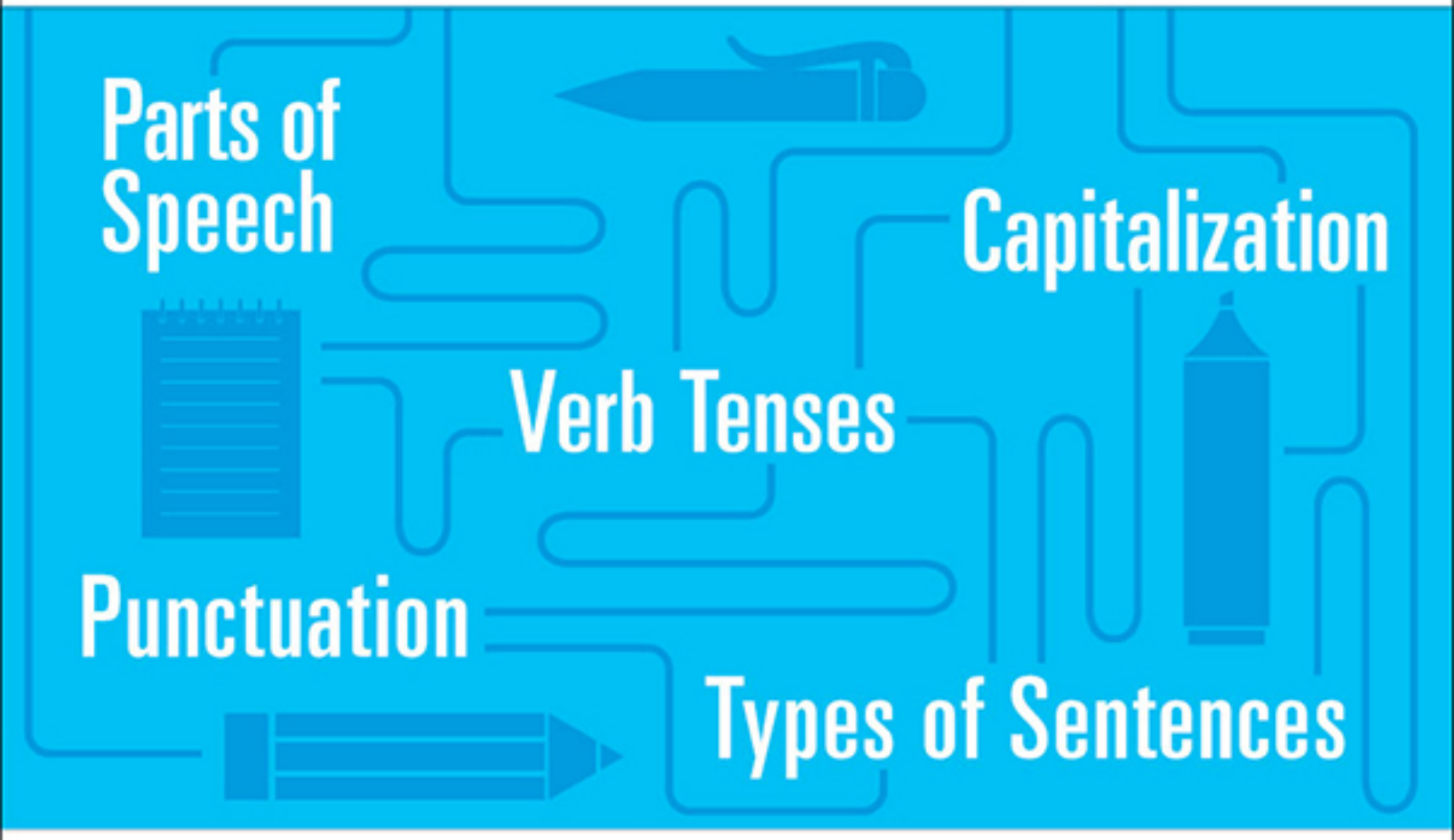
SCHOLASTIC

GRADE 1

Great Grammar Practice



Linda Ward Beech

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Great Grammar Practice

Linda Ward Beech

New York • Toronto • London • Auckland • Sydney
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Teaching Resources

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Introduction

To be successful at any task, it is important to have the right tools and skills. Grammar is one of the basic tools of written and oral language. Students need to learn and practice key grammar skills to communicate effectively. The pages in this book provide opportunities to introduce grammar rules and concepts and/or expand students' familiarity with them.

Using This Book

If your class has grammar texts, you can duplicate the pages in this book to use as reinforcements.

- Read aloud the instructions and examples as most of the material will be new to first graders. If necessary, provide additional examples and answer students' questions.
- Model how to do the activity.

You can add these pages as assignments to your writing program and keep copies in skills folders at your writing resource center.

You may also want to use the activities as a class lesson or have students complete the pages in small groups.



Page by Page

You can use these suggestions to help students complete the activity pages.

Activities 1–3

Although handwriting has been deemphasized in this technology age, evidence suggests that there are links between handwriting and broader educational development, especially reading. After students complete these pages, you might extend the activity by having them create letter posters.

Activity 4

Review the examples to help students understand why one group of words is a sentence and one is not.

Activity 5

Read through the words in the word bank together. Tell students that the words they are adding to the sentences are called subjects. Have volunteers tell what each subject is doing.

Activity 6

Read through the words in the word bank together. Tell students that the phrases they are adding on this page are called predicates. Have students identify what animal is doing each action.

Activity 7

Explain that there are different kinds of sentences. A telling sentence, or statement, is the most common kind of sentence.

Activity 8

Point out that an asking sentence is a question. Discuss how a question differs from a statement.

Activity 9

Explain that a capital letter and period help readers know when a statement begins and ends.

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Activity 10
Explain that a capital letter and question mark help readers know when a question begins and ends.

Activity 11
Encourage students to think of times when they might use a command. Point out that exclamations end with an exclamation mark.

Activity 12
Review the characteristics of statements and questions. Remind students that each type of sentence has its own special punctuation.

Activity 13
Point out that nouns are usually preceded by the words *the*, *a*, or *an*. These words are called noun markers, or articles. For extra practice, have students identify the questions and statements in the rebus paragraph.

Activity 14
Mention that nouns also name animals and plants. Encourage students to use nouns to identify things in the classroom.

Activity 15
In the sentences in Part A, point out the difference between the special names, or proper nouns, and the common nouns.

Activity 16
Explain that nouns that mean more than one of a person, place, or thing are called plural nouns. Nouns that mean only one are called singular nouns. Have students explain why they didn't circle *hen* in sentence 1. For Part B, have students explain why *jeep* doesn't have an *s* at the end.

Activity 17
Explain that the punctuation mark used is called an apostrophe.

Activity 18
Review the definition of a noun before students begin this activity. In Part B, have students identify the plural noun (eyes).

Activity 19
As it is common for students to use *me* in place of *I*, be sure they use the pronouns correctly. Encourage students to think of their own sentences using *I* and *me*.

Activity 20
In Parts A and B, have students identify the nouns (snakes and lions) that the pronouns replace.

Activity 21
In Parts A and B, have students identify the nouns (Cole and Carla) that the pronouns replace.

Activity 22
Ask volunteers to read aloud the words in the word bank before students begin this activity.

Activity 23
Reinforce the concept of verbs by asking volunteers to act out a verb for the class to identify.

Activity 24
Encourage students to think of other verbs to use in the sentences.

Activity 25
Point out that all of the nouns in the sentences are singular.

Activity 26
Have students tell how they know that some nouns in the sentences are plural.

Activity 27
Explain that verbs indicate time, or when an action takes place. This is called tense.

Activity 28
Explain that verbs telling about actions taking place now are in the present tense. Ask students to explain how they know which verbs in this activity are in the past tense.

Activity 29
Point out that verbs in the future tense always includes the word *will*. The future can be in 10 minutes, two days, or 100 years.

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Activity 30
Review verb tenses with students. Invite them to think of things that happen in the present, past, or future.

Activity 31
Mention that a describing word is called an adjective. Explain that adjectives add detail to nouns; they tell more about them.

Activity 32
Provide students with crayons or colored pencils to complete this page.

Activity 33
Challenge students to use the adjectives in the word bank in sentences of their own.

Activity 34
Ask for volunteers to read aloud the words in the word bank. Encourage students to think of more adjectives that describe feelings.

Activity 35
Point out that adjectives describe nouns. Help students identify the nouns described in the sentences on the page.

Activity 36
Explain that touch is how things feel and sight is how things look. Help students create a chart of adjectives describing the senses.

Activity 37
Challenge students to write their own sentences using an adjective that tells the color, size, or number of a noun.

Activities 38 and 39
Point out that the noun markers *the*, *a*, and *an* are called articles. *The* shows something specific. *A* and *an* show something general. Students should use *a* if the noun begins with a consonant sound and *an* if the noun begins with a vowel sound.

Activities 40–43
Explain that the words *and*, *so*, *or,* and *but* are called conjunctions. They help link ideas in a sentence.

Activity 44
Guide students in completing the sentences in Part A with ideas that make sense.

Activities 45 and 46
Explain that students need to use the picture to complete the sentences correctly.

Activity 47
Review the word *preposition* and its definition. Read through the list of prepositions together.

Activity 48
Review the names of the months and their order before students do the activity.

Activity 49
Mention that a comma is a form of punctuation. Review the other punctuation that students know: period, question mark, exclamation mark, and apostrophe.

Activity 50
Explain that commas indicate a short pause between words. In the sentences on this page, the commas separate three adjectives used to describe a noun.

Activity 51
Ask students to share what they know about the characteristics of a sentence, such as capitalizing the first word and using punctuation at the end. Be sure they can identify the punctuation that goes with different types of sentences.

Activity 52
Ask students to think of other words that rhyme with the short vowel words in the examples. For instance: *sad*, *bad*, *had*, *mad*, *dad*, and *pad*. Tell students it is helpful to learn how to spell words that belong to "families" like these because only the first letter(s) change.

Activity 53
Have students write sentences using the long vowel words from the page.

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Activity 54

Share with students examples that do not end in *e*, such as the word *slow*. Point out that the ending *-ing* is added without dropping any letters (*slowing*).

Activity 55

You might introduce the term *suffix* to identify *-ing* and *-ed*. Explain that a suffix is a group of letters at the end of a word that changes the word's meaning.

Connections to the Standards

The activities in this book support the College and Career Readiness Anchor Standards for Language and for Reading. These broad standards, which serve as the basis of many state standards, were developed to establish rigorous educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The chart below details how the activities align with the specific language and foundational skills standards for students in grade 1.

	English Language Arts Standards	Activities
Language	**Conventions of Standard English**	
	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–55
	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7–10, 12, 15, 17, 27, 29, 48–54
	Vocabulary Acquisition and Use	
	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	5–7, 13–28, 30–37, 44–47, 51, 55
	• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	4–55
	• Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	4–55
Foundational Skills	**Print Concepts**	
	• Demonstrate understanding of the organization and basic features of print.	1–55
	Phonological Awareness	
	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	52–55
	Phonics and Word Recognition	
	• Know and apply grade-level phonics and word analysis skills in decoding words.	1–55
	Fluency	
	• Read with sufficient accuracy and fluency to support comprehension.	1–55

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 Name _____ Date _____

Writing Lowercase Letters

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

A. Write the alphabet in lowercase letters.

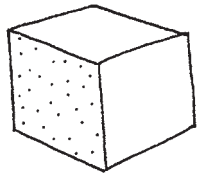
_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____



B. The letters of the alphabet can be used to form words. Write the words below on the lines. Use lowercase letters.

block ball toys

_____ _____ _____

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 Name _____ Date _____

Writing Capital Letters

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

A. Write the alphabet in capital letters.

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____



B. The letters of the alphabet can be used to form words. Write the words below on the lines. These special words begin with a capital letter.

Andy Alaska Aspen Avenue

_____ _____ _____

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Review: Letters

You can write the alphabet in lowercase or uppercase letters.

Lowercase:

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

Uppercase:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A. Look at each lowercase letter below. Circle its uppercase partner.

1.	d	L	G	J	D
2.	o	Q	O	C	Z
3.	u	C	V	U	I
4.	r	M	A	K	R

B. Look at each uppercase letter below. Circle its lowercase partner.

5.	F	s	k	t	f
6.	A	e	c	x	a
7.	V	w	v	y	n
8.	P	p	q	b	h

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Words Tell Ideas

Words make up sentences.

A sentence tells a complete idea.

Sentence: The bus stopped.

Not a Sentence: The bus.



A. Draw a line under each sentence.

1. Ali got on the bus.

On the bus.

2. She waved to her dad.

Her dad.

3. A friend.

A friend called to Ali.

4. Sat together.

They sat together.

B. Write **sentence** or **not a sentence**.

5. They both put on seat belts. _____

6. Took a long time. _____

7. The bus arrived at school. _____

8. The girls got off. _____

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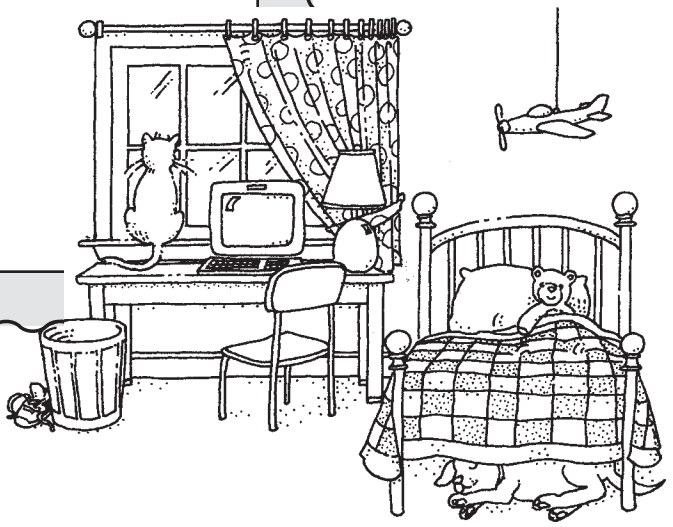
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Who or What?

Part of a sentence tells who or what does something.

A cat sits by the window.

The cat is doing something.



Add a word to each sentence to tell who or what does something.

Use the picture and the word bank to help you.

WORD BANK

bear	dog	blanket
shoe	cat	plane

1. The _____ looks out the window.

2. My _____ sleeps under the bed.

3. A _____ hangs on a wire.

4. My _____ sits in the bed.

5. One _____ lies by the trash can.

6. A _____ covers the bed.

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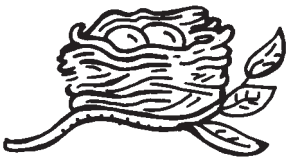
 Name _____ Date _____

What Happens?

Part of a sentence tells what happens.

A bird builds a nest.

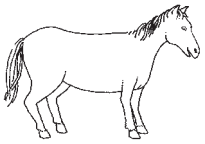
what happens



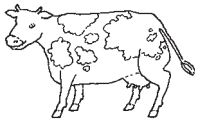
Tell what happens in each sentence.
Use the word bank.

WORD BANK

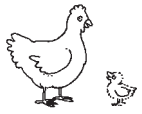
eats worms	makes honey
lays eggs	gallops fast
gives milk	hops softly



1. A horse _____.



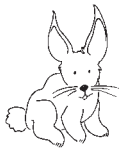
2. A cow _____.



3. A hen _____.



4. A bee _____.



5. A bunny _____.



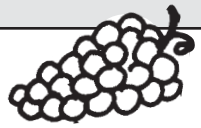
6. A bird _____.

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Telling Sentences

A sentence can tell something.



Telling Sentence: Grapes taste good.

Not a Telling Sentence: Eat, eat, eat.

A. Draw a line under each telling sentence.

1. Grapes grow on a vine.

2. Sunny day.

3. Mom picks the grapes.

4. To eat them.

B. Draw a line to match the sentence parts to make telling sentences.

4. The grapes	**a.** makes jam from the grapes.
5. Mom	**b.** goes in a jar.
6. The jam	**c.** get ripe in the sun.

C. Write a telling sentence about the picture.

7. _____

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Asking Sentences

A sentence can ask something.

Asking Sentence: What does the picture show?

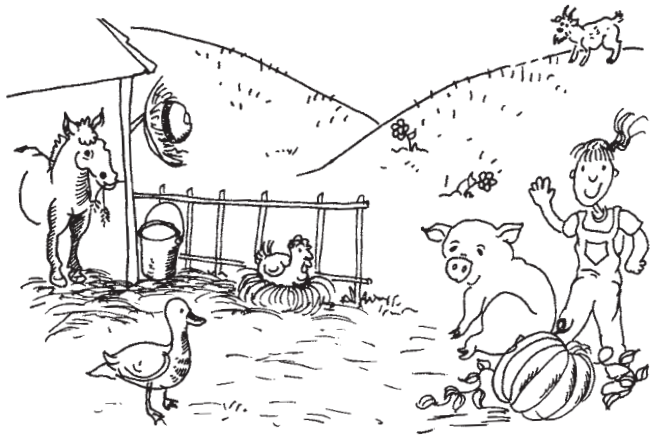
Telling Sentence: The picture shows a farm.

A. Draw a line under each asking sentence.

1. What is the horse doing?

2. Who is waving?

3. The hen is on a nest.



B. Write ***asking*** or **telling** to name the sentence type.

4. Where is the goat? _____

5. The pig sits by the girl. _____

6. Who will wear the hat? _____

C. Write an asking sentence about the picture.

7. _____

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Writing Telling Sentences

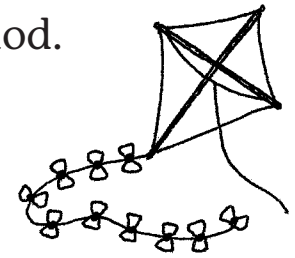
A telling sentence begins with a capital letter.

A telling sentence ends with a period.

A kite can fly high.

capital letter

period



Write the telling sentences below so that they begin and end correctly.

1. a kite needs the wind

_____

2. the wind pulls the kite

_____

3. the wind pushes the kite

_____

4. girls and boys fly kites for fun

_____

5. kites fly high

_____

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Writing Asking Sentences

An asking sentence begins with a capital letter.

An asking sentence ends with a question mark.

What happens in winter?

capital letter

question mark



Write the asking sentences below so that they begin and end correctly.

1. why does it snow in winter

_____

2. who made a snowman

_____

3. who is cold

_____

4. what does the snowman wear

_____

5. how long will the snowman last

_____

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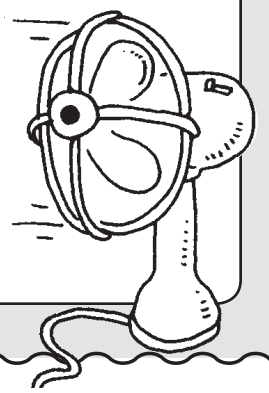
Other Sentences

A sentence can give a command.
It tells what to do.

Command: Get the fan.

An exclamation shows strong feeling.

Exclamation: Wow!



A. Draw a line under each sentence that is a command.

1. Turn on the fan.

2. The fan will cool you.

3. Sit still.

4. Be quiet.

B. Write **exclamation** or ***asking*** to name the type of sentence.

5. Ouch! _____

6. Are you hot? _____

7. Hurray! _____

8. When will it cool down? _____

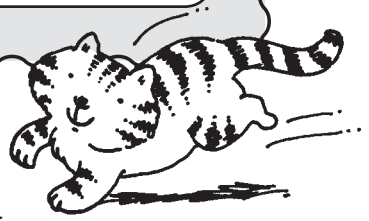
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Review: Sentences

A telling sentence begins with a capital letter.
It ends with a period.

An asking sentence begins with a capital letter.
It ends with a question mark.



Write the telling sentences and asking sentences so that they begin and end correctly.

1. my friends have a pet

_____

2. what kind of pet is it

_____

3. they have a cat

_____

4. what does the cat like to do

_____

5. the cat always likes to play

_____

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Naming Words: Nouns

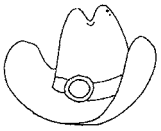
A noun is a word that names things.



man



house

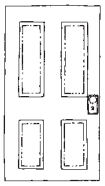


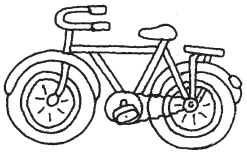
hat

WORD BANK

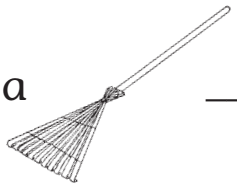
chair
rake
door
cane
kite
bike
pail

On each line, write a noun to name the picture. Use the words in the word bank.

What is behind the  _____ ?
1

You will find a  _____ , a 
2

_____ and a  _____ .
3 4

You will see a  _____ and a 
5

_____ . Is there a  _____ ?
6 7

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A Noun Chart

Nouns name people, places, and things.

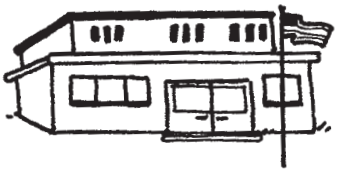
People:
man, girl





Places:
store, school





Things:
drum, gift





Write the nouns from the word bank in the correct place on the chart.

WORD BANK

park	child	flag	ball
teacher	zoo	bride	tub

People	Places	Things

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Names for People

Special names for people start with a capital letter.



Sam King



Sara Kent

A. Circle the special names for people in each sentence.

1. Jerry is my friend.

2. Is Joni Fox in your class?

3. My sister is called Robin.

4. I saw Lars North at the park.

B. Write each name correctly.

5. lucy jones _____

6. norah cree _____

7. ryan wilson _____

C. Write your first and last name correctly.

8. _____

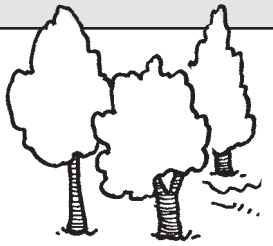
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More Than One

A noun usually has an ***s*** at the end if it means more than one.

One: tree **More Than One: trees**



A. Circle the noun that means more than one in each sentence.

1. I see a hen and two goats.

2. Here come some ducks.

3. Where are the horses?

4. There are many pigs.

B. Write the correct noun for each picture. Use the word bank.

WORD BANK

nails socks jeep bees

5. 

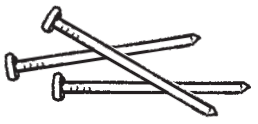
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6. 

_____

7. 

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8. 

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Belonging To

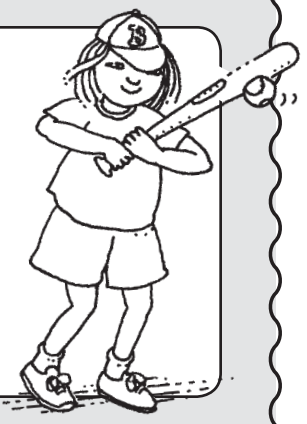
A noun can show who owns something.
In that case, the noun ends with an **'s**.

the girl's bat

The bat belongs to the girl.

the girl's ball

The ball belongs to the girl.



A. Circle the word in each sentence that shows who owns something.

1. Nan's hair is brown.

2. My sister's room is messy.

3. Our dog's tail is long.

4. Grandma's pie is yummy.

B. Add **'s** to show who or what owns something.

5.  the bird_____ nest

6.  the goat_____ horns

7.  the bug_____ spots

8.  the lion_____ mane

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Nouns in Sentences

Most sentences have nouns in them.

The boy was sleepy. He was at school.

noun noun



A. Circle the noun in each sentence.

1. It was a warm day.

2. The window was open.

3. It was almost summer.

4. The school was hot.

B. Write the correct noun from the word bank for each sentence.

WORD BANK

table book eyes chair

5. Bret sat at a _____.

6. His _____ was open.

7. He rubbed his _____.

8. Would he fall off the _____?

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Words for Nouns: Pronouns

A pronoun can take the place of a noun.

I and *me* are pronouns.

They can take the place of your name.

I am on the phone. Sofia called me.

pronoun pronoun



A. Circle the pronoun in each sentence.

1. Mom spoke to me.

2. Mom gave me the phone.

3. I said hello.

4. I talked to Sofia.

B. Write **I** or **me** in each sentence.

5. _____ like Sofia.

6. Sofia makes _____ laugh.

7. Sofia and _____ are friends.

8. _____ play with Sofia a lot.

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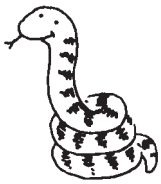
More Pronouns

A pronoun can take the place of a noun.

They and *them* are pronouns.

Beya saw animals at the zoo.

She liked them. They were eating.



A. Circle the pronoun in each sentence.

1. Beya went to see the snakes, but they were sleeping.

2. She looked at them for awhile.

3. They didn't wake up.



B. Write **they** or **them** in each sentence.

4. Beya looked at the lions, and _____ looked at her.

5. The zookeeper gave _____ food.

6. _____ ate a lot!

7. Beya took a photo of _____.

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Even More Pronouns

She and *he* are pronouns.

Carla went to the park. She played soccer.

noun

pronoun takes place of noun

Use *she* for a girl or a woman. Use *he* for a boy or a man.

A. Read the first sentence. Circle the pronoun in the second sentence.



1. Cole was at the park. He is Carla's friend.

2. Cole was on the swings. He swung high.

3. Carla found the slide. She climbed to the top.

4. Carla slid to the bottom. She had fun!

B. Read the first sentence. Then write **She** or **He** to finish the second sentence.

5. Cole was hungry. _____ ate an apple.

6. Carla was thirsty. _____ drank some water.

7. Carla's dad looked at his watch. _____ said it was time to go.

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Review: Nouns and Pronouns

A noun is a word that names a person, place, or thing.

A pronoun takes the place of the name of a person, place, or thing.



WORD BANK

Nouns	Pronouns
brother	me
cat	them
skateboard	He
suitcase	They

Add a noun or pronoun to finish the sentence. Use the picture and word bank to help you.

1. I am packing

my _____.

2. My sister is staring at _____.

3. Kevin is my _____.

4. _____ holds a _____.

5. My _____ and dog are hungry.

6. _____ want to eat.

7. Who will feed _____?

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Action Words: Verbs

A verb is a word that shows action.

Verbs: **ride** **push** **move**



Write a verb for each picture. Use the verbs in the word bank.

WORD BANK

run feed swim stand fly spill

1. 

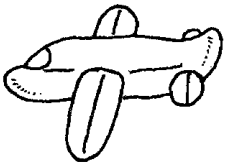
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2. 

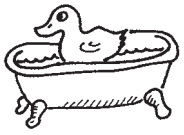
_____

3. 

_____

4. 

_____

5. 

_____

6. 

_____

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Finding Verbs

Every sentence has a verb.

A verb tells what someone or something does.



Snow falls all day.

what the snow does

Jan looks at the snow.

what Jan does

A. Underline the verb in each sentence.



1. Jan makes a snowman.



2. Woody brings sticks.



3. The snowman wears a hat.

B. Write the verb from each sentence.



4. The birds like the snowman. _____

5. The birds sing to him. _____

6. One bird sits on his hat. _____

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Verbs With One

Some verbs tell what one person or thing does.

These verbs end with *-s*.

Dad puts a pot on the stove.

one person — verb with *-s*



Write the correct verb form in each sentence.

1. Dad _____ some soup.
heat heats

2. The soup _____ good.
smell smells



3. Dad _____ the soup.
serve serves

4. Jess _____ the soup.
like likes

5. Jess _____ more soup.
want wants

6. Dad _____ a good supper.
make makes

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Verbs With More Than One

Some verbs tell what more than one person or thing does.

These verbs do not end in *-s*.

The pandas play together.

more than one panda | verb without *-s*



Write the correct verb form in each sentence.

1. Two pandas _____ around.
roll rolls

2. The animals _____ a tree.
find finds

3. Both pandas _____ the tree.
climb climbs

4. The pandas _____ in the tree.
sit sits

5. Their heads _____ on branches.
rest rests

6. The branches _____ in the wind.
sway sways

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In the Past

Verbs can tell about action in the past.

These verbs end in *-ed*.

The boys played basketball.

-ed shows past tense



Trace each verb. Add **-ed** to make the verb tell about the past.

1. Jack reach_____ for the ball.
2. He toss_____ it to Larry.
3. Larry lean_____ over.
4. Ali pick_____ up the ball.
5. He miss_____ a shot.
6. The coach call_____ time out.
7. The players walk_____ to the bench.

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Now and Then

Verbs can tell about action that happens now.

Verbs can tell about action that happened in the past.

Now: Apples grow on trees.

Past: Lena showed the apples to Lou.



Write **now** or **past** to tell about the verb in each sentence.

1. Apples hang from the tree. _____
2. They look yummy. _____
3. Lena looked at the apples. _____
4. She climbed on Lou. _____
5. She reached for an apple. _____
6. Lena picked an apple for Lou. _____
7. Apples taste good. _____

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In the Future

Verbs can show action that happens in the future.

Add *will* to write verbs that show action in the future.

The train will bring people here.

will shows future tense



Trace each verb. Add **will** to make the verb show future action.

1. The train _____ come soon.
2. It _____ slow down.
3. Then it _____ stop at the station.
4. Soon it _____ leave.
5. The train _____ go fast.
6. It _____ ride on the tracks.
7. We _____ watch it.

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Review: Verbs

Verbs can tell when the action happens.
The action can happen now, in the present.
It can also happen in the past or the future.

Write words from the chart to complete each sentence.

Now	Past	Future
reads a story paints a picture	helped Mom called Grandma	will write to Scott will get new shoes

Now:

1. Cara _____.

2. Cara _____.

Past:

3. Cara _____.

4. Cara _____.

Future:

5. Cara _____.

6. Cara _____.

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Describing Words

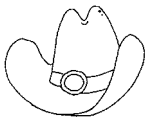
Some words tell what someone or something is like.

The boot is high.

High tells what the boot is like.



Write a word that describes something in each sentence.



1. This is a _____ hat.

wide were



2. The robe is _____.

lot long



3. Here is a _____ glove.

warm went



4. The baby has a _____ bib.

smile small



5. Dad has a _____ vest.

new now



6. The man wears a _____ tie.

yes dark

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About Color

Some words tell about color.

The grass is green.

Green tells what color the grass is.



A. Circle the color word in each sentence.

1. Jane wears pink shorts.

2. She has on a purple shirt.

3. She pulls a red wagon.

4. A panda and a brown bear are in the wagon.

5. A yellow dog follows her.

6. Blue birds fly in the sky.

B. Color the picture above to match the sentences.

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About Size and Shape

Some words tell about size and shape.



The ball is small. **The ball is round.**

Small and *round* tell about the size and shape of the ball.

WORD BANK

blue	nice	long	red	silly	pointed
sweet	cold	big	wavy	short	loud
large	tiny	round	oval	hard	square

Read the words in the word bank. Then follow the directions.



1. Circle the words that tell the size of something.

2. Underline the words in the box that tell the shape of something.

3. Write the best size word to complete the sentence.

A mouse is a _____ animal.

4. Write the best shape word to complete the sentence.

A rabbit has _____ ears.

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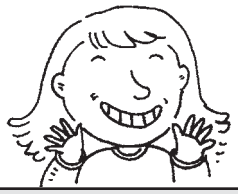
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About Feelings

Some words tell about feelings.

Kelly is glad that her friends came to her party.

Glad tells how Kelly feels.



Use words that tell about feelings. Write the best word from the word bank to complete each sentence.

WORD BANK

bored	happy	playful
sad	sleepy	surprised

1. I am very _____ to play with my friends.

2. When we have nothing to do, we are _____ .

3. Our mother will be _____ by the present.

4. When I feel _____ , I go to bed.

5. The _____ children splashed in the water.

6. My little brother is _____ so he is crying.

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How Many?

Some words tell how many.

The camel has nine boxes.

Nine and *many* tell about the amount of boxes.

The camel has many boxes.



A. Circle the word that tells how many in each sentence.

1. I went to the zoo with six friends.

2. Many people were there.

3. Lali saw three bears.

4. We stayed a few hours.

B. Draw a picture in each box to show what the sentence tells about.

5. We saw five snakes.

6. I ate two apples.

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Words for Senses

Some words tell about the senses.



How Things Feel: Cotton is <u>soft</u>.
How Things Look: Jill wears a <u>pretty</u> dress.
How Things Sound: That is a <u>loud</u> bell.
How Things Taste: Ren ate a <u>spicy</u> taco.
How Things Smell: Tom sniffed the <u>smoky</u> air.

A. Use words that tell about the senses. Write the best word from the word bank to complete each sentence.

WORD BANK

few	furry	bright	noisy
salty	happy	purple	rotten

Taste: **1.** Erin ate _____ nuts.

Sound: **2.** The boys played a _____ game.

Sight: **3.** Mary saw a _____ light.

Smell: **4.** The trash smelled _____.

Touch: **5.** That is a _____ cat.



B. Write two words to tell about a lamb.

6. _____ **7.** _____

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Review: Adjectives

An adjective describes a person, place, or thing.

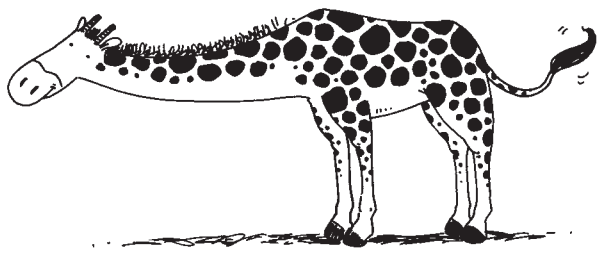
Color, size, and number words are adjectives.

I saw two big dogs. The dogs were brown.

number size color

Circle the adjective in each sentence. Write **color**, **size**, or **number** to tell about the adjective.

1. My class went to a big zoo. _____
2. We saw seven otters. _____
3. The polar bears were white. _____
4. There were pink flamingos. _____
5. The giraffe had a long neck. _____
6. I learned about many animals. _____



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Using *The*

The word *the* is called an article.

An article goes before a noun to help mark the person, place, or thing.

The helps show something specific.

The cat is black and white. Where is the mouse?

article article

Read the sentences. Circle the article—**the**.
Underline the noun that goes with it.

1. The cat is sleeping.

2. She sleeps on the floor.

3. The mouse is behind her.

4. He holds the bell.

5. Will the bell wake the cat?

6. The nap is almost over.



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Using *A* and *An*

The words *a* and *an* are called articles.

An article goes before a noun to help mark the person, place, or thing.

A and *an* help show something general.

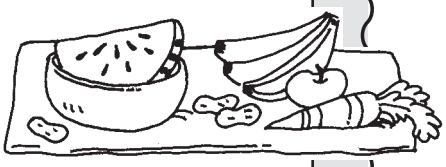
We like to have a picnic.

article — noun begins with a consonant

Use *an* if the noun begins with a vowel.

An apple is my favorite snack.

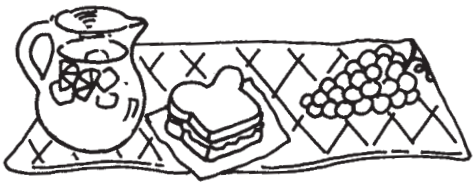
article — noun begins with a vowel



Read the sentences. Circle the article—**a** or **an**. Underline the noun that goes with it.

1. Find a place to put the blanket.

2. I will eat a sandwich.



3. Do you want a banana?

4. Please hand me a drink.

5. Can I have an ice cube?

6. I did not see an ant at our picnic!

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Using *And*

The word *and* is called a conjunction.

It can link ideas in a sentence.

Clem went to the beach, and he made a castle.

idea 1 — idea 2



Add **and** to link the two ideas in each sentence. Then number the two ideas.

1. The sand was soft, _____ it was wet.

idea ____ idea ____

2. The sun was out, _____ Clem was hot.

idea ____ idea ____

3. Clem worked hard, _____ he had fun.

idea ____ idea ____

4. The water was cold, _____ it felt good.

idea ____ idea ____

5. It got late, _____ Clem went home.

idea ____ idea ____

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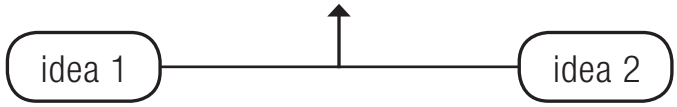
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Using *So*

The word *so* is called a conjunction.

It can link ideas in a sentence.

The cat was in the road, so the car stopped.





Add **so** to link the ideas in each sentence. Then number the two ideas.

1. The cat sat, _____ the man honked.

idea ____ idea ____

2. A dog came, _____ the cat ran.

idea ____ idea ____

3. The car started, _____ the dog ran.

idea ____ idea ____

4. The car drove away, _____ the cat came back.

idea ____ idea ____

5. The cat felt sleepy, _____ the cat took a nap.

idea ____ idea ____

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Using *Or*

The word *or* is called a conjunction.

It can link ideas in a sentence.

We can go outside, or we can stay inside.

idea 1 — idea 2

Add **or** to link the two ideas in each sentence.
Then number the two ideas.

1. I will read my book, _____ I will draw.

idea ____ idea ____

2. You can watch a movie, _____ you can write a story.

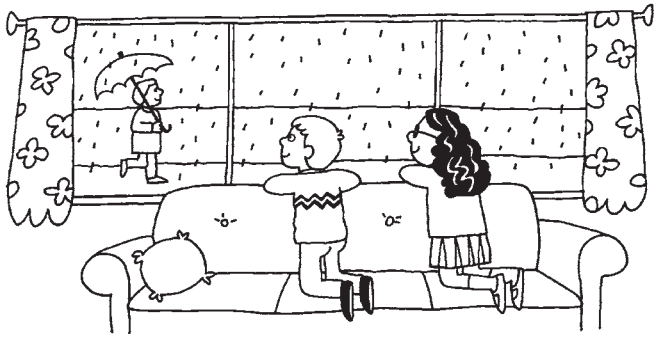
idea ____ idea ____

3. We can eat popcorn, _____ we can eat fruit.

idea ____ idea ____

4. I'll hold the umbrella, _____ my brother will hold it.

idea ____ idea ____



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Using *But*

The word *but* is called a conjunction.

It can link ideas in a sentence.

We like to camp, but we don't camp often.

idea 1 — idea 2

Add **but** to link the two ideas in each sentence.
Then number the two ideas.

1. I help set up the tent, _____ my sister just watches.

idea ____ idea ____

2. My mom likes to hike, _____ my dad likes to fish.

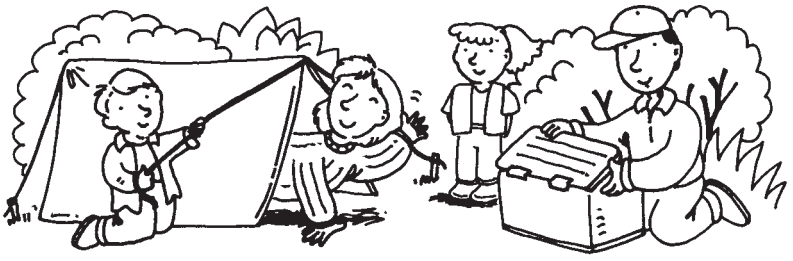
idea ____ idea ____

3. We don't see the bird, _____ we hear it.

idea ____ idea ____

4. It feels warm in the day, _____ it is cold at night.

idea ____ idea ____



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Review: Articles and Conjunctions

Some words can link ideas in a sentence.

Conjunctions: and so or but



A. Add an idea to complete each sentence.

1. I woke up early, but _____.

2. Our dog barked, so _____.

3. The baby cried, so _____.

4. Dad had an idea, and _____.

5. Mom asked me a question, but _____.

6. I ate breakfast, and _____.

7. Dad fed the baby, so _____.

B. Read the sentences above. Circle every *the*, *a*, or *an*.

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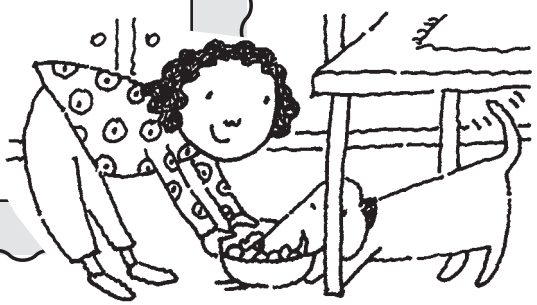
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Words That Tell Where

Some words tell where something is.

The food is in the bowl.

The word *in* tells where the food is.



For each sentence, write a word to tell where something is.

1. The bowl is _____ the floor.
on in

2. The girl is _____ the bowl.
for near

3. The dog is _____ the table.
under up

4. The table is _____ the dog.
over under

5. The dog is _____ the table leg.
behind above

6. The dog put his nose _____ the bowl.
to into

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Place Words

Some words tell where something is.

The car goes through the tunnel.

The word *through* tells where the car is.



A. Underline the word that tells where in each sentence.

1. The driver is in the car.

2. A truck is behind the car.

3. The car is on the road.

4. The car is before the truck.

B. Write the best word to tell where in each sentence.

WORD BANK	
from	under
above	between

5. The cars and truck are coming _____ the tunnel.

6. The truck is _____ two cars.

7. The road is _____ the wheels.

8. A light shines _____ the road.

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Review: Prepositions

A preposition is a word that tells where something is.

The lake is near our town.

The word *near* tells where the lake is.

Prepositions: **above** **behind** **by** **from** **in** **near** **on** **to**

Circle the preposition in each sentence.

1. My family drove to the lake.
2. Mom and I are in a rowboat.
3. We are rowing on the lake.
4. Our dog is by my feet.
5. The trees are behind us.
6. The sun is shining above.



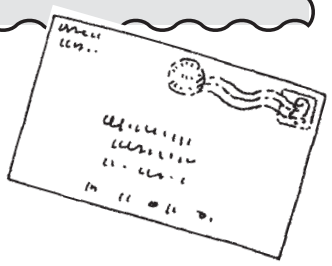
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Name _____ Date _____

Writing Month Names

The names of the months begin with a capital letter.

January	**February**	**March**	**April**
May	**June**	**July**	**August**
September	**October**	**November**	**December**



A. Write each sentence so that the name of the month is correct.

1. Ruth wrote Carl a letter in april.

_____

2. He wrote back in may.

_____

3. She went to see him in july.

_____

4. Carl called Ruth in october.

_____

5. He planned to visit in december.

_____

B. What is your favorite month? Circle it in the chart above.

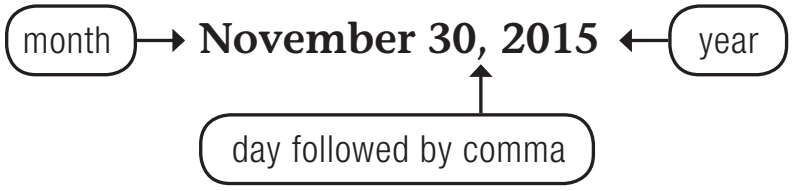
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Name _____ Date _____

Writing Dates

The name of a month begins with a capital letter.

A comma , comes between the day and year in a date.



Write each date correctly.

1. august 3 2016 _____

2. february 22 1940 _____

3. may 3 2010 _____

4. march 18 1896 _____

5. your birthday _____

6. today's date _____

7. tomorrow's date _____

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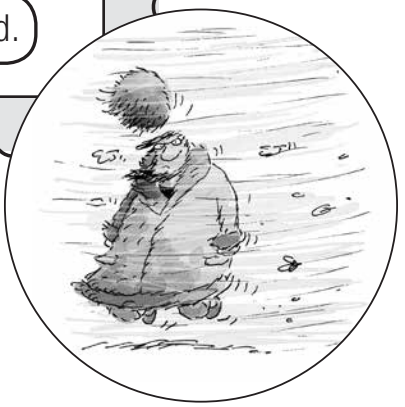
Name _____ Date _____

Using Commas

Commas separate words in a series.

The wind is strong, gusty, and chilly.

Commas separate the three words that tell about the wind.



Write each sentence correctly. Use commas to separate words in a series.

1. The clouds are soft puffy and white.

_____

2. The fog is thick gray and damp.

_____

3. The sleet is icy sharp and wet.

_____

4. The blizzard is windy snowy and cold.

_____

5. The summer is sunny hot and humid.

_____

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Name _____ Date _____

Review: Capitalization and Punctuation

Use a capital letter to begin special names.

A capital letter also begins every sentence.

A sentence always ends with a period, question mark, or exclamation mark.



A. Circle the words that begin with a capital letter. Add the punctuation mark to the end of each sentence.

1. Spot and I play together in the backyard

2. When will Emily go to Mexico

3. Wow, this is wonderful

WORD BANK

bright hot and high
heavy cold and white
loud booming and scary

B. Choose the best word group to complete each sentence. Write it correctly using commas.

4. The thunder is _____.

5. The sun is _____.

6. The snow is _____.

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 Name _____ Date _____

Short Vowels

Some words are spelled with short vowel sounds.

Short *a*: sad, bat, fan
Short *e*: bed, ten, let
Short *i*: pin, bib, sit
Short *o*: box, pot, mom
Short *u*: tug, but, mud

Say each short vowel word below.
Write two words that rhyme. Use the pictures to help you.

bat

1.  _____

2.  _____

men

3.  _____

4.  _____

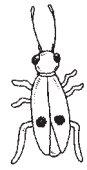
big

5.  _____

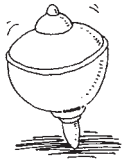
6.  _____

hug

7.  _____

8.  _____

hop

9.  _____

10.  _____

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 Name _____ Date _____

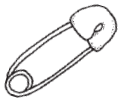
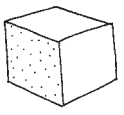
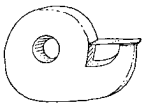
Long Vowels

Some words are spelled with long vowel sounds.

A silent *e* at the end of some short vowel words makes the vowel sound long.

Short Vowel	add -e	⟶	Long Vowel
bit	**+ *e***		**bite**
mad	**+ *e***		**made**
hop	**+ *e***		**hope**
tub	**+ *e***		**tube**

Circle the correct word for each picture.

1.		bite	kit	kite
2.		note	not	boat
3.		pin	pins	pine
4.		mane	man	men
5.		cute	cub	cube
6.		tape	type	tap

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 Name _____ Date _____

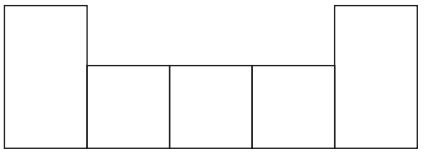
Adding *-ing* and *-ed*

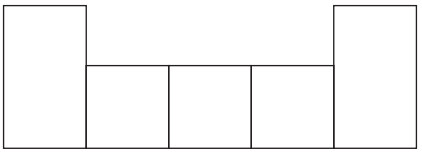
Some words have the endings *-ing* or *-ed*.

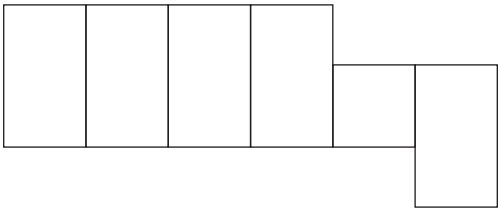
If a word ends in *e*, drop the *e* before adding the ending.

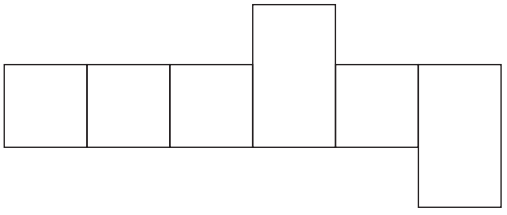
Word	Drop e	Add ending
like	lik	liking
like	lik	liked

A. Add *-ing* or *-ed* to each word. Write the form of the word that fits the shape.

1. tame 

2. tune 

3. hike 

4. race 

B. Add *-ing* and *-ed* to each word below.

5. fake _____ _____

6. glue _____ _____

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 Name _____ Date _____

Review: Spelling

Some words are spelled with short vowel sounds:

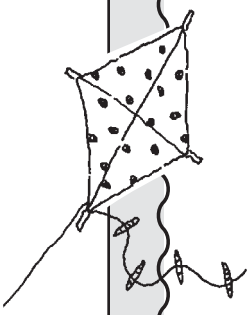
cot **dad** **kit** **pen**

Some words are spelled with long vowel sounds:

cane **cube** **hope** **kite**

Some words have the endings *-ing* or *-ed*:

sitting **taped**



WORD BANK

cub	dime	baked
pin	cape	hoping

Choose a word from the word bank to complete each sentence.
Use each word only once.

1. The superhero wears a red _____.
2. A bear _____ slept in the den.
3. I was _____ to play outside, but it is raining.
4. One _____ and one penny make eleven cents.
5. Grandma wears a _____ on her coat.
6. My mom just _____ a birthday cake.

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Activity 1: A. Check that students form the lowercase letters correctly. B. Check that students write the words correctly.

Activity 2: A. Check that students form the capital letters correctly. B. Check that students write the words correctly.

Activity 3: A. 1. D 2. O 3. U 4. R B. 5. f 6. a 7. v 8. p

Activity 4: A. 1. Ali got on the bus. 2. She waved to her dad. 3. A friend called to Ali. 4. They sat together. B. 5. sentence 6. not a sentence 7. sentence 8. sentence

Activity 5: 1. cat 2. dog 3. plane 4. bear 5. shoe 6. blanket

Activity 6: 1. gallops fast 2. gives milk 3. lays eggs 4. makes honey 5. hops softly 6. eats worms

Activity 7: A. Check that students underline 1 and 3. B. 4. c 5. a 6. b C. 7. Check that students write a statement.

Activity 8: A. Check that students underline 1 and 2. B. 4. asking 5. telling 6. asking C. 7. Check that students write a question.

Activity 9: 1. A kite needs the wind. 2. The wind pulls the kite. 3. The wind pushes the kite. 4. Girls and boys fly kites for fun. 5. Kites fly high.

Activity 10: 1. Why does it snow in winter? 2. Who made a snowman? 3. Who is cold? 4. What does the snowman wear? 5. How long will the snowman last?

Activity 11: A. 1. Check that students underline 1, 3, and 4. B. 5. exclamation 6. asking 7. exclamation 8. asking

Activity 12: 1. My friends have a pet. 2. What kind of pet is it? 3. They have a cat. 4. What does the cat like to do? 5. The cat always likes to play.

Activity 13: 1. door 2. kite 3. bike 4. pail 5. rake 6. cane 7. chair

Activity 14: People: child, teacher, bride; Places: park, zoo; Things: flag, ball, tub

Activity 15: A. 1. Jerry 2. Joni Fox 3. Robin 4. Lars North B. 5. Lucy Jones 6. Norah Cree 7. Ryan Wilson C. 8. Check that students begin their name with capital letters.

Activity 16: A. 1. goats 2. ducks 3. horses 4. pigs B. 5. socks 6. bees 7. jeep 8. nails

Activity 17: A. 1. Nan's 2. sister's 3. dog's 4. Grandma's B. 5. bird's 6. goat's 7. bug's 8. lion's

Activity 18: A. 1. day 2. window 3. summer 4. school B. 5. table 6. book 7. eyes 8. chair

Activity 19: A. 1. me 2. me 3. I 4. I B. 5. I 6. me 7. I 8. I

Activity 20: A. 1. they 2. them 3. They B. 4. they 5. them 6. They 7. them

Activity 21: A. 1. He 2. He 3. She 4. She B. 5. He 6. She 7. He

Activity 22: 1. suitcase 2. me 3. brother 4. He; skateboard 5. cat 6. They 7. them

Activity 23: 1. stand 2. run 3. spill 4. fly 5. swim 6. feed

Activity 24: A. 1. makes 2. brings 3. wears B. 4. like 5. sing 6. sits

Activity 25: 1. heats 2. smells 3. serves 4. likes 5. wants 6. makes

Activity 26: 1. roll 2. find 3. climb 4. sit 5. rest 6. sway

Activity 27: 1. reached 2. tossed 3. leaned 4. picked 5. missed 6. called 7. walked

Activity 28: 1. now 2. now 3. past 4. past 5. past 6. past 7. now

Activity 29: 1. will come 2. will slow 3. will stop 4. will leave 5. will go 6. will ride 7. will watch

Activity 30: 1. Cara reads a story. 2. Cara paints a picture. 3. Cara helped Mom. 4. Cara called Grandma. 5. Cara will write to Scott. 6. Cara will get new shoes.

Activity 31: 1. wide 2. long 3. warm 4. small 5. new 6. dark

Activity 32: A. 1. pink 2. purple 3. red 4. brown 5. yellow 6. blue B. Check that students color the picture correctly.

Activity 33: 1. long; big; short; large; tiny 2. pointed; wavy; round; oval; square 3. Possible: small 4. Possible: pointed

Activity 34: 1. happy 2. bored 3. surprised 4. sleepy 5. playful 6. sad

Activity 35: A. 1. six 2. Many 3. three 4. few B. 5. Check that students draw five snakes. 6. Check that students draw two apples.

Activity 36: A. 1. salty 2. noisy 3. bright 4. rotten 5. furry B. 6.–7. Answers will vary.

Activity 37: 1. big; size 2. seven; number 3. white; color 4. pink; color 5. long; size; many; number

Activity 38: 1. The; cat 2. the; floor 3. The; mouse 4. the; bell 5. the; bell; the; cat 6. The; nap

Activity 39: 1. a; place 2. a; sandwich 3. a; banana 4. a; drink 5. an; ice cube 6. an; ant

Activity 40: 1. The sand was soft (1), and it was wet (2). 2. The sun was out (1), and Clem was hot (2). 3. Clem worked hard (1), and he had fun (2). 4. The water was cold (1), and it felt good (2). 5. It got late (1), and Clem went home (2).

Activity 41: 1. The cat sat (1), so the man honked (2). 2. A dog came (1), so the cat ran (2). 3. The car started (1), so the dog ran (2). 4. The car drove away (1), so the cat came back (2). 5. The cat felt sleepy (1), so the cat took a nap (2).

Activity 42: 1. I will read my book (1), or I will draw (2). 2. You can watch a movie (1), or you can write a story (2). 3. We can eat popcorn (1), or we can eat fruit (2). 4. I'll hold the umbrella (1), or my brother will hold it (2).

Activity 43: 1. I help set up the tent (1), but my sister just watches (2). 2. My mom likes to hike (1), but my dad likes to fish (2). 3. We don't see the bird (1), but we hear it (2). 4. It feels warm in the day (1), but it is cold at night (2).

Activity 44: A. Answers will vary. Possible: 1. I woke up early, but I stayed in bed. 2. Our dog barked, so I got up. 3. The baby cried, so Mom hugged her. 4. Dad had an idea, and he told it to me. 5. Mom asked me a question, but I did not hear it. 6. I ate breakfast, and I went to school. 7. Dad fed the baby, so she stopped crying. B. Check that all instances of *the*, *a*, and *an* are circled.

Activity 45: 1. on 2. near 3. under 4. over 5. behind 6. into

Activity 46: A. 1. in 2. behind 3. on 4. before B. 5. from 6. between 7. under 8. above

Activity 47: 1. to 2. in 3. on 4. by 5. behind 6. above

Activity 48: A. 1. Ruth wrote Carl a letter in April. 2. He wrote back in May. 3. She went to see him in July. 4. Carl called Ruth in October. 5. He planned to visit in December. B. Check that students circle a month.

Activity 49: 1. August 3, 2016 2. February 22, 1940 3. May 3, 2010 4. March 18, 1896 5.–7. Check that students write the dates correctly.

Activity 50: 1. The clouds are soft, puffy, and white. 2. The fog is thick, gray, and damp. 3. The sleet is icy, sharp, and wet. 4. The blizzard is windy, snowy, and cold. 5. The summer is sunny, hot, and humid.

Activity 51: A. 1. Spot; I; **.** 2. When; Emily; Mexico; **?** 3. Wow; **!** B. 4. The thunder is loud, booming, and scary. 5. The sun is bright, hot, and high. 6. The snow is heavy, cold, and white.

Activity 52: 1. hat 2. cat 3. hen 4. pen 5. pig 6. wig 7. rug 8. bug 9. top 10. mop

Activity 53: 1. kite 2. note 3. pin 4. man 5. cube 6. tape

Activity 54: A. 1. tamed 2. tuned 3. hiking 4. racing B. 5. faking; faked 6. gluing, glued

Activity 55: 1. cape 2. cub 3. hoping 4. dime 5. pin 6. baked

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