Sentences

**REMEMBER THE RULES**

- A **sentence** is a group of words that tells a complete thought.
  
  *We swim all day.*
  
- An **incomplete sentence** does not tell a complete thought.
  
  *The pool.*

A. Read each group of words. Circle only the sentences.

1. The sun comes out. Fluffy clouds.
2. At home. We pack our things.
3. It is a hot day. big sandwiches.
4. My sister. The pool is busy.
5. in the water. The water is warm.

B. Read each group of words. Write the one that is a sentence.

7. The children. She watches the children.
10. I wear goggles. Wears goggles.
Statements and Questions

REMEMBER THE RULES

• A statement is a sentence that tells something. It begins with a capital letter and ends with a period.
  
  Lee goes to the pond.

• A question is a sentence that asks something. It begins with a capital letter and ends with a question mark.
  What does he see?

A. Draw a line under each statement. Circle each question.
  1. He sees a lily pad.
  2. Is that a frog?
  3. A fish jumps out of the water.
  4. Did it catch a fly?
  5. A duck swims by.

B. Write each sentence. End each question with a question mark. End each statement with a period.
  6. Insects live near the pond
  7. Some insects live in the water
  8. Do some insects live above water
  9. Some insects fly
  10. Do all insects swim

At Home: Ask family members to help you write questions about insects. Take turns answering each question.
Commands and Exclamations

REMEMBER THE RULES

• A command is a sentence that tells or asks someone to do something.
  
  Please pass the corn.

• An exclamation is a sentence that shows strong feeling.
  
  Corn is my favorite food!

A. Draw a line under each command. Circle each exclamation.

1. What a sunny day!
2. Play ball with us.
3. I love hamburgers cooked on the grill!
4. Watch me eat this big watermelon.
5. Wow, these strawberries are good!

B. Write each sentence. End each command with a period. End each exclamation with an exclamation mark.

6. Please hand me the napkins

7. Please pass the bread

8. Look, there are some fireflies

9. Come see my new bug catcher

10. Wow, this is the best picnic

At Home: With a family member, write a list of tasks both of you can do at a picnic. Use commands and exclamations.
**REMEMBER THE RULES**

- Every sentence begins with a capital letter.
- **Statements** and **commands** end with a period.
  
  *Everyone can help.* → statement
  *Do your share.* → command
- **A question** ends with a question mark.
  
  *Will you join us?* → question
- **An exclamation** ends with an exclamation mark.
  
  *It’s now or never!* → exclamation

**A. Read each sentence. Write S for statement, C for command, Q for question, and E for exclamation.**

1. It is Earth Day. ____
2. Will you come? ____
3. Help save our Earth. ____
4. Play games and sing songs. ____
5. It will be so much fun! ____

**B. Write each sentence. Begin and end each sentence correctly.**

6. will you help clean up the park

7. meet us at the park tomorrow

8. wear old clothes

9. it won’t take long

10. how nice and clean it will be

---

**At Home:** With a family member, find a command, a question, a statement, and an exclamation in newspapers or magazines.
Mixed Review

REMEMBER THE RULES

- A **sentence** tells a complete thought. Every sentence begins with a capital letter.
- A **statement** tells something.
  
  "Gary asked me to sleep over."

- A **question** asks something.
  
  "May I sleep over tonight?"

- A **command** tells or asks someone to do something.
  
  "Go to sleep now."

- An **exclamation** shows strong feeling.
  
  "We are not tired!"

A. Tell what kind of sentence each group of words make.

1. José lives next door. ______________
2. Mom, may I sleep in José’s tent tonight? ______________
3. We will have fun. ______________
4. Don’t forget to pack your flashlight. ______________
5. We can eat marshmallows! ______________

B. Place the correct punctuation at the end of each sentence.

6. We can play games _____
7. Can we tell stories _____
8. Turn off the light _____
9. Go to sleep _____
10. Finally we fall asleep _____

---

At Home: What would it be like to sleep outside? Write three different kinds of sentences about it. Read your sentences to a family member.
Subjects in Sentences

REMEMBER THE RULES

• The **subject** of a sentence tells who or what does something.

  *The day* is hot and sunny.

  *Dad* drives us to the beach

A. Draw a line under the subject in each sentence.

  1. The sun comes up.
  2. I get up early.
  3. Dad makes lunch.
  4. The trunk is full of beach toys.
  5. The car is packed.

B. Write each sentence. Draw a line under the subject.

  6. I build a sand castle.

  7. Two sea gulls land on it.

  8. People feed the sea gulls.


  10. My sand castle lasts all day.

At Home: Ask members of your family what they like to do on a sunny day. Write a sentence for each idea. Be sure to use different subjects.
Predicates in Sentences

REMEMBER THE RULES

- The predicate in a sentence tells what the subject does or is.

We **visit Grandma.**

The car ride **is long.**

A. Draw a line under the predicate in each sentence.

1. We pack our bags.
2. We climb into the van.
3. Gina and I sit in the back.
4. Mom drives first.
5. Our van passes big trucks.

B. Write each sentence. Draw a line under the predicate.

6. A truck driver waves to us.

7. Some drivers beep their horns.

8. I look out the window.

9. Gina takes a nap.

10. The long ride is almost over.

At Home: Ask your family for ideas about how to pass time on a long car ride. Write the ideas in complete sentences. Underline the predicates.
Combining Sentences

**REMEMBER THE RULES**

- You can put two sentences together that have the same predicates.
- Use the word *and* to join the sentences.

*Mike saw the talent show.*

*I saw the talent show. → Mike and I saw the talent show.*

**A.** Read the sentences. Draw a line under the words you could join with *and* to make one sentence.

1. Joy went on stage first. Ted went on stage first.
2. Linda sang. Mario sang.
3. Mu Tan played the drums. Jason played the drums.

**B.** Combine the predicates in each sentence. Write the new sentence.


7. Mom liked the drums best. Dad liked the drums best.

8. Mr. Wu liked the singers. Mrs. Wu liked the singers.


10. Adults saw the show. Children saw the show.

---

**At Home:** What activities does your family share? Using the same predicates, write pairs of sentences about family members. Combine each pair, using *and*.
Mechanics and Usage: Commas in a Series

REMEMBER THE RULES
• Use commas to separate three or more words in a series.

Rosa, Pat, and I go to the hardware store.

A. Add commas to each sentence.
   1. The store sells tools, paint, and other goods.
   2. Rakes, hoes, and shovels are all in one place.
   3. Hammers, saws, and pliers are in another spot.
   4. Scissors, pots, and plant food are for sale.
   5. This store even sells pens, markers, and chalk.

B. Write each sentence. Add commas where they are needed.
   6. Rope, string, and cord are on sale.

   ________________________________________________________________

   7. Paint, stain, and brushes are cheap.

   ________________________________________________________________

   8. We look at the locks, keys, and chains

   ________________________________________________________________

   9. I buy tape, nails, and wire.

   ________________________________________________________________

   10. Mom, Dad, and Ray need these things.

   ________________________________________________________________

At Home: Ask a family member to help you write a sentence that lists some items in a hardware store. Use commas correctly.
Mixed Review

REMEMBER THE RULES

• The subject of a sentence tells who or what does something.
• The predicate tells what the subject does or is.

\[ \text{Kim and I like ponies.} \]

subject \hspace{1cm} \hspace{1cm} predicate

• You can combine sentences by joining words with and.

\[ \text{Kim went to the ranch.} \]
\[ \text{I went to the ranch.} \]
\[ \text{Kim and I went to the ranch.} \]

Write each pair of sentences as one. Then circle the subject and draw a box around the predicate in your sentence.


3.–4. Kim milked a goat. I milked a goat.

5.–6. Kim fed the goats. I fed the goats.

7.–8. A dog chased a cat. A duck chased a cat.


At Home: Think about doing something for the first time. Write a sentence about it and show it to a family member. Point to the subject and predicate.
Common Errors with Incomplete Sentences

REMEMBER THE RULES
A sentence must tell a complete thought.
- Each sentence must have a **subject** and a **predicate**.
  - This is not a sentence: *The boat.*
  - This is a sentence: *The boat floats in the water.*

A. Circle the groups of words that are complete sentences.

1. Never rowed.
   Juan had never rowed a boat.
2. Held both oars.
   I held both oars.
3. The long oars dipped in the water.
   The long oars.
4. Moved slowly.
   The boat moved slowly.
5. Juan wanted to row.
   Wanted to row.

B. Draw a line from the subject to the predicate if they make a sentence.

6. Quickly Juan picks up two oars.
7. The boat turns to the left.
8. My dad and mom the dock.
9. Soon is laughing.
10. I row back to the dock with Juan.

**At Home:** Write two sentences about a boat. Show the sentences to a family member. Be sure to use a subject and predicate in both sentences.
Look closely at this page from a dictionary. Then answer the questions.

1. Which two words are the guide words? ___________________________
2. Circle the words that are entry words.
   lamb  language  lend  let  lid
3. Write the meaning of lane. ___________________________
4. What word is the last word on this page? ___________________
5. What is the sample sentence for lid?

---

At Home: Look in a book to find a word that you don't know. Ask a family member to help you look it up in the dictionary. Point out the meaning, sample sentence, and guide words.
Vocabulary: Time-Order Words

- **Time-order words** show the order in which things happen.
- Here are some time-order words and phrases.

  - **first**
  - **finally**
  - **yesterday**
  - **next**
  - **now**
  - **today**
  - **then**
  - **later**
  - **tomorrow**
  - **last of all**
  - **soon**
  - **long ago**

A. Write the time-order word or phrase in each sentence.

1. Long ago, dogs lived in the wild.  
2. Soon, they found people.  
3. Later, they stayed with them.  
4. Finally, dogs became pets.  
5. Now, they are our best friends.

B. Copy these sentences in the correct order on the lines below.

- Then, we went to a pet store.
- Last of all, we took the cat home.
- Next, we asked about each cat there.
- First, we read about cats.
- Soon, we chose a cat.

6. __________
7. __________
8. __________
9. __________
10. __________
Read each paragraph. Cross out the sentence that does not belong in each paragraph.

1. My sister plays soccer. She plays goalie. She is a great player. My brother plays baseball.

2. My mom coaches the team. She played soccer in high school. She is a nurse. She played goalie, too!

3. I get a new bike. Mom teaches me to ride it. At first I am scared. I get a new hat. Then I start to go fast!

4. That is our fort. Let’s have lunch. We built it yesterday. We go inside to play. We even sleep there.

5. This is Ty. He lives next door. We play together a lot. I have a little sister. We are best friends.

At Home: Work with someone in your family to write a paragraph about something the two of you do together. Remember to indent the first line.
Features of Personal Narrative

A personal narrative:
• Tells something that **happened to you**.
• Has a good **beginning** and **ending**.
• Uses **time-order words**.

Write each of the circled parts of the story next to the correct term below.

**What a great birthday I had!** Dad made my favorite breakfast.
**Then** my three best friends came over. We had so much fun.
**Next** Grandpa and Grandma visited. They gave me a new bike!
**This was my best birthday ever!**

1. beginning

2. tells about me

3. time-order word

4. time-order word

5. ending

At Home:
With a family member, talk about a special day at your house. Write three sentences about what you do on that day. Use time-order words.

McGraw-Hill Language Arts
Grade 2, Unit 1, Personal Narrative, pages 36–37
Prewrite: Personal Narrative

- A personal narrative is a true story about you.
- A personal narrative tells about things in order.

Think about something you have learned to do—such as jumping rope. Use the chart below to organize your writing. Put your ideas in order.

1.

2.

3.

4.

5.

At Home: Ask a family member to help you list some things you do at home each day. Remember to put your ideas in order.
Revise: Personal Narrative

When you revise, you make your writing better.

A. Follow these steps to revise the draft below.
   - Add details.
   - Combine sentences.
   - Add time-order words.

   One day I went on a hike. I was with my class. We walked a long time. Then I stopped. I picked some flowers. I watched the birds. I looked up. The other kids were way ahead of me. I saw them through the trees. I heard them calling me. They waited for me. I saw my teacher. I saw my friends. We finished our hike.

B. Use the changes you marked to rewrite the personal narrative on another sheet of paper.

At Home: With a family member, write a paragraph about an activity you both like to do. Revise your writing. Use time-order words and details.
Read the paragraph. Correct any incomplete sentences. Also be sure each sentence begins with a capital letter and ends with the correct end mark.

A. Use the proofreading marks from the box to mark three errors. You can use the “add” mark to show where end marks should go. Two errors are corrected for you.

حياة

It was

久しぶりの土曜日はいい日。 يناقش

bottom of the last inning! I took two pitches. finally

I hit the ball really hard. It was a home run! We one

the game.

B. Use the corrections marked on the paragraph and your changes to write the personal narrative correctly on another sheet of paper.
Nouns

A. Circle the noun in each sentence. Then write the noun.

1. The circus is fun. ____________________________

2. A horse prances. ____________________________

3. The clown laughs. ____________________________

4. A bear dances. ____________________________

5. The monkey is cute. ____________________________

B. Circle the noun in each sentence. Then write the sentence.

6. The circus is busy. ____________________________

7. Where are the lions? ____________________________

8. Who takes the tickets? ____________________________

9. Jenna is excited! ____________________________

10. Here come the elephants! ____________________________
More About Nouns

REMEMBER THE RULES

- A noun can name a person, a place, or a thing.
  
  My sister flies a kite on the beach.
  
  ↑↑ ↑
  person    thing  place

A. Circle nouns that name a person. Draw one line under nouns that name places. Draw two lines under nouns that name things.

1. The man walks along the shore.
2. My brother plays in the sand.
3. A bird catches a fish.
4. A girl picks up a shell.
5. There are rocks on the beach.

B. Write the underlined noun and tell if it is a person, place, or thing.

6. Who plays on the beach? ______________________________
7. Do you want lunch? _________________________________
8. My sister helps. _________________________________
9. The dog swims fast. _______________________________
10. A boat sails quickly. ______________________________

At Home: Ask a family member to say a sentence that tells about a person, place, or thing they like. Write their sentence and point out the person, place, or thing.
Proper Nouns

REMEMBER THE RULES

• Nouns that name special people, pets, and places are proper nouns.
• A proper noun begins with a capital letter.

A. Circle each proper noun. Write the word with a capital letter.

1. My brother tony is building a cart.  
2. His friend donna will bring her goat.  
3. The goat’s name is shelby.  
4. They will take the cart to the fair in dallas.  
5. My sister lou is coming, too.  

B. Write each sentence. Begin each proper noun with a capital letter.

6. I hope joanna has a hammer.  

7. Tom and ana live nearby.  

8. My friend kelly has wheels for the cart.   

9. Your sister donna has a duck.  

10. The duck’s name is quackers.
Days, Months, and Holidays

REMEMBER THE RULES
• Nouns that name days, months, and holidays begin with capital letters.

Wednesday September Fourth of July

A. Circle each proper noun. Then write it with a capital letter.

1. In July my family has a special picnic.
2. We celebrate the Fourth of July.
3. On Friday we bake a carrot cake.
4. We watch a parade on Saturday.
5. Will you visit us in August?

B. Write the sentences. Begin each proper noun with a capital letter.

6. My aunt will visit for Thanksgiving.

7. She will arrive on Wednesday.

8. I have not seen her since June.

9. Will she stay until Sunday?

10. I can’t wait for November!

At Home: Have members of your family name holidays. Write them in a list.
Mechanics and Usage: Using Capital Letters

REMEMBER THE RULES

- Begin special nouns that name **people, pets, and places** with capital letters.
  
  *David Santos*  
  *my bird Nell*  
  *Green Street*

- Begin the names of **days, months, and holidays** with capital letters.
  
  *Monday*  
  *April*  
  *Thanksgiving*

A. Circle the proper noun. Write it with capitals on the line.

1. Dad has a cooking class next Tuesday. ________________
2. My brother Ben goes with him. ________________
3. The cooking school is in Middletown. ________________
4. The class ends in November. ________________
5. Dad will cook Thanksgiving dinner. ________________

B. Write each sentence. Begin each proper noun with a capital letter.

6. Matthew will make dessert.

____

7. Will Dad cook on Thursday morning?

____

8. No, he will cook on Wednesday night.

____

9. Will Yolanda make turkey stuffing?

____

10. What will we feed Peepers, the kitten?

____
Mixed Review

REMEMBER THE RULES

- A **noun** names a person, place, or thing.
  - **grandfather**  **city**  **train**
- Nouns that name special people, pets, and places begin with capital letters.
  - **Grandpa Jack**  **our bird Pepper**  **Atlanta**
- Nouns that name days, months, and holidays begin with capital letters.
  - **Thursday**  **October**  **Memorial Day**

A. In each sentence, circle the proper noun.

1. Which holiday in February do you like best?

2. My uncle’s favorite holiday is Valentine’s Day.

3. We will have a party on Tuesday.

4. My friend Elena likes to dance.

5. The next holiday is President’s Day.

B. Circle each noun that names a person. Draw one line under each noun that names a thing. Draw two lines under each noun that names a place.

6. My friend lives near the beach.

7. The girl has a boat with a sail.

8. The water is cold.

9. The wind blows across the lake.

10. The sailor holds a rope.

At Home: What is your favorite holiday? Write some sentences about it. Be sure to use capital letters for all proper nouns. Read your sentences to a family member.
Plural Nouns

REMEMBER THE RULES

- A **singular noun** names one person, place, or thing.
  
  *Tipper does a trick with **one dish**.*

- A **plural noun** names more than one person, place, or thing.
  
  *Tipper does a trick with **three dishes**.*

A. Write the noun in ( ) to name more than one.

1. Many (animal) are in the pet show. ______________________

2. They will do (trick). _________________________________

3. Three (dog) can walk on two legs. ____________________

4. Two (cat) can leap in circles. __________________________

5. They are all great (pet). _____________________________

B. Circle the noun in each sentence. Then write the sentence making the noun name more than one.

6. The pet are happy.
   _________________________________

7. The animal jump high.
   _________________________________

8. They eat from their dish.
   _________________________________

9. We rode in two bus.
   _________________________________

10. The three fox ran in circles.
    _________________________________

At Home: Write a sentence with a singular noun. Then make the noun plural and rewrite the sentence. Ask a family member to check your work.
More Plural Nouns

REMEMBER THE RULES

- For the plural form of nouns ending in a consonant and y, change the y to i and add -es.
  - baby, babies, party, parties, pony, ponies
- Some nouns change their spelling to name more than one.
  - man, men, child, children, foot, feet

A. Change the noun in ( ) to name more than one. Write the new word on the line.

1. The three (woman) help each other. ____________________________
2. They all have (baby). ____________________________
3. A woman puts socks on Karla’s (foot). ____________________________
4. Each baby has many (tooth). ____________________________
5. A mom hears the baby’s (cry). ____________________________

B. Circle the nouns. Then write the noun to name more than one.

6. The three mouse are excited. ____________________________
7. There are berry everywhere. ____________________________
8. They find sweet cherry. ____________________________
9. Their tooth turn red. ____________________________
10. What will their foot look like? ____________________________

At Home: Ask a family member to help you make a list of words that change their spelling in the plural.
Singular Possessive Nouns

REMEMBER THE RULES

- A possessive noun is a noun that shows who or what owns something.
- Add an apostrophe (‘) and an s to a singular noun to make it possessive.

Lia’s book is about robots.

A. For each singular word in ( ), write the possessive form on the line.

1. (Pedro) book has pictures of rockets. ________________
2. Where is (Kara) book on bumblebees? ________________
3. I like (Maria) book in Spanish. ________________
4. (Jean) book is very long. ________________
5. Nina likes (Angelo) book best. ________________

B. Read each sentence. Circle the possessive form of each noun in ( ).

6. Have you read (Julie, Julie’s) book?
7. My (sister’s, sister) books are all about dogs.
8. Is the dog reading (Tom’s, Tom) book on cats?
9. (Granddad, Granddad’s) books are the best.
10. Can you read (Grandmother’s, Grandmother) dictionary?

At Home: Ask each family member to name a favorite book. List the books, using possessive nouns. For example, Mom’s computer book.
Plural Possessive Nouns

REMEMBER THE RULES
• Add an apostrophe to make most plural nouns possessive.

Elephants’ trunks are big.

A. Write the possessive form of each noun in ( ).

1. The (animals) homes are very different. ___________________

2. (Rabbits) holes are in the ground. ___________________

3. Most (birds) nests are in trees. ___________________

4. The (squirrels) nests are also in trees. ___________________

5. Where are the (frogs) homes? ___________________

B. Circle the correct noun in ( ). Write the new sentence.

6. I found the (beaver, beavers’) home in the pond.
_________________________

7. Can you see the (snakes’, snake) den from here?
_________________________

8. (Bees’, Bee) homes are in hives.
_________________________

9. (Monkey, Monkeys’) homes are in the jungle.
_________________________

10. Where are (giraffes’, giraffe) homes?
_________________________

At Home: Ask a family member to name a plural noun. Then make it plural possessive and write it in a sentence.
REMEMBER THE RULES

• Put a comma after the greeting of a letter.
  Dear Aunt Tia,

• Put a comma after the closing.
  Love,

A. Read each greeting and closing. Add commas where they belong.

  1. Dear Mom
  2. Your friend
  3. Sincerely
  4. Dear Wanda
  5. Best wishes

B. Write each greeting and closing on the lines. Punctuate them correctly.

  6. Dear Ms. Walters

  7. Dear Dr. Romano

  8. Yours truly Becca

  9. Dear Aunt Selena

  10. Your friend Dolores Rivera

At Home: Write a letter to a family member. It could be a get-well note or a note wishing good luck or congratulations. Give it a greeting and a closing.
Mixed Review

**REMEMBER THE RULES**

- Some nouns change their spelling to form the plural.
  
  \[ \text{bush} \to \text{bushes} \quad \text{penny} \to \text{pennies} \]

- Add an **apostrophe** and an **-s** to singular nouns to make them possessive.
  
  \[ \text{neighbor’s} \quad \text{bird’s} \]

- Put an **apostrophe** after plural nouns.
  
  \[ \text{neighbors’} \quad \text{birds’} \]

- Put a **comma** after the greeting and in the closing of a letter.
  
  \[ \text{Dear Rachel,} \quad \text{Sincerely, Manuel} \]

A. Make the noun in ( ) more than one. Write the plural noun on the line.

1. Our (class) had a picnic. ___________________________

2. Both (teacher) brought delicious food! ___________________________

3. All the (child) played games. ___________________________

4. There were prizes in (box). ___________________________

5. We sat on three (bench). ___________________________

B. Write the greeting and closing. Use commas correctly.
   Change each word in ( ) to a possessive form.

6. Dear Ms. Soto ___________________________

7. Our (class) party was fun. ___________________________

8. (Mr. Bart) cookies were delicious! ___________________________

9. The (boys) faces were happy. ___________________________

10. Your student Melody ___________________________

---

**At Home:** Write a thank-you note to your family. Thank them for something nice they have done for you. Be sure to add commas where they belong.
Common Errors with Possessive Nouns

**REMEMBER THE RULES**

- A possessive noun shows who or what owns or has something.
- To form the possessive of a singular noun, add ’s.
  - This sentence is not correct: *The girls book is red.*
  - This sentence is correct: *The girl’s book is red.*
- To form the possessive of a plural noun that ends in -s, add an (’).
  - This sentence is not correct: *The girls books are red.*
  - This sentence is correct: *The girls’ books are red.*

Use an (’) in each group of words to show ownership

1. sisters notebook (singular) ______________________________
2. brothers toys (plural) ______________________________
3. friends horn (singular) ______________________________
4. students pen (singular) ______________________________
5. teachers desks (plural) ______________________________
6. Claras book (singular) ______________________________
7. books pages (plural) ______________________________
8. Jareds dog (singular) ______________________________
9. sisters shelves (plural) ______________________________
10. Moms room (singular) ______________________________

**At Home:** With a family member, choose two favorite books. Then write a sentence about each book using possessive nouns.
Study Skills: Note-Taking and Summarizing

REMEMBER THE RULES

• Taking notes will help you remember important facts.
• You can use your notes to write a summary of what you have read. Be sure to use your own words when you write a summary.

Read the paragraph about birds and the notes one student wrote. Use the notes and your own words to write a short summary on the lines below.

Birds

All birds have feathers, but their colors are very different. Many birds are gray or brown. Blue jays have feathers that are blue. A cardinal has mostly red feathers. A robin is brown or gray on top with reddish feathers on its chest.

Notes

• birds have feathers
• birds are different colors
• gray or brown or blue

At Home: Have a family member read a short paragraph aloud. Take notes. Then use your own words to tell what the paragraph was about.
Vocabulary: Compound Words

A compound word is a word made up of two smaller words. Knowing what the two smaller words mean can help you figure out the meaning of the compound word.

A. Write the compound word in each sentence.

1. My brother’s bedroom is big. ____________________________

2. Our driveway is short. ____________________________

3. We have rabbits in our backyard. ____________________________

4. My sister and I see grasshoppers. ____________________________

5. Barky lives in the doghouse. ____________________________

B. Put the words together to make a compound word. Use each compound word in a sentence.

6. shoe + lace = ____________________________

7. walk + way = ____________________________

8. water + fall = ____________________________

9. sun + set = ____________________________

10. gold + fish = ____________________________

At Home: With a family member, make a list of three sports that have compound words in their names.
Composition: Leads and Endings

A lead begins a piece of writing. The most important idea is often stated in the lead. An ending finishes a piece of writing. The ending sums up the writing or states the main idea again.

Read the sentences that go with each topic below. Circle the word lead or ending to describe each sentence.

topic: A Funny Snowman

1. That night, my hands were still freezing! lead ending
2. Let me tell you about a funny snowman! lead ending

topic: The Tall Building

3. Think of a building that reaches the clouds! lead ending
4. Someday, will you climb to the top with me? lead ending

topic: What’s Buzzing?

5. It turned out to be a bee in my piggy bank! lead ending
6. Every night, I heard a buzzing sound. lead ending

topic: The Big Dig

7. Finally, it pulled up the treasure chest. lead ending
8. One day, a bulldozer dug and dug and dug. lead ending

topic: Where Is Patches?

9. I had lost Patches, my pet turtle. lead ending
10. After three days, I found her under the porch. lead ending

At Home: Write a short story about your favorite toy. Give it a good lead and ending. Then read your story to a family member.
Features of Descriptive Writing

Descriptive writing tells what a person, place, or thing is like. In descriptive writing, you:

• Use **details** to create a picture for the reader.
• Group details together in **an order that makes sense.**
• Include **describing words** to tell how something looks, sounds, feels, smells, or tastes.

Think about your favorite pizza. What does it look like? How does it smell? Use describing words to complete the chart. Then use the information to write five sentences about your pizza.

<table>
<thead>
<tr>
<th>Describing Words About Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound</td>
</tr>
<tr>
<td>_______</td>
</tr>
</tbody>
</table>

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Prewrite: Descriptive Writing

Think about a special place where you have fun. Think of details to help you describe this place. Use the star chart below to help you organize details by sight, sound, touch, smell, and taste.

At Home: Tell the details of your special place to a family member. Together, think of more ideas to add to the chart.
Revise: Descriptive Writing

An important step in writing is to revise your first draft. This is one way you can make your writing better.

A. Read the paragraph below. How can you make it more interesting? Remember to:

• Use words that tell how things look, sound, feel, smell, or taste.
• Group details in a way that makes sense.
• Add an interesting title.

Here we are at the beach. The sand feels funny. It is a windy day.

We are going to fly a kite. And swim.

Dad says we should not taste the water.

It is salty. It’s a good day.

B. Use the changes you marked to rewrite your paragraph on another sheet of paper.

At Home: With a family member, work at revising a descriptive paragraph of your own. Take turns adding details to create a more descriptive picture.
Read the paragraph. Look for any spelling mistakes. Check to see if there are any missing or incorrect end marks. Make sure the paragraph is indented.

A. Use the proofreading marks from the box to mark five errors you find. You can use the “add” mark to show where punctuation marks should go.

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

---

Chico’s Cheese Shop

My brother Chico has a new cheze shop on lindy Street.

What kind of cheese do you like? I bet chico has it! Last week, he won a prize for having the best new shop on our street.
Action Verbs

**REMEMBER THE RULES**

- An **action verb** is a word that tells what someone or something is doing.

  *The frog* **jumps** over a rock.

A. Draw a line under each action verb.

   1. The frog leaps.
   2. It moves from pad to pad.
   3. Grandpa watches the frog.
   4. The frog swims away.
   5. Grandpa loves this pond.

B. Write each sentence. Circle each action verb.

   7. Grandpa naps after lunch.
   8. He snores a little.
   9. The frog croaks loudly.
   10. Grandpa wakes up!

---

At Home: Ask family members to name two actions they do each morning. Make a list.
Present-Tense Verbs

REMEMBER THE RULES

- Present-tense verbs tell what is happening now.
- Add -s or -es to tell what one person or thing is doing.

Dad **sews** my shirt.
He **patches** the holes.

A. Circle the correct verb in ( ) in each sentence.

1. My shirt (catch  catches) on a nail.
2. The nail (rips  rip) a button off.
3. My dad (fixes  fix) it.
4. He (finds  find) some thread.
5. Dad (teach  teaches) me the steps.

B. Write each sentence. Add -s or -es to the verb in ( ).

6. Dad (find) the thread.
7. He (match) the color.
8. He (sew) on the button.
9. Later, Dad (wash) the shirt.
10. The shirt (look) just like new.

At Home: What does a family member fix, patch, or repair? Find out the steps he or she follows. Write the steps using present-tense verbs.
Subject-Verb Agreement

REMEMBER THE RULES

• A subject and verb must agree.
• Add -s or -es only if the verb tells about one person or thing.

Mrs. Morrison plants a garden.

Vegetables grow in it.

A. Draw a line under the correct verb in ( ).

1. Mrs. Morrison (show, shows) Ira and me her garden.
2. Peas (grow, grows) well in her garden.
3. Green beans (fill, fills) rows and rows.
4. Corn plants (reach, reaches) five feet high!
5. Tomatoes (turn, turns) deep red.

B. Draw a line under the correct verb in ( ). Then write each sentence correctly.

6. Mrs. Morrison (teach, teaches) us about the soil.

7. Worms (love, loves) her rich soil.

8. She (push, pushes) some dirt aside.

9. She (watch, watches) the worms.

10. They (crawl, crawls) in and out of the dirt.

At Home: Ask a family member how to care for a plant. Write the steps with correct subject-verb agreement.
Mechanics and Usage: Abbreviations

REMEMBER THE RULES

- An abbreviation is a shortened form of a word.
- Abbreviations of the titles in people’s names begin with a capital letter and end with a period.

We see Dr. Chin, Mrs. Smith, and Ms. Lopez at the school meeting.

A. Write the abbreviation in each sentence correctly.

1. Do you know mrs Page? ________
2. She is here with her son, Sammy Page, jr. ________
3. See dr DeRosa in the last row. ________
4. She and her husband, mr DeRosa, always come. ________
5. That’s ms Sao talking to the principal. ________

B. Rewrite the name or names correctly on the lines below.

mrs McKee and dr Huang
mr and mrs Sharpe
ms Fernandez
dr Jeff Wise, jr
mr Ronald Gomez and Ronald Gomez, jr

At Home: Ask a family member to help you list the names of some of the people in your community. Use their titles.
Mixed Review

REMEMBER THE RULES

• **An action verb** is a word that shows action.
  
  *Dad and I* [work] *in the yard.*

• **Present-tense verbs** tell about actions that happen now.
  
  *I* [find] *a rake in the garage.*

• Add **-s** or **-es** to a present-tense verb if it tells about one person or thing.
  
  *Dad* [fixes] *the loose handle.*

Circle the correct verb in ( ). Then write the sentence on the line.

1. Dad (rakes, rake) the leaves into a pile.

2. I (put, puts) the leaves in bags.

3. Our cat Tiger (watch, watches) us.

4. Tiger (sits, sit) on the porch.

5. Dad and I (finishes, finish) before lunch.

At Home: What chores do you do at home? Write some sentences about one chore. Circle all the action verbs. Read all the verbs to a family member.
Past-Tense Verbs

REMEMBER THE RULES

- Past-tense verbs tell about actions in the past.
- Most past-tense verbs end with -ed.

Last night I talked to Linda.

- For verbs like plan, double the last consonant and add -ed.
- For verbs like name, drop the e and add -ed.

We planned a book report. She named the book.

Draw a line under each verb that tells about the past.

1. Linda called me.
2. My brother answered the phone.
3. She asked for me.
4. My brother shouted my name.
5. I raced to the phone.
6. Linda and I chatted a long time.
7. We named our favorite books.
8. We rated our favorite foods.
9. We listed our favorite songs.
10. I loved talking with Linda.

At Home: Ask a family member to help you write two or three sentences that tell what you did yesterday. Use past-tense verbs.
The Verb *Have*

**REMEMBER THE RULES**

- Use *have* and *has* for the present tense. Use *had* for the past.

  
  Meg  **has** a picnic. We  **have** fun.

  Luke  **had** a picnic last week.

A. Circle the correct verb in ( ).

1. Meg *(has, have)* six girls over to play.
2. They *(has, have)* a picnic.
3. First, they *(has, have)* pizza.
4. Then they *(has, have)* a treasure hunt.
5. Meg and her friends *(had, has)* fun.

B. Draw a line under the correct verb. Write the sentence.

6. Meg *(has, have)* a big yard.

7. The yard *(has, have)* swings.

8. It *(has, have)* a slide, too.

9. The girls *(has, had)* a good time.

10. Meg *(had, have)* the best time!

**At Home:** Where would you like to go on a picnic? Ask a family member to help you write sentences about that place. Use *have*, *has*, and *had.*
Combining Sentences: Verbs

REMEMBER THE RULES

• The subjects of two sentences are sometimes the same.
• Use **and** to combine the predicates into one sentence.

\[
\begin{align*}
\text{The team} & \quad \text{played hard}.\\
\text{The team} & \quad \text{won}.\\
\text{The team} & \quad \text{played hard and won.}
\end{align*}
\]

Use **and** to combine the underlined words. Write the new sentence.

1. The families **yell hooray.** The families **jump up and down.**

2. The coach **laughs.** The coach **shake hands.**

3. She **winks.** She **grins.**

4. The team **wins some games.** The team **loses some games.**

5. The boys **get changed.** The boys **go home.**

At Home: What do you do on a sports team? Ask a family member to help you write about it. Use **and** to combine some sentences.
Mechanics and Usage: Commas in Dates

REMEMBER THE RULES

- In a date, write a comma between the day and the year.

July 4, 1776
December 13, 1995
October 1, 1999
September 3, 2000
August 5, 2002

Write each date correctly.

1. My mom was born on June 30, 1962.

2. My dad was born on July 5, 1963.

3. My big sister was born on May 17, 1990.

4. My little sister was born on November 28, 1999.

5. I was born on March 4, 1992.

At Home: What are three special dates in your family? Ask a family member to help you write one sentence about each date.
Mixed Review

REMEMBER THE RULES

• Past-tense verbs tell about actions in the past. Most past-tense verbs end with -ed: laughed
  For verbs like stop, double the last consonant before adding -ed: stopped
  For verbs like tune, drop the e before adding -ed: tuned

• The verb have has three forms: have, has, had.
  
  Pedro has a green lamp.
  Pedro and Thomas have new lamps.
  Thomas had a green lamp, but now he has a red one.

Circle the correct verb in ( ) that belongs in each sentence.

1. Last week I (paint, painted) my room.
2. I (planned, plan) blue as the new color.
3. First, I (moved, move) the furniture out.
4. Then I (scraped, scrape) off the old wallpaper.
5. My room (look, looked) new with its blue walls!
6. Now I (have, has) new posters on my walls.
7. My brother (has, have) an old poster for me, too.
8. Last year, I (has, had) curtains in my room.
9. Now I (have, had) shades.
10. This morning, Mom (had, have) time to put them up.

At Home: Think of something fun you did at home last week. With a family member, write some sentences about it. Use past-tense verbs.
Common Errors with Subject-Verb Agreement

**REMEMBER THE RULES**

The subject and verb in a sentence must agree.

- If the subject is one person or thing, then the verb must tell about one person or thing. Add \(-s\) or \(-es\) to the verb.
  
  This sentence is **not** correct: *The girl run to the bus.*
  
  This sentence is correct: *The girl runs to the bus.*

- If the subject is more than one person or thing, then the verb must tell about more than one person or thing. Do not add \(-s\) or \(-es\) to the verb.
  
  This sentence is **not** correct: *The bunnies hops.*
  
  This sentence is correct: *The bunnies hop.*

Rewrite each sentence using the correct form of the verb in ( ).

1. We all (work, works) hard every day.

2. Mom (take, takes) the bus to work.

3. I (read, reads) my books in school.

4. Dad (drive, drives) to the office.

5. The teachers (help, helps) us learn.

---

**At Home:**
Ask a family member to make a funny face. Draw a picture of the face. Write a sentence for the picture. Use the verb *make or makes* in the sentence.
Study Skills: Maps

REMEMBER THE RULES
• A map helps you find places.
• The pictures on a map are called symbols.
• The key tells you what each symbol means.

Look at the map of Thompson Park. Sara rode her bike on the bicycle route. What places and things did she pass before she got to the basketball courts? Write them on the lines.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Key
- bicycle route
- pond
- bridge
- elm tree
- playground
- restaurant
- basketball courts
- ball field
- park bench

At Home: Draw a map to show how to go from one room of your home to another. Have a family member follow the route on your map.
Vocabulary: Prefixes

- A prefix is a word part added to the beginning of a word.
- A prefix changes the meaning of a word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not, the opposite of</td>
<td>un + tie = untie</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>re + read = reread</td>
</tr>
</tbody>
</table>

Write each sentence. Change the underlined words to words with the prefixes un- or re-.

1. Carey is not able to cook the pudding.
2. She has to read the directions again.
3. Carey is not willing to do this.
4. Aunt DeeDee tells them to her.
5. Now Carey cooks the not cooked pudding

At Home: Ask a family member to look at a recipe with you. Tell how to follow the recipe. Use words that include the prefix re- or un-.
Composition: Logical Order

- **Time-order words** help you tell steps or directions in the order that they happen.
  
  For example: *first, next, last*

- **Space-order words** help you tell where people, places, and things are placed in space.
  
  For example: *to the right, to the left, above, below*

A. Elijah wants to send a greeting card to Hilary. Number the sentences from 1 to 5 on the lines. Number the steps in the correct order.

1. Then, address and seal the envelope. ____
2. Next, put the card in an envelope. ____
3. Last, mail the card. ____
4. First, buy the card. ____
5. Second, write out the card to Hilary. ____

B. Write **time order** or **space order** to name the way the underlined word shows order.

6. *First*, Hilary opens the card. __________________

7. She puts the card on a shelf *above* her desk. __________________

8. *Then*, she calls Elijah. __________________

9. *Next*, she thanks him. __________________

10. Hilary puts the phone to the *left* of the card. __________________

---

**At Home:** Show a family member how to do a simple activity. Write three sentences to tell what to do. Use time-order and space-order words.
Rewrite the directions from Pablo’s house to Roberto’s house. Write one direction next to each number. Use time-order words and space-order words. The first one is done for you.

Roberto tells Pablo how to get to his house at 131 8th Avenue. Roberto says that first Pablo should walk north on 5th Avenue to Broadway. Next, he must turn left on Broadway. Pablo must then walk three blocks on Broadway. Then, Pablo should turn right onto 8th Avenue. Finally, he has to walk one block on 8th Avenue.

1. First, walk north on 5th Avenue to Broadway.

2. 

3. 

4. 

5. 

At Home: Ask family members to hide an object. Have them give you one direction at a time to find the object. See how fast you can find it.
Prewrite: Explanatory Writing

Give a new classmate directions to the lunchroom or another room in your school. Fill in the chart below to plan the order of your directions. Start in your classroom.

**SEQUENCE CHART**

**How to get to □□□□□□□□□**

1. □□□□□□□□

2. □□□□□□□□

3. □□□□□□□□

4. □□□□□□□□

5. □□□□□□□□

---

**At Home:** Ask a family member to write a set of directions to a special place for you. Follow them to see where you end up.

---

McGraw-Hill Language Arts
Grade 2, Unit 3, Explanatory Writing,
pages 176–177
When you revise a first draft, you can add clearer details.

A. Read the first draft of the letter. Then follow the steps below to revise it. Mark the changes on the letter.
   - Add a time-order word.
   - Add a space-order word.
   - Combine two short sentences with **and**.

Dear Omar,

I would like to invite you to my house. I hope you can come over on Saturday. You are new in school. You may not know where I live. Here are the directions from school.

First, walk on School Street. Go to Brown Avenue. Turn left. Then walk 3 blocks to Mitchell Avenue. Turn right. My house is there. My address is 124 Mitchell Avenue.

I hope you can come. We will play games. We will watch a movie. It should be lots of fun. Let me know on Friday if you can come.

Your friend,

Rashida

B. Use the changes you marked to rewrite the letter on another sheet of paper.
Proofread: Explanatory Writing

Read the letter from Miss Mark’s second-grade class to their parents. Look for spelling and punctuation mistakes. Make sure all verbs agree with the nouns. Make sure proper nouns begin with capital letters.

A. Use the proofreading marks above to mark 5 errors you find. Use the “add” mark to show where punctuation marks should go.

Dear Parents,

We are writing this letter to invite you to the opening of the new Children’s Club that meets on Wednesday after school.

Here are the directions from our school.

Walk one block to Mello Drive. Turn right on Mello. Walk two more blocks to Park Terrace. Turn right on Park Terrace. You will see the Garden City Children’s Club on your left. It has a big oak tree in front. See you there.

Yours truly,

Miss Mark’s class

B. Use the corrections you marked to rewrite the letter on another sheet of paper.
The Verb *Be*

**REMEMBER THE RULES**

- The verb *be* has special forms in the present tense: *am, is, are.*
  
  *The ladybug is cute.*

- The verb *be* has special forms in the past tense: *was, were.*
  
  *The ladybug was crawling on a leaf this morning.*

**A.** Choose the correct verb in ( ). Then write each sentence.

1. Many bugs *(is, are)* in my backyard.

2. An ant *(is, are)* in the grass.

3. I *(am, are)* looking for bugs.

4. Yesterday *(is, was)* a sunny day.

5. Bugs *(was, were)* everywhere!

**B.** Circle the word that is a form of the verb *be.*

6. A ladybug was on a flower.

7. The flower was red.

8. Were you there?

9. I am happy to find ladybugs.

10. They are fun to watch.

---

**At Home:** With a family member, look in your backyard. Write two sentences that tell about what you see. Use *am, was, is, are,* and *were.*
Helping Verbs

**REMEMBER THE RULES**

- A **helping verb** helps another verb tell about an action.
- **Am, is, and are** help tell about something that is happening now.
  
  *Antonio is watching the ants.*
- **Has and have** help tell about things that have already happened.
  
  *Antonio has watched the ants all day.*

A. Draw a line under the helping verb in each sentence.

1. I am getting an ant farm for my birthday.
2. The ants are walking in a line.
3. Each ant is taking the same path.
4. They have found a piece of bread.
5. Another group of ants has found an apple.

B. Antonio wrote this letter to thank his uncle for his birthday gift. Fill in each blank with the correct form of **be or have**.

6.–10. Dear Uncle Marco,

   Thank you very much for the ant farm. I ______ put it together already. My mother ______ never seen anything like it.
I ______ watching my ants right now. They ______ walking in a line.
They are funny! One ant ______ carrying a piece of cheese.

   Thanks again for the great present!

   Love,

   Antonio

---

At Home: Find ants outside with a family member. Write down three sentences that tell what the ants are doing. Use helping verbs.
Linking Verbs

REMEMBER THE RULES

- A linking verb is a verb that does not show action.
- The verb be is a linking verb.

Dad is proud of his rose garden.
Judd and Barbara are in the rose garden.

A. Read each sentence. Circle the linking verbs. Draw a line under the action verbs.

1. I plant flowers in my garden.
2. The tomatoes are ripe now.
3. I picked three cucumbers and two tomatoes.
4. The tomato is sweet.
5. The peppers are big.

B. Circle the correct linking verb in ( ) to complete each sentence.

6. Dad and I (are, am) proud gardeners.
7. This sunflower plant (is, am) tall.
8. Birds (is, are) noisy in the garden.
9. Mother’s salad from the garden (am, is) tasty.
10. The sunflower seeds (are, am) delicious.

At Home: With a family member, talk about what you would like to grow in a garden. Write three sentences. Use a linking verb in at least one sentence.
Mechanics and Usage: Commas in Names of Places

REMEMBER THE RULES
- Place a comma between the name of a city and state.
  You can find red rocks in Sedona, Arizona.

A. Read each sentence. Put commas in the correct places.
1. You can find beaches in Tampa Florida.
2. Winters are cold in St. Paul Minnesota.
3. The 1996 Olympic games were held in Atlanta Georgia.
4. The Empire State Building is in New York New York.
5. There are nice beaches near San Jose California.

B. Draw a line to match the city with its state. Then write the names below. Use commas correctly.

6. Tampa California
7. St. Paul Georgia
8. New York Florida
9. San Jose New York
10. Atlanta Minnesota

At Home: With a family member, make a list of cities and states you would like to visit. Use commas correctly.
Rewrite each sentence with the correct verb in ( ). Add commas to separate names of places.

1. My friends (was, were) happy to see me.

2. Last week the class (were, was) going to the zoo.

3. The zoo (is, are) in San Diego California.

4. The zoo (has, have) helped many wild animals.

5. We (has, have) talked about our zoo trip a lot!

At Home: Think about a trip you have taken with your class. Use helping verbs and linking verbs to write about it.
Choose the correct verb in ( ). Write the sentence using the correct verb.

1. Each summer I (go, goes) out West.

2. Last June I (went, goes) to see my cousin.

3. We always (do, does) fun things.

4. This year we (went, goes) to a rodeo.

5. The cowboys (do, does) riding stunts.

At Home: With a family member, write three sentences that tell what you do each summer. Use go, goes, went, do, does, and did.
**The Verbs Say, See, and Run**

**REMEMBER THE RULES**

- The past tense of *say* is *said*.
  
  *I say* I like to play soccer.
  
  *I said* I wanted to join the team.

- The past tense of *see* is *saw*.
  
  *I see* the team having fun.
  
  *I saw* the team win a trophy last year.

- The past tense of *run* is *ran*.
  
  The players *run* on the field.
  
  The players *ran* yesterday.

Circle the verb in ( ) that tells about the past. Write the sentence using the correct verb.

1. My dad (say, said) I can play soccer.

2. I (saw, see) all my friends on the team.

3. The first day we (runs, ran) a lot.

4. Coach (say, said), “Run faster!”

5. I (see, saw) my parents in the stands.
The Verbs *Come, Give, and Sing*

**REMEMBER THE RULES**

- The past tense of *come* is *came*.

  *I hope people come to the talent show.*
  *Many people came to the show last night.*

- The past tense of *give* is *gave*.

  *I give Eric his music.*
  *The judge gave Eric first prize.*

- The past tense of *sing* is *sang*.

  *I always sing at the show.*
  *My sister sang two songs.*

Circle the past-tense verb in ( ). Write the sentence using the correct verb.

1. Our parents *(come, came)* to the talent show.

2. My class *(give, gave)* programs to people.

3. Eric and I *(sings, sang)* a song.

4. Our teacher *(give, gave)* us prizes.

5. Everyone *(come, came)* to see us.

At Home: With a family member, write two sentences about a talent show you have seen. Use present- or past-tense forms of come, give, or sing.
Contractions with *not*

**REMEMBER THE RULES**

- A **contraction** is made from two words.
- An **apostrophe** is put in the place where the letters are taken out.

\[
\begin{align*}
\text{are not} & \rightarrow \text{aren’t} \\
\text{is not} & \rightarrow \text{isn’t} \\
\text{did not} & \rightarrow \text{didn’t} \\
\text{do not} & \rightarrow \text{don’t} \\
\text{have not} & \rightarrow \text{haven’t}
\end{align*}
\]

**A.** Circle the contraction to complete each sentence. Then write the contraction.

1. I ___________ find my dog anywhere.  
   * can’t  haven’t

2. She ___________ in the backyard.  
   * it’s  isn’t

3. I ___________ seen her all day.  
   * didn’t  haven’t

4. She ___________ go outside.  
   * don’t  didn’t

5. I ___________ know where to look.  
   * don’t  hadn’t

**B.** Write the contraction for the underlined words in the sentence.

6. My dog, Honey, **is not** in the closet.  
   _________________

7. We **are not** able to find her.  
   _________________

8. I **do not** think she is under the sofa.  
   _________________

9. Oh! I **have not** looked under my bed.  
   _________________

10. She **did not** want her bath!  
   _________________

---

**At Home:** With a family member, use contractions to write three sentences about a pet or animal. Then write the two words that each contraction stands for.
Mechanics and Usage: Apostrophes

REMEMBER THE RULES

- An apostrophe (’) takes the place of letters that are left out in a contraction.
  - Sharon can’t wait to ride her bicycle.
- An (’) and s can show ownership in a singular noun.
  - Sharon’s bike is blue.
  - The sisters’ bikes are old.

A. Write each underlined word. Add an apostrophe.

1. Sharons bicycle is broken.
2. She cant ride it.
3. The bikes tire is flat.
4. She does not know how to fix them.
5. She uses her sisters pump.

B. Find the word in the sentence that is missing an apostrophe. Write the word on the line. Add the apostrophe.

6. Pams bicycle is old.
7. The bicycle doesnt go very fast.
8. Pam cant wait to get a new one.
9. The ride to the bike shop isnt long.
10. The girls new bikes are beautiful!

At Home: With a family member, talk about a time you got something new. Write three sentences about it and circle the apostrophes you use.
Mixed Review

REMEMBER THE RULES

• Some verbs change their spelling to make the past tense.
  Present  go  do  say  see  run  come  give  sing
  Past    went  did  said  saw  ran  came  gave  sang

• A contraction is a short way to write two words. An apostrophe takes the place of the left-out letters.
  will + not = won’t  do + not = don’t

• Add an apostrophe and -s to make a singular noun possessive. Add an apostrophe to make most plural nouns possessive.
  girl’s  girls’

A. Underline each verb. Write its past-tense form on the line.
  1. My brother says something exciting to me. ________________
  2. He sees a treasure map for the backyard. ________________
  3. I go in the backyard. _____________________________
  4. My brother gives me a shovel. _______________________
  5. Dad comes to watch. _______________________________

B. Write the underlined words with an apostrophe. Make a contraction or a possessive noun.
  6. “There is not treasure here!” I said. ___________________
  7. We did not want to stop digging. _____________________
  8. We found Dad metal box. ___________________________
  9. We opened the box lid. _____________________________
10. We found our two sister old toys inside. ______________

At Home: Make a list of five contractions and five possessive nouns with a family member. Use each one in a sentence.
Common Errors with Past-Tense Verbs

REMEMBER THE RULES

• Most verbs add -ed to show past tense.
  
  Sometimes Dad **works** on Saturdays.
  Dad **worked** last Saturday.

• Some verbs have special spellings in the past tense.
  
  Sometimes Dad **takes** Mondays off.
  Dad **took** last Monday off.

Circle the error in each sentence. Write the correct past-tense verb on the line.

1. My mom and dad comed home early. __________________

2. They sayed, “Let’s go to the zoo.” __________________

3. We seed a really big parrot. __________________

4. I gived Dad my camera. __________________

5. He taked a picture of the beautiful bird. __________________

6. Then we goed to the lion cage. __________________

7. The lion cubs runned in a circle. __________________

8. Next, we sees the baby bears. __________________

9. They hided when they saw us. __________________

10. Dad taked some great pictures. __________________

At Home: Write a sentence about something special you did. Use the past tense of **go, do, see, say, run, or sing**. Show the sentence to a family member.
Study Skills: Encyclopedia

REMEMBER THE RULES

- An encyclopedia is a set of books filled with information about people, places, and things.
- Each book is called a volume. The volumes are in ABC order.
- The letter or letters on each volume show what topics are in the book. The topics are in ABC order.
- To look up a topic, use the first letter of its name and find the volume with that letter.
- To look up a person, look under the first letter of the person’s last name.

Write the letter or letters of the volume where you would find each of these topics in the encyclopedia.

1. airplanes ____
2. trains ____
3. China ______
4. spiders ______
5. frogs _____

Which word would you use to look up each of these names?

6. George Washington _________________________________________
7. Abraham Lincoln ____________________________________________
8. Amelia Earhart _____________________________________________
9. Martin Luther King, Jr. _______________________________________
10. Eleanor Roosevelt ___________________________________________
McGraw-Hill School Division

Vocabulary: Suffixes

- A **suffix** is a word part added to the end of a word.
  - *-ful* means full of
  - *-less* means without

- A suffix changes the **meaning** of the word.
  - help + -ful = helpful
  - end + -less = endless

A. Add *-ful* or *-less* to each word. Then write the word.

1. color + ful __________________________
2. thought + ful _________________________
3. harm + less __________________________
4. use + less __________________________
5. spot + less __________________________

B. Add *-ful* or *-less* to the word in ( ) to complete the sentence.

6. I feel (peace) ______________ when I look at the night sky.
7. The black sky was (cloud) ______________ last night.
8. A telescope is (help) ______________ if you look at the moon.
9. I am (hope) ______________ that I will see Mars.
10. Brave people who explore space are (fear) ______________.

**At Home:** Write two sentences that tell why you might like to be an astronaut. Use one of the words with a suffix that you wrote on this page. Show it to a family member.
In each pair of sentences, use *and* to combine the subjects or predicates. Write the new sentence on the line.

1. Frogs are green. Lily pads are green.
   
   
2. Frogs hop by. Frogs swim in the water.
   
   
   
   
4. A turtle swam by. The turtle sank into the water.
   
   
5. Turtles lay eggs. Turtles bury them in the sand.
   

At Home: Ask family members what they know about turtles or frogs. Write down three sentences. Make sure they begin with different words.
Features of Writing That Compares

- **Writing that compares** tells about two things, places, people, or ideas.

Good writing that compares:
- Explains how things are **alike**.
- Explains how things are **different**.
- Uses **comparing** words.

*The front yard is sunny, but the backyard is shady.*

Read the sentences. Underline each sentence that tells how things are alike. Draw two lines under sentences that tell how things are different. Circle the comparing words.

1. Both ladybugs and grasshoppers live in gardens.
2. Like all insects, they have six legs.
3. But ladybugs fly, and grasshoppers hop.
4. Ladybugs have tiny wings, while grasshoppers have long legs.
5. You can see both of them in the summer!

At Home: With a family member, talk about two animals and compare them. Then write a paragraph about the two animals.
Prewrite: Writing That Compares

Choose a topic that compares two things. Use the topics below to give you ideas.

- bunnies and kittens
- pizza and tacos
- baseball and football
- trees and flowers

Think about how the two things you chose are alike and how they are different.

Write your ideas in the chart below.

My topic: ____________________________________________

<table>
<thead>
<tr>
<th>Alike</th>
<th>Different</th>
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<tbody>
<tr>
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</tbody>
</table>
It is important to revise a first draft. Revising makes your writing better.

A. Read the first draft below. Then follow these steps to revise it.

- Add words that compare.
- Make the sentences different lengths.
- Look for sentences that begin alike. Use different words to begin each one.

Dogs come in all shapes and sizes. Some dogs are big dogs. Some dogs are small dogs.

Collies and beagles are different in some ways. Look at their ears. Collies have pointed ears. Beagles have long, floppy ears.

Look at the hair. Collies have long hair. Beagles have short hair.

Collies and beagles are the same. They can have black, brown, and white fur. They like people. They make good pets.

B. Use the changes you marked to write the corrected paragraphs on another piece of paper.

At Home: With a family member, write a short paragraph about two kinds of pets. Then revise it, adding words that compare.
You might think the sun is not a star, but you would be wrong! The sun is a star, but it is close to Earth. Both the sun and the stars are made of burning gases. But we can see stars only at night, while the sun shines all day long! Why do we need the sun? The sun gives us light, so we can see during the day. It makes plants grow. It warms our planet.

Other stars do not do this!

B. Use the corrections and changes you marked to write the corrected paragraphs on another sheet of paper.

At Home: Write a short paragraph about the sun and include three errors. Show a family member how to make corrections using proofreading marks.
Pronouns

REMEMBER THE RULES
• A pronoun takes the place of one or more nouns.
• Pronouns match the noun or nouns they replace.

<table>
<thead>
<tr>
<th>Alison</th>
<th>Mom and Dad</th>
<th>Dad and I</th>
<th>tent</th>
<th>Alison</th>
<th>Dad</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
<tr>
<td>I</td>
<td>they</td>
<td>we</td>
<td>it</td>
<td>she</td>
<td>he</td>
</tr>
</tbody>
</table>

Read each sentence. Circle the pronoun that correctly replaces the underlined noun.

1. Grandmother and I are going camping.  He  We
2. Grandmother knows everything about camping.  She  We
3. Grandfather will not go with us this year.  She  He
4. My parents went last year.  They  You
5. We saw a deer last year.  they  it
6. My father cooked our breakfast.  He  I
7. The eggs were tasty.  It  They
8. Grandmother and I will cook this year.  We  You
9. Grandmother hopes it won’t rain.  She  We
10. The tent will keep us dry.  It  They

At Home: Would a camping trip be fun? Talk about it with a family member. Write two sentences that tell what you decided. Circle the pronouns.
**I and Me**

**REMEMBER THE RULES**

- Use **I** to tell about yourself in the subject of a sentence.
  
  I like to eat pizza!

- Use **me** after an action verb.
  
  Dad helps me set the table.

**A. Write I or me to complete each sentence.**

1. Mom, Dad, and ____ have pizza on Friday.

2. Mom lets ____ add extra cheese.

3. ____ also add peppers.

4. Dad and ____ like the crust best.

5. Mom gives ____ her crust.

**B. Read the sentences. If the pronoun is not correct, cross it out. Then correct the sentence by writing I or me or correct on the line.**

6. Dad and me make a salad.

7. I set the table.

8. Dad helps I fill the glasses.

9. Mom, Dad, and me are hungry.

10. Now I eat!

---

**At Home:** Help a family member make a meal. Write two sentences that tell how you did it. Circle the pronouns that you use.
Circle the correct pronoun in ( ). Then write the sentence correctly.

1. Oscar shows (us, we) a birdhouse.

2. (We, Us) look inside the birdhouse.

3. (We, Us) see two eggs inside!

4. Oscar tells (us, we) to leave the eggs alone.

5. (We, Us) can’t wait to tell Mom what we saw!
Cross out the words that are not used correctly. Write the correct words on the line.

1. I and Eddie like to read. __________________________
2. Eddie and i read old books. __________________________
3. Eddie lets me read out loud first. __________________________
4. Sometimes i tell Eddie when to read. __________________________
5. Me and Eddie read all day. __________________________
6. Marie and I like to read, too. __________________________
7. I and she read together. __________________________
8. Would you like to read with me and Marie? __________________________
9. i will call you on Saturday. __________________________
10. Marie and I will call Eddie, too. __________________________
Mixed Review

REMEMBER THE RULES

- A pronoun takes the place of one or more nouns.
  
  \textit{Ricardo is playing at my house. He is playing at my house.}

- Use the capital letter \textit{I} to tell about yourself in the subject of a sentence. Use \textit{me} after an action verb.
  
  \textit{I asked Ricardo to give me a turn on the bike.}

- Use \textit{we} and \textit{us} to talk about yourself and others.
  
  \textit{We share the bike. Grandpa makes us take turns.}

- Name yourself last when talking about yourself and another person: Ricardo and I like to fix things.

A. Write pronouns to replace the underlined words.

1. The bike was broken. ____________________________

2. Ricardo and I tried to fix it. ____________________________

3. Grandpa saw Ricardo and me outside. ____________________________

4. Grandpa came out to help. ____________________________

5. Grandpa and Ricardo took the bike apart. ____________________________

B. Circle the correct pronoun in ( ).

6. (I, Me) rode my bike to school.

7. Ricardo shows (I, me) the tire.

8. (I, i) see a flat tire.

9. (Me and Ricardo, Ricardo and I) fix the tire.

10. Jenny, Ricardo, and (me, I) ride to school.

At Home: Write three sentences about fixing something at home with a family member. How many pronouns did you use? Point them out to your family member.
Pronoun-Verb Agreement

REMEMBER THE RULES

- A present-tense verb must go with the pronoun in the subject of the sentence.
- When a pronoun is singular, add -s to the verb.
  
  She reads music very well.
- When a pronoun is plural (we, they) or I or you, do not add -s.
  
  They both play instruments.

A. Read each sentence. Circle the verb that goes with the pronoun. Then write the verb on the line.

1. We ___________ well. sing  sings
2. We both ___________ lessons. take  takes
3. She ___________ the piano.  play  plays
4. She ___________ with me. sing  sings
5. They ___________ to the music. dance  dances

B. Read the sentences. Cross out the incorrect verb. Then write the correct verb on the line.

6. They plays the guitar. ______________________
7. You hears me play. ______________________
8. Dad clap with the music. ______________________
9. Mom bring a snack. ______________________
10. I says, “I love music!” ______________________

At Home: With a family member, find a music program on the radio or TV. Write two sentences that tell about it. Circle the verbs you use.
Possessive Pronouns

**REMEMBER THE RULES**
- Use a **possessive pronoun** to show who or what owns something.
  
  *Where are my gerbils?*
- Possessive pronouns can tell about one or more than one person or thing.
  
  *The gerbils are in their cage.*

A. Read the sentences. Choose a pronoun from the box to complete each sentence. Write the pronoun on the line.

<table>
<thead>
<tr>
<th>His</th>
<th>my</th>
<th>Our</th>
<th>its</th>
<th>your</th>
</tr>
</thead>
</table>

1. That is ____________ gerbil.
2. That is ____________ cage.
3. ____________ gerbil is small.
4. ____________ two gerbils eat carrots.
5. Do you give ____________ gerbil fresh water?

B. Read the sentences. Write a possessive pronoun for the underlined words in the sentence.

6. I took the class’s gerbil home with me. ________________
7. I put the cage in my sister’s room. ________________
8. That gerbil’s tail is long. ________________
9. The gerbils ran on the gerbils’ wheel. ________________
10. The cage’s door is squeaky. ________________

**At Home:** Do you have a pet? Talk to a family member about your pet or someone else’s pet. Ask your family member to write all the possessive pronouns you say.
Contractions: Pronoun and Verb

REMEMBER THE RULES

- A contraction is a short form of two words.
  
  \[ \text{He is ready to clean his room.} \]

  \[ \text{He’s ready to clean his room.} \]

- An apostrophe (‘) takes the place of the letters that are left out when the two words are combined.
  
  \[ \text{We are going to help.} \]

  \[ \text{We’re going to help.} \]

Write each sentence correctly. Use a contraction for the underlined words.

1. You are sweeping the floor.

2. He is helping his sister.

3. They are working together.

4. She is thanking her brother.

5. I am glad you cleaned up!

At Home: Choose a room to clean with a family member. Write three things you both do. Use contractions in your sentences.
Complete the letter to Aunt Yepa with words from the box.

You’re  Your  It’s  its  They’re  their

Dear Aunt Yepa,

(1) _______________ not going to believe what I did today! I rode a pony. (2) _______________ easy! I liked the pony. I sat on (3) _______________ back.

My Mom and Dad are here, too. (4) _______________ going to ride horses today. We wish you were here!

(5) _______________ nephew,

Diego

REMEMBER THE RULES

• A contraction always has an apostrophe to show the letters that have been left out.
  
  They’re going to a farm today.

• A possessive pronoun never has an apostrophe.
  
  I want to ride their ponies.
Mixed Review

**REMEMBER THE RULES**

- A present-tense verb must go with the pronoun in the subject of the sentence. Add -s to most verbs in the present tense with the pronouns she, he, or it.
  
  *She works at school.*

- Use possessive pronouns to take the place of possessive nouns. Possessive pronouns never have an apostrophe.

  *Her* paintbrush *is* wet.  *Their* paints *are* dry.

- A contraction is a short form of two words. An apostrophe takes the place of the left-out letters.

  *they are* = *they’re*  *it is* = *it’s*  *you are* = *you’re*

**A. Circle the correct word in ( ).**

1. We (like, likes) to make clay animals.

2. He always (make, makes) a clay dinosaur.

3. She shows me (her, she) clay cat.

4. She (let, lets) me help.

5. We (show, shows) the class.

**B. Underline the correct word in ( ).**

6. (They’re, Their) teacher is a painter.

7. (You’re, Your) picture is pretty.

8. (You’re, Your) making a picture with torn paper.

9. Yes, (it’s, its) easy!

10. (They’re, Their) cutting small pieces.

---

At Home: Choose something you have made in school. Write some sentences about it. Show your sentences to a family member. Circle the contractions, pronouns, and verbs you used.
Common Errors with Pronouns

**REMEMBER THE RULES**

- Use *I* or *we* in the **subject** of a sentence.
  
  This sentence is **not** correct: *Miguel and me wash the truck.*
  
  This sentence is correct: *Miguel and I wash the truck.*

- Use *me* or *us* in the **predicate** of a sentence.
  
  This sentence is **not** correct: *Miguel gave I a sponge.*
  
  This sentence is correct: *Miguel gave me a sponge.*

Circle the correct pronoun in each sentence. Write it on the line.

1. Miguel and (I, me) wanted to earn money. ________________

2. (We, Us) decided to do chores. ________________

3. Dad told (we, us) to wash the truck. ________________

4. My sister wanted to help Miguel and (me, I). ________________

5. Dad gave (we, us) soap and a bucket. ________________

---

At Home: Talk with a family member about chores you can do around the house. Write two sentences about what you can do. Use pronouns in your sentences.
Study Skills: Alphabetical Order

REMEMBER THE RULES

ABCDFGHJKLMNOPQRSTUVWXYZ

• You can put words in ABC order by their first letter.
  
  jump    turkey    walrus

• If words begin with the same letter, use the second letter to put them in ABC order.
  
  fence    frog    funny

• If words begin with the same two letters, use the third letter to put them in ABC order.
  
  candle    Cape    cat

Write each group of words in ABC order.

1. garden    spade    hoe

2. glove    game    goose

3. backyard    basketball    barn

4. snoop    sneak    peep

5. hat    happen    horn

6. apple    autumn    baker

7. zoo    zipper    young

8. market    metal    main

9. like    lamp    kangaroo

10. quiet    rooster    run

At Home: Write a list of five sports you would like to play. Then ask a family member to help you put the words in alphabetical order.
REMEMBER THE RULES

- A synonym is a word that has the same or almost the same meaning as another word.

  small → little
  silly → funny
  fast → speedy

A. Circle the synonyms in each sentence.

1. I am glad that Ed feels happy today.
2. I found a missing hat that was lost.
3. I ate a huge breakfast for my big day.
4. Dad gave me a shiny, bright bicycle!
5. No days are ever dull or boring to me!

B. Read each sentence. Choose a synonym from the box to replace the underlined word. Write the word on the line.

<table>
<thead>
<tr>
<th>tall</th>
<th>like</th>
<th>speedy</th>
<th>difficult</th>
<th>little</th>
</tr>
</thead>
</table>

6. It was hard to put the bike together. ______________________
7. We started to enjoy the job. ______________________
8. At first, the bike was too high for me. ______________________
9. Mom used small screws to lower the seat. ______________________
10. My bike is fast. ______________________

At Home: Brainstorm five synonym pairs with a family member. Write them in two columns.
Composition: Main Idea and Supporting Details

- A **main idea** is the most important idea in a piece of writing. It tells what the writing is about.
- **Supporting details** tell more about the main idea.

Circle the sentence in each paragraph that tells the main idea.

2. Erin asked her mother to buy her a soccer ball. She ran and practiced every day. Finally, she tried out for the team. Erin’s dream was to play soccer.
3. Mike’s hero was Roberto Clemente. He read a biography of the baseball player. Mike found out that Clemente was from Puerto Rico.
4. Alicia drinks lots of milk. She eats healthy foods. She gets enough sleep. Alicia hopes to grow big enough to play basketball.
5. Team sports are a good activity. You learn how to get along with other children. You can make new friends.

**At Home:** With a family member, brainstorm three ways you can exercise to stay healthy. Write a paragraph about it. Circle the main idea of your paragraph.
Features of Expository Writing

Expository writing:
• gives facts and information about a topic.
• has a main idea and details.
• uses connecting words to go from one idea to the next.
• summarizes the information from more than one source.

Read Rona’s report. Draw a line under the main idea. Draw a circle around the facts. Write a short summary. Use your own words.

Millions of years ago, different kinds and sizes of dinosaurs roamed the earth. The largest dinosaurs were over 100 feet long. The smallest dinosaurs were about the size of a chicken. We don’t know what color dinosaurs were. Some dinosaurs looked like birds. Some of the birds you see today are relatives of the dinosaurs.

At Home: Ask a family member to help you find and write other facts about dinosaurs. Underline the facts and information. Read your report to your family.
You can use expository writing to share information with other people. You might write about a person you know. Write the person’s name in the first box. Then write what you know about the person in the outline boxes. Use the outline to help you organize your paragraphs.

A description of the person:

A person I know:

A.

1.

2.

Why I admire the person:

B.

1.

2.

At Home: Show a family member your outline. Add some main ideas and details.
Revise: Expository Writing

Always revise a first draft. Revising makes your writing easier to understand.

A. Read the first draft below. Follow the steps to revise it.
   - Make sure the main idea in each paragraph is clear.
   - Add more details, if you know them.
   - Combine short sentences, using the word *and*.

**Marco Polo**

Marco Polo lived a long time ago. Marco Polo was an explorer. Marco Polo traveled to Asia. He wrote a famous book about it.

One time Marco’s father took Marco to China. It took three years. The trip was hard. There they met the ruler of China. His name was Kublai Khan.

Many people read Marco’s book about this. People liked his book and wanted to discover new places, too.

B. Use the changes you marked to write the new paragraphs on another piece of paper.

At Home: With a family member, write a paragraph about a famous person. Then revise your paragraph. Share your writing with your family.
Proofread: Expository Writing

Read these paragraphs about Abraham Lincoln. Make sure words are capitalized correctly. Check for mistakes with apostrophes. Make sure the pronouns are used correctly. Check for spelling mistakes.

A. Use the proofreading marks from the box to mark five errors you find. You can use the “add” mark to show where punctuation marks should go.

Do you know who Abraham Lincoln is? He was born in Kentucky in 1809. He lived in a log cabin. When he was seven years old, Abraham’s family moved to Indiana.

Abraham Lincoln loved to read. Sometimes he walked a long way to borrow a book. He would read it in his cabin by the light of a candle.

Abraham grew up to be an honest man. Some people called him “Honest Abe.” Abraham Lincoln became the 16th president of the United States.

B. Rewrite the corrected paragraph above on another sheet of paper.

At Home: Ask a family member to tell three facts about a president. Write a short paragraph about that president. Then proofread what you wrote.
Adjectives

**REMEMBER THE RULES**

- An **adjective** is a word that describes a noun.
- Some adjectives tell **what kind**.

*Cory the Clown has a new suit.*

*He is wearing big shoes.*

A. Circle the adjective in each sentence.

1. Look at Cory’s frilly collar.
2. Do you like his red nose?
3. Cory has a fancy tie.
4. Cory has big gloves.
5. What funny buttons his shirt has!

B. Answer the questions about Cory the Clown. Use the adjectives in the box or think of your own.

<table>
<thead>
<tr>
<th>splotchy</th>
<th>fat</th>
<th>pointed</th>
<th>huge</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>happy</td>
<td>floppy</td>
<td>orange</td>
</tr>
</tbody>
</table>

6. How do Cory’s eyebrows look? ________________________
7. How does Cory’s nose look? ________________________
8. How do Cory’s shoes look? ________________________
9. How does Cory’s tie look? ________________________
10. How does Cory feel about his new suit? ________________
A. Write the adjective that tells how many. Then draw a line under the noun it describes.

1. My school store has a sale every Friday. _______________
2. I picked out two notebooks. _______________
3. I saw some notebooks with stars on the cover. _______________
4. My teacher bought one ruler. _______________
5. I bought many pencils. _______________

B. Complete each sentence about a visit to the school store. Write an adjective that tells how many.

6. I went _______________ times to the school store.
7. I needed _______________ pencils for class.
8. I bought _______________ erasers, too.
9. I stood in line for _______________ minutes.
10. I will buy _______________ supplies next week.

At Home: How many school supplies do you need? Make a shopping list with a family member. Circle the adjectives that tell how many.
Articles: *a, an*

**REMEMBER THE RULES**
- The words *a* and *an* are **articles**.
- Use *a* before consonant sounds.
  
  *The avocado is [a] fruit.*
- Use *an* before words that begin with vowel sounds.
  
  *Have you ever tasted [an] avocado?*

A. Circle the correct article in ( ).

1. I like to eat avocados in (a, an) salad.
2. The avocado looks like (a, an) pear.
3. Mom calls it (a, an) alligator pear.
4. It has (a, an) enormous seed inside.
5. The fruit grows on (a, an) avocado tree.

B. Choose a noun from the box to correctly finish each sentence. Use each word once.

| potato | peach | apple | eggplant | onion |

6. I cut up an __________________ for the salad.
7. I gave my sister an __________________ for dessert.
8. Mom put a __________________ in my lunch box.
9. Dad bought an __________________ at the market.
10. I made a __________________ salad.

**McGraw-Hill Language Arts**

**Grade 2, Unit 6, Adjectives and Adverbs**, pages 350–351

- The words *a* and *an* are **articles**.
- Use *a* before consonant sounds.
  
  *The avocado is [a] fruit.*
- Use *an* before words that begin with vowel sounds.
  
  *Have you ever tasted [an] avocado?*
A. Write each sentence. Add -er or -est to the adjective in ( ).

1. The snail is (small) than the cheetah. ____________
2. The elephant has the (long) nose of all. ____________
3. The giraffe is the (tall) land animal. ____________
4. The rabbit is (soft) than the hippo. ____________
5. The turtle has a (short) tail than the cheetah. ____________

B. Use words in the box to complete each sentence.

<table>
<thead>
<tr>
<th>longer</th>
<th>fastest</th>
<th>taller</th>
<th>slowest</th>
<th>quicker</th>
</tr>
</thead>
</table>

6. Rabbits are ____________ than turtles.
7. Snails are the ____________ of all land animals.
8. Elephants are ____________ than hippos.
9. Cheetahs are the ____________ land animals.
10. The rabbit’s ears are ____________ than the cheetah’s.

At Home: With a family member, make a list of your pets or other animals. Then write sentences that compare the animals.
Mechanics and Usage: Writing Book Titles

REMEMBER THE RULES

• Use capital letters for all the important words in the title of a book.

• Draw a line under titles of books.

We just read Jack and the Beanstalk.

A. Draw a star ★ next to each title that is written correctly.
1. The Dragon Kite
2. The ugly duckling
3. The funny little woman
4. Little Red Riding Hood
5. Tales from Grimm

B. Write each sentence. Use capital letters correctly and draw lines under book titles.
6. Is buffalo woman in the library?

7. I read once a mouse last week.

8. Beauty and the beast is Jill’s favorite book.

9. My little brother likes one fine day.

10. Did you read tales from grimm?
REMEMBER THE RULES

- **Adjectives** can tell what kind or how many.

  Jane has [two] [little] brothers.

  Add *-er* to adjectives when you compare two nouns. Add *-est* when you compare more than two nouns.

  Max is [older] than Jeff. Jane is the [oldest] child of all.

- The words *a* and *an* are adjectives called *articles.*
  Use *a* before a consonant sound. Use *an* before a vowel sound.

  Sooty is [a] black kitten. Pumpkin is [an] orange kitten.

Read each sentence. Write *a* or *an* where there is a blank. Circle the correct adjective in ( ).

1. Jeff is ______ (taller, tallest) boy than Max.
2. Max is ______ inch (shortest, shorter) than Jeff.
3. Jeff gave Max ______ apple.
4. It was the (sweetest, sweeter) apple Max ever ate.
5. The boys have ______ (oldest, older) sister.
6. Jane is the (smartest, smarter) student in her class.
7. She is (taller, tallest) than Jeff or Max.
8. She is the (faster, fastest) runner in the family.
9. Max wants to be ______ runner, too.
10. I’d like to be the (older, oldest) child in ______ family.

**At Home:** Write some sentences to describe yourself. Underline the adjectives. Show your sentences to a family member.
Adverbs

REMEMBER THE RULES

- An adverb tells how, when, or where about a verb.

The children dressed quickly.

Snow fell yesterday.

They played outside.

A. Circle the verb. Write the adverb.

1. The snow started yesterday. ________________
2. The children cheered loudly. ________________
3. Big flakes came down. ________________________
4. Snow quickly covered the ground. ______________
5. Snowplows were everywhere! ________________

B. Write how, when, or where to tell what the underlined adverb describes.

6. The snow ended today. ______________________
7. The sun shone brightly. _____________________
8. The snow melted slowly. ____________________
9. The children put away their sleds. ______________
10. They will return to school tomorrow. __________

At Home: Read a favorite story with a family member. Name the adverbs you see and tell what each describes.
Adverbs That Tell How

REMEMBER THE RULES

• Some adverbs tell how an action is done.

Our teacher smiles cheerfully.

A. Circle the verb in each sentence. Then write the adverb that tells how.

1. Jan reads the directions slowly. ______________________
2. We follow each step exactly. ______________________
3. Luis carries the scissors safely. ______________________
4. Meg cuts the paper shapes carefully. ______________________
5. I neatly paste the shapes. ______________________

B. Complete each sentence. Choose an adverb from the box. Write the adverb in the blank.

closely tightly proudly quickly smoothly

6. I close the paste jar ______________________.
7. Our group finishes ______________________.
8. Everything goes ______________________.
9. We check our poster ______________________.
10. We show it ______________________.

At Home: Tell a family member something you did today. Use an adverb in the sentence that tells how you did it.
Adverbs That Tell When or Where

**REMEMBER THE RULES**

- An adverb can tell **when** or **where** an action happens.

Yesterday my best friend moved away.

**A.** Circle the adverb in each sentence. Then write **when** if it tells when. Write **where** if it tells where.

1. My friend Jean did not move far. ____________________________

2. We’ll see each other soon. _________________________________

3. I’ll meet her there. _________________________________

4. I’ll send her an e-mail today. _______________________________

5. Mom will show me how later. _______________________________

**B.** Read the paragraph. Circle the adverbs that tell when. Draw a line under the adverbs that tell where.

Jean and her Mom came here yesterday. We played outside. Jean and I have new friends now, but we will always be best friends.

---

**At Home:** Read a paragraph from a newspaper, book, or magazine with a family member. Make a list of all the adverbs that tell where or when.
Mechanics and Usage: Quotation Marks

REMEMBER THE RULES
- Write quotation marks (" " ) before the first word a person says and after the last word the person says.

“Where are you?” I asked. “Here I am,” said Ari.

A. Draw a star ★ next to a sentence if quotation marks are used correctly.

1. “Hurry!” called Ari.  
2. What’s up? “I asked.”  
3. Ari exclaimed, “Look!”  
4. It’s a fox,” said Beth.  

B. Write the sentences. Add quotation marks where they belong.

6. Get the camera! said Ari.  
7. Where is it? Beth asked.  
8. I said, It’s over there.  
9. It’s too late, I said.  
10. The fox is gone, said Ari.

At Home: Write a short conversation between yourself and a family member. Add quotation marks around the exact words you each speak.
Mixed Review

**REMEMBER THE RULES**

- An **adverb** tells more about a verb.
- Adverbs tell **how**, **when**, or **where** an action happens.

  - Alan stretched **slowly**. → **how**
  - Alan awakened **early**. → **when**
  - Alan jumped **up**. → **where**

- Use quotation marks at the beginning and at the end of the words a person says.

  “Your friends are here,” called Alan’s mother.

A. Underline the adverb. Then write **how**, **when**, or **where** to tell what the adverb describes.

1. Yesterday the children spotted a deer. ______________
2. Everyone watched quietly. ____________________________
3. The deer looked around. ____________________________
4. Then it nibbled on some grass. ______________
5. Suddenly the deer ran away. ________________________

B. Add quotation marks where they are needed. Draw a line under the adverb in each sentence.

6. Meg asked, “Why did the deer run away?”
7. Alan said, “It might come back.”
8. Many deer graze here, Mike added.
9. We can watch for it tomorrow, said Alan.
10. Meg said happily, “I can bring my camera.”

At Home: Ask a family member, “What did you do today?” Write the conversation. Use quotation marks. Then read the conversation aloud.
Common Errors with Adjectives

REMEMBER THE RULES

• Add -er to an adjective to compare two nouns.
  This sentence is not correct:
  Are you shortest than your best friend?
  This sentence is correct:
  Are you shorter than your best friend?

• Add -est to an adjective to compare more than two nouns.
  This sentence is not correct:
  Are you the younger member of the family?
  This sentence is correct:
  Are you the youngest member of the family?

Add -er or -est to the adjective in ( ) in each sentence. Write the new word.

1. Is the sun (bright) than the moon? ________________________
2. Are lakes (deep) than ponds? ____________________________
3. Are jets the (fast) planes of all? _________________________
4. Is a shout (loud) than a whisper? ________________________
5. Are mountains (high) than hills? _________________________
6. Is winter the (cold) season of all? ________________________
7. Are oranges the (sweet) fruits of all? ____________________
8. Are cheetahs the (fast) land animals of all? ______________
9. Is an inch (long) than a centimeter? ____________________
10. Are you (young) than your best friend? _________________

At Home: Read the questions above with a family member. Together, find the answers to the questions.

McGraw-Hill Language Arts
Grade 2, Unit 6, Adjectives and Adverbs, page 364
Study Skills: Parts of a Book

REMEMBER THE RULES
Books have many different parts.

• The **title page** tells the name of the book and the names of the author and illustrator.
• The **table of contents** lists the name and page number of each chapter in the book.
• The **index** lists all the topics in the book in ABC order.

Use the title page and table of contents to answer the questions.

1. What is the title of the book? ___________________________
2. Who wrote the book? ___________________________
3. Who illustrated the book? ___________________________
4. How many chapters are in the book? __________________
5. What is the name of chapter 2? ______________________
6. Which chapter tells about snow? ______________________
7. On what page does Chapter 3 begin? __________________
8. What chapter begins on page 46? _____________________
9. What begins on page 60? ____________________________
10. Write the name of Chapter 4. __________________________
A. Circle the antonym for the underlined word in each sentence.

1. Let’s go outside. upstairs inside
2. The weather is nice again. clear nasty
3. It’s so warm now. cool pleasant
4. How slowly the weather changes! easy quickly
5. Did you see my old jacket? new other

B. Think of an antonym for each word. Write the antonym.

6. cloudy __________________________
7. light ___________________________
8. long ___________________________
9. low ___________________________
10. hot ___________________________

At Home: Write 10 pairs of antonyms on separate cards. Shuffle the cards and put them face down. Play a match game with a family member.

McGraw-Hill Language Arts Grade 2, Unit 6, Vocabulary, pages 372–373
A. Read the sentences in the mixed-up story. Write **beginning**, **middle**, or **end** to tell where each sentence belongs.

1. Max buys a new baseball glove. __________________________
2. Max wants a new baseball glove. __________________________
3. Max rakes the neighbors’ lawns. __________________________
4. The neighbors thank Max. __________________________
5. Max earns enough money. __________________________

B. Now write the sentences in the correct order to tell the story.

6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________

---

**At Home:** Write sentences for a story on strips of paper. Then, with a family member, arrange the events in order as you name the three story parts.
Features of a Story

**REMEMBER THE RULES**

A story tells about made-up characters and what happens to them. A good story:

- **entertains** the reader.
- has a clear **beginning, middle, and end**.
- uses **describing words** to tell about characters, setting, and plot.

Choose a favorite story. Then fill in the story map.

**Title:**

<table>
<thead>
<tr>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

**At Home:** Name a favorite story. Then tell a family member about the characters, the problem, and what happens in the beginning, middle, and end of the story.
Prewrite: A Story

Think of a problem you have solved. Plan a story about it. Think of a title for the story. Next list the characters and write the problem. Finally, list the important events in order.

Title ____________________________________________

My Characters ___________ _______ ___________

Problem ____________________________________________

Event 1

Event 2

Event 3

Event 4

At Home: Ask a family member to plan a story with you. Use a story map to help you.
It is important to read and revise the first draft of your story. This can make your writing better.

A. Read the draft below. Follow the steps below to revise it.
   • Add an adjective to tell more about Yukio’s friend.
   • Combine two sentences.
   • Add a missing article and an adjective to tell about Yukio’s idea.
   • Add an adverb to tell how Yukio read the directions.
   • Add an adjective to tell more about Yukio’s finished go-cart.
   • Add a title.

<table>
<thead>
<tr>
<th>Yukio’s friend Sean went away for the weekend. Yukio didn’t have anyone to play with. He was bored.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then Yukio got idea. He decided to make a go-cart! Yukio researched the directions. He had all the materials and tools he needed.</td>
</tr>
<tr>
<td>Yukio asked his Uncle Hiroshi for help. The two worked together. Yukio had a go-cart by the end of the weekend.</td>
</tr>
<tr>
<td>He could hardly wait for Sean to get home. How surprised Sean would be!</td>
</tr>
</tbody>
</table>

B. Use the changes you marked to rewrite the story on another sheet of paper.

At Home: Show a family member the story you revised and rewrote. Read it together. Then continue the story. Tell what Sean said and did. Revise your writing.
Proofread: A Story

Gina has a little brother. His name is Tommy, and he follows Gina everywhere. Tommy is a big pest! One night Gina was reading *Freckle Juice* in her room. Tommy came in and climbed up next to her he had a book, too.

Gina didn’t say anything to Tommy. She just kept reading. Tommy looked at Gina and said, “Do you want to read with me?”

Gina looked at Tommy’s book, and soon they were both reading his book.

Tommy said, “You are the nicest sister in the World!”

Gina thanked Tommy. Then she said, “You really aren’t such an pest, either.”

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

After you revise a story, you should read your story again. Look for mistakes in spelling, capital letters, punctuation, and grammar.

A. Read the story. Use proofreading marks to mark 5 errors you find. See if the articles *a* and *an* are used correctly. Make sure words are spelled correctly and that sentences begin and end correctly.