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Introduction

This first book of *Grammar Practice* for first and second grades provides teachers with resources, activities, and ideas aimed at introducing students to the basic elements of grammar. The activity pages can be used as a resource around which to build and develop a classroom program.

Good grammar skills help children improve their expression and give them an appreciation of how the various elements of English are used to convey meaning. With an understanding of the rules, processes, and elements that govern English, children are able to communicate both correctly and effectively.

In the past, lessons in grammar often became irrelevant and meaningless to students because of the tendency to stress the elements rather than focus on the functions of the elements. *Grammar Practice* ensures that the functions of elements such as parts of speech, phrases, and sentences are related to expression in a practical and purposeful way.

*Grammar Practice* is designed to make it as easy as possible to find what you need. Photocopiable work sheets are grouped according to grammatical element, and each of these elements is introduced with a definition and examples for the teacher, followed by a collection of appropriate and motivating teaching strategies.

Also included at the end of this book are review work sheets which cover both of the two main sections—"Parts of Speech" and "Composition." All the review activities are directly related to the preceding lessons. Finally, there is an answer key that is included to make the use of the *Grammar Practice* work sheets easier and more efficient. With the three books in *Grammar Practice*, teachers can create an individual and comprehensive grammar program for their students.
How to Use This Book

The *Grammar Practice* series aims to improve children's ability to
• use language effectively in their own writing,
• use language accurately in their own writing,
• read critically the writing of others.

With this in mind, the books have been designed to make it easy for teachers to find the following:

**The grammatical elements to teach at each level**
• Refer to the overview provided by the assessment checklist.
• Read the background information to find the terminology and depth of treatment appropriate.

**Concise background information about each grammatical element**
• This is located in the introduction to each grammatical element.

**Practical strategies showing how to teach each grammatical element**
• Use clever activities as starting points to introduce a grammatical element and capture children's interest.
• Use other proven strategies to explicitly teach or model a grammatical element.
• Use games for reinforcement.

**Blackline master (BLM) work sheets to reinforce learning**
• They are a comprehensive resource around which to build a program.

**Systematic teaching**

Children need a solid general framework of grammatical understanding and skills to support their learning across the curriculum. To provide this framework, you may want to teach certain grammatical elements in a systematic way. The assessment checklists provided in each level of *Grammar Practice* indicate the grammatical elements that students should understand by the end of each level. The checklists can be used to program your systematic teaching and to record children's achievements.

For example, using the Assessment Checklist in this book, you can coordinate the “question, statement, exclamation, command” section under “Sentences” with the “question marks,” “exclamation marks,” and “quotation marks” sections under “Punctuation.” Numerous ideas for lessons covering both sentences and end punctuation are in Teaching Strategies, and BLM work sheets for end punctuation are available for you to use with your students.
Incidental teaching

Incidental teaching is an important strategy to use to help students build on prior learning and develop their understanding of grammar in context. A grammar lesson might, therefore, stem from the context of different texts children are reading and writing or from the need to deal with a specific problem individual children or groups of children are experiencing in their own writing. To teach at this point of need, simply dip into Grammar Practice and find the appropriate information, strategies, or work sheets for your children.

For example, if a significant number of your students seem to be having difficulty with the correct use of pronouns, you can go directly to the “Pronouns” section of this book. Several ideas for pronouns lessons are in Teaching Strategies, and BLM pronouns work sheets are available for you to use with your students.

Assessment

To be successful, any grammar program must be accompanied by regular assessment. The methods used may differ from teacher to teacher but should encompass basic points.

For each student, assessment should accomplish the following:

(a) record clearly the progress being made;
(b) indicate the future steps being planned for reinforcement and extension;
(c) indicate specific areas of difficulty and possible remediation;
(d) use various strategies to determine whether an outcome has been achieved;
(e) be a relevant and careful measurement of the stage of grammar development;
(f) provide clear and precise suggestions to parents as to how they may best assist at home;
(g) provide clear and precise information to teachers.
# Assessment Checklist

Name ________________________________

## Parts of Speech
**Identifies and uses correctly**
- nouns as naming words
- proper nouns
- action verbs
- thinking and feeling verbs
- simple past, present, and future tenses
- adjectives as describing words
- adverbs to tell when, where, why, and how
- articles *a*, *an*, and *the*
- prepositions as place words
- personal and possessive pronouns
- conjunctions to link ideas

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

## Sentences
**Identifies and writes**
- correct word order in a sentence
- question, statement, exclamation, command
- phrases and clauses
- simple, compound, and complex sentences

## Punctuation
**Uses**
- space between words
- capital letters, periods

**Experiments with**
- question marks
- exclamation marks
- commas
- quotation marks

## Comments
**Areas of strength**

**Areas of difficulty**

Steps being undertaken to reinforce areas of difficulty or extend grammar skills

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Parts of Speech

Every name is called a **noun**,
As fence and flower, street and town;

In place of noun the **pronoun** stands,
As he and she can raise their hands;

The **adjective** describes a thing,
As magic wand and twisted string;

The **verb** means action, something done—
To read and write, to jump and run;

How things are done the **adverbs** tell,
As quickly, slowly, badly, well;

The **preposition** shows the place,
As in the street or at the base;

**Conjunctions** join, in many ways,
Sentences, words, or phrase and phrase.
Nouns

Introduction

First and second grade students should be made familiar with the following functions of a noun.

(a) Nouns are the names of things around us. Nouns that are used to name general things (rather than a particular person or thing) are called common nouns.
   Examples: dog, table, car, bottle

(b) Some nouns are the names of particular or special people or things. These are called proper nouns and are written with a capital letter at the beginning.
   Examples: Katy, Ben, October, United States, North Carolina, Christopher Columbus

(c) Some nouns are the names we use for collections of things. These are called collective nouns.
   Examples: flock of birds, herd of cattle, bunch of grapes

(d) Nouns have number. They can mean one thing or more than one thing.
   Examples: one bird, two birds, the dog, the dogs

Children should also be introduced to the relationship of nouns to words such as verbs (words that tell what the noun is doing), adjectives (words that describe the noun), and pronouns (words that take the places of nouns).

Teaching Strategies

Where’s the thing?

Have children come to understand the function of a noun by asking them to bring you items which you refer to only as “things.”
Mark, please bring me the thing from the table. . . . No! No! I want the other thing. The ensuing confusion will soon have children asking you questions. Through guided discussion you can show them the importance of everything having a name so that we can communicate our thoughts clearly.

Mystery bag

Fill a cloth bag with a variety of small objects. Have children guess the names of items that they think you have hidden in it. You may want to write their guesses on the chalkboard. After awhile, have them feel the bag to see if they can identify any objects. Write the names of the things they have identified on the chalkboard.
Nouns (cont.)

Name quiz
Conduct a name quiz by giving children clues about a certain object and having them guess what it is.
*I am a book. I have lots of words in me. My name begins with d.*
*I tell you what words mean. (dictionary)*

Listing
Challenge children to write or say, in a set time, a set number of nouns in a certain category.
*Name ten types of birds. (sparrow, dove, emu . . .)*
*Name ten children in this grade. (Chan, Mike, Sally . . .)*

Alphabet game
Choose a letter of the alphabet and challenge children to write the names of as many things as they can that begin with that letter. This can be played as a circle game, with each successive child in the circle adding a new name.
*s—snake, stove, sky, sandal . . .*

Cloze exercises
These are excellent for the study of nouns in context. They are best made up by the class teacher and do not need to be long or complex. Correct children’s efforts through class discussion.
*Mike rode his ____________ to school today. It has two ____________ . The ____________ is so high that Mike can hardly touch the pedals.*

Noun cutouts
Allow children to search through newspapers and magazines, cutting out pictures of things they like or don’t like. Then have them paste the pictures on a sheet, grouped under the headings “Things I Like” and “Things I Don’t Like.” Finally, have them write the name of each thing underneath its picture.
# Word Bank

## Nouns

### Common Nouns

<table>
<thead>
<tr>
<th>ant</th>
<th>cup</th>
<th>hut</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td>dad</td>
<td>jet</td>
<td>peg</td>
</tr>
<tr>
<td>bed</td>
<td>day</td>
<td>jug</td>
<td>pen</td>
</tr>
<tr>
<td>box</td>
<td>dog</td>
<td>leg</td>
<td>pet</td>
</tr>
<tr>
<td>boy</td>
<td>egg</td>
<td>lip</td>
<td>pig</td>
</tr>
<tr>
<td>bug</td>
<td>fan</td>
<td>log</td>
<td>pup</td>
</tr>
<tr>
<td>bun</td>
<td>fig</td>
<td>man</td>
<td>rat</td>
</tr>
<tr>
<td>bus</td>
<td>fin</td>
<td>map</td>
<td>rib</td>
</tr>
<tr>
<td>can</td>
<td>fog</td>
<td>mat</td>
<td>rod</td>
</tr>
<tr>
<td>cap</td>
<td>fox</td>
<td>men</td>
<td>sun</td>
</tr>
<tr>
<td>cat</td>
<td>gas</td>
<td>mom</td>
<td>tap</td>
</tr>
<tr>
<td>cog</td>
<td>hat</td>
<td>mud</td>
<td>vet</td>
</tr>
<tr>
<td>cot</td>
<td>ham</td>
<td>net</td>
<td>war</td>
</tr>
<tr>
<td>cow</td>
<td>hen</td>
<td>nut</td>
<td>wig</td>
</tr>
</tbody>
</table>

### Proper Nouns

<table>
<thead>
<tr>
<th>Ben</th>
<th>Sunday</th>
<th>Thursday</th>
<th>Los Angeles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Placid</td>
<td>Monday</td>
<td>Friday</td>
<td>New York</td>
</tr>
<tr>
<td>Lisa</td>
<td>Tuesday</td>
<td>Saturday</td>
<td>Bambi</td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>Wednesday</td>
<td>December</td>
<td>Mars</td>
</tr>
</tbody>
</table>

### Collective Nouns

<table>
<thead>
<tr>
<th>bunch</th>
<th>pod</th>
<th>jury</th>
<th>crowd</th>
</tr>
</thead>
<tbody>
<tr>
<td>herd</td>
<td>school</td>
<td>team</td>
<td>class</td>
</tr>
<tr>
<td>flock</td>
<td>litter</td>
<td>crew</td>
<td>family</td>
</tr>
</tbody>
</table>
Common Nouns

Nouns are the names of things around us.
Fill in the missing letters to complete the names.

- ey __

- whisk __

- __ ose

- __ eg

- __ ater

- _ ubble

- _ in

- _ ish

- __ ail
Common Nouns

Nouns are the names of things around us.
Fill in the missing letters to complete the names.

___ og

ea___

___ack

le___

___ye

___ongue

___outh

___aw
Common Nouns

Nouns are the names of things around us. Write the correct animal name in each space.

- tiger
- giraffe
- camel
- mouse
- horse
- zebra

a. A ____________ has a hump.
b. A ____________ eats cheese.
c. A ____________ has a very long neck.
d. A ____________ has black and yellow stripes.
e. A ____________ has black and white stripes.
f. We can ride a ____________.
Common Nouns

Nouns are the names of things around us.
Color the boxes that contain the names of things you can see in the picture.

<table>
<thead>
<tr>
<th>window</th>
<th>donkey</th>
<th>broom</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>bus</td>
<td>bucket</td>
</tr>
<tr>
<td>train</td>
<td>box</td>
<td>flower</td>
</tr>
<tr>
<td>car</td>
<td>truck</td>
<td>bicycle</td>
</tr>
<tr>
<td>bug</td>
<td>crab</td>
<td>table</td>
</tr>
</tbody>
</table>

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Common Nouns

Nouns are the names of things around us.

1. Color farm animals red.
   Color zoo animals blue.

2. Color the names of things that have legs.

<table>
<thead>
<tr>
<th>truck</th>
<th>girl</th>
<th>bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>car</td>
<td>tiger</td>
</tr>
<tr>
<td>table</td>
<td>man</td>
<td>bug</td>
</tr>
<tr>
<td>boat</td>
<td>bike</td>
<td>chair</td>
</tr>
</tbody>
</table>
Common Nouns

Nouns are the names of things around us. Use a name from the box to solve each puzzle.

-**egg**
  - I have horns.
  - I eat grass.
  - I give milk.
  - I am a ________.

-**car**
  - Birds lay me.
  - I am yellow and white inside.
  - I am an ________.

-**star**
  - I am high up in the sky.
  - I twinkle at night.
  - I am a ________.

-**cow**
  - I have wheels and doors.
  - Inside I have seats.
  - I take people places.
  - I am a ________.
Common Nouns

Name ___________________________ Grammar BLM 7

Nouns are the names of things around us.
Find the name for each picture. Write it on the line.

<table>
<thead>
<tr>
<th>b</th>
<th>o</th>
<th>o</th>
<th>k</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>e</td>
<td>n</td>
<td>t</td>
<td>o</td>
</tr>
<tr>
<td>s</td>
<td>h</td>
<td>i</td>
<td>p</td>
<td>x</td>
</tr>
<tr>
<td>c</td>
<td>r</td>
<td>i</td>
<td>n</td>
<td>g</td>
</tr>
<tr>
<td>o</td>
<td>b</td>
<td>a</td>
<td>b</td>
<td>y</td>
</tr>
<tr>
<td>w</td>
<td>d</td>
<td>u</td>
<td>c</td>
<td>k</td>
</tr>
</tbody>
</table>

[Images of various objects]

__________  __________

__________  __________

__________  __________

__________  __________

__________  __________
Common Nouns

Nouns are the names of things around us.
Complete each set of nouns (names) with one of these words.

eagle  apple  ant  star  mother
sofa  lamb  shovel

a. grasshopper, bee, wasp, ________
b. moon, sun, comet, ________
c. cherry, grape, pear, ________
d. robin, blackbird, crow, ________
e. hoe, fork, rake, ________
f. puppy, calf, kitten, ________
g. bed, chair, table, ________
h. father, sister, brother, ________

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Proper Nouns

Name ___________________________ Grammar BLM 9

Proper nouns are names of special people, places, or things. They always start with a capital letter.

Add a word from the box to complete each sentence.

December Tuesday Joanne
New York City Terry Spot

a. My best friend at school is a girl called

___________________________.

b. My birthday is next___________________________.

c. Christmas is in _____________________________.

d. My small black and white dog is called

___________________________.

e. My dad’s name is _____________________________.

f. A large city in the United States is called

___________________________.

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Proper Nouns

Proper nouns are names of special people, places, or things. They always start with a capital letter.

Fill in the blank space. The proper nouns in the stars will help you.

- a. The second day of the week is ________________.
- b. The day before Thursday is ________________.
- c. The day after Wednesday is ________________.
- d. The first day of the week is ________________.
- e. The two days that make up the weekend are ________________ and ________________.
Collective nouns name a collection of people or things. Choose a collective noun to name each drawing.

forest   bunch   swarm   herd
flock    litter  team   fleet

a. a _________ of bees
b. a _________ of birds
c. a _________ of grapes
d. a _________ of elephants
e. a _________ of ships
f. a _________ of soccer players
g. a _________ of puppies
h. a _________ of trees
Singular and Plural Nouns

Nouns can be singular (one) or plural (more than one). Look at the pictures. Fill in the missing words.

a. one cow
   two ______________________

b. one book
   three ______________________

c. one dog
   two ______________________

d. one chair
   two ______________________

e. one ring
   two ______________________

f. one tree
   three ______________________

g. one ______________________
   five cats

h. one ______________________
   three flowers

i. one ______________________
   two horses
Singular and Plural Nouns

Name ___________________________ Grammar BLM 13

Nouns can be singular (one) or plural (more than one). Write the correct word in each space.

<table>
<thead>
<tr>
<th>goose</th>
<th>geese</th>
<th>man</th>
<th>men</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>feet</td>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
<td>child</td>
<td>children</td>
</tr>
</tbody>
</table>

a. two _______________________

b. one _______________________

c. three _______________________

d. two _______________________

e. one _______________________

f. two _______________________

#3620 Grammar Practice—Grades 1–2 24 © Teacher Created Resources, Inc.
Introduction

Through informal activities and class discussion, first and second grade students should come to understand that a verb is a word that expresses an action. Children at this age might find it more accessible to use everyday terminology, such as doing words or action words.

Children need to develop an awareness of the following types of verbs and their uses.

(a) **Doing verbs** are words that express a concrete action. They are common in spoken language and in the writing of young children.

   Examples: *work, run, sit, eat, jump*

(b) **Saying verbs** express a spoken action.

   Examples: *talk, tell, said, suggested, yelled*

(c) Some verbs do not express a concrete action—they express actions that happen mentally, such as feelings, ideas, thoughts, or attitudes. These can be called **thinking and feeling verbs**. They are common in arguments, narratives, and descriptions (but not scientific descriptions, which are objective).

   Examples: *I like Sam. I understand. Katy believed the story.*

   *I see the rabbit. I think people should recycle.*

(d) Some verbs tell us about what things are and what they have. These are **being and having verbs**. They are common in all kinds of descriptions.

   Examples: *Ben is a good swimmer. Ali has the answer. They are here.*

   *(Is, are, has, and have can also act as auxiliary or helping verbs for doing, thinking, and feeling verbs. Example: Ben is swimming.)*

A verb is the key around which a sentence is built, and children need to be shown the importance of choosing the most expressive verb when speaking or writing.

At this level, children should also be given constant informal practice in the correct use of certain verbs which are often misused.

Examples:

- *went—gone*
- *seen—saw*
- *did—done*
- *came—come*
- *was—were*

- *may—can*
- *swim—swam*
- *broke—broken*
- *learn—teach*
- *sing—sung*
Teaching Strategies

Get active
Call for volunteers to perform certain actions and then describe what they are doing. Write what they say on the chalkboard and have other children underline the word(s) that expresses the action.

*I am jumping on the spot.
*I am hitting the door.

Mime time
Have selected children mime certain actions and challenge the rest of the class to guess what they are doing. Write the guesses on the chalkboard and have children underline the words that express the actions.

*Are you sweeping the floor?
*Are you milking a cow?

Verb list
Provide children with a suitable noun and then have them add a number of verbs saying what that noun does.

*A snake bites and hisses.
*A horse gallops and neighs.

Vague verbs
Have students suggest more descriptive synonyms for certain verbs such as *walk*. Make lists to post in the classroom so students can refer to them while they are studying verbs and composing sentences.

<table>
<thead>
<tr>
<th>walk</th>
<th>run</th>
<th>say</th>
</tr>
</thead>
<tbody>
<tr>
<td>stroll</td>
<td>trot</td>
<td>exclaim</td>
</tr>
<tr>
<td>limp</td>
<td>race</td>
<td>whisper</td>
</tr>
<tr>
<td>shuffle</td>
<td>lope</td>
<td>snarl</td>
</tr>
</tbody>
</table>

Correct it
Tell children a sentence with an incorrect use of a verb. Have them orally correct it.

*The boys have went.*  
*The boys have gone.*
*Can I get a drink, please?*  
*May I get a drink, please?*
Verb match
Create two sets of labels—one set with names written on them, the other with matching verbs. Attach the labels to the chalkboard and have children sort them into matching pairs.

- dogs - bark
- cats - purr
- elephants - trumpet
- frogs - croak

Picture search
Have children search through old magazines and newspapers to find pictures in which an action is taking place. Then have them paste the chosen pictures on a large sheet of paper and beside each picture write a sentence describing the action.

*The lady is driving the car.*
*The man is hitting the golf ball.*

I can
Ask children to demonstrate what they can do, describing it aloud as they do it.
*I can hop.*
*I can jump.*
*I can read.*
### Word Bank

| Verbs |
|---|---|---|---|
| add | fly | pat | play |
| am | get | play | put |
| are | go | put | ran |
| ask | goes | ran | ride |
| be | going | rub | run |
| bit | got | run | sat |
| bite | had | saw | see |
| bump | has | see | sing |
| call | have | sing | sip |
| can | hear | sit | sit |
| come | hid | stop | stop |
| cry | hit | tell | tell |
| cut | hop | take | take |
| did | hug | use | use |
| do | is | walk | walk |
| does | jog | want | want |
| done | jump | was | was |
| eat | keep | went | went |
| fall | let | were | were |
| fed | look | wish | wish |
| feed | met | woke | woke |
| feel | mix | | |
| fell | mop | | |
| find | nip | | |
Verbs are doing words or action words.
Fill in the missing letters to complete the doing words.

I can ____ op.  I can ____ un.

I can ____ ow.  I can ____ ide.

I can ____ leep.  I can ____ ance.

I can ____ ly.  I can ____ ish.
Nouns and Verbs

Nouns are the names of things around us.
Verbs are doing words or action words.
Look at the pictures and names. Then answer the questions.

clock
   a. What swims? __________

fish
   b. What quacks? __________

dog
   c. What sails? __________

horse
   d. What falls? __________

duck
   e. What trots? __________

rain
   f. What ticks? __________

boat
   g. What barks? __________
Nouns and Verbs

Name ____________________________ Grammar BLM 16

Nouns are the names of things around us. Verbs are doing words or action words.
Add a verb from the first box and a noun from the second box to complete each sentence. The first one has been done for you.

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
</tr>
<tr>
<td>read</td>
</tr>
<tr>
<td>cut</td>
</tr>
<tr>
<td>kick</td>
</tr>
<tr>
<td>boil</td>
</tr>
<tr>
<td>wear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
</tr>
<tr>
<td>bread</td>
</tr>
<tr>
<td>coat</td>
</tr>
<tr>
<td>sandcastle</td>
</tr>
<tr>
<td>ball</td>
</tr>
<tr>
<td>book</td>
</tr>
</tbody>
</table>

a. Ian can ____kick____ a ____ball____ over the fence.

b. Sally can ________ a _________ about dinosaurs.

c. Joanne can ________ some _________ in a pot.

d. I like to ________ a _________ on a cold day.

e. Kathy can ________ a _________ at the beach.

f. Mike can ________ the _________ with a knife.
Nouns and Verbs

Name ___________________________ Grammar BLM 17

Nouns are the names of things around us.
Verbs are doing words or action words.

Look at each sentence. Find the noun (naming word) and write it in the box. Find the verb (doing word) and write it in the box.

a. The sun shines.
b. The fish swims.
c. The wind blows.
d. A duck quacks.
e. The rain falls.
f. A horse trots.

<table>
<thead>
<tr>
<th>Noun (naming word)</th>
<th>Verb (doing word)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nouns are the names of things around us.
Verbs are doing words or action words.
Find the correct verb for each sentence. Write it on the line.

<table>
<thead>
<tr>
<th>h</th>
<th>b</th>
<th>a</th>
<th>r</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>f</td>
<td>l</td>
<td>y</td>
<td>r</td>
</tr>
<tr>
<td>p</td>
<td>c</td>
<td>r</td>
<td>y</td>
<td>i</td>
</tr>
<tr>
<td>s</td>
<td>w</td>
<td>i</td>
<td>m</td>
<td>n</td>
</tr>
<tr>
<td>t</td>
<td>i</td>
<td>c</td>
<td>k</td>
<td>g</td>
</tr>
</tbody>
</table>

a. A bird can ____________.
b. A dog can ____________.
c. A frog can ____________.
d. A baby can ____________.
e. A fish can ____________.
f. A bell can ____________.
g. A clock can ____________.
Verbs are doing words or action words.

1. Color the verbs (action words) that each noun (naming word) can do. The first one has been done for you.

<table>
<thead>
<tr>
<th>Noun (naming word)</th>
<th>Verbs (action words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>skip, eat, fly, kick</td>
</tr>
<tr>
<td>snake</td>
<td>slither, read, bite, hiss</td>
</tr>
<tr>
<td>chicken</td>
<td>drink, eat, shoot, scratch</td>
</tr>
<tr>
<td>fish</td>
<td>swim, eat, breathe, grow</td>
</tr>
<tr>
<td>dog</td>
<td>talk, eat, bark, play</td>
</tr>
<tr>
<td>horse</td>
<td>gallop, grow, eat, fly</td>
</tr>
<tr>
<td>duck</td>
<td>swim, fly, quack, bark</td>
</tr>
<tr>
<td>fire</td>
<td>burn, heat, cook, wash</td>
</tr>
<tr>
<td>wheel</td>
<td>sing, spin, turn, roll</td>
</tr>
</tbody>
</table>

2. Color the ones you can do.

<table>
<thead>
<tr>
<th>Eating</th>
<th>Pushing</th>
<th>Scratching</th>
<th>Buzzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleeping</td>
<td>playing</td>
<td>growing</td>
<td>reading</td>
</tr>
<tr>
<td>flying</td>
<td>barking</td>
<td>swimming</td>
<td>quacking</td>
</tr>
</tbody>
</table>

3. Write a sentence saying what you like doing best of all.

I like ________________________________

______________________________
Verbs are doing words or action words. Tell what is happening in these pictures. Use action words.

a. The boy sits. He is ________________.

b. The girl throws. She is ________________.

c. The clown stands. He is ________________.

d. The rain is falling. The rain ________________.

e. The bird is flying. The bird ________________.

f. Cuddles growls. He is ________________.
Verbs are doing words or action words.
Find the correct verb for each sentence. Write it on the line.

<table>
<thead>
<tr>
<th>s</th>
<th>w</th>
<th>a</th>
<th>m</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>a</td>
<td>t</td>
<td>e</td>
<td>i</td>
</tr>
<tr>
<td>a</td>
<td>c</td>
<td>r</td>
<td>y</td>
<td>c</td>
</tr>
<tr>
<td>s</td>
<td>s</td>
<td>a</td>
<td>w</td>
<td>k</td>
</tr>
<tr>
<td>h</td>
<td>h</td>
<td>o</td>
<td>p</td>
<td>e</td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>l</td>
<td>d</td>
<td>d</td>
</tr>
</tbody>
</table>

a. The teacher ________ us a story about snakes.
b. The baby will ________ because it is hungry.
c. I ________ her take the pencils.
d. Billy ________ across the river.
e. The cat ________ its fur.
f. Mike will ________ the dog.
g. The kangaroo will ________ the dog.
h. I ________ a pie for lunch.
Verbs are doing words or action words.

Read the story. Put the correct verbs in the spaces.

brushed  washed  ate  put
jumped  said  went  watch

After he ____________ his dinner, Billy went to the

bathroom and ____________ his hands and ____________

his teeth. He then ____________ on his pajamas and

___________ into the family room to ____________

television. When it was eight o’clock, he ____________

goodnight to his mother and then ____________ into his bed.
Verbs are doing words or action words.
Find the correct verb for each sentence. Write it on the line.

| o | p | e | n | e |
| b | a | k | e | a |
| t | e | l | l | t |
| m | a | k | e | s |
| w | a | s | h | e |
| p | e | e | l | t |

a. We can ________________ dirty hands.
b. We can ________________ a table.
c. We can ________________ a cake.
d. We can ________________ a meal.
e. We can ________________ a door.
f. We can ________________ a story.
g. We can ________________ a bed.
h. We can ________________ an orange.
Verbs are doing words or action words.
Add a verb to each line to make a proper sentence. The first one has been done for you.

a. Lisa the ball
   Lisa kicked the ball.

b. The dog at me

c. Our teacher us a story

d. The train at the station

e. The puppy the bone

f. The kangaroo over the fence

g. Sally the bell for play

h. The bird into the tree
We use *is* when we are talking about one person or thing. We use *are* when we are talking about two or more people or things.

Use the verb *is* or the verb *are* to complete each sentence.

a. A rose ________ a flower.

b. The tigers ________ in the jungle.

c. These cakes ________ stale.

d. Elephants ________ large animals.

e. The door ________ open.

f. The dog ________ chewing a bone.

g. The girls ________ playing softball.

h. The kitten ________ playing.

i. Sam and Joe ________ jumping the fence.

j. A lady ________ mowing the lawn.
We use was when we are talking about one person or thing. We use were when we are talking about two or more people or things.

Use the verb was or the verb were to complete each sentence.

a. The horse ________ in the stable.
b. The train ________ late.
c. The windows ________ shut.
d. The apple ________ ripe.
e. The socks ________ dirty.
f. The children ________ sweeping the path.
g. The stars ________ shining last night.
h. She ________ riding the bike.
i. The girl ________ playing badminton.
j. The dogs ________ chasing the cat.
Doing verbs are words that express an action you can see.

1. Are you able to see the actions that these sentences are about? Circle the doing verb in each one.
   
a. I ran to the park.
   
b. My sister sat on the swing.
   
c. Ian jumped over the fence.
   
d. We ate our lunch.
   
e. We walked home.
   
f. Next time, I rode my bike.

2. On the lines below, tell how you got to school today. Use as many doing verbs as you can.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Thinking and Feeling Verbs

Some verbs do not express an action you can see—they express actions that happen mentally, such as feelings and thoughts. These can be called thinking and feeling verbs.

1. Circle the thinking or feeling verb in each sentence.
   a. I like the park.
   b. My sister saw the dog.
   c. Ian thought about his birthday party.
   d. Next time, I believed him.
   e. We hated the walk home.
   f. I think often about that movie.

2. On the lines below, write an argument to convince your parents to take you to the park. Use as many thinking and feeling verbs as you can.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Present Tense Verbs

Verbs can show that the action is taking place now. This is called present tense.

1. Use a verb from the box to complete each sentence in the present tense.

   barks  hits  sweeps
   grow    swims  sits

   a. Mike ________ the ball.
   b. My dog ________ .
   c. Sally ________ in a big chair.
   d. Joanne ________ the floor.
   e. Tomatoes ________ in our garden.
   f. Ben ________ in the race.

2. Choose the correct word to complete each sentence in the present tense.

   a. She ________ an ice cream. (buys, bought)
   b. Mike ________ seeds in his garden. (plants, planted)
   c. The cat ________ me. (scratches, scratched)
   d. You ________ higher than I do. (jump, jumped)
Past Tense Verbs

Verbs can show that the action has taken place in the past. This is called past tense.

1. Use a verb from the box to complete each sentence in the past tense.

   helped  played  dug  broke  ate  dropped

   a. We _______________ football last Saturday.
   b. I _______________ my leg when I fell over.
   c. Colin _______________ a hamburger for lunch.
   d. The glass broke when I _______________ it.
   e. Sally _______________ a hole to bury the leaves.
   f. I _______________ my mother lift the heavy table.

2. Choose the correct word to complete each sentence in the past tense.

   a. It _______________ all day. (rains, rained)
   b. The lamp _______________ onto the floor. (fell, falls)
   c. We _______________ to the beach. (drove, drive)
   d. The dog _______________ my brother. (bites, bit)
Future Tense Verbs

Name ___________________________ Grammar BLM 31

Verbs can show that the action will take place in the future. This is called future tense.

1. Use a verb from the box to complete each sentence in the future tense. Future tense uses will before the main verb.

   | catch  | bite  | come | eat  | begin | break |

   a. We will _________ our lunch after the bell rings.
   b. The dog will _________ you if you tease it.
   c. The glass will _________ if you drop it.
   d. Mike will _________ after he finishes his homework.
   e. We will _________ lots of fish tomorrow.
   f. The concert will _________ very soon.

2. Choose the correct word to complete each sentence in the future tense.

   a. I will _________ in this room. (hid, hide)
   b. We will _________ shortly. (go, went)
   c. Sam will _________ lift the boxes. (help, helped)
   d. Mike will _________ the race easily. (win, won)
Adjectives

Introduction

Adjectives are words that tell us more about nouns or pronouns by describing them, adding detail, or refining their meanings. First and second grade students can refer to adjectives as describing words.

By using adjectives, we can add meaning and interest to sentences.

Examples: The kind girl showed the old lady the way.
          The savage dog chased the frightened boy.
          The playful dog chased the laughing boy.
          The rude girl shoved the disabled lady.

Children should be encouraged to think about the adjectives they choose and to steer away from adjectives that have become meaningless through overuse, such as “nice” and “good.”

Examples: It was a nice day. It was a sunny day.
          That was a good story. That was an exciting story.

Like “nice” and “good,” these are also considered overused adjectives that should be replaced with more exact choices: fine, grand, funny, awful, lovely, terrible, crazy, adorable, sweet, cool, cute.

Teaching Strategies

Describe the picture

Display a large poster to the class. Have children orally describe the different objects and people featured in the picture.

What color is the bird? The bird is yellow.
What type of tree is it? It is a big, shady tree.
What colors are the flowers? They are purple and red.

Character words

After reading a story to children, ask them to provide describing words for the characters.

What kind of person was Cinderella?
What words could we use to describe the ugly stepsisters?
What adjectives will help paint a picture of the prince?
Describe the noun
Have children suggest adjectives to describe nouns you have written on the chalkboard. Children could work in groups to compile lists of adjectives and then compare their lists with those of another group.

dog savage, big, friendly, black, loyal...
teacher
car
pupil
bike

Follow the instructions
Give children a piece of paper and have them follow your instructions to draw a noun modified by an adjective.

Draw a fat pig.
Draw a tall boy.
Draw a yellow roof.
Draw a happy girl.
Draw a fast boat.

Oral adjectives
Challenge children to orally supply adjectives for nouns you have written on the chalkboard.

A teacher should be ________ and ________.
A football player should be ________ and ________.

Opposites
Have children supply the opposite of an adjective you have given in a sentence.

An elephant is large but a mouse is . . .
A fire is hot but ice is . . .

A nice challenge
Challenge children to create lists of adjectives that are more meaningful than “nice” or “good.” These could be displayed around the classroom for future reference.

a nice day a sunny day, an enjoyable day . . .
a good dog a loyal dog, an obedient dog . . .
<table>
<thead>
<tr>
<th>WORD BANK</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>dry</td>
</tr>
<tr>
<td>all</td>
<td>every</td>
</tr>
<tr>
<td>an</td>
<td>fat</td>
</tr>
<tr>
<td>any</td>
<td>fit</td>
</tr>
<tr>
<td>bad</td>
<td>good</td>
</tr>
<tr>
<td>bent</td>
<td>green</td>
</tr>
<tr>
<td>best</td>
<td>hot</td>
</tr>
<tr>
<td>big</td>
<td>kind</td>
</tr>
<tr>
<td>black</td>
<td>lazy</td>
</tr>
<tr>
<td>brown</td>
<td>little</td>
</tr>
<tr>
<td>cool</td>
<td>new</td>
</tr>
<tr>
<td>deep</td>
<td>no</td>
</tr>
<tr>
<td>dirty</td>
<td>old</td>
</tr>
</tbody>
</table>
Adjectives are describing words. They are used to describe nouns (naming words).

Circle the adjective that best describes the underlined noun.

a. A canary is (yellow, black) and white.
b. A pig can be (fat, dry).
c. Grass is usually (green, clean).
d. A circle is always (square, round).
e. A ripe apple is sometimes (red, blue).

f. Feathers are usually (left, soft).
g. An elephant is a very (strong, long) animal.
h. A savage tiger is (wild, mild).
i. Clowns are usually (angry, funny).
j. A crow is (black, pink).
Adjectives are describing words. They are used to describe nouns (naming words).

Underline the nouns. Circle the adjectives. Then color the picture.

a. The grass is green.
b. The flowers are red.
c. The horse is black.
d. The house is brown.
e. The pond is blue.
f. The ducks are yellow.
Adjectives are describing words. They are used to describe nouns (naming words).

Underline the nouns. Circle the adjectives. (Articles [a, an, the] are adjectives.) Then follow the instructions to draw the picture.

a. Draw two trees on a hill.
b. Draw a big bird in one tree.
c. Draw a long tail on the big bird.
d. Draw a small lizard under the second tree.
e. Draw a black ant on the small lizard’s nose.
Adjectives are describing words. They are used to describe nouns (naming words).

Use a word from the box to complete each sentence.

low  high  big  small  hot  cold

a. The elephant is ____________.

b. The fire is ____________.

c. The teapot is ____________.

The mouse is ____________.
The icy treat is ____________.
The girl is ____________.
Adjectives are describing words. They are used to describe nouns (naming words).

1. Color the adjectives (describing words) that can describe each of the nouns (naming words). The first one has been done for you.

<table>
<thead>
<tr>
<th>Noun (naming word)</th>
<th>Adjectives (describing words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>ripe</td>
</tr>
<tr>
<td>girl</td>
<td>deep</td>
</tr>
<tr>
<td>knife</td>
<td>sharp</td>
</tr>
<tr>
<td>pillow</td>
<td>healthy</td>
</tr>
<tr>
<td>dress</td>
<td>pretty</td>
</tr>
<tr>
<td>pig</td>
<td>square</td>
</tr>
<tr>
<td>door</td>
<td>blunt</td>
</tr>
<tr>
<td>grass</td>
<td>green</td>
</tr>
</tbody>
</table>

2. Circle the adjectives. Then write yes or no after each sentence.

a. A mouse can jump over a high wall.  ____________

b. An ant has fifteen legs.  ____________

c. The earth’s moon is made of blue cheese.  ____________

d. A dirty, wrinkled jumper needs washing.  ____________
Adjectives are describing words. They are used to describe nouns (naming words).

Add adjectives in the spaces below. Then draw pictures to match your descriptions.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a _______ _______ apple</td>
<td>a _______ _______ house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c.</th>
<th>d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a _______ _______ pencil</td>
<td>a _______ _______ tree</td>
</tr>
</tbody>
</table>
Adjectives are describing words. They are used to describe nouns (naming words).

1. Choose an adjective from the box to fill each space.

ripe  tiny  large  greedy  tall  deep

One day a __________ elephant met a __________ mouse near a __________ river. The mouse was eating a __________ banana it had found under a __________ tree. The __________ elephant stole the banana from the mouse.

2. Think of a better adjective to replace “nice” in each space.

a. a nice shape
   a ________________ shape

b. a nice dress
   a ________________ dress

c. a nice table
   a ________________ table

d. a nice day
   a ________________ day
Adjectives are describing words. They are used to describe nouns (naming words).

1. The words in the box are jumbled. Rearrange the letters to make adjectives to fill the spaces below.

   itewh      wto      eepd      enw      tfos

   a. A zebra has black and ___________ stripes.
   b. A shallow pool is not ____________.
   c. There are ____________ dogs in the kennel.
   d. Rock is hard, but wool is ____________.
   e. Have you seen their ____________ car?

2. Choose an adjective that has a similar meaning to the underlined adjective in each sentence.

   damp      warm      tiny      fast      big

   a. This is a small mouse. This is a __________ mouse.
   b. The sun is hot. The sun is ______________.
   c. This shirt is wet. This shirt is ______________.
   d. Tom is quick. Tom is ______________.
   e. This table is large. This table is ______________.
Adverbs

Introduction

An adverb is a word that adds meaning to a verb, an adjective, or another adverb. It tells when, where, or how. First and second grade students can refer to adverbs as when, where, or how words.

Examples: We went to the movies yesterday. (when)
Put it over there. (where)
The dog barked loudly. (how)

Adverbs help us add important detail to the meaning of a sentence. Take the example “Bill went to the door.” We can add to the verb went such words as slowly, quickly, lazily, bashfully.

A large number of adverbs are formed from adjectives by adding -ly. Most of the “how” words end in -ly.

Examples: quickly beautifully quietly slowly really
heavily angrily neatly greedily eagerly

Not all adverbs end in -ly.

Examples: fast soon more less now
then here there far near
late today tomorrow yesterday

Not all words which end in -ly are adverbs. Some of them are adjectives because they are used to describe or limit nouns or pronouns.

Examples: friendly lovely only ghostly
ugly womanly saintly likely

Be sure to see whether the -ly word is about a noun or pronoun or about an adjective, a verb, or an adverb.

Teaching Strategies

Add an adverb

Begin a sentence and have children orally add an adverb. Encourage them to try to think of a when, where, and how word for each sentence.

The cat ran . . . today (when), here (where), quickly (how).

How, when, or where?

Ask children to decide what a particular adverb tells us.

The children sang sweetly. Sweetly tells us how the children sang.
Act it how?
Ask for volunteers to act out the action of a verb in different ways. Have the rest of the class supply a how word to match the acting out.
*She hopped (quickly, slowly, clumsily, noisily, quietly) across the classroom.*

**Verb/adverb pairs**
Organize children in pairs. Have one partner say a verb and the other provide a suitable adverb (when, where, or how word). Swap roles. To make the game more challenging, have children provide a when, where, and how word for each verb.

*Child 1: ran*    *Child 2: quickly*
*Child 2: played*  *Child 1: happily*

**Adjective or adverb?**
Prepare short chalkboard exercises in which children must distinguish between the adjective and the adverb—and choose the adverb as being correct.
*The dog barked (loud, loudly).*
*The children played (happily, happy).*

**Presto chango**
Students can learn about the relationships among words by changing adverbs into adjectives. They can “test” the words they work with by trying them out with verbs and nouns or pronouns.

<table>
<thead>
<tr>
<th>Adverbs + verbs</th>
<th>Adjectives + nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>He neatly fixed it.</td>
<td>She is a neat person.</td>
</tr>
<tr>
<td>He happily played it.</td>
<td>She is a happy child.</td>
</tr>
<tr>
<td>He easily won it.</td>
<td>She had an easy problem.</td>
</tr>
<tr>
<td>He suddenly fell.</td>
<td>She made a sudden escape.</td>
</tr>
<tr>
<td>He swiftly ran.</td>
<td>She is a swift runner.</td>
</tr>
<tr>
<td>He hardly works.</td>
<td>She is a hard worker.</td>
</tr>
<tr>
<td>WORD BANK</td>
<td>Adverbs</td>
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<td>-----------</td>
<td>---------</td>
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<tr>
<td>again</td>
<td>loudly</td>
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<tr>
<td>all</td>
<td>more</td>
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<tr>
<td>as</td>
<td>neatly</td>
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<tr>
<td>at</td>
<td>no</td>
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<tr>
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<td>far</td>
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<td>fast</td>
<td>quickly</td>
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<td>here</td>
<td>rather</td>
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<tr>
<td>how</td>
<td>sadly</td>
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<tr>
<td>in</td>
<td>since</td>
</tr>
<tr>
<td>last</td>
<td>slowly</td>
</tr>
<tr>
<td>late</td>
<td>so</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adverbs are words that tell us when something is done, where something is done, or how something is done.

When did you run? I ran today.
Where did you run? I ran here.
How did you run? I ran quickly.

1. Look at the underlined word in each sentence. Does it tell you when, where, or how? Write when, where, or how on the line.
   a. We will go tomorrow. ____________
   b. He runs quickly. ____________
   c. Put the box over there. ____________
   d. I want you to do it today. ____________
   e. Trees grow slowly. ____________
   f. We all ran over there. ____________

2. What do these words tell us? Write when, where, or how on each line.
   a. soon ____________
   b. tomorrow ____________
   c. fast ____________
   d. here ____________
   e. there ____________
   f. early ____________
   g. slowly ____________
Adverbs are words that tell us when something is done, where something is done, or how something is done.

When did you run?  I ran today.
Where did you run?  I ran here.
How did you run?  I ran quickly.

Add a word from the box to tell when, where, or how.

softly early still often hard there here tonight

a. He stood _____________ . (how)

b. Mike arrived _____________ . (when)

c. She sang _____________ . (how)

d. She put it _____________ . (where)

e. She tried very _____________ . (how)

f. I have been to Chicago _____________ . (when)

g. He lost his watch right _____________ . (where)

h. We will see the moon _____________ . (when)
Adverbs are words that tell us when something is done, where something is done, or how something is done.

When did you run?  I ran today.
Where did you run?  I ran here.
How did you run?  I ran quickly.

1. Choose from the box an adverb that has an opposite meaning to the underlined adverb.

<table>
<thead>
<tr>
<th>later</th>
<th>late</th>
<th>there</th>
<th>inside</th>
<th>down</th>
</tr>
</thead>
</table>

a. He will arrive soon.  _____________
b. Mike arrived early.  _____________
c. Sally stopped here.  _____________
d. I looked up.  _____________
e. He stayed outside.  _____________

2. Draw lines to match each word to the underlined words it could replace.

a. She arrived before it was late.  now
b. I ran very fast.  early
 c. She sang in a soft voice.  before
d. I have seen that movie another time.  quickly
e. I want to do it straight away.  softly
Adverbs are words that tell us when something is done, where something is done, or how something is done.

When did you run?    I ran today.
Where did you run?   I ran here.
How did you run?     I ran quickly.

1. Write sentences using these when words.
   a. yesterday
      ________________________________________________
   b. now
      ________________________________________________

2. Write sentences using these where words.
   a. out
      ________________________________________________
   b. near
      ________________________________________________

3. Write sentences using these how words.
   a. noisily
      ________________________________________________
   b. slowly
      ________________________________________________
Adverbs are words that tell us when something is done, where something is done, or how something is done.

When did you run? I ran today.
Where did you run? I ran here.
How did you run? I ran quickly.

Choose the correct word to fill each space.

a. strong, strongly
   The wind blew __________.
   Mike is a __________ boy.

b. quick, quickly
   Tom ran __________ across the yard.
   Susan is a __________ runner.

c. slow, slowly
   Tom was too __________ to win the race.
   The lazy girl walked __________ across the yard.

d. sad, sadly
   Mike is a very __________ boy today.
   The young girl cried __________.
Introduction
First and second grade students need practice using the articles the, a, and an appropriately. Articles can be either definite or indefinite.

(a) The is the **definite article**. It is definite because it is referring to a specific thing.

Examples:  *The man lives next door. The dog is outside.*

(b) A and an are **indefinite articles**. Rather than referring to a specific thing, they refer to any one of a group of things.

Examples:  *A man lives next door. A dog is outside.*

An is used instead of a in front of words that begin with a vowel (a, e, i, o, u). An is also used in front of words that begin with a silent b.

Examples:  *an apple, an egg, an igloo, an orange, an umbrella, an hour but a hotel*

Teaching Strategies
Playing alphabet games will help primary children to readily identify vowels—and thus use a or an appropriately.

Fish for the letter
Make up small cards with the letters of the alphabet written on them. Have children play “Go fish!” with them.

Alphabet quiz
Write the alphabet across the chalkboard and conduct an alphabet quiz.

*What letter comes before d?*
*What letter comes after m?*

How does it start?
Write the alphabet on the chalkboard. Say a word aloud to the children and then ask a volunteer to come to the board and circle the first letter of the word you said.

Letter hunt
Challenge children to write down all the objects in the classroom that begin with a chosen letter.

*f—fish, floor, feet, flower*
I spy a vowel
Allow children to play “I Spy” in groups but limit their letter choices to the five vowels and possibly the silent h.

The missing article
Write simple sentences on the chalkboard. Have children add a or an.

I saw duck.
I saw apple.

What does it mean?
On the chalkboard write a passage from a story, but leave out the articles. Have children decide whether to use the or a/an in the spaces. Discuss how the use of the or a/an changes the meaning.

One day ____ duck found ____ piece of bread under ____ tree.

Article noun test
The articles—a, an, the—can be used to determine whether or not a word is a noun. If a word makes sense or can be used in a sentence with an article before it, it can function as a noun. Because many words in our language can be used as more than one part of speech, the article noun test is a helpful tool.

Have students apply the article noun test to the words in the verb word bank on page 28. Some of those which pass the test are a fly, the mop, a play, the walk, a jog, the hit, a bug.

Have them apply the test to the words in the adjective word bank on page 49. These are among those which pass the test: He would not eat the fat. They are among the rich. That woman is one of the wise. Arnold is one of the fit.

Even some adverbs from the list on page 60 can be used as nouns: He is among the late. She is the last of them.

Finally, even some of the words in a list of prepositions can also be used as nouns: The down on the newborn duck was soft. She was on the inside. They live in the great beyond.
The vowels of the alphabet are a, e, i, o, u.

1. Circle the ten words in the box that begin with a vowel.

   bird   egg   axe   door   glass   old   pig   ink
   owl   ugly   ice   hat   emu   card   apple   ox

2. Look at the letters of the alphabet and then answer the questions below.

   a b c d e f g h i j k l m
   n o p q r s t u v w x y z

   a. What letter comes after k?  __________
   b. What letter comes before w?  __________
   c. What is the second letter of the alphabet?  __________
   d. What is the last letter of the alphabet?  __________
   e. What is the next vowel after e?  __________
   f. What vowel comes between n and p?  __________
The vowels of the alphabet are a, e, i, o, u. We use an instead of a in front of words that begin with a vowel sound.

1. Write a or an in front of each word.
   
   a. ________ boot  
   g. ________ arm
   b. ________ egg  
   h. ________ ice block
   c. ________ fox  
   i. ________ nose
   d. ________ peg  
   j. ________ drum
   e. ________ artist  
   k. ________ orange
   f. ________ ear  
   l. ________ ox

2. Write a or an in each space.
   
   a. I saw ________ old car.
   b. I have ________ black dog.
   c. I climbed ________ oak tree.
   d. Sally ate ________ ice cream.
   e. The spider ate ________ ant.
   f. Mike saw ________ big fire.
   g. The story came to ________ end.
   h. What ________ ugly monster!
The vowels of the alphabet are a, e, i, o, u. We use an instead of a in front of words that begin with a vowel sound.

1. Color the boxes that contain words that begin with a vowel.

<table>
<thead>
<tr>
<th>banana</th>
<th>umbrella</th>
<th>eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>ant</td>
<td>owl</td>
</tr>
<tr>
<td>tent</td>
<td>cupboard</td>
<td>table</td>
</tr>
<tr>
<td>neck</td>
<td>umpire</td>
<td>elf</td>
</tr>
<tr>
<td>ice cream</td>
<td>arm</td>
<td>oven</td>
</tr>
</tbody>
</table>

2. Write a or an in each space.

a. _______ olive
b. _______ pear
c. _______ ox
d. _______ tadpole
e. _______ helicopter
f. _______ arrow
g. _______ engine
h. _______ ear
The vowels of the alphabet are a, e, i, o, u. We use an instead of a in front of words that begin with a vowel sound.

Read the story and then add a or an in each space.

One day _____ monkey found _____ orange and _____ carrot in _____ old shed. It gave the orange to _____ ape that was in _____ tree. Then it put the carrot in _____ empty box so it could eat it later. A little while later _____ hungry fox found the carrot and took it to its lair under _____ old oak tree that was growing in _____ farmer’s field.
Articles

When we are talking about a particular thing, we use the. When we are talking about a general thing, we use a or an.

1. Add a word from the box to fill each space. Circle the article.
   
   egg  snake  present  book  bone  dog

   a. I saw the ________ bite the man.
   b. Would you like an ________ for breakfast?
   c. Tom gave me a ________ for my birthday.
   d. A ________ was in the kennel.
   e. My dog chewed the ________ I gave it.
   f. I read a ________ yesterday.

2. Write a, an, or the in each space.

   a. Sam is ______ fastest runner in the school.
   b. There is ______ girl in my class who has red hair.
   c. Would you like ______ apple?
   d. Tom is ______ best football player in the school.
   e. What ______ interesting story!
   f. Football is ______ rough game.
**Introduction**

**Prepositions** are words we use to show the relationship of a noun or a pronoun to another word in the sentence. They can be called **place** words because they often tell us the positions of things.

The puppy is *on* the chair.
The girl is *beside* the chair.
The bone is *under* the chair.

The prepositions *on, beside, and under* all refer to the noun *chair*. They tell us the relationship between it and the puppy, the girl, and the bone.

Here are some prepositions students should be made familiar with during the first and second grades.

- above
- against
- along
- away
- around
- at
- off
- behind
- below
- beneath
- beside
- between
- beyond
- under
- by
- down
- from
- in
- into
- near
- across
- up
- on
- past
- since
- through
- toward
- inside
Teaching Strategies

Draw it
On an overhead projector transparency, draw a picture of a table. Ask for volunteers to follow your instructions.

*Draw a cat under the table.*
*Draw an apple on the table.*
*Draw a dog jumping over the table.*
*Draw a chair beside the table.*
*Draw a piece of wood leaning against the table.*

Where is it?
Display to children a large picture. Have them explain the positions of certain objects in the picture.

*Where is the canary? The canary is in the cage.*
*Where is the doll? The doll is inside the box.*

Follow the instructions
Have children give a friend a series of instructions. The friend must carry out the instructions.

*Go to the door. Then put your cap on the table and your schoolbag under the table.*

True or false?
Make simple statements about the positions of objects in the classroom. Have children answer “true” or “false.”

*The clock is above the television set.*
*The bookcase is behind the door.*

Go through it
Have students compose as many prepositional phrases as they can with just one object.

With the object *door,* they could develop several phrases: *through the door, against the door, around the door,* at the door, behind the door.

A live object could also be used: *inside the whale, toward the whale, on the whale, near the whale, beyond the whale.*
Prepositions often tell us the positions of things.

Look at the picture. Then complete each sentence by using a word from the box.

under  beside  inside  between  above

a. The cups are ____________ the drink bottle.
b. The bread is ____________ the cake and the buns.
c. A mouse is crawling ____________ the biscuit tin.
d. The can of worms is ____________ the drink bottle.
e. The plate is ____________ the cake.
Prepositions often tell us the positions of things.

Choose a place word from the box to complete each sentence.

behind  over  into  in  under

a. A cat is __________
   the box.

b. The cat is __________
   the table.

c. The man is diving __________
   the pool.

d. A duck is flying __________
   the pond.

e. A pig is standing __________
   the wall.
Prepositions relate one thing to another. They are always followed by a noun or pronoun.

Circle the correct preposition.

a. Mother was angry (under with) me.

b. Sally jumped (into off) the water.

c. The box is full (for of) toys.

d. We buy our apples (from to) Mr. Jones.

e. Let us wait (along for) Sally.

f. The cat ran (under in) the table.

g. The dog was bitten (by with) a snake.

h. Mary takes a lot of time (with by) her work.

i. I did not agree (with below) my teacher.

j. The boy was hit (by of) a car.

k. Tom is proud (of between) his little brother.

l. Did they blame you (for under) the mess?
Prepositions relate one thing to another. They are always followed by a noun or pronoun.

Circle the prepositions. Then add the better ending to complete each sentence.

a. Tom sailed his boat on _________________________.
   (the leaves   the lake)

b. The boy dived into _____________________________.
   (the cold water   the glass jar)

c. The frightened mouse ran under _____________________.
   (the table   an ant)

d. The man tripped and fell down _______________________.
   (the book   the stairs)

e. Would you be afraid of ____________________________?
   (a tiger   a ball)

f. We went hiking in _________________________________.
   (the forest   the movies)
Prepositions relate one thing to another. They are always followed by a noun or pronoun.

1. Circle the prepositions. Then complete each of these sentences in your own words.
   
a. Mr. Smith slipped and fell down ________________.
b. The boy fell from the tree into ________________.
c. I saw the cat run behind ________________.
d. The clock is above ________________.

2. Look at the pictures. Write yes or no after each sentence.
   
a. The girl is behind the horse. ________  
b. The rooster is on a fence. ________  
c. The children are behind the swings. ________  
d. The boy is on his bike. ________
Introduction

First and second grade students should be made aware that we use certain words called pronouns to take the places of nouns. We do this to avoid repetition when we speak or write.

Young children can easily understand this when introduced to sentences such as these:

*Bill said that Bill could not come because Bill’s father had not bought Bill a new pair of sneakers.*

They can easily see that such a sentence can be written as this:

*Bill said that he could not come because his father had not bought him a new pair of sneakers.*

Children at this age should be made familiar with the following common pronouns.

**Personal pronouns**

*I me we us
you they them it
she he him her**

**Possessive personal pronouns**

*my our ours mine your your their
yours his hers its theirs her**

Teaching Strategies

**Replace the noun**

Write sentences on the board and have children suggest pronouns that could replace the nouns.

*Mike said that Mike would arrive as soon as Mike’s bicycle was fixed.*

*This bicycle belongs to me. This bicycle is ____________.*

**Hands up**

Read a story and have children raise their hands when they hear a pronoun. This can also include nursery rhymes.

Little Miss Muffet,
Sat on her tuffet,
Eating her curds and whey.
Choose the pronoun
Have children choose the correct pronoun to complete a sentence.
*Tom said, “Give it back to ________.” (me, your)*
*Did you know ______ goes to Chicago each week? (he, they)*

**Pronoun cloze**
Write a passage on the chalkboard, leaving spaces for the pronouns.
Write the missing pronouns on small pieces of cardboard and have children work
in groups to stick them in the correct spaces.
*Jane carried the glass to the kitchen. At the sink ________ dropped ________.*

**Pronoun search**
Conduct a pronoun search from a common text, such as a photocopy of a story
or poem already read. Have children read the text and circle any pronouns they
find.

**All about me**
Have children write sentences about themselves, using the pronouns *I, me,* or *my.*
*I live on a busy street.*
*My mother gave me an ice cream.*

**Classifying pronouns**
To be sure they understand the uses of the personal and possessive personal
pronouns, have students classify them according to first person, second person,
and third person. Students could then take turns assuming the roles (make signs
for them to hold) of first person singular, first person plural, second person
singular, second person plural, third person singular, and third person plural and
use the pronouns in sentences.

**First person** refers to the speaker:
*I, my, mine, me* (singular)
*we, our, ours, us* (plural)

**Second person** refers to the person spoken to:
you, your, yours (same for singular and plural)

**Third person** refers to the persons or things spoken about:
*he, his, him, she, her, hers, it, its* (singular)
*they, their, theirs, them* (plural)
Pronouns are words that take the places of nouns.
Rewrite each sentence, replacing the underlined word or words with a word from the box.

them    it    she    her    he    him

a. Mike said that Mike was the best runner in the school.

b. Sally said that Sally got all her sums correct.

c. The dog barked when the boy hit the dog.

d. The children asked us to wait for the children.

e. Peter asked Tom to give it back to Peter.

f. Mary said that Joanne could come with Mary.
Pronouns are words that take the places of nouns.

1. Choose a pronoun from the box to fill each space.

   her  they  I  him  me  you

   a. Tom is my friend, and I play with ________ each day.
   b. I hope ________ am going to win the race tomorrow.
   c. “Give ________ back my pencil,” said Paul.
   d. We saw ten horses, and ________ were all black.
   e. Mary gave ________ kitten a bowl of milk.
   f. “Do ________ live in this house, Sally?” asked Tom.

2. Choose the correct pronoun from the box to write in each space in the story.

   them  their  his  we  him  its

   Tom and ________ sister Jane went to visit ________ uncle’s farm. Their uncle met ________ at the gate. He had his dog with ________. The dog had ________ new collar on. Their uncle said, “Why don’t ________ go into the farmhouse for a cool drink of lemonade?”
**Pronouns**

Name ________________________  Grammar BLM 57

**Pronouns are words that take the places of nouns.**

1. In each sentence, circle the word that the underlined pronoun is replacing.
   
a. Mike hit the ball, and then **he** began to run.
   b. Sally washed the dishes, and then **she** dried them.
   c. The dog bit the stranger, and then **it** bit the mailman.
   d. Tom threw the ball to Megan, and **she** threw it back.
   e. Bill asked for the book, so I gave **it** to him.
   f. Sally was late, so the teacher kept **her** inside.
   g. After **he** finished his homework, Mark went to bed.
   h. **She** had a blister, but Sally kept on walking.

2. Choose the correct pronoun from the box to write in each space in the story.

   my  it  you  She  he  her

   One day Mike was walking along the street when ________ saw Sally. __________ was carrying a puppy in ________ arms. “What are ________ doing with that puppy?” asked Mike. “I am taking ________ to school to show ________ classmates,” she replied.
Pronouns are words that take the places of nouns. Some pronouns tell us that something belongs to someone. Take this example: John kicked his ball. The possessive pronoun his tells us that the ball belongs to John.

Write the correct pronoun in each space.

a. The dog belongs to Mary.
   The dog is _______. (hers his)

b. The car belongs to Mr. Smith.
   The car is _______. (him his)

c. This ball belongs to me.
   This ball is _______. (its mine)

d. The ball belongs to you.
   The ball is _______. (yours his)

e. These bikes belong to us.
   These bikes are _______. (yours ours)
Conjunctions

Introduction

Conjunctions are words that are used to join words or groups of words, including whole sentences. First and second grade students can refer to them as joining words.

Examples: Peter rode his bike. John rode his bike.
           Peter and John rode their bikes.
           We did not come. We were ill.
           We did not come because we were ill.

Children should be made familiar with the following conjunctions through informal discussions and class activities.

if  but  though  unless  which
as  yet  until  whether  who
and  when  while  because  or
for  that  since  although  also

Teaching Strategies

Glue for two

Tear a piece of paper in two and show children how it can be joined with glue or sticky tape. Now write two sentences on the board. Show children how these can be joined also, but this time instead of glue or sticky tape, we use a comma and a conjunction.

I washed the dishes. Sally dried them.
I washed the dishes, and Sally dried them.
You must hurry. You will miss the train.
You must hurry, or you will miss the train.

Provide children with numerous simple and informal exercises, having them suggest words suitable to join the sentences.

After the join

Have children orally finish sentences you have written on the chalkboard.

We laughed when . . .
I have not seen him since . . .
I was scared because . . .
We were afraid when . . .
I will not help you unless . . .
Use the conjunction
Provide children with exercises in which they use a given conjunction to join pairs of sentences.
Use a comma and but.

Mike is tall. Tom is short.  
A fire is hot. Ice is cold.  
I am tired. I can walk.  

Mike is tall, but Tom is short.  
A fire is hot, but ice is cold.  
I am tired, but I can walk.

Choose the conjunction
Provide a list of conjunctions on the chalkboard and have children finish sentences by using each one.

because, and, before, until

I cleaned my teeth _____ I went to bed.  
We did not go _____ it was raining.  
Tom grabbed the apple _____ ate it.  
Jane did not leave _____ she was through.

Conjunction search
Conduct a conjunction search from a common text, such as a photocopy of a story or poem already read. Have children read the text and circle any conjunctions they find.

Which conjunction?
Have children orally suggest suitable conjunctions for sentences which you read aloud.

I cannot come. My leg is sore. (if, because)  
Their dog was trained. Ours was not trained. (while, but)  
Joanne went to bed early. She was very tired. (for, until)  
I cannot watch TV. My homework is not done. (because, since)
Conjunctions are joining words. They are used to join words and groups of words, including sentences.

1. Join these sentences using all the words in both sentences, a comma, and the joining word **and**. Write the new sentence on the line.

   a. I went into the shop. I bought an ice cream.

   ______________________________________________________

   b. The boy opened the door. He walked in.

   ______________________________________________________

   c. I picked up the glass. I filled it with water.

   ______________________________________________________

   d. Mike saw the jet. Bill saw the jet too.

   ______________________________________________________

2. Join these sentences by using all the words in both sentences, a comma, and the joining word **but**.

   a. An elephant is big. A mouse is tiny.

   ______________________________________________________

   b. The stars are shining. The moon is behind a cloud.

   ______________________________________________________

   c. Feathers are soft. Steel is hard.
Conjunctions

Conjunctions are joining words. They are used to join words and groups of words, including sentences.

Choose a joining word from the box to write in the space in each sentence.

(because until when before although and if so)

a. I will buy you an ice cream ________ you finish all the jobs.

b. We did not go swimming ________ the water was too cold.

c. The children began to misbehave ________ our teacher left the room.

d. Sally still played volleyball ________ her leg was sore.

e. I played the piano, ________ Sally played the drums.

f. They went inside ________ it got too hot.

g. We must stay inside ________ the rain stops.

h. Mike set the alarm for seven o’clock ________ he would not be late for school.
Conjunctions are joining words. They are used to join words and groups of words, including sentences.

1. Circle the conjunctions. Then complete these sentences in your own words.

   a. He fell off his bike when ____________________________

   b. She was given an ice cream because ____________________________

   c. Mike stayed outside while ____________________________

   d. She turned on the faucet, and then she ____________________________

2. Now circle the conjunctions and complete these sentences.

   a. We went for a swim, but we ____________________________

   b. The dog bit him because ____________________________

   c. She was late for school, and she also ____________________________

   d. We put the heater on because ____________________________
Conjunctions

Conjunctions are joining words. They are used to join words and groups of words, including sentences.

1. Use all the words in both sentences, a comma, and the joining word so to join each pair of sentences.
   a. We were cold. We lit a fire.
   b. Mary could not do the work. I helped her.
   c. It began to rain. I hurried.
   d. The apple was ripe. I ate it.
   e. The girl was tired. She went to bed.

2. Underline the more suitable ending.
   a. I was hot, so (I lit a fire. I had a cold drink.)
   b. Mike gave me the ball, so (I thanked him. I hit him.)
   c. Mrs. Smith put on her glasses so (she could read the book. she could clap her hands.)
   d. Tom boiled the water so (he could make a hot drink. he could read a book.)
   e. Sally put the saddle on the horse so (she could ride it. she could pick some flowers.)
Introduction

A sentence is a group of words that makes sense and contains a verb. Take the example *into the box*. This is not a sentence as it does not have a verb and does not make sense by itself. A sentence begins with a capital letter and ends with a period, question mark, or exclamation mark.

There are four types of sentences.

(a) **Statements** simply state something or give information about something.
   Examples: *It is hot. The time is eight o’clock. Koalas are marsupials.*

(b) **Questions** ask something.
   Examples: *What is the weather like? What time is it? What is a koala?*

(c) **Commands** or **requests** direct someone to do something. They can also give advice or warnings.
   Examples: *Get out your books. Sit up. Look out for sharp stones.*

(d) **Exclamations** express the strong feeling of the speaker or writer about something.
   Examples: *Ouch! I did it! What a grand day!*

Sentences can take several forms.

(a) **Simple sentences** consist of one clause. They can be divided into two parts: the **subject**, which tells who or what did something, and the **predicate**, which contains the verb and tells us what the subject did or is doing.
   Examples: *Horses (subject) run (predicate).*
   *Billy (subject) climbed the tree (predicate).*

Although the terms subject and predicate need not be mentioned at this level, it is important that children do come to see that a sentence tells us who or what did something and what they did.

(b) **Complex sentences** have more than one verb and thus have more than one clause. A complex sentence has at least one **main clause** (independent clause) and one or more **subordinate clauses** (dependent clauses).
   Example: *When it was hot we went for a swim because we wanted to get cool.*

(c) **Compound sentences** consist of two or more **main clauses** (independent clauses) joined by a conjunction and, usually, a comma.
   Example: *I washed the dishes, and Billy dried them.*
Teaching Strategies

Complete the sentence
Have children add words to complete a sentence. Informal exercises such as this demonstrate to children that a sentence must express a complete thought.

Bill has a new . . .
I . . . a rabbit.

Answer the question
Ask children questions and have them answer in complete sentences. Children could also be organized in pairs and take turns to ask and answer questions. The game could be made more fun by allowing children to make up silly questions.

What is your name?
My name is Miles Joseph Smith.

Jumbled sentences
Write a series of jumbled sentences on the chalkboard. Challenge children to orally unjumble them.

lives dog a kennel in a

Interview
Choose a volunteer to imagine that he or she has just returned from the moon. Have the rest of the class imagine that they are reporters and ask suitable questions which the moon traveller must answer in complete sentences.

Is the surface of the moon dry?
How long did it take you to get to the moon?
Select other volunteers to take on other roles for the class to question, for example, computer games inventor, Olympic diver, president.

Sentence formulas
Have students compose sentences according to formulas like the ones below. They can also make up their own sentence formulas to exchange with their classmates.

noun + verb
Dogs bark.

article + noun + verb
The dogs bark.

article + adjective + noun + verb
The big dogs bark.
Complete the sentence
Have children complete sentences that you have begun or begin sentences that you have finished. Activities such as this help children understand that sentences have a part that tells who or what did something and a part that tells what they did.

* A spider climbed . . .
* A dog chased . . .
* . . . swam across the creek.
* . . . bit the boy on the leg.

Match up
Have children match the beginnings of sentences to the best endings.

* The dog               get wool from sheep.
* We                   climbed the tree.
* The monkey           barked at the stranger.

Yes or no
Read out statements to the children. Have them answer “yes” or “no.”

* A puppy is a young cat.
* Zebras are black and yellow.

Headline hunt
Have children search through newspapers and cut out the headline words. Have them use the words to create sentences of their own and then paste their sentences onto a sheet of paper.

What am I?
Read a description of an object and ask children to guess what it is. Point out the statements and question in the description, and ask children to answer with a complete sentence. Challenge children to make up their own “What am I?” statements and questions.

* I am small. I have wings. I am an insect. I make honey. What am I?
* I am a bee.
A sentence must make sense and must contain a subject and a verb.

1. Circle the sentence in each pair and give it the correct end punctuation.
   a. My father a joke
      My father told me a joke
   b. The gray horse pulled the cart
      Pulled the cart
   c. I have a
      I have a pet mouse
   d. Her new jumper to school
      Sally wore her new jumper to school

2. Add words of your own to make sentences. Be sure to use end punctuation and capital letters. The first one has been done for you.
   a. dog chewed bone
      A hungry dog eagerly chewed a juicy bone.
   b. boy lost dollar
   c. truck crashed fence
   d. puppy dug hole garden
Sentences have a part that tells who or what did something and a part that tells what they did.

1. Put the words in the correct order to make a sentence. Capitalize and punctuate.
   a. elephants strong are
   b. fly birds can
   c. cake a baked Sandy
   d. shoelaces can I tie my

2. Draw lines to match each beginning to its correct ending.
   a. The dog began to quack.
   b. A car has a hump.
   c. A flower has four legs.
   d. The cook has a large trunk.
   e. The duck barked at the stranger.
   f. The elephant made some cakes.
   g. A camel has an engine.
   h. A table has petals.
A sentence must make sense and must contain a subject and a verb.

1. Circle the best words to complete each sentence.
   a. Every house has (a door  a dog  one flower).
   b. We use crayons (to play with  to draw  to eat).
   c. A horse has four (eyes  legs  ears).
   d. A clock tells us (our age  the weather  the time).
   e. Clowns perform in (the circus  church  school).

2. Add an ending of your own to complete each sentence.
   a. A kangaroo has two ____________________________.
   b. A giant is very ____________________________.
   c. A dentist cares for our ____________________________.
   d. Most birds can ____________________________.
   e. Pencils are used for ____________________________.
A sentence must make sense and must contain a subject and a verb.

1. Circle the endings that would make sentences.
   a. The teacher some white chalk. told us to stand. read us a story.
      a television.
   b. A large dog barked at the cat. with four legs. chewed the bone.
      very savage.
   c. The small bird built a nest in the tree. on the lawn.
      is singing a song. black feathers.
   d. The train very big.
      stopped at the station.
      on the tracks.
      carried over sixty people.

2. Add a verb of your own and end punctuation to make a proper sentence.
   I in the puddle
Simple sentences are made up of one clause. They contain a subject and a verb, and they make sense on their own.

1. Add a subject from the box to complete each simple sentence.

<table>
<thead>
<tr>
<th>The dog</th>
<th>A fish</th>
<th>The car</th>
<th>My bicycle</th>
</tr>
</thead>
</table>

a. ____________ can swim.
b. ____________ had a flat tire.
c. ____________ is red.
d. ____________ barked.

2. Beside each picture, write a simple sentence to tell what each person is doing.

a. 

b. 

c. 

d. 
A compound sentence is made up of two or more main clauses joined by a conjunction (joining word).

Circle the ending that best completes each compound sentence.

a. Mike is going to the dentist because his toe hurts.
   because he has a toothache.
   because he is thirsty.

b. Sally was feeling tired because she had eaten some lollipops.
   because she had slept all day.
   because she went to bed late.

c. Tom can’t ride to school because he is twenty years old.
   because his bike is broken.
   because it is a sunny day.

 d. Tammy was crying because she was feeling unhappy.
    because she was feeling happy.
    because she was eating lollipops.

e. Mom filled the gas tank because it was nearly empty.
   because the car has four wheels.
   because the car has rubber tires.
Prepositional Phrases

Introduction
A phrase is made up of several words but does not contain a subject-verb combination. Usually a phrase functions in a sentence as an adjective or an adverb but sometimes as a noun. Phrases are used to add meaning and interest to sentences. The most common type of phrase is the **prepositional phrase.** It can function in a sentence as an adjective, an adverb, or a noun.

(a) **Adjective**

The girl *with long hair* is coming to the party. (The prepositional phrase *with long hair* is an adjective phrase modifying the subject of the sentence—the noun “girl.”)

(b) **Adverb**

The boy kicked the ball *with a lot of skill.* (The prepositional phrase *with a lot of skill* is an adverb phrase modifying the verb of the sentence—“kicked.”)

(c) **Noun**

*Beneath the bridge* is the trolls’ home. (The prepositional phrase *Beneath the bridge* is a noun phrase functioning as the subject of the sentence.)

Teaching Strategies

Add a preposition

Have children add a suitable preposition to begin a phrase.

*The cow jumped ______ the moon.*
*The cow jumped over the moon.*
*Yesterday he went ______ the mountains.*
*Yesterday he went to the mountains.*
*We walked ______ the crowded street.*
*We walked down the crowded street.*
*Josephine saw a bull ______ the field.*
*Josephine saw a bull in the field.*
*Rob would not go ______ the new dog.*
*Rob would not go near the new dog.*
*Louise could not see ______ the wall.*
*Louise could not see over the wall.*
*Astrid left ______ the bell rang.*
*Astrid left before the bell rang.*
Prepositional Phrases (cont.)

Stick-figure phrases
Draw simple stick figures to illustrate the position of a person, animal, or object. Have children say the position each is in.
The cat is under the table.
The cat is on the table.

Classroom phrases
Have children indicate the positions of certain objects in the classroom.
Teacher: Tom, where is the television?
Tom: It is near the table.

Circle the phrases
As children become more confident, have them search through sentences you have prepared, or through a photocopy of a familiar story, and find and circle the prepositional phrases.

Suggest a phrase
Have children suggest adverbial or adjectival prepositional phrases to complete sentences.
The school bell rings at nine o’clock.
I saw the girl with red hair.

Complete the sentence
Provide plenty of short exercises in which children must select the more suitable prepositional phrase to add to a sentence.
The girl swam in the pool.
on the roof.
The young lady ate dinner off the plate.
under the floor.
Johnny galloped through the door.
above the sky.
Helen went shopping at the barn.
at the mall.
Larry wore a hat with a feather.
into the bathtub.
Prepositional Phrases

A prepositional phrase is a group of words that has no subject and no verb and begins with a preposition.

Add a phrase from the box to complete each sentence.

<table>
<thead>
<tr>
<th>at Easter</th>
<th>in the nest</th>
<th>in December</th>
</tr>
</thead>
<tbody>
<tr>
<td>in its kennel</td>
<td>with the surfboard</td>
<td>in the kettle</td>
</tr>
</tbody>
</table>

a. The egg is ________________________.

b. The dog is ________________________.

c. I saw the boy______________________.

d. Christmas is ________________________.

e. I boiled the water__________________.

f. We eat chocolate eggs________________.
Prepositional Phrases

Name ___________________________ Grammar BLM 70

Some prepositional phrases do the work of an adverb. They tell how, when, or where an action happens.

Look at each underlined phrase. Write how it tells us how an action happens, when if it tells us when an action happens, or where if it tells us where an action happens.

a. The baby is in the baby carriage.

b. We sleep in a bed.

c. I cleaned my teeth after lunch.

d. Jack’s balloon burst with a loud bang.

e. There is a television in the room.

f. We finished before playtime.

g. I go to bed in the evening.

h. I climbed up the tree.

i. The dogs barked in a noisy manner.

j. The man spoke in an angry voice.
Prepositional Phrases

Some prepositional phrases do the work of an adverb. They tell how, when, or where an action happens.

Choose the best phrase to tell where each action is happening.

under the tree    in the oven    on the table
in the park      on the rug     to Sally
across the playground
into the jug

a. The drinking glasses are __________________________.
b. I poured the milk ____________________________.
c. We played football ____________________________.
d. Dad cooked a chicken ____________________________.
e. Jimmy threw the ball ____________________________.
f. We ran ____________________________.
g. Mushrooms are growing ____________________________.
h. The dog fell asleep ____________________________.
Prepositional Phrases

Some prepositional phrases do the work of an adverb. They tell how, when, or where an action happens.

Choose the best phrase to tell when each action is happening.

<table>
<thead>
<tr>
<th>at nine o’clock</th>
<th>at four o’clock</th>
<th>at six o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>at eleven o’clock</td>
<td>at eight o’clock</td>
<td>at midnight</td>
</tr>
</tbody>
</table>

a. The school day ends ________________.

b. I caught the train ________________.

c. I went to bed ________________.

d. I ate some lunch ________________.

e. I ate my breakfast ________________.

f. Dad went to bed ________________.
Some prepositional phrases do the work of an adverb. They tell how, when, or where an action happens.

Choose the best phrase to tell how each action is happening.

- in silence
- with a single blow
- in a noisy way
- without fear
- at great speed
- in a friendly manner

a. He broke the glass

b. The teacher spoke to me

c. We ate our meal

d. The car raced along the street

e. The dogs yelped

f. The brave girl ran into the blazing house
Prepositional Phrases

Prepositional phrases add meaning and interest to sentences. In a sentence, the phrase should be placed close to the word it helps or describes.

Rewrite each sentence, placing the underlined prepositional phrase in the correct place.

a. The boy built a sandcastle with blue swim trunks.

b. The girl ate an ice-cream cone with glasses.

c. The horse kicked the man with a long tail.

d. The old man sat on the seat with a long, gray beard.

e. The rabbit dived into the burrow with a fluffy tail.

f. The lady killed a snake with sunscreen on her face.
Prepositional Phrases

A prepositional phrase is a group of words that has no subject or verb and begins with a preposition.

1. Circle the phrase that better completes each sentence.
   a. I saw the rabbit (with fluffy ears  with large horns).
   b. I picked the flower (with big ears  with lots of petals).
   c. We played football (on the field  in the classroom).
   d. We went for a picnic (in the streetcar  in the park).

2. Prepositional phrases begin with a preposition. Write phrases beginning with each of the prepositions below.
   a. under __________________________________________
   b. on __________________________________________
   c. with __________________________________________
   d. in __________________________________________
   e. near __________________________________________
   f. beside __________________________________________

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Introduction

A clause is a group of words that contains a verb and its subject. First and second grade students can think of clauses as groups of words that tell about an action.

There are two types of clauses.

(a) A main clause (independent clause) contains the main thought of the sentence and makes sense standing alone.

Examples: I spoke to the teacher who is our football coach. The dog that was barking chased me across the lawn.

(b) A subordinate clause (dependent clause) cannot make sense standing on its own. To make a sentence, a subordinate clause must be added to a main clause.

Examples: I saw the dog when I came home. They went to the shop so they could buy ice cream.

Subordinate clauses add information to a sentence and function in the same ways as adjectives, adverbs, or nouns.

Examples: That’s the house where Susan lives. (adjective) She visited where Susan lives. (adverb) I don’t know where Susan lives. (noun)

Teaching Strategies

The main thing
Provide students with practice in finding the main clause in a sentence by having them search through a photocopy of a familiar story, circling the main clauses. Remind them that a main clause can stand alone and contains the main thought of the sentence. Point out that a simple sentence is, in fact, one main clause.

Main clause beep
Have children sit in a circle. Choose a child to say a word to start a clause. Each child in turn then adds a word to build a main clause. When the clause is complete, the next child says “Beep.” The game can be extended to add a subordinate clause to the main clause.
Act the clause
Organize children in groups of four. Tell groups that the first child is to provide a verb, the second child is to provide a subject, the third child is to arrange the verb and subject to make a clause, and the fourth child is to act out the clause. Ensure that all children get a turn in each role.

Clause match-up
Have children match main clauses to subordinate clauses. This is also an excellent reading activity.
These are the brave boys because he was feeling ill.
Bill did not come where the bus stop was.
The bus driver didn’t know who rescued the drowning child.

Clause call-out
Write a main clause on the chalkboard and challenge children to call out appropriate subordinate clauses.
We went to the park after we had eaten lunch.
where the willow tree grows.
because we wanted to play.

Make connections
Subordinate conjunctions are the words used to introduce subordinate clauses. They are the words that connect the subordinate clause to the main clause. Have students choose from a list of subordinate conjunctions to connect main clauses to subordinate clauses.

subordinate conjunctions
unless
if
while
before
until
Billy said he would not go _______ Jeremy was going to be there.
His mother said he could play outside _______ it was dinnertime.
Jack watched the zoo animals _______ he was waiting for Margo.
Father will go to the meeting _______ he has the time.
I got to the meeting _______ he got there.
A clause is a group of words that tells about an action. A main clause contains the main thought of the sentence and makes sense standing alone.

1. Circle the main clause in each sentence.
   a. This is the dog that stole the sausages.
   b. I spoke to the boy who climbed the tree.
   c. I found the ring that the lady had lost.
   d. I helped the girl who had broken her leg.
   e. This is the cow which had twin calves.
   f. The teacher growled at the boy who is always talking.
   g. This is the house where Katy lives.
   h. The bird flew away when the bell rang.

2. Choose two of the sentences above. Rewrite each one with a new main clause.
   a. ____________________________
      ____________________________
   b. ____________________________
      ____________________________
A clause is a group of words that tells about an action. A main clause contains the main thought of the sentence and makes sense standing alone.

1. Here are some main clauses. Add a subordinate clause to each one to make longer sentences.
   
a. There is the clown _______________________.
   
b. This is the house _______________________.
   
c. There goes the cat _______________________.
   
d. I climbed the tree _______________________.
   
e. This is the girl _______________________.

2. Add a main clause to complete each sentence.
   
a. ______________________ when he fell.
   
b. ______________________ that had fallen.
   
c. ______________________ when the bell rings.
   
d. ______________________ who plays football.
   
e. ______________________ which bit my mother.
A compound sentence has two main clauses joined by a conjunction (joining word) and usually has a comma before the conjunction. Each of these clauses has its own subject and verb.

1. Circle the joining word. Underline each clause.

   a. The child hit the puppy, and it ran away.
   b. My leg feels sore, and my foot is bleeding.
   c. I want you to finish the work, or I will not help you.
   d. Get that work done, or the teacher will keep you in.
   e. I washed the dishes, and Sally dried them.
   f. We must leave now, or we will get wet.
   g. I did not win the race, but I did not come in last.
   h. Cows give us milk, and sheep give us wool.

2. Write two compound sentences of your own.

   a. ____________________________ ____________________________ ____________________________

   b. ____________________________ ____________________________ ____________________________
Introduction

The fundamentals of **punctuation** are best introduced to students when they are in the first and second grades. The main elements that need to be taught are as follows.

A **capital letter** is used for
(a) the first letter of a sentence
(b) the first letter of a person's given name and family name
(c) the pronoun *I*
(d) the first letter of names of the days of the week, months of the year, and special times such as *Easter, Christmas*
(e) the first letter of names of towns, cities, countries, streets, schools, etc.

A **period** is used at the end of a statement or command sentence.
Examples:  *That dog is brown.* (statement)
            *Sit down.* (command)

A **question mark** is used at the end of a sentence that is a direct question. It might be helpful to point out the question indicators *who, when, where, why, what, and how.*
Examples:  *What is the time?* (direct question)
            *I asked her what the time was.* (indirect question)

An **exclamation point** is used at the end of a sentence that expresses a strong emotion. Point out to children that exclamations are often short.
Examples:  *Wow!  Ouch!  Well done!*

**Commas** are used to separate words in a list.
Examples:  *Please go to the store and buy oranges, bread, milk, and butter.*
            (separate nouns)
            *It was a big, black, hairy spider.* (separate adjectives)
            *Please work quickly, neatly, and quietly.* (separate adverbs)

**Quotation marks** are used to enclose the words actually spoken by someone. Children in the first and second grades can call them talking marks.
Examples:  *Ali asked, "When are we going?"
            "Let's go now," said Ben.*
Teaching Strategies

Don’t pause for breath
Begin reading a story to the children but do not pause at any punctuation marks. The children will be confused and will object to the speed of your reading. As soon as this happens, lead them into an informal discussion on the need for punctuation marks when we write.

Beep marks
Read a simple story aloud to the children. Whenever you reach a punctuation mark, say “Beep!” The children must then supply the missing mark.

Body sculptures
Have children work in groups to use their bodies to make punctuation marks such as an exclamation mark (one body lying stretched out with another curled in a ball at its feet), a period (all huddled in together), a proper noun (first letter standing tall for a capital and others on knees for small letters), and so on.

Model marks
Allow children to explore different punctuation marks by making them in clay or other 3-D materials.

Do the sentence stamp
Read a simple story aloud to the children. Have children listen carefully for the different punctuation marks and perform the following actions at the appropriate moments:

- capital letter: Put your hand up.
- period: Clap your hands.
- exclamation mark: Stamp your feet.
- question mark: Jump up.

Question or statement?
Write a sentence on the chalkboard. Have the children determine whether it is a question or a statement and punctuate it accordingly.

Punctuation search
Have the children search through old magazines and newspapers, cutting out capital letters and other punctuation marks that appear in large print. Children can then paste the punctuation marks on a sheet of paper headed “My Punctuation Marks Sheet.”
A capital letter is used for

- the first letter of a sentence
- the first letter of a person’s name
- the pronoun I
- the first letter of names of the days of the week, months of the year, and special times such as Easter, Christmas
- the first letter of names of towns, cities, countries, streets, and so on.

1. Circle the words that should begin with a capital letter.

   horse       elephant       table
   christmas   samuel         judy
   monday      teacher        pen
   sunday      john           easter
   april       bucket         cup
   megan       tuesday        december
   chicago     day            key

2. Rewrite the sentences, using correct punctuation.
   a. the old man rode his bicycle to the town of sea lake

   b. i saw sam and joanne in wattle street

   c. we are leaving next monday morning
A statement sentence ends with a period.
A question sentence ends with a question mark.

1. Add a word to each line to make a question. Don’t forget to punctuate correctly.
   a. where you live
   b. what your name
   c. you like pizza

2. In each line there are two sentences. One is a statement, and one is a question. Rewrite both, putting in the correct punctuation marks and capital letters.
   a. do you think john will come he should be here now

   b. where is the cat i haven’t seen it all day

   c. the clouds are getting dark do you think it will rain
A comma is used to separate words in a list.

1. Add the commas.
   a. I ate peas chips and bread for lunch.
   b. On our farm we have pigs cows and horses.
   c. All trees have leaves bark and roots.
   d. At school I play volleyball football tennis and softball.

2. Add a list to complete each sentence.
   a. My best friends are ____________________________
      ____________________________
      ____________________________
   b. My favorite foods are ____________________________
      ____________________________
      ____________________________
   c. My favorite animals are ____________________________
      ____________________________
An exclamation point is used at the end of a sentence that expresses a strong emotion. Exclamation sentences are often short.

1. Add an exclamation mark in the box after each of these.
   a. Wow
   b. Ouch
   c. Look out
   d. Eek
   e. Stop
   f. Thief
   g. What a lovely puppy
   h. Yuck
   i. How terrible

2. What might you call out if the following happened? Write an exclamation for each situation.
   a. You stick a pin in your finger.
      ____________________________________________________________________
   b. You win a race after training very hard.
      ____________________________________________________________________
   c. You drop your ice cream.
      ____________________________________________________________________
Quotation marks (talking marks) are used around the exact words that someone says. “I like football,” said Tom. Tom said, “I like football.”

1. Add the quotation marks.
   a. I saw Peter, said Mary.
   b. We hate getting up early, said the boys.
   c. Sam yelled, Where did Tom find it?
   d. My best friend said, I will help you.
   e. Betty, come here, cried Mavis.

2. Add words of your own inside the quotation marks.
   a. “__________________________,” cried the baby.
   b. “__________________________,” said the teacher.
   c. My mother asked, “__________________________?”
   d. Sally yelled, “__________________________!”
   e. “__________________________,” laughed Toby.
Vocabulary

Introduction
Grammar is also concerned with the way an overall sentence or composition is structured to engage an audience and to deliver its message, including the way we choose particular words appropriate to that audience and message. It is important to generate an interest in words and to encourage children to be thoughtful about the words they use. If children develop an interest in language at an early age, they should continue throughout their school lives and into adulthood appreciating the richness and diversity of our ever-growing language.

Teaching Strategies

Add a word
Use every opportunity to interest children in words. Informal exercises are suitable for this. Have children add words orally to a sentence that you begin.
Tom is big, but Sam is . . .

Describing words
Challenge children to think of as many words as possible to describe an object or person.
apple: red, juicy, crunchy, rotten, smelly

Homophone hunt
Write a list of words on the chalkboard. Challenge children to think of the corresponding homophones. Children can also create cartoons to illustrate the homophones.

allowed/aloud  ate/eight  eye/I
bare/bear  bean/been  blew/blue
board/bored  brake/break  flea/flee
bear/here  knit/nit  one/won
pair/pear  sun/son

Sort the words
Supply children with numerous words written on small cardboard squares. Have children classify the words into categories.
animals:  cow  dog  cat
birds:  crow  dove  sparrow
Fish
On blank playing cards write pairs of synonyms, antonyms, or homophones. Encourage children to play “Go fish!” with them.

Scattered letters
Write a selection of letters scattered on the chalkboard. Have children think of as many words as they can using the letters. Make the game more challenging by introducing a timer.

Word collection
Organize a word-collection bulletin board in the classroom. Encourage children to find, collect, and then display words on the board. The board could have a number of different headings, such as Interesting Words, Words That Sound Funny, Words That Sound Like Noises, Words That Sound Important. Ask children to think of other headings they would like to use.

Tongue twisters
Challenge children to say a tongue twister quickly. Then have them make up their own tongue twisters for their friends to try.
She sells seashells by the seashore.

Word partners
Have students supply both a synonym and an antonym for commonly used words such as these.

lovely
cool
funny
awful
terrible
crazy
cute
sweet
Find a word in the grid to complete each sentence.

<table>
<thead>
<tr>
<th>d</th>
<th>l</th>
<th>a</th>
<th>t</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>s</td>
<td>t</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>y</td>
<td>l</td>
<td>o</td>
<td>n</td>
<td>g</td>
</tr>
<tr>
<td>b</td>
<td>w</td>
<td>e</td>
<td>s</td>
<td>t</td>
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<td>o</td>
<td>l</td>
<td>e</td>
<td>f</td>
<td>t</td>
</tr>
<tr>
<td>y</td>
<td>l</td>
<td>o</td>
<td>s</td>
<td>e</td>
</tr>
</tbody>
</table>

a. I wanted to go, but Mom said to ____________________.
b. My string is short, but yours is ____________________.
c. I think he will win, and I might ____________________.
d. My hair is wet, but yours is ____________________.
e. Sam came early, but Kathy was ____________________.
f. Sally is a girl, but Mike is a ____________________.
g. I went east, but she went ____________________.
h. This is my right arm, and this is my ____________________ arm.
1. One word in each line has a similar meaning to the word in the first column. Color that box.

<table>
<thead>
<tr>
<th>rock</th>
<th>cow</th>
<th>ice</th>
<th>table</th>
<th>stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>sick</td>
<td>ill</td>
<td>silly</td>
<td>old</td>
<td>blue</td>
</tr>
<tr>
<td>rug</td>
<td>bug</td>
<td>horse</td>
<td>mat</td>
<td>book</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
<td>quick</td>
<td>big</td>
<td>pretty</td>
</tr>
<tr>
<td>little</td>
<td>small</td>
<td>tired</td>
<td>sea</td>
<td>damp</td>
</tr>
<tr>
<td>chair</td>
<td>car</td>
<td>bike</td>
<td>seat</td>
<td>tree</td>
</tr>
<tr>
<td>tidy</td>
<td>cold</td>
<td>neat</td>
<td>under</td>
<td>bowl</td>
</tr>
</tbody>
</table>

2. Use from the box a word that has a similar meaning to replace the underlined word.

| fix | start | glad | nap |

a. We waited for the game to \underline{begin}.

b. I helped my mother \underline{mend} the broken glass.

c. I had a short \underline{sleep}.

d. I am \underline{happy} that you could come.
1. Color the box that contains the word that does not belong with the others in the row.

<table>
<thead>
<tr>
<th>apple</th>
<th>banana</th>
<th>dog</th>
<th>grape</th>
<th>pear</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>pencil</td>
<td>pen</td>
<td>crayon</td>
<td>chalk</td>
</tr>
<tr>
<td>roof</td>
<td>door</td>
<td>window</td>
<td>wall</td>
<td>train</td>
</tr>
<tr>
<td>pie</td>
<td>flower</td>
<td>cake</td>
<td>ice cream</td>
<td>pudding</td>
</tr>
<tr>
<td>wolf</td>
<td>dog</td>
<td>fox</td>
<td>coyote</td>
<td>bus</td>
</tr>
<tr>
<td>chair</td>
<td>book</td>
<td>seat</td>
<td>stool</td>
<td>sofa</td>
</tr>
<tr>
<td>face</td>
<td>arms</td>
<td>legs</td>
<td>neck</td>
<td>street</td>
</tr>
<tr>
<td>cup</td>
<td>coat</td>
<td>shirt</td>
<td>sweater</td>
<td>socks</td>
</tr>
</tbody>
</table>

2. Write the word that does not belong in each group.

a. tree  lion  bush  shrub

b. start begin go shop

c. cheese salt cream milk

d. sun star moon bed

e. rake chair spade shovel

f. sheet blanket grass pillow
Word Families

1. Sort the words in the box and write them under the headings.

   yellow  sweater  shoes  softball  football  red
   golf     tie     socks  hockey    green  blue

   Sports          Colors          Clothing
                   _______________  _______________  _______________
                   _______________  _______________  _______________
                   _______________  _______________  _______________
                   _______________  _______________  _______________

2. Choose from the box and write on the line the word that says what the things in the row are.

   animals  flowers  insects  colors  drinks  vegetables

   a. tea  coffee  milk  lemonade  _______________
   b. blue  red  yellow  green  _______________
   c. wolf  dog  cat  zebra  _______________
   d. rose  violet  daisy  daffodil  _______________
   e. carrot  lettuce  onion  potato  _______________
   f. fly  wasp  beetle  ant  _______________
Compound Words

1. Add a word from the box to complete each compound word.

- book
- pot
- berry
- dog
- fish
- mill

a. straw ___________________

b. tea ___________________

c. note ___________________

d. wind ___________________

e. star ___________________

f. bull ___________________

2. Use the words in the box to make a name to write beside each picture.

- tooth
- pop
- light
- brush
- corn
- house

a. ___________________

b. ___________________

c. ___________________
Anagrams

An anagram is a word made by rearranging all the letters of another word.

Rearrange the letters of each word to make a word to match the picture.

a. nap ____________

b. tar ____________

c. pat ____________

d. ram ____________

e. pot ____________

f. slip ____________
A simile is a group of words that compares one thing to another by using the words *like* or *as*.

1. Use the words in the box to complete the similes.

   as light as a  
   as slow as a  
   as hot as  
   as cold as  
   as busy as a  
   as wise as an  

   a.  
   b.  
   c.  
   d.  
   e.  
   f.  

   Bee  
   Snail  
   Feather  
   Fire  
   Owl  
   Ice

2. Add a word of your own to complete each simile.

   a. as green as  
   b. as big as  
   c. as flat as  
   d. as strong as
Word Fun

1. Add one letter to make a word that matches the picture.
   a. [Image of a hat] _______ all
   b. [Image of a number 4] _______ our
   c. [Image of a gate] _______ ate
   d. [Image of a sail] _______ oat
   e. [Image of a car] _______ ar

2. Drop one letter to make a word that matches the picture. Write the word on the line.
   a. [Image of a number 1] bone________
   b. [Image of an arm] farm________
   c. [Image of an ear] pear________
   d. [Image of a lock and key] clock________
   e. [Image of a fishing net] nest________
1. On the lines below, write words that can be used as the parts of speech listed.
   a. one noun
   b. two verbs
   c. three adjectives
   d. two adverbs
   e. one article
   f. one prepositional phrase (preposition + article + noun)
   __________________________
   __________________________
   __________________________
   g. one pronoun
   h. one conjunction

2. Write one sentence using as many as you can of the words you wrote on the lines above. You may put them in any order you choose, and you may add conjunctions, commas, and articles.

   (You might end up with a sentence as silly as this one: Beautiful and bold, Betsy slowly strolled and silently skipped through the tulips.)
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
1. Write two examples for each of the following kinds of nouns.
   a. singular noun
      ____________________________  ____________________________
   b. plural noun
      ____________________________  ____________________________
   c. common noun
      ____________________________  ____________________________
   d. proper noun
      ____________________________  ____________________________
   e. collective noun
      ____________________________  ____________________________

2. Write two examples for each of the following verb tenses.
   a. present tense
      ____________________________  ____________________________
   b. past tense
      ____________________________  ____________________________
   c. future tense
      ____________________________  ____________________________
1. Write two adjectives to describe each of the following nouns.
   a. penguin
      __________________________  __________________________
   b. classmates
      __________________________  __________________________
   c. toolbox
      __________________________  __________________________
   d. Abraham Lincoln
      __________________________  __________________________
   e. herd
      __________________________  __________________________

2. Write two adverbs to describe each of the following past tense verbs.
   a. dived
      __________________________  __________________________
   b. shook
      __________________________  __________________________
   c. flowed
      __________________________  __________________________
   d. said
      __________________________  __________________________
   e. wrote
      __________________________  __________________________
1. List two prepositions that could be used with each of the following groups of words.
   a. ___________________ ___________________ the sofa
   b. ___________________ ___________________ the street
   c. ___________________ ___________________ the sea
   d. ___________________ ___________________ the soil
   e. ___________________ ___________________ the sun
   f. ___________________ ___________________ the scalp
   g. ___________________ ___________________ the statue

2. List two pronouns that could be used to indicate who owns each of the listed objects. (Use each pronoun only once.)
   a. ___________________ ___________________ purple pencil
   b. ___________________ ___________________ pet porcupine
   c. ___________________ ___________________ paper plane
   d. ___________________ ___________________ poor partner
   e. ___________________ ___________________ powerful pirate
   f. ___________________ ___________________ party plans
   g. ___________________ ___________________ pretty pal
Review

Name ____________________________  Grammar BLM 96

1. On the line after the sentence, label the sentence question, statement, exclamation, or command.
   a. Once upon a time a student was studying grammar.

   _________________________________

   b. "Why do I have to know this stuff?"

   _________________________________

   c. "Do you speak English?"

   _________________________________

   d. "Yes!"

   _________________________________

   e. "That answers your question."

   _________________________________

2. Write two simple sentences.
   a. _________________________________

   _________________________________

3. Write one compound sentence.

   _________________________________
1. On the lines below, write one synonym (same) and one antonym (opposite) for each word.
   a. good
   b. wonderful
   c. happy
   d. sad
   e. bad

2. Write a simile to describe the following actions and feelings. Use one you have heard or read or make up your own simile.
   a. Alma is very happy.
   b. Bob is running very fast.
   c. Clara is walking very slowly.
   d. Don is very poor today.
   e. Eliza is very busy today.
page 12

clockwise  fish

cat        tail

nose       bowl

water      leg

bubble     whisker

fin        eye

page 13

clockwise  eye

dog        leg

tongue     back

mouth      ear

paw

page 14

a. camel

b. mouse

c. giraffe

d. tiger

e. zebra

f. horse

page 15

colored boxes

column 1 window

train

car

column 2 bus

flower

bicycle

page 16

1. farm animals/red
cat

duck

ram

horse

cow

pig

zoo animals/blue

monkey

tiger

giraffe

elephant

zebra

page 17

a. cow
c. egg

b. star
d. car

page 18

\[
\begin{array}{cccc}
(1) & (2) & (3) & (4) \\
(5) & (6) & (7) & (8) \\
(9) & (10) & (11) & (12) \\
(13) & (14) & (15) & (16) \\
(17) & (18) & (19) & (20) \\
\end{array}
\]

page 19

a. ant

b. star

c. apple

d. eagle

e. shovel

f. lamb

g. sofa

h. mother

page 20

a. Joanne

b. Tuesday

c. December

d. Spot

f. Terry

f. New York City

page 21

a. Monday

b. Wednesday

c. Thursday

d. Sunday

e. Saturday

Sunday

page 22

a. swarm

b. flock

c. bunch

d. herd

e. fleet

f. team

g. litter

h. forest

page 23

a. cows

c. dogs

d. chairs

e. rings

f. trees

g. cat

h. flower

i. horse

j. horse

k. horse

page 24

a. children

b. man

c. geese

d. feet

e. tooth

f. women

page 29

column 1

hop

row

sleep

fly

column 2

run

ride

dance

fish

page 30

a. fish
c. horse

d. duck

f. clock

c. boat
g. dog

d. rain

page 31

a. kick, ball

b. read, book

c. boil, eggs

d. wear, coat

e. build, sandcastle

f. cut, bread

page 32

Noun

a. sun

b. fish

c. wind

d. duck

e. rain

f. horse
Answer Key (cont.)

page 32 (cont.)
Verb
a. shines
b. swims
c. blows
d. quacks
e. falls
f. trots

page 33

page 36
a. told
b. cry
c. saw
d. swam
e. licked
f. wash
g. hop
h. ate

page 37
ate went
washed watch
brushed said
put jumped
page 38

page 39
Answers will vary.
a. Lisa kicked the ball.
b. The dog barked at me.
c. Our teacher told us a story.
d. The train arrived at the station.
e. The puppy chewed the bone.
f. The kangaroo hopped over the fence.
g. Sally rang the bell for play.
h. The bird flew into the tree.

page 40
a. is f. is
b. are g. are
c. are h. is
d. are i. are
e. is j. is

page 41
a. was f. were
b. was g. were
c. were h. was
d. was i. was
e. were j. were

page 42
1.

page 43
1.
a. like
b. saw
c. thought
d. believed
e. hated
f. think
2. Answers will vary.

page 44

page 45

page 46
1.

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Answer Key (cont.)

page 46 (cont.)
c. break
d. come
e. catch
f. begin

2.
a. hide
b. go
c. help
d. win

page 50
a. yellow
b. fat
c. green
d. round
e. red
f. soft
g. strong
h. wild
i. funny
j. black

page 51
underlined noun/circled adjectives
a. grass/the, green
b. flowers/the, red
c. horse/the, black
d. house/the, brown
e. pond/the, blue
f. ducks/the, yellow

page 52
underlined nouns/circled adjectives
a. trees, hill/two, a
b. bird, tree/a, big, one
c. tail, bird/a, long, the, big
d. lizard, tree/a, small, the, second

e. ant, nose/a, black, the small, lizard's

page 53
a. big
b. hot
c. high
d. a sunny day

page 54
1. noun/adjectives
   banana/ripe, yellow
girl/clever, young
knife/sharp, blunt
pillow/soft, white
dress/prettty, dirty
pig/pink, fat
door/open, shut
grass/green, tall

2. adjectives/yes or no
   a. A, a, high/no
   b. An, fifteen/no
   c. The, earth's, blue/no
d. A, dirty, wrinkled/yes

page 55
Answers will vary.

page 56
1. large ripe tiny tall
d. a fat round pencil
e. a tall oak tree

page 57
1. a. white
b. deep
c. two
d. soft
e. new

page 58
1. a. later
b. late
c. there
d. down
e. inside

2. a. early
b. quickly
c. softly
d. before
e. now

page 61
1. a. when
b. how
c. where
d. when
e. how
f. where

page 62
1. a. still
b. early/tonight
c. softly
d. there/here
e. hard

page 63
f. often/tonight

page 64
Answers will vary.

page 65
a. strongly
b. quickly

c. slow

d. sad

e. sadly

page 66
1. egg ugly
axe ice
old emu
ink apple
owl ox

2. a. l
d. z
b. v
e. i

c. b
f. o
Answer Key (cont.)

page 69
1.
   a. a  g. an
   b. an  h. an
   c. a  i. a
   d. a  j. a
   e. an  k. an
   f. an  l. an

2.
   a. an  e. an
   b. a  f. a
   c. an  g. an
   d. an  h. an

page 70
1.
   column 1
   orange
   ice cream
   column 2
   umbrella
   ant
   umpire
   arm
   column 3
   eye
   owl
   elf
   oven

2.
   a. an
   b. a
   c. an
   d. a
   e. a

page 71
(across)
a  an  a
an  an  a
an  a  an  a

page 72
1. word/article
   a. snake/the
   b. egg/an
   c. present/a
   d. dog/A
   e. bone/the
   f. book/a

2.
   a. the
   b. a/the
   c. an/the
   d. the
   e. an
   a. a

page 73
k. of
   l. for

page 74
preposition/better ending
   a. on/the lake
   b. into/the cold water
   c. under/the table
   d. down/the stairs
   e. of/a tiger
   f. in/the forest

page 75
a. above
   b. between
   c. inside
   d. beside
   e. under

page 76
a. in
   b. under
   c. into
   d. over
   e. behind

page 77
a. with
   b. into
   c. of
   d. from
   e. for
   f. under
   g. by
   h. with
   i. with
   j. by

k. of
   l. for

page 78
preposition/better ending
   a. on/the lake
   b. into/the cold water
   c. under/the table
   d. down/the stairs
   e. of/a tiger
   f. in/the forest

page 79
1. preposition/
   Answers will vary.
   a. down
   b. into
   c. behind
   d. above

2.
   a. no
   b. no
   c. no
   d. yes

page 80
a. hers
   b. his
   c. mine
   d. yours
   e. ours

page 81
a. Mike
   b. Sally
   c. dog
   d. Megan
   e. book
   f. Sally
   g. Mark
   h. Sally

page 82
1.
   a. he
   b. she
   c. it
   d. them
   e. him
   f. her

page 83
1.
   a. him
   b. I
   c. me
   d. they
   e. her
   f. you

page 84
1.
   a. Mike
   b. Sally
   c. dog
   d. Megan
   e. book
   f. Sally
   g. Mark
   h. Sally

page 85
1.
   a. yours
   b. his
   c. mine
   d. yours
   e. ours

page 88
1.
   a. I went into the shop, and I bought an ice cream.
   b. The boy opened the door, and he walked in.
   c. I picked up the glass, and I filled it with water.
page 88 (cont.)

2.
   a. An elephant is big, but a mouse is tiny.
   b. The stars are shining, but the moon is behind a cloud.
   c. Feathers are soft, but steel is hard.
   d. Mike saw the jet, and Bill saw the jet too.

b. Mary could not do the work, so I helped her.

c. It began to rain, so I hurried.

d. The apple was ripe, so I ate it.

e. The girl was tired, so she went to bed.

2.
   a. I had a cold drink.
   b. I thanked him.
   c. she could read the book.
   d. he could make a hot drink.
   e. she could ride it.

page 89

a. if
   b. because
   c. when
   d. although
   e. and
   f. before
   g. until
   h. so

page 90

1. conjunction
   Answers will vary.
   a. when
   b. because
   c. while
   d. and

2. conjunction
   Answers will vary.
   a. but
   b. because
   c. and
   d. because

page 91

1.
   a. We were cold, so we lit a fire.

page 95

1. a. My father told me a joke.
    b. The gray horse pulled the cart.
    c. I have a pet mouse.
    d. Sally wore her new jumper to school.

2. Answers will vary.
   a. A hungry dog eagerly chewed a juicy bone.
   b. The unfortunate boy quickly lost his last dollar.
   c. The overloaded truck crashed into the picket fence.
   d. My new puppy dug a big hole in Mother’s garden.

page 96

1. a. Elephants are strong.
    b. Birds can fly.
    c. Sandy baked a cake.
    d. I can tie my shoelaces.

2. a. The dog barked at the stranger.
    b. A car has an engine.
    c. A flower has petals.
    d. The cook made some cakes.
    e. The duck began to quack.
    f. The elephant has a large trunk.
    g. A camel has a hump.
    h. A table has four legs.

page 97

1. a. a door
    b. to draw
    c. legs
    d. the time
    e. the circus

2. Answers will vary.
   a. cars/eyes
   b. big/tall
   c. teeth
   d. fly
   e. writing/drawing

page 98

1. a. told us to stand.
    b. read us a story.
    c. barked at the cat.
    d. chewed the bone.
    e. built a nest in the tree.
    f. is singing a song.
    g. stopped at the station.
    h. carried over sixty people.

2. Answers will vary.
   a. I fell in the puddle.
   b. I jumped in the puddle.

page 99

1. a. A fish
    b. The car
    c. My bicycle
    d. The dog

2. Answers may vary.
   a. She is jumping rope.
   b. He is riding a horse.
   c. He is skateboarding.
   d. He won the race.

page 100

1. a. because he has a toothache.
    b. because she went to bed late.
    c. because his bike is broken.
    d. because she was feeling unhappy.
    e. because it was nearly empty.
**Answer Key (cont.)**

**Page 103**
- a. in the nest
- b. in its kennel
- c. with the surfboard
- d. in December
- e. in the kettle
- f. at Easter

**Page 104**
- a. where
- b. where
- c. when
- d. how
- e. where
- f. when
- g. when
- h. where
- i. how
- j. how

**Page 105**
- a. on the table
- b. into the jug
- c. in the park
- d. in the oven
- e. to Sally
- f. across the playground
- g. under the tree
- h. on the rug

**Page 106**
- a. at four o’clock
- b. at eight o’clock
- c. at nine o’clock
- d. at eleven o’clock
- e. at six o’clock
- f. at midnight

**Page 107**
- a. with a single blow
- b. in a friendly manner
- c. in silence
- d. at great speed
- e. in a noisy way
- f. without fear

**Page 108**
- a. The boy with blue swim trunks built a sandcastle.
- b. The girl with glasses ate an ice-cream cone.
- c. The horse with a long tail kicked the man.
- d. The old man with a long, gray beard sat on the seat.
- e. The rabbit with a fluffy tail dived into the burrow.
- f. The lady with sunscreen on her face killed a snake.

**Page 109**
1. a. with fluffy ears
- b. with lots of petals
- c. on the field
- d. in the park
2. Answers will vary.

**Page 110**
1. a. The child hit the puppy/it ran away
- b. My leg feels sore/my foot is bleeding
- c. or/I want you to finish the work/I will not help you
- d. or/Get that work done/the teacher will keep you in
- e. and/I washed the dishes/Sally dried them
- f. or/We must leave now/we will get wet
- g. but/I did not win the race/I did not come in last
- h. and/Cows give us milk/sheep give us wool
2. Answers will vary.

**Page 111**
1. column 1
   - Christmas
   - Monday
   - Sunday
   - April
   - Megan
   - Chicago
2. Answers will vary.

**Page 112**
1. a. This is the dog
- b. I spoke to the boy
- c. I found the ring
- d. I helped the girl
- e. This is the cow
- f. The teacher growled at the boy
- g. This is the house
- h. The bird flew away
2. Answers will vary.

**Page 113**
1. Answers will vary.
2. Answers will vary.

**Page 114**
1. *joining word/ clause/clause*
   a. and/The child hit the puppy/it ran away
   b. and/My leg feels sore/my foot is bleeding
   c. or/I want you to finish the work/I will not help you
   d. or/Get that work done/the teacher will keep you in
   e. and/I washed the dishes/Sally dried them
   f. or/We must leave now/we will get wet
   g. but/I did not win the race/I did not come in last
   h. and/Cows give us milk/sheep give us wool
2. a. The old man rode his bicycle to the town of Sea Lake.
- b. I saw Sam and Joanne in Wattle Street.
- c. We are leaving next Monday morning.

**Page 118**
1. Answers will vary.
   a. Where do you live?
   b. What is your name?
   c. Do you like pizza?
2. a. Do you think John will come? He should be here now.
   b. Where is the cat? I haven’t seen it all day.
   c. The clouds are getting dark. Do you think it will rain?

**Page 119**
1. a. I ate peas, chips, and bread for
lunch.

**page 119 (cont.)**

b. On our farm we have pigs, cows, and horses.

c. All trees have leaves, bark, and roots.

d. At school I play volleyball, football, tennis, and softball.

2. Answers will vary.

**page 120**

1. Place an exclamation mark in each box.

2. Answers will vary.

**page 121**

1. a. “I saw Peter,” said Mary.

b. “We hate getting up early,” said the boys.

c. Sam yelled, “Where did Tom find it?”

d. My best friend said, “I will help you.”

e. “Betty, come here,” cried Mavis.

2. Answers will vary.

**page 124**

a. stop

b. long

c. lose

d. dry

e. late

f. boy

g. west

h. left

**page 125**

1. *first column/synonym*

   rock/stone

   sick/ill

   rug/mat

   fast/quick

   little/small

   chair/seat

   tidy/neat

2. a. start

b. fix

c. nap

d. glad

**page 126**

1. dog

   table

   train

   flower

   bus

   book

   street

   cup

2. a. lion

b. shop

c. salt

d. bed

c. chair

f. grass

**page 127**

1. *Sports—softball, football, golf, hockey*

   *Colors—yellow, red, green, blue*

   *Clothing—sweater, shoes, tie, socks*

2. a. drinks

b. colors

c. animals

d. flowers

e. vegetables

f. insects

**page 128**

1.

   a. strawberry

   b. teapot

   c. notebook

   d. windmill

   e. starfish

   f. bulldog

2.

   a. lighthouse

   b. toothbrush

   c. popcorn

**page 129**

a. pan

b. rat

c. tap

d. arm

e. top

f. lips

**page 130**

1. a. as busy as a bee

b. as slow as a snail

c. as light as a feather

d. as hot as fire

e. as wise as an owl

f. as cold as ice

2. Answers will vary.

   a. as green as grass

   b. as big as a giant

   c. as flat as a rug

   d. as strong as an ox

**page 131**

1. a. ball

b. four

c. gate

d. boat

2. a. one

b. arm

c. ear

   d. lock

   e. net

**pages 132–135**

Answers will vary.

**page 136**

1. a. statement

b. question

c. question

   d. exclamation

   e. statement

2. Answers will vary.