What Is a Sentence?

REMEMBER THE RULES
- A sentence is a group of words.
- A sentence tells a complete thought.

Sentence Not a Sentence
Dad has a van. has a van

Read each group of words. Draw a line under each sentence.

1. Dad is in the van. In the van.
2. Is red. The van is red.
3. Pig and Duck see the van. Pig and Duck see the van.
4. They get in the van. Get in.
5. They go to see Hen. To see Hen.

At Home: Remind a family member about a trip you took together. Tell three sentences about that trip.
Word Order

REMEMBER THE RULES
- A sentence has words written in order.
- The order of the words makes sense.

Pig has a cap.

Read the sentences. Draw a line under each sentence that has words written in order.

1. Has a bat Pig. Pig has a bat.
2. Frog has a mitt. Frog a mitt has.
3. To Frog hits Pig. Pig hits to Frog.
4. Pig runs runs and. Pig runs and runs.
5. Duck sees Pig run. Sees Pig run Duck.
Statements

REMEMBER THE RULES

• A statement is a sentence.
• A statement tells about something or someone.

The shop is not big.

Complete each statement.
Write the word that matches the picture.

map  nuts  rugs  jam  pans

1. The shop has _____________.

2. The shop sells _____________.

3. There are _____________. in the shop.

4. The shop does not sell _____________.

5. This is a _____________ to the shop.
Writing Statements

REMEMBER THE RULES

• A statement begins with a capital letter.
• A statement ends with a period.

They are on a sled.

Read the statements. Draw a line under each statement that is written correctly.

1. They go down the hill
2. They hit a dip.
3. Pig and Hen go up.
4. the sled stops.
5. They get back on the sled.

At Home: Tell another statement about Pig and Hen. Explain where you would put the period in the statement.
Mixed Review

REMEMBER THE RULES

- A sentence tells a complete thought.
- Every sentence begins with a capital letter.
- A statement tells something.
- A statement ends with a period.

They shop for hats.

A. Read each group of words.
   Draw a line under each sentence.

1. Pig sees a hat.
2. Will not fit Pig.
3. Pig gives the hat to Duck.

B. Write each statement correctly.

4. the hat fits Duck

5. she likes the hat

At Home: Tell a story about Pig and Duck at the hat store. Use statements in your story.
Questions

**REMEMBER THE RULES**
- A question is a sentence.
- A question asks something.

Do you have a pet?

Read the sentences. Draw a circle around each question.

1. Do you like my fish? I like your fish.
2. My cat naps on the rug. Is your cat tan?
3. What do your dogs like to do? My dogs like to run.
4. Could a frog be a pet? I have a pet frog.
5. Do you put your duck in a pen? This duck is my pet.
Exclamations

REMEMBER THE RULES
• An exclamation is a sentence.
• An exclamation shows strong feeling.
  What a big hat it is!

Read the sentences.
Draw a line under each exclamation.

1. The sun is so hot! Jill has a hat.

2. Do you have a box? Get one for Jill!

3. Jill hums as she picks. What a big crop it is!

4. Look at the bug! The bug is red.

5. What a full box it is! Mom will make jam.

At Home: Tell a family member about something fun that you have done. Use at least three exclamations.
Sentence End Punctuation

REMEMBER THE RULES

- A statement ends with a period.
  We get in the van.
- A question ends with a question mark.
  Are we there yet?
- An exclamation ends with an exclamation mark.
  What fun we will have!

Read the sentences. Write the correct end mark.

1. What a big cat it is _____
2. Hippo likes the mud _____
3. Did you see the bat _____
4. Look at that man _____
5. The fox has pups _____
At Home: Pretend you are a bus driver and a family member is a passenger on your bus. Use questions and exclamations as you speak to your passenger.

REMEMBER THE RULES

- A statement tells something.
- A question asks something.
- An exclamation shows strong feeling.
- All sentences end with an end mark.

A. Write S if the sentence is a statement.
   Write Q if the sentence is a question.
   Write E if the sentence is an exclamation.

   1. What a full bus this is! ______
   2. We will sit down. ______
   3. Is this your stop? ______

B. Write the correct end mark.

   4. Stop the bus ______
   5. Was the bus trip fun ______
Common Error: Incomplete Sentences

**REMEMBER THE RULES**

- A sentence is a group of words.
- A sentence tells a complete thought.

The truck. 😞

The truck is big. 😊

Draw a circle around **yes** if the group of words is a sentence.
Draw a circle around **no** if it is not.

1. We see a truck. yes no

2. The big truck. yes no

3. The truck is stuck. yes no

4. In the mud. yes no

5. The truck can not go. yes no

At Home: With a family member, make the groups of words circled "no" into complete sentences.
Study Skill: Parts of a Book

A book has different parts.
- It has a title and author.
- It also has an illustrator.

Write the answer to each question.

1. What is the title of the book?
   
2. Who is one of the authors?
   
3. Who is the other author?
   
4. Who is the illustrator?
   
5. What is the picture?

At Home: Tell someone about the book on this page. Point out the title, authors, and illustrator.
Vocabulary: Question Words

- Question words are words that can help you ask questions.
  - who
  - what
  - where

Fill in the blank with **Who, What, or Where** to complete the sentences.

1. ____________ is with the dog?
2. ____________ are they going?
3. ____________ do they see?
4. ____________ is the cat?
5. ____________ helps the cat get down?

At Home: Ask a family member three questions. Begin your questions with **who, what, and where**.
Composition: Sentence Order

• Good writers put their ideas in an order that makes sense.
• The sentences tell what the idea is about.

I swing the bat.
I hit the ball.
I run fast.

Read each pair of sentences. Draw a circle around the sentences that are in the right order.

1. I go to the pond.
   I see a frog.

2. We get the ball.
   We play with the ball.

3. Then we ate lunch.
   We made lunch.

4. I spill the milk.
   I mop up the mess.

5. I get on the bus.
   Then I sit down.

At Home: Tell someone about two things you did at school today. Tell them in an order that makes sense.
Features of a Personal Narrative

- A personal narrative tells what you did or saw.
- It uses the word I.
- It tells how you feel.

Look at the picture above. Write yes or no to show if each sentence belongs in this personal narrative.

1. I have a dog. ________________

2. I want my dog Sam to win. ________________

3. Mom likes cats best. ________________

4. Sam and I win! ________________

5. Sam and I are glad. ________________

At Home: Tell a family member about something you did today. Remember to tell about your feelings.
Prewrite: Personal Narrative

- A **personal narrative** tells about something you did or you saw.
- Use the words **I**, **me**, and **my** in your story to show that the story is about you.
- Tell how you felt when you did or saw something.

Think about something you did or saw that you would like to tell a story about. Then draw a picture to show what happened. Tell about your picture.
Nouns

**REMEMBER THE RULES**

- A **noun** names a person, place, or thing.

  The *girl* sees a **bug**.

Draw a [circle] around each noun. Then draw a [line] to the matching picture.

1. Look at the ant.

2. Where is my dog?

3. See the sun.

4. The man is here.

5. What is in the pond?
REMEMBER THE RULES
- Some nouns name people.
- Some nouns name things.
- Some nouns name places.

The **boy** sees a **duck** at the **pond**.

**Draw a circle around the noun in each sentence. Then draw a line under** person or thing or place **to tell about each noun.**

1. Let’s go to the park. person thing place
2. My mom is here. person thing place
3. See the frog jump! person thing place
4. The sun sets. person thing place
5. Let’s go home. person thing place

**At Home:** Talk about other things to see at a pond or park.
People

REMEMBER THE RULES

- Nouns for special names begin with a capital letter.

His name is Dan Bell.

Write each special name correctly.

1. miss mendez

2. liz sand

3. tim frost

4. chad moss

5. nan beck

At Home: Talk about how to write your name and the names of people you know.
Days of the Week

REMEMBER THE RULES

- There are seven days of the week.
- The name of each day begins with a capital letter.

We go to the park on Saturday.

Draw a circle around the correct way to write each day of the week. Then write each day correctly on the lines.

1. tuesday Tuesday

2. Friday friday

3. sunday Sunday

4. thursday Thursday

5. Monday monday

At Home: Tell what day of the week is not mentioned on this page. Talk about what you like to do on each day of the week.
Months of the Year

REMEMBER THE RULES
• There are twelve months in the year.
• The name of each month begins with a capital letter.

January April September

Draw a line under the month for each picture. Then write the name of the month correctly on the lines.

1. 
   
   february
   march

2. 
   
   january
   may

3. 
   
   july
   december

4. 
   
   april
   october

5. 
   
   august
   november

At Home: With a family member, say the names of all the months of the year. Talk about what you like to do each month.
Capitalization

**REMEMBER THE RULES**
- Special names begin with a capital letter.
- The word I is capitalized.

Ben and I made plans on Friday.

Write each special name and the word I correctly on the lines.

1. It is october.

2. On saturday we rake.

3. Can kim help us?

4. We see ed fisk.

5. He and i wave.

At Home: Talk about what you might like to do on a Saturday in October.
### Mixed Review

#### REMEMBER THE RULES

- Nouns name people, places, and things.
- Special nouns that name people, days, and months begin with a capital letter.

Read the first word in the row. Draw a circle around a word in the row that goes with the first word.

1. **person**  
   - duck  
   - Monday  
   - girl

2. **day**  
   - Tim  
   - Tuesday  
   - April

3. **thing**  
   - tree  
   - boy  
   - school

4. **month**  
   - Ann  
   - Friday  
   - October

5. **place**  
   - pond  
   - frog  
   - man
Plural Nouns: -s

**REMEMBER THE RULES**
- You can add **s** to make some nouns name more than one.
  - The **boys** ride **bikes**.
  - boy + **s**  bike + **s**

Add **s** to each noun to make it tell about the picture. Write each new word on the lines.

1. duck
2. girl
3. cat
4. tree
5. frog

At Home: Talk with someone about the pictures. Use the words you wrote in your conversation.
Plural Nouns: -es

REMEMBER THE RULES
• Add es to some nouns to make them name more than one.

The park has three bench es.

Write the noun from the box that goes with each picture.

<table>
<thead>
<tr>
<th>buses</th>
<th>brushes</th>
<th>dresses</th>
<th>foxes</th>
<th>glasses</th>
</tr>
</thead>
</table>

1. ![Picture 1](image1.png)

2. ![Picture 2](image2.png)

3. ![Picture 3](image3.png)

4. ![Picture 4](image4.png)

5. ![Picture 5](image5.png)

At Home: Use the words you wrote to tell a sentence about each picture.
Irregular Plural Nouns

**REMEMBER THE RULES**

- Some nouns that name more than one do not end in *s* or *es*.

One goose sits.  
Three geese walk.

Draw a line under the correct noun for each picture. Write the noun.

1. man  
   men

2. mouse  
   mice

3. child  
   children

4. foot  
   feet

5. woman  
   women

At Home: Tell someone a sentence about each picture using the words you wrote. Then tell a sentence using the word *children*.
Abbreviations

REMEMBER THE RULES

• Titles of people can be abbreviated, or shortened.
• Begin each abbreviation with a capital letter.
• End each abbreviation with a period.

Dr. Tang checks Mr. Bin’s cat.

Draw a circle around the correct way to write each abbreviation. Then write each abbreviation correctly.

1. mr Lock Mr. Lock

2. Dr. Dill DR Dill

3. Ms. See Ms See

4. MR Day Mr. Day

5. ms Yaz Ms. Yaz

At Home: With a family member, talk about people you know who use the titles Mr., Ms., and Dr. with their names.
Mixed Review

**REMEMBER THE RULES**

- You can add **s** or **es** to make some nouns name more than one.
- Some nouns that name more than one do not end in **s** or **es**.

Write the noun that makes a rhyme for each picture.

<table>
<thead>
<tr>
<th>ants</th>
<th>boys</th>
<th>foxes</th>
<th>men</th>
<th>mice</th>
</tr>
</thead>
</table>

1. The ____________ see a hen.

2. The ____________ walk on plants.

3. The ____________ are nice.

4. The ____________ play with toys.

5. Are the ____________ in boxes?

At Home: With a family member, list other nouns that name more than one. See if you can make up rhymes for them.
Common Error: Plural Nouns -\text{s}, -\text{es}

**REMEMBER THE RULES**
- Many plural nouns end with \text{s} or \text{es}.
- Add \text{es} to words that end with \text{s}, \text{x}, \text{sh} or \text{ch}.

We see some boxs. 😞

We see some boxes. 😊

Write the plural noun to finish each sentence.

\begin{align*}
1. & \text{We use two } & \text{pan} & \text{pans} \\
2. & \text{We get three } & \text{cups} & \text{cup} \\
3. & \text{We get three } & \text{dishes} & \text{dish} \\
4. & \text{These } & \text{lunch} & \text{lunches} \\
5. & \text{Let’s use our } & \text{lunchboxes} & \text{lunchbox}
\end{align*}
Write the missing word in each sentence.

1. The diagram shows parts of a _________________.
2. The horse has four _________________.
3. Each _________________ is long and thin.
4. The horse also has a long _________________.
5. The horse has a _________________ on its neck.

At Home: Draw a diagram of a house. Label three parts.
Vocabulary: Nouns

- **Nouns** are words that can name people and places.
- These nouns can help you write good sentences.

That [girl] and [boy] go to my [school].

Write the correct word for each picture.

<table>
<thead>
<tr>
<th>school</th>
<th>boy</th>
<th>girl</th>
</tr>
</thead>
</table>

1.  

2.  

3.  

4.  

5.  

At Home: Tell a family member about your favorite thing about school and a girl and boy in your class. Use **school**, **girl**, and **boy** in your sentences.
Finish each sentence. Draw a circle around the words that give the best details.

1. Bob Sims is _________.
   a man    my dad

2. We go _________.
   there    to the park

3. We see _________.
   a bug      something

4. We like to _________.
   do things    swim

5. Then we come _________.
   home      here

Dear Gram,

I can swim. I do the dog paddle.

Love,

Kris
Features of a Description

- A description tells about a person, place, or thing.
- It uses details to help “paint a picture.”

Draw a circle around the details that describe the people, places, and things in the picture above.

1. a small ship
2. a fun picnic
3. three of us
4. a trip on the water
5. big trees

a glass of milk
a lot of wind
a black dog
a trip in a truck
little waves
Prewrite: A Description

- A description tells about a person, a place, or a thing.
- Use words that tell about the details. Help the reader see what you see.

Think about something you want to describe. Draw a picture of the person, place, or thing you want to describe. Tell details about your picture.
Complete each sentence. Write a verb from the box.

<table>
<thead>
<tr>
<th>give</th>
<th>put</th>
<th>rub</th>
<th>look</th>
<th>fall</th>
</tr>
</thead>
</table>

1. I _________ for the paste.
2. Two drips _________ on my mask.
3. I _________ the paste down.
4. I _________ the drips off the mask.
5. I _________ the paste to Mom.

**REMEMBER THE RULES**

- A verb is a word that shows action.
  
  We make masks.
- The word make is a verb. It tells what someone is doing.

**At Home:** With a family member, make a list of verbs that name things you like to do together.
Present Tense Verbs

REMEMBER THE RULES

• Some verbs tell about actions that happen now.
  Dad and Jim like snacks.
• Add s to most verbs to tell what one person or thing does now.
  Jim bakes a snack with Dad.
  bake + s

Write a verb from the box to tell what happens now.

1. Dad ______________ the snacks on a dish.
   ______________
   put

2. Jim ______________ the snacks to his class skit.
   ______________
   bring

3. The snacks ______________ good.
   ______________
   taste

4. Jim ______________ about the snacks.
   ______________
   tell

5. Mrs. Wing ______________ Jim for the snacks.
   ______________
   thank
Past Tense Verbs

REMEMBER THE RULES

• Some verbs tell about things that happen now.
  
  Mom helps me.

• Some verbs tell about things that have already happened.

• Add ed to most verbs to show that something has already happened.
  
  Mom helped me last week, too.

help + ed

Complete each sentence.
Write a verb to tell about the past.

________________________
________________________

1. I ____________ a new plane.

________________________
________________________

2. Mom and I ____________ for a good one.

________________________
________________________

3. We ____________ all around.

________________________
________________________

4. The plane ____________ out at us.

________________________
________________________

5. I ____________ up and down.

wants
wanted

hunted
hunts

looked
look

peeks
peeked

jump
jumped
Subject/Verb Agreement

REMEMBER THE RULES
• Add s to most present-tense verbs to tell what one person or thing does now.

Two men put on a skit. One man tells jokes.
more than one one person add s

Write each correct verb to finish each sentence.

1. Ann ______________ the skit is fun.
   think thinks

2. The tall man ______________ the small man’s hat.
   take takes

3. The hat ______________ off of him.
   fall falls

4. The big hat ______________ on the small man’s nose.
   sit sits

5. We ______________ for the fun skit.
   clap claps

At Home: Tell a family member about something funny that someone did. Then draw a picture and write a sentence about it.
Mixed Review

REMEMBER THE RULES

• A verb is a word that shows action.
  We need dresses for the skit.

• Add s to most verbs to show what one person or thing does now.
  Mom makes a red dress for me.

• Add ed to most verbs to tell what already happened.
  I handed the pins to Mom.

Write a verb from the box to complete each sentence.

1. Last week Mrs. Lee ____________ for a dress for me.
   ______________
   ______________
   ______________

2. She ______________ in boxes of dresses.
   ______________
   ______________
   ______________

3. Now Mom ______________ the dress.
   ______________
   ______________
   ______________

4. The dress ______________ me.
   ______________
   ______________
   ______________

5. We ______________ this red dress now.
   ______________
   ______________
   ______________

At Home: Tell a family member about something you did yesterday and something that you do today.
Using *is* and *are*

**REMEMBER THE RULES**

- The present-tense verb *is* tells about one person, place, or thing.
  
  Dan *is* my best pal.

- The present-tense verb *are* tells about more than one person, place or thing.
  
  Dan and I *are* in the same class.

Complete each sentence.
Write *is* or *are* on each line.

1. Dan and I ____________ on a ship.

2. Dan ____________ a brave man.

3. His sea chest ____________ full!

4. The cat and the dog ____________ on the grass.

5. We ____________ in a good skit.

At Home: Take a walk or look out a window with a family member. Tell about the people, places, and things that you see.
Write a contraction to take the place of the underlined words in each sentence.

1. This stage is not all set. ______________
   ______________

2. Tom and I are not in a skit. ______________
   ______________

3. The class is not on the stage. ______________
   ______________

4. The children are not around. ______________
   ______________

5. We are not sure what to do. ______________
Using Was and Were

REMEMBER THE RULES

- The verbs was and were tell about the past.
- The verb was tells about one person, place, or thing.
- The verb were tells about more than one person, place, or thing.

The cat was lost. Jen and I were sad.

one more than one

Draw a circle around was or were to complete each sentence.

1. The cat ________ not on the bed.
   was were

2. Two books ________ on the shelf.
   was were

3. Jen ________ about to give up.
   was were

4. The cat ________ in the box.
   was were

5. The two of us ________ glad to see the cat.
   was were

At Home: Draw a picture to show someone or something you looked for. Show your drawing to a family member and tell that person about your drawing.
Contractions: Was, Were

**REMEMBER THE RULES**
- Use an apostrophe (') in place of o in contractions with **not**.

  - My hat **was not** fixed.
  - My hat **wasn’t** fixed.
  - Two wings **were not** on my hat.
  - Two wings **weren’t** on my hat.

Write a contraction to take the place of the underlined words in each sentence.

1. I **was not** upset.

2. The wings **were not** bent.

3. My plane **was not** all set.

4. The bits **were not** stuck to the plane.

5. One wheel **was not** on the hat.

**At Home:** Tell a family member about an unexpected surprise and how you felt about it.
Apostrophes

**REMEMBER THE RULES**

- An apostrophe (’’) takes the place of letters that are left out of words.
- A contraction is a short form of two words.
  
  Use an apostrophe in place of the o in **not**.
  
  Nate was not a hen.
  Nate wasn’t a hen.
  Pam and Ann were not ducks.
  Pam and Ann weren’t ducks.

Use an apostrophe to take the place of the o in **not**.
Write each contraction on the lines.

1. These masks are not the ones we need. _________

2. Nate is not a duck. _______________

3. His mask was not with the rest. _______________

4. A duck is not a goose. _______________

5. The three children were not set yet. _______________

**At Home:** Have a family member say a sentence using the words **is not**, **are not**, **was not**, or **were not**. Then say the same sentence but use a contraction.
Mixed Review

REMEMBER THE RULES
• The verb is tells about one person, place, or thing now.
• The verb are tells about more than one person, place, or thing now.
• The verb was tells about one person, place, or thing in the past.
• The verb were tells about more than one person, place, or thing in the past.
• A contraction is a short form of two words.
• An apostrophe takes the place of letters that are left out of a contraction.

<table>
<thead>
<tr>
<th></th>
<th>One</th>
<th>More Than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now</td>
<td>is</td>
<td>isn’t</td>
</tr>
<tr>
<td>In the past</td>
<td>was</td>
<td>wasn’t</td>
</tr>
</tbody>
</table>

Draw a circle around the correct word in each sentence.

1. This cap [is, are] for the skit.
   - is

2. The cap and the glasses [is, are] for me.
   - are

3. I [wasn’t, weren’t] in the last skit.
   - wasn’t

4. That skit [was, were] lots of fun.
   - were

5. My new skit [isn’t, aren’t] the same as the old one.
   - isn’t

At Home: Play a guessing game with a family member. Think of something in the room. Name clues that tell what the thing is and isn’t like.
Common Error: Subject/Verb Agreement

REMEMBER THE RULES

• A verb must agree with its naming part of a sentence.
• Add s or es to most verbs to tell about one person or thing.
• Do not add s or es to verbs to tell about I.

Chuck wave. 😐
Chuck waves. 😊

At Home: Tell someone about games you and your friends play. Use the word **play** or **plays** in your sentences.
Study Skill: Chart

A chart lists information.
- Each list has a label.
- Some charts have pictures.

<table>
<thead>
<tr>
<th>Cat</th>
<th>Hen</th>
</tr>
</thead>
<tbody>
<tr>
<td>says “meow”</td>
<td>says “cluck”</td>
</tr>
<tr>
<td>has four legs</td>
<td>has two legs</td>
</tr>
<tr>
<td>is a pet</td>
<td>isn’t a pet</td>
</tr>
</tbody>
</table>

Use the chart to finish each sentence.

1. A ______________________ has two legs.
   ______________________________________
   ______________________________________

2. A ______________________ is a pet.
   ______________________________________
   ______________________________________

3. “Cluck” says the ______________________.
   ______________________________________
   ______________________________________

4. “Meow” says the ______________________.
   ______________________________________
   ______________________________________

5. A ______________________ has four legs.
   ______________________________________
   ______________________________________
Vocabulary: Verbs

These words are verbs. They can help you write about actions.

\[
\text{run} \quad \text{jump} \quad \text{play}
\]

\[
\text{verb} \quad \text{verb} \quad \text{verb}
\]

Fill in the blank with \textit{run, jump,} or \textit{play} to complete the sentences.

1. That cat can \underline{\text{jump}} high.
2. He had to \underline{\text{run}} for the bus.
3. I like to \underline{\text{play}} with my dog.
4. Can you \underline{\text{run}} on one foot?
5. We like to \underline{\text{play}} together.

At Home: Name outdoor games where you \textit{jump, run,} and \textit{play}.
Writers may want to tell things in the order that they happen. The order is sometimes called sequence.

• To tell things in order, tell what happens first, next, and last.

We set the table.  
Next, we have dinner.  
Then we wash the dishes.

Write 1, 2, 3, 4, or 5 on the lines to show the order that things happen.

1. We go to the tub.
2. First, I get Skip.
3. Skip gets in the tub.
4. Then I rub him dry.
5. Next, I wash Skip.

At Home: Talk with someone about what might happen first, next, and last when the girl feeds Skip.
The boy drew the steps to show how to make a mask. Circle the step that happens first each time.

1.  
2.  
3.  
4.  
5.
Think about something you know how to do. Draw a picture to show someone how to do it. Draw the first thing you have to do. Tell about your picture. Then tell what you would do next.

At Home: Tell a family member about your picture. Tell about the other steps that you would need to do, too.
Irregular Verbs: has, have

REMEMBER THE RULES
- The verbs has and have tell about what is happening now.
- The verb has tells about one person or thing.
  Our town has a park.
- The verb have tells about more than one.
  We have fun there.

Write has or have to complete each sentence.

1. Our park ______________ green grass.
   ______________
   ______________

2. It ______________ shady trees, too.
   ______________
   ______________

3. We ______________ a picnic lunch.
   ______________
   ______________

4. We ______________ lunch under a tree.
   ______________
   ______________

5. A squirrel ______________ lunch, too.
Contractions: *Has, Have*

**REMEMBER THE RULES**
- A *contraction* is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with the verbs *has* and *have*.

It *has not* snowed yet.
It *hasn’t* snowed yet.
We *have not* gone sledding.
We *haven’t* gone sledding.

Draw a line under the correct contraction in each sentence.

1. We (hasn’t, haven’t) had snow.
2. Ben (hasn’t, haven’t) tried his sled.
3. I (hasn’t, haven’t) tried my sled.
4. The sleds (hasn’t, haven’t) been used yet.
5. It (hasn’t, haven’t) snowed for weeks.

**At Home:** Tell about five things that haven’t happened or that you haven’t done for weeks.
Irregular Verbs: Go, Went

**REMEMBER THE RULES**

- The verbs *go* and *goes* tell about now.
  
  I *go* for a walk.
  
  Woof *goes* with me.

- The verb *went* tells about the past.
  
  We *went* for a walk yesterday.

Write *go* or *went* to complete each sentence.

1. Now we ________________ to the park.

2. We ________________ to run and play.

3. Yesterday we ________________ to the river.

4. Grandpa ________________ with us.

5. Woof ________________ for a swim.

At Home: Imagine walking a dog in your neighborhood. Tell about a different place you might go each day for a week.
Letter Punctuation

REMEMBER THE RULES

• Use a comma in the date of a letter.
  March 12, 2001

• Use a comma after the greeting in a letter.
  Dear Aunt Dee,

• Use a comma after the closing in a letter.
  Love,

Rewrite each letter part. Add the correct punctuation.

1. May 1, 2001

2. Dear Greg

3. Your friend

4. Dear Miss King

5. Yours truly

March 12, 2001
Dear Aunt Dee,
  Guess what! We have a new kitten. We named him Puff. Please come and see him!
  Love,
  Jade
Mixed Review

REMEMBER THE RULES
• The verb **has** tells about one.
• The verb **have** can tell about one or more than one.
• The verbs **has, have, go, and goes** tell about now.
• The verb **went** tells about the past.
• A **contraction** is a short form of two words.

Draw a line under the correct form of the verb in each sentence.

1. They (goes, went) to the museum last year.
2. This year we (go, went).
3. Some kids (has, have) been there before.
4. I (hasn’t, haven’t) been there ever.
5. The museum (has, have) interesting stuff.

At Home: Talk with a family member about museums near your town or city. Tell what you think you might see there.
Irregular Verbs: Do, Did

REMEMBER THE RULES

• The verbs do and does tell about now.
  I do the dusting.
  Dad does the sweeping.
• The verb did tells about the past.
  We did the cleaning together.

Draw a circle around the correct verb to complete the sentence.

1. Now we ________ the chores.
   do         did

2. We always ________ the laundry first.
   do         did

3. We always ________ the cleaning next.
   do         did

4. Last Saturday we ________ everything at once.
   do         did

5. We ________ all the chores before lunch.
   do         did
Write the correct contraction on the line to complete the sentence.

1. Now we (didn’t, don’t) have milk.
2. We (didn’t, don’t) have bananas.
3. We (didn’t, don’t) have cat food.
4. We (didn’t, don’t) shop yesterday.
5. (Didn’t, Don’t) forget to shop today.

REMEMBER THE RULES

- A contraction is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with do and did.

- We do not have a list.
- We don’t have a list.
- We did not go shopping yet.
- We didn’t go shopping yet.

McGraw-Hill Language Arts
Grade 1, Unit 4, Verbs, pages 193–194

At Home: With your family, take turns naming foods and telling if you do or don’t have each kind of food in your kitchen.
Irregular Verbs: *See, Saw*

**REMEMBER THE RULES**

- The verbs *see* and *sees* tell about now.
  - *I see* Jake.
  - Jake *sees* me.

- The verb *saw* tells about the past.
  - *I saw* Jake yesterday, too.

Draw a circle around each verb that tells about the past. Then draw a line to the matching picture.

1. I (see, saw) squirrels in a tree.

2. Mom (see, saw) kites in the sky.

3. I (see, saw) Pam on a bike.

4. Mom (sees, saw) three birds.

5. We (see, saw) Mr. Park and his dog.

At Home: Tell about five things you saw on your way home from school today.
Irregular Verbs: \textit{Say, Said}

\textbf{REMEMBER THE RULES}

- The verbs \textit{say} and \textit{says} tell about now.
  
  \begin{itemize}
  \item \textit{I say} Max is my dog.
  \item Dave \textit{says} Max is his.
  \end{itemize}

- The verb \textit{said} tells about the past.
  
  \begin{itemize}
  \item Dad \textit{said} Max is the family dog.
  \end{itemize}

Draw a line under the verb that tells what already happened in the past.

1. Dad \underline{\textit{_______}} Max needed a walk.
   \begin{itemize}
   \item says
   \item said
   \end{itemize}

2. Dave \underline{\textit{_______}} it was my turn.
   \begin{itemize}
   \item says
   \item said
   \end{itemize}

3. I \underline{\textit{_______}} it was Dave’s turn.
   \begin{itemize}
   \item says
   \item said
   \end{itemize}

4. Mom \underline{\textit{_______}} we should all do it.
   \begin{itemize}
   \item says
   \item said
   \end{itemize}

5. She \underline{\textit{_______}} we needed a walk, too.
   \begin{itemize}
   \item says
   \item said
   \end{itemize}

At Home: Remember something you said to someone today and what that person said to you. Tell someone about it.
Book Titles

REMEMBER THE RULES

• The first word in a book title begins with a capital letter.
• Other important words in a book title also begin with capital letters.

Willy the Wonder Dog

Write each book title correctly.

1. my best friend

2. the little duck

3. bugs in jugs

4. a train trip

5. pink pigs and picnics

At Home: Make up your own title for a book. Write the title. Tell someone what the book will be about.
Complete the sentences. Choose the correct word and write in on the lines.

1. __________ you know where Jeff is?  
   __________

2. Becky now ___________ he’s sick.  
   __________

3. I ___________ him this morning.  
   __________

4. He ___________ look sick then.  
   __________

5. I ___________ his mom’s car now!  
   __________
Common Error: Past Tense Verbs

REMEMBER THE RULES

• Many verbs add **ed** to show what already happened in the past.
• Some verbs have special spellings to show the past.
• The verbs **went**, **did**, **saw**, and **said** are some examples.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>We goed on a hike.</td>
<td>We went on a hike.</td>
</tr>
</tbody>
</table>

Write the correct form of the verb on the lines.

1. We _____________ a small skunk.  

2. We _____________, “Stand still.”

3. The skunk _____________ not see us.

4. Then it _____________ away.

5. We _____________ not get sprayed.

At Home: Tell someone a sentence about what happens next. Use a past tense verb in your sentence.
Study Skill: Map

- A **map** is a drawing that shows where places are located.
- A **street map** shows streets, buildings, and other places.
- An **atlas** is a book of maps.

Look at the map.
Draw a circle around the answer to each question.

1. How many houses are on May Street?
   - three
   - five

2. Where is the park?
   - on Hill Street
   - on Elm Street

3. What is next to the bank?
   - the bus station
   - the pond

4. Where is the pond?
   - in the park
   - on May Street

5. Where is the playground?
   - next to the school
   - next to the bank

---

**At Home:** Use your fingers to “walk” from place to place on this map. Start out at the bank. Name each place where you go.
Vocabulary: Antonyms

• Some words have opposite meanings. These words are called **antonyms**.
  - big — small
  - in — out
  - hard — soft

Complete each sentence. Write the antonym of the underlined word.

1. It was too nice to play in, so we went ____________.

2. We saw a ____________ dog and a small cat.

3. The cat’s fur was soft, not ____________.

4. The dog had a big bone and a ____________ ball.

5. It was about to rain out, so we had to go ____________.

At Home: Play the Antonym Game with a family member. Say a word and have the other person say the opposite of that word.
Decide if each sentence belongs in a paragraph about a train trip. Write yes if it does. Write no if it does not.

1. Yesterday I went on a train.
2. Mom and Dad went with me.
3. I like math the best.
4. The train went so fast!
5. My mom is a vet.

At Home: With a family member, replace the two sentences that do not belong in the paragraph with two new sentences that do belong.
Features of Writing That Compares

- **Writing that compares** tells about two things.
- It tells how things are **alike**.
- It tells how things are **different**.
- It uses words that **compare**.

Decide if each statement below tells how a basketball and a soccer ball are alike or different. Draw a circle around **alike** or **different**.

1. The two balls are not the same color. **alike** **different**

2. They are both balls. **alike** **different**

3. A basketball is bigger than a soccer ball. **alike** **different**

4. A soccer ball is lighter than a basketball. **alike** **different**

5. You use each ball in a game. **alike** **different**

At Home: With a family member, talk about how you and that family member are alike and how you are different.
Think about two things you can compare, such as a bicycle and a tricycle. Use the chart to organize your writing. Show how they are alike and different.

**Compare and Contrast**
A bicycle and a tricycle

<table>
<thead>
<tr>
<th>Alike</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing that compares** tells how two things are alike and different.

**Writing that compares** uses words that compare.

At Home: Talk with a family member about how a fork and a spoon are alike and different.
Revise: Writing That Compares

You revise your writing to make it better.

A. Read the draft below. Follow these steps to make the writing better.

• Replace two verbs that are incorrect.
• Add details.
• Add a word that compares.

Apples and Oranges

Apples and oranges is both good snacks.

They are fruits. They taste good. Oranges make a bigger mess than apples. You has to peel an orange.

B. Use the changes you made to write the comparison on another sheet of paper.

At Home: With a family member, look over some writing you have already done. Talk about how you could make it better.
Read this comparison. Add capital letters and periods where they belong.

**A.** Use the proofreading marks from the box. Mark four mistakes. Two mistakes have been done for you. Use a `^` to show where end marks go.

My Brothers

I have two brothers. **they are Sam and Jake.**

Sam is older than Jake. They like to ride bikes. **both**

Jake plays ball with me. Sam doesn’t **sam**

likes hot dogs. Jake doesn’t. **my brothers are both good brothers to me**

**B.** Use the changes marked on the page and the changes you made to write the comparison on another sheet of paper.
Adjectives

REMEMBER THE RULES
• An adjective is a word that tells about a person, place, or thing.

We sang a new song.

Write the best adjective for each picture.

1. a ___________________ drum

2. a ___________________ horn

3. a ___________________ bell

4. a ___________________ song

5. a ___________________ time

REMEMBER THE RULES
• An adjective is a word that tells about a person, place, or thing.

We sang a new song.

At Home: Talk with family members about favorite things to do together. Use adjectives in your sentences.
Words About Senses

Write a word from the box to complete each sentence.

1. Tip had ______________ spots on him.
2. I gave Tip a ______________ bath.
3. Tip was a ______________ dog!
4. Tip liked the ______________ suds.
5. Then Tip had a ______________ smell.

REMEMBER THE RULES
• Some adjectives tell how things look and sound.
• Other adjectives tell how things smell, taste, and feel.

Tip has a loud bark. Tip has smooth fur.

At Home: Draw a picture of your favorite animal. Use words about senses to describe the animal to someone.
Words About Weather

REMEMBER THE RULES
• Some adjectives tell about the weather.

Today is a **windy** day.

adjective

Look at each picture. Write a word from the box to complete the sentence.

<table>
<thead>
<tr>
<th>sunny</th>
<th>rainy</th>
<th>foggy</th>
<th>snowy</th>
<th>cloudy</th>
</tr>
</thead>
</table>

1. I like ____________ days!

2. A ____________ day is fun.

3. Is a ____________ day fun?

4. It was a ____________ morning.

5. Now it is a ____________ day.

At Home: Talk with a family member about your favorite kinds of weather.
Color Words

REMEMBER THE RULES

• Some adjectives are the names of colors.

Gail needs red paint.

adj

adjective

Draw a line under each color word. Then color each picture to match the sentences.

1. Jake paints the green grass.

2. Tess paints the blue sky.

3. Min paints the white cloud.

4. Fred paints the yellow sun.

5. Shane paints a black bird.

At Home: Tell what your three favorite colors are. Use those color words to describe things you have or would like to have.
Review Sentence Punctuation

REMEMBER THE RULES

- A statement ends with a period.
  We like dogs.

- A question ends with a question mark.
  Do you like dogs?

- An exclamation ends with an exclamation point.
  Dogs are so much fun!

Read each sentence. Write the correct end mark.

1. This is my dog ______

2. Look at that big dog ______

3. Is that your dog ______

4. What is his name ______

5. I named him Kip ______
Mixed Review

**REMEMBER THE RULES**
- An adjective tells about a person, place, or thing.
- Some adjectives tell how things look, sound, smell, taste, or feel.
- Some adjectives tell about the weather.
- Some adjectives name colors.

Draw a line under the adjective in each sentence.

1. Is it a sunny day?
2. Jed plays with his new boat.
3. The boat has a white sail.
4. Jed stands in the cool waves.
5. What a fast boat Jed has!

At Home: Talk about something fun you did today. Use adjectives in your sentences.
Words About Feelings

**REMEMBER THE RULES**

- Some adjectives tell about a person’s feelings.
  
  Gwen is a happy girl.

- Some adjectives tell how something feels.
  
  She likes her fuzzy mittens.

Draw a circle around the best adjective to complete each sentence.

1. Gwen was __________ to skate.
   
   glad green

2. The ice felt __________.
   
   silly smooth

3. Gwen’s new mittens felt __________.
   
   fast soft

4. Gwen was not __________ of falling.
   
   funny afraid

5. She was a __________ girl.
   
   brave sad

At Home: Think of something special you did. Tell someone how you felt about it.
Words That Tell How Many

REMEMBER THE RULES

- Some adjectives tell how many people, places, or things there are.

The mother hen has **five** chicks.

Write a word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
<th>four</th>
<th>five</th>
<th>many</th>
</tr>
</thead>
</table>

1. The rabbit has ________ long ears.

2. The pig has ________ small feet.

3. The fox has ________ bushy tail.

4. That nest has ________ eggs.

5. The birds have ________ seeds!

---

At Home: Walk into a room with someone. Talk about how many people or things there are in that room.
Adjectives That Compare

**REMEMBER THE RULES**

- Add **er** to adjectives to compare two people, places, or things.
  
  This tree is **taller** than that tree.

- Add **est** to adjectives to compare three or more people, places, or things.

  That old tree is the **tallest** of all.

Draw a circle around the word that completes the sentence.

1. The apple is _________ than the lemon.
   
   sweater  sweetest

2. Is the peach the _________ of all?
   
   sweeter  sweetest

3. The plum looks _________ than the apple.
   
   smaller  smallest

4. The grapes are the _________ of all.
   
   smaller  smallest

5. The watermelon is the _________ thing here!
   
   bigger  biggest

At Home: Use adjectives that compare to describe some of your favorite foods.
Commas

REMEMBER THE RULES

• Use a comma between the day and the year of a date.
  June 14, 2000

• Use a comma after the greeting in a letter.
  Dear Gramps,

• Use a comma after the closing in a letter.
  Your grandson,
  Chad

Write each date, greeting, and closing correctly. Add a comma where it belongs in each one.

1. Dear Mr. Fine
2. Yours truly
4. Dear Liz
5. Your pal

At Home: Talk about where the comma belongs in today’s date and in the date of your birthday.
Mixed Review

REMEMBER THE RULES
• Some adjectives tell about a person’s feelings.
• Some adjectives tell how many.
• Add er to compare two people, places, or things.
• Add est to compare three or more people, places, or things.

Draw a circle around the correct adjective to complete each sentence.

1. There are ______ clowns in the show.
   three thank

2. Clown Y is a ______ clown.
   helps happy

3. Clown X is ______ than Clown Z.
   sadder saddest

4. Clown Y can juggle ______ rings!
   nine five

5. Clown Z is the ______ clown of all.
   taller tallest

At Home: Talk about two or more favorite TV shows. Compare how many characters there are in each and how they look or feel.
Common Error: Adjectives That Compare

REMEMBER THE RULES
- Add er to an adjective to compare two things.
- Add est to an adjective to compare more than two things.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee’s truck is more faster than Ed’s truck.</td>
<td>Lee’s truck is faster than Ed’s truck.</td>
</tr>
<tr>
<td>Meg’s truck is the most fastest of all.</td>
<td>Meg’s truck is the fastest of all.</td>
</tr>
</tbody>
</table>

Draw a circle around the correct form of the adjective to finish each sentence.

1. My truck is _______ than Lee’s truck.
   more smaller smaller

2. Meg’s truck is the _______ of all.
   smallest most smallest

3. Kate made the _______ block building in the room.
   most tall tallest

4. Ed’s stack of blocks is _______ than mine.
   taller more taller

5. The _______ blocks are the best for making roads.
   most longest longest

At Home: With a family member, add two sentences to the story. Use the correct forms of adjectives that compare in your sentences.
Study Skill: Dictionary

- A **dictionary** gives the meanings of words.

<table>
<thead>
<tr>
<th>Guide words</th>
<th>Entry word</th>
<th>Meaning</th>
<th>Sample sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>act / apple</td>
<td>act</td>
<td>To do something. Jane will act in the school play.</td>
<td></td>
</tr>
<tr>
<td>ant</td>
<td>ant</td>
<td>A small bug. The ant crawled around.</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td>apple</td>
<td>A fruit with red, green, or yellow skin. Carlos ate an apple.</td>
<td></td>
</tr>
</tbody>
</table>

Draw a circle around the answer.

1. The two guide words are ____________.
   act / apple     ant / apple

2. The word that means “a small bug” is ____________.
   ant     apple

3. The first word on the page is ____________.
   apple     act

4. The meaning of **act** is ____________.
   to eat an apple   to do something

5. The last word on the page is ____________.
   act     apple

**At Home:** Draw a picture for each word on this dictionary page. Show someone the pictures and tell the meanings.
Vocabulary: Synonyms

- Some words have meanings that are almost the same. These words are called **synonyms**.
  - happy — glad
  - fast — quick
  - street — road

Draw a circle around the synonyms in each sentence pair.

1. My dad is always happy.
   I am glad, too.

2. Our street has lots of shade.
   Trees are near the road.

3. I can ride my bike fast.
   My dad has to be quick to catch up!

4. We ride on the side of the street.
   We are always careful on the road.

5. I am glad I can ride a bike.
   Dad is happy we can ride together.

At Home: Draw and label three pictures that show **happy**, **glad**, **fast/quick**, and **street/road**. Work with a family member to think of another synonym for each pair of words.
A good story has a beginning, middle, and end. The **beginning** is the start of a story. The **middle** tells what happens in order. The **end** is the last part of the story.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Miss Mouse went out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>She ran. She saw the moon. Then she went back to her house.</td>
</tr>
<tr>
<td>End</td>
<td></td>
</tr>
</tbody>
</table>

Put these story sentences in order. Write **B** for beginning. Write **M** for middle. Write **E** for end.

1. Tim took a long walk.
2. One day, Tim Tall went out.
3. Tim met Hattie Hall.
4. Then they all played ball.
5. Tim met Sam Small.

At Home: With a family member, create sentences for the middle part of the story about Tim Tall.
Features of a Story

- A good story is fun to read or listen to.
- It entertains.
- It has a beginning, middle, and end.
- It uses describing words.

Think of a story you really like. Fill in the story map. It will help you see the parts of a good story.

1. Title: ________________________________

2. Who are the characters? Write their names.

Draw what happens.

3. Beginning

4. Middle

5. End

At Home: Use your story map to retell the story to a family member. Talk about why you like this story.
Prewrite: A Story

• A story is fun to read or listen to.
• It has a good beginning, middle, and end.

Think about a story that you would like to tell.

1. My story is about __________________________.

2. Draw a picture of your character.

Tell what happens in your story.

3. Beginning

4. Middle

5. End

At Home: Tell your story to a family member. Then together plan another story for your character. Talk about what will happen at the beginning, middle, and end.
Revise: A Story

You **revise** your writing to make it better.

**A.** Read the draft below. Follow these steps to make the writing better.

- Add an adjective to describe the kids.
- Add a detail to tell how Bunny feels.
- Add an adjective to tell how many muffins.
- Fix the adjective that compares Skunk and Bunny.
- Add an adjective to describe the friends.

Bunny Rabbit’s New Friend

Bunny Rabbit wants to play with the kids. They tell her to go away. Bunny goes in the house. Mom and Bunny make muffins. They go to Skunk’s house. Sweet Skunk is there too. Sweet Skunk is small than Bunny Rabbit. They are now friends.

**B.** Use the changes you made to write the story on another sheet of paper.

---

**At Home:** Tell a family member a story about something that happened at school today. Then talk about how you can improve your story by adding describing words.
Proofread: A Story

Proofreading Marks

^ add
— take out
≡ Make a capital letter.

Read this story. Add capital letters and end marks where they belong. Fix an end mark that is not correct.

A. Use the proofreading marks from the box.
Mark five mistakes. Use a ^ to show where end marks go.

A Nice Surprise

Tom has a problem. He took Ann’s bike for a ride.
now it is scratched. What can he do. Tom gave all his pennies to Ann. She said it was O.K. She even gave Tom his pennies back.

B. Use the changes you made to write the story on another sheet of paper.
Sentences Review

REMEMBER THE RULES

• A **sentence** is a group of words that tells a complete thought.
• A **statement** is a sentence that tells something.
• A **question** is a sentence that asks something.
• An **exclamation** is a sentence that shows strong feeling.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
<th>Exclamation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will go swimming with Mom.</td>
<td>Do you want to go, too?</td>
<td>Let’s go!</td>
</tr>
</tbody>
</table>

Choose an end mark from the box to end each sentence. Write it on the line.

.  ?  !

1. Mike gets set ________

2. Did you forget your sunglasses ________

3. Mom is waiting for us ________

4. How long can we stay ________

5. This will be the best day ever ________

```
• A **sentence** is a group of words that tells a complete thought.
• A **statement** is a sentence that tells something.
• A **question** is a sentence that asks something.
• An **exclamation** is a sentence that shows strong feeling.
```

**At Home:** Ask a family member to say a sentence to you. Tell what end mark the sentence ends with: . or ? or !
Namimg Part of Sentence

REMEMBER THE RULES

• Sentences are made up of parts.
• The naming part of the sentence can also be called the subject. It tells who or what the sentence is about.

Draw a line under the naming part of each sentence.

1. Mom looks into Jake’s bedroom.

2. His room is a mess.

3. The bed is not made.

4. Jake picks up the mess.

5. Mom and Jake like the clean room.

At Home: Have a family member name a person, a place, or a thing. Use that person, place, or thing as the naming part of a sentence.
Action Part of Sentence

REMEMBER THE RULES

• Sentences are made up of parts.
• The action part of the sentence can also be called the predicate. It tells what the naming part does.

I like dogs.

Dogs are fun.

• The predicate can also tell what the naming part is.

Draw a line under the action part of each sentence.

1. Sam and I play ball together.
2. Dogs run fast.
3. This is a good book about dogs.
4. I read for a while.
5. We are good pals.
Sentence Combining (Compound Subjects)

REMEMBER THE RULES

- Sometimes two sentences have the same action part or predicate.
- Use the word **and** between the two subjects to make the sentences into one.

Carlos went to the park. Jed went to the park.
Carlos and Jed went to the park.

Draw a line under the action parts that are the same. Write the new combined sentence using **and**.


2. The swings were fun. The slides were fun.

3. Jan saw the boys. I saw the boys.

4. The boys raced. The girls raced.

At Home: Tell a family member what you and a friend did together today. Use compound subjects in some of your sentences.
Write the end mark for each sentence. Draw a circle around the naming part of each sentence.

1. Mom likes red things ________
2. This red scarf is nice ________
3. Can I get this one ________
4. That one is the best of all ________
5. You and I got a nice scarf ________
Pronouns: *He*, *She*, *It*

**REMEMBER THE RULES**

- A pronoun is a word that takes the place of a noun.
- *He* takes the place of a noun that names a boy or man.
  - Bill wants a fish.
  - *He* wants a fish.
- *She* takes the place of a noun that names a girl or woman.
  - Mrs. Lee sells fish.
  - *She* sells fish.
- *It* takes the place of a noun that names a thing.
  - That fish is yellow.
  - *It* is yellow.

Draw a circle around *he*, *she*, or *it* to take the place of the underlined words.

1. The boy picks out a fish. He She It
2. Mrs. Lee scoops the fish. He She It
3. Mom pays for the fish. He She It
4. The fish are in a bag. He she it
5. Dad will like my fish. He She It

**At Home:** Have a family member name a person or a thing. Tell whether *he*, *she*, or *it* takes the place of that name.
Pronoun: They

**REMEMBER THE RULES**

- **They** is a pronoun that takes the place of a plural noun.
  - Birds make nests.
  - **They** make nests.
- **They** can also take the place of more than one noun.
  - Ducks and bluejays are birds.
  - **They** are birds.

Write **They** or **It** on the lines to replace the underlined part of each sentence.

1. Eggs are in a nest. ________________

2. Dan and Ann spot the eggs. ________________

3. One egg has a crack. ________________

4. The crack gets bigger. ________________

5. Children like birds. ________________

At Home: With a family member list some words that can be replaced by the pronoun **It**. Do the same for **They**.
Pronouns: *I, Me*

**REMEMBER THE RULES**
- *I* and *me* are pronouns.
- Use *I* in the subject, or naming part, of a sentence.
  - *I* am seven years old today.
- Use *me* in the predicate, or action part, of a sentence.
  - Grandma sent *me* a card.

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

1. ___________ like my card.

2. There is a party for ___________.

3. ___________ have on a party hat.

4. Dan gives ___________ a game.

5. He beats ___________ in the first game.

At Home: Tell a family member about your birthday. Use *I* in one sentence and *me* in another sentence.
Write **we** or **us** on the lines to replace the underlined words in each sentence.

1. Mr. Fine and I get along well. _____________  
   ______________  
   ____________________

2. Sam, Pam, and I play together. ____________________  
   ____________________  
   ____________________

3. Sam kicks the ball to Pam and me. ____________________  
   ____________________  
   ____________________

4. Then Pam and I try to score a goal. ____________________  
   ____________________  
   ____________________

5. Mr. Fine helps Pam, Sam, and me. ______________  
   ______________  
   ____________________
Sentence Combining (Compound Predicates)

**REMEMBER THE RULES**
- When the naming parts of two sentences are the same, use **and** to combine the action parts.

  Al runs. Al wins. Al runs and wins.

Underline the parts of the sentences that are the same. Write the new combined sentence.


2. Tom and I race. Tom and I have fun.

3. Sue kicks the ball. Sue runs.

4. Ed gets the ball. Ed tags Sue.

**At Home:** Tell a family member about two things you or a friend did in a race. Use **and** to combine the action parts in a sentence.
Draw a circle around each correct pronoun.

1. Jon and (I, me) set the bases.
2. (Us, We) will be up first.
3. (It, They) strike Jon out.
4. (He, It) sits down.
5. Pat pitches the ball to (I, me).

REMEMBER THE RULES

A pronoun takes the place of a noun.

- **He** takes the place of a noun that names a boy or a man.
  - Jon wants to play. He wants to play.
- **She** takes the place of a noun that names a girl or a woman.
  - That girl has the ball. She has the ball.
- **It** takes the place of a noun that names a thing.
  - The ball is red. It is big.
- **They** is a pronoun that takes the place of a plural noun or more than one noun.
  - Jon and Pat take the ball. They take the ball.
- Use **I** and **we** in the naming part of a sentence.
  - I get the ball. We can play now.
- Use **me** and **us** in the action part of a sentence.
  - Jon picks me. Jon wants us to win.

At Home: With a family member, list some words that can be replaced by the pronoun **It**. Do the same for **They**.
Common Error: Pronouns *I* and *Me*

**REMEMBER THE RULES**
- The words *I* and *me* are pronouns.
- Use the pronoun *I* as the subject.
- Use the pronoun *me* as the predicate.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad and <em>me</em> talk about sharks.</td>
<td>Dad and <em>I</em> talk about sharks.</td>
</tr>
<tr>
<td>Mom asks Dad and <em>I</em> questions.</td>
<td>Mom asks Dad and <em>me</em> questions.</td>
</tr>
</tbody>
</table>

Circle the correct pronoun to complete each sentence.

1. Dad and _______ visited a sea park.
   - *I*  
   - *me*  

2. Dad let _______ lead the way.
   - *I*  
   - *me*  

3. Dad and _______ saw a shark.
   - *I*  
   - *me*  

4. Did the shark see Dad and _______?
   - *I*  
   - *me*  

5. Dad took a picture of the shark and _______.
   - *I*  
   - *me*  

At Home: Draw a picture of yourself and another person doing something special. Show your picture to someone and tell about it using *I* and *me* correctly.
Study Skill: Encyclopedia

The volumes of an **encyclopedia** are arranged in ABC order.

Where will you find these?
Look at the set of encyclopedias. Write the letter of the volume next to each word and picture.

1. dog
   - Volume ________________

2. corn
   - Volume ________________

3. tree
   - Volume ________________

4. soccer
   - Volume ________________

5. apple
   - Volume ________________

At Home: Talk with someone about what other topics you might find in this set of encyclopedias, and tell where you would look.
Vocabulary: Homonyms

- Some words sound the same but have different spellings and meanings. These words are called **homonyms**.
  
  - see — sea
  - plane — plain
  - blew — blue

I **see** a shell on the sand.

There are big waves at the **sea**.

Write a homonym to complete each sentence.

1. I do not like the ____________ because the waves are too big.
   
   ____________

2. We ____________ many things in the woods.
   
   ____________

3. My mother saw a ____________ flower.
   
   ____________

4. I found a ____________ but pretty rock.
   
   ____________

5. The wind ____________ in the trees.
Composition: Main Idea and Supporting Details

- A good piece of writing has a main idea and supporting details.
- The **main idea** is the most important idea.
- **Supporting details** tell more about the main idea.

<table>
<thead>
<tr>
<th>Main Idea: Sea otters are fun to watch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They play in the water. yes no</td>
</tr>
<tr>
<td>2. They swim and dive. yes no</td>
</tr>
<tr>
<td>3. Sea parks have many animals. yes no</td>
</tr>
<tr>
<td>4. A sea otter even swims on its back! yes no</td>
</tr>
<tr>
<td>5. Seals like to swim. yes no</td>
</tr>
</tbody>
</table>

At Home: With a family member, choose a main idea. Add two or three supporting details. Write the paragraph.
Features of Expository Writing

- **Expository writing** is writing that explains something.
- It gives facts and information.
- It has a main idea and details.
- It uses time-order words to tell when things happened.

Write each of the circled parts of the report next to the correct term below.

1. **Main Idea**  
   Parakeets make good pets. They are very tame.

2. **Time-Order Word**  
   Some parakeets can learn to talk. First, you say a word. Then you say it over and over. Soon the bird will say the word, too.

3. **Time-Order Word**

4. **Fact and Information**

*At Home:* Tell a family member what you learned about parakeets from reading the report. Then talk about other facts you know or want to know about parakeets.
Prewrite: Expository Writing

- **Expository writing** explains something. It tells what something is like.
- Expository writing gives facts and information.

Think about an animal you would like to know more about. On the chart below, tell what the animal is and something you already know about it. Then list three things that you want to learn about it.

1. My animal is a ________________________________.
2. I know ________________________________.
3. I want to learn ________________________________.
4. I want to learn ________________________________.
5. I want to learn ________________________________.

At Home: Talk with a family member about your animal. Discuss how you could find the answers to your questions.
You revise your writing to make it better.

A. Read the draft below. Follow these steps to make the writing better.
   - Replace the underlined words with pronouns.
   - Add an adjective to tell what kind of bags.
   - Combine two sentences that have the same subject.
   - Add a detail to tell about the animals eating the trash.

   Cleaning Up the Beach

   A beach clean-up helps the earth. People pick up trash. Then they put the trash in bags. There is lots of trash on the beach. People leave bags and bottles. People leave cans and lids. The trash makes a mess. The trash is dangerous. Later some animals try to eat the trash.

B. Use the changes you made to write the report on another sheet of paper.
Read this report. Add capital letters and end marks where they belong. Add a comma in the second sentence.

A. Use the proofreading marks from the box. Mark five mistakes. Use a ^ to show where the comma and the end marks go.

Rainbows

Rainbows are pretty. They show orange, yellow, and green. You see rainbows in the sky. The sun must be in back of you. It has to be raining someplace else. Then the sun shines through the rain. It lights up the raindrops. No two people see just the same rainbow.

B. Use the changes you made to write the report on another sheet of paper.