

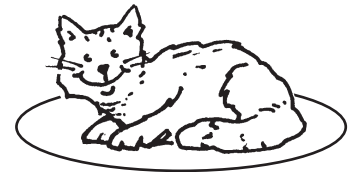
Name _____

Sentences

A **sentence** is a group of words that tells a complete idea. It begins with a capital letter. Many sentences end with a period (.).

- The cat is on a mat. ← This is a sentence.
 on a mat ← This is not a sentence.

Find the sentence. Write the sentence.



1. Jim has a pet. has a pet

Jim has a pet.

2. His pet His pet is a cat.

His pet is a cat.

3. The cat The cat runs away.

The cat runs away.

4. Jim looks for his pet. for his pet

Jim looks for his pet.

5. with Jim We go with Jim.

We go with Jim.



Home Activity Your child learned about sentences. Name an animal your child knows. Have your child say two sentences about the animal.

Name _____

Sentences

Tell a story about when you did something with a pet.
Use some words from the box in your sentences.



run play feed watch



**Possible answer: I run with my
dog. We play a game. I throw a
ball. He likes to run after it.**



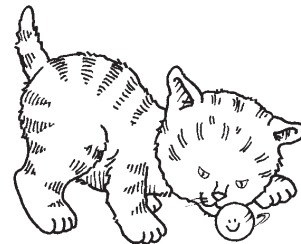
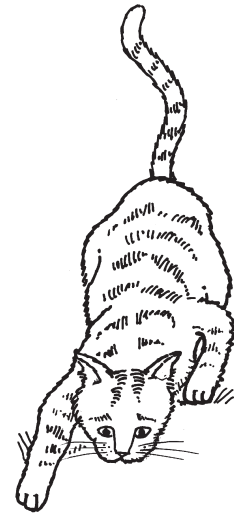
Home Activity Your child learned how to use sentences in writing. Have your child write two sentences that tell about a pet your family has had.

Name _____

Sentences

Mark the group of words that is a sentence.

1. Ron gets a pet today.
 a pet today
 gets a pet
2. a big cat
 The pet is a big cat.
 the pet
3. plays with his
 with his cat
 Ron plays with his cat.
4. He rolls the ball to the cat.
 ball to the cat
 rolls the ball to
5. hits the ball
 the ball back
 The cat hits the ball back.
6. and the cat like
 Ron and the cat like the game.
 Ron and the cat



Home Activity Your child prepared for taking tests on sentences. Read a story together. Have your child point out sentences in the story.

Name _____

Sentences

Underline each sentence.

1. The girl feeds the cat.
The girl

2. in a dish
The food is in a dish.

3. The cat likes to eat.
likes to eat



Finish each sentence. Use a group of words from the box.
Write the sentence.

have two pets. two pets The pets

4. **We have two pets.**

with the cat plays with the cat. Our dog

5. **The dog plays with the cat.**



Home Activity Your child reviewed sentences. Read aloud each group of words on the page. Ask your child whether or not each group is a sentence.

Name _____

Naming Parts of Sentences

A sentence has a **naming part**. It names a person, place, animal, or thing. The naming part tells who or what the sentence is about.

Pat sees a pig.



naming part

The pig is big.



naming part

Write the naming part of each sentence.

1. My pig is sick.

My pig



2. A vet can help the pig.

A vet



3. We go to the vet.

We



4. The pig feels better.

The pig



5. My dad thanks the vet.

My dad



Home Activity Your child learned about the naming parts of sentences. Read a story together. Point to several sentences. Ask your child to identify the naming part of each sentence.

Name _____

Naming Parts of Sentences

Complete each sentence with a naming part.

Possible answers:

1. **Blue** _____ is my favorite color.

2. **Cheese** _____ is my favorite food.

3. **Saturday** _____ is my favorite day.

Tell about things you like to do.

Possible answer:

Baseball is my favorite sport.

I play video games. I like to

read funny books.



Home Activity Your child learned how to use naming parts of sentences in writing. Ask your child to underline the naming parts of the sentences he or she wrote on the page.

Name _____

Naming Parts of Sentences

Mark the sentence that has a line under the naming part.

1. My mom is a vet.
- My mom is a vet.
- My mom is a vet.



2. She helps sick animals.
- She helps sick animals.
- She helps sick animals.

3. That dog cut its leg.
- That dog cut its leg.
- That dog cut its leg.



4. This cat hurt its paw.
- This cat hurt its paw.
- This cat hurt its paw.



5. A vet will fix them.
- A vet will fix them.
- A vet will fix them.

6. The animals like my mom.
- The animals like my mom.
- The animals like my mom.



Home Activity Your child prepared for taking tests on the naming parts of sentences. Write simple sentences about your family such as these: *Anne is your sister. Your mother works at a bank.* Ask your child to circle each naming part.

Name _____

Naming Parts of Sentences

Circle the naming part of each sentence.

1. **Jan** puts out food.

2. **The dog** eats too much!

3. **My vet** can help him.



Look at each picture. Write the naming part of each sentence.

The boy We

4. **The boy**

plays the sax.



The girls The pig

5. **The pig**

dances a jig.



Maria The cats

6. **Maria**

dances too.



Home Activity Your child reviewed naming parts of sentences. Have your child write on index cards the naming parts of the sentences on the page. Take turns choosing a card and using the naming part in a new sentence.

Name _____

Action Parts of Sentences

A sentence has an **action part**. It tells what a person or thing does.

The ox helps.

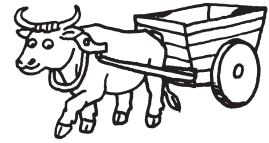


action part

He pulls the wagon.



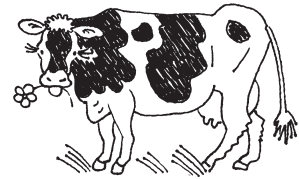
action part



Write the action part of each sentence.

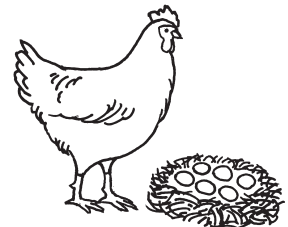
1. The cow gives milk.

gives milk



2. Pop milks the cow.

milks the cow



3. The hen lays eggs.

lays eggs

4. Mom gets the eggs.

gets the eggs



5. The cat chases mice.

chases mice



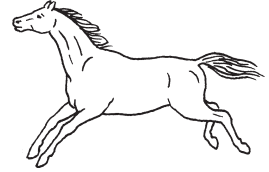
Home Activity Your child learned about the action parts of sentences. Read a story together. Point to several sentences. Ask your child to identify the action part of each sentence.

Name _____

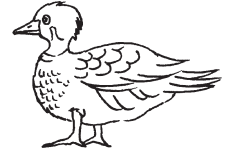
Action Parts of Sentences

Complete each sentence. Write an action part. Tell what the animal does. **Possible answers:**

1. A horse **runs fast**



2. A duck **swims**



3. A dog **wags its tail**



Tell about things that other animals do. Use words from the box or your own words.

swims jumps hops runs

Possible answer:

A fish swims. A frog jumps.

A rabbit hops. A cat runs.



Home Activity Your child learned how to use action parts of sentences in writing. Ask your child to underline the action parts of the sentences he or she wrote on the page.

Name _____

Action Parts of Sentences

Mark the sentence that has a line under the action part.

1. Ox gets a mop.
 Ox gets a mop.
 Ox gets a mop.



2. He mops the pigs.
 He mops the pigs.
 He mops the pigs.



3. Mom and Pop ride on Ox.
 Mom and Pop ride on Ox.
 Mom and Pop ride on Ox.



4. Ox gets the cans.
 Ox gets the cans.
 Ox gets the cans.



5. He packs the sack.
 He packs the sack.
 He packs the sack.



6. They take a nap.
 They take a nap.
 They take a nap.



Home Activity Your child prepared for taking tests on the action parts of sentences. Write simple sentences about your family such as these: *Bill plays football. Your sister feeds the baby.* Ask your child to circle each action part.

Name _____

Action Parts of Sentences

Circle the action part of each sentence.

1. Nat rides the horse.
2. Mom feeds the ducks.
3. The girl walks her dog.

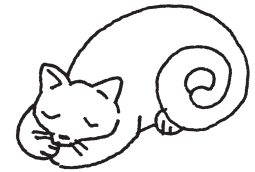


Look at each picture. Write the action part of each sentence.

runs

sleeps

4. The cat sleeps



sings

flies

5. The bird sings



swims

eats

6. The dog eats



Home Activity Your child reviewed action parts of sentences. Have your child write on index cards the action parts of the sentences on the page. Take turns choosing a card and using the action part in a new sentence.

Name _____

Word Order

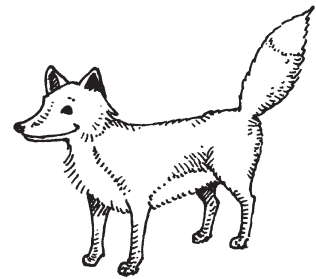
The **order** of the words in a sentence must make sense.

- Zoo is at the Ned. ← These words are not in the right order.
 Ned is at the zoo. ← These words are in the right order.

Circle the words that are in the right order.

1. Ned sees a fox

A sees fox Ned.



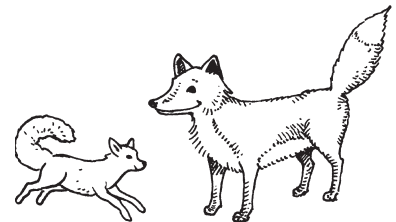
2. Kit the has fox a.

The fox has a kit.



3. The kit naps on the rocks.

The rocks naps on the kit.



4. The fox and the kit play.

Kit the play fox the and.

5. Foxes the likes Ned.

Ned likes the foxes



Home Activity Your child learned about word order in sentences. Help your child find several short simple sentences in a familiar story. Write each word in the sentences on an index card. Mix the cards for one sentence and have your child put the words in the correct order.

Name _____

Word Order

Pretend you are one of the children in this picture.

Write a story about what you are doing at the zoo.

Make sure words are in the right order.



Possible answer: I like the zoo.

The monkeys are fun. They

swing from the trees.



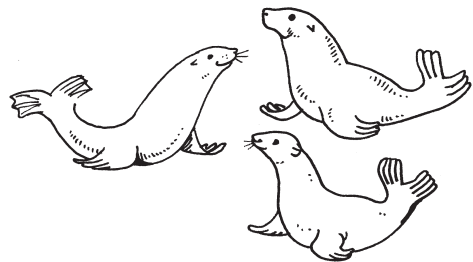
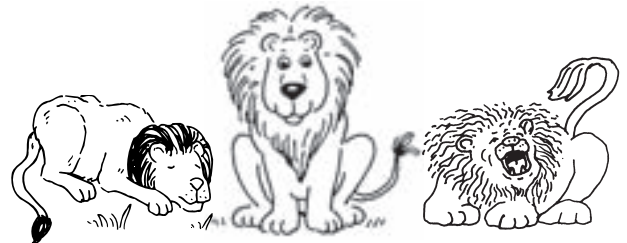
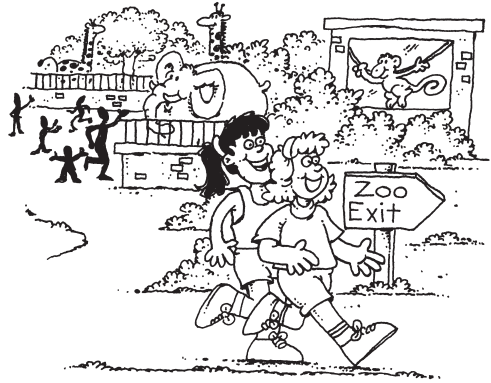
Home Activity Your child learned how to use word order when writing sentences. Using several of your child's sentences, write them in scrambled order. Ask your child to tell you the right order of the words in each sentence.

Name _____

Word Order

Mark the group of words that is in the correct order.

1. Big zoo the is.
 The zoo is big.
 Is zoo big the.
2. The zoo has many animals.
 Animals has many zoo the.
 Many has zoo the animals.
3. Sees lions three Jan.
 Three sees Jan lions.
 Jan sees three lions.
4. Lions sleep in the sun.
 In sun sleep lions the.
 Sleep lions sun in the.
5. Watches seals the Hal.
 Seals Hal the watches.
 Hal watches the seals.
6. With the seals a play ball.
 The seals play with a ball.
 Play the seals with ball a.



Home Activity Your child prepared for taking tests on word order in sentences. Read aloud each set of word groups on the page. Ask your child which group of words is in the right order.

Name _____

Word Order

Underline the words that are in the right order.

1. Pat is at the zoo.

The zoo at is Pat.

2. Zoo live at the animals.

Animals live at the zoo.

3. Pat sees the animals.

Animals sees the Pat.



Write the words so they are in the right order.
End each sentence with a period.

4. Apes a feeds the man.

A man feeds the apes.

5. In food pan is the.

Food is in the pan.

6. Grab fruit they the.

They grab the fruit.



Home Activity Your child reviewed word order in sentences. Help your child write several simple sentences, each one on a strip of paper. Cut apart the words on each strip. Mix the pieces for each sentence and have your child put the words in the correct order.

Name _____

Telling Sentences

A **telling sentence** tells something. It is a statement. It begins with a **capital letter**. It usually ends with a **period (.)**.

The bird has a nest.
The nest is in a tree.



Find the sentence. **Underline** the sentence.

1. The children see the nest.

the children see the nest



2. they see the bird

They see the bird.



3. The bird has five eggs.

the bird has five eggs



4. one egg falls out

One egg falls out.



5. the boy gets the egg

The boy gets the egg.



Home Activity Your child learned about telling sentences. Read a story together. Have your child point to sentences in the story and name the capital letter at the beginning and the period at the end.

Name _____

Telling Sentences

Which animals have you seen?



squirrel



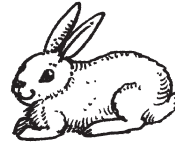
bird



raccoon



deer



rabbit

Write about an animal you have seen.
Begin and end each sentence correctly.

**Possible answer: I saw a squirrel
last week. It was looking for
nuts. I watched it a long time.**



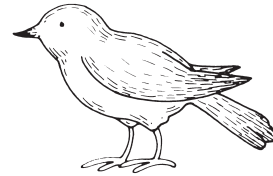
Home Activity Your child learned how to use telling sentences when writing. Take turns with your child saying sentences that describe the animals on the page.

Name _____

Telling Sentences

Find the sentence. Mark the sentence.

1. the bird is red.
 The bird is red.
 the bird is red

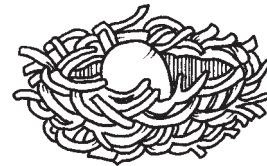


2. It has a nest.
 it has a nest.
 It has a nest



3. the nest is brown.
 the nest is brown
 The nest is brown.

4. An egg is in the nest.
 an egg is in the nest.
 An egg is in the nest



5. the egg is white
 the egg is white.
 The egg is white.

6. the bird sits on the egg.
 The bird sits on the egg.
 the bird sits on the egg



Home Activity Your child prepared for taking tests on telling sentences. Name a familiar animal. Have your child say a sentence that tells about the animal.

Name _____

Telling Sentences

Put a ✓ by the sentence that is correct.

1. Dan sees a rabbit. _____ ✓

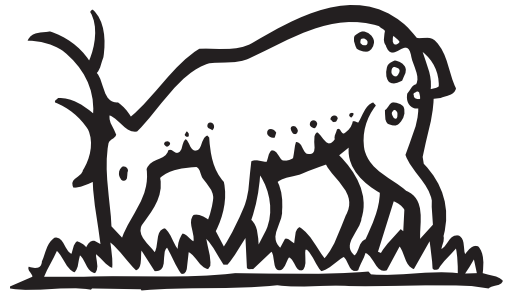
dan sees a rabbit _____

2. it is in the garden _____

It is in the garden. _____ ✓

3. The rabbit eats the plants. _____ ✓

the rabbit eats the plants _____



Write each sentence correctly.

4. a deer is in the yard

A deer is in the yard.

5. it eats the bushes

It eats the bushes.

6. deer like green plants

Deer like green plants.



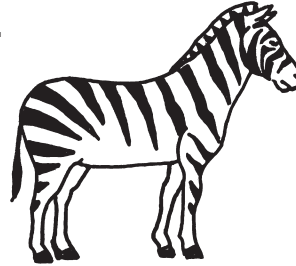
Home Activity Your child reviewed telling sentences. Write the three incorrect sentences from the first exercise on paper with space between them. Have your child write the sentences correctly, with a capital letter at the beginning and a period at the end.

Name _____

Questions

A **question** is an asking sentence. It begins with a **capital letter**. It ends with a **question mark (?)**.

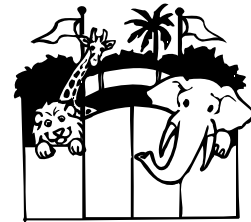
What will we see?
Is that a zebra?



Put a ✓ by each question.

1. Who lives in the park?
Animals live in the park.

✓



2. The big cats hunt.
Do the big cats hunt?

✓



3. Can the big birds run?
The big birds can run.

✓



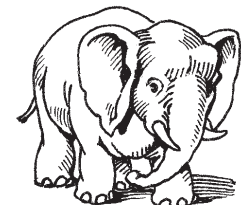
4. Hippos like cool mud.
Do hippos like cool mud?

✓



5. Where are the elephants?
The elephants are at the pond.

✓



Home Activity Your child learned about questions. Read a story together. Have your child find any questions in the story and name the capital letter at the beginning and the punctuation mark at the end.

Name _____

Questions

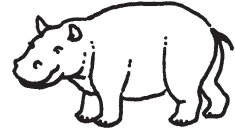
Finish the question. Write an animal name.



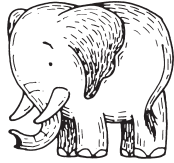
a zebra



a lion



a hippo



an elephant



an ostrich

What does _____ look like?

Answer the question. Write a story.

Possible answer: A zebra

looks like a horse. It has black

stripes. It has white stripes too.

A zebra can run fast.



Home Activity Your child learned how to use questions when writing. Say a sentence about one of the animals on the page, such as *The elephant is big*. Have your child write your sentence as a question: *Is the elephant big?*

Name _____

Questions

Find the question. Mark the question.

1. The park big is.
 is the park big?
 Is the park big?

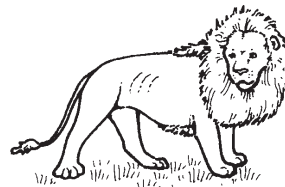


2. Do animals live here?
 Animals do live here.
 do animals live here?

3. can you see the zebras?
 You can see the zebras.
 Can you see the zebras?



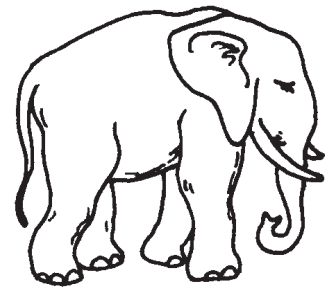
4. The big cats rest will.
 Will the big cats rest?
 will the big cats rest?



5. are the hippos in the mud?
 Are the hippos in the mud?
 The hippos in the mud are.



6. Do elephants swim in the pond?
 do elephants swim in the pond?
 Elephants do swim in the pond.



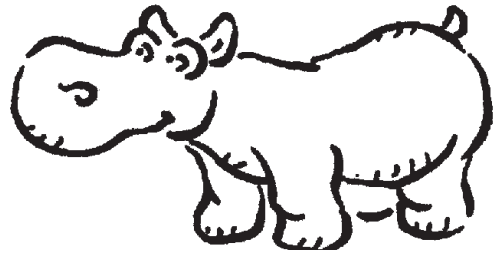
Home Activity Your child prepared for taking tests on questions. Together listen to a conversation or an interview on TV. Each time your child hears a question, have him or her say, "Question!"

Name _____

Questions

Write each question.

Begin and end the question correctly.



1. do you see a hippo

Do you see a hippo?

2. is the hippo big

Is the hippo big?

3. can the hippo hide

Can the hippo hide?

Look at the words. Put them in order to write a question.

Begin and end each question correctly.

4. the park what lives in

What lives in the park?

5. the lion where is

Where is the lion?



Home Activity Your child reviewed questions. Together read a magazine article. Have your child underline any questions in the article and circle the capital letter at the beginning and the punctuation mark at the end.

Name _____

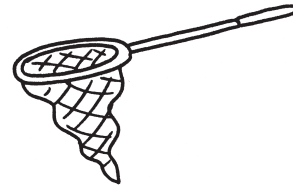
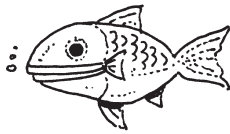
Nouns

A noun names a person, a place, an animal, or a thing.

The word **man** names a person. The word **park** names a place.



The word **fish** names an animal. The word **net** names a thing.



Write the noun for each picture.

Person



girl boy

1. **girl**

Place



city pond

2. **pond**

Animal



cat rabbit

3. **rabbit**

Thing



box pan

4. **box**



Home Activity Your child learned about nouns. Read a story together. Have your child point to nouns in the story and tell whether they name people, places, animals, or things.

Name _____

Nouns

Write about things you do with your family.

Use words from the box or words of your own.

mom	dad	brother
grandma	grandpa	sister



Possible answer: I watch

football with my dad. I play the

piano with my mom. My brother

and I like to play games.



Home Activity Your child learned how to use nouns in writing. Write sentences about family members, such as *Your sister has brown hair. Your mother loves flowers.* Have your child circle the nouns in the sentences.

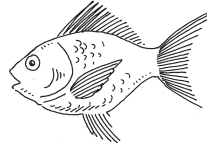
Name _____

Nouns

Mark the noun that completes the sentence.

1. Max wants a ____.

- eat
 fish
 will



2. The ____ has a pond.

- in
 sit
 park



3. Max got a red ____.

- ball
 talk
 this



4. A ____ is in the net.

- call
 and
 shell



5. The ____ gave them a fish.

- fat
 woman
 that



Home Activity Your child prepared for taking tests on nouns. Together read a simple piece of mail, such as an ad. Have your child circle the nouns in the article.

Name _____

Nouns

Circle the noun in each sentence.

1. Catch a big **fish**.

2. Walk to the **park**.

3. Dip a **net**.

4. See a black **ship**.

5. Talk to the **man**.

Finish each sentence.

Write a noun from the box.

mom	grandma	dad
-----	---------	-----

6. The **dad** _____ cooks eggs.



7. The **mom** _____ folds things.



8. The **grandma** _____ feeds the baby.



Home Activity Your child reviewed nouns. Ask your child to point to and say each noun in the box. Then have your child use each noun in a sentence.

Name _____

Proper Nouns

Special names for people, places, animals, and things are called **proper nouns**. Proper nouns begin with capital letters.



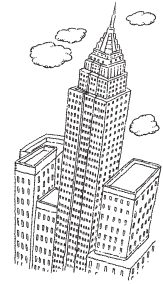
Meg



Rose Pond



Rex



Tell Tower

Look at each picture.

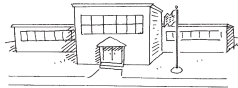
Write the proper name on the line.



Beth

1. This girl is

Beth



Hall School

2. Beth goes to

Hall School



Post Road

3. The school is on

Post Road



Coco

4. The class pet is

Coco



Home Activity Your child learned about proper nouns. Read a story together. Have your child point to proper nouns in the story.

Name _____

Proper Nouns

Finish each sentence with a proper noun. **Answers will vary.**

My teacher is _____
_____ (name of your teacher)

My school is _____
_____ (name of your school)

Write the names of three children in your class.

Tell something about each child.

Possible answer: Tim tells jokes.

Anna can dance.

Carmen can read.



Home Activity Your child learned how to use proper nouns in writing. Write sentences about people that you and your child know, such as *Steve is a friend. Maria is our cousin.* Have your child circle the proper nouns in the sentences.

Name _____

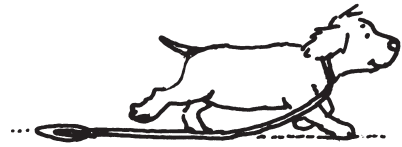
Proper Nouns

Mark the sentence that uses the proper noun correctly.

1. This boy is jake.
 This boy is Jake.
 This boy is JAKE.



2. He has a dog named PIP.
 He has a dog named pip.
 He has a dog named Pip.



3. This girl is Grace.
 This girl is GRACE.
 This girl is grace.



4. She has a cat named KIT.
 She has a cat named kit.
 She has a cat named Kit.



5. The children go to Tam School.
 The children go to tam School.
 The children go to Tam school.



6. The school is on elm Street.
 The school is on Elm Street.
 The school is on Elm street.



Home Activity Your child prepared for taking tests on proper nouns. Together read a short newspaper or magazine article. Have your child circle the proper nouns in the article.

Name _____

Proper Nouns

Circle the proper noun in each pair.

1. boy **Dave**

2. **Zippy** cat

3. **Beth** girl

4. town **Alton**



Write the sentences.

Use a capital letter for each proper noun.

5. We are at beck zoo.

We are at Beck Zoo.

6. The zoo is on king road.

The zoo is on King Road.

7. The lion is named sam.

The lion is named Sam.

8. Does meg see the lion?

Does Meg see the lion?



Home Activity Your child reviewed proper nouns. Ask your child to point to and say each proper noun on the page. Then have your child use each proper noun in a sentence.

Name _____

Special Titles

A **title** can come before the name of a person. A title begins with a capital letter. Some titles end with a **period** (.).



Doctor Silva



Mrs. Faber



Mr. Gray

Write the title and the name correctly on the line.

1. miss oda

Miss Oda



2. captain bartz

Captain Bartz



3. dr. hashmi

Dr. Hashmi



4. ms. ford

Ms. Ford



Home Activity Your child learned about special titles. Say the names and titles of adults your child knows, for example, *Dr. Kahn*, *Ms. Bell*, *Mr. Garcia*. Ask your child to identify and write the person's title.

Name _____

Special Titles

Tell about people who work in your community.

Use words from the box or your own words.

Use titles and names.

teacher

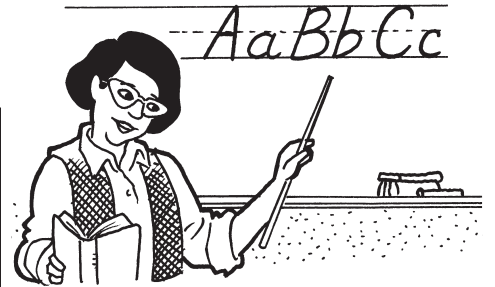
mail carrier

police officer

doctor

vet

librarian



Possible answer: Dr. Ted is

our vet. He helped our cat. Ms.

Ruiz teaches us to read.



Home Activity Your child learned how to use special titles in writing. Write these titles and names on paper: *mr jones*, *ms gold*, *dr novak*. Have your child explain what is wrong and write the titles and names correctly.

Name _____

Special Titles

Mark the sentence that uses the title and name correctly.

1. Our doctor is Dr. Brown.
 Our doctor is Dr. brown.
 Our doctor is dr. Brown.



2. My teacher is ms. Okada.
 My teacher is Ms. Okada.
 My teacher is Ms okada.



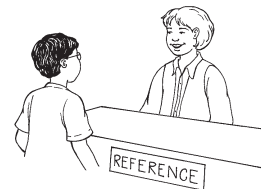
3. Mr diaz brings our mail.
 mr. Diaz brings our mail.
 Mr. Diaz brings our mail.



4. Our vet is Doctor tang.
 Our vet is doctor Tang.
 Our vet is Doctor Tang.



5. miss Vale works at the library.
 Miss Vale works at the library.
 Miss vale works at the library.



6. Mrs. Benik drives our bus.
 Mrs. benik drives our bus.
 mrs. Benik drives our bus.



Home Activity Your child prepared for taking tests on special titles. Together look through a newspaper or magazine. Have your child find and circle as many special titles as he or she can.

Name _____

Special Titles

Write the title and the name correctly on the line.

1. ms. choi

Ms. Choi



2. mr. jung

Mr. Jung



3. dr. ortiz

Dr. Ortiz



Write each sentence correctly.

Use capital letters for the titles and names.

4. The teacher is mr rabin.

The teacher is Mr. Rabin.

5. Our dentist is dr bondi.

Our dentist is Dr. Bondi.

6. Do you know miss barton?

Do you know Miss Barton?



Home Activity Your child reviewed special titles. Ask your child to point to each title and name on the page and explain what he or she did to correct each.

Name _____

Days, Months, and Holidays

Days of the week begin with capital letters.

Sunday Wednesday Saturday

Months of the year begin with capital letters.

February May October

Holidays begin with capital letters.

Fourth of July Memorial Day



Write the day, month, or holiday correctly on the line.

1. We learn about dinosaurs on monday.

Monday

2. On thursday a man tells us about dinosaurs.

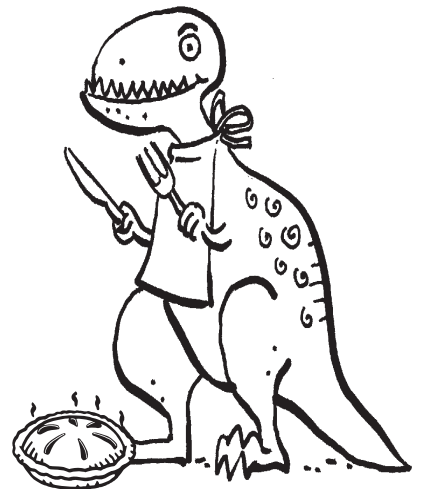
Thursday

3. In november we put on a play about dinosaurs.

November

4. The play tells about dinosaurs at thanksgiving!

Thanksgiving



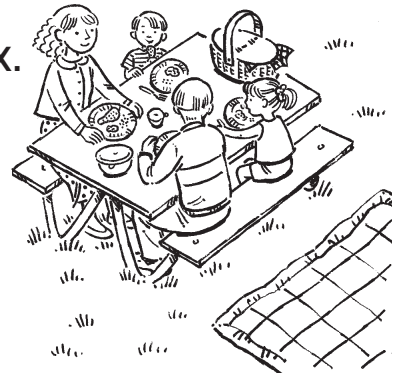
Name _____

Days, Months, and Holidays

Tell about a picnic, a fair, or a party.

Use the name of a month or holiday from the box.

February	October	Valentine's Day
May	November	Fourth of July
July	December	Thanksgiving



Possible answer:

On the Fourth of July our town

has fireworks. People sit in

the park. They watch the sky.

The fireworks are great.



Home Activity Your child learned how to use days, months, and holidays in writing. Write these names on paper: *tuesday, april, halloween*. Have your child explain what is wrong and write the names correctly.

Name _____

Days, Months, and Holidays

Mark the sentence that uses the day, month, or holiday correctly.

1. On Tuesday we collect cans.
 On tuesday we collect cans.
 On TuesDay we collect cans.

2. A truck picks up the cans on friday.
 A truck picks up the cans on Friday.
 A truck picks up the cans on FRiday.

3. The neighbors plant a garden in june.
 The neighbors plant a garden in JUne.
 The neighbors plant a garden in June.

4. In august they pick the vegetables.
 In August they pick the vegetables.
 In AuGust they pick the vegetables.

5. On memorial Day our town has a parade.
 On Memorial day our town has a parade.
 On Memorial Day our town has a parade.

6. We watch fireworks on the Fourth of July.
 We watch fireworks on the fourth of July.
 We watch fireworks on the Fourth of july.



Home Activity Your child prepared for taking tests on days, months, and holidays. Together look through a newspaper or magazine. Have your child find and circle any days, months, and holidays that he or she finds.

Name _____

Days, Months, and Holidays

Write the day, month, or holiday correctly on the line.

1. Our town has a fair in september.

September

2. The fair begins on labor day.

Labor Day

3. We went to the fair on friday.

Friday



Finish the sentences.

Write a day, a month, or a holiday. **Possible answers:**

4. Today is **Monday**.

5. This month is **October**.

6. The best holiday is **Halloween**.



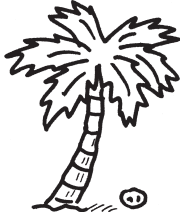
Home Activity Your child reviewed days, months, and holidays. Talk with your child about things your family does during the week or the year. Each time you mention a day, month, or holiday, have your child write the name.

Name _____

One and More Than One

Many nouns add -s to mean more than one.

tree



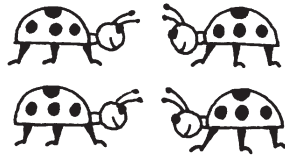
trees



Draw a line from the noun to the correct picture.

1.

bug

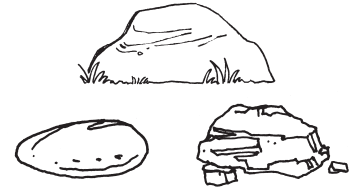


bugs



2.

rocks

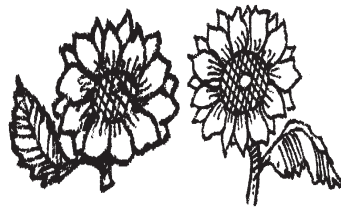


rock



3.

plants

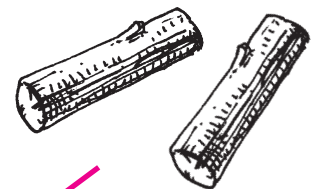


plant

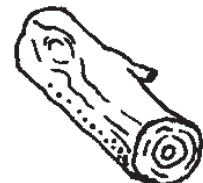


4.

log



logs



Home Activity Your child learned about plural nouns. Write the words *desk*, *lamp*, *chair*, *table*, and *cup*. Have your child add -s to each word to make it mean more than one.

Name _____

One and More Than One

Pretend you are in this park.

Tell about the plants and animals you see.



trees

flowers

squirrels

birds

rabbits

Possible answer:

I see one tree. There are four

flowers. The squirrels run.

The birds fly. The rabbits eat

the grass.



Home Activity Your child learned how to use plural nouns in writing. Read a story together. Ask your child to point out any words he or she sees that mean more than one.

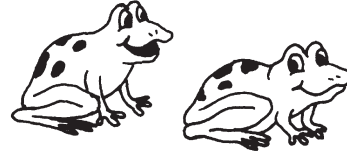
Name _____

One and More Than One

Mark the word that shows more than one.

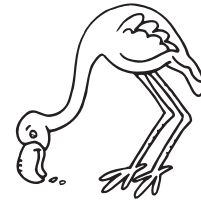
1. Look at the two frogs.

- the
 Look
 frogs



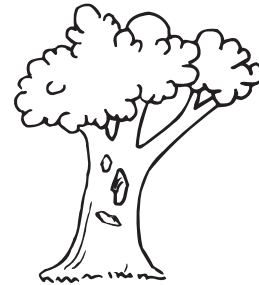
2. The bird eats the bugs.

- bugs
 eat
 bird



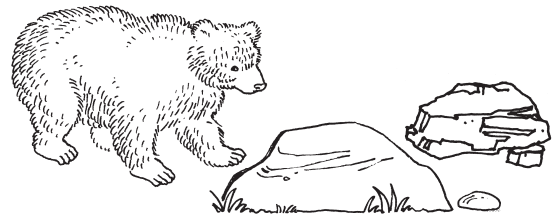
3. The tree has three holes.

- has
 holes
 tree



4. A bear is by the rocks.

- bear
 rocks
 by



5. The squirrel hides the nuts.

- nuts
 squirrel
 The



Home Activity Your child prepared for taking tests on plural nouns. Together look through a newspaper or magazine. Have your child find and circle as many plural nouns as he or she can.

Name _____

One and More Than One

Finish the sentences.

Write the correct word on the line.

1. Three **rocks** _____ are by the tree.
(rock, rocks)

2. Six **bugs** _____ are on the rocks.
(bug, bugs)

3. One **frog** _____ eats the bugs.
(frog, frogs)

4. Two **birds** _____ sit on a log.
(bird, birds)

5. One **bear** _____ eats the nuts.
(bear, bears)

6. Three **plants** _____ have flowers.
(plant, plants)



Home Activity Your child reviewed plural nouns. Point to objects around your home and help your child write the name of the object and its plural form.

Name _____

Nouns in Sentences

A **noun** names a person, a place, an animal, or a thing. A noun can be in more than one place in a sentence.

Bees live in a **hive**.



Circle the noun in each sentence.

Draw and color a picture for each noun.

Pictures will vary

1. The **sun** is warm.

**should show
a sun**

2. Look at the **bee**.

**should show
a bee**

3. Where is the **flower**?

**should show
a flower**



Home Activity Your child learned about nouns in sentences. Read a story together. Point to a sentence and have your child point to the nouns in the sentence. Continue with other sentences.

Name _____

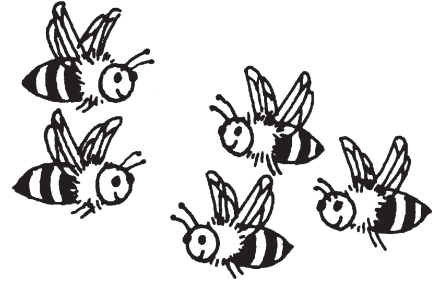
Nouns in Sentences

Bees are like a family.

Bees have special jobs.

Do people in your family have special jobs?

Write about the jobs.



Possible answer: Mom washes

the car. Dad makes pancakes.

My brother takes out the trash.

My sister sets the table. I feed

the dog.



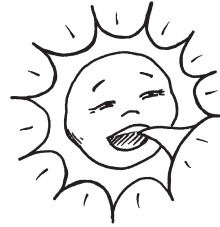
Home Activity Your child learned how to use nouns when writing sentences. Take turns with your child telling about jobs that you do at home. Have your child identify any nouns either of you uses in your sentences.

Name _____

Nouns in Sentences

Mark the sentence that has a line under the noun.

1. The bees wake up.
 The bees wake up.
 The bees wake up.



2. Look at the hive.
 Look at the hive.
 Look at the hive.



3. Jan likes sweet honey.
 Jan likes sweet honey.
 Jan likes sweet honey.



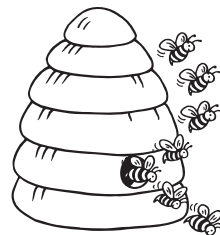
4. The workers get mad.
 The workers get mad.
 The workers get mad.



5. Where does pollen come from?
 Where does pollen come from?
 Where does pollen come from?



6. A family lives together.
 A family lives together.
 A family lives together.



Home Activity Your child prepared for taking tests on nouns in sentences. Together read a simple newspaper or magazine article. Have your child circle as many nouns as he or she can find.

Name _____

Nouns in Sentences

Circle the two nouns in each sentence.

1. The **sun** wakes up the **bees**.
2. Every **hive** has a **queen**.
3. **Workers** find sweet **nectar**.
4. **Cells** are small **holes**.
5. A big **bear** wants the **honey**.



Finish the sentences.

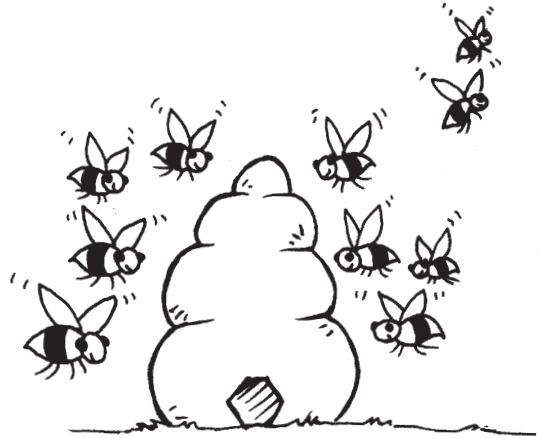
Write a noun from the box.

hive	Jeff	Bees
------	------	------

6. **Bees** are insects.

7. Bees live in a **hive**.

8. The bees see **Jeff**.



Home Activity Your child reviewed nouns in sentences. Write this sentence frame on paper: A ____ has _____. Take turns with your child completing the sentence with two nouns, for example, *A cat has fur. A dog has legs. A bee has wings.*

Name _____

Action Verbs

A **verb** tells what someone or something does.



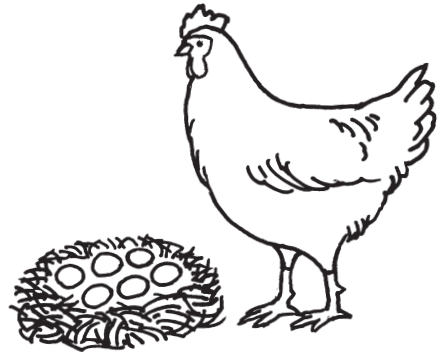
The baby **crawls**.



The boy **walks**.

Underline the verb in each sentence.

1. A tree grows green leaves.
2. The leaves fall to the ground.
3. The wind blows the leaves.
4. A hen lays an egg.
5. The hen sits on the egg.
6. A chick hatches from the egg.



Home Activity Your child learned about verbs. Read a story together. Point to a sentence and have your child point to the verb in the sentence. Continue with other sentences.

Name _____

Action Verbs

Write about things you do every day.

Use action verbs from the box or your own words.

eat	go	read
sleep	play	talk



Possible answer: I get up. I eat

breakfast. Next I go to school.

After school I call my mom.

Then I play with my friends.



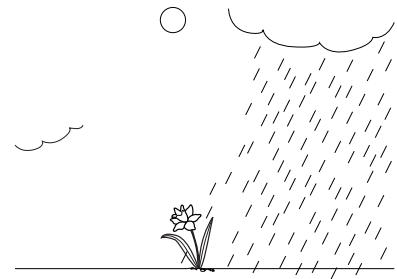
Home Activity Your child learned how to use verbs in writing. Take turns with your child telling about things that you do every day. Have your child identify any action verbs either of you uses in your sentences.

Name _____

Action Verbs

Mark the sentence that has a line under the verb.

1. Ann plants a seed.
 Ann plants a seed.
 Ann plants a seed.
2. She pushes it into the ground.
 She pushes it into the ground.
 She pushes it into the ground.
3. Rain falls on the ground.
 Rain falls on the ground.
 Rain falls on the ground.
4. The sun shines on the ground.
 The sun shines on the ground.
 The sun shines on the ground.
5. The seed grows into a plant.
 The seed grows into a plant.
 The seed grows into a plant.
6. A flower blooms on the plant.
 A flower blooms on the plant.
 A flower blooms on the plant.



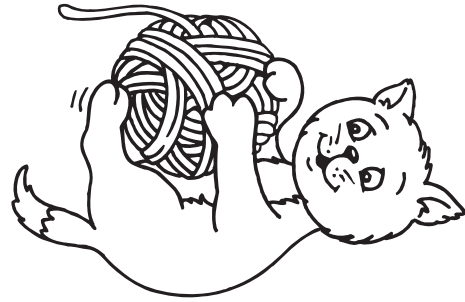
Home Activity Your child prepared for taking tests on verbs. Together read a short, simple newspaper or magazine article. Have your child circle as many action verbs as he or she can find.

Name _____

Action Verbs

Circle the verb in each sentence.

1. The baby **cries** in its crib.
2. The puppy **runs** to its mother.
3. The kitten **plays** with a string.



Circle the correct verb in () to complete each sentence.

Write the verb on the line.

4. The boy _____ **calls** _____ to his friend.

(bakes, calls)

5. The dog _____ **barks** _____ at the man.

(barks, talks)

6. The cat _____ **eats** _____ a fish.

(sings, eats)



Home Activity Your child reviewed verbs. Write this sentence frame on paper: *The child ____*. Take turns with your child completing the sentence with an action verb, for example, *The child runs. The child walks. The child laughs.*

Name _____

Verbs That Add -s

A **verb** can tell what one person, animal, or thing does. Add **-s** to show what is being done now.



Ruby **grows** bigger.



Ruby **spreads** her wings.

Complete each sentence.

Write the correct word on the line.

1. Pam _____ **reads** _____ a book.
(reads, read)

2. Ned _____ **bakes** _____ a cake.
(bake, bakes)

3. José _____ **rides** _____ a bike.
(rides, ride)

4. Tina _____ **ties** _____ her shoes.
(tie, ties)



Home Activity Your child learned about verbs that add -s. Write the words *swim*, *run*, *walk*, *jump*, and *dance* on paper. Have your child add an -s to each word and then act out the word.

Name _____

Verbs That Add -s

Look at the picture.

Write a verb to finish each sentence.

Remember to add -s to each verb.

Add more words to the sentence if you want.



Possible answers:

The girl **makes a sand castle**

The boy **helps**

The dad **holds a shell**

The mom **reads**

The dog **plays**



Home Activity Your child learned how to use verbs that add -s in writing. Write these sentence frames on paper: *Dan* _____. *Anna* _____. Have your child write verbs that add -s to each sentence frame to make as many sentences as possible.

Name _____

Verbs That Add -s

Mark the sentence that is correct.

1. Amy plays a song.
 Amys plays a song.
 Amy plays a songs.

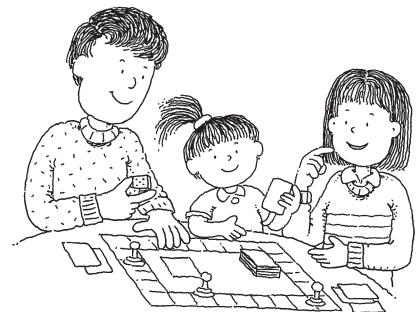
2. Johns writes his name.
 John writes his name.
 John writes hiss name.

3. Rosa makes one big pizzas.
 Rosa makes one bigs pizza.
 Rosa makes one big pizza.

4. Daves runs a long race.
 Dave runs a long race.
 Dave runs a longs race.

5. Kate learns a new game.
 Kates learns a new game.
 Kate learns a new games.

6. Sam spells a hards word.
 Sam spells a hard words.
 Sam spells a hard word.



Home Activity Your child prepared for taking tests on verbs that add -s. Together read a short, simple newspaper or magazine article. Have your child find and circle as many verbs that end in -s as possible.

Name _____

Verbs That Add -s

Complete each sentence. **Underline** the correct verb.

1. The baby (needs, need) milk.
2. The boy (walk, walks) to school.
3. The man (works, work) at a store.



Add -s to the verb in () to complete each sentence.
Write the verb on the line.



4. The puppy _____ **sleeps** _____ in the box. (sleep)

5. The dog _____ **jumps** _____ through a hoop. (jump)

6. Spot _____ **picks** _____ up the paper. (pick)



Home Activity Your child reviewed verbs that add -s. Have your child point to each verb on this page that ends in -s and use the word in a new sentence.

Name _____

Verbs That Do Not Add -s

Do not add **-s** to a verb that tells what two or more people, animals, or things do now.



Meg and Jen **move** to a new house.

Circle the verb that shows more than one.

1. Meg and Jen (**pack**, packs) the toys.
2. The toys (fills, **fill**) ten boxes.
3. Two men (**load**, loads) the truck.



Circle the correct verb. Write the verb on the line.

4. The girls see _____ many flowers.
(**see**, sees)

5. Horses run _____ on the grass.
(runs, **run**)



Home Activity Your child learned about verbs that do not add -s. Write this sentence beginning: *The children* _____. Then act out a verb, such as *swim, run, walk, jump, and dance*. Have your child say the verb to finish the sentence.

Name _____

Verbs That Do Not Add -s

Pretend you see two new girls at school.

Write about what you do.

Write about what they do.

Begin your sentences with we and they.



Possible answer: We tell the girls our names. We show them their room. They thank us.



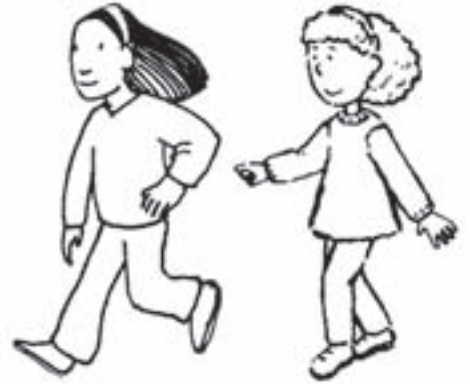
Home Activity Your child learned how to use verbs that do not add -s in writing. Point to pictures that show more than one person, animal, or thing. Ask: *What do the (children, birds, etc.) do?* Have your child write the answer to the question.

Name _____

Verbs That Do Not Add -s

Mark the sentence that is correct.

1. Ann and Pat walks to a new school.
 Ann walk to a new school.
 Ann and Pat walk to a new school.
2. The girls like their old school.
 The girls likes their old school.
 The girl like their old school.
3. Their friend live in another town.
 Their friends live in another town.
 Their friends lives in another town.
4. Ben and Vic talk to the girls.
 Ben talk to the girls.
 Ben and Vic talks to the girls.
5. The boy tell about the new school.
 The boys tell about the new school.
 The boys tells about the new school.
6. Pat feel better.
 Ann and Pat feels better.
 Ann and Pat feel better.



Home Activity Your child prepared for taking tests on verbs that do not add -s. Together read a paragraph from a newspaper or magazine article. Have your child find and circle verbs that do not end in -s.

Name _____

Verbs That Do Not Add -s

Circle the verb that shows more than one.

1. Jan and her parents (moves, **move**) to the city.
2. Her parents (**drive**, drives) the car.
3. They (sees, **see**) horses and sheep.



Circle the correct verb. Write the verb on the line.

4. Cars **fill** _____ the road.
(fills, **fill**)

5. Trucks **roar** _____ by.
(**roar**, roars)



6. The men **wave** _____ at Jan.
(waves, **wave**)



Home Activity Your child reviewed verbs that do not add -s. Have your child point to each verb on this page that does not end in -s and use the word in a new sentence.

Name _____

Verbs for Now and the Past

Verbs can tell what happens now. Verbs can tell what happened in the past. Some verbs that tell about the past end with **-ed**.

Toad **walks**. (now)Toad **walked**. (past)

Read each word in the box. Write the word under *Now* if it tells about now. Write the word under *The Past* if it tells about the past.

wants	liked	jumped
helped	shouts	asks



Now

1. **wants**2. **shouts**3. **asks**

The Past

4. **helped**5. **liked**6. **jumped**

Home Activity Your child learned about verbs for now and the past. Write the verbs *talk*, *laugh*, and *yell* on paper. Have your child add *-s* and *-ed* to each word and tell whether each new word tells about now or the past.

Name _____

Verbs for Now and the Past

In the past you were a baby.
Tell about things you did then.



Possible answer: I crawled. I

stayed in a crib. I played with

baby toys.

Now you are in first grade.
Tell about things you do now.



Possible answer: I walk. I talk

with friends. I play baseball.



Home Activity Your child learned how to use verbs for now and the past in writing. With your child, look through a family photo album. Talk about what you were doing then using verbs for the past. Talk about what you are doing now using verbs for now.

Name _____

Verbs for Now and the Past

Mark the sentence that is correct.

1. Last year Joe tends a garden.
 Last year Joe tend a garden.
 Last year Joe tended a garden.

2. Now Jan wants a garden.
 Now Jan wanted a garden.
 Now Jan want a garden.

3. Last week Beth works in the garden.
 Last week Beth worked in the garden.
 Last week Beth work in the garden.

4. Today Sam helps Beth.
 Today Sam helped Beth.
 Today Sam help Beth.

5. Last month Ali pick red roses.
 Last month Ali picked red roses.
 Last month Ali picks red roses.

6. Now Dan looked for white tulips.
 Now Dan look for white tulips.
 Now Dan looks for white tulips.



Home Activity Your child prepared for taking tests on verbs for now and the past. Together read part of a newspaper or magazine article. Have your child circle verbs that tell about now and underline verbs that tell about the past.

Name _____

Verbs for Now and the Past

Circle the correct verb in ().

1. Last month Frog (**started**, starts) a garden.
2. Now Toad (started, **starts**) a garden.
3. Last month Frog (**planted**, plants) seeds.
4. Now Toad (planted, **plants**) seeds.



Complete each sentence. Write the correct verb on the line.

5. Yesterday Toad looked at the seeds.
(looks, **looked**)

6. Last night he shouted at them.
(shouts, **shouted**)

7. Today Toad plays music for them.
(**plays**, played)

8. Now he waits for the flowers.
(**waits**, waited)



Home Activity Your child reviewed verbs for now and the past. Write *Now* and *The Past* on paper. Ask your child to write all the verbs in items 1-8 on this page under the correct heading.

Name _____

Am, Is, Are, Was, and Were

The words **am**, **is**, and **are** tell about now. Use **am** or **is** to tell about one. Use **are** to tell about more than one.



I **am** big.



It **is** little.



They **are** tiny.

The words **was** and **were** tell about the past. Use **was** to tell about one. Use **were** to tell about more than one.



It **was** hungry.



They **were** hungry.

Circle the verb in each sentence. Write *Now* if the sentence tells about now. Write *Past* if the sentence tells about the past.

1. I **was** an egg.

Past

2. I **am** a caterpillar.

Now

3. They **are** caterpillars.

Now

4. They **were** eggs.

Past

5. The change **is** amazing.

Now



Home Activity Your child learned about *am*, *is*, *are*, *was*, and *were*. Read a story with your child. Have your child point out the verbs *am*, *is*, *are*, *was*, and *were* in the story and tell whether the sentence tells about now or the past.

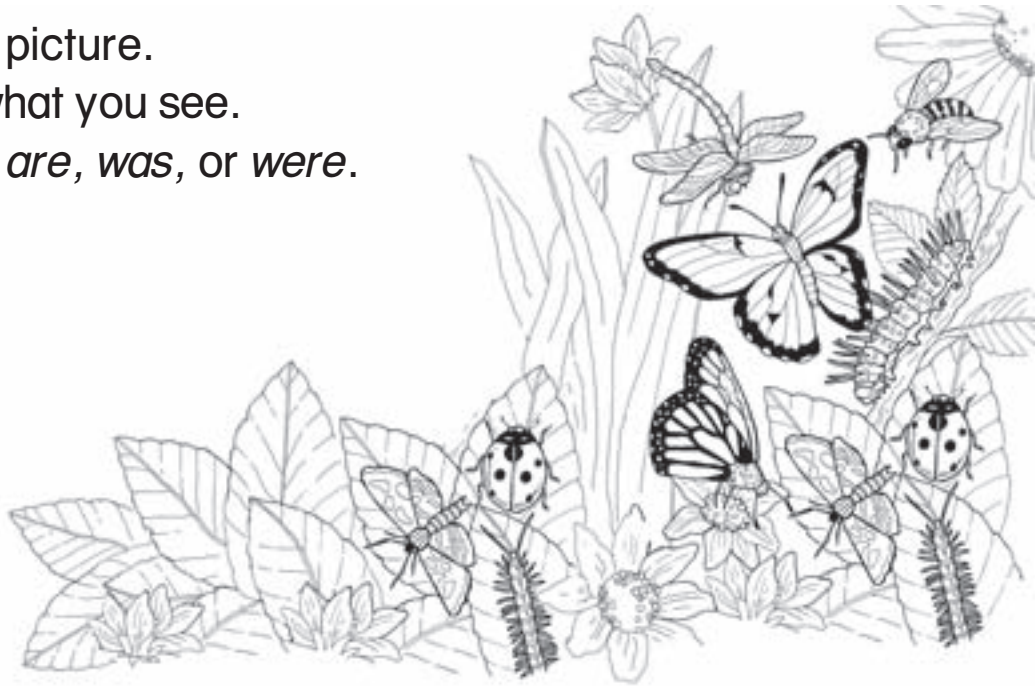
Name _____

Am, Is, Are, Was, and Were

Look at the picture.

Tell about what you see.

Use *am, is, are, was, or were*.



Possible answer: I am looking at

a picture. Some butterflies are

flying. One butterfly is on a flower.

The butterfly was a caterpillar.

The caterpillars were hungry.



Home Activity Your child learned how to use *am, is, are, was, and were* in writing. Write these sentence frames on paper: *Today I ___ happy. Now he ___ happy. Yesterday she ___ happy. Now they ___ happy. Yesterday we ___ happy.* Have your child complete the sentences with *am, is, are, was, and were*.

Am, Is, Are, Was, and Were

Mark the sentence that is correct.

1. Raj is in the garden.
 Raj am in the garden.
 Raj are in the garden.

2. Butterflies is on the flowers.
 Butterflies was on the flowers.
 Butterflies are on the flowers.

3. One butterfly were yellow.
 One butterfly was yellow.
 One butterfly are yellow.

4. Those flowers am white.
 Those flowers was white.
 Those flowers were white.

5. I am next to Raj.
 I are next to Raj.
 I is next to Raj.

6. We am happy in the garden.
 We are happy in the garden.
 We was happy in the garden.

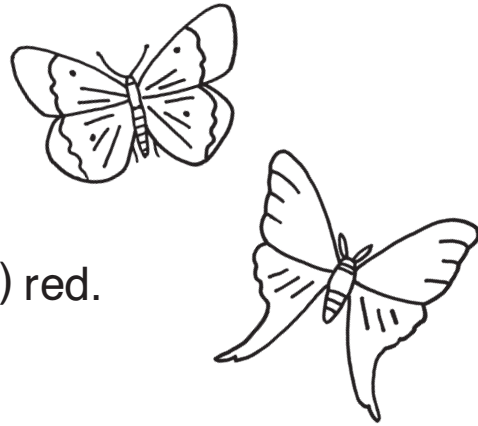


Name _____

Am, Is, Are, Was, and Were

Circle the verb in () that completes each sentence correctly.

1. Today I (am, is) in the yard.
2. A caterpillar (are, is) on my arm.
3. A butterfly (was, were) on my hand.
4. Last week the butterflies (were, was) red.
5. Today the butterflies (is, are) white.

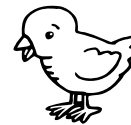


Choose the correct verb in () to complete the sentence.
Write the verb on the line.

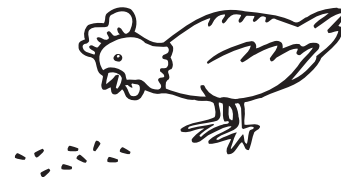
6. Eggs are small.
(are, is)



7. The chick is soft.
(am, is)



8. The hen was hungry.
(was, were)



Home Activity Your child reviewed *am, is, are, was, and were*. Write *am, is, are, was, and were* on paper. With your child, take turns pointing to a verb and using it in a sentence.

Name _____

Contractions with *Not*

A **contraction** is a short way to put two words together. A **verb** and the word **not** can be put together to make a contraction. An **apostrophe (')** is used in place of the letter **o** in **not**.

are + not = aren't

has + not = hasn't

did + not = didn't

is + not = isn't

do + not = don't

was + not = wasn't

does + not = doesn't

were + not = weren't

Circle the contraction in each sentence.

1. The animals don't have much time.

2. Caterpillar doesn't come out until spring.

3. Goose isn't staying for the winter.



Write the contraction for the underlined words.

4. The leaves are not on the trees.

aren't

5. Raccoon was not leaving the forest.

wasn't



Home Activity Your child learned about contractions with *not*. Read a story with your child. Have your child look for contractions with *not* and tell the two words that were put together to make each contraction.

Name _____

Contractions with *Not*

Write a sentence about each season.

Use a contraction with *not* in each sentence.



Winter Possible answers:

Winter isn't hot.

Spring

Days aren't cold in the spring.

Summer

Summer doesn't last long.

Fall

Trees don't stay green in the fall.



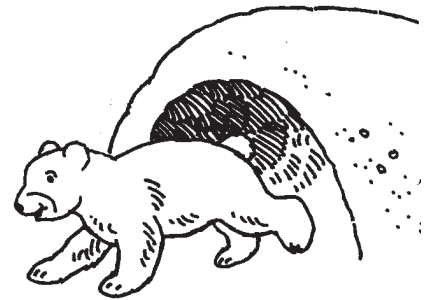
Home Activity Your child learned how to use contractions with *not* in writing. Write these sentences on paper: *He does not like winter. They do not like summer. She is not sad in the fall. We are not cold in the spring.* Have your child write the sentences using contractions with *not*.

Name _____

Contractions with *Not*

Mark the sentence that spells the contraction correctly.

1. Days aren't long in the winter.
 Days arent long in the winter.
 Days are'nt long in the winter.
2. A raccoon does'nt sleep all winter long.
 A raccoon doesnt sleep all winter long.
 A raccoon doesn't sleep all winter long.
3. The chrysalis hasnt moved at all.
 The chrysalis hasn't moved at all.
 The chrysalis has'nt moved at all.
4. Bears do'nt come out until spring.
 Bears dont come out until spring.
 Bears don't come out until spring.
5. Many birds didn't stay here.
 Many birds did'nt stay here.
 Many birds didnt stay here.
6. The fat bear was'nt hungry.
 The fat bear wasn't hungry.
 The fat bear wasnt hungry.



Home Activity Your child prepared for taking tests on contractions with *not*. Together read part of a short newspaper or magazine article. Take turns with your child circling contractions with *not*. Ask your child what two words make up each contraction.

Name _____

Contractions with *Not*

Draw a line from the words to their contraction.

- | | |
|-------------|---------|
| 1. are not | doesn't |
| 2. did not | wasn't |
| 3. do not | hasn't |
| 4. does not | aren't |
| 5. has not | weren't |
| 6. is not | didn't |
| 7. was not | don't |
| 8. were not | isn't |

Write the contraction for the underlined words.

9. A bear does not eat all winter.

doesn't

10. Bears do not wake up until spring.

don't

11. Squirrels are not going away.

aren't

12. The squirrel was not in its nest.

wasn't



Home Activity Your child reviewed contractions with *not*. Have your child write contractions with *not* on one side of index cards and the words for each contraction on the other side. Use the flash cards to test your child.

Name _____

Adjectives

An **adjective** tells about a person, place, animal, or thing.



happy woman



big city



loud dog

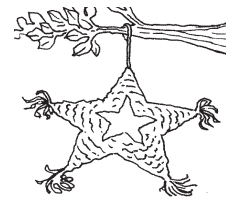


nice present

Circle the adjective. Write the adjective on the line.

1. **heavy** piñata

heavy

2. **bright** lights

bright

3. **hot** tortillas

hot

4. **good** friends

good

5. **sweet** rolls

sweet



Home Activity Your child learned about adjectives. Read a story with your child. Point to a sentence and ask your child to identify any adjectives in the sentence. Continue with other sentences.

Name _____

Adjectives

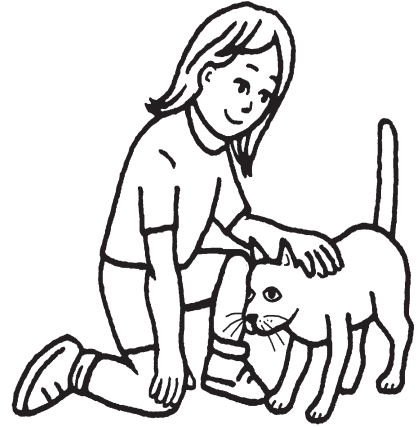
Write an adjective from the box to complete each sentence.

green	sharp	soft
-------	-------	------

1. Gina's cat has **soft** fur.

2. The cat has **green** eyes.

3. Look at the cat's **sharp** claws.



Tell about something you like.

Use adjectives to describe it.

**Possible answer: I love my
new ring. It has a blue stone.
It is a beautiful ring.**



Home Activity Your child learned how to use adjectives in writing. Take turns with your child describing what you are wearing. Have your child identify any adjectives either of you uses in your descriptions.

Name _____

Adjectives

Mark the sentence that has a line under the adjective.

1. Grandmother reads a funny book.
 Grandmother reads a funny book.
 Grandmother reads a funny book.
2. Mama gave Francisco a big hug.
 Mama gave Francisco a big hug.
 Mama gave Francisco a big hug.
3. Francisco made a colorful piñata.
 Francisco made a colorful piñata.
 Francisco made a colorful piñata.
4. Everyone ate the fresh tortillas.
 Everyone ate the fresh tortillas.
 Everyone ate the fresh tortillas.
5. The party was the best present.
 The party was the best present.
 The party was the best present.
6. Papa played a long song.
 Papa played a long song.
 Papa played a long song.



Home Activity Your child prepared for taking tests on adjectives. Together read a short, simple newspaper or magazine article. Have your child circle as many adjectives as he or she can find.

Name _____

Adjectives

Look at the pictures.

Complete each sentence.

Underline the correct adjective.

1. This is a (happy, sad) boy.
2. He has a (rusty, new) bike.
3. The bike has (black, white) wheels.

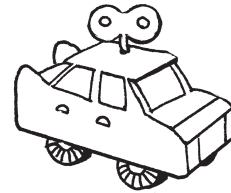


Complete each sentence.

Write an adjective from the box.

funny	soft	little
-------	------	--------

4. Joe has a little car.



5. Babies like soft toys.



6. Nan loves funny hats.



Home Activity Your child reviewed adjectives. Take turns with your child replacing the adjectives in these phrases: *funny hat, little animal, happy child*. (Examples: *warm hat, red hat; big animal, wild animal; sad child, angry child*)

Name _____

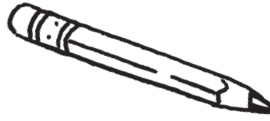
DEVELOP THE CONCEPT

Adjectives for Colors and Shapes

Some **adjectives** name colors.

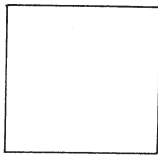


white crayon

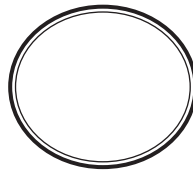


black pencil

Some **adjectives** name shapes.



square paper



round frame

Circle the adjective in each sentence that names a color or shape.

1. Karl has **blue** markers.

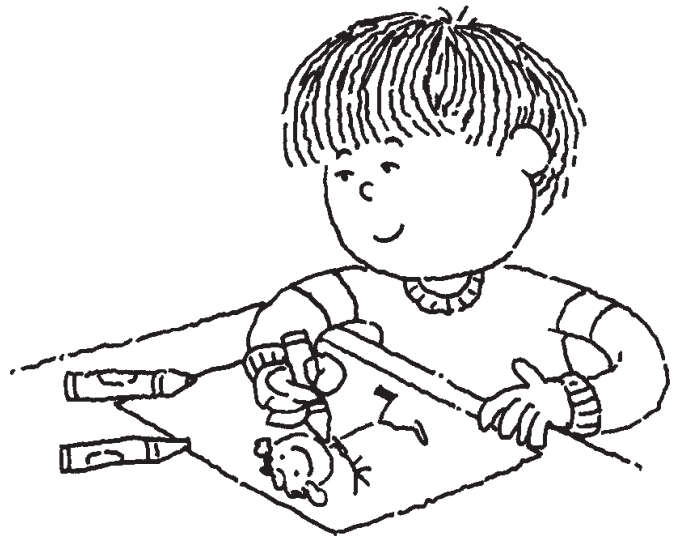
2. Ali has **green** markers.

3. Karl draws **round** circles.

4. Ali draws **square** boxes.

5. Karl adds **brown** dots.

6. Ali makes **yellow** lines.

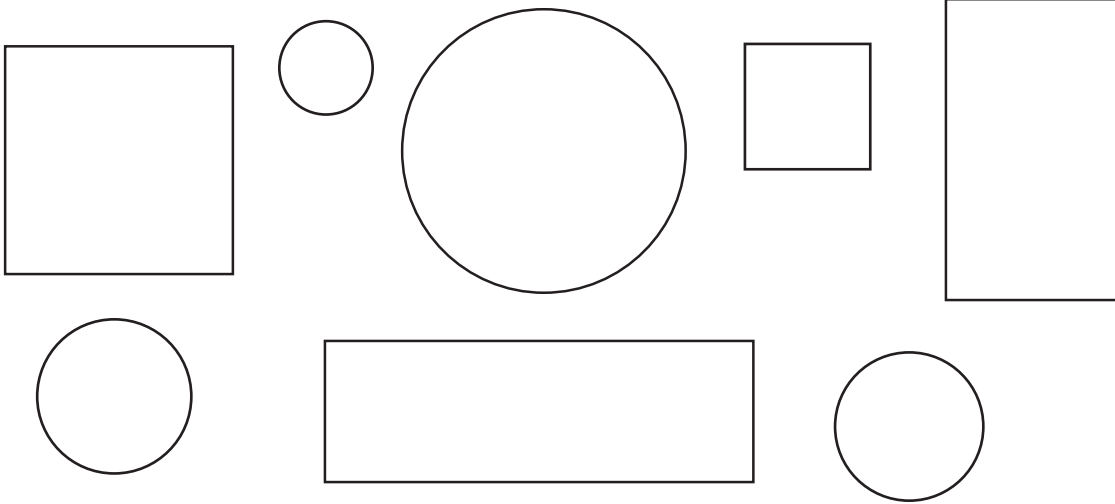


Home Activity Your child learned about adjectives for colors and shapes. Point to objects around your home and have your child describe the objects using adjectives that name colors and shapes.

Name _____

Adjectives for Colors and Shapes

Color the boxes and circles.



Write about the picture.

Use color and shape words.

Possible answer:

The picture has square boxes. It

has round circles. There are blue

boxes and green boxes. There

are red circles and yellow circles.



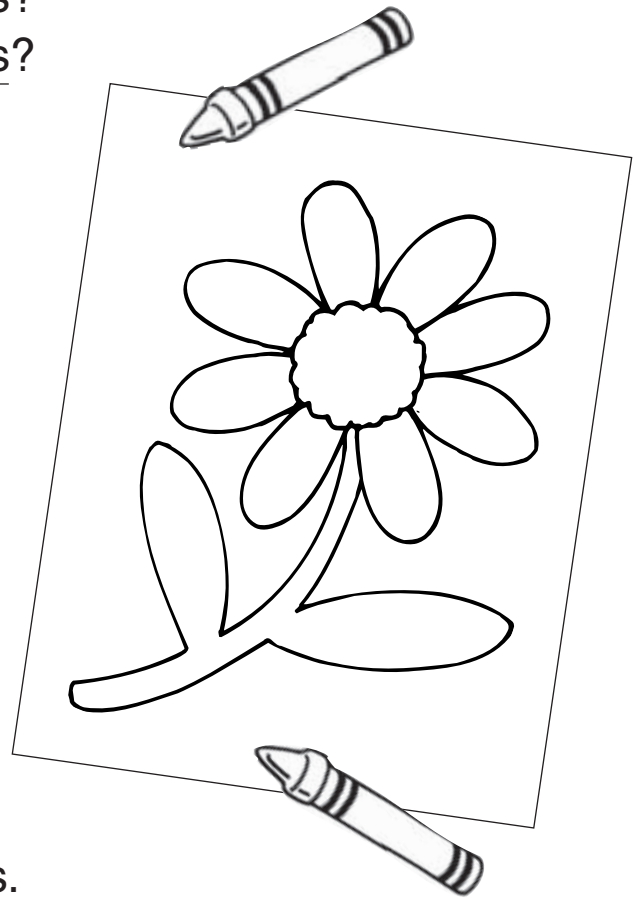
Home Activity Your child learned how to use adjectives for colors and shapes in writing. Write this sentence frame on paper: *The ___ animal runs.* Have your child write color adjectives in the sentence frame to make as many sentences as possible.

Name _____

Adjectives for Colors and Shapes

Mark the sentence that has a line under the adjective.

1. Will Cam draw yellow flowers?
 Will Cam draw yellow flowers?
 Will Cam draw yellow flowers?
2. She makes round shapes.
 She makes round shapes.
 She makes round shapes.
3. She adds green stems.
 She adds green stems.
 She adds green stems.
4. Ty cuts brown paper.
 Ty cuts brown paper.
 Ty cuts brown paper.
5. He pastes it on square boxes.
 He pastes it on square boxes.
 He pastes it on square boxes.
6. He makes lines with black markers.
 He makes lines with black markers.
 He makes lines with black markers.



Home Activity Your child prepared for taking tests on adjectives for colors and shapes. Together read a favorite book. Have your child point out adjectives that name colors and shapes.

Name _____

Adjectives for Colors and Shapes

Underline the adjective to make each sentence correct.

1. Sue has a pile of red, get) beads.
2. She puts them on (smile, white) string.
3. Jeff takes some (green, sleep) clay.
4. He bends it into (stand, round) shapes.



Choose the adjective in ().

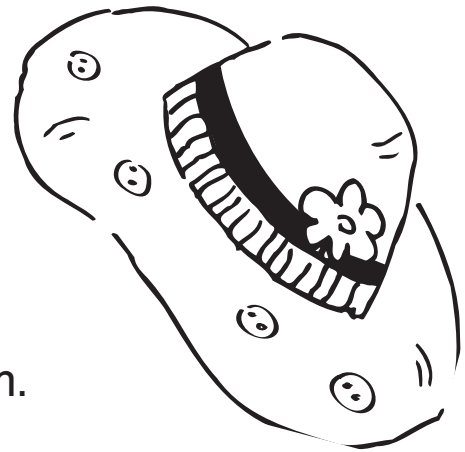
Write the adjective on the line.

5. Mom cuts _____ square _____ pieces of cloth.
(square, shout)

6. I add _____ blue _____ buttons.
(blow, blue)

7. Mom sews on _____ black _____ trim.
(black, talk)

8. I love my _____ pink _____ hat!
(think, pink)



Home Activity Your child reviewed adjectives for colors and shapes. Have your child point to each adjective on this page that names a color or shape and use the word in a new sentence.

Name _____

Adjectives for Sizes

Some **adjectives** describe size. Words such as **big**, **small**, **long**, and **short** describe size.

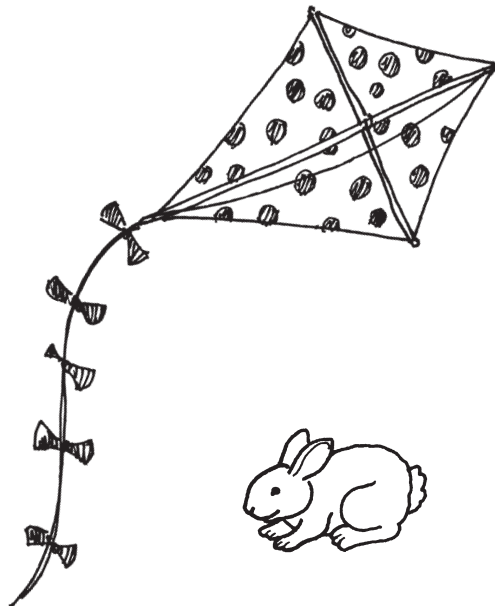


small animal



big animal

Circle each adjective that describes size.

1. **big** kite2. **long** tail3. **little** rabbit4. **short** tail5. **tall** plant6. **huge** head

Home Activity Your child learned about adjectives for sizes. Point to objects around your home. Ask your child if the object is big or small (tall or short, long or short). Have your child answer using the adjective in a sentence.

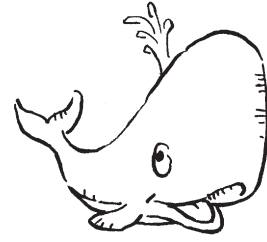
Name _____

Adjectives for Sizes

Write about something you like that is very big.

It might be an animal, a place, or a thing.

Use adjectives to tell about it.



Possible answer: I like whales.

They are big animals. They

have huge heads and mouths.

Write about something you like that is very small.

It might be an animal, a place, or a thing.

Use adjectives to tell about it.



Possible answer: I like ladybugs.

They are little bugs. They have

red backs with tiny black dots.



Home Activity Your child learned how to use adjectives for sizes in writing. Point to pictures that show big, small, long, short, and tall things, one at a time. Ask: *What size is the ____?* Have your child answer the question.

Name _____

Adjectives for Sizes

Mark the sentence that has a line under the adjective.

1. Mr. Brown found big bones.
 Mr. Brown found big bones.
 Mr. Brown found big bones.

2. The dinosaur had short arms.
 The dinosaur had short arms.
 The dinosaur had short arms.

3. *T. rex* was a tall dinosaur.
 T. rex was a tall dinosaur.
 T. rex was a tall dinosaur.

4. Ms. Gupta found small pots.
 Ms. Gupta found small pots.
 Ms. Gupta found small pots.

5. This pot has a little handle.
 This pot has a little handle.
 This pot has a little handle.

6. That pot has a long neck.
 That pot has a long neck.
 That pot has a long neck.



Home Activity Your child prepared for taking tests on adjectives for sizes. Together read a favorite storybook. Have your child find adjectives for sizes.

Name _____

Adjectives for Sizes

Circle the adjective that describes size.

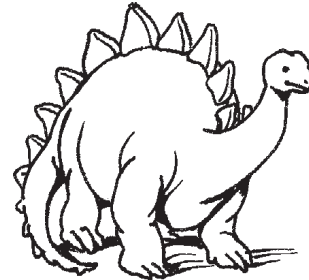
1. **short** pony2. **small** baby3. **big** chair

Look at the pictures. Write the adjective in () that tells about each picture.

4. **huge**

(huge, tiny)

dinosaur

5. **little**

(little, big)

pet

6. **long**

(short, long)

dress



Home Activity Your child reviewed adjectives for sizes. Have your child point to each adjective on this page and use the word in a new sentence.

Name _____

Adjectives for What Kind

An **adjective** can tell what kind.



sweet cherries



ripe pears

Write the adjective that tells what kind.



1. juicy watermelon

juicy

2. firm plums

firm

3. hot rice

hot

4. bright lantern

bright

5. smooth paper

smooth

6. dark night

dark



Home Activity Your child learned about adjectives for what kind. Write *hot*, *cold*, *dry* in one list and the nouns *snow*, *sun*, *socks* in another list. Ask your child to combine the adjectives and nouns (*hot sun*, *cold snow*, *dry socks*).

Name _____

Adjectives for What Kind

Write about something your family does every Fourth of July or another holiday.

Use adjectives such as *loud*, *tasty*, or *cold* to tell about it.



Possible answer: We have a great picnic on the Fourth of July. It is always a hot day. We make cold ice cream. We swim in the cool lake.



Home Activity Your child learned how to use adjectives for what kind in writing. With your child, look through a family photo album. Talk about what you see in photos using adjectives that tell what kind.

Name _____

Adjectives for What Kind

Mark the sentence that has a line under the adjective.

1. Dinner on Sunday is a great meal.
 Dinner on Sunday is a great meal.
 Dinner on Sunday is a great meal.

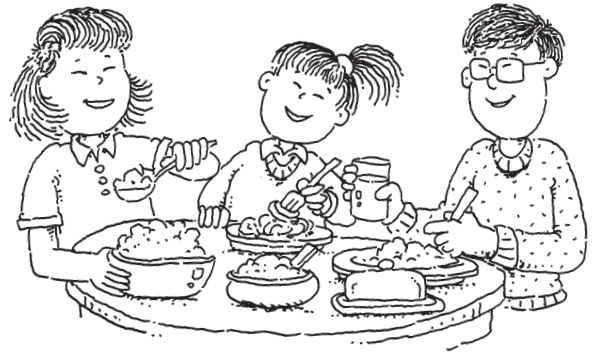
2. Mom bakes fresh bread.
 Mom bakes fresh bread.
 Mom bakes fresh bread.

3. Dad makes spicy stew.
 Dad makes spicy stew.
 Dad makes spicy stew.

4. I pour glasses of cold milk.
 I pour glasses of cold milk.
 I pour glasses of cold milk.

5. Sweet oranges are our dessert.
 Sweet oranges are our dessert.
 Sweet oranges are our dessert.

6. We wash the dirty dishes together.
 We wash the dirty dishes together.
 We wash the dirty dishes together.



Home Activity Your child prepared for taking tests on adjectives for what kind. Together read a short, simple newspaper or magazine article. Have your child circle adjectives that tell what kind.

Name _____

Adjectives for What Kind

Circle the adjective that tells what kind.

1. pretty robe2. sad song3. long poem4. warm cake5. busy city

Choose the adjective in () that completes each sentence correctly.
Write the adjective on the line.

6. The bright _____ moon shines.
(messy, bright)

7. The happy _____ children laugh.
(happy, deep)

8. They write poems on clean _____ paper.
(sleepy, clean)

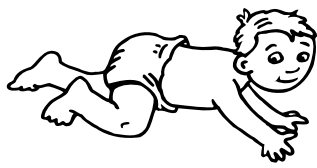


Home Activity Your child reviewed adjectives for what kind. Write *cat*, *door*, *lemon*, *table* on paper. Ask your child to write adjectives that tell what kind go with each noun (examples: *hungry cat*, *open door*, *sour lemon*, *wooden table*).

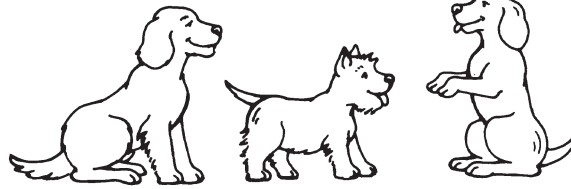
Name _____

Adjectives for How Many

Some adjectives tell how many.



one baby



three dogs

Draw lines to match the words to the pictures.

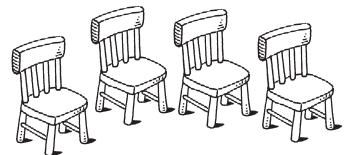
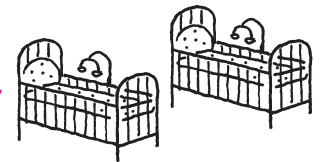
1. two cribs.

2. four chairs

3. five pictures

4. three boys

5. one house



© Pearson Education



Home Activity Your child learned about adjectives for how many. Read a counting story with your child. Have your child point out the adjectives that tell how many and use his or her fingers to show how many each adjective describes.

Name _____

Adjectives for How Many

Look at the picture.

Complete each sentence with an adjective from the box.



one two three

1. There are **three** people in this family.

2. There are **two** children.

3. There is **one** man.

Write about the people in your family.

Use adjectives that tell how many.

Possible answer: My family

has two parents. There are

three boys. There is one girl.



Home Activity Your child learned how to use adjectives for how many in writing. Place groups of one, two, three, four, and five pennies on a table and have your child write sentences about the groups using adjectives that tell how many.

Name _____

Adjectives for How Many

Mark the sentence that has a line under the adjective.

1. There are ten families in the park.
 There are ten families in the park.
 There are ten families in the park.

2. Four brothers throw a football.
 Four brothers throw a football.
 Four brothers throw a football.

3. I see three fathers on a bench.
 I see three fathers on a bench.
 I see three fathers on a bench.

4. Where are my two sisters?
 Where are my two sisters?
 Where are my two sisters?

5. Six children play tag on the grass.
 Six children play tag on the grass.
 Six children play tag on the grass.

6. There are five mothers with babies.
 There are five mothers with babies.
 There are five mothers with babies.



Home Activity Your child prepared for taking tests on adjectives for how many. Together read a short, simple newspaper or magazine article. Have your child circle adjectives that tell how many.

Name _____

Adjectives for How Many

Circle the adjective that tells how many.

1. Mom rocks one baby.
2. Dad paints two chairs.
3. Peter stacks ten blocks.



Choose the correct adjective from the box.

Write the adjective on the line.

two	three	four
-----	-------	------

4.



two

aunts

5.



three

uncles

6.



four

cousins



Home Activity Your child reviewed adjectives for how many. Say words such as *boxes*, *children*, *ducks*, and *books*. Have your child add an adjective that tells how many and use both the noun and the adjective in a sentence.

Name _____

Adjectives That Compare

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

The cat is **smaller** than the dog.

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

The mouse is **smallest** of the three.



Circle the adjectives that compare two things.

Underline the adjectives that compare three or more things.

1. Mrs. Hopper is taller than Henry.
2. Henry's father is tallest of the three.
3. Mudge is smarter than that dog.
4. Mudge is the smartest dog of all.
5. Henry's mother is older than Henry.
6. Mrs. Hopper is the oldest of the three.



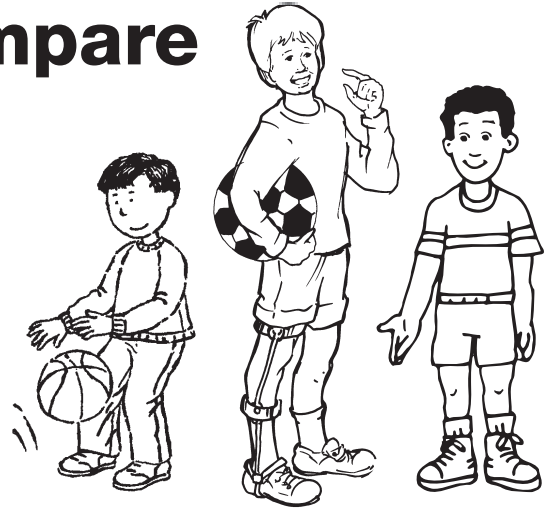
Home Activity Your child learned about adjectives that compare. Read a story with your child. Have your child look for adjectives that compare and tell what things are being compared.

Name _____

Adjectives That Compare

Write about three special friends.

Use words from the box or your own adjectives that compare.



oldest

shorter

quieter

faster

tallest

Possible answer: Bob is

shorter than Dan. Dan is

quieter than Wes. Dan is the

oldest of the three.



Home Activity Your child learned how to use adjectives that compare in writing. Talk about neighbors or family friends with your child. Together write sentences that compare two or more of these people. Use an adjective with *-er* or *-est* in each sentence.

Name _____

Adjectives That Compare

Mark the sentence that has a line under the adjective.

1. Ms. Feld's lawn is greener than Mrs. Ho's lawn.
 Ms. Feld's lawn is greener than Mrs. Ho's lawn.
 Ms. Feld's lawn is is greener than Mrs. Ho's lawn.

2. Mr. Jones has the brownest lawn of all.
 Mr. Jones has the brownest lawn of all.
 Mr. Jones has the brownest lawn of all.

3. Mr. Wyner's trees are shorter than Mrs. Garcia's trees.
 Mr. Wyner's trees are shorter than Mrs. Garcia's trees.
 Mr. Wyner's trees are shorter than Mrs. Garcia's trees.

4. Mr. Scott has the tallest trees in the neighborhood.
 Mr. Scott has the tallest trees in the neighborhood.
 Mr. Scott has the tallest trees in the neighborhood.

5. Our house is older than Mrs. Vin's house.
 Our house is older than Mrs. Vin's house.
 Our house is older than Mrs. Vin's house.

6. Dr. Ruiz owns the newest house on our street.
 Dr. Ruiz owns the newest house on our street.
 Dr. Ruiz owns the newest house on our street.



Home Activity Your child prepared for taking tests on adjectives that compare. With your child, look through a newspaper or magazine article. Help your child circle adjectives that compare. Then discuss what each adjective is comparing.

Name _____

Adjectives That Compare

Circle each adjective that compares.

Write the adjectives in the chart.

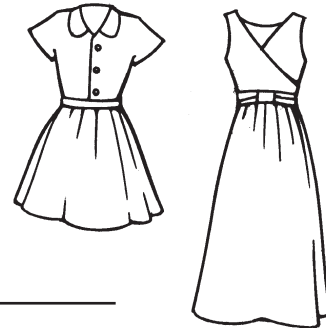
1. My hat is **warmer** than your hat.
2. Jake's hat is the **warmest** hat of all.
3. Her shoes are **smaller** than his shoes.
4. The baby's shoes are the **smallest** shoes of all.



Adjectives with <i>-er</i>	Adjectives with <i>-est</i>
<p>warmer smaller</p>	<p>warmest smallest</p>

Add *-er* or *-est* to the word in ().

Write the new word on the line.



5. Her dress is **shorter** _____ than my dress.
(short)

6. That dress is the **longest** _____ dress.
(long)

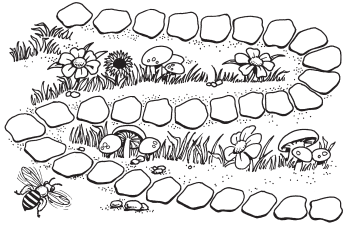


Home Activity Your child reviewed adjectives that compare. Write *old*, *new*, *slow*, *fast* on paper. Have your child add *-er* and *-est* to each word and then use each *-er* and *-est* word in a sentence.

Name _____

Commands

A **command** is a sentence that tells someone to do something. It begins with a **capital letter**. It ends with a **period (.)**.



Go to the garden.



Please watch the dog.

Underline each sentence that is a command.

1. Are you thirsty?

2. Pour a glass of milk.

3. You spilled some milk.

4. Please wipe up the milk.

5. Let me help you.

6. Drink your milk.



Home Activity Your child learned about commands. Explain how to play a game to your child. Have your child say “Command” each time he or she hears you use a command.

Name _____

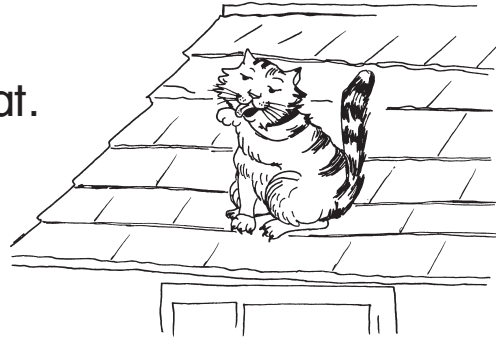
Commands

Pam has a problem with her cat.

What should Pam do?

Write about your ideas.

Use commands.



**Possible answer: Call to the
cat. Show the cat some food.
Get a ladder. Ask an adult to
climb up.**



Home Activity Your child learned how to use commands in writing. Ask your child to write about how to make a sandwich. Then have your child underline commands he or she used.

Name _____

Commands

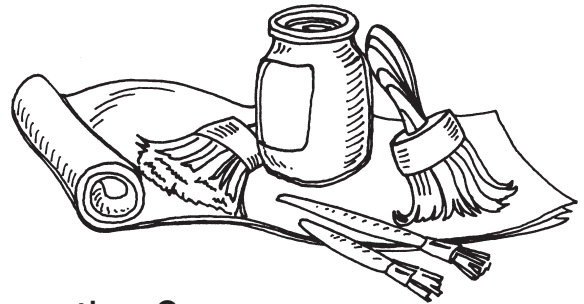
Mark the sentence that has a command.

1. Look in the newspaper.
 Will you look in the newspaper?
 Ben looks in the newspaper.



2. Meg will find the answer.
 Find the answer.
 Did she find the answer?

3. Cam left the key here.
 Where is the key?
 Please find the key.



4. Will the glue hold the pieces together?
 I will glue the pieces together.
 Glue the pieces together.

5. Who dropped the letter in the box?
 Please drop the letter in the box.
 Ann dropped the letter in the box.



6. Look at this dirty shirt.
 This shirt is dirty.
 Why is this shirt dirty?



Home Activity Your child prepared for taking tests on commands. Together read a favorite story. Have your child point out commands, questions, and statements in the story.

Name _____

Commands

Circle the command.

Draw a picture for the command.

<p>1. Can you find the book?</p> <p>2. He wants the book.</p> <p>3. Show me the book.</p>	
---	--

Underline each sentence that is a command.

4. You can help the girl.

5. Fix the car.

6. I can read the book.

7. Get the book.

8. She likes that book.



Home Activity Your child reviewed commands. Take turns with your child giving each other commands about things to do in the room. For example, *Pick up that pillow. Sit in the chair. Close the door. Find a book.*

Name _____

Exclamations

An **exclamation** is a sentence that shows strong feeling. It begins with a **capital letter**. It ends with an **exclamation mark (!)**.

The kitten needs help!



Underline each sentence that is an exclamation.

1. The poor kitten is crying!

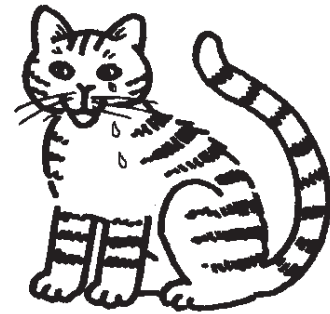
2. It must be lost!

3. Where does it live?

4. I will find its home.

5. Now the kitten is happy!

6. We can have fun now!



Home Activity Your child learned about exclamations. Have your child read each exclamation on this page with strong feeling. Then take turns with your child saying exclamations of your own.

Name _____

Exclamations

How did you help someone or something?

Write about what you did.

Use an exclamation to show how you felt.



Possible answer: I tell Mom

jokes. I act out stories for her.

I make her laugh. That makes

me feel good!



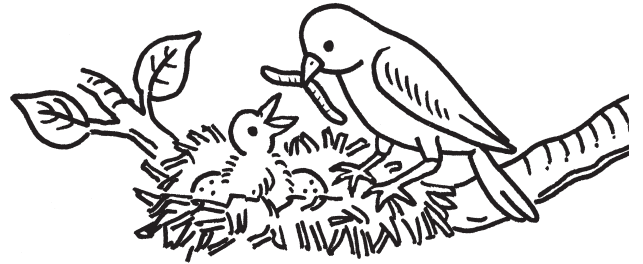
Home Activity Your child learned how to use exclamations in writing. Name an object in the room and a word that describes the object (*lamp/bright; sofa/big; pillow/soft; rug/dark*). Have your child write exclamations using the word pairs (*The lamp is too bright! That pillow is so soft!*).

Name _____

Exclamations

Mark the correct exclamation.

1. the baby bird cannot fly!
 The baby bird cannot fly!
 The baby bird cannot fly



2. The bird is so small!
 The bird is so small
 the bird is so small!

3. mole loves the bird!
 Mole loves the bird
 Mole loves the bird!

4. I can't wait to see Grandpa!
 I can't wait to see Grandpa
 I can't wait to see Grandpa?

5. grandpa is so wise!
 Grandpa is so wise!
 Grandpa is so wise

6. Oh no, the bird fell from its nest
 oh no, the bird fell from its nest!
 Oh no, the bird fell from its nest!



Home Activity Your child prepared for taking tests on exclamations. Together read a favorite book. Have your child point out the exclamations and tell how he or she knew they were exclamations.

Name _____

Exclamations

Read each pair of sentences.

Write the exclamation on the line.

1. Hal is so sad! His dog Rip ran away.



Hal is so sad!

2. Where is Rip? Hal looks everywhere!

Hal looks everywhere!

3. Hal hears a sound. Rip is back!

Rip is back!

Write each exclamation correctly.

4. hal is so happy

Hal is so happy!

5. rip is the best dog of all

Rip is the best dog of all!



Home Activity Your child reviewed exclamations. With your child, look through newspaper and magazine ads. Have your child highlight the exclamations he or she finds.

Name _____

How Sentences Begin and End

A **sentence** is a group of words that tells a complete idea. It begins with a **capital letter**. A statement ends with a **period (.)**.

A question ends with a **question mark (?)**.

What animal is Dot?

He is a mouse.

Circle each group of words that is a complete sentence and is written correctly.

1. What do they want?

2. Solve a mystery?

3. They find a mystery.



Write each sentence on the line.
Begin and end the sentence correctly.

4. acorns come from oak trees

Acorns come from oak trees.

5. where is the oak tree

Where is the oak tree?



Name _____

How Sentences Begin and End

Write each sentence correctly.

1. do they solve the mystery

Do they solve the mystery?

2. they find the answer

They find the answer.

Write sentences about a problem you solved.

Tell what the problem was.

Tell what you did.

Possible answer: Where are the

keys? I looked under the desk.

I found the keys.



Home Activity Your child learned how to begin and end sentences in writing. Copy simple sentences from a story, but leave off the capital letters at the beginning and the punctuation at the end. Have your child write the sentences correctly.

Name _____

How Sentences Begin and End

Mark the group of words that is a complete sentence and is written correctly.

1. Little oak tree from an acorn.
 the little oak tree grew from an acorn.
 The little oak tree grew from an acorn.

2. Is the big oak tree across the meadow?
 The big oak tree the meadow?
 is the big oak tree across the meadow?

3. The mole in a hole.
 The mole lives in a hole.
 the mole lives in a hole.

4. Dot and Jabber look for clues.
 Dot and Jabber.
 dot and Jabber look for clues.

5. Why does the squirrel?
 Why does the squirrel want the acorn?
 The squirrel want the acorn?

6. The acorn in a hole.
 the squirrel hides the acorn in a hole.
 The squirrel hides the acorn in a hole.



Home Activity Your child prepared for taking tests on how sentences begin and end. Together read a favorite storybook. Have your child point out statements and questions and explain how they are alike and different.

Name _____

How Sentences Begin and End

Circle each group of words that is a complete sentence.

1. Dot and Jabber are detectives.
2. Like a good mystery
3. Why is the oak tree here?
4. that mystery.
5. They will find out.



Change each statement to a question. Write the new sentence on the line. An example is in the box below.

The tree is growing. Is the tree growing?
--

6. Dot is looking for clues.

Is Dot looking for clues?

7. He will look in the hole.

Will he look in the hole?

8. The mole is angry.

Is the mole angry?

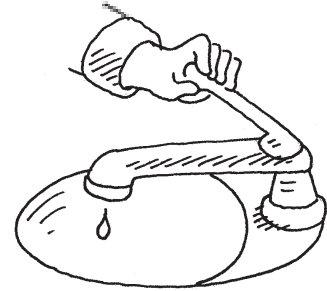


Home Activity Your child reviewed how sentences begin and end. Have your child write a sentence about something he or she likes to do.

Name _____

Pronouns

A **pronoun** is a word that takes the place of a noun or nouns. The words **he**, **she**, **it**, **we**, **you**, and **they** are pronouns.



Levers are simple machines.

Jake uses a lever.

They are simple machines.

He uses a lever.

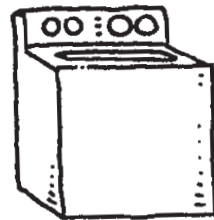
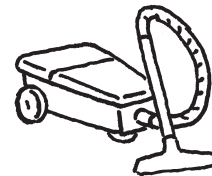
Circle the pronoun in each sentence.

1. **We** use machines every day.

2. **They** make work easier.

3. **She** will use a lever.

4. Will **it** open a bottle?



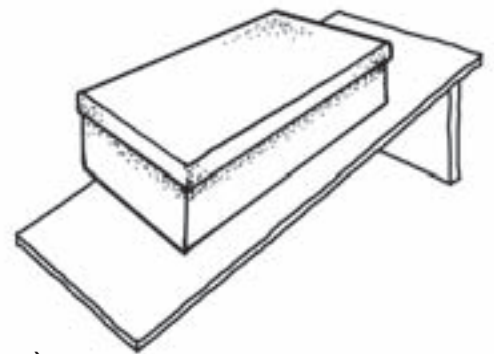
Circle the pronoun in () that takes the place of the underlined word or words.

5. This box is heavy. (She, **It**)

6. Tina and I set up a ramp. (He, **We**)

7. Jim puts the box on the ramp. (**He**, They)

8. Tina and Jim push the box up the ramp. (**They**, You)



Home Activity Your child learned about pronouns. Write *he*, *she*, *it*, *we*, *you*, and *they* in a list. Point to each word and ask your child to use it in a sentence.

Name _____

Pronouns

Look at the picture.

Write about what the people are doing.

Use pronouns.



Possible answer: She digs in

the ground. He chops wood.

They play with a wagon. It has

four wheels.



Home Activity Your child learned how to use pronouns in writing. With your child, look through a family photo album. Talk about what you see in the photos using pronouns instead of names.

Name _____

Pronouns

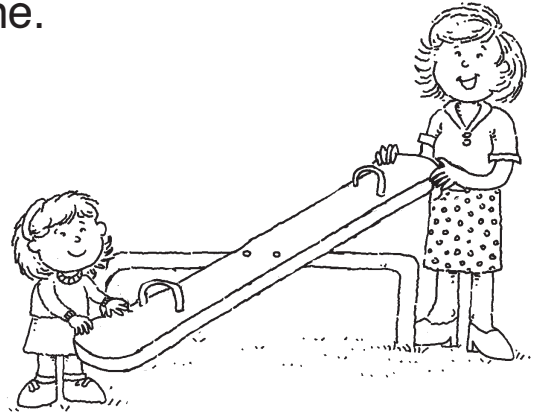
Mark the pronoun that can replace each underlined word or words.

1. Simple machines have few parts.

- A He
 B It
 C They

2. An inclined plane is a simple machine.

- A It
 B She
 C You



3. Maria and I ride on a seesaw.

- A It
 B We
 C She

4. Karen has two wheels on her bike.

- A She
 B They
 C We



5. George can ride on one wheel.

- A They
 B He
 C It



Home Activity Your child prepared for taking tests on pronouns. Together look through a newspaper or magazine article. Take turns finding and circling the pronouns *he*, *she*, *it*, *we*, *you*, and *they*.

Name _____

Pronouns

Circle the pronoun in each sentence.

1. You can use a pulley.
2. It can lift a heavy box.
3. He has a wheelbarrow.
4. We will move the plants.
5. Are they ready?



Change the underlined word or words to a pronoun from the box. Write the new sentence on the line.

He	They	She
----	------	-----

6. Ann and Ed want a garden.

They want a garden.

7. Ann digs holes.

She digs holes.

8. Ed puts in seeds.

He puts in seeds.



Home Activity Your child reviewed pronouns. Copy sentences that have nouns as subjects from a favorite storybook. Have your child write the sentences using pronouns in place of the nouns.

Name _____

Using *I* and *Me*

The pronouns **I** and **me** take the place of your name. Use **I** in the subject of a sentence. Use **me** after an action verb. Always write **I** with a capital letter.

Rosa calls **me**. I talk to her.



When you talk about yourself and another person, name yourself last. The pronouns **I** and **me** take the place of your name.

Cal and **I** talk on the phone. Rosa calls Cal and **me**.

Write *I* or *me* to complete each sentence.

1. **I** _____ see an old basket.

2. It gives **me** _____ an idea.

3. **I** _____ take the basket home.

4. Rosa and **I** _____ paint it.

5. See Rosa and **me** _____ put our socks in it!



Home Activity Your child learned about using *I* and *me*. Take turns telling about ways you use the telephone. Use *I* and *me* as you talk.

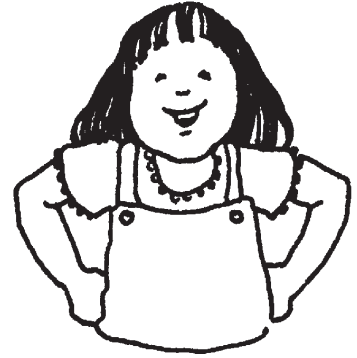
Name _____

Using *I* and *Me*

Write about the best thing you have ever made.

It might be a toy, a food, or a gift.

Use *I* and *me*.



Possible answer: I made a toy

Ferris wheel. Mom helped me.

I took it to school.

Blank handwriting lines for practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Home Activity Your child learned how to use *I* and *me* in writing. Have your child read aloud the story he or she wrote on this page. Ask your child to point out the *I*'s and *me*'s.

Name _____

Using *I* and *Me*

Mark the letter of the word or words that complete each sentence.

1. _____ invented a new food.

- A Dad and me
 B Dad and I
 C Me

2. _____ call it Crunch Surprise.

- A Me
 B Dad and me
 C I

3. Dad gives _____ a bowl.

- A Mom and me
 B Mom and I
 C I



4. _____ love the taste.

- A Mom and me
 B Me
 C Mom and I

5. Crunch Surprise makes _____ proud.

- A I
 B Dad and me
 C Dad and I



Home Activity Your child prepared for taking tests on using *I* and *me*. Ask your child to read the sentences on this page and to say the word or words that complete each sentence as he or she reads.

Name _____

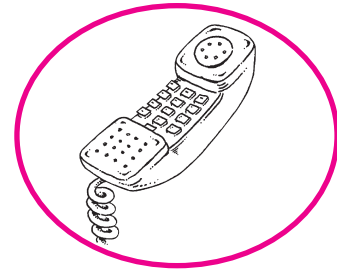
Using *I* and *Me*

Write *I* or *me* to complete each sentence.
Circle the picture that answers the riddle.

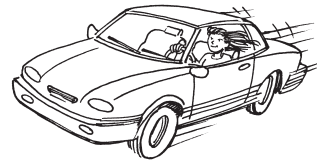
1.
 am small.



2. Hear ring.



3. What am ?



Write the word in () that completes each sentence.

4. Bill gives some wood. (I, me).

5. make a chair for my doll. (I, me)



6. Now Nell and both have chairs. (I, me)



Home Activity Your child reviewed using *I* and *me*. Ask your child to make up another riddle using the riddle on this page as a model. Make sure your child includes the words *I* and *me* in the riddle.

Name _____

More About Pronouns

A pronoun can take the place of some words in a sentence.

I, you, he, she, it, we, and they are used in the **naming part** of a sentence. **Me, you, him, her, it, us, and them** are used in the **action part** of a sentence.

Ben makes kites. **He** makes them.

Write the pronoun in () that can take the place of the underlined word or words.

1. Ben works in a shop. (Him, He)

He

2. Candles are lit. (They, Them)

They

3. Ben tells his mother. (she, her)

her

4. The kite pulls Ben. (he, him)

him

5. Ben amazes his friends. (them, they)

them

6. I like Ben's idea. (her, it)

it

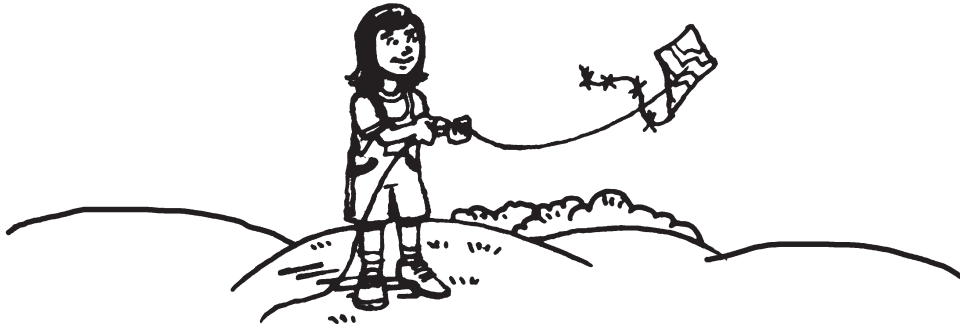


Home Activity Your child learned more about pronouns. Ask your child to make up new sentences using the pronouns he or she wrote on this page.

Name _____

More About Pronouns

Imagine you are at the pond when Ben flies his kite.



Write about what happens. Use the pronouns *it, he, him, I, me, we, or us*.

Possible answer: People are watching us. I hand Ben the kite. He lets it pull him. He gives me the kite. We walk home.



Home Activity Your child learned how to use pronouns in writing. Take turns with your child writing sentences using the pronouns listed on this page.

Name _____

More About Pronouns

Mark the pronoun that can replace the underlined word or words.

1. The young boy has many ideas.

- He
 Them
 We

2. His father asks Ben about his plan.

- he
 she
 him

3. Ben needs a strong wind.

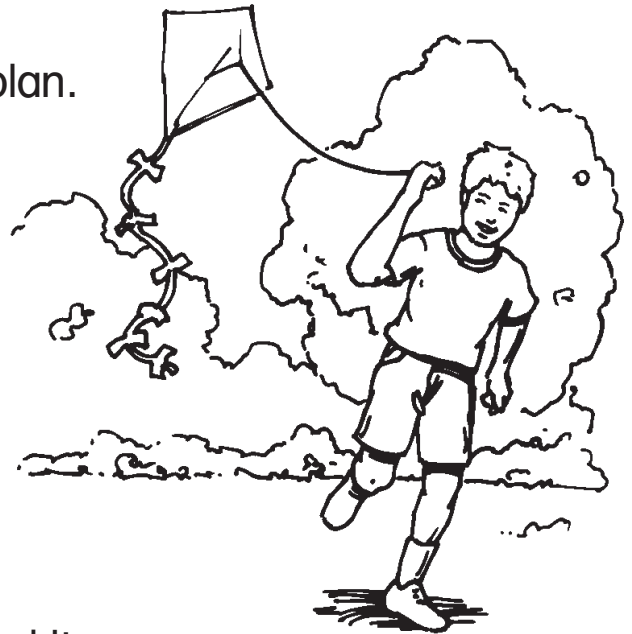
- him
 it
 you

4. Ben's friends wonder about the kite.

- Them
 He
 They

5. His plan surprises the boys.

- them
 they
 we



Home Activity Your child prepared for taking tests on pronouns. Read aloud a favorite storybook to your child. Ask your child to say “Stop” each time he or she hears a pronoun and to identify the pronoun.

Name _____

More About Pronouns

Write the pronoun from the box that can replace the underlined word or words.

her	him	it
-----	-----	----

1. Omar has a plan.it2. Jill will help Omar.him3. Omar tells Jill his idea.her

Change the underlined word or words to a pronoun in ().
Write the new sentence.

4. Omar and Jill work hard. (Him, They)They work hard.5. Omar pushes the button. (We, He)He pushes the button.6. The light works! (It, They)It works!

Home Activity Your child reviewed more about pronouns. Find an article in a newspaper or magazine. Ask your child to look for and circle the pronouns in the article.

Name _____

Sentences

Underline each sentence.

1. The dog needs a bath.

The dog

2. in the tub

The dog is in the tub.

3. The dog is too big.

too big



Find the sentence. Write the sentence.



4. I see three kittens.

three kittens

I see three kittens.

5. with a string

Two kittens play with a string.

Two kittens play with a string.

6. One kitten is under the bed. is under the bed

One kitten is under the bed.

Name _____

Naming Parts of Sentences

Underline the naming part of each sentence.

1. Our cat is sick.



2. My dad takes her to the vet.



3. The vet gives her a shot.

Write the naming part of each sentence. The pictures will help you.

Pam

The pig

Her soup

4.

The pig

has a cold.



5.

Pam

makes hot soup.



6.

Her soup

tastes good!



Name _____

Action Parts of Sentences

Underline the action part of each sentence.

1. Ox helps Mom and Pop.



2. He digs in the ground.



3. He puts cans in a sack.



Write the action part of each sentence. The pictures will help you.

eat the food

rubs on Jim

feeds the cats

4. A cat rubs on Jim.



5. Jim feeds the cats.



6. The cats eat the food.



Name _____

Word Order

Finish each sentence. Use the two words in ().

The picture will help you.

1. **Ann** watches the **foxes**.
(foxes, Ann)

2. The **kit** eats the **food**.
(kit, food)

Write the words so they are in the right order.

End each sentence with a period.



3. Nap a take foxes the.

The foxes take a nap.

4. Fixes man the dinner.

The man fixes dinner.

5. Eat foxes will the.

The foxes will eat.

Name _____

Telling Sentences

Underline the sentence that is right.

1. kim saw a squirrel

Kim saw a squirrel.

2. It was in the tree.

it was in the tree

3. the squirrel ran away

The squirrel ran away.



Write each sentence correctly.

4. he sees a frog



He sees a frog.

5. it is in the grass

It is in the grass.

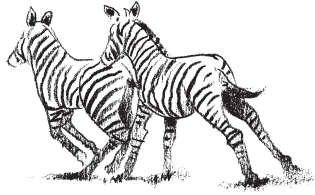
6. the frog is green

The frog is green.

Name _____

Questions

Write each question.



1. Is this an animal park? This is an animal park.

Is this an animal park?

2. I like zebras. Do you like zebras?

Do you like zebras?

3. Can you see them? I can see them.

Can you see them?

Look at the words. Put them in order to write a question.

Begin and end each question correctly.

4. the lion who sees

Who sees the lion?

5. the hippo where is

Where is the hippo?

Name _____

Nouns

Write the noun for each picture.



1. mom dog

mom



2. shop park

park



3. dog cat

cat



4. ship ball

ship

Finish each sentence.

Write a noun from the box.

boy girl



5. The **boy** runs on sand.

6. The **girl** builds a castle.

Name _____

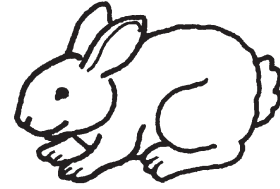
Proper Nouns

Correct each name. Write the name on the line.



1. max

Max



2. mopsy

Mopsy

3. main street



Main Street

4. cole park

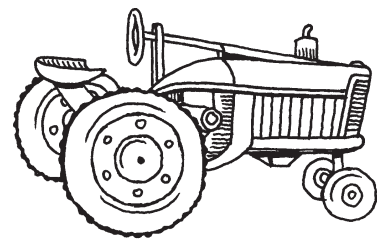


Cole Park

Write the sentences.

Use a capital letter for each proper noun.

5. Is dave the farmer?



Is Dave the farmer?

6. Does beth make a mask?

Does Beth make a mask?

Name _____

Special Titles

Write the title and the name correctly on the line.

1. dr. flores

Dr. Flores



2. miss simon

Miss Simon



3. mr. caine

Mr. Caine

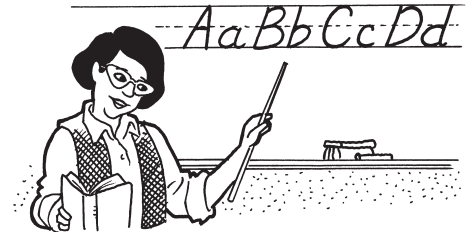


Write each sentence.

Use capital letters and periods correctly.

4. ms gorski is our teacher.

Ms. Gorski is our teacher.



5. dr merck is a vet.

Dr. Merck is a vet.

Name _____

Days, Months, and Holidays

Write the day, month, or holiday correctly on the line.

1. The neighbors have a block party in may.

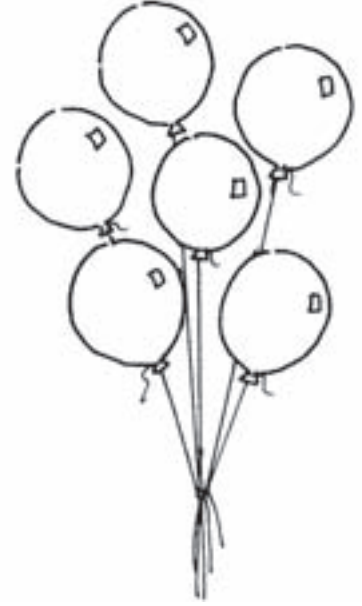
May

2. The block party is on memorial day.

Memorial Day

3. The holiday is on monday.

Monday



Match the words to the clues.

Write each word correctly.

thanksgiving

friday

october

4. holiday

Thanksgiving

5. day

Friday




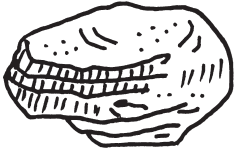
6. month

October

Name _____

One and More Than One

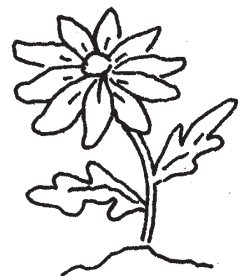
Draw a line from the picture to the correct noun.

1.  bird
birds
2.  bear
bears
3.  nut
nuts
4.  rock
rocks

Finish the sentences.

Write the correct word on the line.

5. The plant has one flower .
 (flower, flowers)



6. Two frogs are by the pond.
 (frog, frogs)

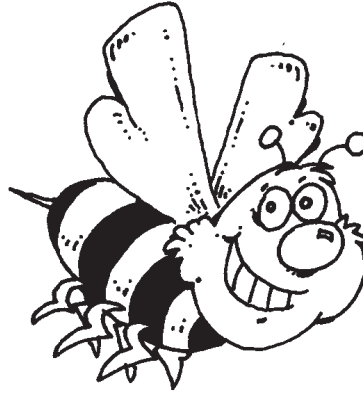


Name _____

Nouns in Sentences

Circle the two nouns in each sentence.

1. The queen rules the hive.
2. Workers do the jobs.
3. Flowers have sweet nectar.
4. Honey is in the cells.
5. A bear makes the bees mad.



Finish the sentences.

Write a noun from the box.

drones	Ann	tree
--------	-----	------



6. The hive is in a tree .

7. The drones help the queen.

8. Does Ann like bees?

Name _____

Action Verbs

Circle the verb in each sentence.

1. Leaves **fall** from the trees.

2. The wind **blows** the leaves.

3. Pat **dances** with the leaves.



Circle the correct verb in () to complete each sentence.
Write the verb on the line.

4. The sun _____ **sets** _____ at six.
(sets, runs)

5. The moon _____ **shines** _____ at night.
(plays, shines)

6. May _____ **sleeps** _____ in her bed.
(sleeps, barks)

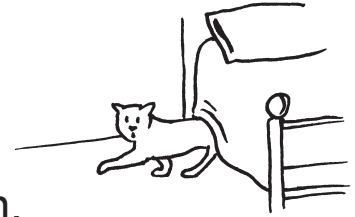


Name _____

Verbs That Add -s

Complete the sentences. Write the correct verb on the line.

1. The kitten _____ **hides** _____ under the bed.
(hides, hide)



2. The cat _____ **licks** _____ the kitten.
(lick, licks)

3. Fluffy _____ **leaps** _____ over the fence.
(leaps, leap)

Add -s to the verb in () to complete each sentence.
Write the verb on the line.



4. The baby _____ **crawls** _____ on the floor. (crawl)

5. The girl _____ **plays** _____ with the cat. (play)

6. Ms. Chou _____ **cooks** _____ dinner. (cook)

Name _____

Verbs That Do Not Add -s

Circle the verb that shows more than one.

1. Meg and Jen (moves, **move**) away.

2. They (**pack**, packs) their things.

3. The girls (feels, **feel**) sad.



Circle the correct verb. Write the verb on the line.

4. Pat and Jim _____ **see** _____ the new girls.

(sees, **see**)

5. The boys _____ **talk** _____ to Meg and Jen.

(**talk**, talks)

6. They _____ **play** _____ games with them.

(plays, **play**)

Name _____

Now and the Past

Read each word in the box. Write the word under *Now* if it tells about now. Write the word under *The Past* if it tells about the past.

likes
shouted

asked
jumps

planted
looks

Now

The Past

1. likes

4. shouted

2. jumps

5. asked

3. looks

6. planted

Complete each sentence. Write the correct verb on the line.

7. Yesterday Toad _____ **wanted** _____ a garden.
(wanted, wants)

8. Today Frog _____ **helps** _____ Toad.
(helps, helped)

Name _____

Am, Is, Are, Was, and Were

Circle the verb in each sentence. Write *Now* if the sentence tells about now. Write *Past* if the sentence tells about the past.

1. I **am** a caterpillar.

Now

2. I **was** hungry.

Past

3. Leaves **are** good!

Now



Choose the correct verb in () to complete the sentence. Write the verb on the line.

4. A pupa _____ soft.
(am, is)

is

5. Eggs _____ hard.
(is, are)

are

6. The wings _____ wet.
(were, was)

were



Name _____

Contractions with *Not*

Draw a line from the words to their contraction.

- | | |
|-------------|---------|
| 1. are not | doesn't |
| 2. does not | isn't |
| 3. do not | weren't |
| 4. is not | aren't |
| 5. were not | don't |

Write the contraction for the underlined words.

6. The bear is not eating now.

isn't

7. The raccoons were not going away.

weren't

8. Geese do not wait for snow.

don't

9. Days are not warm in the winter.

aren't

10. A squirrel does not mind the cold.

doesn't

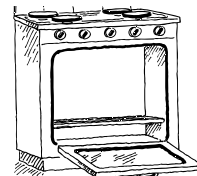
Name _____

Adjectives

Circle the adjective. Write the adjective on the line.

1. hot stove

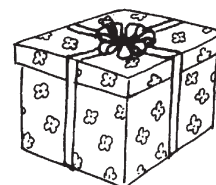
hot

2. best friends

best

3. big present

big



Complete each sentence.

Write an adjective from the box.

tall	old	tiny
------	-----	------

Possible answers:

4. Ted likes _____

old

books.



5. Dot has _____

tiny

cups.



6. Jen loves _____

tall

flowers.



Name _____

Adjectives for Colors and Shapes

Circle the adjective in each sentence that names a color or shape.

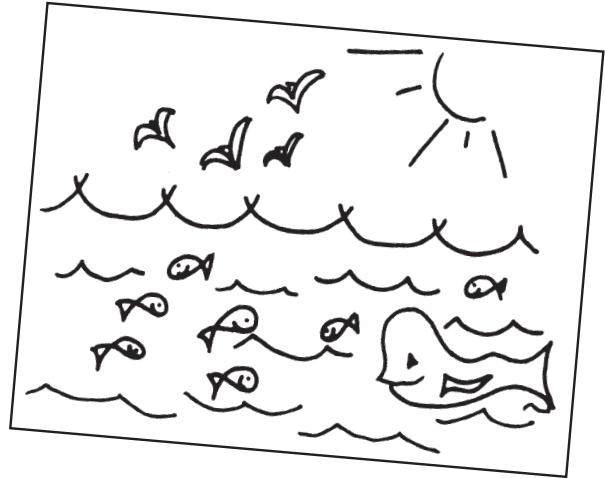
1. Sara paints on **square** paper.

2. Here is **blue** water.

3. There are **yellow** fish.

4. **Gray** whales swim by.

5. **White** birds fly over.



Choose the adjective in ().

Write the adjective on the line.



6. Dad cooks _____ **black** _____ beans.
(black, clock)

7. He stirs in _____ **red** _____ peppers.
(rip, red)

8. He pours soup into _____ **round** _____ bowls.
(round, frown)

Name _____

Adjectives for Sizes

Circle the adjective that describes size.

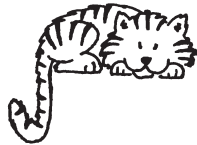
1. **long** snake



2. **big** book



3. **little** cat



Look at the pictures. Write the adjective in () that tells about each picture.

4.

small

(short, small)

ring



5.

huge

(tiny, huge)

whale



6.

tall

(tall, lazy)

tree



Name _____

Adjectives for What Kind

Circle the adjective that tells what kind.

1. **hard** piñata2. **heavy** stick3. **fast** child4. **funny** toys5. **sweet** treats

Choose the adjective in () that completes each sentence correctly. Write the adjective on the line.

6. Rosa had a _____ **great** _____ party.
(great, sour)

7. She wore a _____ **fancy** _____ dress.
(sad, fancy)

8. The band played _____ **loud** _____ music.
(open, loud)



Name _____

Adjectives for How Many

Circle the adjective that tells how many.

1. Peter has **four** aunts.

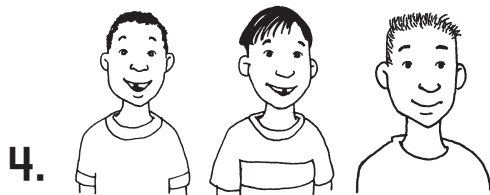
2. Does Jane have **five** uncles?

3. **Six** cousins came to my house.



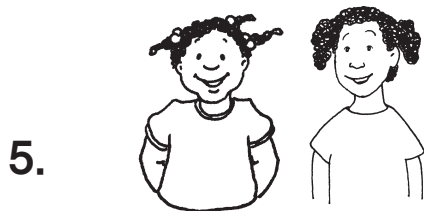
Choose the correct adjective from the box.
Write the adjective on the line.

one	two	three
-----	-----	-------



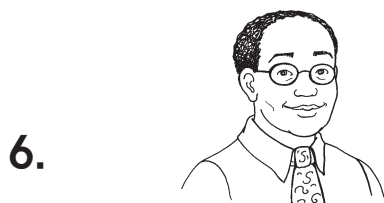
three

brothers



two

sisters



one

dad

Name _____

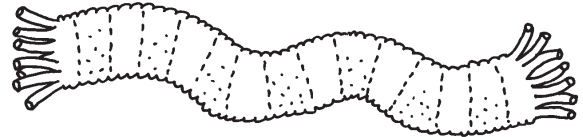
Adjectives That Compare

Circle each adjective that compares.

Write the adjectives in the chart.

1. Is this scarf **shorter** than that one?

2. Jan has the **longest** scarf of all.



3. Ted's coat is **longer** than my coat.

4. Who has the **shortest** coat of all?

Adjectives with <i>-er</i>	Adjectives with <i>-est</i>
<p>shorter</p> <p>longer</p>	<p>longest</p> <p>shortest</p>

Add *-er* to the word in ().

Write the new word on the line.



5. My jacket is _____ **lighter** _____ than your coat.
(light)

6. His boots are _____ **thicker** _____ than her shoes.
(thick)

Name _____

Commands

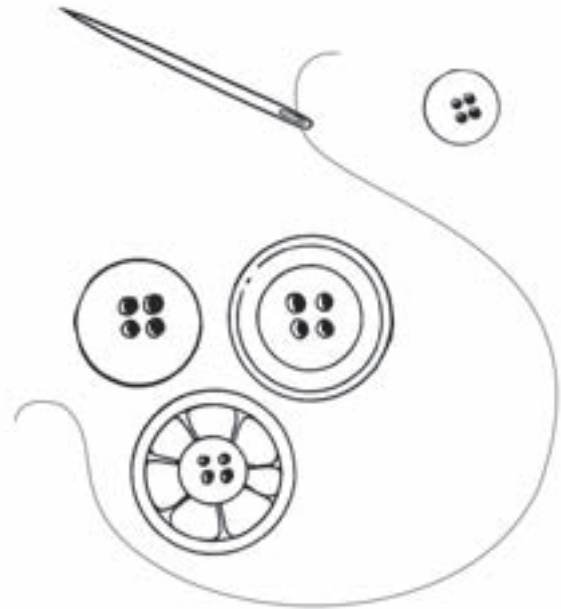
Underline each sentence that is a command.

1. This shirt needs a button.

2. Please find a needle.

3. Hand me the thread.

4. Where is the button?



Write each command correctly.

5. help me thread the needle

Help me thread the needle.

6. put the button here

Put the button here.

7. please sew it on the shirt

Please sew it on the shirt.

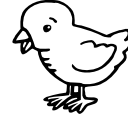
8. stitch it neatly

Stitch it neatly.

Name _____

Exclamations

Read each pair of sentences. Write the exclamation on the line.



1. Where is the bird? It fell from the nest!

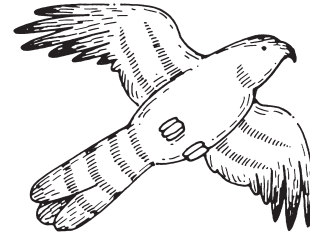
It fell from the nest!

2. The bird needs help! Mole takes it home.

The bird needs help!

3. Grandpa talks to Mole. The bird is so sad!

The bird is so sad!



Write each exclamation correctly.

4. that bird flies fast

That bird flies fast!

5. it must be miles away

It must be miles away!

Name _____

How Sentences Begin and End

Write each sentence on the line. Begin and end the sentence correctly.

1. can an acorn fly

Can an acorn fly?

2. the acorn did not walk

The acorn did not walk.

3. how did it get here

How did it get here?

Change each statement to a question. Write the new sentence on the line. An example is in the box below.

They are walking.	Are they walking?
-------------------	-------------------

4. Maple seeds are twirling.

Are maple seeds twirling?

5. They will ride on the wind.

Will they ride on the wind?

Name _____

Pronouns

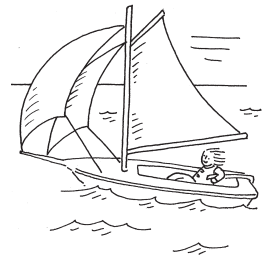
Circle the pronoun in each sentence.

1. Do you use simple machines?
2. He uses a lever every day.
3. It opens the door.
4. Can we think of more simple machines?



Circle the pronoun in () that takes the place of the underlined word or words.

5. Wheels help a car move. (They, He)
6. A pulley raises the sail on a boat. (We, It)
7. The girl pushes the wheelbarrow. (She, They)
8. The boy moves the heavy rock. (You, He)



Name _____

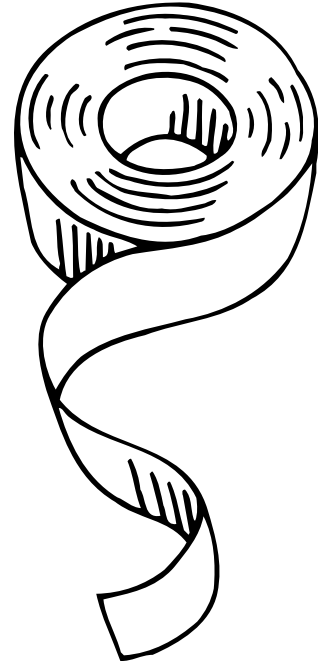
Using *I* and *Me*

Write *I* or *me* to complete each sentence.

1. Mom gives _____ **me** some tape.

2. The tape and _____ **I** are stuck.

3. _____ **I** will invent new tape!



Choose the word in () that completes each sentence.
Write the sentence.

4. Kai and _____ made a robot. (I, me)

Kai and I made a robot.

5. It brings _____ my book. (I, me)

It brings me my book.

6. It helps Kai and _____. (I, me)

It helps Kai and me.

Name _____

More About Pronouns

Write the pronoun from the box that can replace the underlined word or words.

it	them	her
----	------	-----

1. Joe shows Rita a hat.

her

2. Joe invented the hat.

it

3. Rita does not like hats.

them

Change the underlined word or words to a pronoun.
Write the new sentence.

4. This hat is an umbrella.



It is an umbrella.

5. Rita and her friends like the hat.

They like the hat.

6. Rita asks Joe for more hats.

Rita asks him for more hats.

Name _____

Story Chart

Fill out this story chart to help you organize your ideas.

Title _____

Beginning **Answers will vary.**



Middle



End

Name _____

Use Words That Tell How You Feel

Write a word from the box to tell how the writer feels.

Use each word one time. The pictures will help you.

Word Bank

happy

sad

scared

mad

1. My brother took my book.

I feel **mad**



2. I won a prize.

I feel **happy**



3. My best friend moved away.

I feel **sad**



4. A dog growled at me.

I feel **scared**



Name _____

Writing Trait: Voice

Which sentence in each pair tells how the writer feels?

Underline the sentence.

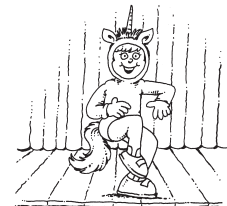
1. I eat an apple at lunch every day.

I just love a crisp, sweet apple!2. I have the smartest dog in the world!

I have a dog.



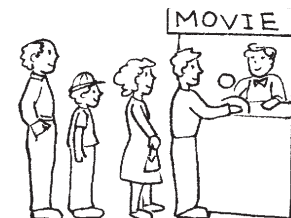
3. I have a part in the school play.

I have a million butterflies in my stomach!

4. Joe is my friend.

Joe tells the funniest jokes!5. I like loud, exciting movies!

I saw a movie last weekend.



Name _____

Self-Evaluation Guide

Check *Yes* or *No* about voice in your story.

	Yes	No
1. I used words that tell how I feel.		
2. I used one or more words that describe.		
3. I used one or more words that show action.		

Answer the questions.

4. What is the best part of your story?

Answers will vary.

5. What is one thing you would change about this story if you could write it again?

Answers will vary.

Name _____

How-to Chart

Fill out this how-to chart to help you organize your ideas.

Title _____

Step 1 **Answers will vary.**



Step 2



Step 3

Name _____

Time-Order Words

Number the steps in order.

Add a time-order word from the box to each sentence.

Write the sentences in order.

_____ Bees get nectar from the flowers.

_____ Bees make honey from the nectar.

_____ Bees fly to flowers.

Word Bank

Next,

Last,

First,



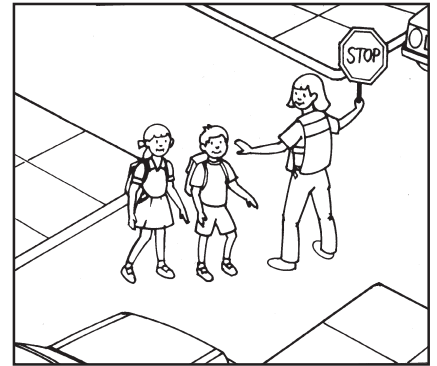
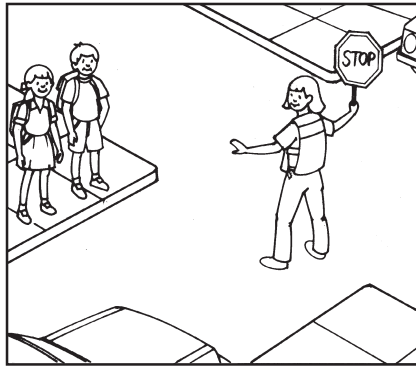
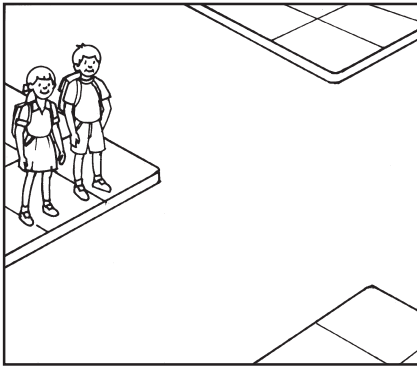
First, bees fly to flowers.

Next, bees get nectar from the flowers.

Last, bees make honey from the nectar.

Name _____

Writing Trait: Order



Look at the pictures.

Write these three sentences in the right order.

The children cross the street.

The children wait.

The woman stops the cars.

1. **The children wait.**

2. **The woman stops the cars.**

3. **The children cross the street.**

Write a sentence that tells what could happen next.

Possible answers:

4. **The children thank the woman.**

or The children go to school.

Name _____

Self-Evaluation Guide

Check *Yes* or *No* about order in your how-to report.

	Yes	No
1. I wrote the steps in the correct order.		
2. I used one or more words to show the order.		
3. I used one or more words that show action.		

Answer the questions.

4. What is the best part of your how-to report?

Answers will vary.

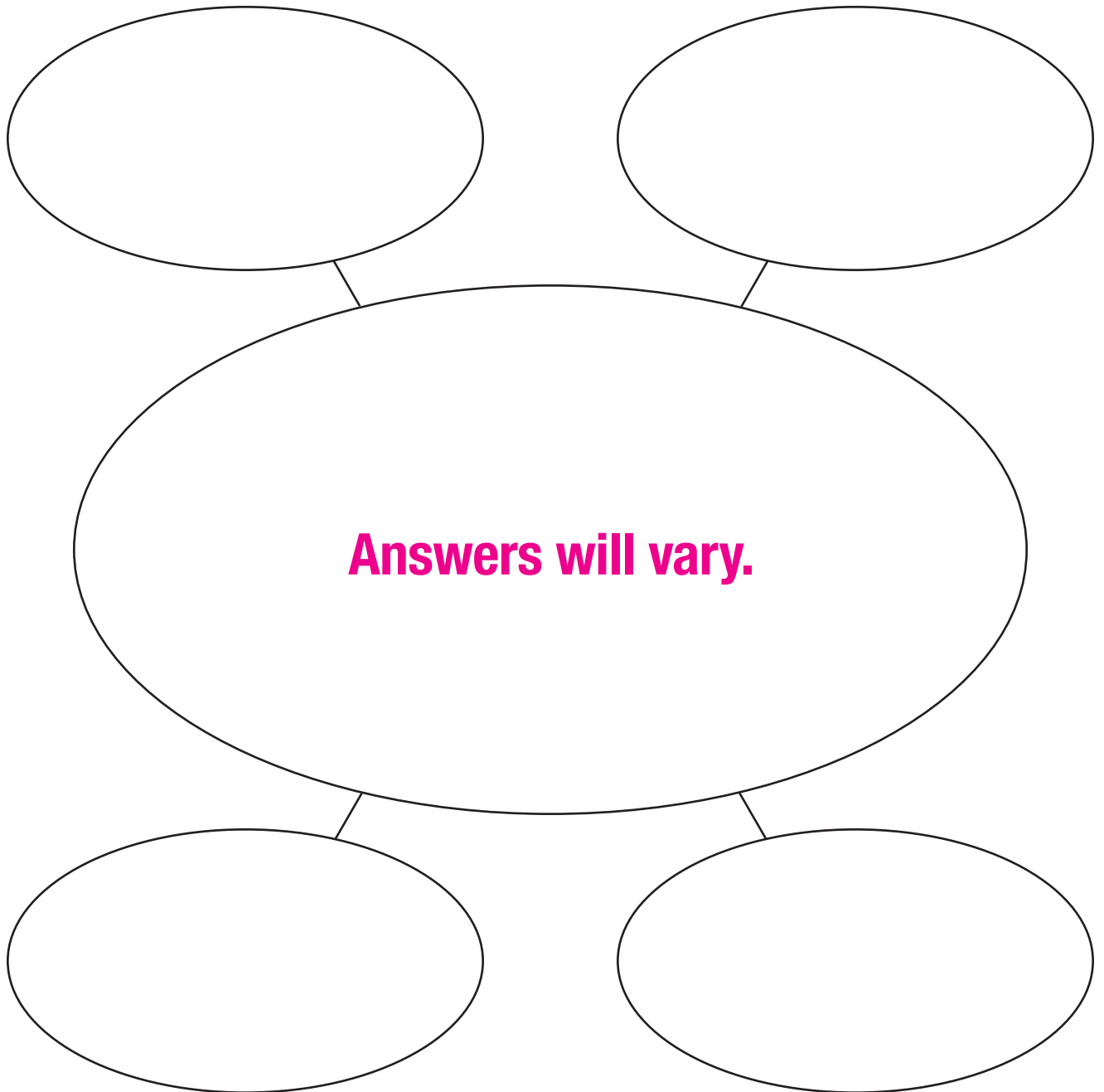
5. What is one thing you would change about this how-to report if you could write it again?

Answers will vary.

Name _____

Details Web

Fill out this details web to help you organize your ideas.



© Pearson Education

Name _____

Strong Verbs

Look at the verbs in dark type.

Which sentence in each pair has a stronger verb?

Underline the sentence.

1. The boys **race** to the park.

The boys **go** to the park.

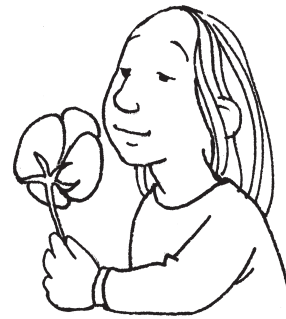


2. Dan **says**, "Look at me!"

Dan **shouts**, "Look at me!"

3. She **put** flowers in the garden.

She **planted** flowers in the garden.



4. Ann **cuts** a rose from the bush.

Ann **gets** a rose from the bush.



5. They **make** a birdhouse.

They **build** a birdhouse.

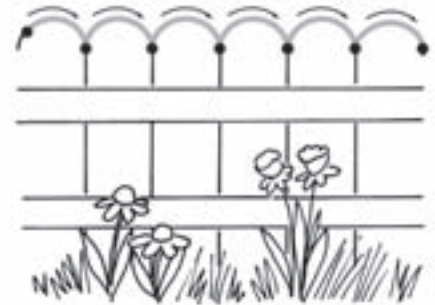
Name _____

Writing Trait: Focus/Ideas

Which sentence in each group does NOT belong?

Draw a line through the sentence.

1. Many flowers bloom in spring.
Flowers can be many colors.
~~My favorite color is blue.~~
Some flowers bloom in summer.



2. Andy is six years old.
~~My name is Both.~~
He can ride a bike.
He can write his name.



Finish the sentence below.

Write another sentence about this idea.

I can _____

**Possible answers: I can make
my bed. I can also tie my shoes.**

Name _____

Self-Evaluation Guide

Check *Yes* or *No* about focus/ideas in your description.

	Yes	No
1. All my sentences tell about my topic.		
2. I used one or more action words.		
3. I used one or more describing words.		

Answer the questions.

4. What is the best part of your description?

Answers will vary.

5. What is one thing you would change about this description if you could write it again?

Name _____

Persuasion Chart

Fill out this persuasion chart to help you organize your ideas.

Topic I want _____ to _____.
(audience) (purpose)

Brainstorm reasons here.

Answers will vary.

Organize your reasons here.

Least important

Most important

Answers will vary.

Name _____

Persuasive Words

Use words from the box to complete the letter.

Word Bank

important

best

should

April 14, 2007

Dear Doctor Lee,

You **should** give an award to Mr. Vaca.

He is the **best** teacher at Lane School.

We learn **important** facts about our Earth from him.

Sincerely,

The First Graders

Name _____

Writing Trait: Word Choice

Good adjectives help make your writing interesting.

Write an adjective from the box to complete each sentence.

Word Bank

cold

short

bright

sunny

Dear Dad,

1–4. I think we should go to Grand Beach. You will love the

warm, **sunny** beach. We can swim and

sit under a **bright** beach umbrella. We

can buy **cold** ice cream. The beach is

just a **short** trip on the bus.

Your son,

Greg

Circle the adjective to complete each sentence.

5. Charley is a (deep, **hungry**) cat.

6. Ana dug a (**round**, sad) hole.

Name _____

Self-Evaluation Guide

Check *Yes* or *No* about word choice in your letter.

	Yes	No
1. I used one or more words to persuade (<i>best, worst, must, should, important, need</i>).		
2. I used one or more good adjectives to describe.		
3. I used exact words instead of <i>nice</i> .		

Answer the questions.

4. What is the best part of your letter?

Answers will vary.

5. What is one thing you would change about this letter if you could write it again?

Answers will vary.

Name _____

KWL Chart

Fill out this KWL chart to help you organize your ideas.

What We <u>Know</u>	What We <u>Want</u> to Know	What We <u>Learned</u>
<p>Answers will vary.</p>		

Name _____

Eliminate Wordiness

Don't use more words than are needed.

- Take out phrases such as *kind of*, *I think that*, and *it seems like*.
- Don't use *a lot of*. Use *many* or another word.
- Don't use two words that mean the same thing: great big, little tiny.
- Don't use several words when you can use one word: moved with great slowness, moved slowly.

Look at each pair of sentences. Write the words that are left out in the second sentence.

1. Dana owns a little tiny cell phone.
Dana owns a tiny cell phone.

little

2. It seems like Julie is kind of smart.
Julie is smart.

It seems like, kind of

Look at each pair of sentences. Write the word that is different in the second sentence. What words did it replace? Write them.

3. Ben had a lot of great ideas.
Ben had many great ideas.

many; replaced a lot of

4. He carried the computer with a great deal of care.
He carried the computer carefully.

carefully; replaced with a great deal of care

Name _____

Writing Trait: Sentences

- Use all kinds of sentences: statements, questions, commands, and exclamations.
- Use different beginnings. Don't start too many sentences with *the, he, or she*.

Write the letter of each sentence next to the word that identifies what kind of sentence it is.

(A) Who is Alexander Graham Bell? (B) He invented the telephone. (C) That's a wonderful invention! (D) Don't forget about his work with deaf people.

1. Statement: **B** _____3. Command: **D** _____2. Question: **A** _____4. Exclamation: **C** _____

Rearrange the words in each sentence so it begins with the underlined word. **Write** the paragraph.

Example: She invented a new game last week.

Answer: Last week she invented a new game.

She played the game today. She changed it later. She likes it better now!

Today she played the game.

Later she changed it. Now she

likes it better!

Name _____

Self-Evaluation Guide

Check *Yes* or *No* about sentences in your report.

	Yes	No
1. I used facts in my research report.		
2. I used different kinds of sentences.		
3. I used different beginnings for my sentences.		

Answer the questions.

4. What is the best part of your report?

Answers will vary.

5. What is one thing you would change about this report if you could write it again?

Answers will vary.