

GRADE 3



Grammar

PRACTICE BOOK



Macmillan/McGraw-Hill

Contents

Unit I • Let's Learn

Teachers <i>First Day Jitters</i>	Statements and Questions 1 Statements and Questions 2 Mechanics 3 Proofreading 4 Test: Statements and Questions 5
The Power of Books <i>Amazing Grace</i>	Commands and Exclamations 6 Commands and Exclamations 7 Mechanics 8 Proofreading 9 Test: Commands and Exclamations. 10
Building Schools <i>Time for Kids:</i> <i>“Earth Smart”</i>	Subjects 11 Subjects 12 Mechanics 13 Proofreading 14 Test: Subjects 15
Wolves <i>Wolf!</i>	Predicates 16 Predicates 17 Mechanics 18 Proofreading 19 Test: Predicates 20
Special Places <i>My Very Own Room</i>	Compound Sentences 21 Compound Sentences 22 Mechanics 23 Proofreading 24 Test: Compound Sentences 25

Unit 2 • Neighborhoods and Communities

Birth of a Town	Common and Proper Nouns	26
<i>Boom Town</i>	Common and Proper Nouns	27
	Mechanics	28
	Proofreading	29
	Test: Common and Proper Nouns	30
Local Business	Singular and Plural Nouns	31
<i>Home-Grown Butterflies</i>	Singular and Plural Nouns	32
	Mechanics	33
	Proofreading	34
	Test: Singular and Plural Nouns	35
Communities	Irregular Plural Nouns	36
<i>Time for Kids:</i>	Irregular Plural Nouns	37
<i>“Go West!”</i>	Mechanics	38
	Proofreading	39
	Test: Irregular Plural Nouns	40
Working Together	Possessive Nouns	41
<i>Here’s My Dollar</i>	Possessive Nouns	42
	Mechanics	43
	Proofreading	44
	Test: Possessive Nouns	45
Building Homes	Sentence Combining with Nouns	46
<i>A Castle on Viola Street</i>	Sentence Combining with Nouns	47
	Mechanics	48
	Proofreading	49
	Test: Sentence Combining with Nouns	50

Unit 3 • Express Yourself

Being a Writer <i>Author: A True Story</i>	Action Verbs 51 Action Verbs 52 Mechanics 53 Proofreading 54 Test: Action Verbs 55
Keeping in Touch <i>Dear Juno</i>	Present-Tense Verbs 56 Present-Tense Verbs 57 Mechanics 58 Proofreading 59 Test: Present-Tense Verbs 60
Let's Communicate <i>Time for Kids:</i> <i>"Messaging Mania"</i>	Past-Tense Verbs 61 Past-Tense Verbs 62 Mechanics 63 Proofreading 64 Test: Past-Tense Verbs 65
Being an Artist <i>What Do Illustrators Do?</i>	Future-Tense Verbs 66 Future-Tense Verbs 67 Mechanics 68 Proofreading 69 Test: Future-Tense Verbs 70
My Art <i>The Jones Family</i> <i>Express</i>	Sentence Combining with Verbs 71 Sentence Combining with Verbs 72 Mechanics 73 Proofreading 74 Test: Sentence Combining with Verbs 75

Unit 4 • Our Teams

Working as One <i>Seven Spools of Thread</i>	Verbs <i>Be, Do, and Have</i>	76
	Verbs <i>Be, Do, and Have</i>	77
	Mechanics	78
	Proofreading	79
	Test: Verbs <i>Be, Do, and Have</i>	80
Unique Talents <i>Nacho and Lolita</i>	Linking Verbs.	81
	Linking Verbs.	82
	Mechanics	83
	Proofreading	84
	Test: Linking Verbs	85
Community Teamwork <i>Time for Kids: “A Growing Interest”</i>	Contractions with <i>Not</i>	86
	Contractions with <i>Not</i>	87
	Mechanics	88
	Proofreading	89
	Test: Contractions with <i>Not</i>	90
Family Teams <i>Ramona and Her Father</i>	Main and Helping Verbs	91
	Main and Helping Verbs	92
	Mechanics	93
	Proofreading	94
	Test: Main and Helping Verbs.	95
Astronauts <i>Out of This World!</i>	Irregular Verbs.	96
	Irregular Verbs.	97
	Mechanics	98
	Proofreading	99
	Test: Irregular Verbs	100

Unit 5 • Those Amazing Animals

Antarctic Life <i>Penguin Chick</i>	Pronouns 101 Pronouns 102 Mechanics 103 Proofreading 104 Test: Pronouns. 105
Animal Homes <i>Animal Homes</i>	Subject and Object Pronouns 106 Subject and Object Pronouns 107 Mechanics 108 Proofreading 109 Test: Subject and Object Pronouns 110
Animals on the Move <i>Time for Kids:</i> <i>“Call of the Wild”</i>	Pronoun-Verb Agreement 111 Pronoun-Verb Agreement 112 Mechanics 113 Proofreading 114 Test: Pronoun-Verb Agreement 115
Unusual Animal Talents <i>Wilbur’s Boast</i>	Possessive Pronouns 116 Possessive Pronouns 117 Mechanics 118 Proofreading 119 Test: Possessive Pronouns. 120
Survival and Adaptation <i>Unique Animals of the</i> <i>Southwest</i>	Pronoun-Verb Contractions 121 Pronoun-Verb Contractions 122 Mechanics 123 Proofreading 124 Test: Pronoun-Verb Contractions 125

Unit 6 • Storytellers

Folktales	Adjectives and Articles	126
<i>Stone Soup</i>	Adjectives and Articles	127
	Mechanics	128
	Proofreading	129
	Test: Adjectives and Articles	130
Plays	Adjectives That Compare	131
<i>The Strongest One</i>	Adjectives That Compare	132
	Mechanics	133
	Proofreading	134
	Test: Adjectives That Compare	135
Trickster Tales	Adverbs	136
<i>Time for Kids:</i>	Adverbs	137
<i>“Tales of the Trickster”</i>	Mechanics	138
	Proofreading	139
	Test: Adverbs	140
Our Stories	Prepositions	141
<i>Cook-a-Doodle-Do!</i>	Prepositional Phrases	142
	Mechanics	143
	Proofreading	144
	Test: Prepositions	145
Tales of Long Ago	Sentence Combining with Adjectives	146
<i>One Riddle, One Answer</i>	Sentence Combining with Adverbs	147
	Mechanics	148
	Proofreading	149
	Test: Sentence Combining with Adjectives and Adverbs	150

Name _____

- A sentence is a group of words that tells a complete thought.
- A **statement** is sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.

Statement: It takes time to learn about a new place.

Question: Do you like going to new places?

Write 3 statements.

Write 3 questions.

Name _____

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

Statement: There are many ways to make new friends.

Question: What do you do to make friends?

Write **statement** if the sentence tells something. Write **question** if the sentence asks something. Put the correct end mark at the end of the sentence.

1. Meg liked to make new friends _____
2. She said hello to the new student _____
3. How would you greet a new student _____
4. She told him about their school _____
5. She told him how they had fun _____
6. What would you say about your school _____
7. She showed him around the school _____
8. Where would you take a new student _____
9. What would you ask someone new _____
10. Do you like to hear about new places _____
11. We like our school _____
12. What was your school like _____
13. We have a lot of fun reading _____
14. Have fun at your new school _____

Name _____

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

Statement: It takes time to learn about a new place.

Question: Do you like going to new places?

After each sentence, write *statement* or *question* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. maps can help you find your way _____

2. do you know how to use a map _____

3. you can ask others for help _____

4. can you give me directions _____

5. do you know where I can find Room 3A _____

6. soon you will know your way around _____

7. you will feel right at home _____

8. will you show others how to find places _____

Name _____

- A sentence is a group of words that tells a complete thought.
- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.

Read the description of Carly’s first day at camp. Circle the mistakes, and rewrite the paragraph.

I woke up early. it was the first day of camp. I didn’t know what to expect. Would I know anyone in my group. Would we do things I like to do? Would we swim in the lake or the pool? I’ve never gone swimming outside before!

The bus was already filled with campers. I looked nervously down the aisle? Then I saw Lisa. she had been on my soccer team. I sat down next to her. Now I didn’t even mind the rain. It would be fine because I had a friend with me.

Name _____

A. Read each group of words. Write *yes* if the group of words forms a sentence. Write *no* if it does not form a sentence.

1. I remember my first day of school. _____
2. Looked strange. _____
3. Was lost. _____
4. I know my way around. _____
5. Have friends. _____

B. Decide if the sentence is a statement or a question. Write your answer on the line. Rewrite the sentence using the correct punctuation and capitalization.

6. do you remember your first day of school _____

7. Maybe you were excited _____

8. maybe you were scared _____

9. Did you know anyone in your class _____

10. did you make new friends _____

11. It seems long ago now _____

12. Do you like your new school _____

Name _____

- A **command** is a sentence that tells or asks someone to do something. It ends with a period.
Command: Read the letter.

Add a word from the box to make each group of words a command. Then write the sentence using the correct punctuation.

Bring	Buy	Check	Drop
Find	Leave	Listen	Tell

1. _____ the mail

2. _____ the letters on the table

3. _____ to this letter

4. _____ me what to write

5. _____ me an envelope

6. _____ that address for me

7. _____ stamps on your way home

8. _____ the letter in the mailbox.

Name _____

- An **exclamation** shows strong feeling. It ends with an exclamation mark.
Sentence: What great news!

Add a word from the box to make each group of words an exclamation. Write the sentence using the correct punctuation.

great	Hey	Look	Quick
see	too	What	Wow

1. _____, there's a letter for you

2. _____ a surprise

3. _____, open the envelope

4. _____, it's from Aunt Cara

5. _____, she has a new puppy

6. That's _____

7. There's a picture, _____

8. Let me _____

Name _____

- A **command** tells or asks someone to do something. It ends with a period.
- An **exclamation** shows strong feeling. It ends with an exclamation mark.

After each sentence, write *command* or *exclamation* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. remember to write to grandfather _____

2. wow, I nearly forgot about that _____

3. whew, I'm glad you reminded me _____

4. thank him for the gift _____

5. hand me that address book _____

6. hey, I'll send him my new school picture _____

7. that's a great idea _____

8. write a note on the picture _____

Name _____

- A **command** is a sentence that tells someone to do something.
- An **exclamation** shows strong feeling.

Rewrite the letter from Steve, fixing any mistakes you might find.

Dear Chris,

What great news. I'm so happy to hear that you are coming to visit next month. wow, I can't believe it's been a year since you were last here I already have plans for things to do. I'll give you some hints. Bring your sleeping bag Pack a flashlight. Don't forget the bug spray. yes, we're going camping

I hope you'll do me another favor. Ask your dad for his chocolate chip cookie recipe His cookies are the best! Then I'll practice making them while you are here.

Sincerely yours,

Your favorite cousin,

Steve

Name _____

A. Decide if the sentence is a command or an exclamation.

Write your answer.

1. Get ready to go. _____
2. That's a great answer! _____
3. Oh no, I didn't get her address! _____
4. Find out where she lives. _____
5. I cannot wait! _____
6. Mail that letter tomorrow. _____
7. Put a stamp on the letter. _____
8. She is going to be so happy! _____

B. Rewrite the sentence using the correct punctuation.

9. pack your bags tonight

10. we leave in two days

11. don't forget your pillow

Write a command sentence and an exclamation sentence about visiting a family member or a friend.

Name _____

- The **subject** of a sentence tells what or whom the sentence is about.
- The complete subject can have one or more words.
The *buildings* are tall.
The *office buildings* are tall.

What or whom is the sentence about? Draw a line under the complete subject.

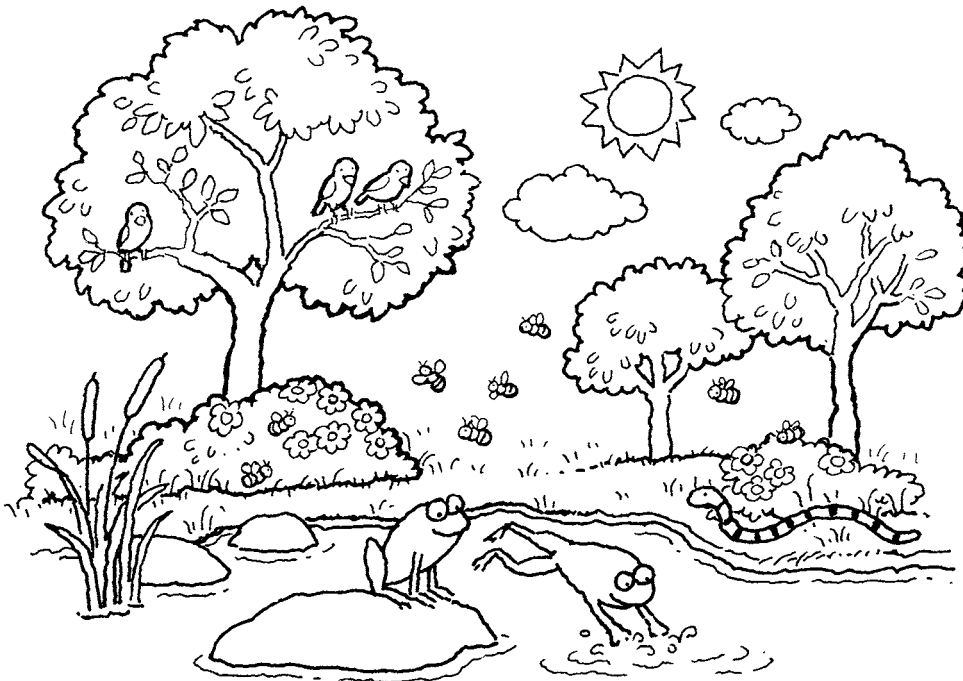
1. The city is my habitat.
2. The streets are busy.
3. The fast cars pass quickly.
4. The park has trees and grass.
5. Tired birds rest in the branches.
6. Squirrels hop through the park.
7. Summers get very hot.
8. Winters are cold and snowy.
9. People rush by quickly.
10. Many buses stop at the corner.
11. The deer runs through the park.
12. Trees lose their leaves.
13. Children play on the playground.
14. The bikes are on the grass.
15. The bus is crowded in the winter.

Name _____

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

Add a subject to each group of words. Use the picture below.

1. _____ hopped into the water.
2. _____ was bright and warm.
3. _____ buzzed near the flowers.
4. _____ is orange and black.
5. _____ perched on the branches.
6. _____ drifted across the sky.
7. _____ kept us cool.
8. _____ grew on the trees.



Name _____

- A **fragment** is a group of words that do not tell a complete thought.
- Some sentence fragments can be fixed by adding a **subject**.

Change each fragment into a sentence by adding a subject from the box. Then write the sentence correctly.

Whales	Seashells	Crabs	Plants
The ocean	Seals	Fish	The water

- _____ is a habitat.

- _____ grow on the ocean floor.

- _____ swim in the water.

- _____ dig in the sand.

- _____ are the largest sea creatures.

- _____ can be very cold.

- _____ are found on the shore.

- _____ dive into the water.

Name _____

- A **fragment** is a group of words that do not tell a complete thought.
- Some sentence fragments can be fixed by adding a **subject**.

Read the paragraph about habitat below.

The ocean is a habitat. Fish make up the largest group of living things in this habitat. come in all shapes and sizes. Be very big or very small. Swim around. Some get their food from plants. Fish swim every day. Other creatures also live in the ocean. like to watch them swim in the water.

Rewrite the paragraph, fixing any sentence fragments you found.

Name _____

A. Write the subject of each sentence.

1. A habitat is where living things live. _____
2. Animals share their habitats with plants. _____
3. People have habitats too. _____
4. The climate is the weather in a habitat. _____
5. Snow is covering my habitat. _____

B. Choose a subject from the box that best completes each sentence. Rewrite the correct sentence.

fish	people	bears
birds	everyone	

6. _____ needs the right kind of habitat.

7. _____ live in trees.

8. _____ find shelter in buildings.

9. _____ swim in lakes and oceans.

10. _____ live in the woods.

Name _____

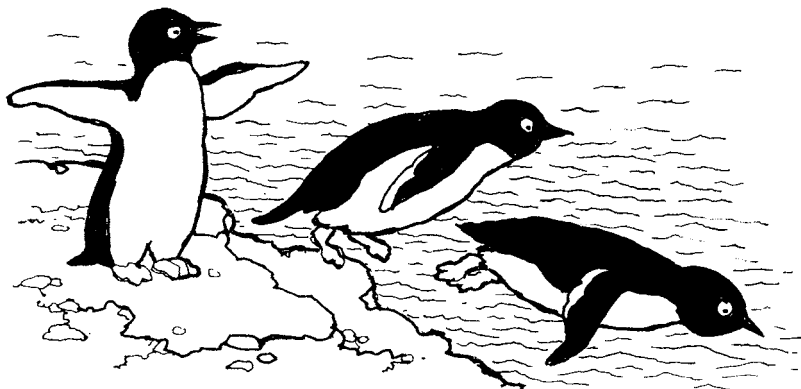
- Every sentence has two parts.
- Every sentence has a **subject** and a **predicate**.
- The complete **predicate** of a sentence tells what the subject does or is.

The penguins walked across the snow.

The predicate is walked across the snow.

Which word or words tell what the subject does or is? Draw a line under the complete predicate.

1. Penguins live in cold climates.
2. A layer of fat keeps penguins warm.
3. Penguins shed their feathers.
4. They grow new feathers.
5. Penguins gather in large groups.
6. They settle along the shore.
7. We watch them hop over the rocks.
8. They like to slide along the snow.
9. I love when penguins dive into the water.
10. Penguins swim very quickly.



Name _____

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

Match each group of words with its predicate in the box. Write the predicate.

1. Ice and snow

2. The ice

3. Temperatures

4. Cold wind

5. Giant icebergs

6. Seals and penguins

7. Few plants

8. Tourists

stay below freezing.
float in the sea.
like to see Antarctica.
grow in Antarctica.
cover Antarctica.
blows across the land.
live in the cold.
is millions of years old.

Name _____

- A sentence is a group of words that tells a complete thought.
- A sentence begins with a capital letter and has an end mark.
- A **run-on** sentence joins two sentences that should be separate.
Run-on sentence: It is cold we put on our coats.
Two sentences: It is cold. We put on our coats.

Read the sentences. Rewrite each sentence and fix any run-on sentences.

1. I think snow is beautiful I can't wait for the first snowfall each year!

2. Then it's time to go skiing I also like to skate.

3. Skating outside is fun it's better than skating indoors.

4. I don't mind the cold it makes me feel wide awake.

5. I really like to build snowmen we dress them in funny clothes.

6. I also like to make snow angels I make them all over the grass.

Name _____

- A **run-on** sentence joins two sentences that should be separate.

Rewrite the paragraphs below. Be sure to correct each run-on sentence.

My mom loves to visit Antarctica. She goes there every winter she wants me to go with her one day. She travels there for work she is an animal doctor who works with penguins. My mom helps sick penguins feel better she also works with the local animal doctors to help find cures for diseases

One time, my mom got stuck in Antarctica. She could not fly home for a week. I was worried about her, but she called me every day to tell me that she was okay. Maybe I will go to Antarctica one day with my mom I just do not want to get stuck!

Name _____

**A. Which part of the sentence is the predicate?
Circle the correct answer.**

1. The penguin on the shore lost clumps of feathers.
 - A. lost clumps of feathers
 - B. on the shore
 - C. The penguin
2. New feathers quickly filled in the patches.
 - A. New feathers
 - B. quickly
 - C. filled in the patches
3. The guide at the zoo showed us the penguins.
 - A. showed us the penguins
 - B. at the zoo
 - C. The guide
4. The penguins in the pool slid down ice hills.
 - A. in the pool
 - B. slid down ice hills
 - C. The penguins

B. Choose a predicate from the box that best completes each sentence.

is called the South Pole	dive for food
raced to the South Pole	is very cold

5. The water around Antarctica _____
6. Seabirds of Antarctica _____
7. The center of Antarctica _____
8. Groups of explorers _____

Name _____

- A **compound sentence** contains two related sentences joined by *and*, *or*, or *but*.
- Put a comma before *and*, *or*, or *but* in a compound sentence.
Separate: A bird has wings. It has feathers.
Joined: A bird has wings, and it has feathers.

Combine each pair of sentences. Use a comma and the word *and*, *or*, or *but*.

1. There are yellow birds. There are blue and green birds.

2. Tame birds eat special bird food. Wild birds eat insects.

3. Most birds can sing. Some birds can learn words.

4. Birds can escape from their cage. They can fly around a room.

5. A small bird can sit on your finger. It can ride on your shoulder.

Name _____

- A sentence that contains two sentences joined by **and**, **or**, or **but** is called a **compound sentence**.

**Write a compound sentence by joining each pair of sentences.
Use a comma and the word *and* or *but*.**

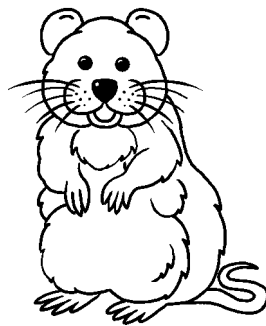
1. Hamsters are fun. They are easy to care for.

2. Hamsters are small. They can eat a lot.

3. Some hamsters have long hair. Some have short hair.

4. Hamsters are small. They can fit in your pocket.

5. They stuff food in their cheeks. They carry it that way.



Name _____

- Two related sentences can be joined with a comma and the word *and*, *or*, or *but*.

Read each pair of sentences. Use a comma and the word *and* to join each pair of sentences.

1. It was time to choose a pet. It wasn't easy.

2. First I wanted a cat. Then I wanted a dog.

3. Cats don't need baths. They don't need walks.

4. Dogs like to play. They can learn tricks.

5. I talked to Mom and Dad. Then we took a vote.

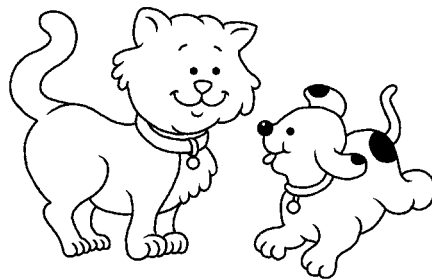
6. Tomorrow we are going to get a dog. We know exactly what kind.

Name _____

- A sentence that contains two sentences joined by **and**, **or**, or **but** is called a **compound sentence**.
- Use a comma before **and**, **or**, or **but** when you join two sentences to form a compound sentence.

**Read the paragraph, and look for sentences you can combine.
Then rewrite the paragraph.**

I observed my cat, Eddie. Then I studied my dog, Belle. Eddie is orange. He weighs twenty pounds. Belle is orange, too. She weighs twelve pounds. Both like to sleep. Both like to be in the sun. Eddie likes to chase birds. He likes to climb. Belle likes to dig. She plays fetch. Eddie sleeps on my bed. Belle sleeps on my floor. They are both good. They make great pets.



Name _____

A. Write *yes* if two sentences have been combined. Write *no* if two sentences have not been combined.

1. Some people like having pets, but some people do not want pets.

2. I would like to have more than two cats.

3. I ride my horse each day in the corral.

4. I call my dog, and then he comes to me.

B. If the sentence is a compound sentence, write *compound*. If it is not a compound sentence, write *no*.

5. I have an aquarium and several beautiful fish.

6. I have two orange fish, but he has a zebra-striped fish.

C. Use *and* or *or* to combine each pair of sentences. Write the new sentence on the line.

7. I can buy two new fish. I can buy four new fish.

8. I observe my fish. I learn how they live.

Name _____

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

Read each sentence. Write *common* or *proper* under each underlined noun.

1. Kris carried the bags to the car.

2. Andy lifted the boxes onto the truck.

3. George moved the chairs out of the room.

4. Tina said she was the strongest student in the class.

5. The twins thought they were each stronger than Tina.

6. The kids had a contest to see who was the strongest.

7. Everyone tried to lift a big rock in Griffith Park.

8. Not one person could lift the stone!

Name _____

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

Complete each sentence by writing the name of the day, month, holiday, or place correctly.

1. We found an anthill on saturday. _____
2. We found the anthill in dallas. _____
3. It kept getting bigger during june. _____
4. More and more ants came during july. _____
5. The busy ants worked hard in august. _____
6. There was less action on labor day. _____
7. The ant hill was quiet by halloween. _____
8. It was gone on thanksgiving day. _____
9. Father is off on monday. _____
10. Next month is mother's day. _____
11. I like spring weather in may. _____
12. We ate pancakes on new year's day. _____
13. We saw fireworks on independence day. _____
14. Squirrels gathered acorns in november. _____
15. It can be very cold in alaska. _____
16. Next week is valentine's day. _____

Name _____

- Begin a proper noun with a capital letter.
- Begin the name of a day, month, or holiday with a capital letter.

Choose a noun from the box to complete each sentence. Write each proper noun with a capital letter.

soil race thursday mr. clark ant farm monday
friends classroom crazy legs october classes september

1. We have an ant farm in our _____.
2. _____ lets us study the ant farm during science.
3. I named my favorite ant _____.
4. He is fast and could win an ant _____.
5. Open School night takes place in _____.
6. Parents will visit our classroom on _____.
7. Our teacher will tell them about our _____.
8. I plan to show my parents the _____!
9. My sister and I got some _____.
10. My grandparents visited us in _____.
11. I decided to meet my _____.
12. We did not have school on _____.

Name _____

- Begin a proper noun with a capital letter.
- Begin the name of a day, month, or holiday with a capital letter.

**A. Look at the underlined nouns. Put a C over common nouns.
Put a P over proper nouns.**

The students in ms. harris's class would like an ant farm. An ant farm is a good way to learn science. It lets students practice their observation skills. It shows us how insects live and work. It takes less care than fish or a guinea pig.

Ant farms are sold at tom's toy shop. The students would like to get one before thanksgiving.

B. Writing Activity

Rewrite the paragraphs so that proper nouns begin with capital letters and common nouns begin with lowercase letters.

Name _____

**A. If the underlined noun is a common noun, write *common*.
If the underlined noun is a proper noun, write *proper*.**

1. Our class went on a trip to the Museum of Natural History.

2. We saw a show about insects. _____
3. I thought the spiders were the best part. _____
4. Tracy liked the bees best. _____
5. There are also dinosaurs. _____
6. Robert knows a lot about rainforests. _____

**B. Choose a noun from the box to complete each sentence.
Write each proper noun with a capital letter.**

sarah
picnic

fourth of july
aunt Claire

fireworks
president's day

7. The _____ is my favorite holiday.
8. I love the _____ that light up the night.
9. We have a big family _____ on July 4.
10. _____ screamed when ants crawled on her hamburger.
11. There was no school on _____.
12. I like to go shopping with _____ on Labor Day.

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 singular nouns.

Write the correct plural form of each singular noun.

- | | |
|-----------------|------------------|
| 1. farm _____ | 6. chicken _____ |
| 2. cow _____ | 7. barn _____ |
| 3. horse _____ | 8. piece _____ |
| 4. bucket _____ | 9. fence _____ |
| 5. page _____ | 10. forest _____ |

Write the plural form of the noun in parentheses to complete each sentence.

- The library parking lot was filled with (car) _____.
- Angela walked through the (hall) _____.
- She showed her sister the picture (book) _____.
- Angela pointed out the (letter) _____.
- She helped her sound out the (word) _____.
- One of the books had missing (page) _____.
- Some scenes have color or black and white (drawing) _____.
- These pictures are done by (artist) _____.
- One story was about a farm with (animal) _____.
- Angela's sister liked several of the (story) _____.

Name _____

- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

A. Change each word to a plural noun.

- | | |
|----------------|----------------|
| 1. worry _____ | 6. path _____ |
| 2. wish _____ | 7. flash _____ |
| 3. bench _____ | 8. porch _____ |
| 4. box _____ | 9. mix _____ |
| 5. bus _____ | 10. kiss _____ |

B. Write the plural form of each noun in parentheses.

- There are several (library) _____.
- The books are filled with (story) _____.
- There are trees and (bush) _____ outside the library.
- You can read under the (branch) _____.
- I read a story about a wolf that lived with (fox) _____.
- I was able to read on one of the (bench) _____.
- Animals can hear you if you step on (stick) _____.
- Ned found salamanders under several (rock) _____.
- Look carefully and you'll see a variety of (grass) _____.
- In the woods, we camped out in (tent) _____.

Name _____

- Begin sentences with a capital letter and end them with an end mark.

After each group of words, write statement, question, command, exclamation, or fragment. Rewrite sentences correctly. Use capital letters and end marks.

1. we are going camping in the forest _____

2. many kinds of wildlife _____

3. Will I see a wolf _____

4. wow, that would be exciting _____

5. we waited by the campfire _____

6. was that a howl _____

7. get me my camera _____

8. that's a great wolf picture _____

Name _____

- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

A. On the lines below, write the correct plural version of the underlined nouns from the poster.

B. Writing Activity

Rewrite the paragraph on the poster using plural nouns. Make sure every sentence begins with a capital letter and ends with an end mark.

**WILD
THINGS**



You can learn all kinds of wild things at library you can find fun story you can discover interesting fact you can take out movies And it is all free! now get wild and go to your library Get box of book, and learn bunch of things

Name _____

A. Read the nouns. Find the noun that is singular. Mark your answer.

- | | |
|---------------------|---------------------|
| 1. A. wolf | 3. A. houses |
| B. lines | B. streets |
| C. yards | C. letters |
| D. buildings | D. chair |
| 2. A. lambs | 4. A. girls |
| B. flower | B. boys |
| C. hills | C. students |
| D. rivers | D. teacher |

B. Read each sentence. Find the correct plural form for the noun in parentheses.

- | | |
|--|--|
| 5. Our (class) all take place in Room 3.
A. class
B. classs
C. classes
D. classies | 7. There are (couch) in the reading room.
A. couches
B. couches
C. couch
D. couchess |
| 6. The wolf read (book) in the garden.
A. book
B. bookes
C. bookess
D. books | 8. Then he ate our (peach).
A. peachs
B. peaches
C. peach
D. peachies |

Name _____

- Some nouns have special plural forms. They do not add -s or -es to form a plural.

Draw a line from each noun to its plural form.

- | | |
|-------------|----------|
| 1. foot | women |
| 2. knife | shelves |
| 3. mouse | feet |
| 4. goose | mice |
| 5. child | teeth |
| 6. man | geese |
| 7. woman | lives |
| 8. tooth | men |
| 9. life | children |
| 10. shelf | knives |
| 11. ox | tomatoes |
| 12. leaf | buffalo |
| 13. tomato | oxen |
| 14. buffalo | hooves |
| 15. hoof | leaves |

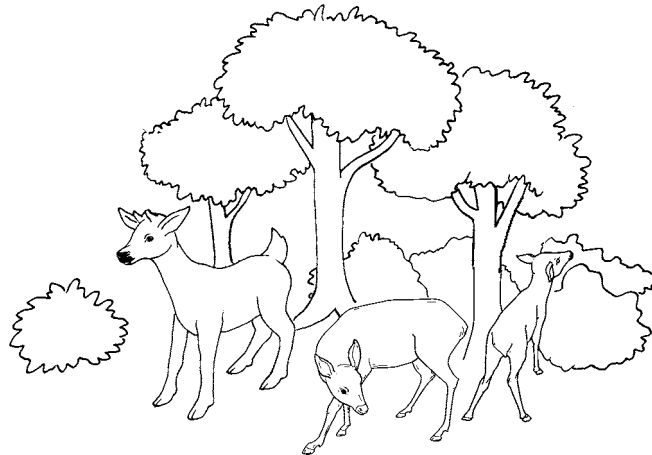
Name _____

- A few nouns are the same in both singular and plural forms.

Singular	Plural	Singular	Plural
sheep	sheep	fish	fish
deer	deer	trout	trout
buffalo	buffalo	salmon	salmon
moose	moose	scissors	scissors

Complete each sentence with the correct plural form of the noun in parentheses.

1. In the future, will (buffalo) _____ once again live in the Great Plains?
2. Will (deer) _____ still live in the forests or only in zoos?
3. These wild (sheep) _____ lived on their own in the hills.
4. Maybe (moose) _____ will survive in the north.
5. Large schools of (fish) _____ will feed millions of people.
6. Dams must allow (salmon) _____ to swim upstream.
7. People once fished for (trout) _____ for food.
8. Maybe someone will invent laser (scissors) _____ to cut paper.



Name _____

- Some nouns have special plural forms. They change spellings but do not add -s or -es.
- A few nouns are spelled the same in both singular and plural forms.

Rewrite the sentences. Change the underlined word to a plural noun.

1. The child wondered about the future.

2. People might be able to fly like goose.

3. They might be ten foot tall.

4. They might have more tooth.

5. They might run faster than deer.

6. How else will our life be different?

7. The rivers might run out of fish.

8. Man and woman may move to new planets.

Name _____

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

A. Proofread the paragraph for incorrect plural nouns. Circle each incorrect plural noun and write its correct form on the lines below.

What is in store for the future? I think our lifes will change. Maybe humans will have four foots. Then we will be able to run faster. Maybe we will have super-sharp toothes. Then we will use them instead of scissorses. Science will change the world in many ways. Tomato might be bigger than gooses. Mouses might be as strong as mooses. I think the world will be a very strange place!

_____	_____
_____	_____
_____	_____
_____	_____

B. Writing Activity

Write a personal narrative about something that you think will happen in the future. Use the irregular plural nouns you learned.

Name _____

A. Decide if the underlined noun is singular or plural. Write your answer on the line.

1. There are many deer where we live. _____
2. There used to be salmon in the river. _____
3. I caught a trout last year. _____
4. The mice were very quick. _____
5. The scissors are on the table. _____
6. A buffalo was standing by the lake. _____
7. I saw a group of moose beyond the trees. _____
8. The cow made a loud noise. _____

B. Write *yes* if the plural form of the underlined noun is correct. Write *no* if it is not correct.

9. The womans at the museum helped us. _____
10. They showed us pictures of buffalo. _____
11. We learned how fishs live underwater. _____
12. We saw what our lifes may be like in the future. _____
13. We will be the adults, not the children! _____
14. The shape of each animal's foot is different. _____
15. Several man were standing around one exhibit. _____
16. We got to see skulls that showed their tooth. _____
17. Smaller objects were on some shelves. _____
18. We saw arrowheads and old knife. _____

Name _____

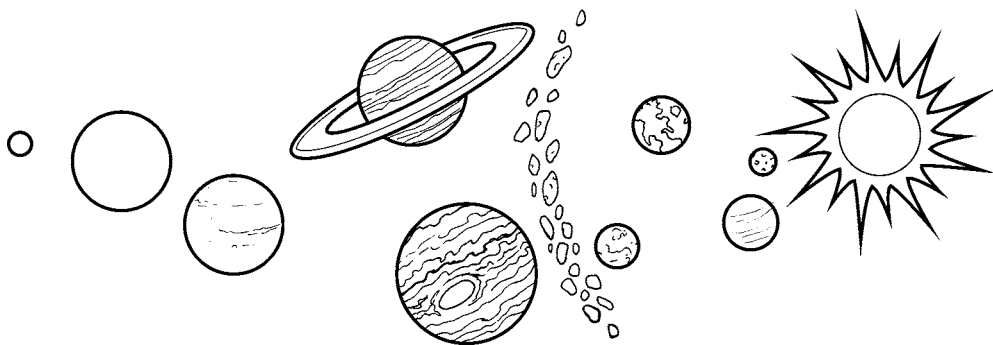
- A **possessive noun** is a noun that shows who or what owns or has something.
- Add an **apostrophe (')** and an s to a singular noun to make it possessive.

Write the possessive form of each underlined noun. The first one is done for you.

1. the rays of the sun the _____ sun's _____ rays
2. the light of the moon the _____ light
3. the orbit of the Earth the _____ orbit
4. the planets of the solar system the _____ planets
5. rings of Saturn _____ rings

Read the lists of things that tell about the sun and a planet. Write out each thing as a possessive noun. The first one is done for you.

- | the sun | a planet |
|------------------------------|--------------------|
| 6. size _____ the sun's size | 11. name _____ |
| 7. heat _____ | 12. path _____ |
| 8. age _____ | 13. climate _____ |
| 9. power _____ | 14. distance _____ |
| 10. distance _____ | 15. clouds _____ |



Name _____

- Add an apostrophe (') to make most plural nouns possessive.
Example: planets' names
- Add an apostrophe (') and s to form the possessive of plural nouns that do not end in s.
Example: people's view

Write the possessive form of each underlined plural noun.

- the size of the rings the _____ size
- the orbits of the planets the _____ orbits
- the telescope of the children the _____ telescope
- the tails of comets the _____ tails
- the distances of the orbits the _____ distances
- the lengths of the days the _____ lengths
- the speed of the meteors the _____ speed
- the patterns of the stars the _____ patterns
- the lights of the pulsars the _____ lights
- the music of the spheres the _____ music
- the glow of the moons the _____ glow
- the timings of the eclipses the _____ timings

Name _____

- Add an apostrophe (') and an s to a singular noun to make it possessive.
- Add an apostrophe (') to make most plural nouns possessive.
- Add an apostrophe (') and an s to form the possessive of plural nouns that do not end in s.

Complete each sentence with the possessive form of the noun in parentheses.

1. Both (classes) _____ visits to the science center were on Wednesday.
2. The (students) _____ buses arrived at 9:00 a.m.
3. The classes saw a show about the (Earth) _____ solar system.
4. The (planets) _____ paths around the sun are called orbits.
5. The (orbits) _____ lengths are all different.
6. A (comet) _____ tail is made of dust and gas.
7. The (center) _____ guides talked to the students.
8. The (children) _____ questions kept the guides busy.
9. The (sun) _____ rays are very powerful.
10. The (universe) _____ expansion may not be endless.
11. A (ring) _____ shape may not be circular.
12. What are the (stars) _____ patterns?

Name _____

- A possessive noun is a noun that shows who or what owns or has something.

A. Proofread the radio ad for incorrect possessive nouns. Circle each incorrect possessive noun and write its correct form on the lines below.

How long is Earths orbit What are Saturns rings made of how hot is the suns' surface? Learn all this and more in "Our Super Solar System," a new show at the Museum of Science!

call 555-SOLAR for todays showtimes. Mondays shows are sold out. Ask about our special childrens's shows for schools and other groups So get in orbit and come out to the Museum of Science!

B. Writing Activity

Rewrite the ad using correct forms of possessive nouns. Make sure every sentence begins with a capital letter and has an end mark.

Name _____

A. Read each sentence. Find the correct possessive form for the singular noun in parentheses.

1. A (planet) orbit is its path around the sun.
 - A. planet
 - B. planet's
 - C. planets'
 - D. planets's
2. The (sun) rays give heat and light.
 - A. sun
 - B. suns
 - C. sun's
 - D. suns'

B. Read each sentence. Find the correct possessive form for the plural noun in parentheses.

3. The (planets) moons travel with them around the sun.
 - A. planets
 - B. planets's
 - C. planets'
 - D. planet
4. The (orbits) paths are not shaped like circles.
 - A. orbits
 - B. orbits'
 - C. orbit's'
 - D. orbits's
5. The tower blocked the (people) view of the sky.
 - A. peoples
 - B. people's
 - C. peoples
 - D. people

Name _____

- Sentences can be combined by joining two nouns in the subject.
- Use the word *and* to join the nouns.
Separate: Teachers help us learn.
Parents help us learn.
Combined: Teachers and parents help us learn.

Combine the subjects of the sentences. Write the new sentence.

1. Teachers like class trips. Students like class trips.

2. Our class went to see a play. My sister's class went to see a play.

3. The story was very good. The songs were very good.

4. The words were written by the play's author. The music was written by the play's author.

5. The author talked to us after the play. The actors talked to us after the play.

6. The students enjoyed the play. The teachers enjoyed the play.

Name _____

- Two sentences can be combined by joining two nouns with *and*.
Separate: Teachers help children.
Teachers help adults.
Combined: Teachers help children and adults.
- Some nouns are the objects of sentences. Sometimes two objects can be joined with *and*.
Separate: The book described tigers.
The book described lions.
Combined: The book described tigers and lions.

Combine the sentences. Use *and* to join the underlined nouns. Write the new sentences.

1. Authors write books. Authors write short stories.

2. Authors imagine places. Authors imagine characters.

3. An author visited Ms. Green's class. An author visited Mr. Finn's class.

4. The author portrayed imaginary people. The author portrayed real people.

5. The author discussed her books. The author discussed her characters.

6. The author heard our stories. The author heard our poems.

Name _____

- The main words in a book title are capitalized.
- Book titles are underlined or italicized.

Example: roll of thunder, hear my cry

Roll of Thunder, Hear My Cry

Read the sentences and find the title of a book in each. Rewrite each sentence correctly.

1. I just read the mystery of the talking cat.

2. My favorite book is return to forest danger.

3. Now I am reading the last house at the corner.

4. Brian is reading the pigs and i.

5. Have you read rainy summer?

6. Our class is reading star in the west.

7. Make sure you read the journey of the black pearl.

8. My brother loves the book the mighty mouse of giant town.

Name _____

- Two sentences can be combined by joining two nouns with *and*.
- Some nouns are the subjects of sentences.
- Sometimes two subjects can be joined with *and*.
- Some nouns are the objects of sentences. Sometimes two objects can be joined with *and*.

A. Proofread the book review. Find two pairs of sentences that can be combined. Then write the new combined sentences on the lines below.

I just finished the book first year. It is about Nicole. It is about Laurie. They are twins it is their first year at boarding school. the girls had real-life problems School wasn't easy. they wanted to go home. Then Nicole made new friends. Then Laurie made new friends. They had fun.

I couldn't put this book down. I would tell others to read this book.

B. Writing Activity

Rewrite the book review with the new combined sentences. Make sure all sentences begin with a capital letter and end with an end mark. Make sure that book titles are written correctly.

Name _____

A. Write *yes* if the sentences can be combined by joining two nouns. Write *no* if they cannot be combined.

1. Some writers use computers. Some writers write by hand. _____
2. Our class wrote stories. Our class wrote poems. _____
3. Pete wrote the story. Pete went to the library. _____
4. Kim described her dog. Kim described her cat. _____
5. I thought of a story. I began to write. _____
6. Matt interviewed his friend. Matt interviewed his brother. _____

B. Each pair of sentences can be combined. Write the two nouns that can be joined with the word *and*. Use capital letters correctly.

7. Ann visited the library. Ken visited the library.
_____ and _____
8. Books have words. Books have pictures.
_____ and _____
9. Ann's favorite book describes spiders. Ann's favorite book describes beetles.
_____ and _____
10. The same author studies ants. The same author studies grasshoppers.
_____ and _____
11. Ken looked up insects. Ken looked up bugs.
_____ and _____
12. We checked out books. We checked out magazines.
_____ and _____

Name _____

- An **action verb** is a word that shows action.
Some action verbs tell about actions that are hard to see.
Some action words can tell how a person feels.
The soup cooks slowly.
Jana likes strawberries.

Circle the action verb in each sentence.

1. Ed watches the chef.
2. He likes TV cooking shows.
3. He listens to the instructions.
4. He learns about cooking.
5. Ed imagines new recipes.
6. Ed plans a dinner.
7. Ed and Dad decide on a menu.
8. Dad shops for food with Ed.
9. The food smells good.
10. Mom, Dad, and Wendy love the dinner.
11. We buy fresh vegetables.
12. Ed and Wendy work together.
13. Dad cuts the food.
14. Ed mixes the food in the bowl.
15. Everyone eats the meal.

Name _____

- An **action verb** is a word that shows action.
Some action verbs tell about actions that are hard to see.
Carly enjoys parties.
She invites friends for lunch.

Underline the action verb in each sentence. Then use the action verb to write your own sentence.

1. Carly answers the door.

2. She greets the guests.

3. Everyone works together in the kitchen.

4. Ray slices the tomatoes with a knife.

5. Tracy makes the sandwiches.

6. Brian sets the table.

7. The whole group sits down.

8. Everyone eats lunch.

9. The food tastes good.

10. Carly smiles happily.

Name _____

- Use a comma between the name of a city and a state.
- Use a comma after the name of the state if a city is also named inside a sentence.
- Use a comma between the day and the year in a date.

Rewrite the sentences. Add commas in the correct places.

1. The big family party is on June 6 2006.

2. We are driving to Columbus Ohio.

3. We will visit Philadelphia Pennsylvania on the way.

4. Our cousins from Tampa Florida will be at the party.

5. We haven't seen them since June 30 2003!

6. That party was in Boston Massachusetts.

7. Mom's cake recipe for the party comes from San Francisco California.

8. The recipe is from a newspaper dated December 15 1984!

Name _____

A. Proofread the story. Start by finding and circling the action verbs.

It is the day after Thanksgiving. The same thing happens on this day every year. Grandma gets up early then she goes to the kitchen. She takes the leftovers from Thanksgiving and uses them to make soup. She trims the turkey off the bone I cut up the vegetables. We pour in some water and stir everything around. George says he can't eat another thing. then he eats the rest of the pie and stuffing.

The soup cooks in a big pot on the stove. It smells good. Later in the day, our cousins visit us. We'll have the soup then we'll say again how we can't eat another thing. We'll enjoy a good day.

B. Rewrite the story. Make sure commas are used correctly. Put in capital letters and end marks where they are needed.

Name _____

A. Read each sentence. Find the action verb in the sentence and write it on the line.

1. The chef wakes up early. _____
2. She shops at the market. _____
3. She opens the restaurant. _____
4. She bakes loaves of bread. _____
5. She slices pieces of fruit. _____
6. The chef creates menus. _____
7. She tastes some samples. _____
8. She sprinkles on the spices. _____

B. Find the action verb in the box that best completes each sentence. Write the verb on the line.

eats carries cooks looks orders toasts cleans

9. A customer _____ at the menu.
10. He _____ breakfast.
11. The chef _____ the eggs.
12. She _____ the bread.
13. The waiter _____ the food to the table.
14. He _____ the food.
15. The waiter _____ the table.

Name _____

- A verb in the **present tense** tells what happens now.
- A present-tense verb must **agree** with its subject.
- Add -s to most verbs if the subject is singular.
- Do not add -s or -es to a present-tense verb when the subject is plural or *I* or *you*.

Each sentence is followed by two forms of a verb. Choose the form of the verb that correctly agrees with the subject of the sentence. Circle your answer and write it on the line.

- | | | |
|---|-------|--------|
| 1. Andy _____ to do a show. | want | wants |
| 2. He _____ some tricks. | learn | learns |
| 3. Lisa _____ him write jokes
and riddles. | help | helps |
| 4. They _____ to ask the audience
to answer the riddles. | plan | plans |
| 5. Lisa _____ plenty of clues
in the riddles. | put | puts |
| 6. Family and friends _____ to
the show. | come | comes |
| 7. They _____ at the jokes. | laugh | laughs |
| 8. Their friends _____ the riddle. | solve | solves |
| 9. They _____ some popcorn. | share | shares |
| 10. Andy _____ to the crowd. | bow | bows |
| 11. I _____ with my brother. | play | plays |
| 12. You _____ out of the chair. | fall | falls |

Name _____

- A verb in the **present tense** tells what happens now.
- 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 in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add -es to verbs that end with a consonant and *y*.
- Do not add -s or -es to a present-tense verb when the subject is plural or *I* or *you*.

She wishes.The ink dries.They wish.The papers dry.

For each verb below, write the form that agrees with the subject given.

1. carry Ann _____.
2. pitch Mike _____.
3. wash We _____.
4. fix They _____.
5. guess Flora _____.
6. push We _____.
7. match They _____.
8. mix Kim _____.
9. squash She _____.
10. fly Don _____.
11. snatch They _____.
12. toss Lee _____.
13. teach I _____.

Name _____

- A verb in the **present tense** tells what happens now.
- 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 in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add -es to verbs that end with a consonant and *y*.
- Do not add -s or -es to a present-tense verb when the subject is plural or *I* or *you*.

Pick the correct singular or plural form of the verb in each sentence below. Underline your answer.

1. Fourteen guests (come, comes) to Sarah's party.
2. They (listen, listens) to riddles.
3. The riddles (give, gives) clues.
4. The clues (lead, leads) to prizes.
5. Some guests (search, searches) in the house.
6. Others (look, looks) outside the house.
7. Sarah (worry, worries) that the riddles are too hard.
8. The guests (laugh, laughs) as they follow the funny clues.
9. Soon they (find, finds) their prizes.
10. "I hope you (enjoy, enjoys) your prizes!" says Sarah.
11. A girl (pick, picks) up a clue.
12. Everyone (sit, sits) at the table.

Name _____

A. Proofread the paragraph. Circle any verbs that do not agree with their subjects.

Dad tell us riddles when we go on car trips. The riddles makes the ride more fun. They sounds easy at first. There is always a trick, though. He ask how many letters are in the alphabet. We tell him twenty-six. Then, Dad laugh at us. He say, “Count again. There are only eleven letters in the words the alphabet!” When we complains, Dad gives us a hint. “Think first, he explains. Sometimes Kris hurry up with her answer. He ask, “Are you sure?” When I rushes my guess, he tells me, “Listen again.” Now we makes better guesses. Sometimes we even gets them right!

B. Rewrite the paragraph. Write the verbs so that they agree with their subjects.

Name _____

- A. Choose the correct form of each of the following verbs to go with the singular subject in the sentence below. Mark your answer.**

The Princess _____.

- | | |
|---------------------|----------------------|
| 1. A. guess | 3. A. worrys |
| B. guesses | B. worryes |
| C. guessies | C. worris |
| D. gesses | D. worries |
| 2. A. wishes | 4. A. thinkes |
| B. wish | B. think |
| C. wishes | C. thinks |
| D. wishies | D. thinkses |

- B. Decide if the subject of each sentence is singular or plural. Then choose the correct verb to agree with the subject. Mark your answer.**

5. The Princess _____ a riddle.
A. invent
B. invents
6. Her friends _____ for clues.
A. search
B. searches
7. The Princess _____ the answer.
A. hide
B. hides
8. Everyone _____ the riddle is hard.
A. say
B. says

Name _____

- A verb in the **past tense** tells about an action that already happened.
- Add **-ed** to most verbs to show past tense.
We walked to the beach.

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

1. We placed our towels on the sand. _____
2. Mom stretched out on her towel. _____
3. We picked up our buckets. _____
4. I filled mine with sand. _____
5. Rob stacked the buckets of sand. _____
6. They formed towers at each corner. _____
7. In the center, I shaped a big square of sand. _____
8. I carved windows into the square. _____
9. We smoothed out the edges. _____
10. Everyone liked the size of our castle. _____
11. We marked some spots in the sand. _____
12. I wiped off my sneakers. _____
13. Rob poured some water. _____
14. We fixed a loose spot. _____
15. We played for many hours. _____

Name _____

- A verb in the **past tense** tells about an action that already happened.
- Add **-ed** to most verbs to show past tense.
- If a verb ends with **e**, drop the **e** and add **-ed** to show past tense.
- If a verb ends with a consonant and **y**, change **y** to **i** and add **-ed**.
- If a verb ends with one vowel and one consonant, double the consonant and add **-ed**.

Choose the correct past-tense verb for each sentence. Circle your answer. Write it on the line.

- | | | |
|---|----------|----------|
| 1. Felix _____ across the beach. | marchedd | marched |
| 2. The hot sand _____ his feet. | burnd | burned |
| 3. The sand dunes _____ toward the water. | sloped | slopped |
| 4. Felix _____ down the dunes. | rolld | rolled |
| 5. He _____ the sand off his face. | dusted | dustted |
| 6. Casey _____ from the water. | wavved | waved |
| 7. Felix _____ toward the water. | skippd | skipped |
| 8. The waves _____ over his feet. | splashd | splashed |
| 9. Felix _____ on his back. | floated | floatted |
| 10. Casey _____ to do a handstand. | tryed | tried |
| 11. Jellyfish _____ on the water. | coasted | coastted |
| 12. We _____ in the shade. | ressted | rested |

Name _____

- Use **commas** to separate three or more words in a series.
The stone hopped, skipped, and splashed across the water.

Correct the sentences by changing the underlined verbs to the past tense. Add a comma after words in a series. Write the new sentence on the line.

1. The bird flap its wings coast through the air and turn towards shore.

2. He drift through the sky slow down and land on a rock.

3. The bird jump to another rock pick up a piece of bread and swallow it.

4. The bird discover a candy wrapper a pretzel, and a few bugs.

5. He poke pull and rip apart the wrapper.

6. Then the bird soar into the clear bright blue sky.

Name _____

- A verb in the **past tense** tells about an action that already happened.
- Add **-ed** to most verbs to show past tense.
- If a verb ends with **e**, drop the **e** and add **-ed** to show past tense.
- If a verb ends with a consonant and **y**, change **y** to **i** and add **-ed**.
- If a verb ends with one vowel and one consonant, double the consonant and add **-ed**.

A. Proofread the paragraph. Circle past-tense verbs that are incorrect.

On Saturday, our class clean up the beach at Perch Bay. We picked up litter twigs and seaweed. We packked the other garbage into bags. We discoveredd all kinds of things while we work. Sam showd me movie tickets bottle tops and even a watch. The beach lookked much better when we were finished. The sand glitterd like the sun on the water. I'm glad we workd so hard at the beach.

B. Rewrite the paragraph. Write the past-tense verbs correctly. Add commas after words in a series.

Name _____

A. Read each sentence. Find the past-tense verb and write it on the line.

1. The rain drops bounced off the rocks. _____
2. The storm raced across the sand dunes. _____
3. The sand turned a darker color. _____
4. Wind scattered the sand toward the water. _____
5. The water rippled on the surface. _____
6. Mist rolled over the dunes. _____

B. Give the past-tense form of each action verb in parentheses. Write the answer on the line.

7. The sun (dry) off the sand. _____
8. Clumps of seaweed (wash) onto the shore. _____
9. Sea gulls (carry) away bits of food. _____
10. Crabs (crawl) out of their holes. _____
11. Stray twigs (skip) across the water. _____
12. Tiny birds (scurry) away from the waves. _____
13. Waves (bury) the shells and stones. _____
14. The tide (lap) at our ankles. _____
15. Sand (spray) into the air. _____

Name _____

- A **present-tense verb** tells what happens now.
Pam visits every summer.
- A **future-tense** verb tells about an action that has not yet happened. Use the special verb *will* to write about the future.
We will visit her next summer.

Circle the verb in each sentence. Decide whether it is in the present tense or the future tense. Write *present* or *future* on the line.

1. Leah sits by the window. _____
2. Mira listens for the sound of the car. _____
3. Mom will wait at the airport. _____
4. She will look at the crowds. _____
5. Mira wonders about the surprise. _____
6. Leah thinks about the surprise, too. _____
7. Mira suggests a new job for Mom. _____
8. Mom will spot a familiar face. _____
9. Aunt Pam will hug Mom. _____
10. They rush home to Leah and Mira. _____
11. Leah reads a book. _____
12. Mira plays a game. _____
13. Mom and Aunt Pam will talk in the car. _____
14. They will stop at the red light. _____
15. Leah and Mira run to the door. _____

Name _____

- A **present-tense verb** tells what happens now.
- A **past-tense verb** tells about an action that already happened.
- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the special verb *will*.

Each sentence below has a time clue that tells whether the action is happening now, in the past, or in the future. Choose the correct form of the verb to complete each sentence. Write your answer on the line.

1. Now Pete (needs, needed) a gift for his Uncle Carl. _____
2. Tomorrow he (will shop, shop) for something. _____
3. Years ago, Uncle Carl (will play, played) baseball. _____
4. Today he (works, worked) as an announcer at games.

5. Now Pete (walks, walked) through the stores. _____
6. In the past, his mother (will pick, picked) out presents for him.

7. Now he (chooses, will choose) a big book about baseball.

8. The baseball teams in the book (play, played) many years ago.

9. Pete (will give, gives) it to Uncle Carl on Saturday. _____
10. Uncle Carl (enjoyed, will enjoy) reading the book on the plane ride home. _____

Name _____

- Use **quotation marks** at the beginning and end of a speaker's exact words.
"Let's go!" called Dad.
"I'm right behind you," said Robert.
- Use a **colon** between the hour and the minutes in time.
"I'll be ready at 3:30!" shouted Ali.

Rewrite each sentence. Add quotation marks at the beginning and end of the speaker's exact words. Put a colon between the hour and minutes in times.

1. Let's go buy a gift for Mom, said Dad.

2. When should we go? Adam wondered.

3. We can meet at 400, said Ali.

4. Do you think she would like candy? suggested Rob.

5. Doesn't the candy store close at 530? asked Adam.

6. We can still get there in time smiled Rob.

7. Mom's party starts at 700! said Ali.

8. Do you think she'd like a bracelet? asked Rob.

Name _____

- A **present-tense verb** tells what happens now.
- A **past-tense verb** tells about an action that already happened.
- A **future-tense verb** tells about an action that is going to happen.

A. Read the dialogue. Circle any verbs that are not written in the correct tense or do not agree with their subjects.

“Ann I hoped you can help me, said Jim.
I will tried my best, said Ann.
I needs a gift for Aunt Cara, said Jim.
She will mention something last week, said Ann.
Tell me now! cry Jim.
She said that next year she will learned to fly, said Ann.
“I will looked for a book about airplanes, said Jim.
“That’s great Jim! I think she will liked that,” said Ann.

B. Writing Activity

Rewrite the dialogue. Write verbs correctly. Make sure that quotation marks are in the right place. Be sure to put a comma before the name of anyone being spoken to.

Name _____

A. Choose the correct verb tense for each of the following sentences. Circle and write your answer.

- Next week, we _____ to our aunt's house.
A. travels B. travel C. will travel D. traveled
- She _____ us last year.
A. visits B. visit C. will visit D. visited
- Mom is here and _____ that we buy a gift for Aunt Lily.
A. suggests B. suggest C. will suggest D. suggested
- Later today we _____ for a gift.
A. shops B. shop C. will shop D. shopped

B. Decide if the verb in each sentence should be past tense, present tense, or future tense. Find the verb that correctly completes the sentence. Circle and write your answer.

- Laurie _____ to buy a gift for her sister right now.
A. needs B. need C. will need D. needed
- Tomorrow, I _____ her find something.
A. helps B. help C. will help D. helped
- Long ago, I _____ shopping.
A. hates B. hate C. will hate D. hated
- Now I _____ looking for the perfect gift.
A. likes B. like C. will like D. liked

Name _____

- Two sentences can be combined by joining the verbs with *and*.
Two sentences: The birds hop. The birds flutter.
Combined sentence: The birds hop and flutter.

The pairs of sentences below share the same subject. Make them into one sentence by using the word *and* to join the verbs. Write the new sentence on the line.

1. The painting glows. The painting shimmers.

2. The artist waits. The artist watches.

3. The people point. The people whisper.

4. Each painting is admired. Each painting is discussed.

5. The paintings surprise. The paintings amaze.

6. The figures jump. The figures dance.

7. The lines slide. The lines wiggle.

8. The colors shine. The colors glitter.

9. The crowd buzzes. The crowd chatters.

10. The artist smiles. The artist waves.

Name _____

- Two sentences can be combined by joining the predicates with *and*.
Two sentences: Jan draws with pencils.
 Jan sculpts with clay.
Combined sentence: Jan draws with pencils and sculpts
 with clay.

Underline the predicates in each pair of sentences. Combine the two sentences, and write your combined sentence on the line.

1. Elaine goes to art school. Elaine studies painting.

2. The students sketch outside. The students paint in the classroom.

3. Elaine mixes paint. Elaine invents colors.

4. The brush sweeps the canvas. The brush leaves colors behind.

5. The students look at paintings. The students talk about them.

6. Elaine stands near the tree. Elaine draws the bird.

7. The teacher points to a painting. The teacher explains it.

8. Elaine finishes her painting. Elaine shows it to others.

Name _____

- Two sentences with the same subject can be combined by joining the predicates with *and*.
- Use a comma to separate three or more words in a series.
- Use a comma between the names of a street address, a city, and a state.
- Use a comma between the day and the year in a date.

**Rewrite each sentence. Add commas in the correct places.
Combine sentences that share the same subject.**

1. Meg likes movies. Meg reads books.

2. Michael eats corn beets and carrots.

3. I saw Jimmy on June 18 2006.

4. He invited Alvaro Peter Bob and Jose.

5. Hannah saw tigers. Hannah heard lions.

6. Theresa lives in Boston Massachusetts.

7. Joseph has a cat. Joseph wants a dog.

8. Molly lives at 2 Main Street Akron Ohio.

Name _____

A. Proofread the paragraph. Find and underline the pairs of sentences that share the same subject and can be combined.

My mom is an illustrator. She draws pictures for books. She paints pictures for books. I like to watch her work. She reads the book. She takes notes. Sometimes I read it, too. We talk about the characters. We think about how they look. Then Mom makes some sketches. She experiments. She tests out ideas. She decides what belongs on each page. Then she is ready to paint.

Mom decides on colors. Mom mixes the paint. Then she stands at her easel. We talk while she paints. Her brush moves fast. Her brush fills the canvas with color. The shapes grow. The shapes turn into a picture. The finished picture is beautiful.

B. Rewrite the paragraph with the combined sentences.

Name _____

A. Each pair of sentences below shares a subject. On the line, write the subject and the predicate of the first sentence. Then write the word *and* followed by the predicate of the second sentence.

1. The artist watches. The artist waits.

2. The dog stretches. The dog yawns.

3. The artist chooses colors. The artist mixes them.

4. The dog wags its tail. The dog poses for the artist.

B. Join the sentence pairs below into single sentences. Write your answers.

5. Tom picks up the pencil. Tom starts his sketch.

6. His pencil makes shapes. His pencil sketches lines.

7. Tom takes out crayons. Tom colors in the drawing.

8. Randy looks at the picture. Randy praises its bright colors.

9. Mom finds a frame. Mom puts the picture in it.

10. Tom takes the picture. Tom hangs it on the wall.

Name _____

- The verbs *have* and *do* have special forms. The chart shows which form of *have* or *do* to use with a sentence subject.

SUBJECT	HAVE		DO	
	PRESENT	PAST	PRESENT	PAST
he, she, it	has	had	does	did
I, we, you, they	have	had	do	did

Write the correct form of *have* to finish each sentence.

- The field _____ plenty of green plants.
- We _____ buckets for picking strawberries.
- The farmers _____ a scale to weigh the berries.
- By noon, Stacy already _____ a quart of strawberries.
- She _____ a good recipe for strawberry pie.
- One of the berries _____ some small leaves at the top.
- We _____ to cut the strawberries in half.

Write the correct form of *do* to finish each sentence.

- Last week Wayne _____ a report about strawberry farming.
- What _____ you think he talked about?
- Unfortunately, he _____ not bring any strawberries to class.
- Mark _____ not like strawberries.
- I _____ not like them either.
- _____ you like strawberries?
- Picking strawberries _____ take a lot of work.

Name _____

- The verb **be** has special forms. The chart shows which form of *be* to use with a sentence subject.

SUBJECT	PRESENT	PAST
he, she, it	is	was
we, you, they	are	were
I	am	was

Write the correct form of *be* to finish each sentence.

1. Tanya _____ a baker.
2. She _____ 16 years old when she took her first baking job.
3. We _____ among her first customers at her shop.
4. We _____ nearby when the shop opened.
5. Now we _____ big fans of her strawberry pies.
6. They _____ the best pies in the world.
7. I _____ certain you would like them.
8. Years ago, Tanya _____ a strawberry picker.
9. "That is why I _____ now a strawberry expert," she explains.
10. Strawberries _____ at their best in June.
11. Baking _____ lots of fun!
12. Where _____ the sugar for the strawberries?
13. Tanya _____ mixing the batter.
14. We _____ ready to put the pie in the oven.

Name _____

- Remember that the verbs *have*, *do*, and *be* have special forms. *Have*, *do*, and *be* must agree with their subjects.

Write the correct form of the given verb to finish each sentence.

1. have "I _____ the same food all the time," thought Rooster.
2. have Suddenly, Rooster _____ a great idea.
3. have "Grandmother _____ a great strawberry shortcake recipe in her book," Rooster said.
4. be "I _____ going to make that cake!" announced Rooster.
5. be Rooster _____ very excited about his plan.
6. be Turtle, Iguana, and Pig _____ eager to help Rooster.
7. be "We _____ a team!" said Rooster.
8. do "I'll _____ the reading," said Turtle.
9. do Iguana _____ not know what kind of flour to put in a cake.
10. do Now the recipe _____ not seem as easy as it looked.
11. have "We _____ to read the recipe carefully," Turtle said.
12. be Pig _____ a good mixer.

Name _____

- Remember that the verbs **be**, **do**, and **have** have special forms.

A. Proofread the passage. Circle any incorrect uses of *be*, *do*, or *have*.

I is learning to bake. Grandma are teaching me. We was at her house today. She asked if I knew how to bake a strawberry shortcake. I told her I did not. I does like strawberries, though! Grandma agreed to let me help her.

After we baked the cake, we served it to the family.

“I is very impressed,” declared Mom.

“It be a fantastic strawberry shortcake!” said Dad.

“You does a great job!” said Grandma.

“We was a good team,” I said.

B. Writing Activity

Rewrite the passage. Use the correct forms of *be*, *do*, or *have*.

Name _____

Choose the correct word to complete each sentence.

1. This story _____ about a rooster who bakes.
 - a. are
 - b. is
 - c. have
 - d. am
2. Rooster _____ tired of his regular food.
 - a. were
 - b. was
 - c. am
 - d. have
3. He _____ a recipe for strawberry shortcake.
 - a. am
 - b. is
 - c. had
 - d. have
4. His friends _____ asked to help.
 - a. has
 - b. are
 - c. is
 - d. were
5. They _____ no experience baking!
 - a. were
 - b. are
 - c. has
 - d. had
6. They _____ not know what to do in the kitchen.
 - a. am
 - b. did
 - c. had
 - d. have
7. The story _____ very entertaining.
 - a. is
 - b. are
 - c. be
 - d. has
8. The animals _____ funny things on every page.
 - a. was
 - b. were
 - c. do
 - d. does

Name _____

- A **linking verb** does not show action. It connects the subject to the rest of the sentence.
- The word *be* is a common linking verb. *Be* has special forms in the present tense. A linking verb must agree with its subject.
I *am* part of a big family.
The house *is* big and roomy.
All my brothers *are* here.

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

1. I _____ on vacation with my family.
2. We _____ at a park with lots of rides.
3. The rides _____ fast and scary.
4. But now we _____ in trouble.
5. Sam and I _____ happy to stay in the water park.
6. Chris _____ ready to try the roller-coaster.
7. George _____ ready for lunch.
8. Fortunately, Mom and Dad _____ here.
9. I _____ happy to listen to their ideas.
10. We _____ eager for a good solution!
11. Mom and Dad _____ glad to be at the park.
12. Sam and Chris _____ at the ice cream stand.
13. I _____ hungry.
14. George _____ on the steps to the ticket booth.
15. We _____ next to the miniature golf course.

Name _____

- The verb *be* is a common **linking verb**. *Be* has special forms in the past tense.

I *was* at the store.

Jim *was* at the door.

My brothers and I *were* sorry.

For each sentence below, write the verb form of *be* that agrees with the subject of the sentence.

1. My brothers and I _____ always fighting.
2. Dad _____ upset about our fights.
3. The solution _____ to make us work together.
4. Our task _____ to build a tree house.
5. We all _____ eager to have a tree house.
6. I _____ in charge of measuring.
7. Dad _____ there to help us cut and nail.
8. We _____ hard at work.
9. It _____ all very peaceful.
10. We _____ glad we did something together.
11. My brothers and I _____ careful with the nails.
12. The wooden planks _____ everywhere.
13. We _____ out back all day.
14. Dad _____ happy with our progress.
15. We _____ thirsty in the hot sun.

Name _____

- A **sentence** is a group of words that tell a complete thought. A sentence begins with a capital letter.
- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.
- A **command** is a sentence that tells or asks someone to do something. It ends with a period.
- An **exclamation** shows strong feeling. It ends with an exclamation point.

Rewrite the sentences with correct end punctuation and capitalization.

1. there are seven principles of Kwanzaa

2. can you name them all

3. work together

4. we will share each other's problems and responsibilities

5. i can speak for myself

6. wow, that's beautiful

7. what kind of business should we start

Name _____

- The verb *be* connects the subject to the rest of the sentence. *Be* has special forms in the present tense and the past tense.

PRESENT

I am

He, she, it is

They, we are

PAST

I was

He, she, it was

They, we were

A. Proofread the story. Circle any linking verbs that are not correct.

my brother and I helped Grandma decorate for Kwanzaa. I is the oldest, so I got the red, black, and green candles. I arranged them in the center of the table

“That be my job” Carl said. “I did it last year.”

Then we started yelling at each other.

“Boys” said Grandma. “why don’t you work together to arrange the table”

So we did and made the table look nice. It are not so bad. in fact, we be a pretty good team

B. Rewrite the paragraph. Use the correct linking verbs. Make sure that all sentences begin with a capital letter and have an end mark.

Name _____

Write the linking verb in each sentence.

1. Kwanzaa is an annual celebration. _____
2. The seven principles of Kwanzaa are very important. _____
3. They are part of African culture. _____
4. We were part of a Kwanzaa celebration at school. _____
5. I was the person in charge of decorations. _____
6. The colors red, black, and green are important. _____
7. What is the best way to hang these pictures? _____
8. Our teacher was happy with our work. _____

Choose a verb from the box to complete each sentence. Some words may be used more than once.

am

is

are

was

were

9. My brothers and I _____ always fighting.
10. I _____ the youngest.
11. Last night, Mom and Dad _____ home early.
12. We _____ all working on a model airplane.
13. It _____ surprisingly easy to work together!
14. Making things _____ not so hard.
15. Mom and Dad _____ proud of us.

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out. In most contractions with *not*, the apostrophe takes the place of the letter *o*.

- | | | | |
|-------------|---------|-------------|---------|
| 1. is not | isn't | 6. have not | haven't |
| 2. are not | aren't | 7. had not | hadn't |
| 3. was not | wasn't | 8. do not | don't |
| 4. were not | weren't | 9. does not | doesn't |
| 5. has not | hasn't | 10. did not | didn't |

- *Can't* and *won't* are different. The apostrophe in *can't* takes the place of two letters: *n* and *o*. In *won't*, three letters disappear and the *o* changes position.

- | | |
|-------------|-------|
| 1. cannot | can't |
| 2. will not | won't |

Underline the contraction in each sentence. Write the words that form the contraction.

1. I don't have my own room yet. _____
2. We didn't have time to finish it. _____
3. I can't get any peace and quiet! _____
4. I won't complain. _____
5. We haven't much left to do. _____
6. Dad just hasn't had time to finish my room. _____
7. We weren't expecting a difficult task! _____
8. I hadn't known much about a building before now. _____
9. We aren't going to quit. _____
10. It doesn't take long if we work together. _____

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out. In most contractions with *not*, the apostrophe takes the place of the letter *o*.

Rewrite each sentence using a contraction with *not* in place of the underlined verb.

1. I did want to share a room with my brothers.

2. There was enough space for all of us.

3. There is a place in the house for me to call my own.

4. At first, we were sure what to do.

5. "I do mind using the storage room," I told Mom.

6. "I will mind," said Mom.

7. I have had a room of my own yet.

8. I was sure how to fix it up.

Name _____

- An **apostrophe** takes the place of letters left out of a contraction.

Rewrite these sentences adding apostrophes where they are needed.

1. My part of the room isnt like my sisters' part.

2. You cant find any empty space on her walls.

3. There isnt room for another poster or photograph.

4. There arent any posters or pictures on my wall.

5. I dont need anything but paint and a brush.

6. I didnt paint pictures.

7. I havent painted anything but bright-colored shapes.

8. Eileen and Leah say it doesnt make sense.

9. I hadnt meant for my wall to look perfect.

10. I wont mind as long as its my very own space.

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out.

A. Proofread these paragraphs. Circle any contractions that are not correctly written. Add the apostrophes where they belong.

Its very difficult to share a room. You dont have any space of your own. You cant ever have the whole place to yourself. I had this problem. I shared my room with my brothers. They came in and played when I tried to do homework. We fought all the time. I didnt have a way to get away from everyone!

Then I had an idea. Our attic hadnt been used much. Mom and Dad said that they werent planning to use all the space. I cleared out an area in the attic. I put up curtains to make it private. I found old furniture that wasnt being used. Suddenly I had an office. Its my own special place. Best of all, my brothers and I arent fighting anymore! So if you havent got a place of your own, look around. There might be a special place just waiting for you to find it!

Writing Activity

B. Write a short poem that describes a space of your own. Use at least two contractions.

Name _____

A. Write the contraction for each pair of words.

1. does not _____
2. will not _____
3. cannot _____
4. have not _____
5. are not _____
6. did not _____
7. is not _____
8. do not _____
9. were not _____
10. has not _____
11. had not _____
12. was not _____

B. Underline the contraction. Then write the words that form the contraction in each sentence.

13. I hadn't ever lived alone. _____
14. I don't remember ever being alone. _____
15. I wasn't sure what a room of my own would be like. _____
16. Now I can't imagine going back to sharing! _____
17. How come you haven't had that problem? _____
18. I didn't get much furniture. _____
19. My room doesn't have any pictures on the walls. _____
20. My sisters aren't allowed to barge into my room. _____

Name _____

- The **main verb** tells what the subject is or does.
- A **helping verb** helps the main verb show an action. *Have*, *has*, and *had* are helping verbs. They help to tell about things that have already happened.

The class *has* visited the bay.

They *had* learned about spartina.

I *have* looked for it in the water.

Read each sentence. Underline the main verb, then circle the helping verb.

1. Spartina has turned into a problem.
2. It had lived in Washington since the 1800s.
3. Now it has turned into a pest.
4. Our neighbor had found some near his house.
5. It had destroyed his other plants.
6. It has forced native plants out of the area.
7. Sea creatures have moved out of there.
8. The mud flats have disappeared.
9. People had traveled with spartina from the East.
10. They had hoped it would be useful in the West.
11. People have tried many ways to control spartina.
12. We had to watch out for any signs of this plant.
13. I have to do more research about it.
14. Our neighbor has looked into some options.
15. Now we have found some useful information.

Name _____

- *Is, are, am, was, were, and will* can be **helping verbs**.
- Use *is, are, and am* to tell about what is happening now.
I **am** reading about plant life.
Jeff **is** reading about plant life.
We **are** reading about plant life.
- Use *was and were* to tell about what happened in the past.
I **was** learning about sea creatures last week.
We **were** learning about sea creatures last week.
- Use *will* to tell about something that will happen in the future.
We **will** visit the bay tomorrow.

Write a helping verb to complete each sentence.

1. Last week we _____ learning about spartina.
2. I _____ listening to Mr. Perkins.
3. He _____ talking about the problems in the bay.
4. Kim and I _____ doing a project about native bay life.
5. I _____ looking for good photos to use.
6. We _____ finding lots of interesting information.
7. We _____ trying to find a way to use it all.
8. Kim _____ bringing her camera to the bay.
9. She _____ going to take her own pictures.
10. As we walked, I _____ feeling very surprised.
11. I _____ looking for spartina.
12. I _____ walking in some muddy water.

Name _____

- Use **quotation marks** at the beginning and end of a person's exact words.
- Use a comma after the name of a person being spoken to.
- Use a comma after the words *yes* and *no* when they begin a sentence.

Write each line of dialogue correctly. Use the correct form of the irregular verb.

1. Mom has you heard about Washington's spartina problem?
asked Kevin.

2. Yes, I has read about it," said Mom, "but I hadn't actually seen any."

3. My class have just learned about it said Kevin.

4. It have damaged many native plants said Mom.

5. Can we take a trip to the bay to see the wildlife there asked Kevin.

Name _____

- **Helping verbs** help other verbs show an action.
- Forms of *have*—*have*, *has*, and *had*—are used with verbs ending in *-ed*.
- Forms of *be*—*is*, *are*, *was*, and *were*—are used with verbs ending in *-ing*.
- *Will* helps to tell what will happen in the future.

A. Proofread the passage. Circle any incorrect helping verbs.

We has gotten on the buses very early, at 7:00 A.M. We slept on the way to Padilla Bay. We finally arrived at 9:00 A.M.

“I has never been so tired! yawned Steph.

“Wake up! said Tory. I is planning to take a class picture.”

“She have taken pictures at every class trip sighed Steph.

“Hurry up!” said Ms. Harper. We has a lot of activities planned for today.

B. Writing Activity

Rewrite the passage. Write the helping verbs correctly. Add commas and quotation marks where necessary.

Name _____

A. Write the helping verb in each sentence.

1. Native plants have disappeared from the bay. _____
2. Spartina has destroyed them. _____
3. The plants were growing too large. _____
4. They have crowded out the other plants. _____
5. We will try to solve the problem. _____
6. Where will we start? _____
7. We were looking for spartina. _____
8. I think we have found some. _____

B. Choose a helping verb from the box to complete each sentence. Some words may be used more than once.

am is are was were

9. Yesterday we _____ talking about the environment.
10. I _____ telling everyone about spartina.
11. Nick _____ going to the bay with me.
12. We _____ going to find spartina plants ourselves.
13. I _____ bringing my video camera.
14. We _____ looking everywhere.
15. I _____ focusing the lens on some plants.

Name _____

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

PRESENT	PAST	PAST
I do	I did	I have done
you see	you saw	you have seen
she comes	she came	she has come
we go	we went	we have gone
they bring	they brought	they have brought
I run	I ran	I have run
he gives	he gave	he has given
we sing	we sang	we have sung
they begin	they began	they have begun
I eat	I ate	I have eaten
it grows	it grew	it has grown

Write the correct past form of the verb to finish the sentence.

1. come People _____ to the zoo.
2. see They _____ all the different animals.
3. sing The birds had _____ for them a thousand times.
4. go They _____ without thinking about the zoo's problems.
5. grow They _____ bigger and bigger each year.
6. bring She has _____ the zoo's problems to people's attention.
7. run The newspaper _____ her letter.
8. give Angel _____ a dollar to help the zoo.
9. do Other people have _____ the same thing.
10. begin Now the zoo _____ to fix its problems.

Name _____

- The past tense of regular verbs end with *-ed*. **Irregular verbs** have special forms to show the past tense: *I **saw** a parrot.*
- Some **irregular verbs** have another form when they follow the helping verb *have*: *I **have seen** a parrot before.*

A. Rewrite these sentences. Write the underlined verbs correctly.1. We goed to the zoo often during the summer.

2. We seened a special bird exhibit.

3. The colorful birds singed loudly.

4. Now they have goed to another zoo.

5. Our zoo has growed in the last few years.

B. Complete each sentence with the correct form of the verb.

6. We _____ to the zoo last week. come came

7. We _____ the polar bears being fed. saw seen

8. The zoo attendant _____ a bucket
of food. bringed brought9. She carefully _____ the food to
the bears. gave has given

10. The bears _____ with their big paws. ate have eat

Name _____

- A present-tense verb tells what happens now.
- A past-tense verb tells about an action that already happened.
- A verb in the future tense tells about an action that is going to happen. To write about the future, use the special verb *will*.
- An irregular verb has a special spelling to show the past tense.
- Some irregular verbs have a special spelling when used with the helping verb *have*.

Rewrite the sentences using the correct form of the verb in parentheses.

1. Have you ever (go) to a zoo?

2. My little brother Jeff (come) to the zoo with us for the first time.

3. He (run) as fast as he could to see the chimpanzees.

4. I have never (see) him look so surprised.

5. Jeff (sing) a song back to the chimps.

6. The zoo worker (give) the chimp bananas.

7. The chimp quickly (eat) the bananas.

8. I have never (see) Jeff laugh so hard!

Name _____

- An **irregular verb** has a special form to show the past tense.
- Some **irregular verbs** have another special form when used with the helping verb *have*: *Ed **has gone** home.*

A. Proofread the paragraphs. Circle any incorrect irregular verbs.

In class, we read about Angel Arellano. She seen that the Chaffee Zoo was having money problems. She worried about the animals at the zoo. She wrote a letter to her local newspaper. It bringed attention to the zoo. Angel have a suggestion. She has gave a dollar to the zoo. She hoped everyone else would give a dollar, too. People begun to donate money. It helped the zoo survive.

We wondered what we could change. If we all given a dollar, who could we help?

B. Writing Activity

Rewrite the paragraphs. Write the irregular verbs correctly. Make sure other verbs are also written in the correct tense.

Name _____

Choose the verb form that goes with *have* or *had*. Mark your answer.

1. We have _____ on a trip to the zoo.
a. gone b. go c. went
2. We had _____ something special there this time.
a. done b. do c. did
3. The zookeepers had _____ us a tour of the zoo.
a. give b. given c. gave
4. We have _____ how the zoo workers keep the zoo running.
a. see b. seen c. saw
5. We had _____ to the end of the tour and thanked the zookeepers.
a. comes b. came c. come

Choose the correct past-tense form.

6. We _____ to the zoo to see the new panda bears.
a. go b. gone c. went
7. The bears _____ to the zoo from China.
a. come b. came c. comes
8. The people there _____ the bears as a gift to our zoo.
a. give b. given c. gave
9. We _____ the bears in their new zoo habitat.
a. see b. seen c. saw
10. They _____ bamboo shoots and stared at us.
a. ate b. eat c. eaten
11. We were pleased that we _____ to the zoo.
a. come b. came c. comes
12. Other plants and trees _____ in the habitat.
a. grows b. grew c. grown

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun that it replaces.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
Example: *Boom Town* takes place in the 1800s. It takes place in the 1800s.

Read the sentences. Write the singular pronoun or pronouns you find in each sentence.

1. James gave me the book *Boom Town*. _____
2. He says it makes him want to live back in the old West.

3. I read it from cover to cover in one afternoon. _____
4. I will tell you that it is about a girl named Amanda. _____
5. She starts a pie-selling business. _____
6. Many people buy pies from her. _____
7. I read how she gets other people to start businesses and help the town.

8. It makes me want to start a business, too! _____
9. Maybe I could open a bakery. _____
10. I could open it with my mom. _____
11. She makes delicious bread. _____
12. She taught me how to make it, too. _____

Name _____

- Plural **pronouns** are *we*, *you*, *they*, *us*, and *them*.

Read each sentence. Replace the underlined word or words with a plural pronoun. Use clues in the sentences to help you decide.

1. James, Sarah, and I decided to start a cookie business.

2. Have you and your friends ever tried to start a business?

3. James and Sarah made the cookies. _____
4. I painted signs while I waited for James and Sarah. _____
5. Then there was a phone call for James, Sarah, and me.

6. James, Sarah, and I had our first customers! _____
7. The cookies were still warm from the oven. _____
8. Sarah carefully wrapped the cookies. _____
9. James, Sarah, and I delivered the cookies to our customers.

10. The people were delighted and promised to order more.

Name _____

- A **proper noun** names a special person, place, or thing.
- A proper noun begins with a capital letter.
- The pronoun *I* is always capitalized.

Rewrite each sentence correctly. Write each proper noun and / with a capital letter.

1. In the book *Boom Town*, amanda starts a pie-selling business.

2. Like amanda, i live in california.

3. My family has a bakery in the town of marlton.

4. It is called the little red bakery.

5. It is in a red building on maple street.

6. My brother chris works there with mom and dad.

7. Our biggest seller is a pie called the incredible peach experience.

8. I like to bring my friends steve and rebecca to the bakery.

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun that it replaces.
- Singular pronouns are **I, you, he, she, it, me, him,** and **her.**
- Plural pronouns are **we, you, they, us,** and **them.**

A. Proofread the paragraph. Circle any incorrect pronouns.

We recently read *Boom Town*. They is the story of a girl named amanda, who lived in california in the 1800s. Her helped her town grow by starting a pie business. Us decided to try the gooseberry pie recipe in the book. Mom suggested using blueberries instead. Then Mom thought there wasn't enough sugar. Him kept adding more. I thought there weren't enough berries. You piled them so high that there wasn't enough dough to cover them. Then me forgot to turn on the oven. No wonder the pie took so long to bake!

B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and I are capitalized.

Name _____

A. Write *yes* if the underlined word is a pronoun.**Write *no* if the underlined word is not a pronoun.**

1. Have you read about Amanda and her pie business? _____
2. She started making gooseberry pies for the settlers in California.

3. They bought many pies from Amanda. _____
4. The settlers in her town realized there was a need for other businesses.

5. Amanda helped them think of ideas. _____
6. Soon they had built a busy town. _____

B. Underline the pronoun in each sentence. Then write *S* if it is singular or *P* if it is plural.

7. We visited a museum over the weekend. _____
8. The guide showed us how people lived during the California Gold Rush.

9. She said that towns sprang up where people searched for gold.

10. I had read about the Gold Rush in the book *Boom Town*.

11. It has become one of my favorite books. _____
12. We read it during class. _____

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he she, it, we, and they* are subject pronouns.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

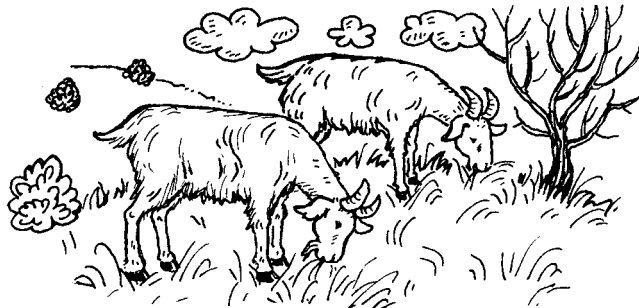
1. My brother, sister, and _____ visited our aunt's farm this summer. (me, I)
2. _____ was very different from where we live. (It, Them)
3. _____ each had our favorite animals. (Us, We)
4. _____ liked the roosters in the yard. (He, Him)
5. _____ preferred the little goats. (Her, She)
6. Have _____ ever seen a baby goat? (you, your)
7. _____ followed us around like puppies. (They, Them)
8. Could _____ have one as a pet? (we, us)
9. My aunt says _____ eat a lot. (they, them)
10. _____ feeds them three times a day. (Her, She)
11. "Why don't _____ ask Uncle Ben for help?" I asked. (your, you)
12. "_____ is busy feeding the cows," she said. (He, Him)

Name _____

- Use an **object pronoun** after an action verb or after a word such as *for*, *at*, *of*, *with*, or *to*.
- **Me**, **you**, **him**, **her**, **it**, **us**, and **them** are object pronouns.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

- Ms. Robinson read _____ *Beatrice's Goat*. (us, we)
- It is about a girl named Beatrice and the goat given (her, she) to _____.
- The story showed how Beatrice's family took the (it, its) goat's milk and sold _____ to raise money.
- Beatrice's family used the money to send (her, she) _____ to school.
- Josh listened to the story with _____. (I, me)
- I told _____ I had met some goats last (he, him) summer at a farm.
- We played with _____ a lot while we (they, them) were there.
- "I will show _____ a picture of a baby (you, your) goat," I said.



Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- *Me, you, him, her, it, us, and them* are object pronouns.

Replace each underlined word or group of words in each sentence with the correct subject or object pronoun. Write the new sentences.

1. My parents took my brother and me to a petting zoo.

2. A sign explained how to behave with the animals.

3. My brother petted a baby goat.

4. Two other goats came along and poked at my brother.

5. My mother told my brother that they were looking for food.

6. My brother said to Mom and me, "I hope they don't think I'm lunch!"

7. Dad took a picture of my brother and the goats.

8. Should I send you and your friends a picture of the goats?

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- **I, you, he, she, it, we,** and **they** are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with,* or *to*.
- **Me, you, him, her, it, us,** and **them** are object pronouns.

A. Proofread the paragraphs below. Circle any pronouns that are used incorrectly.

My class read a book called *Beatrice’s Goat*. Us learned how the gift of a goat from Heifer International helped Beatrice go to school. The book had an influence on we all. Everyone wanted to do something to help others.

We decided to make and sell farm-animal pins. Everyone in town loved they. Them helped the class raise a lot of money. We were glad to give the money to Heifer International. We felt good—we were helping they. Maybe yous can help someone, too!

B. Rewrite the paragraph. Write the pronouns correctly.

Name _____

Read the first sentence in each set. One of the four sentences that follow it correctly replaces the underlined words. Circle the correct sentence.

1. Our goat Annie lives in the small barn behind our house.
 - A. They lives in the small barn behind our house.
 - B. You lives in the small barn behind our house.
 - C. Them lives in the small barn behind our house.
 - D. It lives in the small barn behind our house.
2. Annie eats breakfast with my family every morning.
 - A. She eats breakfast with us every morning.
 - B. Her eats breakfast with us every morning.
 - C. We eats breakfast with her every morning.
 - D. They eats breakfast with us every morning.
3. Dad listens for Annie's hooves tapping on the porch.
 - A. We listens for it tapping on the porch.
 - B. He listens for them tapping on the porch.
 - C. He listens for they tapping on the porch.
 - D. I listens for her tapping on the porch.
4. My parents feed Annie a mix of different foods.
 - A. Us feed them a mix of different foods.
 - B. They feed him a mix of different foods.
 - C. You feed us a mix of different foods.
 - D. They feed her a mix of different foods.
5. Goats will eat anything yous give them!
 - A. We will eat anything you give them!
 - B. She will eat anything you give them!
 - C. It will eat anything we give them!
 - D. They will eat anything you give them!

Name _____

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

Choose the correct verb to complete each sentence. Write the verb.

1. I (deliver, delivers) newspapers every day with my brother.

2. Some days it (rain, rains). _____
3. Then we (get, gets) a ride from Mom. _____
4. She (drive, drives) from house to house. _____
5. I (open, opens) the window of the car. _____
6. He (throw, throws) the newspapers onto the driveways.

7. It (take, takes) less time on sunny days. _____
8. Then we (walk, walks) down the streets and see our customers.

9. They (wave, waves) to us. _____
10. Do you (read, reads) a newspaper every day? _____

Name _____

- The verbs *have* and *be* have special forms in the present tense. These verbs have to agree with their subjects.

Forms of *have*

I have	You have
He has	We have
She has	They have
It has	

Forms of *be*

I am	You are
He is	We are
She is	They are
It is	

Write the correct form of the verb in parentheses to complete each sentence.

- I _____ on our school newspaper staff this year. (be)
- I _____ many different jobs to do at our newspaper. (have)
- It _____ fun to learn about putting a paper together. (be)
- We _____ help from Ms. Lawrence and Mr. Green. (have)
- He _____ in charge of the photography. (be)
- She _____ there to help us with writing. (be)
- They _____ many good ideas. (have)
- He _____ several types of cameras. (have)
- She _____ friends at real newspapers. (have)
- We _____ happy to visit their offices today. (be)
- It _____ a lot different than I expected. (be)
- Do you _____ a newspaper at your school? (have)

Name _____

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

Forms of *have*

I have	You have
He has	We have
She has	They have
It has	

Forms of *be*

I am	You are
He is	We are
She is	They are
It is	

Write a pronoun to complete the answer to each question.

1. Where is the newspaper? _____ is on the table.
2. What section of the paper do you like to read?
_____ like to read the sports section.
3. What does Aunt Lisa do? _____ is a newspaper reporter.
4. Does she do a good job?
_____ has many awards for her work.
5. Are you a reporter also?
_____ am a reporter for the school newspaper.
6. What do you write about at your paper?
_____ write stories about events at our school.
7. What is the newspaper staff like at your school?
_____ are hard workers and lots of fun.
8. When is your next issue being printed?
_____ are ready to print it today.

Name _____

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

A. Proofread the paragraph. Circle any verbs that do not agree with their subject pronouns.

This summer, my best friend and I are doing something new. We puts out our own newspaper every week. It be only four pages long, but it take a lot of time to do it well. I are in charge of the stories. Curt take all the pictures. Each week, I has to find new stories for our paper. I talk to people in town. I look for interesting things. Curt take his camera everywhere. He have more pictures than pages!

B. Writing Activity

Rewrite the paragraph. Make sure the verbs agree with their subject pronouns.

Name _____

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.
- Some possessive pronouns are used before nouns. These include *my, your, his, her, its, our, and their*.

Write the possessive pronoun on the line.

1. Riverbank State Park in New York City is famous for its carousel.

2. Milo Mottola told people about his idea for the carousel.

3. He asked his art students to draw animals for the carousel.

4. Their designs were used to make the carousel. _____
5. Our class plans to take a trip to the park. _____
6. Lily wants to see the animal designed by her cousin. _____
7. My mother told me to take a picture of the carousel. _____
8. Will your class go on any trips this year? _____
9. This is the first trip for our class this year. _____
10. My father is going on the trip with us. _____

Name _____

- Some **possessive pronouns** can stand alone. These include ***mine, yours, his, hers, its, ours, yours, and theirs.***

Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun.

1. The students in _____ class are designing carousels. (our, ours)
2. I am almost finished with _____. (my, mine)
3. Did you finish _____? (your, yours)
4. Nina and Nick showed me _____ designs. (their, theirs)
5. Nina used dinosaurs in _____. (her, hers)
6. Nick put only birds in _____ carousel. (his, their)
7. I liked both of _____. (their, theirs)
8. Each carousel had _____ own style. (its, their)
9. _____ carousel would be different from anyone else's design. (Your, Yours)
10. All of _____ are different. (our, ours)
11. I hope the teacher likes _____. (my, mine)
12. _____ class has worked really hard. (Our, Ours)

Name _____

- Add an apostrophe (') and an -s to a singular noun to make it possessive.
- Add an apostrophe (') by itself to make most plural nouns possessive.
- Add an apostrophe (') and an -s to form the possessive of plural nouns that do not end in s.
- Possessive pronouns do not have apostrophes.

Complete each sentence with the correct possessive noun or pronoun in parentheses.

1. (Ms. Parker's, Ms. Parkers') _____ students are designing a carousel.
2. The students are all drawing (their, their') _____ own animals.
3. The (student's, students') _____ drawings will be used to build a paper carousel.
4. We are all using (our, our') _____ imaginations to create interesting animals.
5. (My, Mine) _____ animal is a green-striped tiger with wings.
6. (James', James's) _____ animal is a mix of an iguana and a giraffe.
7. The (carousel's, carousels') _____ top will be covered with gold foil.
8. There will be no other carousel in the world like (ours', ours)
_____.

Name _____

**A. Write *yes* if the underlined word is a possessive pronoun.
Write *no* if the underlined word is not a possessive pronoun.**

1. Milo Mottola asked kids in his neighborhood to design the carousel.

2. The kids became Mottola's art students. _____

3. He chose 32 of their drawings for the actual carousel.

4. All the students hoped that one of theirs would be chosen.

5. The artist's signature was engraved beneath each of the animals.

B. Write *yes* if the underlined word is the correct possessive pronoun. Write *no* if the underlined word is not the correct possessive pronoun.

6. Our class took a trip to an amusement park. _____

7. Mine favorite ride is the roller coaster. _____

8. Cara said that hers is the waterslide. _____

9. George said his's is the carousel. _____

10. I said I would try their favorites if they would try mine.

Name _____

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

I am = I'm

we are = we're

he has = he's

he is = he's

you are = you're

she has = she's

she is = she's

they are = they're

it has = it's

it is = it's

Rewrite each sentence and replace the underlined words with a contraction.

1. We are learning about animal homes.

2. They are different for each kind of animal.

3. It is important for animals to have the right place.

4. I am fascinated by many of the animals' homes.

5. My brother says that he has seen an otter's home on the river bank.

6. He is hoping to see the otter come out of it.

7. We are bringing a camera to the river.

8. You are going to get copies of any pictures!

Name _____

- Remember, a **contraction** is a shortened form of two words.

Here are some contractions:

I have = I've

I will = I'll

we will = we'll

you have = you've

he will = he'll

you will = you'll

we have = we've

she will = she'll

they will = they'll

they have = they've

Underline the two words in each sentence that you can make into a contraction. Then write each sentence with the contraction.

- We have seen two beavers building a home in our pond.

- It will be fun to watch them work.

- You will see them when you come over.

- I have read about beavers and their homes.

- She will find branches for their home.

- He will build with branches and mud.

- They will build an underwater door to their home.

- They have lots of building to do!

Name _____

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

I am = I'm

I have = I've

I will = I'll

he is = he's

you have = you've

he will = he'll

she is = she's

we have = we've

she will = she'll

it is = it's

they have = they've

it will = it'll

we are = we're

he has = he's

we will = we'll

you are = you're

she has = she's

you will = you'll

they are = they're

it has = it's

they will = they'll

**Complete each sentence with a contraction that makes sense.
Put apostrophes in the correct place in each contraction.**

- _____ possible that you may have an animal home near your home.
- _____ lucky if you find one.
- _____ spent a lot of time watching the animals near my home.
- _____ had birds' nests in our trees.
- My neighbor said _____ seen rabbit holes near his yard.
- Now _____ watching two squirrels build a nest in a tree.
- Mom said that _____ supposed to look like a bird's nest.
- Right now _____ carrying up twigs and moss.
- _____ make sure that you are told about the squirrels' progress.
- _____ be fun to watch the squirrels work!

Name _____

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

A. Proofreading

Proofread the paragraph. Circle any incorrectly written contractions.

Im hoping to become a zoologist someday. That is someone who studies animals. Until then I can learn a lot by just watching the animals that live all around me. There are plenty of rabbits in our backyard. Theyve built their warren near our fence. Ive seen a rabbit hop across the yard. Then suddenly its gone. Its jumped down the hole into the warren. I can guess what its like inside. Its got several entrances. They lead down long tunnels. Then theyve got nests at the end of the tunnels.

B. Writing Activity

Rewrite the paragraph. Write each contraction with the apostrophe in the right place. Make sure possessive pronouns and contractions are used correctly.

Name _____

A. Is the underlined contraction correctly written? Write yes if it is. Write *no* if it is not.

1. Were buying a new cage for our hamster. _____
2. Its going to have tunnels for him to crawl through. _____
3. He's going to have a lot of fun playing in the tunnels. _____
4. It'll be like the tunnels he would dig in the desert. _____
5. I'm looking forward to seeing him play. _____

B. Write the contraction for the underlined words.

6. You are not going to believe this. _____
7. We have got an owl living in a tree in our yard. _____
8. It is the biggest bird I have ever seen. _____
9. You will have to come over and see it sometime. _____
10. My sister says she is going to videotape it flying. _____
11. I hope it will stay all summer. _____
12. It is very fun to watch it fly. _____

Name _____

- An **adjective** is a word that describes a noun.
- An **adjective** tells *what kind* or *how many*.
What kind: We looked at the blue house.
How many: There were many flowers in the yard.
- The words *a*, *an*, and *the* are special adjectives called **articles**.
- Use *a* and *an* before singular nouns. Use *a* before a word starting with a consonant. Use *an* before a word starting with a vowel.
- Use *the* before singular or plural nouns.

Draw one line under each adjective and article. Draw two lines under the noun that the adjective or article describes.

1. There is an empty house on our street.
2. We walk by the quiet house daily.
3. I try to look in the dark windows.
4. There are still several rose bushes in the yard.
5. I saw a crowd outside the house.
6. A group of men were fixing up the house.
7. I thought I would make a good helper.
8. Many people worked on the house.
9. I learned to hammer silver nails.
10. We gave the beautiful house to a family.
11. We planted more trees in the front.
12. The roof no longer leaks.

Name _____

- An **adjective** tells *what kind* or *how many*.
- Use the **articles** *a* and *an* before singular nouns. Use *a* before a word that starts with a consonant. Use *an* before a word that starts with a vowel.
- Use *the* before singular or plural nouns.

Complete each sentence with an adjective from the box. Some adjectives may be used more than once.

an one the magic strange tall
tiny two a beautiful new

1. My brothers and I share _____ room.
2. Our _____ apartment doesn't have much space.
3. I like to look at _____ houses while walking to school.
4. One _____ house always catches my attention.
5. It has a _____ tower on one corner.
6. The house looks like a _____ castle.
7. It is _____ unusual sight on our street.
8. I think about living in _____ castle like that.
9. Our room has _____ windows.
10. One house has a _____ garden.
11. We helped by putting _____ shelf up.
12. There is a _____ rug on the floor.

Name _____

- Capitalize the main words in a book title.
- Underline or italicize the title of a book.
- Capitalize titles of people before names. Sometimes the titles of people are abbreviated.
- An abbreviation is a shortened form of a word.

Rewrite each sentence. Write book titles and titles of people correctly.

1. Usually mr Wing reads us a book every week.

2. Last week he read us mrs Mack makes soup.

3. It is a retelling of stone soup.

4. The villagers will not share their food with mrs Mack.

5. She and doctor Drew make soup from a stone.

6. Now we are reading a book called a garden of soups.

7. The author is ms Melinda Ruiz.

8. My mom has her cookbook, which is called the world of soup.

Name _____

- An **adjective** tells *what kind* or *how many*.
- Use the **articles** *a* and *an* before singular nouns. Use *a* before a word starting with a consonant. Use *an* before a word starting with a vowel.
- Use *the* before a singular or plural noun.

A. Proofread the paragraph. Underline the adjectives. Circle any articles that are used incorrectly.

No one had lived in an old house on Cray Street for a long time. It was in bad shape. Windows were broken. The porch sagged. A wall had fallen down inside. Then a community group bought the house. They were going to fix it and give it to an family in town. I helped clean up the rooms. I carried materials to a carpenters. I learned how to measure and cut wood. Best of all, I got to pick out colors for a rooms! Everyone loves the new living room and dining room that I painted.

B. Rewrite the paragraph. Write the articles correctly. Add any adjectives that will make the paragraph better.

Name _____

Find the adjective that tells *what kind* or *how many*. Write the adjective on the line.

1. I carried the heavy cans of paint. _____
2. The bright colors spilled out from the can. _____
3. We painted in broad strokes. _____
4. It took time for the wet paint to dry. _____
5. The paint had a soft glow. _____
6. The orange color is on the wall. _____
7. I held the wooden handle of the brush. _____

Decide if *a*, *an*, or *the* belongs in the sentence. Write your answer on the line.

8. I marked _____ inch on the piece of wood.
9. I looked in the toolbox for _____ saw.
10. Then I began to saw at _____ inch mark.
11. I drew _____ line across the board with a pencil.
12. I carefully cut _____ wood with my saw.
13. I hammer _____ nail in the wood.
14. Then I evened out _____ edges.
15. I closed _____ toolbox.

Name _____

- Add **-er** to an adjective to compare two nouns.
- Add **-est** to an adjective to compare more than two nouns.
A spider's legs are longer than an ant's legs.
That is the biggest spider web I have ever seen!

Circle the correct adjective for each sentence.

1. It was the (quieter, quietest) house I had ever been in.
2. The room was (brighter, brightest) than my room at home.
3. Then I saw the (larger, largest) spiders I had ever seen.
4. The (darker, darkest) spider worked near the window.
5. I watched the (lighter, lightest) of the two spiders.
6. It had (quicker, quickest) legs than the other spider.
7. Of the two webs, the (wider, widest) web reached from corner to corner.
8. The (longer, longest) string of the web reached down to the floor.
9. The creak of that step was (louder, loudest) than the other one.
10. That is the (bigger, biggest) spider I've seen.
11. The (smarter, smartest) idea was to be quiet.
12. Is that the (safer, safest) thing to do?
13. The sun is (hotter, hottest) over here than there.
14. That is the (sillier, silliest) idea I've heard.
15. My spider is (furrer, furrer) than yours.

Name _____

- If an adjective ends in a consonant and **y**, change the **y** to **i** before adding **-er** or **-est**.
- If an adjective ends in **e**, drop the **e** before adding **-er** or **-est**.
- If an adjective has a single vowel before a final consonant, double the final consonant before adding **-er** or **-est**.

Change *y* to *i*: happy happier happiestDrop the *e*: safe safer safest

Double the consonant: hot hotter hottest

A. Add -er or -est to each adjective. Write the correct form.**Add -er**

1. pretty _____
2. blue _____
3. big _____
4. noisy _____
5. red _____

Add -est

6. white _____
7. tiny _____
8. pale _____
9. fat _____
10. silly _____

B. Write the correct form of each adjective in parentheses.

11. Charlotte was the (nice) _____ spider anyone knew.
12. The (busy) _____ worker in the barn was Charlotte.
13. Templeton was (lazy) _____ than Wilbur.
14. It was the (wet) _____ day anyone had ever seen.
15. The fair was the (happy) _____ day of Wilbur's life.

Name _____

- Add **-er** to an adjective to compare two nouns and **-est** to compare more than two nouns.
- In adjectives ending in a consonant and **y**, change the **y** to **i** and add **-er** or **-est**.
- In adjectives ending in **e**, drop the **e** and add **-er** or **-est**.
- In adjectives that have a single vowel before a final consonant, double the final consonant and add **-er** or **-est**.

Proofread the sentences. Correct adjectives that are misspelled. Then write the sentences correctly.

1. *Charlotte's Web* is the longgest book I have ever read.

2. Trying to weave a web was Wilbur's sillyest idea.

3. I think Charlotte was smarterer than other spiders.

4. With Charlotte's help, Wilbur felt braveer than before.

5. The biggest spider web I ever saw covered part of a door.

6. That is the roundeest spider I have ever seen.

Name _____

- Add **-er** to an adjective to compare two nouns and **-est** to compare more than two nouns.
- If an adjective ends in a consonant and **y**, change the **y** to **i** before adding **-er** or **-est**.
- If an adjective ends in **e**, drop the **e** before adding **-er** or **-est**.
- If an adjective has a single vowel before a final consonant, double the final consonant before adding **-er** or **-est**.

A. Proofread these lines of dialogue. Circle any adjectives that are incorrectly used or misspelled.

“I remember the scariest thing that ever happened to me. I woke up before dawn and couldn’t go back to sleep. I turned on the kitchen light and walked through the door. Suddenly, there was something on my face—the biggest, gummyest spiderweb I had ever seen! I let out the loudest scream I had ever screamed. Then I started to laugh. After all, what was sillier than getting upset about a spiderweb?”

B. Rewrite the dialogue. Write the comparative adjectives correctly.

Name _____

Read each sentence. Find the sentence that has an adjective that compares. Mark your answer.

1.
 - a. Wilbur sleeps in the barn.
 - b. He keeps warm in the straw.
 - c. It is darker in the barn than outside.
 - d. The moon and stars light the sky.
2.
 - a. Charlotte works in the afternoon.
 - b. This is her fanciest web ever.
 - c. She writes a strange word in the web.
 - d. The strong threads shine in the sun.
3.
 - a. Wilbur thinks he can make a beautiful web.
 - b. Templeton ties a long string on Wilbur's tail.
 - c. Wilbur falls to the ground.
 - d. It is the silliest thing he has ever done.

Read each sentence. Find the correct form of the adjective in parentheses.

4. A spider's silk is (thin) than thread.
 - a. thiner
 - b. thinner
 - c. thiniest
 - d. thinniest
5. Pigs are one of the (smart) animals in the world.
 - a. smarter
 - b. smartter
 - c. smarttest
 - d. smartest

Name _____

- An **adverb** is a word that tells more about a verb.
- Most adverbs that tell *how* end in **-ly**. They are formed by adding **-ly** to an adjective.
- Adverbs can be put in different places in sentences.

Circle each adverb in the box. Then use the adverbs to complete the sentences. Place each adverb where you think it sounds best.

cry carefully chilly correctly fly
safely quickly silly steadily successfully

1. Before a mission, astronauts prepare.

2. During the mission, they work.

3. The astronauts must act.

4. They do experiments.

5. They complete the mission.

6. The astronauts return.

Name _____

- Some **adverbs** tell *when* an action takes place.
- Adverbs that tell *when* include *first, always, next, after, tomorrow, soon, early, today, then, yesterday*.
- Some **adverbs** tell *where* an action takes place.
- Adverbs that tell *where* include *there, outside, up, here, nearby, ahead, around, far, away, and everywhere*.

Draw one line under each adverb that tells *when*. Draw two lines under the verb it describes.

1. Helen and Fred always liked the Bronx Zoo.
2. Then Helen told Fred he should work there.
3. Today Fred brought home a baby tiger.
4. First, Helen fed the baby tiger with a bottle.
5. Next, she gave him a warm place to sleep.
6. Soon he became big and strong.

Draw one line under each adverb that tells *where*. Draw two lines under the verb it describes.

7. The baby tigers didn't live outside.
8. They stayed here, inside the apartment.
9. The tigers roamed everywhere in the apartment.
10. They didn't go far from Helen, though.
11. She stayed nearby and watched them.
12. Dacca saw the curtains and climbed up.
13. Rajpur crawled around the sofa.

Name _____

- An **adjective** is a word that describes a noun.
- An **adverb** is a word that describes a verb.

Read the sentences below. Choose the word that correctly completes each sentence.

1. John Glenn is a (great, greatly) American hero.

2. He (bold, boldly) orbited the earth in 1962.

3. It was an (important, importantly) moment in history.

4. In 1998, he volunteered to fly a (second, secondly) mission.

5. He (cheerful, cheerfully) prepared for the flight.

6. Crowds cheered (loud, loudly) during takeoff.

7. The shuttle flew (speedy, speedily) across the blue sky.

8. Everyone (glad, gladly) welcomed the shuttle when it landed.

Name _____

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how*. Most adverbs that tell *how* end in **-ly**.
- Some adverbs tell *when* or *where*.
How: People eagerly follow space missions.
When: We went yesterday.
Where: Put the glass there.

A. Proofread the paragraph. Circle any adverbs that are incorrect or in the wrong place.

Yesterday I made my own space shuttle for a science project. I worked endless on it! Firstly, I careful drew a design. Next, I measured and cut out pieces of cardboard. The pieces had to fit together perfect. I was sad when it everywhere didn't fit. But I just went back and tried again. Then everything slid easy into place. I used tape to hold it together secure. Then I painted neatly some small details onto it. I gentle added a string. Outside I went, and I pulled it rapid through the air. Soonly it real looked like it was flying!

B. Rewrite the paragraph. Write the adverbs correctly.

Name _____

A. Change the adjective in parentheses to an adverb. Write the adverb on the line.

1. Extra rockets (powerful) _____ blast the shuttle into the air.
2. Then the rockets (neat) _____ fall away.
3. The shuttle glides (graceful) _____ through space.
4. It lands (smooth) _____ on an airstrip.
5. Then it (slow) _____ comes to a halt.
6. The crowd cheers (loud) _____.
7. The crew (careful) _____ writes notes.

B. Choose the word in each sentence that is an adverb.

8. Today Fred brought home a baby tiger for Helen to help.
 - a. Today
 - b. brought
 - c. baby
 - d. help
9. Helen stayed nearby and watched the tiger sleep.
 - a. stayed
 - b. nearby
 - c. watched
 - d. sleep
10. First, the tigers slept in a little box.
 - a. First
 - b. box
 - c. little
 - d. slept
11. Fred and Helen would take them to live outside at the zoo.
 - a. take
 - b. Helen
 - c. outside
 - d. zoo

Name _____

- A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in a sentence.
- Common prepositions are *about, above, across, after, around, at, before, behind, by, down, during, for, from, in, into, near, of, on, over, to, under, and with.*

Complete each sentence by adding a preposition.

1. Papa brought home a little flying machine _____ the kids.
2. Mama never complained _____ Orv and Will's messes.
3. The two older brothers did not agree _____ Orv and Will's activities.
4. Only the family knew _____ Orv and Will's plans.
5. There was no place _____ their home where they could fly a plane.
6. Flying _____ Kitty Hawk grounds was a good idea.
7. Orv and Will's plane flew _____ the ground.
8. Katherine took her first ride almost six years _____ the first flight.
9. Riding _____ an early plane was dangerous.
10. I like the wind _____ my hair.
11. The plane landed _____ the field.
12. He left the plans _____ the floor.

Name _____

- A **prepositional phrase** is a group of words that begins with a **preposition** and ends with a noun or pronoun. Prepositional phrases can convey location, time, or direction.
- When a pronoun follows a preposition, it should be an object pronoun, such as *me, you, him, her, it, us, or them*.

A. Underline the prepositional phrases in the following sentences.

1. When they finished their first plane, Orv and Katherine went on a camping trip.
2. Will flew the plane over a group of boys.
3. Katherine helped her brothers by managing their shop.
4. In their letters, they told her everything they were doing.
5. Will said that Kitty Hawk was a safe place for practice.
6. The world had never before seen a craft fly in the air.
7. First, they controlled their aircraft from the ground.
8. They came home to Dayton with a new idea.
9. Orv and Will worked from day to night.
10. They had their friend Charlie build an engine for their new aircraft.

B. Write an object pronoun on the line to complete each sentence.

11. Orv and Will thanked their sister and spoke highly about _____ to reporters.
12. The ground seemed very far away when they flew above _____.

Name _____

- Some words are used to help introduce a sentence. These words include: *well, yes, no, in fact, first, however, therefore.*

Rewrite each sentence. Add a comma after the introductory words in the sentences.

1. Yes we did enjoy our vacation.

2. No we did not get to go rafting.

3. However we did get a chance to visit a zoo.

4. Well I think I liked the baby tigers the best.

5. First we watched them sleeping.

6. Therefore it wasn't very exciting.

7. However we came back later and they were playing.

8. In fact that was my favorite part of the visit.

9. Wow tigers are great!

Name _____

- A **prepositional phrase** is a group of words that convey location, time, or direction.
- An introductory word is separated from the rest of a sentence by a comma.

A. Proofread the passage. Underline the prepositional phrases.

Today we met a zookeeper. Yes her name is Meg. Early in the day, she gave us a tour of the zoo. First we went to the monkey exhibit. There we saw the workers feed the baboons. Ahead we saw a sign for the nursery. We went into a small room. That is where the zoo takes care of the baby tigers. Two baby tigers just arrived yesterday from India. It is fun to see them close to us. Wow it's late. Therefore we must go home soon. However tomorrow I will look for books about baby tigers at the library.

B. Writing Activity

Rewrite the paragraph. Add commas after introductory words.

Name _____

A. Complete each sentence below by writing the missing preposition.

1. Papa tossed the flying machine _____ the air.
2. Reuchlin and Lorin looked down _____ Orv and Will's new hobby.
3. Will sold kites to the other kids _____ school.
4. Orv and Will built their first craft _____ the bicycle shop.
5. However, the *Flyer* was so big, they had to build it _____ the shop.
6. They tacked their plans _____ the wall.
7. He hopped _____ the plane's body.

B. Underline the prepositional phrase in each of the sentences below.

8. Orv and Will took weeks preparing for their first flight.
9. On December 14, 1903, the *Flyer* rattled down the track.
10. Will flew the aircraft fifteen feet above ground.
11. Orv watched the flight from the ground.
12. One day, human beings would fly around the world.
13. They kept the plans in a safe place.
14. The crowd stood in place.
15. The plane stayed above the ground.

Name _____

- Two sentences that tell about the same noun can be combined by adding an **adjective** to one sentence.
The caterpillar crawled along the leaf. The caterpillar is fuzzy.
The fuzzy caterpillar crawled along the leaf.

Combine each pair of sentences by adding an adjective to one sentence. Write the new sentence on the line.

1. A chrysalis hangs from the branch.

The chrysalis is green.

2. A butterfly moves inside the chrysalis.

It is a colorful butterfly.

3. The butterfly splits the chrysalis.

It is an adult butterfly.

4. The butterfly pumps its wings.

The wings are strong.

5. Now the butterfly soars into the sky.

The butterfly is lovely.

Name _____

Two sentences that tell about the same action can be combined by using an **adverb** from one of the sentences.

The butterfly lands on my finger. It lands **neatly**.

The butterfly lands **neatly** on my finger.

Combine each pair of sentences by using an adverb from one of the sentences. Write the new sentence on the line.

1. We enter the butterfly room.

We enter quietly.

2. A butterfly brushes against my face.

It brushes gently.

3. Tim reaches for a butterfly.

He reaches quickly.

4. The butterfly darts away.

It darts speedily.

5. The butterfly's wings echo through the room.

They echo softly.

Name _____

- Use a comma after the greeting and closing of a letter.
- Use a comma between the name of a city and a state.
- Use a comma between the day and the year in a date.
- Use commas to separate three or more words in a series.
- Use commas after introductory words.

Rewrite the letter on the lines below. Correct any missing commas.

Dear Caroline

May 10 2012

How are you? We went to see a special butterfly exhibit. It's in a glass house in a garden. The glass and sun keep the house heated. The butterflies need the warmth. First caterpillars form a chrysalis. They turn into butterflies inside. The butterflies split the chrysalis pump life into their wings and take off. Then they fly around inside the glass house.

Your friend
Tina

Name _____

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

A. Proofread the paragraph. Find and underline the pairs of sentences that can be combined.

The butterfly swooped down from the sky. It swooped gracefully. It landed on Mom’s lilac bush. It landed gently. It was a bush of purple lilacs. I walked over to it. I walked quietly. I wanted to see it up close. The butterfly was mostly yellow. It was a pale yellow. It had black marks around the edges of its wings. The wings looked like they were made of velvet feathers. They looked soft. I sketched the butterfly. I quickly sketched. Then I went inside and looked it up. It was a Tiger Swallowtail.

B. Writing Activity

Rewrite the paragraph with the combined sentences.

Name _____

Underline the adjective that can be used to combine each pair of sentences. Then combine the sentences.

1. Jeff ran from the bumblebee.
It was a furry bumblebee.

2. Jane watched the ants.
They were busy ants.

3. The butterfly beat its wings.
They were strong wings.

4. The butterfly landed on a branch.
It was a thin branch.

5. It searched the sky for birds.
The birds are hungry.

Underline the adverb that can be used to combine each pair of sentences. Then combine the sentences.

6. The firefly glowed.
It glowed brightly.

7. The dragonfly hummed.
It hummed loudly.

8. The breeze blew over the pond.
The breeze blew gently.
