

# 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*



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

Edited by Mela Ottiano  
 Cover design by Michelle Kim  
 Interior design by Melinda Belter

ISBN: 978-0-545-79422-0  
 Copyright © 2015 by Scholastic Inc.  
 Illustrations copyright © by Scholastic Inc.  
 All rights reserved.  
 Published by Scholastic Inc.  
 Printed in the U.S.A.

1 2 3 4 5 6 7 8 9 10      40      22 21 20 19 18 17 16 15

# Contents

|                           |   |
|---------------------------|---|
| <b>INTRODUCTION</b> ..... | 5 |
|---------------------------|---|

## **ACTIVITY PAGES**

### **SENTENCES**

|                                             |    |
|---------------------------------------------|----|
| 1 • What Is a Sentence? .....               | 9  |
| 2 • In Order .....                          | 10 |
| 3 • Sentence Subjects .....                 | 11 |
| 4 • Sentence Action .....                   | 12 |
| 5 • Sentence Parts .....                    | 13 |
| 6 • Statements and Questions .....          | 14 |
| 7 • Writing Statements and Questions .....  | 15 |
| 8 • More Kinds of Sentences .....           | 16 |
| 9 • Writing Commands and Exclamations ..... | 17 |
| 10 • Sentences With <i>And</i> .....        | 18 |
| 11 • Sentences With <i>Because</i> .....    | 19 |
| 12 • Review: Sentences .....                | 20 |

### **NOUNS & PRONOUNS**

|                                       |    |
|---------------------------------------|----|
| 13 • What Is a Noun? .....            | 21 |
| 14 • Proper Nouns .....               | 22 |
| 15 • Plural Nouns .....               | 23 |
| 16 • More Plural Nouns .....          | 24 |
| 17 • Names for Groups .....           | 25 |
| 18 • Possessive Nouns .....           | 26 |
| 19 • What Is a Pronoun? .....         | 27 |
| 20 • More Pronouns .....              | 28 |
| 21 • Pronouns With Endings .....      | 29 |
| 22 • Review: Nouns and Pronouns ..... | 30 |

### **VERBS**

|                                                    |    |
|----------------------------------------------------|----|
| 23 • What Is a Verb? .....                         | 31 |
| 24 • Noun and Verb Agreement .....                 | 32 |
| 25 • Past and Present Tense Verbs .....            | 33 |
| 26 • Future Tense Verbs .....                      | 34 |
| 27 • More About Verbs .....                        | 35 |
| 28 • Using <i>Is/Are</i> and <i>Was/Were</i> ..... | 36 |
| 29 • Using <i>Has</i> and <i>Have</i> .....        | 37 |

|                                                   |    |
|---------------------------------------------------|----|
| 30 • What Is a Contraction? .....                 | 38 |
| 31 • Using Contractions .....                     | 39 |
| 32 • Review: Verbs .....                          | 40 |
| <b>ADJECTIVES &amp; ADVERBS</b>                   |    |
| 33 • What Is an Adjective? .....                  | 41 |
| 34 • More Adjectives .....                        | 42 |
| 35 • Adjectives and Nouns .....                   | 43 |
| 36 • What Is an Adverb? .....                     | 44 |
| 37 • More Adverbs .....                           | 45 |
| 38 • Adverbs and Verbs .....                      | 46 |
| 39 • Review: Adjectives and Adverbs .....         | 47 |
| <b>PREPOSITIONS</b>                               |    |
| 40 • Where Words .....                            | 48 |
| 41 • Building Sentences With Prepositions .....   | 49 |
| 42 • Review: Prepositions .....                   | 50 |
| <b>CAPITALIZATION &amp; PUNCTUATION</b>           |    |
| 43 • Using Capital Letters .....                  | 51 |
| 44 • Using Commas .....                           | 52 |
| 45 • Writing Dates .....                          | 53 |
| 46 • Writing a Letter .....                       | 54 |
| 47 • Using Apostrophes .....                      | 55 |
| 48 • Review: Capitalization and Punctuation ..... | 56 |
| <b>SPELLING</b>                                   |    |
| 49 • Vowel Sounds .....                           | 57 |
| 50 • Blending Sounds .....                        | 58 |
| 51 • Double Letters .....                         | 59 |
| 52 • Word Families .....                          | 60 |
| 53 • What Is a Prefix? .....                      | 61 |
| 54 • What Is a Suffix? .....                      | 62 |
| 55 • Review: Spelling .....                       | 63 |
| <b>ANSWERS</b> .....                              | 64 |

# 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                                                       |
| Foundational Skills             | • 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                                                       |
|                                 | Phonics and Word Recognition                                                                                                                                              |                                                            |
|                                 | • Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                          | 16, 27, 31, 49–55                                          |
| Foundational Skills             | Fluency                                                                                                                                                                   |                                                            |
|                                 | • Read with sufficient accuracy and fluency to support comprehension.                                                                                                     | 1–55                                                       |

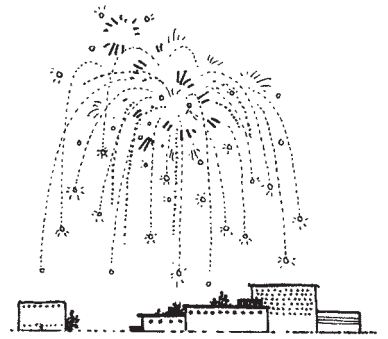
Source: © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

# 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.**

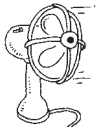
what happens



## WORD BANK

bounces rocks  
waves sweeps  
rings ticks  
cools measures

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



1. A fan \_\_\_\_\_.



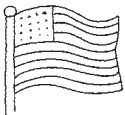
2. A broom \_\_\_\_\_.



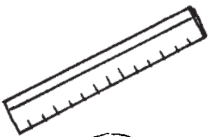
3. A ball \_\_\_\_\_.



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.

# Statements and Questions

A sentence that tells something is a statement.

A sentence that asks something is a question.

**Statement:** The water was chilly.

**Question:** Was the water chilly?



**A.** Read each sentence. Write **statement** or **question**.

1. Max jumped into the pool.

\_\_\_\_\_

2. It was a cool day.

\_\_\_\_\_

3. How did the water feel?

\_\_\_\_\_

4. How long did Max stay in the pool?

\_\_\_\_\_

5. He swam for a long time.

\_\_\_\_\_

6. Did he get sick?

\_\_\_\_\_

**B.** Complete the statement and question.

7. Max needed \_\_\_\_\_.

8. Will he \_\_\_\_\_?



# Writing Statements and Questions

A sentence always begins with a capital letter.

A statement ends with a period.

A question ends with a question mark.

**Statement:** It's time for the race.

capital letter

period

**Question:** Will the runners line up?

capital letter

question mark



Write the sentences so that they begin and end correctly.

1. how many runners are on a team

---

2. how far will they run

---

3. the race is on the track

---

4. is everyone ready

---

## More Kinds of Sentences

A command is a sentence that tells what to do.

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



**Command:** Set the table.

The subject *you* is not stated.

An exclamation is a sentence that shows strong feeling.

**Exclamation:** That's great!

**A.** Read each sentence. Write **statement** or **command**.

1. Don't forget the napkins.

\_\_\_\_\_

2. Use the blue plates.

\_\_\_\_\_

3. The forks go on the left.

\_\_\_\_\_

4. The table looks nice.

\_\_\_\_\_

**B.** Read each sentence. Write **command** or **exclamation**.

5. Wow!

\_\_\_\_\_

6. Put glasses on the table.

\_\_\_\_\_

7. Please sit down.

\_\_\_\_\_

8. Thanks!

\_\_\_\_\_

# Writing Commands and Exclamations

A sentence always begins with a capital letter.

A command ends with a period.

An exclamation ends with an exclamation mark.

**Command: Play ball.**

capital letter

period

**Exclamation: Hurray!**

capital letter

exclamation mark



Write the sentences so that they begin and end correctly.

1. pass the ball

\_\_\_\_\_

2. wow

\_\_\_\_\_

3. guard that player

\_\_\_\_\_

4. nice play

\_\_\_\_\_

5. make that shot

\_\_\_\_\_

6. great game

\_\_\_\_\_

## Sentences With *And*

The word *and* can link ideas in a sentence.

**Mrs. Hill went to a store, and she bought beets.**

idea 1

linking word

idea 2

- A.** Add **and** to link the two ideas in each sentence.  
Then number the two ideas.



1. The beets were red, \_\_\_\_\_ they were ripe.

idea \_\_\_\_

idea \_\_\_\_

2. Mrs. Hill paid for the beets, \_\_\_\_\_ she took them home.

idea \_\_\_\_

idea \_\_\_\_

3. She put the beets in a pot, \_\_\_\_\_ they were soon boiling.

idea \_\_\_\_

idea \_\_\_\_

4. The beets colored the water, \_\_\_\_\_ Mrs. Hill had a pink dye.

idea \_\_\_\_

idea \_\_\_\_

- B.** Add an idea to complete each sentence.

5. Mrs. Hill got some cloth, and \_\_\_\_\_.

6. The cloth was pretty, and \_\_\_\_\_.

## Sentences With *Because*

The word *because* can link ideas in a sentence.

Walt put on earmuffs **because** it was cold.

idea 1

linking word

idea 2



**A.** Add **because** to link the two ideas in each sentence.  
Number the two ideas in each sentence.

1. Walt wore boots \_\_\_\_\_ the snow was wet.  
idea \_\_\_\_\_ idea \_\_\_\_\_

2. His scarf got damp \_\_\_\_\_ it dragged in the snow.  
idea \_\_\_\_\_ idea \_\_\_\_\_

3. His hands were cold \_\_\_\_\_ he forgot his mittens.  
idea \_\_\_\_\_ idea \_\_\_\_\_

4. Walt's head was warm \_\_\_\_\_ he wore a hat.  
idea \_\_\_\_\_ idea \_\_\_\_\_

**B.** Add an idea to complete each sentence.

5. Walt took a walk because \_\_\_\_\_.

6. His mother called him because \_\_\_\_\_.

## 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

\_\_\_\_\_

# What Is a Noun?

A noun is a word that names a person, place, or thing.

**Person:** girl

**Place:** school

**Thing:** pencil



**A.** Look at the picture above. Circle the noun that answers each question.

1. Who is in the picture?      doctor      policeman      riding
2. What place is shown?      farm      strong      city
3. What thing is in the picture?      saddle      later      help

**B.** Write a noun from the word bank to complete each sentence.

4. The \_\_\_\_\_ walks along.
5. His \_\_\_\_\_ waves back and forth.
6. The \_\_\_\_\_ is empty.
7. A man looks out his \_\_\_\_\_.
8. A \_\_\_\_\_ floats by a building.

## WORD BANK

|        |         |
|--------|---------|
| blue   | bicycle |
| horse  | window  |
| street | tail    |
| cloud  | sunny   |

## Proper Nouns

A proper noun is the specific name for a person, place or thing.

A proper noun can also be the name of a place or a holiday.

Each word in a proper noun begins with a capital letter.

**Proper Nouns:** Jeff Young, Mona Lang, Seattle, Halloween

**A.** Circle the proper nouns in each sentence.

1. Becca Hardy went to the Rocky Mountains with her family.
2. They also visited Salt Lake City and San Francisco.
3. Mia Grasso joined them for Columbus Day.

**B.** Write the name of a holiday for each clue.



4. Eat turkey. \_\_\_\_\_



5. Play a joke. \_\_\_\_\_



6. Watch fireworks. \_\_\_\_\_



7. Make a heart. \_\_\_\_\_

**C.** Write the name of your city.

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



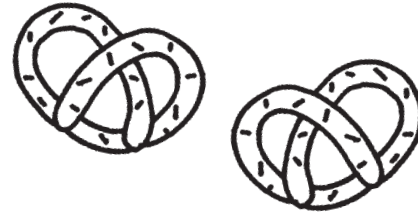
## Plural Nouns

A plural noun names more than one person, place, or thing.

Most plural nouns end in -s.

**One:** pretzel

**More Than One:** pretzels



**A.** Circle the plural noun or nouns in each sentence.

1. Nick brought nuts for his snack.
2. Ezra had bags of beans.
3. Where are Amy's carrots?
4. We bought hotdogs and rolls.

**B.** Write the correct noun form in each sentence.

5. Dad ate a bunch of \_\_\_\_\_ .  
grape                      grapes

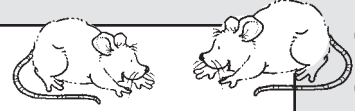
6. We had a good \_\_\_\_\_ at lunch.  
cheese                      cheeses

7. Mom made two \_\_\_\_\_ for the fair.  
cake                      cakes

8. How many \_\_\_\_\_ did you sell?  
pie                      pies

## More Plural Nouns

Some nouns have different plural forms.



| SINGULAR | PLURAL   |
|----------|----------|
| child    | children |
| woman    | women    |
| man      | men      |
| mouse    | mice     |

| SINGULAR | PLURAL |
|----------|--------|
| foot     | feet   |
| ox       | oxen   |
| tooth    | teeth  |
| goose    | geese  |

Write each sentence so that the underlined nouns are plural.

1. The goose flew over the house.

---

2. The child chased after the ball.

---

3. The mouse ran when the woman screamed.

---

4. The man hitched the ox to a cart.

---

5. The sock covered Ella's foot.

---

## Names for Groups

Some nouns name groups of animals.

| ANIMAL | GROUP NAME |
|--------|------------|
| fish   | school     |
| lion   | pride      |
| bee    | swarm      |
| dog    | pack       |

| ANIMAL | GROUP NAME |
|--------|------------|
| sheep  | flock      |
| ant    | army       |
| ape    | troop      |
| goose  | gaggle     |

**A.** Write a group noun for each animal.

1. A group of sheep is called a \_\_\_\_\_.
2. Lions live together in a \_\_\_\_\_.
3. A \_\_\_\_\_ of fish is a group of them.
4. A group of geese swimming is a \_\_\_\_\_.

**B.** Write the plural noun for an animal in each sentence.

5. An army of \_\_\_\_\_ came to our picnic.
6. We saw a troop of \_\_\_\_\_ in a movie.
7. A swarm of \_\_\_\_\_ flew to the hive.
8. A pack of \_\_\_\_\_ ran in the street.

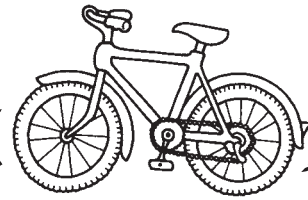
## Possessive Nouns

A possessive noun shows who owns something.  
The noun ends with an apostrophe and an s: 's.

**the boy's bike**

**The bike belongs to the boy.**

↑  
apostrophe and s show possession



**A.** Circle the word in each sentence that shows who owns something.

1. Jamie's bike is red.
2. His brother's bike has three wheels.
3. His friend's bike is gray.
4. Dad's bike needs a repair.

**B.** Read the first sentence. Then add a possessive noun to the second sentence.

5. The bell belonging to Mom is shiny.

It is \_\_\_\_\_ bell.

6. That helmet belongs to Ada.

It is \_\_\_\_\_ helmet.

## What Is a Pronoun?

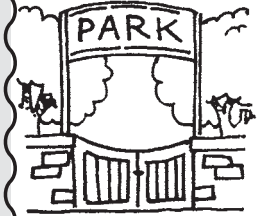
A pronoun takes the place of a noun or nouns.

*He, she, they, and it* are pronouns.

**Carson** went to the park. **He** went on the slide.

noun

pronoun takes place of noun



**A.** Underline the noun in the first sentence. Circle the pronoun that replaces that noun in the second sentence.

1. The swing was empty. Carson hopped on it.
2. Carson swung high. He could see far away.
3. Some kids came by. They rode around on scooters.
4. Polly showed up. She was happy to see Carson.

**B.** Read the first sentence. Then complete the second sentence with **He**, **She**, **They**, or **It**.

5. Carson was hungry. \_\_\_\_\_ took out some pretzels.
6. Polly smiled. \_\_\_\_\_ wanted some too.
7. The sun disappeared. \_\_\_\_\_ went behind a cloud.
8. Polly and Carson left. \_\_\_\_\_ went home together.

## More Pronouns

A pronoun takes the place of a noun or nouns.

*I, me, you, and we* are pronouns.

**“I will measure you,” Jada told Owen.**

↑  
pronoun replaces  
Jada's name

↑  
pronoun replaces  
Owen's name



Circle the pronoun in each sentence. Write the name of the person or persons the pronoun replaces.

1. Jada said, “I am growing.”

\_\_\_\_\_

2. “Yes, you are,” agreed Owen.

\_\_\_\_\_

3. “How tall are you?” asked Jada.

\_\_\_\_\_

4. “Measure me,” said Owen.

\_\_\_\_\_

5. “Okay, I will,” Jada said.

\_\_\_\_\_

6. “Please stand next to me,” Jada added.

\_\_\_\_\_

7. “We can take turns,” Owen suggested.

\_\_\_\_\_

8. “You are very tall,” Jada said.

\_\_\_\_\_

## Pronouns With Endings

Some pronouns end with *self*.

These pronouns tell more about the sentence subject.

**I can mop the floor by myself.**

↑  
subject

↑  
pronoun tells more about subject

### WORD BANK

myself    yourself  
herself    himself  
itself    ourselves  
themselves

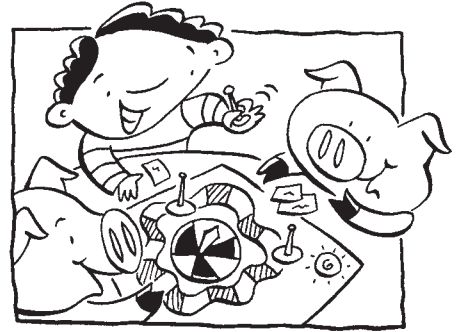
Write a pronoun from the word bank to complete each sentence.

1. Fran raked the leaves by \_\_\_\_\_.
2. Can Josh carry the tray by \_\_\_\_\_?
3. Neil and Roger pulled the wagons \_\_\_\_\_.
4. The ball rolled by \_\_\_\_\_ down the hill.
5. I put the umbrella up by \_\_\_\_\_.
6. Did you wash the dog by \_\_\_\_\_?
7. We did it by \_\_\_\_\_.

## Review: Nouns and Pronouns

A noun is a word that names a person, place, or thing.

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



Read each pair of sentences. Circle the pronoun in the second sentence of each pair. Then write what noun the pronoun stands for.

1. Wyatt did not like to clean his room.

He liked a messy room.

\_\_\_\_\_

2. Mother wanted Wyatt to do some work.

She handed Wyatt a broom.

\_\_\_\_\_

3. The pigs came into Wyatt's room.

They helped Wyatt clean the room.

\_\_\_\_\_

4. Then Wyatt and the pigs played a game.

Wyatt and the pigs had fun playing it.

\_\_\_\_\_

5. The pigs and Wyatt played for a long time.

They liked to play games.

\_\_\_\_\_

6. Wyatt was sad to see his friends go.

He liked playing with the pigs.

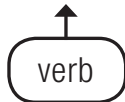
\_\_\_\_\_



## What Is a Verb?

A verb is a word that tells what someone or something does.  
Every sentence has a verb.

**Marco cut a flower for his teacher.**



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

1. The flower needed water.
2. It drooped in Marco's hand.
3. Kiri gave Marco a wet paper towel.
4. The flower got water from the towel.
5. Marco took the flower to school safely.

### WORD BANK

|         |     |
|---------|-----|
| thanked | won |
| helped  | put |
| liked   | fed |

**B.** Write a verb from the word bank to complete each sentence.

6. Mrs. Hill \_\_\_\_\_ the flower.
7. The teacher \_\_\_\_\_ the flower in a vase.
8. She \_\_\_\_\_ Marco for the gift.

# Noun and Verb Agreement

A verb showing the action of one person or thing ends in -s.

A verb showing the action of more than one person or thing does not end in -s.

**The wolf looks happy. The pigs talk to the wolf.**

shows action of one

shows action of more than one



Write the correct verb form in each sentence.

1. The three pigs \_\_\_\_\_ Wally Wolf.  
fear      fears

2. He \_\_\_\_\_ to eat pigs.  
like      likes

3. Parker Pig \_\_\_\_\_ a straw house.  
build      builds

4. Penny Pig \_\_\_\_\_ a wood house.  
make      makes

5. The wolf \_\_\_\_\_ their houses.  
destroy      destroys

6. Can the pigs \_\_\_\_\_ Wally?  
fool      fools

7. Peter Pig \_\_\_\_\_ a stone house for  
all of them.  
design      designs

## Past and Present Tense Verbs

Verbs can tell about action in the present and the past.

Most past tense verbs end in *-ed*.

**Present:** walk walks

**Past:** walked



**A.** Circle the verb in each sentence. Write **present** or **past** to tell about the verb tense.

1. Fiona waits at the stoplight.

\_\_\_\_\_

2. A police officer directs traffic.

\_\_\_\_\_

3. Many people fill the busy sidewalk.

\_\_\_\_\_

4. Once, Fiona arrived late for her music lesson.

\_\_\_\_\_

5. She missed part of the lesson.

\_\_\_\_\_

6. This week, Fiona enters the class on time.

\_\_\_\_\_

**B.** Write one sentence with a verb in the present tense and one sentence with a verb in the past tense.

7. Present: \_\_\_\_\_

8. Past: \_\_\_\_\_

## Future Tense Verbs

Verbs can tell about action in the future.

Future verbs have *will* in front of them.

**Future:** It will rain tomorrow.



**A.** Circle the verb in each sentence. Write **present**, **past**, or **future** to tell about the verb tense.

1. The rain flooded our yard last night. \_\_\_\_\_

2. It covered all the tree trunks. \_\_\_\_\_

3. Now Dad looks at the yard in dismay. \_\_\_\_\_

4. He takes a picture of the damage. \_\_\_\_\_

5. The water will disappear soon. \_\_\_\_\_

6. Then we will clean up the yard. \_\_\_\_\_

**B.** Write two sentences that show action in the future.

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

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

## More About Verbs

Some past tense verbs do not end in the regular way.

| PRESENT    | PAST |
|------------|------|
| sit/sits   | sat  |
| get/gets   | got  |
| run/runs   | ran  |
| hold/holds | held |

| PRESENT    | PAST |
|------------|------|
| hide/hides | hid  |
| tell/tells | told |
| eat/eats   | ate  |
| wear/wears | wore |



**A.** Circle the verb in each sentence. Write **present** or **past** to tell about the verb tense.

1. Uma sits at a table in a restaurant. \_\_\_\_\_

2. She wears her new dress. \_\_\_\_\_

3. A minute ago, she ate something spicy. \_\_\_\_\_

4. She told the waiter right away. \_\_\_\_\_

5. He ran for a glass of water. \_\_\_\_\_

6. He quickly got the water for Uma. \_\_\_\_\_

**B.** Write two sentences that show the past. Choose verbs from the charts above.

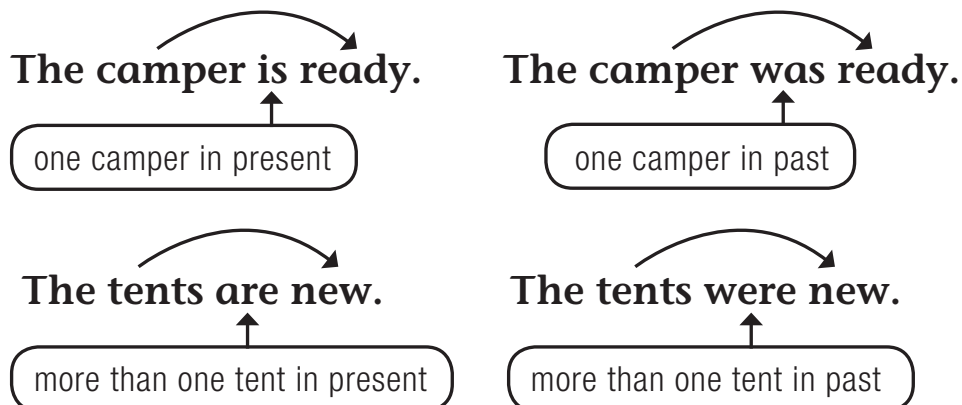
7. \_\_\_\_\_

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

## Using *Is/Are* and *Was/Were*

Some verbs link the subject of a sentence to the words in the rest of the sentence.

|                       |                |             |
|-----------------------|----------------|-------------|
|                       | <b>Present</b> | <b>Past</b> |
| <b>One:</b>           | <b>is</b>      | <b>was</b>  |
| <b>More Than One:</b> | <b>are</b>     | <b>were</b> |



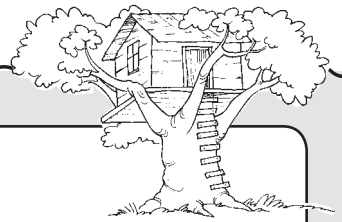
**A.** Write **is** or **are** in each sentence to show the present.

1. The tents \_\_\_\_\_ green.
2. The campers \_\_\_\_\_ here.
3. Tori's tent \_\_\_\_\_ there.
4. My tent \_\_\_\_\_ small.
5. Some campers \_\_\_\_\_ sleepy.
6. My sleeping bag \_\_\_\_\_ warm.

**B.** Underline the correct sentence to show the past.

7. **a.** Blake was awake.                      **b.** Blake were awake.
8. **a.** The bugs was busy.                      **b.** The bugs were busy.
9. **a.** Ron's flashlight was on.                      **b.** Ron's flashlight were on.

## Using *Has* and *Have*



Use the verb *has* with one person or thing.

Use the verb *have* with more than one person or thing.

Use *have* with the pronouns *I* and *you*.

**We have a treehouse. Our treehouse has a ladder.**

more than one person

one treehouse

**I have fun in it. You have fun, too.**

pronoun *I*

pronoun *you*

**A. Write *has* or *have* in each sentence.**

1. The treehouse \_\_\_\_\_ a door.
2. It \_\_\_\_\_ a window.
3. We \_\_\_\_\_ furniture there.
4. I \_\_\_\_\_ toys there.
5. You \_\_\_\_\_ lunch there.
6. Some birds \_\_\_\_\_ a nest in the tree.

**B. Underline the correct sentence.**

7. **a.** The tree has big branches.      **b.** The tree have big branches.
8. **a.** The branches has many leaves.      **b.** The branches have many leaves.
9. **a.** I has a rug in the treehouse.      **b.** I have a rug in the treehouse.

## What Is a Contraction?

A verb and the word *not* can combine to make a smaller word called a contraction.

The letter *o* is left out. An apostrophe ' takes the place of the missing letter.

|                      |               |                |                |
|----------------------|---------------|----------------|----------------|
| <b>Verb and Not:</b> | <b>is not</b> | <b>did not</b> | <b>was not</b> |
| <b>Contraction:</b>  | <b>isn't</b>  | <b>didn't</b>  | <b>wasn't</b>  |

**A.** Write the two words for each contraction.

1. don't \_\_\_\_\_ 2. aren't \_\_\_\_\_

3. didn't \_\_\_\_\_ 4. hasn't \_\_\_\_\_

5. haven't \_\_\_\_\_ 6. weren't \_\_\_\_\_

**B.** Read the first sentence. In the second sentence, write the contraction for the underlined words.

7. Jody is not here. No, she \_\_\_\_\_ here.

8. She was not well yesterday. She \_\_\_\_\_ well at all.

9. She did not eat her lunch. She \_\_\_\_\_ play either.

10. She could not do her math. She \_\_\_\_\_ read her book.



## Using Contractions

A verb and the word *not* can combine to make a smaller word called a contraction.

The letter *o* is left out. An apostrophe ' takes the place of the missing letter.

**Verb and Not:** do not      **Contraction:** don't

Some contractions are not formed in the regular way.

**Verb and Not:** will not      cannot

**Contraction:** won't      can't

**A.** Write a contraction for each set of words.

1. should not \_\_\_\_\_      2. are not \_\_\_\_\_

3. will not \_\_\_\_\_      4. do not \_\_\_\_\_

5. were not \_\_\_\_\_      6. cannot \_\_\_\_\_

**B.** Read the first sentence. In the second sentence, write the contraction for the underlined words.

7. Scott will not go to the skating rink.

He \_\_\_\_\_ be there.

8. He cannot find his skates.

He \_\_\_\_\_ find them anywhere.

## Review: Verbs

A verb is an action word. It tells what someone or something is doing, will do, or has done.



### WORD BANK

build    can't    was  
didn't    like    isn't  
will go    liked    likes  
crawl    wants    is

Choose the best verb from the word bank to complete each sentence.

1. Next week, Mateo's family \_\_\_\_\_ camping.
2. Alicia \_\_\_\_\_ hiking the best.
3. Dad and Mom \_\_\_\_\_ bird-watching.
4. Mom and Alicia always \_\_\_\_\_ the campfire.
5. Last summer, Dad \_\_\_\_\_ our only cook.
6. We \_\_\_\_\_ his cooking a lot.
7. He \_\_\_\_\_ burn any of the food!
8. This time, Mateo \_\_\_\_\_ to help him.
9. After dinner, we all \_\_\_\_\_ into our tents.
10. The family \_\_\_\_\_ wait!

## What Is an Adjective?

An adjective is a word that describes a noun.

An adjective can tell size, shape, and color.

**Pippa sits in a big, red chair with square pillows.**

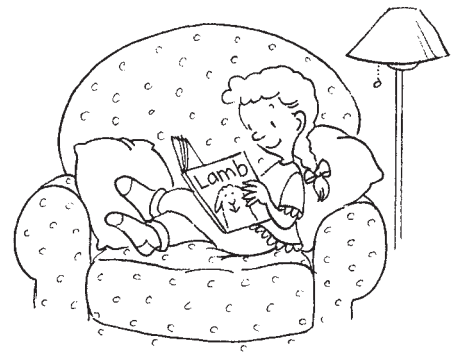
size of chair

color of chair

shape of pillows

**A.** Circle the adjective in each sentence.

1. A tall lamp stands near the chair.
2. Pippa wears a green top.
3. She reads a book about a small lamb.
4. The chair has round spots on it.



**B.** Look at the picture. Then choose the best adjective from the word bank to complete each sentence. Use each word only once.

5. Pippa has \_\_\_\_\_ hair.
6. She sits on a \_\_\_\_\_ cushion.
7. She has on her \_\_\_\_\_ jeans.
8. Pippa can put up her feet in the \_\_\_\_\_ chair.

### WORD BANK

wide  
blue  
square  
long

## More Adjectives

An adjective is a word that describes a noun.

An adjective can tell how many.

An adjective can describe the senses:  
sight, touch, sound, taste, and smell.



| HOW MANY | SIGHT | TOUCH  | SOUND    | TASTE | SMELL  |
|----------|-------|--------|----------|-------|--------|
| two      | large | sticky | quiet    | sweet | stinky |
| many     | dark  | silky  | noisy    | dry   | rotten |
| few      | empty | itchy  | rustling | sour  | sharp  |

**A.** Read each sentence. Write the word that suggests one of the senses.

1. The itchy straw made Kiri sneeze.

\_\_\_\_\_

2. The crackers were stale.

\_\_\_\_\_

3. Tony could smell the fresh air at the beach.

\_\_\_\_\_

4. A booming sound woke up the baby.

\_\_\_\_\_

5. A yellow pear grew on the tree.

\_\_\_\_\_

**B.** Circle the adjective in each sentence.

6. Nils got five stars on his paper.

7. Donna ate two apples.

8. There were many balloons in the air.

# Adjectives and Nouns

An adjective is a word that describes a noun.

Kim made a picture.

Kim made an amazing picture.

adjective

noun



**A.** Reach each sentence. Circle the adjective and underline the noun it describes.

1. Kim cut small pieces of paper.

2. Kim's funny cat watched.

3. Kim made many shapes.

4. She tried different designs.

5. A colorful design filled the page.

6. Then the naughty cat walked on it!

**B.** Write two adjectives to describe each noun.

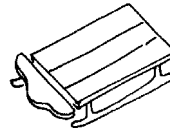
7. top



\_\_\_\_\_

\_\_\_\_\_

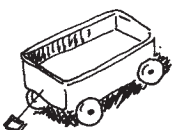
9. sled



\_\_\_\_\_

\_\_\_\_\_

8. wagon



\_\_\_\_\_

\_\_\_\_\_

10. drum



\_\_\_\_\_

\_\_\_\_\_

## What Is an Adverb?

An adverb is a word that describes a verb.

An adverb tells when, where, or how an action happens.

**When:** We visited the castle today.

**Where:** We rode there.

**How:** We pedaled fast.



**A.** The verb in each sentence is underlined. Circle the adverb that describes the verb.

1. We wait at the castle now.

2. The keeper will come soon.

3. He arrives here on time.

4. We greet him happily.

5. He opens the gate quickly.

6. We follow him excitedly.

**B.** Underline the verb in each sentence. Then choose the best adverb from the word bank to complete each sentence.

### WORD BANK

early    inside    quickly

7. A dragon lives \_\_\_\_\_!

8. The dragon awakes from his nap \_\_\_\_\_.

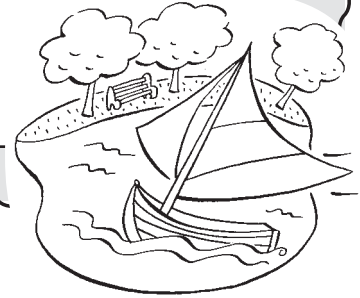
9. We leave the castle \_\_\_\_\_!

## More Adverbs

An adverb is a word that describes a verb.

An adverb tells when, where, or how an action happens.

| WHEN     | WHERE      | HOW       |
|----------|------------|-----------|
| today    | there      | swiftly   |
| tomorrow | everywhere | strongly  |
| earlier  | anywhere   | carefully |



**A.** Read each sentence. Write a word that suggests when, where, or how.

1. We visited the lake \_\_\_\_\_.
2. It took a long time to get \_\_\_\_\_.
3. We drove \_\_\_\_\_.
4. The wind was blowing \_\_\_\_\_.
5. Our boat sailed \_\_\_\_\_.
6. We want to return \_\_\_\_\_.

**B.** Read the words below. Cross out the word in each set that is not an adverb.

7. never

seven

slowly

yesterday

8. later

easily

sunny

perfectly

9. outside

gladly

upstairs

purple

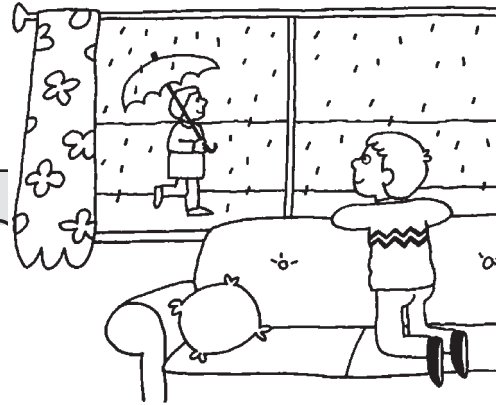
# Adverbs and Verbs

An adverb is a word that describes a verb.

**It rained. It rained today.**

verb

adverb



- A.** Read each sentence. Underline the verb.  
Circle the adverb that describes the verb.

1. The rain fell heavily.
2. Mrs. Greene walked rapidly.
3. She held the umbrella tightly.

- B.** Read the verbs on the left and the adverbs on the right. Draw a line to connect each verb to an adverb that is a good partner.

4. tip-toe

a. loudly

5. laugh

b. kindly

6. answer

c. sadly

7. cry

d. softly

8. help

e. politely



# Review: Adjectives and Adverbs

An adjective describes a noun. An adverb describes a verb.

Six children stand in line. The students stand silently.

adjective

noun

verb

adverb

## A. Circle the noun in each sentence.

Write an adjective from the word bank to describe it.

1. A \_\_\_\_\_ bell rang.

2. The \_\_\_\_\_ school listened.

3. The \_\_\_\_\_ teacher led the class.

4. It was a \_\_\_\_\_ drill.

## B. Circle the verb in each sentence.

Write an adverb from the word bank to describe it.

5. The drills happen \_\_\_\_\_.

6. Students walk \_\_\_\_\_.

7. They listen \_\_\_\_\_ to the teacher.

8. Safety matters \_\_\_\_\_.



## WORD BANK

### ADJECTIVES

calm

clanging

practice

whole

### ADVERBS

greatly

outside

carefully

often

# Where Words

A preposition is a word that can help tell where something is.

The kite is **over** the ground.

↑  
where the kite is



## PREPOSITIONS

|      |       |        |         |    |
|------|-------|--------|---------|----|
| on   | under | over   | beside  | to |
| near | above | around | into    | by |
| in   | along | onto   | between | at |

**A.** Match the words on the left to the phrase on the right that tells where in the picture each thing is.

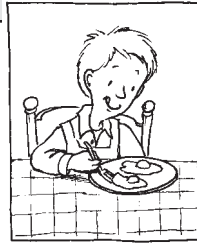
- |            |                    |
|------------|--------------------|
| 1. bird    | a. behind the girl |
| 2. kite    | b. above the bird  |
| 3. rabbits | c. on the branch   |
| 4. bee     | d. in the air      |

**B.** Circle the preposition in each sentence.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 5. The girl holds onto the string. | 6. Flowers grow near the tree.       |
| 7. The girl has a bow on her head. | 8. The rabbits run along the ground. |

# Building Sentences With Prepositions

A preposition is a word that can help tell where something is or when something happens. You can build sentences by adding phrases beginning with a preposition.



**Theo liked eggs.**

**Theo liked eggs in the morning.**

↑  
when Theo liked eggs

## PREPOSITIONAL PHRASES

for school

in a basket

on the stove

under the hens

at the table

to the henhouse

into a pan

at dawn

Choose the best phrase from the list to build each sentence.

1. Each morning Theo awoke \_\_\_\_\_.
2. He walked \_\_\_\_\_.
3. He found eggs \_\_\_\_\_.
4. Theo carried the eggs \_\_\_\_\_.
5. His Mom put them \_\_\_\_\_.
6. She cooked them \_\_\_\_\_.
7. Theo sat \_\_\_\_\_.
8. Then he was ready \_\_\_\_\_.

## Review: Prepositions

A preposition is a word that can help tell where something is or when something happens.

### WORD BANK

around by  
in into  
near on  
over to  
under with

Choose the best preposition from the word bank to complete each sentence. Use each word only once.

- \_\_\_\_\_ the afternoon, I took a walk.
- I saw a very special dog \_\_\_\_\_ a flower patch.
- He was dressed nicely and wore a hat \_\_\_\_\_ his head.
- A crowd formed \_\_\_\_\_ the dog.
- The people watched him juggle four balls \_\_\_\_\_ his head.
- The balls flew \_\_\_\_\_ the air.
- He caught each one \_\_\_\_\_ his paws.
- An amazed man pointed \_\_\_\_\_ the dog.
- The grass was soft \_\_\_\_\_ everyone's feet.
- There was a butterfly \_\_\_\_\_ the action.



## Using Capital Letters

Sentences begin with capital letters.

Proper nouns begin also with capital letters.

**We played baseball with Kira's bat.**

capital letter

capital letter



Rewrite each sentence correctly. Use capital letters where they are needed.

1. tomorrow is saturday and we have a big game.

---

2. our team is called the bayview bears.

---

3. are we playing against the central tigers?

---

4. usually, i play in left field.

---

5. i hope that jamie hits the ball.

---

## Using Commas

Commas separate words in a series.

**Mom had a suitcase, purse, and camera.**

↑      ↑  
commas separate words in series

Complete each sentence with the person's list. Use commas to separate the words in a series.

### JED'S LIST

backpack  
book  
game

1. Jed took a \_\_\_\_\_  
\_\_\_\_\_.

### HONEY'S LIST

bear  
pillow  
snack

2. Honey brought a \_\_\_\_\_  
\_\_\_\_\_.

### DAD'S LIST

magazine  
briefcase  
computer

3. Dad carried a \_\_\_\_\_  
\_\_\_\_\_.

### GRANDMA'S LIST

skirt  
sweater  
blouse  
scarf

4. In Grandma's bag she had an extra \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Writing Dates

The name of each month is a proper noun.

It begins with a capital letter.

A comma comes between the day and the year in a date.



**December 31, 2015**

month

day followed  
by comma

year

Write each date correctly.

1. october 15 2006

\_\_\_\_\_

2. june 21 1960

\_\_\_\_\_

3. february 2 2015

\_\_\_\_\_

4. september 30 1998

\_\_\_\_\_

5. july 4 1776

\_\_\_\_\_

6. your birthday

\_\_\_\_\_

7. today's date

\_\_\_\_\_

8. yesterday's date

\_\_\_\_\_

## Writing a Letter

A comma comes between the day and year in a date.

A comma follows the greeting and closing in a letter.

The greeting and first word of the closing begin with a capital letter.

July 2, 2015 ← comma between day and year

Dear Uncle Alex, ← begins with capital letter;  
comma after greeting

Thank you for the book you sent for my  
birthday. I have wanted to read it for a  
long time. Now I can!

Your niece, ← first word begins with capital  
letter; comma after closing  
Sue

Rewrite the letter correctly.  
Use capital letters and  
commas where they  
are needed.

may 5 2015

dear kurt

we are looking forward  
to your visit this summer.  
your cousin luke can't wait!  
bring your swimsuit. we will  
go to the beach every day.

lots of love  
aunt rosa

---

---

---

---

---

---

---

---

---

---



# Using Apostrophes

An apostrophe with an s can make a noun possessive.  
It can also help turn a verb phrase into a contraction.

**Amir's room**

↑  
apostrophe; possessive

**is not → isn't**

↑  
apostrophe; contraction

**A.** Complete each sentence below. Use a noun from the word bank and make it possessive.

1. The \_\_\_\_\_ whiskers are long.
2. My \_\_\_\_\_ room is neat.
3. The \_\_\_\_\_ nest was in the tree.
4. Did you taste \_\_\_\_\_ macaroni?



## WORD BANK

Mom  
bird  
brother  
cat

**B.** Complete each sentence below. Use a verb phrase from the word bank and turn it into a contraction.

5. They \_\_\_\_\_ at home now.
6. Felix \_\_\_\_\_ on time.
7. It's hot, so \_\_\_\_\_ touch it.
8. Jenna \_\_\_\_\_ go to the party.

## WORD BANK

are not  
did not  
was not  
do not

## Review: Capitalization and Punctuation

Using capitals and correct punctuation makes a sentence easier to read. Remember to use capitals at the beginning of sentences and proper nouns.

End punctuation shows what kind of sentence it is.

Commas separate words in a series.



Write each sentence correctly. Use capitals where they are needed and end punctuation. Use commas to separate words in a series.

1. the sand at the beach is white gritty and warm

---

2. why can't you visit us on thanksgiving

---

3. the children in this group are ryan gabrielle and justin

---

4. where are the slide swings and treehouse

---

5. watch out

---

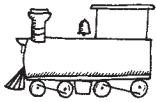
# Vowel Sounds

Vowel sounds can be spelled in different ways.

| SOUND                 | SPELLINGS | EXAMPLES       |
|-----------------------|-----------|----------------|
| Long a                | ai ay     | rain play      |
| Long e                | ee ea e   | keep meat me   |
| Long i                | i y igh   | find cry night |
| Long o                | o oa ow   | most boat grow |
| /ü/ as in <i>soon</i> | oo ew     | cool new       |

Write a long vowel or /ü/ word for each picture.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

8.

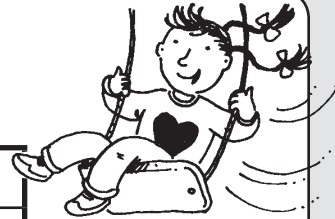


\_\_\_\_\_

## Blending Sounds

Some words begin with two consonants that blend together as one sound.

| CONSONANT + L                      |               | CONSONANT + R                                      |  |
|------------------------------------|---------------|----------------------------------------------------|--|
| bl, cl, fl, gl, pl, sl             |               | br, cr, dr, fr, gr, pr, tr, wr                     |  |
| blue, clay, flag, glee, plum, sled |               | break, crew, draw, from, grow, pretty, tree, wrist |  |
| CONSONANT + W                      | CONSONANT + M | CONSONANT + T                                      |  |
| sw, tw                             | sm            | st                                                 |  |
| swing, twin                        | smell         | star                                               |  |



Circle the blended sounds that begin each word.

- plan
- cream
- flock
- smoke
- blob
- price
- grain
- stall
- drum
- slip
- brown
- sweet

# Double Letters

Some sounds are spelled with double consonants that have one sound.

| DOUBLE CONSONANTS | EXAMPLES         |
|-------------------|------------------|
| ll                | tell, sill, call |
| ss                | mess, loss, fuss |
| ff                | off, cuff, cliff |
| bb                | dribble, bubble  |
| pp                | happy, drippy    |



**A.** Add the letters to form words that are spelled with double consonants. Choose from the list of double consonants above.

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

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

3. bu\_\_\_\_\_le

4. pe\_\_\_\_\_er

5. o\_\_\_\_\_er

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

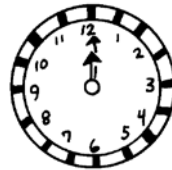
**B.** Write a word spelled with double consonants to name each picture.



# Word Families

Some words can be grouped into families because they have the same spelling base.

| -IGHT  | -ILL   | -OCK  |
|--------|--------|-------|
| flight | grill  | dock  |
| knight | thrill | lock  |
| sight  | will   | knock |



Write the beginning sound and the base sound to make a noun.  
Then write the plural for each noun. The first one is done for you.

1. dr + ill = drill drills
2. s + ock = \_\_\_\_\_
3. h + ill = \_\_\_\_\_
4. l + ight = \_\_\_\_\_
5. r + ock = \_\_\_\_\_
6. ch + ill = \_\_\_\_\_
7. n + ight = \_\_\_\_\_
8. cl + ock = \_\_\_\_\_
9. s + ight = \_\_\_\_\_

## What Is a Prefix?

A prefix is a group of letters at the beginning of a word that changes the word's meaning.

| WORD  | PREFIX AND MEANING         | NEW WORD |
|-------|----------------------------|----------|
| write | <i>re-</i> meaning "again" | rewrite  |

Complete each sentence with a word that has the prefix **re-**. Use the word bank to help you.

### WORD BANK

reheat      relearn  
relock      remake  
reread      resend  
reuse      rewatch

- When you read a story again, you \_\_\_\_\_ it.
- If you use something more than once, you \_\_\_\_\_ it.
- When you \_\_\_\_\_ your bed, you make it again.
- If you learn something again, you \_\_\_\_\_ it.
- Lily liked that movie, so she will \_\_\_\_\_ it.
- The food is cold, so we will \_\_\_\_\_ it.
- When you close the door, remember to \_\_\_\_\_ it.
- I didn't get your e-mail. Can you \_\_\_\_\_ it?

# What Is a Suffix?

A suffix is a group of letters at the end of a word that changes the word's meaning. It can also change the word from one part of speech to another.



| WORD  | PART OF SPEECH | SUFFIX AND MEANING            | NEW WORD | PART OF SPEECH |
|-------|----------------|-------------------------------|----------|----------------|
| paint | verb           | -er meaning<br>"a person who" | painter  | noun           |

Complete each sentence with a word that has the suffix **-er**.

Use the word bank to help you.

## WORD BANK

baker      builder  
climber      farmer  
writer      listener  
singer      speaker

- Someone who farms is  
a \_\_\_\_\_.
- If you listen well, you are a good \_\_\_\_\_.
- Someone who bakes foods is a \_\_\_\_\_.
- A \_\_\_\_\_ is a person who sings songs.
- If you climb a mountain, you are a \_\_\_\_\_.
- A \_\_\_\_\_ is a person who writes.
- If your job is to build things, you are a \_\_\_\_\_.
- A \_\_\_\_\_ is a person who is speaking.



## Review: Spelling

When you read a word, think about the sounds of its letters.  
Vowel sounds can be spelled in different ways.

Some words begin or end with consonants that blend  
together as one sound.

Some letters might be silent.

### WORD BANK

|      |       |      |
|------|-------|------|
| cool | find  | me   |
| new  | night | play |

- A.** Write a long vowel or /ü/  
word that is the opposite of each  
word below. Use the word bank to help you.

1. lose \_\_\_\_\_ 2. old \_\_\_\_\_ 3. day \_\_\_\_\_

4. you \_\_\_\_\_ 5. rest \_\_\_\_\_ 6. warm \_\_\_\_\_

- B.** Write two words that begin with the blend in each word below.  
Use a dictionary for help.

7. club

\_\_\_\_\_  
\_\_\_\_\_

8. glum

\_\_\_\_\_  
\_\_\_\_\_

9. bridge

\_\_\_\_\_  
\_\_\_\_\_

10. twig

\_\_\_\_\_  
\_\_\_\_\_

11. swim

\_\_\_\_\_  
\_\_\_\_\_

12. slide

\_\_\_\_\_  
\_\_\_\_\_

**Activity 1:** A. 1. sentence 2. sentence 3. sentence 4. not a sentence 5. not a sentence 6. sentence B. 7.–8. Check that students write complete sentences.

**Activity 2:** 1. a 2. b 3. a 4. b B. 5. b 6. a

**Activity 3:** Answers will vary. Possible: 1. man 2. girl 3. boy 4. Kevin 5. cat 6. dish 7. woman or mother 8. dog

**Activity 4:** 1. cools 2. sweeps 3. bounces 4. rings 5. waves 6. measures 7. ticks 8. rocks

**Activity 5:** 1. d 2. f 3. c 4. a 5. b 6. e 7. h 8. g

**Activity 6:** A. 1. statement 2. statement 3. question 4. question 5. statement 6. question B. 7. Check that students complete the statement. 8. Check that students complete the question.

**Activity 7:** 1. How many runners are on a team? 2. How far will they run? 3. The race is on the track. 4. Is everyone ready?

**Activity 8:** A. 1. command 2. command 3. statement 4. statement B. 5. exclamation 6. command 7. command 8. exclamation

**Activity 9:** 1. Pass the ball. 2. Wow! 3. Guard that player. 4. Nice play! 5. Make that shot. 6. Great game!

**Activity 10:** A. 1.–4. Check that students label both ideas and add *and* to each sentence. B. 5.–6. Answers will vary.

**Activity 11:** A. 1.–4. Check that students label both ideas and add *because* to each sentence. B. 5.–6. Answers will vary.

**Activity 12:** A. 1. period; statement 2. question mark; question 3. period; command 4. question mark; question 5. exclamation point; exclamation 6. period; statement B. 7. We ate our lunch at the park.

**Activity 13:** A. 1. policeman 2. city 3. saddle B. 4. horse 5. tail 6. street 7. window 8. cloud

**Activity 14:** A. 1. Becca Hardy; Rocky Mountains 2. Salt Lake City; San Francisco 3. Mia Grasso; Columbus Day B. 4. Thanksgiving 5. April Fool's Day 6. Independence Day or Fourth of July 7. Valentine's Day C. 8. Check that students write the city name correctly.

**Activity 15:** A. 1. nuts 2. bags; beans 3. carrots 4. hotdogs; rolls B. 5. grapes 6. cheese 7. cakes 8. pies

**Activity 16:** 1. The geese flew over the houses. 2. The children chased after the balls. 3. The mice ran when the women screamed. 4. The men hitched the oxen to a cart. 5. The socks covered Ella's feet.

**Activity 17:** A. 1. flock 2. pride 3. school 4. gaggle B. 5. ants 6. apes 7. bees 8. dogs

**Activity 18:** A. 1. Jamie's 2. brother's 3. friend's 4. Dad's B. 5. Mom's 6. Ada's

**Activity 19:** A. 1. swing; it 2. Carson; He 3. kids; They 4. Polly; She B. 5. He 6. She 7. It 8. They

**Activity 20:** 1. I; Jada 2. you; Jada 3. you; Owen 4. me; Owen 5. I; Jada 6. Me; Jada 7. We; Owen and Jada 8. you; Owen

**Activity 21:** 1. herself 2. himself 3. themselves 4. itself 5. myself 6. yourself 7. ourselves

**Activity 22:** 1. He; Wyatt 2. She; Mother 3. They; pigs 4. it; game 5. They; pigs and Wyatt 5. He; Wyatt

**Activity 23:** A. 1. needed 2. drooped 3. gave 4. got 5. took B. 6. liked 7. put 8. thanked

**Activity 24:** 1. fear 2. likes 3. builds 4. makes 5. destroys 6. fool 7. designs

**Activity 25:** A. 1. waits; present 2. directs; present 3. fill; present 4. arrived; past 5. missed; past 6. enters; present B. 7.–8. Answers will vary.

**Activity 26:** A. 1. flooded; past 2. covered; past 3. looks; present 4. takes; present 5. will disappear; future 6. will clean; future B. 7.–8. Answers will vary.

**Activity 27:** A. 1. sits; present 2. wears; present 3. ate; past 4. told; past 5. ran; past 6. got; past B. 7.–8. Answers will vary.

**Activity 28:** A. 1. are 2. are 3. is 4. is 5. are 6. is B. 7. a 8. b 9. a

**Activity 29:** A. 1. has 2. has 3. have 4. have 5. have 6. have B. 7. a 8. b 9. b

**Activity 30:** A. 1. do not 2. are not 3. did not 4. has not 5. have not 6. were not B. 7. isn't 8. wasn't 9. didn't 10. couldn't

**Activity 31:** A. 1. shouldn't 2. aren't 3. won't 4. don't 5. weren't 6. can't B. 7. won't 8. can't

**Activity 32:** 1. will go 2. likes 3. like 4. build 5. was 6. liked 7. didn't 8. wants 9. crawl 10. can't

**Activity 33:** A. 1. tall 2. green 3. small 4. round B. 5. long 6. square 7. blue 8. wide

**Activity 34:** A. 1. itchy 2. stale 3. fresh 4. booming 5. yellow B. 6. five 7. two 8. many

**Activity 35:** A. 1. small; pieces 2. funny; cat 3. many; shapes 4. different; designs 5. colorful; design 6. naughty; cat B. 7.–10. Check that students describe the items pictured.

**Activity 36:** A. 1. now 2. soon 3. here 4. happily 5. quickly 6. excitedly B. 7. lives; inside 8. awakes; early 9. leave; quickly

**Activity 37:** A. Answers will vary. Possible: 1. today 2. there 3. carefully 4. strongly 5. swiftly 6. tomorrow B. 7. seven 8. sunny 9. purple

**Activity 38:** A. 1. fell; heavily 2. walked; rapidly 3. held; tightly B. 4. d 5. a 6. e 7. c 8. b

**Activity 39:** A. 1. clanging; bell 2. whole; school 3. calm; teacher 4. practice; drills B. 5. happen; often 6. walk; outside 7. listen; carefully 8. matters; greatly

**Activity 40:** A. 1. c 2. d 3. a 4. b B. 5. onto 6. near 7. on 8. along

**Activity 41:** 1. at dawn 2. to the henhouse 3. under the hens 4. in a basket 5. into a pan 6. on the stove 7. at the table 8. for school

**Activity 42:** 1. In 2. by 3. on 4. around 5. over 6. into 7. with 8. to 9. under 10. near

**Activity 43:** When rewriting the sentences, students should capitalize the following words: 1. Tomorrow; Saturday 2. Our; Bayview Bears 3. Are; Central Tigers 4. Usually; I 5. I; Jamie

**Activity 44:** 1. Jed took a backpack, book, and game. 2. Honey brought a bear, pillow, and snack. 3. Dad carried a magazine, briefcase, and computer. 4. In Grandma's bag she had an extra skirt, sweater, blouse, and scarf.

**Activity 45:** 1. October 15, 2006 2. June 21, 1960 3. February 2, 2015 4. September 30, 1998 5. July 4, 1776 6.–8. Check that students write each date correctly.

**Activity 46:**

May 5, 2015

Dear Kurt,

We are looking forward to your visit this summer. Your cousin Luke can't wait! Bring your swimsuit. We will go to the beach every day.

Lots of love,

Aunt Rosa

**Activity 47:** A. 1. cat's 2. brother's 3. bird's 4. Mom's B. 5. aren't 6. wasn't 7. don't 8. didn't

**Activity 48:** 1. The sand at the beach is white, gritty, and warm. 2. Why can't you visit us on Thanksgiving? 3. The children in this group are Ryan, Gabrielle, and Justin. 4. Where are the slide, swings, and treehouse? 5. Watch out!

**Activity 49:** 1. train 2. coat 3. tray 4. three 5. bow 6. beans 7. moon 8. cry

**Activity 50:** 1. pl 2. cr 3. fl 4. sm 5. bl 6. pr 7. gr 8. st 9. dr 10. sl 11. br 12. sw

**Activity 51:** A. 1. class 2. dull 3. bubble 4. pepper 5. offer 6. sell B. 7. bell 8. puppy 9. rabbit or bunny 10. ball

**Activity 52:** 1. drill; drills 2. sock; socks 3. hill; hills 4. light; lights 5. rock; rocks 6. chill; chills 7. night; nights 8. clock; clocks 9. sight; sights

**Activity 53:** 1. reread 2. reuse 3. remake 4. relearn 5. rewatch 6. reheat 7. reload 8. resend

**Activity 54:** 1. farmer 2. listener 3. baker 4. singer 5. climber 6. writer 7. builder 8. speaker

**Activity 55:** A. 1. find 2. new 3. night 4. me 5. play 6. cool B. Answers will vary. Possible: 7. clam; climb 8. glue; glide 9. bring; bride 10. twin; twice 11. swan; swipe 12. slope; slam