

Grade 2



# **Grammar**

## **PRACTICE BOOK**

The **McGraw-Hill** Companies



Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.,  
Two Penn Plaza, New York, New York 10121.

Copyright © by Macmillan/McGraw-Hill. All rights reserved. No part of this publication may be reproduced or  
distributed in any form or by any means, or stored in a database or retrieval system, without the prior written  
consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or  
broadcast for distance learning.

Printed in the United States of America

2 3 4 5 6 7 8 9 10 021 09 08 07 06

# Contents

## Unit I • Relationships

### School Days **David's New Friends**

Statements . . . . .	1
Statements and Questions . . . . .	2
Mechanics . . . . .	3
Proofreading . . . . .	4
Review and Assess . . . . .	5

### Making Friends **Mr. Putter & Tabby Pour the Tea**

Commands . . . . .	6
Exclamations . . . . .	7
Mechanics . . . . .	8
Proofreading . . . . .	9
Review and Assess . . . . .	10

### Firefighters at Work **Time For Kids: "Fighting the Fire"**

Subjects . . . . .	11
Subjects . . . . .	12
Mechanics . . . . .	13
Proofreading . . . . .	14
Review and Assess . . . . .	15

### Being Yourself **Meet Rosina**

Predicates . . . . .	16
Predicates . . . . .	17
Mechanics . . . . .	18
Proofreading . . . . .	19
Review and Assess . . . . .	20

### Coming to America **My Name Is Yoon**

Sentence Combining: Subjects . . . . .	21
Sentence Combining: Predicates . . . . .	22
Mechanics . . . . .	23
Proofreading . . . . .	24
Review and Assess . . . . .	25

## Unit 2 • Growth and Change

Plants Alive!	Nouns . . . . .	26
The Tiny Seed	Nouns . . . . .	27
	Mechanics . . . . .	28
	Proofreading . . . . .	29
	Review and Assess . . . . .	30
Animal Rescue	Plural Nouns . . . . .	31
A Harbor Seal Pup	Plural Nouns . . . . .	32
Grows Up	Mechanics . . . . .	33
	Proofreading . . . . .	34
	Review and Assess . . . . .	35
A Hospital Visit	Proper Nouns . . . . .	36
Time For Kids:	Proper Nouns . . . . .	37
“A Trip to the Emergency	Mechanics . . . . .	38
Room”	Proofreading . . . . .	39
	Review and Assess . . . . .	40
How Animals Grow	Possessive Nouns . . . . .	41
Farfallina and Marcel	Possessive Nouns . . . . .	42
	Mechanics . . . . .	43
	Proofreading . . . . .	44
	Review and Assess . . . . .	45
Staying Fit	Review Plurals . . . . .	46
There’s Nothing Like	Review Possessives . . . . .	47
Baseball	Mechanics . . . . .	48
	Proofreading . . . . .	49
	Review and Assess . . . . .	50

## Unit 3 • Better Together

### Telling Stories Head, Body, Legs, A Story from Liberia

Action Verbs . . . . .	51
Action Verbs . . . . .	52
Mechanics . . . . .	53
Proofreading . . . . .	54
Review and Assess . . . . .	55

### Safety First Officer Buckle and Gloria

Present-Tense Verbs . . . . .	56
Subject-Verb Agreement . . . . .	57
Mechanics . . . . .	58
Proofreading . . . . .	59
Review and Assess . . . . .	60

### Creatures Old and Older Time For Kids: “Meet the Super Croc”

Past-Tense Verbs . . . . .	61
Past-Tense Verbs . . . . .	62
Mechanics . . . . .	63
Proofreading . . . . .	64
Review and Assess . . . . .	65

### Curtain Up! The Alvin Ailey Kids: Dancing As a Team

The Verb <i>Have</i> . . . . .	66
Past Tense of <i>Have</i> . . . . .	67
Mechanics . . . . .	68
Proofreading . . . . .	69
Review and Assess . . . . .	70

### On the Farm Click, Clack, Moo: Cows That Type

Sentence Combining: Sentences . . . . .	71
Sentence Combining: Predicates . . . . .	72
Mechanics . . . . .	73
Proofreading . . . . .	74
Review and Assess . . . . .	75

## Unit 4 • Land, Sea, Sky

Animal Needs	Linking Verbs . . . . .	76
<b>Splish! Splash!</b>	Linking Verbs . . . . .	77
<b>Animal Baths</b>	Mechanics . . . . .	78
	Proofreading . . . . .	79
	Review and Assess . . . . .	80
Animal Survival	Helping Verbs . . . . .	81
<b>Goose's Story</b>	Helping Verbs . . . . .	82
	Mechanics . . . . .	83
	Proofreading . . . . .	84
	Review and Assess . . . . .	85
Helping Planet Earth	Irregular Verbs . . . . .	86
<b>Time For Kids: "A Way</b>	Irregular Verbs . . . . .	87
<b>to Help Planet Earth"</b>	Mechanics . . . . .	88
	Proofreading . . . . .	89
	Review and Assess . . . . .	90
Wild Weather	Irregular Verbs . . . . .	91
<b>Super Storms</b>	Irregular Verbs . . . . .	92
	Mechanics . . . . .	93
	Proofreading . . . . .	94
	Review and Assess . . . . .	95
Habitats and Homes	Contractions . . . . .	96
<b>Nutik, the Wolf Pup</b>	Contractions . . . . .	97
	Mechanics . . . . .	98
	Proofreading . . . . .	99
	Review and Assess . . . . .	100

## Unit 5 • Discoveries

### Life in the Desert **Dig, Wait, Listen: A Desert Toad's Tale**

Pronouns . . . . .	101
Plural Pronouns . . . . .	102
Mechanics . . . . .	103
Proofreading . . . . .	104
Review and Assess . . . . .	105

### Play Time! **Pushing Up the Sky**

Pronouns, <i>I</i> and <i>Me</i> , . . . . .	106
Pronouns, <i>We</i> and <i>Us</i> . . . . .	107
Mechanics . . . . .	108
Proofreading . . . . .	109
Review and Assess . . . . .	110

### Exploration **Time For Kids: “Columbus Explores New Lands”**

Possessive Pronouns . . . . .	111
Possessive Pronouns . . . . .	112
Mechanics . . . . .	113
Proofreading . . . . .	114
Review and Assess . . . . .	115

### In the Garden **The Ugly Vegetables**

Pronoun-Verb Agreement . . . . .	116
Pronoun-Verb Agreement . . . . .	117
Mechanics . . . . .	118
Proofreading . . . . .	119
Review and Assess . . . . .	120

### Our Moon **The Moon**

Contractions . . . . .	121
Contractions . . . . .	122
Mechanics . . . . .	123
Proofreading . . . . .	124
Review and Assess . . . . .	125

## Unit 6 • Expressions

Count on a Celebration! <b>Mice and Beans</b>	Adjectives . . . . .	126
	Adjectives . . . . .	127
	Mechanics . . . . .	128
	Proofreading . . . . .	129
	Review and Assess . . . . .	130
Creating Stories <b>Stirring Up Memories</b>	Use the Article <i>a</i> . . . . .	131
	Use the Article <i>an</i> . . . . .	132
	Mechanics . . . . .	133
	Proofreading . . . . .	134
	Review and Assess . . . . .	135
Worlds of Art <b>Time For Kids: “Music of the Stone Age”</b>	Adjectives that Compare . . . . .	136
	Adjectives that Compare . . . . .	137
	Mechanics . . . . .	138
	Proofreading . . . . .	139
	Review and Assess . . . . .	140
Inventors Then and Now <b>African-American Inventors</b>	Adverbs . . . . .	141
	Adverbs . . . . .	142
	Mechanics . . . . .	143
	Proofreading . . . . .	144
	Review and Assess . . . . .	145
Other People, Other Places <b>Babu’s Song</b>	Synonyms . . . . .	146
	Antonyms . . . . .	147
	Mechanics . . . . .	148
	Proofreading . . . . .	149
	Review and Assess . . . . .	150



Name \_\_\_\_\_

- A **sentence** is a group of words that tells a complete thought.
- Every sentence begins with a capital letter.
- A **statement** is a sentence that tells something. It ends with a period.

School is fun.

We play in the gym.

**Circle each sentence. Then complete each incomplete sentence. Write it on the lines below.**

1. Our classroom is sunny.
2. Writes on the chalkboard.
3. We read books.
4. Like art class.
5. Recess is a fun part of the day.




---



---



---



---



Name \_\_\_\_\_

- A **question** is a sentence that asks something.  
It ends with a question mark.
- A **statement** is a sentence that tells something.  
It ends with a period.
- Begin each statement and question with a capital letter.

Do you have a pencil?      I have paper.

**Read the sentences. Circle each question and underline each statement.**

1. Do you have homework?
2. I have lots of homework.
3. What do you have to do?
4. I have to read a story.
5. The story is about a pig.
6. Does Frank have homework?
7. Frank has to write a story.
8. What kind of story will he write?
9. Will he write a funny story?
10. No, he will write a scary one.



Name \_\_\_\_\_

- Begin each sentence with a capital letter.
- End a statement with a period.
- End a question with a question mark.

We have gym today.

What is in my backpack?



**Read the sentences. Write the sentences correctly on the lines.**

1. what do you bring to school

\_\_\_\_\_

2. i bring books and a pencil

\_\_\_\_\_

3. what else is in your backpack

\_\_\_\_\_

4. my lunch is in my backpack

\_\_\_\_\_

5. what did you bring for lunch

\_\_\_\_\_

6. do you want to sit with me at lunchtime

\_\_\_\_\_

7. my new teacher is nice

\_\_\_\_\_

8. Are we in the same class

\_\_\_\_\_



Name \_\_\_\_\_

- A sentence tells a complete thought.
- Begin each sentence with a capital letter.
- End a statement with a period.
- End a question with a question mark.

**Read the passage. Circle each mistake in capitalization and punctuation. Then rewrite the passage correctly on the lines below.**

Today is Monday What do we do first. the teacher  
Reads a story. then we have math. does each child have  
a pencil. Now we are ready to begin the lesson

---



---



---



---



© Macmillan/McGraw-Hill



Name \_\_\_\_\_

**Add the correct end mark to each sentence.****Write S next to each statement.****Write Q next to each question.**

1. Our new school opens today \_\_\_\_\_
2. The brick building has three floors \_\_\_\_\_
3. Where is your classroom \_\_\_\_\_
4. The playground has three swing sets \_\_\_\_\_
5. How tall is the shiny new slide \_\_\_\_\_
6. Did you see the new music room \_\_\_\_\_
7. There is a band concert tonight \_\_\_\_\_
8. My sister plays in the school band \_\_\_\_\_
9. What instrument does she play \_\_\_\_\_
10. Do you have tickets to the concert \_\_\_\_\_



© Macmillan/McGraw-Hill

**At Home:** Review this page together.

Name \_\_\_\_\_

- A **command** is a sentence that tells someone to do something. It ends with a period.

Share with your friends.      Listen to your mother.

### Circle each command.

1. I like to play games.
2. Treat the animals with care.
3. Sing a song with me.
4. Where does your friend live?
5. Share your cookie.
6. My dogs are my best friends.
7. I am going to Laura's birthday party next week.
8. Sit next to me.
9. Who gave you that flower?
10. Take me to the park.



### Write two new commands on the lines.

---



---



---



---



Name \_\_\_\_\_

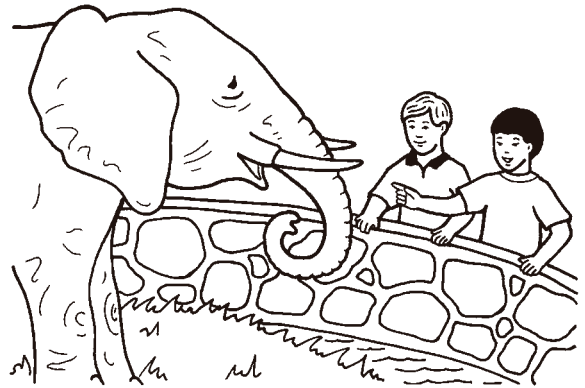
- An **exclamation** is a sentence that shows strong feelings. It ends with an exclamation point.
- Begin each exclamation with a capital letter.

We love the zoo!

Wow, those are huge elephants!

### Underline each exclamation.

1. Today is Saturday.
2. Hooray, we are going to the zoo!
3. We will see many animals.
4. That giraffe is gigantic!
5. The lions look hungry.
6. Oh no, I'm scared!
7. The seals are so cute!
8. What time do you feed the seals?
9. The zoo closes in one hour.
10. We had so much fun!



### Write two new exclamations on the lines.

---



---



Name \_\_\_\_\_

- Begin each sentence with a capital letter.
- End each command with a period.
- End an exclamation with an exclamation point.

Help your friend.      This homework is hard!

**Read the sentences. Write the sentences correctly on the lines.**



1. please come to my birthday party.

\_\_\_\_\_

2. this is an awesome party

\_\_\_\_\_

3. cut the cake now

\_\_\_\_\_

4. i'm stuffed

\_\_\_\_\_

5. turn the music down

\_\_\_\_\_

6. play cards with me

\_\_\_\_\_

7. this is fun

\_\_\_\_\_

8. please help me clean up

\_\_\_\_\_





Name \_\_\_\_\_

- Begin each sentence with a capital letter.
- End a command with a period and an exclamation with an exclamation point.

**Circle each capitalization and punctuation mistake.  
Then rewrite the passage correctly on the lines.**

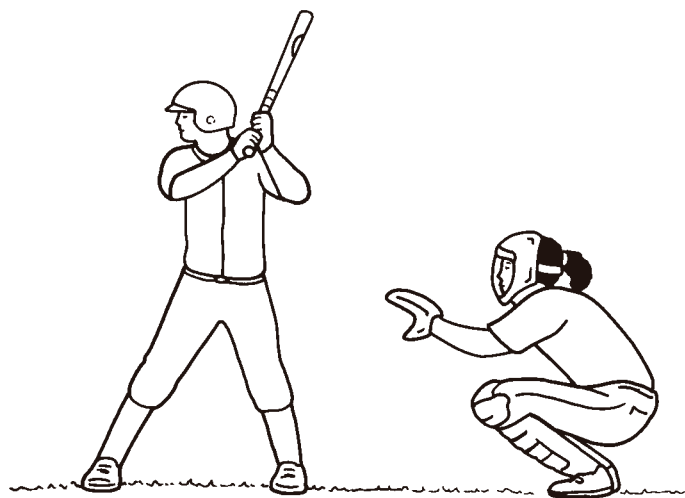
let's go to our baseball game. you are up to bat first  
Watch out, here comes the ball. hit it hard. hooray, it's  
a home run.

---

---

---

---



Name \_\_\_\_\_

**Add a period to each command.****Add an exclamation point to each exclamation.**

1. Hooray, the sun is shining brightly \_\_\_\_\_
2. Come and play in my yard \_\_\_\_\_
3. Look at our new puppy \_\_\_\_\_
4. Gosh, your puppy is so little \_\_\_\_\_
5. Roll over \_\_\_\_\_
6. Oh no, the puppy rolled in the mud \_\_\_\_\_

**Add or take away words to rewrite the sentences.**

7. Make this statement a command.

Jake scratches the puppy's belly.

\_\_\_\_\_

8. Make this statement an exclamation.

Your puppy is cute.

\_\_\_\_\_



Name \_\_\_\_\_

- Every sentence has two parts.
- The **subject** tells who or what does something.

Firefighters put out a fire.  
subject

Dogs like to run.  
subject



**Underline the subject in each sentence.**

1. The man calls the fire station.
2. The family leaves the house.
3. Everyone looks at the flames.
4. A fire truck races to the house.
5. The firefighters are just in time.

**Write another sentence about a fire. Circle the subject.**

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



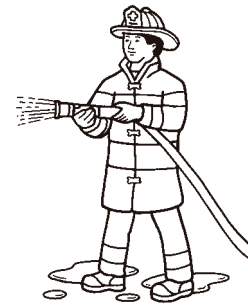
Name \_\_\_\_\_

- You can correct some incomplete sentences by adding a subject.
- A **subject** tells who or what does something in a sentence.

Incomplete sentence: live at the firehouse

Complete sentence with a subject: The firefighters live at the firehouse.

**Add a subject to the incomplete sentences and rewrite them on the lines below.**



1. Visited the firehouse.

\_\_\_\_\_

2. Climbed inside a red fire truck.

\_\_\_\_\_

3. Taught us about fire safety.

\_\_\_\_\_

4. Told us never to play with matches.

\_\_\_\_\_

5. Told us to write about fire safety for homework.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.

Dear Mom,

Love,

Kim

**Rewrite the letter correctly.**

dear Grandma and Grandpa

I am having a great time on vacation. I miss you.

love

Juan



---

---

---

---

---



Name \_\_\_\_\_

- Begin the greeting and closing of a letter with a capital letter.
- Use commas after the greeting and closing in a letter.

**Rewrite the letter correctly on the lines below.**



dear Mom and Dad

am having a great time at camp. sing around the  
campfire. takes good care of us. can't wait for visiting day!

love

Maria

---



---



---



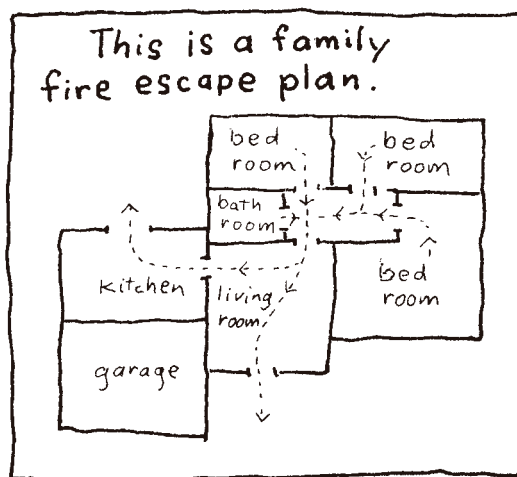
---



Name \_\_\_\_\_

**Write C next to each complete sentence and circle the subject. Write I next to each incomplete sentence. Then add a subject and rewrite the sentences on the lines below. Underline the subject.**

1. Our family has a fire escape plan. \_\_\_\_\_
2. My mom drew a map of our house. \_\_\_\_\_
3. shows the way out of the house. \_\_\_\_\_
4. practiced the escape plan many times. \_\_\_\_\_
5. Our meeting place is on the corner of our street. \_\_\_\_\_




---



---



---



---



Name \_\_\_\_\_

- There are two parts to every sentence.
- The **subject** tells who or what the sentence is about.
- A **predicate** tells what the subject does or is.

Jane plants flowers.  
predicate

Which sentence tells about the picture?

Draw a line under the predicate of that sentence.

- a. Jane plants flower seeds.

b. Jane picks the flowers.



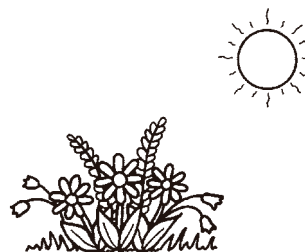
- a. Jane smells the flowers.

b. Jane waters the flowers.



- a. The flowers are pink and yellow.

b. The sun shines on the flowers.



- a. The flowers are dying now.

b. Jane picks the flowers now.





Name \_\_\_\_\_

- A **predicate** tells what the subject of a sentence does or is.
- You can correct some incomplete sentences by adding a predicate.

Incomplete sentence: My dad

Complete sentence: My dad loves vanilla ice cream.

**Match each subject with a predicate to make a complete sentence. Then write the sentences on the lines below.**

1. An ice cream truck
2. The driver
3. Mia
4. Sam

- dropped his cone.
- ate her cone quickly.
- drove into the park.
- sold ice cream.



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



Name \_\_\_\_\_

- Use a comma between the day and year in a date.
- Use a comma between the names of a city and a state.

August 17, 2006

Denver, Colorado

**Read the sentences. Make the corrections. Write the correct sentences on the lines.**



1. Abby was born on February 6 1998.

---

2. She was born in Brooklyn New York.

---

3. Her family moved to Portland Oregon.

---

4. They moved on October 14 2003.

---



Name \_\_\_\_\_

- Use a comma between the day and year in a date.
- Use a comma between the names of a city and a state.

**Draw a line below each mistake in the letter.****Then rewrite the letter correctly on the lines.**

Dear Uncle Ted,

I can't wait to visit you in Los Angeles California! We are coming on December 23 2007. I'll be sad when we leave there on January 2 2008.

It is so cold here in Burlington Vermont! The snow.

Love,

Noah

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Fill in the circle next to the predicate of the sentence.**

1. My sister Rosa made a clay boat.
  - ☐ My sister Rosa
  - ☐ a clay boat
  - ☐ made a clay boat
2. She entered the boat in an art contest.
  - ☐ She entered
  - ☐ entered the boat in an art contest
  - ☐ boat in an art contest
3. The boat won first prize.
  - ☐ won first prize
  - ☐ The boat
  - ☐ first prize
4. Rosa is taking art classes now.
  - ☐ Rosa is
  - ☐ art classes
  - ☐ is taking art classes now
5. Her teacher called her a true artist.
  - ☐ called her a true artist
  - ☐ a true artist
  - ☐ Her teacher



Name \_\_\_\_\_

- If two sentences have the same predicate, you can combine them to make one sentence.
- You can combine sentences by joining two subjects with **and**.

Ana learned English.      Pedro learned English.

Ana and Pedro learned English.

**Combine the subjects in each pair of sentences to make one sentence.  
Write the new sentence on the lines.**



1. Ana moved here from Chile.  
Pedro moved here from Chile.

\_\_\_\_\_

2. Our teacher welcomed Ana.  
The principal welcomed Ana.

\_\_\_\_\_

3. Josh played soccer with Pedro.  
Hope played soccer with Pedro.

\_\_\_\_\_

4. Ana made friends.  
Pedro made friends.

\_\_\_\_\_



Name \_\_\_\_\_

- If two sentences have subjects that are the same, you can combine the sentences.
- You can combine sentences by joining the predicates with **and**.

Aki was born in Japan.      Aki lives in America.

Aki was born in Japan and lives in America.

**Combine the predicates in each pair of sentences to make one sentence. Write the new sentence on the line.**



1. Aki speaks Japanese.

Aki writes in English.

\_\_\_\_\_

2. Aki has brown hair.

Aki is tall.

\_\_\_\_\_

3. Emily sat next to Aki.

Emily shared her snack.

\_\_\_\_\_

4. Aki plays basketball.

Aki jumps rope.

\_\_\_\_\_



Name \_\_\_\_\_

- Use **quotation marks** at the beginning and end of what a person says.
- A quotation shows the exact words that a person says.

“I like America,” said Tamar.

**Read each sentence. Write the corrected sentence on the lines.**

1. This is Tamar, said our teacher.

\_\_\_\_\_

2. I moved here from Israel, Tamar said.

\_\_\_\_\_

3. Welcome to our school, Liz said.

\_\_\_\_\_

4. Thank you, said Tamar.

\_\_\_\_\_

5. The teacher asked, What kind of books do you like to read?

\_\_\_\_\_

\_\_\_\_\_

6. Tamar answered, I love to read books about dinosaurs.

\_\_\_\_\_

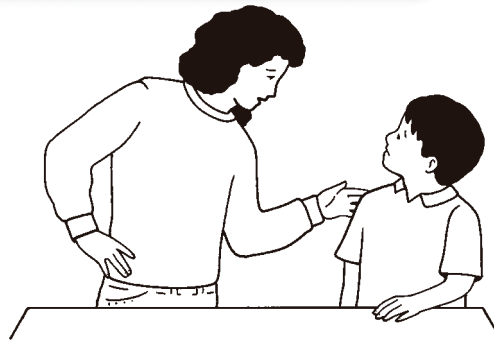
\_\_\_\_\_



Name \_\_\_\_\_

- Sometimes you can combine sentences by joining two subjects or two predicates with **and**.
- Use quotation marks at the beginning and end of what a person says.

**Write the passage correctly on the lines. Add quotation marks where they are needed. Combine sentences that have the same subjects or predicates.**



Miguel moved to Austin, Texas. His family moved to Austin, Texas. He starts his new school soon. He starts his new soccer team soon. Miguel is worried.

I miss my friends, Miguel said.

You will make new friends, said his mom.

---

---

---

---

---

---

---

---





Name \_\_\_\_\_

**Combine the subjects or the predicates in each pair of sentences to make new sentences. Write the new sentences on the lines.**

1. Nejal lived in Turkey.

Her family lived in Turkey.

\_\_\_\_\_

2. Her father got a job in Virginia.

Her father moved the family here.

\_\_\_\_\_

\_\_\_\_\_

3. Nejal studied hard.

Nejal learned English quickly.

\_\_\_\_\_

4. I met Nejal first.

I introduced her to all the kids.

\_\_\_\_\_

\_\_\_\_\_

5. She smiled at everyone.

She made friends easily.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- A **noun** is a word that names a person, place, or thing.
- Some nouns name **people**.

A girl mows the lawn. Her dad plants a tree.

**Circle the noun in each sentence that names a person.**

1. Mom grows a vegetable garden.
2. Dad picks the vegetables.
3. My brothers eat the snap peas.
4. My sister likes the tomatoes.

**Write two more sentences on the lines below. Include a noun that names a person in each one. Use the picture for ideas.**



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



Name \_\_\_\_\_

- A noun is a word that names a person, place, or thing.
- Some nouns name **places**.

This is my backyard.

- Some nouns name **things**.

The flowers are yellow.

**Read the sentences. Underline the nouns that name things. Circle the nouns that name places.**

1. Many plants grow in the forest.
2. We saw evergreens in the mountains.
3. You can see a cactus in the desert.
4. What trees grow in your town?



**Write two more sentences on the lines below. In one sentence, include a noun that names a place. In the other sentence, include a noun that names a thing.**

5. \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_



Name \_\_\_\_\_

- Use commas to separate three or more words in a series.
- The word **and** or **or** comes before the last word in a series.

I see flowers, plants, and trees.

A rose may be yellow, white, red, or pink.

**Read each sentence. Write the corrected sentence on the line.**

1. I need to buy pots soil and seeds.

\_\_\_\_\_

2. Do you want to plant tulips daisies or roses?

\_\_\_\_\_

3. Flowers need sun air and water to grow.

\_\_\_\_\_

4. Will you plant flowers in the front back or side yard?

\_\_\_\_\_

5. I will give flowers to my sister my aunt and my mom.

\_\_\_\_\_

**Write another sentence about plants. Include three or more words in a series.**

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

\_\_\_\_\_



Name \_\_\_\_\_

- A noun is a word that names a person, place, or thing.
- Use commas to separate three or more words in a series.



**Read the passage. Correct all the mistakes you find.**

Cara Max and Jack hiked up a mountain. they saw trees insects and flowers along the way. For lunch they each had a sandwich a yogurt and a drink. At the end of the hike, Max said I'm tired!

**Go back and circle each noun in the passage. Write all the nouns on the lines below.**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name \_\_\_\_\_

**Circle the nouns in each sentence.**

1. My uncle opened a shop in the city.
2. People can buy fresh fruit and vegetables there.
3. My aunt grew those berries in her garden.
4. Farmers grow other foods in their fields.
5. A huge truck brings some corn.

**Write the nouns that you circled in the correct column.**PeoplePlacesThings

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
		_____
		_____



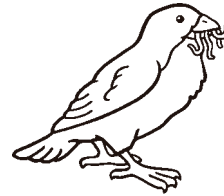
Name \_\_\_\_\_

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most nouns.

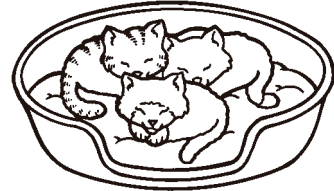
I have one dog.Mia has two dogs.

Use the pictures to fill in each blank with a plural noun.

1. The bird is eating two \_\_\_\_\_.



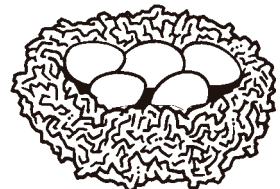
2. Three \_\_\_\_\_ are sleeping.



3. The \_\_\_\_\_ are feeding the fish.



4. There are five \_\_\_\_\_ in the nest.



Name \_\_\_\_\_

- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.

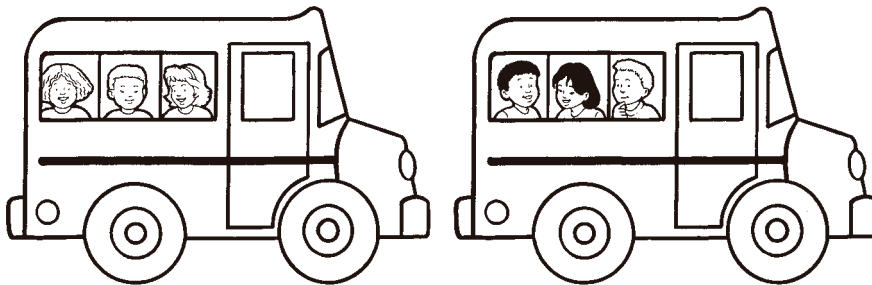
fox —————&gt; foxes                      lunch —————&gt; lunches

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

pony —————&gt; ponies

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

mouse —————&gt; mice                      man —————&gt; men



**Read the sentences. Make the underlined nouns plural. Write them on the lines.**

1. The school child took a trip to the farm. \_\_\_\_\_
2. How many bus did they fill up? \_\_\_\_\_
3. The pony were eating grass. \_\_\_\_\_
4. Several mouse were in the barn. \_\_\_\_\_
5. For five penny they could feed the animals. \_\_\_\_\_





Name \_\_\_\_\_

- Begin the greeting and closing of a letter with a capital letter.
- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.

**Write the letter on the lines. Use capital letters and commas where they belong.**



dear Aunt Yoon

Sam and I went to a fair today. Many other children were there. We rode on ponies. We had fun! We miss you.

love

Jing

---

---

---

---

---

---



Name \_\_\_\_\_

- Check the spelling of all plural nouns. Add **-es** to nouns that end in **s**, **sh**, **ch**, or **x**.
- When you write a letter, check that the greeting and the closing begin with capital letters.
- Use commas after the greeting and closing in the letter.

**Find each mistake in spelling of plural nouns, capitalization, and commas. Then rewrite the letter correctly on the lines below.**

dear Ms. Green

Thank you for reading your storys to our class. We really liked the one about the three fox who live in three box. The story about the ponys who turned into mouses was great!

yours truly

Mr. Troy's Class

---



---



---



---



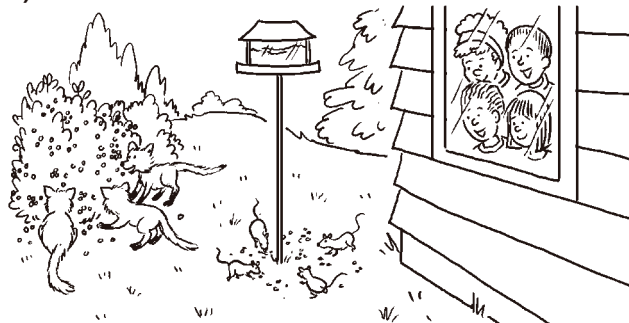
Name \_\_\_\_\_

**Complete each sentence with the nouns in ( ).**  
**Write the nouns in their plural form.**

1. The tiny \_\_\_\_\_ needed help. (bird)
2. Their \_\_\_\_\_ had fallen from the \_\_\_\_\_.  
(nest, branch)
3. The \_\_\_\_\_ worked together to help. (child)
4. The \_\_\_\_\_ picked up some small \_\_\_\_\_.  
(girl, twig)
5. The \_\_\_\_\_ added \_\_\_\_\_ of cloth. (boy, scrap)



6. The baby \_\_\_\_\_ were hungry. (fox)
7. They ate \_\_\_\_\_ from the \_\_\_\_\_.  
(berry, bush)
8. Some \_\_\_\_\_ came to eat the \_\_\_\_\_.  
(mouse, seed)



Name \_\_\_\_\_

- Some nouns name special persons, places, or things.
- This kind of noun is called a **proper noun**.
- A proper noun begins with a capital letter.

Carlos was born at Oakwood Hospital.



### Circle the proper nouns.

1. Carlos lives in New Jersey.
2. He goes to Orchard School on King Street.
3. His teacher is Mr. Fleming.
4. At recess he plays tag with Al and Sara.
5. After school the friends play at Miller Park on Oak Street.
6. On rainy days, they play Monopoly.
7. Sometimes they go to Reed Library near Reed River.
8. They like to look at the pictures in *Science World Encyclopedia*.



Name \_\_\_\_\_

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

SundayJuneFather's Day

**Choose the proper noun that names a day, month, or holiday. Write it correctly on the line below.**

1. january  
winter  
vacation

\_\_\_\_\_

2. flag  
vote  
presidents' day

\_\_\_\_\_

3. holiday  
flowers  
mother's day

\_\_\_\_\_

4. sunday  
day  
afternoon

\_\_\_\_\_

5. fireworks  
summer  
july

\_\_\_\_\_

6. vacation  
labor day  
weekend

\_\_\_\_\_

7. september  
school  
teacher

\_\_\_\_\_

8. thanksgiving  
fall  
family

\_\_\_\_\_

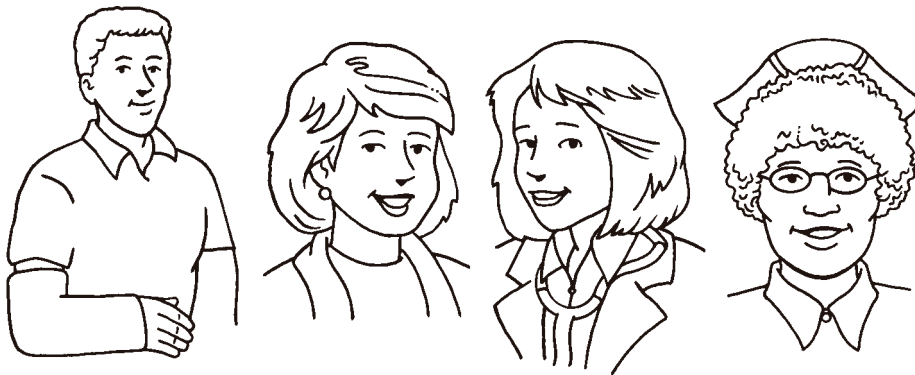


Name \_\_\_\_\_

- An **abbreviation** is a short form of a word.
- An abbreviation begins with a capital letter and ends with a period.
- Most titles of people are abbreviations.

Mrs.Ms.Mr.Dr.

**Find the mistakes. Write each sentence correctly on the line.**



1. mr Jones broke his arm.

\_\_\_\_\_

2. mrs Jones drove mr Jones to the hospital.

\_\_\_\_\_

3. dr Jimenez took an x-ray of his arm.

\_\_\_\_\_

4. ms Rose, the nurse, helped the doctor.

\_\_\_\_\_



Name \_\_\_\_\_

- The names of special people, places, or things begin with capital letters. The names of days of the week, months, and holidays begin with capital letters.
- An abbreviation begins with a capital letter and ends with a period.
- The greeting and the closing of a letter begin with capital letters. Use commas after the greeting and closing in the letter.

**Find each mistake in capitalization and punctuation.****Rewrite the letter correctly on the lines below.**

dear dr moss

Thank you for seeing me on thursday. It was very nice of you to come to elwood hospital on thanksgiving. I hope you were still able to have a nice Holiday dinner.

yours truly

lisa

---

---

---

---



Name \_\_\_\_\_

**Circle the underlined words that are proper nouns.**

1. Last Monday, our class went on a field trip.
2. Mr. Jones was our driver.
3. She drove from our school to Merrit Hospital.
4. Westside School is ten miles from the hospital.
5. The bus went through the Third Street Tunnel.
6. We met Maria Cortez and other nurses and doctors.
7. It was the month of February.
8. Valentine's Day was in two days.
9. Our teacher Ms. Adams had asked us to make cards for the sick children.
10. I gave my card to a girl named Josie.





Name \_\_\_\_\_

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

The dog's bowl is empty.

**Choose the correct possessive noun. Write it on the line.**

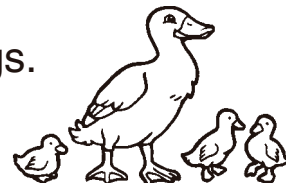
1. The \_\_\_\_\_ eyes are black.

A. rabbit  
B. rabbit's



2. The \_\_\_\_\_ babies are called ducklings.

A. ducks  
B. duck's



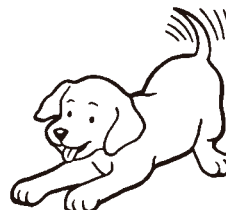
3. \_\_\_\_\_ kitten is orange.

A. Maya's  
B. Maya



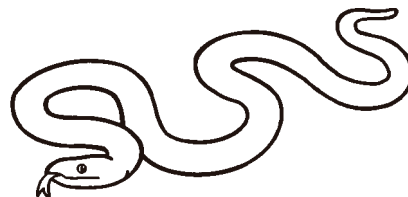
4. The \_\_\_\_\_ tail wags fast.

A. puppy  
B. puppy's



5. The snake is \_\_\_\_\_ pet.

A. Petes  
B. Pete's



Name \_\_\_\_\_

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

The animals' barn is red.

- Add an apostrophe (') and **-s** to plural nouns that do not end in **s**.

The children's trip to the farm was fun.

**Underline the correct plural possessive noun in ().**

**Rewrite the sentence on the line below.**

1. I found several (birds'/bird's) nests in our yard.

\_\_\_\_\_

2. The (squirrel's/squirrels') tails are bushy.

\_\_\_\_\_

3. The (bear's/bears') bodies are very big.

\_\_\_\_\_

4. The (mice's/mices') noses twitch when they smell a cat.

\_\_\_\_\_

5. The (dog's/dogs') owners are training their pets.

\_\_\_\_\_

6. The (geeses'/geese's) beaks are wet.

\_\_\_\_\_



Name \_\_\_\_\_

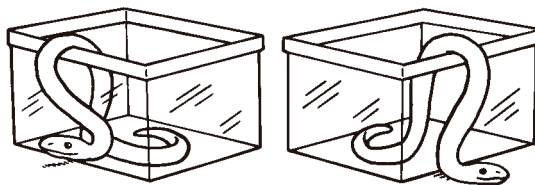
- Always use an apostrophe to form a possessive.
- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.

**Look at the picture. Then write the possessive of each noun on the line.**

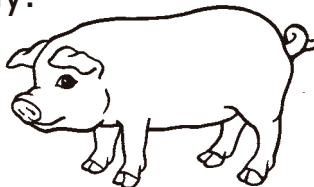
1. That \_\_\_\_\_ leash is on.



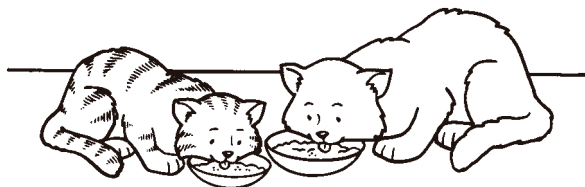
2. Both \_\_\_\_\_ tanks are open.



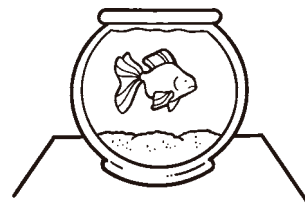
3. This \_\_\_\_\_ tail is curly.



4. The \_\_\_\_\_ bowls are on the floor.



5. The \_\_\_\_\_ bowl is on the table.



Name \_\_\_\_\_

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

**Circle each mistake. Rewrite the passage correctly on the lines below.**

A frogs eggs are called egg spawn. The eggs shells protect the egg spawn. Soon the eggs hatch. Tadpoles come out. The new tadpoles tails are very long. Did you know that tadpoles eat frogs eggs?

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Mark the sentence that is rewritten correctly.****Underline the possessive noun in the correct sentence.****1. The wings of the butterfly are blue and black.**☐ The butterfly's wings are blue and black.☐ The butterflies wings are blue and black.☐ The butterflys' wings are blue and black.**2. The shells of the crabs are too small now.**☐ The crab's shells are too small now.☐ The crabs shells are too small now.☐ The crabs' shells are too small now.**3. The eggs of our duck are ready to hatch.**☐ Our ducks eggs are ready to hatch.☐ Our duck's eggs are ready to hatch.☐ Our ducks' eggs are ready to hatch.**4. The ears of the puppy are long and floppy.**☐ The puppies ears are long and floppy.☐ The puppy's ears are long and floppy.☐ The puppys' ears are long and floppy**5. The feathers of the swans have turned white.**☐ The swans' feathers have turned white.☐ The swan's feathers have turned white.☐ The swans feathers have turned white.

Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- To change a singular noun to a plural noun, add **-s** or **-es**. Do not add an apostrophe.

pool → pools

box → boxes

**Make the noun in ( ) plural. Then write the correct sentence on the line below.**

1. The (player) are getting ready for the big game.

---

2. Each team has ten (child).

---

3. How many (coach) are there?

---

4. Ben threw four (pitch).

---

5. Our team scored five (run).

---



Name \_\_\_\_\_

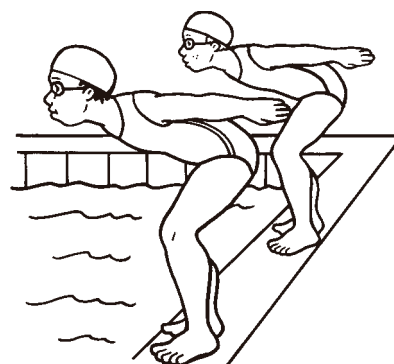
- Add apostrophe (') and **-s** to a singular noun to make it possessive.

The girl's towel is wet.

- Add an apostrophe to make most plural nouns possessive.

Several swimmers' caps are white.

**Circle the mistake in each sentence.  
Then write the possessive noun  
correctly on the line below.**



1. The girls goggles are on their faces.

\_\_\_\_\_

2. The boys suit is red.

\_\_\_\_\_

3. The coachs whistle is around her neck.

\_\_\_\_\_

4. All three swimmers laps are very strong.

\_\_\_\_\_

5. The fans applause is loud.

\_\_\_\_\_



Name \_\_\_\_\_

- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not add an apostrophe to form a plural noun.

**Underline the mistakes. Write the sentences correctly on the lines below.**



1. Juans check-up is today.

\_\_\_\_\_

2. There are three doctor's at the office.

\_\_\_\_\_

3. Dr. Brown is a childrens doctor.

\_\_\_\_\_

4. The doctor listens to the boys' heart.

\_\_\_\_\_

5. Juan steps on Dr. Browns' scale to be weighed.

\_\_\_\_\_

6. Nurse Ann uses a chart to check Juan's eye's.

\_\_\_\_\_





Name \_\_\_\_\_

- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not add an apostrophe to form a plural noun.
- Use commas to separate three or more words in a series.

**Find each mistake with plurals, possessives, and commas. Rewrite the passage correctly on the lines below.**



At Ellas school, students choices for sports are tennis soccer and basketball. Ellas' mom and dad think she should play soccer. Her brothers favorite sport is basketball. Ella loves all sport's!

---



---



---



---



Name \_\_\_\_\_

**Circle the correct form of the noun to complete each sentence.**

1. My coach showed us some special \_\_\_\_\_.  
stretch                      stretches                      stretches
2. "Do these before all your \_\_\_\_\_," she said.  
practices                      practice                      practices'
3. Early in the year, we practiced in the \_\_\_\_\_ gym.  
schools                      schools'                      school's
4. Later in the spring, we used one of two soccer \_\_\_\_\_.  
fields'                      fields                      field's
5. My two best \_\_\_\_\_ moms are coaching this year.  
friends'                      friends                      friend's
6. They like to run \_\_\_\_\_ with us.  
lap's                      lappes                      laps
7. My \_\_\_\_\_ first game was a loss.  
teams                      teams'                      team's
8. Both \_\_\_\_\_ words after the game made us feel better.  
coaches'                      coach's                      coaches



Name \_\_\_\_\_

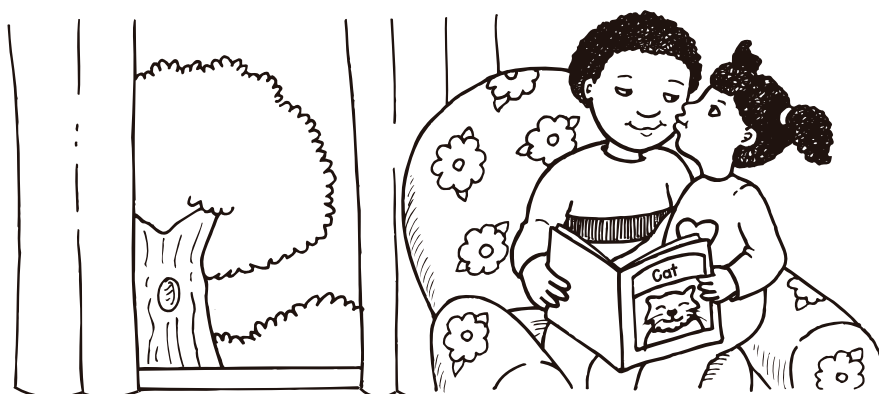
- An **action verb** is a word that shows action.
- An action verb shows what someone or something is doing.

Isabel tells a story.Martin listens to Isabel.

**Circle the action verb in each sentence. Write it on the line.**

1. Justin sits in a chair. \_\_\_\_\_
2. He reads a story to his sister, Lucy. \_\_\_\_\_
3. Lucy listens to Justin. \_\_\_\_\_
4. She laughs at the funny parts. \_\_\_\_\_
5. Justin turns the pages. \_\_\_\_\_
6. He points to the pictures. \_\_\_\_\_

**Write an action verb on the line to complete each sentence below. Use the picture to help you.**



7. Justin \_\_\_\_\_ at his sister.
8. Lucy \_\_\_\_\_ Justin.



Name \_\_\_\_\_

- Some action verbs show actions you can see.

Habib reads a book.

- Some action verbs tell about actions that are hard to see.

Habib enjoys books about animals.

**Read each sentence. Underline the action verb. Then write another sentence using that same verb.**

1. The three bears walk in the woods.

\_\_\_\_\_

2. Goldilocks likes the porridge.

\_\_\_\_\_

3. Goldilocks sits in Baby Bear's chair.

\_\_\_\_\_

4. She breaks the chair.

\_\_\_\_\_

5. Goldilocks feels tired.

\_\_\_\_\_

6. The bears come home.

\_\_\_\_\_

7. The bears find Goldilocks asleep.

\_\_\_\_\_

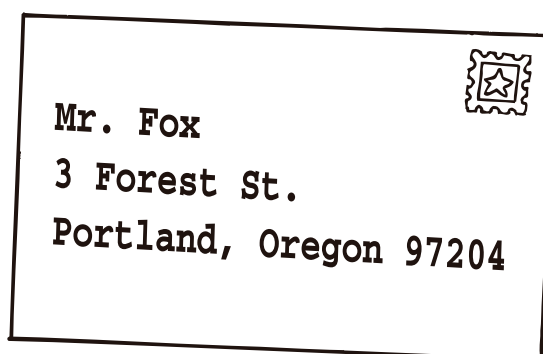
8. They chase Goldilocks away.

\_\_\_\_\_



Name \_\_\_\_\_

- An **abbreviation** is a short form of a word.
- Most titles of people are abbreviations.
- An abbreviation begins with a capital letter and ends with a period.



**Draw lines to match the words in the left column with the abbreviations in the right column.**

- |            |       |
|------------|-------|
| 1. Mister  | Ave.  |
| 2. Senior  | Mr.   |
| 3. Doctor  | St.   |
| 4. Avenue  | Sr.   |
| 5. Captain | Dr.   |
| 6. Street  | Jr.   |
| 7. Junior  | Capt. |



Name \_\_\_\_\_

- An abbreviation is a short way of writing a word. It starts with a capital letter and ends with a period.
- Use an apostrophe and **-s** to make a singular noun possessive.

**Read the paragraph and find the mistakes in abbreviations and possessive nouns. Rewrite the passage correctly on the lines below.**



dr. Chen is a childrens doctor. He has lots of book's in the waiting room. mrs Gomez, the nurse, enjoys reading to the children when she has time. Poppleton is everyones' favorite story.

---



---



---



---



---



Name \_\_\_\_\_

**Write the underlined word that is an action verb.**

1. Pedro makes up great stories. \_\_\_\_\_
2. In one story, a giant ape eats a huge forest. \_\_\_\_\_
3. The ape swallows whole trees in one gulp. \_\_\_\_\_
4. Other animals live in the trees. \_\_\_\_\_
5. They lose their homes because of the ape. \_\_\_\_\_
6. So they move to the big city. \_\_\_\_\_
7. The animals find new homes in the city parks. \_\_\_\_\_
8. The giant ape misses the other animals. \_\_\_\_\_
9. He plants lots and lots of new trees. \_\_\_\_\_
10. Soon the animals return to the forest. \_\_\_\_\_



Name \_\_\_\_\_

- The tense of a verb tells when the action takes place.
- Present-tense verbs tell about actions that happen now.

Josh plays ice hockey.

His mom watches to every game.



**Draw a line under each present-tense verb. Then write the verb on the line.**

1. Josh puts on his hockey skates. \_\_\_\_\_
2. He wears a helmet on his head. \_\_\_\_\_
3. Pads protect his knees. \_\_\_\_\_
4. Josh skates fast. \_\_\_\_\_
5. He hits the puck with a hockey stick. \_\_\_\_\_
6. Josh's mom cheers for him. \_\_\_\_\_





Name \_\_\_\_\_

- A present-tense verb must agree with its subject.
- Add **-s** to most verbs if the subject is singular. Add **-es** to verbs that end with **s, ch, sh, x, or z**.

The car stops for the red light.

- Do not add **-s** or **-es** if the subject is plural.

The children cross the street.

**Draw a line under the correct present-tense verb in ( ).  
Then write another sentence using the same verb on the  
line below.**

1. The woman (push, pushes) the swing gently.

\_\_\_\_\_

2. The child (giggles, giggle).

\_\_\_\_\_

3. The children (goes, go) down the slide one at a time.

\_\_\_\_\_

4. Two boys (ride, rides) their bikes around the park.

\_\_\_\_\_

5. One boy (wear, wears) a red helmet to stay safe.

\_\_\_\_\_

6. The other (have, has) a green helmet on his head.

\_\_\_\_\_



Name \_\_\_\_\_

- Use commas to separate three or more words in a series.
- Use **and** or **or** before the last word in a series.

We play sports in summer, winter, spring, and fall.

**Find the missing commas and rewrite each sentence correctly on the lines below.**

1. We go skiing skating and sledding during the winter.

---



---

2. I ski slowly carefully and safely.

---



---

3. Do you like to ice skate roller skate or rollerblade?

---



---

4. I wear a helmet knee pads and elbow pads when I skate.

---



---

5. We can go sledding in my yard at the school or in the park.

---



---



Name \_\_\_\_\_

- A present-tense verb must agree with its subject.
- Add **-s** or **-es** if the verb is singular.
- Use commas to separate three or more words in a series.

**Find mistakes in the paragraph. Then rewrite the paragraph correctly on the lines below.**

Each year a firefighter police officer or emergency worker come to our school. The firefighter teach us about stop drop and roll. The police officer tell us not to talks to strangers. We learns about 911 and giving our name number and address in an emergency.

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Write the present tense of the verb in ( ) to complete each sentence.**

1. Rose \_\_\_\_\_ for the light to change. (watch)
2. Her little sisters \_\_\_\_\_ Mom's hands. (hold)
3. They all \_\_\_\_\_ both ways before crossing. (look)
4. Rose \_\_\_\_\_ about safety at school and at home.  
(learn)
5. The students in Rose's class \_\_\_\_\_ posters. (make)
6. Chan \_\_\_\_\_ a list of safety rules on his poster.  
(write)
7. One girl \_\_\_\_\_ a cartoon. (draw)
8. The cartoon \_\_\_\_\_ kids on skateboards. (show)
9. One skateboarder \_\_\_\_\_ too fast. (go)
10. The other skateboarders \_\_\_\_\_ safety rules.  
(follow)



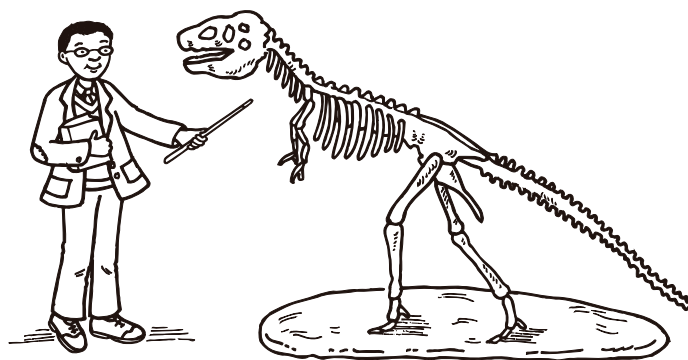
Name \_\_\_\_\_

- Verbs can tell about actions that already happened.
- These verbs are in the **past tense**.
- Add **-ed** to most verbs to tell about an action in the past.

Our class learned about fossils last week.

Our class looked at dinosaurs yesterday.

**Circle the past-tense verb in each sentence. Write it on the line.**



1. Our class visited the museum. \_\_\_\_\_
2. We learned about dinosaurs. \_\_\_\_\_
3. Did you know that dinosaurs once roamed the Earth?  
\_\_\_\_\_
4. I asked a question about Triceratops. \_\_\_\_\_
5. A scientist answered my question. \_\_\_\_\_

**Choose one past-tense verb you circled above. Use it in a new sentence. Write the sentence on the lines.**

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



Name \_\_\_\_\_

- If a verb ends with one consonant, double the consonant and add **-ed**.

The car stopped at the red light.

- If a verb ends with **-e**, drop the **e** and add **-ed**.

The car moved at the green light.

**Change each present-tense verb to past tense. Then use the verb in a sentence. Write the sentence on the line.**

1. tap \_\_\_\_\_

\_\_\_\_\_

2. bake \_\_\_\_\_

\_\_\_\_\_

3. smile \_\_\_\_\_

\_\_\_\_\_

4. trim \_\_\_\_\_

\_\_\_\_\_

5. love \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting of a letter.
- Use a comma after the closing of a letter.

**Find the mistakes in the letter. Rewrite the letter correctly on the lines below.**



dear Officer Jones

Thank you for visiting our classroom.  
We posted your safety tips on the wall. Stay safe.

yours truly,

Ms. Berger's class

---

---

---

---

---



Name \_\_\_\_\_

- Add **-ed** to most verbs to tell about an action in the past.
- If a verb ends with one consonant, double the consonant and add **-ed**.
- If a verb ends with **-e**, drop the **e** and add **-ed**.

**Find the mistakes in the letter. Rewrite it correctly below.**

dear Emily

Our teacher planed an awesome trip to the museum.  
We learnned all about dinosaurs. We watchd a movie  
about Tyrannosaurus Rex. We were most surprissed to see  
real dinosaur fossils.

your friend

Carlos

---

---

---

---

---

---

---

---





Name \_\_\_\_\_

**Rewrite each sentence to tell about the past.**  
**Change the underlined verb to the past tense.**

1. The men and women work as a team.

\_\_\_\_\_

2. They hunt for dinosaur bones in the desert sand.

\_\_\_\_\_

3. One man rams his shovel into something hard.

\_\_\_\_\_

4. He waves to the other members of his team.

\_\_\_\_\_

5. Two women carefully pick up the dinosaur bones.

\_\_\_\_\_

6. They ship the bones home in a crate.

\_\_\_\_\_

7. Later, scientists examine the bones closely.

\_\_\_\_\_

8. They learn the size and shape of the dinosaur.

\_\_\_\_\_



Name \_\_\_\_\_

- The verb **have** has a special form in the present tense.
- Use **has** when the subject is singular.

Pete has tap shoes.

- Use **have** when the subject is plural or **I** or **you**.

Marta and Joe have top hats.I have a cane.**Complete each sentence with *has* or *have*.**

1. We \_\_\_\_\_ a school play in the winter.
2. My brother \_\_\_\_\_ a singing part.
3. My friends Lily and Sam \_\_\_\_\_ talking parts.
4. I \_\_\_\_\_ a flute that I play in the band.
5. My teacher \_\_\_\_\_ a clarinet.
6. We all \_\_\_\_\_ a great time putting on the play.

**Write one sentence with *has*. Write another sentence with *have*. Write them on the lines below.**

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



Name \_\_\_\_\_

- The past-tense form of **have** is **had**.
- Use **had** in the past tense with any subject.

I had a dance recital.

My friends had fun watching me dance.



**Change the verb *have* from present tense to past tense in each sentence. Write the new sentence on the lines.**

1. We have our dance show in January.

\_\_\_\_\_

2. The show has three parts.

\_\_\_\_\_

3. I have a lead role.

\_\_\_\_\_

4. Juanita has a solo.

\_\_\_\_\_

5. We have a party after the show.

\_\_\_\_\_



Name \_\_\_\_\_

- Begin the first word and each important word in a book title with a capital letter.
- Underline the title of a book.

A Very Young DancerOlivia Saves the Circus

**Correct the underlined book title in each sentence. Write it correctly on the line below.**

1. chasing vermeer is a book about a famous painting.  
\_\_\_\_\_
2. I just finished reading a book called polly and the piano.  
\_\_\_\_\_
3. the little ballerina is my sister's favorite picture book.  
\_\_\_\_\_
4. We read the kids' guide to acting and stagecraft to prepare for our school play.  
\_\_\_\_\_
5. The library has a funny book called angelina, star of the show.  
\_\_\_\_\_



Name \_\_\_\_\_

- Use **has** in the present tense when the subject is singular. Use **have** when the subject is plural or **I** or **you**.
- The past-tense form of **have** is **had**.
- Capitalize the first letter and each important word in a book title. Underline the whole title.

**Circle the mistakes in the sentences. Write the sentences correctly on the lines.**

1. Our class is making a play of the book charlie and the chocolate factory.

---



---

2. We have tryouts yesterday.

---

3. Alison have a great singing voice.

---

4. Three boys has the part of Charlie.

---

5. You has to come see our show!

---



Name \_\_\_\_\_

**Circle the correct form of the verb *have* to complete each sentence.**

1. My best friend Kim and I (have, has) big dreams.
2. Kim (have, has) dreams of being a singer on Broadway.
3. Even as a baby, she (has, had) a good voice.
4. Her dreams (have, has) a good chance of coming true.
5. Today, I (have, had) a dream of playing in a rock band.
6. My father (have, has) his old guitar in the garage.
7. He and his pals (have, had) a rock band a long time ago.
8. One of his friends (have, has) a music studio in the city.
9. Last week, I (have, had) my first lesson there.
10. I (have, has) a lot to learn before my first show.



Name \_\_\_\_\_

- If two sentences have words that are the same, you can combine them.
- You can combine sentences by joining words with **and**.  
 The horses eat hay.      The horses play in the field.  
 The horses eat hay and play in the field.

**Combine each pair of sentences by using the word *and*.  
Write the new sentence on the line.**

- a.** The cows live in the barn.  
**b.** The horses live in the barn.

\_\_\_\_\_

\_\_\_\_\_
- a.** Farmer Brown wakes up early.  
**b.** Farmer Brown goes to bed early.

\_\_\_\_\_

\_\_\_\_\_
- a.** Mrs. Brown plants corn.  
**b.** Mrs. Brown eats corn.

\_\_\_\_\_

\_\_\_\_\_
- a.** The children milk the cows.  
**b.** The children feed the chickens.

\_\_\_\_\_

\_\_\_\_\_



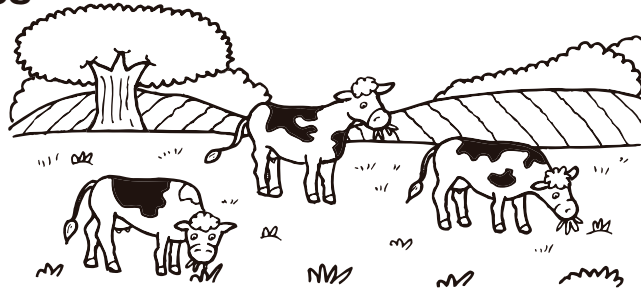
Name \_\_\_\_\_

- If sentences have subjects that are the same, you can combine them.
- Sometimes you can combine sentences by joining two predicates with **and**.

The cow slept.      The cow ate.

The cow slept and ate.

**Combine each pair of sentences by joining the predicates with the word *and*. Write the new sentences on the lines.**



- The cows walk in the field.
  - The cows eat grass.

\_\_\_\_\_

- The farmer sits on a stool.
  - The farmer milks the cow.

\_\_\_\_\_

- The pigs roll in the mud.
  - The pigs get dirty.

\_\_\_\_\_

- The barn is big.
  - The barn has red sides.

\_\_\_\_\_



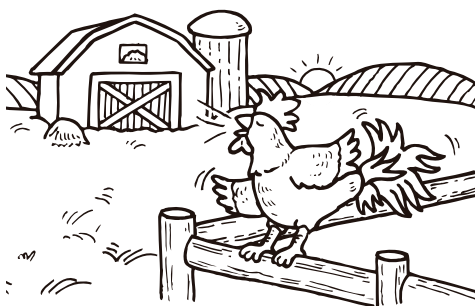


Name \_\_\_\_\_

- End statements and commands with a period.
- End a question with a question mark.
- End an exclamation with an exclamation mark.

Who will feed the pigs?          Sarah will feed the pigs.

Feed the pigs now.          Oh no, I spilled the food!



**Read each sentence and add the correct punctuation.**

1. Did you hear the rooster \_\_\_\_\_
2. Wake up and get dressed \_\_\_\_\_
3. I'm so tired \_\_\_\_\_
4. What's for breakfast \_\_\_\_\_
5. Please feed the chickens \_\_\_\_\_
6. I like to feed the animals \_\_\_\_\_
7. Which animal do you like best \_\_\_\_\_
8. The piglets are so cute \_\_\_\_\_
9. Who will clean the chicken coop \_\_\_\_\_
10. The chicken coop is a mess \_\_\_\_\_



Name \_\_\_\_\_

- Sometimes you can combine sentences by joining two predicates with **and**.
- End a statement or a command with a period.
- End a question with a question mark.
- End an exclamation with an exclamation mark.

**Rewrite the paragraph correctly on the lines below.**  
**Add punctuation and combine sentences with the same subjects.**

Have you ever been to a farm Our class went on a trip  
to a farm. Our class saw lots of animals. We watched  
baby chicks hop around We watched pigs play in the  
mud Boy, did those pigs get dirty

---

---

---

---

---

---



Name \_\_\_\_\_

**Circle the parts of the sentences that can be combined with the word *and*. Combine the sentences. Write the new sentence on the line.**

1. Most farmers get up before dawn.

Most farmers work until sunset.

---

---

2. Farm children do chores before school.

Farm children do chores after school.

---

---

3. Beans grow in the field.

Tomatoes grow in the field.

---

---

4. The crops need water to grow.

The crops need sunlight to grow.

---

---

5. People stop at the farm stand.

People buy freshly picked corn.

---

---

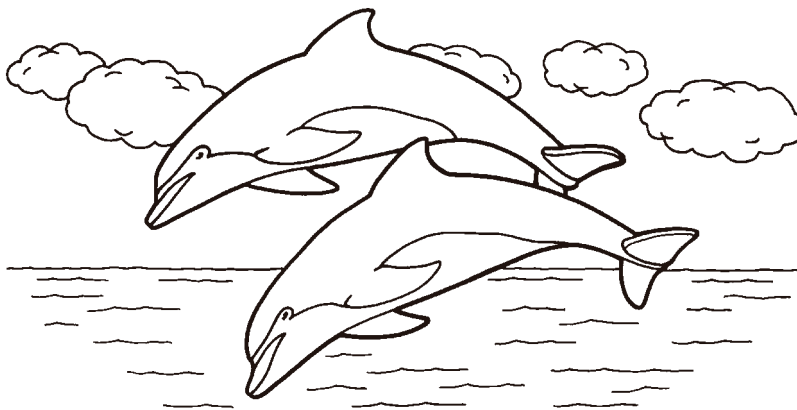


Name \_\_\_\_\_

- A **linking verb** is a verb that does not show action.
- The verb **be** is a linking verb.
- The verb **be** has special forms in the present tense (**is, are, am**).

The panda bear is cute.      Pelicans are birds.

I am at the zoo.



**Write *am, is, or are* to complete each sentence.**

1. Mammals \_\_\_\_\_ warm-blooded.
2. A cow \_\_\_\_\_ a mammal.
3. Dolphins \_\_\_\_\_ mammals, too.
4. I \_\_\_\_\_ a mammal!
5. Cows \_\_\_\_\_ plant eaters.
6. A dolphin \_\_\_\_\_ a meat eater.
7. I \_\_\_\_\_ a meat eater, too.
8. What \_\_\_\_\_ your favorite kind of mammal?



Name \_\_\_\_\_

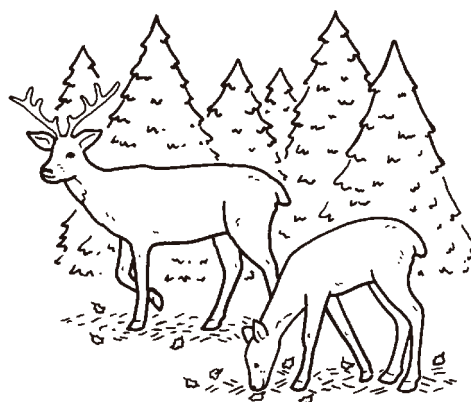
- The past-tense form for **am** is **was**.
- The past-tense form for **is** is **was**.
- The past-tense form for **are** is **were**.

I am at the park. Yesterday, I was at the farm.

The chick is in the yard. Earlier, it was in the barn.

The bears are sleepy. In the spring, they were active.

**Choose the correct linking verb in ( ). Then write the complete sentence below.**



1. Yesterday I (was, were) in the woods.

\_\_\_\_\_

2. There (was, were) a deer eating leaves.

\_\_\_\_\_

3. The birds (was, were) in the air.

\_\_\_\_\_

4. A squirrel (was, were) up in a tree.

\_\_\_\_\_

5. It (was, were) very peaceful.

\_\_\_\_\_



Name \_\_\_\_\_

- A proper noun begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

My dog Ralph had puppies in June.



**Find capitalization mistakes in the sentences. Write the corrected sentences on the lines below.**

1. memorial day was last monday.

\_\_\_\_\_

2. molly jones went fishing with her family.

\_\_\_\_\_

3. The month of may is a nice time to go fishing.

\_\_\_\_\_

4. Molly's brother ted caught a bass.

\_\_\_\_\_

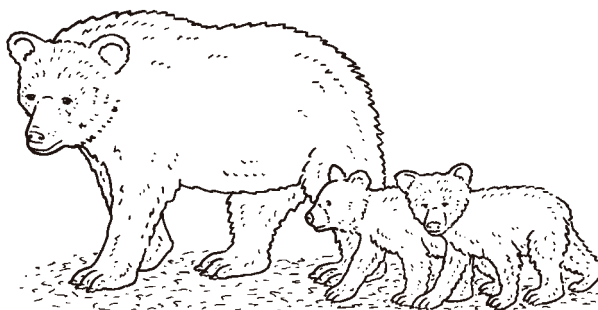
5. Mr. jones fried the fish for lunch on tuesday.

\_\_\_\_\_



Name \_\_\_\_\_

- The words **is**, **are**, **am**, **was**, and **were** can be linking verbs.



**Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.**

Brown bears is one of the largest types of bears. A female brown bear are about half the size of a male. These bears has thick fur that are usually brown. Some bears is lighter, and others is almost black. Brown bear cubs are born between january and march.

---

---

---

---

---

---



Name \_\_\_\_\_

**Circle the present form of the verb *be* in each sentence.  
Rewrite the sentence. Change the verb to past tense.**

1. I am at the kitchen window.

\_\_\_\_\_

2. The leaves of the maple tree are bright red.

\_\_\_\_\_

3. A chipmunk is in the grass.

\_\_\_\_\_

4. Its nest is under the ground.

\_\_\_\_\_

5. Some nuts and seeds are on the grass.

\_\_\_\_\_

6. The chipmunk's cheeks are full.

\_\_\_\_\_



© Macmillan/McGraw-Hill



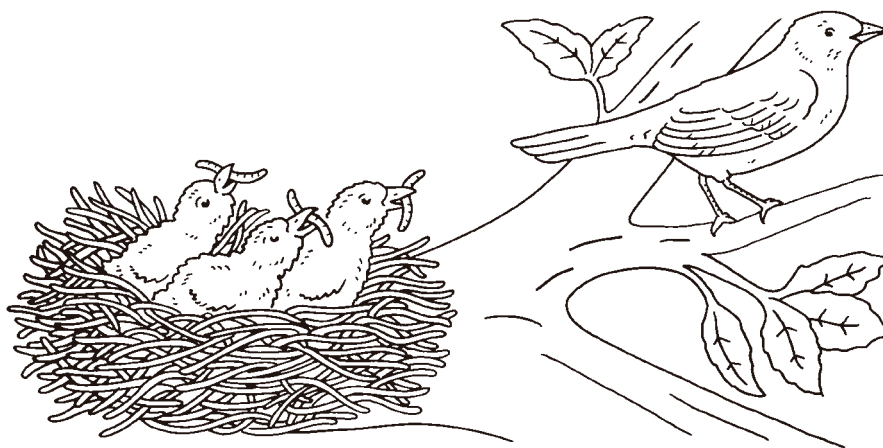


Name \_\_\_\_\_

- A **helping verb** helps another verb show an action.
- **Have** and **has** can be helping verbs.

The bear has found berries.

The birds have built a nest.



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

1. The mother bird \_\_\_\_\_ been searching for food.
2. She \_\_\_\_\_ found worms for her chicks.
3. The chicks \_\_\_\_\_ eaten the worms.
4. Oh no, the nest \_\_\_\_\_ fallen out of the tree!
5. Some foxes \_\_\_\_\_ spotted the nest.
6. I hope those foxes \_\_\_\_\_ already had their lunch!
7. The mother bird \_\_\_\_\_ tried to protect her chicks.
8. The chicks \_\_\_\_\_ escaped!



Name \_\_\_\_\_

- A **helping verb** helps another verb show an action.
- **Is, are, am, was, and were** can be helping verbs.

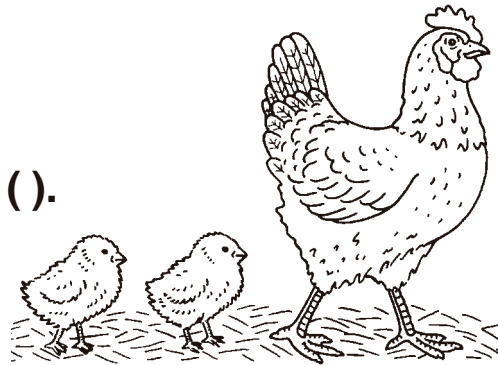
A fox is looking for food.

The bears are hibernating.

I am watching the birds fly south.

The squirrels were gathering nuts.

Choose the correct helping verb in ( ).  
Then write the complete sentence  
below.



1. The chicks (was, were) following their mother.

\_\_\_\_\_

2. The mother bird (was, were) protecting her babies.

\_\_\_\_\_

3. One chick (is, are) pecking around for food.

\_\_\_\_\_

4. Another chick (is, are) hiding behind its mother.

\_\_\_\_\_

5. I (am, are) watching the chicks.

\_\_\_\_\_



Name \_\_\_\_\_

- Quotation marks set off the exact words that a person says.
- Use quotation marks at the beginning and end of what a person says.

“Do you see the rabbit?” asked Noah.

**Find the mistakes in the sentences. Write the corrected sentences on the lines below.**



1. I see the rabbit, said Ben.

\_\_\_\_\_

2. Noah said, It's so fast!

\_\_\_\_\_

3. Where is it going? asked Kim.

\_\_\_\_\_

4. It's going into the garden, replied Noah.

\_\_\_\_\_

5. Ben asked Do you think it's hungry?

\_\_\_\_\_

6. Let's follow it! said Kim.

\_\_\_\_\_



Name \_\_\_\_\_

- ***Have, has, is, are, am, was, and were*** can be helping verbs.
- Use quotation marks at the beginning and end of what a person says.

**Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.**

In school we is learning about gorillas. Gorillas are large and gentle apes said our teacher. We read that they live in africa. We has also learned that gorillas eat vegetables. I is excited to learn more about gorillas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Fill in the circle for the correct helping verb and then write it in the blank to complete each sentence.**

1. The whales \_\_\_\_\_ been searching for food.  
☐ have ☐ has  
☐ is ☐ are
2. People \_\_\_\_\_ fishing in the same part of the sea.  
☐ has ☐ am  
☐ have ☐ are
3. A fishing line \_\_\_\_\_ become stuck in a whale's jaw.  
☐ is ☐ has  
☐ were ☐ am
4. The whale can't eat and \_\_\_\_\_ getting weak.  
☐ have ☐ am  
☐ is ☐ are
5. People \_\_\_\_\_ working hard to help the whale.  
☐ were ☐ have  
☐ has ☐ is
6. They \_\_\_\_\_ untangled the line and saved the whale.  
☐ has ☐ am  
☐ are ☐ have



Name \_\_\_\_\_

- Some verbs do not have **-ed** in the past tense.
- The verbs **go** and **do** have special forms in the past tense.

I, we, you, they	<u>go</u>	<u>went</u>
I, we, you, they	<u>do</u>	<u>did</u>

**Choose the correct verb in ( ). Then write the complete sentence below.**

1. Our class (go, went) to the library to learn about pollution.

---



---

2. Last year we (do, did) a lot to stop pollution.

---

3. Toxic wastes should not (go, went) into the ocean.

---

4. What (do, did) you do to stop pollution last year?

---

5. Last summer we (go, went) to clean-up day at the beach.

---



---

6. Everyone (do, did) a lot of work picking up trash.

---



Name \_\_\_\_\_

- The verbs **say** and **see** have special forms in the past tense.

I, we, you, they	<u>see</u>	<u>saw</u>
I, we, you, they	<u>say</u>	<u>said</u>

**Rewrite the sentences using the past tense of the verb in dark type.**



1. I **see** a boy litter.

\_\_\_\_\_

2. I **say** "Don't pollute!"

\_\_\_\_\_

3. We **see** him pick up his garbage.

\_\_\_\_\_

4. "Thank you!" we **say**.

\_\_\_\_\_

5. The children **see** lots of people litter.

\_\_\_\_\_

6. "Clean up!" the children **say** to all of them.

\_\_\_\_\_



Name \_\_\_\_\_

- Capitalize the greeting and closing in a letter.
- Use a comma after the greeting and closing in a letter.
- Use a comma between the day and the year in a date.
- Use a comma between the names of a city and a state.

**Find the mistakes in the letter. Write the corrected letter on the lines below.**

42 Elm Road  
Atlanta Georgia  
May 9 2007

dear Rachel

We are going to Hawaii on june 6 2007. We will visit a rain forest. Do you want to go with us?

your pal  
Elena





Name \_\_\_\_\_

- The verbs **go**, **do**, **say**, and **see** have special forms in the past tense.
- Capitalize the greeting and closing in a letter.
- Use a comma after the greeting and closing in a letter.
- Use a comma between the day and the year in a date.
- Use a comma between the names of a city and a state.

**Read the letter. Find the mistakes. Rewrite it correctly.**

4 Quaker Lane  
Tyler Texas  
March 8 2008

dear Grandma Rose

Our class go to the planetarium last tuesday. "Venus is very hot," say our teacher. What planets does you know about?

love  
Angela

---

---

---

---



Name \_\_\_\_\_

**Write the past tense of the verb in ( ) to complete each sentence.**

1. I \_\_\_\_\_ a movie about helping our planet. (see)
2. Our teacher \_\_\_\_\_ we have to change bad habits. (say)
3. Mark, \_\_\_\_\_ you see the dripping faucet? (do)
4. The water \_\_\_\_\_ down the drain and was wasted. (go)
5. Mom \_\_\_\_\_ that the TV was on, but we weren't there. (see)
6. All the children \_\_\_\_\_ to bed. (go)
7. They \_\_\_\_\_ they forgot to turn off the TV. (say)
8. In the past, we \_\_\_\_\_ many things without thinking. (do)



Name \_\_\_\_\_

- Some verbs do not have **-ed** in the past tense.
- The verbs **come** and **run** have special forms in the past tense.

I, we, you, they	<u>come</u>	<u>came</u>
I, we, you, they	<u>run</u>	<u>ran</u>



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

1. Mark (comed, came) home when the storm began.
2. The rain (comed, came) down fast and hard.
3. I (ran, runned) home quickly, too.
4. On his way, Mark (ran, runned) into a store.
5. Emily and Tia (come, came) into the store, too.
6. Together they (runned, ran) through the raindrops.
7. When they (came, come) inside, they were soaking wet.
8. Mark and I (runned, ran) to get towels.



Name \_\_\_\_\_

- Some verbs do not have **-ed** in the past tense.
- The verbs **give** and **sing** have special forms in the past tense.

I, we, you, they	<u>give</u>	<u>gave</u>
I, we, you, they	<u>sing</u>	<u>sang</u>

**Change the words in dark type to past tense. Write the new sentence on the line below.**

1. I **sing** the song about raindrops.

\_\_\_\_\_

2. I **give** my old snow boots to my little brother.

\_\_\_\_\_

3. We **sing** in a high voice.

\_\_\_\_\_

4. They **sing** in a low voice.

\_\_\_\_\_

5. We **give** our winter coats to charity.

\_\_\_\_\_

6. You **give** money for hurricane victims, too.

\_\_\_\_\_



Name \_\_\_\_\_

- Begin the first word and each important word in a book title with a capital letter.
- Underline all the words in the title of a book.

Flash, Crash, Rumble, and RollFeel the Wind

**Correct the underlined book title in each sentence. Write the title correctly on the line below.**



1. I read the kids' book of weather forecasting to learn about weather.  
\_\_\_\_\_
2. feel the wind is a book about what causes wind.  
\_\_\_\_\_
3. The book rain tonight is about a real hurricane.  
\_\_\_\_\_
4. Charlie loves the book night of the twisters by Ivy Ruckman.  
\_\_\_\_\_
5. To learn about volcanoes, read forces of nature.  
\_\_\_\_\_



Name \_\_\_\_\_

- The verbs **come**, **run**, **give**, and **sing** have special forms in the past tense.
- Begin the first word and each important word in a book title with a capital letter.
- Underline all the words in the title of a book.

**Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.**

Only two friends comed to my party because of the blizzard. We runned around in the snow and had fun. One friend give me a book called blizzards and ice storms. What a perfect present, I said. Then they singed Happy Birthday to me, and we ate cake.

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Make a check [✓] next to a sentence if the underlined past tense verb is correct. Make an X if the verb is not correct.**

1. This morning we singed a song about the weather.
2. Then Matt and Meytal gave the daily weather report.
3. The heavy rain that came in overnight will stop by noon.
4. That gived us a chance to go outside.
5. After lunch we runned around in the schoolyard.
6. A small yellow bird sang sweetly from a tree.
7. The sun comed out from behind the clouds.
8. Paul ran and jumped over the large puddles.

**Rewrite the sentences you marked X correctly on the lines.**

---

---

---

---

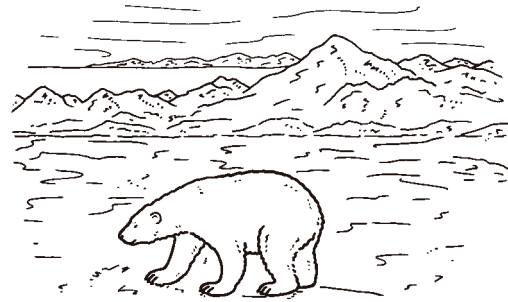


Name \_\_\_\_\_

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

is not      isn'tare not      aren'thas not      hasn'thave not      haven't

Replace the underlined words with contractions. Write the new sentences on the lines.



1. The Arctic is not at the South Pole.

\_\_\_\_\_

2. The Arctic is not warm.

\_\_\_\_\_

3. There are not any trees in the Arctic.

\_\_\_\_\_

4. I have not been to the Arctic.

\_\_\_\_\_

5. Glen has not been there either.

\_\_\_\_\_

6. Are you not going to the Arctic next summer?

\_\_\_\_\_





Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe** (') takes the place of the letters that are left out.
- ***Doesn't, don't, didn't, and can't*** are contractions.

does not     doesn'tdo not     don'tdid not     didn'tcan not     can't

Replace the underlined words with contractions.  
Write the new sentences on the lines.



1. Many animals can not live in the Arctic.

\_\_\_\_\_

2. They do not do well in the cold weather.

\_\_\_\_\_

3. Most birds can not live in the Arctic all year.

\_\_\_\_\_

4. The tern does not stay for the winter.

\_\_\_\_\_

5. Do not be afraid of the Arctic wolf.

\_\_\_\_\_

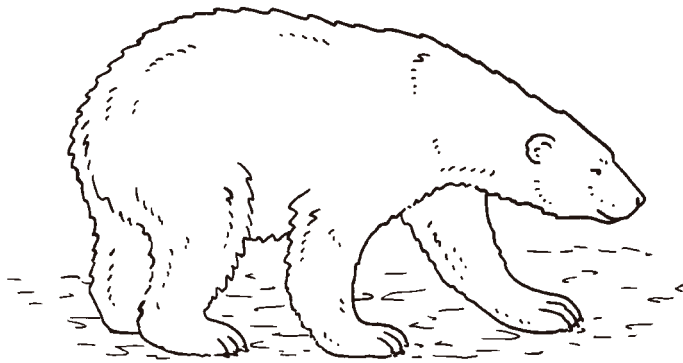
6. The Arctic hare did not see the wolf.

\_\_\_\_\_



Name \_\_\_\_\_

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



**Add the apostrophe to each contraction. Write the contraction correctly on the line.**

1. Living in the Arctic isnt easy. \_\_\_\_\_
2. Most animals arent adapted to life in the Arctic. \_\_\_\_\_
3. Arctic wolf pups cant see or hear. \_\_\_\_\_
4. The cold doesnt get through the polar bear's thick fur.  
\_\_\_\_\_
5. Some Arctic animals arent easy to see in the snow.  
\_\_\_\_\_
6. Arctic hares dont want to run into a wolf. \_\_\_\_\_
7. The muskox isnt friendly with the wolf. \_\_\_\_\_
8. We didnt see the walrus come out of the water. \_\_\_\_\_



Name \_\_\_\_\_

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

**Read the paragraph and find the contraction and punctuation mistakes. Rewrite the paragraph correctly on the lines below.**

In the book the lives of arctic animals, I read that Arctic animals dont get cold. It isnt' just a book about animals. I also learned that the sun does'nt come out in the winter at the North Pole. Did you know that there ar'ent any trees in the Arctic?

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.**

1. Some animals do not stay awake in cold weather.
2. The bears have not been awake for most of the winter.
3. A bear's heartbeat is not as fast while it sleeps.
4. There are not a lot of things for bears to eat in winter.
5. The bear does not need to eat during this time.
6. It has not used up all the energy stored in its body fat.
7. Other animals can not go so long without food.
8. I did not know that snakes and frogs sleep in winter.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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

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

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



Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of a noun or nouns.
- A pronoun must agree with the noun it replaces.
- The pronouns ***I, he, she, it,*** and ***you*** can take the place of a singular noun.

She touched the desert sand.It was very hot.Do you know where the desert is?I know where it is.He knows where the desert is, too.

**Circle a pronoun to replace the underlined noun in each sentence.**

- |   |     |     |
|---|-----|-----|
| 1. <u>Mina</u> went on a trip to the Mohave Desert.     | She | It  |
| 2. <u>The desert</u> was hot and dry.                   | He  | It  |
| 3. <u>Mina's brother</u> saw a cactus.                  | He  | It  |
| 4. <u>The cactus</u> was green and prickly.             | He  | It  |
| 5. <u>Mina</u> saw a Gila Monster!                      | She | He  |
| 6. Did you know that <u>a Gila Monster</u> is a lizard? | she | it  |
| 7. <u>Mina</u> was scared!                              | It  | She |
| 8. <u>Mina's dad</u> was a little scared, too.          | He  | She |



Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- **Pronouns** *we*, *you*, and *they* can take the place of a plural noun or more than one noun or pronoun.

Rattlesnakes are dangerous.

They are dangerous

Emma and I saw a rattlesnake.

We saw a rattlesnake.

**Circle the correct pronoun in ( ) to complete each sentence.**

1. Jamal and Nora are going to catch the snakes. We're glad (you, she) are here, Jamal and Nora!
2. Now (we, I) are safe!
3. Did you hear the wolves? (We, They) are howling.
4. Wolves don't eat people, so (we, she) are not in danger.
5. Mom and I hope to see wolf pups. (They, He) are so cute!
6. Have (you, she) ever seen a wolf pup?
7. How big does (it, they) grow?
8. (I, We) are having so much fun in the desert.



Name \_\_\_\_\_

- **Quotation marks** set off the exact words of a speaker.
- Use quotation marks (“ ”) at the beginning and end of the exact words that a person says.  
“How hot is the desert?” asked Lydia.

**Read the sentences. Write the sentences correctly on the lines.**

1. Where is the Sahara Desert? asked Maria.

\_\_\_\_\_

2. It is in Africa, said Ms. Jackson.

\_\_\_\_\_

3. The Sahara is the largest desert! said our teacher.

\_\_\_\_\_

4. How big is the Sahara Desert? asked Jared.

\_\_\_\_\_

5. It covers 35,000,000 miles! said Ms. Jackson.

\_\_\_\_\_

6. Which desert is the smallest? Ms. Jackson asked.

\_\_\_\_\_

7. Where is the smallest desert? asked James.

\_\_\_\_\_

8. It's in Canada, said Ms. Jackson.

\_\_\_\_\_



Name \_\_\_\_\_

- A pronoun must agree with the noun it replaces.

**Find each mistake. Then rewrite the paragraphs correctly on the lines below.**

Mr. Walker taught the class what him knows about desert plants. She said, The desert is home to many plants. How can they grow in dry deserts?

Some desert plants store water in their roots, said Leah.

She are right! said Mr. Walker.

---

---

---

---

---

---

---

---





Name \_\_\_\_\_

**Mark the pronoun that could replace the underlined words.**

1. Ruby is in the first car with Dad and Seth.  
☐ They      ☐ She      ☐ I      ☐ We
2. Mom and the two younger boys were in the other car.  
☐ I      ☐ They      ☐ It      ☐ He
3. Mr. Ali will be our guide through the desert.  
☐ She      ☐ They      ☐ He      ☐ It
4. Anna was surprised to see so many flowers and plants.  
☐ I      ☐ They      ☐ It      ☐ He
5. "The desert is not a dead place," Mr. Ali said.  
☐ You      ☐ It      ☐ He      ☐ We
6. Ruby and I took pictures of the giant cactus.  
☐ We      ☐ She      ☐ It      ☐ He
7. The giant cactus had branches that looked like arms.  
☐ You      ☐ We      ☐ It      ☐ They
8. Ruby and Anna can eat the fruit of the giant cactus.  
☐ It      ☐ She      ☐ I      ☐ You



Name \_\_\_\_\_

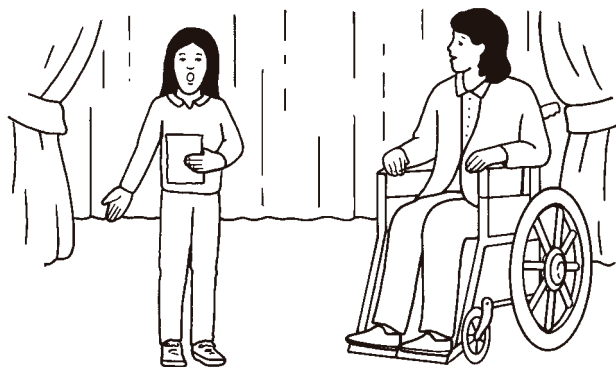
- Use ***I*** in the subject part of the sentence.
- Use ***me*** in the predicate part of the sentence.
- Name yourself last when talking about yourself and another person.

I have a dancing part in the show.

The teacher helps me learn the steps.

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

1. Isabel and \_\_\_\_\_ are trying out for a play.
2. The director calls \_\_\_\_\_ in first.
3. Isabel wishes \_\_\_\_\_ luck.
4. \_\_\_\_\_ am so nervous!
5. The director asks \_\_\_\_\_ to read from a script.
6. After I read, he thanks \_\_\_\_\_.
7. Next he asks \_\_\_\_\_ to sing a song.
8. Isabel and \_\_\_\_\_ hope we get parts in the play.



Name \_\_\_\_\_

- Use ***we*** and ***us*** when you talk about yourself and another person.
- Use ***we*** in the subject part of the sentence.
- Use ***us*** in the predicate part.

We will wear tutus in the dance show.Mom will help us make our costumes.

Replace the underlined words with ***we*** or ***us***. Write the new sentence on the line below.



1. Jackie and I love to dance!  
\_\_\_\_\_
2. Our teacher asked Jackie and me to dance in the school play.  
\_\_\_\_\_
3. Jackie and I will learn all the steps.  
\_\_\_\_\_
4. Jackie and I will practice every day.  
\_\_\_\_\_
5. The audience will like Jackie and me.  
\_\_\_\_\_
6. They will throw roses at Jackie and me.  
\_\_\_\_\_



Name \_\_\_\_\_

- The pronoun **I** is always a capital letter.
- Use **I** in the subject of a sentence.



**Correct the sentences and write them on the lines.**

1. i was the king in the school play.

\_\_\_\_\_

2. Mara and i sang a song together.

\_\_\_\_\_

3. i had many lines to learn.

\_\_\_\_\_

4. The queen and i danced together.

\_\_\_\_\_

5. At the end of the play, i took a bow.

\_\_\_\_\_

6. Matt and i went for ice cream after the play.

\_\_\_\_\_



Name \_\_\_\_\_

- Use **I** and **we** in the subject of a sentence.
- Use **me** and **us** in the predicate part of a sentence.
- The pronoun **I** is always a capital letter.
- Name yourself last when talking about yourself and another person.

**Circle each mistake in the use of pronouns. Then rewrite the paragraph correctly on the lines below.**

Mom and me went to see a musical. The usher gave i a program and showed we where to sit. Us had great seats! i could see the actors right up close. i hope Mom takes I to another show soon!

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Write C if the underlined pronoun is correct. If the pronoun is not correct, cross it out and write the correct pronoun on the line.**

1. What play do you think us should put on? \_\_\_\_\_
2. I would like to write a new play. \_\_\_\_\_
3. Henry and me would like to help you. \_\_\_\_\_
4. They asked Hasheem and I to make the set. \_\_\_\_\_
5. Would you like we to work on the costumes? \_\_\_\_\_
6. Tomorrow Ann and me will print the programs. \_\_\_\_\_
7. Can someone help Joe and I with our lines? \_\_\_\_\_
8. We can't wait until opening night. \_\_\_\_\_
9. The audience clapped a long time for us. \_\_\_\_\_
10. Next year the kids and I want to do a musical. \_\_\_\_\_



Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun.
- A possessive pronoun shows who or what owns something.
- **My, your, his,** and **her** are possessive pronouns.

This is my globe.This is your map.Where is his house?Here is her car.

**Circle the correct possessive pronoun in ( ) for each sentence. Write it on the line.**



1. (Me, My) favorite explorer is Christopher Columbus. \_\_\_\_\_
2. (His, He) ships were called the *Niña, Pinta,* and *Santa Maria*.  
\_\_\_\_\_
3. (Him, His) journey was very long. \_\_\_\_\_
4. I followed it on (my, me) map. \_\_\_\_\_
5. Sacajawea is (your, you) favorite explorer. \_\_\_\_\_
6. (She, Her) journey was very important in U.S. history.  
\_\_\_\_\_
7. Sacajawea tied (her, she) baby to her back. \_\_\_\_\_
8. Did you trace (her, she) journey on the map? \_\_\_\_\_



Name \_\_\_\_\_

- A **possessive pronoun** shows who or what owns something. Some possessive pronouns are ***its, our, your, their.***

Our house is on Elm Street.    Their house is on Oak Street.

Your house is pretty.                Its color is pink.

**Underline the correct possessive nouns. Write the sentences correctly on the lines.**



1. (Us, Our) class is learning about Alexander Graham Bell and Thomas Watson.  
\_\_\_\_\_
2. (Their, They) invention changed the way we live.  
\_\_\_\_\_
3. Can you imagine (your, our) life without a telephone?  
\_\_\_\_\_
4. (It's, Its) technology helps us to stay in touch.  
\_\_\_\_\_
5. What inventor will (our, its) teacher tell us about next?  
\_\_\_\_\_
6. What is (your, you're) favorite invention?  
\_\_\_\_\_





Name \_\_\_\_\_

- A proper noun begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Columbus Day is the second Monday in October.

**Find the mistakes. Write the corrected sentences on the lines.**

1. colorado was the first state to observe columbus day.

\_\_\_\_\_

\_\_\_\_\_

2. memorial day is the last monday in may.

\_\_\_\_\_

\_\_\_\_\_

3. Both abraham lincoln and george washington were both born in february.

\_\_\_\_\_

\_\_\_\_\_

4. The third monday in february is presidents' day.

\_\_\_\_\_

\_\_\_\_\_

5. President truman declared june 14 flag day.

\_\_\_\_\_

\_\_\_\_\_

6. I was born on sunday, august 17.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- A possessive pronoun takes the place of a possessive noun.
- A possessive pronoun shows who or what owns something. Some possessive pronouns are ***my, your, his, its, our, your, and their.***
- A proper noun begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

**Find the mistakes. Rewrite the paragraph correctly on the lines below.**

Me twin brothers have a birthday on presidents' day.  
 There party is on saturday, february 18. Us parents got  
 the boys a puppy as a present. Their name is gus. Gus  
 will sleep in them room.

---

---

---

---

---

---



Name \_\_\_\_\_

**Underline the possessive pronoun that completes each sentence correctly. Write it on the line.**

1. "This is \_\_\_\_\_ new invention," said Sammy.  
my                      me                      I
2. "\_\_\_\_\_ invention is a very strange looking thing," Tito said.  
Your                      Its                      Our
3. "Where is \_\_\_\_\_ on and off switch?" Kayla asked.  
me                      you                      its
4. Kayla wanted to show off \_\_\_\_\_ own invention next.  
she                      her                      its
5. Sammy put \_\_\_\_\_ hand on the small black switch.  
his                      you                      me
6. "Should we all cover \_\_\_\_\_ eyes?" Ina asked.  
her                      my                      our
7. To be safe, the kids moved \_\_\_\_\_ chairs back.  
its                      their                      they
8. "Hold on to \_\_\_\_\_ hats, kids!" Sammy said with a grin.  
your                      its                      their



Name \_\_\_\_\_

- A present-tense verb must agree with a pronoun in the subject part of a sentence.
- With the pronouns **he**, **she**, and **it**, add **-s** to most verbs to form the present tense.

He picks a flower.    She smells the rose.    It smells great.

**Underline the verbs that agree with the pronouns. Write the sentences on the lines.**



1. She (want, wants) to plant a garden.  
\_\_\_\_\_
2. It (takes, take) hard work to plant a garden.  
\_\_\_\_\_
3. She (buys, buy) seeds at the store.  
\_\_\_\_\_
4. He (help, helps) her plant the seeds.  
\_\_\_\_\_
5. He (waters, water) the garden.  
\_\_\_\_\_
6. It (look, looks) good.  
\_\_\_\_\_



Name \_\_\_\_\_

- Remember that a present-tense verb must agree with its pronoun subject.
- With the pronouns ***I, we, you, and they***, do **not** add **-s** to most action verbs to form the present tense.

We visit your garden.You show us around.I pick some tomatoes.They taste great!

**Circle the pronoun in ( ) that agrees with the verb in each sentence.**

1. (You, She) enjoy gardening.
2. (We, He) think your garden is lovely.
3. What kind of flowers do (you, she) grow?
4. (I, He) see red roses.
5. (It, They) grow so tall!
6. How do (she, you) grow such pretty flowers?
7. (I, He) want to take some flowers home.
8. Can (we, us) pick the roses?



Name \_\_\_\_\_

- Underline all the words in the title of a book.
- Begin the first word and each important word in a book title with a capital letter.
- Any unimportant word in a book title, such as ***a, and, for, of, the,*** and ***to*** should **not** begin with a capital letter unless it is the first word in the title.

The Giant CarrotThe Big Book of Gardening

**Correct the book titles in the sentences. Write the titles correctly on the lines below.**



1. In the book carlos and the squash plant,  
a squash grows out of a boy's ear!  
\_\_\_\_\_
2. The book The Gardener won the Caldecott Honor Award.  
\_\_\_\_\_
3. I read the book planting a rainbow to my little brother.  
\_\_\_\_\_
4. From Seed to Plant is about how to grow a bean plant.  
\_\_\_\_\_
5. How a seed grows tells how an acorn grows into an oak tree.  
\_\_\_\_\_



Name \_\_\_\_\_

- With the pronouns **he**, **she**, and **it**, add **-s** to most action verbs to form the present tense.
- With the pronouns **I**, **we**, **you**, and **they**, do **not** add **-s** to most action verbs to form the present tense.
- Begin the first word and all the important words in a book title with capital letters.
- Underline all the words in a book title.

**Find the mistakes. Rewrite the paragraph correctly.**

Mom and I goes to the library. She read how to grow a garden. I reads A Kid's Guide to Gardening. The books tells us how to grow a garden. We wants to plant flowers. We knows it take hard work.

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Underline the pronoun subject in each sentence. Then rewrite the sentence. Make the present-tense verb agree with its pronoun subject.**

1. We plants a garden in early spring.

\_\_\_\_\_

2. Do you thinks vegetables will grow well here?

\_\_\_\_\_

3. For a while, it seem that nothing happens.

\_\_\_\_\_

4. They waits patiently, and soon green shoots appear.

\_\_\_\_\_

5. One day I sees some white blossoms.

\_\_\_\_\_

6. Then he say, "Look, peppers are growing."

\_\_\_\_\_

7. They grows quickly under the warm sun.

\_\_\_\_\_

8. She pick peppers, peas, and lettuce.

\_\_\_\_\_



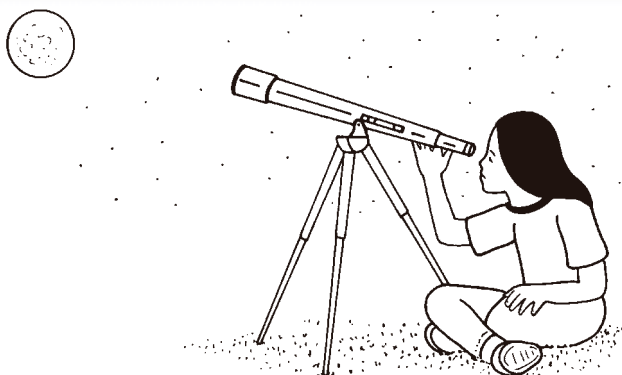


Name \_\_\_\_\_

- A **contraction** is a short form of two words put together.
- An apostrophe (') takes the place of the letter or letters that are left out.
- Some contractions are formed by putting together pronouns and verbs.

I am   I'm                  she is   she's                  he is   he's

**Write the contraction  
for the underlined  
words in each sentence.**



1. I am looking at the moon. \_\_\_\_\_
2. He is gazing at the stars. \_\_\_\_\_
3. She is an astronaut. \_\_\_\_\_
4. I am very interested in the moon. \_\_\_\_\_
5. He is going to teach me about the stars. \_\_\_\_\_

**Write the two words that were put together to form each contraction.**

6. She's flying to the moon. \_\_\_\_\_
7. He's going with her. \_\_\_\_\_
8. I'm going to fly to the moon one day. \_\_\_\_\_



Name \_\_\_\_\_

- A **contraction** is a short form of two words put together.
- An apostrophe (') takes the place of the missing letter or letters in the contraction.

it is	<u>it's</u>	we are	<u>we're</u>
they are	<u>they're</u>	you are	<u>you're</u>



**Write the contraction for the underlined words.**  
**Write the new sentence on the lines.**

1. It is a starry night. \_\_\_\_\_  
 \_\_\_\_\_
2. We are gazing at the stars. \_\_\_\_\_  
 \_\_\_\_\_
3. They are beautiful! \_\_\_\_\_  
 \_\_\_\_\_
4. It is going to be nice tomorrow. \_\_\_\_\_  
 \_\_\_\_\_
5. You are reading books about stars. \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_

- Remember that an apostrophe takes the place of the letter or letters that are left out of a contraction.
- Possessive pronouns, such as ***their***, ***your***, and ***its***, do not have apostrophes.
- Do not confuse possessive pronouns with contractions. Some of them sound the same, but are spelled differently and have different meanings.

**Possessive Pronoun****Contraction**

their

they're

your

you're

its

it's

**Read each sentence. Write the correct pronoun or contraction on the line.**

1. (They're, Their) teacher is teaching a lesson about the moon.

\_\_\_\_\_

2. (Their, They're) reading the book Rocket to the Moon.

\_\_\_\_\_

3. (Its, It's) about the first lunar landing. \_\_\_\_\_

4. Are they almost finished with (they're their) book? \_\_\_\_\_

5. (Your, You're) reading a book called The Moon. \_\_\_\_\_

6. What is (your, you're) book about? \_\_\_\_\_

7. The book is about the moon and (it's, its) phases. \_\_\_\_\_

8. (Its, It's) full of interesting facts. \_\_\_\_\_



Name \_\_\_\_\_

- An apostrophe takes the place of the letters left out of a contraction.
- Possessive pronouns do not have apostrophes.
- The present-tense verb must agree with a pronoun in the subject part of a sentence.

### Rewrite the paragraph correctly on the lines.

Were learning about the moon. Mr. Jones know a lot about the moon. Hes an expert! He say the moon cannot be seen at the start of it's cycle. Its called the New Moon.

---

---

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.**

1. The book I am reading is about a family in the future.
2. It is a science fiction story.
3. In the story, they are living in a new colony on the moon.
4. The dad is an explorer, and he is on a space mission.
5. The mom is a scientist, but she is also in a rock band.
6. It sounds like you are enjoying the book.
7. Someday we are going to live on the moon.
8. Do you think it is really possible?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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

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

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

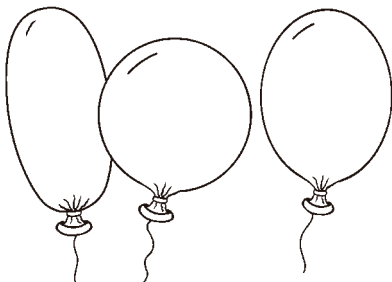


Name \_\_\_\_\_

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

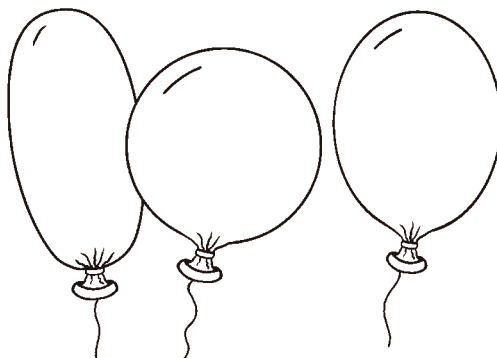
**Circle the adjective in each sentence. Underline the noun the adjective describes.**

1. Luke is having a big party for his brother Paul.
2. He is making a chocolate cake.
3. He is putting vanilla frosting on top.
4. We are blowing up blue balloons.
5. I am hanging red streamers.
6. A funny clown will juggle at the party.
7. We got Paul a tricky puzzle for a present.
8. His parents got him new skates.



Name \_\_\_\_\_

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



**Circle the adjectives that tell how many. Then rewrite each sentence using a new amount.**

1. My birthday is in three weeks.

\_\_\_\_\_

2. I am inviting ten friends to my party.

\_\_\_\_\_

3. Mom is blowing up a few balloons.

\_\_\_\_\_

4. There will be nine candles on my cake.

\_\_\_\_\_

5. One candle is for good luck.

\_\_\_\_\_

6. There will be many sweet treats.

\_\_\_\_\_



Name \_\_\_\_\_

- Use commas to separate three or more items in a series.
- Use **and** or **or** before the last word in a series.  
I see green, yellow, and pink balloons.

**Find the mistakes. Write the corrected sentences on the lines.**

1. Is Kenda's party on Friday Saturday or Sunday?

---



---

2. We will listen to rock disco and jazz music.

---

3. Kenda will wear a red white or yellow dress.

---

4. Her mom made cupcakes brownies and cookies.

---

5. Kenda filled goody bags with whistles stickers and bubbles.

---



---

6. Kenda's aunts uncles and cousins are coming to her party.

---



---





Name \_\_\_\_\_

- Use commas to separate three or more items in a series.
- An apostrophe takes the place of letters left out of a contraction.
- The present-tense verb must agree with a pronoun in the subject part of a sentence.

**Find the mistakes. Rewrite the paragraph correctly on the lines.**

Were throwing a surprise party for Maria Anna and Louisa. Their triplets! We'll serve sandwiches juice potato chips and chocolate cake. Were sure theyll be surprised.

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Find the adjective and the noun it describes in each sentence. Write them on the lines.**

1. Mom hangs colorful lanterns around the yard.

adjective \_\_\_\_\_ noun \_\_\_\_\_

2. The full moon is shining in the sky.

adjective \_\_\_\_\_ noun \_\_\_\_\_

3. We place the food on the four tables.

adjective \_\_\_\_\_ noun \_\_\_\_\_

4. Yummy smells fill the air.

adjective \_\_\_\_\_ noun \_\_\_\_\_

5. Three guests bring guitars.

adjective \_\_\_\_\_ noun \_\_\_\_\_

6. They play some songs after we eat.

adjective \_\_\_\_\_ noun \_\_\_\_\_

7. Grandma and Grandpa dance to their favorite tune.

adjective \_\_\_\_\_ noun \_\_\_\_\_

8. Everyone says that it is a wonderful party.

adjective \_\_\_\_\_ noun \_\_\_\_\_

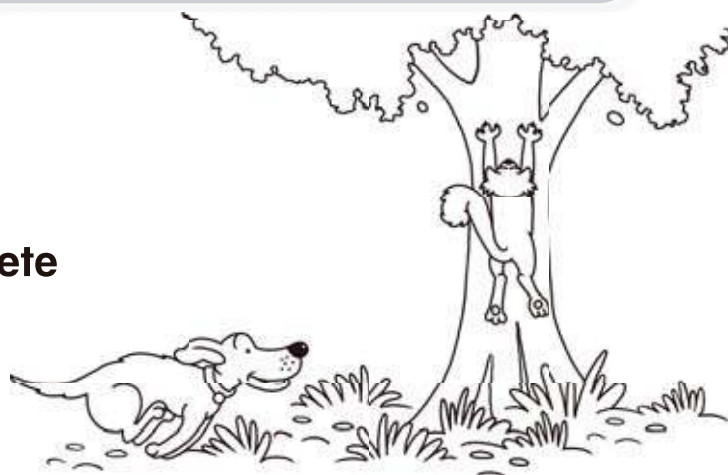


Name \_\_\_\_\_

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

I read a book. I write a story.

**Write the correct article *a* or *an* on the line to complete each sentence.**



1. Our teacher told us \_\_\_\_\_ story.
2. It is \_\_\_\_\_ fantasy story.
3. It was about \_\_\_\_\_ dog named Leo.
4. Leo liked to chase \_\_\_\_\_ cat named Lola.
5. One day Lola got stuck in \_\_\_\_\_ tree
6. \_\_\_\_\_ firefighter tried to get Lola out.
7. Our teacher wants us to come up with \_\_\_\_\_ ending.
8. I'm going to write \_\_\_\_\_ happy ending.



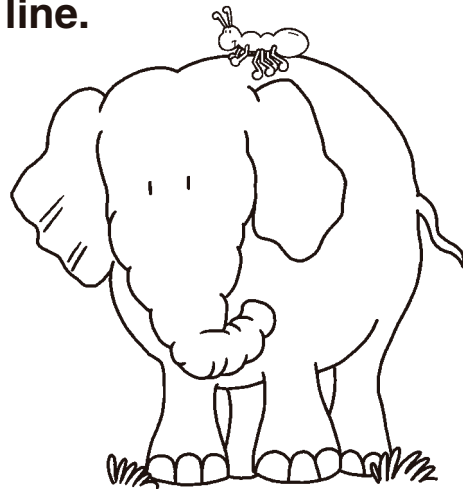
Name \_\_\_\_\_

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

I want to hear an animal tale.

**Circle the correct article *a* or *an* to complete each sentence. Write the article on the line.**

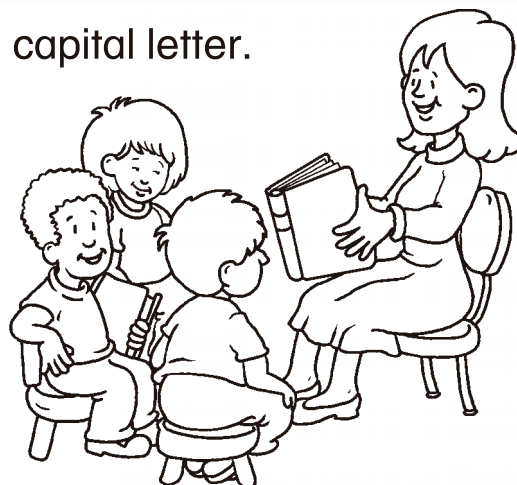
1. Have you heard the story about  
(a, an) ant named Azizi? \_\_\_\_\_
2. Azizi is (a, an) African name. \_\_\_\_\_
3. Azizi is (a, an) friendly ant. \_\_\_\_\_
4. He has (a, an) lot of friends. \_\_\_\_\_
5. One of Azizi's friends is (a, an) elephant. \_\_\_\_\_
6. He is also friendly with (a, an) kangaroo. \_\_\_\_\_
7. It is (a, an) interesting story. \_\_\_\_\_
8. What (a, an) great ending! \_\_\_\_\_



Name \_\_\_\_\_

- Begin a proper noun with a capital letter.
- Begin an abbreviation of a person's title with a capital letter and end it with a period.

Mrs. Ortiz read us a story.



**Find mistakes in the sentences. Write the corrected sentences on the lines below.**

1. mrs ortiz reads aloud a book by louis sachar.

\_\_\_\_\_

2. mr sachar won a newbery medal for the book holes.

\_\_\_\_\_

3. My favorite author is jon scieszka.

\_\_\_\_\_

4. I also like to read books by dr seuss.

\_\_\_\_\_

5. I hope mrs ortiz reads us a book by mr scieszka or dr seuss.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Use the article **a** before a word that begins with a consonant sound.
- Use the article **an** before a word that begins with a vowel sound.
- Remember to capitalize proper nouns.
- Capitalize a person's title. If it is an abbreviation, end it with a period.

**Find the mistakes. Rewrite the paragraph correctly on the lines.**

ms campbell read us a story about a old lady who swallows an fly. She also swallows an bird, an goat, and even an horse! I think the old lady should have gone to see dr doolittle. He's a animal doctor!

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

**Write *a* or *an* to complete each sentence correctly.**

1. I have \_\_\_\_\_ aunt who writes children's books.
2. She wrote \_\_\_\_\_ book called The Lion and the Mouse.
3. In the story the lion gets trapped in \_\_\_\_\_ rope net.
4. The lion lets out \_\_\_\_\_ angry howl.
5. \_\_\_\_\_ little mouse hears the lion's cry.
6. "I have \_\_\_\_\_ idea," the mouse says. "I will help you."
7. "How could \_\_\_\_\_ animal as small you help me?" the lion asks.
8. The mouse shows the lion \_\_\_\_\_ mouthful of sharp teeth.
9. Then it begins to chew on \_\_\_\_\_ piece of rope.
10. Soon the net has \_\_\_\_\_ enormous hole in it, and the lion is set free.

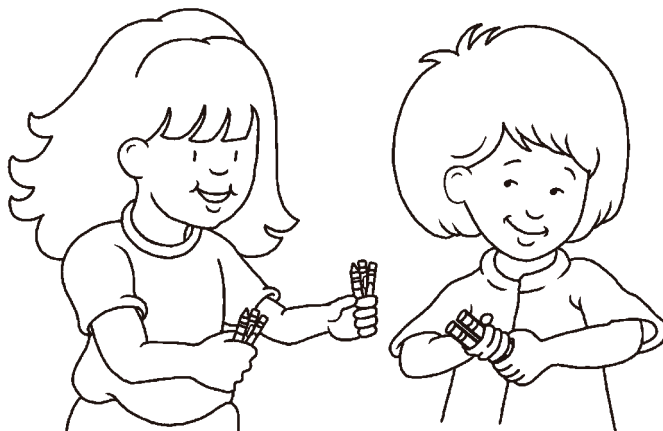


Name \_\_\_\_\_

- You can use **adjectives to compare** people, places, or things.
- Add **-er** to an adjective to compare two nouns.  
Navy blue is darker than sky blue.

**Underline the adjective that compares in each sentence.**  
**Write it on the line.**

1. Orange is a warmer color than blue. \_\_\_\_\_
2. Green is a cooler color than red. \_\_\_\_\_
3. My painting is bigger than your painting. \_\_\_\_\_
4. Your painting is brighter than my painting. \_\_\_\_\_
5. Henry has a thicker paintbrush than Carlos. \_\_\_\_\_
6. Tess has thinner crayons than Jing. \_\_\_\_\_
7. Yael thinks painting is harder than drawing. \_\_\_\_\_
8. Art class is longer than music class. \_\_\_\_\_





Name \_\_\_\_\_

- You can use **adjectives to compare** people, places, or things.
- Add **-est** to an adjective to compare more than two nouns.

Cymbals are the loudest instruments of all.

**Look at the pictures and read the sentence. Write an adjective that ends with -est on the line.**

1. The harp is the \_\_\_\_\_ instrument.



2. The square is the \_\_\_\_\_ shape.



3. Hannah is the \_\_\_\_\_ jumper.



4. Evan is the \_\_\_\_\_ runner.



5. Jenny is the \_\_\_\_\_ child.



Name \_\_\_\_\_

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

Look at the one boy's painting.Look at the two boys' paintings.**Find the mistakes. Write sentences correctly on the lines.**

1. The two artists paintings are colorful.

\_\_\_\_\_

2. The taller womans artwork shows a forest.

\_\_\_\_\_

3. The shorter painters artwork shows a garden.

\_\_\_\_\_

4. My three sisters favorite artwork is the garden painting.

\_\_\_\_\_

\_\_\_\_\_

5. My moms favorite artwork is the forest painting.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Add **-er** to an adjective to compare two nouns.
- Add **-est** to an adjective to compare more than two nouns.
- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.

**Underline the correct adjective to complete each sentence. Add an apostrophe to each possessive noun. Write the sentence correctly on the line.**

1. Tims painting is the (bigger, biggest) of the five.

\_\_\_\_\_

2. Is Mayas painting (smaller, smallest) than Enricos painting?

\_\_\_\_\_

3. The three boys easels are the (neater, neatest) in the class.

\_\_\_\_\_

4. The second graders paintbrushes are (thicker, thickest) than the third graders brushes.

\_\_\_\_\_

\_\_\_\_\_

5. The teachers paintbrush is the (thinner, thinnest).

\_\_\_\_\_



Name \_\_\_\_\_

**Mark the adjective that completes each sentence correctly.**

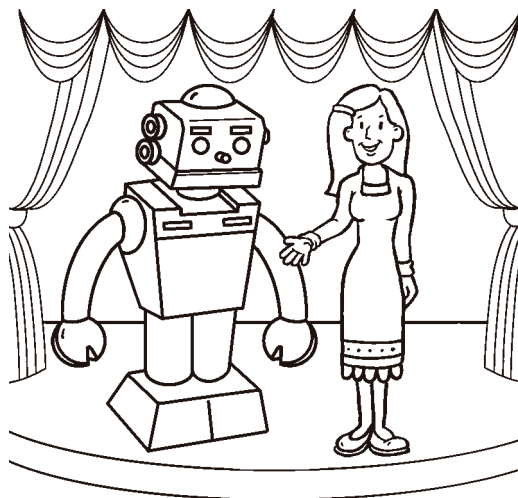
1. I had a \_\_\_\_\_ time than Irena had in pottery class.  
☐ hardest                      ☐ harder
2. Maybe it's because she has \_\_\_\_\_ fingers than I have.  
☐ longer                      ☐ long
3. The second pot I made was \_\_\_\_\_ than the first.  
☐ nicest                      ☐ nicer
4. Irena made the \_\_\_\_\_ pot of all.  
☐ prettiest                      ☐ pretty
5. She is the \_\_\_\_\_ potter in our class.  
☐ finest                      ☐ fine
6. Of all the pots, Sam's has the \_\_\_\_\_ shape.  
☐ odder                      ☐ oddest
7. His pot is \_\_\_\_\_ and more colorful than mine.  
☐ big                      ☐ bigger
8. I painted my pot with the \_\_\_\_\_ red paint in the box.  
☐ brightest                      ☐ brighter



Name \_\_\_\_\_

- An **adverb** tells more about a verb.
- An adverb can tell how.

The inventor worked slowly.



**Circle the verb in each sentence. Then write the adverb on the line.**

1. The scientist spoke clearly about her invention. \_\_\_\_\_
2. The audience listened carefully. \_\_\_\_\_
3. A volunteer pulled the lever gently. \_\_\_\_\_
4. The robot moved suddenly. \_\_\_\_\_
5. The crowd cheered loudly. \_\_\_\_\_
6. The robot bowed gracefully. \_\_\_\_\_



Name \_\_\_\_\_

- An **adverb** tells more about a verb.
- An adverb can tell when or where.

An inventor visited our class yesterday. (when)She sat nearby. (where)

**Circle the adverb in each sentence. On the lines, write the word *when* if it tells when. Write *where* if it tells where.**

1. Long ago, George Washington Carver invented many uses for peanuts. \_\_\_\_\_
2. The peanuts grew outside. \_\_\_\_\_
3. Do you think Mr. Carver lived nearby? \_\_\_\_\_
4. Mr. Carver never sold his inventions. \_\_\_\_\_
5. Finally, Mr. Carver won a medal for his work. \_\_\_\_\_
6. Which of Mr. Carver's inventions do you use today?  
\_\_\_\_\_



Name \_\_\_\_\_

- The pronoun **I** is always a capital letter.
- A proper noun begins with a capital letter.  
I visited an invention museum in Chicago.

**Find the mistakes in capitalization.****Write sentences correctly.**

1. i read a book about thomas edison.

\_\_\_\_\_

2. i learned that he had a laboratory in new jersey.

\_\_\_\_\_

\_\_\_\_\_

3. My dad and i are going to the edison museum in ohio.

\_\_\_\_\_

\_\_\_\_\_

4. i think edison's greatest invention was the movie projector.

\_\_\_\_\_

\_\_\_\_\_

5. One day i hope to be a great inventor like thomas edison.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- The pronoun *I* is always a capital letter.
- A proper noun begins with a capital letter.
- Add an apostrophe and -s to make a singular noun possessive.

**Find the mistakes. Rewrite the paragraph correctly on the lines.**

garrett morgan was an inventor from cleveland who worked to make peoples lives safer. morgans invention of the traffic signal made traveling safer. morgans' gas mask also kept people safe. i hope to create a life-saving invention one day.

---

---

---

---

---

---

---

---





Name \_\_\_\_\_

**Write the underlined word in each sentence that is an adverb.**

1. Today, blood is kept in blood banks. \_\_\_\_\_
2. In the 1940s, Charles Drew discovered a better way to collect blood safely. \_\_\_\_\_
3. He also found a way to store blood longer. \_\_\_\_\_
4. People didn't know as much about blood then.  
\_\_\_\_\_
5. As a boy, Charles Drew lived happily with his family in Washington, D.C. \_\_\_\_\_
6. He got up early to sell papers on street corners.  
\_\_\_\_\_
7. His neighborhood had a pool nearby. \_\_\_\_\_
8. He soon became a star swimmer. \_\_\_\_\_
9. Charles Drew went away to college. \_\_\_\_\_
10. Later, he became a doctor and teacher. \_\_\_\_\_



Name \_\_\_\_\_

- **Synonyms** are words that have the same or almost the same meanings.
- Use synonyms to make your writing more interesting.  
stones/rocks      giant/big      friend/pal

Choose the synonym from the box for each underlined word. Write it on the line.

like      pals      town      wish      mail      hobby



1. Emily has a penpal named Tahira who lives in a city far away.  
\_\_\_\_\_
2. They send letters to each other every week. \_\_\_\_\_
3. Both girls enjoy writing. \_\_\_\_\_
4. Drawing is another favorite activity. \_\_\_\_\_
5. Emily and Tahira hope to meet each other one day.  
\_\_\_\_\_
6. They're sure they will be great friends. \_\_\_\_\_



Name \_\_\_\_\_

- **Antonyms** are words with opposite meanings.
- Understanding antonyms can help you better understand word meanings.

happy/sad

loud/quiet

large/small

**Write an antonym for the underlined word. Choose a word from the box.**

large

slow

mean

tiny

happy

few



1. Our teacher read us a sad folk tale from China.

\_\_\_\_\_

2. The tale is about a huge frog named Ling. \_\_\_\_\_

3. Ling was a fast hopper. \_\_\_\_\_

4. Ling had many friends. \_\_\_\_\_

5. One of Ling's friends was a small mouse. \_\_\_\_\_

6. She was a very friendly mouse. \_\_\_\_\_



Name \_\_\_\_\_

- Begin every sentence with a capital letter.
- End a statement or a command with a period.
- End a question with a question mark.
- End an exclamation with an exclamation mark.

**Find the mistakes. Write sentences correctly on the lines.**

1. what country are Abby's great grandparents from

---

---

2. they came all the way from Poland by boat

---

---

3. rahim's family is from Africa

---

4. show me where Africa is on a map

---

5. where is your family from

---



Name \_\_\_\_\_

- Begin every sentence with a capital letter.
- End statements and commands with a period.
- End a question with a question mark.
- End an exclamation with an exclamation mark.
- A proper noun begins with a capital letter.

**Find the mistakes. Rewrite the paragraph correctly on the lines.**

a new boy joined our class today  
his name is oren. do you know where  
Oren is from. he moved here all the  
way from Israel? "Please welcome  
Oren," said our teacher




---

---

---

---

---

---



Name \_\_\_\_\_

**Write S if the underlined words are synonyms.****Write A if the underlined words are antonyms.**

1. The world is huge, yet sometimes it seems small. \_\_\_\_\_
2. Children in America are like kids everywhere. \_\_\_\_\_
3. We like to play, and we enjoy being with friends. \_\_\_\_\_
4. One sport that we all know is the game of soccer. \_\_\_\_\_
5. I like soccer because it's fast, but I like a slow game of baseball, too. \_\_\_\_\_
6. Do you think baseball is harder or easier than soccer? \_\_\_\_\_
7. My friend Sangeeta has always played soccer, but she has never played baseball. \_\_\_\_\_
8. My entire family was born in America, and her whole family was born in India. \_\_\_\_\_

**Write a sentence. Use a synonym for *happy*.**

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

**Write a sentence. Use an antonym for *noisy*.**

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

