



GRADE
4



GRAMMAR

DAILY LESSONS | CONVENTIONS PRACTICE



Daily Grammar Lessons/ Conventions Practice

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4th Grade

Capitalization/Punctuation Rule #1

Every 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:

- **T**he rainbow is beautiful.
- **W**ow, that is amazing!
- **A**re you playing in the game today?





Daily Practice



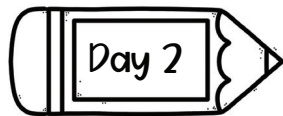
Correct these sentences (remember the rules).

- can we go to the movies

- the clouds look gloomy today

- i saw you make that great play

- do you want bake some cookies



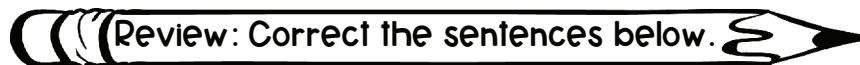
Practice & Review



Correct these sentences (remember the rules).

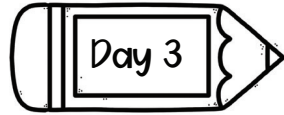
- i want to paint my room

- watching a soccer game is exciting



- can we go play at the beach

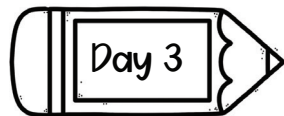
- my sister plays volleyball



Capitalization/Punctuation Rule #2

Proper nouns are always capitalized.

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



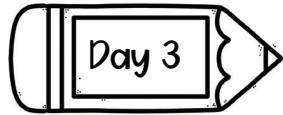
I can correctly use proper nouns.

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.



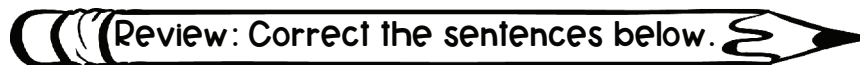
Practice & Review



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

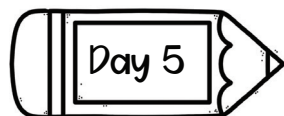


Plural Nouns

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

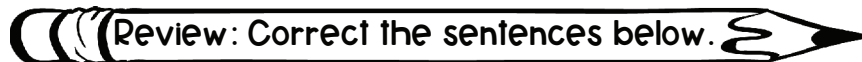


Practice & Review



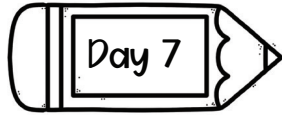
Change the following nouns from singular to plural.

- 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

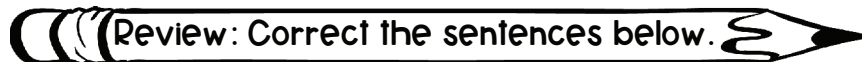


Practice & Review



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



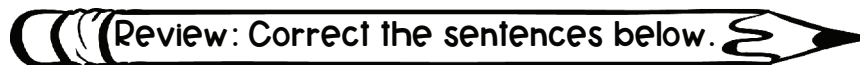
Practice & Review



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:

- create-----creat**d**
- bake-----bak**d**
- hope-----hop**d**
- love-----lov**d**





Daily Practice



Change the following regular verbs to past tense.

- admire

- behave

- ignore

- observe



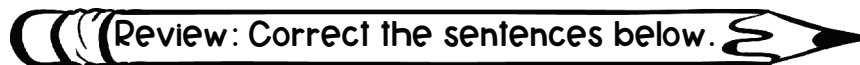
Practice & Review



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:

- obey-----obey**ed**
- spy-----sp**ied**
- carry-----carri**ed**
- copy-----cop**ied**





Daily Practice



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

- employ

- play

- cry

- delay



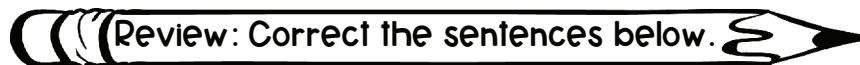
Practice & Review



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



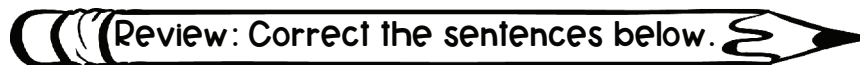
Practice & Review



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



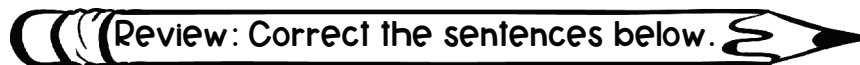
Practice & Review



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



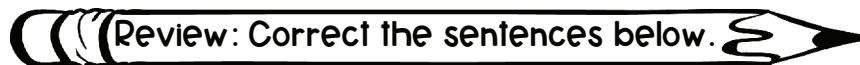
Practice & Review



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



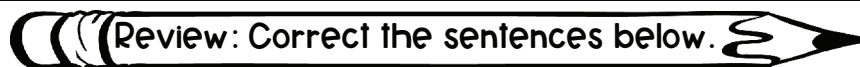
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Change the following to possessive nouns.

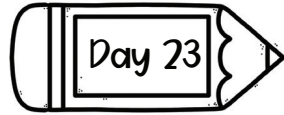
- the name belonging to your doctor

- 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

- the scales belonging to the snakes

- the homes belonging to the families



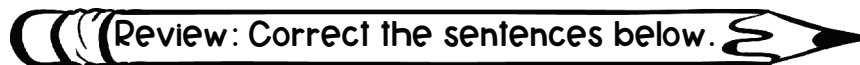
Practice & Review



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



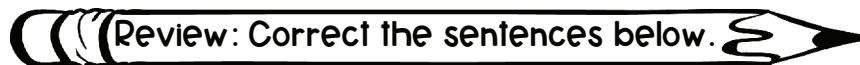
Practice & Review



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.



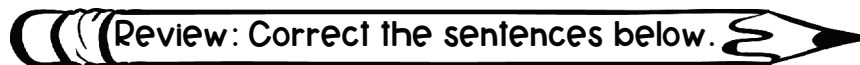
Practice & Review



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.



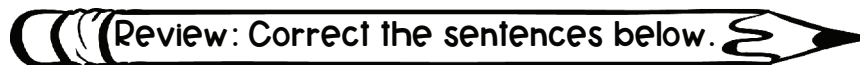
Practice & Review



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

- is not

- have not



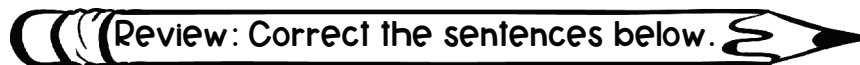
Practice & Review



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

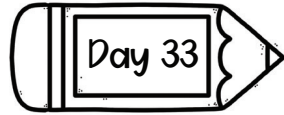
- We are not going to school today.

- 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!

- Wow, what a stunning sunset!

- Oh! I forgot my homework.



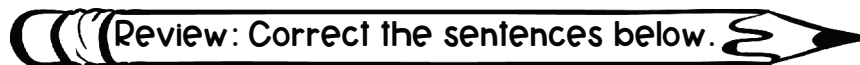
Practice & Review



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.



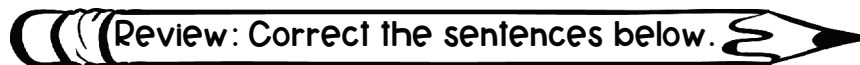
Practice & Review



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?



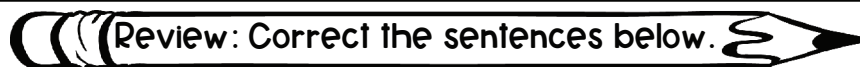
Practice & Review



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



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?



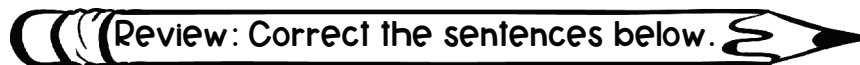
Practice & Review



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

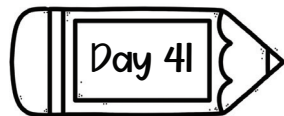
- when kittys cry, they want food water or cuddles



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.



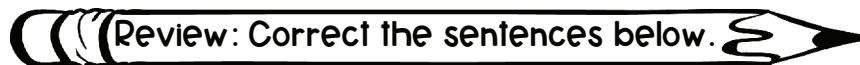
Practice & Review



Rewrite with the correct plural nouns in these sentences.

- My foots are killing me after walking all day.

- The gooses 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/mooses) 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.



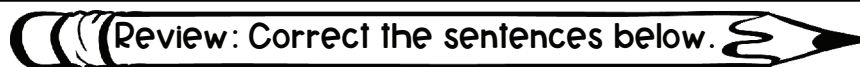
Practice & Review



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: _____

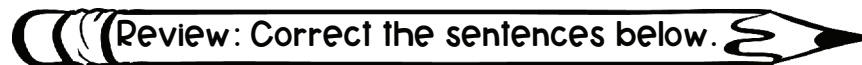


Practice & Review



Conjugate the verb **race**.

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



- we are walked to the corner for lunch with they

- do the dog's like chewing on the bone



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: _____

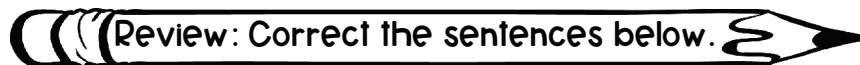


Practice & Review



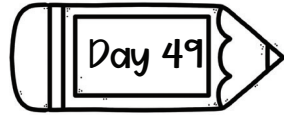
Conjugate the verb **sit**.

- 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.

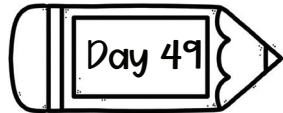


I can conjugate irregular verbs.

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: _____

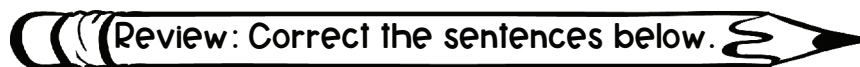


Practice & Review



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: _____

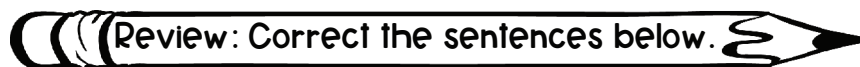


Practice & Review



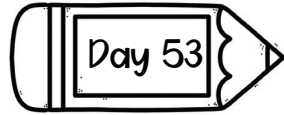
Conjugate the verb **catch**.

- 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.

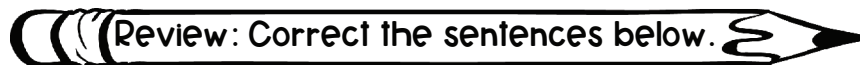


Practice & Review



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.

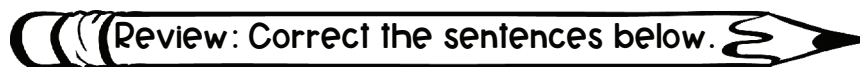


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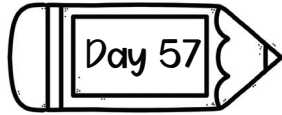
Fill in the blank with the correct progressive tense form of the verb in parentheses.

- 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.

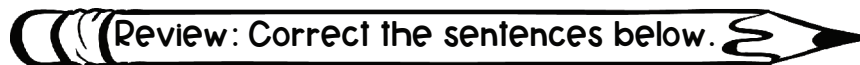


Practice & Review



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



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.

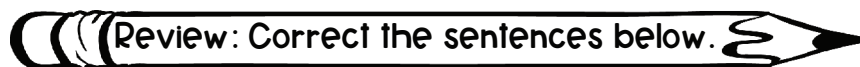


Practice & Review



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.

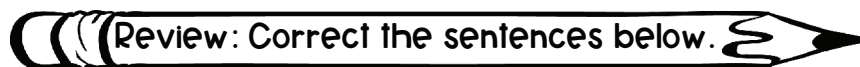


Practice & Review



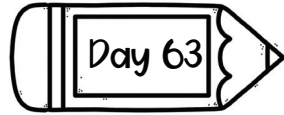
Underline any nouns or pronouns and circle any adjectives in the following sentences.

- 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.

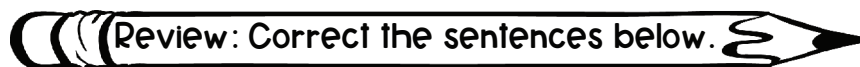


Practice & Review



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.

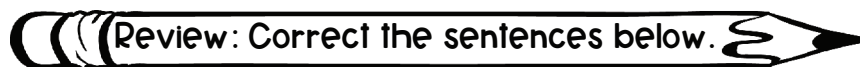


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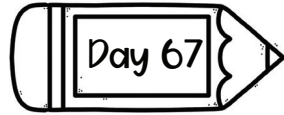
The verbs are underlined for you. Circle any adverbs.

- 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.

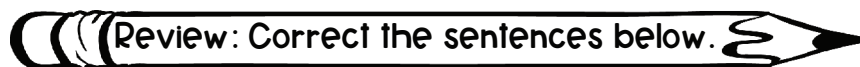


Practice & Review



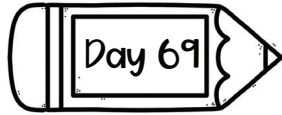
Circle the prepositions in the sentences.

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



- last night we breaked 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.

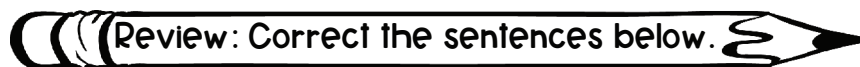


Practice & Review



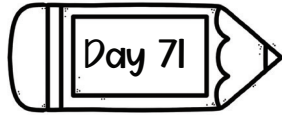
Underline the prepositional phrases in the sentences.

- 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

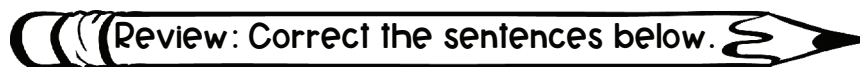


Practice & Review



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)

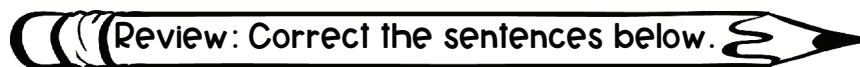


Practice & Review



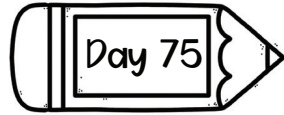
Circle whether the following sentence is simple(S)/compound(C). If compound, circle the conjunction and add a comma if needed.

- 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.

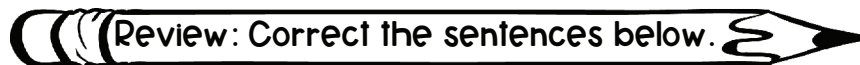


Practice & Review



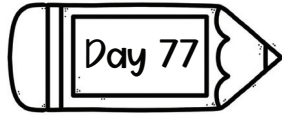
Rewrite the sentences using correct punctuation for direct quotes.

- 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.

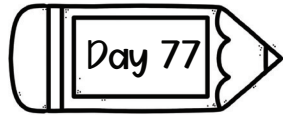
Put **"** around words the person says.
Capitalize the first word in the quotation marks and use a **comma** after/before the tag line.
Place **ending punctuation** inside the quotation marks.

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.

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

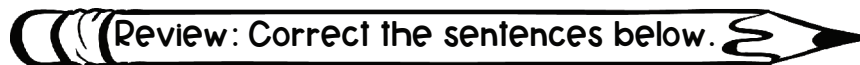


Practice & Review

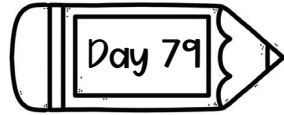


Rewrite the sentences using correct punctuation for dialogue.

- 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?

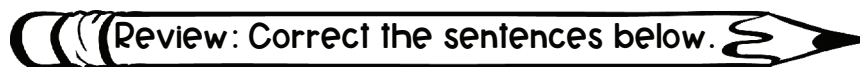


Practice & Review



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.

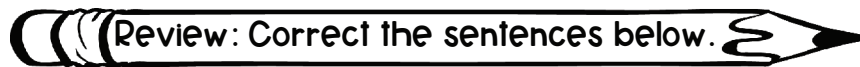


Practice & Review



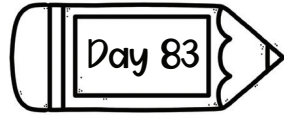
Place commas where needed in the following sentence.

- 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.

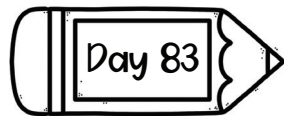


Verb Moods

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.

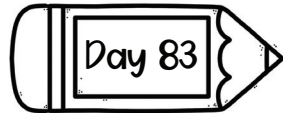
The **indicative** mood simply makes a statement. The **interrogative** mood asks a question.

Examples:

Indicative: The lake looks pretty this morning.

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



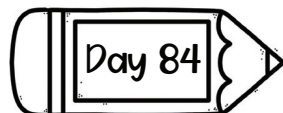


Daily Practice



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

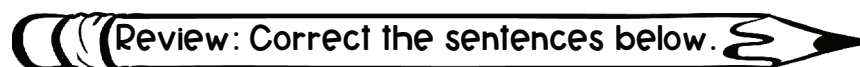


Practice & Review



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

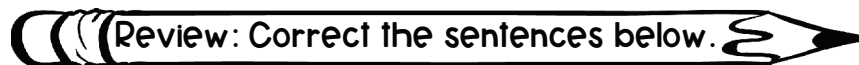


Practice & Review



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. _____

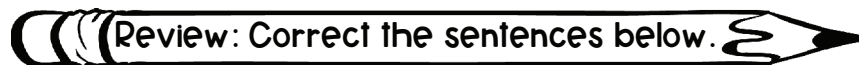


Practice & Review



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. _____

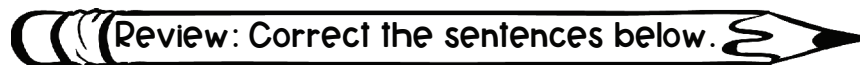


Practice & Review



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

- I wish I had a P\$5 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.

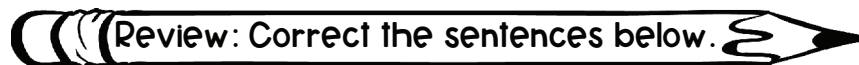


Practice & Review



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 selled 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.

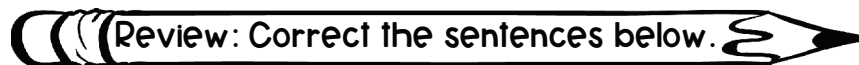


Practice & Review



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!

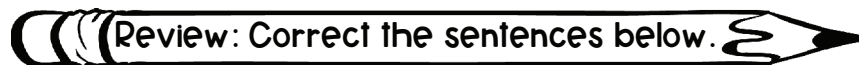


Practice & Review



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



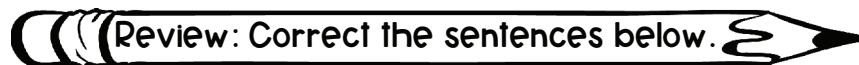
Practice & Review



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



- do you want to built a cabin in west virginia

- 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.

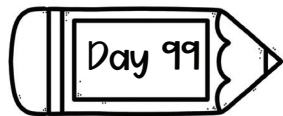
independent clause

- ✓ subject
- ✓ verb
- ✓ makes sense

dependent clause

- ✓ subject
- ✓ verb
- ☐ makes sense

It needs the independent clause in order to make sense.



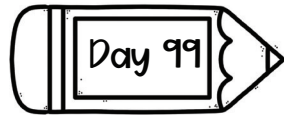
I can recognize a dependent clause.

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

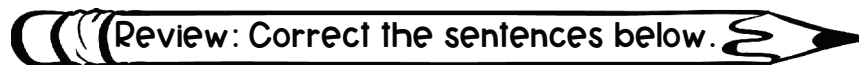


Use the check boxes to determine if the underlined portion of the sentence is independent/dependent.

- 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. _____

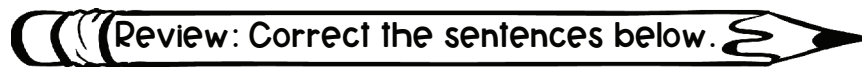


Practice & Review



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. _____

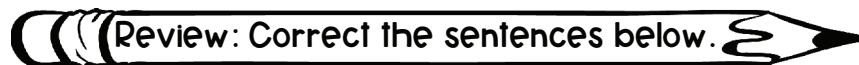


Practice & Review



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.

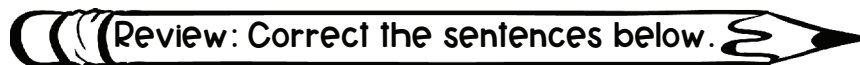


Practice & Review



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.

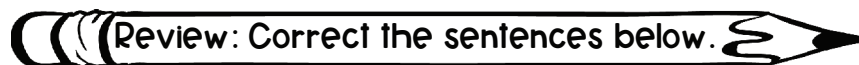


Practice & Review



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.

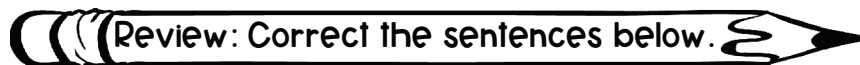


Practice & Review



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.

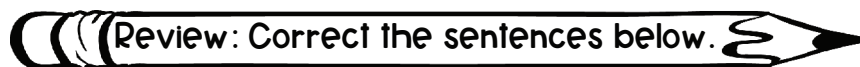


Practice & Review



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.

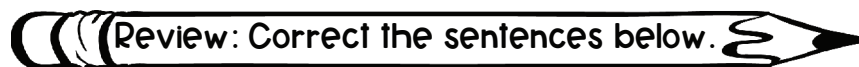


Practice & Review



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 are used as subjects.

Examples:

She will go.
It is a busy day.

SUBJECTIVE PRONOUNS

we
you
they



Objective Case

OBJECTIVE PRONOUNS

me
you
him
her
it

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.

OBJECTIVE PRONOUNS

us
you
them





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.

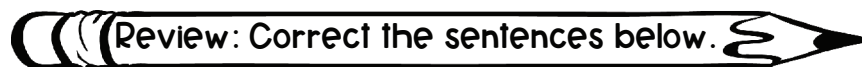


Practice & Review



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

Answer Key



4th Grade - Answer Key

Capitalization/Punctuation Rule #1

Every 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:

- **T**he rainbow is beautiful.
- **W**ow, that is amazing!
- **A**re you playing in the game today?





Daily Practice



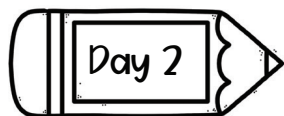
Correct these sentences (remember the rules).

- Can we go to the movies?

- The clouds look gloomy today.

- I saw you make that great play.

- Do you want bake some cookies?



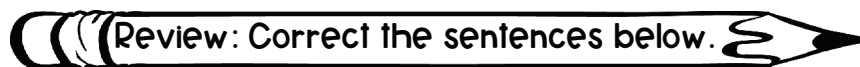
Practice & Review



Correct these sentences (remember the rules).

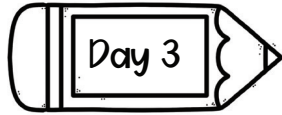
- I want to paint my room.

- Watching a soccer game is exciting!



- Can we go play at the beach?

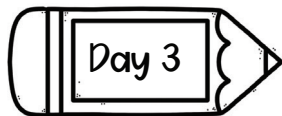
- My sister plays volleyball.



Capitalization/Punctuation Rule #2

Proper nouns are always capitalized.

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



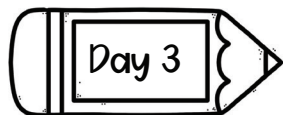
I can correctly use proper nouns.

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



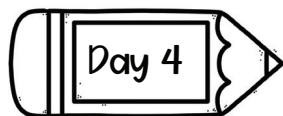
Correct these sentences (remember the rule).

- The new girl in class is named **M**aria.

- Does **M**r. **M**atthews have a pet fish?

- My brother cheers for the **N**ew **Y**ork **G**iants.

- My favorite dessert is from **D**airy **Q**ueen.



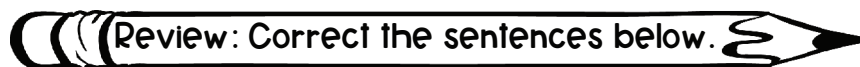
Practice & Review



Correct these sentences (remember the rule).

- Can we go to **U**niversal and ride the **H**ulk ride?

- I have to go to the dentist on **T**uesday.



- Do you like to watch the **T**ampa **B**ay **R**ays?

- I want to go to **A**laska.

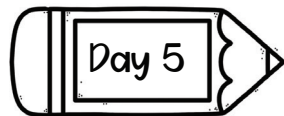


Plural Nouns

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



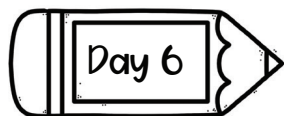
Change the following nouns from singular to plural.

- table **tables**

- fish **fishes**

- peach **peaches**

- glass **glasses**

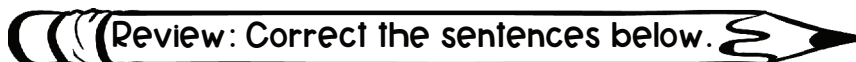


Practice & Review



Change the following nouns from singular to plural.

- dish **dishes**
- beach **beaches**
- bus **buses**
- chair **chairs**



- **M**y best friend helped pack the **boxes** for mailing.

- **W**hen can we go back to **D**isney **W**orld?

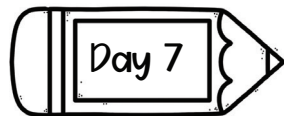


Plural Nouns

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**.



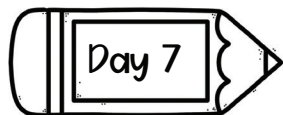
I can make a noun plural by
dropping the **y** and adding **-ies**.

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



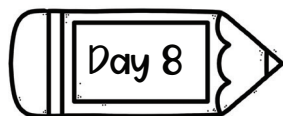
Change the following nouns from singular to plural.

• family
families

• city
cities

• party
parties

• penny
pennies

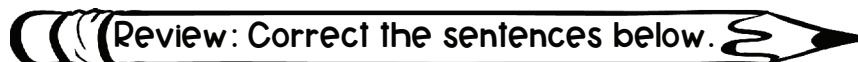


Practice & Review



Change the following nouns from singular to plural.

- butterfly butterflies
- strawberry strawberries
- candy candies
- supply supplies



• The countries I want to visit most are Greece and Ireland.

• The kitties 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

baked

- chew

chewed

- blink

blinked

- camp

camped



Practice & Review



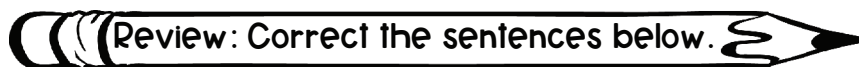
Change these regular verbs to past tense.

- discover

discovered

- flood

flooded



- I cleaned my room yesterday.

- My dad and I opened the boxes 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:

- create-----creat**d**
- bake-----bak**d**
- hope-----hop**d**
- love-----lov**d**





Daily Practice



Change the following regular verbs to past tense.

- admire

admired

- behave

behaved

- ignore

ignored

- observe

observed



Practice & Review



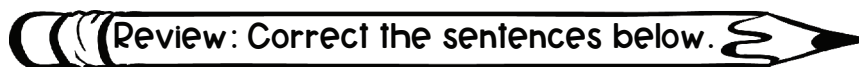
Change these regular verbs to past tense.

- recycle

recycled

- type

typed



- Amelia and I baked some bread last night.

- My dog, Tank opened 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:

- obey-----obey**ed**
- spy-----sp**ied**
- carry-----carri**ed**
- copy-----cop**ied**





Daily Practice



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

- employ

employed

- play

played

- cry

cried

- delay

delayed



Practice & Review



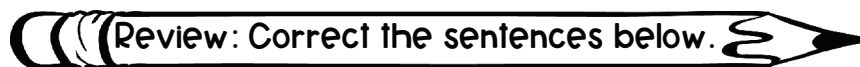
Change these regular verbs to past tense.

- try

tried

- spray

sprayed



- **B**efore the first bell, **I** stud**ied** for my exam.

- **I** carr**ied** many **box**es 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



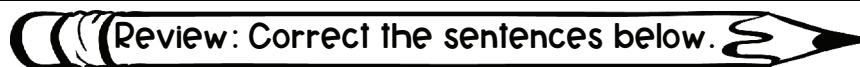
Practice & Review



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 cleaned the family car yesterday.

- My big brother worries 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

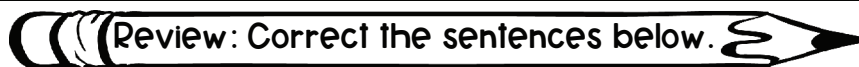


Practice & Review



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

- My baby brother loves bananas. sentence/fragment
- Bake a cookie. sentence/fragment



- The squirrel crunched the nuts yesterday.
- Will you bring me the bowl full of cherries?



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?



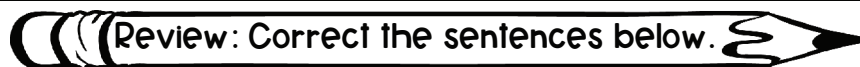
Practice & Review



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 parties tomorrow?

- We cooked 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
puppy's toy
- the basketball belonging to Bryson
Bryson's basketball
- the book belonging to my sister
my sister's book
- the bag belonging to Pedro
Pedro's bag

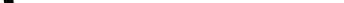


Practice & Review



Change the following to possessive nouns.

- the name belonging to your doctor
your doctor's name
- the food belonging to the fish
the fish's food

 Review: Correct the sentences below.

- I borrowed **Lucy's** bat for the game today.
- **America's** 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
players' footballs

- the books belonging to the teachers
teachers' books

- the scales belonging to the snakes
snakes' scales

- the homes belonging to the families
families' homes



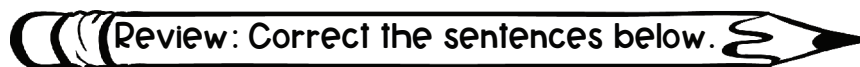
Practice & Review



Change the following to plural possessive nouns.

- the car belonging to your parents
your parents' car

- the room belonging to my sisters
my sisters' room



- Will you bring me **Alexi's** 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

women's bags

- the building belonging to the people

the people's building

- the stadium belonging to the team

team's stadium

- the books belonging to the children

children's books



Practice & Review



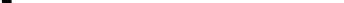
Change the following to plural possessive nouns.

- the yolks belonging to the oxen

oxen's yolks

- the beards belonging to the men

men's beards

 Review: Correct the sentences below.

- The **children's** plates were not put in the sink this morning.

- Yesterday we play~~ed~~ a game at Sonia's 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.

plays

- The water (flow) down the drain.

flows

- The doctor (make) me feel better.

makes

- The flag (wave) in the wind.

waves



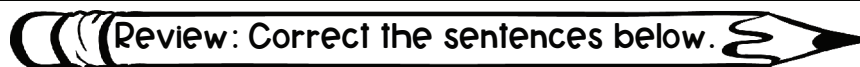
Practice & Review



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



- Hayley's bed was not made yesterday morning.

- The cat sits by the window watching the foxes 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.

love

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

bark

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

roll

- The hamburger (taste/tastes) so yummy.

tastes



Practice & Review



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

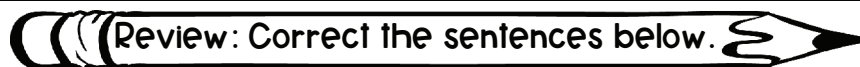
- The baby (wait/waits) patiently for her next bite.

waits

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

roll

play



- Kayla's bed was not made yesterday morning.

- The cat sits 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
you've

- we will
we'll

- is not
isn't

- have not
haven't



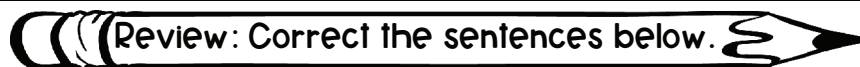
Practice & Review



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

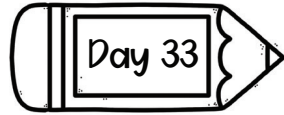
- We are not going to school today.
aren't

- I will be happy to help you with that.
I'll



- The baby chewed the food before swallowing it.

- I've never been to **B**usch **G**ardens 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!

- Wow, what a stunning sunset!

- Oh! I forgot my homework.



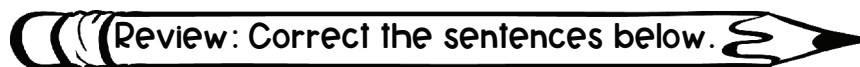
Practice & Review



Fill in the blank with an interjection.

- (answers will vary), we won the lottery!

- (answers will vary), 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.
(answers will vary)

- Cole ate a hamburger.
He

- The doctor explained the problem.
he/she

- The television is big and heavy.
it



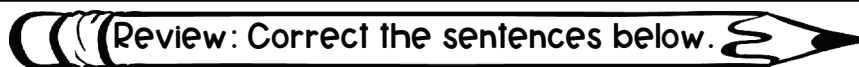
Practice & Review



Write a possible pronoun for the following words.

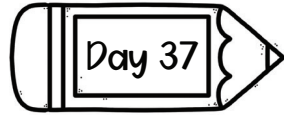
- nurse
he/she

- my cousins
they



- Casey's birthday is on Saturday.

- The hamster's 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?



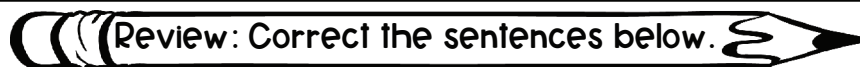
Practice & Review



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.



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 birthday, and your address?



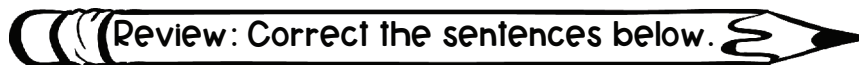
Practice & Review



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.

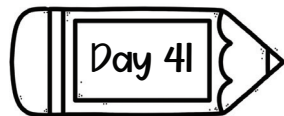
- When kitties cry, they want food, water, or cuddles.



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!

teeth

- Please let the (child) run and play.

children

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

people

- We saw three (mouse) outside the hotel.

mice



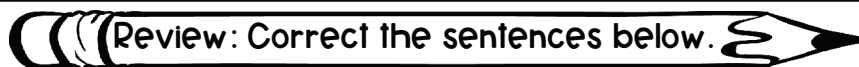
Practice & Review



Rewrite with the correct plural nouns in these sentences.

- My feet are killing me after walking all day.

- The geese are honking loudly today.



- All the people in the neighborhood came 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.



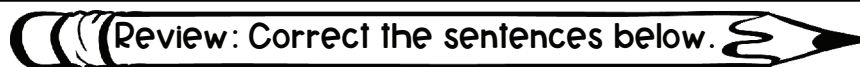
Practice & Review



Rewrite with the correct plural nouns in these sentences.

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

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



- Zachary is tall, fast, and nice.

- The knives' 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: **to ask**
- Present: **ask/asks**
- Past: **asked**
- Present participle: **asking**
- Past participle: **had/have asked**

crawl

- Infinitive: **to crawl**
- Present: **crawl/crawls**
- Past: **crawled**
- Present participle: **crawling**
- Past participle: **had/have crawled**

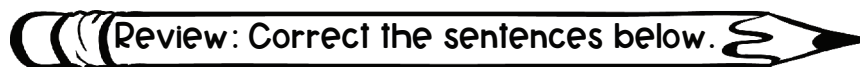


Practice & Review



Conjugate the verb **race**.

- Infinitive: **to race**
- Present: **race/races**
- Past: **raced**
- Present participle: **racing**
- Past participle: **had/have raced**

 (Review: Correct the sentences below.)

- We are **walking** to the corner for lunch with **them**.
- Do the **dogs** like chewing on the bone?



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: **to do**
- Present: **do/does**
- Past: **did**
- Present participle: **doing**
- Past participle: **done**

be

- Infinitive: **to be**
- Present: **am/are/is**
- Past: **was/were**
- Present participle: **being**
- Past participle: **been**

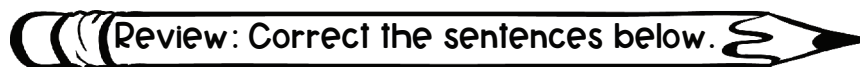


Practice & Review



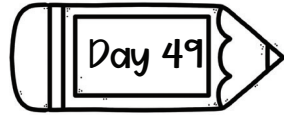
Conjugate the verb **sit**.

- Infinitive: **to sit**
- Present: **sit/sits**
- Past: **sat**
- Present participle: **sitting**
- Past participle: **sat**

 Review: Correct the sentences below.

- Last night we **sat** in our seats and watched the concert.

- Do the **butterflies** 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: **to go**
- Present: **go/goes**
- Past: **went**
- Present participle: **going**
- Past participle: **gone**

write

- Infinitive: **to write**
- Present: **write/writes**
- Past: **wrote**
- Present participle: **writing**
- Past participle: **written**

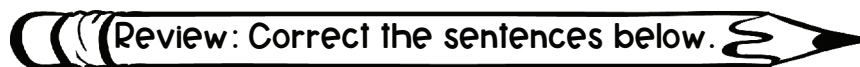


Practice & Review



Conjugate the verb **bring**.

- Infinitive: **to bring**
- Present: **bring/brings**
- Past: **brought**
- Present participle: **bringing**
- Past participle: **brought**



- **I ate** all of my dinner last night.

- **Is** your homework all **done**?



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: **to know**
- Present: **know/knows**
- Past: **knew**
- Present participle: **knowing**
- Past participle: **known**

shake

- Infinitive: **to shake**
- Present: **shake/shakes**
- Past: **shook**
- Present participle: **shaking**
- Past participle: **shaken**

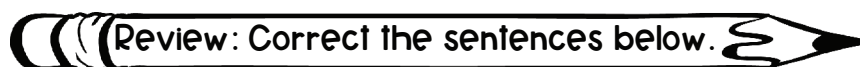


Practice & Review



Conjugate the verb **catch**.

- Infinitive: **to catch**
- Present: **catch/catches**
- Past: **caught**
- Present participle: **catching**
- Past participle: **caught**



- Mrs. Hamilton **taught** us how to solve problems.

- The state of **North Carolina** **is** 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**)



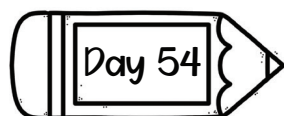


Daily Practice



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

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

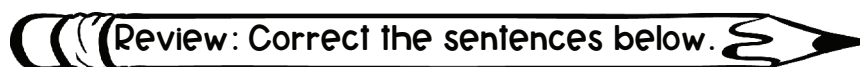


Practice & Review



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

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



- The **children** play in the yard with the three **puppies**.

- He **likes** 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**.

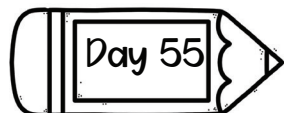
PROGRESSIVE VERB TENSE: to be + -ing verb (play)

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 am finishing (finish-present tense) my essay.
- He was eating (eat- past tense) after practice.
- My family will be going (go- future tense) to the beach this weekend.

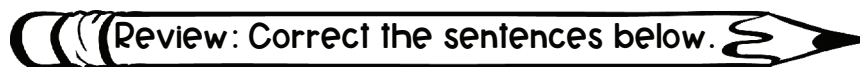


Practice & Review



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

- The goats will be riding (ride-future tense) in the trailer to the fair.



- The foxes in the den are napping until dark.

- Will you bring me the baby's 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.

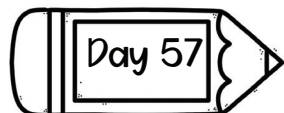
PROGRESSIVE VERB TENSE: to have -ed verb (jump)

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 has visited (visit-present tense) many states this year.
- Antonio had played (play- past tense) soccer at that park before.
- Melinda will have learned (learn- future tense) to make a woven blanket by the end of the month.

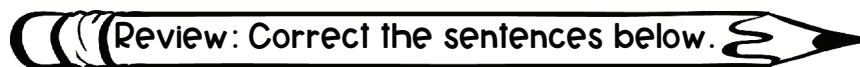


Practice & Review



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

- I have seen (see-present tense) this show before.
- Elise had walked (walk-past tense) more than two miles to get to school every day.



- Britney likes to eat grapes, berries, yogurt, and cheese.

- Oliver has lost four teeth this year.



Adjectives

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

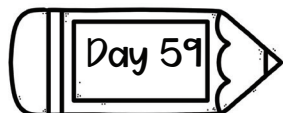


I can recognize and use adjectives in a sentence.

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.

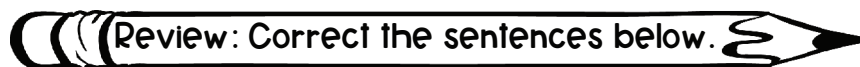


Practice & Review



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 were hungry for some food.

- After they ate, the chickens ran 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

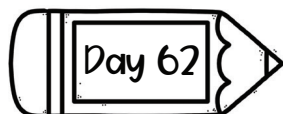


The nouns or pronouns are underlined for you. Circle the adjectives.

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

Practice filling in the blanks with adjectives. (answers will vary)

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

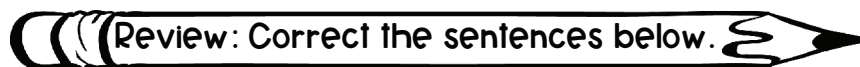


Practice & Review



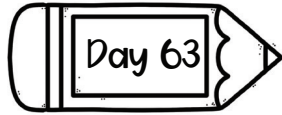
Underline any nouns or pronouns and circle any adjectives in the following sentences.

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



- The nurse's office is next to the cafeteria.

- Do you want to make cookies with me 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.

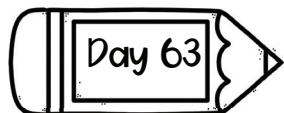


I can recognize and use adverbs
in a sentence.

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

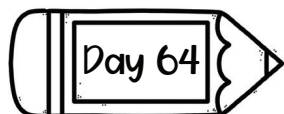


The verb/verbs are underlined for you. Circle any adverbs.

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

Fill in the blank with an adverb. (answers will vary)

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

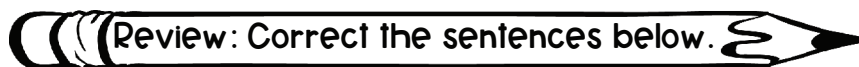


Practice & Review



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 **moose** were hiding in the **bushes**.

- All sentences **s** need a capital **letter** 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.

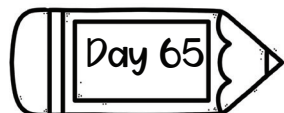


I can recognize and use adverbs in a sentence.

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. (answers will vary)

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

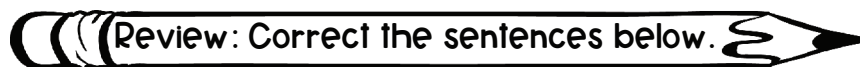


Practice & Review



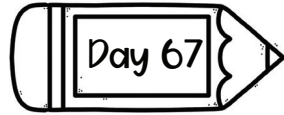
The verbs are underlined for you. Circle any adverbs.

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



- The boys' snakes got **loose** in the house.

- I **haven't** 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.



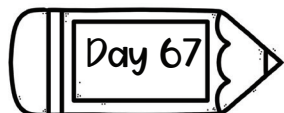
I can recognize prepositions in a sentence.

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



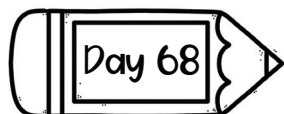


Daily Practice



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.

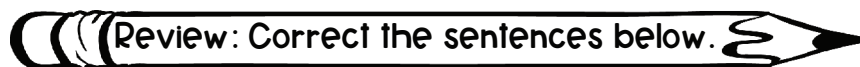


Practice & Review



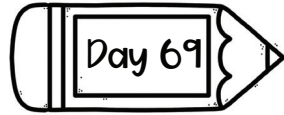
Circle the prepositions in the sentences.

- 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.

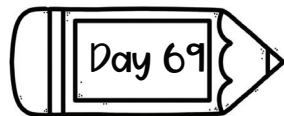
- Do you like to braid your **sister's** hair?



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**.



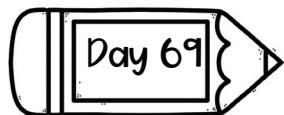
I can recognize prepositional phrases in a sentence.

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.

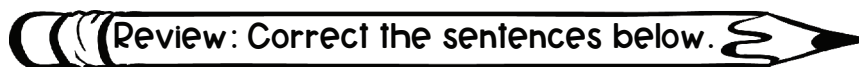


Practice & Review



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 **wore** a red, white, and blue shirt on **July 4**.

- The **coach's** hat **fell** 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**

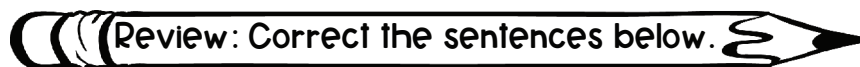


Practice & Review



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 burning **quickly** in the woods.

- I had jump**ed** 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)

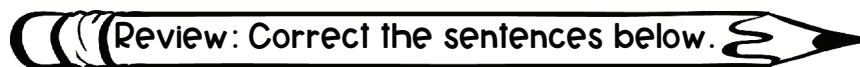


Practice & Review



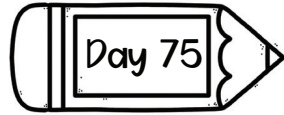
Circle whether the following sentence is simple(S)/compound(C). If compound, circle the conjunction and add a comma if needed.

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



- After dinner, we swam in the pool and played tag.

- Can you make me two sandwiches 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.

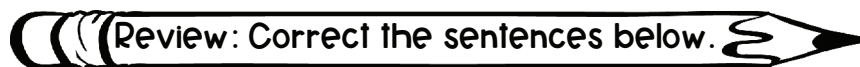


Practice & Review



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 bunnies 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."

- My mom said, "Make sure you clean your room."
- I responded, "I will after school."

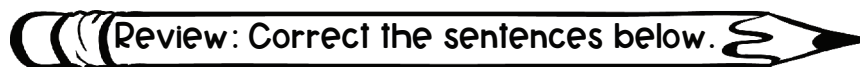


Practice & Review

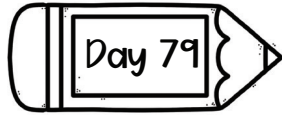


Rewrite the sentences using correct punctuation for dialogue.

- The pet store clerk said, "This is a ferret."
- The kids in the store said, "Oh, how cute!"



- The koala's baby was riding 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?

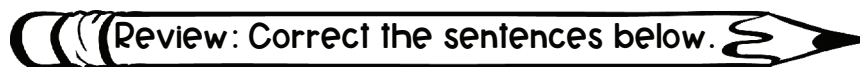


Practice & Review



Place commas where needed in the following sentence.

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



- Butterflies are flying around the flowers in the front yard.

- Judy, are your sisters 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.

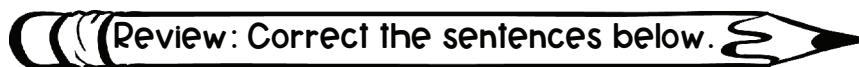


Practice & Review



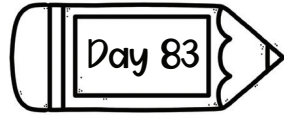
Place commas where needed in the following sentence.

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



- My sister is 8, and she is my best friend.

- Mrs. Smith was my favorite teacher, and she is kind.

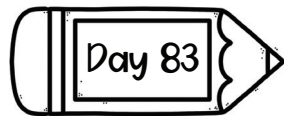


Verb Moods

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

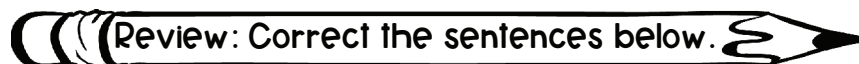


Practice & Review



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**

 (Review: Correct the sentences below.)

- The city's annual party won't 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**

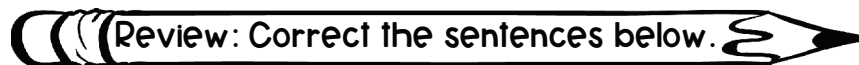


Practice & Review



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, **let's** go to the festival on **S**unday.

- Jackson and I **followed** the **signs** 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. Subjunctive
- Take me to see the babies. Imperative
- Are you enjoying yourself? Interrogative
- This month there are two holidays. Indicative

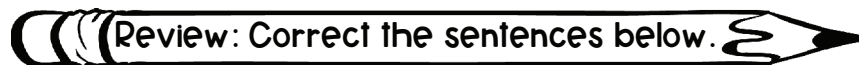


Practice & Review



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

- I wish I could go to California. Subjunctive
- Empty the dishwasher. Imperative



- Today's forecast says it is going to rain.

- I am playing 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 Conditional.

- School starts next week. Indicative
- Would you like a cookie? Interrogative
- If you hurry, we won't be late. Conditional
- Put the dishes in the sink. Imperative

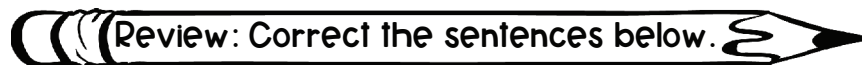


Practice & Review



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

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



- The birds chirp beautifully in the backyard.

- "Running on the beach last night was 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.

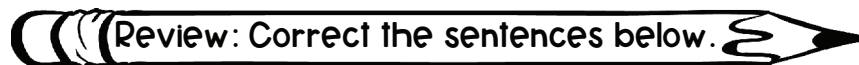


Practice & Review



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 tried 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.

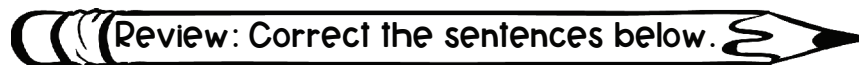


Practice & Review



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.

 (Review: Correct the sentences below.)

- Building a fire in the woods **was** hard for the **children**.

- **Bunnies** and **deer were** 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!

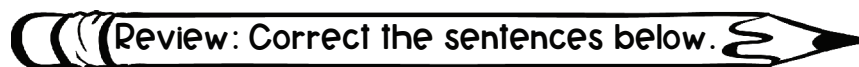


Practice & Review



Fill in the blanks with an appropriate appositive.

- The football team, (answers will vary), is the best.
- My cat, (answers will vary), is soft and fluffy.



- My dad, Bob, drives a tractor on the farm.

- My mom said, "Be careful when you drive 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

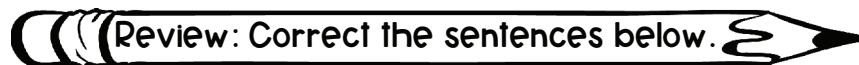


Practice & Review



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



- Do you want to built a cabin in West Virginia?

- We baked 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.



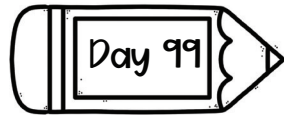
I can recognize a dependent clause.

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

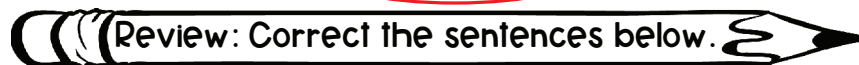


Use the check boxes to determine if the underlined portion of the sentence is independent/dependent.

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

✓ subject
✓ verb
☐ makes sense

Circle: INDEPENDENT/DEPENDENT



- The fast snake slithered **ed** through the grass yesterday.

- What time are the girls **s** 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. which?
- Please set the table with six plates. how many?
- That little(1)girl is my(2) sister. (1)which? (2)whose?
- The red dress is in the closet. which?

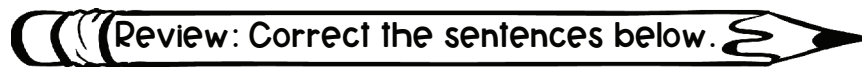


Practice & Review



Fill in the blank with an appropriate adjective.

- The (answers will vary) waves are violently crashing.
- I have watched (answers will vary) movies this summer.



- The puppies in the store are for sale.
- Mom and I picked strawberries 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. how?
- He studied hard to get an A. to what extent?
- We never got to see the volcano erupt. how often?
- Certainly, we will win this game. under what condition?

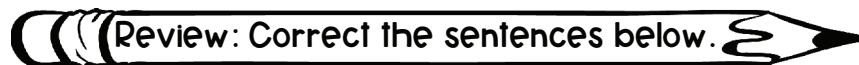


Practice & Review



Fill in the blank with an appropriate adverb.

- The dark forest is (answers will vary) scary at night.
- The team played (answers will vary) in the game.



- I was waiting excitedly for our train to leave.

- A man 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.

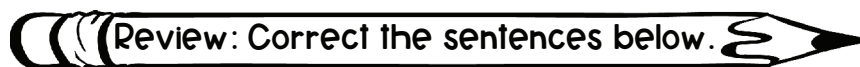


Practice & Review



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 ~~behave~~ like that in the store.

- We ~~went~~ to the park with my ~~brothers~~.



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.

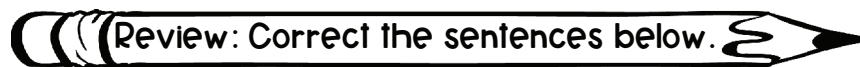


Practice & Review



Underline the infinitives in the following sentences.

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



- Why **don't** you ask **her** to bring you the marker?

- Did you **see** that guy who **ran** 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.

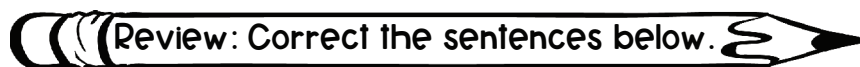


Practice & Review



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 is a moose, and he is the silliest.

- The scientists' tools aren't 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.

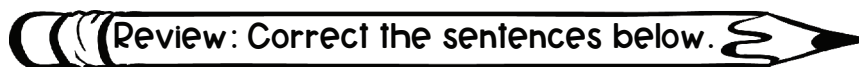


Practice & Review



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 flowers in the garden are blooming beautifully.

- The boxes in the garage need to be emptied.



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. They were hungry.
- That book was long, but it was really good.
- Dora is an explorer. She likes to go on adventures.
- Penny and I are friends. We like to play games.

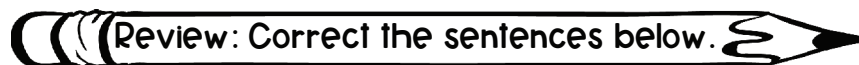


Practice & Review



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

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



- Can she go home with me to play today?

- Quickly, the lion pounced d on its 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 are used as subjects.

Examples:

She will go.
It is a busy day.

SUBJECTIVE PRONOUNS

we
you
they



Objective Case

OBJECTIVE PRONOUNS

me
you
him
her
it

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.

OBJECTIVE PRONOUNS

us
you
them





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 blank with a pronoun that makes sense.

- (answers will vary) will go to the games today.
- Tommy saw (answers will vary) at the game.
- That book is (answers will vary).
- Mom and (answers will vary) like to go to the beach.

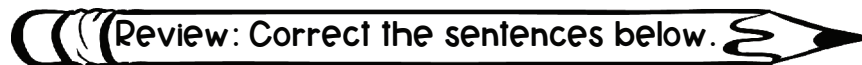


Practice & Review



Fill in the blank with a pronoun that makes sense. (answers will vary)

- Will _____ play a game with _____?
- Do you know _____?



- What do you **want** to do after school?

- That car is **hers** and **it's** shiny and fast!
