$\checkmark$ Sentence Types
$\checkmark$ Parts of Speech
$\checkmark$ Nouns
$\checkmark$ Sentence Structure
$\checkmark$ Contractions
$\checkmark$ Tenses
$\checkmark$ Subject-Verb Agreement
$\checkmark$ Capitalization
$\checkmark$ Punctuation
And Lots More!

## Success With



## Grammar

## Simple Sentences

Read each group of words. Put an $X$ next to it if it is a complete thought. Circle the naming part and underline

A simple sentence has a naming part and a telling part. It tells a complete thought. the telling part in each sentence.
(1) One day thirsty
(2) Crow could not get a drink.
(3) The water rose.
(4) The old mouse
(5) Put the bell
(6) One mouse had a plan.

Help sort the cards. Some of the words


Write a simple sentence about the picture below. Circle the naming part and underline the telling part.

## success With Crammer

Scholastic Inc. grants teachers permission to photocopy the reproducible pages from this book for classroom use.
No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012

Cover design by Ka-Yeon Kim-Li
ISBN-13 978-0-545-20106-3
ISBN-10 0-545-20106-3

Copyright © 2002, 2010 Scholastic Inc. All rights reserved. Printed in the U.S.A.

## About the Book

## "Nothing Succeeds Like Success." - Alexandre Dumas the Elder, 1854

And no other resource boosts kids' grammar skills like Scholastic Success With Grammar! For classroom or at-home use, this exciting series for kids in grades 1 through 6 provides invaluable reinforcement and practice in grammar topics such as:

```
\ sentence types
verb tenses
parts of speech
\ subject-verb agreement
* common and proper nouns punctuation
| sentence structure
- capitalization
    and more!
```

Each 64-page book contains loads of clever practice pages to keep kids challenged and excited as they strengthen the grammar skills they need to read and write well.

You'll also find lots of assessment sheets that give kids realistic practice in taking standardized tests - and help you see their progress!

## What makes Scholastic Success With Grammar so solid?

Each practice page in the series reinforces a specific, age-appropriate skill as outlined in one or more of the following standardized tests:

- Iowa Tests of Basic Skills
- California Tests of Basic Skills
- California Achievement Test

Take the lead and help kids succeed with Scholastic Success With Grammar. Parents and teachers agree: No one helps kids succeed like Scholastic.

## State Standards Correlations

To find out how this book helps you meet your state's standards, log on to www.scholastic.com/ssw

## Table of Contents

Telling Sentences and Questions ..... 4
Exclamations and Commands ..... 7
Types of Sentences, Capital I. ..... 10
Common Nouns ..... 13
Capitalize Names and Places. ..... 16
Verbs ..... 19
Simple Sentences ..... 22
Past-Tense Verbs ..... 25
Pronouns. ..... 28
Types of Sentences (part 2) ..... 31
Word Order. ..... 34
Plural Nouns ..... 37
Adjectives ..... 40
Verb to be ..... 43
Irregular Verbs go, do ..... 46
Quotation Marks ..... 49
Contractions With not ..... 52
Subject/Verb Agreement ..... 55
More About Subject/Verb Agreement ..... 58
Verbs have, has, had ..... 61
ANSWER KEY ..... 64

## Telling Sentences and Questions

Read each sentence. Write $T$ on the line if the sentence is a telling sentence. Write $Q$ on the line if it is a question.

A telling sentence tells something. It begins with a capital letter and ends with a period.
A question asks something. It begins with a capital letter and ends with a question mark.
(1) I took my pet to see the vet.

2 Was your pet sick?
(3) What did the vet do?

4 The vet checked my pet.
5 The vet said my pet had a cold.

The order of the words in a sentence can change its meaning.
Write $T$ next to the sentence that is a telling sentence.
Write $Q$ next to the sentence that is a question.

6 Is your pet well now?
7 Now your pet is well.

## Telling Sentences and Questions

Underline the capital letter that begins each sentence. Add a period (.) if it is a telling sentence. Add a question mark (?) if it is a question.

A telling sentence tells something. It begins with a capital letter and ends with a period.
A question asks something. It begins with a capital letter and ends with a question mark.

## (1) The vet is nice

$\qquad$
2 She helped my dog $\qquad$
3 Did she see your cat $\qquad$
4. Is the cat well now $\qquad$
5. My cat feels better $\qquad$

The order of the words in a sentence can change its meaning. Change the word order in the telling sentence to make it a question. Write the question.

6 He will take the cat home.

## Telling Sentences and Questions

Look at the underlined part of each sentence. If it is written correctly, fill in the last bubble. If not, fill in the bubble next to the correct answer.
(1) The girl likes dogs. the girl
Girl the
correct as is
3 The boy likes cats?
cats.
cats
correct as is
5 do you have a pet?
$\bigcirc$ Do You
Do you
correct as is
(7) he has a bird.

Has he
He has
correct as is
9 Who has a goldfish.
goldfish?
goldfish
correct as is

2 the vet helps sick pets.
$\bigcirc$ the Vet
$\bigcirc$ The vet
correct as is
4 Is the vet nice?
nice
nice.
correct as is
6 Is when the vet open?
When is
when Is
correct as is
8 My dog likes the vet?
$\bigcirc$ The vet.
$\bigcirc$ the vet.
correct as is
10 will you see the vet again?
o Will you
$\bigcirc$ You
correct as is

## Exclamations and Commands

Read each sentence. Write $E$ if the sentence is an exclamation. Write $C$ if the sentence is a command.

## (1) Ruby copies Angela!

(2) Look at their dresses.
(3) They're exactly the same!
(4) Angela is mad!
(5) Look at Ruby!

6 Show Angela how Ruby hops.

Write each sentence correctly.

Exclamation be yourself

An exclamation
shows strong feelings, such as excitement, surprise, or fear. It begins with a capital letter and ends with an exclamation mark (!).
A command makes a request or tells someone to do something. It ends with a period or an exclamation mark.
$\qquad$ $\longrightarrow$


7

Command don't copy other people

# Exclamations and Commands 

Read each exclamation. Use words from the box to tell what strong feeling it shows.

## excitement fear anger surprise

An exclamation shows strong feelings, such as excitement, surprise, or fear. It begins with a capital letter and ends with an exclamation mark (!).
A command makes a request or tells someone to do something. It ends with a period or an exclamation mark.

1 I lost my jacket. I'll be so cold!
2 Look what I have!
(3) I didn't know you had my jacket!
(4) Give it to me now!

Look at the picture.
5 Circle the command that goes with the picture.
Please don't be upset! Wear your new hat.
(6) Write another command for the picture.
(7) Write an exclamation for the picture.


## Exclamations and Commands

Read each exclamation. If it is written correctly, fill in the last bubble. If not, fill in the bubble next to the correct way to write it.
(1) You are a great hopper
$\bigcirc$ you are a great

- you are a great hopper.
$\bigcirc$ You are a great hopper!
correct as is
(3) i can paint, too!
i can paint, too
I can paint, too!
I can paint, too
correct as is

2 the picture looks beautiful.
$\bigcirc$ The picture looks beautiful!
$\bigcirc$
The picture looks beautiful
$\bigcirc$ the picture looks beautiful!
correct as is
(4) I did it!
$\bigcirc$ idid it!
I did it
$\bigcirc$ idid it
correct as is

Read each command. If it is written correctly, fill in the last bubble.
If not, fill in the bubble next to the correct way to write it.
(5) teach me how to hop.
teach me how to hop
Teach me how to hop
Teach me how to hop.
correct as is
(6) Hop backward like this

Hop backward like this.
hop backward like this
hop backward like this!
correct as is

## Types of Sentences; Capital I

Read each sentence. Circle the beginning letter, end punctuation, and the word $I$ in each sentence.
(1) I sail my boat in the lake.

2 May I have a turn?
3 I am so happy!
(4) Can Kiku and I play?
(5) Bill and I fly the kite.

Write each sentence in the correct box.

## Telling Sentences

$\qquad$
$\qquad$

## Questions

$\qquad$
$\square$
$\qquad$

## Exclamation

## Types of Sentences; Capital I

Decide if each sentence is a telling sentence, a question, an exclamation, or a command. Write $T, Q, E$, or $C$ on the lines.
(1) My sister and I went to the lake. $\qquad$
2 Come see this. $\qquad$
(3) I saw three little sailboats. $\qquad$
(4) Put the boat in the water. $\qquad$
(5) Did I have a good time? $\qquad$
6) You bet! I loved it! $\qquad$

## 7 Can I go again soon?

What would you do at the lake? Use the word I and your own ideas to finish the sentences.

8 At the lake $\qquad$ saw $\qquad$
9 $\qquad$ can $\qquad$
10 My friend and $\qquad$ liked $\qquad$ best.

## Types of Sentences; Capital I

Read each sentence. If it is written correctly, fill in the last bubble. If not, fill in the bubble next to the correct way to write it.
(1) i have fun with my bike.

I have fun with my bike.
I have fun with my bike
i have fun with my bike correct as is

3 i find a pretty shell
I find a pretty shell
i find a pretty shell.
I find a pretty shell.
correct as is
5 get the shovel
Get the shovel
Get the shovel.
get the shovel.
correct as is

2 can I ride to the beach
Can I ride to the beach
Can I ride to the beach?
Can i ride to the beach?
correct as is
(4) Jill and I see a crab.

Jill and I see a crab
$\bigcirc$ Jill and i see a crab.
$\bigcirc$ Jill and i see a crab
correct as is
6 what a mess I made
What a mess I made!
What a mess I made
what a mess I made!
correct as is

# Common Nouns 

Read each sentence. Circle the common nouns.

1 The boy made a boat.
2 The brothers went to the park.
(3) A girl was with her grandmother.
(4) Two boats crashed in the lake.
(5) Friends used a needle and thread to fix the sail.


Write the common nouns you circled under the correct heading below.

## People

Places
Things
$\qquad$

Common Nouns name people, places, or things.
Help sort the cards. Some of the words are nouns. Some are not. Circle the nouns.


Write each noun you circled under the correct heading.


## Common Nouns

Look at the underlined word in each sentence. If it is a common noun, fill in the bubble next to yes. If it is not a common noun, fill in the bubble next to no.
(1) Our class went on a trip.
$\bigcirc$ yes
$\bigcirc$
no
3 The buildings were tall. $\bigcirc$ yes $\square$ no

2 We went to the city.
$\bigcirc$
yes

no
(4) There were many cars.
$\bigcirc$
yes
$\bigcirc$
no

A common noun is underlined in each sentence. Tell if it names a person, place or thing. Fill in the bubble next to the correct answer.

5 We went into a big room.

## $\bigcirc$ person $\bigcirc$ place $\bigcirc$ thing

6 Our teacher led us.

## $\bigcirc$ person $\bigcirc$ place $\bigcirc$ thing

7 I walked with my best friend.

We sat at a long table.
$\bigcirc$ person $\bigcirc$ place $\bigcirc$ thing

## Capitalize Names and Places

Special names of people and places always begin with capital letters. They are called proper nouns.

Read each sentence. Circle the proper noun.
(1) George Ancona is a photographer.

2 He was born in Mexico.
(3) His family called him Jorgito.
(4) They lived in Coney Island.
(5) Now he travels to Honduras to take pictures.

6 Tio Mario worked in a sign shop.


Write the proper nouns you circled under the correct heading below.

> People

Places

## Capitalize Names and Places

Special names of people and places always begin with capital letters. They are called proper nouns.
Read the postcard. Find the proper nouns. Write them correctly on the lines below.

| Dear sue, <br> It's very hot here in california. We <br> visited the city of los angeles. Then we <br> swam in the pacific ocean. I miss you. <br> Love, <br> tonya | sue wong <br> 11 shore road <br> austin, texas 78728 |
| :--- | :--- |

$\qquad$
3 $\qquad$
5 $\qquad$
7 $\qquad$

## 2

4
6
8

Write a sentence with a proper noun. Underline the capital letter or letters in the proper noun. Then write whether it names a person or a place.

## Capitalize Names and Places

A proper noun is underlined in each sentence. Does it name a person or a place? Fill in the bubble next to the correct answer.
(1) Betty is a photographer. $\bigcirc$ person $\bigcirc$ place


2 She goes to Florida to take pictures.
$\bigcirc$ person $\bigcirc$ place
(3) She meets her older brother Peter.
4. She takes his picture in a city called Miami.

person

place

Read each sentence. Find the proper noun. Fill in the bubble next to the word that is a proper noun.
(5) Their friend is Emilio.
$\bigcirc$ friend $\bigcirc$ Emilio $\bigcirc$ Their $\bigcirc$ is

They visited Disney World there.
$\bigcirc$ They
$\bigcirc$ there
visited
$\bigcirc$ Disney World

6 They all went to Orlando.
$\bigcirc$ Orlando $\bigcirc$ all
$\bigcirc$ They went
They walked down Main Street in the park.
$\bigcirc$ park
walked
$\bigcirc$ They

- Main Street


## Verbs

Read each sentence. Write the action verb in the telling part of the sentence.
(1) Ronald runs to the field.

2 Michael wears a batting helmet.
(3) He smacks the ball hard.
(4) Ronald holds the wrong end of the bat.

5 He misses the ball.
(6) Ronald waits in left field.
(7) He writes G for great.

8 Ronald's father helps him.

Write a sentence about the picture. Use an action verb and circle it.
$\qquad$
$\qquad$


## Verbs

Draw a line to match each sentence

A verb is an action word. It tells what someone or something is doing. with an action verb. Then write the action verbs on the lines to finish the sentences.

## (1) Moms and dads

$\qquad$ the game.

## 2 The pitcher <br> $\qquad$ the ball.

throws
(3) Ronald $\qquad$ his eyes. opens
watch
(4) The team $\qquad$ for Ronald.
(5) Ronald $\qquad$ the ball past the pitcher. cheers
(6) He $\qquad$ to first base.
(7) Someone $\qquad$ "Go Ronald go!" eat

8 The kids $\qquad$ ice cream after the game. yells


## Verbs

Look at the underlined word in each sentence. Fill in the correct bubble to tell whether or not it is an action verb.
(1) The dog runs down the road. action verb
not an action verb
(3) The dog finds a bone.
action verb
not an action verb

5 Rain falls from the sky.
action verb
not an action verb
7 The dog hides under a bush.
$\bigcirc$ action verb
not an action verb
9 The sun shines.
action verb
not an action verb

2 The girl chases the dog.

## action verb

not an action verb
(4) The sun sets.
action verb
not an action verb
6 The girl splashes water.
action verb
not an action verb
8 The girl finds the dog. action verb not an action verb

10 The girl sees a rainbow. action verb not an action verb

## Simple Sentences

Read each group of words. Put an $X$ next to it if it is a complete thought. Circle the naming part and underline the telling part in each sentence.
(1) One day thirsty

2 Crow could not get a drink.
(3) The water rose.
(4) The old mouse
(5) Put the bell

6 One mouse had a plan.

Write a simple sentence about the picture below.
Circle the naming part and underline the telling part.


## Simple Sentences

Circle the sentence in each pair.
Then underline the naming part of the sentence.

A simple sentence has a naming part and a telling part. It tells a complete thought.
(1) (a) Lin likes to play soccer.
(b) likes to play soccer

2 (a) Her friends
(b) Her friends watch her play.
(3) They cheer for Lin.
(b) They cheer for


## Simple Sentences

Read each sentence. Fill in the bubble to tell if the underlined words are the naming or the telling part of the sentence.
Some of the underlined words may not be the whole part.
(1) The cat was under the tree.
naming part telling part not the whole part
(3) The bird flew away. naming part
telling part
not the whole part

2 A bird saw the cat.
naming part telling part not the whole part
(4) Then, the cat walked away. naming part
$\bigcirc$ telling part not the whole part

Fill in the bubble to choose a naming or telling part that makes a sentence.
(5) The bird $\qquad$ .
$\bigcirc$ in the tall tree
saw the cat go away
flying very fast in the sky
6) came back to the tree.

Deep in the woods
The large and pretty
$\bigcirc$ Then the bird

7 ___ saw the bird.
After a minute, the cat
Running across the grass
The cat was watching

8 So the cat $\qquad$ .
walking to the tree
under the tree
walked back, too

## Past-Tense Verbs

Find the past-tense verb in each

Some verbs add -ed to tell about actions that happened in the past. sentence. Write it on the line.
(1) Last spring, Daisy planted a garden.

2 Floyd watered the garden.
(3) Together they weeded their garden.
(4) One day they discovered a big carrot.

Read each sentence. If the sentence has a past-tense verb, write it on the line. If the sentence does not have a past-tense verb, leave the line blank.
(5) They like to eat carrots.

6 They pulled on the carrot.


Some verbs add -ed to tell about actions that happened in the past.

Read the first sentence in each pair. Change the underlined verb to tell about the past.
(1) Today my dogs push open the back door.

Yesterday my dogs ___ open the back door.
2 Today they splash in the rain puddles.
Last night they in the rain puddles.
(3) Now they roll in the mud.

Last week they $\qquad$ in the mud.
(4) Today I follow my dogs' footprints.

Last Sunday I $\qquad$ my dogs' footprints.
(5) Now I wash my dogs from head to toe. Earlier I $\qquad$ my dogs from head to toe.

 $\gamma^{\prime \prime}$ $\therefore<-\infty-\infty$

Write a sentence using one of the verbs you wrote.

## Past-Tense Verbs

Read each sentence. Look at the underlined verb. If it is not correct, fill in the bubble next to the correct verb.
If it is correct, fill in the last bubble.
(1) Last Saturday I visit John in the country.

## $\bigcirc$ visited

correct as is
(3) A week ago we walked to the top of a big hill.
walk
correct as is
(5) Earlier I ask him to visit me in the city.

## o asked

correct as is
(7) Last night my dog barked when he saw John.
$\bigcirc$ bark
correct as is

2 Two weeks ago we watched a sailboat race.
$\bigcirc$ watch
correct as is
4. Last week I talk to John on the phone.
$\bigcirc$ talked
correct as is
6 Friday morning his train pulled into the station. - pull
correct as is
8 Yesterday I show John around the city.
$\bigcirc$ showed
correct as is

## Pronouns

Read each pair of sentences. Circle the pronoun in the second sentence of each pair.
Then write what the pronoun stands for.
The first one has been done for you.
(1) Wendell did not like to clean his room.
(He) liked a messy room.
2 Mother wanted Wendell to do some work.
She handed Wendell a broom.
(3) The pigs came into Wendell's room.

They helped Wendell clean the room.
(4) Wendell and the pigs played a board game.

Wendell and the pigs had fun playing it.
5 The pigs and Wendell played for a long time.
They liked to play games.
6 Wendell was sad to see his friends go. He liked playing with the pigs.


## Pronouns

Read the story. Use the pronouns in the box to complete each sentence. The first one has been done for you.
they he she it

Glenda was walking in the woods. At last $\qquad$ came to a house. $\qquad$ was empty. She opened the door and saw three chairs by the fireplace. $\qquad$
2 were all different sizes. She sat down on the smallest one. was the perfect size for her. Soon
3 fell asleep. When she woke up, three pigs were standing over her. The father pig spoke. $\qquad$ 5 asked Glenda if she would stay for dinner. "I would love to!" said Glenda.


## Pronouns

Read each sentence. Fill in the bubble next to the word or words that the underlined pronoun stands for.
(1) She did not like the mess.

Wendell
$\bigcirc$ The boy
The pigs
Mrs. Fultz
3 It was full of pigs.
The rooms
The house
The pigs
$\bigcirc$ The door

2 He did not like brooms.
The pigs
The boys
The boy
Mrs. Fultz
(4) They wanted to play.

The room
Wendell
The pigs
Mrs. Fultz

Read each sentence. Fill in the bubble next to the pronoun that can take the place of the underlined word or words.
(5) Wendell waved goodbye to the pigs.
$\bigcirc \mathrm{He}$
She
$\bigcirc$ It
They
6) Wendell hoped the pigs would come back.
$\bigcirc$ it
he
$\bigcirc$ they
$\bigcirc$ she

## Types of Sentences

Read each sentence. Write it next to the correct heading.

A telling sentence tells something. A question asks something. An exclamation shows strong feelings. A command makes a request or gives a command.

What a big mango! I like mangos.
Is that a banana? Did you find the fruit?
Buy me an avocado. Come over for dinner.
I want to eat dinner. This tastes great!
Exclamation: $\qquad$

Command: $\qquad$

Question: $\qquad$

Telling Sentence:
$\qquad$


## Types of Sentences

Read the following sentences. Write the correct end punctuation mark for each sentence. Then write the sentence type on the line to the right of each sentence. Write $\mathbf{T}$ for each telling sentence or statement, $\mathbf{Q}$ for each question, $\mathbf{E}$ for each exclamation, and $\mathbf{C}$ for each command.
(1) We're going to the beach _-

2 Do you have your bathing suit $\qquad$
(3) We will play in the sand
(4) Pack the sunscreen $\qquad$
(5) I love swimming -

6 Take the beach chair -
(7) What time do we leave -

8 Wow, that's a huge wave $\qquad$

32 Scholastic Success With Grammar • Grade 2

## Types of Sentences

Read each sentence. Fill in the bubble next to the correct type of sentence.
(1) Give me that apple.
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
2 What kind of fruit is this?
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
(3) What a great dinner!
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
(4) Buy this watermelon.
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
(5) This is the best watermelon!
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
6 I would like to have another piece.
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
7 Are those bananas ripe?
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command
8 A mango is smaller than a watermelon.
$\bigcirc$ telling $\bigcirc$ question $\bigcirc$ exclamation $\bigcirc$ command

## Word Order

Read each group of words. Write

Words in a sentence must be in an order that makes sense. the words in the correct order to make a statement. Begin each statement with a capital letter and end it with a period.

1 brothers two can live together

2 Hungbu find will a home new
(3) will fix Mother the house

Read each group of words. Write the words in the correct order to make a question. Begin each question with a capital letter and end it with a question mark.
(4) clean Sister will house the


5 help can the bird them

# Word Order 

Write the words in the correct order must be in an order that makes sense. to make a sentence. Then write if the sentence is a question or a statement.
(1) find Will I some wood? $\qquad$
$\qquad$
2 must Each of help us. $\qquad$
$\qquad$
(3) trees are the Where? $\qquad$

Write each group of words in the correct order to make a statement. Then write them in the correct order to make a question. Add capital letters and end punctuation to your sentences.
(4) your pumpkin is that $\qquad$
(5) help cut you can pumpkin the

## Word Order

Read each group of words. If the word order does not make sense, fill in the bubble next to the correct word order. If the words are in an order that makes sense, fill in the last bubble.
(1) Dad made breakfast for eggs.
Made for breakfast Dad eggs.

- Dad made breakfast eggs for.
$\bigcirc$ Dad made eggs for breakfast.
correct as is
(3) Like do eggs you?

Eggs do you like?
Do you like eggs?
Do eggs like you?
correct as is
5 With fork a beat eggs. Beat eggs with a fork.
Eggs beat a fork with.
A fork beat with eggs.
correct as is

2 Open eggs four he cracked.
o He cracked eggs open four.
$\bigcirc$ He cracked open four eggs.
$\bigcirc$ Four eggs cracked open he.
correct as is
(4) Help did you him?

Did help you him?
Did you help him?
Help you did him?
correct as is
6 Do you want some toast?
Do you toast some want?
Do some toast want you?
You want do some toast?
correct as is

# Plural Nouns 

Read the sentences. Underline the plural nouns. Circle the letter or letters that

Most nouns add -s to mean more than one. Nouns that end in $\boldsymbol{s}$, $\mathbf{x}, \boldsymbol{c h}$, or $\boldsymbol{s h}$ add -es to mean more than one. were added to mean more than one.
(1) We have two accordions in our house.


2 Grandma has many brushes to fix her hair.

(3) My grandfather has many clocks and watches.

4) A lot of flowers are in the boxes.


Write the nouns that add -s.

Write the nouns that add -es.

## Plural Nouns

Read each sentence. Add -s or -es to the noun at the end of the sentence to make it plural. Write it in the sentence.

Most nouns add -s to mean more than one. Nouns that end in $\boldsymbol{s}$, $\mathbf{x}, \boldsymbol{c h}$, or $\boldsymbol{s h}$ add -es to mean more than one.

## (1) Dad made five cheese <br> $\qquad$ . (sandwich)

2 He packed five $\qquad$ for the children. (lunch)
(3) Lisa put fruit in all the $\qquad$ . (lunchbox)
(4) She packed some paper $\qquad$


Write the plural for each noun on the line.
(5) one box
two $\qquad$
(7) one coat two $\qquad$
6) one dress
two $\qquad$
8 one bench
two $\qquad$

## Plural Nouns

Read each pair of nouns. If the plural noun is correct, fill in the last bubble. If it is not correct, fill in the bubble next to the correct plural noun.
(1) sketch, sketchs
sketches
correct as is
(3) fox, foxs
$\bigcirc$ foxes
correct as is
(5) squirrel, squirrels
squirreles
correct as is
(7) ball, balles
$\bigcirc$ balls
correct as is

2 tree, trees
$\bigcirc$ treess
correct as is
4 paint, paints
$\bigcirc$
paintes
correct as is
6 dress, dressees
$\bigcirc$ dresses
correct as is
8 wish, wishes
wishs
correct as is

## Adjectives

Read each sentence. Underline the nouns. Write the adjective that tells about each noun.
(1) The brown donkey carried the heavy sack.


2 The striped cat chased two birds.
$\qquad$

3 The little rooster crowed six times.

Write the adjectives from the sentences above.

An adjective describes a person, place, or thing. Color, size, and number words are adjectives.
$\qquad$

## Adjectives

Read each sentence. Find the adjective and the noun it describes. Circle the

An adjective describes a person, place, or thing. Color, size, and number words are adjectives. noun. Write the adjective on the line.
(1) Peggy and Rosa went to the big zoo.
(2) They looked up at the tall giraffe.
(3) The giraffe looked down at the two girls.
(4) The giraffe had brown spots.

Write adjectives from the sentences in the chart.

| Color Word | Size Words | Number Word |
| :--- | :---: | :---: |
|  | - |  |
|  |  |  |



## Adjectives

Read each sentence. Fill in the bubble next to the word that is an adjective.
(1) In the morning, Jenny put on red boots.
oput
$\bigcirc$ boots
ored
on

3 She opened her purple umbrella.
opened She
$\bigcirc$ umbrella purple
5 She waved to three friends.
waved
to
$\bigcirc$ three
friends
(7) She jumped over a huge puddle.
She $\bigcirc$ jumped
$\bigcirc$ huge $\bigcirc$ puddle
(2) She found a yellow hat in the closet.
$\bigcirc$ She hat
found yellow
(4) Jenny walked past a big house.
big
house
walked past
6 A little puppy trotted behind her.
trotted
puppy
$\bigcirc$ little behind
8 Two birds took a drink of water.
$\bigcirc$ birds of
took

- Two

Am, is, are, was, and were are forms of the verb to be. These verbs show being instead of action.

Write past if the sentence tells about the past. Write now if the sentence tells about the present.

1) The story is perfect.

2 The producers are happy.
(3) The actors were funny.

4 The movie studio is interested in the story.
(5) I am excited about the movie.

6 I was sad at the end.


## Verb to be

Choose a verb from the box to finish each sentence. There may be more than one right answer. Write one if the sentence tells about

Am, is, are, was, and were are forms of the verb to be. These verbs show being instead of action. one. Write more if it tells about more than one.
am is are was were
(1) The movie $\qquad$ long.

2 She $\qquad$ in the movie.

3 They $\qquad$ at the movie theater yesterday. $\qquad$
4 The producers $\qquad$ spending money now. $\qquad$
(5) The director $\qquad$ not at work yesterday. $\qquad$
(6) The actors ___ acting now.

-วul ગ!!Se|OUOS (2) IUద! 1 Kdoう

## Verb to be

Read each sentence. Fill in the bubble next to the words that correctly tell about the sentence.
(1) The movie was very long.
$\qquad$
$\bigcirc$ past, more than one present, more than one past, one present, one
(3) The actors were all big stars.
past, more than one present, more than one past, one $\bigcirc$ present, one

5 The trees and flowers were so beautiful.

- past, more than one present, more than one
$\circ$
past, one
- present, one -

2 The seats at the movies are high up.
past, more than one present, more than one past, one present, one

4 The scenes were interesting.

$\bigcirc$
past, more than one present, more than one past, one

6 I am going to see the movie again.
past, more than one
present, more than one
past, one
present, one past, more than one
present, more than one
past, one
present, one past, more than one
present, more than one
past, one
present, one past, more than one prese present, one

## Irregular Verbs go, do

Read each sentence. Write present if the underlined verb tells about action now. Write past if it tells about action in the past.

Irregular verbs
change their spelling when they tell about the past.

Did is the past form of do and does.

Went is the past form of go and goes.

| Present | Past <br> go, goes <br> do, does |
| :---: | :---: |
| went |  |
| did |  |


(1) Grace goes to the playground.

2 Some other children go, too.
(3) Grace does a scene from a story.
(4) The children do the scene with her.
(5) Grace went into battle as Joan of Arc.

6 She did the part of Anansi the Spider, too.
7 In another part, Grace went inside a wooden horse.

8 She did many other parts.

## Irregular Verbs go, do

Choose the correct word from the chart and write it on the line.

| In the Present | In the Past |
| :--- | :--- |
| go, goes | went |
| do, does | did |

Irregular verbs change their spelling when they tell about the past.

Did is the past form of do and does.

Went is the past form of go and goes.
(1) Last week our family $\qquad$ to the art museum.

2 Pablo $\qquad$ there a lot.

3 His mother $\qquad$ the displays there now.
(4) She $\qquad$ a new one yesterday.
$\qquad$ you want to join us tomorrow?

6 We want to $\qquad$ after lunch again.

## Irregular Verbs go, do

Fill in the bubble next to the word that correctly completes the sentence.
(1) Rose $\qquad$ to the ballet.
go
$\bigcirc$ did
goes
O S

## Quotation Marks

Read each sentence. Underline the exact words the speaker says. Put the words in quotation marks. The first one is done for you.

Quotation marks show the exact words someone says. They go before the speaker's first word. They also go after the speaker's last word and the end punctuation mark.
(1) Max said, "Let's go on a picnic."

2 Cori replied, That's a great idea.
(3) Andy asked, What should we bring?

(4) Max said with a laugh, We should bring food.
(5) Cori added, Yes, let's bring lots and lots of food.
(6) Andy giggled and said, You're no help at all!


Finish the sentences below by writing what Max, Cori, and Andy might say next. Use quotation marks.
(7) Max said, $\qquad$ .

8 Cori asked, $\qquad$ .

9 Andy answered, $\qquad$ .


Quotation marks show the exact
words someone says. They go before the speaker's first word. They also go after the speaker's last word and the end punctuation mark.

## Quotation Marks

Read the sentences. Then put quotation marks where they belong. The first one has been done for you.

## (1) Jan cried, "It is raining!"

2 She asked, What will we do today?
(3) Tomas answered, We could read.

4 Tomas whispered, Maybe the sun will come out soon.
(5) Jan whined, But what will we do now?

6 Tomas said, Use your imagination!
Finish the sentence below. Use quotation marks to show what Jan asked. Jan asked,


## Quotation Marks

Fill in the bubble next to the correct way to write the sentence.

- Let's make a sand castle, said Lenny.
- "Let's make a sand castle, said Lenny.
- "Let's make a sand castle," said Lenny.


## 3

$\bigcirc$ Sara said, "Maybe Otis can help."

- Sara said, Maybe Otis can help."
$\bigcirc$ Sara said, "Maybe Otis can help.

5
Sonya shouted, Get some water!
Sonya shouted, "Get some water!
Sonya shouted, "Get some water!"

2
Where's the pail and shovel?" asked Sonya.

- "Where's the pail and shovel?" asked Sonya.
Where's the pail and shovel? asked Sonya

4
Do you want to dig? asked Lenny.
"Do you want to dig? asked Lenny.

- "Do you want to dig?" asked Lenny.


## 6

Look what we made! cried the children.

- "Look what we made!" cried the children.
- Look what we made!" cried the children.


## Contractions With not

Read each sentence. Underline the contraction. Write the two words the contraction is made from.

A contraction is two words made into one word. An apostrophe takes the place of the missing letter or letters. In a contraction, not becomes n't.
(1) The little old man and little old woman aren't ready.

2 The Gingerbread Man doesn't want to be eaten.
(3) They can't catch him.
(4) They couldn't run fast enough.
(5) He didn't come back.

6 The Gingerbread Man isn't afraid of the fox.

Draw a line to match each contraction to the two words it is made from.
(7) hadn't
(8) don't
had not
(9) weren't
were not do not


## Contractions With not

Read each sentence. Write a contraction for the underlined words.


A contraction is two words made into one word. An apostrophe takes the place of the missing letter or letters. In a contraction, not becomes n't.

(1) Cindy and Ed could not bake a cake.

2 There was not enough flour.
3 They are not happy.
4. They cannot surprise José.
(5) Do not give up.
(6) They did not give up. They made cupcakes!

Write a sentence using a contraction you wrote.

## Contractions With not

Fill in the bubble next to the contraction that correctly completes the sentence.
(1) Our players $\qquad$ as big as theirs.
doesn't
haven't
Oaren't
(3) They $\qquad$ run as fast as
we can.
weren't
Can't
wasn't

5 Their hitters $\qquad$ hit the ball hard.
isn't
weren't
$\bigcirc$ don't

7 The other players catch our balls.
$\bigcirc$ couldn't
haven't
$\bigcirc$ isn't

2 Our coach $\qquad$ worried.
isn't
didn't
$\bigcirc$ can't $^{\prime}$
4) Their runner $\qquad$ tag first base.
$\bigcirc$ doesn't
haven't
$\bigcirc$ isn't
6) Our hitters ___ miss any balls.
doesn't

- didn't

Oren't

8 They ___ ready for us.
$\bigcirc$ don't
hadn't
$\bigcirc$ weren't

## Subject/Verb <br> Agreement

Read each sentence. Underline the word in parentheses ( ) that correctly completes it. Write the word on the line.

If the naming part of a sentence names one, add $\boldsymbol{- s}$ to the action word. If the naming part names more than one, do not add -s to the action word.
(1) Kim $\qquad$ a story about a monkey. (write, writes)
2 The monkey $\qquad$ his friend in the city. (meet, meets)
(3) The two friends $\qquad$ on the bus. (ride, rides)
(4) The monkeys $\qquad$ for toys and presents. (shop, shops)
5 The store $\qquad$ at 7 o'clock. (close, closes)
6 The monkeys $\qquad$ the time. (forget, forgets)
(7) The owner $\qquad$ the door. (lock, locks)
8 The friends $\qquad$ on the window. (bang, bangs)
9 Many people $\qquad$ for help. (call, calls)
(10) Finally the monkeys $\qquad$ the door open.
(hear, hears)


## Subject/Verb <br> Agreement

Read each sentence. Circle the action word in parentheses ( ) that correctly completes the sentence.

If the naming part of a sentence names one, add $-\boldsymbol{s}$ to the action word. If the naming part names more than one, do not add $-\boldsymbol{s}$ to the action word.
(1) Two baby llamas (play/plays) in the mountains.

2 One baby llama (hide/hides) under a bush.
(3) The baby animals (chase/chases) flying leaves.
(4) Soon the mother llama (call/calls) them.

5 The babies (run/runs) to her.
6 The two babies (stand/stands) next to their mother.
(7) One baby (close/closes) its eyes.

8 The mother llama (nudge/nudges) the baby gently.
9 But the baby llama (sleep/sleeps).
10 Soon both baby llamas (sleep/sleeps).


## Subject/Verb Agreement

Fill in the bubble next to the word that correctly completes the sentence.
(1) Two friends beautiful bead necklaces.
$\bigcirc$ make makes
(3) The girls ___ red, blue, and yellow beads.
$\bigcirc$ use
$\bigcirc$ uses

2 One girl $\qquad$ some pieces of string.
$\bigcirc$ cut © cuts

4 The yellow beads $\qquad$ in the dark.
oglow glows
6) The boys ___ a necklace for their mother.

Obuy
buys
8 The other boy $\qquad$ the necklace with square beads.
pick picks
10 The girls $\qquad$ all the necklaces.
$\bigcirc$ sell $\bigcirc$ sells

## More About Subject/Verb Agreement

Read each sentence. Circle the correct verb to complete it.
(1) John and his family (camp, camps) in the woods.

2 Alice (like, likes) hiking the best.
(3) John (walk, walks) ahead of everyone.
(4) Mom and John (build, builds) a campfire.

5 Dad and Alice (cook, cooks) dinner over the fire.
6 Alice and Mom (crawl, crawls) into the tent.
Choose two of the verbs you circled. Write a sentence using each verb.


## More About Subject/Verb Agreement

Choose the correct action word from the box to complete each sentence.
Write it on the line.
If the naming part of a sentence is a noun or pronoun that names one, the verb ends in -s, except for the pronouns I and you. If the naming part is a noun or pronoun that names more than one, the verb does not end in -s.
play run dive climb throw plays runs dives climbs throws
(1) Mia $\qquad$ ball with her friends.
(2) The children like to $\qquad$ together.
(3) Juan $\qquad$ faster than I do.
(4) We $\qquad$ on a track team.


She hops.

## (5) Tom and Kara

$\qquad$ into the pool.
(6) Mary $\qquad$ without her goggles.
(7) They $\qquad$ very tall trees.
$\qquad$ steep mountains.
(9) Juan $\qquad$ the ball to Mia.

10 I $\qquad$ the ball to Juan.


They hop.

## More About Subject/Verb <br> Agreement

Fill in the bubble next to the verb that correctly completes the sentence.
(1) Bobby ___ a sandwich for lunch.
$\bigcirc$ bring $\bigcirc$ brings
(3) Bobby and Maria $\qquad$ lunches.
$\bigcirc$ trade
$\bigcirc$ trades
(5) The children___ milk with their lunches.
drink drinks
(7) Jill ___ for a ripe, yellow banana.

○ask
asks
9 Nathan__ grapes on his tray.
$\bigcirc$ put
puts
(2) Maria __ rice and black beans.
$\bigcirc$ like $\bigcirc$ likes
4) The twins ___ fish sandwiches.

- eat eats

6 They ___ fresh fruit for dessert.
$\bigcirc$ buy $\bigcirc$ buys
(8) Aki__strawberries and blueberries.
want $\bigcirc$ wants
10 Paulo and Sylvia seats at the table.
$\bigcirc$ find
finds

## Verbs have, had

Read each sentence. Write have, has, or had on the line in the sentence. Then write now or past on the line at the end to show if the sentence takes place now or in the past.

## (1) The man <br> $\qquad$ many people

 in his restaurant last week.(2) He__good food in his kitchen.
$\qquad$ 2 He _ good food in his kitchen.
(3) Now the restaurant $\qquad$ ten tables. $\qquad$
(4) The boy $\qquad$ time to help his
father today.
(5) The girl $\qquad$ time, too.

The verb have is irregular. Use have or has to tell about the present. Use had to tell about the past.
$\qquad$

6 The children $\qquad$ fun making
salads and setting the tables today. $\qquad$
7 They $\qquad$ a good time together
in the restaurant.
8 They __ fun yesterday, too.


## Verbs have, had

Choose the correct word from the chart to complete each sentence.

The verb have is irregular. Use have or has to tell about the present. Use had to tell about the past.

| In the Present | In the Past |
| :---: | :---: |
| have, has | had |

(1) Joe $\qquad$ new running shoes.
(2) I $\qquad$ new shoes, too.
(3) Last week we $\qquad$ old shoes.
(4) ILa green shirt on.
(5) Joe $\qquad$ a blue shirt on.
6) Yesterday we both $\qquad$ red shirts on.
(7) Last year we $\qquad$ to walk to the park.

8 Now, I $\qquad$ skates.

9 Now, Joe $\qquad$ a bike.

## Verbs have, has, had

Read each sentence. If the underlined word is correct, fill in the last bubble. If not, fill in the bubble next to the correct word.
(1) I have a pet bird.
$\bigcirc$ has $\bigcirc$ had correct as is
2 Now, she had big white wings.
$\bigcirc$ has $\bigcirc$ have correct as is
(3) Before, she has little white wings.
$\bigcirc$ have $\bigcirc$ had correct as is
4 The baby bird have closed eyes when it was born.
$\bigcirc$ has $\bigcirc$ had correct as is
(5) Now the baby bird had open eyes.
$\bigcirc$ has $\bigcirc$ have correct as is
6 The mother and baby birds had fun now.
$\bigcirc$ has $\bigcirc$ have correct as is
(7) The baby bird has little wings now.
$\bigcirc$ have $\bigcirc$ had correct as is
8 It had even smaller wings when it was born.
$\bigcirc$ has $\bigcirc$ have $\bigcirc$ correct as is

| Page 4 |  |  |  |
| :--- | :--- | :--- | :--- |
| 1. T | 3. Q | 5. T | 7. T |

Page 5

1. T, .
2. S, ?
3. I, ?
4. M,
5. Will he take the cat home?

## Page 6

1. correct as is 6. When is
2. The vet 7. He has
3. cats. 8. the vet.
4. correct as is 9. goldfish?
5. Do you
6. Will you

## Page 7

$\begin{array}{lll}\text { 1. } \mathrm{E} . & \text { 3. } \mathrm{E} & \text { 5. } \mathrm{E} \\ \text { 2. } \mathrm{C} & \text { 4. } \mathrm{E} & \text { 6. } \mathrm{C} \\ \text { 7. Be yourself! } & \end{array}$
8. Don't copy other people.

Page 8
2. excitement
3. surprise
4. anger
5. Please don't be upset!
6. Answers will vary.
7. Answers will vary.

## Page 9

1. You are a great hopper!
2. The picture looks beautiful!
3. I can paint, too!
4. correct as is
5. Teach me how to hop.
6. Hop backward like this.

## Page 10

1. I, .
2. M, I, ?
3. I, !
4. C, I, ?
5. B, I, .

Telling Sentences: I sail my boat in the lake. Bill and I fly the kite.
Questions: May I have a turn? Can Kiku and I play?
Exclamations: I am so happy!
$\begin{array}{llll}\text { Page II } & & \\ \text { 1. } & \text { 3. } \mathrm{T} & \text { 5. Q } & \text { 7. Q }\end{array}$
2. C 4. C 6. E
8. I, Answers will vary.
9. I, Answers will vary.
10. I, Answers will vary.

## Page 12

1. I have fun with my bike.
2. Can I ride to the beach?
3. I find a pretty shell.
4. correct as is
5. Get the shovel.
6. What a mess I made!

## Page 13

1. boy, boat
2. brothers, park
3. girl, grandmother
4. boats, lake
5. Friends, needle, thread, sail People: boy, brothers, girl, grandmother, friends
Places: park, lake
Things: boat, boats, needle, thread, sail

Page 14
Circled nouns: village, office, cane, pencil, doctor, boy, bed, aunt, school
People: doctor, boy, aunt
Places: village, school, office
Things: cane, pencil, bed

## Page 15

1. no 4. yes 7. person
2. yes 5. place 8. thing
3. no 6. person

Page 16

1. George Ancona 4. Coney Island
2. Mexico 5. Honduras
3. Jorgito 6. Tio Mario

People: George Ancona, Jorgito,
Tio Mario
Places: Mexico, Coney Island,
Honduras

## Page 17

1. Sue 5. Tonya
2. California 6. Sue Wong
3. Los Angeles 7. Shore Road
4. Pacific Ocean 8. Austin, Texas

Answers will vary.
Page 18

| 1. person | 5. Emilio |
| :--- | :--- |
| 2. place | 6. Orlando |
| 3. person | 7. Disney World |
| 4. place | 8. Main Street |

Page 19

| 1. runs | 5. misses |
| :--- | :--- |
| 2. wears | 6. waits |
| 3. smacks | 7. writes |
| 4. holds | 8. helps |

Page 20

1. watch 4. cheers 7. yells
2. throws 5. hits 8. eat
3. opens 6. runs

## Page 21

1. action verb
2. not an action verb
3. not an action verb
4. not an action verb
5. action verb
6. action verb
7. not an action verb
8. action verb
9. action verb
10. not an action verb

Page 22
2. Crow, X
3. The water, $X$
6. One mouse, X

## Page 23

1. a. Lin likes to play soccer.
2. b. Her friends watch her play.
3. a. They cheer for Lin.
4. a. Her mom goes to all of her games.
5. a. The coach is very proud of Lin .

## Page 24

1. telling part
2. naming part
3. not the whole part
4. not the whole part
5. saw the cat go away
6. Then the bird
7. After a minute, the cat
8. walked back, too

## Page 25

$\begin{array}{ll}\text { 1. planted } & \text { 4. discovered } \\ \text { 2. watered } & \text { 5. (blank) } \\ \text { 3. weeded } & \text { 6. pulled }\end{array}$
Page 26

| 1. pushed | 4. followed |
| :--- | :--- |
| 2. splashed | 5. washed |
| 3. rolled |  |
| Answers will vary. |  |

## Page 27

1. visited 5. asked
2. correct as is 6 . correct as is
3. correct as is 7 . correct as is
4. talked 8. showed

Page 28

1. He, Wendell
2. She, Mother
3. They, The pigs
4. it, a board game
5. They, The pigs and Wendell
6. He, Wendell

Page 29
$\begin{array}{lll}\text { 1. it } & \text { 3. It } & \text { 5. He }\end{array}$
Page 30

| 1. Mrs. Fultz | 4. The pigs |
| :--- | :--- |
| 2. The boy | 5. He |

3. The house
4. they

## Page 3 I

Exclamation: What a big mango! This tastes great! Command: Buy me an avocado. Come over for dinner. Question: Is that a banana? Did you find the fruit?
Telling Sentence: I want to eat dinner. I like mangoes.

## Page 32

| 1. T | 3. T | 5. E |
| :--- | :--- | :--- |
| 2. Q | 4. C | 6. C |
| 8. |  |  |
| Page 33 |  |  |
| 1. command | 5. exclamation |  |
| 2. question | 6. telling |  |
| 3. exclamation | 7. question |  |
| 4. command | 8. telling |  |

## Page 34

1. Two brothers can live together.
2. Hungbu will find a new home.
3. Mother will fix the house.
4. Will Sister clean the house?
5. Can the bird help them?

## Page 35

1. Will I find some wood?

QUESTION
2. Each of us must help. STATEMENT
3. Where are the trees? QUESTION
4. That is your pumpkin. Is that your pumpkin?
5. You can help cut the pumpkin.Can you help cut the pumpkin?

## Page 36

1. Dad made eggs for breakfast.
2. He cracked open four eggs.
3. Do you like eggs?
4. Did you help him?
5. Beat eggs with a fork.
6. correct as is

## Page 37

1. accordion(S
2. brush(es
3. clock(S), watch (es
4. flower(s), box@s
accordions, clocks, flowers
brushes, watches, boxes


Page 51

1. "Let's make a sand castle,"
said Lenny.
2. "Where's the pail and shovel?" asked Sonya.
3. Sara said, "Maybe Otis can help."
4. "Do you want to dig?" asked Lenny.
5. Sonya shouted, "Get some water!"
6. "Look what we made!" cried the children.

## Page 52

1. aren't, are not
2. doesn't, does not
3. can't, cannot
4. couldn't, could not
5. didn't, did not
6. isn't, is not
7. hadn't had not
8. don't do not
9. weren't were not

## Page 53

1. couldn't 3. aren't 5. don't
2. wasn't 4. can't 6. didn't

Sentences will vary

## Page 54

Page 43

| 1. is, now | 4. is, now |
| :--- | :--- |
| 2. are, now | 5. am, now |
| 3. were, past | 6. was, past |

Page 44
$\begin{array}{ll}\text { 1. is/was, one } & \text { 4. are, more } \\ \text { 2. is/was, one } & \text { 5. was, one } \\ \text { 3. were, more } & \text { 6. are, more }\end{array}$
Page 45

1. past, one
2. present, more than one
3. past, more than one
4. past, more than one
5. past, more than one
6. present, one
page 46
$\begin{array}{lll}\text { 1. present } & \text { 4. present } & \text { 7. past }\end{array}$

| 2. present | 5. past | 8. past |
| :--- | :--- | :--- |

3. present 6. past
page 47
4. went 3. does 5. Do
5. goes 4. did 6. go

Page 48

| 1. goes | 4. go | 7. went |
| :--- | :--- | :--- |
| 2. do | 5. did | 8. did |
| 3. does | 6. went |  |

## Page 49

1. "Let's go on a picnic."
2. "That's a great idea."
3. "What should we bring?"
4. "We should bring food."
5. "Yes, let's bring lots and lots of food."
6. "You're no help at all!"
7. Answers will vary.

## Page 50

1. "It is raining!"
2. "What will we do today?"
3. "We could read."
4. "Maybe the sun will come out soon."
5. "But what will we do now?"
6. "Use your imagination!"

Answers will vary.
4. calls 8.nudges

Page 57

| 1. make | 5. hang | 9. wear |
| :--- | :--- | :--- |
| 2. cuts | 6. buy | 10. sell |
| 3. use | 7. picks |  |
| 4. glow | 8. picks |  |
| Page $\mathbf{5 8}$ |  |  |
| 1. camp | 3. walks | 5. cook |
| 2. likes | 4. build | 6. crawl |
| Sentences will vary. |  |  |
| Page $\mathbf{5 9}$ |  |  |
| 1. plays | 5. dive | 9. throws |
| 2. play | 6. dives | 10. throw |
| 3. runs | 7. climb |  |
| 4. run | 8. climbs |  |



