

What Is a Sentence?

REMEMBER THE RULES

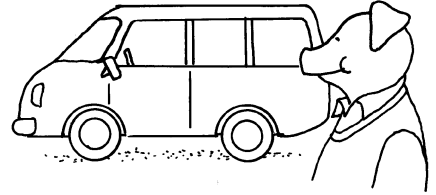
- A **sentence** is a group of words.
- A sentence tells a complete thought.

Sentence

Dad has a van.

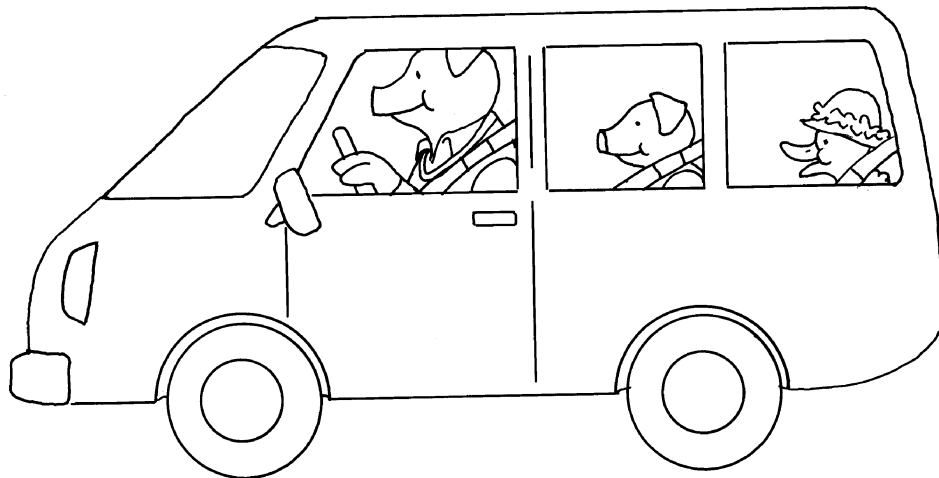
Not a Sentence

has a van



Read each group of words.
Draw a line under each sentence.

- | | |
|------------------------------|-----------------|
| 1. Dad is in the van. | In the van. |
| 2. Is red. | The van is red. |
| 3. Pig and Duck see the van. | Pig and Duck |
| 4. They get in the van. | Get in. |
| 5. They go to see Hen. | To see Hen. |

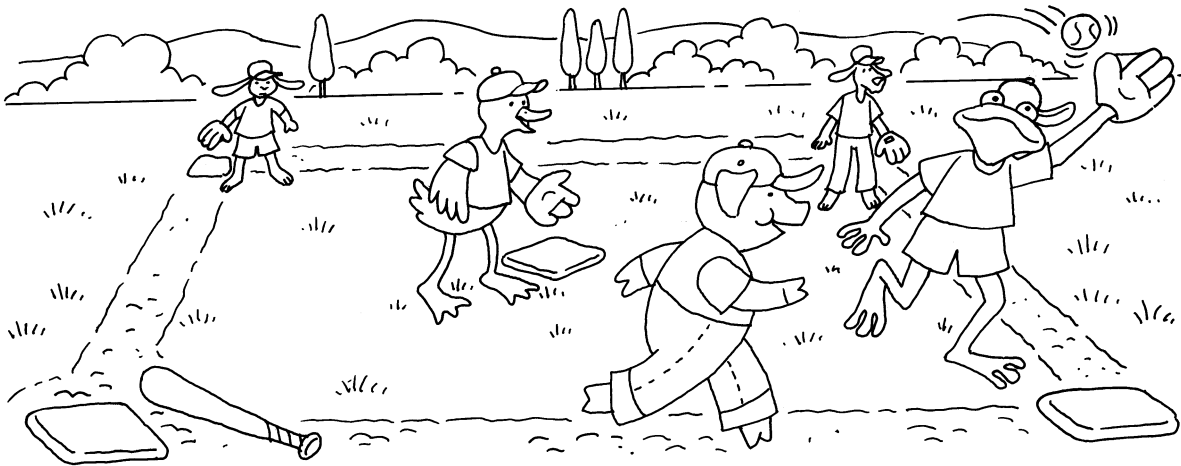


Word Order

REMEMBER THE RULES

- A sentence has words written in order.
- The order of the words makes sense.

Pig has a cap.



Read the sentences. Draw a line under each sentence that has words written in order.

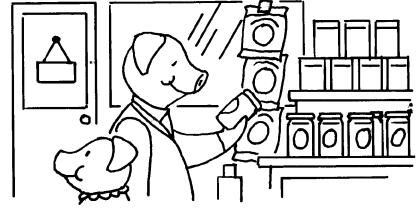
- | | |
|-----------------------|--------------------|
| 1. Has a bat Pig. | Pig has a bat. |
| 2. Frog has a mitt. | Frog a mitt has. |
| 3. To Frog hits Pig. | Pig hits to Frog. |
| 4. Pig runs runs and. | Pig runs and runs. |
| 5. Duck sees Pig run. | Sees Pig run Duck. |

Statements

REMEMBER THE RULES

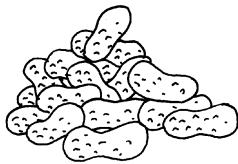
- A **statement** is a sentence.
- A statement tells about something or someone.

The shop is not big.



Complete each statement.
Write the word that matches the picture.

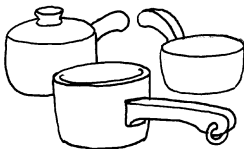
map	nuts	rugs	jam	pans
-----	------	------	-----	------



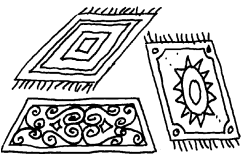
1. The shop has _____.



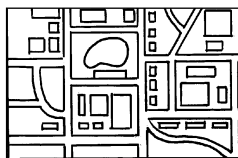
2. The shop sells _____.



3. There are _____ in the shop.



4. The shop does not sell _____.



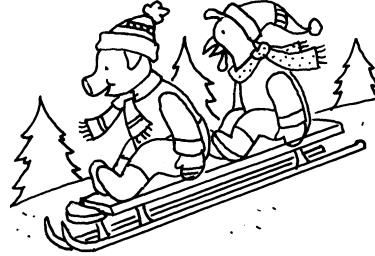
5. This is a _____ to the shop.

Writing Statements

REMEMBER THE RULES

- A statement begins with a capital letter.
- A statement ends with a period.

They are on a sled.



Read the statements.

Draw a line under each statement that is written correctly.

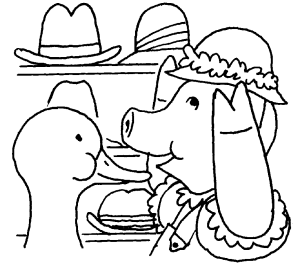
1. They go down the hill
2. They hit a dip.
3. Pig and Hen go up.
4. the sled stops.
5. They get back on the sled.



Mixed Review

REMEMBER THE RULES

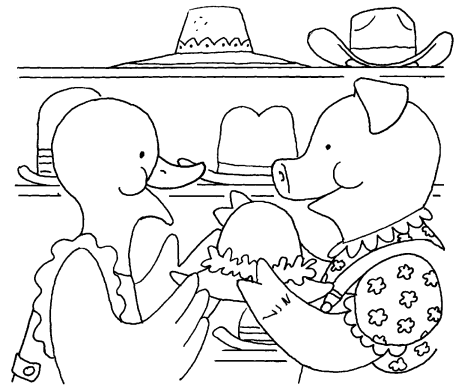
- A **sentence** tells a complete thought.
- Every sentence begins with a capital letter.
- A **statement** tells something.
- A statement ends with a period.



They shop for hats.

A. Read each group of words.
Draw a line under each sentence.

1. Pig sees a hat.
2. Will not fit Pig.
3. Pig gives the hat to Duck.



B. Write each statement correctly.

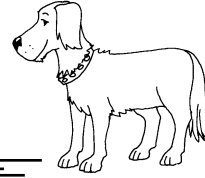
4. the hat fits Duck

5. she likes the hat

Questions

REMEMBER THE RULES

- A **question** is a sentence.
 - A question asks something.
- Do you have a pet?



Read the sentences.

Draw a **circle** around each question.

1. Do you like my fish?

I like your fish.

2. My cat naps on the rug.

Is your cat tan?

3. What do your dogs like to do?

My dogs like to run.

4. Could a frog be a pet?

I have a pet frog.

5. Do you put your duck in a pen?

This duck is my pet.

Exclamations

REMEMBER THE RULES

- An **exclamation** is a sentence.
- An exclamation shows strong feeling.
What a big hat it is!



Read the sentences.

Draw a line under each exclamation.

- | | |
|----------------------------|------------------------|
| 1. The sun is so hot! | Jill has a hat. |
| 2. Do you have a box? | Get one for Jill! |
| 3. Jill hums as she picks. | What a big crop it is! |
| 4. Look at the bug! | The bug is red. |
| 5. What a full box it is! | Mom will make jam. |

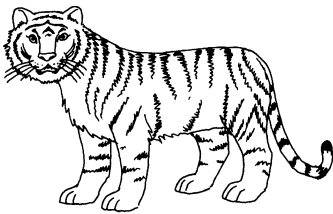
Sentence End Punctuation

REMEMBER THE RULES

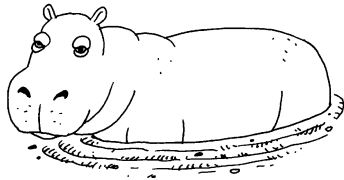
- A statement ends with a period.
We get in the van.
- A question ends with a question mark.
Are we there yet?
- An exclamation ends with an exclamation mark.
What fun we will have!



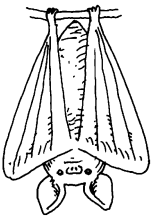
Read the sentences.
Write the correct end mark.



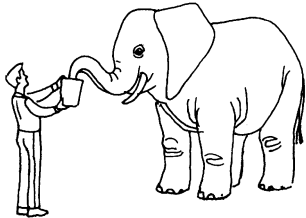
1. What a big cat it is _____



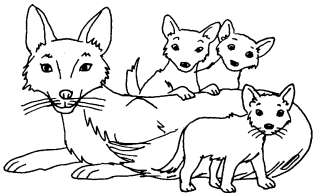
2. Hippo likes the mud _____



3. Did you see the bat _____



4. Look at that man _____



5. The fox has pups _____

Mixed Review

REMEMBER THE RULES

- A **statement** tells something.
- A **question** asks something.
- An **exclamation** shows strong feeling.
- All sentences end with an end mark.



A. Write **S** if the sentence is a statement.
 Write **Q** if the sentence is a question.
 Write **E** if the sentence is an exclamation.

1. What a full bus this is! _____

2. We will sit down. _____

3. Is this your stop? _____



B. Write the correct end mark.

4. Stop the bus _____

5. Was the bus trip fun _____

Common Error: Incomplete Sentences

REMEMBER THE RULES

- A sentence is a group of words.
- A sentence tells a complete thought.

The truck. 😞

The truck is big. 😊



Draw a **circle** around **yes** if the group of words is a sentence.

Draw a **circle** around **no** if it is not.

1. We see a truck. yes no

2. The big truck. yes no

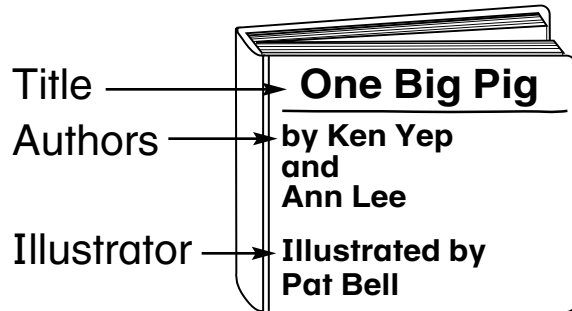
3. The truck is stuck. yes no

4. In the mud. yes no

5. The truck can not go. yes no

Study Skill: Parts of a Book

- A book has different parts.
- It has a title and author.
- It also has an illustrator.



Write the answer to each question.

1. What is the title of the book?

2. Who is one of the authors?

3. Who is the other author?

4. Who is the illustrator?

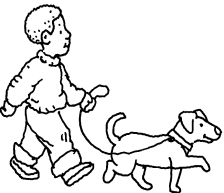
5. What is the picture?

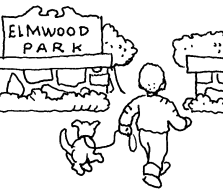
Vocabulary: Question Words

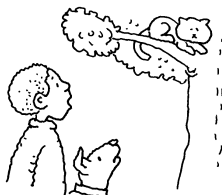
- Question words are words that can help you ask questions.

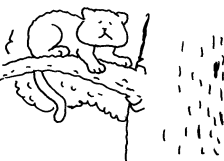
who	what	where
↑	↑	↑
question word	question word	question word


Fill in the blank with **Who**, **What**, or **Where** to complete the sentences.

1.  _____ is with the dog?

2.  _____ are they going?

3.  _____ do they see?

4.  _____ is the cat?

5.  _____ helps the cat get down?

Composition: Sentence Order

- Good writers put their ideas in an order that makes sense.
- The sentences tell what the idea is about.

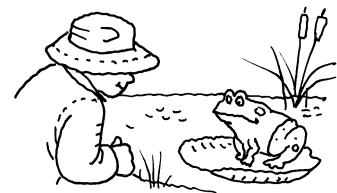
I swing the bat.

I hit the ball.

I run fast.

Read each pair of sentences. Draw a **circle** around the sentences that are in the right order.

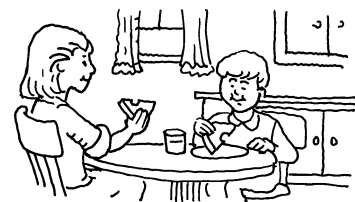
1. I go to the pond.
I see a frog.



2. We get the ball.
We play with the ball.



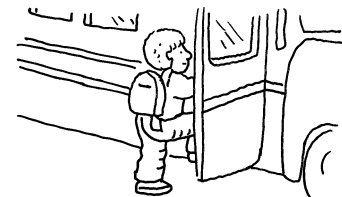
3. Then we ate lunch.
We made lunch.



4. I spill the milk.
I mop up the mess.

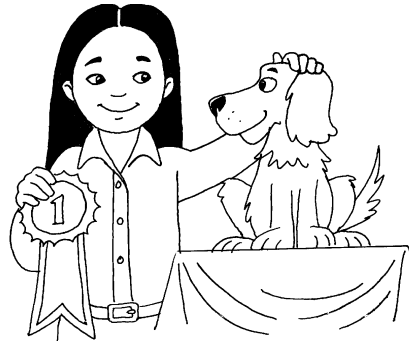


5. I get on the bus.
Then I sit down.



Features of a Personal Narrative

- A **personal narrative** tells what you did or saw.
- It uses the word **I**.
- It tells how you **feel**.



Look at the picture above. Write **yes** or **no** to show if each sentence belongs in this personal narrative.

- _____
-
1. I have a dog. _____
- _____
-
2. I want my dog Sam to win. _____
- _____
-
3. Mom likes cats best. _____
- _____
-
4. Sam and I win! _____
- _____
-
5. Sam and I are glad. _____

Prewrite: Personal Narrative

- A **personal narrative** tells about something you did or you saw.
- Use the words **I**, **me**, and **my** in your story to show that the story is about you.
- Tell how you felt when you did or saw something.

Think about something you did or saw that you would like to tell a story about. Then draw a picture to show what happened. Tell about your picture.



Nouns

REMEMBER THE RULES

- A **noun** names a person, place, or thing.

The **girl** sees a **bug**.

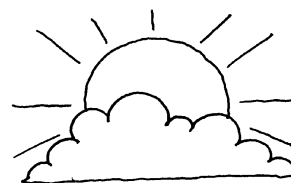
↑
noun

↑
noun

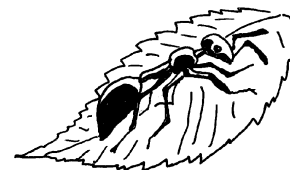


Draw a circle around each noun.
Then draw a line to the matching picture.

1. Look at the ant.



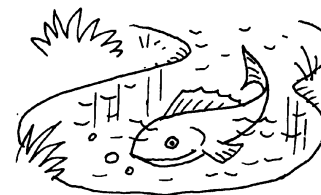
2. Where is my dog?



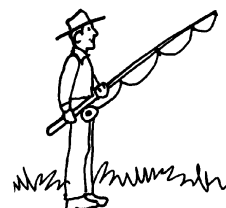
3. See the sun.



4. The man is here.



5. What is in the pond?



More About Nouns

REMEMBER THE RULES

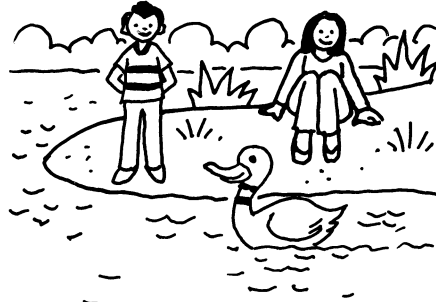
- Some nouns name people.
- Some nouns name things.
- Some nouns name places.

The **boy** sees a **duck** at the **pond**.

↑
person

↑
thing

↑
place



Draw a **circle** around the noun in each sentence.
Then draw a line under **person** or **thing** or **place**
to tell about each noun.

1. Let's go to the park. person thing place

2. My mom is here. person thing place

3. See the frog jump! person thing place

4. The sun sets. person thing place

5. Let's go home. person thing place

People

REMEMBER THE RULES

- Nouns for special names begin with a capital letter.


His name is **Dan Bell**.





Write each special name correctly.

1. 
miss mendez

2. 
liz sand

3. 
tim frost

4. 
chad moss

5. 
nan beck

Days of the Week

REMEMBER THE RULES

- There are seven days of the week.
- The name of each day begins with a capital letter.

We go to the park on **Saturday**.



Draw a **circle** around the correct way to write each day of the week. Then write each day correctly on the lines.

1. tuesday Tuesday

2. Friday friday

3. sunday Sunday

4. thursday Thursday

5. Monday monday

Months of the Year

REMEMBER THE RULES

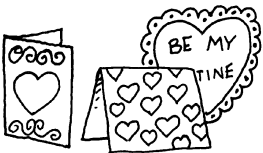
- There are twelve months in the year.
- The name of each month begins with a capital letter.


January

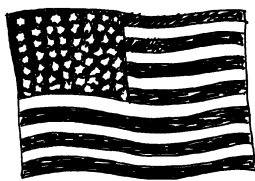
April


September

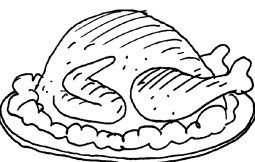
Draw a line under the month for each picture. Then write the name of the month correctly on the lines.

1.  february
march _____

2.  january
may _____

3.  july
december _____

4.  april
october _____

5.  august
november _____

Capitalization

REMEMBER THE RULES

- Special names begin with a capital letter.
- The word **I** is capitalized.

Ben and **I** made plans on **F**riday.



Write each special name and the word **I** correctly on the lines.

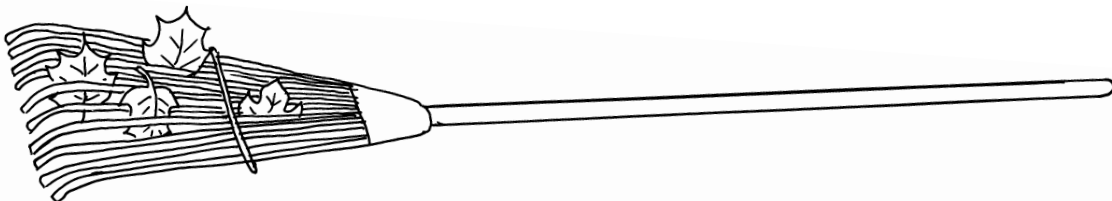
1. It is october.

2. On saturday we rake.

3. Can kim help us?

4. We see ed fisk.

5. He and i wave.



Mixed Review

REMEMBER THE RULES

- Nouns name people, places, and things.
- Special nouns that name people, days, and months begin with a capital letter.



Read the first word in the row. Draw a **circle** around a word in the row that goes with the first word.

1. **person** duck Monday girl

2. **day** Tim Tuesday April

3. **thing** tree boy school

4. **month** Ann Friday October

5. **place** pond frog man

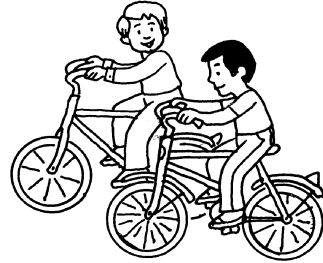
Plural Nouns: -s

REMEMBER THE RULES

- You can add **s** to make some nouns name more than one.

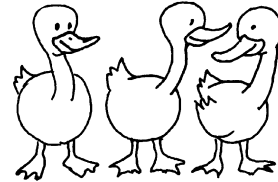
The **boys** ride **bikes**.

boy + s bike + s

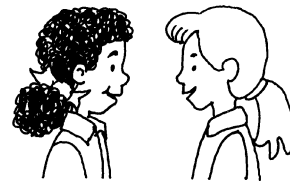


Add **s** to each noun to make it tell about the picture.
Write each new word on the lines.

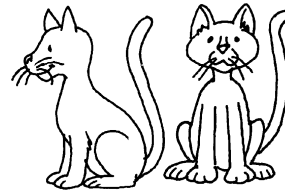
1. duck



2. girl



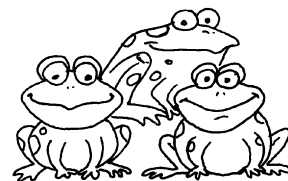
3. cat



4. tree



5. frog

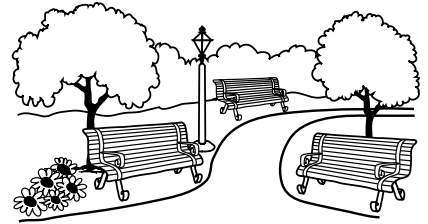


Plural Nouns: ~~e~~s

REMEMBER THE RULES

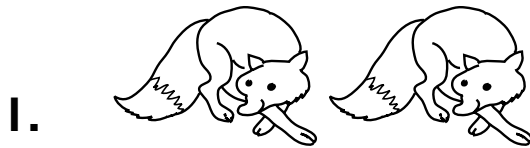
- Add **es** to some nouns to make them name more than one.

The park has three bench **es** .



Write the noun from the box that goes with each picture.

buses brushes dresses foxes glasses







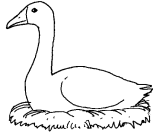




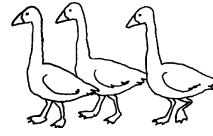
Irregular Plural Nouns

REMEMBER THE RULES

- Some nouns that name more than one do not end in **s** or **es**.



One **goose** sits.



Three **geese** walk.

Draw a line under the correct noun for each picture.

Write the noun.



man
men



mouse
mice



child
children



foot
feet



woman
women

Abbreviations

REMEMBER THE RULES

- Titles of people can be abbreviated, or shortened.
- Begin each abbreviation with a capital letter.
- End each abbreviation with a period.



Dr. Tang checks **Mr. Bin's** cat.

Draw a **circle** around the correct way to write each abbreviation. Then write each abbreviation correctly.

1. mr Lock Mr. Lock

2. Dr. Dill DR Dill

3. Ms. See Ms See

4. MR Day Mr. Day

5. ms Yaz Ms. Yaz


Mixed Review

REMEMBER THE RULES


- You can add **s** or **es** to make some nouns name more than one.
- Some nouns that name more than one do not end in **s** or **es**.

Write the noun that makes a rhyme for each picture.


ants boys foxes men mice

1.  _____

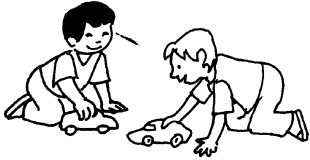
 The _____ see a hen.

2.  _____

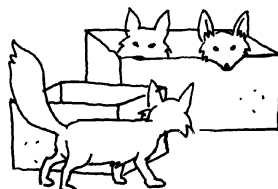
 The _____ walk on plants.

3.  _____

 The _____ are nice.

4.  _____

 The _____ play with toys.

5.  _____

 Are the _____ in boxes?

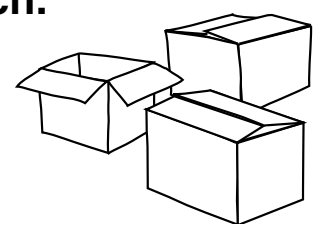
Common Error: Plural Nouns -s, -es

REMEMBER THE RULES

- Many plural nouns end with **s** or **es**.
- Add **es** to words that end with **s**, **x**, **sh** or **ch**.

We see some boxs. ☹️

We see some boxes. 😊

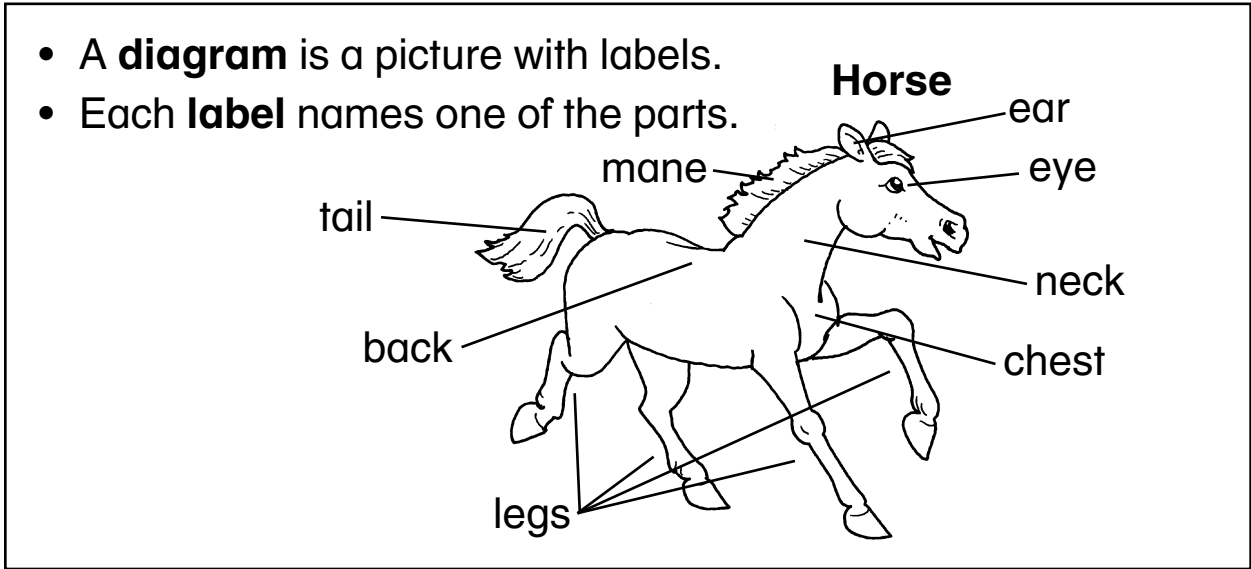


Write the plural noun to finish each sentence.

<p>_____</p> <p>-----</p> <p>1. We use two _____.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> pan pans </div>
<p>_____</p> <p>-----</p> <p>2. We get three _____.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> cups cup </div>
<p>_____</p> <p>-----</p> <p>3. We get three _____.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> dishes dish </div>
<p>_____</p> <p>-----</p> <p>4. These _____ look good.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> lunch lunches </div>
<p>_____</p> <p>-----</p> <p>5. Let's use our _____!</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> lunchboxes lunchbox </div>

McGraw-Hill School Division

Study Skill: Diagram



Write the missing word in each sentence.

1. The diagram shows parts of a _____.

2. The horse has four _____.

3. Each _____ is long and thin.

4. The horse also has a long _____.

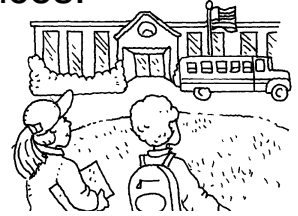
5. The horse has a _____ on its neck.

Vocabulary: Nouns

- **Nouns** are words that can name people and places.
- These nouns can help you write good sentences.




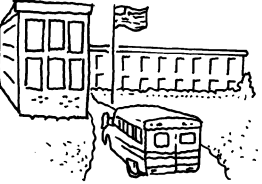
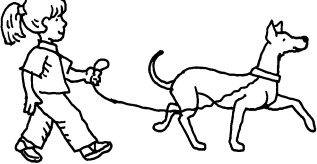
That girl and boy go to my school.

↑
↑
↑
noun
noun
noun



Write the correct word for each picture.

school	boy	girl
--------	-----	------

1.		<hr style="border: none; border-top: 1px dashed black;"/>
2.		<hr style="border: none; border-top: 1px dashed black;"/>
3.		<hr style="border: none; border-top: 1px dashed black;"/>
4.		<hr style="border: none; border-top: 1px dashed black;"/>
5.		<hr style="border: none; border-top: 1px dashed black;"/>

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Composition: Details

- Good writers use **details** to tell about people, places, things, or events.
- Details can help describe what someone or something is like.

Dear Gram,
I can swim. I do the dog paddle.
Love,
Kris

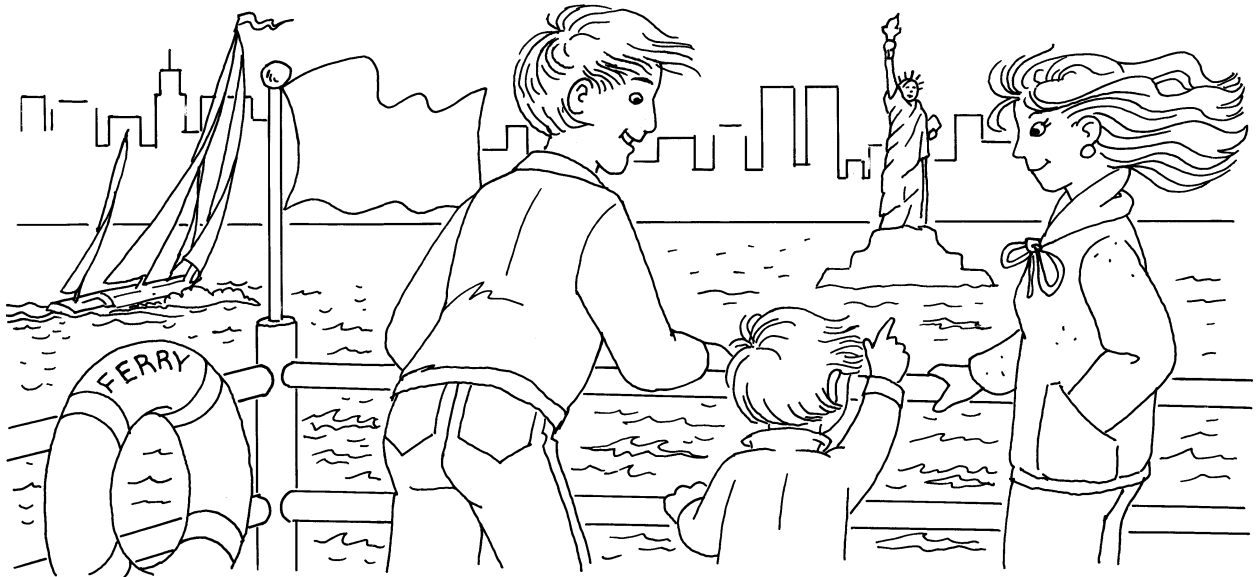
Finish each sentence. Draw a **circle** around the words that give the best details.

1. Bob Sims is _____.
a man my dad
2. We go _____.
there to the park
3. We see _____.
a bug something
4. We like to _____.
do things swim
5. Then we come _____.
home here



Features of a Description

- A **description** tells about a person, place, or thing.
- It uses details to help “paint a picture.”



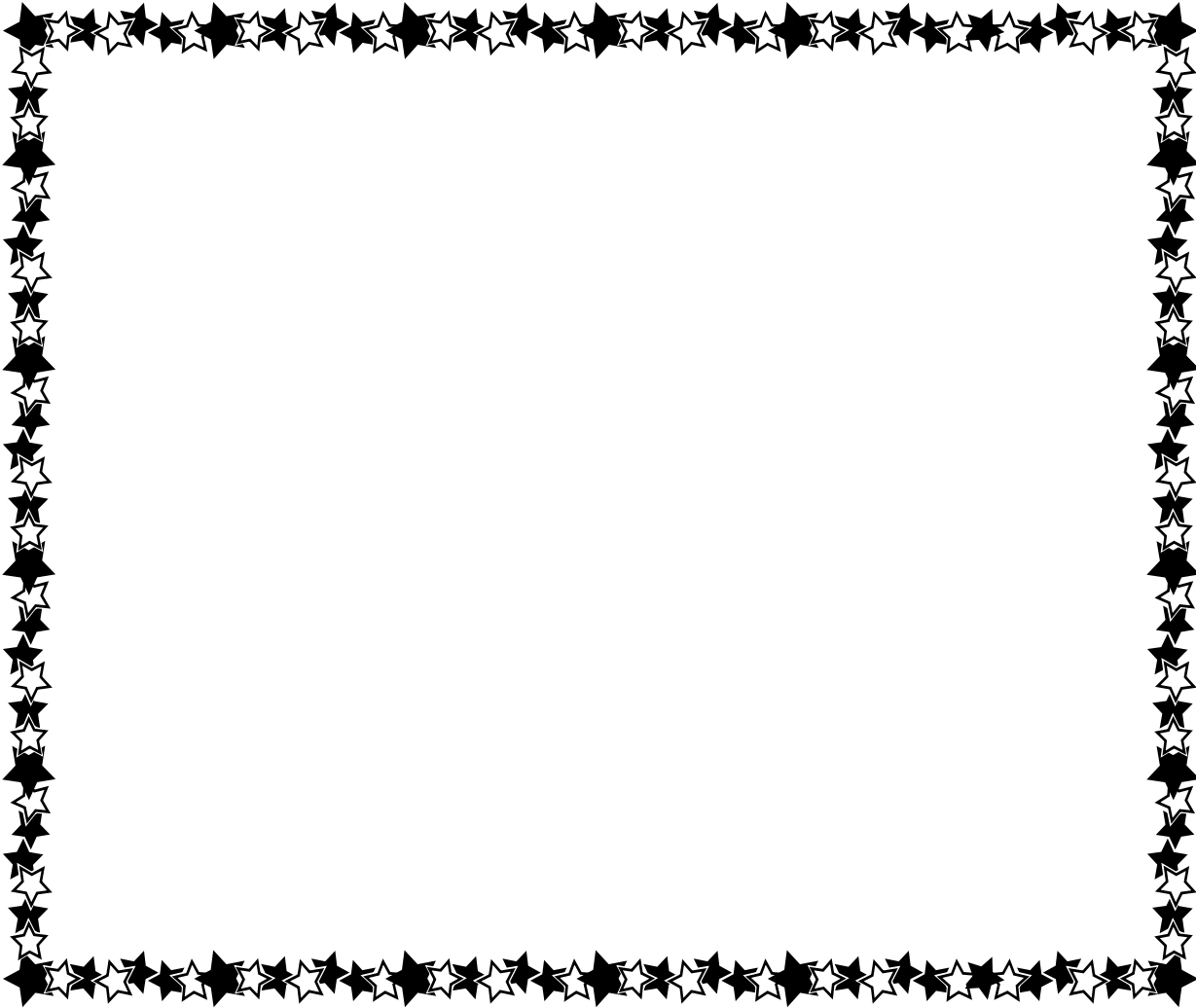
Draw a **circle** around the details that describe the people, places, and things in the picture above.

- | | |
|------------------------|-------------------|
| 1. a small ship | a glass of milk |
| 2. a fun picnic | a lot of wind |
| 3. three of us | a black dog |
| 4. a trip on the water | a trip in a truck |
| 5. big trees | little waves |

Prewrite: A Description

- A **description** tells about a person, a place, or a thing.
- Use words that tell about the details. Help the reader see what you see.

Think about something you want to describe.
Draw a picture of the person, place, or thing you
want to describe. Tell details about your picture.



Verbs

REMEMBER THE RULES

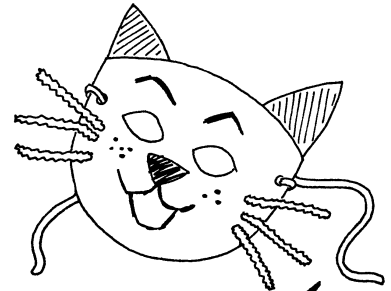
- A **verb** is a word that shows action.
We **make** masks.
- The word **make** is a verb. It tells what someone is doing.



Complete each sentence. Write a verb from the box.

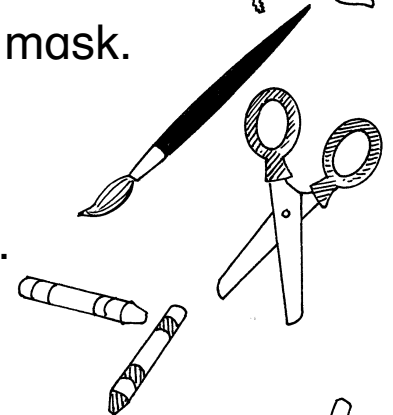
give put rub look fall

1. I _____ for the paste.

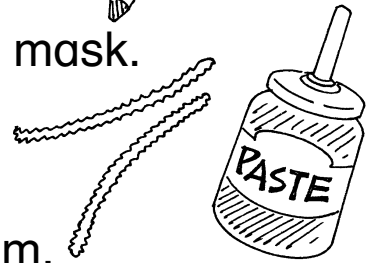


2. Two drips _____ on my mask.

3. I _____ the paste down.



4. I _____ the drips off the mask.



5. I _____ the paste to Mom.

Present Tense Verbs

REMEMBER THE RULES

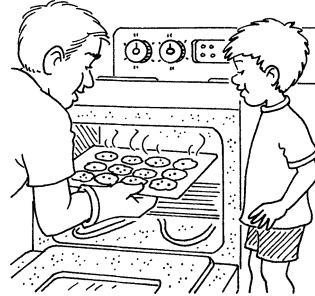
- Some verbs tell about actions that happen now.

Dad and Jim **like** snacks.

- Add **s** to most verbs to tell what one person or thing does now.

Jim **bakes** a snack with Dad.

↑
bake + s



Write a verb from the box to tell what happens now.

1. Dad _____ the snacks on a dish. put
puts

2. Jim _____ the snacks to his class skit. bring
brings

3. The snacks _____ good. taste
tastes

4. Jim _____ about the snacks. tell
tells

5. Mrs. Wing _____ Jim for the snacks. thank
thanks

Past Tense Verbs

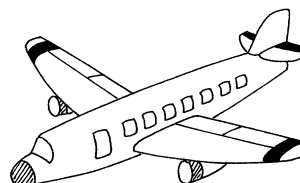
REMEMBER THE RULES

- Some verbs tell about things that happen now.
Mom **helps** me.
- Some verbs tell about things that have already happened.
- Add **ed** to most verbs to show that something has already happened.
Mom **helped** me last week, too.

↑
help + ed



Complete each sentence.
Write a verb to tell about the past.



- | | | |
|---|---------------------------|-------------------------|
| <p>_____</p> <p>-----</p> <p>1. I _____ a new plane.</p> | <p>_____</p> <p>-----</p> | <p>wants
wanted</p> |
| <p>_____</p> <p>-----</p> <p>2. Mom and I _____ for a good one.</p> | <p>_____</p> <p>-----</p> | <p>hunted
hunts</p> |
| <p>_____</p> <p>-----</p> <p>3. We _____ all around.</p> | <p>_____</p> <p>-----</p> | <p>looked
look</p> |
| <p>_____</p> <p>-----</p> <p>4. The plane _____ out at us.</p> | <p>_____</p> <p>-----</p> | <p>peeks
peeked</p> |
| <p>_____</p> <p>-----</p> <p>5. I _____ up and down.</p> | <p>_____</p> <p>-----</p> | <p>jump
jumped</p> |

Subject/Verb Agreement

REMEMBER THE RULES

- Add **s** to most present-tense verbs to tell what one person or thing does now.

Two men **put** on a skit.
 ↑
 more than one

One man **tells** jokes.
 ↑ ↑
 one person add **s**

Write each correct verb to finish each sentence.

- _____
-
1. Ann _____ the skit is fun.
 think thinks

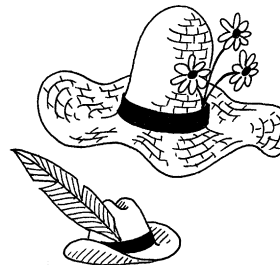


- _____
-
2. The tall man _____ the small man's hat.
 take takes



- _____
-
3. The hat _____ off of him.
 fall falls

- _____
-
4. The big hat _____ on the small man's nose.
 sit sits



- _____
-
5. We _____ for the fun skit.
 clap claps

Mixed Review

REMEMBER THE RULES

- A verb is a word that shows action.

We **need** dresses for the skit.

- Add **s** to most verbs to show what one person or thing does now.

Mom **makes** a red dress for me.

- Add **ed** to most verbs to tell show what already happened.

I **handed** the pins to Mom.



Write a verb from the box to complete each sentence.

1. Last week Mrs. Lee _____ for

 a dress for me. hunt
hunted

2. She _____ in boxes of dresses. look
looked

3. Now Mom _____ the dress. hem
hems

4. The dress _____ me. fit
fits

5. We _____ this red dress now. like
likes

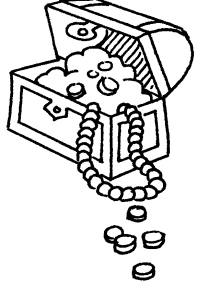
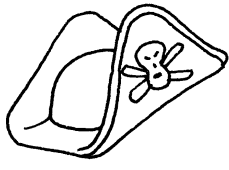
Using **Is** and **Are**

REMEMBER THE RULES

- The present-tense verb **is** tells about one person, place, or thing.
Dan **is** my best pal.
- The present-tense verb **are** tells about more than one person, place or thing.
Dan and I **are** in the same class.



Complete each sentence.
Write **is** or **are** on each line.



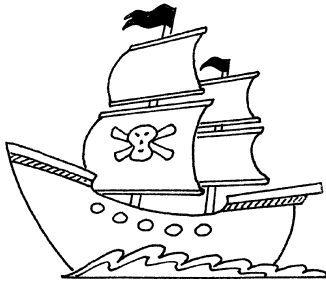
1. Dan and I _____ on a ship.

2. Dan _____ a brave man.

3. His sea chest _____ full!

4. The cat and the dog _____ on the grass.

5. We _____ in a good skit.



Contractions: Is, Are

REMEMBER THE RULES

- A **contraction** is a short form of two words.
- An **apostrophe (')** takes the place of the letters that are left out.

The class **is not** here.

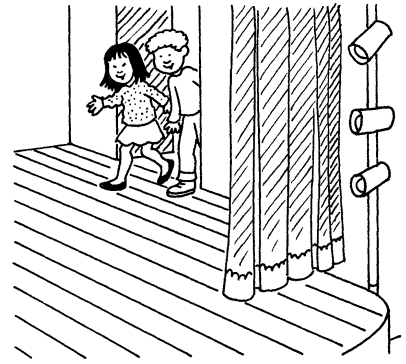


The class **isn't** here.

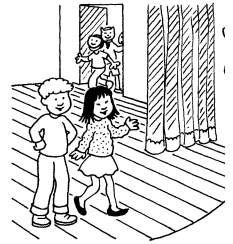
We **are not** late.



We **aren't** late.



Write a contraction to take the place of the underlined words in each sentence.



1. This stage is not all set. _____

2. Tom and I are not in a skit. _____

3. The class is not on the stage. _____

4. The children are not around. _____

5. We are not sure what to do. _____

Contractions: Was, Were

REMEMBER THE RULES

- Use an **apostrophe (')** in place of **o** in contractions with **not**.

My hat **was not** fixed.



My hat **wasn't** fixed.

Two wings **were not** on my hat.



Two wings **weren't** on my hat.



Write a contraction to take the place of the underlined words in each sentence.

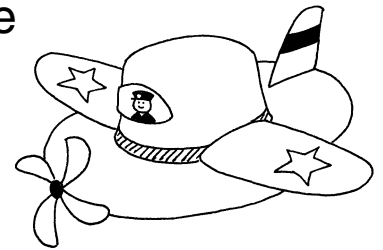
1. I was not upset. _____

2. The wings were not bent. _____

3. My plane was not all set. _____

4. The bits were not stuck to the plane. _____

5. One wheel was not on the hat. _____



Apostrophes

REMEMBER THE RULES

- An **apostrophe** (') takes the place of letters that are left out of words.

- A **contraction** is a short form of two words.

Use an apostrophe in place of the **o** in **not**.

Nate was **not** a hen.

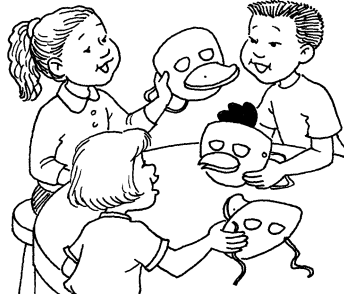


Nate wasn't a hen.

Pam and Ann were **not** ducks.



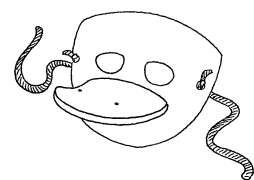
Pam and Ann weren't ducks.



Use an apostrophe to take the place of the **o** in **not**.

Write each contraction on the lines.

1. These masks are not the ones we need.



2. Nate is not a duck.

3. His mask was not with the rest.

4. A duck is not a goose.

5. The three children were not set yet.

Mixed Review

REMEMBER THE RULES

- The verb **is** tells about one person, place, or thing now.
- The verb **are** tells about more than one person, place, or thing now.
- The verb **was** tells about one person, place, or thing in the past.
- The verb **were** tells about more than one person, place, or thing in the past.
- A **contraction** is a short form of two words.
- An **apostrophe** takes the place of letters that are left out of a contraction.

	One		More Than One	
Now →	is	isn't	are	aren't
In the past →	was	wasn't	were	weren't

Draw a **circle** around the correct word in each sentence.

1. This cap for the skit.
2. The cap and the glasses for me.
3. I in the last skit.
4. That skit lots of fun.
5. My new skit the same as the old one.

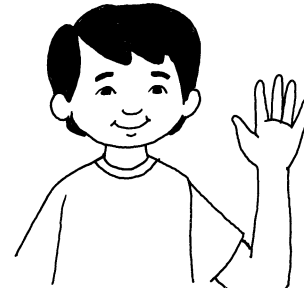
Common Error: Subject/Verb Agreement

REMEMBER THE RULES

- A verb must agree with its naming part of a sentence.
- Add **s** or **es** to most verbs to tell about one person or thing.
- Do not add **s** or **es** to verbs to tell about **I**.

Chuck wave. ☹️

Chuck waves. 😊



Draw a **circle** around the correct verb to complete each sentence.

1. Chuck _____ to play tag.
want wants

2. Kate _____ to be It.
like likes

3. Kate _____ to tag Jim.
run runs

4. The children _____ past me.
dash dashes

5. I _____ tagged!
get gets


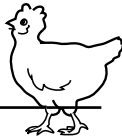


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Study Skill: Chart

A **chart** lists information.

- Each list has a **label**.
- Some charts have pictures.

<p>Cat</p> 	<p>Hen</p> 
<p>says "meow" has four legs is a pet</p>	<p>says "cluck" has two legs isn't a pet</p>

Use the chart to finish each sentence.

1. A _____ has two legs.

2. A _____ is a pet.

3. "Cluck" says the _____.

4. "Meow" says the _____.

5. A _____ has four legs.

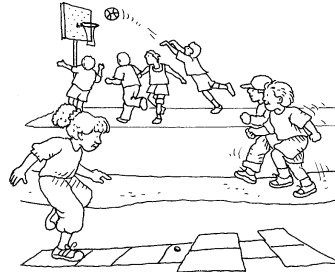
Vocabulary: Verbs

These words are verbs. They can help you write about actions.

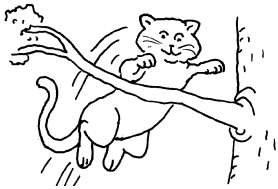
run
↑
verb


jump
↑
verb


play
↑
verb





Fill in the blank with **run**, **jump**, or **play** to complete the sentences.

1.  _____
 That cat can _____ high.

2.  _____
 He had to _____ for the bus.

3.  _____
 I like to _____ with my dog.

4.  _____
 Can you _____ on one foot?

5.  _____
 We like to _____ together.






Composition: Logical Order/Sequence

Writers may want to tell things in the order that they happen. The order is sometimes called **sequence**.

- To tell things in order, tell what happens first, next, and last.

We set the table.
Next, we have dinner.
Then we wash the dishes.


Write **1, 2, 3, 4,** or **5** on the lines to show the order that things happen.

_____		We go to the tub.
_____		First, I get Skip.
_____		Skip gets in the tub.
_____		Then I rub him dry.
_____		Next, I wash Skip.

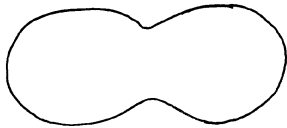
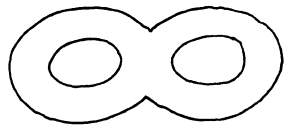
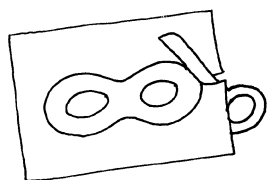
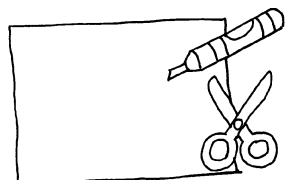
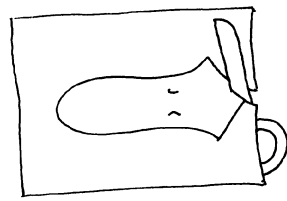




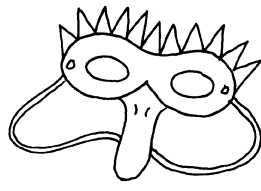
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Features of Explanatory Writing

- **Explanatory writing** tells how to do something.
- It tells the steps in order.



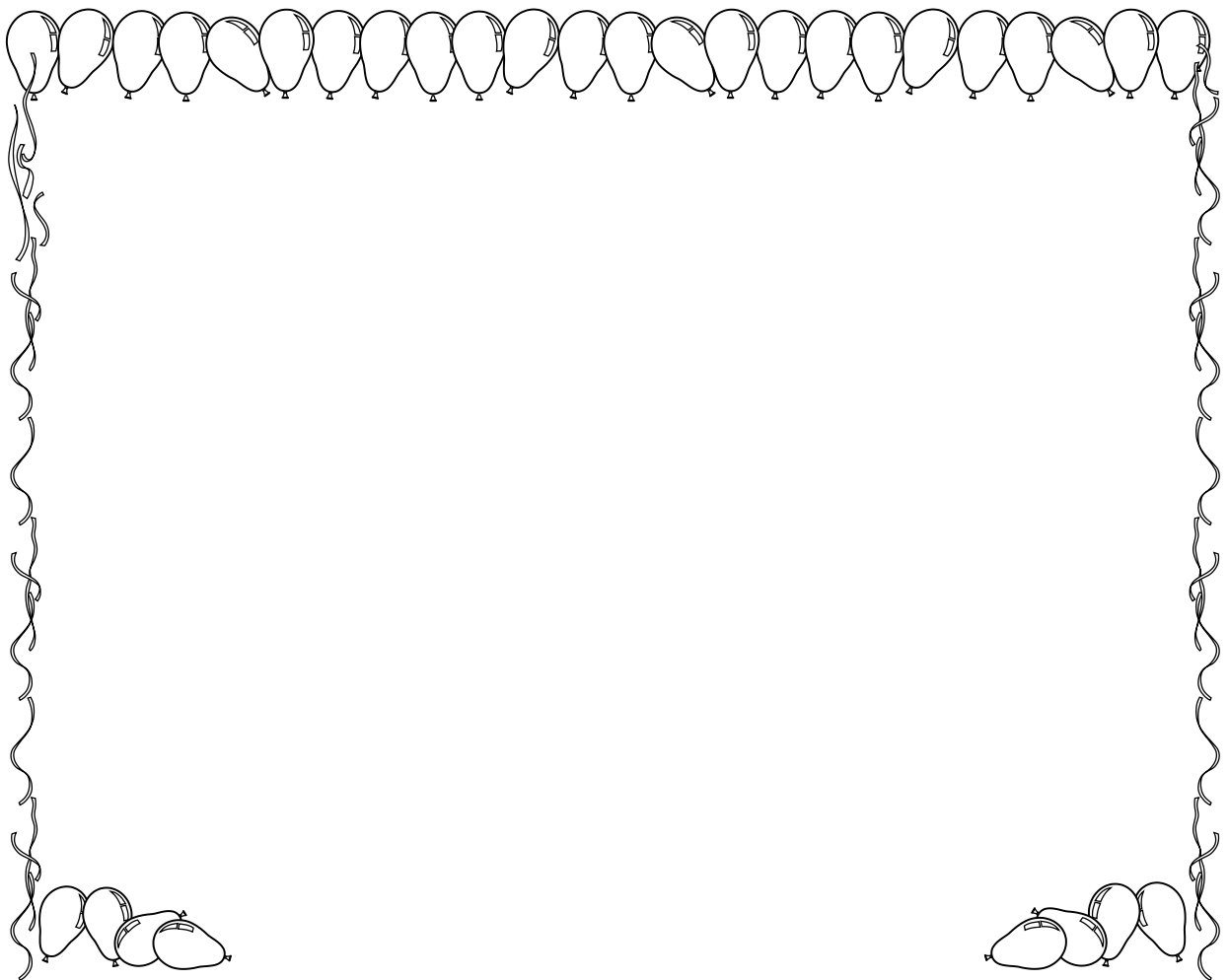
The boy drew the steps to show how to make a mask. **Circle** the step that happens first each time.

1.		
2.		
3.		
4.		
5.		

Prewrite: Explanatory Writing

- **Explanatory writing** tells how to do things.
- It tells the steps in order.

Think about something you know how to do.
Draw a picture to show someone how to do it.
Draw the first thing you have to do. Tell about
your picture. Then tell what you would do next.



Irregular Verbs: *Has, Have*

REMEMBER THE RULES

- The verbs **has** and **have** tell about what is happening now.
- The verb **has** tells about one person or thing.
Our town **has** a park.
- The verb **have** tells about more than one.
We **have** fun there.



Write **has** or **have** to complete each sentence.

1. Our park _____ green grass.

2. It _____ shady trees, too.

3. We _____ a picnic lunch.

4. We _____ lunch under a tree.

5. A squirrel _____ lunch, too.



Contractions: *Has, Have*

REMEMBER THE RULES

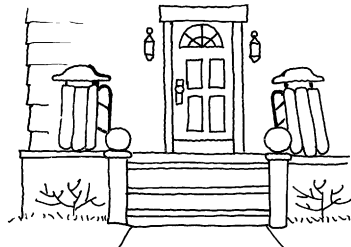
- A **contraction** is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with the verbs **has** and **have**.

It **has not** snowed yet.

It **hasn't** snowed yet.

We **have not** gone sledding.

We **haven't** gone sledding.



Draw a line under the correct contraction in each sentence.

1. We (hasn't, haven't) had snow.
2. Ben (hasn't, haven't) tried his sled.
3. I (hasn't, haven't) tried my sled.
4. The sleds (hasn't, haven't) been used yet.
5. It (hasn't, haven't) snowed for weeks.



Irregular Verbs: Go, Went

REMEMBER THE RULES

- The verbs **go** and **goes** tell about now.
I **go** for a walk.
Woof **goes** with me.
- The verb **went** tells about the past.
We **went** for a walk yesterday.



Write **go** or **went** to complete each sentence.

1. Now we _____ to the park.

2. We _____ to run and play.

3. Yesterday we _____ to the river.

4. Grandpa _____ with us.

5. Woof _____ for a swim.



Letter Punctuation

REMEMBER THE RULES

- Use a **comma** in the date of a letter.

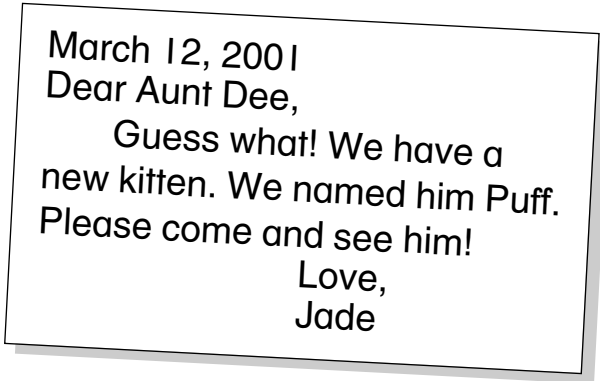
March 12, 2001

- Use a comma after the **greeting** in a letter.

Dear Aunt Dee,

- Use a comma after the **closing** in a letter.

Love,



Rewrite each letter part. Add the correct punctuation.

1. May 1 2001

2. Dear Greg

3. Your friend

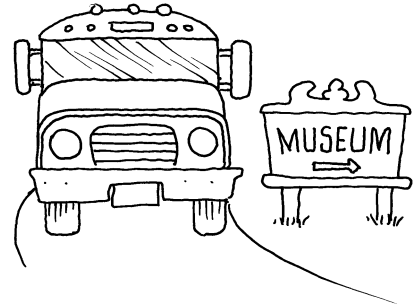
4. Dear Miss King

5. Yours truly

Mixed Review

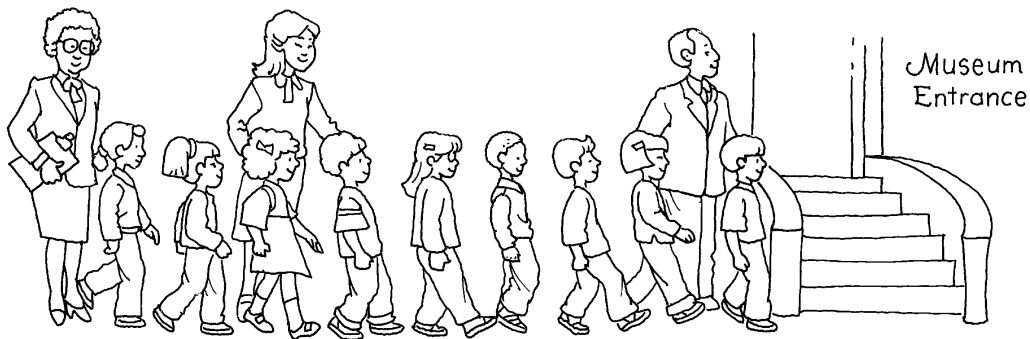
REMEMBER THE RULES

- The verb **has** tells about one.
- The verb **have** can tell about one or more than one.
- The verbs **has, have, go, and goes** tell about now.
- The verb **went** tells about the past.
- A **contraction** is a short form of two words.



Draw a line under the correct form of the verb in each sentence.

1. They (goes, went) to the museum last year.
2. This year we (go, went).
3. Some kids (has, have) been there before.
4. I (hasn't, haven't) been there ever.
5. The museum (has, have) interesting stuff.



Irregular Verbs: ~~Do~~, ~~Did~~

REMEMBER THE RULES

- The verbs **do** and **does** tell about now.
I **do** the dusting.
Dad **does** the sweeping.
- The verb **did** tells about the past.
We **did** the cleaning together.



Draw a circle around the correct verb to complete the sentence.

1. Now we _____ the chores.
do did

2. We always _____ the laundry first.
do did

3. We always _____ the cleaning next.
do did

4. Last Saturday we _____ everything at once.
do did

5. We _____ all the chores before lunch.
do did

Contractions: Do, Did

REMEMBER THE RULES

- A **contraction** is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with **do** and **did**.

We **do not** have a list.
 We **don't** have a list.
 We **did not** go shopping yet.
 We **didn't** go shopping yet.



Write the correct contraction on the line to complete the sentence.

- Now we (didn't, don't) have milk. _____

- We (didn't, don't) have bananas. _____

- We (didn't, don't) have cat food. _____

- We (didn't, don't) shop yesterday. _____

- (Didn't, Don't) forget to shop today. _____



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Irregular Verbs: See, Saw

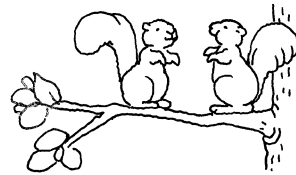
REMEMBER THE RULES

- The verbs **see** and **sees** tell about now.
I **see** Jake.
Jake **sees** me.
- The verb **saw** tells about the past.
I **saw** Jake yesterday, too.



Draw a circle around each verb that tells about the past. Then draw a line to the matching picture.

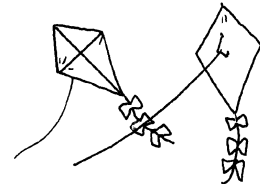
1. I (see, saw) squirrels in a tree.



2. Mom (see, saw) kites in the sky.



3. I (see, saw) Pam on a bike.



4. Mom (sees, saw) three birds.



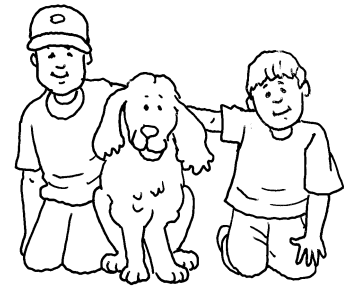
5. We (see, saw) Mr. Park and his dog.



Irregular Verbs: *Say, Said*

REMEMBER THE RULES

- The verbs **say** and **says** tell about now.
I **say** Max is my dog.
Dave **says** Max is his.
- The verb **said** tells about the past.
Dad **said** Max is the family dog.



Draw a line under the verb that tells what already happened in the past.

1. Dad _____ Max needed a walk.
says said

2. Dave _____ it was my turn.
says said

3. I _____ it was Dave's turn.
says said

4. Mom _____ we should all do it.
says said

5. She _____ we needed a walk, too.
says said



Book Titles

REMEMBER THE RULES

- The first word in a book title begins with a **capital letter**.
- Other important words in a book title also begin with capital letters.

Willy the **W**onder **D**og



Write each book title correctly.

1. my best friend

2. the little duck

3. bugs in jugs

4. a train trip

5. pink pigs and picnics

Mixed Review

REMEMBER THE RULES

- The verbs **do, does, see, sees, say, and says** tell about now.
- The verbs **did, saw, and said** tell about the past.
- A **contraction** is a short form of two words.
- Use an apostrophe to take the place of letters that are left out of a contraction.



Complete the sentences.

Choose the correct word and write in on the lines.

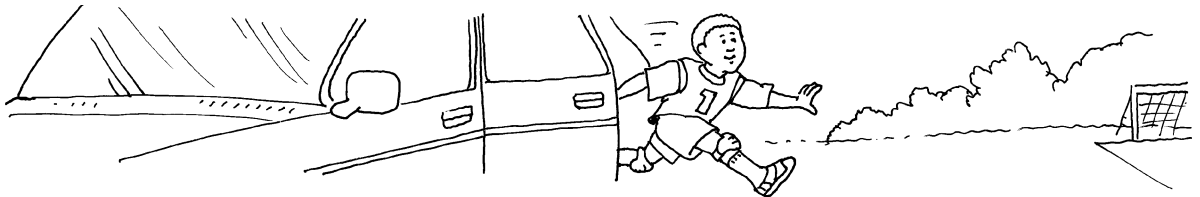
 1. _____ you know where Jeff is? Do, Did

 2. Becky now _____ he's sick. says, said

 3. I _____ him this morning. see, saw

 4. He _____ look sick then. doesn't, didn't

 5. I _____ his mom's car now! see, saw



Common Error: Past Tense Verbs

REMEMBER THE RULES

- Many verbs add **ed** to show what already happened in the past.
- Some verbs have special spellings to show the past.
- The verbs **went**, **did**, **saw**, and **said** are some examples.

Common Error	Corrected Sentence
We goed on a hike.	We went on a hike.

Write the correct form of the verb on the lines.

1. We _____ a small skunk. seed
saw

2. We _____, "Stand still." said
sayed

3. The skunk _____ not see us. doed
did

4. Then it _____ away. goed
went

5. We _____ not get sprayed. do
did

Vocabulary: Antonyms

- Some words have opposite meanings. These words are called **antonyms**.

big — small in — out hard — soft

Complete each sentence. Write the antonym of the underlined word.

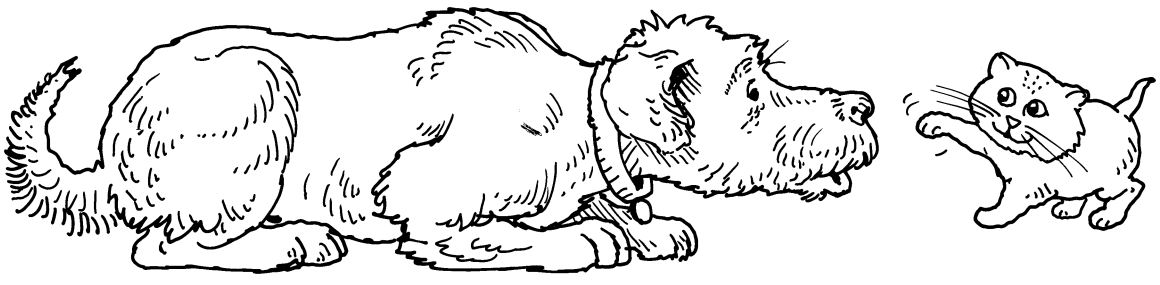
1. It was too nice to play in, so we went _____.

2. We saw a _____ dog and a small cat.

3. The cat's fur was soft, not _____.

4. The dog had a big bone and a _____ ball.

5. It was about to rain out, so we had to go _____.



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Composition: Paragraphs

- Good writers put their ideas in paragraphs. A **paragraph** is a group of sentences that tell about one idea. The first sentence is indented.

Dad and I went camping.
We set up a tent. Later we
slept in it.



Decide if each sentence belongs in a paragraph about a train trip. Write **yes** if it does. Write **no** if it does not.

1. Yesterday I went on a train.

2. Mom and Dad went with me.


3. I like math the best.

4. The train went so fast!

5. My mom is a vet.

Features of Writing That Compares

- **Writing that compares** tells about two things.
- It tells how things are **alike**.
- It tells how things are **different**.
- It uses words that **compare**.



Decide if each statement below tells how a basketball and a soccer ball are alike or different. Draw a circle around **alike** or **different**.

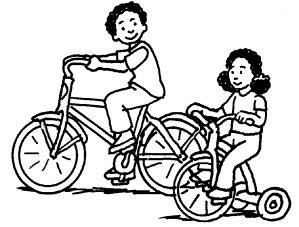
- | | | |
|--|-------|-----------|
| 1. The two balls are not the same color. | alike | different |
| 2. They are both balls. | alike | different |
| 3. A basketball is bigger than a soccer ball. | alike | different |
| 4. A soccer ball is lighter than a basketball. | alike | different |
| 5. You use each ball in a game. | alike | different |

Prewrite: Writing That Compares

- **Writing that compares** tells how two things are alike and different.
- Writing that compares uses words that compare.

Think about two things you can compare, such as a bicycle and a tricycle. Use the chart to organize your writing. Show how they are alike and different.

Compare and Contrast A bicycle and a tricycle



	Alike
1.	_____ ----- _____ _____ ----- _____ _____ ----- _____
2.	_____ ----- _____ _____ ----- _____ _____ ----- _____

	Different
3.	_____ ----- _____ _____ ----- _____ _____ ----- _____
4.	_____ ----- _____ _____ ----- _____ _____ ----- _____

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Revise: Writing That Compares

You **revise** your writing to make it better.

A. Read the draft below. Follow these steps to make the writing better.

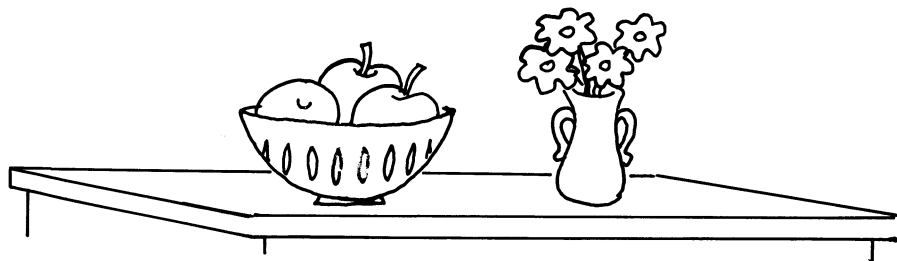
- Replace two verbs that are incorrect.
- Add details.
- Add a word that compares.

Apples and Oranges

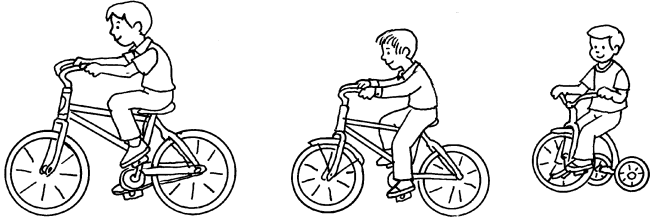
Apples and oranges is both good snacks.

They are fruits. They taste good. Oranges make a bigger mess than apples. You has to peel an orange.

B. Use the changes you made to write the comparison on another sheet of paper.



Proofread: Writing That Compares

<p>Proofreading Marks</p> <p>^ add</p> <p>— take out</p> <p>≡ Make a capital letter.</p>	
---	--

Read this comparison. Add capital letters and periods where they belong.

- A.** Use the proofreading marks from the box. Mark four mistakes. Two mistakes have been done for you. Use a ^ to show where end marks go.

My Brothers

I have two brothers. they are Sam and Jake.
≡ **both**

Sam is older than jake. They like to ride bikes.
^

Jake plays ball with me. Sam doesn't sam
 likes hot dogs. Jake doesn't. my brothers are
 both good brothers to me

- B.** Use the changes marked on the page and the changes you made to write the comparison on another sheet of paper.

Adjectives

REMEMBER THE RULES


- An **adjective** is a word that tells about a person, place, or thing.


We sang a new song.


↑
adjective





Write the best adjective for each picture.

1.  _____
 a _____ drum big
fast

2.  _____
 a _____ horn hot
small

3.  _____
 a _____ bell sad
new

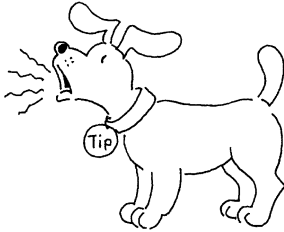
4.  _____
 a _____ song loud
tall

5.  _____
 a _____ time good
one

Words About Senses

REMEMBER THE RULES

- Some adjectives tell how things look and sound.
- Other adjectives tell how things smell, taste, and feel.



Tip has a **loud** bark.



Tip has **smooth** fur.

Write a word from the box to complete each sentence.

1. Tip had _____ spots on him.

muddy
clean

2. I gave Tip a _____ bath.

cold
warm

3. Tip was a _____ dog!

dry
wet

4. Tip liked the _____ suds.

soft
hard

5. Then Tip had a _____ smell.

salty
sweet

Words About Weather

REMEMBER THE RULES

- Some adjectives tell about the weather.

Today is a **windy** day.

↑
adjective



Look at each picture. Write a word from the box to complete the sentence.

sunny rainy foggy snowy cloudy

1.



I like _____ days!

2.



A _____ day is fun.

3.



Is a _____ day fun?

4.



It was a _____ morning.

5.



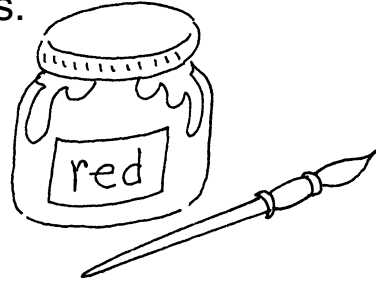
Now it is a _____ day.

Color Words

REMEMBER THE RULES

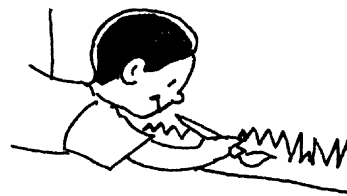
- Some adjectives are the names of colors.

Gail needs **red** paint.
 ↑
 adjective



Draw a line under each color word.
Then color each picture to match the sentences.

1. Jake paints the green grass.



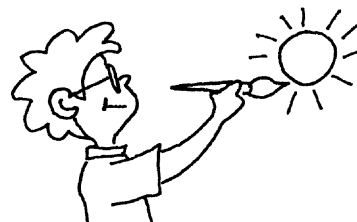
2. Tess paints the blue sky.



3. Min paints the white cloud.



4. Fred paints the yellow sun.



5. Shane paints a black bird.



Review Sentence Punctuation

REMEMBER THE RULES

- A statement ends with a period.
We like dogs
- A question ends with a question mark.
Do you like dogs
- An exclamation ends with an exclamation point.
Dogs are so much fun



Read each sentence. Write the correct end mark.

1. This is my dog _____
2. Look at that big dog _____
3. Is that your dog _____
4. What is his name _____
5. I named him Kip _____

Mixed Review

REMEMBER THE RULES

- An **adjective** tells about a person, place, or thing
- Some adjectives tell how things look, sound, smell, taste, or feel.
- Some adjectives tell about the weather.
- Some adjectives name colors.

Draw a line under the adjective in each sentence.

1. Is it a sunny day?
2. Jed plays with his new boat.
3. The boat has a white sail.
4. Jed stands in the cool waves.
5. What a fast boat Jed has!



Words About Feelings

REMEMBER THE RULES

- Some adjectives tell about a person's feelings.
Gwen is a **happy** girl.
- Some adjectives tell how something feels.
She likes her **fuzzy** mittens.



Draw a circle around the best adjective to complete each sentence.

- Gwen was _____ to skate.
glad green
- The ice felt _____.
silly smooth
- Gwen's new mittens felt _____.
fast soft
- Gwen was not _____ of falling.
funny afraid
- She was a _____ girl.
brave sad

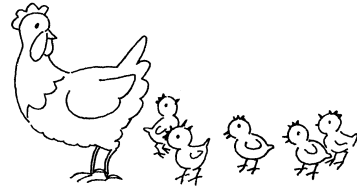


Words That Tell How Many

REMEMBER THE RULES

- Some adjectives tell how many people, places, or things there are.

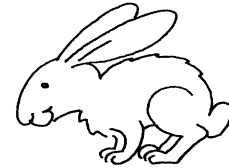
The mother hen has **five** chicks.



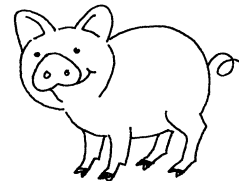
Write a word from the box to complete each sentence.

one two three four five many

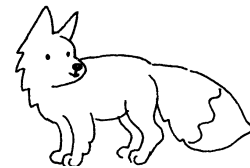
1. The rabbit has _____ long ears.



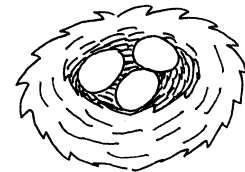
2. The pig has _____ small feet.



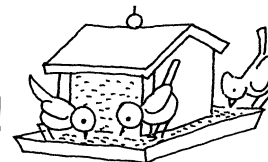
3. The fox has _____ bushy tail.



4. That nest has _____ eggs.



5. The birds have _____ seeds!

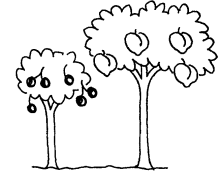


Adjectives That Compare

REMEMBER THE RULES

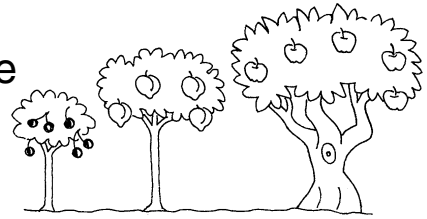
- Add **er** to adjectives to compare two people, places, or things.

This tree is **taller** than that tree.



- Add **est** to adjectives to compare three or more people, places, or things.

That old tree is the **tallest** of all.



Draw a circle around the word that completes the sentence.

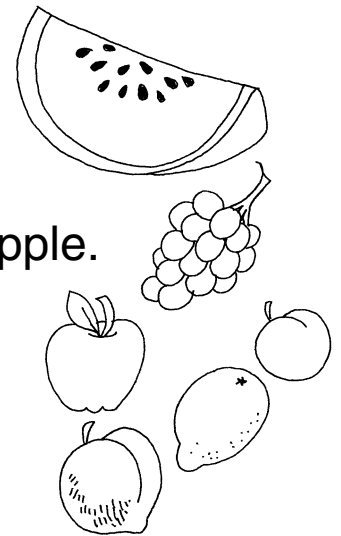
1. The apple is _____ than the lemon.
sweeter sweetest

2. Is the peach the _____ of all?
sweeter sweetest

3. The plum looks _____ than the apple.
smaller smallest

4. The grapes are the _____ of all.
smaller smallest

5. The watermelon is the _____ thing here!
bigger biggest



Commas

REMEMBER THE RULES

- Use a **comma** between the day and the year of a date.

June 14, 2000

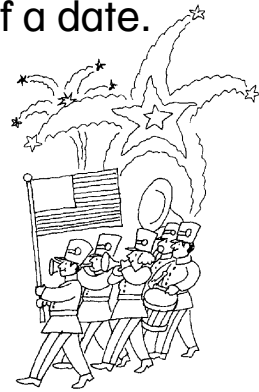
- Use a **comma** after the greeting in a letter.

Dear Gramps,

- Use a **comma** after the closing in a letter.

Your grandson,

Chad



Write each date, greeting, and closing correctly.
Add a comma where it belongs in each one.

1. Dear Mr. Fine

2. Yours truly

3. July 4 2001

4. Dear Liz

5. Your pal

Mixed Review

REMEMBER THE RULES

- Some adjectives tell about a person's feelings.
- Some adjectives tell how many.
- Add **er** to compare two people, places, or things.
- Add **est** to compare three or more people, places, or things.

Draw a circle around the correct adjective to complete each sentence.

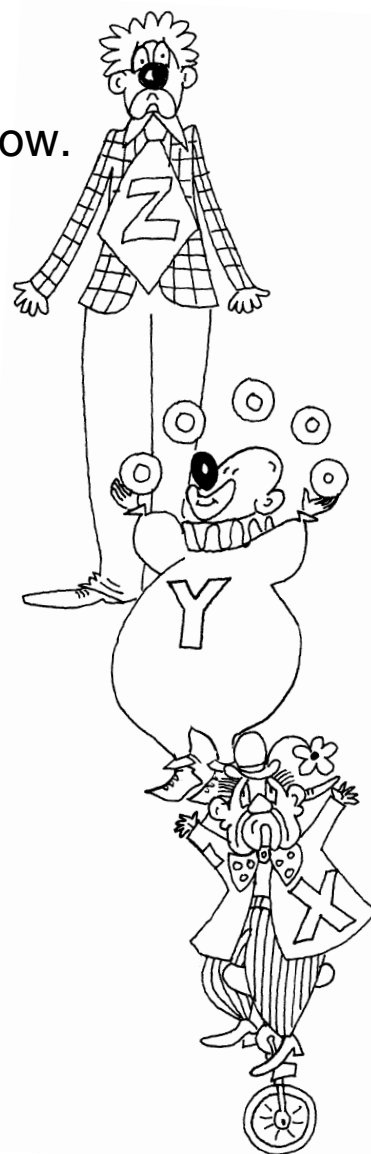
1. There are _____ clowns in the show.
 three thank

2. Clown Y is a _____ clown.
 helps happy

3. Clown X is _____ than Clown Z.
 sadder saddest

4. Clown Y can juggle _____ rings!
 nine five

5. Clown Z is the _____ clown of all.
 taller tallest



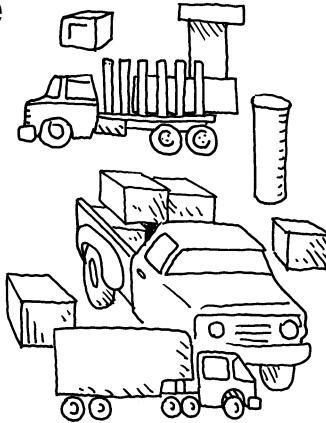
Common Error: Adjectives That Compare

REMEMBER THE RULES

- Add **er** to an adjective to compare two things.
- Add **est** to an adjective to compare more than two things.

Common Error	Corrected Sentence
Lee's truck is more faster than Ed's truck.	Lee's truck is faster than Ed's truck.
Meg's truck is the most fastest of all.	Meg's truck is the fastest of all.

Draw a circle around the correct form of the adjective to finish each sentence.



- My truck is _____ than Lee's truck.
more smaller smaller
- Meg's truck is the _____ of all.
smallest most smallest
- Kate made the _____ block building in the room.
most tall tallest
- Ed's stack of blocks is _____ than mine.
taller more taller
- The _____ blocks are the best for making roads.
most longest longest

Study Skill: Dictionary

• A **dictionary** gives the meanings of words.

Guide words	act / apple
Entry word	act To do something. Jane will act in the school play.
Meaning	ant <u>A small bug.</u> The ant crawled around.
Sample sentence	apple A fruit with red, green, or yellow skin. <u>Carlos ate an apple.</u>

Draw a circle around the answer.

- The two guide words are _____.
act / apple ant / apple
- The word that means “a small bug” is _____.
ant apple
- The first word on the page is _____.
apple act
- The meaning of **act** is _____.
to eat an apple to do something
- The last word on the page is _____.
act apple

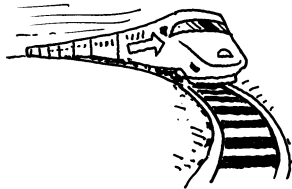
Vocabulary: Synonyms

- Some words have meanings that are almost the same. These words are called **synonyms**.

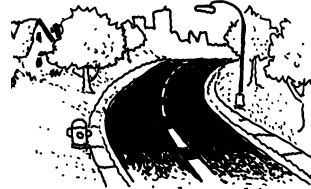
happy — glad



fast — quick



street — road




Draw a circle around the synonyms in each sentence pair.

- My dad is always **happy**.
I am **glad**, too.
- Our **street** has lots of shade.
Trees are near the **road**.
- I can ride my bike **fast**.
My dad has to be **quick** to catch up!
- We ride on the side of the **street**.
We are always careful on the **road**.
- I am **glad** I can ride a bike.
Dad is **happy** we can ride together.



Composition: Beginning, Middle, End

- A good story has a beginning, middle, and end. The **beginning** is the start of a story. The **middle** tells what happens in order. The **end** is the last part of the story.

Beginning →	Miss Mouse went out.	
Middle →	She ran. She saw the moon. Then she went	
End →	back to her house.	

Put these story sentences in order. Write **B** for beginning. Write **M** for middle. Write **E** for end.

1. Tim took a long walk.
2. One day, Tim Tall went out.
3. Tim met Hattie Hall.
4. Then they all played ball.
5. Tim met Sam Small.



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Features of a Story

- A good **story** is fun to read or listen to.
- It entertains.
- It has a beginning, middle, and end.
- It uses describing words.

Think of a story you really like. Fill in the story map.
It will help you see the parts of a good story.

1. Title: _____

2. Who are the characters? Write their names.

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Draw what happens.

3. Beginning

4. Middle

5. End

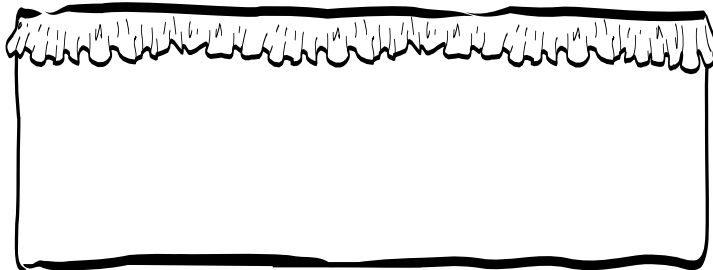
Prewrite: A Story

- A **story** is fun to read or listen to.
- It has a good beginning, middle, and end.

Think about a story that you would like to tell.

1. My story is about _____.

2. Draw a picture of your character.



Tell what happens in your story.

3. Beginning

4. Middle

5. End

Revise: A Story

You **revise** your writing to make it better.

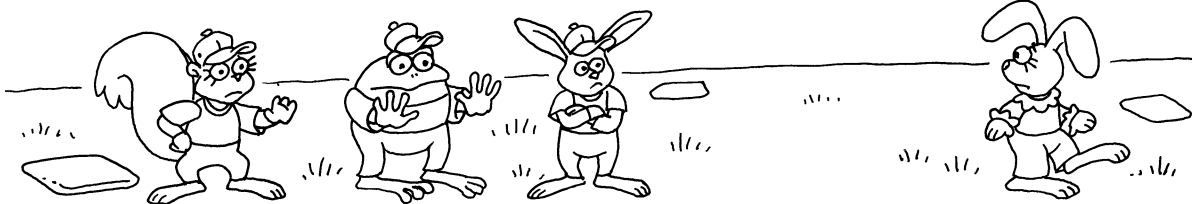
A. Read the draft below. Follow these steps to make the writing better.

- Add an adjective to describe the kids.
- Add a detail to tell how Bunny feels.
- Add an adjective to tell how many muffins.
- Fix the adjective that compares Skunk and Bunny.
- Add an adjective to describe the friends.

Bunny Rabbit's New Friend

Bunny Rabbit wants to play with the kids. They tell her to go away. Bunny goes in the house. Mom and Bunny make muffins. They go to Skunk's house. Sweet Skunk is there too. Sweet Skunk is small than Bunny Rabbit. They are now friends.

B. Use the changes you made to write the story on another sheet of paper.



Proofread: A Story

<p>Proofreading Marks</p> <p>^ add</p> <p>— take out</p> <p>≡ Make a capital letter.</p>		
---	--	---

Read this story. Add capital letters and end marks where they belong. Fix an end mark that is not correct.

- A.** Use the proofreading marks from the box. Mark five mistakes. Use a ^ to show where end marks go.

A Nice Surprise

Tom has a problem He took ann's bike for a ride.
 now it is scratched. What can he do. Tom gave all his
 pennies to Ann. She said it was O.K. She even gave
 Tom his pennies back

- B.** Use the changes you made to write the story on another sheet of paper.

Sentences Review

REMEMBER THE RULES

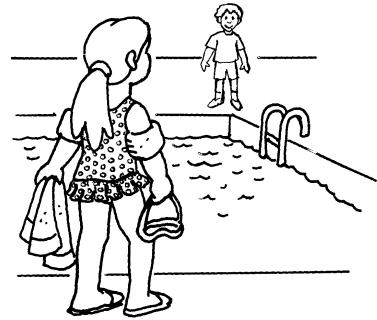
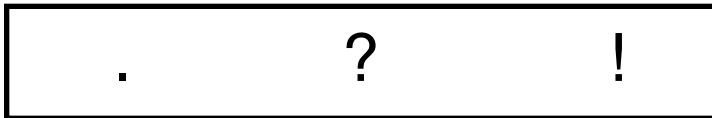
- A **sentence** is a group of words that tells a complete thought.
- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.
- An **exclamation** is a sentence that shows strong feeling.

Statement → I will go swimming with Mom.

Question → Do you want to go, too?

Exclamation → Let's go!

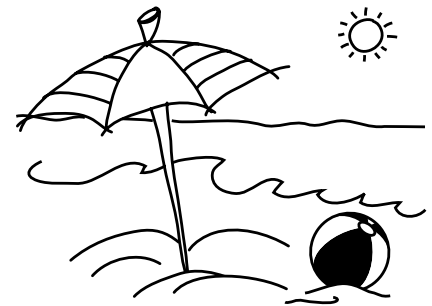
Choose an end mark from the box to end each sentence. Write it on the line.



1. Mike gets set _____

2. Did you forget your sunglasses _____

3. Mom is waiting for us _____



4. How long can we stay _____

5. This will be the best day ever _____

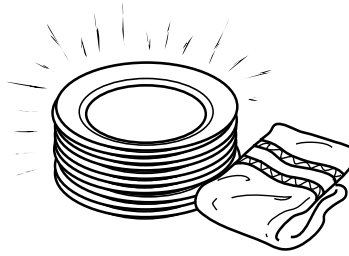
Naming Part of Sentence

REMEMBER THE RULES

- Sentences are made up of parts.
- The naming part of the sentence can also be called the **subject**. It tells **who** or **what** the sentence is about.



Jake helps Mom.
 ↑
 subject
Who



The dishes are clean.
 ↑
 subject
What

Draw a line under the naming part of each sentence.

1. Mom looks into Jake's bedroom.
2. His room is a mess.
3. The bed is not made.
4. Jake picks up the mess.
5. Mom and Jake like the clean room.

Action Part of Sentence

REMEMBER THE RULES

- Sentences are made up of parts.
- The action part of the sentence can also be called the **predicate**. It tells what the naming part does.

I like dogs.

↑
predicate

- The predicate can also tell what the naming part is.

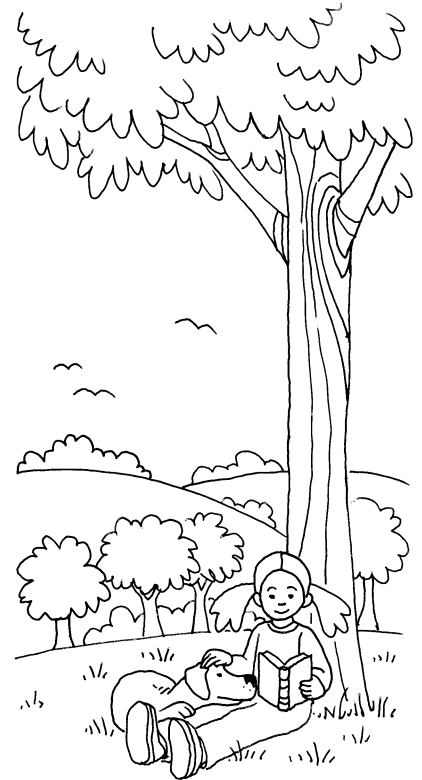
Dogs are fun.

↑
predicate



Draw a line under the action part of each sentence.

1. Sam and I play ball together.
2. Dogs run fast.
3. This is a good book about dogs.
4. I read for a while.
5. We are good pals.



Sentence Combining (Compound Subjects)

REMEMBER THE RULES

- Sometimes two sentences have the same action part or predicate.
- Use the word **and** between the two subjects to make the sentences into one.



Carlos went to the park. Jed went to the park.
Carlos **and** Jed went to the park.

Draw a line under the action parts that are the same.
Write the new combined sentence using **and**.

1. Carlos rode on the swings. Jed rode on the swings.

2. The swings were fun. The slides were fun.

3. Jan saw the boys. I saw the boys.

4. The boys raced. The girls raced.

Mixed Review

REMEMBER THE RULES

- A **sentence** tells a complete thought.
Each sentence begins with a **capital letter**.
 - A **statement** tells something and ends with a period.
I need a gift for Mom.
 - A **question** asks something and ends with a question mark.
What will I get?
 - An **exclamation** shows strong feeling and ends with an exclamation point.
Let's go shopping now!
- Each sentence has a **naming part** and an **action part**.



That bag looks pretty.

↖
↖

naming part action part

Write the end mark for each sentence. Draw a circle around the naming part of each sentence.

1. Mom likes red things _____
2. This red scarf is nice _____
3. Can I get this one _____
4. That one is the best of all _____
5. You and I got a nice scarf _____



Pronouns: *He, She, It*

REMEMBER THE RULES

- A **pronoun** is a word that takes the place of a noun.
- **He** takes the place of a noun that names a boy or man.

Bill wants a fish.

He wants a fish.

- **She** takes the place of a noun that names a girl or woman.

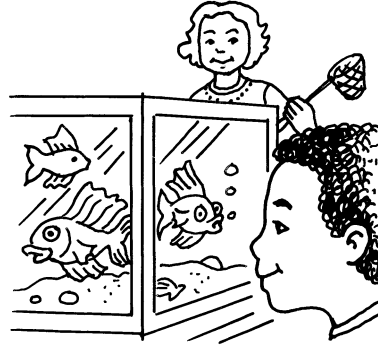
Mrs. Lee sells fish.

She sells fish.

- **It** takes the place of a noun that names a thing.

That fish is yellow.

It is yellow.



Draw a circle around **he**, **she**, or **it** to take the place of the underlined words.

1. The boy picks out a fish. He She It

2. Mrs. Lee scoops the fish. He She It

3. Mom pays for the fish. He She It

4. The fish are in a bag. he she it

5. Dad will like my fish. He She It

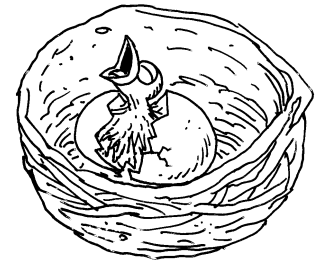
Pronoun: *They*

REMEMBER THE RULES

- **They** is a pronoun that takes the place of a plural noun.
Birds make nests.
They make nests.
- **They** can also take the place of more than one noun.
Ducks and bluejays are birds.
They are birds.



Write **They** or **It** on the lines to replace the underlined part of each sentence.



1. Eggs are in a nest. _____

2. Dan and Ann spot the eggs. _____

3. One egg has a crack. _____

4. The crack gets bigger. _____

5. Children like birds. _____

Pronouns: *I, Me*

REMEMBER THE RULES

- **I** and **me** are pronouns.
- Use **I** in the subject, or naming part, of a sentence.

I am seven years old today.

- Use **me** in the predicate, or action part, of a sentence.

Grandma sent **me** a card.



Write **I** or **me** in each sentence.

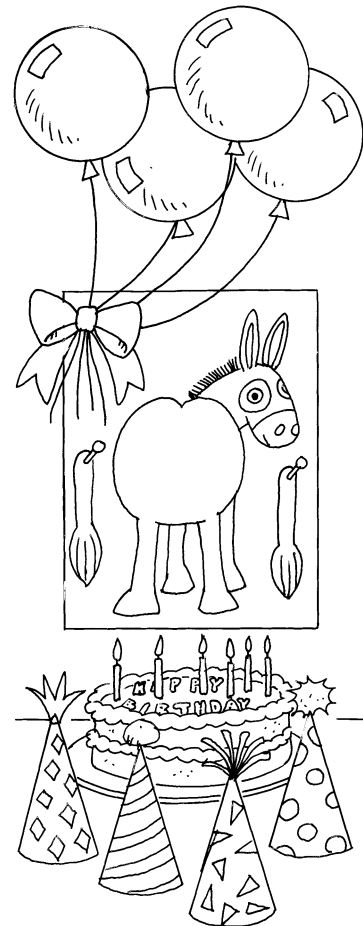
1. _____ like my card.

2. There is a party for _____.

3. _____ have on a party hat.

4. Dan gives _____ a game.

5. He beats _____ in the first game.



Pronouns: *We, Us*

REMEMBER THE RULES

- **We** and **us** are pronouns. Use **we** and **us** to tell about other people and yourself.
- Use **we** in the naming part of a sentence.
Sam and I play soccer.
We play soccer.
- Use **us** in the action part of a sentence.
 Mr. Fine put Sam and me on the same team.
 Mr. Fine put us on the same team.



Write **we** or **us** on the lines to replace the underlined words in each sentence.



1. Mr. Fine and I get along well. _____

2. Sam, Pam, and I play together. _____

3. Sam kicks the ball to Pam and me. _____

4. Then Pam and I try to score a goal. _____

5. Mr. Fine helps Pam, Sam, and me. _____

Sentence Combining (Compound Predicates)

REMEMBER THE RULES

- When the naming parts of two sentences are the same, use **and** to combine the action parts.

Al runs. Al wins. Al runs and wins.



Underline the parts of the sentences that are the same. Write the new combined sentence.

1. Ken jumps. Ken falls down.

2. Tom and I race. Tom and I have fun.

3. Sue kicks the ball. Sue runs.

4. Ed gets the ball. Ed tags Sue.

Mixed Review

REMEMBER THE RULES

A pronoun takes the place of a noun.

- **He** takes the place of a noun that names a boy or a man.

Jon wants to play. He wants to play.

- **She** takes the place of a noun that names a girl or a woman.

That girl has the ball. She has the ball.

- **It** takes the place of a noun that names a thing.

The ball is red. It is big.

- **They** is a pronoun that takes the place of a plural noun or more than one noun.

Jon and Pat take the ball. They take the ball.

- Use **I** and **we** in the naming part of a sentence.

I get the ball. We can play now.

- Use **me** and **us** in the action part of a sentence.

Jon picks me. Jon wants us to win.



Draw a circle around each correct pronoun.

1. Jon and (I, me) set the bases.
2. (Us, We) will be up first.
3. (It, They) strike Jon out.
4. (He, It) sits down.
5. Pat pitches the ball to (I, me).

Common Error: Pronouns *I* and *Me*

REMEMBER THE RULES

- The words **I** and **me** are pronouns.
- Use the pronoun **I** as the subject.
- Use the pronoun **me** as the predicate.

Common Error	Corrected Sentence
Dad and me talk about sharks.	Dad and I talk about sharks.
Mom asks Dad and I questions.	Mom asks Dad and me questions.

Circle the correct pronoun to complete each sentence.

1. Dad and _____ visited a sea park.

I me

2. Dad let _____ lead the way.

I me

3. Dad and _____ saw a shark.

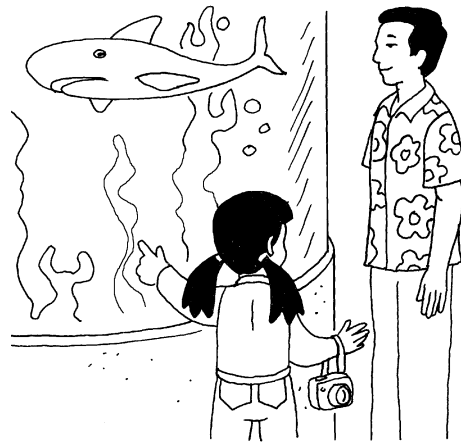
I me

4. Did the shark see Dad and _____?

I me

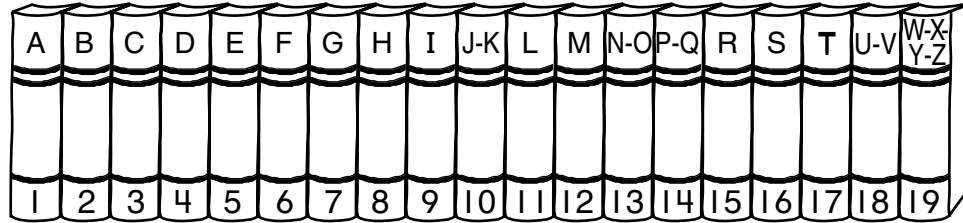
5. Dad took a picture of the shark and _____.

I me



Study Skill: Encyclopedia

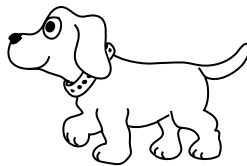
- The volumes of an **encyclopedia** are arranged in ABC order.



Where will you find these?

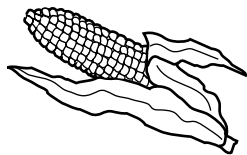
Look at the set of encyclopedias. Write the letter of the volume next to each word and picture.

1. dog



Volume _____

2. corn



Volume _____

3. tree



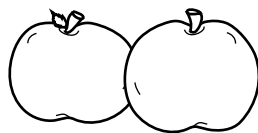
Volume _____

4. soccer



Volume _____

5. apple



Volume _____

Vocabulary: Homonyms

- Some words sound the same but have different spellings and meanings. These words are called **homonyms**.

see — sea

plane — plain

blew — blue

I a shell on the sand.

There are big waves at the .



Write a homonym to complete each sentence.

1. I do not like the _____
 because the waves are too big.

2. We _____ many things
 in the woods.

3. My mother saw a _____ flower.

4. I found a _____ but pretty rock.


5. The wind _____ in the trees.

see
sea
blue
blew
plane
plain

Composition: Main Idea and Supporting Details

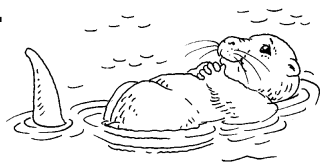
- A good piece of writing has a main idea and supporting details.
- The **main idea** is the most important idea.
- **Supporting details** tell more about the main idea.

main idea	→	Skunks are small animals.
detail	→	They are black with two white stripes. They can
detail	→	send out a smelly spray.



Decide if each sentence tells more about the main idea. Circle **yes** if it does or **no** if it does not.

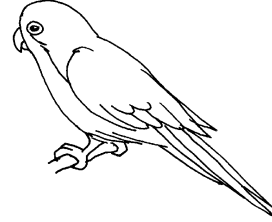
Main Idea: Sea otters are fun to watch.



- | | | |
|--|-----|----|
| 1. They play in the water. | yes | no |
| 2. They swim and dive. | yes | no |
| 3. Sea parks have many animals. | yes | no |
| 4. A sea otter even swims on its back! | yes | no |
| 5. Seals like to swim. | yes | no |

Features of Expository Writing

- **Expository writing** is writing that explains something.
- It gives facts and information.
- It has a main idea and details.
- It uses time-order words to tell when things happened.



Write each of the circled parts of the report next to the correct term below.

(Parakeets make good pets.) They are very tame.
(Some parakeets can learn to talk.) (First,) you say a word. Then you say it over and over. (Soon) the bird will say the word, too.

1. Main Idea _____

2. Time-Order Word _____

3. Time-Order Word _____

4. Fact and Information _____

Prewrite: Expository Writing

- **Expository writing** explains something. It tells what something is like.
- Expository writing gives facts and information.

Think about an animal you would like to know more about. On the chart below, tell what the animal is and something you already know about it. Then list three things that you want to learn about it.

1. My animal is a _____.

2. I know _____.

3. I want to learn _____.

4. I want to learn _____.

5. I want to learn _____.

Revise: Expository Writing

You **revise** your writing to make it better.

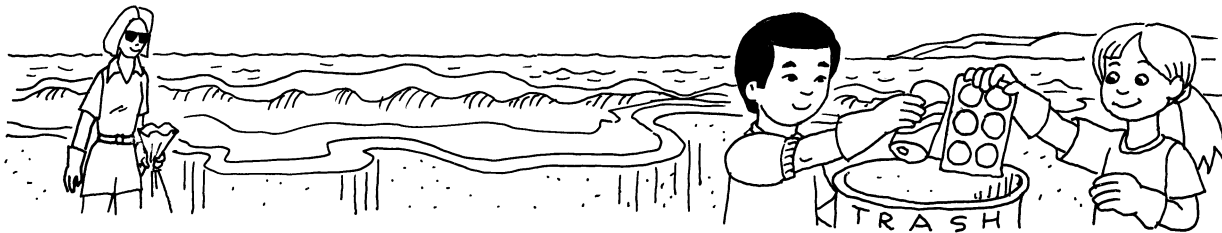
A. Read the draft below. Follow these steps to make the writing better.

- Replace the underlined words with pronouns.
- Add an adjective to tell what kind of bags.
- Combine two sentences that have the same subject.
- Add a detail to tell about the animals eating the trash.

Cleaning Up the Beach

A beach clean-up helps the earth. People pick up trash. Then they put the trash in bags. There is lots of trash on the beach. People leave bags and bottles. People leave cans and lids. The trash makes a mess. The trash is dangerous. Later some animals try to eat the trash.

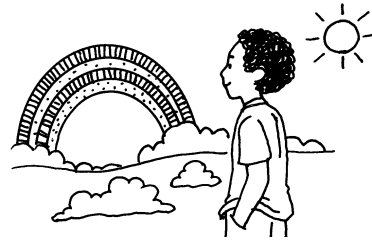
B. Use the changes you made to write the report on another sheet of paper.



Proofread: Expository Writing

Proofreading Marks

- ^ add
- take out
- ≡ Make a capital letter.



Read this report. Add capital letters and end marks where they belong. Add a comma in the second sentence.

- A.** Use the proofreading marks from the box. Mark five mistakes. Use a ^ to show where the comma and the end marks go.

Rainbows

Rainbows are pretty They show orange yellow, and green. you see rainbows in the sky. the sun must be in back of you. It has to be raining someplace else. Then the sun shines through the rain. it lights up the raindrops. No two people see just the same rainbow

- B.** Use the changes you made to write the report on another sheet of paper.