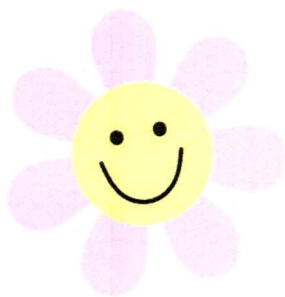


5th
Grade

Year 23-24



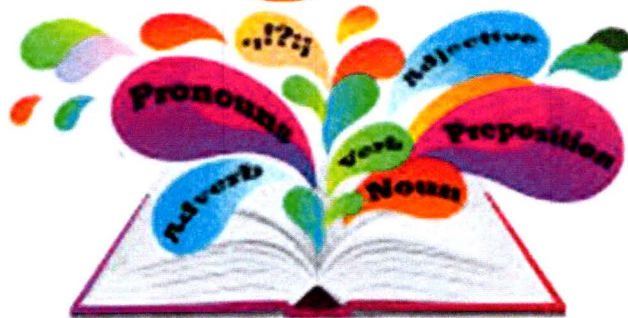
Grammar



I ♥ GRAMMAR!

English

Term 1-2-3

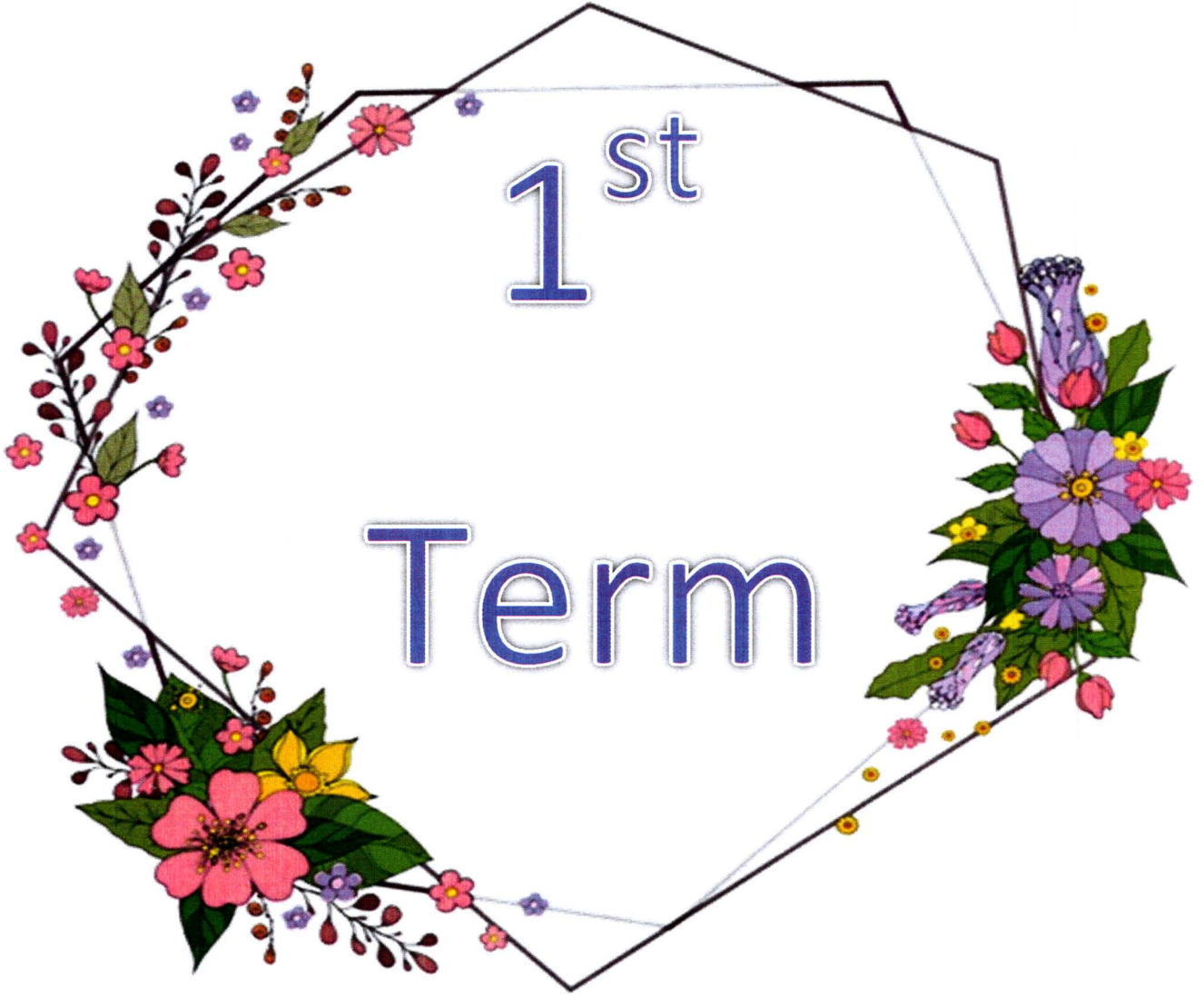


Grammar



Name : _____

Class : _____



Name _____

- A **sentence** is a group of words that express a complete thought.
- A **sentence fragment** is a group of words that does not express a complete thought.
- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.
- All sentences begin with a capital letter and end with a period or question mark.

Write *sentence*, *question*, or *fragment* for each group of words. Write each group of words as a sentence with the correct punctuation.

1. the cat feeds her kittens

2. is very hungry today

3. his lunch bag is missing

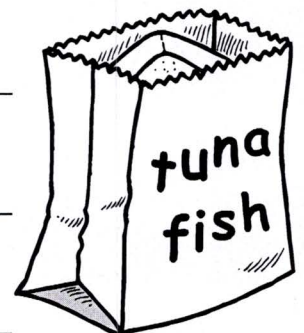
4. did you bring your lunch

5. he ate a tuna fish sandwich

6. because he likes tuna fish

7. what else do you think he likes

8. the cat ate a worm



Name _____

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

Write each sentence with the correct punctuation.

1. Are you sure you brought your lunch

2. Maybe Jack took it

3. Class, stay in your seats

4. Don't you dare say I stole it

5. Have you seen a stray cat in the building

6. Cats like eating fish

7. I can't believe the cat took the sandwich

8. Do you think we should feed the cat each day

Name _____

- Every **sentence** begins with a capital letter.
- A **question** ends with a question mark.
- A **statement** or a **command** ends with a period.
- An **exclamation** ends with an exclamation mark.

Read each sentence. Rewrite it with the correct capital letters and punctuation.

1. I'm starving

2. are you allergic to cats

3. mother cats protect their kittens

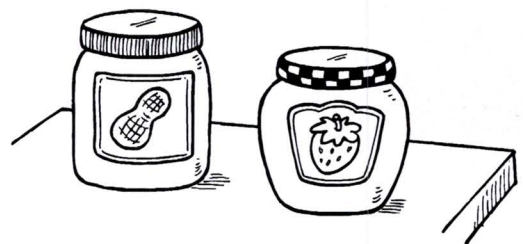
4. let me know if you find out who did it

5. he was glad the mystery was solved

6. don't jump to conclusions

7. who brought the peanut butter and jelly

8. wow, this is a great cat



Name _____

A. Decide if each sentence is a *statement*, a *question*, a *command*, or an *exclamation*. Write what type of sentence each is.

1. His favorite sandwich is salami.

2. Can you lend me a dollar?

3. Don't forget your lunch.

4. The kittens are hiding.

5. What a funny story!

6. That stain looks like mustard.

B. Write each sentence with the correct punctuation.

7. I thought Jack took my lunch

8. Did you ever make a mistake like that

9. Cats are my favorite pets

10. I don't have any money

11. Wow, I can't believe the cat ate my lunch

12. Bring the kittens to my office



Name _____

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

Write each sentence with the correct capital letters and punctuation.

1. where is the mother cat

2. give me the sandwich, please

3. hey, you solved the mystery

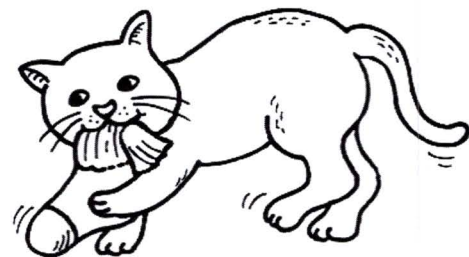
4. I like peanut butter and jelly

5. what's going on here

6. My cat stole one of my socks

7. Where do you think I found it

8. It was in my cat's bed



Name _____

- A simple sentence contains one subject and one predicate. It contains one complete thought.
- Two simple sentences may be joined to form a compound sentence, which contains two subjects and two predicates. It contains two complete thoughts.
- A conjunction is used to combine the two sentences. *And*, *but*, and *or* are conjunctions.

Add a comma followed by *and*, *but*, or *or* to combine each pair of simple sentences into one compound sentence.

1. Elks have come back to the park. Wolves have returned, too.

2. I would like to visit the park often. I live far too away.

3. Visitors like the flowers in the park. They should not pick them.

4. You can look at the geysers in the park. You can enjoy the waterfalls instead.

5. I love Yellowstone Park. My brother prefers the beach.

6. My aunt came with me to the park. She said it was beautiful.



Name _____

- Use a comma before *and*, *but*, or *or* when you join two sentences to form a compound sentence.
- Do not use a comma before *and* when you combine two subjects or two predicates.

Use *and*, *or*, or *but* to combine two sentences into a compound sentence. Or, use *and* or *or* to combine subjects or predicates.

1. My family loves camping. I prefer reading indoors.

2. A volcano steams. A volcano erupts.

3. Mom likes to hike. I come with her.

4. A moose might walk by. A wolf might walk by.

5. Fire burned some of the park. Other parts were untouched.

6. Karen went hiking. I'm going with her next time.

7. The Lower Falls are well known. Others don't even have a name.

8. Serena is camping. Maria is camping.



Name _____

A. Combine each pair of simple sentences with *and*, *but*, or *or*.1. The volcano erupts. Molten rock flows out.
_____2. Yellowstone is a great place. I like other parks too.
_____3. We'll go camping together. We might go to the beach.
_____4. Kyle forgot to pack a toothbrush. Susan forgot to bring soap.

_____5. Mom likes to hike. Dad likes to fish.
_____**B. Combine each pair of sentences by joining their subjects or predicates with *and*.**6. Ava cooked hot dogs. Trey cooked hot dogs.
_____7. Koala bears live in Australia. Kangaroos live in Australia.
_____8. Fish swim in the lake. Fish find food in the lake.
_____9. Dad packed the knapsack. He put it over his shoulder.
_____10. Sarah gathered wood for the fire. James gathered wood for the fire.

Name _____

- A **compound sentence** contains two sentences joined by *and*, *but*, or *or*.
- A **compound subject** contains two or more simple subjects that have the same predicate.
- A **compound predicate** contains two or more simple predicates that have the same subject.

Write a short passage about the picture. Use two compound sentences and several simple sentences in your passage.





Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately.

The boy found the raft the raft floated down the river.

- You can correct a run-on sentence by separating two complete ideas into two sentences. Each sentence should have a subject and a verb.

The boy found the raft. The raft floated down the river.

Correct the run-on sentences by separating them into two sentences. Each sentence should have a subject and a verb.

1. I'm bored at Grandma's house she doesn't have a TV.

2. We're going bird watching you can bring your friend along.

3. The raft floated by he wondered where it came from.

4. The animals are fascinating I will try drawing them.

5. I played with the otters they let me feed them.

6. Grandma found a pearl inside the clam she kept it for years.

7. He draws a picture on the raft he draws well.

8. Grandma loves the river she uses the raft to float on it.



Name _____

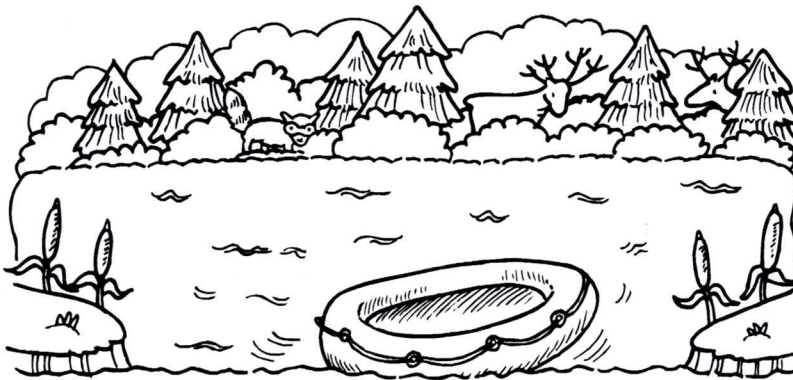
A. Correct these run-on sentences by separating them into two sentences.1. Have you ever been on a raft it's lots of fun.
_____2. My grandfather is a painter he paints animals.
_____3. I woke up a huge buck was standing there.
_____4. Beavers are so funny-looking have you ever seen one?
_____5. I drew the fawn I showed it to Grandma.
_____**B. Rewrite the following run-on sentences as compound or complex sentences. Be sure that the new sentences make sense.**6. You should bring your life jacket the water is deep.

_____7. He had to walk quietly the deer would run away.
_____8. I invited Bob to visit he likes the outdoors.
_____9. Kerry watched sadly the otters swam away.
_____10. I was sad to leave the river I was glad to be going home.

Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Add capital letters, conjunctions, and punctuation marks to turn each group of words into one or two sentences that tell about the picture.



1. we love the lake so many animals live there

2. it's hard to catch rabbits they run away so fast

3. deer get frightened they see or hear you

4. the raccoon's eyes are black he's wearing a mask

5. most birds can fly some cannot



Name _____

- A **noun** names a person, place, or thing.
- A **common noun** names any person, place, or thing.
Examples: teacher city dog
- A **common noun** does not begin with a capital letter.
- A **common noun** does *not* name a particular person, place, or thing. These words are not common nouns: Mr. Smith, Chicago, Spot.

Underline the common nouns in each sentence.

1. Baseball is my favorite sport.
2. The pitcher is named Jackie.
3. My father says the New York Yankees are a great team.
4. Listen to the noise of the crowd sitting in the bleachers.
5. Alissa said the umpire was wrong.
6. Alex and Daniel play baseball in the backyard.
7. My sister uses a wooden bat.
8. Don't throw the ball in the house!
9. The batter has two strikes.
10. John lost his mitt.
11. Your foot has to touch the base.
12. Let's keep track of the game.
13. That ball is a foul.
14. Did you bring your cleats?



At Home: Ask your child to write two sentences about the story and underline the common nouns.

Name _____

- A **proper noun** names a particular person, place, or thing.
Examples: Ms. Brown San Francisco Atlantic Ocean.
- A **proper noun** begins with a capital letter.
- Some proper nouns contain more than one word. Each important word begins with a capital letter.
Examples: Statue of Liberty Boston Red Sox
- The name of a day, month, or holiday begins with a capital letter.

Read the list of nouns below. Decide whether each noun is common or proper and write it in the correct column. Capitalize the nouns in the Proper column.

independence day	summer	uniform	new york
hank aaron	stadium	ebbets field	july
home plate	jackie robinson	coach	world series
diamond	game	shortstop	ohio

COMMON

PROPER



Name _____

- Some proper nouns contain more than one word. Each important word begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Capitalize the proper nouns found in each sentence.

1. I like to play baseball with my brother matt and his friends.

2. Last saturday, we played all afternoon.

3. I am also part of the dallas little league.

4. My cousin karen is the best pitcher I know.

5. We play ball together when I visit her in florida.

6. I haven't seen her since thanksgiving.

7. She has a baseball card with a picture of mickey mantle.

8. My uncle went to a game at yankee stadium.





2nd
Term

Name _____

- A **singular noun** names one person, place, or thing.
Examples: teacher, city, dog.
- A **plural noun** names more than one person, place, or thing.
Examples: teachers, cities, dogs.
- Add -s to form the plural of most singular nouns.

Decide whether each underlined word is a singular or plural noun. Then write *singular* or *plural* on the line.

1. There are no jobs here. _____
2. My family is leaving the country. _____
3. We're going to stay with my grandparents for now. _____
4. Papa sent us a letter. _____
5. He is meeting us at the bus station. _____
6. We're waiting to get our green cards. _____
7. This trip is taking forever! _____
8. It's been weeks since I've seen you. _____
9. The pages of my diary are filling up. _____
10. I miss the park I used to go to. _____
11. I had to sell my bike. _____
12. The apartment is crowded. _____
13. I kept my two parrots. _____
14. We bought some new clothes. _____
15. She received several letters. _____



At Home: Have your child think of three singular nouns and three plural nouns naming items he or she would bring on a journey.

Name _____

- Add -s to form the plural of most singular nouns.
- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

Write the correct plural form of each noun in parentheses.

1. We saw (foxs) _____ running across the prairie.
2. Many people from other (countrys) _____ have come to the United States.
3. (Massies) _____ of people traveled to the west in the 1800s.
4. Some travelers keep (diarys) _____.
5. Gather a few (branchs) _____ so we can build a fire.
6. She caught a rabbit that was hiding in the (bushs) _____.
7. I asked the neighbor's two (boyes) _____ to help me milk the cow.
8. Some people used the old trail, but a few found new (pathway) _____.
9. That chest has many (scratches) _____.
10. Please feed the (babys) _____.
11. We need more (boxs) _____ than that!
12. I will write two more (pagies) _____ today.



Name _____

- A **comma** tells the reader to pause between the words that it separates.
- Use commas to separate three or more words in a series.
Example: We enjoyed the mountains, the trees, and the clouds in the park.
- Do not use a comma after the last word in a series.

Rewrite the sentences below by adding commas where they belong.

1. He fed milked and groomed the cows.

2. Go to the store and get flour eggs and sugar.

3. Mexico Ireland and China are three countries I have visited.

4. Bring wood nails and a hammer.

5. We have ducks horses and cows on our ranch.

6. This city feels quiet strange and lonely.

7. Mosquitoes spiders and ants annoyed us.

8. I brought my diary my pencil and an eraser.

9. My mother father and brother are coming along.

10. I miss the house my cat and our friends.



At Home: Write three sentences without commas. Then, have your child rewrite them correctly using commas.

Name _____

A. Read each sentence. Find the noun that is singular. Circle your answer.

1. Many families rode in covered wagons across the state.
a. families b. rode c. wagons d. state
2. My mother, sisters, and grandparents packed their clothes.
a. mother b. sisters c. grandparents d. clothes
3. I watched many sunsets over the beautiful lake.
a. watched b. sunsets c. beautiful d. lake
4. The hens, the old rooster, and the cows came with us.
a. hens b. rooster c. cows d. with

B. Read each sentence. Find the correct plural form for the nouns in parentheses. Circle your answer.

5. The blue (sky) over the prairies seem so vast and clear.
a. skys b. skyes c. skies d. skyies
6. We spent many (day) on our journey.
a. days b. dayes c. daies d. dayies
7. Be sure to avoid the swamps and (marsh).
a. marshs b. marshes c. marshies d. marshys
8. I've lived in several (city), but I prefer the country.
a. citys b. cityes c. cities d. cityies

Name _____

- Add -s to form the plural of most singular nouns.
- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

Mechanics

- A **comma** tells the reader to pause between the words that it separates.
- Use commas to separate three or more words in a series.
- Do not use a comma after the last word in a series.

Correct each sentence below by changing the underlined singular noun to a plural, and by adding the missing commas. With a partner, take turns reading the corrected sentences aloud, pausing when you reach each comma.

1. We saved our penny nickels and dimes.

2. They traveled on bus trains and planes.

3. Fox cats and squirrels were seen in the field.

4. Fly ants and spiders lived near the swamp.

5. I counted the day weeks and months.

Name _____

Irregular Plural Nouns

- Some nouns have special plural forms.

calves	lice	children	feet	geese
gentlemen	leaves	potatoes	knives	halves
mice	wives	thieves	heroes	tomatoes
lives	men	women	oxen	teeth

Look in the above box for the plural form of each singular noun.
Write it on the line provided.

- | | |
|-----------------|---------------------|
| 1. man _____ | 11. foot _____ |
| 2. child _____ | 12. hero _____ |
| 3. woman _____ | 13. tooth _____ |
| 4. life _____ | 14. gentleman _____ |
| 5. calf _____ | 15. knife _____ |
| 6. thief _____ | 16. tomato _____ |
| 7. potato _____ | 17. mouse _____ |
| 8. goose _____ | 18. louse _____ |
| 9. ox _____ | 19. leaf _____ |
| 10. wife _____ | 20. half _____ |



Name _____

- A few nouns have the same plural and singular form.
- To determine whether the noun is singular or plural, look at the rest of the sentence.

Read the sentences below. Then decide whether the underlined noun is *singular* or *plural*. Write your answer on the line.

1. There was not one sheep on Papa's farm. _____
2. A herd of buffalo trampled across the land. _____
3. Moose live in cold places, like Canada. _____
4. This species of insect only lives for two days. _____
5. I ate clams and shrimp at dinner. _____
6. Be quiet or you might scare that deer away. _____
7. We caught five fish today. _____
8. We saw a moose at the zoo. _____
9. He dipped each shrimp into the cocktail sauce. _____
10. Sheep produce wool for sweaters. _____
11. We raked the leaves today. _____
12. I am not afraid of the mouse. _____
13. She is getting her teeth cleaned. _____
14. Several oxen passed the ranch. _____
15. He wanted a baked potato. _____



Name _____

- Some nouns have special plural forms.
- A few nouns have the same singular and plural forms.

Read each sentence. Draw a line under the word in parentheses that is the correct plural form.

1. Chinese (factoryes, factories) produced lots of paper.
2. Wheelbarrows, invented in China, were compared to wooden (oxes, oxen).
3. Chinese inventors experimented with magnetism by placing iron (fish, fishes) in water.
4. The first kites floated through the air like (leafs, leaves).
5. I wonder who first realized it's a good idea to brush your (tooths, teeth)?
6. Magicians placed pieces of lodestone into the (bellys, bellies) of wooden turtles.
7. A member of the Chinese court invented a machine to predict (earthquakes, earthquaks).
8. I didn't know the Chinese had made (compassies, compasses).
9. I think of inventors as (heroes, heros).
10. What different (speciees, species) of animals come from China?
11. These inventions have changed many people's (lives, lifes).
12. (Tomatoes, Tomatos) come with the meal.



At Home: Have your child name the two nouns in the above sentences that have the same plural and singular forms.

Name _____

A. Write *yes* if the noun below has the same singular and plural forms. Write *no* if the noun does not have the same singular and plural forms.

1. ship _____
2. deer _____
3. calf _____
4. species _____
5. moose _____
6. ox _____
7. half _____
8. shrimp _____

B. Complete each sentence with the plural form of the singular noun in parentheses.

9. Two baby (calf) _____ were born last night.
10. Which of the inventors were (woman) _____?
11. It is easier for (child) _____ to learn a new language than it is for adults to learn one.
12. King Henry VIII had many (wife) _____.
13. There were a few (mouse) _____ under the stove in the kitchen.
14. The (thief) _____ were soon caught.
15. My (foot) _____ are so tired.
16. That cat has plenty of (louse) _____.

Name _____

- A **possessive noun** is a noun that shows who or what owns or has something.
- A **singular possessive noun** is a singular noun that shows ownership.
- Form a singular possessive noun by adding an **apostrophe** (') and -s to a singular noun.

Write the possessive form of each underlined singular noun.

1. Ben Franklin almanacs are very funny to read. _____
2. The book is the library, so please return it. _____
3. People rang the church loud bells when there was a fire.

4. The inventor fame spread throughout the nation. _____
5. Have you seen Mary bifocals? _____
6. Ben Franklin was one of America best-known citizens.

7. This old book pages are torn. _____
8. My doctor advice is to exercise more. _____
9. The key was tied to the kite long string. _____
10. The battery power is running low. _____
11. The lawyer advice was quite helpful. _____
12. One person work is not enough today. _____
13. The car fender is dented. _____
14. I created the office design. _____



At Home: Have your child write four sentences using four of the singular possessive nouns above.



Name _____

- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural that ends in *s*, add an apostrophe.
- To form the possessive of a plural noun that does not end in *s*, add an apostrophe and *-s*. A few nouns have the same plural and singular form.

Write the plural possessive form of each underlined noun.

1. Those experiments purpose was to teach us more about electricity.

2. For the first time, the post office delivered mail directly to people houses. _____
3. The mayor honored the firefighters heroism. _____
4. Electrical charges effects can be dangerous. _____
5. Ben Franklin won several countries respect. _____
6. The church bells ringing woke me. _____
7. Most limes skin is green, but one kind of lime is yellow.

8. The children book was very interesting. _____
9. That is the workers break room. _____
10. The bulbs shoots will sprout flowers. _____
11. Twelve sinks drains must be cleaned out. _____
12. The insects habits inspired my work. _____
13. Airplanes tires are fully inflated. _____
14. Those objects tags are missing. _____



How Ben Franklin Stole the
Lightning • Grade 4/Unit 2



At Home: Have your child write sentences using the possessive forms of these plural nouns: children, boys, girls, people.

Name _____

A Choose the correct singular possessive form to complete each sentence.

1. _____ invention changed the world.
a. Edisons b. Edison' c. Edison's d. Edisons'
2. The _____ effect was devastating.
a. fire' b. fire's c. fires' d. fires
3. The _____ temperature is warmer in some places.
a. oceans b. oceans' c. ocean d. ocean's
4. The _____ laughter lasted a long time.
a. king's b. kings c. kings' d. king'

B Choose the correct plural possessive form to complete each sentence.

5. These _____ inventions were amazing!
a. people b. peoples c. peoples' d. people's
6. African-American _____ right to take out patents was recognized after the Civil War.
a. inventors b. inventor's c. inventors' d. inventor'
7. The _____ efforts led to a new creation.
a. worker b. workers' c. workers d. worker's
8. The _____ amazement showed on their faces.
a. child's' b. childrens' c. children's d. childrens
9. All of the _____ covers were torn.
a. books b. books' c. book's d. book
10. The _____ purposes must be made clearer.
a. experiments b. experiment's c. experiment' d. experiments'

Name _____

- A **singular possessive noun** is a singular noun that shows ownership.
- A **plural possessive noun** is a plural noun that shows ownership.

Mechanics

- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in s.

Read the sentences below. Make each underlined noun possessive.

1. What do you know about electricity effects? _____
2. Engineers jobs are very challenging. _____
3. That light bulb filament is burned out. _____
4. Find the book place on the shelf. _____
5. The eyeglasses lenses are scratched. _____
6. Those people help is very important. _____
7. The electrical charges power is strong. _____
8. Don't forget those libraries rules. _____
9. These doctors experiments worked well. _____
10. The children logs are detailed. _____



Name _____

- A **plural noun** names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.
- To form the plural of most nouns that end in *y*, change the *y* to *i* and add -es.

Write the plural form of the noun in the parentheses on the line provided.

1. The two girls rode their (bike) _____ up the hill.
2. You're not allowed to bring (snake) _____ into the library.
3. (Library) _____ are good places to go to find information.
4. Some (book) _____ cannot be taken out of the library.
5. I bet the (person) _____ who work in libraries know a lot.
6. The library has a special section with books just for (child)
_____.
7. I want to look up some (fact) _____ about snakes.
8. I am also checking out a book of short (story) _____.
9. A snake's (scale) _____ feel dry, not slimy.
10. I like to watch television shows about (animal) _____.
11. There are many (reptile) _____ to read about.
12. My favorite (stop) _____ are nature trails.
13. I found some great wildlife (magazine) _____.
14. We like the (museum) _____ in the city.



At Home: Have your child write five singular nouns. Then ask your child to write the plural form of each one.

Dear Mr. Winston
Grade 4/Unit 2



Name _____

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe (') and -s to a singular noun to make it possessive.

Write a plural noun or a possessive noun to complete each sentence. Use the singular nouns in the box to help you.

box picture snake rattle skin prairie book

1. She carried the noisy _____ from several snakes.
2. When he saw the rattlesnake, he was scared by the _____ sound.
3. I want to find some _____ about animals in the library.
4. This book has words but no _____.
5. This _____ photographs are very interesting.
6. Snakes shed their _____ when they grow.
7. Will you help me open those _____ to see what's inside?
8. A _____ bite may or may not contain poison.
9. Oh no, that _____ lid is moving!
10. Some types of snakes live in fields and _____.



Name _____

A. Decide whether each underlined word is a plural noun or a possessive noun. Then write *plural* or *possessive* on the line provided.

1. This snake's bite is not poisonous. _____
2. Sidewinders leave J-shaped tracks in the sand. _____
3. The teacher's science lesson was very interesting. _____
4. Some reptiles change color to match their surroundings.

5. We went to see the museum's display. _____
6. I decided to write down some notes. _____
7. The facts are very important. _____
8. That reptile's skin is shiny. _____

B. Choose the plural or possessive noun that best completes each sentence. Write it on the line provided.

9. (Sharks, Shark's) kill fewer people than snakes do. _____
10. She checked out books from two (libraries, library's). _____
11. The (farmers, farmer's) crops were harmed by the insects.

12. The (colors, color's) of the snakeskin were red, black, and gold.

13. The (magazines, magazine's) articles were very helpful. _____
14. Don't touch those (animals, animals') skeletons! _____
15. Several (people, people's) stopped by the exhibit. _____

Name _____

Mechanics

- Add -s to most nouns to form the plural. Do not use an apostrophe.
- Add an apostrophe and -s to a singular noun to make it possessive.

Read the sentences about the picture below. Then find the plural and possessive nouns that are not written correctly. Rewrite the sentences on the lines below, correcting the plural or possessive nouns.



1. What does this pages picture show you?

2. My two friend both like to read a lot.

3. I went to the schools Web site on the computer.

4. Emily is using these three article's for her research paper.

Name _____

- A verb in the **past tense** tells about an action that has already happened.
- Add *-ed* to most verbs to show past tense.
- If a verb ends with *e*, drop the *e* and add *-ed*.
- If a verb ends with a consonant and *y*, change *y* to *i* and add *-ed*.
- If a verb ends with one vowel and one consonant, double the consonant and add *-ed*.

Choose a verb for each sentence. Write the verb in the past tense.

1. We _____ Martin Luther King, Jr.'s birthday in January. (celebrate, irritate)
2. People _____ home from school for the holiday. (visit, stay)
3. The students in our school _____ about Dr. King before the holiday. (learn, earn)
4. We _____ a program of events about Dr. King. (repair, prepare)
5. Today my class _____ a play about his childhood. (perform, inform)
6. James _____ the lead in the show. (play, place)
7. He _____ his lines before going onstage. (prevent, practice)
8. He _____ his Aunt Betty to come to the play. (sag, beg)
9. Our teacher, Mrs. Clark, _____ us good luck before the play started. (wish, wash)
10. We all _____ our best to make the show a success. (cry, try)



At Home: Have your child write five sentences using the past tense of the verbs he or she didn't choose in the above sentences.

Name _____

- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the special verb *will*.

Underline the action verb in each sentence. Rewrite the sentence so it tells about the future.

1. The teachers assign a project about the Civil Rights movement.

2. The students work in pairs.

3. All of the classes go to the library.

4. Cordell and Janine find out about the Voting Rights Act of 1965.

5. Yvonne and Frank learn about educational rights.

6. The librarians show us the right books and magazines.

7. Juan and Patricia give an oral report.

8. Josie and Emmett create a poster.



Name _____

- The present tense must have subject-verb agreement. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or *I* or *you*.
- Add -es to verbs that end in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular. Do not add -es when the subject is plural or *I* or *you*.
- For past-tense verbs, use the same form for singular and plural subjects.
- For future-tense verbs, use the same form for singular and plural subjects.

Pick the correct form of the verb in each sentence below. Underline your answer.

1. Ms. Harkner's class (take, takes) a field trip today.
2. The students (will visit, will visits) the Martin Luther King, Jr. Historic Site.
3. The class (hurry, hurries) to the buses at 9:00 A.M.
4. The buses (reach, reaches) Atlanta at 10:00 A.M.
5. Tour guides (show, shows) us through Martin Luther King's birth home.
6. A guide (teach, teaches) us about Martin Luther King, Jr.'s childhood.
7. Dr. King and his family (lived, liveds) in Alabama.
8. Dr. King (delivered, delivereds) the "I Have a Dream" speech in 1963.
9. My parents and I (will discuss, will discusses) the field trip tonight.
10. My sister's class (will tour, will tours) the site next week.



At Home: Have your child choose any three sentences above and rewrite them using a different verb tense.

Name _____

- Add *-ed* to most verbs to show past tense.
- If a verb ends with *e*, drop the *e* and add *-ed*.
- If a verb ends with a consonant and *y*, change *y* to *i* and add *-ed*.
- If a verb ends with one vowel and one consonant, double the consonant and add *-ed*.
- To write about the future, use the special verb *will*.

Mechanics

- For past- and future-tense verbs, use the same form for singular and plural subjects.

Change each underlined verb to the correct past or future tense.



Last November, Jena work _____ on her project for social studies. During that month, her class study _____ the life of Dr. Martin Luther King, Jr. Jena construct _____ a collage. She went through magazines and clip _____ pictures and words. She arrange _____ the words into quotations on a big piece of paper.

Her school present _____ an art show on the Civil Rights movement next February. Jena show _____ her collage there. Teachers, students, and parents attend _____.



3rd

Term



Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her.*
- Plural pronouns are *we, you, they, us, and them.*

Underline the incorrect pronoun in each sentence. Then write the correct pronoun on the line provided.

1. There was no apple cake left because the dog ate them. _____
2. Mrs. Hibbins says her cats are angels, but he are not. _____
3. Why doesn't he send her own dog to obedience school? _____
4. Ask the dogs to please be quiet because he am trying to sleep.

5. I feel sick, and I don't know what's wrong with I. _____
6. My brother and I hope that us can get a dog. _____
7. When Mrs. LaRue throws the ball, the dog will fetch it for she.

8. Ike said that him wanted to come home. _____
9. Mrs. LaRue said that her would throw a party for Ike. _____
10. When Mrs. LaRue and Ike were together again, them were very happy. _____
11. There were enough cupcakes for all of we. _____
12. Sue asked me to give the ball to she. _____



At Home: Have your child find three sentences from the story that include pronouns.

Name _____

- A present-tense verb must agree with its subject pronoun.
- Add -s to most action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add -s to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.

Write the correct form of the underlined action verb to complete each sentence.

1. My car use _____ less gas than yours.
2. Windmills make _____ energy from the wind.
3. Every few years my dad buy _____ a new truck.
4. Fossil fuels pollute _____ the environment.
5. Scientists help people because they look _____ for new ways to make energy.
6. My mom put _____ up solar panels at her job.
7. Ed's sister design _____ hybrid cars.
8. Rasheed know _____ a great deal about electricity.
9. Where I live, we get _____ energy from the river.
10. Peter's grandfather work _____ in an oil field.
11. My uncle ride _____ a bike to work.
12. The burning of coal send _____ soot into the air.
13. We need _____ more twigs to start the fire.
14. Our teacher hike _____ in the mountains.



At Home: Have your child write a short paragraph describing three ways she or he uses energy every day.

Name _____

- The verbs *have* and *be* have special forms in the present tense.

Have		Be	
I have	We have	I am	We are
You have	You have	You are	You are
He/She/It has	They have	He/She/It is	They are

Write the correct form of the underlined verb to complete each sentence.

- I has _____ a way to tell which house is yours.
- Your house have _____ six solar panels on its roof.
- We has _____ had them since last year.
- They be _____ helping us save energy.
- They have _____ already saved us some money.
- I be _____ trying to get my friends to get solar panels.
- I think Fred and Elliot be _____ going to buy some.
- Bill be _____ helping protect the environment.
- Helen are _____ good with tools.
- She have _____ a big truck that she uses on the job.
- We be _____ building an addition to our house.
- Dad have _____ to nail the beams.
- We be _____ putting in two windows.
- Now you has _____ a good design.



Name _____

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- An apostrophe (') shows where at least one letter is missing.
- Examples of contractions: *is + not = isn't*, *did + not = didn't*

Common Contractions:

	am	is	are	have	has	had	will
I	I'm			I've		I'd	I'll
he		he's			he's	he'd	he'll
she		she's			she's	she'd	she'll
it		it's			it's	it'd	it'll
we			we're	we've		we'd	we'll
you			you're	you've		you'd	you'll
they			they're	they've		they'd	they'll

Write the contraction for the underlined words in each sentence.

1. He had never seen a hybrid car before. _____
2. His mom told him, "I think you will like the new car." _____
3. "I am so excited to see it," he said. _____
4. "Let me finish this article and then I will show it to you." _____
5. After a few minutes, she said, "I have just finished. Let's go."

6. "Let's wait for Dad. He will be here around three o'clock."

7. "You are right, Mom. I do like it." _____
8. "It is very special." _____



At Home: Using contractions, have your child write three sentences about something he or she saw for the first time.

Name _____

A. Write the correct form of the underlined action verb or verbs in each sentence.

1. My sister love _____ learning about electricity.
2. When she grow _____ up, she want _____ to be an electrician.
3. She know _____ how to use all kinds of tools.
4. She and our dad fixes _____ things around the house.
5. She read _____ books about how things work.
6. Sometimes my sister and I works _____ on projects together.
7. We designs _____ a simple lamp.
8. My sister and I helps _____ dad with projects.

B. Write the correct form of have or be to complete each sentence.

9. I _____ a friend who works on a wind farm.
10. The wind farm _____ on top of a hill.
11. The windmills there _____ very tall.
12. Each windmill _____ three blades.
13. My friend _____ a small office nearby.
14. I _____ going to visit him this weekend.
15. We _____ taking a tour of the wind farm.
16. It _____ miles and miles of land.

Name _____

- *Its, their,* and *your* are possessive pronouns.
- *It's, they're,* and *you're* are contractions for *it is, they are,* and *you are*.
- Be careful not to confuse possessive pronouns with contractions that sound the same.

Read each sentence below. Then circle the correct word in parentheses to complete each sentence.

1. If we don't protect the coral reefs, (their, they're) likely to die.
2. If you visit a coral reef, (your, you're) sure to see many wonderful creatures.
3. When you go, remember to bring (your, you're) snorkel.
4. (Its, It's) important to understand that corals are living things.
5. (Their, They're) lives depend on many things being in balance.
6. Because of all the tiny spaces in the Great Barrier Reef, (its, it's) a great place for a fish to hide.
7. (Its, It's) off the coast of Australia.
8. Surely (your, you're) amazed that the Great Barrier is 1,250 miles long.
9. Imagine all the sea life that lives in all (its, it's) cracks and holes.
10. (Your, You're) going to enjoy your visit to the reef.
11. You don't have to dive far to see (its, it's) beauty.
12. Don't forget (your, you're) flippers.
13. Fish stay in (their, they're) own groups.
14. The mother stays with (its, it's) young.



At Home: Ask your child to write three sentences using a homophone pair in each one. For example: *They're their own worst critics.*

Name _____

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are,* and *you are*.
- The word *there* means "in that place." It sounds just like *their* and *they're*.

Write the homophone that correctly completes each sentence.

1. **their** **they're** **there**

Go to a coral reef and explore the warm, clear waters _____.

2. **Its** **It's**

_____ not uncommon to find corals in many bright colors.

3. **their** **they're** **there**

Corals belong to a family of animals, and _____ relatives include jellyfish and anemones.

4. **Its** **It's**

_____ even possible to find corals growing on shipwrecks.

5. **its** **it's**

A sponge eats by pumping water through tiny holes in _____ body.

6. **their** **they're** **there**

The bottom of the ocean is a busy place, and many creatures live _____.

7. **your** **you're**

Which one is _____ favorite: the sea stars, the sand dollars, or the spiny lobsters?

8. **their** **they're** **there**

No matter which one is your favorite, _____ all important to life under the sea.



Name _____

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are,* and *you are*.
- The word *there* means "in that place." It sounds just like *their* and *they're*.

Mechanics

- An apostrophe takes the place of letters left out of a contraction.
- Possessive pronouns do not have apostrophes.

Use the words above each paragraph to complete the sentences.

its	it's
-----	------

_____ a challenge for sponges to eat. A sponge must push seawater through the many holes in _____ body. The tiny plants and animals in the water are _____ food.

their	they're	there
-------	---------	-------

When I explored underwater, I saw mollusks. Some mollusks have soft bodies inside _____ hard shells. _____ protected by the thick shells. Some mollusks, such as octopuses, squirt water from _____ bodies in order to move.

your	you're
------	--------

Suppose _____ a squid who lives near a coral reef. What animals would be part of _____ diet?

Name _____

- **Adjectives** are words that describe nouns or pronouns. For example, adjectives may tell what a noun or pronoun looks, sounds, smells, tastes, or feels like.
- Adjectives may be placed before a noun or pronoun. Adjectives may come after the words *a*, *an*, and *the*.
- Adjectives may follow a linking verb.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Write each adjective on the line provided. Some sentences may have more than one adjective.

1. Florida has big mosquitoes. _____
2. Miss Franny wanted a little house with lots of books. _____
3. That short, smart woman is the librarian. _____
4. She feared that she would seem like a silly woman. _____
5. This book is long and difficult. _____
6. The large bear had a strong smell. _____
7. The bear looked dangerous. _____
8. Winn-Dixie had clean, sharp teeth. _____
9. Miss Franny's father was rich. _____
10. When she saw the dog, she let out a loud, high scream. _____
11. The dog was friendly and clean. _____
12. The bookshelves are high. _____
13. Her father had a loud, scratchy voice. _____
14. The road was not steep at all. _____



At Home: Have your child write three sentences using adjectives.

Because of Winn-Dixie
Grade 4/Unit 5

Name _____

- Do not use a comma to separate a single adjective from a noun.
- When only two adjectives are used together, separate them with a comma or *and*. Do not use both.
- Use commas to separate three or more adjectives in a series.
- When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas. These adjectives describe color, size, or age: a *woman with short gray hair*.
- Do not use commas or *and* to separate a common adjective from a proper adjective: *the hot Alabama summers*.

Rewrite each sentence on the line provided. Be sure to punctuate the sentences correctly.

1. The library is just a little, old, house with lots of books.

2. My cat is friendly, and, calm.

3. The bear came out of the wild, Florida forest.

4. The book was long interesting and hard.

5. That snobby, young girl just came into the library.

6. The bear put his big, and black nose in the air.

7. I grew up in a small, town.

8. I enjoyed the bright colorful exciting pictures in this book.



At Home: Have your child write sentences using multiple adjectives without commas.

Because of Winn-Dixie
Grade 4/Unit 5

Name _____

- Add **-er** to most adjectives to compare two people, places, or things.
- Add **-est** to most adjectives to compare more than two.

Read each sentence. Underline the adjective in parentheses that correctly completes the sentence.

1. Have you ever imagined exploring the (deeper, deepest) waters of the ocean?
2. The sun looks (brighter, brightest) on the water than it does on land.
3. The Pacific Ocean looks (clearer, clearest) than the Atlantic Ocean.
4. The blue whale is the (larger, largest) mammal of all.
5. The deep water is (colder, coldest) than the shallow water by the shore.
6. This mussel shell is the (prettier, prettiest) shell I found today.
7. I think scuba divers are the (braver, bravest) of all explorers.
8. It is so much (quieter, quietest) under water than it is on the surface.
9. The colors of this fish are the (stranger, strangest) I have ever seen.
10. Andrea is a (faster, fastest) swimmer than Eric.
11. Which of the waves do you think is (higher, highest)?
12. My towel is (sandier, sandiest) than yours.
13. This fish is (smaller, smallest) than the other one.
14. My shell collection is (better, best) than Ralph's.
15. This rock is the (heavier, heaviest) of them.
16. Andrea can stay afloat (longer, longest) than Cyril can.



At Home: Have your child write each adjective in parentheses on an index card. With a family member, have your child take turns drawing a card and using the adjectives in sentences of his or her own.

Name _____

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. After the sun went down, the air felt chilliest than before.

2. I think fish feel freer in the ocean than they do in tanks.

3. Dad caught the bigest fish of all.

4. I wonder which ocean is the saltiest.

5. The dolphin is one of the smartiest animals.

6. The water is calmmer than it was yesterday.

7. My clothes are wettest than they were this morning.

8. That shark has the paleest skin I've ever seen.



Name _____

- A proper noun or adjective begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.
- Capitalize family names if they refer to specific people.
- Capitalize titles of people before names.

Read the sentences below. Then correct the capitalization mistakes. Rewrite the sentences on the lines provided.

1. The beach was closed after labor day.

2. The dead sea is the lowest place in the world.

3. The north pacific octopus can grow to over 100 pounds.

4. I learned this from dr. stevenson, an expert on ocean life.

5. We are going scuba diving on sunday.

6. We are bringing grandpa along.

7. Jacques cousteau was a famous french undersea explorer.

8. Cousteau was born in june 1910 in france.



Name _____

A. Read each sentence. Write yes if the underlined adjective is the correct form or the correct spelling. Write no if it is not the correct form or the correct spelling.

1. Since the bottom of the ocean is the murkyest part, some deep-sea fish have feelers as well as eyes.

2. The small cookiecutter shark can catch and eat much larger fish.

3. To me, jellyfish are the scaryest fish.

4. This clown fish has the brightest colors of all.

5. It's chillyer in this water than over there.

6. That is the strangest looking shell of all.

B. Read each sentence. Use the correct form of the adjective in parentheses. Write it on the line.

7. This lionfish has the (long) _____ spines I have ever seen!

8. Next to the green algae, the coral looked even (red) _____ than before.

9. You will be (safe) _____ if you wear a life preserver.

10. September is one of the (stormy) _____ months.

11. This fish tastes (salty) _____ than the other one.

12. You look (pale) _____ than I do.

Name _____

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Write *more* or *most* to complete each sentence correctly.

1. Your lemon cake is the _____ delicious dessert of all.
2. Uncle Romie had an even _____ enormous belly than my father.
3. He made the _____ interesting collage I have ever seen.
4. New York City is _____ exciting than my hometown.
5. But for me, North Carolina will always be the _____ comfortable place in the world.
6. Uncle Romie's studio was the _____ glorious mess I had ever seen!
7. I thought my birthday would be _____ pleasant if Aunt Nanette were there.
8. This birthday turned out to be the _____ special birthday ever.
9. Uncle Romie was _____ familiar with New York baseball teams than I was.
10. This summer vacation was _____ enjoyable than last year's vacation.
11. Could this get _____ exciting than yesterday?
12. This is the _____ fun I've ever had.



At Home: Ask your child to write four sentences of his or her own, using adjectives from the above sentences. Have your child use *more* and *most* in their sentences.

Name _____

- When you start a sentence with an introductory word that is not part of the complete subject or predicate, follow it with a comma.
- Some common introductory words are *yes*, *no*, and *well*.
- When the sentence begins by addressing someone by name, use a comma after the name.

Rewrite the sentences below correctly. Use a comma after any introductory word or name.

1. B. J. the train is coming now.

2. Well New York will certainly be different from North Carolina.

3. Uncle Romie did you make that project?

4. Yes I worked on it for months.

5. James I'm pleased to meet you.

6. Aunt Nanette I will miss you tomorrow.

7. No I am sorry, but I cannot come to your party.

8. Mama I missed you so much.

9. Yes I brought you a jar of pepper jelly.

10. No we did not expect to have twins.



At Home: Ask your child to write a few sentences of dialogue for the characters in the story. Have your child start the sentences with names or expressions such as *yes*, *no*, and *well*.

