Write Good Sentences!
Read each group of words. Use the words to write complete sentences about the picture.

1. Pig and Frog

2. dig and dig

3. have fun

At Home: Talk to a family member. Explain what a sentence is, and what is not a sentence.

Critical Thinking
What Is the Order?
Each group of words is out of order. Put the words in order and rewrite them as a sentence.

1. Dad eggs gets.

2. gets a pan Pig.

3. big The pan is.

4. helps Dad.

At Home: Ask a family member to say a sentence with the words out of order. Retell the sentence by putting the words in order.
Statements

Picture Match
Read the statements in the box. Write each statement next to the animal that it tells about.

I hop on logs.  I nap on a rug.
I cluck and give eggs.  I am red with spots.

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________
At Home: Have family members give statements. Tell how to capitalize each statement. Tell where you would put the period.
Secret Word

Read the statements. Circle the letter next to each correct statement. The letters spell a word from top to bottom. Write that word to finish the last sentence.

b 1. The drum is red.

a 2. the top will spin.

h 3. I see a pen

i 4. The dog is tan.

x 5. Like the cat I.

g 6. The doll has a hat.

7. The box is ____________________.
Questions

Make It a Question

Change each group of words from a statement to a question. Use all the words in each group. Remember to begin each question with a capital letter and end it with a question mark.

1. This is a duck.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. The duck can swim.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. A frog is on the log.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

4. The frog will jump in.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
Exclamations

Solve the Riddle!

Use the shape code to help you decode each exclamation. Remember to begin each exclamation with a capital letter and end it with an exclamation mark.

At Home:
Use shapes to make your own code for an exclamation. Have a family member decode the exclamation.

1. 

2. 

3. 

At Home: Use shapes to make your own code for an exclamation. Have a family member decode the exclamation.
What Will They Say?
Write what the characters in these cartoons say to each other. Use statements, questions, and exclamations. Be sure to end each sentence with the correct punctuation mark.

1.  

2.  

3.  

4.  

At Home: With a family member, act out scenes between the two characters. Use statements, questions, and exclamations as you speak.

Critical Thinking
Mixed Review

Make a Sentence!
Look at the picture. Use each group of words to write a question or an exclamation about the picture. Remember, a question asks something. An exclamation shows strong feeling.

1. look that cat
2. will cat nap
3. cat so big
4. can cat run

At Home: Tell a family member a story about a big tiger. Use questions and exclamations in your story. 

Critical Thinking
Common Error: Incomplete Sentences

Is It a Sentence?
Write **yes** if the group of words is a sentence. If the group of words is not a sentence, add some words. Write the new sentence on the lines.

1. Hen and Duck.

2. Duck wants.

3. Pig sees Hen and Duck.

4. Pig has.

---

At Home: With a family member, tell a sentence or two about what happens next.  
> **Critical Thinking**
Study Skill: Parts of a Book

Be the Illustrator!
Read the book’s title and the author’s name. Draw a picture for the cover. Then add your name as the illustrator.

The Big Cat
by Nan Shum

Fun in the Sun
by Val Wells

At Home: Ask someone to read a book with you. Before you begin, tell what parts of a book you see on the cover.

Critical Thinking
Question Word Quiz
What question word fits in each sentence? Write **who**, **what**, or **where** on the lines. Then finish the picture to answer the question.

1. ____________ looks at a book?

2. ____________ is the duck?

3. ____________ is in the box?

At Home: Create another sentence. Quiz someone by asking if the question word **who**, **what**, or **where** best fits your sentence.

McGraw-Hill Language Arts
Grade 1, Unit 1, Vocabulary,
pages 25–26
Be a Writer!

Think of two things you did this morning.
Draw pictures about what you did.
Write a sentence under each picture.
Be sure to put your ideas in order.

At Home: Cut the pictures apart and see if a family member can put them in order. Tell about your pictures.

Critical Thinking
Puzzle Fun

Unscramble each noun and write it correctly on the lines. Use the nouns to fill in each crossword puzzle.

Puzzle 1
1. ugb
2. snu

Puzzle 2
1. irlg
2. llih

Puzzle 3
1. olg
2. frgo

McGraw-Hill Language Arts
Grade 1, Unit 2, Nouns,
pages 57–58

At Home: Make your own two-word crossword puzzle and have a friend solve it.

Critical Thinking
More About Nouns

Fox’s Den
Help the fox get to its den. Color each stepping stone with a noun in a different color.

- noun that names a person = red
- noun that names a thing = blue
- noun that names a place = green

At Home: With a family member, put different nouns in the spaces. Then play the new game.

Critical Thinking
Who Am I?

Color the spaces that have special names of people. Then make up a name to finish the sentence. Write the name.

Hello! My name is __________________________.
Days of the Week

What’s Cooking?
Read the clues. Complete each sentence with the correct day of the week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Clues
Kim always cooks on Thursday.
Ron cooks on the day before Kim.
Jill cooks on the day after Kim.
Stan cooks on the day after Jill.

1. Ron cooks on ____________________________.
2. Jill cooks on ____________________________.
3. Stan cooks on ____________________________.

At Home: In the first clue, ask someone to change the word Thursday to another day of the week. Then tell how to complete each sentence.
Months of the Year

Dot to Dot
Show the order of the months. Connect the dots.
Start with January. Then complete the rhyme.

All year I see

How the leaves look on the _________________.

At Home: Tell how this tree might look during your birthday month, and at other times during the year.
Dear Diary

Write a special noun or the word I to complete each sentence.

Today is ____________________________.

This month is ________________________.

Today ________________ saw my friend at school.

My friend’s name is ____________________.

My teacher’s name is ____________________.
You are a news reporter. Write a noun to complete each sentence in your news report.

1. Hello, my name is ____________________________.

2. Today is ____________________________.

3. A Pet Show was held at the ____________________________.

4. The winner’s name is ____________________________.

5. The winner’s pet is a ____________________________.

Congratulations to the winner!
Plural Nouns: -s

Cloud Clues
Count the hidden pictures. Then finish each sentence with a noun from the box. Remember to add an s to the nouns that name more than one.

ball  bee  cat  frog

1. I see one ____________________________.
2. I see two ____________________________.
3. I see three ____________________________.
4. I see four ____________________________.

At Home: Look at clouds with someone. Talk about what shapes you see. Use words that name more than one in your conversation.
Plural Nouns: -es

Draw a circle around each noun that names more than one. Write the noun in the boxes. Write one letter in each box.

1. dishes
   glass

2. benches
   school

3. letter
   lunches

4. whale
   brushes

5. grass
   dresses

6. buses
   bush

The letters in dark boxes spell a word. Write the word to finish the sentence.

The word is _____________________________.

At Home: With a family member, measure a dish with a ruler to see how many inches wide it is.
More Plural Nouns: Irregular

Two Lost Geese
Help the geese get to the pond. Show them which path to follow. Color each space with a noun that names more than one.

critical thinking

At Home: With a family member, make a game like this. Draw two mice. Help the mice get to their cheese.
A Picture Album

Draw a picture in each frame. You might want to draw a person you know. Write each person’s title and name.

a woman

a man

a doctor

At Home: With a family member, cut apart the pictures and the names. Then mix them up and play a matching game.

Critical Thinking
What Do You See?
Color the spaces that have nouns that name more than one. Then write a noun to finish the sentence.

I see two ________________________________.
Common Error: Plural Nouns -s, -es

Picture These!
Which group of words correctly tells about the picture? Draw a circle around the answer.

1. two benches
   two benchs

2. six bee
   six bees

3. three brushes
   three brushs

4. two box
   two boxes

5. six inchs
   six inches

At Home: With a family member, take turns making up sentences using the words you circled.

Critical Thinking
Study Skill: Diagram

Make a Diagram

Finish this diagram of a lion. Use words from the box to label four parts. Then draw lines from each label to its matching part.

<table>
<thead>
<tr>
<th>leg</th>
<th>tail</th>
<th>eye</th>
<th>foot</th>
<th>ear</th>
<th>back</th>
</tr>
</thead>
</table>

1. __________________________  2. __________________________

3. __________________________  4. __________________________

Lion

At Home: Draw and label a diagram of a house cat. Compare your diagram to the one on this page.
Word Search
Write boy, girl, or school to match the picture. Then circle the word in the puzzle below.

Hint: Some words are hidden more than once!

1. Pat is a _____________.

2. The ____________ hits the ball.

3. That is my _____________.

At Home: Scramble the words boy, girl, and school. Ask someone to unscramble the words.
Find the Word
Read each pair of sentences. Draw a circle around the letter next to the sentence that gives details. The letters spell a word from top to bottom. Write that word to finish the last sentence.

h  This is a box.
g  This is a big box.
o  The box was in the hall.
j  The box was in there.
a  We can make something.
o  We can make a house.
d  We will have fun.
p  We will do it.

You did _______________ work.

At Home: Tell someone what you would do with a big box. Then write a sentence about it. Use details in your sentence.

Critical Thinking
A Verb Puzzle

Draw a line under the verb in each clue. Write the verb in the puzzle. Write one letter in each box.

1. We keep our masks in a box.

2. We need the masks for a skit.

3. Jess and I dash to the box.

4. We see six masks.

5. Jess gets her mask.

6. We take the masks out of the box.

At Home: Talk with someone about how to put on a skit. Tell what you need to do.

Critical Thinking
A Mystery Picture
Color the picture to find something to share at a picnic.

Use a red crayon to color verbs that tell about one.

Use a green crayon to color verbs that tell about more than one.

Tell a friend what the “mystery picture” is.

At Home: Ask a family member to say a verb. Use the verb in a sentence that tells about one person or thing.
Who Did What?

Finish each sentence to tell what job each child did in the skit. Make your sentences tell about the past.

<table>
<thead>
<tr>
<th>Vic</th>
<th>Jen</th>
<th>Rob</th>
<th>Jill</th>
</tr>
</thead>
<tbody>
<tr>
<td>splash in the pond</td>
<td>fill a nest with eggs</td>
<td>buzz all around</td>
<td>jump from tree to tree</td>
</tr>
</tbody>
</table>

Vic

Jen

Rob

Jill
Subject/Verb Agreement

What Am I?
Draw a circle around the letter next to the correct verb for each sentence.

1. Six of us _____ on a skit.  
   H  puts  I  put

2. Jon _____ the moon.  
   A  plays  B  play

3. Sue _____ in a rocket.  
   L  ride  M  rides

4. The rocket _____ off.  
   A  blasts  B  blast

5. Tim and Deb _____ the rocket go.  
   R  see  S  sees

6. The flames _____ them.  
   O  shake  P  shakes

7. Pat _____ Tim and Deb.  
   B  help  C  helps

8. Sue _____ out.  
   J  look  K  looks

9. Jon, Tim, and Deb _____.
   E  wave  F  waves

10. The rocket _____ away.
    T  speeds  U  speed

Now write each letter you circled on a line below.

I

1  2  3  4  5  6  7  8  9  10

At Home: Tell a family member what you know about rockets. ➤ Critical Thinking
An Interview

Pretend that your best friend is the star of a TV show, and a reporter talks with you. Tell about your friend. Complete each sentence.

1. Last week we ____________________________.
2. Yesterday we ____________________________.
3. Now my friend ____________________________.
4. My friend’s dad ____________________________.
5. Our pals ____________________________.

At Home: Ask a family member to pretend to be a reporter and interview you about something you like to do.

Critical Thinking
Lost and Found
Find Hector’s things. Draw a circle around the words that finish each sentence correctly. Then draw a circle around the matching picture.

1. Hector’s socks is in a box. are on the bed.
2. His mask is on a book. are in a basket.
3. Hector’s hat is in a bag. are on a lamp.
4. Hector’s cape is on a chest. are on the rug.
5. Hector’s books is on the desk. are in a backpack.

At Home: Play a game. Someone names an item in the room. You say a sentence telling where it is.

Critical Thinking
Contractions: *Is, Are*

**On with the Show!**

The children are getting ready for a skit. Not everything is ready yet. Write *is, are, isn’t, or aren’t* on the lines to complete each sentence. Use the picture to decide which word to use.

1. The spots ____________ on the dog.
   
2. The nest ____________ in the tree.
   
3. Two eggs ____________ in a nest.
   
4. The rabbits ____________ in the cage.
   
5. The duck ____________ in the pond.

Now, draw the things that are missing from the picture.

---

At Home: Tell a family member something that is your favorite and something that isn’t your favorite.

**Critical Thinking**
Using *Was* and *Were*

A Fun Skit

Write *was* or *were* to complete each sentence. Then color the picture to match each sentence.

1. Dan __________ a bug.  
   <red crayon>

   <yellow crayon>

3. Sam __________ the dog.  
   <brown crayon>

4. Sam’s dish __________ green.  
   <green crayon>

5. The ducks __________ in a pond.  
   <blue crayon>

**At Home:** Tell someone a story about the picture. Use *was* and *were* in your sentences.  
**Critical Thinking**
A Contraction Riddle

Draw a circle around the letter beside the contraction that correctly completes each sentence.

1. Max _____ on the bus.  
   A wasn’t  B weren’t

2. Two children _____ in class.  
   V wasn’t  W weren’t

3. The skit _____ all set.  
   A wasn’t  B weren’t

4. The masks _____ fixed.  
   S wasn’t  T weren’t

5. Al and Jan _____ happy.  
   B wasn’t  C weren’t

6. Their song _____ good yet.  
   H wasn’t  I weren’t

7. Al _____ sick any more.  
   D wasn’t  E weren’t

8. Miss Chan _____ upset.  
   O wasn’t  P weren’t

9. The problems _____ too bad.  
   F wasn’t  G weren’t

On the lines, copy the letters you circled to answer this riddle: What goes “tick-tock, woof”? 

1  2  3  4  5  6  7  8  9

At Home: Tell a family member about things that were and weren’t good about today.
Apostrophes

Contraction Concentration

Cut out the cards.
Play with a partner.
Take turns.

To play:
Mix up the cards.
Put them face down.
Turn over two cards.
Match the contractions
with the two words that
make them.

is not isn’t
are not aren’t
was not wasn’t
were not weren’t
is not isn’t
are not aren’t
was not wasn’t
were not weren’t
Mixed Review

Mixed-Up Pets
The children are having a pet show at school. The pets are mixed up. Draw lines to connect the sentences to the correct pets.

1. Lani’s pet isn’t a dog.
   It isn’t in a cage.
   Which pet is Lani’s?

2. Tom’s pets are together.
   They aren’t on the wheel now.
   Which pets are Tom’s?

3. Jim’s pet is red and green.
   It isn’t in a tree now.
   Which pet is Jim’s?

4. My pet was on my lap.
   My pet is spotted.
   Which pet is my pet?

At Home: Tell someone why you think people use contractions when they talk.
Common Error: Subject/Verb Agreement

Play Dodge Ball
Tell about the game. Finish each sentence with a verb from the box. Make sure the verb agrees with the naming part of the sentence.

1. Tim _______________ up the ball.
   clap
   claps

2. Tim _______________ the ball to Meg.
   miss
   misses

3. I _______________ out of the way.
   pick
   picks

4. The ball _______________ me.
   jump
   jumps

5. The children _______________ and yell!
   toss
   tosses

At Home: Talk with someone about a game. Tell what each player does.
## Study Skill: Chart

### All Mixed Up

Finish this chart. Cut out the information below the chart and paste it where it belongs.

<table>
<thead>
<tr>
<th>Pig</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Pig**
  - can moo
  - has curly tail
  - has long legs

- **Cow**
  - has straight tail
  - has short legs
  - can squeal

---

At Home: Work with someone to add more information to the chart. Critical Thinking
Riddle Me
Solve the riddles. Write **jump**, **run**, or **play** in the boxes. Write one letter in each box.

1. If you go fast, you ______ ______ ______.

2. If you go up, you ______ ______ ______ ______.

3. What can you do with a ball? ______ ______ ______ ______.

The letters in the dark boxes spell a word. Write the word on the line to solve this riddle.

What can you do after you play, jump, and run?

At Home: Think of another riddle using **run**, **jump**, or **play**. Ask a friend to solve your riddle.

Critical Thinking
Show the Sequence

Draw pictures about making a cheese sandwich. Show what you do first, next, and last.

First

Next

Last

At Home: Tell someone how you make the sandwich. Then tell what happens next. Use complete sentences.
Irregular Verbs: Has, Have

Picture Match-Up

Write has or have to complete each sentence. Finish the picture to make it match the sentences.

1. The big butterfly _______________ yellow wings.
   _______________

2. Its wings _______________ black dots.
   _______________

3. The little butterflies _______________ blue wings.
   _______________

4. The bushes _______________ green leaves.
   _______________

5. One bush _______________ red flowers.

At Home: Use sentences with has or have to tell about something. Ask someone to guess what it is.
Contraction Action!
Rewrite each sentence. Replace the verb has or have with the contraction hasn’t or haven’t to make the sentence tell about the picture.

1. Pig has cut the grass.

2. Cat has fixed the tire.

3. They have been awake.

At Home: Take turns thinking of other chores these two characters probably haven’t done.

Critical Thinking
Rewrite these sentences. Make each one tell what is happening now.

1. We went up a hill.

2. Our car went slowly.

3. We went down the hill.

4. Our car went fast.

At Home: Continue to tell the story about the ride in the car. Your story should tell what is happening now.

Critical Thinking
Letter Punctuation

Make a Better Letter!
Add commas where they are needed in the letter.

March 24 2001

Dear First Graders
First Grade will be in the School Show.
I want you all to think about things we could do. Please tell me your ideas.

Your teacher
Miss Brock

At Home: Write an answer to the note from Miss Brock. Tell your idea for the show.

Critical Thinking
Mixed Review

Cross It Out!

To complete each sentence mark an X on the verb that is not correct.

1. Sometimes we (go, goes) out for dinner.
2. Then we all (have, has) our favorite food.
3. I (have, has) a three cheese pocket!
4. Mom and Dad (have, has) pizza.
5. We (haven’t, hasn’t) gone out lately.
6. But I still (have, has) pocket sandwiches!

At Home: Talk about foods with your family. Tell what you think each person’s favorite food is.

Critical Thinking
Irregular Verbs: *Do, Did*

**Now Do It**
Rewrite these sentences to make them tell what is happening now.

1. Deb did a tumble.
   
2. Kate and Ed did sit-ups.
   
3. Rick did three hops.
   
4. Pam did a long jump.
   
5. Everyone did something!

---

At Home: Watch people on TV playing sports. Talk about how they learned to be strong and play their sport well.

Critical Thinking
Contractions: *Do, Did*

Make It Opposite

Write *don’t* to make each sentence mean the opposite. Then write a sentence to answer the question “Why?”

1. Sometimes _____________ we walk to school.

2. Sometimes _____________ we get a ride.

3. We _____________ have school every day.

4. We _____________ have school today.

At Home: Say a sentence to someone. See if that person can use *don’t* or *didn’t* to make it mean the opposite.
Irregular Verbs: See, Saw

Be a Puzzle Star!

Write see, sees, or saw to complete each sentence. Then write the word to complete the puzzle.

Down

1. Tonight Kate ____________ a bright star.
2. ______________
3. Ken ________________ stars last night.

Across

1. Emma ______________ a thin moon tonight.
2. ______________
3. ______________
4. She ________________ a big moon last week.
Irregular Verbs: *Say, Said*

It’s Show Time!

To complete each sentence, write *says* or *said* in the boxes. Write one letter in each box.

1. Last week Deb _____, “Let’s do a show!”

2. Then, Nan _____, “I can sing.”

3. Then, Tad _____, “I will do a trick.”

4. Now Ms. Dix _____ that we are ready.

The letters in the dark boxes make a word. Write it to finish the sentence. 

Let’s invite our moms and _____________ to the show!

---

*At Home:* Watch TV without the sound. Tell what you think the people are saying.

*Critical Thinking*
Look at the picture on each book cover. Choose the title that matches the picture. Write the title correctly on the cover.

good dog!
kids in the kitchen
the truck got stuck

At Home: Choose one of the book titles and tell someone what you think the book is about.

Critical Thinking
Riddle Time!
Find the mistake in each sentence. Circle it. Then write the word that should have been used.

1. What do the elephant say to the fly?

2. It say, “Pick on someone your own size!”

3. What do cows did for fun?

4. They go to saw “moo”vies.

5. Why does hummingbirds hum?

6. They didn’t know any of the words.

At Home: Make up your own silly riddle. Share your riddle with someone in your family.

Critical Thinking
Happy Hippo

Make each sentence tell about the past. Choose a verb from the box that is the past tense form of the verb in (  ). Write the correct verb on the lines.

<table>
<thead>
<tr>
<th>did</th>
<th>said</th>
<th>saw</th>
<th>went</th>
</tr>
</thead>
</table>

1. Mom ____________, “Let’s go to the park!” (say)

2. We ____________ to an animal park. (go)

3. We ____________ a big hippo. (see)

4. We ____________ not see all of it. (do)

5. We ____________ just the top! (see)

At Home: What did they see next at the animal park?
Draw a picture and tell someone a story about it.

Critical Thinking
Study Skill: Maps

Make a Map

Finish this map. Add names of streets and other places. You might add houses, shops, a school, and a library.

At Home:
With a family member, make a map of your home or school or neighborhood.

Critical Thinking
Vocabulary: Antonyms

Frog Hop
Find the antonyms and match each frog to its lily pad. There will be extra lily pads.

big  small  out  in  cold  sad  hot  soft  wet  fast  nice  hard  old  pretty

At Home: Make up a story using the antonyms big, small, in, out, hard, and soft.

Critical Thinking
My mom and I play checkers. Mom uses the red checkers. I use the black checkers.

I jog with my mom. I win the game.

My mom and I play checkers. Mom uses the red checkers. I use the black checkers.
Find a Hidden Word

Draw a circle around each adjective. Write the adjective in the boxes. Write one letter in each box.

1. fast
   drum

2. funny
   bells

3. boys
   tall

4. girls
   happy

5. pink
   book

6. songs
   playful

Find the word in the dark boxes.
Write the word to finish the sentence.

7. We sang a ________________ tune!
Words About Senses

Show and Tell
Choose two adjectives from the long box. Draw a picture of something those adjectives tell about. Write the adjectives under the picture.

soft  hard  bright  dark
warm  cool  sweet  salty

1. __________________________  2. __________________________

At Home: With a family member, use the words you didn’t write to describe things at home.

Critical Thinking
A Weather Report!
Write a word from the box to complete each sentence about the weather.

1. Yesterday it was ________________.
2. Today it is ________________.
3. I think it will be ________________ tonight.
4. Maybe it will be ________________ tomorrow.

Draw the clothes that Ted should wear tomorrow.

Extend
At Home: Watch a weather report on television. Talk about what the weather may be like for the next day or two.

Critical Thinking
Color Words

Hidden Pictures
Find the hidden pictures. Follow the chart to color the spaces. Write a color word to finish each sentence.

red = •  blue = △
green = +  yellow = ○

1. The robot is _____.

2. The moon is _____.

3. The ship is _____.

4. The dog is _____.

At Home: Ask a family member to say a color word. Use the word to tell about something you like to eat, play with, or wear.

Critical Thinking
All About Ants

Look at the picture. Use the words to write a statement or a question or an exclamation.

1. hard workers

2. ants eat

3. feet dig

4. look for food

At Home: Tell about a favorite animal. Use statements, questions, and exclamations.
Mixed Review

Categories
Write each adjective in the correct list. The word you do not use will answer the riddle below.

<table>
<thead>
<tr>
<th>windy</th>
<th>blue</th>
<th>cloudy</th>
<th>chair</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>tall</td>
<td>loud</td>
<td>sweet</td>
<td></td>
</tr>
</tbody>
</table>

1. Color Words

2. Weather Words

3. How Things Look and Feel

4. How Things Smell and Sound

What has four legs but cannot walk?

At Home: Play a riddle game. Pick an object. Give clues about its color, sound, smell, taste, or feel. Then ask, “What is it?”
Words About Feelings

How Do They Feel?
Draw a circle around each adjective. Write the adjective in the boxes. Write one letter in each box.

1. say
   sad
2. cook
   cold
3. happy
   hands
4. bark
   hard
5. cheerful
   children
6. glad
   give

The letters in the dark boxes spell a word. Write that word to finish the sentence.

The word is ____________________.

At Home: Talk about what makes you feel a certain way, and how something feels to the touch.
Words That Tell How Many

One or More?
Draw a circle around all the hidden balls in the picture. Write a number word to tell how many. Do the same for the buttons, bats, and pencils. Use the number words one, two, three, and four.

1. ball or balls

2. button or buttons

3. bat or bats

4. pencil or pencils

At Home: Add something to the picture. Ask someone to find what you drew and tell how many.

Critical Thinking
Animal Comparisons

Look at the pictures in the boxes.
Write the correct animal’s name and er or est to complete each sentence.

1. The ____________ is the tall __________ of all.
2. The ____________ is small __________ than the turtle.
3. The ____________ is slow __________ than the lion.
4. The ____________ has the loud __________ roar of all.

At Home: Tell someone a new sentence about each animal using adjectives that compare.

Critical Thinking
Commas

Get Well Soon!

Pretend a friend has a bad cold. Write a get-well letter. Remember to write commas in the date, greeting, and closing of the letter.

(Write the date.)

(Write the closing.)

(Write your name.)

At Home: Talk about what dates of the year you like best, and why. List those dates by writing the month, day, and year.

Critical Thinking
Animal Riddle

Draw a circle around one animal.

Write a riddle about that animal. Use the adjectives in the box to finish the riddle sentences. Ask a friend to guess the riddle.

cold  smaller  hot  longest  two
cold  small  shortest  four  taller  dry

1. It has _____________ legs.
2. It is _____________ than a cat.
3. It is happy living in a _____________ place.
4. It has just about the _____________ tail I have ever seen!

At Home: Add one more clue to your riddle. See if a family member can guess the animal.

Critical Thinking
What’s Missing?

Fill in each missing word in the rhyme. Write the correct form of an adjective that compares. Then draw the missing parts of the picture to make the clown match the rhyme.

I put on a wig.
I add this and that.
And then I put on ____________
_________________________
The world’s __________ hat!

I don’t like to brag.
I don’t like to boast.
But I’d say my smile
_____________________
_________________________
Is __________ than most!

Look at my feet.
My feet aren’t small.
In fact they might be
_____________________
_________________________
The __________ of all!

At Home: With a family member, create new verses from the rhyme using adjectives that compare.

Critical Thinking
What Word Comes Next?
Add the last word to this dictionary page. Use the guide words to help figure out what word is missing. Write the word and meaning. Then draw a picture.

kangaroo/kitten

**kangaroo**
A kangaroo is an animal with long back legs for jumping.

**key**
A key is something used to open and close locks.

---

At Home: With a family member, create a sample sentence for each word on this dictionary page.

Critical Thinking
Vocabulary: Synonyms

Crossword Puzzle
Pick a word from the box to complete each clue.
Write each word in the crossword puzzle.

happy  fast  street

Clues

Across

1. ___ means the same as fast.

2. ___ means the same as quick.

3. ___ means the same as glad.

4. ___ means the same as road.

6. ___ means the same as happy.

Down

2. ___ means the same as quick.

5. ___ means the same as street.

---

At Home: With a family member, make up a two-word crossword puzzle for another pair of synonyms.

McGraw-Hill Language Arts
Grade 1, Unit 5, Vocabulary,
Zim’s Trip

Read the sentences that start the story. Write sentences to finish the story. Tell what happens in the middle and at the end.

Zim wants to go to the moon. Zim steps inside his special moon rocket.

At Home: Create a story with someone. Be sure it has a good beginning, middle, and end.

Critical Thinking
Play Time

Look at the picture. Use the words to write a statement, a question, or an exclamation.

1. boys

2. make a house

3. play together

4. show us

5. this block

At Home: With a family member, add another statement, question, or exclamation.

Critical Thinking
Sentence Detective

Read the clues. Then tell what each child does. Write a naming part to finish each sentence.

Clues
Four children are in a class.
Each child does something different.
Jon likes animals best.
Ann fills things up.
One boy sees Sue with a book.
Sue does not like to draw.

1. ____________ plays in the sand.

2. ____________ watches a mouse.

3. ____________ sits in a rocking chair.

4. ____________ uses some paint.
Twisters
A tongue twister is a sentence with words that begin with the same sound. The action parts of the tongue twisters below are mixed up. Finish each tongue twister with the correct action part.

1. Six sharp sharks watched the waves on the water.
2. Wendy found fun.
3. Four fast fish swam by a ship.

1. Six sharp sharks ____________________________.
2. Wendy ____________________________.
3. Four fast fish ____________________________.

Write your own tongue twister. Draw a circle around the action part.

4. ____________________________

At Home: With a family member, make up another tongue twister. Name the action part of your tongue twister.

McGraw-Hill Language Arts
Grade 1, Unit 6, Pronouns and More
About Sentences, pages 327–328
Sentence Combining (Compound Subjects)

Winning Combinations

Circle the naming part for each sentence. Then combine the sentences using **and**.


   ______________________
   ______________________

2. Mrs. Lin coached. Mr. Yin coached.

   ______________________
   ______________________

Now write the naming parts and the combined sentence.

   _______       _______
   ______________________
   ______________________

3. _______ cheered. _______ cheered.

   ______________________
   ______________________

At Home: With a family member, create new sentences about the team. Use compound subjects.

Critical Thinking
Mixed Review

Mixed-Up Sentences
Write each sentence correctly. Write a . or a ? or a ! at the end of each sentence. Then draw a circle around the animal the sentences tell about.

1. can you find this animal

2. it is brown

3. it has a white tail

4. this animal has soft fur

5. look how far it hops

At Home: Look at a book with a family member. Point out a statement, a question, and an exclamation.

Critical Thinking
Pronouns: *He, She, It*

**A TV Riddle**

Write the pronoun that takes the place of each noun. Write one letter in each space. You will not write in all the spaces.

1. my dad  
   ![Blank boxes](space1) ![Blank boxes](space2) ![Blank boxes](space3)

2. your pet  
   ![Blank boxes](space1) ![Blank boxes](space2) ![Blank boxes](space3)

3. your sister  
   ![Blank boxes](space1) ![Blank boxes](space2) ![Blank boxes](space3)

4. his mom  
   ![Blank boxes](space1) ![Blank boxes](space2) ![Blank boxes](space3)

Now write the letters from the circles to answer the riddle.

What does a snake say when it doesn’t like a TV show?

```
________  _______  _______  _______
____________  __________  __________
```

Answer: It says _______  _______  _______  _______
Pronouns: They

*It* and *They* Match-Up
Draw a line from the sentence to the picture the sentence tells about.

1. They like to ride outside.

![Donkey kicking](image)

2. They get in.

![Truck](image)

3. It kicks a lot.

![Bicycles](image)

4. It has four wheels.

![Soccer](image)

5. They kick for fun.

![Car](image)

At Home: Tell a family member some people or things that the pronoun *they* can stand for.

Critical Thinking
What Am I?
Write I or me to finish each sentence. Draw a circle to answer each riddle.

1. _____ am good to eat.

2. You eat _____ for snack.

3. _____ grow on trees.

4. _____ am fun to do.

5. You use _____ inside or outside.

6. You take _____ out of my box to play.

At Home: Tell a family member how you solved each of the riddles on this page.
Turn Around Pronouns
Rewrite each sentence. Replace each underlined pronoun with a noun and a pronoun.

1. We toss balls into buckets.
   ____________________________________________________________

2. The man gave us prizes.
   ____________________________________________________________

3. We like the duck game best.
   ____________________________________________________________

4. Play ring toss with us.
   ____________________________________________________________

At Home: Tell a family member what is wrong with this sentence: Us won the game.
Sentence Combining (Compound Predicates)

A Mixed-Up Talent Show
Choose one naming part and two action parts to make up each sentence about the talent show. Use **and** to combine the action parts.

<table>
<thead>
<tr>
<th>Naming Parts</th>
<th>Action Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma</td>
<td>plays a song, sings</td>
</tr>
<tr>
<td>The boys</td>
<td>clap, tells a story</td>
</tr>
<tr>
<td>Jill</td>
<td>tell jokes, watch</td>
</tr>
<tr>
<td>Jake</td>
<td>acts it out, fall down</td>
</tr>
<tr>
<td>The children</td>
<td>dances, bows</td>
</tr>
</tbody>
</table>

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

---

At Home: Tell someone two actions you did and combine them in one sentence.

**Critical Thinking**
A Perfect Score

Write five sentences. Get 10 points if a sentence has one pronoun. Get 20 points if it has two pronouns. Try to get 100 points in all.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>me</th>
<th>We</th>
<th>us</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>She</td>
<td>It</td>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

1. ____________________________________________ “My Score”
2. ____________________________________________ “My Score”
3. ____________________________________________ “My Score”
4. ____________________________________________ “My Score”
5. ____________________________________________ “My Score”

“My Total Score”

At Home: Tell someone the nouns that the pronouns might stand for in your sentences.
Common Error: Pronouns

Secret Message
Find the sentences that use I and me correctly. Write the circled words from those sentences. Use the words you wrote to write the message.

1. Mom and I play ball.
2. Dad and I make lunch.
3. Sue and me read books.
4. Al and I ride our bikes.
5. My dogs run with me.

The message is:
Study Skill: Encyclopedia

Where Would You Look?
Which encyclopedia volumes might have facts about these animals? Match each animal name to the volume. Draw a picture of the animal and write its name.

- elephant
- tiger
- dinosaur

At Home:
With a family member, name one fact you might find about each animal in the encyclopedia.

McGraw-Hill Language Arts
Grade 1, Unit 6, Pronouns and More
About Sentences, pages 347–348

At Home: With a family member, name one fact you might find about each animal in the encyclopedia.

Critical Thinking
I Can’t See the Sea!
Kate wants to see the blue sea, but the wind blew away her glasses. Help Kate find her glasses by drawing a line from each word to its homonym, creating a path to Kate’s glasses. The first one is done for you.

At Home: Ask a family member to help you think of some other homonyms. Here are some clues to get you started: by, hear, two.
Elaborate on Elephants

Read the main idea sentence. Finish the paragraph. Choose sentences that tell more about the main idea. Write them on the lines.

Elephants are very big animals.

- They have huge bodies.
- They have big floppy ears.
- Elephant is a big word.
- They have big feet.

With a family member, write a paragraph about another animal. Start with a main idea sentence.

At Home:

Critical Thinking