



## Statements and Questions

### REMEMBER THE RULES

- A **statement** is a sentence that tells something. It begins with a capital letter and ends with a period.

*Lee goes to the pond* .

- A **question** is a sentence that asks something. It begins with a capital letter and ends with a question mark.

*What does he see* ?

**A.** Draw a line under each statement. Circle each question.

1. He sees a lily pad.
2. Is that a frog?
3. A fish jumps out of the water.
4. Did it catch a fly?
5. A duck swims by.



**B.** Write each sentence. End each question with a question mark. End each statement with a period.

6. Insects live near the pond

\_\_\_\_\_

7. Some insects live in the water

\_\_\_\_\_

8. Do some insects live above water

\_\_\_\_\_

9. Some insects fly

\_\_\_\_\_

10. Do all insects swim

\_\_\_\_\_

## Commands and Exclamations

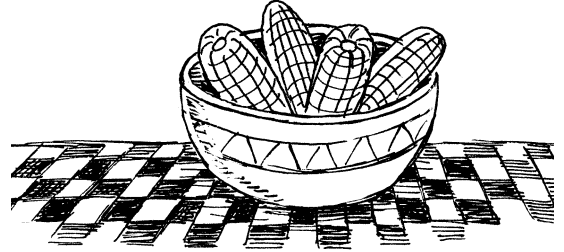
### REMEMBER THE RULES

- A **command** is a sentence that tells or asks someone to do something.

*Please pass the corn.*

- An **exclamation** is a sentence that shows strong feeling.

*Corn is my favorite food!*



**A.** Draw a line under each command. Circle each exclamation.

- |   |                                      |
|---|--------------------------------------|
| 1. What a sunny day!                      | 4. Watch me eat this big watermelon. |
| 2. Play ball with us.                     | 5. Wow, these strawberries are good! |
| 3. I love hamburgers cooked on the grill! |                                      |

**B.** Write each sentence. End each command with a period. End each exclamation with an exclamation mark.

6. Taste the salad

\_\_\_\_\_

7. Please pass the bread

\_\_\_\_\_

8. Look how brightly the fireflies shine

\_\_\_\_\_

9. Come see my new bug catcher

\_\_\_\_\_

10. Wow, this is the best picnic

\_\_\_\_\_

## Mechanics and Usage: Sentence Punctuation

### REMEMBER THE RULES

- Every sentence begins with a capital letter.
- **Statements** and **commands** end with a period.

*Everyone can help.* → statement

*Do your share.* → command

- A **question** ends with a question mark.

*Will you join us?* → question

- An **exclamation** ends with an exclamation mark.

*It's now or never!* → exclamation



**A.** Read each sentence. Write **S** for statement, **C** for command, **Q** for question, and **E** for exclamation.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. It is Earth Day. _____     | 4. Play games and sing songs. _____ |
| 2. Will you come? _____       | 5. It will be so much fun! _____    |
| 3. Help save our Earth. _____ |                                     |

**B.** Write each sentence. Begin and end each sentence correctly.

6. will you help clean up the park

\_\_\_\_\_

7. meet us at the park tomorrow

\_\_\_\_\_

8. wear old clothes \_\_\_\_\_

\_\_\_\_\_

9. it won't take long \_\_\_\_\_

\_\_\_\_\_

10. how nice and clean it will be

\_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

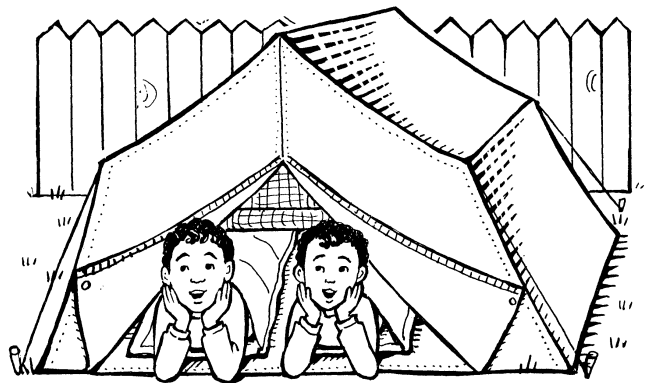
- A **sentence** tells a complete thought. Every sentence begins with a capital letter.
- A **statement** tells something.  
*Gary asked me to sleep over.*
- A **question** asks something.  
*May I sleep over tonight?*
- A **command** tells or asks someone to do something.  
*Go to sleep now.*
- An **exclamation** shows strong feeling.  
*We are not tired!*

**A.** Tell what kind of sentence each group of words make.

1. José lives next door. \_\_\_\_\_
2. Mom, may I sleep in José's tent tonight? \_\_\_\_\_
3. We will have fun. \_\_\_\_\_
4. Pack your flashlight. \_\_\_\_\_
5. We can eat marshmallows! \_\_\_\_\_

**B.** Place the correct punctuation at the end of each sentence.

6. What fun games we play \_\_\_\_\_
7. Can we tell stories \_\_\_\_\_
8. Turn off the light \_\_\_\_\_
9. Go to sleep \_\_\_\_\_
10. Finally we fall asleep \_\_\_\_\_



## Subjects in Sentences

### REMEMBER THE RULES

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

**The day** is hot and sunny.

**Dad** drives us to the beach.



### A. Draw a line under the subject in each sentence.

- The sun comes up.
- I get up early.
- Dad makes lunch.
- The trunk is full of beach toys.
- The car is packed.

### B. Write each sentence. Draw a line under the subject.

- I build a sand castle.

---

- Two sea gulls land on it.

---

- People feed the sea gulls.

---

- The sea gulls fly away.

---

- My sand castle lasts all day.

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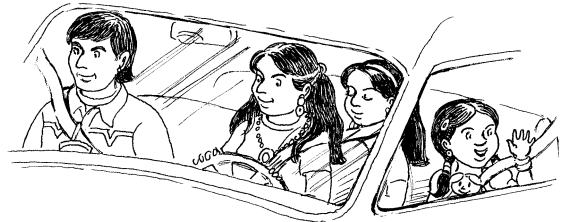
## Predicates in Sentences

### REMEMBER THE RULES

- The **predicate** in a sentence tells what the subject does or is.

We **visit Grandma.**

The car ride **is long.**



**A.** Draw a line under the predicate in each sentence.

- We pack our bags.
- We climb into the van.
- Gina and I sit in the back.
- Mom drives first.
- Our van passes big trucks.

**B.** Write each sentence. Draw a line under the predicate.

- A truck driver waves to us.

---

- Some drivers beep their horns.

---

- I look out the window.

---

- Gina takes a nap.

---

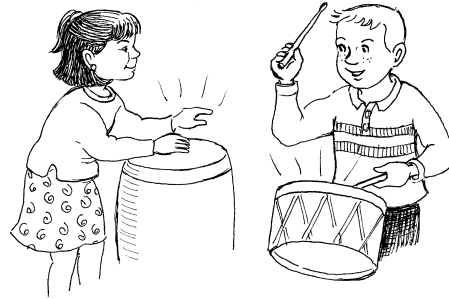
- The long ride is almost over.

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## Combining Sentences

### REMEMBER THE RULES

- You can put two sentences together that have the same predicates.
- Use the word **and** to join the sentences.



*Mike saw the talent show.*

*I saw the talent show. → Mike **and** I saw the talent show.*

**A.** Read the sentences. Draw a line under the words you could join with *and* to make one sentence.

- |   |                                     |
|---|-------------------------------------|
| 1. Joy went on stage first.<br>Ted went on stage first. | 4. Jamal juggled.<br>Aaron juggled. |
| 2. Linda sang. Mario sang.                              | 5. Eli danced.<br>Angela danced.    |
| 3. Mu Tan played the drums.<br>Jason played the drums.  |                                     |

**B.** Combine the predicates in each sentence. Write the new sentence.

6. Lisa watched. I watched.

---

7. Mom liked the drums best. Dad liked the drums best.

---

8. Mr. Wu liked the singers. Mrs. Tang liked the singers.

---

9. Mike clapped. I clapped.

---

10. Adults saw the show. Children saw the show.

---



## Mechanics and Usage: Commas in a Series

### REMEMBER THE RULES

- Use **commas** to separate three or more words in a series.

*Rosa, Pat, and I go to the hardware store.*

comma



#### A. Add commas to each sentence.

- The store sells tools paint and other goods.
- Rakes hoes and shovels are all in one place.
- Hammers saws and pliers are in another spot.
- Scissors pots and plant food are for sale.
- This store even sells pens markers and chalk.

#### B. Write each sentence. Add commas where they are needed.

- Rope string and cord are on sale.

---

- Paint stain and brushes are cheap.

---

- We look at the locks keys and chains

---

- I buy tape nails and wire.

---

- Mom Dad and Ray need these things.

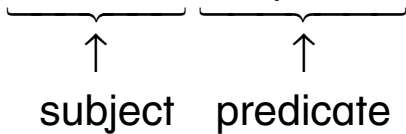
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## Mixed Review

### REMEMBER THE RULES

- The **subject** of a sentence tells who or what does something.
- The **predicate** tells what the subject does or is.

*Kim and I like ponies.*



- You can combine sentences by joining words with **and**.

*Kim went to the ranch.*  
*I went to the ranch.*      *Kim and I went to the ranch.*

Write each pair of sentences as one. Then circle the subject and draw a box around the predicate in your sentence.

1.–2. Ponies live on a ranch. Mules live on a ranch.

\_\_\_\_\_

3.–4. Kim milked a goat. I milked a goat.

\_\_\_\_\_

5.–6. Dad fed the goats. Mom fed the goats.

\_\_\_\_\_

7.–8. A dog chased a cat. A duck chased a cat.

\_\_\_\_\_

9.–10. I laughed. Kim laughed.

\_\_\_\_\_

## Common Errors with Incomplete Sentences

### REMEMBER THE RULES

A **sentence** must tell a complete thought.

- Each sentence must have a **subject** and a **predicate**.

This is not a sentence: ***The boat.***

This is a sentence: ***The boat floats in the water.***

### A. Circle the groups of words that are complete sentences.

1. Never rowed.

Juan had never rowed a boat.

2. Held both oars.

I held both oars.

3. The long oars dipped in the water.

The long oars.

4. Moved slowly.

The boat moved slowly.

5. Juan wanted to row.

Wanted to row.



### B. Draw a line from the subject to the predicate if they make a sentence.

6. Quickly Juan

picks up two oars.

7. The boat

turns to the left.

8. My dad and mom

the dock.

9. Soon

is laughing.

10. I

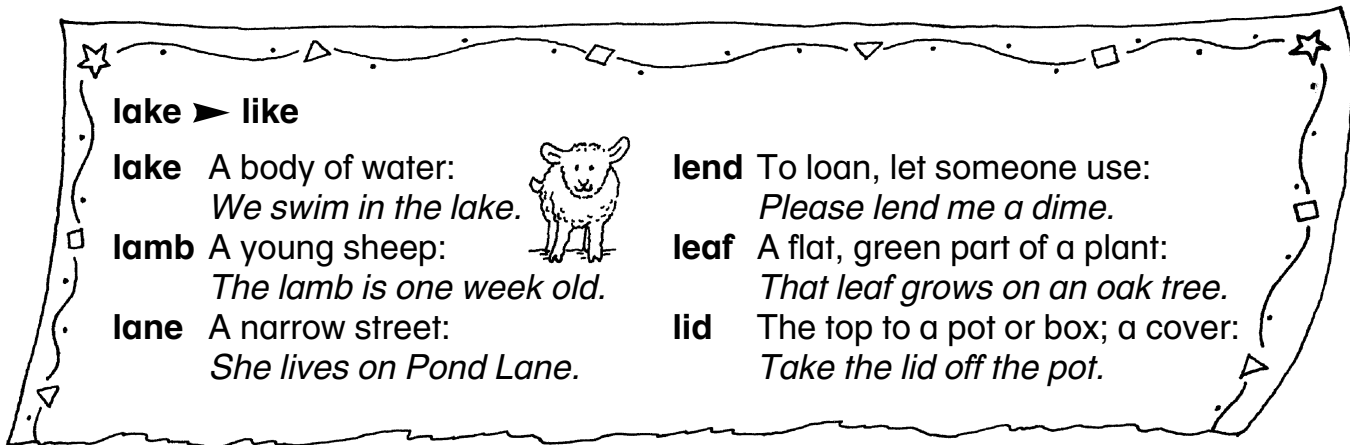
row back to the dock with Juan.

## Study Skills: Dictionary

### REMEMBER THE RULES

- A **dictionary** is a book that tells what words mean.
- All **entry words** are in **ABC order**.
- A **sample sentence** tells how each word is used.
- Each dictionary page has two **guide words** at the top.  
The **guide word** on the *left* tells the **first word** on the page. The **guide word** on the *right* tells the **last word** on the page.

Look closely at this page from a dictionary. Then answer the questions.



1. Which two words are the guide words? \_\_\_\_\_
2. Circle the words that are entry words.  
lamb    language    lend    let    lid
3. Write the meaning of *lane*. \_\_\_\_\_
4. What word is the last word on this page? \_\_\_\_\_
5. What is the sample sentence for *lid*?  
\_\_\_\_\_

## Vocabulary: Time-Order Words

- **Time-order words** show the order in which things happen.
- Here are some time-order words and phrases.

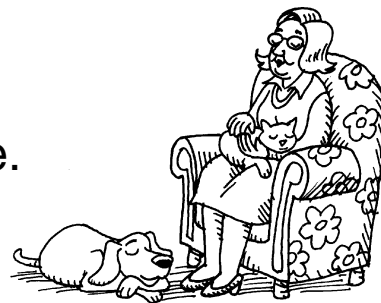
<i>first</i>	<i>finally</i>	<i>yesterday</i>
<i>next</i>	<i>now</i>	<i>today</i>
<i>then</i>	<i>later</i>	<i>tomorrow</i>
<i>last of all</i>	<i>soon</i>	<i>long ago</i>

### A. Write the time-order word or phrase in each sentence.

1. Long ago, dogs lived in the wild. \_\_\_\_\_
2. Soon, they found people. \_\_\_\_\_
3. Later, they stayed with them. \_\_\_\_\_
4. Finally, dogs became pets. \_\_\_\_\_
5. Now, they are our best friends. \_\_\_\_\_

### B. Copy these sentences in the correct order on the lines below.

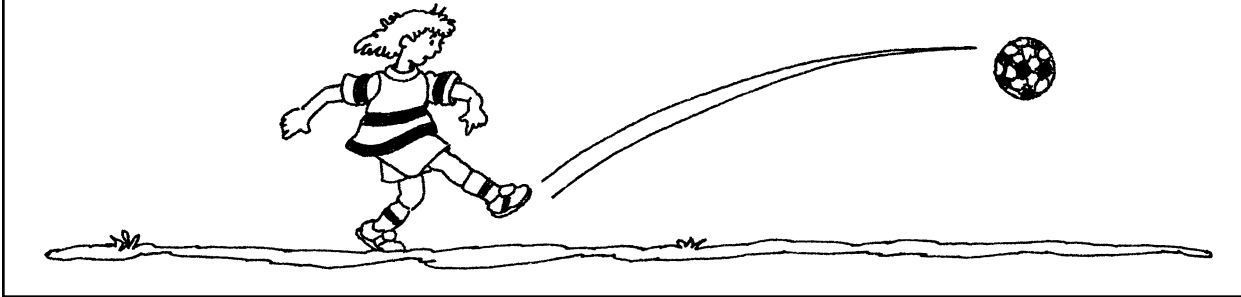
Then, we went to a pet store.  
 Last of all, we took the cat home.  
 Next, we asked about each cat there.  
 First, we read about cats.  
 Soon, we chose a cat.



6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Composition: Paragraphs**

- A **paragraph** is a group of sentences.
- The sentences in a paragraph tell about **one idea**.
- The first sentence of a paragraph is **indented**.



Read each paragraph. Cross out the sentence that does not belong in each paragraph.

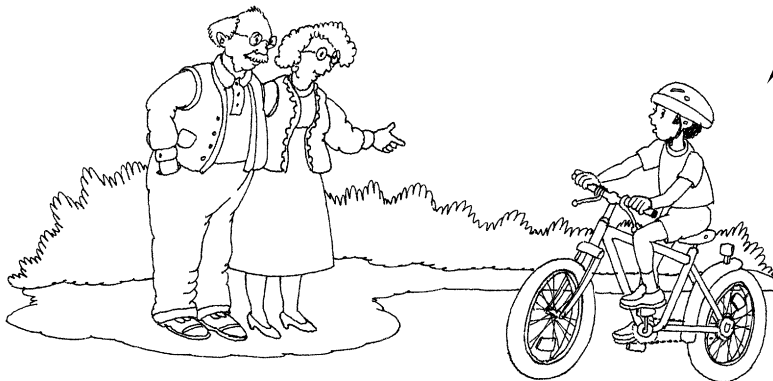
1. My sister plays soccer. She plays goalie. She is a great player. My brother plays baseball.
2. My mom coaches the team. She played soccer in high school. She is a nurse. She played goalie, too!
3. I get a new bike. Mom teaches me to ride it. At first I am scared. I get a new hat. Then I start to go fast!
4. That is our fort. Let's have lunch. We built it yesterday. We go inside to play. We even sleep there.
5. This is Ty. He lives next door. We play together a lot. I have a little sister. We are best friends.

## Features of a Personal Narrative

A personal narrative:

- Tells something that **happened to you**.
- Has a good **beginning** and **ending**.
- Uses **time-order words**.

Thank you so much for the bike. It is just what I wanted!



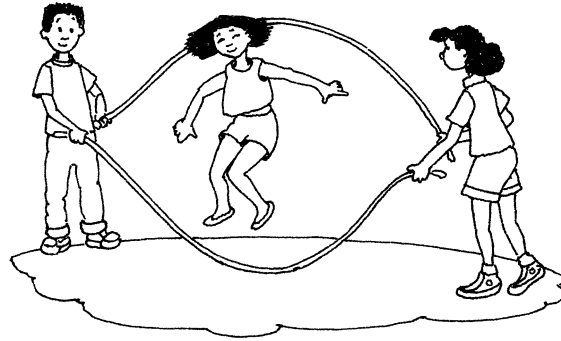
Write each of the circled parts of the story next to the correct term below.

(What a great birthday I had!) Dad made my favorite breakfast.  
 (Then) my three best friends came over. (I had so much fun.)  
 (Next) Grandpa and Grandma visited. They gave me a new bike!  
 (This was my best birthday ever!)

1. beginning \_\_\_\_\_  
\_\_\_\_\_
2. tells about me \_\_\_\_\_
3. time-order word \_\_\_\_\_
4. time-order word \_\_\_\_\_
5. ending \_\_\_\_\_  
\_\_\_\_\_

## Prewrite: Personal Narrative

- A **personal narrative** is a true story about you.
- A personal narrative tells about things in order.



Think about something you have learned to do—such as jumping rope. Use the chart below to organize your writing. Put your ideas in order.

1.
↓
2.
↓
3.
↓
4.
↓
5.



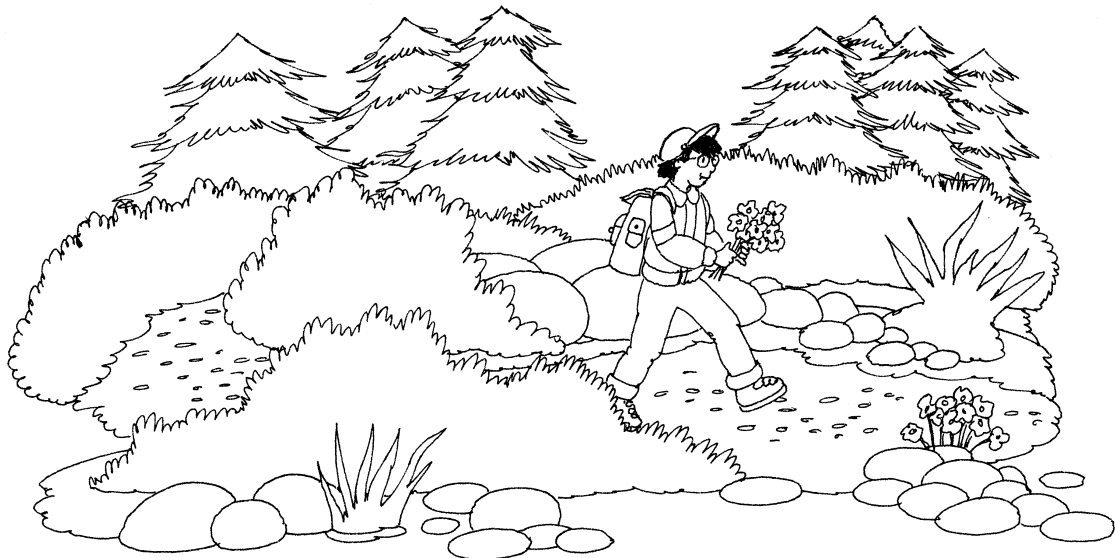
## Revise: Personal Narrative

When you **revise**, you make your writing better.

**A.** Follow these steps to revise the draft below.

- Add details.
- Combine sentences.
- Add time-order words.

One day I went on a hike. I was with my class. We walked a long time. Then I stopped. I picked some flowers. I watched the birds. I looked up. The other kids were way ahead of me. I saw them through the trees. I heard them calling me. They waited for me. I saw my teacher. I saw my friends. We finished our hike.

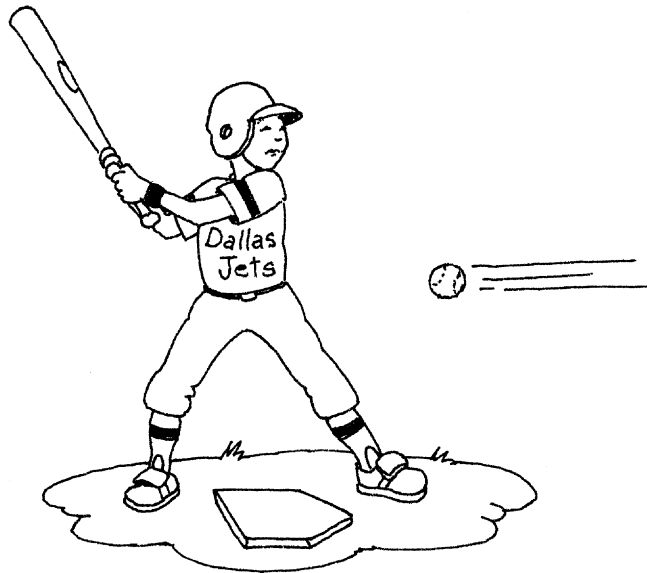


**B.** Use the changes you marked to rewrite the personal narrative on another sheet of paper.

## Proofread: Personal Narrative

### PROOFREADING MARKS

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check spelling.
- Ⓢ Add a period.



Read the paragraph. Correct any incomplete sentences. Also be sure each sentence begins with a capital letter and ends with the correct end mark.

- A.** Use the proofreading marks from the box to mark three errors. You can use the “add” mark to show where end marks should go. Two errors are corrected for you.

¶ Last Tuesday was my best day. I was at bat. <sup>It was</sup> The <sub>^</sub> bottom of the last inning! I took two pitches. finally I hit the ball really hard It was a home run! We one the game.

- B.** Use the corrections marked on the paragraph and your changes to write the personal narrative correctly on another sheet of paper.

## Nouns

### REMEMBER THE RULES

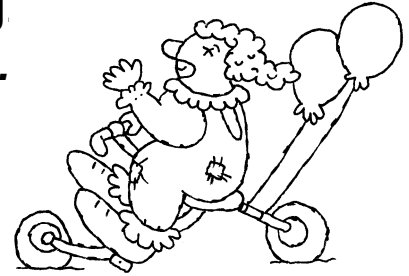
- A **noun** names a person, place, or thing.

*The **clown** rides a **bike** at the **circus**.*

↑  
noun

↑  
noun

↑  
noun



**A.** Circle the noun in each sentence. Then write the noun.

- The circus is fun. \_\_\_\_\_
- A horse prances. \_\_\_\_\_
- The clown laughs. \_\_\_\_\_
- A bear dances. \_\_\_\_\_
- The monkey is cute. \_\_\_\_\_

**B.** Circle the noun in each sentence. Then write the sentence.

- The circus is busy.  
\_\_\_\_\_
- Where are the lions?  
\_\_\_\_\_
- Who takes the tickets?  
\_\_\_\_\_
- Jenna is excited!  
\_\_\_\_\_
- Here come the elephants!  
\_\_\_\_\_

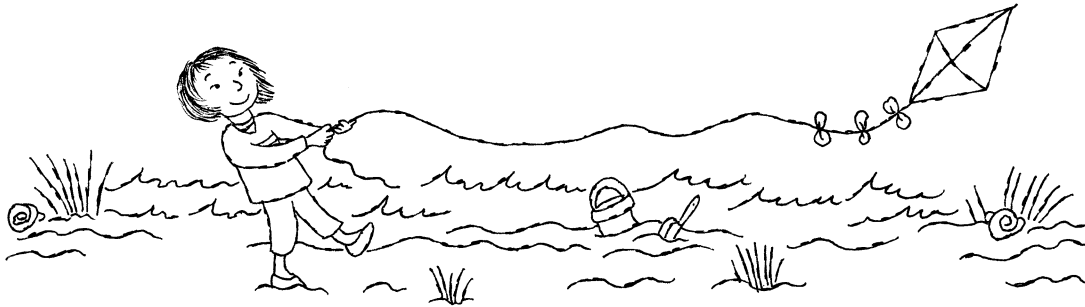
## More About Nouns

### REMEMBER THE RULES

- A **noun** can name a **person**, a **place**, or a **thing**.

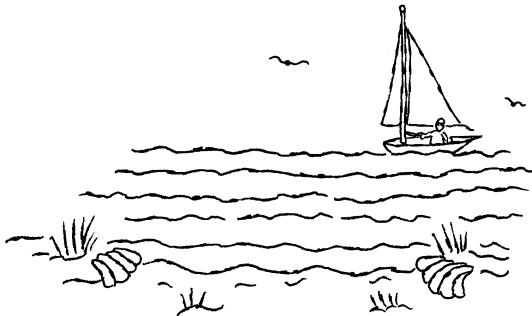
My *sister* flies a *kite* on the *beach*.

↑                      ↑                      ↑  
 person              thing              place



- A.** Circle nouns that name a person. Draw one line under nouns that name places. Draw two lines under nouns that name things.

1. The man walks along the shore.
2. My brother touches the sand.
3. A bird catches a fish.
4. A girl picks up a shell.
5. There are rocks on the beach.



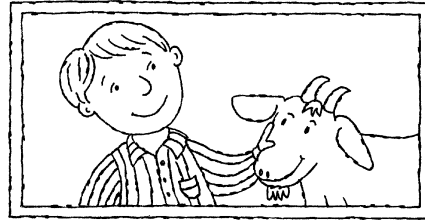
- B.** Write the underlined noun and tell if it is a **person**, **place**, or **thing**.

6. Who plays on the beach? \_\_\_\_\_
7. Do you want lunch? \_\_\_\_\_
8. My sister helps. \_\_\_\_\_
9. The dog swims fast. \_\_\_\_\_
10. A boat sails quickly. \_\_\_\_\_

## Proper Nouns

### REMEMBER THE RULES

- Nouns that name special people, pets, and places are **proper nouns**.
- A proper noun begins with a capital letter.



*This is my goat Elmer.*  
 ↑  
 proper noun

**A.** Circle each proper noun. Write the word with a capital letter.

1. My brother tony is building a cart. \_\_\_\_\_
2. His friend donna will bring her goat. \_\_\_\_\_
3. The goat's name is shelby. \_\_\_\_\_
4. They will take the cart to the fair in dallas. \_\_\_\_\_
5. My sister lou is coming, too. \_\_\_\_\_

**B.** Write each sentence. Begin each proper noun with a capital letter.

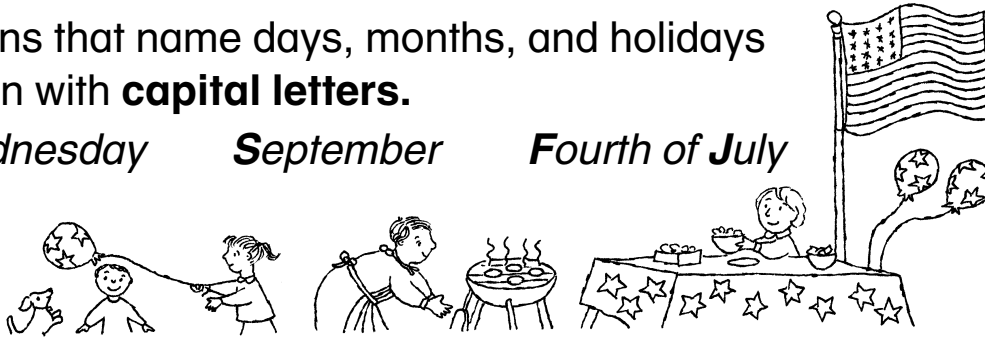
6. I hope joanna has a hammer.  
 \_\_\_\_\_
7. Tom and ana live nearby.  
 \_\_\_\_\_
8. My friend kelly has wheels for the cart.  
 \_\_\_\_\_
9. Your sister donna has a duck.  
 \_\_\_\_\_
10. The duck's name is quackers.  
 \_\_\_\_\_

# Days, Months, and Holidays

## REMEMBER THE RULES

- Nouns that name days, months, and holidays begin with **capital letters**.

*Wednesday*      *September*      *Fourth of July*



### A. Circle each proper noun. Then write it with a capital letter.

1. In july my family has a special picnic. \_\_\_\_\_
2. We celebrate the fourth of july. \_\_\_\_\_
3. On friday we bake a carrot cake. \_\_\_\_\_
4. We watch a parade on saturday. \_\_\_\_\_
5. Will you visit us in august? \_\_\_\_\_

### B. Write the sentences. Begin each proper noun with a capital letter.

6. My aunt will visit for thanksgiving.  
\_\_\_\_\_
7. She will arrive on wednesday.  
\_\_\_\_\_
8. I have not seen her since june.  
\_\_\_\_\_
9. Will she stay until sunday?  
\_\_\_\_\_
10. I can't wait for november!  
\_\_\_\_\_

**At Home:** Make a chart that lists the days of the week. Next to each day, write something special that you have done.

## Mechanics and Usage: Using Capital Letters

### REMEMBER THE RULES

- Begin special nouns that name **people**, **pets**, and **places** with capital letters.

*David Santos my bird Nell Green Street*

- Begin the names of **days**, **months**, and **holidays** with capital letters.

*Monday April Thanksgiving*



**A.** Circle the proper noun. Write it with capitals on the line.

1. Dad has a cooking class next tuesday. \_\_\_\_\_
2. My brother ben goes with him. \_\_\_\_\_
3. The cooking school is in middletown. \_\_\_\_\_
4. The class ends in november. \_\_\_\_\_
5. Dad will cook thanksgiving dinner. \_\_\_\_\_

**B.** Write each sentence. Begin each proper noun with a capital letter.

6. matthew will make dessert.

\_\_\_\_\_

7. Will Dad cook on thursday morning?

\_\_\_\_\_

8. No, he will cook on wednesday night.

\_\_\_\_\_

9. Will yolanda make turkey stuffing?

\_\_\_\_\_

10. What will we feed peepers, the kitten?

\_\_\_\_\_

**Mixed Review****REMEMBER THE RULES**

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

*grandfather*      *city*      *train*

- Nouns that name special people, pets, and places begin with capital letters.

*Grandpa Jack*      *our bird Pepper*      *Atlanta*

- Nouns that name days, months, and holidays begin with capital letters.

*Thursday*      *October*      *Memorial Day*

**A.** In each sentence, circle the proper noun.

1. Which holiday in February do you like best?
2. My uncle's favorite holiday is Valentine's Day.
3. We will have a party on Tuesday.
4. My friend Elena likes to dance.
5. The next holiday is President's Day.

**B.** Circle each noun that names a person. Draw one line under each noun that names a thing. Draw two lines under each noun that names a place.

6. My friend lives near the beach.
7. The girl has a boat with a sail.
8. The water is cold.
9. The wind blows across the lake.
10. The sailor holds a rope.



## Plural Nouns

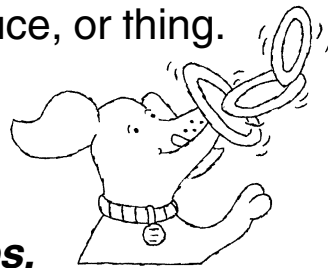
### REMEMBER THE RULES

- A **singular noun** names one person, place, or thing.

*Tipper does a trick with **one dish**.*

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

*Tipper does a trick with **three dishes**.*



**A.** Write the noun in ( ) to name more than one.

1. Many (animal) are in the pet show. \_\_\_\_\_
2. They will do (trick). \_\_\_\_\_
3. Three (dog) can walk on two legs. \_\_\_\_\_
4. Two (cat) can leap in circles. \_\_\_\_\_
5. They are all great (pet). \_\_\_\_\_

**B.** Circle the noun in each sentence. Then write the sentence making the noun name more than one.

6. The pet are happy.  
\_\_\_\_\_
7. The animal jump high.  
\_\_\_\_\_
8. They eat from their dish.  
\_\_\_\_\_
9. We rode in two bus.  
\_\_\_\_\_
10. The three fox ran in circles.  
\_\_\_\_\_

## More Plural Nouns

### REMEMBER THE RULES

- For the plural form of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.  
*baby babies party parties pony ponies*
- Some nouns change their spelling to name more than one.  
*man men child children foot feet*

**A.** Change the noun in ( ) to name more than one. Write the new word on the line.

1. The three (woman) help each other. \_\_\_\_\_
2. They all have (baby). \_\_\_\_\_
3. A woman puts socks on Karla's (foot). \_\_\_\_\_
4. Each baby has many (tooth). \_\_\_\_\_
5. The mother tells her baby many (story). \_\_\_\_\_

**B.** Circle the nouns. Then write the noun to name more than one.

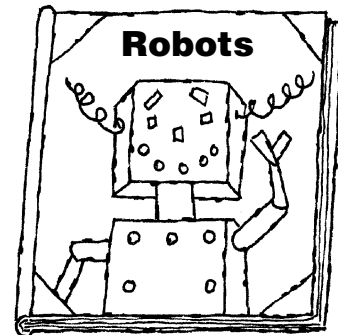
6. The three mouse are excited. \_\_\_\_\_
7. There are berry everywhere. \_\_\_\_\_
8. They find sweet cherry. \_\_\_\_\_
9. Their tooth turn red. \_\_\_\_\_
10. What will their foot look like? \_\_\_\_\_

## Singular Possessive Nouns

### REMEMBER THE RULES

- A **possessive noun** is a noun that shows who or what owns something.
- Add an **apostrophe (')** and an **s** to a singular noun to make it possessive.

*Lia's book is about robots.*



*Lia's book*

**A.** For each singular word in ( ), write the possessive form on the line.

1. (Pedro) book has pictures of rockets. \_\_\_\_\_
2. Where is (Kara) book on bumblebees? \_\_\_\_\_
3. I like (Maria) book in Spanish. \_\_\_\_\_
4. (Jean) book is very long. \_\_\_\_\_
5. Nina likes (Angelo) book best. \_\_\_\_\_

**B.** Read each sentence. Circle the possessive form of each noun in ( ).

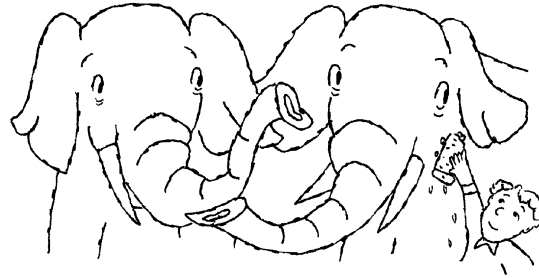
6. Have you read (Julie, Julie's) book?
7. My (sister's, sister) books are all about dogs.
8. Is the dog reading (Tom's, Tom) book on cats?
9. (Granddad, Granddad's) books are the best.
10. Can you read (Grandmother's, Grandmother) dictionary?

## Plural Possessive Nouns

### REMEMBER THE RULES

- Add an **apostrophe** to make most plural nouns possessive.

*Elephants' trunks are big.*



**A.** Write the possessive form of each noun in ( ).

1. The (animals) homes are very different. \_\_\_\_\_
2. (Rabbits) holes are in the ground. \_\_\_\_\_
3. Most (birds) nests are in trees. \_\_\_\_\_
4. The (squirrels) nests are also in trees. \_\_\_\_\_
5. Where are the (frogs) homes? \_\_\_\_\_

**B.** Circle the correct noun in ( ). Write the new sentence.

6. I found the (beaver, beavers') home in the pond.  
\_\_\_\_\_

7. Can you see the (snakes', snake) den from here?  
\_\_\_\_\_

8. (Bees', Bee) homes are in hives.  
\_\_\_\_\_

9. (Monkey, Monkeys') homes are in the jungle.  
\_\_\_\_\_

10. Where are (giraffes', giraffe) homes?  
\_\_\_\_\_

**Mechanics and Usage: Letter Punctuation****REMEMBER THE RULES**

- Put a **comma** after the greeting of a letter.

*Dear Aunt Tia*

- Put a **comma** after the closing.

*Love*

**A.** Read each greeting and closing. Add commas where they belong.

1. Dear Mom
2. Your friend
3. Sincerely
4. Dear Wanda
5. Best wishes

**B.** Write each greeting and closing on the lines. Punctuate them correctly.

6. Dear Ms. Walters

---

7. Dear Dr. Romano

---

8. Yours truly Becca

---

9. Dear Aunt Selena

---

10. Your friend Dolores Rivera

---

## Mixed Review

### REMEMBER THE RULES

- Some nouns change their spelling to form the plural.  
*bush* → *bushes*     *penny* → *pennies*
- Add an **apostrophe** and an **-s** to singular nouns to make them possessive.  
*neighbor's*     *bird's*
- Put an **apostrophe** after plural nouns.  
*neighbors'*     *birds'*
- Put a **comma** after the greeting and in the closing of a letter.  
*Dear Rachel,*     *Sincerely, Manuel*

**A.** Make the noun in ( ) more than one. Write the plural noun on the line.

1. Our (class) had a picnic. \_\_\_\_\_
2. Both (teacher) brought delicious food! \_\_\_\_\_
3. All the (child) played games. \_\_\_\_\_
4. There were prizes in (box). \_\_\_\_\_
5. We sat on three (bench). \_\_\_\_\_

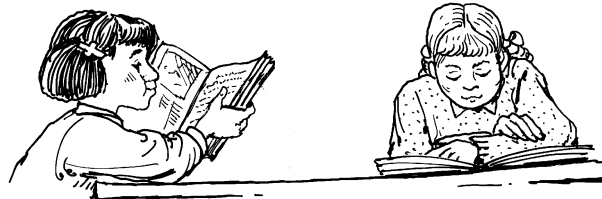
**B.** Write the greeting and closing. Use commas correctly. Change each word in ( ) to a possessive form.

6. Dear Ms. Soto \_\_\_\_\_
7. Our (school) party was fun. \_\_\_\_\_
8. (Mr. Bart) cookies were delicious! \_\_\_\_\_
9. The (boys) faces were happy. \_\_\_\_\_
10. Your student Melody \_\_\_\_\_

## Common Errors with Possessive Nouns

### REMEMBER THE RULES

- A possessive noun shows who or what owns or has something.
- To form the possessive of a singular noun, add **'s**.  
This sentence is not correct: *The girls book is red.*  
This sentence is correct: *The girl's book is red.*
- To form the possessive of a plural noun that ends in **-s**, add an (**'**).  
This sentence is not correct: *The girls books are red.*  
This sentence is correct: *The girls' books are red.*



Use an (**'**) in each group of words to show ownership

1. sisters notebook (singular) \_\_\_\_\_
2. brothers toys (plural) \_\_\_\_\_
3. friends horn (singular) \_\_\_\_\_
4. students pen (singular) \_\_\_\_\_
5. teachers desks (plural) \_\_\_\_\_
6. Claras book (singular) \_\_\_\_\_
7. books pages (plural) \_\_\_\_\_
8. Jareds dog (singular) \_\_\_\_\_
9. sisters shelves (plural) \_\_\_\_\_
10. Moms room (singular) \_\_\_\_\_

## Study Skills: Note-Taking and Summarizing

### REMEMBER THE RULES

- Taking **notes** will help you remember important facts.
- You can use your notes to write a **summary** of what you have read. Be sure to use your own words when you write a summary.

Read the paragraph about birds and the notes one student wrote. Use the notes and your own words to write a short summary on the lines below.

#### Birds

All birds have feathers, but their colors are very different. Many birds are gray or brown. Blue jays have feathers that are blue. A cardinal has mostly red feathers. A robin is brown or gray on top with reddish feathers on its chest.

#### Notes

- birds have feathers
- birds are different colors
- gray or brown or blue

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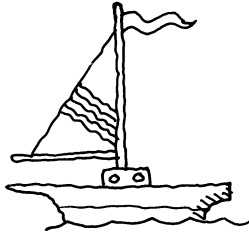
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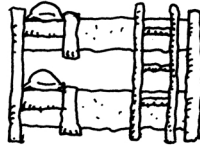


## Vocabulary: Compound Words

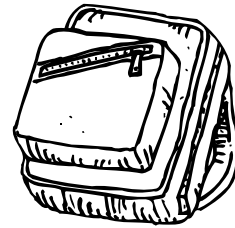
- A **compound word** is a word made up of two smaller words. Knowing what the two smaller words mean can help you figure out the meaning of the compound word.



sail + boat = sailboat



bunk + beds = bunkbeds



back + pack = backpack

### A. Write the compound word in each sentence.

1. My brother's bedroom is big. \_\_\_\_\_
2. Our driveway is short. \_\_\_\_\_
3. We have rabbits in our backyard. \_\_\_\_\_
4. My sister and I play in the sandbox. \_\_\_\_\_
5. Barky lives in the doghouse. \_\_\_\_\_

### B. Put the words together to make a compound word.

Use each compound word in a sentence.

6. shoe + lace = \_\_\_\_\_
7. foot + ball = \_\_\_\_\_
8. water + fall = \_\_\_\_\_
9. sun + set = \_\_\_\_\_
10. gold + fish = \_\_\_\_\_

## Composition: Leads and Endings

- A **lead** begins a piece of writing.
- The **most important idea** is often stated in the lead.
- An **ending** finishes a piece of writing.
- The ending **sums up** the writing or **states the main idea again**.

Read the sentences that go with each topic below. Circle the word **lead** or **ending** to describe each sentence.

topic: **A Funny Snowman**

- |  |      |        |
|--|------|--------|
| 1. That night, my hands were still freezing! | lead | ending |
| 2. Let me tell you about a funny snowman!    | lead | ending |

topic: **The Tall Building**

- |   |      |        |
|---|------|--------|
| 3. Think of a building that reaches the clouds! | lead | ending |
| 4. Someday, will you climb to the top with me?  | lead | ending |

topic: **What's Buzzing?**

- |  |      |        |
|--|------|--------|
| 5. It turned out to be a bee in my piggy bank! | lead | ending |
| 6. Every night, I heard a buzzing sound.       | lead | ending |

topic: **The Big Dig**

- |  |      |        |
|--|------|--------|
| 7. Finally, it pulled up the treasure chest. | lead | ending |
| 8. One day, a bulldozer dug and dug and dug. | lead | ending |

topic: **Where Is Patches?**

- |  |      |        |
|--|------|--------|
| 9. I had lost Patches, my pet turtle.              | lead | ending |
| 10. After three days, I found her under the porch. | lead | ending |

## Features of Descriptive Writing

**Descriptive writing** tells what a person, place, or thing is like. In descriptive writing, you:

- Use **details** to create a picture for the reader.
- Group details together in **an order that makes sense**.
- Include **describing words** to tell how something looks, sounds, feels, smells, or tastes.

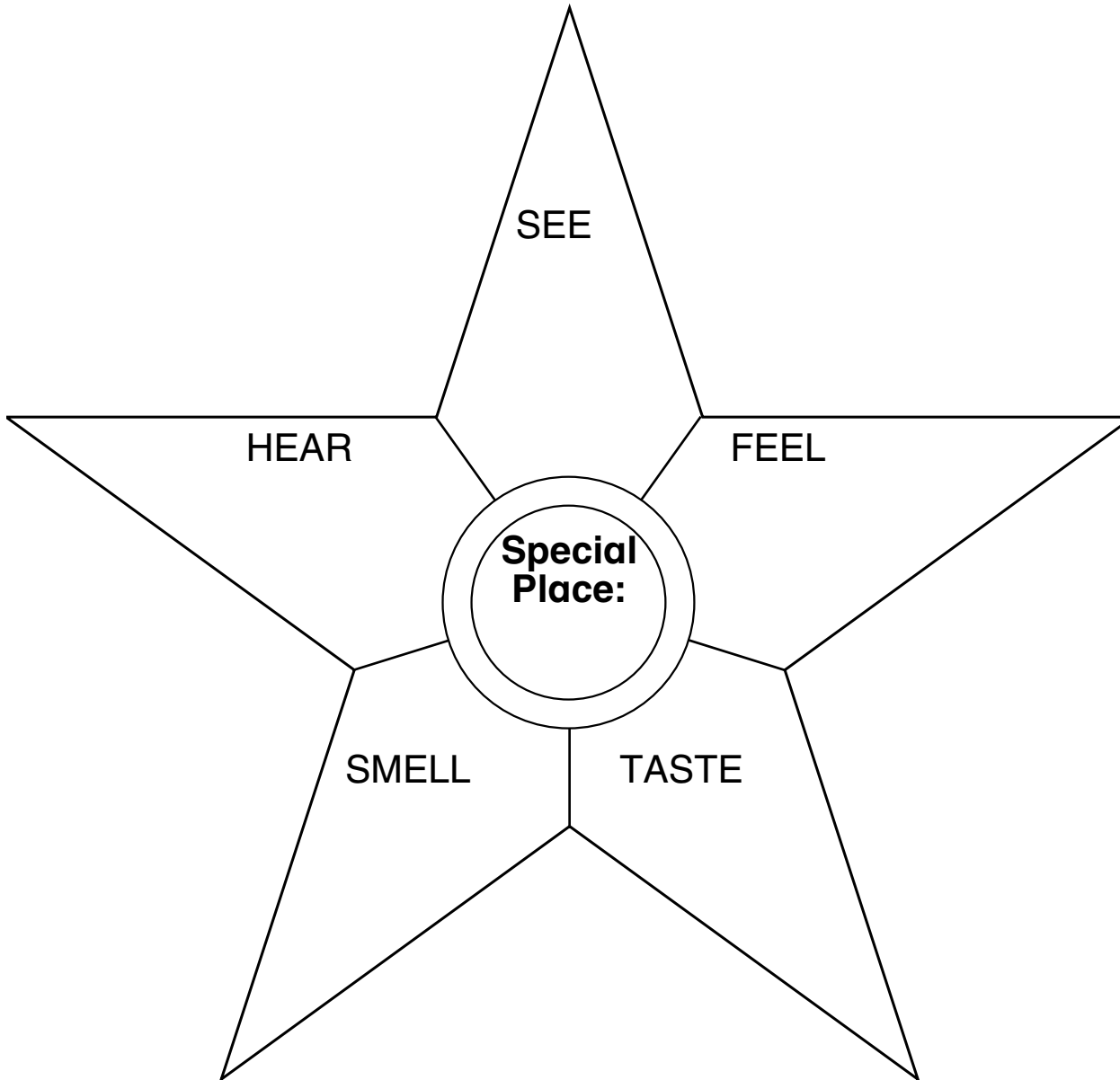
Think about your favorite pizza. What does it look like? How does it smell? Use describing words to complete the chart. Then use the information to write five sentences about your pizza.

Describing Words About Pizza				
Sound	Sight	Smell	Touch	Taste
_____	_____	_____	_____	_____

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Prewrite: Descriptive Writing

Think about a special place where you have fun. Think of details to help you describe this place. Use the star chart below to help you organize details by sight, sound, touch, smell, and taste.



## Revise: Descriptive Writing

An important step in writing is to revise your first draft. This is one way you can make your writing better.

**A.** Read the paragraph below. How can you make it more interesting? Remember to:

- Use words that tell how things **look, sound, feel, smell, or taste.**
- **Group details** in a way that makes sense.
- Add an interesting **title.**

Here we are at the beach. The sand feels

funny. It is a windy day.

We are going to fly a kite. And swim.

Dad says we should not taste the water.

It is salty. It's a good day.

**B.** Use the changes you marked to rewrite your paragraph on another sheet of paper.

**Proofread: Descriptive Writing****PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check the spelling.
- ⊙ Add a period.

Read the paragraph. Look for any spelling mistakes. Check to see if there are any missing or incorrect end marks. Make sure the paragraph is indented.

- A.** Use the proofreading marks from the box to mark five errors you find. You can use the “add” mark to show where punctuation marks should go.

**Chico’s Cheese Shop**

My brother Chico has a new cheze shop on lindy Street.

What kind of cheese do you like I bet chico has it! Last

week, he won a prize for having the best new shop

on our street

- B.** Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

## Action Verbs

### REMEMBER THE RULES

- An **action verb** is a word that tells what someone or something is doing.

The frog **jumps** over a rock.

#### A. Draw a line under each action verb.

1. The frog leaps.
2. It moves from pad to pad.
3. Grandpa watches the frog.
4. The frog swims away.
5. Grandpa loves this pond.



#### B. Write each sentence. Circle each action verb.

6. Grandpa and I eat lunch.

---

7. Grandpa naps after lunch.

---

8. He snores a little.

---

9. The frog croaks loudly.

---

10. Grandpa wakes up!

---

## Present-Tense Verbs

### REMEMBER THE RULES

- **Present-tense verbs** tell what is happening now.
- Add **-s** or **-es** to tell what one person or thing is doing.

Dad **sews** my shirt.

He **patches** the holes.



### A. Circle the correct verb in ( ) in each sentence.

1. My shirt (catch catches) on a nail.
2. The nail (rips rip) a button off.
3. My dad (fixes fix) it.
4. He (finds find) some thread.
5. Dad (teach teaches) me the steps.

### B. Write each sentence. Add **-s** or **-es** to the verb in ( ).

6. Dad (find) the thread.

\_\_\_\_\_

7. He (match) the color.

\_\_\_\_\_

8. He (sew) on the button.

\_\_\_\_\_

9. Later, Dad (wash) the shirt.

\_\_\_\_\_

10. The shirt (look) just like new.

\_\_\_\_\_



## Subject-Verb Agreement

### REMEMBER THE RULES

- A **subject** and **verb** must agree.
- Add **-s** or **-es** only if the verb tells about one person or thing.

Mrs. Morrison **plants** a garden.

Vegetables **grow** in it.



**A.** Draw a line under the correct verb in ( ).

1. Mrs. Morrison (show, shows) Ira and me her garden.
2. Peas (grow, grows) well in her garden.
3. Green beans (fill, fills) rows and rows.
4. Corn plants (reach, reaches) five feet high!
5. Tomatoes (turn, turns) deep red.

**B.** Draw a line under the correct verb in ( ). Then write each sentence correctly.

6. Mrs. Morrison (teach, teaches) us about the soil.

\_\_\_\_\_

7. Worms (love, loves) her rich soil.

\_\_\_\_\_

8. She (push, pushes) some dirt aside.

\_\_\_\_\_

9. She (watch, watches) the worms.

\_\_\_\_\_

10. They (crawl, crawls) in and out of the dirt.

\_\_\_\_\_

## Mechanics and Usage: Abbreviations

### REMEMBER THE RULES

- An **abbreviation** is a shortened form of a word.
- Abbreviations of the titles in people's names begin with a capital letter and end with a period.

We see **Dr.** Chin, **Mrs.** Smith, and **Ms.** Lopez at the school meeting.

#### A. Write the abbreviation in each sentence correctly.

1. Do you know mrs Page? \_\_\_\_\_
2. She is here with her son, Sammy Page, jr. \_\_\_\_\_
3. See dr DeRosa in the last row. \_\_\_\_\_
4. She and her husband, mr DeRosa, always come. \_\_\_\_\_
5. That's ms Sao talking to the principal. \_\_\_\_\_

#### B. Rewrite the name or names correctly on the lines below.



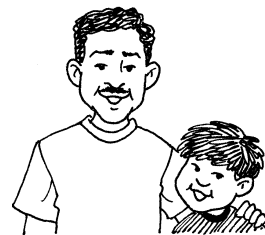
6. \_\_\_\_\_

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

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

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

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



## Mixed Review

### REMEMBER THE RULES

- An **action verb** is a word that shows action.

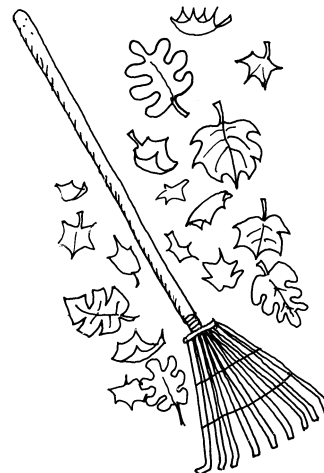
*Dad and I **work** in the yard.*

- **Present-tense verbs** tell about actions that happen now.

*I **find** a rake in the garage.*

- Add **-s** or **-es** to a present-tense verb if it tells about one person or thing.

*Dad **fixes** the loose handle.*



Circle the correct verb in ( ). Then write the sentence on the line.

1. Dad (rakes, rake) the leaves into a pile.

\_\_\_\_\_

2. I (put, puts) the leaves in bags.

\_\_\_\_\_

3. Our cat Tiger (watch, watches) us.

\_\_\_\_\_

4. Tiger (sits, sit) on the porch.

\_\_\_\_\_

5. Dad and I (finishes, finish) before lunch.

\_\_\_\_\_

**Past-Tense Verbs****REMEMBER THE RULES**

- **Past-tense verbs** tell about actions in the past.
- Most past-tense verbs end with **-ed**.

*Last night I **talked** to Linda.*

- For verbs like *plan*, double the last consonant and add **-ed**.
- For verbs like *name*, drop the **e** and add **-ed**.

*We **planned** a book report. She **named** the book.*

Draw a line under each verb that tells about the past.

1. Linda called me.
2. My brother answered the phone.
3. She asked for me.
4. My brother shouted my name.
5. I raced to the phone.
6. Linda and I chatted a long time.
7. We named our favorite books.
8. We rated our favorite foods.
9. We listed our favorite songs.
10. I loved talking with Linda.



## The Verb *Have*

### REMEMBER THE RULES

- Use **have** and **has** for the present tense. Use **had** for the past.

Meg **has** a picnic. We **have** fun.

Luke **had** a picnic last week.

#### A. Circle the correct verb in ( ).

- Meg (has, have) six girls over to play.
- They (has, have) a picnic.
- First, they (has, have) pizza.
- Then they (has, have) a treasure hunt.
- Meg and her friends (had, has) fun.



#### B. Draw a line under the correct verb. Write the sentence.

- Meg (has, have) a big yard.

\_\_\_\_\_

- The yard (has, have) swings.

\_\_\_\_\_

- It (has, have) a slide, too.

\_\_\_\_\_

- The girls (has, had) a good time.

\_\_\_\_\_

- Meg (had, have) the best time!

\_\_\_\_\_

## Combining Sentences: Verbs

### REMEMBER THE RULES

- The subjects of two sentences are sometimes the same.
- Use **and** to combine the predicates into one sentence.

The team played hard .

The team won .

The team played hard and won.



Use **and** to combine the underlined words. Write the new sentence.

1. The families yell hooray. The families jump up and down.

---



---

2. The coach laughs. The coach shake hands.

---



---

3. She claps. She grins.

---



---

4. The team wins some games. The team loses some games.

---



---

5. The boys get changed. The boys go home.

---



---

## Mechanics and Usage: Commas in Dates

### REMEMBER THE RULES

- In a date, write a **comma** between the day and the year.

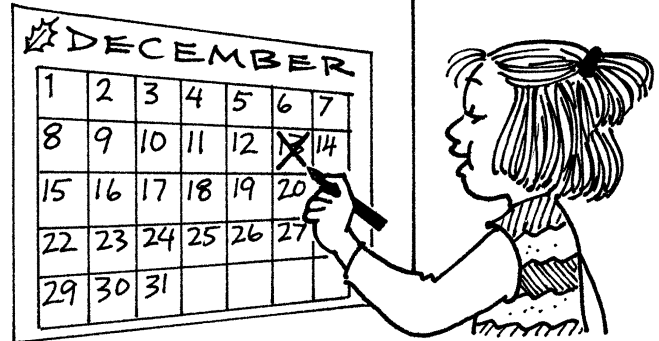
*July 4,* 1776

*December 13,* 1995

*October 1,* 1999

*September 3,* 2000

*August 5,* 2002



Write each date correctly.

1. My mom was born on June 30 1962.

\_\_\_\_\_

2. My dad was born on July 5 1963.

\_\_\_\_\_

3. My big sister was born on May 17 1990.

\_\_\_\_\_

4. My little sister was born on November 28 1999.

\_\_\_\_\_

5. I was born on March 4 1992.

\_\_\_\_\_

**Mixed Review****REMEMBER THE RULES**

- **Past-tense verbs** tell about actions in the past.  
Most past-tense verbs end with **-ed**: *laughed*  
For verbs like *stop*, double the last consonant before adding **-ed**: *stopped*  
For verbs like *tune*, drop the *e* before adding **-ed**: *tuned*
- The verb **have** has three forms: *have, has, had*.  
*Pedro **has** a green lamp.*  
*Pedro and Thomas **have** new lamps.*  
*Thomas **had** a green lamp, but now he has a red one.*

Circle the correct verb in ( ) that belongs in each sentence.

1. Last week I (paint, painted) my room.
2. I (planned, plan) blue as the new color.
3. First, I (moved, move) the furniture out.
4. Then I (scraped, scrape) off the old wallpaper.
5. My room (look, looked) new with its blue walls!
6. Now I (have, has) new posters on my walls.
7. My brother (has, have) an old poster for me, too.
8. Last year, I (has, had) curtains in my room.
9. Now I (have, had) shades.
10. This morning, Mom (had, have) time to put them up.



## Common Errors with Subject-Verb Agreement

### REMEMBER THE RULES

The subject and verb in a sentence must agree.

- If the subject is one person or thing, then the verb must tell about one person or thing. Add **-s** or **-es** to the verb.

This sentence is not correct: *The girl run to the bus.*

This sentence is correct: *The girl runs to the bus.*

- If the subject is more than one person or thing, then the verb must tell about more than one person or thing. Do not add **-s** or **-es** to the verb.

This sentence is not correct: *The bunnies hops.*

This sentence is correct: *The bunnies hop.*

Rewrite each sentence using the correct form of the verb in ( ).

1. We all (work, works) hard every day.

---

2. Mom (take, takes) the bus to work.

---

3. Susan (read, reads) her books in school.

---

4. Dad (drive, drives) to the office.

---

5. The teachers (help, helps) us learn.

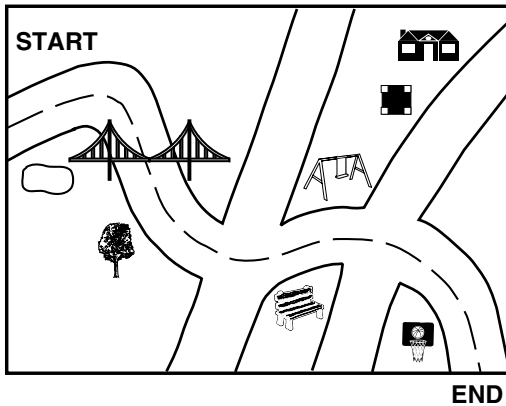
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## Study Skills: Maps

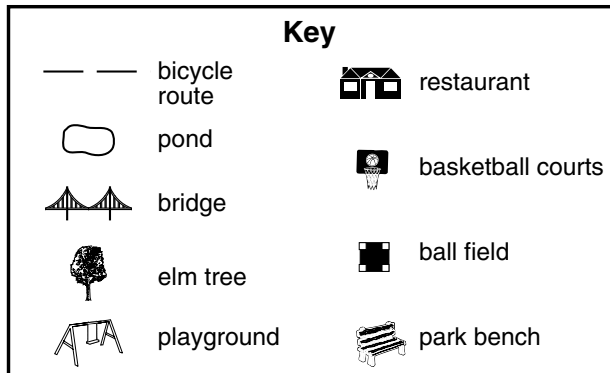
### REMEMBER THE RULES

- A **map** helps you find places.
- The pictures on a map are called **symbols**.
- The **key** tells you what each symbol means.

Look at the map of Thompson Park. Sara rode her bike on the bicycle route. What places and things did she pass before she got to the basketball courts? Write them on the lines.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Vocabulary: Prefixes

- A **prefix** is a word part added to the **beginning** of a word.
- A prefix changes the **meaning** of a word.

Prefix	Meaning	Example
<i>un-</i>	<i>not, the opposite of</i>	<i>un + tie = untie</i>
<i>re-</i>	<i>again, back</i>	<i>re + read = reread</i>

Write each sentence. Change the underlined words to words with the prefixes **un-** or **re-**.

1. Carey is not able to cook the pudding.

---



---

2. She has to read the directions again.

---

3. Carey is not willing to do this.

---

4. Aunt DeeDee tells them to her again.

---

5. Now Carey cooks the not cooked pudding

---



---



## Composition: Logical Order

- **Time-order words** help you tell steps or directions in the order that they happen.

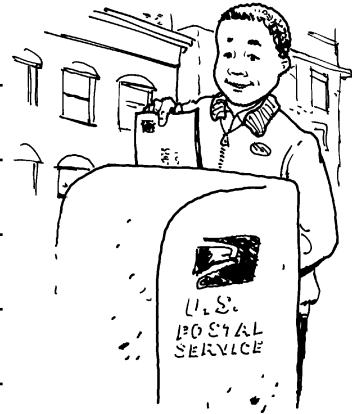
For example: *first, next, last*

- **Space-order words** help you tell where people, places, and things are placed in space.

For example: *to the right, to the left, above, below*

- A.** Elijah wants to send a greeting card to Hilary. Number the sentences from 1 to 5 on the lines. Number the steps in the correct order.

1. Then, address and seal the envelope. \_\_\_\_\_
2. Next, put the card in an envelope. \_\_\_\_\_
3. Last, mail the card. \_\_\_\_\_
4. First, buy the card. \_\_\_\_\_
5. Second, write out the card to Hilary. \_\_\_\_\_



- B.** Write **time order** or **space order** to name the way the underlined word shows order.

6. First, Hilary opens the card. \_\_\_\_\_
7. She puts the card on a shelf above her desk. \_\_\_\_\_
8. Then, she calls Elijah. \_\_\_\_\_
9. Next, she thanks him. \_\_\_\_\_
10. Hilary puts the phone to the left of the card. \_\_\_\_\_

## Features of Explanatory Writing

**Explanatory writing** explains how to do something.

Good explanatory writing:

- tells **how** to complete a task.
- gives **step-by-step** instructions.
- uses **time-order** or **space-order** words.



Rewrite the directions from Pablo’s house to Roberto’s house. Write one direction next to each number. Use time-order words and space-order words. The first one is done for you.

Roberto tells Pablo how to get to his house at 131 8th Avenue. Roberto says that first Pablo should walk north on 5th Avenue to Broadway. Next, he must turn left on Broadway. Pablo must then walk three blocks on Broadway. Then, Pablo should turn right onto 8th Avenue. Finally, he has to walk one block on 8th Avenue.

1. First, walk north on 5th Avenue to Broadway. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

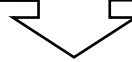
## Prewrite: Explanatory Writing

Give a new classmate directions to the lunchroom or another room in your school. Fill in the chart below to plan the order of your directions. Start in your classroom.

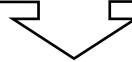
### SEQUENCE CHART

How to get to \_\_\_\_\_

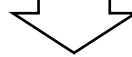
1.



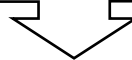
2.



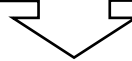
3.



4.



5.



## Revise: Explanatory Writing

When you revise a first draft, you can add clearer details

**A.** Read the first draft of the letter. Then follow the steps below to revise it. Mark the changes on the letter.

- Add a time-order word.
- Add a space-order word.
- Combine two short sentences with *and*.



Dear Omar,

I would like to invite you to *my* house. I hope you can come over on *Saturday*. You are new in school. You *may* not know where I live. Here are the directions *from* school.

First, walk on School Street. Go to Brown Avenue. Turn left. Then walk 3 blocks to Mitchell Avenue. Turn right. My house is there. My address is 124 Mitchell Avenue.

I hope you can come. We will play games. We will watch a movie. It should be lots of fun. Let me know on Friday if you can come.

Your friend,

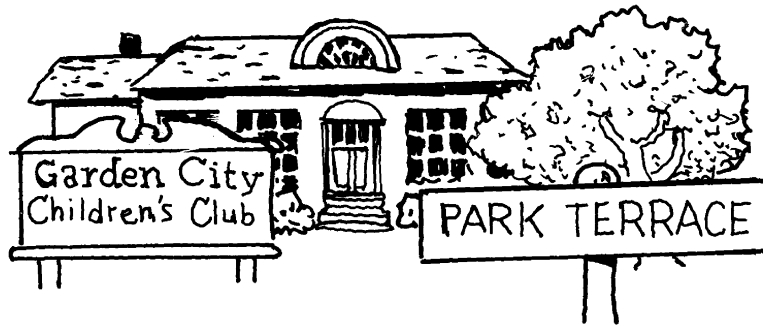
Rashida

**B.** Use the changes you marked to rewrite the letter on another sheet of paper.

**Proofread: Explanatory Writing****PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓟ Check spelling.
- ⦿ Add a period.

Read the letter from Miss Mark's second-grade class to their parents. Look for spelling and punctuation mistakes. Make sure all verbs agree with the nouns. Make sure proper nouns begin with capital letters.



- A.** Use the proofreading marks above to mark 5 errors you find. Use the “add” mark to show where punctuation marks should go.

Dear Parents,

We are writing this letter to invite you to the opening of the new Children's Club that meets on wednesday after school  
Here are the directions from our school.

Walk one block to Mello drive. Turn right on Mello. Walk two more blocks to Park Terrace. Turn right on Park Terrace. You will see the Garden City Children's Club on your left. It have a big oak tree in front. Sea you there.

Yours truly,

Miss Mark's class

- B.** Use the corrections you marked to rewrite the letter on another sheet of paper.



## The Verb *Be*

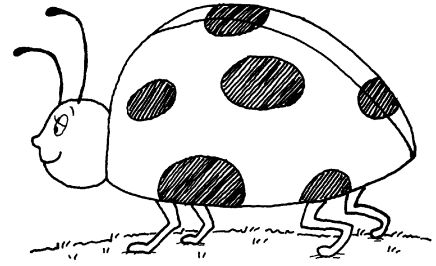
### REMEMBER THE RULES

- The verb **be** has special forms in the present tense: *am, is, are*.

*The ladybug **is** cute.*

- The verb **be** has special forms in the past tense: *was, were*.

*The ladybug **was** crawling on a leaf this morning.*



**A.** Choose the correct verb in ( ). Then write each sentence.

1. Many bugs (is, are) in my backyard.

\_\_\_\_\_

2. An ant (is, are) in the grass.

\_\_\_\_\_

3. I (am, are) looking for bugs.

\_\_\_\_\_

4. Yesterday (is, was) a sunny day.

\_\_\_\_\_

5. Bugs (was, were) everywhere!

\_\_\_\_\_

**B.** Circle the word that is a form of the verb *be*.

6. A ladybug was on a flower.

7. The flower was red.

8. Were you there?

9. I am happy to find ladybugs.

10. They are fun to watch.

**Helping Verbs****REMEMBER THE RULES**

- A **helping verb** helps another verb tell about an action.
- *Am, is, and are* help tell about something that is happening now.

*Antonio **is** watching the ants.*

- *Has and have* help tell about things that have already happened.

*Antonio **has** watched the ants all day.*



**A.** Draw a line under the helping verb in each sentence.

1. I am getting an ant farm for my birthday.
2. The ants are walking in a line.
3. Each ant is taking the same path.
4. They have found a piece of bread.
5. Another group of ants has found an apple.

**B.** Antonio wrote this letter to thank his uncle for his birthday gift.  
Fill in each blank with the correct form of *be* or *have*.

Dear Uncle Marco,

Thank you very much for the ant farm. I \_\_\_\_\_ put it together already. My mother \_\_\_\_\_ never seen anything like it. I \_\_\_\_\_ watching my ants right now. They \_\_\_\_\_ walking in a line. They are funny! One ant \_\_\_\_\_ carrying a piece of cheese.

Thanks again for the great present!

Love,

Antonio

**Linking Verbs****REMEMBER THE RULES**

- A **linking verb** is a verb that does not show action.
- The verb **be** is a linking verb.

*Dad **is** proud of his rose garden.*

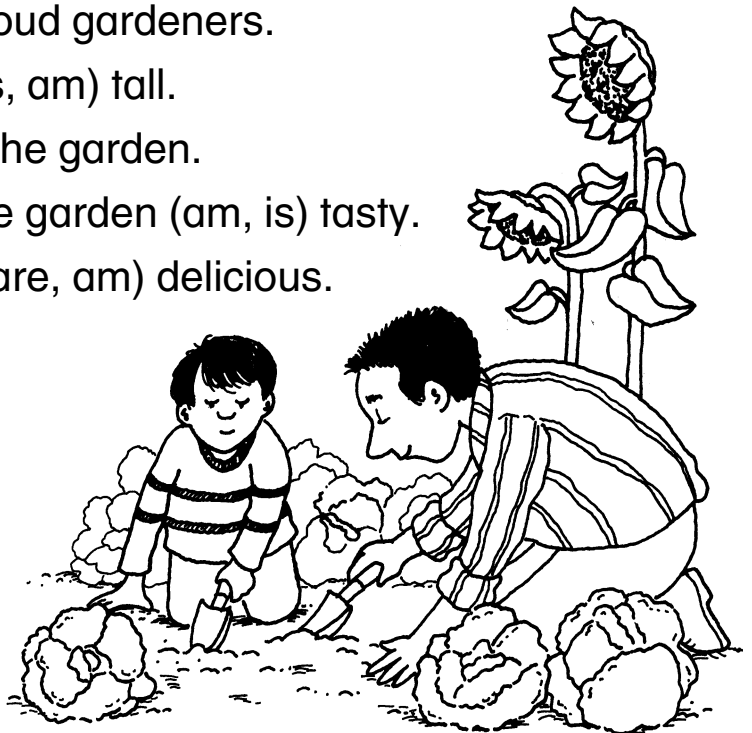
*Judd and Barbara **are** in the rose garden.*

**A.** Read each sentence. Circle the linking verbs. Draw a line under the action verbs.

1. I plant flowers in my garden.
2. The tomatoes are ripe now.
3. I picked three cucumbers and two tomatoes.
4. The tomato is sweet.
5. The peppers are big.

**B.** Circle the correct linking verb in ( ) to complete each sentence.

6. Dad and I (are, am) proud gardeners.
7. This sunflower plant (is, am) tall.
8. Birds (is, are) noisy in the garden.
9. Mother's salad from the garden (am, is) tasty.
10. The sunflower seeds (are, am) delicious.



# Mechanics and Usage: Commas in Names of Places

**REMEMBER THE RULES**

- Place a comma between the name of a city and state.  
*You can find red rocks in **Sedona, Arizona**.*

**A.** Read each sentence. Put commas in the correct places.

- You can find beaches in Tampa Florida.
- Winters are cold in St. Paul Minnesota.
- The 1996 Olympic games were held in Atlanta Georgia.
- The Empire State Building is in New York New York.
- There are nice beaches near San Jose California.

**B.** Draw a line to match the city with its state. Then write the names below. Use commas correctly.

- |             |            |
|-------------|------------|
| 6. Tampa    | California |
| 7. St. Paul | Georgia    |
| 8. New York | Florida    |
| 9. San Jose | New York   |
| 10. Atlanta | Minnesota  |

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## Mixed Review

### REMEMBER THE RULES

- The verb **be** has special forms. **Am, is, and are** tell about now. **Was and were** tell about the past.  
*I **am** in school today. I **was** in school yesterday.*
- **Helping verbs** like **be** and **have** help another verb show action.  
*We **are** buying tickets for the zoo.  
They **have** given us peanuts for the elephants.*
- A **linking verb** does not show action. The verb **be** links the subject to words that describe it.  
*The zoo **is** my favorite place!*
- Use a **comma** between the names of a city and state.  
*Columbus, Ohio*

Rewrite each sentence with the correct verb in ( ). Add commas to separate names of places.

1. My friends (was, were) happy to see me.

\_\_\_\_\_

2. Last week the class (were, was) going to the zoo.

\_\_\_\_\_

3. The zoo (is, are) in San Diego California.

\_\_\_\_\_

4. The zoo (has, have) helped many wild animals.

\_\_\_\_\_

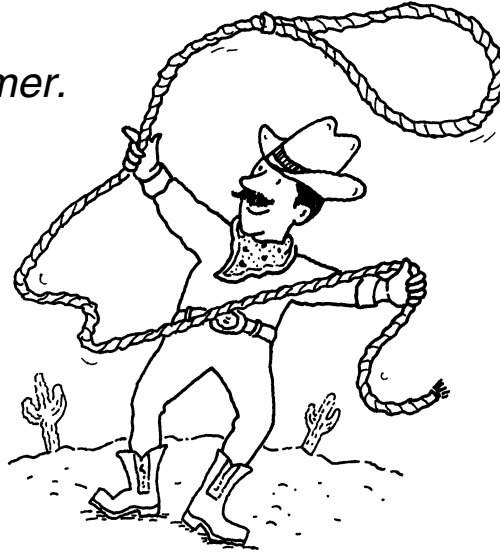
5. We (has, have) talked about our zoo trip a lot!

\_\_\_\_\_

## The Verbs *Go* and *Do*

### REMEMBER THE RULES

- The past tense of **go** is **went**.  
*I **go** to the rodeo every summer.*  
*My family **went** to the rodeo last year.*
- The past tense of **do** is **did**.  
*The riders **do** some great riding tricks.*  
*They **did** tricks with a rope, too.*



Choose the correct verb in ( ). Write the sentence using the correct verb.

1. Each summer I (go, goes) out West.

\_\_\_\_\_

2. Last June I (went, goes) to see my cousin.

\_\_\_\_\_

3. We always (do, does) fun things.

\_\_\_\_\_

4. This year we (went, goes) to a rodeo.

\_\_\_\_\_

5. The cowboys (do, does) riding stunts.

\_\_\_\_\_

## The Verbs *Say*, *See*, and *Run*

### REMEMBER THE RULES

- The past tense of **say** is **said**.  
*I **say** I like to play soccer.*  
*I **said** I wanted to join the team.*
- The past tense of **see** is **saw**.  
*I **see** the team having fun.*  
*I **saw** the team win a trophy last year.*
- The past tense of **run** is **ran**.  
*The players **run** on the field.*  
*The players **ran** yesterday.*



Circle the verb in ( ) that tells about the past. Write the sentence using the correct verb.

1. My dad (say, said) I can play soccer.

\_\_\_\_\_

2. I (saw, see) all my friends on the team.

\_\_\_\_\_

3. The first day we (runs, ran) a lot.

\_\_\_\_\_

4. Coach (say, said), "Run faster!"

\_\_\_\_\_

5. I (see, saw) my parents in the stands.

\_\_\_\_\_

## The Verbs *Come, Give, and Sing*

### REMEMBER THE RULES

- The past tense of **come** is **came**.  
*I hope people **come** to the talent show.*  
*Many people **came** to the show last night.*
- The past tense of **give** is **gave**.  
*I **give** Eric his music.*  
*The judge **gave** Eric first prize.*
- The past tense of **sing** is **sang**.  
*I always **sing** at the show.*  
*My sister **sang** two songs.*



Circle the past-tense verb in ( ). Write the sentence using the correct verb.

1. Our parents (come, came) to the talent show.

\_\_\_\_\_

2. My class (give, gave) programs to people.

\_\_\_\_\_

3. Eric and I (sings, sang) a song.

\_\_\_\_\_

4. Our teacher (give, gave) us prizes.

\_\_\_\_\_

5. Everyone (come, came) to see us.

\_\_\_\_\_



## Contractions with *not*

### REMEMBER THE RULES

- A **contraction** is made from two words.
- An **apostrophe** is put in the place where the letters are taken out.

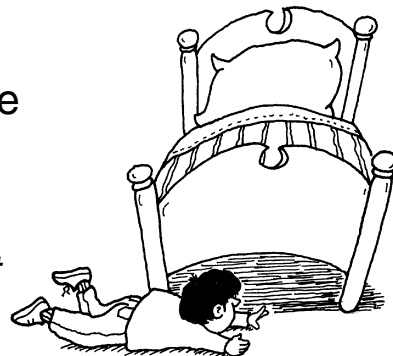
*are not* → *aren't*

*is not* → *isn't*

*did not* → *didn't*

*do not* → *don't*

*have not* → *haven't*



### A. Circle the contraction to complete each sentence.

Then write the contraction.

- I \_\_\_\_\_ find my dog anywhere.    can't    haven't
- She \_\_\_\_\_ in the backyard.    it's    isn't
- I \_\_\_\_\_ seen her all day.    didn't    haven't
- She \_\_\_\_\_ go outside.    don't    didn't
- I \_\_\_\_\_ know where to look.    don't    hadn't

### B. Write the contraction for the underlined words in the sentence.

- My dog, Honey, is not in the closet. \_\_\_\_\_
- We are not able to find her. \_\_\_\_\_
- I do not think she is under the sofa. \_\_\_\_\_
- Oh! I have not looked under my bed. \_\_\_\_\_
- She did not want her bath! \_\_\_\_\_

## Mechanics and Usage: Apostrophes

### REMEMBER THE RULES

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

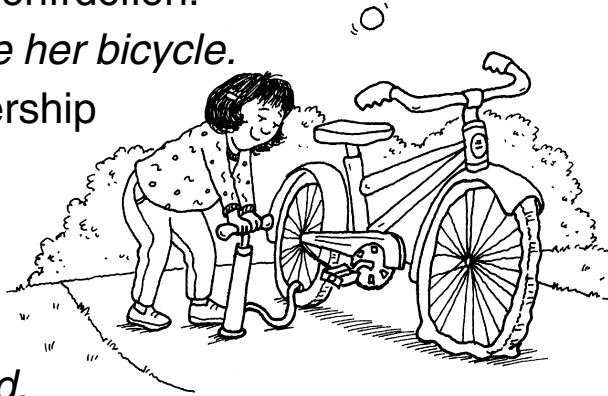
*Sharon **can't** wait to ride her bicycle.*

- An (') and **s** can show ownership in a singular noun.

Adding an (') makes most plural nouns possessive.

*Sharon**'s** bike is blue.*

*The sisters**'** bikes are old.*



### A. Write each underlined word. Add an apostrophe.

1. Sharons bicycle is broken. \_\_\_\_\_
2. She cant ride it. \_\_\_\_\_
3. The bikes tire is flat. \_\_\_\_\_
4. She does not know how to fix them. \_\_\_\_\_
5. She uses her sisters pump. \_\_\_\_\_

### B. Find the word in the sentence that is missing an apostrophe.

Write the word on the line. Add the apostrophe.

6. Pams bicycle is old. \_\_\_\_\_
7. The bicycle doesnt go very fast. \_\_\_\_\_
8. Pam cant wait to get a new one. \_\_\_\_\_
9. The ride to the bike shop isnt long. \_\_\_\_\_
10. The girls new bikes are beautiful! \_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- Some verbs change their spelling to make the past tense.

**Present**    *go*    *do*    *say*    *see*    *run*    *come*    *give*    *sing*

**Past**        *went*    *did*    *said*    *saw*    *ran*    *came*    *gave*    *sang*

- A **contraction** is a short way to write two words. An apostrophe takes the place of the left-out letters.

*will + not = won't*        *do + not = don't*

- Add an **apostrophe** and **-s** to make a singular noun possessive. Add an apostrophe to make most plural nouns possessive.

*girl's*        *girls'*

#### A. Underline each verb. Write its past-tense form on the line.

- My brother says something exciting to me. \_\_\_\_\_
- He sees a treasure map for the backyard. \_\_\_\_\_
- I go in the backyard. \_\_\_\_\_
- My brother gives me a shovel. \_\_\_\_\_
- Dad comes to watch. \_\_\_\_\_

#### B. Write the underlined words with an apostrophe. Make a contraction or a possessive noun.

- "There is not treasure here!" I said. \_\_\_\_\_
- We did not want to stop digging. \_\_\_\_\_
- We found Dad metal box. \_\_\_\_\_
- We opened the box lid. \_\_\_\_\_
- We found our two sister old toys inside. \_\_\_\_\_

## Common Errors with Past-Tense Verbs

### REMEMBER THE RULES

- Most verbs add *-ed* to show past tense.  
*Sometimes Dad **works** on Saturdays.*  
*Dad **worked** last Saturday.*
- Some verbs have special spellings in the past tense.  
*Sometimes Dad **comes** home late.*  
*Dad **came** home late last week.*

Circle the error in each sentence. Write the correct past-tense verb on the line.

1. My mom and dad comed home early. \_\_\_\_\_
2. They sayed, "Let's go to the zoo." \_\_\_\_\_
3. We seed a really big parrot. \_\_\_\_\_
4. I gived Dad my camera. \_\_\_\_\_
5. He sayed "I will take a picture." \_\_\_\_\_
6. Then we goed to the lion cage. \_\_\_\_\_
7. The lion cubs runned in a circle. \_\_\_\_\_
8. Next, we sees the baby bears. \_\_\_\_\_
9. They singed when they saw us. \_\_\_\_\_
10. The we goed home. \_\_\_\_\_

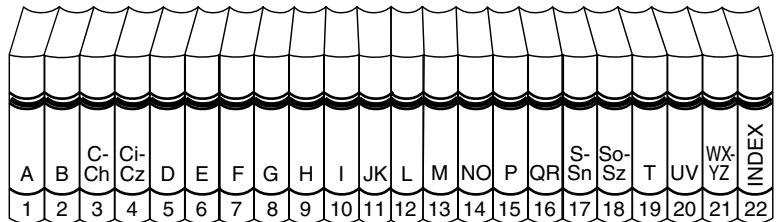
## Study Skills: Encyclopedia

### REMEMBER THE RULES

- An **encyclopedia** is a set of books filled with information about people, places, and things.
- Each book is called a **volume**. The volumes are in **ABC order**.
- The letter or letters on each volume show what **topics** are in the book. The topics are in ABC order.
- To look up a topic, use the first letter of its name and find the volume with that letter.
- To look up a person, look under the first letter of the person's last name.

Write the letter or letters of the volume where you would find each of these topics in the encyclopedia.

- airplanes \_\_\_\_\_
- trains \_\_\_\_\_
- China \_\_\_\_\_
- spiders \_\_\_\_\_
- frogs \_\_\_\_\_



Which word would you use to look up each of these names?

- George Washington \_\_\_\_\_
- Abraham Lincoln \_\_\_\_\_
- Amelia Earhart \_\_\_\_\_
- Martin Luther King, Jr. \_\_\_\_\_
- Eleanor Roosevelt \_\_\_\_\_

## Vocabulary: Suffixes

- A **suffix** is a word part added to the **end** of a word.  
*-ful means full of      -less means without*
- A suffix changes the **meaning** of the word.  
*help + -ful = helpful      end + -less = endless*

**A.** Add **-ful** or **-less** to each word. Then write the word.

1. color + ful \_\_\_\_\_
2. thought + ful \_\_\_\_\_
3. harm + less \_\_\_\_\_
4. use + less \_\_\_\_\_
5. spot + less \_\_\_\_\_



**B.** Add **-ful** or **-less** to the word in ( ) to complete the sentence.

6. I feel (peace) \_\_\_\_\_ when I look at the night sky.
7. The black sky was (cloud) \_\_\_\_\_ last night.
8. A telescope is (help) \_\_\_\_\_ if you look at the moon.
9. I am (hope) \_\_\_\_\_ that I will see Mars.
10. Brave people who explore space are (fear) \_\_\_\_\_.

## Composition: Sentence Style and Variety

To make your writing interesting:

- Make your sentences **different lengths**.
- **Vary the words** that begin each sentence.
- **Combine the subjects** of two sentences to make one sentence.
- **Combine the predicates** of two sentences to make one sentence.

In each pair of sentences, use *and* to combine the subjects or predicates. Write the new sentence on the line.



1. Frogs are green. Lily pads are green.

\_\_\_\_\_

2. Frogs hop by. Frogs swim in the water.

\_\_\_\_\_

3. Jeffrey saw tadpoles. I saw tadpoles.

\_\_\_\_\_

4. A turtle swam by. The turtle sank into the water.

\_\_\_\_\_

\_\_\_\_\_

5. Turtles lay eggs. Turtles bury them in the sand.

\_\_\_\_\_

## Features of Writing That Compares

- **Writing that compares** tells about two things, places, people, or ideas.

Good writing that compares:

- Explains how things are **alike**.
- Explains how things are **different**.
- Uses **comparing** words.

*The front yard is sunny, but the backyard is shady.*

Read the sentences. Underline each sentence that tells how things are alike. Draw two lines under sentences that tell how things are different. Circle the comparing words.

1. Both ladybugs and grasshoppers live in gardens.
2. Like all insects, they have six legs.
3. But ladybugs fly, and grasshoppers hop.
4. Ladybugs have tiny wings, but grasshoppers have long legs.
5. You can see both of them in the summer!



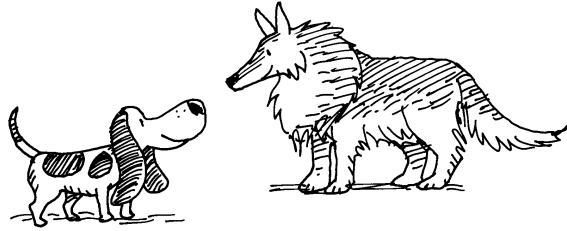




## Revise: Writing That Compares

It is important to revise a first draft.  
Revising makes your writing better.

**A.** Read the first draft below. Then follow these steps to revise it.



- Add words that **compare**.
- Make the sentences **different lengths**.
- Look for sentences that begin alike. Use **different words** to begin each one.

Dogs come in all shapes and sizes. Some dogs are big dogs. Some dogs are small dogs.

Collies and beagles are different in some ways. Look at their ears. Collies have pointed ears. Beagles have long, floppy ears.

Look at the hair. Collies have long hair. Beagles have short hair.

Collies and beagles are the same. They can have black, brown, and white fur. They like people. They make good pets.

**B.** Use the changes you marked to write the corrected paragraphs on another piece of paper.

## Proofread: Writing That Compares

### PROOFREADING MARKS

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

⊙ Add a period.

**A.** Read this example of writing that compares. Look to see if you can make a contraction with any two words. Make sure each word is spelled correctly. Check punctuation and make a new paragraph.

You might think the sun is not a star, but you would be wrong! The sun is a star, but it is close to Earth. Both the sun and the stars are made of burning gases We can see stars only at night, but the sun shines all day long! Why do we need the sun? The sun gives us light, so we can see during the day. It makes plants grow. It warms our planet. Other stars do not do this!

**B.** Use the corrections and changes you marked to write the corrected paragraphs on another sheet of paper.

# Pronouns

## REMEMBER THE RULES

- A **pronoun** takes the place of one or more nouns.
- Pronouns match the noun or nouns they replace.

<i>Alison</i>	<i>Mom and Dad</i>	<i>Dad and I</i>	<i>tent</i>	<i>Alison</i>	<i>Dad</i>
↓	↓	↓	↓	↓	↓
<b><i>I</i></b>	<b><i>they</i></b>	<b><i>we</i></b>	<b><i>it</i></b>	<b><i>she</i></b>	<b><i>he</i></b>



Read each sentence. Circle the pronoun that correctly replaces the underlined noun.

1. Grandmother and I are going camping. He We
2. Grandmother knows everything about camping. She We
3. Grandfather will not go with us this year. She He
4. My parents went last year. They You
5. We saw a deer last year. they it
6. My father cooked our breakfast. He I
7. The eggs were tasty. It They
8. Grandmother and I will cook this year. We You
9. Grandmother hopes it won't rain. She We
10. The tent will keep us dry. It They

## ***I and Me***

### **REMEMBER THE RULES**

- Use ***I*** to tell about yourself in the subject of a sentence.

***I*** like to eat pizza!

- Use ***me*** after an action verb.

Dad helps ***me*** set the table.

### **A. Write *I* or *me* to complete each sentence.**

1. Mom, Dad, and \_\_\_\_\_ have pizza on Friday.
2. Mom lets \_\_\_\_\_ add extra cheese.
3. \_\_\_\_\_ also add peppers.
4. Dad and \_\_\_\_\_ like the crust best.
5. Mom gives \_\_\_\_\_ her crust.



### **B. Read the sentences. If the pronoun is not correct, cross it out. Then correct the sentence by writing *I* or *me* or **correct** on the line.**

6. Dad and me make a salad. \_\_\_\_\_
7. I set the table. \_\_\_\_\_
8. Dad helps I fill the glasses. \_\_\_\_\_
9. Mom, Dad, and me are hungry. \_\_\_\_\_
10. Now I eat! \_\_\_\_\_

**We and Us****REMEMBER THE RULES**

- Use **we** to tell about yourself and someone else in the subject of a sentence.

*Rosa and I watch birds together,*



*We watch birds together.*

- Use **us** after an action verb.

*Mom makes Rosa, Oscar, and me a snack.*



*Mom makes us a snack.*



Circle the correct pronoun in ( ). Then write the sentence correctly.

1. Oscar shows (us, we) a birdhouse.

\_\_\_\_\_

2. (We, Us) look inside the birdhouse.

\_\_\_\_\_

3. (We, Us) see two eggs inside!

\_\_\_\_\_

4. Oscar tells (us, we) to leave the eggs alone.

\_\_\_\_\_

5. (We, Us) can't wait to tell Mom what we saw!

\_\_\_\_\_

## Mechanics and Usage: Using *I* and *Me*

### REMEMBER THE RULES

- The pronoun ***I*** is always a capital letter.

***I*** like to read at home.

- Name yourself last when you talk about yourself and someone else.

Read with my friend  
and ***me***.



Cross out the words that are not used correctly. Write the correct words on the line. If there are no corrections, write **no corrections**.

- I and Eddie like to read. \_\_\_\_\_
- Eddie and i read old books. \_\_\_\_\_
- Eddie lets me read out loud first. \_\_\_\_\_
- Sometimes i tell Eddie when to read. \_\_\_\_\_
- Me and Eddie read all day. \_\_\_\_\_
- Marie and I like to read, too. \_\_\_\_\_
- I and she read together. \_\_\_\_\_
- Would you like to read with me and Marie?  
\_\_\_\_\_
- i will call you on Saturday. \_\_\_\_\_
- Marie and I will call Eddie, too. \_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- A **pronoun** takes the place of one or more nouns.  
*Ricardo is playing at my house. **He** is playing at my house.*
- Use the capital letter **I** to tell about yourself in the subject of a sentence. Use **me** after an action verb.  
***I** asked Ricardo to give **me** a turn on the bike.*
- Use **we** and **us** to talk about yourself and others.  
***We** share the bike. Grandpa makes **us** take turns.*
- Name yourself last when talking about yourself and another person: *Ricardo and **I** like to fix things.*

#### A. Write pronouns to replace the underlined words.

1. The bike was broken. \_\_\_\_\_
2. Ricardo and I tried to fix it. \_\_\_\_\_
3. Grandpa saw Ricardo and me outside. \_\_\_\_\_
4. Grandpa came out to help. \_\_\_\_\_
5. Grandpa and Ricardo took the bike apart. \_\_\_\_\_

#### B. Circle the correct pronoun in ( ).

6. (I, Me) rode my bike to school.
7. Ricardo shows (I, me) the tire.
8. (I, i) see a flat tire.
9. (Me and Ricardo, Ricardo and I) fix the tire.
10. Jenny, Ricardo, and (me, I) ride to school.



## Pronoun-Verb Agreement

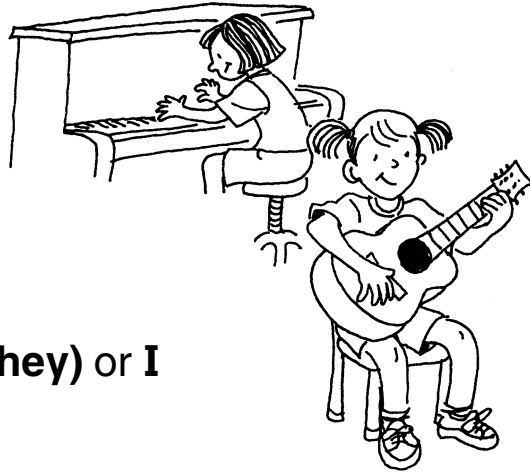
### REMEMBER THE RULES

- A **present-tense verb** must go with the pronoun in the subject of the sentence.
- When a pronoun is singular, add **-s** to the verb.

She **reads** music very well.

- When a pronoun is plural (**we, they**) or **I** or **you**, do not add **-s**.

They both **play** instruments.



**A.** Read each sentence. Circle the verb that goes with the pronoun. Then write the verb on the line.

1. We \_\_\_\_\_ well.                      sing            sings
2. We both \_\_\_\_\_ lessons.            take            takes
3. She \_\_\_\_\_ the piano.            play            plays
4. She \_\_\_\_\_ with me.            sing            sings
5. They \_\_\_\_\_ to the music.        dance        dances

**B.** Read the sentences. Cross out the incorrect verb. Then write the correct verb on the line.

6. They plays the guitar. \_\_\_\_\_
7. You hears me play. \_\_\_\_\_
8. He clap with the music. \_\_\_\_\_
9. She bring a snack. \_\_\_\_\_
10. I says, "I love music!" \_\_\_\_\_

## Possessive Pronouns

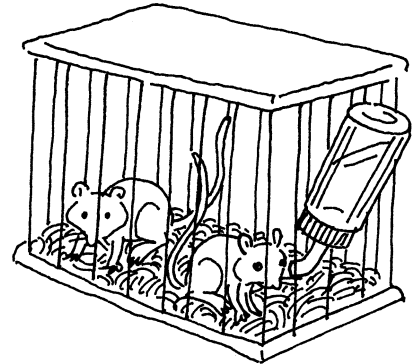
### REMEMBER THE RULES

- Use a **possessive pronoun** to show who or what owns something.

Where are **my** gerbils?

- Possessive pronouns can tell about one or more than one person or thing.

The gerbils are in **their** cage.



- A.** Read the sentences. Choose a pronoun from the box to complete each sentence. Write the pronoun on the line.

His	my	Our	its	your
-----	----	-----	-----	------

- That is \_\_\_\_\_ gerbil.
- That is \_\_\_\_\_ cage.
- \_\_\_\_\_ gerbil is small.
- \_\_\_\_\_ two gerbils eat carrots.
- Do you give \_\_\_\_\_ gerbil fresh water?

- B.** Read the sentences. Write a possessive pronoun for the underlined words in the sentence.

- I took the class's gerbil home with me. \_\_\_\_\_
- I put the cage in my sister's room. \_\_\_\_\_
- That gerbil's tail is long. \_\_\_\_\_
- The gerbils ran on the gerbils' wheel. \_\_\_\_\_
- The cage's door is squeaky. \_\_\_\_\_

## Contractions: Pronoun and Verb

### REMEMBER THE RULES

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

He is ready to clean his room.

**He's** ready to clean his room.

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

We are going to help.

**We're** going to help.



Write each sentence correctly. Use a contraction for the underlined words.

1. You are sweeping the floor.

\_\_\_\_\_

2. He is helping his sister.

\_\_\_\_\_

3. They are working together.

\_\_\_\_\_

4. She is thanking her brother.

\_\_\_\_\_

5. I am glad you cleaned up!

\_\_\_\_\_

## Mechanics and Usage: Contractions and Possessive Pronouns

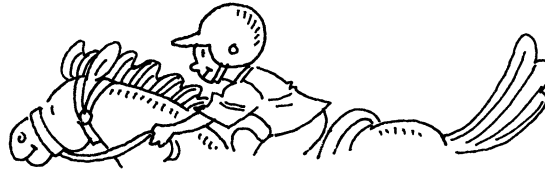
### REMEMBER THE RULES

- A **contraction** always has an apostrophe to show the letters that have been left out.

*They're going to a farm today.*

- A **possessive pronoun** never has an apostrophe.

*I want to ride **their** ponies.*



Complete the letter to Aunt Carla with words from the box.

You're      Your      It's      its      They're      their

Dear Aunt Carla,

(1) \_\_\_\_\_ not going to believe what I did today! I rode a pony. (2) \_\_\_\_\_ easy! I liked the pony. I sat on (3) \_\_\_\_\_ back.

My Mom and Dad are here, too. (4) \_\_\_\_\_ going to ride horses today. We wish you were here!

(5) \_\_\_\_\_ nephew,

Diego

**Mixed Review****REMEMBER THE RULES**

- A **present-tense** verb must go with the pronoun in the subject of the sentence. Add **-s** to most verbs in the present tense with the pronouns *she*, *he*, or *it*.

*She works at school.*

- Use **possessive pronouns** to take the place of possessive nouns. Possessive pronouns never have an apostrophe.

*Her paintbrush is wet.      Their paints are dry.*

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

*they are = they're    it + is = it's    you + are = you're*

**A. Circle the correct word in ( ).**

- |   |                                      |
|---|--------------------------------------|
| 1. We (like, likes) to make clay animals.   | 3. She shows me (her, she) clay cat. |
| 2. He always (make, makes) a clay dinosaur. | 4. She (let, lets) me help.          |
|   | 5. We (show, shows) the class.       |

**B. Underline the correct word in ( ).**

- (They're, Their) teacher is a painter.
- (You're, Your) picture is pretty.
- (You're, Your) making a picture with torn paper.
- Yes, (it's, its) easy!
- (They're, Their) cutting small pieces.

## Common Errors with Pronouns

### REMEMBER THE RULES

- Use **I** or **we** in the **subject** of a sentence.

This sentence is not correct: *Miguel and **me** wash the truck.*

This sentence is correct: *Miguel and **I** wash the truck.*

- Use **me** or **us** in the **predicate** of a sentence.

This sentence is not correct: *Miguel gave **I** a sponge.*

This sentence is correct: *Miguel gave **me** a sponge.*



Circle the correct pronoun in each sentence. Write it on the line.

1. Miguel and (I, me) wanted to earn money. \_\_\_\_\_

2. (We, Us) decided to do chores. \_\_\_\_\_

3. Dad told (we, us) to wash the truck. \_\_\_\_\_

4. My sister wanted to help Miguel and (me, I). \_\_\_\_\_

5. Dad gave (we, us) soap and a bucket. \_\_\_\_\_

**Study Skills: Alphabetical Order****REMEMBER THE RULES****ABCDEFGHIJKLMNOPQRSTUVWXYZ**

- You can put words in ABC order by their **first** letter.

*jump turkey walrus*

- If words begin with the same letter, use the **second** letter to put them in ABC order.

*fence frog funny*

- If words begin with the same two letters, use the **third** letter to put them in ABC order.

*candle cape cat*

Write each group of words in ABC order.

1. garden spade hoe \_\_\_\_\_

2. glove game goose \_\_\_\_\_

3. backyard basketball barn \_\_\_\_\_

4. snoop sneak peep \_\_\_\_\_

5. hat happen horn \_\_\_\_\_

6. apple autumn baker \_\_\_\_\_

7. zoo zipper young \_\_\_\_\_

8. market metal main \_\_\_\_\_

9. like lamp kangaroo \_\_\_\_\_

10. quiet rooster run \_\_\_\_\_

**At Home:** Write a list of five sports you would like to play. Then ask a family member to help you put the words in alphabetical order.

## Vocabulary: Synonyms

### REMEMBER THE RULES

- A **synonym** is a word that has the same or almost the same meaning as another word.

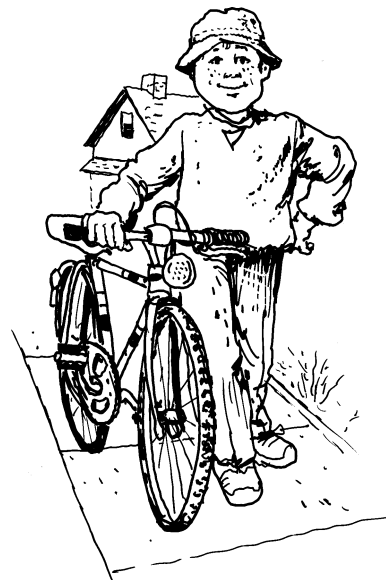
*small* → *little*

*silly* → *funny*

*fast* → *speedy*

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

1. I am glad that Ed feels happy today.
2. I found a missing hat that was lost.
3. I ate a huge breakfast for my big day.
4. Dad gave me a shiny, bright bicycle!
5. No days are ever dull or boring to me!



**B.** Read each sentence. Choose a synonym from the box to replace the underlined word. Write the word on the line.

tall	like	speedy	difficult	little
------	------	--------	-----------	--------

6. It was hard to put the bike together. \_\_\_\_\_
7. We started to enjoy the job. \_\_\_\_\_
8. At first, the bike was too high for me. \_\_\_\_\_
9. Mom used small screws to lower the seat. \_\_\_\_\_
10. My bike is fast. \_\_\_\_\_



**Composition: Main Idea and Supporting Details**

- A **main idea** is the most important idea in a piece of writing. It tells what the writing is about.
- **Supporting details** tell more about the main idea.



Circle the sentence in each paragraph that tells the main idea.

1. Exercise helps children stay healthy. Running and climbing help their hearts stay strong. Riding a bike and swimming help children build muscles.
2. Erin asked her mother to buy her a soccer ball. She ran and practiced every day. Finally, she tried out for the team. Erin's dream was to play soccer.
3. Mike's hero was Roberto Clemente. He read a biography of the baseball player. Mike found out that Clemente was from Puerto Rico.
4. Alicia drinks lots of milk. She eats healthy foods. She gets enough sleep. Alicia hopes to grow big enough to play basketball.
5. Team sports are a good activity. You learn how to get along with other children. You can make new friends.

## Features of Expository Writing

Expository writing:

- gives **facts and information** about a topic.
- has a **main idea and details**.
- uses **connecting words** to go from one idea to the next.
- **summarizes** the information from more than one source.

Read Rona's report. Draw a line under the main idea.  
 Draw a circle around the facts. Write a short summary.  
 Use your own words.

Millions of years ago, different kinds and sizes of dinosaurs roamed Earth. The largest dinosaurs were over 100 feet long. The smallest dinosaurs were about the size of a chicken. We don't know what color dinosaurs were. Some dinosaurs looked like birds. Some of the birds you see today are relatives of the dinosaurs.




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## Prewrite: Expository Writing

You can use expository writing to share information with other people. You might write about a person you know. Write the person's name in the first box. Then write what you know about the person in the outline boxes. Use the outline to help you organize your paragraphs.

### A description of the person:

**A person I know:**

**A.**

**1.**

**2.**

### Why I admire the person:

**B.**

**1.**

**2.**

## Revise: Expository Writing

Always revise a first draft. Revising makes your writing easier to understand.

**A.** Read the first draft below. Follow the steps to revise it.

- Make sure the main idea in each paragraph is clear.
- Add more details, if you know them.
- Combine short sentences, using the word *and*.

### Marco Polo

Marco Polo lived a long time ago. Marco Polo was an explorer. Marco Polo traveled to Asia. He wrote a famous book about it.

One time Marco's father took Marco to China. It took three years. The trip was hard. There they met the ruler of China. His name was Kublai Khan.

Many people read Marco's book about this. People liked his book and wanted to discover new places, too.

**B.** Use the changes you marked to write the new paragraphs on another piece of paper.

**Proofread: Expository Writing****PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓟ Check the spelling.
- ⊙ Add a period.

Read these paragraphs about Abraham Lincoln. Make sure words are capitalized correctly. Check for mistakes with apostrophes. Make sure the pronouns are used correctly. Check for spelling mistakes.

- A.** Use the proofreading marks from the box to mark five errors you find. You can use the “add” mark to show where punctuation marks should go.



Do you know who Abraham Lincoln is? He was born in kentucky in 1809. He lived in a log cabin. When he was seven years old, Abrahams family moved to Indiana.

Abraham Lincoln loved to read. sometimes he walked a long way to borrow a book. He would read it in his cabin by the lite of a candle.

Abraham grew up to be an honest man. Some people called he “Honest Abe.” Abraham Lincoln became the 16th president of the United States.

- B.** Rewrite the corrected paragraph above on another sheet of paper.

# Adjectives

## REMEMBER THE RULES

- An **adjective** is a word that describes a noun.
- Some adjectives tell **what kind**.

*Cory the Clown has a **new** suit.*

*He is wearing **big** shoes.*

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

1. Look at Cory's frilly collar.
2. Do you like his red nose?
3. Cory has a fancy tie.
4. Cory has big gloves.
5. What funny buttons his shirt has!



**B.** Answer the questions about Cory the Clown. Use the adjectives in the box or think of your own.

splotchy	fat	pointed	huge
short	happy	floppy	orange

6. How do Cory's eyebrows look? \_\_\_\_\_
7. How does Cory's nose look? \_\_\_\_\_
8. How do Cory's shoes look? \_\_\_\_\_
9. How does Cory's tie look? \_\_\_\_\_
10. How does Cory feel about his new suit? \_\_\_\_\_

## Adjectives That Tell How Many

### REMEMBER THE RULES

- Some adjectives tell **how many**.

*I bought **some** things at the school store.*



**A.** Write the adjective that tells how many. Then draw a line under the noun it describes.

- My school store has a sale every Friday. \_\_\_\_\_
- I picked out two notebooks. \_\_\_\_\_
- I saw some notebooks with stars on the cover. \_\_\_\_\_
- My teacher bought one ruler. \_\_\_\_\_
- I bought many pencils. \_\_\_\_\_

**B.** Complete each sentence about a visit to the school store. Write an adjective that tells how many.

- I went \_\_\_\_\_ times to the school store.
- I needed \_\_\_\_\_ pencils for class.
- I bought \_\_\_\_\_ erasers, too.
- I stood in line for \_\_\_\_\_ minutes.
- I will buy \_\_\_\_\_ supplies next week.

## Articles: *a, an*

### REMEMBER THE RULES

- The words *a* and *an* are **articles**.
- Use *a* before consonant sounds.

*The avocado is **a** fruit.*

- Use *an* before words that begin with vowel sounds.

*Have you ever tasted **an** avocado?*



#### A. Circle the correct article in ( ).

1. I like to eat avocados in (a, an) salad.
2. The avocado looks like (a, an) pear.
3. Mom calls it (a, an) alligator pear.
4. It has (a, an) enormous seed inside.
5. The fruit grows on (a, an) avocado tree.

#### B. Choose a noun from the box to correctly finish each sentence. Use each word once.

potato      peach      apple      eggplant      onion

6. I cut up an \_\_\_\_\_ for the salad.
7. I gave my sister an \_\_\_\_\_ for dessert.
8. Mom put a \_\_\_\_\_ in my lunch box.
9. Dad bought an \_\_\_\_\_ at the market.
10. I made a \_\_\_\_\_ salad.



## Adjectives That Compare

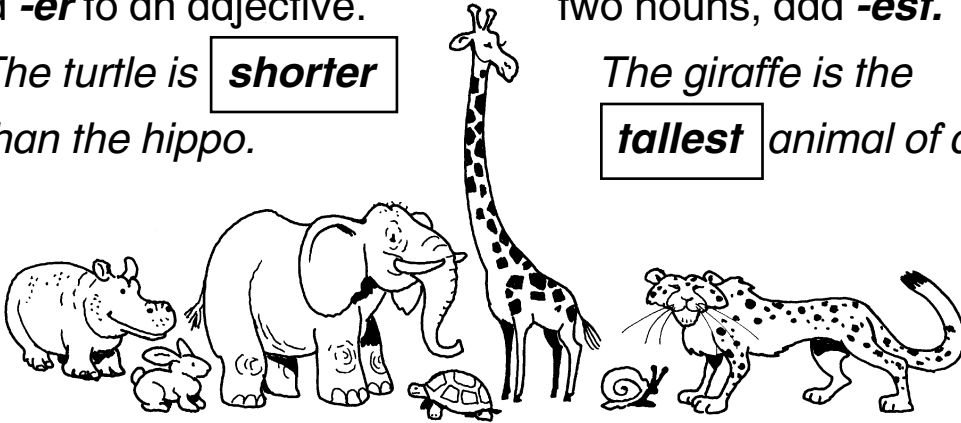
### REMEMBER THE RULES

- To compare two nouns, add **-er** to an adjective.

The turtle is **shorter** than the hippo.

- To compare more than two nouns, add **-est**.

The giraffe is the **tallest** animal of all.



### A. Write each sentence. Add **-er** or **-est** to the adjective in ( ).

- The snail is (small) than the cheetah. \_\_\_\_\_
- The elephant has the (long) nose of all. \_\_\_\_\_
- The giraffe is the (tall) land animal. \_\_\_\_\_
- The rabbit is (soft) than the hippo. \_\_\_\_\_
- The turtle has a (short) tail than the cheetah. \_\_\_\_\_

### B. Use words in the box to complete each sentence.

longer      fastest      taller      slowest      quicker

- Rabbits are \_\_\_\_\_ than turtles.
- Snails are the \_\_\_\_\_ of all land animals.
- Elephants are \_\_\_\_\_ than hippos.
- Cheetahs are the \_\_\_\_\_ land animals.
- The rabbit's ears are \_\_\_\_\_ than the cheetah's.

## Mechanics and Usage: Writing Book Titles

### REMEMBER THE RULES

- Use capital letters for all the important words in the title of a book.
- Draw a line under titles of books.

We just read Jack and the Beanstalk.

A. Draw a star ★ next to each title that is written correctly.

1. The Dragon Kite
2. The ugly duckling
3. The funny little woman
4. Little Red Riding Hood
5. Tales from Grimm



B. Write each sentence. Use capital letters correctly and draw lines under book titles.

6. Is buffalo woman in the library?

\_\_\_\_\_

7. I read once a mouse last week.

\_\_\_\_\_

8. Beauty and the beast is Jill's favorite book.

\_\_\_\_\_

9. My little brother likes one fine day.

\_\_\_\_\_

10. Did you read tales from grimm?

\_\_\_\_\_

**Mixed Review****REMEMBER THE RULES**

- **Adjectives** can tell what kind or how many.

*Jane has **two** **little** brothers.*

- Add **-er** to adjectives when you compare two nouns. Add **-est** when you compare more than two nouns.

*Max is **older** than Jeff. Jane is the **oldest** child of all.*

- The words **a** and **an** are adjectives called **articles**.

Use **a** before a consonant sound. Use **an** before a vowel sound.

*Sooty is **a** black kitten. Pumpkin is **an** orange kitten.*

Read each sentence. Write **a** or **an** where there is a blank. Circle the correct adjective in ( ).

1. Jeff is \_\_\_\_\_ (taller, tallest) boy than Max.
2. Max is \_\_\_\_\_ inch (shortest, shorter) than Jeff.
3. Jeff gave Max \_\_\_\_\_ apple.
4. It was the (sweetest, sweeter) apple Max ever ate.
5. The boys have \_\_\_\_\_ (oldest, older) sister.
6. Jane is the (smartest, smarter) student in her class.
7. She is (taller, tallest) than Jeff or Max.
8. She is the (faster, fastest) runner in the family.
9. Max wants to be \_\_\_\_\_ runner, too.
10. I'd like to be the (older, oldest) child in \_\_\_\_\_ family.

## Adverbs

### REMEMBER THE RULES

- An **adverb** tells *how*, *when*, or *where* about a verb.

The children dressed **quickly** .

Snow fell **yesterday** .

They played **outside** .



#### A. Circle the verb. Write the adverb.

1. The snow started yesterday. \_\_\_\_\_
2. The children cheered loudly. \_\_\_\_\_
3. Big flakes came down. \_\_\_\_\_
4. Snow quickly covered the ground. \_\_\_\_\_
5. Snowplows were everywhere! \_\_\_\_\_

#### B. Write **how**, **when**, or **where** to tell what the underlined adverb describes.

6. The snow ended today. \_\_\_\_\_
7. The sun shone brightly. \_\_\_\_\_
8. The snow melted slowly. \_\_\_\_\_
9. The children put away their sleds. \_\_\_\_\_
10. They will return to school tomorrow. \_\_\_\_\_

## Adverbs That Tell How

### REMEMBER THE RULES

- Some adverbs tell **how** an action is done.

*Our teacher smiles **cheerfully**.*



**A.** Circle the verb in each sentence. Then write the adverb that tells **how**.

- Jan reads the directions slowly. \_\_\_\_\_
- We follow each step exactly. \_\_\_\_\_
- Luis carries the scissors safely. \_\_\_\_\_
- Meg cuts the paper shapes carefully. \_\_\_\_\_
- I neatly paste the shapes. \_\_\_\_\_

**B.** Complete each sentence. Choose an adverb from the box. Write the adverb in the blank.

closely      tightly      proudly      quickly      smoothly

- I close the paste jar \_\_\_\_\_.
- Our group finishes \_\_\_\_\_.
- Everything goes \_\_\_\_\_.
- We check our poster \_\_\_\_\_.
- We show it \_\_\_\_\_.

## Adverbs That Tell When or Where

### REMEMBER THE RULES

- An adverb can tell **when** or **where** an action happens.

**Yesterday** my best friend  
moved **away**.



**A.** Circle the adverb in each sentence. Then write **when** if it tells when. Write **where** if it tells where.

- My friend Jean did not move far. \_\_\_\_\_
- We'll see each other soon. \_\_\_\_\_
- I'll meet her there. \_\_\_\_\_
- I'll send her an e-mail today. \_\_\_\_\_
- Mom will show me how later. \_\_\_\_\_

**B.** Read the paragraph. Circle the adverbs that tell when. Draw a line under the adverbs that tell where.

Jean and her Mom came here yesterday. We played outside. Jean and I have new friends now, but we will always be best friends.

## Mechanics and Usage: Quotation Marks

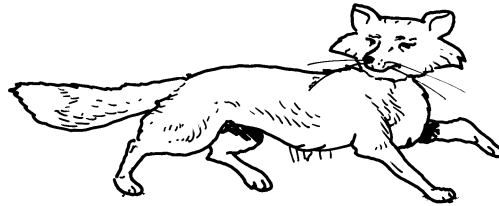
### REMEMBER THE RULES

- Write **quotation marks** (“ ”) before the first word a person says and after the last word the person says.

**“Where are you?”** I asked. **“Here I am,”** said Ari.

**A.** Draw a star ★ next to a sentence if quotation marks are used correctly.

- |                           |                            |
|---------------------------|----------------------------|
| 1. “Hurry!” called Ari.   | 4. It’s a fox,” said Beth. |
| 2. What’s up? “I asked.”  | 5. “Wow!” I exclaimed.     |
| 3. Ari exclaimed, “Look!” |                            |



**B.** Write the sentences. Add quotation marks where they belong.

6. Get the camera! said Ari.

---

7. Where is it? Beth asked.

---

8. I said, It’s over there.

---

9. It’s too late, I said.

---

10. The fox is gone, said Ari.

---

**Mixed Review****REMEMBER THE RULES**

- An **adverb** tells more about a verb.
- Adverbs tell *how*, *when*, or *where* an action happens.

*Alan stretched* **slowly**. → **how**

*Alan awakened* **early**. → **when**

*Alan jumped* **up**. → **where**

- Use quotation marks at the beginning and at the end of the words a person says.

“*Your friends are here,*” *called Alan’s mother.*

**A.** Underline the adverb. Then write **how**, **when**, or **where** to tell what the adverb describes.

1. Yesterday the children spotted a deer. \_\_\_\_\_
2. Everyone watched quietly. \_\_\_\_\_
3. The deer looked around. \_\_\_\_\_
4. Then it nibbled on some grass. \_\_\_\_\_
5. Suddenly the deer ran away. \_\_\_\_\_

**B.** Add quotation marks where they are needed. Draw a line under the adverb in each sentence.

6. Meg asked, Why did the deer run away?
7. Alan said, It might come back.
8. Many deer graze here, Mike added.
9. We can watch for it tomorrow, said Alan.
10. Meg said happily, I can bring my camera.



## Common Errors with Adjectives

### REMEMBER THE RULES

- Add **-er** to an adjective to compare two nouns.

This sentence is not correct:

*Are you shortest than your best friend?*

This sentence is correct:

*Are you shorter than your best friend?*

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

This sentence is not correct:

*Are you the younger member of the family?*

This sentence is correct:

*Are you the youngest member of the family?*



Add **-er** or **-est** to the adjective in ( ) in each sentence.

Write the new word.

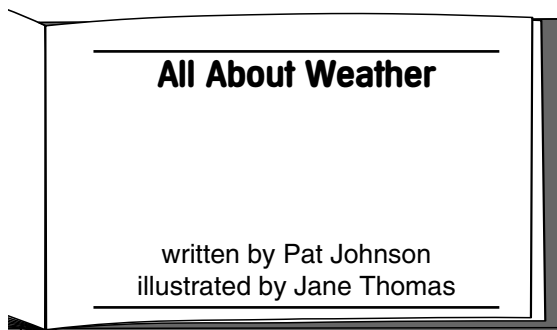
1. Is the sun (bright) than the moon? \_\_\_\_\_
2. Are lakes (deep) than ponds? \_\_\_\_\_
3. Are jets the (fast) planes of all? \_\_\_\_\_
4. Is a shout (loud) than a whisper? \_\_\_\_\_
5. Are mountains (high) than hills? \_\_\_\_\_
6. Is winter the (cold) season of all? \_\_\_\_\_
7. Are oranges the (sweet) fruits of all? \_\_\_\_\_
8. Are cheetahs the (fast) land animals of all? \_\_\_\_\_
9. Is an inch (long) than a centimeter? \_\_\_\_\_
10. Are you (young) than your best friend? \_\_\_\_\_

## Study Skills: Parts of a Book

### REMEMBER THE RULES

Books have many different parts.

- The **title page** tells the name of the book and the names of the author and illustrator.
- The **table of contents** lists the name and page number of each chapter in the book.
- The **index** lists all the topics in the book in ABC order.



Chapter	Page
1 You and the Weather	8
2 Clouds	20
3 Rain and Snow	28
4 The Wind	46
Index	60

Use the title page and table of contents to answer the questions.

1. What is the title of the book? \_\_\_\_\_
2. Who wrote the book? \_\_\_\_\_
3. Who illustrated the book? \_\_\_\_\_
4. How many chapters are in the book? \_\_\_\_\_
5. What is the name of chapter 2? \_\_\_\_\_
6. Which chapter tells about snow? \_\_\_\_\_
7. On what page does Chapter 3 begin? \_\_\_\_\_
8. What chapter begins on page 46? \_\_\_\_\_
9. What begins on page 60? \_\_\_\_\_
10. Write the name of Chapter 4. \_\_\_\_\_

## Vocabulary: Antonyms

- **Antonyms** are words with opposite meanings.

*Here is the mitten for my **right** hand.*

*Where is the mitten for my **left** hand?*



**A.** Circle the antonym for the underlined word in each sentence.

- |   |          |          |
|---|----------|----------|
| 1. Let's go <u>outside</u> .              | upstairs | inside   |
| 2. The weather is <u>nice</u> again.      | clear    | nasty    |
| 3. It's so <u>warm</u> now.               | cool     | pleasant |
| 4. How <u>slowly</u> the weather changes! | easy     | quickly  |
| 5. Did you see my <u>old</u> jacket?      | new      | other    |

**B.** Think of an antonym for each word. Write the antonym.

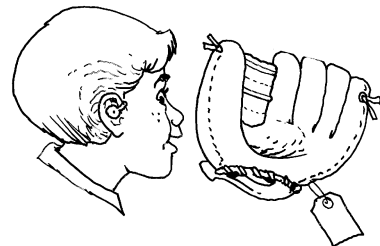
- cloudy \_\_\_\_\_
- light \_\_\_\_\_
- long \_\_\_\_\_
- low \_\_\_\_\_
- hot \_\_\_\_\_

## Composition: Beginning, Middle, End

### REMEMBER THE RULES

- A **story** tells about events in the order they happen.
- Describe the characters and the problem at the **beginning**.
- Add details and write about how the characters try to solve the problem in the **middle**.
- Show how the problem is solved at the **end**.

**A.** Read the sentences in the mixed-up story. Write **beginning**, **middle**, or **end** to tell where each sentence belongs.



1. Max buys a new baseball glove. \_\_\_\_\_
2. Max wants a new baseball glove. \_\_\_\_\_
3. Max rakes the neighbors' lawns. \_\_\_\_\_
4. The neighbors thank Max. \_\_\_\_\_
5. Max earns enough money. \_\_\_\_\_

**B.** Now write the sentences in the correct order to tell the story.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Features of a Story

### **REMEMBER THE RULES**

A **story** tells about made-up characters and what happens to them. A good story:

- **entertains** the reader.
- has a clear **beginning, middle, and end.**
- uses **describing words** to tell about characters, setting, and plot.

Choose a favorite story. Then fill in the story map.

**Title:**

1.	<b>Characters</b>
2.	<b>Problem</b>
3.	<b>Beginning</b>
4.	<b>Middle</b>
5.	<b>End</b>

## Prewrite: Story

Think of a problem you have solved. Plan a story about it. Think of a title for the story. Next list the characters and write the problem. Finally, list the important events in order.

Title \_\_\_\_\_

My Characters \_\_\_\_\_

Problem \_\_\_\_\_

Event 1

Event 2

Event 3

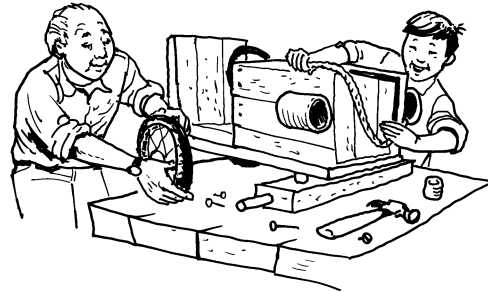
Event 4

## Revise: Story

It is important to read and revise the first draft of your story. This can make your writing better.

**A.** Read the draft below. Follow the steps below to revise it.

- Add an adjective to tell more about Yukio’s friend.
- Combine two sentences.
- Add a missing article and an adjective to tell about Yukio’s idea.
- Add an adverb to tell how Yukio read the directions.
- Add an adjective to tell more about Yukio’s finished go-cart.
- Add a title.



Yukio’s friend Sean went away for the weekend. Yukio didn’t
have anyone to play with. He was bored.
Then Yukio got idea. He decided to make a go-cart! Yukio
researched the directions. He had all the materials and tools he
needed.
Yukio asked his Uncle Hiroshi for help. The two worked
together. Yukio had a go-cart by the end of the weekend.
He could hardly wait for Sean to get home. How surprised
Sean would be!

**B.** Use the changes you marked to rewrite the story on another sheet of paper.

**Proofread: Story****PROOFREADING  
MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

⊙ Add a period.

After you revise a story, you should read your story again. Look for mistakes in spelling, capital letters, punctuation, and grammar.

**A.** Read the story. Use proofreading marks to mark 5 errors you find. See if the articles *a* and *an* are used correctly. Make sure words are spelled correctly and that sentences begin and end correctly.

Gina has a litle brother. His name is Tommy, and he follows Gina everywhere. Tommy is a big pest! One night Gina was reading Freckle Juice in her room. Tommy came in and climbed up next to her he had a book, too.

Gina didn't say anything to Tommy. She just kept reading.

Tommy looked at Gina and said, "Do you want to read with me"

Gina looked at Tommy's book, and soon they were both reading his book.

Tommy said, "You are the nicest sister in the world!"

Gina thanked Tommy. Then she said, "You really aren't such an pest, either."

**B.** Use the corrections and changes you marked to write the new paragraph on another sheet of paper.