

Sentences

RULES

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

This is a sentence: *We visit the pet store.*

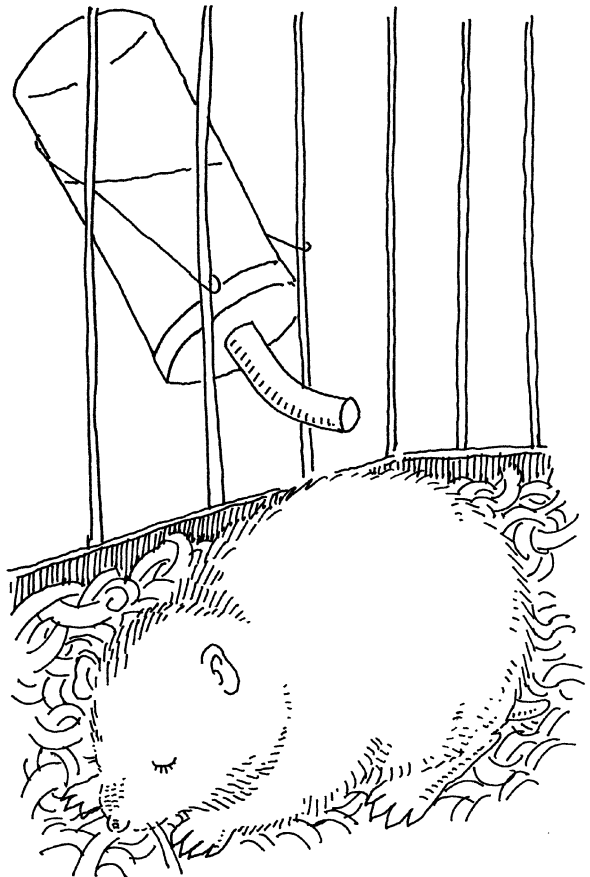
- A **sentence fragment** is a group of words that does not tell a complete thought.

This is not a sentence: *A small brown dog.*

- Every sentence begins with a capital letter.

Circle each group of words that is a sentence.

1. Five fish swim in a tank.
2. Two tiny puppies.
3. The canaries chirp loudly.
4. The birds.
5. Three rabbits nibble on leaves.
6. A hamster sleeps in a cage.
7. One gerbil runs on a wheel.
8. Fluffy kittens.
9. A mouse hides in the straw.
10. Curls into a ball.



Statements and Questions

RULES

- A **statement** is a sentence that tells something.
The Stamp Museum has exhibits.
- A **question** is a sentence that asks something.
What kinds of stamps can you see?
- Use a period to end a statement.
- Use a question mark to end a question.

Tell whether the sentence is a statement or a question. Circle the correct word.

- | | | |
|--|-----------|----------|
| 1. Stamp collecting is an interesting hobby. | statement | question |
| 2. What country is this stamp from? | statement | question |
| 3. Tani likes the smallest stamps. | statement | question |
| 4. Some stamps are very colorful. | statement | question |
| 5. Do you know how old this stamp is? | statement | question |
| 6. How much can a rare stamp cost? | statement | question |
| 7. Rare stamps can be very expensive. | statement | question |
| 8. How many stamps does Tani have? | statement | question |
| 9. What is the date on this stamp? | statement | question |
| 10. The European stamp exhibit is my favorite. | statement | question |



At Home: Ask family members to help you collect stamps that come in the mail. Write three statements about the stamps. Then rewrite the statements as questions.

Commands and Exclamations

RULES

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

Walk carefully in the cave.

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

Gee, this cave is huge!

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

- | | | |
|---------------------------------|---------|-------------|
| 1. What a deep cave this is! | command | exclamation |
| 2. Look at the walls. | command | exclamation |
| 3. Don't leave the group. | command | exclamation |
| 4. This cave is very dark! | command | exclamation |
| 5. Wow, these rocks are shiny! | command | exclamation |
| 6. Please walk slowly. | command | exclamation |
| 7. Follow the tour guide. | command | exclamation |
| 8. There are hundreds of bats! | command | exclamation |
| 9. Don't frighten them. | command | exclamation |
| 10. The bats sleep upside down! | command | exclamation |

Mechanics and Usage: Sentence Punctuation

RULES

- End a **statement** and a **command** with a **period**.

Statement: *The Grand Canyon is made of layers of rock* .

Command: *Look closely at the different layers* .

- End a **question** with a **question mark**.

Question: *How many layers can you see* ?

- End an **exclamation** with an **exclamation mark**.

Exclamation: *Wow, I can see hundreds of layers* !

Circle the correct end punctuation for each sentence.

- Wow, this is beautiful . ? !
- Why is it called the Grand Canyon . ? !
- It is very big and deep . ? !
- Don't get too close to the edge . ? !
- How deep is it . ? !
- It is more than a mile deep . ? !
- What a great view this is . ? !
- Aren't you glad we came . ? !
- Take some pictures . ? !
- Where is my camera . ? !

At Home: Find a picture you like of something in nature. Work with a family member to write all four kinds of sentences about the picture.

Mixed Review

RULES

- A **sentence** expresses a complete thought. Every sentence begins with a capital letter. A **fragment** does not express a complete thought.
- A **statement** tells something. It ends with a **period**.
We went sailing on Tuesday.
- A **question** asks something. It ends with a **question mark**.
Did you have fun?
- A **command** tells or asks someone to do something. It ends with a **period**.
Tell me what happened.
- An **exclamation** shows strong feeling. It ends with an **exclamation mark**.
We had a really great day!

For each sentence below, write whether it is a **statement**, **question**, **command**, or **exclamation**. Then write the sentence using the correct end mark. Underline any fragments and make them complete sentences.

1. Max went to see the whales

2. Where did he go

3. The big boat

4. Don't hang over the rail

5. Wow, look at that whale

Subjects in Sentences

RULES

- Every sentence has two parts. The **subject** of a sentence tells what or whom the sentence is about.

Books can help us learn.

subject → Books

- The subject of a sentence can be one word or more than one word.

Many people enjoy reading.

subject → Many people

Circle the subject in each sentence.

1. The library is a fun place to visit.
2. Hundreds of books sit on the shelves.
3. Adventure books are my favorite.
4. I like to curl up in a corner and read.
5. Some writers are very good at describing things.
6. They paint pictures with words.
7. Science fiction is fun to read, too.
8. Robots and spaceships are interesting.
9. Books about outer space make me want to become an astronaut.
10. I would like to visit another planet.



At Home: With a family member, write three sentences about a favorite story. Point out the subject in each sentence.

Predicates in Sentences

RULES

- Every sentence has two parts. The **predicate** of a sentence tells what the subject does or is.

*The children **explored the old fort.***

predicate → explored the old fort.

*The fort **had huge doors.***

predicate → had huge doors.

Circle the predicate in each sentence.

1. The guide showed the children the fort.
2. The walls are stacked logs.
3. Some of the logs are missing.
4. A high tower stands at that corner.
5. A watchman sat in the tower.
6. He watched for signs of trouble.
7. A small town grew up around the fort.
8. Families of soldiers lived in the fort.
9. The children saw the old schoolroom.
10. The guide took a picture of them.

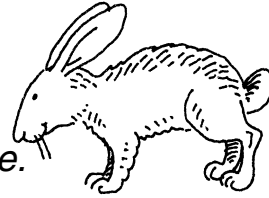
Combining Sentences: Compound Sentences

RULES

- Two related **sentences can be combined** with a comma and the word *and*.
- A **compound sentence** is a sentence that contains two sentences joined by *and*.

Maria has a pet rabbit. *It likes to eat lettuce.*

Maria has a pet rabbit , **and** *it likes to eat lettuce.*



Use the word in () to join each pair of sentences.

1. Rabbits are cute. (and) They are also very shy animals.

2. They have large ears. (and) They have a good sense of smell.

3. Rabbits feed in the evening. (and) They are always alert.

4. Rabbits make nice pets. (and) They need lots of care.

5. Rabbits eat a lot. (and) They grow fast.

At Home: Ask family members to listen as you combine two related sentences about an animal. Use the word *and*.

Mechanics and Usage: Correcting Run-on Sentences

RULES

- A **run-on sentence** joins together two or more sentences.
The clowns rode on the elephants they waved to the crowd.
- Correct a run-on sentence by separating two ideas into two sentences.
The clowns rode on the elephants. They waved to the crowd.
- Correct a run-on sentence by writing it as a compound sentence.
*The clowns rode on the elephants, **and** they waved to the crowd.*

Draw a line between the two sentences. The first one is done for you.

1. The circus has jugglers and tumblers/it has wild animals, too.
2. The circus has horseback riders they perform tricks.
3. Riders leap on and off a moving horse they leap through hoops.
4. Clowns are important in the circus they make people laugh.
5. A traveling circus has a parade it has wagons and bands.
6. People line the streets to see the parade the circus performers wave.
7. Bands play marching music clowns do funny tricks.
8. The circus is held in a tent it has room for many people.
9. People of all ages go to the circus they have fun.
10. The circus stays for two weeks it will be back next year.

Mixed Review

RULES

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

subject	predicate
↓	↓
<i>My family</i>	<i>likes to visit the zoo.</i>
- A **compound sentence** contains two related sentences joined by the word *and*.
- A **run-on sentence** contains two or more sentences that should stand alone.

A. Read each sentence. Circle the subject and underline the predicate.

1. Tigers have stripes.
2. The stripes help the tigers hide.
3. Tigers belong to the cat family.
4. White tigers are very rare.
5. Other big cats include lions and panthers.

B. Read each sentence. Next to each one, write **compound** or **run-on**.

6. Some people see tigers at the zoo, and other people see tigers at the circus. _____
7. I took photos of the tigers, and Jack sketched the lions. _____
8. A trainer can teach a tiger to jump through a hoop sometimes the hoop is on fire. _____
9. The roar of a tiger is very loud it is scary. _____
10. Lions roar loudly in the jungle, and the other animals run away. _____

Common Errors with Fragments and Run-on Sentences**RULES**

- A **sentence fragment** does not express a complete thought.

This is a sentence fragment: *Was howling.*

- You can often correct a sentence fragment by adding a subject or a predicate.

- A **run-on sentence** contains two or more sentences that should stand alone.

This is a run-on sentence: *It is raining we are getting wet.*

- You can correct a run-on sentence by writing it as **two sentences**, or as a **compound sentence**.

Here are two separate sentences: *It is raining. We are getting wet.*

Here is a compound sentence: *It is raining, and we are getting wet.*

Write **sentence**, **fragment**, or **run-on sentence** after each group of words.

1. The weather forecaster. _____
2. There is a storm approaching the coast. _____
3. A bad one. _____
4. Should get. _____
5. Stay tuned to this station for updates. _____
6. The next day was sunny and clear trees and other debris covered the ground. _____
7. A group of volunteers came by to help us clean up the Coast Guard went up and down the coast. _____
8. Was very lucky. _____
9. Now our neighborhood is clean again. _____
10. We have a new club we talk about ways to keep our neighborhood safe during a storm. _____

Study Skills: Dictionary

RULES

You use a **dictionary** to find the meanings of words. A dictionary also shows you how words are spelled.

- **Guide words** show the first and last words on a page. They help you locate the entry word.
- **Entry words** are all the words explained in a dictionary. They are listed in ABC order.

Number the words in each list to show the correct ABC order.

1. hut _____
 guide _____
 icicle _____

2. track _____
 skunk _____
 skate _____

3. junk _____
 jade _____
 jellyfish _____

4. rough _____
 rung _____
 ranch _____

Read each pair of guide words. Circle the word that you would find on a dictionary page with those guide words.

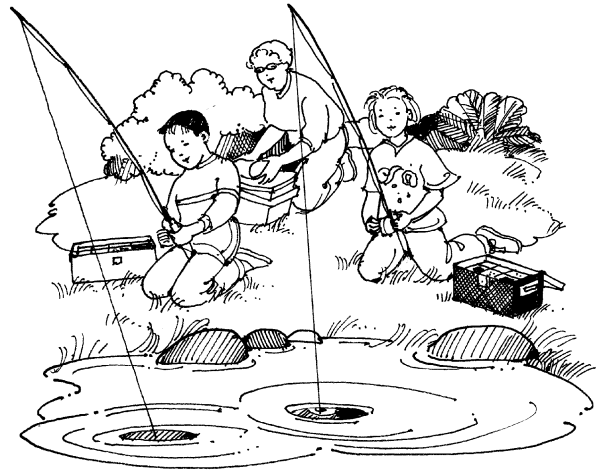
- | | | | |
|-------------------|--------|--------|--------|
| 5. march/mattress | margin | next | nose |
| 6. float/flute | table | flood | three |
| 7. cement/cinder | earth | echo | center |
| 8. salt/sap | zero | sample | zoo |
| 9. anger/apple | comb | appeal | cook |
| 10. pin/pioneer | pink | gate | gear |

Vocabulary: Time-Order Words

- A time-order word or phrase tells when things happen and in what order.

Before we left on our fishing trip, we ate cereal.

Next, we packed a picnic lunch.



first *second* *afterward*
next *finally* *before*
then *third* *a long time*

Read each sentence. Write on the line the word or words that show time-order.

- | | |
|---|--|
| <p>1. Fishing can be fun, but first you have to know what to do.</p> <p>_____</p> | <p>6. You are now ready to try to catch a fish!</p> <p>_____</p> |
| <p>2. You need a good fishing rod before anything else.</p> <p>_____</p> | <p>7. You might have to sit a long time without getting a bite.</p> <p>_____</p> |
| <p>3. After you get the rod, practice casting at home in the yard.</p> <p>_____</p> | <p>8. A fish might not immediately grab the worm.</p> <p>_____</p> |
| <p>4. While you are practicing, ask a friend to dig up some worms.</p> <p>_____</p> | <p>9. A fish may tug on the worm to tease you first.</p> <p>_____</p> |
| <p>5. Next, learn how to put the worm on the hook.</p> <p>_____</p> | <p>10. Finally, the fish will grab the worm, and you will catch it!</p> <p>_____</p> |

Composition: Main Idea and Supporting Details

- The **main idea** tells what a piece of writing is all about.
- In a good **paragraph**, all sentences should work together to tell about one main idea.
- The main idea of a paragraph is usually told in a **topic sentence**.
- **Supporting details** help to develop and support the main idea.
- If a detail has nothing important to say about the main idea, take it out.
- You can use **time-order words** such as *first*, *next*, and *before* to connect your ideas.

Read each group of sentences. Find the sentence that tells the main idea and underline it.

1. First, my father spread a blanket on the grass. Then we ate chicken and salad. We spent Saturday afternoon at a family picnic.
2. My sister and I jumped right in. We swam to the raft. We had fun swimming in the lake.
3. My cousins played softball in the field nearby. Marcus hit a home run! Ruthie is the best pitcher.
4. My mother and aunt brought sandwiches. There was so much wonderful food. There was a basket of apples and pears.
5. We flew kites. We played tag. Everyone enjoyed our day in the park.

Nouns

RULES

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

a person → *boy, woman, worker*

a place → *pool, field, yard*

a thing → *milk, ball, stone*

*The **beekeeper** lives nearby.* → *Beekeeper* is a **person**.

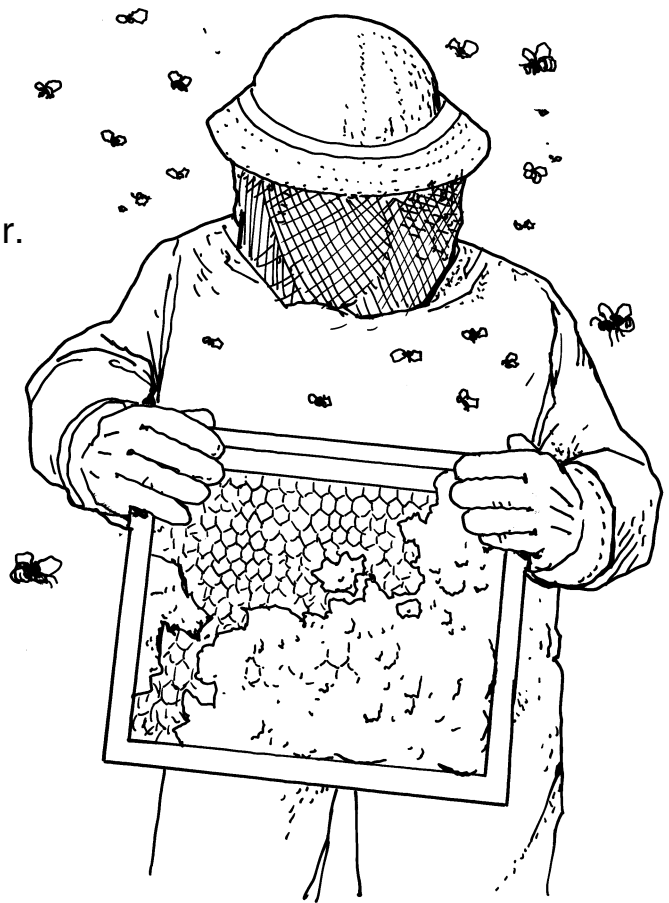
*He works in his **yard**.* → *Yard* is a **place**.

*He gathers **honey**.* → *Honey* is a **thing**.

The words **beekeeper**, **yard**, and **honey** are all nouns.

Circle the noun in each sentence.

1. There are many hives here.
2. Bees fly all around.
3. They collect pollen.
4. They won't sting the beekeeper.
5. He wears special clothes.
6. He shows us a honeycomb.
7. It is made of wax.
8. There are cells in it.
9. This is how they make honey.
10. We keep it in jars.



Singular and Plural Nouns

RULES

- A **singular noun** names one person, place, or thing.
person, place, or thing → *boy, school, book*
- A **plural noun** names more than one person, place, or thing.
persons, places, or things → *boys, schools, books*
- Add **-s** to form the plural of most singular nouns.
cat + s = cats girl + s = girls
- Add **-es** to form the plural of nouns that end in **s, sh, ch, or x**.
inch + es = inches brush + es = brushes
dress + es = dresses fox + es = foxes

Read each item on the School Fix-It List. Decide if the underlined noun is singular or plural. Write **singular** or **plural** on the line.

School Fix-It List

1. Check tires on school bus. _____
2. Trim bushes near door. _____
3. Paint bike rack. _____
4. Replace glass in gym windows. _____
5. Check light in hallway. _____
6. Rake leaves on playground. _____
7. Paint front office. _____
8. Put empty boxes in trash bin. _____
9. Repair school clock. _____
10. Get new cups for office. _____

Plural Nouns with *-ies*

RULES

- If a noun ends in a consonant and the letter **y**, change the **y** to **i** and add **-es** to form the **plural**.

cherry → **cherries**

*I tasted one **cherry**.* ← singular

*She tasted three **cherries**.* ← plural

Write the plural form of each noun in the list.

1. country

2. guppy

3. ferry

4. daisy

5. grocery

6. secretary

7. baby

8. story

9. puppy

10. family

More Plural Nouns

RULES

- Some nouns have special plural forms.

Singular

One man

One woman

One tooth

One mouse

One child

Plural

Two men

Three women

Four teeth

Five mice

Six children

- A few nouns have the same singular and plural forms.

Singular

One sheep

One deer

One moose

One fish

One trout

Plural

Two sheep

Three deer

Four moose

Five fish

Six trout

Write the plural form for each noun.

- | | |
|----------------|-----------------|
| 1. child _____ | 6. man _____ |
| 2. tooth _____ | 7. fish _____ |
| 3. deer _____ | 8. mouse _____ |
| 4. moose _____ | 9. trout _____ |
| 5. sheep _____ | 10. woman _____ |

At Home: Look for a book in the library about sheep, deer, geese, or moose. Share it with a family member. Share what you have learned about singular and plural nouns.

Common and Proper Nouns

RULES

There are two kinds of nouns, common nouns and proper nouns.

- A **common noun** names **any** person, place, or thing. It begins with a small letter.

a friend

a city

a day

a river

- A **proper noun** names a **special** person, place, or thing. It can have more than one word. Each important word in a proper noun begins with a capital letter.

Heather Martin

Los Angeles

Thursday

the Mississippi River

Underline each common noun.

Circle each proper noun.

1. Lindhurst

6. doctor

2. Friday

7. Mary Lee

3. Lake Shore Drive

8. Rocky Mountains

4. river

9. New Jersey

5. building

10. park

Mechanics and Usage: Capitalization

RULES

- **Capitalize** each important word of a **proper noun**.
- The name of a **day, month, or holiday** begins with a capital letter.
Tuesday July President's Day
- Words in titles of books begin with capital letters.
Nate's Treasure Ali Baba and the Forty Thieves
- Do not capitalize a word like *of, the, and in* unless it is the first word of a book title.

Read each sentence. Write the underlined proper noun correctly.

1. Geraldo got a new book on monday.

2. The title of the book is nate the great.

3. He will try to finish his book before thanksgiving.

4. Ravi wants to read eyes of the dragon.

5. It is about a dragon painter named ch'en jung.

6. He will get it at the library on saturday. _____

7. The library closes for two weeks in december. _____

8. We are joining a book club in january. _____

9. The meetings are on wednesday afternoons. _____

10. There is no school on new year's day. _____

Mixed Review

RULES

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
 - Add **-s** to form most plural nouns: *desk* → *desks*
 - Add **-es** to form the plural of nouns that end in *s*, *sh*, *ch*, or *x*: *lunch* → *lunches*
 - Some nouns have special plural forms: *mouse* → *mice*
- A **common noun** names any person, place, or thing.
- A **proper noun** names a special person, place, or thing and begins with a capital letter.
 - Common nouns: *city*, *holiday*, *state*
 - Proper nouns: *Chicago*, *Thanksgiving*, *Utah*

Read each sentence. Decide if the underlined noun is singular or plural. Then write **singular** or **plural** under it.

1. We had a picnic at the beach.

2. The sun was shining brightly.

3. Anya brought the sandwiches.

4. Did anyone remember to bring dishes?

5. We ran to put our feet in the water.

Singular Possessive Nouns

RULES

- A **possessive noun** shows ownership. It tells who or what owns or has something.
- To form a singular possessive noun, add **'s** to the singular noun.

singular noun + 's = singular possessive noun

boy + 's = boy's *horse + 's = horse's*

*the **boy's** coat* *the **horse's** stall*

Write the possessive noun in each sentence.

1. The art show's theme is "Color in Nature." _____
2. Anna's picture shows a winter scene. _____
3. A polar bear's fur blends with the snow. _____
4. Emma's drawing is in the art show, too. _____
5. A mouse's dark fur blends with dirt and rocks. _____
6. The grasshopper's color blends into the grass.

7. Robert's picture has a jungle setting. _____
8. The leopard's spots make the animal hard to see.

9. The tiger's stripes blend into the shadows. _____
10. Nature's paintbox helps many creatures stay safe.



At Home: Find something in your home that belongs to a family member. Make a sign for it, using a possessive noun.

Plural Possessive Nouns

RULES

- Add an apostrophe (') to make most plural nouns possessive.
The birds' feathers are beautiful.
- Add an apostrophe (') and an **-s** to form the possessive of plural nouns that do not end in **-s**.
The children's books are on the shelf.

Write **singular** or **plural** for each underlined possessive noun.

1. the children's faces

2. the elephants' ears

3. the monkeys' tails

4. the bee's sting

5. the zookeeper's hands

6. the turtles' tank

7. the zebra's stripes

8. the men's cameras

9. the cage's door

10. the leopard's spots



Combining Sentences: Nouns

RULES

- You can combine two sentences by joining two nouns.
- **Combining sentences** can make your writing more interesting.
- Use the word **and** to combine the two nouns. Leave out the words that repeat.

Luis built a birdhouse.



Kenji built a birdhouse.



Luis **and** Kenji built a birdhouse.

Read each pair of sentences. Circle the parts that are alike. Then use **and** to combine the sentences.

1. Dean studied birds.
Jan studied birds.

2. They saw a mother robin.
They saw a father robin.

3. The robins got straw.
The robins got moss.

4. The nest was soft.
The nest was warm.

5. Insects are what robins eat.
Worms are what robins eat.

At Home: Write a sentence about what a pet can do. Ask a family member to think of another sentence about that pet. Combine the sentences using *and*.

Mechanics and Usage: Abbreviations

RULES

- An **abbreviation** is a shortened form of a word.
Doctor Santos = Dr. Santos
- An abbreviation begins with a capital letter and ends with a period.
- You can abbreviate titles before a name.
Mrs. Santos Dr. McCabe Ms. Gould
- You can abbreviate days of the week.
Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
- You can abbreviate some months.
Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Write whether each underlined abbreviation is a **title**, a **day** of the week, or a **month** of the year.

1. until Sat. _____
2. Dr. Cook's friend _____
3. by Mon. _____
4. beginning of Dec. _____
5. early Aug. _____
6. with Mr. Reynolds _____
7. next Feb. _____
8. every Thurs. _____
9. Mrs. Riley's class _____
10. appointment on Wed. _____

Mixed Review**RULES**

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

My **sister's** class went to the zoo.

- Add an apostrophe to make most plural nouns possessive.

The **animals'** keepers brought them food.

- Add an apostrophe and an **-s** to form the possessive of plural nouns that do not end in **-s**.

The **children's** favorite place was the snake house.

Write the possessive noun from each sentence.

1. The zookeeper's office is by the main entrance. _____
2. The monkeys' house is near the elephant pen. _____
3. The elephants' keeper is feeding them. _____
4. The giraffe's baby is standing near her mother. _____
5. The man's camera is ready. _____
6. The camera's flash is bright. _____
7. The baby's picture will be in the paper. _____
8. The picture's quality will be clear. _____
9. The children's teacher pointed to the monkeys. _____
10. The animals' antics made them laugh. _____

Common Errors with Plurals and Possessives

RULES

Writers often make mistakes when writing plural nouns and possessive nouns.

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

farmers fields geese

- A **possessive noun** shows who or what owns or has something.
- To form the possessive of a singular noun, add an **'s**.

The **farmer's** field is filled with wheat.

- To form the possessive of a plural noun that ends in **-s**, add an apostrophe (**'**).

The **farmers'** fields are filled with wheat.

- To form the possessive of a plural noun that does not end in **-s**, add an **'s**.

The **geese's** eggs are large.

Read the sentences. Circle the word in () that is the correct plural or possessive noun. Then write it on the line.

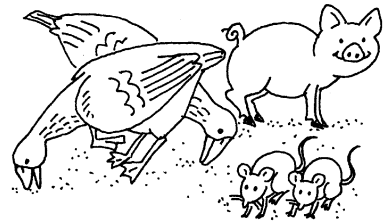
1. The (children's, childrens', childrens) teacher took them to a farm.

2. The (farmers', farmer's, farmers) tractor is red.

3. The (geese, geese's, geese's) feathers are soft.

4. The (geese, geese, geese's) live in a big pen.

5. The (pigs, pigs', pig's) name is Wilbur.



Study Skills: Library Resources

- The **library** is a good source of information. To locate information in the library, use the **Library Card Catalog** or **PAC (Public Access Catalog)**. In most libraries, the catalog, or PAC, is on the computer.
- The **card catalog** lists all the books and materials in the library. The card catalog contains a **title card** and an **author card** for every book. Each nonfiction book also has a **subject card**. The cards are arranged in alphabetical order.
- Every book has a **call number** that identifies what category of book it is. It can help you find the book on the shelf.

Title Cards



If you know the **title** of the book you want, use this card.

Author Cards



If you know the **author** of the book you want, use this card.

Subject Cards



If you know the **subject** of the book you want, use this card.

Write what kind of card in the card catalog you would use to find the following information.

1. Books about kangaroos _____
2. A story about a pretend place by Alice McLerran _____
3. A list of books by Beverly Cleary _____
4. A book called *Ibis: A True Whale Story* _____
5. Books about George Washington _____
6. A mystery story by Johnny Alcorn _____
7. A book called *The Puffins Are Back* _____
8. A book about a cowboy named Pecos Bill _____
9. A list of books by Gail Gibbons _____
10. Books about football _____

Vocabulary: Compound Words

A **compound word** is a word made by joining two or more words together.

mail + box

A **mailbox** is a **box for mail**.

paint + brush

A **paintbrush** is a **brush for painting**.

sun + light

Sunlight is **light from the sun**.

back + pack

A **backpack** is a **pack you wear on your back**.

Circle the compound word in each pair. Write the two words that make up the compound word on the lines below it.

1. basketball, berries

6. haircut, handle

2. moonlight, mostly

7. topic, toothache

3. notice, notebook

8. seat, seashore

4. surely, sunburn

9. windowsill, windy

5. halfway, habit

10. barefoot, baby

Action Verbs

RULES

- An **action verb** is a word that shows action.
*Ariel **paints** pictures in her free time.*
- Some action verbs tell about actions that we cannot see.
*Ariel **believes** her brother.*
- In a sentence, the subject does some action. The action verb answers the question, “What does the subject do?”
Tim washes the paintbrushes.
What does Tim do?
*Tim **washes** the paintbrushes.*

Read each sentence. Ask what the subject does. Find the words that show action. Circle each action verb.

1. Mike goes to his art class.
2. The students button their smocks.
3. The students mold the clay.
4. Mike creates a clay pot.
5. The teacher takes the pot to the kiln.
6. Artists work with different materials.
7. Potters use clay, a potter’s wheel, and a kiln.
8. A potter’s wheel turns very quickly.
9. The artists make pottery of many shapes and sizes.
10. Later, everyone paints the pottery.

Present-Tense Verbs

RULES

- The **tense** of a verb tells when the action takes place.
- Verbs in the **present tense** tell what happens now.
- Follow these rules when you use present-tense verbs with singular subjects.
- Add **-s** to most singular verbs in → *Miss Muffet sits down.* the present tense.
- Add **-es** to verbs that end in *sh, ch, ss, s, zz, or x.* → *The spider watches Miss Muffet.*
- Change **y** to **i** and add **-es** to verbs that end in a consonant and a **y** together. → *Miss Muffet cries for help.*

Circle the verb in () that has the correct spelling.

1. The gingerbread man (runes, runs) away.
2. The fox (carrys, carries) him through the water.
3. Everyone (chases, chasies) after him.
4. Mama Bear (fixes, fixs) porridge.
5. Goldilocks (gets, getes) lost in the woods.
6. Baby Bear (watchs, watches) the girl sleep.
7. Gepetto (wishes, wishes) on a star.
8. Pinocchio (trys, tries) to be an actor.
9. Gepetto (misses, misss) Pinocchio.
10. Pinocchio (changes, changies) into a donkey.

Subject-Verb Agreement

RULES

- A **present-tense** verb must agree with its subject.
- Do not add **-s** or **-es** to a present-tense verb when the subject is plural.
The children need a computer.
Computers change our lives.
- Do not add **-s** or **-es** to a present-tense verb when the subject is **I** or **you**.
You use computers for schoolwork.
I see computers every day.

Write the correct form of the verb in ().

1. Computers (give, gives) us information.

2. The information (help, helps) us.

3. We (know, knows) some things.

4. A student (learn, learns) many new things.

5. You (find, finds) interesting facts.

6. Many people (buy, buys) computers.

7. A teacher (load, loads) software into the computer.

8. I (put, puts) in the disks.

9. You (press, presses) the keys.

10. The keys (give, gives) commands.

Mechanics and Usage: Letter Punctuation

RULES

- Use a capital letter for the first word and the name in the greeting and the closing of a letter.

*Dear Uncle Peter,
Love,
Pat*

- Put a comma at the end of the greeting. Put a comma between the closing and the signature.

*Dear Uncle Peter,
Love,
Pat*

Circle the correct answer in each pair.

- | | |
|--------------------------------|-----------------------------|
| 1. Dear, Chris | Dear Chris, |
| 2. Sincerely,
Clarissa | Sincerely
Clarissa |
| 3. Yours truly,
Kevin | Yours Truly,
Kevin |
| 4. Dear Mario, | dear Mario, |
| 5. Your Friend
Yuko | Your friend,
Yuko |
| 6. Dear grandpa, | Dear Grandpa, |
| 7. Love
Courtney | Love,
Courtney |
| 8. dear Sonia, | Dear Sonia, |
| 9. Sincerely yours,
Stephen | Sincerely Yours,
Stephen |
| 10. Dear Jada, | Dear Jada |



Mixed Review

RULES

- An **action verb** shows action.
- Add **-s** or **-es** to most singular verbs in the present tense. If a verb ends with a consonant and **y**, change the **y** to **i** and add **-es**.

My teacher **takes** us to the Sky Dome.

My class **studies** astronomy.

- If the subject of a sentence is plural or is *I*, *you*, or *we*, do not add **-s** or **-es** to the verb in the present tense.

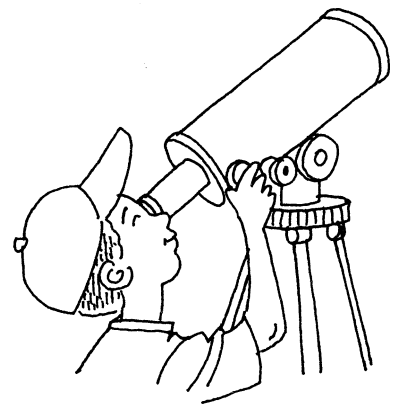
We **look** through a telescope.

I **find** a star right away.



Read each sentence. Write the correct form of the verb in () on the line.

1. We (watch, watches) the stars in the Sky Dome. _____
2. I (explore, explores) the night sky with a big telescope. _____
3. Tim (look, looks) at the stars. _____
4. He (see, sees) many stars and planets. _____
5. Our planet (move, moves) in space. _____
6. The planets (circle, circles) the sun. _____
7. Astronomers (work, works) when it's dark. _____
8. An astronomer (study, studies) the position of the stars. _____
9. A new star (appear, appears) suddenly in the sky. _____
10. Astronomers (take, takes) photos of these events. _____



Past-Tense Verbs

RULES

- A **past-tense verb** tells about an action that happened already.
Add **-ed** to most verbs to form the past tense.
We visited a science museum last week.
- When adding the **-ed** ending, some verbs change their spelling.
- For verbs that end with a consonant and **y**:
Change the **y** to **i** before adding **-ed**.
try → tried spy → spied
- For verbs that end in **e**:
Drop the **e** and add **-ed**.
close → closed bake → baked
- For verbs that end with one vowel and one consonant:
Double the consonant and add **-ed**.
hug → hugged pat → patted

Underline the past-tense verb in each sentence.

1. We explored the museum.
2. We stopped at every exhibit.
3. They showed us a lot about inventions.
4. The signs explained the inventions.
5. Inventions changed our lives.
6. We watched a movie about Thomas Edison.
7. It showed his invention of the light bulb.
8. I liked it a lot.
9. Then we shopped at the museum store.
10. We hurried back to the school bus just in time.

Future-Tense Verbs

RULES

- A **future-tense verb** tells about an action that is going to happen. Use **will** with the action verb to tell about the future.

*Tomorrow we **will go** on a field trip.*

*I **will have** a great time.*

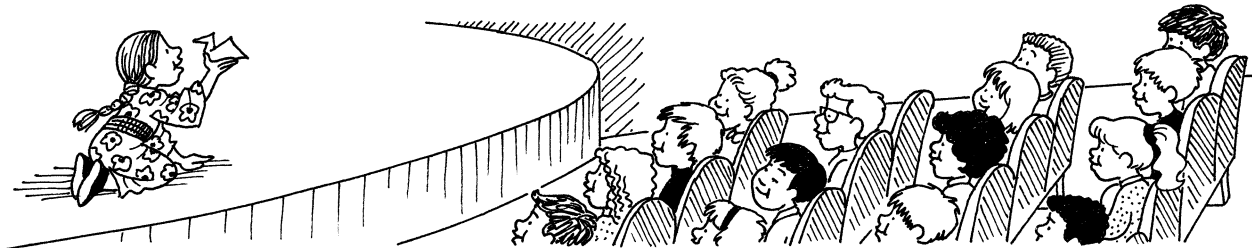
Present Tense → *The show **starts**.*

Past Tense → *The show **started**.*

Future Tense → *The show **will start**.*

Underline the verb in each sentence. Then circle *present*, *past*, or *future* to tell the tense.

- | | | | |
|--|---------|------|--------|
| 1. Our class will take a trip to the theater. | present | past | future |
| 2. We will watch a play. | present | past | future |
| 3. We visited the theater last year. | present | past | future |
| 4. The bus leaves early for trips. | present | past | future |
| 5. We will see "Sadako and the Thousand Paper Cranes." | present | past | future |
| 6. We will wear nice clothes. | present | past | future |
| 7. Some students will buy food there. | present | past | future |
| 8. Others will bring their own food. | present | past | future |
| 9. We will arrive home late. | present | past | future |
| 10. Everyone loves these field trips. | present | past | future |



Combining Sentences: Verbs

RULES

- Join two sentences that have the same subject by **combining the predicates**.

Roxy finds leaves.

Roxy makes leaf prints.

Roxy finds leaves and makes leaf prints.

- Use the word **and** to combine the predicates.

Roxy gets a large crayon. ~~Roxy~~ rubs the paper.

*Roxy gets a large crayon **and** rubs the paper.*

Use *and* to combine the predicates of each pair of sentences. Write the new sentence.

1. Our club creates art.
Our club makes crafts.

2. Ms. Lin shows us ideas.
Ms. Lin helps us choose one.

3. We select our materials.
We find a place to work.

4. Jeff takes the scissors.
Jeff cuts pieces of felt.

5. Robby reads the directions.
Robby follows them.

At Home: Tell a family member how you made a craft item or did an art project. Use *and* to combine sentences.

Mechanics and Usage: Commas in Dates and Places

RULES

- Use a **comma** between the names of a city or town and state.

Seattle [] *Washington*

Union City [] *New Jersey*

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

September 26 [] *2001*

Write the dates and places. Put the comma in the correct place in each.

1. Gary Indiana _____

2. January 10 2005 _____

3. February 26 2004 _____

4. Carson City Nevada _____

5. Augusta Maine _____

6. April 4 1995 _____

7. Santa Fe New Mexico _____

8. January 11 2010 _____

9. Eugene Oregon _____

10. December 25 2050 _____

Mixed Review

RULES

- Add **-ed** to most verbs to show action that happened in the past.

Present



I look at you.

Past



I looked at you.

- Use *will* with action verbs to tell about something that is going to happen in the future.

Present



I look at you.

Future



I will look at you.

- Use the word *and* to join the predicates of two sentences with the same subject.

Marlene's plant is green. Marlene's plant grows quickly.



*Marlene's plant is green **and** grows quickly.*

Read each sentence. Write the verb in the tense shown in ().

1. Marlene (worry, *past tense*) about her plant. _____
2. Her father (want, *past tense*) to move it. _____
3. "Your plant (grow, *future tense*) better near the light," he said.

4. Marlene (lift, *past tense*) her flowerpot. _____
5. She (place, *past tense*) it on the windowsill. _____
6. The sun (shine, *future tense*) on it in the afternoon. _____
7. The plant (need, *future tense*) water. _____
8. She (sprinkle, *future tense*) it with water. _____
9. "I (give, *future tense*) it some plant food, too," she said.

10. Marlene's plant (improve, *future tense*) now. _____

Common Errors with Subject-Verb Agreement

RULES

The **subject** and **verb** in a sentence must always agree.

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

This sentence is not correct: *My brother **pack** for the trip.*

This sentence is correct: *My brother **packs** for the trip.*

- If the subject is more than one person or thing, then the verb must tell about more than one person or thing.

This sentence is not correct: *His friends **watches**.*

This sentence is correct: *His friends **watch**.*

- If the subject has two nouns joined by *and*, then the verb must tell about two subjects.

This sentence is not correct: *Mom and I **helps**.*

This sentence is correct: *Mom and I **help**.*

Read each sentence. Circle the verb in () that agrees with the subject.

1. This spacecraft (takes, take) us to the moon.
2. The spacecraft (carries, carry) us there in just three days.
3. Our pilot (flies, fly) at top speed.
4. We (hopes, hope) to see a view of Earth.
5. I (loves, love) my home on the moon.
6. Our family (lives, live) in a domed city.
7. Dad's robot (meets, meet) us at the Moon Dock.
8. Mom (wants, want) news from her friends on Earth.
9. Our cousins (plans, plan) to visit us for the holidays.
10. My brother and I (see, sees) the Earth from our window!

Study Skills: Note-Taking and Summarizing

RULES

- One way to remember what you read is to **take notes** about the main idea and details.
- Then you can write a **summary** to state briefly the main idea and the important details.

Read the summary. Follow the directions to write the main idea and the important facts.

Cheetahs hunt differently from other big cats. Most big cats hunt at night. They hide themselves, wait for their prey, and then leap out. Cheetahs hunt in broad daylight. When they spot their prey, they come out in the open. When their prey starts to run, cheetahs chase them at top speed. If cheetahs have to run longer than a minute, they give up and go away.

1. Write the main-idea sentence.

2. Write a sentence that tells a fact about when most big cats hunt.

3. Write a sentence that tells an important fact about how most big cats hunt.

4. Write a sentence that tells an important fact about when cheetahs hunt.

5. Write a sentence that tells an important fact about how cheetahs hunt.

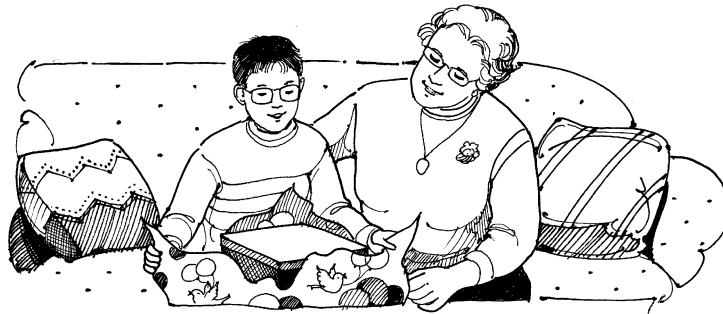
Vocabulary: Prefixes

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

Prefix	Meaning	Example
dis-	= <i>opposite of</i>	→ dis + <i>connect</i> - <i>disconnect</i>
dis-	= <i>not</i>	→ dis + <i>honest</i> - <i>dishonest</i>
re-	= <i>again</i>	→ re + <i>enter</i> - <i>reenter</i>
un-	= <i>not</i>	→ un + <i>able</i> - <i>unable</i>
un-	= <i>opposite of</i>	→ un + <i>cover</i> - <i>uncover</i>

Circle the word in each row that has a prefix.

- | | | |
|-------------|----------|-----------|
| 1. unlike | universe | unless |
| 2. disk | distaste | different |
| 3. usable | unwrap | umbrella |
| 4. radish | radio | review |
| 5. distrust | desert | deserve |
| 6. reword | reason | really |
| 7. unit | ugly | unchain |
| 8. dipper | drink | disorder |
| 9. resend | read | reptile |
| 10. uncle | utter | unreal |



Composition: Leads and Endings

A good **lead**:

- gets the readers' attention and makes them want to read more.
- may give the main idea.

A good **ending**:

- lets the readers know that the story is finished.
- may draw a conclusion, state the main idea again, or sum up what the writer said.

Read each sentence. Write on the line if it is a **lead** or an **ending**.

1. In closing, I hope you come to my concert. _____
2. Our new park has opened, and it's fun, fun, fun! _____
3. Have you ever seen wild wolves? _____
4. Today I'll tell you about my adventure. _____
5. That was the funniest event in my life. _____
6. Finally, we all got home. _____
7. Guess what you'll see at City Center? _____
8. I am sure I'll never forget that day. _____
9. Learn to sew in three easy steps! _____
10. We have a new member in our family. _____

Main and Helping Verbs

RULES

- Sometimes a verb may be more than one word.
has planned is thinking
- The **main verb** tells what the subject does or is.
*Our class is **going** on a picnic.*
- The **helping verb** helps the main verb show an action.
*Our class **is** going on a picnic.*
- Here are some verbs often used as helping verbs.

<i>have</i>	<i>am</i>	<i>was</i>
<i>has</i>	<i>is</i>	<i>were</i>
<i>had</i>	<i>are</i>	<i>will</i>

Circle the main verb and underline the helping verb in each sentence.

1. Everyone has packed a lunch.
2. Mrs. DeWall is bringing a watermelon.
3. Mr. Lopez will plan some games.
4. Miguel and Kurt have brought a baseball.
5. Melissa and Thomas were carrying some water jugs.
6. Thomas had thrown a ball to Luis.
7. Louise was getting a drink of water.
8. I am hiding behind the tree.
9. Pete has run after a rabbit.
10. Luis and I are running after Pete.

Using Helping Verbs

RULES

- Use the **helping verbs** *has*, *have*, and *had* to help main verbs show an action in the past.
- Both the main verb and the helping verb must agree with the subject of the sentence.

*John **has** gone to the library.*

*Anna and Sue **have** worked on a report.*

*John **had** taken out two library books.*

Circle the correct helping verb to use in each sentence.

1. My class (have, has) studied insects.
2. I (had, has) written a report about bees.
3. Paul (have, had) written his report about grasshoppers.
4. We (has, have) displayed our reports in the library.
5. Other students (have, has) seen our reports.
6. The bees (have, has) built a hive.
7. A bee (have, has) collected pollen.
8. The queen bee (have, has) laid some eggs.
9. The bees (have, has) made some honey.
10. I (have, has) learned a lot about bees.

At Home: With a family member, choose an animal. Write three sentences about what the animal does. Be sure to use helping verbs with the main verbs.

Linking Verbs

RULES

- A **linking verb** does not show action. It connects the subject to a noun or an adjective in the predicate.

*The monkey **is** cute.*

- The verb **be** is a common linking verb.

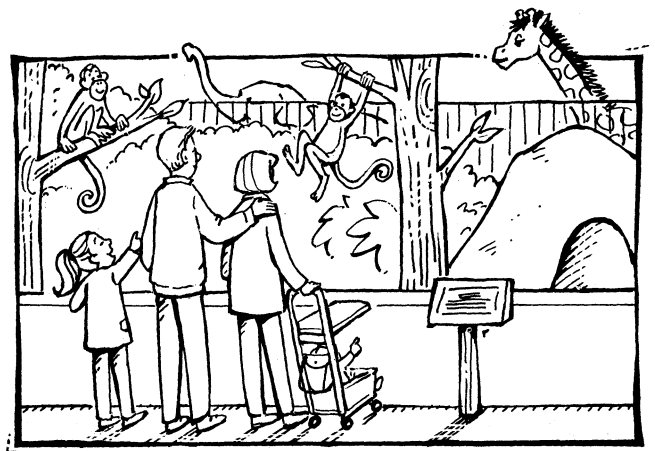
*Raj **is** at the zoo.*

*I **am** at the zoo, too.*

Draw a line under each verb. Write **linking verb** or **action verb** to describe each verb.

1. We looked into the monkey cage. _____
2. The monkeys were loud. _____
3. The littlest monkey was the cutest. _____
4. One large monkey swung from a tall tree. _____
5. He played with another monkey. _____
6. My baby brother is asleep. _____
7. I am tired, too. _____
8. Our family leaves the zoo. _____
9. We walk to our car.

10. The zoo was fun.



Using Linking Verbs**RULES**

- Use the linking verbs **is**, **am**, and **was** when the subject of the sentence is singular.

*I **am** at camp all week.*

*My friend Eric **is** at camp, too.*

*Our favorite counselor **was** at camp last year.*

- Use **are** and **were** with a plural subject and **you**.

*Eric and I **are** at camp all week.*

*We **were** at camp last week, too.*

If the correct linking verb is used, write **correct**. If an incorrect linking verb is used, write **incorrect**.

1. Today is field day at camp. _____
2. My friend and I is in two events. _____
3. I am in the relay race. _____
4. Trevor and Casey is on the team, too. _____
5. We was the winners last year. _____
6. Some of the children were on the swim team. _____
7. I was not on the swim team. _____
8. The sun are not warm today. _____
9. The lake are very cold. _____
10. I am ready for the race. _____

Mechanics and Usage: Commas in a Series

RULES

- Use **commas** to separate three or more words in a series.
- Do not use a comma after the last word in a series.

Mom, Dad, and I are going to the circus.

Write each group of words. Add commas where needed.

1. tigers elephants and horses

2. clowns tightrope walkers and lion tamers

3. pizza popcorn and peanuts

4. bicycles tricycles and unicycles

5. lions tigers and elephants

6. the clowns the dogs and the ponies

7. laughed cheered and clapped

8. a program some popcorn and a drink

9. a silly hat a balloon and a poster

10. My mom my dad my sister and I

Mixed Review

RULES

- The **main verb** tells what the subject is or does.
*My family **raises** Great Danes.*
- A **helping verb** comes before the main verb. It helps the main verb show action.

	helping verb	main verb	
	↓	↓	
Mom	is	taking	the dogs for a walk.
- Use the helping verbs **has**, **have**, and **had** to help main verbs show an action in the past.
- The **linking verb** **be** does not show action.
- Use **is**, **am**, and **was** with singular subjects.
*Our oldest dog **is** white with big black spots.*
- Use **are** and **were** with plural subjects and *you*.
*The dogs **are** very well trained.*

Read each sentence. Draw a box around the linking verb. Draw a line under a main verb with a helping verb.

1. The big event each year is the dog show.
2. We are taking our Great Danes in a van.
3. A trainer is trotting them around the ring.
4. By this time last year, our dog Brutus had won first place.
5. My sister and I are taking turns grooming our dogs.
6. I was brushing Brutus before the show.
7. He is wearing a beautiful silver collar with gold stars on it.
8. Other kinds of dogs are at the dog show.
9. This morning I was watching the beagles with their long, floppy ears.
10. The collies are always so loud!

At Home: With a family member, write five things a dog can do. Use main verbs with helping verbs, linking verbs, and action verbs.

Irregular Verbs

RULES

- An irregular verb has a special spelling to show the past tense.
- Some irregular verbs have a special spelling when used with a helping verb.

Present	Past	With Helping Verbs
<i>come</i>	<i>came</i>	<i>had, has, or have come</i>
<i>do</i>	<i>did</i>	<i>had, has, or have done</i>
<i>say</i>	<i>said</i>	<i>had, has, or have said</i>
<i>go</i>	<i>went</i>	<i>had, has, or have gone</i>
<i>run</i>	<i>ran</i>	<i>had, has, or have run</i>
<i>see</i>	<i>saw</i>	<i>had, has, or have seen</i>
<i>drive</i>	<i>drove</i>	<i>had, has, or have driven</i>

Circle the past tense of each verb in (). Then write it on the line.

1. We (go, went) to the beach. _____
2. We (see, saw) lots of shells. _____
3. Two boys (ran, run) by us. _____
4. We (said, say) hello to them. _____
5. The boys (do, did) a double-take. _____
6. We (had seen, see) the boys before. _____
7. Those boys (had come, come) last summer. _____
8. They (come, came) to the beach with their parents. _____
9. We (had gone, go) fishing with them last year. _____
10. We (has gone, went) fishing in their boat. _____

More Irregular Verbs

RULES

- **Irregular verbs** do not add **-ed** to show past tense.
- Irregular verbs have special spellings in the past tense and when they are used with a helping verb.

Present	Past	With Helping Verbs
<i>begin</i>	<i>began</i>	<i>had, has, or have begun</i>
<i>eat</i>	<i>ate</i>	<i>had, has, or have eaten</i>
<i>give</i>	<i>gave</i>	<i>had, has, or have given</i>
<i>grow</i>	<i>grew</i>	<i>had, has, or have grown</i>
<i>sing</i>	<i>sang</i>	<i>had, has, or have sung</i>
<i>bring</i>	<i>brought</i>	<i>had, has, or have brought</i>

Circle the irregular verb in each sentence.

1. Grandpa had given me a zucchini plant.
2. The zucchini plant has grown very large.
3. The zucchinis began to sprout.
4. I brought the zucchinis to my mother.
5. We have eaten a lot of zucchinis.
6. I have sung to my plant.
7. I have given my plant vitamins.
8. My plant has grown large.
9. I brought some of my zucchinis to a sick friend.
10. I gave some seeds to my friend.

At Home: Write some sentences about a plant. Be sure to include at least one irregular verb in your writing. Show your writing to a family member.

Contractions with *Not*

RULES

- A **contraction** is a shortened form of two words. In a contraction, one or more letters are left out.
- Use an **apostrophe (')** to take the place of the missing letter or letters.

have not = haven't *is not = isn't*
are not = aren't *was not = wasn't*
cannot = can't *do not = don't*
does not = doesn't *were not = weren't*

- The word **won't** is a special contraction. In this contraction, the spelling of **will** changes.

will not = won't

Look at the words in the first column. Then circle the correct contractions formed from the words.

- | | | | |
|---------------|----------|---------|-----------|
| 1. is not | isn't | aren't | can't |
| 2. should not | won't | didn't | shouldn't |
| 3. will not | wouldn't | won't | wasn't |
| 4. were not | weren't | wasn't | hadn't |
| 5. had not | hasn't | hadn't | haven't |
| 6. are not | aren't | can't | couldn't |
| 7. does not | don't | didn't | doesn't |
| 8. did not | can't | doesn't | didn't |
| 9. has not | hadn't | hasn't | haven't |
| 10. was not | wasn't | weren't | won't |

Combining Sentences: Verbs

RULES

- Two sentences with the **same subject** can be combined.
- Use the word **and** to join the predicates.

We saw the museum.

We went inside.

*We saw the museum **and** went inside.*

Write each pair of sentences as one sentence on the lines below.
Use the word *and* to combine the predicates.

1. We saw a huge model airplane.
We walked up close to it.

2. A man talked about the Wright brothers.
A man described the first airplane.

3. The Wright brothers read many books.
The Wright brothers did many experiments.

4. They built an airplane.
They brought it to Kitty Hawk.

5. The airplane lifted off the ground.
The airplane flew for 59 seconds.

Mechanics and Usage: Apostrophes

RULES

- Use an **apostrophe (')** with nouns or plural nouns to show **possession**.
The sun's rays the boys' club
- Add **'s** to **singular nouns** or plural nouns that do not end in **-s**.
dog's cage children's smiles
- Add an apostrophe to **plural nouns** ending in **-s**.
rabbits' noses cats' whiskers
- Use an apostrophe in a **contraction** to show where letters are missing.
did not → didn't
is not → isn't

Underline each word that contains an apostrophe. Write **possession** or **contraction** to show how the apostrophe is used.

1. Shasta's bed is in the corner of my room.

2. Aren't puppies fun in the morning?

3. I can't take her to school with me.

4. She plays in our neighbor's yard during the day.

5. She isn't happy until I get back home.

Mixed Review**RULES**

- **Irregular verbs** have a special spelling for the past tense and when used with *have, has, or had*.
go/went/gone do/did/done come/came/come
- Some verbs join with **not** to form contractions. An **apostrophe (')** shows where one or more letters have been left out.
- Use an **apostrophe** with nouns to show **possession**. Add **'s** to singular nouns or plural nouns that do not end in *s*.

Write the correct past form of each verb in (). Add apostrophes where they are missing from other words.

1. My rabbit, Scooter, (run) away once. We couldnt find him. _____
2. We (drive) all over the neighborhood looking for him. _____
3. My rabbit (do) not come home. Scooters cage was empty. _____
4. I (begin) to wonder where he might be. _____
5. Dad (say), "Lets look in the woods." _____
6. Then a neighbor (give) us information. _____
7. He (see) Scooter in a nearby garden. The gardens fence was broken. _____
8. Scooter wasnt shy! He (eat) our neighbor's lettuce! _____
9. The neighbor (find) him after two days. _____
10. Scooter never (go) away again. _____

Common Errors with Past-Tense Verbs

RULES

- Add **-ed** to most verbs to show past tense.
- Some verbs have special spellings to show the past tense. It is important to learn which verbs are irregular.
- Some irregular verbs have a different spelling when used with a helping verb.

Verb	Past	With <i>have, has, or had</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>come</i>	<i>came</i>	<i>come</i>
<i>bring</i>	<i>brought</i>	<i>brought</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>give</i>	<i>gave</i>	<i>given</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>say</i>	<i>said</i>	<i>said</i>
<i>begin</i>	<i>began</i>	<i>begun</i>
<i>run</i>	<i>ran</i>	<i>run</i>

Circle the irregular verb in each sentence.

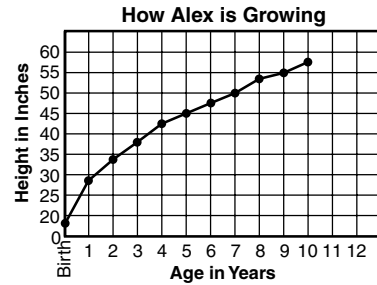
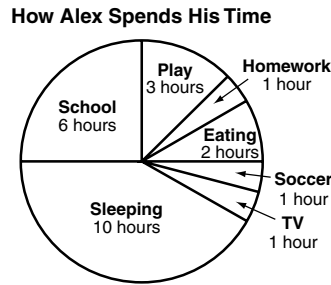
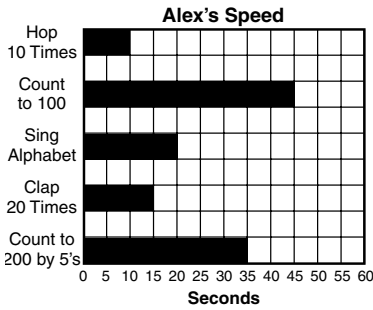
1. Winter has brought a delightful surprise.
2. Snowflakes have begun to fall.
3. We saw icicles in the trees.
4. We brought our sled to the park.
5. We went down the big hill.
6. My family went to our cabin.
7. My uncle came to the cabin, too.
8. Father brought some firewood.
9. Grandmother gave us chestnuts to roast.
10. We ate by the fire.



Study Skills: Graphs

RULES

- A **graph** is a diagram that shows the relationship between two or more things. You can use a graph to compare information.
- A **bar graph** uses bars to compare information.
- A **circle graph** compares parts of a whole.
- A **line graph** can show changes over a period of time.



Look at the graphs above. Which graph (bar graph, circle graph, or line graph) would help you answer each question? Write the name of the kind of graph on the line.

1. How does Alex spend his time each day?

2. How tall was Alex at six years old?

3. How fast can Alex sing the alphabet?

4. How many inches did Alex grow between the ages of 1 and 3 years old?

5. How many hours does Alex spend on homework?

6. How many hours does Alex spend at school?

7. How long does it take Alex to hop ten times?

8. How much time does Alex spend watching television?

9. Does Alex spend more time doing homework or playing?

10. At what age was Alex 50 inches tall?

At Home: Ask family members to help you make a graph of how many inches you have grown since you were born.

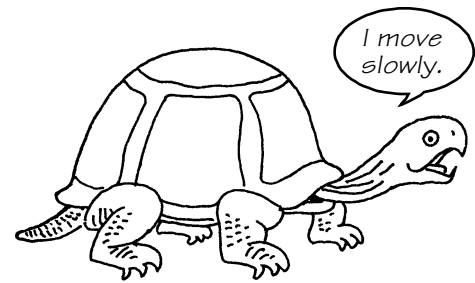
Vocabulary: Suffixes

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

sing + er = singer → A singer is a person who sings.

slow + ly = slowly → To move slowly means to move in a slow way.

success + ful = successful → To be successful means to be full of success.



Suffixes	Example	Meaning
-er	<u>dancer</u>	one who dances
-or	<u>governor</u>	one who governs
-less	<u>helpless</u>	without help
-able	<u>fixable</u>	able to be fixed
-ly	<u>slowly</u>	in a slow way
-ful	<u>hopeful</u>	full of hope

A. Draw lines to match the words on the left with their meanings on the right.

- | | |
|-------------------|-----------------------|
| 1. understandable | one who talks |
| 2. thankless | full of joy |
| 3. sharply | able to be understood |
| 4. talker | without thanks |
| 5. joyful | in a sharp way |

B. Circle the word in each row that has a suffix.

- | | | |
|--------------|--------------|-----------|
| 6. teachable | target | telephone |
| 7. polite | photographer | prairie |
| 8. sentence | sunless | sail |
| 9. jealous | jungle | faithful |
| 10. darkly | dictionary | deserve |

Composition: Writing Descriptions

A description can be about persons, places, or things.

Descriptive paragraphs have:

- a main-idea sentence.
- sensory details that describe how things look, taste, smell, sound, and feel.
- an order that makes sense.

Read the following descriptive paragraph. Then answer the questions.

In the summer, the Rocky Mountains are a popular place for campers and hikers. These mountains are the perfect place to hike because of the bright blue sky, snowy mountain peaks, and rolling green hills. When hikers climb high above the campsites, the fresh breeze blows gently, and the sweet smell of wildflowers is in the air. It is very quiet except for the wind in the trees and the rushing of small streams over rocks. After spending a day high in the majestic Rocky Mountains, hikers look forward to another visit to this beautiful and peaceful place.

1. Draw a line under the sentence that tells the main idea.
2. What does the main-idea sentence describe?

3. Which of your five senses do “very quiet,” “wind in the trees,” and “rushing of small streams” tell about?

4. Which words tell you how the mountains look?

5. Which words describe the sense of smell?

Pronouns

RULES

- A **pronoun** is a word that takes the place of one or more nouns.

Adam works hard. → **He** works hard.

- A pronoun must match the noun or nouns that it replaces.
- To replace a single person, place, or thing, use a **singular pronoun**.

singular pronouns = *I, you, he, she, it, me, him, her*

Liz brought a violin. → Liz brought **it**.

- To replace more than one person, place, or thing, use a **plural pronoun**.

plural pronouns = *we, you, they, us, them*

Leroy and Alice are hungry. → **They** are hungry.

Read each sentence. Tell whether the underlined pronoun is singular or plural.

1. Julio watches them play. _____
2. He wants to play basketball, too. _____
3. They do not need any more players on the team. _____
4. Throw the ball to me. _____
5. It goes over the fence. _____
6. He lost the ball. _____
7. Now we can't play basketball. _____
8. I have a baseball. _____
9. All the children now want him to play. _____
10. Julio can play baseball with us. _____

Subject Pronouns

RULES

- A **subject pronoun** is used as the subject of a sentence.
 Singular subject pronouns → *I, you, he, she, it*
 Plural subject pronouns → *we, you, they*
- A subject pronoun takes the place of the subject of a sentence.

Rita opened the letter. → **She** opened the letter.

Kate and Tom met us. → **They** met us.

Write the subject pronoun of each sentence.

1. They wake up early on Saturday. _____
2. She wants to go to the beach. _____
3. He wants to go to the swimming pool. _____
4. We want to play baseball in the park. _____
5. You can go to the beach tomorrow. _____
6. I will go to the park with my friends today. _____
7. It is too crowded today. _____
8. He decides to go to the pool, instead. _____
9. They have fun at the pool and at the park. _____
10. We all go to the beach the next day. _____

Object Pronouns

RULES

- An **object pronoun** replaces one or more nouns in the predicate part of a sentence.
- Use an **object pronoun** after an action verb, or after words such as *for, at, of, with, in,* and *to*.

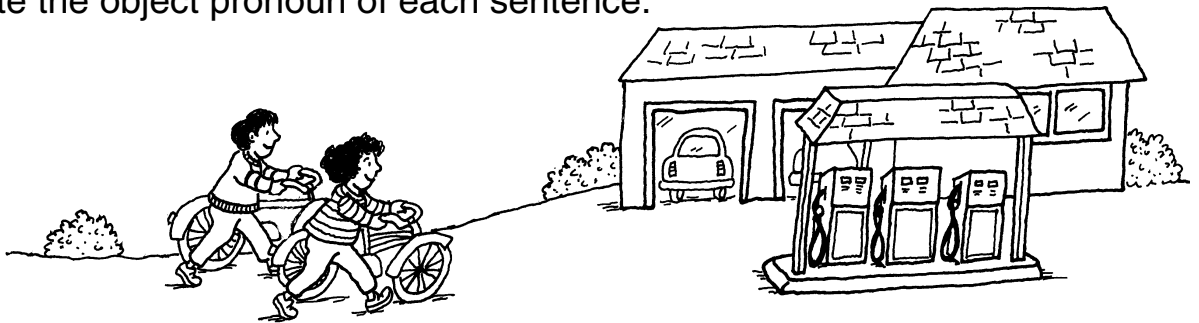
Singular Object Pronouns → *me, you, him, her, it*

Plural Object Pronouns → *us, you, them*

Rina will buy **the notebooks** .

Rina will buy **them** .

Write the object pronoun of each sentence.



1. Anna and Justin planned to visit us today. _____
2. We waited for them all afternoon. _____
3. Justin called me at three o'clock. _____
4. He explained what happened to them. _____
5. The tire on Anna's bike had a nail in it. _____
6. Justin knew how to help her. _____
7. They can fix it at the gas station. _____
8. They took the bikes and walked them to the gas station together. _____
9. Justin left a message for you. _____
10. You can meet him at four o'clock. _____

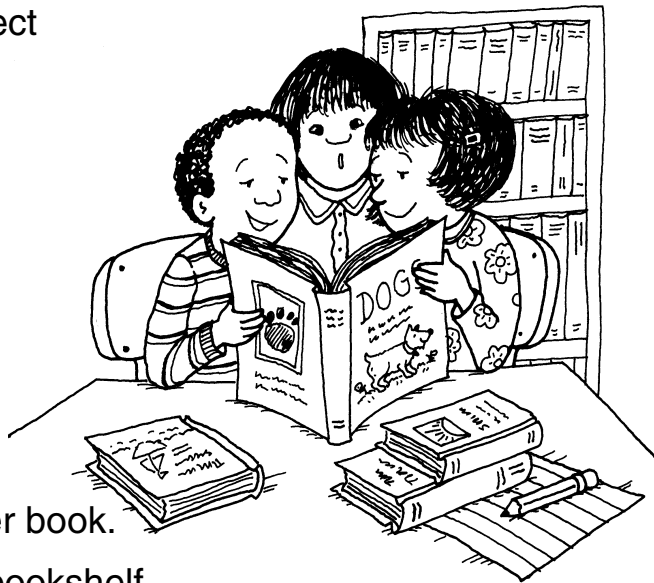
Mechanics and Usage: Using *I* and *Me*

RULES

- Use the pronouns *I* and *me* to write about yourself. Always write the pronoun *I* with a capital letter.
- Use *I* in the subject of a sentence.
I have work to do.
- Use *me* after an action verb and after words such as *in*, *into*, *to*, *with*, *by*, or *at*.
My friends help me.
- When you talk about yourself and another person, name yourself last.
- To help you decide whether to use *I* or *me*, try the sentence leaving out the other person.
Ms. Kemper brought pencils for ~~Ellie and~~ me.
~~Joel and~~ I arranged the chairs.

Circle the pronoun in () that is correct in each sentence.

1. (I, Me) must read a book about animals.
2. Leroy comes with Kim and (I, me) to the library.
3. Leroy finds a book about snakes for (I, me).
4. (I, Me) do not like snakes.
5. Kim and (I, me) look for another book.
6. Leroy calls (I, me) over to the bookshelf.
7. Now he shows (I, me) some books about dogs.
8. (I, Me) would like to read about dogs.
9. Kim looks at the book with Leroy and (I, me).
10. Leroy, Kim, and (I, me) will all read about dogs.



Mixed Review

RULES

- A **pronoun** takes the place of one or more nouns.
- A **pronoun** must match the noun it replaces.
- Use a **subject pronoun** as the subject of a sentence.

Angela rides every afternoon.

She rides every afternoon.

- Use an **object pronoun** after an action verb or after words such as *for*, *at*, *of*, *with*, and *to*.

Mr. Ramirez leads the horses to **Angela and me** .

Mr. Ramirez leads the horses to **us** .

Read each sentence. Circle the word that tells whether the underlined pronoun is a subject pronoun or an object pronoun.

- | | | |
|---|---------|--------|
| 1. Luis invited <u>me</u> to the ranch. | subject | object |
| 2. <u>He</u> and Manuel train horses there. | subject | object |
| 3. The boys' mother waved to <u>us</u> . | subject | object |
| 4. <u>She</u> polishes all of the saddles. | subject | object |
| 5. The white horse belongs to <u>her</u> . | subject | object |
| 6. Mrs. Ramirez let <u>me</u> ride her horse. | subject | object |
| 7. <u>They</u> brought three horses outside. | subject | object |
| 8. Luis helped <u>him</u> get on the horse. | subject | object |
| 9. <u>He</u> knew exactly what to do. | subject | object |
| 10. <u>We</u> rode toward the mountains. | subject | object |

Pronoun-Verb Agreement

RULES

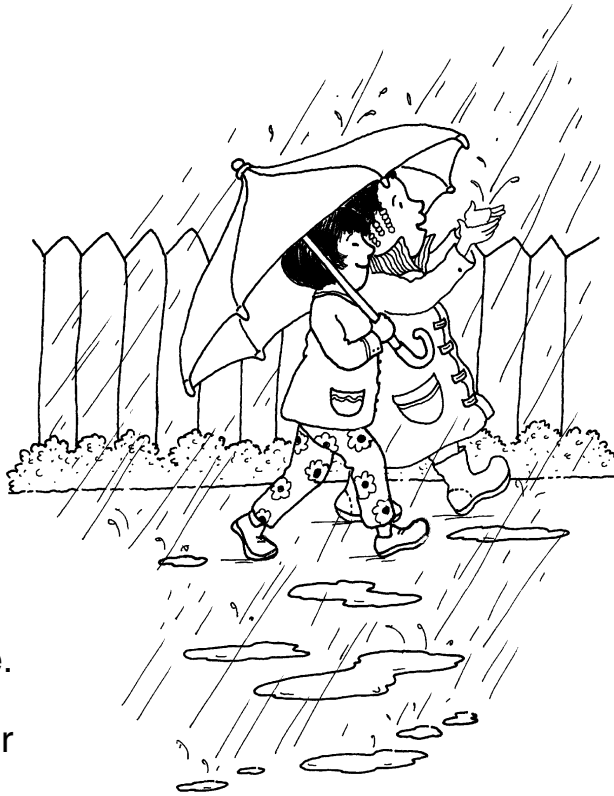
- A **present-tense verb** must agree with its **subject pronoun**.
- Add **-s** to most action verbs in the present tense when you use the pronouns *he*, *she*, and *it*.
- Do not add **-s** to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.

She plays inside.

They play inside.

Circle the action verb in () that is correct in each sentence.

1. It (rain, rains) for hours.
2. Kendra (want, wants) to play.
3. I (call, calls) her on the phone.
4. We (talk, talks) for awhile.
5. "You can (come, comes) to my house," I tell her.
6. Kendra (ask, asks) her mom and dad.
7. They (say, says) she can come.
8. We (meet, meets) on the corner of my street.
9. I (bring, brings) my umbrella.
10. She (wear, wears) her raincoat.



Possessive Pronouns

RULES

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.

*The **children's** playroom is at the end of the hall.*

***Their** playroom is at the end of the hall.*

- Some possessive pronouns are used before nouns.

my your his her its our your their

***my** book **her** raincoat **their** project*

- Other possessive pronouns can stand alone.

mine yours his hers its ours theirs

*These books are **mine**. Which sandwich is **yours**?*

Circle the possessive pronoun in each sentence.

1. My little brother Chad was playing in the den.
2. Chad was playing with his soccer ball.
3. The ball hit our computer by accident.
4. My mom was not happy at all.
5. Mom took his soccer ball away.
6. Our rule is "No soccer in the house."
7. Now I will have to use the computer at my school.
8. Its screen is bigger than the computer at home.
9. Mom likes her keyboard much better, though.
10. Mom and Dad will have theirs repaired.

Pronoun-Verb Contractions

RULES

- A **contraction** is a shortened form of two words. There are many pronoun-verb contractions.
- Use an **apostrophe (')** to replace the letter or letters that are left out.
***You are** late for school. → **You're** late for school.*
- Here are some contractions.

<i>he's = he + is or he + has</i>	<i>they're = they + are</i>	<i>he'll = he + will</i>
<i>she's = she + is or she + has</i>	<i>I've = I + have</i>	<i>she'll = she + will</i>
<i>it's = it + is or it + has</i>	<i>you've = you + have</i>	<i>we'll = we + will</i>
<i>I'm = I + am</i>	<i>we've = we + have</i>	<i>you'll = you + will</i>
<i>you're = you + are</i>	<i>they've = they + have</i>	<i>it'll = it + will</i>
<i>we're = we + are</i>	<i>I'll = I + will</i>	<i>they'll = they + will</i>

Circle the two words that each contraction stands for.

- | | | | |
|------------|-----------|----------|----------|
| 1. they'll | they will | they can | they are |
| 2. she's | he will | she is | she will |
| 3. you're | you is | they are | you are |
| 4. it's | it are | it is | it will |
| 5. I'm | I am | I will | I is |
| 6. they're | they will | they is | they are |
| 7. you've | you have | you will | we have |
| 8. he'll | he is | he will | it is |
| 9. we're | we are | we will | we have |
| 10. you'll | you are | you have | you will |

Mechanics and Usage: Contractions and Possessive Pronouns

RULES

- Be careful not to confuse possessive pronouns with contractions.
- In a **contraction**, an **apostrophe (')** takes the place of the letters that are left out.

They are going to the zoo. → They're going to the zoo.

- **Possessive pronouns** do not have apostrophes.

Are they driving in their car?

Circle the contraction or possessive pronoun in each sentence. Write whether it is a possessive pronoun or a contraction.

1. They're moving to another city. _____
2. Their house is for sale. _____
3. It's a big house. _____
4. We liked to play in its big yard. _____
5. Your family went to see the house. _____
6. Do you think you're going to buy the house? _____
7. It's great that you will live in that house. _____
8. They're going to get you a big dog now. _____
9. It will be their present to you and your sister. _____
10. Its size is not important since the yard is big. _____

Mixed Review

RULES

- A **possessive pronoun** shows who or what owns something.
*Jake and Lil bought this car. It is **their** car.*
- A **contraction** is a shortened form of two words. An **apostrophe** (') replaces the letters that are left out.
*Tomorrow **they're** driving to the city.*
- Do not confuse possessive pronouns with contractions.

possessive pronoun → Its engine is quiet.

contraction → It's a bright-red car.

Read each sentence. Write the correct form of the possessive pronoun or the contraction in () on the line.

1. The king asked her to come to (he's, his) castle. _____
2. He said, "(I've, I've) got a special room prepared for you, filled with straw." _____
3. "(I'm, I'm) expecting this straw to become gold by tomorrow." _____
4. "(You'll, You'll) need some help," said a mysterious little man. _____
5. "In exchange for (your, you're) necklace, I'll spin the straw," he said. _____
6. The next day, the king could hardly believe (he's, his) eyes! _____
7. (Her, Hers) room was full of gold! _____
8. The little man said, "In return for the gold, you must guess (my, mine) name." _____
9. "(Isn't, Isn't) your name Rumpelstiltskin?" she asked. _____
10. The mysterious little man snapped (his, he's) fingers and disappeared. _____

Common Errors with Pronouns

RULES

Be sure to use the right subject and object pronouns.

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

This sentence is not correct: *Lin and **me** had a special day yesterday.*

This sentence is correct: *Lin and **I** had a special day yesterday.*

- Use an **object pronoun** after an action verb or words such as *for, at, of, with, and to*.

This sentence is not correct: *I went to the circus and the zoo with **she**.*

This sentence is correct: *I went to the circus and the zoo with **her**.*

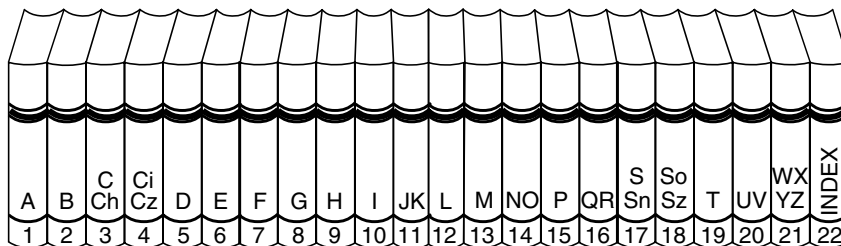
Read each sentence. Circle the correct pronoun.

1. Lin bought _____ a ticket to the circus. me I
2. The trapeze artists flew back and forth above _____. us we
3. _____ watched a man pull pretty white birds out of a hat. Him I
4. Then _____ saw clowns climb out of a tiny car. them we
5. _____ did lots of funny tricks. They Her
6. After lunch _____ went to the zoo. we us
7. _____ watched a woman feed a baby tiger with a bottle. I Me
8. _____ is a zookeeper. She Her
9. The baby tiger looked straight at Lin and _____. I me
10. Then the baby tiger curled up next to _____ and fell asleep. she her

Study Skills: Encyclopedia

RULES

- An **encyclopedia** contains information about people, places, and things.
Thomas Jefferson *Idaho* *bicycles*
Harriet Tubman *Yosemite* *frogs*
- Each **volume** in an encyclopedia is arranged in alphabetical order according to the letter or letters on its spine. The volumes are numbered to keep them in order.
- The **index** lists the topics in alphabetical order.
- An **encyclopedia on CD-ROM** contains on a computer disk all the information in a set of encyclopedias.



Draw a circle around the correct encyclopedia volume for each topic.

- | | | | | | | | |
|----------------|----|----|----|--------------|----|----|----|
| 1. robots | 13 | 16 | 9 | 6. England | 6 | 5 | 2 |
| 2. New Zealand | 14 | 18 | 12 | 7. glaciers | 7 | 15 | 8 |
| 3. Cherokee | 3 | 5 | 4 | 8. kangaroo | 11 | 9 | 14 |
| 4. beach | 6 | 2 | 9 | 9. Montana | 14 | 13 | 12 |
| 5. wombat | 21 | 12 | 18 | 10. aardvark | 2 | 5 | 1 |

Vocabulary: Homophones

Homophones are words that sound alike but have different spellings and different meanings.

Here are some examples of homophones:

bee, be *A bee flew into my room. I hope I won't be stung.*

nose, knows *Her nose is sunburned. She knows why it hurts.*

eight, ate *There were eight apples before Wanda ate one of them.*

Read aloud the word in the first column. Circle the word in each sentence that sounds the same as this word.

1. **ate** You can make this breakfast in eight minutes.
2. **hi** Get a mixing bowl down from the high shelf.
3. **beet** Beat eggs and milk in the bowl.
4. **for** Scramble the four eggs in a pan.
5. **plane** Do you like your eggs plain or with cheese?
6. **sum** Cook some bacon in another pan.
7. **bred** Toast a few slices of bread.
8. **poor** Who will pour the orange juice?
9. **eye** I will get the glasses.
10. **two** Please can you set the table, too.

Composition: Outlining

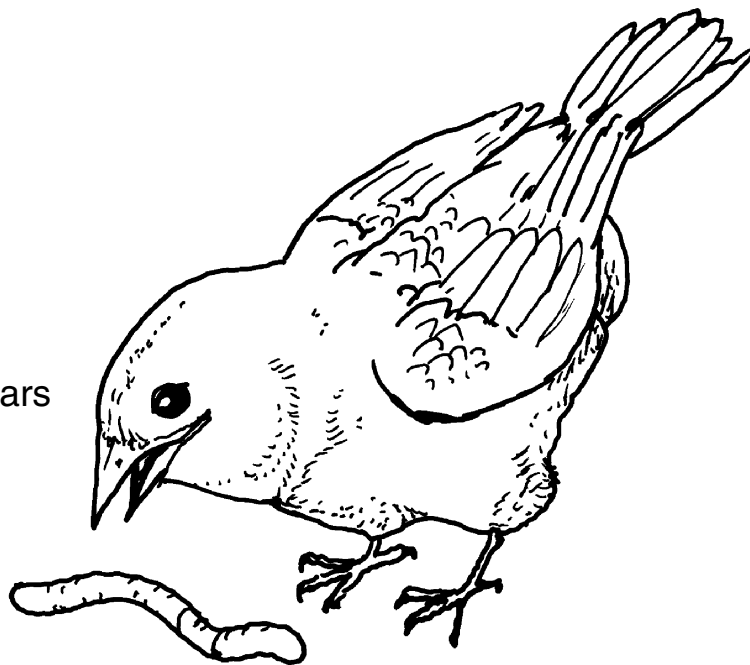
- An **outline** is a way of organizing ideas you will include in your writing.
- Write the **topic** at the top of the outline.
- List the first **main idea** you plan to include and give it a number. Use a Roman numeral followed by a period.
- Next, list **supporting details** under the main idea. Give each detail a letter.
- Then, list your next main idea and add details as before.
- Ideas written in an outline do not need to be complete sentences. They can be words, phrases, questions, or sentence fragments.

Read the beginning of an outline below. Read the detail sentences. Then draw a line under five detail sentences that belong under the main idea of the outline.

Topic: Bluebirds

I. What do bluebirds eat?

- A. Like to eat insects
- B. Build nests in tree holes
- C. Will eat berries
- D. Fly south in the winter
- E. Sometimes eat grapes
- F. Will eat beetles
- G. Some of them eat caterpillars



Adjectives That Tell *What Kind*

RULES

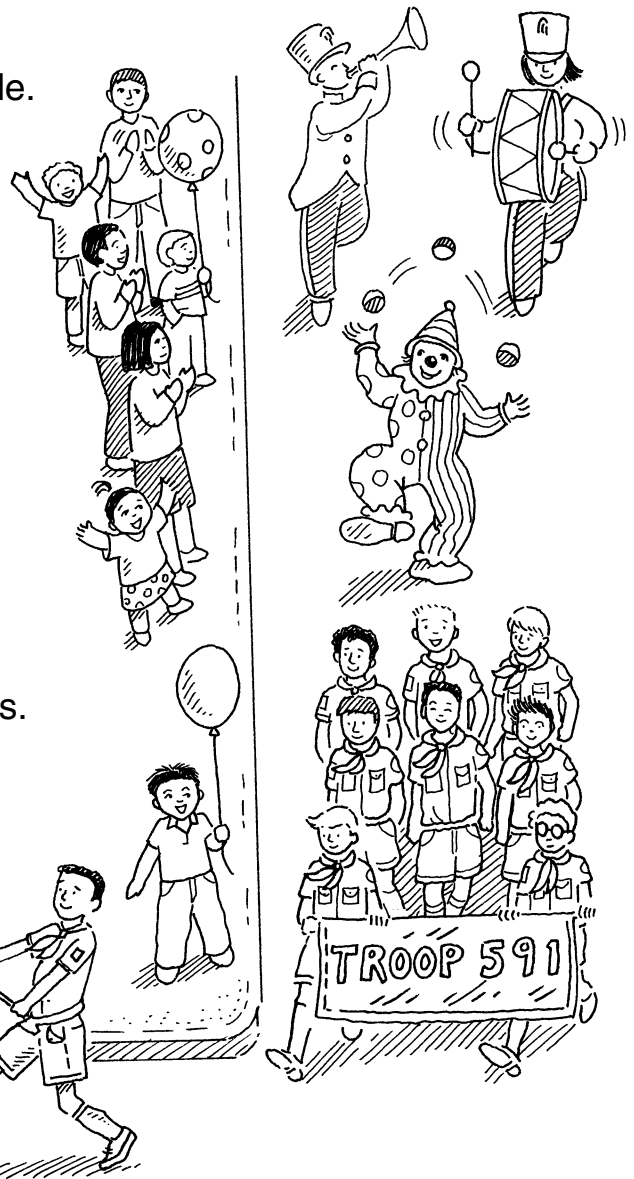
- An **adjective** is a word that describes a noun.
Some adjectives tell **what kind** of person, place, or thing the noun is.

*Today is a **special** day.*

↑
tells what kind

The underlined word in each sentence is an adjective. Circle the noun it describes.

1. A large crowd waits for the parade.
2. Ben buys a green balloon.
3. I see colorful flags.
4. Funny clowns make us laugh.
5. The shiny horns play a march.
6. We hear the loud horn.
7. The scouts wear new uniforms.
8. Brown horses prance by.
9. The noisy crowd claps and waves.
10. The long parade finally ends.



Adjectives That Tell *How Many*

RULES

- An **adjective** is a word that describes a noun.
- Some adjectives tell **how many**.

Three children are good friends.

↑

tells how many

They do many things together.

↑

tells how many

Read each sentence. Circle the adjective that describes the underlined noun.

1. One day we play inside.
2. Nuna suggests several things to do.
3. We choose one game to play.
4. The game board has many squares.
5. Several squares will trap a player.
6. Few players miss all the traps.
7. Many cards are in a small pile.
8. Nuna draws one card.
9. Nuna moves four squares.
10. Luis has two turns in a row.
11. Mary is behind the other two players.
12. Luis lands on three traps.
13. Nuna also lands on a few traps.
14. We play the game several times.
15. Mary wins three times.

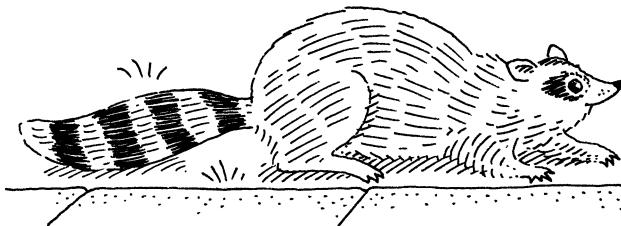
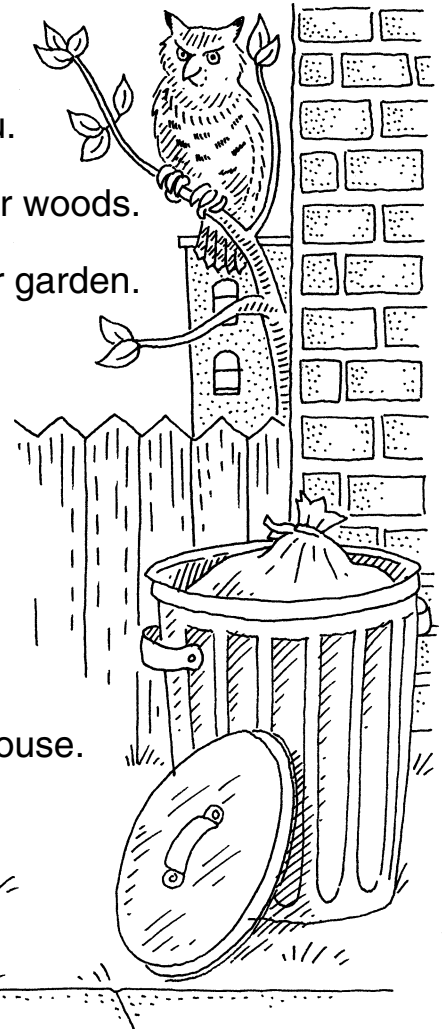
Articles

RULES

- **Articles** are special adjectives. The words *a*, *an*, and *the* are articles.
- Use *a* before singular nouns that begin with a consonant.
a nest
- Use *an* before singular nouns that begin with a vowel.
an apple
- Use *the* before singular nouns and plural nouns.
the squirrel *the squirrels*

Circle the correct article in () to complete each sentence.

1. Do any wild animals live in (the, an) city?
2. You might have (a, an) animal living near you.
3. At night, deer might come from (a, an) park or woods.
4. (The, An) deer might nibble the plants in your garden.
5. (A, An) raccoon might live under a porch.
6. Raccoons will raid (an, the) garbage cans.
7. Squirrels live in (a, an) tree near your house.
8. (A, An) owl might also live in the tree.
9. Mice build nests in (a, the) grass.
10. In the winter, mice may come into (an, the) house.



Adjectives That Compare

RULES

- You can use **adjectives** to compare two or more nouns.
- Add **-er** to an adjective to compare two nouns.
*Today's game was **longer** than last week's game.*
- Add **-est** to compare more than two nouns.
*Sue is the **greatest** player on our team.*

Write each sentence. Use the correct form of the adjective in ().

1. Alice is the (new) team member.

2. Mia is the (fast) runner in our class.

3. Bet's kick was (longer, longest) than Kevin's.

4. She kicked to her (near) teammate.

5. That player is (quick) than I am.

6. The coach's whistle is (loud) than mine.

7. The wind is (calm) than it was at noon.

8. The new field is (smooth) than the old one.

9. That team is the (strong) team in town.

10. Our team's score was the (low) of all.

Spelling Adjectives That Compare

RULES

Some adjectives change their spelling when **-er** or **-est** is added.

- When **the adjective ends in a consonant sound and y**, change the **y** to **i** and add **-er** or **-est**.

shaggy, shaggier, shaggiest

- When **the adjective ends in e**, drop the **e** and add **-er** or **-est**.

nice, nicer, nicest

- For **adjectives that have a single vowel sound before a final consonant**, double the final consonant and add **-er** or **-est**.

big, bigger, biggest

Write the correct spelling of each adjective when the ending is added.

1. happy + er _____
2. tan + er _____
3. pale + er _____
4. shy + er _____
5. gentle + er _____
6. furry + est _____
7. noisy + est _____
8. pretty + est _____
9. slim + est _____
10. cute + est _____



Mechanics and Usage: Using Commas

RULES

- When you read, commas tell you when to pause.
- Use a comma **after the name of a person** being spoken to.
Lien, did you have a good time?
- Use a comma after words like **yes** and **no** when they begin a sentence.
Yes, I had a wonderful time.

Add a comma where it belongs in each sentence.

1. Mom is that the telephone ringing?
2. Yes can you answer it?
3. No my hands are sticky.
4. Lien Pat wants to talk with you.
5. Pat I was just thinking about you.
6. Lien can you do something special with us tomorrow?
7. Yes I would like to do that.
8. Okay that is great. We are driving to the mountains, and we will hike along Sandy River.
9. Lien Sandy River is beautiful. Have you ever seen it?
10. No I have only seen pictures of it.
11. Lien I hope you can come.
12. Pat I'll ask my mother.
13. Mom may I go on a hike and picnic with Pat and her family?
14. Yes it sounds like a wonderful day.
15. Pat I will bring my camera, too.



Mixed Review

RULES

- The article **an** goes before singular nouns that begin with a vowel. The article **a** goes before singular nouns that begin with a consonant.

*I saw **an** owl in the tree.*

*Did you ever see **a** duck in a tree?*

- The article **the** goes before singular and plural nouns.

***The** ducks don't land in trees.*

- In a sentence in which you speak to someone by name, place a **comma** after the person's name.

Mrs. Curry, do these ducks live in the pond all year?

- A comma goes after **yes** and **no** when they begin a sentence.

Yes, they do.

For each sentence, circle the correct article. Write it on the line. Add commas where they belong.

- Mrs. Curry are you going to feed _____ the a
ducks at the pond?
- Yes I have _____ loaf of bread for them. an a
- Fred do you want _____ piece of bread? a an
- No I brought _____ orange. a an
- Ducks don't like _____ taste of oranges. a the
- Laura please don't splash _____ water. the an
- That duck has _____ long beak. an a
- Mrs. Curry may I give it _____ piece
of bread? a the
- Yes here is _____ crust. an the
- Wow, what _____ hungry duck that is! a the

Adverbs**RULES**

- An **adverb** is a word that tells more about a verb.
- Adverbs tell **how**, **when**, and **where** an action takes place.

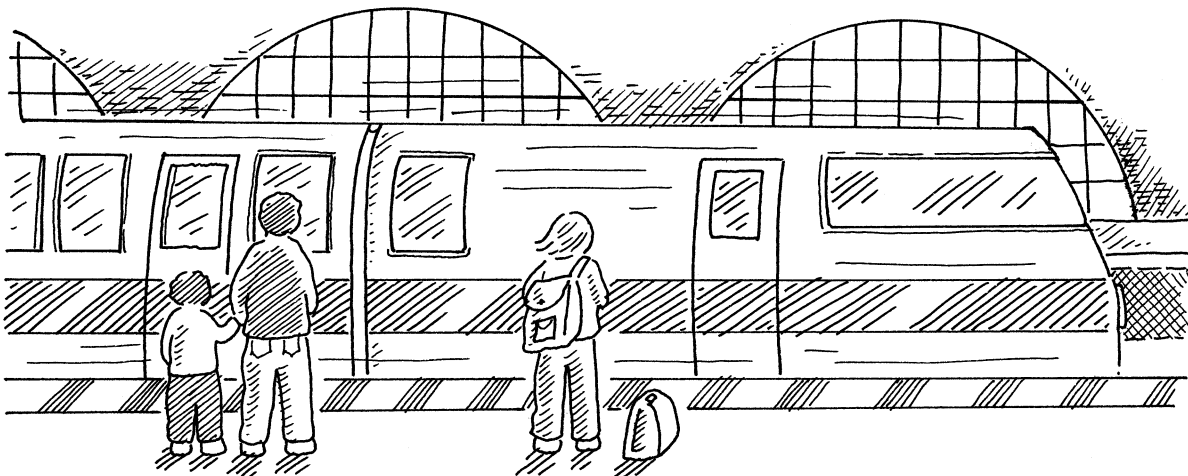
*The train moves **swiftly**.* → how

*Grandma arrives **tomorrow**.* → when

*I see the train **there**.* → where

Circle the adverb that tells about the underlined verb.

1. Dylan's grandmother arrives today.
2. Her train will come soon.
3. Dad parks the car nearby.
4. They go inside.
5. A woman kindly answers their questions.
6. Dylan looks around.
7. Many travelers sit quietly.
8. Some people wait anxiously.
9. Dad and Dylan walk outside.
10. Dylan looks down.
11. Dad listens carefully.
12. The train will arrive early.
13. The train slowly stops.
14. Dylan sees Grandma ahead.
15. He eagerly waves to her.



At Home: With family members, act out meeting someone at a train station. What adverbs describe how you act?

Adverbs That Tell *How*

RULES

- Some **adverbs** tell **how** an action takes place.
- Adverbs that tell **how** usually end in **-ly**.

The sun shone **brightly**.

The wind blows **gently**.

Circle the adverb that describes the underlined verb. Then, write it on the line.

1. The woods quietly wait for us. _____
2. Deena and I eagerly enter the woods. _____
3. Someone clearly marked a path. _____
4. We easily follow the path. _____
5. We explore curiously. _____
6. Birds sing sweetly. _____
7. The brook flows smoothly. _____
8. Suddenly, a bird flies. _____
9. Its wings flap loudly. _____
10. Deena anxiously looks at me. _____
11. Deena grabs my hand tightly. _____
12. She quickly becomes frightened. _____
13. I whisper softly to her. _____
14. I calmly explain what it was. _____
15. We happily go home. _____

Combining Sentences: Adjectives and Adverbs

RULES

- Two sentences that tell about the same person, place, or thing can be **combined by adding an adjective** from one sentence to the other sentence.

I'm going to a party.
It is a surprise. → *I'm going to a **surprise** party.*

- Two sentences that tell about the same action can be **combined by adding an adverb** from one sentence to the other sentence.

I'm going to a party.
The party is tomorrow. → *I'm going to a party **tomorrow**.*

Combine each pair of sentences. Add an adjective or adverb to one of the sentences. Write the new sentence. The first part of each combined sentence is written for you.

1. I wrapped a present. I wrapped it yesterday.

I wrapped _____

2. The kitten found my present. My present was colorful.

The kitten _____

3. She tore the wrapping paper. The wrapping paper was pretty.

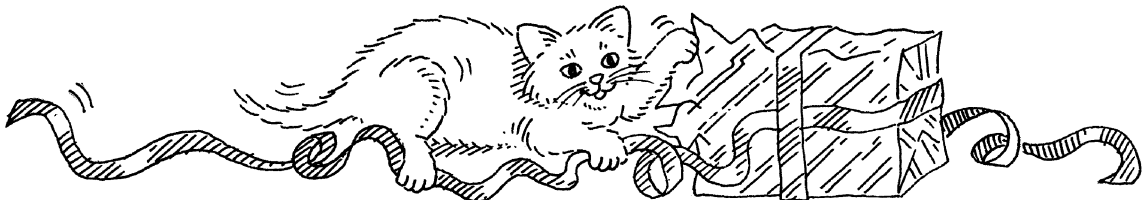
She tore _____

4. I found a paper bag. The paper bag was big.

I found _____

5. I hid the present in the bag. I hid the present today.

I hid _____



Mechanics and Usage: Quotation Marks

RULES

- Use **quotation marks** (“ ”) to show that someone is speaking.
- Quotation marks come at the beginning and end of a person’s exact words.

“Where are you, Don?” Andrea called.

“It’s time to leave,” she said.

The underlined words in each sentence show the words someone says. Write out the sentences with the quotation marks added in the correct place.

1. Hurry up, Andrea said to Don.

2. I’m coming, Don answered.

3. But I can’t find my bus pass, he added.

4. Andrea said, I will help you look for it.

5. I’ve looked everywhere, Don replied.

6. When did you last see it? Andrea asked.

7. Don explained, I used it yesterday.

8. Look in your jacket pocket, Andrea said.

9. It’s there! Don shouted.

10. He said, I looked everywhere but my pocket.

Mixed Review

RULES

- An **adverb** tells more about a verb.
- Adverbs that tell **how** often end with **-ly**.
(sudden + *-ly*)
*Dad woke up **suddenly**.*
- Some adverbs tell **where** or **when** an action takes place.
(where)
*He stood and looked **around**.*
(when)
***Then** he walked into the hallway.*

Draw a line under each verb. Then use an adverb from the box to complete each sentence.

swiftly	soon	loudly	eagerly
nearby	peacefully	rapidly	outside
immediately	quickly		

- Dad listened _____ for the sound.
- _____ I awoke, too.
- Heavy footsteps approached _____.
- They tapped _____ across the porch.
- Dad lit the porch light _____.
- We both looked _____.
- Dad _____ opened the door.
- Something ran _____ off the porch.
- We saw the neighbor's dog Thunder _____.
- We slept _____ the rest of the night.

Common Errors with Adjectives

RULES

Follow these rules when comparing **two** nouns:

- When the adjective is short, like *green*, add **-er**.
*Mr. Chang's lawn is **greener** than our lawn.*
- When the adjective is long, like *comfortable*, use **more** with the adjective.
*This chair is **more comfortable** than that chair.*

Follow these rules when comparing **more than two**:

- When the adjective is short, like *kind*, add **-est**.
*Mrs. Thomas is the **kindest** person I know.*
- When the adjective is long, like *interesting*, use **most** with the adjective.
*This book is the **most interesting** book I've read.*

Read each sentence. Circle each adjective that compares.

1. Today is the hottest day of the year.
2. The temperature is higher than yesterday.
3. The temperature seems cooler at the beach than at our house.
4. The waves are bigger than before.
5. Near the ocean is the most comfortable place to be.
6. The sand looks darker near the water.
7. Your sand castle is more beautiful than mine!
8. This beach is the nicest one I've seen.
9. The air is fresher here than at home.
10. This has been the most relaxing day ever!

Study Skills: Thesaurus

RULES

- Synonyms are words that have the same or almost the same meaning.

Happy means almost the same as *glad*.

Hard means almost the same as *difficult*.

- Antonyms are words that have opposite meanings.

Happy means the opposite of *sad*.

Hard means the opposite of *easy*.

- A thesaurus is a book of synonyms and antonyms. It is a place to find the exact word you need to make your meaning clear.

Look at the first word in each row. Circle the synonym for that word in the row. Then find the antonym in the row. Write it on the line.

1. large big tiny middle far

2. bright sweet dull beautiful shiny

3. neat tidy inquire messy new

4. scared brave calm afraid angry

5. fast quick far slow late

Vocabulary: Synonyms and Antonyms

- **Synonyms** are words that have the same or almost the same meaning.

near / close big / large begin / start

- **Antonyms** are words that have opposite meanings.

up / down hot / cold high / low

- A.** Choose a synonym from the box to replace each underlined word. Write the word on the line.

silky bend huge
beautiful strolls

1. My dog is a handsome animal.

2. His large brown eyes are friendly.

3. He has a smooth coat.

4. We like to go for walks.

5. People lean over to pet my dog.



- B.** Choose an antonym from the box to replace each underlined word. Write the word on the line.

sits warm quiet
close thick

6. My cat is a noisy creature. _____

7. She stands in my lap for hours. _____

8. Her thin fur feels soft and silky. _____

9. When I stroke her head, her eyes open happily. _____

10. My cat is a cold friend. _____

Composition: Beginning, Middle, End

All good stories have three parts:

- The beginning tells who and what the story is about and where and when it takes place.
- The middle tells the events, actions, and problems in a story.
- The end tells how the story comes out in a way that makes sense.

The beginning tells who or what we will read about.

Johnny Appleseed spent his life going around the country planting apple trees.

The middle tells what happens.

He got the seeds from cider mills. Johnny Appleseed gave the seeds to settlers. He wanted everyone to have apples.

The ending lets us know the story is finished.

We can thank Johnny Appleseed for many of our apple trees.

Circle **beginning** or **end** to tell where each pair of sentences would go in a story.

- | | | |
|--|-----------|-----|
| 1. Stormy was the fastest horse in the county. | beginning | end |
| 2. And that's what happened to a horse named Stormy. | beginning | end |
| 3. The girl turned out to be the best trumpet teacher in the state of Texas! | beginning | end |
| 4. Once there was a girl who wanted to play the trumpet. | beginning | end |
| 5. No one ever heard from Sailor Sam again. | beginning | end |
| 6. Have you heard the story of Sailor Sam? | beginning | end |
| 7. Long ago, there was a little house in the big city. | beginning | end |
| 8. The little house was never lonely again. | beginning | end |
| 9. Years later, we published the book and sold 100 copies! | beginning | end |
| 10. One day, Dad and I wrote a book about fishing. | beginning | end |