

GRADE 4



Grammar

PRACTICE BOOK



Macmillan/McGraw-Hill

Contents

Unit I • Growing Up

Making a Move <i>My Diary from Here to There</i>	Sentences 1 Sentences 2 Mechanics 3 Proofreading 4 Test: Sentences 5
Changing <i>The Adventures of Ali Baba Bernstein</i>	Subjects and Predicates 6 Subjects and Predicates 7 Mechanics 8 Proofreading 9 Test: Subjects and Predicates 10
Kids at Work <i>Time for Kids: “Kid Reporters at Work”</i>	Simple and Compound Sentences 11 Simple and Compound Sentences 12 Mechanics 13 Proofreading 14 Test: Simple and Compound Sentences 15
Mentors <i>The Astronaut and the Onion</i>	Complex Sentences 16 Complex Sentences 17 Mechanics 18 Proofreading 19 Test: Complex Sentences 20
Friends of All Ages <i>Because of Winn-Dixie</i>	Run-On Sentences 21 Run-On Sentences 22 Mechanics 23 Proofreading 24 Test: Run-On Sentences 25

Unit 2 • Making a Difference

Civil Rights <i>My Brother Martin</i>	Common and Proper Nouns	26
	Common and Proper Nouns	27
	Mechanics	28
	Proofreading	29
	Test: Common and Proper Nouns	30
Inspiring Women <i>Mighty Jackie</i>	Singular and Plural Nouns	31
	Singular and Plural Nouns	32
	Mechanics	33
	Proofreading	34
	Test: Singular and Plural Nouns	35
Facing Challenges <i>Time for Kids: “Making a Splash”</i>	Irregular Plural Nouns	36
	Irregular Plural Nouns	37
	Mechanics	38
	Proofreading	39
	Test: Irregular Plural Nouns	40
Saving Animals <i>Wild Horses</i>	Possessive Nouns	41
	Possessive Nouns	42
	Mechanics	43
	Proofreading	44
	Test: Possessive Nouns	45
Courage <i>Mystic Horse</i>	Plurals and Possessives	46
	Plurals and Possessives	47
	Mechanics	48
	Proofreading	49
	Test: Plurals and Possessives	50

Unit 3 • The Power of Words

Letters	Action Verbs	51
<i>When I Went to the Library</i>	Action Verbs	52
	Mechanics	53
	Proofreading	54
	Test: Action Verbs	55
The Art of Persuasion	Verb Tenses	56
<i>Dear Mrs. LaRue</i>	Verb Tenses	57
	Mechanics	58
	Proofreading	59
	Test: Verb Tenses	60
From Words to Action	Main and Helping Verbs	61
<i>Time for Kids: “Words Add Up to Success”</i>	Main and Helping Verbs	62
	Mechanics	63
	Proofreading	64
	Test: Main and Helping Verbs	65
Keeping Promises	Linking Verbs	66
<i>Ranita, The Frog Princess</i>	Linking Verbs	67
	Mechanics	68
	Proofreading	69
	Test: Linking Verbs	70
Expression Through Art	Irregular Verbs	71
<i>Me and Uncle Romie</i>	Irregular Verbs	67
	Mechanics	68
	Proofreading	69
	Test: Irregular Verbs	70

Unit 4 • Working Together

Value of Friendship <i>The Cricket in Times Square</i>	Pronouns and Antecedents	76
	Pronouns and Antecedents	77
	Mechanics	78
	Proofreading	79
	Test: Pronouns and Antecedents	80
Animal Teams <i>The Life and Times of the Ant</i>	Types of Pronouns	81
	Types of Pronouns	82
	Mechanics	83
	Proofreading	84
	Test: Types of Pronouns	85
Energy <i>Time for Kids: “The Power of Oil”</i>	Pronoun-Verb Agreement	86
	Pronoun-Verb Agreement	87
	Mechanics	88
	Proofreading	89
	Test: Pronoun-Verb Agreement	90
Teaming Up <i>Ima and the Great Texas Ostrich Race</i>	Possessive Pronouns	91
	Possessive Pronouns	92
	Mechanics	93
	Proofreading	94
	Test: Possessive Pronouns	95
Family Teams <i>My Brothers’ Flying Machine</i>	Pronouns and Homophones	96
	Pronouns and Homophones	97
	Mechanics	98
	Proofreading	99
	Test: Pronouns and Homophones	100

Unit 5 • Habitats

Deserts	Adjectives	101
<i>A Walk in the Desert</i>	Adjectives	102
	Mechanics	103
	Proofreading	104
	Test: Adjectives	105
Desert Animals	Articles	106
<i>Roadrunner’s Dance</i>	Using <i>a</i> and <i>an</i> Correctly	107
	Mechanics	108
	Proofreading	109
	Test: Articles	110
National Parks	Adjectives that Compare	111
<i>Time for Kids: “Animals Come Home to Our National Parks”</i>	Adjectives that Compare	112
	Mechanics	113
	Proofreading	114
	Test: Adjectives that Compare	115
Oceans	Comparing with <i>More</i> and <i>Most</i>	116
<i>At Home in the Coral Reef</i>	Comparing with <i>More</i> and <i>Most</i>	117
	Mechanics	118
	Proofreading	119
	Test: Comparing with <i>More</i> and <i>Most</i>	120
Ocean Animals	Comparing with <i>Good</i> and <i>Bad</i>	121
<i>Adelina’s Whales</i>	Comparing with <i>Good</i> and <i>Bad</i>	122
	Mechanics	123
	Proofreading	124
	Test: Comparing with <i>Good</i> and <i>Bad</i>	125

Unit 6 • Problem Solving

Working Together to Find Solutions	Adverbs	126
<i>Leah's Pony</i>	Adverbs	127
	Mechanics	128
	Proofreading	129
	Test: Adverbs.	130
Finding Out About the Past	Comparing with Adverbs.	131
<i>The Gold Rush Game</i>	Comparing with Adverbs.	132
	Mechanics	133
	Proofreading	134
	Test: Comparing with Adverbs	135
Improving Lives	Negatives.	136
<i>Time for Kids: "Taking the Lead"</i>	Negatives.	137
	Mechanics	138
	Proofreading	139
	Test: Negatives	140
Step by Step	Prepositions.	141
<i>Snowflake Bentley</i>	Prepositions.	142
	Mechanics	143
	Proofreading	144
	Test: Prepositions	145
Invent It	Sentences Using Prepositions	146
<i>How Ben Franklin Stole the Lightning</i>	Sentences Using Prepositions	147
	Mechanics	148
	Proofreading	149
	Test: Sentences Using Prepositions.	150

Name _____

- 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.
- All sentences begin with a capital letter and end with a period or question mark.

Write *sentence* 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

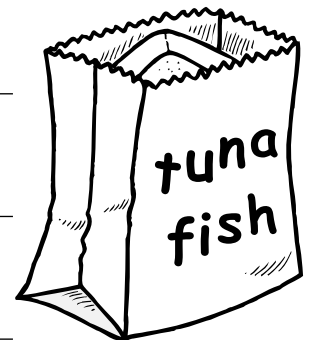
4. did you bring your lunch

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



Name _____

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

Name _____

- 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

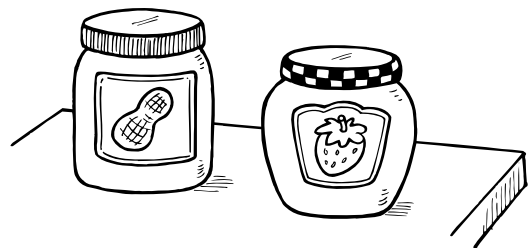
4. let me know if you find out who did it

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

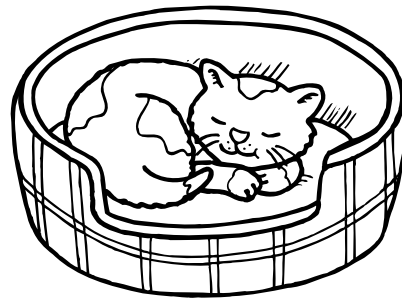


Name _____

- 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, a question mark, or an exclamation mark.

Read the passage. Think about what type of sentence each one is. Then rewrite the passage using the correct punctuation.

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



Name _____

A. Decide if each sentence is a *statement*, a *question*, a *command*, or an *exclamation*. Write the type of sentence each is on the line.

1. His favorite sandwich is salami.

2. Can you lend me a dollar?

3. Don't forget your lunch.

4. The kittens are hiding.

5. What a funny story!

6. That stain looks like mustard.

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

Name _____

- 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 a **noun**—the main word 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. is reading about deserts.

6. caught the lizard.

7. are eaten by coyotes.

8. is dangerous.

Name _____

- 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 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

Name _____

- 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 each sentence. Rewrite it with the correct punctuation.

1. The desert and beach are sandy

2. Grant can walk run or skip a long way.

3. Maria ate read and played the piano.

4. The coyote on the hill was pacing and howling

5. Sara Jack, and John were very thirsty.

6. A scorpion saw chased and caught the lizard

7. The kids and their parents did not lose their way

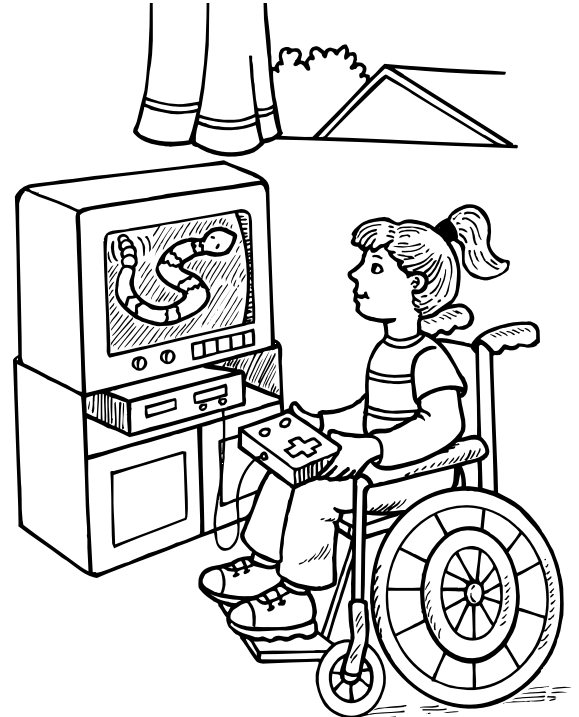
8. Tito and I Looked for water

Name _____

- 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



Name _____

- 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 simple subject and simple predicate in each sentence below.**

6. John packed some snacks and drank lots of water.

Subject: _____

Predicate: _____

7. Roadrunners and scorpions live in the desert.

Subject: _____

Predicate: _____

8. The spider spun a web and caught the insect.

Subject: _____

Predicate: _____

9. Rabbits and coyotes run very fast.

Subject: _____

Predicate: _____

10. The darkness and cool air refresh me at night.

Subject: _____

Predicate: _____

Name _____

- 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 too far 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.

Name _____

- A **simple sentence** has one independent clause.
The sky was clear and sunny.
- A **compound sentence** has two or more independent clauses.
The faucet kept running, and the sink overflowed.
- You can combine two independent clauses by joining them with a coordinating conjunction, such as *or*, *but*, or *and*.

Decide whether each sentence is simple or compound. Write simple or compound on the line.

1. Some logs are 100 feet long.

2. Rainwater boils, and it turns to steam.

3. Old Faithful is a geyser, and so is Giantess.

4. Boiling water shoots up in geysers.

5. The elks made a long journey.

6. Elks live in the park, and bears do too.

7. Forest fires burn in the park, and they affect millions of acres.

8. My dad likes camping, but my sister does not.

Name _____

- 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.

1. My family loves camping. I prefer reading indoors.

2. A volcano steams. A volcano erupts.

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.

6. Karen went hiking. I'm going with her next time.

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

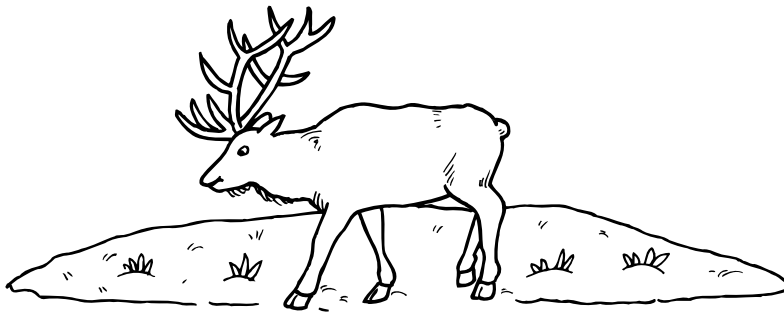
8. Serena is camping. Maria is camping.

Name _____

- 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!



Name _____

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.

6. Ava cooked hot dogs. Trey does not like hot dogs.

7. Koalas live in Australia. Pandas live in China.

8. Don could play basketball. He could play baseball.

9. Dad packed the knapsack. He forgot to take it with him.

10. Sarah gathered wood for the fire. Jane set up the tent.

Name _____

- A **dependent clause** cannot stand alone as a sentence.
- A dependent clause often begins with a conjunction.
- Some conjunctions tell *where*, *when*, *why*, *how*, or *under what condition*.

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

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. Astronauts visited the moon. The moon is over 250,000 miles away.
(although)

Name _____

- 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)

Name _____

- Remember that some conjunctions tell *where*, *when*, *why*, *how*, or *under what condition*.

Rewrite the letter below. Fix any spelling, punctuation, and grammar mistakes.

678 Saturn Road
Baltimore, MD 21204
July 11 2010

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

Dear Mr. and Mrs. Rhodes,

I would like to be an astroknot. 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

Name _____

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



Name _____

- 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.

Name _____

- 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.

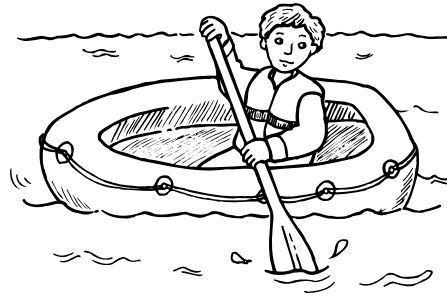
7. The fawn was trapped I set her free.

8. We have to be careful the water is deep.

Name _____

- 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. came right up to me and was not scared at all.

Name _____

- A **run-on sentence** joins together two or more sentences.
- 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.

Rewrite the journal entry below, correcting any punctuation and grammar mistakes. Be sure to fix any run-on sentences.

April 10, 2010

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.

Name _____

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.

Name _____

- 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 watch the game together.
13. That ball is a foul.
14. Did you bring your cleats?

Name _____

- 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.

independence day	summer	uniform	new york
hank aaron	stadium	ebbets field	july
home plate	jackie robinson	coach	world series
diamond	game	shortstop	ohio

COMMON

PROPER

Name _____

- 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 proper nouns that name historical events or documents, languages, races, or nationalities.

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 rare baseball card for mickey mantle.

8. My uncle listens to games on a radio station that broadcasts in spanish.

Name _____

- 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 2009 most valuable player awards ceremony
at five o'clock on sunday, january 25
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!

Name _____

A. 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. _____

B. 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 _____?

Name _____

- 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. _____
2. My family is leaving the country. _____
3. We're going to stay with my grandparents for now. _____
4. Papa sent us a letter. _____
5. He is meeting us at the bus station. _____
6. We're waiting to get our green cards. _____
7. This trip is taking forever! _____
8. It's been weeks since I've seen you. _____
9. The pages of my diary are filling up. _____
10. I miss the park I used to go to. _____
11. I had to sell my bike. _____
12. The apartment is crowded. _____
13. I kept my two parrots. _____
14. We bought some new clothes. _____
15. She received several letters. _____

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 (foxs) _____ running across the prairie.
2. Many people from other (countrys) _____ have come to the United States.
3. (Massies) _____ of people traveled to the west in the 1800s.
4. Some travelers keep (diarys) _____.
5. Gather a few (branchs) _____ so we can build a fire.
6. She caught a rabbit that was hiding in the (bushs) _____.
7. I asked the neighbor's two (boyes) _____ to help me milk the cow.
8. Some people used the old trail, but a few found new (pathway) _____.
9. That chest has many (scratches) _____.
10. Please feed the (babys) _____.
11. We need more (boxs) _____ than that!
12. I will write two more (pagies) _____ today.

Name _____

- 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.

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**.

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 itchs rashes or irritations of the skin. Lastly, it's a gentle cleansing alternative to harsh soaps and body washes. It's safe for adultes kids and even babys. The 3-in-1 Gel is available in boxs containing eight twelve or sixteen ounces. It's one of our best buyes—each box lasts for monthies!

Name _____

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

Name _____

- Some nouns have special plural forms.

calves	lice	children	feet	geese
gentlemen	leaves	potatoes	knives	halves
mice	wives	thieves	heroes	tomatoes
lives	men	women	oxen	teeth

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

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

Name _____

- 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. _____

Name _____

- 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 (specieases, species) of animals come from China?
11. These inventions have changed many people's (lives, lifes).
12. (Tomatoes, Tomatos) come with the meal.

Name _____

- 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 11 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 mens, womans, and childs there watched the chef with great excitement. I watched him handle his long, sharp knives carefully. Effortlessly, he diced potatos and tomatoeies into halves and quarters. The shrimpses and fishies sizzled as he cooked them on the hot grill. When our excellent meal arrived, we really sank our toothes into it. That’s when I decided cooking must be a fun way to be creative.

Name _____

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) _____.

Name _____

- 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. _____

Name _____

- 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 skins are 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. _____

Name _____

- Capitalize the first and last words and all important words in the titles of books and newspapers.
- Underline titles of books, newspapers, magazines, and TV series.
- Put quotation marks around the titles of short stories, articles, songs, poems, and book chapters.
- Remember to use apostrophes to form possessive nouns.

Rewrite each sentence, making sure the titles are written correctly.

1. One of Ben Franklin 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.

Name _____

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 many _____ efforts led to a new creation.
a. worker b. workers' c. workers d. worker's
8. The _____ amazement showed on their faces.
a. child's' b. childrens' c. children's d. childrens
9. All of the _____ covers were torn.
a. books b. books' c. book's d. book
10. These _____ purposes must be made clearer.
a. experiments b. experiment's c. experiment' d. experiments'

Name _____

- 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.

Name _____

- 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 _____.

Name _____

- Begin the salutation and closing of a letter with a capital letter.
- Use a comma after the salutation 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 2010

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

Name _____

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

Correctly rewrite the letter below.

December 9, 2010

Ms Margaret Wilson
Atlanta Public library
101 Reading Road
Atlanta, GA 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 more than 30 minute's before anyone came to help me. No ones should have to wait that long.

Yours truly,
Kevin Andrews, Junior

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, librerie'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. _____

Name _____

- A **verb** tells what the subject does or is.
- A verb can include more than one word. There may be a main verb and a helping verb.

Read each sentence. Write each verb on the lines provided.

1. The roadrunners race across the empty desert. _____
2. He pauses near the ribbon of highway. _____
3. A car is speeding down the road. _____
4. The passengers look out the window. _____
5. They are staring at the roadrunner. _____
6. The roadrunner is running again. _____
7. A lizard jumps into a hole to escape the roadrunner. _____
8. The wind is blowing the roadrunner's feathers. _____
9. Two hares hop out of the roadrunner's way. _____
10. The roadrunner shakes its long tail. _____

Name _____

- An **action verb** tells what a subject does, did, or will do.
- Action verbs have different **tenses**. They can show action in the past, present, or future.

Read each sentence. On the lines provided, write *present*, *past*, or *future* to name the tense of each underlined verb.

1. The rattlesnake stretched out along the rocks. _____
2. His scales flash silver in the hot, desert sun. _____
3. He swished his long tail. _____
4. A prairie dog scurries away when it hears the snake's rattle.

5. A small lizard will crawl away. _____
6. The rattlesnake reached the edge of the rock. _____
7. A bee buzzes past the snake. _____
8. The rattlesnake hurries down the rock. _____
9. He will quickly pass by a cold, shaded area. _____
10. You approached the snake with caution. _____

Name _____

- Use quotation marks at the beginning and end of a speaker's exact words. Begin a quotation with a capital letter.
- Commas and periods always go inside quotation marks.
- Do not use quotation marks when you do not use the speaker's exact words.

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.

Name _____

- **Action verbs** tell what the subject does, did, or will do.
- Action verbs have tenses that can show action in the present, past, or future.

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

I am so excited! Tomorrow we arrived in Taos, New Mexico! Carla says.
Dad will reply, Yes, we should be there in about a day.
Mom points to the mountains in the distance. She will say, stop the car so we can take some pictures.
Carla remarks, I will see a strange bird in the distance.
Dad explained, the bird was a roadrunner.
Carla watched the speedy bird. It passes close enough to see its feathers.

Name _____

A. Read each sentence. Circle the letter of the sentence that has a present-tense action verb.

1.
 - a. The roadrunner is coming down from the mountain.
 - b. He looked at the desert.
 - c. The roadrunner will speed across the road.
 - d. The other animals will be far away.

2.
 - a. The rattlesnake will slide down the rocks.
 - b. He saw the roadrunner.
 - c. The rattlesnake was shaking his tail.
 - d. The rattles make a hollow clatter.

B. Read each sentence. Fill in the blank with an action verb.

3. The roadrunner _____ across the highway.
4. The rattlesnake _____ the desert for other animals.
5. The duck _____ in the pond.
6. The mother bird _____ her babies.

Name _____

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

Write the verb in parentheses in the past tense.

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

Name _____

- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the helping verb **will**.

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.

2. The students work in pairs.

3. All of the classes go to the library.

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

5. Yvonne and Frank learn about educational rights.

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

7. Juan and Patricia give an oral report.

8. Josie and Emmett create a poster.

Name _____

- 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*.

**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 (visit, 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. She (say, says) Dr. King and his family lived in Alabama.
8. Dr. King's "I Have a Dream" speech (remain, remains) a landmark.
9. My parents and I (discuss, discusses) the speech often.
10. My sister's class (will tour, will tours) the site next week.

Name _____

- A verb in the **past tense** tells about an action that already happened.
- A verb in the **future tense** tells about an action that is going to happen.

Rewrite the poem below. Change the underlined verbs to the past tense. Then circle the verb in the future tense.

Just History?

To me, it's a mystery —
 Why do people think
 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 remember
 you.

Name _____

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 flutter 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.
9. Ms. Morrison _____ the sign for us.
10. Our class _____ everyone welcome as they walk into the room.

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, 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.

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 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 to train student volunteers.
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. My friends, will definitely help, too.

Name _____

- 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, 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.

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 in town.
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

Name _____

- 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.
- *Look, seem, appear* and *become* can also be linking verbs.

Read each sentence. Underline the linking verbs.

1. The story we read was Mystic Horse.
2. It is about the Native American Pawnee people.
3. My classmates were eager to learn more about this nation.
4. Our school field trips are next month.
5. The Natural History Museum is the place we will visit.
6. The museum's exhibit on the Plains Native Americans is wonderful.
7. I am Native American on my mother's side of the family.
8. The stories are unusual, but exciting.

Name _____

- 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 or pronoun in the predicate. Other 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 nation _____ 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 _____ available located 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.

Name _____

- Use *am* or *was* with *I*. Use *am* in the present tense. Use *was* in the past tense.
- Use *is* or *was* with **singular subjects** or with *he*, *she*, or *it*. Use *is* in the present tense. Use *was* in the past tense.
- Use *are* or *were* with **plural subjects** or with *you*, *we*, or *they*. Use *are* in the present tense. Use *were* in the past tense.
- Use *will be* for all subjects in the future tense.

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

1. Mr. Hernandez _____ a teacher at our school.
2. I _____ in his history class.
3. I think he _____ a great teacher.
4. His words _____ a great inspiration to me.
5. They _____ words to listen to and learn from.

B. Write *was*, *were*, or *will be* to complete each sentence.

6. Yesterday, our lesson _____ about Abraham Lincoln.
7. He _____ the sixteenth president of the United States.
8. The Gettysburg Address _____ one speech that he gave.
9. The words he spoke _____ simple, but very meaningful.
10. In the future, I _____ ready to spread his message of hope and equality.

Name _____

- 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 people is very interesting to read about.

T.J. *(excitedly)*: This were a great idea.

Name _____

A. Find the linking verb in each sentence. Write it on the line.

1. The college my sister Sharon attends is in Nebraska. _____

2. Sharon and her friends were hard workers in high school.
_____3. Even as a girl, she was interested in the Pawnee.
_____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 nation.
_____8. Pedro's report on the Plains Indians was very detailed.

Name _____

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- The verbs *be* and *have* also have irregular spellings for the present tense.

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 of 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.

Name _____

- 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).

Name _____

- 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 past-tense form of the underlined verb.

1. We go outside an hour ago.

2. It grow colder after we went outside.

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

4. The snow and ice leave the trees glistening and white.

5. The path lead us straight to the forest.

6. I keep my hands in my pockets.

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

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

Name _____

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

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*.
- Reflexive pronouns are used when the subject of a sentence and the object of the verb are the same: *myself, yourself, himself, herself, ourselves, yourselves, themselves*.

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. My brother and I hope that us can get a dog. _____
6. Ike said that him wanted to come home. _____
7. Mrs. LaRue said that her would throw a party for Ike. _____
8. When Mrs. LaRue and Ike were together again, them were very happy. _____
9. Sam checked hissself in the mirror. _____
10. I pride meself on my excellent writing skills. _____

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match its **antecedent**, or 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. _____

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to, or its **antecedent**.
- 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.

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match its **antecedent**.
- 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 \$11.37."

"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 \$9.25," he said.

"All right. That solves my problem. She'll only buy four."

Name _____

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 the cat to the beach, but _____ stayed in the cage.
16. The dog has lived with _____ for many years.

Name _____

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

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. _____

Name _____

- 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, 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 dress _____ without some help.
15. You can help _____ to some cookies.

Name _____

- Use a **subject pronoun** as the subject of a sentence or to replace a noun that follows a form of the verb *to be*.
- Use an **object pronoun** after an action verb or after a preposition—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 _____.

Name _____

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

A. Circle every pronoun that is not used correctly.

Someone gave I directions to the museum

You and me 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

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

Name _____

A. Circle the pronoun in parentheses that correctly completes 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 ask her and find out where _____ is going.
15. You must learn to respect _____.

Name _____

- A present-tense verb must agree with its subject pronoun.
- Add -s or -es to most action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add -s or -es 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. It use _____ less gas than yours.
2. They make _____ energy from the wind.
3. Every few years she buy _____ a new truck.
4. They pollute _____ the environment.
5. Scientists help people because they look _____ for new ways to make energy.
6. She put _____ up solar panels at her job.
7. She also design _____ hybrid cars.
8. He know _____ a great deal about electricity.
9. Where I live, we get _____ energy from the river.
10. He work _____ in an oil field.
11. He ride _____ a bike to work.
12. When coal burns, it send _____ soot into the air.
13. We need _____ more twigs to start the fire.
14. You hike _____ in the mountains.

Name _____

- The verbs **have** and **be** have special forms in the present tense.

Have		Be	
I have	We have	I am	We are
You have	You have	You are	You are
He/She/It has	They have	He/She/It is	They are

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 has _____ already saved us some money.
6. I be _____ trying to get my friends to use solar panels.
7. I think Fred and Elliot be _____ going to buy some.
8. Bill be _____ helping protect the environment.
9. You is _____ 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.

Name _____

- Use **parentheses ()** around material that is added to a sentence but not important to the meaning of the sentence.
- Put punctuation inside the parentheses when it goes with the information inside.
- Put punctuation outside the parentheses when it goes with the main part of the sentence.

Proofread the sentences. Add parentheses () once in each numbered item.

1. The students at my school Payson Park are making a mural.
2. The mural will take up one whole wall Wow!.
3. Mara asks Mrs. Lang our teacher to help her mix paint.
4. Our mural won't have words Yeah!.
5. It will be all pictures which is good for me.
6. The mural will show Are you surprised? things that we do at school.
7. Each grade of the five grades at my school will do one section.
8. Look at my sketch found below of what I want to draw.

Name _____

- A **present-tense verb** must agree with its subject pronoun.
- Add **-s** or **-es** to most action verbs when you use the pronouns **he**, **she**, and **it**.
- Do not add **-s** or **-es** 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 story. Be sure all verbs agree with their pronouns.

Working on the North Slope

Right now, I is far from my family. I is now working in a place called the North Slope, way up in Alaska. I has only been here about a month, but my friends has been here 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 we finish the job and it are over. I am glad to be working, but I will be happy to see my family again.

Name _____

A. Write the correct form of the underlined action verb or verbs in each sentence.

1. My sister and I love _____ learning about electricity.
2. When she grow _____ up, she want _____ to be an electrician.
3. I 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 they works _____ on projects together.
7. We designs _____ a simple lamp.
8. You helps _____ Dad with projects, too.

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

9. I _____ a friend who works on a wind farm.
10. It _____ on top of a hill.
11. The windmills there are new, and they _____ very tall.
12. Each windmill _____ three blades.
13. They _____ a very simple design.
14. I _____ going to visit him this weekend.
15. We _____ taking a tour of the wind farm.
16. It _____ miles and miles of land.

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, 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.

Name _____

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

Name _____

- 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 nouns and pronouns in each sentence with the correct one on the line provided.

1. My friends grandfather was a fisherman. _____
2. A fishermans life is not always easy. _____
3. He must wake with mornings first light. _____
4. Sometimes the waves power tosses his boat. _____
5. The captains' crew must be strong and able. _____
6. They say that grandfather's boat was once lifted up on a whales back.

7. He could see its' great tail behind him. _____
8. The tails' splash against the water frightened him. _____
9. The boat was dropped back into the seas foamy waters.

10. Theirs great body disappeared below the surface. _____

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

Name _____

- Homophones are words that sound alike but have different spellings and meanings. *Two, to,* and *too* are 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.

A. 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.

B. Write *two, too,* or *to* to complete each sentence.

11. You don't have _____ dive far to see its beauty.
12. We have visited Great Barrier Reef _____ times.
13. Next time we hope you can come, _____.

Name _____

- **Homophones** sound alike but have different meanings and spellings.
- *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.*

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 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 nouns 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? Your 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. The world's filled with wonders. _____
8. Some people think that coral's 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.

Name _____

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.

Name _____

- **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. They may also describe something's purpose (for example, *sleeping bag*).
- 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.

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 many 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. _____
15. They cooked the eggs in a frying pan. _____

Name _____

- **Proper adjectives** are formed from proper nouns. A proper adjective begins with a capital letter.
- Some proper adjectives describe languages, races, or nationalities.
- Brand names are often proper adjectives.
- **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 understand many spanish words and phrases.

3. Many students at the school are hispanic.

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.

Name _____

- Use **quotation marks** at the beginning and end of a person's exact words.
- Use a comma before the opening quotation mark if the sentence begins before the quote. Use a comma before the closing quotation mark if a sentence continues after the quote.
- Use quotation marks before and after the titles of short works.

Rewrite each sentence correctly by adding commas and quotation marks where they belong.

1. Our class just finished reading a great story, The Lion and the Queen.

2. Mr. Peterson asked, Did you like the story?

3. We liked it very much the students said.

4. Then let's put on a play about it, the teacher said.

5. Mr. Peterson looked around and said James, you can play the lion.

6. That's great! I'm really excited," said James with a grin.

7. Grace raised her hand and asked Can I play the queen?

8. Mr. Peterson said Sure, as long as the rest of the class doesn't mind.

Name _____

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
9. This book contains _____ words.
 - a. common spanish
 - b. common Spanish
10. The car had _____ tags.
 - a. yellow New Jersey
 - b. yellow New jersey

Name _____

- An **article** is a type of adjective. These words are articles: *a, an, the*.
- An article comes before the noun it describes. Other words sometimes come between the article and the noun it introduces.

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

1. The snake bared his fangs.
2. Father and his family took a different path home.
3. Many villagers went to speak to the elders.
4. They went to see Desert Woman to ask a favor.
5. She placed a noisy rattle on Snake's tail.
6. Rattlesnake continued to threaten the animals.
7. They needed an animal that would make Rattlesnake behave.
8. Desert Woman molded a strange new bird from clay.
9. Roadrunner practiced dancing until he could twirl like a twister.
10. Roadrunner raced down the road to find Rattlesnake.
11. Rattlesnake let out an angry hiss.
12. He struck, but Roadrunner hopped out of the way.
13. Roadrunner danced around Rattlesnake like a whirlwind.
14. Rattlesnake made a promise not to frighten everyone anymore.
15. All the children thanked Roadrunner for helping them.
16. Now the road was safe for everyone to use.

Name _____

- The words *a*, *an*, and *the* are special adjectives called **articles**.
- Use *a* and *an* with singular nouns.

Write the article in each sentence on the line provided.

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

Name _____

- 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 that name particular people, places, or things.

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.

4. Wife of the viceroy spoiled children.

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. Hour passed before they finished eating food.

Name _____

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. 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

Name _____

- 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 (bluer, bluest) 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.

Name _____

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- The comparative form of *good* is *better*. The superlative form of *good* is *best*.
- The comparative form of *bad* is *worse*. The superlative form of *bad* is *worst*.

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

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

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

3. Dad caught the bigger fish of all.

4. I wonder which ocean is the saltier.

5. The dolphin is one of the smarter animals.

6. The water is calmest than it was yesterday.

7. The winds are badder than they were this morning.

8. That shark has the paler skin I've ever seen.

Name _____

- An **introductory phrase** comes at the beginning of a sentence.
- Use a comma to separate long introductory phrases from the rest of the sentence.
- An **interjection** is a word or a phrase that shows emotion.
- Use a comma to separate interjections from the rest of a sentence.
- If the interjection shows a very strong emotion, use an exclamation mark.

Fix the sentences. Add commas after the introductory phrases or interjections.

1. Over the past hundred years many plants and animals have disappeared from our national parks.
2. Oh did you know that elk have been reintroduced to the Great Smoky Mountains National Park in North Carolina?
3. For more than 150 years there had been no elk in North Carolina.
4. Without all the elk around there were fewer plants for small animals to eat and fewer small animals for big animals to eat.
5. Well 28 elk were reintroduced into the national park.
6. Ever since then researchers have been studying the elk.
7. By studying signals from special collars researchers can tell how the elk are doing.
8. In the very first year of the study 11 baby elk were born.
9. Wow that is wonderful!
10. Yes the researchers are hoping that the natural balance will be restored to the park.

Name _____

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 murkier 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 worse fish.

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

5. It's warmest in this water than over there.

6. That is the best 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 (bright) _____ than before.

9. That boat is the (safe) _____ of all.

10. September is one of the (bad) _____ months for hurricanes.

11. This fish tastes (good) _____ than the other one.

12. You swim (fast) _____ than I do.

Name _____

- 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.

Name _____

- 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.
- For some common two-syllable adjectives, such as *happy* and *healthy*, use the ending *-er* or *-est* instead.

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 happier 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.

Name _____

- **Adjectives** can be used to combine two sentences into one longer sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.
- **Commas** are used to set off many **appositives** from the rest of the sentence.

Combine each pair of sentences. Write the new sentence.

1. A coral reef is made up of tiny animals called coral polyps. A coral reef is a home to millions of living things.

2. Some coral polyps have skeletons that move back and forth in the water. These skeletons are soft.

3. Other coral polyps have skeletons that make up the coral reef. These skeletons are hard.

4. All coral polyps catch food with their tentacles. Tentacles are body parts that look like little arms.

5. Coral polyps eat plankton. Plankton are tiny plants and animals that float in the water.

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

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- 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 is a much _____ rider than most of us.
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 side saddle or western style?

Name _____

- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- 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.

Name _____

- **Adjectives** can be used to combine two sentences into one longer sentence.
- **Participial phrases** can be used to combine two sentences into one longer sentence.
- Use a **comma** after the **participial phrase** when it comes at the beginning of the sentence.

Combine each pair of sentences. Write the new sentence.

1. A gray whale has a brain that is the size of a car's engine. Its brain is large.

2. Gray whales communicate with each other. They use low rumbles and loud clicks.

3. Fluking is when a gray whale raises its tail up in the air and then dives. The tail is wide and flat.

4. A gray whale is breaching. It is leaping out of the water and splashing back in.

5. Gray whales swim north in the early spring. They are headed to their summer homes.

Name _____

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.

Name _____

- **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, or 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.

2. The forty-niners hoped to become rich men. _____
3. I like to read interesting stories about the California Gold Rush.

4. Show your father the treasure map that you found recently.

5. The miner dug deeply into the hole to see if there was gold inside.

6. I do not think that what you found in the river is real gold.

7. On our field trip to the gold mine, our guide led us through a dark tunnel.

8. Matt and Eric were standing by a muddy road. _____
9. Raven always wanted to travel back in time to see how her neighborhood used to look. _____
10. They eagerly waited to join the wagon train to California.

Name _____

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place. These adverbs may describe how completely an action is performed.
- Some adverbs tell *when* an action takes place. These adverbs may describe how often 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. Tomorrow we will visit our local museum of natural history.

3. Were they traveling far in search of gold? _____
4. Did James Marshall first find gold at Sutter's Mill? _____
5. John Sutter, Jr., built a new city nearby along the Sacramento River.

6. We patiently sifted the sand for gold. _____
7. Our uncle examined the rock thoroughly. _____
8. He carelessly threw the stone back in the water. _____
9. That greedy miner looked at them suspiciously. _____
10. We then found the gold. _____

Name _____

- *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. It was a _____ experience to win the game for a second year.
4. The other team also did _____, but we found the pieces faster than they did.
5. Though I didn't feel _____, I helped find the last, hidden treasure piece.
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?

Name _____

- 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. The adverb *well* also tells *how*.

A. 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 carefully and good 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 like rotten eggs. Maybe that's why they call it *fool's gold*!

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Rewrite the above article with the correct adverbs on the lines.

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
 - b. well
 - c. briefly
 - d. quietly
2. Her grandfather traveled _____ to California to search for gold. (how?)
 - a. today
 - b. outside
 - c. bravely
 - d. ahead
3. Her grandfather shouted _____ when he saw a piece of gold in the river. (how?)
 - a. well
 - b. next
 - c. around
 - d. gleefully
4. His shouting was so loud, it could be heard way out _____. (where?)
 - a. there
 - b. first
 - c. often
 - d. silent
5. _____ people came from everywhere to see why her grandfather was shouting. (when?)
 - a. Forcefully
 - b. Wisely
 - c. Eagerly
 - d. Soon
6. _____ he realized that it was just a piece of fool's gold. (when?)
 - a. Unhappily
 - b. Excitedly
 - c. Immediately
 - d. Nearly

Name _____

- 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 compare adverbs that are long or that end in *-ly*.
- Use *more* to compare two actions and *most* to compare more than two actions.

A. Add *-er* or *-est* to each boldfaced adverb to complete the sentences below.

1. **fast** My brother runs _____ than I do.
2. **close** The spaceship traveled _____ to Mars than Venus.
3. **hard** I think she works _____ of any student in the class.

B. Complete each sentence using *more* or *most*.

4. Do you use the computer _____ often at home or at school?
5. Which swimmer started _____ quickly of all?
6. Does Craig or Ana write _____ neatly?

Name _____

- 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.
- To make comparisons using the adverb *well*, use *better* and *best*.
- To make comparisons using the adverb *badly*, use *worse* and *worst*.

A. 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. Harry Cat speedily jumped toward Chester and Tucker Mouse.
Chester jumped the _____ of all into the matchbox.
Chester jumped _____ than Harry Cat.

B. Use *better* or *best* or *worse* or *worst* to replace the underlined adverb in the two sentences that follow.

3. Chester chirps well when he is excited.
Chester chirps _____ when he is scared than when he is tried.
But Chester chirps _____ of all when he is happy.
4. He sings badly when it is very hot.
He sings _____ when he is sick than when he is healthy.
He sings _____ of all when he has a cold.

Name _____

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Capitalize proper nouns and proper adjectives, such as Asia.
- Capitalize the first word in the title of a book or the name of a historical event, as well as each important word after that.
- Capitalize the first word in a quotation that is a full sentence.
- Use a comma to separate three items in a series, as well as before coordinating conjunctions that join compound sentences.

Rewrite each sentence correctly by adding commas and quotation marks where they belong.

Luis: sara, are carpenter ants a type of american ant?

Sara: a book I read, *the world of ants*, says that carpenter ants dig wood!

Luis: yes, after they dig the wood, they live in the caverns they made.

Sara: Three kinds of ants are the queen the males and the workers.

Luis: the other ants take special care of the queen.

Sara: what are those little white things, luis?

Luis: those are lots of eggs but only the queen produces them.

Sara: they must be very strong and some look very big!

Name _____

A. Read the magazine article below and circle six incorrect uses of adverbs.

Last week, a baby bird was lucky found in a nest near school. The winds blew coldly than the bird could stand, so it chirped loud and hid inside the nest. Then a boy and his uncle heard it chirping frantically than it had earlier. It was the tiniest bird they had ever seen.

They kind took the bird to the zoo. Because the workers there are taking good care of it, the bird is doing much more well than before.

B. Rewrite the above article with the correct adverbs on the lines below.

Name _____

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. cute _____
2. curiously _____
3. careful _____
4. soon _____
5. gloomily _____
6. tall _____
7. young _____
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. poor _____
12. heavily _____
13. hard _____
14. sweetly _____
15. sad _____
16. _____

Name _____

- A **negative** is a statement that means “no.” Most statements can be changed to a negative form: *I like chess. I do not like chess.*

Rewrite each sentence by changing it to a negative form.

1. Hakeem wants to study science.

2. He likes to be near dirt and bones.

3. His teacher thought he would pass her class.

4. He is happy when science class begins.

5. Hakeem had seen a piece of amber.

6. His opinion of science has changed.

7. Hakeem does get bored in class now.

8. There is a better way to thank his teacher for what she did.

Name _____

- A **negative** is a word that means “no.”
- Many verbs with *not* can be made into contractions.

Rewrite each sentence by replacing the verb and *not* with a contraction.

1. Imagine if we did not know anything about dinosaurs.

2. What if there was not a place you could go to see their bones?

3. A long time ago, people were not interested in studying dinosaurs.

4. There was not any effort made to keep bones and other items that were found.

5. We did not have ways to know how these animals lived.

6. There were not museums like there are today.

7. Years ago, there was not anyone who wanted to search for dinosaurs.

Name _____

- 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.

Name _____

A. 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.

B. Rewrite the personal essay, correcting the sentences that contain two negatives.

Name _____

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.

Name _____

- 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, before, behind, by, down, during, for, from, in, into, near, of, on, over, to, under, and with.*

Complete each sentence by adding a preposition.

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

Name _____

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

A. Underline the prepositional phrases in the following sentences.

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

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

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

Name _____

- 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.
- Use quotation marks for the titles of short works.

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.

Name _____

Read the interview below. Then rewrite each line by switching the preposition in each 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 crew members 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!"

Name _____

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

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

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

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

Name _____

- Two sentences can be combined by adding a **prepositional phrase** to one sentence.

Combine the pairs of sentences below by adding a prepositional phrase. Then underline the words you added to join the two sentences.

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.

Name _____

Two sentences can be combined by adding a **prepositional phrase** to one sentence. If the prepositional phrase begins the sentence, a comma is often inserted at the end of the phrase.

A. Rewrite the pairs of 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.

3. Ants live like people. They live in social communities.

4. Most ants live and work together. They live under the ground.

5. The queen ant lays eggs. She does this inside the hive.

B. Combine each pair of sentences below. Begin the new sentence with a preposition. Add a comma at the end of the prepositional phrase.

6. Male ants die. They die after mating with the queen.

7. Ant eggs develop into adult ants. They develop after three months.

Name _____

- **Adverbs** can be used to combine two sentences into one longer sentence.
- **Prepositional phrases** can be used to combine two sentences into one longer sentence.

Combine each pair of sentences. Write the new sentence.

1. Eric got a new computer game. The game was about the California Gold Rush.

2. Eric pressed a button, and the boys were standing in the mountains. They got there suddenly.

3. They had traveled to the Gold Rush. They had traveled back in time.

4. Many people came to California during the Gold Rush. They came from all around the world.

5. Many Forty-niners panned gold. They panned tirelessly.

6. Gold dust traveled in the river. It traveled downstream.

Name _____

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. _____

Name _____

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.

