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Grades
2-3

Instant
Grammar Practice
Kids Will Love!

Linda Ward Beech

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

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To the Teacher

Many children have difficulty with grammar in both oral and written language; but because grammar is a basic tool of communication, it is essential that children master it. The pages in this book offer students practice and reinforcement with key grammar skills and provide opportunities for students to apply grammar concepts in appealing writing assignments. You can use these reproducibles to supplement your language-arts curriculum, expand your writing program, assign for homework, and teach or review essential skills.

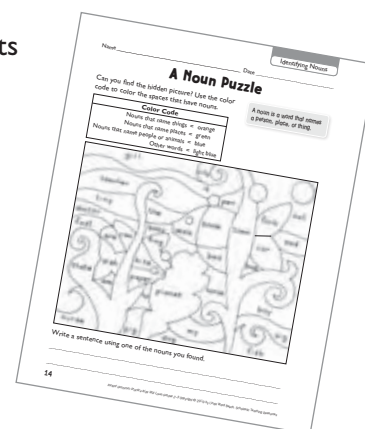
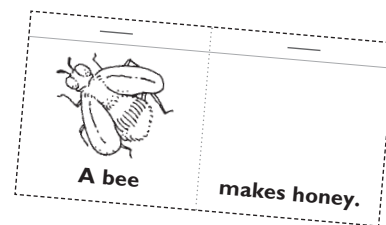
Using This Book

- * Look over the table of contents to determine which pages you wish to use. Choose the ones that meet the needs of your students.
- * Read aloud the instructions and answer students' questions.
- * If necessary, model how to do the activity. In some cases, you may want to do the first item or two with the class.

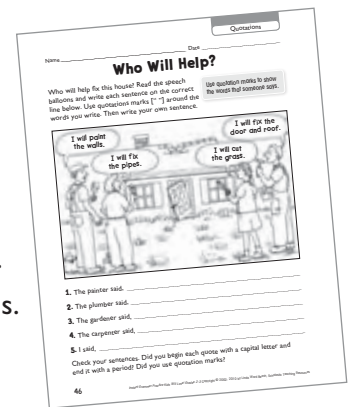
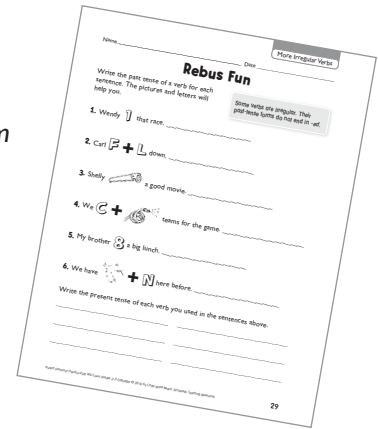
Page by Page

Here are suggestions for completing some of the pages.

- Page 6** Provide scissors and staplers for students to make these flip books. Have students revisit the books when they are learning about subjects and predicates.
- Page 7** Tell students that the words they add are the sentence subjects. Reinforce the concept by having students tell what the subjects do in the sentence.
- Page 8** Accept any predicates that make sense. Remind students to end their sentences with a period.
- Page 9** Review by having volunteers tell what the subjects and predicates of their sentences are.
- Page 10** Encourage students to write a different interrogative sentence for each picture.
- Pages 11–12** Review the difference between declarative and interrogative sentences.
- Page 14** Review the words that students color light blue and discuss why they are not nouns.
- Page 15** For more practice, have students identify the subject nouns on page 7.
- Page 16** Ask students to explain why they didn't add an -s to some words.
- Page 17** Have students identify the singular form of each word they write.
- Page 18** Mention that words such as *and* and *on* are not capitalized. Remind students to add periods after the abbreviations.
- Page 20** Have students identify the proper nouns in their stories.
- Page 21** Display students' word pictures.
- Page 22** Ask students to circle the verbs they use.



- Page 24** Ask students to tell what clues they used when they drew their pictures.
- Page 25** Supply scissors for this activity. Explain why the tiger uses *am* with the verbs.
- Page 26** Have students identify the subjects and predicates in the lines of their poem.
- Pages 28–29** Tell students that the best way to learn the forms of irregular verbs is to memorize them.
- Pages 30–31** Remind students that they can use two forms for the present tense.
- Page 32** Review verb tenses before assigning this page.
- Page 34** Students will need crayons for this page. Have students tell which of the underlined words are nouns.
- Page 37** Introduce “comparative” and “superlative” adjectives and explain that *-er* endings are used with comparative adjectives and *-est* endings with superlative adjectives.
- Page 39** Before students begin to write, brainstorm a list of adjectives that they might use.
- Page 40** Use the activities to review subjects and predicates.
- Page 41** Provide a list of pronouns for students to look for in the story.
- Page 43** Point out that the underlined words in the box are prepositions.
- Page 46** Have students identify the tense in these sentences.
- Page 47** Tell students that the punctuation mark is called an apostrophe.



Connections to the Language Arts Standards

Mid-continent Research for Education and Learning (McREL), a nationally recognized nonprofit organization, has compiled and evaluated national and state standards—and proposed what teachers should provide for their students to grow proficient in language arts, among other curriculum areas. The activities in this book support these standards for grades 2–3 in the following areas.

Writing

Uses grammatical and mechanical conventions in written work

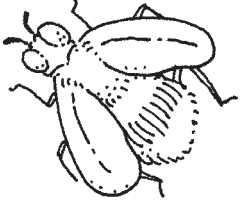
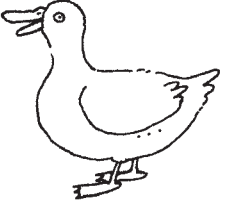
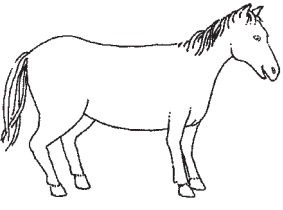

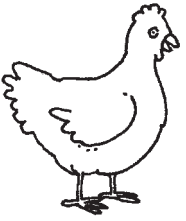
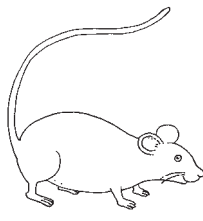

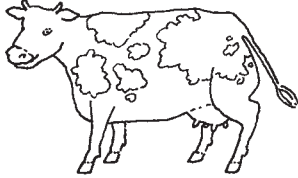
- Uses pronouns (substitutes pronouns for nouns, uses pronoun agreement)
- Uses nouns (plural and singular naming words, forms regular and irregular plurals of nouns, uses common and proper nouns, uses nouns as subjects)
- Uses verbs (uses a variety of action verbs, past and present tenses, simple tenses, regular verb forms, subject/verb agreement)
- Uses adjectives (comparative and superlative forms)
- Uses coordinating conjunctions (links ideas using connecting words)
- Uses conventions of capitalization (titles of people and books, proper nouns, first word of direct quotations)
- Uses conventions of punctuation (periods after declarative sentences, question marks after interrogative sentences, quotation marks with direct quotations, apostrophes in possessive nouns)

Name _____ Date _____

Sentence Flip Book

To make a flip book, cut out the pages below along the outer dashed lines. Stack the pages and staple them together. Then cut along the dotted line. Flip the pages to match the first part of each sentence to the correct ending.

A sentence is a group of words that tells a complete idea.

Staple here.			
	A bee	gives milk.	
		A duck	says "oink."
	A horse	lays eggs.	
		A cat	makes honey.
	A hen	eats cheese.	
		A mouse	gallops fast.
	A pig	quacks.	
		A cow	chases mice.

Name _____ Date _____

Who Does It?

Read the sentences below. Look at the picture to find out who or what is doing the action described in the sentence. Then write it on the line.

The subject of a sentence tells who or what did something.



1. A _____ sits in the wagon.
2. A _____ rides in the wagon too.
3. _____ is pulling the wagon.
4. Her _____ wants a ride too.
5. The _____ can carry all the animals.
6. The _____ fly along with them.

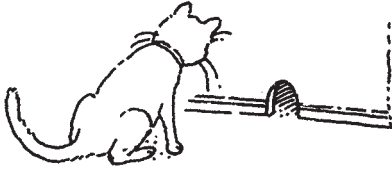
Write another sentence about the picture.
Underline the subject of the sentence.

Name _____ Date _____

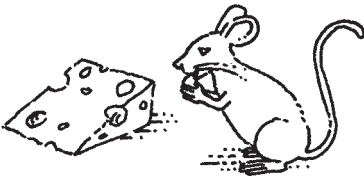
What Is Happening?

For each sentence, write an ending that tells what is happening in the picture.

The predicate of a sentence tells what happens.



1. The cat _____.



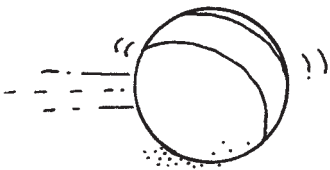
2. The mouse _____.



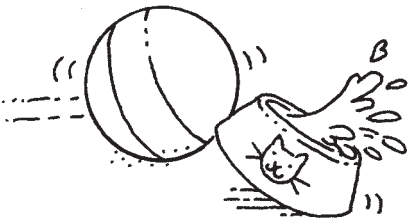
3. The cat _____.



4. The mouse _____.



5. The ball _____.



6. The milk _____.

Write another sentence about the cat and mouse.
Underline the part of the sentence that tells what happens.

Name _____ Date _____

A Telling Story

Read each sentence. Then write another declarative sentence about the picture.

A declarative (telling) sentence makes a statement. It begins with a capital letter and ends with a period.

Kim plays in the snow.

1. _____



Mark helps Kim.

2. _____



The snowman is big.

3. _____



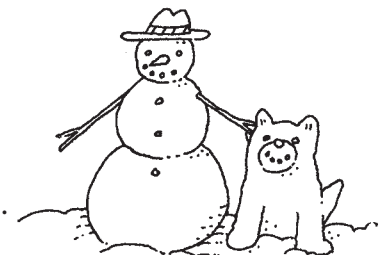
The birds like the snowman.

4. _____



Kim and Mark make a friend for the snowman.

5. _____



Check your declarative sentences. Did you start each one with a capital letter? Did you use a period at the end?

Name _____ Date _____

An Asking Story

Look at each picture. Then write an interrogative sentence about the picture. One sentence has been written for you.

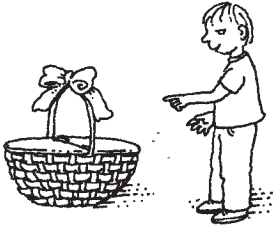
An interrogative sentence asks a question. It starts with a capital letter and ends with a question mark.



A Present for Ben

Who put this basket here?

1. _____ .



2. _____ .



3. _____ .



4. _____ .



5. _____ .

Check your interrogative sentences. Did you start each one with a capital letter? Did you use a question mark at the end?

Name _____ Date _____

Sentence Riddles

You can use declarative and interrogative sentences in riddles.

Put a ✓ next to each declarative sentence. Put an O next to the interrogative sentence. Then answer the riddle and draw a picture of the object.

- 1.** My pages have a lot of numbers.

I help you keep track of days and weeks.

Sometimes I have pictures.

What am I?

- 2.** I am something you wear.

I hide your face.

Sometimes people wear me to a party.

What am I?

- 3.** Now write a riddle of your own. Describe something without naming it.

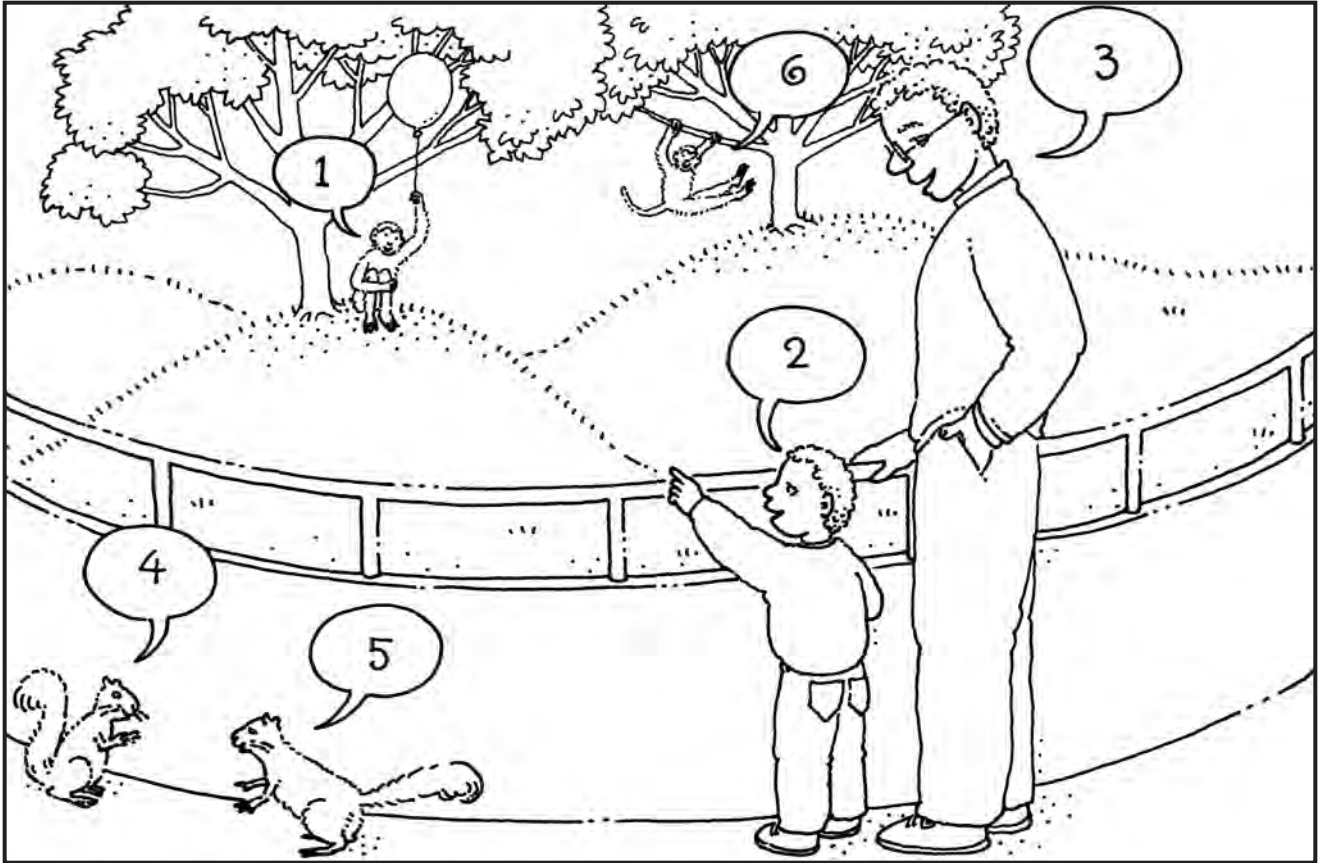
Use three declarative sentences and one interrogative sentence.

Ask a friend to guess the answer to your riddle!

Name _____ Date _____

A Sentence Story

Something has just happened in this picture. What is everyone saying? Write a declarative sentence or an interrogative sentence for each speech balloon.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____





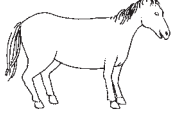


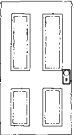











Check your sentences. Did you start each one with a capital letter?
Did you use a period or question mark at the end?

Name _____ Date _____

A Rebus Story

Read the story. On each line, write a noun to name the picture. In the last box, draw your own picture and write its name on the line.

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

A   _____ 1 comes to your _____ 2  _____ 3 . You put on your  _____ 4 and call to your  _____ 5 . Off you go through the  _____ 6 and over a  _____ 7 . At the  _____ 8 , you ring the  _____ 9 . A  _____ 10 takes your  _____ 11 . He shows you to a  _____ 12 by the  _____ 13 . Soon, the  _____ 14 comes in. The **2** _____ 15 of you have  _____ 16 and  _____ 17 . Then you have  _____ 18 . At last you take out your  _____ 19 . It is a  _____ 20 .

Review the nouns you wrote. Which ones name people (or animals)? places? things?

Name _____ Date _____

A Noun Puzzle

Can you find the hidden picture? Use the color code to color the spaces that have nouns.

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

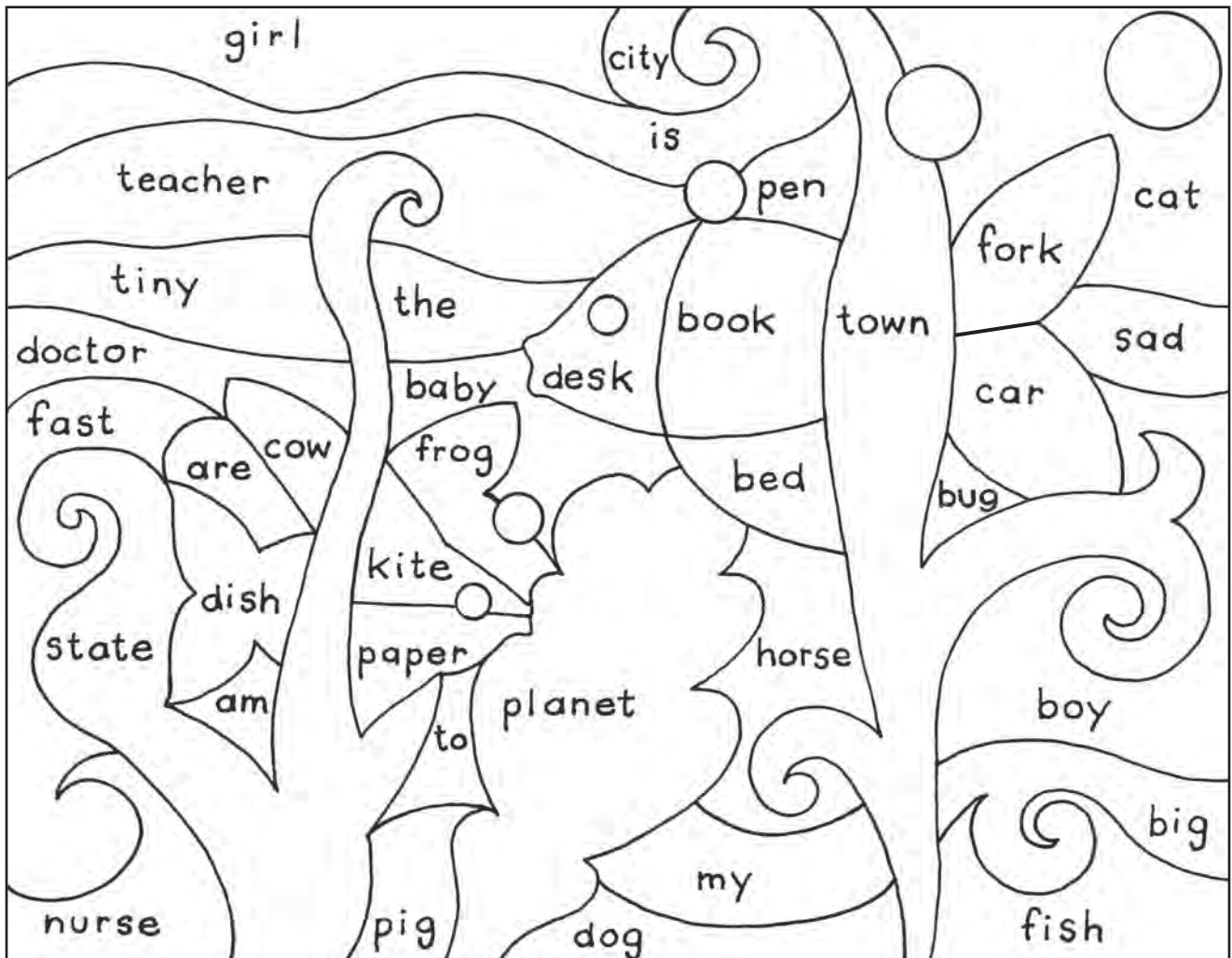
Color Code

Nouns that name things = orange

Nouns that name places = green

Nouns that name people or animals = blue

Other words = light blue



Write a sentence using one of the nouns you found.

Name _____ Date _____

Nouns in Sentences

Choose a word from the tent to use as the subject of each sentence.

The subject of a sentence is usually a noun.



1. The _____ sit on the benches in the tent.
2. A small _____ drives into the ring.
3. This funny _____ jumps out.
4. His big _____ flop.
5. The _____ strikes up a tune.
6. Lively _____ fills the tent.

Write a sentence of your own.

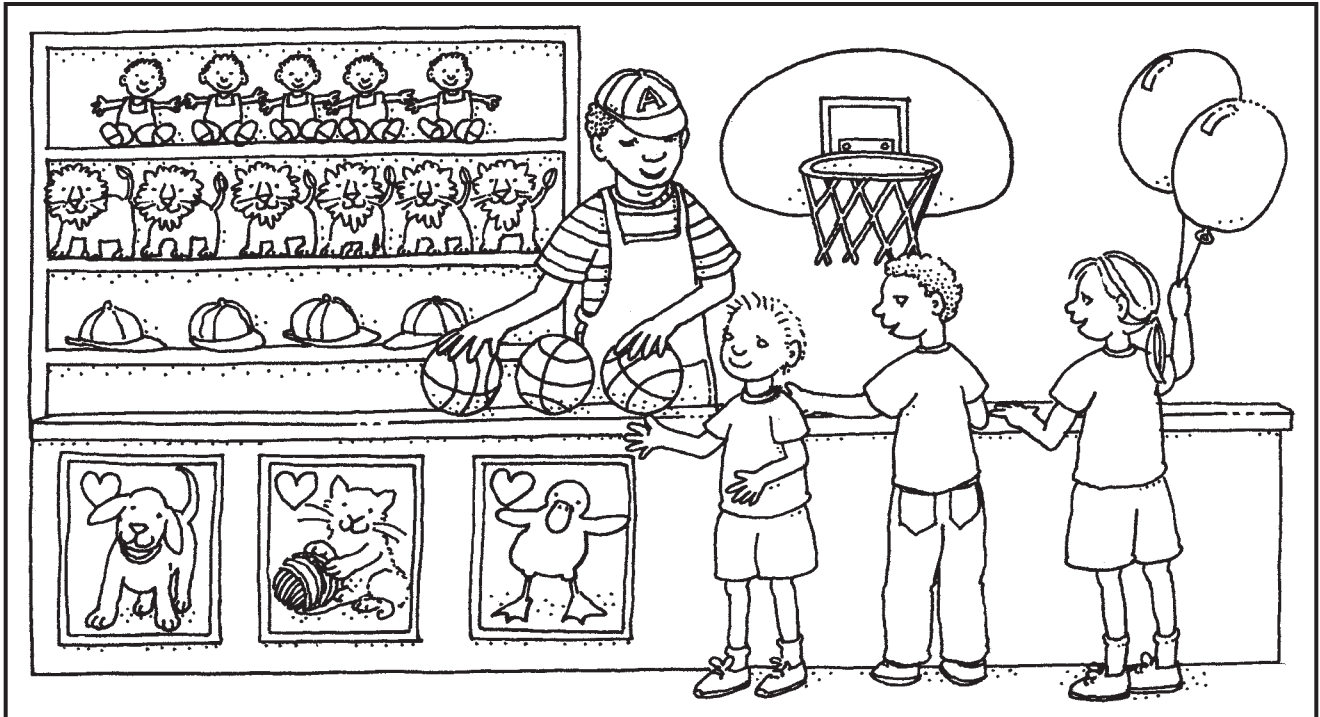
Use one of the nouns from the tent as the subject.

Name _____ Date _____

More Than One

Study the picture. Read the words.
Write the plural of the word if there is
more than one in the picture.

A plural noun names more than one
person, place, or thing. To make
most nouns plural, add an -s.

**One****More than One****One****More than One**

1. girl _____

7. ball _____

2. boy _____

8. hoop _____

3. doll _____

9. man _____

4. lion _____

10. cap _____

5. poster _____

11. shirt _____

6. balloon _____

12. hand _____

Write a sentence using one of the plural nouns.

Name _____ Date _____

Mindy, Mandy, and More Plurals

Mindy and Mandy always try to outdo each other. If Mindy has one peach, Mandy has two. If Mandy buys one shirt, Mindy buys two. Finish this talk between Mindy and Mandy. Write the plural for each word.

Add *-es* to form the plural of nouns that end in *-sh*, *-ch*, *-x*, *-s*, or *-ss*.

1. Mindy: I have a new dress. **Mandy:** I have many new _____ .

2. Mandy: I will make a sandwich. **Mindy:** I will make two _____ .

3. Mindy: I saw a red fox. **Mandy:** I saw four red _____ .

4. Mandy: I bought this dish. **Mindy:** I bought these _____ .

5. Mindy: I took one bus. **Mandy:** I took three _____ .

6. Mandy: I will make a guess. **Mindy:** I will make a few _____ .

7. Mindy: I need one brush. **Mandy:** I need several _____ .

8. Mandy: I went to the beach. **Mindy:** I went to two _____ .

9. Mindy: I have a box. **Mandy:** I have five _____ .

10. Mandy: I planted a bush. **Mindy:** I planted two _____ .

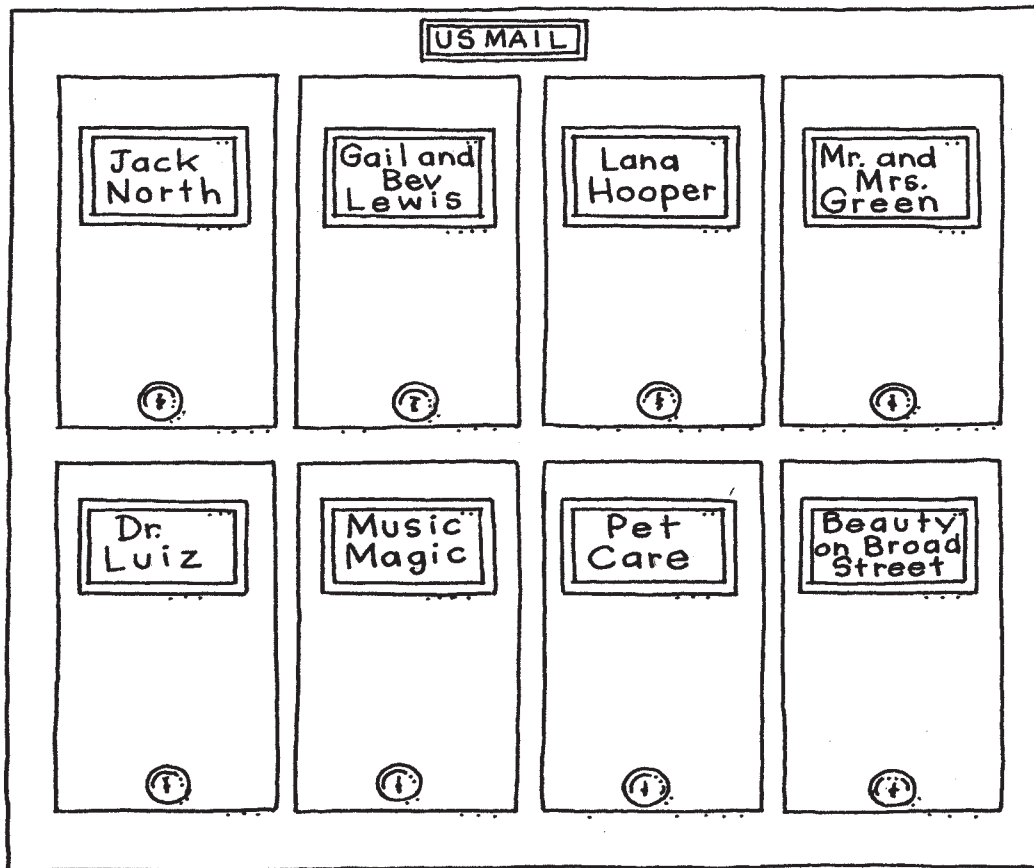
Write a sentence about Mindy and Mandy using two plurals that end in *-es*.

Name _____ Date _____

Nouns and Names

Study the mailboxes below.
Then use the clues to write the
correct name for each letter.

Some nouns are proper nouns. They are
special names for persons, places, and things.
Begin a proper noun with a capital letter.



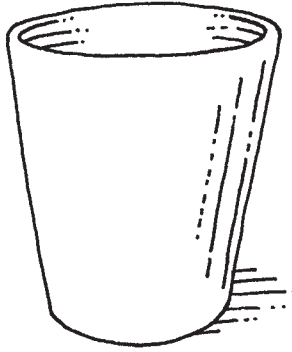
1. a letter for a doctor _____
2. a letter for two sisters _____
3. a letter for a beauty shop _____
4. a letter for a husband and wife _____
5. a letter for a pet store _____
6. a letter for a woman _____

Write your own name and address. Use capital letters for the proper nouns.

Name _____ Date _____

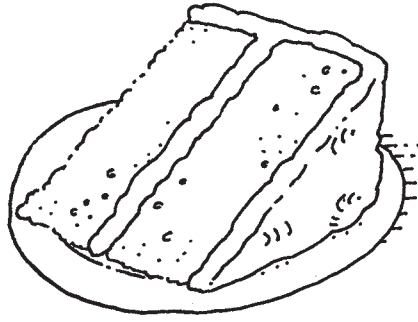
Adding Words

A compound noun is made up of two smaller words put together.



cup

+



cake

=



cupcake

Can you figure out what these compound nouns are?
Read the clues. Then write the compound noun.

1. A **cloth** that covers a **table** is a _____
2. **Corn** that goes **pop** is _____
3. A **book** for a **cook** is a _____
4. An **apple** made into **sauce** is _____
5. A **cake** with **fruit** in it is a _____
6. **Meat** made into a **ball** is a _____
7. A **melon** with lots of **water** in it is a _____
8. A **berry** that is **blue** is a _____

Write a menu for a meal you would like.
Use some compound nouns in your menu.

Name _____ Date _____

A Noun Story

It's fun to hear stories at bedtime. Here's one you can help tell.

Use nouns to finish the first part of the story. Then write your own ending.

_____ title _____

Once upon a _____, an old _____ lived in a small
 _____. It was near a _____. Every _____,
 a strange _____ would come and bring many _____. But, in the
 middle of a _____, a large, wrinkled _____ arrived. After that

Write a title for your noun story. Then read the story aloud to a friend.
 Have your friend write down all the nouns in your story.

Name _____ Date _____

Show the Action

You can have fun by making an action word look like its meaning. Here are word pictures for *leap* and *love*. Can you make word pictures of the sentences below? Read each sentence and make a word picture that shows the action of the verb.

A verb is a word that shows what someone or something does. Most verbs show action.

I  ve

l e a p

1. The elephants push the logs.

4. They run after the geese.

2. The bunnies hop away.

5. One boy jumps up and down.

3. The children look at the animals.

6. The tiger sleeps through all the fun.

Show your word pictures to a friend. Have your friend guess and write the verb.

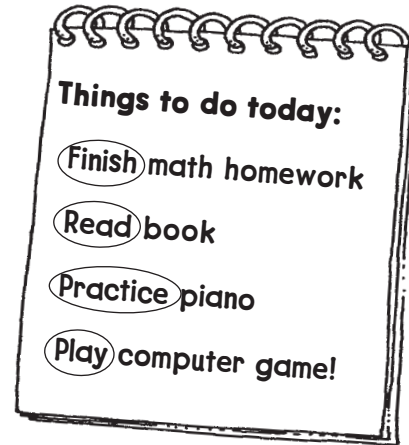
Name _____ Date _____

Things To Do

Look at the different kinds of lists shown below. Pick one and check it off. Then write 10 things to do for that list. When you are finished, circle the verbs on your list.

A verb is a word that tells what someone or something does. Most verbs show action.

- things to do after supper
- things to do with a friend
- things to do for a pet
- things to do in the snow
- things to do during summer
- things to do in school
- things to do in the park
- things to do on a rainy day



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Choose three of the verbs on your list.

Draw a picture that shows the action that these verbs describe.

Name _____ Date _____

Verb or Noun?

Add the word at the left to each sentence pair. Write *verb* or *noun* on the line next to each sentence to show how you used the word.

The meaning of a word often depends on how the word is used. Some words can be used as both verbs and nouns.

- peel** 1. The _____ is the cover of an orange. _____
2. The students _____ their oranges. _____
- ride** 3. Jan's _____ on the camel was bumpy. _____
4. People _____ on camels in the desert. _____
- color** 5. The twins _____ their pictures. _____
6. That _____ fades in the sun. _____
- smell** 7. The men _____ smoke. _____
8. The _____ of flowers fills the air. _____
- lock** 9. The _____ on the box is old. _____
10. The Turners _____ their door at night. _____

Write sentences using each of the following words as a verb and a noun:
call, ring, turn.

Name _____ Date _____

Draw a Picture

In the sentences below, underline each action verb. Then draw a picture that shows the action. Be sure to show if it is one person or animal doing the action or more than one person or animal doing the action.

Verbs tell when action takes place. Present-tense verbs tell about action that is happening now. A verb showing the action of one person ends in -s. A verb telling the action of more than one person does not end in -s.

For example:

The boy sings. The boys sing.

1. Four birds sit on the fence.

2. That dog digs.

3. A man sells hotdogs.

4. The girls run.

Choose one of the pictures you drew. Write a short story about it.

Name _____ Date _____

Talking Tiger

Help the tiger talk. Cut out the word strip. Then cut along the two slits on the tiger's face. Slip the word strip through the slits. Work with a partner. Take turns asking the tiger, "What are you doing?" Move the word strip to make the tiger give different answers. Read the answers aloud.

Verbs tell when action takes place. Present-tense verbs tell about action that is happening now. Use *am* or *are* with present-tense verbs that end in *-ing*.



look

eat

talk

laugh

think

jump

growl

sing

sniff

Write a list of more verbs for your tiger to say. Make a new strip to use with your tiger.

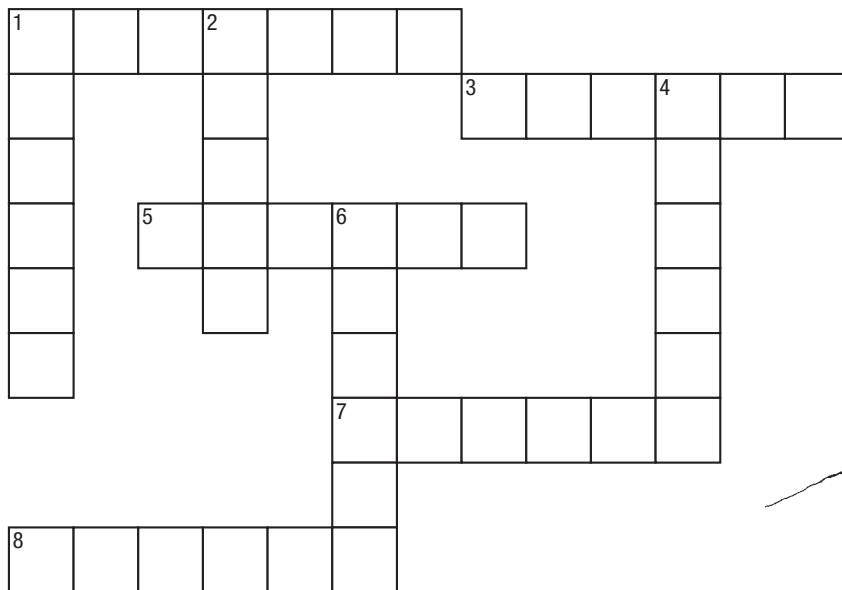
Name _____ Date _____

Past-Tense Verb Puzzle

Write the past tense of each word in the box below. Then use the past-tense words to complete the puzzle.

Verbs tell when action takes place. Past-tense verbs tell about action that happened in the past. Most past-tense verbs end in *-ed*.

call _____	mix _____	play _____
yell _____	kick _____	help _____
bark _____	climb _____	walk _____



Across

1. Mike _____ over the wall.
3. The dog _____.
5. Our teacher _____ us with the math problems.
7. We _____ for the team to win.
8. The boys _____ home from school.

Down

1. Sam _____ his dad on the phone.
2. Grandma _____ the cake batter.
4. The player _____ the ball.
6. Marie _____ a game with Zack.

On the back of this sheet, write a sentence using each of the past-tense verbs from the puzzle.

Name _____ Date _____

Riddle Fun

Some verbs are irregular. Their past-tense forms do not end in *-ed*. The verbs in the box are irregular.

Present Tense	Past Tense
grow	grew
know	knew
come	came
ride	rode
write	wrote
eat	ate
tell	told
sit	sat
sing	sang

Read each riddle.

Write the answer using one of the past-tense verbs from the box.

Write a complete sentence.

1. I sat on the seat and pushed the pedals with my feet.

I went from my house to the park. What did I do?

I _____ .

2. I was shorter and weighed less last year.

My clothes were smaller too. What did I do?

I _____ .

3. I used my knife and fork.

Soon my plate was empty. What did I do?

I _____ .

4. I got out some paper and a pen.

I thought about what to tell my friend. What did I do?

I _____ .

5. I took a seat and waited.

I stayed in the chair until it was my turn. What did I do?

I _____ .

6. I watched the conductor raise her hands.

I held the song sheet in my hands. What did I do?

I _____ .


Write a riddle using the past tense of an irregular verb.




Name _____ Date _____

Rebus Fun

Write the past tense of a verb for each sentence. The pictures and letters will help you.

Some verbs are irregular. Their past-tense forms do not end in *-ed*.



1. Wendy  that race. _____

2. Carl  +   down. _____

3. Shelly  a good movie. _____

4. We  +  teams for the game. _____

5. My brother  a big lunch. _____

6. We have  +  here before. _____

Write the present tense of each verb you used in the sentences above.

Name _____ Date _____

Now and Then

Fill in a speech balloon for each pair. Use the past or present tense of the verb.

Past

Present

A few years ago, I said "chimley."

Now I say chimney."

1. Last year I learned multiplication.

2. A few years ago, I said "liberry."

3. Last year I read picture books.

4.

Now I jump higher.

5.

This year I am spelling harder words.

6. Last year I wanted a horse.

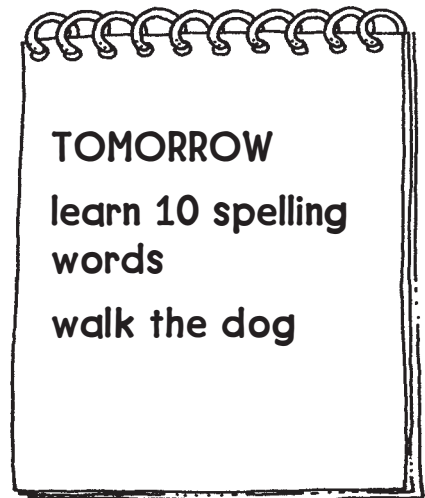
Check the sentences you wrote. Did you form the past and present of the verbs correctly?

Name _____ Date _____

Keeping Busy

Read the notes on Derrick's notepad.
Then write a sentence to tell
about each day. Put the sentences
in the correct tense.

The tense of a verb tells when the action takes place. Present-tense verbs tell about action that is happening now. Past-tense verbs tell about action that happened in the past. Future-tense verbs tell about action that will happen in the future.



1. PAST TENSE

Yesterday, Derrick _____

2. PRESENT TENSE

Today, Derrick _____

3. FUTURE TENSE

Tomorrow, Derrick _____

Think of one more thing for Derrick to do on each day. Then write a sentence using the correct tense for each activity.

Name _____ Date _____

A Verb Story

The verbs in this story make no sense. Circle the verbs. Then rewrite the story with verbs that make sense. You should find 10 verbs.

Alice lost the bread in the kitchen. She boiled the bread. Then she sprinkled jam on it. Alice chewed some juice too.

The schoolbus disappeared at the corner.

“Alice, you will push the bus!”

So Alice quickly dropped her coat. She opened her books into her knapsack and waited out the door.

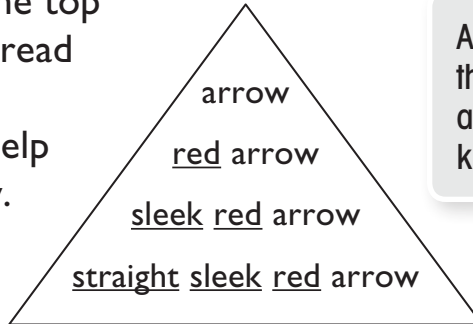
“Here I reach!”

Make a list of the verbs in your story. Write down the tense for each verb.

Name _____ Date _____

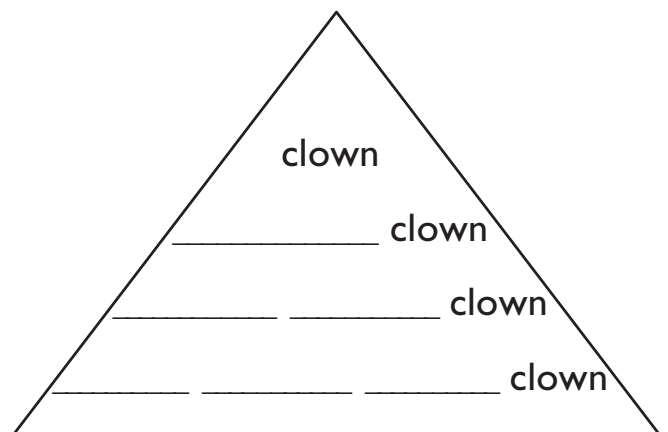
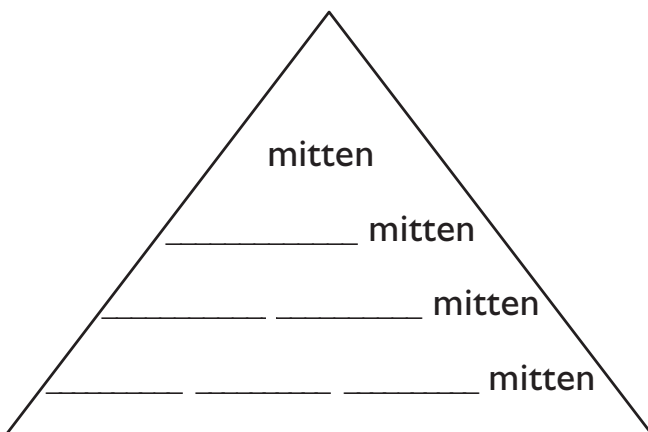
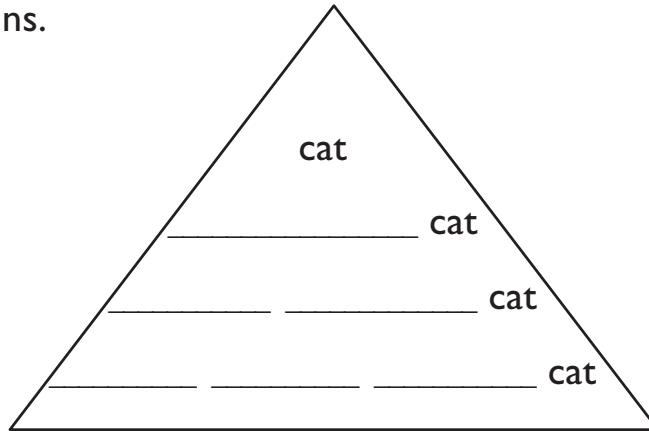
Add an Adjective

Look at the noun, *arrow*, at the top of the triangle at right. Then read each line. The adjectives are underlined. Note how they help to tell more about the arrow.



An adjective is a word that describes a noun. An adjective often tells what kind or how many.

Complete the triangles below. Add adjectives on each line to describe the nouns.



Write a sentence using the words from one of the triangles on this page.

Name _____ Date _____

Adjectives and Nouns

Read each sentence.

Decide if the color word in the box is a noun or an adjective. If the word is an adjective, color the box with the same color crayon.

The meaning of a word often depends on how the word is used. Some color words can be used as both adjectives and nouns. For example:

What is **orange**?

The fruit is a noun.

The orange is on the table.

The color is an adjective.

The orange cat hissed.

1. She wore a peach dress to the party.
2. My gold ring shines.
3. I got a tan at the beach.
4. Her violet shirt matched her skirt.
5. I picked a peach from the tree.
6. Silver is a metal.
7. Violets grow in our yard.
8. The miners found gold.
9. Molly's silver pin broke.
10. A tan horse grazed in the field.

For each of these words, write two sentences. Use the word as an adjective in one sentence and a noun in the other.

square

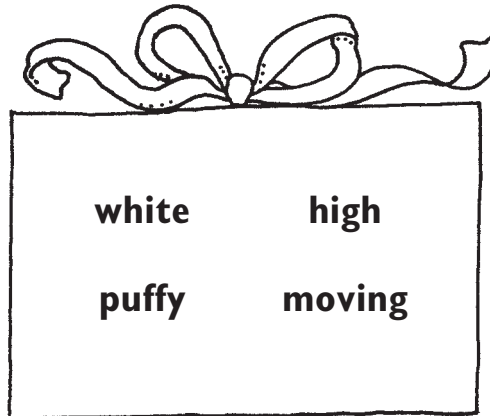
cold

Name _____ Date _____

Describing a Surprise

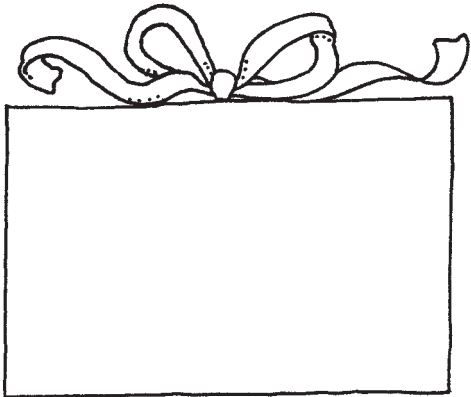
Use adjectives to describe an object.

Read the words on the box.
What do they describe?

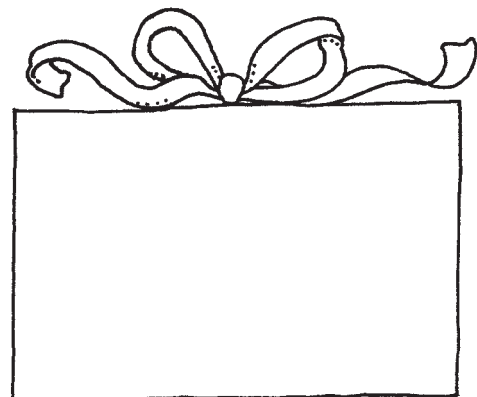


Think of a surprise to hide in each box. Then write four adjectives to describe it.

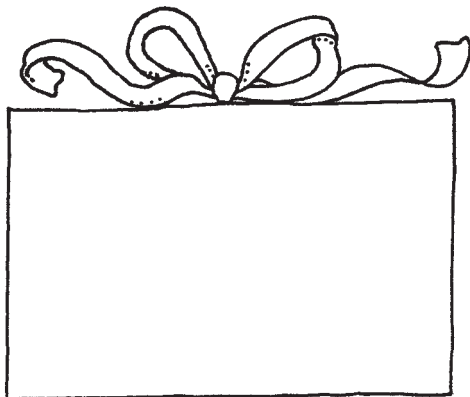
1.



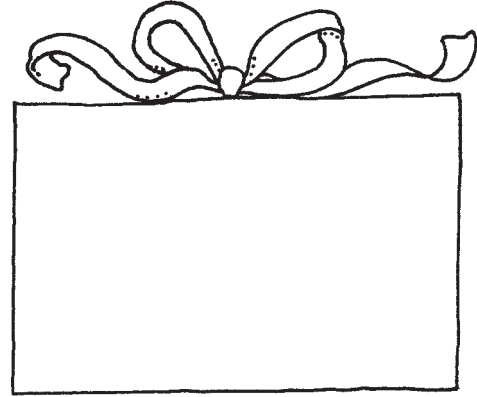
2.



3.



4.

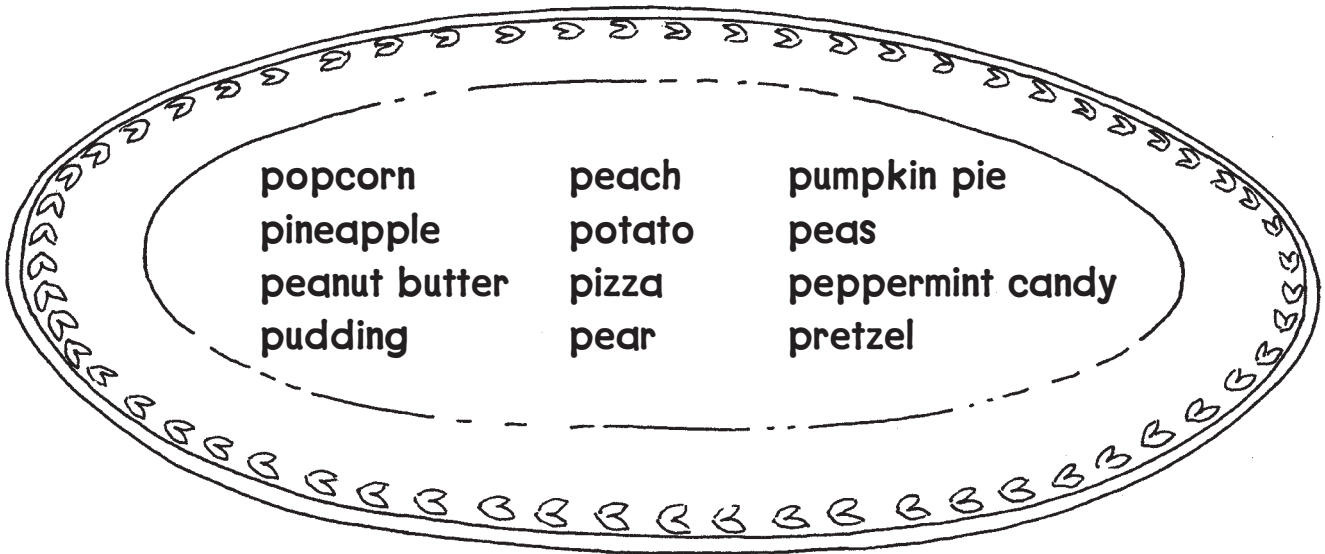


Read your adjectives to a friend. Can your friend guess what the surprises are? If not, can you think of better adjectives?

Name _____ Date _____

Come to Your Senses

Choose one of the types of food listed below. Circle its name on the dish. Then write adjectives to describe how the food smells, tastes, looks, feels, and sounds.



1. How does the food smell? _____

2. How does it taste? _____

3. How does it look? _____

4. What does it feel like? _____

5. What sound does it make when you cook or eat it? _____

Name _____ Date _____

Three Nests

Hazel Hen has a friend named Hattie. Hattie always wants to outdo Hazel. If Hazel has a *clean* nest, Hattie has a *cleaner* nest. Hazel and Hattie have another friend named Hilda. She likes to outdo both Hazel and Hattie. So she has the *cleanest* nest.

You can use adjectives to compare things. To compare two things, add *-er* to the adjective. To compare three or more things, add *-est*.

Read the sentences. Then fill in the chart so the correct form of each adjective is under each bird's name.

	Hazel clean	Hattie cleaner	Hilda cleanest
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

- Hattie's nest is newer than Hazel's.
- Hazel has a small nest.
- Hilda has the warmest nest of all.
- Hazel's nest is round.
- Hilda built the neatest nest.
- Hattie has a softer nest than Hazel.

Use the words you wrote on the chart to draw a picture of each bird's nest.

Name _____ Date _____

Adjective Stretch

Some adjectives get used again and again. Good writers try to vary the adjectives they use. Circle the word that describes each animal. Write two other adjectives that might paint a better picture. Then write a sentence about each animal using your adjectives

nice dog playful friendly

1. brown cow _____ _____

2. fat pig _____ _____

3. long snake _____ _____

4. soft kitty _____ _____

5. big elephant _____ _____

6. furry bear _____ _____

7. fast horse _____ _____

8. little mouse _____ _____

Name _____ Date _____

Send in the Subs

The nouns in these sentences need a rest. Pick a pronoun to replace the underlined word(s). Then write the sentence with the pronoun.

A pronoun is a word that can take the place of a noun.

Pronoun Subs					
he	you	we	they	it	she



1. Tanya swings the bat.

2. Mr. Bartlet and Mr. Jones blow their whistles.

3. Matt and I warm up.

4. Leo looks for his glove.

5. The ball rolls into the field.

Check your sentences. Did you begin them with a capital letter?

Name _____ Date _____

A Diary

Do you keep a diary? Here's a page from the diary that Goldilocks wrote. Circle all the pronouns she used. Then write your own diary entry. You might write a diary entry from the point of view of one of The Three Bears.

Dear Diary,

Today I went to see The Three Bears. Guess what! They weren't home. I decided to try out their new chairs anyway. Papa Bear's chair was too big. He is a big guy! Mama Bear's chair was too lumpy. She is kind of lumpy, too. But Buster Bear's chair was just right. It was really cool. I hope Buster will share it sometimes. After all, we *are* friends. Do you think he will?

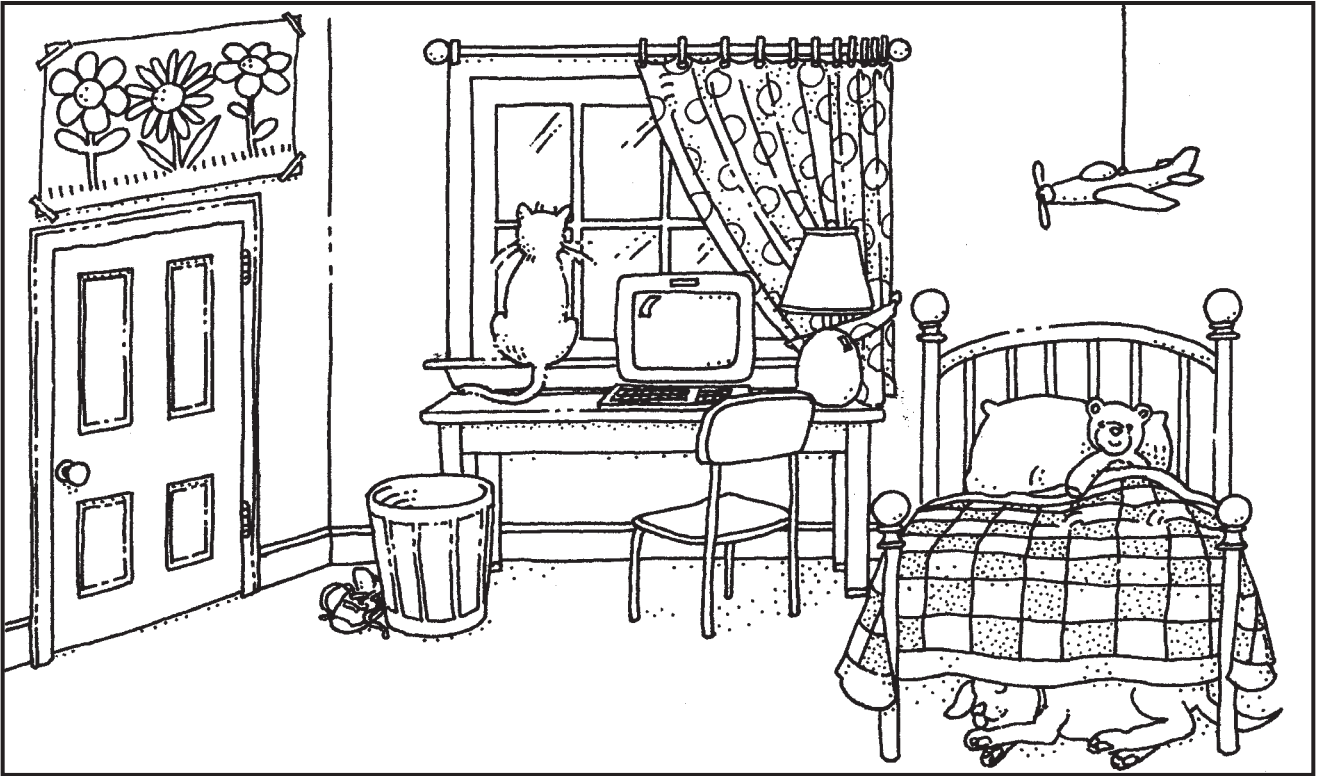
Reread your diary page. Circle all the pronouns that you used.

Name _____ Date _____

Where Is It?

Study the picture. Find each item in the left column. Then fill in each blank in the middle column with the correct preposition from the list. Draw a line from each picture name to the words that tell where it is.

A preposition often helps tell where something is.



What	Where	Prepositions
1. chair	a. _____ the door	above
2. bear	b. _____ the desk	at
3. shoe	c. _____ the bed	behind
4. plane	d. _____ the trash basket	in
5. cat	e. _____ the bed	near
6. computer	f. _____ the window	on
7. dog	g. _____ the desk	over
8. poster	h. _____ the bed	under

Pick three items from the picture. On the back of this sheet, write a complete sentence to tell where each item is.

Name _____ Date _____

Building Better Sentences

You can make sentences grow by adding phrases that tell where or when.

Where		When	
<u>to</u> the store	<u>up</u> the hill	<u>at</u> ten	<u>after</u> the dance
<u>on</u> the top	<u>under</u> the table	<u>for</u> dinner	<u>before</u> bedtime
<u>in</u> the tree	<u>across</u> the field	<u>by</u> the door	<u>from</u> the harbor

The toaster burned the bun.

The toaster burned the bun on the top.

Add phrases from the box to build these sentences.

1. The parade began.

2. The boys pulled the sled.

3. The ocean liner set sail.

4. The taxi stopped quickly.

5. Amanda saw the raccoon.

Reread your sentences. Can you add adjectives or other words to make them even better?

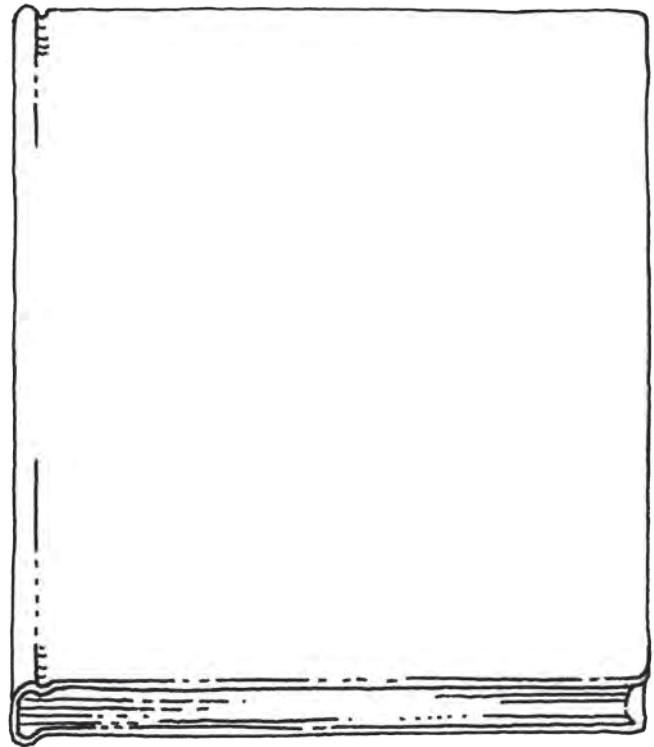
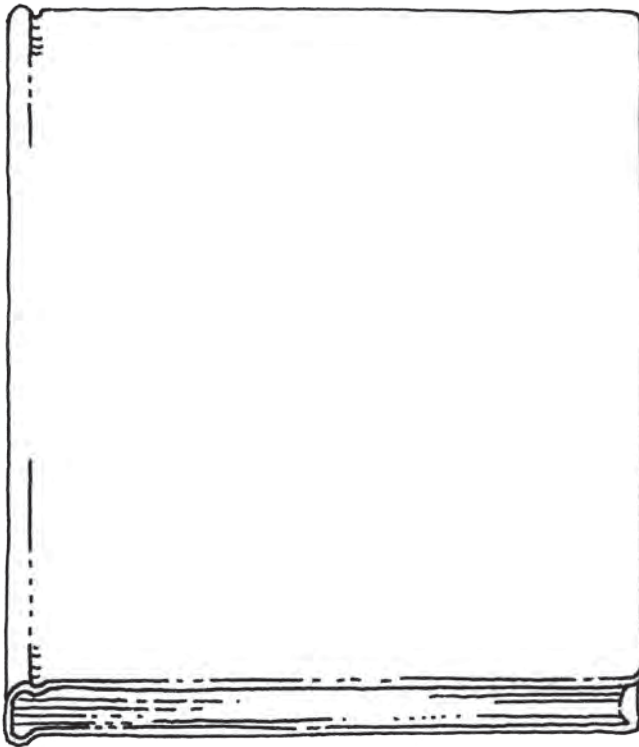
Name _____ Date _____

Book Jackets

What has no arms, but wears a jacket?
A book! Choose two titles from the list below. Write them correctly on the blank books. Then add a design to make a great-looking book cover.

Use a capital letter for the first, last, and important words in a book title.

the spotted cats	flapdoodle dandy
mystery on seal island	rhino on a roller coaster
greeting card fun	daisy, the wonder dog



Write a short story to go in your book.

Name _____ Date _____

Title Trouble

Something happened to the books in the library. Can you help fix them? Write the titles and authors so they are correct.

Use a capital letter for the first, last, and important words in a book title. Begin a proper name with a capital letter.

1. riddles and jokes by ura sillie

2. let's have lunch by ham berger

3. how to catch worms by earl lee bird

4. honey for you by bizz ebee

5. the longest trip by manny daze

6. the big race by hugh wynn

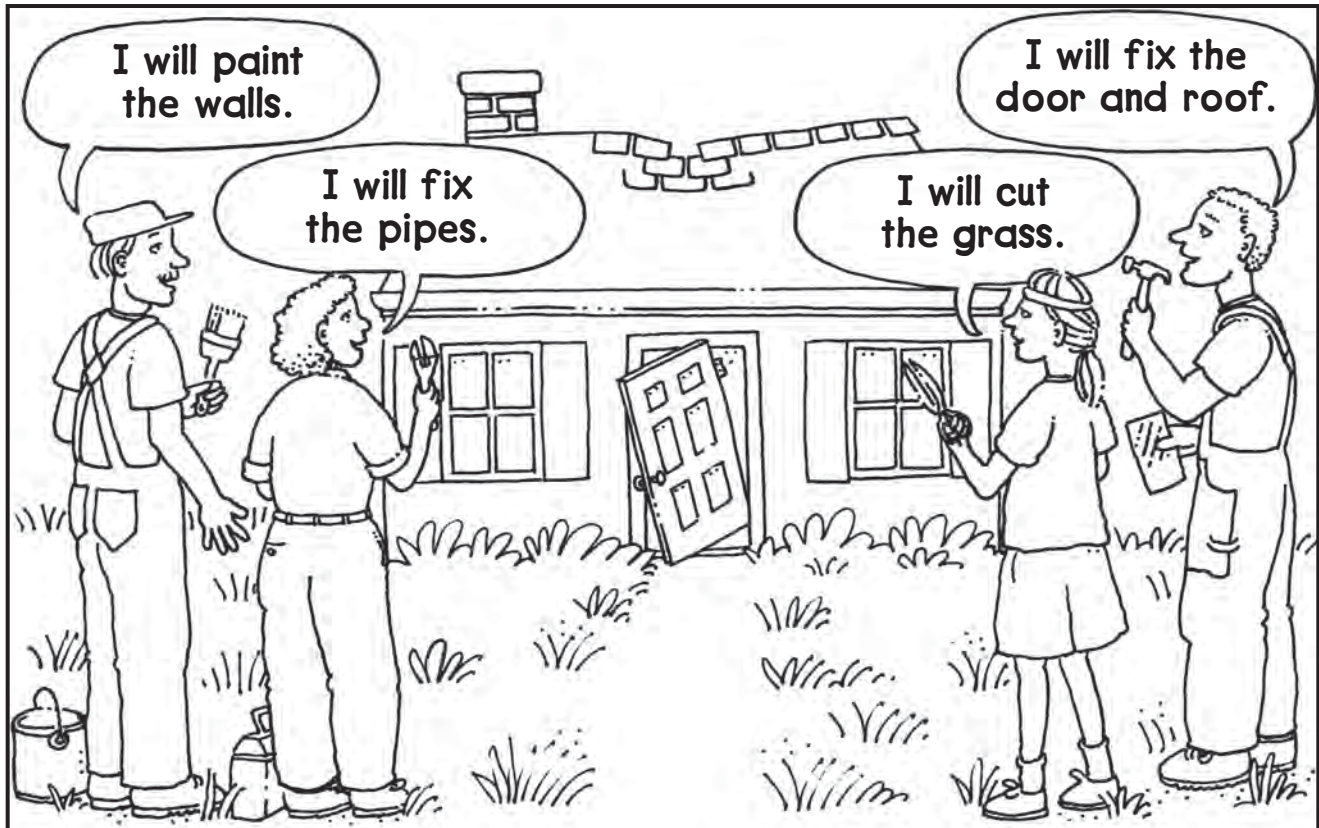
Write a description of what might be in one of these books.

Name _____ Date _____

Who Will Help?

Who will help fix this house? Read the speech balloons and write each sentence on the correct line below. Use quotation marks [“ ”] around the words you write. Then write your own sentence.

Use quotation marks to show the words that someone says.



1. The painter said, _____
2. The plumber said, _____
3. The gardener said, _____
4. The carpenter said, _____
5. I said, _____

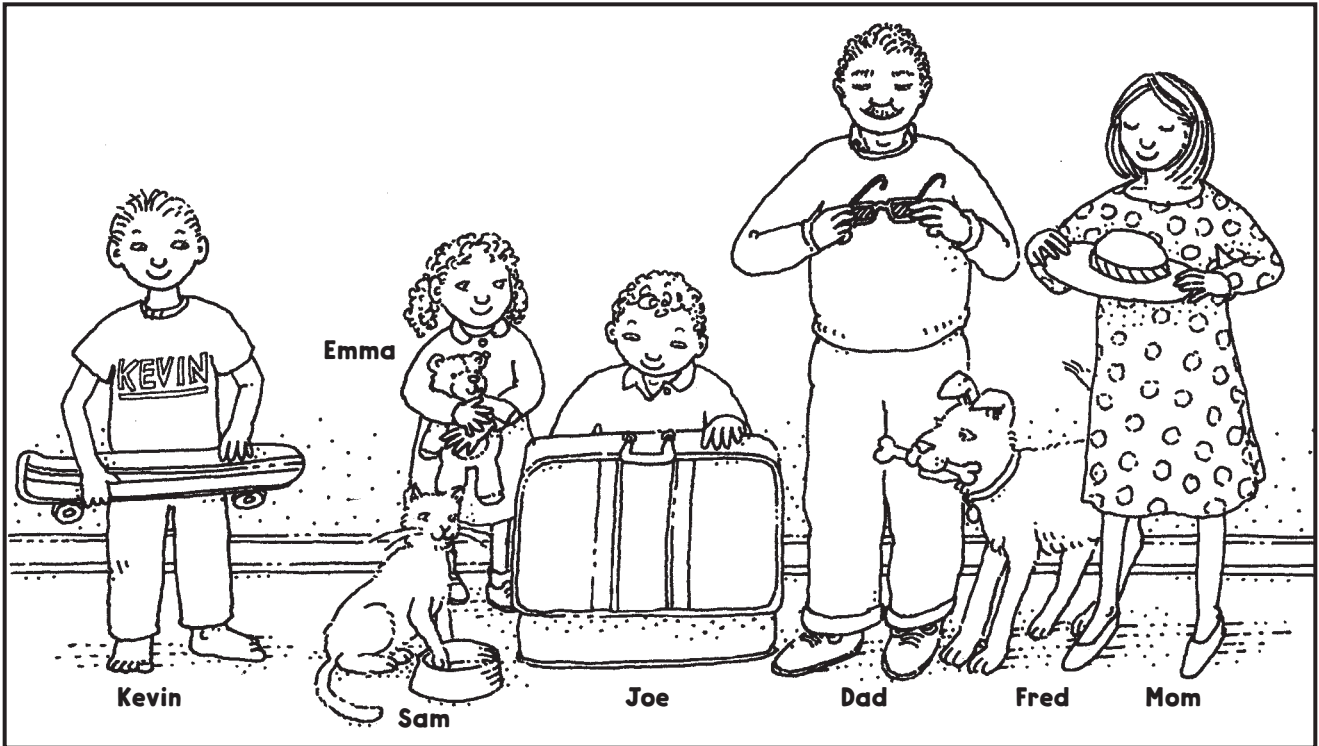
Check your sentences. Did you begin each quote with a capital letter and end it with a period? Did you use quotation marks?

Name _____ Date _____

Whose Is It?

Joe is packing for a trip. He needs to pack everything on the list. Each object belongs to a different family member. Study the picture to learn who owns each item. Then write it on the suitcase.

A noun can show who owns something. To do this, add an ['] and -s.



skateboard

hat

bone

bowl

sunglasses

teddy bear

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Write a story about Joe's family and their trip on the back of this page.

- page 6:** A bee makes honey. A duck quacks. A horse gallops fast. A cat chases mice. A hen lays eggs. A mouse eats cheese. A pig says “oink.” A cow gives milk.
- page 7:** 1. bear 2. panda 3. Jane 4. dog 5. wagon 6. birds
- page 8:** Possible answers: 1. waits for a mouse. 2. eats cheese. 3. sleeps. 4. has a ball. 5. rolls away. 6. spills.
- page 9:** Possible answers: 1. Kim makes a snowman. 2. Mark has sticks and a hat. 3. The snowman has arms. 4. The birds sit on the snowman. 5. It’s a snowdog.
- page 10:** Possible answers: 1. Why is it here? 2. What does Ben see? 3. What does Ben hear? 4. What is in the basket? 5. Who gave Ben a puppy?
- page 11:** 1. calendar 2. mask 3. Riddles will vary, but should have three declarative sentences and one interrogative sentence.
- page 12:** Possible answers: 1. I have the balloon. 2. Why did he take my balloon? 3. I will get you a new one. 4. What are they saying? 5. Do they have nuts? 6. I want one too.
- page 13:** 1. note or letter 2. house 3. castle 4. hat 5. horse 6. trees or woods 7. mountain 8. door 9. bell 10. waiter or frog 11. coat 12. chair 13. fire or fireplace 14. prince or bear 15. two 16. tea 17. sandwiches 18. cake 19. gift 20. Answers will vary.
- page 14:** Nouns that name people or animals—doctor, fish, baby, bug, pig, dog, horse, girl, cat, frog, cow, boy, nurse, teacher; nouns that name places—city, state, town, planet; nouns that name things—paper, fork, car, desk, bed, dish, book, kite, pen; picture shows two fish.
- page 15:** 1. children 2. car 3. clown 4. shoes 5. band 6. music
- page 16:** Plural nouns—boys, dolls, lions, posters, balloons, balls, caps, shirts, hands
- page 17:** 1. dresses 2. sandwiches 3. foxes 4. dishes 5. buses 6. guesses 7. brushes 8. beaches 9. boxes 10. bushes
- page 18:** 1. Dr. Luiz 2. Gail and Bev Lewis 3. Beauty on Broad Street 4. Mr. and Mrs. Green 5. Pet Care 6. Lana Hooper
- page 19:** 1. tablecloth 2. popcorn 3. cookbook 4. applesauce 5. fruitcake 6. meatball 7. watermelon 8. blueberry
- page 20:** Stories will vary. Check students’ use of nouns.
- page 21:** Students’ word pictures will vary.
- page 22:** Students’ lists will vary. Check their use of verbs.
- page 23:** 1. noun 2. verb 3. noun 4. verb 5. verb 6. noun 7. verb 8. noun 9. noun 10. verb
- page 24:** Pictures should show: 1. four birds 2. one dog 3. one man 4. more than one girl
- page 26:** Students’ poems will vary. Check to see that they use four verbs.
- page 27:** Check to see that students add *-ed* to each verb in the box.
Across: 1. climbed 3. barked 5. helped 7. yelled 8. walked;
Down: 1. called 2. mixed 4. kicked 6. played
- page 28:** 1. rode 2. grew 3. ate 4. wrote 5. sat 6. sang
- page 29:** 1. won 2. fell 3. saw 4. chose 5. ate 6. been
- page 30:** Possible answers: 1. This year I am learning division. 2. Now I say “library.” 3. This year I read chapter books. 4. Last year I jumped pretty high. 5. Last year I spelled hard words. 6. This year I want an elephant.
- page 31:** 1. Yesterday, Derrick called Tina and walked the dog. 2. Today, Derrick is buying (buys) a hat and is walking (walks) the dog. 3. Tomorrow, Derrick will learn 10 spelling words and will walk the dog.
- page 32:** Verbs to replace: lost, boiled, sprinkled, chewed, disappeared, will push, dropped, opened, waited, reach
- page 33:** Students’ adjectives will vary.
- page 34:** Adjectives: 1. peach 2. gold 4. violet 9. silver 10. tan
- page 35:** cloud. Check to see that students use four adjectives.
- page 36:** Students’ adjectives will vary.
- page 37:** 1. new, newer, newest 2. small, smaller, smallest 3. warm, warmer, warmest 4. round, rounder, roundest 5. neat, neater, neatest 6. soft, softer, softest
- page 38:** 1. brown 2. fat 3. long 4. soft 5. big 6. furry 7. fast 8. little Students’ adjectives will vary.
- page 39:** Students’ poems will vary. Check their adjectives.
- page 40:** 1. She 2. They 3. We 4. He 5. It
- page 41:** Pronouns in diary: I, They, I, He, She, It, I, it, we, you, he. Students’ diary entries will vary. Check students’ use of pronouns.
- page 42:** 1. g, near the desk 2. e, in the bed 3. d, behind the trash basket 4. h, over the bed 5. f, at the window 6. b, on the desk 7. c, under the bed 8. a, above the door
- page 43:** Possible answers: 1. The parade began at ten. 2. The boys pulled the sled up the hill. 3. The ocean liner set sail from the harbor. 4. The taxi stopped quickly by the door. 5. Amanda saw the raccoon across the field.
- page 44:** Students’ book jackets will vary. The Spotted Cats; Mystery on Seal Island; Greeting Card Fun; Flapdoodle Dandy; Rhino on a Roller Coaster; Daisy, the Wonder Dog
- page 45:** 1. Riddles and Jokes by Ura Sillie 2. Let’s Have Lunch by Ham Berger 3. How to Catch Worms by Earl Lee Bird 4. Honey for You by Bizz Ebee 5. The Longest Trip by Manny Daze 6. The Big Race by Hugh Wynn
- page 46:** 1. The painter said, “I will paint the walls.” 2. The plumber said, “I will fix the pipes.” 3. The gardener said, “I will cut the grass.” The carpenter said, “I will fix the door and roof.”
- page 47:** 1. Kevin’s skateboard 2. Sam’s bowl 3. Emma’s teddy bear 4. Dad’s sunglasses 5. Fred’s bone 6. Mom’s hat