



**Grade 1**

# **Grammar Practice Reproducibles**





**Grade 1**

# **Grammar Practice Reproducibles**



**Education**

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

## Unit 1 • Getting to Know Us

### Week 1

|                  |                         |   |
|------------------|-------------------------|---|
| <b>At School</b> | Sentences .....         | 1 |
|                  | Sentences .....         | 2 |
|                  | Mechanics .....         | 3 |
|                  | Proofreading .....      | 4 |
|                  | Review and Assess ..... | 5 |

### Week 2

|                     |                         |    |
|---------------------|-------------------------|----|
| <b>Where I Live</b> | Word Order .....        | 6  |
|                     | Word Order .....        | 7  |
|                     | Mechanics .....         | 8  |
|                     | Proofreading .....      | 9  |
|                     | Review and Assess ..... | 10 |

### Week 3

|                 |                         |    |
|-----------------|-------------------------|----|
| <b>Our Pets</b> | Statements .....        | 11 |
|                 | Statements .....        | 12 |
|                 | Mechanics .....         | 13 |
|                 | Proofreading .....      | 14 |
|                 | Review and Assess ..... | 15 |

### Week 4

|                         |                                  |    |
|-------------------------|----------------------------------|----|
| <b>Let's Be Friends</b> | Questions and Exclamations ..... | 16 |
|                         | Questions and Exclamations ..... | 17 |
|                         | Mechanics .....                  | 18 |
|                         | Proofreading .....               | 19 |
|                         | Review and Assess .....          | 20 |

### Week 5

|                    |                         |    |
|--------------------|-------------------------|----|
| <b>Let's Move!</b> | Writing Sentences ..... | 21 |
|                    | Writing Sentences ..... | 22 |
|                    | Mechanics .....         | 23 |
|                    | Proofreading .....      | 24 |
|                    | Review and Assess ..... | 25 |

## Unit 2 • Our Community

### Week 1

|                                |                             |    |
|--------------------------------|-----------------------------|----|
| <b><i>Jobs Around Town</i></b> | Nouns . . . . .             | 26 |
|                                | Nouns . . . . .             | 27 |
|                                | Mechanics . . . . .         | 28 |
|                                | Proofreading . . . . .      | 29 |
|                                | Review and Assess . . . . . | 30 |

### Week 2

|                                    |                                     |    |
|------------------------------------|-------------------------------------|----|
| <b><i>Buildings All Around</i></b> | Singular and Plural Nouns . . . . . | 31 |
|                                    | Singular and Plural Nouns . . . . . | 32 |
|                                    | Mechanics . . . . .                 | 33 |
|                                    | Proofreading . . . . .              | 34 |
|                                    | Review and Assess . . . . .         | 35 |

### Week 3

|                                     |                             |    |
|-------------------------------------|-----------------------------|----|
| <b><i>A Community in Nature</i></b> | Possessive Nouns . . . . .  | 36 |
|                                     | Possessive Nouns . . . . .  | 37 |
|                                     | Mechanics . . . . .         | 38 |
|                                     | Proofreading . . . . .      | 39 |
|                                     | Review and Assess . . . . . | 40 |

### Week 4

|                          |                                   |    |
|--------------------------|-----------------------------------|----|
| <b><i>Let's Help</i></b> | Common and Proper Nouns . . . . . | 41 |
|                          | Common and Proper Nouns . . . . . | 42 |
|                          | Mechanics . . . . .               | 43 |
|                          | Proofreading . . . . .            | 44 |
|                          | Review and Assess . . . . .       | 45 |

### Week 5

|                              |                                  |    |
|------------------------------|----------------------------------|----|
| <b><i>Follow the Map</i></b> | Irregular Plural Nouns . . . . . | 46 |
|                              | Irregular Plural Nouns . . . . . | 47 |
|                              | Mechanics . . . . .              | 48 |
|                              | Proofreading . . . . .           | 49 |
|                              | Review and Assess . . . . .      | 50 |



## Unit 3 • Changes Over Time

### Week 1

|                                |                             |    |
|--------------------------------|-----------------------------|----|
| <b><i>What Time Is It?</i></b> | Verbs . . . . .             | 51 |
|                                | Verbs . . . . .             | 52 |
|                                | Mechanics . . . . .         | 53 |
|                                | Proofreading . . . . .      | 54 |
|                                | Review and Assess . . . . . | 55 |

### Week 2

|                              |                               |    |
|------------------------------|-------------------------------|----|
| <b><i>Watch It Grow!</i></b> | Present-Tense Verbs . . . . . | 56 |
|                              | Present-Tense Verbs . . . . . | 57 |
|                              | Mechanics . . . . .           | 58 |
|                              | Proofreading . . . . .        | 59 |
|                              | Review and Assess . . . . .   | 60 |

### Week 3

|                               |                                        |    |
|-------------------------------|----------------------------------------|----|
| <b><i>Tales Over Time</i></b> | Past- and Future-Tense Verbs . . . . . | 61 |
|                               | Past- and Future-Tense Verbs . . . . . | 62 |
|                               | Mechanics . . . . .                    | 63 |
|                               | Proofreading . . . . .                 | 64 |
|                               | Review and Assess . . . . .            | 65 |

### Week 4

|                            |                                    |    |
|----------------------------|------------------------------------|----|
| <b><i>Now and Then</i></b> | <i>Is</i> and <i>Are</i> . . . . . | 66 |
|                            | <i>Is</i> and <i>Are</i> . . . . . | 67 |
|                            | Mechanics . . . . .                | 68 |
|                            | Proofreading . . . . .             | 69 |
|                            | Review and Assess . . . . .        | 70 |

### Week 5

|                                  |                                        |    |
|----------------------------------|----------------------------------------|----|
| <b><i>From Farm to Table</i></b> | Contractions with <i>Not</i> . . . . . | 71 |
|                                  | Contractions with <i>Not</i> . . . . . | 72 |
|                                  | Mechanics . . . . .                    | 73 |
|                                  | Proofreading . . . . .                 | 74 |
|                                  | Review and Assess . . . . .            | 75 |

## Unit 4 • Animals Everywhere

### Week 1

|                               |                           |    |
|-------------------------------|---------------------------|----|
| <b><i>Animal Features</i></b> | <i>Was and Were</i> ..... | 76 |
|                               | <i>Was and Were</i> ..... | 77 |
|                               | Mechanics .....           | 78 |
|                               | Proofreading .....        | 79 |
|                               | Review and Assess .....   | 80 |

### Week 2

|                                |                           |    |
|--------------------------------|---------------------------|----|
| <b><i>Animals Together</i></b> | <i>Has and Have</i> ..... | 81 |
|                                | <i>Has and Have</i> ..... | 82 |
|                                | Mechanics .....           | 83 |
|                                | Proofreading .....        | 84 |
|                                | Review and Assess .....   | 85 |

### Week 3

|                           |                         |    |
|---------------------------|-------------------------|----|
| <b><i>In the Wild</i></b> | <i>Go and Do</i> .....  | 86 |
|                           | <i>Go and Do</i> .....  | 87 |
|                           | Mechanics .....         | 88 |
|                           | Proofreading .....      | 89 |
|                           | Review and Assess ..... | 90 |

### Week 4

|                        |                          |    |
|------------------------|--------------------------|----|
| <b><i>Insects!</i></b> | <i>See and Saw</i> ..... | 91 |
|                        | <i>See and Saw</i> ..... | 92 |
|                        | Mechanics .....          | 93 |
|                        | Proofreading .....       | 94 |
|                        | Review and Assess .....  | 95 |

### Week 5

|                                    |                                     |     |
|------------------------------------|-------------------------------------|-----|
| <b><i>Working with Animals</i></b> | Adverbs That Tell <i>When</i> ..... | 96  |
|                                    | Adverbs That Tell <i>When</i> ..... | 97  |
|                                    | Mechanics .....                     | 98  |
|                                    | Proofreading .....                  | 99  |
|                                    | Review and Assess .....             | 100 |

## Unit 5 • Figure It Out

### Week 1

|                               |                             |     |
|-------------------------------|-----------------------------|-----|
| <b><i>See It, Sort It</i></b> | Words That Join . . . . .   | 101 |
|                               | Words That Join . . . . .   | 102 |
|                               | Mechanics . . . . .         | 103 |
|                               | Proofreading . . . . .      | 104 |
|                               | Review and Assess . . . . . | 105 |

### Week 2

|                             |                             |     |
|-----------------------------|-----------------------------|-----|
| <b><i>Up in the Sky</i></b> | Adjectives . . . . .        | 106 |
|                             | Adjectives . . . . .        | 107 |
|                             | Mechanics . . . . .         | 108 |
|                             | Proofreading . . . . .      | 109 |
|                             | Review and Assess . . . . . | 110 |

### Week 3

|                                |                                   |     |
|--------------------------------|-----------------------------------|-----|
| <b><i>Great Inventions</i></b> | Adjectives That Compare . . . . . | 111 |
|                                | Adjectives That Compare . . . . . | 112 |
|                                | Mechanics . . . . .               | 113 |
|                                | Proofreading . . . . .            | 114 |
|                                | Review and Assess . . . . .       | 115 |

### Week 4

|                                 |                             |     |
|---------------------------------|-----------------------------|-----|
| <b><i>Sounds All Around</i></b> | Other Adjectives . . . . .  | 116 |
|                                 | Other Adjectives . . . . .  | 117 |
|                                 | Mechanics . . . . .         | 118 |
|                                 | Proofreading . . . . .      | 119 |
|                                 | Review and Assess . . . . . | 120 |

### Week 5

|                         |                                              |     |
|-------------------------|----------------------------------------------|-----|
| <b><i>Build It!</i></b> | Prepositions/Prepositional Phrases . . . . . | 121 |
|                         | Prepositions/Prepositional Phrases . . . . . | 122 |
|                         | Mechanics . . . . .                          | 123 |
|                         | Proofreading . . . . .                       | 124 |
|                         | Review and Assess . . . . .                  | 125 |

## Unit 6 • Together We Can!

### Week 1

|                             |                         |     |
|-----------------------------|-------------------------|-----|
| <b><i>Taking Action</i></b> | Pronouns .....          | 126 |
|                             | Pronouns .....          | 127 |
|                             | Mechanics .....         | 128 |
|                             | Proofreading .....      | 129 |
|                             | Review and Assess ..... | 130 |

### Week 2

|                       |                           |     |
|-----------------------|---------------------------|-----|
| <b><i>My Team</i></b> | Possessive Pronouns ..... | 131 |
|                       | Possessive Pronouns ..... | 132 |
|                       | Mechanics .....           | 133 |
|                       | Proofreading .....        | 134 |
|                       | Review and Assess .....   | 135 |

### Week 3

|                                |                           |     |
|--------------------------------|---------------------------|-----|
| <b><i>Weather Together</i></b> | Indefinite Pronouns ..... | 136 |
|                                | Indefinite Pronouns ..... | 137 |
|                                | Mechanics .....           | 138 |
|                                | Proofreading .....        | 139 |
|                                | Review and Assess .....   | 140 |

### Week 4

|                                  |                                    |     |
|----------------------------------|------------------------------------|-----|
| <b><i>Sharing Traditions</i></b> | Using <i>I</i> and <i>Me</i> ..... | 141 |
|                                  | Using <i>I</i> and <i>Me</i> ..... | 142 |
|                                  | Mechanics .....                    | 143 |
|                                  | Proofreading .....                 | 144 |
|                                  | Review and Assess .....            | 145 |

### Week 5

|                                  |                                    |     |
|----------------------------------|------------------------------------|-----|
| <b><i>Celebrate America!</i></b> | Adverbs That Tell <i>How</i> ..... | 146 |
|                                  | Adverbs That Tell <i>How</i> ..... | 147 |
|                                  | Mechanics .....                    | 148 |
|                                  | Proofreading .....                 | 149 |
|                                  | Review and Assess .....            | 150 |

Name \_\_\_\_\_

A **sentence** is a group of words that tells a whole idea. A sentence begins with a capital letter.

Example: Nat can go.

### Circle the sentences.

1. Sam has a hat.
2. like to.
3. We ran and ran.
4. can see.
5. Pam has a bag.
6. Nan can play.
7. A cat.



Name \_\_\_\_\_

A **sentence** is a group of words that tells a whole idea. A sentence begins with a capital letter.

**A. Use the words in the box to make sentences.**

Pam                  play tag                  a hat                  Tam at

\_\_\_\_\_

-----

1. Dan has \_\_\_\_\_.

\_\_\_\_\_

-----

2. \_\_\_\_\_ ran to school.

\_\_\_\_\_

-----

3. Nan can \_\_\_\_\_.

\_\_\_\_\_

-----

4. I see \_\_\_\_\_ school.

**B. Add words to make this a sentence.**  
**Write the sentence.**

5. \_\_\_\_\_ can hop.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Every sentence begins  
with a capital letter.



**Write each sentence correctly.**

1. sam is at school.

\_\_\_\_\_

-----

\_\_\_\_\_

2. dan can go too.

\_\_\_\_\_

-----

\_\_\_\_\_

3. this is my cat.

\_\_\_\_\_

-----

\_\_\_\_\_

4. a cat can not go.

\_\_\_\_\_

-----

\_\_\_\_\_

5. you can go with me.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

A sentence is a group of words that tells a whole idea.

Every sentence begins with a capital letter.

**A. Write each sentence correctly.**

1. we can play.

---

---

---

2. sam can tag Dan.

---

---

---

3. he can tag me.

---

---

---

4. we ran and ran.

---

---

---

**B. Add words to make this a sentence. Write it below.**

5. \_\_\_\_\_ cat can \_\_\_\_\_ .

---

---

---



Name \_\_\_\_\_

**A. Fill in the circle next to the complete sentence.**

1. ☐ Pam can bat.  
☐ has a cap.  
☐ ran and ran.
2. ☐ Dad has  
☐ a cat.  
☐ Dan and Nan ran.
3. ☐ can tag.  
☐ Tam has a cap.  
☐ Jan and Dan.
4. ☐ has a hat.  
☐ nap on a mat.  
☐ Sam has the bat.

**B. Write your own sentence. Begin your sentence with a capital letter.**

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

Name \_\_\_\_\_

The words in a sentence must be in the right order.  
The order must make sense.

Correct: Tim has a tan cap.

Not correct: cap a has Tim tan.



**A. Circle the sentences that have the words in the right order.**

1. Bill can go here.
2. tag can Dan play.
3. Sid and Pat can go.
4. Sam is a big pig.
5. cat hid The bag in a.

**B. Write your own sentence. Check that your words are in the right order from left to right.**

---

---

---

Name \_\_\_\_\_

The words in a sentence must  
be in the right order.

The order has to make sense.



**Write the words in order. Begin with a capital letter.  
End with a period.**

1. see I mat a.

---



---



---

2. sat Jill a mat on.

---



---



---

3. on Sam a mat sat.

---



---



---

4. cat a is Tab.

---



---



---

Name \_\_\_\_\_

Every sentence ends with a punctuation mark.

Example: Sal can sit here.

**Put a period at the end of each sentence.  
Circle the mark.**

1. I see a tan bag \_\_\_\_\_  
-----  
\_\_\_\_\_

2. A cat can play \_\_\_\_\_  
-----  
\_\_\_\_\_

3. Tab hid in the bag \_\_\_\_\_  
-----  
\_\_\_\_\_

4. She is not sad \_\_\_\_\_  
-----  
\_\_\_\_\_

5. Tab can go in \_\_\_\_\_  
-----  
\_\_\_\_\_

6. She can go out \_\_\_\_\_  
-----  
\_\_\_\_\_



Name \_\_\_\_\_

The words in a sentence must make sense.

A telling sentence ends with a period.

**Read each sentence. Write C if the sentence is correct. If it is not correct, write the words in the correct order. Begin with a capital letter and end with a period.**

1. big is A pig.

---



---



---

2. Bill is in the van.

---



---



---

3. Tim and Sam can play.

---



---



---

4. up can Jill go.

---



---



---

5. Pal can not go.

---



---



---

Name \_\_\_\_\_

**Read each sentence. Write C if the sentence is correct. If a sentence has words that are out of order, write them in the correct order. Start with a capital letter and end with a period.**



1. at Sam Look.

---



---



---

2. is my He pal.

---



---



---

3. We can play.

---



---



---

4. He can sit with me.

---



---



---

5. Sam can I pat.

---



---



---

Name \_\_\_\_\_

A **statement** tells something.

A statement begins with a capital letter  
and ends with a period.

Example: Pip can wag.



**Draw a line under the statements.**

1. Pip and I play.
2. A cat is
3. Pip ran and ran.
4. He likes to dig.
5. my pal.
6. Pip can nap.



Name \_\_\_\_\_

A **statement** tells something.

A statement begins with a capital letter and ends with a period.

Example: Kit can win.



**Draw a line from the statement to its picture.**

1. Sal hid in a bag.



2. The pig is big.



3. Pal can sit.



4. Tip can go up.





Name \_\_\_\_\_

A statement begins with a capital letter.

A statement ends with a period.

**Correct each statement.**

1. Tip is my cat

---

---

---

2. he ran up and down

---

---

---

3. This cat can go

---

---

---

4. tip can play with me

---

---

---

5. he likes to nap

---

---

---

Name \_\_\_\_\_

A statement is a sentence that tells something.

A statement begins with a capital letter and ends with a period.

**Read each pair of statements.  
Circle the statement that is correct.**

1. Nan has a cat.

a cat is here

2. he can see the cat

Tip can run and wag.

3. This pig can sit.

Sam has a pig

4. we can run up and down

I see a cat in a cap.



Name \_\_\_\_\_

**Draw a circle around the statements.****1.** We see the pigs.

he is in

Kit ran

**2.** In a bag

He will go.

look in it

**3.** ran up the hill

hit with a bat

Sam can zip.

**4.** This hat will not fit.

is too big

A cat likes

**5.** tam and Kip can go.

We will sit with him.

is not in here

Name \_\_\_\_\_

A **question** is a sentence that asks something.

It ends with a question mark.

Example: Can Pal run?



Write **Q** next to each question.

Do not write anything if the sentence is not a question.

1. Can Nat and Kim play? \_\_\_\_\_  
 \_\_\_\_\_

2. He will help me. \_\_\_\_\_  
 \_\_\_\_\_

3. Will the kids win? \_\_\_\_\_  
 \_\_\_\_\_

4. What did Nan see? \_\_\_\_\_  
 \_\_\_\_\_

5. His cap is not here. \_\_\_\_\_  
 \_\_\_\_\_

6. Did you see Tip? \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

An **exclamation** is a sentence that shows strong feelings.

It ends with an exclamation mark.

Example: Pal can run!



**Circle each exclamation.**

1. Look at Pal go!
2. Will Dan come?
3. We can win!
4. She can go fast!
5. I see Tom.
6. My cat is not here!

Name \_\_\_\_\_

A question ends with a question mark.

Example: Will Don win?

An exclamation ends with an exclamation mark.

Example: Don can win!

**Circle the correct end mark for each sentence.  
Write the mark on the line.**

1. This is fun \_\_\_\_\_ ? !  
\_\_\_\_\_
2. What can Sal do \_\_\_\_\_ ? !  
\_\_\_\_\_
3. Can Bill toss it \_\_\_\_\_ ? !  
\_\_\_\_\_
4. I like this \_\_\_\_\_ ? !  
\_\_\_\_\_
5. Did Sam go up the hill \_\_\_\_\_ ? !  
\_\_\_\_\_
6. He can kick it \_\_\_\_\_ ? !  
\_\_\_\_\_

Name \_\_\_\_\_

A question asks something.

A question ends with a question mark.

An exclamation shows strong feelings.

An exclamation ends with an exclamation mark.

**Read each sentence. Write C if the sentence is correct.  
If the sentence is not correct, write it correctly.**

1. Did Nat come in!

---

---

---

2. That is fun!

---

---

---

3. Can you see the flag!

---

---

---

4. This pig is too big?

---

---

---

Name \_\_\_\_\_

**Put a question mark or an exclamation mark at the end of each sentence.**

\_\_\_\_\_

-----

1. Can Jon kick it \_\_\_\_\_

\_\_\_\_\_

2. He can kick \_\_\_\_\_

\_\_\_\_\_

3. Lin ran, too \_\_\_\_\_

\_\_\_\_\_

4. Did they go \_\_\_\_\_

\_\_\_\_\_

5. Look at Pat go \_\_\_\_\_

\_\_\_\_\_

6. What can Sam do \_\_\_\_\_

\_\_\_\_\_

7. Sam ran and ran \_\_\_\_\_

\_\_\_\_\_

8. They will win \_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_

A sentence is a group of words that tells a whole idea.  
Every sentence begins with a capital letter and ends  
with a punctuation mark.

**Write each sentence correctly.**  
**Begin with a capital letter.**  
**Add the mark shown in ( ).**



1. can I play (question mark)

---



---



---

2. I can help you (period)

---



---



---

3. Will Cass jump (question mark)

---



---



---

4. Look at Cass go up (exclamation mark)

---



---



---

Name \_\_\_\_\_

Every sentence begins with a capital letter.

Every sentence ends with a punctuation mark.

**Circle the sentence that is correct in each group.**

1. They can have fun here.

They can have fun here

they can have fun here

2. Can Tam and Jon move fast.

can Tam and Jon move fast

Can Tam and Jon move fast?

3. look at the kids go.

Look at the kids go!

Look at the kids go



Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

Begin every sentence with a capital letter.

End every sentence with a punctuation mark.

**Unscramble the words in the box to complete each sentence. Write the sentence in order. Start with a capital letter and use the correct mark at the end.**



1. Nat swim can here

---



---



---

2. can jump he in

---



---



---

3. look Nat at go

---



---



---

4. did have fun Nat

---



---



---



Name \_\_\_\_\_

**Read each sentence. Decide if the sentence needs a capital letter or a punctuation mark at the end. Circle any letter that should be a capital. Write any missing punctuation marks.**

1. Dan and Sam can run
2. the dog can yap!
3. Did Jon jump up
4. we can have fun here.
5. he will play with Pal.
6. Pal is a good dog
7. can you help me?

Name \_\_\_\_\_

**Read the sentences.**

can you help with this  
 what can we do to help  
 we like to help you  
 look at what we can do  
 it is fun to do this

**A. Write two statements from the box correctly.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

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

\_\_\_\_\_

**B. Write two questions from the box correctly.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

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

\_\_\_\_\_

**C. Write one exclamation from the box correctly.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

Name \_\_\_\_\_

A **noun** names a person, place, or thing.

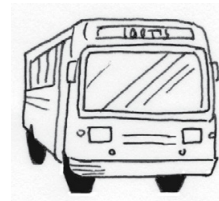
**A. Say the name of the noun in the picture.**



person



place



thing

**B. Circle the noun in each sentence.**

1. The van is big.



2. A man helps us cross.



3. We are at school.



4. Miss Kim has a book.



5. A pet swims.



Name \_\_\_\_\_

A **noun** names a person, place, or thing.**Write a noun from the word box to complete each sentence. Circle all the nouns in each sentence.**

dog

pet

trash

nest

sun

1. The \_\_\_\_\_ gets picked up.

2. The \_\_\_\_\_ is out.

3. Look at the \_\_\_\_\_.

4. A \_\_\_\_\_ can beg.

5. A dog is a \_\_\_\_\_.



Name \_\_\_\_\_

In a list with three or more nouns, a comma is used after all but the last noun.

A noun names a person, place, or thing.

Example: Frogs, cats, and dogs are in the pet show.



### Write the statement correctly.

1. Nick sells beds cribs and clocks.

---



---



---

2. Mel has his sled hat and bag.

---



---



---

3. A truck bus and cab can go.

---



---



---

4. Mom Dad Jim and Ann like bugs.

---



---



---



Name \_\_\_\_\_

A noun names a person, place, or thing.

Most sentences contain nouns.

**A. Fill in the circle next to the sentence that is written correctly.**

1. ☐ Matt has a frog dog and cat.  
☐ Matt has a frog, dog, and cat.  
☐ Matt has a frog dog, and cat.
2. ☐ Bill has his cap bat and mitt.  
☐ Bill has his cap, bat and mitt.  
☐ Bill has his cap, bat, and mitt.



**B. Place commas where they belong in the sentences.**

3. Cass likes blocks tag and school.
4. Jim lives with his dad mom and pets.

Name \_\_\_\_\_

**Look at the underlined words in each sentence.**  
**Write the word that is a noun.**

1. Ben likes his red hat.

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

2. The truck will bring mail.

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



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

3. Ann and Mom will get a snack.

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

4. The hen sits and sits.

\_\_\_\_\_

5. This bread is good.

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

6. The cat can jump up and down.

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

Name \_\_\_\_\_

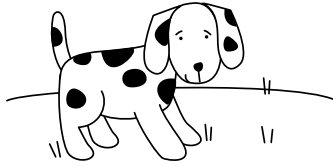
A **singular noun** names one person, place, or thing.

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

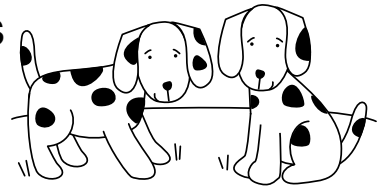
Add **-s** to make most singular nouns plural.

Example:

one pup



two pups

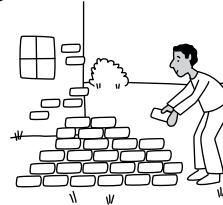


### A. Circle the plural noun in each sentence.

1. The ducks swim.



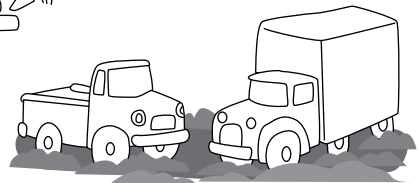
2. Matt uses bricks to fix it.



3. Pam has logs for a hut.



4. The trucks are stuck in the mud.



### B. Turn to a partner. Read each plural noun. Then say each matching singular noun.

Name \_\_\_\_\_

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

Add **-es** to form the plural of singular nouns that end with **s**, **ss**, or **x**.

Examples: one **fox**      two **foxes**

**Write a plural noun to complete each sentence.**  
**Use the nouns in the box and the pictures.**

bus

box

glass

dress

\_\_\_\_\_

-----

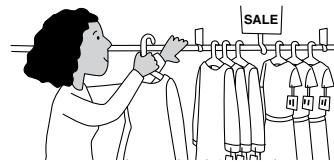


1. The \_\_\_\_\_ stop here.

\_\_\_\_\_

-----

2. Lin will hang the \_\_\_\_\_ up.



\_\_\_\_\_

-----

3. Nick has \_\_\_\_\_ in his truck.



\_\_\_\_\_

-----

4. Pat will set up the \_\_\_\_\_ .



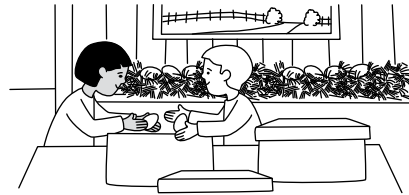
Name \_\_\_\_\_

A **contraction** is a shorter way of writing two words.

Example: it is → it's

In the example, the ' replaces the missing letter i.

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



1. Where is the box? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. He is getting six eggs. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. She is putting eggs in boxes. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. There is a big truck. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



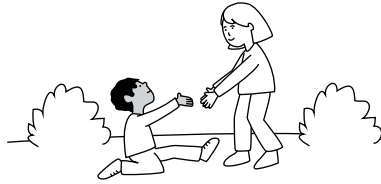
Name \_\_\_\_\_

Add **-s** or **-es** to form the plural of most nouns.

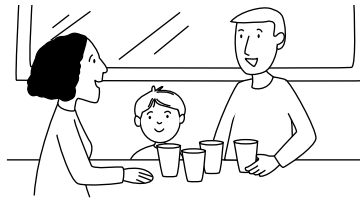
A contraction is a shorter way of writing two words.

**A. Find the mistakes. Circle incorrect contractions. Underline the nouns that should be plural.**

1. Hes' asking for a hand.



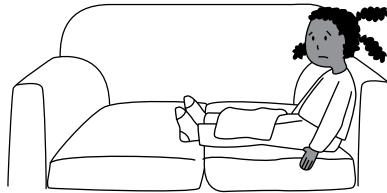
2. Can we get six glass?



3. She fills two box.



4. She'is resting both leg.

**B. Now, write each plural noun and contraction correctly.**

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| ----- | ----- | ----- |
| _____ | _____ | _____ |
| ----- | ----- | ----- |
| _____ | _____ | _____ |

Name \_\_\_\_\_

**A. Circle the correct plural noun for each sentence. Write it on the line.**

1. My (pets, petes) are a cat and a dog. \_\_\_\_\_  
 \_\_\_\_\_
2. Put the (boxs, boxes) on a shelf. \_\_\_\_\_  
 \_\_\_\_\_
3. Two (glasss, glasses) are in a box.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. How many (eggs, egges) are in a box? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Six (ducks, duckes) swim in a pond. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Mom takes two (buses, buss) to work. \_\_\_\_\_  
 \_\_\_\_\_

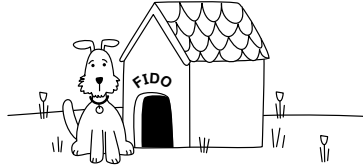
**B. Write two sentences. Use a plural noun from above in each sentence. Read your sentences to a partner.**

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

Name \_\_\_\_\_

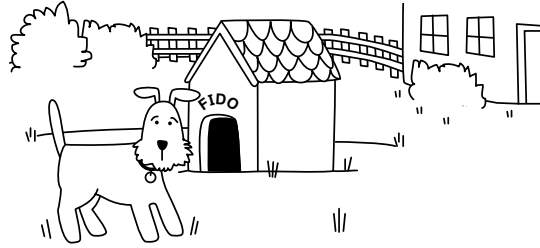
A **possessive noun** tells who or what has something.  
 A possessive noun that tells about one person or thing ends with **'s**.

Example: the dog's hut

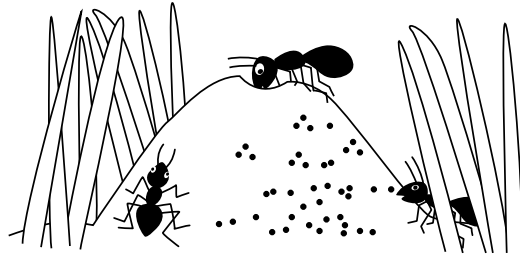


**A. Circle the possessive noun in each sentence.**

1. The dog's hut is in the back.



2. My mom's hat is red.



3. An ant's hill is big.

4. The pig's pen is a mess.

**B. Write your own sentence. Use one of the possessive nouns you circled.**

\_\_\_\_\_

-----

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

-----

\_\_\_\_\_



Name \_\_\_\_\_

A **possessive noun** tells who or what has something. A possessive noun that tells about one thing ends in **'s**.

**Add 's to a word from the box and write it to complete each sentence. Circle all the nouns in each sentence.**

dog

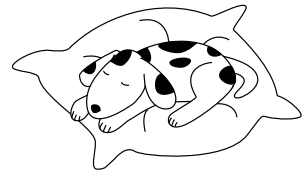
pet

cub

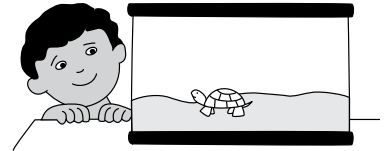
bug

fox

1. The \_\_\_\_\_ bed is soft.



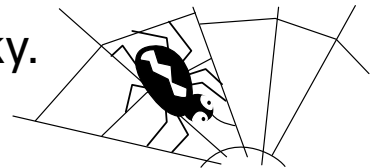
2. My \_\_\_\_\_ tank is big.



3. A \_\_\_\_\_ home is not a hut.



4. This \_\_\_\_\_ web is sticky.



5. The \_\_\_\_\_ den is full.

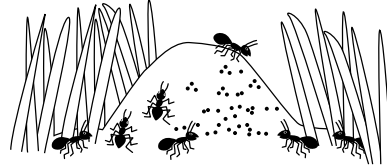


Name \_\_\_\_\_

A possessive noun that tells about one person or thing ends with 's.

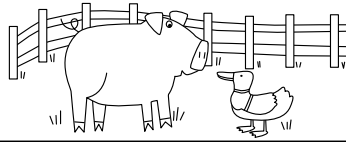
**Write each sentence correctly.**

1. An ants' hill is little.



2. The frogs pond is big.

3. A pigs' pal is a duck.



4. Anns mom can sing.

5. A skunks smell is bad.



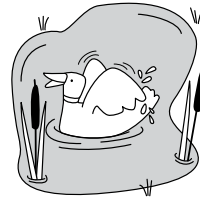
Name \_\_\_\_\_

A possessive noun that tells about one person or thing ends in 's.

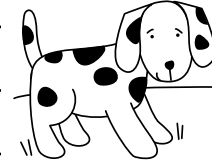
**A. Write C if a sentence is correct.**

**If a sentence is not correct, circle the mistake.**

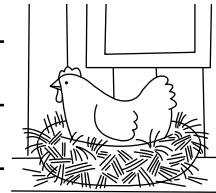
1. The ducks' wings flap. \_\_\_\_\_



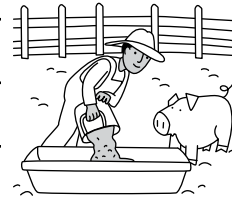
2. The dogs' spots are black. \_\_\_\_\_



3. The hens nest has eggs. \_\_\_\_\_



4. Here is the pig's lunch. \_\_\_\_\_



**B. Now, write one of the incorrect sentences correctly.**

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

Name \_\_\_\_\_

**A. Circle the possessive noun that belongs in each sentence. Write it on the line.**

- \_\_\_\_\_
- 
1. My (pet's, pets) tank is filled. \_\_\_\_\_
- 
2. The (cub's, cub) mom looks at him. \_\_\_\_\_
- 
3. That (dog's, dogs) pal is Nell. \_\_\_\_\_
- 
4. Are a (hens, hen's) eggs little? \_\_\_\_\_
- 
5. A (duck's, duck) pond is wet. \_\_\_\_\_

**B. Write two sentences about where you live. Use a possessive noun in each.**

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

Name \_\_\_\_\_

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

A **proper noun** names an exact person, place, or thing. A proper noun begins with a capital letter.

Example:

Elm Park School



Pam



**A. Read each row of words. Circle the word or words that are proper nouns. Make an X on the common nouns.**

- |          |           |             |
|----------|-----------|-------------|
| 1. girl  | Nan       | cat         |
| 2. Kim   | dog       | hand        |
| 3. Bob   | Ed        | Elm Street  |
| 4. swing | Pine Park | Miss Miller |

**B. Complete each sentence. Use one of the proper nouns circled.**

- \_\_\_\_\_
- \_\_\_\_\_
5. \_\_\_\_\_ and \_\_\_\_\_ go to \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_

They like to swing. When \_\_\_\_\_  
was little, she liked to swing too.



Name \_\_\_\_\_

A **proper noun** always begins with a capital letter.  
Some proper nouns can be more than one word.  
Example: Miss Lane teaches at Mill Street School.

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

1. Mack is the best dog.



2. Sal's Pets is on Hill Street.



3. It used to be on Maple Road.



4. Sal likes Hill Street.



5. I go to Sal's Pets to get things for Mack.



Name \_\_\_\_\_

A proper noun begins with a capital letter.

**Write each proper noun correctly on the lines.**

1. nick is up. \_\_\_\_\_



2. I go to camp playland. \_\_\_\_\_



3. We have fun at frog pond. \_\_\_\_\_



4. I will ask greg to help me. \_\_\_\_\_



5. My pet cat is called seth. \_\_\_\_\_

Name \_\_\_\_\_

Proper nouns can be more than one word. Begin each word in a proper noun with a capital letter.

**A. Circle the words that should have capital letters.**

1. Al and beth go to ship street school.



2. My dog ruff can do a trick.



3. My pals greg and mack live in little rock.

4. My dad has a job at spring bank.



5. "I will see tim at the bank," said beth.

**B. Turn to a partner. Say each proper noun on this page. Think of more proper nouns with your partner. Write them.**



Name \_\_\_\_\_

**Rewrite the sentences. Begin each proper noun with a capital letter.**



1. My jet is from ann's toy hut.

-----

\_\_\_\_\_

2. It is on elm street.

-----

\_\_\_\_\_

3. Miss hill works at the shop.

-----

\_\_\_\_\_

4. todd and stan like to get blocks.

-----

\_\_\_\_\_

5. They shop at Ann's toy hut.

-----

\_\_\_\_\_

Name \_\_\_\_\_

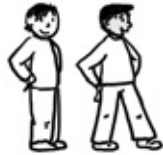
**Irregular plural nouns** use new words to name more than one. They do not end in **-s** or **-es**.

**A. Say the nouns and their plurals.**

child



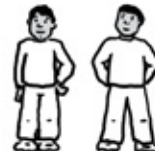
children



man



men



mouse



mice



foot



feet

**B. Write an irregular plural noun from above to complete each sentence.**

1. The \_\_\_\_\_ can run in the bushes.

2. Three \_\_\_\_\_ swing up and down.

3. The \_\_\_\_\_ plan a trip with a map.

4. Those two \_\_\_\_\_ are big.

Name \_\_\_\_\_

**Irregular plural nouns** use new words to name more than one. They do not end in **-s** or **-es**.

**Circle the plural noun that belongs in each sentence. Write it on the line.**

1. The (men, mans) will get a pet. \_\_\_\_\_

2. The (childs, children) jump on grass.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



3. I put socks on my (foots, feet).

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. The (mouses, mice) ate a lot. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

5. (Women, Womans) can run fast. \_\_\_\_\_

Name \_\_\_\_\_

A sentence begins with a capital letter.

A statement ends with a period.

**Write each sentence correctly.**

1. the dogs are in a show



2. bob's dog can beg

3. that dog can jump

4. The childs can have fun

5. one dog makes a mess?

Name \_\_\_\_\_

Some plural nouns do not end in **-s** or **-es**.

Statements end with a period and begin with a capital letter.

**A. Circle the words that are spelled incorrectly. Underline the words that should begin with a capital letter. Add the correct mark to the end of each sentence.**

1. Some mens are at pat's hat shop \_\_\_\_\_  
\_\_\_\_\_

2. Mom brings the childs to the shop \_\_\_\_\_  
\_\_\_\_\_

3. This book has mouses in it \_\_\_\_\_  
\_\_\_\_\_

4. Sam's foots are big \_\_\_\_\_  
\_\_\_\_\_



**B. Write a sentence using a corrected plural noun from above.**

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

Name \_\_\_\_\_

**A. Read the words. Write the plural of each word.**

1. child

---

---

---

2. man

---

---

---

3. mouse

---

---

---

4. woman

---

---

---

5. foot

---

---

---

**B. Write two sentences using irregular plural nouns.**

6.

---

---

---

---

---

---

7.

---

---

---

---

---

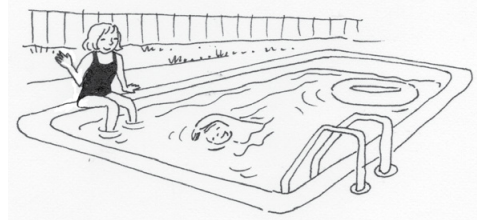
---

Name \_\_\_\_\_

A **verb** is a word that shows action.

Examples: Nate swims.

Mom waves.



**Find the verb in each group.**

**Draw a circle around the verb.**

- |         |      |       |
|---------|------|-------|
| 1. Pam  | hat  | sit   |
| 2. runs | red  | pup   |
| 3. not  | hops | Sam   |
| 4. kick | fun  | ball  |
| 5. me   | lake | smile |

Name \_\_\_\_\_

A **verb** is a word that shows action.

Write a verb from the box to complete each sentence.  
The pictures can help.

pull

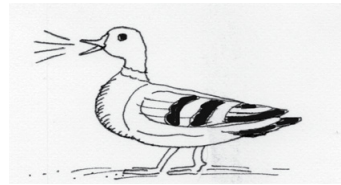
runs

hangs

skate

quacks

1. That duck \_\_\_\_\_ a lot!



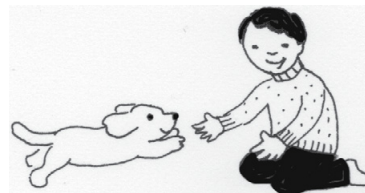
2. I can \_\_\_\_\_ it up the hill.



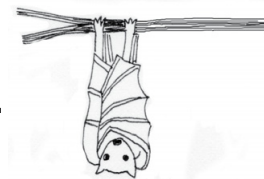
3. Ann and Cam \_\_\_\_\_ on the lake.



4. My pup \_\_\_\_\_ to me.



5. This bat \_\_\_\_\_ on the tree.

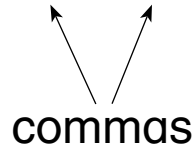




Name \_\_\_\_\_

When you write three verbs in a list, put a comma after the first two verbs.

Examples: I hop, skip, and run.



**A. Circle the commas in the sentences.**

1. I will mix, bake, and sell this cake!
2. My dog sits, runs, and naps.
3. Kate runs, hops, and skips to win the race.

**B. Put commas in the sentences where they belong.**

4. My cat licks naps and plays all day.
5. It is fun to run catch and pitch in the game.

Name \_\_\_\_\_

Use verbs to show action.

Use commas when you write three verbs in a list.

**A. Circle the verbs in the sentences.**

1. Jon waves to Cate.
2. Pal sees a duck.
3. Jane will bake and sell some cakes.

**B. Put commas in the sentences where they belong.**

4. We like to run swim and skate for fun.
5. The plane can zip whiz and buzz.

Name \_\_\_\_\_

**A. Circle the verbs and commas in the sentences.**

1. We walk to school.
2. The duck quacks, swims, and naps.
3. Jake plays with his cat.
4. She skips, runs, and hops.
5. Ben waves to Chan.

**B. Write two sentences about what you do at school.  
Circle the verbs.****6.**

---

---

---

---

---

---

**7.**

---

---

---

---

---

---

Name \_\_\_\_\_

**Present-tense verbs** tell about action that happens now.

Add **-s** to most verbs to form the present tense.

Examples: Jen hikes. Tom plays.

**Read each sentence. Circle any present-tense verbs you find. Write them on the line below.**

1. Mom swims in the lake.
2. Dad naps in the sun.
3. Ann liked the game.
4. Ike saved his snack.
5. The cat plays with the ball.

---

---

---

Name \_\_\_\_\_

**Present-tense verbs** tell about action that happens now.

When a present-tense verb tells about one noun, it ends in **-s**.

Example: Jane jumps.

When a present-tense verb tells about more than one noun or the pronoun **I** or **you**, it does not end in **-s**.

Examples: Jane and Ann jump. I jump.

**Choose the correct present-tense verb in ( ) to complete each sentence. Write the verb on the line.**

1. Sam \_\_\_\_\_ to the lake. (hike, hikes)

2. Jen \_\_\_\_\_ in the sun. (play, plays)

3. Ken and Sal \_\_\_\_\_ a kite. (make, makes)

4. I \_\_\_\_\_ them. (help, helps)

5. Dad \_\_\_\_\_ it go up.  
(see, sees)



Name \_\_\_\_\_

The important words in a **play title** begin with a capital letter.

The first word of a play title is always capitalized.

The title of a play is underlined.

Example:

The Three Bears  
is a fun play.



**Underline the play title that is correct.**

1. Two Mice Run  
two mice run
2. we Help dad  
We Help Dad
3. Frog Can Hop  
Frog can hop
4. We play the Drum  
We Play the Drum

Name \_\_\_\_\_

**A. Read each sentence. Circle each mistake.****Write s if adding -s makes present tense.****Write Cap if it needs a capital letter.****Leave a blank if the sentence is correct.**1. Mike lands the plane. \_\_\_\_\_  
\_\_\_\_\_2. I like the play Jake the snake. \_\_\_\_\_  
\_\_\_\_\_3. Cam help Mom. \_\_\_\_\_  
\_\_\_\_\_4. Pal lick my face. \_\_\_\_\_  
\_\_\_\_\_5. My dog and cat nap a lot. \_\_\_\_\_  
\_\_\_\_\_**B. Write the title of the play from sentence 2 on the line below. Capitalize important words. Draw a line under the title.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence.****Underline the correct present-tense verb in ( ).**

1. Shane (help, helps) Gran today.
2. He (rake, rakes) for her.
3. They (fill, fills) three bags.
4. Pal (walk, walks) by.
5. He (jump, jumps) in a bag.
6. Gran and Shane (tell, tells) him to stop!
7. Shane (take, takes) Pal out of the bag.
8. Pal (sit, sits) beside the bags.





Name \_\_\_\_\_

**Past-tense verbs** tell about actions that happened in the past. Most verbs in the past tense end in **-ed**.

Example: Dave fixed the gate yesterday.

**Future-tense verbs** tell about actions that will happen. Add **will** before a verb to form the future tense.

Example: Dave will fix the gate on Friday.

**Read each pair of sentences. Draw a line under the sentence that tells about the past. Circle the past-tense verb.**

1. Dad washes Spot in a tub.  
Dad washed Spot in the tub.
2. Jed picked up the hose.  
Jed picks up the hose.
3. Nan jumps over the mess.  
Nan jumped over the mess.



Name \_\_\_\_\_

Most **past-tense verbs** end in **-ed**.

walk → walked

Example: Jack walked to school.

Add **will** before a verb to form the **future tense**.

walk → will walk

Example: Jack will walk to school.**Write the future tense of the verb in ( ) to complete each sentence.**

\_\_\_\_\_

1. Mom \_\_\_\_\_ Chase to school. (take)

2. Jake \_\_\_\_\_ up the hill. (hike)

3. Sam \_\_\_\_\_ the bus. (ride)

4. Chuck \_\_\_\_\_ with Bob. (skate)

5. They \_\_\_\_\_ a cake. (bake)



Name \_\_\_\_\_

When you write three or more words in a list, put a comma after the first two words.

Example: I ate ham, bread, and eggs.

↑      ↑  
commas

**A. Circle the commas in the sentence.**

1. We like cats, dogs, and fish.

**B. Add commas to the sentences.**

2. Kent will see Gen Pam and June at school.

3. The frog jumped over the stick bug and rake.



4. I will wash my red pink and white pack.
5. We will dress up in wigs hats and capes.

Name \_\_\_\_\_

Most past-tense verbs end in **-ed**.Most future-tense verbs have **will** before the verb.

**A. Read each sentence. Write P if the verb is past tense. Write F if the verb is future tense.**

1. Finn will help me today. \_\_\_\_\_

2. We mixed it up. \_\_\_\_\_

3. We baked the cake. \_\_\_\_\_

4. We will taste the good cake. \_\_\_\_\_

5. Pal will eat some. \_\_\_\_\_



**B. Fix the sentence. Put commas where they belong.**

6. We will wash the pots pans and stove.

Name \_\_\_\_\_

**A. Circle the past-tense verbs in each row.**

- |           |        |        |         |
|-----------|--------|--------|---------|
| 1. looked | naps   | hop    | walked  |
| 2. jump   | played | hiked  | skip    |
| 3. mixed  | yells  | smiled | packed  |
| 4. picked | hunted | dance  | munched |

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

5. We
- look
- for Spot.

---

---

---

6. We
- call
- his name.

---

---

---

Name \_\_\_\_\_

The verbs **is** and **are** tell about action happening now.  
Use the verb **is** to tell about one person, place, or thing.

Chad is home.

Use the verb **are** to tell about more than one person,  
place, or thing.

Mom and Dad are home.

**Circle the verb in each sentence.**

**Write 1 if the verb tells about one.**

**Write 2 if the verb tells about more than one.**

1. The sun is up.

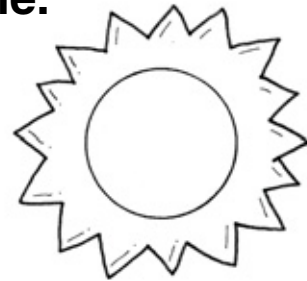
\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----



2. Kate and Sam are at school.

\_\_\_\_\_

\_\_\_\_\_

-----

3. This game is fun.

\_\_\_\_\_

\_\_\_\_\_

-----

4. The cat is on the step.

\_\_\_\_\_

\_\_\_\_\_

-----

5. The dogs are with Mike.

\_\_\_\_\_

Name \_\_\_\_\_

Use the verb **is** to tell about one person, place, or thing acting now.

Use the verb **are** to tell about more than one person, place, or thing acting now.

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

1. It \_\_\_\_\_ hot out today.

2. Seth and Jan \_\_\_\_\_ playing.

3. They \_\_\_\_\_ in the water.

4. Now Zip \_\_\_\_\_ here.

5. Zip and Pal \_\_\_\_\_ in the water, too!



Name \_\_\_\_\_

Use commas in a date

- between the day and the date number and
- between the date number and the year.

Example: Today is Monday, May 8, 2017.

**A. Underline the sentences with the date written correctly.**

1. I will see Gran on Friday, June 16, 2017.

I will see Gran on Friday June 16, 2017.

2. Today is Monday August 14, 2017.

Today is Monday, August 14, 2017.

3. School is out on Tuesday, May 9, 2017.

School is out on Tuesday, May 9 2017.

**B. Add commas to fix the sentence.**

4. We can go on Friday July 7 2017.



Name \_\_\_\_\_

**A. Find the mistakes. Cross out the verb if it is wrong.****Write the correct verb on the line.****Add commas if needed.****Write C on the line if the sentence is correct.**1. Steve are at home. \_\_\_\_\_  
\_\_\_\_\_2. Nan will be here on Sunday June 22, 2015. \_\_\_\_\_  
\_\_\_\_\_3. Gran and Pat is here, too. \_\_\_\_\_  
\_\_\_\_\_4. You can come on Monday, May 30 2015. \_\_\_\_\_  
\_\_\_\_\_5. Dad are on his way here. \_\_\_\_\_  
\_\_\_\_\_**B. Write this sentence on the line. Fix the mistakes.**6. Today is Monday June 2 2015.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Write is or are to complete each sentence.**1. The dogs \_\_\_\_\_ a mess.  
\_\_\_\_\_2. Nick \_\_\_\_\_ by the tub.  
\_\_\_\_\_3. This dog \_\_\_\_\_ too wet!  
\_\_\_\_\_4. They \_\_\_\_\_ not happy.  
\_\_\_\_\_

5. Now Nick and Mom \_\_\_\_\_ wet.

**B. Write a sentence about a pet. Use is or are in the sentence.**

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

A **contraction** is a short way of saying and writing two words.

|               |               |                |
|---------------|---------------|----------------|
| Two words:    | <b>is not</b> | <b>did not</b> |
|               | ↓             | ↓              |
| Contractions: | <b>isn't</b>  | <b>didn't</b>  |

**Draw a circle around the contractions you find.**

1. Gran and Pop aren't here yet.
2. Spike can't be here.
3. Chase didn't wash up.
4. Jen couldn't find her hat.
5. This isn't going to look good!



Name \_\_\_\_\_

A **contraction** is a short way of writing two words. Two words are put together and some letters are left out.

An apostrophe ( ' ) takes the place of the **o** in contractions formed with **not**.

Example: He **isn't** here. (is not = isn't)

**Look at the underlined contraction.**

**Circle the two words used to make the contraction.**

1. Jon wasn't at school today.

Jon was not at school today.

2. Mom didn't let him go.

Mom did not let him go.

3. He can't ride his bike.

He can not ride his bike.

4. Mom isn't letting him play with Pal.

Mom is not letting him play with Pal.

5. Jon doesn't like to stay home.

Jon does not like to stay home.



Name \_\_\_\_\_

A contraction is a short way of writing two words.

An apostrophe ( ' ) takes the place of the missing letter **o**.

did not  
↓  
didn't

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

1. Dan is not having fun. \_\_\_\_\_

2. He can not see. \_\_\_\_\_

3. Pam and Nick are not playing. \_\_\_\_\_

4. The band can not go on. \_\_\_\_\_

5. This is not a good day! \_\_\_\_\_



Name \_\_\_\_\_

A contraction is a short way of writing two words.

Use an apostrophe ( ' ) to take the place of the missing letter o.

**Circle the contractions that are not correct.**

**Write the contractions correctly.**

**Write C if the contraction is correct.**

1. This plant isn't' growing. \_\_\_\_\_  
\_\_\_\_\_

2. It ca'nt get sun here. \_\_\_\_\_  
\_\_\_\_\_

3. The plant doesnt like this place. \_\_\_\_\_  
\_\_\_\_\_

4. It can't grow and get big at all. \_\_\_\_\_  
\_\_\_\_\_

5. The plant is glad it is'nt in the shade now. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Use the words in ( ) to form a contraction.**  
**Write the contraction to complete the sentence.**

1. My cap \_\_\_\_\_ here. (is not)

2. Dad \_\_\_\_\_ see it. (can not)

3. It \_\_\_\_\_ in the box. (was not)

4. I \_\_\_\_\_ put it up there. (did not)

5. We \_\_\_\_\_ looked under here yet. (have not)

6. Puff \_\_\_\_\_ want us to see her! (did not)



Name \_\_\_\_\_

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

**Was** tells about one person, place, or thing.

**Were** tells about more than one person, place, or thing.

Examples: Fox was at home.

Hen and Duck were on the grass.



**Circle the verb that belongs in the sentence.**

1. The sun (was, were) up.
2. Hen and Duck (was, were) playing.
3. Hen (was, were) hungry.
4. Fox (was, were) cooking lunch.
5. He (was, were) waving to them.
6. They (was, were) going to eat lunch with Fox.



Name \_\_\_\_\_

Use the verbs **was** and **were** to tell about the past.

Use **was** to tell about one person, place, or thing.

Use **were** to tell about more than one person, place, or thing.

**Write was or were to complete the sentence.**

1. Nate \_\_\_\_\_ in a play today.

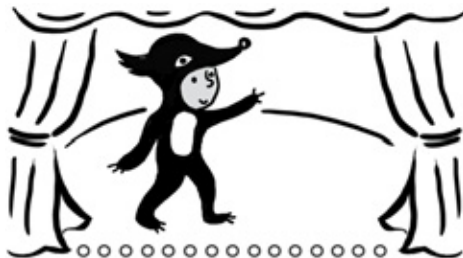
2. Josh and Pam \_\_\_\_\_ in the play, too.

3. The play \_\_\_\_\_ on a big stage.

4. Nate \_\_\_\_\_ a big, bad wolf.

5. Some kids \_\_\_\_\_ the little pigs.

6. The play \_\_\_\_\_ fun to see.



Name \_\_\_\_\_

A **contraction** is a short way of saying and writing two words.

An apostrophe ( ' ) takes the place of letters that are left out.

was not → wasn't

he is → he's

let us → let's

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

1. Sam and Tate were not at school. \_\_\_\_\_  
 \_\_\_\_\_

2. Pal was not in his bed. \_\_\_\_\_  
 \_\_\_\_\_

3. Let us play with the blocks. \_\_\_\_\_  
 \_\_\_\_\_

4. He is at home. \_\_\_\_\_  
 \_\_\_\_\_

5. We are not running in the rain. \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

Use **was** to tell about one. Use **were** to tell about more than one.

Use an apostrophe to take the place of one or more letters in a contraction.

**Circle the mistake, then write each sentence correctly.**

1. Mike were in the den.

---

---

---

2. Shane isnt here yet.

---

---

---

3. Sam and Eve was at school.

---

---

---

4. They werent at home.

---

---

---

5. The dogs was playing fetch.

---

---

---

Name \_\_\_\_\_

**A. Write was or were to complete each sentence.**1. Some hats \_\_\_\_\_ hanging on the rack.  
\_\_\_\_\_2. Kim \_\_\_\_\_ putting on a funny hat.  
\_\_\_\_\_3. Jon \_\_\_\_\_ having fun, too.  
\_\_\_\_\_4. The kids \_\_\_\_\_ dressing up.  
\_\_\_\_\_**B. Use the two words to form a contraction. Be sure to use an apostrophe.**5. was + not = \_\_\_\_\_  
\_\_\_\_\_6. were + not = \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The verbs **has** and **have** mean “to own something.”

We use **has** to tell about one person, place, or thing.

Clay **has** a pet.

We use **have** to tell about more than one person, place, or thing.

We also use **have** with the words **I** and **you**.

Jan and Tim **have** pet fish.

I **have** a dog.

You **have** a cat.

**Circle the verb that belongs in the sentence.**

1. Nick (has, have) a big dog.
2. Mike and Cal (has, have) small dogs.
3. I (has, have) water for the pets.
4. Kim (has, have) many pretty fish.
5. Zack and Lin (has, have) some cats.
6. We (has, have) lots of fun on Pet Day.



Name \_\_\_\_\_

Use the verb **has** to tell about one person, place, or thing.

Use the verb **have** to tell about more than one person, place, or thing and I or you.

Write has or have to complete the sentence.

1. We \_\_\_\_\_ a big class.  
 \_\_\_\_\_  
 \_\_\_\_\_



2. Gram \_\_\_\_\_ a pail of water.  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Jen \_\_\_\_\_ long braids.  
 \_\_\_\_\_  
 \_\_\_\_\_

4. I \_\_\_\_\_ a book to read.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Zack \_\_\_\_\_ six red pens.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. The big oak tree \_\_\_\_\_ green leaves.  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

Every sentence begins with a capital letter.

Every sentence ends with a period, question mark, or exclamation mark.

Example:     We call my new cat Puff.

### Write each sentence correctly.

1. what does Nan have

---



---



---

2. that chick has a small beak




---



---



---

3. will the hens eat the grain

---



---



---

4. it is fun to feed the animals

---



---



---

Name \_\_\_\_\_

**Each sentence has one mistake. Circle the mistake.  
Write the sentence correctly on the line.**



1. James have a book about ants.

---

---

---

2. he can find out all about them.

---

---

---

3. Can Stef read about fish.

---

---

---

4. I has six fish at home.

---

---

---

5. We all read books?

---

---

---



Name \_\_\_\_\_

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

1. Deb and Dan \_\_\_\_\_ a new dog named Ruff.

2. Ruff \_\_\_\_\_ to go to pet class.

3. Mr. Sam \_\_\_\_\_ a special leash for Ruff.

4. Deb, Dan, and Ruff \_\_\_\_\_ fun at pet class.

**B. Write the sentence correctly.**

5. Will Deb take Ruff out for a walk

---



---



---

Name \_\_\_\_\_

The words **go** and **do** are action verbs.

Use **go** and **do** to tell what is happening now.

Use **went** and **did** to tell what has already happened.

**Present****Past**

Today I **go** see Gram.    He **went** to a play last week.

We **do** our work now.    They **did** have fun last night.

**A. Write the verb that tells about the present.**

\_\_\_\_\_

-----

1. Animals \_\_\_\_\_ a lot of work to find food.

\_\_\_\_\_

-----

2. Some animals \_\_\_\_\_ away when it is cold.

\_\_\_\_\_

-----

3. Other animals \_\_\_\_\_ in a cave to sleep.

**B. Write the verb that tells about the past.**

\_\_\_\_\_

-----

4. The ducks \_\_\_\_\_ to a less cold place.

\_\_\_\_\_

-----

5. They \_\_\_\_\_ not like the lake of ice.

Name \_\_\_\_\_

The verbs **go** and **do** have different forms for the present and the past.

Present:            **go**                    **do**

Past:                **went**                    **did**

**Underline the form of go or do that tells about the present. Circle the form of go or do that tells about the past.**

1. Now the bees go in the hive.
2. The frogs went in the water.
3. Did the frogs make a big splash?
4. I did see the ducks on the lake.
5. You can see the ants go by.
6. Do you see the fish in the water?



Name \_\_\_\_\_

**Proper nouns** are the names of specific people, places, and things.

All proper nouns begin with a capital letter.

Jack Nile lives on Oak Lane.

**Circle the letters that should be capital.**

**Write the proper nouns correctly.**

1. The bus stops at west street.

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

2. These dogs are spot and pal.

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

3. We feed the ducks on blue lake.

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

4. Did joan blake see the pets?

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

5. I hope mom will let me get a new pet in june.

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

Name \_\_\_\_\_

Use **go** and **do** to tell about the present.Use **went** and **did** to tell about the past.

Begin each proper noun with a capital letter.

**Circle each mistake. Write each corrected word below.**

1. Last week my class go to see a play about animals.

---



---



---

2. The kids in the play doed a nice job.

---



---



---

3. We will did a fun thing each week.

---



---



---

4. Today we will went on a class trip.

---



---



---



5. Miss grant said we will see the school band play.

---



---



---

Name \_\_\_\_\_

**A. Underline a form of the verb go or do in each sentence. Write 1 if the verb tells about the present. Write 2 if the verb tells about the past.**

1. Sid and May go to the bus stop.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

2. Did you help Mom wash the dishes?

\_\_\_\_\_

\_\_\_\_\_

3. Last week I went to see Gram.

\_\_\_\_\_

\_\_\_\_\_

4. Now I do like to eat green peas.

-----

\_\_\_\_\_

**B. Write the sentence correctly.**

5. A long time ago dad goed to hill street school.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

Use **see** when looking at something now.

**I see** the bugs.

**You see** the bugs.

**We see** the bugs.

**They see** the bugs.

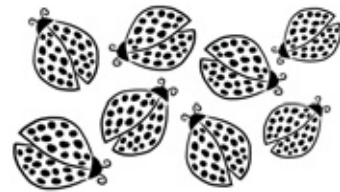
Use **sees** when **he** or **she** is looking now.

**She sees** the bugs.

**Joe sees** the bugs.

Use **saw** to tell about looking in the past.

Last week we **saw** the bugs.



**A. Circle the verb that tells about the present.**

1. Blake (see, sees, saw) a small ant.
2. I (see, sees, saw) a bug on a leaf.
3. Joe and Tate (see, sees, saw) some bees.

**B. Circle the verb that tells about the past.**

4. Last week we (see, sees, saw) a flea.
5. Matt (see, sees, saw) a white moth.
6. Jess and Nan (see, sees, saw) a tan snail.

Name \_\_\_\_\_

The verb **see** has different forms for the present tense and the past tense.

Present:           **see, sees**

Past:               **saw**

**Circle sentences that tell about the present.**  
**Underline sentences that tell about the past.**

1. We see a frog on the pond.
2. The frog sees a small fly.
3. We saw the frog snap the fly.
4. Now the frog sees more bugs.
5. Do the bugs see the frog?
6. The bugs saw the frog and flew away.





Name \_\_\_\_\_

When you write the title of a book you should underline it.

I want to read Big Bad Bug.

**Underline the title of a book in each sentence.**

1. Did you like to read The Small Snail?
2. It is fun to read Pup and Frog.
3. You can take Buzz the Big Bee to read.
4. My Pal Sal is a good book.
5. I liked Ant Time the best.



Name \_\_\_\_\_

Use **see** and **sees** to tell about the present. Use **saw** to tell about the past. Underline book titles.

**Circle the mistake in each sentence.**

**Write the sentence correctly on the line.**

1. I sees a tan bug.

---

---

---

2. Last week Mom see a snail on the ledge.

---

---

---

3. I will read All About Bugs to find out more.

---

---

---

4. Did Jed sees an ant hill?

---

---

---

5. I will get a new book, A Snail's Pail, today.

---

---

---

Name \_\_\_\_\_

**A. Write see, sees, or saw to complete each sentence.**1. Last week I \_\_\_\_\_ a fake bug.  
\_\_\_\_\_2. I said to Dad, "Let's \_\_\_\_\_ if Tom will find it."  
\_\_\_\_\_3. Dad said, "He will \_\_\_\_\_ it on this shelf."  
\_\_\_\_\_4. The next day Tom \_\_\_\_\_ the fake bug.  
\_\_\_\_\_5. He jumped. Then he said,  
\_\_\_\_\_"You should \_\_\_\_\_ this big bug!"  
\_\_\_\_\_**B. Write the sentence correctly.**6. My best book is A Good Joke.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

An **adverb** is a word that tells more about a verb in a sentence.

A verb tells about action.

An adverb can tell when an action happened.

Examples: Tim ran a race **today**.



**today** —→ tells when Tim ran a race

**Read the sentences. Underline the adverbs that tell when.**

1. Gram will come to see me soon.
2. My dad hit a home run yesterday.
3. Now I can ride my bike.
4. We will have lunch next.
5. Then we will go out to play.
6. Today I am going to ride the bus.

Name \_\_\_\_\_

An **adverb** is a word that tells more about a verb in a sentence.

An adverb can tell when an action happened.

Nan walks the dog **now**.

**verb:** walks

**adverb:** now

**Read the sentences. Write the verb and adverb on the lines.**



1. We help today.
2. Tom rakes the leaves now.
3. Next, Dave puts the leaves in a bag.
4. Then, Jane sweeps the walk.
5. Tom rakes the leaves again!

**verb**

**adverb**

|       |       |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| ----- | ----- |

Name \_\_\_\_\_

When you write three verbs in a list, put a comma after the first two verbs.

Example: The sheep eat, drink, and graze all day.

↑      ↑  
Commas

**Put commas in the sentences where they belong.**

1. I wash rinse and dry the cups.
2. Gram and I dig plant and water.
3. We mix bake and eat the cupcakes.
4. We walk jog and run in the park.
5. We like to swim splash and dive in the pool.

Name \_\_\_\_\_

**A. Make a check mark ✓ next to the sentence with an adverb that tells when. Circle the adverb.**1. Jan washes the dishes now. \_\_\_\_\_  
\_\_\_\_\_2. She dries the dishes. \_\_\_\_\_  
\_\_\_\_\_3. Then Jan puts the dishes away. \_\_\_\_\_  
\_\_\_\_\_4. Jan did lots of work today. \_\_\_\_\_  
\_\_\_\_\_5. Soon Jan will rest. \_\_\_\_\_  
\_\_\_\_\_**B. The commas are not in the right places. Write the sentence correctly.**6. Some, bugs, can swim jump and, fly.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Fill in the circle for the adverb that tells when.**

1. Duck and Hen will swim today.  
☐ Duck    ☐ swim    ☐ today
2. Now they go to the pond.  
☐ Now    ☐ they    ☐ go
3. Duck jumps in soon.  
☐ Duck    ☐ jump    ☐ soon
4. Then Hen jumps in.  
☐ Then    ☐ Hen    ☐ jumps
5. Next Duck and Hen dry in the sun.  
☐ Next    ☐ and    ☐ dry

**B. Write the sentence correctly.**

6. My new pup sniffs yelps and jumps.

---

---

---



Name \_\_\_\_\_

Two sentences can be joined together. The words **and**, **but**, and **or** are used to combine sentences.

Examples: Kyle had a snack **and** Max ate lunch.

We can go to the park **or** we can go to the pool.

I like reading **but** I like math better.

**Circle the word used to join the two sentences.**

1. I like to run and I like to jump.
2. Can Ella come to my party or can Lily come?
3. Kim rides a bike but Brad rides a scooter.
4. Bobby has a dog and he has a cat.
5. Today Mara can swim or she can see a play.



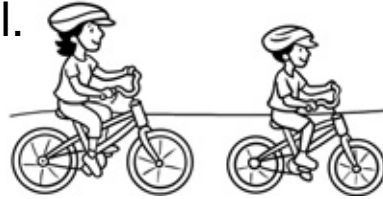
Name \_\_\_\_\_

A cause and an effect can be joined into one sentence using **so** or **because**.

Cause: The streets have bike paths.

Effect: Sam can ride his bike to school.

The streets have bike paths **so** Sam can ride his bike to school.



**Combine the sentences using so or because.**

1. Callie's mom got a new car. Her old one broke.

---

---

---

---

---

2. Steve helped his mom. She took him to the park.

---

---

---

---

---

Name \_\_\_\_\_

**And, but, and or** are words used to combine sentences.

Special place names begin with capital letters.

Example: Rachel went to **L**ong **B**each **and** she had fun.



**Draw a circle around the words that combine the sentences. Draw a line under the words that should begin with a capital letter.**

1. Val can take a music class or she can take an art class.
2. Gina had lunch at the tip top diner and her best pal came with her.
3. Helen waters the plants so they will grow.
4. Peter wanted to pick pumpkins but applegate farm was closed.
5. Ann lives in new jersey and her cousins live in texas.

Name \_\_\_\_\_

**So** and **because** are used to join two sentences together when there is a cause and effect.

The name of a special place begins with a capital letter.

Example: Lenny went to **P**ark **C**ity **Z**oo **because** he wanted to see the zebras.



**A. Fill in the circle by the sentence that is written correctly.**

1. ☐ I can't go to pete's pizza because I have homework.  
☐ I can't go to Pete's Pizza because I have homework.  
☐ I can go to Pete's Pizza so I have homework.
2. ☐ My cat was hungry because I fed her.  
☐ My cat was hungry I fed her.  
☐ My cat was hungry so I fed her.

**B. Write so or because to complete each sentence.**

3. There was a fire in the forest \_\_\_\_\_ the firefighters came.

4. The firefighter came to the forest \_\_\_\_\_ there was a fire.

Name \_\_\_\_\_

**A. Use a word from the box to complete each sentence.**

and

or

because

so

but

1. My cat stretched \_\_\_\_\_ she just woke up.

2. Cam got shoes \_\_\_\_\_ she went hiking.

3. We can eat pizza \_\_\_\_\_ we can eat tacos.

4. Stan wanted to play ball \_\_\_\_\_ it was cold.

5. Alice wants to play drums \_\_\_\_\_ she is taking a class.

**B. Choose one of the words from the box to write your own sentence.**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

An **adjective** is a word that tells about a noun.

A **noun** names a person, place, or thing.

Example: I looked at the **pretty** flowers.

adjective      noun

**Circle the adjective in each sentence. Underline the noun it tells about. The first one is done for you.**

1. Ruff is a (shaggy) dog.
2. Michael is wearing blue shorts.
3. I ate a sweet apple for a snack.
4. Kim likes her warm coat.
5. We flew our kite on a windy day.



Name \_\_\_\_\_

An **adjective** tells number, color, size, shape, and how things look, feel, smell, or taste.

Examples: We ate **red** apples for lunch.

Mark ate **two little** apples.

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

1. Georgie likes to play in the green grass.
2. There are leafy trees in the yard.
3. Dad hung a new swing.
4. Mom gave us a cool drink.
5. I smell pretty flowers.



**B. Write your own sentence using one of the adjectives you circled above.**

6.

---



---



---



---



---



---

Name \_\_\_\_\_

**Adjectives** tell number, color, size, or shape.**Adjectives** also tell how things look, sound, feel, smell, or taste.

All sentences end with an end mark.

**Read each sentence. Circle each adjective. Write the correct end mark on the line.**

1. I am cleaning my messy room \_\_\_\_\_

2. I see a big spider \_\_\_\_\_

3. Why is it on the green chair \_\_\_\_\_

4. I'll call my little sister for help \_\_\_\_\_

5. The black spider ran for her life \_\_\_\_\_

6. My sister yelled, "You scared that big bug \_\_\_\_\_"





Name \_\_\_\_\_

**Adjectives** tell number, color, size, or shape.**Adjectives** also tell how things look, sound, feel, smell, or taste.

All sentences end with an end mark.

**A. Fill in the circle by the sentence that has the adjective correctly underlined and has the correct end mark.**

1. ☐ Where did you get that sweet peach?  
☐ Where did you get that sweet peach.  
☐ Where did you get that sweet peach!
2. ☐ What a happy baby he is?  
☐ What a happy baby he is.  
☐ What a happy baby he is!

**B. Write a sentence with an adjective that tells about a shape.**

\_\_\_\_\_

-----

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

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Write an adjective to tell about the underlined noun.  
Choose an adjective from the box.**

six

little

soft

pretty

fun

1. Who planted the \_\_\_\_\_ flowers?

2. I see \_\_\_\_\_ roses in a row.

3. We learn about flowers in a \_\_\_\_\_ class.

4. I like to plant \_\_\_\_\_ trees.

5. We can sit on the \_\_\_\_\_ grass.

**B. Choose one of the adjectives you wrote to write a sentence of your own.**

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

Name \_\_\_\_\_

Add **-er** to an adjective to compare two people, places, or things.

Example: Flip's ears are **smaller** than Nell's ears.

Add **-est** to an adjective that compares three or more people, places, or things.

Example: Pip's ears are the **smallest** ears of all.

### A. Write the adjectives that compare.

add -er

add -est

1. fast

2. slow

3. cold

### B. Underline the adjectives that compare.

4. Mike is the tallest boy in his class.

5. My dog is bigger than Tom's.

6. We had a longer recess today than yesterday.



Name \_\_\_\_\_

Add **-er** to an adjective to compare two people, places, or things.

Add **-est** to an adjective to compare three or more people, places, or things.

**A. Write the adjective that completes the sentence correctly.**



1. Harry is the \_\_\_\_\_ swimmer on the team.

**fast**

**faster**

**fastest**

2. Ron's kite is \_\_\_\_\_ than mine.

**highest**

**higher**

**high**

3. January is the \_\_\_\_\_ month of all.

**cold**

**colder**

**coldest**

**B. Write your own sentence using one of the adjectives you wrote above.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Add **-er** to most adjectives to compare two nouns.

Add **-est** to most adjectives to compare three or more nouns.

Days, months, and holidays are **proper nouns**. All **proper nouns** begin with a capital letter.

**Circle the sentences that are written correctly.**

1. My dog is biggest than your Dog.

My dog is big than your dog.

My dog is bigger than your dog.



2. Flag day is in June.

Flag day is in june.

Flag Day is in June.

3. I made the greatest catch ever on Saturday.

I made the greater catch ever on saturday.

I made the great catch ever on Saturday.

4. We were off from school on Martin luther king day.

We were off from school on Martin Luther king day.

We were off from school on Martin Luther King Day.

Name \_\_\_\_\_

Add **-er** to most adjectives to compare two nouns.

Add **-est** to most adjectives to compare three or more nouns.

Days, months, and holidays are **proper nouns**.

All **proper nouns** begin with a capital letter.

**A. Look for mistakes with adjectives that compare and proper nouns. Underline sentences with mistakes. Circle sentences that are correct.**

1. My dad cooked a big meal on Thanksgiving.
2. Of all the cats, mine is the softer.
3. We had no school on friday.
4. June is a warm month.
5. My brother is shortest than me.
6. My room is darker at night.

**B. Write a sentence about your favorite day of the week.**

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

Name \_\_\_\_\_

**A. Circle the adjectives that compare in the sentences. Write 2 if the adjective compares two nouns. Write 3 if the adjective compares three or more nouns.**\_\_\_\_\_

1. I am the tallest kid in my class.

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

2. My dog is older than my cat.

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

3. This strawberry is sweeter than the plum.

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

4. Kenny was the wettest of all the kids.

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

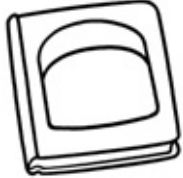
**B. Choose one of the adjectives you circled to write your own sentence.**

5.

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

Name \_\_\_\_\_

**A** and **an** are special adjectives that tell which one.Use **a** before a noun that begins with a consonant.Use **an** before a noun that begins with a vowel.Examples: **a** box, **a** flower, **an** apple, **an** egg**A. Write a or an correctly before each noun.**

- |                          |                                                                                     |                        |                                                                                       |
|--------------------------|-------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------|
| 1. _____<br>_____ table  |    | 2. _____<br>_____ ape  |    |
| 3. _____<br>_____ pencil |   | 4. _____<br>_____ ox   |   |
| 5. _____<br>_____ ant    |  | 6. _____<br>_____ book |  |

**B. Complete each sentence using a (A) or an (An).**

7. \_\_\_\_\_ apple was placed on \_\_\_\_\_ plate.
8. \_\_\_\_\_ pig and \_\_\_\_\_ ox planned \_\_\_\_\_ escape.



Name \_\_\_\_\_

**This** and **that** are adjectives.**This** is used for a noun that is close.**That** is used for a noun that is far away.**A. Write this or that to complete the sentences.**

\_\_\_\_\_

-----

1. \_\_\_\_\_ book is over in the corner.

\_\_\_\_\_

-----

2. \_\_\_\_\_ boy is petting his dog.



\_\_\_\_\_

-----

3. Can you hand me \_\_\_\_\_ cup on the table?

\_\_\_\_\_

-----

4. \_\_\_\_\_ shelf is too high to reach.

**B. Write a sentence using that or this.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

Name \_\_\_\_\_

**A** and **an** are special adjectives that tell which one.Use **a** with nouns that start with a consonant.Use **an** with nouns that start with a vowel sound.Use **this** for a noun that is close. Use **that** for a noun that is far away.

All important words in book titles begin with a capital letters. Underline book titles.

**Write C if the sentence is correct. If the sentence is incorrect, write X and circle the mistakes.**1. We took an ride to a park. \_\_\_\_\_  
\_\_\_\_\_2. This is a fun day. \_\_\_\_\_  
\_\_\_\_\_3. My New Brother is a book about a baby. \_\_\_\_\_  
\_\_\_\_\_4. We took that bus to school. \_\_\_\_\_  
\_\_\_\_\_5. We saw a ant in the dirt. \_\_\_\_\_  
\_\_\_\_\_6. We read The Happy camper in class today. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Use **a** with nouns that start with a consonant.

Use **an** with nouns that start with a vowel.

Use **this** for a noun that is close.

Use **that** for a noun that is far away.

Important words in a book title begin with a capital letter.

**A. Write a, an, this, or that to complete each sentence.**

I. Vincent is \_\_\_\_\_ artist.

**2.** The cab is here. We will take \_\_\_\_\_ cab.

**3. We can have \_\_\_\_\_ peach with lunch.**

4. Why is \_\_\_\_\_ car parked so far away?

**B. Underline the book title that is written correctly.**

## 5. The big dog

## 6. How Can I Help?

Name \_\_\_\_\_

**A. Draw a line to match the word to its description.**

- |         |                                                 |
|---------|-------------------------------------------------|
| 1. an   | tells about a noun that is near                 |
| 2. that | goes before a noun that begins with a vowel     |
| 3. this | tells about a noun that is far away             |
| 4. a    | goes before a noun that begins with a consonant |

**B. Choose two of the words above to write your own sentences.**

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

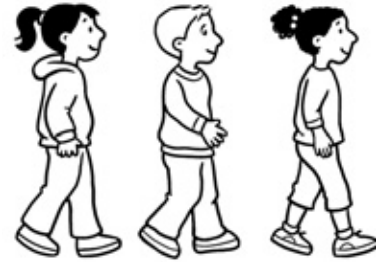
Name \_\_\_\_\_

A **preposition** connects one part of a sentence to another.

Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Examples: The picture is **on** the wall.

We will walk **toward** the park.



**Complete the sentences with a preposition from the box.**

for

during

toward

beyond

1. We had a fire drill \_\_\_\_\_ gym.

2. We moved \_\_\_\_\_ the door.

3. We ended up at the park way \_\_\_\_\_ the soccer field.

4. The new soccer field was built \_\_\_\_\_ our team.

Name \_\_\_\_\_

A **prepositional phrase** tells more about a noun or pronoun. It starts with a preposition. There are no verbs in a prepositional phrase.

Example: We moved **toward the stage**.

We were ready **for the show**.

**Underline the prepositional phrases in the sentences.**

1. All the kids in the play are here.
2. They are all on the stage.
3. It was good to be part of the cast.
4. We moved toward the stairs on the stage.
5. Our teacher was beyond the curtains telling us our lines.
6. The scenery was built in a week.



Name \_\_\_\_\_

Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Name titles begin with capitals and end with periods.

Examples: **Mr.** Chen, **Mrs.** Mills, **Dr.** Don

**Write C if the sentence is correct. If the sentence is incorrect, write X and circle the mistakes.**

1. My dentist is dr. Mike. \_\_\_\_\_

2. I went there on Tuesday. \_\_\_\_\_

3. Mrs. wall took me to the dentist. \_\_\_\_\_

4. I got a cleaning beyond the visit. \_\_\_\_\_

5. It was mr. hopewell's turn after me. \_\_\_\_\_

Name \_\_\_\_\_

Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Name titles such as **Mr.**, **Mrs.**, **Ms.**, and **Dr.** all begin with a capital letter and end with a period.

**A. Circle the preposition in ( ) to complete each sentence.**

1. Riding my bike (toward, above, during) cars is not safe.
2. My dad helped me ride (beyond, during, of) summer.
3. First I rode (during, in, of) my brand new driveway.
4. Then I rode (in, during, beyond) the end of the block.



**B. Underline the name title that is written correctly.**

- |               |            |            |
|---------------|------------|------------|
| 5. Ms. Dean   | Ms Dean    | Ms dean    |
| 6. dr. Miller | Dr. Miller | Dr Miller. |



Name \_\_\_\_\_

**A. Write a prepositional phrase from the box to complete each sentence. Cross out incorrect name titles.**

on her sofa  
of bricks

toward the door  
in the air

1. Three birds flew \_\_\_\_\_.

2. Two bags \_\_\_\_\_ were for  
mr. Casey.

3. Mom walked \_\_\_\_\_ with  
Mrs Dowd.

4. Mrs. Walker sat \_\_\_\_\_.

**B. Choose one prepositional phrase from above to  
write your own sentence.**

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

Name \_\_\_\_\_

Remember that a **noun** is a person, place, or thing.

A **pronoun** is a word that takes the place of a noun.

**Ken** is at school.      **He** is at school.

The pronoun **he** takes the place of the noun **Ken**.

Some other pronouns are **she**, **we**, **it**, **they**, and **I**.

**Circle the pronoun that takes the place of the underlined word or words in the sentence.**

- |                                                |     |      |
|------------------------------------------------|-----|------|
| 1. <u>Dave</u> likes to help others.           | It  | He   |
| 2. <u>Missy</u> shared her lunch with us.      | She | They |
| 3. <u>Carl and Sari</u> will have a bake sale. | I   | They |
| 4. I will take <u>this book</u> to my friend.  | it  | you  |
| 5. <u>James</u> can wash the car.              | He  | They |



Name \_\_\_\_\_

A **pronoun** is a word that takes the place of a noun.  
The pronouns **I**, **he**, **she**, and **it** stand for one noun.  
The pronouns **we** and **they** stand for more than one noun.

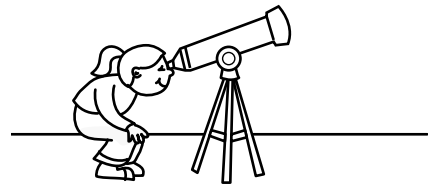
**Underline the pronoun in each sentence. Circle one or more than one to tell the number that each pronoun stands for.**

1. I like to look at the stars with Dad.

one                      more than one

2. He helps me learn about space.

one                      more than one



3. We read a book about the stars.

one                      more than one

4. It is one of five books we read last week.

one                      more than one

5. They are all on my book shelf.

one                      more than one

Name \_\_\_\_\_

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

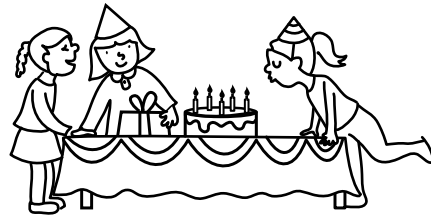
Examples: **I** help my Mom bake bread.

Mom says that **I** am a good helper.

**Cross out the pronoun I if it is not written correctly.**

**Write the sentence correctly.**

**Copy the sentence if it is correct.**



1. i will be six in a few days.

---



---



---

2. Dad said that I could have a big party

---



---



---

3. i think that Mom and i will make a big cake.

---



---



---

4. I will ask all my pals to come.

---



---



---

Name \_\_\_\_\_

**A. Read the first sentence in each set. Underline the sentence below that uses the correct pronoun for the underlined word. Circle the correct pronoun.**

1. Sam saw Gram.

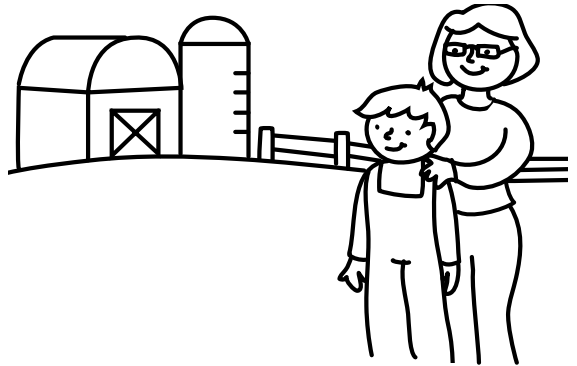
He saw Gram.    They saw Gram.

2. Gram lives here.

You lives here.    She lives here.

3. Sam saw the barn.

Sam saw she.    Sam saw it.



4. Sam and Gram had fun.

They had fun.    He had fun.

**B. Circle both mistakes in this sentence. Write the sentence correctly.**

5. i hope that Gram and i will get to feed the cows.

---



---



---



---



---



---



---

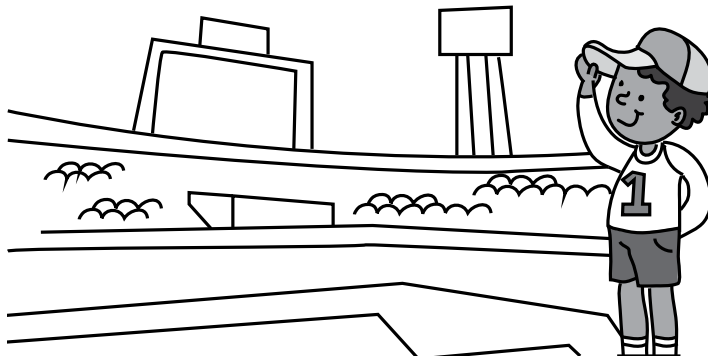


---

Name \_\_\_\_\_

**Mark the correct pronoun to take the place of the underlined word or words.**

1. Pete and his dad went to the big game.  
☐ They                      ☐ It                      ☐ You
2. Pete found a cap under his seat.  
☐ We                      ☐ He                      ☐ It
3. Jane lost her cap last week.  
☐ They                      ☐ It                      ☐ She
4. The cap fell off her head while Jane was cheering for her team.  
☐ It                      ☐ I                      ☐ We
5. Will Pete give the cap back to Jane?  
☐ She                      ☐ They                      ☐ He
6. Soon Pete and Jane will be friends.  
☐ They                      ☐ She                      ☐ We



Name \_\_\_\_\_

A **pronoun** is a word that takes the place of a noun.

A **possessive** pronoun shows who or what has or owns something.

This is Max's toy.

This is his toy.

The possessive pronouns **my**, **your**, **his**, **her**, **its**, **our**, and **their** are used before nouns.

my hat

your coat

his book

her cat

its place

our home

their car

**Circle the possessive pronoun that belongs in the sentence.**

1. Jane broke (her, their) new glasses.
2. Mom and Dad liked (their, its) gifts.
3. My brother and I walked to (our, its) house.
4. Miss Lee asked me, "Is this (its, your) book?"
5. The red bird had yellow tips on (my, its) wings.
6. The bee lost (its, their) sting.

Name \_\_\_\_\_

Some **possessive pronouns** are used before nouns.

This is my book.

Some **possessive pronouns**, such as **mine**, **yours**, **his**, **her**, **its**, **ours**, and **theirs** can stand alone.

This is mine.

**Replace the underlined words with a possessive pronoun that stands alone. Write the new sentence.**

1. My room is cleaner than your room.

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

2. Your bike is bigger than my bike.

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

3. Some of our toys are on the floor.

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

4. Is this your coat or his coat?

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



Name \_\_\_\_\_

The **days of the week, months, and holidays** always begin with a capital letter.

Examples: I will go to Gram's on Thursday,  
November 25th for Thanksgiving!

**Circle the sentence that is correct.**

1. Each saturday Jill goes to swim class.

Each Saturday Jill goes to swim class.



2. I think that June is the best month for outdoor fun.

I think that june is the best month for outdoor fun.

3. Is your birthday on Monday or tuesday?

Is your birthday on Monday or Tuesday?

4. My dad and I saw a parade on Labor Day.

My dad and I saw a parade on labor day.

5. We will go camping at the lake in may.

We will go camping at the lake in May.

Name \_\_\_\_\_

**A. Read the sentence. Read the possessive pronoun after the sentence. Underline the word or words in the sentence that the pronoun can replace.**

1. Is this your backpack or my backpack? **mine**
2. Dave could not find Dave's blue hat. **his**
3. Meg said to Cam, "Will you ride Cam's bike to school?" **your**
4. My friends shared my friends' snacks with me. **their**
5. Mom lost Mom's ring at the beach. **her**

**B. There are two mistakes in the sentence. Circle the mistakes and write the sentence correctly.**

6. Our plane leaves sunday, and we will come back on the first day of june.

---

---

---

---

---

---

Name \_\_\_\_\_

**A. Find the correct possessive pronoun to take the place of the underlined word or words. Fill in the circle.**

1. Do you want to go to my house or to Nan's house today?  
☐ her                      ☐ It                      ☐ our
2. Bob asked, "Has anyone seen Bob's lunch?"  
☐ it                      ☐ their                      ☐ my
3. Pal and Spot like to push Pal's and Spot's bowl across the room.  
☐ our                      ☐ their                      ☐ mine
4. Pam made a card for Pam's brother.  
☐ its                      ☐ his                      ☐ her

**B. Find the correct way to write the underlined word in each sentence. Fill in the circle.**

5. Dave went to the beach on thursday.  
☐ Thursday                      ☐ thurs day
6. I will help Mom make a pumpkin pie for thanksgiving day.  
☐ thanksgiving Day                      ☐ Thanksgiving Day

Name \_\_\_\_\_

Some **special pronouns**, such as **anyone**, **everyone**, **anything**, and **everything** do not name one special thing.

**anyone** means “any person”

**everyone** means “all people”

**anything** means “no special thing”

**everything** means “all things”

**nothing** means “no thing”

**Circle the special pronoun(s) in each sentence.**

1. Meg spoke to everyone at the party.
2. Do you know anyone who can help us rake leaves?
3. I spilled everything in the box when I fell.
4. Ana found nothing under the bed when she looked for her socks.
5. Is there anything in your glass?

Name \_\_\_\_\_

Some **special pronouns** do not refer to a specific person, place, or thing.

**nobody** means “no person”

**somebody** means “no special person”

**anybody** means “any person”

**Circle the special pronoun in each sentence. Write the meaning on the line.**

1. I didn't know anybody in that play.

---



---



---

2. Nobody wanted to help me clean up the big mess.

---



---



---

3. If somebody here would like an apple, just ask.

---



---



---

4. The dog barked loudly, but nobody was at the door.

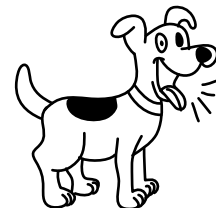
---



---



---



Name \_\_\_\_\_

Use **commas** to separate the date and year when writing a date.

Use **commas** after the greeting and closing in a letter.

Examples: June 6, 2015

Dear Ned,

I hope you like your new school.  
The kids in Miss Chan's class  
say, "Hi." We all miss you!

Your friend,  
Jess

### Read the letters. Add the missing commas.

1. October 2 2015

Dear Gram

I had so much fun on our  
trip to see the fall leaves.  
I hope we can go again  
next year! Thank you for  
taking me!

Your grandson  
Ben

2. June 24 2015

Dear Kate

Thank you for asking  
me to your birthday  
party. I can't make it that  
day. I will be with my  
grandmother in Peach  
City all weekend.

Your pal  
Ben

Name \_\_\_\_\_

**Read the letter. Circle the special pronouns.  
Add commas where they belong.**

July 3 2014

Dear Ann

Each year my family takes a trip to the beach. Today my mom said, "Do you want to take somebody with you?" I said that I want to take you. I know that nobody will have more fun splashing in the waves than you. All you need to pack are your clothes. We will have everything else we need in the house. It will be lots of fun for everyone!

Your friend

Missy

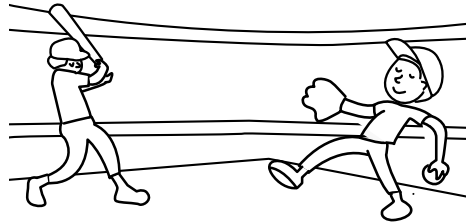
Name \_\_\_\_\_

**A. Circle the special pronoun in each sentence.**

1. Does anyone know what time the game starts?

2. Nobody wants to be late.

3. Did everybody get a good seat?



4. I wanted popcorn, but there was nothing left at the snack stand.

5. I hope somebody hits the ball soon!

6. I hear cheers everywhere.

7. Does anybody know the score?

8. We ate everything in Dad's snack bag.

9. I can't see anything behind this tall man.

**B. Write the date correctly.**

10. May 25 2014

---

---

---



Name \_\_\_\_\_

The words **I** and **me** are **pronouns**.

Use **I** in the subject of a sentence.

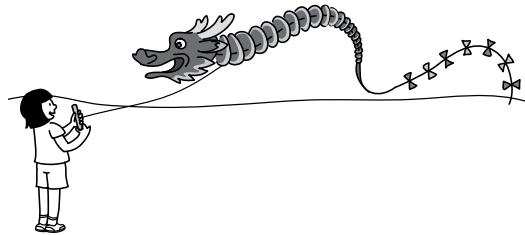
I read a book about kites.

Use **me** after a verb in a sentence.

Dad gave me the book.

**A. Write I in the subject of each sentence.**

- \_\_\_\_\_
- 
1. \_\_\_\_\_ like to fly kites.
- \_\_\_\_\_
- 



2. My dad and \_\_\_\_\_ like to make big kites.
- \_\_\_\_\_
- 

3. \_\_\_\_\_ made a long tail on my kite.

**B. Write me after the verb in each sentence.**

- \_\_\_\_\_
- 
4. Dad helps \_\_\_\_\_ make the kite frame.
- \_\_\_\_\_
- 

5. Mom gives \_\_\_\_\_ bright silk to put on the kite.
- \_\_\_\_\_
- 

6. They watch \_\_\_\_\_ fly the kite high over the lake.

Name \_\_\_\_\_

Use the pronoun **I** in the subject of a sentence.Use the pronoun **me** in the predicate of a sentence.**Choose the pronoun from ( ) that belongs in the sentence. Write it on the line.**

1. \_\_\_\_\_ want to have a bake sale. (I, me)

2. Chad helps \_\_\_\_\_ make a big sign. (I, me)

3. My mom and \_\_\_\_\_ make lots of cupcakes. (I, me)

4. Dad and \_\_\_\_\_ set up a long table. (I, me)

5. My friends buy some cupcakes from \_\_\_\_\_. (I, me)

6. Now \_\_\_\_\_ can get some  
new books for our school!  
(I, me)

Name \_\_\_\_\_

Remember to use **commas** to separate the date and year when writing a date.

Examples: I will be six on May 9, 2015.

Also use **commas** after the greeting and closing in a letter.

Examples: Dear Seth,  
I hope you feel better soon. We miss you at school.  
Your friend,  
Jess

### Read the letters. Add the missing commas.

1. June 11 2015

Dear Grandfather

Thank you for helping me plant the peach tree in our backyard. One day we will pick some good peaches!

Your grandson  
Chris

2. March 14 2015

Dear Milly

My class is putting on a play about making friends.

The play will be on March 25 2015.

I hope you can come and see me in the show.

Your friend  
Jen

Name \_\_\_\_\_

Use **I** in the subject of a sentence.

Use **me** in the predicate of a sentence.

Use **commas** after the greeting and closing in a letter and to separate the date and year when writing a date.

**Find mistakes in the letter. Circle I or me if it is not used correctly. Add commas if they are missing.**

May 30 2014

Dear Kent

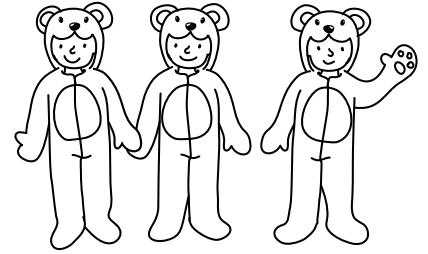
I had so much fun at Space Park with you.  
Me am glad you asked I to go with you.

Mom and me like our new home in New York. I hope that one day you can come see I here. Me will take you to see lots of sights.

Your friend

Chase

Name \_\_\_\_\_

**A. Circle the pronoun that belongs in the sentence. Write it on the line.**

1. \_\_\_\_\_ saw a play about three bears.

Me

I

2. Mom told \_\_\_\_\_ that it was a tale from long ago.

me

I

3. Mom and \_\_\_\_\_ liked the play a lot.

me

I

4. Next week Mom will go with \_\_\_\_\_ to see a play about three pigs.

me

I

**B. Write the sentence correctly on the line.**

5. The last day of school is May 26 2015.

Name \_\_\_\_\_

An **adverb** is a word that tells more about a verb in a sentence.

Remember that a verb tells about action.

Some adverbs tell **how** an action happened.

Many adverbs end in **-ly**.

Fran spoke slowly.

**Circle the adverb in each sentence. Write it on the line.**

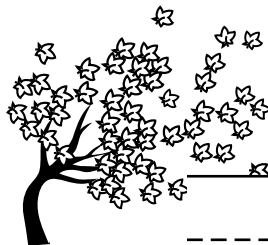
1. The cat ran quickly up the tree. \_\_\_\_\_

2. The band played loudly. \_\_\_\_\_

3. Gram smiled sweetly when I gave her the card I made.

4. Mom said, "Speak softly so you don't wake the baby."

5. The wind blew strongly all night. \_\_\_\_\_

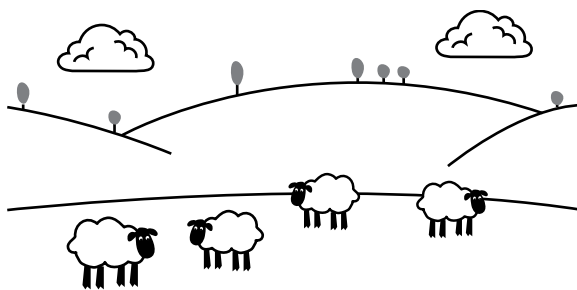


Name \_\_\_\_\_

An **adverb** tells more about a verb in a sentence.  
Some adverbs tell **how**.

**Underline the verb in each sentence. Circle the adverb that tells more about the verb.**

1. The ducks splashed happily in the pond.
2. A frog jumped quickly onto a lily pad.
3. A bird sang joyfully from the tree.
4. The sheep called loudly to each other.
5. The turtle walked slowly through the grass.



Name \_\_\_\_\_

Use **capital letters** and **periods** in name titles.

Example:     **Mr.** Drake                      **Mrs.** Chan  
                 **Ms.** Baker                      **Dr.** Clark

**Write each sentence correctly.**

1. I will see dr Finn next May.

---

---

---

2. Will Mr Green speak to our class today?

---

---

---

3. Next week, ms. Lu will be our new coach.

---

---

---

4. Do you know mrs. Park from the book store?

---

---

---

5. Mr and mrs Kent came to our house for lunch.

---

---

---



Name \_\_\_\_\_

An **adverb** tells more about a verb in a sentence.

Some adverbs tell **how** and end in **-ly**.

Use **capital letters** and **periods** in titles.

**Read the letter. Circle the adverbs that tell how.**

**Mark an X over any titles that are not correct.**

**Write the titles correctly on the lines below.**

May 15, 2016

Dear mr. Trent,

Mom spoke happily of your plans to talk to our scout troop next Monday. When I told the rest of the scouts they cheered loudly! I know you will give us many tips on camping. The other speaker is dr Brown who will talk about camping safely. Our scout leader is ms. Kane. She will meet you at the door and quickly show you the way to our classroom.

Your friend,

Sandy James

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| ----- | ----- | ----- |
| _____ | _____ | _____ |

Name \_\_\_\_\_

**A. Write the adverb that tells how an action happens in each sentence.**

1. On the last day of camp, we sadly waved good-bye to each other. \_\_\_\_\_  
 -----  
 \_\_\_\_\_
2. Dan gladly helped Mr. Lane clean up his yard. \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 \_\_\_\_\_
3. We sang the camp songs loudly. \_\_\_\_\_

**B. Underline each name title that is not correct. Write the title correctly on the line.**

- \_\_\_\_\_
- 
4. Will dr. White be back at noon? \_\_\_\_\_
5. I asked Mrs Mead to help us put the books on the \_\_\_\_\_  
 -----  
 tall shelf. \_\_\_\_\_
6. Did you know that mr Tan wrote a book \_\_\_\_\_  
 -----  
 about sharks? \_\_\_\_\_