



**Grade 2**

# **Grammar Practice Reproducibles**



**Practice**



Grade 2

# Grammar Practice Reproducibles



Copyright © The McGraw-Hill Companies, Inc. Permission is granted to reproduce for classroom use.



**Practice**



**Grade 2**

# **Grammar Practice Reproducibles**



**Mc  
Graw  
Hill** Education

*Bothell, WA • Chicago, IL • Columbus, OH • New York, NY*

**[www.mheonline.com/readingwonders](http://www.mheonline.com/readingwonders)**



Copyright © 2014 The McGraw-Hill Companies, Inc.

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with *Reading Wonders*, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:  
McGraw-Hill Education  
2 Penn Plaza  
New York, NY 10121



# Contents

## Unit 1 • Friends and Family

### Week 1

---

<b><i>Friends Help Friends</i></b>	Sentences .....	1
	Questions .....	2
	Sentence Capitalization/Punctuation .....	3
	Sentences .....	4
	Sentences .....	5

### Week 2

---

<b><i>Families Around the World</i></b>	Commands .....	6
	Exclamations .....	7
	Sentence Capitalization/Punctuation .....	8
	Commands and Exclamations .....	9
	Commands and Exclamations .....	10

### Week 3

---

<b><i>Pets Are Our Friends</i></b>	Subjects .....	11
	Subjects .....	12
	Letter Punctuation .....	13
	Subjects .....	14
	Subjects .....	15

### Week 4

---

<b><i>Animals Need Our Care</i></b>	Predicates .....	16
	Predicates .....	17
	Commas .....	18
	Predicates .....	19
	Predicates .....	20

### Week 5

---

<b><i>Families Working Together</i></b>	Expanding and Combining Sentences .....	21
	Expanding and Combining Sentences .....	22
	Quotation Marks .....	23
	Expanding and Combining Sentences .....	24
	Expanding and Combining Sentences .....	25

# Contents

## Unit 2 • Animal Discoveries

### Week 1

---

<b><i>Animals and Nature</i></b>	Nouns . . . . .	26
	Nouns . . . . .	27
	Commas in a Series . . . . .	28
	Nouns . . . . .	29
	Nouns . . . . .	30

### Week 2

---

<b><i>Animals in Stories</i></b>	Singular and Plural Nouns . . . . .	31
	Singular and Plural Nouns . . . . .	32
	Commas in a Series . . . . .	33
	Singular and Plural Nouns . . . . .	34
	Singular and Plural Nouns . . . . .	35

### Week 3

---

<b><i>Animal Habitats</i></b>	Kinds of Nouns . . . . .	36
	Kinds of Nouns . . . . .	37
	Capital Letters/Abbreviations . . . . .	38
	Kinds of Nouns . . . . .	39
	Kinds of Nouns . . . . .	40

### Week 4

---

<b><i>Baby Animals</i></b>	More Plural Nouns . . . . .	41
	More Plural Nouns . . . . .	42
	Abbreviations/Commas in Addresses . . . . .	43
	More Plural Nouns . . . . .	44
	More Plural Nouns . . . . .	45

### Week 5

---

<b><i>Animals in Poems</i></b>	Possessive Nouns . . . . .	46
	Possessive Nouns . . . . .	47
	Apostrophes . . . . .	48
	Possessive Nouns . . . . .	49
	Possessive Nouns . . . . .	50

## Unit 3 • Live and Learn

### Week 1

<b><i>The Earth's Forces</i></b>	Action Verbs . . . . .	51
	Action Verbs . . . . .	52
	Abbreviations . . . . .	53
	Action Verbs . . . . .	54
	Action Verbs . . . . .	55

### Week 2

<b><i>Look at the Sky</i></b>	Present-Tense Verbs . . . . .	56
	Present-Tense Verbs . . . . .	57
	Commas in a Series . . . . .	58
	Present-Tense Verbs . . . . .	59
	Present-Tense Verbs . . . . .	60

### Week 3

<b><i>Ways People Help</i></b>	Past-Tense Verbs . . . . .	61
	Future-Tense Verbs . . . . .	62
	Letter Punctuation . . . . .	63
	Past- and Future-Tense Verbs . . . . .	64
	Past- and Future-Tense Verbs . . . . .	65

### Week 4

<b><i>Weather Alert!</i></b>	The Verb <i>Have</i> . . . . .	66
	The Verb <i>Have</i> . . . . .	67
	Book Titles . . . . .	68
	The Verb <i>Have</i> . . . . .	69
	The Verb <i>Have</i> . . . . .	70

### Week 5

<b><i>Express Yourself</i></b>	Combining and Rearranging Sentences . . . . .	71
	Combining and Rearranging Sentences . . . . .	72
	Sentence Punctuation . . . . .	73
	Combining and Rearranging Sentences . . . . .	74
	Combining and Rearranging Sentences . . . . .	75

# Contents

## Unit 4 • Our Life/Our World

### Week 1

---

<b>Different Places</b>	Linking Verbs . . . . .	76
	Linking Verbs . . . . .	77
	Capitalization of Proper Nouns . . . . .	78
	Linking Verbs . . . . .	79
	Linking Verbs . . . . .	80

### Week 2

---

<b>Earth Changes</b>	Helping Verbs . . . . .	81
	Helping Verbs . . . . .	82
	Quotation Marks . . . . .	83
	Helping Verbs . . . . .	84
	Helping Verbs . . . . .	85

### Week 3

---

<b>Our Culture Makes Us Special</b>	Irregular Verbs <i>go, do</i> . . . . .	86
	Irregular Verbs <i>go, do</i> . . . . .	87
	Book Titles . . . . .	88
	Irregular Verbs <i>go, do</i> . . . . .	89
	Irregular Verbs <i>go, do</i> . . . . .	90

### Week 4

---

<b>Folktales About Nature</b>	Irregular Verbs <i>come, run, hide</i> . . . . .	91
	Irregular Verbs <i>come, run, hide</i> . . . . .	92
	Letter Punctuation . . . . .	93
	Irregular Verbs <i>come, run, hide</i> . . . . .	94
	Irregular Verbs <i>come, run, hide</i> . . . . .	95

### Week 5

---

<b>Poems About Nature</b>	Contractions . . . . .	96
	Contractions . . . . .	97
	Apostrophes with Contractions . . . . .	98
	Contractions . . . . .	99
	Contractions . . . . .	100

## Unit 5 • Let's Make a Difference

### Week 1

<b>Being a Good Citizen</b>	Pronouns . . . . .	101
	Pronouns . . . . .	102
	Quotation Marks . . . . .	103
	Pronouns . . . . .	104
	Pronouns . . . . .	105

### Week 2

<b>Cooperation Works!</b>	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> . . . . .	106
	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> . . . . .	107
	Capitalizing the Pronoun <i>I</i> . . . . .	108
	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> . . . . .	109
	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> . . . . .	110

### Week 3

<b>Our Heroes</b>	Possessive Pronouns . . . . .	111
	Possessive Pronouns . . . . .	112
	Capitalization of Proper Nouns . . . . .	113
	Possessive Pronouns . . . . .	114
	Possessive Pronouns . . . . .	115

### Week 4

<b>Preserving Our Earth</b>	Contractions . . . . .	116
	Contractions . . . . .	117
	Contractions/Possessive Pronouns . . . . .	118
	Contractions . . . . .	119
	Contractions . . . . .	120

### Week 5

<b>Right and Rules</b>	Pronoun-Verb Agreement . . . . .	121
	Pronoun-Verb Agreement . . . . .	122
	Book Titles . . . . .	123
	Pronoun-Verb Agreement . . . . .	124
	Pronoun-Verb Agreement . . . . .	125

# Contents

## Unit 6 • How on Earth?

### Week 1

---

<b><i>Plant Myths and Facts</i></b>	Adjectives . . . . .	126
	Adjectives . . . . .	127
	Commas in a Series . . . . .	128
	Adjectives . . . . .	129
	Adjectives . . . . .	130

### Week 2

---

<b><i>We Need Energy</i></b>	Articles and <i>This, That, These, and Those</i> . . . . .	131
	Articles and <i>This, That, These, and Those</i> . . . . .	132
	Names and Titles . . . . .	133
	Articles and <i>This, That, These, and Those</i> . . . . .	134
	Articles and <i>This, That, These, and Those</i> . . . . .	135

### Week 3

---

<b><i>Team Up to Explore</i></b>	Adjectives That Compare . . . . .	136
	Adjectives That Compare . . . . .	137
	Apostrophes with Possessive Nouns . . . . .	138
	Adjectives That Compare . . . . .	139
	Adjectives That Compare . . . . .	140

### Week 4

---

<b><i>Money Matters</i></b>	Adverbs and Prepositional Phrases . . . . .	141
	Adverbs and Prepositional Phrases . . . . .	142
	Capitalization . . . . .	143
	Adverbs and Prepositional Phrases . . . . .	144
	Adverbs and Prepositional Phrases . . . . .	145

### Week 5

---

<b><i>The World of Ideas</i></b>	Adjectives and Adverbs . . . . .	146
	Adjectives and Adverbs . . . . .	147
	Sentence Punctuation . . . . .	148
	Adjectives and Adverbs . . . . .	149
	Adjectives and Adverbs . . . . .	150

Name \_\_\_\_\_

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

Max is my friend.

He plays with me.

**Circle the sentence in each row.**

1. My friend helps me.

my friend helps me

2. Jake goes with me to the park

Jake goes with me to the park.

3. we walk to school together

We walk to school together.

4. Kara likes to dance.

Kara likes to dance

5. I showed Kara how to sing

I showed Kara how to sing.

6. I sing with my friend.

i sing with my friend.

Name \_\_\_\_\_

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

I play tag.

Will you play tag?

**Read the sentences. Circle each question. Underline each statement.**

1. Will Dad help you read the book?
2. Who are your friends?
3. I ate dinner at Lisa's house.
4. Sam helped me rake the leaves.
5. I watched Seth's game.
6. Will you go to the movies with me?
7. My friend takes care of me.
8. Sara shows Tad the new game.
9. Do you have homework tonight?
10. Friends help each other.





Name \_\_\_\_\_

- A “telling sentence,” or **statement**, ends with a period.
- An “asking sentence,” or **question**, ends with a question mark.

Beth likes to laugh.

Do you like to laugh?

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



1. Donny sits next to me

\_\_\_\_\_

2. Will we have the same teacher

\_\_\_\_\_

3. The boys help Ben rake the leaves

\_\_\_\_\_

4. The friends walk to school

\_\_\_\_\_

5. Will you help me

\_\_\_\_\_

Name \_\_\_\_\_

- A **sentence** is a group of words that tells a complete thought.
- A “telling sentence,” or **statement**, ends with a period.
- An “asking sentence,” or **question**, ends with a question mark.
- Every sentence begins with a capital letter.

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

Jesse and Nico are friends Nico has to clean his room. Jesse will help him The boys work fast as a team? what will the boys do now. they will play baseball in Nico’s yard

---

---

---

---

---

---

---

Name \_\_\_\_\_

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

1. Ryan reads a book \_\_\_\_\_
2. He goes to the library \_\_\_\_\_
3. Who can go with him \_\_\_\_\_
4. His friend Hanna helps \_\_\_\_\_
5. Is it good to have a friend \_\_\_\_\_
6. Will Hanna help Ryan \_\_\_\_\_
7. How long have they been friends \_\_\_\_\_
8. What else do they do together \_\_\_\_\_
9. They play tag together \_\_\_\_\_
10. Does that sound like fun \_\_\_\_\_

Name \_\_\_\_\_

- A **sentence** has a subject and an action word.
- A **command** is a sentence that tells someone to do something.
- A command ends with a period.
- The subject of a command is the person to whom the speaker is talking.

Listen to your mother.

Play with your sister.

**Underline each command.**

1. My family eats dinner.
2. Set the table.
3. Use your napkin.
4. Grandma made tacos.
5. Give your sister the meat.
6. This tastes good.

Name \_\_\_\_\_

- An **exclamation** is a sentence that shows strong feeling.
- An exclamation begins with a capital letter and ends with an exclamation point.

Maria can really dance!

**A. Circle each exclamation.**

1. Jane's family plays in the snow.
2. Look out for that snowball!
3. I want to make a snowman!
4. Dad puts on a hat.
5. I love when it snows!
6. This snowman looks great!
7. It's too cold outside!
8. Let's sit by the fire.

**B. Write a new exclamation on the lines below.**

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

Name \_\_\_\_\_

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

Get ready.

We don't want to be late!

**Read the sentences. Write the commands and exclamations correctly on the lines.**

1. i can't wait for the Chinese festival

\_\_\_\_\_

2. come to the party with my family

\_\_\_\_\_

3. nana's moon cakes are my favorite

\_\_\_\_\_

4. sit next to me

\_\_\_\_\_

5. Lee's dragon mask is cool

\_\_\_\_\_

6. Lee loves a parade

\_\_\_\_\_

Name \_\_\_\_\_

- Begin every sentence with a capital letter.
- An **exclamation** ends with an exclamation point.
- A **command** ends with a period.

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

let's visit Marco's house? his family is so much fun! shake his grandfather's hand. Say hello to him. I love his stories about Brazil. Let's listen?

---

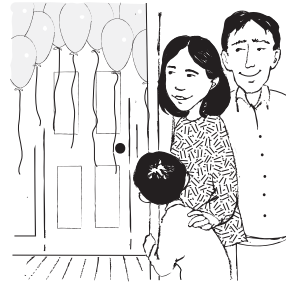
---

---

---

Name \_\_\_\_\_

**Circle “command” or “exclamation” for each sentence.**



1. Have fun at the party.

command

exclamation

2. It is Jen’s birthday!

command

exclamation

3. My family will surprise her!

command

exclamation

4. Do not tell Jen.

command

exclamation

5. Come to my house at noon.

command

exclamation

**Rewrite the following sentences with correct capitalization and punctuation.**

6. pick up another cake

\_\_\_\_\_

7. do not be late, Tad

\_\_\_\_\_



Name \_\_\_\_\_

- A **subject** tells who or what the sentence is about.
- The subject is often at the beginning of a sentence.

The cat is white.

subject

Jake likes cats.

subject

**A. Underline the subject in each sentence.**

1. Sam likes birds.
2. Cats are my favorite animals.
3. Maria has a pet lizard.
4. The shelter has many dogs.
5. Serena wants a bunny.
6. Jim throws a ball to his dog.

**B. Write two more sentences about pets. Circle each subject.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

- A **subject** tells who or what the sentence is about.
- A group of words without a subject is not a complete sentence.

Incomplete sentence: \_\_\_\_\_ owns a bunny.

Complete sentence: \_\_\_\_\_ Cal owns a bunny.

### A. Add a subject to each incomplete sentence.

- \_\_\_\_\_ buys a pet.
- \_\_\_\_\_ thinks pets are great.
- \_\_\_\_\_ is a good dog.
- \_\_\_\_\_ wants to play with the dog.
- \_\_\_\_\_ would like to have a turtle.
- \_\_\_\_\_ does not like turtles.



### B. Write two complete sentences below. Circle each subject.

- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

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

Dear Dad,

Love,

Raj

**Rewrite this letter on the lines below. Add punctuation and capitalization.**

dear Mom and Dad

Thank you for our new cat. She is a great friend.

love

Mona




---



---



---



---



---

Name \_\_\_\_\_

- The **subject** of a sentence is who or what the sentence is about.
- Every sentence has a subject, and the subject agrees with the verb.
- Begin the **greeting** and **closing** in a letter with a capital letter.
- Use commas after the greeting and closing in a letter.

**Rewrite the letter correctly on the lines below. Make sure every sentence has a subject.**



dear Mr. Diaz

Welcome home from your trip. had a great time with Fluffy. is now a good friend. hope to play with your dog again soon.

your friend  
Manny

---



---



---

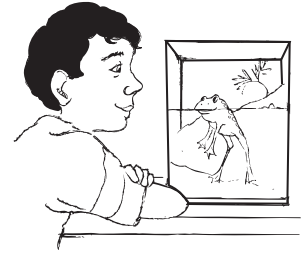


---



---

Name \_\_\_\_\_

**Circle the correct answer.**

1. Circle the answer that has the subject underlined correctly.

A. Jacob has a pet frog.

C. Jacob has a pet frog.

B. Jacob has a pet frog.

D. Jacob has a pet frog.

2. Circle the answer that shows a complete sentence.

A. The pet is.

C. My friend.

B. The pet is my friend.

D. Is my friend.

3. What word is the subject of this sentence?

Cats are very smart animals.

A. Cats

C. smart

B. are

D. animals

4. What is the subject of this sentence?

The dog goes for a walk.

A. walk

C. goes

B. for

D. The dog

Name \_\_\_\_\_

- Every sentence has a subject and a predicate.
- The **subject** tells who or what the sentence is about.
- A **predicate** tells what the subject does or is.
- In many sentences, the **word order** is subject + predicate + other words.

Les feeds the fish.

predicate

**A. Draw a line from each subject on the left to its predicate on the right.**

- |                 |                         |
|-----------------|-------------------------|
| 1. The fish     | barks at the children.  |
| 2. Mom and Dad  | feed the animals.       |
| 3. The dog      | swims in the fish tank. |
| 4. The children | buy pet food.           |

**B. Draw a circle around the predicate.**

- Jake rides his horse every day.
- Samantha feeds her lizard.

Name \_\_\_\_\_

- A **predicate** tells what the subject of a sentence does or is.
- A predicate is often at the end of a sentence.
- You can correct an incomplete sentence by adding a predicate.

Incomplete sentence: Carly

Complete sentence: Carly walks her dog.

**A. Circle the letter next to the predicate that completes each sentence.**

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

A. animals.

B. care for animals.

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

A. and children.

B. need food and water.

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

A. cares for her cat.

B. in her backpack.

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

A. are furry.

B. and dogs.

5. Maria's hamster \_\_\_\_\_

A. brown fur.

B. runs on a wheel.

Name \_\_\_\_\_

- Use a comma after **sequence words** such as *first*, *next*, *last*, and *finally*.
- Do not use a comma after *then*.

First, Donna walked her dog.

Last, she fed the dog.

**Read each sentence. Write the correct sentence on the line. If there's no error, write the sentence.**



1. First Ben and his parents went to the pet store.

\_\_\_\_\_

2. Next they looked at the fish and the lizards.

\_\_\_\_\_

3. Then Ben saw a special clownfish.

\_\_\_\_\_

4. Last his parents talked to the shop owner.

\_\_\_\_\_

5. Finally Ben named the fish Goldie.

\_\_\_\_\_



Name \_\_\_\_\_

- A **predicate** tells what the subject of a sentence does or is.
- A comma comes after a sequence word that begins a sentence.

**Draw a line below each predicate in the paragraph. Then circle each mistake. Finally, rewrite the paragraph correctly on the lines.**

Annie takes good care of her kitten named Silky. First she fills the Silky's water dish. Next she puts food in her food dish. Then Annie likes to brush Silky's fur. Finally she throws Silky a ball of yarn.




---



---



---



---



---

Name \_\_\_\_\_

**A. Underline the predicate in each sentence.**

1. Animals need food, water, and care.
2. Adam's fish swim in the tank.
3. Erin's parrot flies around its cage.
4. Tonya and Tory put food in the bird feeder.
5. Ryan feeds the ducks in the pond.
6. Vets care for sick animals.

**B. Rewrite these sentences, inserting a comma if it is needed.**

7. First we went to the animal shelter.

\_\_\_\_\_

8. Finally I saw a dog named Maggie.

\_\_\_\_\_

Name \_\_\_\_\_

- When you **expand a sentence**, you add more details to the subject or predicate.

The boy helps.The young boy helps.The man rakes.The man rakes leaves.**A. Add details to the subjects of these sentences.****Write the new sentences on the lines.**

1. The boys worked in the garden.

\_\_\_\_\_

2. The gardener gave them some seeds.

\_\_\_\_\_

3. The seeds were in bags.

\_\_\_\_\_

**B. Add details to the predicates of these sentences.****Write the new sentences on the lines.**

4. The boys planted.

\_\_\_\_\_

5. The gardener smiled.

\_\_\_\_\_

Name \_\_\_\_\_

- When two sentences have the same subject, you can use the word **and** to combine the predicates.

Anna swept the floor.      Anna fed the cat.

Anna swept the floor and fed the cat.

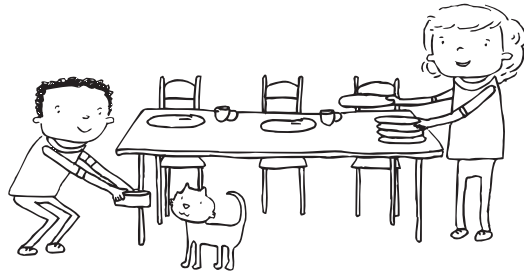
- When two sentences have the same predicate, you can use the word **and** to combine the subjects.

Anna liked to help.      Terry liked to help.

Anna and Terry liked to help.

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

1. Paula cleaned the kitchen.  
Randy cleaned the kitchen.



2. Chelsea asked for help.

Joe asked for help.

3. Carl fed the cat.

Carl fed the dog.

4. Jim swept the steps.

Jim washed the car.

Name \_\_\_\_\_

- Use **quotation marks** at the beginning and at the end of the exact words a person says.
- The punctuation at the end of the speaker's words is also included inside the quotation marks.

“Why don’t you help Dad?” Mom asked.

“I like to help,” Jenny said.

**Write each sentence. Add quotation marks, where needed.**



1. I am making some cookies, Dad said.

\_\_\_\_\_

2. I'd like to help you, Sarah said.

\_\_\_\_\_

3. Dad said, Your job can be mixing the flour.

\_\_\_\_\_

4. Sarah said, What else can I do to help?

\_\_\_\_\_

5. You can help me eat the cookies, Dad said.

\_\_\_\_\_

Name \_\_\_\_\_

- When you **expand a sentence**, you add more details to the subject or predicate.
- When two sentences have the same subject, you can use the word **and** to combine the predicates.
- When two sentences have the same predicate, you can use the word **and** to combine the subject.
- Use **quotation marks** at the beginning and at the end of the exact words a person says. The punctuation at the end of the speaker's words is also included inside the quotation marks.

**Read the paragraphs. Combine sentences and add quotation marks, where possible. Then rewrite correctly on the lines.**

Molly cleans her bedroom. Molly cleans the kitchen.  
When she is done, she makes tacos.

Molly's dad eats the tacos. Her sister eats the tacos.  
They say, These are the best tacos in the world!

Molly smiles. Molly says, Thank you.

---



---



---



---



---

Name \_\_\_\_\_

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



1. Paul's father is a firefighter.  
Paul's uncle is a firefighter.

---

2. Paul visited the fire station.  
Ellen visited the fire station.

---

3. Firefighters work in the daytime.  
Firefighters work at night.

---

4. They clean the hoses.  
They clean the fire trucks.

---

5. Ellen asked questions.  
Ellen listened to the answers.

---

6. Paul listened too.  
Paul learned a lot.

---

Name \_\_\_\_\_

- A **noun** is a word that names something.
- Some nouns name people.

Our teacher has a cat.

**A. Circle the nouns that name people in each sentence.**

1. The boy walks his dog.
2. His mother holds the leash.
3. My sister saw an owl.
4. The family visits the park.
5. A farmer cares for his horse.
6. A baby smiles at the cat.

**B. Write two sentences about people. Circle each noun that names a person.**

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

\_\_\_\_\_

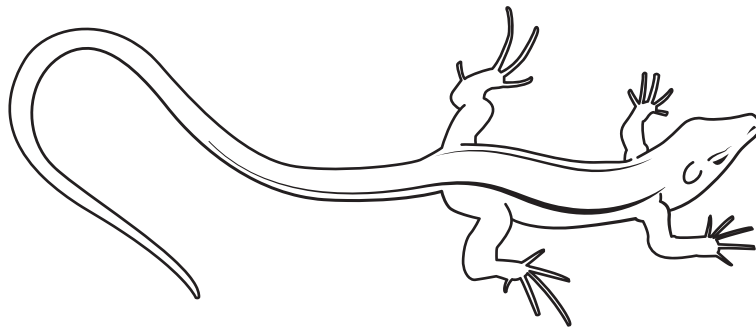
8. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

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

The beach is fun.Snow is cold.

**A. Circle the nouns. Then underline the nouns that name a place or a thing.**

1. Her grandmother lives in the desert.
2. My father showed me a lizard.
3. My sister puts food in a bowl.
4. His grandfather hiked up the trail.
5. Our teacher read about penguins.

**B. Write a sentence about a place or a thing. Circle the nouns in the sentence.**

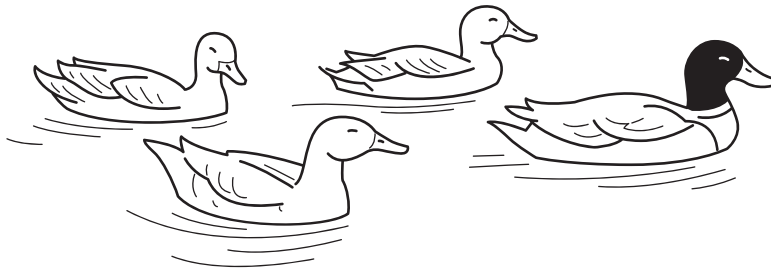
6. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

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

Ducks eat fish, plants, and insects.

Ducks can be white, black, or brown.



**A. Write the correct sentence on the line.**

1. Ducks swim walk and fly.

\_\_\_\_\_

2. They quack when they are hungry mad, or surprised.

\_\_\_\_\_

**B. Write two sentences that contain a series. Be sure to add the commas in each series.**

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

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

Name \_\_\_\_\_

- A noun names a person, place, or thing.
- A **series** is a set of three or more words.
- Commas separate the words in a series.
- The word *and* or *or* comes before the last word in a series.

**A. Read the passage. Insert commas where they are needed. Write the corrected passage on the lines.**

Birds make nests from sticks grass and straw. Some birds also use feathers mud and string. Nests keep birds safe from cold rain or wind.




---



---



---



---

**B. Now find six nouns in the passage. Write them on the lines below.**

---



---



---

Name \_\_\_\_\_

**A. Underline the nouns in each sentence.**

1. Animals live in many places.
2. The boys like to watch the squirrel.
3. The nuts fell on the ground.
4. The bird flew to a tree.
5. A rabbit lives near my house.

**B. Circle the nouns that name a person.**

6. The vet cared for our rabbit.
7. The artist often paints ducks.
8. His brother is our coach.

Name \_\_\_\_\_

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

I see one bird.

You see two birds.

**Make the underlined noun plural. Write it on the line provided.**

1. The fox saw the grape in a tree. \_\_\_\_\_
2. The fox took the step to reach them. \_\_\_\_\_
3. The rabbit ate the carrot. \_\_\_\_\_
4. The farmer found the golden egg. \_\_\_\_\_
5. The bird flew over the house. \_\_\_\_\_
6. The cat was afraid of the dog. \_\_\_\_\_

Name \_\_\_\_\_

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

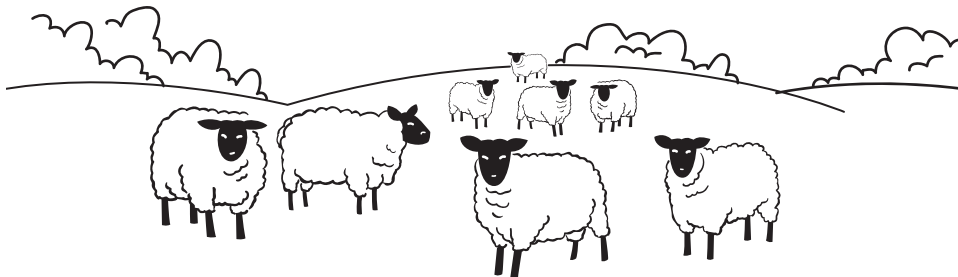
*wish* → *wishes**box* → *boxes*

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

*story* → *stories*

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

1. The shepherd boy made up many \_\_\_\_\_. (story)
2. He saw \_\_\_\_\_, dragons, and dogs in the sky. (fox)
3. One of his \_\_\_\_\_ was to watch the sheep. (duty)
4. One of the sheep had several \_\_\_\_\_. (baby)
5. A wolf hid in the \_\_\_\_\_. (bush)



Name \_\_\_\_\_

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

The shepherd boy saw horses, dragons, and dogs in the clouds.

She can play games at the park, at school, or at home.

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

1. I like to read about lions tigers and elephants.

\_\_\_\_\_

2. Tom Jana, and Terry like animal fables.

\_\_\_\_\_

3. The stories are about animals on farms, in zoos and in nature.

\_\_\_\_\_

4. I can read stories at school, at home or on the bus.

\_\_\_\_\_

5. There are books about horses cows, and goats.

\_\_\_\_\_

6. Did Jack Ben or Sue read this story?

\_\_\_\_\_

Name \_\_\_\_\_

- Add **-s** to make the plural of most nouns.
- Add **-es** to form the plural of singular nouns that end in **s**, **ch**, **sh**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.
- Use commas to separate three or more words in a series.

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

A fox saw some berrys. They were high in a tree. He ran jumped and fell trying to get them. The branches were too high. He told the other foxs, "They must taste bad."

---



---



---



---



Name \_\_\_\_\_

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

1. There are many \_\_\_\_\_ about animals. (fable)
2. One of the \_\_\_\_\_ is about an ant. (story)
3. The ant gathered \_\_\_\_\_ of wheat. (grain)
4. He stored the food for his \_\_\_\_\_. (baby)
5. A grasshopper spent his \_\_\_\_\_ playing. (day)
6. When winter came, the ant \_\_\_\_\_ had food. (family)
7. The grasshopper begged for wheat, rice, or \_\_\_\_\_.  
(berry)
8. He had no food for his \_\_\_\_\_. (lunch)



Name \_\_\_\_\_

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

Polar bears live near the Arctic Circle.

Bats sleep in caves all over the United States.

**A. Circle the proper nouns.**

1. Many frogs live on the banks of the Mississippi River.
2. Beavers can be found in wetlands across North America.
3. Prairie dogs live in the grasslands of Montana.
4. Many different fish swim in the Atlantic Ocean.
5. Some alligators live in the Florida Everglades.

**B. Underline the common nouns in the sentences above. List them on the lines below.**

_____	_____
_____	_____
_____	_____
_____	_____

Name \_\_\_\_\_

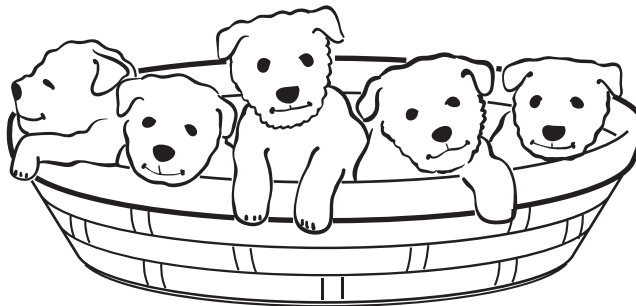
- A **collective noun** names a group of people, places, or things.

a flock of sheep

a herd of deer

**Circle the collective nouns.**

1. The flock of geese flew overhead.
2. A herd of cows is grazing in the field.
3. Jack saw a school of fish in the river.
4. Mary fixed a basket for the litter of puppies.
5. A pack of wolves ran through the forest.
6. A swarm of bees buzzed near the fruit trees.



Name \_\_\_\_\_

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

Sunday      June      Father's Day

- Abbreviations for the days of the week or the months of the year begin with a capital letter and end with a period.

Monday → Mon.      December → Dec.

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

1. september  
fall  
school

\_\_\_\_\_

2. vote  
flag  
president's day

\_\_\_\_\_

3. afternoon  
night  
thursday

\_\_\_\_\_

4. summer  
labor day  
fun

\_\_\_\_\_

**B. Write the correct abbreviation for each proper noun.**

5. February \_\_\_\_\_      6. Tuesday \_\_\_\_\_

7. Saturday \_\_\_\_\_      8. April \_\_\_\_\_

Name \_\_\_\_\_

- A **common noun** names a person, place, or thing. A **proper noun** names a particular person, place, or thing and begins with a capital letter. A **collective noun** names a group of people, places, or things.
- The names of the days of the week, the months of the year, and holidays are proper nouns.
- Use a **comma** between the day and the year.

January 24, 2005

**A. Draw a line below each mistake. Then rewrite the letter.**

october 1 2006

Dear wendy,

My class learned about sea turtles on monday. I would like to see pictures of sea turtles from florida. Please send them to me in idaho.

Your friend,  
tony

---



---



---



---



---



---

Name \_\_\_\_\_

**Read the underlined word. Circle the word that shows what kind of noun it is.**

1. The penguins came from Antarctica.

common                      proper

2. Some birds were building nests.

common                      proper

3. We saw a herd of elephants.

proper                      collective

4. The pelicans came from Florida.

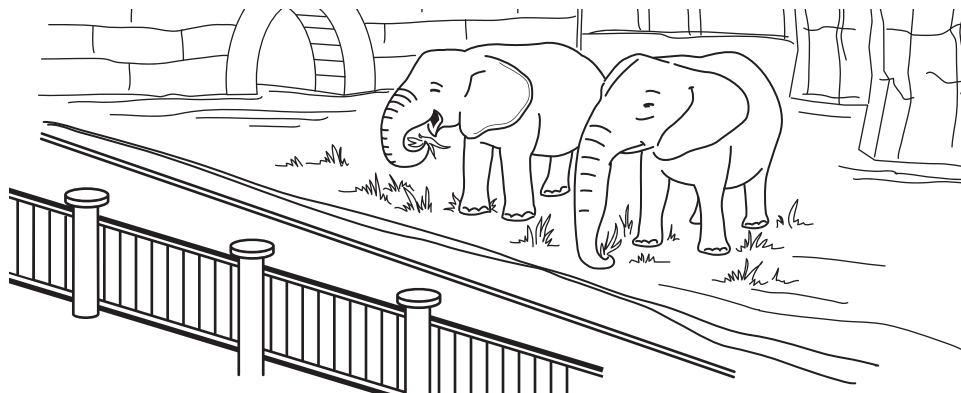
common                      proper

5. The flock of sheep fed on grass.

proper                      collective

6. Her birthday is in February.

collective                      proper



Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Most nouns add **-s** or **-es** to make their plural form.
- Some nouns change their spelling to make their plural form.

foot → feet      child → children      woman → women  
tooth → teeth      man → men      mouse → mice

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

1. Three \_\_\_\_\_ took a hike in the woods. (child)
2. Two \_\_\_\_\_ led the hike. (woman)
3. Ten \_\_\_\_\_ were in the group. (man)
4. The hike hurt their \_\_\_\_\_. (foot)
5. They found two baby \_\_\_\_\_! (mouse)

**B. Write a sentence using the plural form of the noun in ( ).**

6. (tooth)

\_\_\_\_\_

7. (child)

\_\_\_\_\_

Name \_\_\_\_\_

- Some nouns change their spelling from singular to plural.

mouse → mice      goose → geese

- Some words stay the same.

deer → deer      fish → fish      sheep → sheep

- The rest of the sentence will show you whether the noun is about one thing or more than one thing.

Jack caught a fish. (only one fish)

Two fish are in the bowl. (more than one fish)

**Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.**

1. Max saw a baby sheep in the meadow. \_\_\_\_\_

2. The sheep are in the field. \_\_\_\_\_

3. The baby deer has little teeth. \_\_\_\_\_

4. Four deer ran across the path. \_\_\_\_\_

5. He watched many fish swim. \_\_\_\_\_

6. I saw him catch a fish. \_\_\_\_\_





Name \_\_\_\_\_

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

Buffalo, New York

Orlando, Florida

- Do not use a comma between a city and state where the state is a U.S. Postal Service Abbreviation.

Buffalo NY 014226

Orlando FL 32825

- Use a comma between the day and the year.
- Each day, month, or holiday begins with a capital letter.

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

1. Julie was born in Chicago Illinois on february 7 2012.

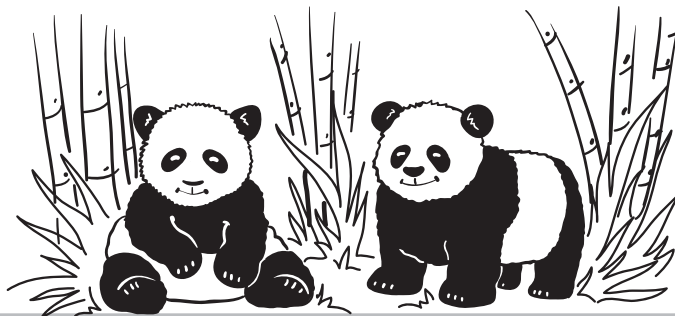
\_\_\_\_\_

2. Two panda cubs were born at the zoo in San Diego California.

\_\_\_\_\_

3. A red fox was sent to the zoo in Austin Texas on april 12 2010.

\_\_\_\_\_



Name \_\_\_\_\_

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

The puppy's bone is gone.

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

The bears' cages were clean.

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

The children's books are on the table.

- Use a **comma** between the names of cities and states.

### A. Choose the correct possessive noun. Write it on the line.

1. The \_\_\_\_\_ nose is pink.

- A.** hamsters'      **B.** hamster's

2. There were several \_\_\_\_\_ nests in our yard.

- A.** birds'      **B.** bird's

3. The \_\_\_\_\_ beaks are wet.

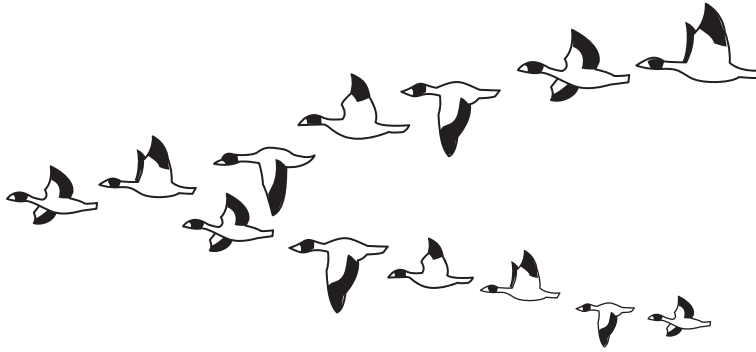
- A.** geeses'      **B.** geese's

### B. Write the sentence. Add a comma where needed.

My uncle lives in Austin Texas.

\_\_\_\_\_

Name \_\_\_\_\_



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

1. Several \_\_\_\_\_ flew over our house.

geese      geeses      geeses

2. We saw six \_\_\_\_\_ in the woods.

deers      deer      deer's

3. Five \_\_\_\_\_ live in the barn.

mouses      mice      mouse

4. The boys saw an \_\_\_\_\_ nest in the tree.

owl      owls      owl's

5. The teacher walked with the \_\_\_\_\_.

girls      girl's      girls'

Name \_\_\_\_\_

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

I walk the dog of my friend.      I walk my friend's dog.

The bowl of the fish is round.      The fish's bowl is round.

**Rewrite the underlined parts with a possessive noun. Write it on the line.**

1. The bowl of the cat is empty. \_\_\_\_\_
2. The fur of a camel is brown. \_\_\_\_\_
3. The dog of Mia likes to run. \_\_\_\_\_
4. That cave might be the home of a bear. \_\_\_\_\_
5. The skin of a snake is very scaly. \_\_\_\_\_
6. The tongue of a cat is very rough. \_\_\_\_\_
7. The goldfish of Alicia is a very quiet pet! \_\_\_\_\_

Name \_\_\_\_\_

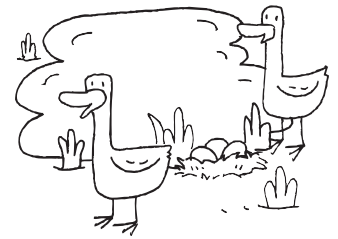
- Add just an apostrophe to most **plural nouns** to make them **possessive**.

We could see the turtles' shells.

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

The mice's home is in the barn.

**Underline the correct plural possessive noun in ( ). Rewrite the sentence on the line below.**



1. The (bird's/birds') beaks are full of straw.

\_\_\_\_\_

2. The (childrens'/children's) favorite animal was the fox.

\_\_\_\_\_

3. The (duck's/ducks') nests were by the water.

\_\_\_\_\_

4. The (squirrels'/squirrel's) tails helped them keep warm.

\_\_\_\_\_

5. The (dog's/dogs') owners take them to the park.

\_\_\_\_\_

Name \_\_\_\_\_

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

**Circle the correct form of the possessive nouns in parentheses.**

1. The (turtle's/turtles') shells protect them from enemies.
2. A (pig's/pigs') nose is flat.
3. The (cat's/cats') bells are on their collars.
4. A (puppy's/puppies') ears are long and soft.
5. The (dog's/dogs) food is near its bowl.
6. The (cub's/cubs') mother pushed them to the water.

Name \_\_\_\_\_

- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make plural nouns that end in s possessive.
- Add an apostrophe and -s to plural nouns that do not end in s.

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

A bats wings are not covered with feathers. Bats wings are made of layers of skin. Their bodies have fur, like mices bodies. A bat that is looking for food sends out little noises. The noises bounce off of an insects body. The bouncing noises help the bat find and eat the bug. Bats fly at night because the suns light would dry out their wings.




---



---



---



---



---

Name \_\_\_\_\_

**Mark the sentence that is rewritten correctly. Underline the possessive noun in the correct sentence.**

1. The wings of the duck are brown and white.
  - The ducks wings are brown and white.
  - The duck's wings are brown and white.
  - The ducks' wings are brown and white.
  
2. The humps of the camels make them look tall.
  - The camels' humps make them look tall.
  - The camel's humps make them look tall.
  - The camels humps make them look tall.
  
3. A nest of a bird holds its eggs.
  - A birds nest holds its eggs.
  - A birds' nest holds its eggs.
  - A bird's nest holds its eggs.
  
4. The food of these geese lives in the river.
  - These geeses food lives in the river.
  - These geeses' food lives in the river.
  - These geese's food lives in the river.
  
5. Many poems for children are about animals.
  - Many childrens poems are about animals.
  - Many children's poems are about animals.
  - Many childrens' poems are about animals.



Name \_\_\_\_\_

- An **action verb** is a word that shows action.
- An action verb tells what someone or something is doing.
- To find an action verb, ask *What is the person or thing in this sentence doing?*

Rain falls from the sky.

Sara watches the clouds.

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

1. I toss a ball in the air. \_\_\_\_\_
2. Gravity pulls the ball down. \_\_\_\_\_
3. Jessica spills pins on the floor. \_\_\_\_\_
4. A magnet lifts up the pins. \_\_\_\_\_
5. Chad steps onto a scale. \_\_\_\_\_
6. The dial points to his weight. \_\_\_\_\_

Name \_\_\_\_\_

- An **action verb** tells about the action in the sentence.
- Some action verbs tell about actions that are hard to see.

Jim enjoys that book about the weather.

**Circle the action verb. Then write another sentence using that same verb.**



1. Amy thinks about magnets.

\_\_\_\_\_

2. Tom loves books about space.

\_\_\_\_\_

3. Bill listens about motion.

\_\_\_\_\_

4. Cara enjoys experiments with gravity.

\_\_\_\_\_

5. Rita dreams about science.

\_\_\_\_\_

Name \_\_\_\_\_

- An **abbreviation** is a shortened form of a word. It begins with a capital letter and ends with a period. Street names are often abbreviated.

Street → St. Avenue → Ave. Drive → Dr. Road → Rd.

- The abbreviation of a **title** before a name begins with a capital letter and ends with a period. First and last names are proper nouns and begin with capital letters.

Dr. Allen Mrs. Lucas Ms. Jennifer Bailey

### A. Write each name and abbreviation correctly.

1. mr mark adams

\_\_\_\_\_

2. dr jerry gordon

\_\_\_\_\_

3. ms amy smith

\_\_\_\_\_

4. mrs. mary jones

\_\_\_\_\_

### B. Write each address using an abbreviation.

5. 245 Flame Street

\_\_\_\_\_

6. 563 Local Avenue

\_\_\_\_\_

7. 749 Wilson Drive

\_\_\_\_\_

8. 322 Valley Road

\_\_\_\_\_

Name \_\_\_\_\_

- An **action verb** tells about the action in the sentence.
- An **abbreviation** begins with a capital letter and ends with a period.
- Abbreviations can be used in street names and for writing common titles before names.

Main St.    Maple Ave.    Dr. Smith

**A. Read the letter. Circle the action verbs. Rewrite the letter on the lines below. Correct the abbreviations.**

Dear Sally,

My class went on a field trip. Our teacher, mrs wilson, took us. We visited dr harvey. He showed us magnets. We learned a lot!

Your friend,  
Brian

---



---



---



---



---

Copyright © The McGraw-Hill Companies, Inc.

**B. Write each address using an abbreviation.**

1. 212 First Street

2. 58 Lincoln Avenue

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

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

1. Martin drops the ball.

\_\_\_\_\_

2. The ball rolls down the hill.

\_\_\_\_\_

3. David pushes the swing. \_\_\_\_\_

4. The swing moves back and forth. \_\_\_\_\_

5. Jane thinks about trains. \_\_\_\_\_

6. She learns about them in school. \_\_\_\_\_

7. Paul enjoys soccer. \_\_\_\_\_

8. He kicks the ball across the field. \_\_\_\_\_



Name \_\_\_\_\_

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

Kelly jumps in a puddle.

**A. Circle each present-tense verb. Then write the verb on the line.**

1. The boys look at the nighttime sky. \_\_\_\_\_
2. Phil sees a shooting star. \_\_\_\_\_
3. The moonlight shines in the sky. \_\_\_\_\_
4. The stars sparkle at night. \_\_\_\_\_

**B. Write two sentences about the daytime sky. Use present tense-verbs.**

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

Name \_\_\_\_\_

- A **present-tense verb** must agree with the subject of the sentence.
- Add **-s** to most verbs if the subject is singular, except when the subject is *I* or *you*. Add **-es** to verbs that end with **s**, **ch**, **sh**, or **x**.

The pinwheel spins in the wind. The boy watches.

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

The boys chase the kite.

**Underline the verb that agrees with the subject. Write another sentence using the same verb.**



1. Mr. Wilson (teach, teaches) about the sky.

\_\_\_\_\_

2. The Moon (turn, turns) around the Earth.

\_\_\_\_\_

3. The light of the Sun (shine, shines) on the moon.

\_\_\_\_\_

4. Stars (help, helps) me see the path.

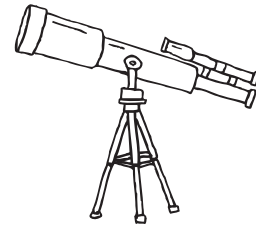
\_\_\_\_\_

Name \_\_\_\_\_

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

We studied magnets, gravity, and the wind today.

**Rewrite each sentence, inserting commas where they are needed.**



1. The girls looked at the moon, stars and planets.

\_\_\_\_\_

2. A telescope helps you see things on land in the sky, or on the sea.

\_\_\_\_\_

3. Books DVDs and the Internet have information about the sky.

\_\_\_\_\_

4. We watch the sky in the spring summer, fall and winter.

\_\_\_\_\_

5. Jim Sara and Katie are in the Star Gazers Club.

\_\_\_\_\_



Name \_\_\_\_\_

- **Present-tense verbs** tell about actions that happen now.
- A present-tense verb must agree with the subject of the sentence.
- Add **-s** to most verbs if the subject is singular, except when the subject is *I* or *you*. Add **-es** to verbs that end with **s**, **ch**, **sh**, or **x**. Do not add **-s** or **-es** if the subject is plural.
- Use a comma to separate three or more words in a series.

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

I likes to look at the night sky. I go out with my dad my sister, and my friend to see the stars. We brings a star book some chairs and a flashlight. The moon stars, and sky change during the night. We watches until we are tired.

---



---



---



---

Name \_\_\_\_\_

**Write the correct form of the present-tense verb so that it agrees with the subject.**

1. Rose and Jill \_\_\_\_\_ the night sky. (watch)
2. They \_\_\_\_\_ for shooting stars. (hunt)
3. Rose's mother \_\_\_\_\_ a telescope. (bring)
4. A telescope \_\_\_\_\_ them look at the stars. (help)
5. The girls \_\_\_\_\_ the moon. (see)
6. It \_\_\_\_\_ big and white. (look)
7. A star \_\_\_\_\_ across the sky. (shoot)
8. It \_\_\_\_\_ in the darkness. (flash)



Name \_\_\_\_\_

- **Past-tense verbs** tell about actions that already happened.
- Regular past-tense verbs end in **-ed**.

Last month our class cleaned the park.

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

1. Our class picked up trash. \_\_\_\_\_
2. We looked for litter. \_\_\_\_\_
3. We also cleaned the playground. \_\_\_\_\_
4. Tammy raked some leaves. \_\_\_\_\_
5. Bill and Jen planted flowers. \_\_\_\_\_

**B. Choose two past-tense verbs you circled above. Use them in two new sentences. Write the sentences on the lines.**

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

Name \_\_\_\_\_

- A **future-tense verb** tells an action that will happen in the future.
- The word **will** goes before the verb to make it the future tense.

Eric will rake the leaves tomorrow.



### A. Write the future tense of the verb to complete each sentence.

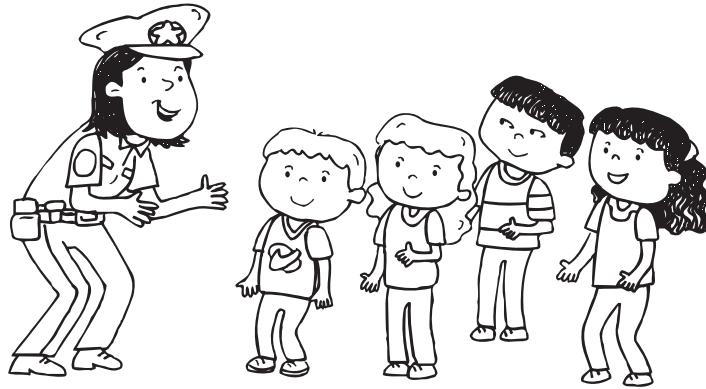
1. Ling and Mia \_\_\_\_\_ at school next week. (help)
2. They \_\_\_\_\_ in the library. (work)
3. On Monday, they \_\_\_\_\_ to the younger children. (read)
4. Ling \_\_\_\_\_ books for children. (find)
5. Mia \_\_\_\_\_ the books to the children. (show)
6. On Tuesday, they \_\_\_\_\_ some new books. (sort)

### B. Write one future-tense verb from above in a new sentence.

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

Name \_\_\_\_\_

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



**Rewrite the letter with correct punctuation.**

Dear Officer Walker

Thank you for helping our community. You help everyone stay safe!

Yours truly

Mr. Neff's class

---



---



---



---

Name \_\_\_\_\_

- Add **-ed** to most verbs to tell about an action in the past.
- Add the word **will** before a verb to make it tell about the future.
- Use a comma after the greeting and closing of a letter.

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

Dear Emma

Yesterday, our class pick up trash at the park. We plant flowers. Next week, we visit the police station. We learn how to be safe.

Your friend  
Jess




---



---



---



---



---



---

Name \_\_\_\_\_

**A. Rewrite each sentence to tell about the past. Change the verb in ( ) to the past tense.**



1. Our class \_\_\_\_\_ as a team last Saturday. (work)

---

2. We \_\_\_\_\_ with Mrs. Johnson. (talk)

---

3. She \_\_\_\_\_ us to plant flowers. (want)

---

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

4. We get some seeds.

---

5. We plant the seeds.

---

6. The flowers make the park a beautiful place.

---

Name \_\_\_\_\_

- The verb **have** has two forms in the present tense.
- Use **has** when the subject is singular.  
Our class has a weather station.
- When the subject is plural or *I* or *you*, use the form **have**.  
Marta and Joe have boots.  
I have my umbrella.  
You have a scarf.

**A. Complete each sentence with *has* or *have*.**

1. I \_\_\_\_\_ new boots.
2. Matt \_\_\_\_\_ a raincoat.
3. Lily and Jack \_\_\_\_\_ warm mittens.
4. You \_\_\_\_\_ an umbrella.
5. Sara \_\_\_\_\_ gloves.
6. I \_\_\_\_\_ a jacket with a hood.

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

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



Name \_\_\_\_\_

- The past tense of **have** is **had**.
- Use **had** with a singular or plural subject.

I had a yellow rain coat.

We had a bad storm last night.

**Use the word *had* to complete each sentence. Write the new sentence on the line.**

1. I \_\_\_\_\_ a book about storms.

\_\_\_\_\_

2. We \_\_\_\_\_ a plan for bad weather.

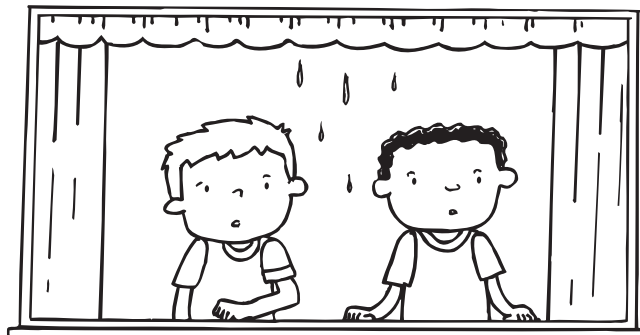
\_\_\_\_\_

3. Jim \_\_\_\_\_ a rain coat.

\_\_\_\_\_

4. Rick and Dan \_\_\_\_\_ an umbrella.

\_\_\_\_\_



Name \_\_\_\_\_

- The first word and each important word in a book title begins with a capital letter.
- The title of a book is underlined.

The Weather TodayLet's Watch the Weather!**Write the underlined book title correctly on the lines provided.**1. Blizzards and hurricanes is a book about the weather.

\_\_\_\_\_

2. I just finished reading a book called the weather and you.

\_\_\_\_\_

3. See the storm is a picture book.

\_\_\_\_\_

4. Maria has a book titled predicting the weather.

\_\_\_\_\_

5. We read weather science in class today.

\_\_\_\_\_

6. Jake is reading the book, hurricane hints.

\_\_\_\_\_

Name \_\_\_\_\_

- The verb **have** has two forms in the present tense: *have* and *has*.
- Use **has** when the subject is singular. Use **have** when the subject is plural or *I* or *you*.
- The past-tense form of **have** is **had**. Use it with any subject.
- Begin the first word and each important word in a book title with a capital letter. Underline the title of a book.

**Correct the mistakes in the paragraph. Rewrite it correctly on the lines provided.**

Our teacher reads us a book called Watching the weather. It have lots of facts about weather. Last week, we has a weather forecaster talk to us. She have many stories about storms. Now, we has to tell our own storm stories. Do you had stories?

---



---



---



---



---

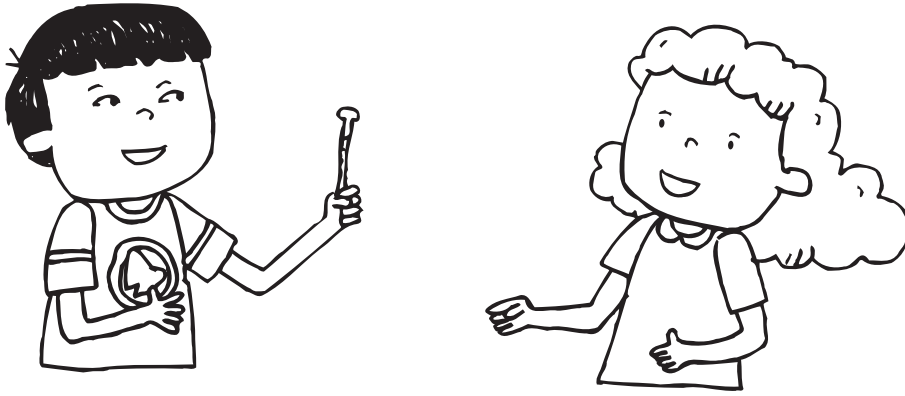


---



---

Name \_\_\_\_\_



**Circle the correct form of the verb *have*.**

1. My friend Kim and I (have, has) a weather station.
2. Kim (have, has) it set up in her yard.
3. It (have, has) a thermometer and wind vane.
4. Last week, we (have, had) the thermometer at school.
5. Yesterday, the thermometer (have, had) a temperature of 90°!
6. I (has, have) never seen it that high!
7. We (have, has) records of the weather.
8. The records (have, has) temperatures from last winter.

Name \_\_\_\_\_

- You can combine two simple sentences with similar ideas into one longer sentence.
- Join the sentences with a comma and a word such as ***and, but, or,*** and ***so.***

Todd asked a question. The teacher answered it.

Todd asked a question, and the teacher answered it.

Sally heard the doorbell ring. She answered it.

Sally heard the doorbell ring, so she answered it.

**Combine the two sentences. Write the new sentence on the line.**

1. Kelly plays the drums. Liam plays the guitar.

\_\_\_\_\_

2. John likes to listen to music. Jim likes to play music.

\_\_\_\_\_

3. We can play the piano. We can dance.

\_\_\_\_\_

4. I like going to concerts. Carole likes listening to music at home.

\_\_\_\_\_

5. I like his music. I bought his new CD.

\_\_\_\_\_

Name \_\_\_\_\_

- You can **rearrange** words, or put them in a different order, to make a sentence more interesting.

Our class liked listening to rock music after lunch.

After lunch, our class liked listening to rock music.

**Rearrange the words in each sentence to form a new one.  
Write the new sentence on the line.**

1. The boys practiced the song in the classroom while the girls danced.

---

---

2. As he played the song, Troy watched the dancers march in two lines.

---

---

3. Our class performed the song for the children on the playground.

---

---

4. We learned a new song about India from Mrs. Oza yesterday.

---

---

Name \_\_\_\_\_

- Begin every sentence with a **capital letter**.
- A **period** ends a statement and a command.
- A **question mark** ends a question.
- An **exclamation point** ends an exclamation.

This is today's song.

Please play this music.

Can you play this?

This music is hard!

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



1. please come to my concert

\_\_\_\_\_

2. this is an awesome song

\_\_\_\_\_

3. let's begin playing now.

\_\_\_\_\_

4. does anyone want to dance

\_\_\_\_\_

Name \_\_\_\_\_

- You can **combine** two simple sentences with similar ideas into one longer sentence.
- Join the sentences with a comma and a word such as **and, but, or,** and **so.**
- **Rearrange** words, or put them in a different order, to make a sentence more interesting.
- Begin sentences with a capital letter.
- End sentences with a period, question mark, or exclamation point.

**Find the mistakes in the paragraph. Then rewrite the paragraph with the correct punctuation on the lines. Combine and rearrange sentences where you can.**

I like to listen to music. I listen whenever I can. Yesterday, I listened for over an hour to music. my mother likes guitar music. i like drum music. it is very exciting? What kind of music do you like.

---



---



---



---



Name \_\_\_\_\_

**Combine the two sentences. Write the new sentence on the line.**

1. I sing soprano. Myra sings alto.

\_\_\_\_\_

2. Our singing group is going on tour. We will visit the White House.

\_\_\_\_\_

3. We practice often. We can learn difficult songs.

\_\_\_\_\_

4. We work hard. It is worth it when everyone claps!

\_\_\_\_\_

5. We could sing an old song. We could sing a newer one.

\_\_\_\_\_

6. My friend wants to sing with us. I told her to come to a practice.

\_\_\_\_\_

**B. Rearrange the words in the sentence and write it on the lines.**

7. We began our practice on Tuesday with an old song.

\_\_\_\_\_

Name \_\_\_\_\_

- A **linking verb** connects the subject to the rest of the sentence.
- A linking verb does not show action.
- The linking verb **be** has special forms in the present tense: ***is, are, and am.***

Parrots are birds.

The forest is big.

I am in the forest.

**A. Circle the linking verb in each sentence.**

1. Forests are busy places.
2. I am near a large tree.
3. A bird is in the tree.
4. It is very colorful.
5. A snake is near the bird.
6. Other animals are in the tree too.

**B. Write a sentence of your own using a linking verb.**

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

Name \_\_\_\_\_

- A **linking verb** does not show action. Linking verbs can show ideas from the past.
- The past-tense forms of the linking verb *be* include **was** (singular) and **were** (plural).

I am in Africa. Last week, I was in New York.

The lion is in the tree. Earlier, it was in the grass.

We are awake. Last night, we were asleep.

**Choose the correct linking verb in ( ). Write the complete sentence.**

1. Last week, I (was, were) near the ocean.

\_\_\_\_\_

2. There (was, were) whales nearby.

\_\_\_\_\_

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

\_\_\_\_\_

4. Boats (was, were) in the distance.

\_\_\_\_\_

5. The scene (was, were) peaceful.

\_\_\_\_\_

Name \_\_\_\_\_

- **Proper nouns** name specific people, places, or things.
- Proper nouns begin with a capital letter.
- Some proper nouns are the names of geographical places.

Florida	South America	Pacific Ocean
Europe	United States	California

**Choose the proper noun that names a place. Write it correctly on the line below.**

1. africa  
land  
place

\_\_\_\_\_

2. state  
alaska  
mountain

\_\_\_\_\_

3. rain forest  
stream  
cuyahoga river

\_\_\_\_\_

4. map  
brazil  
hill

\_\_\_\_\_

5. iowa  
city  
village

\_\_\_\_\_

6. lake  
water  
atlantic ocean

\_\_\_\_\_

7. new york  
coast  
waterfall

\_\_\_\_\_

8. grassland  
desert  
mexico

\_\_\_\_\_



Name \_\_\_\_\_

- A **linking verb** does not show action.
- The **present-tense** forms of the linking verb **be** are: **is**, **am**, and **are**.
- The **past-tense** forms of the linking verb **be** are: **was** and **were**.
- Names of special geographical places are **proper nouns**. They are capitalized.

**Read the paragraph and underline the mistakes. Then rewrite the paragraph correctly on the lines.**

A rain forest are a wonderful place. There is rain forests in the united states. The largest one are in alaska. It are called tongass national forest. Other rain forests is in washington. Was you ever in a rain forest?

---



---



---



---



Name \_\_\_\_\_

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

1. I am in the grasslands.

\_\_\_\_\_

2. Zebras are nearby.

\_\_\_\_\_

3. The grass is brown.

\_\_\_\_\_

4. Animals are in the grass.

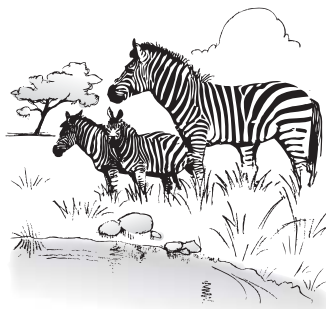
\_\_\_\_\_

5. We are near the water hole.

\_\_\_\_\_

6. Food for the animals is all around us.

\_\_\_\_\_



Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Use **have**, **has**, and **had** to help main verbs show an action in the past.
- Use **has** when the subject is singular. Use **have** or **had** when the subject is plural or **I** or **you**.

I have seen a wildfire.

Jack has been to the fire station.

We had heard the sirens before we saw the fire trucks.

**A. Read each sentence. Circle the main verb. Then underline the helping verb.**

1. I have read about Earth changes in class.
2. Sometimes weather has caused the changes.
3. Wind has blown sand away.
4. Storms have washed away the soil.
5. Melting ice and snow have made lakes and rivers.
6. I had learned a lot about Earth changes before class ended.

**B. Write a sentence of your own using a helping verb.**

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

Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Present-tense helping verbs are ***is***, ***am***, and ***are***.
- Use the helping verbs ***was*** and ***were*** for the past tense.

Rain is pounding on the roof.

The waves are washing the sand away.

I was walking on the beach yesterday.

Jake and Paul were swimming in the ocean.

**Choose the correct helping verb in ( ). Write the sentence.**

1. I (am, are) learning how water breaks rocks.

\_\_\_\_\_

2. Rain clouds (was, were) blowing across the sky.

\_\_\_\_\_

3. Cold air (was, are) freezing the clouds.

\_\_\_\_\_

4. Now, icy rain (is, are) falling on rocks.

\_\_\_\_\_

5. Ice (is, were) freezing in the cracks of the rocks.

\_\_\_\_\_



Name \_\_\_\_\_

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

“That wildfire is huge,” said Jen.

**Read each sentence. Correct the punctuation. Write the correct sentence on the line.**

1. “An earthquake can change the land, said Mrs. Mitchell.

\_\_\_\_\_

2. Kim asked, How will the land change?

\_\_\_\_\_

3. Some land will cave in, Andy said.

\_\_\_\_\_

4. Pat asked, Will an earthquake damage the roads?”

\_\_\_\_\_

5. Yes, some will be cracked, Kate said.

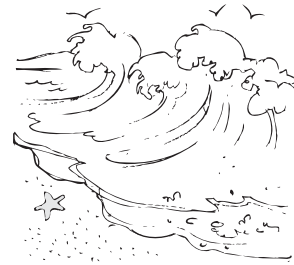
\_\_\_\_\_

Name \_\_\_\_\_

- The helping verbs **have, has, had, was, and were** help the main verb show action that happened in the past.
- The helping verbs **am, is, and are** help the main verb show action that happens in the present.
- Use **quotation marks** at the beginning and end of what a person says.

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

We is learning about Earth in school. Our teacher said, Earth changes every day.” Then we watched a movie about the ocean. Everyday, ocean waves is washing away the shore. Now I are excited to learn more about how Earth am changing.




---



---



---



---

Name \_\_\_\_\_

**Mark the correct helping verb to complete each sentence.  
Then write the word on the line.**

**1.** The fire \_\_\_\_\_ burning in the forest.

are

has

is

am

**2.** Firefighters \_\_\_\_\_ working to put it out.

has

are

is

am

**3.** Animals \_\_\_\_\_ hiding in the forest.

are

am

is

has

**4.** A firefighter \_\_\_\_\_ talked to our class last year.

are

had

is

am

**5.** She \_\_\_\_\_ helped fight many fires.

were

are

have

has

**6.** We \_\_\_\_\_ listening to her.

had

has

were

is

Name \_\_\_\_\_

- Some verbs do not add **-ed** to form the past tense.
- These verbs are called **irregular verbs**.
- The verbs **go** and **do** have special forms in the past tense.

I, he, she, it, we, you, they          go → wentI, he, she, it, we, you, they          do → did**Rewrite the sentences using the past-tense of the verb in ( ).**

1. Our teacher \_\_\_\_\_ to China. (go)

\_\_\_\_\_

2. She \_\_\_\_\_ many interesting things in China. (do)

\_\_\_\_\_

3. She \_\_\_\_\_ a lion dance. (do)

\_\_\_\_\_

4. Our class \_\_\_\_\_ outside to learn the lion dance. (go)

\_\_\_\_\_

5. We \_\_\_\_\_ the dance yesterday for other classes. (do)

\_\_\_\_\_

6. We \_\_\_\_\_ to a Chinese festival to do the dance. (go)

\_\_\_\_\_

Name \_\_\_\_\_

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

We saw the fireworks last night.

Dad said, "The celebration was the best."

He told us that we could go next year.

**Rewrite the sentences. Use the past tense of the verb in bold.**

1. I **see** some fireworks.

\_\_\_\_\_

2. I **say**, "Wow! What bright lights!"

\_\_\_\_\_

3. "Let's come back next year," we **say**.

\_\_\_\_\_

4. You **tell** Tom about the fireworks.

\_\_\_\_\_

5. We **go** with his family.

\_\_\_\_\_

6. We **do** many activities together.

\_\_\_\_\_

Name \_\_\_\_\_

- Capitalize the first word, the last word, and any important words in book titles.
- Underline all the words in the title of a book.

I read Holidays for Children last night.

Our teacher told us Dance of the Lion was a good book.

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



1. Charlie is reading a book called children near and far.

\_\_\_\_\_

2. Holidays and festivals for every month is a good book.

\_\_\_\_\_

3. I like the pictures in a book titled my favorite games.

\_\_\_\_\_

4. Customs from everywhere is the title of a useful book.

\_\_\_\_\_

5. To learn different games, read how children play in other places.

\_\_\_\_\_

Name \_\_\_\_\_

- The irregular verbs **go**, **do**, **see**, **say**, and **tell** have special forms in the past tense.
- Begin the first word, the last word, and each important word in a book title with a capital letter.
- Underline all words in the title of a book.

**Read the paragraph and find the mistakes. Then rewrite the paragraph correctly on the lines.**

Last week, I see my friend Alice outside. I say to her, “Would you like to read a book with me?” We goed back to my house. We read a book called kids in other countries. Alice tell me she would come over again.

---

---

---

---

Name \_\_\_\_\_

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

1. We \_\_\_\_\_ a movie about children in Mexico. (see)
2. Our teacher \_\_\_\_\_ that all children like to have fun. (say)
3. \_\_\_\_\_ you meet the children from Canada? (Do)
4. They \_\_\_\_\_ to the park to learn the game. (go)
5. We \_\_\_\_\_ them how to draw the game board. (tell)
6. They \_\_\_\_\_ how we played the game. (see)
7. Jack \_\_\_\_\_ with us to teach the game. (go)
8. He \_\_\_\_\_ that everyone had fun! (say)





Name \_\_\_\_\_

- The **past tense** of a verb shows that the action happened in the past.
- Some verbs do not add **-ed** to form the past tense.
- The verbs **come**, **run**, and **hide** have special forms in the past tense.

come      camerun        ranhide       hid**A. Circle the correct verb in ( ) to complete each sentence.**

1. We (runned, ran) along a path yesterday.
2. We (comed, came) to a fallen tree.
3. Animals (hided, hid) near the tree.
4. A squirrel (ran, runned) away from us.
5. A mouse (came, comed) out of his home.
6. A raccoon (hid, hided) inside the tree.

**B. Write a sentence of your own using a past-tense verb.**

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

Name \_\_\_\_\_

- Some verbs do not add **-ed** to form the past tense.
- The verbs **give**, **sing**, and **sit** have special forms in the past tense.

I, he, she, it, we, you, they      give      gaveI, he, she, it, we, you, they      sing      sangI, he, she, it, we, you, they      sit      sat

**Change the words in the bold print to past tense. Write the new sentences on the lines below.**

1. Native Americans **give** us stories about nature.

\_\_\_\_\_

2. They **sit** around fires and told stories.

\_\_\_\_\_

3. Sometimes they **sing** the stories.

\_\_\_\_\_

4. Some stories **give** reasons for things in nature.

\_\_\_\_\_

5. Children **sit** quietly during the stories.

\_\_\_\_\_

Name \_\_\_\_\_

- All of the words in a letter's **greeting** begin with a capital letter.
- Only the first word in the **closing** of a letter begins with a capital letter.
- Use a **comma** after the greeting and closing of a friendly letter.

**Rewrite the letter correctly.**

dear mark

I like learning about nature. What do you like to learn about?

your friend  
Lizzie



Name \_\_\_\_\_

- The verbs **come**, **run**, **hide**, **give**, **sing**, and **sit** have special forms in the past tense.
- All words in a letter's **greeting** begin with a capital letter. Only the first word in the **closing** of a letter begins with a capital letter.
- Use a **comma** after the greeting and closing of a friendly letter.

**Find the mistakes in the letter. Then rewrite the letter correctly on the lines.**

dear dustin

We give a play in my class yesterday. I was a bird. I sing a song for everyone. My friends come to watch it. They sit in the audience.



your friend  
Eric

---



---



---



---



---

Name \_\_\_\_\_

**Make a check ✓ next to a sentence if the past-tense verb in bold print is correct. Make an X if the verb is not correct.**

1. The birds **came** to a meeting.
2. The king **gived** out the colors.
3. The birds **runned** to get the colors.
4. One bird **hid**.
5. He **sitted** in the bushes.
6. The birds **singed** about their new colors.

**B. Rewrite the sentences you marked with an X correctly on the lines.**

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

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

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

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

Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe** shows where one or more letters have been left out.
- Some contractions are made by combining a verb with the word *not*.

is not	<u>isn't</u>	have not	<u>haven't</u>
has not	<u>hasn't</u>	do not	<u>don't</u>

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

1. There are not any clouds today.

\_\_\_\_\_

2. The rain has not fallen yet.

\_\_\_\_\_

3. We have not been for a walk.

\_\_\_\_\_

4. You do not need to rake the leaves.

\_\_\_\_\_

5. Snow is not in the weather forecast.

\_\_\_\_\_

Name \_\_\_\_\_

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

can not = can'tcould not = couldn'tthere is = there'sshe would = she'dwould not = wouldn'tshe had = she'd

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



1. There is a bright star by the moon.

---

2. He could not see it.

---

3. I can not find it, either.

---

4. She had found it before we did.

---

5. I would not like to travel into space.

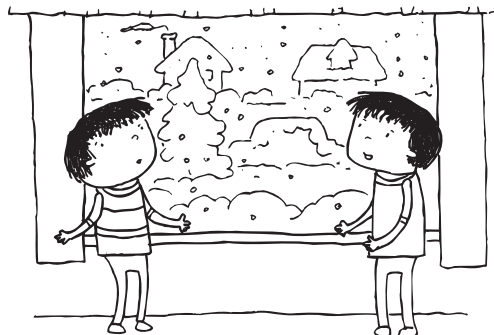
---

Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe** takes the place of the missing letter or letters when the two words are joined.

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

1. Walking through the snow isnt easy. \_\_\_\_\_
2. Theres a big storm coming. \_\_\_\_\_
3. We couldnt see across the street during the last storm.  
\_\_\_\_\_
4. Mom wouldnt let us go out in the storm. \_\_\_\_\_
5. Shed tell us to wait until the storm ended. \_\_\_\_\_
6. I havent seen a storm like that for many years. \_\_\_\_\_
7. We dont want another one to come. \_\_\_\_\_
8. We arent ready for such cold weather. \_\_\_\_\_





Name \_\_\_\_\_

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

**Read the paragraph and find the mistakes in the contractions. Rewrite the paragraph correctly on the lines.**

Theres a big pile of leaves by my house. I havent had a chance to jump in it yet. I cant wait until after school today. My friend Liza said sh'ed play in the leaves with me. We couldnt play yesterday because the leaves were not ready. They are ready today, and so am I!

---

---

---

---

Name \_\_\_\_\_

**A. Underline the two words in each sentence that could be used to form a contraction.**

1. It is not hard to find amazing things in nature.
2. I have not found the fallen tree yet.
3. We can not wait for him to take us on a walk.
4. I would not take that path because of the mud.
5. She would get muddy feet on the path.
6. He could not clean his boots.
7. There is a better path than that.
8. We are not in a hurry.

**B. Write the contractions from above on the lines below.**

_____	_____
_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_

- A **pronoun** agrees with the noun it replaces. Singular pronouns replace singular nouns.
- A plural noun names more than one person, place, or thing.
- The pronouns **we**, **you**, and **they** can take the place of a plural noun or a noun and a pronoun together.

People vote in elections.They vote in elections.Connor and I are good citizens.We are good citizens.**Circle the correct pronoun in ( ) to complete each sentence.**

1. Our class will have an election tomorrow. (We, You) will vote in the morning.
2. We will pick Jim or Sue to be the class leader. (We, They) are both good choices.
3. Sue helps clean the room after school. (It, She) is a good leader.
4. Jim and Sue are on the safety patrol. (They, You) help us stay safe.
5. Jim and Sue, thank you for leading us. (We, You) show us how to be good citizens!
6. Carrie and I will count the votes. (We, They) will count them during recess.



Name \_\_\_\_\_

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

Julie said, "I think we can clean up the playground."

**Read each sentence. Correct the punctuation and write the corrected sentence on the lines.**



1. Josh asked, Can you see the papers all over the playground?"

\_\_\_\_\_

2. Zach said, Yes, it looks very messy.

\_\_\_\_\_

3. "We should do something about it, said Josh.

\_\_\_\_\_

4. Zach called out, Please pick up the papers, everyone!

\_\_\_\_\_

5. We got everything cleaned up fast," said Zach.

\_\_\_\_\_

6. Josh said, "It was a good idea to ask for help.

\_\_\_\_\_

Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of a noun or nouns.
- The pronouns ***I, he, she, it,*** and ***you*** are singular pronouns.
- The pronouns ***we, you,*** and ***they*** can take the place of a plural noun or a noun and a pronoun together.
- Use quotation marks at the beginning and end of what a person says.

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

Mr. Lewis said, How can we be good citizens?  
Jenny raised her hand. I think we can help other people, she said.

Mr. Lewis smiled. They said, I agree with you, Jenny.  
The other children agreed. It said, Let's make a list of ways to help.

---



---



---



---



---



---



Name \_\_\_\_\_

**Mark the pronoun that could replace the underlined words.**1. Erin is reading to Mrs. Jackson.

- They       She       I       We

2. Mrs. Jackson likes it when children visit her.

- She       He       It       We

3. My mother and I live near Erin.

- It       She       I       We

4. Tom and John helped Mrs. Jackson by raking her leaves.

- They       She       It       We

5. The leaves fell from a big tree.

- They       It       I       We

6. Tom raked the leaves into a pile.

- They       He       It       We

7. The helpers worked on Saturday.

- He       She       They       It

8. Mrs. Jackson said, "Thank you, everyone!"

- They       She       It       We

Name \_\_\_\_\_

- The pronouns **I** and **we** can be subjects in a sentence.  
I like to work in a group.      We are meeting today.
- The pronouns **me** and **us** can be used in the predicate part of the sentence.  
 Jake works with me.      He asked us to help.
- Name yourself last when talking about yourself and another person.  
 Molly and I are writing the report.
- The pronoun **I** is always a capital letter.

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

- \_\_\_\_\_ am working with Tyler, Jake, and Robin.
- Tyler asked \_\_\_\_\_ to help him.
- Robin and \_\_\_\_\_ found the pictures.
- She wanted \_\_\_\_\_ to cut them out.

**B. Write we or us to complete each sentence.**

- Liam is working with \_\_\_\_\_, too.
- \_\_\_\_\_ like his artwork.
- \_\_\_\_\_ think the poster will look good.
- Mrs. Simpson asked \_\_\_\_\_ about the poster.



Name \_\_\_\_\_

- Some pronouns in the predicate tell about an action that a subject does for or to itself.
- The ending **-self** is used for singular pronouns.  
I helped myself to some mashed potatoes.  
Mom made them herself.
- The ending **-selves** is used for plural pronouns.  
Fred and Dave served themselves.  
We cleaned the kitchen ourselves.

**On the line, write a pronoun that fits in the sentence. The pronoun should end with *-self* or *-selves*.**

1. He typed the report \_\_\_\_\_.
2. My brother and I make \_\_\_\_\_ snacks after school.
3. Carl gets \_\_\_\_\_ an apple from the bag.
4. Mom said to Tina and me, "Just help \_\_\_\_\_."
5. I like to make \_\_\_\_\_ a sandwich.
6. Would you please serve \_\_\_\_\_?



Name \_\_\_\_\_

- The pronoun **I** always begins with a capital letter.
- Use **I** as the subject of a sentence.

I like to play sports.

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



1. Bob and i are on the soccer team.

\_\_\_\_\_

2. i like working with the other children.

\_\_\_\_\_

3. i want to be a good member of the team.

\_\_\_\_\_

4. After practice, i am very tired.

\_\_\_\_\_

5. The coach and i talked about how to kick.

\_\_\_\_\_

6. My teammates and i have fun together.

\_\_\_\_\_

Name \_\_\_\_\_

- The pronouns **I** and **we** can be used as subjects in a sentence.
- The pronouns **me** and **us** can be used in the predicate part of a sentence.
- The ending **-self** is used for singular pronouns. The ending **-selves** is used for plural pronouns.
- The pronoun **I** is always a capital letter. **I** is used in the subject of a sentence.

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

Me wanted to build a treehouse. It was a big job.  
 I could not do it by himself. i asked Dad to help i.  
 Us worked all day on it. At the end of the day, us were  
 done. We did it all by yourself!

---



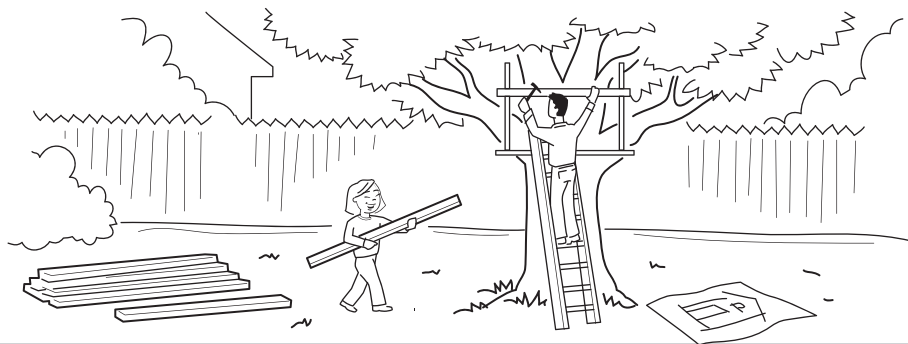
---



---



---



Name \_\_\_\_\_

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

1. Me like to make crafts with my friends. \_\_\_\_\_
2. Us make lots of things together. \_\_\_\_\_
3. Would you like to join we? \_\_\_\_\_
4. Nina and me think that you could be a big help. \_\_\_\_\_
5. You fixed the bike yourself. \_\_\_\_\_
6. We are planning a craft show. \_\_\_\_\_
7. We made everything myself. \_\_\_\_\_
8. Can you help I with my craft? \_\_\_\_\_
9. I cannot do all the work themselves. \_\_\_\_\_
10. Beth and Nina, please clean up the room themselves.  
\_\_\_\_\_

Name \_\_\_\_\_

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

My brother is a firefighter.

His job is very hard.

Your answer was correct.

The box was on its side.

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

1. One of (my, me) favorite people in history is George Washington.

\_\_\_\_\_

2. George Washington was a hero in (his, he) time.

\_\_\_\_\_

3. (He, His) home was a large farm. \_\_\_\_\_

4. Mount Vernon was the name of (his, he) farm. \_\_\_\_\_

5. The farm was known for (its, he) fine home. \_\_\_\_\_

6. Martha Washington also helped (her, she) country.

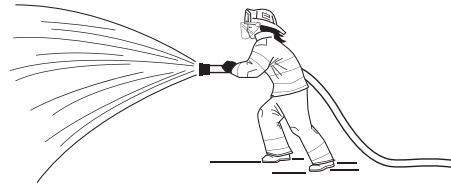
\_\_\_\_\_

Name \_\_\_\_\_

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

Our brother is a police officer.Your sister is a firefighter.The teachers eat their lunch at noon.

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



1. (Your, You) favorite hero is someone in your family.

\_\_\_\_\_

2. (She, Her) job is very hard.

\_\_\_\_\_

3. She works in (our, us) town's fire station.

\_\_\_\_\_

4. She helps keep (their, them) equipment working.

\_\_\_\_\_

5. She makes (our, we) town a safer place.

\_\_\_\_\_

Name \_\_\_\_\_

- **Proper nouns** name special people, places, or things.
- Each important word in a proper noun begins with a capital letter.
- The names of products are proper nouns.

Fluffy Ice Cream

Clean Soap

**Write each sentence. Use capital letters correctly.**



1. We like to eat at brown's sandwiches.

\_\_\_\_\_

2. Very beany chili was on the menu.

\_\_\_\_\_

3. My brother had the vita chocolate shake to drink.

\_\_\_\_\_

4. My mom ordered the veggie variety salad.

\_\_\_\_\_

5. Jill had her favorite dessert, crunchy ice cream.

\_\_\_\_\_

Name \_\_\_\_\_

- A possessive pronoun shows who or what owns something.
- **My, your, his, her,** and **its** are singular possessive pronouns.
- Some plural possessive pronouns are **your, our,** and **their**.
- The names of products are proper nouns. Each important word in a proper noun begins with a capital letter.

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

Our teacher asked us who we heroes are. Me hero is Sheryl. In she free time she teaches me to read.

Annie's hero is she Uncle Dave. He makes Dave's dog Soap in he shop. The soap is good for dogs because it won't hurt they eyes.

---

---

---

---



Name \_\_\_\_\_

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

1. This is a story about \_\_\_\_\_ friend Jana.

my                                      me                                      I

2. Jana was studying for \_\_\_\_\_ science test.

she                                      her                                      its

3. \_\_\_\_\_ brother Alex ran into the room.

Her                                      Its                                      You

4. \_\_\_\_\_ eyes were big with fear.

Its                                      She                                      His

5. "Jana, I need \_\_\_\_\_ help," Alex said.

his                                      your                                      my

6. "Help me find \_\_\_\_\_ family's pet rabbit."

you                                      they                                      our

7. Jana went out into \_\_\_\_\_ yard with Alex.

their                                      she                                      he

8. They looked and looked until they found \_\_\_\_\_ rabbit.

its                                      me                                      their

Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where one or more letters have been left out.
- Some contractions are formed by joining a pronoun with a verb.

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

**A. Read each sentence. Form a contraction using the words in ( ).**

1. (I am) thinking about Earth. \_\_\_\_\_
2. (She is) worried about resources. \_\_\_\_\_
3. (He is) a member of the Earth Savers Club. \_\_\_\_\_
4. (It is) a club that helps people recycle. \_\_\_\_\_

**B. Replace the underlined contraction with a pronoun and a verb.**

5. He's an artist. \_\_\_\_\_
6. It's made from plastic bags. \_\_\_\_\_
7. She's helping in his shop. \_\_\_\_\_
8. I'm looking for some cardboard. \_\_\_\_\_

Name \_\_\_\_\_

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

we are we're    you are you're    they are they're

**Write the contraction for the underlined words. Rewrite each sentence with the contraction.**



1. You are a good worker. \_\_\_\_\_

\_\_\_\_\_

2. They are trying to collect old papers. \_\_\_\_\_

\_\_\_\_\_

3. We are going to help them. \_\_\_\_\_

\_\_\_\_\_

4. I think that you are very helpful. \_\_\_\_\_

\_\_\_\_\_

5. He says we are almost done. \_\_\_\_\_

\_\_\_\_\_

6. We will be done when they are all collected. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

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

**Possessive Pronoun**

their

your

its

**Contraction**

they're

you're

it's

**Read each sentence. Circle the correct pronoun or contraction then write it on the line.**

1. (They're, Their) making posters. \_\_\_\_\_
2. (They're, Their) posters will be put on the walls. \_\_\_\_\_
3. (You're, Your) helping with the posters. \_\_\_\_\_
4. (You're, Your) poster is about saving water. \_\_\_\_\_
5. (It's, Its) a very colorful poster. \_\_\_\_\_
6. What is (it's, its) message? \_\_\_\_\_



Name \_\_\_\_\_

- Remember that an **apostrophe** takes the place of the letter or letters left out of a contraction.
- **Possessive pronouns** do not have apostrophes.

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

Were learning about taking care of Earth. Mrs. Murphy knows a lot about Earth. Shes an expert! She says that its important to save resources. This planet is you're home. People should want they're home to be lovely for years to come!

---

---

---

---

Name \_\_\_\_\_

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

1. We are reading a book about saving resources.

2. It is a story about real people.

3. In the story, they are living in a small town.

4. The dad is a farmer, and he is always busy.

5. The mom is a scientist, and she is fighting pollution.

6. I think that you are enjoying the story.

7. Someday I am going to save the planet.

8. Do you think that it is really possible?

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

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

7. \_\_\_\_\_      8. \_\_\_\_\_

Name \_\_\_\_\_

- A pronoun is a word that replaces a noun or nouns.
- A present-tense verb tells about an action that is happening right now.
- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Add **s** to most action verbs in the present tense with the pronouns **he**, **she**, and **it**.

He makes rules.She votes for  
the law.It explains the  
rules.

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

1. She (like, likes) to think about history.

---

2. He (thinks, think) that history can teach us important lessons.

---

3. It (show, shows) us what people long ago thought was important.

---

4. He (learn, learns) about the Constitution.

---

Name \_\_\_\_\_

- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Do **not** add **s** to most action verbs with the pronouns **I**, **we**, **you**, and **they**.

We read about the Statue of Liberty.

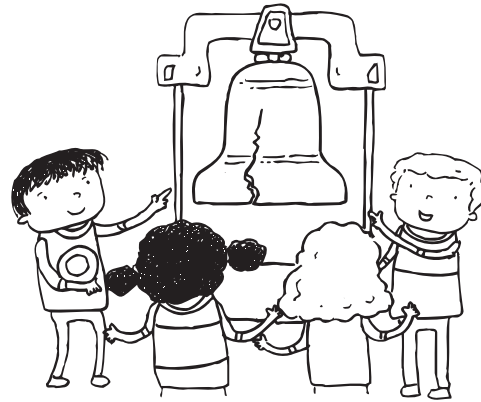
I see a copy of the Constitution.

You talk about its importance.

They ask questions about the past.

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

1. We (like, likes) to visit historic places.
2. I (plan, plans) to visit the Liberty Bell.
3. They (wants, want) to see it, too.
4. We (know, knows) all about the bell.
5. You (plans, plan) to share part of the story, don't you?
6. I (reads, read) lots of books about history.
7. You (show, shows) us what our country was like long ago.
8. I (thinks, think) the bell is a special gift from the past.





Name \_\_\_\_\_

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

The Liberty BellSymbols of Our Country

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

1. The book, our early country, tells about long ago.

\_\_\_\_\_

2. The book, making the united States, is about how our country was formed.

\_\_\_\_\_

3. I liked reading a book called gifts from the past.

\_\_\_\_\_

4. A book called, George and his friends, is about George Washington.

\_\_\_\_\_

5. Ben Franklin's story is told in Ben Of Philadelphia.

\_\_\_\_\_

Name \_\_\_\_\_

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

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

Mom and I walks to the library. She read a book called how our country started. I reads let's visit the statue of liberty. The books tells us about the United States. We wants to learn about history. We thinks it is interesting.

---

---

---

---

Name \_\_\_\_\_

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

1. We visits a special place each year.

\_\_\_\_\_

2. They waits to see the Statue of Liberty.

\_\_\_\_\_

3. It stand tall in the harbor.

\_\_\_\_\_

4. He tell us all about the statue.

\_\_\_\_\_

5. She welcome visitors to our country.

\_\_\_\_\_

6. I wants to see it again.

\_\_\_\_\_

7. You likes studying history.

\_\_\_\_\_

8. It seem like an interesting subject.

\_\_\_\_\_

Name \_\_\_\_\_

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

Joe's aunt grows tall plants.

She has five sunflowers.

**Circle each adjective and underline the noun being described.**

1. Luke has a pretty garden.
2. It includes small plants with yellow flowers.
3. There is a white fence around the garden.
4. I like the wooden bench under the tree.
5. The red flowers are my favorite.
6. They are near the flat rocks.

Name \_\_\_\_\_

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

ten seedsmany leaves

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



1. Jack brought six seeds to school.

\_\_\_\_\_

2. We planted them in three pots.

\_\_\_\_\_

3. In ten days, we could see shoots.

\_\_\_\_\_

4. The plants had a few leaves.

\_\_\_\_\_

5. We need several watering cans.

\_\_\_\_\_

6. Maria took home one plant.

\_\_\_\_\_

Name \_\_\_\_\_

- Use **commas** to separate more than two items in a **series**. Do not use a comma after the last word in a series.

Plants need food, water, and sunlight.

- The words in a series can be nouns, adjectives, or verbs.

**Find the mistakes. Write the correct sentence on the line.**



1. I need to get pots seeds and plant food.

\_\_\_\_\_

2. Anna Mary and Michael will help me.

\_\_\_\_\_

3. We will plant water and weed the garden.

\_\_\_\_\_

4. Ben and Nick like fruits vegetables and flowers.

\_\_\_\_\_

5. Amber can use berries in salads desserts or sauces.

\_\_\_\_\_

6. The flowers can be red pink or yellow.

\_\_\_\_\_

Name \_\_\_\_\_

- An **adjective** is a word that describes a noun.
- Some adjectives tell *what kind* or *how many*.
- Use **commas** to separate more than two items in a series. Do not use a comma after the last item.



**Read the paragraph. Underline the adjectives. Find the mistakes. Then rewrite the paragraph correctly on the lines.**

Tim helps his mother with a garden. They grow many berries vegetables and fruits. Tim works in the garden during the sunny days of summer. He likes the beans corn and peas they grow. He eats them in soups salads and stews. His mother puts the white purple and pink flowers around their house.

---



---



---



---



---

Name \_\_\_\_\_

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

1. Mr. Goff planted a red plant last summer.

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

2. Small birds liked to fly near the plant.

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

3. The birds used their long beaks to drink from it.

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

4. Three nests were in Mr. Goff's tree.

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

5. A gray squirrel built one of the nests.

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

6. The pine tree was in a corner of the yard.

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

7. Its needles made a soft carpet on the ground.

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

8. Little bushes grew under the tree.

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



Name \_\_\_\_\_

- The words ***the***, ***a***, and ***an*** are special adjectives called ***articles***.
- Use ***a*** before words that begin with a consonant sound. Use ***an*** before words that begin with a vowel sound.
- Use ***the*** in front of singular and plural nouns. ***The*** is used to tell about a specific thing or group.

a fanan electric fanthe wind**Choose the correct article in ( ).**

1. Some of our energy comes from (a, the) Sun.
2. Wind is (a, an) energy source.
3. (The, A) wind can be changed into electricity.
4. (The, A) wind machines are put in windy places.
5. Water is also (an, a) source of energy.
6. (An, A) waterfall is moving water that carries energy.

Name \_\_\_\_\_

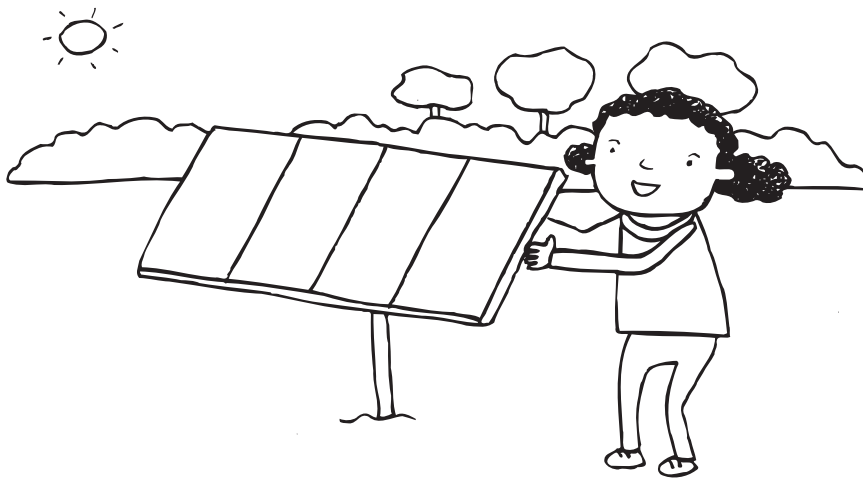
- ***This, that, these,*** and ***those*** are special adjectives that tell how many and how close.
- Use ***this*** and ***that*** with singular nouns.
- Use ***these*** and ***those*** with plural nouns.

this book

that light

these wires

those batteries



**Choose the correct adjective in ( ) to complete the sentence.**

1. (This, These) solar cells will make electricity.
2. The electricity runs through (this, these) wire.
3. Carla needs (that, those) things to build a solar cell.
4. (That, These) directions show how to build it.
5. How much power will (that, these) battery hold?
6. (These, This) cell will work in bright light.

Name \_\_\_\_\_

- The names of special people and places are **proper nouns** and begin with a capital letter.
- The abbreviations of **titles** before people's names begin with a capital letter. They end with a period.

Texas

Dr. Sando

Canada

Mrs. Oza

**Rewrite the sentences. Write the proper nouns and titles correctly.**

1. A large power plant is in new york.



\_\_\_\_\_

2. The plant is near Niagara falls.

\_\_\_\_\_

3. I met dr flint when I visited the plant.

\_\_\_\_\_

4. He works at the power plant near buffalo with mrs swan.

\_\_\_\_\_

5. Homes in pennsylvania use electricity from the plant.

\_\_\_\_\_

Name \_\_\_\_\_

- Use the article **a** before words that begin with a consonant sound. Use the article **an** before words that begin with a vowel sound.
- Use **that** and **this** with singular nouns. Use **these** and **those** with plural nouns.
- Remember to capitalize the names of special people and places.
- The abbreviations of titles before people's names also begin with a capital letter. End the abbreviation with a period.

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

I am writing an report about solar energy. It is a interesting topic. These kind of energy is made by the Sun. Solar cells change sunlight into energy. Batteries can store the energy until we need it. mr Ryan helped me with the report. He said solar cells work best in sunny places like arizona.

---



---



---



---



---

Name \_\_\_\_\_

**A. Circle the correct word to complete each sentence.**

1. Natural gas is one of (the, an) most useful fuels.
2. Natural gas can be used to heat (the, an) home.
3. It is sent through (a, an) set of underground pipes.
4. (A, An) underground pipe goes to every house where natural gas is used.

**B. Circle the word that completes each sentence correctly.**

5. (These, That) posters show that energy is important.
6. (This, Those) poster shows how coal is used.
7. I learned about solar energy from (that, these) pictures.
8. Show me (those, that) poster again, please.

Name \_\_\_\_\_

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

Our team is larger than their team.

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

1. Tim is stronger than Evan. \_\_\_\_\_
2. Julie is faster than Adam. \_\_\_\_\_
3. Soccer is a harder game than baseball. \_\_\_\_\_
4. Our field is smaller than your field. \_\_\_\_\_
5. Today's practice will be longer than yesterday's practice.  
\_\_\_\_\_
6. The soccer team's shirts are brighter than the football team's  
shirts. \_\_\_\_\_

Name \_\_\_\_\_

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

James wants to climb the tallest mountain.



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

1. Lorna has the biggest backpack. \_\_\_\_\_
2. Dad will carry the heaviest tent. \_\_\_\_\_
3. This is the warmest coat I have ever worn! \_\_\_\_\_
4. The coldest place on a mountain is at the top. \_\_\_\_\_
5. We will climb the tallest mountain in Colorado. \_\_\_\_\_
6. Are you the youngest person to reach the top? \_\_\_\_\_

Name \_\_\_\_\_

- Use an **apostrophe (')** with a noun to show possession or ownership.
- Add an apostrophe and **s** to make a singular noun possessive.
- Add an apostrophe to most plural nouns to make them possessive.

The teacher's laptop is fixed.

The teachers' machines are fixed.

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

1. The two boys job is to make a video.

\_\_\_\_\_

2. That girls camera is in the box.

\_\_\_\_\_

3. A writers script needed some changes.

\_\_\_\_\_

4. One directors idea was to add a song.

\_\_\_\_\_

5. The six singers voices sounded great!

\_\_\_\_\_



Name \_\_\_\_\_

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

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

Hannahs idea was to start a class newspaper. The three boys job was taking pictures. The four girls task was to write the stories. The boys thought that taking pictures would be slowest than writing. They found out something different. Taking the pictures was the fast of all the jobs.

---



---



---



---

Name \_\_\_\_\_

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

1. Our group had a \_\_\_\_\_ task than the other group.  
 hardest  harder
2. We had to make a model of the \_\_\_\_\_ animal in the world.  
 biggest  bigger
3. A blue whale is \_\_\_\_\_ than any other animal.  
 biggest  bigger
4. Our teacher let us use the \_\_\_\_\_ table in the room.  
 larger  largest
5. Mary wanted the paint to look \_\_\_\_\_ than the blue in the picture.  
 bluer  bluest
6. Our second sketch was \_\_\_\_\_ than the first one.  
 nicer  nicest
7. The whale's eye was \_\_\_\_\_ than its mouth.  
 smaller  smallest
8. We thought our whale was the \_\_\_\_\_ animal in the class.  
 finer  finest

Name \_\_\_\_\_

- An **adverb** tells more about a verb. Some adverbs tell *how* about the verb. Many adverbs end in *-ly*.

The banker counted the bills slowly.

- A **preposition** comes before a noun or a pronoun. Some prepositions are *in, about, at, from, with, to, and by*.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

He talked with me.

- A prepositional phrase can also tell *how* about the verb.

She saved money by sticking to her budget.

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

1. The banker spoke clearly. \_\_\_\_\_

2. Charlie listened carefully. \_\_\_\_\_

3. The wind blew suddenly. \_\_\_\_\_

4. The money fell quietly. \_\_\_\_\_

**B. Underline the prepositional phrase. Circle the preposition.**

5. Charlie reached for the money.

6. He asked about his coins.

Name \_\_\_\_\_

- An **adverb** tells more about a verb. Some adverbs tell *when* or *where* about the verb.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
- An adverb or a prepositional phrase can tell *when* or *where* an action takes place.

A coin collector visited our class yesterday.

He stood near the door.

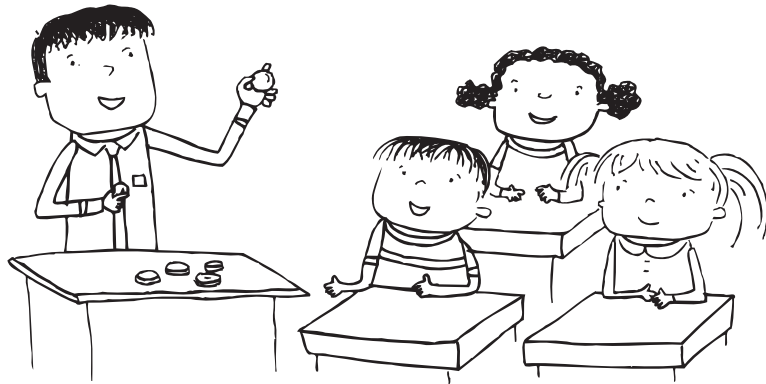
**A. Circle the adverb in each sentence. Then underline the verb it tells about.**

1. Mr. Jiminez visited our class today.

2. He sells coins nearby.

3. He told stories first.

4. Next, he showed us some coins.



**B. Underline the prepositional phrase in each sentence. Write the preposition.**

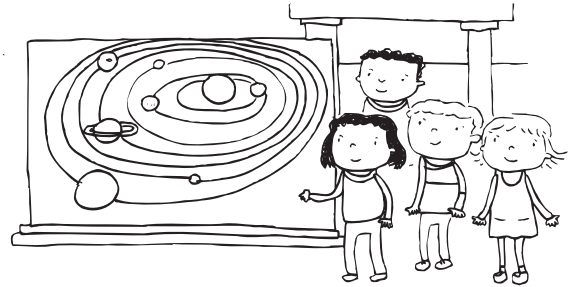
5. He has collected coins for many years. \_\_\_\_\_

6. His store is in my neighborhood. \_\_\_\_\_

Name \_\_\_\_\_

- A **proper noun** can name a specific person, place, or thing. It always begins with a capital letter.
- Always capitalize the pronoun **I**.

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



1. Our class visited the national money museum last week.

---

2. We left smith school early in the morning.

---

3. It was wednesday, january 3.

---

4. Mary and i shared a seat on the bus.

---

5. Banks are usually closed on columbus day.

---

6. I want to open an account at money growth bank.

---

Name \_\_\_\_\_

- An **adverb** tells more about a verb. Some adverbs tell *how, when, or where* about the verb.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
- Always capitalize the pronoun **I**.
- A **proper noun** begins with a capital letter.

**Read the letter. Circle the adverbs. Draw a line under the prepositional phrases. Then rewrite the letter with the correct capitalization on the lines.**

Dear Todd,

i really like to save money. It is fun to spend money at Mary's shirts. On saturday, I went there with my mom. The store was having a valentine's day sale. i bought a spring shirt that will be fun to wear in april.

Your friend,  
Jules

---



---



---



---



---



---

Name \_\_\_\_\_

**A. Circle the adverb in each sentence.**

1. Today, we use paper money and coins.
2. I spend my money carefully.
3. My favorite store is nearby.
4. I can buy nice things there.
5. I happily bought some toys.
6. I go to the store early.

**B. Underline the prepositional phrase in each sentence.  
Circle the preposition.**

7. At the store, I am thoughtful.
8. I go with my mother.
9. We go on Saturday.
10. I spend money from my allowance.

Name \_\_\_\_\_

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

red bricksthree houses

- An **adverb** tells more about a verb. Adverbs tell *how*, *when*, or *where* about the verb. Many adverbs end in *-ly*.

She moved suddenly.He was here yesterday.

**Tell whether the underlined word is an adjective or an adverb.**

1. Dancers moved slowly to the stage. \_\_\_\_\_
2. The slow dance began with a drumbeat. \_\_\_\_\_
3. John had a surprising part. \_\_\_\_\_
4. The girl moved surprisingly fast. \_\_\_\_\_
5. His entire dance was made up. \_\_\_\_\_
6. The children were entirely amazed by the show. \_\_\_\_\_
7. An unusual song began. \_\_\_\_\_
8. The horn was unusually loud. \_\_\_\_\_



Name \_\_\_\_\_

- An **adjective** is a word that describes a noun. Some adjectives tell *what kind* or *how many*.
- An **adverb** tells more about a verb. Adverbs tell *how*, *when*, or *where* about the verb. Many adverbs end in *-ly*.
- Use adjectives to describe nouns and adverbs to describe verbs.

**Circle the adverb or adjective in ( ) that correctly completes each sentence.**

1. We will put on a (beautiful, beautifully) play today.
2. The stage was (beautiful, beautifully) decorated.
3. He (quick, quickly) came on the stage.
4. The (quick, quickly) action surprised the audience.
5. She told us to move (rapid, rapidly).
6. The (rapid, rapidly) speech was over soon.
7. We were (careful, carefully) to not tell the ending.
8. She spoke (careful, carefully) so that she didn't give away the surprise.

Name \_\_\_\_\_

- Begin every sentence with a capital letter.
- End statements and commands with a period.
- End a question with a question mark.
- End an exclamation with an exclamation point.

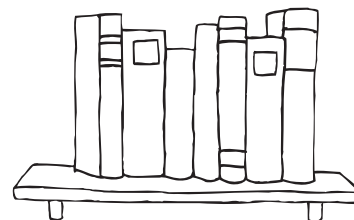
Let's imagine that we are explorers.

What would you like to explore?

You have an amazing imagination!

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

1. what do you want to read



\_\_\_\_\_

2. he has so many great books

\_\_\_\_\_

3. please tell me about your favorite book

\_\_\_\_\_

4. that is amazing

\_\_\_\_\_

5. share your book with us

\_\_\_\_\_

Name \_\_\_\_\_

- An **adjective** is a word that describes a noun. Adjectives can tell *what kind* or *how many*.
- An **adverb** tells more about a verb. **Adverbs** can tell *how*, *when*, or *where* about the verb.
- Use adjectives to describe nouns and adverbs to describe verbs or show how an action is done.
- Sentences begin with a capital letter and end with a period, question mark, or exclamation point.

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

we had fun today. My friend Annie and I were playing quiet. Her sister asked, "Do you want to surprise Mom and Dad." we hid careful. Sudden, we jumped out of our hiding place. we total surprised her mom and dad?

---

---

---

---

Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

**Write the word in ( ) that correctly completes each sentence on the line.**

1. She played a (quiet, quietly) song.

\_\_\_\_\_

2. We were (complete, completely) surprised by his singing.

\_\_\_\_\_

3. He (careful, carefully) explained the music.

\_\_\_\_\_

4. The (loud, loudly) note surprised us.

\_\_\_\_\_

5. The instruments were (safe, safely) with me.

\_\_\_\_\_

6. He heard the (rapid, rapidly) taps on the drum.

\_\_\_\_\_

7. The musicians were smiling (happy, happily) at the end.

\_\_\_\_\_

8. She sang (clear, clearly) so that we could understand the words.

\_\_\_\_\_