it.

(1) Our _____ planted a vegetable garden at school. **(2)** Our garden needed sun. **(3)** It needed good soil. **(4)** Our teacher _____ a place near the schoolyard. **(5)** It had _____ sun most of the day.

(6) All of the _____ worked hard to get the garden ready. **(7)** Then we planted the seeds _____. **(8)** I planted squash in our garden. **(9)** Ben planted carrots. **(10)** We both worked quietly and _____.

(11) Tiny green sprouts started to peek out of the soil. **(12)** The plants _____ bigger and stronger. **(13)** Finally the vegetables were ready to pick and eat.

1. Which word correctly completes sentence 1?
   a. flock
   b. class
   c. herd

2. Which is the best way to write sentence 2 and sentence 3 as one sentence?
   a. Our garden needed sun but it needed good soil.
   b. Our garden needed sun or good soil.
   c. Our garden needed sun, and it needed good soil.

3. Which word correctly completes sentence 4?
   a. finded
   b. found
   c. find

4. Which is the correct way to complete sentence 5?
   a. warm
   b. warmly
   c. warmest

5. Which word correctly completes sentence 6?
   a. childs
   b. children
   c. childrens

GO ON

6. Which word correctly completes sentence 7?
   a. myself
   b. ourself
   c. ourselves

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   a. I planted squash in our garden, and Ben planted carrots.
   b. We planted squashed carrots in our garden.
   c. Ben planted in our garden carrots and I planted squash.

8. Which is the correct way to complete sentence 10?
   a. quick
   b. quickly
   c. quicker

9. Which word correctly completes sentence 12?
   a. growed
   b. grow
   c. grew

Draw a line under the correct answers to complete this letter.

(14) 210 Fifth Street

(15) memphis, TN 38133

(16) August 2, 2019

(17) Dear Aunt Liz.

(18) This year we planted a vegetable garden, while a _____ of birds watched us. **(19)** When the vegetables were ready, we picked them. **(20)** Our teacher made a big salad with them for us. **(21)** I couldn't wait to sink my _____ into those tasty vegetables.

(22) Mom says that we can plant a small garden at home. **(23)** The man next door has a garden, and he will help us. **(24)** My garden will be half the size of our _____ garden. **(25)** Mom said that I can choose the plants _____. **(26)** Maybe _____ have fresh vegetables at our house on the Fourth of July.

(27) Love

(28) Trina

GO ON

10. Which is the correct way to write line 15?
    a. Memphis, TN 38133
    b. Memphis, tn 38133
    c. Correct as is

11. Which is the correct way to write line 17?
    a. Dear Aunt Liz
    b. Dear Aunt Liz,
    c. Correct as is

12. Which word correctly completes sentence 18?
    a. band
    b. flock
    c. school

13. Which word correctly completes sentence 21?
    a. teeth
    b. tooths
    c. teeths

14. Which word correctly completes sentence 24?
    a. neighbors
    b. neighbors'
    c. neighbor's

15. Which word correctly completes sentence 25?

a. myself

b. ourself

c. myselves

16. Which word correctly completes sentence 26?

a. youll

b. youl'l

c. you'll

17. Which is the correct way to write the underlined part of sentence 26?

a. fourth of July

b. fourth of july

c. Correct as is

18. Which is the correct way to write line 27?

a. Love,

b. Love.

c. Correct as is

STOP

Name: _____ Date: _____

Task 2

Draw a line under the correct answers to complete the story.

(1) Anna watched as the _____ of people got onto the airplane. **(2)** Inside, the men and _____ found their seats. **(3)** Some people placed small things under the seat near their _____. **(4)** The pilots _____ in the cockpit. **(5)** Soon the airplane sped down the runway and then lifted _____ toward the sky. **(6)** It _____ long before it was just a speck in the sky.

(7) Anna loved learning about airplanes. **(8)** She read books about airplanes. **(9)** She watched videos about them, too. **(10)** Anna even flew on an airplane once. **(11)** She and her mom _____ to Florida. **(12)** At the end of the flight, the pilot showed Anna the cockpit. **(13)** She could imagine sitting in the _____ seat someday. **(14)** Anna thought to _____, "Someday I'll be a pilot."

1. Which word correctly completes sentence 1?
   a. flock
   b. crowd
   c. bundle

2. Which word correctly completes sentence 2?
   a. woman
   b. womans
   c. women

3. Which word correctly completes sentence 3?
   a. foot
   b. foots
   c. feet

4. Which word correctly completes sentence 4?
   a. sit
   b. sat
   c. sitted

5. Which is the correct way to complete sentence 5?
   a. graceful
   b. gracefully
   c. more graceful

GO ON

6. Which word correctly completes sentence 6?
   a. wasnt
   b. was'nt
   c. wasn't

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   a. She read books about airplanes, and she watched videos about them, too.
   b. She read books about airplanes but she watched videos about them.
   c. She read books about airplanes, or watched videos, too.

8. Which word correctly completes sentence 11?
   a. go
   b. went
   c. goed

9. Which word correctly completes sentence 13?
   a. pilots
   b. pilots'
   c. pilot's

10. Which word correctly completes sentence 14?

a. myself

b. herself

c. herselves

Draw a line under the correct answers to complete the letter.

(15) 41 Maple Street

(16) everett, MA 02149

(17) October 20, 2017

(18) Dear Uncle Joe

(19) Mom says you are an airplane pilot. **(20)** I want to be a pilot _____ someday. **(21)** Do you like being part of the _____ that flies the plane? **(22)** Is it _____ to learn to fly a plane? **(23)** How long do you go to school to learn?

(24) Please show us one of your planes at _____. **(25)** I am looking forward to our visit with you. **(26)** My parents are excited, too.

(27) Your niece,

(28) Anna

GO ON

11. Which is the correct way to write line 16?

a. Everett, MA 02149

b. Everett, ma 02149

c. Correct as is

12. Which is the correct way to write line 18?

a. Dear Uncle Joe.

b. Dear Uncle Joe,

c. Correct as is

13. Which word correctly completes sentence 20?

a. myself

b. herself

c. myselves

14. Which word correctly completes sentence 21?

a. flock

b. team

c. family

15. Which is the correct way to complete sentence 22?

a. easy

b. easily

c. easier

16. Which word correctly completes sentence 24?

    a. thanksgiving

    b. Thanksgiving

    c. ThanksGiving

17. Which is the best way to write sentence 25 and sentence 26 as one sentence?

    a. I am looking forward to our visit with you, or my parents are excited.

    b. I am looking forward to our visit with you but my parents are, too.

    c. I am looking forward to our visit with you, and my parents are excited, too.

18. Which is the correct way to write line 27?

    a. Your, niece

    b. Your niece

    c. Correct as is

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