

GRADE 1

Grammar and Writing Handbook

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We Can Write



Name _____

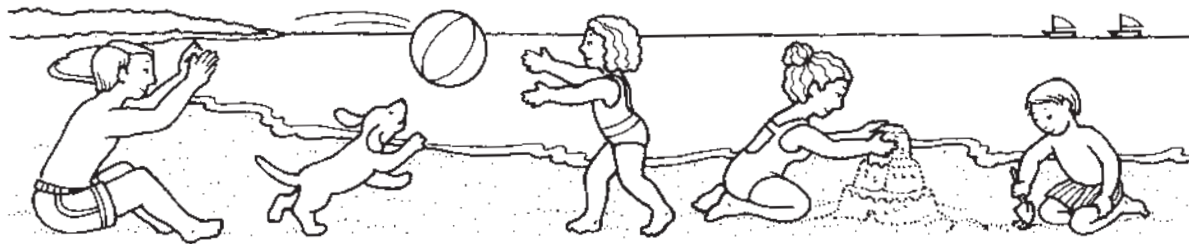
Ideas

Good writers tell about an **idea**.

➔ Circle the sentence that tells about the picture.

1. We play in the sand.
2. I like my teacher.
3. We like to eat together.

➔ Write your own sentence about this picture.





1. Dogs are good pets.
2. Dogs need food and water.
3. I also like cats.
4. Dogs like to take walks.



The animal I like best is

Name _____

Put Ideas in Order

.....

Put your ideas in the right order.

.....

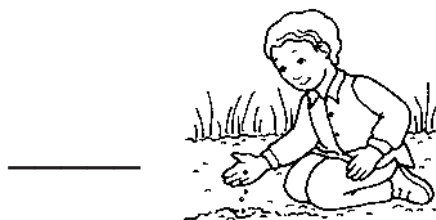
➡ Write a number to show the order of each step.



The boy waters the plant.



The boy digs.



The boy plants seeds.

➡ Which sentence tells what will happen next?
Circle the sentence.

The boy plays with his dog.

A flower grows.

The cat eats the plant.

Name _____



➔ Look at the pictures. Write these three sentences in the right order.

Mom scolds the dog.
The trash falls over.
The dog finds the trash.

1. _____

2. _____

3. _____

➔ Write a sentence that tells what could happen next.

4. _____

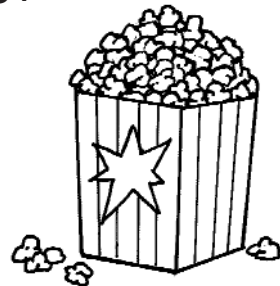
Name _____

Voice

Voice is the **you** in your writing. It shows how you feel.

- ➔ Which sentence shows how the writer feels?
Circle the sentence.

1. We eat popcorn.
2. I just love hot, buttered popcorn!



- ➔ Draw a line to match the feeling and the picture.

3. sad



4. angry



5. happy



Name _____

➔ Complete each sentence with words from the box.

my hands shook

I will pop



1. I was so scared that

2. If I eat more pie,

➔ Write about a food you like. Let readers know how this food makes you feel.

Name _____

Good Words

.....
Good words make your writing interesting. They help
readers see what you are saying.
.....

➡ Circle the words that tell more about each picture.



plant

curling vine



spinning top

toy

➡ Add two words from the box to finish the sentence.
Write the sentence.

slides

skates

cold

hard

3. Jane _____ on the _____ ice.



Name _____

➔ Match a word from the box with a picture. Write the word.

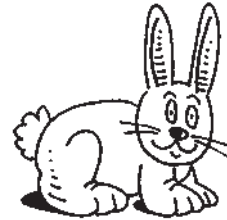
soft

loud

1.



2.

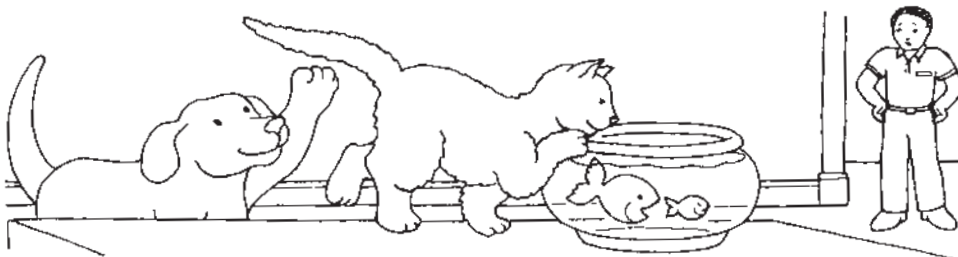


➔ Write a story about this picture. Use a word from the box.

jump

swim

eat



Name _____

Sentences

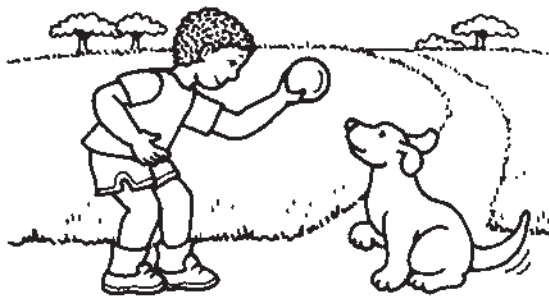
Sentences should make sense. Words should be in the right order.

➡ Circle the sentence.

1. The boy has.

Boy a ball has the.

The boy has a ball.



2. The dog wags his tail.

Wags his tail.

Dog tail his the wags.

➡ Circle the word that makes sense. Write the sentence.

3. The boy _____ the ball. (his, throws)

4. The _____ runs after the ball. (has, dog)

Name _____

➔ Use a word from the box to write about each picture.

funny fox

1. The _____ runs.

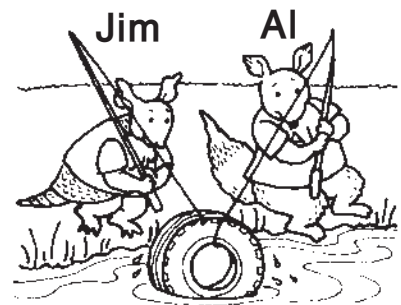


2. The fish is _____.



➔ Write two sentences about the picture. Use the words below to start the first sentence.

Jim and Al



Name _____

Rules for Writing

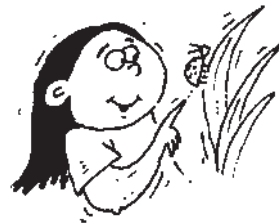
There are **rules** that good writers follow. Words are spelled a certain way. Sentences begin with a capital letter. Sentences end with a mark.

can you paly with me (This doesn't follow the rules.)

Can you play with me? (This follows the rules.)

➔ Circle the correct word. Write the word.

1. Teri _____ the bug. (sees, seez)



2. Can you hit the _____? (bol, ball)



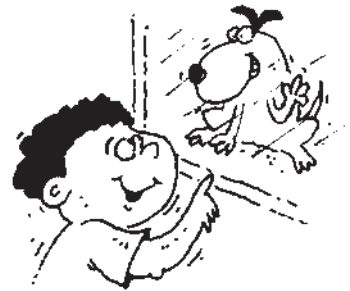
➔ Choose the right end mark.
Write the sentence.

3. The girl can win (. ?)

Name _____

- ➔ Write each sentence. Start it with a capital letter.
Use the right end mark.

1. can Tim run



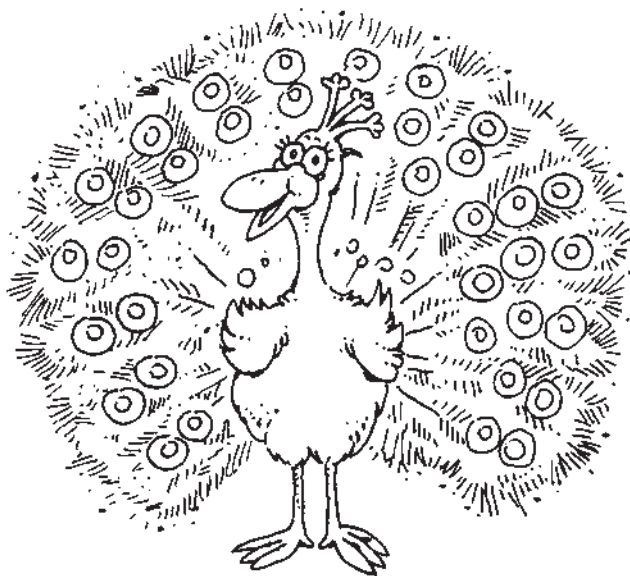
2. i will get that pet

- ➔ Write about a pet you have or would like to have.
Follow spelling and sentence rules.

Using a Scoring Rubric

How can you tell if your writing is good or not? One way is to use a scoring **rubric**. A rubric is a checklist of things to look for. Pages 6–17 tell you more.

SCORE	IDEAS	ORDER	VOICE	WORDS	SENTENCES	RULES
4	Clear ideas on one topic	Has strong beginning, a middle, and a clear end	Writer really cares about subject	Interesting, well-chosen words	Sentences sound good, are complete	Very good spelling, grammar, and punctuation
3	Most ideas clear and on the topic	Has a beginning, a middle, and an end	Writer is interested in subject	Good words	Most sentences sound good, are complete	Few mistakes in spelling, grammar, and punctuation
2	Ideas not always clear or on the topic	Missing some parts	Can't tell how the writer feels	Uses same words or dull words	Some sentences incomplete or confusing	Many mistakes in spelling, grammar, and punctuation
1	Ideas mixed up and not on the topic	Missing many parts	Writing doesn't show feeling	Uses same words or wrong words	Many incomplete, confusing sentences	Too many mistakes in spelling, grammar, and punctuation



Writing Models

A test may ask you to write about something. Here are four answers to the same test. Notes beside and below the answers tell how they got their scores.

Write about your favorite animal.
Tell how it looks and what it does.

Score 4

The cheetah is orange with large
black spots and a long swishy tail.

His teeth are sharp as knives. He
can run 75 miles an hour. He eats
meat like antelope and deer. Watch
out because he could pounce on

YOU. You can see him at the zoo.

Just make sure his cage is locked
and he is inside.

Writer
tells many
things
about the
animal.

Plurals are
spelled
right.

This is a
good word.

You can almost
hear the writer
speaking.

All sentences are
complete.

The ending
is clear.

Score 3

I am going to tell you about my pet rat.	<p>This is an incomplete sentence.</p> <p>Writer tells how Pinky looks.</p> <p>This is a good word.</p>
His name is Pinky. Because of his little	
pink button nose. He is black and white.	
He has a long skinny tail. He nibbles	
carrots and lettuce. He sits on my	
shoulder wen I watch TV. One time he	
bit me, but he's still my favorite pet.	<p>When is misspelled.</p> <p>Writer shows feelings about Pinky.</p> <p>Ending wraps up description.</p>



Score 2

Sam is my dog. A cocker hound
with long ears and brown eyes.

He barks when the door bell rings.

• Becuz the loud buzz hurts his ears.

Once he a bag of bagels from a

• garbij can. We have two cats too.

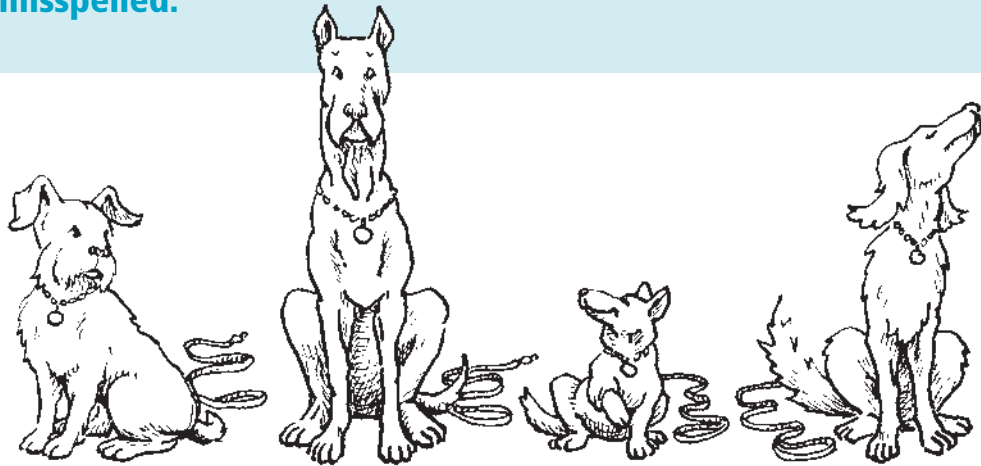
Writer tells
about Sam.

These
are not
sentences.

A word is
missing.

Because and
garbage are
misspelled.

Ending is not
about Sam.



Score 1

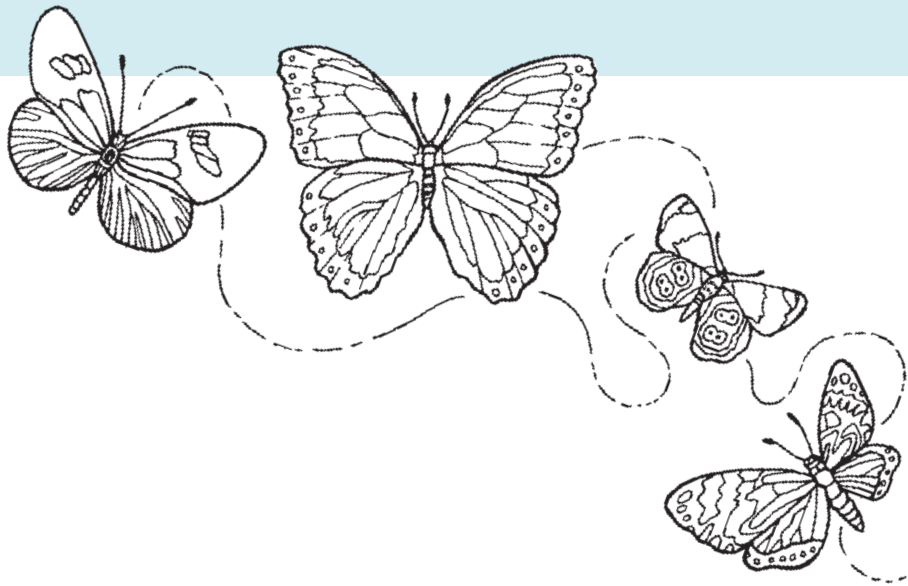
The words like and butterflies are misspelled.

The best animals that I lik are butterflys
they are so nice and I love them
because they are a pretty color and
they fly on flowers and they are nice.

A new sentence should begin here.

Nice and pretty do not help readers "see" butterflies.

Writer uses too many and's.



Grammar and Writing Lessons



Name _____

Sentences

.....
A **sentence** is a group of words that tells a complete idea.
It begins with a capital letter. Many sentences end with
a **period** .

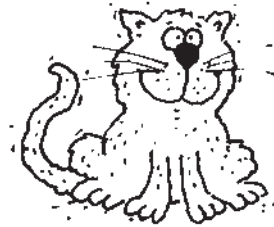
This is a sentence: The cat is big.

This is not a sentence: the cat
.....

➡ Find the sentence. Circle the sentence.

1. Pat and Sam

Pat and Sam like cats.



2. I read books about cats.

books about cats

3. the big cat

The big cat jumps.

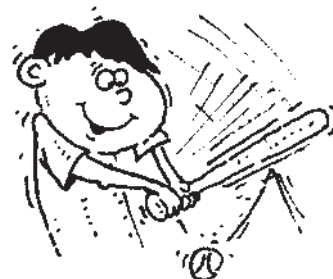


4. naps all day

Jan naps all day.

5. Nat likes to play.

likes to play



Name _____

➔ Find the sentence. Write the sentence.

1. Toni's pet Toni's pet ran away.

2. Sal is on a mat. on a mat

3. sleeps on a rug Amy sleeps on a rug.

4. We sit at the table. at the table

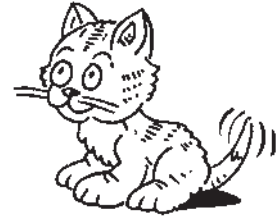
➔ Finish the sentence. Use a group of words from the box. Write the sentence.



The cat feeds her pet. her pet

The girl _____

Name _____

Review and Assess Write the group of words that is a sentence.

1. Cats are playful. are playful

2. the dish with food I fill the dish with food.

3. throws the ball Nick throws the ball.

 Mark the answer that is a sentence.

4. ☐ the game today
☐ We won the game today.
☐ won the game
5. ☐ I play with my sister.
☐ with my sister
☐ play with my



Name _____

Use Interesting Sentences

Use sentences that give readers pictures.

➔ Circle the sentence that gives you a better picture.

1. I moved. I jumped over the fence.

2. It made noises. The dog barked.

➔ Tell a story about when you were scared.
Use a word from the box.

dark

run

yell



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.

Name _____

Naming Parts of Sentences

A sentence has a **naming part**. The naming part names a person, place, animal, or thing. It tells whom or what the sentence is about.

The bird sat in the nest. **Pat** sees the bird.

➔ Write the naming part in each sentence.

1. The tree is tall.



2. An ant ran up the tree.



3. The snail is slow.



4. My hat is tan.



Name _____

- ➔ Look at each picture. Write the naming part in each sentence.

Sam The birds

1. _____ has a snack.



We The apple

2. _____ is good.



- ➔ Write the naming part in each sentence.
The picture will help you.

Her boots

Rain

Jan

3. _____ sees the sky.

4. _____ falls on us.

5. _____ get wet!



Name _____

Review and Assess

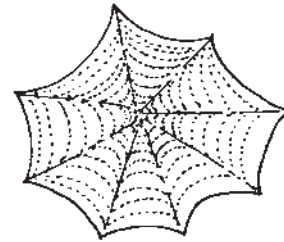
➡ Circle the naming part in each sentence.

1. The ladybug has spots.
2. Dad sees ten ladybugs.



➡ Mark the sentence that has a line under the naming part.

3. ☐ The web is small.
☐ The web is small.
☐ The web is small.



4. ☐ The bee is happy.
☐ The bee is happy.
☐ The bee is happy.



5. ☐ This dog is big.
☐ This dog is big.
☐ This dog is big.



Name _____

Tell About You in Your Story

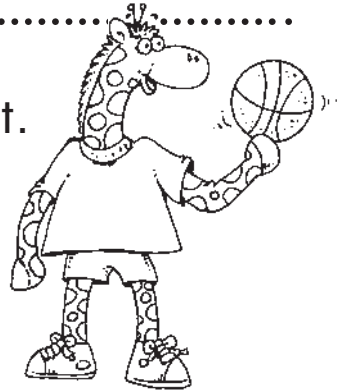
Add naming parts to tell about yourself in a story.

➔ Complete each sentence with a naming part.

1. _____ like to play.

2. _____ is my favorite food.

3. _____ is a fun game.



➔ Tell about things you do with your friends.

Name _____

Telling Parts of Sentences

A sentence has a **telling part**. The telling part tells what a person or thing does.

My father picks apples.

Naming Part	Telling Part
--------------------	---------------------

My father	picks apples.
-----------	---------------

➡ Circle the telling part in each sentence.

1. The cat naps.



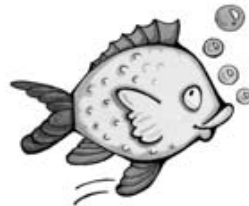
2. A frog jumps.



3. A bird flies away.



4. The fish swims.

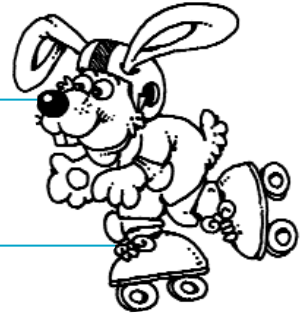


Name _____

➔ Write the correct telling part from the box.

skates

pat my cat



1. The rabbit _____.

2. I _____.

➔ Draw lines to match the sentence parts.
Write the sentences.

Pam

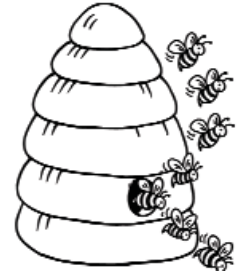
fly away.

The bees

barks at Pam.

A dog

plays ball.



3. _____

4. _____

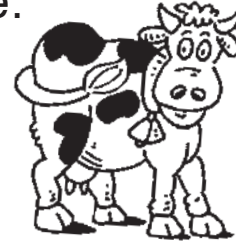
5. _____

Name _____

Review and Assess

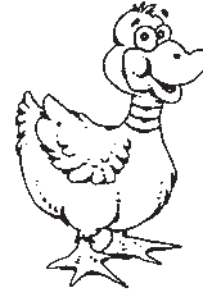
➡ Circle the telling part in each sentence.

1. The horse eats apples.
2. Dad milks the cow.



➡ Mark the sentence that has a line under the telling part.

3. ☐ The duck walks fast.
- ☐ The duck walks fast.
- ☐ The duck walks fast.



4. ☐ I pet the cat.
- ☐ I pet the cat.
- ☐ I pet the cat.



5. ☐ Pat sees the pig.
- ☐ Pat sees the pig.
- ☐ Pat sees the pig.



Add telling parts to show readers what happens.

2. I pet the rabbit. I pet the soft rabbit.

-

Name _____

Word Order

The **order** of words in a sentence must make sense.

The group of words below does not make sense. The words are not in the right order.

Nap has a Dad.

The group of words below makes sense. The words are in the right order.

Dad has a nap.

➡ Circle the words that are in the right order.

1. Lake swims in the Ann.
Ann swims in the lake.

2. Shells are in the pail.
Pail are in the shells.



➡ Write each missing word.

3. Ten fish swim away.

Ten _____ swim _____.

Name _____

- ➔ Finish each sentence so it makes sense.
Use the two words in ().



1. _____ feeds the _____.
(fish, Matt)
2. _____ has new _____.
(Mark, pets)

- ➔ Write the words so they are in the right order.
End each sentence with a period.

3. I pool in the swim

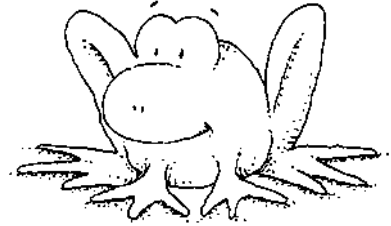
4. feeds fish the Mom

5. Water the fills pail

Name _____

Review and Assess

- ➔ Finish each sentence so it makes sense.
Use the two words in ().

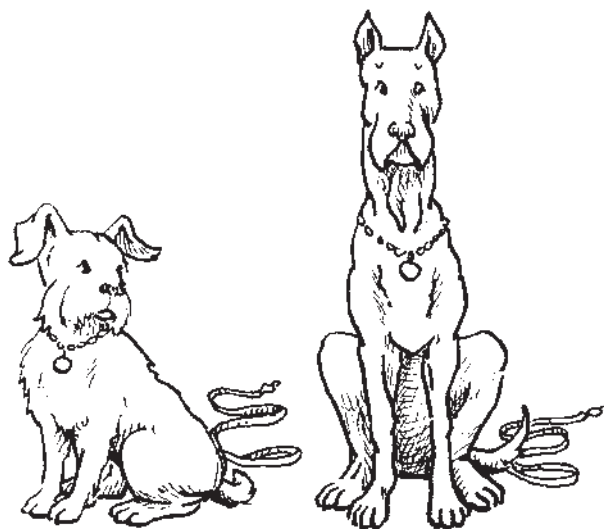


1. _____ has a _____.
(Kim, cat)

2. The _____ in the pond.
(sat, frog)

- ➔ Mark the group of words that is in the correct order.

3. ☐ Have two I big dogs.
☐ I have two big dogs.
☐ Dogs two big have I.
4. ☐ Jump they up.
☐ They up jump.
☐ They jump up.
5. ☐ I feed my dogs.
☐ Dogs I feed my.
☐ Feed I dogs my.



Name _____

Put Words in Order

Be sure your sentences make sense.

➔ Circle the words that are in the right order.

1. We throw the ball. The we throw ball.
2. Cheer girls loudly. Girls cheer loudly.

➔ Pretend you are one of the children in this picture.
Write a story about what you are doing.



Name _____

Telling Sentences

A **telling sentence** tells something. It is a **statement**. It begins with a **capital letter**. It usually ends with a **period** . .

Mom has a paint can.

➡ Circle the statement that is right.

1. Frogs are in the pond.

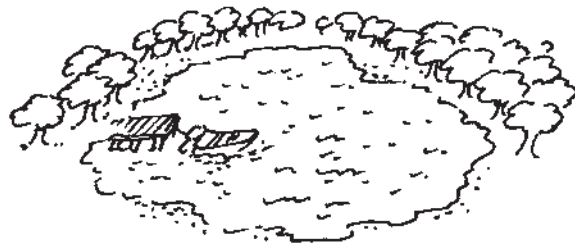
frogs are in the pond

2. the pond is very deep

The pond is very deep.

3. That tadpole is tan.

that tadpole is tan



➡ Write a telling sentence. Use the words below.

4. that green frog is big



Name _____

- ➔ Draw a line to match the sentence parts.
Write the statements.

My cat
Frogs

swim in the water.
runs away.



1. _____

2. _____

- ➔ Write each statement correctly.

3. ducks swim in the pond

4. a frog hops on the log



Name _____

Review and Assess

➡ Write each statement correctly.

1. he pets one tan cat

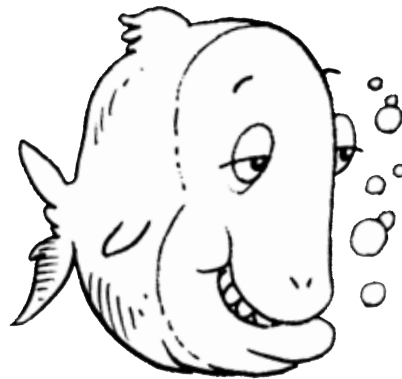
2. they have three catfish

➡ Mark the statement that is correct.

3. ☐ the fish has fins
☐ the fish has fins.
☐ The fish has fins.

4. ☐ its skin is black
☐ Its skin is black.
☐ Its skin is black

5. ☐ My fish are yellow
☐ My fish are yellow.
☐ my fish are yellow.



Make sure your sentences begin and end correctly.

- ➡ Write about a time when you saw an animal.
Begin and end each sentence correctly.

This image shows a blank sheet of handwriting practice paper. It features six identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are dark gray.

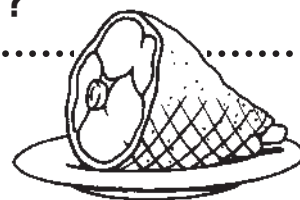
Name _____

Asking Sentences

.....
An **asking sentence** asks something. It is a **question**. It begins with a **capital letter**. It ends with a **question mark ?**.

Are you my friend? Can you play?
.....

➡ Write each question.



1. Do you like green beans? I like green beans.

2. I have some ham. Can I have some ham?

3. Is the ham in the bag? The ham is in the bag.

4. Who has the can? Pat has the can.

Name _____

➔ Write the question. Start and end each question correctly.

1. do you like apple pie

2. will you pick apples

3. is that a peach pie

➔ Look at the words.
Put them in order to write a question.
Start and end each question correctly.



4. the pie who has

5. the apple where is

Name _____

Review and Assess

➡ Write the question. Start and end the question correctly.

1. did Sam pick the beans

2. can you cook them now

➡ Mark the question that is correct.

3. ☐ Al rake will.

☐ will Al rake?

☐ Will Al rake?

4. ☐ Is the sun too hot?

☐ is the sun too hot?

☐ The too hot sun is.

5. ☐ You do have a hard job.

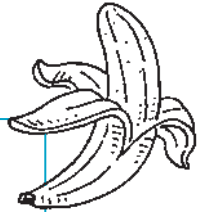
☐ do you have a hard job?

☐ Do you have a hard job?



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Ask a question to get an idea for your story.



What is my favorite _____ ?

Write a story that answers the question above.

[illegible]

Writing a Story About Me



A **test** may ask you to write a story about yourself.
Your story should have a beginning, middle, and end.
Follow the tips below.

Know what you need to do.

Read the directions carefully.

Write a story about one of your favorite things.

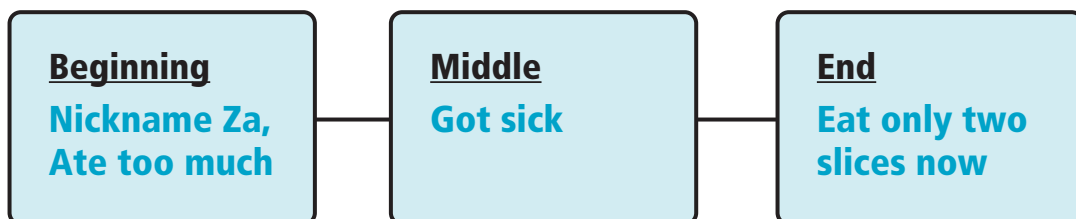
Find a good topic.

Pick a favorite thing that you can write more than one sentence about. Think of your favorite game, animal, food, or color.

Put your ideas in order.

Think of a beginning, middle, and end.
You can use a story chart like the one below.

Favorite Food—Pizza



UNIT 2 Writing for Tests

Write a good beginning.

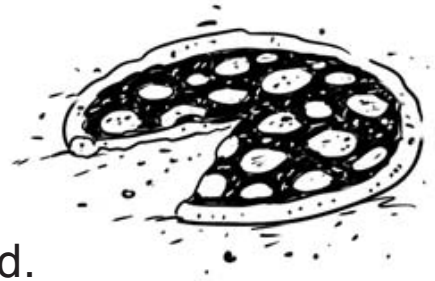
Make readers want to keep reading.

Develop your ideas.

Work from your story chart.

Write a clear ending.

Let readers know you have finished.



Check your work.

You can add or change words neatly.

The story below is about a favorite thing.

It uses the story chart.

How did I get the nickname Za?

That is what I called pizza when I was little. One time I ate four slices.

Then I got sick. I felt like I would pop.

Now I only eat two slices. Pizza is still my favorite food—but not too much!

Writer starts with an interesting question.

Pop shows how the writer felt.

Then and Now tell when things happened.

This is a clear ending.

Name _____

Nouns

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



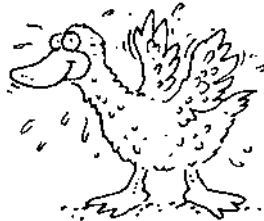
The word **man** names a person.

The word **zoo** names a place.

The word **lion** names a thing.



➔ Circle the word for each picture. Write the word.

Person	Place	Thing
 <p>girl ride</p> <p>_____</p> <p>1. _____</p>	 <p>like beach</p> <p>_____</p> <p>2. _____</p>	 <p>fast duck</p> <p>_____</p> <p>3. _____</p>

Name _____

➔ Write each noun under **person**, **place**, or **thing**.

1. boy

2. table

3. school

Person	Place	Thing
_____	_____	_____
_____	_____	_____
_____	_____	_____

➔ Finish each sentence. Write a noun from the box.

friend

park

ball

dog

4. We play in the _____.

5. Dan throws the _____.

6. A _____ barks at us.

7. My _____ yells loudly.



Name _____

Review and Assess

➡ Read each sentence. Circle each noun.

1. See the little nest.
2. Look at the eggs.

➡ Mark the noun that completes the sentence.

3. The hen asks the _____ for help.

- ☐ dog
- ☐ all
- ☐ fed

4. The _____ did not help.

- ☐ by
- ☐ cat
- ☐ we

5. The _____ will not help the hen.

- ☐ red
- ☐ go
- ☐ pig



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Name _____

Use Nouns to Describe

Nouns can give readers clear pictures.



Write the noun in () that gives the reader a better picture.



1. I see a _____ . (thing, robin)

2. Look at that _____ . (monkey, animal)

3. Tim wants _____ . (food, pizza)



Write about a toy that you like. Use nouns that give the reader a clear picture.



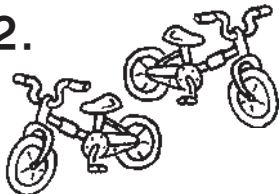





Name _____

One and More Than One

Many nouns add **s** to mean more than one.

toy + s = toys

➔ Draw a line from the noun to the correct picture.

<p>1.</p>  <p>cat</p>  <p>cats</p>	<p>2.</p>  <p>bikes</p>  <p>bike</p>
<p>3.</p>  <p>balls</p>  <p>ball</p>	<p>4.</p>  <p>bug</p>  <p>bugs</p>

Name _____



Finish the sentences.

Write the correct word on the line.

1. Two _____ look for food.
(cat, cats)



2. One _____ sits on a nest.
(bird, birds)



3. The dogs eat two _____.
(snack, snacks)



Finish the sentences. Change the noun in () to show more than one. Write the noun on the line.

4. Three black _____ eat. (crow)

5. Two _____ sit on a rock. (frog)

6. The frog eats two _____. (bug)

7. Ten _____ fly away. (robin)

Name _____

Review and Assess

➡ Write the word in () that finishes the sentence.

1. Our cat has a _____ . (sack, sacks)

2. We see two _____ . (hat, hats)

➡ Mark the word that shows more than one.

3. Look at the three birds.

- ☐ Look
- ☐ birds
- ☐ the



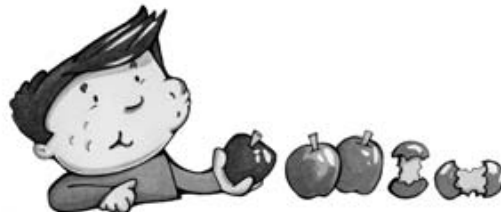
4. This frog eats bugs.

- ☐ frog
- ☐ This
- ☐ bugs



5. Ned likes to eat apples.

- ☐ apples
- ☐ eat
- ☐ Ned



Name _____

Tell About More Than One

You can describe things that are one or more than one.

➔ Write the noun from the box under its picture.

nuts

grapes

cookies







➔ Write about a food in one of the pictures or about your favorite food. You can use some words from the box.

sweet

salty

crunchy

hot

mushy

Name _____

Special Names

Special names for people, places, animals, and things begin with capital letters.



Aunt Lena



Bell School



Squeaky



Elm Street

➔ Look at each picture. Write the special name on the line.

New York



1. I live in _____

Bitsy



2. My dog is _____

Ana

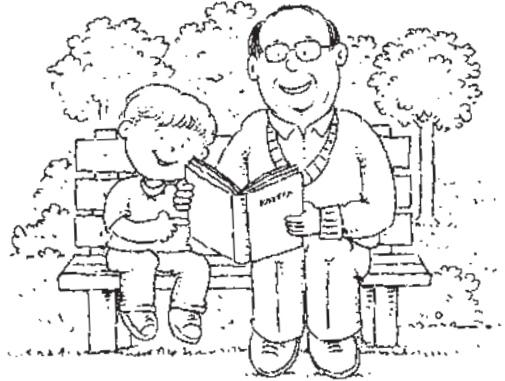


3. My sister is _____

Name _____

➔ Circle the special name in each pair.

1. girl Kelly
2. Spot dog
3. Bob boy
4. man Uncle John



➔ Write the sentences.
Use a capital letter for each special name.

5. The people live in texas.

6. The cat is named sam.

7. Does mack like the cat?

8. Was a cat on fir street?

Name _____

Review and Assess

- ➡ Write the sentences. Use a capital letter for each special name.

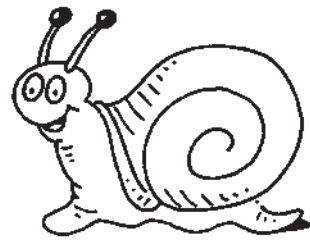


1. Did aunt betty see my frog?

2. Did ben feed his frog?

- ➡ Mark the sentence that uses the special name correctly.

3. ☐ Tim has a pet snail.
☐ TIM has a pet snail.
☐ tim has a pet snail.
4. ☐ That snail is named sally.
☐ That snail is named Sally.
☐ That Snail is named Sally.
5. ☐ The family lives in kansas.
☐ The family lives in KANSAS.
☐ The family lives in Kansas.



Name _____

Write with Special Names

Special names tell readers more.

- ➔ Pretend you are a person in this picture.
Tell about your pet. Give it a name.



Name _____

Special Titles

A **title** can come before the name of a person. A title begins with a capital letter. Some titles end with a period.

Miss Bard Mrs. Rice Doctor Kim Dr. Rico

➔ Read the title and the name. Write the title and the name correctly on the line.

1. dr. davis



2. ms. sally cruz



3. mr. john kart



4. miss pat rand



Name _____

➔ Write the title and the name correctly on the line.

1. mr lewis

3. ms chin

2. dr ann lee

4. miss bell

➔ Write each sentence correctly.
Use capital letters for the
titles and names.



5. miss block keeps us safe.

6. dr pat santo is a vet.

7. Where is mrs fox?

Name _____

Review and Assess

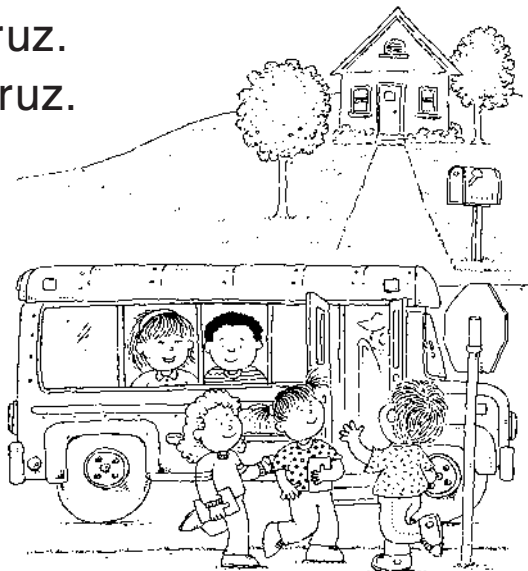
- ➡ Write each sentence correctly.
Use capital letters for the titles and names.

1. The art teacher is mrs kay.

2. Our dentist is dr day.

- ➡ Mark the sentence that uses titles and names correctly.

3. ☐ There is Mr chin.
☐ There is Mr. Chin.
☐ There is mr. Chin.
4. ☐ Our mail person is Mrs cruz.
☐ Our mail person is mrs. cruz.
☐ Our mail person is Mrs. Cruz.
5. ☐ Miss Lisa drives the bus.
☐ Miss lisa drives the bus.
☐ miss lisa drives the bus.



Name _____

Use Titles in Writing

Special titles give your readers information.

➔ Circle the words in () that give more information.

1. (The woman, Dr. Bates) loves cats.
2. (Mrs. Brown, The woman) says she is a great vet.
3. (The girl, Miss Pat Lee) thanks Dr. Bates.



➔ Tell about someone who helps people. Use titles and names to give your readers information.

Name _____

Nouns in Sentences

A **noun** names a person, place, animal, or thing. A noun can be in more than one place in a sentence.

The **boy** saw a **frog**.



- ➔ Circle the noun in each sentence.
Draw and color a picture for each noun.

1. Did the green turtle run away?

2. I fly the red kite.

3. Look at the yellow sun.

Name _____

➔ Finish the sentences. Write a noun from the box.

parrot children Mom food

1. _____ works in a pet store.

2. Stan wants to buy _____ for the cat.

3. The _____ talk to a parrot.

4. That _____ talks a lot!

➔ Circle the two nouns in each sentence.

5. The boy runs to the tree.

6. The bird is in the sky.

7. Give a bone to the dog.



Name _____

Review and Assess

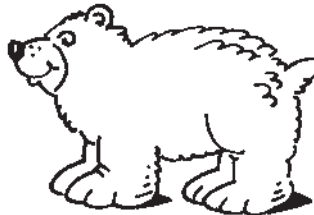
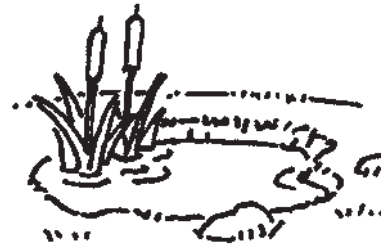
➡ Circle the two nouns in each sentence.

1. Three fish swim across the pond.
2. The frog jumps on the rock.
3. Two girls pick some flowers.



➡ Mark the sentence that has a line under the noun.

4. ☐ The lake is cold.
☐ The lake is cold.
☐ The lake is cold.
5. ☐ Look at that tadpole.
☐ Look at that tadpole.
☐ Look at that tadpole.
6. ☐ Jason sees a bear.
☐ Jason sees a bear.
☐ Jason sees a bear.



Name _____

Write with Nouns

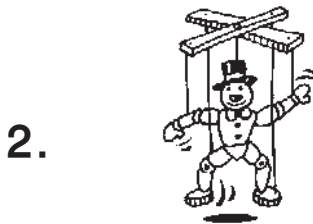
Choose nouns that make your description clear.

➡ Circle the noun that tells more about each picture.



farm

place



toy

puppet

➡ Write about a place. Use one of the nouns in the box.



Name _____

Names of Days and Months

.....

Days of the week begin with capital letters.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Months of the year begin with capital letters.



January



February



March



April



May



June



July



August



September



October



November



December



Circle the days of the week and months of the year.

1. In December Marie likes to ski.
2. We don't go to school on Saturday.
3. Will everyone swim on Monday?
4. The last day of school is in June.

Name _____

- ➔ Fix the sentences. Write the days and months correctly.



1. Come to my house on sunday.

2. In february Sam will ski.

3. Mom's birthday is in may.

4. On monday Beth takes the bus.

- ➔ Finish the sentences.
Write a day of the week and a month.

5. Today is _____.

6. This is the month of _____.

Name _____

Review and Assess

- ➔ Fix the sentences. Write the days of the week and the months of the year correctly.

1. Fran swims in june.

2. David helps Mom on friday.

- ➔ Mark the sentence that uses the day of the week or the month correctly.

3. ☐ Wendy has dance class on tuesday.
☐ Wendy has dance class on TuesDay.
☐ Wendy has dance class on Tuesday.
4. ☐ Our class visits the zoo in october.
☐ Our class visits the zoo in OCtober.
☐ Our class visits the zoo in October.
5. ☐ Sam will read his new book on friday.
☐ Sam will read his new book on Friday.
☐ Sam will read his new book on FriDay.



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Describe a Month

Tell about your favorite month.



slide

snowflakes

- I. I _____ down the snowy hill.

2. We watch the _____ fall.

- Write about your favorite month. Tell what you do and see.

My favorite month is _____.

Write a Description



A **test** may ask you to tell about a place. Use words to give a picture of this place. Follow the tips below.

Know what you need to do.

Read the directions carefully.

Tell about a place you like. Describe what you see, hear, smell, or touch there.



Find a good topic.

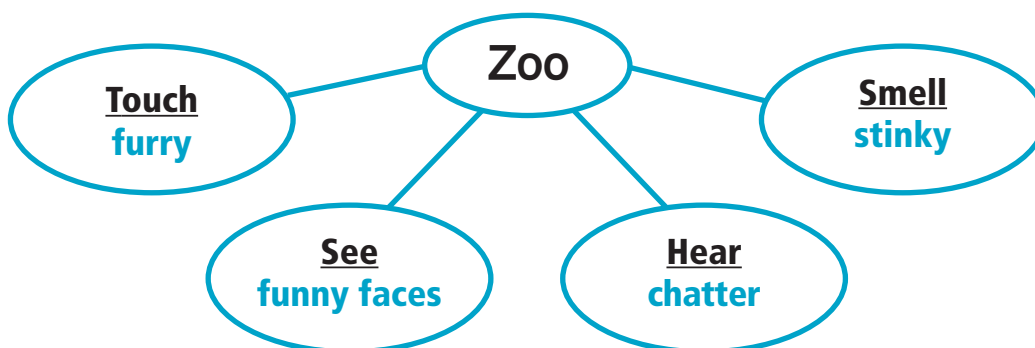
Pick a favorite place that you can write about.

Think of a place that has many things to do or see.

Put your ideas in order.

List what you see, hear, smell, and touch in that place.

Use a web like the one below.



UNIT 3 Writing for Tests

Write a good beginning.

You might start by asking a question.

Develop your ideas.

Add details from your web.

Write a clear ending.

Wrap up your ideas in your last sentence.

Check your work.

You can add or take out words.



The description below is about a place.

It uses ideas from the web.

Do you like the zoo as much as I do?
My favorite animals at Lincoln Zoo are the
monkeys. They chatter. This must be how
they talk. They make funny faces. There
was a furry monkey in the petting zoo.
Some animals smell stinky, but I love the
zoo anyway.

The writer
starts with
a good
question.

Nouns give
readers clear
pictures.

This ending
tells the
writer's
feelings.

These
words tell
what the
writer
sees, hears,
smells, and
touches.

Name _____

Action Verbs

A **verb** can tell what someone or something does.

Nat **eats** a snack. Gail **reads** a book.

➔ Read each sentence. Circle each verb.

1. Jen **bakes** a cake.
2. She **pours** flour into a bowl.
3. She **adds** eggs and milk.
4. Then she **mixes** everything.
5. The cake **cooks** slowly.



➔ Write a verb to complete the sentence.

6. Now Jen _____ the cake.



Name _____

- ➔ Circle the correct verb in () to complete each sentence.
Write the verb on the line.

1. Dora _____ milk.
(drinks, runs)



2. Mel _____ his milk.
(sings, spills)

3. He _____ the table.
(wipes, barks)

4. Sunny _____ for a treat.
(sleeps, barks)

- ➔ Write a verb to end each sentence.

5. My friend _____ .

6. The man _____ .

7. The furry cat _____ .

Name _____

Review and Assess

- ➔ Circle the correct verb in () to complete each sentence. Write the verb.



1. My dog _____ in the park.
(runs, talks)

2. Steve _____ my dog every day.
(dances, feeds)

- ➔ Mark the sentence with the underlined verb.

3. ☐ Ken beats the eggs.
☐ Ken beats the eggs.
☐ Ken beats the eggs.
4. ☐ Lenny puts bread in the pan.
☐ Lenny puts bread in the pan.
☐ Lenny puts bread in the pan.
5. ☐ Ken eats bread with Lenny.
☐ Ken eats bread with Lenny.
☐ Ken eats bread with Lenny.



Name _____

Write with Action Verbs

Use action verbs to show your readers how to do something.

➔ Write the correct verb from the box in each sentence.

puts

walks

1. Dan _____ the dog.



2. Then he _____ food in the dish.

➔ Tell how to do something. You can write about how you take care of a pet or about a job you do at home.

Name _____

Verbs That Add s

A **verb** can tell what one person, animal, or thing does.
Add an **s** to show what is being done now.

Manny **bakes** a pie.

His dog **eats** the pie.

➔ Complete the sentences. Write the correct word on the line.

1. Jane

(play, plays)

a game.

2. Fran

(finds, find)

a ball.

3. Carl

(want, wants)

to bake a pie.

4. Carl

(take, takes)

the pie from the oven.

5. Jane

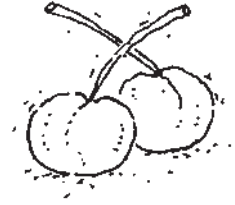
(eats, eat)

the pie.



Name _____

- ➔ Add **s** to the verb in () to complete the sentences. Write the verb on the line.



1. Grandmother _____ a pie. (bake)

2. Mother _____ the pie. (cut)

3. Tina _____ the warm pie. (smell)

- ➔ Add **s** to the verbs in the box to complete the sentences. Write the correct verb on the line.

sleep

cover

walk

4. Pam _____ up the stairs.

5. She _____ in her bed.

6. Mother _____ Pam with a blanket.



Name _____

Review and Assess

- ➔ Add **s** to the verb in () to complete the sentences.
Write the verb on the line.

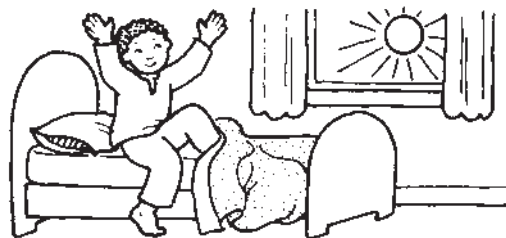
1. Cousin Sara _____ in a chair. (sit)

2. She _____ Kelly a lullaby. (sing)

3. Kelly _____ in Sara's lap. (nap)

- ➔ Mark the sentence that is correct.

4. ☐ Tony wake up now.
☐ Tony wakes up now.
☐ Tonys wake up now.
5. ☐ Then he eats breakfast.
☐ Then he eat breakfast.
☐ Then hes eat breakfast.



6. ☐ Now he play with his cat.
☐ Now hes play with his cat.
☐ Now he plays with his cat.



Name _____

Use Verbs to Explain

Use verbs to show what each person does in a game.

➔ Circle the correct verb in ().

1. First, El (spin, spins) the spinner.
2. Next, the spinner (point, points) to a number.
3. Then El (moves, move) a marker.

➔ Tell how to play an outdoor game.
You can use some words in the box.



spins throws kicks moves rolls

Name _____

Verbs That Do Not Add s

Do not add **s** to a verb that tells what two or more people, animals, or things do now.

Sam and Marie **work**. Two foxes **run**.



➔ Read each sentence. Circle the verb that shows more than one.

1. Fred and Jan (cook, cooks) marshmallows.
2. They (sits, sit) on logs.
3. Three rabbits (sees, see) them.
4. Fred and Jan (eat, eats) their snack.
5. They (like, likes) to camp.



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Name _____

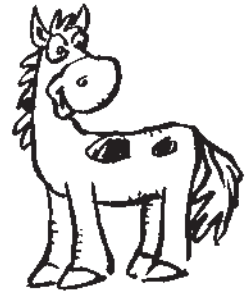
➔ Circle the correct verb. Write the verb on the line.

1. May and Kay _____ horses.
(ride, rides)



2. The girls _____ the pond.
(sees, see)

3. They _____ off the horses.
(jump, jumps)



4. They _____ in the pond.
(swim, swims)

➔ Complete the sentences. Use two verbs from the box.

buy buys gives give

5. Mom and Dad _____ ice cream cones.

6. They _____ the cones to us.

Name _____

Review and Assess

➡ Circle the correct verb. Write the verb.

1. Sue and Les _____ the dough.
(roll, rolls)

2. Chris and Brad _____ the table.
(sets, set)

3. The children _____ tasty cookies.
(eat, eats)

➡ Mark the sentence that is correct.

4. ☐ Linda and Beth plan a party.
☐ Linda plan a party.
☐ Linda and Beth plans a party.
5. ☐ The girls writes notes to friends.
☐ The girl write notes to friends.
☐ The girls write notes to friends.

6. ☐ Marta and Stu comes to the party.
☐ Marta and Stu come to the party.
☐ Marta come to the party.



Name _____

Use Verbs in Directions

Use verbs to show how to follow directions.

➔ Circle the verb that completes each sentence correctly.

1. All the players (picks, pick) a card.
2. The first two players (match, matches) pairs.
3. The next two players (takes, take) turns.
4. All the players (counts, count) their pairs.



➔ Write the directions for playing an indoor game. Use verbs to show how to follow directions.

Name _____

Verbs for Now and the Past

Verbs can tell what happens now. Verbs can tell what happened in the past. Some verbs that tell about the past end with **ed**.

She **works**. (now) She **worked**. (past)

➔ Circle the correct verb.

1. Last year Ann (plays, played) tag.
2. Now she (plays, played) checkers.
3. Last month she (likes, liked) apples.
4. This month she (likes, liked) bananas.
5. Last week she (walks, walked) Skippy.
6. Today she still (walks, walked) Skippy.
7. Last year Skippy (looks, looked) little.
8. Now Skippy (looks, looked) bigger.



Name _____

- ➔ Read each word in the box. Does it tell about now or the past? Write the words under **Now** or **The Past**.

jumps
walked

talks
cooked

watered
helps

Now

The Past

1.

4.

2.

5.

3.

6.

- ➔ Circle the correct word in ().

7. Last year Jim never (likes, liked) pizza.

8. Now he (liked, likes) pizza.

9. Last year Tammy never (jumps, jumped) rope.

10. Now Tammy (jumped, jumps) rope.



Name _____

Review and Assess

➡ Circle the word in () that completes each sentence correctly.

1. Now two cats (played, play) in the park.
2. Last year they (splash, splashed) in the pond.
3. Now the cats (jumped, jump) on the rug.
4. Yesterday they (move, moved) their toys.
5. Now they (want, wanted) more toys.

➡ Mark the sentence that is correct.

6. ☐ Now Joe plays soccer.
☐ Now Joe played soccer.
☐ Now Joe play soccer.
7. ☐ Last year Joe never talk.
☐ Last year Joe never talks.
☐ Last year Joe never talked.
8. ☐ Yesterday Joe shouts.
☐ Yesterday Joe shouted.
☐ Yesterday Joe shout.



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Name _____

Use Past and Now Verbs

Use the right verb to tell when something happened.

- ➔ Circle the word in () that completes each sentence correctly.

1. Last year we (train, trained) Lucky.
2. Now Lucky (obeyed, obeys) commands.



- ➔ Write about how you learned to do something.
Use the right verbs to tell when things happened.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.

Name _____

Is, Are, Was, and Were

The words **is** and **are** tell about now. Use **is** to tell about one. Use **are** to tell about more than one.

A box **is** big.

Some toys **are** small.

The words **was** and **were** tell about the past. Use **was** to tell about one. Use **were** to tell about more than one.

The day **was** fun. We **were** happy.

➔ Read the sentences. Write **Now** if the sentence tells about now. Write **Past** if the sentence tells about the past.

1. The presents were for Brad.

2. Brad was surprised!

3. All the children are here.

4. Brad is happy.



Name _____

➔ Circle the word that makes each sentence correct.

1. Jane (is, are) cold in the snow.
2. The rabbits (was, were) white.
3. The sun (was, are) warm on my face.



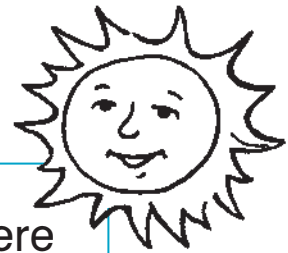
➔ Complete the sentences.
Use the words in the box.

is

are

was

were



4. The mules _____ sick last year.

5. Five mules _____ in the barn now.

6. Luke _____ happy now.

7. One mule _____ outside last night.

Name _____

Review and Assess

➔ Circle the correct word. Write the word.



1. The cat and dog _____ hot in the sun.
(were, was)

2. The cat _____ in the cool barn now.
(is, are)

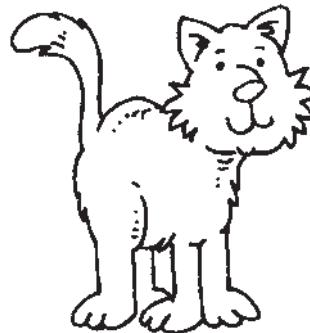
3. The dog and cat _____ happy again.
(is, are)

➔ Mark the sentence that is correct.

4. ☐ Al are happy today.
☐ Al were happy today.
☐ Al is happy today.

5. ☐ A cat were in the yard.
☐ A cat is in the yard.
☐ A cat are in the yard.

6. ☐ Sid was with me last night.
☐ Sid were with me last night.
☐ Sid are with me last night.



Name _____

Use Is, Are, Was, and Were

Use the correct form of these verbs in your writing.

- ➔ Use the words from the box to complete the sentences. Write the words.

are

was

were



1. Last year, lemonade _____ my favorite drink.

2. Lemons, sugar, and water _____ all you need.

3. Lemons _____ on sale yesterday.

- ➔ Tell how to make a snack. Use **is**, **are**, **was**, or **were**.

Name _____

Contractions with Not

A **contraction** is a short way to put two words together.
A **verb** and the word **not** can be put together to make a contraction. An **'** is used in place of the letter **o**.

are + not = aren't
did + not = didn't
do + not = don't
does + not = doesn't
has + not = hasn't
is + not = isn't
was + not = wasn't
were + not = weren't



➡ Read each sentence. Circle the contraction.

1. Don't you like riddles?
2. Isn't a furry fish a catfish?
3. Aren't smart bees spelling bees?
4. May didn't answer the riddle.



Name _____

➔ Draw a line from the words to their contraction.

- | | |
|-------------|---------|
| 1. are not | isn't |
| 2. is not | doesn't |
| 3. does not | aren't |
| 4. did not | weren't |
| 5. were not | wasn't |
| 6. was not | didn't |



➔ Write the contraction for the underlined words.

7. Morris is not a bear. _____

8. Boris was not a moose. _____

9. Morris did not answer the riddles. _____

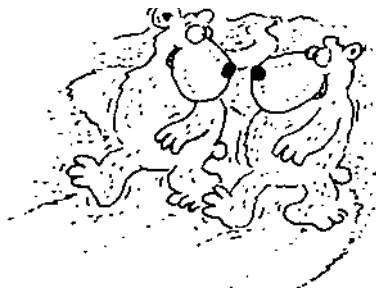
10. Boris does not like some riddles. _____

11. The animals are not having fun. _____

Name _____

Review and Assess

- ➔ Draw a line from the underlined words to their contractions.



1. The bears are not telling riddles. isn't
2. The catfish is not eating. weren't
3. The butterflies were not flying. aren't

- ➔ Mark the sentence that spells the contraction correctly.

4. ☐ That wasnt the answer to the riddle.
☐ That was'nt the answer to the riddle.
☐ That wasn't the answer to the riddle.
5. ☐ Didnt Pete know those riddles?
☐ Didn't Pete know those riddles?
☐ Di'dnt Pete know those riddles?
6. ☐ Wes doesn't like those riddles.
☐ Wes doe'snt like those riddles.
☐ Wes doesnt like those riddles.



You can use contractions in your how-to explanations.

➡ Work with your teacher or a small group.
Tell how to make an animal mask.
Name the things you will need.

[illegible]

Writing a How-to Report



A **test** may ask you to write a how-to report. Be sure to include all the steps. Use words such as **first** and **next** to show the order of the steps. Follow the tips below.

Know what you need to do.

Read the directions carefully.

Tell how to make or do something. Keep the steps simple. Put them in order.



Find a good topic.

Think of something you made. Remember each step.

Put your ideas in order.

List your steps in a how-to chart. Use words such as **first**, **next**, and **last** to show order.

How to Make a Ball-Toss Game

What you need: Large box, tennis ball

First,
cut a hole.

Next, stand
six feet from
the box.

Last,
throw the
ball.

Write a good beginning.

Tell readers what is being made.

Develop your ideas.

Work from your chart. Add details. Make sure your directions are complete.

Write a clear ending.

Let readers know when you have finished by using a word such as **last** or **finally**.

Check your work.

You can add or change words neatly.

The report below is about a game.

It uses the how-to chart.

This is how to make a Ball-Toss Game.	
First, get a large box and a tennis ball.	Next,
have an adult cut a hole in the box. Make	
sure the hole is bigger than the ball! Stand	
six feet away from the box. Now throw	
the ball. Score one point each time the ball	
goes in. Finally, count your score.	

Writer starts by telling what the game is.

First, Next, Now, and Finally show the order of steps.

Verbs tell what to do.

This ending tells the last step.

Name _____

Adjectives

.....
An **adjective** tells about a person, place, or thing.

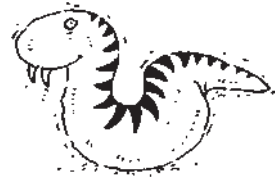
.....
tall girl sandy beach wet paint
.....

➔ Circle the adjective. Then write the adjective.

1. cold milk



2. long snake



3. soft cheese



4. sweet treat



5. little dog



Name _____



Look at the pictures.

Circle the correct adjective in ().

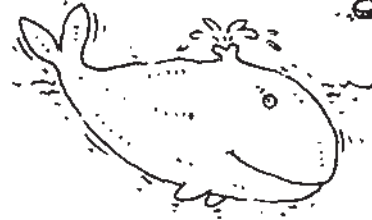
1. The lion has a (loud, soft) roar.



2. This is a (happy, sad) girl.



3. Here is a (tiny, big) animal.



Complete each sentence.

Write an adjective from the box.

little

soft

funny



4. Ann reads about a _____ clown.

5. Her _____ brother listens.

6. They sit in a _____ chair.

Name _____

Review and Assess Circle the adjective in each sentence.

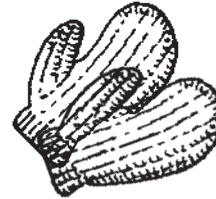
1. Snacks are in small bags.
2. We eat big bananas.

 Mark the sentence with the underlined adjective.

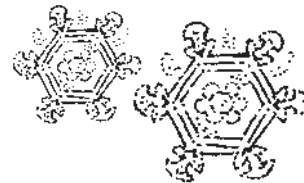
3. ☐ It is a cold day.
- ☐ It is a cold day.
- ☐ It is a cold day.



4. ☐ I have warm mittens.
- ☐ I have warm mittens.
- ☐ I have warm mittens.



5. ☐ We jump in the deep snow.
- ☐ We jump in the deep snow.
- ☐ We jump in the deep snow.



Name _____

Use Lively Adjectives

Adjectives help make your report interesting.

➔ Write an adjective from the box in each sentence.

floppy

soft

pink

1. I pet the _____ rabbit.

2. It has _____ ears.

3. See its _____ eyes.



➔ Write about a favorite animal. Use lively adjectives.

Name _____

Adjectives for Colors and Shapes

.....

Some **adjectives** name colors.

yellow sun **green** grass

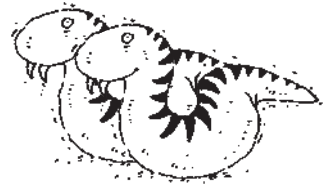
Some **adjectives** name shapes.

square box **round** hole

.....

➔ Circle the adjective in each sentence that names a color or shape.

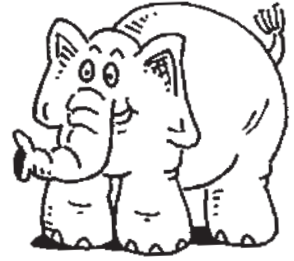
1. I see green snakes.
2. They are in a round cage.
3. Red birds fly away.
4. White rabbits hop fast.
5. They are in a square box.
6. Hippo lives near blue water.



Name _____

➔ Circle the adjective that makes each sentence correct.

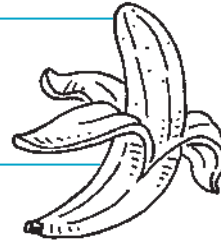
1. Where is the (box, brown) bear?
2. The clown has a (bounce, round) ball.
3. A (tree, gray) elephant walks slowly.
4. See the (dish, black) ape in the cage.



➔ Write an adjective from the box. Use the words in () to help you.

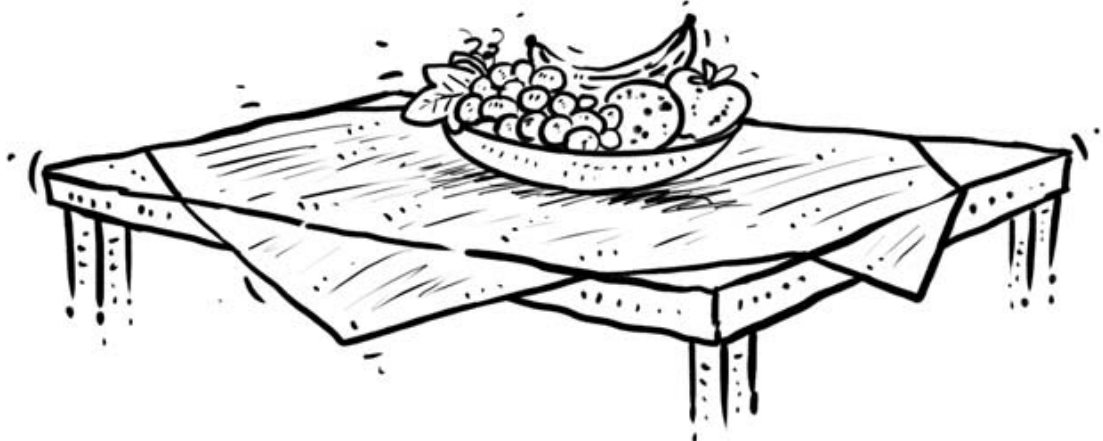
square

yellow



5. The _____ banana is in the dish. (color)


6. The fruit is on a _____ table. (shape)



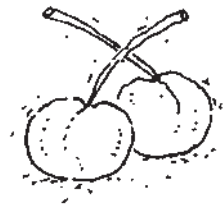
Name _____

Review and Assess Circle the adjective in each sentence.

1. I see black bears.
2. They sleep in square cages.
3. Did they eat yellow honey?

 Mark the sentence that has the adjective underlined.

4. ☐ Does the bear eat green beans?
☐ Does the bear eat green beans?
☐ Does the bear eat green beans?
5. ☐ This bear eats red cherries.
☐ This bear eats red cherries.
☐ This bear eats red cherries.
6. ☐ The bear looks at the round sun.
☐ The bear looks at the round sun.
☐ The bear looks at the round sun.



Name _____

Use Adjectives for Colors

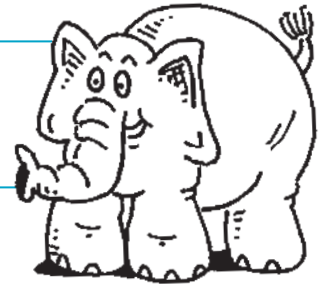
Tell readers what colors animals are.

➔ Complete each sentence. Write a word from the box.

white

gray

green



1. Two _____ polar bears nap.

2. See the _____ elephant.

3. A _____ snake sleeps.

➔ Write about an animal in the zoo. Use a color word.

Name _____

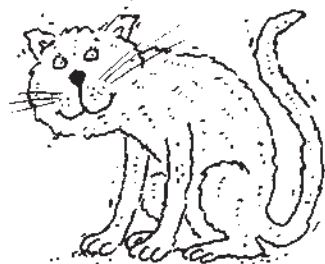
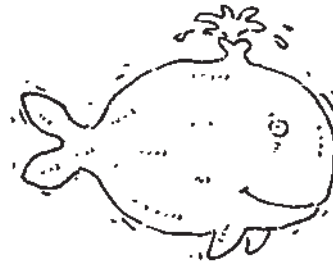
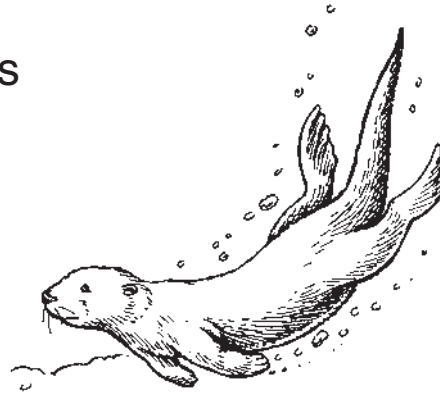
Adjectives for Sizes

Some **adjectives** describe size. The words **big**, **small**, **long**, **short**, and **tiny** describe size.

big house **small** mouse

➔ Circle the adjective that describes size in each sentence.

1. Look at the little otter.
2. The otter has tiny ears.
3. Big whales are swimming.
4. Do you see any small whales?
5. That horse has a long tail.
6. My cat has short fur.



Name _____

- ➔ Look at the pictures. Write an adjective from the box to tell about each picture.

short

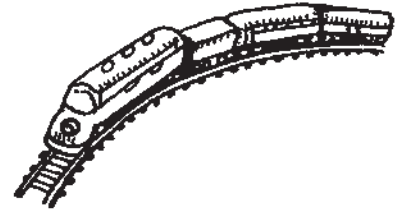
little

long

tall

1.

train



2.

mouse



3.

tail



4.

building



Name _____

Review and Assess

➔ Write the adjective that describes size in each sentence.

1. There is a small frog. _____

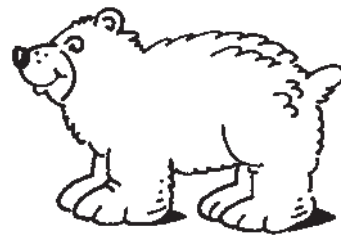
2. It climbed the tall tree. _____

➔ Mark the sentence that has the adjective underlined.

3. ☐ I saw a little hippo in the zoo.
☐ I saw a little hippo in the zoo.
☐ I saw a little hippo in the zoo.



4. ☐ The bear lives in a big cave.
☐ The bear lives in a big cave.
☐ The bear lives in a big cave.



5. ☐ The monkey climbs a tall tree.
☐ The monkey climbs a tall tree.
☐ The monkey climbs a tall tree.



Tell readers what size animals are.

-

-
- This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Name _____

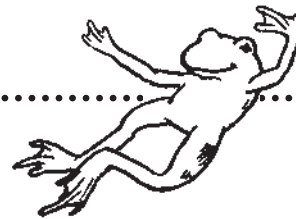
Adjectives That Tell What Kind

.....
An **adjective** can tell what kind.

funny frog

warm bread

.....



➡ Write the adjective that tells what kind.

1. It is a cold day. _____

2. Where are my warm mittens? _____

3. I look in my woolly coat. _____

4. They are in my large pockets. _____

5. I can play in the deep snow. _____



Name _____

➔ Circle the adjective in () that completes each sentence correctly.

1. That was a (sad, good) museum!
2. I saw an (open, old) dinosaur.
3. It had (hard, slow) bones.
4. It was in a (dark, slow) room.
5. (Happy, Long) children had fun.



➔ Choose the best adjective in the box to complete each sentence. Write the adjective on the line.

clean

warm

dirty

6. We washed the _____ dog.

7. We used a tub of _____ water.

8. Now I have a _____ dog!

Name _____

Review and Assess

➡ Circle the adjective in () that completes each sentence correctly.

1. Leo is a (happy, square) kitten.
2. I gave Leo (cold, happy) water.



➡ Mark the adjective that best completes the sentence.

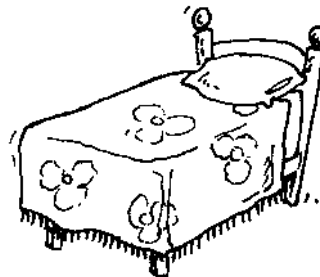
3. Mom saw my _____ room.
☐ messy
☐ soft
☐ hungry



4. I mopped the _____ floor.
☐ sad
☐ dirty
☐ happy



5. Now I have a _____ room.
☐ neat
☐ long
☐ full



Name _____

Tell What Kind

Think of words that describe animals. Animals can be **sleepy, loud, playful, or furry.**

➔ Complete each sentence with an adjective from the box.

hungry

sharp

soft

1. Our cat has _____ fur.



2. Mom clips her _____ claws.

3. Then I feed my _____ cat.

➔ Write about an animal that lives in the jungle or forest.

Name _____

Adjectives That Tell How Many

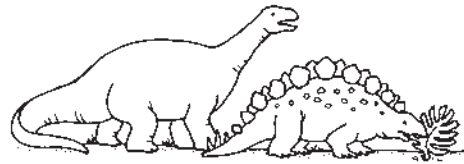
Some adjectives tell how many.

three balls

six crickets

➡ Draw a line from the words to the pictures.

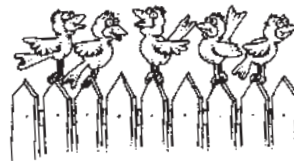
1. four footprints



2. two dinosaurs



3. three trees



4. one house



5. five birds



Name _____

➔ Circle the adjective that tells how many.

- | | |
|--------------------|-------------------|
| 1. three dinosaurs | 5. two footprints |
| 2. five eggs | 6. one nest |
| 3. four toes | 7. three bugs |
| 4. ten berries | 8. six bees |

➔ Draw a line to the number word that completes the sentence. Write the number word on the line.

9. I have _____ hands. ten

10. I have _____ nose. two

11. See my _____ toes! one



Name _____

Review and Assess

➡ Circle the adjective that tells how many.

1. Six dinosaurs ate bugs for lunch.
2. There are ten dinosaur eggs in the nest.
3. One dinosaur looks at the nest.

➡ Mark the sentence that has the adjective underlined.

4. ☐ Three dinosaurs are in the water.
☐ Three dinosaurs are in the water.
☐ Three dinosaurs are in the water.
5. ☐ They found ten leaves on a tree.
☐ They found ten leaves on a tree.
☐ They found ten leaves on a tree.
6. ☐ One dinosaur ate all the leaves.
☐ One dinosaur ate all the leaves.
☐ One dinosaur ate all the leaves.



Name _____

Tell How Many in a Report

Use numbers to make your report exact.

- ➔ Write about the picture. Use numbers to tell how many.

1. This dinosaur had _____ horns.

2. It had _____ tail.

3. See its _____ eyes.



- ➔ Write about your favorite dinosaur.
Use numbers to make your report exact.

Name _____

Adjectives in Sentences

An **adjective** helps you picture a person, place, or thing.

The **fat** pig eats food.

➔ Circle the adjective that gives a picture in each sentence.

1. The sleepy kitten is napping.
2. It has fuzzy fur.
3. What was that loud noise?
4. The scared kitten wakes up.
5. The kind boy hugs the kitten.
6. We feed the hungry kitten.
7. Is it a thirsty kitten too?



Name _____

➔ Circle the adjective in () that completes each sentence.

1. The (hungry, thirsty) boy needs water.
2. A (two, tired) baby wants to sleep.
3. The (wet, long) girl walks in the rain.

➔ Use an adjective in the box to complete each sentence.
Write the adjective on the line.

fluffy

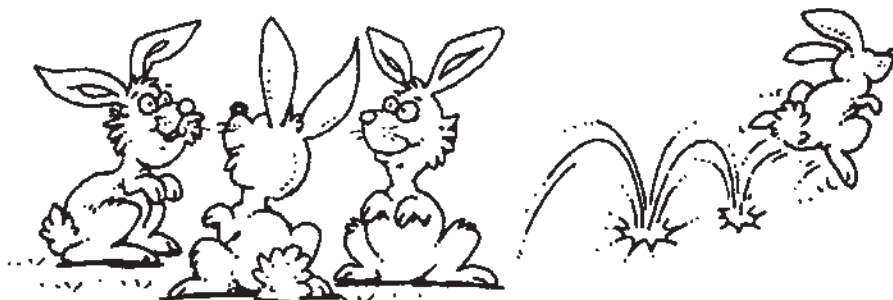
long

little

4. See the _____ rabbit.

5. It has a _____ tail.

6. I like its _____ ears.



Name _____

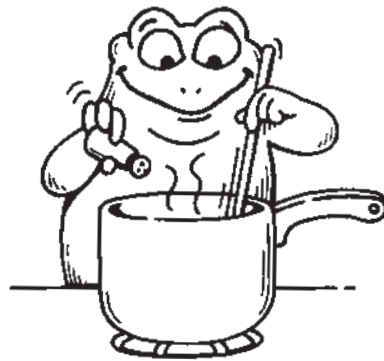
Review and Assess

➡ Circle the adjective that fits each sentence.

1. Is the (three, hungry) frog cooking lunch?
2. The (fluffy, wet) frog hops in the puddle.

➡ Mark the sentence that has the adjective underlined.

3. ☐ Bob has a playful kitten.
☐ Bob has a playful kitten.
☐ Bob has a playful kitten.
4. ☐ The shy kitten hides under the chair.
☐ The shy kitten hides under the chair.
☐ The shy kitten hides under the chair.
5. ☐ What a long tail this kitten has!
☐ What a long tail this kitten has!
☐ What a long tail this kitten has!



Name _____

Use Strong Adjectives

Use strong adjectives to give readers clear pictures.
Replace **nice** with an adjective that tells more.

➔ Circle the adjectives that tell more.

1. nice beach
sandy beach
2. nice garden
peaceful garden



➔ Write about a place you like.
Use strong adjectives to paint a picture.

Writing a Summary



A **test** may ask you to sum up information from a chart. Use complete sentences. Include all the important information. Follow the tips below.

Know what you need to do.

Read the directions carefully.

Write a summary of the information about the T-Rex. Put words into complete sentences. You might tell how you feel about the T-Rex.

About the T-Rex

Long, sharp teeth
Ate other dinosaurs
Stood 18 feet tall
40 feet long—head to tail
Strong and fierce
Weighed 6 tons
Died millions of years ago



© Pearson Education, Inc. 1

Put your ideas in order.

Decide in what order to put the facts in your summary.

Write a good beginning.

You might begin with an interesting fact or question.

Develop your ideas.

Write complete sentences about the facts in the chart.

Write a clear ending.

Write a strong ending. Let readers know you are done.

Check your work.

You can add or change words neatly.

The report below is about the T-Rex. It uses the picture and the information given.

Which dinosaur is your favorite? Mine is	The writer starts with an interesting question.
T-Rex because it was strong and fierce.	
It had long, sharp teeth to eat other	Adjectives give a clear picture.
dinosaurs. T-Rex was 18 feet tall and 40	
feet from head to tail! Can you imagine	
meeting a 6-ton T-Rex? You don't have to	
worry. T-Rex died millions of years ago.	This is a strong ending.

Writer uses all the facts and adds own ideas.

Name _____

How Sentences Begin and End

A **sentence** tells a complete idea. It begins with a **capital letter**. Questions end with a **?**. Statements end with a **.**.

When can we plant the garden?

We will plant in the morning.



➔ Circle each group of words that is a complete sentence.

1. Grow a garden?
2. Where are the seeds?
3. Ted digs a hole.
4. Beautiful flowers.
5. A little seed?
6. Jenny plants flowers.



Name _____



Write the sentences on the lines.

Begin and end each sentence correctly.

1. we water my plants

2. does this plant have seeds



Change each statement to a question. Write the new sentence on the line. An example is in the box below.

Plants are growing. Are plants growing?

3. Zack is planting seeds.

4. He will see them grow.



Name _____

Review and Assess

➡ Circle each group of words that is a complete sentence.

1. When did Dolly plant her garden?
2. Dolly and Tara.
3. Dolly and Tara are friends.



➡ Mark the group of words that is a complete sentence and is written correctly.

4. ☐ A small bird.
- ☐ A small bird is in the pond.
- ☐ a small bird is in the pond.



5. ☐ Leslie sits in the sun.
- ☐ Leslie in the sun.
- ☐ leslie sits in the sun.



6. ☐ A brown fish?
- ☐ Is a brown fish in the pond?
- ☐ In the pond?



Name _____

Write Complete Sentences

Remember to begin and end your sentences correctly.



➡ Write each sentence correctly.

1. will you plant a garden

2. it is fun to watch seeds grow

➡ Write two sentences about something you like to do.
Tell why a friend should do it with you.

Name _____

Exclamations

.....
An **exclamation** is a sentence that shows strong feeling.
It begins with a capital letter. It ends with an exclamation
mark **!**.

I am so cold!



➔ Read each sentence.
Circle the exclamations.

1. Bruce plays in the snow.
2. Can we make a snowman?
3. We will make the biggest snowman of all!
4. My scarf just blew away!
5. Bruce's hands are freezing!
6. We can go inside.
7. It must have snowed ten inches!



Name _____

- ➔ Read each pair of sentences. Write each exclamation on the line.

1. I am so excited! Today is my birthday.

2. Can we play inside? It is freezing out!

- ➔ Write each sentence correctly.
Begin each sentence with a capital letter. End each sentence with an exclamation mark.



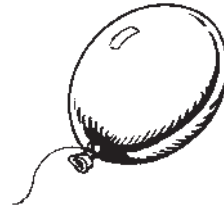
3. this cake is so sweet

4. he can't eat another bite

Name _____

Review and Assess Read the sentences. Circle each exclamation.

1. Ted can't wait for his birthday party!
2. When does the party start?
3. The party is on Monday.
4. Martin had the best time of all!

 Mark the correct exclamation.

5. ☐ The lemonade is so cold!
☐ The lemonade is so cold
☐ the lemonade is so cold!
6. ☐ Frank was so excited
☐ Frank was so excited!
☐ frank was so excited!
7. ☐ we loved your party!
☐ We loved your party
☐ We loved your party!



Name _____

Use Exclamations in Writing

Let readers know how you feel about something.
An exclamation can show feelings.

➔ Circle the sentences that are exclamations.

1. Come to my sleepover.
2. We'll have so much fun!
3. I can't wait!



➔ Ask a friend to come play with you. Tell what you will do.
Use an exclamation to show how you feel.

Name _____

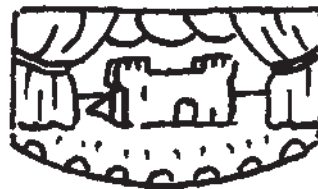
Commands

A **command** is a sentence that tells someone to do something. It begins with a capital letter. It ends with a **period** .

Go to bed. Get my dog, please.

➔ Circle each sentence that is a command.

1. Can you come to my house?
2. Help me put on a play.
3. Put up the posters.
4. Ask your family to come.
5. Mom can make costumes.
6. Please make animal masks.
7. Invite all our friends.



Name _____

➔ Circle the command. Draw a picture for the command.

1. Will you feed Bird?

2. A nest is in a tall tree.

3. Sit in the nest, Bird.



➔ Rewrite each sentence as a command.

You can sing for me.

Sing for me.

4. You can build a nest.

5. You can bring me hay.

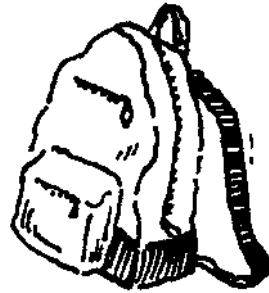


Name _____

Review and Assess

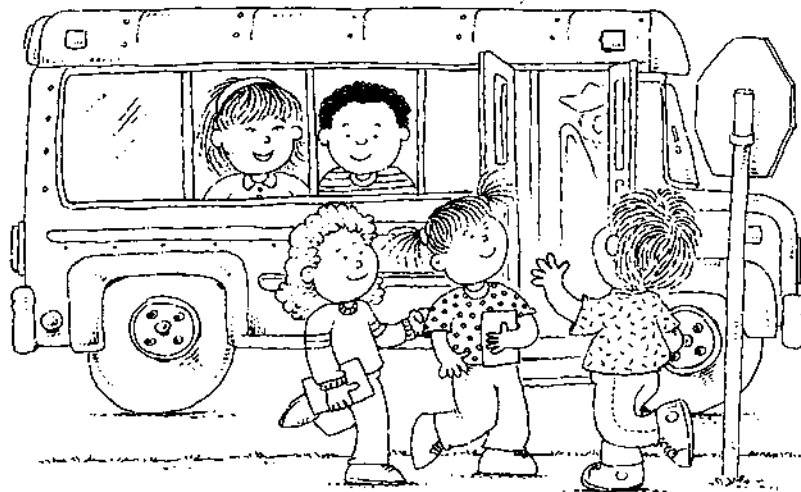
➡ Circle each sentence that is a command.

1. It's time to get ready for school.
2. Get your jacket, please.
3. Put on your jacket.
4. Pick up your backpack.



➡ Mark the sentence that is a command.

5. ☐ Is it time to get on the bus?
☐ The bus is here.
☐ Get on the bus, please.
6. ☐ Can I sit at the front of the bus?
☐ Sit at the front of the bus.
☐ I like to sit at the front of the bus.



Name _____

Use Commands to Persuade

You can use a command to persuade readers to do something.



➔ Write a verb from the box for each sentence.

Tell

Come

1. _____ to my house, please.

2. _____ me what time you can come.

➔ Write to a friend or family member. Use commands to persuade this person to do something with you.

Name _____

Pronouns

.....
He, she, it, I, we, you, and they can take the place of nouns. They are called **pronouns**.

Mother eats lunch.

She eats lunch.

The boy eats an apple.

He eats an apple.

The fox runs fast.

It runs fast.
.....

➔ Circle the pronoun in each sentence.

1. Joan and I are putting on a play.
2. Will it be on Monday?
3. They will all come to see the play.
4. Is she the queen in the play?
5. I play the wicked king.
6. Joe says he will come.
7. You are invited to come too.
8. We can't wait!



Name _____

➔ Circle the pronoun in () that replaces the underlined word or words.

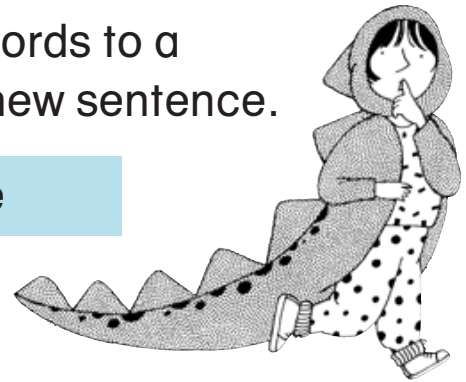
1. Fred and Lena put on a play. (They, He)
2. Fred made the costumes. (He, It)
3. Lena painted the scenery. (She, I)
4. Randy and I went to the play. (You, We)

➔ Change the underlined word or words to a pronoun from the box. Write the new sentence.

It

She

We



5. The play was funny!

6. Lena played a dragon.

7. Randy and I laughed all night.

Name _____

Review and Assess

➡ Circle the pronoun in each sentence.

1. They played music for the class.
2. We listened and clapped.

➡ Mark the pronoun that could replace each underlined word or words.

3. Frank played music.

- ☐ I
- ☐ He
- ☐ It

4. The weather was sunny.

- ☐ It
- ☐ We
- ☐ They

5. Mom saw the play too.

- ☐ He
- ☐ You
- ☐ She



Name _____

Use Pronouns in a Letter

You can use pronouns in a letter to persuade.

- ➔ Write a letter asking a family member to do something for you. Use pronouns. The first sentence is started for you.

May 3, 2004
Dear Mom,
I need a new bike. I
could ride to Tim's house.
You would not have to
drive me.
Your son,
Kevin

I need



Name _____

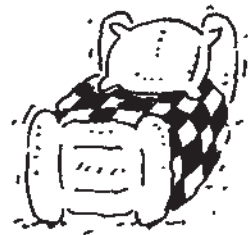
More About Pronouns

A **pronoun** can take the place of some words in a sentence. **I, you, he, she, it, we, and they** are used in the **naming part** of a sentence. **Me, you, him, her, it, us, and them** are used in the **telling part** of a sentence.

Max and I read books. **We** read **them**.

➔ Circle the correct pronoun in () to complete the sentence.

1. Nan will clean her room. (She, Her) needs help.
2. (Me, I) will help her.
3. Tom will help (she, her) too.
4. (Us, We) clean the room quickly.
5. Mom sends (we, us) out to play.
6. Tom hits the ball to (me, I).
7. (I, me) catch it.



Name _____

- ➔ Write the pronoun from the box that can replace the underlined word or words.

her

him

them

1. Al throws a ball to Pete.

2. Mom calls Al and Pete.

3. They come to Mom right away.

- ➔ Change the underlined word or words to a pronoun. Write the new sentence.

4. Henry and Sam run home.



5. Henry gives a bone to his dog.

6. Henry is hungry too.

Name _____

Review and Assess

- ➔ Choose a pronoun from the box to replace the underlined word or words. Write the pronoun.

him

We

1. Tom and I pick flowers.

2. We give flowers to Dad.

- ➔ Mark the pronoun that can replace the underlined words.

3. Where is the watering can?

- ☐ it
- ☐ I
- ☐ we

4. The rabbit plants sunflower seeds.

- ☐ Him
- ☐ Them
- ☐ He

5. He puts the seeds in the ground.

- ☐ they
- ☐ them
- ☐ us



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Name _____

Make Writing Less Wordy

Pronouns can make a letter less wordy.

- ➔ Write a letter to persuade your teacher to get a pet, book, or game for your class. The first sentence is started for you. Use **we** and **us** instead of repeating **our class**. See the model for a letter on page 143.

_____,

Our class needs

_____,

Name _____

One or More Than One

.....

An **s** makes a noun mean more than one.

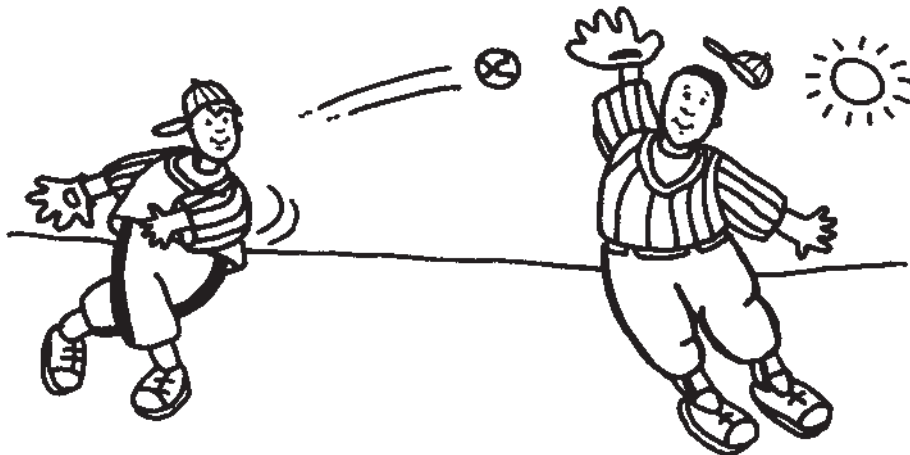
one bow

two bows

.....

➞ Circle each noun that means more than one.

1. Bob and Leon play games.
2. They paint pictures.
3. They feed two frogs.
4. Leon has three cats at home.
5. They have black stripes.
6. The boys have fun together.
7. At night they look at the stars.
8. They are good friends.



Name _____

➔ Write each word to mean more than one.

1. bell



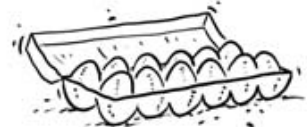
2. boy



3. kitten



4. egg



➔ Complete each sentence with a noun in (). Make the word mean more than one. Write the word.

5. Amy and Jan are _____. (friend)

6. They walk their _____. (dog)

7. The _____ like toys. (girl)

8. They ride their _____. (bike)

Name _____

Review and Assess

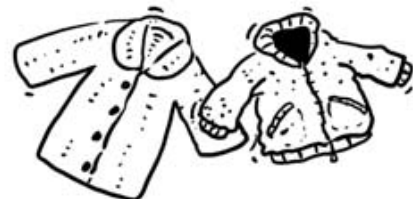
➡ Circle each noun that means more than one.

1. Pam and Jill have new shoes.
2. They can't find their socks!
3. Pam looks for her books in the closet.
4. On Friday they clean their rooms.

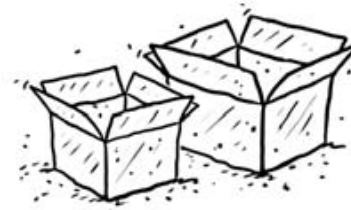


➡ Mark the sentence that has the noun showing more than one underlined.

5. ☐ Jan and Jill pick up their coats.
- ☐ Jan and Jill pick up their coats.
- ☐ Jan and Jill pick up their coats.



6. ☐ They put everything in boxes.
- ☐ They put everything in boxes.
- ☐ They put everything in boxes.



7. ☐ Where did they put the mops?
- ☐ Where did they put the mops?
- ☐ Where did they put the mops?



Name _____

Write About More Than One

Write a letter to persuade someone to play a game.

- ➔ Rewrite this letter. Make the words in () mean more than one. See the model for a letter on page 143.

I love (checker). It will be one of your favorite (game) too. All my (friend) like to play.



Writing a Letter to Persuade

A **test** may ask you to write a letter to persuade someone to do something. Use words such as **should** or **best**. Follow the tips below.



Know what you need to do.

Read the directions carefully.

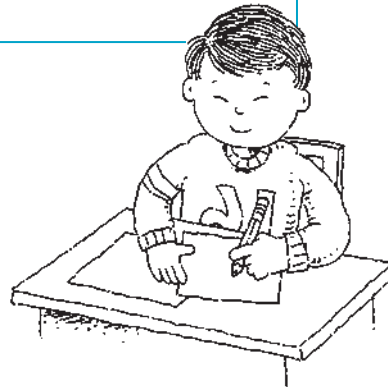
Write a letter to persuade a friend to play a pretending game. Your letter should have all the letter parts.

Find a good topic.

Think of things that you like to pretend.

Put your ideas in order.

Include all these letter parts.



	_____	Date
Greeting — Dear _____ ,	_____	Body

		Your friend, _____
	_____	Your name

UNIT 6 Writing for Tests

Write a good beginning.

You might begin with a command or a question.

Develop your ideas.

Give reasons why your friend should play.

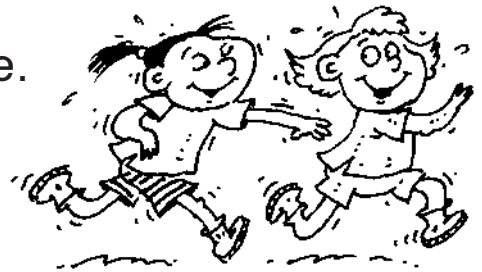
Use words such as **should** and **best** to persuade.

Write a clear ending.

End your letter with a strong sentence.

Check your work.

You can add or change words neatly.



This letter has all the letter parts.

June 1, 2004	
Dear Jo,	
• Play Freeze Tag with me after school	
• tomorrow. When you get tagged, you have	
to stand still and freeze. We'll look so silly!	
It is the best game because it makes us	
pretend and laugh! You should be very	
good at this game. I can't wait to play!	
	Your friend,
	Eli

Writer explains how to play the game.

Best and **should** are good words to persuade.

Writer starts with a command.

This is a strong ending.

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