

What Is a Sentence?

RULES

- A **sentence** tells a complete thought.

Pig and Duck see a jet.

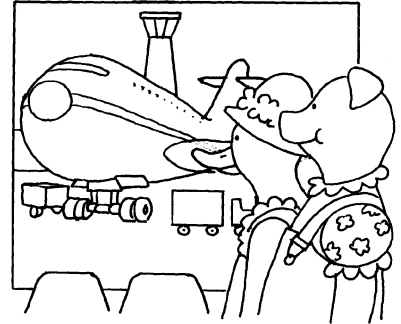
This tells a complete thought.

It is a sentence.

Pig and Duck

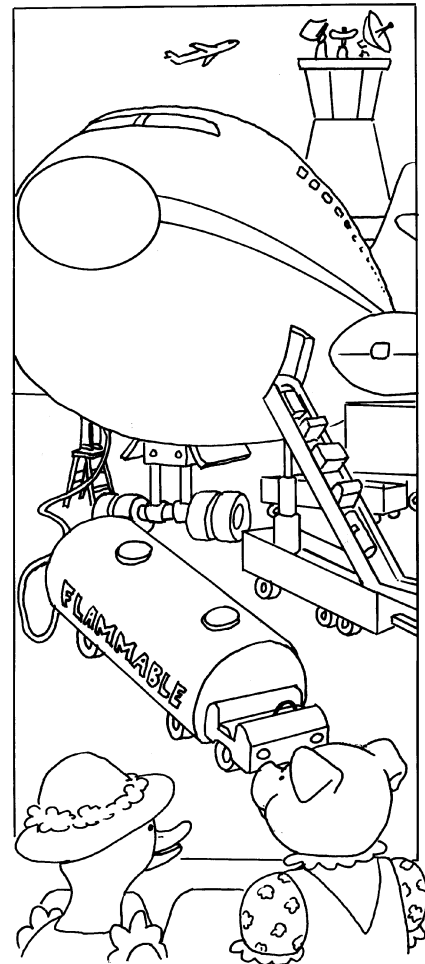
This does not tell a complete thought.

It is not a sentence.



Read each group of words.
Draw a **circle** around each sentence.

1. The jet.
2. The jet is big.
3. The bags go on the jet.
4. A big truck.
5. The jet will go up.



Word Order

RULES

- The order of the words in a sentence must make sense.

Pig has ten pens.

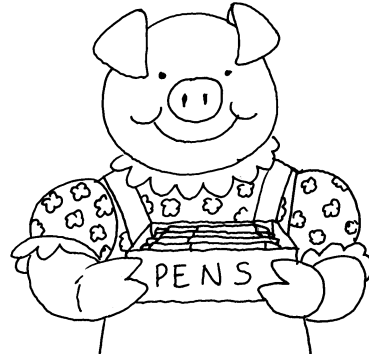
This sentence makes sense.

The words are in order.

Has ten pens Pig.

This sentence does not make sense.

The words are not in order.



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

- Pens are red the.
- Hen sees the pens.
- Likes the pens Hen.
- Pig gives Hen a pen.
- Hen grins at Pig.



Statements

RULES

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

Pig is with Dad.

They get in a cab.

These sentences are statements.



Read the statements. Draw a line under each statement that tells about the picture.

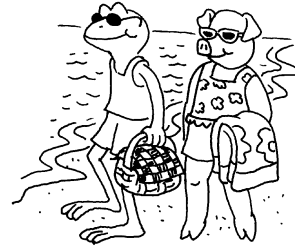
1. Pig is in the cab.
2. Pig is in a jet.
3. Pig sees a flag.
4. Pig sees a log.
5. The flag is big.



Writing Statements

RULES

- Begin a statement with a capital letter.
They will have fun.
- End a statement with a period.
The sun is hot.



Draw a **circle** around the capital letter that begins each statement. Write a period after each statement.

1. She sits in the sun _____

2. He will go for a dip _____

3. He swims and swims _____

4. She sips and sips _____

5. Then she gets in _____



Mixed Review

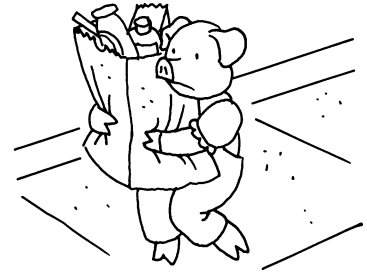
RULES

- A **sentence** tells a complete thought.
- A **statement** is a sentence that tells something.

Pig has a bag.

- Begin a statement with a capital letter.
- End a statement with a period.

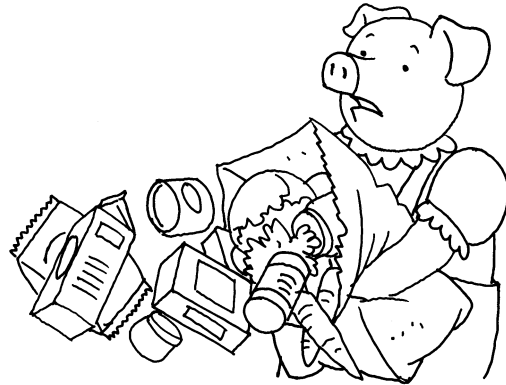
The bag is big.



A. Read each group of words.

Draw a circle around the sentences.

1. In a rush.
2. The bag sags.
3. The cans drop.



B. Draw a line under each statement that is written correctly.

4. Dad sees Pig. Dad sees Pig
5. he grabs the bag. He grabs the bag.

Questions

RULES

- A sentence can ask a question.

What does Mom have?

This is a question.



Read the sentences.

Draw a **circle** around each question.

1. Mom has a mop.
2. Will she mop up the mess?
3. She gives the mop to Bob.
4. Did Bob drop the jam?
5. Did the jam spill?



Exclamations

RULES

- A sentence can show strong feelings.

Look at the big dog!

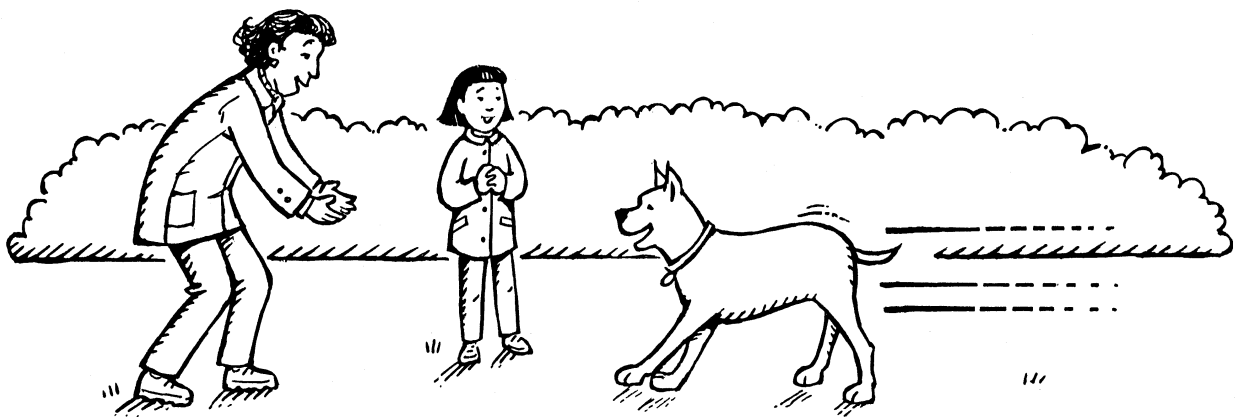
This is an exclamation.



Read the sentences.

Draw a line under each exclamation.

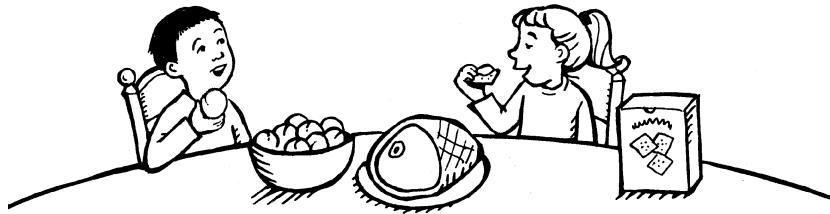
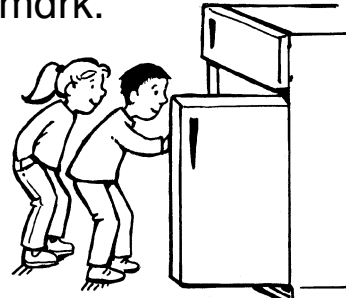
1. I like the dog a lot!
2. Look at him run!
3. Will you let me pet him?
4. Sit down, dog!
5. The dog is my pal.



Sentence End Punctuation

RULES

- Every sentence ends with a punctuation mark.
- End a statement with a period.
Jan likes ham.
- End a question with a question mark.
Does Don like plums?
- End an exclamation with an exclamation mark.
Yes, he does!



Read the sentences.

Circle the sentence with correct end punctuation.

1. They have a snack?

They have a snack.

2. What do they have?

What do they have!

3. They have plums?

They have plums.

4. Then they have ham.

Then they have ham?

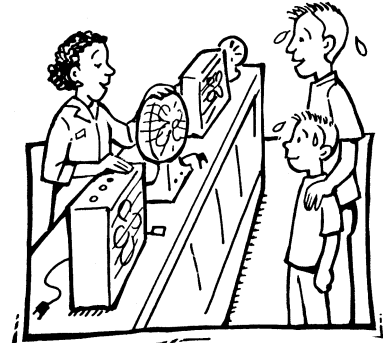
5. Do they like the snack.

Do they like the snack?

Mixed Review

RULES

- A question asks something.
It ends with a question mark.
Do you have a fan?
- An exclamation shows strong feeling.
It ends with an exclamation mark.
It is so hot!

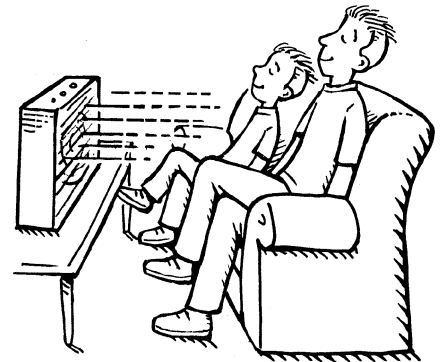


A. Read the sentences.

Circle **Q** if a sentence is a question.

Circle **E** if a sentence is an exclamation.

- | | | |
|----------------------|---|---|
| 1. Get the fan, Dad! | Q | E |
| 2. Is the fan on? | Q | E |
| 3. This is swell! | Q | E |



B. Read the sentences.

Put a question mark at the end of the question.

Put an exclamation mark at the end of the exclamation.

- Does the fan hum_____
- Stop the fan_____

Common Error: Incomplete Sentences

RULES

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

Tig and Tip.

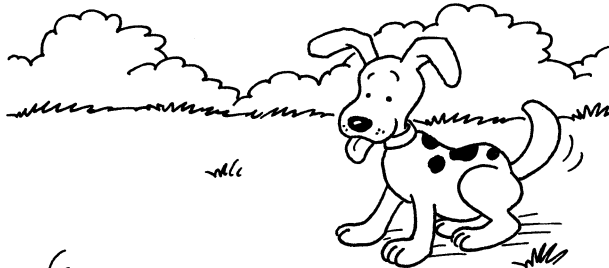


Tig and Tip are dogs.



Draw a line under each group of words that is a sentence.

1. I call my dogs.



2. Tip runs fast.



3. Runs to me.

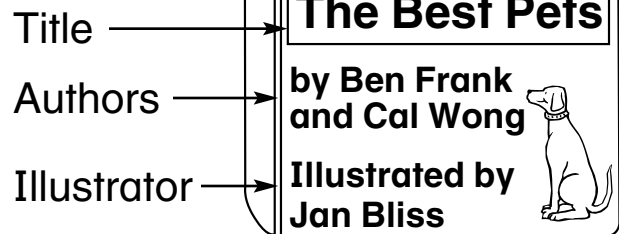


4. Tig sits still.

5. Then he runs.

Study Skills: Parts of a Book

- A book cover shows the title, author, and illustrator.



Draw a **circle** around the answer to each question.

- What is the title of the book?
 The Best Pets The Best Bugs
- How many people wrote the book?
 one two
- What picture is on the book cover?
 fish and frogs cat and dog
- Who drew the pictures?
 Jan Bliss Ben Frank
- Who is Cal Wong?
 one author one illustrator

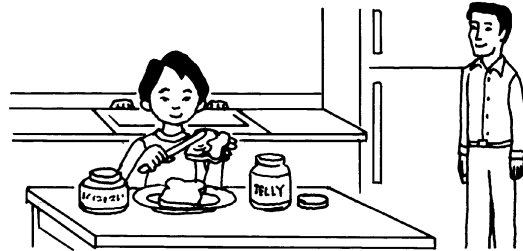
Vocabulary: Question Words

• These are words that can help you ask questions.

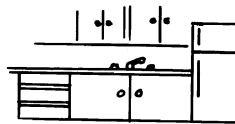
| | | |
|---------------|---------------|---------------|
| who | what | where |
| ↑ | ↑ | ↑ |
| question word | question word | question word |

Read the questions.

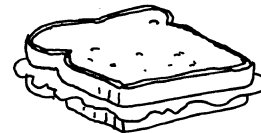
Draw a **circle** around the picture that shows the answer.



1. Where is the boy?



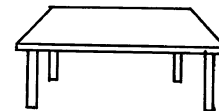
2. What is he making?



3. Who is making it?



4. Where is it?



5. Who is there?



Composition: Sentence Order

- Sentences tell the writer's ideas.
- The sentences should be in an order that makes sense.

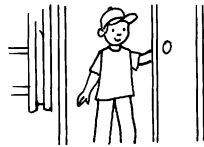


I get the brush.



I brush my dog.

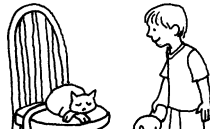
Draw a line under what happens first.



1. I come in.



I take off my cap.



2. I see my cat.



I pat my cat.



3. I go to the shelf.



I get a book.



4. I read the book.



I sit down.



5. I finish the book.



I put it back.

Nouns

RULES

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

The **boy** looks at the **ant**.

↑
noun

↑
noun



Draw a line under the noun in each sentence.

1. The pond is big.
2. The boy sits.
3. Does the bug buzz?
4. The girl has fun.
5. The sun is hot!



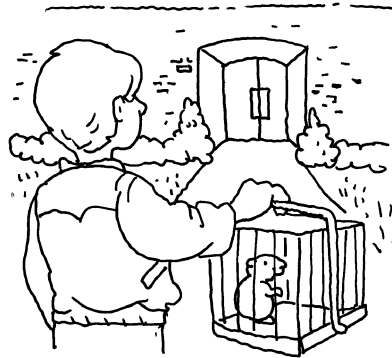
More About Nouns

RULES

- Some nouns name people. **boy**
- Some nouns name things. **pet**
- Some nouns name places. **school**

The **boy** takes his **pet** to **school**.

↑ person ↑ thing ↑ place



Draw a **circle** around the correct noun in each box.

| People | | | |
|--------|--|-------------|-------------|
| 1. | | girl hat | 2. |
| | | | |
| | | | park vet |

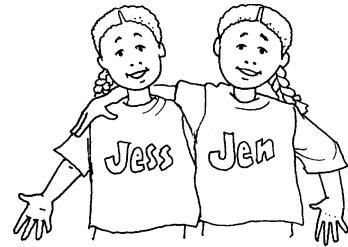
| Things | | | |
|--------|--|-------------|---------------|
| 3. | | boy book | 4. |
| | | | |
| | | | truck hill |

| Places | |
|--------|------------------|
| 5. | |
| | pet shop pond |

People

RULES

- Nouns for special names begin with a capital letter.
Our names are **Jess** and **Jen**.



Draw a circle around the special name for each picture.

1.



boy

Sam

2.



Kris King

firefighter

3.



Ana

girl

4.



man

Tom Chan

5.



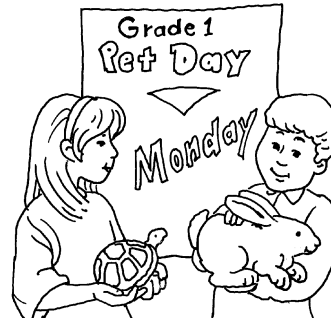
Miss Hill

cook

Days of the Week

RULES

- There are seven days in one week.
- Each day begins with a capital letter.
Our Pet Day is on **Monday**.



Write each day correctly. Begin with a capital letter.

1. friday

2. sunday

3. wednesday

4. thursday

5. tuesday

Months of the Year

RULES

- There are 12 months in one year.
- The name of each month begins with a capital letter.

This shows the month of **October**.

| OCTOBER | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Draw a circle around the correct way to write each month of the year.

Then write each month correctly on the lines.

1. may May

2. September september

3. June june

4. april April

5. november November

Capitalization

RULES

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

Aunt **L**in and **I** jog on **M**onday.



Choose a word from the box to complete each sentence. Write the word on the lines.

| | | | | |
|---|------|-----|---------|--------|
| I | Jeff | Pam | October | Sunday |
|---|------|-----|---------|--------|

1. My dad's name is _____ .

2. My mom's name is _____ .

3. _____ am six.

4. This day is _____ .

5. This month is _____ .

Mixed Review

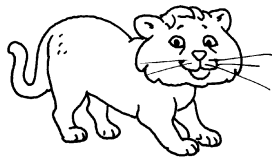
RULES

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

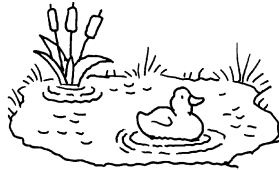
Write the word from the box that goes with each picture.

cat pond May boy Sunday

1.



2.



3.



4.



5.

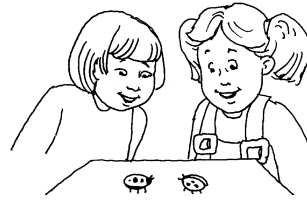


Plural Nouns: -s

RULES

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

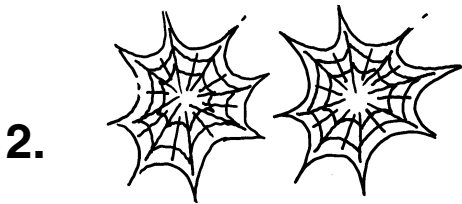
The **girls** see the **bugs**.



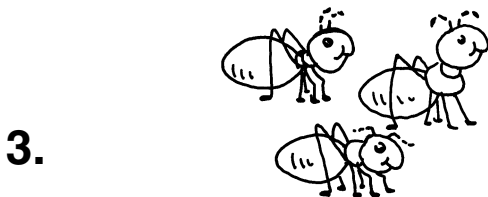
Draw a line under the correct noun for each picture.
Write the noun.



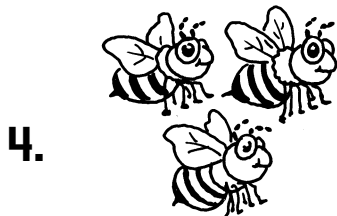
boy
boys



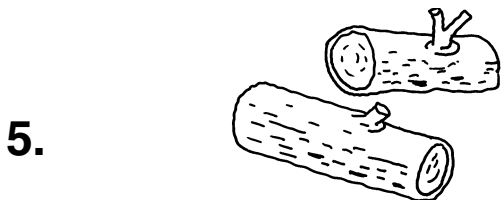
web
webs



ant
ants



bee
bees



log
logs

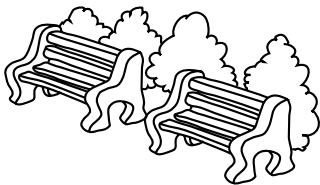
Plural Nouns: -es

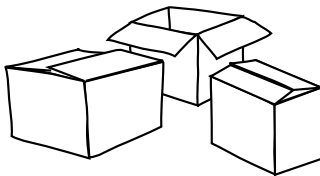
RULES

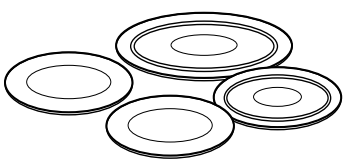
- Add **es** to some nouns to make them name more than one.
The **foxes** are in the **bushes**.

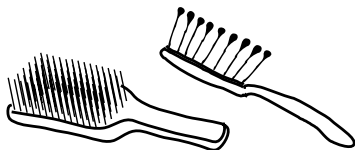



Draw a circle around the correct noun for each picture. Then write the noun on the lines.

1.  bench _____
benches _____

2.  box _____
boxes _____

3.  dish _____
dishes _____

4.  brush _____
brushes _____

5.  bus _____
buses _____

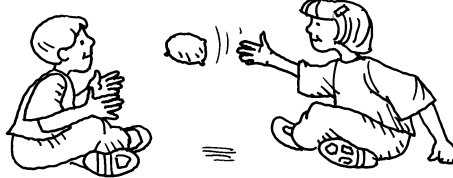
Irregular Plural Nouns

RULES

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

See the **child** sit.

See the **children** play.

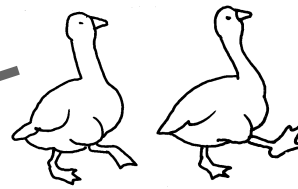


Draw a line from each word to the matching picture.

1.



goose
geese



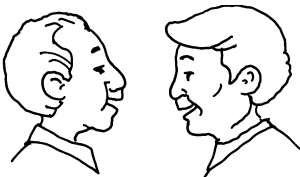
2.



mouse
mice



3.



man
men



4.



tooth
teeth



5.



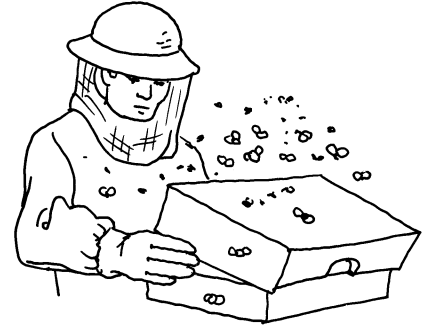
foot
feet








Abbreviations

RULES

- Titles of people can be abbreviated, or shortened.
 - Begin each abbreviation with a capital letter.
 - End each abbreviation with a period.
- Can **Mr.** Tesh see the bees?



Write each abbreviation correctly.
Begin with a capital letter. End with a period.

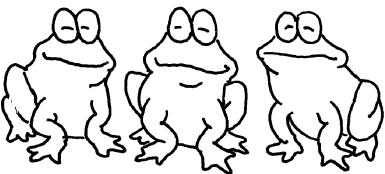
| | | | |
|----|---|----------|---|
| 1. |  | dr Cass | <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
| 2. |  | ms Lee | <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
| 3. |  | mr Gibbs | <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
| 4. |  | ms Ball | <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
| 5. |  | dr Lopez | <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |

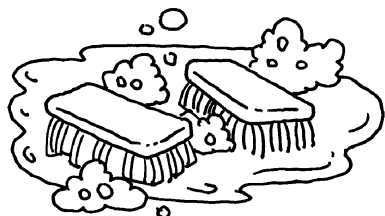
Mixed Review

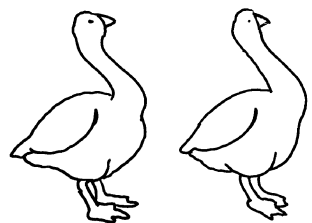
RULES


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

Draw a line under the correct noun for each picture.
Write the noun.

1.  frog _____
frogs _____

2.  brush _____
brushes _____

3.  goose _____
geese _____

4.  woman _____
women _____

5.  apple _____
apples _____

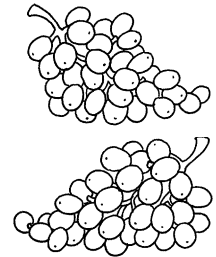
Common Error: Plural Nouns: -s, -es

RULES

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

I see two bunchs. ☹️

I see two bunches. 😊



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

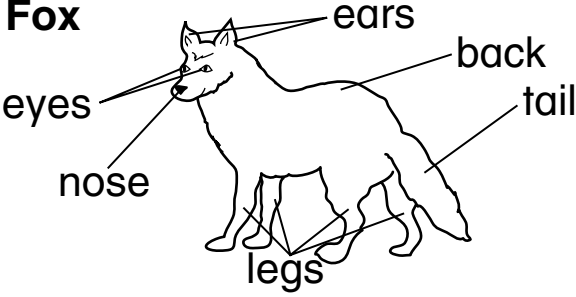
- Let's make three _____.
wishes wishes
- Shall we wish for three _____?
bus buses
- Shall we wish for three _____?
foxes foxs
- Shall we wish for three _____?
brushs brushes
- Let's wish for three happy _____!
days day



Study Skill: Diagrams

- A **diagram** is a picture.
- The **labels** show the parts.

Fox



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

1. The diagram shows a _____.
 cat fox pig

2. The diagram shows _____ parts.
 ten three six

3. The fox has a big bushy _____.
 nose tail leg

4. The fox has four _____.
 legs ears eyes

5. The fox has two _____.
 tails legs ears

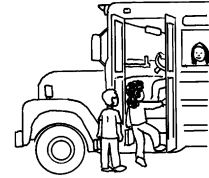
Vocabulary: Nouns

These words can help you write about people and places.

girl

boy

school



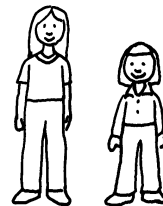
The **girl** and **boy** ride a bus to **school**.

Draw a circle around **girl**, **boy**, and **school** in each sentence. Then draw a line to the matching picture.

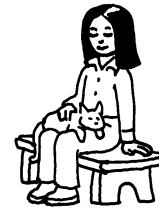
1. This girl likes cats.



2. The boy will give me a box.



3. Do you have fun at school?



4. I can see the boy.



5. That girl is tall.

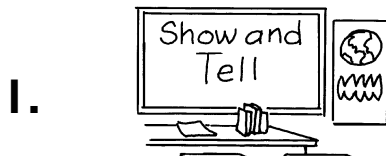


Composition: Details

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

| | |
|----------------------------|----------|
| My new cat is tan . | ← detail |
| His name is Sunny . | ← detail |

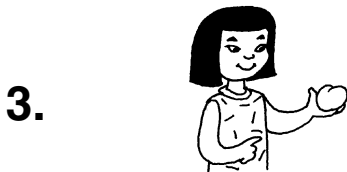
Draw a **circle** around the sentence that gives you a detail.



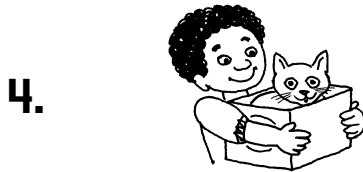
We do something.
We do Show and Tell.



Vic has a toy.
Vic has a jet.



Lin has a plum.
Lin has a snack.



Todd has a cat.
Todd has a pet.



Tess has a ball.
Tess has a soccer ball.

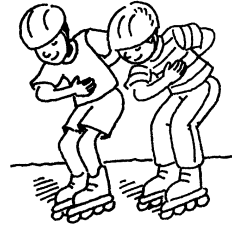
Verbs

RULES

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

Dan and Jack **act** in a skit.

↑
verb



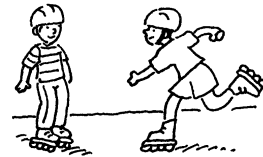
- A verb is a word that shows what someone or something does. Here are some more verbs.

grab do look take

Draw a circle around the verb.

Draw a line to the picture that shows that action.

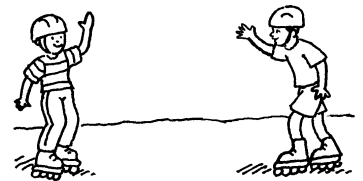
1. wave big



2. skate Dan



3. you fall



4. help two



5. me stand



Present Tense Verbs**RULES**

- Some verbs tell about more than one person or thing.

We get together.

- Some verbs tell about one person or thing. Those verbs end in **s**.

Ann gets a ball.

verb get + s



Write **s** at the end of each verb that tells about one person or thing.

1. Ann send the ball to Fran.

2. Fran kick the ball.

3. We chase the ball.

4. The ball roll past me.

5. Sam tag Fran.



Past Tense Verbs

RULES

- Verbs can tell about now or the past.
- Add **s** to verbs that tell what happens now.
- Add **ed** to verbs that tell what already happened in the past.



The duck **quacks**.
 ↑
 now

The duck **quacked**.
 ↑
 past

Draw a line under the verb if it tells about the past.
 Then write that verb on the lines.

1. Jeff acted in a skit.

2. He wanted to be the duck.

3. The duck quacked a lot.

4. Jeff likes that.

5. Jeff ended up as the cat.

Subject/Verb Agreement

RULES

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

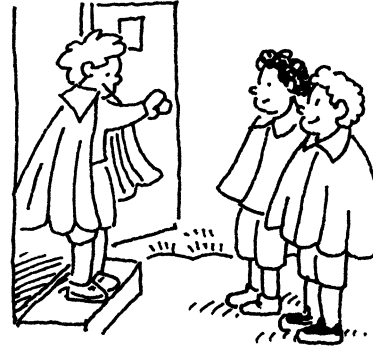
Sam runs to Jim's home.

↑
one person add **s**

- Do not add **s** if the verb tells about more than one person, place, or thing.

Sam and Jim run to my home.

↑
more than one person no **s**



Use each underlined verb to tell about one and more than one. Write each missing verb on the lines.



1. Sam greets me. Sam and Jim _____ me.

2. Jim tells me a plan. Jim and I _____ Sam.

3. Jim _____ a wig. Sam and I want wigs.

4. A wig _____ like fun. Wigs look like fun.

5. Sam _____ a cane. Jim and I get canes, too.

Mixed Review

RULES

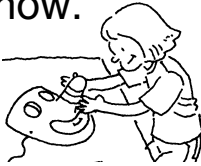
- **Verbs** are words that show action.

We **act**. We **sing**.

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

Jan **fixes**.

↑
now



- Add **ed** to verbs that tell about something that has already happened.

Jan **fixed**.

↑
already happened

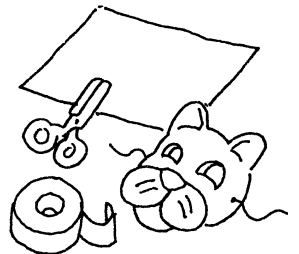


Write **s** or **ed** at the end of each verb.

1. Last week Jan want a new mask.

2. Last Sunday she act in a skit.

3. Now Jan need a cat mask.



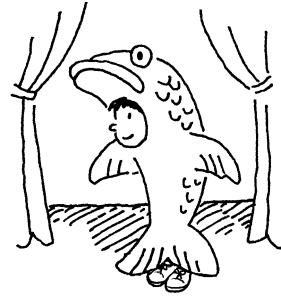
4. Jan make a cat mask now.

5. Jan thinks the new mask look good.

Using *Is* and *Are*

RULES

- Use **is** to tell about one person or thing now.
Ed **is** a fish in a skit.
- Use **are** to tell about more than one person or thing now.
His fins **are** big.



Draw a **circle** around **is** or **are** to complete each sentence.

1. Bubble

| |
|-----|
| is |
| are |

 a little fish.

2. Lots of fish

| |
|-----|
| is |
| are |

 with him.

3. Bubble

| |
|-----|
| is |
| are |

 quick.

4. His fins

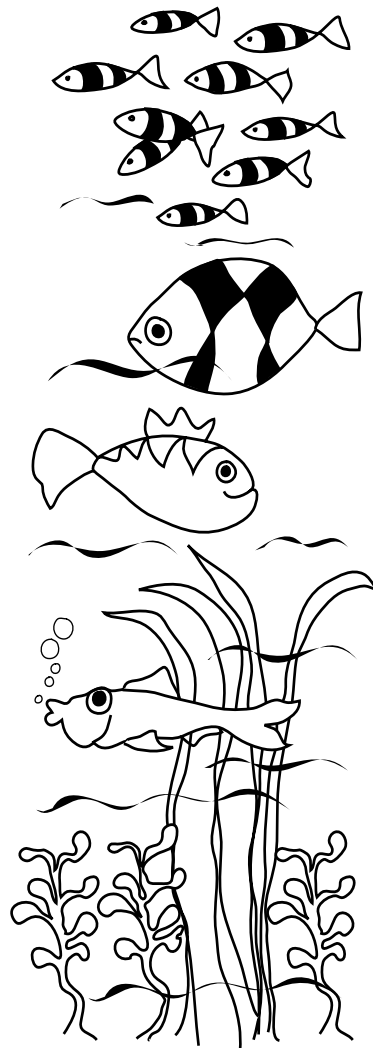
| |
|-----|
| is |
| are |

 strong.

5. Bubble

| |
|-----|
| is |
| are |

 happy now.



Contractions: *Is, Are*

RULES

- A **contraction** is a short way to write two words.
- Use an **apostrophe (')** to take the place of letters that are left out.

| | | |
|--------------|--------|---------|
| Two words: | is not | are not |
| Contraction: | isn't | aren't |

This seed **isn't** big.

The seeds **aren't** in the box.

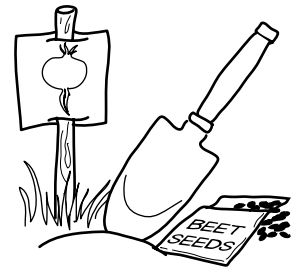


Draw a circle around the contraction that takes the place of the underlined words in each sentence.

1. This pack is not old.

isn't

aren't



2. Beet seeds are not all around.

isn't

aren't

3. This hole is not very deep.

isn't

aren't

4. This seed is not in the hole.

isn't

aren't

5. Those children are not careful.

isn't

aren't

Using *Was* and *Were*

RULES

- Use **was** and **were** to tell about the past.
- Use **was** to tell about one person, place, or thing.
The tent **was** up.
- Use **were** to tell about more than one person, place, or thing.
The children **were** in the tent.



Draw a circle around **was** or **were** to complete each sentence.

1. One man

| |
|------|
| was |
| were |

 very tall.

2. His jacket

| |
|------|
| was |
| were |

 big.

3. Two dogs

| |
|------|
| was |
| were |

 in the ring.

4. Stan

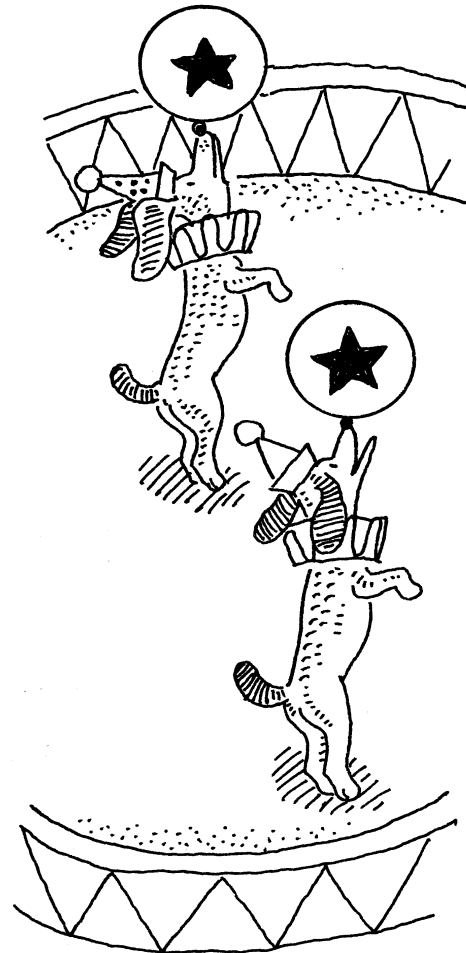
| |
|------|
| was |
| were |

 glad.

5. The tricks

| |
|------|
| was |
| were |

 fun.



Contractions: *Was, Were*

RULES

- A **contraction** is a short way to write two words.
- Use an **apostrophe (')** to take the place of the **o** when you make a contraction with **not**.

was **not** → wasn't

Rex **wasn't** my pet.

were **not** → weren't

Rex and I **weren't** in the skit.



Draw a circle around **wasn't** or **weren't** to take the place of the underlined words in each sentence.

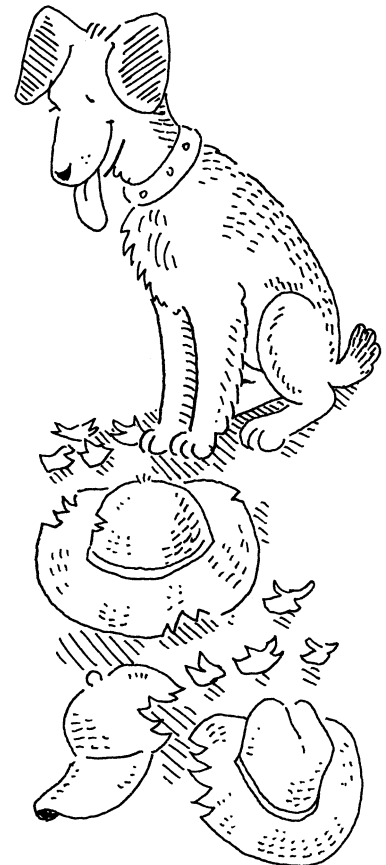
1. Rex and I were not a good mix.
wasn't weren't

2. Rex was not a small dog.
wasn't weren't

3. The hats were not in their boxes.
wasn't weren't

4. That mess was not from me.
wasn't weren't

5. Miss Small was not too upset.
wasn't weren't



Apostrophes

RULES

- An **apostrophe (')** takes the place of letters that are left out of words.
- A **contraction** is a short form of two words. Use an apostrophe in place of the **o** in **not**.
The rain **is not** stopping.
↓
The rain **isn't** stopping.



Draw a **circle** around the apostrophe in each contraction. Write each contraction.

- The sun isn't out. _____

- The children aren't happy. _____

- The cat isn't happy. _____

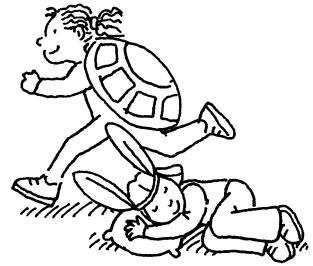
- This week wasn't sunny. _____

- The days weren't fun! _____

Mixed Review

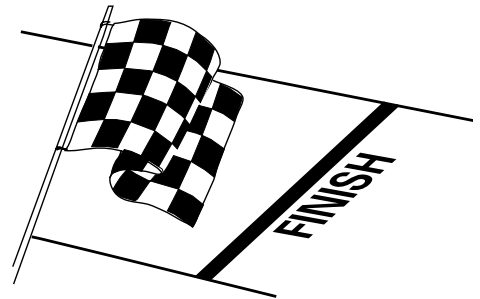
RULES

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



Read each set of sentences. Draw a **circle** around the sentence that is correct.

1. A race is my best thing to do.
A race are my best thing to do.
2. Last week I were the fastest.
Last week I was the fastest.
3. In that race Hare weren't fast.
In that race Hare wasn't fast.
4. In the next race Hare and I was very fast.
In the next race Hare and I were very fast.
5. Now Hare isn't in front of me again.
Now Hare wasn't in front of me again.



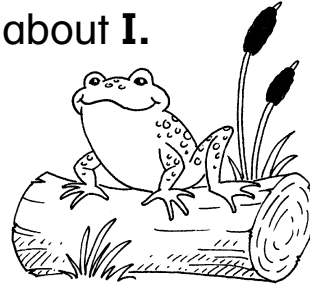
Common Error: Subject/Verb Agreement

RULES

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

The frog sit. ☹️

The frog sits. 😊



Write the correct verb to complete each sentence.

1. The duck _____

swim
swims



2. The robin _____ for food.

peck
pecks



3. The ant _____ up the hill.

walk
walks



4. Mom _____ the animals.

watch
watches





5. I _____ a picture.

take
takes



Study Skill: Chart

- A **chart** lists information.
- Each list has a **label**.
- Some charts have pictures.

| | |
|---|---|
| Dog  | Cat  |
| can bark likes to run has pups | can purr likes to rub has kittens |

Draw a circle around the picture that answers the question.

1. Which one can purr?



2. Which one has pups?



3. Which one likes to rub?



4. Which one can bark?



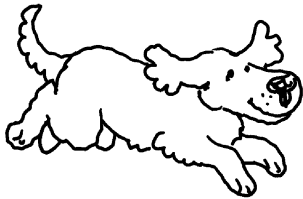
5. Which one likes to run?



Vocabulary: Verbs

- These words can help you write about actions.

run



jump

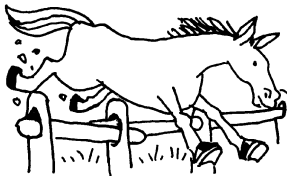


play



Match the pictures to **run**, **jump**, or **play**.

1.



play

2.



3.



run

4.



5.



jump


Composition: Logical Order/Sequence

- When writers tell things in order, they tell what happens first, next, and last. This order is sometimes called **sequence**.

I get some clay.

 Next, I make shapes.

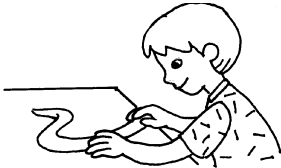
 Then I make a cat.



In what order do these things happen? Draw a **circle** around the number to show the order from 1 to 5.



I pick up clay. 1 2 3 4 5



Then I make a snake. 1 2 3 4 5



Last, I add bits. 1 2 3 4 5



Next, I pat the clay. 1 2 3 4 5



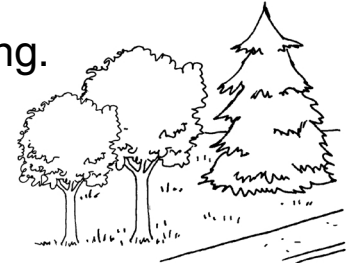
I make the clay long. 1 2 3 4 5

McGraw-Hill School Division

Irregular Verbs: *Has, Have*

RULES

- The verbs **has** and **have** tell about now.
- The verb **has** tells about one person or thing.
That tree **has** needles.
- The verb **have** tells about more than one.
Those trees **have** green leaves.



Draw a circle around the correct verb for each sentence.

1. We (has, have) a tree.
2. It (has, have) green leaves.
3. The leaves (has, have) long stems.
4. The tree (has, have) a thick trunk.
5. The trunk (has, have) bark.



Contractions: *Has, Have*

RULES

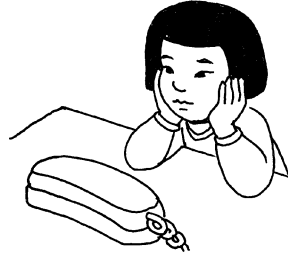
- A **contraction** is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with the verbs **has** and **have**.

Grandma **has not** called.

Grandma **hasn't** called.

We **have not** heard from her.

We **haven't** heard from her.



Draw a circle around the correct contraction for each sentence.

1. Mom _____ cooked dinner.
hasn't haven't

2. Dad _____ baked a cake.
hasn't haven't

3. We _____ opened gifts.
hasn't haven't

4. The party _____ started.
hasn't haven't

5. Grandma _____ come yet.
hasn't haven't



Irregular Verbs: *Go, Went*

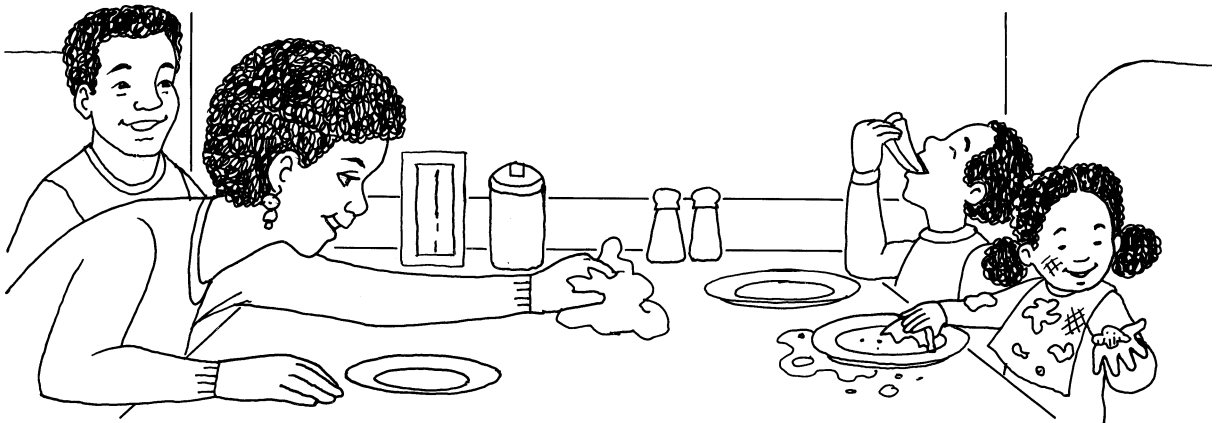
RULES

- The verbs **go** and **goes** tell about now.
We **go** skating.
Dad **goes**, too.
- The verb **went** tells about the past.
Mom **went** with us last week.



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

1. Now we (go, went) skating.
2. Dad always (goes, went) with us.
3. We skate and then (go, went) home.
4. Last week Mom (goes, went), too.
5. Then we (go, went) out for pizza.



Letter Punctuation

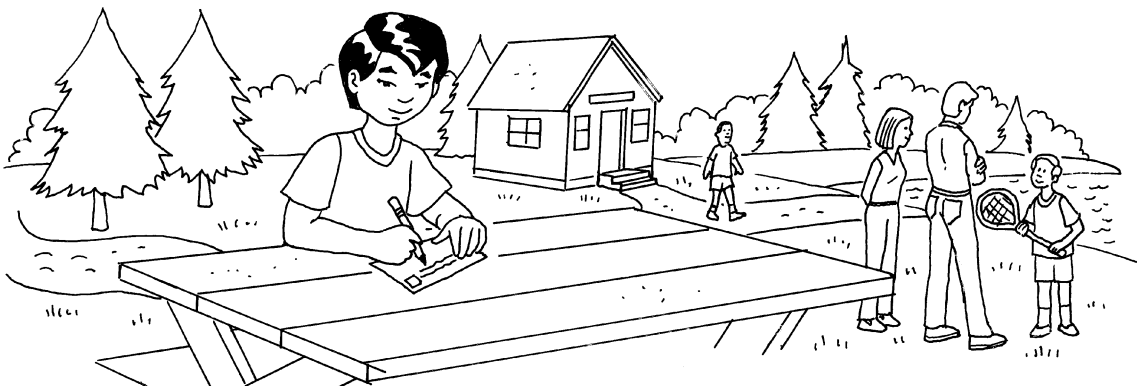
RULES

- Use a comma in the **date** of a letter.
July 1, 2001
- Use a comma after the **greeting** in a letter.
Dear Josh,
- Use a comma after the **closing** in a letter.
Your friend,

July 1, 2001
Dear Josh,
We are having fun at camp. We sleep in a tent.
Your friend,
Nick

Draw a circle around the letter part that is written correctly.

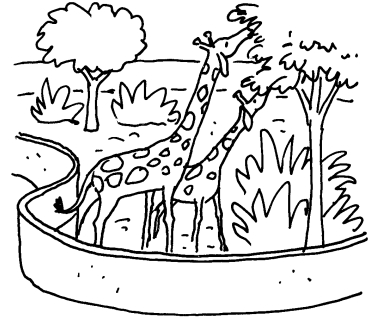
- | | |
|-----------------|---------------|
| 1. June 24 2001 | June 24, 2001 |
| 2. Dear Ana, | Dear Ana |
| 3. Your pal, | Your pal |
| 4. Dear Grandpa | Dear Grandpa, |
| 5. Best wishes, | Best wishes |



Mixed Review

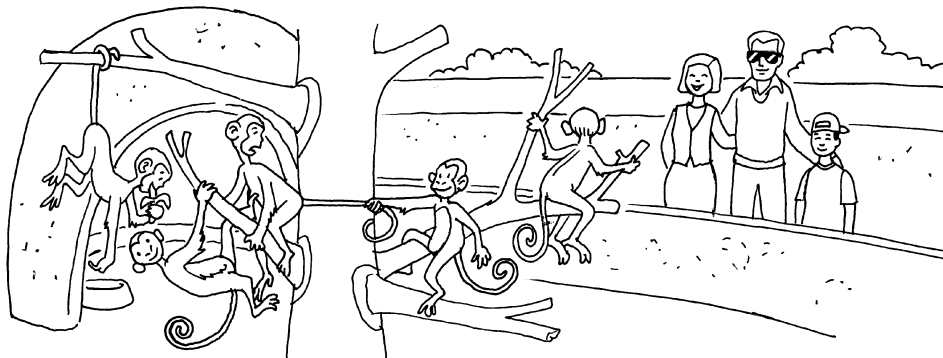
RULES

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



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

1. Our zoo (hasn't, haven't) got cages.
2. It (has, have) animal habitats.
3. Habitats (hasn't, haven't) got any bars.
4. We (go, goes) to the zoo often.
5. We (go, went) there yesterday.



Irregular Verbs: Do, Did**RULES**

- The verbs **do** and **does** tell about now.
We **do** plays.
Our teacher **does** the writing.
- The verb **did** tells about the past.
Last month we **did** Red Riding Hood.



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

1. Our class (do, does) plays.
2. We (do, does) one every month.
3. Each person (do, does) something.
4. We (do, did) a play yesterday.
5. Everyone liked what we (do, did).



Contractions: *Do, Did*

RULES

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

I **do not** like peas.

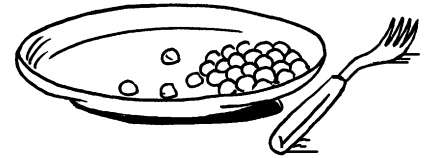
I **don't** like peas.

You **did not** taste them.

You **didn't** taste them.



Make the two words at the end of each sentence into a contraction. Write the contraction on the lines to complete the sentence.



1. Ben said, "I _____ want peas." **do not**

2. He said, "I _____ like them." **do not**

3. Mom said, "You _____ know that." **do not**

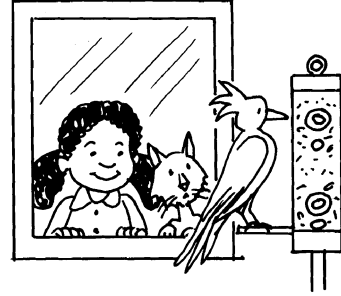
4. Dad said, "You _____ try them." **did not**

5. Ben said, "I _____ have to." **do not**

Irregular Verbs: *See, Saw*

RULES

- The verbs **see** and **sees** tell about now.
I **see** the bird.
The cat **sees** the bird.
- The verb **saw** tells about the past.
The bird **saw** the cat and me.



Draw a circle around the verb that makes the sentence tell about now.

1. A bird (sees, saw) our feeder.
2. We (see, saw) the bird.
3. My cat (sees, saw) it, too.
4. The bird (sees, saw) my cat.
5. We (see, saw) the bird fly away.



Irregular Verbs: *Say, Said*

RULES

- The verbs **say** and **says** tell about now.
You **say** you want to play.
Holly **says** she wants to play.
- The verb **said** tells about the past.
Ms. Day **said** we could play this game.



Draw a circle around the verb that makes the sentence tell about now.

1. Holly (says, said) she knows this game.
2. You (say, said) you don't.
3. Holly (says, said) it's easy.
4. I (say, said) we'll teach you.
5. You (say, said) you want to learn.

Book Titles

RULES

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

Three Little Kittens



Draw a circle around the book title that is written correctly.

1. jake the jumbo jet

Jake the Jumbo Jet

2. the Night sky

The Night Sky

3. My Favorite Pets

My favorite pets

4. The Lost Cub

The Lost cub

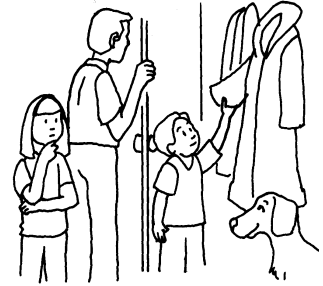
5. a Rainy Day

A Rainy Day

Mixed Review

RULES

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



Complete the sentences. Draw a circle around the correct word in each sentence.

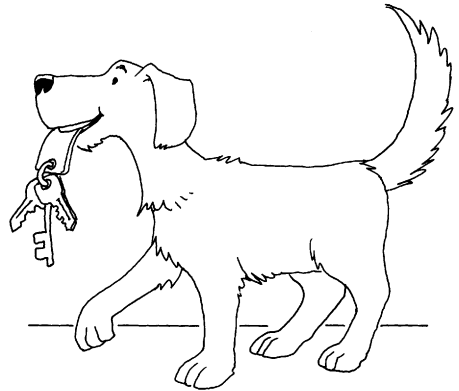
1. Where _____ I put the keys?
do did

2. I _____ them here last night.
see saw

3. I _____ see them now.
don't didn't

4. What did Mom _____?
say said

5. She _____, "Look in Champ's bed."
says said



Common Errors: Past Tense Verbs

RULES

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

| Common Error | Corrected Sentence |
|--------------|--------------------|
| I seed Gram. | I saw Gram. |

Draw a circle around the correct form of each verb.

1. I _____ to Gram's house.
goed went

2. I _____, "Hi, Gram!"
sayed said

3. Gram _____ me and waved.
saw seed

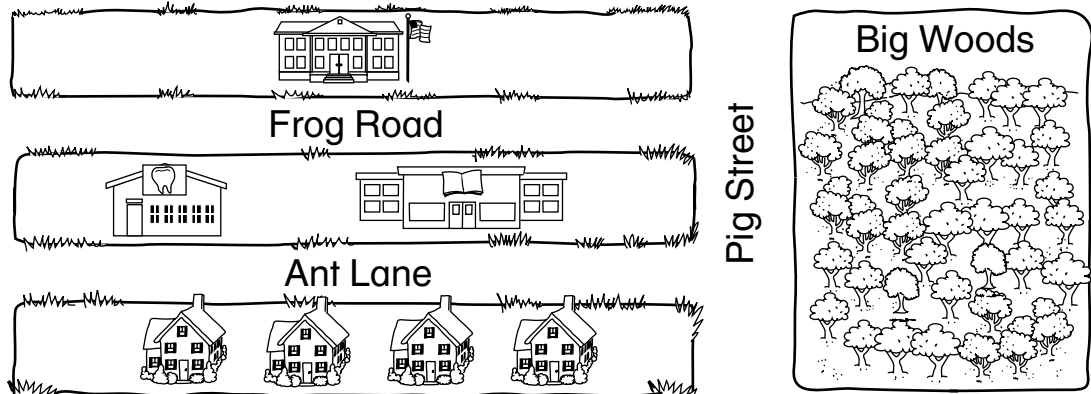
4. I _____ some jobs for Gram.
did doed

5. Gram _____, "Thank you!"
sayed said



Study Skill: Map

- A **street map** is a drawing that shows where places are.



Look at the map. Draw a circle around the answer.

1. How many streets are there?
 three five

2. Where is the  ?
 Cat Lane Frog Road

3. Where are many  ?
 Big Woods Ant Lane

4. What is on Ant Lane?



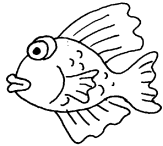
5. Where are the  ?
 Frog Road Ant Lane

Vocabulary: Antonyms

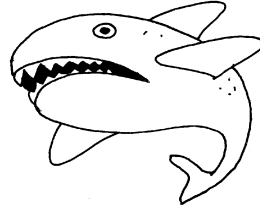
Antonyms are words with opposite meanings.

big ↔ small in ↔ out hard ↔ soft

This is a **small** fish.



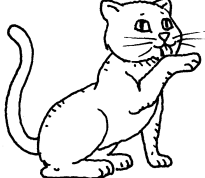
This is a **big** fish.

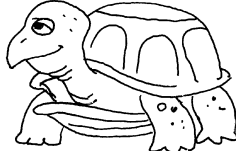


Draw a line to match the antonyms.

1.  soft

big 

2.  big


out 

3.  in

small 

4.  hard

hard 

5.  small

soft 

Composition: Paragraphs

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

Gram and I like to visit the
pet shop. We see many fish.
They swim in tanks.



Decide if each sentence belongs in a paragraph about a new dog. If it does, write a ✓ in the box. If it does not, write an X.

1. We got a new dog.

2. Our new dog's name is King.

3. King is a big dog.

4. We live on M Street.

5. I hug my new dog.



Adjectives

RULES

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

happy boy

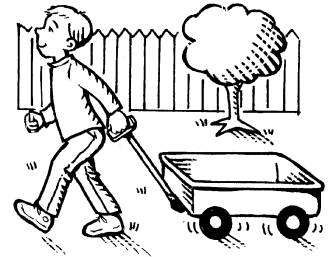
↑
adjective

big yard

↑
adjective

new wagon

↑
adjective

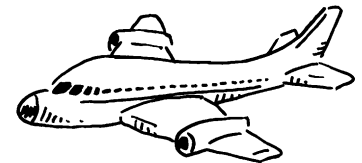


Draw a circle around each adjective.
Then draw a line to the matching picture.

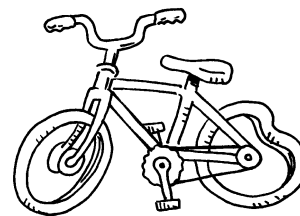
1. fast jet



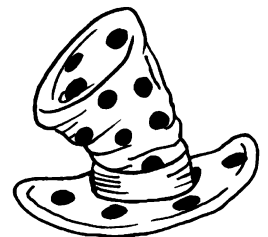
2. old bike



3. big gift



4. little duck



5. silly hat



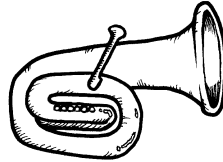
Words About Senses

RULES

- Some adjectives tell how things look and sound.

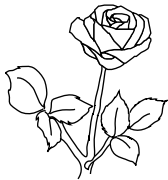


colorful

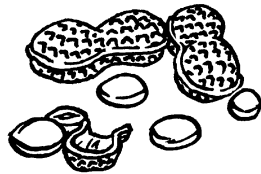


loud

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



sweet



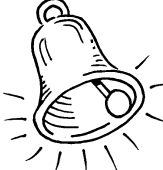
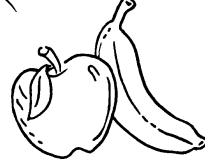



crunchy



fuzzy

Read each set of words. Draw a line under the word that tells about senses. Write the word on the lines.

| | | | | |
|----|---|-------|--------|--|
| 1. |  | cool | glass | |
| | | | | |
| | | | | |
| 2. |  | cat | soft | |
| | | | | |
| | | | | |
| 3. |  | bell | loud | |
| | | | | |
| | | | | |
| 4. |  | sweet | snack | |
| | | | | |
| | | | | |
| 5. |  | tape | sticky | |
| | | | | |
| | | | | |

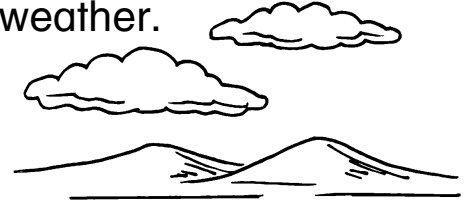
Words About Weather

RULES


- Some adjectives that tell about the weather.

It is a **cloudy** day.


↑
adjective





Draw a line under the correct adjective for each picture. Then write the adjective.

1.  sunny _____
rainy _____

2.  foggy _____
sunny _____

3.  windy _____
rainy _____

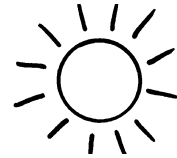
4.  snowy _____
clear _____

5.  snowy _____
foggy _____

Color Words

RULES

- Some adjectives are the names of colors.
I see the **yellow** sun.



Use the color words to finish each sentence.
Then color the picture with the same color.

red blue green yellow pink

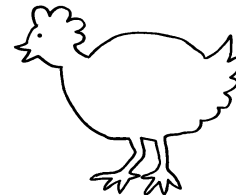
1. I see the _____ grass.



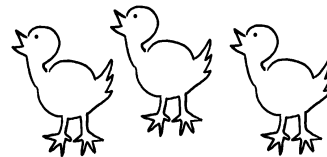
2. I see the _____ sky.



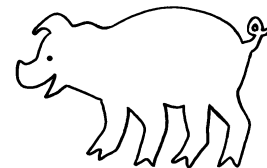
3. I see the little _____ hen.



4. I see three _____ chicks.



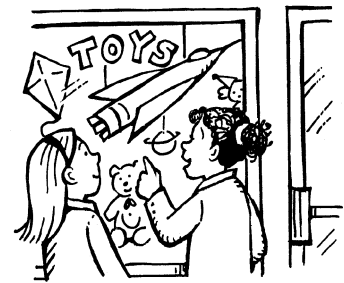
5. I see a _____ pig.



Review Sentence Punctuation

RULES

- A statement ends with a period. .
I like to make planes.
- A question ends with a question mark. ?
Do you ever make planes?
- An exclamation ends with an exclamation point. !
Look at that big jet!



Draw a circle around the correct end mark for each sentence.

1. Last week I made a plane . ? !
2. My plane is red, white, and blue . ? !
3. Did you see my sister's plane . ? !
4. What a good job Ann did . ? !
5. Where is Ann's new plane . ? !

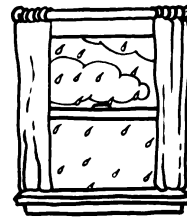
Mixed Review

RULES

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

Draw a circle around the adjective in each sentence.
Then draw a line to the matching picture.

1. It is a rainy morning.



2. Where are my black boots?



3. I feel the wet raindrops.



4. Look at the big puddle!



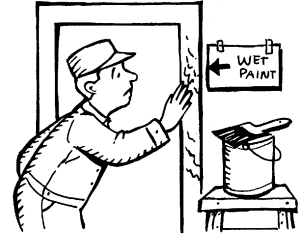
5. Now I see a sunny sky.




Words About Feelings


RULES


- Some adjectives tell about a person's feelings.
Mr. Kane is not a **happy** painter.
- Some adjectives tell how something feels.
The new paint does not feel **smooth**.





Write the best adjective for each picture.

1.  a _____ clown sad
fast

2.  a _____ boy happy
soft

3.  a _____ cat smooth
scared

4.  a _____ cook glad
sweet

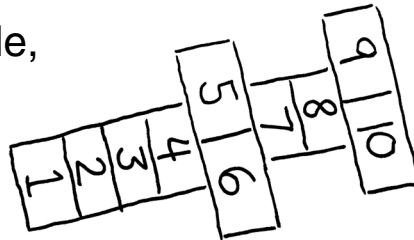
5.  a _____ girl new
surprised

Words That Tell How Many

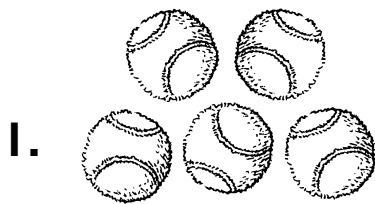
RULES

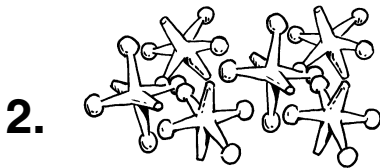
- Some adjectives tell how many people, places, or things there are.

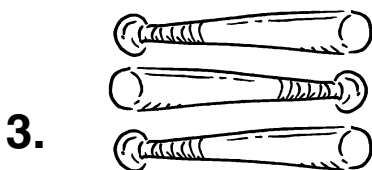
I drew **ten** boxes for hopscotch.
I put **one** number in each box.

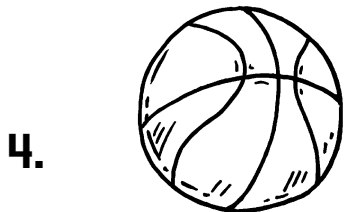


Write the correct adjective for each picture.











●
one

● ●
two

● ● ●
three

● ● ● ●
four

● ● ● ● ●
five

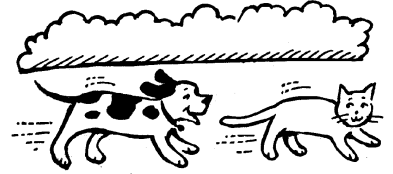
● ● ● ● ● ●
six

Adjectives That Compare

RULES

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

The cat is **faster** than that dog.



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

The bunny is the **fastest** of all.



Draw a circle around each adjective. Then draw a circle around the correct words to tell how many.

1. The cat is smaller than the dog.

Two

Three or more

2. The dog is the slowest pet of all.

Two

Three or more

3. The cat is slower than the bunny.

Two

Three or more

4. The dog is the biggest pet of all.

Two

Three or more

5. The bunny is the smallest of the pets.

Two

Three or more

Commas

RULES

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

May 31 , 2001

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

Dear Aunt Jane ,

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

Love ,

Trish



Draw a line under the correct way to write each part of a letter. Then write the date correctly.

1. Dear Uncle Bob

Dear Uncle Bob,

2. With love,

With love

3. Dear Miss Ross,

Dear Miss Ross

4. Your friend

Your friend,

5. June 25 2001

Mixed Review

RULES

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



Make an **X** on the word in the row that does not belong.

- How a Person Feels happy scared rainy
- How Things Feel soft green smooth
- How Many five ten sad
- Comparing Two longest taller deeper
- Comparing Three or More coldest sweeter smallest

Common Error: Adjectives That Compare

RULES

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

| Common Error | Corrected Sentence |
|--|-------------------------------------|
| My apple is more redder than your apple. | My apple is redder than your apple. |
| That apple is the most reddest of all. | That apple is the reddest of all. |

Draw a line under the correct form of each adjective.

1. The plums are _____ than the apples.

smaller more smaller

2. Plums are _____ than lemons.

sweeter more sweeter

3. These red plums are the _____ of all.

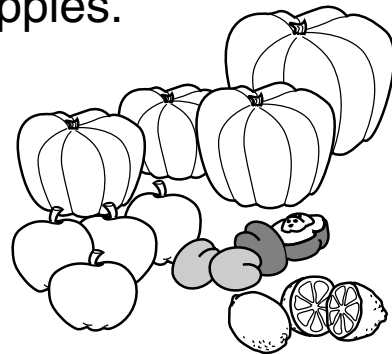
most sweetest sweetest

4. This pumpkin is _____ than that pumpkin.

more bigger bigger

5. Is your pumpkin the _____ one here?

biggest most biggest



Study Skill: Dictionary

- The words in a **dictionary** are in ABC order.

Guide words → **baby / ball**

Entry word → **baby** A very young child. The baby sleeps in a crib.

Meaning → **bag** Something to put things in.
We put apples in the bag.

ball Something round used in many kinds of games.

Sample sentence → Ed hit the ball over the wall.

Draw a circle around each correct answer.

1. How many words are on this dictionary page?

three

four

2. Which word comes before **bag**?

baby

ball

3. What does **baby** mean?

a young child

an old child

4. What word means “something to put things in”?

ball

bag

5. What word comes after **bag**?

baby


ball

Vocabulary: Synonyms

• **Synonyms** are words with almost the same meanings.

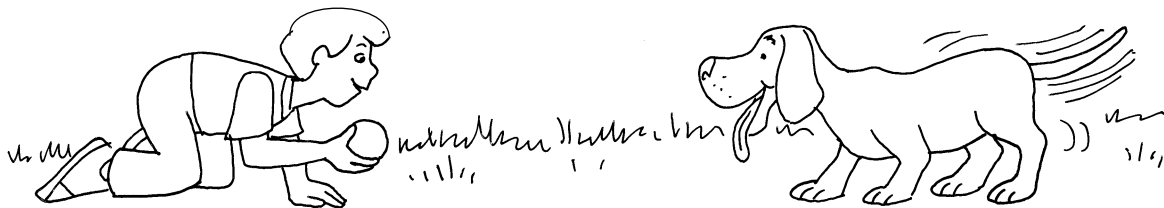
happy = glad **fast = quick** **street = road**

Ana is **happy** . Ana is **glad** .



Circle the synonym for each underlined word.

1. My dog Pat is happy. glad fast
2. He is a fast runner. street quick
3. Stop, Pat! Don't go on the street! happy road
4. I am glad he is OK. happy fast
5. Pat could get hurt if he plays in the road. quick street



Composition: Beginning, Middle, End

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

beginning →

middle →

end →

| |
|---------------------------------|
| Jiff is missing. Val looks |
| for her cat. Where can Jiff be? |
| Jiff is under the pillow! |



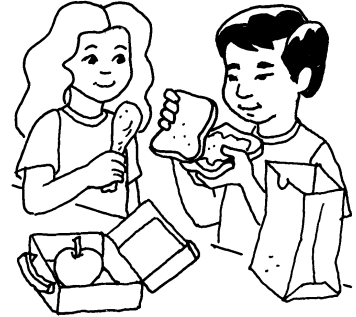
Put the story sentences in order. Circle **B** for beginning. Circle **M** for middle. Circle **E** for end.

1. Pig-Wig flew home! **B** **M** **E**2. Pig-Wig walked to town. **B** **M** **E**3. He went to a toy store. **B** **M** **E**4. He got a big kite. **B** **M** **E**5. The kite went up high. **B** **M** **E**

Sentences Review

RULES

- A **sentence** tells a complete thought.
- A **statement** tells something.
I have chicken for lunch.
- A **question** asks something.
Do you like chicken?
- An **exclamation** shows strong feeling.
Let's go out to play!



Draw a circle around **statement**, **question**, or **exclamation** to name the kind of sentence.



1. What do you have for lunch?
statement question exclamation
2. Sandwiches make a good lunch.
statement question exclamation
3. Are you done yet?
statement question exclamation
4. I'll toss this bag away.
statement question exclamation
5. Come on and play!
statement question exclamation

Naming Part of Sentence

RULES

- Sentences are made up of parts.
- The naming part of the sentence is the **subject**.
- The naming part can tell **who** the sentence is about.

Fran wishes for a pet.
 ↑
 naming part

Who wishes for a pet? **Fran**



- The naming part can tell **what** the sentence is about.

A puppy would be best.
 ↑
 naming part

What would be best? **A puppy**

Draw a circle around **yes** or **no** to tell if the naming part of each sentence is underlined.

- | | | |
|---|-----|----|
| 1. <u>Dad</u> wants a puppy, too. | yes | no |
| 2. This puppy <u>licks</u> a lot. | yes | no |
| 3. <u>A kitten</u> looks at Fran. | yes | no |
| 4. <u>Fran</u> picks out a tan puppy. | yes | no |
| 5. <u>The puppies</u> wait for new homes. | yes | no |

Action Part of Sentence

RULES

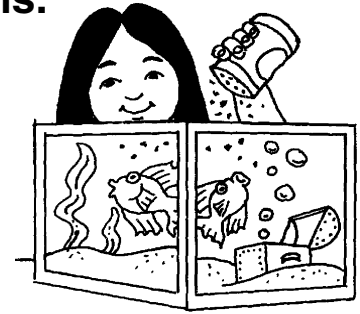
- Sentences are made up of parts.
- The action part of the sentence is the **predicate**.
It can tell what the naming part **does** or **is**.

Marta **feeds her fish**.

↑
action part

Fish **are good pets**.

↑
action part



Draw a circle around **naming part** or **action part** to tell which part of each sentence is underlined.

1. The fish swim to Marta.
naming part action part
2. This fish tank is not clean.
naming part action part
3. Marta cleans the fish tank.
naming part action part
4. The little chest goes in the tank now.
naming part action part
5. Mom thanks Marta for her good job.
naming part action part

Sentence Combining (Compound Subjects)

RULES

- Two sentences can have the same action part. Use the word **and** between the two naming parts to make the sentences into one.

Zina watched a race. **Arlo** watched a race.

↓ ↓ ↓
Zina and Arlo watched a race.

Combine each pair of sentences using **and**.

1. Zina cheered. Arlo cheered.

_____ cheered.

2. Mom clapped. Dad clapped.

_____ clapped.



3. A girl went by. A boy went by.

_____ went by.

4. Jill crossed the line. Sam crossed the line.

_____ crossed the line.

Mixed Review

RULES

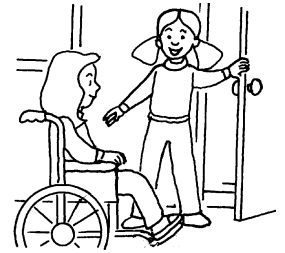
- A **sentence** tells a complete thought. Each sentence begins with a capital letter.
- A **statement** tells something. It ends with a period.
- A **question** asks something. It ends with a question mark.
- An **exclamation** shows strong feeling. It ends with an exclamation point.
- Each sentence has a **naming part** and an **action part**.

Jan is my best pal.

naming part

action part

Write . or ? or ! to end each sentence. Draw a circle around **naming part** or **action part** to tell which part of the sentence is underlined.



1. Can you help me _____ naming part action part
2. I hold the door _____ naming part action part
3. We will go outside _____ naming part action part
4. It is freezing outside _____ naming part action part
5. Jan and I turn around _____ naming part action part

Pronouns: *He, She, It*

RULES

- A **pronoun** takes the place of a noun.
- **He** names a boy or man.
- **She** names a girl or woman.
- **It** names a thing.



He

Dan

Dad

the boy

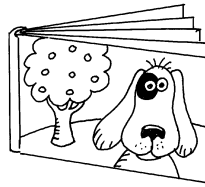


She

Pam

Mom

the girl



It

a book

the dog

this tree

Draw a circle around **He**, **She**, or **It** to take the place of the underlined part of each sentence.

1. My book tells about a dog. He She It

2. This dog makes a mess. He She It

3. Mrs. Lee gave me this book. He She It

4. Tim has this book too. He She It

5. A girl wants this book. He She It

Pronoun: *They*

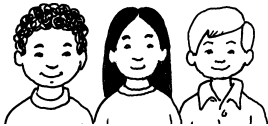
RULES

- **They** is a pronoun. **They** takes the place of a plural noun. Plural nouns tell about more than one person, place, or thing.
- **They** can also take the place of more than one noun.

| They | |
|---------------------|---------------------------|
| Plural Nouns | More Than One Noun |
| The boys | The boys and girls |
| The girls | The dogs and cats |
| These bugs | A book and a pen |
| Children | Pam and Sam |



Draw a circle around **They** or **It** to take the place of the underlined words.



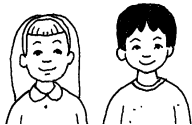
1. Children find bugs.

They It



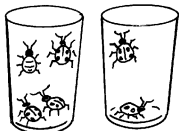
2. One bug gets out.

They It



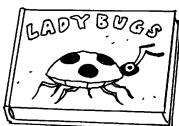
3. Ann and Rick catch the bug.

They It



4. Two glasses hold the bugs.

They It



5. This book tells about bugs.

They It

Pronouns: *I, Me*

RULES

- **I** and **me** are pronouns.
- Use **I** in the naming part of a sentence.
Grandpa and I read lots of books.
 ↑
 naming part
- Use **me** in the action part of a sentence.
 Grandpa gave me a new book.
 ↑
 action part



Draw a circle around **I** or **me** to complete each sentence.

- _____ like books about animals.
I me
- Grandpa reads to _____.
I me
- Grandpa takes _____ to the bookstore.
I me
- _____ look at books.
I me
- Grandpa and _____ read together.
I me

Pronouns: *We, Us*

RULES

- The pronouns **we** and **us** tell about other people and yourself.
- Use **we** in the naming part of a sentence.

Mom, Dad, and I are going on a picnic.

We are going on a picnic.



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

Do you want to come with **Mom, Dad, and me?**

Do you want to come with **us?**

Draw a circle around **we** or **us** to complete each sentence.

1. _____ packed turkey sandwiches. We Us

2. You can share them with _____. we us

3. Dad will play ball with _____. we us

4. _____ will have lots of fun. We Us

5. _____ can ask your Mom now. We Us

Sentence Combining (Compound Predicates)

RULES

- Sometimes the naming parts of two sentences are the same. Write the naming part. Then use **and** to combine the action parts of the sentences.

← same →
Ed digs a hole. **Ed** plants a tree.
 Ed digs a hole **and** plants a tree.



Write two action parts to complete each combined sentence.

 1. Ed _____ and _____.

 2. The tree will _____ and _____.

 3. I _____ and _____.

 4. Ed and I _____ and _____.

 5. Now we can _____ and _____.

Mixed Review

RULES

- A pronoun takes the place of a noun.
- **He** tells about a boy or man.
Dave likes cars. He likes cars.
- **She** tells about a girl or woman.
Emma reads at home. She reads at home.
- **It** tells about a thing.
Our school is nice. It is nice.
- **They** tells about plural nouns and more than one noun.
The children like it here. They like it here.
- **I** and **we** go in the naming part of a sentence.
I like reading. We read each day.
- **Me** and **us** go in the action part of a sentence.
 Mrs. Dunn helps me read. Mrs. Dunn helps all of us.



Draw a circle around the pronoun that correctly completes each sentence.

1. _____ like Emma and Dave. I Me
2. _____ is a girl in my class. She He
3. _____ is a boy in my class. She He
4. _____ read with Mrs. Dunn. They It
5. Mrs. Dunn gives _____ new books. we us

Common Error: Pronouns *I, me*

RULES

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

| Common Error | Corrected Sentence |
|---------------------|--------------------|
| Jay and me do jobs. | Jay and I do jobs. |

Jay and I wash Sox.

↑
subject

Sox likes Jay and me .

↑
predicate

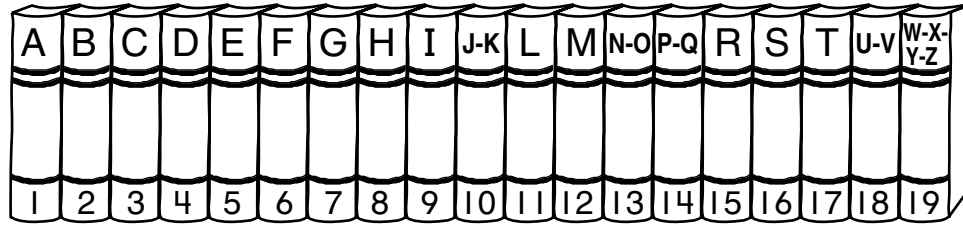


Draw a circle around the correct pronoun in each sentence.

1. Grandma calls Jay and (I, me).
2. Jay and (I, me) walk Sox for Grandma.
3. Aunt Dee gives Jay and (I, me) jobs, too.
4. Sometimes (I, me) wash Aunt Dee's car.
5. She takes Grandma, Jay, and (I, me) to the movies.

Study Skill: Encyclopedia

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



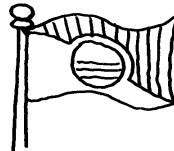
Where will you find these in the encyclopedia?
 Look at each word and picture. Draw a circle around the letter of the correct volume.

1. bee



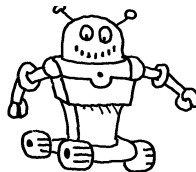
B C D

2. flag



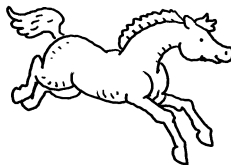
E F G

3. robot



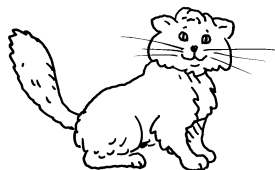
R S T

4. horse



G H I

5. cat



A B C

Vocabulary: Homonyms

- **Homonyms** are words that sound the same but have different spellings and meanings.

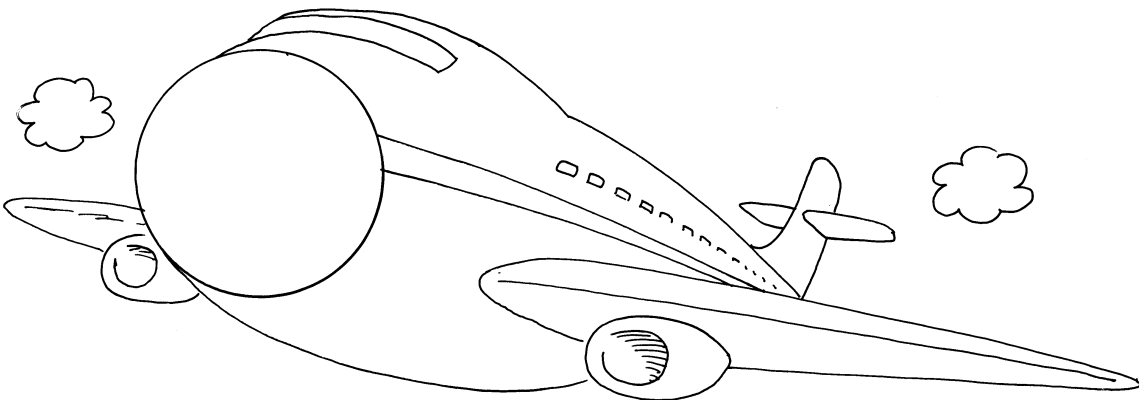
blue / blew sea / see plane / plain

The wind **blew** my **blue** ball away.



Draw a line to the homonym for each underlined word.

1. We took a jet plane to see our friends. plane
2. They live by the sea. see
3. Everything I could see looked small. plain
4. The sky looked very blue. sea
5. The food was good but plain. blew



Composition: Main Idea and Supporting Details

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

main idea →

Sailing is lots of fun.

detail →

We sailed on a big lake.

detail →

We had a strong breeze.

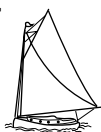


Decide if each sentence tells more about the main idea. If it does, draw a line under **yes**. If it does not, draw a line under **no**.

Main Idea: There are many kinds of sailboats.

- | | | |
|-------------------------------------|-----|----|
| 1. Catboats are small sailboats. | yes | no |
| 2. I have a toy ship. | yes | no |
| 3. Sloops are bigger than catboats. | yes | no |
| 4. A ketch is bigger than a sloop. | yes | no |
| 5. We have fun in summer. | yes | no |

catboat



sloop



ketch

