

Name _____

Sentences

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

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

1. the cat feeds her kittens

2. is very hungry today

3. his lunch bag is missing

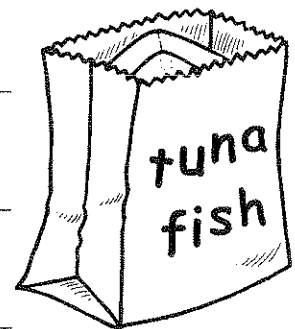
4. did you bring your lunch

5. he ate a tuna fish sandwich

6. because he likes tuna fish

7. what else do you think he likes

8. the cat ate a worm



Name _____

Types of Sentences

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

Write each sentence with the correct punctuation.

1. Are you sure you brought your lunch

2. Maybe Jack took it

3. Class, stay in your seats

4. Don't you dare say I stole it

5. Have you seen a stray cat in the building

6. Cats like eating fish

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

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



Name _____

Mechanics

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

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

1. I'm starving

2. are you allergic to cats

3. mother cats protect their kittens

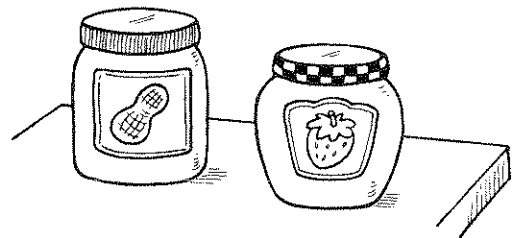
4. let me know if you find out who did it

5. he was glad the mystery was solved

6. don't jump to conclusions

7. who brought the peanut butter and jelly

8. wow, this is a great cat

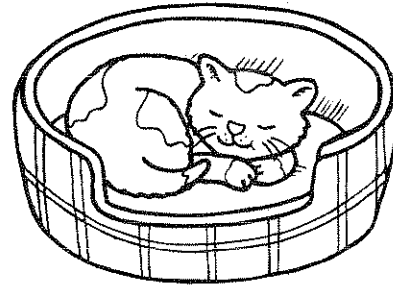


Name _____

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

Read the passage. Think about what type of sentence each one is. Then rewrite the passage using the correct punctuation.

when our cat had her kitten, we did not know what we would do a grown-up cat can be left by itself a baby kitten needs someone to watch her who could we get to care for her all day long I go to school all day mom and Dad go to work all day could Grandpa take the kitten grandpa said he could now the kitten lives with Grandpa We visit them every weekend It's wonderful



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Name _____

Test: Types
of Sentences

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

1. His favorite sandwich is salami.

2. Can you lend me a dollar?

3. Don't forget your lunch.

4. The kittens are hiding.

5. What a funny story!

6. That stain looks like mustard.

B. Write each sentence with the correct punctuation.

7. I thought Jack took my lunch

8. Did you ever make a mistake like that

9. Cats are my favorite pets

10. I don't have any money

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

12. Bring the kittens to my office

Name _____

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

Write each sentence with the correct capital letters and punctuation.

1. where is the mother cat

2. give me the sandwich, please

3. hey, you solved the mystery

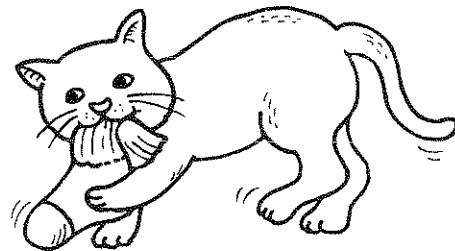
4. I like peanut butter and jelly

5. what's going on here

6. My cat stole one of my socks

7. Where do you think I found it

8. It was in my cat's bed



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Name _____

Sentence Subjects

- The **subject** of a sentence is the person, place, or thing the sentence tells about.
- The **complete** subject includes all the words in the subject.
- The **simple** subject is usually a **noun** or a pronoun—the main word or words in the complete subject.
- A **compound** subject has two or more nouns that make up the subject.

Turn these sentence fragments into complete sentences by adding a subject. Write each complete sentence on the line.

1. are very dry.

2. live for 200 years!

3. come out at night.

4. come out during the day.

5. are reading about deserts.

6. caught the lizard.

7. are eaten by coyotes.

8. is dangerous.



Name _____

- The **predicate** tells what the subject does or did.
- The **complete** predicate includes all the words in the predicate.
- The **simple** predicate is the verb—the action word or words or linking verb in the complete predicate.
- A **compound predicate** has two or more verbs.

Turn these fragments into complete sentences by adding a predicate. Write each complete sentence on the line.

1. Plants in the deserts

2. Most spiders

3. Dangerous scorpions

4. A quick coyote

5. Hungry lizards

6. The spines of a cactus

7. On their field trip, the students

8. Animals that come out at night



Name _____

- The subject of a sentence tells whom or what the sentence is about.
- The predicate of a sentence tells what the subject does or is.
- You can sometimes correct a sentence fragment by adding a subject or a predicate.

Read these sentence fragments and turn them into complete sentences by adding a subject or predicate.

1. This desert

2. Walked a long way

3. Heard the wind in the distance

4. The coyote on the hill

5. Was very thirsty

6. A scorpion

7. The kids and their parents

8. Looked for water



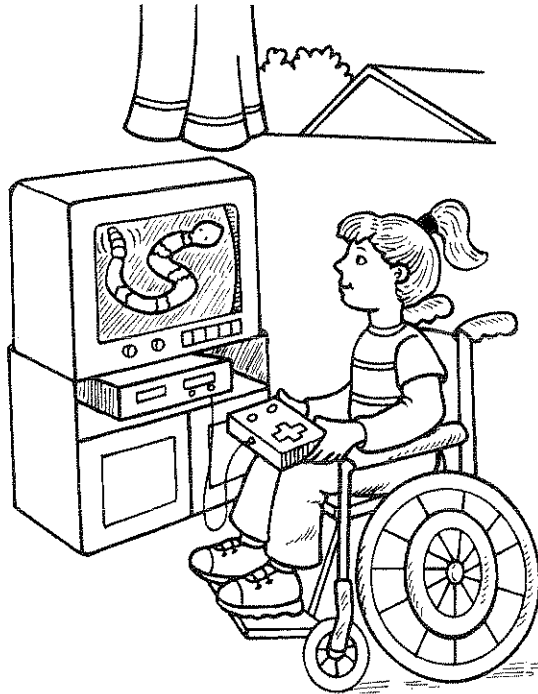
At Home: With your child, write sentence fragments on a piece of paper. Exchange papers and add a subject or predicate to each fragment.

Name _____

- A complete sentence contains both a subject and a predicate.
- You can sometimes correct a sentence fragment by adding a subject or a predicate.

Rewrite the advertisement. Correct the sentence fragments, punctuation, and capitalization.

A brand new video "Desert Adventure" must find water in the desert. Scorpions and coyotes will be after you. is there water behind the mesquite trees. Watch out for A rattlesnake can you escape them all? Enjoy the excitement of This game



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At Home: Read your child's rewrite of the above advertisement. Ask your child which sentences have simple or compound subjects or predicates.

Name _____

A. Draw a line separating the complete subject from the complete predicate in each sentence. Then write the simple subject and the simple predicate on the line.

example: A cactus | stores water. cactus, stores

1. Desert weather is very dry. _____
2. Wood rats in the desert build huge nests. _____
3. The skin of a lizard seals water inside it. _____
4. The mother carried her babies. _____
5. Deserts get cooler at night. _____

B. Write the subject and predicate in each sentence below.

6. John packed some snacks and drank lots of water.

Simple Subject: _____

Compound Predicate: _____

7. Roadrunners and scorpions live in the desert.

Compound Subject: _____

Simple Predicate: _____

8. The spider spun a web and caught the insect.

Simple Subject: _____

Compound Predicate: _____

9. Rabbits and coyotes run very fast.

Compound Subject: _____

Simple Predicate: _____

10. The darkness and cool air refresh me at night.

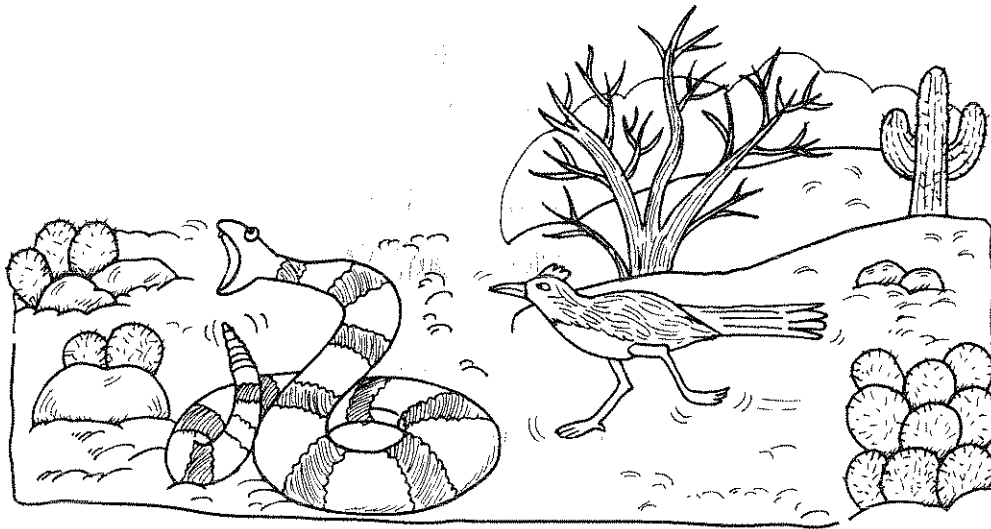
Compound Subject: _____

Simple Predicate: _____

Name _____

- The subject is the person, place, or thing a sentence tells about.
- The simple subject is a noun—the main word or words in the complete subject.
- The predicate tells what the subject does or did.
- The simple predicate is the verb—the action word or words in the complete predicate.

Look at the picture below. Add a subject or a predicate to each sentence describing the picture.



1. _____ gives some shade.
2. Prickly cacti _____
3. The _____ was ready to strike.
4. A bird called a roadrunner _____
5. _____ are in the desert.

Name _____

Combining Sentences

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

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

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

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

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

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

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

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



At Home: Talk about the kind of park your child would like to see.

Name _____

- A **compound subject** contains two or more simple subjects that have the same predicate.

My **mother** *and* my **sister** looked at the map.

- A **compound predicate** contains two or more simple predicates that have the same subject.

The leaves **fall** *and* **cover** the ground.

- You can join two sentences that have two subjects or two predicates with the word *and* or *or*.

Combine each pair of sentences to form one sentence.

1. Some logs are 100 feet long. They are very colorful.

2. Rainwater boils. It turns to steam.

3. Old Faithful is a geyser. So is the Giantess.

4. Water shoots up in geysers. It bubbles in ponds.

5. The elk made a long journey. The elk traveled 2,500 miles.

6. Elk live in the park. Bears live in the park.

7. Forest fires burn in the park. They affect millions of acres.

8. My dad likes camping. So does my sister.



Name _____

Mechanics

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

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

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

2. A volcano steams. A volcano erupts.

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

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

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

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

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

8. Serena is camping. Maria is camping.



At Home: With your child, look for examples of compound sentences. Ask your child to tell you what simple sentences were combined.

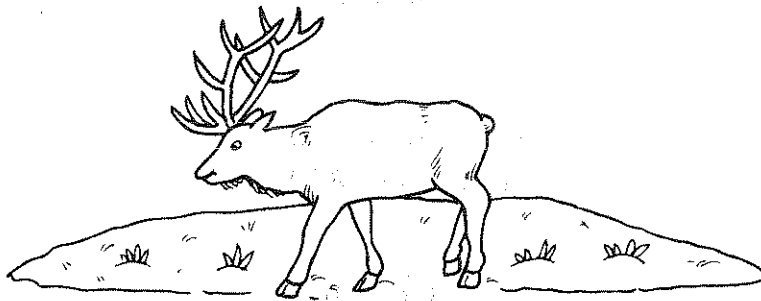
Name _____

Proofreading

- You can combine two sentences by using *and*, *but*, or *or*.
- You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

Read the passage. Think about how two sentences are joined. Then rewrite the passage using the correct punctuation.

I enjoyed reading about Yellowstone National Park and I learned a lot from the book. at Yellowstone, you can see wolves or you might notice elk. I have been camping many times but I never saw those animals. the book describes geysers and forests. my family has never been to Yellowstone but this book made me want to go. maybe my family will visit Yellowstone someday!



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Name _____

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

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

Name _____

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

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



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Name _____

- A conjunction joins words, groups of words, or sentences.
- *And, but, or* combine sentences.
- Some conjunctions tell *where, when, why, how, or under what condition.*

where	when	why	how	although
as	before	because	as if	if
as soon as	after	since	as though	unless

Combine each pair of sentences using the given conjunction.

- The night became very dark. A cloud hid the moon. (when)

- Gracie reads books about the moon. She comes home. (as soon as)

- People weigh less on the moon. Gravity is weaker there. (because)

- I've studied stars and planets. I was eight years old. (since)

- I always put on my spacesuit. I leave the ship. (before)

- You can't breathe on the moon. You bring an oxygen tank. (unless)

- Earth looks like a big blue marble. You see it from outer space. (if)

- Astronauts visited the moon. The moon is over 250,000 miles away. (although)



At Home: With your child, read the sentences above. Ask your child if the conjunctions could be used in a different place in the sentence.

Name _____

- A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**.

To form a complex sentence, combine these ideas using the given conjunction. Be sure that the new sentence makes sense.

1. The astronaut eats his meal. He floats around in the rocket. (as)

2. Light leaves a star. It takes thousands of years to reach Earth. (after)

3. Eat some freeze-dried snacks. You work at the computer. (while)

4. He goes to the library. He reads books about space. (where)

5. Mom doesn't want me to come along. It is dangerous. (since)

6. Fasten your seatbelts. The ship takes off. (before)

7. He brought a chunk of moon rock. He came home for the holidays. (when)

8. They watched. The rocket blasted off into space. (as)



Name _____

- A complex sentence features an independent clause and one or more dependent clauses.
- It does not always need a comma.

Rewrite this paragraph using complex sentences.

I was a little girl I have wanted to be an astronaut. I would read books about space. I felt like getting right into a rocket ship. I want to see the Red Planet, Mars, most of all. It represents action and energy. Red is my favorite color. I want to try to make my dream come true I grow up. I plan to go to college and I can major in astronomy. I can train in a space program.



Name _____

Proofreading

- Remember that some conjunctions tell *where*, *when*, *why*, *how*, or *under what condition*.

Rewrite the letter below. Fix any spelling, punctuation, and grammar mistakes.

678 Saturn Road
 Baltimore, MD 21204
 July 11, 2007

Mr. and Mrs. Rhodes
 39 Sunshine Drive
 Baltimore, MD 21286

Dear Mr. and Mrs. Rhodes,

I would like to be an astronaut. Because it would be exciting. You were the first people to travel to Mars. I bet you know a lot about space travel. I would like to learn more about outer space? I want to travel to mars someday. I also plan to visit Jupiter and Venus. Do you know which schools I could go to!

Sincerely,
 Diana Smith

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Name _____

Choose the best conjunction to combine each pair of sentences.

1. It was the year 1969 _____ the first person walked on the moon.

- a until
- b as if
- c when
- d since

2. A month will pass _____ we see a full moon again.

- e before
- f unless
- g as
- h as soon as

3. You need to wear a space suit _____ the temperatures are extreme.

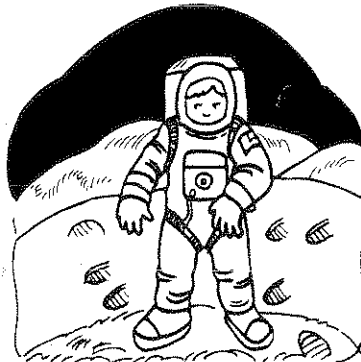
- a although
- b because
- c after
- d why

4. He jumped high off the ground _____ his body were weightless.

- e how
- f before
- g as if
- h until

5. I would not move to the moon _____ it is a beautiful place.

- a if
- b after
- c as though
- d although



Name _____

A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**.

where	when	why	how	although
as	before	because	as if	if
as soon as	after	since	as though	unless

Combine each pair of sentences to form a complex sentence. Choose conjunctions from the box above to connect them. Be sure that the new sentence makes sense.

1. I want to be an astronaut. Astronauts explore outer space.

2. Sunlight travels 93 million miles. It reaches Earth.

3. Pluto was discovered. Scientists discovered the other planets.

4. Bring a spacesuit. You visit the moon.

5. We can't live on Pluto. It is too cold.

Name _____

Run-on Sentences

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

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

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

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

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

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

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

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

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

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

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

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

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



Name _____

- You can correct a **run-on sentence** by rewriting it as a compound or a complex sentence.

Correct these run-on sentences by rewriting them as compound or complex sentences. Be sure that the new sentence makes sense.

1. I thought the visit would be boring I had a fun time.

2. I woke up the birds started chirping.

3. She looked at the drawings wondered who drew them.

4. He's never been on a boat he's afraid he'll get seasick.

5. Grandma is an artist is carving a bear.

6. You can go on the raft you must wear a life jacket.

7. The fawn was trapped I set her free.

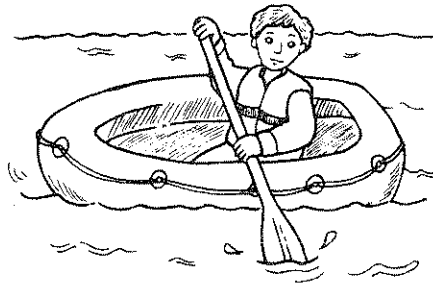
8. We have to be careful the water is deep.



Name _____

- You can correct a run-on sentence by separating two complete ideas into two sentences. Make sure each sentence starts with a capital letter and ends with a period.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence. Be sure to use a comma before *and*, *but*, or *or*.

Correct the following run-on sentences. Separate the parts into two sentences, or join the parts into one compound or complex sentence.



1. The workroom is messy there are books, sketches, and fishing poles everywhere.

2. We want to camp out it is too cold outdoors.

3. It is difficult to photograph the buck it gets frightened and runs away.

4. Hal likes his raft Hal fishes off it.

5. I travel on the raft I push it along with a pole.

6. The deer came right up to me it was not scared at all.



Name _____

Proofreading

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

Rewrite the journal entry below, correcting any punctuation and grammar mistakes. Be sure to fix any run-on sentences.

April 10 2005

Mom, Dad, Dave, and I went rafting on Foamy river today we had so much fun! We were worried about the water being cold it is only April. We brought extra sweaters. Of course, we also brought our lifejackets? Dave and I wanted to steer the raft we were too little. The current was very strong. The raft went up and down we got splashed a few times. We passed the woods my brother saw a deer. At the end of the day we were tired we want to go again soon.

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At Home: With your child, take turns writing passages with grammar and punctuation mistakes. Exchange passages and correct them.

Name _____

Test: Run-on
Sentences**A. Correct these run-on sentences by separating them into two sentences.**

1. Have you ever been on a raft it's lots of fun.

2. My grandfather is a painter he paints animals.

3. I woke up a huge buck was standing there.

4. Beavers are so funny-looking have you ever seen one?

5. I drew the fawn I showed it to Grandma.

B. Rewrite the following run-on sentences as compound or complex sentences. Be sure that the new sentences make sense.

6. You should bring your life jacket the water is deep.

7. He had to walk quietly the deer would run away.

8. I invited Bob to visit he likes the outdoors.

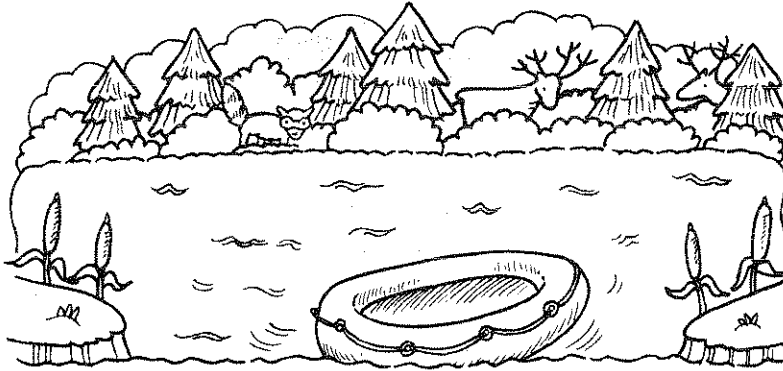
9. Kerry watched sadly the otters swam away.

10. I was sad to leave the river I was glad to be going home.

Name _____

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

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



1. we love the lake so many animals live there

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

3. deer get frightened they see or hear you

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

5. most birds can fly some cannot

Name _____

Read each passage and look at the underlined parts. What kind of sentences are they? Circle your answers.

Ramon felt so frustrated. (1) Who could have stolen his lunch? "I need to tell you something," he said to Jack. (2) "Don't go anywhere."

- | | |
|-----------------|-----------------|
| 1. A. Statement | 2. E. Statement |
| B. Question | F. Question |
| C. Command | G. Command |
| D. Exclamation | H. Exclamation |

Some desert animals come out only at nighttime. (3) It is cooler then. The kangaroo rat is nocturnal. (4) Have you ever seen one?

- | | |
|-----------------|-----------------|
| 3. A. Statement | 4. E. Statement |
| B. Question | F. Question |
| C. Command | G. Command |
| D. Exclamation | H. Exclamation |

(5) What fun it is to go to the park! I've been to Yellowstone National Park three times. Carol has never been there. (6) Ask her to come along.

- | | |
|-----------------|-----------------|
| 5. A. Statement | 6. E. Statement |
| B. Question | F. Question |
| C. Command | G. Command |
| D. Exclamation | H. Exclamation |

Name _____

Read each passage and look at the underlined sentences.
Is there a mistake? If there is, how do you correct it? Circle your answers.

We all feel so much lighter on the moon. (7) The force of gravity. I can jump two feet into the air. (8) It's easy. You should try it!

7. A. Add a subject.
B. Add a predicate.
C. Join two sentences with *and*.
D. No mistake.
8. E. Add a subject.
F. Add a predicate.
G. Join two sentences with *and*.
H. No mistake.

I took the raft out on the lake. (9) Came with me. (10) It was cold we didn't stay long.

9. A. Add a subject.
B. Add a predicate.
C. Join two sentences with *and*.
D. No mistake.
10. E. Add a subject.
F. Add a predicate.
G. Join two sentences with *and*.
H. No mistake.

(11) I love to sketch animals. (12) My grandfather an experienced painter.
I visit him and sketch the animals on his farm.

11. A. Add a subject.
B. Add a predicate.
C. Join two sentences with *and*.
D. No mistake.
12. E. Add a subject.
F. Add a predicate.
G. Join two sentences with *and*.
H. No mistake.

Name _____

Common Nouns

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

Underline the common nouns in each sentence.

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



Name _____

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

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

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

COMMON

PROPER



Name _____

Mechanics

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

Capitalize the proper nouns found in each sentence.

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

2. Last saturday, we played all afternoon.

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

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

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

6. I haven't seen her since thanksgiving.

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

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



Name _____

Proofreading

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

Rewrite the invitation below. Fix any spelling, punctuation, and grammar mistakes. Remember to capitalize each important word in a proper noun. Use a separate page if you need more space.

westfield little league invites you to attend
our 2005 most valuable player awards ceremony
at five o'clock on sunday, january 30
westfield town hall
501 central avenue, westfield, virginia

Please contact sally and jim smith at 555-1212 if you plan to attend.

We hope you will join us!

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At Home: Have your child write a line from the corrected invitation on an index card. Discuss why it should be capitalized.

Name _____

Find the two nouns in each sentence and write them on the lines.

1. Yogi Berra is a famous coach. _____
2. My uniform is in the dryer. _____
3. The ball landed in Lake Superior. _____

4. Dr. Zed talked to my mom. _____
5. This bat is made of aluminum. _____
6. I pitched the ball to the batter. _____
7. Stretch your legs while in your sweatpants. _____

8. Write down the score of the game. _____

Use the nouns in the box to complete each sentence in a way that makes sense. Don't forget to capitalize any proper nouns.

jill dog february idaho
autograph bleachers mitt

9. We drove from Nebraska to _____.
10. My _____ plays catch with me.
11. I asked for the pitcher's _____.
12. I've been practicing since _____.
13. Ask _____ to play with us.
14. We sat in the _____.
15. Where is my _____?

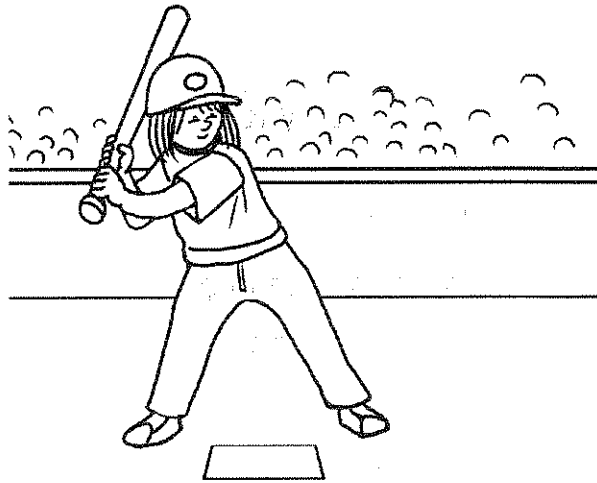
Name _____

- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing.

Mechanics

- Begin each important word in a proper noun with a capital letter.
- Begin the name of a day, holiday, or month with a capital letter.

Read each sentence. Write the underlined noun correctly on the line.



1. Jackie struck out lou gehrig. _____
2. This historic event took place in tennessee. _____
3. The team played against the chattanooga lookouts.

4. Babe Ruth didn't want to play against a girl. _____
5. My teacher, ms. potter, told me about the game. _____

Name _____

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

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

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



Name _____

Forming Plural Nouns

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

Write the correct plural form of each noun in parentheses.

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



Name _____

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

Rewrite the sentences below by adding commas where they belong.

1. He fed milked and groomed the cows.

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

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

4. Bring wood nails and a hammer.

5. We have mules horses and pigs on our ranch.

6. This city feels dirty strange and lonely.

7. Mosquitoes spiders and ants annoyed us.

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

9. My mother father and brother are coming along.

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



Name _____

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

Rewrite the radio advertisement below. Fix any spelling, punctuation, and grammar mistakes. Use a separate page if you need more space.

Looking for quick fixes for bath and shower time? Dr. Minty's Amazing 3-in-1 Gel is the answer! Use it to clean minor cuts and scratches. It also works to soothe any itchs rashes or irritations of the skin. Lastly, it's a gentle cleansing alternative to harsh soaps and body washes. It's safe for adultes kids and even babys. The 3-in-1 Gel is available in boxes containing eight twelve or sixteen ounces. It's one of our best buyes—each box lasts for monthies!

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Name _____

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

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

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

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

Name _____

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

Mechanics

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

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

1. We saved our penny nickels and dimes.

2. They traveled on bus trains and planes.

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

4. Fly ants and spiders lived near the swamp.

5. I counted the day weeks and months.

Name _____

Irregular Plural Nouns

- Some nouns have special plural forms.

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

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

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



At Home: Take turns with your child using the singular and plural nouns on this page in oral sentences.

Name _____

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

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

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



Name _____

Mechanics

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

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

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



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

Name _____

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

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

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

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

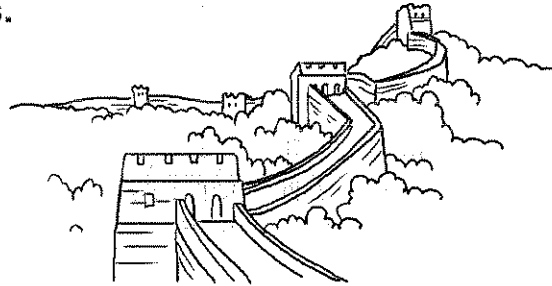
Name _____

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

Mechanics

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

Rewrite the sentences below. Fix any punctuation and grammar mistakes.



1. I enjoy reading storys about how the great wall of china was built.

2. I wonder how many mans and womens worked on it.

3. My friend john wants to know how many foots long it is.

4. Some people spent their whole lifes working on it.

5. I will tell my childrens the story of the Great wall.

Name _____

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

Write the possessive form of each underlined singular noun.

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

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

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



Name _____

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

Write the plural possessive form of each underlined noun.

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

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

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



Name _____

Mechanics

- Capitalize the first and last words and all important words in the titles of books and newspapers.
- Underline titles of books, newspapers, magazines, and TV series.
- Put quotation marks around the titles of short stories, articles, songs, poems, and book chapters.
- Remember to use apostrophes to form possessive nouns.

Rewrite each sentence, making sure the titles are written correctly.

1. One of Ben Franklin best-known books is titled poor Richard's almanac.

2. Lewis Latimer wrote a book called incandescent electric lighting in 1890.

3. I learned about Thomas Edison and Lewis Latimer from an article called great american inventors of the past.

4. The article was published in the magazine science for kids.

5. My friend is writing a short story titled the amazing mind of lewis latimer.

6. He hopes to get his story published in his local newspaper, the miami herald.



At Home: Write four familiar titles without capital letters, underlining, or quotation marks. Have your child rewrite the titles correctly.

Name _____

Proofreading

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

Rewrite the book review below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct any mistakes in titles or possessive nouns.

I found Akimi Gibsons book, Lewis Howard Latimer: an inventive Mind, very interesting. Latimer, an African-American inventor, was born in the mid-1800s. He made drawings of other inventors creations, which were used to apply for patents. Then Latimers own ideas for inventions began to unfold. He helped improve the lavatories on trains and assisted with Alexander Graham Bells invention of the telephone. While working for the U. S. Electric Lighting Company, he found a way to protect light bulbse's filaments so they would not burn out quickly. This was a great improvement to Thomas Edisons' lightbulb. Gibsons biography of Latimer is an informative one.



Name _____

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

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

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

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

Name _____

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

Mechanics

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

Read the sentences below. Make each underlined noun possessive.

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

Name _____

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

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

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



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

Name _____

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

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

box picture snake rattle skin prairie book

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



Name _____

- Begin the greeting and closing of a letter with a capital letter.
- Use a comma after the greeting and closing in a letter.
- Use a comma between the names of a city and state.
- Use a comma between the day and the year in a date.
- Use the following abbreviations for people's titles: **Mr.**, **Mrs.**, **Ms.**, **Dr.** (Doctor), **Jr.** (Junior), **Sr.** (Senior)
- Use U.S. Postal service abbreviations for the state name.

Correctly rewrite the letter below.

506 Cedar Lane
 albany, New York 10965
 February 2 2004

Dear Doctor Mitchell,

Thank you so much for coming to speak to our class last month. We all really enjoyed your slide show about reptiles. Our teacher, Mister Nelson, taught a whole unit about reptiles that week.

Your friend
 Bobby Hernandez



At Home: Have your child write a letter to a friend about something interesting that he or she learned.

Name _____

- A plural noun names more than one person, place, or thing.
- A possessive noun shows who or what owns or has something.

Correctly rewrite the letter below.

December 9, 2004

Ms Margaret Wilson
 Atlanta Public library
 101 Reading Road
 Atlanta, Georgia 33560

Dear ms Wilson

I am writing to complain about the poor service in the childrens section of your library. Last saturday, I wanted to check out the North American Snake Guide by Doctor david Howard. I waited for over 30 minute's before anyone came to help me. No ones should have to wait that long.

Yours truly,
 Kevin Andrews, Junior



Name _____

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

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

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

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

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

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

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

Name _____

Mechanics

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

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



1. What does this pages picture show you?

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

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

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

Name _____

Read each passage. Choose a word or group of words that belong in each space. Circle your answer.

_____ pitching was amazing. She even struck out

(1)

_____!

(2)

- | | |
|--------------------|------------------------------|
| 1. A Jackie | 2. F Mister Babe ruth |
| B Jackies' | G Mr. Babe Ruth |
| C Jackie's | H Mr Babe Ruth |
| D Jackies | J Mr. babe Ruth |

The move to New York was exciting. We spent weeks packing our _____.

(3)

was the _____.

(4)

- | | |
|-------------------|-------------------------------------|
| 3. A boxes | 4. F New york Public Library |
| B boxs | G New York Public Library |
| C box's | H New York public library |
| D boxies | J New York Public library |

On our trip to China, there were so many sights to see! We visited _____.

(5)

_____.

(6)

- | | |
|---|-----------------------------|
| 5. A Hong kong, Beijing and the Great Wall | 6. F mans and womans |
| B Hong Kong Beijing and the Great Wall | G mens and womens |
| C Hong Kong, Beijing, and the great Wall | H men and women |
| D Hong Kong, Beijing, and the Great Wall | J men's and women's |

Name _____

Many _____ have improved our world. Some people invent

(7)

ways to improve other people's inventions. For example, Lewis Latimer found a way to improve _____.

(8)

- | | |
|----------------------------------|-------------------------------------|
| 7. A inventor's creations | 8. F Edisons electric lights |
| B inventor creations | G Edison electric light's |
| C inventors' creations | H Edison's electric lights' |
| D inventors creation's | J Edison's electric lights |

_____ snakes include the ribbon snake and the indigo.

(9)

The ribbon _____ make it look like a brightly colored

(10)

ribbon.

- | | |
|-----------------------------|------------------------------|
| 9. A North America's | 10. F snakes stripe's |
| B north America's | G snake's stripes |
| C North Americas' | H snake's stripes' |
| D North Americas | J snakes' stripes |

Name _____

Action Verbs

- An **action verb** tells what the subject does or did.
- A verb in the **present-tense** tells what happens now.
- The present-tense must have **subject-verb agreement**. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or *I* or *you*.

Write the correct present-tense form of each underlined verb on the lines provided.

1. The roadrunner race across the empty desert. _____
2. He pause near the ribbon of highway. _____
3. A car speed down the road. _____
4. The passengers looks out the window. _____
5. They stares at the roadrunner. _____
6. The roadrunner take off again. _____
7. A lizard jump into a hole to escape the roadrunner. _____
8. The wind blow the roadrunner's feathers. _____
9. Two hares hops out of the roadrunner's way. _____
10. The roadrunner shake its long tail. _____



At Home: Have your child write three sentences about roadrunners. Have him or her circle the verbs in their sentences.

Name _____

Action Verbs

- Add *-es* to verbs that end in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add *-es* to verbs that end with a consonant and *y*.
- Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

Read each sentence. Write the correct present-tense form of each underlined verb on the lines provided.

1. The rattlesnake stretch out along the rocks. _____
2. His scales flashes silver in the hot desert sun. _____
3. He swish his long tail. _____
4. A prairie dog scurry away when it hears the snake's rattle.

5. A small lizard crawl away. _____
6. The rattlesnake reach the edge of the rock. _____
7. A bee buzz past the snake. _____
8. The rattlesnake hurry down the rock. _____
9. He quickly pass by a cold, shaded area. _____
10. You approaches any snake with caution. _____



Name _____

- Use quotation marks at the beginning and end of a speaker's exact words.
- Begin a quotation with a capital letter.
- Do not use quotation marks when you do not use the speaker's exact words.

Rewrite each sentence correctly by putting capital letters and quotation marks where they belong.

1. Roberto asked me, have you ever seen a rattlesnake?

2. no, I never have, I answered.

3. roberto told me that rattlesnakes are his favorite animal.

4. Our science teacher said, rattlesnakes are related to lizards.

5. both rattlesnakes and lizards are reptiles, she explained.

6. some reptiles can even change colors! Andrea said.

7. yes, you are thinking of chameleons, Andrea, replied Ms. Giordello.

8. why do they do that? asked Hakim.



Name _____

Proofreading

- The present tense must have subject-verb agreement.
- Add -s to most verbs if the subject is singular.
- Add -es to verbs that end in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add -es to verbs that end in a consonant and -y.

Proofread the dialogue below. Look for mistakes in action verbs and quotations. Rewrite the dialogue, using action verbs and quotations correctly.

I am so excited! Today I leaves on a trip to Taos, New Mexico! Carla say.

Dad reply, we should be there in an hour.

Mom point to the mountains in the distance. She say, stop the car so we can takes some pictures.

Carla remark, I see a strange bird.

Dad explain, the bird is a roadrunner.

Carla watch the speedy bird. It pass close enough to see its feathers.

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Name _____

Test: Action Verbs

A. Read each sentence. Circle the letter of the sentence that has correct subject-verb agreement.

1.
 - a. The roadrunner comes down from the mountain.
 - b. He look at the desert.
 - c. The roadrunner speed across the road.
 - d. The other animals rushes out of his way.
2.
 - a. The rattlesnake slide down the rocks.
 - b. He see the roadrunner.
 - c. The rattlesnake shake his tail.
 - d. The rattles make a hollow clatter.

B. Read each sentence. Circle the letter before the present-tense verb that belongs in the sentence. Make sure the spelling is correct.

3. The roadrunner _____ across the highway.
 - a. run
 - b. runs
 - c. runes
 - d. runies
4. The rattlesnake _____ the desert for other animals.
 - a. watch
 - b. watchs
 - c. watches
 - d. watchies

Name _____

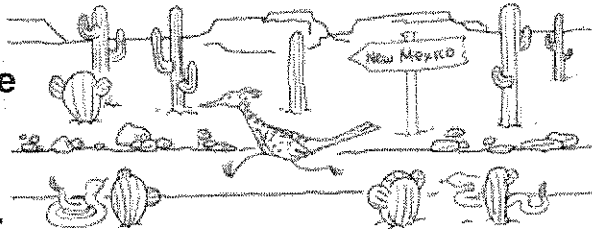
Review: Action Verbs

- The present tense must have subject-verb agreement.
- Add -s to most verbs if the subject is singular.
- Add -es to verbs that end in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add -es to verbs that end in a consonant and -y.

Mechanics

- Use quotation marks at the beginning and end of the speaker's exact words.
- Begin a quotation with a capital letter.
- Do not use quotation marks when you do not use the speaker's exact words.

Rewrite each sentence correctly, paying attention to the present-tense verb and quotation rules. Then use the information in the sentences to draw the missing part of the picture.



1. Mr. Duncan suggest, let's tell a story about a roadrunner.

2. the roadrunner dash across the desert, Gary say.

3. Shanita joke, it's headed for New Mexico!

4. Alissa add, the rattlesnakes watches it from behind cactuses.

Name _____

Past-Tense Verbs

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

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

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



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

Name _____

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

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

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

2. The students work in pairs.

3. All of the classes go to the library.

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

5. Yvonne and Frank learn about educational rights.

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

7. Juan and Patricia give an oral report.

8. Josie and Emmett create a poster.



Name _____

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

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

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



Name _____

Proofreading

- A verb in the past tense tells about an action that has already happened.
- A verb in the future tense tells about an action that is going to happen.

Rewrite the poem below. Be sure to correct any mistakes in subject-verb agreement.

Just History?

To me, it's a mystery —
Why do people thinks
Dr. King is just history?
He stand on the brink
of a change. He dream
of equality. He speak
with calm strength. His world seem
cold, but he seek
to warm it. Dr. King, we will remembers
you.

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At Home: Have your child write a short poem in response to the reading selection.

Name _____

A. Rewrite each underlined verb, using the correct past-tense form.

1. Gordon help Ms. Morrison decorate the classroom. _____
2. The students copy quotes from Dr. King onto big banners. _____
3. Gordon place a banner on the wall. _____
4. The corner of the banner flap in the breeze. _____
5. The teacher push a pin into each corner of the banner. _____

B. Choose a verb from the box below to complete each sentence. Write the correct future-tense form of the verb.

fix invite tape wish worry

6. I _____ the sign to the wall.
7. The sign _____ people to our Martin Luther King, Jr. celebration.
8. Anna _____ that the sign isn't straight.
9. Ms. Morrison _____ the sign for us.
10. Our class _____ visitors welcome as they walk into the room.

Name _____

Review: Verb Tenses

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

Mechanics

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

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



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

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

Name _____

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has, had, is, are, am, was, were, and will* are helping verbs.
- *Is, are, am, was, and were* can be used with a main verb ending in *-ing*. A verb in the **past tense** tells about an action that has already happened.
- *Will* is a helping verb used to show an action in the future.

Draw one line under each helping verb. Draw two lines under each main verb.

1. Gidget always has liked to help others.
2. Next year, she will volunteer at the homeless shelter.
3. The shelter workers have decided that for now, she is too young.
4. Gidget has considered other ways to help.
5. She is starting her own group.
6. Gidget and her group are collecting things for homeless kids.
7. As of last week, they had gathered jackets, school supplies, and backpacks.
8. I am thinking of joining the group.
9. Yesterday we were talking about the group.
10. When I tell my friends, I am sure they will help too.



Name _____

- The **main** verb in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has, and had* can be helping verbs.
- *Is, are, am, was, were, and will* can be helping verbs.

Write a main verb or helping verb to complete each sentence.

1. Charlie _____ searched for a place to volunteer.
2. He has _____ lists of groups.
3. Charlie _____ worrying about choosing the right place to help.
4. He _____ visit different groups.
5. The people in the soup kitchen are _____ vegetables.
6. Many people _____ donated clothes to this group.
7. This afternoon Charlie is _____ for people who couldn't leave their homes.
8. He has _____ floors at the animal shelter.
9. Charlie _____ pitch in wherever he can.
10. The leaders of the groups are _____ him and telling him he's done a great job.



Name _____

Mechanics

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- An apostrophe (') shows that the letter *o* has been left out.
- Examples of contractions: *is + not = isn't*, *did + not = didn't*

Read each sentence. Write the contraction for each set of underlined words.

1. Annie has not finished sorting the bags of donated clothes.

2. Chris is not making cookies for himself, but will sell them at the bake sale. _____
3. Gina does not use these toys anymore, so she will donate them.

4. Stacy and Steven will help too, because they are not selfish.

5. Sam could not make it to the bake sale, but he raked leaves at the park. _____
6. We should not bring toys to the hospital after 8 P.M. _____
7. Carlos enjoyed his work at the soup kitchen so much that he did not want to leave. _____
8. Amy and Alex do not work at the animal shelter on Thursdays.

9. Karen and Stanley have not decided yet where to volunteer.

10. The volunteers were not needed at the nursing home today.



Name _____

Proofreading

- The main verb in a sentence shows what the subject does or is.
- A helping verb helps the main verb show an action or make a statement. Add *-ed* to most verbs to show past tense.
- *Have, has, and had* can be helping verbs.
- *Is, are, am, was, were, and will* can be helping verbs.

Rewrite the paragraphs below. Be sure to correct any main verbs, helping verbs, or contractions that are used incorrectly.

Everyone should volunteering to help others. It does'nt matter what you do. Any way you can help will makes a difference. You don'ot have to give up all of your free time. You can help even by volunteering just a few hours a week. Many local organizations are count on volunteers.

One way you can help is by working at a soup kitchen. Starting on Wednesday, I will work at the soup kitchen on Fifth Street. I'm look forward to it.

If you take time to help others, you will knowed that you has made your community a better place.

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Name _____

A. Read each sentence. Draw one line under the helping verb and two lines under the main verb.

1. The class has planned a pancake breakfast for a fundraiser.
2. They are hoping to raise money to help children in homeless shelters.
3. The students have invited everyone they know.
4. Casey and Jerome are mixing milk, eggs, and butter.
5. Scott is pouring batter on the griddle.

B. Choose the correct helping verb to complete each sentence. Write it on the line.

6. Anya _____ flipping pancakes like an expert.
 - a. am
 - b. are
 - c. was
7. Gordy and Fred _____ pitching in by showing people to their seats.
 - a. was
 - b. are
 - c. is
8. The class probably _____ succeeded in raising money.
 - a. will
 - b. have
 - c. has

Name _____

Review: Main and
Helping Verbs

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement. Add *-ed* to most verbs to show past tense.

Mechanics

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- An apostrophe (') shows that the letter *o* has been left out.
- Examples of contractions: *is + not = isn't*, *did + not = didn't*

Look at the picture. Circle the mistakes in main verbs and helping verbs. Change the underlined words to contractions.



Mr. Ramsey's class has reading about the work Gidget Schultz did for homeless children. The students also wants to help people.

The students is visiting stores in town and explain their idea. The stores has invited them to pick out what they want. The class is shopped for notebooks, crayons, backpacks, and other supplies. The store owners

are not _____ charging the students for these items. Later, the whole class will drops them off at the homeless shelter. Children who

did not _____ have school supplies will having them.

Name _____

Linking Verbs

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- *Is, are, am, was, and were* are often used as linking verbs.

Read each sentence. Study the linking verbs in parentheses. Write the form of the linking verb that correctly completes each sentence.

1. The story we read (was, were) _____ Mystic Horse.
2. It (is, are) _____ about the Native American Pawnee tribe.
3. My classmates (was, were) _____ excited to learn more about this tribe.
4. Our school field trips (is, are) _____ next month.
5. The Natural History Museum (is, are) _____ the place we will visit.
6. The museum's exhibit on the Plains Native Americans (is, are) _____ wonderful.
7. The Pawnee, Omaha, and Oto tribes (was, were) _____ Plains tribes.
8. I (am, are) _____ Native American on my mother's side of the family.
9. Reading the tribes' own words and stories (is, are) _____ the best way to learn their history.
10. The stories (is, are) _____ fascinating to me.



At Home: Ask your child to write a paragraph about the story. Have your child use linking verbs in his or her paragraphs.

Name _____

Linking Verbs

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- *Is, are, am, was, and were* are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Complete each sentence by writing the correct linking verb on the line. Then underline the complete subject of the sentence.

1. Our social studies project _____ an interesting assignment.
2. I _____ eager to get started on it.
3. The Pawnee tribe _____ the subject of my project.
4. Mystic Horse _____ my favorite book last year.
5. The Pawnee Indians _____ unfamiliar to me before I read that book.
6. They _____ a group I want to learn more about now.
7. The state of Nebraska _____ the place the Pawnee lived long ago.
8. Many books about the Pawnee _____ in the school library.
9. The library _____ so big that I can't always find what I need.
10. Our librarian, Ms. Kribble, _____ helpful to students.



Name _____

- In a play, use a **colon** (:) between each character's name and his or her words.
- Do not use quotation marks around dialogue in a play.
- Start a new line each time a new character is speaking.
- Use **parentheses** () around stage directions. These are directions that tell what characters do on stage or how they say their words out loud.

Example: GEORGE (*loudly*): It's right here, Mr. Taylor!
(*George holds up the book.*)

Rewrite each line of dialogue below. Add colons and parentheses where they are needed.

1. MR. BRYANT *cheerfully*. "Class, we are going to act out a story in our reading book." MR. BRYANT *smiles*.

2. OLIVIA *calling out*. "Which story will we do, Mr. Bryant?" OLIVIA *waves her hand wildly in the air*.

3. MR. BRYANT. "Which story do you think will make a good play?" MR. BRYANT *shrugs his shoulders*.

4. CARLOS *slowly*. "How about Mystic Horse, Mr. Bryant? The whole class loved that book."



Name _____

Proofreading

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- *Is, are, am, was, and were* are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Rewrite the lines of this play. Correct any linking verbs that are used incorrectly. Be sure to use proper punctuation for a play.

T.J. "I need an idea for my social studies project. I can't think of anything."

T.J. paces the room nervously.

CARA *confidently*. "My project are about Pawnee folktales."

T.J. "That's a good idea, Cara." *CARA opens the book and points to a picture.*

CARA. "The Plains tribes is very interesting to read about."

T.J. *excitedly*. "This were a great idea."



Name _____

Test: Linking Verbs

A. Find the linking verb in each sentence. Write it on the line.

1. The college my sister Sharon goes to is in Nebraska. _____

2. Sharon and her friends were hard workers in high school.
_____3. Even when she was little, she was interested in the Pawnee tribe.
_____4. Pawnee folktales are part of what she studies in college.
_____**B. Find the noun or adjective in the predicate that is linked to the subject by a linking verb. Write the noun or adjective on the line.**5. Pedro's favorite book is Mystic Horse. _____6. The lives of the Plains Indians were different from ours.
_____7. Dr. Gonzalez and Dr. Lasser are experts on the Pawnee tribe.
_____8. Pedro's report on the Plains Indians was very detailed.

Name _____

Review: Linking Verbs

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Read the following lines from a play. Rewrite the lines, correcting any mistakes in linking verbs. Be sure to punctuate the lines correctly.

MOM. "On Saturday, we leave for a road trip."

FRAN. "I is curious about where we are going."

MOM. "We're going to Nebraska. The museum there are a great place to find information about the Pawnee. My next book am about the Pawnee."

FRAN. "My class studied the Pawnee tribe last year!"

Name _____

- An irregular verb is a verb that does not add *-ed* to form the past tense.

Write the correct past-tense form of the underlined verb on the line provided.

1. The snow begin _____ to fall.
2. The sunlight make _____ the snow and ice glitter.
3. An icicle break _____ off the roof.
4. I find _____ the icicle on the ground.
5. The first snow come _____ earlier than usual this year.
6. We go _____ to the pond to ice-skate.
7. Elijah and I do _____ leaps, twists, and turns on the ice.
8. He fly _____ through the air and landed safely on the blades of his skates.
9. Nina draw _____ a picture of the frozen pond.
10. We decided to go home when we see _____ it was getting dark.



Name _____

- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

**Read each sentence and the verb choices in parentheses.
Underline the verb choice that correctly completes the sentence.**

1. Alice has (did, done) many drawings and photographs of the park in winter.
2. She had (make, made) it a hobby by the time she was ten years old.
3. For the past four years, her parents have (given, gave) her a photo album each year for her birthday.
4. Alice has carefully (put, putted) all of her winter pictures in the albums.
5. Today, the surface of the pond has (frozen, froze).
6. Alice took pictures of the tree because she had (saw, seen) icicles on it.
7. She has (lay, laid) her camera aside while she gets more film out of her bag.
8. By the end of the afternoon, the icicles have (shrunk, shrank) in the sun.
9. Before she went home, Alice had (taken, took) more than 40 pictures.
10. The next morning, she saw that more snow had (fell, fallen).



Name _____

Mechanics

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Rewrite each sentence with the correct form of the underlined verb. For each sentence, use the form that makes better sense—the past-tense form or the past with the helping verb *have*, *has*, or *had*.

1. We go outside an hour ago.

2. It has grow colder since we have been outside.

3. I know it was a good idea to wear my gloves, hat, and scarf.

4. The snow and ice have hide the roots of the trees.

5. The path lead us straight to the forest.

6. I keep my hands in my pockets.

7. We had choose the first day of winter to take pictures of the forest.

8. The winds have blow drifts of snow against the bare trees.



Name _____

Proofreading

- An irregular verb is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Rewrite the character sketch below. Be sure to correct any mistakes in the use of irregular verbs.

Margaret

Margaret getted up early this morning. She bringed her camera to the pond. She taked a picture of a fish before it swimmmed away. She photographed geese as they fly south for the winter. Soon she had took dozens of pictures.

Ever since she was a little girl, Margaret had know she wanted to be a photographer. By the age of 15, she had wonned three photography awards. Now 30 years old, she has write a guide for beginning photographers. She has maked photography her life's work.

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At Home: Have your child add a sentence to the description of Margaret. Ask your child to include irregular past-tense verbs.

Name _____

Review: Irregular Verbs

- An irregular verb is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Read the sentences about the picture below. Change the verbs that are not written correctly. Rewrite the sentences on the lines below.



1. All day long, the snow had falled.

2. After school, we runned outside to play in the snow.

3. Carter has catched a snowflake on his tongue.

4. Lisa throwed a snowball into the pond.

5. Jordan and Chris have builded a snowman.

Name _____

Test: Irregular Verbs

A. Circle the letter before the irregular verb that correctly completes each sentence.

1. Kevin _____ his camera and picked it up.
 - a. find
 - b. finded
 - c. found
 - d. founded

2. Laurie has _____ some sketches of the snow-covered trees.
 - a. draw
 - b. drew
 - c. draw
 - d. drawn

B. Circle the letter before the correct irregular verb and helping verb that completes each sentence.

3. The weather _____ colder and windier since this morning.
 - a. has become
 - b. have become
 - c. has became
 - d. have became

4. Before she retired, the professor _____ a career out of studying snowflakes.
 - a. has maded
 - b. has make
 - c. had make
 - d. had made

Name _____

Read the passage and look at the underlined parts. Is there a better way to write and say each part? If there is, which is the better way? Circle your answer.

(1) The rattlesnakes shakes their tails. The tails make a noise. (2) The children hushes as the teacher says, Listen! The class will learn more about rattlesnakes at the museum.

- | | |
|--|---|
| <p>1. A. The rattlesnakes shake their tails.</p> <p>B. The rattlesnakes shakies their tails.</p> <p>C. The rattlesnakes shakeses their tails.</p> <p>D. No mistake</p> | <p>2. F. The children hushs as the teacher says, "Listen!"</p> <p>G. The children hush as the teacher says, Listen!</p> <p>H. The children hush as the teacher says, "Listen!"</p> <p>J. No mistake</p> |
|--|---|

(3) The students studyd Martin Luther King, Jr. in social studies class. They admired his efforts in the Civil Rights movement. (4) They will learns more about him next week.

- | | |
|---|--|
| <p>3. A. The students studyed Martin Luther King, Jr., in social studies class.</p> <p>B. The students studyied Martin Luther King, Jr., in social studies class.</p> <p>C. The students studied Martin Luther King, Jr., in social studies class.</p> <p>D. No mistake</p> | <p>4. F. They learn more about him next week.</p> <p>G. They will learn more about him next week.</p> <p>H. They will learned more about him next week.</p> <p>J. No mistake</p> |
|---|--|

Name _____

Do you do any volunteer work? (5) My brother and I is volunteer at a local hospital. Our parents have always encouraged us to help others. (6) We havn't yet told them about our new volunteer jobs.

- | | |
|--|--|
| <p>5. A. My brother and I are volunteering at a local hospital.</p> <p>B. My brother and I are volunteered at a local hospital.</p> <p>C. My brother and I is volunteering at a local hospital.</p> <p>D. No mistake</p> | <p>6. F. We have'nt yet told them about our new volunteer jobs.</p> <p>G. We havent' yet told them about our new volunteer jobs.</p> <p>H. We haven't yet told them about our new volunteer jobs.</p> <p>J. No mistake</p> |
|--|--|

(7) My sister is the author of a play. It is about the Pawnee tribe. (8) Her plays is usually very exciting and dramatic. I always enjoy acting in them.

- | | |
|---|--|
| <p>7. A. My sister are the author of a play.</p> <p>B. My sister be the author of a play.</p> <p>C. My sister am the author of a play.</p> <p>D. No mistake</p> | <p>8. F. Her plays are usually very exciting and dramatic.</p> <p>G. Her plays was usually very exciting and dramatic.</p> <p>H. Her plays were usually very exciting and dramatic.</p> <p>J. No mistake</p> |
|---|--|

Last month, we went to the mountains. (9) Snow falled all week long. We learned to ski and snowboard. (10) When we had went the year before, there hadn't been as much snow.

- | | |
|--|--|
| <p>9. A. Snow fall all week long.</p> <p>B. Snow felled all week long.</p> <p>C. Snow fell all week long.</p> <p>D. No mistake</p> | <p>10. F. When we had go the year before, there hadn't been as much snow.</p> <p>G. When we had gone the year before, there hadn't been as much snow.</p> <p>H. When we gone the year before, there hadn't been as much snow.</p> <p>J. No mistake</p> |
|--|--|

Name _____

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

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

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

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

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



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Write the pronoun that correctly replaces the underlined noun in each sentence.

1. At first, Roy didn't want to go to the nursing home because Roy thought the place was boring. _____
2. Mrs. Allen said Mrs. Allen found out that dogs were allowed in the nursing home. _____
3. Roy knew Grandpa would be happy to see Buddy, so Roy decided to bring Buddy. _____
4. The receptionist at the nursing home said to Roy, "I see Roy brought a friend today." _____
5. Mrs. Allen said, "Mrs. Allen got Buddy's medical records this morning." _____
6. Grandpa said, "I'm glad you brought Buddy to Grandpa." _____
7. Grandpa asked Martha if Buddy was allowed in the nursing home. _____
8. Another man saw Buddy and said he had a dog that looked like Buddy. _____
9. You can treat high blood pressure if you take medicine for the problem. _____
10. Roy threw the ball to Buddy so Buddy could fetch it. _____



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Write the pronoun that correctly completes each sentence.

1. I said, " _____ think I must take my cat to the vet."
2. I took the leash because I would need _____ to hold the dog.
3. I am brushing my dog Trixie's coat because _____ will be in a show tomorrow.
4. My dog Edward needs medicine. I give it to _____ every morning.
5. Janice's brother gave _____ a picture of their dog Buddy.
6. Fido buried his bone in the yard, but now he can't find _____.
7. My sister and _____ threw the stick, and our dog brought it back to us.
8. Fran's mother told us that _____ had a cat when she was little.
9. My cousins called and _____ told me their cat just had kittens.
10. My little brother wanted to feed the dog, so _____ showed him how to do it.



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Read the following paragraphs. Circle all the incorrect pronouns. Then rewrite the paragraph, making sure all pronouns are correct and match their nouns.

Yesterday i went to the store to buy some food for my dog, Jones. Mr. Edwards greeted her when I came through the door. She said, "What can me do for you, Sheila?" "I need six cans of the Beef and Chicken Special Diet." Mr. Edwards added up the prices and said, "The total is \$13.50." "Me am sorry," I said. "My mother only gave I \$10. How much is it if me only buy four cans?" "Let's see. It would be \$9.00," he said. "All right. That solves my problem. She'll only buy four."

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At Home: Have your child write a story about a problem he or she has solved. Then ask your child to identify all the pronouns.