

DoDEA

**SKILL BUILDER:
GRAMMAR, USAGE,
and MECHANICS
BLACKLINE MASTERS**





DoDEA

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Name _____

A question sentence asks a question. It ends with a question mark.

Question Sentences

- Circle the question sentence in each pair of sentences. Add the question mark. The first one has been done for you.

We will go to the zoo

May we go to the zoo?

1. Is the monkey hungry

The monkey is hungry

2. Where are the elephants

The elephants are here

3. The zebras run fast

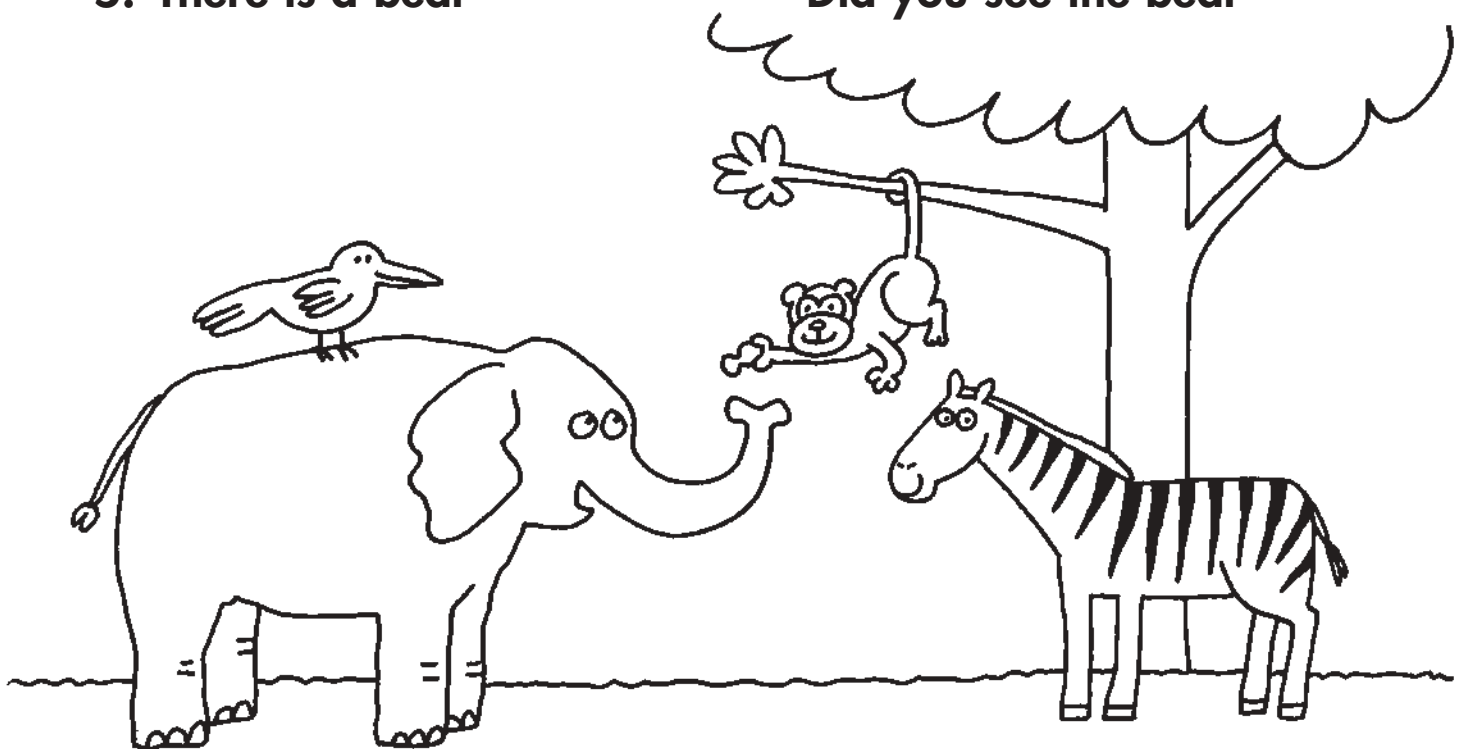
Can the zebras run fast

4. How tall is the giraffe

The giraffe is very tall

5. There is a bear

Did you see the bear



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Name _____

A question sentence asks a question. It ends with a question mark.

Question Sentences

► Rearrange each group of words to make a question. Then write the question correctly.

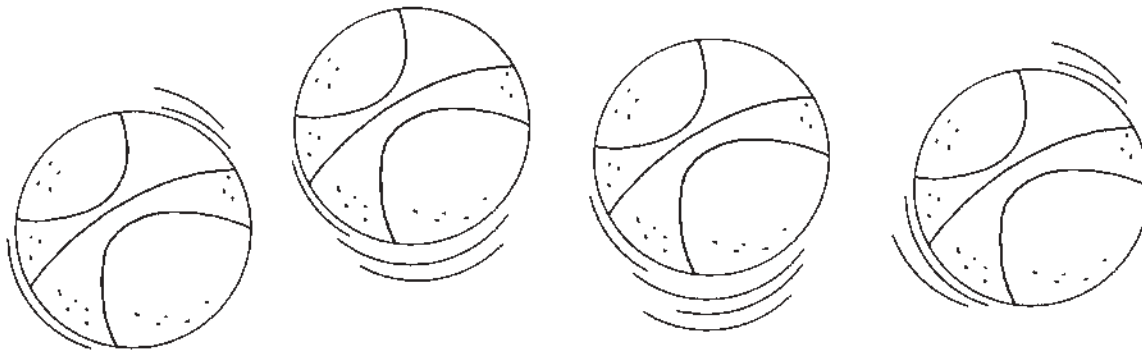
1. play basketball will Who

2. the court Where is

3. begin When the does game

4. many win games you did How

5. again play May tomorrow we



Name _____

Begin a question sentence with a capital letter. End it with a question mark (?).

Question Marks

- ▶ **A.** Write each question sentence correctly. The first one has been done for you.

will it rain today

Will it rain today?

1. do you want to splash in the puddles

2. do you have an umbrella

3. what makes rain fall

4. did you bring a raincoat

5. do you like rainy days

- ▶ **B.** Write your own question sentence about the rain.

Name _____

Begin a question sentence with a capital letter. End it with a question mark(?).

Question Marks

- **A.** Read each sentence. If the end mark is correct, write **C** in the box. If the end mark is not correct, write the correct end mark in the box.

1. Can you throw the ball to me?

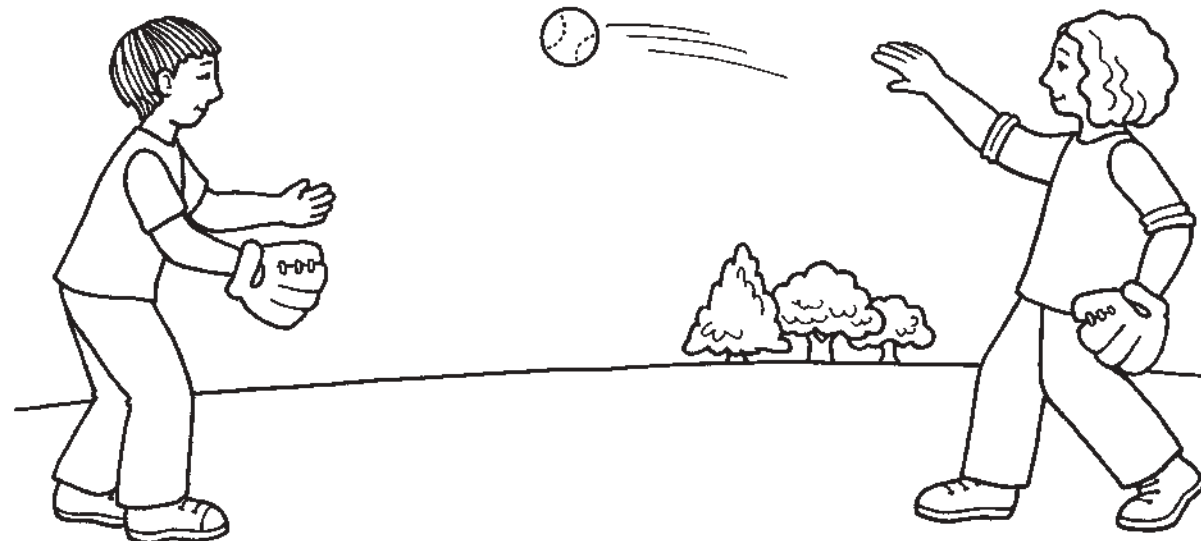
2. Where is your new glove.

3. Did you leave it in the schoolyard.

4. Will you take me to the game?

5. May I eat a hot dog there?

- **B.** Write your own question sentence about baseball.



Question Sentences

► Write five questions to ask a friend about sports they like. Use the question words in the box to begin each question. Use each word only once. One sentence is done for you.

who	will
what	do
where	did
when	may
how	can

Do you like to watch football?

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

The names of places begin with a capital letter.

Naming Places

- Use the place names in the box to label the map. The first one has been done for you.

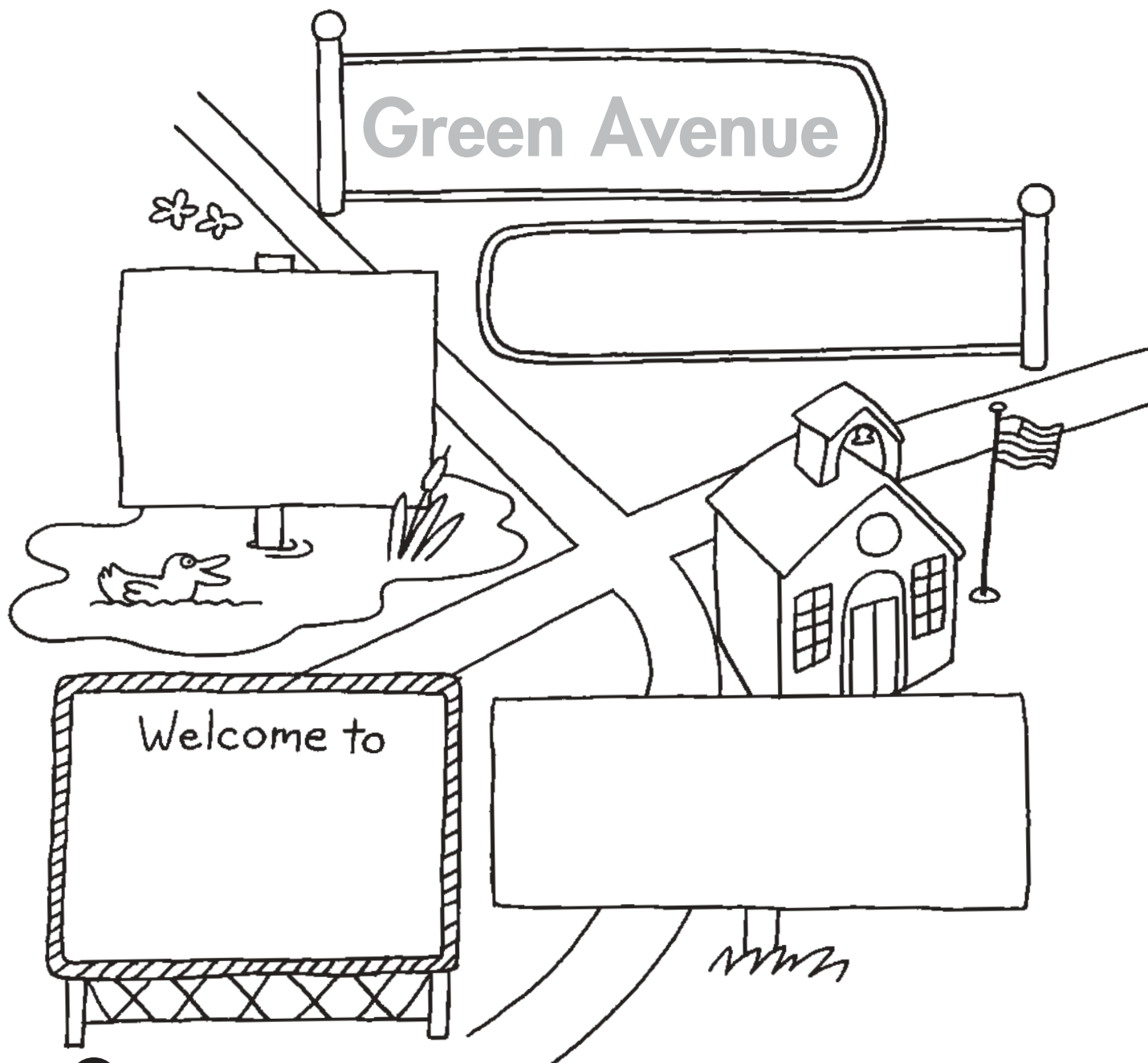
center city

main street

green avenue

mario school

duck pond



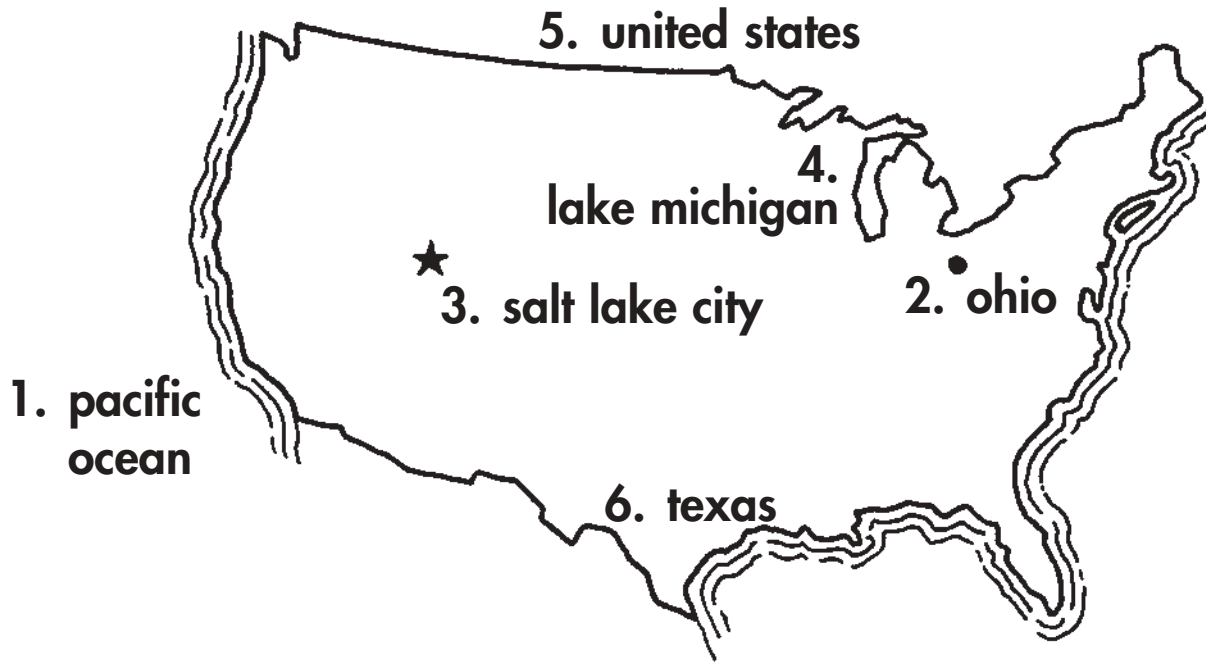
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Name _____

The names of places begin with a capital letter.

Naming Places

- Rewrite each place name correctly. Remember to use capital letters.



1. _____

4. _____

2. _____

5. _____

3. _____

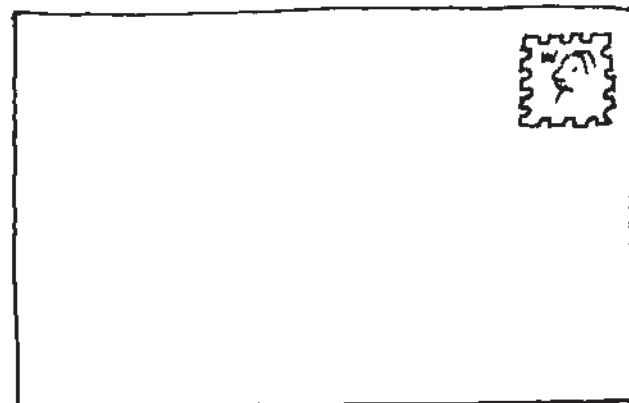
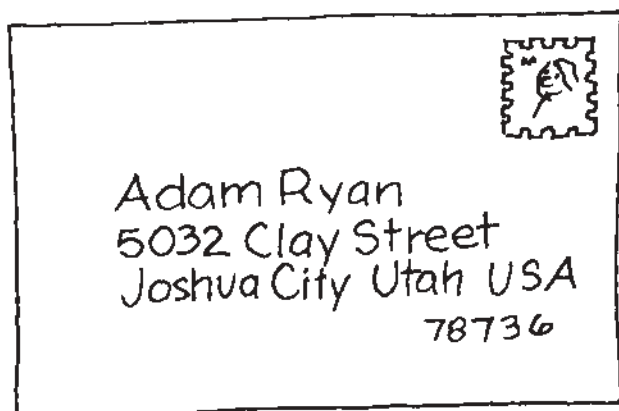
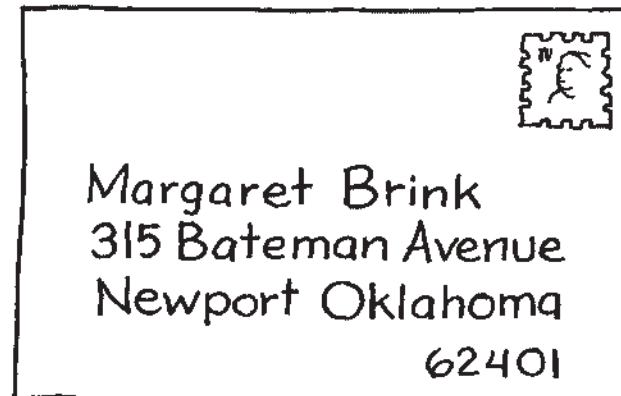
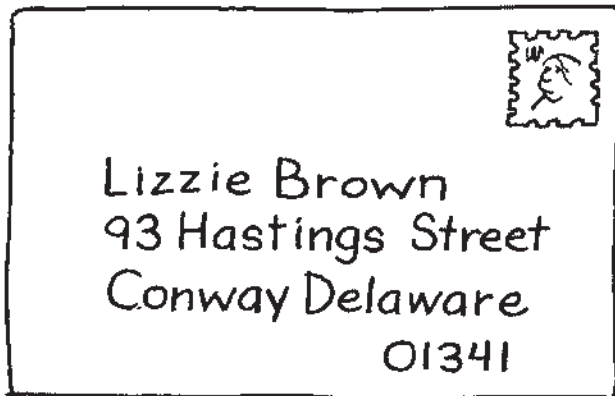
6. _____

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A comma is used to separate the name of a city from a state, and the name of a state from a country.

Commas

- ▶ Add commas to the addresses on the envelopes. Then write your own address on the blank envelope.



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Name _____

A comma is used to separate the name of a city from a state, and the name of a state from a country.

Commas

▶ **A.** Read each place name. Add commas where they belong.

1. Chicago Illinois
2. Houston Texas
3. Montreal Canada
4. Seattle Washington
5. Tokyo Japan

▶ **B.** Write a sentence that tells the place where you live. Add commas where they belong.



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Naming Places

- ▶ **A.** Read the place names below. Write them correctly on the lines.

rush lake
davis street
king school

1. _____

2. _____

3. _____

Commas

- ▶ **B.** Add commas to the addresses.

124 Brown Street
Center City Nebraska 76543
June 3, 2005

Grand Slam Bat Company
5567 Giant Lane
Morgan Alabama 45678

Name _____

A word that shows
action is a verb.

Action Words

▶ **A.** Underline the verb in each sentence.

1. I play with my rabbits on the lawn.
2. Carla and Roberto feed the rabbits carrots.
3. The rabbits hop everywhere.
4. My cat chases rabbits around the yard.
5. The rabbits run from the cat.

▶ **B.** Choose the verb in the box that completes each sentence.
Write it on the line.

likes drink watch eat sleep

6. Carla _____ rabbits.
7. The rabbits _____ the water in the bowl.
8. We _____ the rabbits play.
9. My rabbits _____ lettuce.
10. At night, the rabbits _____.

Name _____

A word that shows
action is a verb.

Action Words

- ▶ **A.** Circle the verb in each sentence.
Then write a new sentence using that verb.

1. Ruby hopped every day.

2. Angela smiled at Ruby.

3. Ruby jumps higher than Angela.

4. Angela reads all the time.

5. Ruby and Angela run every day.

- ▶ **B.** Write your own sentence about Ruby. Underline the verb.



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Capitalizing: Pronoun I

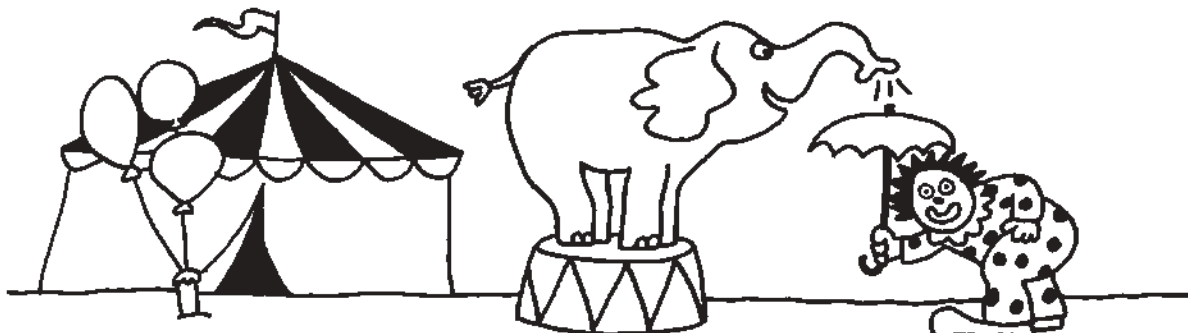
The pronoun I is used in the naming part of a sentence. It is always written with a capital letter.

- ▶ **A.** Add the pronoun I to complete each sentence. It is always written with a capital letter.

1. Ruby and _____ went to the circus.
2. _____ saw fourteen funny clowns.
3. _____ enjoyed watching the elephants.
4. Ruby and _____ fed some of the animals.
5. Before _____ knew it, it was time to go home.
6. _____ didn't know how much _____ would love the circus.
7. _____ hope _____ can go again soon.

- ▶ **B.** What would you do at the circus? Use the pronoun I and your own ideas to finish the sentences.

8. At the circus _____ saw _____ .
9. _____ ate _____ .
10. Ruby and _____ liked the _____ best.

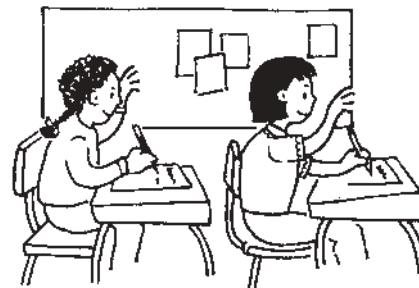


Capitalizing: Pronoun I

- Read each sentence. If the pronoun I is written correctly, write **C** in the box. If the pronoun I is not written correctly, cross it out and write it correctly. The first one has been done for you.

~~i~~ like the way you hop.

The pronoun I is used in the naming part of a sentence. It is always written with a capital letter.



1. Angela and I saw you in the classroom.

2. Did i tell you about my friend Ruby?

3. i play with Ruby every day.

4. Will I meet Angela after school today?

5. Ruby and i jump together.

6. I can jump high.

7. Angela and i run.

8. I can run faster.

Action Words

- Write an action word to complete each sentence.
Use a different action word each time.

I run faster than Ruby.

1. Angela _____ Ruby very much.
2. Miss Hart _____ on the chalkboard.
3. Ruby _____ her favorite book.
4. Angela and Ruby _____ every day after school.
5. Miss Hart _____ at Ruby.
6. Ruby _____ home for lunch.
7. Miss Hart _____ everyone to write.
8. Angela _____ at Ruby.
9. Ruby _____ her hand.
10. The class _____ when Ruby hopped.

A simple sentence has a naming part and a telling part. It tells a complete thought.

Simple Sentences

► Circle the sentence in each pair. Then underline the naming part of the sentence.

1. (a) Lin likes to play soccer.

(b) likes to play soccer



2. (a) Her friends

(b) Her friends watch her play.



3. (a) They cheer for Lin.

(b) They cheer for

4. (a) Her mom goes to all of her games.

(b) goes to all of her games

5. (a) The coach is very proud of Lin.

(b) The coach is

Name _____

A simple sentence has a naming part and a telling part. It tells a complete thought.

Simple Sentences

► Read each group of words. If it is a sentence, write **S** on the line. If it is not a sentence, add words from the box to complete it.

jumps very high
watch the cheerleaders
know all the cheers

1. José is a cheerleader. _____

2. His friends _____

3. José likes to cheer. _____

4. He _____

5. The other cheerleaders _____



Name _____

A sentence begins with a capital letter.

Capitalizing First Word

► Circle each sentence that is written correctly.

1. adam wants to play baseball.
2. The coach told him to show up for practice.
3. Adam and his mom met at the park.
4. they played catch.
5. he was ready.
6. Adam made the team.
7. He felt very proud.



► Write the other sentences correctly on the lines.

8. _____
9. _____
10. _____

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Name _____

Capitalizing First Word

► Read each sentence. If the first word is written correctly, write **C**. If it not written correctly, cross it out and write the word correctly.

A sentence begins with a capital letter.

1. Linda wants to play. _____
2. she and her friends play basketball every day. _____
3. linda will go to the tryouts tomorrow. _____
4. The coach is proud of her. _____
5. everyone works hard. _____
6. the team practices every day. _____



Simple Sentences

- Use the words in the boxes to write five simple sentences. Choose one naming part and one telling part for each sentence. Use each naming part and telling part only once.



Naming Parts	Telling Parts
Nella The coach The team Everyone at school Joe	tried out for the soccer team. told the team to try harder. cheers for the team. likes soccer. won the game.

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

Many verbs that tell about past time end in -ed.

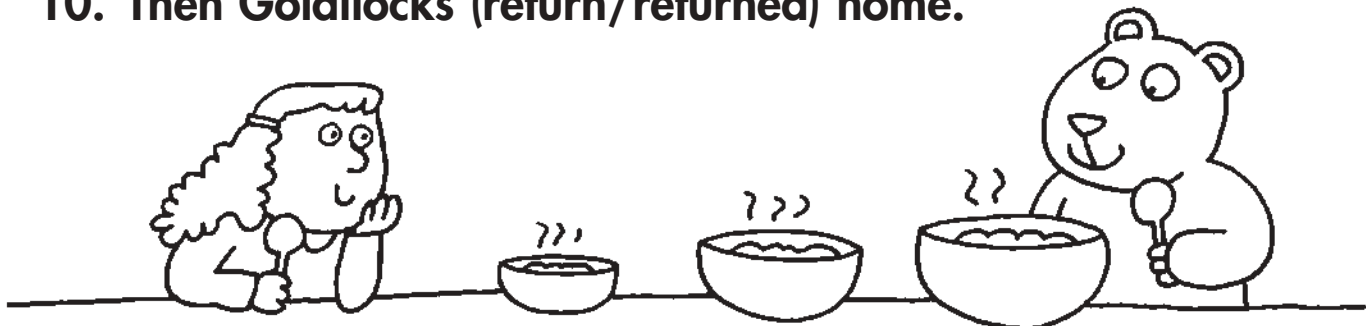
Action Words: Past Time

► **A.** Add -ed to the verb in () and write it on the line.

1. Goldilocks (walk) _____ in the woods.
2. She (discover) _____ a big house.
3. Goldilocks (open) _____ the door.
4. Baby Bear (follow) _____ her into the house.
5. They (play) _____ together all afternoon.

► **B.** The sentences below tell about the past. Choose the correct verb in parentheses (). Underline it.

6. Baby Bear and Goldilocks (plays/played) catch.
7. Baby Bear (showed/show) Goldilocks his toys.
8. They (laughs/laughed) at each other's jokes.
9. They (cooked/cooks) spaghetti together.
10. Then Goldilocks (return/returned) home.



Name _____

Many verbs that tell about past time end in -ed.

Action Words: Past Time

- **A.** Complete each sentence using an action word in the box. Use each word only once.

boxed painted worked smiled waited looked

1. Mario _____ beautiful pictures.
2. He _____ very hard in art class.
3. Mario's teacher _____ at his painting.
4. Mario _____ a long time.
5. Then the teacher _____ at Mario.



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- **B.** Write your own sentence about Mario. Use a verb that tells about past time.

Name _____

Names of places are proper nouns. Proper nouns are always capitalized.

Capitalizing Place Names

► Circle each place name that should begin with a capital letter. Write it correctly on the line.

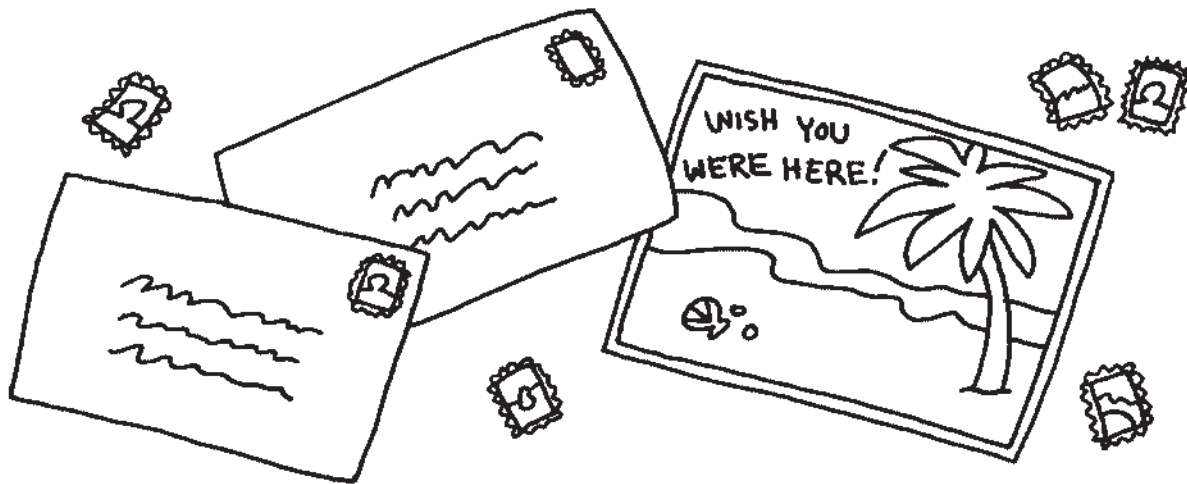
1. Pedro lives in mexico city.

2. I live in paris, kansas.

3. Our families went to tampa, florida, together.

4. We went swimming at sand piper beach.

5. Pedro and I wrote letters to friends in austin, texas.



Name _____

Names of places are proper nouns. Proper nouns are always capitalized.

Capitalizing Place Names

▶ A. Here is a list of places that George Ancona has visited. Write each place name correctly.

1. coney island

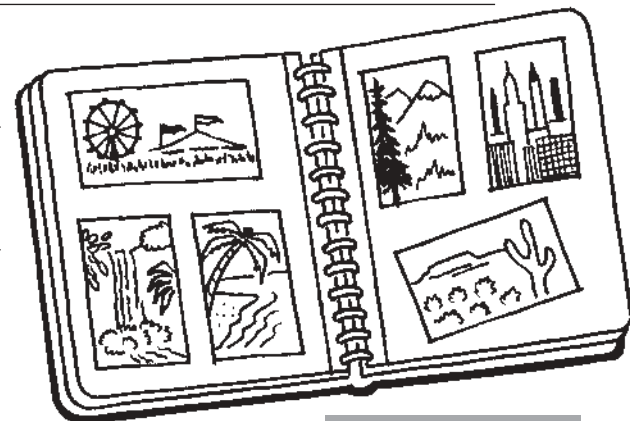
2. honduras

3. montana

4. new york city

5. new mexico

▶ B. Write a sentence about a place you want to visit.



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Action Words: Past Time

► Read each sentence. If the action word tells about past time, write **P**. If it does not, write the action word in past time.

1. Yesterday, Lisa walk with her family. _____
2. Then they wait for the bus to Coney Island. _____
3. Lisa and her family waved at the people. _____
4. They climbed down from the bus. _____
5. Lisa want some popcorn. _____



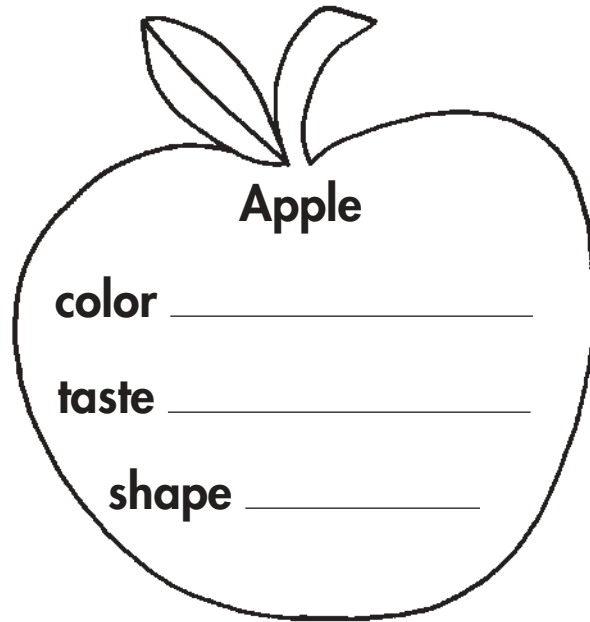
Name _____

An adjective is a describing word. An adjective describes a person, place, or thing.

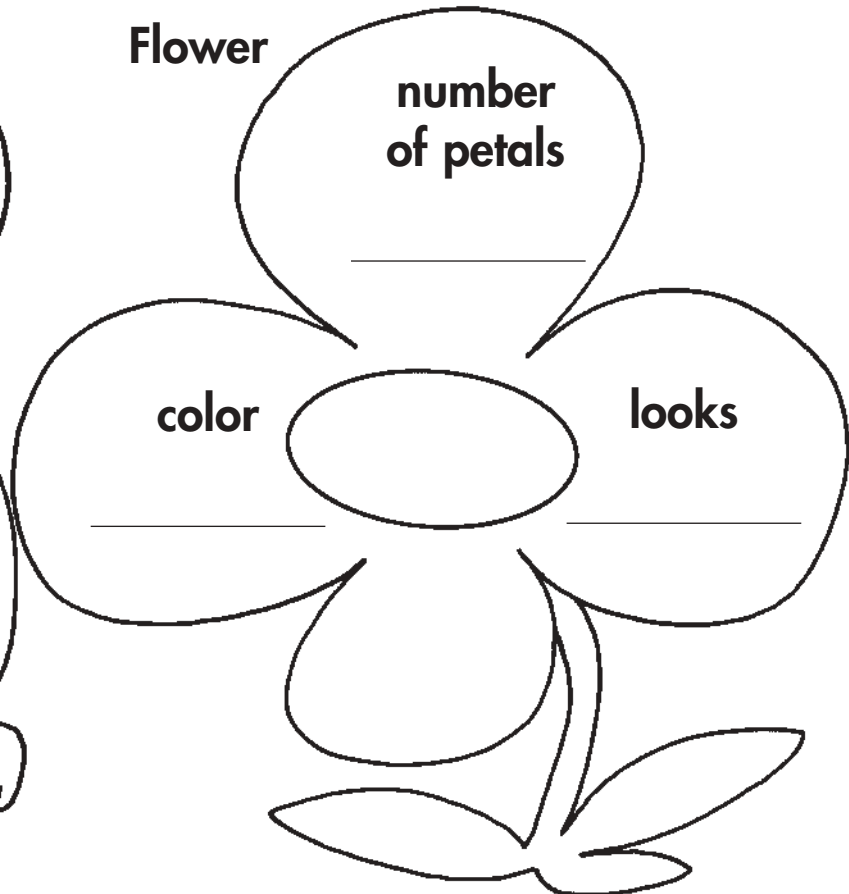
Describing Words

► Choose adjectives from the box to describe each picture. Write the adjective on the correct line.

red	big	pretty
brown	purple	round
soft	four	sweet



Flower



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Name _____

An adjective is a describing word. An adjective describes a person, place, or thing.

Describing Words

- Add a describing word to tell more about each person, place, or thing. Choose a describing word from the box. Use each describing word only once.

young old new magic big small happy
yellow nice red blue sad brave smart

1. _____ dancer
2. _____ girl
3. _____ boy
4. _____ teacher
5. _____ costume
6. _____ theater
7. _____ mother
8. _____ grandmother

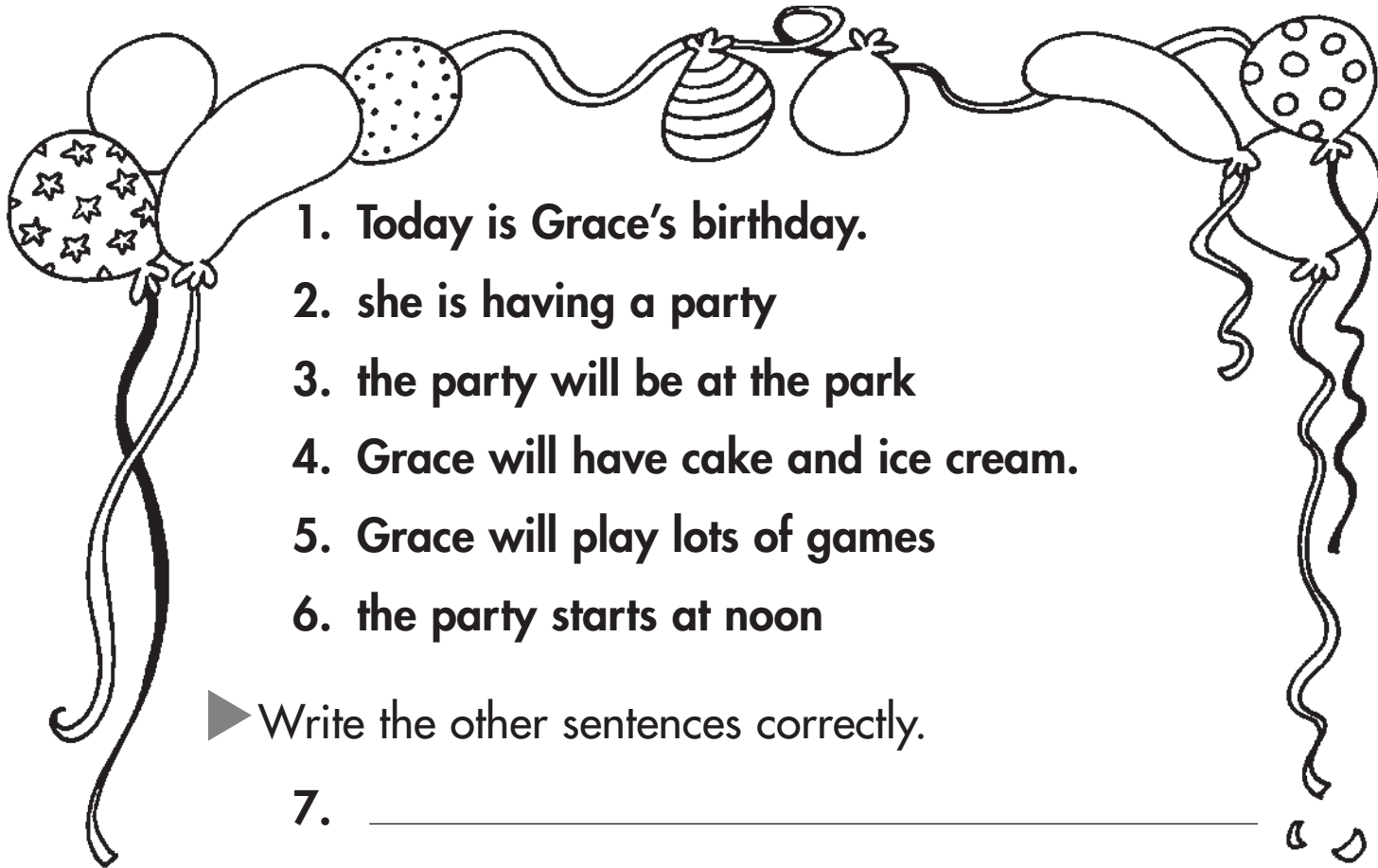


Name _____

A telling sentence begins with a capital letter and ends with a period (.).

Periods

► Circle each telling sentence that is written correctly.



1. Today is Grace's birthday.
2. she is having a party
3. the party will be at the park
4. Grace will have cake and ice cream.
5. Grace will play lots of games
6. the party starts at noon

► Write the other sentences correctly.

7. _____

8. _____

9. _____

10. _____



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Name _____

A telling sentence begins with a capital letter and ends with a period (.).

Periods

► Write each telling sentence. Make sure each sentence has a period.

1. Grace wanted to be Peter Pan

2. She put on a green costume

3. Her friend was Wendy

4. Grace was very happy after the play

5. Her mother and grandmother were happy, too.

6. Grace had a wonderful day.

Describing Words

► Fill in the bubble next to the word that completes each sentence.

1. The dancer was wearing a _____ tutu.

- pink
 apple
 table

2. She danced slowly in the _____ theater.

- cat
 big
 chair

3. Grace watched the _____ ballerina.

- young
 book
 square

4. Her _____ grandmother sat beside her.

- pencil
 nice
 purple

5. The _____ dancer bowed after the show.

- tall
 letter
 box



Name _____

A pronoun takes the place of the name of a person, place, or thing.

Pronouns

► Read the story. Use the pronouns in the box to complete each sentence. The first one has been done for you.

they he she it

Glenda was walking in the woods. At last she came to a house. _____¹ was empty. She opened the door and saw three chairs by the fireplace. _____² were all different sizes. She sat down on the smallest one. _____³ was the perfect size for her. Soon _____⁴ fell asleep. When she woke up, three pigs were standing over her. The father pig spoke. _____⁵ asked Glenda if she would stay for dinner. "I would love to!" said Glenda.



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Name _____

A pronoun takes the place of the name of a person, place, or thing.

Pronouns

- Read the sentences. Use the pronouns in the box to complete each sentence. The first one has been done for you.

he she it they

Leo has a lot of aunts. He likes playing with his aunts.

1. Jenna has a lot of uncles. _____ has dinner with her uncles every Sunday.

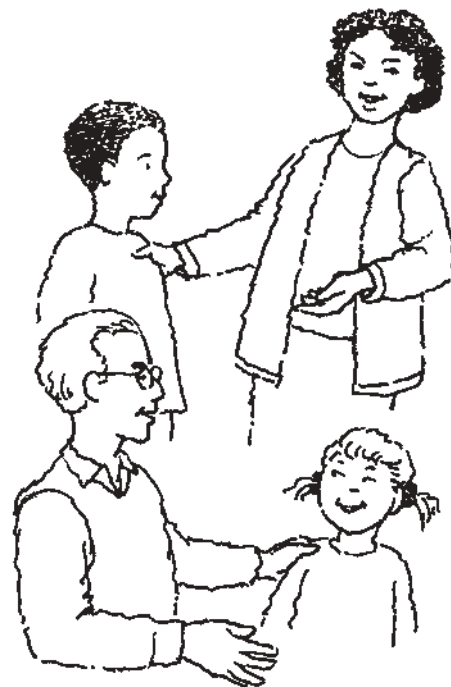
2. Leo and Jenna love their families. _____ see their families all the time.

3. Jenna's uncles came over last Sunday.

_____ wanted to see Jenna.

4. Leo wanted a balloon. His aunts bought _____ for him.

5. Jenna has a balloon, too.
_____ floats in the air.



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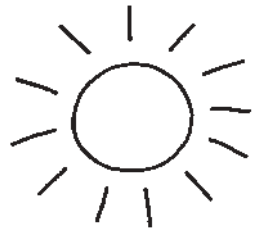
Name _____

Homophones are words that sound the same but have different meanings and different spellings.

Homophones

► A. Write the word from each box that names the picture.

sun son



1. _____

knows nose



2. _____

sent cent



3. _____

to too two



4. _____

► B. Use the words sun and son together in a sentence.

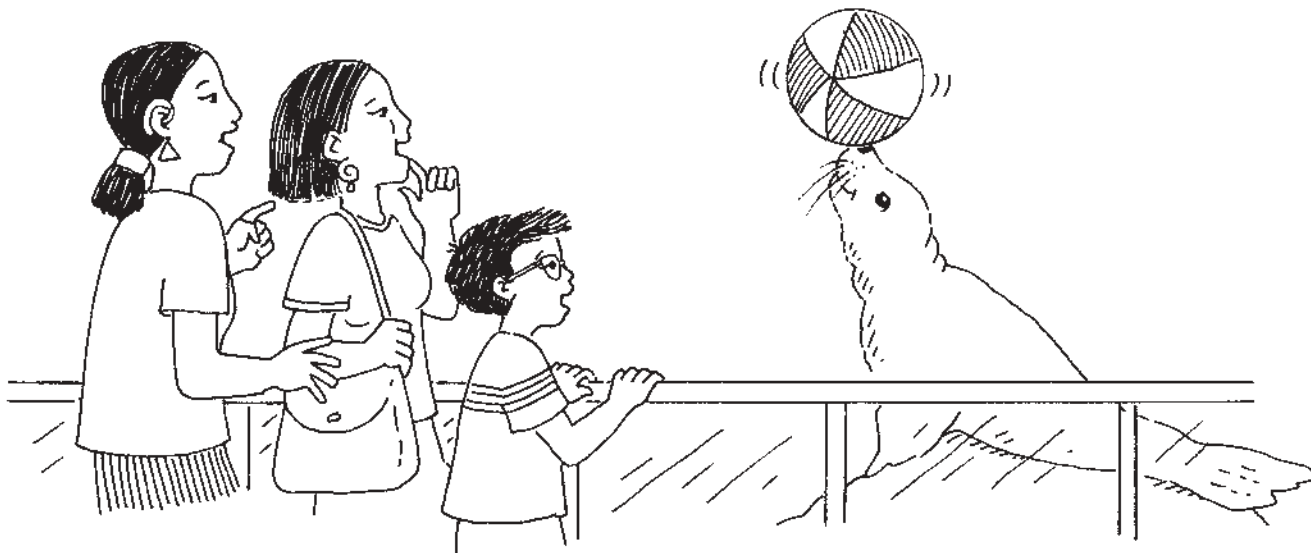
5. _____

Homophones are words that sound the same but have different meanings and different spellings.

Homophones

► Read each sentence. Choose the correct word in parentheses (). Circle the word that belongs in the sentence.

1. The (sun/son) was shining yesterday.
2. My (aunts/ants) took me to the zoo.
3. The seal balanced a ball on his (knows/nose).
4. The monkey had a long (tale/tail).
5. We saw some koalas climbing (hi/high) up in the trees.
6. (Eye/I) really love the zoo!



Pronouns

► Fill in the bubble next to the word that completes each sentence.

1. Truman and his aunts went on a boat ride. _____
had a great time.

- It
 She
 They

2. The boat was very big. _____ had a loud motor.

- He
 It
 They

3. Aunt Fran told Truman a funny story. _____ made
Truman laugh.

- She
 He
 They

4. A man on the boat was selling sailor hats. _____
sold one to Aunt Fran.

- He
 It
 They

5. Aunt Fran gave Truman the hat. _____ fit Truman
perfectly!

- They
 It
 He

Name _____

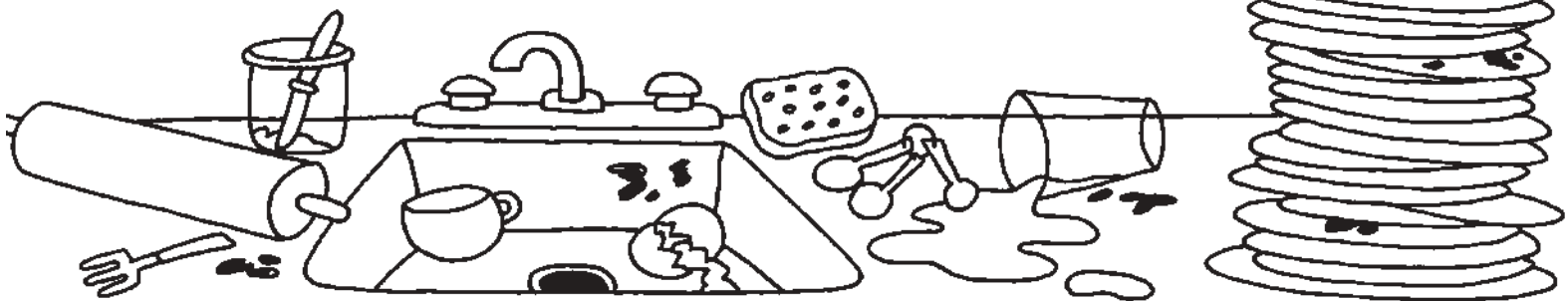
A past tense verb tells about something that has already happened. It often ends in -ed.

Verbs: Past Time

- Complete each sentence with a verb in the box. Change the verb to the past tense to show that the events happened yesterday.

spill bake clean slice pour

1. Felix _____ the apples into small pieces.
2. Cally _____ four batches of raisin cookies.
3. Tonya _____ milk into a glass.
4. Matt _____ the glass of milk on the counter.
5. No one _____ any of it up!



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A past tense verb tells about something that has already happened. It often ends in -ed.

Verbs: Past Time

► **A.** Read the sentences. Circle the word in parentheses () that shows an event that happened yesterday.

1. Diana (works/worked) in a restaurant.
2. She (baked/bakes) a pie.
3. Then she (cooks/cooked) a roast.
4. Her sister (folds/folded) the napkins.
5. One napkin (looks/looked) like a paper crane.
6. The crane (danced/dances) all over the restaurant.



► **B.** Now write two sentences to tell about something that happened yesterday. You can use the words in the box.

played hopped climbed

7. _____

8. _____

Name _____

A telling sentence begins with a capital letter and ends with a period.

Telling Sentences

▶ **A.** Rewrite each sentence correctly on the line.

1. the paper crane is nice.

2. i like it.

3. people came to see the crane

4. they stayed to eat

5. the man was happy

▶ **B.** Write a telling sentence to tell what happened next.

6. _____

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Name _____

A telling sentence begins with a capital letter and ends with a period.

Telling Sentences

- ▶ **A.** Write each telling sentence correctly on the line.

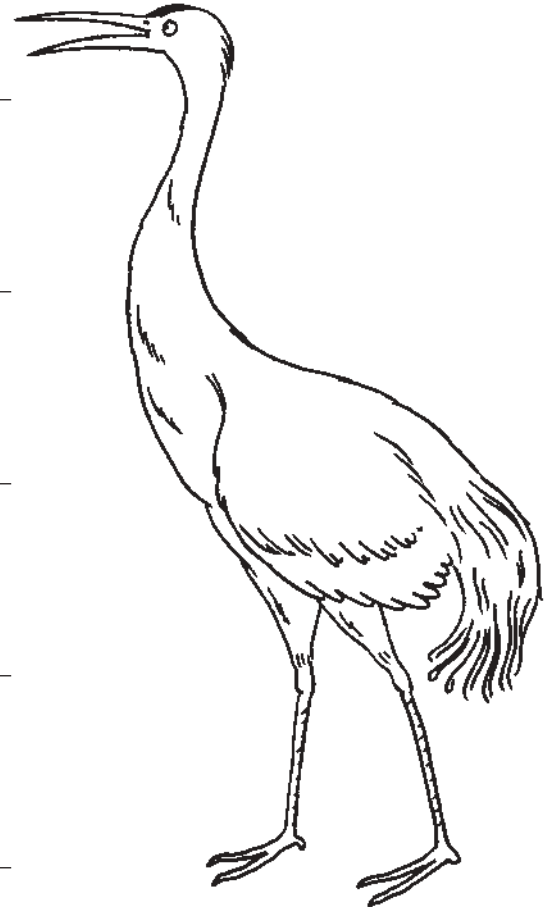
1. most cranes have long beaks

2. this crane has a long neck

3. he is white

4. his wings are big and strong

5. the crane's feet are very thin



- ▶ **B.** Now write one more telling sentence about the crane.

6. _____

Telling Sentences

► Write **C** if the telling sentence is correct. If it is not correct, write the telling sentence correctly.



1. I work in a restaurant.

2. many people eat here

3. they like my food.

4. i like cooking for them

5. Sometimes we play music

6. people like to dance and sing

7. everyone has a great time

8. the food always tastes good.

9. we do lots of dishes.

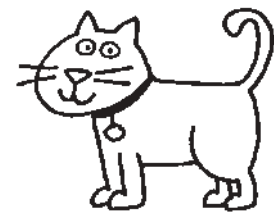
10. I am happy.

Words That Compare

Add -er to adjectives to compare two things. Add -est to compare three or more things.

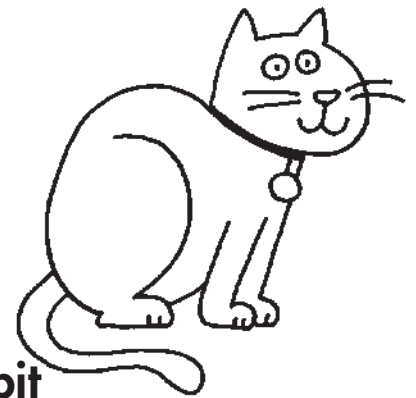
- ▶ **A.** Read each sentence carefully. Circle the word in parentheses () that completes it.

1. My cat is (older, oldest) than Jan's cat.
2. My cat is the (faster, fastest) cat in the neighborhood.
3. He has the (blacker, blackest) coat I have ever seen.
4. Jan's cat is (bigger, biggest) than my cat.
5. She is (nicer, nicest), too.



- ▶ **B.** Add -er or -est to the word in parentheses (). Write the new word in the sentence.

6. An ocean is (big) _____ than a lake.
7. Gina is the (big) _____ child in the class.
8. Tim is big but he is (small) _____ than Gina.
9. Is the rabbit (soft) _____ than the hamster?
10. Our rabbit is the (soft) _____ rabbit in the school.



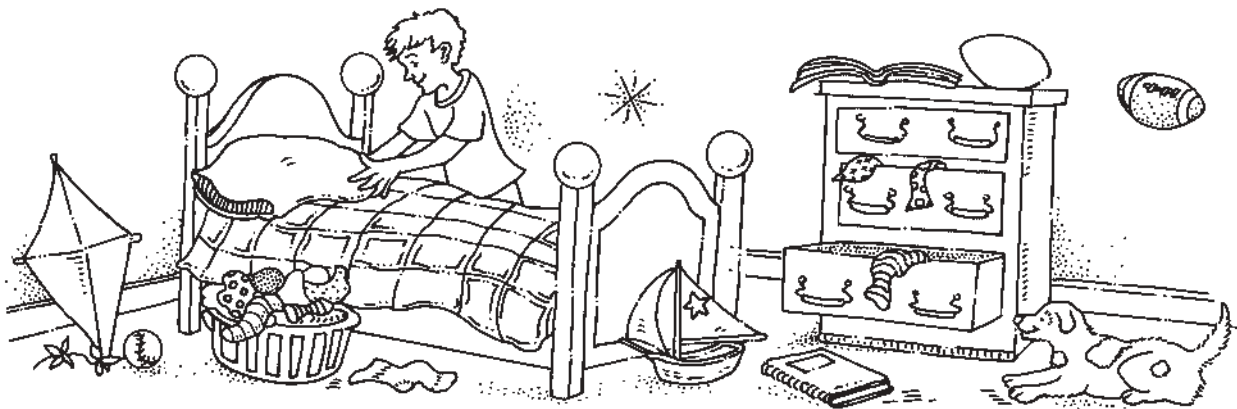
Words That Compare

- Choose a word from the box to complete each sentence. Use each word only once.

Add -er to adjectives to compare two things. Add -est to compare three or more things.

smaller smallest cleaner cleanest
colder coldest younger youngest

1. A pig is _____ than a cow.
2. The _____ animal at our farm is a chipmunk!
3. My little brother is _____ than I am.
4. He is the _____ boy in our family.
5. The weather is _____ today than it was yesterday.
6. This is the _____ winter we have ever had.
7. My room is _____ than a pigsty!
8. Today my room is the _____ it has ever been!




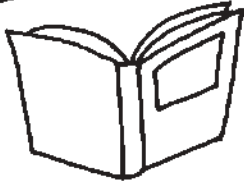
Name _____


A and An


► Fill in each blank correctly by writing a or an.


Use a before a word that starts with a consonant. Use an before a word that starts with a vowel.


1.  _____ egg


2.  _____ book


3.  _____ sneaker


4.  _____ tree


5.  _____ bird

6.  _____ ant

7.  _____ squirrel

8.  _____ apple

9.  _____ ice cream cone

10.  _____ flower

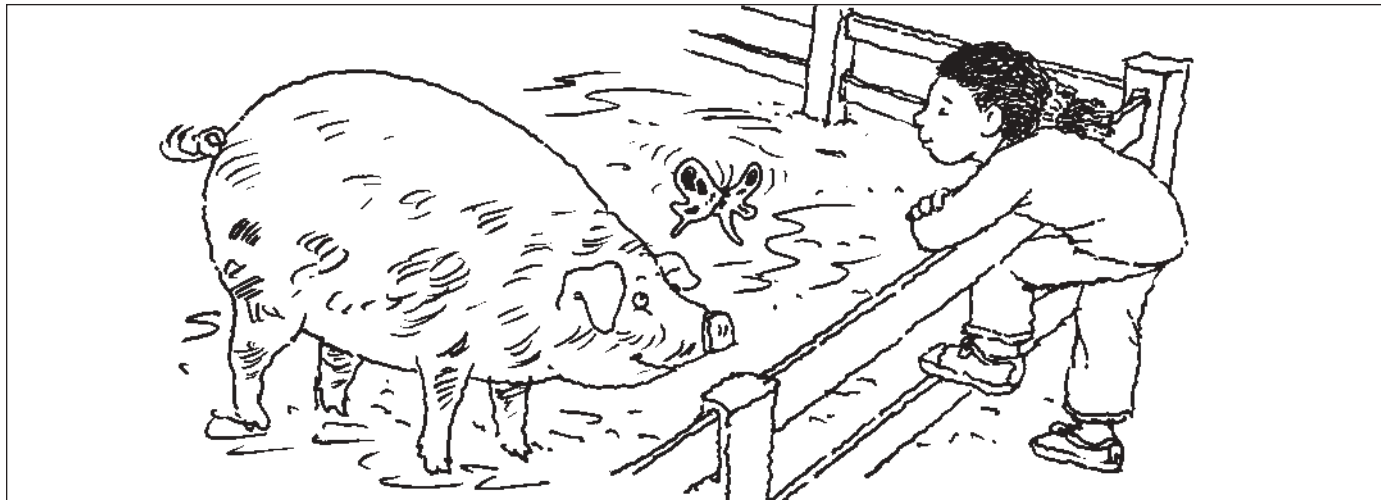
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Use a before a word that starts with a consonant. Use an before a word that starts with a vowel.

A and An

► **A.** Read each sentence. Choose the correct word in parentheses (). Circle the word that belongs in the sentence.

1. I saw (a/an) pig today.
2. He was in (a/an) pigsty.
3. I gave him (a/an) apple to eat.
4. Nearby, (a/an) ant crawled into its anthill.
5. (A/An) butterfly flew overhead.
6. Do you think (a/an) pig likes being dirty?



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► **B.** Write a or an.

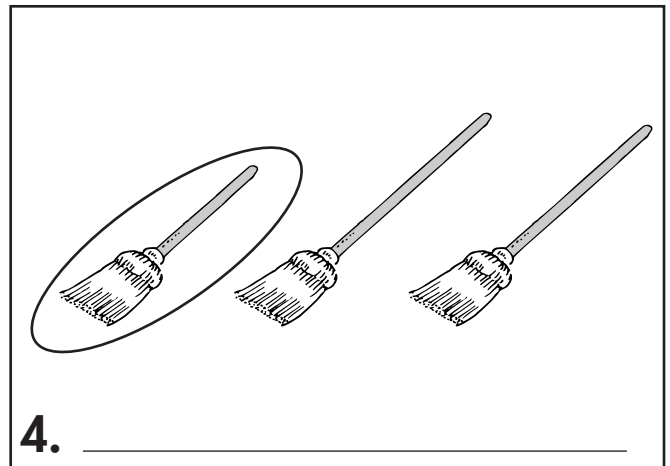
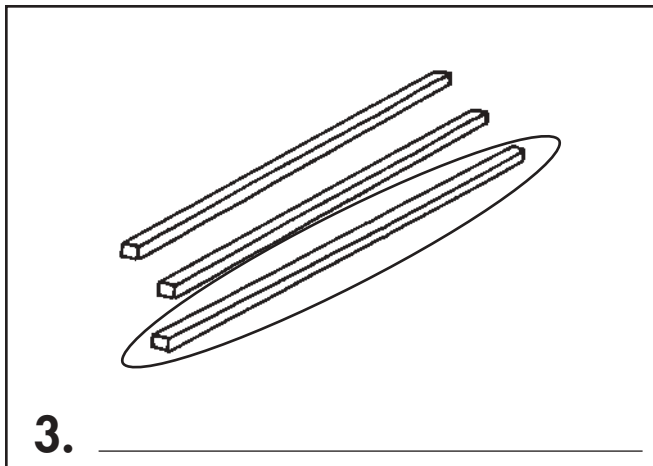
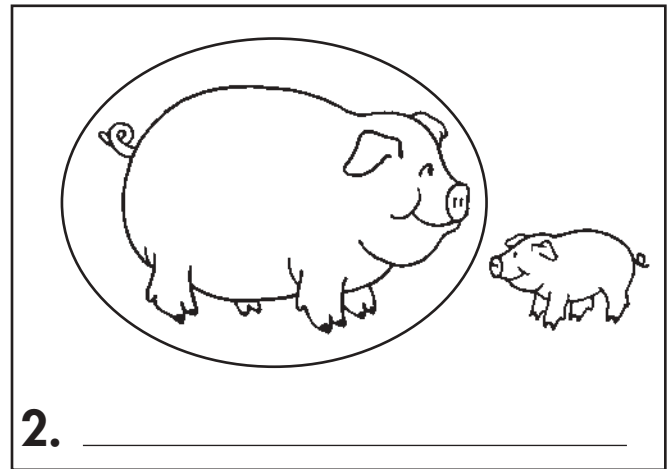
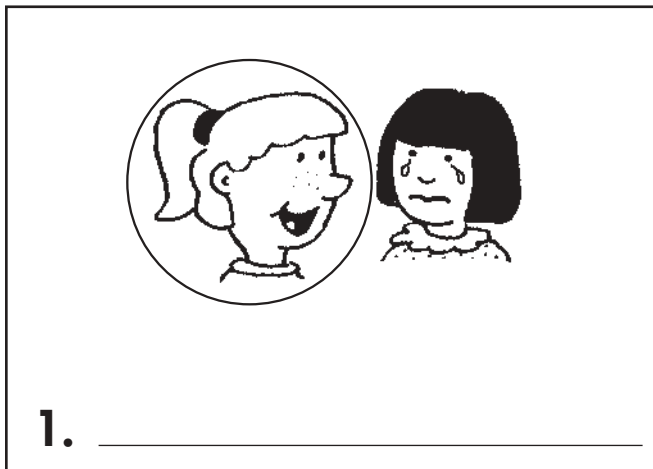
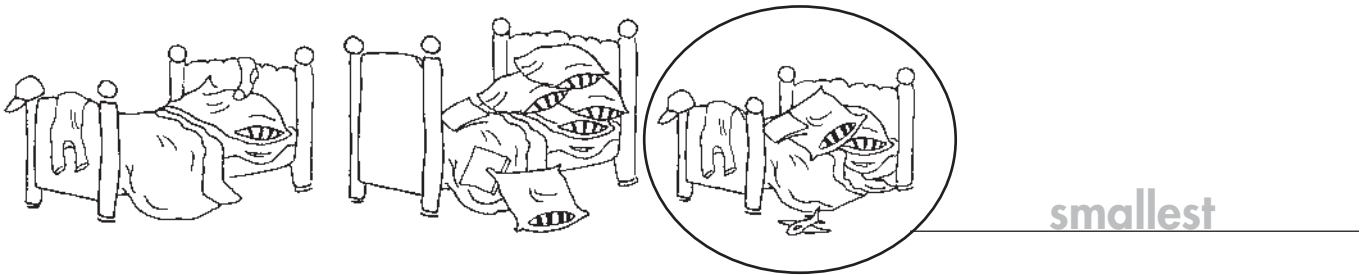
7. _____ card 8. _____ tooth
9. _____ aunt 10. _____ organ

Name _____

Words That Compare

► Write a word to describe each picture that is circled.
The first one has been done for you.

bigger smallest happier longest shortest



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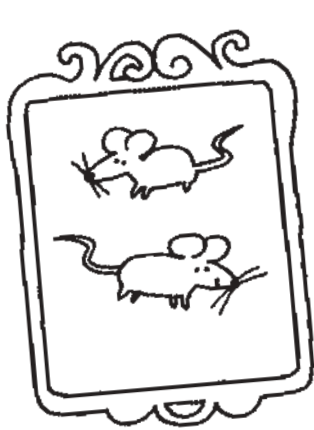
Name _____

Most nouns use -s to show more than one. Irregular nouns have a different word to show more than one.

Irregular Nouns

► Read the words in the box. Then write the correct word underneath each picture.

mouse	foot	child	tooth
mice	feet	children	teeth



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

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Most nouns use -s to show more than one. Irregular nouns have a different word to show more than one.

Irregular Nouns

- Read the story. For each sentence, choose the correct word in parentheses (). Circle the word that belongs in the sentence.

Once upon a time there were four _____
1
(mouses/mice). They wanted to find a place where there were no cats.

One mouse said, "I know a family with three _____
2
(children/chilids). We could live there."

Another mouse said, "No, let's go live in the woods. I have seen _____
3 (mans/men) and _____
4 (women/womans) there, but no cats."

All the _____
5 (mice/mouses) thought that was a great idea. So they ran to the woods as fast as their _____
6
(foots/feet) would carry them. There they lived happily ever after.



Put quotation marks before the speaker's first word. Then put them after the speaker's last word and the punctuation mark.

Quotation Marks

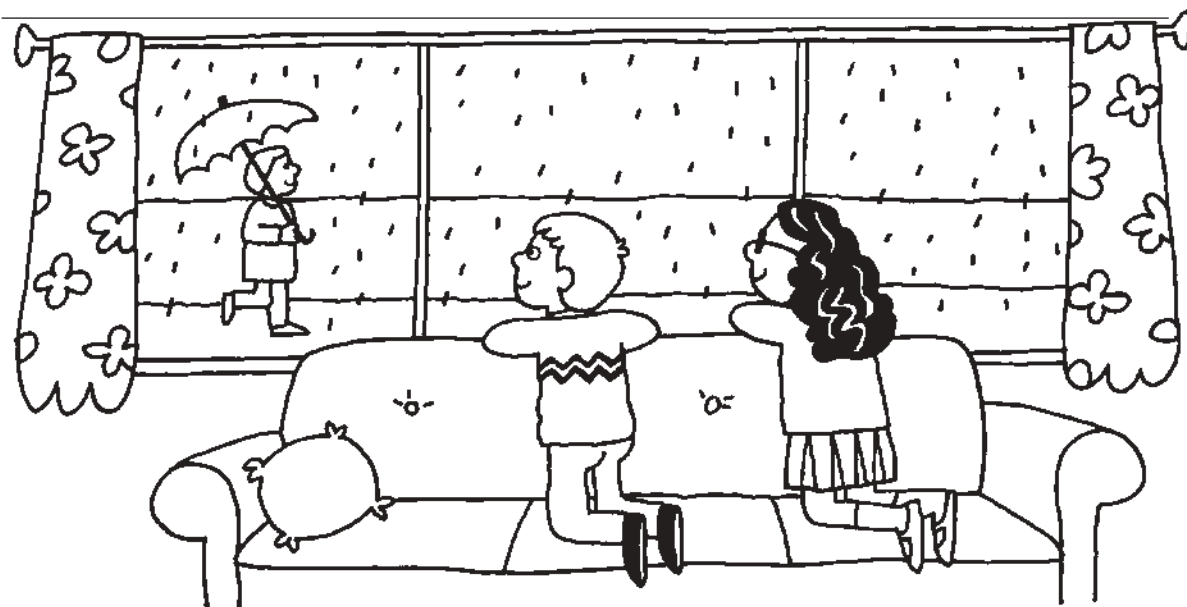
- **A.** Read the sentences. Then put quotation marks where they belong. The first one has been done for you.

Jan cried, "It is raining!"

1. She asked, What will we do today?
2. Ivan answered, We could read.
3. He whispered, Maybe the sun will come out soon.
4. Jan whined, But what will we do now?
5. Ivan said, Use your imagination.

- **B.** Finish the sentence below. Use quotation marks to show what Jan asked.

6. Jan asked, _____



Name _____

Put quotation marks before the speaker's first word. Then put them after the speaker's last word and the punctuation mark.

Quotation Marks

► Read the sentences. If the quotation marks are correct, write **C** in the box. If they are not, write the sentence correctly. The first one has been done for you.

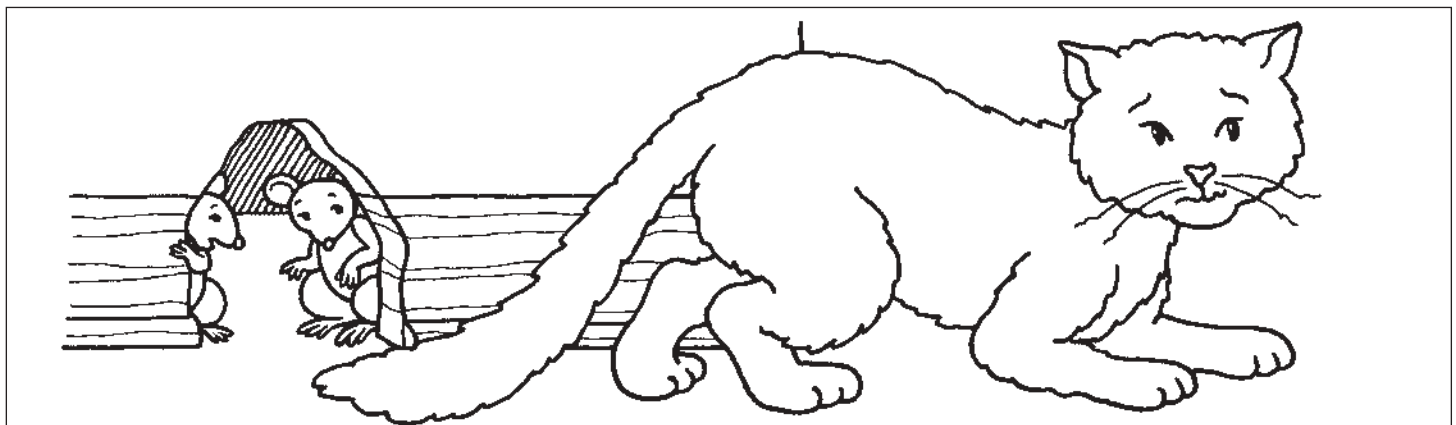
The cat said, "I wonder where all the mice are today."

C

1. One mouse whispered, "Let's all be quiet now."

2. The cat said, Maybe I'll go play in the yard.

3. The mice shouted, Now we can laugh and play!



Name _____

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

Irregular Nouns

► A. Write the correct word next to each picture.



1. _____



2. _____



3. _____



4. _____



5. _____

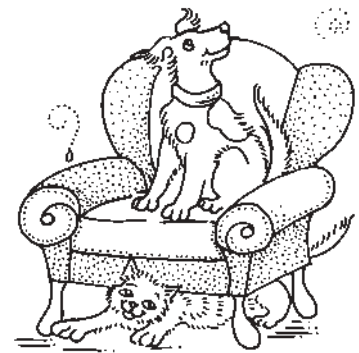


6. _____

Quotation Marks

► B. Read the sentences. Then put quotation marks where they belong.

1. The dog said, Where is the cat today?
2. The cat said, I don't want the dog to find me.
3. The dog barked, Have you seen the cat?
4. The cat purred, This is a good hiding place.

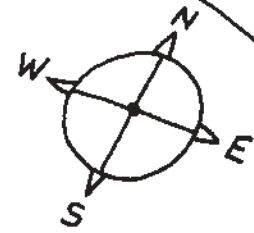


Common nouns
are naming words.
They name any
animal, person,
place, or thing.

Naming Words

► Circle the naming word—or noun—in each sentence. Write on the line if it names a person, place, or thing. The first one has been done for you.

I found a map. _____ thing _____



1. It will lead to treasure.



5. It says to bring a shovel.



2. It shows an island.



4. The cave is marked.



3. It names a pirate. _____



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Common nouns are naming words. They name any person, place, or thing.

Naming Words

- Complete the story using the naming words in the box. Use each word only once. One sentence is done for you.

movie	library	friend
sister	theater	ticket

One day Rosa and Jimmy wanted to see a movie. "Which _____
1 should we go to?" Jimmy asked.

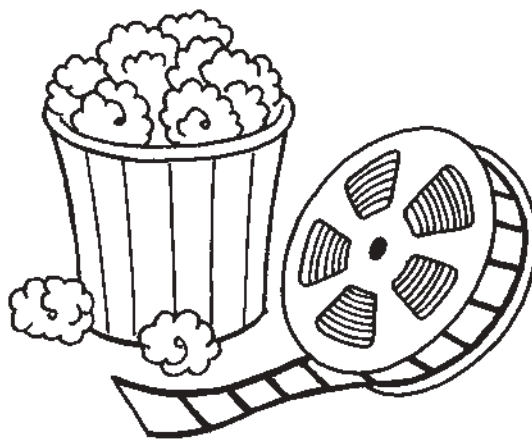
"Let's go to the one downtown," Rosa said. "Do you have enough money for a _____?"
2

"Yes," said Jimmy. "But I have to return a book. Can we stop at the _____?"
3

"Sure!" said Rosa.

When they got downtown, they saw some people they knew. First, Rosa saw Joe. "There's my _____!" Rosa
4 cried. "Come to the movie with us!"

Then Jimmy saw Tina. "There's my _____!" he
5 shouted. "She can come to the movie with us, too!"



A contraction is two words made into one word. An apostrophe takes the place of missing letters.

Contractions With is

- ▶ **A.** Write the contraction that replaces the underlined words in each sentence. The first one has been done for you.

“Where is the ball?” asked Lou. Where’s

1. “It is not here,” said Jimmy. _____

2. “Here is Rosa,” said Lou. _____

3. “She is good at finding things,” said Jimmy.

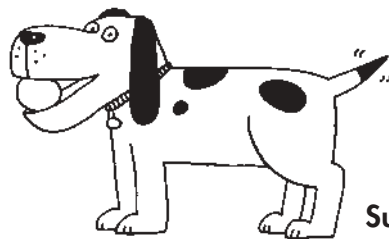
4. “What is wrong?” asked Rosa. _____

5. “He is sad!” said Jimmy. “His ball is gone.”

6. “There is Spot!” cried Rosa. “He has your ball.”

- ▶ **B.** Choose one of the contractions you wrote and use it in a sentence.

7. _____



Name _____

A contraction is two words made into one word. An apostrophe takes the place of missing letters.

Contractions With is

▶ **A.** Choose the correct contraction in parentheses (). Circle the correct contraction.

1. it is (it's/its)
2. there is (theres/there's)
3. here is (here's/heres)
4. what is (whats/what's)
5. she is (shes/she's)

▶ **B.** Choose one of the contractions you wrote and use it in a sentence.

6. _____

Contractions

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Contractions With is

► A. Write the contraction that replaces the underlined words.

1. "What is the code today?" asked Rosa. _____

2. "Where is the letter?" Jimmy said. _____

3. "Here is the paper we found yesterday," Rosa answered.

4. "It is time for my sister to come home," Jimmy said.

5. "She is good at breaking codes," he explained.

6. "There is her book bag," Rosa said. _____

7. "She is here!" Jimmy cried. "Now we can
break the code!" _____

► B. Write the contractions.

8. she is _____

9. he is _____

10. it is _____



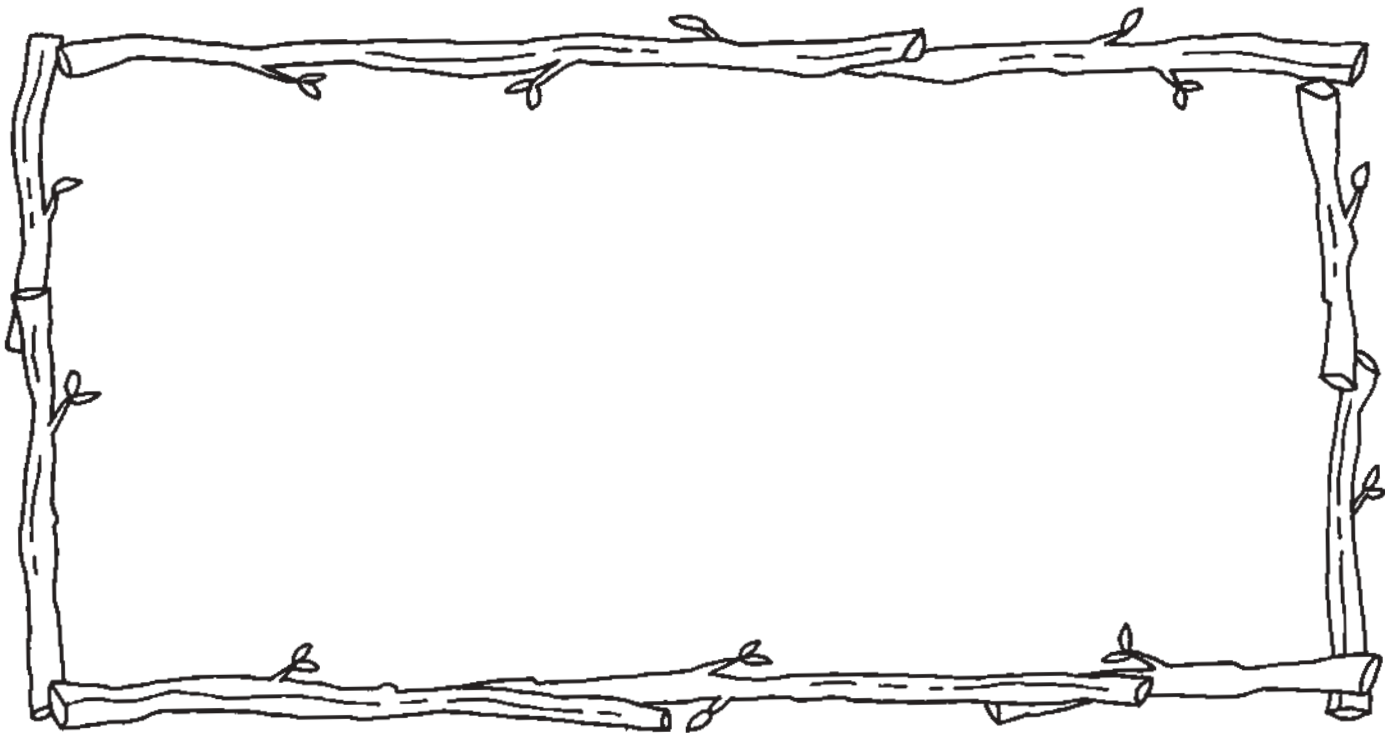
An adjective is a word that describes a noun or pronoun. Sometimes adjectives tell about size or shape.

Describing Words

- A. Read each sentence. Does the underlined adjective tell about size or shape? Write size or shape in the blank.

1. There is a tall mountain. _____
2. A square flag is on the mountaintop. _____
3. A zigzag road goes up the mountain. _____
4. A tiny hut is at the bottom. _____
5. Next to the hut is a round pond. _____

- B. Read the sentences again. Draw a picture of the mountain. Add at least two of the features mentioned.



Name _____

An adjective is a word that describes a noun or pronoun. Sometimes adjectives tell about size or shape.

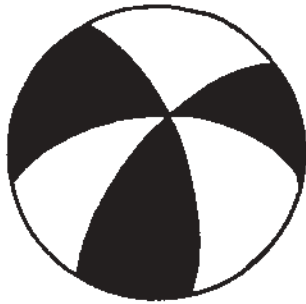
Describing Words

- Tell something about the size or shape of each item shown. Choose one describing word.

Size
big
small
wide
narrow

Shape
round
square
flat
lumpy

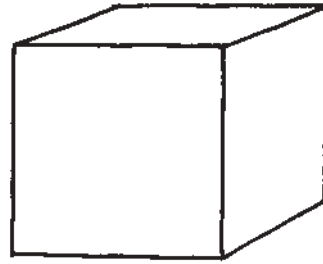
1.



ball

_____ (shape)

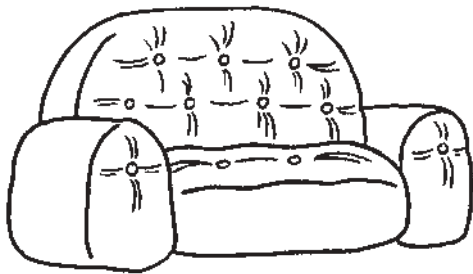
2.



box

_____ (size)

3.



sofa

_____ (shape)

4.



ribbon

_____ (size)

Name _____

Most nouns add -s to mean more than one. Nouns that end in ss, x, ch, or sh add -es to mean more than one.

Plural Nouns

► Write the plural for each noun on the line.



fox



clock



glass

1. _____ 2. _____ 3. _____



tree



frog

4. _____ 5. _____



brush



bench



house

6. _____ 7. _____ 8. _____

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Most nouns add -s to mean more than one. Nouns that end in ss, x, ch, or sh add -es to mean more than one.

Plural Nouns

- ▶ **A.** Complete the story by writing the plural for each noun in parentheses (). Write the plural noun on the line.

Marti the mouse went to many (house) _____
 1 looking
 for mangos. At the first house, he looked in several (box)

 2. At the second house, he looked under the (stair)

 3. Out behind the third house, he hunted through the
 (tree) _____
 4 In the last house, he searched through all the
 (room) _____
 5.

- ▶ **B.** Now write two sentences telling where else Marti looked. Use one plural noun in each sentence.



6. _____

7. _____

Describing Words

- Complete the story by writing a word from the box on each line. Look to see whether you should choose a size word or a shape word.

Size	Shape
tiny	square
huge	Round
big	bumpy



There once was a (shape) _____¹ road. It ran up the side of a hill. On the hill grew (size) _____² trees and beautiful flowers. (shape) _____³ mangoes grew on the trees.

One day, a (size) _____⁴ mouse came along. He was looking for a present to bring to his friend's party. When he saw a mango on the ground, he smiled a (size) _____⁵ smile. "I'll take this mango!" he said happily. And off he went.

Name _____

Complete Subject and Predicate

A complete subject is all the words in the naming part of a sentence. A complete predicate is all the words in the telling part of a sentence.

▶ **A.** Draw a line to match the naming part to the telling part of each sentence.

1. Birds

tastes sweet.

2. The sun

jumps rope.

3. Jill

chirp.

4. Ice cream

is in the sky.

▶ **B.** In each sentence draw a circle around the naming part. Draw a line underneath the telling part.

5. I have a rabbit.

6. My brother is on the soccer team.

7. Kim lost two teeth last night.

8. I am hungry.

Name _____

A complete subject is all the words in the naming part of a sentence. A complete predicate is all the words in the telling part of a sentence.

Complete Subject and Predicate

▶ **A.** In each sentence, draw a circle around the naming part. Draw a line underneath the telling part.

1. **The band plays music every Sunday.**
2. **I love hearing the band!**
3. **We can hear the band in the park.**
4. **Paul will come with us.**
5. **He plays the violin.**

▶ **B.** Now write two sentences about music you enjoy. In each sentence, draw a circle around the naming part. Draw a line underneath the telling part.

6. _____

7. _____



Subject Pronouns

Subject Pronouns

I you he she it we they

A pronoun is a word that can take the place of a noun.

▶ **A.** Circle the subject pronoun in each sentence.

1. He ran away.
2. He wanted to be a musician.
3. They all went to sleep.
4. Do you like this story?
5. Mom smiled when she read it with me.

▶ **B.** Draw a line from each noun in parentheses () to the subject pronoun it matches.

6. (Jake) is my friend.
7. (Mr. Jones and Ms. Paul) are my teachers.
8. (Susan and I) like to bowl.
9. (Kathy) is always late.
10. (The boat) has two sails.

We
He
They
It
She

Subject Pronouns

- Read the sentences. Use the pronouns in the box to complete each sentence. The first one has been done for you.

A subject pronoun
can take the place
of a noun.

I You He She It We They

Pete plays the flute. He plays it very well.

1. Sarita is in the marching band. _____ carries the big drum.
2. Pete and I went to the football game. _____ wanted to see Sarita.
3. Sarita and her friends were playing loudly.
_____ sounded great!
4. The drum is heavy.
_____ is hard to carry.
5. Sarita is very strong.
_____ likes to carry the drum.



Complete Subject and Predicate



- **A.** Read each sentence. Choose a naming part or a telling part. Write it on the line.

Naming Parts	The donkey The cat Roosters
Telling Parts	barked very loudly. found an empty house. got scared.

1. _____ had glowing eyes.
2. The dog _____.
3. The robbers _____.
4. _____ kicked up its heels.
5. _____ crow very loudly.

- **B.** In each sentence, draw a circle around the naming part. Draw a line underneath the telling part.

6. **A farmer was looking for a rooster.**
7. **He needed help waking up.**
8. **The rooster crowed every morning.**
9. **The farmer went to the fields very early.**
10. **His children helped him plant crops.**

Name _____

An adverb tells more about a verb. It can tell where, when, or how something happened.

Adverbs

▶ A. Write the adverb in each sentence on the line.

1. I ate early. _____

2. I looked outside. _____

3. Snow fell down. _____

4. We built a snowperson today. _____

5. We put it nearby. _____

▶ B. Circle each adverb. Write where if it tells where. Write when if it tells when. Write how if it tells how.

6. The snow fell fast. _____

7. We won't go to school today. _____

8. My mitten is here. _____

9. We moved slowly in the deep snow. _____

10. I want to play outside. _____



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An adverb tells more about a verb. It can tell where, when, or how something happened.

Adverbs

- Read each sentence. Choose an adverb from the box. Write it on the first line. On the second line, write where if the adverb tells where. Write when if it tells when. Write how if it tells how.

outside inside yesterday tomorrow slowly happily

I played the sad song slowly. how

1. _____, Leora had a music lesson. _____

2. _____, she will sing with the band. _____

3. The people cheered _____.

4. They stood _____ in the sunshine. _____

5. They went _____ to eat. _____



Name _____

The pronoun I is used in the naming part of a sentence. The pronoun me is used in the telling part of a sentence. Always write I with a capital letter.

Pronouns I and Me

▶ Read the letter. Write I or me in each blank.

Jamie Rivera
1233 Cinder Lane
Johnston, Rhode Island 02919

Dear Jamie,

_____ am having a great time skiing. On the first day, my mom took _____ up the hill. She gave _____ a short lesson. Then _____ skied all the way down. Next, Mom and _____ had hot chocolate in the ski lodge.

After four days _____ was skiing all by myself.

_____ even went up a chairlift! On Friday, Mom said she had a surprise for _____. She got _____ skis.

_____ can't wait to use them next year!

Your friend,
Leora

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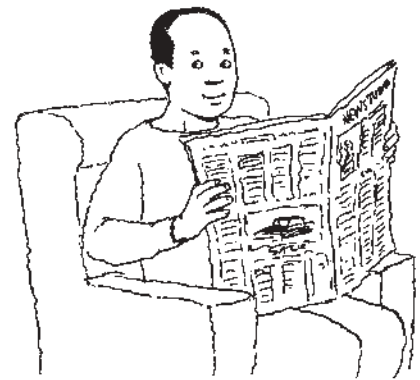
Pronouns I and Me

- Read the story. Choose the correct word from the parentheses (). Circle the word that belongs in each sentence.

The pronoun I is used in the naming part of a sentence. The pronoun me is used in the telling part of a sentence. Always write I with a capital letter.

Yesterday, my dad took (I/me) to the county fair. He
 bought (I/me) some popcorn. Then Dad and (I/me) heard
 the band. (I/me) love music! (I/me) wish I could play in
 a band.

When we got home, Dad had a surprise for (I/me).
 He gave (I/me) a tuba. Now (I/me) could learn to play!
 Soon (I/me) will be in a band. Dad will come and hear
 (I/me).



Adverbs

- Circle each adverb. Write where if the adverb tells where. Write when if it tells when. Write how if it tells how.



1. The band is playing now. _____
2. They play very quickly. _____
3. Yesterday, a singer sang with them. _____
4. He sang loudly. _____
5. He will join them soon. _____
6. I will stand here and wait. _____
7. The piano player performs after the guitar player. _____
8. The guitar is beside the microphone. _____
9. Tomorrow, the band will have a drum player. _____
10. The band performs very well. _____

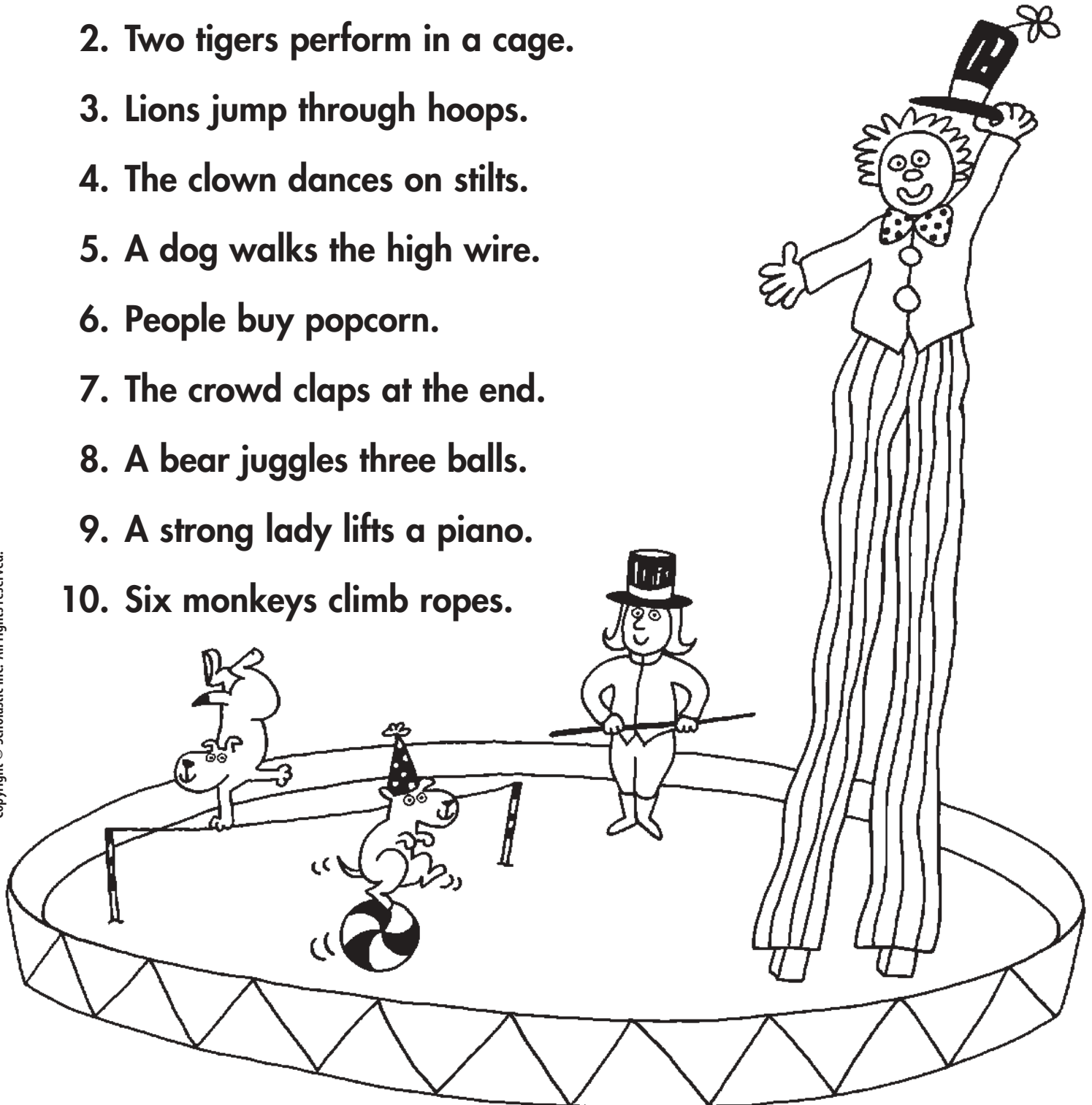
A verb is a word that shows action.

Action Words

► Draw a line under the verb in each sentence.

1. The ringmaster announces the acts.
2. Two tigers perform in a cage.
3. Lions jump through hoops.
4. The clown dances on stilts.
5. A dog walks the high wire.
6. People buy popcorn.
7. The crowd claps at the end.
8. A bear juggles three balls.
9. A strong lady lifts a piano.
10. Six monkeys climb ropes.

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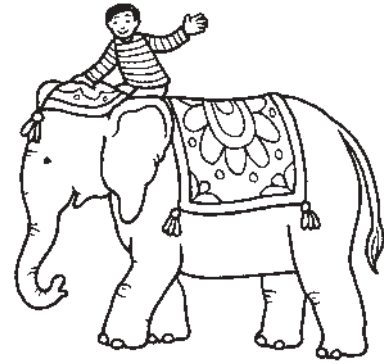


A verb is a word that shows action.

Action Words

▶ **A.** Circle the verb in each sentence.

1. Jorge goes to the circus every year.
2. His uncle always takes him.
3. He loves the circus very much.
4. He sees lions, tigers, and elephants there.
5. The ringmaster shouts loudly.
6. Paco listens carefully to every word.
7. He watches the clowns and their funny tricks.
8. Sometimes, he rides the elephant after the show.



▶ **B.** Write two more sentences telling what Paco does. Use an action verb in each sentence. Circle the verb.

9. _____

10. _____

Name _____

Names of special places begin with a capital letter.

Capitalize Place Names

► Underline each place name on the postcards. Then write the names correctly on the lines underneath. Address each postcard to a real or made-up person.

Dear Mom and Dad,
I'm having a great time
in provo, utah. Today I
sailed on the colorado river.
Love, Seth



1. _____ 2. _____

Dear Grandma,
It's very hot here in
jamaica. We visited the city
of kingston. Then we swam
in the atlantic ocean.
I miss you.
Love, Tonya



3. _____ 4. _____ 5. _____

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Name _____

Capitalize Place Names

► Read each sentence. Then write each sentence correctly.

Names of special places begin with a capital letter.

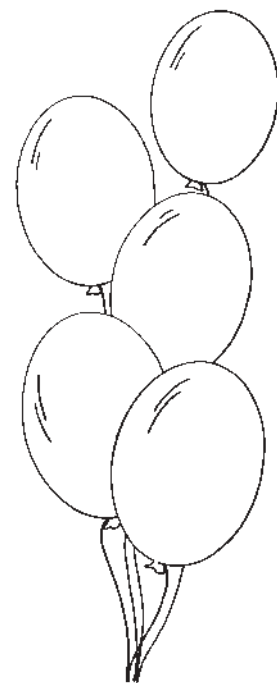
1. The circus is coming to northfield, minnesota.

2. They marched across the cannon river.

3. Yesterday, they were in bismarck, north dakota.

4. They will pass mount rushmore.

5. The clown lived in iowa City.



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Action Words

- A. Write an action word in each sentence.
Use each word only once.

look climb roar rides jump walk

1. I _____ at the clowns.
2. The monkeys _____ to the top of the tent.
3. Lions _____ very loudly.
4. The biggest bear _____ a motorcycle.
5. The elephants _____ around the tent.
6. The acrobats _____ in the air.



Capitalize Place Names

- B. Read each sentence. Write each sentence correctly.

7. I used to live in mudslide, washington.

8. The nearest circus was in the city of seattle.

9. They traveled over the cascade mountains.

10. The cedar river is nearby.

A telling sentence tells what someone or something is or does. It has a naming part and a telling part.

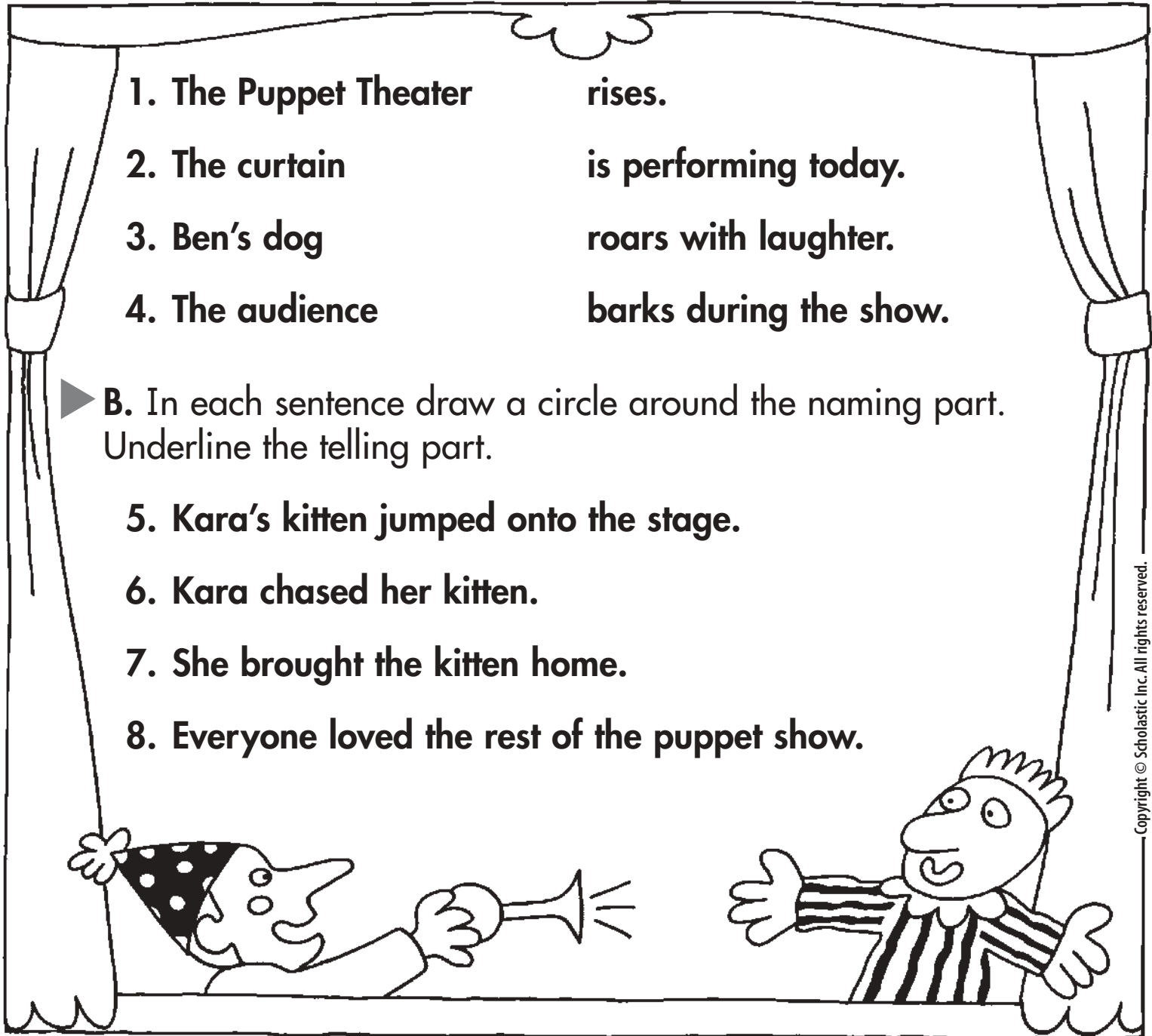
Telling Sentences

- ▶ **A.** Match the naming part with the telling part to make a sentence.

- | | |
|-----------------------|------------------------|
| 1. The Puppet Theater | rises. |
| 2. The curtain | is performing today. |
| 3. Ben's dog | roars with laughter. |
| 4. The audience | barks during the show. |

- ▶ **B.** In each sentence draw a circle around the naming part. Underline the telling part.

5. Kara's kitten jumped onto the stage.
6. Kara chased her kitten.
7. She brought the kitten home.
8. Everyone loved the rest of the puppet show.



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Name _____

A telling sentence tells what someone or something is or does. It has a telling part and a naming part.

Telling Sentences

- Read the thank-you note. For each sentence, circle the naming part.

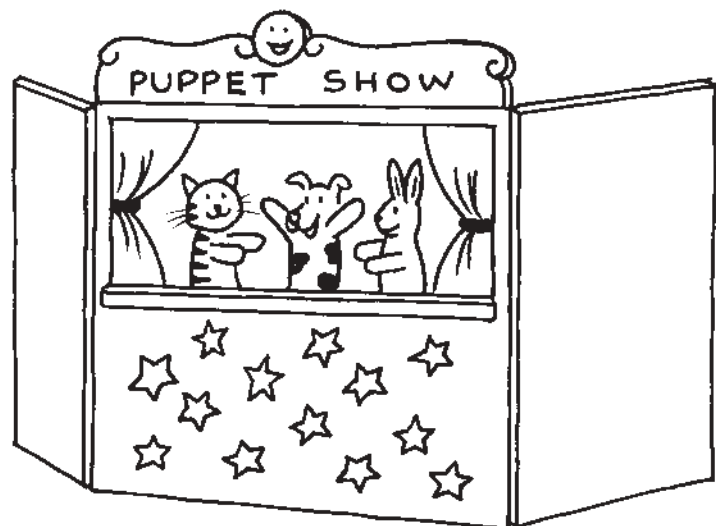
Dear Grandma,

I love the puppets. We played with them all afternoon. My sisters made a puppet theater. Ana made the costumes. Julia built a little stage. I wrote a play.

We rehearsed for two hours. Mami, Papi, and Tía Rosa watched our play. They clapped loudly. We were all very happy.

Love,
Lupe

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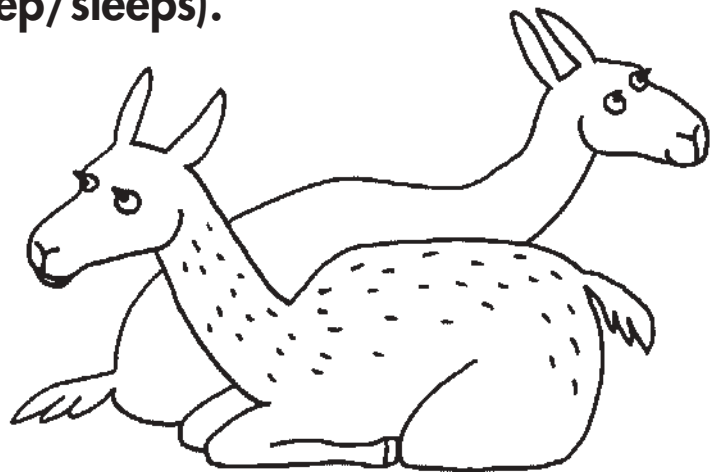
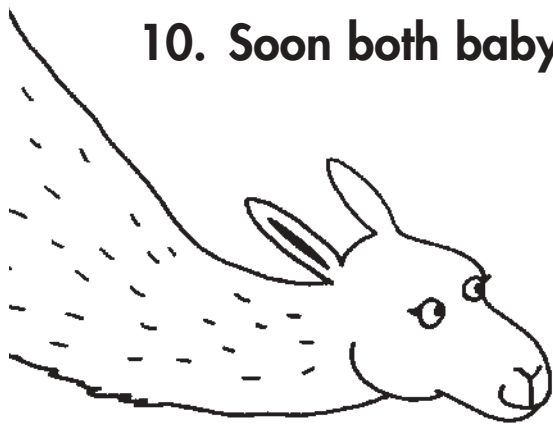
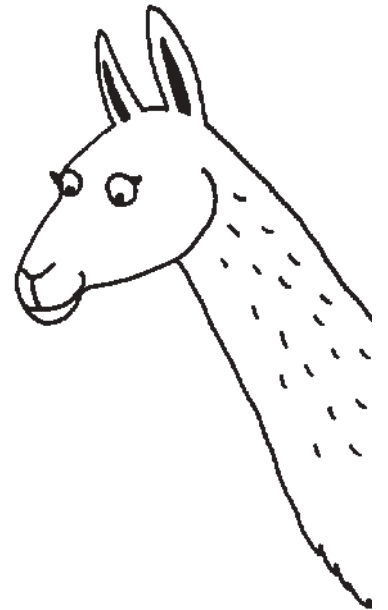
Name _____

Subject/Verb Agreement

- Circle the action word in parentheses () that completes each sentence.

Add s to an action word that tells about one. Do not add s to an action word that tells about more than one. For example: He plays with Kevin. They play with Kevin.

1. Two baby llamas (play/plays) in the mountains.
2. One of the baby llamas (hide/hides) under a bush.
3. They both (chase/chases) flying leaves.
4. Soon the mother llama (call/calls) them.
5. They (run/runs) to her.
6. They (stand/stands) next to their mother.
7. One (close/closes) its eyes.
8. The mother llama (nudge/nudges) the baby gently.
9. But the baby llama (sleep/sleeps).
10. Soon both baby llamas (sleep/sleeps).



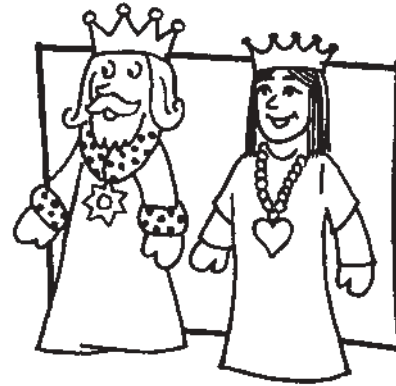
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Name _____

Subject/Verb Agreement

► Read the sentences. If the verb is correct, write **C** in the box. If the verb is not correct, circle it and write the sentence correctly on the line below.

Add s to an action word that tells about one. Do not add s to an action word that tells about more than one. For example: He plays with Kevin. They play with Kevin.



1. Lucy sew the costumes.

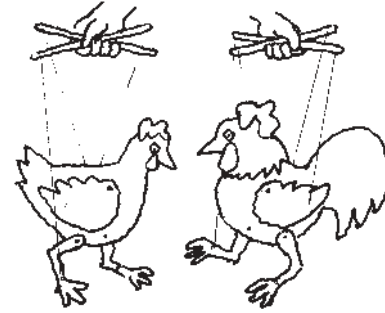
2. Bob use a hammer for the stage.

3. That puppet needs a crown.

4. Lucy gives Bob some gold paper.

5. They puts on a great play.

Subject/Verb Agreement



► Write each sentence correctly on the line below.

1. I likes to eat corn, too.

2. The farmer give me corn each morning.

3. His daughters grows the corn in the field.

4. The littlest daughter weed the garden.

5. She love that garden!

Name _____

Linking verbs link the naming part of a sentence to the rest of the sentence.

Linking Verbs

► Circle the linking verb that completes each sentence. Write it on the line.

	One	More Than One
Now	is	are
The Past	was	were

1. A movie scout (was/were) busy. _____
2. Lots of people (was/were) excited. _____
3. They (is/are) all nice people. _____
4. Our town (is/are) the movie's location. _____
5. My sister and I (is/are) stars. _____
6. Some of our friends (was/were) stars, too. _____
7. Acting (is/are) hard work! _____
8. We (was/were) nervous in front of the camera. _____



Name _____

Linking verbs link the naming part of a sentence to the rest of the sentence.

Linking Verbs

- **A.** Complete the story. Write one of the linking verbs in each sentence.

	One	More Than One
Now	is	are
The Past	was	were

Yesterday, the producers _____₁ excited. Their movie
_____₂ almost ready. The writers _____₃ tired. The actors
_____₄ happy. The director _____₅ full of ideas.
Today, the first location _____₆ all set. The gaffers
_____₇ eager to set the lights. The costumes _____₈ in
place. Making movies _____₉ hard work!

- **B.** Write one more sentence about movies, using one of the linking verbs in the box. Circle the linking verb.



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Name _____

Irregular verbs do not add **-ed** to show an action in the past. They change in spelling when they tell about the past.

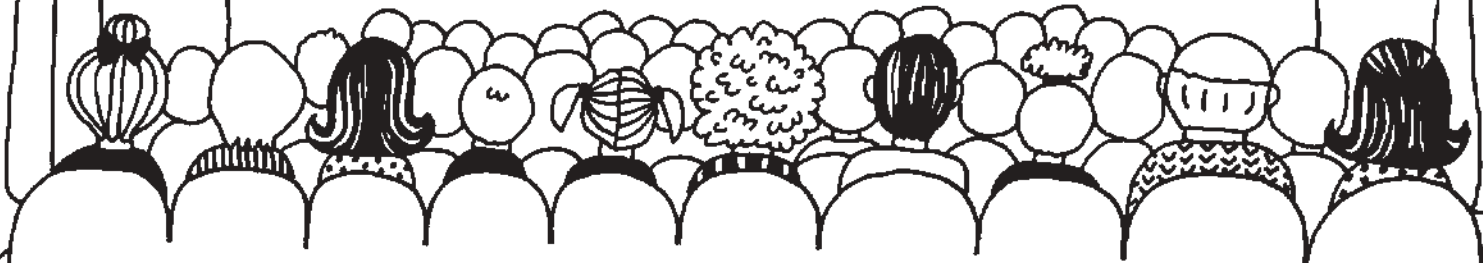
Irregular Verbs

- Choose the verb in the box that completes each sentence. Make sure you use the past. Write it on the line.

Irregular Verbs					
Now	run	come	see	go	give
The Past	ran	came	saw	went	gave

1. Yesterday, Zack and I _____ to the movies together.
2. Marta _____ later.
3. She _____ Bill and Joan there.
4. Tom _____ home after the movie.
5. Zack _____ me his popcorn.

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Name _____

Irregular verbs do not add -ed to show an action in the past. They change in spelling when they tell about the past.

Irregular Verbs

► **A.** Choose the correct irregular verb from the parentheses (). Circle the correct irregular verb.

1. Jake (comed/came) over to my house.
2. He (runned/ran) all the way.
3. His Mom (gave/gived) him a video camera.
4. My little sister (did/doed) something interesting.
5. Jake (seed/saw) it through the camera.
6. Then he (goed/went) home.



► **B.** Use two irregular verbs you circled. Use them in a sentence.

7. _____

8. _____

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Linking Verbs

- Complete each sentence. Read the word in parentheses (). Then write a linking verb that tells about something happening now or in the past.

is	are
was	were

1. Yesterday, the film students _____ upset.
(Past)
2. The movie script _____ not ready.
(Past)
3. "We _____ too late!" Cassie said.
(Now)
4. "It _____ dark outside!" Miguel agreed.
(Now)
5. Last week, the writers _____ hard at work.
(Past)
6. Today, they _____ out of ideas.
(Now)
7. Cassie _____ a good writer.
(Now)
8. She _____ also very helpful.
(Now)
9. The writers _____ are sad.
(Now)
10. Cassie _____ going to help.
(Now)

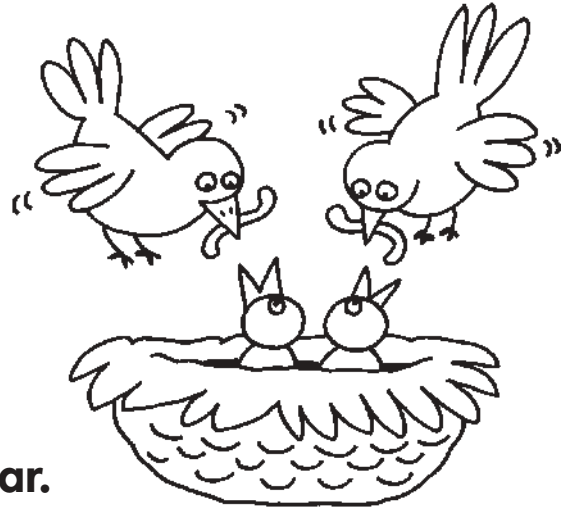


A pronoun is a word that can take the place of a noun.

Subject Pronouns

► Choose the pronoun from the box that could replace the underlined noun. Write it on the line.

He She We They It



1. My sister Dana told me about the swallows. _____
2. Two swallows built a nest here last year. _____
3. The nest was in the garage. _____
4. Our cat Fred watched from the driveway. _____
5. The mother bird flew right at Fred. _____
6. Dana and I hoped Fred wouldn't catch her. _____
7. Those birds are pretty quick. _____
8. Dana and I love to watch birds. _____

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Name _____

A pronoun is a word that can take the place of a noun.

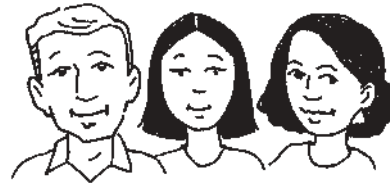
Subject Pronouns

- **A.** Choose the subject pronoun from the box that could describe the people in each picture. Write the pronoun on the line.

you he she we it they



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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- **B.** Choose the pronoun from the box that best completes each sentence. Write the pronoun on the line.

7. "Hello, Kim," said Sonia. "How are _____ today?"

8. My sisters and I found a bird. _____ will take care of it.

9. My sisters help animals. _____ will teach me.

Name _____

Names of people
and places always
begin with a capital
letter.

Capitalize Names

- Straighten up Sarah's address book.
Write each name and place correctly.

1. alton martel
2. 134B union street
3. reno, nevada

4. cally katz
5. 32 oak road
6. san diego, california

7. mike brown
8. 412 parker avenue
9. newton, massachusetts

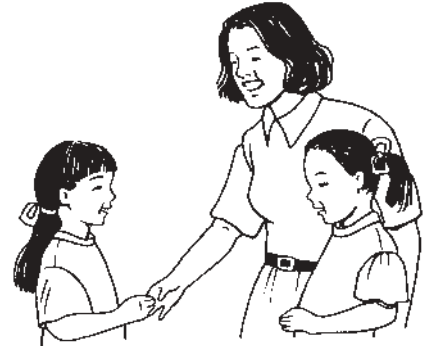
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Names of people and places always begin with a capital letter.

Capitalize Names

- ▶ **A.** Complete the story by writing correctly each name in parentheses (). Write the name on the line.

(julie) _____ is going to
(korea) _____. Her mother,
(mrs. son) _____, will go with
her. First, they will stop in
(japan) _____. They will meet Julie's friend,
(yuki) _____.



Last year, (julie) _____ went to the
(grand canyon) _____. She also visited
(arizona) _____. Next year, she wants to go to
(new york) _____.

- ▶ **B.** Write one sentence telling about a place that you would like to visit.

Subject Pronouns

- A. Write the pronouns from the box that could replace the underlined nouns.

He She We They It



1. My brother José once found a sick rabbit. _____
2. The rabbit had a broken leg. _____
3. José and I ran to get Mother. _____
4. Mother took it to an animal doctor. _____
5. The doctor and her helper fixed the rabbit's leg. _____

Capitalize Names

- B. Write each name and place correctly on the line.

6. lily jacobs _____
7. 111 vista view road _____
8. lincoln, nebraska _____
9. bear mountain _____
10. kissena park _____

Name _____

The complete subject contains all the words in the naming part of a sentence.

Complete Subject

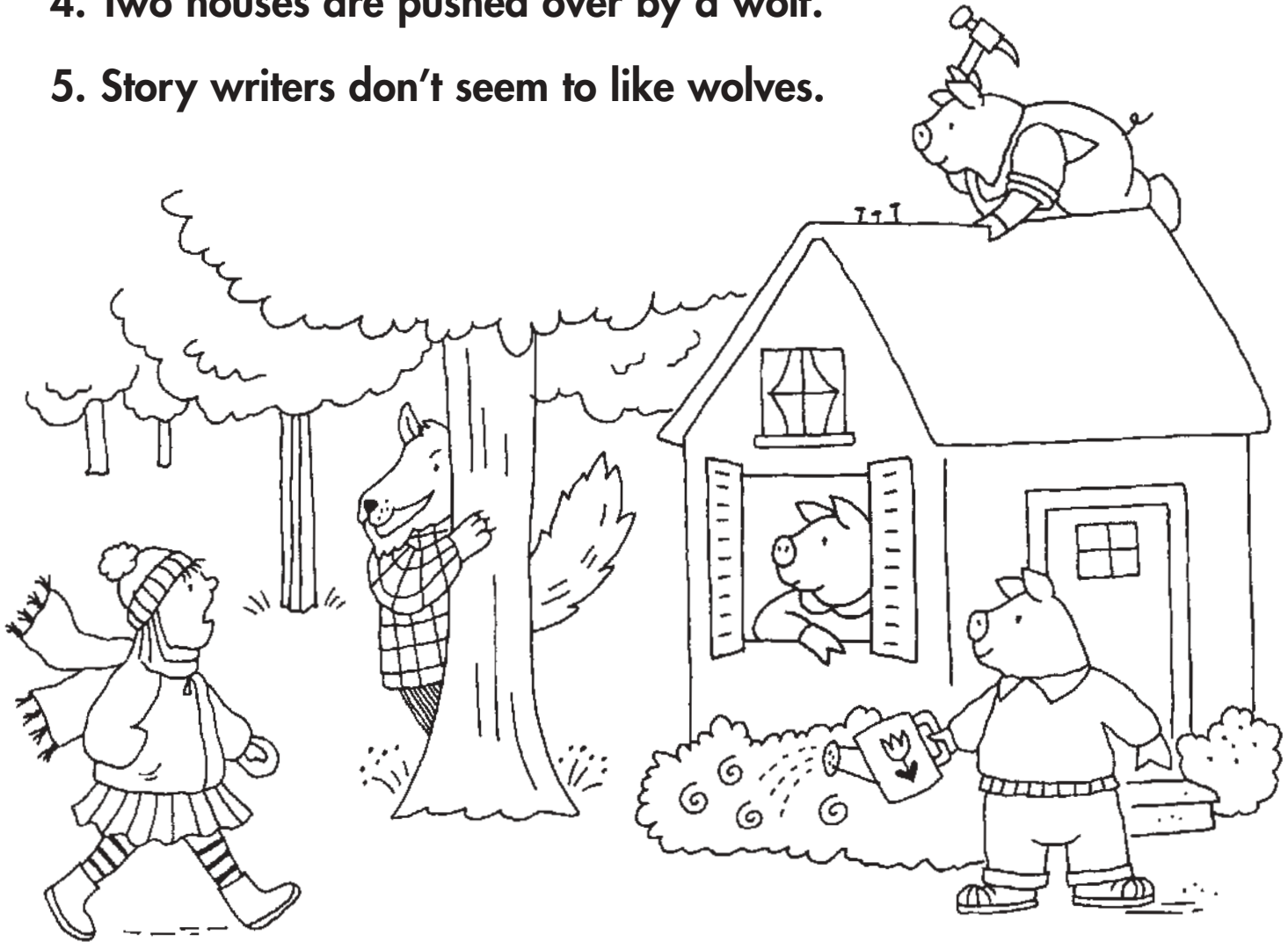
- Circle the naming part of each sentence. The first one has been done for you.

A little girl walks in the woods.

1. The bad wolf scares her.
2. Granny is afraid of the wolf.
3. Three pigs build houses.
4. Two houses are pushed over by a wolf.
5. Story writers don't seem to like wolves.



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The complete subject contains all the words in the naming part of a sentence.

Complete Subject

- ▶ **A.** Circle the naming part of each sentence in the story. The first one has been done for you.

My mother read me a story last night. It was my favorite story. The story was about two wolves. They were traveling through the wilderness.

The two wolves walked through the woods. They crawled through the snow. The first wolf climbed a mountain. The second wolf swam through a river. The two friends found each other again. They were very happy.

- ▶ **B.** Write two sentences to tell what the wolves did when they met. In each sentence, draw a circle around the naming part.



Name _____

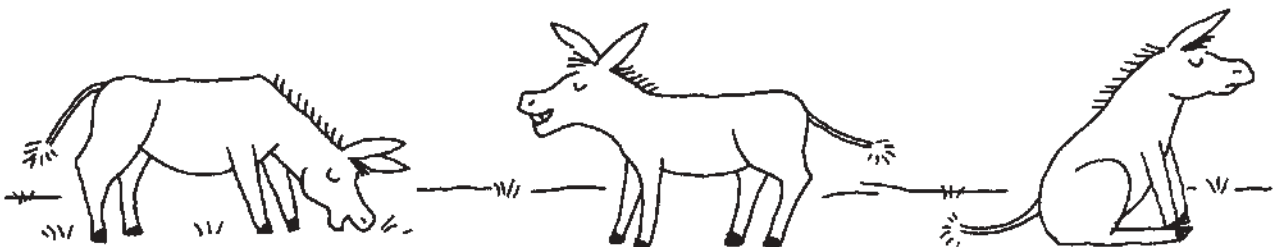
Begin each sentence with a capital letter.

Capitalizing First Word

- ▶ Circle the word that should begin with a capital letter. Write the word correctly on the line.



1. i like reading Kim's stories. _____
2. her stories are about donkeys. _____
3. peter's stories are about his dog. _____
4. why does Kim write about donkeys? _____
5. she doesn't have a dog. _____
6. kim has a pet donkey. _____
7. its name is Jennie. _____
8. jennie is four years old. _____
9. what would you name a donkey? _____
10. my donkey would be named Swifty. _____



Begin each sentence with a capital letter.

Capitalizing First Word

- Read each sentence. If it is written correctly, write **C** on the line. If it is written incorrectly, circle the word that should begin with a capital letter. Write the word correctly on the line. The first one has been done for you.

i love to visit Grandma Rose. _____ **I**

1. she lives in a big house near the woods. _____
2. Grandma Rose used to live in New York. _____
3. do you know where she lived? _____
4. she and her sister lived near the Empire State Building. _____
5. that is a very tall building. _____
6. last week she sent me a postcard. _____
7. She wants me to visit her soon. _____
8. Next January I will go to see her. _____
9. we will have a great time! _____

Complete Subject

► Circle the naming part of each sentence.

1. I like stories about giants.
2. My aunt read me a story about two frogs and a butterfly.
3. The butterfly met a caterpillar.
4. The frogs became friends of the caterpillar.
5. We enjoyed the story very much.
6. The story writer told us a lot about animals.
7. Reading is a lot of fun.
8. I would like to be a writer.
9. Books are so interesting.
10. My aunt and I will read together tomorrow night.

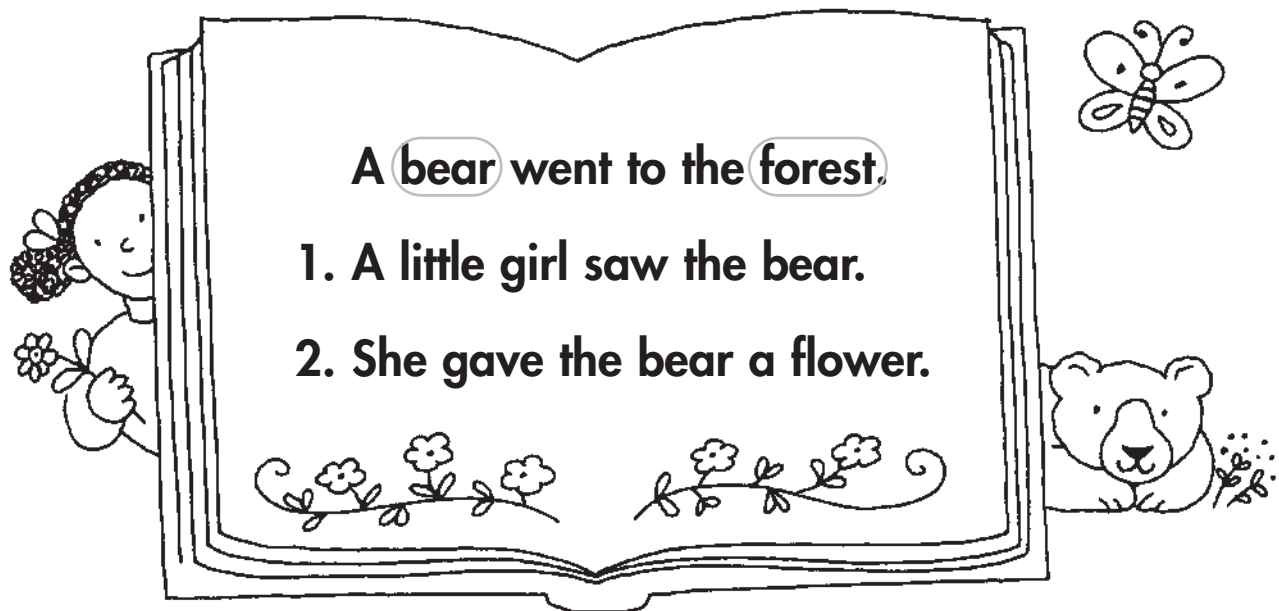


Name _____

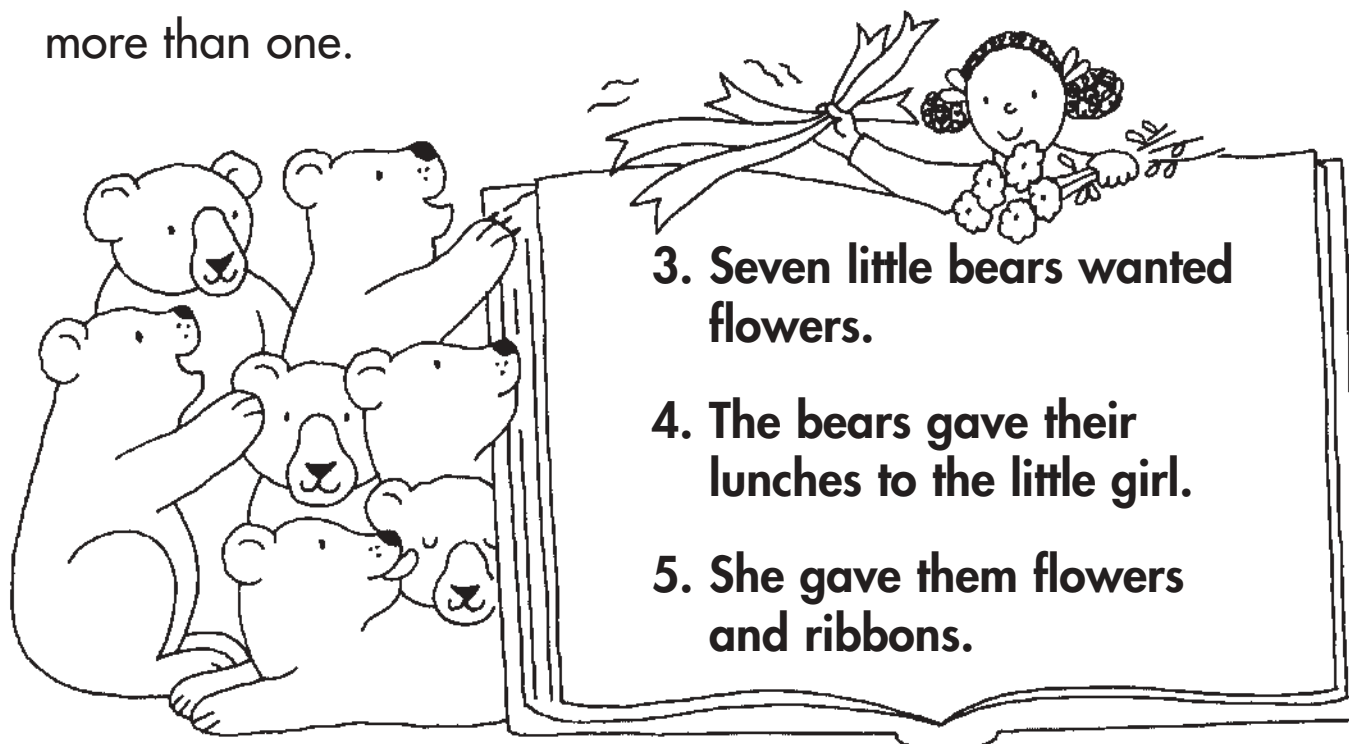
Most nouns add -s
or -es to show more
than one.

Singular and Plural Nouns

- ▶ **A.** Circle each noun that names one.
The first one has been done for you.



- ▶ **B.** Circle each noun that names
more than one.



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Name _____

Most nouns add -s
or -es to show more
than one.

Singular and Plural Nouns

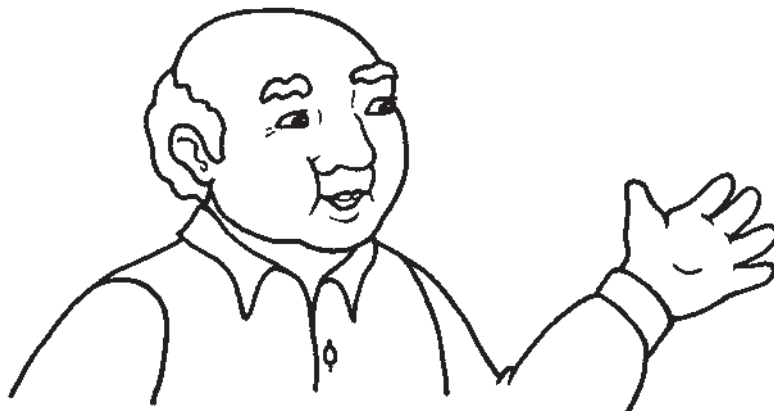
► **A.** Read each sentence. Change each noun in parentheses () to make it tell about more than one.

1. Grandfather read to me about three (bear) _____ .
2. The bears were eating (bean) _____ .
3. A girl with (braid) _____ came to visit.
4. She saw a table full of (glass) _____ .

► **B.** Read each sentence. Change each noun in parentheses () to make it tell about one.

5. The girl was a friend of the little (bears) _____ .
6. She stood on their (porches) _____ .
7. She put the chair back in its (places) _____ .
8. My (grandfathers) _____ told me a great story!

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Subject/Verb Agreement

Add s to verbs that tell about one person, place, or thing.

► Choose the correct verb from the box to complete each sentence. Write it on the line.

play	run	dive	climb	throw
plays	runs	dives	climbs	throws

1. She _____ ball with her friends.

2. The girls like to _____ together.

3. He _____ faster than I do.

4. They _____ on a track team. She hops.

5. Tom and Kara _____ into the pool.

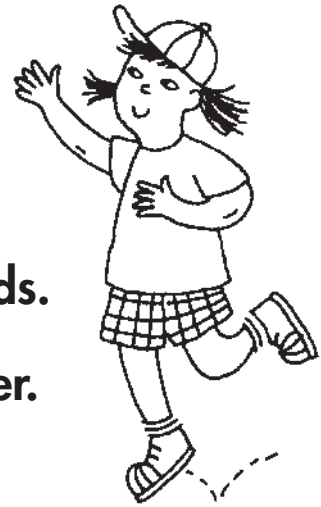
6. Mary _____ without her goggles.

7. They _____ very tall trees.

8. Liz _____ steep mountains.

9. Juan and Mia _____ balls.

10. Mia _____ the ball to Juan.



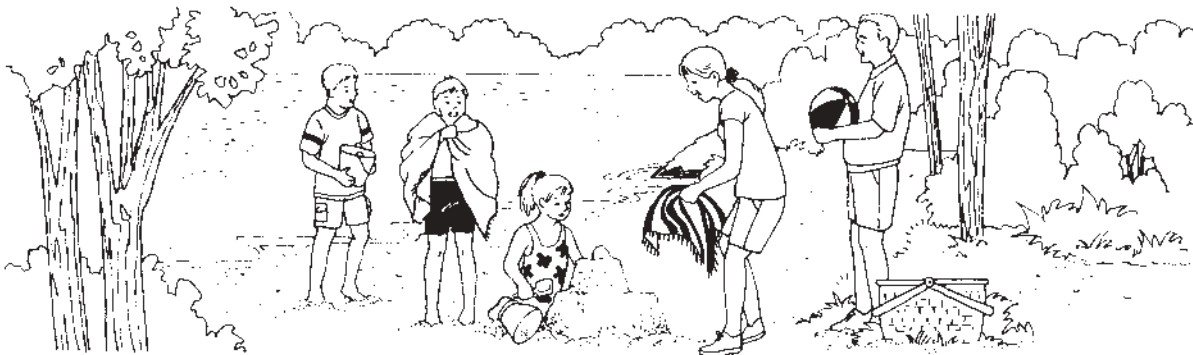
To the Teacher: Explain to children that the verb *play/plays* goes with questions 1 and 2 and that the verb *run/runs* goes with questions 3 and 4, and so on.

Add s to verbs that tell about one person, place, or thing.

Subject-Verb Agreement

► Choose the correct word in parentheses (). Circle the word that belongs in each sentence.

1. The cousins (comes/come) to visit every summer.
2. They (stays/stay) with us for three weeks.
3. Lee (likes/like) to go swimming.
4. Pat always (wants/want) to play dress-up.
5. Maria (makes/make) up the best games.
6. Aunt Barb (talks/talk) to my mother for hours.
7. Uncle Joe (plays/play) tennis with my dad.
8. Our dog (runs/run) on the beach.
9. My parents (fishes/fish) in the lake.
10. The water (feels/feel) great!



Singular and Plural Nouns

- Read each sentence. Circle each noun that names one. Underline each noun that names more than one. The first one has been completed for you.

My aunt tells me great stories.

1. We sit in my bed and read books.
2. One story was about three crickets.
3. One cricket sang beautiful songs.
4. The crickets had a good friend.
5. Another story told about two butterflies.
6. The butterflies visited a purple flower.
7. The flower and its petals got wet.
8. My aunt has two red bags.
9. Each bag is full of books.
10. One book has many stories.



Name _____

A simple sentence tells something or asks a question.

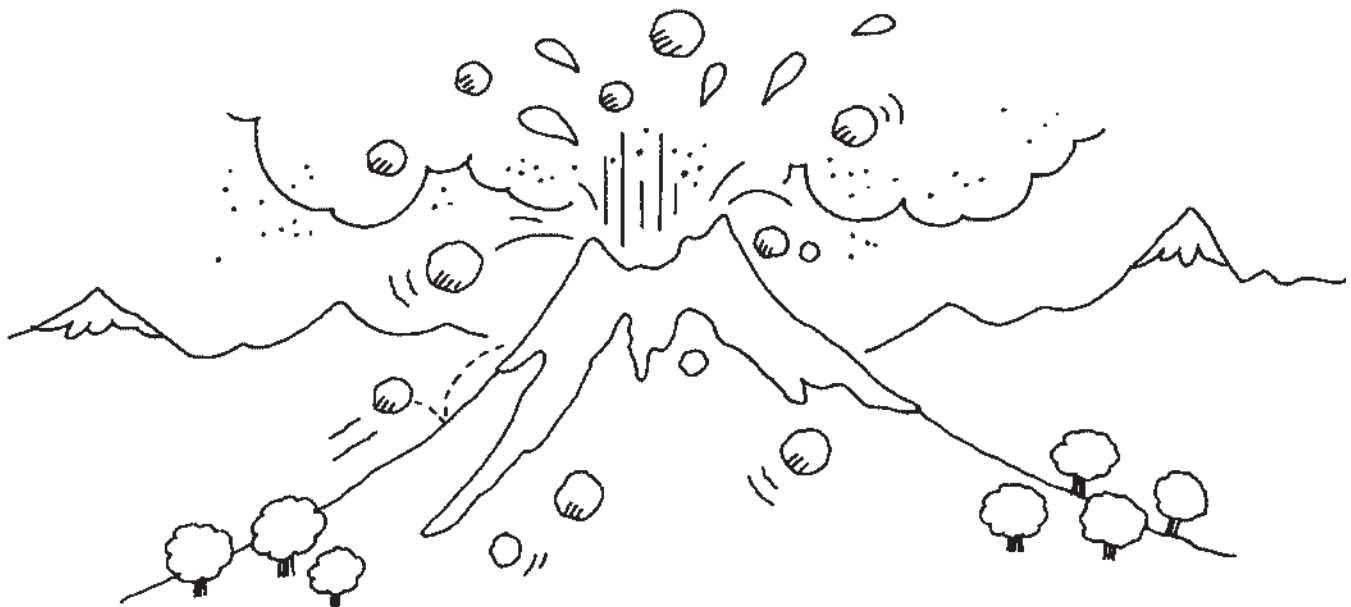
Simple Sentences

▶ **A.** Match the groups of words to make sentences. Draw a line to connect the sentence parts.

- | | |
|-------------------|------------|
| 1. Did the ground | blew up. |
| 2. Rocks | shake? |
| 3. The volcano | fell down. |

▶ **B.** Now write the sentences.

4. _____
5. _____
6. _____

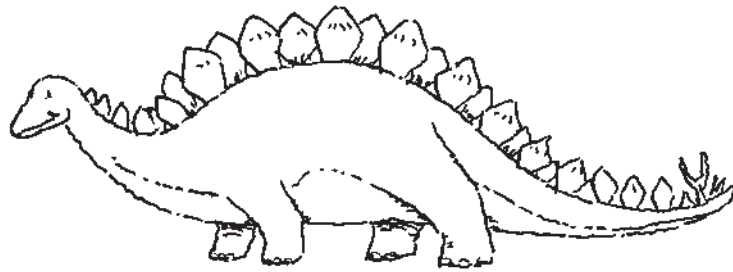


A simple sentence tells something or asks a question.

Simple Sentences

▶ **A.** Read each group of words. If it is a sentence, write **S**. If it is not a sentence, add words from the box to make it a complete sentence. Write it on the line.

were very happy
heard a big noise.
saved their lives.



1. A dinosaur was Little Grunt's friend. _____
2. Someone _____
3. The people were all very scared. _____
4. A dinosaur _____
5. All the people _____

▶ **B.** Write one more sentence telling about Little Grunt and his dinosaur friend.

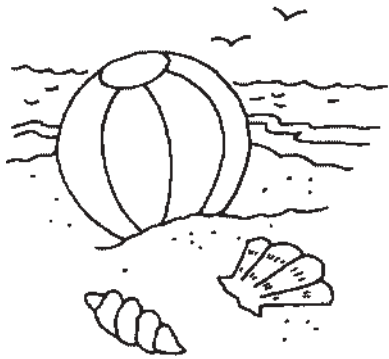
6. _____

Name _____

Irregular verbs
change their
spelling when they
tell about the past.

Irregular Verbs

- Choose the correct word from the chart to complete each sentence. Write it on the line. The first one has been done for you.



In the Present	In the Past
go, goes	went
have, has	had
ride, rides	rode



Last summer Little Grunt _____ **went** _____
to camp.

1. Now he _____ to the beach every day.
2. When he was at camp, he _____ many friends.
3. Now he _____ one really good friend to play with.
4. Last summer, he _____ the bus to camp.
5. Now his friend _____ with him to the beach.



Irregular verbs
change their
spelling when they
tell about the past.

Irregular Verbs

- **A.** Choose the correct word from the chart to complete each sentence. Write it on the line.

In the Present	In the Past
go, goes	went
say, says	said
draw, draws	drew



1. Little Grunt _____ a picture yesterday.
2. Every day he _____ a picture of George.
3. The people _____ into the forest last summer.
4. They _____ there often.
5. "George should come with us!" Little Grunt _____.
6. He always _____ that.

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- **B.** Write one more sentence about George and Little Grunt.

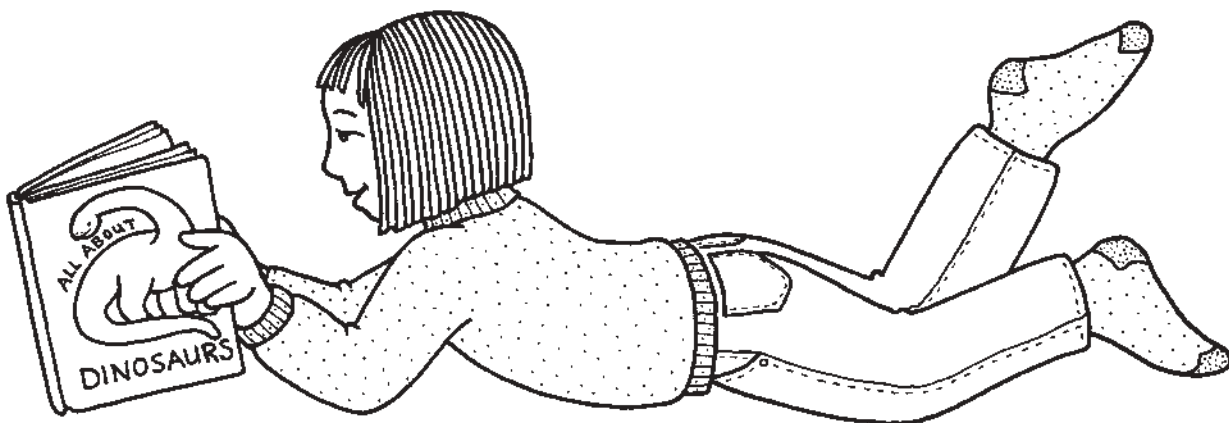
7. _____

Irregular Verbs

- Read each sentence. Each verb in parentheses () is in the present. On the line, write the same word in the past. Some verbs are irregular. The first one has been done for you.

I (begin) began to read about dinosaurs.

1. The artist (draws) _____ a good picture.
2. It (shows) _____ a big dinosaur.
3. The teacher (says) _____ to start reading.
4. The dinosaurs (like) _____ to eat leaves and grass.
5. They (go) _____ to swim in the lake.

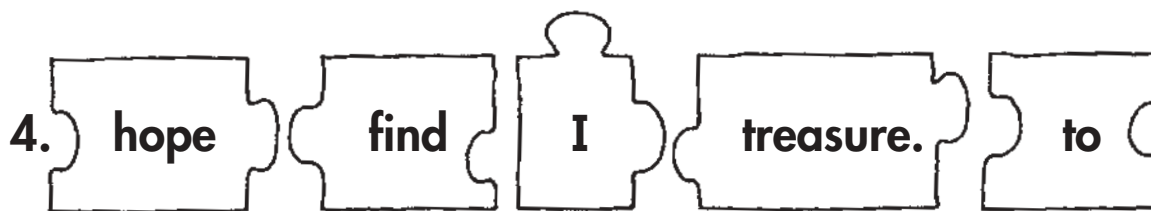
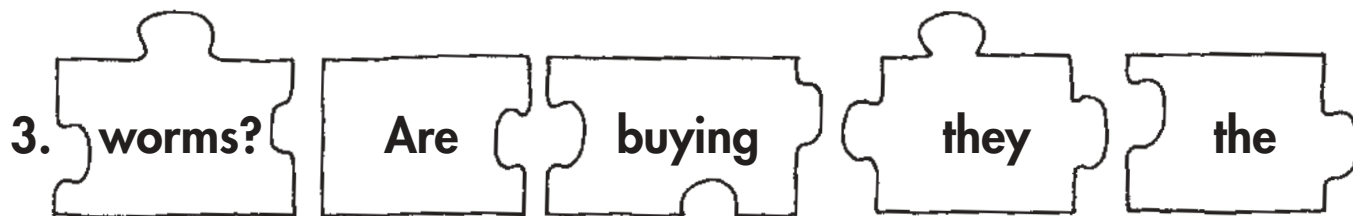
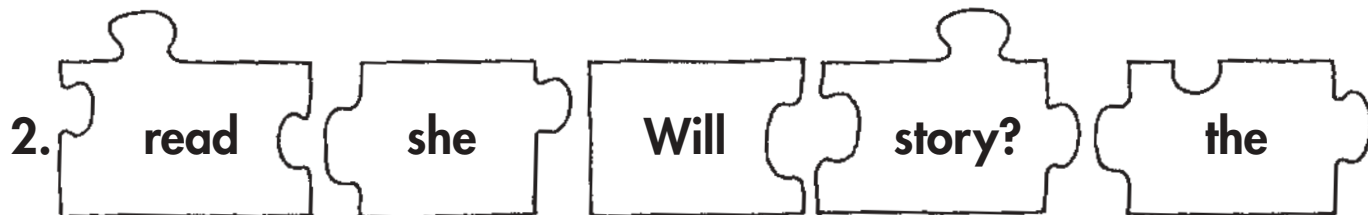


Name _____

Words in a sentence must be in an order that makes sense.

Word Order in Sentences

- Read each group of words. Write them in the order that makes sense.



To the Teacher: When children are creating their sentences, remind them to think about which words are capitalized and which are followed by punctuation marks.

Name _____

Words in a sentence must be in an order that makes sense.

Word Order in Sentences

- Read the sentences. If a sentence makes sense, write **S** on the line below. If a sentence does not make sense, change the word order and write it on the line. The first one has been done for you.

Can write Penny a story?

Can Penny write a story?

1. **Worms were in the dirt.**

2. **She the worms dug up.**

3. **People bought the worms.**

4. **She a found treasure.**

5. **Where did she look for it?**



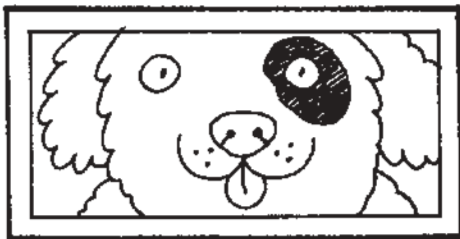
Name _____

Special names of people, places, and things begin with a capital letter.

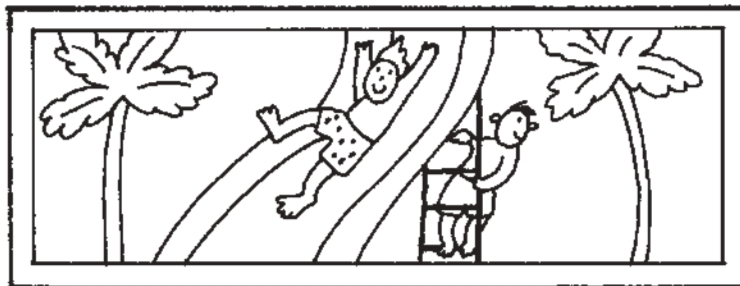
Capitalizing Names

► Read Deisha's scrapbook page of favorite things. Circle the special name in each picture label. Write it correctly on the line.

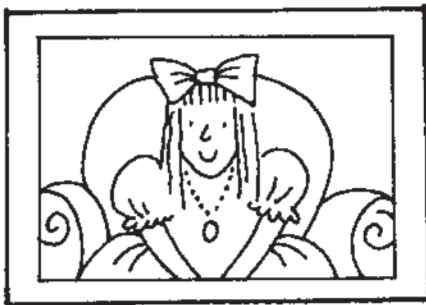
My Favorite Things



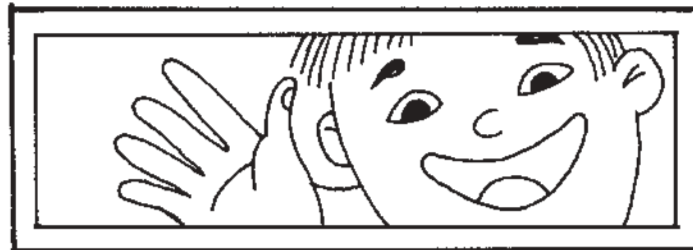
our dog leo



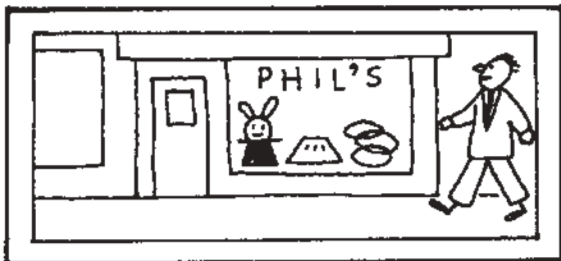
the slide at paradise park



my aunt ada



my friend jed



phil's magic shop



hunter mountain

5. _____

6. _____

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Name _____

Special names of people, places, and things begin with a capital letter.

Capitalizing Names

- **A.** Read the sentences. If the word in parentheses () is not correct, rewrite it on the line. If it is correct, write **C** on the line. The first one has been done for you.

My sister loves her cat (mr. whiskers) Mr. Whiskers.

1. She takes him to (Brice Park). _____

2. We live on (elm street). _____

3. (mona) is my sister's name. _____

4. Her best friend is (Jill). _____

- **B.** Write one sentence about a sister, brother, or friend. Use one proper name in the sentence.

5. _____



Word Order in Sentences

► Copy the letter. Fix five mistakes.



Dear Rita,

My sister home is now. She very happy is. We
read stories together. We in play the yard. We for
worms dig. We lake fish at the. I love my sister.

Love,

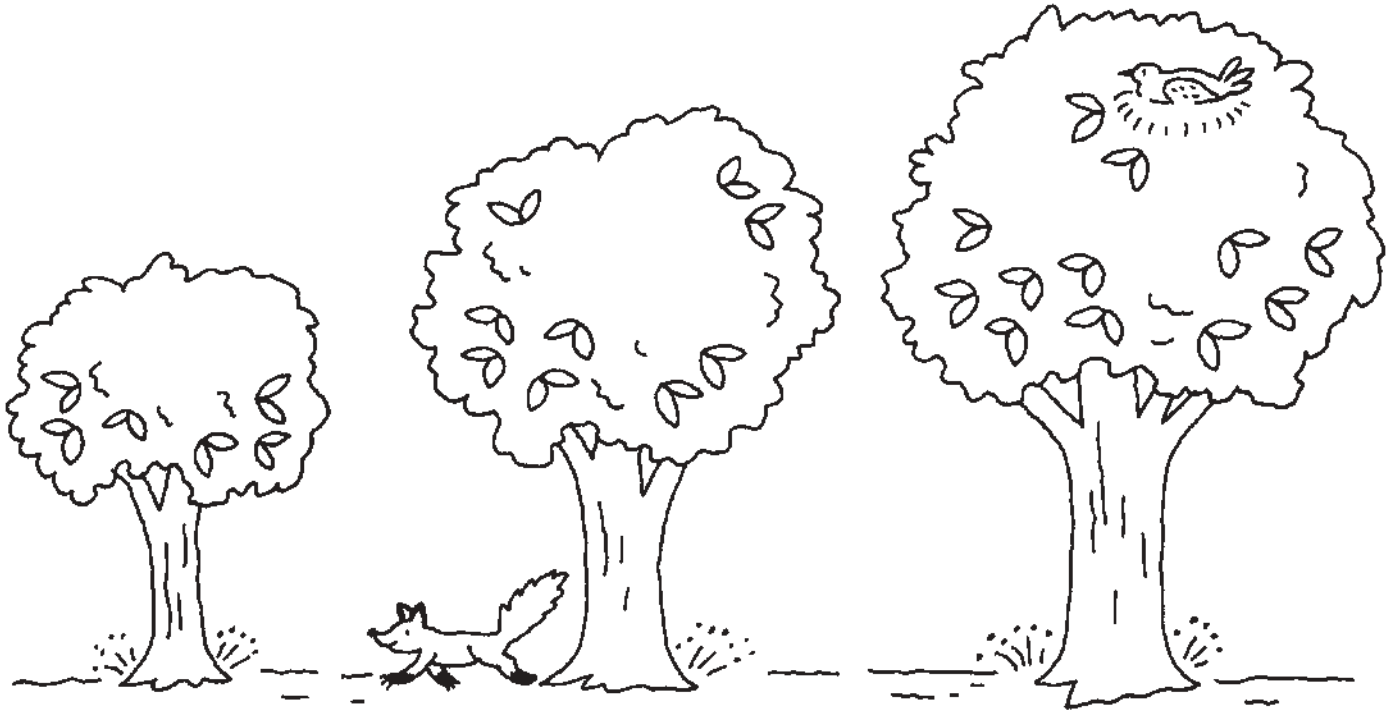
Marcy

Name _____

Add -er to an adjective to compare two.
Add -est to compare three or more.

Words That Compare

- Circle the comparing word in parentheses () that completes each sentence.



tall

taller

tallest

1. Today was the (hotter/hottest) day of the year.
2. My coat is (longer/longest) than my jacket.
3. Today's math problem was (harder/hardest) than yesterday's problem.
4. We finished (fewer/fewest) lessons today than we did yesterday.
5. Diana is the (faster/fastest) runner of all.
6. Kris is the (taller/tallest) student in the second grade.

Name _____

Add -er to an adjective to compare two.
Add -est to compare three or more.

Words That Compare

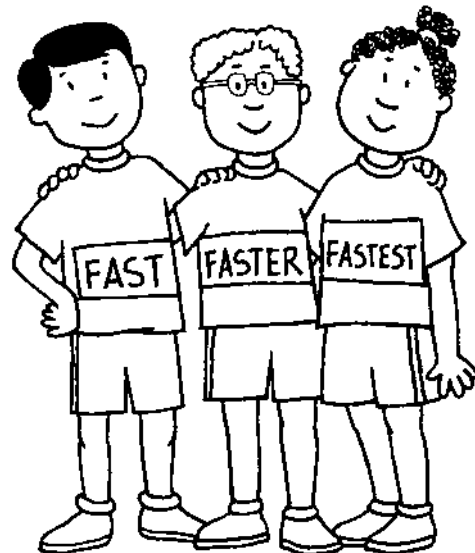
▶ **A.** Look at each word in parentheses (). Write the correct form on the line.

1. Jacob is (tall) _____ than Franky.
2. Today is the (cold) _____ day of the winter.
3. Jared is (old) _____ than Willy.
4. Willy is the (young) _____ boy on our block.
5. Willy is (young) _____ than Ed.

▶ **B.** Write a sentence comparing two things. Then write a sentence comparing three or more things.

6. _____

7. _____



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A telling sentence tells something. A command sentence gives an order or makes a request. They both end with a period.

Period

- Put a period at the end of each telling or command sentence. Then write a **T** in front of each telling sentence. Write a **C** in front of each command sentence.

- T** It snowed here yesterday.
1. It snows a lot where I live
 2. Dress warmly when you go out
 3. Snow fell everywhere
 4. Shovel the snow
 5. We had fun playing in the snow
 6. Bring the shovel home
 7. We have to go inside soon
 8. Put your hat back on
 9. Mom will have hot chocolate for us
 10. I can't wait to play in the snow tomorrow



A telling sentence tells something. A command sentence gives an order or makes a request. They both end with a period.

Period

- Put a period in the box at the end of each telling or command sentence. Put a question mark at the end of each question.



1. I write stories every day
2. Do you write stories, too
3. We all want to meet the author
4. Does she want to meet us
5. Put down your pencils now
6. Find a quiet place to work
7. The author will be here soon

Words That Compare

- Fill in the bubble next to the comparing word that completes each sentence.



1. Today's homework was _____ than yesterday's homework.
 hard
 harder
 hardest
2. My story was _____ than Elly's.
 long
 longer
 longest
3. Elly is the _____ one in my class.
 young
 younger
 youngest
4. The author is _____ than we are.
 old
 older
 oldest
5. Bob is _____ of all.
 quick
 quicker
 quickest

A sentence that asks something is a question sentence. It begins with a capital letter and ends with a question mark (?).

Question Sentences

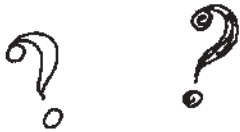
► Read each pair of sentences. Add a question mark to the question sentences. Add a period to the telling sentences.



1. Where is the paint
There is the paint



2. Who has the mop
The mop fell on the floor



3. We paint on the wall
Who will help paint on the wall



4. I have finished painting
Have you finished painting



5. I will show Ms. Perez
Where is Ms. Perez



Name _____

A sentence that asks something is a question sentence. It begins with a capital letter and ends with a question mark (?).

Question Sentences

- Read each pair of sentences. Add a question mark to the question sentences. Add a period to the telling sentences.

1. What is the painting about
The painting is about a lion

2. Who is at the museum
I am going to the museum

3. We looked at paintings today
Which paintings did we see

4. I like to paint pictures
Do you like to paint pictures

5. Our teacher will come with us
Who will come with us

Name _____

Begin a question sentence with a capital letter. End it with a question mark (?).

Question Marks

▶ **A.** Write each question sentence correctly.

1. are you writing a story

2. will you draw the pictures

3. what is the story about

4. what happens at the end

▶ **B.** Write your own question sentence.

5. _____



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Name _____

Begin a question sentence with a capital letter. End it with a question mark (?).

Question Marks

▶ **A.** Read each question sentence. Write it correctly on the line below.

1. who is painting a picture

2. why are you mixing paint

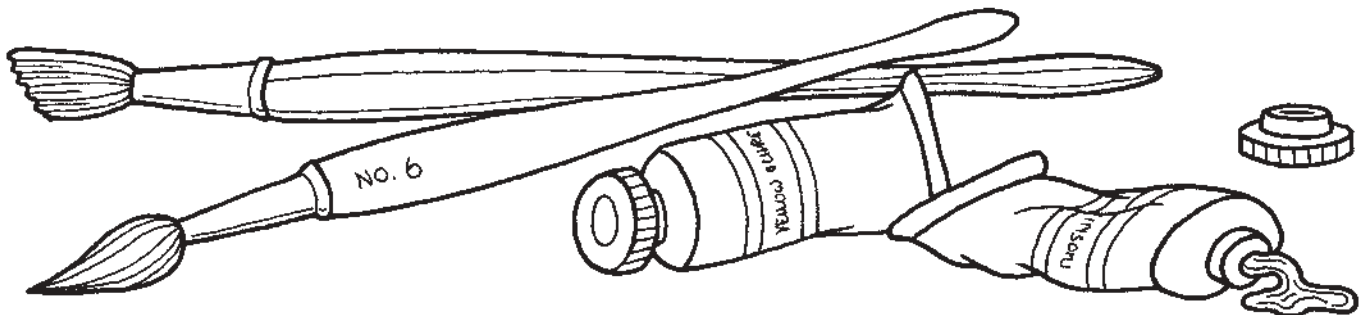
3. when will you finish

4. what is your picture about

5. how do you paint a shark

▶ **B.** Write your own question sentence.

6. _____



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Question Sentences

► Look at the picture. Write five question sentences about it.



1. _____

2. _____

3. _____

4. _____

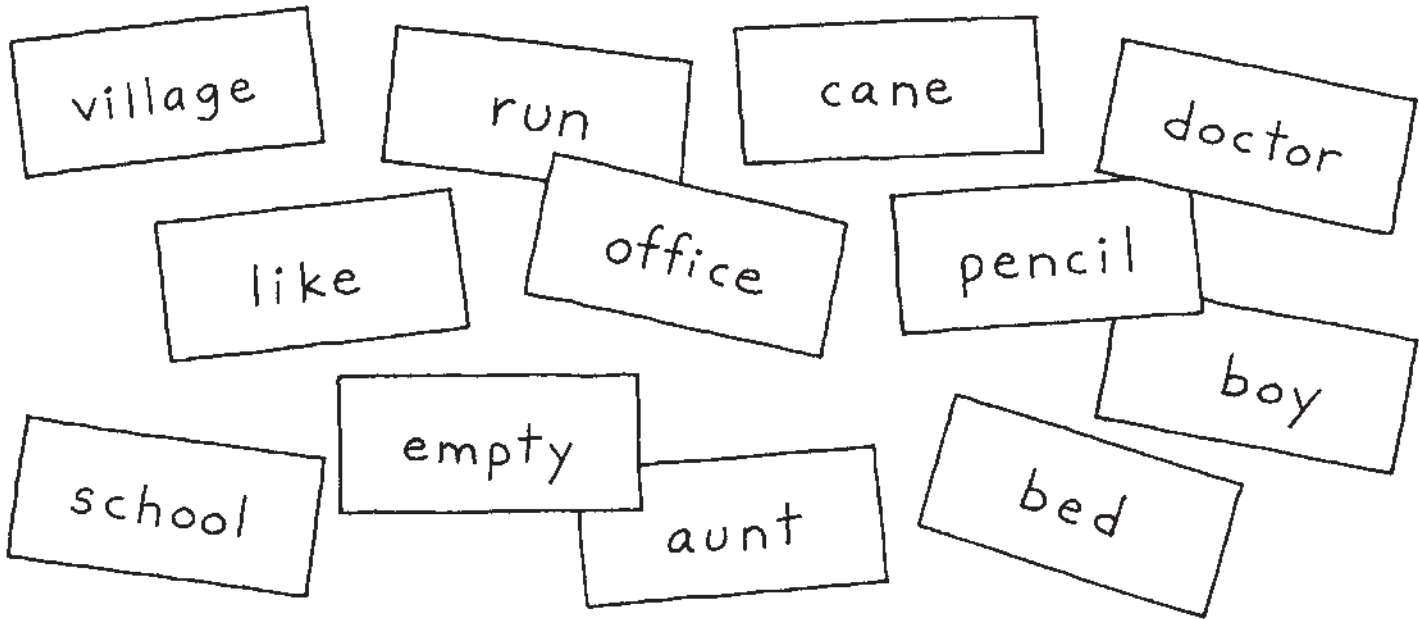
5. _____

Name _____

Nouns name
people, places, or
things.

Common Nouns

- ▶ **A.** Help sort the cards. Some of the words are nouns. Some are not. Circle the nouns.



- ▶ **B.** Write each noun you circled under the correct heading below.

People	Places	Things
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Name _____

Nouns name
animals, people,
places, or things.

Common Nouns

▶ A. Read the story. Circle each noun.

I have always liked cats. But our house was too small for a cat. There was no yard where a cat could play. There were no trees that a cat could climb.

Then we moved to a new town. We had a big, new house with a big yard. One day my father gave me a basket. Inside was a tiny kitten! At last, I had a cat.

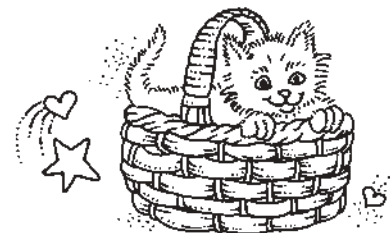
▶ B. Write each noun you circled under the correct heading below. Write each noun only once.

People/Animals

Places

Things

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name _____

Homophones
sound the same.
They have different
meanings, and
they are spelled
differently.

Homophones

► Read the poem. Choose the underlined homophone that correctly answers each question. Write it on the line.

Is it flour or flower
That makes our bread?
When we're done with a book,
Is it red or read?



1. _____

When we finish a game,
Do we know who won or one?
Outside do we play
In the son or sun?



3. _____

4. _____

These words confuse me.
Do they stump you, too?
Which is right or write?
Which one do I choose?



5. _____



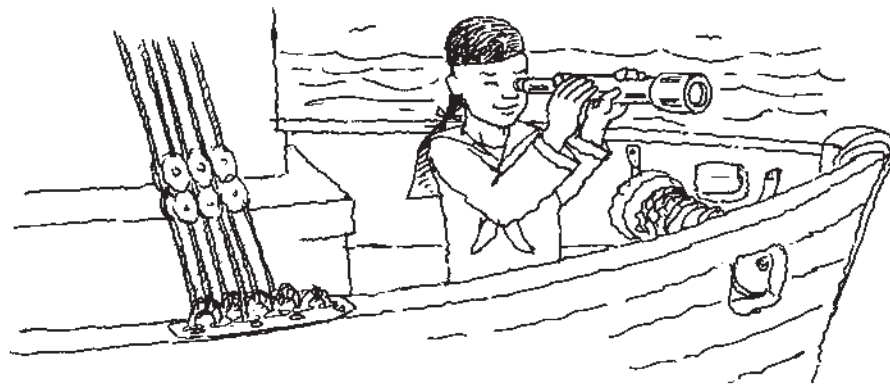
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Homophones
sound the same.
They have different
meanings, and
they are spelled
differently.

Homophones

- Read each sentence. Choose the correct word from the parentheses (). Circle the word.

1. I saw (to/two) cats in the yard.
2. They kept the cats in (their/there) house.
3. The sailors went down to the (see/sea).
4. I would like to (meat/meet) a sailor.
5. I (here/hear) the cow's moo.
6. In one (our/hour), we must go.
7. (Our/Hour) house is near the woods.
8. Joni lives there (to/too).
9. We ate (meet/meat) last night.
10. I (sea/see) the cat on the fence.



Common Nouns

- ▶ A. Circle the two nouns in each sentence. On the line below, write whether each noun tells about a person, place, or thing.

1. The mayor has a big house.

2. We saw the mayor and her husband.

3. They were going to the library to find some new books.

Homophones

- ▶ B. Circle the word that tells the name of the picture.



4. flour flower



5. sea see

Exclamatory sentences show strong feeling, such as excitement, surprise, or fear. They end with an exclamation mark(!).

Exclamatory Sentences

► Choose the sentence in each pair that shows more feeling. Write it on the line. Change the punctuation to show strong feeling.

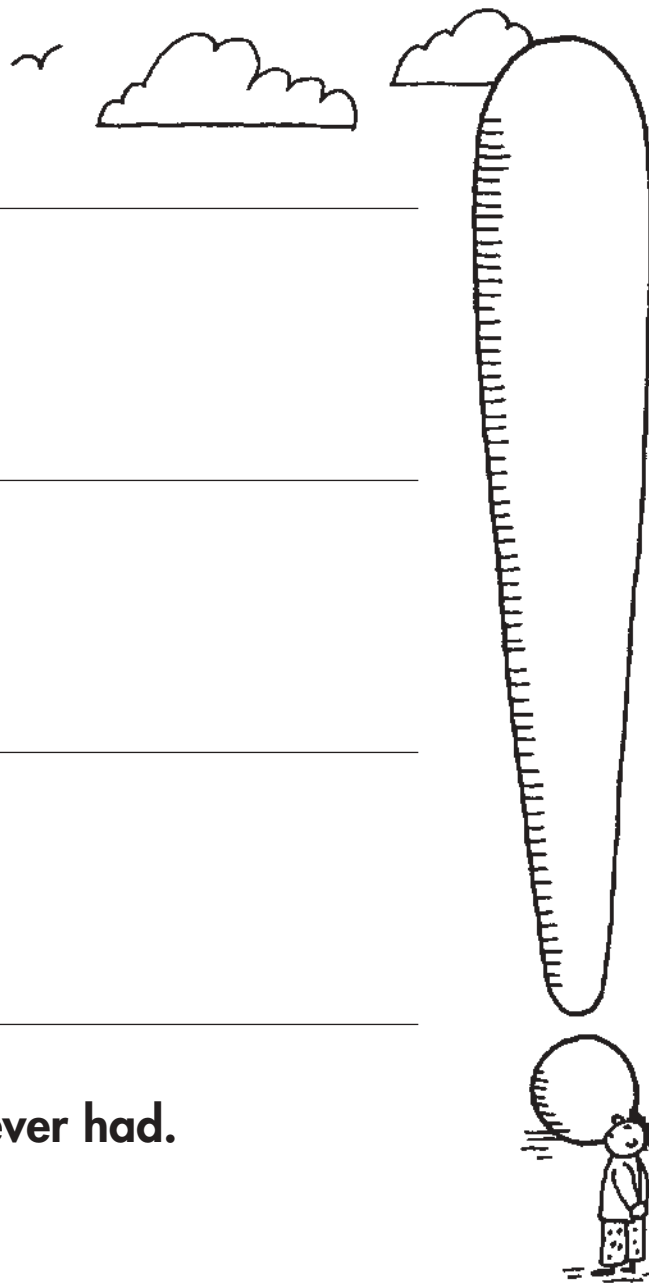
1. a. It snows here all the time.
b. I love the snow.

2. a. I go to school every day.
b. Second grade is great.

3. a. I'm so late.
b. It's 7:00.

4. a. I saw a dog.
b. That dog scares me.

5. a. That was the most fun I've ever had.
b. The game was pretty good.



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Name _____

Exclamatory sentences show strong feeling, such as excitement, surprise, or fear. They end with an exclamation mark(!).

Exclamatory Sentences

► Read each sentence. If it shows strong feeling, write **OK** on the line. If it does not show strong feeling, rewrite the sentence. Change the period (.) to an exclamation mark (!). The first one has been done for you.

Balto is a great dog.

Balto is a great dog!

1. **That dog is scary.**

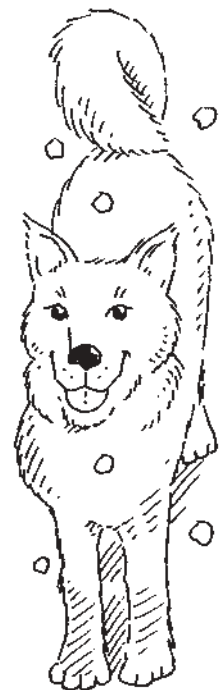
2. **I can't wait for summer!**

3. **Last summer we went to Alaska for a whole month.**

4. **Alaska is my favorite place in the world.**

5. **Sometimes it snows five feet in our town.**

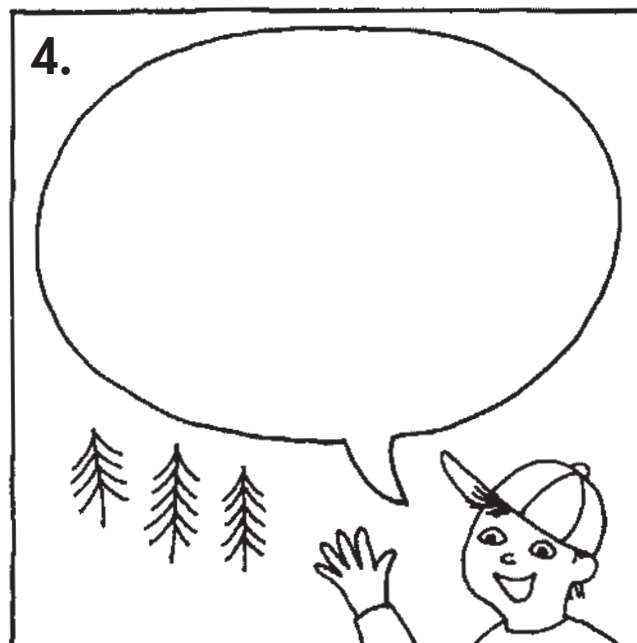
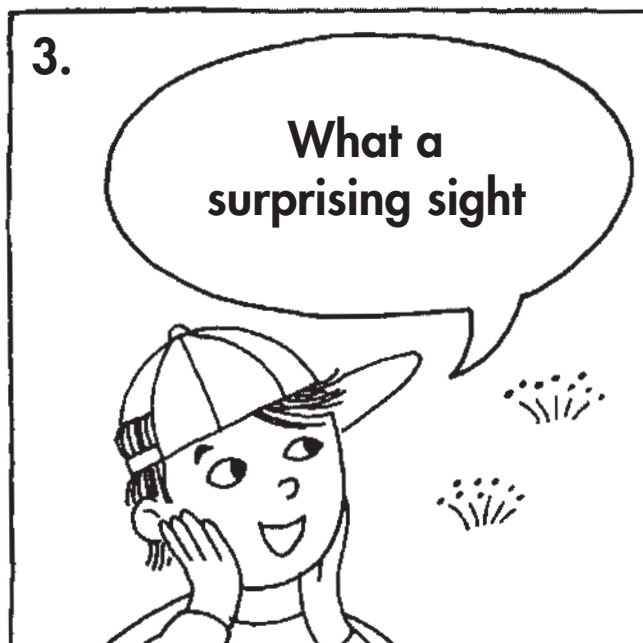
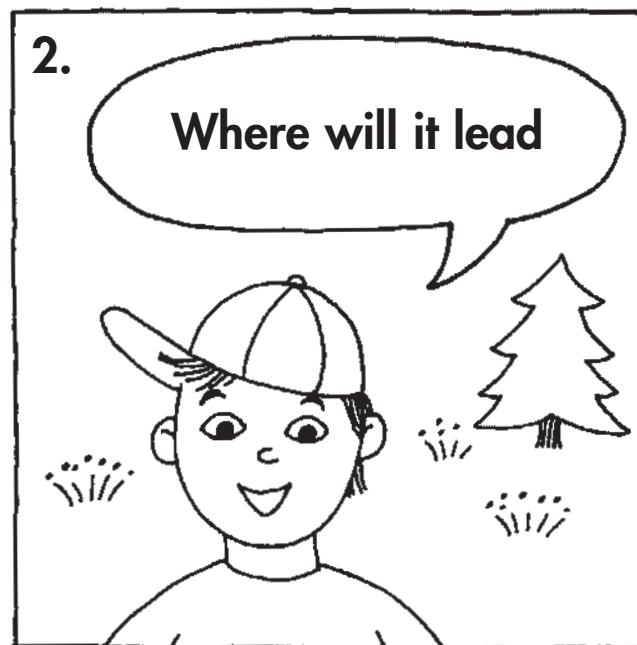
6. **I really love ice skating.**



Exclamatory sentences show strong feeling, such as excitement, surprise, or fear. They end with an exclamation mark(!).

Exclamation Marks

► Read the speech balloons. Put the correct end mark (.) (!) (?) after each sentence. Finish the last speech balloon with an exclamatory sentence of your own.



Exclamatory sentences show strong feeling, such as excitement, surprise, or fear. They end with an exclamation mark(!).

Exclamation Marks

▶ **A.** Read the sentences. Put the correct end mark (.) (!) (?) after each sentence.

1. What a beautiful dog
2. She is white with black spots
3. Where is her owner
4. He is over there
5. He is so lucky
6. I wish I had a dog
7. When can we come back to the park
8. Can we come back tomorrow
9. I love the park



▶ **B.** Write a sentence that shows strong feeling.

10. _____

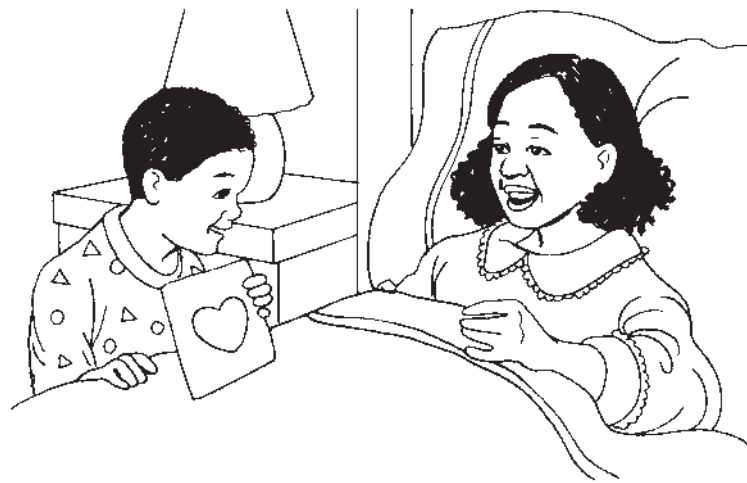
Exclamatory Sentences

- Read the story. Write the correct end punctuation after each sentence. The first one has been completed for you.

I'm so mad! I just got home from school. My little brother is such a pest. He kept asking me questions. I wanted to read my book.

Then he came into my room. I shouted, "Stay out!" He handed me a valentine.

I was so sorry. I gave him a big hug, and he smiled at me. He's the best little brother in the world.



Name _____

Words in a sentence must be in an order that makes sense.

Word Order in Sentences

► Read each group of words. Put them in the order that makes sense. Write the sentence on the line.

1. live Bees in hive a



2. spots many Baby deer have



3. birds Some fly can't



4. lion plays cute cub The



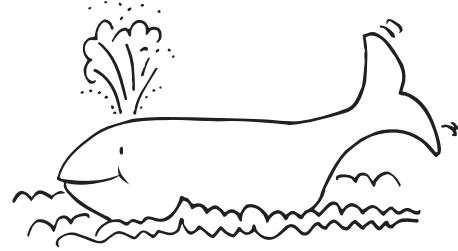
► Draw a picture of one of the sentences you wrote.

A large, empty rectangular box with a thin black border, intended for the student to draw a picture of one of the sentences they wrote.

Words in a sentence must be in an order that makes sense.

Word Order in Sentences

► Read each group of words. Put them in order to make a telling sentence. Then put them in order to make an asking sentence.



1. whale a help can you

Telling Sentence: _____

Asking Sentence: _____

2. will ocean we see the

Telling Sentence: _____

Asking Sentence: _____

3. sailing away are they

Telling Sentence: _____

Asking Sentence: _____

4. that is boat your

Telling Sentence: _____

Asking Sentence: _____

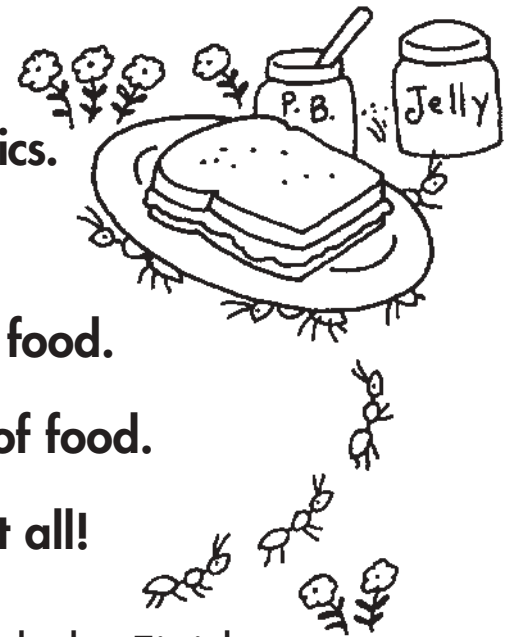
Quotation marks show someone's exact words. They go before the speaker's first word. They also go after the speaker's last word and the end mark.

Quotation Marks

▶ **A.** Read each sentence. Put quotation marks where they belong. The first one has been done for you.

Max said, "Let's go on a picnic."

1. Tina replied, That's a great idea. I love picnics.
2. Andy asked, What should we bring?
3. Max said with a laugh, We should bring food.
4. Tina added, Yes, let's bring lots and lots of food.
5. Andy giggled and said, You're no help at all!



▶ **B.** Max, Tina, and Andy read about Ibis, the whale. Finish the sentences below by writing what Max, Tina, and Andy might say about Ibis. Use quotation marks.

6. Max said, _____

7. Tina replied, _____

8. Andy asked, _____

Name _____

Quotation marks show someone's exact words. They go before the speaker's first word. They also go after the speaker's last word and the end mark.

Quotation Marks

- ▶ **A.** Read the story. Put quotation marks where they belong.

Where are you going, Harry?
asked my aunt Ida.

I'm going to the beach,
I answered.

You forgot something,
Aunt Ida laughed. She held
up a small, brown bag.

Oops! I said. I forgot my
lunch!



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- ▶ **B.** Write two more sentences. Tell what Aunt Ida said next. Then tell what Harry answered.

Word Order in Sentences

► Read each sentence. Put the words in the order that makes sense. Write the sentence on the line.

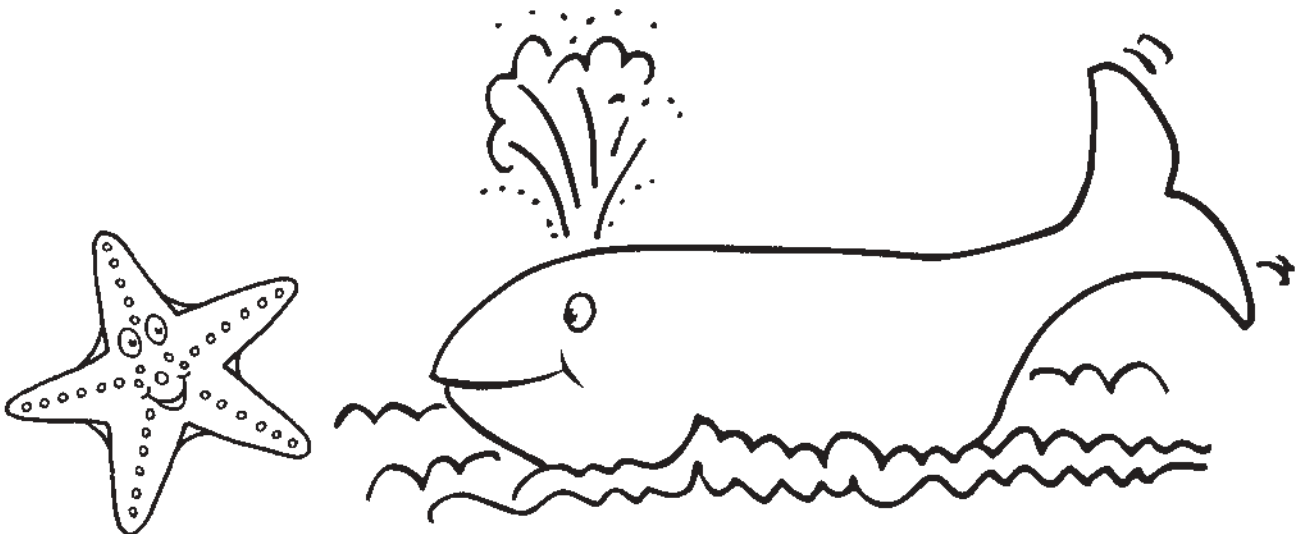
1. Starfish too live ocean in the

2. Ibis with a starfish was friends

3. Do a starfish you see

4. I like whales to help

5. They beautiful so are



A telling sentence tells something. It has a naming part and a telling part.

Telling Sentences

- ▶ **A.** Read each sentence. Underline the naming part. The first one has been done for you.

Jamaal walks into a store.

1. Krista and Olivia follow him.
2. The store sells toys.
3. The store owner is friendly.
4. The three children look at the toys.

- ▶ **B.** Read each sentence. Underline the naming part. Circle the telling part. The first one has been done for you.

Annie loved horses.

5. Her mother drove her to a stable.
6. The riding teacher helped Annie onto a horse.
7. The horse started to move.
8. Annie held on tight.

- ▶ **C.** Write a telling sentence about something you like to do.

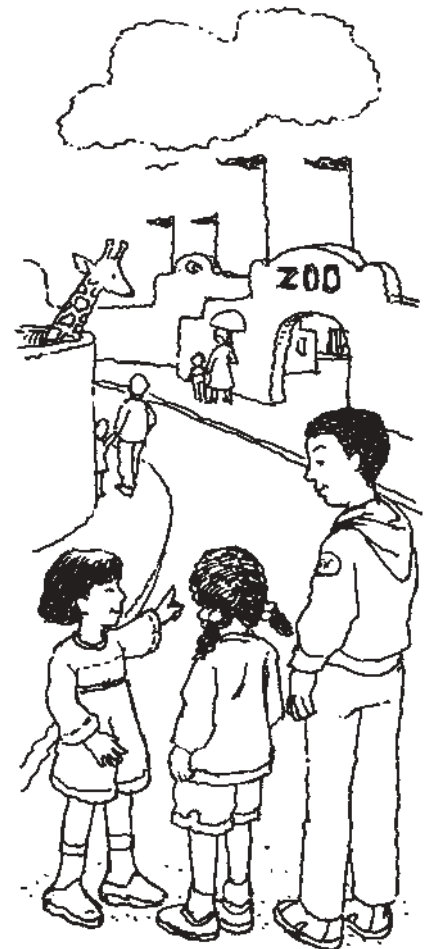
A telling sentence tells something. It has a naming part and a telling part.

Telling Sentences

- Read each sentence. Underline the naming part. Circle the telling part. The first one has been done for you.

Ellen and I went to the zoo.

1. We saw gorillas, pandas, and a rhinoceros.
2. Ellen knows all about animals.
3. Her father works at the zoo.
4. He and his friend Mo gave us a tour.
5. The zoo teaches people about nature.
6. Ellen's family is proud of their father.
7. I want to learn how to help animals.
8. Ellen's father tells me about endangered species.
9. Ellen and I will try to protect them.



Periods

► Read each sentence. If it is a telling sentence, add a period. If it is an asking sentence, add a question mark.

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

1. I like mice
2. Why do I like mice
3. Mice are cute and friendly
4. Where do I find mice
5. I find mice in the kitchen
6. They help out a lot
7. They eat the crumbs off the floor
8. What else do mice do
9. They tell funny jokes
10. Do you like mice



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

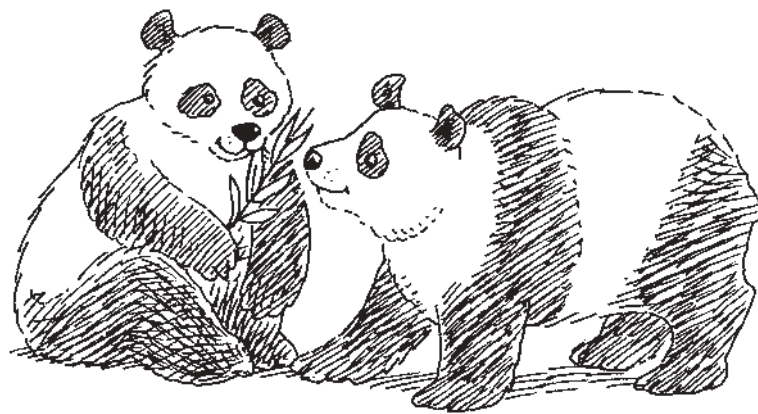
Periods

- Read each sentence in the story. If it is a telling sentence, add a period. If it is an asking sentence, add a question mark.

Li was a panda___ He lived at the zoo___ He liked to climb high in the trees and eat leaves___ Many people came to look at Li___ They liked learning about pandas___

But Li was very sad___ Do you know why___ He was lonely___

What do you think the zookeeper did to help him___ He brought another panda___ Now Li has a friend___ He is not lonely any more___



Telling Sentences

- Read the news article. In each sentence, underline the naming part.

Market School Students Help Endangered Animals



Market School students held a fair yesterday. They wanted to raise money to help endangered animals. The students voted on how to help the animals. They decided to have a fair.

The fair had lots of different things to do. Some people played bingo. Other people looked at pictures of wild animals. Many people brought their pets to the contest.

The students will send the money to a group that helps animals. They are very proud of their fair.

Name _____

Describing words can tell how things look and how many there are. They can also tell about size and shape.

Describing Words

► **A.** Circle the describing word in each sentence. Write it on the line.

1. Marc and Lisa made a big salad. _____

2. They sliced three tomatoes. _____

3. They put in crisp lettuce. _____

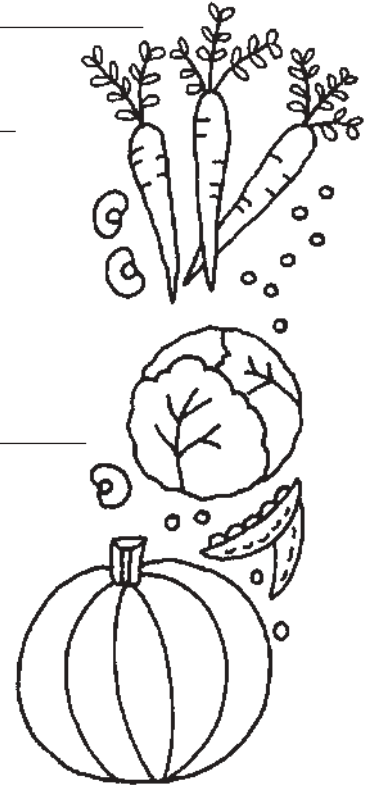
4. They added red radishes. _____

5. They chopped up long carrots. _____

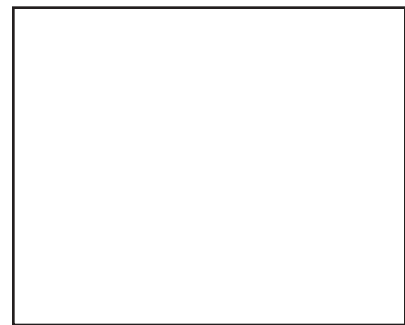
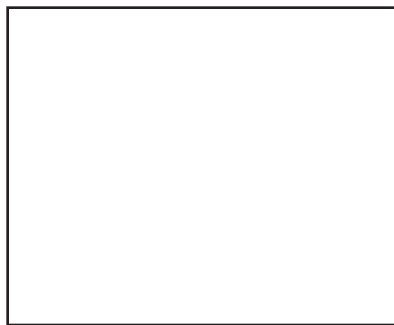
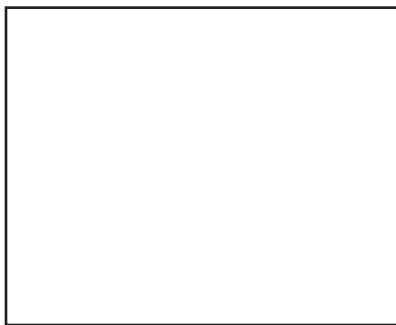
6. They peeled a huge cucumber. _____

7. They threw in tiny peas. _____

8. They added two apples. _____



► **B.** Draw three fruits or vegetables from the sentences above. Write a new describing word to tell about each.



9. _____

10. _____

11. _____

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Describing words can tell how things look and how many there are. They can also tell about size and shape.

Describing Words

- Complete each sentence by choosing a describing word from the box. Write the word on the line. Use each word only once.

yellow blue red funny shiny
dark cold hot tall happy

1. The monkeys were eating _____ bananas.
2. The _____ trees give lots of shade.
3. Last year we had a long, _____ winter.
4. This year we are having a very _____ summer.
5. A bright _____ apple hung on the tree.
6. The _____ child laughed when she saw the monkeys.
7. The _____ monkeys were playing lots of tricks.
8. "Look at the clear _____ sky," Marta said.
9. The _____ night made the monkeys feel safe.
10. One monkey found a _____ penny in the dirt.



Name _____

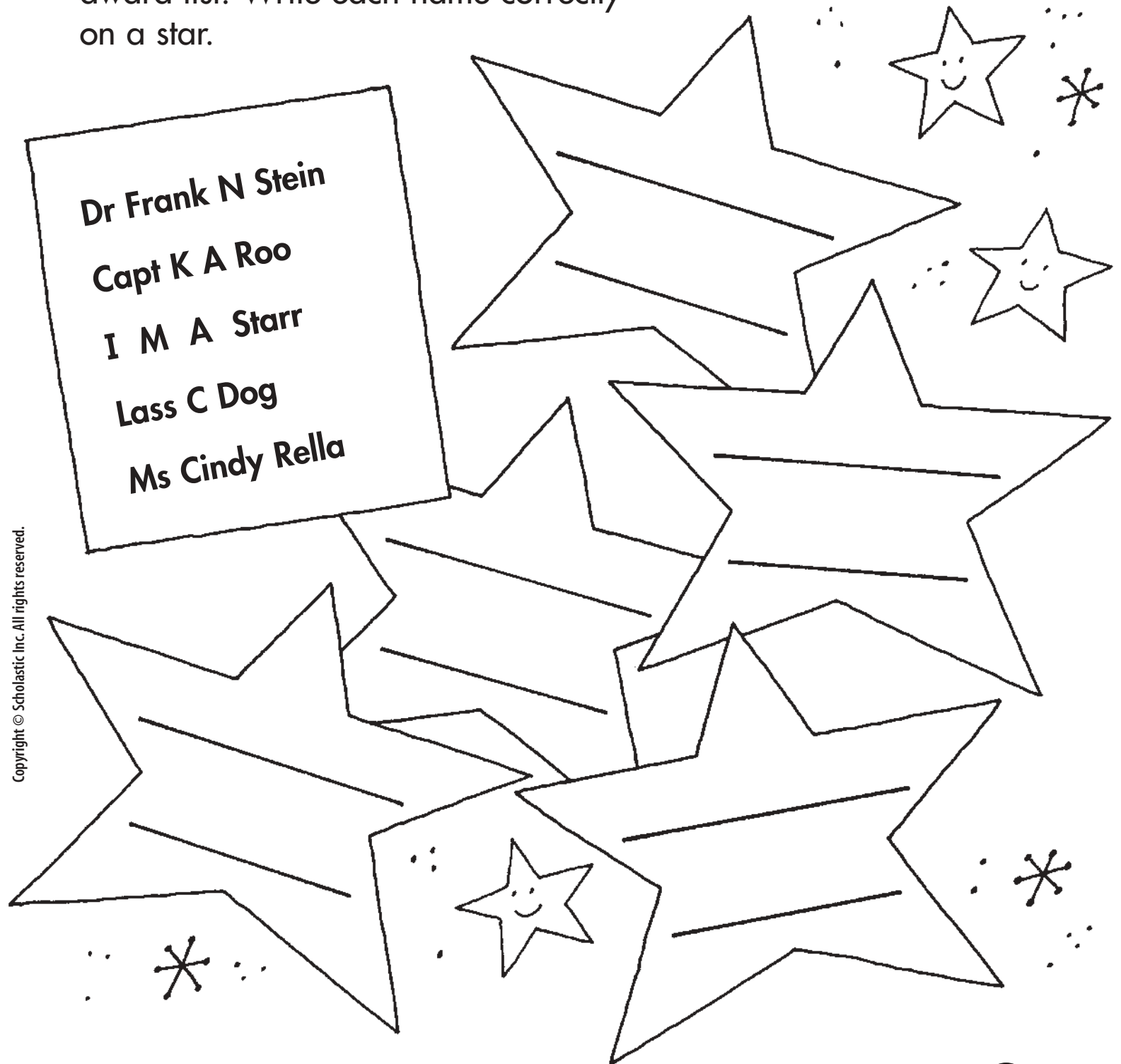
Periods: Titles and Initials

An abbreviated title ends with a period.
Initials in a name are followed by a period.

► It's time to present awards. Read the award list. Write each name correctly on a star.

Dr Frank N Stein
Capt K A Roo
I M A Starr
Lass C Dog
Ms Cindy Rella

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An abbreviated title ends with a period.
Initials in a name are followed by a period.

Periods: Titles and Initials

► Marta is having a party. Read the list of people she wants to invite. Write each person's name correctly on his or her invitation.

- Mr José Rivera
- Ms Mary Ann Falls
- Dr Jennie Wheeler
- Mr J R Newman
- Mrs Fran Zeno

Three tilted rectangular boxes representing invitations, each with a horizontal line for writing.

A rectangular box representing an invitation, with a horizontal line for writing.

A rectangular box representing an invitation, with a horizontal line for writing.

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Periods: Titles and Initials

► Read the sentences. Put periods wherever they are missing.

1. Mr Fonseca taught us about the rain forest.
2. I wrote a letter to my friend P J Barnes.
3. Mrs Jean Smith wanted to help the monkeys, too.
4. Ms James gave us a book about Brazil.
5. Dr Marino told us that the monkeys had returned.



Name _____

Some verbs add -ed to tell about actions that happened in the past.

Past-Time Verbs

▶ **A.** This story happened yesterday. Change the verb in parentheses () to tell about the past. Write it on the line.

1. Yesterday Liz _____ her stuffed Bunny. (save)

2. First, Spot _____ Bunny up and ran off. (pick)

3. Then he _____ into the stream. (jump)

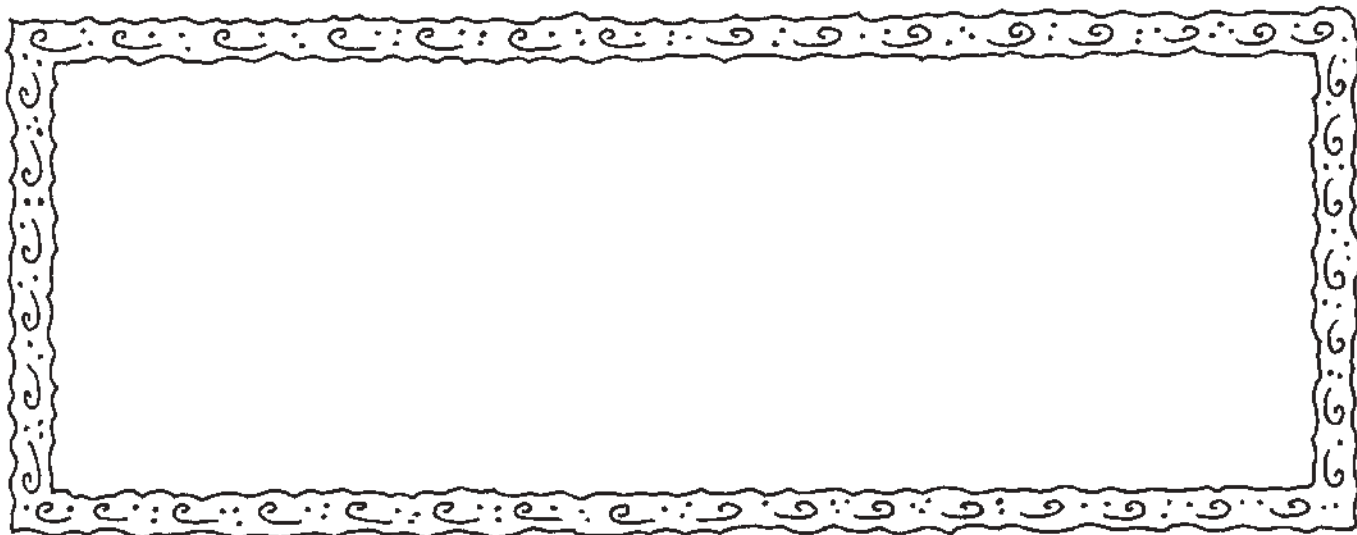
4. Bunny _____ away. (float)

5. Liz _____ into the stream to get Bunny. (walk)



▶ **B.** Write a sentence that tells what happened to Bunny next. Use a past-time verb. Draw a picture of your sentence.

6. _____



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Name _____

Some verbs add **-ed** to tell about actions that happened in the past.

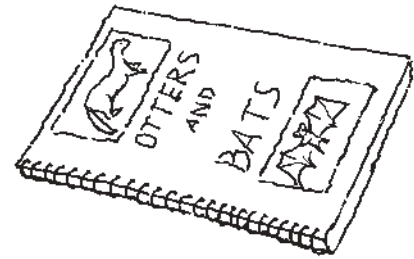
Past-Time Verbs

- **A.** Choose a verb from the box for each sentence. Change it to tell about the past. Write it on the line.

love smile work help learn

1. Paula _____ animals very much.
2. She _____ hard on her school report.
3. Her mother _____ her find more books.
4. She _____ all about otters and bats.
5. Paula and her mother _____ at each other.

- **B.** Write two sentences that tell something else about Paula. Use two different past-time verbs.



6. _____

7. _____

Name _____

Subject-Verb Agreement

Use is and was when telling about one person, place, or thing. Use are and were when telling about more than one person, place, or thing.

► Read each sentence. Choose the word in parentheses () that completes it. Write it on the line.

1. The park _____ a mess. (was, were)
2. Bottles _____ everywhere. (was, were)
3. Even the bench _____ broken. (was, were)
4. My mom and dad _____ very unhappy about the park. (was, were)
5. All the kids _____ picking up litter. (is, are)
6. My brother _____ fixing the bench. (is, are)
7. The dogs _____ helping. (is, are)
8. One dog _____ burying bones. (is, are)
9. Dogs _____ very neat. (is, are)
10. It _____ going to be the best park. (is, are)

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Name _____

Subject-Verb Agreement

- Read the news story. Circle the word in parentheses () that completes each sentence.

Use is and was when telling about one person, place, or thing. Use are and were when telling about more than one person, place, or thing.

Students at Bald Eagle School Help the Earth

Yesterday, students at our school (was, were) very busy. They (was, were) picking up trash in Jones Woods. That area (is, are) full of soda cans and plastic wrappers. Students (was, were) upset about the litter. They (was, were) happy to help out.

Lin Hu (is, are) one of the most concerned students. She (is, are) out there every day, cleaning up the woods. "My parents and I (is, are) looking forward to the future," she said. "We (is, are) working hard to make things better." Lin Hu (was, were) pleased to see so many students yesterday.



Past-Time Verbs

► **A.** Read each sentence. Change the underlined verb to a past-time verb. Write it on the line.

1. We want to save Earth. _____

2. We help others. _____

3. We smile at them. _____

4. They wave back. _____

5. We work together. _____

► **B.** Read each sentence. Choose the word in parentheses () that completes it. Write it on the line.

6. Lee _____ angry about the dirty highway. (is, are)

7. He _____ always concerned about nature. (was, were)

8. Today, Lee _____ cleaning up the highway. (is, are)

9. We _____ happy to go with him. (was, were)

10. We _____ working very hard. (is, are)

Name _____

The special names of animals, people, places, or things always start with a capital letter.

Special Names

- Read the Student Fact Sheet. Circle the special name in each sentence. Write it correctly on the line.

Student Fact Sheet

1. My name is lisa werner.

2. I live near the library on turner street.

3. I go to astor elementary school.

4. My favorite book is the little mermaid.

Now fill in a fact sheet about yourself.

* ∴ Student Fact Sheet ∴ *

5. My name: _____

6. My street: _____

7. My school: _____

8. My favorite book: _____

The special names of animals, people, places, or things always start with a capital letter.

Special Names

► Read the sentences. Circle the special name in each sentence. Write the special name correctly on the line.

1. benjamin franklin was an important man.

2. He went to france to meet with the leaders there.

3. The united states needed help from them.

4. He came home to philadelphia after many years.

5. He helped write the united states constitution.



Name _____

Capitalizing: Titles, Initials

► Write each name correctly on a name tag.

mrs Kitty
Pat e Cake
dr m i Better
r u Reddy
ms Yew

Titles such as Dr. and Ms. always begin with a capital letter. Initials are written with capitals, too. Put a period after each initial and each abbreviated title.

Hello!
My Name is

HELLO!
My name is

HELLO!
My Name is

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HELLO!
My Name is

HELLO!
My Name is

Name _____

Capitalizing: Titles, Initials

► Write each name correctly on the list of guests.

Titles such as Dr. and Ms. always begin with a capital letter. Initials are written with capitals, too. Put a period after each initial and each abbreviated title.

dr john q arch
ms pam sten
mr don hopkins
f r picker
president gail p lane

Guests for the Patriots Ball

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Capitalizing: Titles, Initials

► Read the sentences. Circle the special name in each sentence. Write the special name correctly on the line. The first one has been done for you.

Many people admired president Washington.

President Washington

1. benjamin franklin was his friend.

2. He visited king louis of france.

3. mrs jensen read us a story about them.

4. dr m e krause is coming to our class.

5. she will tell us about queen marie antoinette.

A simple sentence has one naming part and one telling part.

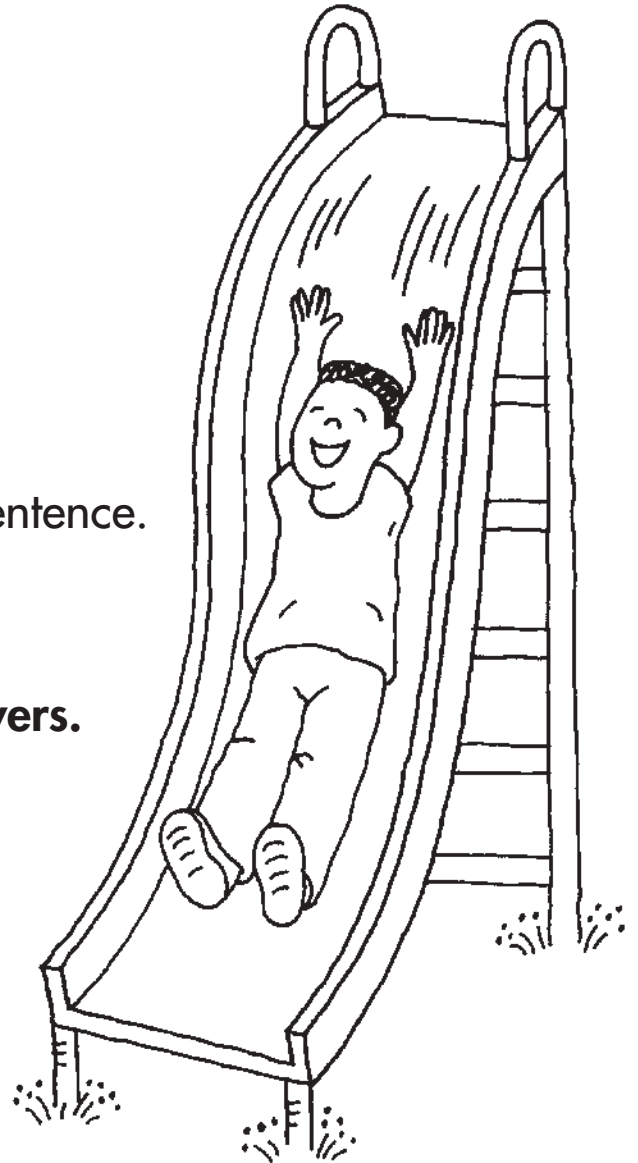
Simple Sentences

▶ **A.** Underline the naming part in each sentence.

1. The children like to play.
2. They go to the park.
3. Harry goes down the slide.
4. Leon climbs on the jungle gym.
5. The park has pretty flowers.

▶ **B.** Underline the telling part in each sentence.

6. Mary picks a yellow rose.
7. Leon tells her not to pick the flowers.
8. The children play catch.
9. Mary throws the ball fast.
10. Leon catches it in one hand.



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A simple sentence has one naming part and one telling part.

Simple Sentences

▶ **A.** Underline the naming parts in each sentence.

1. Peg Leg liked to help people.
2. Molly and James wanted freedom for their whole family.
3. A good song helps you find your way.
4. Isaiah sang Peg Leg's song every day.
5. I learned the same song last year.

▶ **B.** Underline the telling part in each sentence.

6. We sing it all the time in my house.
7. My favorite song is "Oh, Freedom."
8. My friend Jenny likes newer music.
9. Jenny, Malik, and I put on concerts.
10. Many people come to hear us sing.

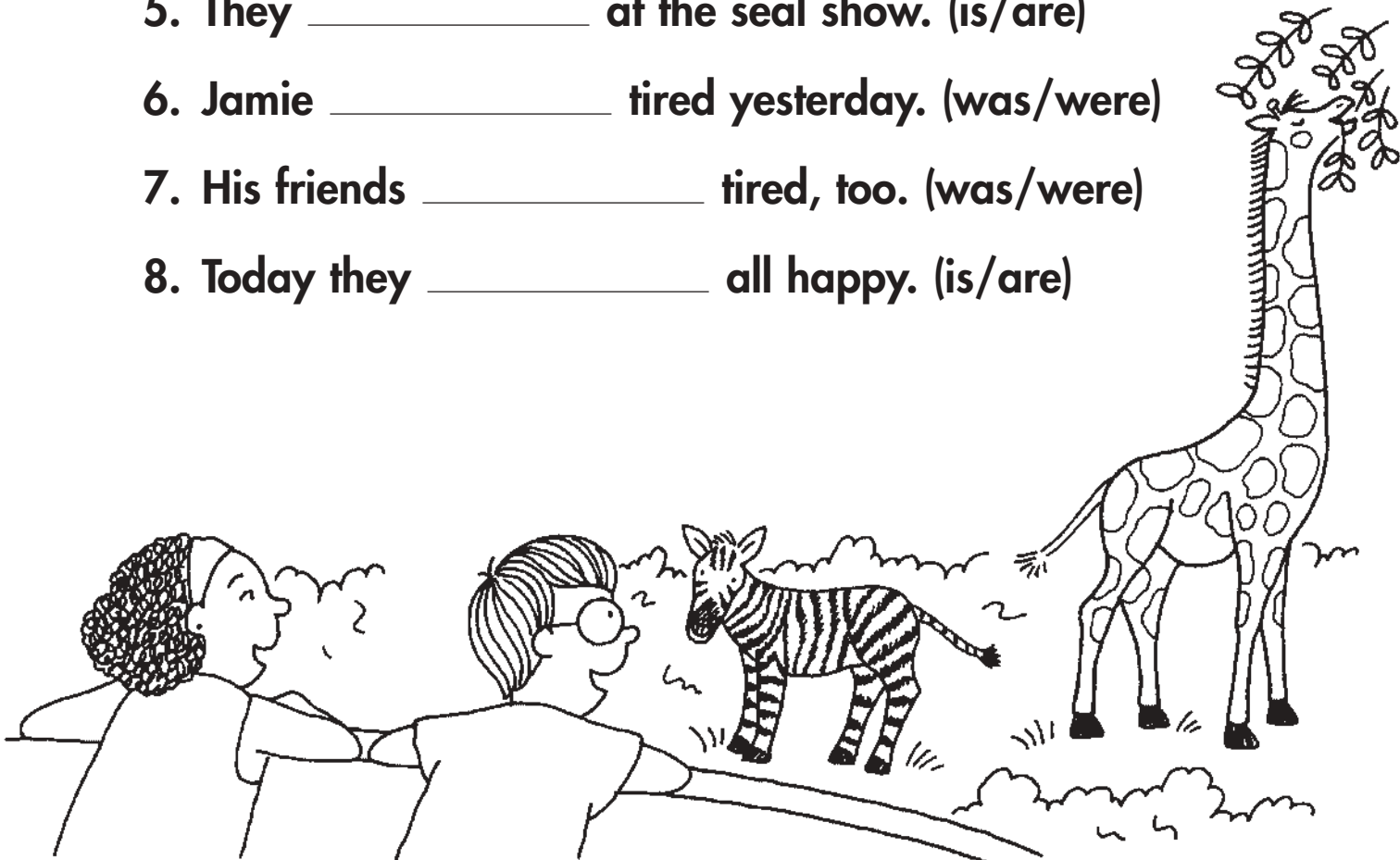


The words is and was tell about one person, place, or thing. The words are and were tell about more than one.

Subject-Verb Agreement

► Choose the word in parentheses () that completes each sentence. Write it on the line.

1. Jamie _____ at the park. (was/were)
2. His friends _____ there, too. (was/were)
3. Today they _____ all at the zoo. (is/are)
4. Jamie _____ at the monkey house. (is/are)
5. They _____ at the seal show. (is/are)
6. Jamie _____ tired yesterday. (was/were)
7. His friends _____ tired, too. (was/were)
8. Today they _____ all happy. (is/are)



Name _____

Subject-Verb Agreement

- Choose the word in parentheses () that best completes each part of the song. Write it on the line.



The words is and was tell about one person, place, or thing. The words are and were tell about more than one.

We (was/were) held in chains of slavery. _____

We (is/are) traveling very far. _____

We (is/are) traveling on to freedom. _____

We (was/were) keeping our eyes on the Northern
Star. _____

Molly (was/were) scared we wouldn't make it. _____

James (was/were) feeling very low. _____

They (is/are) sure now we will get there. _____

We (is/are) keeping our eyes on the Northern Star.

Simple Sentences

- Read the sentences. Add a naming part from the box.
Use each naming part twice.

Molly and James
That song

My grandfather
I
Keisha and I



1. _____ wanted to find their freedom.
2. _____ go to the same school.
3. _____ has beautiful music.
4. _____ taught me that song.
5. _____ was singing it yesterday.
6. _____ did our homework.
7. _____ told me a story.
8. _____ am humming.
9. _____ shared their toys.
10. _____ is from a musical.

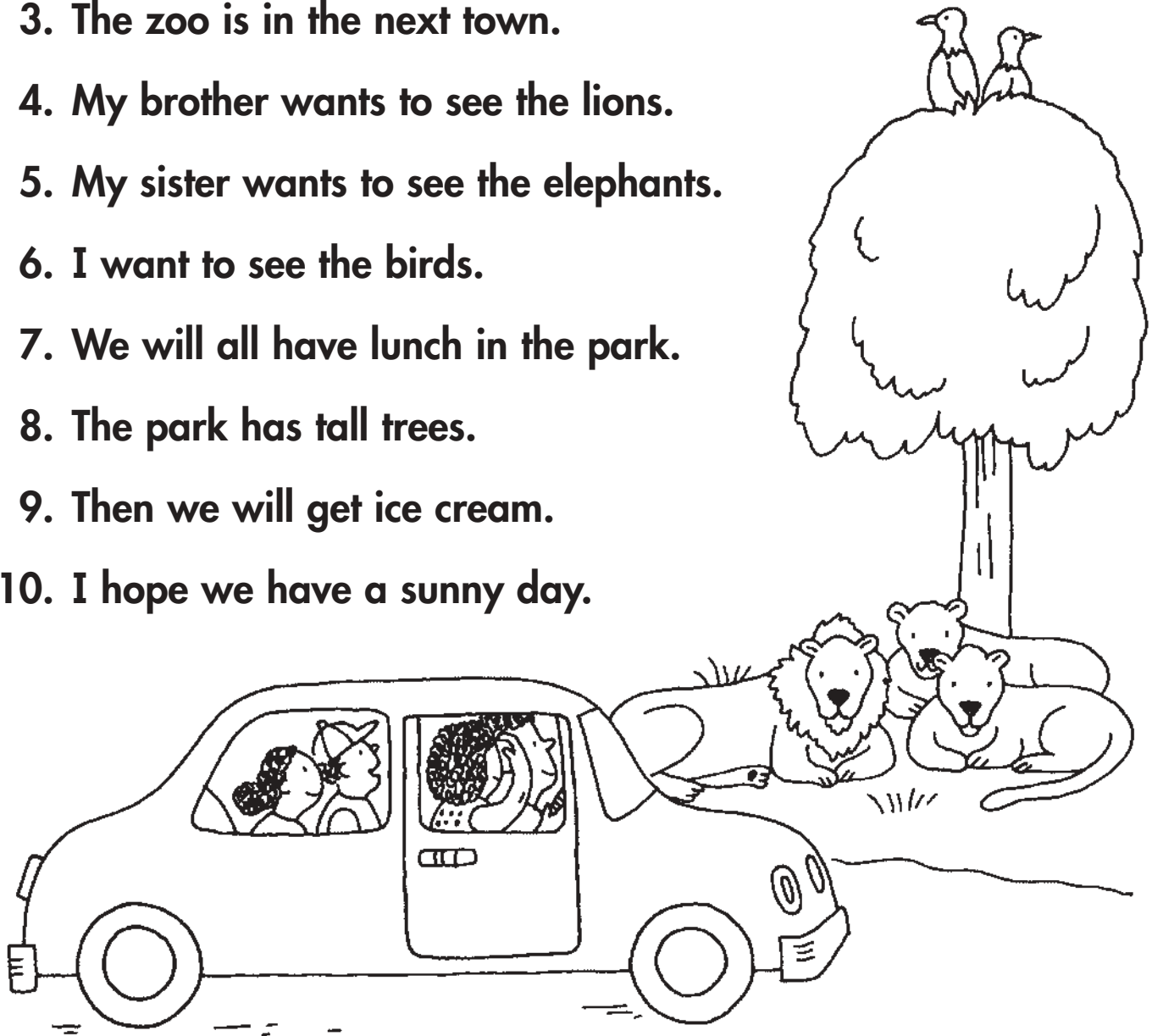
Name _____

Nouns are words that name animals, people, places, and things.

Naming Words

► Underline the naming words in each sentence.

1. Our family is going to the zoo.
2. We will drive there in our car.
3. The zoo is in the next town.
4. My brother wants to see the lions.
5. My sister wants to see the elephants.
6. I want to see the birds.
7. We will all have lunch in the park.
8. The park has tall trees.
9. Then we will get ice cream.
10. I hope we have a sunny day.



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Name _____

Nouns are words that name animals, people, places, and things.

Naming Words

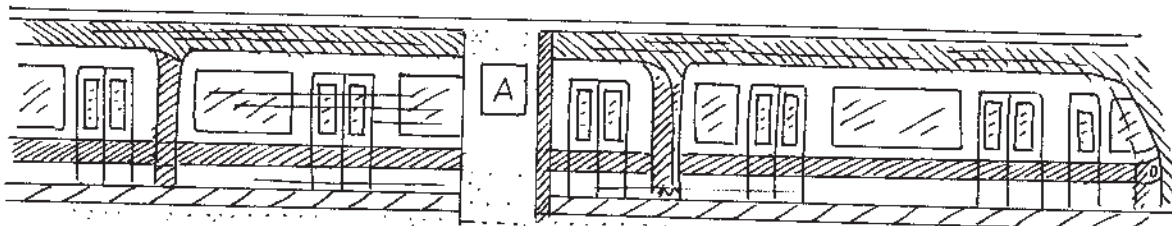
- Underline the naming words in this school report.

My Trip to the City

Last summer, I visited my aunt and uncle.

They live in a big city. The city has a subway.

A subway is a train that runs underground on special tracks. Sometimes the tracks lead up above the ground. The subway carries lots of people and goes very fast. It's fun to ride the subway!



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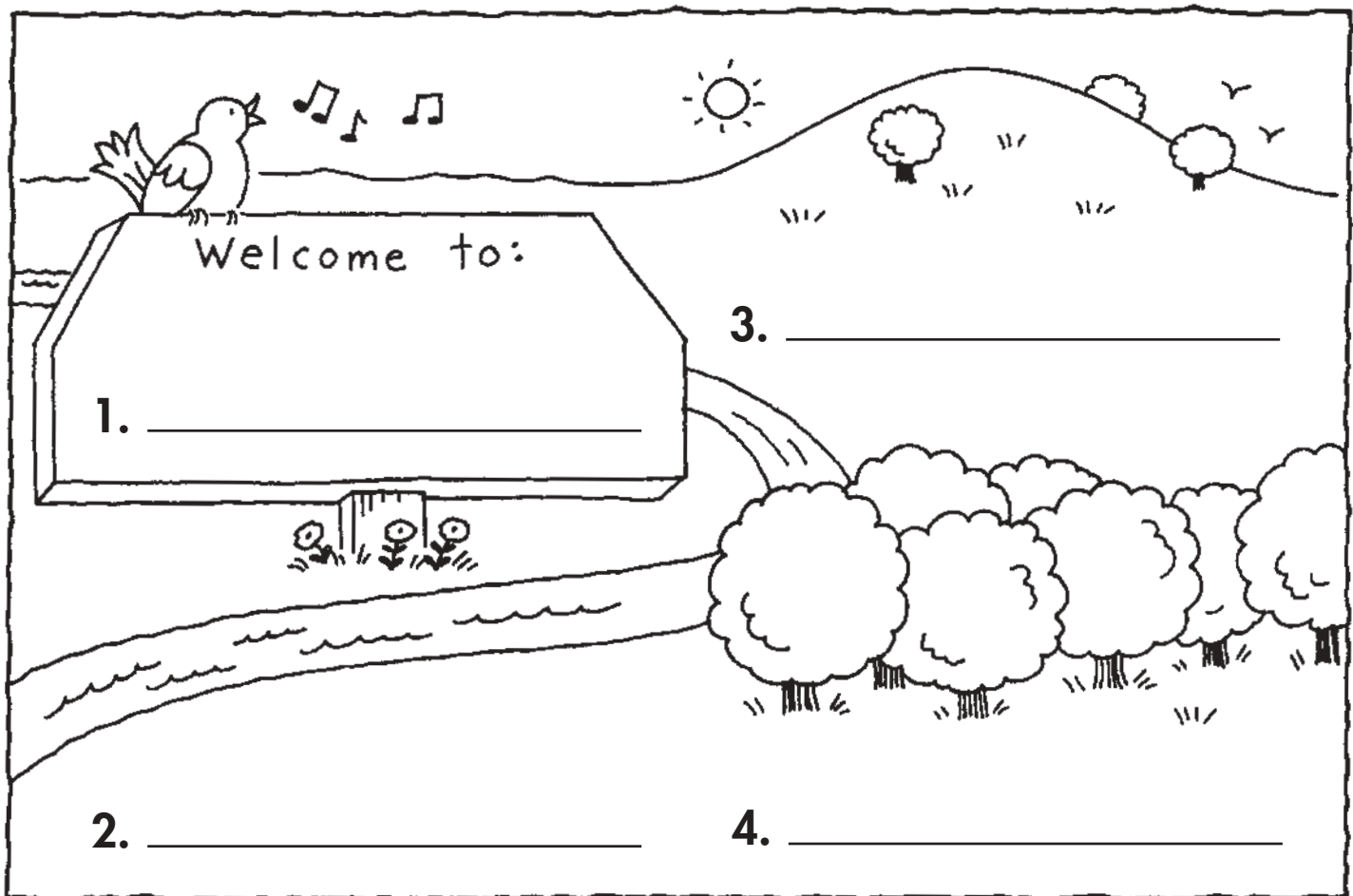
Name _____

The special names of animals, people, places, or things always start with a capital letter.

Capitalizing Special Names

► Circle the special name in each sentence. Then write each name correctly where it belongs on the map.

1. The name of the new park is marshall park.
2. The royal river runs through the park.
3. Near the river is wood's hole hill.
4. Before the hill is the john muir forest.



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Name _____

The special names of animals, people, places, or things always start with a capital letter.

Capitalizing Special Names

- Read the sentences. Circle the special names. Then write each one correctly on the line below. The first one has been done for you.

My uncle max lives in new york city.

Uncle Max New York City

1. He rides the subway every day to the empire state building.

2. Sometimes he takes a walk in central park.

3. Last year he came to visit us in river city, tennessee.

4. He met my friends latoya, kim, and peter.

5. He told us about his trips to canada and japan.

Name _____

Capitalizing Special Names

- Answer each question about yourself. Use special names to answer the questions. Write the answers on the line.

All About Me

My name: _____

My street: _____

My city or town: _____

Three of my friends: _____

Three places I visited: _____

One place I would like to visit: _____

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Add -s to a present-time verb that tells about one. Do not add -s to present-time verbs that tell about more than one.

Present-Time Verbs

- **A.** Read the first sentence. Write the underlined verb correctly in the second sentence.

1. One  bell rings.

Two   bells _____ .

2. Four     cats meow.

One  cat _____ .

3. A  bird sings.

Three    birds _____ .

4. Two   parrots talk.

One  parrot _____ .

5. Two   kangaroos jump.

One  kangaroo _____ .

- **B.** Write a sentence using the word climbs.

6. _____

Name _____

Add s to a present-time verb that tells about one. Do not add s to present-time verbs that tell about more than one.

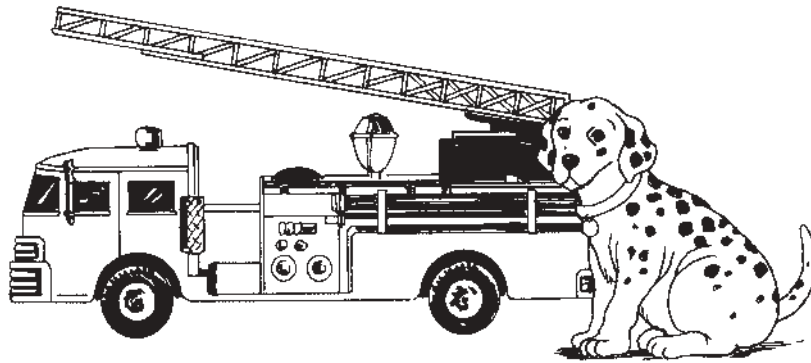
Present-Time Verbs

► Read each sentence. Choose a present-time verb from the box to complete each sentence. The first one has been done for you.

The fire fighters hear the alarm.

1. First, they _____ down the pole.
2. One fire fighter _____ the big truck.
3. The dog in the firehouse _____ loudly.
4. Two other dogs _____ softly.
5. The fire fighters _____ very hard.

hears
hear
slides
slide
drives
drive
barks
bark
works
work



Name _____

Homophones are words that sound the same. They have different meanings. They are spelled differently.

Homophones

► Circle the word in parentheses () that finishes the sentence. Write the word in the puzzle. Look for the boxes that go down or across and that start with the same number.

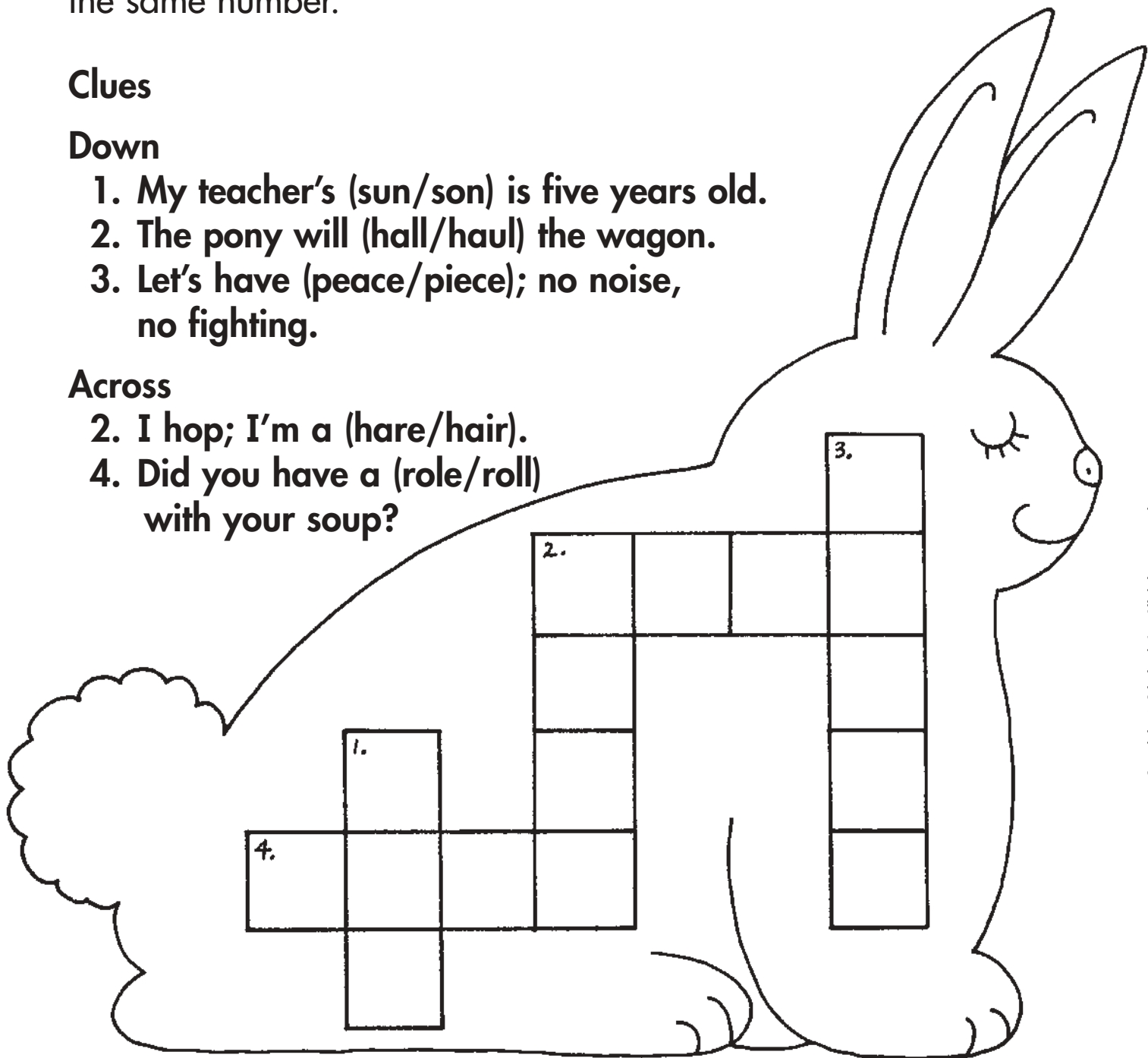
Clues

Down

1. My teacher's (sun/son) is five years old.
2. The pony will (hall/haul) the wagon.
3. Let's have (peace/piece); no noise, no fighting.

Across

2. I hop; I'm a (hare/hair).
4. Did you have a (role/roll) with your soup?



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Name _____

Homophones are words that sound the same. They have different meanings. They are spelled differently.

Homophones

- Circle the word in parentheses () that finishes the sentence.



1. Would you like (two/to) be a fire fighter?
2. The job sounds (sew/so) hard!
3. Would you (be/bee) scared when the bell rang?
4. One day the (sun/son) was shining.
5. A fire fighter's (sun/son) was visiting her at the station.
6. He got to slide down the (pole/poll).
7. (Two/To) minutes later, the bell rang.
8. All the fire fighters rushed (four/for) the truck.
9. (Four/For) fire fighters got there first.
10. The next (ate/eight) were right behind.

Homophones

- Choose a homophone to complete each sentence. Write the homophone on the line.

for	right	sun	so	peace
four	write	son	sew	piece



1. There was _____ and quiet at the fire station.
2. A fire fighter looked through the window at the bright _____.
3. He looked to the left and to the _____.
4. Then he began to _____ a button on his coat.
5. Another fire fighter began to _____ a letter.
6. The letter was to her _____.
7. She wrote only _____ words and then put down her pen.
8. She said, "I am _____ hungry!"
9. Then she took a _____ of pie.
10. She ate _____ ten minutes.

Name _____

Adjectives are describing words. They tell how things look, feel, taste, smell, or sound.

Describing Words

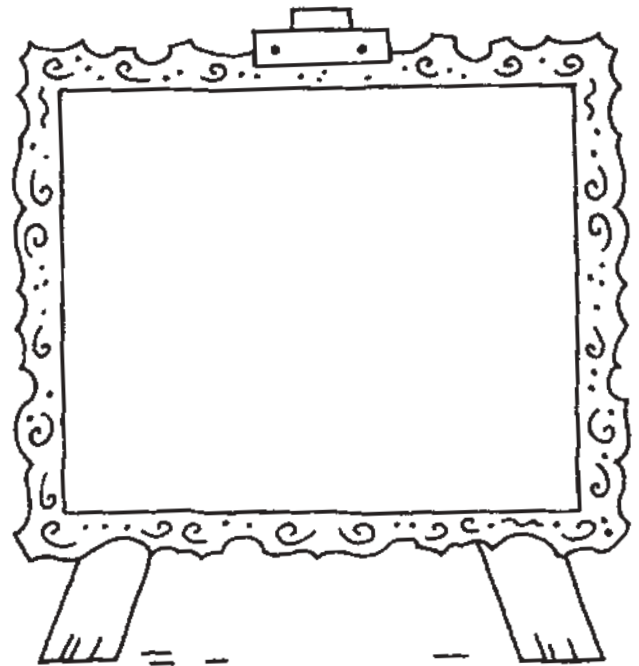
- ▶ A. Choose the word from the box that best describes each underlined word. Write it on the line. Use each word once.

bright wooden loud scratchy cold

1. The door closes. _____
2. The sound startles me. _____
3. A thorn brushes my arm. _____
4. The wind rattles the windows. _____
5. I see a light in the corner. _____

- ▶ B. Write five words that describe a puppy. Then draw the puppy.

6. _____
7. _____
8. _____
9. _____
10. _____



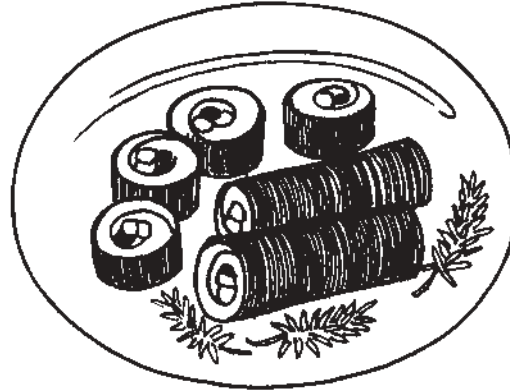
Name _____

Adjectives are describing words. They tell how things look, feel, taste, smell, or sound.

Describing Words

- **A.** Complete each sentence by choosing a describing word from the box. Write the word on the line. Use each word only once.

rubber	fresh
blue	brown
new	



1. Halmoni gave each of the children _____ fruit.
2. The fruit was wrapped in a _____ paper bag.
3. For the picnic, she made a _____ kind of food.
4. Halmoni always wore pointed _____ shoes.
5. She dressed in a long _____ skirt.

- **B.** Write three sentences of your own about a picnic or party. Use a different describing word in each sentence.

6. _____

7. _____

8. _____

Name _____

Use a if a word starts with a consonant sound.
Use an if a word starts with a vowel sound.

Using a and an

- Find the word in the box that solves each riddle. Write it on the line. Use a or an with your answer.

address bottle orange carpet comb fence

1. What has teeth but has no mouth?

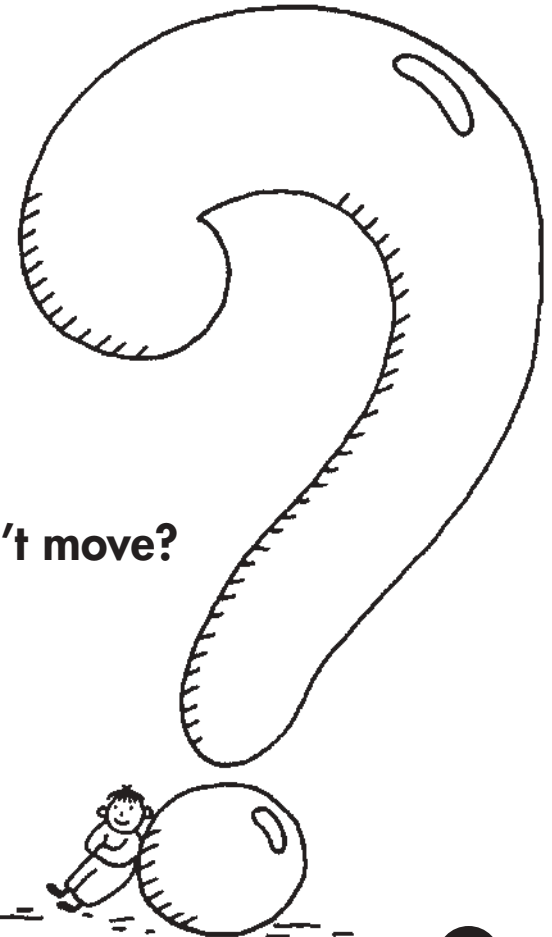
2. What dress does everyone have but no one wears?

3. What pet is always on the floor?

4. What has a neck but no head?

5. What goes around a field but doesn't move?

6. What color tastes sweet?



Use a if a word starts with a consonant sound.
Use an if a word starts with a vowel sound.

Using a and an

► Circle the word in parentheses () that completes the sentence.

1. Would you like (a/an) orange?
2. I want to eat (a/an) apple.
3. My grandmother makes (a/an) dish with rice.
4. Would you rather have (a/an) sandwich?
5. Last week, Halmoni took me to (a/an) circus.
6. We saw (a/an) clown riding in a little car.
7. We watched (a/an) acrobat on a high wire.
8. Halmoni and I had (a/an) great time!
9. She gave me (a/an) egg to eat.
10. I would like (a/an) scrambled egg.

Using a and an

► A. Read the words. Put a or an in front of each one.

1. _____ ant
2. _____ umbrella
3. _____ picnic
4. _____ address
5. _____ tree
6. _____ egg



► B. Write four sentences about the picture. Use each word in one sentence. Use a or an in front of each one.

7. _____
8. _____
9. _____
10. _____

An adverb tells more about an action word. It can tell how, where, or when.

Adverbs

▶ A. Draw a circle around each adverb.

1. The painter paints well.
2. The teacher carefully marks the tests.
3. John played the piano beautifully.
4. Did you play outside?
5. Will you write soon?

▶ B. Write an adverb that answers each question.

6. How? _____
7. How? _____
8. Where? _____
9. Where? _____
10. When? _____

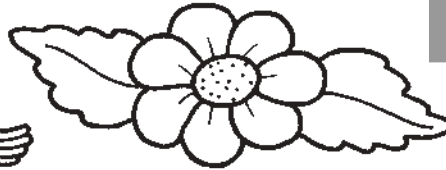
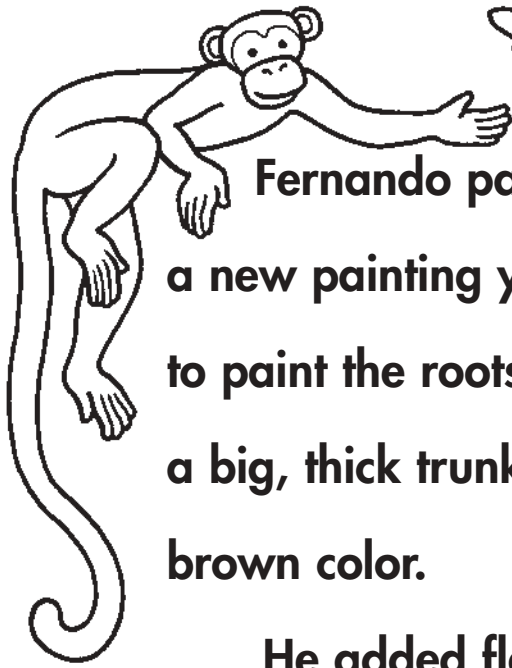


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An adverb tells more about an action word. It can tell how, where, or when.

Adverbs

- **A.** Draw a circle around each adverb in the story.



Fernando painted beautifully. He began a new painting yesterday. He reached down to paint the roots of a tree. He quickly added a big, thick trunk. He slowly filled in the rich, brown color.

He added flowers and fruit today. He will draw a white-faced monkey next. The picture will be done soon. Fernando works fast. But he always works carefully.



- **B.** Write one more sentence telling about Fernando's painting. Use one adverb in the sentence.

In sentences with two or more verbs, the verbs should tell about the same time.

Verb Tenses

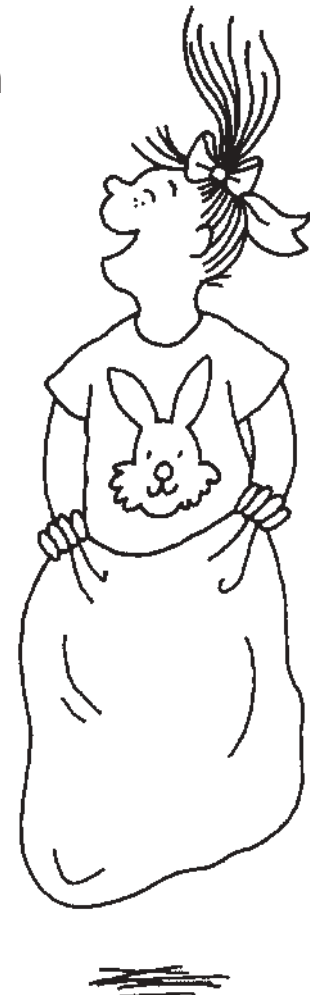
► **A.** Choose the verb in parentheses () that tells about the same time as the underlined verb. Write it on the line.

1. Dina pulled up her sack and _____ (holds/held) it tightly.
2. The bell rang and the race _____ (starts/started).
3. Now Dina hops by and Ben _____ (follows/followed).
4. They _____ (are/were) near the finish and Karla is last.
5. But Dina jumps and _____ (falls/fell)!

► **B.** Write two sentences that tell what happens next in the race. In each sentence, use two verbs that tell about the same time.

6. _____

7. _____



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In sentences with two or more verbs, the verbs should tell about the time.

Verb Tenses

- Read each sentence. If the two underlined verbs tell about the same time, write **C** on the line. If they do not tell about the same time, rewrite them on the line. Make sure they both tell about the same time. The first one has been done for you.

Marcy picked up the paintbrush and paints a frog.

picked paints

1. She drew an apple and adds the stem.

2. Pablo looked at her painting and cheered.

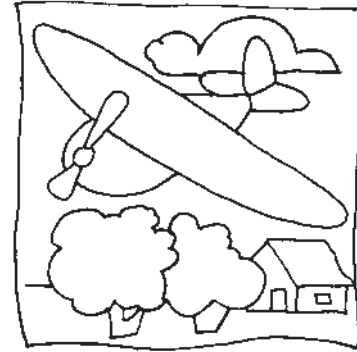
3. He handed her a new brush, and she takes it.

4. They smiled at each other and finished their paintings.

5. Pablo took his painting and walk home.

Verb Tenses

- Choose the verb in parentheses () that tells about the same time as the underlined verb. Write it on the line.



1. Mindy handed Jon a pencil and _____ (gives/gave) him some paper.
2. Jon took the paper and _____ (starts/started) to draw.
3. He drew a house and _____ (colors/colored) it.
4. The teacher came in and _____ (asks/asked) them to stop.
5. They looked at her and _____ (wait/waited) impatiently.
6. She showed them a new way to draw, and they _____ (learn/learned) it quickly.
7. Pablo's mother looks at his painting, and she _____ (tells/told) Pablo's father about it.
8. Pablo's father smiles and _____ (calls/called) his son to his side.
9. He pats Pablo on the back and _____ (shakes/shook) his hand.
10. He picks up the painting and _____ (hangs/hung) it on the wall.

ANSWER KEY

Grade 2, Personal Voice

Page 1 Question Sentences

1. Is the monkey hungry?
2. Where are the elephants?
3. Can the zebras run fast?
4. How tall is the giraffe?
5. Did you see the bear?

Page 2 Question Sentences

1. Who will play basketball?
2. Where is the court?
3. When does the game begin?
4. How many games did you win?
5. May we play again tomorrow?

Page 3 Question Marks

- A.**
1. Do you want to splash in the puddles?
 2. Do you have an umbrella?
 3. What makes rain fall?
 4. Did you bring a raincoat?
- B.**
5. Do you like rainy days?
- B.** Make sure that the sentence children write is a question that begins with a capital letter and ends with a question mark.

Page 4 Question Marks

- A.**
1. C
 2. ?
 3. ?
 4. C
 5. C
- B.** Make sure that the sentence children write is a question that begins with a capital letter and ends with a question mark.

Page 5 Question Sentences

Make sure that each sentence children write is a question that begins with a capital letter and ends with a question mark. Make sure that children use each question word only once.

Page 6 Naming Places

Check to see that children have used capital letters to begin each place name. Also check to see that place name labels are appropriately positioned.

Page 7 Naming Places

1. Pacific Ocean
2. Ohio
3. Salt Lake City
4. Lake Michigan
5. United States
6. Texas

Page 8 Commas

Lizzie Brown	Margaret Brink	Adam Ryan
93 Hastings Street	315 Bateman Avenue	5032 Clay Street
Conway, Delaware 01341	Newport, Oklahoma 62401	Joshua City, Utah, U.S.A. 78736

Make sure that children add a comma between the name of their town or city and the name of their state.

ANSWER KEY

Page 9 Commas

- A.** 1. Chicago, Illinois
2. Houston, Texas
3. Montreal, Canada
4. Seattle, Washington
5. Tokyo, Japan
- B.** Make sure children write a telling sentence about the place where they live. Make sure that children add a comma between the name of their town or city and the name of their state.

Page 10 Naming Places/Commas

- A.** 1. Rush Lake
2. Davis Street
3. King School
- B.** 124 Brown Street
Center City, Nebraska 76543
June 3, 2005
- Grand Slam Bat Company
5567 Giant Lane
Morgan, Alabama 45678

Page 11 Action Words

- A.** 1. play
2. feed
3. hop
4. chases
- B.** 5. run
6. likes
7. drink
8. watch
9. eat
10. sleep

Page 12 Action Words

Make sure children's new sentences include the circled verbs.

- A.** 1. hopped
2. smiled
3. jumps
4. reads
5. run
- B.** Make sure each one of children's sentences includes an action word.

Page 13 Capitalizing: Pronoun *I*

- A.** Check to see that children have written the pronoun *I* with a capital letter.
- B.** Make sure children have completed the sentences, using the pronoun *I* with a capital letter.

Page 14 Capitalizing: Pronoun *I*

1. C 3. I 5. I 7. I
2. I 4. C 6. C 8. C

Page 15 Action Words

Make sure that children used a different action word for each sentence.

Page 16 Simple Sentences

1. (a) Lin likes to play soccer.
2. (b) Her friends watch her play.
3. (a) They cheer for Lin.
4. (a) Her mom goes to all of her games.
5. (a) The coach is very proud of Lin.

ANSWER KEY

Page 17 Simple Sentences

1. S
2. watch the cheerleaders.
3. S
4. jumps very high.
5. know all the cheers.

Page 18 Capitalizing First Word

Circled sentences:

2. The coach told him to show up for practice.
3. Adam and his mom met at the park.
6. Adam made the team.
7. He felt very proud.

Rewritten sentences:

8. Adam wants to play baseball.
9. They played catch.
10. He was ready.

Page 19 Capitalizing First Word

1. C
2. She
3. Linda
4. C
5. Everyone
6. The

Page 20 Simple Sentences

1. Nella tried out for the soccer team.
2. The coach told the team to try harder.
3. The team won the game.
4. Everyone at school likes soccer.
5. Joe cheers for the team.

Page 21 Action Words: Past Time

- A.** 1. walked 3. opened 5. played 7. showed 9. cooked
2. discovered 4. followed **B.** 6. played 8. laughed 10. returned

Page 22 Action Words: Past Time

- A.** 1. Mario painted beautiful pictures.
2. He worked very hard in art class.
3. Mario's teacher looked at his painting.
4. Mario waited a long time.
5. Then the teacher smiled at Mario.
B. Make sure children used a past-time verb correctly in their sentence.

Page 23 Capitalizing Place Names

1. Mexico City
2. Paris, Kansas
3. Tampa, Florida
4. Sand Piper Beach
5. Austin, Texas

Page 24 Capitalizing Place Names

- A.** 1. Coney Island
2. Honduras
3. Montana
4. New York City
5. New Mexico
B. Make sure children capitalize place names correctly in their sentence.

ANSWER KEY

Page 25 Action Words: Past Time

1. Yesterday, Lisa walked with her family.
2. Then they waited for the bus to Coney Island.
3. P
4. P
5. Lisa wanted some popcorn.

Page 26 Describing Words

apple: red sweet round dog: brown big soft flower: purple four pretty

Page 27: Describing Words

Make sure children have written a different describing word for each noun, and that each describing word makes sense.

Page 28: Periods

Circled sentences:

Today is Grace's birthday.
Grace will have cake and ice cream.

Rewritten sentences:

She is having a party.
The party will be at the park.
Grace will play lots of games.
The party starts at noon.

Page 29: Periods

1. Grace wanted to be Peter Pan.
2. She put on a green costume.
3. Her friend was Wendy.
4. Grace was very happy after the play.
5. Her mother and grandmother were happy, too.
6. Grace had a wonderful day.

Page 30: Describing Words

1. pink
2. big
3. young
4. nice
5. tall

Grade 2, Problem Solving

Page 31 Pronouns

1. It
2. They
3. It
4. she
5. He

Page 32 Pronouns

1. She
2. They
3. They
4. it
5. It

Page 33 Homophones

- A.** 1. sun 3. cent
2. nose 4. two
- B.** 5. Possible answer: The sun was shining on my son.

Page 34 Homophones

1. sun
2. aunts
3. nose
4. tail
5. high
6. I

ANSWER KEY

Page 35 **Pronouns**

1. They 2. It 3. She 4. He 5. It
-

Page 36 **Verbs: Past Time**

1. sliced 2. baked 3. poured 4. spilled 5. cleaned
-

Page 37 **Verbs: Past Time**

- A.** 1. worked 4. folded **B.** Children's sentences should use past-time verbs correctly.
2. baked 5. looked
3. cooked 6. danced
-

Page 38 **Telling Sentences**

- A.** 1. The paper crane is nice.
2. I like it.
3. People came to see the crane.
4. They stayed to eat.
5. The man was happy.
B. 6. Make sure children begin their sentence with a capital letter and end with a period.
-

Page 39 **Telling Sentences**

- A.** 1. Most cranes have long beaks.
2. This crane has a long neck.
3. He is white.
4. His wings are big and strong.
5. The crane's feet are very thin.
B. 6. Make sure children begin their sentence with a capital letter and end with a period.
-

Page 40 **Telling Sentences**

1. C 6. People like to dance and sing.
2. Many people eat here.
3. They like my food.
4. I like cooking for them.
5. Sometimes we play music.
7. Everyone has a great time.
8. The food always tastes good.
9. We do lots of dishes.
10. C
-

Page 41 **Words That Compare**

- A.** 1. older **B.** 6. bigger
2. fastest 7. biggest
3. blackest 8. smaller
4. bigger 9. softer
5. nicer 10. softest
-

Page 42 **Words That Compare**

1. smaller 3. younger 5. colder 7. cleaner
2. smallest 4. youngest 6. coldest 8. cleanest
-

ANSWER KEY

Page 43 A and An

- | | | | | |
|-------|------|-------|-------|-------|
| 1. an | 3. a | 5. a | 7. a | 9. an |
| 2. a | 4. a | 6. an | 8. an | 10. a |

Page 44 A and An

- | | | | | |
|----------------|-------|------|----------------|--------|
| A. 1. a | 3. an | 5. a | B. 7. a | 9. an |
| 2. a | 4. an | 6. a | 8. a | 10. an |

Page 45 Words that Compare

- | | | | |
|------------|-----------|------------|-------------|
| 1. happier | 2. bigger | 3. longest | 4. shortest |
|------------|-----------|------------|-------------|

Page 46 Irregular Nouns

- | | | | |
|----------|----------|-------------|----------|
| 1. mice | 3. child | 5. mouse | 7. foot |
| 2. teeth | 4. feet | 6. children | 8. tooth |

Page 47 Irregular Nouns

- | | | | | | |
|---------|-------------|--------|----------|---------|---------|
| 1. mice | 2. children | 3. men | 4. women | 5. mice | 6. feet |
|---------|-------------|--------|----------|---------|---------|

Page 48 Quotation Marks

- | | |
|------------------------------------------------------|----------------------------------------------------------------------|
| A. 1. She asked, "What will we do today?" | 4. Jan whined, "But what will we do now?" |
| 2. Ivan answered, "We could read." | 5. Ivan said, "Use your imagination." |
| 3. He whispered, "Maybe the sun will come out soon." | B. 6. Make sure children have used quotation marks correctly. |

Page 49 Quotation Marks

- | | |
|----------------------------------------------------|---------------------------------------------------|
| 1. One mouse whispered, "Let's all be quiet now." | 3. The mice shouted, "Now we can laugh and play!" |
| 2. The cat said, "Maybe I'll go play in the yard." | |

Page 50 Irregular Nouns/Quotations Marks

- | | |
|--------------------|------------------------------------------------------|
| A. 1. women | B. 1. The dog said, "Where is the cat today?" |
| 2. children | 2. The cat said, "I don't want the dog to find me." |
| 3. mice | 3. The dog barked, "Have you seen the cat?" |
| 4. men | 4. The cat purred, "This is a good hiding place." |
| 5. feet | |
| 6. teeth | |

Page 51 Naming Words

- | | | |
|--------------------|-------------------------|------------------|
| 1. (treasure)thing | 3. (pirate)person | 5. (shovel)thing |
| 2. (island)place | 4. (cave)place or thing | |

ANSWER KEY

Page 52**Naming Words**

1. theater 2. ticket 3. library 4. friend 5. sister
-

Page 53**Contractions With *is***

- A.** 1. It's 4. What's **B.** 7. Make sure that children spell their contraction correctly and use it appropriately in a sentence.
2. Here's 5. He's
3. She's 6. There's
-

Page 54**Contractions With *is***

- A.** 1. it's 4. what's **B.** 6. Make sure that children spell their contraction correctly and use it appropriately in a sentence.
2. there's 5. she's
3. here's
-

Page 55**Contractions With *is***

- A.** 1. What's 3. Here's 5. She's 7. She's 9. he's
2. Where's 4. It's 6. There's **B.** 8. she's 10. it's
-

Page 56**Describing Words**

- A.** 1. size 4. size **B.** Make sure children drew appropriate pictures of the mountain and two other features.
2. shape 5. shape
3. shape
-

Page 57**Describing Words**

1. round 2. big 3. lumpy 4. narrow
-

Page 58**Plural Nouns**

1. foxes 3. glasses 5. frogs 7. benches
2. clocks 4. trees 6. brushes 8. houses
-

Page 59**Plural Nouns**

- A.** 1. houses 4. trees **B.** Make sure children's sentences include a plural noun in each.
2. boxes 5. rooms
3. stairs
-

Page 60**Describing Words**

1. bumpy 2. huge 3. Round 4. tiny 5. big
-

ANSWER KEY

Grade 2, Teamwork

Page 61 Complete Subject and Predicate

- A.** 1. Birds chirp.
2. The sun is in the sky.
3. Jill jumps rope.
4. Ice cream tastes sweet.
- B.** 5. I have a rabbit.
6. My brother is on the soccer team.
7. Kim lost two teeth last night.
8. I am hungry.

Page 62 Complete Subject and Predicate

- A.** 1. The band plays music every Sunday.
2. I love hearing the band!
3. We can hear the band in the park.
4. Paul will come with us.
5. He plays the violin.
- B.** 6–7. Make sure children write complete sentences with the subject circled and a line underneath the predicate.

Page 63 Subject Pronouns

- A.** 1. He
2. He
3. They
4. You
5. she
- B.** 6. He
7. They
8. We
9. She
10. It

Page 64 Subject Pronouns

1. She 2. We 3. They 4. It 5. She

Page 65 Complete Subject and Predicate

- A.** 1. The cat
2. barked very loudly.
3. got scared
4. The donkey
5. Roosters
- B.** 6. A farmer was looking for a rooster.
7. He needed help waking up.
8. The rooster crowed every morning.
9. The farmer went to the fields very early.
10. His children helped him plant crops.

Page 66 Adverbs

- A.** 1. early
2. outside
3. down
4. today
5. nearby
- B.** 6. fast how
7. today when
8. here where
9. slowly how
10. outside where

Page 67 Adverbs

1. Yesterday when 3. happily how 5. inside where
2. Tomorrow when 4. outside where

ANSWER KEY

Page 68 Pronouns *I* and *me*

First paragraph: I, me, me, I, I

Second paragraph: I, I, me, me, I

Page 69 Pronouns *I* and *me*

- | | | | | |
|-------|------|-------|-------|--------|
| 1. me | 3. I | 5. I | 7. me | 9. I |
| 2. me | 4. I | 6. me | 8. I | 10. me |

Page 70 Adverbs

- | | |
|---------------------|--------------------|
| 1. (now) when | 6. (here) where |
| 2. (quickly) how | 7. (after) when |
| 3. (Yesterday) when | 8. (beside) where |
| 4. (loudly) how | 9. (Tomorrow) when |
| 5. (soon) when | 10. (well) how |

Page 71 Action Words

- | | | | | |
|--------------|-----------|----------|------------|-----------|
| 1. announces | 3. jump | 5. walks | 7. claps | 9. lifts |
| 2. perform | 4. dances | 6. buy | 8. juggles | 10. climb |

Page 72 Action Words

- A.**
- | | |
|------------|------------|
| 1. goes | 7. watches |
| 2. takes | 8. rides |
| 3. loves | |
| 4. sees | |
| 5. shouts | |
| 6. listens | |
- B.** 9–10. Make sure each sentence has an action verb that agrees with the subject and that it has been circled.

Page 73 Capitalize Place Names

Children should capitalize the following place names:

- | | |
|-------------------|-------------------|
| 1. Provo, Utah | 3. Jamaica |
| 2. Colorado River | 4. Kingston |
| | 5. Atlantic Ocean |

Check to make sure children have capitalized place names in their postcard addresses.

Page 74 Capitalize Place Names

- | | |
|---------------------------------------------------|-----------------------------------|
| 1. The circus is coming to Northfield, Minnesota. | 4. They will pass Mount Rushmore. |
| 2. They marched across the Cannon River. | 5. The clown lived in Iowa City. |
| 3. Yesterday, they were in Bismark, North Dakota. | |

Page 75 Action Words/Capitalize Place Names

Possible answers:

- | | |
|-----------|------------------------------------------------------|
| A. | 6. jump |
| 1. look | B. 7. I used to live in Mudslide, Washington. |
| 2. climb | 8. The nearest circus was in the city of Seattle. |
| 3. roar | 9. They traveled over the Cascade Mountains. |
| 4. rides | 10. The Cedar River is nearby. |
| 5. walk | |

ANSWER KEY

Page 76 Telling Sentences

- A.** 1. The Puppet Theater is performing today.
2. The curtain rises.
3. Ben's dog barks during the show.
4. The audience roars with laughter.
- B.** 5. Kara's kitten jumped onto the stage.
6. Kara chased her kitten.
7. She brought the kitten home.
8. Everyone loved the rest of the puppet show.

Page 77 Telling Sentences

- I love the puppets.
We played with them all afternoon.
My sisters made a puppet theater.
Ana made the costumes.
Julia built a little stage.
- I wrote a play.
We rehearsed for two hours.
Mami, Papi, and Tía Rosa watched our play.
They clapped loudly.
We were all very happy.

Page 78 Subject/Verb Agreement

- | | | | | |
|----------|----------|----------|-----------|-----------|
| 1. play | 3. chase | 5. run | 7. closes | 9. sleeps |
| 2. hides | 4. calls | 6. stand | 8. nudges | 10. sleep |

Page 79 Subject/Verb Agreement

1. Lucy sews the costumes.
2. Bob uses a hammer for the stage.
3. C
4. C
5. They put on a great play.

Page 80 Subject/Verb Agreement

1. I like to eat corn, too.
2. The farmer gives me corn each morning.
3. His daughters grow the corn in the field.
4. The littlest daughter weeds the garden.
5. She loves that garden!

Page 81 Linking Verbs

- | | | | |
|---------|--------|---------|---------|
| 1. was | 3. are | 5. are | 7. is |
| 2. were | 4. is | 6. were | 8. were |

Page 82 Linking Verbs

- A.** 1. were
2. was
3. were
4. were
5. was
6. is
7. are
8. are
9. is
- B.** Make sure the sentence includes a linking verb and that it has been circled.

Page 83 Irregular Verbs

1. Yesterday, Zack and I went to the movies together.
2. Marta came later.
3. She saw Bill and Joan there.
4. Tom ran home after the movie.
5. Zack gave me his popcorn.

ANSWER KEY

Page 92 Complete Subject

- A. It
The story
They
The two wolves
They
The first wolf

- The second wolf
The two friends
They

B. Make sure that children write complete sentences and circle the complete subject in each.

Page 93 Capitalizing First Word

- | | | | | |
|--------|------------|--------|-----------|---------|
| 1. I | 3. Peter's | 5. She | 7. Its | 9. What |
| 2. Her | 4. Why | 6. Kim | 8. Jennie | 10. My |

Page 94 Capitalizing First Word

- | | | |
|--------|---------|-------|
| 1. She | 4. She | 7. C |
| 2. C | 5. That | 8. C |
| 3. Do | 6. Last | 9. We |

Page 95 Complete Subject

- | | | |
|-------------------------|----------------------------|--------------------------|
| 1. <u>I</u> | 5. <u>We</u> | 9. <u>Books</u> |
| 2. <u>My aunt</u> | 6. <u>The story writer</u> | 10. <u>My aunt and I</u> |
| 3. <u>The butterfly</u> | 7. <u>Reading</u> | |
| 4. <u>The frogs</u> | 8. <u>I</u> | |

Page 96 Singular and Plural Nouns

- | | |
|------------------|----------------------|
| A. 1. girl, bear | B. 3. bears, flowers |
| 2. bear, flower | 4. bears, lunches |
| | 5. flowers, ribbons |

Page 97 Singular and Plural Nouns

- | | | | |
|-------------|------------|------------|----------------|
| A. 1. bears | 3. braids | B. 5. bear | 7. place |
| 2. beans | 4. glasses | 6. porch | 8. grandfather |

Page 98 Subject/Verb Agreement

- | | | | | |
|----------|---------|----------|-----------|------------|
| 1. plays | 3. runs | 5. dive | 7. climb | 9. throw |
| 2. play | 4. run | 6. dives | 8. climbs | 10. throws |

Page 99 Subject/Verb Agreement

- | | | | | |
|---------|----------|----------|----------|-----------|
| 1. come | 3. likes | 5. makes | 7. plays | 9. fish |
| 2. stay | 4. wants | 6. talks | 8. runs | 10. feels |

ANSWER KEY

Page 100 Singular and Plural Nouns

1. We sit in my bed and read books.
2. One story was about three crickets.
3. One cricket sang beautiful songs.
4. The crickets had a good friend.
5. Another story told about two butterflies.
6. The butterflies visited a purple flower.
7. The flower and its petals got wet.
8. My aunt has two red bags.
9. Each bag is full of books.
10. One book has many stories.

Page 101 Simple Sentences

- A.** 1. Did the ground shake?
2. Rocks fell down.
3. The volcano blew up.
- B.** 4–6. Check to make sure children have written the sentences correctly.

Page 102 Simple Sentences

- A.** 1. S
2. Someone heard a big noise.
3. S
4. A dinosaur saved their lives.
5. All the people were very happy.
- B.** 6. Make sure children have written a complete sentence.

Page 103 Irregular Verbs

1. goes 2. had 3. has 4. rode 5. rides

Page 104 Irregular Verbs

- A.** 1. drew 4. go
2. draws 5. said
3. went 6. says
- B.** Make sure children have used an irregular verb correctly in their sentence.

Page 105 Irregular Verbs

1. drew 2. showed 3. said 4. liked 5. went

Page 106 Word Order in Sentences

1. Marcy looks for treasure.
2. Will she read the story?
3. Are they buying the worms?
4. I hope to find treasure.

Page 107 Word Order in Sentences

1. S
2. She dug up the worms.
3. S
4. She found a treasure.
5. S

ANSWER KEY

Page 108 Capitalizing Names

- | | | |
|------------------|-------------|----------------------|
| 1. Leo | 3. Aunt Ada | 5. Phil's Magic Shop |
| 2. Paradise Park | 4. Jed | 6. Hunter Mountain |

Page 109 Capitalizing Names

- A.** 1. C
2. Elm Street
3. Mona
4. C
- B.** 5. Make sure children capitalize all proper names.

Page 110 Word Order in Sentences

- | | | |
|---------------------------|-------------------------|-------------------------|
| 1. My sister is home now. | 3. We play in the yard. | 5. We fish at the lake. |
| 2. She is very happy. | 4. We dig for worms. | |

Page 111 Words That Compare

- | | | |
|------------|-----------|------------|
| 1. hottest | 3. harder | 5. fastest |
| 2. longer | 4. fewer | 6. tallest |

Page 112 Words That Compare

- A.** 1. taller
2. coldest
3. older
4. youngest
5. younger
- B.** Make sure that children use the *-er* form of an adjective in the first sentence and the *-est* form of an adjective in the second sentence.

Page 113 Period

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|------------------|
| 1. T add period | 3. T add period | 5. T add period | 7. T add period | 9. T add period |
| 2. C add period | 4. C add period | 6. C add period | 8. C add period | 10. T add period |

Page 114 Period

- | | | | |
|----------------------|----------------------|---------------|---------------|
| 1. add period | 3. add period | 5. add period | 7. add period |
| 2. add question mark | 4. add question mark | 6. add period | |

Page 115 Words That Compare

- | | | | | |
|-----------|-----------|-------------|----------|-------------|
| 1. harder | 2. longer | 3. youngest | 4. older | 5. quickest |
|-----------|-----------|-------------|----------|-------------|

Page 116 Question Sentences

- | | |
|-----------------------------------------------------------|----------------------------------------------------------|
| 1. Where is the paint? There is the paint. | 4. I have finished painting. Have you finished painting? |
| 2. Who has the mop? The mop fell on the floor. | 5. I will show Ms. Perez. Where is Ms. Perez? |
| 3. We paint on the wall. Who will help paint on the wall? | |

ANSWER KEY

Page 117 Question Sentences

1. What is the painting about? The painting is about a lion.
2. Who is at the museum? I am going to the museum.
3. We looked at paintings today. Which paintings did we see?
4. I like to paint pictures. Do you like to paint pictures?
5. Our teacher will come with us. Who will come with us?

Page 118 Question Marks

- A.**
1. Are you writing a story?
 2. Will you draw the pictures?
 3. What is the story about?
 4. What happens at the end?
- B.**
5. Make sure children have written a question that begins with a capital letter and ends with a question mark.

Page 119 Question Marks

- A.**
1. Who is painting a picture?
 2. Why are you mixing paint?
 3. When will you finish?
 4. What is your picture about?
- B.**
5. How do you paint a shark?
 - Make sure children have written a question that begins with a capital letter and ends with a question mark.

Page 120 Question Sentences

Make sure children have written five questions that begin with a capital letter and end with a question mark.

Grade 2, Managing Information

Page 121 Common Nouns

Children should circle the nouns below and put them in the following categories:

<u>People</u>	<u>Places</u>	<u>Things</u>
doctor	village	cane
boy	school	pencil
aunt	office	bed

Page 122 Common Nouns

A. Children should circle the nouns below and put them in the following categories:

B.

<u>People/Animals</u>	<u>Places</u>	<u>Things</u>
cats	house	trees
cat	yard	basket
father	town	
kitten		

ANSWER KEY

Page 123 Homophones

1. flour 2. read 3. won 4. sun 5. right
-

Page 124 Homophones

1. two 3. sea 5. hear 7. Our 9. meat
2. their 4. meet 6. hour 8. too 10. see
-

Page 125 Common Nouns/Homophones

- A.** 1. (mayor) person 3. (library) place
 (house) thing
2. (mayor) person **B.** 4. flower
 (husband) person 5. sea
-

Page 126 Exclamatory Sentences

1. I love the snow! 4. That dog scares me!
2. Second grade is great! 5. That was the most fun I've ever had!
3. I'm so late!
-

Page 127 Exclamatory Sentences

1. That dog is scary! 4. Alaska is my favorite place in the world!
2. OK 5. Sometimes it snows five feet in our town!
3. Last summer we went to Alaska for a whole month! 6. I really love ice skating!
-

Page 128 Exclamation Marks

1. I see a path. It's so beautiful! 4. Make sure children have written an exclamatory
2. Where will it lead? sentence with an exclamation mark.
3. What a surprising sight!
-

Page 129 Exclamation Marks

- A.** 1. What a beautiful dog! 7. When can we come back to the park?
2. She is white with black spots. 8. Can we come back tomorrow?
3. Where is her owner? 9. I love the park!
4. He is over there. **B.** 10. Make sure children have written an exclamatory
5. He is so lucky! sentence with an exclamation mark.
6. I wish I had a dog!
-

ANSWER KEY

Page 130 Exclamatory Sentences

First paragraph:

- add period
- add exclamation mark
- add period
- add period

Second paragraph:

- add period
- add exclamation mark
- add period

Third paragraph:

- add exclamation mark
 - add period
 - add exclamation mark
-

Page 131 Word Order in Sentences

1. Bees lives in a hive
 2. Baby deer have many spots
 3. Some birds can't fly
 4. The cute lion cub plays.
-

Page 132 Word Order in Sentences

1. A whale can help you.
Can a whale help you?
 2. We will see the ocean.
Will we see the ocean?
 3. They are sailing away.
Are they sailing away?
 4. That is your boat.
Is that your boat?
-

Page 133 Quotation Marks

- A. 1. Tina replied, "That's a great idea. I love picnics."
2. Andy asked, "What should we bring?"
3. Max said with a laugh, "We should bring food."
4. Tina added, "Yes, let's bring lots and lots of food."
 - B. 5. Andy giggled and said, "You're no help at all!"
6. Make sure children use quotation marks correctly when they complete the sentences.
-

Page 134 Quotation Marks

- A. "Where are you going, Harry?" asked my aunt Ida.
"I'm going to the beach," I answered.
"You forgot something," Aunt Ida laughed. She held up a small, brown bag.
"Oops!" I said. "I forgot my lunch!"
 - B. Make sure children use quotation marks to show Harry and Aunt Ida's exact words.
-

Page 135 Word Order in Sentences

1. Starfish live in the ocean too.
 2. Ibis was friends with a starfish.
 3. Do you see a starfish?
 4. I like to help whales.
 5. They are so beautiful.
-

Page 136 Telling Sentences

- A. 1. Krista and Olivia
2. The store
3. The store owner
4. The three children
- B. 5. Her mother (drove her to a stable).
6. The riding teacher (helped Annie onto a horse).
7. The horse (started to move).
8. Annie (held on tight).
- C. Make sure children write a complete telling sentence.

ANSWER KEY

Page 137 Telling Sentences

1. We saw gorillas, pandas, and a rhinoceros.
2. Ellen knows all about animals.
3. Her father works at the zoo.
4. He and his friend Mo gave us a tour.
5. The zoo teaches people about nature.
6. Ellen's family is proud of their father.
7. I want to learn how to help animals.
8. Ellen's father will tell me more about endangered species.
9. Ellen and I will try to protect them.

Page 138 Periods

1. period
2. question mark
3. period
4. question mark
5. period
6. period
7. period
8. question mark
9. period
10. question mark

Page 139 Periods

First paragraph: period, period, period, period, period

Second paragraph: period, question mark, period

Third paragraph: question mark, period, period, period

Page 140 Telling Sentences

Market School students held a fair yesterday. They wanted to raise money to help endangered animals. The students voted on how to help the animals. They decided to have a fair.

The fair had lots of different things to do. Some

people played bingo. Other people looked at pictures of wild animals. Many people brought their pets to the contest.

The students will send the money to a group that helps animals. They are very proud of their fair.

Page 141 Describing Words

- A.**
1. big
 2. three
 3. crisp
 4. red
 5. long
 6. huge
 7. tiny
 8. two
- B.** 9–11. Make sure children have written a new adjective about each fruit or vegetable.

Page 142 Describing Words

1. yellow
2. tall
3. cold
4. hot
5. red
6. happy
7. funny
8. blue
9. dark
10. shiny

Page 143 Periods: Titles and Initials

The names should be written on a star as follows:
Dr. Frank N. Stein
Capt. K. A. Roo

I.M.A. Starr
Lass C. Dog
Ms. Cindy Rella

Page 144 Periods: Titles and Initials

Mr. José Rivera
Ms. Mary Ann Falls
Dr. Jennie Wheeler

Mr. J. R. Newman
Mrs. Fran Zeno

ANSWER KEY

Page 145 Periods: Titles and Initials

1. Mr. Fonseca taught us about the rain forest.
2. I wrote a letter to my friend P. J. Barnes.
3. Mrs. Jean Smith wanted to help the monkeys, too.
4. Ms. James gave us a book about Brazil.
5. Dr. Marino told us that the monkeys had returned.

Page 146 Past-Time Verbs

- A.** 1. saved
2. picked
3. jumped
4. floated
5. walked
- B.** 6. Make sure children have written a sentence that uses a past-time verb.

Page 147 Past-Time Verbs

- A.** 1. loved
2. worked
3. helped
4. learned
5. smiled
- B.** 6–7. Make sure children have written sentences that use past-time verbs.

Page 148 Subject/Verb Agreement

- | | | | | |
|---------|---------|--------|--------|--------|
| 1. was | 3. was | 5. are | 7. are | 9. are |
| 2. were | 4. were | 6. is | 8. is | 10. is |

Page 149 Subject/Verb Agreement

First paragraph: were, were, is, were, were

Second paragraph: is, is, are, are, was

Page 150 Past-Time Verbs and Subject/Verb Agreement

- A.** 1. wanted
2. helped
3. smiled
4. waved
5. worked
- B.** 6. is
7. was
8. is
9. were
10. are

Grade 2, Community Involvement

Page 151 Special Names

1. Lisa Werner
2. Turner Street
3. Astor Elementary School
4. The Little Mermaid
- 5–8. Make sure children capitalize all special names and underline the title of their favorite book.

ANSWER KEY

Page 152 Special Names

- | | | |
|----------------------|------------------|-------------------------------|
| 1. Benjamin Franklin | 3. United States | 5. United States Constitution |
| 2. France | 4. Philadelphia | |

Page 153 Capitalizing: Titles, Initials

- | | | |
|-------------|-----------------|---------|
| Mrs. Kitty | Dr. M.I. Better | Ms. Yew |
| Pat E. Cake | R.U. Reddy | |

Page 154 Capitalizing: Titles, Initials

- | | | |
|------------------|-----------------|------------------------|
| Dr. John Q. Arch | Mr. Don Hopkins | President Gail P. Lane |
| Ms. Pam Sten | F. R. Picker | |

Page 155 Capitalizing Titles, Initials

- | | | |
|-------------------------|--------------------|---------------------------|
| 1. Benjamin Franklin | 3. Mrs. Jensen | 5. Queen Marie Antoinette |
| 2. King Louis of France | 4. Dr. M.E. Krause | |

Page 156 Simple Sentences

- | | |
|------------------------------------------------|---------------------------------------------------|
| A. 1. <u>The children</u> like to play. | B. 6. Mary <u>picks a yellow rose.</u> |
| 2. <u>They</u> go to the park. | 7. Leon <u>tells her not to pick the flowers.</u> |
| 3. <u>Harry</u> goes down the slide. | 8. The children <u>play catch.</u> |
| 4. <u>Leon</u> climbs on the jungle gym. | 9. Mary <u>throws the ball fast.</u> |
| 5. <u>The park</u> has pretty flowers. | 10. Leon <u>catches it in one hand.</u> |

Page 157 Simple Sentences

- | | |
|------------------------------------------------------------------|----------------------------------------------------------|
| A. 1. <u>Peg Leg</u> liked to help people. | B. 6. We <u>sing it all the time in my house.</u> |
| 2. <u>Molly and James</u> wanted freedom for their whole family. | 7. My favorite song <u>is "Oh, Freedom."</u> |
| 3. <u>A good song</u> helps you find your way. | 8. My friend Jenny <u>likes newer music.</u> |
| 4. <u>Isaiah</u> sang Peg Leg's song every day. | 9. Jenny, Malik, and I <u>put on concerts.</u> |
| 5. <u>I</u> learned the same song last year. | 10. Many people <u>come to hear us sing.</u> |

Page 158 Subject-Verb Agreement

- | | | | |
|---------|--------|--------|---------|
| 1. was | 3. are | 5. are | 7. were |
| 2. were | 4. is | 6. was | 8. are |

Page 159 Subject-Verb Agreement

First verse: were, are, are, were

Second verse: was, was, are, are

Page 160 Simple Sentences

- | | | | |
|------------------------------|-------------------|---------------------------|--------------------|
| A. 1. Molly and James | 4. My grandfather | B. 6. Keisha and I | 9. Molly and James |
| 2. Keisha and I | 5. I | 7. My grandfather | 10. That song |
| 3. That song | | 8. I | |

ANSWER KEY

Page 161 Naming Words

1. Our family is going to the zoo.
2. We will drive there in our car.
3. The zoo is in the next town.
4. My brother wants to see the lions.
5. My sister wants to see the elephants.
6. I want to see the birds.
7. We will all have lunch in the park.
8. The park has tall trees.
9. Then we will get ice cream.
10. I hope we have a sunny day.

Page 162 Naming Words

Last summer, I visited my aunt and uncle. They live in a big city. The city has a subway. A subway is a train that runs underground on special tracks. Sometimes the tracks lead up above the ground. The subway carries lots of people and goes very fast. It's fun to ride the subway!

Page 163 Capitalizing Special Names

1. Marshall Park
2. Royal River
3. Wood's Hole Hill
4. John Muir Forest

Page 164 Capitalizing Special Names

1. Empire State Building
2. Central Park
3. River City, Tennessee
4. Latoya, Kim, Peter
5. Canada, Japan

Page 165 Capitalizing Special Names

Make sure children have capitalized all proper nouns.

Page 166 Present-Time Verbs

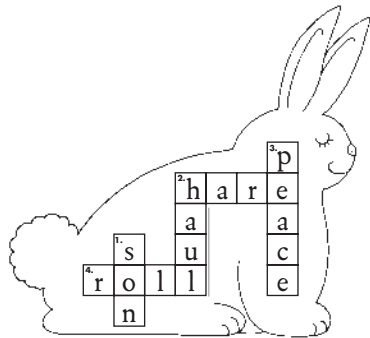
- A.**
1. Two bells ring.
 2. One cat meows.
 3. Three birds sing.
 4. One parrot talks.
 5. One kangaroo jumps.
- B.**
6. Make sure children have used a singular noun to go with the verb climbs.

Page 167 Present-Time Verbs

Possible answers:

1. slide
2. drives
3. barks
4. bark
5. work

Page 168 Homophones



ANSWER KEY

Page 169 Homophones

- | | | | | |
|-------|--------|---------|--------|-----------|
| 1. to | 3. be | 5. son | 7. Two | 9. Four |
| 2. so | 4. sun | 6. pole | 8. for | 10. eight |

Page 170 Homophones

- | | | | | |
|----------|----------|----------|---------|----------|
| 1. peace | 3. right | 5. write | 7. four | 9. piece |
| 2. sun | 4. sew | 6. son | 8. so | 10. for |

Page 171 Describing Words

- A.** 1. wooden
2. loud
3. scratchy
4. cold
5. bright
- B.** 6–10. Make sure children have used adjectives that might describe a puppy. Some examples include *soft, funny, little, brown, or sweet*.

Page 172 Describing Words

- A.** 1. fresh
2. brown
3. new
4. rubber
5. blue
- B.** 6–8. Make sure children have used adjectives that might describe aspects of a picnic or party.

Page 173 Using *a* and *an*

- | | | |
|----------------------|--------------------|---------------------|
| 1. <u>a comb</u> | 3. <u>a carpet</u> | 5. <u>a fence</u> |
| 2. <u>an address</u> | 4. <u>a bottle</u> | 6. <u>an orange</u> |

Page 174 Using *a* and *an*

- | | | | | |
|-------|------|------|-------|-------|
| 1. an | 3. a | 5. a | 7. an | 9. an |
| 2. an | 4. a | 6. a | 8. a | 10. a |

Page 175 Using *a* and *an*

- A.** 1. an
2. an
3. a
4. an
5. a
6. an
- B.** Possible answers:
7. I ate an egg.
8. An ant wanted our food.
9. My teacher held an umbrella.
10. I sat under a tree.

Page 176 Adverbs

- A.** 1. The painter paints well.
2. The teacher carefully marks the tests.
3. John played the piano beautifully.
4. Did you play outside?
5. Will you write soon?
- B.** Make sure children have written adverbs that answer the questions. Some examples include:
6. quickly
7. slowly
8. there
9. here
10. now

ANSWER KEY

Page 177 Adverbs

- A.** Fernando painted beautifully. He began a new painting yesterday. He reached down to paint the roots of a tree. He quickly added a big, thick trunk. He slowly filled in the rich, brown color. He added flowers and fruit today. He will draw a white-faced monkey next. The picture will be done soon. Fernando works fast. But he always works carefully.
- B.** Make sure children have used an adverb in their sentences.

Page 178 Verb Tenses

- A.** 1. Dina pulled up her sack and (held) it tightly.
2. The bell rang and the race (started).
3. Now Dina hops by and Ben (follows).
4. They (are) near the finish and Karla is last.
5. But Dina jumps and (falls)!
- B.** 6–7. Make sure children have used two past- or present-time verbs in their sentences.

Page 179 Verb Tenses

Possible answers:

- | | |
|-----------------|-----------------|
| 1. drew, added | 4. C |
| 2. C | 5. took, walked |
| 3. handed, took | |

Page 180 Verb Tenses

- | | | |
|------------|------------|-----------|
| 1. gave | 5. waited | 9. shakes |
| 2. started | 6. learned | 10. hangs |
| 3. colored | 7. tells | |
| 4. asked | 8. calls | |



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