• A **sentence** is a group of words that express a complete thought.
• A **sentence fragment** is a group of words that does not express a complete thought.
• A **statement** is a sentence that tells something.
• A **question** is a sentence that asks something.
• All sentences begin with a capital letter and end with a period or question mark.

**Write sentence, question, or fragment for each group of words. Write each group of words as a sentence with the correct punctuation.**

1. the cat feeds her kittens
   __________________________

2. is very hungry today
   __________________________

3. his lunch bag is missing
   __________________________

4. did you bring your lunch
   __________________________

5. he ate a tuna fish sandwich
   __________________________

6. because he likes tuna fish
   __________________________

7. what else do you think he likes
   __________________________

8. the cat ate a worm
   __________________________

---

**At Home:** Have your child write sentences and questions about mysteries.
A **statement** is a sentence that tells something. It ends with a period. .

A **question** is a sentence that asks something. It ends with a question mark. ?

A **command** tells or asks someone to do something. It ends with a period. .

An **exclamation** shows strong feeling. It ends with an exclamation mark. !

Write each sentence with the correct punctuation.

1. Are you sure you brought your lunch

2. Maybe Jack took it

3. Class, stay in your seats

4. Don’t you dare say I stole it

5. Have you seen a stray cat in the building

6. Cats like eating fish

7. I can’t believe the cat took the sandwich

8. Do you think we should feed the cat each day

**At Home:** Have your child think of his or her favorite animal and write a statement, a question, a command, and an exclamation about it.
• Every **sentence** begins with a capital letter.
• A **question** ends with a question mark.
• A **statement** or a **command** ends with a period.
• An **exclamation** ends with an exclamation mark.

Read each sentence. **Rewrite it with the correct capital letters and punctuation.**

1. I’m starving

2. Are you allergic to cats

3. Mother cats protect their kittens

4. Let me know if you find out who did it

5. He was glad the mystery was solved

6. Don’t jump to conclusions

7. Who brought the peanut butter and jelly

8. Wow, this is a great cat

---

**At Home:** Read different kinds of sentences aloud. Ask your child how to punctuate each sentence.

**The Mystery of the Missing Lunch**

**Grade 4/Unit 1**
when our cat had her kitten, we did not know what we would do a grown-up cat can be left by itself a baby kitten needs someone to watch her who could we get to care for her all day long I go to school all day mom and Dad go to work all day could Grandpa take the kitten grandpa said he could now the kitten lives with Grandpa We visit them every weekend It’s wonderful
A. Decide if each sentence is a statement, a question, a command, or an exclamation. Write what type of sentence each is.

1. His favorite sandwich is salami.  
   ____________________________________________
   **Statement**

2. Can you lend me a dollar?  
   ____________________________________________
   **Question**

3. Don’t forget your lunch.  
   ____________________________________________
   **Command**

4. The kittens are hiding.  
   ____________________________________________
   **Statement**

5. What a funny story!  
   ____________________________________________
   **Exclamation**

6. That stain looks like mustard.  
   ____________________________________________
   **Statement**

B. Write each sentence with the correct punctuation.

7. I thought Jack took my lunch
   ____________________________________________

8. Did you ever make a mistake like that
   ____________________________________________

9. Cats are my favorite pets
   ____________________________________________

10. I don’t have any money
    ____________________________________________

11. Wow, I can’t believe the cat ate my lunch
    ____________________________________________

12. Bring the kittens to my office
    ____________________________________________
Write each sentence with the correct capital letters and punctuation.

1. where is the mother cat

2. give me the sandwich, please

3. hey, you solved the mystery

4. I like peanut butter and jelly

5. what’s going on here

6. My cat stole one of my socks

7. Where do you think I found it

8. It was in my cat’s bed

• A **statement** is a sentence that tells something. It ends with a period. .
• A **question** is a sentence that asks something. It ends with a question mark. ?
• A **command** tells or asks someone to do something. It ends with a period. .
• An **exclamation** shows strong feeling. It ends with an exclamation mark. !
• The **subject** of a sentence is the person, place, or thing the sentence tells about.
• The **complete** subject includes all the words in the subject.
• The **simple** subject is usually a **noun** or a pronoun—the main word or words in the complete subject.
• A **compound** subject has two or more nouns that make up the subject.

Turn these sentence fragments into complete sentences by adding a subject. Write each complete sentence on the line.

1. are very dry.

2. live for 200 years!

3. come out at night.

4. come out during the day.

5. are reading about deserts.

6. caught the lizard.

7. are eaten by coyotes.

8. is dangerous.

**At Home:** Together, read sentences from books, magazines, or newspapers. Help your child identify the subject of each.
The **predicate** tells what the subject does or did.
The **complete** predicate includes all the words in the predicate.
The **simple** predicate is the verb—the action word or words or linking verb in the complete predicate.
A **compound predicate** has two or more verbs.

Turn these fragments into complete sentences by adding a predicate. Write each complete sentence on the line.

1. Plants in the deserts
   
2. Most spiders
   
3. Dangerous scorpions
   
4. A quick coyote
   
5. Hungry lizards
   
6. The spines of a cactus
   
7. On their field trip, the students
   
8. Animals that come out at night
• The subject of a sentence tells whom or what the sentence is about.
• The predicate of a sentence tells what the subject does or is.
• You can sometimes correct a sentence fragment by adding a subject or a predicate.

Read these sentence fragments and turn them into complete sentences by adding a subject or predicate.

1. This desert
   __________________________

2. Walked a long way
   __________________________

3. Heard the wind in the distance
   __________________________

4. The coyote on the hill
   __________________________

5. Was very thirsty
   __________________________

6. A scorpion
   __________________________

7. The kids and their parents
   __________________________

8. Looked for water
   __________________________

At Home: With your child, write sentence fragments on a piece of paper. Exchange papers and add a subject or predicate to each fragment.
A complete sentence contains both a subject and a predicate.
You can sometimes correct a sentence fragment by adding a subject or a predicate.

Rewrite the advertisement. Correct the sentence fragments, punctuation, and capitalization.

A brand new video “Desert Adventure” must find water in the desert. Scorpions and coyotes will be after you. is there water behind the mesquite trees. Watch out for A rattlesnake can you escape them all? Enjoy the excitement of This game

At Home: Read your child’s rewrite of the above advertisement. Ask your child which sentences have simple or compound subjects or predicates.
A. Draw a line separating the complete subject from the complete predicate in each sentence. Then write the simple subject and the simple predicate on the line.

example: A cactus | stores water. cactus, stores

1. Desert weather is very dry. __________________________
2. Wood rats in the desert build huge nests. __________________________
3. The skin of a lizard seals water inside it. __________________________
4. The mother carried her babies. __________________________
5. Deserts get cooler at night. __________________________

B. Write the subject and predicate in each sentence below.

6. John packed some snacks and drank lots of water.
   Simple Subject: __________________________
   Compound Predicate: __________________________

7. Roadrunners and scorpions live in the desert.
   Compound Subject: __________________________
   Simple Predicate: __________________________

8. The spider spun a web and caught the insect.
   Simple Subject: __________________________
   Compound Predicate: __________________________

9. Rabbits and coyotes run very fast.
   Compound Subject: __________________________
   Simple Predicate: __________________________

10. The darkness and cool air refresh me at night.
   Compound Subject: __________________________
   Simple Predicate: __________________________
Look at the picture below. Add a subject or a predicate to each sentence describing the picture.

1. ___________________________________________ gives some shade.
2. Prickly cacti ___________________________________________
3. The ___________________________________________ was ready to strike.
4. A bird called a roadrunner __________________________________________
5. ___________________________________________ are in the desert.
• A simple sentence contains one subject and one predicate. It contains one complete thought.
• Two simple sentences may be joined to form a compound sentence, which contains two subjects and two predicates. It contains two complete thoughts.
• A conjunction is used to combine the two sentences. And, but, and or are conjunctions.

Add a comma followed by and, but, or or to combine each pair of simple sentences into one compound sentence.

1. Elks have come back to the park. Wolves have returned, too.

2. I would like to visit the park often. I live far too away.

3. Visitors like the flowers in the park. They should not pick them.

4. You can look at the geysers in the park. You can enjoy the waterfalls instead.

5. I love Yellowstone Park. My brother prefers the beach.

6. My aunt came with me to the park. She said it was beautiful.
A **compound subject** contains two or more simple subjects that have the same predicate.

*My mother* and *my sister* looked at the map.

A **compound predicate** contains two or more simple predicates that have the same subject.

The leaves **fall and cover** the ground.

You can join two sentences that have two subjects or two predicates with the word **and or or**.

Combine each pair of sentences to form one sentence.

1. Some logs are 100 feet long. They are very colorful.
2. Rainwater boils. It turns to steam.
3. Old Faithful is a geyser. So is the Giantess.
5. The elks made a long journey. The elks traveled 2,500 miles.
7. Forest fires burn in the park. They affect millions of acres.

At Home: Talk about national parks or another subject. As you talk, ask your child to create compound sentences.
• Use a comma before *and*, *but*, or *or* when you join two sentences to form a compound sentence.
• Do not use a comma before *and* when you combine two subjects or two predicates.

**Use *and*, *or*, or *but* to combine two sentences into a compound sentence. Or, use *and* or *or* to combine subjects or predicates.**


3. Mom likes to hike. I come with her.

4. A moose might walk by. A wolf might walk by.

5. Fire burned some of the park. Other parts were untouched.


7. The Lower Falls are well known. Others don’t even have a name.

8. Serena is camping. Maria is camping.

**At Home:** With your child, look for examples of compound sentences. Ask your child to tell you what simple sentences were combined.
You can combine two sentences by using *and*, *but*, or *or*.
You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

Read the passage. Think about how two sentences are joined. Then rewrite the passage using the correct punctuation.

I enjoyed reading about Yellowstone National Park and I learned a lot from the book. At Yellowstone, you can see wolves or you might notice elks. I have been camping many times but I never saw those animals. The book describes geysers and forests. My family has never been to Yellowstone but this book made me want to go. Maybe my family will visit Yellowstone someday!
A. Combine each pair of simple sentences with and, but, or or.

1. The volcano erupts. Molten rock flows out.

2. Yellowstone is a great place. I like other parks too.

3. We’ll go camping together. We might go to the beach.

4. Kyle forgot to pack a toothbrush. Susan forgot to bring soap.

5. Mom likes to hike. Dad likes to fish.

B. Combine each pair of sentences by joining their subjects or predicates with and.


8. Fish swim in the lake. Fish find food in the lake.

9. Dad packed the knapsack. He put it over his shoulder.

10. Sarah gathered wood for the fire. James gathered wood for the fire.
A **compound sentence** contains two sentences joined by *and*, *but*, or *or*.

A **compound subject** contains two or more simple subjects that have the same predicate.

A **compound predicate** contains two or more simple predicates that have the same subject.

Write a short passage about the picture. Use two compound sentences and several simple sentences in your passage.
Combine each pair of sentences using the given conjunction.

1. The night became very dark. A cloud hid the moon. (when)

2. Gracie reads books about the moon. She comes home. (as soon as)

3. People weigh less on the moon. Gravity is weaker there. (because)

4. I’ve studied stars and planets. I was eight years old. (since)

5. I always put on my spacesuit. I leave the ship. (before)

6. You can’t breathe on the moon. You bring an oxygen tank. (unless)

7. Earth looks like a big blue marble. You see it from outer space. (if)

8. Astronauts visited the moon. The moon is over 250,000 miles away. (although)
• A sentence that contains two related ideas joined by a conjunction other than and, but, or or is called a complex sentence.

To form a complex sentence, combine these ideas using the given conjunction. Be sure that the new sentence makes sense.
1. The astronaut eats his meal. He floats around in the rocket. (as)

2. Light leaves a star. It takes thousands of years to reach Earth. (after)

3. Eat some freeze-dried snacks. You work at the computer. (while)

4. He goes to the library. He reads books about space. (where)

5. Mom doesn’t want me to come along. It is dangerous. (since)

6. Fasten your seatbelts. The ship takes off. (before)

7. He brought a chunk of moon rock. He came home for the holidays. (when)

8. They watched. The rocket blasted off into space. (as)
**Grammar**

Name

- A complex sentence features an independent clause and one or more dependent clauses.
- It does not always need a comma.

**Rewrite this paragraph using complex sentences.**

I was a little girl I have wanted to be an astronaut. I would read books about space. I felt like getting right into a rocket ship. I want to see the Red Planet, Mars, most of all. It represents action and energy. Red is my favorite color. I want to try to make my dream come true I grow up. I plan to go to college and I can major in astronomy. I can train in a space program.

---

**At Home:** Help your child add more complex sentences to this paragraph. Watch for run-ons.
Rewrite the letter below. Fix any spelling, punctuation, and grammar mistakes.

678 Saturn Road
Baltimore, MD 21204
July 11, 2007

Mr. and Mrs. Rhodes
39 Sunshine Drive
Baltimore, MD 21286

Dear Mr. and Mrs. Rhodes,

I would like to be an astronaut. Because it would be exciting. You were the first people to travel to Mars. I bet you know a lot about space travel. I would like to learn more about outer space? I want to travel to Mars someday. I also plan to visit Jupiter and Venus. Do you know which schools I could go to!

Sincerely,
Diana Smith

Remember that some conjunctions tell where, when, why, how, or under what condition.
Choose the best conjunction to combine each pair of sentences.

1. It was the year 1969 _________ the first person walked on the moon.
   a until  
b as if  
c when  
d since

2. A month will pass _________ we see a full moon again.
   e before  
f unless  
g as  
h as soon as

3. You need to wear a space suit _________ the temperatures are extreme.
   a although  
b because  
c after  
d why

4. He jumped high off the ground _________ his body were weightless.
   e how  
f before  
g as if  
h until

5. I would not move to the moon _________ it is a beautiful place.
   a if  
b after  
c as though  
d although
A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**.

where when why how although
as before because as if if
as soon as after since as though unless

Combine each pair of sentences to form a complex sentence. Choose conjunctions from the box above to connect them. Be sure that the new sentence makes sense.

1. I want to be an astronaut. Astronauts explore outer space.

   ____________________________________________________________

2. Sunlight travels 93 million miles. It reaches Earth.

   ____________________________________________________________

3. Pluto was discovered. Scientists discovered the other planets.

   ____________________________________________________________

4. Bring a spacesuit. You visit the moon.

   ____________________________________________________________

5. We can’t live on Pluto. It is too cold.

   ____________________________________________________________
A run-on sentence joins together two or more sentences that should be written separately.

The boy found the raft the raft floated down the river.

You can correct a run-on sentence by separating two complete ideas into two sentences. Each sentence should have a subject and a verb.

The boy found the raft. The raft floated down the river.

Correct the run-on sentences by separating them into two sentences. Each sentence should have a subject and a verb.

1. I’m bored at Grandma’s house she doesn’t have a TV.
   
2. We’re going bird watching you can bring your friend along.
   
3. The raft floated by he wondered where it came from.
   
4. The animals are fascinating I will try drawing them.
   
5. I played with the otters they let me feed them.
   
6. Grandma found a pearl inside the clam she kept it for years.
   
7. He draws a picture on the raft he draws well.
   
8. Grandma loves the river she uses the raft to float on it.

At Home: Take turns writing run-on sentences and correcting them.
You can correct a run-on sentence by rewriting it as a compound or a complex sentence.

Correct these run-on sentences by rewriting them as compound or complex sentences. Be sure that the new sentence makes sense.

1. I thought the visit would be boring I had a fun time.
   
2. I woke up the birds started chirping.
   
3. She looked at the drawings wondered who drew them.
   
4. He’s never been on a boat he’s afraid he’ll get seasick.
   
5. Grandma is an artist is carving a bear.
   
6. You can go on the raft you must wear a life jacket.
   
7. The fawn was trapped I set her free.
   
8. We have to be careful the water is deep.
You can correct a run-on sentence by separating two complete ideas into two sentences. Make sure each sentence starts with a capital letter and ends with a period.

You can correct a run-on sentence by rewriting it as a compound or complex sentence. Be sure to use a comma before **and**, **but**, or **or**.

Correct the following run-on sentences. Separate the parts into two sentences, or join the parts into one compound or complex sentence.

1. The workroom is messy there are books, sketches, and fishing poles everywhere.

2. We want to camp out it is too cold outdoors.

3. It is difficult to photograph the buck it gets frightened and runs away.

4. Hal likes his raft Hal fishes off it.

5. I travel on the raft I push it along with a pole.

6. The deer came right up to me it was not scared at all.

At Home: With your child, read the fragments above and find other ways to correct them.
Rewrite the journal entry below, correcting any punctuation and grammar mistakes. Be sure to fix any run-on sentences.

April 10 2005

Mom, Dad, Dave, and I went rafting on Foamy river today we had so much fun! We were worried about the water being cold it is only April. We brought extra sweaters. Of course, we also brought our lifejackets? Dave and I wanted to steer the raft we were too little. The current was very strong. The raft went up and down we got splashed a few times. We passed the woods my brother saw a deer. At the end of the day we were tired we want to go again soon.
A. Correct these run-on sentences by separating them into two sentences.

1. Have you ever been on a raft it’s lots of fun.
   
2. My grandfather is a painter he paints animals.
   
3. I woke up a huge buck was standing there.
   
4. Beavers are so funny-looking have you ever seen one?
   
5. I drew the fawn I showed it to Grandma.

B. Rewrite the following run-on sentences as compound or complex sentences. Be sure that the new sentences make sense.

6. You should bring your life jacket the water is deep.
   
7. He had to walk quietly the deer would run away.
   
8. I invited Bob to visit he likes the outdoors.
   
9. Kerry watched sadly the otters swam away.
   
10. I was sad to leave the river I was glad to be going home.
A run-on sentence joins together two or more sentences that should be written separately.

You can correct a run-on sentence by separating two complete ideas into two sentences.

You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Add capital letters, conjunctions, and punctuation marks to turn each group of words into one or two sentences that tell about the picture.

1. we love the lake so many animals live there

2. it’s hard to catch rabbits they run away so fast

3. deer get frightened they see or hear you

4. the raccoon’s eyes are black he’s wearing a mask

5. most birds can fly some cannot
Read each passage and look at the underlined parts. What kind of sentences are they? Circle your answers.

Ramon felt so frustrated. (1) Who could have stolen his lunch? “I need to tell you something,” he said to Jack. (2) “Don’t go anywhere.”

1. A. Statement
   B. Question
   C. Command
   D. Exclamation

Some desert animals come out only at nighttime. (3) It is cooler then. The kangaroo rat is nocturnal. (4) Have you ever seen one?

3. A. Statement
   B. Question
   C. Command
   D. Exclamation

   (5) What fun it is to go to the park! I’ve been to Yellowstone National Park three times. Carol has never been there. (6) Ask her to come along.

5. A. Statement
   B. Question
   C. Command
   D. Exclamation

6. A. Statement
   B. Question
   C. Command
   D. Exclamation
Read each passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle your answers.

We all feel so much lighter on the moon. (7) The force of gravity. I can jump two feet into the air. (8) It’s easy. You should try it!

7. A. Add a subject.  
B. Add a predicate.  
C. Join two sentences with and.  
D. No mistake.

8. E. Add a subject.  
F. Add a predicate.  
G. Join two sentences with and.  
H. No mistake.

I took the raft out on the lake. (9) Came with me. (10) It was cold we didn’t stay long.

9. A. Add a subject.  
B. Add a predicate.  
C. Join two sentences with and.  
D. No mistake.

10. E. Add a subject.  
F. Add a predicate.  
G. Join two sentences with and.  
H. No mistake.

(11) I love to sketch animals. (12) My grandfather an experienced painter. I visit him and sketch the animals on his farm.

11. A. Add a subject.  
B. Add a predicate.  
C. Join two sentences with and.  
D. No mistake.

12. E. Add a subject.  
F. Add a predicate.  
G. Join two sentences with and.  
H. No mistake.
• A **noun** names a person, place, or thing.
• A **common noun** names any person, place, or thing.
  Examples: teacher    city    dog
• A **common noun** does not begin with a capital letter.
• A **common noun** does *not* name a particular person, place, or thing. These words are not common nouns: Mr. Smith, Chicago, Spot.

Underline the common nouns in each sentence.

1. Baseball is my favorite sport.
2. The pitcher is named Jackie.
3. My father says the New York Yankees are a great team.
4. Listen to the noise of the crowd sitting in the bleachers.
5. Alissa said the umpire was wrong.
6. Alex and Daniel play baseball in the backyard.
7. My sister uses a wooden bat.
8. Don’t throw the ball in the house!
9. The batter has two strikes.
10. John lost his mitt.
11. Your foot has to touch the base.
12. Let’s keep track of the game.
13. That ball is a foul.
14. Did you bring your cleats?

**At Home:** Ask your child to write two sentences about the story and underline the common nouns.
A proper noun names a particular person, place, or thing. Examples: Ms. Brown  San Francisco  Atlantic Ocean.

A proper noun begins with a capital letter.

Some proper nouns contain more than one word. Each important word begins with a capital letter. Examples: Statue of Liberty  Boston Red Sox

The name of a day, month, or holiday begins with a capital letter.

Read the list of nouns below. Decide whether each noun is common or proper and write it in the correct column. Capitalize the nouns in the Proper column.

<table>
<thead>
<tr>
<th>COMMON</th>
<th>PROPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>independence day</td>
<td>uniform</td>
</tr>
<tr>
<td>summer</td>
<td>new york</td>
</tr>
<tr>
<td>hank aaron</td>
<td>stadium</td>
</tr>
<tr>
<td>summer</td>
<td>ebbets field</td>
</tr>
<tr>
<td>home plate</td>
<td>july</td>
</tr>
<tr>
<td>diamond</td>
<td>coach</td>
</tr>
<tr>
<td>game</td>
<td>world series</td>
</tr>
<tr>
<td>shortstop</td>
<td>ohio</td>
</tr>
</tbody>
</table>

At Home: Have your child list two common nouns and two proper nouns.
• Some proper nouns contain more than one word. Each important word begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.

Capitalize the proper nouns found in each sentence.

1. I like to play baseball with my brother Matt and his friends.

2. Last Saturday, we played all afternoon.

3. I am also part of the Dallas Little League.

4. My cousin Karen is the best pitcher I know.

5. We play ball together when I visit her in Florida.

6. I haven’t seen her since Thanksgiving.

7. She has a baseball card with a picture of Mickey Mantle.

8. My uncle went to a game at Yankee Stadium.

At Home: Ask your child to write two sentences about the story. Then have your child underline the proper nouns.
Some proper nouns contain more than one word. Each important word begins with a capital letter.

The name of a day, month, or holiday begins with a capital letter.

Rewrite the invitation below. Fix any spelling, punctuation, and grammar mistakes. Remember to capitalize each important word in a proper noun. Use a separate page if you need more space.

westfield little league invites you to attend
our 2005 most valuable player awards ceremony
at five o’clock on sunday, january 30
westfield town hall
501 central avenue, westfield, virginia
Please contact sally and jim smith at 555-1212 if you plan to attend.

We hope you will join us!

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
Find the two nouns in each sentence and write them on the lines.

1. Yogi Berra is a famous coach. _______________ _______________
2. My uniform is in the dryer. _______________ _______________
3. The ball landed in Lake Superior. _______________
4. Dr. Zed talked to my mom. _______________ _______________
5. This bat is made of aluminum. _______________ _______________
6. I pitched the ball to the batter. _______________ _______________
7. Stretch your legs while in your sweatpants. _______________
8. Write down the score of the game. _______________

Use the nouns in the box to complete each sentence in a way that makes sense. Don’t forget to capitalize any proper nouns.

jill    dog    february    idaho
autograph    bleachers    mitt

9. We drove from Nebraska to _________________.
10. My _______________ plays catch with me.
11. I asked for the pitcher’s _________________.
12. I’ve been practicing since _________________.
13. Ask _______________ to play with us.
14. We sat in the _________________.
15. Where is my _________________?
A common noun names any person, place, or thing. A proper noun names a particular person, place, or thing.

Mechanics

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

Read each sentence. Write the underlined noun correctly on the line.

1. Jackie struck out **Lou Gehrig**.
2. This historic event took place in **Tennessee**.
3. The team played against the **Chattanooga Lookouts**.
4. Babe Ruth didn’t want to play against a **girl**.
5. My teacher, **Ms. Potter**, told me about the game.
A **singular noun** names one person, place, or thing. Examples: teacher, city, dog.

A **plural noun** names more than one person, place, or thing. Examples: teachers, cities, dogs.

Add -s to form the plural of most singular nouns.

Decide whether each underlined word is a singular or plural noun. Then write *singular* or *plural* on the line.

1. There are **no** jobs here. **singular**
2. My family is leaving the **country**. **plural**
3. We’re going to stay with my **grandparents** for now. **plural**
4. Papa sent us a **letter**. **singular**
5. He is meeting us at the bus **station**. **plural**
6. We’re waiting to get our **green cards**. **plural**
7. This **trip** is taking forever! **singular**
8. It’s been **weeks** since I’ve seen you. **plural**
9. The **pages** of my diary are filling up. **plural**
10. I miss the **park** I used to go to. **plural**
11. I had to sell my **bike**. **singular**
12. The **apartment** is crowded. **singular**
13. I kept my two **parrots**. **plural**
14. We bought some new **clothes**. **plural**
15. She received several **letters**. **plural**

**At Home:** Have your child think of three singular nouns and three plural nouns naming items he or she would bring on a journey.
Name __________________________________________

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

Write the correct plural form of each noun in parentheses.

1. We saw (foxes) ____________ running across the prairie.
2. Many people from other (countries) ____________ have come to the United States.
3. (Massies) ____________ of people traveled to the west in the 1800s.
4. Some travelers keep (diaries) ____________.
5. Gather a few (branches) ____________ so we can build a fire.
6. She caught a rabbit that was hiding in the (bushes) ____________.
7. I asked the neighbor’s two (boys) ____________ to help me milk the cow.
8. Some people used the old trail, but a few found new (pathways) ____________.
9. That chest has many (scratches) ____________.
10. Please feed the (babies) ____________.
11. We need more (boxes) ____________ than that!
12. I will write two more (pages) ____________ today.

At Home: Write down ten singular nouns. Have your child write the plural form.
A **comma** tells the reader to pause between the words that it separates. Use commas to separate three or more words in a series.

**Example:** We enjoyed the mountains, the trees, and the clouds in the park.

Do not use a comma after the last word in a series.

Rewrite the sentences below by adding commas where they belong.

1. He fed milked and groomed the cows.
   
   ____________________________________________________________________________

2. Go to the store and get flour eggs and sugar.
   
   ____________________________________________________________________________

3. Mexico Ireland and China are three countries I have visited.
   
   ____________________________________________________________________________

4. Bring wood nails and a hammer.
   
   ____________________________________________________________________________

5. We have mules horses and pigs on our ranch.
   
   ____________________________________________________________________________

6. This city feels dirty strange and lonely.
   
   ____________________________________________________________________________

7. Mosquitoes spiders and ants annoyed us.
   
   ____________________________________________________________________________

8. I brought my diary my pencil and an eraser.
   
   ____________________________________________________________________________

9. My mother father and brother are coming along.
   
   ____________________________________________________________________________

10. I miss the house my dog and our friends.
    
    ____________________________________________________________________________

**At Home:** Write three sentences without commas. Then, have your child rewrite them correctly using commas.
Grammar

Proofreading

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

Rewrite the radio advertisement below. Fix any spelling, punctuation, and grammar mistakes. Use a separate page if you need more space.

Looking for quick fixes for bath and shower time? Dr. Minty’s Amazing 3-in-1 Gel is the answer! Use it to clean minor cuts and scratches. It also works to soothe any itches rashes or irritations of the skin. Lastly, it’s a gentle cleansing alternative to harsh soaps and body washes. It’s safe for adults kids and even babys. The 3-in-1 Gel is available in boxes containing eight twelve or sixteen ounces. It’s one of our best buyes—each box lasts for monthies!

_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________

At Home: Have your child write a line from the corrected advertisement.
A. Read each sentence. Find the noun that is singular. Circle your answer.
1. Many families rode in covered wagons across the state.
   a. families  b. rode  c. wagons  d. state
2. My mother, sisters, and grandparents packed their clothes.
   a. mother  b. sisters  c. grandparents  d. clothes
3. I watched many sunsets over the beautiful lake.
   a. watched  b. sunsets  c. beautiful  d. lake
4. The hens, the old rooster, and the cows came with us.
   a. hens  b. rooster  c. cows  d. with

B. Read each sentence. Find the correct plural form for the nouns in parentheses. Circle your answer.
5. The blue (sky) over the prairies seem so vast and clear.
   a. skys  b. skyes  c. skies  d. skyies
6. We spent many (day) on our journey.
   a. days  b. dayes  c. daies  d. dayies
7. Be sure to avoid the swamps and (marsh).
   a. marshs  b. marshes  c. marshies  d. marshys
8. I’ve lived in several (city), but I prefer the country.
   a. citys  b. cityes  c. cities  d. cityies
• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

Mechanics

• A comma tells the reader to pause between the words that it separates.
• Use commas to separate three or more words in a series.
• Do not use a comma after the last word in a series.

Correct each sentence below by changing the underlined singular noun to a plural, and by adding the missing commas. With a partner, take turns reading the corrected sentences aloud, pausing when you reach each comma.

1. We saved our penny nickels and dimes.

2. They traveled on bus trains and planes.

3. Fox dogs and squirrels were seen in the field.

4. Fly ants and spiders lived near the swamp.

5. I counted the day weeks and months.
• Some nouns have special plural forms.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
</tbody>
</table>

Look in the above box for the plural form of each singular noun. Write it on the line provided.

1. man __________
2. child __________
3. woman __________
4. life __________
5. calf __________
6. thief __________
7. potato __________
8. goose __________
9. ox __________
10. wife __________
11. foot __________
12. hero __________
13. tooth __________
14. gentleman __________
15. knife __________
16. tomato __________
17. mouse __________
18. louse __________
19. leaf __________
20. half __________
Grammar
Irregular Plural Nouns

A few nouns have the same plural and singular form.
To determine whether the noun is singular or plural, look at the rest of the sentence.

Read the sentences below. Then decide whether the underlined noun is singular or plural. Write your answer on the line.

1. There was not one sheep on Papa’s farm. ______________
2. A herd of buffalo trampled across the land. ______________
3. Moose live in cold places, like Canada. ______________
4. This species of insect only lives for two days. ______________
5. I ate clams and shrimp at dinner. ______________
6. Be quiet or you might scare that deer away. ______________
7. We caught five fish today. ______________
8. We saw a moose at the zoo. ______________
9. He dipped each shrimp into the cocktail sauce. ______________
10. Sheep produce wool for sweaters. ______________
11. We raked the leaves today. ______________
12. I am not afraid of the mouse. ______________
13. She is getting her teeth cleaned. ______________
14. Several oxen passed the ranch. ______________
15. He wanted a baked potato. ______________
Some nouns have special plural forms.
A few nouns have the same singular and plural forms.

Read each sentence. Draw a line under the word in parentheses that is the correct plural form.

1. Chinese (factoryes, factories) produced lots of paper.
2. Wheelbarrows, invented in China, were compared to wooden (oxes, oxen).
3. Chinese inventors experimented with magnetism by placing iron (fish, fishes) in water.
4. The first kites floated through the air like (leafs, leaves).
5. I wonder who first realized it’s a good idea to brush your (tooths, teeth)?
6. Magicians placed pieces of lodestone into the (bellys, bellies) of wooden turtles.
7. A member of the Chinese court invented a machine to predict (earthquakes, earthquaks).
8. I didn’t know the Chinese had made (compassies, compasses).
9. I think of inventors as (heroes, heros).
10. What different (specieses, species) of animals come from China?
11. These inventions have changed many people’s (lives, lifes).
12. (Tomatoes, Tomatos) come with the meal.
A few nouns have the same plural and singular form. To determine whether the noun is singular or plural, look at the rest of the sentence.

Rewrite the narrative below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct the eleven incorrectly formed plural nouns.

I want to be a chef who invents new, delicious dishes for people to enjoy! I decided this after visiting a new restaurant a few days ago. All of the men, women, and children there watched the chef with great excitement. I watched him handle his long, sharp knives carefully. Effortlessly, he diced potatoes and tomatoes into halves and quarters. The shrimps and fishes sizzled as he cooked them on the hot grill. When our excellent meal arrived, we really sank our teeth into it. That’s when I decided cooking must be a fun way to be creative.

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
A. Write yes if the noun below has the same singular and plural forms. Write no if the noun does not have the same singular and plural forms.

1. ship _____________
2. deer _____________
3. calf _____________
4. species _____________
5. moose _____________
6. ox _____________
7. half _____________
8. shrimp _____________

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

9. Two baby (calf) _____________ were born last night.
10. Which of the inventors were (woman) _____________?
11. It is easier for (child) _____________ to learn a new language than it is for adults to learn one.
12. King Henry VIII had many (wife) _____________.
13. There were a few (mouse) _____________ under the stove in the kitchen.
14. The (thief) _____________ were soon caught.
15. My (foot) _____________ are so tired.
16. That dog has plenty of (louse) _____________.
• A few nouns have the same plural and singular form.
• To determine whether the noun is singular or plural, look at the rest of the sentence.

**Mechanics**

• A *proper noun* begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.
• Capitalize family names if they refer to specific people.
• Capitalize titles of people before names.

**Rewrite the sentences below. Fix any punctuation and grammar mistakes.**

1. I enjoy reading storys about how the great wall of china was built.
   
2. I wonder how many mans and womens worked on it.

3. My friend john wants to know how many foots long it is.

4. Some people spent their whole lifes working on it.

5. I will tell my childrens the story of the Great wall.
A possessive noun is a noun that shows who or what owns or has something.

A singular possessive noun is a singular noun that shows ownership.

Form a singular possessive noun by adding an apostrophe (’) and -s to a singular noun.

Write the possessive form of each underlined singular noun.

1. Ben Franklin almanacs are very funny to read.
2. The book is the library, so please return it.
3. People rang the church loud bells when there was a fire.
4. The inventor fame spread throughout the nation.
5. Have you seen Mary bifocals?
6. Ben Franklin was one of America best-known citizens.
7. This old book pages are torn.
8. My doctor advice is to exercise more.
9. The key was tied to the kite long string.
10. The battery power is running low.
11. The lawyer advice was quite helpful.
12. One person work is not enough today.
13. The car fender is dented.
14. I created the office design.

At Home: Have your child write four sentences using four of the singular possessive nouns above.
• A **plural possessive noun** is a plural noun that shows ownership.
• To form the possessive of a plural that ends in *s*, add an apostrophe.
• To form the possessive of a plural noun that does not end in *s*, add an apostrophe and *-s*. A few nouns have the same plural and singular form.

**Write the plural possessive form of each underlined noun.**

1. Those **experiments** purpose was to teach us more about electricity.
   ________________

2. For the **first** time, the post **office** delivered mail directly to **people** houses. _______________

3. The **mayor** honored the **firefighters** heroism. _______________

4. Electrical **charges** effects can be dangerous. _______________

5. Ben Franklin won several **countries** respect. _______________

6. The church **bells** ringing woke me. _______________

7. Most **limes** skin is green, but one kind of lime is yellow. _______________

8. The **children** book was very interesting. _______________

9. That is the **workers** break room. _______________

10. The **bulbs** shoots will sprout flowers. _______________

11. Twelve **sinks** drains must be cleaned out. _______________

12. The **insects** habits inspired my work. _______________

13. **Airplanes** tires are fully inflated. _______________

14. Those **objects** tags are missing. _______________

---

**At Home:** Have your child write sentences using the possessive forms of these plural nouns: children, boys, girls, people.
Rewrite each sentence, making sure the titles are written correctly.

1. One of Ben Franklin’s best-known books is titled *Poor Richard’s Almanac*.

2. Lewis Latimer wrote a book called *Incandescent Electric Lighting* in 1890.

3. I learned about Thomas Edison and Lewis Latimer from an article called *Great American Inventors of the Past*.

4. The article was published in the magazine *Science for Kids*.

5. My friend is writing a short story titled *The Amazing Mind of Lewis Latimer*.

6. He hopes to get his story published in his local newspaper, the *Miami Herald*.

At Home: Write four familiar titles without capital letters, underlining, or quotation marks. Have your child rewrite the titles correctly.
A singular possessive noun is a singular noun that shows ownership.
A plural possessive noun is a plural noun that shows ownership.

Rewrite the book review below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct any mistakes in titles or possessive nouns.

I found Akimi Gibsons book, Lewis Howard Latimer: an inventive Mind, very interesting. Latimer, an African-American inventor, was born in the mid-1800s. He made drawings of other inventors creations, which were used to apply for patents. Then Latimers own ideas for inventions began to unfold. He helped improve the lavatories on trains and assisted with Alexander Graham Bells invention of the telephone. While working for the U. S. Electric Lighting Company, he found a way to protect light bulbs’ filaments so they would not burn out quickly. This was a great improvement to Thomas Edisons’ lightbulb. Gibsons biography of Latimer is an informative one.

At Home: Have your child write two lines from the corrected book review.
A. Choose the correct singular possessive form to complete each sentence.

1. ___________ invention changed the world.
   a. Edisons     b. Edison’     c. Edison’s     d. Edisons’
2. The ___________ effect was devastating.
   a. fire’      b. fire’s      c. fires’      d. fires
3. The ___________ temperature is warmer in some places.
   a. oceans     b. oceans’     c. ocean      d. ocean’s
4. The ___________ laughter lasted a long time.
   a. king’s     b. kings       c. kings’     d. king’

B. Choose the correct plural possessive form to complete each sentence.

5. These ___________ inventions were amazing!
   a. people      b. peoples     c. peoples’    d. people’s
6. African-American ___________ right to take out patents was recognized after the Civil War.
   a. inventors   b. inventor’s   c. inventors’  d. inventor’
7. The ___________ efforts led to a new creation.
   a. worker      b. workers’    c. workers    d. worker’s
8. The ___________ amazement showed on their faces.
   a. childs’     b. childrens’  c. children’s  d. childrens
9. All of the ___________ covers were torn.
   a. books       b. books’     c. book’s     d. book
10. The ___________ purposes must be made clearer.
    a. experiments b. experiment’s c. experiment’   d. experiments’
A singular possessive noun is a singular noun that shows ownership.
A plural possessive noun is a plural noun that shows ownership.

Mechanics

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

Read the sentences below. Make each underlined noun possessive.

1. What do you know about electricity effects? ________________
2. Engineers jobs are very challenging. ________________
3. That light bulb filament is burned out. ________________
4. Find the book place on the shelf. ________________
5. The eyeglasses lenses are scratched. ________________
6. Those people help is very important. ________________
7. The electrical charges power is strong. ________________
8. Don’t forget those libraries rules. ________________
9. These doctors experiments worked well. ________________
10. The children logs are detailed. ________________
A **plural noun** names more than one person, place, or thing.
* Add **-s** to most nouns to form the plural. Do not use an apostrophe.
* To form the plural of most nouns that end in **y**, change the **y** to **i** and add **-es**.

Write the plural form of the noun in the parentheses on the line provided.

1. The two girls rode their (bike) ____________ up the hill.
2. You’re not allowed to bring (snake) ____________ into the library.
3. (Library) ____________ are good places to go to find information.
4. Some (book) ____________ cannot be taken out of the library.
5. I bet the (person) ____________ who work in libraries know a lot.
6. The library has a special section with books just for (child) ____________.
7. I want to look up some (fact) ____________ about snakes.
8. I am also checking out a book of short (story) ____________.
9. A snake’s (scale) ____________ feel dry, not slimy.
10. I like to watch television shows about (animal) ____________.
11. There are many (reptile) ____________ to read about.
12. My favorite (stop) ____________ are nature trails.
13. I found some great wildlife (magazine) ____________.
14. We like the (museum) ____________ in the city.
A plural noun names more than one person, place, or thing. 
Add -s to most nouns to form the plural. Do not use an apostrophe.
A **possessive noun** shows who or what owns or has something.
Add an apostrophe (') and -s to a singular noun to make it possessive.

Write a plural noun or a possessive noun to complete each sentence. Use the singular nouns in the box to help you.

box    picture    snake    rattle    skin    prairie    book

1. She carried the noisy ________ from several snakes.
2. When he saw the rattlesnake, he was scared by the ________ sound.
3. I want to find some ________ about animals in the library.
4. This book has words but no ________.
5. This ________ photographs are very interesting.
6. Snakes shed their ________ when they grow.
7. Will you help me open those ________ to see what’s inside?
8. A ________ bite may or may not contain poison.
9. Oh no, that ________ lid is moving!
10. Some types of snakes live in fields and ________.

Dear Mr. Winston
Grade 4/Unit 2

At Home: Write two sentences, one with a plural noun and one with a possessive noun. Have your child identify which is which.
Begin the greeting and closing of a letter with a capital letter.
Use a comma after the greeting and closing in a letter.
Use a comma between the names of a city and state.
Use a comma between the day and the year in a date.
Use the following abbreviations for people’s titles: Mr., Mrs., Ms., Dr. (Doctor), Jr. (Junior), Sr. (Senior)
Use U.S. Postal service abbreviations for the state name.

Correctly rewrite the letter below.

506 Cedar Lane
albany, New York 10965
February 2 2004

Dear Doctor Mitchell,

Thank you so much for coming to speak to our class last month. We all really enjoyed your slide show about reptiles. Our teacher, Mister Nelson, taught a whole unit about reptiles that week.

Your friend

Bobby Hernandez

At Home: Have your child write a letter to a friend about something interesting that he or she learned.
Correctly rewrite the letter below.

December 9, 2004

Ms Margaret Wilson
Atlanta Public Library
101 Reading Road
Atlanta, Georgia 33560

Dear Ms Wilson

I am writing to complain about the poor service in the childrens section of your library. Last Saturday, I wanted to check out the North American Snake Guide by Doctor David Howard. I waited for over 30 minutes before anyone came to help me. No ones should have to wait that long.

Yours truly,
Kevin Andrews, Junior

• A plural noun names more than one person, place, or thing.
• A possessive noun shows who or what owns or has something.
Name ____________________________________________

A. Decide whether each underlined word is a plural noun or a possessive noun. Then write plural or possessive on the line provided.

1. This snake’s bite is not poisonous. ______________
2. Sidewinders leave J-shaped tracks in the sand. ______________
3. The teacher’s science lesson was very interesting. ______________
4. Some reptiles change color to match their surroundings. ______________
5. We went to see the museum’s display. ______________
6. I decided to write down some notes. ______________
7. The facts are very important. ______________
8. That reptile’s skin is shiny. ______________

B. Choose the plural or possessive noun that best completes each sentence. Write it on the line provided.

9. (Sharks, Shark’s) kill fewer people than snakes do. ______________
10. She checked out books from two (libraries, library’s). ______________
11. The (farmers, farmer’s) crops were harmed by the insects. ______________
12. The (colors, color’s) of the snakeskin were red, black, and gold. ______________
13. The (magazines, magazine’s) articles were very helpful. ______________
14. Don’t touch those (animals, animals’) skeletons! ______________
15. Several (people, people’s) stopped by the exhibit. ______________
Mechanics

- Add -s to most nouns to form the plural. Do not use an apostrophe.
- Add an apostrophe and -s to a singular noun to make it possessive.

Read the sentences about the picture below. Then find the plural and possessive nouns that are not written correctly. Rewrite the sentences on the lines below, correcting the plural or possessive nouns.

1. What does this pages picture show you?

2. My two friend both like to read a lot.

3. I went to the schools Web site on the computer.

4. Emily is using these three article’s for her research paper.
Read each passage. Choose a word or group of words that belong in each space. Circle your answer.

__________ pitching was amazing. She even struck out
(1)
__________!
(2)

1. A Jackie
   B Jackies’
   C Jackie’s
   D Jackies

2. F Mister Babe ruth
   G Mr. Babe Ruth
   H Mr Babe Ruth
   J Mr. babe Ruth

The move to New York was exciting. We spent weeks packing our
___________. When we got there, the first place I wanted to visit
(3)
was the _____________.
(4)

3. A boxes
   B boxs
   C box’s
   D boxies

4. F New york Public Library
   G New York Public Library
   H New York public library
   J New York Public library

On our trip to China, there were so many sights to see! We visited
___________. We took a bus tour with a group of forty
(5)
___________.
(6)

5. A Hong kong, Beijing and the Great Wall
   B Hong Kong Beijing and the Great Wall
   C Hong Kong, Beijing, and the great Wall
   D Hong Kong, Beijing, and the Great Wall

6. F mans and womans
   G mens and womens
   H men and women
   J men’s and women’s
Many _______ have improved our world. Some people invent ways to improve other people’s inventions. For example, Lewis Latimer found a way to improve _______.

7. A inventor’s creations
   B inventor creations
   C inventors’ creations
   D inventors creation’s

Snakes include the ribbon snake and the indigo.

9. A North America’s
   B north America’s
   C North Americas’
   D North Americas

The ribbon _______ make it look like a brightly colored ribbon.

10. A snakes stripe’s
    B snake’s stripes
    C snake’s stripes
    D snakes’ stripes

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An action verb tells what the subject does or did.
A verb in the present-tense tells what happens now.
The present-tense must have subject-verb agreement. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.

Write the correct present-tense form of each underlined verb on the lines provided.

1. The roadrunner race across the empty desert. ________________
2. He pause near the ribbon of highway. ________________
3. A car speed down the road. ________________
4. The passengers looks out the window. ________________
5. They stares at the roadrunner. ________________
6. The roadrunner take off again. ________________
7. A lizard jump into a hole to escape the roadrunner. ________________
8. The wind blow the roadrunner’s feathers. ________________
9. Two hares hops out of the roadrunner’s way. ________________
10. The roadrunner shake its long tail. ________________

At Home: Have your child write three sentences about roadrunners. Have him or her circle the verbs in their sentences.
Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
Change y to i and add -es to verbs that end with a consonant and y.
Do not add -s or -es to a present-tense verb when the subject is plural or I or you.

Read each sentence. Write the correct present-tense form of each underlined verb on the lines provided.

1. The rattlesnake stretch out along the rocks. _______________

2. His scales flashes silver in the hot desert sun. _______________

3. He swish his long tail. _______________

4. A prairie dog scurry away when it hears the snake’s rattle. _______________

5. A small lizard crawl away. _______________

6. The rattlesnake reach the edge of the rock. _______________

7. A bee buzz past the snake. _______________

8. The rattlesnake hurry down the rock. _______________

9. He quickly pass by a cold, shaded area. _______________

10. You approaches any snake with caution. _______________
Rewrite each sentence correctly by putting capital letters and quotation marks where they belong.

1. Roberto asked me, have you ever seen a rattlesnake?

2. no, I never have, I answered.

3. roberto told me that rattlesnakes are his favorite animal.

4. Our science teacher said, rattlesnakes are related to lizards.

5. both rattlesnakes and lizards are reptiles, she explained.

6. some reptiles can even change colors! Andrea said.

7. yes, you are thinking of chameleons, Andrea, replied Ms. Giordello.

8. why do they do that? asked Hakim.
• The present tense must have subject-verb agreement.
• Add -s to most verbs if the subject is singular.
• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
• Change y to i and add -es to verbs that end in a consonant and -y.

Proofread the dialogue below. Look for mistakes in action verbs and quotations. Rewrite the dialogue, using action verbs and quotations correctly.

I am so excited! Today I leaves on a trip to Taos, New Mexico! Carla say.
Dad reply, we should be there in an hour.
Mom point to the mountains in the distance. She say, stop the car so we can takes some pictures.
Carla remark, I see a strange bird.
Dad explain, the bird is a roadrunner.
Carla watch the speedy bird. It pass close enough to see its feathers.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
A. Read each sentence. Circle the letter of the sentence that has correct subject-verb agreement.

1. a. The roadrunner comes down from the mountain.
   b. He look at the desert.
   c. The roadrunner speed across the road.
   d. The other animals rushes out of his way.

2. a. The rattlesnake slide down the rocks.
   b. He see the roadrunner.
   c. The rattlesnake shake his tail.
   d. The rattles make a hollow clatter.

B. Read each sentence. Circle the letter before the present-tense verb that belongs in the sentence. Make sure the spelling is correct.

3. The roadrunner ____________ across the highway.
   a. run
   b. runs
   c. runes
   d. runies

4. The rattlesnake ____________ the desert for other animals.
   a. watch
   b. watchs
   c. watches
   d. watchies
Name

- The present tense must have subject-verb agreement.
- Add -s to most verbs if the subject is singular.
- Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
- Change y to i and add -es to verbs that end in a consonant and -y.

**Mechanics**

- Use quotation marks at the beginning and end of the speaker’s exact words.
- Begin a quotation with a capital letter.
- Do not use quotation marks when you do not use the speaker’s exact words.

**Rewrite each sentence correctly, paying attention to the present-tense verb and quotation rules. Then use the information in the sentences to draw the missing part of the picture.**

1. Mr. Duncan suggest, let’s tell a story about a roadrunner.

2. The roadrunner dash across the desert, Gary say.

3. Shanita joke, it’s headed for New Mexico!

4. Alissa add, the rattlesnakes watches it from behind cactuses.
Name ______________________________________

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

Choose a verb for each sentence. Write the verb in the past tense.

1. We ____________ Martin Luther King, Jr.’s birthday in January. (celebrate, irritate)
2. People ____________ home from school for the holiday. (visit, stay)
3. The students in our school ____________ about Dr. King before the holiday. (learn, earn)
4. We ____________ a program of events about Dr. King. (repair, prepare)
5. Today my class ____________ a play about his childhood. (perform, inform)
6. James ____________ the lead in the show. (play, place)
7. He ____________ his lines before going onstage. (prevent, practice)
8. He ____________ his Aunt Betty to come to the play. (sag, beg)
9. Our teacher, Mrs. Clark, ____________ us good luck before the play started. (wish, wash)
10. We all ____________ our best to make the show a success. (cry, try)

**At Home:** Have your child write five sentences using the past tense of the verbs he or she didn’t choose in the above sentences.
Future-Tense Verbs

Underline the action verb in each sentence. Rewrite the sentence so it tells about the future.

1. The teachers assign a project about the Civil Rights movement.
   The teachers will assign a project about the Civil Rights movement.

2. The students work in pairs.
   The students will work in pairs.

3. All of the classes go to the library.
   All of the classes will go to the library.

   Cordell and Janine will find out about the Voting Rights Act of 1965.

5. Yvonne and Frank learn about educational rights.
   Yvonne and Frank will learn about educational rights.

6. The librarians show us the right books and magazines.
   The librarians will show us the right books and magazines.

7. Juan and Patricia give an oral report.
   Juan and Patricia will give an oral report.

8. Josie and Emmett create a poster.
   Josie and Emmett will create a poster.

At Home: Ask your child to write four sentences about something he or she wants to learn in the future.
• The present tense must have subject-verb agreement. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.
• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular. Do not add -es when the subject is plural or I or you.
• For past-tense verbs, use the same form for singular and plural subjects.
• For future-tense verbs, use the same form for singular and plural subjects.

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

1. Ms. Harkner’s class (take, takes) a field trip today.

2. The students (will visit, will visits) the Martin Luther King, Jr. Historic Site.

3. The class (hurry, hurries) to the buses at 9:00 A.M.

4. The buses (reach, reaches) Atlanta at 10:00 A.M.

5. Tour guides (show, shows) us through Martin Luther King’s birth home.

6. A guide (teach, teaches) us about Martin Luther King, Jr.’s childhood.

7. Dr. King and his family (lived, liveds) in Alabama.

8. Dr. King (delivered, delivereds) the “I Have a Dream” speech in 1963.

9. My parents and I (will discuss, will discusses) the field trip tonight.

10. My sister’s class (will tour, will tours) the site next week.

At Home: Have your child choose any three sentences above and rewrite them using a different verb tense.
Rewrite the poem below. Be sure to correct any mistakes in subject-verb agreement.

_Just History?_

To me, it’s a mystery —
Why do people thinks
Dr. King is just history?
He stand on the brink
of a change. He dream
of equality. He speak
with calm strength. His world seem
cold, but he seek
to warm it. Dr. King, we will remembers
you.

---
A. Rewrite each underlined verb, using the correct past-tense form.

1. Gordon ___ help Ms. Morrison decorate the classroom. _____________

2. The students ___ copy quotes from Dr. King onto big banners. _____________

3. Gordon ___ place a banner on the wall. _____________

4. The corner of the banner ___ flap in the breeze. _____________

5. The teacher ___ push a pin into each corner of the banner. _____________

B. Choose a verb from the box below to complete each sentence. Write the correct future-tense form of the verb.

- fix
- invite
- tape
- wish
- worry

6. I _____________ the sign to the wall.

7. The sign _____________ people to our Martin Luther King, Jr. celebration.

8. Anna _____________ that the sign isn’t straight.


10. Our class _____________ visitors welcome as they walk into the room.
Change each underlined verb to the correct past or future tense.

Last November, Jena worked on her project for social studies. During that month, her class studied the life of Dr. Martin Luther King, Jr. Jena constructed a collage. She went through magazines and clipped pictures and words. She arranged the words into quotations on a big piece of paper.

Her school presented an art show on the Civil Rights movement next February. Jena showed her collage there. Teachers, students, and parents attended.
Name ________________________________

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have*, *has*, *had*, *is*, *are*, *am*, *was*, *were*, and *will* are helping verbs.
- *Is*, *are*, *am*, *was*, and *were* can be used with a main verb ending in -*ing*. A verb in the **past tense** tells about an action that has already happened.
- *Will* is a helping verb used to show an action in the future.

**Draw one line under each helping verb. Draw two lines under each main verb.**

1. Gidget always has liked to help others.

2. Next year, she will volunteer at the homeless shelter.

3. The shelter workers have decided that for now, she is too young.

4. Gidget has considered other ways to help.

5. She is starting her own group.

6. Gidget and her group are collecting things for homeless kids.

7. As of last week, they had gathered jackets, school supplies, and backpacks.

8. I am thinking of joining the group.

9. Yesterday we were talking about the group.

10. When I tell my friends, I am sure they will help too.

**At Home:** Have your child write three sentences using helping verbs about ways he or she helps others.
The main verb in a sentence shows what the subject does or is.
A helping verb helps the main verb show an action or make a statement.
Have, has, and had can be helping verbs.
Is, are, am, was, were, and will can be helping verbs.

Write a main verb or helping verb to complete each sentence.

1. Charlie _____________ searched for a place to volunteer.

2. He has _____________ lists of groups.

3. Charlie _____________ worrying about choosing the right place to help.

4. He _____________ visit different groups.

5. The people in the soup kitchen are _____________ vegetables.

6. Many people _____________ donated clothes to this group.

7. This afternoon Charlie is _____________ for people who couldn’t leave their homes.

8. He has _____________ floors at the animal shelter.

9. Charlie _____________ pitch in wherever he can.

10. The leaders of the groups are _____________ him and telling him he’s done a great job.
• A contraction is a shortened form of two words.
• A contraction can be made by combining certain verbs with the word *not*.
• An apostrophe (’) shows that the letter *o* has been left out.
• Examples of contractions: *is* + *not* = *isn’t*, *did* + *not* = *didn’t*

Read each sentence. Write the contraction for each set of underlined words.

1. Annie has not finished sorting the bags of donated clothes.
   ______________

2. Chris is not making cookies for himself, but will sell them at the bake sale.
   ______________

3. Gina does not use these toys anymore, so she will donate them.
   ______________

4. Stacy and Steven will help too, because they are not selfish.
   ______________

5. Sam could not make it to the bake sale, but he raked leaves at the park.
   ______________

6. We should not bring toys to the hospital after 8 P.M.
   ______________

7. Carlos enjoyed his work at the soup kitchen so much that he did not want to leave.
   ______________

8. Amy and Alex do not work at the animal shelter on Thursdays.
   ______________

9. Karen and Stanley have not decided yet where to volunteer.
   ______________

10. The volunteers were not needed at the nursing home today.
   ______________

At Home: Write down the contractions from this page. Ask your child to give the longer forms.
• The main verb in a sentence shows what the subject does or is.
• A helping verb helps the main verb show an action or make a statement. Add -ed to most verbs to show past tense.
• Have, has, and had can be helping verbs.
• Is, are, am, was, were, and will can be helping verbs.

Rewrite the paragraphs below. Be sure to correct any main verbs, helping verbs, or contractions that are used incorrectly.

Everyone should volunteering to help others. It does’nt matter what you do. Any way you can help will makes a difference. You don’ot have to give up all of your free time. You can help even by volunteering just a few hours a week. Many local organizations are count on volunteers.

One way you can help is by working at a soup kitchen. Starting on Wednesday, I will work at the soup kitchen on Fifth Street. I’m look forward to it.

If you take time to help others, you will knowed that you has made your community a better place.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At Home: Have your child add three sentences to the paragraphs above about a way in which he or she could volunteer.
Name ____________________________________________

A. Read each sentence. Draw one line under the helping verb and two lines under the main verb.

1. The class has planned a pancake breakfast for a fundraiser.

2. They are hoping to raise money to help children in homeless shelters.

3. The students have invited everyone they know.

4. Casey and Jerome are mixing milk, eggs, and butter.

5. Scott is pouring batter on the griddle.

B. Choose the correct helping verb to complete each sentence. Write it on the line.

6. Anya ________________ flipping pancakes like an expert.
   a. am  
   b. are  
   c. was

7. Gordy and Fred ________________ pitching in by showing people to their seats.
   a. was  
   b. are  
   c. is

8. The class probably ________________ succeeded in raising money.
   a. will  
   b. have  
   c. has
Grammar
Review: Main and Helping Verbs

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement. Add *-ed* to most verbs to show past tense.

Mechanics

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- An apostrophe (’) shows that the letter *o* has been left out.
- Examples of contractions: *is* + *not* = *isn’t*, *did* + *not* = *didn’t*

Look at the picture. Circle the mistakes in main verbs and helping verbs. Change the underlined words to contractions.

Mr. Ramsey’s class has **reading** about the work Gidget Schultz did for homeless children. The students also want to help people.

The students is visiting stores in town and explain their idea. The stores has invited them to pick out what they want. The class is **shopped** for notebooks, crayons, backpacks, and other supplies. The store owners are not ____________ charging the students for these items. Later, the whole class will **drops** them off at the homeless shelter. Children who did not ____________ have school supplies will having them.
A linking verb does not show action. It connects the subject to the rest of the sentence.

- Is, are, am, was, and were are often used as linking verbs.

Read each sentence. Study the linking verbs in parentheses. Write the form of the linking verb that correctly completes each sentence.

1. The story we read (was, were) __________ Mystic Horse.

2. It (is, are) __________ about the Native American Pawnee tribe.

3. My classmates (was, were) __________ excited to learn more about this tribe.

4. Our school field trips (is, are) __________ next month.

5. The Natural History Museum (is, are) __________ the place we will visit.

6. The museum’s exhibit on the Plains Native Americans (is, are) __________ wonderful.

7. The Pawnee, Omaha, and Oto tribes (was, were) __________ Plains tribes.

8. I (am, are) __________ Native American on my mother’s side of the family.

9. Reading the tribes’ own words and stories (is, are) __________ the best way to learn their history.

10. The stories (is, are) __________ fascinating to me.

At Home: Ask your child to write a paragraph about the story. Have your child use linking verbs in his or her paragraphs.
Linking Verbs

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- *is, are, am, was,* and *were* are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Complete each sentence by writing the correct linking verb on the line. Then underline the complete subject of the sentence.

1. Our social studies project _________ an interesting assignment.

2. I _________ eager to get started on it.

3. The Pawnee tribe _________ the subject of my project.

4. Mystic Horse _________ my favorite book last year.

5. The Pawnee Indians _________ unfamiliar to me before I read that book.

6. They _________ a group I want to learn more about now.

7. The state of Nebraska _________ the place the Pawnee lived long ago.

8. Many books about the Pawnee _________ in the school library.

9. The library _________ so big that I can’t always find what I need.

10. Our librarian, Ms. Kribble, _________ helpful to students.

At Home: Write *is, are, am, was,* and *were* on index cards. Have your child pick a card and use each verb in a sentence orally.
• In a play, use a **colon (:)** between each character’s name and his or her words.
• Do not use quotation marks around dialogue in a play.
• Start a new line each time a new character is speaking.
• Use **parentheses ( )** around stage directions. These are directions that tell what characters do on stage or how they say their words out loud.
  
  **Example:**
  GEORGE *(loudly)*: It’s right here, Mr. Taylor!
  *(George holds up the book.)*

---

**Rewrite each line of dialogue below. Add colons and parentheses where they are needed.**

1. **MR. BRYANT cheerfully.** “Class, we are going to act out a story in our reading book.” **MR. BRYANT smiles.**

2. **OLIVIA calling out.** “Which story will we do, Mr. Bryant?” **OLIVIA waves her hand wildly in the air.**

3. **MR. BRYANT.** “Which story do you think will make a good play?” **MR. BRYANT shrugs his shoulders.**

4. **CARLOS slowly.** “How about Mystic Horse, Mr. Bryant? The whole class loved that book.”

---

**At Home:** Have your child add a line of dialogue to the scene above. Tell your child to include a stage direction.
• A linking verb does not show action. It connects the subject to the rest of the sentence.
• *Is, are, am, was, and were* are often used as linking verbs.
• Some linking verbs link the subject to a noun in the predicate.
• Some linking verbs link the subject to an adjective in the predicate.

Rewrite the lines of this play. Correct any linking verbs that are used incorrectly. Be sure to use proper punctuation for a play.

T.J. “I need an idea for my social studies project. I can’t think of anything.”
*T.J. paces the room nervously.*
CARA *confidently.* “My project *are* about Pawnee folktales.”
T.J. “That’s a good idea, Cara.” *CARA opens the book and points to a picture.*
CARA. “The Plains tribes is very interesting to read about.”
T.J. *excitedly.* “This were a great idea.”

---

At Home: Have your child find samples of dialogue in books. Take turns reading the dialogue aloud.
A. Find the linking verb in each sentence. Write it on the line.

1. The college my sister Sharon goes to is in Nebraska. ________________

2. Sharon and her friends were hard workers in high school. ________________

3. Even when she was little, she was interested in the Pawnee tribe. ________________

4. Pawnee folktales are part of what she studies in college. ________________

B. Find the noun or adjective in the predicate that is linked to the subject by a linking verb. Write the noun or adjective on the line.

5. Pedro’s favorite book is Mystic Horse. ________________

6. The lives of the Plains Indians were different from ours. ________________

7. Dr. Gonzalez and Dr. Lasser are experts on the Pawnee tribe. ________________

8. Pedro’s report on the Plains Indians was very detailed. ________________
• A linking verb does not show action. It connects the subject to the rest of the sentence.
• Some linking verbs link the subject to a noun in the predicate.
• Some linking verbs link the subject to an adjective in the predicate.

Read the following lines from a play. Rewrite the lines, correcting any mistakes in linking verbs. Be sure to punctuate the lines correctly.

MOM. “On Saturday, we leave for a road trip.”
FRAN. “I is curious about where we are going.”
MOM. “We’re going to Nebraska. The museum there am a great place to find information about the Pawnee. My next book am about the Pawnee.”
FRAN. “My class studied the Pawnee tribe last year!”
Write the correct past-tense form of the underlined verb on the line provided.

1. The snow begin __________ to fall.
2. The sunlight make __________ the snow and ice glitter.
3. An icicle break __________ off the roof.
4. I find __________ the icicle on the ground.
5. The first snow come __________ earlier than usual this year.
6. We go __________ to the pond to ice-skate.
7. Elijah and I do __________ leaps, twists, and turns on the ice.
8. He fly __________ through the air and landed safely on the blades of his skates.
9. Nina draw __________ a picture of the frozen pond.
10. We decided to go home when we see __________ it was getting dark.

• An irregular verb is a verb that does not add -ed to form the past tense.

At Home: Have your child write three sentences about winter, using the past-tense form of an irregular verb.
Some irregular verbs have special spellings when used with the helping verbs have, has, or had.

Read each sentence and the verb choices in parentheses. Underline the verb choice that correctly completes the sentence.

1. Alice has (did, done) many drawings and photographs of the park in winter.

2. She had (make, made) it a hobby by the time she was ten years old.

3. For the past four years, her parents have (given, gave) her a photo album each year for her birthday.

4. Alice has carefully (put, putted) all of her winter pictures in the albums.

5. Today, the surface of the pond has (frozen, froze).

6. Alice took pictures of the tree because she had (saw, seen) icicles on it.

7. She has (lay, laid) her camera aside while she gets more film out of her bag.

8. By the end of the afternoon, the icicles have (shrunk, shrank) in the sun.

9. Before she went home, Alice had (taken, took) more than 40 pictures.

10. The next morning, she saw that more snow had (fell, fallen).

At Home: Ask your child to rewrite the above sentences using past-tense verbs without using have, has, or had.
An irregular verb is a verb that does not add -ed to form the past tense.
Some irregular verbs have special spellings when used with the helping verbs have, has, or had.

Rewrite each sentence with the correct form of the underlined verb. For each sentence, use the form that makes better sense—the past-tense form or the past with the helping verb have, has, or had.

1. We **go** outside an hour ago.

2. It has **grow** colder since we have been outside.

3. I **know** it was a good idea to wear my gloves, hat, and scarf.

4. The snow and ice have **hide** the roots of the trees.

5. The path **lead** us straight to the forest.

6. I **keep** my hands in my pockets.

7. We had **choose** the first day of winter to take pictures of the forest.

8. The winds have **blow** drifts of snow against the bare trees.

At Home: Make a chart with two columns labeled Past Tense and Past with Have, Has, or Had. Have your child fill in the columns.
• An irregular verb is a verb that does not add -ed to form the past tense.
• Some irregular verbs have special spellings when used with the helping verbs have, has, or had.

Rewrite the character sketch below. Be sure to correct any mistakes in the use of irregular verbs.

Margaret

Margaret got up early this morning. She brought her camera to the pond. She took a picture of a fish before it swam away. She photographed geese as they fly south for the winter. Soon she had taken dozens of pictures.

Ever since she was a little girl, Margaret had known she wanted to be a photographer. By the age of 15, she had won three photography awards. Now 30 years old, she has written a guide for beginning photographers. She has made photography her life’s work.
A. Circle the letter before the irregular verb that correctly completes each sentence.

1. Kevin ____________ his camera and picked it up.
   a. find
   b. finded
   c. found
   d. founded

2. Laurie has ____________ some sketches of the snow-covered trees.
   a. draw
   b. drew
   c. draw
   d. drawn

B. Circle the letter before the correct irregular verb and helping verb that completes each sentence.

3. The weather ____________ colder and windier since this morning.
   a. has become
   b. have become
   c. has became
   d. have became

4. Before she retired, the professor ____________ a career out of studying snowflakes.
   a. has maded
   b. has make
   c. had make
   d. had made
An irregular verb is a verb that does not add -ed to form the past tense.
Some irregular verbs have special spellings when used with the helping verbs have, has, or had.

Read the sentences about the picture below. Change the verbs that are not written correctly. Rewrite the sentences on the lines below.

1. All day long, the snow had falled.

2. After school, we runned outside to play in the snow.

3. Carter has catched a snowflake on his tongue.

4. Lisa throwed a snowball into the pond.

5. Jordan and Chris have builded a snowman.
Read the passage and look at the underlined parts. Is there a better way to write and say each part? If there is, which is the better way? Circle your answer.

(1) The rattlesnakes shakes their tails. The tails make a noise. (2) The children hushes as the teacher says, Listen! The class will learn more about rattlesnakes at the museum.

1. A. The rattlesnakes shake their tails.
   B. The rattlesnakes shakies their tails.
   C. The rattlesnakes shakeses their tails.
   D. No mistake

2. F. The children hushs as the teacher says, “Listen!”
   G. The children hush as the teacher says, Listen!
   H. The children hush as the teacher says, “Listen!”
   J. No mistake

(3) The students studyd Martin Luther King, Jr. in social studies class. They admired his efforts in the Civil Rights movement. (4) They will learns more about him next week.

3. A. The students studyed Martin Luther King, Jr., in social studies class.
   B. The students studyied Martin Luther King, Jr., in social studies class.
   C. The students studied Martin Luther King, Jr., in social studies class.
   D. No mistake

4. F. They learn more about him next week.
   G. They will learn more about him next week.
   H. They will learned more about him next week.
   J. No mistake
Do you do any volunteer work? (5) My brother and I is volunteer at a local hospital. Our parents have always encouraged us to help others. (6) We havn’t yet told them about our new volunteer jobs.

5. A. My brother and I are volunteering at a local hospital.
B. My brother and I are volunteered at a local hospital.
C. My brother and I is volunteering at a local hospital.
D. No mistake

6. F. We have’nt yet told them about our new volunteer jobs.
G. We haven’t yet told them about our new volunteer jobs.
H. We haven’t yet told them about our new volunteer jobs.
J. No mistake

(7) My sister is the author of a play. It is about the Pawnee tribe. (8) Her plays is usually very exciting and dramatic. I always enjoy acting in them.

7. A. My sister are the author of a play.
B. My sister be the author of a play.
C. My sister am the author of a play.
D. No mistake

8. F. Her plays are usually very exciting and dramatic.
G. Her plays was usually very exciting and dramatic.
H. Her plays were usually very exciting and dramatic.
J. No mistake

Last month, we went to the mountains. (9) Snow fall all week long. We learned to ski and snowboard. (10) When we had went the year before, there hadn’t been as much snow.

9. A. Snow fall all week long.
B. Snow felled all week long.
C. Snow fell all week long.
D. No mistake

10. F. When we had go the year before, there hadn’t been as much snow.
G. When we had gone the year before, there hadn’t been as much snow.
H. When we gone the year before, there hadn’t been as much snow.
J. No mistake
A pronoun is a word that takes the place of one or more nouns. A pronoun must match the noun it refers to. Singular pronouns are I, you, he, she, it, me, him, and her. Plural pronouns are we, you, they, us, and them.

Underline the incorrect pronoun in each sentence. Then write the correct pronoun on the line provided.

1. There was no apple cake left because the dog ate them. ________
2. Mrs. Hibbins says her cats are angels, but he are not. ________
3. Why doesn’t he send her own dog to obedience school? ________
4. Ask the dogs to please be quiet because he am trying to sleep. ________
5. I feel sick, and I don’t know what’s wrong with I. ________
6. My brother and I hope that us can get a dog. ________
7. When Mrs. LaRue throws the ball, the dog will fetch it for she. ________
8. Ike said that him wanted to come home. ________
9. Mrs. LaRue said that her would throw a party for Ike. ________
10. When Mrs. LaRue and Ike were together again, them were very happy. ________
11. There were enough cupcakes for all of we. ________
12. Sue asked me to give the ball to she. ________

At Home: Have your child find three sentences from the story that include pronouns.
Name __________________________________________

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

**Write the pronoun that correctly replaces the underlined noun in each sentence.**

1. At first, Roy didn’t want to go to the nursing home because **Roy** thought the place was boring. _____________
2. Mrs. Allen said **Mrs. Allen** found out that dogs were allowed in the nursing home. _____________
3. Roy knew Grandpa would be happy to see Buddy, so Roy decided to bring Buddy. _____________
4. The receptionist at the nursing home said to Roy, “I see **Roy** brought a friend today.” _____________
5. Mrs. Allen said, “Mrs. Allen got Buddy’s medical records this morning.” _____________
6. Grandpa said, “I’m glad you brought Buddy to **Grandpa.**” _____________
7. Grandpa asked **Martha** if Buddy was allowed in the nursing home. _____________
8. Another man saw Buddy and said he had a dog that looked like **Buddy.** _____________
9. You can treat high blood pressure if you take medicine for the problem. _____________
10. Roy threw the ball to Buddy so **Buddy** could fetch it. _____________

---

**At Home:** Have your child write a short paragraph about a pet. Help your child circle the pronouns.
• A pronoun is a word that takes the place of one or more nouns.
• A pronoun must match the noun it refers to.
• Singular pronouns are I, you, he, she, it, me, him, and her.
• The pronoun I must always be capitalized.
• Plural pronouns are we, you, they, us, and them.

Write the pronoun that correctly completes each sentence.
1. I said, “_____________ think I must take my cat to the vet.”
2. I took the leash because I would need ____________ to hold the dog.
3. I am brushing my dog Trixie’s coat because ____________ will be in a show tomorrow.
4. My dog Edward needs medicine. I give it to ____________ every morning.
5. Janice’s brother gave ____________ a picture of their dog Buddy.
6. Fido buried his bone in the yard, but now he can’t find ____________.
7. My sister and ____________ threw the stick, and our dog brought it back to us.
8. Fran’s mother told us that ____________ had a cat when she was little.
9. My cousins called and ____________ told me their cat just had kittens.
10. My little brother wanted to feed the dog, so ____________ showed him how to do it.

At Home: Ask family members to describe their favorite animals. Have your child write down the pronouns they use.
A pronoun is a word that takes the place of one or more nouns.
A pronoun must match the noun to which it refers.
Singular pronouns are I, you, he, she, it, me, him, and her.
The pronoun I must always be capitalized.
Plural pronouns are we, you, they, us, and them.

Read the following paragraphs. Circle all the incorrect pronouns. Then rewrite the paragraph, making sure all pronouns are correct and match their nouns.

Yesterday I went to the store to buy some food for my dog, Jones. Mr. Edwards greeted her when I came through the door.
She said, “What can me do for you, Sheila?”
“I need six cans of the Beef and Chicken Special Diet.”
Mr. Edwards added up the prices and said, “The total is $13.50.”
“Me am sorry,” I said. “My mother only gave I $10. How much is it if me only buy four cans?”
“Let’s see. It would be $9.00,” he said.
“All right. That solves my problem. She’ll only buy four.”

Dear Mrs. LaRue

At Home: Have your child write a story about a problem he or she has solved. Then ask your child to identify all the pronouns.
A. Write the pronoun that can replace the underlined word or words in each sentence.

1. The dog led the police to the suspect. __________
2. My sister told my brother to walk the dog. __________
3. Sally and her friend tried to give the cat a bath. __________
4. Fido had the ball in his mouth, but he wouldn’t give the ball to me. __________
5. Edgar and I took his dog around the lake. He and I were both tired afterward. __________
6. If the cats don’t stop scratching the couch, we’ll have to keep the cats outside. __________
7. We saw our neighbors across the street. __________
8. I told my sister not to pet the cat. __________

B. Write the correct pronouns to complete these sentences.

9. I bought my cats some catnip, but __________ didn’t like it.
10. Last year Bruiser was only a puppy, and now __________ weighs 100 pounds.
11. My sister didn’t believe me when __________ told her how mean the dogcatcher was.
12. The Ungers’ cat has lived with __________ for 16 years.
13. My friend Mary has both a dog and a cat, and __________ loves them both equally.
14. Gertrude has grown up and become a vet. Her family is proud of __________.
15. We brought our cat Jane to the beach, but __________ stayed in the cage.
16. The dog has lived with __________ for many years.
Write what you think each character is saying. Use the contraction given in your sentence.

1. Dog: (I'm)

2. Boy: (you're)

3. Dog: (it's)

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

**Underline the incorrect pronouns and write the correct pronouns on the line.**

1. The villagers loved the man, and them all missed him when he died. ____________
2. Everyday when the man woke, him went to work in his garden. ____________
3. Her and me went to the well for water. ____________
4. Us are the only ones who really know him. ____________
5. Them are the people we met last year. ____________
6. The young man feared the blind man would be unkind to he. ____________
7. Her grandmother gave she a special gift. ____________
8. This is a secret between you and I. ____________
9. Blind people use sounds to help they get around. ____________
10. The bugs are a bother to she and Grandpa. ____________
11. My father handed the hammer to I. ____________
12. Don’t forget to call we. ____________

**At Home:** Have your child write three sentences with subject pronouns.
Reflexive Pronouns

• Use a reflexive pronoun instead of an object pronoun if the subject of the sentence is doing the action to himself or herself.
• Myself, yourself, himself, herself, itself, ourselves, themselves, and yourselves are reflexive pronouns.

Fill in the blanks in the sentences below with the correct reflexive pronoun.

1. Be careful and don’t hurt ____________.
2. After I go swimming, I dry ____________ with a towel.
3. Your baby sister can’t feed ____________.
4. He made ____________ dizzy by spinning around and around.
5. Let’s give ____________ a break and try again later.
6. The bird washed ____________ in the puddle.
7. Boys, please get ____________ ready for dinner.
8. The gardener shut the door and locked ____________ in the shed.
9. My grandfather almost fell, but he caught ____________.
10. Look at ____________! You’re covered in mud!
11. I tried to reach the towel ____________.
12. He looked at ____________ in the mirror.
13. We can plant that tree ____________.
14. My sister cannot feed ____________ without some help.
15. You can help ____________ to some cookies.

At Home: Have your child write three sentences using reflexive pronouns.
• Use a **subject pronoun** as the subject of a sentence.
• Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.

Read the sentences below. Then write the correct pronouns on the lines provided to complete each sentence.

1. My brother and ____________ saw a blind woman walking down the street.
2. ____________ was using a cane to find her way.
3. When people saw ____________ coming, they moved over to let her pass.
4. How does the woman know where ____________ is going?
5. It might be hard for ____________ to run errands.
6. He told ____________ that she might count the steps to her destination.
7. Do you know what ____________ think?
8. I think she does ____________ by smell.
9. What do ____________ mean, by smell?
10. Each street has its own smell, and that’s how she tells ____________ apart.
11. Do ____________ have some extra money?
12. ____________ gave my brother some change.
13. ____________ could smell the hot dog stand around the corner.
14. This was going to be a good day for ____________.

**At Home:** Ask your child to write three sentences describing something he or she can’t see, using one pronoun in each sentence.
• Use a **subject pronoun** as the subject of a sentence.
  • *I, you, he, she, it, we* and *they* are subject pronouns.
• Use an **object pronoun** after an action verb or after a word such as *for, at, of, with,* or *to.*
  • *Me, you, him, her, it, us,* and *them* are object pronouns.

Read the paragraphs below. Circle every pronoun that is not used correctly.

Someone gave I directions to the museum
   You and us need to walk to Maple Street. Then turn right at Oak Street.
   Mr. Exeter lives there. Him and me go on walks sometimes. If him is in his yard,
   he will give a big wave to you and I.
   When we got to the museum, we saw Mrs. Peters. Her and my dad went to school together. Them often like the same paintings

Rewrite the passage above. Use the correct forms of the pronouns. Be sure to use capital letters and end punctuation correctly.

---

At Home: Ask your child to write a short paragraph about what it would be like to visit a museum if you can’t see.
Name ________________________________

A. Circle the pronoun or pronouns in parentheses that correctly complete each sentence.
   1. (He, Him) and the older man went on a journey.
   2. I hurt (me, myself) while walking in the woods.
   3. I gave (them, they) five feathers from my collection.
   4. (Him, He) and I are going hunting.
   5. My parents helped (we, us) with the arrows.
   6. My brother found the stones (him, himself).
   7. (Them, They) are older than what I have.
   8. I thought (we, us) were going the other way.

B. Write the pronoun that completes each sentence.
   9. He showed _____________ how I should plant the seeds.
   10. We sent _____________ a message, and they sent one back.
   11. She likes to watch birds. It's fun for _____________.
   12. We need to make breakfast—the eggs won’t cook _____________.
   13. He’s wise and everyone respects ________________.
   14. Let’s see where ________________ is going.
   15. You must learn to respect ________________.
Review: Subject and Object Pronouns

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

**Mechanics**

- Always write the pronoun *I* with a capital letter.
- Use *I* or *me* last when talking about yourself and another person.

Read each of the sentences below. Then fill in the blanks with the pronoun that completes each of the sentences.

1. My dad likes birds. ____________ knows all about ____________.
2. He and I watch birds together. ____________ do ____________ every weekend.
3. My mom doesn’t go because ____________ thinks ____________ is boring.
4. When ____________ bring my little sister, my dad carries ____________ in a backpack.
5. ____________ usually bring my lunch. If my dad is hungry, I share it with ____________.
6. When ____________ get home, my feet hurt because ____________ are very tired.
Grammar

Name ________________________________

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

Write the correct form of the underlined action verb to complete each sentence.

1. My car use ____________ less gas than yours.
2. Windmills make ____________ energy from the wind.
3. Every few years my dad buy ____________ a new truck.
4. Fossil fuels pollute ____________ the environment.
5. Scientists help people because they look ____________ for new ways to make energy.
6. My mom put ____________ up solar panels at her job.
7. Ed’s sister design ____________ hybrid cars.
8. Rasheed know ____________ a great deal about electricity.
9. Where I live, we get ____________ energy from the river.
10. Peter’s grandfather work ____________ in an oil field.
11. My uncle ride ____________ a bike to work.
12. The burning of coal send ____________ soot into the air.
13. We need ____________ more twigs to start the fire.

At Home: Have your child write a short paragraph describing three ways she or he uses energy every day.
The verbs *have* and *be* have special forms in the present tense.

<table>
<thead>
<tr>
<th>Have</th>
<th>Be</th>
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<tbody>
<tr>
<td>I have</td>
<td>I am</td>
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<td>We have</td>
<td>We are</td>
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<tr>
<td>You have</td>
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<td>He/She/It has</td>
<td>He/She/It is</td>
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<tr>
<td>They have</td>
<td>They are</td>
</tr>
</tbody>
</table>

Write the correct form of the underlined verb to complete each sentence.

1. I has __________ a way to tell which house is yours.
2. Your house have __________ six solar panels on its roof.
3. We has __________ had them since last year.
4. They be __________ helping us save energy.
5. They have __________ already saved us some money.
6. I be __________ trying to get my friends to get solar panels.
7. I think Fred and Elliot be __________ going to buy some.
8. Bill be __________ helping protect the environment.
9. Helen are __________ good with tools.
10. She have __________ a big truck that she uses on the job.
11. We be __________ building an addition to our house.
12. Dad have __________ to nail the beams.
13. We be __________ putting in two windows.
14. Now you has __________ a good design.
A contraction is a shortened form of two words. A contraction can be made by combining certain verbs with the word not. An apostrophe (’) shows where at least one letter is missing. Examples of contractions: is + not = isn’t, did + not = didn’t

Common Contractions:

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<th></th>
<th>am</th>
<th>is</th>
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</tbody>
</table>

Write the contraction for the underlined words in each sentence.
1. He had never seen a hybrid car before. ________________
2. His mom told him, “I think you will like the new car.” ________________
3. “I am so excited to see it,” he said. ________________
4. “Let me finish this article and then I will show it to you.” ________________
5. After a few minutes, she said, “I have just finished. Let’s go.”
   ________________
6. “Let’s wait for Dad. He will be here around three o’clock.”
   ________________
7. “You are right, Mom. I do like it.” ________________
8. “It is very special.” ________________

At Home: Using contractions, have your child write three sentences about something he or she saw for the first time.
A present-tense verb must agree with its subject pronoun.
• Add –s to most action verbs when you use the pronouns he, she, and it.
• Do not add –s to an action verb in the present tense when you use the pronouns I, we, you, and they.
• The verbs have and be have special forms in the present tense.

Rewrite the following story. Be sure all verbs agree with their pronouns.

Working on the North Slope

Right now, I is far from my family. I is working in a place called the North Slope. That is way up in Alaska. I has only been here for about a month, but my friends Steve and Rob has been here for about two years. We is here to build an oil pipeline. A few years ago, they found oil north of here. Now, we is building a pipeline. When it is done, they will be able to put the oil on ships. It will be at least two years before the job are over. I am glad to be working, but I will be happy to see my family again.

At Home: Ask your child to find three sentences in the story where a contraction is possible.
A. Write the correct form of the underlined action verb or verbs in each sentence.

1. My sister love _____________ learning about electricity.
2. When she grow _____________ up, she want _____________ to be an electrician.
3. She know _____________ how to use all kinds of tools.
4. She and our dad fixes _____________ things around the house.
5. She read _____________ books about how things work.
6. Sometimes my sister and I works _____________ on projects together.
7. We designs _____________ a simple lamp.
8. My sister and I helps _____________ dad with projects.

B. Write the correct form of have or be to complete each sentence.

9. I _____________ a friend who works on a wind farm.
10. The wind farm _____________ on top of a hill.
11. The windmills there _____________ very tall.
12. Each windmill _____________ three blades.
14. I _____________ going to visit him this weekend.
15. We _____________ taking a tour of the wind farm.
16. It _____________ miles and miles of land.
A present-tense verb must agree with its subject pronoun.

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

Mechanics

- Use quotation marks at the beginning and end of a person’s exact words.
- Begin a quotation with a capital letter.
- Begin a new paragraph each time a new person speaks.

Rewrite the following sentences in dialogue form. Correct any problems in pronoun-verb agreement. Be sure to add quotation marks where they belong.

1. Bill, you has a new bike said Liz.

2. Yes. And my sister have a lot of bikes he said.

3. Where is they asked Liz.

4. They is in the garage said Bill.

5. What do she do with them asked Liz.

6. She like to fix them up he said.
Name ____________________________________________

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

Rewrite the underlined parts of the sentences using possessive pronouns and nouns.

1. Adelina’s father works on a boat, and the grandfather of Adelina does, too. ______________
2. The houses in Adelina’s village are small. ______________
3. The village is busy, and the village’s visitors come from all over the world. ______________
4. Her family’s job is to take people to see the whales. ______________
5. The whales come to the village to have the whales’ babies. ______________
6. Adelina’s grandfather’s stories are fascinating, and the grandfather’s job is, too. ______________
7. If you go to Adelina’s village, be sure to bring the camera that belongs to you. ______________
8. Robert learned about La Laguna from Robert’s friend Melissa. ______________
9. Robert and I went there for the vacation we had last winter. ______________
10. I took a lot of pictures for the photo album that belongs to me. ______________

**At Home:** Ask your child to write three sentences using possessive pronouns.
• Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*)

In each sentence, replace the underlined incorrect possessive pronoun with the correct one on the line provided.

1. That is your boat, but this one is my’s. ____________
2. Your’s is the smaller life-vest, the blue one. ____________
3. I don’t have my own, but my brother let me use he’s. ____________
4. You have your oars. Where are my? ____________
5. I wanted to ask Mercedes if I could use her’s, but she wasn’t at home. ____________
6. We are off, and the whole day is our! ____________
7. Paco and Pepe say this beach is they’s, but it’s not. ____________
8. I forgot my lunch, so will you share your? ____________
9. Is that cooler her’s? ____________
10. The fishing shack on the right is he’s. ____________
11. Should we go to his fishing shack or your? ____________
12. That tackle box is not our. ____________
13. It’s handle is broken. ____________
14. That pretty hat is my. ____________
15. Those shoes are her’s. ____________
• Add an apostrophe and -s to a singular noun to make it possessive.
• Add an apostrophe to make most plural nouns possessive.
• Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
• Possessive pronouns do not have apostrophes.

Read the sentences below. Replace the underlined incorrect possessive noun in each sentence with the correct one on the line provided.

1. My ______ grandfather was a fisherman. _____________
2. A _______mans life is not always easy. _____________
3. He must wake with _______rst light. _____________
4. Sometimes the ______es power tosses his boat. _____________
5. The _______s crew must be strong and able. _____________
6. They say that grandfather’s boat was once lifted up on a ______es back. _____________
7. He could see the _______s great tail behind him. _____________
8. The ______s splash against the water frightened him. _____________
9. The boat was dropped back into the ______es foamy waters. _____________
10. The ______es great body disappeared below the surface. _____________

At Home: Ask your child to write two sentences imagining what a fisherman’s life is like. Have your child use possessive pronouns.
Some possessive pronouns are used before nouns *(my, your, his, her, its, our, your, their).*

Some possessive pronouns can stand alone *(mine, yours, his, hers, its, ours, yours, theirs).*

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Me name is Robert and this is mine wife, Florence. That’s her’ given name, but she prefers to be called Fluffy. Let us show you around our’s home. Down the hall we have our’s offices. The one on the left is mines, and the one on the right is Fluffy’s. My office is where we keep our’s jewels. They were my mother’s. My father bought them for her on he’s many trips abroad. He used to travel a lot in order to study whales. On his’s trips, he met some of the world’s top scientists. Theirs knowledge of whales was amazing.
Name _________________________________

Circle the letter before the possessive pronoun that correctly completes each sentence.

1. Adelina’s village was small, and ____________ main street had only a few houses.
   a) his  
   b) our  
   c) its  
   d) their

2. The whales came to Mexico to have ____________ young.
   a) their  
   b) your  
   c) my  
   d) her

3. Although ____________ first visit to La Laguna was in June, this year I’m going in January.
   a) his’s  
   b) theirs  
   c) my  
   d) her

4. Adelina knows the ocean very well, because ____________ whole family works on the water.
   a) my  
   b) their  
   c) our  
   d) her

5. Pachico made a sign for his business, and ____________ letters are large and easy to read.
   a) hers  
   b) their  
   c) its  
   d) my
Some **possessive pronouns** are used before nouns *(my, your, his, her, its, our, your, their)*.

Some **possessive pronouns** can stand alone *(mine, yours, his, hers, its, ours, yours, theirs)*.

**Mechanics**

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

Read the sentences below about a girl who gets swallowed by a whale. Then, rewrite each sentence, replacing the underlined possessive pronouns with possessive nouns.

1. **Its** mouth was as big as a cave.

   ____________________________

2. **In** came a great rush of water, washing her down **its** throat.

   ____________________________

3. **Her** eyes had to get used to the darkness in the whale’s belly.

   ____________________________

4. Soon she saw she was lying in a pile of **fish**. **Their** scales were stuck to **her** whole body.

   ____________________________

5. She knew **her** father was nearby. She thought she could hear the motor of **his** boat. She hoped he would rescue **her**.

   ____________________________
Grammar

Pronouns and Homophones

• *Its*, *their*, and *your* are possessive pronouns.
• *It’s*, *they’re*, and *you’re* are contractions for *it is*, *they are*, and *you are*.
• Be careful not to confuse possessive pronouns with contractions that sound the same.

Read each sentence below. Then circle the correct word in parentheses to complete each sentence.

1. If we don’t protect the coral reefs, (their, they’re) likely to die.
2. If you visit a coral reef, (your, you’re) sure to see many wonderful creatures.
3. When you go, remember to bring (your, you’re) snorkel.
4. *(Its, It’s)* important to understand that corals are living things.
5. *(Their, They’re)* lives depend on many things being in balance.
6. Because of all the tiny spaces in the Great Barrier Reef, *(its, it’s)* a great place for a fish to hide.
7. *(Its, It’s)* off the coast of Australia.
8. Surely *(your, you’re)* amazed that the Great Barrier is 1,250 miles long.
9. Imagine all the sea life that lives in all *(its, it’s)* cracks and holes.
10. *(Your, You’re)* going to enjoy your visit to the reef.
11. You don’t have to dive far to see *(its, it’s)* beauty.
12. Don’t forget *(your, you’re)* flippers.
13. Fish stay in *(their, they’re)* own groups.
14. The mother stays with *(its, it’s)* young.

At Home: Ask your child to write three sentences using a homophone pair in each one. For example: *They’re their own worst critics.*
Write the homophone that correctly completes each sentence.

1. **their**  **they’re**  **there**
   Go to a coral reef and explore the warm, clear waters ________________.

2. **Its**  **It’s**
   ________________ not uncommon to find corals in many bright colors.

3. **their**  **they’re**  **there**
   Corals belong to a family of animals, and ________________ relatives include jellyfish and anemones.

4. **Its**  **It’s**
   ________________ even possible to find corals growing on shipwrecks.

5. **its**  **it’s**
   A sponge eats by pumping water through tiny holes in ________________ body.

6. **their**  **they’re**  **there**
   The bottom of the ocean is a busy place, and many creatures live ________________.

7. **your**  **you’re**
   Which one is ________________ favorite: the sea stars, the sand dollars, or the spiny lobsters?

8. **their**  **they’re**  **there**
   No matter which one is your favorite, ________________ all important to life under the sea.
Name ___________________________________________

• An apostrophe takes the place of letters left out of a contraction.
• Possessive pronouns do not have apostrophes.
• Be careful not to confuse possessive pronouns with contractions.

A. Read the pairs of sentences below. Then write the correct form of the underlined incorrect contraction or possessive pronoun on the line.

1. Have you heard about underwater parks? Their places where sea life is protected. ______________

2. Fish and people both have homes. The ocean is there’s and the land is ours. ______________

3. Clean water is important for sea life. Its like clean air for us. ______________

4. A lobster’s skeleton is on the outside of it’s body. Where’s you’re skeleton? ______________

5. Do you want to see the reef? You’re going to need a snorkel. ______________

B. Read each sentence below. Then decide if the underlined word in each sentence is a possessive noun or a contraction. Write your answer on the line provided.

6. The world’s oceans are home to thousands of miles of coral reefs. ______________

7. It’s filled with wonders. ________________________

8. Some people think that coral is a plant, but really it’s an animal. ________________________

9. Coral’s relatives have soft, jelly-like bodies. ________________________

10. The hawksbill turtle is one of the reef’s many visitors. ________________________
Rewrite each sentence in the following short essay. There are 6 homophone mistakes.

Most people care about their environment and do things to protect it. But places exist here and there that we don’t see every day. It’s important to take care of them, too. This summer I visited a beautiful coral reef. But a coral reef isn’t just a nice place to visit. It’s also like a neighborhood. It’s millions of cracks and holes are home to many kinds of sea creatures. When I visited their, I learned that people have to take care of the oceans, not just the land.
Read each sentence. Choose either the possessive pronoun or the contraction to complete the sentences.

**its**  **it’s**

Although coral is hard, ____________ made by a soft, jelly-like animal. When the soft animal dies, it leaves behind ____________ skeleton, which is called a polyp. Thousands and thousands of corals begin to form a big pile. After a long time, ____________ not just a pile, but a coral reef.

**your**  **you’re**

When ____________ swimming underwater, be sure to bring ____________ scuba gear and goggles. ____________ sure to see many amazing sights there.

**their**  **they’re**  **there**

If the water is clear and warm, coral reefs may grow ____________. After the corals of the reefs release ____________ eggs, the eggs become baby corals. For a few weeks afterward, ____________ floating through the sea, looking for a hard surface. Once ____________ near one, they settle ____________. Then ____________ growth depends on temperature, salt, and sunlight.

**its**  **it’s**

When a coral reef forms, ____________ like an underwater city. Each tiny plant inside the coral animals contributes ____________ colors. When this “city” grows, ____________ a home for millions of small sea animals.
• Its, their, and your are possessive pronouns.
• It’s, they’re, and you’re are contractions for it is, they are, and you are.
• The word there means “in that place.” It sounds just like their and they’re.

Mechanics

• An apostrophe takes the place of letters left out of a contraction.
• Possessive pronouns do not have apostrophes.

Use the words above each paragraph to complete the sentences.

its  it’s

______________ a challenge for sponges to eat. A sponge must push seawater through the many holes in ______________ body. The tiny plants and animals in the water are ______________ food.

their  they’re  there

When I explored underwater, I saw mollusks. Some mollusks have soft bodies inside ______________ hard shells. ______________ protected by the thick shells. Some mollusks, such as octopuses, squirt water from ______________ bodies in order to move.

your  you’re

Suppose ______________ a squid who lives near a coral reef. What animals would be part of ______________ diet?
Read each passage. Then choose the pronoun or contraction that belongs in each space. Circle your answer.

“Mrs. LaRue, everyone thinks the Hibbins’s cats are well behaved. But _ (1) _ certainly aren’t! I was up all night listening to _ (2) _ fighting. Please take me home!”

1. A. he  
   B. they  
   C. you  
   D. I

2. E. me  
   F. you  
   G. him  
   H. them

Chirobo was a wise man. _ (3) _ would always take time to answer people’s questions. Not only was he wise, he was also kind to children. _ (4) _ would tell them stories.

3. A. He  
   B. She  
   C. They  
   D. We

4. E. He  
   F. She  
   G. They  
   H. We

Although many countries rely on fossil fuels, _ (5) _ not a perfect source of energy. The use of oil has led to pollution. Also, some countries, such as Japan, produce very little of _ (6) _ own oil.

5. A. her  
   B. hers  
   C. theirs  
   D. they’re

6. E. her  
   F. hers  
   G. theirs  
   H. their
Laguna San Ignacio is just a little village, but one thing makes it different from any other town. (7) the only place where giant gray whales spend time with humans. The whales swim near the shore. They lift (8) heads to look at villagers like Adelina.

7. A. It’s  
   B. Its  
   C. They’re  
   D. Their

8. E. you’re  
   F. their  
   G. they’re  
   H. your

It’s important to keep track of tides. For example, fishermen need to know when the water will be high enough for (9) boats to travel out to sea. And tide waters affect animals, too. (10) responsible for bringing fresh oxygen for some sea animals.

9. A. they’re  
   B. their  
   C. there  
   D. theirs

10. E. They’re  
    F. Their  
    G. There  
    H. Theirs
Adjectives are words that describe nouns or pronouns. For example, adjectives may tell what a noun or pronoun looks, sounds, smells, tastes, or feels like.

- Adjectives may be placed before a noun or pronoun.
- Adjectives may come after the words a, an, and the.
- Adjectives may follow a linking verb.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Write each adjective on the line provided. Some sentences may have more than one adjective.

1. Florida has big mosquitoes. _____________________________
2. Miss Franny wanted a little house with lots of books. __________________
3. That short, smart woman is the librarian. _________________________
4. She feared that she would seem like a silly woman. __________________
5. This book is long and difficult. _________________________________
6. The large bear had a strong smell. _______________________________
7. The bear looked dangerous. _________________________________
8. Winn-Dixie had clean, sharp teeth. ______________________________
9. Miss Franny’s father was rich. _________________________________
10. When she saw the dog, she let out a loud, high scream. _____________
11. The dog was friendly and clean. _________________________________
12. The bookshelves are high. _________________________________
13. Her father had a loud, scratchy voice. __________________________
14. The road was not steep at all. _________________________________

At Home: Have your child write three sentences using adjectives.
Proper adjectives are formed from proper nouns.
A proper adjective begins with a capital letter.
Common adjectives are not formed from proper nouns.
Do not capitalize common adjectives.

On the line, rewrite each proper adjective correctly.

1. Today I sat and read in the herman w. block room at the library.

2. I read a book about bears who live in the michigan woods.

3. I also learned that mosquitoes live in the florida swamps.

4. I read about a chinese custom of having brides wear red at weddings.

5. The room had a shelf of books about asian countries.

6. This library has more books than both pleasantville libraries put together.

7. I won’t miss the chill of minnesota winters.

8. I lived near the canadian border, where it got very cold.


10. I already read a book on native american tribes.

At Home: Have your child look through science or social studies books and list any proper adjectives he or she finds.
• Do not use a comma to separate a single adjective from a noun.
• When only two adjectives are used together, separate them with a comma or and. Do not use both.
• Use commas to separate three or more adjectives in a series.
• When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas. These adjectives describe color, size, or age: a woman with short gray hair.
• Do not use commas or and to separate a common adjective from a proper adjective: the hot Alabama summers.

Rewrite each sentence on the line provided. Be sure to punctuate the sentences correctly.

1. The library is just a little, old, house with lots of books.

2. My dog is friendly, and, calm.

3. The bear came out of the wild, Florida forest.

4. The book was long interesting and hard.

5. That snobby, young girl just came into the library.

6. The bear put his big, and black nose in the air.

7. I grew up in a small, town.

8. I enjoyed the bright colorful exciting pictures in this book.
• **Adjectives** describe nouns or pronouns.
• **Proper adjectives** are formed from proper nouns.
• A proper adjective begins with a capital letter.
• **Common adjectives** are not formed from proper nouns. Do not capitalize common adjectives.

Rewrite each sentence in the paragraph below. Remember to use commas and *and* correctly with adjectives. Capitalize proper adjectives. Use a separate page if you need to.

The little, bookstore on the corner is different from the huge, Smithville bookstore in town. Both stores have lots of interesting, and exciting books. But that’s the only way they are alike. The small, blue, store on the corner is warm dim. It is filled with old and, unusual books. This store is not like the big Smithville store. The Smithville store is bright, and cool. It has new, books by famous popular writers. There is even a counter where you can get a hot sweet tasty cup of cocoa.
A. Complete each sentence with an adjective from the box below. Remember to capitalize any proper adjectives.

reddish  atlantic  british  lonely  ohio

1. My dog gets _____________ when he’s by himself.
2. I gathered shells on the sandy _____________ shore.
3. My dog’s hair is long and ______________.
4. We live in a little ________________ town.
5. The librarian’s voice sounded ______________.

B. Choose the group of words that best completes each sentence. Circle the letter of your choice.

6. I brought home a ______________ kitten.
   a. fluffy, white,
   b. fluffy white

7. The house was ________________.
   a. warm and cozy
   b. warm, and cozy

8. Her dog is ________________.
   a. large, brown, and shy
   b. large brown and shy

   a. common Spanish
   b. common Spanish

10. The car had ________________ tags.
    a. yellow New Jersey
    b. yellow, New Jersey
Name

- **Adjectives** describe nouns or pronouns.
- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.
- **Common adjectives** are not formed from proper nouns.
  Do not capitalize common adjectives.

**Mechanics**

- Do not use a comma to separate a single adjective from a noun.
- When only two adjectives are used together, separate them with a comma or *and*. Do not use both.
- When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas or *and*. These adjectives describe color, size, or age: *a woman with short gray hair*.
- Do not use commas or *and* to separate a common adjective from a proper adjective: *the hot Alabama summers*.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Then find the adjectives that are not written correctly. Rewrite the sentences on the lines below, correcting any mistakes.

1. A guide dog helped the blind, young, man.
   

2. They walked through the sunny arizona city.
   

3. The dog stepped over a prickly, cactus.
   

4. My dog likes to eat mexican food.
   

5. He’s a funny kind helpful dog.
• The words *a*, *an*, and *the* are special adjectives called **articles**.
• Use *a* and *an* with singular nouns.
• Use *a* if the next word starts with a consonant sound.
• Use *an* if the next word starts with a vowel sound.

**Complete each sentence by writing the correct article, *a* or *an***.

1. **Félipé** was _____________ spoiled child.
2. He was upset because he had lost _____________ arrow.
3. The arrow had landed in _____________ well.
4. Ranita the frog had been put under _____________ spell.
5. Félipé tried to think of _____________ excuse not to keep his promise.
6. He had promised to give Ranita _____________ kiss.
7. He was hoping it was all _____________ bad dream.
8. _____________ wise woman had cast the spell on Ranita.
9. Ranita didn’t think _____________ brat like Félipé would make a good husband.
10. Pepé’s kiss changed her from _____________ ugly frog to a beautiful princess.
11. Both Félipé and Ranita refused to get _____________ glass of water for Vieja Sabia.
12. The viceroy believed that even _____________ important person had to keep his promises.
13. _____________ viceroy has many things to be concerned about.
14. Ranita wore _____________ old hat that belonged to her grandmother.

**At Home:** Have your child write three sentences describing characters in the story. Have your child use *a* and *an* in his or her descriptions.
Name ____________________________________________________________

• Use the with singular nouns that name a particular person, place, or thing.
• Use the before all plural nouns.

Read each sentence. Put one line under each article. Put two lines under the noun that each article points out.

1. The arrow was golden.
2. Félipe thought Ranita was only a frog.
3. Everyone must keep promises, even the children of kings.
4. Pepé feared it would be a long night.
5. Ranita thought Pépé would be the best husband.
6. Félipe ordered Pépé to kiss the frog.
7. Ranita was an unexpected guest.
8. The servants didn’t like Félipe much.
9. Vieja Sabia taught both children a lesson in manners.
10. The viceroy argued with his wife.
11. Ranita was actually a Mayan princess.
12. Félipe refused to go to the wedding of Ranita and Pépé.
13. The frog was hopeful for a change.
14. Pépé wore a long cloak.
15. The townspeople did not know the frog.
16. One guest had an overnight bag.
• Use a and an with singular nouns.
• Use a if the next word starts with a consonant sound.
• Use an if the next word starts with a vowel sound.
• Use the with singular nouns that name a particular person, place, or thing.
• Use the before all plural nouns.

Each sentence is missing two articles. Add the articles and write the sentences correctly.

1. Who is boy who lost golden arrow?

2. Until he went to well, Félipé had never seen talking frog.

3. Ranita asked wise woman to turn her into girl again.


5. Cook said, “I added fly to your soup for the frog.”

6. Adding the fly to soup was excellent idea.

7. Ranita told woman, “I was selfish child.”

8. Why is boy feeding birds?

At Home: Ask your child to write a few sentences explaining the message of the story. Remind him or her to use articles correctly.
Grammar

Proofreading

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Rewrite each sentence in the poster below. Remember to use *a*, *an*, and *the* correctly. Add articles where they are missing.

VICEROY ELEMENTARY SCHOOL ANNOUNCES
A THIRD ANNUAL ARTS AND CRAFTS SHOW!

Show will take place on Saturday, March 28
If you have a *art* project or a *craft* project to display,
please let fourth-grade art teacher know.
Gift card worth $30 will be awarded
to artist who wins first place.

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
A. Circle the letter before the sentence that uses articles correctly.

1. a. Frog is not allowed to eat from my plate.
   b. An frog is not an very clean animal.
   c. I would not share my dinner with a frog.

2. a. Mayan emperor’s daughter had spell cast on her.
   b. Who would have believed she was the Mayan emperor’s daughter?
   c. A wise woman said manners were important.

3. a. I liked the character of Pepé, the servant.
   b. Pepé, the servant, is funny character.
   c. Pepé becomes an husband to Ranita.

4. a. What is moral of story?
   b. I enjoyed the story.
   c. Tell me a important event from the story.

B. Circle the letter before the article that correctly completes each sentence.

5. Which of _____________ characters did you like best?
   a. a
   b. an
   c. the

6. There wasn’t _____________ happy ending for Félipé.
   a. a
   b. an
   c. the

7. Did Ranita _____________ frog really sleep in Félipé’s bed?
   a. a
   b. an
   c. the

8. Félipé didn’t think he had to be nice to Ranita, since she was only _____________ animal.
   a. a
   b. an
   c. the
Review: More Articles

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Read the sentences about what the characters might be saying in the picture below. Rewrite the sentences on the lines below, adding articles where they are needed.

1. FÉLIPÉ: That was not just *arrow*—it was golden *arrow*!

2. RANITA: If I rescue *arrow*, you must make me promise.

3. VIEJA SABIA: Ranita, I will take you to hunting lodge of the viceroy.

4. RANITA: Be sure to set *place* for me at dinner *table*!
Add -er to most adjectives to compare two people, places, or things.
Add -est to most adjectives to compare more than two.

Read each sentence. Underline the adjective in parentheses that correctly completes the sentence.

1. Have you ever imagined exploring the (deeper, deepest) waters of the ocean?
2. The sun looks (brighter, brightest) on the water than it does on land.
3. The Pacific Ocean looks (clearer, clearest) than the Atlantic Ocean.
4. The blue whale is the (larger, largest) mammal of all.
5. The deep water is (colder, coldest) than the shallow water by the shore.
6. This mussel shell is the (prettier, prettiest) shell I found today.
7. I think scuba divers are the (braver, bravest) of all explorers.
8. It is so much (quieter, quietest) under water than it is on the surface.
9. The colors of this fish are the (stranger, strangest) I have ever seen.
10. Andrea is a (faster, fastest) swimmer than Eric.
11. Which of the waves do you think is (higher, highest)?
12. My towel is (sandier, sandiest) than yours.
13. This fish is (smaller, smallest) than the other one.
14. My shell collection is (better, best) than Ralph’s.
15. This rock is the (heavier, heaviest) of them.
16. Andrea can stay afloat (longer, longest) than Cyril can.
Add -er to most adjectives to compare two people, places, or things.
Add -est to most adjectives to compare more than two.
For adjectives ending in e, drop the e before adding -er or -est.
For adjectives ending in a consonant and y, change the y to i before adding -er or -est.
For adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. After the sun went down, the air felt chilli_ than before.

2. I think fish feel freeer in the ocean than they do in tanks.

3. Dad caught the bigi_ fish of all.

4. I wonder which ocean is the salyi_.

5. The dolphin is one of the sma_ ,est animals.

6. The water is calmmer than it was yesterday.

7. My clothes are wettest than they were this morning.

8. That shark has the paleest skin I’ve ever seen.
• A proper noun or adjective begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.
• Capitalize family names if they refer to specific people.
• Capitalize titles of people before names.

Read the sentences below. Then correct the capitalization mistakes. Rewrite the sentences on the lines provided.

1. The beach was closed after labor day.

2. The dead sea is the lowest place in the world.

3. The north pacific octopus can grow to over 100 pounds.

4. I learned this from dr. stevenson, an expert on ocean life.

5. We are going scuba diving on sunday.

6. We are bringing grandpa along.

7. Jacques cousteau was a famous french undersea explorer.

8. Cousteau was born in june 1910 in france.
Rewrite the title and each sentence in the response to literature below. Remember to use –er and –est endings correctly with adjectives. Be sure to capitalize proper nouns, names, and titles.

Response to “exploring the undersea Territory”

I enjoyed reading this article. After learning about undersea explorers, I think that the work they do is strangeer and scaryer than most people’s jobs. But it is also more interesting.

One of the bravesest explorers of all is sylvia Earle. She was nicknamed “Her deepness” because in 1979 she made the deeper ocean dive any human being had ever made alone. She went on to work as a businesswoman and as a scientist at the National oceanic and Atmospheric Administration.
A. Read each sentence. Write yes if the underlined adjective is the correct form or the correct spelling. Write no if it is not the correct form or the correct spelling.

1. Since the bottom of the ocean is the murkyest part, some deep-sea fish have feelers as well as eyes.
   ______________

2. The small cookiecutter shark can catch and eat much larger fish.
   ______________

3. To me, jellyfish are the scaryest fish.
   ______________

4. This clown fish has the brightest colors of all.
   ______________

5. It’s chillyer in this water than over there.
   ______________

6. That is the strangest looking shell of all.
   ______________

B. Read each sentence. Use the correct form of the adjective in parentheses. Write it on the line.

7. This lionfish has the (long) ______________ spines I have ever seen!

8. Next to the green algae, the coral looked even (red) ______________ than before.

9. You will be (safe) ______________ if you wear a life preserver.

10. September is one of the (stormy) ______________ months.

11. This fish tastes (salty) ______________ than the other one.

12. You look (pale) ______________ than I do.
Review: Adjectives That Compare

- Add -er to most adjectives to compare two people, places, or things.
- Add -est to most adjectives to compare more than two.
- For adjectives ending in e, drop the e before adding -er or -est.
- For adjectives ending in a consonant and y, change the y to i before adding -er or -est.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.

Mechanics

- Proper adjectives are formed from proper nouns.
- A proper adjective or proper noun begins with a capital letter.

Read the sentences below. Look for mistakes in how adjectives are formed and how words are capitalized. Rewrite the sentences correctly.

1. The Great barrier Reef near australia is the largeest reef that living creatures have built.

2. The sea turtles of australia are the cuter turtles I have ever seen.

3. The red bass is the olddest fish on the great barrier reef.

4. Aunt carol said most clams are much tinyer than the giant clam.
For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Write *more* or *most* to complete each sentence correctly.

1. Your lemon cake is the ________________ delicious dessert of all.
2. Uncle Romie had an even ________________ enormous belly than my father.
3. He made the ________________ interesting collage I have ever seen.
4. New York City is ________________ exciting than my hometown.
5. But for me, North Carolina will always be the ________________ comfortable place in the world.
6. Uncle Romie’s studio was the ________________ glorious mess I had ever seen!
7. I thought my birthday would be ________________ pleasant if Aunt Nanette were there.
8. This birthday turned out to be the ________________ special birthday ever.
9. Uncle Romie was ________________ familiar with New York baseball teams than I was.
10. This summer vacation was ________________ enjoyable than last year’s vacation.
11. Could this get ________________ exciting than yesterday?
12. This is the ________________ fun I’ve ever had.

At Home: Ask your child to write four sentences of his or her own, using adjectives from the above sentences. Have your child use *more* and *most* in their sentences.
Grammar
Comparing with
More and Most

• For long adjectives, use more and most to compare people, places, or things.
• Use more to compare two people, places, or things.
• Use most to compare more than two.
• When you use more or most, do not use the ending -er or -est.

Rewrite each sentence. Use the correct form of the adjective.

1. Harlem is the more excitingest place I’ve ever been.

2. The sounds of the traffic outside made me feel more awaker than at home.

3. At first, Aunt Nanette seemed more caringer than Uncle Romie.

4. My visit to my grandparents’ house is the most peacefulest time I can remember.

5. My aunt and uncle are most importanter to me than they used to be.

6. Uncle Romie is the most artisticest person I know.

7. I was more carefuller with this collage than I usually am.

8. My mother makes the more excellentest pepper jelly I have ever tasted.

At Home: Encourage your child to recall his or her favorite place. Have your child describe the place in oral sentences using -er, -est, more, and most.
• When you start a sentence with an introductory word that is not part of the complete subject or predicate, follow it with a comma.
• Some common introductory words are yes, no, and well.
• When the sentence begins by addressing someone by name, use a comma after the name.

Rewrite the sentences below correctly. Use a comma after any introductory word or name.

1. B. J. the train is coming now.

2. Well New York will certainly be different from North Carolina.

3. Uncle Romie did you make that project?

4. Yes I worked on it for months.

5. James I’m pleased to meet you.

6. Aunt Nanette I will miss you tomorrow.

7. No I am sorry, but I cannot come to your party.

8. Mama I missed you so much.

9. Yes I brought you a jar of pepper jelly.

10. No we did not expect to have twins.

At Home: Ask your child to write a few sentences of dialogue for the characters in the story. Have your child start the sentences with names or expressions such as yes, no, and well.
Rewrite each sentence in the introduction speech below. Remember to use more and most correctly with adjectives. Use a comma after an introductory word used at the beginning of a sentence. Use a comma when the first word in the sentence addresses someone by name.

Class I would like to introduce my Uncle Romie to you. I met him last summer when I visited New York. He is the most creativest, most imaginativest person I know! His work is more unusualer and more powerfuler than any painting in a museum. Is he a painter? Is he a photographer? Is he a writer? No he’s all of those at once. He puts paint, pictures, newspapers, magazines, and other things together to make the most amazing collages. His collage of Harlem is the more joyfulest picture I’ve ever seen. Yes I have also started making collages, just like Uncle Romie.

...
Name ____________________________________________________________

A. In each sentence, find the adjective that compares.  
   Circle your answer.

1. My sister is more musical than my brother is.
   a. sister
   b. more musical
   c. musical than
   d. brother is

2. New York City is one of the most popular of all cities to visit.
   a. New York
   b. the most
   c. most popular
   d. all cities

3. My Aunt Nanette is the most generous person I know.
   a. most generous
   b. Aunt Nanette
   c. generous person
   d. I know

B. Choose the correct adjective to complete each sentence.  
   Circle your answer.

4. My sister was _____________ about my trip than my brother was.
   a. curious
   b. curiouser
   c. more curious
   d. most curious

5. John is the ________________ of all three children.
   a. responsible
   b. responsiblest
   c. more responsible
   d. most responsible

6. That is the ________________ idea I ever heard.
   a. original
   b. originalest
   c. more original
   d. most original
Read the sentences below. Look for mistakes in adjectives that compare. Rewrite the sentences correctly. Then read them aloud.

1. Of all the students in our class, I was the eagerest to visit the art museum.

2. The rooms on the first floor have old-fashioneder paintings than the rooms on the second floor.

3. The paintings on the third floor are the modernest of all.

4. We decided packing a lunch would be economicaler than buying one.
Name ________________________________

- Use **better** to compare two people, places, or things.
- Use **best** to compare more than two.

**Write better or best to complete each sentence correctly.**

1. The Black Hills Wild Horse Sanctuary is one of the ____________ places to see wild horses.

2. My friend thinks horses are ____________ companions than dogs.

3. Dayton Hyde thinks that running free is ____________ for horses than being stuck in one place.

4. He thought the ____________ choice would be to fence the horses in at first.

5. Because he grew up on a ranch, Dayton understands horses ____________ than most of us do.

6. Life was ____________ for most wild horses in the 1800s than it was in the 1900s.

7. Conditions were ____________ for population growth after a 1971 law outlawed the capture of wild horses.

8. Dayton Hyde created the ____________ place for wild horses to run free.

9. Horse ranches are the ____________ places to learn to ride.

10. His horse is ____________ at racing than mine is.

11. This is the ____________ spot for a horse to drink.

12. Is it ____________ to ride sidesaddle or western style?

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**At Home:** Have your child read an article in a newspaper or magazine and circle each use of *better* or *best.*
Use *worse* to compare two people, places, or things.
Use *worst* to compare more than two.

Write *worse* or *worst* to complete each sentence correctly.

1. The invention of barbed-wire fences made life ____________ for wild horses than before.
2. During the ____________ period, the population of horses fell below 17,000.
3. Hunger and thirst were the ____________ threats to horses.
4. Seeing wild horses in fenced feedlots made Dayton Hyde feel ____________ than he had for a long time.
5. The ranch was no ____________ than the feedlot.
6. The thought of the horses breaking down the fence was Dayton’s ____________ fear.
7. Conditions were ____________ for horses after more land was settled.
8. The cold felt ____________ for the cowboys than it did for the horses.
9. This is the ____________ time to ride a horse.
10. My saddle sore is no ____________ than yours, I suppose.
11. That’s not the ____________ riding I’ve ever seen.
12. That trail is much ____________ than this trail.
• Use *better* to compare two people, places, or things.
• Use *best* to compare more than two.
• Use *worse* to compare two people, places, or things.
• Use *worst* to compare more than two.
• Do not use *more, most, -er, or -est* with *better, best, worse, or worst*.

Read the sentences below. Look for comparisons that use forms of *good* and *bad* incorrectly. Rewrite the sentences correctly.

1. Angie is best at taking care of horses than I am.

2. Justin is the most best rider I know.

3. The drought grew worser when it didn’t rain all summer.

4. That was the most worst day he ever had.

5. Her limp is getting badder.

6. What food is bestest for horses?

7. Their health will be more betterer if you give them vitamins.

8. Troublemaker’s behavior was the worstest of all the horses.

At Home: Have your child write three sentences about the story, using the forms of *good* and *bad* to make comparisons.
Rewrite each sentence in the scientific observation below. Remember to use forms of good and bad correctly.

QUESTION: What is the bestest way to approach a horse?

OBSERVATIONS: Calm horses have relaxed muscles, heads, and necks. Frightened horses may raise their heads and tense their muscles. Flattened ears are one of the most worst signs of fear.

Alan and Maria approached the horse named Bertha. The trainer, Marcos, was with them. (It is always goodest to have adults present for safety.) When Alan walked loudly toward Bertha from behind, her signs of fear grew worser. When Maria walked slowly and quietly toward Bertha from the left front side, Bertha stayed more calmer. She seemed to like this approach much more better.

CONCLUSION: Approaching a horse from the front or side is gooder than approaching from behind.
A. Read each sentence. Write yes if the underlined adjective is the correct form of good. Write no if it is not correct.

1. I think the Black Hills Sanctuary would be the better place in the world to work. ______________
2. This stall is better than that one. ______________
3. Summer is the best of all seasons. ______________
4. I remember this story the better of all. ______________
5. Yuskeya is a best runner than Funny Face is. ______________
6. This horse farm is the better of them. ______________
7. My saddle is better than yours. ______________
8. This view is best than the other one. ______________

B. Read each sentence. Decide if the missing adjective is worse or worst. Write it on the line.

9. Chocolate is one of the ______________ foods you could give to pets.
10. Chocolate is much ______________ for animals than it is for humans.
11. My horse felt ______________ last week than he does this week.
12. This is the ______________ fence I have seen in my life.
13. Last year’s weather was bad, but this year’s weather is ______________.
14. This trail is the ______________ one I’ve seen.
15. Yuskeya’s left hoof is in ______________ shape than the others.
16. My feet feel the ______________ in these awful boots.
Review: Comparing with Good and Bad

• Use *better* to compare two people, places, or things.
• Use *best* to compare more than two.
• Use *worse* to compare two people, places, or things.
• Use *worst* to compare more than two.

Mechanics

• Do not use *more*, *most*, -*er*, or -*est* with *better*, *best*, *worse*, or *worst*.

Read the sentences about the picture. Correct the adjectives that are not written correctly.

1. What is the bestest place for animals to live?

2. Would it be best for a horse to live on a farm or to run wild?

3. What would be the worse part of living on a farm?

4. What might make running wild the worst of the two choices?
Read each passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle your answer.

(1) My dog Brownie is a german shepherd. He looks strong and a little scary. (2) However, Brownie is actually very gentle. Anyone is safe with him.

1. A. Add capitalization.
   B. Add punctuation.
   C. Use a better adjective.
   D. No mistake.

2. E. Add capitalization.
   F. Add punctuation.
   G. Use a better adjective.
   H. No mistake.

(3) Félixé, the spanish viceroy’s son, was rude to Ranita. He thought she was only a frog. (4) He didn’t know a woman had put a spell on her. She was really an emperor’s daughter.

3. A. Add capitalization.
   B. Add punctuation.
   C. Change the article.
   D. No mistake.

4. E. Add capitalization.
   F. Add punctuation.
   G. Change the article.
   H. No mistake.
(5) I think collages are hard to make than paintings. You need to find all sorts of different materials to use. Sometimes finding the right materials is a matter of luck. (6) To me, that’s also what makes collages interesting than paintings.

5. A. Adjective needs an ending.
   B. Adjective needs more.
   C. Adjective needs most.
   D. No mistake.

6. E. Adjective needs an ending.
   F. Adjective needs more.
   G. Adjective needs most.
   H. No mistake.

Animals face many challenges living in the wild. (7) Still, some animals like living in the wild best than living as pets or on a farm. For example, dogs and cats like living as pets in people’s homes. (8) But wild horses seem to think that’s much worse than dogs and cats do.

7. A. Add punctuation.
   B. Change use of better or best.
   C. Change use of worse or worst.
   D. No mistake.

8. E. Add punctuation.
   F. Change use of better or best.
   G. Change use of worse or worst.
   H. No mistake.
Adjectives and adverbs should not be confused.
An adjective describes nouns. It gives information about a person, place, or thing.
An adverb tells more about the verb, such as how, when, and where an action takes place.

Read each sentence and look at the underlined word. Then tell if the word is an adjective or an adverb.

1. In 1848, many people quickly moved to California in search of gold.
   "quickly" is an **adverb**.

2. The forty-niners hoped to become rich men.
   "rich" is an **adjective**.

3. I like to read interesting stories about the California Gold Rush.
   "interesting" is an **adjective**.

4. Show your father the treasure map that you found yesterday.
   "yesterday" is an **adverb**.

5. The miner dug deeply into the hole to see if there was gold inside.
   "deeply" is an **adverb**.

6. I do not think that what you found in the river is real gold.
   "real" is an **adjective**.

7. On our field trip to the gold mine, our guide led us through a dark tunnel.
   "dark" is an **adjective**.

8. Matt and Eric were standing by a muddy road.
   "muddy" is an **adjective**.

9. Raven always wanted to travel back in time to see how her neighborhood used to look.
   "always" is an **adverb**.

10. They eagerly waited to join the wagon train to California.
    "eagerly" is an **adverb**.

At Home: Have your child rewrite three of the above sentences, replacing the underlined adjective or adverb with another of his or her choosing.
An adverb is a word that tells more about a verb. Some adverbs tell *how* an action takes place. Some adverbs tell *when* an action takes place. Some adverbs tell *where* an action takes place.

Underline the adverb in each sentence. Then write if the adverb tells *how*, *when*, or *where* the action takes place.

1. My mother and I went to the library together for information about our ancestors. ______________

2. Many Native Americans lived freely on this land. ______________

3. Tomorrow we will visit our local museum of natural history. ______________

4. Were they traveling far in search of gold? ______________

5. Did James Marshall first find gold at Sutter’s Mill? ______________

6. John Sutter, Jr. built a new city nearby along the Sacramento River. ______________

7. We patiently sifted the sand for gold. ______________

8. Our uncle examined the rock carefully. ______________

9. He carelessly threw the stone back in the water. ______________

10. That greedy miner looked at them suspiciously. ______________

11. We quickly ran down the path. ______________

12. We then found the gold. ______________

At Home: Have your child write three sentences, one with a word that tells *how*, one with a word that tells *when*, and one with a word that tells *where*. 
• Good is an adjective and is used to describe nouns.
• Well is an adverb that tells how about a verb.
• Do not confuse the adjective good with the adverb well.
• Use well as an adjective when you refer to someone’s health.

Complete each sentence by writing the word good or well on the line.
1. Today our team did ___________ in the class treasure-hunt game.
2. Our teacher hid the treasure pieces so ___________ that they were very hard to find.
3. The other team also did ___________, but we found the pieces faster than they did.
4. Though I didn’t feel ____________, I helped find the last, hidden treasure piece.
5. It was a ___________ experience to win the game for a second year.
6. This river is a ___________ place to look for gold pieces.
7. Grandfather, would it be a ___________ idea to look for gold in the river?
8. If we pan for gold all day and night, we should do ____________.
9. We can have a ___________ time swimming in the water if we do not find anything.
10. Is your father feeling ___________ enough to come with us?

At Home: Have your child write two sentences that tell things that are good and two sentences that tell something that he or she did well.
An **adverb** is a word that tells more about a verb. Some adverbs tell how an action takes place. Most adverbs that tell how end in *-ly*. They are formed by adding *-ly* to an adjective.

Read the magazine article below and circle the six incorrect adverbs. Then write the words correctly on the lines below.

When the gold miners of 1849 were looking for gold, they frequent found shiny stones in their pans. However, not all were true gold. Fool’s gold, also called pyrite, is a stone that some miners mistaken confused with the real thing. What if you ever find a rock that looks like gold? These three ways can quick help you find out if it is real gold or fool’s gold.

First, look careful at the color. Both are shiny and yellow-colored, but real gold also has a silver tone. The color of fool’s gold is more like brass. Next, look at the shape. Fool’s gold usual forms cubes and larger shapes. Real gold comes in chunks, flakes, or sheets. Last, brisk rub it against another hard object and smell it. Gold has no smell, but fool’s gold will smell a little like rotten eggs. Maybe that’s why they call it fool’s gold!

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

Rewrite the above article with the correct adverbs on the lines provided.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At Home: Have your child tell you three things that he or she did skillfully. Have him or her use the word *skillfully* in the response.
Name __________________________________________

Read each sentence. Then using the clue in the parentheses, circle the letter of the correct adverb that completes each sentence.

1. After gold was discovered at Sutter's Mill, many people moved ______. (where?)
   a. there          c. briefly
   b. well           d. quietly

2. Her grandfather traveled ______ to California to search for gold. (how?)
   a. today          c. bravely
   b. outside        d. ahead

3. Her grandfather shouted ______ when he saw a piece of gold in the river. (how?)
   a. well           c. around
   b. next           d. gleefully

4. His shouting was so loud, it could be heard near and ______. (where?)
   a. far            c. soon
   b. first          d. silent

5. People ______ came from everywhere to see why her grandfather was shouting. (when?)
   a. forcefully      c. eagerly
   b. wisely          d. quickly

6. ______ he realized that it was just a piece of fool’s gold. (when?)
   a. Unhappily       c. Then
   b. Excitedly       d. Nearly
An adverb is a word that tells more about a verb. Some adverbs tell how an action takes place. Most adverbs that tell how end in -ly. They are formed by adding -ly to an adjective.

Mechanics

- **Good** is an adjective and is used to describe nouns.
- **Well** is an adverb that tells how about a verb.
- Use well as an adjective when you refer to someone’s health.
- Do not confuse the adjective good with the adverb well.

Read each sentence below. Then write the correct form of the underlined word on the line.

1. The river **rapid** washes mud and sand into their pans. ______________
2. They **brief** stop to check if any gold is inside. ______________
3. Looking for gold, they **cautious** swirl the pans around. ______________
4. The men must hold their pans **careful** so they do not fall into the water. ______________
5. They talked **hopeful** about finding many pieces of gold. ______________
An adverb can compare two or more actions.
- Add -er to short adverbs to compare two actions.
- Add -est to short adverbs to compare more than two actions.

Add -er or -est to each boldfaced adverb to complete the sentences below. Remember to drop the final e or change y to i when necessary before adding -er or -est.

1. fast
   In the country, I walk the ____________ of all.

2. slow
   When I get tired, I move ____________ than my brother.

3. hard
   These builders worked ____________ than the others to finish on time.

4. high
   We will climb ____________ than the first team to reach the top of the hill.

5. low
   Birds fly ____________ over the city than they do here.

6. tall
   The mountains here rise ____________ than city buildings.

7. close
   We live ____________ to the river than you do.

8. late
   We sleep ____________ in the city than we do here.

9. early
   We rise ____________ in the mountains than in the city.

10. long
    The sunsets here last ____________ of all.

At Home: Have your child rewrite three of the above sentences, replacing the underlined word with another one.
Use *more* or *most* with the underlined adverb in each first sentence to complete the two sentences that follow.

1. The train that Chester was on shook *harshly* as it moved on the track.
   The second train shook ________________ every now and then.
   But the subway car shook ________________ of all.

2. Chester *furiously* tried to escape from the picnic basket.
   He tried ________________ as the train rattled and shook.
   Chester tried the ________________ of all when they finally reached New York.

3. Harry Cat *speedily* jumped toward Chester and Tucker Mouse.
   Chester jumped the ________________ of all into the matchbox.
   Chester jumped ________________ than Harry Cat.

4. Chester chirps *sweetly* when he is excited.
   Chester chirps ________________ when he is scared.
   But Chester chirps the ________________ when he is happy.

5. Chester moves *hastily* through the drain pipe.
   Harry Cat moves ________________ through the drain pipe.
   But Tucker moves the ________________ of all through the drain pipe.
An adverb can compare two or more actions.
Add -er to short adverbs to compare two actions.
Add -est to short adverbs to compare more than two actions.
Use more or most to form comparisons with adverbs that end in -ly or with longer adverbs.
Use more to compare two actions.
Use most to compare more than two actions.
When you use more or most, do not use the ending -er or -est.

Add more or most to the beginning of each boldfaced adverb to complete the sentences below.

1. easily Tucker Mouse moves through the city _______________ than Chester.
2. clumsily Of the three friends, Chester runs the _______________ through Times Square.
3. terribly Times Square upset Chester _______________ than he had imagined.
4. kindly Harry Cat treats mice and crickets _______________ than other cats do.
5. politely City cats behave _______________ than country cats.
6. speedily Chester thought that Harry ran the _______________ of all.
7. widely Chester opened his eyes _______________ as he got used to the lights.
8. dazzingly Of all the lights in the sky, there was one star that shone the _______________.

At Home: Have your child write three sentences about a trip that include examples of words that compare with more or most.
Read the magazine article below and circle the six incorrect adverbs.

In a nest near school, a baby bird chirped loud than a grown bird. It sad seems that the bird got lost when its family went south. The bird was not used to the cold weather, so it hid inside the nest. Then a young boy and his uncle heard it chirping frantic in the tree.

They took the baby bird to the animal hospital. The doctor there kind offered to take the bird to the zoo. At the zoo, the workers are feeding it more careful. It is feeling much better now. As soon as it gets completely well, the zoo will send it south to be with other birds. It will live safe in a warm climate than a cold one.

Rewrite the above article with the correct adverbs on the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A. For each of the adverbs below, write the form you would use to compare two things. Then choose one of the adverbs you formed and use it in a sentence.

1. close ______________
2. curiously ______________
3. carefully ______________
4. soon _________________
5. gloomily ______________
6. tall _________________
7. loudly ________________
8. __________________________

B. For each of the following adverbs, write the form you would use to compare more than two things. Then choose one of the adverbs you formed and use it in a sentence.

9. graciously ______________
10. playfully ______________
11. straight _______________
12. heavily _______________
13. hard _________________
14. sweetly _______________
15. sadly _________________
16. __________________________

______________________________
Add comparative adverbs to complete the sentences below.

1. The trains run ____________ on weekends than during the week.
2. Tucker got hungry ____________ than the others.
3. Tucker told his story ____________ when Chester was listening.
4. Subway trains screech ____________ than regular trains.
5. Of the three friends, Tucker moved ____________ through the drain pipe.
6. He unpacked the picnic basket ____________ than Chester.
7. Tucker shook his head ____________ than Chester.
8. On New Year’s Eve, the city lights shine ____________ than on other nights.
9. Harry Cat grew ____________ than the rest of them.
10. Now people helped him ____________ than they had before.
11. Some acted ____________ than others.
12. The siren blared ____________ of all.
A negative is a word that means “no,” such as not, never, nobody, nowhere, and contractions with n’t. Do not use two negatives in the same sentence. You can fix a sentence with two negatives by removing one.

Correct each sentence by removing one of the negatives. Then rewrite the sentence.
1. Imagine if we didn’t never know about dinosaurs.

2. What if there wasn’t no place you could go to see their bones?

3. Maybe you never thought nothing about it.

4. A long time ago, people weren’t never interested in studying dinosaurs.

5. There wasn’t no effort made to keep bones and other items that were found.

6. We didn’t never have a way to know how these animals lived.

7. There weren’t never museums like there are today.

8. Years ago, there wasn’t no one who wanted to search for dinosaurs.

At Home: Have your child listen carefully to TV shows for examples of two negatives like the ones in this lesson.
You can correct a sentence with two negatives by changing one negative to a positive word.

no—any nothing—anything no one—anyone
never—ever nobody—anybody nowhere—anywhere

Correct these sentences by changing one negative word to a positive word.

1. Hakeem never wanted nothing to do with science.
   ____________________________________________________________

2. He didn’t like to be nowhere near dirt and bones.
   ____________________________________________________________

3. His teacher thought he wouldn’t never pass her class.
   ____________________________________________________________

4. There wasn’t nobody who disliked science more than he did.
   ____________________________________________________________

5. Hakeem hadn’t never seen anything like that piece of amber.
   ____________________________________________________________

6. Now there isn’t no class more fun than science.
   ____________________________________________________________

7. Hakeem isn’t never late for class anymore.
   ____________________________________________________________

8. There isn’t no better way to thank her for what she did.
   ____________________________________________________________

Meet a Bone-ified Explorer

Grade 4/Unit 6

At Home: Ask your child to write a short paragraph about a trip to a natural history museum or exhibit. Encourage your child to check his or her work for double negatives.
Do not use two negatives in the same sentence.
You can fix a sentence with two negatives by removing one.
You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence below by dropping a negative or changing one negative to a positive word.

1. I haven’t found nothing in this area yet.

2. Our team didn’t waste no time finding the skeleton.

3. Don’t never go out in the bright sun without putting on a hat.

4. There isn’t no place to find dinosaur bones here.

5. I wouldn’t never want to see a dinosaur in real life.

6. Doesn’t no one know about the oldest fossil ever found?

7. The team couldn’t find the sunken ship nowhere.

8. Iris didn’t put no labels on the stones she found.

At Home: Have your child review the strategies he or she used to correct the sentences on this page. Then have him or her try to correct each sentence by using another possible strategy.
Read the personal essay below. Underline the sentences that contain two negatives.

The New Kid in Class

Last month, I started going to a new school. I didn’t know nobody at this school. At first, I thought there wasn’t no way I would be comfortable here.

The teacher introduced me to the class. I had to tell them a little about myself. Everyone was laughing at me. I didn’t have no idea what to say. I told the class about how I’d seen a real bear far off in the woods.

Instead of laughing at me, the students were all listening to me. They asked me lots of questions. I still don’t know if I’ll get used to this new school, but my first day didn’t turn out so bad.

Rewrite the above personal essay, correcting the sentences that contain two negatives.
A. Each numbered sentence contains two negatives. Circle the answer choice that best revises it.

1. Sue can’t think of nothing more exciting than finding fossils.
   a. Sue can think of anything more exciting than finding fossils.
   b. Sue can’t not think of anything more exciting than finding fossils.
   c. Sue can’t think of anything more exciting than finding fossils.
   d. Sue can think of nothing no more exciting than finding fossils.

2. No one nowhere had found a dinosaur smaller than this one.
   a. No one never had found a dinosaur smaller than this one.
   b. No one anywhere had found a dinosaur smaller than this one.
   c. Not no one anywhere had found a dinosaur smaller than this one.
   d. Nobody nowhere had found a dinosaur smaller than this one.

3. Isn’t amber not always a golden color?
   a. Isn’t any amber always a golden color?
   b. Is amber never no golden color?
   c. Is amber always no golden color?
   d. Isn’t amber always a golden color?

4. That sunken ship isn’t nowhere near here.
   a. That sunken ship is anywhere near here.
   b. That sunken ship isn’t not nowhere near here.
   c. That sunken ship isn’t nowhere ever near here.
   d. That sunken ship is nowhere near here.

5. Scientists didn’t have no equipment to explore the tops of rainforest trees.
   a. Scientists didn’t have any equipment to explore the tops of rainforest trees.
   b. Scientists did have no equipment to explore the tops of rainforest trees.
   c. Scientists didn’t never have equipment to explore the tops of rainforest trees.
   d. Scientists did have equipment to not explore the tops of rainforest trees.

6. Nobody never knew that the lost city was right under them.
   a. Nobody not never knew that the lost city was right under them.
   b. Nobody didn’t never know that the lost city was right under them.
   c. Nobody ever knew that the lost city was right under them.
   d. No one never knew that the lost city was right under them.
Correct the sentences, remembering the rules, to make them describe the pictures.

1. Kim hadn’t never believed dinosaurs could be so huge.
   _______________________________________________________

2. There weren’t no animals bigger than this.
   _______________________________________________________

3. Dad says that no one had never found a dinosaur this big before.
   _______________________________________________________

4. Tavon didn’t find nothing in the ground today.
   _______________________________________________________

5. He couldn’t never find anything interesting in his backyard.
   _______________________________________________________
A preposition comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence. Common prepositions are about, above, across, after, around, at, behind, down, for, from, in, near, of, on, over, to, under, and with.

Complete each sentence by adding a preposition.

1. Papa brought home a little flying machine __________ the kids.
2. Mama never complained __________ Orv and Will’s messes.
3. The two older brothers did not agree __________ Orv and Will’s ideas.
4. Only the family knew __________ Orv and Will’s plans.
5. There was no place __________ their home where they could fly a plane.
6. Flying __________ Kitty Hawk grounds was a good idea.
7. Orv and Will’s plane flew __________ the ground.
8. Katherine took her first ride almost six years __________ the first flight.
9. Riding __________ an early plane was dangerous.
10. I like the wind __________ my hair.
11. The plane landed __________ the field.
12. He left the plans __________ the floor.
• A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

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

1. When they finished their first plane, Orv and Katherine went on a camping trip.

2. Will flew the plane over a group of boys.

3. Katherine helped her brothers by managing their shop.

4. In their letters, they told her everything they were doing.

5. Will said that Kitty Hawk was a safe place for practice.

6. The world had never before seen a craft fly in the air.

7. First, they controlled their aircraft from the ground.

8. They came home to Dayton with a new idea.

9. Orv and Will worked from day to night.

10. They had their friend Charlie build an engine for their new aircraft.

11. “It could not be assembled in our shop.”

12. The first flight of the *Flyer* was made by Will.

13. They wrote ideas on paper.

14. The brothers rode into town.

15. People flocked to the field.

16. The flights were printed in the newspapers.

**At Home:** Ask your child to write three sentences that contain the prepositional phrase “in the air.” Encourage your child to make the sentences humorous.
Rewrite this passage correctly. Add quotation marks and capital letters where needed. Begin new paragraphs whenever necessary.

what are you making, Rashid? I’m making a paper airplane, Papa, but I can’t get it to fly, said Rashid. it looks good, but maybe you need to make the wings longer, his father answered. okay, Papa, what else? well, your grandmother used to open a little space in the middle of the plane for air to travel through. now, let’s see what happens. Hey, it’s flying, Papa! yelled Rashid.
Read the interview below. Then rewrite each line by switching the preposition in each underlined phrase with the correct one from another sentence.

1. “Captain Reilly, what do you like most inside exploring space?”

2. “I like the feeling that I am about another world. It’s exciting.”

3. “What is your job to the space shuttle?”

4. “I help the other crewmembers with repairs from the ship.”

5. “What can kids learn for exploring space?”

6. “Exploring space can help kids above their science and math classes.”

7. “Do you have any advice in our audience?”

8. “Yes. There is a whole world with you, kids. Discover it!”

At Home: Ask your child to read a passage in a favorite book, leaving out all the prepositional phrases he or she can find in it. Then discuss how useful those missing phrases actually are.
A. Complete each sentence below by writing the missing preposition.

1. Papa tossed the flying machine _____________ the air.

2. Reuchlin and Lorin looked down _____________ Orv and Will’s new hobby.

3. Will sold kites to the other kids _____________ school.

4. Orv and Will built their first craft _____________ the bicycle shop.

5. However, the Flyer was so big, they had to build it _____________ the shop.

6. They tacked their plans _____________ the wall.

7. He hopped _____________ the plane’s body.

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

8. Orv and Will took weeks preparing for their first flight.

9. On December 14, 1903, the Flyer rattled down the track.

10. Will flew the aircraft fifteen feet above ground.

11. Orv watched the flight from the ground below.

12. One day, human beings would fly around the world.

13. They kept the plans in a safe place.

14. The crowd stood in place.

15. The plane stayed above the ground.
**Grammar**

Review: Prepositions and Prepositional Phrases

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

**Mechanics**

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

Add capital letters, commas, and prepositions to correct and complete this letter.

6848 Marigold Drive  
Columbus Ohio 43221  
December 14 2006

dear Grandpa

Thank you ________________ the cookies. How did you shape them ________________ airplanes? I told all my friends how my great-great-grandma saw the Wright Brothers fly. They didn’t believe me, but I know it’s the truth. I hope you come visit us soon. Maybe Spot can come ________________ you.

love

Tolu
• Two sentences can be combined by adding a prepositional phrase to one sentence.

Combine the pairs of sentences below by using the prepositional phrase from the second sentence. Then underline the prepositional phrase.

1. Today our class went bird-watching. We were at the park.
   ____________________________________________________________

2. There were many birds to see. They were in the trees.
   ____________________________________________________________

3. I could see a baby bird. It was inside a small nest.
   ____________________________________________________________

4. The baby bird was crying. It was crying with its mouth open.
   ____________________________________________________________

5. There was a mother bird. She was above the baby.
   ____________________________________________________________

6. The mother fed the baby. She fed the baby by giving her a worm.
   ____________________________________________________________

7. The baby bird hid. She hid inside the nest.
   ____________________________________________________________

8. The mother bird flew across. She flew to another tree.
   ____________________________________________________________

At Home: Ask your child to write four more sentences telling about something he or she might see at the park. Encourage your child to combine them with a prepositional phrase.
Rewrite the sentences below, using the prepositional phrase to combine them into one sentence.

1. Ants make their anthills by digging. They dig through dirt.

2. Ants scoop dirt. They scoop with their jaws.


4. Most ants live and work together. They live under the ground.

5. The queen ant lays eggs. She does this inside the hive.

6. Worker ants protect the queen. They protect her from harm.

7. Male ants die. They die after mating with the queen.

8. Ant eggs develop into adult ants. They develop after three months.
Every sentence begins with a capital letter.
Use the correct end mark for each sentence.
Use a comma to set off a person’s name when the person is spoken to directly.
Use a comma after introductory words such as *yes*, *no*, and *well*.

Make corrections in this conversation between Sara and her brother Luis, who are visiting an ant farm, by adding correct punctuation and capitalization.

Luis  look at these small carpenter ants Sara

Sara  yes they are small don’t they have a lot of wood to eat

Luis  my teacher says that they don’t eat the wood they dig it

Sara  they must be very strong look at that big one Luis

Luis  that’s the queen ant the ants take special care of her

Sara  what are those little white things Luis

Luis  those are eggs the queen is the only ant that produces them.

Sara  now I understand why she is so special
Read the passage below. Combine each pair of underlined sentences into one sentence by adding a prepositional phrase. Write the combination sentences on the lines below.

I read an interesting book. It was about ants. The book says that ants are one of the greatest insects around. Ants protect plants. They protect them from other insects. Also, they feed the dirt with good things so that we can grow pretty flowers, like Mr. Chang’s pink roses! There are three kinds of ants that help each other. They help to get things done.

Worker ants look after the other ants. They do this by gathering food, watching the queen and her eggs, and building the anthill. Male ants don’t live long, but they help the queen produce lots of eggs. Finally, there’s the queen ant. She is the mother of all the ants. Without her, none of the ants would have anything to do! I recommend this book to all kids who want to learn more about ants and the way they live.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________
Study the sentences below. Then circle the choice in which the sentences are combined correctly.

1. They saw the ant crawling. It was crawling up an old tree.
   a. They saw a crawling ant up the tree.
   b. They saw a tree ant crawling.
   c. They saw the ant crawling up an old tree.

2. It was carrying a big breadcrumb. The breadcrumb was in its jaws.
   a. It was carrying a big breadcrumb in its jaws.
   b. It was carrying its big jaws.
   c. A big breadcrumb was carrying its jaws.

3. Then the breadcrumb dropped. It dropped to the ground.
   a. Then the ground dropped.
   b. Then the breadcrumb dropped.
   c. Then the breadcrumb dropped to the ground.

4. The ant ran down the tree. It ran into the nest.
   a. The ant ran down the nest.
   b. The ant ran down the tree into the nest.
   c. The nest ran into the ant.

5. Another ant came out. It came from inside the nest.
   a. Another ant was inside the nest.
   b. Another ant came out from another nest.
   c. Another ant came out from inside the nest.

6. Together, they pushed the breadcrumb. They pushed it up the tree.
   a. Together, they pushed the breadcrumb into the tree.
   b. Together, they pushed the breadcrumb up the tree.
   c. They pushed the breadcrumb and the tree together.
Grammar

Review: Combining Sentences

• Two sentences can be combined by using a **prepositional phrase**.

**Mechanics**

• Every sentence begins with a capital letter.
• Use the correct end mark for each sentence.
• Use a comma to set off a person’s name when the person is spoken to directly.
• Use a comma after introductory words such as *yes*, *no*, and *well*.

Combine the two sentences below to form one sentence. Then add the correct punctuation and capitalization.

1. Kim do you see that ant. It is on top of that anthill

2. yes I see that tiny ant. It is on the anthill

3. it is feeling around cautiously. it is feeling for something

4. hey here comes a hungry lizard. the lizard is coming from behind the tree.

5. the ant disappeared. it went down the anthill
Read each passage and look at the underlined sentences. Is there a better way to write or say each sentence? If there is, which is the better way? Circle your answer.

“Daido,” his dad said. (1) “I’ll say it more slower, ‘Dye-doe.’ It means Great Path.” That’s a good name for a man who had a great adventure, traveling across the Pacific Ocean to a new land. (2) In Chinese, his family name would be given first. And so he was called Wong Daido.

1. A. “I’ll say it most slower, ‘Dye-doe.’
   B. “I’ll say it slower, ‘Dye-doe.’
   C. “I’ll say it slowest, ‘Dye-doe.’
   D. No mistake

2. E. In Chinese, his family name would be given firstly.
   F. In Chinese, his family name would be first given.
   G. In Chinese, his family name would be given at first.
   H. No mistake

   They all laughed. Tucker had a squeaky laugh that sounded as if he were hiccupping. (3) Chester was feeling much happy now. (4) The future did not seem near as gloomy as it had before.

3. A. Chester was feeling much happiest now.
   B. Chester was feeling now happier much.
   C. Chester was feeling much happier now.
   D. No mistake

4. E. The future did not seem nearly as gloomy as it had before.
   F. The future did not seem near as gloomily as it had before.
   G. The future did not seem nearly as gloomier as it had before.
   H. No mistake
“On a much larger scale,” he said, “the machine fails to work well.” They were both puzzled. They did not know this fact. A machine twice as big needs eight times the power to fly.

5. A. “On a much larger scale,” he said, “the machine fails to work well.”
   B. “On a much larger scale,” he said, “the machine fails to work most well.”
   C. “On a much larger scale,” he said, “the machine fails to work most good.”
   D. No mistake

6. E. A machine, twice as big, needs eight times the power to fly.
   F. A twice as big machine needs eight times the power to fly.
   G. A twice big machine needs eight big the power to fly.
   H. No mistake

Ants are like humans because they natural need each other to survive.

7. A. Ants are like humans because they naturally need each other to survive.
   B. Ants are like humans because they more natural need each other to survive.
   C. Ants are like humans because they most natural need each other to survive.
   D. No mistake

8. E. Worker ants skillful dig through dirt to build anthills.
   F. Worker ants skill dig through dirt to build anthills.
   G. Worker ants more skillfully dig through dirt to build anthills.
   H. No mistake