

# DoDEA

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





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



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Name \_\_\_\_\_

The words *my, your, his, her, its, our, and their* are possessive pronouns. They are used in place of nouns that show ownership. For example: That is *Mary's* book. That is *her* book.

## Possessive Pronouns

On the line next to each sentence, write the possessive pronoun that could replace the underlined noun. The first one has been done for you.

That is Mom's book. her

1. The girls' kitten was lost. \_\_\_\_\_
2. Joe's aunt gave me a lovely puppy. \_\_\_\_\_
3. The cat's and dog's toys were on the floor. \_\_\_\_\_
4. Mark's report was about gila monsters. \_\_\_\_\_
5. The dog ate Mary's homework. \_\_\_\_\_
6. The bird's beak was bright red. \_\_\_\_\_
7. The students' faces sparkled with happiness. \_\_\_\_\_
8. The cat's food is all gone. \_\_\_\_\_
9. The dog's bark was loud. \_\_\_\_\_
10. John's sister is my friend. \_\_\_\_\_

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Write a description of yourself and someone you know using possessive pronouns. For example: My hair is red. Her hair is black.



The words *my*, *your*, *his*, *her*, *its*, *our*, and *their* are possessive pronouns. They are used in place of nouns that show ownership. For example: That is *Mary's* book. That is *her* book.

## Possessive Pronouns

A. Underline the possessive pronoun in each sentence. Some sentences have more than one possessive pronoun.

1. The desert is their home.
2. We went for a ride in his taxi to our new home.
3. Is that your Gila monster at the airport?
4. Seymour and I like to eat our chili and beans for breakfast.
5. Her bandanna is so big it covers her face.
6. Our family will enjoy the move out West.
7. Some kids are riding their bikes in front of the new house.

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

8. Is that \_\_\_\_\_ cowboy hat? (its, your)
9. That restaurant is in \_\_\_\_\_ old neighborhood. (my, its)
10. The dog hurt \_\_\_\_\_ paw. (its, our)



Write three sentences about someone you helped. Use possessive pronouns in the sentences. For example: Every day I take care of my Gila monster.

Name \_\_\_\_\_

An abbreviation is a shortened form of a word. Many abbreviations start with a capital letter and end with a period.

# Capitalize Abbreviations

Find the abbreviations in each sentence below. Rewrite each one correctly on the line. Sentences 2, 3, and 10 each contain two abbreviations.

1. When we're sick, we see dr Smith. \_\_\_\_\_
2. There is a parade honoring dr Martin Luther King, jr , in January.  
\_\_\_\_\_ and \_\_\_\_\_
3. The father is Thomas Jones, sr , and the son is Thomas Jones, jr  
\_\_\_\_\_ and \_\_\_\_\_
4. I hope we have ms Martin for a teacher next year. \_\_\_\_\_
5. I think she lives on Green st \_\_\_\_\_
6. The head of the army is gen Clifford. \_\_\_\_\_
7. Mom's favorite teacher is prof Gordon. \_\_\_\_\_
8. The library is on Harris ave \_\_\_\_\_
9. My doctor, dr Klein, lives next door. \_\_\_\_\_
10. The library is at Fifth st and Ninth ave. \_\_\_\_\_ and \_\_\_\_\_



List as many abbreviations of names or titles as you can think of.



Name \_\_\_\_\_

An abbreviation is a shortened form of a word. Many abbreviations start with a capital letter and end with a period.

# Capitalize Abbreviations

Correct each of these abbreviations.  
Rewrite them on the lines correctly.

1. prof Henry \_\_\_\_\_

2. mrs Green \_\_\_\_\_

3. dr Kim \_\_\_\_\_

4. Maple st \_\_\_\_\_

5. gen Rice \_\_\_\_\_

6. mr Leonard \_\_\_\_\_

7. Vista ave \_\_\_\_\_

8. ms Gilbert \_\_\_\_\_

9. Henry Gates, jr \_\_\_\_\_

10. Holly ct \_\_\_\_\_



Think of someone you know whose name includes the abbreviation Dr., Mr., or Mrs. Write a note to this person. Tell him or her about a trip you took or something that happened recently. Use the name more than once. Be sure to capitalize the abbreviation each time you use it.

# Possessive Pronouns

Read the sentences carefully. Underline the possessive pronoun in each sentence. Then write the word or words that show who has the ownership. The first one is done for you.

Bobby called to Sarah. He said,  
"My stuffed bear, Otto, is trapped." Bobby

1. Otto caught his leg! \_\_\_\_\_
2. The children put their heads together. \_\_\_\_\_
3. "I'll save your bear," Sarah said to Bobby. \_\_\_\_\_
4. Sarah rolled up her sleeves and pushed. \_\_\_\_\_
5. Bobby wrapped his arms around the toy bear's neck and pulled. \_\_\_\_\_
6. Soon Bobby had his bear back. \_\_\_\_\_
7. Otto had torn his leg, but that was all. \_\_\_\_\_
8. Sarah clapped her hands. \_\_\_\_\_
9. She was happy she could help the bear free its leg. \_\_\_\_\_
10. Sarah and Bobby will help their friends. \_\_\_\_\_

Name \_\_\_\_\_

# Articles: *A,* *An,* *The*

Circle the correct article in parentheses ( ) in each sentence. The first one has been done for you.

*A, an,* and *the* are special adjectives. They tell how many. Use *a* before a singular noun that begins with a consonant, and *an* before a singular noun that begins with a vowel sound. Use *the* before singular and plural nouns.

Ramona was (a/an) happy girl.

1. Her mother just had (a/an) baby.
2. Ramona went to (the/an) hospital.
3. She rode on (a/an) elevator.
4. Ramona had (an/the) itch.
5. The doctor wrote (a/an) prescription.
6. Ramona had (a/an) awful case of siblingitis.
7. Father gave Ramona (a/an) big hug and kiss.
8. ( An/The ) nurse pushed Mother in (a/an) wheelchair.
9. Finally, Ramona saw (an/the) new baby.
10. Ramona read (a/an) story to her baby sister.



Write a list of five things found in a hospital. Have a classmate write the correct article next to each noun.

Name \_\_\_\_\_

## Articles: *A, An, The*

Circle the article in parentheses ( ) that completes each sentence correctly. Then write it on the line.

*A, an,* and *the* are special adjectives. They tell how many. Use *a* before a singular noun that begins with a consonant, and *an* before a singular noun that begins with a vowel sound. Use *the* before singular and plural nouns.

1. Ramona took \_\_\_\_\_ book to the hospital (a, an)
2. Mrs. Quimby bought \_\_\_\_\_ umbrella. (a, an)
3. The new baby was in \_\_\_\_\_ car. (an, the)
4. \_\_\_\_\_ doctor gave her a prescription. (The, An)
5. She had \_\_\_\_\_ acute case of siblingitis. (a, an)
6. She handed her father \_\_\_\_\_ prescription. (the, an)
7. The nurse pushed the wheelchair through \_\_\_\_\_ automatic door.  
(a, an)
8. \_\_\_\_\_ nightie covers up her hands. (The, An)
9. Ramona was so happy to have \_\_\_\_\_ new sister. (a, the)
10. Ramona knew what \_\_\_\_\_ word *sibling* meant. (an, the)

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Write about a time when a baby was born in your family or in a friend's family. Check to see that you use the articles *a*, *an*, and *the* correctly.

Name \_\_\_\_\_

Two sentences that repeat words can be combined, or joined, into one sentence. Use the word **and** to combine two sentences that have the same subject or the same predicate (verb).

# Combining Sentences

Use the word **and** to combine each pair of sentences. Write the combined sentence on the line. The first one has been done for you.

**Ramona had a new baby sister.**

**Beezus had a new baby sister.**

Ramona and Beezus had a new baby sister.

**1. Visitors carried flowers down the hall.**

**Visitors walked down the hall.**

\_\_\_\_\_

**2. Ramona felt sick.**

**She went to see a doctor.**

\_\_\_\_\_

**3. Ramona saw the new baby.**

**Ramona felt much better.**

\_\_\_\_\_

**4. Ramona held her new baby sister.**

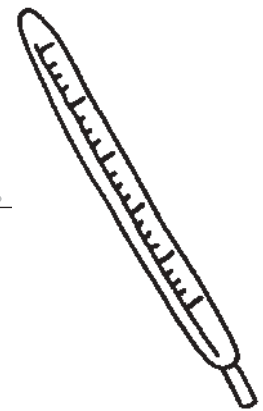
**She kissed her new baby sister.**

\_\_\_\_\_

**5. Beezus played with baby Roberta.**

**Ramona played with baby Roberta.**

\_\_\_\_\_



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Name \_\_\_\_\_

# Combining Sentences

Combine each pair of sentences.

Two sentences that repeat words can be combined, or joined, into one sentence. Use the word *and* to combine two sentences that have the same subject or the same predicate (verb).

1. **Ramona sat in the back seat.**  
**Beezus sat in the back seat.**
- 

2. **Ramona took a book to the hospital.**  
**Ramona sat quietly on the couch.**
- 

3. **Ramona had chickenpox.**  
**Her friend had chickenpox.**
- 

4. **Ramona's throat was a little sore.**  
**Ramona went to bed.**
- 

5. **Mother sat with her.**  
**Dad sat with her.**
- 



Write two sentences. Trade sentences with a partner. See if you can combine your partner's sentences using the word *and*. Do this with two more sentences.

# Combining Sentences

Make each pair of sentences below a combined sentence. Make sure the punctuation is correct. Write the sentences on the lines.

1. The day was long. The day was lonely.

---

---

2. Ramona swallowed hard. Ramona put her hand to her forehead.

---

---

3. She made little snuffling noises. She lifted one arm.

---

---

4. Ramona's family stopped. Ramona's family turned around.

---

---

5. Roberta is so tiny. Roberta is so darling.

---

---



Name \_\_\_\_\_

## Present-Tense Verbs

Circle the correct verb in parentheses ( ) to complete each sentence. The first one has been done for you.

A verb in the present tense shows action that is happening now. A present-tense verb must agree with its subject. For example: *One goat walks* across the bridge. *Three goats walk* across the bridge.

My friend Maria ( speak/**speaks** ) Spanish at home.

1. She ( study/**studies** ) English in school.
2. My brother and I ( speak/**speaks** ) English at home and in school.
3. Maria and I ( practice/**practices** ) each other's language when we are together.
4. We also ( like/**likes** ) to share some of our families' customs.
5. My family ( celebrate/**celebrates** ) birthdays by having a party.
6. Maria's mom ( prepare/**prepares** ) a special dinner on birthdays.
7. I ( like/**likes** ) to send birthday cards to my friends on their birthdays.
8. Some people ( play/**plays** ) games at birthday parties.
9. Maria's dad ( tell/**tells** ) a special birthday story on family birthdays.
10. Maria and I both ( enjoy/**enjoys** ) birthdays very much.



Use the verb *swim* in two sentences. Begin the first sentence with the pronoun *he* or *she*. Begin the second sentence with the pronoun *they*. How does the verb change?

Name \_\_\_\_\_

## Present-Tense Verbs

Choose the correct verb in parentheses ( ) and write it on the line to complete each sentence. The first one has been done for you.

A verb in the present tense shows action that is happening now. A present-tense verb must agree with its subject. For example: *One goat walks* across the bridge. *Three goats walk* across the bridge.

In Chinese school we learn a special kind of writing.  
(learn, learns)

1. My family \_\_\_\_\_ in America (live, lives)
2. I \_\_\_\_\_ my daddy "baba." (call, calls)
3. On Saturday we \_\_\_\_\_ to Chinese School. (go, goes)
4. Our teacher \_\_\_\_\_ us the right way to write. (show, shows)
5. Do you \_\_\_\_\_ noodles with a fork? (eat, eats)
6. We \_\_\_\_\_ a game with Chinese letters. (play, plays)
7. Julius \_\_\_\_\_ for hidden letters. (look, looks)
8. My sister \_\_\_\_\_ all of her chores. (do, does)
9. We all \_\_\_\_\_ to play Tangram. (like, likes)
10. We \_\_\_\_\_ a brush instead of a pen. (use, uses)



Write three sentences about a game you like to play. Use verbs in the present tense. Make sure the verbs agree with their subject.

Name \_\_\_\_\_

When you talk about yourself, use the pronoun *I* or *me*. Use *I* in the subject of a sentence. Use *me* in the predicate. When you talk about someone else and yourself, name yourself last.

## Naming Self Last

Rewrite each sentence using the correct pronoun. Remember to name yourself last.

1. (I/me) and Ted like to do things together.

\_\_\_\_\_

2. Ted's mother shows Ted and (I/me) how to cook pasta.

\_\_\_\_\_

3. My mother shows (I/me) and Ted how to cook rice.

\_\_\_\_\_

4. Sometimes, my brother and (I/me) help Ted cook.

\_\_\_\_\_

5. My brother, (I/me), and Ted, have a great time cooking.

\_\_\_\_\_

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Write a few sentences about yourself and a friend, using the pronouns *I* and *me*.

Name \_\_\_\_\_

When you talk about yourself, use the pronoun *I* or *me*. Use *I* in the subject of a sentence. Use *me* in the predicate. When you talk about someone else and yourself, name yourself last.

## Naming Self Last

On the line write **I** or **me** to complete each sentence.

1. My brother, sister, and \_\_\_\_\_ all do our chores
2. They pass the Tangram pieces to \_\_\_\_\_.
3. Mama showed \_\_\_\_\_ how to cook noodles.
4. Papa and \_\_\_\_\_ played a game like checkers.
5. Julius, May, and \_\_\_\_\_ had pizza for dinner.
6. Grandmother taught \_\_\_\_\_ how to eat with chopsticks.
7. The teacher asked my brother and \_\_\_\_\_ to make Chinese letters.
8. Mama, Papa, and \_\_\_\_\_ live in New York.
9. Chinese writing is difficult for \_\_\_\_\_ .
10. May and \_\_\_\_\_ have trouble holding the brush.



Write a letter to a friend or relative about a game you played or a team you were on. Use *I* and *me* at least three times in your letter.

Name \_\_\_\_\_

## Present-Tense Verbs

Read the paragraph. Draw a line through each verb that is not a present-tense verb. Write the present-tense form of the verb above it. You will correct five verbs.

Every day I did something new. On Sunday, I played a game of Tangram. On Monday, I practiced calligraphy. My teacher showed me. On Tuesday, I eat sesame noodles with chopsticks. On Saturday, I visited my friend.

Name \_\_\_\_\_

# Sentences

Circle the groups of words that are sentences.

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

1. Joan Benoit was one of the greatest runners in U.S. history.

6. Began running after the accident.

2. Born in Maine.

3. She trained to be a skier from childhood.

7. In 1979, she unexpectedly won the Boston Marathon.

4. Broke her leg when she was 15.

8. Seventeen days after an operation, she ran in the 1984 Olympic trials.

5. After the accident, she had to give up her dream of being a skier.

9. Won the 1985 Chicago Marathon.

10. "My hope is for the heart to strive forever," she said.



Rewrite each group of words above that is not a sentence to make it a complete sentence.

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Name \_\_\_\_\_

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

# Sentences

Read each sentence or sentence part below. Write **yes** on the line if the group of words is a complete sentence. Write **no** if it is a sentence part. The first one has been done for you.

Peter and his grandfather. \_\_\_\_\_ **no** \_\_\_\_\_

1. Dad was mad at me. \_\_\_\_\_
2. They walked through the neighborhood. \_\_\_\_\_
3. Told knock-knock jokes. \_\_\_\_\_
4. Did you ever run in a race? \_\_\_\_\_
5. Wanted to win that trophy. \_\_\_\_\_
6. When he became serious. \_\_\_\_\_
7. Rain kept pouring down. \_\_\_\_\_
8. The rain nearly knocked him down. \_\_\_\_\_
9. Shaking and sobbing in the rain. \_\_\_\_\_
10. Peter's grandfather laughed. \_\_\_\_\_



Write three sentences about a race. Underline the subject of each sentence.

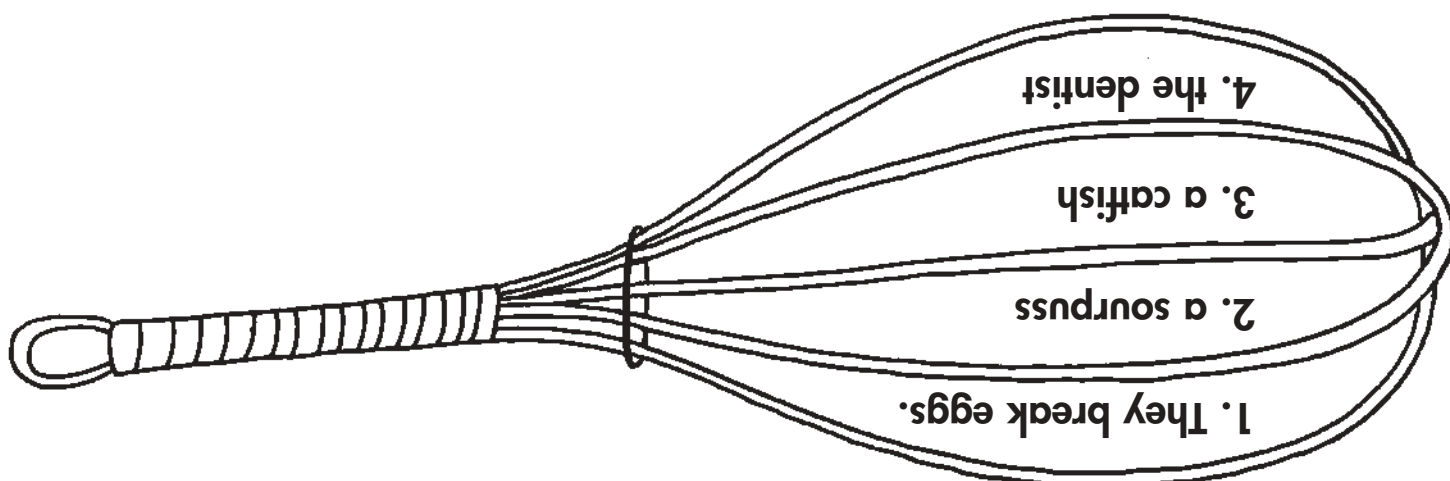
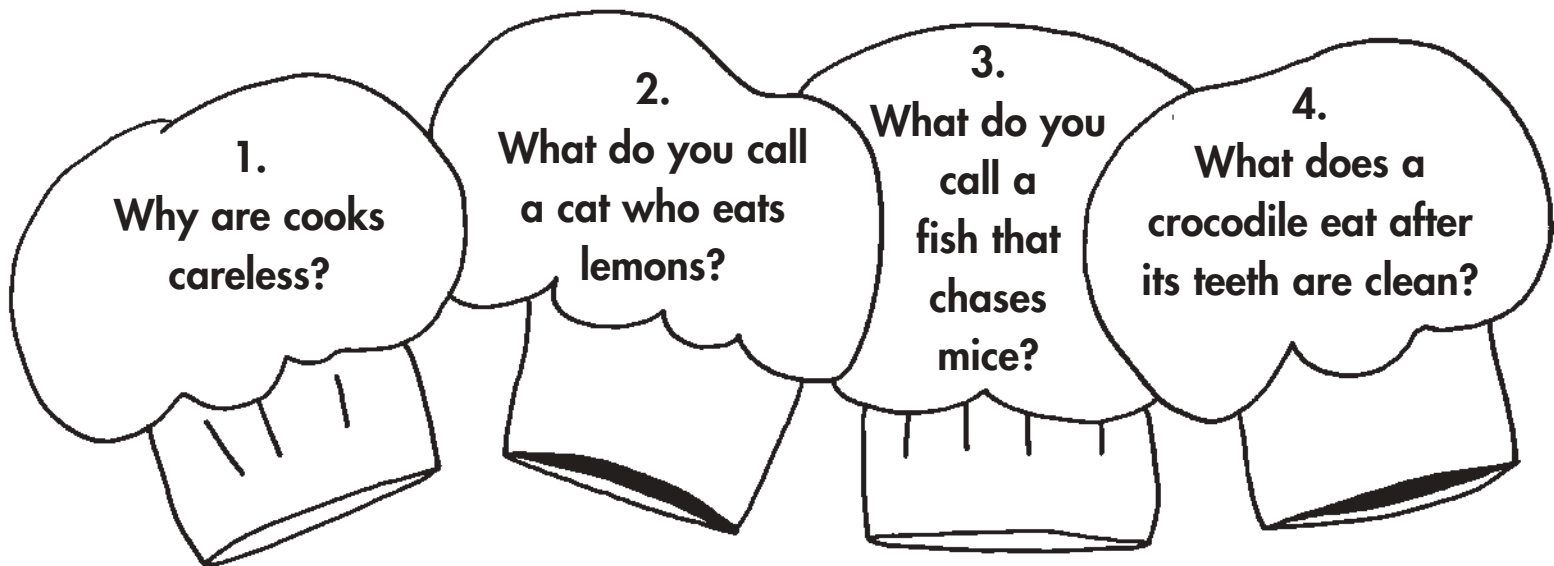


Name \_\_\_\_\_

A noun that names only one person, place, or thing is called a singular noun. A noun that names more than one is called a plural noun.

# Singular and Plural Nouns

Read the riddles below. Circle the singular nouns. Underline the plural nouns. Try to solve the riddles. The answers are given below.



Exchange a list of singular nouns with a partner. See who can finish writing the plural form of each noun on the list first.

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A noun that names only one person, place, or thing is called a singular noun. A noun that names more than one is called a plural noun.

# Singular and Plural Nouns

Read each sentence. On the line write **S** if the underlined noun is singular and **P** if the underlined noun is plural. The first one has been done for you.

I saw a purple trophy. \_\_\_\_\_ **S** \_\_\_\_\_

1. I played basketball with my friends. \_\_\_\_\_
2. The trophy was on Dad's dresser. \_\_\_\_\_
3. Have you ever played the game? \_\_\_\_\_
4. Peter climbed on the jungle gym. \_\_\_\_\_
5. We rode the bicycle to the park. \_\_\_\_\_
6. The school kids all came to the game. \_\_\_\_\_
7. My father won a trophy. \_\_\_\_\_
8. We walked through puddles of water. \_\_\_\_\_
9. Dad likes to read in the living room. \_\_\_\_\_
10. The little boy said just three words. \_\_\_\_\_



Write about a time you won something or write about something that is very special to you. Include at least four plural nouns when you write. Underline the plural nouns.

# Singular and Plural Nouns

Read each sentence. Underline the singular noun.  
Circle the plural noun.

1. The children play in the puddle.
2. Dad read two books at once.
3. Grandfather gave me good ideas.
4. The rain soaked the runners.
5. My clumsy hands broke the trophy.
6. The wind blew and knocked off our hats.
7. Our shoes got wet in the rain.
8. All of the school kids came to the field.
9. The students were in the biggest race.
10. They parked their bicycles in town.

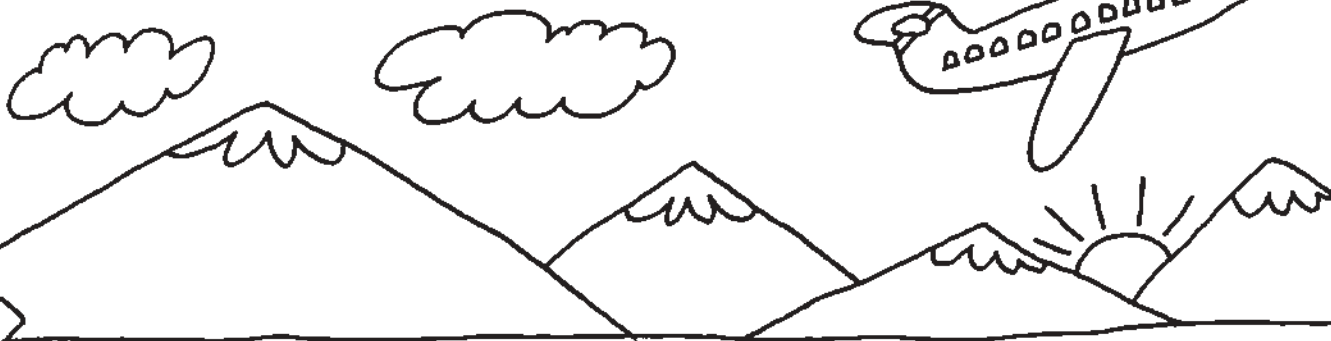
Name \_\_\_\_\_

## Linking Verbs

Some of the sentences below have linking verbs. Others have action verbs. Circle the linking verbs. Underline the action verbs.

Some verbs show action, such as *run*, *climb*, and *think*. The linking verbs *am*, *is*, *are*, *was*, and *were* do not show action. Instead they tell what someone or something is or was.

1. Vacations are always fun.
2. Buenos Aires is a great place for a vacation!
3. It is the largest city in Argentina.
4. There are lots of skyscrapers.
5. There are also beautiful parks and plazas.
6. The widest street in the world is in Buenos Aires.
7. This street is 425 feet from curb to curb.
8. Tourists visit the museums, libraries, and opera houses.
9. There are many wonderful restaurants.
10. Pack your bags. We go tomorrow!



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Name \_\_\_\_\_

Some verbs show action, such as *run*, *climb*, and *think*. The linking verbs *am*, *is*, *are*, *was*, and *were* do not show action. Instead they tell what someone or something is or was.

# Linking Verbs

A. Underline the linking verbs in each sentence.

1. My grandfather was a rancher.
2. I am always hungry.
3. Susanita is a horseback rider.
4. There were many people at the party.
5. They are all happy about Grandmother's birthday party.

B. Write five sentences using the linking verbs you underlined in the above sentences.

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Write four sentences about yourself or a friend. Talk about what you or your friend think and feel. Tell how you or your friend appear or seem to other people. Use different linking verbs.

Name \_\_\_\_\_

Use *I* or *me* when you talk about yourself. *I* is used in the subject of a sentence. *Me* is used in the predicate. Always capitalize *I*.

## Capitalizing Pronoun **I**

Read the sentences below. Write **I** or **me** to complete each sentence. Remember to capitalize the pronoun **I**.

193 Morris Street  
Stone Mountain, Georgia 30087  
August 20, 2004

Dear Dana,

\_\_\_\_\_ didn't really know if \_\_\_\_\_ would like going to Camp Discovery this summer. But it surprised \_\_\_\_\_! It was really fun. \_\_\_\_\_ shared a cabin with four other girls. On my birthday, they sang to \_\_\_\_\_. In the mornings, \_\_\_\_\_ went swimming and hiking.

Sometimes evenings were lonely for \_\_\_\_\_. \_\_\_\_\_ missed my family. \_\_\_\_\_ missed you, too! Did you miss \_\_\_\_\_?

\_\_\_\_\_ can't wait to see you next week. \_\_\_\_\_ have something that \_\_\_\_\_ made for you.

Love,  
Beth

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Write a letter to a friend about the things you did during the summer. Remember to capitalize the pronoun **I**.

Name \_\_\_\_\_

# Capitalizing Pronoun **I**

Choose **I** or **me** to complete each sentence.  
Write the sentence on the line. Remember to  
capitalize the pronoun **I**.

Use *I* or *me* when you talk about yourself. *I* is used in the subject of a sentence. *Me* is used in the predicate. Always capitalize *I*.

1. Susanita and (I, me) had fun together.

\_\_\_\_\_

2. (I, me) followed her into the river.

\_\_\_\_\_

3. The gauchos wanted to give (I, me) a belt.

\_\_\_\_\_

4. The first time (I, me) lassoed a calf it knocked me down.

\_\_\_\_\_

5. (I, me) am always feeling hungry.

\_\_\_\_\_

6. The work can be so hard that it tires (I, me) out.

\_\_\_\_\_

7. (I, me) sometimes can't wait to go to sleep at night!

\_\_\_\_\_



Write three sentences about a time you did a fun activity with someone. Use **I** and **me** in your sentences. Circle each pronoun **I**. Underline each pronoun **me**.



# Linking Verbs

Look at the underlined linking verb in each sentence and decide if it is correct. Fill in the bubble next to the correct choice.

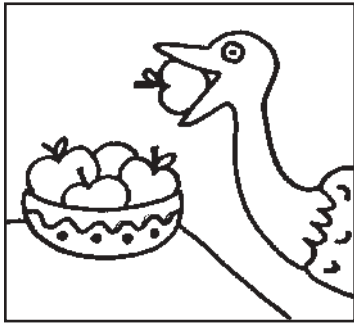
- All horses is wild.  
 (A) are  
 (B) was  
 (C) correct
- She were on the train.  
 (A) was  
 (B) are  
 (C) correct
- We is far from the house.  
 (A) are  
 (B) was  
 (C) correct
- They is so huge!  
 (A) was  
 (B) are  
 (C) correct
- La Carlota is a grand ranch.  
 (A) are  
 (B) were  
 (C) correct
- San Enrique are where the train stopped.  
 (A) is  
 (B) am  
 (C) correct
- Where is the nandu eggs?  
 (A) are  
 (B) am  
 (C) correct
- I am very busy.  
 (A) were  
 (B) are  
 (C) correct
- Salguero are teaching me.  
 (A) am  
 (B) is  
 (C) correct
- She were three years older.  
 (A) was  
 (B) are  
 (C) correct

Name \_\_\_\_\_

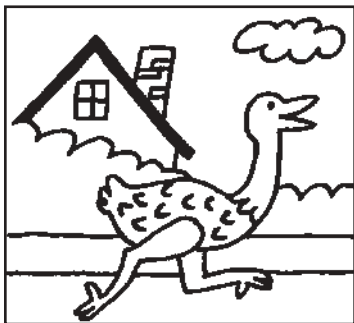
An exclamation sentence shows strong feeling. It ends with an exclamation mark (!).  
A command sentence makes a request or gives a command. It ends with a period (.).

# Exclamation and Command Sentences

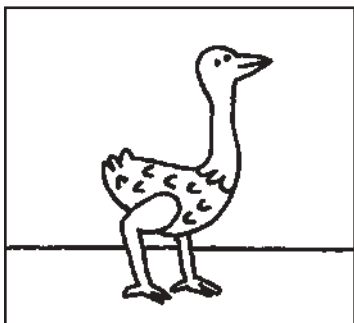
Look at the pictures below. Write an exclamation or command sentence for each picture. After each tell what kind of sentence it is.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Replace the exclamation sentences you wrote with command sentences. Replace the command sentences with exclamation sentences.

Name \_\_\_\_\_

An exclamation sentence shows strong feeling. It ends with an exclamation mark (!).  
A command sentence makes a request or gives a command. It ends with a period (.).

# Exclamation and Command Sentences

Read each sentence. Write **E** on the line if the sentence is an exclamation. Write **C** on the line if the sentence is a command. Add the correct end punctuation for each sentence.

1. Learn new words each day \_\_\_\_\_
2. I loved my one room schoolhouse \_\_\_\_\_
3. Read your books at home \_\_\_\_\_
4. Write the poem now \_\_\_\_\_
5. It's magical when I read \_\_\_\_\_
6. How exciting it is to win a prize \_\_\_\_\_
7. Wow, I won one dollar \_\_\_\_\_
8. Send your story to the newspaper \_\_\_\_\_
9. Put the mail in the mailbox \_\_\_\_\_
10. Hooray, my name was on the list \_\_\_\_\_

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Write a command that tells what you should not do when writing a story. Write an exclamation that tells how you feel when you write a great story.

Name \_\_\_\_\_

The pronouns *me, you, him, her, it, us,* and *them* are object pronouns. Use object pronouns in the predicate (action part) of a sentence.

# Object Pronouns

Replace the underlined nouns in each sentence with object pronouns. Write the new sentences in the space provided.

1. I like going to the library with Roberto.



2. Mr. Shihab, the librarian, told Jenny about a new book.



3. I asked Mr. Shihab if there are any new mysteries.



4. Mr. Shihab showed the three new mysteries to Roberto and me.

5. When Roberto and I left, Mr. Shihab waved to Roberto and me.



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Cut out an article from a newspaper or magazine. Circle all the object pronouns.

Name \_\_\_\_\_

The pronouns *me, you, him, her, it, us,* and *them* are object pronouns. Use object pronouns in the predicate (action part) of a sentence.

## Object Pronouns

Decide which object pronoun below can replace the underlined word or words in each sentence. Write the object pronoun on the line. The first one has been done for you.

her   me   you   it   us   them   him

I gave the story to my teacher. her

1. The newspaper was read by my father. \_\_\_\_\_
2. It would be great to win a prize. \_\_\_\_\_
3. I wish the prize would go to all of the students. \_\_\_\_\_
4. Father asked Corrine and me to be quiet. \_\_\_\_\_
5. I would like to share the prize with Corrine. \_\_\_\_\_
6. Every evening I wrote new words. \_\_\_\_\_
7. Can I read my story to Corrine? \_\_\_\_\_
8. I sent the story by myself. \_\_\_\_\_
9. My story was in the paper! \_\_\_\_\_
10. I gave the paper to my father. \_\_\_\_\_



Read through the selection *A Grain of Wheat*. Make a list of all the object pronouns you read. Tell which pronouns were used the most.

# Exclamation and Command Sentences

A. Complete each sentence as an exclamation or a command sentence by adding a period or an exclamation mark. Write on the line the kind of sentence it is.

1. I jumped for joy \_\_\_\_\_
2. Send the story as soon as you can \_\_\_\_\_
3. Write new words to this old song \_\_\_\_\_
4. How exciting to see the movie \_\_\_\_\_
5. Go to the window \_\_\_\_\_

# Object Pronouns

B. Replace the underlined words in each sentence with object pronouns. Write the pronoun on the line.

6. I asked Mr. Wilson for a book. \_\_\_\_\_
7. He handed the book to me. \_\_\_\_\_
8. I gave the book to Nancy. \_\_\_\_\_
9. She thanked Mr. Wilson and me. \_\_\_\_\_
10. She carried the book home. \_\_\_\_\_

Add *-er* or *-est* to make most shorter adjectives comparative. Add the word *more* or *most* to make most longer adjectives comparative.

# Adjectives: Comparisons

A. Add *-er* or the word **more** to the adjective in parentheses ( ) to make it comparative. Write the correct comparative in the blank.

1. Since Monday was (hot) \_\_\_\_\_ than Sunday, Beth and Nancy went to the beach.
2. Nancy was happy but Beth was even (excited) \_\_\_\_\_.
3. Beth went into the water first because she was (brave) \_\_\_\_\_.
4. Nancy swam faster because she was (athletic) \_\_\_\_\_.
5. Nancy shouted more than Beth because she was (loud) \_\_\_\_\_.

B. Add *-est* or the word **most** to the adjectives in parentheses ( ).

6. "This was the (terrific) \_\_\_\_\_ day of the summer," said Nancy.
7. "That's because you are the (nice) \_\_\_\_\_ friend in the whole world," said Beth.
8. Then the (big) \_\_\_\_\_ wave the girls had ever seen crashed on the shore.
9. "You would have to be the (brave) \_\_\_\_\_ person in the world to go swimming now," said Nancy.
10. "Or the (foolish) \_\_\_\_\_," answered Beth.

Add *-er* or *-est* to make most shorter adjectives comparative. Add the word *more* or *most* to make most longer adjectives comparative.

# Adjectives: Comparisons

A. Complete each sentence with an adjective in parentheses ( ). Add *-er* or *-est* to make it comparative.

1. The tinker was the (happy) \_\_\_\_\_ collecting junk!
2. The carpenter's house was (big) \_\_\_\_\_ than his.
3. His boat looked (small) \_\_\_\_\_ next to the carpenter's.
4. Which player could move the (quick) \_\_\_\_\_?
5. The carpenter was the (loud) \_\_\_\_\_ of all.

B. Add the word **more** or **most** to each underlined adjective to make it comparative.

6. The friends spent the \_\_\_\_\_ fabulous day playing checkers.
7. It was the \_\_\_\_\_ exciting game they had played yet!
8. They might have \_\_\_\_\_ enjoyable evenings playing together.
9. The carpenter built the \_\_\_\_\_ reliable boat of the two.
10. The \_\_\_\_\_ incredible wind knocked the boat over.



Write three sentences about something you have made or built. Use comparative adjectives in your sentences.



Name \_\_\_\_\_

Each word that names a specific person, place, or thing begins with a capital letter.

# Capitalizing Proper Nouns

Underline the proper noun in each sentence.  
Write it correctly on the line.

1. john dreamed of owning a boat. \_\_\_\_\_
2. He would paint it blue and call it comet. \_\_\_\_\_
3. Then he would sail it on the pacific ocean. \_\_\_\_\_
4. The boat he wanted was at a store called sailor's delight. \_\_\_\_\_
5. The store belonged to an old sailor named jack peterson.  
\_\_\_\_\_

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Create a list of proper nouns from a story you have read. Then write a paragraph using the nouns.

Name \_\_\_\_\_

Each word that names a specific person, place, or thing begins with a capital letter.

# Capitalizing Proper Nouns

Read each sentence. Complete the sentence by writing a proper noun on the line.

1. One of my friends is named \_\_\_\_\_.
2. My friend's street is named \_\_\_\_\_.
3. Tomorrow the day of the week will be \_\_\_\_\_.
4. My neighbor is \_\_\_\_\_.
5. My favorite holiday is \_\_\_\_\_.
6. I celebrate my birthday in the month of \_\_\_\_\_.
7. The name of my street is \_\_\_\_\_.
8. If I could see any island in the world, it would be \_\_\_\_\_.
9. My favorite baseball team is called \_\_\_\_\_.
10. On my birthday, I like to go to the restaurant named \_\_\_\_\_.



Write a story about a trip you have taken. Include places of interest, the month you went, and people you met.

# Adjectives: Comparisons

A. Complete these sentences with **more** or **most**.

1. It was the \_\_\_\_\_ beautiful boat they had ever seen.
2. We thought that the carpenter was \_\_\_\_\_ clever than the tinker.
3. The tinker lived in the \_\_\_\_\_ unorganized house.
4. The \_\_\_\_\_ exciting game was checkers!
5. By working together we can create the \_\_\_\_\_ amazing results!

# Capitalizing Proper Nouns

B. Underline the proper nouns in each sentence. Circle the letter that should be capitalized in each.

6. The tinker and the carpenter built a new boat and named it princess.
7. Then they sailed the boat to hawaii.
8. They met their cousins mary and tom there.
9. What fun it was to all play checkers together in the special  
city of honolulu!
10. mary and tom had to return home to california.

Name \_\_\_\_\_

A sentence makes sense when its words are in order.

# Word Order in Sentences

Put each group of words in order so that they make sense. Write the sentence on the line.

1. looked Juanita the math at homework

\_\_\_\_\_

2. to solve there were problems many

\_\_\_\_\_

3. pencil she her sharpened red

\_\_\_\_\_

4. apple get to an she went

\_\_\_\_\_

5. problem she on worked the first

\_\_\_\_\_

6. problem was easy the

\_\_\_\_\_

7. smiled to Juanita herself

\_\_\_\_\_



Can you take any words out of the sentences above and still have a sentence left? Try it. Write the new sentences and share them with a friend.

Name \_\_\_\_\_

A sentence makes sense when its words are in order.

# Word Order in Sentences

Read each group of words below. If the words are in order and make sense, write **yes** on the line. If the word order does not make sense, write **no**. The first one has been done for you.

Yourself prove it. \_\_\_\_\_ **no** \_\_\_\_\_

1. Optical illusions are fun to look at. \_\_\_\_\_
2. Pebbles gathered. \_\_\_\_\_
3. Why would you take cabbage on a boat? \_\_\_\_\_
4. Goat, wolf wouldn't cabbage eat. \_\_\_\_\_
5. We can problems and solutions write. \_\_\_\_\_
6. A riddle is fun to write. \_\_\_\_\_
7. Does your brain see what you want? \_\_\_\_\_
8. Girl walking toward house. \_\_\_\_\_
9. Line vertical, line longer, line shorter. \_\_\_\_\_
10. I see a rabbit in the picture. \_\_\_\_\_



Write three sentences that explain a problem. Ask a friend to write the solution. Check your friend's sentences for correct word order.

Name \_\_\_\_\_

A sentence that asks something is a question. It ends with a question mark.

## Question Mark

A. Read each sentence. If it is a statement, add a period. If it is a question, add a question mark.

1. Have you ever seen a picture that looked like two things \_\_\_\_\_

2. What were the two things you saw \_\_\_\_\_

3. This is called an optical illusion \_\_\_\_\_

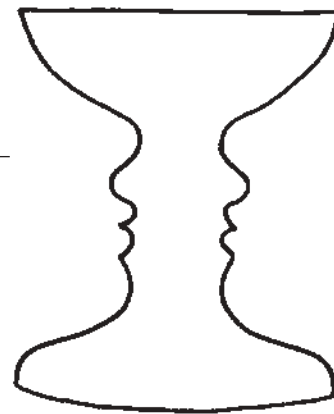
4. There are other kinds of optical illusions \_\_\_\_\_

5. Is it an optical illusion when something looks larger than it really is \_\_\_\_\_

6. It is an optical illusion if it looks larger than its real size \_\_\_\_\_

7. Can a picture ever look like three things \_\_\_\_\_

8. Do you like to look at optical illusions \_\_\_\_\_



B. Write a statement and a question on the lines below.

9. \_\_\_\_\_

10. \_\_\_\_\_



Rewrite each of the statements on this page, changing them to questions.

Name \_\_\_\_\_

A sentence that asks something is a question. It ends with a question mark.

# Question Mark

Rewrite each statement below so that it asks a question. End each question with a question mark. The first one has been done for you.

**The shaded side is on the inside.**

*Is the shaded side on the inside?*

**1. Optical illusions can play tricks on your brain.**

---

---

**2. The crow was thirsty.**

---

---

**3. We can solve a problem with a solution.**

---

---

**4. You will take the goat in the boat first.**

---

---

**5. She might write a riddle about a folk tale.**

---

---



Write three riddle questions for a friend on index cards. Remember to end your questions with a question mark. Write your friend's answers on the back of the index cards.

# Question Mark

**A.** Read each sentence. Add a period or a question mark. Then write **Q** on the line if the sentence is a question. Write **S** if the sentence is a statement.

1. Can you prove it to yourself \_\_\_\_\_
2. I thought I saw a duck when it was a rabbit \_\_\_\_\_
3. Will you solve that problem \_\_\_\_\_
4. Does the goat go in the boat first \_\_\_\_\_
5. The crow in the story was very clever \_\_\_\_\_

**B.** Here is a paragraph about playing tricks. Add a question mark after each question. Add a period after each statement. You should add five punctuation marks.

Can you do that trick   Tricks can make you think  
you see something   Did you believe that it was really  
a rabbit   Let's both learn to do that trick   Do you  
think we can do it



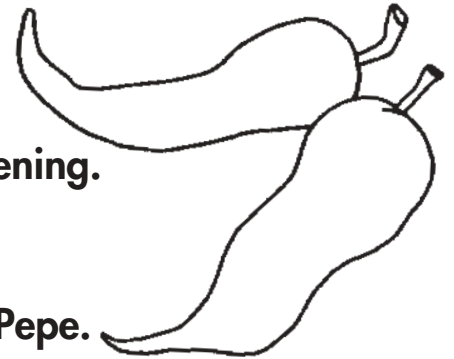
Name \_\_\_\_\_

# Main and Helping Verbs

The main verb tells the action of a sentence. The helping verb tells when the action takes place.

A. Read the sentences. Find each helping verb and main verb. Circle the helping verb. Draw a line under the main verb.

1. Uncle Tomas **was** opening a restaurant.
2. He **had** invited the whole family to the grand opening.
3. They **were** reading the menu out loud.
4. "They **have** named a burrito after me!" said Tia Pepe.
5. She **will** tell all her friends about the cantina now.



B. Complete each sentence. Fill in each blank with one of the helping verbs in the box.

was    have    had    were    will

6. Pedro and his family \_\_\_\_\_ eating dinner.
7. Uncle Tomas \_\_\_\_\_ told them to order anything on the menu.
8. Pedro \_\_\_\_\_ finishing his third burrito.
9. "You \_\_\_\_\_ eaten everything on your plate!" said Uncle Tomas happily.
10. "I feel like my stomach \_\_\_\_\_ explode," groaned Pedro.

Name \_\_\_\_\_

The main verb tells the action of a sentence. The helping verb tells when the action takes place.

# Main and Helping Verbs

Read each sentence. Write **M** if a main verb is underlined. Write **H** if a helping verb is underlined.

1. Mother had placed the ring on the counter. \_\_\_\_\_
2. We were kneading dough for tamales. \_\_\_\_\_
3. My cousin, Dolores, was running upstairs. \_\_\_\_\_
4. She is falling behind the other cousins. \_\_\_\_\_
5. Was the ring lost when I was kneading the masa? \_\_\_\_\_
6. Everyone was helping me look for the ring. \_\_\_\_\_
7. They have eaten too many tamales! \_\_\_\_\_
8. The tamales are cooking on the stove. \_\_\_\_\_
9. I am looking in the masa for the ring. \_\_\_\_\_
10. They have found the ring at last. \_\_\_\_\_



Write two sentences about something you lost. Use a main verb and a helping verb in each sentence.

Name \_\_\_\_\_

Titles of newspapers, books, magazines, plays, and movies are underlined in handwritten works. They are italicized in printed works.

# Italics and Underlining

A. Read each sentence. Underline the titles.

1. Have you read *Charlotte's Web* by E. B. White?
2. My parents read *The Rockland Daily News* every morning.
3. Her grandmother took her to see the musical *Cats*.
4. The whole class watched a movie called *The Polar Bear*.
5. Erica tried out for the role of Wendy in *Peter Pan*.
6. Our school magazine is called *The Trumpet*.

B. Complete the following sentences with the titles asked for. Underline the titles.

7. My favorite book is \_\_\_\_\_.
8. I think \_\_\_\_\_ is a great movie!
9. I would like to write a play called \_\_\_\_\_.
10. A newspaper I have seen is \_\_\_\_\_.



Make a list of your favorite books and movies. Underline each of the titles. If you are using a computer, italicize the titles.

Name \_\_\_\_\_

Titles of newspapers, books, magazines, plays, and movies are underlined in handwritten works. They are italicized in printed works.

# Italics and Underlining

Read each sentence. Rewrite the sentence and add underlining for the titles.

1. **My newspaper, *The Daily News*, had a coupon for a new restaurant.**

\_\_\_\_\_

2. **The book, *Too Many Tamales*, is at the bookstore.**

\_\_\_\_\_

3. **Have you seen the movie *Star Wars*?**

\_\_\_\_\_

4. **My brother loves to read the magazine *Ranger Rick*.**

\_\_\_\_\_

5. **Our family is going to see the play *The Lion King*.**

\_\_\_\_\_



Write a note to a friend listing all your favorite books. Underline each of the titles.

# Main and Helping Verbs

A. Fill in the bubble next to the correct answer.

1. Our family \_\_\_\_\_ planning a dinner.

- A is
- B are
- C do
- D will

2. Father \_\_\_\_\_ order a lot of food.

- F is
- G are
- H does
- J am

3. My sister \_\_\_\_\_ bake some cookies.

- A is
- B will
- C do
- D had

4. Mother \_\_\_\_\_ stirring the pot.

- F am
- G had
- H have
- J is

5. Finally, our guests \_\_\_\_\_ arrived.

- A has
- B have
- C were
- D are

Name \_\_\_\_\_

A statement sentence tells something. It ends with a period. A question sentence asks something. It ends with a question mark.

# Question and Statement Sentences

A. You have just interviewed a sports star. Now it's time to organize your notes. Label the question cards

Q and the statement cards S. Add a question mark or period to each sentence.

1. How do you feel when you lose \_\_\_\_\_

2. What makes you like tennis \_\_\_\_\_

3. I started playing when I was six years old \_\_\_\_\_

4. I try to think about the next game \_\_\_\_\_

5. When did you start playing tennis \_\_\_\_\_

6. I love to run and hit the ball \_\_\_\_\_

B. Now write your own question and answer on the cards.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Write three interview questions for a friend on index cards. Write your friend's answers on the back.

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Name \_\_\_\_\_

A statement sentence tells something. It ends with a period. A question sentence asks something. It ends with a question mark.

# Question and Statement Sentences

A. Use the words to write a statement. Then use the same words to write a question. The first one is done for you.

**Statement:** Bill can come along.

**Question:** Can Bill come along?

1. will invention your work

**Statement:** \_\_\_\_\_

**Question:** \_\_\_\_\_

2. wind come can the back

**Statement:** \_\_\_\_\_

**Question:** \_\_\_\_\_

B. Change each statement to a question.

3. The people were terrified of the wind. \_\_\_\_\_

\_\_\_\_\_

4. The paper toy could bring down the wind. \_\_\_\_\_

\_\_\_\_\_



Write three questions about a new toy you would like. Under each question, write a statement that will answer it.

Quotation marks (“ ”) show the words of a speaker. They go before the speaker’s first word. They also go after the punctuation mark that follows the speaker’s last word.

# Quotation Marks

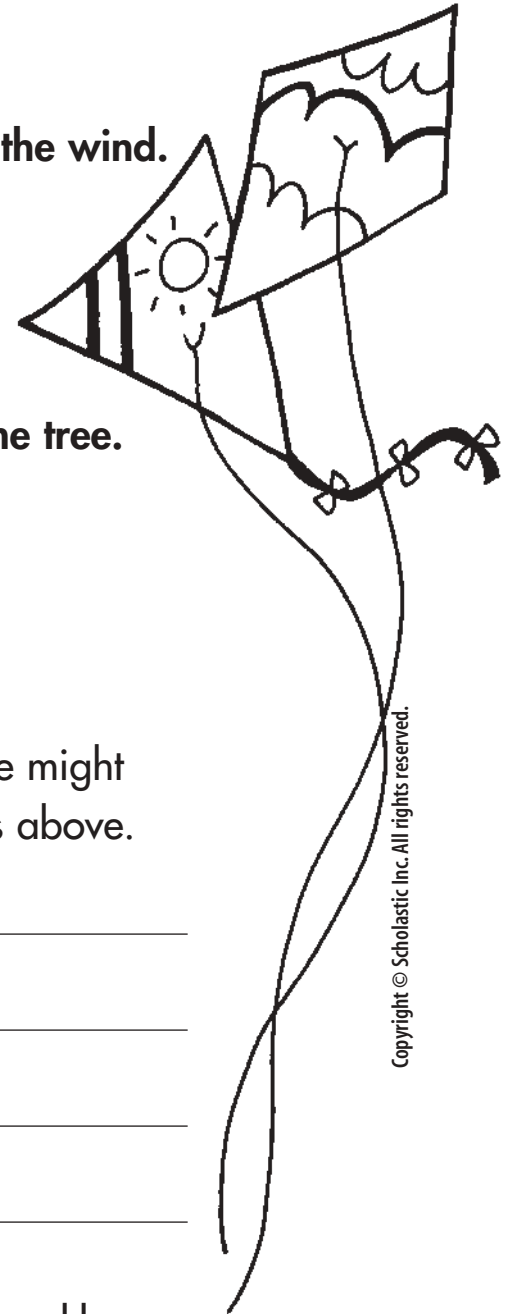
**A.** Use quotation marks to show the speaker’s words. Remember to include the comma, exclamation point, or other punctuation mark after the speaker’s last word. The first one is done for you.

“Hi. Do you have anything I can play with?” asked the wind.

1. You can’t play with my kite, said the boy.
2. That wind is blowing too hard! shouted the kite.
3. I feel some string wrapped around my trunk, said the tree.
4. This is fun! cried the wind.
5. I don’t agree, moaned the kite.

**B.** What do you think the wind, the boy, the kite, or the tree might say next? Write two more quotation sentences like the ones above.

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_



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Write a dialogue between a child and a talking tree. Use quotation marks.



Name \_\_\_\_\_

Quotation marks (" ") show the words of a speaker. They go before the speaker's first word. They also go after the punctuation mark that follows the speaker's last word.

## Quotation Marks

Rewrite each sentence and add quotation marks where they are needed. Remember to include the punctuation mark after the speaker's last word inside the quotation mark.

1. I am reading a new book, said Maura.

\_\_\_\_\_

2. What kind of story is it? asked her father.

\_\_\_\_\_

3. It is a folk tale, replied Maura.

\_\_\_\_\_

4. Who are the characters? asked her father.

\_\_\_\_\_

5. There's a girl and the wind, Maura answered.

\_\_\_\_\_

6. I can't wait to hear the ending! exclaimed her father.

\_\_\_\_\_



Look in a comic strip to find a speech balloon. Rewrite the speech balloon into dialogue. Add quotation marks and any other missing punctuation.

# Quotation Marks

Rewrite each sentence and add the missing quotation marks.

1. Can we go to the palace?" asked Cherry Blossom.

---

---

2. "You are not allowed there, answered her father.

---

---

3. "Perhaps Wind Singer will go there, said Cherry Blossom.

---

---

4. He will not be allowed either," replied father.

---

---

5. "Then I will make a wonderful new toy! exclaimed Cherry Blossom.

---

---

Name \_\_\_\_\_

An action verb tells what someone or something does.

# Action Verbs

A. Circle the action verb in each sentence. Then write the verb on the line.

1. The circus dog runs onto the stage. \_\_\_\_\_
2. Then it dances a jig. \_\_\_\_\_
3. Next it jumps through a big red hoop. \_\_\_\_\_
4. It smiles at us with its teeth. \_\_\_\_\_
5. We all clap our hands wildly. \_\_\_\_\_
6. At the end, the circus dog bows. \_\_\_\_\_
7. The clown carries it off the stage. \_\_\_\_\_
8. We shout, "More, more!" \_\_\_\_\_
9. The circus dog peeks through the curtain. \_\_\_\_\_
10. It waves at us with its paw. \_\_\_\_\_

B. Write two sentences telling what else a circus dog might do. Circle the action verbs.

11. \_\_\_\_\_
12. \_\_\_\_\_



Pick another circus performer. Write four sentences telling what he or she does. Circle the action verbs.

Name \_\_\_\_\_

An action verb tells what someone or something does.

# Action Verbs

A. Underline the action verb in each sentence.

1. I want a book about dinosaurs.
2. I know there are many different dinosaurs.
3. Mary found the fossil of an ichthyosaur.
4. She made a great discovery!
5. Scientists arrived from London.
6. They didn't believe her discovery at first.
7. They took the fossil to a famous museum.
8. Mary's neighbors all came together to celebrate!

B. Write two sentences. Use the action verbs **erupted** and **appeared**.

---

---



Write four sentences about your favorite dinosaur. Use action verbs that create a vivid picture for your reader. Circle the action verbs.

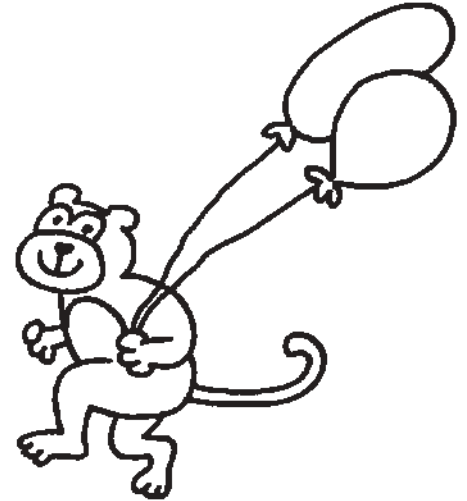
Name \_\_\_\_\_

An adverb is a word that describes a verb. Adverbs can tell how an action happened. Most adverbs that tell how end in *-ly*. Adverbs can also tell when or where an action happened.

# Adverbs

**A.** Some adverbs tell how something happened. Underline these adverbs.

1. My pet monkey, **Gina**, sleeps so peacefully.
2. But before bedtime Gina screams loudly.
3. So I sing nicely to her.
4. Then Gina closes her eyes and smiles sweetly.
5. I tiptoe out carefully.



**B.** Other adverbs tell where or when something happened. Underline these adverbs.

6. My monkey, **Gina**, went to school yesterday.
7. My school is nearby.
8. Gina played tag later.
9. She climbed everywhere.
10. The children want me to bring **Gina** often.



Read the sentences again. Then circle the verbs that go with the adverbs.

Name \_\_\_\_\_

An adverb is a word that describes a verb. Adverbs can tell how an action happened. Most adverbs that tell how end in *-ly*. Adverbs can also tell when or where an action happened.

# Adverbs

Read each sentence. On the line write an adverb that tells **how** or **when** to describe the underlined action verb. Choose from the adverbs in the box.

painfully	wearily	carefully
quickly	joyfully	weekly

1. Mary walked \_\_\_\_\_ to the shore. (how)
2. She \_\_\_\_\_ held the dragon's eye stone in her hand. (how)
3. Mary \_\_\_\_\_ sold fossils down at the shore. (when)
4. Tray jumped \_\_\_\_\_ when he saw Mary. (how)
5. I hopped into bed \_\_\_\_\_. (how)
6. He \_\_\_\_\_ stubbed his toe. (how)



Write a paragraph about discovering a dinosaur. Use adverbs to describe when and how it was discovered.

# Adverbs

Circle the adverb that describes the underlined action verb.

What does the adverb tell? Write **when**, **where**, or **how** on the line.

1. Today students read about Mary's discovery. \_\_\_\_\_
2. Mary found bones everywhere. \_\_\_\_\_
3. She often went to the shore. \_\_\_\_\_
4. Tray always tagged behind her. \_\_\_\_\_
5. She went early to dig fossils. \_\_\_\_\_
6. Fossils were buried deeply in the rock. \_\_\_\_\_
7. Mary chiseled slowly on each rock. \_\_\_\_\_
8. She numbered each bone carefully. \_\_\_\_\_
9. Fossils were finally shipped to scientists. \_\_\_\_\_
10. We can see these fossils in a museum daily. \_\_\_\_\_

Name \_\_\_\_\_

Two short sentences that are alike can be combined into one longer sentence by using the word *and*.

## Expanding Sentences

Combine each pair of short sentences to make one longer sentence. Write it on the line.

1. **Carpenters carry toolboxes. Plumbers carry toolboxes.**

\_\_\_\_\_

2. **The foundation of a building cannot be seen from the street.  
The core of a building cannot be seen from the street.**

\_\_\_\_\_

\_\_\_\_\_

3. **Cranes are important pieces of equipment. Pile drivers are important pieces of equipment.**

\_\_\_\_\_

\_\_\_\_\_

4. **Electricians install power lines. Electricians connect lighting fixtures.**

\_\_\_\_\_

\_\_\_\_\_

5. **It is fun to watch a skyscraper going up. It is interesting to watch a skyscraper going up.**

\_\_\_\_\_

\_\_\_\_\_



Write two more sentences about building something, using the same verb for both sentences. Then combine the sentences into one longer sentence.



Name \_\_\_\_\_

Two short sentences that are alike can be combined into one longer sentence by using the word *and*.

# Expanding Sentences

**A.** Combine each pair of sentences to make one longer sentence. Write it on the line.

**1. Architects have many jobs. Builders have many jobs.**

---

---

**2. Architects work hard. Builders work hard.**

---

---

**3. Ramps are needed for a building. Elevators and stairs are needed for a building.**

---

---

**4. A tree was added to the garden. A bush was added to the garden.**

---

---

**5. Many people work in the city. Many people live in the city.**

---

---

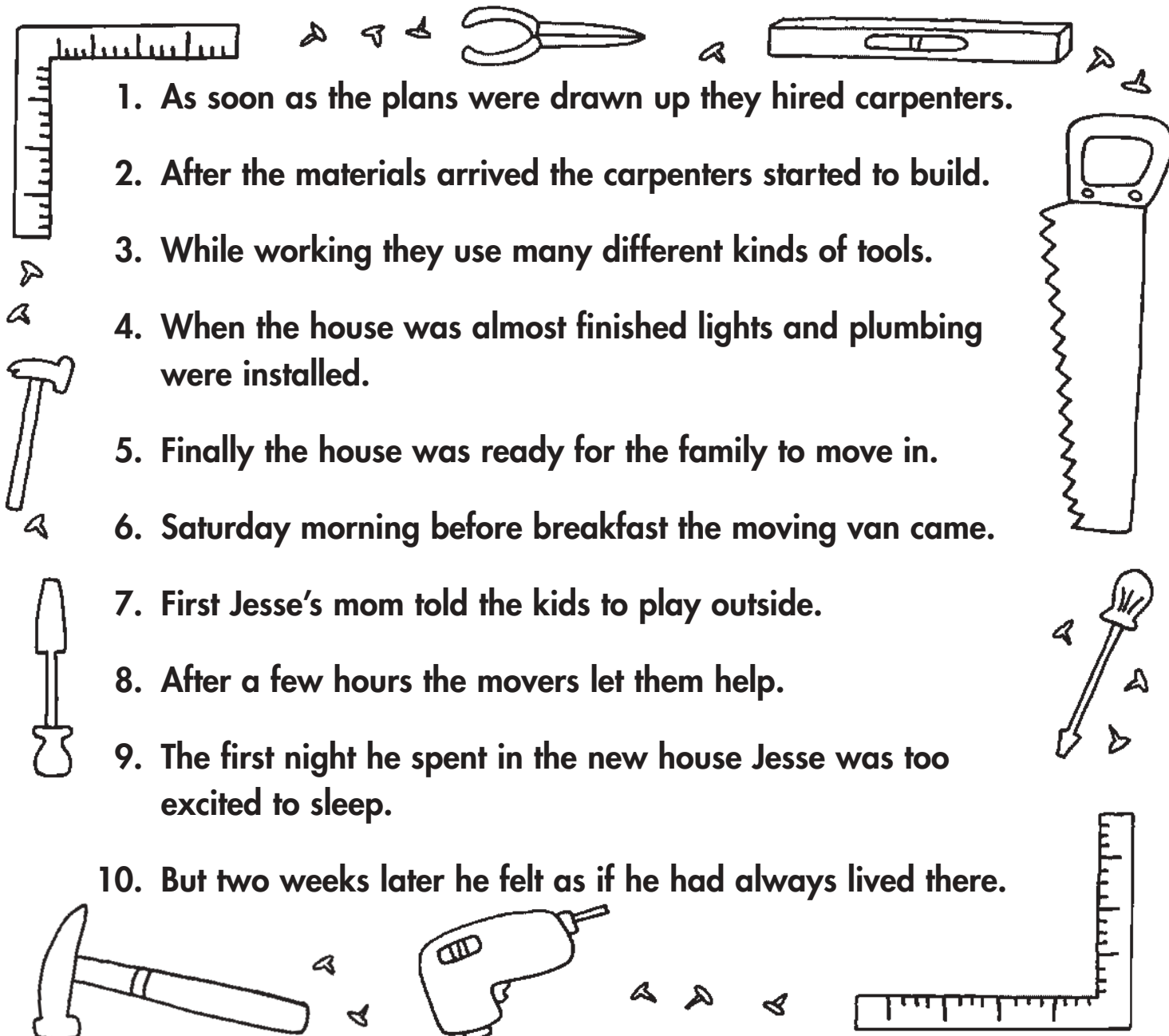


Write four sentences about something you have built. Write two sentences with combined subjects and two sentences with combined predicates.

A comma shows where to pause in a sentence. It is used after many introductory words, phrases, and clauses that begin a sentence.

# Commas

Read each sentence below. Add a comma after the introductory word, phrase, or clause.

- 
1. As soon as the plans were drawn up they hired carpenters.
  2. After the materials arrived the carpenters started to build.
  3. While working they use many different kinds of tools.
  4. When the house was almost finished lights and plumbing were installed.
  5. Finally the house was ready for the family to move in.
  6. Saturday morning before breakfast the moving van came.
  7. First Jesse's mom told the kids to play outside.
  8. After a few hours the movers let them help.
  9. The first night he spent in the new house Jesse was too excited to sleep.
  10. But two weeks later he felt as if he had always lived there.



Many introductory phrases begin with the words **while**, **before**, or **after**. Write sentences that use each of these words to begin an introductory phrase. Don't forget to add commas.

Name \_\_\_\_\_

A comma shows where to pause in a sentence. It is used after many introductory words, phrases, and clauses that begin a sentence.

# Commas

Rewrite each sentence below, adding commas where needed.

1. **As soon as we bought the game I wanted to play it.**

---

---

2. **After sitting down and reading the directions we were ready to begin.**

---

---

3. **First of all we needed to count out the cards.**

---

---

4. **Next we had to decide who would play first.**

---

---

5. **When everyone understood the rules we could play our first game!**

---

---

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Use the words **first**, **next**, and **finally** to tell how to build something. Make sure to use commas after introductory words.

# Commas

A. Read the sentences below. Add commas wherever they are needed.

1. After months of planning we were ready to begin.
2. First we needed to gather materials.
3. On Monday afternoon after school the lumber arrived.
4. At the same time the concrete was ready to be poured.
5. When the concrete had hardened we could begin the framework.

B. Read the paragraph. Add five missing commas.

At the top of the hill we saw a tall building.

It is under construction. This afternoon the workers are busy. On Friday they will finish. When the job is done we will visit again. When everyone is here open the doors.

Name \_\_\_\_\_

The words in a sentence must be in an order that makes sense.

# Sentence Word Order

Arrange each group of words in an order that makes sense. Write each sentence in the correct order on the line.

1. alphabet Z her packed bags and left the

---

---

2. People couldn't with the Z letter say words

---

---

3. The of the Z rest missed alphabet

---

---

4. cried for Z's return Everyone

---

---

5. alphabet the rejoined Z

---

---



Write a few sentences of your own with the words out of order. Exchange sentences with a partner, and have your partner put the words in the right order.

Name \_\_\_\_\_

The words in a sentence must be in an order that makes sense.

# Sentence Word Order

Rewrite each group of words into a sentence that makes sense. Use correct punctuation. Write the sentence on the line.

1. alphabet Z very a is letter in important the

\_\_\_\_\_

2. couldn't certain we read without words Z

\_\_\_\_\_

3. letters all the alphabet are in important the

\_\_\_\_\_

4. letters need the work as team all to a

\_\_\_\_\_

5. returned happy everyone is Z

\_\_\_\_\_




Write about a time you were on a team. It could be a sports team, or a team in your classroom. Make sure your words are in order and make sense.

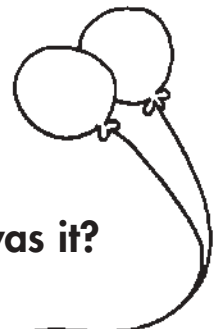
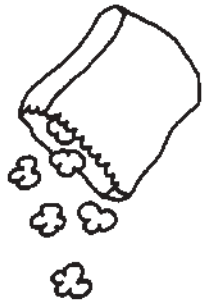
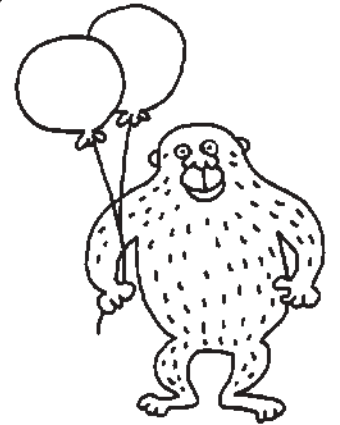
Name \_\_\_\_\_

Use **a** with a singular noun that starts with a consonant. Use **an** with a singular noun that starts with a vowel. The word **the** can be used before singular or plural nouns.

# A, An, and The

Circle the article in parentheses ( ) that completes each sentence.

- 
1. I saw (a/an) elephant walking down the street.
  2. She looked at me and smiled (a/an) silly smile.
  3. "I'm going to (an/the) circus."
  4. "Here, hold my trunk while we cross (the/an) street."
  5. When we got to the circus, we saw (a/an) acrobat and (a/an) tightrope walker.
  6. There was (a/an) ape, (a/an) lion, and (a/an) tiger, too!
  7. We ate peanuts, popcorn, and I had (a/an) apple, too.
  8. When the big top came down, (the/a) elephant asked me, "May I walk you home?"
  9. When I blinked my eyes, (the/an) elephant was gone.
  10. "It must have been (a/an) dream!" I thought out loud. Or was it?



Name other circus acts or performers you have seen. Use the correct article before each noun.

Name \_\_\_\_\_

Use *a* with a singular noun that starts with a consonant. Use *an* with a singular noun that starts with a vowel. The word *the* can be used before singular or plural nouns.

## A, An, and The

Circle the article in parentheses ( ) that completes each sentence correctly. Then write it on the line.

1. Z needs \_\_\_\_\_ new place to run. (a/the)
2. She could go to \_\_\_\_\_ bookstore. (the/an)
3. Maybe she could live in \_\_\_\_\_ encyclopedia. (a/an)
4. \_\_\_\_\_ dictionary might be a good choice for her. (An/A)
5. She could always find a shelf to rest on in \_\_\_\_\_ library.  
(an/the)
6. If she is in a hurry, she could go out \_\_\_\_\_ exit door. (a/an)
7. For fun, she could work in \_\_\_\_\_ amusement park! (a/an)
8. She would be welcomed in \_\_\_\_\_ classroom. (the/an)



Write three or four sentences telling other places Z could go. Make sure to use *a*, *an*, and *the* correctly in your sentences.



## ***A, An, and The***

Read the paragraph. The articles *a*, *an*, and *the* have been used incorrectly ten times. Draw a line through each mistake and write the correct article above it.

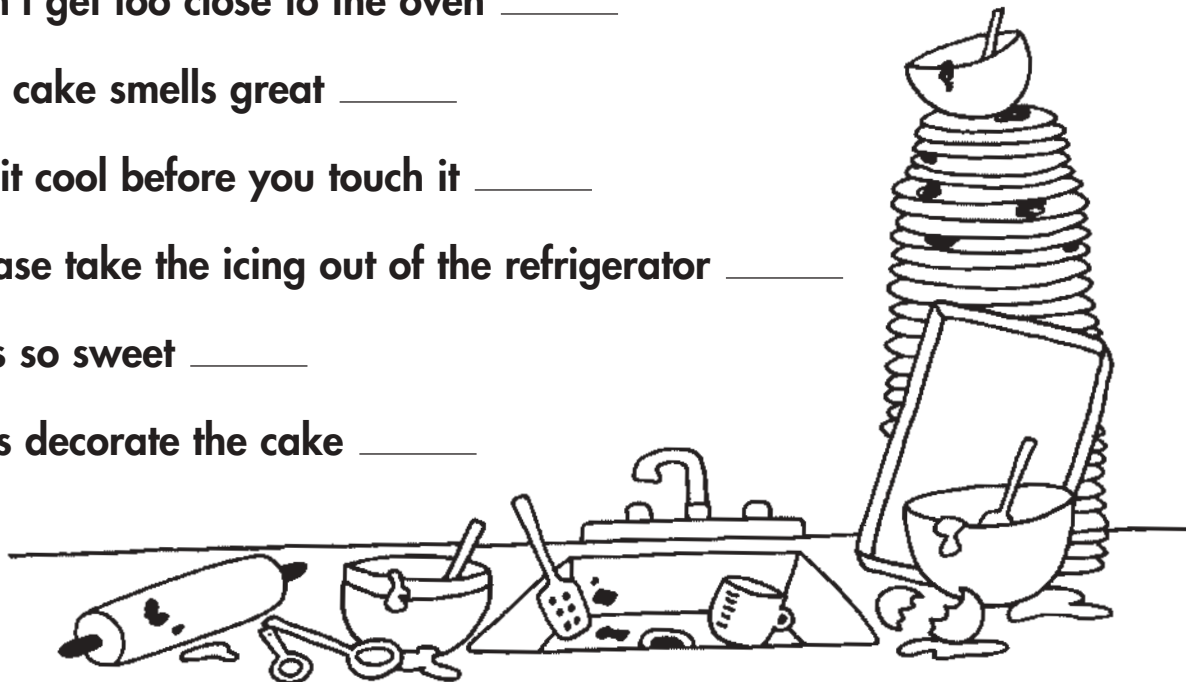
**Z thought that she was a least used letter of an entire alphabet, so she decided to leave and form the alphabet of her own. The rest of a alphabet was upset. No one could use a word with an Z. Children asked their parents to take them to the oo to see an ebras. Planes ig-aggged as they oomed by. Finally, Z realized that she was a important letter and returned to an alphabet. She was still a last, but not an least.**

An exclamatory sentence shows strong feeling, such as excitement, surprise, or fear. It ends with an exclamation point. A command sentence makes a request or gives a command. It ends with a period.

# Exclamatory and Command Sentences

Read the following sentences. Underline the exclamatory sentences. Circle the command sentences. Write the correct end punctuation mark for each sentence.

1. Baking a cake is a hard job \_\_\_\_\_
2. Take out the cups, bowls, flour, and sugar \_\_\_\_\_
3. Be careful not to spill the flour and sugar \_\_\_\_\_
4. What a mess \_\_\_\_\_
5. Don't get too close to the oven \_\_\_\_\_
6. The cake smells great \_\_\_\_\_
7. Let it cool before you touch it \_\_\_\_\_
8. Please take the icing out of the refrigerator \_\_\_\_\_
9. It is so sweet \_\_\_\_\_
10. Let's decorate the cake \_\_\_\_\_



Write directions for making your favorite thing to eat. Use command sentences. Then tell how you feel about the food when it's ready. Use exclamatory sentences.

Name \_\_\_\_\_

An exclamatory sentence shows strong feeling, such as excitement, surprise, or fear. It ends with an exclamation point. A command sentence makes a request or gives a command. It ends with a period.

# Exclamatory and Command Sentences

Help the cook. Read each sentence and write the correct end punctuation mark at the end of the line. Write whether your sentence is an **exclamation** or a **command**.

1. Heat some water \_\_\_\_\_
2. Mix the dough \_\_\_\_\_
3. I love to prepare spaghetti sauce \_\_\_\_\_
4. It smells great \_\_\_\_\_
5. Put it in a bowl \_\_\_\_\_
6. Ouch, I got burned \_\_\_\_\_
7. Help me clean up \_\_\_\_\_
8. It tastes just wonderful \_\_\_\_\_

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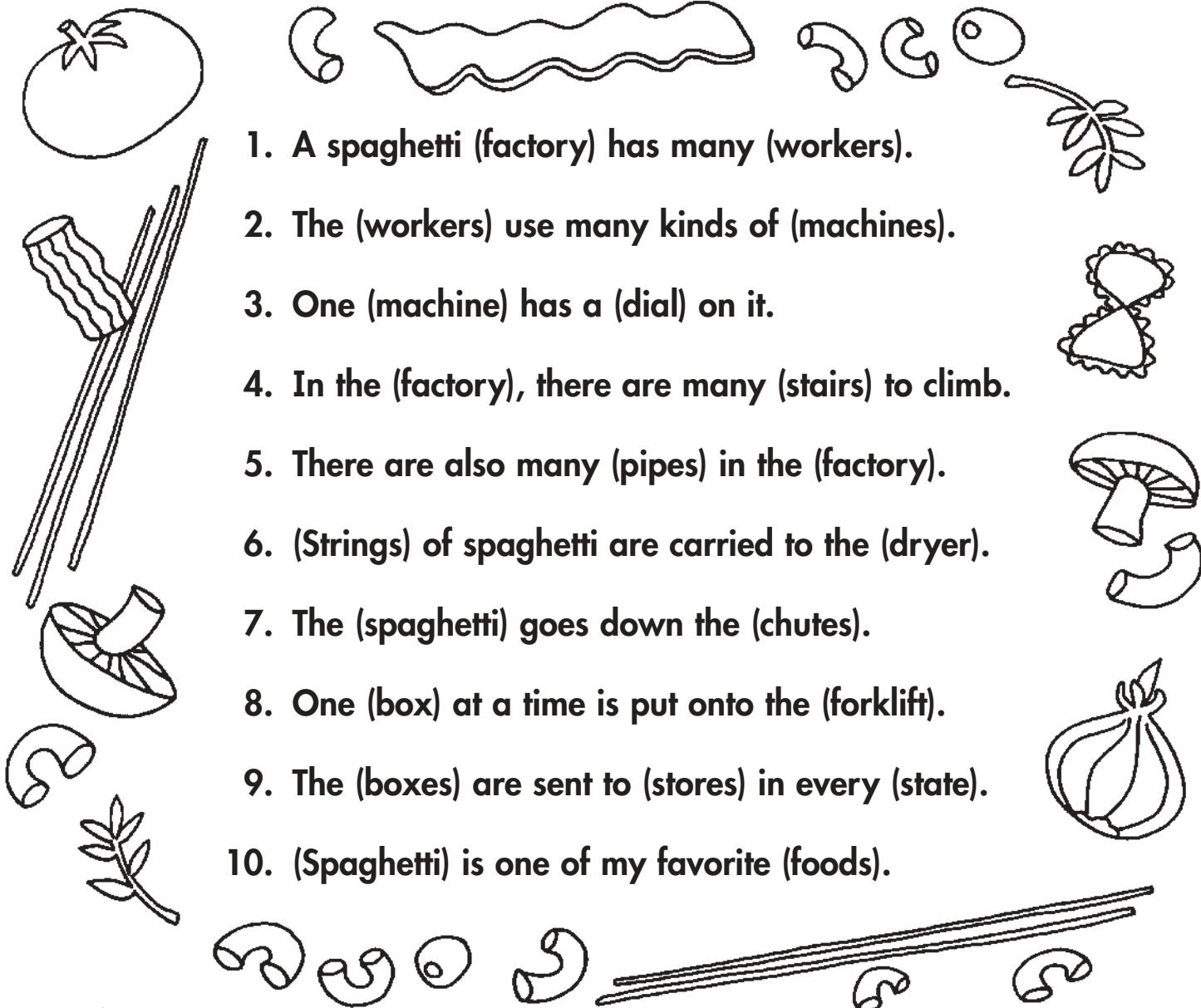
Write a command that tells what you should not do when making spaghetti. Write an exclamation that tells how you feel about eating spaghetti.

Name \_\_\_\_\_

A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Most plural nouns end in -s.

# Singular and Plural Nouns

Read the sentences. Look at each noun in parentheses ( ). Underline the singular nouns. Circle the plural nouns.



1. A spaghetti (factory) has many (workers).
2. The (workers) use many kinds of (machines).
3. One (machine) has a (dial) on it.
4. In the (factory), there are many (stairs) to climb.
5. There are also many (pipes) in the (factory).
6. (Strings) of spaghetti are carried to the (dryer).
7. The (spaghetti) goes down the (chutes).
8. One (box) at a time is put onto the (forklift).
9. The (boxes) are sent to (stores) in every (state).
10. (Spaghetti) is one of my favorite (foods).



Make lists of things in the classroom. Tell whether the words on the list are singular or plural.

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Name \_\_\_\_\_

A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Most plural nouns end in -s.

# Singular and Plural Nouns

A. Each singular noun tells about something needed to make or sell spaghetti. Write the plural of each singular noun on the line.

- |                  |                      |
|------------------|----------------------|
| 1. package _____ | 6. dial _____        |
| 2. noodle _____  | 7. shape _____       |
| 3. bag _____     | 8. pan _____         |
| 4. bowl _____    | 9. machine _____     |
| 5. tester _____  | 10. ingredient _____ |

B. Write two sentences using some plural nouns from above.

11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_



Make a grocery list that includes singular and plural nouns. Put the singular nouns in one column and the plural nouns in the next column.

# Exclamatory and Command Sentences

Read each sentence. Add the correct punctuation. Then write **E** on the line if the sentence is an exclamation.

Write **C** if the sentence is a command.

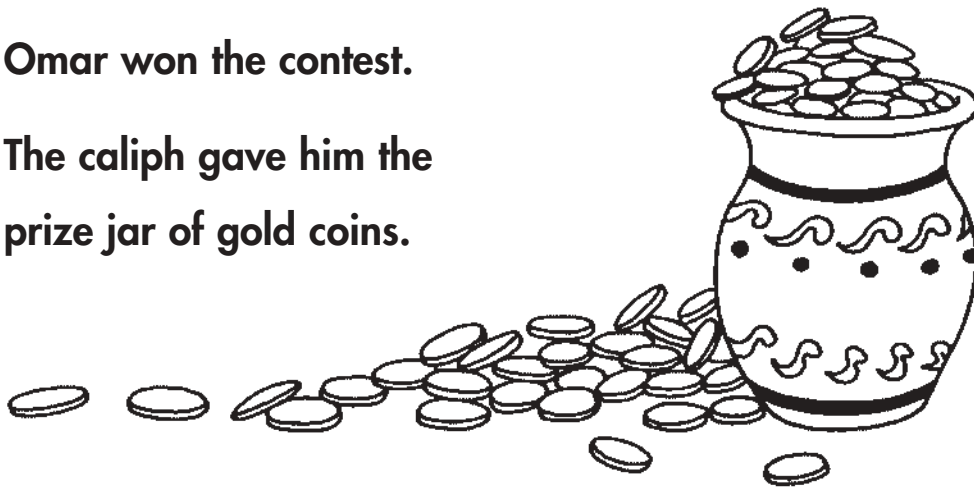
1. Get ready to make spaghetti \_\_\_\_\_
2. We'll have so much fun \_\_\_\_\_
3. You need to get ingredients \_\_\_\_\_
4. I didn't know there were so many shapes \_\_\_\_\_
5. Mix the flour and water together \_\_\_\_\_
6. Don't spill anything on the floor \_\_\_\_\_
7. Set the dials for the shapes \_\_\_\_\_
8. Catch the noodles as they are formed \_\_\_\_\_
9. You can pack the boxes \_\_\_\_\_
10. What a fun day it is \_\_\_\_\_

A verb tells what someone or something is or does.

# Verbs

Read the sentences. Underline the verb or verbs in each sentence.

1. A caliph ruled the great city of Baghdad.
2. People rode to Baghdad from the far ends of the earth.
3. They told the caliph about many strange things.
4. Once, for fun, the caliph offered a prize for the best story.
5. He announced a date for the contest.
6. Guards stood by the palace door near the prize money.
7. Finally, Omar told the caliph an impossible story.
8. He amazed the caliph with his story.
9. Omar won the contest.
10. The caliph gave him the prize jar of gold coins.



Write a paragraph about a contest you would like to win. Underline all the verbs in the paragraph.

Name \_\_\_\_\_

A verb tells what someone or something is or does.

# Verbs

Read the sentences. Circle the verb in each sentence.

1. We looked at the beautiful diamond.
2. The diamond shattered into pieces.
3. It shone so brightly.
4. The diamond sparkled in the sun.
5. Villagers made a carpet as bright as the diamond.
6. They worked on the carpet day and night.
7. The workers carried the carpet to the palace.
8. They unrolled it before the king.
9. The silk carpet glowed on the floor.
10. The carpet saved their kingdom.



Write your own legend about a carpet. Underline the verbs you used in each sentence.



Name \_\_\_\_\_

The titles of books, films, and CDs are always capitalized. Begin the first, last, and each important word in a title with a capital letter.

# Capitalizing Titles

Write each title correctly on the line. Remember that when you write titles by hand, they should be underlined.

1. the cow-tail switch

\_\_\_\_\_

2. dick whittington and his cat

\_\_\_\_\_

3. the fisherman and his wife

\_\_\_\_\_

4. aladdin

\_\_\_\_\_

5. beauty and the beast

\_\_\_\_\_

6. the mouse detectives

\_\_\_\_\_

7. the incredible journey

\_\_\_\_\_

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Write a list of books you would like to read and movies you would like to see. Use correct capitalization.

Name \_\_\_\_\_

The titles of books, films, and CDs are always capitalized. Begin the first, last, and each important word in a title with a capital letter.

# Capitalizing Titles

Rewrite each sentence on the line using the correct capitalization. Remember that titles written by hand need to be underlined.

1. My favorite movie is the little mermaid.

\_\_\_\_\_

2. I read the book stone soup.

\_\_\_\_\_

3. My favorite Tomie dePaola book is strega nonna.

\_\_\_\_\_

4. Last night we rented an old film called e.t.

\_\_\_\_\_

5. For my birthday, I want to see the movie shiloh.

\_\_\_\_\_

6. I checked out the book little house on the prairie from the library.

\_\_\_\_\_

7. My class went to see beauty and the beast at the theater.

\_\_\_\_\_

8. Our teacher read the book chicken sunday to us.

\_\_\_\_\_



Write three sentences to tell about three of your favorite books or movies. Use correct capitalization and underlining.

# Verbs

Read each sentence. Fill in the circle next to the verb from each sentence.

1. The king lived in a white stone palace of many rooms.

- A palace
- B white
- C lived
- D many

2. The king opened the doors of his palace.

- F king
- G opened
- H doors
- J his

3. The thief raced his horse across the plain.

- A raced
- B across
- C plain
- D thief

4. The setting sun shone bloodred.

- F bloodred
- G sun
- H setting
- J shone

5. He called all the apprentices together.

- A all
- B apprentices
- C called
- D together

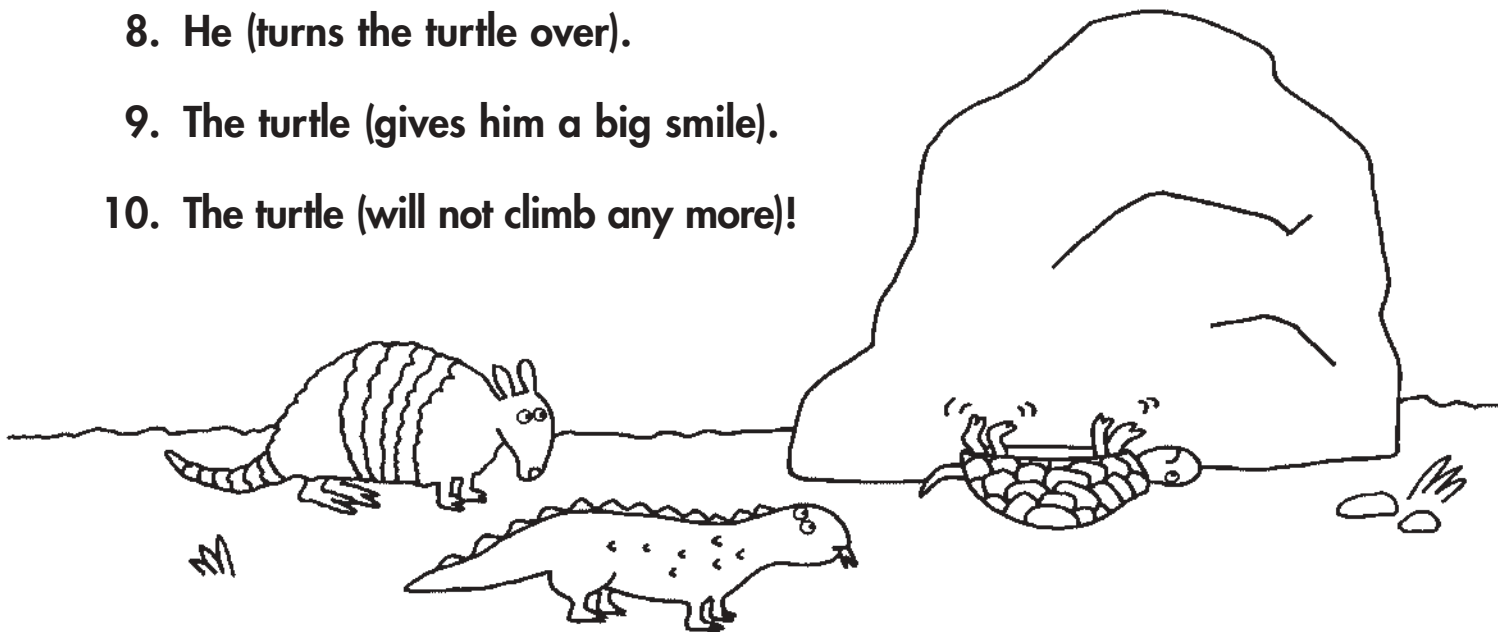
Name \_\_\_\_\_

The simple predicate is the verb in the complete predicate. The simple predicate tells what the subject is or does.

# Simple Predicate

The complete predicate in each sentence is in parentheses ( ). Underline the simple predicate in each sentence.

1. A turtle (climbs a large rock).
2. The turtle (falls over on its shell)!
3. A lizard (wonders what all the noise is about).
4. Then he (sees the turtle lying on its shell).
5. The lizard (tries to turn the turtle over).
6. He (asks an armadillo to help).
7. The armadillo (comes to the rescue)!
8. He (turns the turtle over).
9. The turtle (gives him a big smile).
10. The turtle (will not climb any more)!



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Write a paragraph about another animal who gets into trouble. Underline the simple predicate in each sentence.

Name \_\_\_\_\_

The simple predicate is the verb in the complete predicate. The simple predicate tells what the subject is or does.

# Simple Predicate

**A.** Underline the complete predicate in each sentence. Circle the simple predicate in each complete predicate.

1. **Animals act in movies.**
2. **I saw a movie with a dog.**
3. **The dog played many tricks.**
4. **He acted like he was sick in one scene.**
5. **The owner trained the dog well.**

**B.** Complete each sentence. Add a complete predicate and underline the simple predicate.

6. **The animal** \_\_\_\_\_  
\_\_\_\_\_

7. **Each day** \_\_\_\_\_  
\_\_\_\_\_



Write three sentences about training an animal. Have a partner circle the simple predicates.

Name \_\_\_\_\_

Irregular verbs change in spelling when they describe an action in the past.

# Irregular Verbs

Complete the word puzzle by writing the past tense of the irregular verbs listed below.

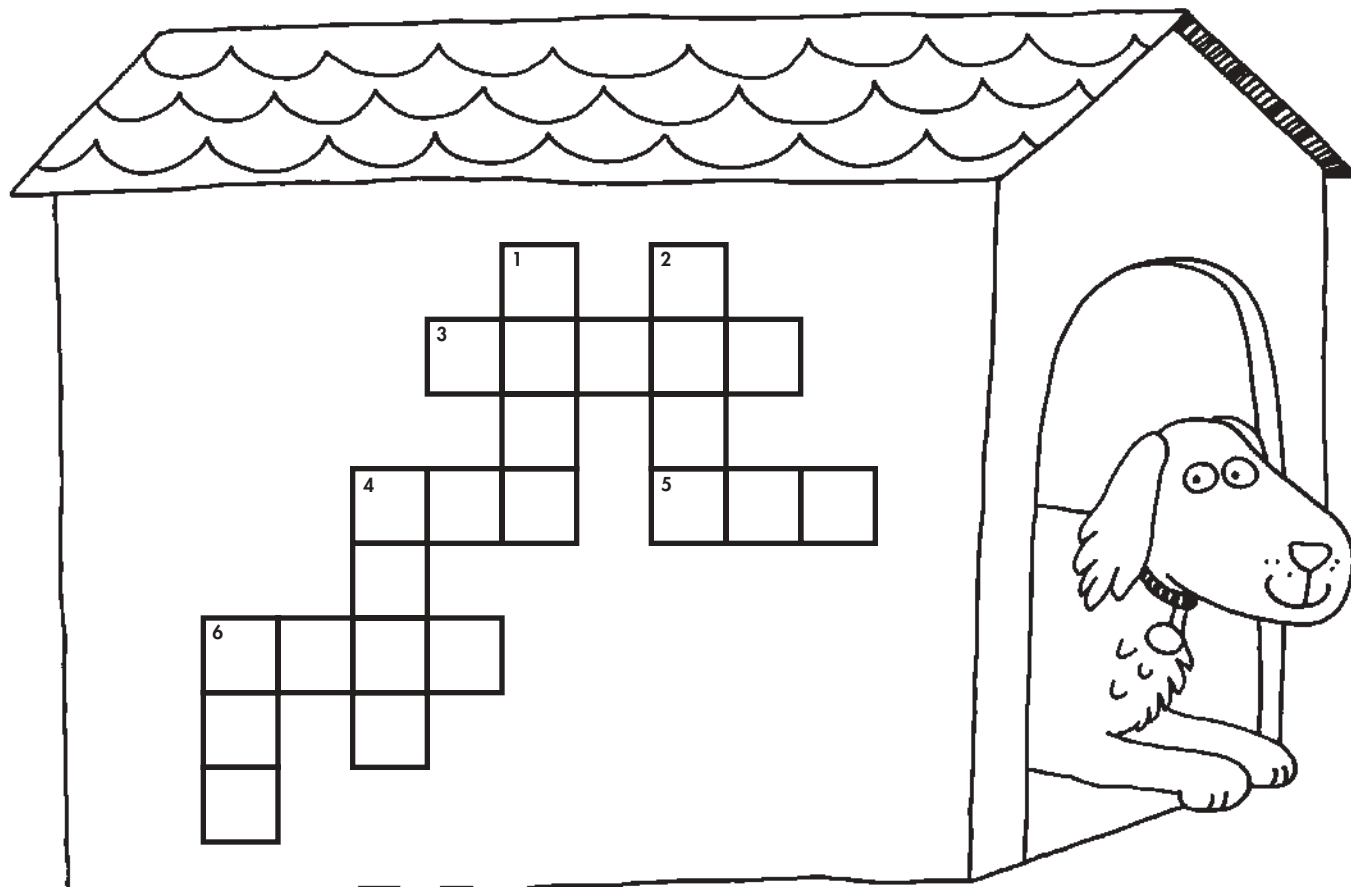
## Clues

### Down

1. past tense of go
2. past tense of say
4. past tense of sing
6. past tense of run

### Across

3. past tense of begin
4. past tense of sit
5. past tense of do
6. past tense of ring



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Write your own word puzzle using irregular verbs. Give it to a partner to complete.

Name \_\_\_\_\_

Irregular verbs change in spelling when they describe an action in the past.

# Irregular Verbs

A. Write the past tense of each of these verbs on the line.

1. buy \_\_\_\_\_

2. eat \_\_\_\_\_

3. grow \_\_\_\_\_

4. run \_\_\_\_\_

5. say \_\_\_\_\_

6. go \_\_\_\_\_

7. sit \_\_\_\_\_

B. Choose three of the past-tense irregular verbs you wrote and write each in a sentence on the lines below.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Make a list of three past-tense irregular verbs from this page. Have a partner write the present-tense verb for each one.

# Simple Predicate

A. Draw a circle around the simple predicate in each sentence.

1. We trained my pet bird.
2. First, he sat on my finger.
3. Then he flew to the window.
4. He learned to whistle.
5. He eats a lot of birdseed.
6. We hear him chirping in the morning.
7. Someday, he will sit on my shoulder.
8. Everyone loves my bird!

# Irregular Verbs

B. Write each sentence below. Use the past-tense form of the verb in the parentheses ( ).

9. Lassie \_\_\_\_\_ (sit).

\_\_\_\_\_

10. I \_\_\_\_\_ (say) my name.











\_\_\_\_\_



A simple sentence is a group of words that tells a complete thought. It has one complete subject and one complete predicate.

# Simple Sentences

Read the simple sentences below. Circle the complete subject and underline the complete predicate in each sentence.

1. He fell. 
2. She ran. 
3. Fall  is my favorite time of year.
4. The fast truck  ran through a stop sign.
5. Raul chased the ball. 
6. The small fox  ran like the wind.
7. A dog chased a cat up the tree. 
8. The bank  is around the corner.
9. I can't find my raincoat and umbrella. 
10. Paul was late for school. 



Write four simple sentences. Circle the complete subject and underline the complete predicate in each sentence.

A simple sentence is a group of words that tells a complete thought. It has one complete subject and one complete predicate.

# Simple Sentences

Read the simple sentences below. Draw a line between the complete subject and the complete predicate in each sentence.

1. **Animals graze on grass.**
2. **Old Faithful is a geyser.**
3. **A ranger works in national parks.**
4. **Lightning starts forest fires.**
5. **Firefighters fight the fires.**
6. **They use special tools.**
7. **The rain puts out many fires.**
8. **New trees grow again.**
9. **Tourists visit Yellowstone National Park.**
10. **They take pictures of animals.**



Write four sentences telling how the firefighters worked as a team. Underline the complete subject in each sentence.

Name \_\_\_\_\_

Use capital letters when you write initials, official titles, or abbreviations that come before a person's name.

# Capitalizing Titles and Initials

Write each name correctly on the line.  
Remember to capitalize all titles and initials.

1. mr. al k. lasky

\_\_\_\_\_

2. ms. brenda jones

\_\_\_\_\_

3. capt. l. q. soto

\_\_\_\_\_

4. v. ada lee

\_\_\_\_\_

5. general w. wallace

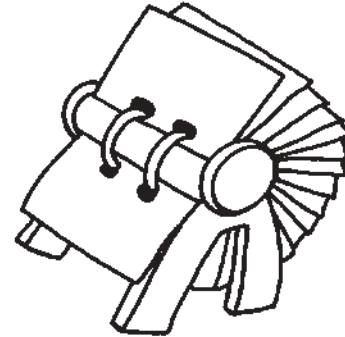
\_\_\_\_\_

6. tom smith, jr.

\_\_\_\_\_

7. dr. dew u. smile

\_\_\_\_\_



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Write the names of five people you admire. Use correct capitalization.

Name \_\_\_\_\_

Use capital letters when you write initials, official titles, or abbreviations that come before a person's name.

# Capitalizing Titles and Initials

Find the abbreviations in the sentences below. Rewrite each name and abbreviation correctly on the line.

1. My teacher, ms. Jones, is really nice.

\_\_\_\_\_

2. Our family doctor is dr. t. r. Riley.

\_\_\_\_\_

3. My brother's name is John Jones, jr.

\_\_\_\_\_

4. general Ulysses s. Grant was in a famous war.

\_\_\_\_\_

5. mr. Tom s. Collins is my guitar teacher.

\_\_\_\_\_

6. My friend's mom is mrs. Grant.

\_\_\_\_\_

7. prof. Gary teaches at the high school.

\_\_\_\_\_

8. We rode our bikes to see ms. Baker.

\_\_\_\_\_



Make a list of the people you know that have abbreviations of titles in their names. Use correct capitalization.

# Capitalizing Titles and Initials

A. Write the titles and initials correctly on the lines.

1. dr. Denton Wiley \_\_\_\_\_

2. mr. Jeff Johnson, jr. \_\_\_\_\_

3. ms. Abby Huff \_\_\_\_\_

4. prof. Abe Loomis, jr. \_\_\_\_\_

5. general b. t. Wright \_\_\_\_\_

B. Here is a paragraph about going to a doctor's office. There are five errors in capitalizing of titles and initials. Circle each letter that should be capitalized.

**My mother took me to dr. r. j. Plum's office.**

**In the waiting room, we saw her friend, mrs. Lois**

**Harper. I read a magazine story about president**

**Abraham Lincoln while we were there. Then I saw**

**Dr. Plum. She is a good doctor.**

Name \_\_\_\_\_

A possessive pronoun shows ownership.

# Possessive Pronouns

Read the sentences carefully. Underline each possessive pronoun and write to whom it refers on the line.

## Possessive Pronouns

my   your   his   her   its   our   their

1. Mr. Smith called to Sarah and Willie. He said, "My dog is trapped." \_\_\_\_\_
2. "His leg is caught." \_\_\_\_\_
3. The children put their heads together. \_\_\_\_\_
4. "We'll save your dog," they said. \_\_\_\_\_
5. Sarah rolled up her sleeves and pushed. \_\_\_\_\_
6. Willie wrapped his arms around the dog's neck and pulled.  
\_\_\_\_\_
7. Soon, Mr. Smith had his dog back. \_\_\_\_\_
8. Its leg was a little sore, but that was all. \_\_\_\_\_
9. Sarah hurt her hands a little. \_\_\_\_\_
10. Still, she was happy she could free its leg. \_\_\_\_\_



Write three sentences about someone you helped. Use possessive pronouns in the sentences.

Name \_\_\_\_\_

A possessive pronoun shows ownership.

# Possessive Pronouns

Read the phrases below. Write the possessive pronoun that can replace the underlined word or words. The possessive pronouns are **my**, **its**, **her**, **his**, **your**, **our**, and **their**.

1. The animals' teeth \_\_\_\_\_
2. José's chair \_\_\_\_\_
3. My group's assignment \_\_\_\_\_
4. The ladder's steps \_\_\_\_\_
5. Mr. Mouse's formula \_\_\_\_\_
6. Miss Mouse's tools \_\_\_\_\_
7. The fox's jaw \_\_\_\_\_
8. The tooth's treatment \_\_\_\_\_
9. Mr. and Mrs. De Soto's house \_\_\_\_\_
10. The dog's pain \_\_\_\_\_

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Write three sentences about how to care for your teeth. Use possessive pronouns in the sentences.

Add an 's to make a singular noun show ownership, as in *cat's whiskers*. Add the apostrophe after the s of a plural noun to show ownership, as in *two cats' whiskers*.

# Apostrophe in Possessives

Read the first sentence in each pair. Then complete the second sentence by adding the correct form of the noun that shows ownership.

1. John has a new toothbrush.

That is \_\_\_\_\_ toothbrush.

2. The twins take good care of their teeth.

The \_\_\_\_\_ teeth are healthy.

3. Most dentists say to floss every day.

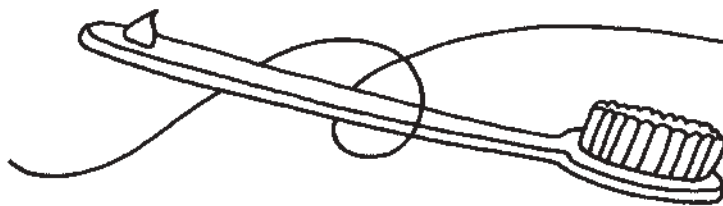
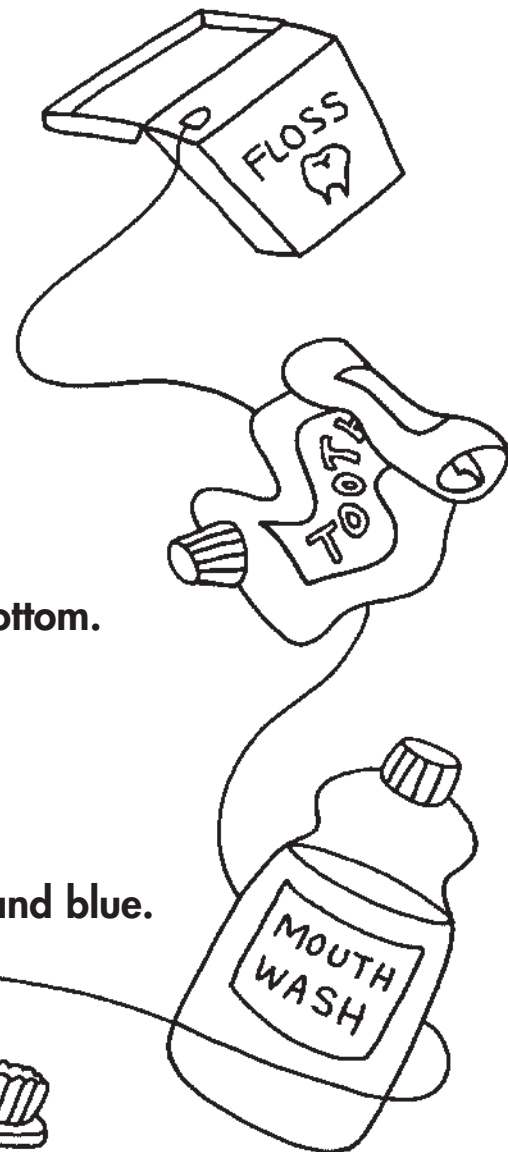
Most \_\_\_\_\_ advice is helpful.

4. Emilio rolls the toothpaste tube from the bottom.

\_\_\_\_\_ toothpaste tube is neat.

5. Maria has braces on her teeth.

\_\_\_\_\_ braces are red, white, and blue.



Make a list of five singular nouns and five plural nouns. Exchange your list with a classmate. See who can write the possessive form of all ten nouns faster.



Name \_\_\_\_\_

Add an 's to make a singular noun show ownership, as in *cat's whiskers*. Add the apostrophe after the s of a plural noun to show ownership, as in *two cats' whiskers*.

# Apostrophe in Possessives

A. Underline the possessive noun in each sentence.

Write **S** on the line if it is singular possessive.

Write **P** on the line if it is plural possessive.

The first one has been done for you.

Dr. De Soto's office is nearby. (S)

1. The fox's family took a walk in the woods. \_\_\_\_\_
2. They saw two birds' nests high up in a tree. \_\_\_\_\_
3. A yellow butterfly landed on the fox's back. \_\_\_\_\_
4. The fox liked the colors on the butterfly's wings. \_\_\_\_\_
5. The butterflies' wings were caught in a net. \_\_\_\_\_

B. Make the following nouns possessive.

6. chipmunk \_\_\_\_\_
7. elephants \_\_\_\_\_
8. lions \_\_\_\_\_
9. fox \_\_\_\_\_
10. cats \_\_\_\_\_



Describe three animals you would find in a forest. Use possessive nouns in your description.

# Apostrophe in Possessives

Read each sentence. Circle the letter of the word that best completes the sentence.

1. Mouse was going to his \_\_\_\_\_ house.

- (A) friend
- (B) friends
- (C) friend's
- (D) friendes

2. One of \_\_\_\_\_ sneakers was missing.

- (F) Mouses
- (G) Mouse's
- (H) Mouses'
- (J) Mouseses

3. He looked in his \_\_\_\_\_ garden.

- (A) grandparent's
- (B) grandparents
- (C) grandparent
- (D) grandparents's

4. He looked under his \_\_\_\_\_ desk.

- (F) sister's
- (G) sisters
- (H) sister'
- (J) sister

5. The \_\_\_\_\_ lace has been chewed.

- (A) sneaker
- (B) sneakers
- (C) sneaker's
- (D) sneakeres

Name \_\_\_\_\_

An action verb tells what the subject of a sentence does.

# Action Verbs

Circle the action verb in each sentence.

1. At dawn, the farmer milked the cow.
2. A small brown calf cried for its mother.
3. The animals in the barn ate all the hay.
4. The baby lambs played together.
5. One lamb ran away.
6. All the horses gallop in the fields.
7. Ladybugs crawl over the corn plants.
8. The farmer's wife cooks breakfast.
9. The farmer's children walk to school.
10. The farm animals rest in the fields.
11. The whole family loves the farm.
12. The children miss it during school.



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Write three sentences about your favorite sport. Use action verbs. Circle them.

Name \_\_\_\_\_

An action verb tells what the subject of a sentence does.

# Action Verbs

A. On the line, write the action verb.

1. The cat spied Wanda and Arnold. \_\_\_\_\_
2. The cat's tail twitched. \_\_\_\_\_
3. Wanda and Arnold screamed for help. \_\_\_\_\_
4. The frog hopped to the rescue. \_\_\_\_\_

B. Circle the verb in each sentence. Then write the verb from the box that gives a livelier picture of the action.

spun   sprouted   bounced   glared

5. Wanda looked at Arnold. \_\_\_\_\_
6. Ms. Frizzle's earrings turned around. \_\_\_\_\_
7. The bus grew frog legs. \_\_\_\_\_
8. The bus/frog went toward the pond. \_\_\_\_\_



Write two sentences that have action verbs. Use the verb **dashed** in the first sentence. Use the word **grabbed** in the second sentence.

# Subject/Verb Agreement

Circle the form of the verb in parentheses ( ) that correctly completes each sentence.

A present-tense verb must agree with its subject. Verbs in the present tense that are used with singular nouns end in *-s* or *-es*. Those used with plural nouns do not add *-s* or *-es*.

1. The father (tell/tells) his sons a story.
2. The boys (listen/listens) to the story.
3. Tom (like/likes) the part about the giant.
4. Joey (hate/hates) the part about the spider.
5. Sometimes Joey (read/reads) a story to his brother.
6. Sometimes Tom (act/acts) out a story.
7. They both (want/wants) to share their stories with their mom and dad.
8. The boys (bring/brings) their old storybooks to the school librarian.
9. She (thank/thanks) Joey and Tom.
10. The boys (smile/smiles) as they go back to their classroom.



Write three sentences about your favorite story. Use present-tense verbs. Make sure they agree with their subjects.

# Subject/Verb Agreement

Complete each sentence by choosing the correct form of the verb in parentheses ( ). Write the verb on the line.

A present-tense verb must agree with its subject. Verbs in the present tense that are used with singular nouns end in **-s** or **-es**. Those used with plural nouns do not add **-s** or **-es**.

1. Bella \_\_\_\_\_ in the classroom. (live/lives)
2. The students \_\_\_\_\_ care of her. (take/takes)
3. One day, Bella \_\_\_\_\_ an open window. (notice/notices)
4. She \_\_\_\_\_ out of her cage. (crawl/crawls)
5. She \_\_\_\_\_ out the window! (leap/leaps)
6. Later, the students \_\_\_\_\_ her escape. (discover/discovers)
7. Wanda \_\_\_\_\_ about Bella. (worry/worries)
8. Everyone \_\_\_\_\_ to go look for her. (want/wants)
9. Ms. Frizzle's earrings \_\_\_\_\_ to spin. (start/starts)
10. Everyone \_\_\_\_\_ it's time for a field trip! (know/knows)



Write three sentences about the selection. Use present-tense verbs. Check to see that the verb agrees with the subject of each sentence.

# Subject/Verb Agreement

**A.** Fill in the bubble next to the subject that correctly completes the sentence.

- \_\_\_\_\_ like frogs.  
 (A) Wanda  
 (B) Wanda, Ralphie, and Arnold  
 (C) Ms. Frizzle
- \_\_\_\_\_ prefer to live near water.  
 (A) Frogs  
 (B) Wanda's frog  
 (C) Bella
- \_\_\_\_\_ finds a new home.  
 (A) The students  
 (B) Wanda and Bella  
 (C) Bella
- \_\_\_\_\_ hops like a frog.  
 (A) The bus  
 (B) Wanda and Bella  
 (C) Bella and Ralphie
- \_\_\_\_\_ cheers up Wanda.  
 (A) Liz and Ralphie  
 (B) The children  
 (C) A paper frog

**B.** Fill in the bubble next to the verb that correctly completes the sentence.

- Wanda and Arnold \_\_\_\_\_ good-bye to Bella.  
 (A) say  
 (B) shouts  
 (C) waves
- Everyone \_\_\_\_\_ to cheer Wanda up.  
 (A) try  
 (B) need  
 (C) wants
- Wanda \_\_\_\_\_ her new paper frog.  
 (A) adore  
 (B) loves  
 (C) like
- I \_\_\_\_\_ what's next.  
 (A) wonder  
 (B) hopes  
 (C) likes
- We \_\_\_\_\_ we know.  
 (A) hopes  
 (B) think  
 (C) tells

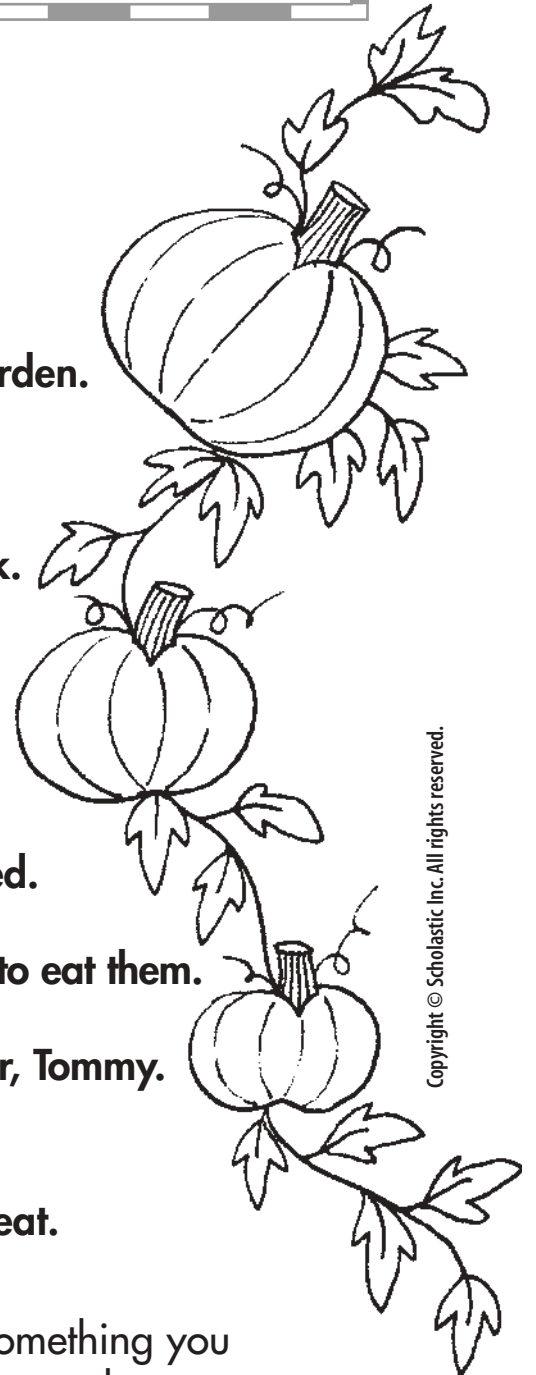
# Pronouns

Read each pair of sentences. Circle the pronoun in the second sentence that takes the place of the underlined noun or nouns.

A singular pronoun takes the place of a noun that names one. A plural pronoun takes the place of a noun that names more than one.

Singular Pronouns	Plural Pronouns
I, you, she, he, it, me, her, him	we, you, they, us, them

1. Mom still grows pumpkins. She is proud of her garden.
2. The pumpkins are ripe. They are big and round.
3. Dad, Mom, and I went to the county fair last week. We entered the pumpkin contest.
4. Mom showed the judges our biggest pumpkin. They gave it first prize!
5. Dad sold 50 of our pumpkins. He was very pleased.
6. Tommy and I have tons of pumpkin seeds. We love to eat them.
7. Dad gave the smallest pumpkin to my baby brother, Tommy. He loves it.
8. Pumpkins are fun to grow. They are also good to eat.



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Write a letter to a friend or relative. Tell about something you did recently that was fun. Circle the pronouns in your letter.



Name \_\_\_\_\_

A singular pronoun takes the place of a noun that names one. A plural pronoun takes the place of a noun that names more than one.

# Pronouns

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

1. Jackie told her to light the match. \_\_\_\_\_
2. She lit the volcano. \_\_\_\_\_
3. They gasped as the lava shot out. \_\_\_\_\_
4. Jackie smiled proudly at them. \_\_\_\_\_

**B.** Read each pair of sentences. Circle the pronoun in the second sentence. Then underline the word or words in the first sentence that it replaces.

5. The students arrived at the school. They were ready for the contest.
6. The room was crowded. It was noisy.
7. Jackie's volcano was on the table. Jessi would light it later.
8. Mr. and Mrs. Rodowsky arrived. Jackie was glad to see them.
9. Some girls asked a question. Jackie tried to answer it.
10. Jessi started to feel bad. Maybe she helped Jackie too much.
11. The judges entered the room. Jessi looked at them nervously.
12. One judge asked about the lava. Jackie told her lava was hot.



Write a dialogue between Jessi and Jackie. Circle the pronouns in your dialogue.

Subject pronouns are used to replace nouns in the subject of a sentence. Object pronouns follow action verbs and words such as *to*, *with*, *for*, and *at*.

## Using Pronouns

Read each pair of sentences. Complete the second sentence with a pronoun that takes the place of the underlined noun in the first sentence.

Subject Pronouns	Object Pronouns
I, you, she, he, it, we, they	me, you, him, her, it, us

1. Carlos is four years old. \_\_\_\_\_ goes to bed at 8:00.
2. He likes to play card games with Alice. He could play with \_\_\_\_\_ for hours.
3. Emergency phone numbers are in the kitchen. \_\_\_\_\_ are by the phone.
4. Mrs. Anton lives next door. \_\_\_\_\_ can help you if you need her.
5. I made a snack for you and Carlos. I put \_\_\_\_\_ in the refrigerator.
6. Carlos likes to talk to his Uncle Raul. You can telephone \_\_\_\_\_ at about 7:30.



Pretend that you are Carlos's baby-sitter. Write a journal entry telling about your evening with Carlos. Use at least two subject pronouns and two object pronouns in your writing.

Name \_\_\_\_\_

Subject pronouns are used to replace nouns in the subject of a sentence. Object pronouns follow action verbs and words such as *to, with, for,* and *at.*

# Using Pronouns

Read the sentences below. Circle all the subject pronouns. Underline all the object pronouns.

Subject Pronouns	Object Pronouns
I, you, she, he, it, we, they	me, you, him, her, it, us, them

1. Jessi helped me with the project.
2. She worked hard on it.
3. They asked him a lot of questions.
4. He wasn't able to answer them.
5. She felt bad for him.
6. It poured down the sides of the volcano.
7. "We are proud of you, Jackie."
8. He wants to try it again next year.
9. "We'll see you at school on Monday!"
10. Jackie grinned at me.

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Write four sentences about the selection. Use a subject or object pronoun in each one.

# Pronouns

Rewrite each sentence using a subject or object pronoun for the underlined words.

1. The judges were impressed by the eruption.

\_\_\_\_\_

2. Mr. and Mrs. Rodowsky watched the lava pour out.

\_\_\_\_\_

3. The two girls asked Jackie a question.

\_\_\_\_\_

4. Jessi stayed with Jackie while his parents looked around.

\_\_\_\_\_

5. The judges gave the three winners their ribbons.

\_\_\_\_\_

Name \_\_\_\_\_

An adjective is a word that describes an animal or a person, place, or thing.

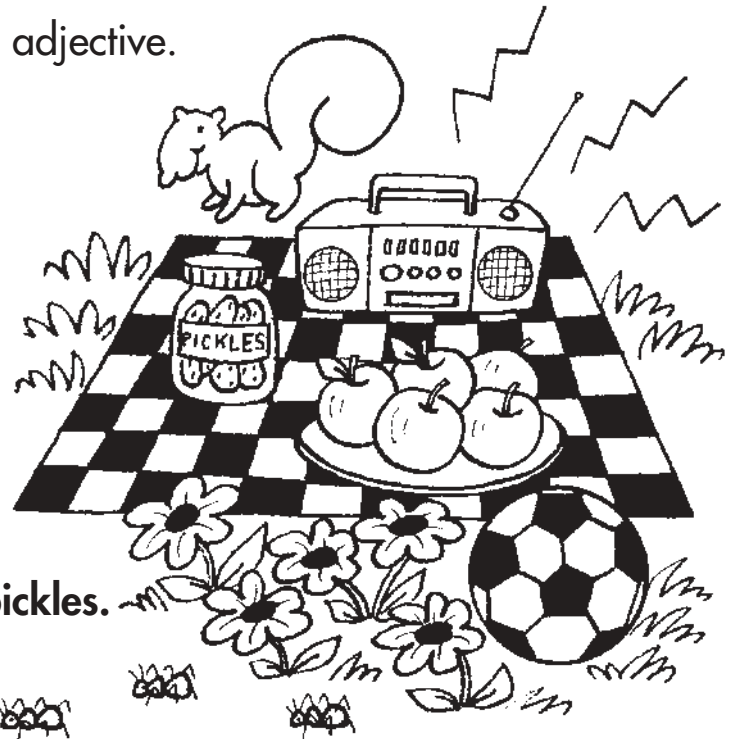
# Adjectives

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

1. We live near a sparkling brook. \_\_\_\_\_
2. It has clear water. \_\_\_\_\_
3. Large fish swim in the brook. \_\_\_\_\_
4. Busy squirrels play near the brook. \_\_\_\_\_
5. You can enjoy breathing in the fresh air near the brook. \_\_\_\_\_

B. Complete each sentence by adding an adjective.

6. I love \_\_\_\_\_ apples.
7. I see a \_\_\_\_\_ ball.
8. I smell \_\_\_\_\_ flowers.
9. I hear \_\_\_\_\_ music.
10. I like the \_\_\_\_\_ taste of pickles.



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

Name \_\_\_\_\_

An adjective is a word that describes an animal or a person, place, or thing.

# Adjectives

A. Look at each underlined noun.  
Circle the adjective that describes it.

1. I see a shiny penny.
2. There is a yellow spoon.
3. Where is the tiny lock and the red flashlight?
4. I found three pins.
5. Did you find the striped fish?
6. They have long snouts.

B. Write an adjective to describe each noun.

7. the \_\_\_\_\_ water
8. the \_\_\_\_\_ pearls
9. the \_\_\_\_\_ turtle
10. the \_\_\_\_\_ rocks



Choose an interesting photo. Write two sentences to describe it.

Name \_\_\_\_\_

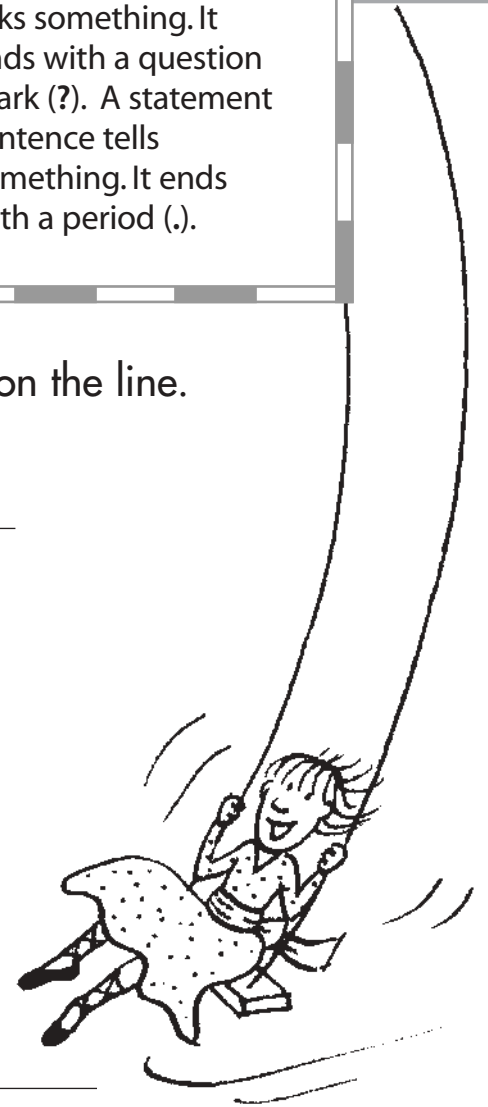
A question sentence asks something. It ends with a question mark (?). A statement sentence tells something. It ends with a period (.).

# Questions and Statements

Read each sentence. If it asks something, add a question mark and write **question** on the line.

If it tells something, add a period and write **statement** on the line.

1. Have you ever been to the circus \_\_\_\_\_
2. I went last year \_\_\_\_\_
3. What did you enjoy most \_\_\_\_\_
4. I liked seeing the clowns crawl out of the car  
\_\_\_\_\_
5. Did the animals frighten you \_\_\_\_\_
6. The lions and tigers scared me a little \_\_\_\_\_
7. I liked the trapeze artists best \_\_\_\_\_
8. How high do you think they swung in the air \_\_\_\_\_
9. They were probably 50 feet above the ground \_\_\_\_\_
10. I hope I get to go again this year \_\_\_\_\_



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Write two questions and two statements about your favorite sport.

Name \_\_\_\_\_

A question sentence asks something. It ends with a question mark (?). A statement sentence tells something. It ends with a period (.).

# Questions and Statements

A. Rewrite each sentence correctly. Begin each sentence with a capital letter. Use periods and question marks correctly.

1. which beetle has a long neck

\_\_\_\_\_

2. it's red with black spots

\_\_\_\_\_

3. how high can it jump

\_\_\_\_\_

4. why does it eat so much

\_\_\_\_\_

5. it has spikes for protection

\_\_\_\_\_

B. Write a question. Then write an answer that is a statement.

6. Question: \_\_\_\_\_

\_\_\_\_\_

7. Statement: \_\_\_\_\_

\_\_\_\_\_



Write two questions about something you see in the classroom.  
Write the answers.



# Questions and Statements

**A.** Use the words in each box to write a statement. Then use the same words to write a question. Use correct punctuation and capitalization.

you see the can key

1. **Statement:** \_\_\_\_\_

**Question:** \_\_\_\_\_

away fish will swim the

2. **Statement:** \_\_\_\_\_

**Question:** \_\_\_\_\_

**B.** Rewrite each sentence correctly.

3. the shell is in the sand

\_\_\_\_\_

4. where is the necklace

\_\_\_\_\_

5. is that a starfish

\_\_\_\_\_

Name \_\_\_\_\_

Adverbs describe verbs. They tell when, where, or how.

# Adverbs

A. Look at the examples of adverbs in the box. Then read each adverb below. Write whether it tells how, when, or where on the line.

Adverbs That Tell How	Adverbs That Tell Where	Adverbs That Tell When
fast, badly, easily	down, near, there	soon, later, today

1. now \_\_\_\_\_
2. up \_\_\_\_\_
3. loudly \_\_\_\_\_
4. slowly \_\_\_\_\_
5. then \_\_\_\_\_

B. Underline the adverbs in the sentences below.

6. The girls left today.
7. The stuffed animal fell down.
8. Robert is here.
9. The rabbits run quickly.
10. Tom will arrive late.



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Write a paragraph about an animal that gets into trouble. Use adverbs to describe how the animal acts.

Name \_\_\_\_\_

Adverbs describe verbs. They tell when, where, or how.

# Adverbs

A. Add **-ly** to each word in parentheses ( ) to form an adverb. Write the adverb on the line.

1. He thought about the clues \_\_\_\_\_. (careful)
2. He sat \_\_\_\_\_ and listened. (quiet)
3. He closed his eyes \_\_\_\_\_ (slow)
4. He \_\_\_\_\_ realized who was lying. (sudden)

B. Complete each sentence by writing an adverb that answers the question in parentheses ( ).

5. Mr. Hunt woke up \_\_\_\_\_. (When?)
6. He and his wife looked \_\_\_\_\_. (Where?)
7. The elephant looked at them \_\_\_\_\_. (How?)
8. Mr. Ximmas spoke to Mr. Hunt \_\_\_\_\_. (How?)
9. \_\_\_\_\_ Mr. Ximmas called Chief Brown. (When?)
10. Chief Brown sat \_\_\_\_\_ to eat. (Where?)



Write three sentences about a mystery using adverbs that tell *when*, *how*, or *where*.

# Apostrophe in Possessives

Read each sentence. Write the correct possessive form of the noun in parentheses ( ) on the line.

A possessive noun shows ownership. To form the possessive of a singular noun, add an apostrophe -s (’s). To form the plural of a possessive noun that ends in -s, just add an apostrophe after the -s (s’).

1. My brother \_\_\_\_\_ story was the best I’d ever read. (Paul)
2. It told about three \_\_\_\_\_ adventures with a bad wolf. (brothers)
3. The youngest \_\_\_\_\_ name was Tiny. (brother)
4. He was in the woods looking for his \_\_\_\_\_ house. (grandparents)
5. Tiny met a wolf and forgot his \_\_\_\_\_ advice. (father)
6. “Never trust a \_\_\_\_\_ smile,” his father said. (wolf)
7. The wolf showed Tiny his two \_\_\_\_\_ hats. (brothers)
8. Tiny followed the wolf into the \_\_\_\_\_ cave. (wolves)
9. The \_\_\_\_\_ door shut, and Tiny was stuck. (cave)
10. Soon Tiny heard his oldest \_\_\_\_\_ voice. (brother)
11. They found the middle brother and waited for the \_\_\_\_\_ snore. (guard)
12. They rushed home into their \_\_\_\_\_ arms. (mother)



Make a list of five singular nouns and five plural nouns. Write the possessive form next to each noun.

# Apostrophe in Possessives

A possessive noun shows ownership. To form the possessive of a singular noun, add an apostrophe -s ('s). To form the plural of a possessive noun that ends in -s, just add an apostrophe after the -s (s').

A. Underline the possessive noun that completes each sentence.

1. Encyclopedia is (Mrs. Brown's, Mrs. Browns') son.
2. (Encyclopedia's, Encyclopedias') parents are proud of him.
3. Was Jimbo all the (kid's, kids') favorite animal?
4. The (man's, mans') elephant ran away.
5. The two (girl's, girls') stories were different.
6. All four (bank's, banks') records were lost in the flood.

B. Write the possessive form of each noun.

7. elephant \_\_\_\_\_
8. towns \_\_\_\_\_
9. brother \_\_\_\_\_
10. hands \_\_\_\_\_



Write a short paragraph about a runaway elephant. Include singular and plural possessive nouns.

# Adverbs

A. Fill in the blank with an adverb from the box. Use a different adverb in each sentence.

proudly   actually   often   easily   peacefully

1. Chief Brown \_\_\_\_\_ asked Encyclopedia for help.
2. His name was \_\_\_\_\_ Leroy!
3. Encyclopedia could solve tricky cases \_\_\_\_\_.
4. His parents would smile at him \_\_\_\_\_.
5. People in Idaville lived \_\_\_\_\_.

B. Circle the adverb in each sentence below.

6. The elephant moved slowly.
7. I spoke with Mr. Hunt today.
8. A hurricane struck later that year.
9. Leroy sat near the table.
10. Soon the mystery was solved.

Name \_\_\_\_\_

A compound sentence is made up of two simple sentences that are joined by a comma and the words *and*, *but*, or *or*.

# Compound Sentences

Rewrite the sentence pairs below to make compound sentences. One has been done for you.

**Kate made a cake. It tasted great.**

*Kate made a cake, and it tasted great.*

**1. Jim plays basketball. Baseball is his favorite sport.**

---

---

**2. Mom made a wonderful dinner. We all enjoyed it.**

---

---

**3. Pat made a lovely drawing. She did not know to whom to give it.**

---

---

**4. Maria speaks Spanish. She reads Spanish magazines.**

---

---

**5. Will you go shopping? Will you go to the movies?**

---

---



Write four sentences about things you and a friend did together. Then use the word *and* to combine the sentences into two compound sentences.

Name \_\_\_\_\_

A compound sentence is made up of two simple sentences that are joined by a comma and the words *and*, *but*, or *or*.

# Compound Sentences

A. Write **S** for each simple sentence. Write **C** for each compound sentence.

1. Laura travels in a wagon. \_\_\_\_\_
2. The long grass waves and sparkles in the sun. \_\_\_\_\_
3. The family rides in the wagon, but Jack walks. \_\_\_\_\_
4. Laura watches the swirling, rushing water. \_\_\_\_\_
5. Mary is afraid of fording, but Laura enjoys it. \_\_\_\_\_
6. It is a struggle, but the horses make it across safely. \_\_\_\_\_

B. Rewrite the sentence pairs below to make compound sentences.

7. They came to a stream. The horses stopped to drink.  
\_\_\_\_\_  
\_\_\_\_\_

8. The stream looked shallow. It was very deep.  
\_\_\_\_\_  
\_\_\_\_\_



Write two compound sentences about an exciting trip.



Name \_\_\_\_\_

The pronoun *I* takes the place of the subject of a sentence. It is always written with a capital letter.

# Capitalization: Pronoun *I*

Rewrite each sentence correctly on the line.  
Remember to use capital letters when necessary  
and to punctuate each sentence correctly.

1. i went to the park with my friend Mark

---

---

2. what did he and i play there

---

---

3. later, i left the park and went home for dinner

---

---

4. can i help Mom make spaghetti

---

---

5. after dinner, my sister and i helped clean up

---

---

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Write three sentences telling about the things you like to do best.  
Use the pronoun **I** when you refer to yourself.

Name \_\_\_\_\_

The pronoun *I* takes the place of the subject of a sentence. It is always written with a capital letter.

# Capitalization: Pronoun *I*

Rewrite each sentence correctly on the line.  
Use capital letters and punctuation when necessary.

1. my sister and i sit inside the wagon

---

---

2. i look around, but all i can see is grass

---

---

3. i have a dog named jack

---

---

4. my family and i have traveled far

---

---

5. where will my family and i live

---

---



Write three sentences about traveling to a new place. Use the pronoun **I** in each of the sentences.

Name \_\_\_\_\_

# Compound Sentences

Rewrite the sentence pairs below to make compound sentences.

1. **Laura is restless. Mary sits quietly.**

---

---

2. **Pa holds the reins. Ma watches the girls.**

---

---

3. **Pet and Patty pull the wagon. Jack trots beside it.**

---

---

4. **Ma looks worried. Pa is calm.**

---

---

5. **The water is deep. The horses must swim.**

---

---

Name \_\_\_\_\_

Proper nouns name a particular animal, person, place, or thing. Proper nouns always begin with a capital letter.

# Proper Nouns

Rewrite each sentence correctly on the lines.

1. mary and todd are going to madison square garden to see an ice skating show.

---

---

2. jane has music lessons on thursday and saturday this week.

---

---

3. abraham lincoln's birthday is in february.

---

---

4. kevin's address is 157 sussex turnpike, madison, new jersey.

---

---

5. We visited the grand canyon and traveled along the colorado river.

---

---



Write directions from your home to school. Begin with your address. Name the streets you pass. End with the name of your school and its address.

Name \_\_\_\_\_

Proper nouns name a particular animal, person, place, or thing. Proper nouns always begin with a capital letter.

# Proper Nouns

A. Think about *The Three Little Javelinas*.  
Read each word in the box. Write it where it belongs on the chart.

Sonoran Desert   author   character   desert   Susan   Coyote

Common Nouns	Proper Nouns

B. Rewrite each sentence correctly on the line.

1. my cousin michael lives in texas.

\_\_\_\_\_

\_\_\_\_\_

2. he heard a coyote howl last tuesday night.

\_\_\_\_\_

\_\_\_\_\_

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Write three sentences telling where you have been and who you have seen in the last week. Remember to capitalize proper nouns.

# Verb Tenses

A verb in the present tense shows action that happens now. A present-tense verb must agree with its subject. A verb in the past tense shows action that has already happened. Past-tense verbs often end in *-ed*.

A. Read each sentence. Circle the correct form of the present-tense verbs in parentheses ( ).

1. He (**think/thinks**) he should go home now.
2. I (**know/knows**) she will sing and dance with me.
3. Tom and Jerry (**want/wants**) to go to the pet store.
4. Mother (**read/reads**) to us every day.
5. I (**think/thinks**) I will run a mile today.

B. Write the past-tense form of the verbs in parentheses ( ) on the line.

6. Yesterday, I (**talk**) to Lisa about her missing homework.  
\_\_\_\_\_
7. Ellen (**mail**) her letter to her friend in Kansas. \_\_\_\_\_
8. The author (**pick**) up her pen and began to write. \_\_\_\_\_
9. We (**visit**) the Gardner Museum last Friday. \_\_\_\_\_
10. I (**discover**) the lost painting in the attic. \_\_\_\_\_



Write two sentences about things you like to do every day. Write two sentences about two things you did last year.

Name \_\_\_\_\_

A verb in the present tense shows action that happens now. A present-tense verb must agree with its subject. A verb in the past tense shows action that has already happened. Past-tense verbs often end in *-ed*.

## Verb Tenses

**A.** Read each sentence. On the line, write the correct form of the present-tense verb in parentheses ( ).

1. **Javelinas** \_\_\_\_\_ in the desert. (live/lives)
2. **They** \_\_\_\_\_ lots of hair. (have/has)
3. **I** \_\_\_\_\_ to see one someday. (want/wants)

**B.** Write the correct past-tense form of the verb in parentheses ( ).

4. **The coyote** \_\_\_\_\_ the javelinas. (watch)
5. **He** \_\_\_\_\_ his lips. (lick)
6. **His stomach** \_\_\_\_\_. (growl)

**C.** Write two sentences. Use the verb in parentheses ( ) in your sentence.

7. (ran) \_\_\_\_\_  
\_\_\_\_\_
8. (runs) \_\_\_\_\_  
\_\_\_\_\_



Write a short paragraph about an activity you enjoy. Use present-tense and past-tense verbs.

# Verb Tenses

A. Use a word from the box to complete each of the sentences below.

mix   last   used   added   stacked

1. One javelina \_\_\_\_\_ adobe bricks to build a house.
2. People \_\_\_\_\_ mud and straw to make adobe.
3. Adobe bricks \_\_\_\_\_ a long time and are very strong.
4. The javelina \_\_\_\_\_ her bricks to make the walls.
5. She \_\_\_\_\_ a roof and a stove pipe.

B. Here is a paragraph about a javelina. Five verbs are in the present tense. Draw a line through each verb that is not in the past tense. Write the past tense form above it.

One javelina mixes adobe bricks. She used  
mud and straw to make adobe. The javelina  
stacks the bricks. She adds a roof and a stove  
pipe. Coyote climbs the roof. He shakes his fist.  
He squeezed down the stove pipe.



Name \_\_\_\_\_

An adjective is a word that describes a noun. It can tell what kind or how many.

# Adjectives

Read each sentence. On the line, write the adjective that describes the underlined noun. Then write whether it tells what kind or how many.

1. Three years ago, we moved into an old house.  
\_\_\_\_\_
2. It was a brown house. \_\_\_\_\_
3. It had a large kitchen. \_\_\_\_\_
4. The kitchen had many cupboards. \_\_\_\_\_
5. The house had three bedrooms. \_\_\_\_\_
6. The smallest bedroom was mine. \_\_\_\_\_
7. There were two closets along the wall. \_\_\_\_\_
8. There was a family of gray mice living in the house.  
\_\_\_\_\_
9. From the living room window, I saw some wildflowers.  
\_\_\_\_\_
10. My favorite place in the house was the cozy fireplace.  
\_\_\_\_\_

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Rewrite the sentences above. Use a different adjective to describe each underlined noun.

An adjective is a word that describes a noun. It can tell what kind or how many.

# Adjectives

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

1. A man's scratchy voice sings a song.

\_\_\_\_\_

2. A girl combs her curly hair.

\_\_\_\_\_

3. The yellow daffodils dance in the breeze.

\_\_\_\_\_

4. The house holds many memories.

\_\_\_\_\_

B. Complete each sentence by adding an adjective that answers the question in parentheses ( ).

5. I found \_\_\_\_\_ marbles. (How many?)

6. I picked up a \_\_\_\_\_ bottle. (What kind?)

7. There was a \_\_\_\_\_ chimney. (What kind?)

8. We counted \_\_\_\_\_ daffodils. (How many?)



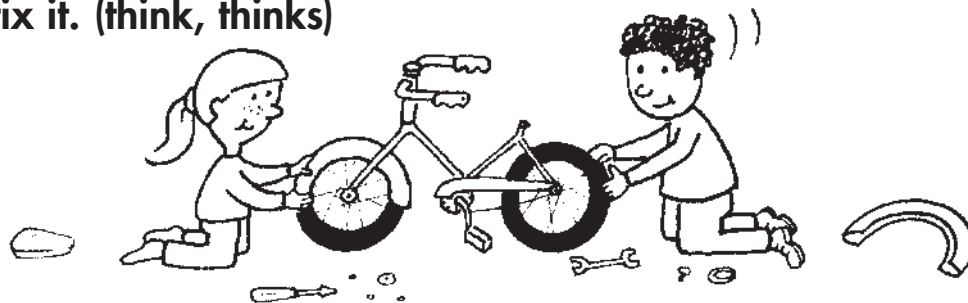
Write two sentences that tell about something you once found. Use adjectives in your description.

A present-tense verb must agree with the subject of a sentence. If the subject is singular, the verb must also be singular. If the subject is plural, the verb must also be plural.

# Subject/Verb Agreement

Complete each sentence by choosing the correct form of the verb in parentheses ( ). Write it on the line.

1. Tom \_\_\_\_\_ something! (feel, feels)
2. They \_\_\_\_\_ to be careful. (need, needs)
3. It \_\_\_\_\_ as if it is made of metal. (sound, sounds)
4. Jill \_\_\_\_\_ to see it. (want, wants)
5. It \_\_\_\_\_ like a strange contraption. (look, looks)
6. Tom and Jill \_\_\_\_\_ it together. (put, puts)
7. Suddenly, Tom \_\_\_\_\_ what it is. (know, knows)
8. He \_\_\_\_\_ Jill it is an old bicycle. (tell, tells)
9. Jill \_\_\_\_\_ Tom if he can fix it. (ask, asks)
10. Both Jill and Tom \_\_\_\_\_ it would be fun to try to fix it. (think, thinks)



Write three sentences about something you and a friend like to do. Use present-tense verbs. Check to see that the verb agrees with the subject of each sentence.

A present-tense verb must agree with the subject of a sentence. If the subject is singular, the verb must also be singular. If the subject is plural, the verb must also be plural.

# Subject/Verb Agreement

A. Circle the subject and underline the verb in each sentence. Then write **S** if the subject and verb are singular. Write **P** if they are plural.

1. Families hike in the forest. \_\_\_\_\_
2. Jan hikes in the forest. \_\_\_\_\_
3. The flowers grow by the trees. \_\_\_\_\_
4. The flower grows by the trees. \_\_\_\_\_
5. The girl watches the squirrels. \_\_\_\_\_
6. Children watch the squirrels. \_\_\_\_\_
7. A raccoon lives here now. \_\_\_\_\_
8. Raccoons live here now. \_\_\_\_\_

B. Underline the correct verb in parentheses ( ) to complete each sentence. Then write the verb on the line.

9. The hikers (love/loves) the bright daffodils. \_\_\_\_\_
10. The walnut trees (stretch/stretches) toward the sky. \_\_\_\_\_
11. The girl (dig/digs) in the dirt. \_\_\_\_\_
12. Her parents (find/finds) the broken chimney. \_\_\_\_\_



Write three sentences about something your family likes to do. Use present-tense verbs. Check to see that the verb agrees with the subject of each sentence.

Name \_\_\_\_\_

# Subject/Verb Agreement

Rewrite each sentence in the present tense.

1. The woman made fried chicken.

\_\_\_\_\_

2. The family gathered around to eat.

\_\_\_\_\_

3. The children got ready for bed.

\_\_\_\_\_

4. The boy scratched in the dirt.

\_\_\_\_\_

5. Someone swatted at a mosquito.

\_\_\_\_\_

Name \_\_\_\_\_

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

## Subject Pronouns

A. Underline the subject pronouns in the following story.

You have read about a sunken ship called the *Atocha*. There are many other sunken ships. They would be interesting to learn about, too. The *Mary Rose* was an English ship that sank. It was Henry VIII's favorite. He liked the *Mary Rose* very much. It was found on the ocean floor many years ago. The ship had clothing and boots on board. We know what sailors wore in sixteenth-century England because of this discovery.

B. The subject of each sentence is underlined. On the line, write the subject pronoun that can take its place.

1. The ship was tall and sleek. \_\_\_\_\_
2. Henry VIII was not a good sailor. \_\_\_\_\_
3. Sailors ate limes as a source of vitamin C. \_\_\_\_\_
4. The Pacific Ocean got its name because its water is calm.  
\_\_\_\_\_
5. Queen Elizabeth has a ship named after her. \_\_\_\_\_



Write a paragraph about something you have done with friends. Include subject pronouns, and underline each one.

Name \_\_\_\_\_

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

# Subject Pronouns

A. Decide which subject pronoun can replace the underlined subject in each sentence. Write the pronoun on the line.

1. The ships were going to Spain. \_\_\_\_\_
2. The hurricane struck suddenly. \_\_\_\_\_
3. The sailors were afraid. \_\_\_\_\_
4. Modern explorers searched for the ship. \_\_\_\_\_
5. My friends and I wonder what they found. \_\_\_\_\_

B. Underline the subject pronoun in each sentence.

6. **It** is very difficult to find the ship.
7. **It** lay forgotten for years.
8. **He** was determined to find the ship.
9. **I** would like to dive in the ocean.
10. **You** would be amazed to see all the fish.

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Write a short paragraph about a storm at sea. Use subject pronouns.

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

# Question Mark

A. Draw a line under each sentence that is a question. Change the period at the end of those sentences to a question mark.

1. It is fun to find out about people.
2. One way to do that is to interview them.
3. Have you ever interviewed a person.
4. What kinds of questions did you ask.
5. Did you want to know where the person was born.
6. It might be nice to know where the person lives.
7. Why might it be interesting to know what kind of work a person does.
8. Whom would you like to interview.



B. Write two interview questions below.

9. \_\_\_\_\_

10. \_\_\_\_\_



Interview a person in your class. To prepare for the interview, write at least four questions you could ask.



Name \_\_\_\_\_

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

# Question Mark

**A.** Rewrite each sentence below. Begin each sentence with a capital letter. Use periods and question marks correctly.

1. how long did it take to find the ship

\_\_\_\_\_

2. it was covered in sand

\_\_\_\_\_

3. did they find any gold

\_\_\_\_\_

**B.** What would you like to learn about sunken treasure?

Write two questions.

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



Write three questions for a partner to answer. Answer your partner's questions.

# Subject Pronouns

Rewrite each sentence using a subject pronoun for the underlined words.

1. Mel Fisher led the search for the ship.

---

---

2. Scientists and historians worked together.

---

---

3. The search took a long time.

---

---

4. How did the divers carry up the treasure?

---

---

5. My friend Amy wants to learn to dive.

---

---

Name \_\_\_\_\_

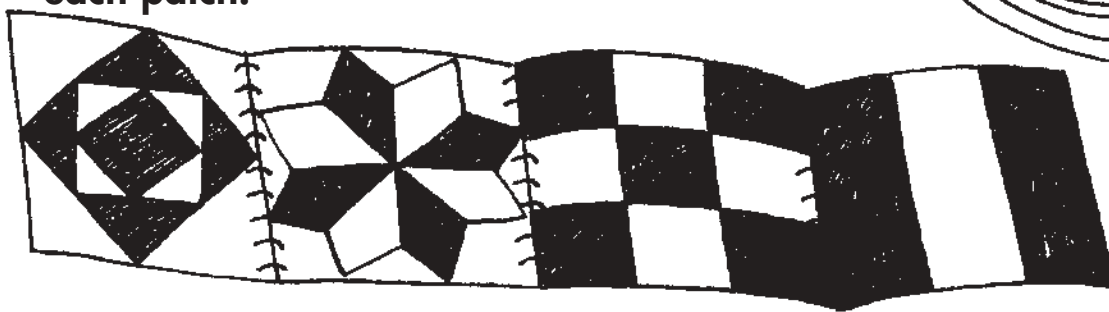
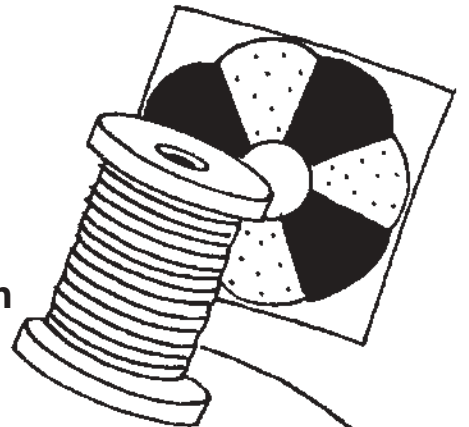
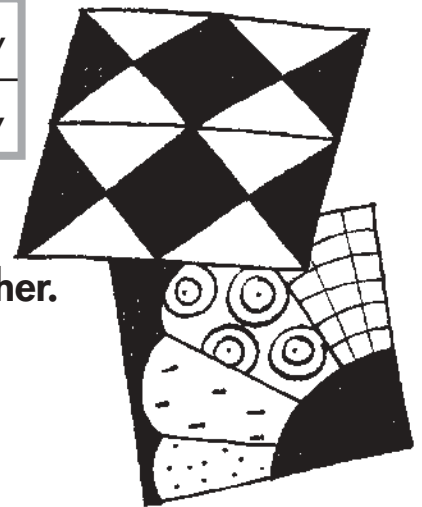
Most irregular verbs change their sound and spelling to show past action. Unlike regular verbs, they do not add *-ed*.

# Irregular Verbs

Choose the past-tense verb in the box that best completes each sentence. Write it on the line.

<b>In the Present</b>	eat	give	go	see	know
<b>In the Past</b>	ate	gave	went	saw	knew

1. Last week I \_\_\_\_\_ to visit my grandmother.
2. First, we \_\_\_\_\_ lunch in her garden.
3. I \_\_\_\_\_ she had a present for me.
4. She \_\_\_\_\_ me a family quilt.
5. I \_\_\_\_\_ something new and beautiful in each patch.



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Write about something you did last summer. Use at least three of the irregular verbs in the box.

Name \_\_\_\_\_

Most irregular verbs change their sound and spelling to show past action. Unlike regular verbs, they do not add *-ed*.

# Irregular Verbs

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

were lit kept wore made

1. People \_\_\_\_\_ arrowheads from rocks.
2. The baskets \_\_\_\_\_ beautiful and useful.
3. Ancient dolls show how people \_\_\_\_\_ their hair long ago.
4. Some travelers \_\_\_\_\_ journals about their trips.
5. City workers \_\_\_\_\_ the gas street lamps every evening.

B. Finish the sentences. Use the past-tense form of the verb in parentheses ( ).

6. Long ago, people \_\_\_\_\_ (fly) kites.
7. The wind \_\_\_\_\_ (blow) them around.
8. Everyone \_\_\_\_\_ (know) how to use a sundial.
9. Parents \_\_\_\_\_ (tell) stories.
10. Explorers \_\_\_\_\_ (come) to this country.



Write a diary entry about a place you have visited. Use at least four past-tense irregular verbs.

Name \_\_\_\_\_

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

## Commas in a Series

**A.** In the sentences below, add commas where they are needed. The first one has been done for you.

**Nicky bought a pencil case, magic markers, and three notebooks for the first day of school.**

1. He put a ruler an eraser a plastic lizard and a book about the stars into his backpack.
2. The teacher told the children that they would be studying folk tales multiplication and the ocean.
3. They would learn dance pottery playwriting and music.
4. Nicky also found out that the third grade went to gym every Monday Tuesday and Thursday.

**B.** Write a sentence listing at least four things you would like to learn about. Put commas where they are needed.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Write a sentence that includes a list of things you learned in second grade. Put commas where they are needed.

Name \_\_\_\_\_

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

## Commas in a Series

Rewrite each sentence with commas where they are needed. If a sentence does not need commas, write **OK** on the line.

1. Arrowheads can be made from rock shell or bone.

---

---

2. Roman children played with marbles made of glass or pottery.

---

---

3. Cowboys used their hats as fans umbrellas cups and pillows.

---

---

4. Children have enjoyed ice skates dolls and marbles for years.

---

---



Write a sentence that includes a list of three or more games you like. Use commas where they are needed.

# Irregular Verbs

**A.** Complete each sentence. Write the past-tense form of the verb in parentheses ( ).

1. I wonder when people \_\_\_\_\_ using electricity. (begin)
2. Everyone \_\_\_\_\_ Teddy Roosevelt was kind to bears. (say)
3. People played zithers and \_\_\_\_\_ songs. (sing)
4. How \_\_\_\_\_ people tell time without clocks? (do)
5. Men \_\_\_\_\_ door to door with a giant vacuum cleaner. (go)

**B.** Here is a paragraph about Benjamin Franklin. There are five errors in irregular verbs. Draw a line through each mistake and write the correct past-tense form of the verb above it.

**Benjamin Franklin is very important in American history. He were an inventor. He maked eyeglasses so people could see. He am also a writer. He write a book called an almanac. That book tell what the weather would be like.**

Name \_\_\_\_\_

The complete subject tells who or what the sentence is about. The complete predicate tells who or what the subject is or does.

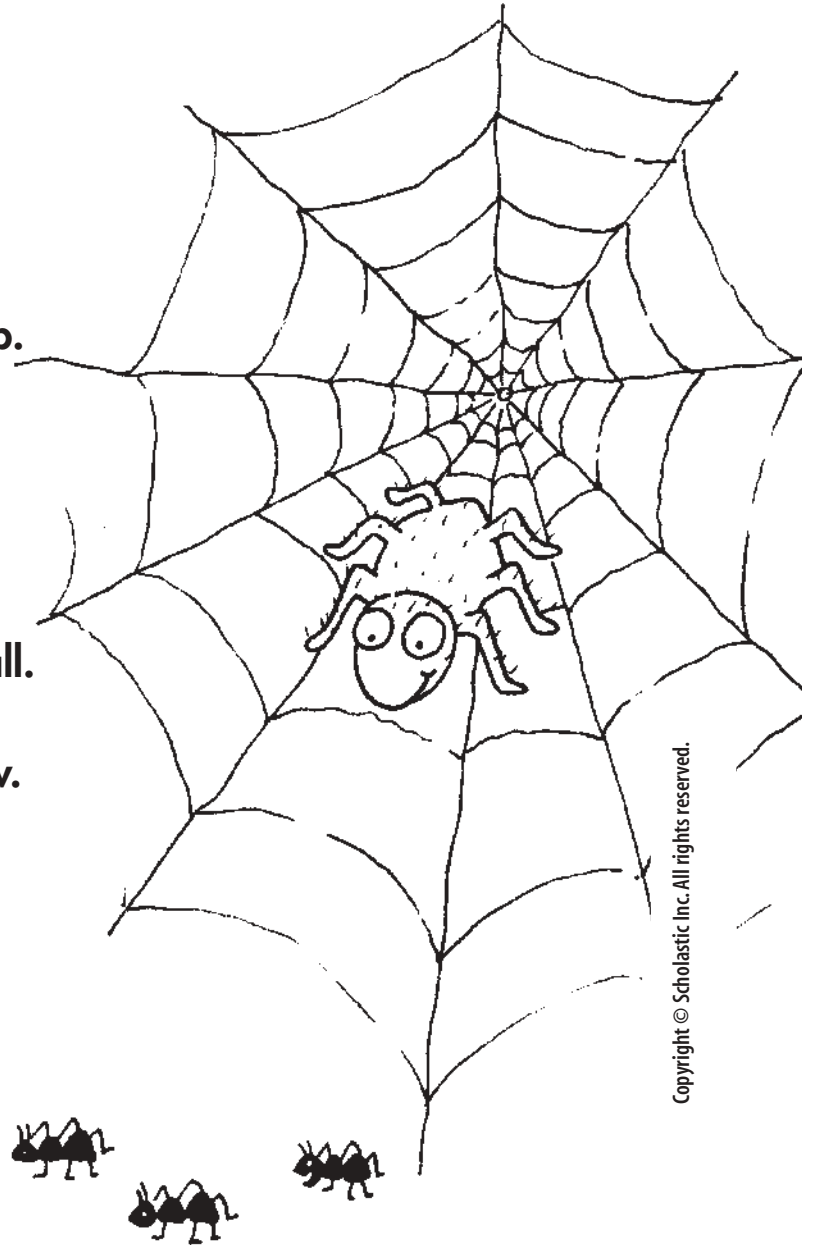
# Complete Subject and Predicate

Draw a single line under the complete subject of each sentence. Draw a double line under the complete predicate.

The first one has been done for you.

Eight busy ants were working hard.

1. They marched past a spider in a web.
2. The littlest ant smiled at the spider.
3. The spider shouted for them to stop.
4. None of the ants heard the spider call.
5. A little girl watched from the window.



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Write five sentences that tell about two animals that meet. Underline the complete subject of each sentence once. Underline the complete predicate twice.



Name \_\_\_\_\_

The complete subject tells who or what the sentence is about. The complete predicate tells who or what the subject is or does.

# Complete Subject and Predicate

A. Draw a line between the complete subject and the complete predicate.

1. The leader of the people taught them to hunt.
2. Old Spider Woman was weaving a web.
3. A little mole helped the people out of the darkness.
4. The strange-looking creature was a tortoise.

B. Read each sentence part. Add a complete subject.

5. \_\_\_\_\_ tell stories as they work.
6. \_\_\_\_\_ teach us about the past.

C. Read each sentence part. Add a complete predicate.

7. A storyteller \_\_\_\_\_
8. My grandmother's family \_\_\_\_\_



Write three sentences about a legend or myth you have heard. Draw a line between the complete subject and the complete predicate in each sentence.

Name \_\_\_\_\_

*A* and *an* are used with singular nouns. *A* is used before words that begin with a consonant. *An* is used before words that begin with a vowel.

## Using A and An

Complete each sentence. Write the word **a** or **an** on the line.

1. Carlos wanted \_\_\_\_\_ baseball mitt for his birthday.
2. He got \_\_\_\_\_ airplane made of wood instead.
3. "Let's make \_\_\_\_\_ engine for your airplane," said Anna.
4. "Let's make \_\_\_\_\_ pilot out of construction paper," said Keesha.
5. "Let's get \_\_\_\_\_ map to see where we could fly!" said Carlos.
6. The children went to the library to find \_\_\_\_\_ book of maps.
7. They mapped a route to \_\_\_\_\_ island near the North Pole.
8. "I hope we see \_\_\_\_\_ polar bear," said Anna.
9. "I hope we see \_\_\_\_\_ iceberg," said Keesha.
10. "I didn't think making \_\_\_\_\_ airplane could be so much fun!" said Carlos.



Make a list of things you see in the classroom. Then write **a** or **an** before each word on the list.

Name \_\_\_\_\_

**A** and **an** are used with singular nouns. **A** is used before words that begin with a consonant. **An** is used before words that begin with a vowel.

## Using **A** and **An**

**A.** Complete each sentence. Write the word **a** or **an** on the line.

1. It was time to find \_\_\_\_\_ new home.
2. Long Sash met \_\_\_\_\_ little mole.
3. He saw \_\_\_\_\_ old spider in a web.
4. The people found \_\_\_\_\_ animal with a shell.
5. It was \_\_\_\_\_ sign that they were in their new home.

**B.** Write a noun on each line to complete the sentences.

6. Grandmother told me a \_\_\_\_\_ about our people.
7. When she was a \_\_\_\_\_, she lived in a  
\_\_\_\_\_
8. She and her friends would play a \_\_\_\_\_.

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Write several sentences telling what you would like to see in a museum. Use **a** and **an** when needed.

# Complete Subject and Predicate

A. Read each sentence. Is the underlined part of the sentence the complete subject or the complete predicate? Write **complete subject** or **complete predicate** on the line.

1. The whole family worked together during the harvest.

\_\_\_\_\_

2. The workers put the ears of corn out to dry.

\_\_\_\_\_

3. The corn came in many colors.

\_\_\_\_\_

4. All the children had fun during harvest.

\_\_\_\_\_

5. My grandmother and her cousins played together.

\_\_\_\_\_

## Using A and An

B. Circle the article that correctly completes the sentence.

6. Would you like to hear (a/an) legend?

7. It is (a/an) ancient story.

8. Long Sash was (a/an) great warrior.

9. He led the people on (a/an) exciting journey.

10. They finally found (a/an) new homeland.

The simple subject is the main word in the complete subject. It names someone or something. It is usually a noun.

# Simple Subject

The complete subject of each sentence is underlined. Circle the simple subject, or main word. The first one has been done for you.

The woolly **mammoth** is related to the modern-day elephant.

1. This prehistoric creature was larger than the elephant.
2. Some beasts were 14 feet high at the shoulders.
3. The most common fossils found are mammoth bones.
4. Mammoth fossils have been found in Siberia, France, India, New York, and Texas.
5. Alaskan miners often come across mammoth bones and teeth when they pan for gold.
6. Another prehistoric animal was the mastodon.
7. This animal is also related to the elephant.
8. The mastodon was named for its huge teeth.
9. The modern-day elephant might be surprised to meet these relatives.
10. The school library has many books about prehistoric times.



Write a paragraph telling about a favorite animal. Underline the simple subjects.

Name \_\_\_\_\_

The simple subject is the main word in the complete subject. It names someone or something. It is usually a noun.

# Simple Subject

A. Underline the simple subject in each sentence.

1. My class is learning about the Stone Age.
2. Long ago, people hunted wooly mammoths.
3. The long winters were snowy.
4. The cold temperatures made life hard for animals.
5. Long, shaggy hair kept the mammoth warm.

B. Write the simple subject of each sentence on the line.

6. My favorite animal is the wooly mammoth. \_\_\_\_\_
7. I will never get to see one. \_\_\_\_\_
8. These amazing animals are extinct. \_\_\_\_\_
9. The people who study them wonder why. \_\_\_\_\_
10. Maybe the Earth grew too warm for them. \_\_\_\_\_



Write three sentences about wooly mammoths. Underline the simple subject in each one.

Name \_\_\_\_\_

A past-tense verb is a verb that tells about something that has already happened. Most past-tense verbs are formed by adding *-ed*.

## Verbs: Past Tense

Complete each sentence. Write the past-tense form of the verb in parentheses ( ) in the blank.

1. Mammoths \_\_\_\_\_ the countryside looking for plants to eat. (roam)
2. Early humans \_\_\_\_\_ mammoths. (hunt)
3. Sometimes hunters \_\_\_\_\_ mammoths in deep pits. (trap)
4. They \_\_\_\_\_ them into the valleys. (follow)
5. Hunters \_\_\_\_\_ mammoths over steep cliffs. (force)
6. Other hunters \_\_\_\_\_ at the bottom. (stay)
7. Ancient people \_\_\_\_\_ beads and whistles out of mammoth bones. (carve)
8. They \_\_\_\_\_ pictures of mammoths on cave walls. (paint)
9. Other hunters \_\_\_\_\_ the beasts. (stab)
10. Then they \_\_\_\_\_ the mammoths. (skin)

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Write a paragraph about the Stone Age. Use past-tense verbs.

Name \_\_\_\_\_

A past-tense verb is a verb that tells about something that has already happened. Most past-tense verbs are formed by adding *-ed*.

## Verbs: Past Tense

A. Write the past-tense form of the verbs in parentheses ( ) on the line.

1. Scientists (discover) cave paintings of mammoths. \_\_\_\_\_
2. They (study) the paintings for clues about the past. \_\_\_\_\_
3. They show how early people (live). \_\_\_\_\_
4. Early people (carve) small figures of mammoths. \_\_\_\_\_
5. They (use) mammoth bones in many ways. \_\_\_\_\_
6. They (burn) them for fuel. \_\_\_\_\_
7. Maybe they (tap) with bones to make music! \_\_\_\_\_

B. Rewrite each sentence. Put the underlined verb in the past tense.

8. The hunters try to catch the mammoths.

\_\_\_\_\_

9. They roll stones into the pits.

\_\_\_\_\_



Write two sentences telling how early people might have lived. Use past-tense verbs.



# Simple Subject

A. Read the sentences. Underline the simple subject.

1. Paintings of wooly mammoths were found in caves.
2. Early people moved to the river valleys in the spring.
3. In the winter, the people lived in caves.
4. A single mammoth could feed a whole village.
5. Every part of the mammoth was put to use.

# Verbs: Past Tense

B. Read each sentence. Circle the letter of the correct past-tense form.

- |   |   |
|---|---|
| <p>6. The hunters ____.</p> <p><input type="radio"/> A waits</p> <p><input type="radio"/> B waiting</p> <p><input type="radio"/> C waited</p> <p><input type="radio"/> D wait</p> <p>7. They ____ to the trap.</p> <p><input type="radio"/> F hurried</p> <p><input type="radio"/> G hurries</p> <p><input type="radio"/> H hurrying</p> <p><input type="radio"/> J hurry</p> <p>8. They ____ stones.</p> <p><input type="radio"/> A drop</p> <p><input type="radio"/> B dropping</p> <p><input type="radio"/> C drops</p> <p><input type="radio"/> D dropped</p> | <p>9. They ____ the animal to the village.</p> <p><input type="radio"/> F carry</p> <p><input type="radio"/> G carried</p> <p><input type="radio"/> H carry's</p> <p><input type="radio"/> J carries</p> <p>10. They ____ then.</p> <p><input type="radio"/> A celebrate</p> <p><input type="radio"/> B celebrates</p> <p><input type="radio"/> C celebrated</p> <p><input type="radio"/> D celebrating</p> |
|---|---|

Name \_\_\_\_\_

Common nouns name any person, place, or thing. They are never capitalized, except when they appear as the first word in a sentence.

## Common Nouns

Circle all the common nouns in the newspaper article below. The first one has been done for you.

# CHICAGO BURNS!

OCTOBER 8, 1871

There was a big fire in the city of Chicago. Firefighters tried to put it out with hoses. They used long ladders to rescue people. The fire probably started when a cow kicked over a lantern in the barn. The cow belonged to Mrs. O'Leary. People in the

neighborhood were frightened by the smoke. The flames traveled quickly through the city. Many buildings were destroyed. Neighbors watched as houses burned. Men and woman ran into the streets. The mayor of Chicago spoke to the people after the fire.



Words like **spaceship**, **television**, and **computer** did not exist 100 years ago. They came into use as these new inventions were developed. Write the names of some inventions we use today that might not have existed 100 years ago.

Name \_\_\_\_\_

Common nouns name any person, place, or thing. They are never capitalized, except when they appear as the first word in a sentence.

# Common Nouns

A. Complete each sentence using a common noun on the line.

1. Grandpa and I rode \_\_\_\_\_.
2. Some people opened \_\_\_\_\_.
3. The time capsule contained \_\_\_\_\_.

B. Read the paragraph. Underline all the common nouns.

My cousin and I decided to make a time capsule. Aunt Kathy gave us a big tub with a lid. I put in the ring my friend gave me and a postcard from our town, San Antonio. Devon put in his favorite book. Then Uncle Jim helped us bury the tub in the yard. The next day, Devon dug it up. He missed his book!

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Think about the future. How might schools be different 100 years from now? Write three sentences about it. Circle all the common nouns.

Name \_\_\_\_\_

A contraction is two words joined to make one. One or more letters have been left out. The apostrophe shows where the letters were left out.

# Apostrophes in Contractions

Read the story on the chalkboard. Rewrite it on the note card, replacing each contraction with the two words that make it up.

Tommy would've<sup>1</sup> loved living back in the olden days. His  
sister can't<sup>2</sup> understand that. She'll<sup>3</sup> be glad when the next  
century is here. She's<sup>4</sup> always been interested in the future.  
It's<sup>5</sup> often like that in families.

Blank lined area for writing the story on a note card.



Write a paragraph telling about something you like that a friend doesn't like. Use contractions. Ask a partner to write the two words that make up each contraction.

Name \_\_\_\_\_

A contraction is two words joined to make one. One or more letters have been left out. The apostrophe shows where the letters were left out.

# Apostrophes in Contractions

A. Write the words below as contractions.

Use one of the contractions to complete each sentence.

we are \_\_\_\_\_ was not \_\_\_\_\_

does not \_\_\_\_\_ where is \_\_\_\_\_

he is \_\_\_\_\_ she will \_\_\_\_\_

1. The girl \_\_\_\_\_ know where they are.

2. \_\_\_\_\_ the boy in the photo.

3. \_\_\_\_\_ going back in time!

4. \_\_\_\_\_ the time machine?

5. It \_\_\_\_\_ really a time machine.

6. I think \_\_\_\_\_ make a time capsule.

B. Underline the contraction. Then write the two words that make up the contraction.

7. You've got an old photograph. \_\_\_\_\_

8. Who's the baby in the photo? \_\_\_\_\_



Write three sentences about a place you would like to visit. Use contractions.

# Common Nouns

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

Write **common** or **proper**.

1. The photo is old. \_\_\_\_\_

2. Maggie was tall and thin. \_\_\_\_\_

3. He points to the boy. \_\_\_\_\_

4. He's wearing glasses. \_\_\_\_\_

B. Underline the common nouns.

5. The Tribune had a contest.

6. He was the winner.

7. What did he put in the capsule?

8. It's a photo of Maggie.

9. They opened the capsule.

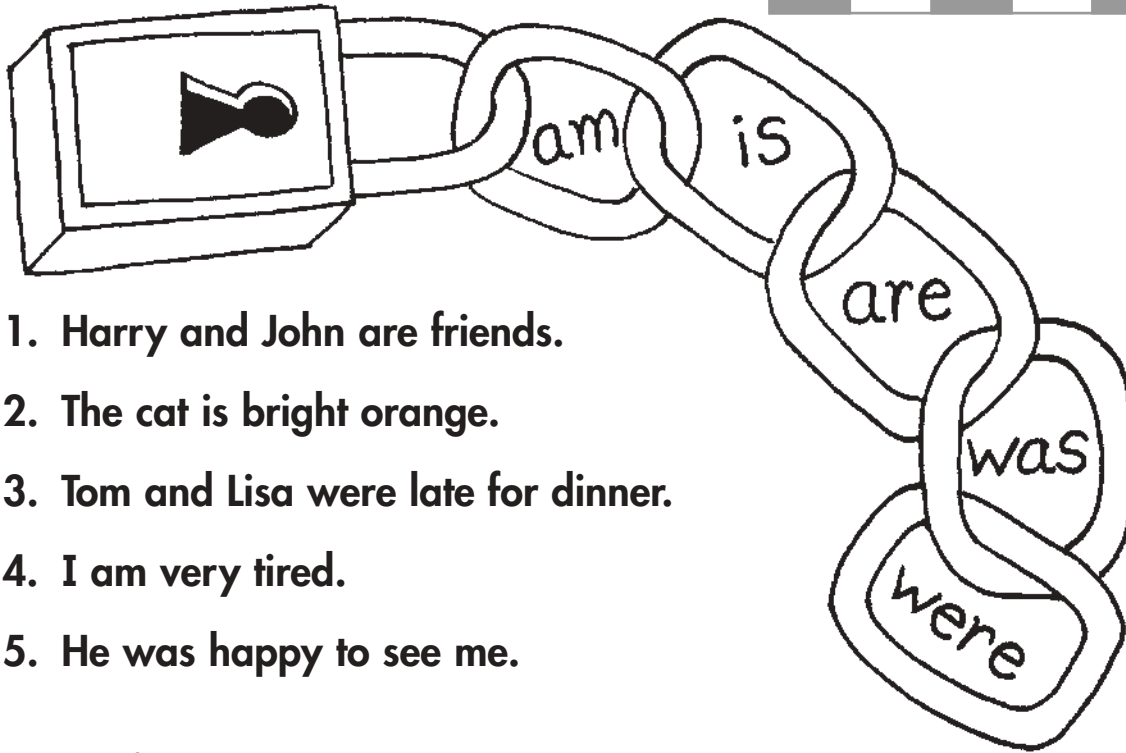
10. It was in an old building.

Name \_\_\_\_\_

A linking verb tells what someone or something is, was, or will be. Linking verbs do not show action.

# Linking Verbs

A. Underline the linking verb in each sentence.



1. Harry and John are friends.
2. The cat is bright orange.
3. Tom and Lisa were late for dinner.
4. I am very tired.
5. He was happy to see me.

B. Write five sentences using the linking verbs listed above.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Write five sentences about your favorite game. Use linking verbs.

Name \_\_\_\_\_

A linking verb tells what someone or something is, was, or will be. Linking verbs do not show action.

# Linking Verbs

A. Find the linking verb in each sentence. Write it on the line.

1. Peter Stuyvesant's voyage was long.

\_\_\_\_\_

2. This whole dirty place is a total disgrace. \_\_\_\_\_

3. The house is a mess. \_\_\_\_\_

4. The streets were muddy. \_\_\_\_\_

B. Read each sentence and underline the linking verb. Then write it where it belongs on the chart.

5. My government will be a strong one!

6. It was time for a celebration.

7. Peter Stuyvesant is a hero.

Past	Present	Future



Write three sentences about how you might improve your town. Use linking verbs.



Name \_\_\_\_\_

Homophones are words that sound alike, but have different meanings and spellings.

# Homophones

Circle the homophone that correctly completes each sentence.

1. The school bus driver had to stop for a (red/read) light.
2. We planted a (fir/fur) tree on Arbor Day.
3. The pink (rows/rose) in Talia's bouquet smells nice.
4. I want to (write/right) a note to my grandpa.
5. When Randi (won/one) the gymnastics event, everyone cheered.
6. The wind (blue/blew) Aaron's ski cap over the snow.
7. The mother (bare/bear) takes good care of her cub.
8. The (see/sea) is calm and beautiful.
9. My (son/sun) is in the other room.
10. That (flour/flower) is for baking bread.
11. Who (ate/eight) the chocolate cake?
12. There's a rabbit (whole/hole) in my yard.



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Have a contest with a partner. See how many homophone pairs you can write in five minutes.

Name \_\_\_\_\_

Homophones are words that sound alike, but have different meanings and spellings.

# Homophones

Read each pair of homophones. Choose one from each pair and use it correctly in a sentence.

1. (sale/sail)

---

---

2. (cheep/cheap) \_\_\_\_\_

---

3. (past/passed) \_\_\_\_\_

---

4. (do/due) \_\_\_\_\_

---

5. (guessed/guest) \_\_\_\_\_

---

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Skim a favorite story for two homophones. Write a sentence with each one.

## Linking Verbs

A. Complete each sentence with the verb in parentheses ( ) that is a linking verb. Write the word or words on the line.

1. Peter Stuyvesant \_\_\_\_\_ a strong ruler. (is/brought)
2. In the past, New York \_\_\_\_\_ a small town. (replaced/was)
3. New Amsterdam \_\_\_\_\_ the name of the town.  
(changed/was)
4. The people of the town \_\_\_\_\_ hard workers. (were/found)
5. The town of New Amsterdam \_\_\_\_\_ the city of New York.  
(starts/will be)

## Homophones

B. Complete each sentence with the correct homophone in parentheses ( ). Write the word on the line.

6. Peter Stuyvesant (sales/sails) into town. \_\_\_\_\_
7. He (sees/seas) many problems. \_\_\_\_\_
8. He has many (new/knew) ideas. \_\_\_\_\_
9. The people (here/hear) him speak. \_\_\_\_\_
10. Will they (choose/chews) to follow him? \_\_\_\_\_

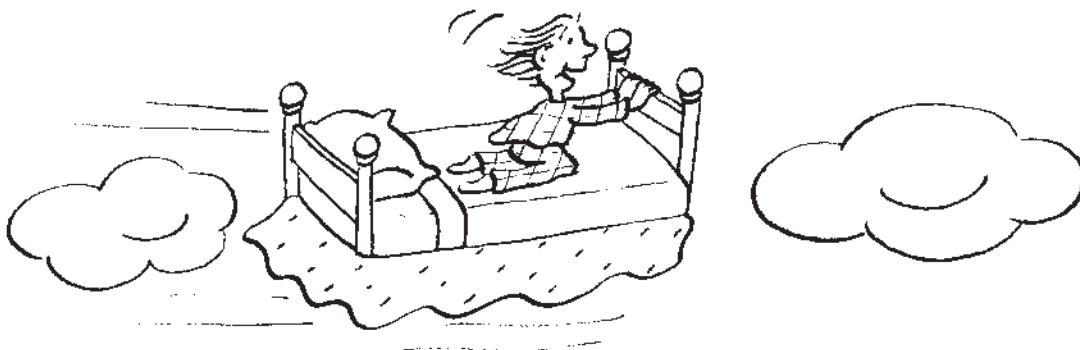
Name \_\_\_\_\_

Irregular verbs do not add *-ed* to show past action. They change spelling in unpredictable ways.

## Using Irregular Verbs

On each line below, write the correct past-tense form of the verb in parentheses ( ).

1. Walter \_\_\_\_\_ the empty bag away. (throw)
2. At home Walter \_\_\_\_\_ a boy fly on TV. (see)
3. When Walter \_\_\_\_\_ asleep, his wish came true. (fall)
4. His bed \_\_\_\_\_ through the sky. (fly)
5. One of the ducks \_\_\_\_\_ , to Walter's surprise. (speak)
6. He \_\_\_\_\_ the empty jelly doughnut bag. (find)
7. Walter's bed \_\_\_\_\_ him away again. (take)
8. Walter \_\_\_\_\_ up. (wake)
9. He \_\_\_\_\_ glad it was all a dream. (feel)
10. He \_\_\_\_\_ on his bed and smiled to himself. (sit)



With a partner, brainstorm a list of irregular verbs. Then create an irregular verb chart. Add to the chart as you find other examples in your reading.

Name \_\_\_\_\_

Irregular verbs do not add *-ed* to show past action. They change spelling in unpredictable ways.

# Using Irregular Verbs

A. Write the past-tense form of each verb on the line. Then use the past-tense forms to complete the sentences.

think \_\_\_\_\_ buy \_\_\_\_\_

eat \_\_\_\_\_ tell \_\_\_\_\_

1. Walter \_\_\_\_\_ a large doughnut at the bakery.
2. He \_\_\_\_\_ it quickly.
3. The girl \_\_\_\_\_ him about her new tree.
4. Walter \_\_\_\_\_ that was silly.

B. Rewrite each sentence in the past tense.

5. Walter understands his dream.  
\_\_\_\_\_

6. He knows how to sort the trash.  
\_\_\_\_\_

7. The tree grows tall.  
\_\_\_\_\_



Imagine a birthday party. Write sentences about it. Use irregular past-tense verbs.

A contraction is a shortened form of two words. An apostrophe replaces the missing letter or letters.

# Apostrophe/ Contractions

Complete each sentence with a contraction made from the two words in parentheses ( ). Write the contraction on the line.

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



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

Name \_\_\_\_\_

A contraction is a shortened form of two words. An apostrophe replaces the missing letter or letters.

# Apostrophe/ Contractions

**A.** Circle the contraction in each sentence. Then write on the line the two words that make up the contraction.

1. Walter didn't care about littering. \_\_\_\_\_
2. He'll wake up soon. \_\_\_\_\_
3. Where's the bed going? \_\_\_\_\_
4. That's a strange dream. \_\_\_\_\_
5. He wouldn't pick up the bag. \_\_\_\_\_
6. We're enjoying the story. \_\_\_\_\_

**B.** Put the two words together to form a contraction.

- |                        |                       |
|------------------------|-----------------------|
| 7. was + not = _____   | 10. has + not = _____ |
| 8. you + would = _____ | 11. we + had = _____  |
| 9. I + will = _____    | 12. who + is = _____  |

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Write a set of rules for keeping the playground clean.  
Use contractions.

# Apostrophe/ Contractions

Circle the letter of the correct answer.

1. Which is the best way to write the sentence?

- Ⓐ Whats go'ing to happen next?
- Ⓑ What's going to happen next?
- Ⓒ Wha'ts going to happen next?
- Ⓓ Whats going to happen next?

2. Which is the best way to write the sentence?

- Ⓕ Its floating through the air.
- Ⓖ It's floating through the air.
- Ⓗ I'ts floating through the air.
- Ⓙ It floating through the air.

3. Which is the best way to write the sentence?

- Ⓐ Hes going to be surprised.
- Ⓑ He's going to be surprised.
- Ⓒ His going to be surprised.
- Ⓓ Hes' going to be surprised.

4. Which is the best way to write the sentence?

- Ⓕ The're cutting down the tree.
- Ⓖ They're cutting down the tree.
- Ⓗ Their cutting down the tree.
- Ⓙ Theyre cutting down the tree.



Name \_\_\_\_\_

A proper noun names a specific person, place, or thing. Begin each word in a proper noun with a capital letter.

## Proper Nouns

The nouns in each sentence are underlined. Decide which are proper nouns and write them correctly.

1. Many europeans came to america in the 1800s.

\_\_\_\_\_

2. Most people came on ships that crossed the atlantic ocean.

\_\_\_\_\_

3. The ships went to ellis island. \_\_\_\_\_

4. enrico fermi came from italy. \_\_\_\_\_

5. People from sweden were the first to build log cabins.

\_\_\_\_\_

6. The dutch had settled new amsterdam in the 1600s.

\_\_\_\_\_

7. Later, the english changed its name to new york. \_\_\_\_\_

\_\_\_\_\_

8. Many people from ireland and germany also came to north america in the 1800s. \_\_\_\_\_

\_\_\_\_\_

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Draw a map of your community. Label stores, schools, street names, and places of interest. Be sure to capitalize the proper nouns.

Name \_\_\_\_\_

A proper noun names a specific person, place, or thing. Begin each word in a proper noun with a capital letter.

# Proper Nouns

A. Look at each underlined noun. Is it a common noun or a proper noun? Write *common* or *proper*.

1. Ellis Island is near the city of New York. \_\_\_\_\_
2. Many people crossed the Atlantic Ocean. \_\_\_\_\_
3. They came on big sailing ships. \_\_\_\_\_
4. People came from Europe and Africa. \_\_\_\_\_

B. Read each word in the box. Write it where it belongs on the chart. Capitalize the proper nouns.

office                      luggage                      dr. muniz  
the white house      town                              holland

Common Nouns	Proper Nouns
5. _____	8. _____
6. _____	9. _____
7. _____	10. _____



Write a journal entry a young person might have written after going through Ellis Island. Use common and proper nouns.

Name \_\_\_\_\_

To compare two things, add **-er** to adjectives, or use the word **more**. To compare three or more things, add **-est** to the adjective, or use the word **most**.

# Adjectives: Comparisons

A. Complete the chart below. Write the missing adjectives on the lines.

Adjective	Compares Two	Compares Three or More
1. deep		deepest
2. great		
3. beautiful	more beautiful	
4. fast		
5. active		

B. Circle the correct form of the adjective in parentheses ( ).

6. Knute Rockne was one of the (greater/greatest) football coaches ever.
7. The inventor of the telephone was (quicker/quickest) than others to see that it was needed.
8. Irving Berlin wrote some of the world's (greater/greatest) songs.
9. The volcano in Hawaii was (more active/most active) than the one in the state of Washington.
10. She is the (smarter/smartest) woman in the world.

Name \_\_\_\_\_

To compare two things, add *-er* to adjectives, or use the word *more*. To compare three or more things, add *-est* to the adjective, or use the word *most*.

# Adjectives: Comparisons

A. Write the missing adjective in each phrase.

1. a big ship, a bigger ship, the \_\_\_\_\_ ship
2. a rough trip, a \_\_\_\_\_ trip, the roughest trip
3. a narrow aisle, a narrower aisle, the \_\_\_\_\_ aisle
4. a \_\_\_\_\_ bench, a harder bench, the hardest bench

B. Write sentences using the words in parentheses ( ).

5. (happiest) \_\_\_\_\_  
\_\_\_\_\_
6. (more expensive) \_\_\_\_\_  
\_\_\_\_\_
7. (heavier) \_\_\_\_\_  
\_\_\_\_\_
8. (greatest) \_\_\_\_\_  
\_\_\_\_\_



Write sentences about your classroom. Use comparative adjectives.

# Adjectives: Comparisons

A. Look at the underlined word in each sentence. Decide if it is correct. Fill in the bubble next to the right answer.

- |   |  |
|---|--|
| <p>1. The Great Hall was the <u>noisy</u> place on the island.</p> <p><input type="radio"/> A noisier</p> <p><input type="radio"/> B noisiest</p> <p><input type="radio"/> C correct as it is</p> | <p>3. Healthy people got through <u>faster</u> than unhealthy people.</p> <p><input type="radio"/> A fast</p> <p><input type="radio"/> B fastest</p> <p><input type="radio"/> C correct as it is</p> |
| <p>2. It was the <u>crowded</u> of all the halls.</p> <p><input type="radio"/> A most crowded</p> <p><input type="radio"/> B more crowded</p> <p><input type="radio"/> C correct as it is</p>     | <p>4. Some immigrants waited <u>long</u> than others.</p> <p><input type="radio"/> A longer</p> <p><input type="radio"/> B longest</p> <p><input type="radio"/> C correct as it is</p>               |

B. Add **-er** or **-est** to the word in parentheses ( ) to complete each sentence.

5. Was the Great Hall \_\_\_\_\_ than the other halls? (large)
6. Who was the \_\_\_\_\_ child to pass through Ellis Island? (young)
7. Farmland in America was \_\_\_\_\_ than in some other countries. (cheap)
8. Steamships were \_\_\_\_\_ than sailing ships. (quick)
9. Trains were \_\_\_\_\_ than wagons. (fast)
10. The river was the \_\_\_\_\_ they have ever seen. (long)

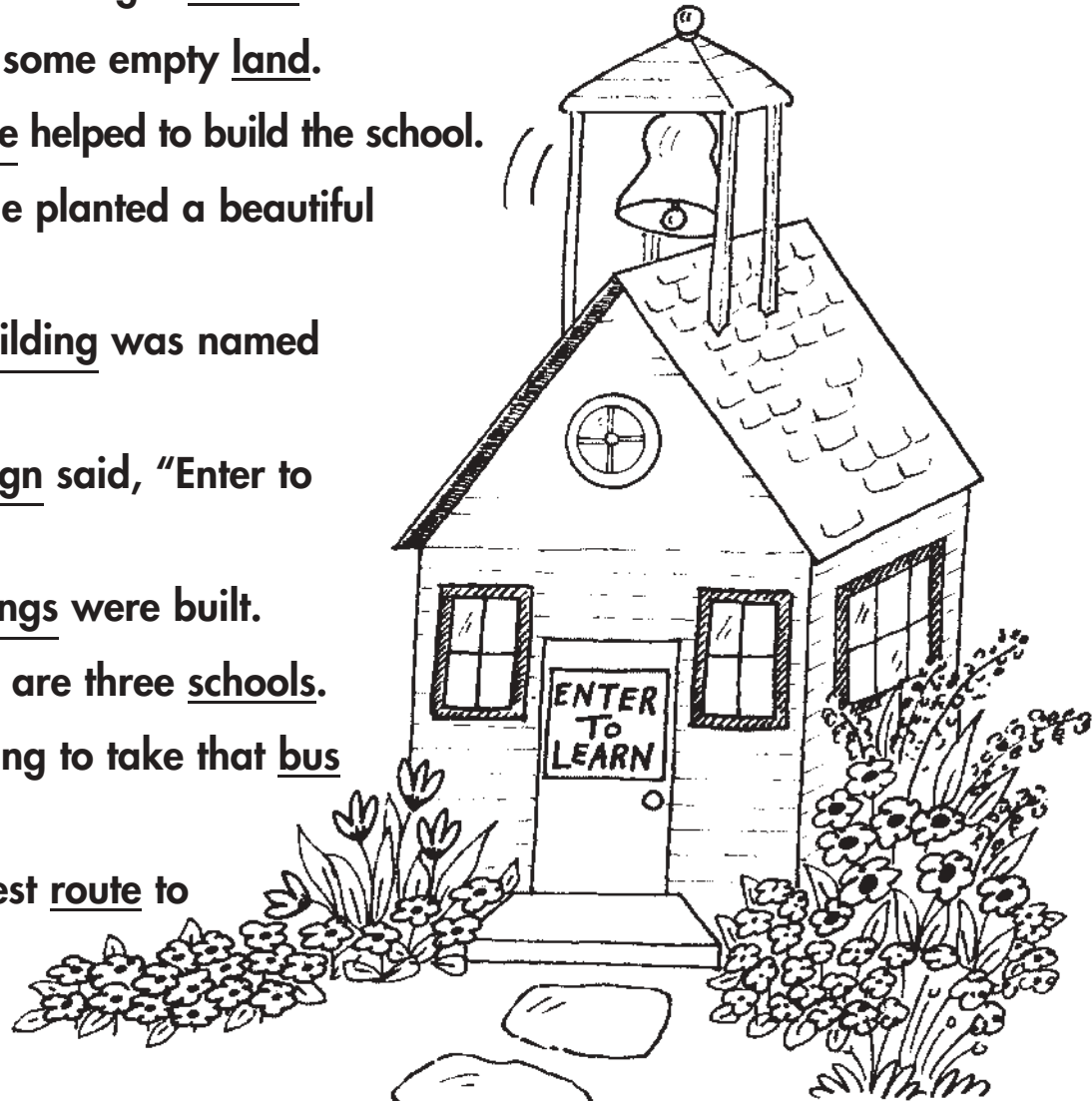
Name \_\_\_\_\_

An adjective is a word that describes a noun or pronoun. It can tell what kind, how many, or which one.

# Adjectives

Circle the adjectives that describe the underlined nouns in each sentence.

1. They needed a larger school.
2. They found some empty land.
3. Many people helped to build the school.
4. Some people planted a beautiful garden.
5. The new building was named Faith Hall.
6. The large sign said, "Enter to learn."
7. More buildings were built.
8. Today there are three schools.
9. I am planning to take that bus to school.
10. It's the fastest route to school.



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Write three sentences that tell about your school. Use colorful adjectives.

Name \_\_\_\_\_

An adjective is a word that describes a noun or pronoun. It can tell what kind, how many, or which one.

# Adjectives

A. Look at each underlined noun. Circle the adjective that describes it.

1. Mary heard of a small community.
2. There were no schools for the children.
3. They lived in crowded camps.
4. Mary made an important decision.
5. She would open a school for those children.
6. She had fifty cents!

B. Write an adjective to describe each noun.

7. the \_\_\_\_\_ truck
8. the \_\_\_\_\_ cottage
9. the \_\_\_\_\_ neighbors
10. the \_\_\_\_\_ children

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Who do you look up to? Write three sentences to describe the person. Use adjectives in your description.

Name \_\_\_\_\_

A present-tense verb that tells about one person, place, or thing ends in *-s* or *-es*. If it tells about more than one, it does not end in *-s* or *-es*.

# Subject/Verb Agreement

Read the sentences. Circle the form of the verb in parentheses ( ) that completes the sentence.

1. Some children in New York City (wants/want) to name a street after Mary McLeod Bethune.
2. They (look/looks) at street names on a map.
3. They (discover/discovers) streets named for famous people.
4. The children (find/finds) a street with a number name.
5. The street (run/runs) in front of their school.
6. The children (decide/decides) to do something about it.
7. They (ask/asks) the community board to change the name of the street.
8. One boy (speak/speaks) at the City Council meeting.
9. The members of the City Council (vote/votes) to rename the street.
10. The class (feel/feels) proud of its success.



Write three sentences about the street your school is on. Check to see that your subjects and verbs agree.



Name \_\_\_\_\_

A present-tense verb that tells about one person, place, or thing ends in *-s* or *-es*. If it tells about more than one, it does not end in *-s* or *-es*.

# Subject/Verb Agreement

**A.** Rewrite each sentence in the present tense.

1. **Mary arrived in Daytona Beach.**

\_\_\_\_\_

2. **The neighbors all helped with the school.**

\_\_\_\_\_

3. **The children loved their teacher.**

\_\_\_\_\_

**B.** Underline the correct verb in parentheses ( ) to complete each sentence. Then write the verb on the line.

4. **The teacher (ring, rings) the school bell.** \_\_\_\_\_

5. **The students (sit, sits) on wooden boxes.** \_\_\_\_\_

6. **More and more children (come, comes) to the school.** \_\_\_\_\_

7. **Soon, the building (is, are) too crowded.** \_\_\_\_\_

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How might a one-room school differ from your school? Write a short paragraph in the present tense to explain.

# Adjectives

Circle the letter of the correct answer.

1. Which underlined word is the adjective?

- (A) The busy students worked hard at the school.
- (B) The busy students worked hard at the school.
- (C) The busy students worked hard at the school.
- (D) The busy students worked hard at the school.

2. Which underlined adjective tells what kind?

- (F) She was a good teacher.
- (G) There were six students.
- (H) My dad went to the other school.
- (J) I would like to see the new school.

3. Which underlined adjective tells how many?

- (A) We found three marbles.
- (B) We wanted to play a new game.
- (C) We don't like the old game.
- (D) We need more red marbles.

4. Which underlined adjective tells which one?

- (F) The old school was called Washington School.
- (G) Washington is a pretty school.
- (H) It is a large junior high school.
- (J) There are four buildings nearby.

Name \_\_\_\_\_

The complete predicate is all the words in a sentence that tell what the subject does or is. The complete predicate is often more than one word.

# Complete Predicate

Read the sentences below. Underline the complete predicate in each sentence.

1. **The United States has many national parks.**
2. **Many different kinds of plants and animals live in these parks.**
3. **Redwood, or sequoia, trees grow in parks in California and Oregon.**
4. **Some of these trees have been alive for more than 1,500 years!**
5. **A redwood tree can be as tall as 350 feet!**
6. **Olympic National Park in Washington contains a rain forest.**
7. **Many species of moss grow in the park.**
8. **The average rainfall in the park is about 140 inches a year.**
9. **People from all parts of the country visit the parks each year.**
10. **I enjoy hiking, swimming, and boating in our national parks.**
11. **My entire family went on a canoe trip last summer.**
12. **The canoe trip was hard work but fun.**

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Write a paragraph about whether you would rather visit the rain forest in Washington or a redwood forest in California. Underline the complete predicate in each sentence.

Name \_\_\_\_\_

The complete predicate is all the words in a sentence that tell what the subject does or is. The complete predicate is often more than one word.

# Complete Predicate

A. Draw a line between the complete subject and the complete predicate.

1. Chuck and Stuart were best friends.
2. Chuck lived in a gnarled, old oak tree.
3. The branches of the tree were strong and safe.
4. Stuart's father wanted to cut down the old tree.
5. The two friends made a plan to save the tree.

B. Read the sentence parts. Add a complete predicate to each.

6. The squirrel \_\_\_\_\_
7. The town \_\_\_\_\_
8. Stuart's father \_\_\_\_\_
9. The old tree \_\_\_\_\_
10. The friends \_\_\_\_\_



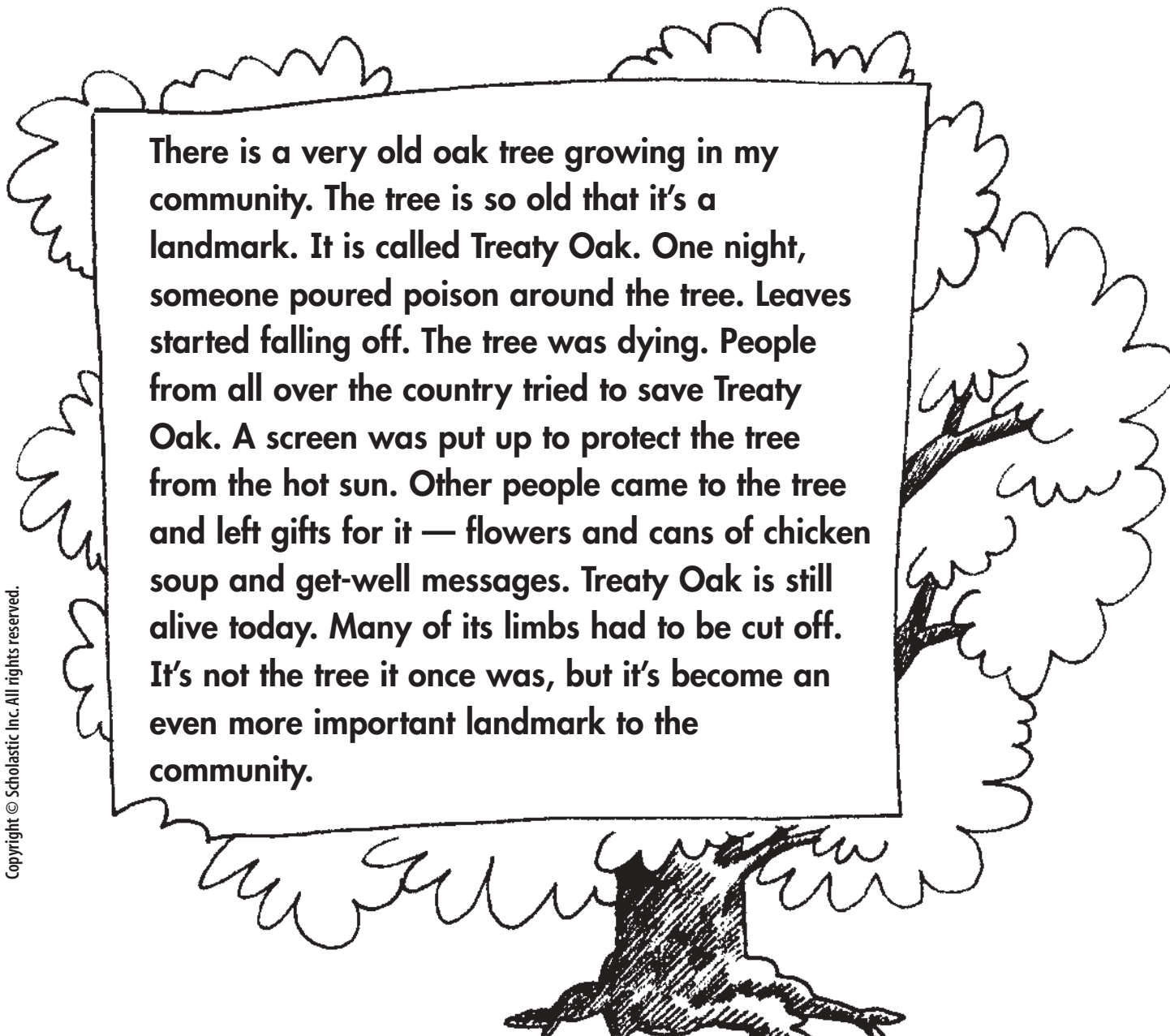
Imagine a conversation between you and an animal. What would you say? Write a dialogue and underline the complete predicates.

Name \_\_\_\_\_

A paragraph contains a series of sentences about one topic. The first word in a paragraph is indented.

## Indentation

There are four paragraphs in the following story. Use the editing mark ¶ to show where each paragraph begins.



There is a very old oak tree growing in my community. The tree is so old that it's a landmark. It is called Treaty Oak. One night, someone poured poison around the tree. Leaves started falling off. The tree was dying. People from all over the country tried to save Treaty Oak. A screen was put up to protect the tree from the hot sun. Other people came to the tree and left gifts for it — flowers and cans of chicken soup and get-well messages. Treaty Oak is still alive today. Many of its limbs had to be cut off. It's not the tree it once was, but it's become an even more important landmark to the community.

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Write a get-well message to Treaty Oak. Include at least two paragraphs in your message.

Name \_\_\_\_\_

A paragraph contains a series of sentences about one topic. The first word in a paragraph is indented.

# Indentation

There are three paragraphs in this story. Use the editing mark (¶) to show where each paragraph begins.

**Squirrels are very active animals. They spend a lot of time gathering food. They look for nuts and bury them. Later, they dig them up and eat them. Squirrels are always on the lookout for danger. Animals like dogs, cats, and owls like to catch them. So the squirrels use their sharp ears and eyes to keep track of what is happening around them. At the first sign of trouble, they dash up a tree. Sometimes squirrels have to rest, of course. They build nests of leaves high up in the tree branches. These nests are very sturdy and keep them warm and dry when it rains.**



Look through papers you have written in the past. Did you use indentation correctly?

# Complete Predicate

Read each sentence. Is the underlined part of each sentence a complete predicate? Circle **Yes** or **No**.

- |   |     |    |
|---|-----|----|
| 1. Chuck's tree was <u>in danger</u> .                      | Yes | No |
| 2. Soon it <u>would be</u> chopped down.                    | Yes | No |
| 3. Chuck <u>was very worried about his tree</u> .           | Yes | No |
| 4. <u>Mr. Ivey</u> asked Stuart to design a park.           | Yes | No |
| 5. The paths <u>curved around the tree</u> .                | Yes | No |
| 6. Mr. Ivey <u>wanted to straighten them out</u> .          | Yes | No |
| 7. Chuck <u>fixed the tools</u> .                           | Yes | No |
| 8. <u>The townspeople</u> liked the new plan.               | Yes | No |
| 9. At last, Mr. Ivey agreed <u>with Stuart</u> .            | Yes | No |
| 10. Chuck and his father <u>strolled through the park</u> . | Yes | No |

Name \_\_\_\_\_

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

# Subject/ Object Pronouns

Read the sentences below. Underline each subject pronoun in each sentence. Circle each object pronoun.

<b>Subject Pronouns</b> (used in the subject of a sentence)	<b>Object Pronouns</b> (used in the predicate of a sentence)
I, you, she, he, it, we, they	me, you, him, her, it, us, them

1. Hi! Did you miss me?
2. We went to a fair in Indiana called Turtle Days.
3. It was a fun place to visit.
4. A farmer told us about the plans to save the turtles living near the pond.
5. People started reading about the farmer's plans, and they came to watch.
6. Before long, they had a fair to raise money to help him.
7. They made turtle floats and dressed in turtle costumes.
8. We petted a big turtle, but Mom wouldn't touch it!
9. Maybe you would like to come with us next year!
10. It is a great place to relax and have fun.



Write a short postcard to a friend. Tell about a place you visited recently. Use subject and object pronouns in your postcard.



Name \_\_\_\_\_

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

# Subject/ Object Pronouns

A. Underline the object pronoun in each sentence.

1. Papa gave me a flute.
2. I will play with him tonight.
3. We will play a special song for you.
4. I need to practice it now.
5. Come watch us play tonight!

B. Replace the underlined word or words in each sentence with a subject or object pronoun.

6. Father and I like to make music. \_\_\_\_\_
7. My uncle plays in the band, too. \_\_\_\_\_
8. Mama is making dinner for Papa and me. \_\_\_\_\_
9. Mama can spin wool and weave. \_\_\_\_\_
10. I will help Mama in the field today \_\_\_\_\_

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Write five sentences about something fun you have done with family or friends. Use subject and object pronouns.

Name \_\_\_\_\_

Commas used between words in a series help to make the meaning of a sentence clear.

# Commas With Items in a Series

Read the sentences below. Rewrite each sentence, adding commas where they are needed.

1. We serve ham pancakes coffee and milk.

---

---

2. A chef mixes pancake batter butter sugar and cooking oil.

---

---

3. The pancakes are sweet warm and delicious.

---

---

4. Farmers cowhands and out-of-state visitors enjoy our pancakes.

---

---

5. If you eat at our diner, you will go away happy full and eager to return.

---

---

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Name \_\_\_\_\_

Commas used between words in a series help to make the meaning of a sentence clear.

# Commas With Items in a Series

Read the sentences below. Rewrite each sentence, adding commas where they are needed.

1. Carnival is a time for music fun and good food.

---

---

2. My father my uncle and I play in a band.

---

---

3. Carnival will start when the potatoes corn and wool are all sold.

---

---

4. The people are happy relaxed and joyful.

---

---

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What do you like to do on the weekend? Write a sentence listing three or more activities.

# Commas With Items in a Series

A. Add commas wherever they are needed. If a sentence does not need commas, write *OK* on the line.

1. I can see mountains llamas and farms from my window.  
\_\_\_\_\_

2. The weather here is cool and sunny. \_\_\_\_\_

3. I love the drums the flutes and the guitar. \_\_\_\_\_

4. Working in the fields makes me tired hot and hungry. \_\_\_\_\_

5. Mama and Teresa work with me. \_\_\_\_\_

B. Here is a paragraph about going to the market. There are five commas missing. Add the commas where they should go.

At the market, I see potatoes wool, and fava beans.

We gather yellow, black and brown potatoes. We leave

the market. Mama, Teresa and I bounce along in the

back of the truck. It stops like a bus to pick up people

carrying turnips peas and peppers.

# ANSWER KEY

## GRADE 3, Personal Voice

### Page 1 Possessive Pronouns

- |          |                              |                              |
|----------|------------------------------|------------------------------|
| 1. Their | 5. her                       | 8. Its (accept also His/Her) |
| 2. His   | 6. Its (accept also Her/His) | 9. Its (accept also His/Her) |
| 3. Their | 7. Their                     | 10. His                      |
| 4. His   |                              |                              |

### Page 2 Possessive Pronouns

- |  |   |
|--|---|
| <b>A.</b> 1. The desert is <u>their</u> home.                          | 6. <u>Our</u> family will enjoy the move out West.                    |
| 2. We went for a ride in <u>his</u> taxi to <u>our</u> new home.       | 7. Some kids are riding <u>their</u> bikes in front of the new house. |
| 3. Is that <u>your</u> Gila monster at the airport?                    | <b>B.</b> 8. your   |
| 4. Seymour and I like to eat <u>our</u> chili and beans for breakfast. | 9. my   |
| 5. <u>Her</u> bandanna is so big it covers <u>her</u> face.            | 10. its   |

### Page 3 Capitalize Abbreviations

- |                |                |         |          |                  |
|----------------|----------------|---------|----------|------------------|
| 1. Dr.         | 3. Sr. and Jr. | 5. St.  | 7. Prof. | 9. Dr.           |
| 2. Dr. and Jr. | 4. Ms.         | 6. Gen. | 8. Ave.  | 10. St. and Ave. |

### Page 4 Capitalize Abbreviations

- |                |              |                |                |                     |
|----------------|--------------|----------------|----------------|---------------------|
| 1. Prof. Henry | 3. Dr. Kim   | 5. Gen. Rice   | 7. Vista Ave.  | 9. Henry Gates, Jr. |
| 2. Mrs. Green  | 4. Maple St. | 6. Mr. Leonard | 8. Ms. Gilbert | 10. Holly Ct.       |

### Page 5 Possessive Pronouns

- |   |   |
|---|---|
| 1. Otto caught <u>his</u> leg! Otto   | 7. Otto had torn <u>his</u> leg, but that was all. Otto             |
| 2. The children put <u>their</u> heads together. children                     | 8. Sarah clapped <u>her</u> hands. Sarah                            |
| 3. "I'll save <u>your</u> bear," Sarah said to Bobby. Bobby                   | 9. She was happy she could help the bear free <u>its</u> leg. bear  |
| 4. Sarah rolled up <u>her</u> sleeves and pushed. Sarah                       | 10. Sarah and Bobby will help <u>their</u> friends. Sarah and Bobby |
| 5. Bobby wrapped <u>his</u> arms around the toy bear's neck and pulled. Bobby |   |
| 6. Soon, Bobby had <u>his</u> bear back. Bobby                                |   |

### Page 6 Articles: A, An, The

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

### Page 7 Articles: A, An, The

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

### Page 8 Combining Sentences

- |   |  |
|---|--|
| 1. Visitors carried flowers and walked down the hall. | 4. Ramona held and kissed her new baby sister. |
| 2. Ramona felt sick and went to see a doctor.         | 5. Beezus and Ramona played with baby Roberta. |
| 3. Ramona saw the new baby and felt much better.      |  |

# ANSWER KEY

---

## Page 9 Combining Sentences

1. Ramona and Beezus sat in the back seat.
2. Ramona took a book to the hospital and sat quietly on the couch.
3. Ramona and her friend had chickenpox.
4. Ramona's throat was a little sore and she went to bed.
5. Mother and Dad sat with her.

---

## Page 10 Combining Sentences

1. The day was long and lonely.
2. Ramona swallowed hard and put her hand to her forehead.
3. She made little snuffling noises and lifted one arm.
4. Ramona's family stopped and turned around.
5. Roberta is so tiny and so darling.

---

## Page 11 Present-Tense Verbs

- |            |             |               |         |           |
|------------|-------------|---------------|---------|-----------|
| 1. studies | 3. practice | 5. celebrates | 7. like | 9. tells  |
| 2. speak   | 4. like     | 6. prepares   | 8. play | 10. enjoy |

---

## Page 12 Present-Tense Verbs

- |          |          |         |          |         |
|----------|----------|---------|----------|---------|
| 1. lives | 3. go    | 5. eat  | 7. looks | 9. like |
| 2. call  | 4. shows | 6. play | 8. does  | 10. use |

---

## Page 13 Naming Self Last

1. Ted and I like to do things together.
2. Ted's mother shows Ted and me how to cook pasta.
3. My mother shows Ted and me how to cook rice.
4. Sometimes my brother and I help Ted cook.
5. My brother, Ted, and I have a great time cooking.

---

## Page 14 Naming Self Last

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

---

## Page 15 Present-Tense Verbs

- |       |         |             |          |          |
|-------|---------|-------------|----------|----------|
| 1. do | 2. play | 3. practice | 4. shows | 5. visit |
|-------|---------|-------------|----------|----------|

---

## Page 16 Sentences

Circled sentences:

1. Joan Benoit was one of the greatest runners in U.S. history.
3. She trained to be a skier from childhood.
5. After the accident, she had to give up her dream of being a skier.
7. In 1979, she unexpectedly won the Boston Marathon.
8. Seventeen days after an operation, she ran in the 1984 Olympic Trials.
10. "My hope is for the heart to strive forever," she said.

# ANSWER KEY

## Page 17 Sentences

- |        |        |       |        |         |
|--------|--------|-------|--------|---------|
| 1. yes | 3. no  | 5. no | 7. yes | 9. no   |
| 2. yes | 4. yes | 6. no | 8. yes | 10. yes |

## Page 18 Singular and Plural Nouns

The following nouns should be circled or underlined as shown.

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. <u>cooks</u>               | 3. <u>fish</u> ; <u>mice</u>       |
| 2. <u>cat</u> ; <u>lemons</u> | 4. <u>crocodile</u> ; <u>teeth</u> |

## Page 19 Singular and Plural Nouns

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. P | 3. S | 5. S | 7. S | 9. S  |
| 2. S | 4. S | 6. P | 8. P | 10. P |

## Page 20 Singular and Plural Nouns

- |   |   |
|---|---|
| 1. The <u>children</u> play in the <u>puddle</u> .  | 6. The <u>wind</u> blew and knocked off our <u>hats</u> .   |
| 2. <u>Dad</u> read two <u>books</u> at once.        | 7. Our <u>shoes</u> got wet in the <u>rain</u> .            |
| 3. <u>Grandfather</u> gave me good <u>ideas</u> .   | 8. All of the school <u>kids</u> came to the <u>field</u> . |
| 4. The <u>rain</u> soaked the <u>runners</u> .      | 9. The <u>students</u> were in the biggest <u>race</u> .    |
| 5. My clumsy <u>hands</u> broke the <u>trophy</u> . | 10. They parked their <u>bicycles</u> in <u>town</u> .      |

## Page 21 Linking Verbs

The following nouns should be circled or underlined as shown.

- |               |               |               |                 |                     |
|---------------|---------------|---------------|-----------------|---------------------|
| 1. <u>are</u> | 3. <u>is</u>  | 5. <u>are</u> | 7. <u>is</u>    | 9. <u>are</u>       |
| 2. <u>is</u>  | 4. <u>are</u> | 6. <u>is</u>  | 8. <u>visit</u> | 10. <u>pack, go</u> |

## Page 22 Linking Verbs

- |   |   |
|---|---|
| <b>A.</b> 1. My grandfather <u>was</u> a rancher. | 5. They <u>are</u> all happy about Grandmother's birthday party.  |
| 2. I <u>am</u> always hungry.                     |   |
| 3. Susanita <u>is</u> a horseback rider.          | <b>B.</b> 6–10. Answers will vary; sentences should contain the linking verbs <i>was, am, is, were, and are</i> . |
| 4. There <u>were</u> many people at the party.    |   |

## Page 23 Capitalizing Pronoun I

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

## Page 24 Capitalizing Pronoun I

- |  |  |
|--|--|
| 1. Susanita and I had fun together.                    | 5. I am always feeling hungry.                     |
| 2. I followed her into the river.                      | 6. The work can be so hard that it tires me out.   |
| 3. The gauchos wanted to give me a belt.               | 7. I sometimes can't wait to go to sleep at night! |
| 4. The first time I lassoed a calf it knocked me down. |  |

# ANSWER KEY

---

## Page 25 Linking Verbs

- |          |          |              |              |           |
|----------|----------|--------------|--------------|-----------|
| 1. A are | 3. A are | 5. C correct | 7. A are     | 9. B is   |
| 2. A was | 4. B are | 6. A is      | 8. C correct | 10. A was |

---

## Page 26 Exclamation and Command Sentences

Check to see that students have correctly identified the kinds of sentences they wrote. Make sure that exclamatory sentences end with an exclamation mark and command sentences end with a period.

---

## Page 27 Exclamation and Command Sentences

- |        |        |        |        |         |
|--------|--------|--------|--------|---------|
| 1. C/. | 3. C/. | 5. E/! | 7. E/! | 9. C/.  |
| 2. E/! | 4. C/. | 6. E/! | 8. C/. | 10. E/! |

---

## Page 28 Object Pronouns

- |  |   |
|--|---|
| 1. I like going to the library with him.                 | 3. I asked him if there are any new mysteries.      |
| 2. Mr. Shihab, the librarian, told her about a new book. | 4. Mr. Shihab showed them to us.                    |
|  | 5. When Roberto and I left, Mr. Shihab waved to us. |

---

## Page 29 Object Pronouns

- |                          |         |         |
|--------------------------|---------|---------|
| 1. him                   | 5. her  | 9. it   |
| 2. it                    | 6. them | 10. him |
| 3. us (accept also them) | 7. her  |         |
| 4. us                    | 8. it   |         |

---

## Page 30 Object Pronouns

- |                    |                 |              |        |        |
|--------------------|-----------------|--------------|--------|--------|
| A. 1. !exclamation | 3. ./command    | 5. ./command | 7. it  | 9. us  |
| 2. ./command       | 4. !exclamation | B. 6. him    | 8. her | 10. it |

---

## GRADE 3, Problem Solving

---

### Page 31 Adjectives: Comparisons

- |                 |                  |                     |                  |
|-----------------|------------------|---------------------|------------------|
| A. 1. hotter    | 4. more athletic | B. 6. most terrific | 9. bravest       |
| 2. more excited | 5. louder        | 7. nicest           | 10. most foolish |
| 3. braver       |                  | 8. biggest          |                  |

---

### Page 32 Adjectives: Comparisons

- |                |                     |
|----------------|---------------------|
| A. 1. happiest | B. 6. most fabulous |
| 2. bigger      | 7. most exciting    |
| 3. smaller     | 8. more enjoyable   |
| 4. quickest    | 9. more reliable    |
| 5. loudest     | 10. most incredible |



# ANSWER KEY

---

## Page 33 Capitalizing Proper Nouns

1. John                      2. *Comet*                      3. Pacific Ocean                      4. Sailor's Delight                      5. Jack Peterson
- 

## Page 34 Capitalizing Proper Nouns

1–10. Answers will vary; be sure students complete each sentence with a capitalized proper noun.

---

## Page 35 Adjectives: Comparisons; Capitalizing Proper Nouns

- A.** 1. most  
2. more  
3. most  
4. most  
5. most
- B.** 6. The tinker and the carpenter built a new boat and named it Princess.  
7. Then they sailed the boat to Hawaii.  
8. They met their cousins Mary and Tom there.  
9. What fun it was to all play checkers together in the special city of Honolulu!  
10. Mary and Tom had to return home to California.
- 

## Page 36 Word Order in Sentences

1. Juanita looked at the math homework.  
2. There were many problems to solve.  
Were there many problems to solve?  
3. She sharpened her red pencil.
4. She went to get an apple.  
5. She worked on the first problem.  
6. The problem was easy.  
7. Juanita smiled to herself.
- 

## Page 37 Word Order in Sentences

1. yes  
2. no  
3. yes  
4. no  
5. no
6. yes  
7. yes  
8. no  
9. no  
10. yes
- 

## Page 38 Question Mark

- A.** 1. question mark  
2. question mark  
3. period  
4. period  
5. question mark  
6. period
7. question mark  
8. question mark
- B.** 9–10. Check to make sure students have written a statement and a question, and have used the correct punctuation marks.
- 

## Page 39 Question Mark

1. Can optical illusions play tricks on your brain?  
2. Was the crow thirsty?  
3. Can we solve a problem with a solution?
4. Will you take the goat in the boat first?  
5. Might she write a riddle about a folk tale?

# ANSWER KEY

---

## Page 40 Question Mark

- A.** 1. Can you prove it to yourself? Q  
2. I thought I saw a duck when it was a rabbit. S  
3. Will you solve that problem? Q  
4. Does the goat go in the boat first? Q  
5. The crow in the story was very clever. S
- B.** 6. Can you do that trick?  
7. Tricks can make you see something.  
8. Did you believe that it was really a rabbit?  
9. Let's both learn to do that trick.  
10. Do you think we can do it?

---

## Page 41 Main and Helping Verbs

- A.** 1. was opening      4. have named      **B.** 6. were      9. have  
2. had invited      5. will tell      7. had      10. will  
3. were reading      8. was

---

## Page 42 Main and Helping Verbs

1. M      3. H      5. M      7. H      9. H  
2. H      4. M      6. H      8. M      10. M

---

## Page 43 Italics and Underlining

- A.** 1. Charlotte's Web  
2. The Rockland Daily News  
3. Cats  
4. The Polar Bear  
5. Peter Pan
- B.** 6. The Trumpet  
7. The book title should be underlined.  
8. The movie title should be underlined.  
9. The play title should be underlined.  
10. The newspaper title should be underlined

---

## Page 44 Italics and Underlining

1. My newspaper, The Daily News, had a coupon for a new restaurant.      4. My brother loves to read the magazine Ranger Rick.  
2. The book, Too Many Tamales, is at the bookstore.      5. Our family is going to see the play The Lion King.  
3. Have you seen the movie Star Wars?

---

## Page 45 Main and Helping Verbs

1. A is      2. H does      3. B will      4. J is      5. B have

---

## Page 46 Question and Statement Sentences

- A.** 1. How do you feel when you lose? Q  
2. What makes you like tennis? Q  
3. I started playing when I was six years old. S  
4. I try to think about the next game. S  
5. When did you start playing tennis? Q
- B.** 6. I love to run and hit the ball. S  
7–8. Check to make sure that children write a question and a statement and include the appropriate end marks.

## ANSWER KEY

---

### **Page 47      Question and Statement Sentences**

- |   |   |
|---|---|
| <p><b>A.</b> 1. Statement: Your invention will work.<br/>Question: Will your invention work?</p> <p>2. Statement: The wind can come back.<br/>Question: Can the wind come back?</p> | <p><b>B.</b> 3. Were the people terrified of the wind?</p> <p>4. Could the paper toy bring down the wind?</p> |
|---|---|

---

### **Page 48      Quotation Marks**

- |  |   |
|--|---|
| <p><b>A.</b> 1. "You can't play with my kite," said the boy.<br/>2. "That wind is blowing too hard!" shouted the kite.<br/>3. "I feel some string wrapped around my trunk," said the tree.</p> | <p>4. "This is fun!" cried the wind.<br/>5. "I don't agree," moaned the kite.<br/><b>B.</b> 6–7. Make sure that children have used quotation marks properly in their sentences.</p> |
|--|---|

---

### **Page 49      Quotation Marks**

- |   |  |
|---|--|
| <p>1. "I am reading a new book," said Maura.<br/>2. "What kind of story is it?" asked her father.<br/>3. "It is a folk tale," replied Maura.<br/>4. "Who are the characters?" asked her father.</p> | <p>5. "There's a girl and the wind," Maura answered.<br/>6. "I can't wait to hear the ending!" exclaimed her father.</p> |
|---|--|

---

### **Page 50      Quotation Marks**

- |  |   |
|--|---|
| <p>1. "Can we go to the palace?" asked Cherry Blossom.<br/>2. "You are not allowed there," answered her father.<br/>3. "Perhaps Wind Singer will go there," said Cherry Blossom.</p> | <p>4. "He will not be allowed either," replied father.<br/>5. "Then I will make a wonderful new toy!" exclaimed Cherry Blossom.</p> |
|--|---|

---

### **Page 51      Action Verbs**

The following verbs should be circled and written out.

- |   |   |   |
|---|---|---|
| <p><b>A.</b> 1. runs<br/>2. dances<br/>3. jumps<br/>4. smiles<br/>5. clap</p> | <p>6. bows<br/>7. carries<br/>8. shout<br/>9. peeks<br/>10. waves</p> | <p><b>B.</b> 11–12. Check to make sure children use and circle action verbs in their sentences.</p> |
|---|---|---|

---

### **Page 52      Action Verbs**

- |   |  |
|---|--|
| <p><b>A.</b> 1. I <u>want</u> a book about dinosaurs.<br/>2. I <u>know</u> there are many different dinosaurs.<br/>3. Mary <u>found</u> the fossil of an ichthyosaur.<br/>4. She <u>made</u> a great discovery!<br/>5. Scientists <u>arrived</u> from London.</p> | <p>6. They didn't <u>believe</u> her discovery at first.<br/>7. They <u>took</u> the fossil to a famous museum.<br/>8. Mary's neighbors all <u>came</u> together to celebrate!<br/><b>B.</b> Make sure that children have properly used the words <b>erupted</b> and <b>appeared</b> in their sentences.</p> |
|---|--|

## ANSWER KEY

---

### Page 53 Adverbs

- A.** 1. peacefully  
2. loudly  
3. nicely  
4. sweetly  
5. carefully
- B.** 6. yesterday  
7. nearby  
8. later  
9. everywhere  
10. often

---

### Page 54 Adverbs

Answers may vary; sample responses given.

1. quickly  
2. carefully  
3. weekly  
4. joyfully  
5. wearily  
6. painfully

---

### Page 55 Adverbs

1. Today students can read about Mary's discovery. **when**  
2. Mary found bones everywhere. **where**  
3. She often went to the shore. **when**  
4. Tray always tagged behind her. **where**  
5. She went early to dig fossils. **when**  
6. Fossils were buried deeply in the rock. **where**  
7. Mary chiseled slowly on each rock. **how**  
8. She numbered each bone carefully. **how**  
9. Fossils were finally shipped to scientists. **when**  
10. We can see these fossils in a museum daily. **when**

---

### Page 56 Expanding Sentences

1. Carpenters and plumbers carry toolboxes.
2. The foundation and the core of a building cannot be seen from the street.
3. Cranes and pile drivers are important pieces of equipment.
4. Electricians install power lines and connect lighting fixtures.
5. It is fun and interesting to watch a skyscraper going up.

---

### Page 57 Expanding Sentences

1. Architects and builders have many jobs.
2. Architects and builders work hard.
3. Ramps, elevators, and stairs are needed for a building.
4. A tree and a bush were added to the garden.
5. Many people work and live in the city.

---

### Page 58 Commas

Commas should be placed after the following introductory words, clauses, and phrases.

1. As soon as the plans were drawn up,
2. After the materials arrived,
3. While working,
4. When the house was almost finished,
5. Finally,
6. Saturday morning before breakfast,
7. First,
8. After a few hours,
9. The first night he spent in the new house,
10. But two weeks later,

# ANSWER KEY

---

## Page 59 Commas

1. As soon as we bought the game, I wanted to play it.
2. After sitting down and reading the directions, we were ready to begin.
3. First of all, we needed to count out the cards.
4. Next, we had to decide who would play first.
5. When everyone understood the rules, we could play our first game!

---

## Page 60 Commas

- A.**
1. After months of planning, we were ready to begin.
  2. First, we needed to gather materials.
  3. On Monday afternoon after school, the lumber arrived.
  4. At the same time, the concrete was ready to be poured.
- B.**
5. When the concrete had hardened, we could begin the framework
  6. At the top of the hill, we saw a tall building.
  7. This afternoon, the workers are busy.
  8. On Friday, they will finish.
  9. When the job is done, we will visit again.
  10. When everyone is here, open the doors.

---

## GRADE 3, Teamwork

---

### Page 61 Sentence Word Order

1. Z packed her bags and left the alphabet.
2. People couldn't say words with the letter Z.
3. The rest of the alphabet missed Z.
4. Everyone cried for Z's return.
5. Z rejoined the alphabet.

---

### Page 62 Sentence Word Order

1. Z is a very important letter in the alphabet.
2. We couldn't read certain words without Z.
3. All the letters are important in the alphabet.  
or  
All the letters in the alphabet are important.
4. All the letters need to work as a team.
5. Everyone is happy Z returned.

---

### Page 63 A, An, and The

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

---

### Page 64 A, An, and The

- |        |       |        |        |
|--------|-------|--------|--------|
| 1. a   | 3. an | 5. the | 7. an  |
| 2. the | 4. A  | 6. an  | 8. the |

---

### Page 65 A, An, and The

Z thought that she was the least used letter of the entire alphabet, so she decided to leave and form an alphabet of her own. The rest of the alphabet was upset. No one could use a word with a Z. Children asked their parents to take them to the zoo to see the zebras. Planes zigged as they zoomed by. Finally, Z realized that she was an important letter and returned to the alphabet. She was still the last, but not the least.

# ANSWER KEY

## Page 66 Exclamatory and Command Sentences

1. Baking a cake is a hard job!
2. Take out the cups, bowls, flour, and sugar.
3. Be careful not to spill the flour and sugar.
4. What a mess!
5. Don't get too close to the oven.
6. The cake smells great!
7. Let it cool before you touch it.
8. Please take the icing out of the refrigerator.
9. It is so sweet!
10. Let's decorate the cake.

## Page 67 Exclamatory and Command Sentences

1. ., command
2. ., command
3. !, exclamation
4. !, exclamation
5. ., command
6. !, exclamation
7. ., command
8. !, exclamation

## Page 68 Singular and Plural Nouns

1. A spaghetti factory has many workers.
2. The workers use many kinds of machines.
3. One machine has a dial on it.
4. In the factory, there are many stairs to climb.
5. There are also many pipes in the factory.
6. Strings of spaghetti are carried to the dryer.
7. The spaghetti goes down the chutes.
8. One box at a time is put onto the forklift.
9. The boxes are sent to stores in every state.
10. Spaghetti is one of my favorite foods.

## Page 69 Singular and Plural Nouns

- A.**
1. packages
  2. noodles
  3. bags
  4. bowls
  5. testers
  6. dials
  7. shapes
  8. pans
  9. machines
  10. ingredients
- B. 11–12.** Make sure children's sentences have plural nouns used correctly.

## Page 70 Exclamatory and Command Sentences

1. ., C
2. !, E
3. ., C
4. !, E
5. ., C
6. ., C
7. ., C
8. ., C
9. ., C
10. !, E

## Page 71 Verbs

1. A caliph ruled the great city of Baghdad.
2. People rode to Baghdad from the far ends of the earth.
3. They told the caliph about many strange things.
4. Once, for fun, the caliph offered a prize for the best story.
5. He announced a date for the contest.
6. Guards stood by the palace door near the prize money.
7. Finally, Omar told the caliph an impossible story.
8. He amazed the caliph with his story.
9. Omar won the contest.
10. The caliph gave him the prize jar of gold coins.

# ANSWER KEY

## Page 72 Verbs

1. We looked at the beautiful diamond.
2. The diamond shattered into pieces.
3. It shone so brightly.
4. The diamond sparkled in the sun.
5. Villagers made a carpet as bright as the diamond.
6. They worked on the carpet day and night.
7. The workers carried the carpet to the palace.
8. They unrolled it before the king.
9. The silk carpet glowed on the floor.
10. The carpet saved their kingdom.

## Page 73 Capitalizing Titles

1. The Cow-Tail Switch
2. Dick Whittington and His Cat
3. The Fisherman and His Wife
4. Aladdin
5. Beauty and the Beast
6. The Mouse Detectives
7. The Incredible Journey

## Page 74 Capitalizing Titles

1. My favorite movie is The Little Mermaid.
2. I read the book Stone Soup.
3. My favorite Tomie dePaola book is Strega Nonna.
4. Last night we rented an old film called E.T.
5. For my birthday, I want to see the movie Shiloh.
6. I checked out the book Little House on the Prairie from the library.
7. My class went to see Beauty and the Beast at the theater.
8. Our teacher read the book Chicken Sunday to us.

## Page 75 Verbs

1. C lived
2. G opened
3. A raced
4. J shone
5. C called

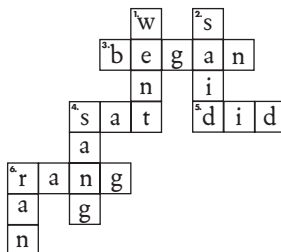
## Page 76 Simple Predicate

1. A turtle climbs a large rock.
2. The turtle falls over on its shell!
3. A lizard wonders what all the noise is about.
4. Then he sees the turtle lying on its shell.
5. The lizard tries to turn the turtle over.
6. He asks an armadillo to help.
7. The armadillo comes to the rescue!
8. He turns the turtle over.
9. The turtle gives him a big smile.
10. The turtle will not climb any more!

## Page 77 Simple Predicate

- A.**
1. Animals act in movies.
  2. I saw a movie with a dog.
  3. The dog played many tricks.
  4. He acted like he was sick in one scene.
  5. The owner trained the dog well.
- B.** 6–7. Answers will vary.

## Page 78 Irregular Verbs



# ANSWER KEY

---

## Page 79 Irregular Verbs

- A.** 1. bought  
2. ate  
3. grew  
4. ran
5. said  
6. went  
7. sat
- B.** 8–10. Answers will vary.

---

## Page 80 Simple Predicate; Irregular Verbs

- A.** 1. We (trained) my pet bird.  
2. First, he (sat) on my finger.  
3. Then he (flew) to the window.  
4. He (learned) to whistle.  
5. He (eats) a lot of birdseed.  
6. We (hear) him chirping in the morning.  
7. Someday, he (will sit) on my shoulder.  
8. Everyone (loves) my bird!
- B.** 9. Lassie sat.  
10. I said my name.

---

## Page 81 Simple Sentences

1. (He) fell.  
2. (She) ran.  
3. (Fall) is my favorite time of year.  
4. (The fast truck) ran through a stop sign.  
5. (Raul) chased the ball.
6. (The small fox) ran like the wind.  
7. (A dog) chased a cat up the tree.  
8. (The bank) is around the corner.  
9. (I) can't find my raincoat and umbrella.  
10. (Paul) was late for school.

---

## Page 82 Simple Sentences

1. Animals / graze on grass.  
2. Old Faithful / is a geyser.  
3. A ranger / works in national parks.  
4. Lightning / starts forest fires.  
5. Firefighters / fight the fires.
6. They / use special tools.  
7. The rain / puts out many fires.  
8. New trees / grow again.  
9. Tourists / visit Yellowstone National Park.  
10. They / take pictures of animals.

---

## Page 83 Capitalizing Titles and Initials

1. Mr. Al K. Lasky  
2. Ms. Brenda Jones
3. Capt. L. Q. Soto  
4. V. Ada Lee
5. General W. Wallace  
6. Tom Smith, Jr.
7. Dr. Dew U. Smile

---

## Page 84 Capitalizing Titles and Initials

1. Ms. Jones  
2. Dr. T. R. Riley  
3. John Jones, Jr.
4. General Ulysses S. Grant  
5. Mr. Tom S. Collins  
6. Mrs. Grant
7. Prof. Gary  
8. Ms. Baker



# ANSWER KEY

## Page 85 Capitalizing Titles and Initials

- A.** 1. Dr. Denton Wiley  
2. Mr. Jeff Johnson, Jr.  
3. Ms. Abby Huff  
4. Prof. Abe Loomis, Jr.  
5. General B. T. Wright
- B.** These letters should be circled: Dr., Jr., Plum's, Mr.s. Lois Harper, President Abraham Lincoln

## Page 86 Possessive Pronouns

1. My—Mr. Smith      4. your—Mr. Smith      7. his—Mr. Smith      9. her—Sarah  
2. His—the dog      5. her—Sarah      8. Its—the dog      10. its—the dog  
3. their—the children      6. his—Willie

## Page 87 Possessive Pronouns

1. Their      3. Our      5. His      7. Its      9. Their  
2. His      4. Its      6. Her      8. Its      10. Its

## Page 88 Apostrophe in Possessives

1. That is John's toothbrush.      4. Emilio's toothpaste tube is neat.  
2. The twins' teeth are healthy.      5. Maria's braces are red, white, and blue.  
3. Most dentists' advice is helpful.

## Page 89 Apostrophe in Possessives

- A.** 1. The fox's family took a walk in the woods. **S**  
2. They saw two birds' nests high up in a tree. **P**  
3. A yellow butterfly landed on the fox's back. **S**  
4. The fox liked the colors on the butterfly's wings. **S**  
5. The butterflies' wings were caught in a net. **P**
- B.** 6. chipmunk's  
7. elephants'  
8. lions'  
9. fox's  
10. cats'

## Page 90 Apostrophe in Possessives

1. C friend's      2. G Mouse's      3. A grandparent's      4. F sister's      5. C sneaker's

## GRADE 3, Creative Expression

### Page 91 Action Verbs

1. At dawn, the farmer milked the cow.  
2. A small brown calf cried for its mother.  
3. The animals in the barn ate all the hay.  
4. The baby lambs played together.  
5. One lamb ran away.  
6. All the horses galloped in the fields.  
7. Ladybugs crawled over the corn plants.  
8. The farmer's wife cooked breakfast.  
9. The farmer's children walked to school.  
10. The farm animals rested in the fields.  
11. The whole family loved the farm.  
12. The children missed it during school.

# ANSWER KEY

## Page 92 Action Verbs

- A.** The blanks should be filled in as follows:
1. spied
  2. twitched
  3. screamed
  4. hopped
- B.**
5. Wanda (looked) at Arnold. glared
  6. Ms. Frizzle's earrings (turned) around. spun
  7. The bus (grew) frog legs. sprouted
  8. The bus/frog (went) toward the pond. bounced

## Page 93 Subject/Verb Agreement

1. The father (tells) his sons a story.
2. The boys (listen) to the story.
3. Tom (likes) the part about the giant.
4. Joey (hates) the part about the spider.
5. Sometimes Joey (reads) a story to his brother.
6. Sometimes Tom (acts) out a story.
7. They both (want) to share their stories with their mom and dad.
8. The boys (bring) their old storybooks to the school librarian.
9. She (thanks) Joey and Tom.
10. The boys (smile) as they go back to their classroom.

## Page 94 Subject/Verb Agreement

- A.** Blanks should be filled in as follows:
1. lives
  2. take
  3. notices
  4. crawls
  5. leaps
  6. discover
  7. worries
  8. wants
  9. start
  10. knows

## Page 95 Subject/Verb Agreement

- A.**
1. **B** Wanda, Ralphie, and Arnold
  2. **A** Frogs
  3. **C** Bella
  4. **A** the bus
  5. **C** A paper frog
- B.**
6. **A** say
  7. **C** wants
  8. **B** loves
  9. **A** wonder
  10. **B** think

## Page 96 Pronouns

1. She
2. They
3. We
4. it
5. He
6. them
7. it
8. They

## Page 97 Pronouns

- A.**
1. her (S)
  2. She (S)
  3. They (P)
  4. them (P)
- B.**
5. The students arrived at the school. (They) were ready for the contest.
  6. The room was crowded. (It) was noisy.
  7. Jackie's volcano was on the table. Jessi would light (it) later.
  8. Mr. and Mrs. Rodowsky arrived. Jackie was glad to see (them).
  9. Some girls asked a question. Jackie tried to answer (it).
  10. Jessi started to feel bad. Maybe (she) helped Jackie too much.
  11. The judges entered the room. Jessi looked at (them) nervously.
  12. One judge asked about the lava. Jackie told (her) lava was hot.

# ANSWER KEY

---

## Page 98 Using Pronouns

1. He                      2. her                      3. They                      4. She                      5. it                      6. him
- 

## Page 99 Using Pronouns

1. Jessi helped me with the project.                      6. It poured down the sides of the volcano.  
2. She worked hard on it.                      7. "We are proud of you, Jackie."  
3. They asked him a lot of questions.                      8. He wants to try it again next year.  
4. He wasn't able to answer them.                      9. "Well see you at school on Monday!"  
5. She felt bad for him.                      10. Jackie grinned at me.
- 

## Page 100 Pronouns

1. They were impressed by it.                      5. They gave them their ribbons.  
2. They watched it pour out.  
3. They asked him a question.  
4. She stayed with him while they looked around.
- 

## Page 101 Adjectives

- A.** 1. sparkling                      **B.** Sentences will vary. Possible                      8. I smell sweet flowers.  
2. clear                      sentences include:                      9. I hear loud music.  
3. Large                      6. I love red apples.                      10. I like the sour taste of  
4. Busy                      7. I see a green ball.                      pickles.  
5. fresh
- 

## Page 102 Adjectives

- A.** 1. I see a shiny penny.                      5. Did you find the striped fish?  
2. There is a yellow spoon.                      6. They have long snouts.  
3. Where is the tiny lock and the red flashlight?                      **B.** 7–10. Check that children use appropriate  
4. I found three pins.                      adjectives.
- 

## Page 103 Questions and Statements

1. (?) question                      3. (?) question                      5. (?) question                      7. (.) statement                      9. (.) statement  
2. (.) statement                      4. (.) statement                      6. (.) statement                      8. (?) question                      10. (.) statement
- 

## Page 104 Questions and Statements

- A.** 1. Which beetle has a long neck?                      **B.** 6–7. Check to make sure children capitalize and  
2. It's red with black spots.                      punctuate the question and statement correctly.  
3. How high can it jump?  
4. Why does it eat so much?  
5. It has spikes for protection.

## ANSWER KEY

---

### Page 105 Questions and Statements

- A.** 1. **Statement:** You can see the key.  
**Question:** Can you see the key?  
2. **Statement:** The fish will swim away.  
**Question:** Will the fish swim away?
- B.** 3. The shell is in the sand.  
4. Where is the necklace?  
5. Is that a starfish?

---

### Page 106 Adverbs

- A.** 1. when  
2. where  
3. how  
4. how  
5. when
- B.** 6. The girls left today.  
7. The stuffed animal fell down.  
8. Robert is here.  
9. The rabbits run quickly.  
10. Tom will arrive late.

---

### Page 107 Adverbs

- A.** 1. carefully  
2. quietly  
3. slowly  
4. suddenly
- B.** 5–10. Make sure children have written an adverb that makes sense and answers the questions in parentheses.

---

### Page 108 Apostrophe in Possessives

- |                  |              |               |
|------------------|--------------|---------------|
| 1. Paul's        | 5. father's  | 9. cave's     |
| 2. brothers'     | 6. wolf's    | 10. brother's |
| 3. brother's     | 7. brothers' | 11. guard's   |
| 4. grandparents' | 8. wolves'   | 12. mother's  |

---

### Page 109 Apostrophe in Possessives

- A.** 1. (Mrs. Brown's, Mrs. Browns')  
2. (Encyclopedia's, Encyclopedias')
3. (kid's, kids')  
4. (man's, mans')  
5. (girl's, girls')  
6. (bank's, banks')
- B.** 7. elephant's  
8. towns'  
9. brother's  
10. hands'

---

### Page 110 Adverbs

- A.** The blanks should be filled as follows:  
1. often  
2. actually  
3. easily  
4. proudly  
5. peacefully
- B.** Circle the adverbs as follows:  
6. slowly  
7. today  
8. later  
9. near  
10. Soon

---

### Page 111 Compound Sentences

1. Jim plays basketball, but baseball is his favorite sport.  
2. Mom made a wonderful dinner, and we all enjoyed it.  
3. Pat made a lovely drawing, but she did not know to whom to give it.  
4. Maria speaks Spanish, and she reads Spanish magazines.  
5. Will you go shopping, or will you go to the movies?

# ANSWER KEY

## Page 112 Compound Sentences

- A.** 1. S  
2. S  
3. C  
4. S  
5. C  
6. C
- B.** 7. They came to a stream, and the horses stopped to drink.  
8. The stream looked shallow, but it was very deep.

## Page 113 Capitalization: Pronoun I

1. I went to the park with my friend Mark.  
2. What did he and I play there?  
3. Later, I left the park and went home for dinner.
4. Can I help Mom make spaghetti?  
5. After dinner, my sister and I helped clean up.

## Page 114 Capitalization: Pronoun I

1. My sister and I sit inside the wagon.  
2. I look around but all I can see is grass.  
3. I have a dog named Jack.
4. My family and I have traveled far.  
5. Where will my family and I live?

## Page 115 Compound Sentences

1. Laura is restless, but Mary sits quietly.  
2. Pa holds the reins, and Ma watches the girls.  
3. Pet and Patty pull the wagon, and Jack trots beside it.
4. Ma looks worried, but Pa is calm.  
5. The water is deep, and the horses must swim.

## Page 116 Proper Nouns

1. Mary and Todd are going to Madison Square Garden to see an ice skating show.  
2. Jane has music lessons on Thursday and Saturday this week.  
3. Abraham Lincoln's birthday is in February.
4. Kevin's address is 157 Sussex Turnpike, Madison, New Jersey.  
5. We visited the Grand Canyon and traveled along the Colorado River.

## Page 117 Proper Nouns

- A.**
- B.** 1. My cousin Michael lives in Texas.  
2. He heard a coyote howl last Tuesday night.

Common Nouns	Proper Nouns
author	Sonoran Desert
character	Susan
desert	Coyote

## ANSWER KEY

---

### Page 118 Verb Tenses

- A.** 1. thinks                      4. reads                      **B.** 6. talked                      9. visited  
2. know                      5. think                      7. mailed                      10. discovered  
3. want                      8. picked
- 

### Page 119 Verb Tenses

- A.** 1. live                      **B.** 4. watched                      **C.** 7–8. Check that children have  
2. have                      5. licked                      used the verbs in parentheses  
3. want                      6. growled                      correctly.
- 

### Page 120 Verb Tenses

- A.** 1. used                      **B.** 6. One javelina mixed adobe bricks.  
2. mix                      7. The javelina stacked the bricks.  
3. last                      8. She added a roof and a stove pipe.  
4. stacked                      9. Coyote climbed the roof.  
5. added                      10. He shook his fist.
- 

## GRADE 3, Managing Information

---

### Page 121 Adjectives

1. old—what kind                      5. three—how many                      8. gray—what kind  
2. brown—what kind                      6. smallest—what kind                      9. some—how many  
3. large—what kind                      7. two—how many                      10. cozy—what kind  
4. many—how many
- 

### Page 122 Adjectives

- A.** 1. scratchy                      **B.** Possible answers include:  
2. curly                      1. three                      3. brick  
3. yellow                      2. dusty                      4. 100  
4. many
- 

### Page 123 Subject/Verb Agreement

1. feels                      3. sounds                      5. looks                      7. knows                      9. asks  
2. need                      4. wants                      6. put                      8. tells                      10. think
-

# ANSWER KEY

---

## Page 124 Subject/Verb Agreement

- A.** 1. Families hike in the forest. P  
2. Jan hikes in the forest. S  
3. The flowers grow by the trees. P  
4. The flower grows by the trees. S  
5. The girl watches the squirrels. S  
6. Children watch the squirrels. P  
7. A raccoon lives here now. S  
8. Raccoons live here now. P
- B.** 9. The hikers (love, loves) the bright daffodils.  
love  
10. The walnut trees (stretch, stretches) toward the sky. stretch  
11. The girl (dig, digs) in the dirt. digs  
12. Her parents (find, finds) the broken chimney.  
find

---

## Page 125 Subject/Verb Agreement

1. The woman makes fried chicken.  
2. The family gathers around to eat.  
3. The children get ready for bed.  
4. The boy scratches in the dirt.  
5. Someone swats at a mosquito.

---

## Page 126 Subject Pronouns

- A.** You, They, It, He,  
It, We
- B.** 1. It  
2. He
3. They  
4. It
5. She

---

## Page 127 Subject Pronouns

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

---

## Page 128 Question Mark

- A.** Sentences 3, 4, 5, 7, and 8 are questions, and should end with a question mark.
- B.** 9–10. Make sure students have ended their questions with a question mark.

---

## Page 129 Question Mark

- A.** 1. How long did it take to find the ship?  
2. It was covered in sand.  
3. Did they find any gold?
- B.** 4–5. Make sure students have ended their questions with a question mark.

---

## Page 130 Subject Pronouns

1. He led the search for the ship.  
2. They worked together.  
3. It took a long time.  
4. How did they carry up the treasure?  
5. She wants to learn to dive.

---

## Page 131 Irregular Verbs

1. went                      2. ate                      3. knew                      4. gave                      5. saw

## ANSWER KEY

---

### Page 132 Irregular Verbs

- A.** 1. made                      3. wore                      5. lit                      7. blew                      9. told  
2. were                      4. kept                      **B.** 6. flew                      8. knew                      10. came
- 

### Page 133 Commas in a Series

- A.** 1. He put a ruler, an eraser, a plastic lizard, and a book about the stars into his backpack.  
2. The teacher told the children that they would be studying folk tales, multiplication, and the ocean.  
3. They would learn dance, pottery, playwriting, and music.
- B.** 4. Nicky also found out that the third grade went to gym every Monday, Tuesday, and Thursday.  
5. Look for appropriately placed commas in students' sentences.
- 

### Page 134 Commas in a Series

1. Arrowheads can be made from rock, shell, or bone.  
2. OK
3. Cowboys used their hats as fans, umbrellas, cups, and pillows.  
4. Children have enjoyed ice skates, dolls, and marbles for years.
- 

### Page 135 Irregular Verbs

- A.** 1. began  
2. said  
3. sang  
4. did  
5. went
- B.** 6. He was an inventor.  
7. He made eyeglasses so people could see.  
8. He was also a writer.
9. He wrote a book called an almanac.  
10. That book told what the weather would be like.
- 

### Page 136 Complete Subject and Predicate

1. They marched past a spider in a web.  
2. The littlest ant smiled at the spider.  
3. The spider shouted for them to stop.
4. None of the ants heard the spider call.  
5. A little girl watched from the window.
- 

### Page 137 Complete Subject and Predicate

- A.** 1. The leader of the people | taught them to hunt.  
2. Old Spider Woman | was weaving a web.  
3. A little mole | helped the people out of the darkness.  
4. The strange-looking creature | was a tortoise.
- B.** 5–6. Check that each complete subject agrees with the verb.  
**C.** 7–8. Check that each complete predicate agrees with the subject.
-



# ANSWER KEY

---

## Page 138 Using A and An

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

## Page 139 Using A and An

- |                        |                        |   |
|------------------------|------------------------|---|
| <b>A.</b> 1. a<br>2. a | 3. an<br>4. an<br>5. a | <b>B.</b> 6–8. Check that students have chosen singular nouns that begin with consonants. |
|------------------------|------------------------|---|
- 

## Page 140 Complete Subject and Predicate; Using A and An

- |   |   |
|---|---|
| <b>A.</b> 1. Complete subject<br>2. Complete predicate<br>3. Complete predicate<br>4. Complete subject<br>5. Complete subject | <b>B.</b> 6. a<br>7. an<br>8. a<br>9. an<br>10. a |
|---|---|
- 

## Page 141 Simple Subject

- |             |            |           |             |             |
|-------------|------------|-----------|-------------|-------------|
| 1. creature | 3. fossils | 5. miners | 7. animal   | 9. elephant |
| 2. beasts   | 4. fossils | 6. animal | 8. mastodon | 10. library |
- 

## Page 142 Simple Subject

- |  |   |
|--|---|
| <b>A.</b> 1. My <u>class</u> is learning about the Stone Age.<br>2. Long ago, <u>people</u> hunted woolly mammoths.<br>3. The long <u>winters</u> were snowy.<br>4. The cold <u>temperatures</u> made life hard for animals.<br>5. Long, shaggy <u>hair</u> kept the mammoth warm. | <b>B.</b> 6. animal<br>7. I<br>8. animals<br>9. people<br>10. Earth |
|--|---|
- 

## Page 143 Verbs: Past Tense

- |           |             |           |            |             |
|-----------|-------------|-----------|------------|-------------|
| 1. roamed | 3. trapped  | 5. forced | 7. carved  | 9. stabbed  |
| 2. hunted | 4. followed | 6. stayed | 8. painted | 10. skinned |
- 

## Page 144 Verbs: Past Tense

- |  |                                   |  |
|--|-----------------------------------|--|
| <b>A.</b> 1. discovered<br>2. studied<br>3. lived<br>4. carved | 5. used<br>6. burned<br>7. tapped | <b>B.</b> 8. The hunters tried to catch the mammoths.<br>9. They rolled stones into the pits |
|--|-----------------------------------|--|
-

# ANSWER KEY

## Page 145 Simple Subject; Verbs: Past Tense

- A.** 1. Paintings of woolly mammoths were found in caves.  
2. Early people moved to the river valleys in the spring.  
3. In the winter, the people lived in caves.  
4. A single mammoth could feed a whole village.  
5. Every part of the mammoth was put to use.
- B.** 6. C waited  
7. F hurried  
8. D dropped  
9. G carried  
10. C celebrated

## Page 146 Common Nouns

The following nouns should be circled in each of the ten sentences:

- |                             |                                |                         |
|-----------------------------|--------------------------------|-------------------------|
| 1. firefighters, hoses      | 5. People, neighborhood, smoke | 9. Men, women, streets  |
| 2. ladders, people          | 6. flames, city                | 10. mayor, people, fire |
| 3. fire, cow, lantern, barn | 7. buildings                   |                         |
| 4. cow                      | 8. Neighbors, houses           |                         |

## Page 147 Common Nouns

- A.** 1–3: Check that each sentence is completed with a common noun.
- B.** My cousin and I decided to make a time capsule. Aunt Kathy gave us a big tub with a lid. I put in the ring my friend gave me and a postcard from our town, San Antonio. Devon put in his favorite book. Then Uncle Jim helped us bury the tub in the yard. The next day, Devon dug it up. He missed his book!

## Page 148 Apostrophes in Contractions

1. would have      2. cannot      3. She will      4. She has      5. It is

## Page 149 Apostrophes in Contractions

- A.** we're      wasn't  
doesn't      where's  
he's      she'll
1. doesn't  
2. He's  
3. We're  
4. Where's  
5. wasn't  
6. she'll
- B.** 7. You've got an old photograph. You have  
8. Who's the baby in the photo?  
Who is

## Page 150 Common Nouns

- A.** 1. common  
2. proper  
3. common  
4. common
- B.** 5. The Tribune had a contest.  
6. He was the winner.  
7. What did he put in the capsule?  
8. It's a photo of Maggie.  
9. They opened the capsule.  
10. It was in an old building.

# ANSWER KEY

## Grade 3, Community Involvement

### Page 151 Linking Verbs

- A.** 1. Harry and John are friends.  
 2. The cat is bright orange.  
 3. Tom and Lisa were late for dinner.  
 4. I am very tired.  
 5. He was happy to see me.
- B.** Sentences will vary. Sample sentences:  
 6. I am late.  
 7. He was hungry.  
 8. We were very busy yesterday.  
 9. She is very talented.  
 10. Mike and Peter are musicians

### Page 152 Linking Verbs

- A.** 1. was  
 2. is  
 3. is  
 4. were
- B.** 5. My government will be a strong one!
6. It was time for a celebration.  
 7. Peter Stuyvesant is a hero.

Past	Present	Future
was	is	will be

### Page 153 Homophones

- |        |          |         |         |           |          |
|--------|----------|---------|---------|-----------|----------|
| 1. red | 3. rose  | 5. won  | 7. bear | 9. son    | 11. ate  |
| 2. fir | 4. write | 6. blew | 8. sea  | 10. flour | 12. hole |

### Page 154 Homophones

- A.** 1–5: Check that students have used homophones correctly.

### Page 155 Linking Verbs; Homophones

- |                 |            |                    |
|-----------------|------------|--------------------|
| <b>A.</b> 1. is | 4. were    | <b>B.</b> 1. sails |
| 2. was          | 5. will be | 2. sees            |
| 3. was          |            | 3. new             |
|                 |            | 4. hear            |
|                 |            | 5. choose          |

### Page 156 Using Irregular Verbs

- |          |         |          |         |
|----------|---------|----------|---------|
| 1. threw | 3. fell | 5. spoke | 7. took |
| 2. saw   | 4. flew | 6. found | 8. woke |
|          |         |          | 9. felt |
|          |         |          | 10. sat |

### Page 157 Using Irregular Verbs

- |                   |        |   |
|-------------------|--------|---|
| <b>A.</b> thought | bought | 1. bought                                 |
| ate               | told   | 2. ate                                    |
|                   |        | 3. told                                   |
|                   |        | 4. thought                                |
|                   |        | <b>B.</b> 5. Walter understood his dream. |
|                   |        | 6. He knew how to sort the trash.         |
|                   |        | 7. The tree grew tall.                    |

### Page 158 Apostrophe/Contractions

- |           |           |            |            |           |             |
|-----------|-----------|------------|------------|-----------|-------------|
| 1. What's | 3. I'm    | 5. can't   | 7. They're | 9. I've   | 11. there's |
| 2. it's   | 4. Aren't | 6. doesn't | 8. didn't  | 10. don't |             |

# ANSWER KEY

## Page 159 Apostrophe/Contractions

- |  |   |
|--|---|
| <b>A.</b> 1. Walter <u>didn't</u> care about littering. <u>did not</u><br>2. <u>He'll</u> wake up soon. <u>He will</u><br>3. <u>Where's</u> the bed going? <u>Where is</u><br>4. <u>That's</u> a strange dream. <u>That is</u><br>5. He <u>wouldn't</u> pick up the bag. <u>would not</u><br>6. <u>We're</u> enjoying the story. <u>we are</u> | <b>B.</b> 7. wasn't<br>8. you'd<br>9. I'll<br>10. hasn't<br>11. we'd<br>12. who's |
|--|---|

## Page 160 Apostrophe/Contractions

- |  |   |
|--|---|
| 1. <b>B</b> What's going to happen next?<br>2. <b>G</b> It's floating through the air. | 3. <b>B</b> He's going to be surprised.<br>4. <b>G</b> They're cutting down the tree. |
|--|---|

## Page 161 Proper Nouns

- |   |  |  |
|---|--|--|
| 1. Europeans, America<br>2. Atlantic Ocean<br>3. Ellis Island | 4. Enrico Fermi, Italy<br>5. Sweden<br>6. Dutch, New Amsterdam | 7. English, New York<br>8. Ireland, Germany, North America |
|---|--|--|

## Page 162 Proper Nouns

- A.** 1. proper  
 2. proper  
 3. common  
 4. proper

**B.**

Common Nouns	Proper Nouns
5. office	8. The White House
6. town	9. Dr. Muniz
7. luggage	10. Holland

## Page 163 Adjectives: Comparisons

- |   |  |
|---|--|
| <b>A.</b> 1. deep <u>deeper</u> deepest<br>2. great <u>greater</u> <u>greatest</u><br>3. beautiful <u>more beautiful</u> <u>most beautiful</u><br>4. fast <u>faster</u> <u>fastest</u><br>5. active <u>more active</u> <u>most active</u> | <b>B.</b> 6. greatest<br>7. quicker<br>8. greatest<br>9. more active<br>10. smartest |
|---|--|

## Page 164 Adjectives: Comparisons

- |                                    |                         |   |
|------------------------------------|-------------------------|---|
| <b>A.</b> 1. biggest<br>2. rougher | 3. narrowest<br>4. hard | <b>B.</b> 5–8. Make sure students have used the comparative adjectives correctly. |
|------------------------------------|-------------------------|---|

## Page 165 Adjectives: Comparisons

- |  |   |  |
|--|---|--|
| <b>A.</b> 1. <b>B</b> noisiest<br>2. <b>A</b> most crowded | 3. <b>C</b> correct as is<br>4. <b>A</b> longer | <b>B.</b> 5. larger<br>6. youngest<br>7. cheaper<br>8. quicker<br>9. faster<br>10. longest |
|--|---|--|

# ANSWER KEY

---

## Page 166 Adjectives

- |           |              |          |          |             |
|-----------|--------------|----------|----------|-------------|
| 1. larger | 3. Many      | 5. new   | 7. More  | 9. that     |
| 2. empty  | 4. beautiful | 6. large | 8. three | 10. fastest |

---

## Page 167 Adjectives

- A.** 1. Mary heard of a small community.  
2. There were no schools for the children.  
3. They lived in crowded camps.  
4. Mary made an important decision.  
5. She would open a school for those children.  
6. She had fifty cents!
- B.** Answers will vary. Sample answers:  
7. the blue truck  
8. the little cottage  
9. the friendly neighbors  
10. the eager children

---

## Page 168 Subject/Verb Agreement

- |         |             |           |           |           |
|---------|-------------|-----------|-----------|-----------|
| 1. want | 3. discover | 5. runs   | 7. ask    | 9. vote   |
| 2. look | 4. find     | 6. decide | 8. speaks | 10. feels |

---

## Page 169 Subject/Verb Agreement

- A.** 1. Mary arrives in Daytona Beach.  
2. The neighbors all help with the school.  
3. The children love their teacher.
- B.** 4. The teacher (ring, rings) the school bell. rings  
5. The students (sit, sits) on wooden boxes. sit
6. More and more children (come, comes) to the school. come  
7. Soon, the building (is, are) too crowded. is

---

## Page 170 Adjectives

1. **B** The busy students worked hard at the school.  
2. **F** She was a good teacher.
3. **A** We found three marbles.  
4. **F** The old school was called Washington School.

---

## Page 171 Complete Predicate

1. The United States has many national parks.  
2. Many different kinds of plants and animals live in these parks.  
3. Redwood, or sequoia, trees grow in parks in California and Oregon.  
4. Some of these trees have been alive for more than 1,500 years!  
5. A redwood tree can be as tall as 350 feet!  
6. Olympic National Park in Washington contains a rain forest.  
7. Many species of moss grow in the park.  
8. The average rainfall in the park is about 140 inches a year.  
9. People from all parts of the country visit the parks each year.  
10. I enjoy hiking, swimming, and boating in our national parks.  
11. My entire family went on a canoe trip last summer.  
12. The canoe trip was hard work but fun.

# ANSWER KEY

## Page 172 Complete Predicate

- A.** 1. Chuck and Stuart | were best friends.  
2. Chuck | lived in a gnarled, old oak tree.  
3. The branches of the tree | were strong and safe.  
4. Stuart's father | wanted to cut down the old tree.  
5. The two friends | made a plan to save the tree.
- B. 6–8:** Check that students have completed the sentences with a complete predicate that agrees in number with the subject.

## Page 173 Indentation

- ¶ There is a very old oak tree growing in my community. The tree is so old that it's a landmark. It is called Treaty Oak.
- ¶ One night, someone poured poison around the tree. Leaves started falling off. The tree was dying.
- ¶ People from all over the country tried to save Treaty Oak. A screen was put up to protect the tree from the hot sun. Other people came to the tree and left gifts for it—flowers and cans of chicken soup and get-well messages.
- ¶ Treaty Oak is still alive today. Many of its limbs had to be cut off. It's not the tree it once was, but it's become an even more important landmark to the community.

## Page 174 Indentation

- ¶ Squirrels are very active animals. They spend a lot of time gathering food. They look for nuts and bury them. Later, they dig them up and eat them.
- ¶ Squirrels are always on the lookout for danger. Animals like dogs, cats, and owls like to catch them. So the squirrels use their sharp ears and eyes to keep track of what is happening around them. At the first sign of trouble, they dash up a tree.
- ¶ Sometimes squirrels have to rest, of course. They build nests of leaves high up in the tree branches. These nests are very sturdy and keep them warm and dry when it rains.

## Page 175 Complete Predicate

- |       |        |        |        |         |
|-------|--------|--------|--------|---------|
| 1. No | 3. Yes | 5. Yes | 7. Yes | 9. No   |
| 2. No | 4. No  | 6. No  | 8. No  | 10. Yes |

## Page 176 Subject/Object Pronouns

- |  |  |
|--|--|
| 1. Hi! Did <u>you</u> miss <u>(me)</u> ?   | 6. Before long, <u>they</u> had a fair to raise money to help <u>(him)</u> . |
| 2. <u>We</u> went to a fair in Indiana called Turtle Days.                             | 7. <u>They</u> made turtle floats and dressed in turtle costumes.            |
| 3. <u>It</u> was a fun place to visit.   | 8. <u>We</u> petted a big turtle, but Mom wouldn't touch <u>(it)</u> !       |
| 4. A farmer told <u>(us)</u> about the plans to save the turtles living near the pond. | 9. Maybe <u>you</u> would like to come with <u>(us)</u> next year!           |
| 5. People started reading about the farmer's plans, and <u>they</u> came to watch.     | 10. <u>It</u> is a great place to relax and have fun.                        |

## Page 177 Subject/Object Pronouns

- |   |                                       |                 |
|---|---------------------------------------|-----------------|
| <b>A.</b> 1. Papa gave <u>me</u> a flute.       | 4. I need to practice <u>it</u> now.  | <b>B.</b> 6. We |
| 2. I will play with <u>him</u> tonight.         | 5. Come watch <u>us</u> play tonight! | 7. He           |
| 3. We will play a special song for <u>you</u> . |                                       | 8. us           |
|   |                                       | 9. She          |
|   |                                       | 10. her         |

## ANSWER KEY

---

### Page 178 Commas With Items in a Series

1. We serve ham, pancakes, coffee, and milk.
2. A chef mixes pancake batter, butter, sugar, and cooking oil.
3. The pancakes are sweet, warm, and delicious.
4. Farmers, cowhands, and out-of-state visitors enjoy our pancakes.
5. If you eat at our diner, you will go away happy, full, and eager to return.

---

### Page 179 Commas With Items in a Series

1. Carnaval is a time for music, fun, and good food.
2. My father, my uncle, and I play in a band.
3. Carnaval will start when the potatoes, corn, and wool are all sold.
4. The people are happy, relaxed, and joyful.

---

### Page 180 Commas With Items in a Series

- A.**
1. I can see mountains, llamas, and farms from my window.
  2. OK
  3. I love the drums, the flutes, and the guitar.
  4. Working in the fields makes me tired, hot, and hungry.
  5. OK
- B.** At the market, I see potatoes, wool, and fava beans. We gather yellow, black, and brown potatoes. We leave the market. Mama, Teresa, and I bounce along in the back of the truck. It stops like a bus to pick up people carrying turnips, peas, and peppers.





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