Grammar Practice Reproducibles
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A **sentence** is a group of words that shows a complete thought.  
A **sentence fragment** is a group of words that does not show a complete thought.  
Every sentence begins with a **capital letter**.  
Most sentences end in a **period**. The period is called **end punctuation**.

Read each group of words. Write **yes** if the group of words forms a sentence. Write **no** if it does not form a sentence.

1. I read a book about sea life. ________________
2. The largest mammal. ________________
3. I want to see a whale some day. ________________
4. Swims quickly through the water. ________________
5. A jellyfish is an interesting sea creature. ________________
6. Most sharks live in warm water. ________________
7. A giant squid can grow to be very large. ________________
8. Live off the coast of Japan. ________________
9. Dolphins have two flippers. ________________
10. A walrus can live in or out of the water. ________________
A **statement**, or declarative sentence, tells something. It ends in a period.

A **question**, or interrogative sentence, asks something. It ends in a question mark.

Write **statement** if the sentence tells something. Write **question** if it asks something. Put the correct end mark at the end of the sentence.

1. We learned about fire safety at school today ______________

2. It is important to have fire alarms that work ______________

3. Do you check your fire alarms each year ______________

4. Kids should only cook with an adult nearby ______________

5. Families should plan escape routes from their home ______________

6. Do firefighters teach safety classes at your school ______________

7. Sometimes lightning can start a fire ______________

8. People should not leave matches where children can reach them ______________

9. Do you know all the fire safety rules ______________

10. Next week our class will visit the fire station ______________
Grammar: Capitalization and Punctuation

Name

- Begin every sentence with a **capital letter**.
- Use a **period** at the end of a statement.
- Use a **question mark** at the end of a question.

Write each sentence correctly using capital letters and end punctuation. If the group of words does not tell a complete thought, place an X next to it. Then add words to make it a sentence and write it on the line.

1. fall is my favorite time of year

2. i like to see the leaves turn bright colors

3. pumpkins at the pumpkin patch

4. do you go to football games in the fall

5. my dad takes lots of pictures of the colorful leaves
• Begin every sentence with a capital letter.
• A statement is a sentence that tells something. It ends in a period.
• A question is a sentence that asks something. It ends in a question mark.

Rewrite the sentences below, fixing any mistakes you might find.

1. we had a terrible storm last night.

   ________________________________________________________________

2. There was a lot of wind and heavy rain?

   ________________________________________________________________

3. did you see the weather report this morning

   ________________________________________________________________

4. The reporter said that our town got over three inches of rain

   ________________________________________________________________

5. Do you think that some streets are flooded.

   ________________________________________________________________
A. Circle the sentences. Place an X over sentence fragments.

1. a. The store will not open until noon today.
   
   b. We saw a plane take off and land.
   
   c. Under a long table.
   
   d. The kitten fell asleep on the pillow.

2. a. He painted a picture of the ship.
   
   b. The mayor of Greenville.
   
   c. We saw a movie about an elephant family.
   
   d. Won first prize in the contest.

B. Decide if the sentence is a statement or a question. Write your answer on the line. Rewrite the sentence using the correct punctuation and capitalization.

3. did you study for the spelling test _______________

4. we are going to a soccer game after school _______________

5. will you help out with the bake sale this year _______________
A sentence is a group of words that expresses a complete thought.
Remember that a statement tells something. A question asks something.
A command is a sentence that tells someone to do something. It ends with a period.
The word you is understood at the beginning of a command.

After each sentence, write statement, question, or command for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. we can help you put the groceries away

2. put the cans of food on the shelves

3. do you want me to put the apples in the bowl

4. where should I put the flour and sugar

5. close the door when you are finished
Grammar: Exclamations

Name ____________________________

- A command is a sentence that tells someone to do something. It ends with a period.
- An exclamation, or exclamatory sentence, is a sentence that shows excitement or strong feeling. It ends with an exclamation mark.

After each sentence, write statement, question, command, or exclamation for the kind of sentence it is. Place the correct punctuation at the end of the sentence.

1. I want to go to Florida next summer ________________

2. What a beautiful state it is ________________

3. Have you ever been there ________________

4. Wow, my grandmother sent me a free ticket ________________

5. Go with me to Miami ________________

6. The capital of Florida is Tallahassee ________________

7. Hey, I'll send Grandmother a card to thank her ________________

8. Where is the address book ________________

9. I cannot wait to go see her ________________

10. Do you think she will like the card ________________
Grammar: Punctuation in Commands and Exclamations

Name

- Use a period at the end of a **statement**.
- Use a question mark at the end of a **question**.
- Use a period at the end of a **command**.
- Use an exclamation mark at the end of a **exclamation**.

Rewrite the letter from Carly, adding correct punctuation to the end of each sentence.

Dear Aunt Jackie,

Wow, I was so happy to hear your good news. It will be fun to read your poem in the magazine. Mom says we can cut it out and put it in a frame. Will you get extra copies? Send me an extra one, please. I want to take it to school to show my class. They will see that I have the best aunt ever.

I have a small favor to ask. Would you mind giving me some tips on writing a poem? Find out if you can come for a visit soon. We can have an amazing poetry reading together.

Your favorite niece,

Carly
Name

- A **statement** tells something. It ends with a **period**.
- A **question** asks something. It ends with a **question mark**.
- A **command** tells someone to do something. It ends with a **period**.
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write **statement**, **question**, **command**, or **exclamation** for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. what a great day for a parade
   __________________________

2. does the parade start at noon
   __________________________

3. we can see the parade from Green Street
   __________________________

4. walk down Oak Street, then over to the corner of Green and Third
   __________________________

5. wow, here come the marching bands
   __________________________
A. Write S if the sentence is a statement. Write Q if the sentence is a question. Write C if the sentence is a command. Write E if the sentence is an exclamation. Place the correct punctuation at the end of each sentence.

1. ______ My dad collects clocks

2. ______ Do you collect anything

3. ______ Wow, it would be fun to collect autographs

4. ______ Write down your favorite hobbies

5. ______ I can’t believe Dad has over one hundred clocks

B. Write if the sentence is a command or an exclamation. Then rewrite the sentence using the correct punctuation and capitalization.

6. oh no, Mom can’t find her keys ________________

7. look on the table ________________

8. search under the car seat ________________

9. we just can’t be late today ________________

10. wow, I found the keys in the toy box ________________
A sentence is a group of words that expresses a complete thought.
- Every sentence has two parts: the subject and the predicate.
- The subject tells what or whom the sentence is about.
- The predicate identifies what the subject does or is.
- A complete subject is all the words in a subject.

What or whom is each sentence about? Draw a line under the complete subject.

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.
6. Pet supplies are on the shelves.
7. The owner answers a lot of questions.
8. A little boy points to a sleeping puppy.
9. The brown puppy wakes up and barks.
10. A family buys the puppy and goes home.
Grammar: Multiword Subjects

Name ________________________________

- The **subject** of a sentence tells what or whom the sentence is about.
- A **complete subject** is all the words in a subject.
- A complete subject can be one word, more than one word, or a **compound subject** connected by *and*.

Place a checkmark ✓ next to the sentence if it has a compound subject. Write the complete subject on the line.

1. Jane and Lia rode their bikes to the park. ________________
2. Carlos and Shane were playing soccer. ________________
3. The sun shone brightly. ________________
4. Coach Tate and Chris walked toward the field. ________________
5. Mrs. Chan sat on a bench reading. ________________
6. The Smith twins played on the swings. ________________
7. Many birds and squirrels live in the park. ________________
8. Dark clouds began to gather around noon. ________________
9. The adults and children started to leave. ________________
10. A cold rain poured down the rest of the day. ________________
• Every **complete sentence** has a subject and a predicate. It expresses a complete thought.
• A **fragment** may be a sentence that does not have a subject. It does not express a complete thought.
• Correct some **sentence fragments** by adding a subject.

**Correct each fragment by adding a subject from the box. Then write the sentence correctly.**

**Skyscrapers**  **A city**  **A subway**  **People**  **A park**

1. _______________ is much larger than a town.

2. _______________ may take subways, trains, or buses to work.

3. _______________ is a train that goes underground.

4. _______________ are tall buildings.

5. _______________ is a great place for families to have a picnic.
A **complete subject** is all the words in a subject. It can be one word, more than one word, or a **compound subject** connected by *and*.

A **fragment** may be a sentence that does not have a subject. It does not express a complete thought.

Correct some **sentence fragments** by adding a subject.

Underline the complete subject in each sentence. For sentence fragments, add a subject. Then write the sentence correctly. Use capital letters and end marks.

1. my class will go on a field trip to a museum next week

2. a museum is a good place to learn about the past

3. can see all kinds of things used long ago

4. wagons and buggies were once used for transportation

5. had not been invented yet
A. Write the complete subject of each sentence.

1. The sun is at the center of our solar system. ________________

2. Our Earth gets heat and light from the sun. ________________

3. People and animals need energy from the sun’s rays. ________________

4. Plants could not live without the sun. ________________

5. All living things need the sun to live and grow. ________________

B. Choose a subject from the box that best completes each sentence. Rewrite the sentence using the correct punctuation and capitalization.

Other good fruits Oranges Florida and California

6. ________________ are a kind of fruit

7. ________________ are apples, pears, and blueberries.

8. ________________ are two states that grow oranges.
A **sentence** is a group of words that expresses a complete thought.

- Every **complete sentence** has two parts: a **complete subject** and a **complete predicate**.
- The **complete subject** tells what or whom the sentence is about.
- The **complete predicate** tells what a subject is or does. Predicates can be more than one word.

**Which word or words tell what the subject is or does? Draw a line under the complete predicate.**

1. Bears live in many different habitats.
2. Polar bears live in cold places.
3. These bears live on thick ice sheets.
4. Heavy fur keeps the polar bear warm.
5. A grizzly bear is large and fierce.
6. The grizzly likes to catch fish to eat.
7. Grizzlies hibernate when it gets cold.
8. The sun bear is a small bear.
10. The sun bear steals honey from beehives.
Grammar: **Compound Predicates**

Name ____________________________________________

- The **complete predicate** tells what a subject is or does. Predicates can be more than one word.
- Two predicates joined by the word *and* form a **compound predicate**.

**Place a checkmark √ next to the sentence if it has a compound predicate. Write the complete predicate on the line.**

1. Caleb is baking pies for the bake sale. ____________________________

2. Katya helps peel the apples. ____________________________

3. Mom turns on the oven and bakes the crust. ____________________________

4. Lara wants to make cupcakes. ____________________________

5. She pours in the flour and stirs the batter. ____________________________

6. The cupcakes bake for thirty minutes. ____________________________

7. Nina frosts the cupcakes and decorates them. ____________________________

8. The bake sale begins at noon. ____________________________

9. Dad and Mr. Lee set up the tables. ____________________________

10. We set out the food and wait for the customers. ____________________________
Grammar: Complete Sentences

Name _______________________

- Every **complete sentence** has a subject and a predicate. It expresses a complete thought.
- A **fragment** does not have both a subject and a predicate. Correct a **sentence fragment** by adding a subject or a predicate.
- A **run-on sentence** joins two sentences that should be separate. Correct a **run-on sentence** by separating the two ideas into two sentences.

Read the sentences. Rewrite each sentence and fix any fragments or run-on sentences.

1. I like summer I always go camping with my dad.
   
2. First, Dad and I.
   
3. We gather wood for a campfire later we take a swim in the lake.
   
4. In the evening my dad and I.
   
5. We sleep great in the tent we have a big breakfast the next morning.
Every **complete sentence** has a subject and a predicate. Sentences begin with capital letters and end with end punctuation.

Correct a **sentence fragment** by adding a subject or a predicate.

Correct a **run-on sentence** by separating the two ideas into two sentences.

Rewrite the paragraphs below. Correct sentence fragments and run-on sentences. Be sure to use capital letters and end marks.

My grandmother is an artist she lives in New York. Paints pictures of birds. Her paintings are used in books about birds in their natural habitats. Some of her paintings can be seen in museums.

My grandmother gets to travel all over the world, she has even painted penguins in Antarctica. Once Grandmother climbed a tree to sketch an eagle. I think that my grandmother has the best job in the world. I want to have a job like hers someday.
A. Which part of the sentence is the predicate? Circle the correct answer.

1. My mom and I saw the Golden Gate Bridge last summer.
   a. My mom and I  b. last summer  c. saw the Golden Gate Bridge last summer

2. The bridge in San Francisco is a famous sight.
   a. in San Francisco  b. is a famous sight  c. The bridge

3. Thousands of people drive across the bridge every day.
   a. drive across the bridge every day  b. of people  c. Thousands

4. We took lots of pictures of the famous bridge.
   a. of pictures  b. took lots of pictures of the famous bridge  c. the famous bridge

B. Draw a line to match an incomplete subject with an incomplete predicate. Rewrite each sentence on the lines below using correct punctuation and capitalization.

5. A desert environment a. sleep during the day and are active at night

6. many animals of the desert b. are able to store water

7. Spiny cactus plants c. gets little rainfall

8. 

9. 

10. 
A simple sentence is a group of words that expresses a complete thought. Simple sentences include a subject and a predicate.

Combining simple sentences can add variety to writing.

Two sentences can be combined with a comma and the coordinating conjunctions and, or, or but.

Read each group of words below. Write S if the group of words is a simple sentence. Draw a line between the subject and the predicate.

1. My friend Mara likes snow. ________________
2. We built a snowman. ________________
3. Cold and windy. ________________
4. My brother skated on the pond. ________________
5. Threw snowballs at us. ________________
6. Mara and I hid behind a snow fort. ________________
7. Mom called for us. ________________
8. She gave us good soup. ________________
9. Hot and tasty. ________________
10. Then we played games inside. ________________
A compound sentence contains two related sentences joined by the coordinating conjunctions and, or, or but.

These coordinating conjunctions have different functions. And joins ideas; but shows a change in thought; and or offers a choice.

Place a comma before and, or, or but in a compound sentence.

Read each simple sentence. Combine the sentences to make a compound sentence. Use the coordinating conjunction in parentheses. Write the new sentence on the line.

1. Dogs make good pets. Cats are good pets, too. (and)

2. Dogs learn tricks easily. Cats are not easy to train. (but)

3. You can teach your pet. You can take your pet to a trainer. (or)

4. Dogs are eager to please. They like to work for treats. (and)

5. Cats are very independent. They can also be sweet pets. (but)
Grammar: Punctuate Simple and Compound Sentences

Name

- Begin simple and compound sentences with a capital letter.
- End simple and compound sentences with the correct punctuation. If the sentence is declarative, end it with a period. If the sentence is a question, or interrogative, end it with a question mark. If it is an exclamation, end it with an exclamation point.
- Use a comma before the words and, or, or but when forming a compound sentence.

Correct each sentence below. Use capital letters, commas, and end punctuation correctly.

1. did you see the meteor shower last night

2. dad and I drove out to the country and we saw it with some friends

3. it was the most amazing thing I’ve ever seen

4. the stars began shooting across the sky slowly but then they began to speed up.

5. we cheered as the last star disappeared from sight
• Begin simple and compound sentences with a capital letter and end with the correct punctuation.
• Use a comma before the words and, or, or but when forming a compound sentence.

Rewrite the paragraphs below. Look for any sentences that you can combine. Be sure to use capital letters and end marks correctly.

Rewrite the paragraph below.

Earthworms are interesting creatures. They are important to farmers, too. Earthworms loosen the soil as they crawl making it easier for farmers to plant seeds. As they crawl, they make tunnels. This helps water and nutrients get to the roots of young plants.

Do you want to see an earthworm? Lift up a rock on a hot, sunny day. Or look under cool damp leaves. Earthworms need to stay away from the hot sun. Or they will dry up. Instead of lungs, earthworms breathe through their skin. Their skin needs to stay cool and moist at all times. An earthworm is an amazing earthmover?
A. Write S if the sentence is simple. Write C if the sentence is compound.

1. I’m helping Gram make a quilt. □

2. We will make it out of colorful fabric, and it will be big enough for my bed. □

3. Some days I help her cut fabric, or we stitch the pieces. □

4. The quilt will look like a big basket of flowers. □

5. I can’t wait until it is all finished. □

B. Read each sentence. Circle letters that should be capitalized. Add commas and punctuation marks where they belong.

6. do you want to see a movie or would you rather stay home

7. last week we went to the skate park and later we had ice cream

8. mom said we could go but we have to come home before dinner

9. it was raining before but now the sun is out

10. wow, this is the best day ever
A noun is a word that names a person, place, or thing.

- A common noun names any person, place, or thing.
- A proper noun names a special person, place, or thing. It begins with a capital letter.
- Proper nouns include people’s names, towns, states, holidays, days, months, streets, special events, geographical names, and historical periods.

Read each sentence. Write common or proper under each underlined noun.

1. William raked the leaves for Mr. Ames.

2. Sasha bought a large pumpkin at the Janesville Fall Festival.


4. A storm blew a huge tree down on Second Street.

5. Mom plants colorful flowers in her planters.

6. Flowers start to pop up as early as March in our neighborhood.
Grammar: Concrete and Abstract Nouns

Name

- A **concrete noun** names a person, place, or thing that can be seen or identified with any of the five senses.
- An **abstract noun** names something that cannot be seen with the five senses. Abstract nouns usually name ideas.

Write *concrete* or *abstract* to identify the underlined noun in each sentence.

1. Nina wrote a report about Dr. Martin Luther King, Jr. ____________

2. Dr. King wrote a speech about the importance of **freedom**. ____________

3. Keely read a **book** about American presidents. ____________

4. She found the book at the **library**. ____________

5. Abraham Lincoln was known for his **honesty**. ____________

6. Seth watched a television show about **astronauts**. ____________

7. Astronauts show a lot of **courage** when going into space. ____________

8. A **firefighter** talked to our class about his job. ____________

9. He showed us some of his **firefighting equipment**. ____________

10. We thanked him for his **bravery**. ____________
Grammar: Capitalize Proper Nouns

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

**Proper nouns** include names, holidays, days of the week, brands, product names, titles of books, historical periods, events, titles with a name, initials, and geographic names and places.

Proper nouns begin with a capital letter. Capitalize the important words in proper nouns. Short words, such as *of* and *and* are usually not capitalized.

Underline the proper noun in each sentence. Write it correctly on the line.

1. We went to the park on saturday.  
2. Later we walked to oakville market.  
3. The owner is mr. simpson.  
4. The store only closes on new year’s day.  
5. What time does hill street library close?  
6. The title of my favorite book is *boxes of bananas*.  
7. Is mother’s day next month?  
8. I will buy mom a book.  
9. She likes to read books about antarctica.  
10. My dad hiked up green mountain once.
Name

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

Rewrite the letter so that proper nouns begin with capital letters and common nouns begin with lowercase letters.

Dear principal Ortiz,

Our class would like to visit the sander's science museum. It is only twenty miles from school. We would like to go on May 1st. The museum will have a special speaker that day. Dr. Cane will tell us about the oceans. We have been studying the Atlantic ocean. We will get to see all kinds of seashells at the museum. It will be fun for our class to take this field trip. Please let our teacher, Mr. Rahim, know your decision soon.

Thank you,

Alana Teal
A. If the underlined noun is a common noun, write common. If the underlined noun is a proper noun, write proper.

1. My family visits a different state each summer. ________________

2. Last year we went to South Dakota. ________________

3. We got to see Mount Rushmore. ________________

4. Thomas Jefferson is one of the presidents on the monument. ________________

5. At night we watched a play about the people who carved it. ________________

B. Choose a noun from the box to complete each sentence. Write each proper noun with a capital letter.

   picnic                  thanksgiving day          fourth of july
   uncle stan              leaders

6. People like to attend a fireworks show on the ________________.

7. A ________________ is a meal that is eaten outside.

8. Does your family eat pumpkin pie on ________________?

9. On President’s Day we honor our country’s ________________.

10. My ________________ plays tricks on us on April Fool’s Day.
A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing.

- Add -s to form the plural of most singular nouns.
- Add -es if the singular noun ends in -s, -ch, -sh, or -x.
- Singular and plural nouns can be compound words.

A. Write the correct plural form of each singular noun.

1. coat _____________
2. wish _____________
3. box _____________
4. bench _____________
5. horse _____________
6. tree _____________
7. sock _____________
8. patch _____________
9. bus _____________
10. cupcake _____________

B. Write the plural form of each noun in parentheses to complete each sentence.

11. I saw two (fox) in the woods ________________.
12. We learned the names of many different (rock) ________________.
13. The wind blew several (branch) ________________ out of the tree.
14. Mom made new (dress) ________________ for the dolls.
15. I brought some (peach) ________________ for our snack.
Grammar: Plural Nouns with y to -ies Endings

Name ________________________________

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- To form the plural of a word that ends in a consonant and *y*, change the *y* to *i* and add -*es*.

A. Change each word to a plural noun.

1. library ________________
2. puppy ________________
3. party ________________
4. sky ________________
5. army ________________

B. Write the plural form of each noun in parentheses to complete each sentence.

6. Dad bought camping (supply) ________________ for our trip.
7. We saw two yellow (canary) ________________ in the park.
8. Our class invited all of our (family) ________________ to the party.
9. I read a book about some (pony) ________________ that live on an island.
10. Mom needs lots of (cherry) ________________ for the pie.
Grammar: Punctuate Four Sentence Types

Name

- A **statement** is a sentence that tells something. It ends in a period. (.)
- A **question** is a sentence that asks something. It ends in a question mark. (?)
- A **command** is a sentence that tells someone to do something. It ends in a period. (.)
- An **exclamation** is a sentence that shows excitement or strong feeling. It ends in an exclamation mark. (!)

After each sentence, write statement, question, command, or exclamation. Rewrite sentences correctly. Use capital letters and end marks.

1. **do you know what time the library opens**
   
2. **I need to check out a book about sea life**
   
3. **what an amazing creature sharks are**
   
4. **get my library card for me, please**
   
5. **let’s go wait out front until the library opens**
• Add -s to form the plural of most singular nouns.
• Add -es if the singular noun ends in -s, -ch, -sh, or -x.
• To form the plural of a word that ends in a consonant and y, change the y to i and add -es.

A. Read the poster. On the lines below, write the correct plural form of the underlined nouns.

Nature Walk

do you want to learn some new thing Come to the south lawn of Fern Street Library on Saturday for a nature walk. you will learn the names of all kinds of tree and bush in the park We will help you identify the bird that live there This is a great way for family to spend the day together we hope to see you there

1. __________ 2. __________ 3. __________
4. __________ 5. __________

B. Rewrite the paragraph above using the correct plural nouns. Use capital letters and end marks correctly.

__________________________

__________________________

__________________________

__________________________

__________________________
A. Read the nouns. For each item, circle the noun that is singular.

1. a. toasters
   b. birdhouses
   c. flower
   d. windows

2. a. buttons
   b. glass
   c. apples
   d. sticks

3. a. tractors
   b. camels
   c. classes
   d. fence

4. a. bench
   b. cakes
   c. lizards
   d. planets

B. Read each sentence. Circle the correct plural form for the noun in parentheses.

5. All the (couch) are on sale at Adam’s Furniture Store.
   a. couchs
   b. couches
   c. couch
   d. couchez

6. I found five (penny) on the floor.
   a. pennys
   b. pennyies
   c. penneys
   d. pennies

7. Will you help me stack the (box) on the truck?
   a. boxes
   b. boxs
   c. boxies
   d. boxess

8. My class recycles the milk (carton).
   a. carton
   b. cartones
   c. cartons
   d. cartonss
Some nouns have special plural forms. They do not add -s or -es to form a plural.

- The words men, women, and children are the irregular plural noun forms of man, woman, and child.
- The word mice is the irregular plural noun form of the noun mouse.
- Collective nouns name groups of people, places, or things.

A. Complete each sentence with the correct plural form of the noun in parentheses.

1. The (man) _____________ who coach the soccer teams talked to our class.

2. The library invited all the (child) ________________ to the story hour.

3. I wrote a poem about three small (mouse) ________________.

4. We talked to the (woman) ________________ about their jobs.

5. I read about the (life) ________________ of the presidents.

B. Read each sentence. Underline the collective noun.

6. There are four people in my family.

7. A jury makes important decisions in a court room.

8. That movie is about a brave army.
- A few plural nouns have the same singular and plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep</td>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
<td>moose</td>
<td>moose</td>
</tr>
<tr>
<td>scissors</td>
<td>scissors</td>
<td>salmon</td>
<td>salmon</td>
</tr>
</tbody>
</table>

- A few plural nouns change spellings but do not add -s or -es.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>teeth</td>
<td>goose</td>
<td>geese</td>
</tr>
</tbody>
</table>

A. Decide if the underlined noun is singular or plural. Write your answer on the line.

1. We saw five _deer_ behind our house. ________________

2. Do we have enough _scissors_ for everyone? ________________

3. I painted a picture of a beautiful _trout_. ________________

4. The _fish_ have been jumping all afternoon. ________________

B. Write yes if the plural form of the underlined noun is correct. Write no if it is not correct.

5. I saw some shark _teeth_ at the science museum. ________________

6. Put on some socks if your _foots_ are cold. ________________

7. Fishes have special gills to help them breathe. ________________

8. The _sheep_ are grazing in the field. ________________
Grammar: Spelling Plural Nouns

Name ________________________________

- A few plural nouns change spellings but do not add -s or -es.
- A few plural nouns are spelled exactly the same as the singular form.
- To check the spelling of a plural noun, look up the singular form in a dictionary.

Rewrite the sentences. Change the underlined word to a plural noun.

1. The __________ swam in the pool.

2. Sometimes my __________ chatter when I am cold.

3. Did you see the blue __________ swim by?

4. The __________ hid under the refrigerator.

5. I know the __________ who work at the bank.
Proofread the sentences for incorrect plural nouns. Circle each incorrect plural noun and write its correct form on the line.

1. I think astronauts have exciting lifes. ______________
2. The childs had fun building a snowman. ______________
3. How many mouses did you see? ______________
4. Be careful with the sharp knifes. ______________
5. The womans helped with the toy drive. ______________
6. The gooses are making too much noise! ______________
7. Salmons like to swim upstream. ______________
8. Did you know ducks have webbed feets? ______________
9. Brush your teeths before going to bed. ______________
10. I want to read a book about mooses. ______________
Grammar: Special Nouns

Name ____________________________

A. Decide if the underlined noun is singular or plural. Write your answer on the line.

1. The mice ran under the clock. ________________

2. There are many trout in this lake. ________________

3. My baby sister just got her first tooth. ________________

4. Let’s put all of our scissors in this basket. ________________

5. I would like to hear that woman sing again. ________________

B. Write yes if the plural form of the underlined noun is correct. Write no if it is not correct.

6. You might see lots of moose at the wildlife park. ________________

7. We can help with the childrens at the party. ________________

8. We will need forks, spoons, and knives. ________________

9. We learned about the salmon in the Columbia River. ________________

10. We watched the three mans chop down the old tree. ________________
• **Combine sentences** by joining two nouns in the subject.
• Use *and* to join the nouns. Leave out words that repeat. Make subjects and verbs agree.
• A combined sentence has a complete subject and predicate.

Combine the sentences by joining the two nouns in the subject. Write the new sentence.

1. Parents enjoyed the play. Children enjoyed the play.

2. Tamika was a singing astronaut. Brad was a singing astronaut.

3. The story was really funny. The songs were really funny.

4. Carson helped with special effects. Carson’s friend helped with special effects.

5. The cast took a big bow. The crew took a big bow.
Sentence can be combined by joining two **predicate nouns**.
Use *and* to join the nouns. Leave out words that repeat.
A combined sentence has a complete subject and predicate.

**Combine the sentences. Use *and* to join the underlined predicate nouns. Write the new sentences.**

1. At the beach we saw **seagulls**. At the beach we saw **pelicans**.

   ________________________________________________________

2. The pelicans ate **fish**. The pelicans ate **crabs**.

   ________________________________________________________

3. We built **sand castles**. We built **forts**.

   ________________________________________________________

4. Mom packed **sandwiches**. Mom packed **fruit**.

   ________________________________________________________

5. A seagull wanted my **sandwich**. A seagull wanted my **orange**.

   ________________________________________________________
Grammar: Commas

Name ____________________________

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and a state and between the names of a street address, a town, and a state.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as yes and no when beginning a sentence.

Rewrite each sentence. Add commas in the correct places.

1. Our new address is 24 Elm Street Madison Ohio.
   ____________________________

2. I got books some toys and a basketball for my birthday.
   ____________________________

3. George Washington was born on February 22 1732.
   ____________________________

4. Mr. Miller do you need someone to rake your leaves?
   ____________________________

5. Yes I would be happy for you to help me today.
   ____________________________
Rewrite each sentence. Add commas in the correct places. Combine sentences that share the same subject nouns or predicate nouns.

1. Our teacher read the stories. Our teacher read the poems.

2. My grandmother moved to 68 Palm Court Sunnydale Florida.

3. Mrs. Stamps thank you for visiting our school today.


5. The first time our town had a parade was July 4 1892.
A. Combine sentences that share the same subject nouns or predicate nouns. Write the new sentence on the line.

1. Our class visited the fire station. Our class visited the post office.

2. The trees have red leaves. The trees have yellow leaves.

3. Mr. Timmons is a coach. Miss Lange is a coach.

4. Liberty got four inches of snow. Stanton got four inches of snow.

B. Correct each sentence by adding commas where they belong.

5. We will need sugar, flour, and butter for the cake.

6. My friend moved to Denver, Colorado.

7. No, we can’t make it to the party this weekend.

8. My grandmother was born on May 25, 1950.

9. The pet store is located at 127 Green Street, Mason, Iowa.

10. Sarah, did you study for the spelling test?
A possessive noun is a noun that shows who or what owns or has something.

- Add an apostrophe (‘) and the letter s to make a singular noun possessive.

A. Write the possessive form of each underlined noun. The first one is done for you.

1. the tail of the pig
   the pig’s tail

2. the ears of the rabbit
   the __________ ears

3. the trunk of the elephant
   the __________ trunk

4. the neck of the giraffe
   the __________ neck

5. the whiskers of the cat
   the ________ whiskers

B. Read the list of things that tells about a puppy. Write out each thing as a possessive noun. The first one is done for you.

   the puppy

6. nose
   the puppy’s nose

7. tail
   ______________

8. teeth
   ______________

9. bark
   ______________

10. spots
    ______________
Grammar: Plural Possessive Nouns

Name ____________________________

- Adding an apostrophe (’) to the end of a plural noun makes it possessive.
- Adding an apostrophe (’) and s forms a possessive of plural nouns not ending in s. These are called irregular possessives.
- **Collective nouns** are a singular form of a word that refers to a group of things.

Write the possessive form of each underlined plural noun.

1. the den of the _rabbits_ the ___________ den
2. the cage of the _parrots_ the ___________ cage
3. the pond of the _ducks_ the ___________ pond
4. the home of the _family_ the ___________ home
5. the lodge of the _beavers_ the ___________ lodge
6. the nest of the _bluebirds_ the ___________ nest
7. the burrow of the _chipmunks_ the ___________ burrow
8. the cave of the _bears_ the ___________ cave
9. the web of the _spiders_ the ___________ web
10. the room of the _children_ the ___________ room
Grammar: Apostrophes in Possessive Nouns

Name ________________________________

- Add an apostrophe (‘) and s to singular possessive nouns.
- Add an apostrophe (‘) at the end of plural possessive nouns that end in s.
- Add an apostrophe (‘) and s to the end of plural possessive nouns not ending in s.

Complete each sentence with the possessive form of the noun in parentheses.

1. The (children) ___________________ book reports are about animals.

2. The (horse) ________________ mane is soft and silky.

3. (Porcupines) ___________________ quills are pointy and sharp.

4. A (rabbit) ________________ tail is like a cotton ball.

5. Some (fish) ________________ scales are silvery.

6. A (hippopotamus) ________________ mouth is huge.

7. (Squirrels) ________________ tails are long and furry.

8. A (turtle) ________________ shell protects its soft body.

9. (Fireflies) ________________ lights send messages to other fireflies.

10. A (frog) ________________ tongue can catch insects.
• Add an apostrophe (’ ) and s to singular possessive nouns.
• Add an apostrophe (’ ) at the end of plural possessive nouns that end in s.
• Add an apostrophe (’ ) and s to the end of plural possessive nouns not ending in s.

Mark an X over any possessive noun that is not written correctly. Rewrite the sentence on the line using the correct form of each possessive noun.

1. The volunteer womens group at the hospital held a bake sale.

2. They raised money to help decorate the childrens’s wing.

3. Now there is a beautiful mural showing animals homes.

4. My favorite part shows the Pacific Oceans’s sea life.

5. You can almost hear the many dolphin’s happy cries.
Read each sentence. Mark the correct possessive form for the singular noun in parentheses.

1. A (bird) song is a beautiful thing to hear.
   a. birds’s
   b. bird’s
   c. bird
   d. birds’

2. The (geese) honks could be heard all over the barnyard.
   a. geese
   b. geeseese
   c. geese’
   d. geese’s

3. A (monkey) chatter can be noisy and loud.
   a. monkey’s
   b. monkeys’
   c. monkeys’s
   d. monkey

4. (Whales) songs have been recorded for many years.
   a. Whale’s
   b. Whales’s
   c. Whales’
   d. Whales

5. A (wolf) howl can sound scary on a dark night.
   a. wolfs
   b. wolf’s
   c. wolfs’s
   d. wolfs’
A complete sentence has a subject and a predicate.
The subject tells what or whom the sentence is about.
The predicate tells what the subject does and has a verb.
A verb is a word that tells what the subject does or is.

Draw a line under the verb in each sentence.

1. I read a book about birds.
2. I learned about their nests.
3. My neighbor is a bird watcher.
4. She writes about the birds in our town.
5. I saw a hummingbird in the flowers.
6. A hummingbird is very small.
7. Its wings move very fast.
8. A hummingbird drinks nectar.
9. Some hummingbirds fly south in the winter.
10. My dad and I made a special feeder for them.
Grammar: *Action Verbs*

Name ________________________________

- An **action verb** shows action in the predicate part of a sentence. It tells what the subject does.
- Some action verbs tell about feelings and actions that cannot be seen.

**Circle the action verb in each sentence.**

1. Our class planned a picnic.
2. We put tablecloths on the picnic tables.
3. Everyone brought sandwiches.
4. Jon likes potato salad.
5. He cooked the potatoes.
6. His mom cut them into pieces.
7. Jon added lots of good things to the salad.
8. I tried the lemonade.
9. It tasted too sour.
10. I poured sugar in the lemonade.
• Use **quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person’s exact words. The end punctuation goes inside the quotation mark.

• Use a **colon** between the hour and minutes when writing time.

Rewrite each sentence. Add quotation marks at the beginning and end of a speaker’s exact words. Put a colon between the hour and minutes in times.

1. I’d like to see the new movie about penguins, said Mom.

2. Let’s all go this afternoon, Dad suggested.

3. I’ll check the paper to see what time it starts, I told them.

4. Do you want to see the one at 230 or the one at 500? I asked.

5. Let’s go at 230 since we’re having company over about 615, Mom said.
Grammar: Proofread

Name ____________________________

- **Use quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person’s exact words. The end punctuation goes inside the quotation mark.
- **Use a colon** between the hour and minutes when writing time.

A. Proofread the paragraph. Draw a line under sentences that need quotation marks. Circle the hours and minutes that need a colon.

**A Surprise Party**

Last week my sister said, Let’s plan a birthday party for Dad. We decided to have the party on Saturday at 300. It will be fun to have the party in the park I told my sister and mom. I’ll get some balloons and party hats Mom said. We went to the park at 230 to set up. Then we waited, but Dad did not come at 300. He did not come at 315. I think we forgot to tell Dad about the party! said Mom.

B. Rewrite the paragraph. Use quotation marks and colons where they belong.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Grammar: Action Verbs

Name ____________________________

A. Read each sentence. Find the action verb in the sentence and write it on the line.

1. I love summer camp! ________________

2. We hike through the woods. ________________

3. The campers swim every morning. ________________

4. The counselors teach us important things. ________________

5. They plan lots of activities. ________________

6. I meet new friends there. ________________

7. Everyone feels sad on the last day of camp. ________________

B. Rewrite each sentence. Put quotation marks and colons where they belong.

8. Soccer practice is from 415 to 500 today, said Coach Wilson.

9. Will you drive me over at 400? I asked Mom.

10. Sure, and I’ll see if Dad can pick you up at 500, Mom replied.
The **tense** of a verb tells when the action takes place.

A verb in the **present tense** tells what happens now.

Add **s** to most present-tense verbs with singular subjects. Add **nothing** to present-tense verbs with plural subjects.

A verb must agree in number with its subject.

---

Each sentence is followed by two forms of a verb. Choose the form of the verb that correctly agrees with the subject. Circle your answer and write it on the line.

1. Brandon ________ to make some money.  
   - want  
   - wants

2. He ________ of some ideas.  
   - think  
   - thinks

3. His parents ________ to him about his plans.  
   - talk  
   - talks

4. They ________ him decide.  
   - help  
   - helps

5. Brandon ________ to walk dogs.  
   - plan  
   - plans

6. He ________ some flyers.  
   - make  
   - makes

7. Brandon ________ his neighbors.  
   - visit  
   - visits

8. He ________ them how he can help with their pets.  
   - tell  
   - tells

9. Many people ________  
   Brandon to walk their dogs.  
   - call  
   - calls

10. The dogs ________ Brandon very much.  
    - like  
    - likes
A verb must agree in number with its subject.
When a present-tense verb with a singular subject ends in -sh, -ch, -ss, -zz, or x, add -es.
When a present-tense verb with a singular subject ends in a consonant and y, change the y to i and add -es.

For each verb below, write the form that agrees with the subject given.

1. wash
   Dan ___________.

2. fix
   Mom ___________.

3. toss
   They ___________.

4. teach
   Mr. Alvarez ___________.

5. mix
   We ___________.

6. hurry
   Thomas ___________.

7. buzz
   The bee ___________.

8. guess
   Jon ___________.

9. wish
   They ___________.

10. fly
    Lana ___________.
A present-tense verb must agree with its subject.
Add -s or -es to most present-tense verbs with singular subjects.
Do not add -s or -es to a present-tense verb when the subject is plural.
Do not add -s or -es when the subject is I or you.
Do not add -s or -es after a compound subject.

Choose the correct singular or plural form of the verb in each sentence below. Underline your answer.

1. The garden club members (meet, meets) at noon.
2. Jack and Shanda (lead, leads) the meeting.
3. Lisa (give, gives) a report on the flower sale.
4. I (tell, tells) the club that we made fifty dollars.
5. The members (cheer, cheers) loudly.
6. Carson (ask, asks) about the community garden.
7. We (show, shows) him the new pictures.
8. Carl and Sandy (give, gives) out free seed packets.
9. The members (thank, thanks) them for the seeds.
10. The meeting (end, ends) at 1:00 p.m.
A. Proofread the paragraph. Circle any verbs that do not agree with their subjects.

Mom and Dad tells us that they have a big surprise for us. We gets in the car. Dad drives for about an hour. We parks at the airport and go inside. We watches out the big window. Soon, a small plane land. Some time go by. I sees my grandparents waving to us from a distance. We hurries to the baggage claim to meet them. Everyone hugs! I carries their bags to the car.

B. Rewrite the paragraph. Write the verbs so that they agree with their subjects.
A. Choose the correct form of each of the following verbs to go with the singular subject in the sentence below. Circle your answer.

1. The teacher ________________
   a. speak
   b. speaks
   c. speaks
   d. speakses

3. Nate ________________
   a. worry
   b. worries
   c. worryes
   d. worries

2. Malika ________________
   a. guess
   b. guesss
   c. guesses
   d. gueses

4. Sarah ________________
   a. watches
   b. watch
   c. watchs
   d. watchses

B. Decide if the subject of each sentence is singular or plural. Then choose the correct verb to agree with the subject. Underline your answer.

5. Jeffrey (help, helps) Mrs. Trent shelve books.

6. He (carry, carries) a basket of books to her.

7. She (teach, teaches) how to shelve books.

8. They (work, works) all afternoon.

9. Jeffrey (push, pushes) the book cart to the desk.

10. Mrs. Trent (thank, thanks) Jeffrey for his help.
• A **past-tense** verb tells about an action that has already happened.
• Add **-ed** to form the past tense of most verbs.
• Drop the e and add **-ed** to verbs that end in e.
• The same form of a regular past-tense verb is used with both singular and plural subjects in simple and compound sentences.

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

1. We walked to Ocean Park. ________________
2. Mom looked for an empty bench. ________________
3. She liked to watch us play. ________________
4. I played with my little sister in the sand. ________________
5. We packed sand into her bucket. ________________
6. Then we formed a sand castle. ________________
7. My friend waved to me. ________________
8. She watched us build the castle. ________________
9. We asked her to play with us. ________________
10. She helped us make a bigger castle. ________________
There are more special rules for making **past-tense verbs**.
- Change the *y* to *i* before adding *-ed* if the verb ends with a consonant and *y*.
- Double the consonant and add *-ed* to verbs that end with one vowel and a consonant.

Choose the correct past-tense verb for each sentence. Circle your answer. Write it on the line.

1. Dad and I ______________ a movie about birds.  watchd watched

2. The baby birds ______________ for something to eat.  cried cryed

3. Some penguins ______________ down an icy hill.  rolld rolled

4. One small bird ______________ along a tree branch.  hoped hopped

5. Eagles ______________ through the air.  glideed glided

6. A duck family ______________ in the water.  splashed splashd

7. Swans ______________ gracefully on a lake.  floatied floated

8. Baby geese ______________ to catch their mother.  hurryed hurried

9. Tiny robins ______________ for more worms.  begged beged

10. Woodpeckers ______________ to find insects in a tree.  tryed tried
Grammar: Abbreviations and Name Titles

Name

- An **abbreviation** is a shortened form of a word. It ends with a period.
- Titles before a name and initials are abbreviated and capitalized. Official titles of people are also abbreviated.
- Abbreviations for geographical locations, such as *street*, *road*, and *avenue*, are capitalized in a specific address.

Rewrite each sentence. Write titles and other abbreviations correctly.

1. Last week, doctor Bennet spoke to our class about healthy eating.

2. She told us about a farmer’s market on Greentown rd.

3. Our teacher, mister Clark, gave apples and pears to everyone.

4. He bought them at ms. Baker’s Fruit Market on Hill st in Maplewood.

5. We asked mrs Able, from the lunchroom, to speak to us about healthy food choices.
To form the past tense of most verbs, add -ed. Drop the e and add -ed to verbs that end in e.

Change the y to i before adding -ed if the verb ends with a consonant and y. Double the consonant and add -ed to verbs that end with one vowel and a consonant.

Abbreviate and capitalize titles before a name. Use capital letters and abbreviations for geographical locations such as street, road, and avenue in a specific address.

A. Proofread the paragraph. Circle any past-tense verbs that are incorrect. Underline incorrect abbreviations and titles.

Last summer my dad let me work with him at the television station. I carried some of my dad’s equipment We talked to people all over town. He recorded what they said. Mister Higgins, who lives on Lemon avenue, said he once tried to sail around the world. On Second str, mrs kemp said she skipped rope for fifteen hours to win a contest once.

B. Rewrite the paragraph. Write the past-tense verbs, abbreviations, and titles correctly.
A. Give the past-tense form of each action verb in parentheses. Write the answer on the line.

1. We (hike) through Logan Forest last week. ________________

2. The sky (turn) dark. ________________

3. We (hurry) into a cave. ________________

4. The rain (pour) for an hour. ________________

5. We (wait) for it to end. ________________

6. The rain (stop) at last. ________________

7. We (trudge) home through the mud. ________________

B. Rewrite each sentence. Write each abbreviation and title correctly.

8. There is a new library on Park st near the toy store.

   _______________________________________________________________________

9. Mom knows mister Drake, the new librarian.

   _______________________________________________________________________

10. Next week, pres Carlson plans to visit the library.

    _______________________________________________________________________
Verbs can show actions that happen in the present or in the past. They can also show action in the future.

A **future-tense** verb describes an action that is going to happen.

Use the special verb **will** to write about the future.

Circle the verb in each sentence. Decide whether it is in the present tense or the future tense. Write present or future on the line.

1. Carla waits in the car for her dad. __________

2. Dad will drop Carla off at school. __________

3. Dad gets in the car. __________

4. They will go down Elm Street. __________

5. Carla sees the school up ahead. __________

6. Dad will stop at the parents’ drop-off. __________

7. Carla asks Dad for lunch money. __________

8. Dad gives Carla some money and a smile. __________

9. Carla will go to her classroom. __________

10. Dad will drive to work. __________
Grammar: Subject-Verb Agreement with Future-Tense Verbs

Name __________________________

- A verb in the **future-tense** tells about an action that will happen.
- Use **will** with a verb to form the future tense.
- A future-tense verb must **agree** with its **subject**.
- The same future-tense verb is used for both singular and plural nouns.

Change the underlined present-tense verbs to the future tense. Don’t forget to use the word **will** with the verb. Write the new sentence on the line.

1. We **plant** new flowers in the yard.

   __________________________

2. The rain **falls** into our new rain barrel.

   __________________________

3. We **water** the flowers with the water that we collect.

   __________________________

4. Dad **uses** the rain in the bird bath, too.

   __________________________

5. The birds **like** their new bird bath.

   __________________________
Grammar: Book Titles

Rewrite each sentence. Write book titles correctly.

1. I checked out a book called the marching monkeys of Miami.

2. My friend’s favorite book is We can sing a Song.

3. For my birthday, Gram gave me the book, a pair of mittens.

4. I bought Life In A Pumpkin at the book fair.

5. Mrs. Green read Joey And Jack Go To The Moon to our class.
Name

• A future-tense verb describes an action that is going to happen.
• Use the special verb will to write about the future.
• Capitalize the important words in a book or magazine title.
• Underline a book or magazine title if you are handwriting it. If you are using a computer, put the title in italic type.

A. Read the dialogue. Circle any verbs that are not written in the correct tense or do not agree with their subjects. Underline book titles that are not written correctly.

“I hoped you can come to my birthday party,” Tad said to Shanna.

“I will asked my mom,” said Shanna. “I will tell you tomorrow.”

“Great,” said Tad. “Have you read the book, frogs in a pond?”

“No,” said Shanna. “I’m reading a Cricket asks A question.”

“I will looked for that book at the library,” said Tad.

“You will likes it,” said Shanna. “It will makes you laugh.”

B. Rewrite the dialogue. Write verbs correctly. Correct the book titles and underline them.
A. Give the future-tense form of each action verb in parentheses. Write the answer on the line.

1. The Panthers (play) the Greenwood Bears. ________________

2. The athletes (practice) all week. ________________

3. Fans (come) from all over the state. ________________

4. The band (marches) onto the field. ________________

5. The fans (go) wild when the players come out. ________________

6. The snack stand (sells) a lot of food. ________________

7. The fans (cheer) their home team. ________________

B. Rewrite each sentence. Write each book title correctly.

8. I am looking for the book, friends in france.

9. The book a robot in space is now a movie.

10. You can read the green And blue monster when I finish.
Grammar: Combining Sentences With Verbs

Name

- Join two sentences with the same subject by combining the predicates.
- Combine the predicates using the word and.

The pairs of sentences below share the same subject. Form one sentence by using the word and to join the verbs. Write the new sentence on the line.

1. The dancer slides. The dancer leaps.

2. The musicians smile. The musicians play.


5. The dancers smile. The dancers wave.
Grammar: Subject-Verb Agreement when Combining Sentences

Name ____________________________

- Verbs in combined-verb sentences must agree with their subject.
- Subjects and verbs must agree with one another in number. If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

Circle the correct verbs to complete each sentence. Write the sentence on the line.

1. The mayor (listen, listens) to people and (help, helps) them.

2. Librarians (read, reads) to children and (tell, tells) them about new books.

3. A baseball player (hit, hits) the ball and (run, runs) to first base.

4. The musician (write, writes) songs and (sing, sings) them, too.

5. The gardeners (plant, plants) flowers and (watch, watches) them grow.
Grammar: Punctuation in Formal Letters, Dates, Addresses, and Locations

Name ________________________________

- Place a comma between the day and year in a date.
- Place a comma between a street address and a city and between a town and a state in a location.
- Place a colon after the greeting of a formal letter.
- Place a comma after the closing of a letter.

Rewrite the letter on the lines below. Correct any missing punctuation.

808 Maple Street
Lake City FL 35678
June 15 2014

Dear Ms. Alvarez

I ordered a Sparkle Yo-Yo from your company on May 20, 2014. The yo-yo came in the mail yesterday, on June 14 2014. When I opened the box I was surprised to find that you had sent the Rocket Yo-Yo by mistake. I am returning the Rocket Yo-Yo and would like you to send me the Sparkle Yo-Yo that I ordered. Thank you for taking care of this.

Sincerely

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Subjects and verbs must agree with one another in number. If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

Place a comma between the day and year in a date. Place a comma between a street address and a city and between a town and a state in a location.

Place a colon after the greeting of a formal letter. Place a comma after the closing of a letter.

Rewrite each sentence on the line below. Make sure that the verbs agree in number with the subject. Correct any mistakes in punctuation.

1. Bears eats a lot of berries and then hibernates during the winter.

2. The new school in Daleville Ohio will open on September 4 2015.

3. The athlete jog ten miles each day and swim twenty laps.

4. Each day I folds the newspapers and delivers them to my customers.

5. The students writes the letters and sends them to Albany New York.
A. Circle the answer that correctly combines the two sentences.

   a. Jon buys vegetables and makes a salad.
   b. Jon buys and makes vegetables and a salad.

   a. Nina writes a letter to Gram and Nina sends the letter to Gram.
   b. Nina writes a letter and sends it to Gram.

3. The clown takes off his hat. The clown jumps in the car.
   a. The clown takes off and jumps in the car.
   b. The clown takes off his hat and jumps in the car.

B. Choose the correct verb to agree with the subject.

4. The bird flies to the tree and ______ a song.
   ○ sings  ○ sing

5. The girls wave to their friends and ______ hello.
   ○ calls  ○ call

6. The monkeys ______ on the swing and chatter loudly.
   ○ jumps  ○ jump

7. The spider ______ a web and waits for a fly.
   ○ weaves  ○ weave

8. Jake ______ the ball and wins the game.
   ○ catches  ○ catch
An **action verb** tells what the subject does.

A **linking verb** does not show action. It connects the subject to a noun or an adjective in the predicate. It tells what the subject is or is like.

The verb **be** is the most common linking verb. It has special forms in the present tense: *am, is, are.*

Circle the verb in each sentence. Decide whether it is an action verb or a linking verb. Write *action* or *linking* on the line.

1. Lee is my older brother.  
2. He plays baseball for the Comets.  
3. My family goes to see every game.  
4. We are so proud of him.  
5. Lee is one of the best athletes on the team.  
6. My dad was a football quarterback in college.  
7. Now he coaches football for a local team.  
8. Mom is an amazing tennis player.  
9. I am a pretty good swimmer.  
10. We are a very active family.
Name

- The verb **be** is the most common linking verb. It has special forms in the past tense: *was*, *were*.
- Use the linking verbs **am**, **is**, and **was** when the subject is singular.

Write **am**, **is**, or **was** to finish each sentence.

1. I __________ in the school play.

2. My friend, Jason __________ also in the play.

3. I __________ an astronaut who gets lost in space.

4. The play __________ funny and exciting.

5. Jason __________ silly and forgetful during yesterday’s rehearsal.

6. I __________ the serious astronaut.

7. He __________ always getting into trouble on the space ship.

8. Mr. Conley __________ the director of the play.

9. He __________ happy with everyone’s hard work.

10. My family __________ excited to see the play next week.
Grammar: End Punctuation and Complete Sentences

Name ________________________________

- A statement and command sentence end with a period.
- A question ends with a question mark.
- An exclamation and an exclamatory sentence end with an exclamation point.
- A complete sentence has a subject and a predicate and shows a complete thought.

Rewrite the sentences with correct end punctuation and capitalization.

1. a new restaurant opened in town

2. what is your favorite food

3. go to the new Oakville Café on Saturday

4. wow, they have the best cherry pies

5. have you tried the apple pies yet
A. Rewrite the sentences below, correcting any mistakes you might find.

1. what time does the train leave the station.

2. the train to Hartford are always on time

3. wow, I is going to be late if I don’t hurry

4. take me to the station, please

B. The following group of words does not express a complete thought. Add a subject or predicate to make it a complete sentence. Write it on the line.

5. My grandparents are
A. Write the linking verb in each sentence.

1. The trees are so colorful this fall. ____________

2. Fall is my favorite season. ______________

3. Apples are ripe in the fall. ______________

4. Last fall Mom was a pastry chef at Jane’s Orchard Cafe. ______________

5. Apple pies and tarts were on the menu. ______________

6. Pumpkin pies were also big sellers. ______________

7. I am a big fan of pumpkin pies! ______________

B. Rewrite each sentence correctly.

8. do you want to see the new movie
   ______________

9. come to the theater at noon today
   ______________

10. wow, they are giving away free tickets
    ______________
Grammar: Contractions with Not

Name ______________________

• A contraction is a shortened form of two words.
• An apostrophe takes the place of one or more letters in a contraction.
  is not = isn’t     has not = hasn’t
  was not = wasn’t   will not = won’t
• Some contractions are formed with forms of the verbs be, do, have, and not. These verbs do not usually change their spellings in a contraction with not.

Circle the contraction in each sentence. Write the words that form the contraction.

1. Tim’s book isn’t on the bookshelf. ________________

2. He hasn’t finished reading it yet. ________________

3. He won’t stop looking until he finds it. ________________

4. I looked in my room but it wasn’t there. ________________

5. The book isn’t on the table. ________________

6. Tim hasn’t looked under the chair. ________________

7. It isn’t on top of Dad’s bookshelf. ________________

8. Our dog, Pal, won’t help us find it. ________________

9. Tim wasn’t expecting to find it in Pal’s bed. ________________

10. Pal isn’t a very fast reader! ________________
Grammar: More Contractions with Not

Name ____________________________

- A **contraction** is a shortened form of two words.
  - cannot = can’t
  - are not = aren’t
  - does not = doesn’t
  - did not = didn’t
- An **apostrophe** takes the place of one or more letters in a contraction.

Rewrite each sentence using a contraction with *not* in place of the underlined verb.

1. I **did** see the parade last Saturday.

2. The marching band **does** practice every day.

3. The big floats **are** made with lots of flowers.

4. A clown on a funny bike **did** get lots of attention.

5. My friend **does** like to wave at everyone in the parade.
**Grammar: Using Apostrophes**

Name ____________________________

- Do not confuse contractions with possessive nouns. An **apostrophe** is used with a possessive noun to show ownership: The girl’s toy.
- The words **don’t, won’t, and haven’t** are contractions. They each have an apostrophe. An apostrophe shows where letters are left out.
- An apostrophe can take the place of one or more letters.

**A. Read each sentence. Write C if the underlined word is a contraction. Write P if it is a possessive noun.**

1. I **don’t** know what time the train leaves. ___________
2. Dave’s bag is already packed. ___________
3. We **won’t** need heavy coats in Florida. ___________
4. We **haven’t** decided which beach to visit first. ___________
5. My aunt’s house is near Sunrise Beach. ___________

**B. Rewrite the underlined contraction on the line. Add an apostrophe where it is needed.**

6. The leaves **haven’t** changed colors yet. ___________
7. I **don’t** think I can visit the apple orchard this year. ___________
8. My dad **won’t** get home until after five. ___________
9. It **hasn’t** snowed here in two years. ___________
10. Mom **can’t** find her snow shovel. ___________
A contraction is a shortened form of two words.

An apostrophe (’) shows where one or more letters have been left out.

A. Proofread this passage. Circle any contractions that are not correctly written.

Just a few years ago I didn’t know how to tie my shoes. My Uncle Jeff said he would teach me. “It isn’t hard to do,” he said. “It won’t take me more than five minutes to show you how.”

He showed me the steps and then I tried. But it didn’t work. I ended up tying a big knot in my shoelace. “I know this isn’t how to do it,” I said. Uncle Jeff showed me again. “We aren’t going to give up!” he told me. I tried to tie my shoe but it just wasn’t working. My loops were either too big or too small. But Uncle Jeff didn’t give up. Finally, I tied my shoe! “That wasn’t so hard, was it?” he asked. I just laughed.

B. Rewrite the passage. Write the contractions correctly.
Grammar: Contractions with Not

Name ____________________________________________

A. Write the contraction for each pair of words.

1. is not __________________

2. did not _________________

3. has not _________________

4. was not _________________

5. are not _________________

6. cannot _________________

7. will not _________________

8. have not _________________

9. do not _________________

10. does not _______________

B. Underline the contraction. Write the words that form the contraction.

11. I haven’t seen my grandmother in six months. ____________

12. She didn’t get to visit in November. ________________

13. I probably won’t see her until summer vacation. __________

14. My family isn’t planning a trip until June. ______________

15. Dad hasn’t bought our tickets yet. ________________
A verb may be more than one word. The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action:

- has baked

- The words **have**, **has**, and **had** can be helping verbs in simple and compound sentences:
  - Mom and I have baked cupcakes.
  - She has baked an apple pie.
  - Dad had baked bread before leaving for work.

**Read each sentence. Underline the main verb. Circle the helping verb.**

1. Jenna has read a book about recycling.
2. Nate and Jenna have talked to our class about helping.
3. Mr. Hart’s class had started recycling last year.
4. Our class has asked Mr. Hart’s class to tell us what they do.
5. We have decided that we want to help his class.
6. Mr. Hart’s class had visited the recycling center in town.
7. Our teacher has planned a field trip there, too.
8. We had hoped our principal would come with us.
9. The mayor has announced that Wednesday is Recycling Day.
10. We have made lots of posters about the big day.
The verb forms of be can also act as helping verbs. Is, are, am, was, were, and will can be helping verbs.

The helping verb must agree with the subject of the sentence in simple and compound sentences.

Complete each sentence with the correct helping verb.

1. Next week my family _____ visit Mount Rushmore. will are
2. We _____ planning to leave Tuesday. am are
3. I _____ reading a book about the monument. is am
4. My dad _____ telling us about his first trip there. was will
5. The car trip _____ take ten hours. is will
6. We _____ hoping to camp nearby. were is
7. My mom _____ taking her camera equipment. is am
8. Dad _____ having the car serviced. will is
9. My sister and I _____ buy lots of postcards. are will
10. I _____ going to remember this trip always. were am
**Grammar: Commas and Quotation Marks in Dialogue**

Name ____________________________

- **Quotation marks** show that someone is speaking. They come at the beginning and end of the speaker's exact words.
- Begin a quotation with a capital letter. **Commas** and periods always appear inside quotation marks.
- If the end of a quotation comes at the end of a sentence, use a period, question mark, or exclamation mark to end it.
- If the sentence continues after a quotation is given, use a comma to close the quotation.

Rewrite each line of dialogue. Use quotation marks and commas correctly.

1. We had lots of snow last night said Mom.

   ____________________________

2. Do you think the schools will be closed today I asked.

   ____________________________

3. Mom said, Let's turn on the t.v. to see if there is an announcement.

   ____________________________

4. School officials just told us that Baker City Schools will be closed today said the announcer.

   ____________________________

5. I asked Mom do you know where I put my sled

   ____________________________
Name

- Use **quotation** marks at the beginning and end of a speaker’s exact words. **Commas** and periods always appear inside quotation marks.
- The helping verb must agree with the subject of the sentence in simple and compound sentences.

A. Proofread this passage. Circle any incorrect helping verbs. Underline any dialogue that is not written correctly.

I am helping my neighbor with his vegetable garden. **He** am planting lettuce and tomatoes. I said Mr. Jackson where do you want me to plant these cucumber seeds. He said Let’s put them in the next row. Mr. Jackson and I was working hard all afternoon. Look at that dark cloud I told him. I hope the rain are wait until we finish he said. “Me too, I said.”

B. Rewrite the passage. Write helping verbs correctly. Use commas and quotation marks correctly.
Grammar: Main and Helping Verbs

Name

A. Write the helping verb in each sentence.

1. I have written some poems about the ocean. ________________

2. My teacher is reading them now. ________________

3. Nina has written a few poems, too. ________________

4. We had decided to put the poems in a book. ________________

5. Jon and Caleb will draw pictures for our book. ________________

6. I am looking for something to use as the cover. ________________

7. We are giving the book to our school library. ________________

8. Ms. Chance will put our book on a special shelf. ________________

B. Rewrite each sentence. Write the dialogue correctly.

9. Here is a book of poetry for the library, Nina said.
   ________________

10. “Ms. Chance said Thank you so much for this wonderful book”!
    ________________
Grammar: Complex Sentences

Name

- A **clause** is a group of words that has a subject and a verb.
- An **independent clause** can stand alone as a sentence.
  A **dependent clause** cannot stand alone as a sentence.
- A simple sentence has one independent clause.
- A compound sentence has two or more independent clauses.

Read each clause. Write **yes** if the clause is independent. Write **no** if it is not an independent clause.

1. My dad works at a pet store. ________________
2. Takes care of the fish and reptiles. ________________
3. He tells people how to care for their new pets. ________________
4. Many people visit the pet store. ________________
5. People who want to buy pets. ________________
6. The pet store is in the Green Tree Mall. ________________
7. On Lincoln Trail next to Patty’s Pancake House. ________________
8. More people buy dogs than cats. ________________
9. Because they are friendly. ________________
10. Dad likes working at the pet store. ________________
Dependent clauses cannot stand alone as a sentence and are introduced by subordinating conjunctions.

Some subordinating conjunctions are after, because, if, unless, while, until, when, and before.

Read each sentence. Circle the dependent clause. Write the subordinating conjunction on the line.

1. After my dad gets home, we will go to the game. ________

2. While Mom makes dinner, I’ll do my homework. ________

3. I think the game will be called off because it is raining. ________

4. We won’t know if the game is cancelled until they make an announcement. ________

5. If the game isn’t played today, it will be held next Saturday. ________

6. Unless it starts raining again, the game will be played as scheduled. ________

7. When we got to the ballpark, the teams were already on the field. ________

8. I want to get some popcorn before the game begins. ________

9. After the singing of the national anthem, the game started. ________

10. Unless the next batter hits a home run, the Cards will lose the game. ________
Grammar: Using Commas in Sentences

Name

- When an independent clause begins a sentence, it is usually not followed by a **comma**.
- When a dependent clause begins a sentence, it is usually followed by a **comma**.
- A complex sentence includes an independent clause and one dependent clause that is introduced by a subordinating conjunction.

Combine each independent and dependent clause. Use commas correctly.

1. Our school day ends. When the bell sounds at 3:30.

2. Unless I have soccer practice. I go home and do my homework.

3. My dad picks me up. When Mom has to work late.

4. If school is closed early. My neighbor, Mrs. Carter, picks me up.

5. Because there were so many snow days last year. We have to stay an extra half hour.
An independent clause can stand alone as a sentence. A dependent clause cannot stand alone as a sentence. A simple sentence has one independent clause. A compound sentence has two or more independent clauses. A complex sentence includes an independent clause and one dependent clause that is introduced by a subordinating conjunction. When an independent clause begins a sentence, it is usually not followed by a comma. When a dependent clause begins a sentence, it is usually followed by a comma.

A. Rewrite the sentences below. Use commas correctly as needed.

1. When summer vacation starts I am going to visit my aunt in California.  

2. My aunt lives in Malibu and she, has a house on the beach.  

3. Mom, plans to come there, after her job ends in June.  

4. If my aunt will let me I hope, to learn how to surf.  

B. Combine the following dependent and independent clauses. Write the sentence correctly on the line.

5. Because my aunt is a professional surfer. She can give me lessons.
A. Write yes if the two clauses have been combined correctly. Write no if they have not been combined correctly.

1. Before we go home today, we need to stop at the store. ______

2. We can stop at the market, after we drop off Steve at the gym. ______

3. Mom needs to buy milk, and Dad wants her to pick up orange juice. ______

4. While we were at the store, I saw my friend, Kayla. ______

5. Dad won’t get home, until after six today. ______

6. Because the traffic was bad, we were late for my piano class. ______

7. Mom explained what happened and I apologized to Mr. Tan. ______

B. Write simple if the sentence is simple. Write complex if it is a complex sentence. Write compound if it is a compound sentence.

8. Mr. Tan listened carefully while I played the new music. ____________________________

9. I took a deep bow, and Mr. Tan smiled at me. ____________________________

10. He told me that I did a great job. ____________________________
• Not all verbs add the -ed to form the past tense.
• An **irregular verb** has a special spelling for the past tense. Some irregular verbs are: *come/came, do/did, say/said, go/went, eat/ate,* and *sing/sang.*
• A simple sentence has one independent clause.
• A compound sentence has two or more independent clauses.

**Write the correct past tense form of the verb to finish the sentence.**

1. come  
   An author __________ to our school yesterday.

2. sing  
   I __________ a song for our school talent show.

3. do  
   Cam __________ the same juggling act as last year.

4. eat  
   We __________ our lunch outside today.

5. go  
   My friend __________ camping last week.

6. say  
   Our teacher __________ that everyone did a great job.

7. run  
   My sister __________ a marathon last year.

8. give  
   We __________ a box of canned goods to the shelter.

9. begin  
   The play __________ at noon.

10. bring  
    Sam __________ his pet hamster to school.
Some irregular verbs have a special spelling when used with the helping verbs have, has, or had; does, did, or do.
Subjects and helping verbs must always agree in simple and compound sentences.

Rewrite the sentences. Write the underlined verbs correctly.

1. My family has **goed** to the seashore often during the summer.

2. My teacher has **gived** a speech at the White House.

3. The puppy has **growed** a lot this past year.

4. The birds had **singed** all morning.

5. Dad and I have **seened** that movie twice.
Grammar: Correct Verb Forms

Name ____________________________

- Irregular verbs have a special spelling to show that an action happened in the past.
- Some verbs have a special spelling when used with have, has, or had; does, did, or do.

Rewrite the sentences using the correct past tense form of the verb in parentheses.

1. Have you ever (go) to a national park?

2. At Yellowstone National Park, my family (see) lots of wildlife.

3. Dad had (bring) his best camera to get lots of pictures.

4. My friend, Andi, had (come) with us, too.

5. I (give) Andi the seat next to the window.
• Irregular verbs have a special spelling to show that an action happened in the past.
• Some verbs have a special spelling when used with have, has, or had; does, did, or do.

A. Proofread this passage. Circle any incorrect irregular verbs.

Last week my mom comed to our school and gived a speech about being a volunteer. She has always sayed how important it is for people to help others. She has gave many hours of her time helping out at the animal shelter. I have seed her go out many times to rescue an animal. At the shelter she has sitted with several sick animals until they has eated a meal. I am proud to say that my mom has winned the Volunteer of the Year Award.

B. Rewrite the passage. Write irregular verbs correctly.
Choose the verb form for each sentence. Circle your answer and write it on the line.

1. My class has ________ on a field trip to the transportation museum.
   a. gone  
   b. go  
   c. went

2. We have ________ lots of ways that people used to travel.
   a. see  
   b. seen  
   c. saw

3. People have ________ to this country by foot, boat, air, and rail.
   a. come  
   b. came  
   c. comes

4. My grandpa had ________ some work on a steam locomotive long ago.
   a. do  
   b. did  
   c. done

5. An airline company in town has ________ lots of money to the museum.
   a. gives  
   b. given  
   c. gave

6. We ________ lunch in the dining car of a real train.
   a. eat  
   b. ate  
   c. eaten

7. A woman from the museum ________ some songs about rail travel.
   a. sing  
   b. singed  
   c. sang

8. Later we ________ to see a film about Amelia Earhart.
   a. go  
   b. went  
   c. gone

   a. write  
   b. wrote  
   c. wried

10. My class ________ an amazing time on our field trip.
    a. has  
    b. have  
    c. had
A **singular pronoun** replaces a singular noun.

A **plural pronoun** replaces a plural noun or more than one noun.

A **personal pronoun** replaces a noun that refers to a person or thing. They can be singular or plural. Personal pronouns include *I, me, you, we, us, he, she, it, or you.*

Rewrite each sentence. Use a singular or plural pronoun to replace the underlined noun or nouns.


2. Marcus and Ana are interested in Bengal tigers.

3. Jonas said, “**Jonas** saw a movie about wildlife in Costa Rica.”

4. The library closes at noon today.

5. Carmen said, “Thalia and Carmen are planning a report on reptiles.”
A plural pronoun must match the word or words it replaces.

My friends and I saw the jugglers perform.
We saw them perform.

A pronoun must agree with the word or pronoun it replaces in both number and gender: Tess lost her notebook.

Circle the correct pronoun to replace the underlined noun. Write the sentence on the line using the correct pronoun.

1. Cam and Tara helped out at the bake sale.  He  They

2. Our principal let us put a table up in front of the school.  it  he

3. David made lots of posters for the bake sale.  She  He

4. We invited our parents and grandparents to come.  them  us

5. The bake sale was a huge success.  We  It
Pronouns must match the number and gender of the noun or nouns.
If the sentence is not clear as to what noun or nouns the pronoun refers to, avoid using a pronoun.
Proper nouns name specific people, places, and things. Always begin a proper noun with a capital letter.
Proper nouns include people’s names, official titles of people, holidays, product names, and geographical names.

Rewrite each sentence correctly. Write each proper noun and I with a capital letter.

1. My friend sam and i both have pen pals in other countries.

2. Sam’s pen pal is named sayeed and he lives in india.

3. My pen pal’s name is belinda and she lives in australia.

4. When i see a letter from melbourne, i get really excited.

5. In my next letter, i am going to ask belinda how she celebrates new year’s day.
A pronoun must agree with the word or pronoun it replaces in both number and gender.
A proper noun begins with a capital letter. Proper nouns include people's names, official titles of people, holidays, product names, and geographical names.
The pronoun *I* is always capitalized.

A. Proofread the paragraph. Circle any incorrect pronouns and words that should be capitalized.

Last summer my mom and *I* went to Seattle, Washington. *Us* had a great time there seeing all the sights. We went to the Seattle aquarium and learned all about sea otters and salmon. Mom took lots of pictures, and he plans to make a scrapbook of our trip. My favorite place to eat was Mike and Mary's pizza on Jackson Street. We even got to meet Mike and Mary. *Them* have been making pizzas for over twenty years! Mom and *I* had such a great time that *us* plan to go back next July.

B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and *I* are capitalized.

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
A. Underline the pronoun in each sentence. Write S if it is singular or P if it is plural.

1. She is a famous artist. ____
2. May we sit here, please? ____
3. Do you want to go to the park? ____
4. Uncle Dan came to visit me last week. ____
5. They write books about video games. ____
6. Frank and I will help Mrs. Cann pack. ____
7. The bus is waiting for us at the corner. ____
8. Is he in third grade or fourth grade? ____

B. Rewrite each sentence. Use pronouns and capital letters correctly.

9. Do you think us can go to new york next october?

10. Mr. Tate said, “Meet my daughter, Laura. He takes piano lessons.”
A subject pronoun is used as the subject of a sentence.  
Singular subject pronouns are I, you, he, she, and it.  
Plural subject pronouns are we, you, and they.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. My friend Ted and _____ started a lawn service. (me, I)
2. _____ made a list of all the services we will offer. (We, Us)
3. _____ am good at raking and cleaning up. (Me, I)
4. _____ is good at planting and weeding. (He, Him)
5. We asked the Smiths, “Would _____ like our help?” (you, them)
6. _____ signed up for a one month trial. (Them, They)
7. Dad said that _____ is very proud of us. (him, he)
8. _____ is a good way to make money this summer. (It, You)
9. _____ hope to have at least five customers. (Us, We)
10. Ted and _____ plan to work hard. (me, I)
Grammar: Object Pronouns

Name

- An **object pronoun** can take the place of an object noun.
  
  Mark invited **Kim**.  
  Mark invited **her**.
- Singular object pronouns are **me, you, him, her, and it**.
- Plural object pronouns are **us, you, and them**.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. Dad helped _____ build a tree house.  
   (we, us)
2. I hope _____ can come see it.  
   (you, we)
3. I asked _____ to help me clean up.  
   (she, her)
4. We can help _____ put away the tools.  
   (he, him)
   (them, they)
6. Marcus went to the store with ______.  
   (I, me)
7. I told _____ that we had to choose paint.  
   (him, he)
8. “I will show _____ the color I like best,” I said.  
   (your, you)
9. He showed _____ five shades of green.  
   (me, I)
10. “Do you like this color, or is _____ too bright?” I asked.   
    (it, them)
• Use subject pronouns I, you, he, she, it, we, and they as the subject of a sentence or to replace subject nouns.
• Use object pronouns me, you, him, her, it, us, and them to replace object nouns.
• A present-tense verb must agree with its subject pronoun.
• Add -s or -es to most present-tense action verbs when using singular pronouns he, she, and it. Do not add -s or -es to a present-tense action verb when using plural pronouns we, you, and they.

Replace each underlined word or group of words with the correct subject or object pronoun. Write the new sentences.

1. My grandmother took my brother and me to Washington, D.C.
2. The Smithsonian is an amazing place to spend the day.
3. My grandmother, brother, and I got to tour the White House.
4. My brother asked my grandmother if she had ever been there before.
5. Our grandmother said that she took our dad there when he was a little boy.
A. Proofread the paragraph. Circle any pronouns that are used incorrectly.

My classmates and I have been learning about space. Us got to visit a planetarium last week. Zach and me made a big mural that shows planets, moons, and constellations. We invited other classes to come and see our mural. Them were amazed at what they saw. Our teacher, Ms. Alba, asked our principal to come see it. We asked he if he would like to hang it in his office. Mr. Costas gave we a big compliment. Him said he would be honored to have it on his wall.

B. Rewrite the paragraph with the correct pronouns.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Read the first sentence in each set. One of the four sentences that follows it correctly replaces the underlined words. Circle the correct sentence.

1. An emperor penguin is an interesting animal.
   a. They is an interesting animal.
   b. It is an interesting animal.
   c. Them is an interesting animal.
   d. Her is an interesting animal.

2. Mary Grant spent a lot of time studying the penguins.
   a. Her spent a lot of time studying it.
   b. We spent a lot of time studying him.
   c. She spent a lot of time studying them.
   d. Her spent a lot of time studying them.

3. My brother bought a book by Mary Grant.
   a. Him bought a book by her.
   b. He bought a book by she.
   c. She bought a book by him.
   d. He bought a book by her.

4. I borrowed the book from my brother.
   a. I borrowed it from him.
   b. I borrowed it from he.
   c. I borrowed him from it.
   d. I borrowed us from it.
A present-tense verb must agree with its subject pronoun in simple and compound sentences.

Add -s or -es to most present-tense action verbs when using singular pronouns he, she, and it.

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

2. It (make, makes) us laugh to hear funny stories.

3. It (take, takes) us twenty minutes to walk to the library.

4. He (look, looks) for books about monkeys.

5. She (help, helps) him find the books that he wants.
Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)
6. We _____ hard, but it is worth it. (work, works)
7. She _____ salads for our neighbors. (make, makes)
8. They _____ our fresh vegetables. (love, loves)
9. We _____ vegetables at the Farmer’s Market, too. (sell, sells)
10. She _____ us keep the money that we make. (let, lets)
Grammar: Pronoun-Verb Agreement

Name

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns he, she, and it.
- Do not add -s or -es to a present-tense action verb when using plural pronouns we, you, and they, or singular pronouns I and you.

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

1. I (like, likes) Career Day at school. _________

2. We (hear, hears) speakers, like Mr. Jace, talk about their jobs. _________

3. He (work, works) on jets and airplanes. _________

4. I (think, thinks) that would be a hard job to do. _________

5. They (tell, tells) our class about the importance of reading. _________

6. I (see, sees) a speaker dressed like an astronaut. _________

7. She (explain, explains) what she does on space walks. _________

8. I (hope, hopes) to be a writer when I grow up. _________

9. It (make, makes) people laugh to read funny stories. _________

10. We (wave, waves) to the speakers when they leave. _________
A present-tense verb must agree with its subject pronoun in simple and compound sentences.

Add -s or -es to most present-tense action verbs when using singular pronouns he, she, and it. Do not add -s or -es to a present-tense action verb when using plural pronouns we, you, and they, or singular pronouns I and you.

Rewrite the sentences below. Make sure that the pronouns and verbs agree.

1. I sees a huge spider web on my bike!

2. He paint pictures of sailboats on the lake.

3. They hiking the Grand Canyon every August.

4. It rain almost every afternoon in Florida.

5. Do you swims at the Oak Park Water Club?
Read the sentences. Choose the correct verb to complete each sentence. Circle your answer. Then write the word on the line.

1. He ________ the newspaper on our front porch.
   a. toss           b. tosses

2. We ________ the newspaper every day.
   a. read           b. reads

3. She ________ a newspaper column about pets.
   a. write          b. writes

4. It ________ people how to take care of animals.
   a. tell           b. tells

5. He ________ doing the crossword puzzle.
   a. enjoy          b. enjoys

6. They ________ their newspapers when they finish.
   a. recycle        b. recycles

7. I ________ at the movie reviews.
   a. look           b. looks

8. We ________ at the comic strips in the Sunday paper.
   a. laugh          b. laughs

9. She ________ out the recipes in the food section.
   a. cut            b. cuts

10. Do you ________ the newspaper delivered to your house?
    a. get            b. gets
A **possessive pronoun** takes the place of a possessive noun.

That is Jane’s backpack. That is her backpack.

A possessive pronoun shows who or what owns something.

That is his notebook.

Use these possessive pronouns before nouns: *my, his, her, its, our, your, their*.

Make sure nouns and pronouns agree in simple and compound sentences.

Write the possessive pronouns on the line.

1. My family won a trip to Chicago.  

2. We wrote an essay telling our reasons for wanting to go.  

3. Dad spent most of his childhood there.  

4. Mom used to visit her grandmother in Chicago.  

5. Mom and Dad want us to see their favorite landmarks.  

6. Dad asked his boss for a week off.  

7. Mom said, “Help your sister find her camera.”  

8. I found the camera but I think its battery is dead.  

9. Mom will take our car to the shop before we leave.  

10. This will be my first trip to Chicago.
Some possessive pronouns can stand alone. Possessive pronouns that can stand alone include mine, your, his, hers, its, ours, and theirs.

**Reflexive pronouns** are used when the subject and the object of a sentence are the same.

Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun.

1. The students in ________ class are painting pictures of sea life. (our, ours)
2. I am almost finished with ________. (my, mine)
3. Have you finished ________? (your, yours)
4. Staci showed me ________ painting. (her, hers)
5. Calvin showed me ________, too. (his, their)
6. I liked both of ________. (their, theirs)
7. Every painting has ________ own unique look. (its, ours)
8. ________ painting of the starfish is great. (Your, Yours)
9. Karen said she really liked ________. (my, mine)
10. I think ________ class worked really hard. (our, ours)
A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, and their.*

- Make sure nouns and pronouns agree in simple and compound sentences.
- Use these possessive pronouns alone: *mine, your, his, hers, its, ours, and theirs.*

Replace each underlined possessive noun with the correct possessive pronoun. Write the new sentences.

1. Jana left Jana’s backpack on the bus.

2. Frank and Pia studied Frank’s and Pia’s spelling words together.

3. Tim asked Clara, “Is this Clara’s notebook?”

4. Jason gave me Jason’s camera and asked me to take a picture.

5. I looked at the red gloves and said, “I think these are my red gloves.”
A. **Proofread the paragraph. Circle any pronouns that are used incorrectly.**

Mine brother and I visited our grandparents on theirs farm last summer. They have a vegetable garden and they raise sheep. Theirs dogs help herd the sheep. My grandmother uses hers tomatoes to make delicious soup. Mine grandfather uses the sheep’s milk to make cheese. We like the cheese sandwiches he makes from its. Theirs farm is a busy place in the summer. My brother and I had the best time on ours vacation.

B. **Rewrite the paragraph with the correct pronouns.**
Read the sentences. Choose the correct possessive pronoun to complete each sentence. Circle your answer. Then write the word on the line.

   a. her  b. hers

2. We had ________ first snowfall of the year today.
   a. our  b. ours

3. Jim finished his work first and then Stephanie finished ________.
   a. her  b. hers

4. My parents had ________ friends over for dinner.
   a. their  b. theirs

5. Is this my baseball glove or is it ________?
   a. your  b. yours

6. Mom picked up the beach towels and said, “These are ________.”
   a. our  b. ours

7. Bob looked for ________ friend in the lunchroom.
   a. his  b. its

8. ________ favorite fruit is the apple.
   a. Mine  b. My
A **contraction** is a shortened form of two words: *she is = she’s*

An **apostrophe** replaces letters that are left out in a pronoun-verb contraction.

Some common contractions are: *he is/he’s; she is/she’s; it is/it’s; you are/you’re; I am/I’m; we are/we’re; they are/they’re; and I have/I’ve.*

Rewrite each sentence and replace the underlined words with a contraction.

1. I **am** writing a report about animals and their habitats.

2. I think **it is** interesting to learn about animals and where they live.

3. Dad says that **he has** seen an eagle’s nest.

4. I have **only seen** one in a picture that shows the eagle’s nest high up in a tree.

5. They are **known for** building huge nests.
• Contractions can be formed with a pronoun and a helping verb, such as is, have, or will.
• Some common contractions formed with will are: I will/I’ll; he will/he’ll; she will/she’ll; we will/we’ll; you will/you’ll; it will/it’ll and they will/they’ll.

Underline the two words in each sentence that you can make into a contraction. Then write the sentence with the contraction.

1. We will have lots of fun at the park.

2. I think you will like the salad I made.

3. Do you think it will be ready by noon?

4. We can ask if she will come early.

5. I will give her a call right now.
Grammar: Spelling Contractions and Possessive Pronouns

Name ________________________________

- Do not confuse possessive pronouns with contractions.
- The words it’s, you’re, and they’re are contractions. They each have an apostrophe that stands for letters that are left out.
- The words its, your, and their are possessive pronouns. They do not have apostrophes.
- Pay attention when spelling a contraction. Make sure the apostrophe is in the correct place.

A. Write C if the underlined word is a contraction. Write P if it is a possessive pronoun.

1. I hope it’s not too late to enter the science fair. _________________
2. Lin and Gary showed me their science project. _________________
3. I want to ask if they’re finished with it. _________________
4. Have you planned your project yet? _________________
5. I am certain that you’re going to win. _________________

B. Complete each sentence with the correct contraction or possessive pronoun in parentheses.

6. I like (your, you’re) _________________ new backpack.
7. (Their, They’re) _________________ going to pick us up at noon.
8. I don’t think (its’, it’s) _________________ going to rain today.
9. I think that (your, you’re) _________________ the best pitcher we have.
Do not confuse possessive pronouns with contractions.

The words it’s, you’re, and they’re are **contractions**. They each have an apostrophe that stands for letters that are left out.

The words its, your, and their are **possessive pronouns**. They do not have apostrophes.

Pay attention when spelling a contraction. Make sure the apostrophe is in the correct place.

A. **Proofread the paragraph. Circle any possessive pronouns or contractions that are not used correctly.**

I’ve just read a book about the history of ice cream. Its interesting to learn how long ice cream has been around. The Persians were known for making they’re frozen treats by pouring fruit juice over snow. I’am sure that was delicious. I learned that George Washington and Thomas Jefferson liked ice cream. They’re two of our founding fathers who visited ice cream parlors in New York.

B. **Rewrite the paragraph with the correct pronouns.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Grammar: Pronoun-Verb Contractions

Name ________________________________

A. Is the underlined contraction written correctly? Write yes if it is. Write no if it is not.

1. I'm going to go to space camp this summer. ____________

2. I know it'll be so much fun ____________

3. My friend said that she's going to write to me every day. ____________

4. I hope they'll let me fly the flight simulator. ____________

5. It's going to be a great experience for me. ____________

B. Write the contraction for the underlined words.

6. You are going to love our new city park. ____________

7. We will have so much fun when we go there. ____________

8. Mom and Dad said they are going to take us tomorrow. ____________

9. It will be a special day for us all. ____________

10. Mom said that she is going to walk the new walking trail. ____________
An adjective is a word that describes a noun. An adjective usually comes before the noun it describes.

Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is.

Some adjectives tell how many.

Some adjectives are limiting, such as this, that, these, and those.

Draw one line under each adjective. Circle the noun that the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.
• The **articles** *a*, *an*, and *the* are special adjectives.
• Use *an* before an adjective or a nonspecific singular noun that begins with a vowel.
• Use *the* before singular and plural nouns when referring to something specific.
• Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

**Write a, an, or the to finish each sentence.**

1. I went to see ____________ first game of the World Series.
2. I wrote ____________ essay about my exciting day.
3. I took ____________ baseball with me in hopes of getting it signed.
4. After ____________ game, I looked around for my favorite pitcher.
5. I didn’t see him, but I did get ____________ first baseman’s autograph.
6. I told him that I was ____________ big fan.
7. He asked me if I was ____________ good student.
8. I told ____________ guy that I always did my very best.
9. He shook hands with me and said that I was ____________ awesome kid.
10. On our way home, I smiled as I thought about ____________ best day ever.
Grammar: Commas in a Series and in Dates

Name ____________________________

- Use commas to separate three or more words in a series.
- Use a comma between the day and the year in a date.
- Use a comma after introductory words.

Rewrite each sentence. Add commas where they belong.

1. Wow this is a great book that I got at the library!

2. It tells all about snakes lizards and alligators.

3. Yes the author is from our town.

4. He was born on June 15, 1979.

5. He wrote another book about sharks, whales, and dolphins.
An adjective is a word that describes a noun.

Some adjectives are descriptive. Some adjectives tell how many. Some adjectives are limiting, such as this, that, these, and those.

Use commas to separate three or more words in a series.

Use a comma between the day and the year in a date.

Use a comma after introductory words.

A. Proofread this passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.

When I grow up I think I want to be a astronaut. A few years ago I thought about becoming an famous basketball player. A long time ago, my grandmother played on a all-girls’ team. She was born on May 3 1959. One time she told me, “This days were so much fun.” But I think it would be fun to go on space missions, too. To become an astronaut means that I have to be a excellent student. I got the “A” on my last math test. Next week I need to study for spelling science and reading.

B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.
A. Find the adjective(s) that tells what kind or how many. Write the adjective on the line.

1. I helped Mom clean the messy garage. ________________

2. I carried out twenty bags filled with junk. ________________

3. We took the heavy bags to the recycling center. ________________

4. I helped her build some new shelves in the garage. ________________

5. We filled several bins with tools and supplies. ________________

6. Now we have room to park both cars in the garage! ________________

B. Choose the correct article to complete each sentence. Write your answer on the line.

7. Dad will pick us up at ________________ skating rink. (the, an)

8. I found ________________ blue backpack in the gym. (a, an)

9. Did you see ________________ movie, “Whale’s Tail”? (a, the)

10. Will we need ________________ egg to make this cake? (an, the)
Grammar: Adjectives That Compare

Name

- An adjective that compares is a descriptive adjective.
- You can use adjectives to compare two or more nouns.
- Add -er to an adjective to compare two nouns.
- Add -est to an adjective to compare more than two nouns.

Circle the correct adjective for each sentence.

1. This pumpkin is (bigger, biggest) than the one I grew last year.
2. Is the sun the (closer, closest) of all the planets?
3. This is the (sweeter, sweetest) orange I’ve ever eaten.
4. That clap of thunder was even (louder, loudest) than the last one.
5. The yellow kitten is (furrier, furriest) than the striped one.
6. The rabbit was (quicker, quickest) than the tortoise.
7. Of all my friends, Nick is the (funnier, funniest).
8. The (smarter, smartest) idea of all is to study for the test.
9. A river is usually much (wider, widest) than a creek.
10. That was the (sillier, silliest) joke ever!
Grammar: Adjectives That Compare with Spelling Changes

Name ____________________________

- Some **adjectives** change their spelling when **-er** or **-est** is added.
- When the adjective ends in a consonant and **y**, change the **y** to **i** and add **-er** or **-est**.
- When the adjective ends in **e**, drop the **e** and add **-er** or **-est**.
- When adjectives have a short vowel sound before a final consonant, double the final consonant and add **-er** or **-est**.

A. Add **-er** or **-est** to each adjective. Write the correct form.

<table>
<thead>
<tr>
<th>Add <strong>-er</strong></th>
<th>Add <strong>-est</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. big _______</td>
<td>6. funny _______</td>
</tr>
<tr>
<td>2. sunny _______</td>
<td>7. safe _______</td>
</tr>
<tr>
<td>3. blue _______</td>
<td>8. fat _______</td>
</tr>
<tr>
<td>4. silly _______</td>
<td>9. tiny _______</td>
</tr>
<tr>
<td>5. nice _______</td>
<td>10. red _______</td>
</tr>
</tbody>
</table>

B. Write the correct form of each adjective in parentheses.

11. Yesterday was the (hot) ____________ day all summer.

12. Shane was (fast) ____________ than Tom.

13. It is (rainy) ____________ today than it was yesterday.

14. This coat is (big) ____________ than my old coat.

15. Tomorrow will be the (short) ____________ day of the year.
Some **adjectives** that compare do not add *-er* or *-est*.

- The comparative form of **good** is **better**, and the superlative form is **best**.
- The comparative form of **bad** is **worse**, and the superlative form is **worst**.
- **Many** is an adjective that refers to more than one thing. The adjective **more** compares two things. **Most** compares more than two.

Circle the correct adjective for each sentence.

1. I like corn (**better**, **best**) than green beans.
2. Our city has (**more**, **most**) sunny days than rainy ones.
3. That was the (**worse**, **worst**) movie I’ve ever seen.
4. I think the Eagles are the (**better**, **best**) team in the state.
5. I did (**better**, **best**) on the last test than this one.
6. My cold is (**worse**, **worst**) today than it was yesterday.
7. Of all my friends, Maria has the (**more**, **most**) video games.
8. I think Mrs. Casa is the (**better**, **best**) teacher in the world.
9. We had (**more**, **most**) snow days this year than last year.
10. I just played my (**worse**, **worst**) game ever.
Grammar: Proofread

Name

- Add -er to an adjective to compare two nouns. Add -est to an adjective to compare more than two nouns.
- The comparative form of good is better, and the superlative form is best.
- The comparative form of bad is worse, and the superlative form is worst.
- The adjective more compares two things. Most compares more than two.

A. Proofread this passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.

I think that Camp Woodbine is the better camp in the whole state. The camp has really good counselors. James is the nicer counselors of all of them. In the morning we get to choose our activities for the day. I like swimming most than rowing. I’m a fast swimmer, but my friend, Patrick, is fastest than I am. Last year we went hiking on the longer trail through the woods. I got the worser case of poison ivy ever!

B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.
A. Read each sentence. Mark the answer that tells the correct adjective that compares.

1. It is ____________ tonight than it was last night.
   a. darker        b. darkest

2. That is the ____________ book I’ve ever read.
   a. funnier        b. funniest

3. It’s ____________ fun to play baseball than to watch it on television.
   a. more          b. most

4. We get ____________ breezes at the shore than farther inland.
   a. cooler        b. coolest

5. I think I have the ____________ luck of anyone!
   a. worse        b. worst

6. Do you think Carmen’s has ____________ ice cream than the Frozen Scoop?
   a. better      b. best

B. Read each sentence. Circle the correct form of the adjective in parentheses.

7. That spider is the (tiniest, tinyest) one I’ve ever seen.

8. It is not much (bigger, bigger) than the head of a pin.

9. It has the (redest, reddest) spots on its back.

10. Its web is (wider, wider) at the top than at the bottom.
An adverb describes an action verb.

Adverbs can tell the place, time, or the manner an action takes place. Adverbs answer the questions Where? When? or How?

Most adverbs that tell how an action takes place end in -ly.

Draw one line under each adverb that tells how. Circle the verb that the adverb describes.

1. Mom and I walked carefully down to the edge of the pond.
2. We eagerly ate our picnic lunch.
3. Mom silently pointed to a turtle sunning itself on a rock.
4. The turtle quickly woke up.
5. It looked around worriedly.
6. Then it lazily closed his eyes and went back to sleep.
7. Next, a frog noisily jumped into the water.
8. It swam briskly across the pond.
9. In the tree above us, a bird sang sweetly.
10. We watched as it gracefully flew away.
Some **adverbs** that tell where are there, **ahead**, outside, around, up, far, here, away, nearby, and everywhere.

Some adverbs tell the time, or when an action happens. Some adverbs that tell when are **first**, **soon**, always, early, **next**, today, later, tomorrow, and then.

A. Draw one line under each adverb that tells where. Circle the verb that the adverb describes.

1. My family goes outside on weekends if the weather is nice.
2. Last week, we hiked far into the woods.
3. There were several hills that we climbed up.
4. We saw a big lake ahead of us.
5. We ate our lunch there.

B. Draw one line under each adverb that tells when. Circle the verb that the adverb describes.

6. My dad always bakes a big cake for the school bake sale.
7. First, he buys all the ingredients for the cake.
8. Next, he mixes everything together.
9. Then he bakes the cake in the oven.
10. He decorates the cake later, when it has cooled.
• Use an adjective to describe a noun.
• Use an adverb to describe a verb.
• Don’t mix up adjectives with adverbs that tell how.

Read the sentences below. Circle the word that correctly completes each sentence.

1. The dragon is an (important, importantly) part of a Chinese New Year parade.

2. People dressed as a dragon dance (bold, boldly) down the street.

3. The costume is made of (colorful, colorfully) silk.

4. The dragon weaves (quick, quickly) in and out of the crowd.

5. The people shout (loud, loudly) to get the dragon’s attention.

6. (Happy, Happily) children wave to the dragon.

7. Some children bring (beautiful, beautifully) dragon puppets to the parade.

8. They call (excited, excitedly) to the dancing dragon.

9. The dragon (glad, gladly) puts on a great show.

10. People cheer (noisy, noisily) as the dragon dances away.
• Use an adjective to describe a noun. Use an adverb to describe a verb.
• Some adverbs tell when or where. Some adverbs tell how an action takes place and usually end in -ly.
• Don’t mix up adjectives with adverbs that tell how.

A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.

Today my grandfather and I made a beautifully kite. I helped him careful cut the paper into the right size and shape. We happy worked on the kite the entire morning. Sudden my mom called us in for lunch. I was surprised that the morning had gone by so quick. After we finished lunch we went back to the garage and easy attached the long tail to the kite. We will let the glue dry slow overnight. We are hopefully that there will be a good breeze tomorrow so that we can fly our new kite.

B. Rewrite the passage. Use the correct adjectives and adverbs.
A. Change the adjective in parentheses to an adverb. Write the adverb on the line.

1. The airplane landed (smooth) _______________ on the runway.

2. The cat prowled (quiet) _______________ through the house.

3. My brother played the drums (loud) _______________.

4. The big dog (noisy) _______________ turned over the trash can.

5. I (quick) _______________ cleaned my room before Mom got home.

6. The mother (soft) _______________ sang her baby to sleep.

7. The snail crawled (slow) _______________ across the sidewalk.

B. Choose the word in each sentence that is an adverb.

8. Today my grandmother will visit us.
   a. Today
   b. my
   c. grandmother
   d. visit

9. She always comes on Saturday.
   a. She
   b. always
   c. comes
   d. on

10. I hope she arrives early!
    a. I
    b. hope
    c. arrives
    d. early
Grammar: Adverbs That Compare

Name

- **Adverbs** can be used to compare two or more actions.
- To compare using most one-syllable adverbs, add -er or -est.
- The words *more* and *most* are used with adverbs that have two or more syllables to make comparisons.

Circle the correct word to complete each sentence.

1. My brother runs (faster, fastest) than I do.

2. Jay solved the problem (more, most) quickly than Frank.

3. The first band played the song the (louder, loudest) of any of the bands.

4. Kara answered the question (quicker, quickest) than the other students.

5. Hurricanes happen (more, most) frequently during September than April.

6. Birds migrate (more, most) often before winter than after.

7. That piano recital lasted (longer, longest) than the last one.

8. The last math problem was the (harder, hardest) one of all.

9. Do you know if the Atlantic Ocean is (deeper, deepest) than the Pacific?

10. We can travel to Florida (more, most) easily by air than train.
Name ________________________________

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

Write the correct form of the word in parentheses to complete each sentence. Then write the sentence on the line.

1. Jai scored _______________ on the last test than the first one. (well)
   __________________________________________

2. Jai scored _______________ of all on yesterday’s spelling test. (well)
   __________________________________________

3. Mom’s flowers looked _______________ during August than July. (badly)
   __________________________________________

4. Mom’s flowers looked _______________ of all during the hot, dry months. (badly)
   __________________________________________

5. Do you think our team will do _______________ against the Eagles or the Panthers? (well)
   __________________________________________
Add -er or -est to the end of short adverbs to compare.

Use more and most with adverbs that have two or more syllables.

Adverbs that are used with more or most do not change their endings to make comparisons.

Circle the correct word or words to complete each sentence.

1. The scientists worked (more quickly, most quickly) than they had ever worked before.

2. That was the (more carefully, most carefully) planned expedition ever.

3. He travels to Texas (oftener, more often) than Florida.

4. The owl swooped in the (lowest, most low) possible to catch the mouse.

5. Some people wait (more patiently, most patiently) than others.

6. Jim swam the (most fastest, fastest) of all the swimmers.

7. It rains (more heavily, heavilier) during April than in August.

8. A hawk sees (clearly, more clearly) than many other birds.

9. The little bird sang (more sweetly, sweetlier) than the crow.

10. The captain sailed the boat (more skillfully, most skillfully) than the first mate.
• Add -er or -est to the end of short adverbs to compare.
• To make comparisons using the adverb well, use better and best. To make comparisons using the adverb badly, use worse and worst.
• Use more and most with adverbs that have two or more syllables.
• Adverbs that are used with more or most do not change their endings to make comparisons.

A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.

I went to the First Street Market with my mom. She thinks the market has gooder vegetables than the one in Oak Hill. They have the most freshest fruits I’ve ever tasted. Mom chooses her fruits and vegetables carefullier than anyone I know. She slowlier sniffs each piece of fruit. She wants to buy the fruits and vegetables that are the riper. Mr. Able owns the market. He chooses his produce the more skillfully of any of the other market owners.

B. Rewrite the passage. Use the correct adjectives and adverbs.
Grammar: Adverbs That Compare

Name

A. Read each sentence. Circle the answer that tells the correct adverb that compares. Then write the adverb on the line.

1. Mark did a ________ job than his brother when cleaning their rooms.
   a. well  b. better

2. The large cake baked ____________ than the cupcakes.
   a. more slowly  b. slowlier

3. Kenny waited ____________ than he ever had for the mail to arrive.
   a. more eagerly  b. most eagerly

4. The leaves change colors ____________ in New York than in Georgia.
   a. more soon  b. sooner

5. The last gymnast performed the ____________ of any of the other gymnasts that day.
   a. badly  b. worst

B. Read each sentence. Circle the correct form of the adverb in parentheses.

6. Some birds build their nests (skillful, more skillfully) than others.

7. Lea did (better, more better) on her test than she expected.

8. The garden grew badly in May but it did even (worse, worst) in June.
A **preposition** is a word that shows a relationship between a noun or a pronoun and another word in a sentence.

- Common prepositions include *in, on, at, over, under, to, from, for, with, by, of, into, before, after, and during.*
- The noun or the pronoun that follows a preposition is the object of the preposition.

**Underline the preposition in each sentence. Write the preposition on the line.**

1. My dad brought home plans for a picnic table. ___________
2. We will build it in the backyard. ___________
3. First, we will drive to Jon’s Lumber Yard and buy the wood. ___________
4. It is across town. ___________
5. I think it is by the old skating rink. ___________
6. Dad said that we could go after lunch. ___________
7. He is making a list of the supplies we need. ___________
8. It will be fun building the picnic table from the wood we buy. ___________
9. We will get everything we need at Jon’s Lumber Yard. ___________
10. I climb into Dad’s big truck and we are ready. ___________
A prepositional phrase is a group of words that includes a preposition, the object of the preposition, and any words in between, such as at the beach and by the tree.

When a pronoun follows a preposition, it should be an object pronoun, such as me, you, him, her, it, us, and them.

Underline the prepositional phrases in the following sentences.

1. Last weekend, Uncle Dan and I went on a hike.
2. A few years ago, Uncle Dan hiked across the country.
3. He took photographs along the way.
4. His photos were made into a book.
5. We have his book on our bookshelf.
6. He took some amazing pictures during his long hike.
7. One photo shows some hikers near the top of Mt. Everest.
8. Another photo shows the sun setting behind the Rocky Mountains.
9. It is always fun to hike with Uncle Dan.
10. I plan to write an essay about our adventure.
Grammar: **Commas after Introductory Words**

**Name**

- A comma is used to separate an introductory word from the rest of a sentence.
- An introductory word could be a name, an adverb, or another word that should be separated from the rest of the ideas in the sentence.

**Rewrite each sentence. Add a comma after the introductory words in the sentences.**

1. Yes we had a great time on our camping trip.

2. No it didn’t rain at all.

3. First we set up our tent and unpacked our supplies.

4. Later we went canoeing down Green River.

5. Mom what was your favorite part of the trip?
A prepositional phrase is a group of words that includes a preposition, the object of the preposition, and any words in between, such as at the beach and by the tree.

A comma is used to separate an introductory word from the rest of a sentence.

An introductory word could be a name, an adverb, or another word that should be separated from the rest of the ideas in the sentence.

A. Proofread this passage. Add commas where they are needed after introductory words.

The people in my neighborhood started a community garden. Yes it’s one of the first community gardens in our city. Dad do you remember what year it was started? Lately lots of reporters have come out to write stories about it. We donate lots of the vegetables to the local shelter. Wow they are always in need of help from the community. Therefore it is important for all of us to do what we can.

B. Rewrite the passage, using commas correctly.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Grammar: Prepositions

Name ____________________________________________

A. Choose the best preposition to complete each sentence. Circle your answer and write the word on the line.

1. Clint tossed the basketball ___________ the air.
   a. by           b. of           c. into

2. Jed caught it and raced ___________ the court.
   a. under        b. across       c. during

3. When it rains, they play ___________ the gym.
   a. in           b. before       c. of

4. There is a new court ___________ the city park.
   a. after        b. near         c. down

5. You have to walk ___________ the Evan Street bridge to get there.
   a. over         b. into         c. with

B. Underline the prepositional phrase in each sentence. Add commas where needed.

6. Yes the basketball is in the garage.

7. Hopefully the court on Baker Street will be empty.

8. Dad can you give us a ride across town?

9. First let’s pick up Danny at the library.

10. Sam your sneakers are under the chair.