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A sentence is a group of words that tells a whole idea.
Example: The cat can jump.

Circle the sentences.
1. She sat down.
2. We can jump up.
3. Ran here.
4. Pat can do this.
5. Like to.

At Home: Make up a sentence about each member of your family.
A sentence is a group of words that tells a whole idea.

Use the words in the box to make sentences.

Pam  can jump  ran down  The bat

1. My cat ____________.
2. ____________ has a hat.
3. ____________ is little.
4. Sam ____________.
5. Sam and ____________ can jump.
Every sentence begins with a capital letter.

Write each sentence correctly.

1. this is my cap.

2. you can play with me.

3. she sat down.

4. nan ran up.

5. he has the mat.
A sentence is a group of words that tells a whole idea.
Every sentence begins with a capital letter.

Write each sentence correctly.

1. we can nap here.

2. she ran and ran.

3. sam said to go up.

4. do not jump.

Add words to make this a sentence.

5. nan has
Fill in the circle next to the complete sentence.

1. ○ Pam has to go.
   ○ not up here
   ○ hat for Sam

2. ○ Pat and Sam
   ○ We jump down.
   ○ is with you

3. ○ Nan ran to me.
   ○ up and down the mat
   ○ Tan has

4. ○ a little pat for the cat
   ○ ran and ran
   ○ The cats can go up.

5. ○ the mat is
   ○ Sam can play.
   ○ my little cap
The words in a sentence have to be in the right order.
The order has to make sense.
Correct: Sam ran over my cap.
Not correct: ran cap Sam my over

Circle the sentences that have the words in the right order.
1. Dan jumps over the hat.
2. it We over jump.
3. Pat tags Dan.
4. She plays tag, too.
5. ran Sam here back.
The words in a sentence have to be in the right order. 
The order has to make sense.

Write the words in order.

1. looks Mack up.

2. my has bag He.

3. jump to said Pat.

4. bag over Mack the jumps.

5. it, We too do.
Every sentence ends with a special mark.  
Example: The man ran back.

Put a period at the end of each sentence.  
Circle the mark.

1. Look at me go _____________

2. Mack ran like this ______________

3. She jumps over it ______________

4. Hal is over there ______________

5. We can play here ______________

6. This is what I like to do _____________
The words in a sentence must make sense.
A sentence ends with a period.

Look at the sentences. Write C if a sentence is correct.
Fix the others by writing the words in order.

1. not Pam can go.
   C

2. He has the map.

3. The cat sat on it.

4. down jumps She up and.

5. Sam can see Hal.
Put an X next to sentences with the words out of order.
Put the words in order. Write the sentences correctly on the lines.

1. my is cat. Mack

2. over the mat. jump He can

3. Sam has a bag for Mack.

4. Mack likes to play with it.

5. too. He Sam, likes
A statement tells something.
Example: Wag is little.

Draw a line under the statements.
1. Wag naps and naps.
   ![Dog napping]

2. Digs too
   ![Digging]

3. Wag has my cap.
   ![Wag running]

4. He runs to me.
   ![Man running]

5. Rides
   ![Riding a bike]

6. Wag and I play.
   ![Dog and child playing]

At Home: Create statements for the items you did not underline.
A statement tells something.
Example: Jan can ride.

Draw a line from the statement to its picture.
1. Jack can kick.

2. Pam runs.

3. The hat is too big.

4. Val has the bat.

At Home: Write sentences about what you do at recess.
A statement begins with a capital letter.
A statement ends with a period.

Write each statement correctly.

1. Jack is quick
   
2. he rides up and down
   
3. Pam packs the bag
   
4. she can do it
   
5. we are big

At Home: Tell about something you can do by yourself that you couldn’t do when you were a baby.
A statement is a sentence that tells something. A statement begins with a capital letter and ends with a period.

Read each pair of statements.
Circle the statement that is correct.

1. She runs and jumps.
   We jump, too

2. He sits down
   Jack rides with me.

3. My cap is in here.
   Pam can not see it

4. Sam can play this.
   You can do it

At Home: Draw a picture of something you would like to do when you get older.
Draw a line under the statements.

1. In the bag
   He packs up.
   Looks

2. This, too
   In here
   She said yes.

3. A big hat
   The hat fits me.
   Sees it

4. We can ride.
   Jumps over
   Val and Rick

5. Will be
   Kicks and runs
   Rick wins.
A question is a sentence that asks something.
Example: Where is that cat?

Write Q next to each question. Do not write anything if the sentence is not a question.

1. Is the cat there?  

2. The cat is not here.  

3. Did the cat go up?  

4. Did the cat come down?  

5. I did not see that cat.  

6. Where can it be?  

Write a question on the line.
An exclamation is a sentence that shows strong feelings.
Example: What a fat cat that is!

Circle the exclamations.

1. Come here, quick!
2. What is it?
3. Look at that!
4. What a good cat you are!
5. Where did the little cat go?
6. Grab the cat!

At Home: Find pictures of three animals. If you could ask each one a question, what would you ask?
A question ends with a question mark.
Example: Can Pal do a trick?
An exclamation ends with an exclamation mark.
Example: That was a good trick!

Circle the correct end mark for each sentence.

Write the mark on the line.

___________
        __ __ __ __ __ __ __

1. Look out for Pal ____________ ? !

___________
        __ __ __ __ __ __ __

2. Grab him ____________ ? !

___________
        __ __ __ __ __ __ __

3. Will he jump on me ____________ ? !

___________
        __ __ __ __ __ __ __

4. He is too quick ____________ ? !

___________
        __ __ __ __ __ __ __

5. What can we do ____________ ? !

___________
        __ __ __ __ __ __ __

6. Can we trick Pal ____________ ? !
A question asks something.  
A question ends with a question mark.  
An exclamation shows strong feelings.  
An exclamation ends with an exclamation mark.

Write each sentence correctly. Write C if a sentence is correct.

1. What is on the mat!

2. That is big!

3. Grab the cat quick?

4. Can we come in!

5. Is this a trap?

At Home: Talk about an exciting day in your life. Use exclamations.
Put a question mark or an exclamation mark at the end of each sentence.

1. Come here, quick

2. What is that in the grass

3. Look at it jump up

4. Will it jump on me

5. Grab my hat

6. Run, run, run

7. Do you see it

8. Where did it go
A sentence is a group of words that tells a whole idea. Every sentence begins with a capital letter and ends with a special mark.

Write each sentence correctly. Begin with a capital letter. Add the end mark shown in ( ).

1. She can use my help (period)

2. Where did it land (question mark)

3. Look at it go up (exclamation mark)

4. The wind will help now (period)

At Home: Look through a favorite story. Find examples of sentences that end with a period, a question mark, and an exclamation mark.
Every sentence begins with a capital letter. Every sentence ends with a special mark.

Circle the sentence that is correct in each group.

1. Hank runs fast
   Hank runs fast
   Hank runs fast.

2. Can we help him win
   Can we help him win?
   Can we help him win?

3. He wins!
   He wins
   He wins

Write a sentence that tells what can happen next.

Write: A new race begins.
Unscramble the words in the box to complete the sentence. Write the sentence correctly.

1. we sand can this use

2. will it help do you me

3. look crab that very little at

4. where the go crab did

At Home: Draw a picture to illustrate your answer to item 3.
Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

A Begin with a capital letter.
B Put a special mark at the end.
C Do not change.

1. rick jumps on the mat. __________
2. Will Pam run fast __________
3. she can go like the wind __________
4. Now Sam runs and jumps. __________
5. did he land in the sand? __________
6. That was a very good jump! __________

Go back to the sentences. Circle any letter that should be capital. Put the correct mark at the end.
Read the sentences. Write them correctly.

will you help, too
can you pick up bricks
here are the bricks, Dad
what a big help you are
we like to help you

Write two statements from the box.

1.

2.

Write two questions from the box.

3.

4.

Write one exclamation from the box.

5.
A noun is a word that names a person, a place, or a thing.

Say the name of the noun in the picture.

person
place
thing

Circle the noun in each sentence.

1. Look at the little dog.
2. It sits in the grass.
3. The mom runs over.
4. They see an ant.
5. It digs up sand.
6. What a big hill that is!
A noun is a word that names a person, place, or thing.

Write the noun from the word box to complete each sentence. Circle all the nouns in each sentence.

pond   pad   dad   rock   frog

1. The little ___________ jumps on the log.
2. The mom is in the ___________.
3. Is that big fat frog the ____________?
4. The dad sits on a ____________.
5. They jump on the ____________.

At Home: Identify the nouns circled on this page. Tell whether the nouns name a person, place, or thing.
A sentence begins with a capital letter.  
A statement ends with a period.  
Example: The cat sat in the hat.

Read each pair of sentences.  
Circle the statement that is correct.

1. the mom is with her kit  
The mom is with her kit.

2. A kit is a little fox?  
A kit is a little fox.

3. Mom helps the little fox.  
Mom helps the little fox.

4. now they play in the grass.  
Now they play in the grass.

At Home: Name five jungle animals and five sea creatures.  
Explain why these words are nouns.
A noun names a person, place, or thing. Most sentences contain nouns. Begin every sentence with a capital letter. End every statement with a period.

Write the statement correctly. Circle the nouns.

1. I see one little cat

2. It can not go over the log

3. A cat does not jump like a frog

4. The mom will help

At Home: Look for nouns in a favorite storybook and say them out loud.
Look at the underlined words in each sentence. Write the one that is a noun.

1. I am a quick little pig. __________________________
2. Look at me run down the hill. _______________________
3. My mom said to come back. ________________________
4. Help your dad now. ______________________________
5. I can bring this big log to him. ______________________
6. Can I play with my good pal now? ___________________
A plural noun names more than one person, place, or thing. Add -s to make most nouns plural.

Example: one cat  two cats

Circle the plural noun in each sentence.

1. Mom has a lot of jobs to do.
2. The kids like to help her.
3. Pam will fix the beds.
4. The dogs have to eat now.
5. Jack does the pots in the sink.
6. Now we can have some eggs.
A plural noun names more than one person, place, or thing.
Add -es to form the plural of nouns that end with s, ss, sh, ch, or x
Example: one kiss two kisses

Write a plural noun to complete the sentence. The picture and words in the box will help.

branch glass box dish

1. Will you help pack the ___________?

2. This one is for pots and ___________.

3. That box is for mom’s best ___________.

4. What is on the ___________?
A sentence begins with a capital letter.  
A question ends with a question mark.

Write the questions correctly.

1. who will help me get the eggs

2. will the hens peck at me

3. can we go to see the pigs now

4. what do the little pigs eat

At Home: Discuss chores that have to be done at home.  
Write questions about helping out with these chores at home.
Add -s or -es to form the plural of most nouns. Begin every sentence with a capital letter. End a question with a question mark.

Find the mistakes. Circle the letters that should be capital. Underline the nouns that should be plural. Add the correct end mark.

1. will you help me up

2. who fell on all the egg

3. the two cat jumped on me

4. where are they now

5. do you see some little leg over there

6. what is in the two bush
Write the plural for each noun.

1. pet
   ________

2. box
   ________

3. egg
   ________

4. dish
   ________

5. glass
   ________

6. lunch
   ________

Write two sentences about how you help at home. Use one or two of the plural nouns you wrote in each sentence.

7. __________________________
   ________

8. __________________________
   ________
Some plural nouns do not end with -s or -es. These nouns use a new word to name more than one.

Say the nouns and their plurals.

child  children  man  men

goose  geese  mouse  mice

foot  feet

Circle the plural or plurals in each group.

1. mouse  man  geese
2. men  foot  child
3. goose  children  feet
4. man  child  mice

At Home: Choose four plural nouns from above. Write a sentence for each noun.
Some plural nouns use a new word to name more than one.

Choose the plural noun that belongs in each sentence. Write it on the line.

1. The (men, mans) fish at the pond.

2. The (children, childs) play with a little ship.

3. They see the prints of many (feet, foots) in the sand.

4. Do (mouses, mice) live here?

5. No. The (gooses, geese) live in the pond.

At Home: Make up silly sentences using the irregular plural nouns written on the lines above.
A sentence begins with a capital letter.
An exclamation ends with an exclamation point.

Find the exclamation in each pair.
Put a check [✓] next to the exclamation.
Circle the exclamation point.

1. Look at all the mice!
   Where do they live?

2. They live in the man’s shop.
   The mice are eating his socks!

3. Stop eating my socks!
   What will the man do?

4. He will bring two cats into the shop.
   Run, mice, run!
Remember that some nouns use new words to name more than one. Begin every sentence with a capital letter. End an exclamation with an exclamation point.

Write C if a sentence is correct.
If a sentence is not correct, circle the mistakes.

1. Don’t go in there!
2. the gooses will not like it.
3. that goose is very mad now?
4. Childs, get out quick.
5. She can peck with her bill!
Circle the correct plural for each noun.

1. goose
   - gooses
   - geese
   - geeses

2. foot
   - feet
   - footes
   - foots

3. man
   - men
   - mans
   - mens

4. child
   - childs
   - childrens
   - children

Write the plural for the word in ( ) to complete the sentence.

5. The __________ hid in the grass. (mouse)
A noun that names a special person or place is called a proper noun. A proper noun begins with a capital letter.

Examples: Yan Jill Texas

Write the proper noun in each group.

1. Rick drum play

2. humm Hal he

3. Lin kids fun

4. show let’s Jen

5. Atlanta shop she

At Home: Make up a sentence using all three words in numbers 1, 3, and 6.
A proper noun names a special person or a special place. Some proper nouns are more than one word. Each word in a proper noun begins with a capital letter.

- Miss Pink
- West Street
- Buck Hill School

Underline the proper nouns in each sentence.

1. Where is the Land School?
2. It’s on Frank Street.
3. Go past Red Duck Pond to get to it.
4. Miss Winn wants to put on a show.
5. Pam will be in the show, too.
6. She used to live in Putnam, Vermont.
A proper noun names a special person or special place. A proper noun begins with a capital letter.

Follow the directions to write proper nouns.

1. Write your first and last name.

2. Write your address.
   (street) ____________________________
   (city, state, zip code) ______________

3. Write the name of your school.

4. Write your teacher’s name.
Begin a proper noun with a capital letter. Some proper nouns are more than one word. Begin each word in a proper noun with a capital letter.

Circle the words that should have capital letters.

1. Al and pam go to the banks school.
2. miss ann has a good band there.
3. “I play the drums,” said chan.
4. I got them in a shop on Tip top street.
5. The band will play in new york City.
6. Will nick sing with the band?
Rewrite the sentences. Begin each proper noun with a capital letter.

1. Here comes the band from crest school.

2. They come down frost street.

3. My pals rick and tan play in the band.

4. miss hill and the kids sing.

5. They sing three texas songs.
Some proper nouns name the days of the week. Some proper nouns name the months. The name of the days and the months begin with capital letters.

Say the days. Circle the capital letters.

Monday       Tuesday       Wednesday
Thursday     Friday         Saturday       Sunday

Say the months. Circle the capital letters.

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

1. What day do you like best?

2. What month do you like best?
Some proper nouns name holidays. Holiday names begin with capital letters.
Examples: Thanksgiving      Valentine’s Day

Draw a line to match the holiday to its picture.

1. Thanksgiving

2. Independence Day (Fourth of July)

3. Valentine’s Day

4. New Year’s Day

At Home: Talk about favorite holidays. Choose one special day and write a sentence about why this day is special.
Write the word that completes the sentence correctly.

1. Today is ________________. (Thursday, thursday)

2. I do not go to school in ________________. (july, July)

3. We put the flag out for _________________. (independence Day, Independence Day)

4. We will have lots of fun on _________________. (Saturday, saturday)

5. Some kids start school in _________________. (august, August)

Days, months, and holidays are proper nouns. All proper nouns begin with capital letters.
Begin the names of days, months, and holidays with capital letters.

Circle the letters that should be capital. Write the day, the month, or the holiday correctly.

1. We had fun on New Year’s Day. _______ ___________

2. That was in January. _______________________

3. Today is Tuesday, February 14. _______________________

4. Then it must be Valentine’s Day _______________________

5. On Monday, we put little red flags at school. _______________________

6. What fun things can we do in March? _______________________

At Home: Create and illustrate a family Special Days calendar for this month.
Underline the name of the day, month or holiday in each sentence. Write C if the name is written correctly. Write NC if the name is not correct. Then write it correctly.

1. We have no school on thursday.
   
2. It is Thanksgiving.
   
3. School is out on friday, too.
   
4. Are you going away in december?
   
5. We will be back on new year’s day.
   
6. It will be January then.
A verb is a word that shows action.
Examples: Jake **jumps**. Fran **runs**.

Find the verb in each group. Fill in the circle. The first one is done for you.

1. ○ today
   ○ ride
   ○ all

2. ○ walk
   ○ oh
   ○ three

3. ○ man
   ○ make
   ○ it

4. ○ who
   ○ some
   ○ eat

5. ○ not
   ○ play
   ○ on

6. ○ go
   ○ of
   ○ many

7. ○ pull
   ○ very
   ○ good

8. ○ now
   ○ help
   ○ me

At Home: Make up and write sentences using the verbs on this page.
A verb is a word that shows action.

Write a verb from the box to complete the sentence. The pictures can help.

pull  jumps  play  wins  run

1. My pals and I _____________ games.

2. We _____________ to the gate.

3. Tran _____________ over the blocks.

4. One, two, three, _____________!

5. Jane _____________ the big race.

At Home: Think of actions that happened today. Act out some of these actions.
A comma (,) comes after the greeting and the closing in a letter.

Dear Jan, (greeting)
   I miss you. Do you like where you live now?
   Your pal, (closing)
   Val

1. Circle the commas after the greeting and closing in this letter.

   Dear Fred,
   Can you come to see me Monday?
   Your pal,
   Rick

2. Put commas after the greeting and closing in this letter.

   Hello Liz
   I won a big race. It was fun!
   Your pal
   Ann

At Home: Rewrite the greeting and closing in sentence 2. Replace the names with family names.
Use verbs to show action.
Put commas after the greeting and the closing in a letter.

This letter is missing two commas and three verbs. Add the verbs from the box. Add the commas.

saved  baked  ate

Hello Nan

___________

Mom and I _____________ a cake. Then

___________

we _____________ some. It was very good. I

___________

___________ some for you in a tin. Come to

see me. Then you can have some cake, too.

Your best pal

Pam
Circle the verb in each sentence.
1. We went to Gram’s.
3. He walked my dog, too.
4. We came back on the plane.
5. The plane landed at 6 P.M.
6. I thanked Mack.

Write two sentences about how you help your friends. Circle the verbs.

7. __________________________________________
   _____________________________
   _____________________________
   _____________________________

8. __________________________________________
The tense of a verb tells when an action happens. Present tense verbs tell about action that happens now.

Examples: Dell makes a cake. Pam helps.

Circle the verbs in the present tense. Write them on the lines below.

1. The little boy trips on the rug.

2. He drops his box.

3. The blocks spilled out.


5. She puts them back in the box.

---

At Home: Use the present tense words circled above to write a new sentence for each verb.
Present tense verbs tell about action that happens now.
Add -s to most verbs to form the present tense.

jump + s = jumps

Write a present tense verb to complete each sentence. Add -s to the verb in ( ).

1. Dad ______________ care of the plants. (take)

2. His son ______________ to help. (want)

3. He ______________ the big tin can. (get)

4. He ______________ it with water. (fill)

5. Then he ______________ it over to Dad. (bring)

At Home: Create two more sentences in the present tense to describe other ways the son helps.
The important words in a book title begin with a capital letter.
The first word of a book title is always capitalized.
The title of a book is underlined.
Examples: The Girl in the Red Hat

Underline the book title that is correct.
1. Kids help out
   Kids Help Out
2. People Who Care
   people who care
3. How Can I Help?
   How can I help?
4. Let’s get together
   Let’s Get Together
Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

A  Add -s to make present tense verb.
B  Capitalize a letter.
C  Do not change.

1. He looks at the book.
2. She pick up the dishes.
3. He dig up the land for Mom.
4. the boy take care of the hens.
5. He gets the eggs.

At Home: Think of a present tense verb for a favorite activity. Write and illustrate a sentence using that verb.
Make these sentences tell about the present.

Underline the correct verb in ( ).

1. Chan (help, helped, helps) Mom today.

2. He (get, gets, got) a pan for her.

3. Mom (use, used, uses) two eggs.

4. She (adds, added, add) a cup of water.

5. Dad (ate, eats, eat) with them.

6. Mom (look, looked, looks) at the clock.

7. Chan (walks, walked, walk) to the bus.

8. He (wave, waves, waved) to Mom and Dad.
A past tense verb tells about action that happened in the past.

Examples: The sun \textbf{set}.

The boys \textbf{washed} up.

Then they \textbf{jumped} into bed.

\textbf{Put a check next to the sentence that tells about the past. Circle the past tense verb.}

1. Sam made a shape with his hands.

   Sam makes a shape with his hands.

2. Chuck watches him

   Chuck watched him.

3. Sam shows Chuck a dog shape.

   Sam showed Chuck a dog shape.

4. Chuck liked that one best.

   Chuck likes that one best.

\textbf{At Home: Make up sentences about things that happened yesterday. Act out several of these sentences.}
Past tense verbs tell about actions that already happened.
Most verbs in the past tense end in -\textit{ed}.
\begin{align*}
\text{watch} + \text{ed} &= \text{watched}
\end{align*}

Use a verb from the box to complete the sentence.
Circle the -\textit{ed} ending in the verb.
walked  blinked  wanted  pulled  looked

\begin{align*}
1. \text{I } &\underline{\text{walked}} \text{ at the sun in my face.} \\
2. \text{Mom } &\underline{\text{wanted}} \text{ down the shade.} \\
3. \text{The cat } &\underline{\text{looked}} \text{ into the den.} \\
4. \text{We } &\underline{\text{watched}} \text{ at its shape on the shade.} \\
5. \text{Then the cat } &\underline{\text{wanted}} \text{ to eat.}
\end{align*}
A proper noun begins with a capital letter.
Examples:  Mitch lived in Texas.

Write the sentences. Capitalize the underlined proper nouns.

1. pam went on a whale watch.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

2. She and mom got to the dock late.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

3. They ran down ships way.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

4. did nick see the ship in the water?
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

5. One ship came from paris.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

At Home: Name and write a proper noun for girl, boy, street, school.
Read the story. Circle the letters that should be capital letters. Underline four verbs that should be past tense. Write the verbs in the past tense on the lines below.

Dad and James went for a walk. They walk past fitch lane. Miss chin yell hello to them. They wave to her. The sun was going down. James look back. “I can see my shadow!” he said.

1. __________________
2. __________________
3. __________________
4. __________________
Circle all the past tense verbs.

1. pitched
2. pats
3. sat
4. liked
5. drag

looks
made
lived
pulls
sang

cares
made
ran
said
used

walked
went
jumps
drinks
helped

Rewrite each sentence to tell about the past. Change the underlined verb to past tense.

6. We watch the sun come up.

7. The kids play in the shade.

8. Ann and Seth want a drink.
The verbs **is** and **are** tell about the present. **Is** tells about one person, place, or thing. **Are** tells about more than one person, place, or thing.

Examples: Dad **is** there.
          The cats **are** here.

Circle the verb in each sentence. Write **1** if the verb tells about one. Write **2** if the verb tells about more than one.

1. Mom is out back.  
   _ _ _

2. Our two dogs are with her.  
   _ _ _

3. The twins are in the water.  
   _ _ _

4. Mom is on chair.  
   _ _ _

5. This game is so much fun!  
   _ _ _
Name ____________________________________________

Use the verb is to tell about one person, place, or thing.
Use the verb are to tell about more than one person, place, or thing.

Write is or are to complete each sentence.

1. My things __________ all over the place.
   
2. Kim __________ here to help.
   
3. The blocks __________ in the box.
   
4. My space __________ not a mess now.

At Home: Find the one or more than one person, place, or thing that the verb tells about in each of the sentences.
Every sentence begins with a capital letter. A statement ends with a period. An exclamation ends with an exclamation point.

Write the statements correctly.

1. we are all here

2. gram is with us, too

3. our bags are in the tent

Write the exclamations correctly.

4. look out for that black stick

5. that is a snake, not a stick
Find the mistakes. Cross out the verb if it is wrong. Write the correct verb above it. Circle any letters that should be capital. Add the correct end mark if one is missing. (Hint: Each sentence has two mistakes.)

1. The little kids is in the den
2. don’t let the dogs in here
3. hide the game, quick
4. it are too late.
5. the dogs is on our game!
6. This are not that funny

At Home: Write two sentences that use the verb is. Write two sentences that use the verb are.
Write **is** or **are** to complete each sentence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>“It _______ time,” Mom said.</td>
</tr>
<tr>
<td>2.</td>
<td>Jane and I _______ in our best dresses.</td>
</tr>
<tr>
<td>3.</td>
<td>Giles and Nick _______ in back of us.</td>
</tr>
<tr>
<td>4.</td>
<td>Giles _______ so funny.</td>
</tr>
<tr>
<td>5.</td>
<td>Our smiles _______ very, very big!</td>
</tr>
</tbody>
</table>

Write a sentence about your family. Use **is** or **are** in the sentence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>___________________________________________</td>
</tr>
</tbody>
</table>
A contraction is a short way of saying and writing two words.

Two words: are not  
does not

Contractions: aren’t  doesn’t

Draw a box around the contractions you find.

1. We can’t go skating now.

2. Gram wasn’t on the bus.

3. I didn’t see her.

4. Why hasn’t Gram called?

5. Isn’t that Gram?

6. I couldn’t find my skates.

At Home: Create sentences about things to do with family members. Use a contraction on this page in each sentence.
A contraction is a short form of two words. The two words are put together and letters are left out. An apostrophe (’) shows where letters have been left out.

Example: She isn’t here. (is not = isn’t)

Look at the underlined contraction. Circle the two words used to make the contraction.

1. Papa wasn’t at his shop. Papa was not at his shop.

2. We didn’t go to school. We did not go to school.

3. They aren’t walking the dogs.
   They are not walking the dogs.

4. Gram couldn’t ride her bike.
   Gram could not ride her bike.

5. The buses weren’t running.
   The buses were not running.
A contraction is a short form of two words. An apostrophe (’) takes the place of letters that are left out to make the contraction.

Write the contraction for the underlined words in each sentence.

1. Splash does not want to help.
2. “That is not fun,” he said.
3. He would not scrub the pans.
4. He did not scrape the dishes.
5. “You are not going to play,” Mom said.

At Home: Create a story about Splash and his family. Use as many contractions as possible.
A contraction is a short way of writing and saying two words.
Use an apostrophe (’) to take the place of letters that are left out of a contraction.

Circle the contractions that are not correct.
Write the contractions correctly.
Write C if the contraction is correct.

1. Mom doesn’t like us to be late.

2. You aren’t going to miss the bus!

3. The bus isn’t here yet.

4. It wasn’t on time.

5. We are glad it didn’t splash us.
Use the words in ( ) to form a contraction. Write the contraction to complete the sentence.

1. Gram ________ in here. (is not )
   
2. She ________ out back. (was not )
   
3. I ________ see her on the deck. (did not)
   
4. Gram ________ hide in there. (would not)
   
5. Why ________ we call her? (do not )
   
6. We ________ looked in all her hiding places yet. (have not)
The verbs **was** and **were** tell about the past.

**Was** tells about one person, place, or thing.

**Were** tells about more than one person, place, or thing.

Examples: Little Red **was** in the nest.  
Mom and Dad **were** there, too.

Circle the verb that belongs in the sentence.

1. The sun (**was**, **were**) up.
2. Three eggs (**was**, **were**) in the nest.
3. One egg (**was**, **were**) not in the nest.
4. Dad (**was**, **were**) away from the nest.
5. Mom and Little Red (**was**, **were**) on a branch.

**At Home:** Draw an arrow from the verb to the person(s), place(s), or thing(s) that the verb describes.
Use the verbs **was** and **were** to tell about the past. Use **was** to tell about one person, place, or thing. Use **were** to tell about more than one person, place, or thing.

**Write was or were to complete the sentence.**

1. Our school play __________ today.
2. All the kids __________ in it.
3. Kim and Joe __________ little bugs.
4. I __________ a rose bush.
5. One boy __________ a robin.
6. The funny hats __________ for Kim and Ted.

**At Home:** Make up and illustrate sentences about natural settings. Use **was** and **were** in each sentence.
A proper noun names a special person, place, or thing. A proper noun begins with a capital letter.

Read each row of words. Circle the word or words that should begin with capital letters.

1. girl  fran  bob
2. mike  he  elm lane
3. hill  grove school  home
4. boy  soon  miss rose

Fill in the blanks to complete the sentences. Use the proper nouns you circled above.

5. _______________ and _______________ were _______________. They were walking to the _______________.

6. Wasn’t that _______________ at the bus stop?

At Home: Write a sentence using two proper nouns that were circled but not used in items five and six.
Find four mistakes in the story. Circle the mistakes. Write the sentences correctly on the lines.

Hal lives on plum lane. Jon came to play. The two boys was out back. They saw a robin in a nest. Lots of bugs were in the grass. One bug were not nice. It wanted to bite hal on the nose.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

Use **was** to tell about one.
Use **were** to tell about more than one.
Capitalize proper nouns.
Circle and write was or were to complete each sentence.

1. Six white gulls _____________ on the sand.
   was  were  

2. One gull _______________ on the post.
   was  were  

3. Some fish _______________ under the water.
   was  were  

4. Soon, all the gulls _______________ together.
   was  were  

5. The gull’s bill _______________ opened wide.
   was  were  

6. That _______________ a big splash!
   was  were  

At Home: Review this page together.
The verbs **has** and **have** tell about the present.  
**Has** tells about **one** person, place, or thing.  
**Have** tells about **more than one** person, place, or thing.  
Examples:  Lulu **has** an old glass.  
          Pru and Zack **have** some cans.

Underline the verb if it tells about **one**.  
Circle the verb if it tells about **more than one**.

1. The kids have work to do.

2. Pru has a black bag for the cans.

3. Zack has lots of cans.

4. Lulu and Dad have glass things.

5. Mom has a box for glass.

6. The two girls have big piles of stuff.

At Home: Make up sentences about keeping a neighborhood clean. Use **have** or **has** as the verb in each sentence.
Use the verb **has** to tell about one person, place, or thing.
Use the verb **have** to tell about more than one person, place, or thing.

Match parts to write a sentence about the picture. Circle the verb in each sentence.

My pal Chan **have** fun together.
Your bag **has** a big hole in it.
Ann and Bill **have** string on them.
The two piles **has** a box of games.

1. 
2. 
3. 
4. 

At Home: Name the verb in each sentence above and say if it tells about one or more than one.
Every sentence begins with a capital letter.
A statement ends with a period.
A question ends with a question mark.

Write each sentence correctly.
1. what does Joe have in the sack

2. joe has some pine cones for us

3. do you have string to hang the cones

4. the flock has a nice place to eat now

At Home: Brainstorm events from today. Write a statement and a question about these happenings.
Find the mistakes.

A Change the verb to has or have.
B Begin with a capital letter.
C Add an end mark.
D Do not change.

(1) Some people do not care about our land (2) do you see all the junk on the sand? (3) Now, Carlos and Rosa has to pick it up. (4) doesn’t the sand look good now (5) Carlos and Rosa have cans and glass to take home. (6) Mom have a good use for them.

Write the letter or letters that tell how you would fix the mistake.

1. ________________ 2. ________________
   ________________ ________________

3. ________________ 4. ________________
   ________________ ________________

5. ________________ 6. ________________
Write **has or have** to complete each sentence.

1. He _____________ a pile of used papers.
2. They all _____________ a blank side.
3. Tekla _____________ a good plan.
4. We _____________ some brushes.
5. The girls and boys _____________ fun.
6. This one _____________ a funny face on it.
The verbs **go** and **do** have different forms to tell about the present and the past.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>He <strong>goes</strong>. We <strong>go</strong>.</td>
<td>We all <strong>went</strong>.</td>
</tr>
<tr>
<td>She <strong>does</strong>. They <strong>do</strong>.</td>
<td>We all <strong>did</strong>.</td>
</tr>
</tbody>
</table>

**Write the verb that tells about the present.**

<p>| | |</p>
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</table>

1. Jay **_________** outside to play. (goes, went)

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</table>

2. Al **_________** not like to splash. (does, did)

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</table>

3. We **_________** have fun in the rain. (do, go)

**Write the verb that tells about the past.**

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<tbody>
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4. When **_________** the sun come out? (do, did)

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</table>

5. May and Lulu **_________** for a walk. (go, went)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. I **_________** in when it got cold. (goes, went)
The verbs **go** and **do** have different forms for the present tense and the past tense.

**Present:**  
- go, goes  
- do, does  

**Past:**  
- went  
- did

Underline the present tense forms of **go** or **do**. Circle the past tense forms of **go** or **do**.

1. The rain **goes** plop, plop, plop!

2. Did you hear that great big clap?

3. Why does it have to rain so much?

4. The lights **went** out.

5. What will we do **now**?

Write a sentence about the weather. Use the past tense of **go** or **do**.

6. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Begin proper nouns with capital letters. If the name of a person or place is more than one word, capitalize all the important words.

Sam Shade
Flop the Fish

Circle the letters that should be capital. Write the proper nouns correctly.

1. tank the tiger went outside with his son.
   __________
   __________

2. “See how the sun goes in and out,” stripe said.
   __________
   __________

3. I do not like the sound of the wind,” said papa ape.
   __________
   __________

4. “The air does have a chill,” said snap the Snake.
   __________
   __________

5. “Did anyone watch the news?” Mama ape said.
   __________
   __________

At Home: Make name cards for your family. Put first, middle, and last names on one side. Put nicknames on the other.
The verbs go and do use different forms to tell about the present and the past. The names of people and places begin with capital letters.

Read the story. Circle four sentences with mistakes. Write the sentences correctly.

One day, West Wind goed wild. “I will make it very cold,” west wind said. That will be fun.” That do not sound like fun to Sunray. So sunray shined and shined. Soon it got very warm. “Now that’s fun!” she said.

1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________

At Home: Think up names based on weather words for other characters. Draw the characters and label them.
Underline a form of the verb go or do in each sentence. Write Present or Past to tell the tense of the underlined verb.

1. My cat does not like
   the rain. ____________

2. She goes under the chair to hide. ____________

3. My dogs do like the rain. ____________

4. They went out when Mom came in. ____________

5. Did they get all wet? ____________

6. Mom makes them go to the shed. ____________
The verbs see and say have special forms to tell about the past.

**Present**
- She **sees**. We **see**.
- He **says**. They **say**.

**Past**
- They **saw**.
- We **said**.

Circle the verb that tells about the past.

1. Jean (see, sees, saw) the leaf.
2. Miss Inez (say, says, said) to look close.
3. Pat (see, sees, saw) many lines on the leaf.

Circle the verb that tells about the present.

4. Sue (say, says, said), “Look at this!”
5. Pat and Sue (see, sees, saw) a bug.
6. “That bug is so little,” they (say, says, said).

At Home: At the end of each day this week, answer these:
- What did you see today? What did you say today?
The verbs **see** and **say** have different forms for the present tense and the past tense.

Present:  
- **see**, **sees**  
- **say**, **says**

Past:  
- **saw**  
- **said**

Circle sentences that tell about the present.  
Underline sentences that tell about the past.

1. We saw a play about Ben Franklin.
2. Ben cannot see well.
4. Ben’s son Will sees a kite and string.
5. Will saw that it was raining outside.
6. He said, “What was the kite for?”
7. Ben says, “I’ll show you.”
Use commas in a letter
• after the greeting and the closing,
• between the day and year in a date,
• between the name of a city and state.

Circle the commas in this letter.
June 30, 1752
Dear Peter,
My idea worked. I said it would. Come see me in Philadelphia, Pennsylvania.

Your friend,
Ben

Add the missing commas in this letter.
May 10 1815
Dear Granddad
Do you like living in Bath Maine? Mom said we can visit soon. I’ll bring my new kite.

Your best girl
Lena

At Home: Look through old letters or postcards from friends and relatives. Draw a circle around all the commas.
Read the letter.
Two commas are missing. Three verbs are wrong.
Add the missing commas. Cross out the verbs that are wrong.
Write the verbs in the past tense on the lines below.

September 3 1922
Dear Nana,
   Dad put up a little house in our elm tree.
   “It’s a bat house,” he say.
   Last Monday, my friends came over. We saw five bats go in the house. We sees the bats hanging upside down.
   I says, “Bats are fun to watch.”
   Your grandson
   Joe
Write the present tense of see or say to complete each sentence.

1. Mom ____________, “Watch this.”

2. Al and Jo ____________ Mom fill a pot with water.

3. They ____________ her put the pot on the stove.

4. “You’re heating water,” they ____________.

5. “I hear a bubbling sound,” Jo ____________.

6. Then Al ____________ steam rise up.

Rewrite two of the sentences. Use the past tense of see or say.

7. ___________________________________________________________________

8. ___________________________________________________________________
A contraction is a short way of saying and writing two words. Many contractions are formed with **not**. An **apostrophe (’)** takes the place of the letters that are left out.

Examples:  
- do + not → don’t  
- does + not → doesn’t

Match the underlined words to contractions. Write the sentence letter on the line. The first one is done for you.

A. “This is **not** funny,” said Bunny.

B. “You **are not** good friends.”

C. “I **did not** do it,” said Frog.

D. “I **was not** the one,” said Skunk.

E. “We **were not** here,” they said.

F. “We **could not** have opened the box.”

1. isn’t  
   
   A   2. wasn’t  
   
   3. weren’t  
   
   4. didn’t  
   
   5. couldn’t  
   
   6. aren’t
A **contraction** is a short form of two words. An **apostrophe** (’) takes the place of the letters that are left out.

Write a contraction from the word box for the underlined words.

- don’t
- haven’t
- wasn’t
- wouldn’t
- couldn’t

1. Little Spot **would not** help clean up. __________________________
2. Mama Spot **was not** very happy. __________________________
3. Little Spot **could not** go out to play. __________________________
4. “I do not like sad endings,” Beth said. __________________________
5. “I have not come to the end,” said Dad. __________________________
An apostrophe (’) takes the place of the o in contractions formed with not.
Example: have + not = haven’t

Write a contraction for the two words in ( ).

1. “I ____________ think Bumpy is home,” Sandy said. (do not)

2. “He ____________ in here taking a bath,” said Big Green Frog. (is not)

3. “He ____________ jump in the pond for a swim,” said White Swan. (did not)

4. Bumpy ____________ anywhere Sandy looked. (was not)
A **contraction** is a short form of two words. Use an **apostrophe** (’) to take the place of the o in contractions formed with **not**.

Make a check mark [✓] next to the sentence with the correct contraction. Circle the contraction.

1. The fox couldn’t get the grapes.
   
   The fox couldn’t get the grapes.

2. The boy wasn’t telling a lie.
   
   The boy wasn’t telling a lie.

3. The rabbit didn’t win the race.
   
   The rabbit didn’t win the race.

4. The man doesn’t keep the talking fish.
   
   The man doesn’t keep the talking fish.

5. The cat and mice aren’t friends.
   
   The cat and mice aren’t friends.
Mark the contraction for the underlined words.

1. “This does not look good,” said Bunny.
   ○ didn’t    ○ don’t    ○ doesn’t

2. “That was not a great idea,” Fox said.
   ○ wasn’t    ○ wouldn’t    ○ weren’t

3. “I did not want you to do it,” Bear said.
   ○ don’t    ○ isn’t    ○ didn’t

4. “Mom is not going to like it,” said Bunny.
   ○ won’t    ○ isn’t    ○ wasn’t

5. “I do not like it!” Mama Rabbit said.
   ○ won’t    ○ don’t    ○ doesn’t

6. “You have not got any hair!”
   ○ can’t    ○ hasn’t    ○ haven’t
An **adjective** is a word that tells about a noun. A **noun** is a person, place, or thing.

That is a **great** painting.

```
  adjective           noun
```

Circle the adjective in each sentence. Underline the noun it tells about. The first one is done for you.

1. The boat is sailing on a **blue** sea.
2. A little girl stands on the deck.
3. The cool wind blows her **hair**.
4. The tall sails **flap** in the wind.
5. People wave from a **sandy** beach.
6. You are a good painter.

**At Home:** Point to objects in the room and say an adjective to describe each object.
An **adjective** is a word that tells about a noun. Some adjectives tell what kind. Some adjectives tell how many.

Examples:

<table>
<thead>
<tr>
<th>What kind</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td>a <strong>nice</strong> boy</td>
<td><strong>three</strong> girls</td>
</tr>
<tr>
<td>the <strong>silly</strong> dog</td>
<td><strong>many</strong> cats</td>
</tr>
</tbody>
</table>

Circle the adjectives that tell what kind.
Underline the adjectives that tell how many.

1. Those are cute pigs.
2. I used pink clay to shape them.
3. What funny tails those pigs have!
4. Who made the two ducks?
5. This hen has some chicks.
6. This little chick keeps falling down.

**At Home:** Think of new adjectives that tell what kind or how many for the nouns on this page.
The name of a special person or place is a **proper noun**. Proper nouns begin with capital letters.

Circle the proper noun in each sentence. Write it correctly on the line.

1. val has some sand and a glass jar. ____________
2. Is the sand from jones beach? ____________
3. No, mother got it at a little shop ____________
4. The shop is on main street. ____________
5. Now amy puts in red sand. ____________

**At Home:** Look in a magazine or newspaper for proper names. Point to the capital letters.
Read the letter. Circle six words that should begin with capital letters.

Dear mike,

Would you like to come to the shoat Gallery with us? It is on front street in the city. dad says we will see some great paintings there. We are going in two weeks.

Your friend,
Sandy wan

Write the sentence correctly. Add an adjective to tell more about the underlined nouns.

1. The name of the girl who painted that daisy is joan reed.
Write an adjective to tell about the underlined noun.

1. Who made that ________ quilt?

2. It has ________ squares.

3. Look at the ________ sheep.

4. A ________ sound scared them.

5. The sheep ran down the ________ hill.

6. Now the ________ girl can’t find them.
Add **-er** to an adjective to compare two people, places, or things.
Example: Jon is **faster** than Mike.
Add **-est** to an adjective to compare three or more people, places, or things.
Example: Ed is the **fastest** boy on the team.

**Write the adjectives that compare.**

<table>
<thead>
<tr>
<th><strong>-er</strong></th>
<th><strong>-est</strong></th>
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<tbody>
<tr>
<td>low</td>
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<tr>
<td>sweet</td>
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<td></td>
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</tr>
<tr>
<td>kind</td>
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</tbody>
</table>

**Underline the adjectives that compare.**
4. My dog is slower than Tim’s dog.
5. It is bigger than Pedro’s train.
6. It is the cutest dog in the bunch.
Add -er to an adjective to compare two people, places, or things.
Add -est to an adjective to compare three or more people, places, or things.

Write the adjective that completes the sentence correctly.

1. Of all our kites, Al’s has the ____________ tail.
   longer        longest

2. This is the ____________ spot in the whole park.
   highest       high

3. The wind is ____________ now than before.
   strong        stronger

4. Kim’s kite is ____________ than my kite.
   newer         newest

5. Mine is the ____________ kite of all in the sky.
   big           biggest
Circle the sentence that is correct.

1. Which plane has longer wings?
   - Which plane has longer wings?

2. My plane can fly over the tallest tree.
   - My plane can fly over the tallest tree.

3. His plane is lighter than yours.
   - His plane is lighter than yours.

4. Is that the fastest plane of all?
   - Is that the fastest plane of all?

5. Push the littlest plane out of the way.
   - Push the littlest plane out of the way!
Look for mistakes with adjectives that compare.
Look for mistakes with capital letters and end marks.
Write X if a sentence has any mistakes.
Write C if a sentence is correct.

1. what makes the sticks fly up ________
   ________
2. You have to roll and push. ________
3. Which of the three sticks will spin for the long time ________
   ________
of all? ________
4. Ruby’s stick makes a soft sound than mine does. ________
   ________
5. Catch the stick before it drops! ________
6. my stick has a wider top than yours ________
Circle the adjective that compares in each sentence. Write 2 if the adjective compares two. Write 3 if the adjective compares three or more.

1. Lee has the newest bike of all. ________

2. The lighter bike belongs to Pam. ________

3. This bus is bigger than that bus. ________

4. The oldest boat broke down. ________

5. The smallest plane landed first. ________

6. Which of those trains is longer? ________

7. The fastest sled dog leads the pack. ________

8. My dog is slower than a mule. ________
An adjective tells about a noun. Some adjectives tell the color of something.
Examples: blue sky

Find the color word in each sentence. Write it on the line.

1. Look at the yellow roses. ______________

2. Flick the black switch. ______________

3. Wait until the green light comes on. ______________

4. The clown has a red nose. ______________

5. Do you like my pink coat? ______________

At Home: Play "I spy," using color words. One person says "I spy something red." The other guesses what's red.
Some adjectives tell what color something is.

Write a color word from the box to complete the sentences. Use each word only one time.

white gray blue red yellow

1. What can your new ____________ robot do?
   
2. It made me this ____________ scarf.
   
3. It can drive our big ____________ machine.
   
4. It can fix my old ____________ cart.
   
5. My barn was _______________.
   
6. Now look at my ____________ barn.

At Home: Find a colorful picture in a storybook. Write two sentences about the picture, using color words.
Contractions that are formed with the word **not** use an apostrophe (’) to take the place of the letter **o**.

Write the sentences. Replace the underlined words with a contraction.

1. The yellow bus was **not** on time.

2. We **could not** get into the white tent.

3. The boys on the blue bikes **are not** staying.

4. They **do not** need their green tickets.

5. We **did not** see any red smoke.

**At Home:** Read aloud the sentences you wrote with the contractions. Point out the color words in the sentences.
Read the story. Cross out (X) five contractions that are wrong. Write C above one contraction that is correct.

The old black cat was’nt happy. He didnt like having mice in his house. “I am going to catch those mice,” he said.

“We do’nt want that to happen,” the little gray mice said. But the cat had soft feet. The mice couldnt tell when he was coming. So they made an alarm.

When the cat stepped on a red rug in front of their home, a green bell rang. The mice hid. “The cat can’t catch us,” they said. “We ar’ent going to have to go away.”
Circle the color word in ( ) to complete the sentence.

1. Mr. Whiz put on a (white, hat, long) coat.

2. He got into his (see, like, blue) machine.

3. The (square, hard, green) screen lit up.

4. One of the (pink, low, two) lights blinked.

5. He pulled the (little, yellow, go) switch.

6. (Dry, Gray, What) smoke filled the air.

7. There was a (red, loud, box) flash.

8. He was flying in (out, black, low) space.
Some adjectives are words for numbers.

one  two  three  four  five
1    2    3    4    5
six  seven  eight  nine  ten
6    7    8    9    10

Circle the number word in each sentence. Draw a line to the picture it tells about.

1. The baby’s bike has three wheels.

2. Pam’s new bike has two wheels.

3. She rides a bike with one wheel.

4. There are four wheels on that bike.

5. See six wheels go round and round.
Some adjectives are words for numbers.
Example: There are **seven** children on the track.

Complete the sentence. Write the number word that stands for the number in ( ).

1. The track is ___________ mile long. (1) ___________

2. There are ___________ kids on my team. (8) ___________

3. I couldn’t run fast when I was ___________. (4) ___________

4. Now I am ___________ and run very fast. (7) ___________

5. I beat ___________ runners in a race. (5) ___________

6. My team has won ___________ races. (10) ___________

At Home: Write two of the sentences on this page again.
Use a different number word in each sentence.
The days of the week are proper nouns. The names of the days begin with capital letters.

Write the word that is correct.

1. Mark can do just one spin on _____________.
   - thurs.  Thursday  thursday _____________.

2. He tried to do three spins on _____________.
   - Tuesday  tues  tuesday _____________.

3. He fell down six times on _____________.
   - wed.  wednesday  Wednesday _____________.

4. By _____________. he can spin four times.
   - fri.  friday  Friday

5. He spins five times on _____________.
   - sun.  Sunday  sunday _____________.

At Home: Make a calendar for the week. Write in things you have do each day.
Circle the mistakes in these sentences. Then write the sentences correctly.
Write number words for numbers in each sentence. Begin the names of days with capital letters.

1. I was 7 last saturday.

2. On sunday, the 4 of us see a show.

3. The man keeps 6 pins in the air.

4. I try hard on monday and tuesday.

At Home: Talk about something your family does to celebrate one of the summer holidays.
Circle the number words in the box. 
Then write number words from the box to complete the sentences. 
Use a word only once.

<table>
<thead>
<tr>
<th>two</th>
<th>big</th>
<th>puppy</th>
<th>four</th>
<th>seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>nine</td>
<td>five</td>
<td>clean</td>
<td>ten</td>
</tr>
<tr>
<td>three</td>
<td>eight</td>
<td>one</td>
<td>six</td>
<td>new</td>
</tr>
</tbody>
</table>

____________________
_ _ _ _ _ _

1. I can keep ___________ balls in the air.

____________________
_ _ _ _ _ _

2. Lin can lift ___________ bags of blocks.

____________________
_ _ _ _ _ _

3. Joey can go up ___________ stairs at a time.

____________________
_ _ _ _ _ _

4. Rosa can run and jump ___________ feet.
Words that have the same or almost the same meaning are called **synonyms**.

**Synonyms:** smile    grin  
             shine    glow

Words that have opposite meanings are called **antonyms**.

**Antonyms:** new    old  
              up      down

Read each row of words.

**Circle the two words that are synonyms.**

1. kind    happen    nice    ground
2. tiny    plant    big     little
3. happy   glad      mean    grow

**Circle the two words that are antonyms.**

4. dig      before    after    from
5. all      seeds     nothing  great
6. wet      care      again    dry

**At Home:** Think up 3 pairs of synonyms and 3 pairs of antonyms that are not on this page.
Find the word in the second sentence that means the same as the underlined word. Write both words on the lines.

1. Mom told me to put on my hat.
   This cap will block the sun.
   ____________________________________________________________
   ____________________________________________________________

2. My job is to dig up the dirt.
   It is hard work.
   ____________________________________________________________
   ____________________________________________________________

Find the word that means the opposite of the underlined word. Write both words.

3. We got an early start.
   We worked until it was late.
   ____________________________________________________________
   ____________________________________________________________

4. Look at how big the plant has grown.
   It came from such a little seed.
   ____________________________________________________________
   ____________________________________________________________
Look at the books. Then write the book titles correctly to answer the questions.

1. What book is by Eric Carle?

__________________________________________________________

2. What book by Helene Jordan tells how a seed grows?

__________________________________________________________

3. What book is about growing a bean plant?

__________________________________________________________

At Home: Write the titles of two of your favorite books. Check to see that the titles are capitalized correctly.
Read about books. Find the book title. Write C above the title if it is written correctly. Write NC if it is not correct.

1. The book jack and the beanstalk is about Jack and a tiny seed that grows into a big plant. Jack is a good boy. But bad things happen when Jack goes up the tall plant.

2. I am reading Pick, pull, snap! It tells how to grow the plants shown in the book.

3. I liked the book Planting a Rainbow. The art in it is beautiful. Now I know how to help plants grow.

Write the wrong titles correctly on the lines.
Read the story.

Write S if the underlined words in each part are synonyms.

Write A if the underlined words are antonyms.

The little plant wanted to be as big as the other plants _______ in the garden. _______

He tried to stretch his stem, but he couldn’t reach up _______ any higher. _______

“I don’t like being short,” he said. “I want to be tall _______ now.” _______

“Wait,” his sister said. “The sun will shine on you. Rain will fall and soak the dirt. You will drink in the water and other good things from the ground. Then you will _______ grow.” _______

“Is there a faster way?” he said.

“There’s no quicker way,” she said. _______
A sentence is made up of parts.
The **subject** of a sentence is the part that tells *whom* or *what* the sentence is about.
Example: An ant is on the leaf.

**What** is on the leaf?

**An ant** is. *An ant* is the subject.

Answer the question to find the subject of each sentence. Write the subject.

1. Flies have wings.

   ____________

   What has wings? ____________

2. That tiny spider made a big web.

   ____________

   What made a big web? ____________

3. Mr. Jones takes care of bees.

   ____________

   Who takes care of bees? ____________

4. Bees buzz around the hive.

   ____________

   What buzzes around the hive? ____________
The **subject** of a sentence tells whom or what the sentence is about.

Example: _Pam_ knows about bugs.

Make each sentence tell about the picture. Choose a subject from the box. Write the subject on the line.

<table>
<thead>
<tr>
<th>A grasshopper</th>
<th>Two moths</th>
<th>Six little ants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A butterfly</td>
<td>Many bees</td>
<td></td>
</tr>
</tbody>
</table>

1. __________ live in the hive.

2. __________ march up the hill.

3. __________ lands on the rose.

4. __________ fly around the light.

5. __________ jumps in the grass.

**At Home:** Write three sentences about bugs. Circle the subjects.
A sentence begins with a capital letter and ends with a special mark.

Write each sentence correctly.

1. Where is my friend Fuzzy

2. Little Ant does not know

3. The other bugs can’t find her

4. Is Fuzzy hiding in that silky case

5. Fuzzy is now a beautiful butterfly
Read the story. Then write the letter or letters to tell how to fix each sentence.

- Add a subject.  
- Add an end mark.  
- Begin with a capital letter.  
- Do not change.

(1) ant and White Bird didn’t get along. (2) One day, Ant fell into the water (3) so White Bird dropped a leaf into the water (4) Got on the leaf. (5) The wind pushed the leaf to the sand. (6) Ant was saved. (7) What happened to Ant and White Bird (8) Have become good friends.

1. ____________  2. ____________  3. ____________
   ____________  4. ____________  5. ____________  6. ____________
   ____________  7. ____________  8. ____________

*At Home: Copy the story correctly. Draw your own picture to go with it.*
Circle the subject in each sentence.

1. Some bugs live in the ground.
2. That dirt pile is an ant hill.
3. Ants live inside.
4. Henry likes to watch ants.
5. This store sells ant farms.
6. Mom thinks ants should live outside.

Write a subject to complete each sentence.

__________

7. A tiny ___________ is on the leaf.

__________

8. ___________ likes all kinds of bugs.
A sentence is made up of parts.
The **predicate** of a sentence is the action part of the sentence. The **predicate** tells what the subject does or is.

Example: The moon rises in the night sky.
The moon is full.

Circle the predicate in each sentence.

1. The sun sets.
2. The sky gets dark.
3. We see many stars.
4. The moon shines down.
5. A cloud passes over the moon.
6. The moon and stars light the sky.
The **predicate** is the part of the sentence that tells what the subject does or is.

Example:   The ship **went to the moon**.

Write **Yes** or **No** to tell if the predicate is underlined in each sentence.

1. The trip **took** three days.  
2. The ship **landed** on the moon.  
3. Two men **got out of** their ship.  
4. The men **walked** on the moon.  
5. They **picked up** moon rocks.  
6. Their ship **blasted off** for earth.

Write the predicates for the sentences you marked **No**.

---

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Complete each sentence with a holiday name. Write the holiday correctly. Use each holiday name only once.

mother’s day  father’s day  thanksgiving
va{lentine’s day  new year’s day

1. I gave Dad a book about space for ________________.

2. We made dinner for Mom on ________________.

3. ________________ is a day for us to give thanks.

4. When is ________________?

5. This ________________ card is for you.
A sentence has a subject and a predicate. Capitalize the name of a holiday.

Write:

- S if a sentence is missing a subject.
- P if the sentence is missing a predicate.

Circle letters that should be capital in the name of a holiday.

1. Jack gave Dad a great gift for father’s Day.
   ___________________________
   ___________________________
   ___________________________
   ___________________________

2. The gift. ___________________________
   ___________________________
   ___________________________

3. The two of them. ___________________________
   ___________________________

4. Went to Mars on a rocket ship. ___________________________
   ___________________________

5. They won’t be back until thanksgiving. ___________________________
Mark the predicate of each sentence.

1. Kim and her dad watch from the ground.
   - Kim and her dad
   - from the ground
   - watch from the ground

2. Kim’s mom is on that space ship.
   - Kim’s mom is
   - is on that space ship
   - on that space ship

3. They take off for a trip in space.
   - They
   - for a trip
   - take off for a trip in space

4. Their ship goes around the earth.
   - goes around the earth
   - Their ship goes
   - around the earth

5. Earth looks beautiful from space.
   - Earth
   - looks beautiful from space
   - Earth looks beautiful
A **pronoun** is a word that takes the place of a noun.

Use the pronouns **he**, **she**, or **it** to take the place of one person or thing in the subject of a sentence.

Pete is a cook. **He** is a good cook.

Use the pronoun **they** to take the place of more than one person or thing in the subject.

The girls sing. **They** sing very well.

Circle the pronoun that takes the place of the underlined part of the sentence.

1. **Mom** and **Dad** work. **They** work hard.

2. **Mr. Wall** fixes cars. **He** fixes old cars.

3. **Anna** sells hats. **She** sells bags, too.

4. The two **girls** walk dogs. **They** walk all kinds of dogs.

5. **My sister** makes dresses. **She** makes doll dresses.
A *pronoun* is a word that takes the place of a noun.

Write the sentence. Use a pronoun from the box in place of the underlined subject.

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>It</th>
<th>They</th>
</tr>
</thead>
</table>

1. Mrs. Hook makes clay dolls.

2. Her sister and friend make them, too.

3. The red clay gets very hard.

4. The colorful clay dolls are for sale.

5. Dad buys a doll for Mom.

---

**At Home:** Write two sentences about what your family members do at work. Replace their names with pronouns.
Use a comma
• between the day and year in a date.
• between the name of a city and state.
• after the greeting and closing in a letter.

Put commas where they belong.

1. Mom left her old job on May 16 2004.
2. She got a new job in Dayton Ohio.
3. June 19 2004

Dear Granddad

Mom loves her job. She is very happy. Mr. Walker is her new boss. He said Mom is the best worker in the whole place.

Your grandson
Marco
March 14 1874
Dear Will,

Our new house is done. Our new house is made of logs. Dad used tree trunks to make the logs. Dad had to cut down lots of trees.

My sister Kate has her own room now. My sister Kate is very happy about that.

Next week, Mom and Dad will open their shop in Dows Iowa. Mom and Dad will sell food, cloth, and other goods.

Your best friend
Hans

At Home: Choose three pronouns from above. Write a silly sentence for each pronoun.
Rewrite the sentence. Write a pronoun for the underlined subject.

1. **My dad has a friend named Willie.**

2. **Willie** has a fun job.

3. **His job** is to make children laugh.

4. **Penny works with Willie.**

5. **Penny and Willie** are clowns.

6. **Clowns fall down a lot.**
The words **I** and **me** are pronouns.

Use **I** in the subject of a sentence.

Use **me** in the predicate of a sentence.

Examples:  
I have a book about Baby Bird.  
Mom gave me the book.

---

**Write **I** in the subject.**

1. __________ am Baby Bird.

2. My sisters and __________ just hatched.

3. __________ want some food.

---

**Write **me** in the predicate.**

4. Mom feeds worms to __________.

5. She keeps __________ warm in the nest.

6. Soon, Dad will show __________ how to fly.

---

**At Home:** Imagine you are Baby Bird. Make up more sentences with **I** or **me** that Baby Bird might say.
Use the pronoun **I** in the subject of a sentence. Use the pronoun **me** in the predicate of a sentence.

**Choose the pronoun that belongs in the sentence.**

**Write it on the line.**

__________

1. __________ want to learn about deer. (I, me)

__________

2. Mom helps __________ learn. (I, me)

__________

3. She reads __________ facts about deer. (I, me)

__________

4. __________ learn that a baby deer is called a fawn. (I, me)

__________

5. Mom shows __________ a fawn’s spots. (I, me)

__________

6. __________ learn that some deer grow antlers. (I, me)
The pronoun **I** is always a capital letter.
Example:  **I** have a new puppy.

Complete each sentence with **I**.

1. **I** got a puppy from my Mom and Dad.
2. **I** named my puppy Flop.
3. Dad and **I** teach Flop to fetch.
4. Every day, **I** watch Flop grow bigger and bigger.
5. **I** think Flop is too big for his bed.
6. Mom and **I** buy Flop a new bed.

---

**At Home:** Find a picture of you as a baby and as you are now. Make up sentences with **I** to describe the pictures.
Use **I** in the subject of a sentence.
Use **me** in the predicate of a sentence.
Always capitalize the pronoun **I**.

Find mistakes in the play. Circle the pronoun **I** if it is not written correctly. Make an **X** on **I** or **me** if it is not used correctly.

1. CUBBY: Mama catches fish for **I**.
   Sometimes, **i** eat berries, too.
   I am getting taller and stronger.

2. NUBBY: Me want to learn to fish, Mama.
   Cubby and **i** are growing up.

3. MAMA: **i** will teach you to fish, sons.
   You will watch **me** and learn.
Circle the pronoun that belongs in the sentence. Write it on the line.

1. __________ went to see our new baby horse.
   Me  He  I

2. Dad tells __________ it is called a colt.
   she  me  I

3. Dad and __________ watch the colt try to stand.
   it  I  me

4. __________ will watch the colt grow up.
   I  Me  It

5. The colt does not know __________ yet.
   she  I  me

6. One day, the colt will be friends with __________.
   it  I  me
Parts of two sentences are sometimes the same. Use and to join two sentences that have parts that are the same. Maria makes a fort. Ed makes a fort. Maria and Ed make a fort.

Circle parts that are the same. Use and to join the sentences. Write the new sentence.

1. Mom hammers. Mom saws.
   ___________________________________
   ___________________________________
   Mom.

   ___________________________________
   ___________________________________
   ___________________________________
   haul wood.

3. Maria sands. Maria paints.
   ___________________________________
   ___________________________________
   ___________________________________
   Maria.

4. Ed gets a mop. Ed gets a broom.
   ___________________________________
   ___________________________________
   ___________________________________
   Ed gets.

   ___________________________________
   ___________________________________
   ___________________________________
   help.

At Home: Choose three of the new sentences that you wrote. Draw a picture for each sentence.
Parts of two sentences are sometimes the same. Use **and** to join two sentences with parts that are the same.

**Underline the parts that can be joined by **and**. Write the new sentence.**

1. Penny Pig gets bricks.
   Penny Pig gets mud.

2. She will be warm.
   She will be dry.

3. Look at Suzi Pig!
   Look at Pauly Pig!

4. Now those lazy pigs are wet.
   Now those lazy pigs are cold.

**At Home:** Make up sentences to tell what you think happens to the three pigs next. Use **and** to join subjects or predicates.
The pronoun I is always a capital letter.
A proper noun begins with a capital letter.

Write the sentence correctly.

1. Paco and i play in my tree house.

2. i live close to new york city.

3. My best friend is paco Ortez.

4. He and i both go to oak hill school.

5. mr. ortez teaches and coaches there.
Use **and** to make two sentences into one.  
Always capitalize the pronoun **I**.  
Always capitalize proper nouns.

**Circle letters that should be capital letters. Underline the parts of the sentences that should be joined. Write the new sentences.**

1. **mom goes to sandy point beach.**  
   **i go to sandy point beach.**  

2. **i take a pail.**  
   **i take a scoop.**  

3. **See dad help us build our house.**  
   **See leon help us build our house.**

---

**At Home:** Draw a picture of your dream playhouse. Give it a special name. Write a sentence about it.
Make one sentence from each pair of sentences. Write the new sentence.

1. Dad has wood.
   Dad has a bucket of nails.

2. The boys want to help.
   I want to help.

3. We work hard.
   We finish the house.

4. Soon, winter will be here.
   Soon, snowy days will be here.

5. Our new house is warm.
   Our new house is cozy.