

# DoDEA

## SKILL BUILDER: GRAMMAR, USAGE, and MECHANICS BLACKLINE MASTERS





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# Naming Words

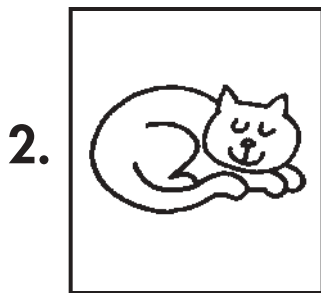
A naming word names a person, place, or thing.

- Look at each picture. Read the words.  
Write the naming word in the box.



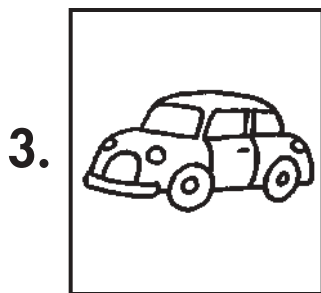
The boy runs.

boy



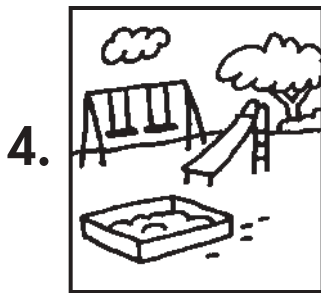
The cat naps.

\_\_\_\_\_



The car is red.

\_\_\_\_\_



The park is fun.

\_\_\_\_\_

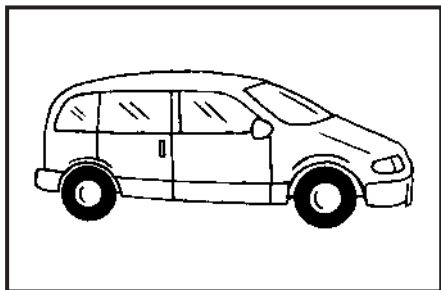
**To the Teacher:** Help children understand that the naming word is the person, place, or thing the sentence tells about.

# Naming Words

A naming word names a person, place, or thing.

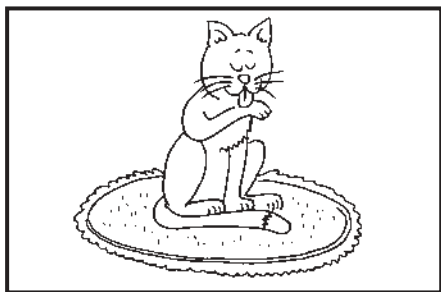
► **A.** Circle the naming words in the sentences.

1.



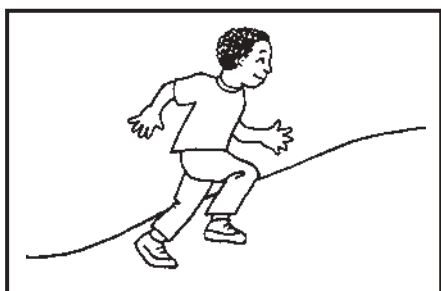
**Al loves to go in a van.**

2.



**The cat likes the mat.**

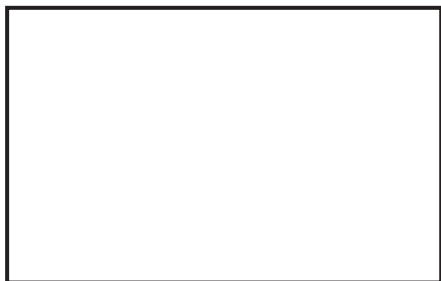
3.



**Pat ran up the hill.**

► **B.** Draw a picture of a person, place, or thing. Write the naming word for the person, place, or thing you drew.

4.



\_\_\_\_\_

-----

\_\_\_\_\_

# Simple Sentences

A sentence tells a complete idea.

▶ **A.** Circle each sentence.

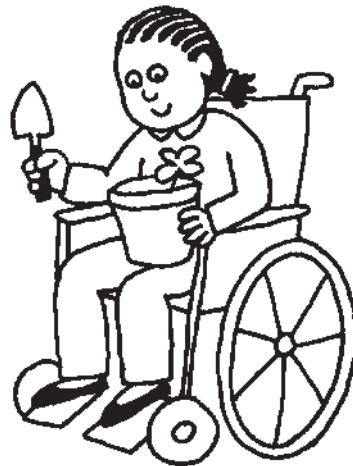
1. **Bill**  
**Bill paints.**



2. **likes to read**  
**Tom likes to read.**



3. **plants flowers**  
**Pat plants flowers.**



▶ **B.** Finish the sentence.

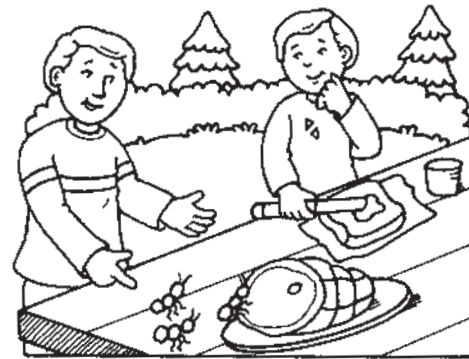
4. I like \_\_\_\_\_



# Simple Sentences

A sentence tells a complete idea.

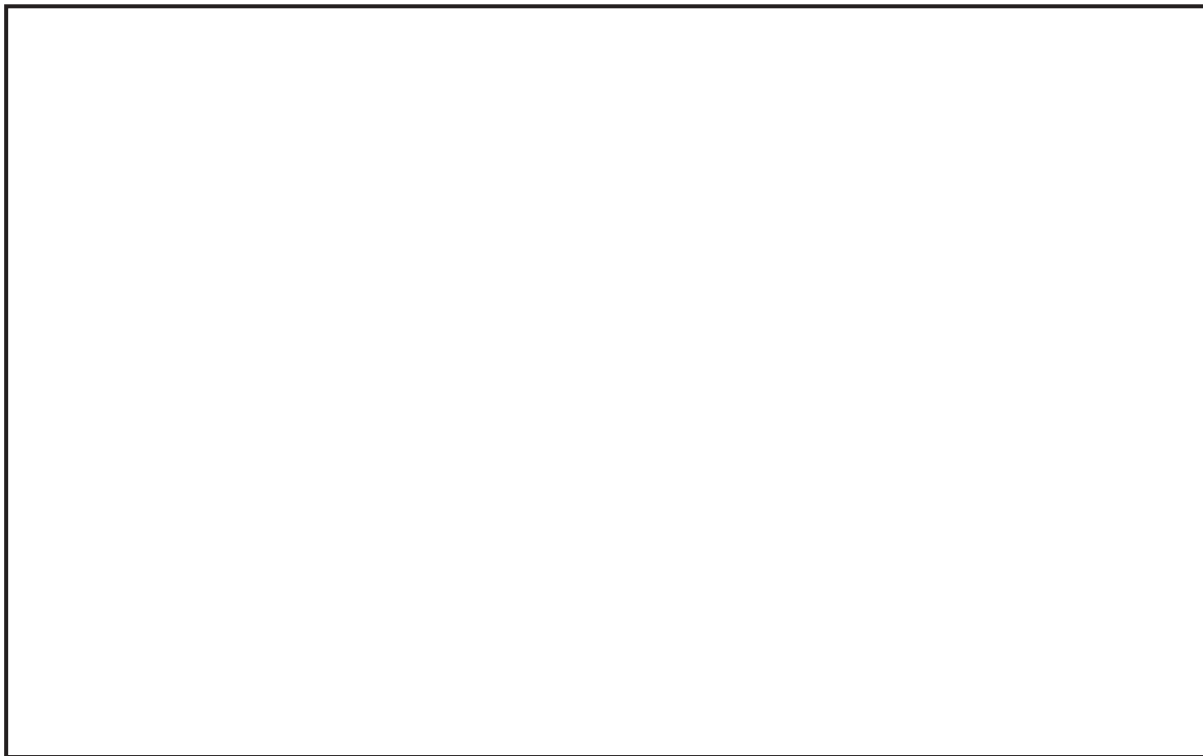
- ▶ **A.** Circle who or what each sentence is about. Then draw a line under the telling part.



1. Ben likes ham.
2. Dan likes jam.
3. Ben sees ants.
4. The ants like ham.

- ▶ **B.** Read the sentence. Draw a picture to show what the sentence says.

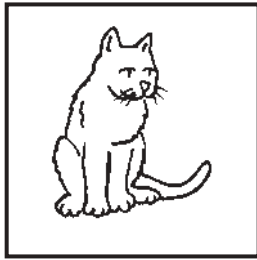
5. The fat cat sits on the mat.



# Naming Words and Simple Sentences

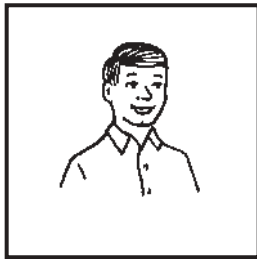
► Look at each picture. Write a complete sentence about it. Circle the naming words.

1.



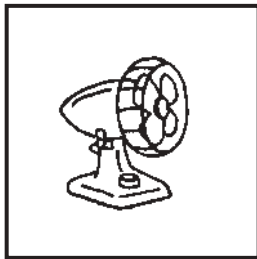
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



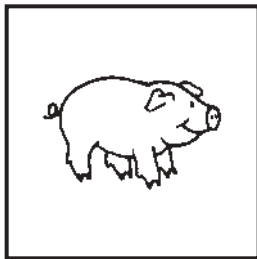
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.



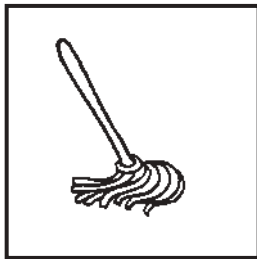
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.



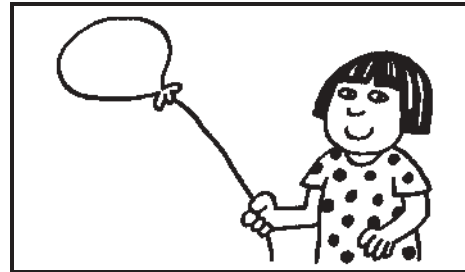
\_\_\_\_\_  
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\_\_\_\_\_

# Telling Sentences

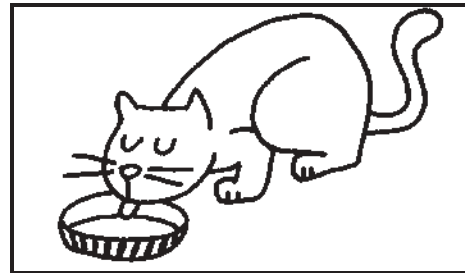
A telling sentence tells something.

► **A.** Draw a line to match each sentence to the picture.

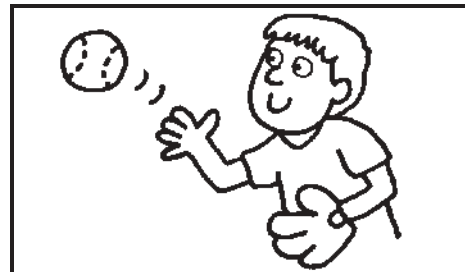
1. The cat has milk.



2. The girl has a balloon.



3. Mom is happy.



4. Peter plays ball.



► **B.** Finish the sentence.

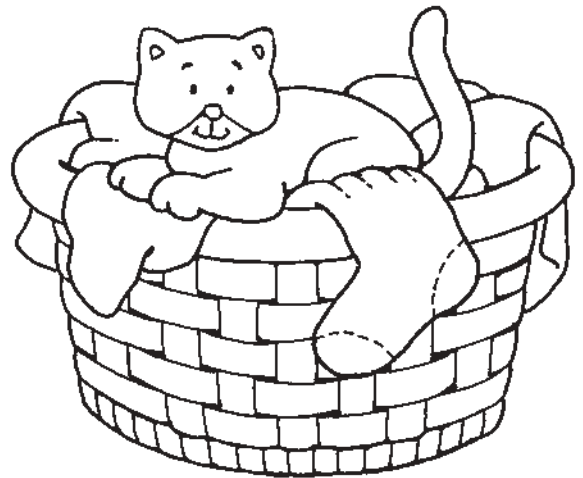
5. I play \_\_\_\_\_

# Telling Sentences

A telling sentence tells something.

- ▶ **A.** Circle the capital letter at the beginning of each sentence. Then circle the period at the end of each telling sentence.

- 1. Bo sees the basket.**
- 2. A sock is in the basket.**
- 3. The cat is in the basket, too.**



- ▶ **B.** Draw a line under each telling sentence. Then write your own telling sentence.

- 4. I can fill the basket.**
- 5. Can Bo get the mop?**
- 6. Bo and Peter can clean.**

7. \_\_\_\_\_  
\_\_\_\_\_

# Capitalizing I

Always write the word I with a capital letter.

▶ **A.** Read the sentences. Write I on the line.

\_\_\_\_\_

1. \_\_\_\_\_ will ride.




\_\_\_\_\_

2. \_\_\_\_\_ will swim.




\_\_\_\_\_

3. Mom and \_\_\_\_\_ will sing.



\_\_\_\_\_

4. Then \_\_\_\_\_ will read.



▶ **B.** What will you do next? Write it on the line.

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Capitalizing I

The word I is always capitalized.

► **A.** Write the word I in each sentence.

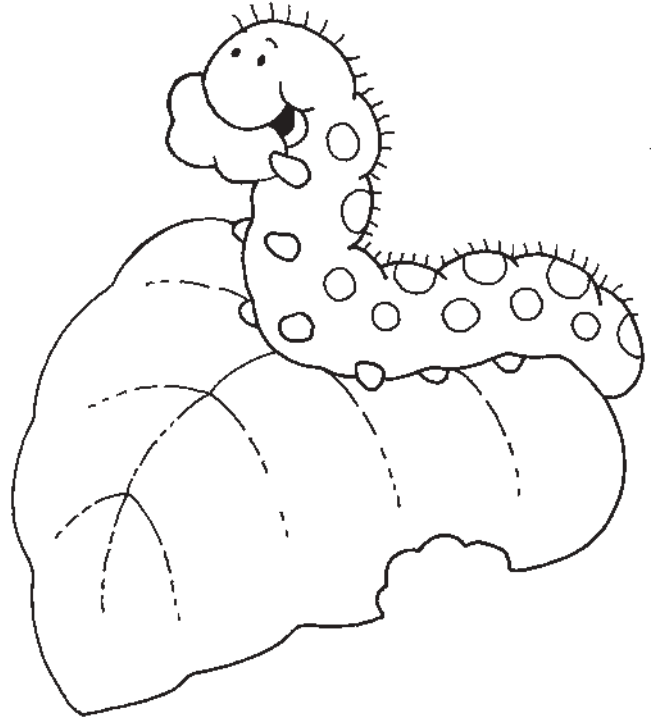
\_\_\_\_\_  
.....  
1. \_\_\_\_\_ munch a lot.

\_\_\_\_\_  
.....  
2. To grow, \_\_\_\_\_ must eat.

\_\_\_\_\_  
.....  
3. \_\_\_\_\_ sleep for a while.

\_\_\_\_\_  
.....  
4. Then \_\_\_\_\_ can fly.

\_\_\_\_\_  
.....  
5. What am \_\_\_\_\_?



► **B.** Draw the answer to the riddle.

## Telling Sentences

- A. Read the sentences. Fill in the bubble next to each sentence that tells something.

1.

 Can you get the basket? You can get it. Can you fill it?

2.

 The basket is big. Is the basket big? Why is it big?

## Capitalizing I

- B. Read the letter. Write the word I on each line.

Dear Mom,

(3) \_\_\_\_\_ am having fun. Grandpa and

(4) \_\_\_\_\_ went fishing. Guess who got one?

(5) \_\_\_\_\_ did!

Love,  
Bo

Name \_\_\_\_\_

play  
dance  
talk  
run

# Action Words

An action word tells what happens.

► Look at the pictures. Read the action words in the box. Write the correct action word on the line.

1. Sue and Al \_\_\_\_\_ ball.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

play

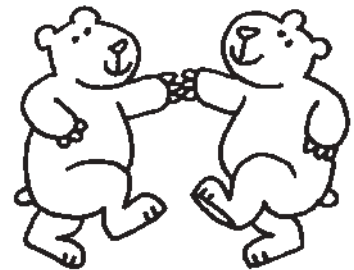


2. The bears \_\_\_\_\_ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. Rabbit and Pig \_\_\_\_\_ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. Tami and Lee \_\_\_\_\_ fast.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**To the Teacher:** Read the words in the box with children. Help children understand that they tell what the characters in the pictures are doing.

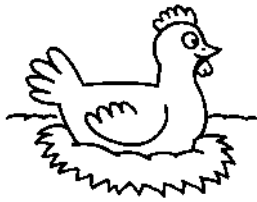


# Action Words

An action word tells what happens.

▶ **A.** Read each sentence. Circle the word that tells what happens.

1. The hen sits.



2. The cat ran.

3. Pam hid.



4. The dog naps.

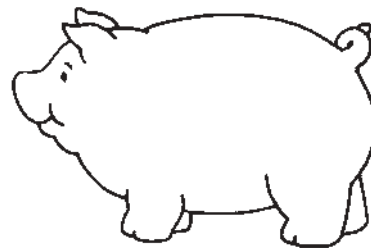
▶ **B.** Read the words. Use the words to finish the sentences.

run see

5. I will \_\_\_\_\_ up the hill.



6. I \_\_\_\_\_ a big pig.



Name \_\_\_\_\_

# Capitalize First Word

A sentence always begins with a capital letter.

► Copy each sentence correctly on the line.

1. the duck walks.

The duck walks.

2. it sees a chick.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. they play tag.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

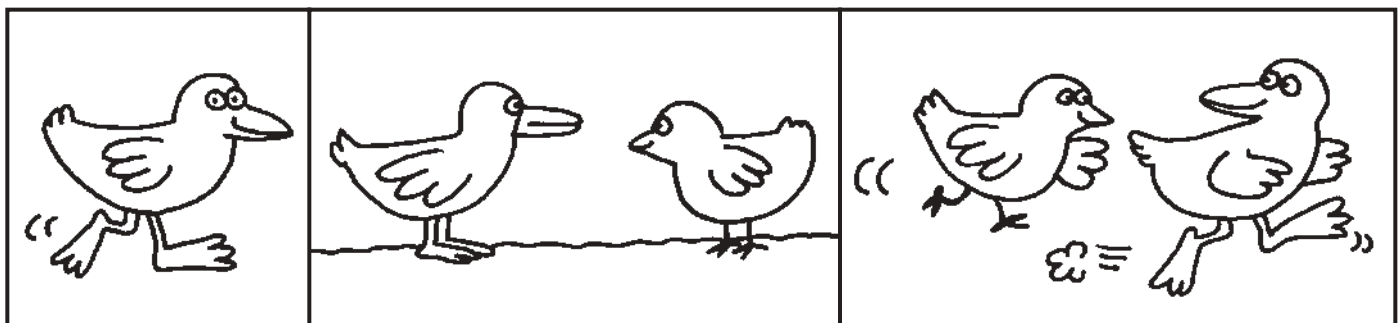
4. they are friends.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

Can  
Mom  
The  
I

## Capitalize First Word

A sentence always begins with a capital letter.

- **A.** Read the words in the box. Write a word from the box to finish each sentence.

1. \_\_\_\_\_ duckling plays.

2. \_\_\_\_\_ you see the duckling?

3. \_\_\_\_\_ like my hat.

4. \_\_\_\_\_ is in the van.



- **B.** Write a sentence. Circle the capital letter that begins it.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Action Words

► Look at each picture. Read the sentence. Write the action word.

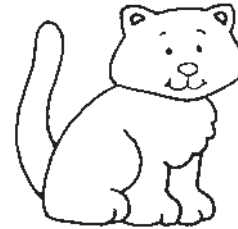
1. I see.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. The cat sits.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. Mom mops.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



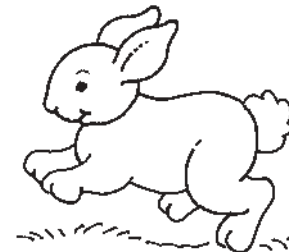
4. We run fast.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. It hops a lot.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

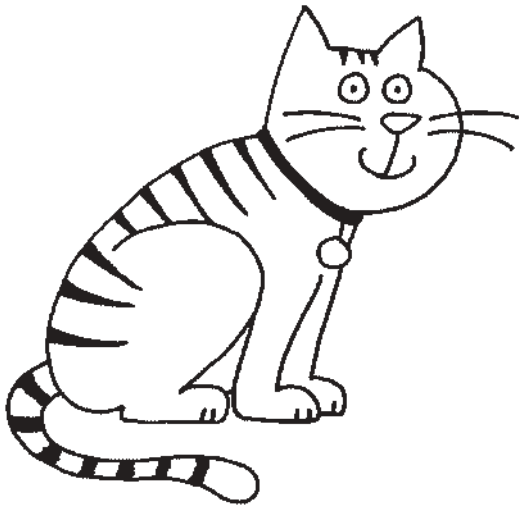


# Question Sentences

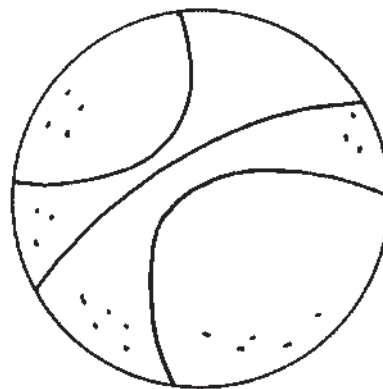
Question sentences ask something.

► Circle the sentences that ask a question.

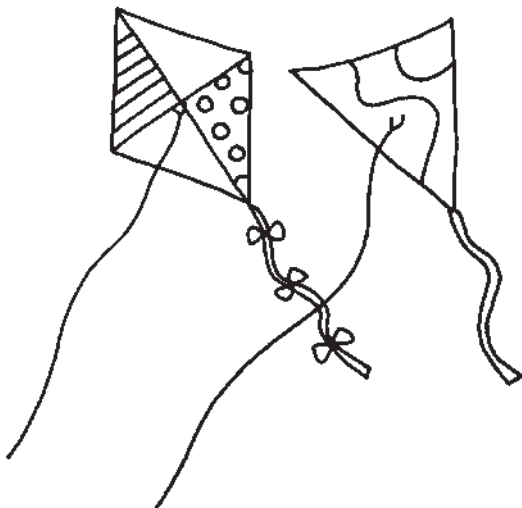
1. Do you like the cat?  
I like the cat.



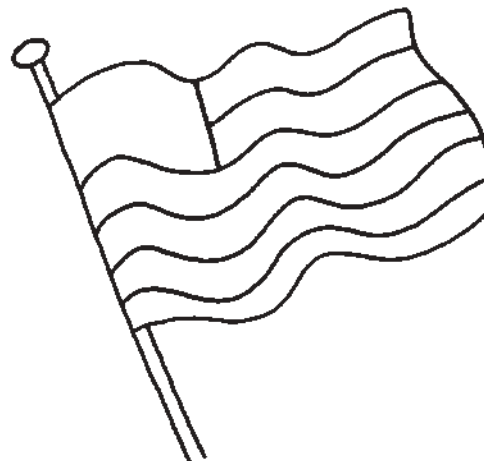
2. Dan has the ball.  
Who has the ball?



3. Who likes kites?  
I like kites.



4. I hid the flag.  
Who hid the flag?



# Question Sentences

Question sentences ask something.

▶ **A.** Draw a line under each sentence that asks a question.

1. Who hid the hat?
2. I did not hide the hat.
3. Is it on the cat?
4. Is it on the man?
5. It is not on the man.
6. Is it in a box?
7. It is not in a box.
8. Can you see the hat?



▶ **B.** Write one question sentence.

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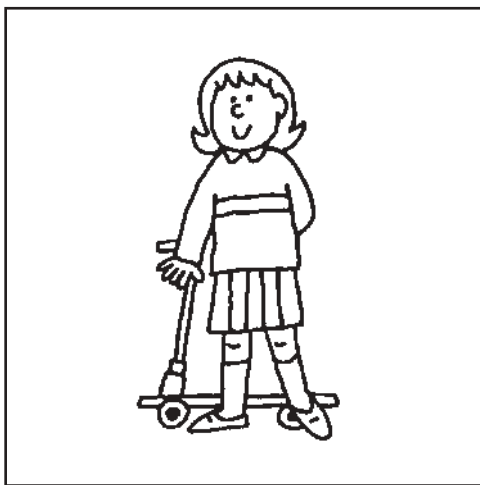
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# Question Marks

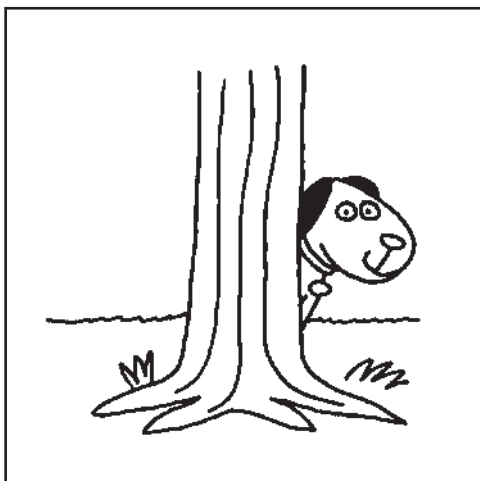
A question sentence ends with a question mark.

- Read each sentence. If it asks a question, add a question mark. Copy the questions on the lines below.



Who hid the scooter  
Pat hid the scooter

1. \_\_\_\_\_  
\_\_\_\_\_



The dog hides  
Where is the dog

2. \_\_\_\_\_  
\_\_\_\_\_

# Question Marks

A question sentence ends with a question mark.

- Draw a line under each sentence that asks a question.  
Add a question mark to each question sentence.

1. Where is the cat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

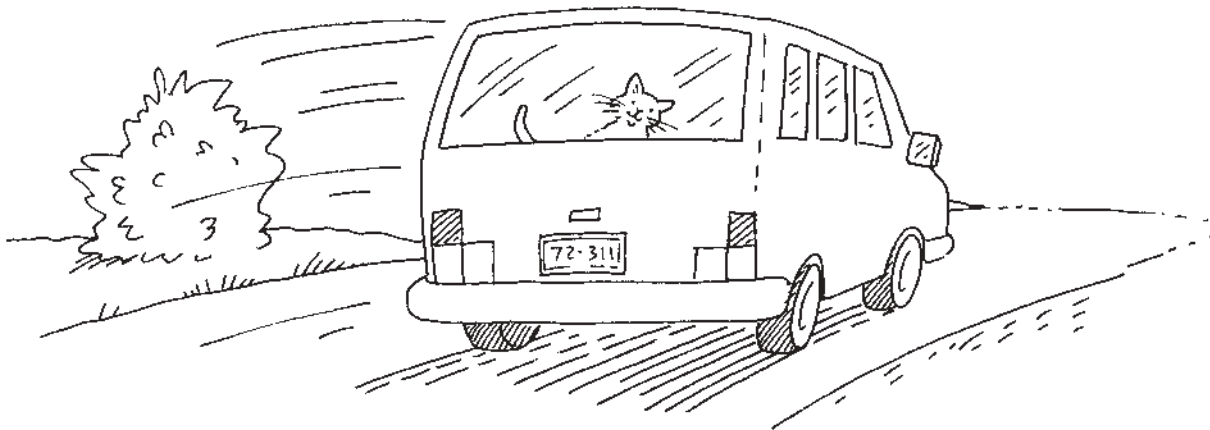
2. Can you see the cat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I see the cat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The cat is in the van \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Where did the van go \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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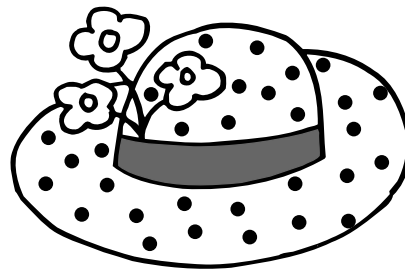




## Question Sentences

► Read the sentences. Fill in the bubble next to the sentence that asks a question.

1.  Who hid my hat?  
 My hat is with him.  
 My hat is big.
  
2.  The hat has spots.  
 The hat has dots  
 Did the hat have dots?
  
3.  Jan likes my hat.  
 Did Jan like my hat?  
 Jan did like my hat.
  
4.  Can you see the hat?  
 You can see the hat.  
 She can see the hat.
  
5.  Dan can get a hat.  
 Dan likes hats.  
 Can Dan have the hat?



# Telling Sentences

A telling sentence tells something.

▶ Draw a line under each telling sentence.

1. **The girls play ball.**

**the girls**



2. **my dog**

**That is my dog.**



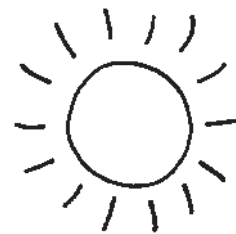
3. **the boys**

**The boys run.**



4. **The sun is hot.**

**the sun is**



5. **the butterfly**

**The butterfly has dots.**

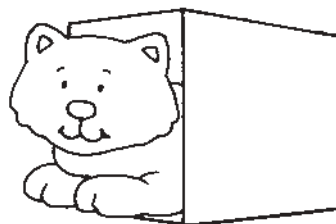


# Telling Sentences

A telling sentence tells something.

▶ **A.** Draw a line to match each sentence with the picture that shows what the sentence tells.

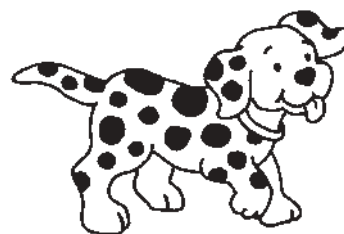
1. He has a mop in his hand.



2. The cat is in the box.



3. Dan has a hat on his head.



4. The dog has spots on its tail.



▶ **B.** Write a telling sentence.

\_\_\_\_\_

.....

\_\_\_\_\_

5. There's a \_\_\_\_\_

# Periods

A telling sentence ends with a period.

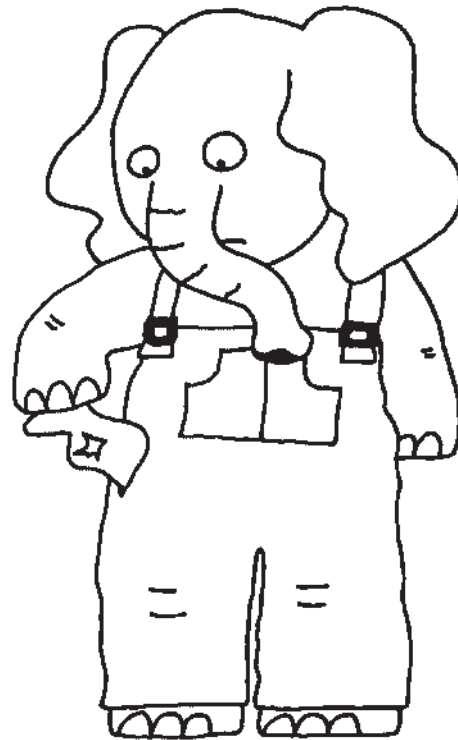
- **A.** Write a period at the end of each telling sentence.

1. There's a hole in my pocket

2. I need to fix it

3. I will sew it

4. I can buy thread



- **B.** Finish the sentences. Add periods.

5. I can \_\_\_\_\_

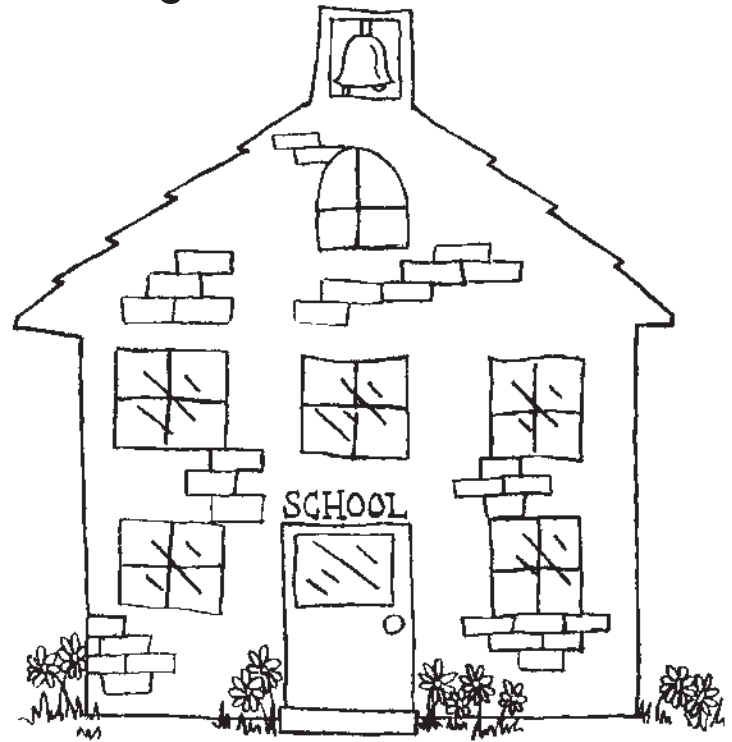
6. I will \_\_\_\_\_

# Periods

A telling sentence ends with a period.

► **A.** Write a period at the end of each telling sentence.

1. I had a pen
2. I got on the bus
3. Went out to play
4. The pen is not in my pocket



► **B.** Finish the sentences. Add periods.

5. My pocket is \_\_\_\_\_

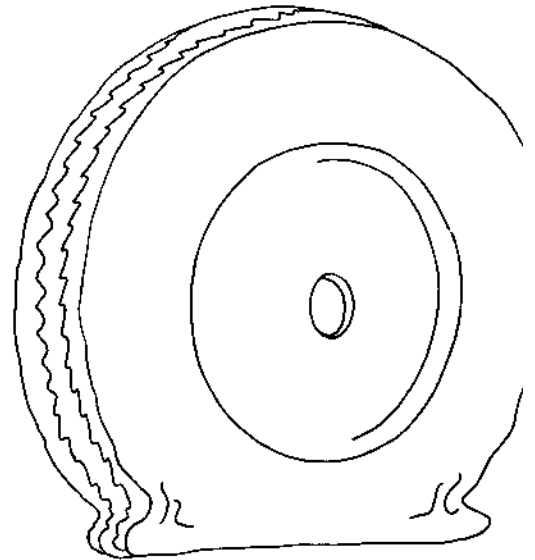
6. I will \_\_\_\_\_

flat  
mom  
it  
van

# Periods

► A. Write a word from the box to finish the sentence. Remember to add a period.

1. We see my \_\_\_\_\_  
\_\_\_\_\_
2. She is in the red \_\_\_\_\_  
\_\_\_\_\_
3. The van has a \_\_\_\_\_  
\_\_\_\_\_
4. Mom will fix \_\_\_\_\_  
\_\_\_\_\_



► B. Finish the sentence. Then write your own sentence.

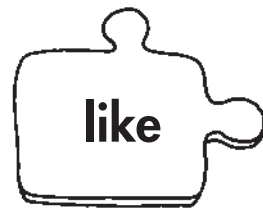
5. Then we will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Word Order

Words in a sentence must be in an order that makes sense.

- Read each group of words. Write them in the right order on the lines.

1.



---

---

---

2.

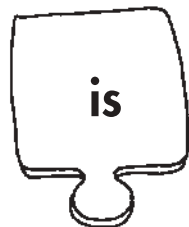
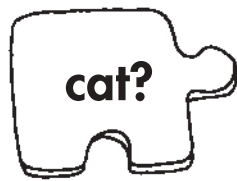


---

---

---

3.



---

---

---

**To the Teacher:** Remind children that a sentence begins with a capital letter. Point out that a telling sentence ends with a period and that a question sentence ends with a question mark.

# Word Order

Words in a sentence must be in an order that makes sense.

- ▶ **A.** Read each group of words. Draw a line under the word that should go first in each sentence.

1. cats. I like

2. Pam dogs. likes

3. cats and dogs. We like



- ▶ **B.** Now write each group of words in the right order.

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

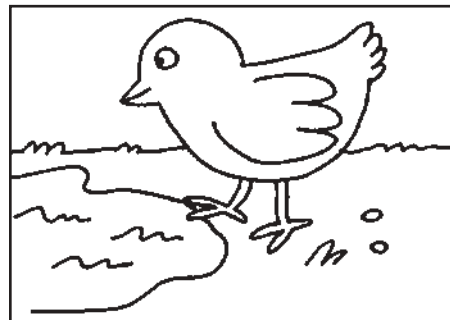


# Question Marks

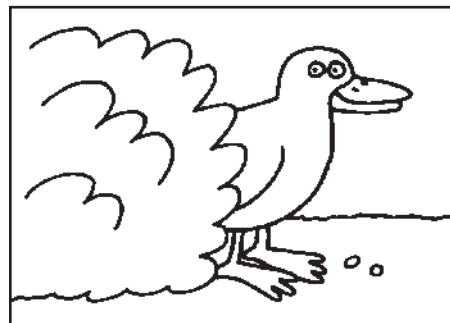
A question sentence ends with a question mark.

- ▶ **A.** Put a question mark at the end of each asking sentence. Draw a line from the question to the picture it matches.

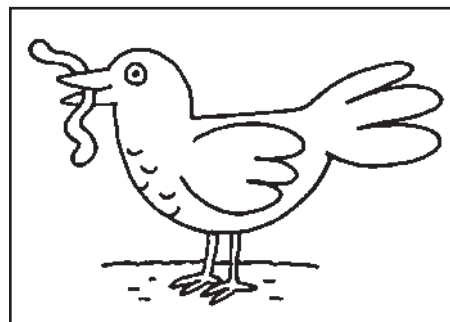
1. Where is the duck



2. Will the chick swim



3. Who caught the worm



- ▶ **B.** Write your own question.

\_\_\_\_\_

\_\_\_\_\_

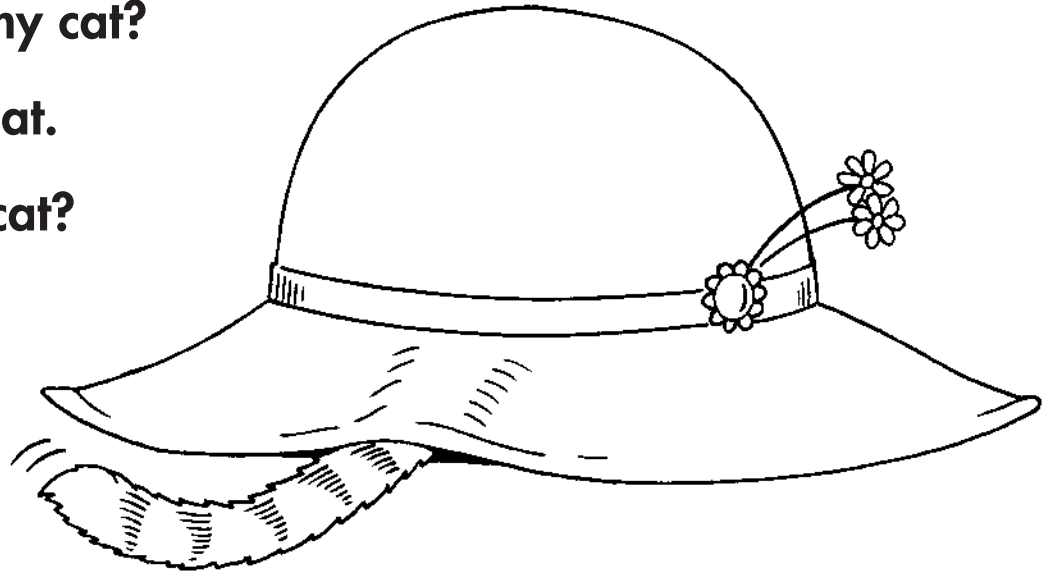
4. \_\_\_\_\_

# Question Marks

A question sentence ends with a question mark.

▶ **A.** Read the sentences. Circle the question marks.

1. Do you see my hat?
2. Is that your hat?
3. Do you see my cat?
4. Look at the hat.
5. Is that your cat?



▶ **B.** Write your own questions.

6.

7.

# Word Order

- Read each group of words. Write them in the order that makes sense.

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

is

big.

cat

The

2.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

has

cat

spots.

The

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

it

your

Is

cat?

4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the

like

I

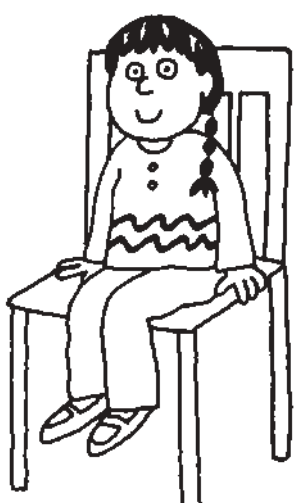
cat.

# Naming Words

Naming words name a person, place, or thing.


► Circle the naming word under each picture.

1. **Person**



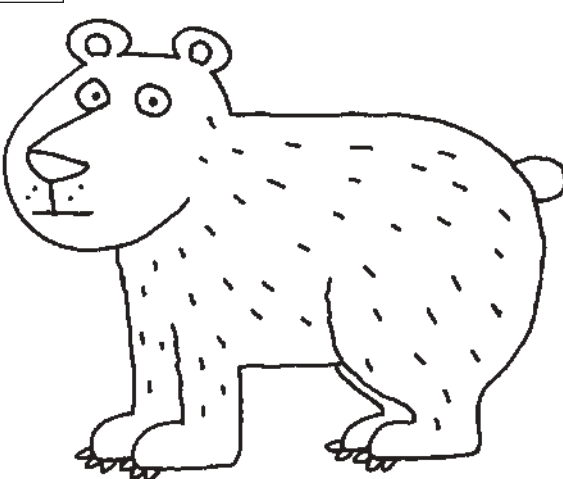
girl sits

2. **Place**



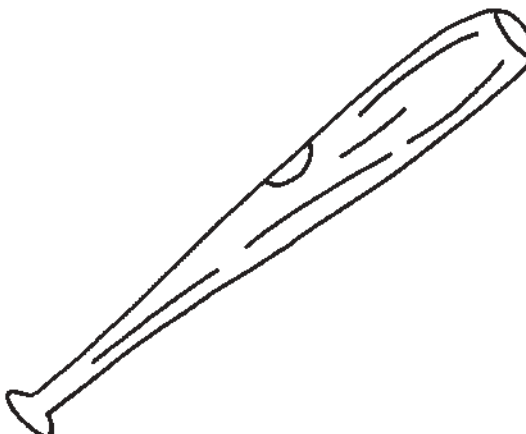
park plays

3. **Thing**



bear big

4. **Thing**



bat hits

# Naming Words

Naming words name a person, place, or thing.

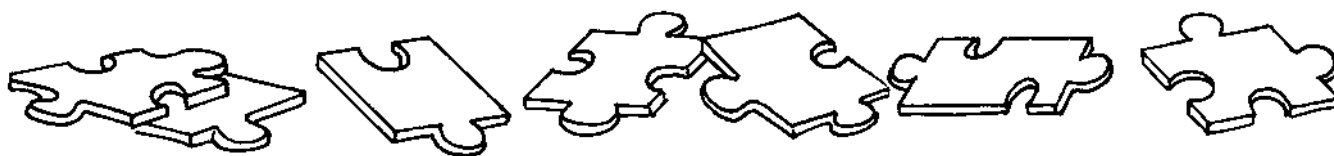
► **A.** Read each sentence. Draw a line under the naming word.

1. Put away the puzzle.

3. The boy can do it.

2. Can you clean up the blocks?

4. Now we can go to the park.



► **B.** Read the words in each box. Circle the three naming words that belong in each box.

5. **Person**

girl

school

mom

ball

dad

6. **Place**

puzzle

home

school

park

boy

7. **Thing**

girl

book

basket

ball

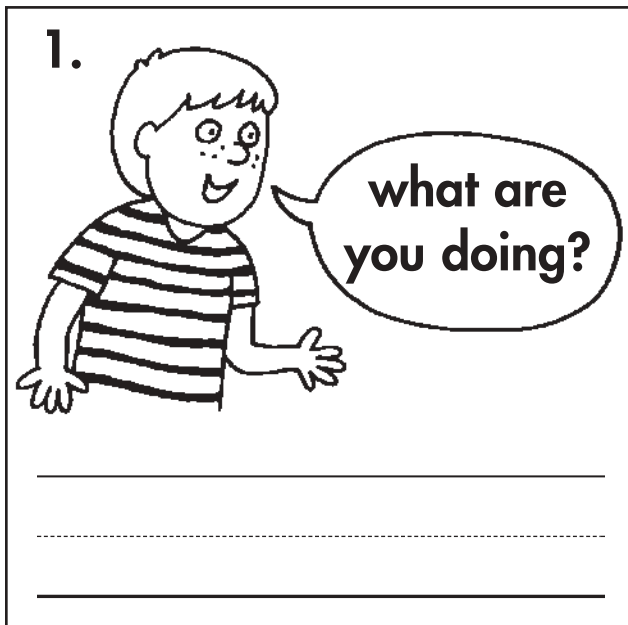
park

# Capitalize First Words

The first word of a sentence begins with a capital letter.

- Circle the word that should begin with a capital letter.  
Write that word with a capital letter on the line.

1.

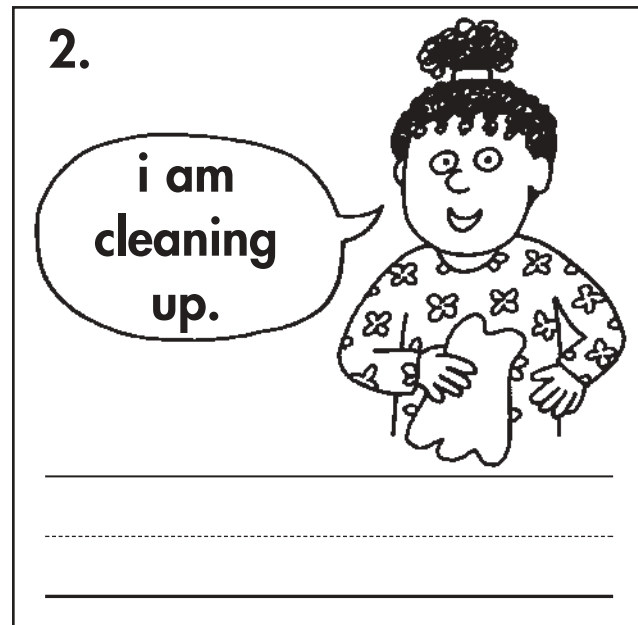


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

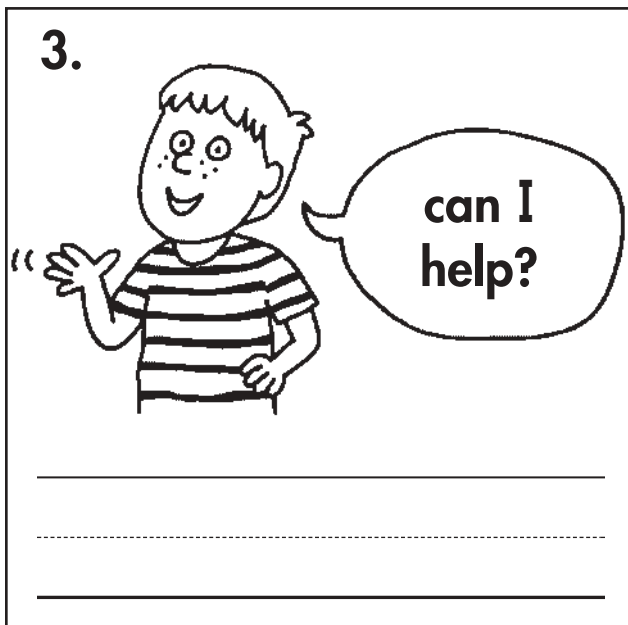


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

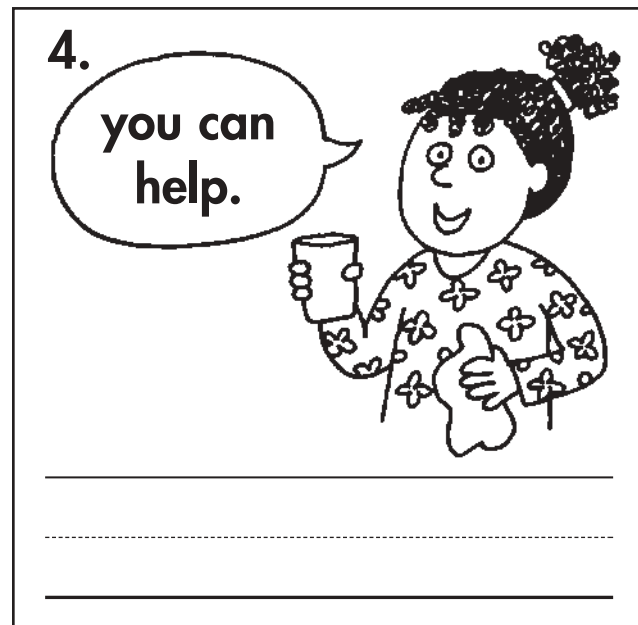


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Capitalize First Words

The first word of a sentence begins with a capital letter.

► Write each sentence correctly on the line.

1. the basket is big.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. can we lift it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. i bet we can.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. we can lift it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. let's play.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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Name \_\_\_\_\_

# Naming Words

► Read the words. Write them on the correct lines.

girl   mat   school   park   boy

## Person

_____	_____
_____	_____
1. _____	2. _____

## Place

_____	_____
_____	_____
3. _____	4. _____

## Thing

_____
_____
5. _____

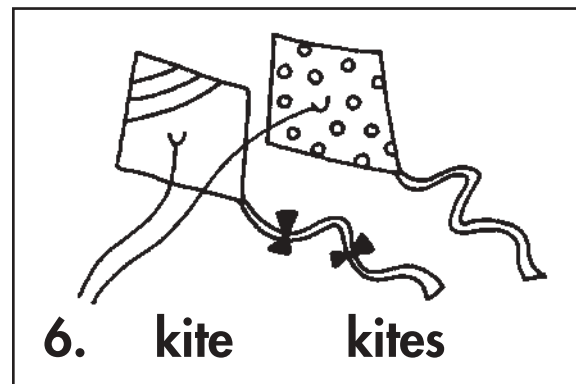
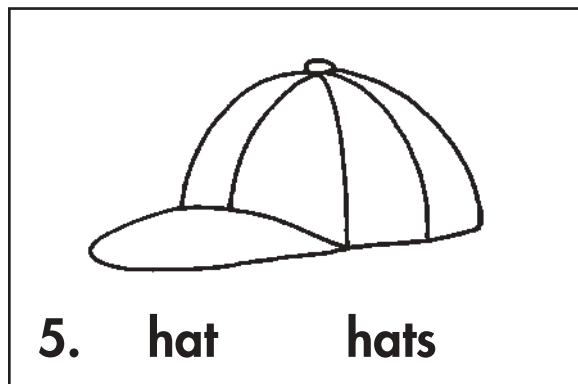
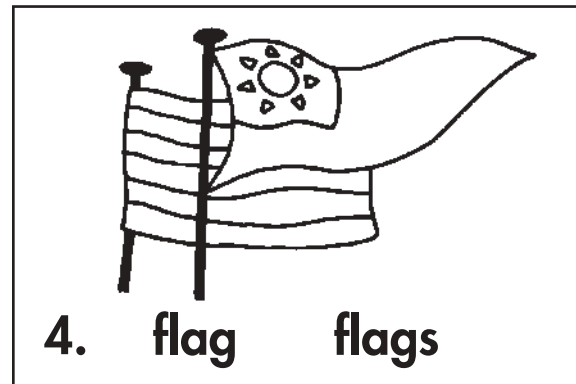
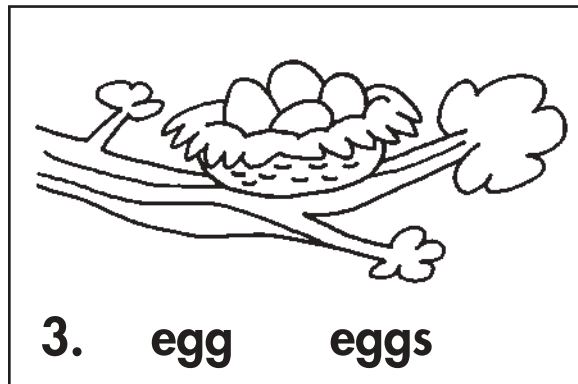
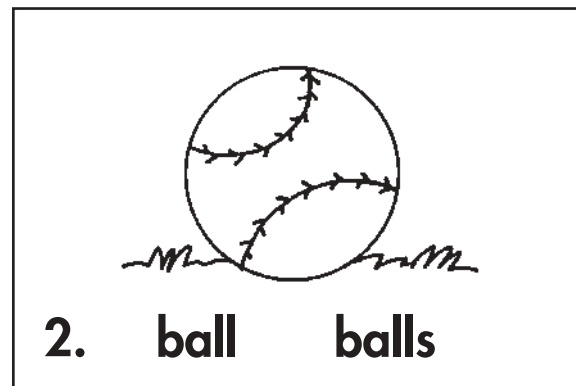
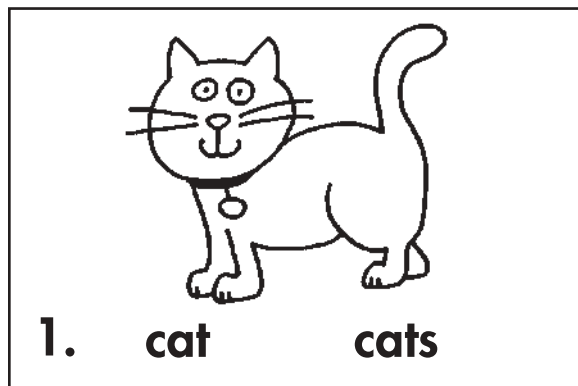
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# Singular/Plural Nouns

Many nouns, or naming words, add s to show more than one.

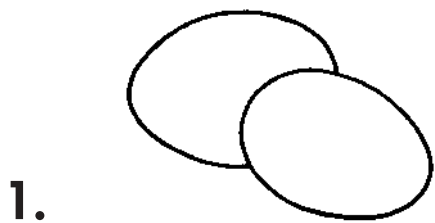
- Some pictures show one. Some pictures show more than one. Circle the correct word for each picture.



# Singular/Plural Nouns

Many nouns, or naming words, add -s to show more than one.

- Look at each picture. Read each word. Write the correct word that tells about each picture.



egg

---

---

---

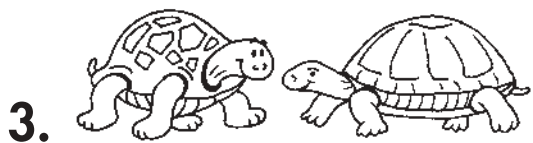


chick

---

---

---



turtle

---

---

---



snake

---

---

---



nest

---

---

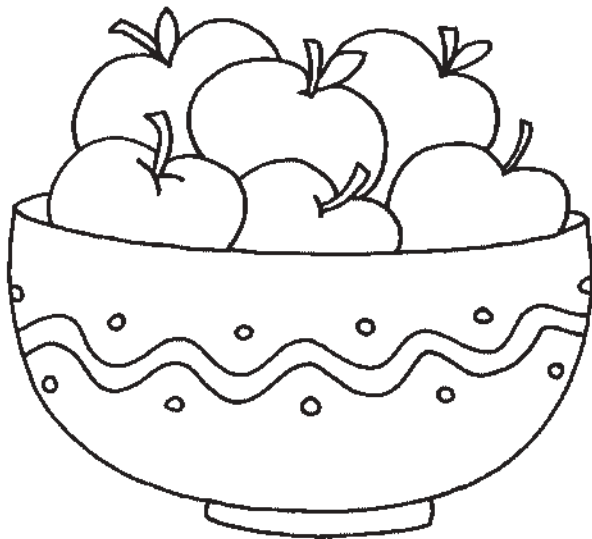
---

# Describing Words

A describing word tells more about a person, place, or thing.

- Look at each picture. Circle the two words that tell about it. Write them on the lines.

**Apples**



hat      six      red

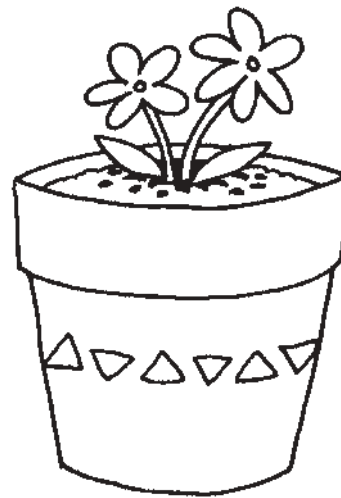
\_\_\_\_\_

1. \_\_\_\_\_ apples

\_\_\_\_\_

2. \_\_\_\_\_ apples

**Flowers**



two      small      hen

\_\_\_\_\_

3. \_\_\_\_\_ flowers

\_\_\_\_\_

4. \_\_\_\_\_ flowers

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# Describing Words

A describing word tells more about a person, place, or thing.

- Read each sentence. Circle the describing word.  
Write it on the line.

1. I see a round egg.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The egg is in a small nest.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The nest is in a tall tree.

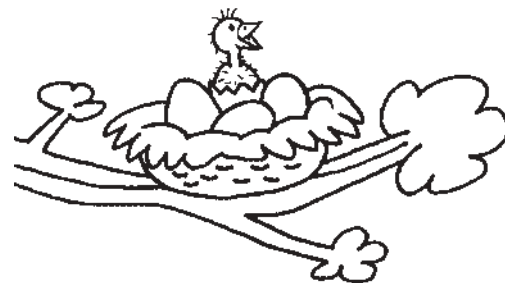
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The tree is in a big park.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

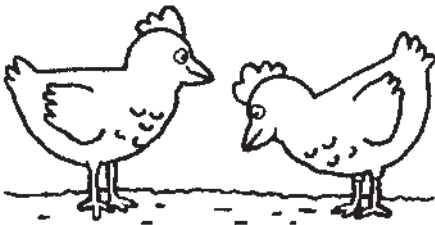
5. I see a little baby.

\_\_\_\_\_



# Singular/Plural Nouns

► A. Look at each picture. Read each word. Write the naming word that shows more than one.

1.  hen

\_\_\_\_\_

\_\_\_\_\_

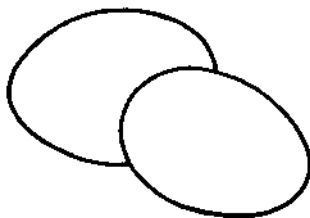
\_\_\_\_\_

2.  nest

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.  egg

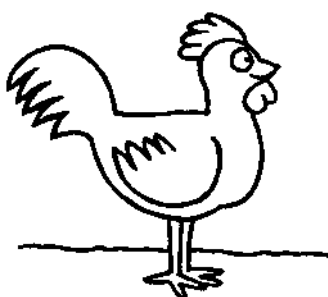
\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

# Describing Words

► B. Look at each animal. Circle the word that tells about it.

4.   
big blue

5.   
red little

# The Pronoun them

The word them can take the place of names of people or things.

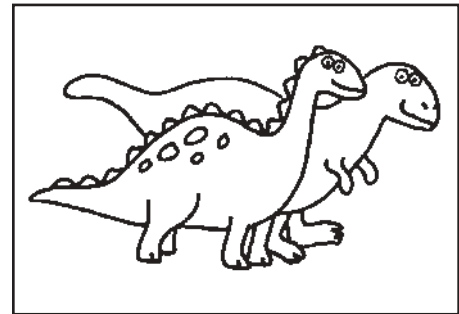
- Write the word them on each line. Circle the word it takes the place of.

1. See the dinosaurs.

\_\_\_\_\_

\_\_\_\_\_

See \_\_\_\_\_.

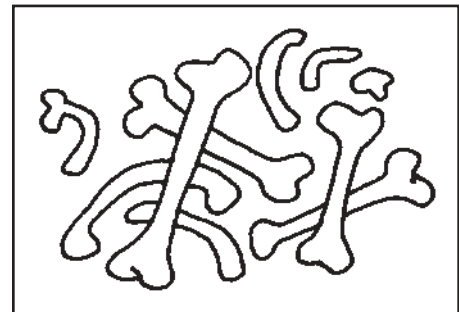


2. Look at the bones.

\_\_\_\_\_

\_\_\_\_\_

Look at \_\_\_\_\_.

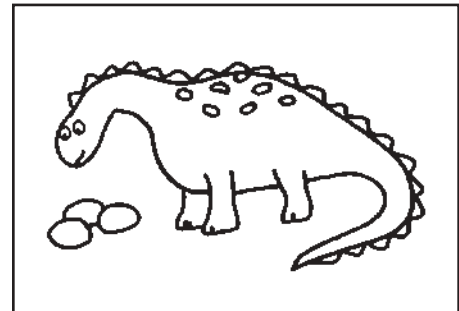


3. Find the eggs.

\_\_\_\_\_

\_\_\_\_\_

Find \_\_\_\_\_.

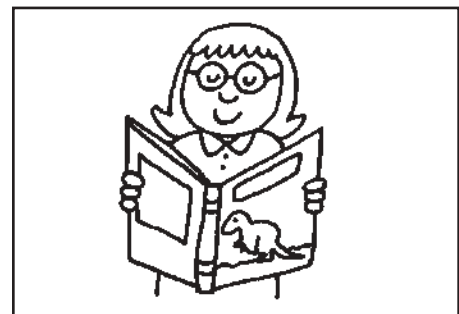


4. Read about dinosaurs.

\_\_\_\_\_

\_\_\_\_\_

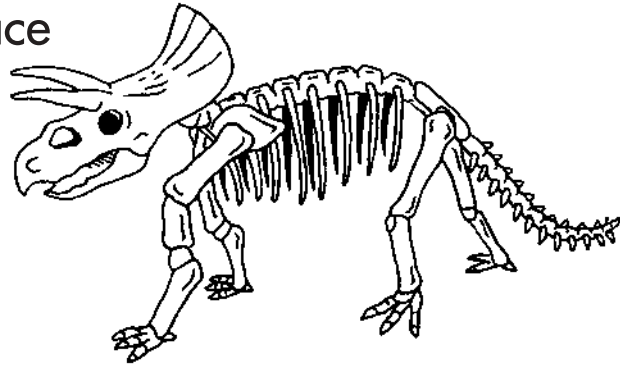
Read about \_\_\_\_\_.



# The Pronoun them

The word them can take the place of names of people or things.

- Read the sentences. Write the sentence again, but replace the underlined words with them.



1. We look for bones.

---

---

---

2. We dig teeth up.

---

---

---

3. We pack claws.

---

---

---

4. We like dinosaurs.

---

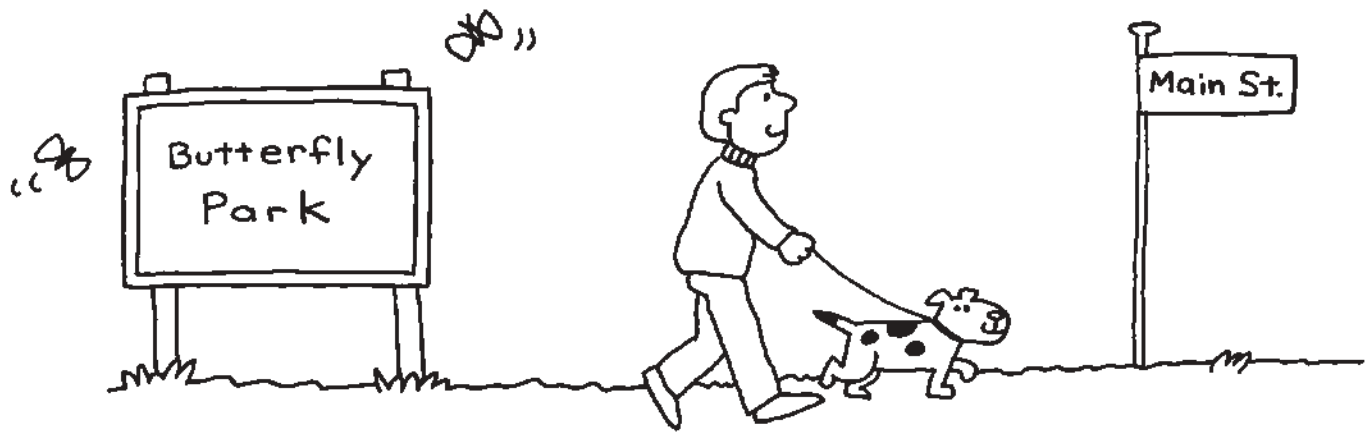
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# Capitalize Special Names

The names of people, places, and pets are special. They begin with capital letters.

- **A.** Circle each special name below.



- |                |                |
|----------------|----------------|
| 1. man         | Dan            |
| 2. Main Street | street         |
| 3. Spot        | dog            |
| 4. park        | Butterfly Park |

- **B.** Choose one of the special names. Use it to make a sentence.

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

**To the Teacher:** Help children think of short sentences using proper nouns by taking ideas from the class and writing them on the chalkboard.



# Capitalize Special Names

The names of people, places, and pets are special. They begin with capital letters.

▶ **A.** Draw a line under the special name in each sentence. Then circle the first letter or letters of the name.

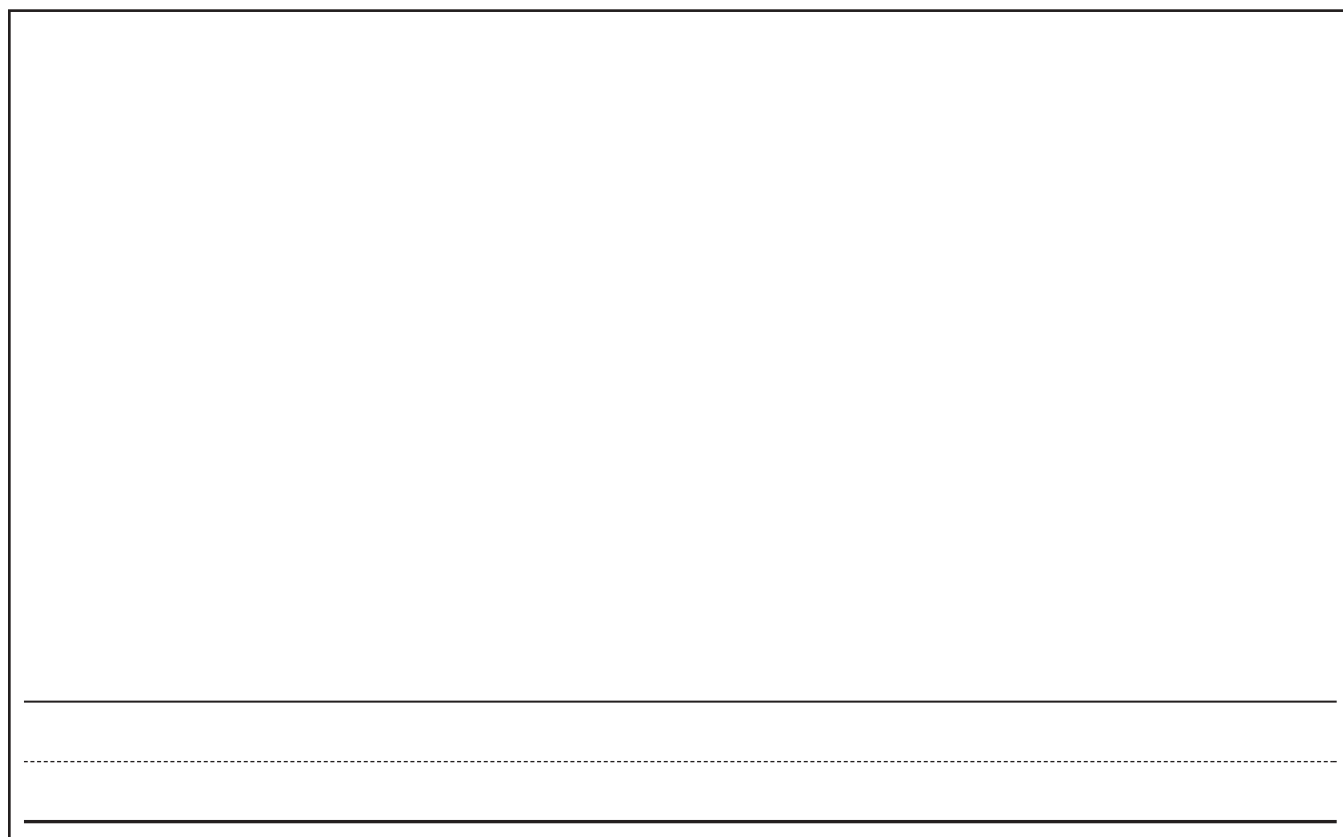
1. The men go to Frog Park.

3. Pat digs up a bone.

2. Does Dan see a claw?

4. Mom looks at it.

▶ **B.** Draw a picture of a special person, place, or pet. Write the name.



## The Pronoun them

- A. Read the sentences. Write the sentences again, but write them in place of the underlined word.

1. We wear hats.

---

---

---

2. We put bones in trucks.

---

---

---

## Capitalize Special Names

- B. Read each sentence. Fill in the circle next to the sentence that is correct.

3.  Dinosaurs swam in Mud Lake.  
 Dinosaurs swam in mud lake.  
 Dinosaurs swam in Mud lake.

4.  My toy Dinosaur is named topsy.  
 My toy dinosaur is named topsy.  
 My toy dinosaur is named Topsy.

# Linking Verbs

Is and are are linking verbs. Is tells about one.

Are tells about more than one.

- **A.** Look at the picture. Write the linking verb is or are to complete each sentence.

1. One frog \_\_\_\_\_ fun.



2. Two frogs \_\_\_\_\_ in the sun.



3. One hippo \_\_\_\_\_ great.



4. Two hippos \_\_\_\_\_ on a date.



- **B.** Finish the sentence. Use is or are.

5. One cat \_\_\_\_\_.

# Linking Verbs

Is and are are linking verbs. Is tells about one. Are tells about more than one.

- **A.** Look at each picture. Write the linking verb is or are to complete each sentence.

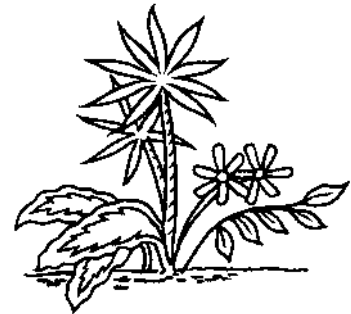
1. Tomatoes \_\_\_\_\_ red.



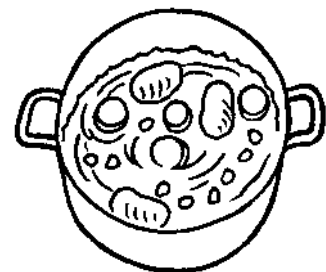
2. A worm \_\_\_\_\_ on a plant.



3. One plant \_\_\_\_\_ tall.



4. The vegetables \_\_\_\_\_ in the pot.



- **B.** Finish the sentence. Use is or are.

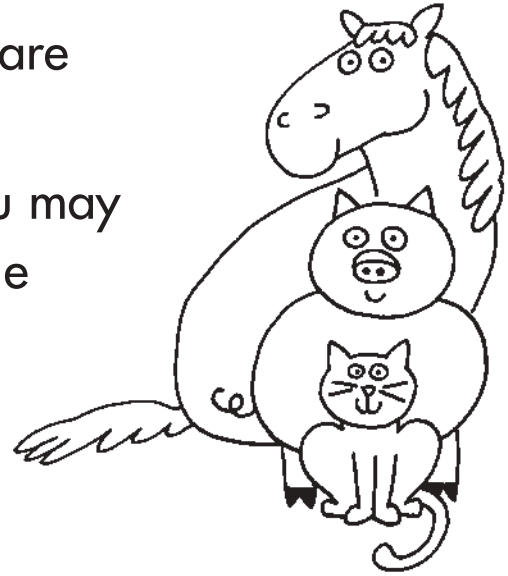
5. The soup \_\_\_\_\_.

# Words That Compare

Add -er to compare two. Add -est to compare three or more.

- **A.** Write the word big in the sentences. You may need to add -er or -est. Remember to double the -g when adding -er or -est.

The cat is big.

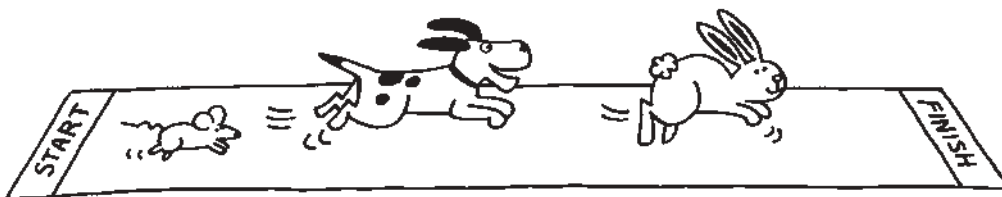


1. The pig is \_\_\_\_\_ than the cat.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. The horse is the \_\_\_\_\_ of all.  
 \_\_\_\_\_  
 \_\_\_\_\_

- **B.** Write the word faster or fastest in the sentences.

3. The dog is \_\_\_\_\_ than the mouse.  
 \_\_\_\_\_  
 \_\_\_\_\_

4. The rabbit is the \_\_\_\_\_ of all.  
 \_\_\_\_\_  
 \_\_\_\_\_



# Words That Compare

Add -er to compare two. Add -est to compare three or more.

► Choose the correct word for each sentence.  
Write it on the line.

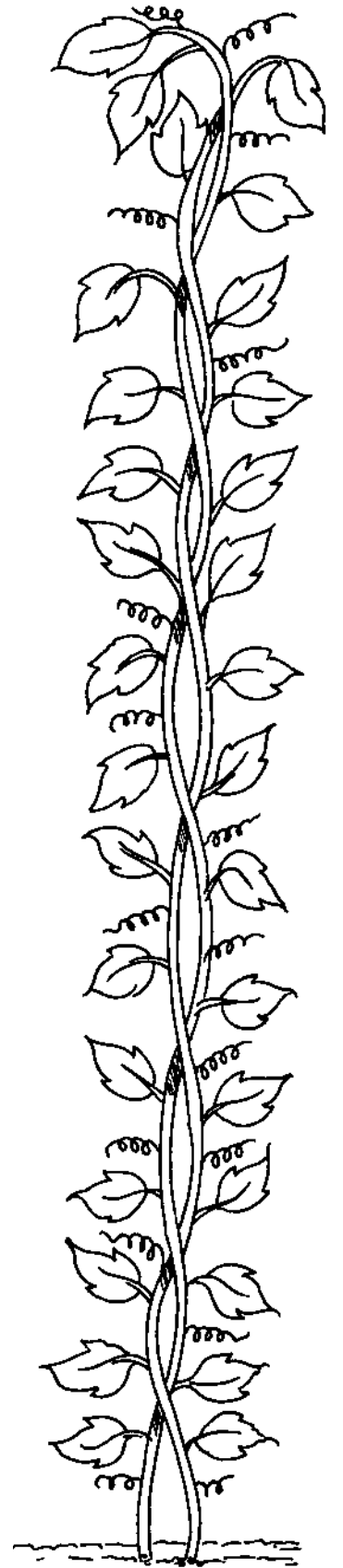
1. Corn grows \_\_\_\_\_ than beans.  
(tall, taller)

2. Weeds grow \_\_\_\_\_ than plants.  
(fast, faster)

3. A trowel is \_\_\_\_\_ than a hoe.  
(short, shorter)

4. This is the \_\_\_\_\_ carrot ever.  
(long, longest)

5. This is the \_\_\_\_\_ seed of all.  
(small, smallest)



# Linking Verbs

► A. Write is or are to complete each sentence.

\_\_\_\_\_

1. The sun \_\_\_\_\_ in the sky.

\_\_\_\_\_

2. We \_\_\_\_\_ ready to plant.

\_\_\_\_\_

3. The seeds \_\_\_\_\_ ready, too.

# Words That Compare

► B. Write taller or tallest to label the pictures

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

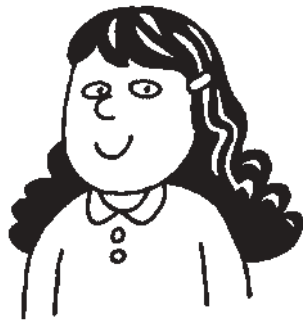
\_\_\_\_\_

# Naming Words

Naming words name people, places, or things. Special names begin with a capital letter.

► **A.** Write a special name to go with each picture.

1. girl

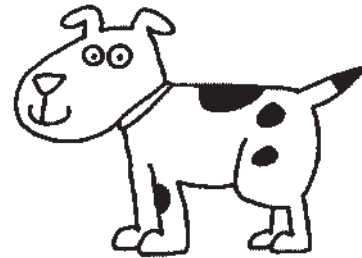


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. dog



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. town

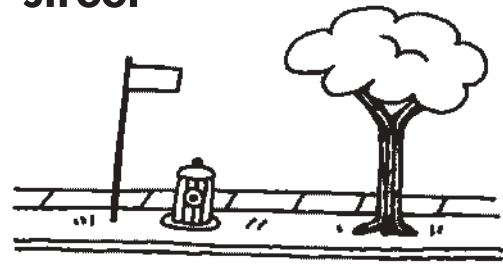


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. street



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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► **B.** Write the name of your favorite book.

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_



# Naming Words

Naming words name people, animals, places, or things. Special names begin with a capital letter.

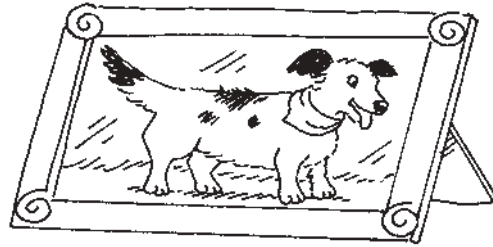
- Read the sentences. Draw a line under each special name. Write each special name correctly.

1. **My dog is wags.**

\_\_\_\_\_

-----

\_\_\_\_\_



2. **We live on elm street.**

\_\_\_\_\_

-----

\_\_\_\_\_

3. **My dog plays in lake park.**

\_\_\_\_\_

-----

\_\_\_\_\_

4. **My dog's pal is called rags.**

\_\_\_\_\_

-----

\_\_\_\_\_

5. **My dog likes momma, too.**

\_\_\_\_\_

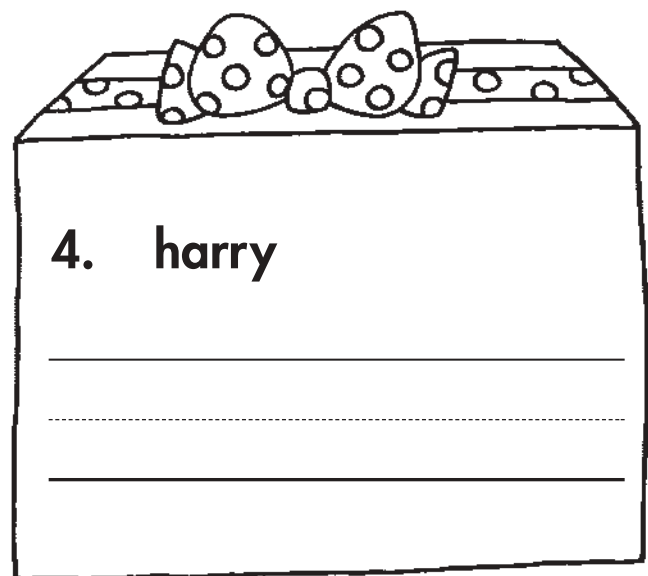
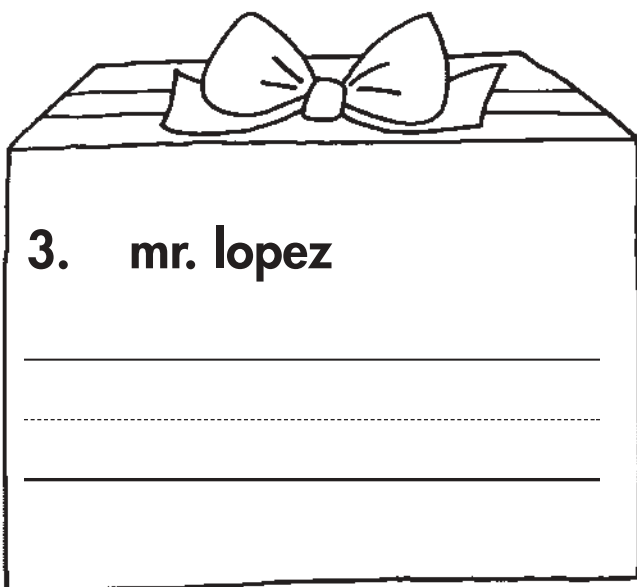
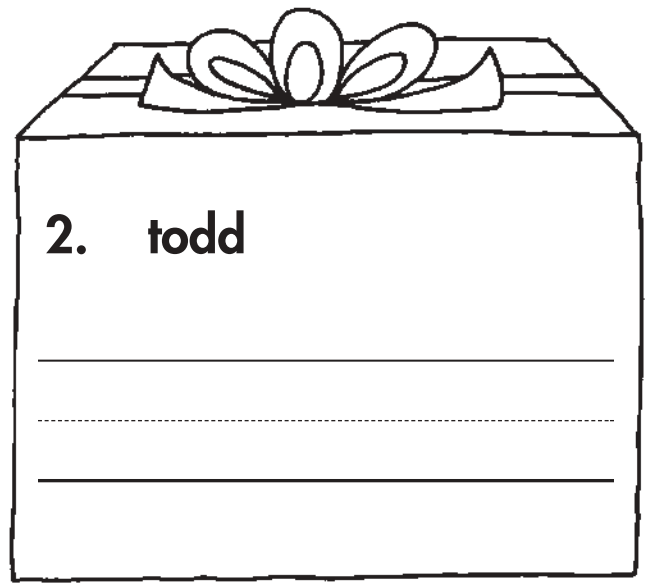
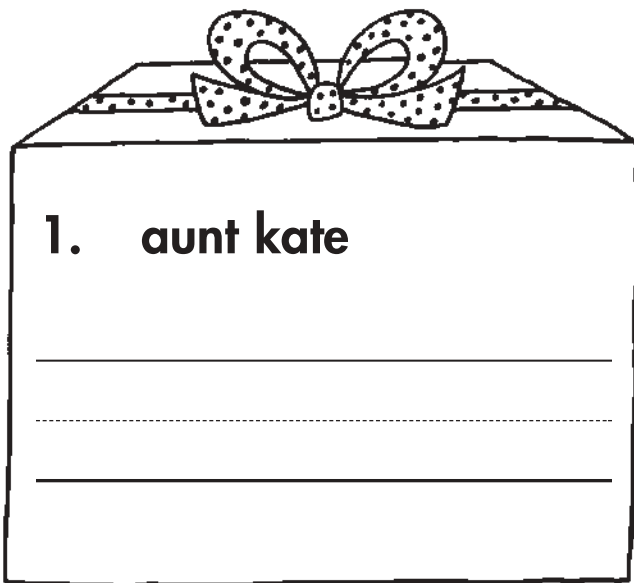
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\_\_\_\_\_

# Capitalizing Names

Each word in a special name always begins with a capital letter.

- Who has a present? Write their names on the boxes. Don't forget to use capital letters.



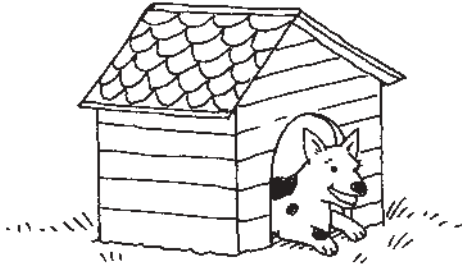
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# Capitalizing Names

Each word in a special name always begins with a capital letter.

- Write the special name of a person or pet who could live in each house.

1.




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

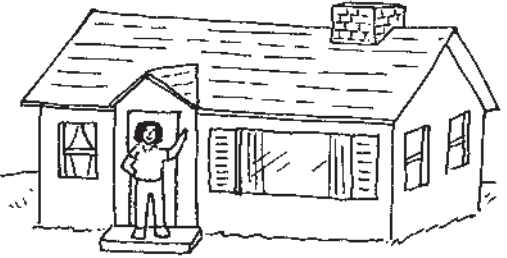


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

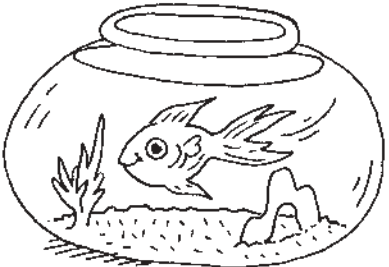


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

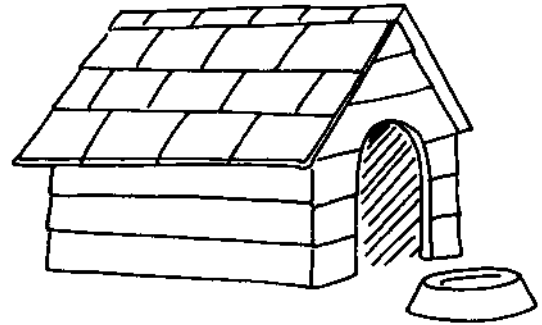
\_\_\_\_\_

# Naming Words

► A. Underline the naming words in each sentence.

1. We make a house for Harry.

2. I give Momma the hammer.



# Capitalizing Names

► B. Find the special name in each sentence.  
Write it correctly on the line.

3. I get dad a board.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. We put 101 main street on the house.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. It is the best doghouse in plumville.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Word Order in a Sentence

Words in a sentence must be in an order that makes sense.

- Read each group of words. Write them in the order that makes sense.

1. cat is The big.



2. pig The eats.



3. fly. can Birds



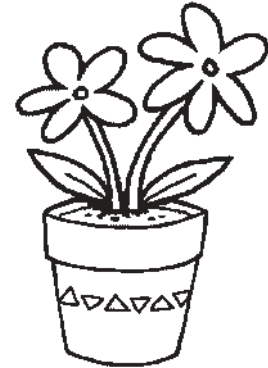
4. swim. Ducks to like



**To the Teacher:** Remind children that the first word of a sentence begins with a capital letter, and that the last word is always followed by a punctuation mark.

# Word Order in a Sentence

Words in a sentence must be in an order that makes sense.



► Read the words. Write them in order on the lines.

1. big. plant is The

2. girl A plant. pulls the

3. ant bites An the girl.

4. plant The out. pops

1.

2.

3.

4.

# Using Pronouns

The words he, she, it, and they are pronouns. They can take the place of a naming word.

► Write He, She, It, or They on the line to complete each sentence.

The boy eats an apple.

1. \_\_\_\_\_ eats an apple.

The apple tastes good.

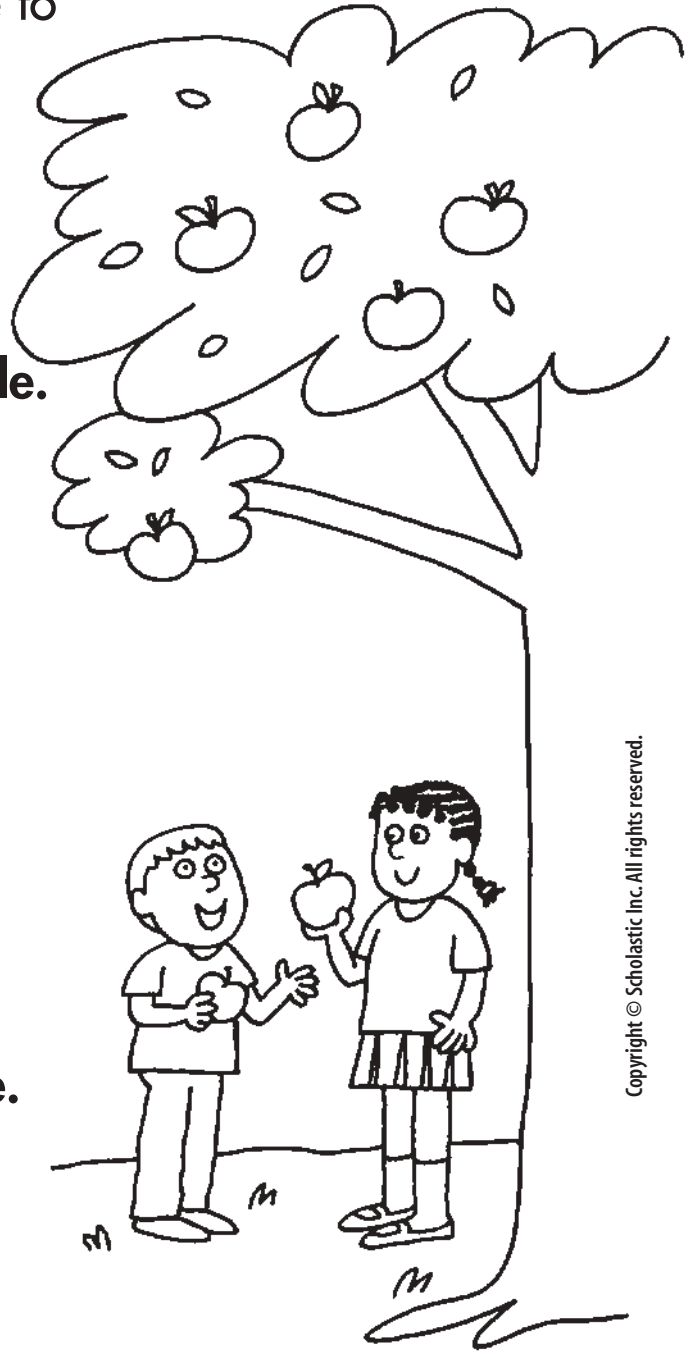
2. \_\_\_\_\_ tastes good.

The girl wants a bite.

3. \_\_\_\_\_ wants a bite.

The boy and the girl share.

4. \_\_\_\_\_ share.



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# Using Pronouns

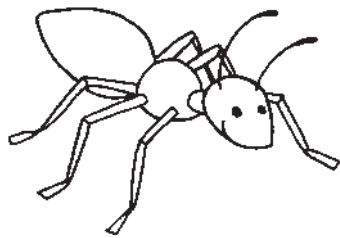
The words he, she, it, and they are pronouns.  
They can take the place of a naming word.

- **A.** Read each set of sentences. Circle the pronoun that replaces the naming word or words.

1. Dad is strong. He pulls the plant.
2. Dad and Mom pull. They can not move it.
3. An ant bites the girl. It hurts the girl.
4. The girl jumps. She pulls the plant out.

- **B.** Write it or they under the picture.

5.

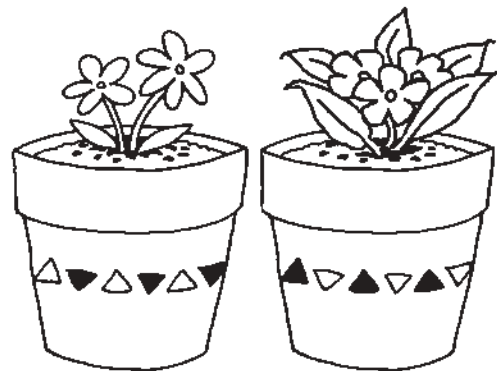


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---

---

6.



---

---

---



# Using Pronouns

► Read each sentence. Rewrite the sentence. Use a pronoun in place of the underlined word or words.

1. Pam plants a seed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A tall plant grows.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Tomatoes sprout.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Dad eats the first one.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

jump  
play  
look  
talk

## Verbs in Past Time

Action words—or verbs—that end in -ed tell about the past.

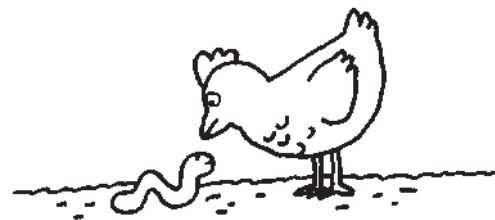
- Look at the words in the box. Write the correct word in each sentence. Add -ed to show that it happened in the past.



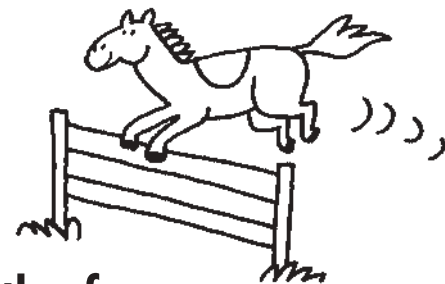
1. Ellen \_\_\_\_\_ to her doll.



2. The rabbits \_\_\_\_\_ ball.



3. The hen \_\_\_\_\_ at the worm.



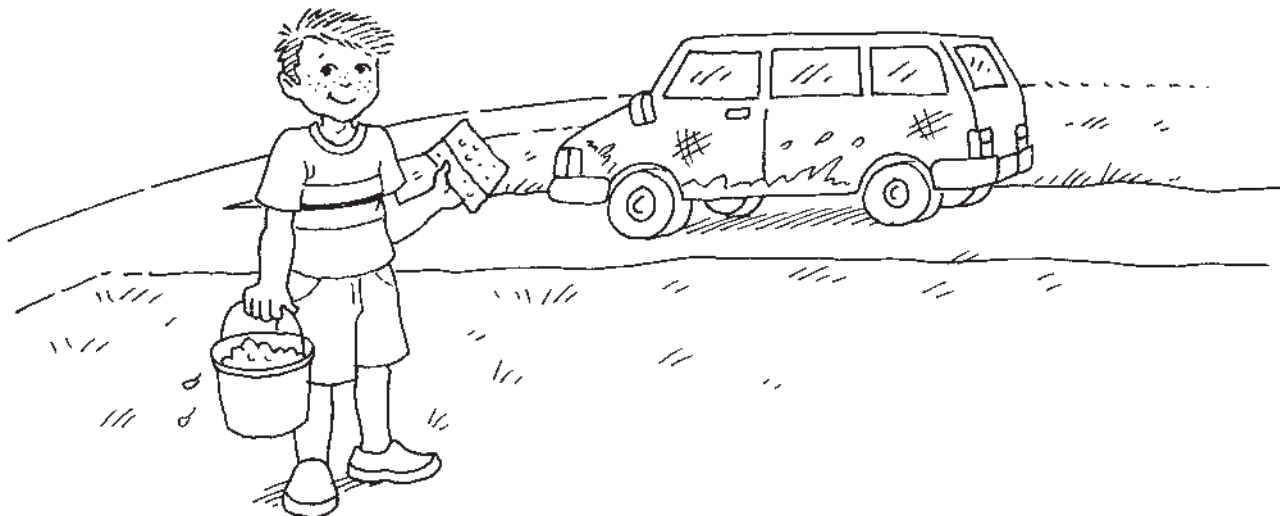
4. The horse \_\_\_\_\_ over the fence.

## Verbs in Past Time

Action words—or verbs—that end in -ed tell about the past.

- Read each sentence. Draw a line under the action word. Circle the word that tells if the action is happening now or in the past.

- |                      |     |      |
|----------------------|-----|------|
| 1. I help my mom.    | now | past |
| 2. I walked the dog. | now | past |
| 3. I washed the van. | now | past |
| 4. I clean my room.  | now | past |
| 5. I cooked soup.    | now | past |



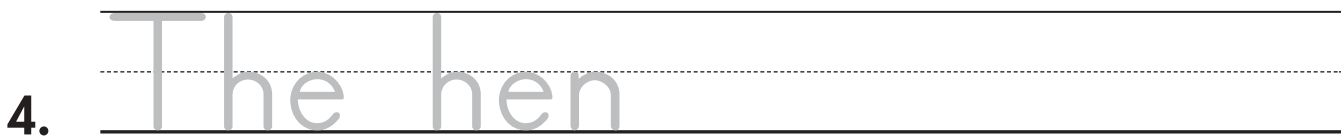
# Complete Sentence

A sentence tells a complete idea.

- **A.** Draw a line to the puzzle pieces that make a complete sentence. Color the matching pieces the same.



- **B.** Finish the sentence.



**To the Teacher:** Remind children that a sentence has a naming part that names a person, place, or thing, and a telling part that tells what the person, place, or thing is or does.

# Complete Sentence

A sentence tells a complete idea.

- Finish each sentence by writing the missing part.



\_\_\_\_\_

1. My aunt \_\_\_\_\_.

\_\_\_\_\_

2. \_\_\_\_\_ laughed at it.

\_\_\_\_\_

3. \_\_\_\_\_ played a game.

\_\_\_\_\_

4. My friend \_\_\_\_\_.

\_\_\_\_\_

5. My brother \_\_\_\_\_.

# Verbs in Past Time

► Circle the action word. Rewrite the sentence to tell about an action that happened in the past.



1. My sister and I play tag.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. We look for the dog.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. My friends thank me.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Pam and Ann jump rope.

\_\_\_\_\_

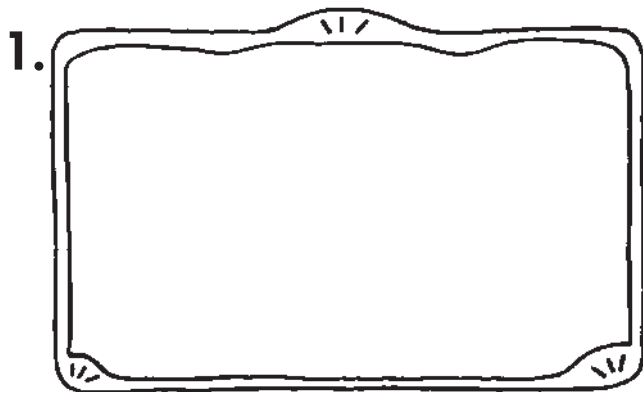
\_\_\_\_\_

\_\_\_\_\_

# Naming Words

Naming words name animals, people, places or things.

- Circle the word in each sentence that names an animal, or a person, place or thing. Write the word on the line. Draw a picture of each naming word.

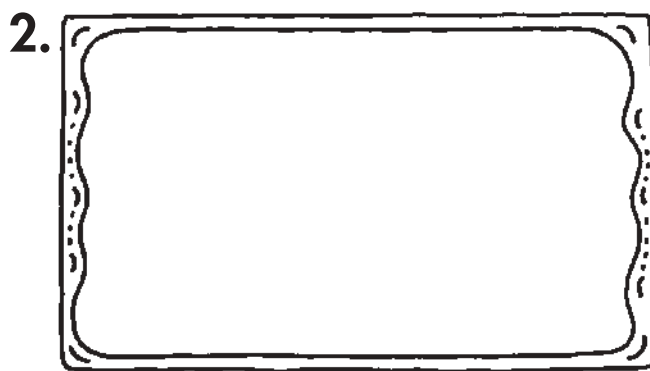


**The car is fast.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

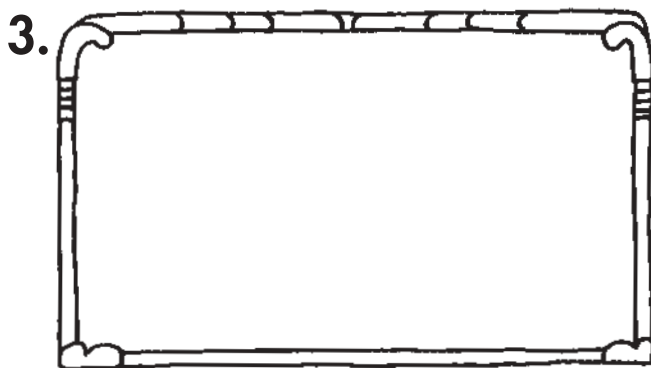


**The lion sits.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

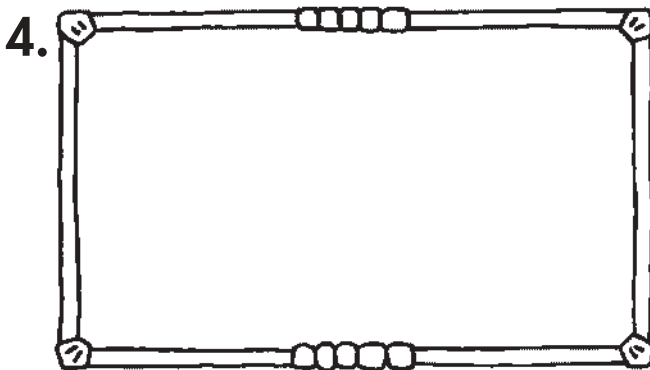


**The girl reads.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**The store is closed.**

\_\_\_\_\_

\_\_\_\_\_

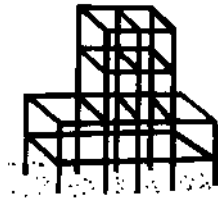
\_\_\_\_\_

# Naming Words

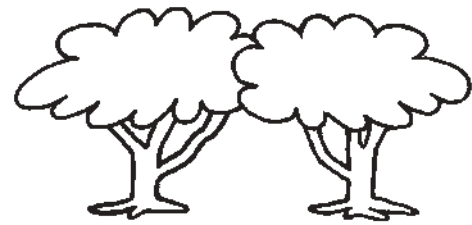
Naming words name animals, people, places, or things.

- Read each sentence. Circle each naming word. Draw a line from each sentence to the picture that shows the naming word in the sentence.

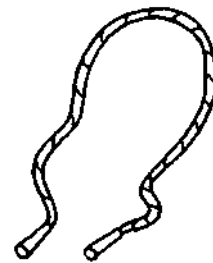
1. Bunnies like to play.



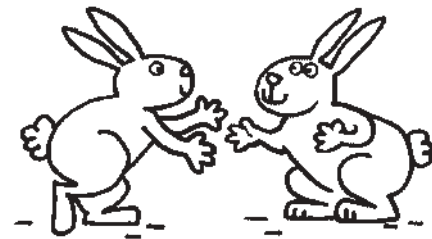
2. They kick a ball.



3. They climb trees.



4. They have fun in the gym.



5. They jump rope.





# Homophones

Homophones are words that sound alike but have different spellings and different meanings.

► **A.** Read the two words above each sentence that sound alike. Write each word where it belongs.

1. **for/four**



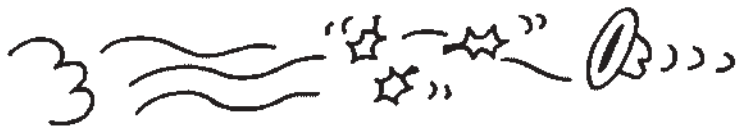
The \_\_\_\_\_ ants went \_\_\_\_\_ a walk.

2. **won/one**



\_\_\_\_\_ fish \_\_\_\_\_ the race.

3. **blew/blue**



The wind \_\_\_\_\_ in the \_\_\_\_\_ sky.

► **B.** Draw a picture of each word.

4. son


5. sun

# Homophones

Homophones are words that sound alike but have different spellings and different meanings.

- Read the words in each box. Look at the pictures. Write the correct word.

1.



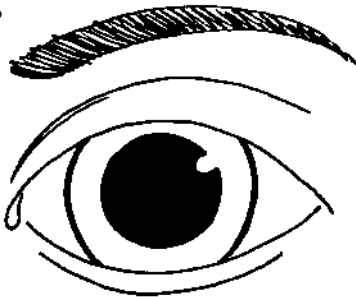
two to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



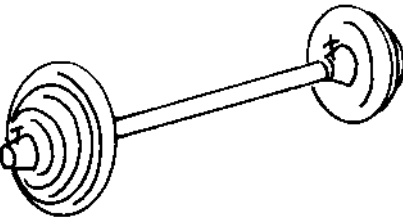
eye I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.




weights waits

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.




night knight

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.




sun son

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



by buy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Naming Words

► Read each sentence. Fill in the circle next to the naming word.

1. Bunnies like to play.

- Bunnies
- like
- play



2. The gym is fun.

- gym
- is
- fun

3. We ski on snow.

- ski
- on
- snow

4. We ride our bikes.

- ride
- our
- bikes

5. Sports make us feel good.

- Sports
- feel
- good

# Telling Sentences

A telling sentence tells something.

- ▶ **A.** Look at the picture. Then draw a line to connect the sentence parts.

- |             |               |
|-------------|---------------|
| 1. The dog  | pets the dog. |
| 2. The girl | has a bone.   |
| 3. Today    | is cold.      |



- ▶ **B.** Write the sentences on the lines.

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

# Telling Sentences

A telling sentence tells something.

► Finish the sentences to tell about you.

1. I am \_\_\_\_\_.

2. I can \_\_\_\_\_.

3. I like \_\_\_\_\_.

4. I will \_\_\_\_\_.

5. I have \_\_\_\_\_.



Name \_\_\_\_\_

away  
up  
outside  
down

# Adverbs

Adverbs tell more about action words. Sometimes adverbs tell where an action happened.

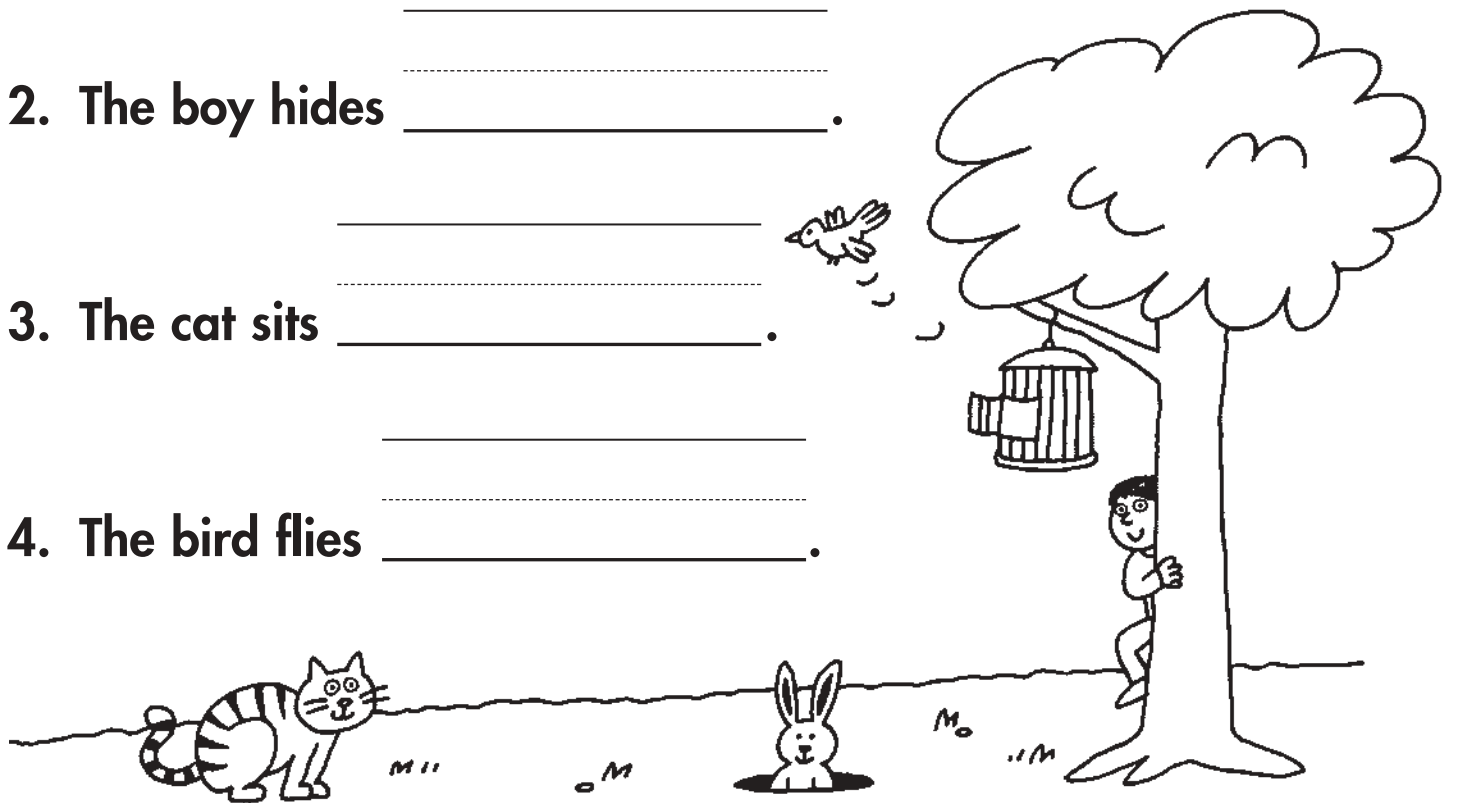
► Use a word in the box. Tell where each thing in the picture is.

1. The rabbit pops \_\_\_\_\_ from the hole.

2. The boy hides \_\_\_\_\_.

3. The cat sits \_\_\_\_\_.

4. The bird flies \_\_\_\_\_.



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# Adverbs

Adverbs tell more about action words. Sometimes adverbs tell where an action happened.

- Read each sentence. Underline the action word. Write the adverb that tells where the action happened.



1. The team runs outside.

---

---

---

2. The coach stays inside.

---

---

---

3. Tasha jumps up.

---

---

---

4. The ball gets away.

---

---

---

5. Al kicks it in.

---

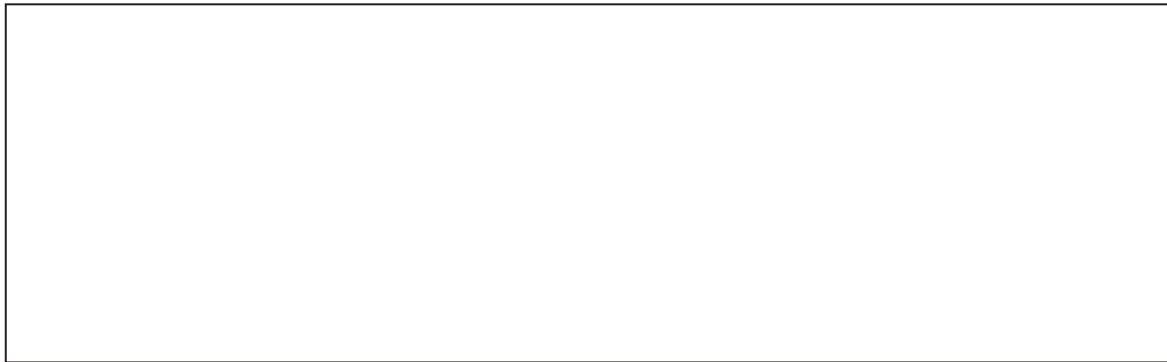
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# Telling Sentences

▶ **A.** Read the sentence. Draw a picture to show what the sentence tells.

**1. Pat plays ball.**



## Adverbs

far  
around  
outside

▶ **B.** Write an adverb from the box to complete each sentence.

\_\_\_\_\_

2. Pat walked \_\_\_\_\_.

\_\_\_\_\_

3. Pat swung the bat \_\_\_\_\_.

\_\_\_\_\_

4. Pat hit the ball \_\_\_\_\_.

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# Describing Words

Describing words tell more about animals, people, places, and things.

- ▶ **A.** Look at each picture. Circle the two words that describe it. Then write them on the lines.

1. **long thin bug**

\_\_\_\_\_

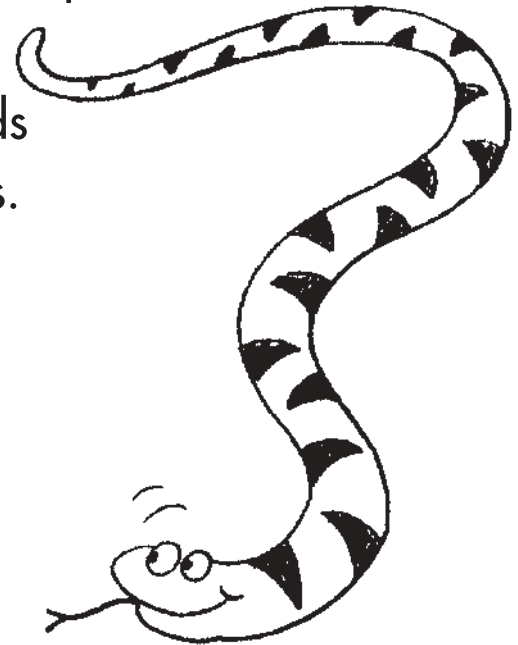
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

snake

snake



2. **eat big pink**

\_\_\_\_\_

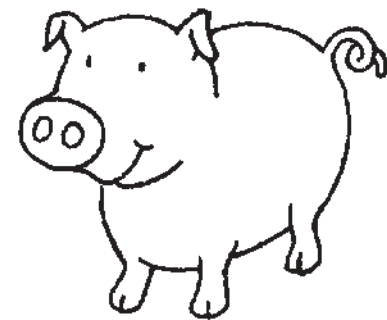
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

pig

pig



- ▶ **B.** Look at the giraffe. Write two words that describe it on the lines.

\_\_\_\_\_

\_\_\_\_\_

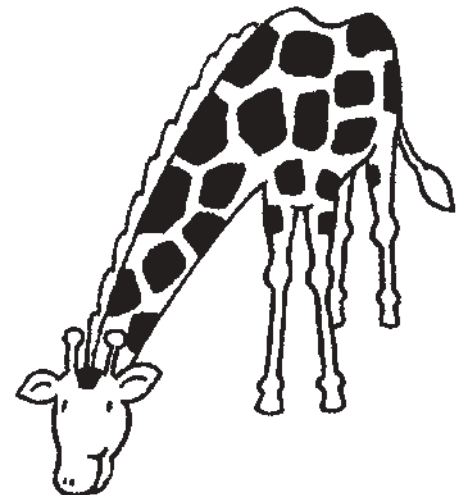
3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

giraffe

giraffe



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Name \_\_\_\_\_

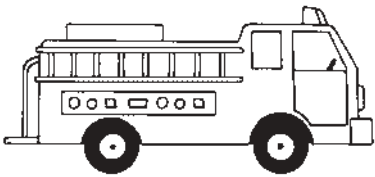
fast  
little  
good  
tall  
big  
red

# Describing Words

Describing words tell more about animals, people, places, and things.

- Write sentences about the pictures.  
Use the describing words in the box.

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Irregular Verbs

The verbs is and has tell about now. The verbs was and had tell about the past.

- Read the words in the chart. Then write the correct word in each sentence below.

Now	In the Past
is	was
has	had

1. Now it \_\_\_\_\_ hot out.

\_\_\_\_\_

\_\_\_\_\_

2. Last week it \_\_\_\_\_ cold out.

\_\_\_\_\_

\_\_\_\_\_

3. Now Lee \_\_\_\_\_ shorts on.

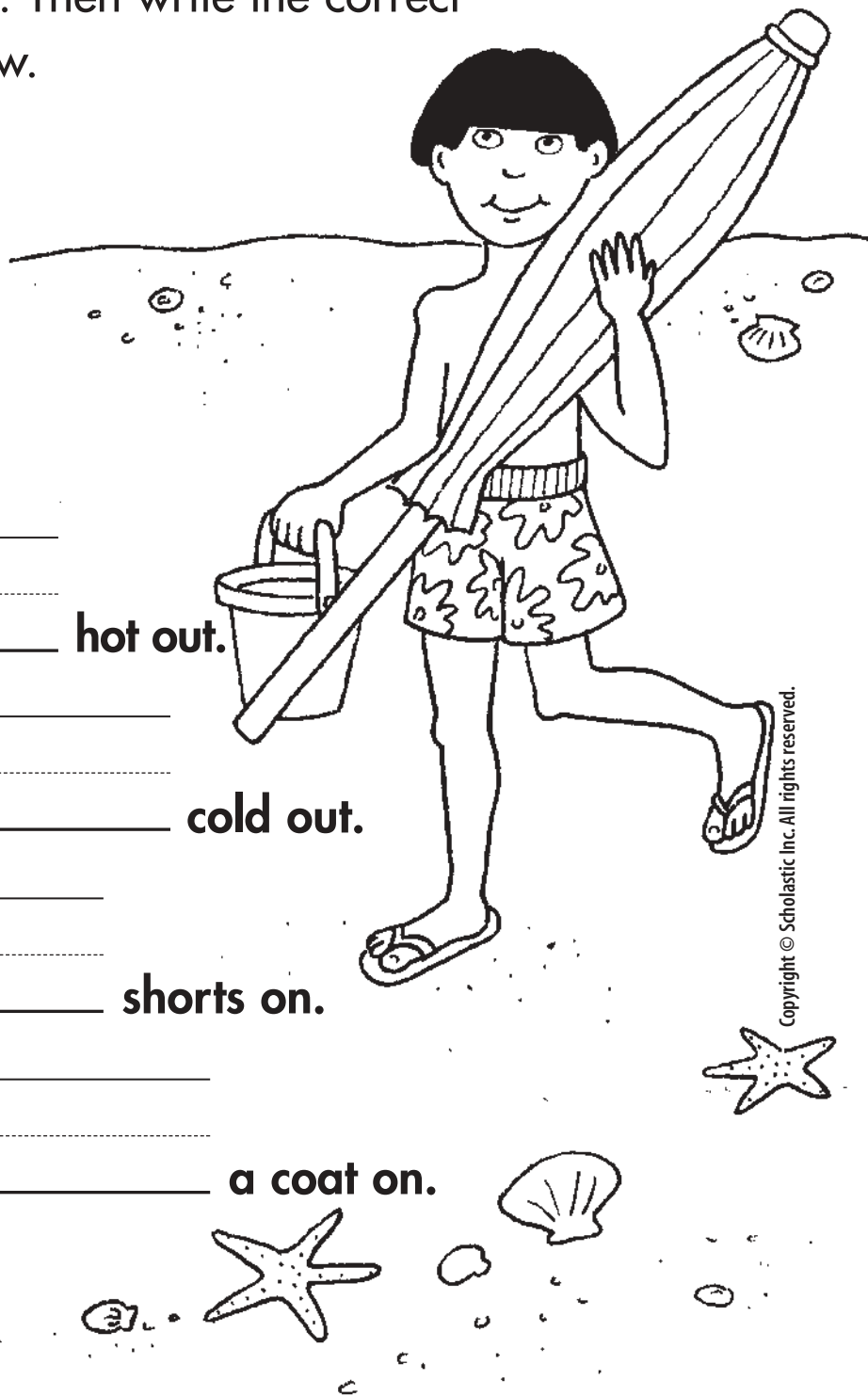
\_\_\_\_\_

\_\_\_\_\_

4. Last week Lee \_\_\_\_\_ a coat on.

\_\_\_\_\_

\_\_\_\_\_



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is  
was  
has  
had

## Irregular Verbs

The verbs is and has tell about now. The verbs was and had tell about the past.

- Read the words in the box. Then write the correct words in the sentences.

### In the Past

1. The boy \_\_\_\_\_ his toys.

2. The boy \_\_\_\_\_ bored.



### Now

3. The boy \_\_\_\_\_ a friend.

4. He \_\_\_\_\_ happy.

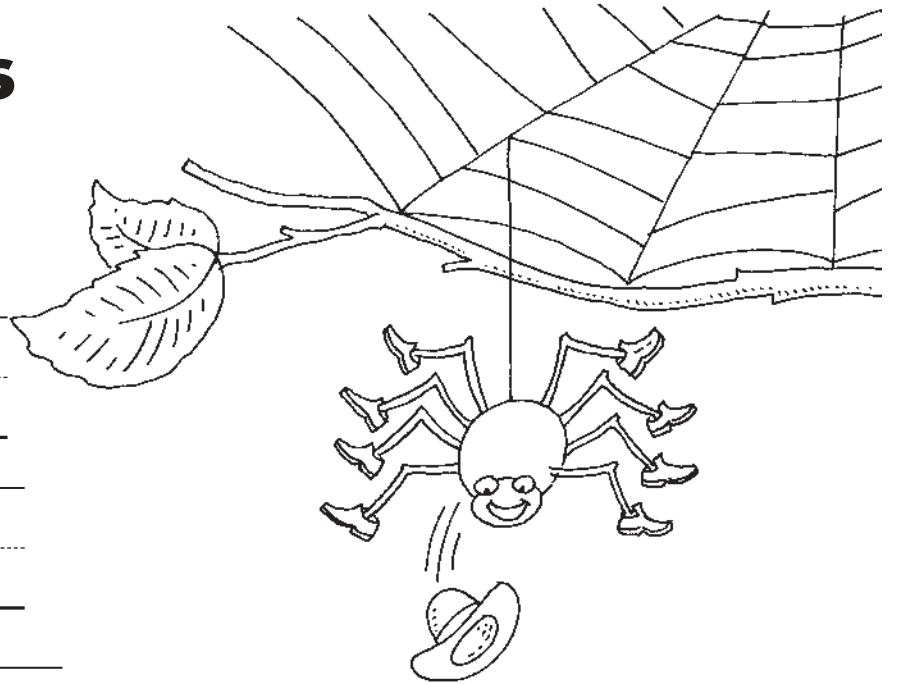
# Describing Words

► A. Read each group of words. Write the describing word.

1. bad mice \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. nice place \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. good friend \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Irregular Verbs

► B. Look at the picture. Read each sentence. Then write the correct word in parentheses ( ) to complete the sentence.

4. The spider \_\_\_\_\_ on a web.

(is, was)

5. He \_\_\_\_\_ a hat on.

(has, had)

# Word Order

Words in a sentence must be in an order that makes sense.

► These words are mixed up. Put them in order. Then write each sentence.

1. snow. bear likes This



\_\_\_\_\_

.....

\_\_\_\_\_

2. water cold. The is



\_\_\_\_\_

.....

\_\_\_\_\_

3. fast. The runs bear



\_\_\_\_\_

.....

\_\_\_\_\_

4. play. bears Two



\_\_\_\_\_

.....

\_\_\_\_\_

# Word Order

Words in a sentence must be in an order that makes sense.

- ▶ **A.** Read each group of words. If the word order makes sense, circle the sentence.

1. can pick up the mess. The girl
2. She sees a duck.
3. The duck can walk.
4. The duck walks bed. to her

- ▶ **B.** Look at each sentence you did not circle. Write the words in an order that makes sense.

5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

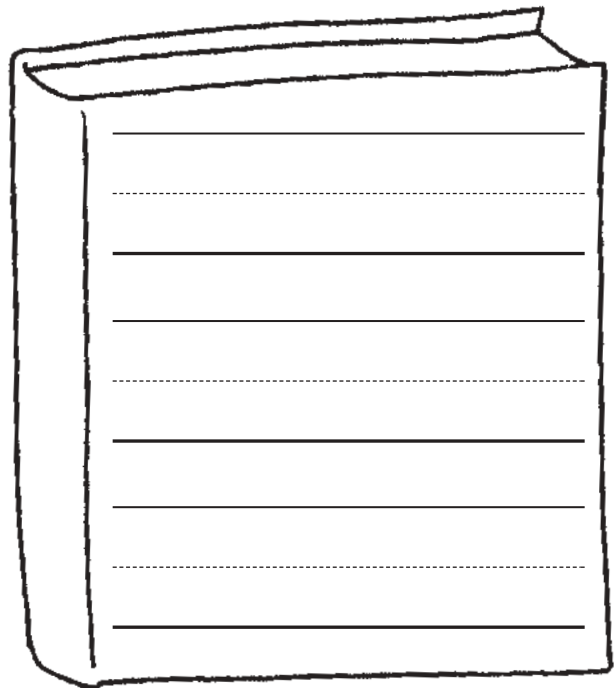
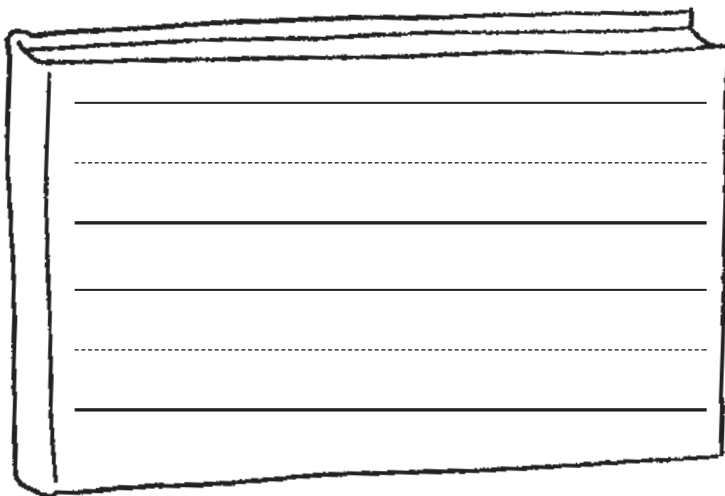
\_\_\_\_\_

Name \_\_\_\_\_

# Capitalizing Titles

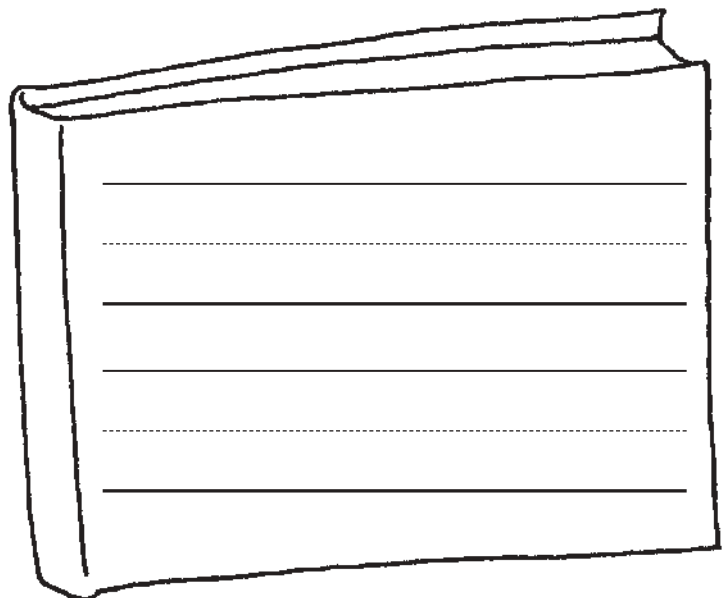
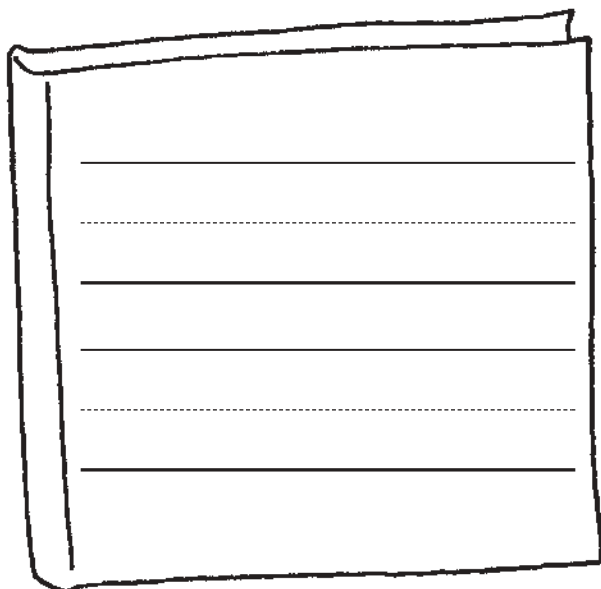
Most words in a book title begin with a capital letter.

► Write each book title correctly on the book.



1. harry's house

3. the snowy day



2. stone soup

4. what's inside?

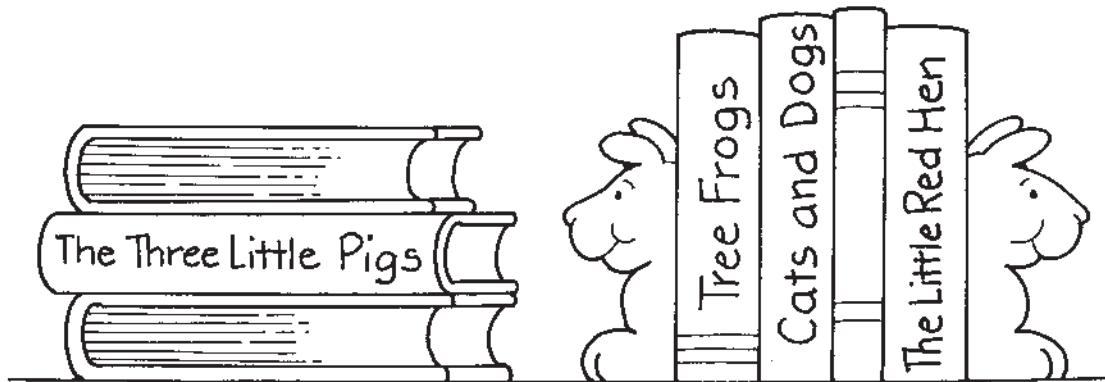
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# Capitalizing Titles

Most words in a book title begin with a capital letter.

▶ **A.** Read the titles. Write them correctly.



1. going home

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. the animal picnic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. the messy room

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. under the bed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

▶ **B.** Write your own title.

\_\_\_\_\_

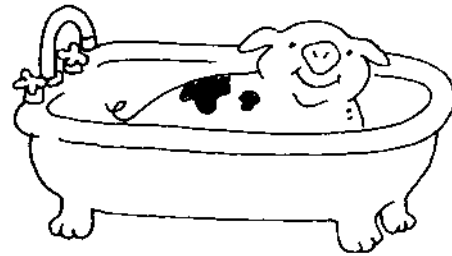
\_\_\_\_\_

5. \_\_\_\_\_

# Word Order

▶ **A.** Read each group of words. Then circle the group of words that are in an order that makes sense.

1. The pig got in the tub.  
got in the tub. the pig  
tub. The pig got in the



2. ate lunch. The bunny  
The bunny ate lunch.  
The ate lunch bunny.

3. The fish swam with its fin.  
with its fin. swam the fish  
fin. The fish swam with its

# Capitalizing Titles

▶ **B.** Write each title correctly.

4. the horse in harry's room

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. who's in my room?

\_\_\_\_\_

\_\_\_\_\_

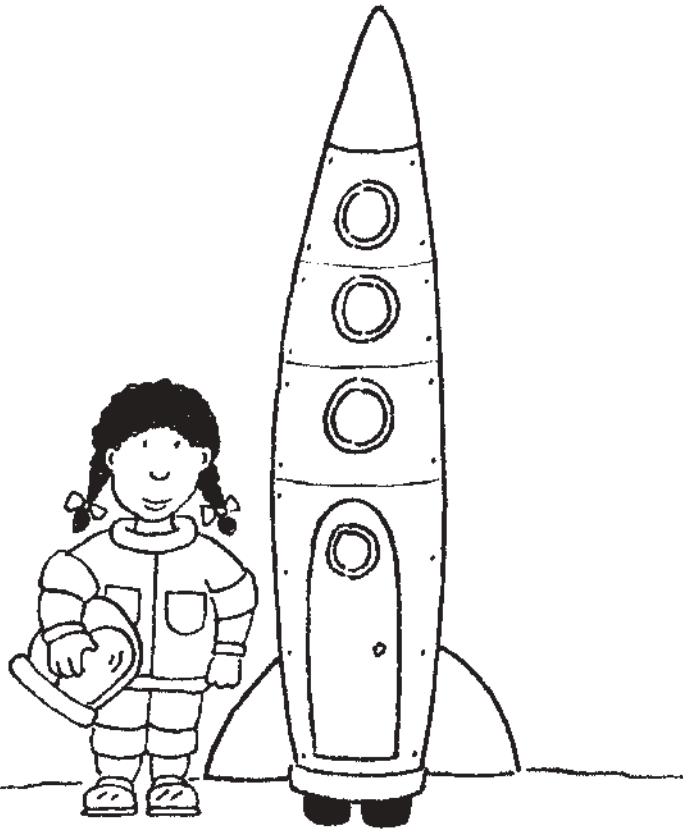
\_\_\_\_\_

# Question Sentences

A question sentence asks something. It ends with a question mark.

- **A.** Read each sentence. If it asks a question, change the period to a question mark.

1. **Who is Tina.**
2. **Tina is a girl.**
3. **Where is Tina.**
4. **She is on the moon.**
5. **How did she get there.**
6. **She flew to the moon.**



- **B.** Write a question about the moon. Add a question mark.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

# Question Sentences

A question sentence asks something. It ends with a question mark.

▶ **A.** Read each sentence. If it asks a question, write a question mark at the end. If it tells something, write a period.

1. Who hid the moon
2. It is in the sky
3. Can you see the moon
4. Is there a man in the moon

▶ **B.** Write two questions about the moon.

5.

6.

# Subject Pronouns

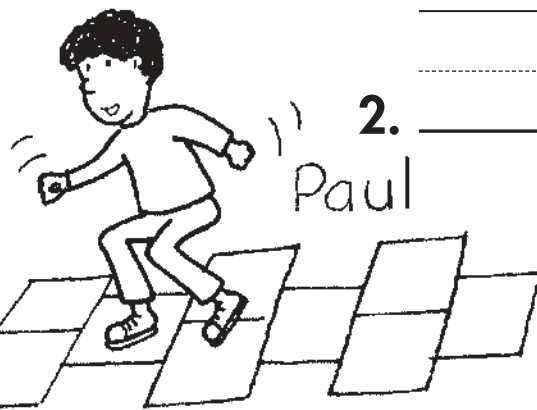
The pronouns he, she, it, we, and they can take the place of a naming word.

► It's recess. Look at the pictures and labels. Write He, She, It, We, or They on the lines.



Jane

1. \_\_\_\_\_ jumps.



Paul

2. \_\_\_\_\_ hops.



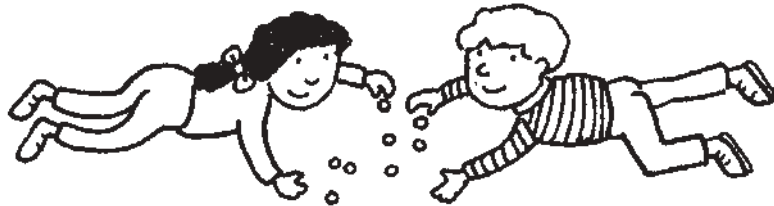
Tanya and Tess

3. \_\_\_\_\_ dance.



Spot

4. \_\_\_\_\_ sits.



Kim and I

5. \_\_\_\_\_ play.

# Subject Pronouns

The pronouns he, she, it, we, and they can take the place of a naming word.

- ▶ **A.** Read each sentence pair. Circle the subject pronoun. Draw a line under the naming word or words it takes the place of.

1. **Jen likes to see the moon.**  
**She looks at the moon each week.**
2. **The moon has many shapes.**  
**It does not stay the same.**
3. **Jen's friends see the moon, too.**  
**They see it up close.**



- ▶ **B.** Read the sentence. Write it again, but replace the underlined words with a pronoun.

4. Mack and I want to see the moon, too.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Question Sentences

► Read the sentences. Fill in the bubble next to the sentence that asks a question.

1.  Did it rain?  
 It is wet.  
 It did rain.
2.  The rain is fun.  
 Can you play in the rain?  
 The rain did not stop.
3.  Get wet with me.  
 You can get wet with me.  
 Will you get wet with me?
4.  Bird likes the rain.  
 Did Bird like the rain?  
 Bird did like the rain.
5.  We play in the rain.  
 Can we play in the rain?  
 Let's play again.



# Action Words

Words that show action or tell what happens are called action words.

- ▶ **A.** Circle the action word in each sentence. Then write it on the line.

1. The ant bites.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The lion jumps.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The cat runs.

\_\_\_\_\_

\_\_\_\_\_

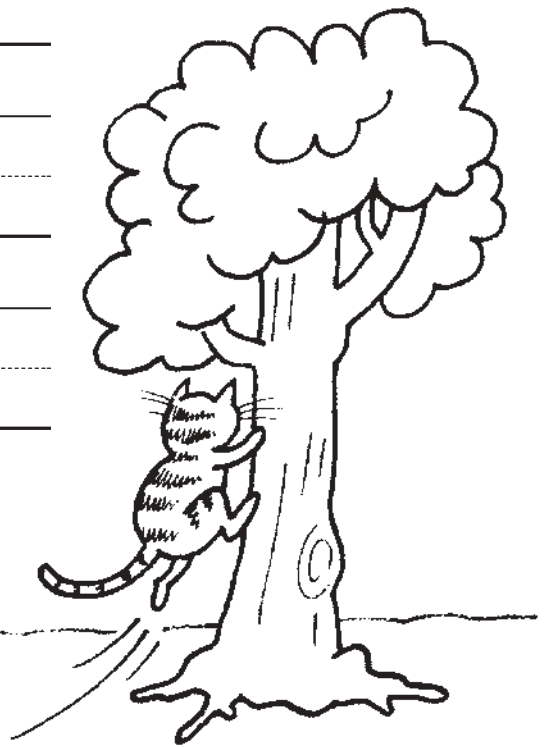
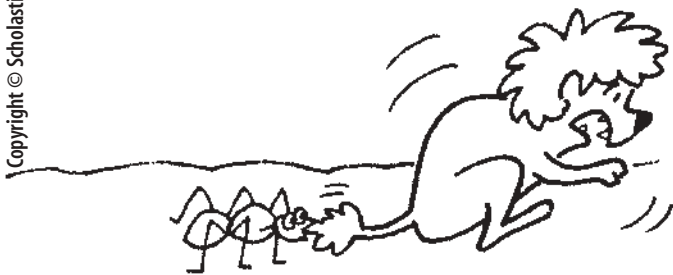
\_\_\_\_\_

4. The bird flies.

\_\_\_\_\_



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- ▶ **B.** Finish the sentence. Use an action word.

5. The bear \_\_\_\_\_



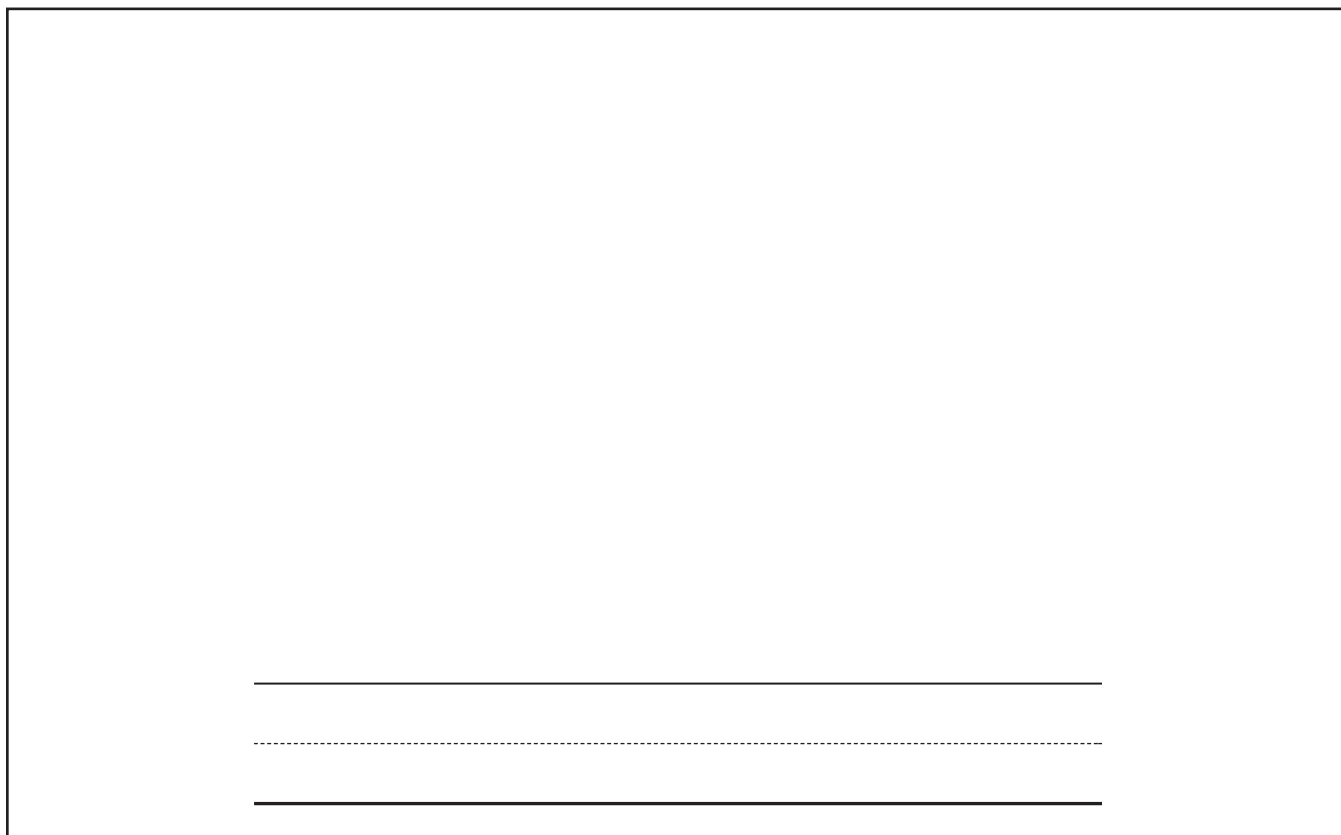
# Action Words

Words that show action or tell what happens are called action words.

▶ **A.** Draw a line under each action word.

- 1. The sun shines all day.**
- 2. Then the sun sets.**
- 3. Stars fill the sky.**
- 4. We look up at the sky.**

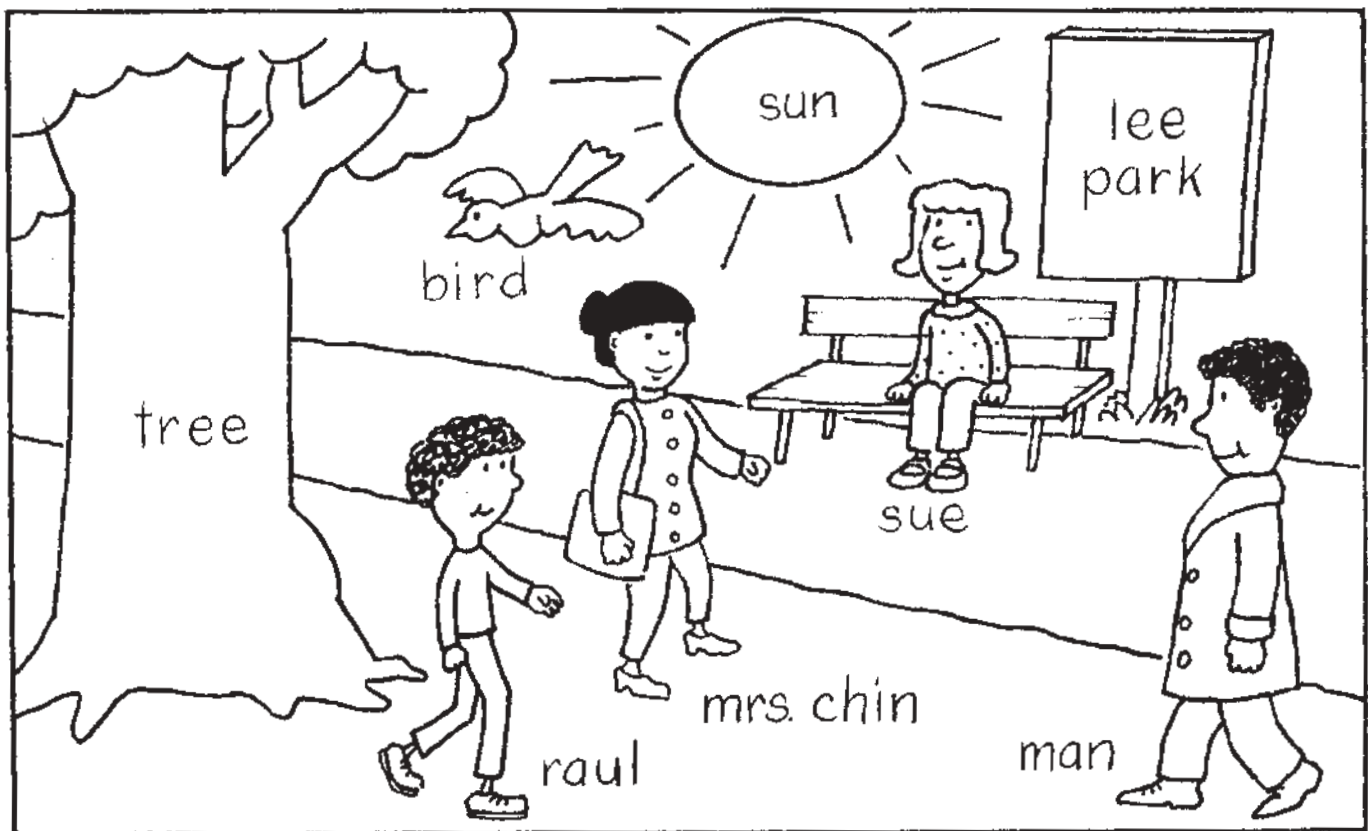
▶ **B.** Draw a picture to show one of the sentences.  
Write the action word.



# Capitalizing Names

Sometimes, the names of animals, people, places, and things are special. They begin with a capital letter.

- Circle the special names in the picture. Write each one correctly on a line.



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1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Capitalizing Names

Sometimes, the names of animals, people, places, and things are special. They begin with a capital letter.

▶ **A.** Write each special name.

1. I am Pam.

---

---

---

2. I sit on Moon Hill.

---

---

---

3. Tom sees the stars.

---

---

---

4. He is in Green Park.

---

---

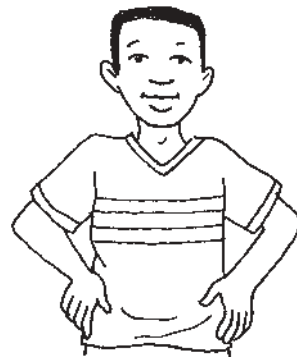
---

▶ **B.** Write the special name for each picture.

**Mr. Lee     Hill Street**



5. \_\_\_\_\_



6. \_\_\_\_\_

# Capitalizing Names

► Read each sentence. Write the special name.

1. Can Kim see the stars?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. She sits on Top Hill.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Tran sees the stars.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. He will go home to Sun Street.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. His home is by Blue Lake.

\_\_\_\_\_

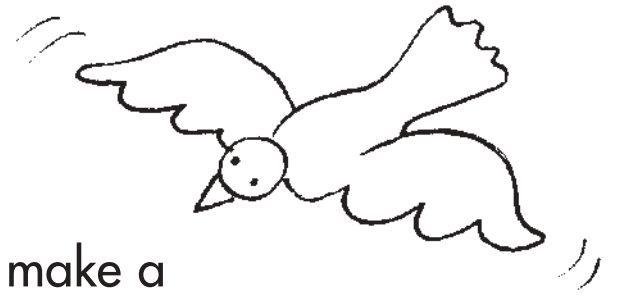
\_\_\_\_\_

\_\_\_\_\_



# Telling Sentences

A telling sentence tells something. It ends with a period.



► Choose a word from boxes 1, 2, and 3 to make a sentence. Write your sentences on the lines below.

**1.**

<b>A</b>
<b>Two</b>
<b>An</b>

**2.**

<b>bird</b>
<b>seals</b>
<b>ant</b>

**3.**

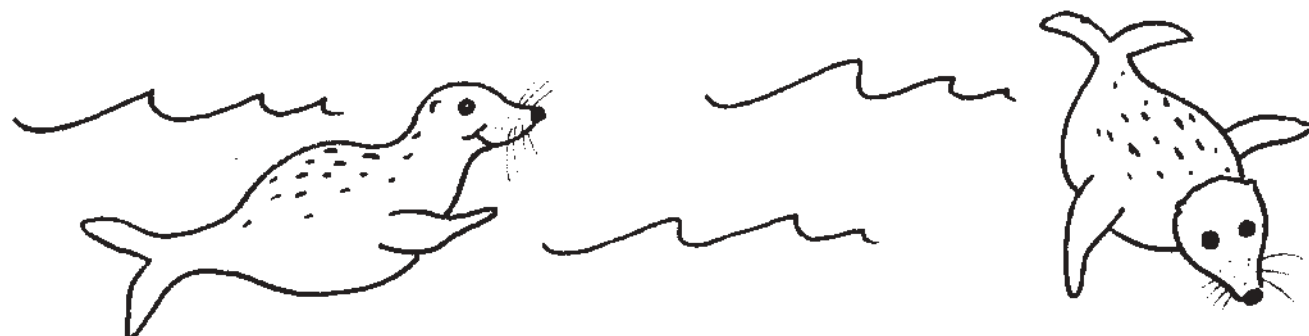
<b>eats</b>
<b>flies</b>
<b>swim</b>



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



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# Telling Sentences

A telling sentence tells something. It ends with a period.

► Finish the sentences to make them tell something. Then write your own telling sentences.

1. I can \_\_\_\_\_

2. I like \_\_\_\_\_

3. I will \_\_\_\_\_

4. \_\_\_\_\_





5. \_\_\_\_\_

6. \_\_\_\_\_

# Capitalizing First Word

Always begin the first word of a sentence with a capital letter.

- Circle the word in each sentence that should begin with a capital letter. Write the word on the line.

<p>1.</p>  <p>first grade is fun.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2.</p>  <p>we read books.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3.</p>  <p>i made a puppet.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4.</p>  <p>what do you do?</p> <p>_____</p> <p>_____</p> <p>_____</p>

# Capitalizing First Word

Always begin the first word of a sentence with a capital letter.

► Write each sentence correctly.

1. **i saw a play.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **the play was good.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **it was fun to see.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **jane likes plays.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

I  
Is  
Can  
He

# Capitalizing First Word

► A. Read the words in the box. Write a word from the box to finish each sentence.

1. \_\_\_\_\_ Jim in the play?

2. \_\_\_\_\_ like plays.

3. \_\_\_\_\_ gets mad.

4. \_\_\_\_\_ you go to a play with me?



► B. Write a telling sentence.

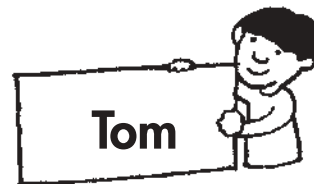
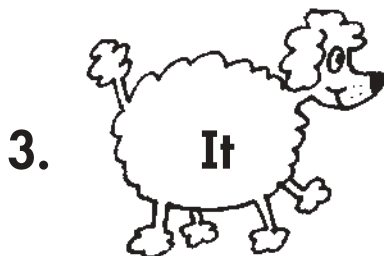
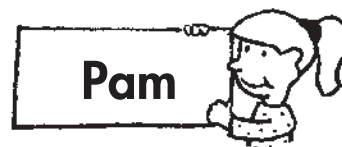
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Subject Pronouns

A pronoun takes the place of a naming word.

- Where is each dog going? To find out, draw a line to connect the pronoun on each dog to the naming words that mean the same thing.



Name \_\_\_\_\_

He  
She  
It  
They  
We  
I

# Subject Pronouns

A pronoun takes the place of a naming word.

- Read each sentence. Write a second sentence using a pronoun in place of the underlined word or words.

1. Tim and I like the book.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Tim says it is funny.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Tim helped me read the book.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Tim's mom helped him.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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# Capitalizing Names

Sometimes, the names of animals, people, places, or things are special. They begin with capital letters.

- A troll made a list of things to do. Look for the special names. Write each name correctly.



1. **Go to see tim.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **Play in reed park.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **Feed fluffy.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **Eat lunch with max.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Capitalizing Names

Sometimes, the names of animals, people, places, or things are special. They begin with capital letters.

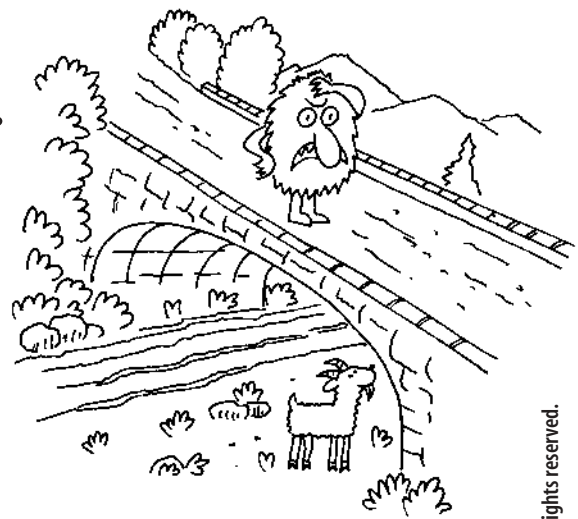
► **A.** Finish each sentence with a special name from the box.

**Troll**  
**Little Gruff**  
**Grass Hill**

1. \_\_\_\_\_ wants to go over.  
\_\_\_\_\_  
\_\_\_\_\_

2. He wants to go to \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ wants to eat  
**Little Gruff.**



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► **B.** Write your own sentence with a special name.

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Subject Pronouns

► Read each sentence. Find the pronoun that can replace the underlined word or words. Write the sentence using the pronoun.

1. Troll has a new pet.

He      They

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The pet is a dog.

They      It

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Troll and the dog get along.

He      They

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Troll's mom wants to see the dog.

It      She

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Troll and I can play.

She      We

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

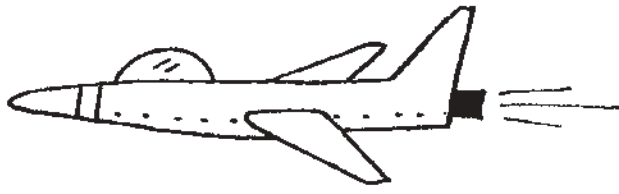
fast  
big  
noisy  
small  
green  
cute

# Describing Words

Describing words tell more about a person, place, or thing.

- Use words in the box to describe each picture. You may use some words more than once.

**1. jet**



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_ **jet**

\_\_\_\_\_

\_\_\_\_\_ **jet**

**2. duck**



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_ **duck**

\_\_\_\_\_

\_\_\_\_\_ **duck**

**3. tree**



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_ **tree**

\_\_\_\_\_

\_\_\_\_\_ **tree**

**4. baby**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **baby**

\_\_\_\_\_

\_\_\_\_\_ **baby**

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# Describing Words

Describing words tell more about a person, place, or thing.

- Look at each picture. Circle the two words that tell about it. Write them on the lines.

**Bike**

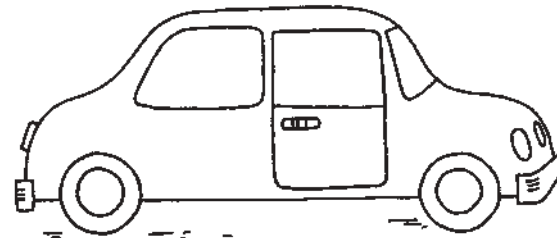


new shiny jet

1. \_\_\_\_\_ bike

2. \_\_\_\_\_ bike

**Car**



old noisy six

3. \_\_\_\_\_ car

4. \_\_\_\_\_ car



# Capitalizing the Word I

The word I is always capitalized.

► Read both letters. Write the word I where it belongs.

Dear Mom,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ am having fun. Grandpa and \_\_\_\_\_

went fishing. Guess who caught a fish?

\_\_\_\_\_

\_\_\_\_\_ did!

Love,

Tasha

Dear Leon,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ can't wait to tell you about my trip.


\_\_\_\_\_

But \_\_\_\_\_ am too busy now. \_\_\_\_\_ will

write later.

Your friend,

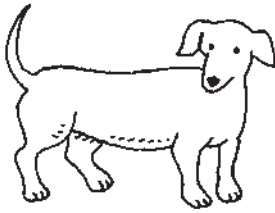
Joel



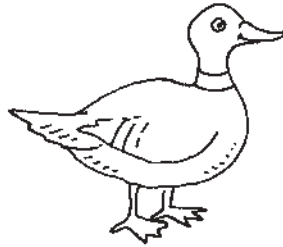
# Capitalizing the Word I

The word I is always capitalized.

► **A.** Write clues about an animal. Then write Who Am I?



dog



duck



bird



bee

1.

2.

3.

4.

► **B.** Read the clues to a friend. Did the friend figure out your animal's name?

# Capitalizing the Word I

► Read each sentence. Circle the word that should be capitalized. Write it on the line.

1. What do i hear?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. i hear a jet fly by.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. i hear a car hum.

\_\_\_\_\_

\_\_\_\_\_

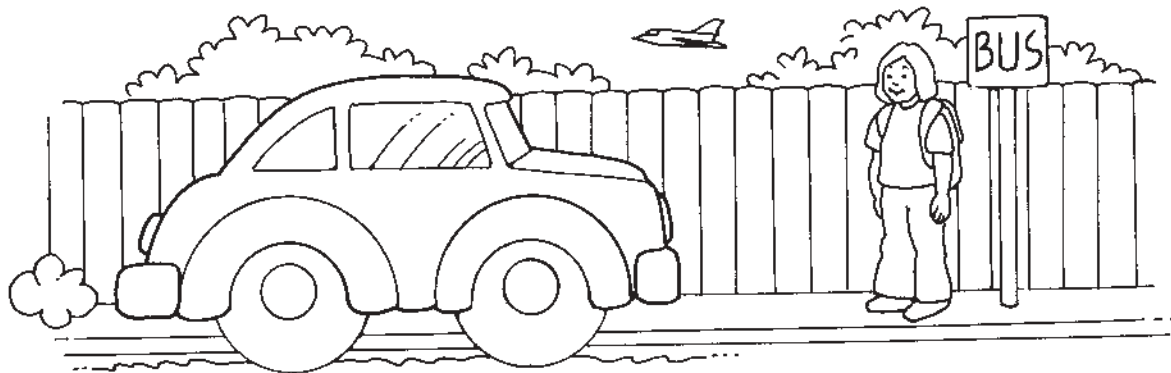
\_\_\_\_\_

4. Then i hear a bus stop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Words That Compare

A word that compares two animals, people, places, or things ends in -er.

► **A.** Choose the correct word to complete each sentence.

\_\_\_\_\_

1. The turtle is \_\_\_\_\_. (slow/slower)

\_\_\_\_\_

2. The worm is \_\_\_\_\_ than the turtle.  
(slow/slower)

\_\_\_\_\_

3. The frog is \_\_\_\_\_. (fast/faster)

\_\_\_\_\_

4. The tiger is \_\_\_\_\_ than the frog.  
(fast/faster)

► **B.** Draw a picture of the animal race. Show where each animal is. Use the sentences above to help you.

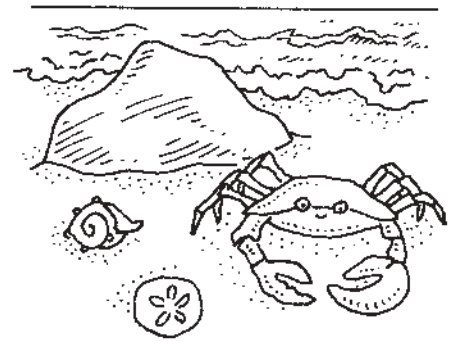


# Words That Compare

A word that compares two animals, people, places, or things ends in -er.

- ▶ **A.** Read each sentence. Circle the word that compares. Then draw a line under the two words that name what is being compared.

1. The sand is **hotter** than the water.
2. The fish is **faster** than the crab.
3. This rock is **bigger** than the shell.



- ▶ **B.** Use each word in a sentence.

**colder**      **taller**

4.

---



---



---



---



---



---

5.

---



---



---



---



---



---

# Homophones

Homophones are words that sound alike but are spelled differently and have different meanings.

- **A.** Use the word sea or see to complete each sentence.

\_\_\_\_\_

1. I \_\_\_\_\_ a whale.

2. It lives in the \_\_\_\_\_.



- **B.** Use the word here or hear to complete each sentence.

\_\_\_\_\_

3. \_\_\_\_\_ is a shell.

4. What will I \_\_\_\_\_?



Name \_\_\_\_\_

I	eye
be	bee
see	sea
ant	aunt
two	to
toes	tows

# Homophones

Homophones are words that sound alike but are spelled differently and have different meanings.

► Read the words in the box. Write the correct word in each box to name the picture.



\_\_\_\_\_

\_\_\_\_\_

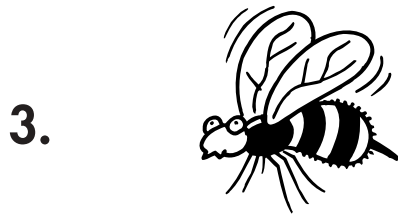
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

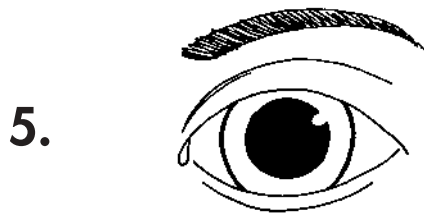
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\_\_\_\_\_

\_\_\_\_\_

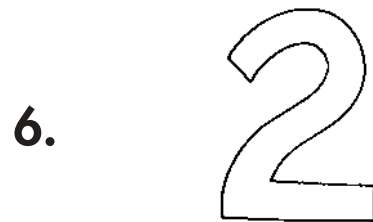
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## Words That Compare

▶ **A.** Read each incomplete sentence. Then circle the word that compares to complete the sentence.

1. The desert is \_\_\_\_\_ than the forest.

hot hotter big

2. The leaf is \_\_\_\_\_ than the ant.

green big bigger

3. The baby pig is \_\_\_\_\_ than the mama pig.

small smaller cute

## Homophones

▶ **B.** Read each incomplete sentence. Circle the homophone that completes the sentence.

4. A bee went to a \_\_\_\_\_.

flour flower

5. I could \_\_\_\_\_ the bee buzz.

here hear

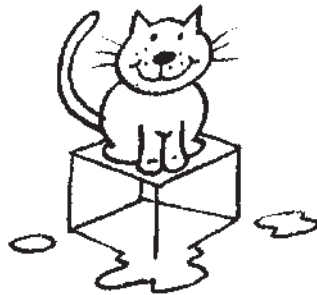


# Question Sentences

A question sentence asks something.

- ▶ **A.** Read the riddles. Circle each question sentence. Change the period to a question mark.

1. What is a cat on ice.  
It is a cool cat.



2. What is a dog on fire.  
It is a hot dog.



3. What fish can chase mice.  
A catfish can.



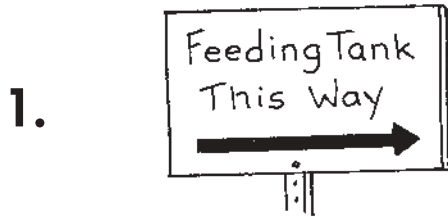
- ▶ **B.** Write a riddle on the lines below. Use a question sentence.

4. \_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

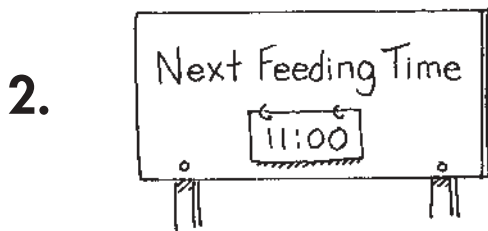
# Question Sentences

A question sentence asks something.

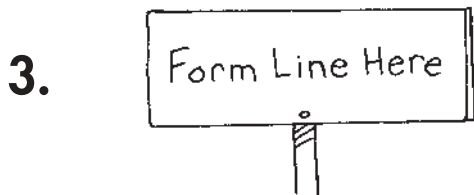
► **A.** Circle the sentences that ask a question.



**The feeding tank is this way.  
Where is the feeding tank?**



**When is feeding time?  
It is feeding time now.**



**Get in line here.  
Where do we get in line?**



**Can we go in here?  
Do not go in here.**

► **B.** Read the sign. Write a question.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Question Marks

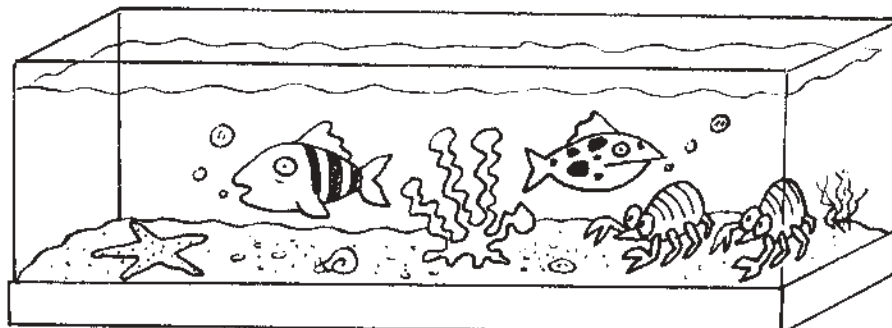
A question sentence ends with a question mark.

▶ **A.** Read each sentence. If it asks a question, add a question mark. If it tells something, add a period.

1. How many fish are in the tank
2. Two fish are in the tank
3. What are the fish doing
4. They are swimming
5. What do the fish look like

▶ **B.** Think of another question to ask about the picture. Write it on the lines.

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Question Marks

A question sentence ends with a question mark.

► **A.** Read each sentence. If it asks a question, add a question mark. If it tells something, add a period.

**1. What kind of shark is this**

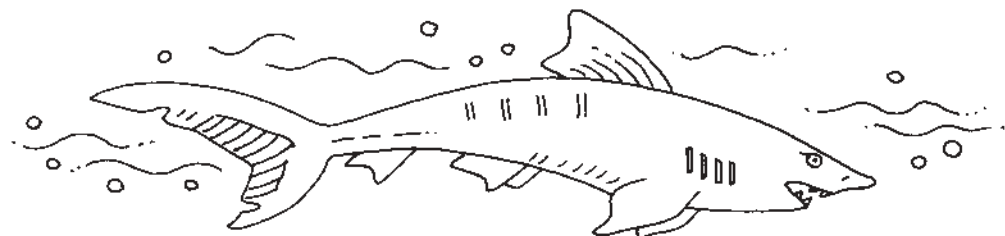
**2. It is a tiger shark**

**3. Is it the biggest shark**

**4. A whale shark is the biggest shark**

► **B.** Write a question about the shark.

**5.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Question Sentences

- Read the sentences. Circle each question sentence.  
Change the period to a question mark.

1. Where are the seals.

The seals are on the rock.

2. The sea turtle is very old.

How old is it.

3. The fish has spots.

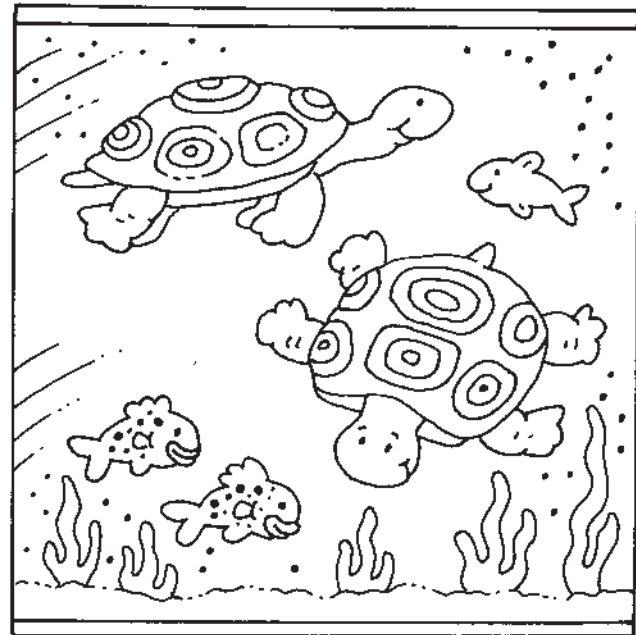
Does it have stripes, too.

4. What lives in a shell.

A crab can live in a shell.

5. Did you see a crab.

I did not see a crab.

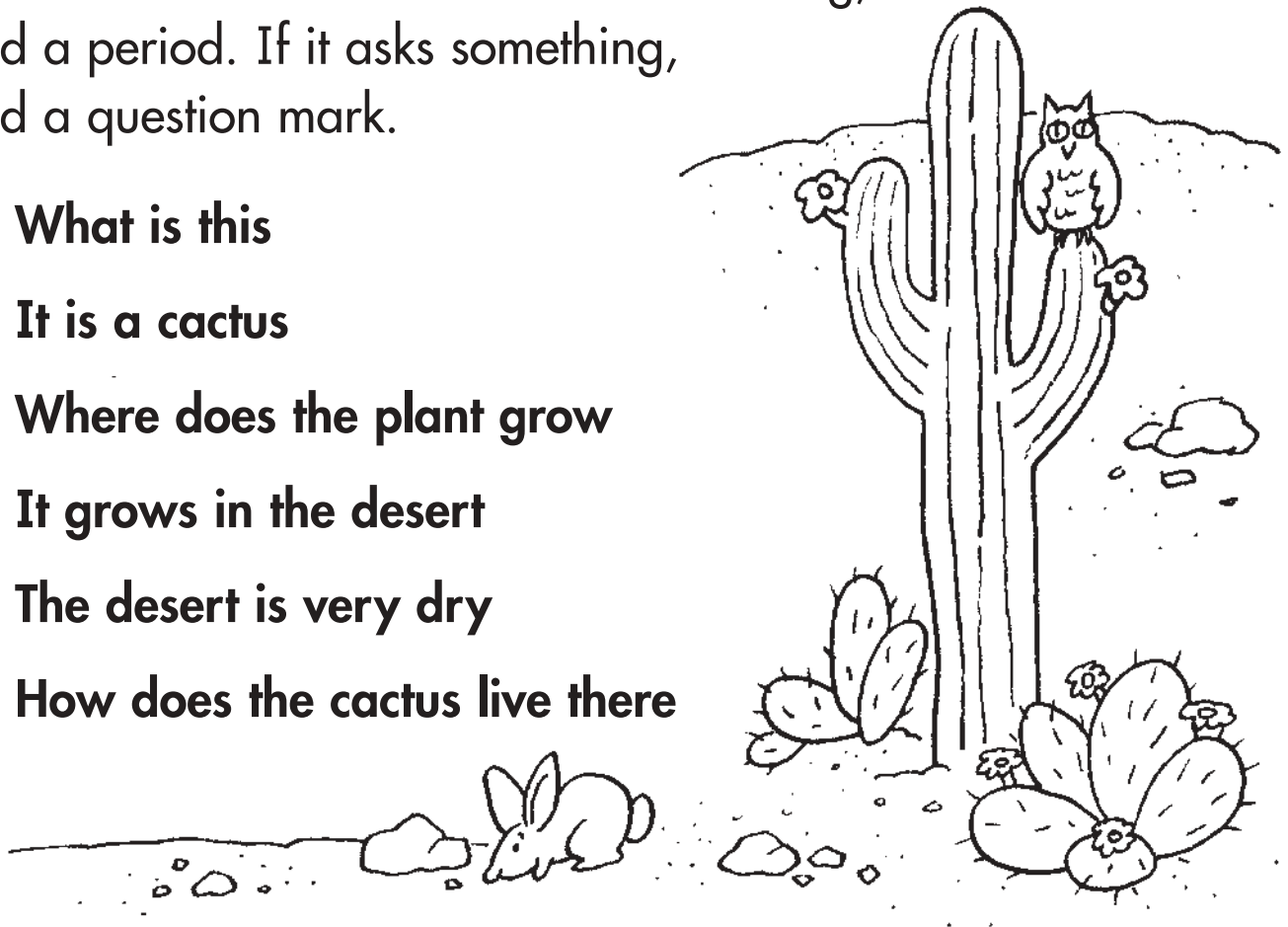


# Telling Sentences

A telling sentence is a sentence that tells something.

- **A.** Read each sentence. If it tells something, add a period. If it asks something, add a question mark.

1. What is this
2. It is a cactus
3. Where does the plant grow
4. It grows in the desert
5. The desert is very dry
6. How does the cactus live there



- **B.** Tell about something else you see in the picture. Write a telling sentence.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Telling Sentences

A telling sentence is a sentence that tells something.

► **A.** Rewrite each telling sentence correctly.

1. the trees are tall

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. there are many vines

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. the air feels wet

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. this is the rain forest

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

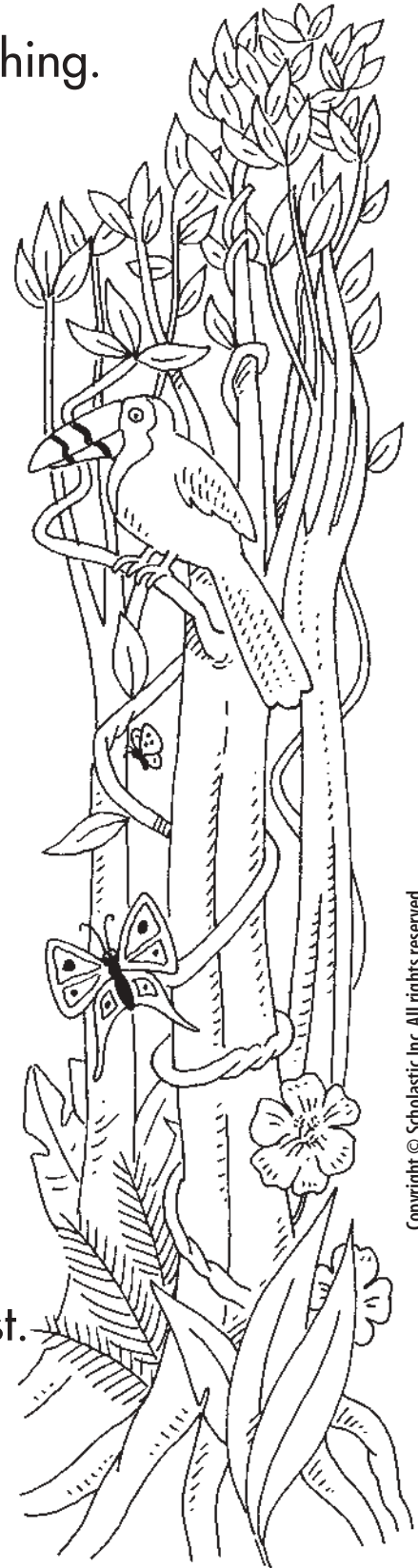
► **B.** Write a telling sentence about the rain forest.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

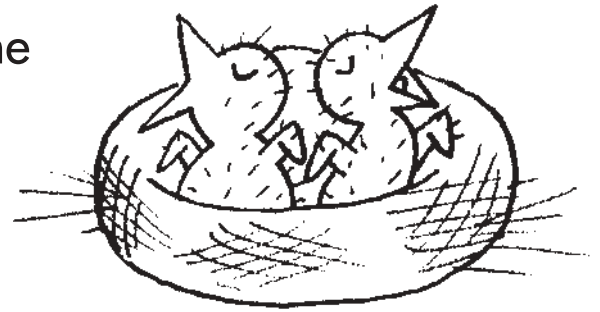


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# Period

Always put a period at the end of a telling sentence.

- Read each question sentence. Change the word order to make it a telling sentence. Don't forget the period.



1. Can the birds eat?

The birds can eat.

2. Is the nest warm?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Are the eggs gone?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Will the birds fly?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Period

Always put a period at the end of a telling sentence.

▶ **A.** Read each sentence. Circle the telling sentence.

**1. Is this the tallest cactus?**

**This cactus can grow 25 feet.**

**2. Does this cactus have flowers?**

**You can see the flowers at night.**

**3. A cactus stores water.**

**Does this cactus grow in the desert?**

▶ **B.** Rewrite each question above. Make it a telling sentence that ends with a period.

4. \_\_\_\_\_  
.....  
5. \_\_\_\_\_  
.....  
6. \_\_\_\_\_  
.....

# Telling Sentences

► Read each sentence. Fill in the bubble next to each sentence that tells something.

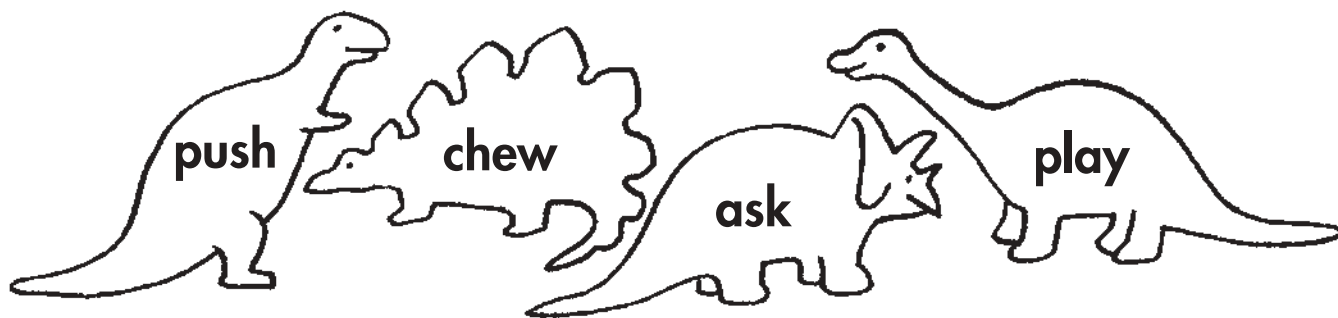
1.  Can you get the pot?  
 You can get the pot.  
 Will you get the pot?
  
2.  What can we put in it?  
 Can we put a flower in it?  
 We can put a flower in it.
  
3.  Is this one too big?  
 This one is too big.  
 How is this one?
  
4.  It looks fine.  
 How does it look?  
 Will it look fine?
  
5.  I love flowers.  
 Do you like flowers?  
 Will Mom get one?



## Verbs: Past Time

Add -ed to most verbs or action words to tell about the past.

- Choose the word on a dinosaur that belongs in each sentence. Change it to tell about the past. Write it on the line.



1. Yesterday, we \_\_\_\_\_ with Max  
the dinosaur.

\_\_\_\_\_

\_\_\_\_\_

2. Max \_\_\_\_\_ up a slipper.

\_\_\_\_\_

\_\_\_\_\_

3. Then he \_\_\_\_\_ over a lamp.

\_\_\_\_\_

\_\_\_\_\_

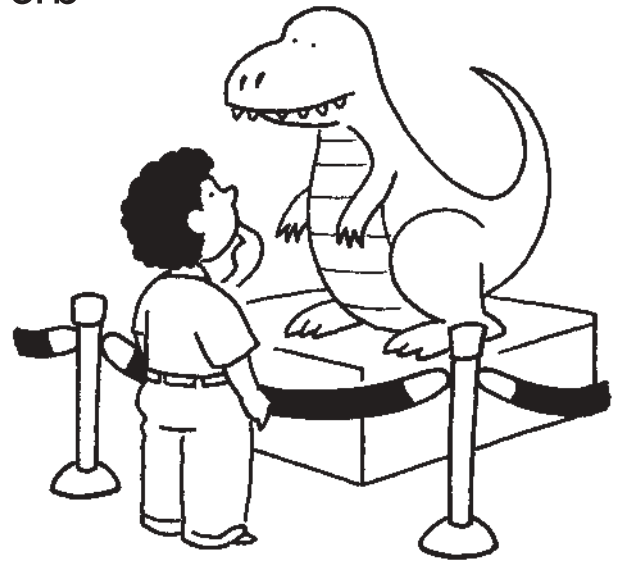
4. At last, we \_\_\_\_\_ him to stop!

# Verbs: Past Time

Add -ed to most verbs or action words to tell about the past.

▶ **A.** Read each sentence. Circle the verb that tells about the past.

1. He **looked** at the dinosaur.
2. He **talked** to the dinosaur.
3. He **waved** to the dinosaur.
4. He **wanted** the dinosaur.



▶ **B.** Circle the verbs that tell about the past.  
Use one to write a sentence about a dinosaur.

play	played	walk
walked	jump	jumped

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_

## Capitalize Special Names

Sometimes, the names of animals, people, places, and things are special. They begin with a capital letter.

- Read about the class trip. Circle the special name in each sentence. Write it correctly on the line.

### CLASS TRIP

1. The children of park school went on a trip.

---

---

---

2. We went to penn zoo.

---

---

---

3. A zookeeper named paula showed us the animals.

---

---

---

4. We rode on a camel named koo.

---

---

---

# Capitalize Special Names

Sometimes, the names of animals, people, places, and things are special. They begin with a capital letter.

- **A.** Finish each sentence with a special name.

**Fish Street    Mr. Shell    Sandy Beach**

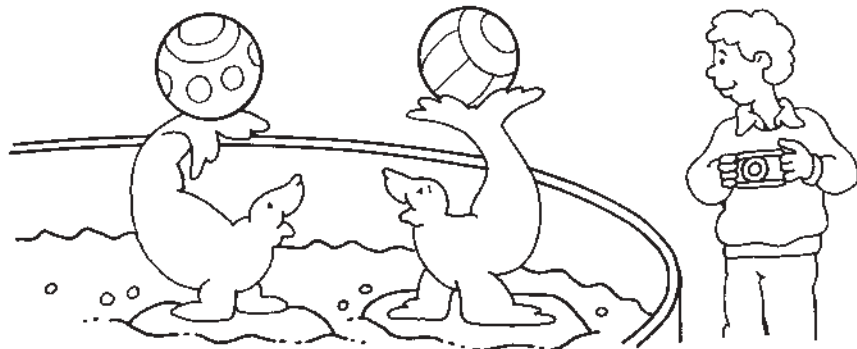
1. \_\_\_\_\_ likes the sea show.

2. The sea show is on \_\_\_\_\_.

3. After the sea show, he will swim at \_\_\_\_\_.

- **B.** Write your own sentence with a special name.

4. \_\_\_\_\_



# Verbs: Past Time

► A. Read each sentence and the two verbs. Write the verb that tells about the past.



1. Ann \_\_\_\_\_ dinosaurs.  
(love/loved)

2. She \_\_\_\_\_ to know more about them.  
(want/wanted)

3. She \_\_\_\_\_ for books about dinosaurs.  
(ask/asked)

► B. Write a verb from the box to go with the picture. Then add an ending to make the verb tell about the past.

**pick   talk   jump**

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Action Words

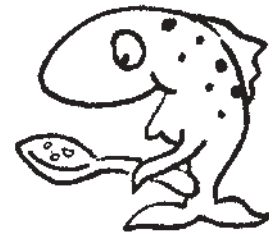
An action word tells what someone or something does.

- Read what Freddy the Fish does. Circle the action word in each sentence. Draw a line from each sentence to the picture it matches.

1. I eat breakfast.



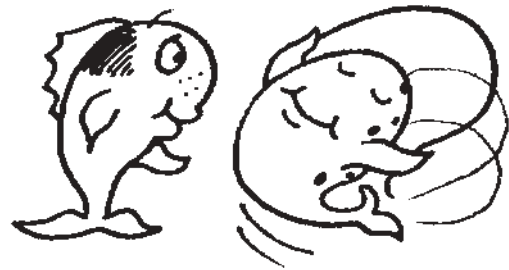
2. I play with my friends.



3. I swim home.



4. I tell about my day.





# Action Words

An action word tells what someone or something does.

▶ **A.** Draw a line under each action word.

1. **Some fish swim with their fins.**
2. **Other fish glide.**
3. **Some fish eat plants.**
4. **Others munch other fish!**

▶ **B.** Use a word from the box to write a sentence about something a fish does. Draw a picture to go with it.

**dive   dip   slide**

**5.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Irregular Verbs

Some action words—or verbs—change spelling when they tell about the past.

- Choose the action word in ( ) that belongs in each sentence. Write it on the line.

1. Last year we \_\_\_\_\_ in the  
playground. (run/ran)

2. Now we \_\_\_\_\_ in the gym.  
(run/ran)

3. Last year we \_\_\_\_\_ all our  
work at school. (do/did)

4. Now we \_\_\_\_\_ homework at  
night. (do/did)



came  
come  
did  
do

## Irregular Verbs

Some action words—or verbs—change spelling when they tell about the past.

► Use a word in the box to complete the sentences.

1. Last week, a man \_\_\_\_\_ to talk  
to us about fish.

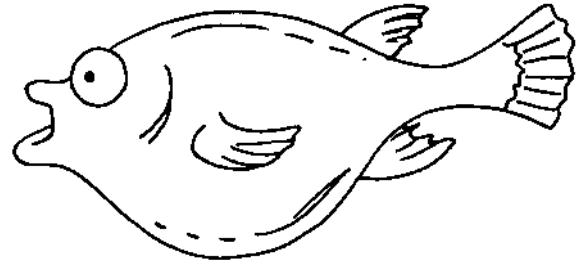
2. Today he will \_\_\_\_\_ to talk to  
another class.

3. Last week, he \_\_\_\_\_ a trick.

4. Today he will \_\_\_\_\_ it again.

# Action Words

► Read each sentence. Write the action word.



1. I see many fish. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. I like the fish with spots. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The fish dives in the water. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. It swims very fast. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. One fish puffs up into a ball. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

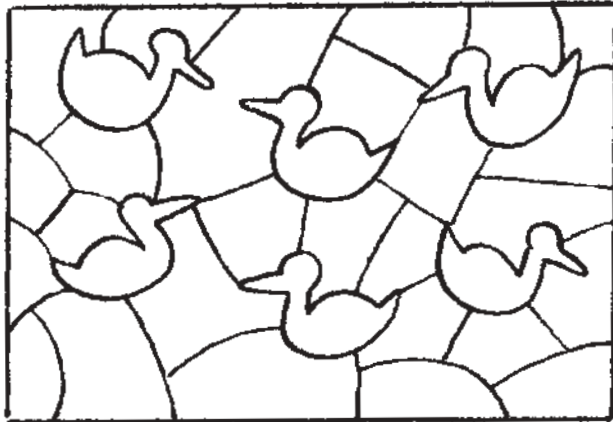
Name \_\_\_\_\_

bird  
cow  
cat  
duck

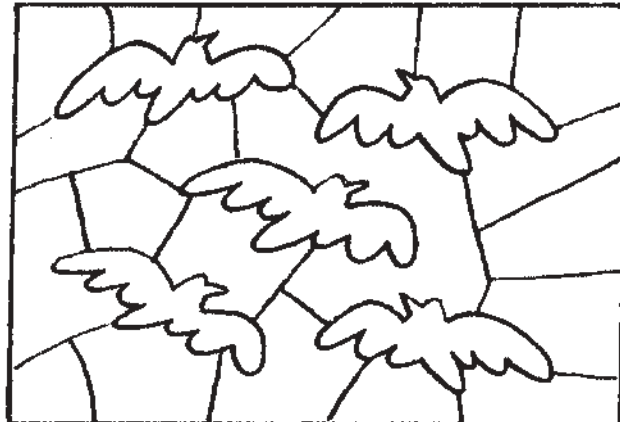
# Plural Nouns

Many naming words add -s to mean more than one.

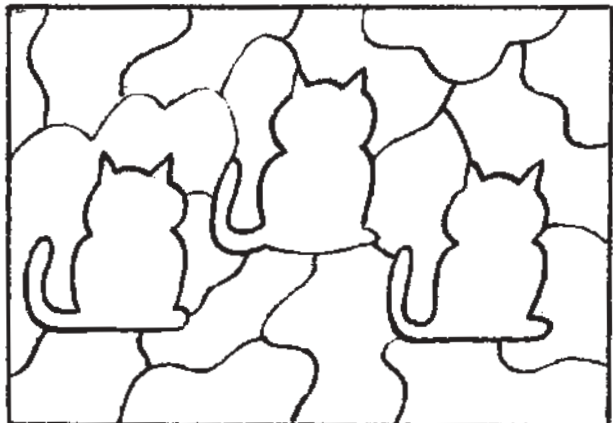
- Color the animals in each picture. Find the name in the box. Write the plural of each name under the picture.



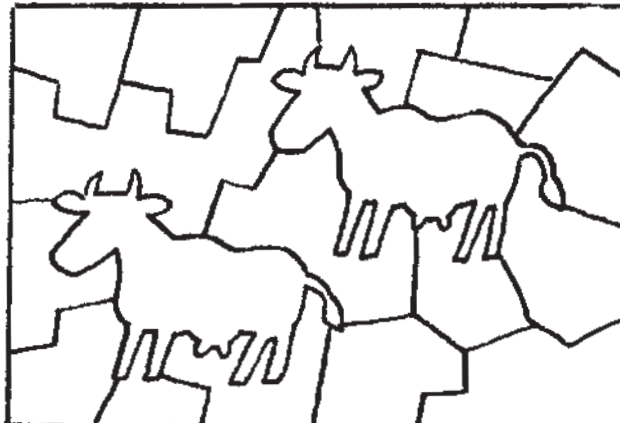
1. \_\_\_\_\_  
.....  
\_\_\_\_\_



2. \_\_\_\_\_  
.....  
\_\_\_\_\_



3. \_\_\_\_\_  
.....  
\_\_\_\_\_



4. \_\_\_\_\_  
.....  
\_\_\_\_\_

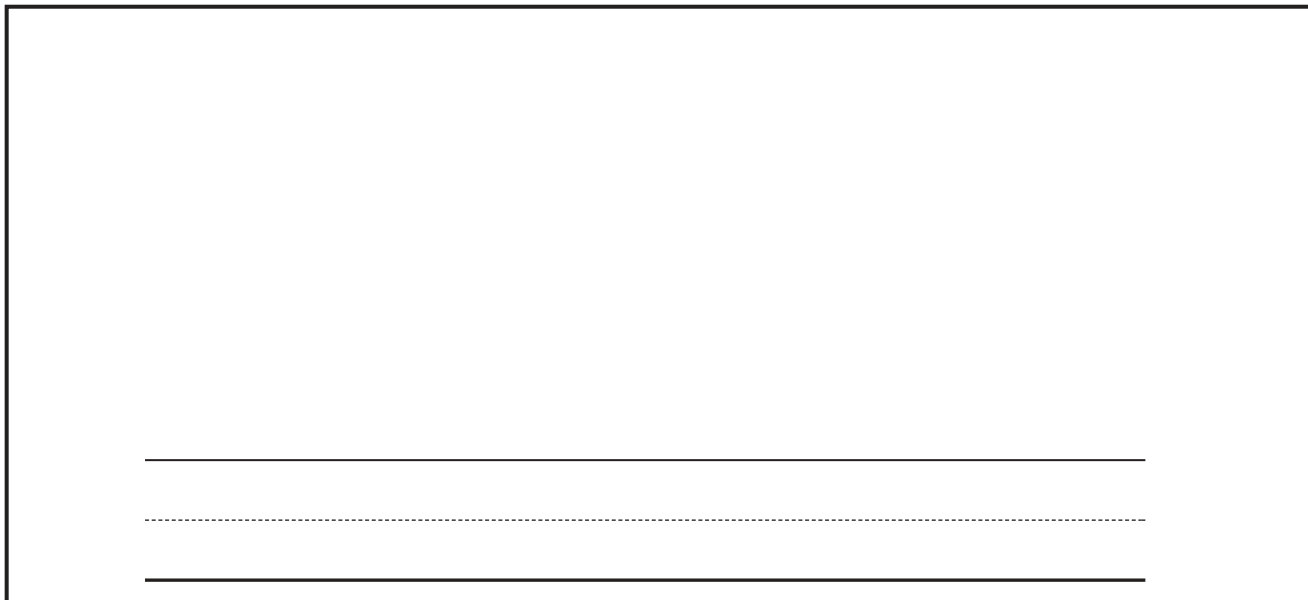
# Plural Nouns

Many naming words add -s to mean more than one.

▶ **A.** Draw a line under each plural noun.

1. I like to go to parks.
2. My park has two ponds.
3. Many flowers are in the garden.
4. It is fun to see the flags wave.
5. Six ducks swim in a line.
6. The trees sway in the wind.

▶ **B.** Draw a picture to show the plural noun in one of the sentences. Write the plural noun.



# Irregular Verbs

Some verbs or action words change their spelling when they tell about the past.

Now	In the Past
sit	sat
get	got

- Look at the words in the box. Write the action word that belongs in each sentence.

1. Last week my cats  
in hats.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Today my cats \_\_\_\_\_ in a  
basket.

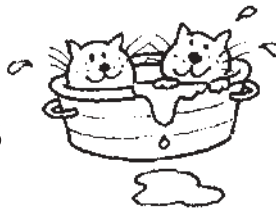


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Yesterday my cats \_\_\_\_\_ wet.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Now my cats \_\_\_\_\_ warm.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Irregular Verbs

Some verbs, or action words, change their spelling when they tell about the past.

Now	In the Past
come	came
eat	ate

- Read the words in the box. Write the action word that belongs in each sentence.

\_\_\_\_\_

\_\_\_\_\_

1. Here we \_\_\_\_\_ into the park.

\_\_\_\_\_

\_\_\_\_\_

2. We \_\_\_\_\_ here last Monday, too.

\_\_\_\_\_

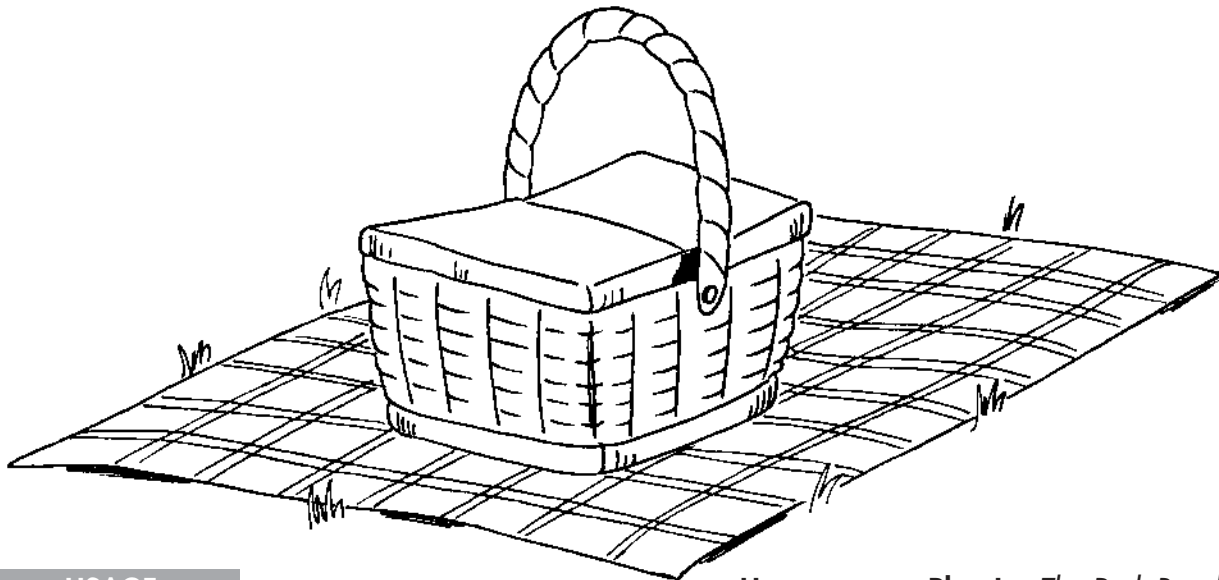
\_\_\_\_\_

3. Last night we \_\_\_\_\_ dinner at home.

\_\_\_\_\_

\_\_\_\_\_

4. Today we \_\_\_\_\_ in the park.





# Plural Nouns

► A. Write the plural of each word.



1. star

\_\_\_\_\_

.....

\_\_\_\_\_

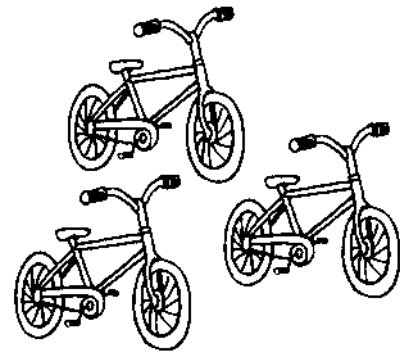


2. boy

\_\_\_\_\_

.....

\_\_\_\_\_



3. bike

\_\_\_\_\_

.....

\_\_\_\_\_

# Irregular Verbs

► B. Write the word from the box that belongs in each sentence.

come
came
sit
sat

4. Yesterday we \_\_\_\_\_ to the park.

\_\_\_\_\_

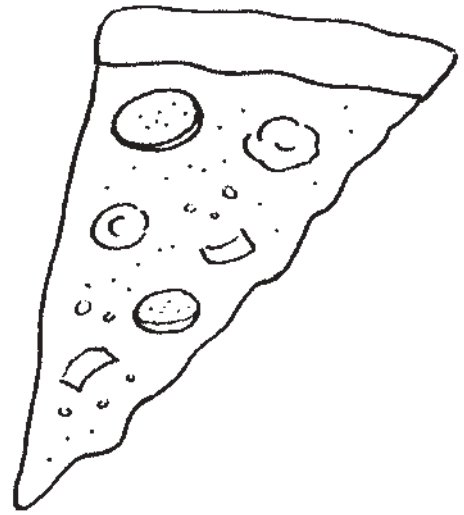
.....

5. Then we \_\_\_\_\_ on the bench for a while.

## Question Sentences

A question sentence asks something.  
It always ends with a question mark.

- Read each telling sentence. Change the word order to make a question sentence. Don't forget the question mark.



1. You are making pizza.

Are you making pizza?

2. I can add cheese.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The pizza is done.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The pizza will be good.

\_\_\_\_\_

\_\_\_\_\_

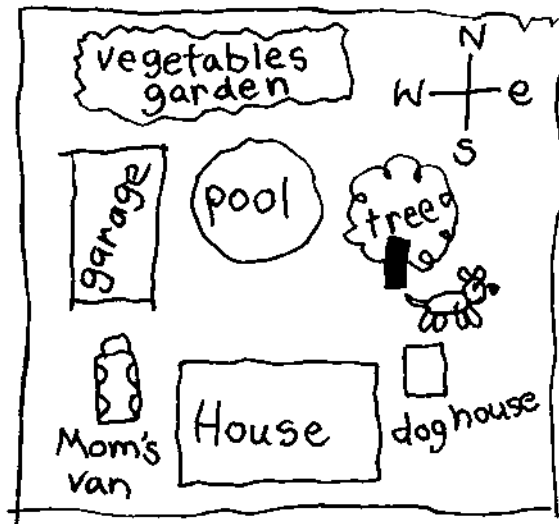
\_\_\_\_\_

**To the Teacher:** Remind children that questions begin with asking words. Explain that words such as *will*, *can*, and *is* can be asking words.

# Question Sentences

A question sentence asks something. It always ends with a question mark.

► Finish the questions. Then write your own questions.



1. Where is \_\_\_\_\_

2. How will \_\_\_\_\_

3. \_\_\_\_\_

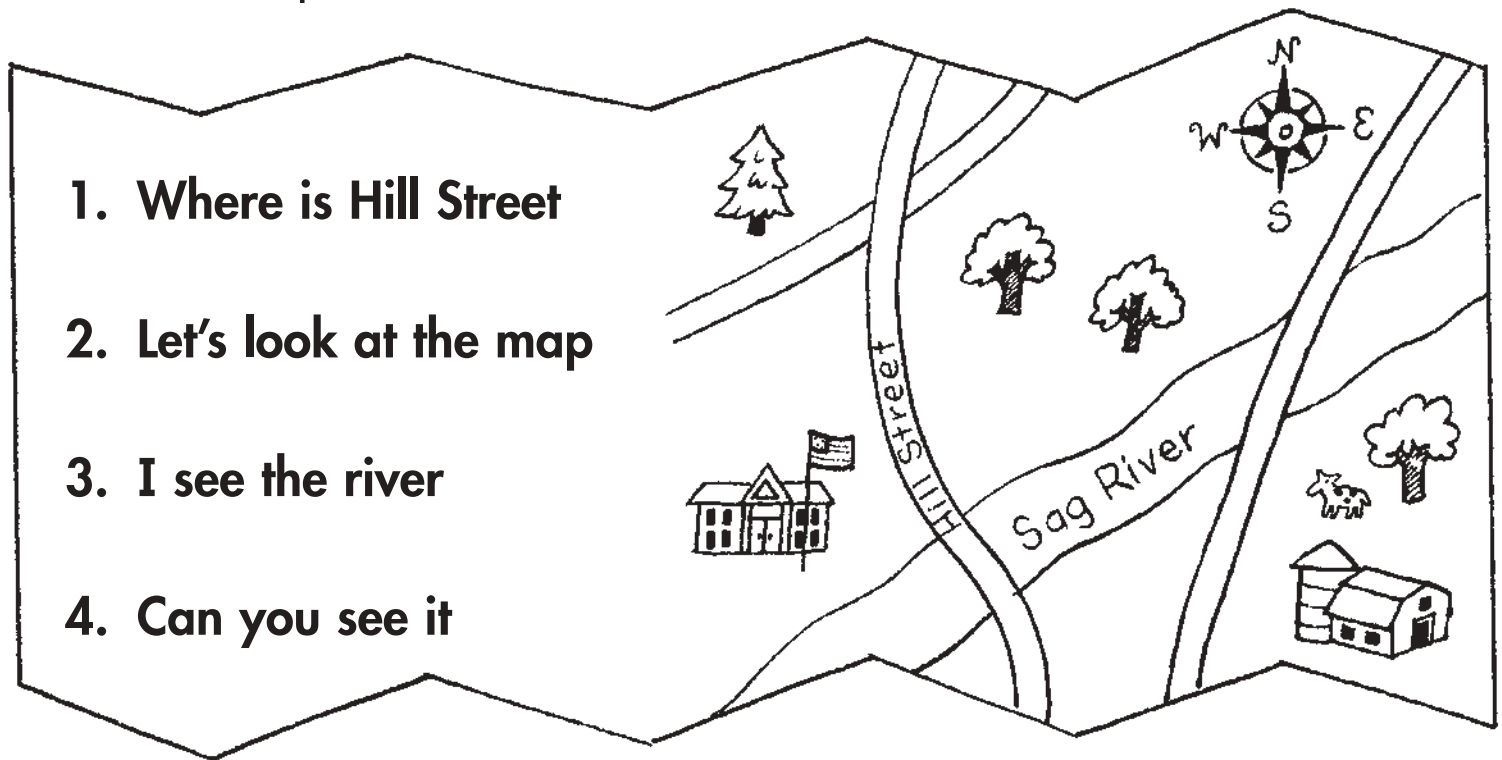
4. \_\_\_\_\_

5. \_\_\_\_\_

# Question Marks

A question sentence always ends with a question mark.

- ▶ **A.** Circle each sentence that asks a question.  
Write the question mark.



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- ▶ **B.** Write each sentence you circled.

5. \_\_\_\_\_  
\_\_\_\_\_

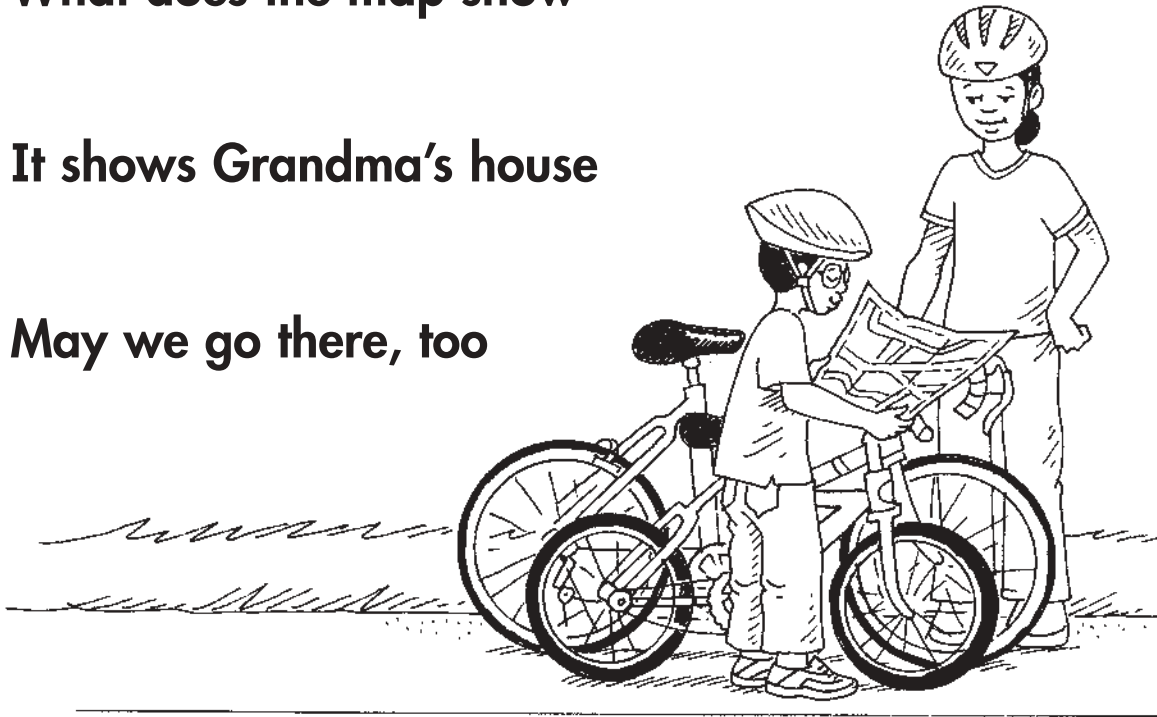
6. \_\_\_\_\_  
\_\_\_\_\_

# Question Marks

A question sentence always ends with a question mark.

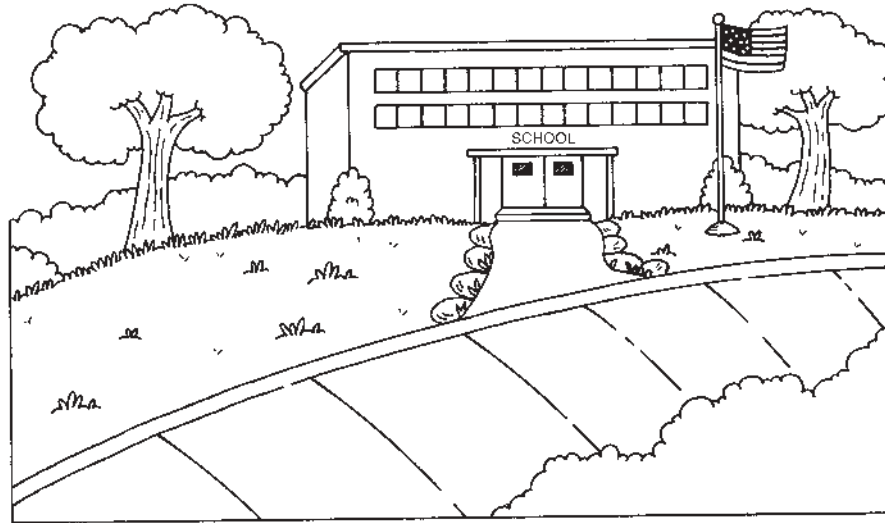
- Read the sentences. Draw a line under each sentence that asks something. Add a question mark at the end of each question sentence.

1. Where did Sal go
2. She left us a map
3. What does the map show
4. It shows Grandma's house
5. May we go there, too



# Question Sentences

► Read each telling sentence. Change the word order to make a question sentence. Write the question sentence.



1. Mike can walk to school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. He is going now.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. He will know the way.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. He will take a map.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Subject Pronouns

He, she, it, and I are subject pronouns. They can take the place of naming words.

► **A.** Write He, She, or It to take the place of the underlined words.

1. Betsy loves the park.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ goes there every day.

2. The park has a swing set.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ also has a slide.

3. Jason brings bread to the park.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ gives it to the ducks.



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► **B.** Write a sentence that tells what you do in the park. Use the word I.

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

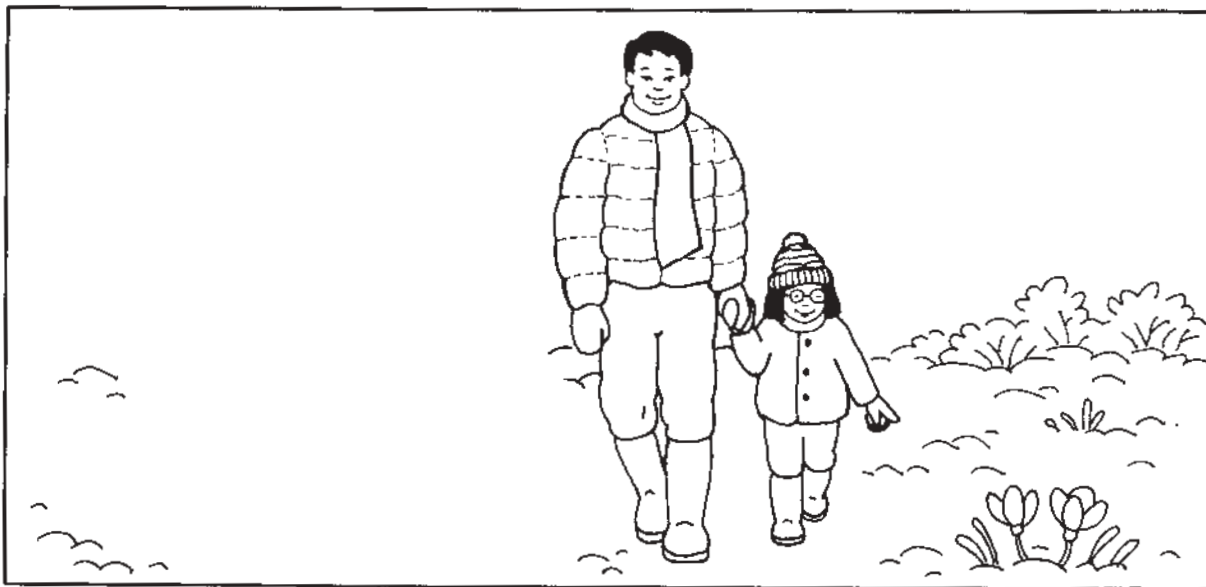
\_\_\_\_\_

Name \_\_\_\_\_

# Subject Pronouns

He, she, it, and I are subject pronouns. They can take the place of naming words.

- ▶ Look at the picture. Draw yourself in the picture. Then write about the picture. Use He, She, It, and I.



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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Period

A telling sentence always ends with a period.

- **A.** Read what each girl says. If it is a telling sentence, add a period. If it is a question sentence, add a question mark.



- **B.** What will the first girl say next? Write a telling sentence. Use a period.

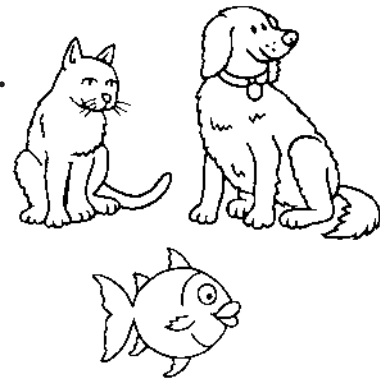
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

# Period

A telling sentence always ends with a period.

► Read each question. Write a telling sentence to answer the question.



1. What kind of pet do you want?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What will you name it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What will you and your pet do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How will you take care of it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

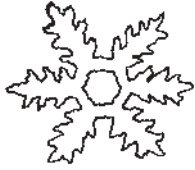
Name \_\_\_\_\_

It  
He  
She  
We

# Subject Pronouns

▶ A. Write the subject pronoun that goes with each picture.

1.



---

---

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2.



---

---

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3.



---

---

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4.



---

---

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5.



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---

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# Describing Words

Describing words tell more about an animal, a person, a place, or a thing.

▶ **A.** Underline the describing word in each sentence. Write it on the line.

1. I have a small puppy.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. She has long ears.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. She has big paws.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. She has brown fur.

\_\_\_\_\_

▶ **B.** Draw a picture of the puppy. Use the describing words above to help you.

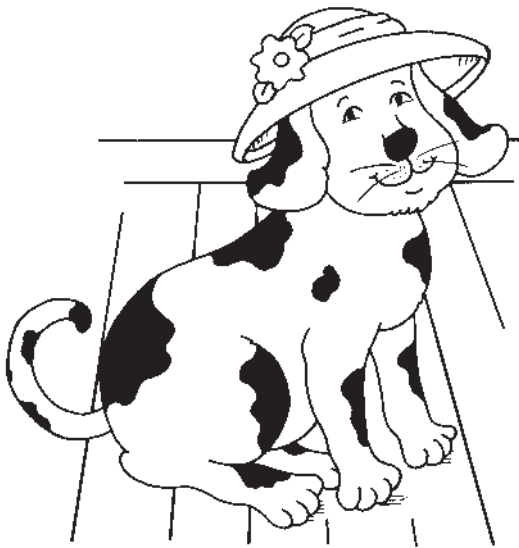


# Describing Words

Describing words tell more about a person, place, or thing.

- Look at each picture. Circle the two words that tell about it. Write them on the lines.

**Dog**



five      cute      funny

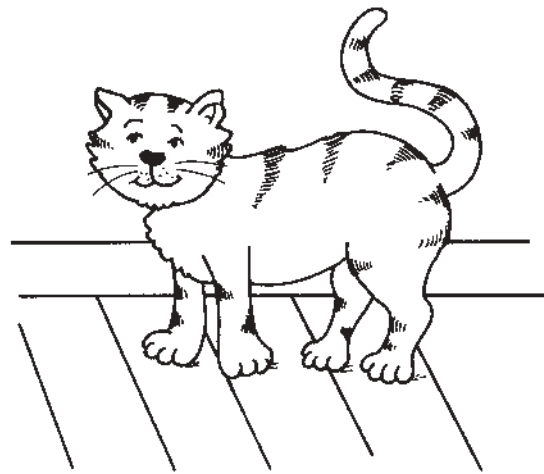
\_\_\_\_\_

1. \_\_\_\_\_ dog

\_\_\_\_\_

2. \_\_\_\_\_ dog

**Cat**



two      happy      striped

\_\_\_\_\_

3. \_\_\_\_\_ cat

\_\_\_\_\_

4. \_\_\_\_\_ cat

# Capitalizing Names

Sometimes the names of animals, people, places, or things are special. They begin with a capital letter.

- Write a special name for the girl, the cat, the river, and the park. Begin each name with a capital letter.

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Park

River

girl

cat

# Capitalizing Names

Sometimes the names of animals, people, places, or things are special. They begin with a capital letter.



► Write a special name to complete each sentence.

- \_\_\_\_\_
1. \_\_\_\_\_ has a friend.
- \_\_\_\_\_
2. The friend's name is \_\_\_\_\_.
- \_\_\_\_\_
3. They go to \_\_\_\_\_ School.
- \_\_\_\_\_
4. They shop at \_\_\_\_\_ store.
- \_\_\_\_\_
5. They play with a dog named \_\_\_\_\_.

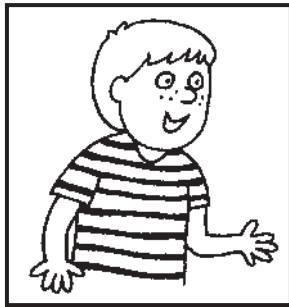
Name \_\_\_\_\_

big  
hungry  
good  
bad  
little  
red

# Describing Words

► Read the describing words in the box. Use some of the describing words to write about the pictures.

1.



---

---

---

2.

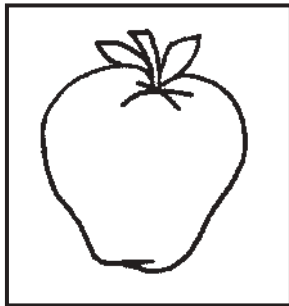


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---

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3.

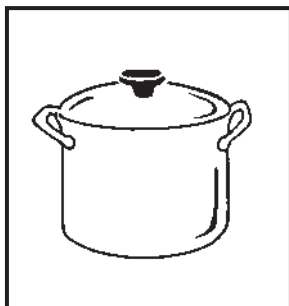


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---

---

4.



---

---

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loud  
small  
long  
sharp

## Words That Compare

Add -est to words that compare three or more animals, people, places, or things.

- Look at the birds. Choose the word from the box that completes each sentence. Add -est to show that it compares three or more.

1. There are many small birds but Sparky is

the \_\_\_\_\_ of all.

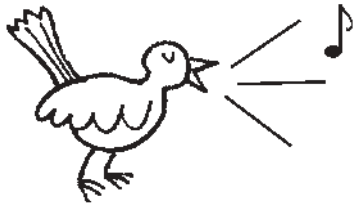
2. Frieda is the \_\_\_\_\_ singer of all.

3. Edgar has the \_\_\_\_\_ claws of all.

4. Harry has the \_\_\_\_\_ feathers of all.



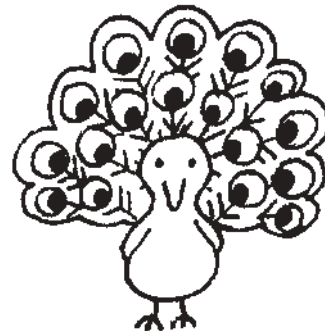
Sparky



Frieda



Edgar



Harry

# Words That Compare

Add -est to words that compare three or more people, places, or things.

- Read the word after each sentence. Add the correct ending to show that the word compares more than two. Write the new word in the sentence.

1. Mr. Parks is the \_\_\_\_\_ man. (old)

2. Nelly is the \_\_\_\_\_ girl. (small)

3. She grows the \_\_\_\_\_ flowers. (tall)

4. Bingo is the \_\_\_\_\_ dog. (smart)

5. He is the \_\_\_\_\_ dog. (loud)



# Subject/Verb Agreement

Action words that tell about one end in s. Action words that tell about more than one do not end in s.

► Choose the action word in ( ) that completes each sentence. Write it on the line.

1. My baby brother \_\_\_\_\_ a lot!  
(sleep, sleeps)

2. We all \_\_\_\_\_ softly then.  
(talk, talks)

3. He still \_\_\_\_\_ up.  
(wake, wakes)

4. My mom and I \_\_\_\_\_ to him.  
(sing, sings)

5. Then he \_\_\_\_\_ along!  
(hum, hums)

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# Subject/Verb Agreement

Action words that tell about one end in -s. Action words that tell about more than one do not end in -s.

► Write the action word from each sentence.

Check the box to show if it tells about one or more than one.

		<b>One</b>	<b>More Than One</b>
<b>1. Nelly runs to the park.</b>	_____	<input type="checkbox"/>	<input type="checkbox"/>
	-----		
	_____		
<b>2. She meets a friend.</b>	_____	<input type="checkbox"/>	<input type="checkbox"/>
	-----		
	_____		
<b>3. They feed the ducks.</b>	_____	<input type="checkbox"/>	<input type="checkbox"/>
	-----		
	_____		
<b>4. They skate.</b>	_____	<input type="checkbox"/>	<input type="checkbox"/>
	-----		
	_____		
<b>5. Then Nelly walks home.</b>	_____	<input type="checkbox"/>	<input type="checkbox"/>
	-----		
	_____		

# Subject/Verb Agreement

► Read each sentence. Then fill in the bubble next to the action word that completes the sentence.

1. The old man \_\_\_\_\_ Nelly for a walk.

- takes
- taking
- take

2. They \_\_\_\_\_ out every day.

- goes
- go
- going

3. Nelly \_\_\_\_\_, "Bump!"

- shouts
- shouting
- shout

4. They \_\_\_\_\_ the good dogs.

- petting
- pets
- pet



5. They \_\_\_\_\_.

- runs
- run
- running

# Names

Sometimes the names of animals, people, places, and things are special. They begin with a capital letter.

- Circle the special name in each sentence. Then write the name correctly on the line.

I live on pike street.

Pike Street

1. My town is called hartsdale.

\_\_\_\_\_

\_\_\_\_\_

2. There is a pet store called critters.

\_\_\_\_\_

\_\_\_\_\_

3. The store is owned by mrs. diaz.

\_\_\_\_\_

\_\_\_\_\_

4. Her son, juan, is my friend.

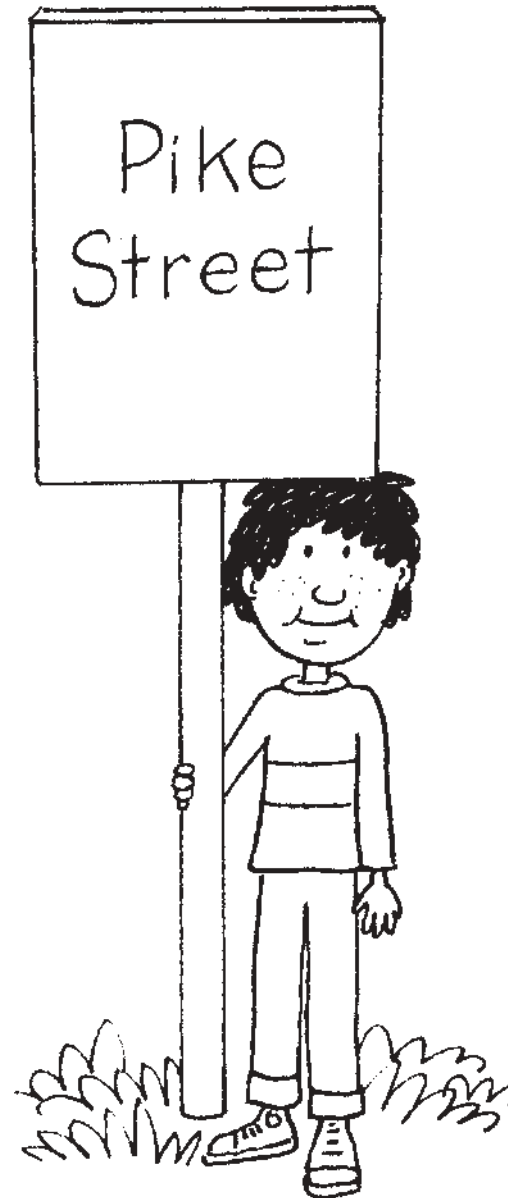
\_\_\_\_\_

\_\_\_\_\_

5. My name is noah.

\_\_\_\_\_

\_\_\_\_\_



# Names

Sometimes the names of animals, people, places, and things are special. They begin with a capital letter.

► **A.** Circle each special name below.

- |                 |                     |
|-----------------|---------------------|
| 1. girl         | Yemi                |
| 2. Mango Street | street              |
| 3. Spot         | dog                 |
| 4. Niceville    | village             |
| 5. award        | Good Neighbor Award |

► **B.** Choose one of the special names. Write it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

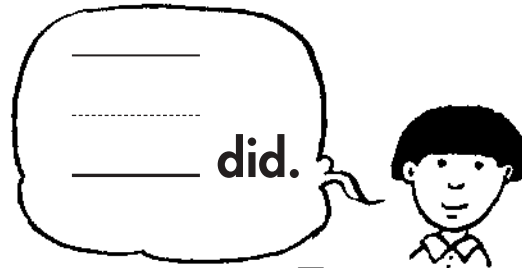
\_\_\_\_\_

# Capitalization: I

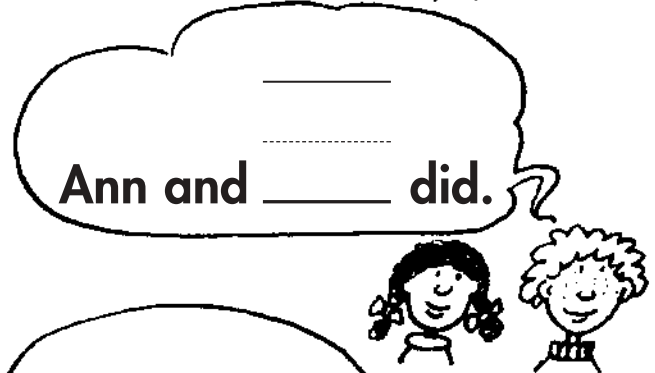
The word I is always capitalized.

► A. Write the word I to complete each sentence.

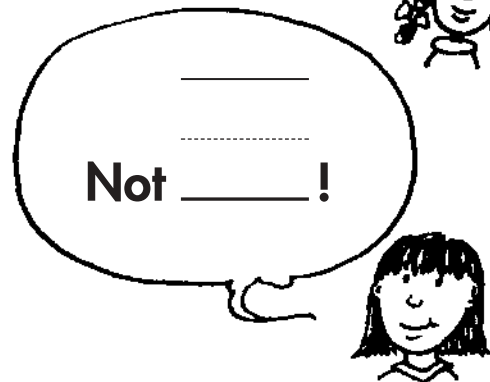
1. Who set the table?



2. Who washed the dishes?

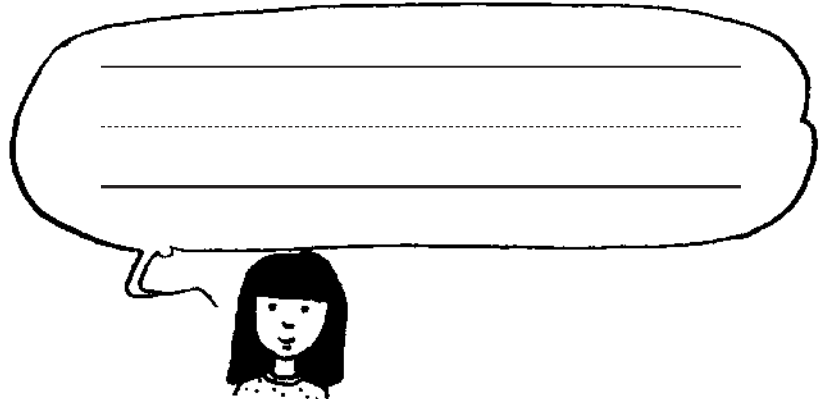


3. Who ate the cake?



► B. Fill in the last speech balloon. Use the word I.

4. Who wants lunch?





# Capitalization: I

The word I is always capitalized.

- **A.** Think of one thing. Write three clues about it. Use clues like I am red or I am round. Then write What am I?

1.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_\_\_

- **B.** Read the clues to a friend. Can your friend figure out the answer?

# Names

► Circle the special name in each sentence.  
Then write the name correctly on the line.



1. My favorite store is called best toys.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I will go there with my brother kokou.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The store is on mango street.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. We will buy a gift for mama.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Her birthday is next monday.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ANSWER KEY

## GRADE 1, Personal Voice

### Page 1 Naming Words

1. boy                      2. cat                      3. car                      4. park

### Page 2 Naming Words

- A.** 1. Al, van  
2. cat, mat  
3. Pat, hill
- B.** 4. Make sure children's pictures show a person, animal, place, or thing. Make sure the label correctly identifies the noun in the picture.

### Page 3 Simple Sentences

- A.** 1. Bill paints.  
2. Tom likes to read.  
3. Pat plants flowers.
- B.** 4. Check to make sure that children have finished the sentence in a way that makes sense.

### Page 4 Simple Sentences

- A.** 1. Ben likes ham.  
2. Dan likes jam.  
3. Ben sees ants.
4. The ants like ham.
- B.** 5. Make sure children's pictures show a large cat sitting on a rug or mat.

### Page 5 Naming Words and Simple Sentences

1. Make sure children have written a complete sentence about a cat and circled cat.  
2. Make sure children have written a complete sentence about a man and circled man.  
3. Make sure children have written a complete sentence about a fan and circled fan.  
4. Make sure children have written a complete sentence about a pig and circled pig.  
5. Make sure children have written a complete sentence about a mop and circled mop.

### Page 6 Telling Sentences

- A.** 1. matches picture 2  
2. matches picture 1  
3. matches picture 4
4. matches picture 3
- B.** 5. Check to see that children have finished the sentence in a way that makes sense.

### Page 7 Telling Sentences

- A.** 1. Bo sees the basket.  
2. A sock is in the basket.  
3. The cat is in the basket, too.
- B.** 4. Underline sentence.  
5. No underline
6. Underline sentence.  
7. Make sure children have written a telling sentence that starts with a capital letter and ends with a period.

### Page 8 Capitalizing I

- A.** 1–4. Make sure children have written capital I on each line.
- B.** 5. Make sure children have written a capital I and finished the sentence in a way that makes sense.

# ANSWER KEY

---

## Page 9 Capitalizing I

- A.** 1–5. Make sure children have written capital I on each line.      **B.** Children’s pictures should show a butterfly.

---

## Page 10 Telling Sentences and Capitalizing I

- A.** 1. You can get it.  
2. The basket is big.
- B.** 3. I  
4. I  
5. I

---

## Page 11 Action Words

1. play                      2. dance                      3. talk                      4. run

---

## Page 12 Action Words

- A.** 1. sits                      2. ran                      3. hid                      4. naps                      **B.** 5. run                      6. see

---

## Page 13 Capitalize First Word

1. The duck walks.                      2. It sees a chick.                      3. They play tag.                      4. They are friends.

---

## Page 14 Capitalize First Word

- A.** 1. The  
2. Can  
3. I  
4. Mom
- B.** 5. Make sure children’s sentences make sense and begin with a capital letter. Children should circle the capital letter.

---

## Page 15 Action Words

1. see                      2. sits                      3. mops                      4. run                      5. hops

---

## GRADE 1, Problem Solving

---

### Page 16 Question Sentences

1. Do you like the cat?                      2. Who has the ball?                      3. Who likes kites?                      4. Who hid the flag?

---

### Page 17 Question Sentences

- A.** Make sure children underlined sentences 1, 3, 4, 6, and 8.      **B.** Make sure children’s sentences make sense, begin with a capital letter, and end with a question mark.

---

### Page 18 Question Marks

1. Who hid the scooter?                      2. Where is the dog?

---

### Page 19 Question Marks

1. Where is the cat?  
2. Can you see the cat?  
3. No underline, no question mark
4. No underline, no question mark  
5. Where did the van go?

# ANSWER KEY

---

## Page 20 Question Sentences

1. Who hid my hat?
2. Did the hat have dots?
3. Did Jan like my hat?
4. Can you see the hat?
5. Can Dan have the hat?

---

## Page 21 Telling Sentences

1. The girls play ball.
2. That is my dog.
3. The boys run.
4. The sun is hot.
5. The butterfly has dots.

---

## Page 22 Telling Sentences

- A.** 1. matches picture 2  
2. matches picture 1  
3. matches picture 4
- B.** 4. matches picture 3  
5. Make sure children finish writing a telling sentence.

---

## Page 23 Periods

- A.** 1. There's a hole in my pocket.  
2. I need to fix it.  
3. I will sew it.
- B.** 4. I can buy thread.  
5–6. Make sure children finish the sentences and add periods.

---

## Page 24 Periods

- A.** 1. I had a pen.  
2. I got on the bus.  
3. No period
- B.** 4. The pen is not in my pocket.  
5–6. Make sure children complete the sentences in a way that makes sense and ends with a period.

---

## Page 25 Periods

- A.** 1. mom.  
2. van.  
3. flat.
- B.** 4. it.  
5. Make sure children complete the sentence in a way that makes sense and ends with a period.

---

## Page 26 Word Order

1. I like cats.
2. This is my cat.
3. Where is my cat?

---

## Page 27 Word Order

- A.** 1. I  
2. Pam  
3. We
- B.** 4. I like cats.  
5. Pam likes dogs.  
6. We like cats and dogs.

---

## Page 28 Question Marks

- A.** 1. (?) matches the second picture  
2. (?) matches the first picture  
3. (?) matches the third picture
- B.** 4. Check to make sure children have written a question that ends with a question mark.

# ANSWER KEY

---

## Page 29 Question Marks

- A.** 1. Do you see my hat?  
2. Is that your hat?  
3. Do you see my cat?  
4. Look at the hat.  
5. Is that your cat?
- B.** 6–7. Check to make sure that children have written questions that end with question marks.
- 

## Page 30 Word Order

1. The cat is big.                      2. The cat has spots.                      3. Is it your cat?                      4. I like the cat.
- 

## Page 31 Naming Words

1. girl                                      2. park                                      3. bear                                      4. bat
- 

## Page 32 Naming Words

- A.** 1. puzzle                                      3. boy  
2. blocks                                      4. park
- B.** 5. girl, mom, dad                                      7. book, basket, ball  
6. home, school, park
- 

## Page 33 Capitalize First Words

1. What                                      2. I                                      3. Can                                      4. You
- 

## Page 34 Capitalize First Words

1. The basket is big.                                      3. I bet we can.                                      5. Let's play.  
2. Can we lift it?                                      4. We can lift it.
- 

## Page 35 Naming Words

1. girl or boy                                      3. school or park                                      5. mat  
2. girl or boy                                      4. school or park
- 

## Page 36 Singular/Plural Nouns

1. cat                                      3. eggs                                      5. hat  
2. ball                                      4. flags                                      6. kites
- 

## Page 37 Singular/Plural Nouns

1. eggs                                      3. turtles                                      5. nests  
2. chicks                                      4. snakes
- 

## Page 38 Describing Words

1. six or red                                      2. six or red                                      3. two or small                                      4. two or small
- 

## Page 39 Describing Words

1. round                                      3. tall                                      5. little  
2. small                                      4. big
-

## ANSWER KEY

---

### Page 40 Singular/Plural Nouns and Describing Words

- A.** 1. hens  
2. nests  
3. eggs
- B.** 4. big  
5. little

---

### Page 41 The Pronoun them

1. them (dinosaurs)      2. them (bones)      3. them (eggs)      4. them (dinosaurs)

---

### Page 42 The Pronoun them

1. We look for them.      3. We pack them.  
2. We dig them up.      4. We like them.

---

### Page 43 Capitalize Special Names

- A.** 1. Dan  
2. Main Street  
3. Spot  
4. Butterfly Park
- B.** 5. Check to make sure children have capitalized the first letter or letters of the special name in their sentence.

---

### Page 44 Capitalize Special Names

- A.** 1. Frog Park  
2. Dan  
3. Pat  
4. Mom
- B.** Make sure children draw a special person, place, or pet, and label their drawing with a capitalized proper noun.

---

### Page 45 The Pronoun them and Capitalize Special Names

- A.** 1. We wear them.  
2. We put bones in them.
- B.** 3. Dinosaurs swam in Mud Lake.  
4. My toy dinosaur is named Topsy.

---

## GRADE 1, Teamwork

---

### Page 46 Linking Verbs

- A.** 1. is  
2. are  
3. is
4. are
- B.** 5. Check to make sure children have used the linking verb *is* to complete the sentence.

---

### Page 47 Linking Verbs

- A.** 1. are  
2. is  
3. is
4. are
- B.** 5. Check to make sure children have used the linking verb *is* to complete the sentence.

# ANSWER KEY

---

## Page 48 Words That Compare

- A.** 1. bigger  
2. biggest
- B.** 3. faster  
4. fastest
- 

## Page 49 Words That Compare

1. taller  
2. faster
3. shorter  
4. longest
5. smallest
- 

## Page 50 Linking Verbs and Words That Compare

- A.** 1. is  
2. are  
3. are
- B.** 4. taller, tallest
- 

## Page 51 Naming Words

- A.** 1. Make sure children have written a girl's name with a capital letter.  
2. Make sure children have written a dog's name with a capital letter.  
3. Make sure children have written the name of a town with a capital letter.
4. Make sure children have written the name of a street with a capital letter.  
**B.** 5. Make sure children have written the name of a book with capital letters.
- 

## Page 52 Naming Words

1. My dog is wags. Wags  
2. We live on elm street. Elm Street  
3. My dog plays in lake park. Lake Park
4. My dog's pal is called rags. Rags  
5. My dog likes momma, too. Momma
- 

## Page 53 Capitalizing Names

1. Aunt Kate  
2. Todd  
3. Mr. Lopez  
4. Harry
- 

## Page 54 Capitalizing Names

1. Make sure children have written a pet's name that begins with a capital letter.  
2. Make sure children have written a pet's name that begins with a capital letter.
3. Make sure children have written a woman's name that begins with a capital letter or letters.  
4. Make sure children have written a pet's name that begins with a capital letter.
- 

## Page 55 Naming Words and Capitalizing Names

- A.** 1. house, Harry  
2. Momma, hammer
- B.** 3. Dad  
4. Main Street  
5. Plumville
- 

## Page 56 Word Order in a Sentence

1. The cat is big.  
2. The pig eats.  
3. Birds can fly.  
4. Ducks like to swim.



# ANSWER KEY

---

## Page 57 Word Order in a Sentence

1. The plant is big.      2. A girl pulls the plant.      3. An ant bites the girl.      4. The plant pops out.

---

## Page 58 Using Pronouns

1. He      2. It      3. She      4. They

---

## Page 59 Using Pronouns

- A. 1. (He)      3. (It)      B. 5. it  
2. (They)      4. (She)      6. they

---

## Page 60 Using Pronouns

1. She plants a seed.      2. It grows.      3. They sprout.      4. He eats the first one.

---

## Page 61 Verbs in Past Time

1. talked      2. played      3. looked      4. jumped

---

## Page 62 Verbs in Past Time

1. I help my mom.      (now)  
2. I walked the dog.      (past)  
3. I washed the van.      (past)  
4. I clean my room.      (now)  
5. I cooked soup.      (past)

---

## Page 63 Complete Sentence

Children should connect the puzzle pieces to make the following sentences:

- A. 1. Herman is a helper.  
2. Tim and Rita fly a kite.  
3. The snow fell all day.
- B. 4. Make sure children have added a telling part to complete the sentence.

---

## Page 64 Complete Sentence

1–5. Check to make sure children write sentences that make sense.

---

## Page 65 Verbs in Past Time

1. (play)  
My sister and I played tag.  
2. (look)  
We looked for the dog.  
3. (thank)  
My friends thanked me.  
4. (jump)  
Pam and Ann jumped rope.

---

## Page 66 Naming Words

1. car      2. lion      3. girl      4. store

# ANSWER KEY

---

## Page 67 Naming Words

1. (Bunnies) match to picture 4      3. (trees) match to picture 2      5. (rope) match to picture 3  
2. (ball) match to picture 5      4. (gym) match to picture 1
- 

## Page 68 Homophones

- A.** 1. The four ants went for a walk.  
2. One fish won the race.  
3. The wind blew in the blue sky.
- B.** 4. Make sure children have drawn a male child.  
5. Make sure children have drawn a sun.
- 

## Page 69 Homophones

1. two      3. weights      5. sun  
2. eye      4. night      6. buy
- 

## Page 70 Naming Words

1. Bunnies      2. gym      3. snow      4. bikes      5. Sports
- 

## Page 71 Telling Sentences

- A.** 1. Line from *The dog* to *has a bone*.  
2. Line from *The girl* to *pets the dog*.  
3. Line from *Today* to *is cold*.
- B.** 4. The dog has a bone.  
5. The girl pets the dog.  
6. Today is cold.
- 

## Page 72 Telling Sentences

1–5. Children should finish the sentences in a way that makes sense. Each sentence should end with a period.

---

## Page 73 Adverbs

1. up      2. outside      3. down      4. away
- 

## Page 74 Adverbs

1. The team runs outside.    outside    3. Tasha jumps up.    up    5. Al kicks it in.    in  
2. The coach stays inside.    inside    4. The ball gets away.    away
- 

## Page 75 Telling Sentences and Adverbs

- A.** 1. Children's pictures should show a person playing any game with a ball.
- B.** 2. outside  
3. around  
4. far
- 

## GRADE 1, Creative Expression

---

## Page 76 Describing Words

- A.** 1. (any order) long, thin  
2. (any order) big, pink
- B.** 3–4. Make sure children have written adjectives to describe the giraffe.
-

## ANSWER KEY

---

### Page 77 Describing Words

1. Make sure children have written a sentence with an adjective to describe the fire truck.
2. Make sure children have written a sentence with an adjective to describe the mouse.
3. Make sure children have written a sentence with an adjective to describe the tiger.
4. Make sure children have written a sentence with an adjective to describe the tree.

---

### Page 78 Irregular Verbs

1. is
2. was
3. has
4. had

---

### Page 79 Irregular Verbs

1. had
2. was
3. has
4. is

---

### Page 80 Describing Words and Irregular Verbs

- A.** 1. bad  
2. nice  
3. good
- B.** 4. was  
5. had

---

### Page 81 Word Order

1. This bear likes snow.
2. The water is cold.
3. The bear runs fast.
4. Two bears play.

---

### Page 82 Word Order

- A.** 1–4. Children should circle sentences 2 and 3.
- B.** 5. The girl can pick up the mess.
6. The duck walks to her bed.

---

### Page 83 Capitalizing Titles

1. Harry's House
2. Stone Soup
3. The Snowy Day
4. What's Inside?

---

### Page 84 Capitalizing Titles

- A.** 1. Going Home  
2. The Animal Picnic  
3. The Messy Room  
4. Under the Bed
- B.** 5. Children's title should include correct capitalization.

---

### Page 85 Word Order and Capitalizing Titles

- A.** 1. The pig got in the tub.  
2. The bunny ate lunch.
- B.** 3. The fish swam with its fin.  
4. The Horse in Harry's Room
5. Who's in My Room?

---

### Page 86 Question Sentences

- A.** 1–6. Children should add question marks to sentences 1, 3, and 5.
- B.** 7. Check to make sure children have written a question and have ended it with a question mark.

# ANSWER KEY

---

## Page 87 Question Sentences

- A.** 1. question mark  
2. period  
3. question mark  
4. question mark
- B.** 5–6. Check to make sure children have written questions and have ended each one with a question mark.
- 

## Page 88 Subject Pronouns

1. She                      2. He                      3. They                      4. It                      5. We
- 

## Page 89 Subject Pronouns

- A.** 1. Children should underline Jen and circle She.  
2. Children should underline The moon and circle It.
3. Children should underline Jen's friends and circle They.
- B.** 4. We want to see the moon, too.
- 

## Page 90 Question Sentences

1. Did it rain?                      3. Will you get wet with me?                      5. Can we play in the rain?  
2. Can you play in the rain?                      4. Did Bird like the rain?
- 

## Page 91 Action Words

- A.** 1. bites                      3. runs                      **B.** 5. Check to make sure children have used a verb to complete their sentence.  
2. jumps                      4. flies
- 

## Page 92 Action Words

- A.** 1. shines                      3. fill                      **B.** Make sure children draw one of the sentences and circle the action word.  
2. sets                      4. look
- 

## Page 93 Capitalizing Names

Children should circle and capitalize the following names: Raul, Mrs. Chin, Sue, Lee Park

---

## Page 94 Capitalizing Names

- A.** 1. Pam                      3. Tom                      **B.** 5. Hill Street  
2. Moon Hill                      4. Green Park                      6. Mr. Lee
- 

## Page 95 Capitalizing Names

- Make sure children have used capitalization correctly.
1. Kim                      3. Tran  
2. Top Hill                      4. Sun Street  
5. Blue Lake
-

# ANSWER KEY

---

## Page 96 Telling Sentences

Children should write the following sentences:  
A bird flies.

Two seals swim.  
An ant eats.

---

## Page 97 Telling Sentences

1–3. Make sure children complete the sentences as telling sentences, ending each with a period.

4–6. Make sure children write telling sentences ending with periods.

---

## Page 98 Capitalizing First Word

Make sure children have circled and capitalized the first word in each sentence.

---

## Page 99 Capitalizing First Word

Make sure children have capitalized the first word in each sentence.

---

## Page 100 Capitalizing First Word

A. 1. Is  
2. I

3. He  
4. Can

B. 5. Make sure children write a telling sentence that begins with a capital letter and ends with a period.

---

## Page 101 Subject Pronouns

1. matches picture 3  
2. matches picture 2

3. matches picture 4  
4. matches picture 1

5. matches picture 5

---

## Page 102 Subject Pronouns

1. We like the book.  
2. He says it is funny.

3. Tim helped me read it.  
4. She helped him.

---

## Page 103 Capitalizing Names

1. Tim

2. Reed Park

3. Fluffy

4. Max

---

## Page 104 Capitalizing Names

A. 1. Little Gruff  
2. Grass Hill  
3. Troll

B. 4. Make sure that children's sentence contains a name capitalized correctly.

---

## Page 105 Subject Pronouns

1. He has a new pet.  
2. It is a dog.

3. They get along.  
4. She wants to see the dog.

5. We can play.

---

# ANSWER KEY

## Grade 1, Managing Information

### Page 106 Describing Words

Check to make sure children have chosen describing words that make sense. Some examples are:

1. fast jet, big jet, noisy jet
2. cute duck, fast duck, small duck, big duck
3. big tree, green tree
4. cute baby, small baby, noisy baby, big baby

### Page 107 Describing Words

1. new, shiny
2. old, noisy

### Page 108 Capitalizing the Word I

Check to make sure children have capitalized the word I in each of the blanks.

### Page 109 Capitalizing the Word I

Make sure children's clues make sense. Make sure that they capitalize the word I.

### Page 110 Capitalizing the Word I

Check to make sure the word I is circled and capitalized for each item.

### Page 111 Words That Compare

- A.** 1. slow  
2. slower  
3. fast  
4. faster
- B.** The animals in the picture should be in this order.  
(Starting with farthest from the finish line): worm,  
turtle, frog, tiger.

### Page 112 Words That Compare

- A.** 1. Children should underline sand and water and circle hotter.  
2. Children should underline fish and crab and circle faster.
3. Children should underline rock and shell and circle bigger.
- B.** 4–5. Make sure children's sentences compare two things, begin with a capital letter, and end with a period.

### Page 113 Homophones

- A.** 1. see    2. sea    **B.** 3. Here    4. hear

### Page 114 Homophones

1. sea    2. toes    3. bee    4. ant    5. eye    6. two

### Page 115 Words That Compare and Homophones

- A.** 1. hotter  
2. bigger  
3. smaller
- B.** 4. flower  
5. hear

# ANSWER KEY

---

## Page 116 Question Sentences

Children should add question marks to the following sentences:

- A.** 1. What is a cat on ice?  
2. What is a dog on fire?
- B.** 3. What fish can chase mice?  
4. Check to make sure children's riddles include a question sentence with a question mark.

---

## Page 117 Question Sentences

- A.** 1. Where is the feeding tank?  
2. When is feeding time?  
3. Where do we get in line?  
4. Can we go in here?
- B.** 5. Check to make sure that children have written a question sentence and ended it with a question mark.

---

## Page 118 Question Marks

- A.** 1. question mark  
2. period  
3. question mark  
4. period
- B.** 5. question mark  
6. Make sure children have written a question with a question mark.

---

## Page 119 Question Marks

- A.** 1. question mark  
2. period  
3. question mark
- B.** 4. period  
5. Make sure children have written a question with a question mark.

---

## Page 120 Question Sentences

1. Where are the seals?  
2. How old is it?  
3. Does it have stripes, too?
4. What lives in a shell?  
5. Did you see a crab?

---

## Page 121 Telling Sentences

- A.** 1. question mark  
2. period  
3. question mark  
4. period
- B.** 5. period  
6. question mark  
7. Make sure children have written a telling sentence with a period.

---

## Page 122 Telling Sentences

- A.** 1. The trees are tall.  
2. There are many vines.  
3. The air feels wet.  
4. This is the rain forest.
- B.** 5. Check to make sure children have written a telling sentence with a period about the rain forest.

# ANSWER KEY

---

## Page 123 Period

1. The birds can eat.      2. The nest is warm.      3. The eggs are gone.      4. The birds will fly.

---

## Page 124 Period

- A.** 1. This cactus can grow 25 feet.  
2. You can see the flowers at night.  
3. A cactus stores water.
- B.** 4. This is the tallest cactus.  
5. This cactus does have flowers.  
6. This cactus does grow in the desert.

---

## Page 125 Telling Sentences

1. You can get the pot.      3. This one is too big.      5. I love flowers.  
2. We can put a flower in it.      4. It looks fine.

---

## Page 126 Verbs: Past Time

1. played      2. chewed      3. pushed      4. asked

---

## Page 127 Verbs: Past Time

- A.** 1–4. Children should circle looked, talked, waved, and wanted.
- B.** Children should circle played, walked, and jumped.  
5. Children should use one of the verbs that was circled to write a sentence about a dinosaur.

---

## Page 128 Capitalize Special Names

1. Park School      2. Penn Zoo      3. Paula      4. Koo

---

## Page 129 Capitalize Special Names

- A.** 1. Mr. Shell  
2. Fish Street  
3. Sandy Beach
- B.** 4. Check to make sure children write their own sentence with a special name that has been capitalized.

---

## Page 130 Verbs: Past Time

- A.** 1. loved      2. wanted      3. asked      **B.** 4. picked

---

## Page 131 Action Words

1. (eat) matches picture two      3. (swim) matches picture one  
2. (play) matches picture four      4. (tell) matches picture three

---

## Page 132 Action Words

- A.** 1. swim  
2. glide  
3. eat  
4. munch
- B.** 5. Make sure children's sentences use an action word from the box and that their drawings illustrate their sentence.



## ANSWER KEY

---

### Page 133 Irregular Verbs

1. ran                      2. run                      3. did                      4. do

---

### Page 134 Irregular Verbs

1. came                      2. come                      3. did                      4. do

---

### Page 135 Action Words

1. see                      2. like                      3. dives                      4. swims                      5. puffs

---

## GRADE 1, Community Involvement

---

### Page 136 Plural Nouns

1. ducks                      2. birds                      3. cats                      4. cows

---

### Page 137 Plural Nouns

- A.** 1. parks                      4. flags                      **B.** Make sure children's drawings  
2. ponds                      5. ducks                      show one of the plural nouns  
3. flowers                      6. trees                      children underlined and wrote.

---

### Page 138 Irregular Verbs

1. sat                      2. sit                      3. got                      4. get

---

### Page 139 Irregular Verbs

1. come                      2. came                      3. ate                      4. eat

---

### Page 140 Plural Nouns and Irregular Verbs

- A.** 1. stars                      **B.** 4. came  
2. boys                      5. sat  
3. bikes

---

### Page 141 Question Sentences

1. Are you making pizza?    2. Can I add cheese?    3. Is the pizza done?    4. Will the pizza be good?

---

### Page 142 Question Sentences

Make sure children have written question sentences that end with a question mark.

---

### Page 143 Question Marks

Children should circle sentences 1 and 4 and write them with a question mark on lines 5 and 6.

# ANSWER KEY

---

## Page 144 Question Marks

1. Where did Sal go?
2. She left us a map
3. What does the map show?
4. It shows Grandma's house
5. May we go there too?

---

## Page 145 Question Sentences

1. Can Mike walk to school?
2. Is he going now?
3. Will he know the way?
4. Will he take a map?

---

## Page 146 Subject Pronouns

- A.** 1. She  
2. It  
3. He
- B.** 4. Check to make sure children have used the word I correctly in their sentence.

---

## Page 147 Subject Pronouns

Children's sentences should be related to the picture and should include the pronouns He, She, It, and I.

---

## Page 148 Period

- A.** 1. question mark  
2. period  
3. question mark  
4. period
- B.** 5. Check to make sure children have written a telling sentence that ends with a period.

---

## Page 149 Period

Children should write answers that make sense. Make sure each sentence ends with a period.

---

## Page 150 Subject Pronouns

1. It
2. She
3. It
4. She
5. He

---

## Page 151 Describing Words

- A.** 1. small  
2. long
3. big  
4. brown
- B.** Make sure the children draw a picture of the puppy described.

---

## Page 152 Describing Words

Circle cute and funny.

1. cute or funny
2. cute or funny

Circle happy and striped.

3. happy or striped
4. happy or striped

---

## Page 153 Capitalizing Names

Check to make sure children have written appropriate proper names for each picture. Also check to see that they have begun each name with a capital letter.

---

## Page 154 Capitalizing Names

Make sure children have written appropriate names and capitalized each name.

## ANSWER KEY

---

### Page 155 Describing Words

Make sure children have written complete sentences that make sense and are related to the picture. Check to see that each sentence includes a describing word from the box.

---

### Page 156 Words That Compare

1. smallest                      2. loudest                      3. sharpest                      4. longest

---

### Page 157 Words That Compare

1. oldest                      2. smallest                      3. tallest                      4. smartest                      5. loudest

---

### Page 158 Subject/Verb Agreement

1. sleeps                      2. talk                      3. wakes                      4. sing                      5. hums

---

### Page 159 Subject/Verb Agreement

1. runs, check *One*                      3. feed, check *More Than One*                      5. walks, check *One*  
2. meets, check *One*                      4. skate, check *More Than One*

---

### Page 160 Subject/Verb Agreement

1. takes                      2. go                      3. shouts                      4. pet                      5. run

---

### Page 161 Names

1. Hartsdale                      2. Critters                      3. Mrs. Diaz                      4. Juan                      5. Noah

---

### Page 162 Names

- A.** 1. Yemi                      5. Good Neighbor Award  
2. Mango Street  
3. Spot  
4. Niceville
- B.** 6. Make sure children's sentences include one of the words they circled. Make sure the special name begins with a capital letter.

---

### Page 163 Capitalization: I

- A.** Check to make sure children use and capitalize the word I where appropriate.                      **B.** Make sure children's sentences use I.

---

### Page 164 Capitalization: I

1–4. Make sure children capitalize the word *I*.

---

### Page 165 Names

1. Best Toys                      2. Kokou                      3. Mango Street                      4. Mama                      5. Monday



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