What Is a Sentence?

RULES

- A sentence tells a complete thought.

  Pig and Duck see a jet.
  This tells a complete thought.
  It is a sentence.

  Pig and Duck
  This does not tell a complete thought.
  It is not a sentence.

Read each group of words. Draw a circle around each sentence.

1. The jet.
2. The jet is big.
3. The bags go on the jet.
4. A big truck.
5. The jet will go up.

At Home: Talk to a family member. Tell three sentences about jet planes.
Word Order

RULES

• The order of the words in a sentence must make sense.

Pig has ten pens.
This sentence makes sense.
The words are in order.

Has ten pens Pig.
This sentence does not make sense.
The words are not in order.

Read the sentences. Draw a line under each sentence that has words in order.

1. Pens are red the.
2. Hen sees the pens.
3. Likes the pens Hen.
4. Pig gives Hen a pen.
5. Hen grins at Pig.

At Home: With a family member, put the words in the correct order for the sentences you did not underline.
Statements

RULES

A statement is a sentence that tells about something or someone.

Pig is with Dad.
They get in a cab.

These sentences are statements.

Read the statements. Draw a line under each statement that tells about the picture.

1. Pig is in the cab.

2. Pig is in a jet.

3. Pig sees a flag.

4. Pig sees a log.

5. The flag is big.

At Home: Tell a family member three statements about what you did in school today.
Writing Statements

**RULES**

- Begin a statement with a capital letter.
  - They will have fun.
- End a statement with a period.
  - The sun is hot.

Draw a circle around the capital letter that begins each statement. Write a period after each statement.

1. She sits in the sun ____
2. He will go for a dip ____
3. He swims and swims ____
4. She sips and sips ____
5. Then she gets in ____
**RULES**

- A **sentence** tells a complete thought.
- A **statement** is a sentence that tells something.

  Pig has a bag.

- Begin a statement with a capital letter.
- End a statement with a period.

  The bag is big.

**A.** Read each group of words.  
Draw a circle around the sentences.

1. In a rush.

2. The bag sags.

3. The cans drop.

**B.** Draw a line under each statement that is written correctly.

4. Dad sees Pig.   Dad sees Pig

5. he grabs the bag.   He grabs the bag.

---

**At Home:** Talk about a time when you helped another family member. Use statements as you speak.
Questions

RULES

- A sentence can ask a question.
  
  **What does Mom have?**
  This is a question.

Read the sentences.
Draw a circle around each question.

1. Mom has a mop.

2. Will she mop up the mess?

3. She gives the mop to Bob.

4. Did Bob drop the jam?

5. Did the jam spill?

_At Home:_ Talk to family members. Ask questions about what they would do if a jar of jam fell on your kitchen floor.
Exclamations

RULES

• A sentence can show strong feelings.

   Look at the big dog!

   This is an exclamation.

Read the sentences.
Draw a line under each exclamation.

1. I like the dog a lot!

2. Look at him run!

3. Will you let me pet him?

4. Sit down, dog!

5. The dog is my pal.

At Home: Tell a family member about a friendly pet you have seen. Use exclamations to tell about the pet.
Sentence End Punctuation

RULES

• Every sentence ends with a punctuation mark.
• End a statement with a period.
  Jan likes ham.
• End a question with a question mark.
  Does Don like plums?
• End an exclamation with an exclamation mark.
  Yes, he does!

Read the sentences.  
(Circle) the sentence with correct end punctuation.

1. They have a snack?  They have a snack.
2. What do they have?  What do they have!
3. They have plums?  They have plums.
4. Then they have ham.  Then they have ham?
5. Do they like the snack.  Do they like the snack?

At Home: Talk to a family member about your favorite snacks. Use statements, questions, and exclamations as you speak.
Mixed Review

**RULES**

- A question asks something.
  It ends with a question mark.
  Do you have a fan?
- An exclamation shows strong feeling.
  It ends with an exclamation mark.
  It is so hot!

**A. Read the sentences.**

Circle **Q** if a sentence is a question.
Circle **E** if a sentence is an exclamation.

1. Get the fan, Dad!  **Q**  **E**
2. Is the fan on?  **Q**  **E**
3. This is swell!  **Q**  **E**

**B. Read the sentences.**

Put a question mark at the end of the question.
Put an exclamation mark at the end of the exclamation.

4. Does the fan hum____
5. Stop the fan____

**At Home:** Talk to a family member about what you can do to stay cool on a hot day. Use questions and exclamations as you speak.
Common Error: Incomplete Sentences

**RULES**
- A sentence is a group of words.
- A sentence tells a complete thought.

Tig and Tip.

Tig and Tip are dogs.

Draw a line under each group of words that is a sentence.

1. I call my dogs.

2. Tip runs fast.

3. Runs to me.

4. Tig sits still.

5. Then he runs.

At Home: Tell someone two more sentences about Tig and Tip. Be sure each sentence tells a complete thought.
Study Skills: Parts of a Book

- A book cover shows the title, author, and illustrator.

Draw a circle around the answer to each question.

1. What is the title of the book?
   - The Best Pets
   - The Best Bugs

2. How many people wrote the book?
   - one
   - two

3. What picture is on the book cover?
   - fish and frogs
   - cat and dog

4. Who drew the pictures?
   - Jan Bliss
   - Ben Frank

5. Who is Cal Wong?
   - one author
   - one illustrator
Vocabulary: Question Words

These are words that can help you ask questions.

- who
- what
- where

Read the questions. Draw a circle around the picture that shows the answer.

1. Where is the boy?
2. What is he making?
3. Who is making it?
4. Where is it?
5. Who is there?

At Home: Quiz a family member about someone or something in a room. Be sure to use the question words who, what, and where.
Composition: Sentence Order

- Sentences tell the writer’s ideas.
- The sentences should be in an order that makes sense.

Draw a line under what happens first.

1. I come in. I take off my cap.
2. I see my cat. I pat my cat.
3. I go to the shelf. I get a book.
4. I read the book. I sit down.
5. I finish the book. I put it back.

At Home: Tell two sentences about what the boy might do next. Tell them in an order that makes sense.
A noun is a word that names a person, place, or thing.
The **boy** looks at the **ant**.

Draw a **line** under the noun in each sentence.

1. The pond is big.
2. The boy sits.
3. Does the bug buzz?
4. The girl has fun.
5. The sun is hot!

**At Home:** Look in a magazine with a family member. Point out all the people, places, and things that you find.
More About Nouns

**RULES**

- Some nouns name people. **boy**
- Some nouns name things. **pet**
- Some nouns name places. **school**

The **boy** takes his **pet** to **school**.

**Draw a circle around the correct noun in each box.**

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. girl, hat</td>
<td>3. boy, book</td>
</tr>
<tr>
<td>2. park, vet</td>
<td>4. truck, hill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. pet shop, pond</td>
</tr>
</tbody>
</table>
People

**RULES**
- Nouns for special names begin with a capital letter.
  
  Our names are Jess and Jen.

Draw a circle around the special name for each picture.

1. boy Sam

2. Kris King firefighter

3. Ana girl

4. man Tom Chan

5. Miss Hill cook

**At Home:** Draw a picture of a person. Make up a special name and tell how to write it.
Days of the Week

**RULES**

- There are seven days in one week.
- Each day begins with a capital letter.
  
  Our Pet Day is on **Monday**.

Write each day correctly. Begin with a capital letter.

1. **friday**

2. **sunday**

3. **wednesday**

4. **thursday**

5. **tuesday**
**RULES**

- There are 12 months in one year.
- The name of each month begins with a capital letter.

This shows the month of **October**.

Draw a circle around the correct way to write each month of the year. Then write each month correctly on the lines.

1. **may** May
2. **September** september
3. **June** june
4. **april** April
5. **November** November
Capitalization

RULES
• Special names begin with a capital letter.
• The word I is capitalized.

Aunt Lin and I jog on Monday.

Choose a word from the box to complete each sentence. Write the word on the lines.

I    Jeff    Pam    October    Sunday

1. My dad’s name is _______________________.

2. My mom’s name is ________________________.

3. ________________________ am six.

4. This day is ____________________________.

5. This month is __________________________.
Mixed Review

RULES

- Nouns name people, places, and things.
- Special nouns for people, days, and months begin with a capital letter.

Write the word from the box that goes with each picture.

<table>
<thead>
<tr>
<th>cat</th>
<th>pond</th>
<th>May</th>
<th>boy</th>
<th>Sunday</th>
</tr>
</thead>
</table>

1. 

2. 

3. 

4. 

5. 

At Home: Tell if each word you wrote names a person, place, thing, day, or month.
Plural Nouns: -s

**RULES**
- You can add **s** to make some nouns name more than one.

  The **girls** see the **bugs**.

Draw a **line** under the correct noun for each picture.
Write the noun.

1. **boy**
   - boys

2. **web**
   - webs

3. **ant**
   - ants

4. **bee**
   - bees

5. **log**
   - logs

**At Home:** Talk with someone about each picture using the words you wrote.
Add **es** to some nouns to make them name more than one.

The **foxes** are in the **bushes**.

**RULES**

Draw a circle around the correct noun for each picture. Then write the noun on the lines.

1. bench
   - benches
2. box
   - boxes
3. dish
   - dishes
4. brush
   - brushes
5. bus
   - buses

At Home: With a family member, cut apart the pictures and the words. Mix them all up. Then play a matching game.
Irregular Plural Nouns

**RULES**

- Some nouns that name more than one do not end in *s* or *es*.

  See the *child* sit.  
  See the *children* play.

Draw a **line** from each word to the matching picture.

1. ![Goose](image1) — goose
   ![Geese](image2)

2. ![Mouse](image3) — mouse
   ![Mice](image4)

3. ![Man](image5) — man
   ![Men](image6)

4. ![Tooth](image7) — tooth
   ![Teeth](image8)

5. ![Foot](image9) — foot
   ![Feet](image10)

At Home: Tell sentences about the pictures in each row.
Abbreviations

RULES

• Titles of people can be abbreviated, or shortened.
• Begin each abbreviation with a capital letter.
• End each abbreviation with a period.

Can Mr. Tesh see the bees?

Write each abbreviation correctly. Begin with a capital letter. End with a period.

1. dr Cass
2. ms Lee
3. mr Gibbs
4. ms Ball
5. dr Lopez
Mixed Review

RULES

- You can add s or es to make some nouns name more than one.
- Some nouns that name more than one do not end in s or es.

Draw a line under the correct noun for each picture. Write the noun.

1. frog __________
   frogs __________

2. brush __________
   brushes __________

3. goose __________
   geese __________

4. woman __________
   women __________

5. apple __________
   apples __________
Common Error: Plural Nouns: -s, -es

**RULES**
- Remember, many plural nouns end with **s** or **es**.
- Add **es** to words that end with **s, x, sh and ch**.

I see two bunchs. 🍇
I see two bunches. 😊

Draw a circle around the correct plural noun to complete each sentence.

1. Let’s make three ________.
   
   wishes wishes

2. Shall we wish for three ________?
   
   bus buses

3. Shall we wish for three ________?
   
   foxes foxs

4. Shall we wish for three ________?
   
   brushes brushes

5. Let’s wish for three happy ________!
   
   days day

At Home: Pick three words you circled. Tell someone three sentences using those words.
Study Skill: Diagrams

- A **diagram** is a picture.
- The **labels** show the parts.

Draw a circle around the missing word in each sentence.

1. The diagram shows a __________.
   - cat
   - fox
   - pig

2. The diagram shows __________ parts.
   - ten
   - three
   - six

3. The fox has a big bushy __________.
   - nose
   - tail
   - leg

4. The fox has four __________.
   - legs
   - ears
   - eyes

5. The fox has two __________.
   - tails
   - legs
   - ears

---

At Home: Show someone the diagram of a fox. Point out each label.
Vocabulary: Nouns

These words can help you write about people and places.

girl  boy  school

The girl and boy ride a bus to school.

Draw a circle around girl, boy, and school in each sentence. Then draw a line to the matching picture.

1. This girl likes cats.

2. The boy will give me a box.

3. Do you have fun at school?

4. I can see the boy.

5. That girl is tall.

At Home: Write a sentence using the words girl, boy, or school. Draw a picture to go with your sentence.
Composition: Details

- Good writers use details to tell about people, places, things, or events.
- Details can help describe what someone or something is like.

My new cat is \textcolor{red}{tan}.

His name is \textcolor{red}{Sunny}.

Draw a \textcolor{red}{circle} around the sentence that gives you a detail.

1. We do something.
   We do Show and Tell.

2. Vic has a toy.
   Vic has a jet.

3. Lin has a plum.
   Lin has a snack.

4. Todd has a cat.
   Todd has a pet.

5. Tess has a ball.
   Tess has a soccer ball.

\textbf{At Home:} Talk with someone about what you might share for Show and Tell. Say a sentence about it using details.
Verbs

RULES

- A verb is a word that shows action.
  
  Dan and Jack act in a skit.

- A verb is a word that shows what someone or something does. Here are some more verbs.
  
  grab  do  look  take

Draw a circle around the verb.
Draw a line to the picture that shows that action.

1. wave  big
2. skate  Dan
3. you  fall
4. help  two
5. me  stand

At Home: Have a family member tell you about something he or she did today. Name the verb that tells what the family member did.
Present Tense Verbs

**RULES**

- Some verbs tell about more than one person or thing.
  
  We get together.

- Some verbs tell about one person or thing. Those verbs end in **s**.
  
  Ann gets **s** a ball.

Write **s** at the end of each verb that tells about one person or thing.

1. Ann **send** the ball to Fran.

2. Fran **kick** the ball.

3. We **chase** the ball.

4. The ball **roll** past me.

5. Sam **tag** Fran.

**At Home:** With a family member, watch a television program. Tell what is happening on the show you see.
Past Tense Verbs

**RULES**

- Verbs can tell about now or the past.
- Add **s** to verbs that tell what happens now.
- Add **ed** to verbs that tell what already happened in the past.

<table>
<thead>
<tr>
<th>Now</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>The duck <strong>quacks</strong>.</td>
<td>The duck <strong>quacked</strong>.</td>
</tr>
</tbody>
</table>

Draw a line under the verb if it tells about the past. Then write that verb on the lines.

1. Jeff acted in a skit.
2. He wanted to be the duck.
3. The duck **quacked** a lot.
4. Jeff likes that.
5. Jeff ended up as the cat.

At Home: Ask older family members to tell you what they liked to do when they were your age. Raise your hand each time you hear a verb that ends with **ed**.
Subject/Verb Agreement

RULES

• Add **s** to verbs to tell what one person or thing does now.
  
  Sam runs to Jim’s home.

  one person  add **s**

• Do not add **s** if the verb tells about more than one person, place, or thing.
  
  Sam and Jim run to my home.

  more than one person  no **s**

Use each underlined verb to tell about one and more than one. Write each missing verb on the lines.

1. Sam greets me. Sam and Jim ___________ me.

2. Jim tells me a plan. Jim and I ___________ Sam.


4. A wig ___________ like fun. Wigs look like fun.

5. Sam ___________ a cane. Jim and I get canes, too.

At Home: Have a family member say a sentence telling what more than one person did. Then you say the same sentence but tell only what one person did.
Write *s* or *ed* at the end of each verb.

1. Last week Jan **want** a new mask.
2. Last Sunday she **act** in a skit.
3. Now Jan **need** a cat mask.
4. Jan **make** a cat mask now.
5. Jan thinks the new mask **look** good.
Using *Is* and *Are*

**RULES**

- Use *is* to tell about one person or thing now.
  
  Ed *is* a fish in a skit.

- Use *are* to tell about more than one person or thing now.
  
  His fins *are* big.

Draw a circle around *is* or *are* to complete each sentence.

1. Bubble *are* a little fish.

2. Lots of fish *are* with him.

3. Bubble *are* quick.

4. His fins *are* strong.

5. Bubble *are* happy now.

---

**At Home:** Write *is* and *are* on slips of paper. Put them face down and mix them up. You and a family member each take a paper. Say a sentence with your verb. Try it again.
Contractions: *Is, Are*

**RULES**
- A **contraction** is a short way to write two words.
- Use an **apostrophe (')** to take the place of letters that are left out.

<table>
<thead>
<tr>
<th>Two words:</th>
<th>is not</th>
<th>are not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contraction:</td>
<td>isn’t</td>
<td>aren’t</td>
</tr>
</tbody>
</table>

This seed *isn’t* big.
The seeds *aren’t* in the box.

Draw a circle around the contraction that takes the place of the underlined words in each sentence.

1. This pack *is not* old.
   - isn’t  aren’t

2. Beet seeds *are not* all around.
   - isn’t  aren’t

3. This hole *is not* very deep.
   - isn’t  aren’t

4. This seed *is not* in the hole.
   - isn’t  aren’t

5. Those children *are not* careful.
   - isn’t  aren’t
Using *Was* and *Were*

**RULES**

- Use *was* and *were* to tell about the past.
- Use *was* to tell about one person, place, or thing.
  - The tent *was* up.
- Use *were* to tell about more than one person, place, or thing.
  - The children *were* in the tent.

Draw a circle around *was* or *were* to complete each sentence.

1. One man **was** very tall.

2. His jacket **were** big.

3. Two dogs **were** in the ring.

4. Stan **was** glad.

5. The tricks **were** fun.

At Home: Talk with a family member about something fun you did together. Draw a picture and write a sentence to tell what was fun about it.
Contractions: *Was, Were*

**RULES**

- A *contraction* is a short way to write two words.
- Use an *apostrophe (’)* to take the place of the *o* when you make a contraction with *not*.

\[
\text{was not} \rightarrow \text{wasn’t} \\
\text{Rex wasn’t my pet.}
\]

\[
\text{were not} \rightarrow \text{weren’t} \\
\text{Rex and I weren’t in the skit.}
\]

Draw a **circle** around *wasn’t* or *weren’t* to take the place of the underlined words in each sentence.

1. Rex and I were not a good mix.  
   wasn’t  
   weren’t

2. Rex was not a small dog.  
   wasn’t  
   weren’t

3. The hats were not in their boxes.  
   wasn’t  
   weren’t

4. That mess was not from me.  
   wasn’t  
   weren’t

5. Miss Small was not too upset.  
   wasn’t  
   weren’t
Apostrophes

RULES

• An apostrophe (’) takes the place of letters that are left out of words.
• A contraction is a short form of two words.
  Use an apostrophe in place of the o in not.
  The rain is not stopping.
  The rain isn’t stopping.

Draw a circle around the apostrophe in each contraction. Write each contraction.

1. The sun isn’t out.

2. The children aren’t happy.

3. The cat isn’t happy.

4. This week wasn’t sunny.

5. The days weren’t fun!

At Home: Tell a family member what two words make up each contraction in the sentences above.
Mixed Review

**RULES**

- Use *is* and *are* to tell about now.
- Use *was* and *were* to tell about the past.
- Use *is* and *was* to tell about one person, place, or thing.
- Use *are* and *were* to tell about more than one person, place, or thing.
- A **contraction** is a short form of two words.
- An **apostrophe** takes the place of letters that are left out of a contraction.

Read each set of sentences. Draw a circle around the sentence that is correct.

1. A race is my best thing to do.
   A race are my best thing to do.

2. Last week I were the fastest.
   Last week I was the fastest.

3. In that race Hare weren’t fast.
   In that race Hare wasn’t fast.

4. In the next race Hare and I was very fast.
   In the next race Hare and I were very fast.

5. Now Hare isn’t in front of me again.
   Now Hare wasn’t in front of me again.

At Home: Show a family member what an apostrophe looks like. Tell the family member what the apostrophe stands for.
Common Error: Subject/Verb Agreement

**RULES**

- A verb must agree with its naming part of a sentence.
- Add *s* or *es* to most verbs to tell about one person or thing.
- Do not add *s* or *es* to most verbs to tell about **I**.

| The frog sit. | " |
| The frog sits. | " |

Write the correct verb to complete each sentence.

1. The duck ____________.
   - swim
   - swims

2. The robin ____________ for food.
   - peck
   - pecks

3. The ant ____________ up the hill.
   - walk
   - walks

4. Mom ____________ the animals.
   - watch
   - watches

5. I ____________ a picture.
   - take
   - takes

**At Home:** With a family member, talk about other things the girl and her mother see at the pond. Use the word *see* or *sees* in your sentences.


**Study Skill: Chart**

- A chart lists information.
- Each list has a label.
- Some charts have pictures.

<table>
<thead>
<tr>
<th>Dog</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>can bark</td>
<td>can purr</td>
</tr>
<tr>
<td>likes to run</td>
<td>likes to rub</td>
</tr>
<tr>
<td>has pups</td>
<td>has kittens</td>
</tr>
</tbody>
</table>

Draw a circle around the picture that answers the question.

1. Which one can purr?
2. Which one has pups?
3. Which one likes to rub?
4. Which one can bark?
5. Which one likes to run?

**At Home:** Tell someone what you like about cats and dogs. Then add a fact to each list on the chart.
Vocabulary: Verbs

- These words can help you write about actions.

run  
jump  
play

Match the pictures to run, jump, or play.

1. play

2. run

3. run

4. jump

5. jump

At Home: Demonstrate the words run, jump, and play by running, jumping, and playing.
Composition: Logical Order/Sequence

When writers tell things in order, they tell what happens first, next, and last. This order is sometimes called sequence.

I get some clay.
Next, I make shapes.
Then I make a cat.

In what order do these things happen? Draw a circle around the number to show the order from 1 to 5.

1. I pick up clay.
2. Then I make a snake.
3. Last, I add bits.
4. Next, I pat the clay.
5. I make the clay long.

At Home: With a family member, cut apart the pictures and sentences, and put them in order. Then read the story together.
Irregular Verbs: *Has, Have*

**RULES**

- The verbs *has* and *have* tell about now.
- The verb *has* tells about one person or thing.
  - That tree *has* needles.
- The verb *have* tells about more than one.
  - Those trees *have* green leaves.

Draw a circle around the correct verb for each sentence.

1. We *(has, have)* a tree.
2. It *(has, have)* green leaves.
3. The leaves *(has, have)* long stems.
4. The tree *(has, have)* a thick trunk.
5. The trunk *(has, have)* bark.

**At Home:** Go for a walk with a family member. Make up sentences with *has* or *have* to tell about things you see.
Contractions: *Has, Have*

**RULES**

- A *contraction* is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with the verbs *has* and *have*.

Grandma *has not* called.
Grandma *hasn’t* called.

We *have not* heard from her.
We *haven’t* heard from her.

Draw a circle around the correct contraction for each sentence.

1. Mom ________ cooked dinner.
   - hasn’t
   - haven’t

2. Dad ________ baked a cake.
   - hasn’t
   - haven’t

3. We ________ opened gifts.
   - hasn’t
   - haven’t

4. The party ________ started.
   - hasn’t
   - haven’t

5. Grandma ________ come yet.
   - hasn’t
   - haven’t

---

At Home: Think of chores that people in your family haven’t done yet today. Make up a sentence with *hasn’t* or *haven’t* to tell about each one.
Irregular Verbs: Go, Went

RULES

• The verbs go and goes tell about now.
  We go skating.
  Dad goes, too.

• The verb went tells about the past.
  Mom went with us last week.

Draw a circle around the correct verb to complete the sentence.

1. Now we (go, went) skating.
2. Dad always (goes, went) with us.
3. We skate and then (go, went) home.
4. Last week Mom (goes, went), too.
5. Then we (go, went) out for pizza.
Letter Punctuation

**RULES**

- Use a comma in the **date** of a letter.
  
  July 1, 2001

- Use a comma after the **greeting** in a letter.
  
  Dear Josh,

- Use a comma after the **closing** in a letter.
  
  Your friend,

---

Draw a circle around the letter part that is written correctly.

1. June 24 2001  June 24, 2001
2. Dear Ana,  Dear Ana
3. Your pal,  Your pal
4. Dear Grandpa  Dear Grandpa,
5. Best wishes,  Best wishes

---

At Home: Read the mail with someone in your family. Look at letters to find the date, the greeting, and the closing.
Mixed Review

**RULES**

- The verb **has** tells about one.
- The verb **have** can tell about one or more than one.
- The verbs **has, have, go, and goes** tell about now.
- The verb **went** tells about the past.
- A **contraction** is a short form of two words.

Draw a circle around the correct verb to complete the sentence.

1. Our zoo (hasn’t, haven’t) got cages.

2. It (has, have) animal habitats.

3. Habitats (hasn’t, haven’t) got any bars.

4. We (go, goes) to the zoo often.

5. We (go, went) there yesterday.

**At Home:** Tell three things about an animal you might see in a zoo. Use **has, hasn’t, and goes** in your sentences.
Irregular Verbs: *Do, Did*

**RULES**

- The verbs *do* and *does* tell about now.
  
  We *do* plays.
  
  Our teacher *does* the writing.

- The verb *did* tells about the past.
  
  Last month we *did* Red Riding Hood.

Draw a circle around the correct verb to complete the sentence.

1. Our class *(do, does)* plays.
2. We *(do, does)* one every month.
3. Each person *(do, does)* something.
4. We *(do, did)* a play yesterday.
5. Everyone liked what we *(do, did)*.
Contractions: Do, Did

RULES

- A contraction is a short form of two words.
- An apostrophe takes the place of letters that are left out.
- Contractions can be made with do and did.

\[
\begin{align*}
I \text{ do not} & \text{ like peas.} \\
I \text{ don't} & \text{ like peas.} \\
You \text{ did not} & \text{ taste them.} \\
You \text{ didn't} & \text{ taste them.}
\end{align*}
\]

Make the two words at the end of each sentence into a contraction. Write the contraction on the lines to complete the sentence.

1. Ben said, “I ______________ want peas.” do not

2. He said, “I ______________ like them.” do not

3. Mom said, “You ______________ know that.” do not

4. Dad said, “You ______________ try them.” did not

5. Ben said, “I ______________ have to.” do not

At Home: Ask everyone to tell about a food they didn’t like at one time and a food they still don’t like.
Irregular Verbs: See, Saw

**RULES**

- The verbs **see** and **sees** tell about now.
  
  I **see** the bird.
  
  The cat **sees** the bird.

- The verb **saw** tells about the past.
  
  The bird **saw** the cat and me.

Draw a circle around the verb that makes the sentence tell about now.

1. A bird (sees, saw) our feeder.

2. We (see, saw) the bird.

3. My cat (sees, saw) it, too.

4. The bird (sees, saw) my cat.

5. We (see, saw) the bird fly away.

**At Home:** Look out the window and tell someone everything you see.
Irregular Verbs: Say, Said

**RULES**

- The verbs *say* and *says* tell about now.
  - You *say* you want to play.
  - Holly *says* she wants to play.
- The verb *said* tells about the past.
  - Ms. Day *said* we could play this game.

Draw a circle around the verb that makes the sentence tell about now.

1. Holly (says, said) she knows this game.

2. You (say, said) you don’t.

3. Holly (says, said) it’s easy.

4. I (say, said) we’ll teach you.

5. You (say, said) you want to learn.

At Home: Draw a picture of two people talking to each other. Tell someone what they are saying.
Book Titles

RULES

• The first word in a book title begins with a **capital letter**.
• Other important words in a book title also begin with capital letters.

**Three Little Kittens**

Draw a circle around the book title that is written correctly.

1. jake the jumbo jet **Jake the Jumbo Jet**
2. the Night sky **The Night Sky**
3. My Favorite Pets **My favorite pets**
4. The Lost Cub **The Lost cub**
5. a Rainy Day **A Rainy Day**

**At Home:** Look at some book titles. Talk about which words begin with capital letters.
Mixed Review

RULES

- The verbs do, does, see, sees, say, and says tell about now.
- The verbs did, saw, and said tell about the past.
- A contraction is a short form of two words.
- Use an apostrophe to take the place of letters that are left out of a contraction.

Complete the sentences. Draw a circle around the correct word in each sentence.

1. Where ___________ I put the keys?
   do   did

2. I ___________ them here last night.
   see   saw

3. I ___________ see them now.
   don’t   didn’t

4. What did Mom ___________?
   say   said

5. She ___________, “Look in Champ’s bed.”
   says   said

At Home: Continue the story. Tell someone what the characters see and say when they look in Champ’s bed.
Common Errors: Past Tense Verbs

RULES

- Remember, most verbs add **ed** to show what already happened.
- Some verbs have special spellings to show the past.
- The verbs **went**, **did**, **saw**, and **said** are some examples.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I seed Gram.</td>
<td>I saw Gram.</td>
</tr>
</tbody>
</table>

Draw a circle around the correct form of each verb.

1. I _______ to Gram’s house.
   - goed    went

2. I _______, “Hi, Gram!”
   - sayed  said

3. Gram _______ me and waved.
   - saw    seed

4. I _______ some jobs for Gram.
   - did    doed

5. Gram _______, “Thank you!”
   - sayed  said

---

At Home: Tell someone about something you did, saw, or said yesterday. Use the correct form of past tense verbs in your sentence.
Study Skill: Map

- A **street map** is a drawing that shows where places are.

Look at the map. Draw a circle around the answer.

1. How many streets are there?
   - three
   - five

2. Where is the house?
   - Cat Lane
   - Frog Road

3. Where are many trees?
   - Big Woods
   - Ant Lane

4. What is on Ant Lane?

5. Where are the houses?
   - Frog Road
   - Ant Lane

At Home: Tell what places on the map you would like to visit.
Vocabulary: Antonyms

Antonyms are words with opposite meanings.

big ↔ small
in ↔ out
hard ↔ soft

This is a small fish. This is a big fish.

Draw a line to match the antonyms.

1. soft ↔ big
2. big ↔ out
3. in ↔ small
4. hard ↔ hard
5. small ↔ soft

At Home: Find six items around your house—something hard and something soft, something big and something small, something that is in and something that is out.
Composition: Paragraphs

• Good writers put their ideas in paragraphs. A **paragraph** is a group of sentences that tell about one idea. The first sentence is indented.

| Gram and I like to visit the pet shop. We see many fish. They swim in tanks. |

Decide if each sentence belongs in a paragraph about a new dog. If it does, write a ✓ in the box. If it does not, write an X.

1. We got a new dog.
2. Our new dog’s name is King.
3. King is a big dog.
4. We live on M Street.
5. I hug my new dog.

At Home: With a family member, create a sentence that can go in the paragraph in place of the one that does not belong.
Adjectives

**RULES**

- An adjective is a word that tells about a person, place, or thing.

  happy boy  big yard  new wagon

  adjective  adjective  adjective

Draw a circle around each adjective. Then draw a line to the matching picture.

1. fast jet

2. old bike

3. big gift

4. little duck

5. silly hat

At Home: Pick three things to show someone. Use adjectives to describe these things.
Words About Senses

RULES

- Some adjectives tell how things look and sound.
  - colorful
  - loud

- Some adjectives tell how things smell, taste, and feel.
  - sweet
  - crunchy
  - fuzzy

Read each set of words. Draw a line under the word that tells about senses. Write the word on the lines.

1. cool glass
2. cat soft
3. bell loud
4. sweet snack
5. tape sticky

At Home: Pick three favorite foods. Tell how each one looks, smells, tastes, and feels.
Words About Weather

RULES

• Some adjectives that tell about the weather.

It is a cloudy day.

Draw a line under the correct adjective for each picture. Then write the adjective.

1. sunny rainy ______________________
   ________________________

2. foggy sunny ______________________
   ________________________

3. windy rainy ______________________
   ________________________

4. snowy clear ______________________
   ________________________

5. snowy foggy ______________________
   ________________________

At Home: Draw a picture of your favorite weather. Tell someone about it. Describe what kind of day it is.
Use the color words to finish each sentence. Then color the picture with the same color.

<table>
<thead>
<tr>
<th>red</th>
<th>blue</th>
<th>green</th>
<th>yellow</th>
<th>pink</th>
</tr>
</thead>
</table>

1. I see the ____________ grass.

2. I see the ____________ sky.

3. I see the little ____________ hen.

4. I see three ____________ chicks.

5. I see a ____________ pig.
Review Sentence Punctuation

RULES

• A statement ends with a period. 
  I like to make planes.

• A question ends with a question mark. 
  Do you ever make planes?

• An exclamation ends with an exclamation point. 
  Look at that big jet!

Draw a circle around the correct end mark for each sentence.

1. Last week I made a plane . ? !

2. My plane is red, white, and blue . ? !

3. Did you see my sister’s plane . ? !

4. What a good job Ann did . ? !

5. Where is Ann’s new plane . ? !

At Home: Make three end mark cards—one for a period, one for a question mark, and one for an exclamation point. Ask someone to say a sentence. Hold up the correct end mark.
Mixed Review

RULES

- An **adjective** tells about a person, place, or thing.
- Some adjectives tell how things look, sound, smell, taste, or feel.
- Some adjectives tell about the weather.
- Some adjectives name colors.

Draw a circle around the adjective in each sentence. Then draw a line to the matching picture.

1. It is a rainy morning.
   ![Window with rain]

2. Where are my black boots?
   ![Hand holding rainy shoes]

3. I feel the wet raindrops.
   ![Wet surface with raindrops]

4. Look at the big puddle!
   ![Big puddle with rain]

5. Now I see a sunny sky.
   ![Sunny sky with clouds]

At Home: Talk about what the weather is like today. Describe how you dress for this weather.
Words About Feelings

RULES

• Some adjectives tell about a person’s feelings.
  Mr. Kane is not a **happy** painter.

• Some adjectives tell how something feels.
  The new paint does not feel **smooth**.

Write the best adjective for each picture.

1. a __________ clown
   - sad
   - fast

2. a __________ boy
   - happy
   - soft

3. a __________ cat
   - smooth
   - scared

4. a __________ cook
   - glad
   - sweet

5. a __________ girl
   - new
   - surprised

At Home: Use adjectives to tell someone how you might feel when you see or do something for the first time.
Words That Tell How Many

RULES

• Some adjectives tell how many people, places, or things there are.

I drew ten boxes for hopscotch.
I put one number in each box.

Write the correct adjective for each picture.

1. 

2. 

3. 

4. 

5. 

At Home: Talk about a favorite game. Tell how many players there are and how many things are needed to play it.
Adjectives That Compare

**RULES**

- Add *er* to adjectives to compare two people, places or things.
  
  The cat is *faster* than that dog.

- Add *est* to adjectives to compare three or more people, places, or things.
  
  The bunny is the *fastest* of all.

Draw a circle around each adjective. Then draw a circle around the correct words to tell how many.

1. The cat is smaller than the dog.  
   Two
   Three or more

2. The dog is the slowest pet of all.  
   Two
   Three or more

3. The cat is slower than the bunny.  
   Two
   Three or more

4. The dog is the biggest pet of all.  
   Two
   Three or more

5. The bunny is the smallest of the pets.  
   Two
   Three or more
Commas

**RULES**

- Use a **comma** between the day and the year of a date.
  
  May 31, 2001

- Use a **comma** after the greeting in a letter.
  
  Dear Aunt Jane,

- Use a **comma** after the closing in a letter.
  
  Love,

  Trish

Draw a line under the correct way to write each part of a letter. Then write the date correctly.

1. Dear Uncle Bob
   
   Dear Uncle Bob,

2. With love,
   
   With love

3. Dear Miss Ross,
   
   Dear Miss Ross

4. Your friend
   
   Your friend,

5. June 25 2001
   
   ____________________
Mixed Review

RULES

- Some adjectives tell about a person’s feelings or how things feel.
- Some adjectives tell how many.
- Add **er** to compare two people, places, or things.
- Add **est** to compare three or more people, places, or things.

Make an **X** on the word in the row that does not belong.

1. **How a Person Feels**  happy  scared  rainy

2. **How Things Feel**  soft  green  smooth

3. **How Many**  five  ten  sad

4. **Comparing Two**  longest  taller  deeper

5. **Comparing Three or More**  coldest  sweeter  smallest

**At Home:** With a family member, add another word that belongs in each row.
Common Error: Adjectives That Compare

**RULES**
- Add *er* to an adjective to compare two things.
- Add *est* to an adjective to compare more than two things.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My apple is more redder than your apple.</td>
<td>My apple is redder than your apple.</td>
</tr>
<tr>
<td>That apple is the most reddest of all.</td>
<td>That apple is the reddest of all.</td>
</tr>
</tbody>
</table>

Draw a line under the correct form of each adjective.

1. The plums are ________ than the apples.
   - smaller
   - more smaller

2. Plums are ________ than lemons.
   - sweeter
   - more sweeter

3. These red plums are the ________ of all.
   - most sweetest
   - sweetest

4. This pumpkin is ________ than that pumpkin.
   - more bigger
   - bigger

5. Is your pumpkin the ________ one here?
   - biggest
   - most biggest

At Home: Tell someone two sentences comparing fruits or vegetables. Use adjectives that compare correctly in your sentences.
Study Skill: Dictionary

- The words in a dictionary are in ABC order.

<table>
<thead>
<tr>
<th>Guide words</th>
<th>Entry word</th>
<th>Meaning</th>
<th>Sample sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby / ball</td>
<td>baby</td>
<td>A very young child. The baby sleeps in a crib.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bag</td>
<td>Something to put things in.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ball</td>
<td>Something round used in many kinds of games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed hit the ball over the wall.</td>
<td></td>
</tr>
</tbody>
</table>

Draw a circle around each correct answer.

1. How many words are on this dictionary page?
   three  four

2. Which word comes before bag?
   baby  ball

3. What does baby mean?
   a young child  an old child

4. What word means “something to put things in”?
   ball  bag

5. What word comes after bag?
   baby  ball

At Home: With a family member, look up the word bag in a dictionary. Find the two guide words on that page and tell what they are.
Vocabulary: Synonyms

• **Synonyms** are words with almost the same meanings.  
  happy = glad  
  fast = quick  
  street = road

Ana is **happy**.  
Ana is **glad**.

Circle the synonym for each underlined word.

1. My dog Pat is **happy**.  
   glad  
   fast

2. He is a **fast** runner.  
   street  
   quick

3. Stop, Pat! Don’t go on the **street**!  
   happy  
   road

4. I am **glad** he is OK.  
   happy  
   fast

5. Pat could get hurt if he plays in the **road**.  
   quick  
   street

**At Home:** Try to stump a family member by naming a word and seeing if he or she can name a synonym for it.
Composition: Beginning, Middle, End

A good story has a beginning, middle, and end. The **beginning** is the start of a story. The **middle** tells what happens in order. The **end** is the last part of the story.

Put the story sentences in order. Circle **B** for beginning. Circle **M** for middle. Circle **E** for end.

1. Pig-Wig flew home!          B  M  E
2. Pig-Wig walked to town.      B  M  E
3. He went to a toy store.      B  M  E
4. He got a big kite.           B  M  E
5. The kite went up high.       B  M  E

At Home: Tell someone the story about Pig-Wig in the right order, starting at the beginning. Then add a new sentence at the end.
Sentences Review

RULES

- A sentence tells a complete thought.
- A statement tells something.
  I have chicken for lunch.
- A question asks something.
  Do you like chicken?
- An exclamation shows strong feeling.
  Let’s go out to play!

Draw a circle around statement, question, or exclamation to name the kind of sentence.

1. What do you have for lunch?
   statement question exclamation

2. Sandwiches make a good lunch.
   statement question exclamation

3. Are you done yet?
   statement question exclamation

4. I’ll toss this bag away.
   statement question exclamation

5. Come on and play!
   statement question exclamation

At Home: Tell a family member what the end marks . and ? and ! tell you about each sentence above.
Naming Part of Sentence

**RULES**

- Sentences are made up of parts.
- The naming part of the sentence is the **subject**.
- The naming part can tell **who** the sentence is about.
  
  *Fran* wishes for a pet.

  ![Diagram of a dog and a cat with a person and a puppy]

  **Who** wishes for a pet? *Fran*

- The naming part can tell **what** the sentence is about.

  *A puppy* would be best.

  ![Diagram of a puppy and a kitten]

  **What** would be best? *A puppy*

Draw a circle around **yes** or **no** to tell if the naming part of each sentence is underlined.

1. *Dad* wants a puppy, too.  
   **yes**  
   **no**

2. *This puppy* licks a lot.  
   **yes**  
   **no**

3. *A kitten* looks at *Fran*.  
   **yes**  
   **no**

4. *Fran* picks out a tan puppy.  
   **yes**  
   **no**

5. *The puppies* wait for new homes.  
   **yes**  
   **no**
Action Part of Sentence

**RULES**

- Sentences are made up of parts.
- The action part of the sentence is the **predicate**. It can tell what the naming part **does** or **is**.

  - **Marta feeds her fish.**
    - action part
    - naming part
  - **Fish are good pets.**
    - action part
    - naming part

Draw a circle around **naming part** or **action part** to tell which part of each sentence is underlined.

1. **The fish swim to Marta.**
   - naming part
   - action part

2. **This fish tank is not clean.**
   - naming part
   - action part

3. **Marta cleans the fish tank.**
   - naming part
   - action part

4. **The little chest goes in the tank now.**
   - naming part
   - action part

5. **Mom thanks Marta for her good job.**
   - naming part
   - action part

---

At Home: Look at sentence 5 above. Tell a family member how you know what the action part of that sentence is.
Sentence Combining (Compound Subjects)

**RULES**
- Two sentences can have the same action part. Use the word **and** between the two naming parts to make the sentences into one.

  Zina watched a race. Arlo watched a race.
  
  **Zina and Arlo watched a race.**

Combine each pair of sentences using **and**.

   
   ____________________________
   
   ____________________________ cheered.

   
   ____________________________
   
   ____________________________ clapped.

3. A girl went by. A boy went by.
   
   ____________________________
   
   ____________________________ went by.

4. Jill crossed the line. Sam crossed the line.
   
   ____________________________
   
   ____________________________ crossed the line.

**At Home:** Look back at sentence 1. Tell a family member how you put the sentences together.
RULES

- A **sentence** tells a complete thought. Each sentence begins with a capital letter.
- A **statement** tells something. It ends with a period.
- A **question** asks something. It ends with a question mark.
- An **exclamation** shows strong feeling. It ends with an exclamation point.
- Each sentence has a **naming part** and an **action part**.

Write . or ? or ! to end each sentence. Draw a circle around **naming part** or **action part** to tell which part of the sentence is underlined.

1. **Can you** help me _____ naming part action part
2. **I hold the door** _____ naming part action part
3. **We will go outside** _____ naming part action part
4. **It is freezing outside** _____ naming part action part
5. **Jan and I** turn around _____ naming part action part

**At Home:** Tell a family member how you can tell which is the naming part and which is the action part of sentence 2 above.
Pronouns: *He, She, It*

**RULES**

- A pronoun takes the place of a noun.
- **He** names a boy or man.
- **She** names a girl or woman.
- **It** names a thing.

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>Pam</td>
<td>a book</td>
</tr>
<tr>
<td>Dad</td>
<td>Mom</td>
<td>the dog</td>
</tr>
<tr>
<td>the boy</td>
<td>the girl</td>
<td>this tree</td>
</tr>
</tbody>
</table>

Draw a circle around **He, She, or It** to take the place of the underlined part of each sentence.

   **He**  **She**  **It**

2. *This dog* makes a mess.  
   **He**  **She**  **It**

3. *Mrs. Lee* gave me this book.  
   **He**  **She**  **It**

4. *Tim* has this book too.  
   **He**  **She**  **It**

5. *A girl* wants this book.  
   **He**  **She**  **It**

**At Home:** Look back at sentence 3. Tell a family member how you know which pronoun to use in that sentence.
**Pronoun: They**

**RULES**
- *They* is a pronoun. *They* takes the place of a plural noun. Plural nouns tell about more than one person, place, or thing.
- *They* can also take the place of more than one noun.

<table>
<thead>
<tr>
<th>They</th>
<th>More Than One Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural Nouns</td>
<td></td>
</tr>
<tr>
<td>The boys</td>
<td>The boys and girls</td>
</tr>
<tr>
<td>The girls</td>
<td>The dogs and cats</td>
</tr>
<tr>
<td>These bugs</td>
<td>A book and a pen</td>
</tr>
<tr>
<td>Children</td>
<td>Pam and Sam</td>
</tr>
</tbody>
</table>

Draw a circle around *They* or *It* to take the place of the underlined words.

1. **Children** find bugs.  
   - **They**  
   - **It**

2. **One bug** gets out.  
   - **They**  
   - **It**

3. **Ann and Rick** catch the bug.  
   - **They**  
   - **It**

4. **Two glasses** hold the bugs.  
   - **They**  
   - **It**

5. **This book** tells about bugs.  
   - **They**  
   - **It**

**At Home:** Tell a family member how you decided which sentences needed *They* and which sentences needed *It.*
**Pronouns: I, Me**

**RULES**

- **I** and **me** are pronouns.
- Use **I** in the naming part of a sentence.
  
  Grandpa and **I** read lots of books.
  
  naming part

- Use **me** in the action part of a sentence.
  
  Grandpa gave **me** a new book.
  
  action part

Draw a circle around **I** or **me** to complete each sentence.

1. ________ like books about animals.
   
   I      me

2. Grandpa reads to ________.
   
   I      me

3. Grandpa takes ________ to the bookstore.
   
   I      me

4. ________ look at books.
   
   I      me

5. Grandpa and ________ read together.
   
   I      me

---

**At Home:** Have a family member say a sentence with **I** in it. Then you say a sentence with **I** in it. Do the same thing for **me**.
Pronouns: *We, Us*

**RULES**

- The pronouns *we* and *us* tell about other people and yourself.
- Use *we* in the naming part of a sentence.
  
  \[\text{Mom, Dad, and I} \text{ are going on a picnic.}\]
  \[\text{We} \text{ are going on a picnic.}\]
- Use *us* in the action part of a sentence.
  
  \[\text{Do you want to come with Mom, Dad, and me?}\]
  \[\text{Do you want to come with us?}\]

Draw a circle around *we* or *us* to complete each sentence.

1. ________ packed turkey sandwiches.  
   \[\text{We} \quad \text{Us}\]

2. You can share them with ________.  
   \[\text{we} \quad \text{us}\]

3. Dad will play ball with ________.  
   \[\text{we} \quad \text{us}\]

4. ________ will have lots of fun.  
   \[\text{We} \quad \text{Us}\]

5. ________ can ask your Mom now.  
   \[\text{We} \quad \text{Us}\]
Sentence Combining (Compound Predicates)

**RULES**

- Sometimes the naming parts of two sentences are the same. Write the naming part. Then use **and** to combine the action parts of the sentences.

\[
\text{Ed digs a hole. Ed plants a tree.}
\]

\[
\text{Ed digs a hole \textbf{and} plants a tree.}
\]

Write two action parts to complete each combined sentence.

\[
\begin{align*}
1. \text{Ed } & \underline{\text{__________________________}} \text{ and } \underline{\text{__________________________}}. \\
2. \text{The tree will } & \underline{\text{__________________________}} \text{ and } \underline{\text{__________________________}}. \\
3. \text{I } & \underline{\text{__________________________}} \text{ and } \underline{\text{__________________________}}. \\
4. \text{Ed and I } & \underline{\text{__________________________}} \text{ and } \underline{\text{__________________________}}. \\
5. \text{Now we can } & \underline{\text{__________________________}} \text{ and } \underline{\text{__________________________}}.
\end{align*}
\]

At Home: Tell a family member how you know when two sentences can be combined.
Mixed Review

**RULES**

- A pronoun takes the place of a noun.
- **He** tells about a boy or man.
  
  Dave likes cars. He likes cars.
- **She** tells about a girl or woman.
  
  Emma reads at home. She reads at home.
- **It** tells about a thing.
  
  Our school is nice. It is nice.
- **They** tells about plural nouns and more than one noun.
  
  The children like it here. They like it here.
- **I** and **we** go in the naming part of a sentence.
  
  I like reading. We read each day.
- **Me** and **us** go in the action part of a sentence.
  
  Mrs. Dunn helps me read. Mrs. Dunn helps all of us.

Draw a circle around the pronoun that correctly completes each sentence.

1. ________ like Emma and Dave.  
   I  Me

2. ________ is a girl in my class.  
   She  He

3. ________ is a boy in my class.  
   She  He

4. ________ read with Mrs. Dunn.  
   They  It

5. Mrs. Dunn gives ________ new books.  
   we  us

At Home: Tell a family member how you decided which pronoun to choose for sentence 5.
Common Error: Pronouns *I, me*

**RULES**
- The words *I* and *me* are pronouns.
- Use the pronoun *I* as the subject.
- Use the pronoun *me* in the predicate.

<table>
<thead>
<tr>
<th>Common Error</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay and me do jobs.</td>
<td>Jay and I do jobs.</td>
</tr>
</tbody>
</table>

Draw a circle around the correct pronoun in each sentence.

1. Grandma calls Jay and (I, me).
2. Jay and (I, me) walk Sox for Grandma.
3. Aunt Dee gives Jay and (I, me) jobs, too.
4. Sometimes (I, me) wash Aunt Dee’s car.
5. She takes Grandma, Jay, and (I, me) to the movies.

At Home: Tell someone about jobs you do or would like to do. Use *I* and *me* correctly.
Study Skill: Encyclopedia

- The volumes of an encyclopedia are in ABC order.

Where will you find these in the encyclopedia? Look at each word and picture. Draw a circle around the letter of the correct volume.

1. bee B C D

2. flag E F G

3. robot R S T

4. horse G H I

5. cat A B C

At Home: With a family member, talk about what other topics you might find in the volumes you circled.
Vocabulary: Homonyms

- **Homonyms** are words that sound the same but have different spellings and meanings.

  blue / blew  sea / see  plane / plain

  The wind **blew** my **blue** ball away.

Draw a line to the homonym for each underlined word.

1. We took a jet **plane** to see our friends.  **plane**
2. They live by the **sea**.  **see**
3. Everything I could **see** looked small.  **plain**
4. The sky looked very **blue**.  **sea**
5. The food was good but **plain**.  **blew**

At Home: Draw and label a picture of one pair of homonyms you have learned.
Composition: Main Idea and Supporting Details

A good piece of writing has a main idea and supporting details. The main idea is the most important idea. Supporting details tell more about the main idea.

- main idea → Sailing is lots of fun.
- detail → We sailed on a big lake.
- detail → We had a strong breeze.

Decide if each sentence tells more about the main idea. If it does, draw a line under yes. If it does not, draw a line under no.

Main Idea: There are many kinds of sailboats.

1. Catboats are small sailboats. yes no
2. I have a toy ship. yes no
3. Sloops are bigger than catboats. yes no
4. A ketch is bigger than a sloop. yes no
5. We have fun in summer. yes no

At Home: Ask someone to tell a main idea about a person, place, thing, or activity. Tell two supporting details about the main idea.