

Great Grammar Practice

Parts of
Speech



Capitalization

Verb Tenses



Punctuation



Types of Sentences

Linda Ward Beech

Great Grammar Practice

Linda Ward Beech

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

Teaching
Resources



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Introduction

To be successful at any task, it is important to have the right tools and skills. Grammar is one of the basic tools of written and oral language. Students need to learn and practice key grammar skills to communicate effectively. The pages in this book provide opportunities to introduce and/or expand students' familiarity with grammar rules and concepts.

Using This Book

If your class has grammar texts, you can duplicate the pages in this book to use as reinforcements.

⇒ Read aloud the instructions and examples as much of the material will be new to second graders. If necessary, provide additional examples and answer students' questions.

⇒ Model how to do the activity.

You can add these pages as assignments to your writing program and keep copies in skills folders at your writing resource center.

You may also want to use the activities as a class lesson or have students complete the pages in small groups.



Page by Page

You can use these suggestions to help students complete the activity pages.

Activity 1

Review the examples to help students understand why one group of words makes a sentence and the other does not.

Activity 2

Emphasize that word order in a sentence makes a difference in meaning.

Activity 3

Point out that the subject is one of the main parts of a sentence.

Activity 4

Tell students that the parts they are adding to the sentences are called predicates.

A predicate contains the action in a sentence.

Activity 5

Students may need assistance in forming the sentences. Point out that they should choose the best answer, even if more than one makes sense.

Activity 6

Remind students that there are different kinds of sentences. Statements and questions are the most common kinds.

Activity 7

Point out that capitalization and punctuation help readers know when a sentence begins and ends.

Activity 8

Ask students to think of other examples of commands and exclamations.

Activity 9

Point out that if it is said with feeling, a command can also end with an exclamation mark.

Activities 10 and 11

Mention that the sentences on these pages are called compound sentences; each of the two ideas has a subject and a predicate. Invite students to read aloud the sentences they write for Part B.

Activity 12

Review the characteristics of statements, questions, commands, and exclamations. Remind students that each type of sentence has its own special punctuation.

Activity 13

Encourage students to find examples of nouns in their reading books.

Activity 14

Explain that most nouns are common nouns; proper nouns are specific names for a given person, place, or thing.

Activity 15

Tell students that a noun that names one thing is singular; a noun that names more than one thing is plural.

Activity 16

Mention that the noun plurals on this page are called irregular plurals because they are not formed like regular plural nouns. It is important to memorize these plurals.

Activity 17

Tell students there are many other names for groups of animals. Students might enjoy finding and illustrating additional examples.

Activity 18

Stress that possessive nouns are different than plural nouns.

Activity 19

Point out that the pronouns *he*, *she*, and *it* are singular, while the pronoun *they* is plural.

Activity 20

Point out that the pronouns *I* and *me* are singular. The pronoun *we* is plural, and the pronoun *you* can be singular or plural.

Activity 21

Reflexive pronouns are often confusing. Watch for incorrect usage when students are speaking.

Activity 22

Review the purpose of a noun and a pronoun. Remind students that the pronoun must agree with the noun it replaces.

Activity 23

Review with students that a verb shows action. Point out that the verbs in this activity show action that happened in the past.

Activity 24

Some students have difficulty with noun-verb agreement. You might do this exercise aloud with the class so students can hear the correct agreement and talk about why a verb is singular or plural in each sentence.

Activity 25

Introduce the term *verb tense* when presenting this page. Explain that it refers to time, or when the action takes place.

Activity 26

Invite students to read aloud the sentences they write for Part B.

Activity 27

Mention that the past verb forms on this page are called irregular verbs because the past tenses are not formed like regular verbs. It is important to memorize these irregular verbs.

Activity 28

The verbs on this page are forms of the verb *to be* and are often used incorrectly. You might do this exercise aloud with the class so students can hear the correct agreement and talk about why a verb is singular or plural in each sentence.

Activity 29

The verbs on this page are often used incorrectly. You might do this exercise aloud with the class so students can hear the correct agreement and talk about why a verb is singular or plural in each sentence.

Activities 30 and 31

Mention that the word *not* means “no.” Point out that the pronunciations of *don’t* and *won’t* are different from the way other contractions are pronounced.

Activity 32

Let students know that two of the verbs in the word bank will not be used. Invite students to identify the contractions in the word bank.

Activity 33

Explain that adjectives add detail to nouns by telling more about them.

Activity 34

Invite students to use the back of their paper and crayons or colored pencils to illustrate the sentences in Part B.

Activity 35

Check that students choose appropriate adjectives for the pictures in Part B.

Activities 36 and 37

Suggest that students ask themselves “When? Where? How?” when trying to identify adverbs.

Activity 38

Invite students to think of other adverbs they might use with the verbs in Part B.

Activity 39

Review what a noun and a verb are before introducing this page.

Activities 40–42

Explain that prepositions and the phrases they introduce help make a sentence more interesting and informative.

Activity 43

Review the different times to use capitals: at the beginnings of sentences, with proper nouns, and for the pronoun *I*.

Activity 44

Remind students that a comma is a form of punctuation. Review the punctuation that students know: period, question mark, exclamation mark, and apostrophe. Point out that a comma occurs in the middle of a sentence, not at the end like a period.

Activity 45

Point out the different parts of a date—the month, day, and year—and the order in which students should write them. As a class, practice writing a few dates before students complete this page.

Activity 46

Before students complete this page, review that proper nouns begin with capital letters, and a sentence begins with a capital letter.

Activity 47

Review the different ways to use an apostrophe: to form a possessive noun or a contraction.

Activity 48

Ask students to share what they know about the characteristics of statements, questions, commands, and exclamations. Be sure they can identify the punctuation that goes with each type of sentence.

Activity 49

Encourage students to find and write other words spelled with these vowel sounds.

Activity 50

Encourage students to find and write other words spelled with these blended sounds.

Activity 51

Invite students to go on a word hunt to find other words with double letters.

Activity 52

Ask students to write a sentence using one of the nouns or plural nouns they made. Invite them to share their sentence with the class.

Activities 53 and 54

Point out the words in the word bank. Have students identify the base words.

Activity 55

Part B of this page offers students an opportunity to use dictionaries and to expand their vocabulary. Review how the words in a dictionary are organized and ask students to find more words beginning with these blends.

Connections to the Standards

With the goal of providing students nationwide with a quality education that prepares them for college and careers, broad standards were developed to establish rigorous educational expectations. These standards serve as the basis of many state standards. The chart below details how the activities in this book align with specific language and foundational skills standards for students in grade 2.

	English Language Arts Standards	Activities
Language	Conventions of Standard English	
	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–55
	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7, 9, 12, 14, 18, 30, 31, 43–55
	Knowledge of Language	
	• Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1–55
	Vocabulary Acquisition and Use	
	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	3, 4, 13, 14, 17, 21, 23, 25, 32, 33, 35–42, 47, 49, 51–55
	• Demonstrate understanding of word relationships and nuances in word meanings.	1–55
	• Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	1–55
Foundational Skills	Phonics and Word Recognition	
	• Know and apply grade-level phonics and word analysis skills in decoding words.	16, 27, 31, 49–55
	Fluency	
	• Read with sufficient accuracy and fluency to support comprehension.	1–55

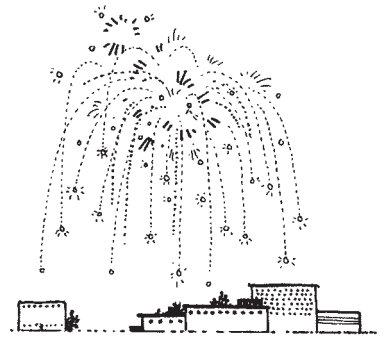
Source: © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

What Is a Sentence?

A sentence is a group of words that tells a complete idea.

Sentence: The fireworks are loud.

Not a Sentence: The fireworks.



A. Write **sentence** or **not a sentence**.

1. The colors are bright.

2. Fireworks streak through the dark.

3. Fireworks light up the night.

4. Fall to the ground.

5. High in the sky.

6. People watch in delight.

B. Add words to make sentences.

7. The noise _____.

8. _____ are red, yellow, and green.

In Order

The order of words tells what a sentence means.

Sentence: Maisie has a camera.

Not a Sentence: Camera Maisie has a.

Underline under the words that make a sentence.

1. **a.** Maisie takes good pictures.
b. Good Maisie pictures takes.
2. **a.** Subject she a chooses.
b. She chooses a subject.
3. **a.** She looks through the lens.
b. Through she looks the lens.
4. **a.** The shot right to get it is hard.
b. It is hard to get the right shot.
5. **a.** The shutter she snaps.
b. She snaps the shutter.
6. **a.** A picture appears.
b. Appears a picture.



Sentence Subjects

The subject of a sentence tells who or what does something.

The dog watches the cat.

↑
subject of sentence



Add a subject to each sentence.

Use the picture to help you.

1. A _____ looks at his glasses.
2. The _____ has a teddy bear.
3. One _____ opens his suitcase.
4. _____ holds his skateboard.
5. A _____ wants food in her dish.
6. Her _____ is empty.
7. The _____ will wear her hat.
8. The _____ holds a bone.

Sentence Action

Some words in a sentence tell what happens.

A faucet drips.

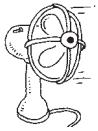
↑
what happens



WORD BANK

bounces rocks
waves sweeps
rings ticks
cools measures

Tell what happens in each sentence. Use the word bank.



1. A fan _____.



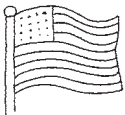
2. A broom _____.



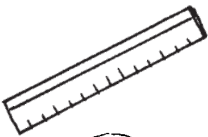
3. A ball _____.



4. A bell _____.



5. A flag _____.



6. A ruler _____.



7. A clock _____.



8. A cradle _____.

Sentence Parts

A sentence has two parts.

One part is the subject.

The other part tells what the subject does.

The hikers saw an empty cabin.

subject

what happens



Draw a line to match the two parts of each sentence.

- | | |
|--------------------|---------------------------|
| 1. A loose shutter | a. grew over the path. |
| 2. The air | b. covered the furniture. |
| 3. A mouse | c. ran into a hole. |
| 4. Weeds | d. banged. |
| 5. Dust | e. sagged at the windows. |
| 6. Old curtains | f. smelled musty. |
| 7. The floorboards | g. was on the ceiling. |
| 8. A cobweb | h. creaked loudly. |

Review: Sentences

A sentence that tells something is a statement.

A sentence that asks something is a question.

A command is a sentence that tells what to do.

The subject of a command is *you*, but it is not said or written.

An exclamation is a sentence that shows strong feeling.



A. Read each sentence. Write **statement**, **question**, **command**, or **exclamation**. Add the correct end punctuation mark.

1. We're going to the playground_____

2. When are we going_____

3. Put your shoes on_____

4. Did you see the slide_____

5. Wow_____

6. It is very tall_____

B. Write the words and punctuation mark in order so that they form a sentence.

7. ate . our We at park lunch the
