



# 4<sup>th</sup> Grade

## Capitalization/Punctuation Rule #1

**E**very sentence must begin with a capital letter and end with a punctuation mark.





# I can use capitalization and punctuation.

Every sentence must  
begin with a capital letter  
and end with a  
punctuation mark.

## Examples:

- The rainbow is beautiful.
- Wow, that is amazing!
- Are you playing in the game today?





# Daily Practice



Correct these sentences (remember the rules).

- can we go to the movies

---

- the clouds look gloomy today

---

- i saw you make that great play

---

- do you want bake some cookies

---



# Practice & Review



Correct these sentences (remember the rules).

- i want to paint my room

---

- watching a soccer game is exciting

---



- can we go play at the beach

---

- my sister plays volleyball

---

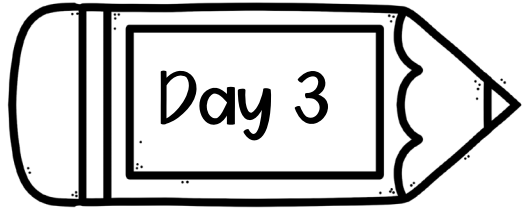


# Capitalization/Punctuation Rule #2

Proper nouns are always capitalized.

**\*Remember a noun names a person, place, or thing.**





# I can correctly use proper nouns.

A proper noun names a  
SPECIFIC person, place, or  
thing.

Examples:

- **Saturday** is my favorite day of the week.
- My favorite pizza is from **Pizza Hut**.
- **Brandon** is my brother's name.





# Daily Practice



Correct these sentences (remember the rule).

- The new girl in class is named maria.

---

- Does mr. matthews have a pet fish?

---

- My brother cheers for the new york giants.

---

- My favorite dessert is from dairy queen.

---



# Practice & Review



Correct these sentences (remember the rule).

- Can we go to universal and ride the hulk ride?

---

- I have to go to the dentist on tuesday.

---



- do you like to watch the tampa bay rays

---

- i want to go to alaska

---





# Plural Nouns

Remember that a noun is a person, place, or thing.  
A plural noun means more than one (dog/dogs).

## Plural Noun Rule #1

We usually make a noun plural by adding **-s**, but we add **-es** to make words plural that end with -sh, -ch, -z, -x, or -s.



# I can make a noun plural by adding -s or -es.

We usually make nouns plural by adding **-s**, but we add **-es** to make words plural that end with -sh, -ch, -z, -x, or -s.

## Examples:

- path-----paths
- wash-----washes
- cake-----cakes
- patch-----patches
- mess-----messes





# Daily Practice



Change the following nouns from singular to plural.

- table

---

- fish

---

- peach

---

- glass

---



# Practice & Review



Change the following nouns from singular to plural.

- dish
- beach
- bus
- chair



- my best friend helped pack the boxs for mailing.

---

- when can we go back to disneyworld

---



# Plural Nouns

Remember that a noun is a person, place, or thing.  
A plural noun means more than one (dog/dogs).

## Plural Noun Rule #2

When a noun ends in a consonant + y,  
we drop the y and add -ies.



I can make a noun plural by dropping the **y** and adding **-ies**.

When a noun ends in a consonant + y, we drop the y and add -ies.

Examples:

- kitty-----kitt**ies**
- pony-----pon**ies**
- bunny-----bunn**ies**
- story-----stor**ies**
- daisy-----dais**ies**





# Daily Practice



Change the following nouns from singular to plural.

- family

---

- city

---

- party

---

- penny

---



# Practice & Review



Change the following nouns from singular to plural.

- butterfly
- strawberry
- candy
- supply



- the countrys I want to visit most are greece and ireland

---

- the kittys were excited to see joey and me

---





# Past Tense Regular Verbs

Past tense refers to something that happened in the past.  
Example: Today I jump. Yesterday I jumped.





# I can properly form past tense regular verbs.

Add **-ed** to the end of regular verbs to make them past tense.

## Examples:

- jump-----jump**ed**
- cook-----cook**ed**
- sew-----sew**ed**
- laugh-----laugh**ed**





# Daily Practice



Change the following regular verbs to past tense.

- bake

---

- chew

---

- blink

---

- camp

---



# Practice & Review



Change these regular verbs to past tense.

- discover

---

- flood

---



- i clean my room yesterday

---

- my dad and i open the boxs last night

---



# Past Tense Regular Verbs Ending With -e

When a verb ends with -e,  
only add a -d to make it past tense.





# I can properly form past tense regular verbs.

When a verb ends with **-e**,  
only add a **-d** to make it  
past tense.

## Examples:

- createe-----create**d**
- bakee-----bake**d**
- hopee-----hope**d**
- lovee-----love**d**





# Daily Practice



Change the following regular verbs to past tense.

- admire

---

- behave

---

- ignore

---

- observe

---



# Practice & Review



Change these regular verbs to past tense.

- recycle

---

- type

---



- amelia and I bake some bread last night

---

- my dog tank open the door with his paw yesterday.

---





# Past Tense Regular Verbs Ending With -y

If a verb ends in a vowel + y, you add -ed, but if it ends in a consonant + y, you drop the y and add -ied.





# I can properly form past tense regular verbs.

If a verb ends in a vowel + y, you add -ed, but if it ends in a consonant + y, you drop the y and add -ied.

## Examples:

- obeyy-----obeyed
- spy-----spied
- carry-----carried
- copy-----copied





# Daily Practice



Change the following regular verbs to past tense(remember the rule for words ending in **y**).

- employ

---

- play

---

- cry

---

- delay

---



# Practice & Review



Change these regular verbs to past tense.

- try

---

- spray

---



- before the first bell, i study for my exam

---

- i carry many boxs for my grandma last night

---



# Simple Sentence

A simple sentence is made of **one independent clause** that has a **subject** and a **verb**, makes sense, and can stand alone as a sentence.





# I can recognize a simple sentence.

A simple sentence is an independent clause that has a subject, a verb, and makes sense.

## Examples:

- I smiled.
- The dog played.
- My friend helped me.
- The farm has a lot of animals.





# Daily Practice



Indicate whether the following sentences are simple sentences. Choose yes/no

- The girls went to the beach. yes/no

---

- The blue eyes. yes/no

---

- Chasing the ball. yes/no

---

- High school football is exciting to watch. yes/no

---



# Practice & Review



Indicate whether the following sentences are simple sentences. Choose yes/no

- The kids played on the playground. yes/no

- Ran out of gas. yes/no



- we clean the family car yesterday

- my big brother worry when I climb up the tree

•





# Sentence Fragments

A sentence fragment is an incomplete sentence that is missing a subject or a verb.





# I can recognize a sentence fragment.

A sentence fragment is  
an incomplete sentence  
that is missing a subject  
or a verb.

## Examples:

- Ran fast after the burglar.
- Cute, cuddly pig.
- Dinner at the restaurant.
- Reading books.





# Daily Practice



Indicate whether the following are simple sentences or fragments. Choose sentence/fragment.

- The ocean rough today. sentence/fragment

---

- We won a game last night. sentence/fragment

---

- Fluffy clouds float in the sky. sentence/fragment

---

- The monkey in the tree. sentence/fragment

---



# Practice & Review



Indicate whether the following are simple sentences or fragments. Choose sentence/fragment

- My baby brother loves bananas. sentence/fragment

- 
- Jake a cookie. sentence/fragment



- the squirrel crunch the nuts yesterday

- 
- will you bring me the bowl full of cherrys
-



# What Is an Interrogative?

An **interrogative** is a word that asks a question.  
Any sentence asking a question needs  
a question mark **(?)** at the end.





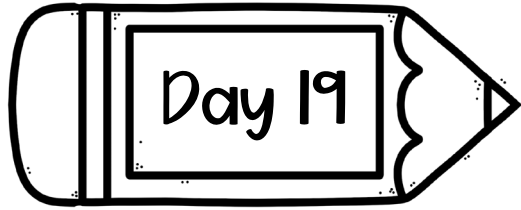
# I can identify an interrogative in a sentence.

An **interrogative** is a word that asks a question. Any sentence asking a question gets a question mark **(?)** at the end.

## Examples:

- **What** is your dog's name?
- **How** old are you?
- **Which** piece of pie do you want?
- **Where** do you go to school?





# Daily Practice



Circle the interrogative (question word) in these sentences and add correct punctuation.

- What day of the week is it

---

- Whose shoes are on the floor

---

- How long will it take to get to the waterpark

---

- Why are you running so late

---



# Practice & Review



Circle the interrogative (question word) in these sentences and add correct punctuation.

- What is your favorite holiday

---

- when do you want to go to the store

---



- will you be here for the partys tomorrow

---

- we cook a lot of pasta for my team last night

---





# Singular Possessive Nouns

When we want to show that something belongs to a noun, we add an **apostrophe** and an s **('s)**.

\*Remember that a NOUN names a person, place, or thing.





# I can form a singular possessive noun.



When we want to show that something belongs to a noun, we add an **apostrophe** and an s **('s)**.

## Examples:

- the pen belonging to the girl-----the **girl's** pen
- the chair belonging to the teacher-----the **teacher's** chair
- the longest river in America-----**America's** longest river
- the hat that belongs to Jake-----**Jake's** hat



# Daily Practice



Change the following to possessive nouns.

- the toy belonging to the puppy

---

- the basketball belonging to Bryson

---

- the book belonging to my sister

---

- the bag belonging to Pedro

---



# Practice & Review



Change the following to possessive nouns.

- the name belonging to your doctor

---

- the food belonging to the fish

---



- I borrowed lucys bat for the game today

---

- americas birthday is july 4

---



# Plural Possessive Nouns

**Rule #1: To form the possessive of a plural noun ending in s, add only an apostrophe (s').**

\*Remember that a NOUN names a person, place, or thing.





# I can form a plural possessive noun.



To form the possessive of a plural noun ending in s, add only an apostrophe.

## Examples:

- the puppy belonging to the boys-----the **boys'** puppy
- the beds belonging to the cats----the **cats'** beds
- the buses belonging to the teams---the **teams'** buses
- the room belonging to the sisters----the **sisters'** room



# Daily Practice



Change the following to plural possessive nouns.

- the footballs belonging to the players

---

- the books belonging to the teachers

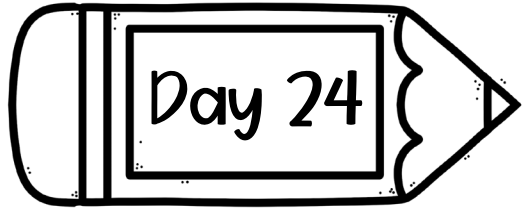
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- the scales belonging to the snakes

---

- the homes belonging to the families

---



# Practice & Review



Change the following to plural possessive nouns.

- the car belonging to your parents

---

- the room belonging to my sisters

---



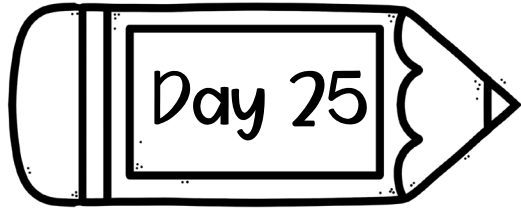
- will you bring me alexis bag please

---

- all the birds wings are flapping as they fly

---



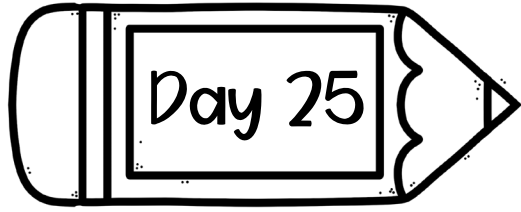


# Plural Possessive Nouns

**Rule #2: To form the possessive of a plural noun that does NOT end in s, add an apostrophe and s ('s).**

\*Remember that a NOUN names a person, place or thing.





# I can form a plural possessive noun.



To form the possessive of a plural noun that does NOT end in s, add an apostrophe and s.

## Examples:

- the cheese belonging to the mice---the **mice's** cheese
- the snack belonging to the children---the **children's** snack
- the room belonging to the men---the **men's** room



# Daily Practice



Change the following to plural possessive nouns.

- the shopping bags belonging to the women.

---

- the building belonging to the people

---

- the stadium belonging to the team

---

- the books belonging to the children

---



# Practice & Review



Change the following to plural possessive nouns.

- the yolks belonging to the oxen

- the beards belonging to the men



- the childrens plates were not put in the sink this morning

- yesterday we play a game at sonias house



# Subject (noun) and Verb Agreement

## SINGULAR

**Nouns** have to agree with their **verb** in **number**.  
(singular noun/singular verb)  
(plural noun/plural verb)

\*Remember that a NOUN names a person, place, or thing.





# I can identify and use correct subject-verb agreement.

Singular nouns need a singular verb. Most singular verbs end with **-s** (in present tense).

Examples using **singular** nouns/verbs:

- The **girl eats** a sandwich.
- The **dog plays** with a bone.
- The **music teacher sings** us a song.
- The **car rolls** down the hills.





# Daily Practice



Write the correct present tense form of the verb in parentheses.

- The girl (play) with her baby dolls.

---

- The water (flow) down the drain.

---

- The doctor (make) me feel better.

---

- The flag (wave) in the wind.

---



# Practice & Review



Do the following sentences have correct subject-verb agreement? Circle yes/no.

- The little girl cries for her mom. yes/no

- 
- The dog chew his toy. yes/no



- hayleys bed was not made yesterday morning

- 
- the cat sit by the window watching the foxs outside
-





# Subject (noun) and Verb Agreement

## PLURAL

Nouns have to agree with their verb in number  
(singular noun – singular verb)  
(plural noun- plural verb)

\*Remember that a NOUN names a person, place or thing.





# I can identify and use correct subject-verb agreement.

Plural nouns need a plural verb. Remember, most regular plural nouns get an -s, but the verbs do NOT!

Examples using plural nouns/verbs:

- The girls eat a sandwich.
- The dogs play with a bone.
- The music teachers sing us a song.
- The cars roll down the hills.





# Daily Practice



Write the correct present tense form of the verb in parentheses.

- The giraffes (love/loves) lettuce.

---

- Dogs (bark/barks) at the garbage truck.

---

- The soccer balls (rolls/roll) down the driveway.

---

- The hamburger (taste/tastes) so yummy.

---



# Practice & Review



Write the correct present tense form of the verb in parentheses.

- The baby (wait/waits) patiently for her next bite.

- 
- The kittens (rolls/roll) and (play/plays) with the yarn.
- 



- kaylas bed was not made yesterday morning

- 
- the cat sit by the door waiting for his owner
-



# Forming Contractions

Contractions are formed when two words are shortened and put together.

An **apostrophe** takes the place of the letter(s) removed (**is not---isn't**)





# I can form and use contractions.

**Contractions** are formed when two words are shortened and put together. An **apostrophe** is used in place of the missing letter(s).

## Examples of common contractions:

- was **not**----wasn't
- do **not**----don't
- I **will**-----I'll
- have **not**----haven't
- could **not**----couldn't





# Daily Practice



Combine the following words to form proper contractions.

- you have

---

- we will

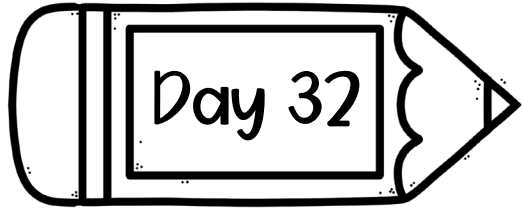
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- is not

---

- have not

---



# Practice & Review



Change the underlined words below to form proper contractions in the sentences.

- We are not going to school today.

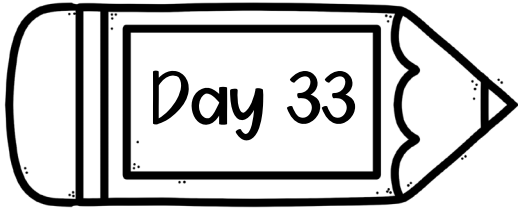
- I will be happy to help you with that.



- the baby chew the food before swallowing it

- i'hve never been to busch gardens before





# Interjections

An **interjection** is a word used as a strong expression of feeling or emotion.

\* most sentences with an interjection will end with an **exclamation point(!)**





# I can recognize an interjection in a sentence.

An **interjection** is a word used as a strong expression of feeling or emotion.

Examples of common interjections:

- Ouch!
- Wow!
- Hurry!
- Way to go!





# Daily Practice



Circle the interjection in the following sentences.

- Eww! That tastes disgusting!

---

- Yahoo, we won the game!

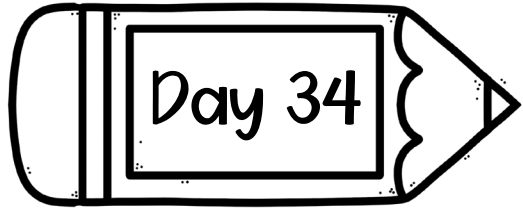
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- Wow, what a stunning sunset!

---

- Oh! I forgot my homework.

---



# Practice & Review



Fill in the blank with an interjection.

- \_\_\_\_\_, we won the lottery!
- \_\_\_\_\_, the ice cream is so good!



- we have never seen snow in florida

---

- ouch, that hurt

---



# Pronouns

A **pronoun** is a word that **replaces a noun**.

We use **pronouns** so we do not have to **repeat** the noun.

\*Remember that a NOUN names a person, place, or thing.





# I can correctly use pronouns.

A **pronoun** is a word that  
**replaces a noun.**

We use pronouns so we do  
not have to repeat the noun.

## Examples of pronouns in writing:

- **Jane** is 9 years old. **She** is tall.
- The **family** came to the game. **They** cheered loud.
- The **dog** is mad. **It** lost its bone.
- **Dave** stopped running. **He** was tired.



# Daily Practice



Replace the underlined noun in the sentence with an appropriate pronoun.

- The dog chased the ball.

---

- Cole ate a hamburger.

---

- The doctor explained the problem.

---

- The television is big and heavy.

---



# Practice & Review



Write a possible pronoun for the following words.

- nurse

---

- my cousins

---



- caseys birthday is on saturday

---

- the hamsters cage is not clean

---





## Using Commas

When a sentence contains a list of **three or more items** or phrases, you need to separate the items/phrases with **commas**.





# I can correctly use commas in my sentences.



When a sentence contains a list of **three or more items** or phrases, you need to separate the items/phrases with **commas**.

Examples of using commas to separate items:

- I see **birds, flowers, and trees.**
- We ate **cake, ice cream, and cookies.**
- Would you like **pink, purple, blue, or yellow?**



# Daily Practice



Rewrite each sentence using commas where needed.

- At the beach, we saw birds turtles and fish.

---

- Do you want to go to the beach the movies or the mall?

---

- There were cookies cakes and presents at the party.

---

- Would you like to play softball volleyball or basketball?

---



# Practice & Review



Rewrite each sentence using commas where needed.

- Is your shirt purple black or blue?

---

- Do you like to skate run or bike?

---



- we went to new york pennsylvania and ohio this summer.

---

- the puppies were running playing and chewing toys

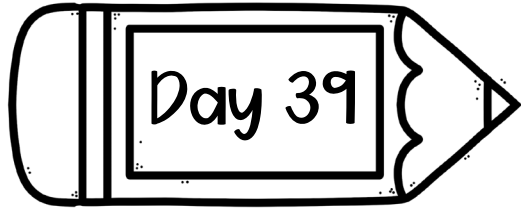
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## Using Commas

When a sentence contains a list of **three or more items or phrases**, you need to separate the items/phrases with **commas**.





# I can correctly use commas in my sentences.



When a sentence contains a list of **three** or more items or **phrases**, you need to separate the items/phrases with **commas**.

Examples of using commas to separate **phrases**:

- Please **clean your room, make your bed, and brush your teeth.**
- We **made slime, baked cookies, and played in the pool.**
- **Spin around, touch the ground, and clap three times.**



# Daily Practice



Rewrite each sentence using commas where needed.

- We want to watch a movie eat popcorn and take a nap.

---

- I still need to make my bed fold my clothes and vacuum.

---

- I want to bake a cake frost it and eat it.

---

- What is your name your birth date and your address?

---



# Practice & Review



Rewrite each sentence using commas where needed.

- Do you want go in the pool on the trampoline or to the movies?  
\_\_\_\_\_
- I fed the chickens gave the pig a bath and milked the goat.  
\_\_\_\_\_



- penny likes swimming going to the mall and dancing  
\_\_\_\_\_
- when kittys cry, they want food water or cuddles  
\_\_\_\_\_





# Irregular Plural Nouns Part 1

There are no rules here, just a list of frequently used irregular plural nouns to *memorize*.

\*Remember, to form regular plural nouns we usually just add -s, but we add -es to words that end in -sh, -ch, -z, -x, or -s. For words that end in consonant +y, we drop the y and add -ies.





# I can correctly use irregular plural nouns.

There are no rules for irregular plural nouns, just a list of frequently used ones to *memorize*.

## Frequently used irregular plural nouns:

- tooth---teeth
- mouse---mice
- child---children
- person---people
- man---men
- woman---women
- knife---knives
- leaf---leaves





# Daily Practice



Write the correct plural form of the noun in parenthesis.

- I lost three (tooth) this year!

---

- Please let the (child) run and play.

---

- The (person) want to see the air show.

---

- We saw three (mouse) outside the hotel.

---



# Practice & Review



Rewrite with the correct plural nouns in these sentences.

- My foots are killing me after walking all day.

---

- The geoses are honking loudly today.

---



- all the persons in the neighborhood comed to the party

---

- bring me the pencils markers and paper please

---

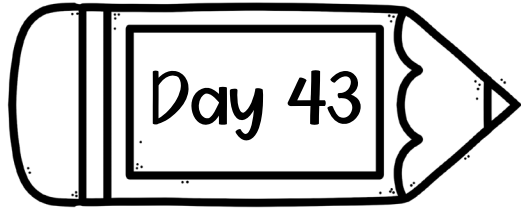


# Irregular Plural Nouns Part 2

There are no rules here, just a list of frequently used irregular plural nouns to *memorize*.

\*Remember, to form regular plural nouns we usually just add -s, but we add -es to words that end in -sh, -ch, -z, -x, or -s. For words that end in consonant +y, we drop the y and add -ies.





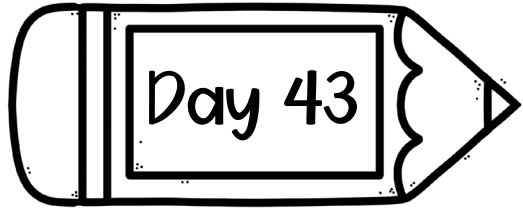
# I can correctly use irregular plural nouns.

A few nouns stay the same in their plural form as they are in their singular form.

Frequently used irregular plural nouns:

- moose---moose
- sheep----sheep
- deer----deer
- scissors---scissors





# Daily Practice



Circle the correct plural form of the noun in parentheses.

- We saw five (moose/moose) in the mountains.
- There are 10 (sheeps/sheep) at the farm.
- Be careful when you use the (scissor/scissors).
- The (deer/deers) are so calm and peaceful.



# Practice & Review



Rewrite with the correct plural nouns in these sentences.

- My brother and I caught a lot of fishes today.

---

- The air show had a lot of different aircrafts flying over.

---



- zachary are tall fast and nice

---

- the knives's blades are sharp

---





# Regular Verbs

To **conjugate** a verb means to **change** it so that it agrees with its subject.

There are 5 principle parts of verbs:

**Infinitive**: to + verb

**Present tense**: singular or plural(s)

**Past tense**: verb + -ed

**Present Participle**: verb + -ing

**Past Participle**: verb + -ed





# I can conjugate regular verbs.

5 principle parts of verbs:

Infinitive: to + verb

Present tense: Singular(s)

Past tense: verb + ed

Present participle: verb + ing

Past Participle: verb + ed

## Let's conjugate the verb "PLAY"

- Infinitive: to play
- Present: I play/he, she, it plays
- Past: played
- Present participle: am/are playing
- Past participle: have/has played





# Daily Practice



Conjugate the following verbs.

**ask**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_

**crawl**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_



# Practice & Review



Conjugate the verb **race**.

- Infinitive:
- Present:
- Past:
- Present participle:
- Past participle:

 Review: Correct the sentences below.

- we are walked to the corner for lunch with they

---

- do the dog's like chewing on the bone

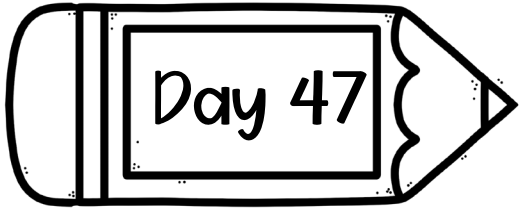
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# Irregular Verbs #1

Unlike regular verbs, these frequently used **irregular verbs** have different endings when they are conjugated.  
It's best to just **memorize** these words.





# I can conjugate irregular verbs.

Irregular verbs like **be, eat, do, and sit** have special conjugations.

Infinitive	Present	Past	Present Participle	Past Participle
to be	am, are, is	was, were	being	been
to eat	eat, eats	ate	eating	eaten
to do	do, does	did	doing	done
to sit	sit, sits	sat	sitting	sat





# Daily Practice



Conjugate the following irregular verbs.

**do**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_

**be**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_



# Practice & Review



Conjugate the verb **sit.**

• Infinitive:

• Present:

• Past:

• Present participle:

• Past participle:



• last night we sitted in our seats and watched the concert

• do the butterflys like the flowers in your yard

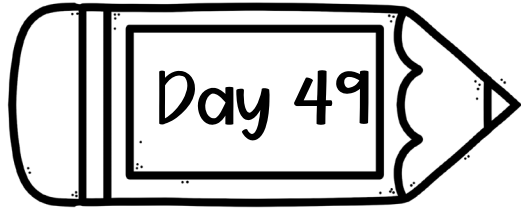




## Irregular Verbs #2

Unlike regular verbs, these frequently used **irregular verbs** have different endings when they are conjugated.  
It's best to just **memorize** these words.





# I can conjugate irregular verbs.

Irregular verbs like **break**,  
**write**, **bring**, and **go** have  
special conjugations.

Infinitive	Present	Past	Present Participle	Past Participle
to break	break, breaks	broke	breaking	broken
to write	write, writes	wrote	writing	written
to bring	bring, brings	brought	bringing	brought
to go	go, goes	went	going	gone





# Daily Practice



Conjugate the following irregular verbs.

**go**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_

**write**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_



# Practice & Review



Conjugate the verb **bring**.

• Infinitive:

• Present:

• Past:

• Present participle:

• Past participle:



• i eated all of my dinner last night

• is your homework all did



## Irregular Verbs #3

Unlike regular verbs, these frequently used **irregular verbs** have different endings when they are conjugated.  
It's best to just **memorize** these words.





# I can conjugate irregular verbs.

Irregular verbs like **know**,  
**catch, shake, and teach**  
have special conjugations.

Infinitive	Present	Past	Present Participle	Past Participle
to know	know, knows	knew	knowing	known
to catch	catch, catches	caught	catching	caught
to shake	shake, shakes	shook	shaking	shaken
to teach	teach, teaches	taught	teaching	taught





# Daily Practice



Conjugate the following irregular verbs.

**know**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_

**shake**

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_



# Practice & Review



Conjugate the verb **catch**.

- Infinitive: \_\_\_\_\_
- Present: \_\_\_\_\_
- Past: \_\_\_\_\_
- Present participle: \_\_\_\_\_
- Past participle: \_\_\_\_\_



- mrs. Hamilton teached us how to solve problems

\_\_\_\_\_

- the state of north carolina are close to georgia

\_\_\_\_\_

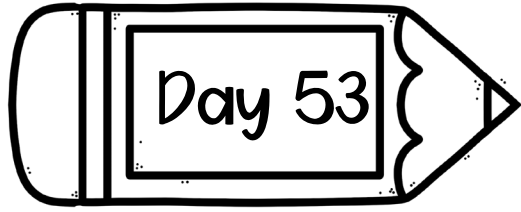




# Maintaining Verb Tense in Paragraphs

Just like we need to have subject-verb agreement in our sentences, we need to maintain verb agreement throughout our paragraphs. It's important to read through your sentences to make sure all the **verb tenses** agree.





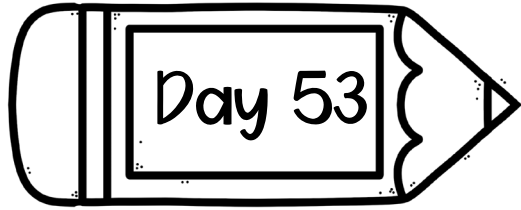
# I can maintain consistent verb tense in my writing.

All the sentences in a paragraph need to have the same verb tense.

**Correct** Verb Usage: My mom **likes** to cook us breakfast. She **makes** us eggs and pancakes. (**present/present**)

**Incorrect** Verb Usage: My mom **likes** to cook us breakfast. She **made** us eggs and pancakes. (**present/past**)





# Daily Practice



Fill in the blanks with the correct tense of the verb in parentheses.

- Today at camp we **made** crafts. We also \_\_\_\_\_ (go) to the pool.
- My grandma **gives** me hugs, and she \_\_\_\_\_ (bake) me a cake for my birthday.
- The game was **played** yesterday and we \_\_\_\_\_ (win)!
- The puzzle **is** on the floor, and the other pieces \_\_\_\_\_ (be) in the box.



# Practice & Review



Fill in the blank with the correct tense of the verb in parentheses.

- We picked up a pizza and \_\_\_\_\_ (eat) it at the field.



- the childs play in the yard with the three puppys

---

- he like to eat spaghetti meatballs and garlic toast

---



# Progressive Verb Tense

The progressive verb tense shows **an action in progress**.  
It uses **a form of to be + a present participle (-ing) verb**.

Present progressive, past progressive, and future progressive are the tenses we will learn.





# I can correctly use the “progressive” verb tense.

The progressive verb tense shows an action in progress.  
It uses a form of to be + a present participle (-ing) verb.

**PROGRESSIVE VERB TENSE:** to be + -ing verb (play)

**PRESENT PROGRESSIVE:** I am playing.

**PAST PROGRESSIVE:** I was playing.

**FUTURE PROGRESSIVE:** I will be playing.





# Daily Practice



Fill in the blanks with the correct progressive tense form of the verb in parentheses.

- I \_\_\_\_\_ (finish-present tense) my essay.
- He \_\_\_\_\_ (eat- past tense) after practice.
- My family will \_\_\_\_\_ (go- future tense) to the beach this weekend.



# Practice & Review



Fill in the blank with the correct progressive tense form of the verb in parentheses.

- The goats \_\_\_\_\_ (ride-future tense) in the trailer to the fair.



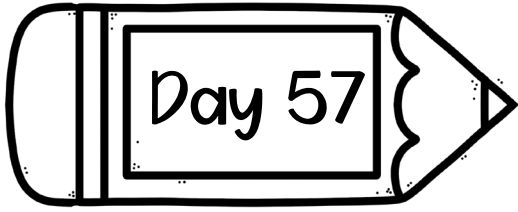
- the foxs in the den is napping until dark

---

- will you bring me the babies bottle

---





# Perfect Verb Tense

The perfect verb tense indicates the end of an action or shows completion.

It uses a form of to have + past participle (-ed) verb.  
Present perfect, past perfect, and future perfect are the tenses we will learn.





# I can correctly use the “perfect” verb tense.

The perfect verb tense indicates the end of an action or shows completion. It uses a form of to have + past participle (-ed) verb.

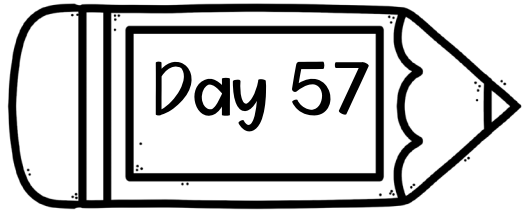
**PROGRESSIVE VERB TENSE:** to have -ed verb (jump)

**PRESENT PERFECT:** I have jumped.

**PAST PERFECT:** I had jumped.

**FUTURE PERFECT:** I will have jumped.





# Daily Practice



Fill in the blanks with the correct perfect tense form of the verb in parentheses.

- Tyler \_\_\_\_\_ (visit-present tense) many states this year.
- Antonio \_\_\_\_\_ (play- past tense) soccer at that park before.
- Melinda \_\_\_\_\_ (learn- future tense) to make a woven blanket by the end of the month.



# Practice & Review



Fill in the blanks with the correct perfect tense form of the verb in parentheses.

- I \_\_\_\_\_ (see-present tense) this show before.
- Elise \_\_\_\_\_ (walk-past tense) more than two miles to get to school every day.



- britney likes to eat grapes berrys yogurt and cheese

---

- oliver have lost four tooths this year

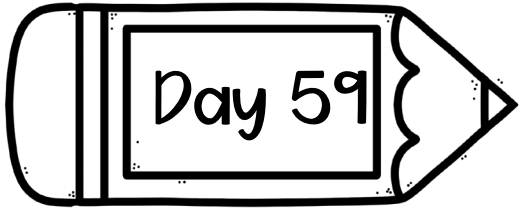
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# Adjectives

An adjective is a word that describes  
a **noun** or a **pronoun**.  
(wet, dry, big, small, fast, soft)



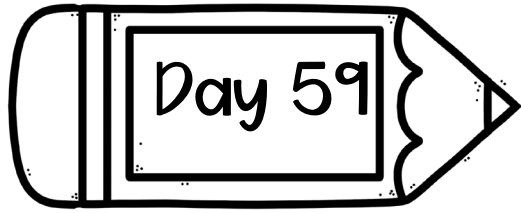


# I can recognize and use adjectives in a sentence.

An adjective is a word that describes a **noun** or a **pronoun**.

- The **small** girl rode the **brown** pony.
- I'll hold the **soft** cat.
- He is a **nice** teacher.
- I have **five** sisters and **two** brothers.





# Daily Practice



The nouns or pronouns are underlined for you. Circle all adjectives.

- The hungry dog chased the fast cat in the large field.
- I like to wear my black shirt with my blue pants.
- Let's make a lemon cake for my special party.
- My favorite sister likes to sit on the big swing with me and read a funny book.



# Practice & Review



Underline any nouns or pronouns and circle the adjectives in the following sentences.

- We played a fun game at the company picnic.
- The green truck was full of cute children.



- the chickens in the pen was hungry for some foods  
\_\_\_\_\_
- after they eated, the chicken's runned around the pen  
\_\_\_\_\_





# More About Adjectives

An adjective is a word that describes  
a **noun** or a **pronoun**.

Adjectives answer the questions:  
What kind? How many? Which? Whose?





# I can recognize and use adjectives in a sentence.

An adjective describes a **noun** or a **pronoun**. Adjectives answer the questions: What kind? How many? Which? Whose?

- **That** book belongs to me.
- William is **my little** brother.
- The **purple** dress is in **my** closet.
- The **famous** painting hangs in the **huge** museum.





# Daily Practice



The nouns or pronouns are underlined for you. Circle the adjectives.

- That is my journal in the black dresser.
- The Monopoly game is my favorite.

Practice filling in the blanks with adjectives.

- The \_\_\_\_\_ hat is sitting on the \_\_\_\_\_ desk.
- I love to eat \_\_\_\_\_ ice cream.



# Practice & Review



Underline any nouns or pronouns and circle any adjectives in the following sentences.

- The teacher's red dress was pretty.
- Will you please get Sophia's book off the bottom shelf?



- the nurses office are next to the cafeteria

---

- do you want to made cookie's with I today

---



# Adverbs

An adverb **describes a verb**, an adjective, or another adverb.  
We will only learn about adverbs that describe verbs.  
Adverbs often end in **-ly** but not always.





# I can recognize and use adverbs in a sentence.

An adverb **describes a verb**, an adjective, or another adverb.

- The girl **quickly** ran around the bases.
- The nurse **carefully** bandaged my cut.
- I waited **patiently** in the long line.
- He played the piano **beautifully**.





# Daily Practice



The verb/verbs are underlined for you. Circle any adverbs.

- The dog ran quickly around the house.
- I studied quietly while my mom cooked dinner.

Fill in the blank with an adverb.

- The bird sang \_\_\_\_\_ in the tree.
- Run \_\_\_\_\_ to get to first base.



# Practice & Review



The verbs are underlined for you. Circle any adverbs.

- The birds in the tree sang loudly.
- Surprisingly, we won the first-place trophy.



- the two mooses were hiding in the bushes  
\_\_\_\_\_
- all sentence need a capital letters and an end mark  
\_\_\_\_\_





# More About Adverbs

An adverb **describes a verb**, an adjective, or another adverb.  
We will only learn about adverbs that describe verbs.  
Adverbs often end in **-ly** but not always.





# I can recognize and use adverbs in a sentence.

An adverb **describes a verb**, an adjective, or another adverb.

- I carried the eggs into the house **carefully**.
- My mom **slowly** pulled the car in the garage.
- I touched the soft puppy **gently**.
- Our teacher **joyfully** sang a song.





# Daily Practice



The verb/verbs are underlined for you. Circle any adverbs.

- The horse galloped gracefully around the track.
- The butterfly flew quietly near the flower.

Fill in the blank with an adverb.

- The fire burned \_\_\_\_\_ in the fireplace.
- \_\_\_\_\_, the kids played in the yard.



# Practice & Review



The verbs are underlined for you. Circle any adverbs.

- I wrote the letters neatly on the lines.
- The doctor carefully bandaged the wound.

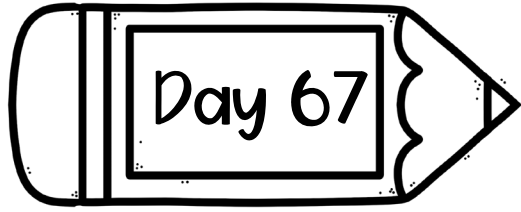


- the boys snakes got loosed in the house

---

- i have'nt ever been to north carolina

---



# Prepositions

A preposition shows the relationship  
between words in a sentence.

It shows the position of a noun in relation to something else.





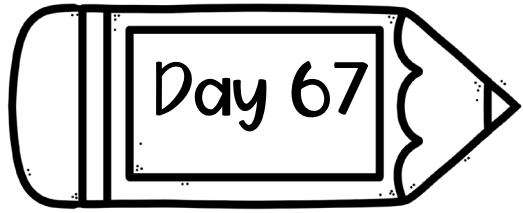
# I can recognize prepositions in a sentence.

A **preposition** shows the relationship between words in a sentence. It shows the position of a noun in relation to something else.

These are some of the most used prepositions:

- above
- below
- around
- in
- under
- after
- on
- over
- during
- to
- through
- before





# Daily Practice



Circle the prepositions in the sentences.

- Can we build a fort in the living room?
- We rode our bikes under the bridge.
- The children go to lunch after math.
- Above the desk, there is a shelf full of books.
- We like to take naps after going to the beach.
- Please walk slowly around the pool.



# Practice & Review



Circle the prepositions in the sentences.

- We wrote thank you notes after the party.
- We went around the spill on the floor.



- last night we broke a vase playing ball in the house

---

- do you like to braid your sisters hair

---





# More About Prepositions

## *Prepositional Phrases*

Prepositions are always followed by a noun which is called the object of the preposition.

The preposition, object of the preposition, and any modifiers between them create a **prepositional phrase**.





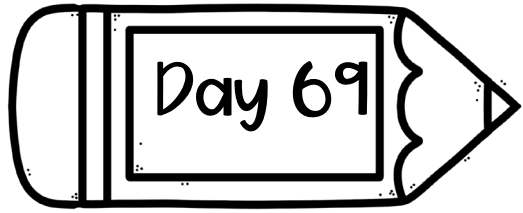
# I can recognize prepositional phrases in a sentence.

The **preposition**,  
The **object of the preposition**,  
and any **modifiers** between  
them create a **prepositional  
phrase**.

## Examples of PREPOSITIONAL PHRASES:

- **above** the **ground**
- **between** the two **signs**
- **over** the tall, white **fence**
- **in** the boy's **yard**





# Daily Practice



Underline the prepositional phrases in the sentences.

- Please put the dishes into the dishwasher.
- The chickens walked under the fence and into the barn.
- The children go to science lab after they finish lunch.
- Over the teacher's desk, there is a clock.
- We moved over a lane to let the ambulance pass.
- Please do not run around the pool.



# Practice & Review



Underline the prepositional phrases in the sentences.

- We walked over the bridge on the way home.
- I enjoy sitting in the sunshine when I am cold.



- he weared a red white and blue shirt on july 4

---

- the coachs hat falled off during the game

---



# Compound Sentences

A compound sentence is made of **two independent clauses/simple sentences** joined by a conjunction.

\*Remember both clauses must have a subject and verb.

The conjunctions used can be remembered by using FANBOYS  
(for, and, nor, but, or, yet & so)

\*Don't forget the comma before the conjunction.





# I can recognize and form a compound sentence.

A compound sentence is made of **two independent clauses/simple sentences** joined by a **conjunction**.

## Examples:

- He jumped for the ball, **and** he hit the net.
- We ate breakfast, **and** we went to the park.
- You love animals, **so** I bought you a pig.





# Daily Practice



Circle whether the following sentences are simple/compound sentences. If compound, circle the conjunction and add a comma if needed.

- My mom cooked dinner and my dad did the dishes.  
simple/compound
- They are eating pasta and salad. simple/compound
- Soccer is fun and football is hard. simple/compound



# Practice & Review



Circle whether the following sentence is simple(S)/compound(C). If compound, circle the conjunction and add a comma if needed.

- The boys played ball and the girls went in the pool. S/C



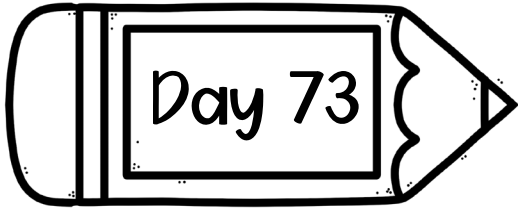
- the fire was burn quicklie in the woods

---

- i had jump in the pool, so I was wet

---





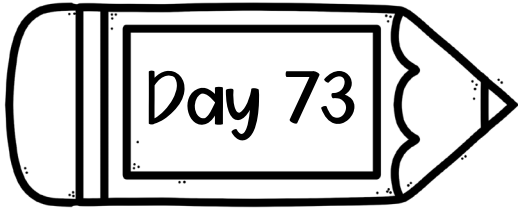
# More About Compound Sentences

A compound sentence is made of **two independent clauses/simple sentences** joined by a conjunction.

Sometimes a conjunction joins two nouns or verbs, not two clauses and therefore, it is not a compound sentence.

The conjunctions used in these sentences are FANBOYS (for, and, nor, but, or, yet & so)  
*\*No comma is necessary before the conjunctions in this case.*





# I can recognize conjunctions and how they are used in a sentence.

Sometimes a **conjunction** joins **two nouns or verbs**, not two clauses and therefore, it is NOT a compound sentence.

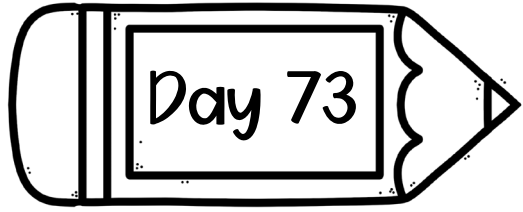
Examples:

- We made lunch **and** played games. (joins two verbs)
- Susie ate ice cream **and** cake. (joins two nouns)

To make these COMPOUND sentences:

- We made lunch, **and** we played games.
- Susie ate ice-cream, **and** she ate cake.



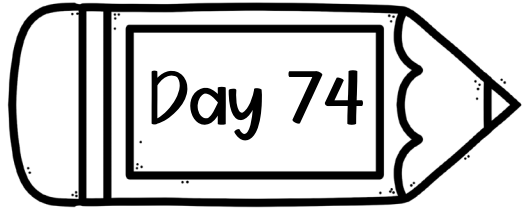


# Daily Practice



Circle the conjunction in the sentences. Indicate if it is a simple/compound sentence.

- I played, but I did not win. (simple/compound)
- They are going to the movies and eating popcorn. (simple/compound)
- Chris and Patrick played a game and lost the championship. (simple/compound)



# Practice & Review



Circle whether the following sentence is simple(S)/compound(C). If compound, circle the conjunction and add a comma if needed.

- The beach was crowded but we had fun. S/C

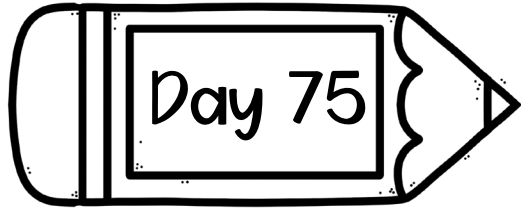


- after dinner, we swimmmed in the pool and play tag.

---

- can you make me too sandwich please

---

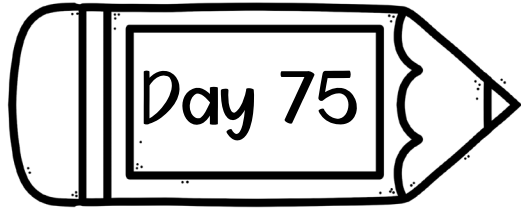


# Using Quotation Marks

We use quotation marks in our writing when we want to tell the reader EXACTLY what someone said.

For example: My dad said, "Please get your shoes on."





# I can use correct punctuation for direct quotes.

Put " around words a person says.  
Capitalize the first word in the quotation marks and use a comma after/before the tag line.  
Place ending punctuation inside the quotation marks.

## Examples:

- The teacher asked, "How was your day?"
- Bobby cried, "Ouch! That hurt!"
- "Please don't touch that," my mom said.





# Daily Practice



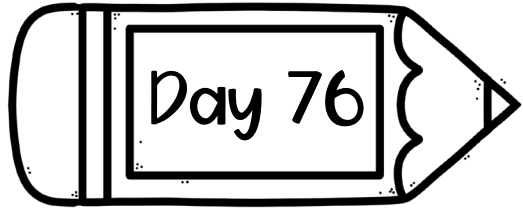
Rewrite the sentences using correct punctuation for direct quotes.

- The coach screamed make the shot Oscar.

---

- Put your shoes away my mom said.

---



# Practice & Review



Rewrite the sentences using correct punctuation for direct quotes.

- The teacher said do five math problems for homework.

---



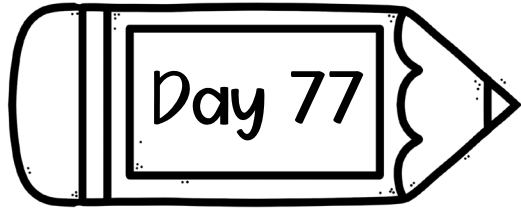
- my mom told me "take your shoes off".

---

- will the bunnys be outside when I come over

---



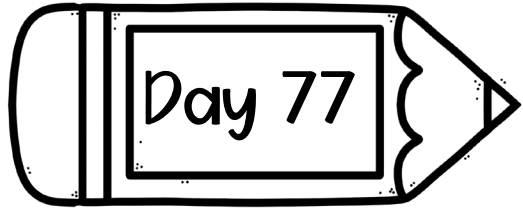


# More on Using Quotation Marks

We use quotation marks in our writing when we want to tell the reader EXACTLY what someone said.

When two people are speaking, it's called **dialogue**, and we start a new paragraph each time the speaker changes.





# I can use correct punctuation for direct quotes and dialogue.

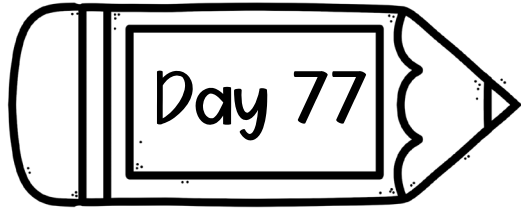
Put " around words the person says.  
Capitalize the first word in the quotation marks  
and use a comma after/before the tag line.  
Place ending punctuation inside the quotation marks.

Example:

My brother asked, "What is for lunch today?"

"Peanut butter and jelly," I replied.





# Daily Practice



Rewrite the sentences using correct punctuation for dialogue.

- Jose asked the teacher do we have any homework?
- She replied answer questions 1-6 on page 7.

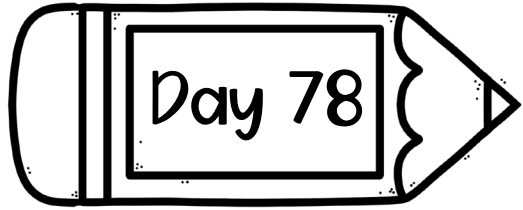
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- My mom said make sure you clean your room.
- I responded I will after school.

---

---



# Practice & Review



Rewrite the sentences using correct punctuation for dialogue.

- The pet store clerk said this is a ferret.
- The kids in the store said oh, how cute!

---

---



- the koalas baby was ride in her pouch
- will you need a ride home today, Isaac asked.

---

---



# Nouns of Direct Address

When we address a person directly by name,  
it's called the **noun of direct address**.  
Use a **comma** after stating their name.





# I can use a comma to indicate a noun of direct address.

When we address a person directly by name, it's called the **noun of direct address**. Use a **comma** after stating their name.

Example:

- **Chris**, clean your room.
- **Piper**, take out the trash.
- **Jose**, make your bed.



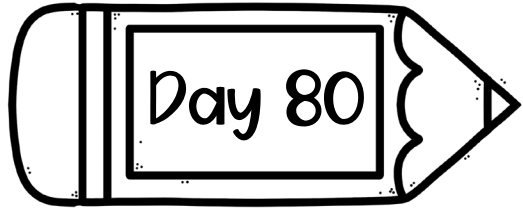


# Daily Practice



Place the comma where it needs to be in the following sentences.

- Mrs. Morrison do we have any homework?
- Coach Baker what is the score?
- April bring me a tissue.
- Grandma please make me a milkshake.
- David do you have a pet?



# Practice & Review



Place commas where needed in the following sentence.

- Jack get the leash for the dog, and Vanessa open the garage please.



- butterflys are flying around the flower's in the front yard.

---

- judy is your sister's coming today

---





# Run-On Sentences

**Run-on sentences** are two or more complete sentences combined incorrectly or without proper punctuation.





# I can recognize a run-on sentence.

Run-on sentences are two or more complete sentences combined incorrectly or without proper punctuation.

Example of a run-on sentence (Incorrect):

- Frank walks to school Henry rides the bus I ride with my mom.
- **CORRECT:** Frank walks to school, Henry rides the bus, and I ride with my mom.





# Daily Practice



Change the following run-on sentence to have correct grammar and punctuation.

- We wake up at six o'clock eat breakfast go to school go to practice come home and eat dinner.

---

---

---



# Practice & Review



Place commas where needed in the following sentence.

- I love to read books Mary likes to swim Leslie rides her bike.



- my sister is 8 and her is my best friend

---

- mrs. smith were my favorite teacher and she am kind.

---



# Verb Moods

## *Indicative & Interrogative*

The **verb mood** shows the **manner** or mode in which a verb is expressed.

It shows the **attitude** of the speaker.

We will learn 5 different verb moods:

**Indicative**, Imperative, Subjunctive, Conditional, & **Interrogative**.





The **indicative** mood simply **makes a statement**.

- Joey needs to clean his room today.

The **interrogative** mood **asks a question**.

- Has Joey cleaned his room today?





# I can determine the mood of verbs in a sentence.

The **indicative** mood simply makes a statement. The **interrogative** mood asks a question.

Examples:

**Indicative**: The lake looks pretty this morning.

**Interrogative**: Did you see how pretty the lake looks this morning?





# Daily Practice



Circle whether the following verb moods are **INDICATIVE** or **INTERROGATIVE**.

- The new boy in class is named Mason. **INDICATIVE/INTERROGATIVE**
- Was Mrs. Ashe his favorite teacher? **INDICATIVE/INTERROGATIVE**
- Will you bring lunch today? **INDICATIVE/INTERROGATIVE**
- Today is a great day. **INDICATIVE/INTERROGATIVE**





# Practice & Review



Circle whether the following verb moods are INDICATIVE or INTERROGATIVE.

- I like the fair. INDICATIVE/INTERROGATIVE
- Do you want to go to the fair? INDICATIVE/INTERROGATIVE



- the cities annual party wont be happening this year.

---

- anna asked, do you want to build a snowman?

---



# Verb Moods

## *Imperative*

The **verb mood** shows the **manner** or mode in which a verb is expressed.  
It shows the **attitude** of the speaker.

The **imperative mood** is used to **make a command** or state a **request**.





# I can determine the mood of verbs in a sentence.

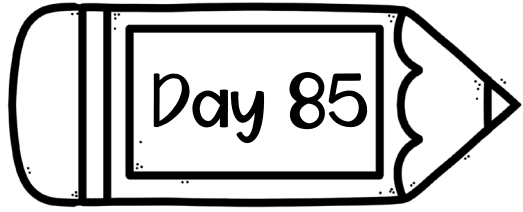
The **imperative mood** is used to **make a command** or state a **request**.

Examples:

**Imperative mood:**

- Please make your bed.
- Bring me the dishes.
- Set your alarm.



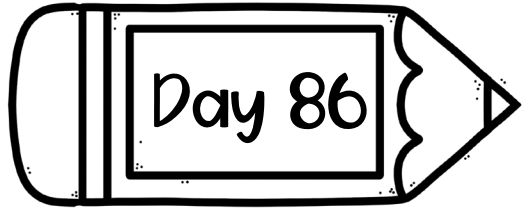


# Daily Practice



Circle whether the following verb moods are IMPERATIVE or INTERROGATIVE(previous lesson).

- Will you make me a snack? IMPERATIVE/INTERROGATIVE
- Make me a snack. IMPERATIVE/INTERROGATIVE
- Pack your lunchbox. IMPERATIVE/INTERROGATIVE
- Are you going to the football game? IMPERATIVE/INTERROGATIVE



# Practice & Review



Circle whether the following verb moods are IMPERATIVE or INTERROGATIVE.

- Do you want to go to the show? IMPERATIVE/INTERROGATIVE
- Go to the comedy show. IMPERATIVE/INTERROGATIVE



- erin lets go to the festival on sunday

---

- jackson and I follows the sign's to the park

---



# Verb Moods

## *Subjunctive*

The **verb mood** shows the **manner** or mode  
in which a verb is expressed.  
It shows the **attitude** of the speaker.

The **subjunctive mood** implies a condition contrary to  
fact or **expresses a wish, demand, or suggestion.**





# I can determine the mood of verbs in a sentence.

The **subjunctive mood** implies a condition contrary to fact or **expresses a wish, demand, or suggestion.**

Examples:

## **Subjunctive mood:**

- I wish you would eat your dinner.
- I demand you lower your sword.
- If I were you, I would not do that.





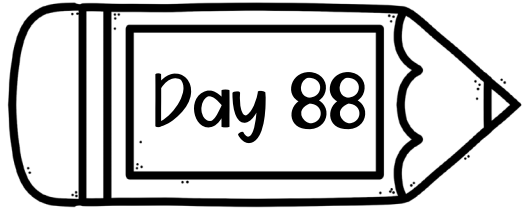
# Daily Practice



Write the verb mood of the following sentences. Choose between Imperative, Interrogative, Indicative, or Subjunctive.

- I wish it were my birthday. \_\_\_\_\_
- Take me to see the babies. \_\_\_\_\_
- Are you enjoying yourself? \_\_\_\_\_
- This month there are two holidays. \_\_\_\_\_





# Practice & Review



Write the verb mood of the following sentences. Choose between Imperative, Interrogative, Indicative, or Subjunctive.

- I wish I could go to California. \_\_\_\_\_
- Empty the dishwasher. \_\_\_\_\_



- todays forecast say it is going to rain  
\_\_\_\_\_
- i am played golf with you and josh on saturday.  
\_\_\_\_\_



# Verb Moods

## *Conditional*

The **verb mood** shows the **manner** or mode in which a verb is expressed.

It shows the **attitude** of the speaker.

The **conditional mood** expresses a state that depends on something else to happen.





# I can determine the mood of verbs in a sentence.

The **conditional mood** expresses a state that depends on something else to happen

Examples:

## **Conditional mood:**

- If you eat your dinner, we can leave.
- If it rains, the game is canceled.
- You could win, if you play hard.





# Daily Practice



Write the verb mood of the following sentences. Choose between Imperative, Interrogative, Indicative, or Subjunctive.

• School starts next week.

---

• Would you like a cookie?

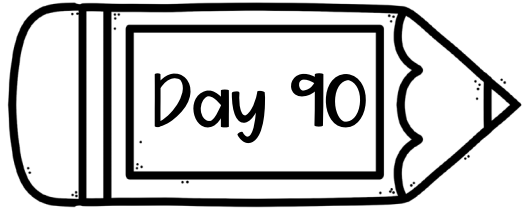
---

• If you hurry, we won't be late.

---

• Put the dishes in the sink.

---



# Practice & Review



Write the verb mood of the following sentences. Choose between Imperative, Interrogative, Indicative, or Subjunctive.

- I wish I had a PS5 to play. \_\_\_\_\_
- If it rains, use your umbrella. \_\_\_\_\_



- the bird chirp beautifully in the backyard  
\_\_\_\_\_
- running on the beach last night were fun said faith  
\_\_\_\_\_



# Conjunctions Part 1

A **conjunction** is a word used to **connect** words, phrases, or clauses together.

**FANBOYS** - these are coordinating conjunctions:  
**FOR** - **AND** - **NOR** - **BUT** - **OR** - **YET** - **SO**





# I can identify and use conjunctions in sentences.

A **conjunction** is a word used to **connect** words, phrases or clauses together.

## Examples:

- Please eat your carrots **and** broccoli.
- We have bananas **but** not apples.
- Paul **and** John are going to the movie.
- It is raining, **so** we are wet.





# Daily Practice



Circle the conjunctions in the following sentences.

- I want to play in the sand, but it is too hot.
- My favorite colors are pink, purple, and blue.
- The girls went to the mall and ate lunch.
- I don't like cheese sticks or pickles.





# Practice & Review



Circle the conjunctions in the following sentences.

- My mom, dad, and sister are coming to my show.
- We won the game, so we play tomorrow.



- please pass the salt pepper and sour cream

---

- we tryd to get tickets but they were sold out

---



## Conjunctions Part 2

A **conjunction** is a word used to **connect** words, phrases or clauses together.

**Subordinating conjunctions** introduce subordinate clauses with words like **when, where, while, as, since, if, although, unless, and because.**





# I can identify and use conjunctions in sentences.

**Subordinating conjunctions** introduce subordinate clauses with words like **when, where, while, as, since, if, although, unless, and because.**

## Examples:

- We played Candy Land **when** we were little.
- **Since** it is raining, we can't go to recess.
- **While** you eat lunch, I will make cookies.





# Daily Practice



Circle the conjunctions (coordinating and subordinating) in the following sentences.

- We ate early since the concert starts at 7:00 p.m.
- The baby cried because the door was slammed.
- Dad washed the car while mom cleaned the kitchen.
- If you want to, we can go for ice cream.



# Practice & Review



Circle the conjunctions (coordinating and subordinating) in the following sentences.

- Mateo and Sasha sang a song while the neighbors listened.
- Steve took a shower because he was sweaty.



- building a fire in the woods were hard for the childs

---

- bunnys and deers was hiding all around us

---



# Appositives

An **appositive** is a noun or a pronoun **directly beside another noun** that **explains** it or **identifies** it. They are often placed inside commas.





# I can recognize and use an appositive.

An appositive is a noun or a pronoun directly beside another noun that explains it or identifies it. They are often placed inside commas.

## Examples:

- My sister, **Jenny**, is a swimmer.
- His brother's car, **a Mustang**, is fast.
- My math teacher, **Mr. Smith**, is smart.





# Daily Practice



Underline the appositives in the following sentences.

- My dog, Amos, is huge but sweet.
- Mr. Butler, the coach, picked me for his team.
- The horse, Willpower, won the derby.
- Wow! That girl, Jessica, ran so fast!





# Practice & Review



Fill in the blanks with an appropriate appositive.

- The football team, \_\_\_\_\_, is the best.
- My cat, \_\_\_\_\_, is soft and fluffy.



- my dad Bob drives a tractor on the farm  
\_\_\_\_\_
- my mom said be careful when you drove in the rain  
\_\_\_\_\_



# Independent/Main Clauses

An independent clause has a subject and a verb and expresses a complete thought.  
It can stand ALONE as a sentence.





# I can recognize an independent clause.

An independent clause has a subject and a verb and expresses a complete thought. It can stand ALONE as a sentence.

Examples:

- Ricky eats potato chips.
- The boys played tennis.

- ✓ subject
- ✓ verb
- ✓ makes sense

- ✓ subject
- ✓ verb
- ✓ makes sense





# Daily Practice



Use the check boxes to determine if these are independent clauses.

- The house has a green door. ☐ subject  
☐ verb  
☐ makes sense
- Bounced the ball off the wall. ☐ subject  
☐ verb  
☐ makes sense
- The cat yawns. ☐ subject  
☐ verb  
☐ makes sense



# Practice & Review



Use the check boxes to determine if these are independent clauses.

- The boy ate the apple. ☐ subject  
☐ verb  
☐ makes sense
- The purring cat. ☐ subject  
☐ verb  
☐ makes sense

 Review: Correct the sentences below.

- do you want to built a cabin in west viriginia

---

- we bake a large birthday cake for pedros birthday

---



# Dependent/Subordinate Clauses

A **dependent clause** has a **subject** and a **verb** BUT it does **NOT make sense** on its own. It is **DEPENDENT** on the independent clause to make sense.





# Dependent/Subordinate Clauses Cont'd

Many **subordinate clauses** begin with a **subordinating conjunction.**

- when
- while
- where
- as
- since
- if
- although
- because
- unless





# Dependent Clause With a Subordinating Conjunction

We played a game of tennis, while they sat on the bench.

independent clause

- ✓ subject
- ✓ verb
- ✓ makes sense

dependent clause

- ✓ subject
- ✓ verb
- ☐ makes sense

It needs the independent clause in order to make sense.







# Dependent/Subordinate Clauses Cont'd

If the dependent clauses don't begin with a subordinating conjunction, they may begin with a **relative pronoun** such as:

- who
- whose
- whom
- which
- that





# Dependent Clause With a Relative Pronoun

My teacher, who is nice, gave us extra time at recess.

**independent clause**

- ✓ subject
- ✓ verb
- ✓ makes sense

**dependent clause**

- ✓ subject
- ✓ verb
- ☐ makes sense

It needs the independent clause in order to make sense.





# I can recognize a dependent clause.

A dependent clause does NOT have a subject and a verb, and it does NOT make sense on its own. It is dependent on the independent clause to make sense.

## Examples:

- My brother, who is nice, played a game with me.
- When it rains, we will go inside.





# Daily Practice



Use the check boxes to determine if the underlined portion of the sentence is independent/dependent.

- My cat, who is fast, ran away from us.

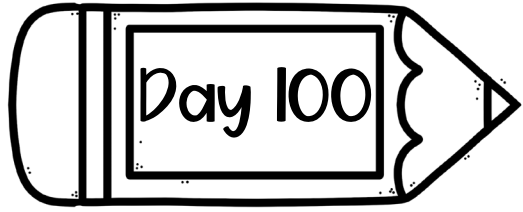
- ☐ subject
- ☐ verb
- ☐ makes sense

Circle: INDEPENDENT/DEPENDENT

- While we waited in line, my dad parked the car.

- ☐ subject
- ☐ verb
- ☐ makes sense

Circle: INDEPENDENT/DEPENDENT



# Practice & Review



Use the check boxes to determine if the underlined portion of the sentence is independent/dependent.

- The boys, who play on that team, worked hard.

- ☐ subject
- ☐ verb
- ☐ makes sense

Circle: INDEPENDENT/DEPENDENT



- the fast snake slither through the grass yesterday

---

- what time are the girl coming for the party

---



# More About Adjectives

An adjective is a word that describes  
a **noun** or a **pronoun**.

ADJECTIVES answer 4 questions:

What kind?  
How many?  
Which?  
Whose?





# I can recognize and use adjectives as modifiers.

ADJECTIVES answer 4 questions:

What kind?

How many?

Which?

Whose?

Examples:

- **Running** is hard.
- I like **walking the dog**. (noun phrase)
- **Flying a kite** is fun. (noun phrase)





# Daily Practice



Tell what question the underlined adjective is answering:  
What kind? How many? Which? Whose?

- The black horse is in the stable. \_\_\_\_\_
- Please set the table with six plates. \_\_\_\_\_
- That little(1) girl is my(2) sister.(1) \_\_\_\_\_ (2) \_\_\_\_\_
- The red dress is in the closet. \_\_\_\_\_





# Practice & Review



Fill in the blank with an appropriate adjective.

- The \_\_\_\_\_ waves are violently crashing.
- I have watched \_\_\_\_\_ movies this summer.



- the puppies in the store are for sell  
\_\_\_\_\_
- mom and I pickd strawberrys in the field this morning  
\_\_\_\_\_



# More About Adverbs

An adverb **describes a verb**, an adjective or another adverb.

We will only learn about adverbs that describe verbs.

Adverbs answer these questions:

How?  
When?  
Where?  
Why?

How often?  
How much?  
To what extent?  
Under what condition?





# I can recognize and use adverbs as modifiers.

Adverbs answer these questions:

How? When? Where? Why? How often?

How much? To what extent? Under what condition?

Examples:

- She **never** dropped the ball? (how often?)
- We played the game **quickly**. (how?)
- Grandma will be here **tomorrow**. (when?)





# Daily Practice



Tell what question the underlined adverb is answering: How? When? Where? Why? How often? How much? To what extent? Under what condition?

- My dog ran quickly around the yard. \_\_\_\_\_
- He studied hard to get an A. \_\_\_\_\_
- We never got to see the volcano erupt. \_\_\_\_\_
- Certainly, we will win this game. \_\_\_\_\_



# Practice & Review



Fill in the blank with an appropriate adverb.

- The dark forest is \_\_\_\_\_ scary at night.
- The team played \_\_\_\_\_ in the game.

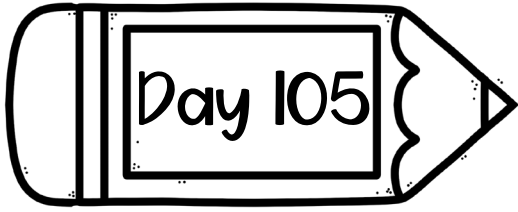


- i was waited excitedly for our train to leave

---

- a men in a jean jacket helped we with our bags

---



# Verbals

What is a **verbal**? In English, a verbal is a **form of verb** that is **used as a noun, adjective, or adverb** in a sentence.

There are three types of verbals:

- **Gerunds**
- Infinitives
- Participles





# Gerunds

A **gerund** is a **present participle verb form** (verb ending in **-ing**) used as a **noun**.  
Gerunds can also be used in noun phrases.





# I can recognize and use gerunds in sentences.

A gerund is a present participle verb form (verb ending in -ing) used as a noun.

## Examples:

- Running is hard.
- I like walking the dog.(noun phrase)
- Flying a kite is fun.(noun phrase)





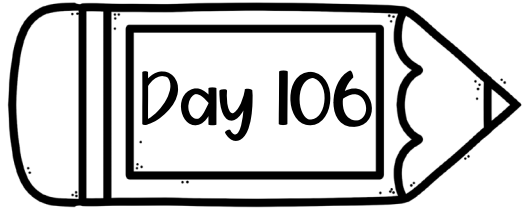


# Daily Practice



Underline the gerund/gerund phrase in the following sentences,

- Running a business is hard work.
- Do you enjoy walking?
- There is zero tolerance for bullying!
- I help by babysitting my brother.



# Practice & Review



Underline the gerund/gerund phrase in the following sentences.

- Going to the beach is fun!
- I like playing the radio in the car.



- you shouldn't behaved like that in the store.

---

- we goed to the park with my brother's

---



# Verbals

What is a **verbal**? In English, a verbal is a **form of verb** that is **used as a noun, adjective, or adverb** in a sentence.

There are three  
types of verbals:

- Gerunds
- **Infinitives**
- Participles





# Infinitives

Remember in the principle parts of a verb,  
the **infinitive** is **to + verb**.

So, an **infinitive** or **infinitive phrase** is **to + verb**  
used as a **noun, adjective, or adverb**.





# I can recognize and use infinitives in sentences.

An **infinitive** is **to +verb** used as a **noun, adjective or adverb**.

## Examples:

- **To fly** is my dream.
- My dad and I like **to fish**.
- James plans **to go** to the party.





# Daily Practice



Underline the infinitives in the following sentences.

- Do you want to fly a kite?
- The door is difficult to open.
- I want to solve this puzzle.
- We are going to see the parade.



# Practice & Review



Underline the infinitives in the following sentences.

- To reach the fourth floor, take the stairs.
- I need to ask for directions.



- why do'nt you ask she to bring you the marker?  
\_\_\_\_\_
- did you seen that guy who runned away from the store?  
\_\_\_\_\_



# Verbals

What is a **verbal**? In English, a verbal is a **form of verb** that is **used as a noun, adjective, or adverb** in a sentence.

There are three types of verbals:

- Gerunds
- Infinitives
- **Participles**







# Participles

A **participle** is a **verb form** that acts as an **adjective**.

A **participle phrase** is a group of words beginning with a participle (present -ing, or past -ed) which acts as an adjective.





# I can recognize and use participles in sentences.

A **participle** is a **verb form** that acts as an **adjective**.

## Examples:

- The **smiling** teacher is friendly.  
(present tense verb form used as an adjective describing teacher)
- The box **containing a gift** is on the porch.  
(present tense verb form phrase used as an adjective describing the box)



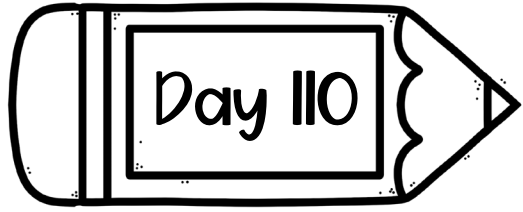


# Daily Practice



Underline the participle/participial phrase in the following sentences.

- Flying machines are fascinating.
- The jumping child hurt her ankle.
- The decayed tooth was causing me pain.
- Struggling seriously, the swimmer made it on the boat.



# Practice & Review



Underline the participle/participial phrase in the following sentences.

- The delighted mother received flowers from her children.
- Don't wake up the sleeping giant!



- tyrone were a moose, and he is the sillyest.

---

- the scientists tools are'nt in the lab.

---



## More on Pronouns

A **pronoun** replaces a noun in order to avoid repetition.

The noun that a pronoun replaces is called the **antecedent**.





# I can identify pronouns and their antecedents.

A **pronoun** replaces a noun in order to avoid repetition. The noun that a pronoun replaces is called the **antecedent**.

## Examples:

- Jane said **she** was sleepy. (Jane is the antecedent)
- Jack is tall and **he** is fast. (Jack is the antecedent)





# Daily Practice



Underline the antecedents and circle any pronouns in the following sentences.

- Will made lunch and he ate it quickly.
- The team is on the bus, and they play at seven o'clock.
- Pablo said he wasn't feeling well today.
- The boat had a hole, but it didn't sink.



# Practice & Review



Underline the antecedents and circle any pronouns in the following sentences.

- The delighted mother received flowers from her children.
- The moose are in the field eating their dinner.



- the floweres in the garden is blooming beautifully

---

- the boxs in the garage needs to be emptyd.

---





## More on Pronouns #2

A **pronoun** replaces a noun in order to avoid repetition.

Pronouns always **agree** with their antecedent in **number** and **person**.





# Agreeing in Number and Person

If the noun (antecedent) is **singular**, then you use a **singular** pronoun.  
If it's **plural**, then use a **plural** pronoun.

A **pronoun's person** must agree with the noun antecedent.

- In the English language, most nouns are neutral.
- People are male/female as are their names, in general.
- Animals can be referred to as masculine, feminine, or neutral.
- Ships, planes, trains and churches are considered female.





# I can use pronouns in agreement with their antecedents.

A **pronoun** replaces a noun in order to avoid repetition.  
Pronouns always **agree** with their antecedent in **number** and **person**.

## Examples:

- The airplane had a fire in **its** cabin.
- This is Daisy. **She** is cute.
- Jack and I played a game. **We** had fun.





# Daily Practice



Underline the antecedent and fill in the correct pronoun in the following sentences.

- The boys ate lunch. \_\_\_\_\_ were hungry.
- That book was long, but \_\_\_\_\_ was really good.
- Dora is an explorer. \_\_\_\_\_ likes to go on adventures.
- Benny and I are friends. \_\_\_\_\_ like to play games.



# Practice & Review



Underline the antecedent and fill in the correct pronoun in the following sentences.

- The baseball was hit hard, but I caught \_\_\_\_\_.
- My gloves are in the car. Please get \_\_\_\_\_ for me.



- can her go home with me to played today

---

- quickly, the lion pounce on it's prey

---



## More on Pronouns #3

A **pronoun** replaces a noun in order to avoid repetition.

There are 3 pronoun cases:  
subjective, objective, and possessive.





# Pronoun Cases

S I N G U L A R	SUBJECTIVE PRONOUNS	OBJECTIVE PRONOUNS	POSSESSIVE PRONOUNS
	I	me	mine
	you	you	yours
	he	him	his
	she	her	hers
	it	it	(none used)
P L U R A L	SUBJECTIVE PRONOUNS	OBJECTIVE PRONOUNS	POSSESSIVE PRONOUNS
	we	us	ours
	you	you	yours
	they	them	theirs





# Subjective Case

## SUBJECTIVE PRONOUNS

I

you

he

she

it

## SUBJECTIVE PRONOUNS

we

you

they

Subjective pronouns are used as subjects.

Examples:

She will go.  
It is a busy day.







# Objective Case

## OBJECTIVE PRONOUNS

me

you

him

her

it

## OBJECTIVE PRONOUNS

us

you

them

Objective pronouns are used as direct objects, indirect objects, and objects of prepositions.

Examples:

The boy ate it.  
We gave the necklace to her.  
The car was bought for us.





# Possessive Case

## POSSESSIVE PRONOUNS

mine

yours

his

hers

(none used)

## POSSESSIVE PRONOUNS

ours

yours

theirs

Possessive pronouns are used  
to show possession.

Examples:

The car is mine.  
That candy is yours.





# I can use the correct pronoun case in my sentences.

A **pronoun** replaces a noun in order to avoid repetition.  
There are 3 pronoun cases:  
subjective, objective, and  
possessive.

## Examples:

- Subjective: **I** am going to school today.
- Objective: I am going to school with **her**.
- Possessive: The school is **ours**.





# Daily Practice



Fill in the blanks with a pronoun that makes sense.

- \_\_\_\_\_ will go to the games today.
- Tommy saw \_\_\_\_\_ at the game.
- That book is \_\_\_\_\_.
- Mom and \_\_\_\_\_ like to go to the beach.



# Practice & Review



Fill in the blanks with pronouns that make sense.

- Will \_\_\_\_\_ play a game with \_\_\_\_\_?
- Do you know \_\_\_\_\_ ?



- what do you wants to do after school

---

- that car is shes and its shiny and fast

---