Provide regular practice with important grammar and punctuation rules and watch your students’ writing improve! Grammar and Punctuation, Grade 2 presents 25 grade-appropriate rules followed by three activity sheets for practicing each rule.

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About the Book

The features of *Grammar and Punctuation, Grade 2* include:

**25 Rule Charts**
Reproduce these charts on overhead transparencies for ease of presentation. Choose the rules and the order of use that are appropriate to the needs of your students. Review the charts regularly.

**3 Practice Pages for Each Rule**
Use as many reproducible practice pages as appropriate for your students. These pages may be used with the whole class or as independent practice. You may wish to do a single practice page each time you review a rule.

**Grammar and Punctuation Review**
This four-page review provides a means of evaluating your students’ acquisition of the grammar and punctuation skills presented. With young students, you may wish to use the review pages one at a time, perhaps using the entire review again at year-end.

**Student Record Sheet**
On the student record sheet, the grammar and punctuation skills are keyed to the practice pages and test items.

**Answer Key**
A complete answer key begins on page 108.

About the CD-ROM

**Loading the Program**

1. Put the CD in your CD drive. This CD-ROM contains both Windows and MacOS programs. Your computer will recognize the correct program.

2. On some computers, the program will automatically start up. If the program does not start automatically:
   - *Windows*—go to My Computer, double click on the CD drive, then double click on Begin.exe.
   - *MacOS*—double click on the CD icon on your desktop, then double click on Begin.

3. After the program starts, you will arrive at the main menu.
Main Menu Features

Choose a Rule
It’s never been more fun to practice grammar and punctuation! The 25 rule charts found in the book are presented in full-color with an interactive element. To present a whole-class lesson, connect your computer to a projection system. As a review, students may be instructed on how to access specific rule charts during their computer time.

1. Click the Choose a Rule button to display the list of rules.
2. Click on a rule in the list of rules. The rule will be displayed.
3. Click on the arrow button. Rule explanations and examples will be displayed.
4. When you’re finished, click on ☐ to go back to the rules list or click on ☐ to go back to the main menu.

View the E-Book
• The rule charts, practice pages, and answer key are presented in a printable electronic format. You must have Adobe® Acrobat® Reader™ installed to access the e-book. (See installation instructions in sidebar.)
• You may scroll through the entire book page by page or open the “Bookmarks” tab for a clickable table of contents.

Hint: This symbol, + for Windows or ➤ for MacOS, means that you can click there to expand this category.
• To print pages from the e-book, click on the printer icon. A print dialog box will open. Enter the page or pages you wish to print in the print range boxes. (At the bottom of the screen, you can see which page of the e-book you are viewing.)
• To exit the e-box, simply “X” out until you return to the main menu.

E-Book Bonus
Also on the e-book is a reproducible rules handbook for students. Each rule is shown with room for students to write their own examples of the rule.

Exit
This button closes the program.

Installing Adobe® Acrobat® Reader™
You need to have Acrobat Reader installed on your computer to access the e-book portion of the CD-ROM. If you do not have Acrobat Reader, go to the main menu of the CD and follow these instructions:
1. Place your cursor over the Click Here link. Wait for the hand and then click.
2. When you see the Acrobat Reader Setup Screen, click the “Next” box.
3. When you see the Destination Location Screen, click the “Next” box.
4. When you see the Setup Complete Screen, click “finish.”
Your system will now shut down in order to install Acrobat Reader. Some systems will automatically restart. If yours does not, start it up manually.
Rule 1

A sentence has a complete thought.
Every sentence has two parts.

- It names something or someone.
- It tells what that something or someone is or does.*

The dog runs fast.
Ann hit the ball.
That boy is happy.

*See Notes to the Teacher on page 103 for additional information.
What Is a Sentence?

Circle the sentences. Put a line through the groups of words that are not sentences.

1. Climbed the mountain and camped.
2. The class went to the library.
3. Marilyn ate her lunch.
4. Susan, Bill, and Jack.
5. The flag waved in the wind.
6. The cute little puppy.
7. Sat down on the bench.

Tom and Julie play all.

The flower pot.
Parts of a Sentence

Circle the part of the sentence that names something or someone. Underline the part of the sentence that tells what that something or someone does.

1. Nick rode his new blue bike.
2. Susie and Toshi played with the dollhouse.
3. The two girls jumped up and down.
4. Becky and her grandmother played in the snow.
5. Jonathan flew his paper airplane.
6. Mrs. Smith’s class walked to the lunchroom.
7. Each boy read two books.
8. Isabel won the race.
9. Mom and Dad went to the store.
Cut and group.

Names something or someone

- ride their bikes.
- Jane and Tamara
- Two big dogs

Tells what it is or does

did not work.
works

paste

paste

paste

paste
Rule 2

A sentence begins with a capital letter.

**All** the children walked down the hall.

**Spot** hid a bone in the garden.

**There** are two birds in the nest.
Begin with a Capital Letter

A
Fix this story. Begin each complete sentence with a capital letter.

1. The mother bird wanted to make a nest.

2. Flew over trees and a barn.

3. Then she came to a big white house.

4. There was a porch on one side.

5. Inside the porch.

6. There was a little ledge.

7. High enough to be safe.

8. The bird started gathering straw and sticks.

B
Write a sentence that tells what happened next in the story. Be sure to begin your sentence with a capital letter.

________________________________________________________________________

________________________________________________________________________
Guess My Pet

A

Write these sentences. Begin each sentence with a capital letter.

1. my pet lives in a cage.

2. it can talk and squawk.

3. my pet has a beak.

4. it has green and yellow feathers.

B

Draw a picture of my pet.
Start with a Capital Letter

Circle the letter that should begin each sentence.

1. I i love to read books.
2. I i t is fun to read with my friends.
3. m M y friend, Ryan, likes to read books about cars.
4. s Sarah enjoys art books.
5. E e lizabeth loves books about animals.
6. m Molly thinks fairy tales are wonderful.
7. S s cience books are my favorites.
8. w We read our books together every day.
A sentence needs end punctuation.

- A **telling sentence** ends with a **period (.)**.
  
The dogs barked when the doorbell rang.
  Sally danced across the floor like a butterfly.

- An **asking sentence** ends with a **question mark (?)**.
  
Where did you go?
  Does a mouse eat cheese?

- A sentence that shows strong feeling ends with an **exclamation mark (!)**.
  
Help, I’m falling!
  Don’t touch that stove!
Asks or Tells?

Cut and group.

Period (.)

- Pizza is my favorite food
- I like a lot of cheese on mine

Question Mark (?)

- What is your favorite kind
- Which toppings do you like

- Do you like pepperoni on it
- Many toppings can go on a pizza
Exclamation Marks

Read each group of words. Cross out the groups of words that are not sentences. Write the correct punctuation mark at the end of sentences. Use ., ?, or !.

1. Juan and Maria put up the tent
2. Hurry, Maria, a storm is coming
3. They finished just before the rain started
4. Raindrops, raindrops, raindrops
5. Juan, will the tent keep us safe
6. Hooray, the rain is stopping
7. Juan and Maria smiled at the rainbow
Write a period (.), a question mark (?), or an exclamation mark (!) in each box.

1. Do you know what I did last week
2. Our family went to the Children’s Museum
3. Wow, did we have fun
4. We did a science experiment in the lab
5. I put some things in a test tube
6. My dad put the test tube over a flame
7. Can you guess what happened
8. Pop
9. Boy, my mom was surprised
10. Have you ever been to the Children’s Museum
The names of people and pets begin with capital letters.

Bill and Pat like to fish.

Mr. Lee is my neighbor.

Our teacher, Ms. Lopez, has a cat named Tippy.

My dog, Sandy, likes to run through the sprinkler.
Names of People and Pets

Fix the sentences. Begin each name with a capital letter.

1. Mark had two pets.

2. One was a black cat named Midnight.

3. The other was a frisky puppy named Baby.

4. Baby liked to chase Midnight.

5. One day Midnight jumped up on the fence.


7. The fence was too high.

8. Then Baby jumped into the flower box and stood on his hind legs.

9. But Midnight was still too high!
What’s Your Name?

Write names to answer these questions. Begin each name with a capital letter.

1. What is your name? ________________________________
2. What is your friend’s name? ________________________________
3. What is your teacher’s name? ________________________________
4. Who is tall? ________________________________
5. Who is funny? ________________________________
6. Who sits next to you? ________________________________
7. Who loves to read? ________________________________
8. Who loves recess? ________________________________
Write That Name

Write these sentences. Begin each name with a capital letter.

1. kristen played checkers with ronnie.
   ____________________________________________________________

2. My dog, socks, likes to chase balls.
   ____________________________________________________________

3. mrs. gonzalez told us a funny story.
   ____________________________________________________________

4. My dentist, dr. hopkins, checked my teeth.
   ____________________________________________________________

5. karl took rover for a walk.
   ____________________________________________________________

6. Our principal, mr. lee, read us a story.
   ____________________________________________________________
The names of specific places begin with capital letters.

Hillside Park is a good place for a walk.

I live in Eaton, Colorado.

Bayview School sits high on a hill.

Disneyland is my favorite amusement park.
Names of Places

A

Fix the sentences. Begin the names of people, pets, and specific places with capital letters.

1. In rocky mountain national park, snow stays on the mountains in the summer.

2. I hiked around a lake with my sister, colby.

3. sweet pea and blossom, our dogs, had to wear their leashes.

4. Tomorrow we will go to denver to see a ball game.

5. My friend, leonard, found a dog when he was at sunset beach.

B

Write about a place that you have visited. Remember to use capital letters.

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
Name That Place

Write answers to these questions. Begin the names of specific places with capital letters.

1. What is the name of your school?
   _______________________________________________________________

2. What city do you live in?
   _______________________________________________________________

3. What state do you live in?
   _______________________________________________________________

4. What is your favorite amusement park?
   _______________________________________________________________

5. What is your favorite restaurant?
   _______________________________________________________________

6. What is one place you would like to visit?
   _______________________________________________________________
On the Road

Write these names of places. Remember to begin the names of specific places with capital letters.

1. disneyland

2. los angeles

3. yosemite national park

4. mount rushmore

5. colonial williamsburg

6. carlsbad caverns

7. mississippi river

8. cape cod
The names of the days of the week, months of the year, and holidays begin with capital letters.

**Days**

I go to dance class on **Wednesday**.

On **Tuesday** and **Thursday** I play soccer.

**Months**

**January** is the first month of the year.

My birthday is in **July**.

**Holidays**

**Independence Day** is a special celebration.

**Kwanzaa** lasts for seven days.

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Read the sentences. Write the name of each day of the week. Begin with a capital letter.

1. I can’t wait to go to school on Monday.

2. Wednesday is my sharing day.

3. On Friday we will go on a field trip.

4. The cooks fixed a special treat on Tuesday.

5. My family drove to the beach on Sunday.

6. Our soccer team plays on Saturday.

What is your favorite day of the week? Write a sentence that tells why.

My favorite day of the week is ________________________________

because __________________________________________________________________
_____________________________________________________________________________.
Names of Months

Begin the names of the months with capital letters.

The first month is ____anuary. Next comes

____ebruary, the month for valentines. The third

month is ____arch, the time for leprechauns. Next

comes ____pril, then ____ay and ____une. ____uly

is the month for fireworks.

The eighth month is ____ugust. School often begins

in the month of ____eptember. The month for pumpkins

is called ____october. In ____ovember we give thanks.

The last month is ____ecember.
Names of Holidays

Fix the sentences. Capitalize the names of holidays. Capitalize any other words that should begin with a capital letter.

1. We plan to watch the fireworks on Independence Day.
2. The class drew leprechauns for St. Patrick’s Day.
3. Michael’s birthday is on Father’s Day this year.
4. Did you hunt for eggs on Easter?
5. Mrs. Smith’s class learned about Chinese New Year.
6. Tenisha’s family had a party during Kwanzaa.
7. We roasted a big turkey for Thanksgiving.
8. Did you make mother a card for Valentine’s Day?
Rule 7

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

<table>
<thead>
<tr>
<th>person</th>
<th>place</th>
<th>thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>school</td>
<td>cat</td>
</tr>
<tr>
<td>teacher</td>
<td>beach</td>
<td>truck</td>
</tr>
<tr>
<td>baby</td>
<td>town</td>
<td>cloud</td>
</tr>
<tr>
<td>player</td>
<td>store</td>
<td>carrot</td>
</tr>
</tbody>
</table>

Nouns
Find the Nouns

A Circle the nouns in this story. Can you find all 16?

Zip lay down under the tree. A little bee buzzed near his ear. Zip flipped his tail at the bee and rolled over in the grass. It was a quiet day. The family had gone to the beach. The house was empty. The sun was warm. Zip yawned. Soon Zip was dreaming of a yummy bone.

B Now write a sentence that tells what Zip is.

_____________________________________________________________

_____________________________________________________________
Name That Noun

A Write each noun under the correct heading.

<table>
<thead>
<tr>
<th>school</th>
<th>teacher</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump rope</td>
<td>pencil</td>
<td>playground</td>
</tr>
<tr>
<td>girl</td>
<td>library</td>
<td>boy</td>
</tr>
</tbody>
</table>

B Write a noun in each blank.

1. _____________ went to _____________ to buy _____________.
   person       place       thing

2. _____________ played with _____________ at _____________.
   person       thing       place

3. Did _____________ eat _____________ at _____________?
   person       thing       place
Draw a Noun

A Draw a picture of a person, a place, and a thing. Write the name of each noun on the line.

1. person
2. place
3. thing

___________________ ___________________ ___________________

B Write a sentence using each noun.

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________
Some words describe nouns. These words are called adjectives.

- pretty flower
- wet towel
- hot soup
- round ball
- tall tree
- dark night
- huge giant
- tiny baby
- blue bike
Words That Describe

A Circle the adjectives in the sentences below.

1. The fluffy yellow kitten sat by the round bowl.

2. Its big green eyes blinked.

3. It watched the tiny silver fish swim in the clear water.

4. It tilted its head and lifted a flat, white paw.

5. The fish darted into some green, leafy plants.

6. The kitten went off to play with its gray toy mouse.

B Write an adjective in each blank.

- _____________ ears
- _____________ whiskers
- _____________ tail
Add an Adjective

Write an adjective to tell *how many* or *what kind* in the blanks.

1. A _____________ car zoomed down the street.
2. We saw _____________ dinosaurs at the museum.
3. A _____________ girl helped me with my homework.
4. The _____________ clown made the children smile.
5. _____________ boys played a game of basketball.
6. The _____________ boats sailed down the _____________ river.
7. The _____________ seagulls flew over the _____________ ocean.
8. A _____________ lizard ran across the _____________ sand.
9. The _____________ ball rolled down the _____________ hill.
10. A _____________ mouse ate a _____________ piece of cheese.
How Many Adjectives?

Circle the adjectives. Fill in the circle that tells how many adjectives you found in each sentence.

1. My dad and I went to see a funny movie last night. 1 2 3
2. There were lots of fast cars and quick boats. 1 2 3
3. The story was about two silly men. 1 2 3
4. They wore big, funny, colorful hats. 1 2 3
5. One of them wore large red shoes. 1 2 3
6. One wore a gigantic yellow tie. 1 2 3
7. The silly men were trying to find a loud green bird. 1 2 3
8. In the end, the quick bird got away. 1 2 3
Verbs are words that tell what is happening or what already happened. They name an action.

<table>
<thead>
<tr>
<th>what is happening</th>
<th>what already happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>smiled</td>
</tr>
<tr>
<td>swing</td>
<td>frowned</td>
</tr>
<tr>
<td>sleep</td>
<td>climbed</td>
</tr>
<tr>
<td>dig</td>
<td>hiked</td>
</tr>
<tr>
<td>run</td>
<td>played</td>
</tr>
<tr>
<td>eat</td>
<td>grew</td>
</tr>
<tr>
<td>talk</td>
<td>picked</td>
</tr>
</tbody>
</table>
Find the Verbs

Read the sentences. Draw a line under the verbs. The first one has been done for you.

1. Shane planted the little seed.
2. The sun warmed the brown earth.
3. The rain watered the seed.
4. A tiny green sprout poked its head above the ground.
5. The sprout grew and grew.
6. Soon the sprout was a tall, slim cornstalk.
7. Ears of corn appeared on the stalk.
8. Shane picked the ears in August.
9. He ate lots of yummy corn on the cob.
Add a Verb

Read the sentences. Complete the sentences by adding a verb.

1. The puppies ___________ with the ball.
2. The boys ___________ down the street.
3. The ball ___________ up and down.
4. We ___________ with the jump rope.
5. We ___________ when we play hopscotch.
6. She ___________ her bike to my house.
7. He ___________ the ball to his friend.
8. Our kite ___________ in the sky.
Draw a Verb

A

Draw a picture of an action (a verb) in each box. Write the verb on the line.

1

2

3

___________________ ___________________ ___________________

B

Write a sentence using each verb.

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________
Two words can sometimes be put together to make a new word. The new word is called a compound word.

- butter + fly = **butterfly**
- pop + corn = **popcorn**
- door + bell = **doorbell**
- foot + ball = **football**
- in + side = **inside**
Find the Compound Words

Circle the compound word in each sentence. Write the two words that make the compound word.

1. He opened the mailbox and took out the mail.
   ___________________________________  ___________________________________

2. The children played in the sandbox.
   ___________________________________  ___________________________________

3. Our class loves to play baseball.
   ___________________________________  ___________________________________

4. We collected seashells as we walked along the beach.
   ___________________________________  ___________________________________

5. At recess we play games on the playground.
   ___________________________________  ___________________________________
Make Compound Words

Cut out the words. Put them together to make compound words. Paste the compound words onto another sheet of paper.

<table>
<thead>
<tr>
<th>down</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>note</td>
<td>book</td>
</tr>
<tr>
<td>in</td>
<td>knob</td>
</tr>
<tr>
<td>base</td>
<td>lace</td>
</tr>
<tr>
<td>shoe</td>
<td>to</td>
</tr>
<tr>
<td>door</td>
<td>hill</td>
</tr>
</tbody>
</table>
Draw the Compound Words

Write each compound word. Draw a picture of each compound word.

1.  +  = ____________
2.  +  = ____________
3.  +  = ____________
4.  +  = ____________
5.  +  = ____________
6.  +  = ____________
A contraction is a short way to write two words. A contraction uses an apostrophe (').

- cannot = can’t
- is not = isn’t
- could not = couldn’t
- will not = won’t
- it is = it’s
- they will = they’ll
- they are = they’re
- I have = I’ve
Learn About Contractions

A

Write the letter or letters that are missing in each contraction.

1. do + not = don’t ___________________________
2. I + would = I’d ___________________________
3. could + not = couldn’t _____________________
4. it + is = it’s ______________________________
5. I + will = I’ll ______________________________
6. they + are = they’re _______________________
7. have + not = haven’t _______________________
8. I + have = I’ve ____________________________

B

Write sentences using two of the contractions above.

1. ____________________________________________________________________________

______________________________________________________________________________

2. ____________________________________________________________________________

______________________________________________________________________________
## Contractions with Not

Write the correct contraction on each line.

<table>
<thead>
<tr>
<th>haven’t</th>
<th>doesn’t</th>
<th>isn’t</th>
<th>couldn’t</th>
<th>didn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t</td>
<td>aren’t</td>
<td>weren’t</td>
<td>don’t</td>
<td>wouldn’t</td>
</tr>
</tbody>
</table>

1. have not _____________________________
2. do not _____________________________
3. would not _____________________________
4. is not _____________________________
5. did not _____________________________
6. could not _____________________________
7. were not _____________________________
8. are not _____________________________
9. can not _____________________________
10. does not _____________________________
Write the Contractions

A Write the contraction.

1. you are ____________________ 6. she is _____________________
2. we are ____________________ 7. it is _____________________
3. he is ____________________ 8. I will _____________________
4. I would ____________________ 9. I am _____________________
5. that is ____________________ 10. let us _____________________

B Make a match.

I am — I’ll
has not — haven’t
are not — she’ll
she will — hasn’t
have not — aren’t
I will — she’s
she is — I’m
Some words take the place of names (nouns). These words are called pronouns.

<table>
<thead>
<tr>
<th>one person or thing</th>
<th>more than one person or thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>we</td>
</tr>
<tr>
<td>her</td>
<td>us</td>
</tr>
<tr>
<td>he</td>
<td>they</td>
</tr>
<tr>
<td>him</td>
<td>them</td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
</tbody>
</table>

Cindy rode a bike. **She** just learned how to stop.

Pablo practiced running. **He** won the race.

Mr. Kwan’s class is going on a field trip. **They** will take lunches with **them**.

My pet hen found a worm. **She** will eat **it**.
Which Pronoun?

Rewrite each sentence using a pronoun to replace the underlined name.

1. Harry hit a home run.

2. Mrs. Smith drives a school bus.

3. I couldn’t wait to see the Empire State Building.

4. I invited Doug to my birthday party.

5. Trina waved to Matt from the bus.

6. The whale was the biggest thing Roy had ever seen.
Add pronouns to complete the story.

Donna and I are good friends. _______ love to play games and read books. _______ like to play checkers and dominoes. _________ are terrific games to play. When _______ are outside, _______ like to play soccer or baseball. Donna is a good kicker, but _______ am a great hitter. _______ also love to read books. Charlotte’s Web is my favorite. _______ is a wonderful story. Donna likes _______, too.
Write pronouns on the lines to replace the circled words.

1. Some snow is falling. ____________ is falling.

2. Steve and I want to play outside. ____________ want to play outside.

3. Steve put on his snowsuit. ____________ put on his snowsuit.

4. My mom put on some boots. ____________ put on some boots.

5. Uncle Ralph grabbed his jacket. ____________ grabbed his jacket.

6. Dad and Mom got out the sled. ____________ got out the sled.

7. Steve and I dashed outside. ____________ dashed outside.

8. The snow was terrific! ____________ was terrific!
Use **I** when you are the person doing something.
Use **me** when something happens to you.

- **I** read a book.
- **I** climbed a tree.
- **I** chased the ball.

A dog barked at **me**.

My friend sent a letter to **me**.

Bobby gave **me** some candy.
Write I or me to complete the sentences.

1. ______ want to go to Andrew’s birthday party.

2. Andrew gave ______ an invitation.

3. Michael and ______ will go together.

4. ______ will wear my swimsuit.

5. My friends and ______ will bring our beach towels and squirt guns.

6. Andrew asked ______ to be on his team.

7. Some friends on the other team will squirt ______.

8. Then ______ will squirt them!

What fun!
Which One?

Fill in the circle that tells the correct pronoun for each blank.

1. When ___ grow up, I want to be a fire fighter.  
   ○ I  ○ me

2. Bob gave the ball to ___.  
   ○ I  ○ me

3. Jim and ___ played in the park.  
   ○ I  ○ me

4. Taylor and Amy gave ___ a doll for my birthday.  
   ○ I  ○ me

5. Mrs. Johnson asked ___ to read the story.  
   ○ I  ○ me

6. ___ saw a movie on Saturday afternoon.  
   ○ I  ○ me

7. The librarian gave the book to ___.  
   ○ I  ○ me

8. Jesse and ___ love to play soccer.  
   ○ I  ○ me
Choose I or Me

Cut and group.

You are doing something

- I like to play baseball.
- Sam and I are reading.

Something happens to you

- Please give me the ball.
- Marta worked with me.
- Kelly handed me the paper.
- I went to the store.
Use **we** when you and other people do something.

Use **us** when something happens to you and other people.

**We** went to the store.

**We** ran a race.

**We** ate ice cream.

The police officer helped **us**.

My mom asked **us** to baby-sit.

Is that cake for **us** to eat?
We or Us?

Answer the questions. Use we or us.

1. What do you and your friends like to do?
   _______________________________________________________________

2. What do you and your friends like to eat?
   _______________________________________________________________

3. What does the coach expect your team to do during practice?
   _______________________________________________________________

4. What did your teacher tell your class when you went out for recess?
   _______________________________________________________________

5. What did you and your family do last Saturday?
   _______________________________________________________________
Which One?

Fill in the circle that tells the correct pronoun for each blank.

1. ___ like to go looking for bugs.  
   - We  - Us

2. My teacher gave ___ some paper.  
   - we  - us

3. Donnie threw the ball to ___.  
   - we  - us

4. On the field trip ___ saw interesting rocks.  
   - we  - us

5. ___ bought a birthday present for Tom.  
   - We  - Us

6. Our principal gave ___ awards for good work.  
   - we  - us

7. The clerk handed ___ the package.  
   - we  - us

8. ___ played on the swings at the park.  
   - We  - Us
Choose Us or We

Cut and group.

You and others do something

- We went to the playground.
- We played basketball.

Something happens to you and others

- Mom gave us some drinks.
- Carla read a book to us.
- Dad took us to the game.
- At school we learn new things.
Use **they** when several people do something. Use **them** when something happens to several people.

- **They** built a house.
- **They** helped fix my bike.
- **They** solved the problem.

Mr. Brown asked **them** to stand up.

- The mayor gave **them** an award.
- Do you go to school with **them**?

They are singing.
Use the Word They

Rewrite each sentence using they for the underlined names.

1. Frank and Robert take cooking lessons.

2. Yesterday Janice and Jose joined the class.

3. Frank, Robert, Janice, and Jose made a fruit salad.

4. Then Robert and Janice ate it.

5. Frank and Jose washed the dishes.
Read the stories. Fill in the blanks with the pronouns **they** or **them**.

Tony, Elise, and Sam wanted to plan a class party.

_________ asked Mrs. Supino for permission. Mrs. Supino told _________ that it was okay. _________ planned games and made snacks. The class loved it. All of the students thanked _________ for planning the party.

Last month Robin’s dog had puppies. _________ were so tiny. The mother dog took good care of _________.

Now _________ are running around. Robin likes to play with _________. Then _________ fall asleep on her lap.

_________ are so cute!
Choose They or Them

Cut and group.

Several people do something

paste

paste

paste

Something happens to several people

paste

paste

paste

Chaz asked them to help.

They played with Tina.

Jamal worked with them.

Later they went to the park.

They ran to the swings.

Pedro tossed the ball to them.
Add **s** or **es** to name more than one.

- Add **s** to most nouns to name more than one.
  
  one shoe—two shoes  
  one snake—two snakes  
  one apple—two apples  
  one girl—two girls

- Add **es** to some nouns ending in **ch**, **x**, **sh**, or **z** to name more than one.
  
  one dish—two dishes  
  one bench—two benches  
  one bus—two buses  
  one box—two boxes

**Plural Nouns**
Circle the word that completes each sentence.

1. I put on both of my ___________.  
   shoe  shoes

2. Bob wore a ___________.  
   hats  hat

3. I hear a barking ___________.  
   dog  dogs

4. She put a ball in the ___________.  
   boxes  box

5. He rode his ___________.  
   bike  bikes

6. We’re on her ___________.  
   teams  team

7. We need two ___________.  
   dish  dishes

8. Our school has three ___________.  
   buses  bus
Count the Syllables

Write the number of syllables for each base word. Add s or es to each word to make it mean more than one. Then write the number of syllables for the new word.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Syllables</th>
<th>Add s or es</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush</td>
<td>1</td>
<td>brushes</td>
<td>2</td>
</tr>
</tbody>
</table>

1. stamp  __________  ___________________ _______
2. dish  __________  ___________________ _______
3. dog  __________  ___________________ _______
4. sandwich  __________  ___________________ _______
5. cupcake  __________  ___________________ _______
6. bench  __________  ___________________ _______
7. frog  __________  ___________________ _______
8. fox  __________  ___________________ _______

Counting syllables can help you know if you add s or es.
More Than One

Add s or es to make these words plural.

1. two book ________________________
2. four pencil ________________________
3. three paintbrush ________________________
4. two new desk ________________________
5. four paper ________________________
6. five sandwich ________________________
7. two milk ________________________
8. six peach ________________________
9. three board game ________________________
10. four puzzle ________________________
11. lots of building block ________________________
12. one box of checker ________________________
Some special nouns mean more than one.

<table>
<thead>
<tr>
<th>one</th>
<th>more than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
</tbody>
</table>

**Irregular Plurals**
Special More-Than-One Nouns

Label each picture with a word from the Word Box. Then choose the correct word to complete each sentence.

Word Box

- mouse
- mice
- man
- men
- child
- children

1. Some ______________ made a nest in the old clothes bag.

2. Only one ______________ at a time may leave the room.

3. Three ______________ drove to work together.

4. Did all the ______________ finish their homework?
Make a Match

Draw a line to match the pictures to the words.

foot

teeth

goose

feet

tooth

child

geese

children
More Special Words

Use words from the box to complete the sentences.

1. A ________________ played on the swings.
2. A ________________ swam across the lake.
3. She lost her first ________________.
4. He put his shoes on his ________________.
5. The ________________ played tag in the field.
6. The ________________ all wore red dresses.
7. The ________________ flew in a V-shaped pattern.
8. She put one sock on her ________________.
9. Be sure to brush your ________________.
10. Look at that ________________ in the pink dress!

Word Box

child children goose geese tooth
teeth foot feet woman women
Use **is** with one. Use **are** with more than one.

The boy **is** climbing the ladder.
The boys **are** climbing the ladder.

She **is** my best friend.
They **are** my best friends.

A bird **is** sitting on the wire.
Some birds **are** sitting on the wire.
Use *Is* and *Are*

Read the sentences. Write *is* or *are* in the blanks.

1. Two birds ________ outside my window.

2. They ________ building a nest.

3. The nest ________ up in a tall tree.

4. The mother bird ________ looking for dry grass.

5. She ________ flying all around.

6. The father bird ________ searching for small twigs.

7. He ________ hopping on the ground.

8. They ________ very busy.

9. When the nest is finished, they ________ going to have a family.

10. I will watch the baby birds as they ________ hatching.
Is or Are?

Circle *is* or *are* to complete the sentences.

1. My bike *(is  are)* red.

2. My brother’s bike *(is  are)* blue.

3. Our bikes *(is  are)* very fast.

4. They *(is  are)* 10-speed bikes.

5. My bike *(is  are)* best for racing.

6. My brother’s bike *(is  are)* best for rough roads.

7. LaToya’s bike *(is  are)* a 5-speed bike.

8. It *(is  are)* a pink and silver beauty!

9. Jill and Steve *(is  are)* good riders.

10. They *(is  are)* very careful when they ride.
Fill in the circle to complete the sentences.

1. We ___ building an airplane.  ○ is  ○ are
2. Janna ___ cutting the wood.  ○ is  ○ are
3. Jim and Bob ___ measuring the wings.  ○ is  ○ are
4. Cathy ___ trimming the rudder.  ○ is  ○ are
5. Jonathan ___ assembling the body.  ○ is  ○ are
6. Elliot and Matt ___ cutting the covering.  ○ is  ○ are
7. Chris ___ attaching the rubber band.  ○ is  ○ are
8. Denise ___ fixing the propeller.  ○ is  ○ are

What are we going to do when we finish building the airplane?

_____________________________________________________________
Use commas (,) to separate things in a list.

Margo has cats, dogs, and fish for pets.

Are you wearing gloves, boots, and a sweater today?

I bought chocolate milk, vanilla ice cream, and peanut butter at the store.
Add the Commas

Add commas in the sentences to separate three or more things in a list.

1. He bought nails screws and wood to build his doghouse.
2. We bought oranges apples pears and bananas at the grocery store.
3. Mike asked Tory Cassie Jake Jared and Jesse to the party.
4. I have sheets blankets and a bedspread on my bed.
5. We took books games magazines and puzzles on our trip.
6. The Scouts will need backpacks sleeping bags clothes and food for camp.
7. We used pink purple and silver paint in LaDonna’s bedroom.
8. My favorite sandwich has peanut butter honey and bananas on it.

What does your favorite sandwich have on it?

_____________________________________________________________
_____________________________________________________________
Words in a List

Write a sentence using each word list. Use commas to separate the items.

1. Tell what Tom packed for his camping trip.

   ___________________________________________________
   ___________________________________________________

2. Tell what Jolynn had in her lunch.

   ___________________________________________________
   ___________________________________________________

3. Tell who Andrew is inviting to his party.

   ___________________________________________________
   ___________________________________________________

4. Tell what animals we saw at the zoo.

   ___________________________________________________
   ___________________________________________________
Use Commas in a List

Answer each question with a sentence that has three or more things in a list. Use commas to separate the items.

1. What foods do you like?

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. What are your favorite sports?

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. What games do you like to play?

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

4. Who are some of your friends?

   _______________________________________________________________
   _______________________________________________________________
Commas are used in dates and addresses.

• Use a **comma** between the day and the year in a date.

  • July 4, 1776
  • October 25, 1946
  • January 1, 2002

• Use a **comma** between the city and state, province, or country in an address.

  • Monterey, California
  • Norman, Oklahoma
  • New Brunswick, Nova Scotia
  • Ottawa, Ontario
  • Paris, France
Write the Dates

Use a calendar to write the date for each holiday this year.

1. New Year’s Day is the first day of the year. __________________________

2. Martin Luther King, Jr. Day is the third Monday in January. __________________________

3. Presidents’ Day is the third Monday in February. __________________________

4. Valentine’s Day is the fourteenth day of February. __________________________

5. Mother’s Day is the second Sunday in May. __________________________

6. Memorial Day is the last Monday in May. __________________________

7. Father’s Day is the third Sunday in June. __________________________

8. Labor Day is the first Monday in September. __________________________

9. Veterans Day is the eleventh day of the eleventh month. __________________________

10. Thanksgiving Day is the fourth Thursday in November. __________________________
Commas in an Address

A
Write your address. Use a comma between the city and the state.
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

B
Write a friend’s address here. Don’t forget the comma.
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
What and When

Answer the questions. Use commas between the day and year and the city and state.

1. When is your birthday this year?
   _______________________________________________________________

2. What is the address of your school?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. When is your best friend’s birthday this year?
   _______________________________________________________________

4. What is the capital city and name of your state?
   _______________________________________________________________

5. What date is your favorite holiday this year?
   _______________________________________________________________
Apostrophes (’) are used to show belonging.

• Add an apostrophe (’) and s to show that something belongs to one person.
  
  Bob’s bicycle  
  Mr. Smith’s lunch  
  the dog’s bone  
  James’s bicycle  

• When a word showing more than one thing ends in an s, just add an apostrophe (’) to show belonging.
  
  girls—girls’ bicycles  boys—boys’ bathroom  
  dogs—dogs’ bones  bunnies—bunnies’ ears
Which Is Correct?

Circle the correct word to complete the sentence.

1. That is (Bob’s  Bobs) book.
2. Those are (Jennys  Jenny’s) pencils.
3. That is Mr. (Bells  Bell’s) science kit.
4. Our class played at our (city’s  citys) park.
5. (Mikes  Mike’s) house is next to mine.
6. That is our (school’s  schools) flagpole.
7. The (dolls  doll’s) hair is blond.
8. My (dog’s  dogs) tail is short.
9. The (cats  cat’s) fur is white and black.
10. The (boys  boy’s) tree house is finally finished.
Show Possession

Read the sentences. Write a word to show who owns what.

1. The jump ropes belong to the girls.
   the ______________________ jump ropes

2. The tools belong to the workers.
   the ______________________ tools

3. The paintings belong to the art students.
   the ______________________ paintings

4. The cars belong to the parents.
   the ______________________ cars

5. The bones belong to the dogs.
   the ______________________ bones
Whose Is It?

Write a complete sentence to answer each question. Use words with an ’s to show possession.

1. Whose pencil is this?
   _______________________________________________________________

2. Whose shoes are those?
   _______________________________________________________________

3. Whose bike is that?
   _______________________________________________________________

4. Whose toys are these?
   _______________________________________________________________

5. Whose hat is this?
   _______________________________________________________________

6. Whose skates are those?
   _______________________________________________________________
Add **ed** to most action words to tell that something has already happened.

They cooked **ed** dinner for the whole family.

The dog barked **ed** at the cat.

Alice jumped **ed** rope with her sister.
Add the Ending

Add **ed** to each verb. Then write a sentence using the new word.

1. walk____
   _______________________________________________________________

2. pick____
   _______________________________________________________________

3. answer____
   _______________________________________________________________

4. listen____
   _______________________________________________________________

5. bark____
   _______________________________________________________________

6. crawl____
   _______________________________________________________________
What Happened?

Read each sentence. Draw a line under the verb. Rewrite the sentence to show that it happened in the past.

I watch my favorite movie. I watched my favorite movie.

1. I talk on the telephone.

2. I walk to school.

3. I kick the ball.

4. I look for my lost sock.

5. I play with my puppy.
Change the word to tell that it happened in the past.

1. I _________________ the back door.
   open

2. I _________________ my dog, Sparky.
   call

3. We _________________ to the park together.
   walk

4. Sparky _________________ with a tennis ball.
   play

5. I _________________ for my friends.
   look

6. Sparky _________________ up and down.
   jump

7. We _________________ at Sparky.
   laugh

8. It _________________ to rain.
   start

9. Mother _________________ us up in the car.
   pick
Some words change before an ending is added.

- **Change y to i and add es.**
  - baby → babies
  - hobby → hobbies

- **Drop the e and add ing or ed.**
  - ride → riding
  - save → saved

- **Double the final consonant and add ed or ing.**
  - cut → cutting
  - stop → stopped
Change **y** to **i** and add **es** to show more than one.

<table>
<thead>
<tr>
<th>One</th>
<th>More Than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lady</td>
<td></td>
</tr>
<tr>
<td>2. baby</td>
<td></td>
</tr>
<tr>
<td>3. daisy</td>
<td></td>
</tr>
<tr>
<td>4. body</td>
<td></td>
</tr>
<tr>
<td>5. pony</td>
<td></td>
</tr>
<tr>
<td>6. bunny</td>
<td></td>
</tr>
<tr>
<td>7. puppy</td>
<td></td>
</tr>
<tr>
<td>8. city</td>
<td></td>
</tr>
<tr>
<td>9. penny</td>
<td></td>
</tr>
<tr>
<td>10. candy</td>
<td></td>
</tr>
</tbody>
</table>
Drop the Silent e

A Add ing and ed to the words below. Remember to drop the e first.

<table>
<thead>
<tr>
<th>Add ing</th>
<th>Add ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dive</td>
<td>6. face</td>
</tr>
<tr>
<td>2. ride</td>
<td>7. pile</td>
</tr>
<tr>
<td>3. give</td>
<td>8. joke</td>
</tr>
<tr>
<td>4. write</td>
<td>9. smile</td>
</tr>
<tr>
<td>5. use</td>
<td>10. dance</td>
</tr>
</tbody>
</table>

B Write a sentence using these new words.

1. giving

________________________________________________________________________

________________________________________________________________________

2. joked

________________________________________________________________________

________________________________________________________________________
Double the Final Consonant

A
Double the final consonant and add **ed** or **ing**.

<table>
<thead>
<tr>
<th>Add <strong>ed</strong></th>
<th>Add <strong>ing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slip</td>
<td>6. drip</td>
</tr>
<tr>
<td>2. clap</td>
<td>7. hit</td>
</tr>
<tr>
<td>3. flop</td>
<td>8. flap</td>
</tr>
<tr>
<td>4. mop</td>
<td>9. stop</td>
</tr>
<tr>
<td>5. grin</td>
<td>10. dig</td>
</tr>
</tbody>
</table>

B
Write the correct word in each sentence.

1. The children ________________ after Jared sang.
2. The rooster was ________________ its wings.
3. Tammy was ________________ in the sand.
4. The girls ________________ at the boys.
Some special words show that something happened in the past.

- **is**—**was**
  
  Today is Monday.
  Yesterday **was** Sunday.

- **has**—**had**
  
  He has milk for lunch.
  Yesterday he **had** juice.

- **do**—**did**
  
  Do you have time to play?
  **Did** you play yesterday?

- **sing**—**sang**
  
  We sing every day.
  Yesterday we **sang** songs.

- **eat**—**ate**
  
  Do you want to eat this apple?
  I **ate** one already.

- **drink**—**drank**
  
  Drink your milk.
  I **drank** it already.

- **leave**—**left**
  
  When did they leave?
  They **left** an hour ago.

- **go**—**went**
  
  Let’s go to the park.
  I **went** there this morning.

- **ring**—**rang**
  
  Did you hear the bell ring?
  It **rang** loudly.

- **buy**—**bought**
  
  We buy milk at that store.
  We **bought** some on Monday.
Special Verbs

Read each sentence. Draw a line under the verb. Rewrite the sentence to show that it happened in the past.

Tammy eats breakfast. Tammy ate breakfast.

1. Tammy drinks her milk.
   _______________________________________________________________

2. The telephone rings.
   _______________________________________________________________

3. Tammy leaves her house.
   _______________________________________________________________

4. Tammy goes to school.
   _______________________________________________________________

5. Tammy buys her lunch.
   _______________________________________________________________
Match the Verbs

Draw a line to match each word with the word that shows what happened in the past.

<table>
<thead>
<tr>
<th>is</th>
<th>sang</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>did</td>
</tr>
<tr>
<td>run</td>
<td>was</td>
</tr>
<tr>
<td>sing</td>
<td>went</td>
</tr>
<tr>
<td>go</td>
<td>drank</td>
</tr>
<tr>
<td>has</td>
<td>ate</td>
</tr>
<tr>
<td>do</td>
<td>ran</td>
</tr>
<tr>
<td>eat</td>
<td>had</td>
</tr>
<tr>
<td>buy</td>
<td>rang</td>
</tr>
<tr>
<td>ring</td>
<td>bought</td>
</tr>
</tbody>
</table>
Today and Yesterday

Fill in the blanks.

1. Today I run.        Yesterday I ___________________________.
2. Today I sing.       Yesterday I ___________________________.
3. Today I go.         Yesterday I ___________________________.
4. Today I eat.        Yesterday I ___________________________.
5. Today I buy.        Yesterday I ___________________________.
6. Today I leave.      Yesterday I ___________________________.
7. Today I have.       Yesterday I ___________________________.
8. Today I drink.      Yesterday I ___________________________.

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The endings **er** and **est** are used to compare things.

- Use **er** to compare two things.

  The tree is taller **er** than the swing.

  Hand me the longer **er** of the two pencils.

  The soccer ball is bigger **er** than the baseball.

- Use **est** to compare three or more things.

  She is the thinnest **est** of the four girls.

  Brandon is the tallest **est** boy in the class.

  I think that is the prettiest **est** painting in the museum.
Compare Two Things

Write three sentences comparing these two cats. Use comparing words that end in **er**.

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________
Compare More Than Two Things

Write a sentence to compare the three things in each box. Be sure to use a word that ends in *est*.

______________________________
______________________________
______________________________

______________________________
______________________________
______________________________

______________________________
______________________________
______________________________
Draw pictures to show the meaning of these comparing words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>longer</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
</tr>
</tbody>
</table>
Notes to the Teacher

Rule 1, Page 3

To avoid confusion at this level, this rule was simplified.

A sentence usually names something or someone and tells what that something or someone is or does. In an imperative sentence (one that gives a command), the subject you is understood. For example:

Stop!

Come with me.

Pass the butter, please.
Grammar and Punctuation Review
Part A, Rules 1–9

Circle the letter for each correct answer.

A1. Which of these shows the part of a sentence that names something or someone?
   A My sister wants a pet rabbit.
   B My sister wants a pet rabbit.

A2. Which group of words should begin with a capital letter?
   A they play soccer after school.
   B on the soccer field behind the school.

A3. Which punctuation mark should go at the end of this sentence?
   How many students went on the field trip ___
   A period (.)  B question mark (?)  C exclamation mark (!)

A4. Which words should begin with capital letters?
   A neighbor  B sarah

A5. A elementary school  B mount rushmore

A6. A april  B holiday

A7. Which word names a person, place, or thing?
   A lake  B swim

A8. Which word describes a cat?
   A play  B white

A9. Which word describes an action?
   A kick  B ball
Grammar and Punctuation Review
Part B, Rules 10–17

Circle the letter for each correct answer.

B1. Which two words can be put together to make a new word?
   A butter cookie  B butter cube  C butter fly

B2. Which contraction can be made from the words I have?
   A I’d  B I’m  C I’ve

B3. Which word can take the place of the underlined word?
   Carlos ate a sandwich.
   A He  B Him

Which word should go in each blank?

B4. Ryan gave _____ a book to read.
   A I  B me

B5. _____ mailed a letter to Grandmother.
   A Us  B We

B6. What are _____ going to bring for a snack?
   A them  B they

B7. Which word means more than one boy?
   A boys  B boyes

B8. Which word means more than one foot?
   A feet  B foots
Grammar and Punctuation Review
Part C, Rules 18–25

Circle the letter for each correct answer.

Which word should go in the blank?

C1. They _____ singing a song.
   A is  B are

C2. Which sentence uses commas correctly?
   A Please bring pencils, paper and, an eraser.
   B Please bring, pencils, paper, and, an eraser.
   C Please bring pencils, paper, and an eraser.

C3. A He lives in Salem, Oregon.
    B He lives on Washington, Street.
    C He lives in New York, City.

Which word should go in each blank?

C4. Here is _____ library card.
   A Jill’s  B Jills’

C5. He _____ for the school bus.
   A wait  B waited

C6. They _____ to rest under a tree.
   A stoped  B stopped

C7. She _____ a present for her baby brother.
   A buy  B bought

C8. That was the _____ movie I have ever seen.
   A long  B longer  C longest
<table>
<thead>
<tr>
<th>Rule</th>
<th>Skill</th>
<th>Activity Pages</th>
<th>Review Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Circle when completed</td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>Identify the two parts of a sentence.</td>
<td>4 5 6</td>
<td>A1</td>
</tr>
<tr>
<td>2</td>
<td>Capitalize the first word in sentences.</td>
<td>8 9 10</td>
<td>A2</td>
</tr>
<tr>
<td>3</td>
<td>End sentences with correct punctuation.</td>
<td>12 13 14</td>
<td>A3</td>
</tr>
<tr>
<td>4</td>
<td>Capitalize the names of people and pets.</td>
<td>16 17 18</td>
<td>A4</td>
</tr>
<tr>
<td>5</td>
<td>Capitalize the names of specific places.</td>
<td>20 21 22</td>
<td>A5</td>
</tr>
<tr>
<td>6</td>
<td>Capitalize the names of days, months, holidays.</td>
<td>24 25 26</td>
<td>A6</td>
</tr>
<tr>
<td>7</td>
<td>Identify nouns.</td>
<td>28 29 30</td>
<td>A7</td>
</tr>
<tr>
<td>8</td>
<td>Identify adjectives.</td>
<td>32 33 34</td>
<td>A8</td>
</tr>
<tr>
<td>9</td>
<td>Identify verbs.</td>
<td>36 37 38</td>
<td>A9</td>
</tr>
<tr>
<td>10</td>
<td>Identify compound words.</td>
<td>40 41 42</td>
<td>B1</td>
</tr>
<tr>
<td>11</td>
<td>Identify contractions.</td>
<td>44 45 46</td>
<td>B2</td>
</tr>
<tr>
<td>12</td>
<td>Identify pronouns.</td>
<td>48 49 50</td>
<td>B3</td>
</tr>
<tr>
<td>13</td>
<td>Use the words I and me.</td>
<td>52 53 54</td>
<td>B4</td>
</tr>
<tr>
<td>14</td>
<td>Use the words we and us.</td>
<td>56 57 58</td>
<td>B5</td>
</tr>
<tr>
<td>15</td>
<td>Use the words they and them.</td>
<td>60 61 62</td>
<td>B6</td>
</tr>
<tr>
<td>16</td>
<td>Add s or es to make a noun plural.</td>
<td>64 65 66</td>
<td>B7</td>
</tr>
<tr>
<td>17</td>
<td>Identify irregular plural nouns.</td>
<td>68 69 70</td>
<td>B8</td>
</tr>
<tr>
<td>18</td>
<td>Use the words is and are.</td>
<td>72 73 74</td>
<td>C1</td>
</tr>
<tr>
<td>19</td>
<td>Use commas to separate things in a list.</td>
<td>76 77 78</td>
<td>C2</td>
</tr>
<tr>
<td>20</td>
<td>Use commas in dates and addresses.</td>
<td>80 81 82</td>
<td>C3</td>
</tr>
<tr>
<td>21</td>
<td>Use apostrophes in possessive nouns.</td>
<td>84 85 86</td>
<td>C4</td>
</tr>
<tr>
<td>22</td>
<td>Add ed to form past tense verbs.</td>
<td>88 89 90</td>
<td>C5</td>
</tr>
<tr>
<td>23</td>
<td>Add endings to nouns and verbs.</td>
<td>92 93 94</td>
<td>C6</td>
</tr>
<tr>
<td>24</td>
<td>Identify irregular past tense verbs.</td>
<td>96 97 98</td>
<td>C7</td>
</tr>
<tr>
<td>25</td>
<td>Use comparative &amp; superlative words.</td>
<td>100 101 102</td>
<td>C8</td>
</tr>
</tbody>
</table>
Answer Key

Page 4
Items 2, 3, 5, and 8 should be circled.
Items 1, 4, 6, and 7 should be crossed out.

Page 5
1. Nick rode his new blue bike.
2. Susie and Toshi played with the dollhouse.
3. The two girls jumped up and down.
4. Becky and her grandmother played in the snow.
5. Jonathan flew his paper airplane.
6. Mrs. Smith’s class walked to the lunchroom.
7. Each boy read two books.
8. Isabel won the race.

Page 6
Names something or someone
Two big dogs
Jane and Tamara
Cindy and Daniel

Tells what it is or does
raced down the street.
rode their bikes.
played checkers.

Page 8
1. The 6. There
3. Then 8. The
4. There

Sentences will vary. Check for proper capitalization.

Page 9
1. My pet lives in a cage.
2. It can talk and squawk.
3. My pet has a beak.
4. It has green and yellow feathers.

Drawings will vary.

Page 10
1. I 5. E
2. I 6. M
3. M 7. S
4. S 8. W

Page 12
Period (.)
Pizza is my favorite food
I like a lot of cheese on mine
Many toppings can go on a pizza

Question Mark (?)
What is your favorite kind?
Do you like pepperoni on it?
Which toppings do you like?

Page 13
1. . 5. ?
2. ! 6. !
3. . 7. .
4. crossed out

Page 14
1. ? 6. .
2. . 7. ?
3. ! 8. !
4. . 9. OR !
5. . 10. ?

Page 16
1. Mark
2. Midnight
3. Baby
4. Baby, Midnight
5. Midnight
6. Baby, Midnight
7. (no change)
8. Baby
9. Midnight

Page 17
Answers will vary. Check for proper capitalization.

Page 18
1. Kristen, Ronnie
2. Socks
3. Mrs. Gonzalez
4. Dr. Hopkins
5. Karl, Rover
6. Mr. Lee

Page 20
1. Rocky Mountain National Park
2. Colby
3. Sweet Pea, Blossom
4. Denver
5. Leonard, Sunset Beach

Answers will vary. Check for proper capitalization.

Page 21
Answers will vary. Check for proper capitalization.

Page 22
1. Disneyland
2. Los Angeles
3. Yosemite National Park
4. Mount Rushmore
5. Colonial Williamsburg
6. Carlsbad Caverns
7. Mississippi River
8. Cape Cod

Answers will vary. Check for proper capitalization.

Page 24
1. Monday
2. Wednesday
3. Friday
4. Tuesday
5. Sunday
6. Saturday

Page 25
January, February, March, April, May, June, July, August, September, October, November, December

Answers will vary. Check for proper capitalization.

Page 26
1. We plan to watch the fireworks on Independence Day.
2. The class drew leprechauns for St. Patrick’s Day.
3. Michael’s birthday is on Father’s Day this year.
4. Did you hunt for eggs on Easter?
5. Mrs. Smith’s class learned about Chinese New Year.
Page 26 (continued)
6. Tenisha’s family had a party during Kwanzaa.
7. We roasted a big turkey for Thanksgiving.
8. Did you make Mother a card for Valentine’s Day?

Page 28
Zip lay down under the tree. A little bee buzzed near his ear. Zip flipped his tail at the bee and rolled over in the grass. It was a quiet day. The family had gone to the beach. The house was empty. The sun was warm. Zip yawned. Soon Zip was dreaming of a yummy bone.

Zip is a dog.

Page 29
person: teacher, boy, girl
place: school, playground, library
thing: book, jump rope, pencil

Answers will vary. Check for proper capitalization.

Page 30
Answers will vary.

Page 32
1. fluffy, yellow, round
2. big, green
3. tiny, silver, clear
4. flat, white
5. green, leafy
6. gray, toy

Answers will vary.

Page 33
Answers will vary.

Page 34
1. funny, 1
2. fast, quick, 2
3. two, silly, 2
4. big, funny, colorful, 3
5. large, red, 2
6. gigantic, yellow 2

Page 34 (continued)
7. silly, loud, green, 3
8. quick, 1

Page 36
1. planted 6. was
2. warmed 7. appeared
3. watered 8. picked
4. poked 9. ate
5. grew, grew

Page 37
Answers will vary.

Page 38
Answers will vary.

Page 40
1. mailbox, mail, box
2. sandbox, sand, box
3. baseball, base, ball
4. seashells, sea, shells
5. playground, play, ground

Page 41
downhill
notebook
into
baseball
shoelace
door knob

Page 42
1. butterfly
2. sunflower
3. cupcake
4. skateboard
5. cowboy
6. dog house

Page 44
1. o 5. wi
2. woul 6. a
3. o 7. o
4. i 8. ha

Sentences will vary.

Page 45
1. haven’t 6. couldn’t
2. don’t 7. weren’t
3. wouldn’t 8. aren’t
4. isn’t 9. can’t
5. didn’t 10. doesn’t

Page 46
1. you’re 6. she’s
2. we’re 7. it’s
3. he’s 8. I’ll
4. I’d 9. I’m
5. that’s 10. let’s

I am will have not hasn’t
I’ll she’ll she won’t have not
I will she is she she’s

Page 48
1. He hit a home run.
2. She drives a school bus.
3. I couldn’t wait to see it.
4. I invited him to my birthday party.
5. She waved to him from the bus.
6. It was the biggest thing he had ever seen.

Page 49
Donna and I are good friends. We love to play games and read books. We like to play checkers and dominoes. They are terrific games to play. When we are outside, we like to play soccer or baseball. Donna is a good kicker, but I am a great hitter. We also love to read books. Charlotte’s Web is my favorite. It is a wonderful story. Donna likes it, too.

Page 50
1. It is falling.
2. We want to play outside.
3. He put on his snowsuit.
4. She put on some boots.
5. He grabbed his jacket.
6. They got out the sled.
7. We dashed outside.
8. It was terrific!
Page 52
1. I 5. I
2. me 6. me
3. I 7. me
4. I 8. I

Page 53
1. I 5. me
2. me 6. I
3. I 7. me
4. I 8. I

Page 54
You are doing something
I like to play baseball.
Sam and I are reading.
I went to the store.

Something happens to you
Kelly handed me the paper.
Marta worked with me.
Please give me the ball.

Page 56
Answers will vary. Check for proper use of we and us.

Page 57
1. We 5. We
2. us 6. us
3. us 7. us
4. we 8. We

Page 58
You and others do something
We went to the playground.
We played basketball.
At school we learn new things.

Something happens to you and others
Dad took us to the game.
Carla read a book to us.
Mom gave us some drinks.

Page 59
1. They take cooking lessons.
2. Yesterday they joined the class.
3. They made a fruit salad.
4. Then they ate it.
5. They washed the dishes.

Page 60
Tony, Elise, and Sam wanted to plan a class party. They asked Mrs. Supino for permission. Mrs. Supino told them that it was okay. They planned games and made snacks. The class loved it. All of the students thanked them for planning the party.

Last month Robin’s dog had puppies. They were so tiny. The mother dog took good care of them. Now they are running around. Robin likes to play with them. Then they fall asleep on her lap. They are so cute!

Page 62
Several people do something
They ran to the swings.
They played with Tina.
Later they went to the park.

Something happens to several people
Chaz asked them to help.
Jamal worked with them.
Pedro tossed the ball to them.

Page 64
1. shoes 5. bike
2. hat 6. team
3. dog 7. dishes
4. box 8. buses

Page 65
1. stamp, 1, stamps, 1
2. dish, 1, dishes, 2
3. dog, 1, dogs, 1
4. sandwich, 2, sandwiches, 3
5. cupcake, 2, cupcakes, 2
6. bench, 1, benches, 2
7. frog, 1, frogs, 1
8. fox, 1, foxes, 2

Page 66
1. s 7. s
2. s 8. es
3. es 9. s
4. s 10. s
5. s 11. s
6. es 12. s

Page 68
children, man, mouse, men, child, mice
1. mice
2. child
3. men
4. children

Page 69
(picture of children)
foot
mouse
child
tooth
foot
child

Page 70
1. child 6. women
2. goose 7. geese
3. tooth 8. foot
4. feet 9. teeth
5. children 10. woman

Page 72
1. are 6. is
2. are 7. is
3. is 8. are
4. is 9. are
5. is 10. are

Page 73
1. is 6. is
2. is 7. is
3. are 8. is
4. are 9. are
5. is 10. are

Page 74
1. are 5. is
2. is 6. are
3. are 7. is
4. is 8. is

Answers will vary. Check for proper use of is and are.
Page 76
1. He bought nails, screws, and wood to build his doghouse.
2. We bought oranges, apples, pears, and bananas at the grocery store.
3. Mike asked Tory, Cassie, Jake, Jared, and Jesse to the party.
4. I have sheets, blankets, and a bedspread on my bed.
5. We took books, games, magazines, and puzzles on our trip.
6. The Scouts will need backpacks, sleeping bags, clothes, and food for camp.
7. We used pink, purple, and silver paint in LaDonna’s bedroom.
8. My favorite sandwich has peanut butter, honey, and bananas on it.

Answers will vary. Check for proper use of commas.

Page 77
1. Tom packed a raincoat, compass, flashlight, and water bottle for his camping trip.
2. Jolynn had peach yogurt, string cheese, carrots, and chocolate milk in her lunch.
3. Andrew is inviting Thomas, Chris, Todd, and Lee to his party.
4. We saw giraffes, elephants, penguins, and tigers at the zoo.

Page 78
Answers will vary. Check for proper use of commas in a list.

Page 80
Answers will vary. Check for proper use of commas between the day and year.

Page 81
Answers will vary. Check for proper use of commas between the city and state.

Page 82
Answers will vary. Check for proper use of commas.

Page 84
1. Bob’s 6. school’s
2. Jenny’s 7. doll’s
3. Bell’s 8. dog’s
4. city’s 9. cat’s
5. Mike’s 10. boy’s

Page 85
1. girls’
2. workers’
3. students’
4. parents’
5. dogs’

Page 88
1. walked
2. picked
3. answered
4. listened
5. barked
6. crawled

Page 86
Answers will vary. Check for proper use of ’s as a possessive.

Page 89
1. I talked on the telephone.
2. I walked to school.
3. I kicked the ball.
4. I looked for my lost sock.
5. I played with my puppy.

Page 90
1. opened
2. called
3. walked
4. played
5. looked
6. jumped
7. laughed
8. started
9. picked

Page 92
1. ladies
2. babies
3. daisies
4. bodies
5. ponies
6. bunnies
7. puppies
8. cities
9. pennies
10. candies

Add ing Add ed
1. diving 6. faced
2. riding 7. piled
3. giving 8. joked
4. writing 9. smiled
5. using 10. danced

Sentences will vary.

Add ed Add ing
1. slipped 6. dripping
2. clapped 7. hitting
3. flopped 8. flapping
4. mopped 9. stopping
5. grinned 10. digging

Page 93
1. Tom packed a raincoat, compass, flashlight, and water bottle for his camping trip.
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4. We saw giraffes, elephants, penguins, and tigers at the zoo.

Page 94
Answers will vary. Check for proper use of commas.

Page 95
Add ing Add ed
1. slipped 6. faced
2. clapped 7. hitting
3. flopped 8. flapping
4. mopped 9. stopping
5. grinned 10. digging

Page 96
1. Tammy drinks her milk. Tammy drank her milk.
2. The telephone rings. The telephone rang.
3. Tammy leaves her house. Tammy left her house.
4. Tammy goes to school. Tammy went to school.
5. Tammy buys her lunch. Tammy bought her lunch.

Page 97
Answers will vary. Check for proper use of commas.
Page 98
1. ran
2. sang
3. went
4. ate
5. bought
6. left
7. had
8. drank

Page 100
Answers will vary. Check for comparing words ending with **er**.

Page 101
Answers will vary. Check for comparing words ending with **er** and **est**.

Page 102
Pictures will vary. Check for correct meaning of the comparing words.

**Grammar and Punctuation Review**

**Part A**
A1. B
A2. A
A3. B
A4. B
A5. B
A6. A
A7. A
A8. B
A9. A

**Part B**
B1. C
B2. C
B3. A
B4. B
B5. B
B6. B
B7. A
B8. A

**Part C**
C1. B
C2. C
C3. A
C4. A
C5. B
C6. B
C7. B
C8. C
About the Author

Susan Andrews Kunze has taught second grade for more than two decades. She holds B.A. and M.Ed. degrees in education, emphasizing curriculum development and instructional methodologies. Susan is a coauthor of *Ten Minute Activities, Grades 1–3*, published by Evan-Moor. She loves teaching second grade and enjoying life with her husband and two sons in a rural California community.
A sentence has a complete thought.  
Every sentence has two parts.

It names something or someone.

____________________________________________________________

____________________________________________________________

It tells what that something or someone is or does.

____________________________________________________________
A sentence begins with a capital letter.

A sentence needs end punctuation.

A telling sentence ends with a period (.)

An asking sentence ends with a question mark (?).

A sentence that shows strong feeling ends with an exclamation mark (!)
The names of people and pets begin with capital letters.

The names of specific places begin with capital letters.
The names of the days of the week, months of the year, and holidays begin with capital letters.

A noun is a word that names a person, place, or thing.
Some words describe nouns. These words are called adjectives.

Verbs are words that tell what is happening or what already happened. They name an action.
Two words can sometimes be put together to make a new word. The new word is called a compound word.

A contraction is a short way to write two words. A contraction uses an apostrophe (’).
Some words take the place of names (nouns). These words are called pronouns.

Use **I** when you are the person doing something.
Use **me** when something happens to you.
Use **we** when you and other people do something.
Use **us** when something happens to you and other people.

Use **they** when several people do something.
Use **them** when something happens to several people.
Add **s** or **es** to name more than one.

Add **s** to most nouns to name more than one.

Add **es** to some nouns ending in **ch**, **x**, **sh**, or **z** to name more than one.

Some special nouns mean more than one.
Rule 18

Use **is** with one. Use **are** with more than one.

---

Rule 19

Use commas (,) to separate things in a list.
Commas are used in dates and addresses.

Use a **comma** between the day and the year in a date.

Use a **comma** between the city and state, province, or country in an address.

Apostrophes (‘) are used to show belonging.

Add an apostrophe (‘) and **s** to show that something belongs to one person.

When a word showing more than one thing ends in an **s**, just add an apostrophe (‘) to show belonging.
Add **ed** to most action words to tell that something has already happened.

---

**Rule 22**

---

Some words change before an ending is added.

- Change **y** to **i** and add **es**.
- Drop the **e** and add **ing** or **ed**.
- Double the final consonant and add **ed** or **ing**.

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Some special words show that something happened in the past.

The endings **er** and **est** are used to compare things.

Use **er** to compare two things.

Use **est** to compare three or more things.