4th and 5th Grade
Writing and Grammar Task Cards
Index Card Center
Create a completely self-contained, no maintenance center for students to work on all year long.
To construct your center, you’ll need is an index card box, a set of index card guides (little index card dividers), and some index cards, all preferably 4” x 6” or larger.

Use stickers or labels to write your student’s class numbers or names on each index card guide tab.

Place blank cards in back of index card box, or have a supply of them nearby for students to use.

Cut task cards apart and laminate. Store on a ring and direct students to a certain cards, or choose individual cards to display on a table top pocket chart along with instructions.
Instructions: Complete each task card activity on an index card. Write your name or number on the upper left hand corner of the card, and write the task card number in a circle on the upper right hand corner (just like it is on the task card).

John
1.
2.
3.
4.
5.

Follow the instructions on each card to see how you should complete the activity on your card. In some cases you may be asked to recreate a chart or graph, while in other cases you will simply number your card and write each response. Each activity should be completed on its own index card. Do not attempt to complete more than one activity on a single index card. When you are finished, file your completed card behind your tab in the index card box.
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<tr>
<td>Prepositions vs. Adverbs</td>
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<td>49</td>
<td>94</td>
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</table>
Focus Statement: Thanksgiving is my favorite holiday.

Determine whether each sentence is a main idea or supporting detail. On your paper, write MI or SD for each sentence.

1. My mom makes the best pumpkin pie.
   MI

2. Thanksgiving foods are scrum-diddly-umptious!
   MI

3. I get to give thanks for all the people and things in my life.
   MI

4. There’s nothing like the happy feeling of a belly full of turkey.
   MI

5. You get to spend time with family.
   MI

6. Playing board games with my cousins while the food is being prepared is so much fun.
   MI

7. I cannot get enough delicious cranberry sauce.
   MI

8. My mother smiles when I tell her how much I appreciate everything she does for me.
   MI

Focus Statement: It is incredibly important to get an education.

Determine whether each sentence is a main idea or supporting detail. On your paper, write MI or SD for each sentence.

1. My doctor told me she had to go through years of school to get where she is today.
   MI

2. The more things you know, the more you can accomplish.
   MI

3. My math skills really helped out when it came time to figure out how many items I could purchase with my gift certificate.
   MI

4. A solid education prepares you for a good career.
   MI

5. Because I know how to read, I was able to fix my bike on my own using a manual.
   MI

6. The things you learn in school help you in your daily life.
   MI

7. After paying attention during science, I was able to explain why plants are green when my little brother asked me.
   MI
### Choosing Transitional Phrases

Brainstorm possible transition phrases to use in your essay writing.

<table>
<thead>
<tr>
<th>MI 1:</th>
<th>1.</th>
<th>2.</th>
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<tbody>
<tr>
<td>- To begin with,</td>
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<thead>
<tr>
<th>MI 2:</th>
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<tr>
<td>- In addition,</td>
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<table>
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<tr>
<th>Conclusion:</th>
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</thead>
<tbody>
<tr>
<td>- In conclusion,</td>
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</table>

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### Choosing Transitional Phrases

Brainstorm possible transition phrases to use in your essay writing.

<table>
<thead>
<tr>
<th>MI 1:</th>
<th>1.</th>
<th>2.</th>
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<tbody>
<tr>
<td>- First things first,</td>
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<th>MI 2:</th>
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<tr>
<td>- Furthermore,</td>
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<table>
<thead>
<tr>
<th>Conclusion:</th>
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<tr>
<td>- As you can see,</td>
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</table>
Main Idea and Supporting Details

Determine the main idea supported by each group of supporting details below.

1. MI=
   - It's so stressful having to stay up late finishing a project the night before it's due.
   - I didn't do as well when I crammed for the test.
   - I knew I would have gotten a better grade if I managed my time better.

2. MI=
   - My brother Marcos was able to help me with my math homework.
   - I was amazed when Marcos knew the answer to the Jeopardy question.
   - Marcos can solve the crossword in the newspaper without any help.

3. MI=
   - I can watch my hamster Fluffy roll around the house in her ball for hours.
   - I laughed so hard when I saw Fluffy fill her cheeks with food.
   - It's so much fun to design and build tunnels in Fluffy's glass hamster cage.

4. MI=
   - I loved sleeping in late last Saturday.
   - It was so nice to be able to play video games instead of doing schoolwork.
   - I was able to have a sleepover on Saturday because there was no school the next day.

Main Idea and Supporting Details

Determine the main idea supported by each group of supporting details below.

1. MI=
   - I love getting to run around on the field during soccer practice.
   - I felt like I was on top of the world when I scored the winning goal.
   - My teammates and I had so much fun working together to win the match.

2. MI=
   - I have to bundle up like the Michelin man just to go outside during the winter.
   - Last January it was so cold, I could hardly bear to get out of my toasty bed.
   - One time, when it was below freezing, we couldn't go out to recess.

3. MI=
   - I learned the word "melancholy" from reading A Series of Unfortunate Events.
   - I learned the capital Thailand by reading a National Geographic article.
   - I was able to put my bedroom furniture together using an instruction manual.

4. MI=
   - It brought a smile to my face when the lady thanked me for carrying her bags.
   - I love the feeling I get when I help my teacher clean up the classroom.
   - It makes me feel good to help do chores around the house.
Choosing Strong, Specific Adjectives

Brainstorm other, more specific possibilities for the adjectives below.

<table>
<thead>
<tr>
<th>big</th>
<th>happy</th>
<th>great</th>
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Choosing Strong, Specific Adjectives

Brainstorm other, more specific possibilities for the adjectives below.

<table>
<thead>
<tr>
<th>pretty</th>
<th>nice</th>
<th>tasty</th>
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<th>mean</th>
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### Choosing Strong, Specific Verbs

Brainstorm other, more specific possibilities for the verbs below.

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<thead>
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<th>run</th>
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<table>
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<tr>
<th>went</th>
<th>asked</th>
<th>laugh</th>
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### Choosing Strong, Specific Verbs

Brainstorm other, more specific possibilities for the verbs below.

<table>
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<tr>
<th>yell</th>
<th>cry</th>
<th>give</th>
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<th>look</th>
<th>thought</th>
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Using Dialogue Tags and Expanders

Use an appropriate tag and expander to bring these examples of dialogue to life!

1. “Can I play with you guys?” my little brother questioned as he peered around the corner longingly.

2. “I’m never doing that again!”

3. “What do you mean there’s a test today?”

4. “This is incredible!”

5. “What was that noise?”

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Using Dialogue Tags and Expanders

Use an appropriate tag and expander to bring these examples of dialogue to life! Then underline the dialogue tag in one color and the expander in another.

1. “The last one there is a rotten egg!” I teased, while hurtling myself across the field and towards the playground at warp speed.

2. “That’s it, I give up.”

3. “Stop running in the hallways!”

4. “Hurry up, I can’t hang on much longer!”

5. “I can’t find my homework!”
Choosing Strong, Specific Verbs and Adverbs

Brainstorm specific verbs and adverbs that help describe each situation.

<table>
<thead>
<tr>
<th>1. Waiting backstage before your performance on stage</th>
<th>2. Sneaking up on someone</th>
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<tbody>
<tr>
<td><strong>Adverbs</strong></td>
<td><strong>Adverbs</strong></td>
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<td>•</td>
<td>• stealthily</td>
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<td><strong>Verbs</strong></td>
<td><strong>Verbs</strong></td>
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<td>• paced</td>
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<table>
<thead>
<tr>
<th>1. Playing in the yard</th>
<th>2. Saving somebody from drowning</th>
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<tr>
<td><strong>Adverbs</strong></td>
<td><strong>Adverbs</strong></td>
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<td>•</td>
<td>• bravely</td>
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<tr>
<td><strong>Verbs</strong></td>
<td><strong>Verbs</strong></td>
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<td>• bounded</td>
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</table>
Using Strong, Specific Verbs

For each underlined verb below, brainstorm at least three other, more specific verbs you could use in its place to paint a picture in the reader’s mind.

1. She quietly walked down the hallway.
   crept  tip-toed  snuck  inched

2. “Stop doing that”, he cried, with a look of pain on his face.

3. I made the clay into the shape of a snake.

4. The player ran towards home plate.

5. The dog ate all his food in a flash.

For each underlined verb below, brainstorm at least three other, more specific verbs you could use in its place to paint a picture in the reader’s mind.

1. During the food fight, I threw a corn cob at the boy across the table.
   chucked  lobbed  hurled  catapulted

2. John jumped over the fence.

3. I put as much food on my plate as possible at the buffet.

4. She cut through the film on the microwave meal.

5. My dad’s go-cart came towards me.
Using Verbs in a Series
Describe each scenario below using specific verbs in a series in order to create the scene in the reader’s mind. Underline each specific action verb.

1. Opening a package: I tore off the tape, ripped open the box, and frantically dug through the Styrofoam peanuts until, at last I was gazing down at my new iPad.

2. Getting ready in the morning:

3. Trying to escape from a dog that’s chasing you:

4. Packing for a trip:

5. Making a cake:

6. Playing a sport:

Using Verbs in a Series
Describe each scenario below using specific verbs in a series in order to create the scene in the reader’s mind. Underline each specific action verb.

1. Catching the bus: I snatched up my book bag, raced out of the house, and darted up the street towards the idling bus.

2. Raking the leaves:

3. Putting on shoes:

4. Climbing over a fence:

5. Hiding:

6. Catching a fish:
Changing “Telling” Sentences to “Showing” Sentences

Use dialogue and descriptive language to transform these sentences from “telling” sentences to “showing” sentences.

1. Bobby hit a home run. As Bobby’s bat made contact with the speeding ball, the nervous silence was suddenly broken, and the crowd watched as he hurriedly rounded each base, sliding in to home before the ball returned to the infield.

2. Greta was sad when she didn’t win the competition.

3. Anthony said he was sorry for breaking my toy.

4. It was so exciting to go on the roller coaster.

5. I was super scared when the teacher handed back our tests.

Changing “Telling” Sentences to “Showing” Sentences

Use dialogue and descriptive language to transform these sentences from “telling” sentences to “showing” sentences.

1. I got mad when my brother annoyed me. “Get out of here!” I bellowed, slamming the bedroom door behind me. My ears were on fire, my blood was boiling, and I knew I couldn’t take another minute of my little brother’s pestering.

2. The cake smelled and tasted good.

3. The movie was so funny.

4. Playing bumper cars with dad was a blast.

5. It frightened me to hear an owl while camping in the woods at night.
Varying Sentence Structure: Start with a Verb

Work on developing varied sentence structure by transforming the sentences below so that they begin with a verb (participial phrase).

1. I hoped to catch a glimpse of Will Smith as he walked down the street in front of my hotel. Hoping to catch a glimpse of Will Smith, I raced to the window and scanned the street below, waiting to see if he would pass by.

2. I swam as fast as I could to escape the alligator chasing me.

3. Pat was holding the handlebars tight as he said, "Faster, faster!"

4. I felt better after a nap, so I decided to go out and play.

5. We shouted like crazy and cheered when Cara scored a goal.

Varying Sentence Structure: Start with a Verb

Work on developing varied sentence structure by transforming the sentences below so that they begin with a verb (participial phrase).

1. I paced anxiously in the hallway until it was my turn to present in the speech competition. Pacing back and forth in the hallway outside the classroom, I anxiously awaited my turn to present in the speech competition.

2. I waved my hand wildly because I wanted Ms. Moss to call on me.

3. I sat with my fingers crossed hoping I would be picked as the winner was announced.

4. I was able to maneuver around the flying dodge balls as I darted across the field.

5. I addressed a letter to my grandmother using my best handwriting.
Varying Sentence Structure: Start with an Adjective

Work on developing varied sentence structure by transforming the sentences below so that they begin with an adjective.

1. I was more determined than ever to reach my A.R. goal for the quarter.  
   More determined than ever, I set out to reach my A.R. goal for the quarter.

2. My face red with anger, I demanded to know who ate the last cookie.

3. As I walked in to take the test, I felt ready for the challenge.

4. I felt scared and alone as I listened to the thunder roar outside.

5. The branches were heavy with fruit and swayed in the wind.


Varying Sentence Structure: Start with an Adjective

Work on developing varied sentence structure by transforming the sentences below so that they begin with an adjective.

1. My dog sat outside, wet and cold, pawing at the door.  
   Wet and cold, my dog sat outside, pawing at the door.

2. My brother spent the car trip whining because he was irritable and tired.

3. Eric left the audition smiling, feeling optimistic that things would turn out well.

4. I rolled around on the floor laughing, giddy with excitement.

5. I stared at the ceiling tiles, bored half to death, waiting for the lecture to end.
Varying Sentence Structure: Compound and Complex Sentences

Work on developing varied sentence structure by transforming these simple sentences into compound, complex, or compound-complex sentences.

1. It was cold and rainy outside. I decided to stay inside and play video games. Because it was cold and rainy outside, I decided to spend the day playing video games indoors.

2. I really wanted to get an "A". I studied hard for the test.

3. Meredith is an excellent swimmer. She can also dance.

4. My mother served fish to me. I hate fish. I decided to eat it anyway.

5. I rode my bike to the store. I crashed in to a pole. I scraped my knee.

Varying Sentence Structure: Compound and Complex Sentences

Work on developing varied sentence structure by transforming these simple sentences into compound, complex, or compound-complex sentences.

1. I wanted to get a Snickers bar. I decided to save my money instead. Although I wanted a Snickers bar, I decided to save my money instead.

2. The Model T Ford was developed in 1908. It introduced the opportunity for travel to average Americans.

3. Birds are able to fly easily. Their bones are light and hollow.

4. Lucky Charms is my favorite cereal. I eat it every day.

5. I don't like to take out the trash. I hate cleaning my room.
### Using Sensory Details: Settings

**Brainstorm the sensory details you might experience for each setting.**

<table>
<thead>
<tr>
<th></th>
<th>Dentist's Office</th>
<th>Playground</th>
<th>Traffic Jam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbs/Actions</strong></td>
<td>scraping</td>
<td>drilling</td>
<td>flossing</td>
</tr>
<tr>
<td></td>
<td>drilling</td>
<td></td>
<td>filling</td>
</tr>
<tr>
<td></td>
<td>fearful</td>
<td>nervous</td>
<td>dread</td>
</tr>
<tr>
<td></td>
<td>nervous</td>
<td></td>
<td>relief</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Verbs/Actions</th>
<th>Adjectives/Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beach</strong></td>
<td>splashing</td>
<td>digging</td>
<td>excited</td>
</tr>
<tr>
<td></td>
<td>digging</td>
<td>birds squawking</td>
<td>burning</td>
</tr>
<tr>
<td></td>
<td>birds squawking</td>
<td>rushing (waves)</td>
<td>refreshing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>laid-back</td>
</tr>
<tr>
<td><strong>Lunchroom</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sporting Event</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Sensory Details: Conveying Emotions

**Brainstorm the sensory details you might experience with each emotion.**

<table>
<thead>
<tr>
<th></th>
<th>Anger</th>
<th>Shock/Surprise</th>
<th>Nervousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks like:</td>
<td>• clenched fist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• red face</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• teeth gritting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• burning inside</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• blood pumping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ears pounding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feels like:</td>
<td>• burning inside</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• blood pumping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ears pounding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Looks Like:**
- • grinning
- • eyes gleaming
- • laughing
- • warm and fuzzy
- • giddy inside
- • glowing with happiness

**Feels like:**
- • warm and fuzzy
- • giddy inside
- • glowing with happiness
Sentences vs. Sentence Fragments
Determine whether each group of words below represents a complete sentence or a sentence fragment. If it is a sentence, write the correct punctuation next to the number on your paper. If it is a fragment, re-write it as a sentence.

1. Who is she

2. I was laughing so hard

3. Paying close attention in class

4. When she came by the house

5. I loved seeing him

Sentences vs. Sentence Fragments
Determine whether each group of words below represents a complete sentence or a sentence fragment. If it is a sentence, write the correct punctuation next to the number on your page. If it is a fragment, re-write it as a sentence.

1. I asked a question

2. Do you want to come

3. Because I want to

4. Running through the woods playing tag and peering through the trees

5. Is Scott there
Types of Sentences

Determine whether each sentence is a statement, question, command, or exclamation. Label each sentence and rewrite it with the correct end punctuation.

Example: Answer the phone, please Answer the phone, please. (command)

1. Have you eaten yet
2. Hot diggity, this food is delicious
3. She lives around the corner
4. Turn in your papers before you leave
5. Let me know when you’re finished

Some sentences may have more than one correct answer. In this case, provide both labels and end punctuation.

Types of Sentences

Determine whether each sentence is a statement, question, command, or exclamation. Label and rewrite each sentence with the correct end punctuation.

Example: Why is the sky blue Why is the sky blue? (question)

1. Don’t forget to write your name on your paper
2. Florida is north of the Equator
3. How are you getting home
4. Hooray, I made the honor roll
5. I am so proud of you

Some sentences may have more than one correct answer. In this case, provide both labels and end punctuation.
Quotation Marks

Correctly re-write each of the dialogue sentences below using quotation marks and proper punctuation.

Example: Get over here she said
“Get over here,” she said.

1. Looking up from her cereal bowl she mumbled I don’t feel very well
2. My mother always tells me be sure to clean behind your ears
3. He turned to me and asked may I borrow your pencil
4. Hooray she squealed it’s Saturday
5. What’s for dinner asked Leonard

Quotation Marks

Correctly re-write each of the dialogue sentences below using quotation marks and proper punctuation.

Example: Come here he called
“Come here,” he called.

1. What do you think she asked while holding up her painting
2. Ok Jacob replied I’ll go with you
3. Katie walked up to our table and asked can I sit with you guys
4. I hate mushrooms James insisted I’ll never eat them
5. My grandfather was right when he said the early bird gets the worm
**Subject and Predicate**

Rewrite the complete predicate of these sentences on your paper. Circle the simple predicate.

Example: Barack Obama won the election in 2008. **won the election in 2008**

1. I planted a tree in the backyard.
2. My sister studied French in college.
3. Many people read the newspaper each morning.
5. The house on the corner is for sale.

**Subject and Predicate**

Rewrite the complete subject of these sentences on your paper. Circle the simple subject.

Example: That blue vase is 100 years old. **That blue vase**

1. Big and juicy apples are a delicious treat!
2. My brother’s pet hamster is not very friendly.
3. My science folder is bursting at the seams.
4. The nice nurse gave me a lollipop after I got a shot.
5. The house on the corner is for sale.
Subject and Predicate

Example: Angie and I went to the movies. *Compound subject: Angie, I*

1. I came in to class and sat in my seat.

2. My mom told me to take a shower.

3. Leo and Cameron are on the football team.

4. June and July are my favorite months for swimming and biking.

5. I want to get him a new shirt.

---

Subject and Predicate

Rewrite each sentence. Underline the complete subject twice and the complete predicate once. Circle the simple subject(s) and predicate(s).

Example: I picked out a shirt and tried it on. *I picked out a shirt and tried it on.*

1. Virginia and Pennsylvania were part of the 13 original colonies.

2. He asked his dad to come watch him play.

3. Molly made a wish and blew out the candle.

4. Black beans and rice are a delicious combination.

5. My aunt and uncle are picking us up and taking us to dinner.
Subject and Predicate

Write whether each fragment below lacks a subject or predicate. Then complete the sentence by writing in your own subject or predicate.

Example: Look forward to summer subject: Many Students look forward to summer.

1. Endangered animals

2. The lazy dog

3. Sat down and watched a movie

4. The last day of school

5. Performed onstage in front of a packed theater

Compound Sentences

Use the conjunction or, and, or but to transform these simple sentences in to a single compound sentence.

Example: Roses look beautiful. They smell good too. Roses look beautiful, and they smell good too.

1. I want to ride a unicycle. I don’t know how to ride one.

2. Billy studied for the test. He made an A.

3. I like to cook. I don’t like to clean the dishes.

4. I opened up the door. No one was outside.

5. My aunt and uncle are picking us up. They are taking us to dinner.
Conjunctions

Use a conjunction to transform each pair of sentences into a single sentence. Examples: after, because, before, since, so that, until, when

Example: I have to take off my shoes outside. They are usually filled with dirt. I have to take off my shoes outside because they are usually filled with dirt.

1. There is no school during the summer. I get to sleep in.

2. I kept working on my homework. I finished the last problem.

3. My friend didn’t tell me the ending of the movie. He didn’t spoil it for me.

4. I raced to turn the timer off. It started to ring.

5. I got home from school. Mom asked me about my day.

Compound and Complex Sentences

Use a conjunction to combine each pair of sentences below into a single sentence. Label each of your sentences as compound or complex.

Example: I felt butterflies in my stomach. The roller coaster started moving. I felt butterflies in my stomach as the roller coaster started moving. (Complex)

1. I was absent. I have a bunch of make-up work.

2. My dad bought me a baseball glove. He played catch with me.

3. Drinking water is good for you. It keeps you hydrated.

4. I opened up the door. No one was outside.

5. I felt much better. I was finished with the test.
Complex sentences

Create a complex sentence from the sentences below by adding your own conjunction and dependent clause. Circle the conjunction.

**Example:** We have to stay inside for recess. **We have to stay inside for recess** until the raining stops.

1. Kyle won first place in the competition.

2. I set my alarm to wake up early.

3. I like to sprinkle sugar on my cornflakes.

4. Candace could not stop laughing.

5. It was exhausting to carry the groceries in from the car.

Complex Sentences

Identify each dependent and independent clause in the complex sentences below. Write the dependent clause for each sentence on your paper.

**Example:** I thought I was winning the race until Sarah passed me in the final stretch. **until Sarah passed me on the final stretch**

1. Can I sit in Anthony’s seat since he is not here?

2. Although I am not a good singer, I enjoy playing Karaoke Revolution on my Wii.

3. She asked people to move aside so that she could get through.

4. Instead of eating the cafeteria food, I decided to bring my lunch.

5. Mom wants my room to be clean when she gets home.
Run-on Sentences

Correct the run-on sentences below by creating a compound sentence, complex sentence, or separating the ideas into individual sentences.

Example: Lisa lives in the neighborhood where I grew up and Laura lives there too so I went to visit them last Saturday. Lisa and Laura live in the neighborhood where I grew up. I went to visit them last Saturday.

1. I’m going to the mall you can come too don’t forget your wallet this time.

2. When I walk to school I like to take the path by the lake it’s longer but I think it’s prettier so I prefer it.

3. When I was walking in the park I saw a cute dog the owner let me pet it.

4. I hate it when my brother has the remote he hogs it.

Run-on Sentences

Correct the run-on sentences below by writing them as a compound or complex sentence. Write what kind of sentence it is next to your answer.

Example: It is important to wear your seatbelt you might get in a wreck. It is important to wear your seatbelt because you might get in a wreck. (complex sentence)

1. I knew it was time for dismissal the bell rang and the students got up.

2. I have a science test today I didn’t study for it.

3. My dad is picking us up early he is taking us to the doctor.

4. The whistle blew I knew the game was over.

5. He is the birthday boy he gets to cut the cake.
Common and Proper Nouns

Identify all of the common and proper nouns in the sentences below. List all the common and proper nouns for each sentence.

Example: Becky and I went to Chili's for lunch. Common: lunch/ Proper: Becky, Chili's

1. The new student's name is Maria, and she is from Macedonia.
2. Last Sunday I went over to Jimmy's house to watch a movie.
3. Natalie moved here from Portland, Oregon last winter.
4. My teacher has a pet Chihuahua named Pepe.
5. The family across the street invited us over for a traditional meal from Mexico.

Common and Proper Nouns

Complete the table below by filling in a common or proper noun equivalent for each word below.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>restaurant</td>
</tr>
<tr>
<td>1. book</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. song</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5. school</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7. car</td>
<td></td>
</tr>
</tbody>
</table>
Singular and Plural Nouns

Identify all of the singular and plural nouns in the sentences below. List all the singular and plural nouns for each sentence.

Example: We needed four busses to take all the students on the field trip to the library. Singular: field trip, library/ Plural: busses, students

1. How many burritos with hot sauce can one boy eat?

2. Sometimes the best tasting bananas at the grocery store have a bruise or two.

3. Jake tried to read several books over the summer months.

4. Many people don’t know it, but pigs are incredibly intelligent animals.

5. Dad used his drill and a bucket of screws to fasten all the frames to the wall.

Plural Nouns

Complete the table by filling in the plural form of each singular noun below.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>Example: apples</td>
<td>potato</td>
<td>8.</td>
</tr>
<tr>
<td>fox</td>
<td>1.</td>
<td>life</td>
<td>9.</td>
</tr>
<tr>
<td>scarf</td>
<td>2.</td>
<td>sheep</td>
<td>10.</td>
</tr>
<tr>
<td>atlas</td>
<td>3.</td>
<td>child</td>
<td>11.</td>
</tr>
<tr>
<td>hero</td>
<td>4.</td>
<td>woman</td>
<td>12.</td>
</tr>
<tr>
<td>category</td>
<td>5.</td>
<td>calf</td>
<td>13.</td>
</tr>
<tr>
<td>subway</td>
<td>6.</td>
<td>species</td>
<td>14.</td>
</tr>
<tr>
<td>batch</td>
<td>7.</td>
<td>piano</td>
<td>15.</td>
</tr>
</tbody>
</table>
Singular Possessive and Plural Possessive Nouns

Re-write the underlined portion of the sentences below so that the possessive noun is written correctly. Then label it as singular or plural possessive.

Example: We sat and listened to the peaceful sounds of the singers voices.

singers’ voices (plural possessive)

1. It’s the best mens clothing store in town.

2. All of the students desks need to be cleaned out.

3. Be sure to check the coupons expiration date before trying to use it.

4. The girl asked for both of her sisters opinions on her dress.

5. The houses doorbell needed to be replaced.

Singular Possessive vs. Plural Possessive

Complete the table below by filling in the singular possessive and plural possessive forms of the nouns below.

<table>
<thead>
<tr>
<th>Ex: worker uniform</th>
<th>Singular Possessive</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: worker uniform</td>
<td>worker’s uniform</td>
<td>workers’ uniform</td>
</tr>
<tr>
<td>1. child singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. wife flowers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. family house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. witness testimony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. goose feathers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. hero trophies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. piano strings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plural Nouns vs. Possessive Nouns

Choose the noun that correctly completes the sentence from each pair in parentheses. Write the correct noun choices for each sentence on your paper.

Example: The (Earths/Earth’s) surface is made up of various (rocks/rock’s) and (minerals/mineral’s). Earth’s, rocks, minerals

1. My (sisters/sister’s) car is covered in (stickers/sticker’s).
2. All of the (houses/houses’) (surfaces/surface’s) were lit up with lights.
3. The (flashlights/flashlight’s) light is off because the (batteries/battery’s) are dead.
4. The (flowers/flower’s) stem was trimmed of all its (leaves/leaves’).
5. There are (exercises/exercise’s) you can do to build up your (muscles/muscle’s) strength.

Identifying Plural, Singular Possessive, and Plural Possessive Nouns

Write the correct form of the underlined noun(s) needed to complete the sentence.

Example: The fruit stands location makes it difficult to get customers.

fruit stand’s

1. Birds bones are hollow and light to aid them in flight.
2. I can usually find pants that fit me in the mens section of the store.
3. The sun’s rays can cause harm to your skin if left unprotected.
4. Dinosaurs bones tell us about how they lived and what they were like.
5. All of the winning athletes countries were proud that they won a medal.
Indefinite Articles

Re-write each noun below using the correct indefinite article.

Example: cat  a cat

1. unicorn
2. idea
3. hour
4. flute
5. apricot
6. honest man

Definite and Indefinite Articles

For each sentence, write the correct article(s) and identify whether it is a definite or indefinite article.

Example: That is ____ great shirt.  a (indefinite)

1. Listen to ____ advice of your elders.
2. I picked ____ interesting book for ____ group to read this month for book club.
3. It is ____ very popular book right now.
4. Last year ____ person who won donated ____ money to charity.
5. What ____ great effort!
6. It was ____ disappointment not to win.
7. I think Mobile is ____ capital of Alabama.
Subject-Verb Agreement

Write the correct form of the verb needed to complete the sentence.

Example: She (study) more than other students. studies

1. Identify the historical period in which the story (take) place.

2. I (be) the best singer in my family.

3. Let me know if you (encounter) any problems.

4. The snake (hiss) at its prey.

5. Let me (determine) the answer.

6. Jose (understand) the consequences of his actions.

Subject-Verb Agreement

Identify the subject of each sentence, and write it on your paper. Then determine if the verb agrees with the subject or not. If it does not, write the correct form of the verb in parentheses on your paper next to the subject.

Example: Colleen have breakfast at 8 o’clock every morning.

Colleen, (has)

1. The Dallas Cowboys am often called America’s team.

2. Our school mascot are a panda.

3. Many people lives in an apartment complex.

4. The bus driver give me a high five every day.

5. My mom check my homework before I go to school.
Identifying Verb Tense

Identify the verb tense in each sentence. Write the tense used in each sentence on your paper.

Example: I will go to camp this summer.  future tense

1. She had a bad day.  

2. I couldn’t go on the field trip.  

3. I will raise my grade by progress report time.  

4. I sing in the chorus.  

5. I swam in the pool all morning.  

6. He struck the ball with the bat.  

Verb Tense

Using each group of words below, construct a sentence in the tense listed by correctly conjugating the verb in parentheses.

Example: Mom (go) to work.  [past tense]  

Mom went to work.

1. Stacy (have) chickenpox.  [past tense]  

2. I (go) before the store closes.  [future tense]  

3. Our school (want) to win the competition.  [present tense]  

4. My dog (bark) when I get home from school.  [future tense]  

5. I (be) the first person to finish the test.  [past tense]  

6. The show (begin) at 7 o’clock.  [past tense]
Action Verbs

Identify the action verb in each sentence and write it on your paper. If there is no action verb in the sentence, leave that number blank.

Example: Kate sneezed three times in science class.  

1. I flew over four states in an airplane.  
2. Jeff performed in the play.  
3. She draws pictures in her notebook.  
4. Dad answered the phone.  
5. We paddled the canoe to the shore.

Helping Verbs

Choose a helping verb that correctly completes the sentence. Write your answer on your paper.

Example: She and I ______ going to the movies this Saturday.  

1. Liam ______ performing in the show tonight.  
2. My friends ______ coming to the show with me.  
3. She ______ do 30 sit-ups in one minute.  
4. He ______ walking in the hallway when he tripped.  
5. Jonah ______ come to my house before.
Action Verbs vs. Linking Verbs

Some verbs can be linking verbs and action verbs. Use context clues to determine whether the underlined verb is an action verb or linking verb.

Example:

Let me feel the fabric.   action verb
I don't feel so good.     linking verb

1. She appeared surprised at the party.  
   A rabbit appeared in the magician’s hat.
2. I grew tired of the sound of the honking horn.  
   Jacob grew 6 inches over the summer.
3. The car turned right at the corner.  
   My painting turned out well.

Action Verbs and Linking Verbs

Determine whether the underlined verb in each sentence is acting as a linking verb or an action verb.

Example: Sue bakes cookies.  action verb

1. The children played in the yard.
2. The book is on the shelf.
3. Corey finished his homework.
4. She ate all the carrots in her lunch.
5. Sandra was last in line.
6. The towels in this pile are clean.
### Action Verbs, Linking Verbs, and Helping Verbs

Re-create the chart below on your paper. Categorize the verbs in the sentences below by writing them in the correct column.

You do not need to re-write the sentences.

<table>
<thead>
<tr>
<th>Ex.</th>
<th>Helping Verbs</th>
<th>Linking Verbs</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>will</td>
<td>sound</td>
<td></td>
</tr>
</tbody>
</table>

1. The students were thankful for recess.
2. That sounds like a great idea!
3. They are becoming better readers.
4. She had grown tired of the movie.
5. I called her after school.

### Action Verbs, Linking Verbs, and Helping Verbs

Re-create the chart below on your paper. Categorize the verbs in the sentences below by writing them in the correct column.

You do not need to re-write the sentences.

<table>
<thead>
<tr>
<th>Ex.</th>
<th>Helping Verbs</th>
<th>Linking Verbs</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td></td>
<td></td>
<td>felt</td>
</tr>
</tbody>
</table>

1. She is class president.
2. Caleb is working on the project.
3. He raced past me on the track.
4. Grandma is coming with us.
5. Jess was first in line.
Irregular Verbs

Irregular verbs do not follow the standard pattern of adding -ed in the past tense. Write the correct past tense form of each underlined verb.

Example: He runned for class president last year. ran

1. Lucia breaked her arm over spring break.
2. I goed to the mall after school yesterday.
3. My sister comed with us.
4. Carrie beginned her day with a good breakfast.
5. Jared and I fighted over the remote.

Using Irregular Verbs with Helping Verbs

Some irregular verbs take a different form when used with a helping verb. Write the correct form of the verb in parentheses for each sentence below.

Example: I told Marcos that he had (give) me the flu. given

1. The movie had (begin) when we arrived.
2. I had just (take) out the trash when the truck came by.
3. I asked if he had (choose) a flavor yet.
4. It looked like they had (get) caught in the rain.
5. He asked if I had (see) Shayla around.
6. Joseph said he has (fall) off a chair before too.
Pronouns and Antecedents

An antecedent is the noun or nouns to which a pronoun refers. Identify the antecedent for each underlined pronoun and write it on your paper.

Example: I asked my mom if she had ever made a sculpture. mom

1. The rain didn’t bother me because I was prepared for it. it

2. I told Carol and Lilly that they should go on the ride. they

3. Mom told me to get her purse. her

4. Looking at the small seat, my dad and I hoped there was enough room for us. us

5. Sally and I can agree that we both love asparagus. we

An antecedent is the noun or nouns to which a pronoun refers. Identify the antecedent for each underlined pronoun and write it on your paper.

Pronouns

Write the appropriate pronoun needed to complete each sentence below.

Example: Gloria folded clothes as she watched TV. she

1. After seeing Billy eat all that candy, I wondered if she would get cavities. she

2. Mom told my brother and me that she would make cookies for us. she

3. My backpack was too heavy, so I took my backpack off. my backpack

4. The books were so bulky, it was hard to make room in my bag for them. them

5. I asked Brian for help because he is so smart. he

6. I rearranged my hamsters’ cage in the hopes that they would like it more. they
Possessive Pronouns

Write the missing possessive pronoun needed to complete each sentence.

Example: I told grandma that I loved _____ cookies. her

1. I keep _____ key on a keychain.
2. We have a tree in _____ front yard.
3. Do you have a lock for _____ bike?
4. My sister likes _____ eggs scrambled with cheese.
5. That’s East Elementary. _____ mascot is a wildcat.
6. I made an “A” on _____ paper.

Possessive Pronouns

List all of the possessive pronouns in each sentence.

Example: That piece of cake is yours. yours

1. I like cream in my coffee.
2. I think mine is better than yours.
3. The victory is ours!
4. His area of skill is in mathematics.
5. Basketball season is over and nothing can take its place.
6. Her scores are better than mine.
Subject Pronouns and Object Pronouns

Example:  Give it to **me**.  
**object pronoun**

1. I **told** you not to do it.
2. He **wanted** to go to the game.
3. She **asked** us to come along.
4. Have you **seen** her lately?
5. I was sure **you** would make it.
6. The teacher told **us** to study.

### Possessive, Subject, and Object Pronouns

Re-create the chart below on your paper. Categorize the pronouns in the sentences below by writing them in the correct column.

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Subject Pronoun</th>
<th>Object Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td><strong>my</strong></td>
<td><strong>he</strong></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: He is my uncle.

1. It will be ready for you soon.
2. We should give them a call.
3. I hope your dad feels better.
4. I gave her watch to him.
5. Can we watch it at their house?
Contractions, Possessive Pronouns, and Homophones

Choose the correct word to complete the sentence and write it on your paper.

Example: That's the way [it's/its] going to be.  

1. I hope the groundhog sees [it's/its] shadow.
2. [Their/There/They're] are plenty of ways to cook an egg.
3. I bet [your/you're] going to get straight A's.
4. [It's/Its] a shame she can't be here with us.
5. I heard [their/there/they're] not going to be able to make it.
6. Are you minding [your/you're] manners?

---

Re-create this table on your paper. Choose the word that best completes each sentence, and indicate whether the word is a possessive pronoun or a contraction by writing it under the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Possessive Pronoun</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>their</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: That's [their/they're] dog.

1. I don't like [their/they're] salad dressing.
2. [Your/You're] the best player on the team.
3. The TV works, but I can't find [it's/its] remote.
4. I heard [your/you're] mom is picking us up.
5. The weatherman says [it's/its] going to rain.
Identifying Adjectives

Identify all of the adjectives in each sentence and write them on your paper.

Example: I loved her big red bow. big, red

1. It looked like it was going to be a cold, windy day.
2. I was desperate to get a ticket for a good seat.
3. He was disheveled and dirty.
4. My mother was excited to see my perfect report card.
5. Riding on the new rollercoaster was almost as thrilling as it was terrifying!
6. The food smelled like it would be delicious, but it was a little on the salty side.

Adjectives that Compare

Re-write the underlined adjective in the correct form to complete the sentence.

Example: His sweater is thick than mine. thicker

1. Having my mom give a talk at school was humiliating than I thought it would be.
2. She is a good lacrosse player than me.
3. That is the delicious piece of cake I’ve ever had.
4. Why did I have to pick the heavy grocery bag of the bunch to carry?
5. They say the make-up test is even tough than the original.
6. Doing your homework is much easy if you ask questions in class.
Adjectives that Compare: Comparative vs. Superlative

Re-write the underlined adjective in the correct form to complete the sentence, and indicate whether it is the comparative or the superlative form.

Example: You are the talented student I have ever met!  
most talented—superlative

1. The view was even beautiful in person than it was in the pictures.
2. It becomes difficult to teach a dog new tricks with each year.
3. The golden rule is the important rule of all.
4. It looks dark outside than it did before.
5. My sister has the messy room in the house.
6. This is the complicated math problem we’ve had all year!

Adjectives that Compare: Comparative vs. Superlative

Re-write the underlined adjective in the correct form to complete the sentence, and indicate whether it is the comparative or the superlative form.

Example: Her hair is pretty than mine.  
prettier—comparative

1. I bet my day was bad than yours.
2. I learned the amazing thing today.
3. The more sugar you give students, the hyper they get.
4. Is there anything fun than reading?
5. Language Arts is the exciting subject of all!
6. I am the good speller in my class!
Adjectives vs. Adverbs

Determine whether each underlined word is an adjective or an adverb. Write your answer on your paper. Also write the word that the underlined word describes. Remember, adjectives describe nouns, while adverbs describe verbs.

Example: Mitchell ran around the house quickly.  
adverb, ran

1. Put your backpack down.

2. You look like you're happy to be here.

3. The cat looked for the mouse everywhere.

4. I was upset when you called.

5. I left my Wii controller inside.

6. Clint's mom smiled proudly when he graduated.

Adverbs: When, How, or Where

Determine whether each underlined adverb describes how, when, or where an action takes place. Write your answer on your paper.

Example: Please use adverbs correctly.  
how

1. Sometimes Martin goes to the skate park.

2. Someone accidently knocked over the vase.

3. The movie opens in theatres tomorrow.

4. When will you come here to visit us?

5. Please speak clearly so we can hear you.

6. Keep your shoes outside.
Identifying Adverbs

Identify the adverb in each sentence and determine whether it tells when, where, or how the action takes place. Write both answers on your paper.

Example: I already made my bed.       already, when

1. Some people are easily fooled.
2. Aunt Karen finally arrived at 5 o’clock.
4. You can find dandelions anywhere.
5. The balloon popped after I stuck it with a pin.
6. Candace accidentally fell on the sidewalk.

Adverbs: Describing Verbs, Adverbs, or Adjectives

Adverbs can describe verbs, adjectives, and other adverbs. Determine what type of word each underlined adverb describes, and write your answer on your paper.

Example: Things became very quiet.     adjective

1. I was extremely happy to be on vacation.
2. I felt the teacher graded rather harshly.
3. A week later, the package finally arrived.
4. We better hurry, because mom will be here really soon.
5. My brother is known for singing loudly in the shower.
6. I am incredibly sorry you didn’t hear from us sooner.
Adverbs that Compare

Write the correct form of the adverb to complete each sentence.

Example: The sunsets here last (long) of all.  

1. We wake up (early) on school days than on the weekend.
2. I was able to wait (patiently) than my classmates.
3. My friend Bruce runs (clumsily) of all my friends.
4. We will get there (soon) if we use the GPS.
5. Some students behave (politely) when they think they will get a treat.
6. Students at our school work (hard) of all.
7. I can move through the jungle gym (easily) than my brother.

Well vs. Good

Example: The chocolate cake tasted _____.

1. She sang _____ during the performance.
2. We work _____ together.
3. The Jacobson’s had a _____ vacation.
4. Rebecca is known for her _____ behavior.
5. She did _____ in practice yesterday.
6. She is a _____ guitar player, but she doesn’t sing _____.
7. Selena cooks very _____ for a third grader.
Prepositions

Identify the prepositional phrase or phrases in each sentence and write them on your paper. Underline the preposition(s).

Example: I went swimming in the pool by the house.  
*in the pool, by the house*

1. He hopes to grow to the height of six feet.  
2. The dog rode in the sidecar of the motorcycle.  
3. She jumped off the trampoline.  
4. She climbed up the ladder faster than you could imagine.  
5. She lives around the corner from me.  
6. Please refrain from talking during the show.  
7. In the afternoon, we like to watch clouds float past in the sky.

Prepositions vs. Adverbs

Determine whether each underlined word is a preposition or an adverb. Write your answers on your paper.

Example: Will you put these cookies on the tray?  
*preposition*

1. The doctor looked **through** his chart.  
2. All of the groceries are **inside**.  
3. When the coach gets angry, he throws his mitt **down**.  
4. Put the dog **inside** the house before you leave.  
5. Only emergency vehicles can get **through**.  
6. Everyone gathered **around** the campfire.  
7. I want to take my shoes **off**!
Focus Statement: Thanksgiving is my favorite holiday.

1. My mom makes the best pumpkin pie. SD
2. Thanksgiving foods are scrum-dittily-umptious! SD
3. I get to give thanks for all the people and things in my life. MI
4. There’s nothing like the happy feeling of a belly full of turkey. SD
5. You get to spend time with family. MI
6. Playing board games with my cousins while the food is being prepared is so much fun. SD
7. I cannot get enough delicious cranberry sauce. SD
8. My mother smiles when I tell her how much I appreciate everything she does for me. MI

Focus Statement: It is incredibly important to get an education.

1. My doctor told me she had to go through years of school to get where she is today. SD
2. The more things you know, the more you can accomplish. MI
3. My math skills really helped out when it came time to figure out how many items I could purchase with my gift certificate. SD
4. A solid education prepares you for a good career. MI
5. Because I know how to read, I was able to fix my bike on my own using a manual. SD
6. The things you learn in school help you in your daily life. MI
7. After paying attention during science, I was able to explain why plants are green when my little brother asked me. SD
### Choosing Transitional Phrases

**MI 1:**
1. To begin with,
2. For starters,

**MI 2:**
1. In addition,
2. To continue,

**Conclusion:**
1. In conclusion,
2. Finally,

**Answers will vary**

---

### Choosing Transitional Phrases

**MI 1:**
1. First things first,
2. Most importantly,

**MI 2:**
1. Furthermore,
2. Another reason,

**Conclusion:**
1. As you can see,
2. Lastly,

**Answers will vary**
**Main Idea and Supporting Details**

Determine the main idea supported by each group of supporting details below.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MI=</td>
<td>Managing your time well can benefit you academically</td>
</tr>
<tr>
<td>I love getting to run around on the field during soccer practice.</td>
<td>I felt like I was on top of the world when I scored the winning goal.</td>
</tr>
<tr>
<td>I love the feeling I get when I help my teacher clean up the classroom.</td>
<td>It makes me feel good to help do chores around the house.</td>
</tr>
<tr>
<td>2. MI=</td>
<td>Winter is too cold</td>
</tr>
<tr>
<td>I have to bundle up like the Michelin man just to go outside during the winter.</td>
<td>Last January it was so cold, I could hardly bear to get out of my toasty bed.</td>
</tr>
<tr>
<td>Helping others make you feel good</td>
<td></td>
</tr>
<tr>
<td>It brought a smile to my face then the lady thanked my for carrying her bags.</td>
<td>I love the feeling I get when I help my teacher clean up the classroom.</td>
</tr>
<tr>
<td>I was able to put my bedroom furniture together using an instruction manual.</td>
<td>It makes me feel good to help do chores around the house.</td>
</tr>
</tbody>
</table>
### Choosing Strong, Specific Adjectives

Brainstorm other, more specific possibilities for the adjectives below.

<table>
<thead>
<tr>
<th>big</th>
<th>happy</th>
<th>great</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>big</em></td>
<td><em>happy</em></td>
<td><em>great</em></td>
</tr>
<tr>
<td>• humongous</td>
<td>• elated</td>
<td>• fabulous</td>
</tr>
<tr>
<td>• gigantic</td>
<td>• overjoyed</td>
<td>• superlative</td>
</tr>
<tr>
<td>• gargantuan</td>
<td>• ecstatic</td>
<td>• fantastic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>small</th>
<th>sad</th>
<th>bad</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>small</em></td>
<td><em>sad</em></td>
<td><em>bad</em></td>
</tr>
<tr>
<td>• miniscule</td>
<td>• melancholy</td>
<td>• horrendous</td>
</tr>
<tr>
<td>• minute</td>
<td>• morose</td>
<td>• tragic</td>
</tr>
<tr>
<td>• microscopic</td>
<td>• gloomy</td>
<td>• unfortunate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pretty</th>
<th>nice</th>
<th>tasty</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pretty</em></td>
<td><em>nice</em></td>
<td><em>tasty</em></td>
</tr>
<tr>
<td>• gorgeous</td>
<td>• courteous</td>
<td>• scrumptious</td>
</tr>
<tr>
<td>• breathtaking</td>
<td>• considerate</td>
<td>• delicious</td>
</tr>
<tr>
<td>• adorable</td>
<td>• thoughtful</td>
<td>• mouth-watering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ugly</th>
<th>mean</th>
<th>scary</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ugly</em></td>
<td><em>mean</em></td>
<td><em>scary</em></td>
</tr>
<tr>
<td>• horrific</td>
<td>• rude</td>
<td>• horrifying</td>
</tr>
<tr>
<td>• ghastly</td>
<td>• grouchy</td>
<td>• spine-chilling</td>
</tr>
<tr>
<td>• appalling</td>
<td>• surly</td>
<td>• unnerving</td>
</tr>
</tbody>
</table>
Choosing Strong, Specific Verbs

Brainstorm other, more specific possibilities for the verbs below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>dash, scamper, tear</td>
</tr>
<tr>
<td>went</td>
<td>maneuver, navigated, meandered</td>
</tr>
<tr>
<td>said</td>
<td>replied, insisted, divulged</td>
</tr>
<tr>
<td>laugh</td>
<td>chuckle, guffaw, snicker</td>
</tr>
</tbody>
</table>

Choosing Strong, Specific Verbs

Brainstorm other, more specific possibilities for the verbs below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>yell</td>
<td>bellow, roar, wail</td>
</tr>
<tr>
<td>give</td>
<td>pass, present, entrust</td>
</tr>
<tr>
<td>look</td>
<td>glare, spy, glance</td>
</tr>
<tr>
<td>like</td>
<td>adore, prefer, desire</td>
</tr>
</tbody>
</table>
Using Dialogue Tags and Expanders

1. "Can I play with you guys?" my little brother questioned as he peered around the corner longingly.

2. "I'm never doing that again!"

3. "What do you mean there's a test today?"

4. "This is incredible!"

5. "What was that noise?"

Using Dialogue Tags and Expanders

1. "The last one there is a rotten egg!" I teased, while hurtling myself across the field and towards the playground at warp speed.

2. "That's it, I give up."

3. "Stop running in the hallways!"

4. "Hurry up, I can't hang on much longer!"

5. "I can't find my homework!"
Choosing Strong, Specific Verbs and Adverbs

Brainstorm specific verbs and adverbs that help describe each situation.

<table>
<thead>
<tr>
<th>1. Waiting backstage before your performance on stage</th>
<th>2. Sneaking up on someone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adverbs</strong></td>
<td><strong>Adverbs</strong></td>
</tr>
<tr>
<td>- anxiously</td>
<td>- stealthily</td>
</tr>
<tr>
<td>- excitedly</td>
<td>- silently</td>
</tr>
<tr>
<td>- quietly</td>
<td>- cautiously</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td><strong>Verbs</strong></td>
</tr>
<tr>
<td>- paced</td>
<td>- tip-toe</td>
</tr>
<tr>
<td>- wring (hands)</td>
<td>- sneak</td>
</tr>
<tr>
<td>- breathe</td>
<td>- creep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Playing in the yard</th>
<th>2. Saving somebody from drowning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adverbs</strong></td>
<td><strong>Adverbs</strong></td>
</tr>
<tr>
<td>- excitedly</td>
<td>- bravely</td>
</tr>
<tr>
<td>- jokingly</td>
<td>- carefully</td>
</tr>
<tr>
<td>- playfully</td>
<td>- steadfastly</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td><strong>Verbs</strong></td>
</tr>
<tr>
<td>- bounded</td>
<td>- tread</td>
</tr>
<tr>
<td>- dart</td>
<td>- maneuver</td>
</tr>
<tr>
<td>- chase</td>
<td>- grasp</td>
</tr>
</tbody>
</table>

Answers will vary
Using Strong, Specific Verbs

For each underlined verb below, brainstorm at least three other, more specific verbs you could use in its place to paint a picture in the reader’s mind.

1. She quietly walked down the hallway.
   - crept
   - tip-toed
   - snuck
   - inch ed

2. "Stop doing that", he cried, with a look of pain on his face.
   - pleaded
   - wailed
   - moaned

3. I made the clay into the shape of a snake.
   - coiled
   - sculpted
   - manipulated

4. The player ran towards home plate.
   - darted
   - dashed
   - zoomed

5. The dog ate all his food in a flash.
   - wolfed down
   - scarfed
   - devoured

1. During the food fight, I threw a corn cob at the boy across the table.
   - chucked
   - lobbed
   - hurled
   - catapulted

2. John jumped over the fence.
   - hurdled
   - sprung
   - leapt

3. I put as much food on my plate as possible at the buffet.
   - piled
   - balanced
   - crammed

4. She cut through the film on the microwave meal.
   - sliced
   - slit
   - pierced

5. My dad's go-cart came towards me.
   - rushed
   - raced
   - careened
Using Verbs in a Series

Describe each scenario below using specific verbs in a series in order to create the scene in the reader’s mind. Underline each specific action verb.

1. Opening a package: I tore off the tape, ripped open the box, and frantically dug through the Styrofoam peanuts until, at last I was gazing down at my new iPad.
2. Getting ready in the morning: I hopped out of bed, raced to get dressed, and wolfed down some Eggo waffles before bolting out the door.
3. Trying to escape from a dog that’s chasing you: Hearing the barking and gnashing of teeth behind me, I raced past the house, scurried up the stairs, opened the door, and closed it behind me without a second to spare.
4. Packing for a trip: I excitedly planned out my outfits for the trip, rolled each item in to neat little bundles, and wedged them in to my overstuffed suitcase.
5. Making a cake: Josephine cracked three eggs into the mix, whisked up the batter, poured it on the tray, and popped it in to the oven.
6. Playing a sport: As the ball rocketed through the air, I ran up underneath it, felt it crash land in my mitt, and then sent it soaring back to the infield with a single throw.

Using Verbs in a Series

Describe each scenario below using specific verbs in a series in order to create the scene in the reader’s mind. Underline each specific action verb.

1. Catching the bus: I snatched up my book bag, raced out of the house, and darted up the street towards the idling bus.
2. Raking the leaves: With the push and pull of her rake, Lizzy cleared the lawn of leaves, sculpting them in to organized piles that dotted the yard.
3. Putting on shoes: I slipped on my shoe, straightened the tongue, and cinched up my laces, before tying them in a bow.
4. Climbing over a fence: Johnny hooked his foot in the chain link fence, hoisted himself up over the top, and leapt down, landing on the other side with both feet.
5. Hiding: As Megan counted down from 10, I quickly raced into the woods, darted behind a tree, crept down, and made myself as small and quiet as possible.
6. Catching a fish: After feeling a tug, I braced myself against the side of the boat, pulled back on the pole, and began to reel in the line with all my might.
Changing “Telling” Sentences to “Showing” Sentences

Use dialogue and descriptive language to transform these sentences from “telling” sentences to “showing” sentences.

1. Bobby hit a home run. As Bobby’s bat made contact with the speeding ball, the nervous silence was suddenly broken, and the crowd watched as he hurriedly rounded each base, sliding in to home before the ball returned to the infield.  

2. Greta was sad when she didn’t win the competition.

3. Anthony said he was sorry for breaking my toy.

4. It was so exciting to go on the roller coaster.

5. I was super scared when the teacher handed back our tests.

Changing “Telling” Sentences to “Showing” Sentences

Use dialogue and descriptive language to transform these sentences from “telling” sentences to “showing” sentences.

1. I got mad when my brother annoyed me. “Get out of here!” I bellowed, slamming the bedroom door behind me. My ears were on fire, my blood was boiling, and I knew I couldn’t take another minute of my little brother’s pestering.

2. The cake smelled and tasted good.

3. The movie was so funny.

4. Playing bumper cars with dad was a blast.

5. It frightened me to hear an owl while camping in the woods at night.
Varying Sentence Structure: Start with a Verb

Work on developing varied sentence structure by transforming the sentences below so that they begin with a verb (participial phrase).

1. I hoped to catch a glimpse of Will Smith as he walked down the street in front of my hotel. Hoping to catch a glimpse of Will Smith, I raced to the window and scanned the street below, waiting to see if he would pass by.

2. I swam as fast as I could to escape the alligator chasing me.
   Swimming as fast as I could, I tried to escape the alligator chasing me.

3. Pat was holding the handlebars tight as he said, "Faster, faster!"
   Holding the handlebars tight, Pat said, "Faster, faster!"

4. I felt better after a nap, so I decided to go out and play.
   Feeling better after a nap, I decided to go out and play.

5. We shouted like crazy and cheered when Cara scored a goal.
   Shouting like crazy, we cheered when Cara scored a goal.

Varying Sentence Structure: Start with a Verb

Work on developing varied sentence structure by transforming the sentences below so that they begin with a verb (participial phrase).

1. I paced anxiously in the hallway until it was my turn to present in the speech competition. Pacing back and forth in the hallway outside the classroom, I anxiously awaited my turn to present in the speech competition.

2. I waved my hand wildly because I wanted Ms. Moss to call on me.
   Wanting Ms. Moss to call on me, I waved my hand wildly as I sat in my seat.

3. I sat with my fingers crossed hoping I would be picked as the winner was announced.
   Hoping I'd be picked as the winner, I sat with my fingers crossed.

4. I was able to maneuver around the flying dodge balls as I darted across the field.
   Darting across the field, I was able to maneuver around the flying dodge balls.

5. I addressed a letter to my grandmother using my best handwriting.
   Using my best handwriting, I addressed a letter to my grandmother.
Varying Sentence Structure: Start with an Adjective

Work on developing varied sentence structure by transforming the sentences below so that they begin with an adjective.

1. I was more determined than ever to reach my A.R. goal for the quarter.
   More determined than ever, I set out to reach my A.R. goal for the quarter.

2. My face red with anger, I demanded to know who ate the last cookie.
   Red-faced and angry, I demanded to know who ate the last cookie.

3. As I walked in to take the test, I felt ready for the challenge.
   Ready for the challenge, I walked in to take the test.

4. I felt scared and alone as I listened to the thunder roar outside.
   Scared and alone, I listened to the thunder roar outside.

5. The branches were heavy with fruit and swayed in the wind.
   Heavy with fruit, the branches swayed in the wind.

Answers will vary:

Varying Sentence Structure: Start with an Adjective

Work on developing varied sentence structure by transforming the sentences below so that they begin with an adjective.

1. My dog sat outside, wet and cold, pawing at the door.
   Wet and cold, my dog sat outside, pawing at the door.

2. My brother spent the car trip whining because he was irritable and tired.
   Irritable and tired, my brother spent the entire car trip whining.

3. Eric left the audition smiling, feeling optimistic that things would turn out well.
   Optimistic that things would turn out well, Eric left the audition smiling.

4. I rolled around on the floor laughing, giddy with excitement.
   Giddy with excitement, I rolled around on the floor laughing.

5. I stared at the ceiling tiles, bored half to death, waiting for the lecture to end.
   Bored half to death, I stared at the ceiling tiles, waiting for the lecture to end.

Answers will vary.
Varying Sentence Structure: Compound and Complex Sentences

Work on developing varied sentence structure by transforming these simple sentences into compound, complex, or compound-complex sentences.

1. It was cold and rainy outside. I decided to stay inside and play video games. Because it was cold and rainy outside, I decided to spend the day playing video games indoors.

2. I really wanted to get an "A". I studied hard for the test. I really wanted to get an "A", so I studied hard for the test.

3. Meredith is an excellent swimmer. She can also dance. Not only is Meredith an excellent swimmer, she can also dance.

4. My mother served fish to me. I hate fish. I decided to eat it anyway. I hate fish, but when my mother served it to me, I decided to try it anyway.

5. I rode my bike to the store. I crashed into a pole. I scraped my knee. When I rode my bike to the store, I crashed into a pole, and scraped my knee.

Answers will vary.

Varying Sentence Structure: Compound and Complex Sentences

Work on developing varied sentence structure by transforming these simple sentences into compound, complex, or compound-complex sentences.

1. I wanted to get a Snickers bar. I decided to save my money instead. Although I wanted a Snickers bar, I decided to save my money instead.

2. The Model T Ford was developed in 1908. It introduced the opportunity for travel to average Americans. Developed in 1908, the Model T Ford introduced the opportunity for travel to average Americans.

3. Birds are able to fly easily. Their bones are light and hollow. Birds are able to fly easily because their bones are light and hollow.

4. Lucky Charms is my favorite cereal. I eat it every day. Since Lucky Charms is my favorite cereal, I eat it every day.

5. I don’t like to take out the trash. I hate cleaning my room. Not only do I hate taking out the trash, I also hate cleaning my room.

Answers will vary.
Using Sensory Details: Settings

Brainstorm the sensory details you might experience for each setting.

<table>
<thead>
<tr>
<th>Dentist’s Office</th>
<th>Playground</th>
<th>Traffic Jam</th>
</tr>
</thead>
<tbody>
<tr>
<td>• scraping</td>
<td>• laughing</td>
<td>• honking</td>
</tr>
<tr>
<td>• drilling</td>
<td>• squealing</td>
<td>• creeping</td>
</tr>
<tr>
<td>• flossing</td>
<td>• running</td>
<td>• inching</td>
</tr>
<tr>
<td>• filling</td>
<td>• dodging</td>
<td>• tailing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives/Emotions</th>
<th>Adjectives/Emotions</th>
<th>Adjectives/Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• fearful</td>
<td>• carefree</td>
<td>• bored</td>
</tr>
<tr>
<td>• nervous</td>
<td>• exhausted</td>
<td>• annoyed</td>
</tr>
<tr>
<td>• dread</td>
<td>• playful</td>
<td>• infuriated</td>
</tr>
<tr>
<td>• relief</td>
<td>• connected</td>
<td>• trapped</td>
</tr>
</tbody>
</table>

Using Sensory Details: Settings

Brainstorm the sensory details you might experience for each setting.

<table>
<thead>
<tr>
<th>Beach</th>
<th>Lunchroom</th>
<th>Sporting Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>• splashing</td>
<td>• clanking (plates/dishes)</td>
<td>• cheering</td>
</tr>
<tr>
<td>• digging</td>
<td>• eating</td>
<td>• waving</td>
</tr>
<tr>
<td>• birds squawking</td>
<td>• talking</td>
<td>• shouting</td>
</tr>
<tr>
<td>• rushing (waves)</td>
<td>• laughing</td>
<td>• hoping</td>
</tr>
<tr>
<td>• excited</td>
<td>• playful</td>
<td>• excited</td>
</tr>
<tr>
<td>• burning</td>
<td>• goofy</td>
<td>• anxious</td>
</tr>
<tr>
<td>• refreshing</td>
<td>• friendly</td>
<td>• elated</td>
</tr>
<tr>
<td>• laid-back</td>
<td>• movie</td>
<td>• suspenseful</td>
</tr>
</tbody>
</table>

Answers will vary
**Using Sensory Details: Conveying Emotions**

Brainstorm the sensory details you might experience with each emotion.

<table>
<thead>
<tr>
<th>Anger</th>
<th>Shock/Surprise</th>
<th>Nervousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clenched fist</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• red face</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• teeth gritting</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• burning inside</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• blood pumping</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• ears pounding</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

**Feels like:**

<table>
<thead>
<tr>
<th>Joy</th>
<th>Fright</th>
<th>Sadness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• grinning</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• eyes gleaming</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• laughing</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• warm and fuzzy</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• giddy inside</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• glowing with happiness</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Answers will vary
Sentences vs. Sentence Fragments

Determine whether each group of words below represents a complete sentence or a sentence fragment. If it is a sentence, write the correct punctuation next to the number on your paper. If it is a fragment, re-write it as a sentence.

1. **Who is she?**

2. **I was laughing so hard. / !**

3. **Paying close attention in class** fragment (She was paying close attention in class.)

4. **When she came by the house** fragment (I was glad when she came by my house.)

5. **I loved seeing him. / !**

Sentences vs. Sentence Fragments

Determine whether each group of words below represents a complete sentence or a sentence fragment. If it is a sentence, write the correct punctuation next to the number on your page. If it is a fragment, re-write it as a sentence.

1. **I asked a question.**

2. **Do you want to come?**

3. **Because I want to** fragment (I am reading because I want to learn.)

4. **Running through the woods playing tag and peering through the trees** fragment (We spent the day running through the woods playing tag and peering through the trees.)

5. **Is Scott there?**
Types of Sentences

Determine whether each sentence is a statement, question, command, or exclamation. Label each sentence and rewrite it with the correct end punctuation.

Example: Answer the phone, please Answer the phone, please. (command)

1. Have you eaten yet Have you eaten yet? (question)
2. Hot diggity, this food is delicious Hot diggity, this food is delicious! (exclamation)
3. She lives around the corner She lives around the corner. (statement)
4. Turn in your papers before you leave Turn in your papers before you leave. (command)
5. Let me know when you’re finished Let me know when you’re finished. (command)

Types of Sentences

Determine whether each sentence is a statement, question, command, or exclamation. Label and rewrite each sentence with the correct end punctuation.

Example: Why is the sky blue Why is the sky blue? (question)

1. Don’t forget to write your name on your paper Don’t forget to write your name on your paper. (command)
2. Florida is north of the Equator Florida is north of the equator. (statement)
3. How are you getting home How are you getting home? (question)
4. Hooray, I made the honor roll Hooray, I made the honor roll! (exclamation)
5. I am so proud of you I am so proud of you! (exclamation) OR I am so proud of you. (statement)
Quotation Marks
Correctly re-write each of the dialogue sentences below using quotation marks and proper punctuation.

Example: Get over here she said
"Get over here," she said.

1. Looking up from her cereal bowl she mumbled I don't feel very well
   Looking up from her cereal bowl, she mumbled, "I don't fell very well."

2. My mother always tells me be sure to clean behind your ears
   My mother always tells me, "Be sure to clean behind your ears!"

3. He turned to me and asked may I borrow your pencil
   He turned to me and asked, "May I borrow your pencil?"

4. Hooray she squealed it's Saturday
   "Hooray!" she squealed. "It's Saturday!"

5. What's for dinner asked Leonard
   "What’s for dinner?” asked Leonard.

Quotation Marks
Correctly re-write each of the dialogue sentences below using quotation marks and proper punctuation.

Example: Come here he called
"Come here,” he called.

1. What do you think she asked while holding up her painting
   "What do you think?” she asked while holding up her painting.

2. Ok Jacob replied I'll go with you
   "Ok,” Jacob replied, “I’ll go with you.”

3. Katie walked up to our table and asked can I sit with you guys
   Katie walked up to the table and asked, “Can I sit with you guys?”

4. I hate mushrooms James insisted I'll never eat them
   "I hate mushrooms!” Billy insisted. “I’ll never eat them.”

5. My grandfather was right when he said the early bird gets the worm
   My grandfather was right when he said, "The early bird gets the worm.”
Subject and Predicate

Rewrite the complete predicate of these sentences on your paper. Circle the simple predicate.

Example: Barack Obama won the election in 2008.  

1. I planted a tree in the backyard.  
2. My sister studied French in college.  
3. Many people read the newspaper each morning.  
5. The house on the corner is for sale.

Rewrite the complete subject of these sentences on your paper. Circle the simple subject.

Example: That blue vase is 100 years old.  

1. Big and juicy apples are a delicious treat!  
2. My brother’s pet hamster is not very friendly.  
3. My science folder is bursting at the seams.  
4. The nice nurse gave me a lollipop after I got a shot.  
5. The house on the corner is for sale.
**Subject and Predicate**

Determine whether these sentences have a compound subject, a compound predicate, both, or neither. Label each sentence and re-write any compound subjects or predicates.

**Example:** Angie and I went to the movies. *compound subject: Angie, I*

1. I came in to class and sat in my seat. *compound predicate: came, sat*

2. My mom told me to take a shower. *neither*

3. Leo and Cameron are on the football team. *compound subject: Leo, Cameron*

4. June and July are my favorite months for swimming and biking. *compound subject: June, July*

5. I want to get him a new shirt. *neither*

---

**Subject and Predicate**

Rewrite each sentence. Underline the complete subject twice and the complete predicate once. Circle the simple subject(s) and predicate(s).

**Example:** I picked out a shirt and tried it on. *I picked out a shirt and tried it on.*

1. Virginia and Pennsylvania were part of the 13 original colonies. *Virginia and Pennsylvania were part of the 13 original colonies*

2. He asked his dad to come watch him play. *He asked his dad to come watch him play.*

3. Molly made a wish and blew out the candle. *Molly made a wish and blew out the candle.*

4. Black beans and rice are a delicious combination. *Black beans and rice are a delicious combination.*

5. My aunt and uncle are picking us up and taking us to dinner. *My aunt and uncle are picking us up and taking us to dinner.*
Subject and Predicate

Write whether each fragment below lacks a subject or predicate. Then complete the sentence by writing in your own subject or predicate.

Example: Look forward to summer subject: Many Students look forward to summer.

1. Endangered animals predicate: Endangered animals need our support.
2. The lazy dog predicate: The lazy dog slept on the porch.
3. Sat down and watched a movie subject: My little brother sat down and watched a movie.
4. The last day of school predicate: The last day of school is several months away.
5. Performed onstage in front of a packed theater subject: The chorus performed onstage in front of a packed theater.

Compound Sentences

Use the conjunction or, and, or but to transform these simple sentences into a single compound sentence.

Example: Roses look beautiful. They smell good too. Roses look beautiful, and they smell good too.

1. I want to ride a unicycle. I don’t know how to ride one. I want to ride a unicycle, but I don’t know how to ride one.
2. Billy studied for the test. He made an A. Billy studied for the test, and he made an A.
3. I like to cook. I don’t like to clean the dishes. I like to cook, but I don’t like to clean the dishes.
4. I opened up the door. No one was outside. I opened up the door, but no one was outside.
5. My aunt and uncle are picking us up. They are taking us to dinner. My aunt and uncle are picking us up, and they are taking us to dinner.
Conjunctions

Use a conjunction to transform each pair of sentences into a single sentence. Examples: after, because, before, since, so that, until, when

Example: I have to take off my shoes outside. They are usually filled with dirt. I have to take off my shoes outside because they are usually filled with dirt.

1. There is no school during the summer. I get to sleep in. Since there is no school during summer, I get to sleep in.
2. I kept working on my homework. I finished the last problem. I kept working on my homework until I finished the last problem.
3. My friend didn’t tell me the ending of the movie. He didn’t spoil it for me. My friend didn’t tell me the ending of the movie so that he didn’t spoil it for me.
4. I raced to turn the timer off. It started to ring. I raced to turn the timer off before it started to ring.
5. I got home from school. Mom asked me about my day. When I got home from school, my mom asked me about my day.

Compound and Complex Sentences

Use a conjunction to combine each pair of sentences below into a single sentence. Label each of your sentences as compound or complex.

Example: I felt butterflies in my stomach. The roller coaster started moving. I felt butterflies in my stomach as the roller coaster started moving. (complex)

1. I was absent. I have a bunch of make-up work. Because I was absent, I have a bunch of make-up work. (complex)
2. My dad bought me a baseball glove. He played catch with me. My dad bought me a baseball glove and played catch with me. (compound)
3. Drinking water is good for you. It keeps you hydrated. Drinking water is good for you because it keeps you hydrated. (complex)
4. I opened up the door. No one was outside. I opened up the door, but no one was outside. (complex)
5. I felt much better. I was finished with the test. I felt much better when I was finished with the test. (compound)
Complex Sentences

Create a complex sentence from the sentences below by adding your own conjunction and dependent clause. Circle the conjunction.

Example: We have to stay inside for recess. *We have to stay inside for recess until the raining stops.*

1. Kyle won first place in the competition. *Although he feared he had done poorly, Kyle won first place in the competition.*
2. I set my alarm to wake up early. *I set my alarm to wake up early since I knew I'd need more time to get ready.*
3. I like to sprinkle sugar on my cornflakes. *Before I eat them, I like to sprinkle sugar on my cornflakes.*
4. Candace could not stop laughing. *After she heard the joke, Candace could not stop laughing.*
5. It was exhausting to carry the groceries in from the car. *It was exhausting to carry the groceries in from the car because the bags were so heavy.*

Complex Sentences

Identify each dependent and independent clause in the complex sentences below. Write the dependent clause for each sentence on your paper.

Example: I thought I was winning the race until Sarah passed me in the final stretch. *until Sarah passed me in the final stretch*

1. Can I sit in Anthony's seat since he is not here? *since he is not here*
2. Although I am not a good singer, I enjoy playing Karaoke Revolution on my Wii. *although I am not a good singer*
3. She asked people to move aside so that she could get through. *so that she could get through*
4. Instead of eating the cafeteria food, I decided to bring my lunch. *instead of eating the cafeteria food*
5. Mom wants my room to be clean when she gets home. *when she gets home*
Run-on Sentences

Example: Lisa lives in the neighborhood where I grew up and Laura lives there too so I went to visit them last Saturday. Lisa and Laura live in the neighborhood where I grew up. I went to visit them last Saturday.

1. I’m going to the mall you can come too don’t forget your wallet this time.
   I’m going to the mall. You can come too, but don’t forget your wallet this time.
2. When I walk to school I like to take the path by the lake it’s longer but I think it’s prettier so I prefer it. When I walk to school, I like to take the path by the lake. It’s longer, but I think it’s prettier, so I prefer it.
3. When I was walking in the park I saw a cute dog the owner let me pet it.
   When I was walking in the park, I saw a cute dog. The owner let me pet it.
4. I hate it when my brother has the remote he hogs it.
   I hate it when my brother has the remote because he hogs it.

Correct the run-on sentences below by creating a compound sentence, complex sentence, or separating the ideas into individual sentences.

Example: It is important to wear your seatbelt you might get in a wreck. It is important to wear your seatbelt because you might get in a wreck. (complex sentence)

1. I knew it was time for dismissal the bell rang and the students got up.
   I knew it was time for dismissal when the bell rang and the students got up. (complex)
2. I have a science test today I didn’t study for it.
   I have a science test today, but I didn’t study for it. (compound)
3. My dad is picking us up early he is taking us to the doctor.
   My dad is picking us up early because he is taking us to the doctor. (complex)
4. The whistle blew I knew the game was over.
   When the whistle blew, I knew the game was over. (complex)
5. He is the birthday boy he gets to cut the cake.
   He is the birthday boy, so he gets to cut the cake. (complex)
Common and Proper Nouns

Identify all of the common and proper nouns in the sentences below. List all the common and proper nouns for each sentence.

Example: Becky and I went to Chili’s for lunch. Common: lunch/ Proper: Becky, Chili’s

1. The new student’s name is Maria, and she is from Macedonia. Common: student, name/ Proper: Maria, Macedonia
2. Last Sunday I went over to Jimmy’s house to watch a movie. Common: house, movie/ Proper: Sunday, Jimmy
3. Natalie moved here from Portland, Oregon last winter. Common: winter/ Proper: Natalie, Portland, Oregon
4. My teacher has a pet Chihuahua named Pepe. Common: teacher/ Proper: Chihuahua, Pepe
5. The family across the street invited us over for a traditional meal from Mexico. Common: family, street, meal/ Proper: Mexico

Common and Proper Nouns

Complete the table below by filling in a common or proper noun equivalent for each word below.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: restaurant</td>
<td>McDonald’s</td>
</tr>
<tr>
<td>1. book</td>
<td>The Cat in the Hat</td>
</tr>
<tr>
<td>2. movie</td>
<td>“The Avengers”</td>
</tr>
<tr>
<td>3. song</td>
<td>“Dynamite”</td>
</tr>
<tr>
<td>4. country</td>
<td>France</td>
</tr>
<tr>
<td>5. school</td>
<td>Wayside School</td>
</tr>
<tr>
<td>6. holiday</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>7. car</td>
<td>Mazda</td>
</tr>
</tbody>
</table>

Answers will vary
Singular and Plural Nouns

Identify all of the singular and plural nouns in the sentences below. List all the singular and plural nouns for each sentence.

Example: We needed four busses to take all the students on the field trip to the library. Singular: field trip, library/Plural: busses, students

1. How many burritos with hot sauce can one boy eat? 
   Singular: hot sauce, boy/Plural: burritos
2. Sometimes the best tasting bananas at the grocery store have a bruise or two.
   Singular: grocery store, bruise/Plural: bananas
3. Jake tried to read several books over the summer months.
   Singular: Jake/Plural: books, months
4. Many people don’t know it, but pigs are incredibly intelligent animals.
   Singular: none/Plural: people, pigs, animals
5. Dad used his drill and a bucket of screws to fasten all the frames to the wall.
   Singular: Dad, drill, bucket, wall/Plural: screws, frames

Plural Nouns

Complete the table by filling in the plural form of each singular noun below.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>Example: apples</td>
<td>potato</td>
<td>8. potatoes</td>
</tr>
<tr>
<td>fox</td>
<td>1. foxes</td>
<td>life</td>
<td>9. lives</td>
</tr>
<tr>
<td>scarf</td>
<td>2. scarves</td>
<td>sheep</td>
<td>10. sheep</td>
</tr>
<tr>
<td>atlas</td>
<td>3. atlases</td>
<td>child</td>
<td>11. children</td>
</tr>
<tr>
<td>hero</td>
<td>4. heroes</td>
<td>woman</td>
<td>12. women</td>
</tr>
<tr>
<td>category</td>
<td>5. categories</td>
<td>calf</td>
<td>13. calves</td>
</tr>
<tr>
<td>subway</td>
<td>6. subways</td>
<td>species</td>
<td>14. species</td>
</tr>
<tr>
<td>batch</td>
<td>7. batches</td>
<td>piano</td>
<td>15. pianos</td>
</tr>
</tbody>
</table>
Singular and Plural Possessive Nouns

Example: We sat and listened to the peaceful sounds of the singers voices. 
singers’ voices (plural possessive)

1. It’s the best mens clothing store in town.  
   mens clothing (plural possessive)

2. All of the students desks need to be cleaned out. 
   students’ desks (plural possessive)

3. Be sure to check the coupons expiration date before trying to use it. 
   coupon’s expiration date (singular possessive)

4. The girl asked for both of her sisters opinions on her dress. 
   sisters’ opinions (plural possessive)

5. The houses doorbell needed to be replaced. 
   house’s doorbell (singular possessive)

Singular Possessive vs. Plural Possessive

Complete the table below by filling in the singular possessive and plural possessive forms of the nouns below.

<table>
<thead>
<tr>
<th></th>
<th>Singular Possessive</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex:</td>
<td>worker uniform</td>
<td>worker’s uniform</td>
</tr>
<tr>
<td>1.</td>
<td>child singing</td>
<td>child’s singing</td>
</tr>
<tr>
<td>2.</td>
<td>wife flowers</td>
<td>wife’s flowers</td>
</tr>
<tr>
<td>3.</td>
<td>family house</td>
<td>family’s house</td>
</tr>
<tr>
<td>4.</td>
<td>witness testimony</td>
<td>witness’ testimony</td>
</tr>
<tr>
<td>5.</td>
<td>goose feathers</td>
<td>goose’s feathers</td>
</tr>
<tr>
<td>6.</td>
<td>hero trophies</td>
<td>hero’s trophies</td>
</tr>
<tr>
<td>7.</td>
<td>piano strings</td>
<td>piano’s strings</td>
</tr>
</tbody>
</table>
**Plural Nouns vs. Possessive Nouns**

Choose the noun that correctly completes the sentence from each pair in parentheses. Write the correct noun choices for each sentence on your paper.

Example: The (Earth's/Earth's) surface is made up of various (rocks/rock's) and (minerals/mineral's). Earth's, rocks, minerals

1. My (sister's/sister's) car is covered in (stickers/sticker's).
   - sister's, stickers

2. All of the (houses/houses') (surfaces/surface's) were lit up with lights.
   - houses', surfaces

3. The (flashlight's/flashlight's) light is off because the (batteries/battery's) are dead.
   - flashlight's, batteries

4. The (flower's/flower's) stem was trimmed of all its (leaves/leaves').
   - flower's, leaves

5. There are (exercises/exercise's) you can do to build up your (muscles/muscles') strength.
   - exercises, muscles'

**Identifying Plural, Singular Possessive, and Plural Possessive Nouns**

Write the correct form of the underlined noun(s) needed to complete the sentence.

Example: The fruit stands: location makes it difficult to get customers.
   - fruit stand's

1. Birds bones are hollow and light to aid them in flight.
   - birds'

2. I can usually find pants that fit me in the men's section of the store.
   - men's

3. The sun's rays can cause harm to your skin if left unprotected.
   - sun's rays

4. Dinosaurs bones tell us about how they lived and what they were like.
   - dinosaurs' bones

5. All of the winning athletes countries were proud that they won a medal.
   - athletes' countries
Indefinite Articles

Re-write each noun below using the correct indefinite article.

Example: cat a cat

1. unicorn a unicorn
2. idea an idea
3. hour an hour
4. flute a flute
5. apricot an apricot
6. honest man an honest man

Definite and Indefinite Articles

For each sentence, write the correct article(s) and identify whether it is a definite or indefinite article.

Example: That is ____ great shirt. a (indefinite)

1. Listen to ____ advice of your elders. the (definite)
2. I picked ____ interesting book for ____ group to read this month for book club. an (indefinite); the (definite)
3. It is ____ very popular book right now. a (indefinite)
4. Last year ____ person who won donated ____ money to charity. the (definite); the (definite)
5. What ____ great effort! a (indefinite)
6. It was ____ disappointment not to win. a (indefinite)
7. I think Mobile is ____ capital of Alabama. the (definite)
Subject-Verb Agreement

Write the correct form of the verb needed to complete the sentence.

Example: She (study) more than other students. studies

1. Identify the historical period in which the story (take) place. takes
2. I (be) the best singer in my family. am
3. Let me know if you (encounter) any problems. encounter
4. The snake (hiss) at its prey. hisses/hissed
5. Let me (determine) the answer. determine
6. Jose (understand) the consequences of his actions. understands/understood

Subject-Verb Agreement

Identify the subject of each sentence, and write it on your paper. Then determine if the verb agrees with the subject or not. If it does not, write the correct form of the verb in parentheses on your paper next to the subject.

Example: Colleen have breakfast at 8 o’clock every morning. Colleen, (has)

1. The Dallas Cowboys am often called America’s team. Dallas Cowboys (are)
2. Our school mascot are a panda. mascot (is)
3. Many people lives in an apartment complex. people (live)
4. The bus driver give me a high five every day. driver (gives/gave)
5. My mom check my homework before I go to school. mom (checks)
Identifying Verb Tense

Identify the verb tense in each sentence. Write the tense used in each sentence on your paper.

Example: I will go to camp this summer. future tense

1. She had a bad day. past tense
2. I couldn’t go on the field trip. past tense
3. I will raise my grade by progress report time. future tense
4. I sing in the chorus. present tense
5. I swam in the pool all morning. past tense
6. He struck the ball with the bat. past tense

Verb Tense

Using each group of words below, construct a sentence in the tense listed by correctly conjugating the verb in parentheses.

Example: Mom (go) to work. [past tense] Mom went to work.

1. Stacy (have) chickenpox. [past tense] had
2. I (go) before the store closes. [future tense] will go
3. Our school (want) to win the competition. [present tense] wants
4. My dog (bark) when I get home from school. [future tense] will bark
5. I (be) the first person to finish the test. [past tense] was
6. The show (begin) at 7 o'clock. (past tense) began
Action Verbs

Identify the action verb in each sentence and write it on your paper. If there is no action verb in the sentence, leave that number blank.

Example: Kate sneezed three times in science class. sneeze

1. I flew over four states in an airplane. flew
2. Jeff performed in the play. performed
3. She draws pictures in her notebook. draws
4. Dad answered the phone. answered
5. We paddled the canoe to the shore. paddled

Helping Verbs

Choose a helping verb that correctly completes the sentence. Write your answer on your paper.

Example: She and I ______ going to the movies this Saturday. are

Answers may vary.

1. Liam ______ performing in the show tonight. is
2. My friends ______ coming to the show with me. are
3. She ______ do 30 sit-ups in one minute. can
4. He ______ walking in the hallway when he tripped. was
5. Jonah ______ come to my house before. has
Action Verbs vs. Linking Verbs

Some verbs can be linking verbs and action verbs. Use context clues to determine whether the underlined verb is an action verb or linking verb.

**Example:**

Let me feel the fabric.  
I don’t feel so good.

**action verb**  
**linking verb**

1. She appeared surprised at the party.  
   A rabbit appeared in the magician’s hat.

   **linking verb**
   **action verb**

2. I grew tired of the sound of the honking horn.  
   Jacob grew 6 inches over the summer.

   **linking verb**  
   **action verb**

3. The car turned right at the corner.  
   My painting turned out well.

   **action verb**  
   **linking verb**

Determine whether the underlined verb in each sentence is acting as a linking verb or an action verb.

**Example:** Sue bakes cookies.

**action verb**

1. The children played in the yard.

   **action verb**

2. The book is on the shelf.

   **linking verb**

3. Corey finished his homework.

   **action verb**

4. She ate all the carrots in her lunch.

   **action verb**

5. Sandra was last in line.

   **linking verb**

6. The towels in this pile are clean.

   **linking verb**
**Action Verbs, Linking Verbs, and Helping Verbs**

Re-create the chart below on your paper. Categorize the verbs in the sentences below by writing them in the correct column.

You do not need to re-write the sentences.

<table>
<thead>
<tr>
<th></th>
<th>Helping Verbs</th>
<th>Linking Verbs</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>will</td>
<td></td>
<td>sound</td>
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<td>were</td>
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<td>sounds</td>
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<td>3</td>
<td>are</td>
<td>becoming</td>
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<tr>
<td>4</td>
<td>had</td>
<td>grown</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>called</td>
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</tbody>
</table>

**Ex. The alarm will sound in 5 minutes.**

1. The students were thankful for recess.
2. That sounds like a great idea!
3. They are becoming better readers.
4. She had grown tired of the movie.
5. I called her after school.

**Action Verbs, Linking Verbs, and Helping Verbs**

Re-create the chart below on your paper. Categorize the verbs in the sentences below by writing them in the correct column.

You do not need to re-write the sentences.

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<th>Action Verbs</th>
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<tbody>
<tr>
<td>Ex</td>
<td>felt</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>is</td>
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<tr>
<td>2</td>
<td>is</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>raced</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>is</td>
<td>coming</td>
<td></td>
</tr>
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<td>5</td>
<td></td>
<td>was</td>
<td></td>
</tr>
</tbody>
</table>

**Ex. I felt better after the test.**

1. She is class president.
2. Caleb is working on the project.
3. He raced past me on the track.
4. Grandma is coming with us.
5. Jess was first in line.
Irregular Verbs

Irregular verbs do not follow the standard pattern of adding -ed in the past tense. Write the correct past tense form of each underlined verb.

Example: He runned for class president last year. ran

1. Lucia breaked her arm over spring break. broke

2. I goed to the mall after school yesterday. went

3. My sister comed with us. came

4. Carrie beginned her day with a good breakfast. began

5. Jared and I fought over the remote. fought

Using Irregular Verbs with Helping Verbs

Some irregular verbs take a different form when used with a helping verb. Write the correct form of the verb in parentheses for each sentence below.

Example: I told Marcos that he had (give) me the flu. given

1. The movie had (begin) when we arrived. begun

2. I had just (take) out the trash when the truck came by. taken

3. I asked if he had (choose) a flavor yet. chosen

4. It looked like they had (get) caught in the rain. gotten

5. He asked if I had (see) Shayla around. seen

6. Joseph said he has (fall) off a chair before too. fallen
Pronouns and Antecedents

An antecedent is the noun or nouns to which a pronoun refers. Identify the antecedent for each underlined pronoun and write it on your paper.

Example: I asked my mom if she had ever made a sculpture. mom

1. The rain didn’t bother me because I was prepared for it. the rain
2. I told Carol and Lilly that they should go on the ride. Carol and Lilly
3. Mom told me to get her purse. mom
4. Looking at the small seat, my dad and I hoped there was enough room for us. dad and me
5. Sally and I can agree that we both love asparagus. Sally and me

An antecedent is the noun or nouns to which a pronoun refers. Identify the antecedent for each underlined pronoun and write it on your paper.

Example: Gloria folded clothes as she watched TV. she

1. After seeing Billy eat all that candy, I wondered if he would get cavities. he
2. Mom told my brother and me that she would make cookies for us. us
3. My backpack was too heavy, so I took it off. it
4. The books were so bulky, it was hard to make room in my bag for them. them
5. I asked Brian for help because he is so smart. he
6. I rearranged my hamsters’ cage in the hopes they would like it more. they

Write the appropriate pronoun needed to complete each sentence below.

Example: Gloria folded clothes as she watched TV. she

1. After seeing Billy eat all that candy, I wondered if he would get cavities. he
2. Mom told my brother and me that she would make cookies for us. us
3. My backpack was too heavy, so I took it off. it
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Possessive Pronouns

Write the missing possessive pronoun needed to complete each sentence.

Example: I told grandma that I loved _____ cookies. her

1. I keep _____ key on a keychain. my
2. We have a tree in _____ front yard. our
3. Do you have a lock for _____ bike? your
4. My sister likes _____ eggs scrambled with cheese. her
5. That’s East Elementary. _____ mascot is a wildcat. their
6. I made an “A” on _____ paper. my

Possessive Pronouns

List all of the possessive pronouns in each sentence.

Example: That piece of cake is yours. yours

1. I like cream in my coffee. my
2. I think mine is better than yours. mine, yours
3. The victory is ours! ours
4. His area of skill is in mathematics. his
5. Basketball season is over and nothing can take its place. its
6. Her scores are better than mine. her, mine
Subject Pronouns and Object Pronouns

Determine whether each underlined pronoun is a subject pronoun or an object pronoun, and write it on your paper.

Example: Give it to me. object pronoun

1. I told you not to do it. object pronoun
2. He wanted to go to the game. subject pronoun
3. She asked us to come along. subject pronoun
4. Have you seen her lately? subject pronoun
5. I was sure you would make it. object pronoun
6. The teacher told us to study. object pronoun

Possessive, Subject, and Object Pronouns

Re-create the chart below on your paper. Categorize the pronouns in the sentences below by writing them in the correct column.

Example: He is my uncle.

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Subject Pronoun</th>
<th>Object Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>he</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>them</td>
<td></td>
</tr>
<tr>
<td>your</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>her</td>
<td>I</td>
<td>him</td>
</tr>
<tr>
<td>their</td>
<td>we</td>
<td>it</td>
</tr>
</tbody>
</table>

Ex 1 It will be ready for you soon.
2 We should give them a call.
3 I hope your dad feels better.
4 I gave her watch to him.
5 Can we watch it at their house?
Contractions, Possessive Pronouns, and Homophones

Choose the correct word to complete the sentence and write it on your paper.

Example: That’s the way [it’s/its] going to be. it’s

1. I hope the groundhog sees [it’s/its] shadow. its

2. [Their/There/They’re] are plenty of ways to cook an egg. there

3. I bet [your/you’re] going to get straight A’s. you’re

4. [It’s/Its] a shame she can’t be here with us. it’s

5. I heard [their/there/they’re] not going to be able to make it. they’re

6. Are you minding [your/you’re] manners? your

---

Contractions, Possessive Pronouns, and Homophones

Re-create this table on your paper. Choose the word that best completes each sentence, and indicate whether the word is a possessive pronoun or a contraction by writing it under the correct column.

Example: That’s [their/they’re] dog.

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>their</td>
</tr>
<tr>
<td>1</td>
<td>their</td>
</tr>
<tr>
<td>2</td>
<td>you’re</td>
</tr>
<tr>
<td>3</td>
<td>its</td>
</tr>
<tr>
<td>4</td>
<td>your</td>
</tr>
<tr>
<td>5</td>
<td>it’s</td>
</tr>
</tbody>
</table>

1. I don’t like [their/they’re] salad dressing.

2. [Your/You’re] the best player on the team.

3. The TV works, but I can’t find [it’s/its] remote.

4. I heard [your/you’re] mom is picking us up.

5. The weatherman says [it’s/its] going to rain.
**Identifying Adjectives**

Identify all of the adjectives in each sentence and write them on your paper.

Example: I loved her big red bow. big, red

1. It looked like it was going to be a cold, windy day. cold, windy
2. I was desperate to get a ticket for a good seat. desperate, good
3. He was disheveled and dirty. disheveled, dirty
4. My mother was excited to see my perfect report card. excited, perfect
5. Riding on the new rollercoaster was almost as thrilling as it was terrifying! new, thrilling, terrifying
6. The food smelled like it would be delicious, but it was a little on the salty side. delicious, little, salty

**Adjectives that Compare**

Re-write the underlined adjective in the correct form to complete the sentence.

Example: His sweater is thick than mine. thicker

1. Having my mom give a talk at school was humiliating than I thought it would be. more humiliating
2. She is a good lacrosse player than me. better
3. That is the delicious piece of cake I've ever had. most delicious
4. Why did I have to pick the heavy grocery bag of the bunch to carry? heaviest
5. They say the make-up test is even tough than the original. tougher
6. Doing your homework is much easy if you ask questions in class. easier
Adjectives that Compare: Comparative vs. Superlative

Example: You are the talented student I have ever met!

1. The view was even beautiful in person than it was in the pictures.
   more beautiful—comparative

2. It becomes difficult to teach a dog new tricks with each year.
   more difficult—comparative

3. The golden rule is the important rule of all.
   most important—superlative

4. It looks dark outside than it did before.
   darker—comparative

5. My sister has the messy room in the house.
   messiest—superlative

6. This is the complicated math problem we've had all year!
   most complicated—superlative

Adjectives that Compare: Comparative vs. Superlative

Example: Her hair is pretty than mine. prettier—comparative

1. I bet my day was bad than yours.
   worse—comparative

2. I learned the amazing thing today.
   most amazing—superlative

3. The more sugar you give students, the hyper they get.
   more hyper—comparative

4. Is there anything fun than reading?
   more fun—comparative

5. Language Arts is the exciting subject of all!
   most exciting—comparative

6. I am the good speller in my class!
   best—superlative
Adjectives vs. Adverbs

Determine whether each underlined word is an adjective or an adverb. Write your answer on your paper. Also write the word that the underlined word describes. Remember, adjectives describe nouns, while adverbs describe verbs.

Example: Mitchell ran around the house quickly. adverb, ran

1. Put your backpack down. adverb, put
2. You look like you’re happy to be here. adjective, you
3. The cat looked for the mouse everywhere. adverb, looked
4. I was upset when you called. adjective, I
5. I left my Wii controller inside. adverb, left
6. Clint’s mom smiled proudly when he graduated. adverb, smiled

Adverbs: When, How, or Where

Determine whether each underlined adverb describes how, when, or where an action takes place. Write your answer on your paper.

Example: Please use adverbs correctly. how

1. Sometimes Martin goes to the skate park. when
2. Someone accidently knocked over the vase. how
3. The movie opens in theatres tomorrow. when
4. When will you come here to visit us? where
5. Please speak clearly so we can hear you. how
6. Keep your shoes outside. where
Identifying Adverbs

Identify the adverb in each sentence and determine whether it tells when, where, or how the action takes place. Write both answers on your paper.

Example: I already made my bed. already, when

1. Some people are easily fooled. easily, how
2. Aunt Karen finally arrived at 5 o’clock. finally, when
3. Simone lives in a nearby town. nearby, where
4. You can find dandelions anywhere. anywhere, where
5. The balloon popped after I stuck it with a pin. after, when
6. Candace accidentally fell on the sidewalk. accidentally, how

Adverbs: Describing Verbs, Adverbs, or Adjectives

Adverbs can describe verbs, adjectives, and other adverbs. Determine what type of word each underlined adverb describes, and write your answer on your paper.

Example: Things became very quiet. adjective

1. I was extremely happy to be on vacation. adjective
2. I felt the teacher graded rather harshly. adverb
3. A week later, the package finally arrived. verb
4. We better hurry, because mom will be here really soon. adverb
5. My brother is known for singing loudly in the shower. verb
6. I am incredibly sorry you didn’t hear from us sooner. adjective
Adverbs that Compare

Example: The sunsets here last (long) of all. the longest

1. We wake up (early) on school days than on the weekend. earlier

2. I was able to wait (patiently) than my classmates. more patiently

3. My friend Bruce runs (clumsily) of all my friends. most clumsily

4. We will get there (soon) if we use the GPS. sooner

5. Some students behave (politely) when they think they will get a treat. more politely

6. Students at our school work (hard) of all. hardest

7. I can move through the jungle gym (easily) than my brother. more easily

Well vs. Good

Determine whether each sentence is correctly completed with “well” or “good” and write your answer on your paper.

Example: The chocolate cake tasted _____. good

1. She sang ____ during the performance. well

2. We work ____ together. well

3. The Jacobson’s had a _____ vacation. good

4. Rebecca is known for her _____ behavior. good

5. She did ____ in practice yesterday. well

6. She is a _____ guitar player, but she doesn’t sing _____. good, well

7. Selena cooks very _____ for a third grader. well
Prepositions

Identify the prepositional phrase or phrases in each sentence and write them on your paper. Underline the preposition(s).

Example: I went swimming in the pool by the house. in the pool, by the house

1. He hopes to grow to the height of six feet. to the height, of six feet

2. The dog rode in the sidecar of the motorcycle. in the sidecar, of the motorcycle

3. She jumped off the trampoline. off the trampoline

4. She climbed up the ladder faster than you could imagine. up the ladder

5. She lives around the corner from me. around the corner, from me

6. Please refrain from talking during the show. from talking, during the show

7. In the afternoon, we like to watch clouds float past in the sky. in the afternoon, in the sky

Prepositions vs. Adverbs

Determine whether each underlined word is a preposition or an adverb. Write your answers on your paper.

Example: Will you put these cookies on the tray? preposition

1. The doctor looked through his chart. preposition

2. All of the groceries are inside. adverb

3. When the coach gets angry, he throws his mitt down. adverb

4. Put the dog inside the house before you leave. preposition

5. Only emergency vehicles can get through. adverb

6. Everyone gathered around the campfire. preposition

7. I want to take my shoes off! adverb