

Sentences

RULES

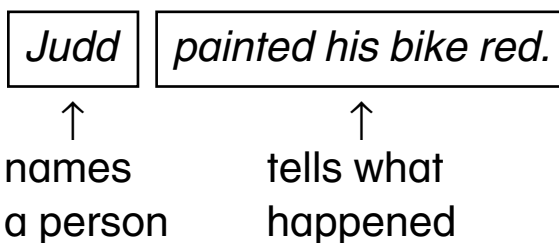
- A **sentence** is a group of words that tells a complete thought.

This is a sentence: → *The bike is red.*

- A group of words that does not tell a complete thought is not a sentence.

This is not a sentence: → *The red bike.*

- A sentence **names the person** or **thing** you are talking about. It also **tells what happened**.



Circle each group of words that is a sentence.

The first one is done for you.

1. My bike is green.
2. The sign.
3. Lin puts bows on her bike.
4. Asha and I watch her.
5. Harry puts stickers on his bike.
6. I like Ken's bike.
7. It has a balloon on it.
8. The wheels.
9. Charlie's bike.
10. All the bikes look great.



Statements and Questions

RULES

A **sentence** tells a complete thought.
Here are two kinds of sentences.

- A **statement** is a sentence that tells something. It ends with a period.

We ride the train.

- A **question** is a sentence that asks something. It ends with a question mark.

Where are we going?



Read each sentence. Is it a statement or a question?
Circle the correct word.

- | | | |
|-----------------------------------|-----------|----------|
| 1. We go to the city on Saturday. | statement | question |
| 2. How do you get there? | statement | question |
| 3. We go by train. | statement | question |
| 4. What do you hear? | statement | question |
| 5. There are many people. | statement | question |
| 6. The train is noisy. | statement | question |
| 7. What is the next stop? | statement | question |
| 8. The tunnels are long. | statement | question |
| 9. Where do we get off? | statement | question |
| 10. Is the train on time? | statement | question |

At Home: Write two questions about riding on a train.
Ask a family member to help you write an answer to each question.

Commands and Exclamations

RULES

- Every sentence begins with a capital letter.
- A **command** is a sentence that tells or asks someone to do something. It ends with a period.

Look at that fish.

- An **exclamation** is a sentence that shows strong feeling. It ends with an exclamation mark.

What big teeth it has!



Read each sentence. Is it a command or an exclamation?
Circle the correct word.

- | | | |
|------------------------------|---------|-------------|
| 1. Come over here. | command | exclamation |
| 2. Wow, it's a stingray! | command | exclamation |
| 3. It's coming right at me! | command | exclamation |
| 4. I'm scared! | command | exclamation |
| 5. Step away from the glass. | command | exclamation |
| 6. Go up the stairs. | command | exclamation |
| 7. What a surprise this is! | command | exclamation |
| 8. Gee, that's a big turtle! | command | exclamation |
| 9. Read all about it. | command | exclamation |
| 10. Point to the tiny fish. | command | exclamation |

Mechanics and Usage: Sentence Punctuation

RULES

- Begin every sentence with a capital letter.
- A **statement** ends with a period.

We try new foods.

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

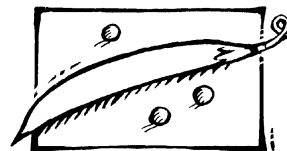
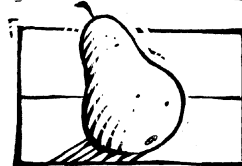
Is that a pear?

- A **command** ends with a period.

Taste this pea pod.

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

The new cereal is so good!



Write each sentence. Be sure to begin and end each sentence correctly.

1. what is that fruit _____

2. it is a mango _____

3. peel it first _____

4. do I bite into it _____

5. wow, how sweet it is _____

Mixed Review

RULES

- A **sentence** tells a complete thought. Every sentence begins with a capital letter.

- A **statement** tells something. It ends with a **period**.

I like big cities .

- A **question** asks something. It ends with a **question mark**.

Have you been to New York City ?

- A **command** tells or asks someone to do something. It ends with a **period**.

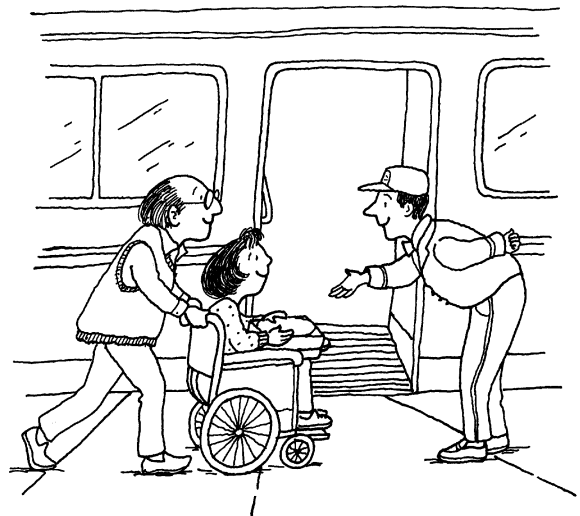
Get on the train .

- An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

Wow, we are going to the city !

Circle the kind of sentence each group of words makes.

- I have never been on a train.
statement command
- How fast does it go?
question statement
- Sit down while the train moves.
exclamation command
- Where are we now?
statement question
- I cannot wait to see the city!
exclamation question



Subjects in Sentences

RULES

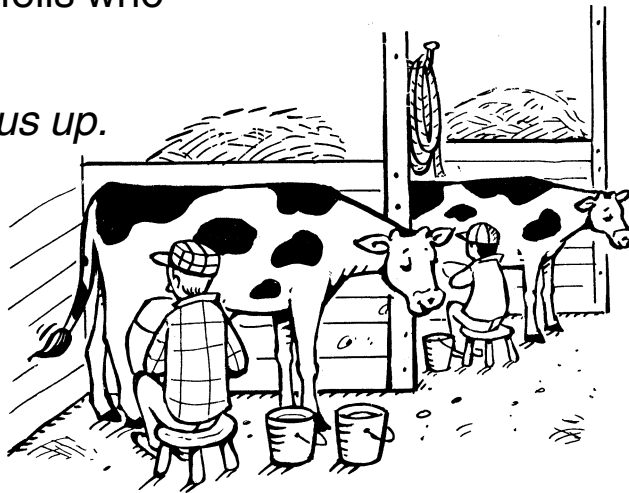
- The **subject** of a sentence tells who or what does something.

The rooster wakes us up.

↑
subject

The cows moo.

↑
subject



Read each sentence. Then write the underlined subject on the line.

1. Dad and I milk the cows.

2. Mom and Sarah feed the chickens.

3. I get eggs from the henhouse.

4. Grandpa starts breakfast.

5. Lee Ann sets the table.

Predicates in Sentences

RULES

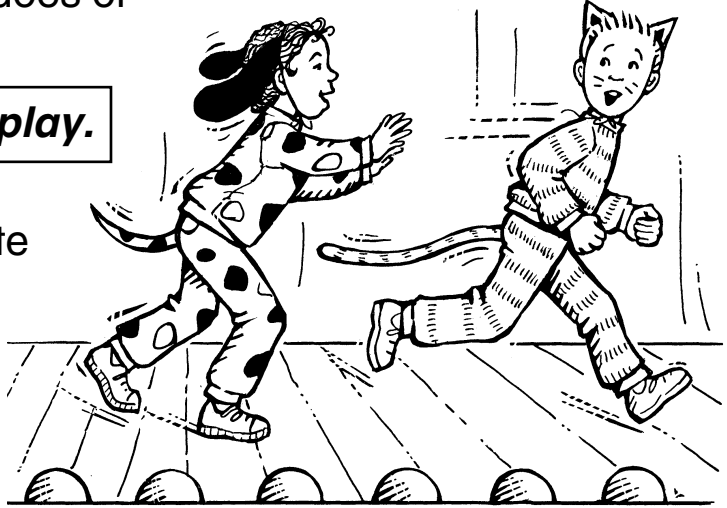
- The **predicate** of a sentence tells what the subject does or what it is.

Our class **puts on a play.**

↑
predicate

The play **is funny.**

↑
predicate



Read each sentence. Write the underlined predicate on the line.

1. Our play begins with a bark.

2. Some children play dogs.

3. Other children play cats.

4. All the children wear tails and ears.

5. The animals are friends at the end.

Combining Sentences

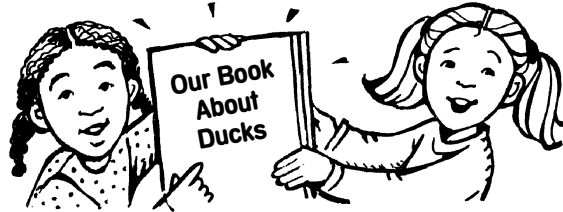
RULES

- If you have two sentences with the same predicates, you can put them together to make one sentence.
- Use **and** to make two sentences into one.

Cora wrote a book.

I wrote a book.

*Cora **and** I wrote a book.*



Write **and** to combine each pair of sentences.

1. Matt made a story map.

Fred made a story map.

Matt _____ Fred made a story map.

2. Tina listed ideas.

Ana listed ideas.

Tina _____ Ana listed ideas.

3. Jill wrote a draft.

Ali wrote a draft.

Jill _____ Ali wrote a draft.

4. Luke checked the spelling.

Tyrone checked the spelling.

Luke _____ Tyrone checked the spelling.

5. Larry made a new copy.

Harold made a new copy.

Larry _____ Harold made a new copy.

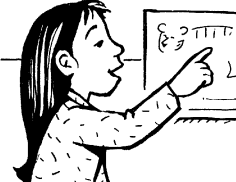
Mechanics and Usage: Commas in a Series

RULES

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

Jed, Lee, and I love the museum.

It has **animals, plants, and rocks.**



Draw a line under the series in each sentence. The first one is done for you.

- Kevin, Kara, and Ron went to the museum.
- They saw crows, jays, and robins.
- They saw lions, tigers, and bears.
- They loved the snakes, fish, and insects.
- Olga, Drew, and Ian met them there.
- They all saw the monkeys, apes, and gorillas.
- Leah, Tarik, and I enter the hall.
- Boats, rafts, and floats are everywhere!
- One old raft makes Tarik, Leah, and me smile.
- It is made of sticks, twigs, and string.

Mixed Review**RULES**

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

Jake eats nuts.

↑ ↑
subject predicate

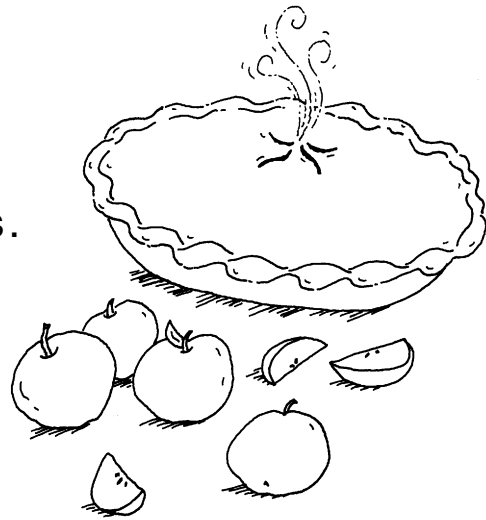
- Use **commas** to separate three or more words in a series.

Jake, Eli, and I raked leaves.

commas ↑ ↑

Circle each subject. Underline each predicate. Add commas where they belong.

1. My family likes October.
2. We go to the country.
3. We buy pumpkins pears and apples.
4. Mom and I buy nuts.
5. Dad Rico and I pick apples.
6. Mom finds the pumpkins.
7. Mom and I eat an apple in the car.
8. At home Dad and I carve a pumpkin.
9. Mom makes apple pumpkin and pecan pies .
10. The pies are delicious!



Common Errors with Incomplete Sentences

RULES

- Remember, a sentence must tell a complete thought.
- Every sentence has a **subject** and a **predicate**.

My friend plays at my house.

↑ ↑
subject predicate

- Every sentence begins with a capital letter and ends with a punctuation mark.

Circle each group of words that is a sentence.

1. My friend Wendy.

Wendy and I play together
on Wednesday.

2. Last Wednesday rain.

Rain fell last Wednesday.

3. Wendy had her raincoat.

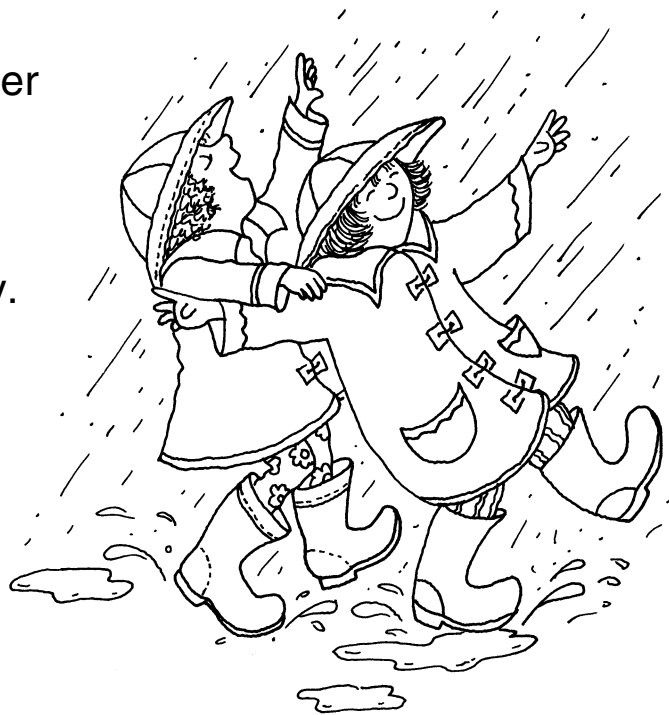
Jumps in puddles.

4. We did not get wet!

Not get dry.

5. When the rain.

We hope it rains every Wednesday!

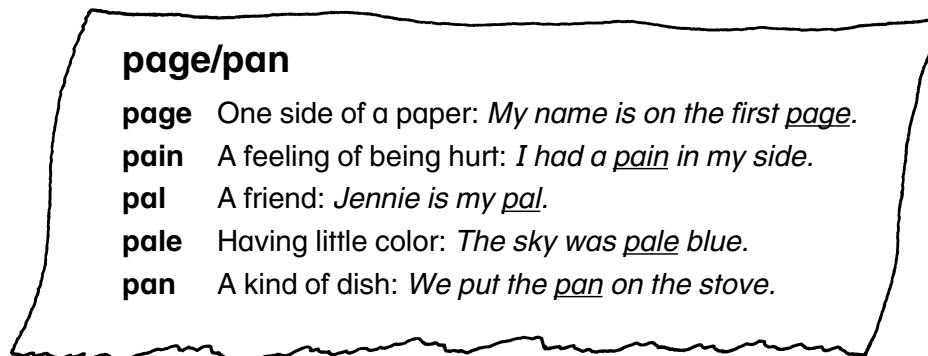


Study Skills: Dictionary**RULES**

A **dictionary** tells what words mean.

- **Entry words** are the words you find in a dictionary.
- The entry words are in ABC order.
- A **sample sentence** shows how the word is used.
- **Guide words** tell the first and last words on the page.

Look at this dictionary page. Circle the correct answers below.



1. Which two words are guide words?

page/pan pal/page pain/pale

2. How many entry words are on this page?

five seven one

3. Which word means "A friend"?

pale pal page

4. What word is the last entry word on this page?

pal pain pan

5. Which word best finishes this sentence?

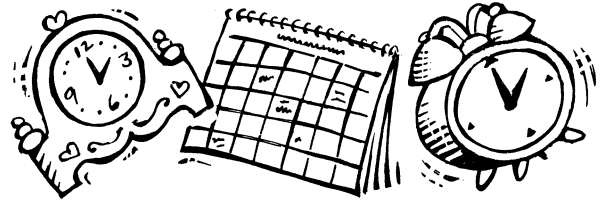
We heated the water in the _____.

page pain pan



Vocabulary: Time-Order Words

- **Time-order words** show the order in which things happen.



- Here are some time-order words.

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



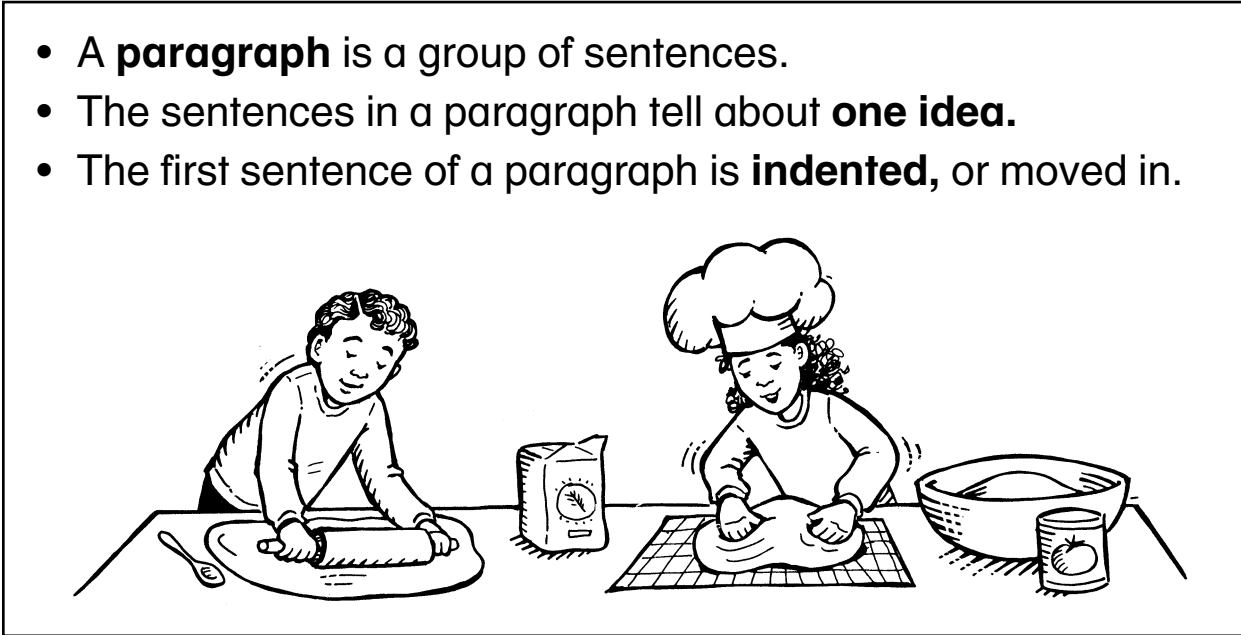
Read the story. Circle the time-order words. Then write them on the lines below.

First, I get my toothbrush. Next, I put toothpaste on it. Then, I brush my teeth. Finally, I rinse. Last of all, I floss.

1. _____
2. _____
3. _____
4. _____
5. _____

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**, or moved in.



Write **yes** for each sentence that belongs in a paragraph about making a pizza. Write **no** for each sentence that does not belong.

1. First, we made the dough. _____
2. Then, we put on the tomato sauce. _____
3. Next, we added cheese. _____
4. Sammy is my best friend. _____
5. Finally, we baked the pizza in the oven. _____

Write a paragraph using the sentences above. Leave out the sentence that doesn't belong. Indent the first line.

Nouns

RULES

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

Mom sets up a **tent** in the **camp**.

↑ ↑ ↑
 noun noun noun



Circle the noun in each sentence.

1. The camp is nice.
2. The tent looks big.
3. My brother helps.
4. Mom goes swimming.
5. The sun is hot.
6. The wind blows.
7. My sister fishes.
8. A boat floats.
9. The river is warm.
10. Dad cooks.

More About Nouns

RULES

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

My **brother** sails a **boat** in the **pond**.

↑ ↑ ↑
 person thing place



Choose whether each underlined noun is a person, place, or thing. Circle the correct answer.

- | | | | |
|------------------------------------|--------|-------|-------|
| 1. <u>Pedro</u> is happy today! | person | place | thing |
| 2. The <u>wind</u> is blowing. | person | place | thing |
| 3. The <u>boat</u> sails quickly. | person | place | thing |
| 4. <u>Carmen</u> is watching. | person | place | thing |
| 5. Carmen's <u>shoe</u> is wet. | person | place | thing |
| 6. <u>Juan</u> pushed his boat. | person | place | thing |
| 7. <u>Mother</u> is coming. | person | place | thing |
| 8. The <u>pond</u> is very big. | person | place | thing |
| 9. The <u>sun</u> is going down. | person | place | thing |
| 10. It is time to go <u>home</u> . | person | place | thing |

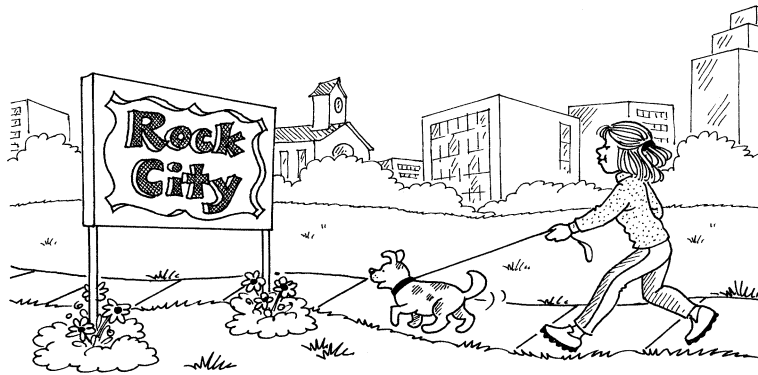
Proper Nouns

RULES

- Some nouns name special people, pets, and places.
- This kind of noun is called a **proper noun**.

Miss Lopez and **Barky** live in **Rock City**.

↑ ↑ ↑
 special name special pet special place



Use capital letters to write the proper nouns correctly.

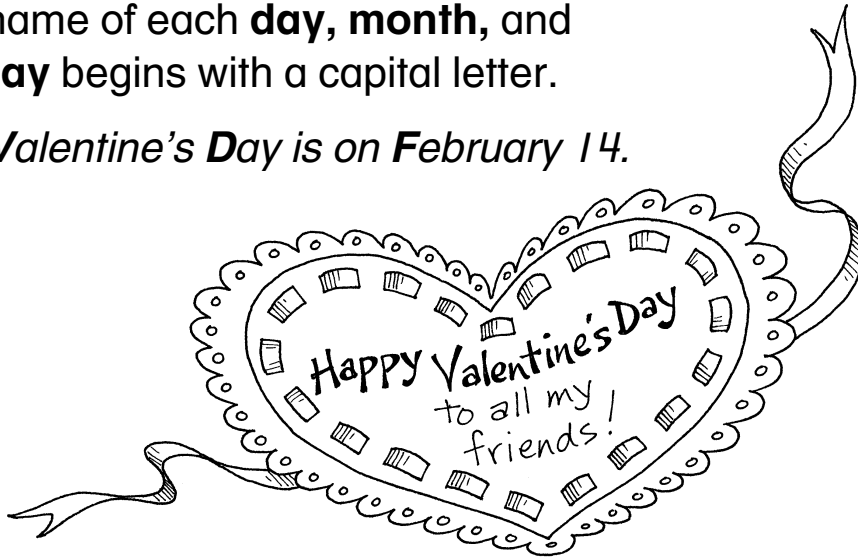
1. ella rides the bus. _____
2. Her brother jake goes, too. _____
3. The trip starts in west virginia. _____
4. They visit a friend in denver. _____
5. They play with jesse the dog. _____
6. My friend leon wants a dog. _____
7. The pet store is in newton. _____
8. A dog follows us along main street. _____
9. We call the dog patches. _____
10. My sister cora takes a picture. _____

Days, Months, and Holidays

RULES

- Some **proper nouns** name days of the week, months, and holidays.
- The name of each **day, month, and holiday** begins with a capital letter.

Valentine's Day is on February 14.



Circle the correct proper nouns and write them on the lines.

- | | | |
|--------------------|-----------------|-------|
| 1. Valentine's Day | valentine's day | _____ |
| 2. february | February | _____ |
| 3. Sunday | sunday | _____ |
| 4. October | october | _____ |
| 5. labor day | Labor Day | _____ |
| 6. Tuesday | tuesday | _____ |
| 7. thanksgiving | Thanksgiving | _____ |
| 8. december | December | _____ |
| 9. April | april | _____ |
| 10. friday | Friday | _____ |

Mechanics and Usage: Using Capital Letters

RULES

- Begin the names for people, pets, and places with **capital letters**.

*Ringo lives in **Austin, Texas**.*

***Aunt Carolina** lives there, too.*

- The names of days, months, and holidays begin with capital letters.

*Next **Saturday** is **Cinco de Mayo**.*



Circle the proper nouns in each sentence that should begin with a capital letter.

1. Uncle roberto keeps rabbits in his backyard.
2. He lives on elm street in san antonio, texas.
3. He names the rabbits funny names like hippy or flo.
4. I live nearby on third avenue.
5. We visit the rabbits every saturday.
6. Sometimes kevin and I feed the rabbits.
7. One rabbit named pogo was born on my birthday.
8. My birthday is in january.
9. On new year's day, there will be more rabbits!
10. I would like to name one of the rabbits bingo.

Mixed Review**RULES**

- A **noun** names a person, place, or thing.
friend = person *country* = place *tree* = thing
- Nouns that name special people, pets, and places begin with capital letters.
Mom and Ruth = people *Taffy* = pet
Miami = place
- Nouns that name days, months, and holidays begin with capital letters.
Monday = day *March* = month
Thanksgiving = holiday

Circle the noun or nouns in each sentence. If the noun needs a capital letter, write the noun on the line.

1. My sister goes to the fair. _____
2. My dad and I go on tuesday. _____
3. My brother goes on memorial day. _____
4. We can see the animals. _____
5. Uncle fred likes the rides. _____
6. Don't eat too many apples. _____
7. Does jane like the show? _____
8. My friend lisa has a ticket. _____
9. The fair ends in june. _____
10. Is there a holiday in july? _____

Plural Nouns

RULES

- A **singular noun** names one person, place, or thing.
one fork
- A **plural noun** names more than one person, place, or thing.
two forks
- Add **-s** to form the plural of most singular nouns.
spoon, spoons plate, plates
- Add **-es** to form the plural of nouns that end with *s, sh, ch, or x*
glass, glasses bench, benches
dish, dishes box, boxes

Circle the plural noun in each sentence.

1. Two (boat, boats) are on the lake.
2. Both boats have (sails, sail).
3. The sailors pack their lunch in lunch (box, boxes).
4. There are (beach, beaches) on both sides of the lake.
5. Three of my (friends, friend) like to swim there.
6. Many (bush, bushes) are on the shore.
7. Sometimes (foxes, fox) hide behind the bushes.
8. My aunt picks (bunch, bunches) of flowers.
9. Four (birds, bird) fly by.
10. We walk between two (tree, trees).

More Plural Nouns

RULES

- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

one pony two ponies

- Some nouns change their spelling to name more than one.

one tooth many teeth

Circle the correct noun for each picture.

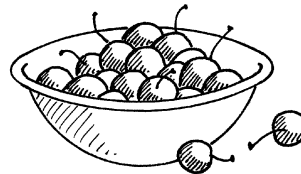
1. woman women



2. mouse mice



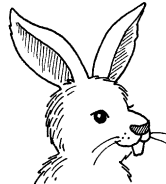
3. cherry cherries



4. tooth teeth



5. bunny bunnies



Singular Possessive Nouns

RULES

- Some nouns show who or what owns or has something. This kind of noun is called a **possessive noun**.
- Add an **apostrophe (')** and an **s** to a singular noun to make it possessive.

The **boy's mitt** is too big! **Mr. Day's hat** is too small!



Circle the possessive form. The first one is done for you.

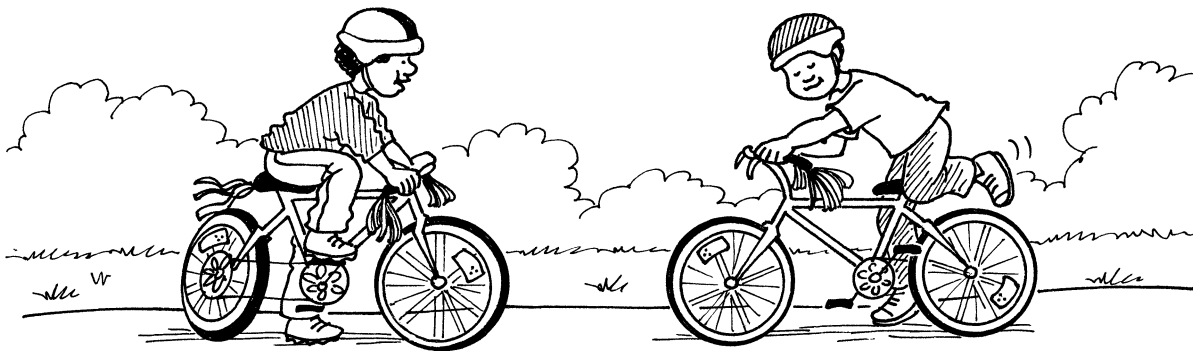
- | | | | |
|------------|---------------|-----------|-------|
| 1. girl | <u>girl's</u> | 6. cat's | cat |
| 2. bird's | bird | 7. boy | boy's |
| 3. brother | brother's | 8. Joe's | Joe |
| 4. Ana | Ana's | 9. Rosa's | Rosa |
| 5. teacher | teacher's | 10. pig | pig's |

Plural Possessive Nouns**RULES**

- Add just an **apostrophe (')** to most **plural nouns** to make them possessive.

This apostrophe is correct: *two boy* **s'** *bikes*

This apostrophe is not correct: *two boy* **'s** *bikes*



The two boys' bikes are shiny.

Circle the noun that is plural possessive.

- | | | | |
|--------------|-----------|--------------|-----------|
| 1. birds' | bird's | 6. brothers' | brother's |
| 2. girl's | girls' | 7. sister's | sisters' |
| 3. student's | students' | 8. teachers' | teacher's |
| 4. horses' | horse's | 9. mothers' | mother's |
| 5. store's | stores' | 10. dog's | dogs' |

At Home: Work with a family member to put each of the possessive nouns on this page into sentences.

Mechanics and Usage: Letter Punctuation

RULES

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

Dear Dad ,
↑

Put the comma here.

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

Your son ,
↑

Put the comma here.



Circle the greeting or closing that is correct.

- | | | |
|----------------------|-------------------|-------------------|
| 1. Dear Mayor, West | Dear, Mayor West | Dear Mayor West, |
| 2. Your pal | Your pal, | Your, pal |
| 3. Best wishes, | Best, wishes | Best wishes |
| 4. Dear, Mr. Tanaka | Dear Mr., Tanaka | Dear Mr. Tanaka, |
| 5. With, many thanks | With many thanks, | With many, thanks |
| 6. Your friend | Your friend, | Your Friend |
| 7. Sincerely | sincerely, | Sincerely, |
| 8. Dear Linda | Dear Linda! | Dear Linda, |
| 9. Your daughter, | your daughter, | your Daughter |
| 10. Dear Ms. Taylor, | dear Ms. Taylor | Dear Ms Taylor |

Mixed Review**RULES**

- Some nouns change their spelling to form the plural.
bunny → *bunnies* *fox* → *foxes*
- Add an **apostrophe** and an **-s** to singular nouns to make them possessive.
my brother's shirt
- Put an **apostrophe** after plural nouns to make them possessive.
the tigers' stripes
- Put a **comma** after the greeting and closing of a letter.
Dear Bruce, Yours truly, Margaret

Read the letter. Add commas where they belong. Write if the noun in () is **singular**, **plural**, or **possessive**.

1. Dear (Lian) _____
2. I had fun at your (party). _____
3. The party (games) were great! _____
4. (Danny's) piñata was full of surprises. _____
5. The (clown's) show made me laugh. _____
6. I liked the magic (act). _____
7. The (puppets') story was funny. _____
8. The (bunnies) were cute. _____
9. I liked your new (glasses). _____
10. Your friend (Megan) _____

Common Errors with Possessive Nouns

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: *My sisters drum is red.*
This sentence is correct: *My sister's drum is red.*
- To form the possessive of a plural noun that ends in **-s**, add an apostrophe (**'**).
This sentence is not correct: *My brothers drums are blue.*
This sentence is correct: *My brothers' drums are blue.*



Circle the possessive noun.

- | | | | |
|-------------|-----------|--------------|----------|
| 1. boy | boy's | 6. cat | cat's |
| 2. dog's | dog | 7. sisters' | sisters |
| 3. girls | girls' | 8. birds' | birds |
| 4. friend's | friend | 9. doctors | doctor's |
| 5. teachers | teachers' | 10. father's | fathers |

Study Skills: Note-Taking and Summarizing

RULES

- When you read a paragraph for information, you can take **notes**. The notes will help you remember what is most important about the paragraph.
- You can use your notes to write a **summary** that tells what the paragraph is about.
- Be sure to use your own words when you write a summary.

Read the paragraph about cats and the notes next to it. Then answer the questions.

Cats

People like cats as pets. There are many different kinds of cats. Some cats have long fur. Some cats have short fur. Cats come in many colors—black, gray, white, and orange.

- cats are pets
- different kinds
long hair
short hair
- many colors—black, gray, white, orange



1. What is the paragraph about?

2. What does the paragraph tell you about the color of cats?

3. How does note-taking help you?

4. What can you use your notes to write?

5. Are the notes written in complete sentences?

Vocabulary: Compound Words

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



Write the compound word that is made from each pair of words.

1. sail + boat = _____

2. table + cloth = _____

3. news + paper = _____

4. bed + room = _____

5. mail + box = _____

6. base + ball = _____

7. side + walk = _____

8. sun + shine = _____

9. sun + flower = _____

10. out + side = _____

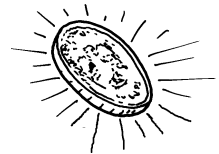
Composition: Leads and Endings

- 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.

Write **lead** or **ending** to tell how each sentence can be used.

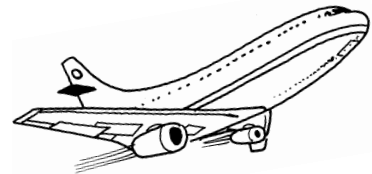
1. One day, my sister and I found an old coin. _____

That's why the coin was important. _____



2. My trip began on a rainy day. _____

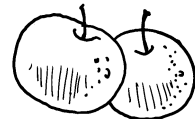
At last, I found the answer. _____



3. This will be my first airplane ride! _____

The airplane landed smoothly. _____

4. I even ate the burnt ones! _____



One time, Mom and I baked cookies. _____

5. I'll never eat green apples again! _____



On Saturday, we picked 10 baskets of apples. _____

Action Verbs

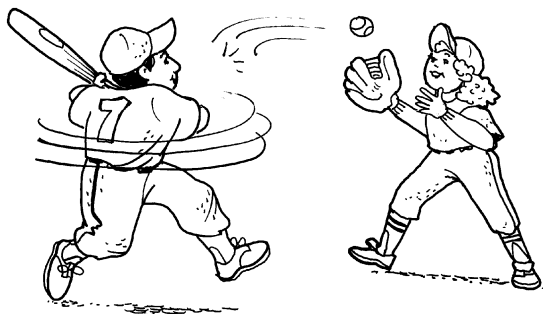
RULES

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

Juan and Ali **play** baseball.

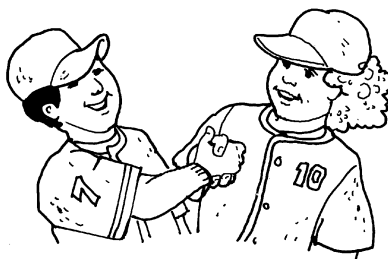
Juan **hits** the ball.

Ali **catches** it.



Draw a line to match each verb to the picture that shows the action.

1. pitch



2. clap

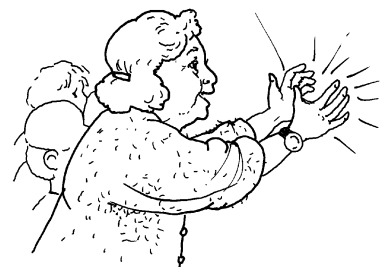


3. run



4. slide

5. shake



Present-Tense Verbs**RULES**

- The **tense** of a verb tells when something happens.
- **Present-tense verbs** tell about actions that happen now.
- Add **-s** to present tense verbs to tell about one person or thing.

The bird **sings**.

- Add **-es** if the verb ends with *s*, *ch*, *sh*, *x*, or *z*.

My aunt **watches**
the bird.



Draw a line under the present-tense verb in each sentence. Circle the ending **-s** or **-es**.

1. Aunt Bev watches birds.
2. She teaches me about them.
3. She sees a bird with a red head.
4. Aunt Bev reaches for her bird book.
5. She learns its name.

At Home: Ask a family member to tell you about his or her hobby. Point out the present-tense verbs used.

Subject-Verb Agreement

RULES

- The **subject** and the **verb** in a sentence must **agree**.
- If you are telling about one, add **-s** or **-es** to the verb.

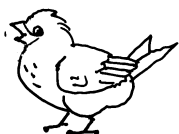
A horse **runs**.

- If you are telling about more than one or *you*, do not add **-s** or **-es** to the verb.

The horses **run**. You **ride**.

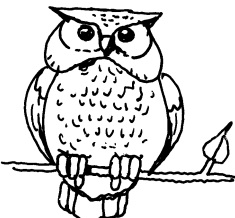
Underline the verb that agrees with the subject in each sentence.

1. Two  (bark, barks).

2. One  (cheep, cheeps).

3. Two  (roar, roars).

4. The  (buzz, buzzes).

5. The  (hoot, hoots).

Mechanics and Usage: Abbreviations

RULES

- An **abbreviation** is a short way of writing a word.
- Abbreviations for the titles in people's names start with a capital letter and end with a period.

Here are **Ms.** Yee, and **Mr.** White.

They are waiting to see **Mrs.** Testa.



Circle the letters that should be capitals in each sentence.
Add periods where they are needed.

1. mr and mrs Daly wrote a letter to the teacher.
2. Their son John Daly, jr was sick for two weeks.
3. They took John to see dr Romer.
4. mrs Testa sent John's schoolwork home.
5. The teacher's aide, mr Lake, helped John.

Mixed Review

RULES

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

*Every summer, Uncle George **rides** in a canoe.*

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

*My sister Emma and I **go** with him.*

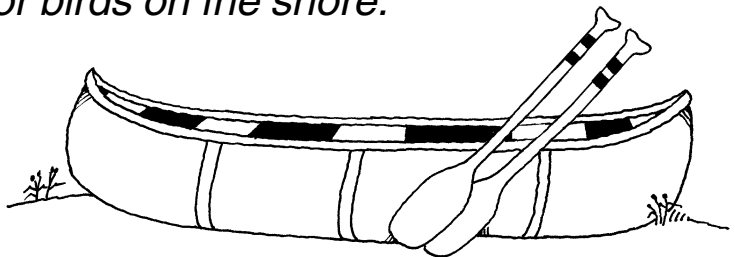
- Add **-s** or **-es** to a present-tense verb only if it tells about one person or thing.

*Uncle George usually **fishes** in the river.*

- The **subject** and the **verb** in the same sentence need to agree, or go with each other correctly.

Emma and I **look** for birds on the shore.

↑ ↑
subject verb



Read each sentence. Draw a line under the action verb.
Draw a circle around the subject.

1. Emma and I pack supplies in the canoe.
2. Uncle George pushes the canoe into the water.
3. I paddle hard.
4. Emma almost falls into the water!
5. We travel down the White River.

Past-Tense Verbs

RULES

- **Past-tense verbs** tell about actions that happened before now.
- To tell about actions in the past, add the ending **-ed** to most verbs.

Yesterday, a rabbit **crossed** our path.

- If the verb ends in a short vowel followed by a single consonant, double the consonant and add **-ed**.
- If the verb ends in a silent **e**, drop the **e** and add **-ed**.

It **stopped** nearby. Then it **raced** away.



Draw a line under the past-tense verb in each pair of words. Circle the past-tense endings.

1. fill filled
2. need needed
3. batted bat
4. liked like
5. blame blamed

The Verb *Have*

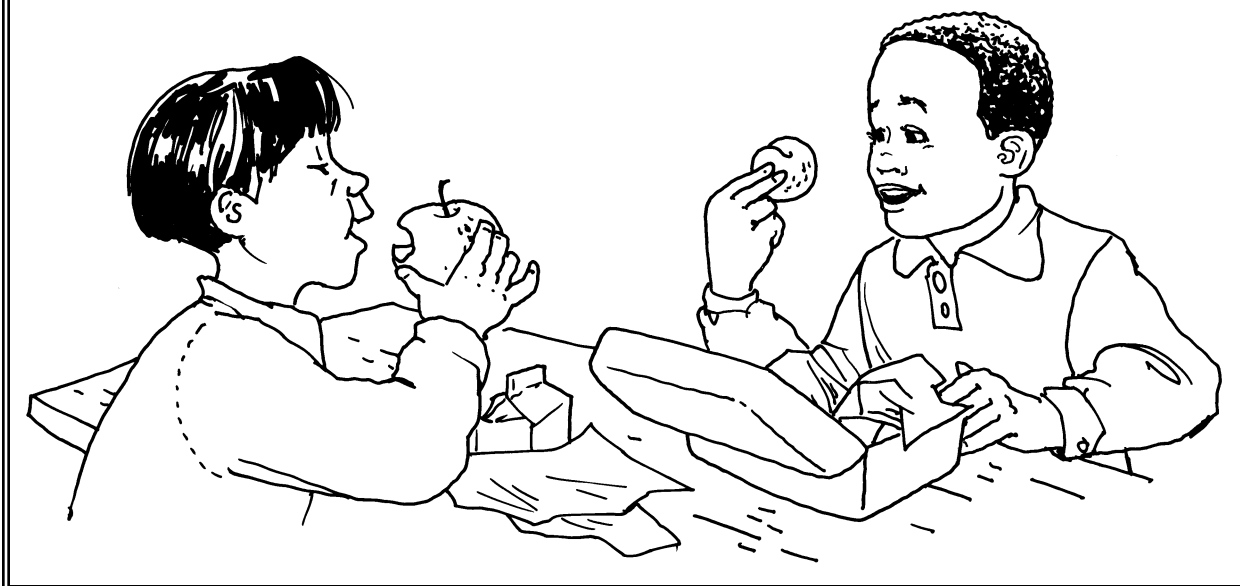
RULES

- The verb **have** has three forms: *have*, *has*, and *had*.
- The verbs **has** and **have** tell about present actions.

I **have** a plum. Yuen **has** an apple.

- The verb **had** tells about the past.

Yesterday, we both **had** bananas.



Circle the correct verb for each sentence.

1. We _____ lunch. has have
2. Ty _____ a sandwich. has have
3. Maria _____ a sandwich, too. has have
4. Yesterday, she _____ pasta. have had
5. Last week, I _____ chili. have had

Combining Sentences: Verbs

RULES

- Sometimes parts of two sentences are the same.
- You can use **and** to combine the sentences so you do not repeat words.

*The girl flips. The girl turns. → The girl flips **and** turns.*



Draw a line under the sentence parts that are the same.
Write **and** to combine each pair of sentences.

1. They roll on the mats. They jump over the beam.
They roll on the mats _____ jump over the beam.
2. Children hang on the rings. Children swing.
Children hang on the rings _____ swing.
3. The gym teacher watches. The gym teacher helps.
The gym teacher watches _____ helps.
4. Kara walks on the beam. Kara jumps on the mats.
Kara walks on the beam _____ jumps on the mats.
5. Tanya tucks her legs. Tanya turns over.
Tanya tucks her legs _____ turns over.

Mechanics and Usage: Commas in Dates

RULES

- Write a **comma** between the day and the year in a date.

January 1, 1995

March 6, 2004

February 29, 2008



Write each date correctly.

1. January 6 2001

2. May 5 1922

3. April 21 1861

4. September 7 1998

5. December 5 2003

Mixed Review**RULES**

- **Past-tense verbs** tell about actions in the past.

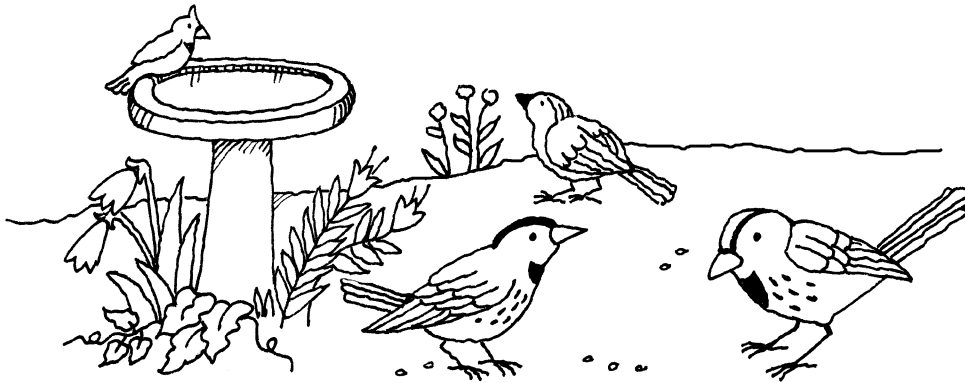
Add <i>-ed</i>	Double the last consonant and add <i>-ed</i>	Drop the final <i>e</i> and add <i>-ed</i>
<i>splash</i> → <i>splashed</i>	<i>hop</i> → <i>hopped</i>	<i>use</i> → <i>used</i>

- The verb **have** has three forms: *have*, *has*, *had*.

We **have** one birdbath.

Lydia **has** two birdbaths.

Lyle **had** a birdbath, but it broke.



Underline the past-tense verb in () in each sentence.

1. Last year, Aunt Kate (had, has) a big birdbath in her yard.
2. Many birds (use, used) the birdbath.
3. One time, a blue jay (splashed, splashes) in the water.
4. The sparrows (hopped, hop) out of the way.
5. Then, the rain (fills, filled) the birdbath again.

Common Errors with Subject-Verb Agreement

RULES

- When you write a sentence, the **subject** and the **verb** must agree.
- Add **-s** or **-es** to the verb if the **subject is one** person or thing.



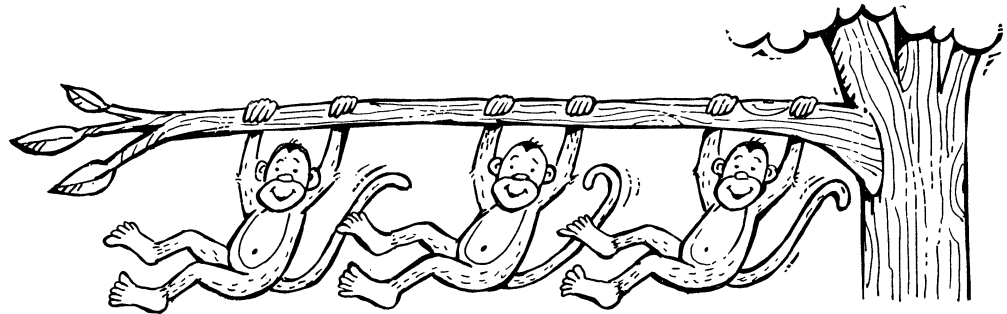
not correct → *My dog jump when he sees me.*

correct → *My dog jumps when he sees me.*

- Do not add **-s** or **-es** to the verb if the **subject is more than one** person or thing.

not correct → *The monkeys hangs from the tree.*

correct → *The monkeys hang from the tree.*



Draw a line to match each subject with the correct predicate.

subject

1. One duck
2. Many ducks
3. The dog
4. The horses
5. The dogs

predicate

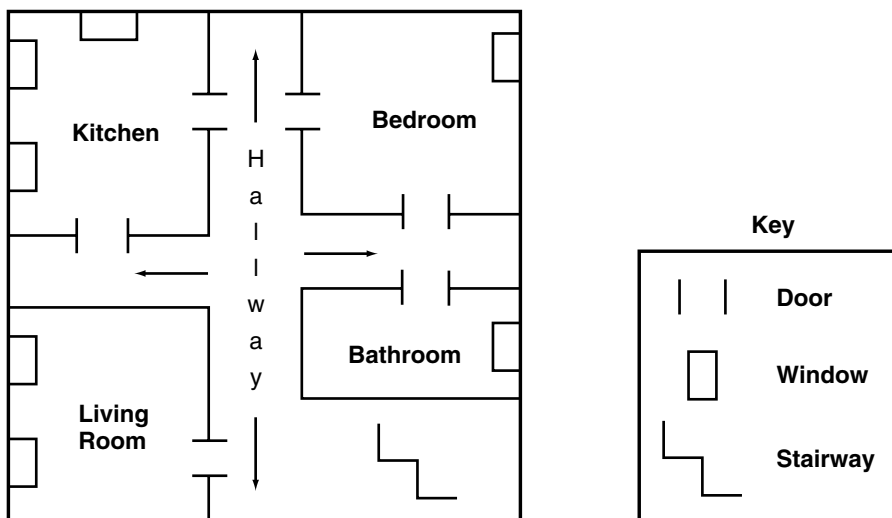
- swim together.
- bark at the cat.
- barks at me.
- swims fast.
- gallop quickly.

Study Skills: Maps

RULES


- You can use a map to find your way from one place to another.
- A **map** helps you find places.
- The pictures on a map are called **symbols**.
- The **key** tells you what each symbol means.

The map below shows Juan's apartment. Use the map to answer the questions.



1. Which rooms have two doors?

2. Which rooms have only one window?

3. What does this symbol show?  _____



4. How many windows does the Living Room have? _____

5. What room is to the left of the Bedroom? _____

Vocabulary: Prefixes

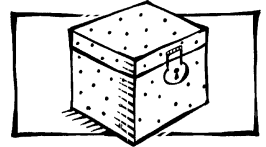
- A prefix is a word part added to the **beginning** of a word.
- A prefix changes the **meaning** of a word.
- You can use prefixes to say things **in a shorter way**.

Prefix	Meaning	Example
<i>un-</i>	not, opposite of	un- + happy = unhappy
<i>re-</i>	again, back	re- + build = rebuild

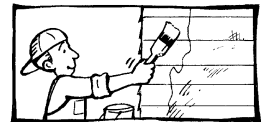
unhappy 
 rebuild 

Add **un-** or **re-** to each word to tell about each picture. Write the new word on the line.

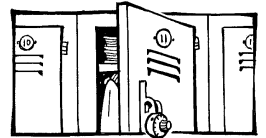
1. opened _____



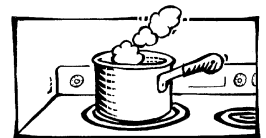
2. paint _____



3. locked _____



4. heat _____



5. wash _____



Composition: Logical Order

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

First, press the buttons.

Next, say hello.

Last, say goodbye.

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

*The phone is **to the right** of the picture.*

*The rug is **below** the desk.*



Read the sentences. Circle the time-order words. Draw a line under the space-order words.

1. First, I turned on my computer.
2. I moved the mouse to the right of the computer.
3. Next, I e-mailed my friend.
4. She lives three blocks to the north of my house.
5. Finally, she e-mailed me back.



The Verb *Be*

RULES

- The verb **be** has special forms in the present tense and in the past tense.

Subject	Present	Past
<i>I</i>	<i>am</i>	<i>was</i>
<i>she, he, it</i>	<i>is</i>	<i>was</i>
<i>you, we, they</i>	<i>are</i>	<i>were</i>

- The verbs **am**, **is**, and **are** tell about the present time.

*My dog **is** dry today.*

- The verbs **was** and **were** tell about the past.

*Yesterday he **was** wet.*



Circle the correct verb to complete each sentence.

- I _____ out in the rain yesterday. is was
- My dog _____ out with me, too. were was
- We _____ both wet! was were
- Today _____ sunny and bright. is are
- We _____ happy to play outside. am are

Helping Verbs

RULES

- A **helping verb** helps another verb show an action.

The verbs **be** and **have** can be helping verbs.

- Use forms of **be** to tell about things that are happening now.

*Our class **is** putting on a play.*

*I **am** a queen.*

*You **are** playing the part of a prince.*

- Use forms of **have** to tell about things that have already happened.

*We **have** made all the costumes.*

*Our teacher **has** told our parents.*

*I **have** learned my lines.*



Read the helping verbs in the box. Choose one to complete each sentence.

have

has

am

is

are

1. The play _____ starting.
2. I _____ saying my first line.
3. We _____ acting out a story.
4. My mom _____ never seen me act before.
5. We _____ done a good job!

At Home: Tell a family member about taking part in a school play. Together write a sentence about it. Use a helping verb such as *is*, *am*, *are*, *has*, or *have*.

McGraw-Hill Language Arts
Grade 2, Unit 4, Verbs,
pages 212–213

Linking Verbs

RULES

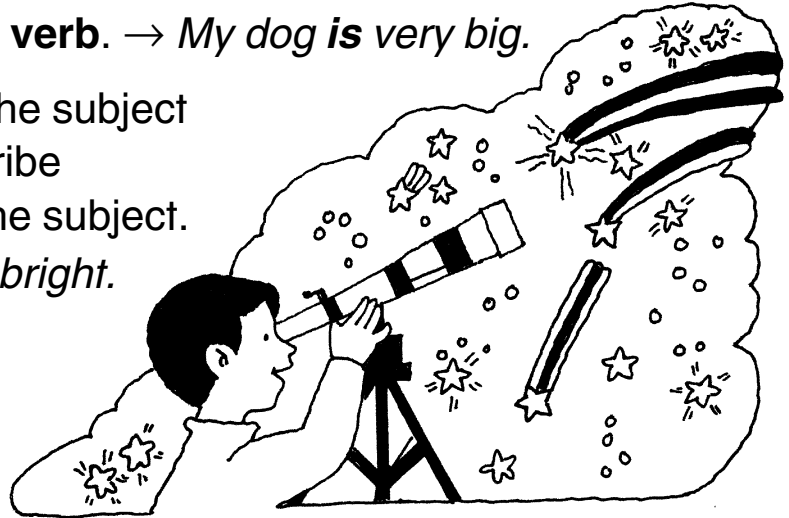
- A **linking verb** is a verb that does not show action. The verb **be** can be a linking verb.

Jump is an **action verb**. → *My dog **jumps** high.*

Is is a **linking verb**. → *My dog **is** very big.*

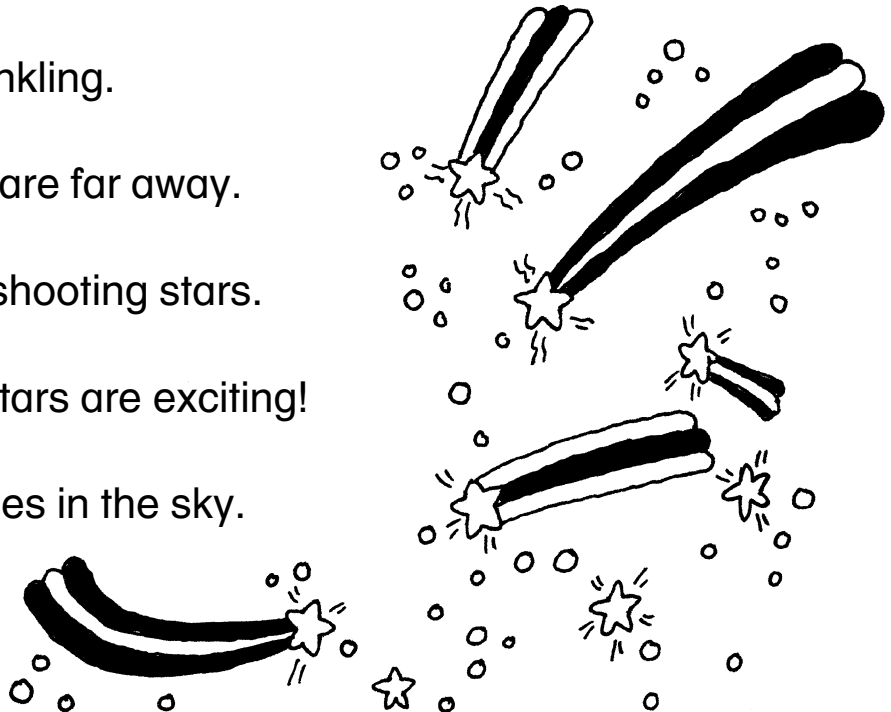
- The verb **be** links the subject to words that describe something about the subject.

*The stars **are** bright.*



Read each sentence. Circle the linking verbs. Underline the action verbs.

1. That star is twinkling.
2. All of the stars are far away.
3. We see a few shooting stars.
4. The shooting stars are exciting!
5. The moon shines in the sky.



Mechanics and Usage: Commas in Names of Places

RULES

- Use a **comma** between the name of a city and a state.

Boston, Massachusetts

Seattle, Washington



Circle the city and state with the comma in the correct place.

- | | |
|--------------------------------|---------------------------|
| 1. Jackson, Mississippi | Jackson Mississippi |
| 2. Las Vegas Nevada | Las Vegas, Nevada |
| 3. Butte, Montana | Butte Montana, |
| 4. Phoenix, Arizona | Phoenix Arizona, |
| 5. Garden City New, York | Garden City, New York |
| 6. Nashville, Tennessee | ,Nashville Tennessee |
| 7. Eugene Oregon | Eugene, Oregon |
| 8. Iowa City, Iowa | Iowa, City Iowa |
| 9. Gary Indiana | Gary, Indiana |
| 10. Philadelphia, Pennsylvania | Philadelphia Pennsylvania |

At Home: Ask a family member to help you write the names of five cities and states. Put the commas in the correct place between the cities and states.

Mixed Review

RULES

- The verb **be** has special forms.

Tells About Now

am *I **am** riding my bike.*

is *Nate **is** riding a
bike, too.*

are *We **are** riding our bikes.*

Tells About the Past

was *I **was** in the first
grade last year.*

were *There **were** ten
boys in my class.*

- Helping verbs** like **be** and **have** help another verb show action.

*The boy **has** gone.*

- A **linking verb** does not show action. The verb **be** links the subject to words that describe the subject.

*The boy **is** tall.*

- Use a **comma** between the name of a city and state.

Baltimore, Maryland

Circle each word or group of words that correctly completes each sentence.

1. There _____ ten girls in my class. is are

2. I _____ the only girl with short hair. am is

3. My school is in _____. Athens Georgia Athens, Georgia

4. I _____ counting the boys in class. is am

5. We _____ welcomed a new boy. has have

The Verbs *Go* and *Do***RULES**

- Verbs like **go** and **do** do not add *-ed* in the past tense.
- These verbs change their spelling in the past tense.
- These verbs are called **irregular verbs**.

Present*We go to the park.**I do not litter.**Our dog goes with us.**He does a trick.***Past***We went to the park.**I did not litter.**Our dog went with us.**He did a trick.*

Circle the correct verb to complete each sentence. Then write the verb on the line.

1. Last Friday, I _____ to the park. go went
2. Today I _____ with my friend Ana. go goes
3. Last time we _____ forget our lunch. did do
4. _____ Ana have fruit today? Does Do
5. Yesterday we _____ eat a lot! do did

At Home: Tell a family member what you like to do at the park. Together write a sentence about it. Use one of these verbs: *go, goes, went, do, does, did*.

McGraw-Hill Language Arts
Grade 2, Unit 4, Verbs,
pages 218–219

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

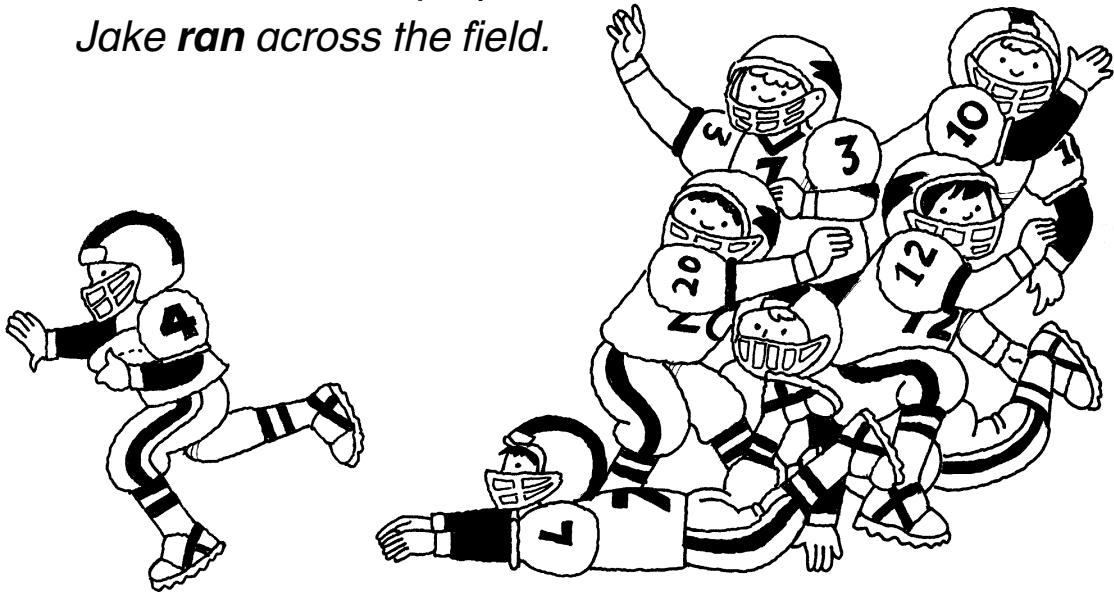
RULES

- **Say**, **see**, and **run** are irregular verbs. They do not add *-ed* to form the past tense.

*Jake **said** he would wave to us.*

*We **saw** the team play.*

*Jake **ran** across the field.*



Circle the past-tense verb to complete each sentence.

Then write the verb on the line.

1. Dad _____ we could go to the football game. said say
2. We _____ to the gate. run ran
3. We _____ a player kicking the ball. saw see
4. Dad _____, "Look at that kick!" says said
5. Then we _____ to our seats. run ran

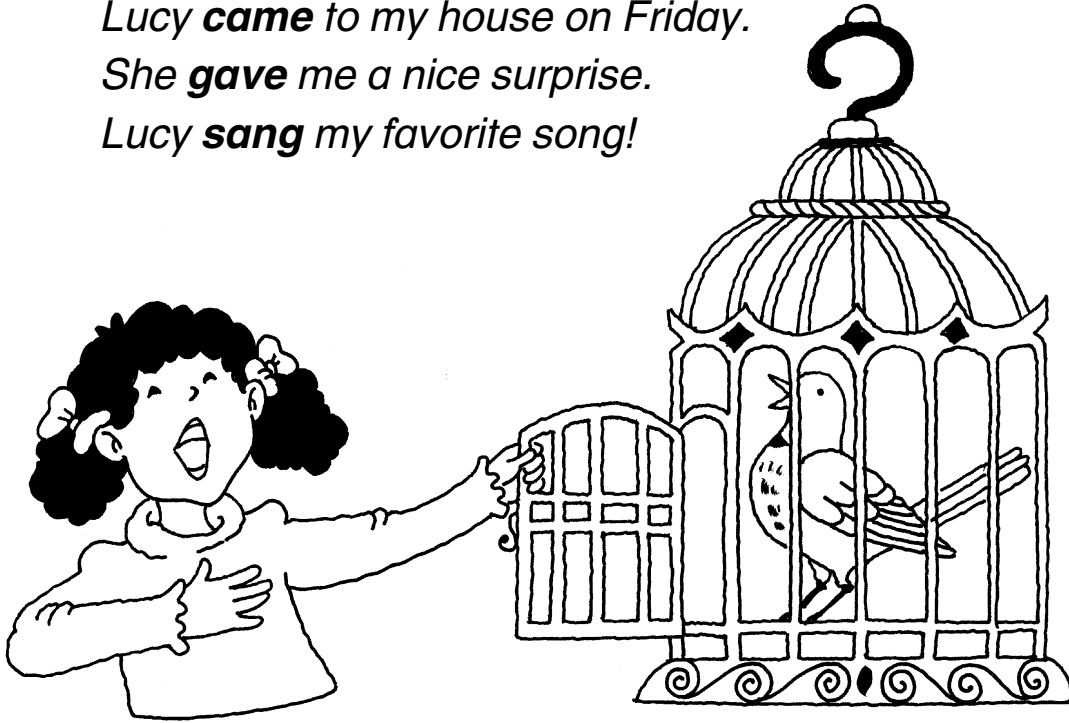
The Verbs *Come, Give, and Sing***RULES**

- The past-tense forms of **irregular verbs** do not end in *-ed*.
- ***Come, give, and sing*** are irregular verbs.

*Lucy **came** to my house on Friday.*

*She **gave** me a nice surprise.*

*Lucy **sang** my favorite song!*



Circle the past-tense verb to complete each sentence.

Then write the verb.

1. Last night, I _____ my bird some seeds. give gave
2. Then she _____ a sweet song. sing sang
3. So we _____ her a new treat. gave give
4. Yesterday, Lucy _____ to hear her. comes came
5. Lucy _____ with my bird! sing sang

At Home: Ask family members which singers they like to listen to. Write down what they say. Circle the verbs you use. Tell which are in the past tense.

Contractions with *not*

RULES

- A **contraction** is a short form of two words.
- Put an apostrophe (') in the place of the letters that are left out when the two words are combined.

did not

Alonzo ***did not*** paint. → Alonzo ***didn't*** paint.

is + not = isn't

are + not = aren't

did + not = didn't

have + not = haven't

does + not = doesn't

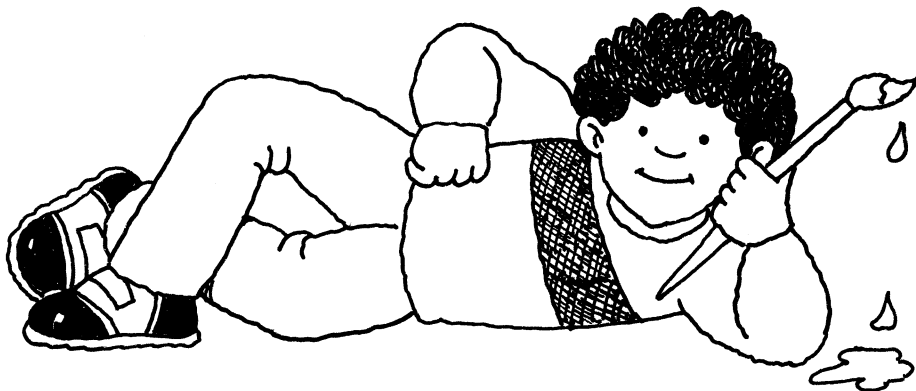
do + not = don't

cannot = can't

has + not = hasn't

Circle the contraction for the underlined words.

1. Alonzo did not want to paint. didn't aren't
2. He has not tried yet. hadn't hasn't
3. "I cannot paint!" he said. can't doesn't
4. He does not know that painting is fun. doesn't isn't
5. I have not helped him yet. haven't hasn't



Mechanics and Usage: Apostrophes

RULES

- Use an **apostrophe** (') to take the place of the letters that are left out in a contraction.



*Olga and Jill **don't** have any pets.*

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



Olga's dad said they can get two pets.

- Add an apostrophe to make most plural nouns possessive.



*Here are the **girls'** new pets.*

Circle the correct word to complete each sentence. Then write the word on the line.

- Olga _____ want to go to the pet store. doesn't doesnt
- _____ dad takes her to the pet store. Jills' Jill's
- At first, Jill _____ decide which kitten she wants. cant can't
- Olga _____ know Jill would bring home two kittens. didn't didnt
- The _____ beds are in the kitchen. kitten's kittens'

At Home: Tell a family member why you would like to have a pet. Write a sentence about it. Circle the contractions you use.

Mixed Review**RULES**

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

Present	<i>go</i>	<i>do</i>	<i>say</i>	<i>see</i>	<i>run</i>	<i>come</i>	<i>give</i>	<i>sing</i>
	↓	↓	↓	↓	↓	↓	↓	↓
Past	<i>went</i>	<i>did</i>	<i>said</i>	<i>saw</i>	<i>ran</i>	<i>came</i>	<i>gave</i>	<i>sang</i>

- A **contraction** is a short way to write two words. Use an apostrophe to replace the left-out letters.

<i>is + not</i>	<i>do + not</i>	<i>did + not</i>
↓	↓	↓
<i>isn't</i>	<i>don't</i>	<i>didn't</i>

Read each sentence. Draw a line under the word that correctly completes the sentence.



- | | | |
|-------------------------------------|--------|--------|
| 1. I _____ Pedro's picture. | see | saw |
| 2. I _____ know how to paint. | didn't | did'nt |
| 3. Pedro _____ me a set of paints. | give | gave |
| 4. _____ the colors pretty? | Wasn't | Aren't |
| 5. Blue and yellow _____ make red. | dont | don't |
| 6. I _____ to art class with Pedro. | went | go |
| 7. My mom _____ to class, too. | come | came |
| 8. _____ she surprised! | Was'nt | Wasn't |
| 9. She _____ my painting was good. | say | said |
| 10. Pedro _____ to see it, too. | ran | run |

Common Errors with Past-Tense Verbs**RULES**

- Most verbs add **-ed** to show past tense.

*A little pig **walked** to town.*

- Some verbs have **special spellings** for the past tense.

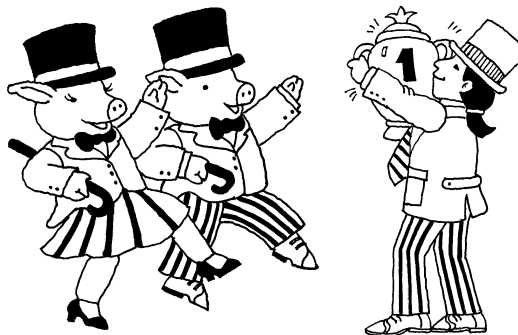
This sentence is not correct: *The little pig **goed** to town.*

This sentence is correct: *The little pig **went** to town.*

Circle the word that best completes each sentence.

Write it on the line.

- | | | |
|--|--------|--------|
| 1. Five little pigs _____ to market. | goed | went |
| 2. One little pig _____ all the way. | ran | runned |
| 3. One little pig _____, "Let's sing!" | said | sayed |
| 4. So the little pigs _____ a song. | singed | sang |
| 5. The mayor _____ to the market. | came | comed |
| 6. What _____ he see? | did | doed |
| 7. He _____ the pigs singing. | seed | saw |
| 8. The mayor _____, too. | sang | singed |
| 9. Then he _____ the pigs a prize. | gave | gived |
| 10. Then the pigs _____ home. | goed | went |

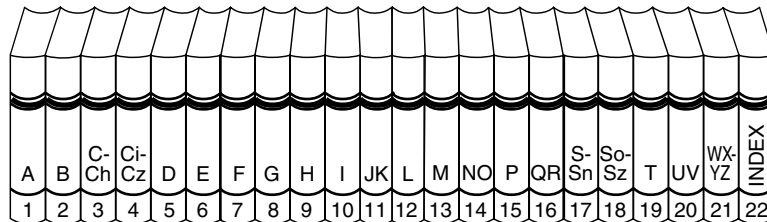


Study Skills: Encyclopedia

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.

Circle the correct encyclopedia volume for each topic.



- | | | | | | | | |
|------------------------------|----|---|----|----------------------|----|----|----|
| 1. William Jefferson Clinton | 3 | 4 | 21 | 6. fireworks | F | QR | T |
| 2. telephones | P | T | D | 7. canoes | 3 | 4 | 5 |
| 3. ice cream | 10 | 3 | 4 | 8. Marie Curie | 3 | 4 | 13 |
| 4. Georgia | 7 | 8 | 9 | 9. robots | B | QR | UV |
| 5. Africa | A | F | C | 10. washing machines | 20 | 21 | 13 |

Vocabulary: Suffixes

RULES

- A **suffix** is a word part that is added to the end of a word.
- A suffix changes the meaning of the word.

Suffix	Meaning	Example
-less	<i>without</i>	<i>spot + less = spotless</i>
-ful	<i>full of</i>	<i>help + ful = helpful</i>

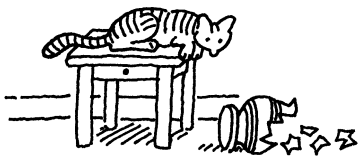
The house is spotless.

I am helpful.

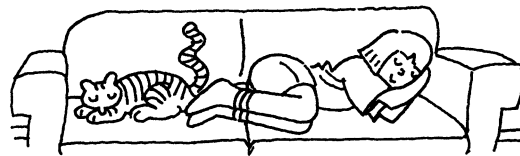


Look at each picture. Write the word that tells what the picture shows.

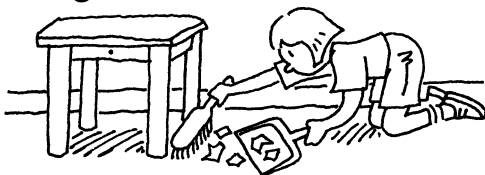
1. care + less _____



2. rest + ful _____



3. thought + ful _____



4. peace + ful _____



5. use + less _____



Composition: Sentence Style and Variety

RULES

- Make your sentences **different lengths**.
- Do not begin every sentence with the **same words**.
- **Combine the subjects** of two sentences to make one sentence.

Toby can run.
I can run. } → *Toby and I can run.*

- **Combine the predicates** of two sentences to make one sentence.

We play outside.
We play with friends. } → *We play outside with friends.*



Read the sentence pairs. Combine the sentences using *and*.

1. I walk my dog, Toby. I walk in the park.

2. My friends throw a ball. I throw a ball.

3. Some dogs do tricks. Some dogs run fast.

4. Toby loves to run. Toby loves to play.

5. My friends love Toby. I love Toby.

Pronouns

RULES

- A **pronoun** is a word that takes the place of a noun or nouns. Pronouns can tell about one person or thing.

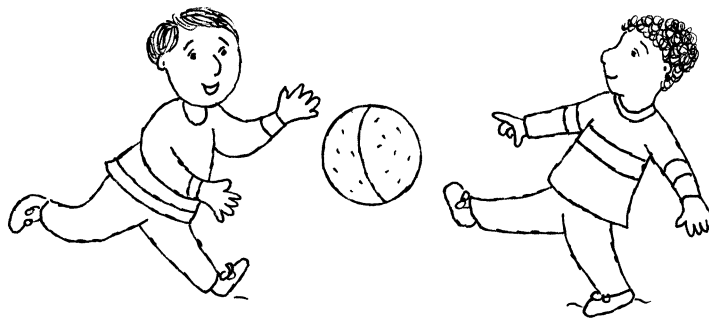
Gina likes kickball.

She likes kickball.

- Pronouns can tell about more than one person or thing.

Gina and I play kickball.

We play kickball.



Circle the pronoun that can take the place of the underlined noun or nouns.

1. Harry kicks the ball to Gina. He She
2. Gina passes the ball to Amanda. She They
3. Gina and Harry are good players. We They
4. Jasper and I watch Gina play. They We
5. The ball is big and colorful. It They

I and Me

RULES

- Use the pronouns **I** and **me** to tell about yourself.

I like the bug book that Dad gave **me**.

- Use **I** when you are the subject of a sentence.

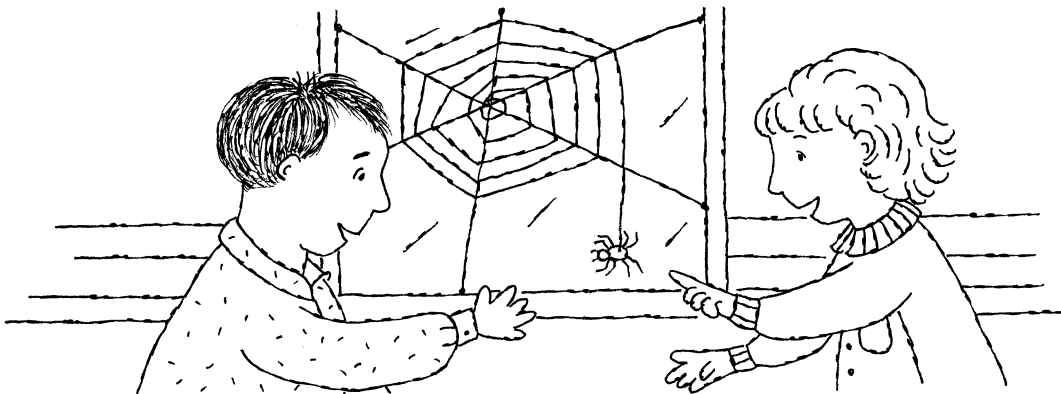
I like my school.

- Use **me** when you talk about yourself after an action verb.

Dad takes **me** in the car.

Circle the pronoun that completes each sentence.

- | | | |
|--|----|----|
| 1. _____ like to find bugs. | Me | I |
| 2. Roy and _____ look for them. | me | I |
| 3. Roy helps _____ find them. | I | me |
| 4. _____ show Roy a black spider. | I | Me |
| 5. He tells _____ a spider has eight legs. | I | me |



We and Us**RULES**

- Use the pronouns **we** and **us** to tell about yourself and someone else.

Kara and I have two cats. The cats play with Kara and me.

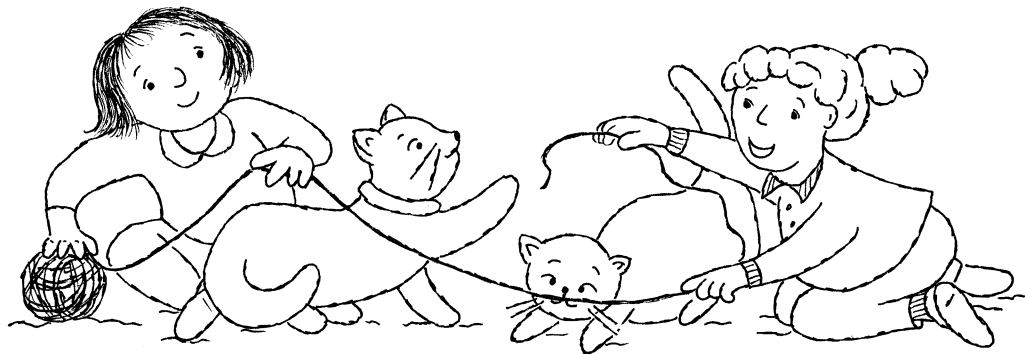
↓
We *have two cats.* *The cats play with* **us**.

- Use **we** as the subject of a sentence.

We *are friends.*

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

Fluffy and Zipper chase **us**.



Circle the word that replaces the underlined words.

- Zipper leads Kara and me downstairs. we us
- Kara and I toss a ball of yarn. We Us
- Fluffy brings Kara and me the ball of yarn. we us
- Kara and I pet Fluffy. We Us
- Fluffy and Zipper love Kara and me. we us

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

RULES

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

*Michelle, Mom, and **I** like to hike.*

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

*Mom shows **Michelle and me** the trail.*



Circle the correct words to complete each sentence. Then write the words on the lines.

1. _____ have new boots.

Michelle and I I and Michelle

2. Mom let _____ lead the way.

Michelle and me me and Michelle

3. My dog followed _____.

me, Mom, and Michelle Mom, Michelle, and me

4. _____ was very hot and thirsty. i I

5. _____ made it to the top!

Mom, Michelle, and i Mom, Michelle, and I

Mixed Review

RULES

- A **pronoun** takes the place of one or more nouns. Pronouns match the noun or nouns they replace.
*The boy has a guinea pig. **He** has a guinea pig.*
- Use the capital letter **I** to tell about yourself in the subject of a sentence. Use **me** after an action verb.
***I** clean the cage. Mom helps **me**.*
- Use **we** and **us** to talk about yourself and others. **We** is the subject of a sentence. **Us** comes after an action verb.
***We** change the water. The guinea pig watches **us**.*
- Name yourself last when talking about yourself and another person.
*Mike and **I** play with the guinea pigs.*

Read each sentence. Circle the word or phrase in () that correctly completes the sentence.

1. (I, Me) have two guinea pigs.
2. Mike and (I, me) like to pet them.
3. They run to (me, I).
4. Mike and (I, me) thought the guinea pigs were lost.
5. (I and him, He and I) could not find them.
6. (Us, We) got some guinea pig food.
7. We put (it, us) on the floor.
8. The guinea pigs found (we, us)!
9. (Us, We) fed them.
10. Mom showed (us, we) how to lock the cage.



Pronoun-Verb Agreement

RULES

- **Pronouns** and **verbs** must agree, or work together, the same way nouns and verbs do. When the pronoun **he**, **she**, or **it** is in the subject of a sentence, add **-s** to most verbs in the present tense.

pronoun **verb**

She finds animals by the pond.

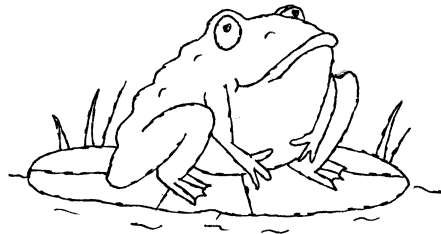
- If the subject is **I**, **you**, **we**, or **they**, do not add **-s** to most verbs in the present tense.

pronoun **verb**

They see butterflies and frogs.

Read each sentence. Circle the correct verb in ().

1. They (look, looks) for frogs.
2. I (tell, tells) Luca where to look.
3. We (hunt, hunts) for them at the pond.
4. He (find, finds) a big frog in the water.
5. It (hop, hops) away.
6. We (see, sees) it in the grass.
7. It (hide, hides) from us.
8. I (asks, ask) Luca for help.
9. He (shouts, shout) at the frog.
10. It (jump, jumps) back in the pond.



Possessive Pronouns

RULES

- A **possessive pronoun** takes the place of a possessive noun. A possessive pronoun shows who or what owns or has something. Possessive pronouns can tell about one person or thing: **my, your, his, her, its.**

Maria's dog likes to run.

Her dog likes to run.

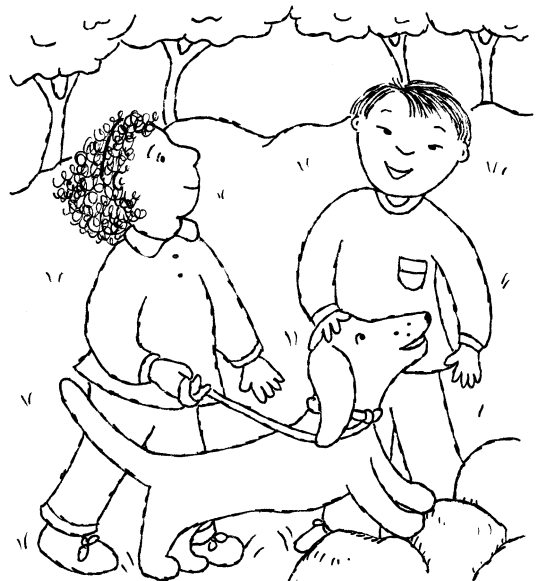
- Possessive pronouns can tell about more than one person or thing: **our, your, their.**

People's dogs go to the park.

Their dogs go to the park.

Circle the possessive pronoun in each sentence.

1. Luke and Sonia like their dog.
2. His name is Rusty.
3. Sonia takes her dog to the park.
4. I give the dog my sandwich.
5. Rusty drinks out of his bowl.
6. Luke likes his cat, too.
7. Her name is Bessie.
8. I feed my fish.
9. They swim in their tank.
10. We take care of our pets.



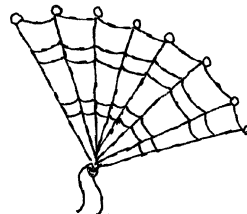
Contractions: Pronoun and Verb

RULES

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

Look, ***I am*** dressed up!

Look, ***I'm*** dressed up!



- Here are some contractions you can use.

Singular

Plural

I am = I'm

she is = she's

we are = we're

you are = you're

he is = he's

they are = they're

it is = it's

Circle the contraction that stands for the underlined words. Write it on the line.

1. It is fun to dress up.

It's

Its

2. You are wearing a black hat.

Your

You're

3. I am wearing a long dress.

Im

I'm

4. We are trying on big shoes.

Were

We're

5. She is holding a fan.

She's

Shes

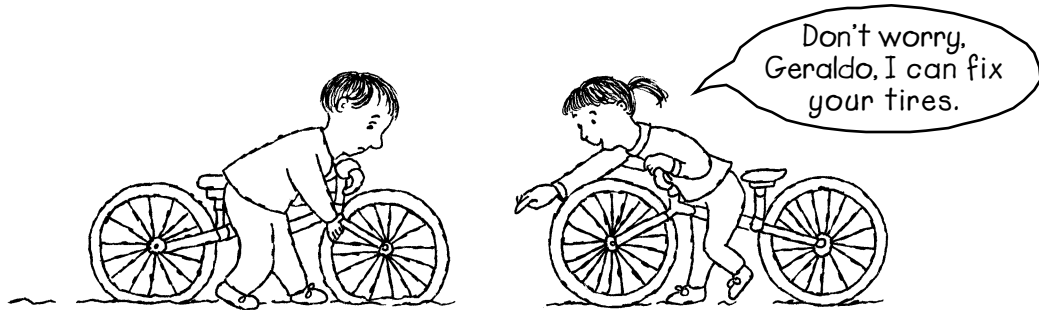
Mechanics and Usage: Contractions and Possessive Pronouns

RULES

- An **apostrophe** (') takes the place of the letters that are left out in a contraction. Possessive pronouns do not have apostrophes.

You're riding a bike. I like **your** new bike.

Contraction	Possessive Pronoun
<i>it is</i> → <i>it's</i>	<i>its</i>
<i>you are</i> → <i>you're</i>	<i>your</i>
<i>they are</i> → <i>they're</i>	<i>their</i>



Circle the correct word to complete each sentence.

- _____ going too fast! You're Your
- _____ bike has flat tires. You're Your
- _____ riding down a big hill. They're Their
- _____ bikes are big. Their They're
- _____ a good day for riding. Its It's

Mixed Review

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 rides (ride + s) to school.

- Use **possessive pronouns** to take the place of possessive nouns.

my his her its your our

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

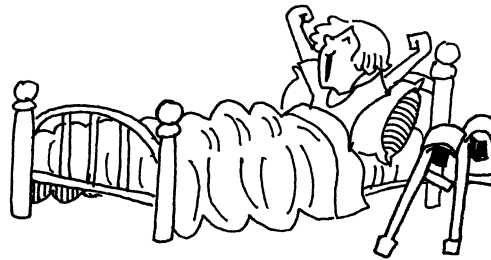
they are = they're it is = it's you are = you're

- Possessive pronouns never have an apostrophe.

Her bus is outside. **Its** door is open.

Read each sentence. Is the underlined word correct?

Circle **yes** or **no**. If the word is not correct, write the correct word on the line.



- | | | |
|--|-----|----|
| 1. <u>Its</u> hard to get up in the morning. _____ | Yes | No |
| 2. Mom gives me <u>her</u> clock. _____ | Yes | No |
| 3. It <u>rings</u> loudly. _____ | Yes | No |
| 4. But I don't hear <u>it's</u> alarm. _____ | Yes | No |
| 5. She says, "I hope <u>your</u> not going to be late for school!" _____ | Yes | No |

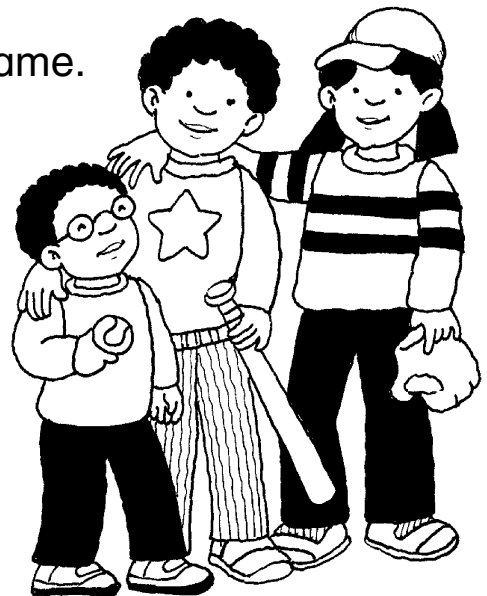
Common Errors with Pronouns

RULES

- Use **I** or **we** in the **subject** of a sentence.
This sentence is correct: *Harry and **I** play ball.*
This sentence is not correct: *Harry and **me** play ball.*
- Use **me** or **us** in the **predicate** of a sentence.
This sentence is correct: *Harry can pitch to **me**.*
This sentence is not correct: *Harry can pitch to **I**.*

Circle the word that best completes each sentence. Write it on the line.

- _____ have a little brother.
I Me
- He likes to follow _____.
me I
- He always plays with _____.
I me
- _____ show him how to play a game.
Me I
- My brother and _____ play ball.
I me



Study Skills: Alphabetical Order

RULES

ABCDEFGHIJKLMNOPQRSTUVWXYZ

- You can put some words in ABC order by their **first** letter.
apple
ball
coat
- If words begin with the same letter, put them in order by the **second** letter.
lad
lid
log
- If words begin with the same two letters, put them in order by the **third** letter.
leaf
leg
let

Circle the word in each group that comes first in ABC order.

1. age able

6. hike jump cry

2. dog fox

7. lake like love

3. sit sat

8. small smell smog

4. fix fig

9. crop crawl creep

5. fall fang

10. goat got give

Vocabulary: Synonyms

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

That is a **tiny** dog.

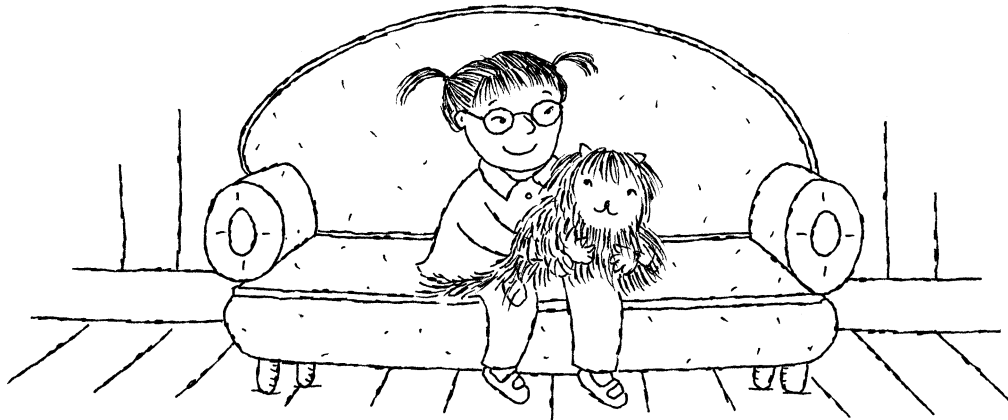


That is a **little** dog.

The dog has a **loud** bark.



The dog has a **noisy** bark.

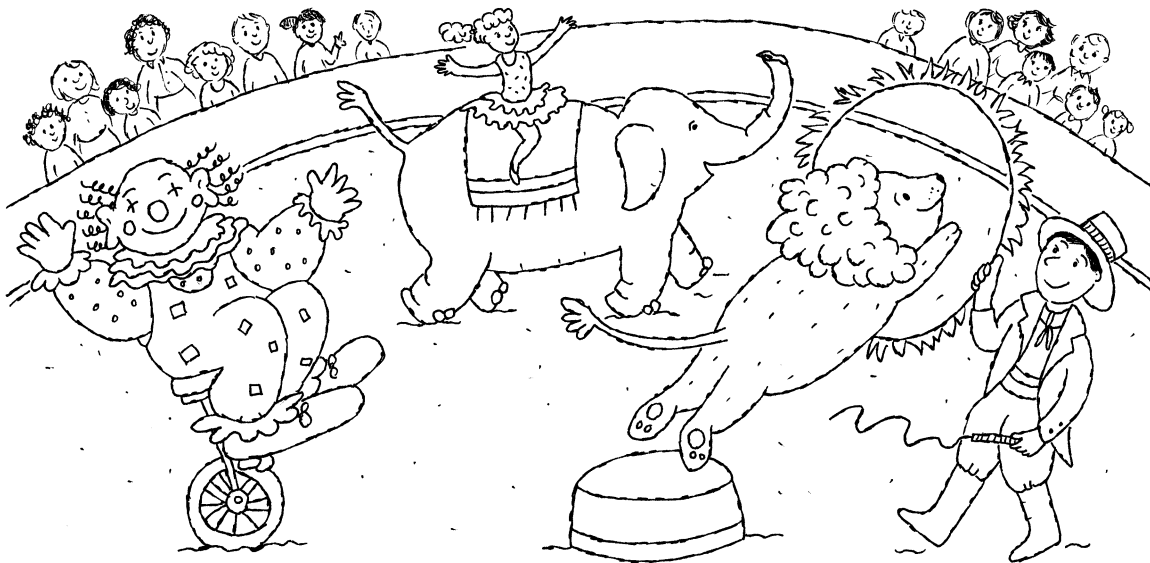


Draw a line to match each pair of synonyms.

- | | |
|----------|--------|
| 1. tiny | grin |
| 2. happy | loud |
| 3. smile | little |
| 4. fix | start |
| 5. sick | glad |
| 6. high | tall |
| 7. begin | ill |
| 8. end | angry |
| 9. noisy | mend |
| 10. mad | finish |

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.
- All the sentences in a **paragraph** tell about the main idea.



Write **yes** or **no** on the line to tell if each sentence supports the main idea.

Main idea: Mia went to the circus on Saturday.

1. Mia saw women riding elephants. _____
2. Mia laughed at clowns riding bicycles. _____
3. Mia rides a bus to school. _____
4. A lion jumped through a hoop of fire. _____
5. Mia has a pet turtle. _____

Adjectives

RULES

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

Ann is in an **old** forest.

Ann looks at the **huge** tree.



Circle the adjective that describes the underlined noun.

1. What an old tree it must be!
2. It has a huge trunk.
3. Feel the bumpy bark.
4. Does it really have red wood?
5. Can you reach the long branches?
6. Look at the green needles.
7. What small cones it has!
8. The cones hold tiny seeds.
9. This is a big forest.
10. We had a good visit.

Adjectives That Tell How Many**RULES**

- Some adjectives tell **how many**.



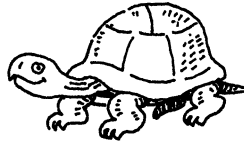
The house has **one** door.

Circle the adjectives that tell **how many**.

1. Max drew one house.
2. I see four windows.
3. Do you see many trees?
4. There are four steps.
5. Look at the two cats.
6. They have four whiskers.
7. Is there one doorknob?
8. Max will add some flowers.
9. He can draw several birds.
10. Do you see one chimney?

Articles: *a*, *an***RULES**

- The words ***a*** and ***an*** are special adjectives called **articles**.
- Use ***a*** before a word that begins with a consonant sound.

a turtle

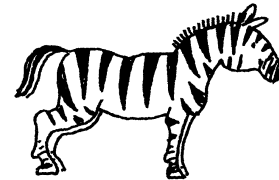
- Use ***an*** before vowel sounds.

an owlCircle the correct article: ***a*** or ***an***. Then write it on the line.

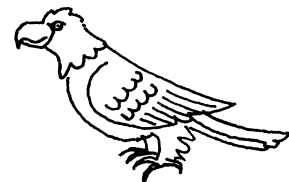
1. _____ (a, an) anteater



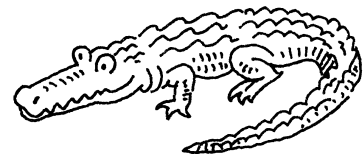
2. _____ (a, an) zebra



3. _____ (a, an) eagle



4. _____ (a, an) alligator



5. _____ (a, an) giraffe



Adjectives That Compare**RULES**

- You can use adjectives to compare nouns.
- Add **-er** to an adjective when you compare two nouns.

Clara's dog is **smaller** than Al's dog.

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

Max has the **smallest** dog of all.



Circle the correct form of the adjective under each sentence.
Write the adjective on the line.

- Clara's dog is _____ than Al's dog.
older oldest
- Al's dog has the _____ tail of all.
longer longest
- Max's dog is the _____ of the three dogs.
lighter lightest
- Clara's dog is _____ than Max's dog.
younger youngest
- Al's dog has _____ ears than Clara's dog.
shorter shortest

Mechanics and Usage: Writing Book Titles

RULES

- Use capital letters for all the important words in a book's title.
- The first word of a title always gets a capital letter.
- Draw a line under the title.



May I Bring a Friend?

Harry and the Terrible Whatzit

Circle the words in each book title that need capital letters. Remember to draw a line under the titles.

- | | |
|----------------------------|---------------------|
| 1. Millions of cats | 6. Hop on pop |
| 2. a children's Zoo | 7. The little house |
| 3. bread and honey | 8. one special Star |
| 4. snow queen | 9. Too many mice |
| 5. little rabbit's big day | 10. Stone soup |

Mixed Review

RULES

- Add **-er** to adjectives when you compare two nouns.
long + er = longer
- Add **-est** to adjectives when you compare more than two nouns.
long + est = longest
- The words **a** and **an** are special adjectives called **articles**.
- Use **an** before a vowel sound: *My aunt is **an** author.*
- Use **a** before a consonant sound: *She wrote **a** book.*
- Use capital letters for the important words in a book's title. Underline the titles of books.
I Bet You Can! is the title of the book.

Read each sentence. Circle the correct article, adjective, or title in ().

1. I found the (neater, neatest) books ever written.
2. One book is called (cool cats, Cool Cats).
3. Another book is (The world of cats, The World of Cats).
4. I am reading (The Tales of Morris, The tales of Morris).
5. These three books have the (greater, greatest) photos of cats.
6. Morris is (a, an) unusual cat.
7. He doesn't have (a, an) tail.
8. Morris is (a, an) Manx cat.
9. Morris is (nicer, nicest) than my cat.
10. He is such (a, an) intelligent cat, too!

Adverbs

RULES

- An **adverb** tells more about a verb.
- An adverb can tell **how**, **when**, or **where** the action takes place.

*I do my homework **carefully**.*

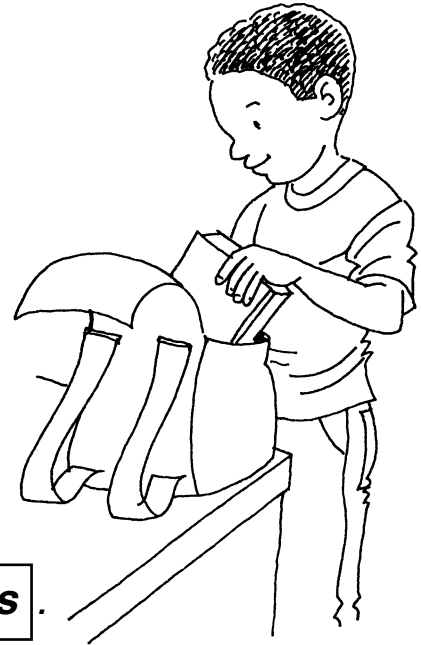
The adverb **carefully** tells **how**.

*I can play **now**.*

The adverb **now** tells **when**.

*My friends are waiting **downstairs**.*

The adverb **downstairs** tells **where**.



Circle the adverb that tells about the underlined verb.
Then write **how**, **when**, or **where** to tell what the adverb describes.

1. We play hide-and-seek outside. _____
2. Alvin counts loudly. _____
3. Ben, Lee, and I hide quickly. _____
4. Now Alvin opens his eyes. _____
5. Here he comes! _____

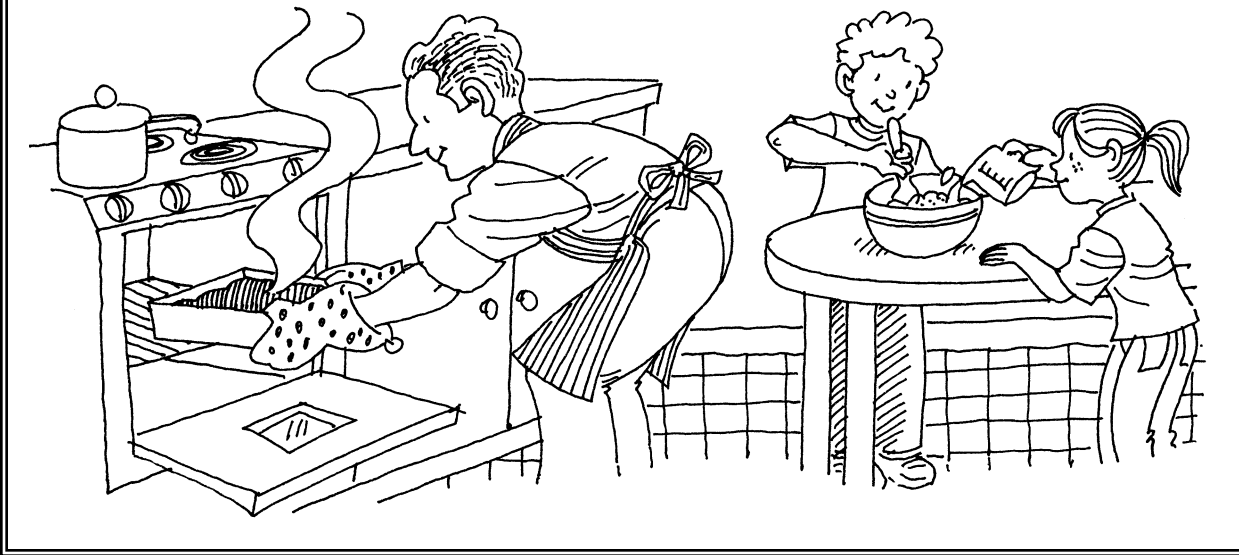
Adverbs That Tell How**RULES**

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

We **secretly** baked some brownies for Mom.

Dad **gladly** helped us.

- Many adverbs that tell **how** end with **-ly**.



Circle the adverb in each sentence that tells **how**.

1. Jody measured the flour exactly.
2. I mixed everything completely.
3. Greg held the bowl firmly.
4. The brownies baked slowly.
5. We proudly surprised Mom.

Adverbs That Tell When or Where

RULES

- Some adverbs tell **when** an action happens.

*School starts **early**.*

- Some adverbs tell **where** an action happens.

*The children hurry **inside**.*

Draw a line under the adverb in each sentence. Then circle whether the adverb tells **where** or **when**.

- | | | |
|-----------------------------------|-------|------|
| 1. I get dressed first. | where | when |
| 2. I hurry downstairs. | where | when |
| 3. Mom always makes breakfast. | where | when |
| 4. I look around for my backpack. | where | when |
| 5. Here comes the bus! | where | when |



Mechanics and Usage: Quotation Marks

RULES

- When you write a quotation, you write the exact words a person says.
- Use **quotation marks** (“ ”) at the beginning and at the end of the words a person says.

“Where is Mom?” I asked.

Dad said, **“She’s outside feeding the birds.”**



Read each sentence. Add quotation marks where they belong.

1. Let’s look at the birds, Mom said.
2. Dad asked, Did the eggs hatch?
3. Take a look! said Mom.
4. Wow! I exclaimed.
5. How many babies are there? Dad asked.

Mixed Review

RULES

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

The big game starts **today**. (*when*)

The boys dressed **quickly**. (*how*)

They went **downstairs**. (*where*)

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

Dad asked, “Is Ann ready yet?”

Circle each adverb. Some sentences have more than one. Add quotation marks where they are needed.

1. Lee yelled loudly, Hurry!
2. Seth added, Come quickly!
3. The game starts soon, said Dad.
4. Ann is never on time, mumbled Lee.
5. I’m coming down now, Ann said calmly.
6. Finally! Seth said loudly.
7. Ann looked around and asked, Where is Mom?
8. Dad said, Mom is at the field already.
9. She had to get there early, Seth added.
10. Let’s go then, Ann said cheerfully.

Common Errors with Adjectives

RULES

Sometimes writers forget when to use *-er* and when to use *-est* when comparing nouns.

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

This sentence is not correct: *Ed's cat has a shortest tail than my cat.*

This sentence is correct: *Ed's cat has a shorter tail than my cat.*

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

This sentence is not correct: *My cat is the smaller cat in the whole town.*

This sentence is correct: *My cat is the smallest cat in the whole town.*

Read each sentence. Circle the correct form of the adjective in ().

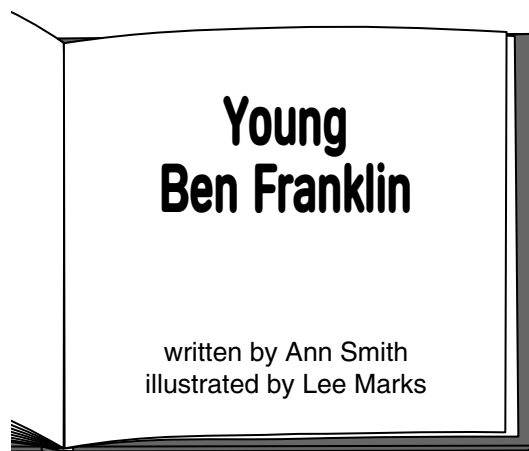
1. Is Fritz the (bigger, biggest) cat of all?
2. Is Sasha a (smaller, smallest) cat than Sage?
3. Does Sage have (longer, longest) hair than Fritz?
4. Is Sasha the (younger, youngest) cat of the three?
5. Which cat is the (cuter, cutest) cat of the three?



Study Skills: Parts of a Book

RULES

- The **title page** tells the name of a book and the author and illustrator. It is the **first page** of a book.
- The **table of contents** lists the name and page number of each chapter. It follows the title page.
- The **index** lists in ABC order all the topics and their page numbers. The index is at the back of most books.



Contents		
Chapter		Page
1	The Youngest Son . . .	3
2	School Days	15
3	Candles and Soap . . .	28
4	No More School	35
5	Stop the Presses! . . .	43
6	Goodbye, Boston! . . .	51
	Index	60

Read the questions. Circle the letter next to the correct answer.

- What is the title of the book?
 a. Young Ben Franklin b. No More School c. School Days
- Who wrote the book?
 a. Lee Marks b. Ben Franklin c. Ann Smith
- How many chapters are in the book?
 a. 7 b. 6 c. 3
- On what page does "Stop the Presses!" begin?
 a. page 51 b. page 35 c. page 43
- What comes after "Goodbye, Boston!"?
 a. Index b. Chapter 7 c. No More School

Vocabulary: Antonyms

RULES

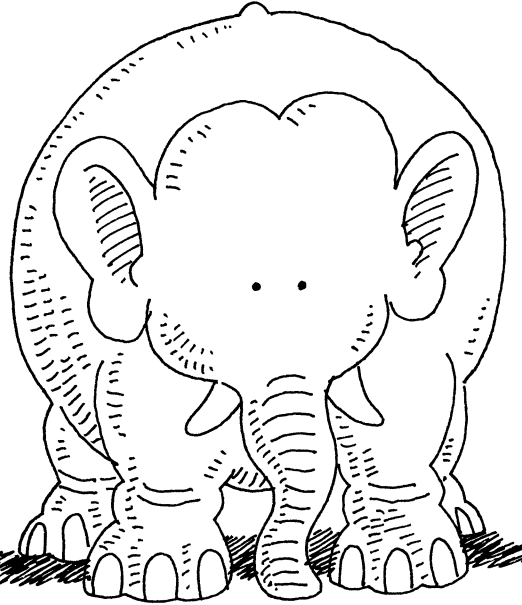
- **Antonyms** are words with opposite meanings.

top—bottom front—back
tiny—huge empty—full
easy—hard right—wrong
yes—no sit—stand

tiny



huge



Draw a line to match the antonyms.

- | | | | |
|-----------|---------|----------|-------|
| 1. first | late | 6. large | hard |
| 2. wide | on | 7. neat | short |
| 3. early | last | 8. good | bad |
| 4. off | quietly | 9. long | messy |
| 5. loudly | narrow | 10. easy | small |

Composition: Beginning, Middle, and End

RULES

- Tell the events in a **story** in the order they happen.
- Introduce the characters and the problem at the **beginning**, or start of the story.
- Add details and tell how the characters plan to solve the problem in the **middle**.
- Show how the problem gets solved in the **end**, or last part of the story.

Draw a line to show if the sentences belong in the beginning, middle, or end. One sentence is done for you.

Who Will Win the Race?

1. Everyone knows Turtle is slower than Rabbit. beginning
2. Turtle passes Rabbit. middle
3. Turtle wins the race.
4. Rabbit stops for a rest.
5. Rabbit races far ahead. end

