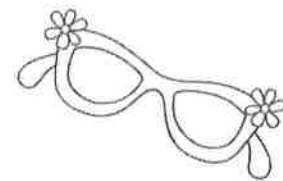


# 4<sup>th</sup> Grade Sight Words



*Automatic words to know prior to 5<sup>th</sup> grade.*

*Say each word and highlight the words you know.*

white help well won't myself don't new buy use persuade right which wash draw bring better clean full start show toward water point different sister mountain problem without leave country body south during whole morning voice complete	piece heard become happen happy remember numeral however money unit notice field certain measure afternoon finally front correct circle ocean minute decide course built carefully island surface machine science thousand cousin system uncle million describe length probably	quickly quiet govern government season material special heavy cause forest edge third month square suddenly perhaps center medium general believe receive summer energy member equipment simple exercise develop distance teacher record instruct instrument paragraph raise clothes region	cried repeat huge invisible thought another should birthday brought since parade nothing yesterday several tomorrow company rough remain guess catch caught touch already minute afraid everything interest person strong surprise behind breakfast wonderful certain circus climb captain	except terrible tongue umbrella weather emphasize before necessary destroy pleasure strange practice area usually cover reason pencil noise written travel figure picnic reply possible represent parent produce neighbor straight height equal compare opinion twice multiply mixture subtraction	glass rock tall alone bottom language window listen energy explain spring travel beautiful themselves everything system distance
--	---	---	--	--	--

Name \_\_\_\_\_

## Rewrite the Sentence

Write these sentences correctly.

1. the boy's name is sarah

---

2. i like to play baseball at rose park

---

3. how do i draw a blue car

---

4. that is a great cook we met on friday

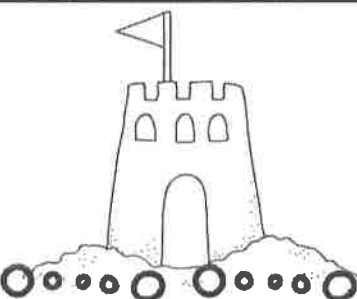
---

5. where are we staying in florida

---

6. they live at 305 cherry street

---



Name \_\_\_\_\_

## Rewrite the Sentence

Write these sentences correctly.

1. where is sam and the girl going too

---

2. i ran to Julie's house after school

---

3. have you ever tried ben and jerry's ice cream

---

4. those are the best kind of sunglasses ever

---

5. why are we going to the store saturday

---

6. the ladybugs are red yellow and blue

---



Name \_\_\_\_\_

## Rewrite the Sentence

Write these sentences correctly.

1. ella took sarah to the movie planet of the bugs

---

2. where is orlando located

---

3. i think my dad is a big fan of the braves

---

4. those bees look lik they can sting u

---

5. look at the shell sale they have on friday

---

6. i see the movie with my brother kyle last nit

---



Name \_\_\_\_\_

## Rewrite the Sentence

Write these sentences correctly.

1. take me to the park in louiville today pls

---

2. where can i by some cande

---

3. i did knot go to the lake on monday

---

4. take a bath and brush your teeth after you eat

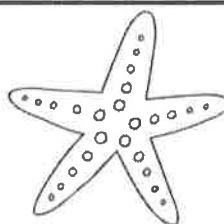
---

5. He sat at church with his dad sunday

---

6. i donot understand the problem

---



Name \_\_\_\_\_

## Rewrite the Sentence

Write these sentences correctly.

1. take me to the basball feld today pls

---

2. what can i do at schol on sunday

---

3. i will know go to the zoo on tuesday

---

4. me and ms taylor have the same shirt

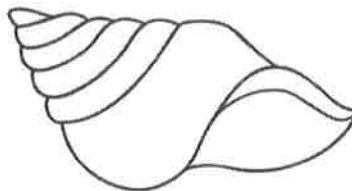
---

5. him doesnt want to solve the issue

---

6. my mom put her shells their

---



## Mail Call

The main idea tells what a story or paragraph is mostly about.

Read the letters Tyler wrote from camp and those he received. Write the main idea for each letter.

Dear Mom and Dad,

Saturday, June 7

Camp is great! I have made a lot of new friends. Jimmy is from California, Malik is from Iowa, and Tony is from Missouri. We have a great time together, swimming, canoeing, and hiking! At night we sometimes sit around a campfire and toast marshmallows. Sometimes one of our camp leaders tells a story. Jimmy, Malik, Tony, and I think the stories are lots of fun!

One thing that is different from last year is how many bugs there are! I know that scientists discover thousands of new insect species each year, and I think they could discover even more here! I have at least 100 itchy mosquito bites and about 20 fire ant bites. Every time I go outside, horseflies chase me, too! Other than all these buggy bugs, I'm having the best time!

Love,

Tyler

Main idea \_\_\_\_\_

Dear Tyler,

Tuesday, June 10

Are you sure you are okay? All of those bugs sound awful! Have you used all of the "Itch-Be-Gone" cream I got you? You know how your feet swell if you don't use the cream! How about the "Ants 'R Awful" lotion for the ant bites? You and your Aunt Lisa have always seemed to attract those nasty fire ants.

Tyler, I am very happy that you have met new friends and that you are having fun together. It's also great that you're enjoying all sorts of activities at camp. But, please be careful. I don't want you or your friends to get hurt. You should only go swimming when there's a lifeguard on duty. Also, don't forget your manners. Always be nice and polite to your friends and camp leaders. Please be careful. I want you home safely.

Love,

Mom

Main idea \_\_\_\_\_

Dear Steven,

Saturday, June 7

Camp is amazing this year! Our guides help us do the coolest stuff. Like yesterday, we hiked for six miles until we found this awesome spring. Then we used a rope hanging on a tree to jump in the water. I went so high that I made a huge splash! Thursday, our guides took us rowing. We rowed to this little island where we made a bonfire. We roasted the fish we had caught. My fish was the biggest, of course!

Last night, we collected a big bunch of crickets in a bag. Then we put the bag under a bed in another cabin while they were all at the campfire. When they got back, the crickets were all over their cabin. We laughed so hard! I know they're going to get us back. I've seen them planning. I can't wait to see what they try. Hey! How's the leg? Sure wish you were here!

Your friend,

Tyler

Main idea \_\_\_\_\_

Dear Tyler,

Tuesday, June 10

That's great you're having so much fun! I wish I were there. All I do is sit around thinking about all the fun you are having. I can't believe I broke my leg two days before camp started. My mom keeps telling me to just watch movies or play video games, but I've seen everything and played everything. I just know I won't be happy again until this cast is off.

Camp sure sounds great! Sure wish I was there helping you play tricks on the other campers. Remember last year when we smeared honey all over another cabin and all those flies came? That was so funny—except the part where we had to scrub all the cabins clean wearing hot, protective gear. I'm still surprised they let you come back this summer!

Hey! What's up with all the bugs? Your mom called my mom all worried about a bunch of bugs or something. Have fun and write soon!

Your friend,

Steven

Main idea \_\_\_\_\_



Name \_\_\_\_\_

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

## Crocodile or Alligator

Crocodiles and alligators are different. They both live in water. One has a wider, U-shaped mouth. It is a reptile. It has lived on Earth for millions of years. It is sometimes described as a "living fossil." Do you know what animal it is yet? Let me give you some more clues.

Its bottom cone shaped teeth do **not** stick out when its mouth is closed. They don't have glands in their mouth to help them get rid of extra salt. They live in fresh water and are cold-blooded. This animal eats different animals such as fish, birds, turtles, and even deer. Their eggs become male or female depending on the temperature. In warmer temperatures the eggs become male. In cooler temperatures, the eggs become female. This animal is only found in the United States and China. If you thought of the animal being an alligator, you would be correct.



1. How are alligators different from crocodiles?  
\_\_\_\_\_
2. What do they both have in common?  
\_\_\_\_\_
3. Which text structure did the author use to write the story? (circle one)  
**a. cause and effect**      **b. compare and contrast**
4. What do alligators eat?  
\_\_\_\_\_
5. Explain how a crocodile can live easier in salt water.  
\_\_\_\_\_

Name \_\_\_\_\_

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

## Frog and Turtle

Turtle has trouble getting into water. He sat on a log in the river. He was wanting to get the water, but he was afraid of alligators that live in the river. "Why are you not getting in the water?" asked Frog.

"It is freezing in there! But I need to take a bath." replied Turtle. "I will jump in with you, if you are too scared to go by yourself." said Frog. It took Turtle a few minutes to figure out if he wanted to go into the water. All of the sudden a bug buzzed by Frog and Turtle!

They both jumped after the bug. SPLASH!

"I'm all wet!" yelled Turtle. "I'm all wet too." laughed Frog. They both decided to share the bug while laughing in the refreshing water.

"Thank you for going in the water with me." said Turtle.

"It's a good day to swim with a friend!" replied Frog.

Turtle smiled.



1. Why did Turtle tell Frog the water was freezing?

---

2. Explain what happened when you read the word, "SPLASH."

---

3. What kind of story is this passage? (circle one)

**a. fiction**

**b. non-fiction**

4. Summarize the story.

---

---

---

---

Name \_\_\_\_\_

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

## Blue Whale



What do you think the largest mammal is on Earth? If you said a Blue Whale, you would be right! Blue Whales are the largest mammals and can get between 70-100 feet in length on average. That is longer than two school buses. They can weigh up to 150 tons. With that huge body, you would think that these whales eat a lot of other big animals! Actually, they eat tiny organisms. They like plankton and krill, which they filter through baleen plates. They can eat up to 7,000 pounds of krill per day! Krill are small shrimp-like animals.

Blue Whales are found all over the world. They are gentle even though they are so huge. They live in small groups called "pods." Blue Whales breathe through a blowhole. They come up to the top of the water surface of the ocean to breathe, and then they dive deep into the ocean. Whales are mammals. Their babies are born big too! They are the largest animal babies on Earth averaging about 8,000 pounds and over 25 feet long.

Blue Whales are so large that they are rarely ever attacked. Because they can travel through the ocean without worrying about being hunted, they are known as apex predators, which means they are predators that don't have predators of their own.

1. How large are Blue Whales?

---

2. Explain what an apex predator is in wildlife.

---

3. Which text structure did the author use to write the article? (circle one)

**a. Informational**

**b. compare and contrast**

4. What do Blue Whales eat?

---

5. Explain the size the babies when they are born.

---

## Honoring Heroes

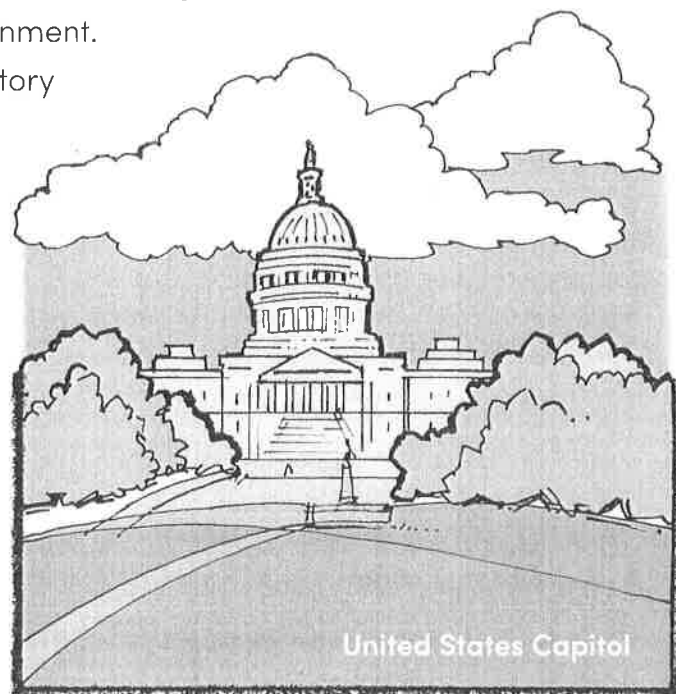
**Read about Washington, D.C.**

**Then, answer the questions on the next page.**

**Details in a story give information about the main idea and help the reader better understand the story.**

Washington, D.C., is the capital of the United States. It is located between Virginia and Maryland on the Potomac River. Washington, D.C., is also the headquarters of the federal government. This incredible city is a symbol of United States history and the home of many of the country's important historical landmarks.

Many of Washington, D.C.'s, famous landmarks are located on the National Mall. The Mall is a long, narrow, parklike area with large open spaces in the middle of the city. It is home to the White House, and the U.S. Capitol, where Congress meets. The Mall is also dedicated to honoring the history of the United States. Memorials for presidents George Washington, Abraham Lincoln, Thomas Jefferson, and Franklin D. Roosevelt can all be found on the Mall. There are also memorials honoring Americans who fought in the Korean and Vietnam Wars.



Near the Lincoln Memorial is another memorial. It is the National World War II Memorial. This memorial honors Americans who fought and supported the United States during World War II. The U.S. fought in this war from 1941 to 1945. The memorial features a Rainbow Pool, two giant arches, a ring of stone columns, and a wall covered with gold stars. Each star represents 100 Americans who died while fighting in World War II.

Bob Dole, a former senator and World War II veteran, worked tirelessly to get this memorial built. He said that the memorial would remind Americans of the value of freedom. "Freedom is not free," says Dole. "It must be earned . . ."

More than \$190 million was raised to build the memorial. Many businesses, private groups, and schools donated money to this cause. The memorial was completed in 2004.

- 1 Where is Washington, D.C., located? \_\_\_\_\_  
\_\_\_\_\_
- 2 Write three facts about Washington, D.C. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Which four presidents are memorialized on the National Mall?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Besides the four presidents, who else is honored on the Mall?  
\_\_\_\_\_
- 5 What is the name of the World War II memorial?  
\_\_\_\_\_
- 6 Why was it built? \_\_\_\_\_  
\_\_\_\_\_
- 7 How long did the United States fight in World War II? \_\_\_\_\_
- 8 What are some features of the 2004 memorial? \_\_\_\_\_  
\_\_\_\_\_
- 9 What World War II veteran worked hard to get the memorial built? \_\_\_\_\_
- 10 What remembrance did Dole say the memorial would bring to the minds of people?  
\_\_\_\_\_

Name \_\_\_\_\_

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

## Forms of Matter



If you look around, you will find that everything you see is made of matter. The clothes you wear, the air and the delicious food you eat is all matter. There are three forms of matter that scientists label when describing matter.

One form of matter is a solid. Solids have a definite shape. It takes up a definite space. The overall shape of a solid does not change. Solids do not flow. Examples of solids are cars, books, and rocks.

Liquid matter takes the shape of the container. Even though the volume of liquid remains the same, the shape can change. Because it can change its shape it is easily poured into other containers. Examples of liquid is water, blood, and tea.

The third form of matter is a gas. Gas is invisible. The air around us that we breathe is a gas. Gas can spread out to fill a container. You can put your hand through gases. We are surrounded by different gases. Oxygen is a gas that we breathe. Steam from boiling water is also an example of gas.

1. What are the three forms of matter?

---

2. List some examples of liquids from the text.

---

3. Which text structure did the author use to write the article? (circle one)

**a. Problem & Solution**

**b. Description**

4. What is matter?

---

5. Explain the form of gas.

---

Name \_\_\_\_\_

## Reading Comprehension

Problem &  
Solution

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

### Vacation



This is the first time my family has ever traveled to the beach for a summer vacation. We decided to go to a city called Daytona Beach located in Florida. My parents forgot to pack any sunscreen. My dad said we didn't need it because we were not going to be at the beach very long on the first day. We decided to wait until the next day to buy sunscreen.

We were only outside at the beach for one hour. It was nice and breezy at the beach. The water felt amazing! We all went inside to get ready for dinner. Mom screamed, "I'm totally burnt!" I looked at my dad, and he was as red as a strawberry. He looked at me and said, "Looks like we are all fried." I looked in the mirror to see bright red skin. "I told you to get sunscreen!" my mom shouted.

We went to dinner where we all were very uncomfortable. My skin was on fire. Mom made my dad stop at a store on the way back to the hotel. We bought and wore sunscreen for the rest of the vacation. We also bought some sunburn cooling gel to help with our burn. It felt great to put it on my red skin! After a few days out of the sun, we were able to enjoy the rest of our vacation. A sunburn can ruin a vacation.

1. What was the problem?  
\_\_\_\_\_
2. Where did the family go on vacation?  
\_\_\_\_\_
3. Which text structure did the author use to write the article? (circle one)  
**a. Problem & Solution**                      **b. sequence**
4. How did they resolve the problem?  
\_\_\_\_\_
5. Explain what his dad meant when he said, "Looks like we are all fried."  
\_\_\_\_\_

## Colorful Clues

You can compare two things that are not alike in order to give your readers a clearer and more colorful picture. When you use *like* or *as* to make a comparison, it is called a **simile**.

Max is *as slow as molasses* when he doesn't want to do something.  
My sister leaped over the puddles *like* a frog to avoid getting her shoes wet.

When you make a comparison without *like* or *as*, it is called a **metaphor**. You compare things directly, saying the subject is something else.

The disturbed anthill was a whirlwind of activity.  
Jenny and I were all ears as we listened to the latest gossip.



Finish the metaphors and similes.

- 1 Crowds of commuters piled into the subway cars like \_\_\_\_\_  
\_\_\_\_\_
- 2 Chirping crickets on a warm summer night are \_\_\_\_\_  
\_\_\_\_\_
- 3 After rolling in the mud, our dog looked like \_\_\_\_\_
- 4 Happiness is \_\_\_\_\_
- 5 Just learning to walk, the toddler was as wobbly as \_\_\_\_\_  
\_\_\_\_\_
- 6 After scoring the winning point, I felt as \_\_\_\_\_  
\_\_\_\_\_
- 7 Having a tooth filled is about as much fun as \_\_\_\_\_  
\_\_\_\_\_



## Adding Spice

Sometimes you can spice up your writing by giving human characteristics and qualities to non-human things, such as animals and objects. This is called **personification**.

*The sagging roof groaned under the weight of all the snow.*

*The falling leaves danced in the wind.*

You can also use **hyperbole**, or deliberate exaggeration, to make a point clearer or to add drama to your writing.

*The lost hiker is so hungry he could eat a bear.*

*Yesterday was so hot, we could have fried eggs on the sidewalk.*

**Personify the animal or object in each sentence by giving it human qualities.**

1 The rusted hinges on the old wooden door \_\_\_\_\_

\_\_\_\_\_

2 As several birds began feasting on the farmer's corn, the scarecrow \_\_\_\_\_

\_\_\_\_\_

3 A gentle summer breeze \_\_\_\_\_

\_\_\_\_\_

**Complete each sentence with an example of a hyperbole.**

1 The salsa was so spicy \_\_\_\_\_

\_\_\_\_\_

2 The pumpkin grew so large \_\_\_\_\_

\_\_\_\_\_

3 My room was so cold last night that by morning \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

## Karate

Collin was great at karate in middle school. He had been in karate for five years. He was in three competitive events while taking karate. He has to do many activities to prepare for his competitive events.

First, Collin always eats a healthy breakfast in the morning the day of the event. He likes to eat eggs and bacon with orange juice. Then, he makes sure his karate uniform is clean. After he checks to see if it is clean, he finds his belt and lays out his uniform on his bed. He likes to wait to put his uniform on after he does a warmup practice for his routine that he will be performing at the karate event.

When he prepares for an event, he stretches all his muscles, runs in place, and quietly meditates. Then, he takes a shower, so he doesn't stink. After his shower, he puts his uniform on, and makes sure it is neat. If he does well today, he will get to advance to a new belt color.

Collin did well at the event. He passed his test and got to move up to a brown belt. He was so happy that the day went smooth. His karate teacher hugged him and told him that he was super proud to be his teacher. That made Collin feel great!

1. What did Collin do first to prepare?

---

2. What does he do after the first step?

---

3. Which text structure did the author use to write the article? (circle one)

**a. Problem & Solution**

**b. Sequence**

4. How did Collin do at his event?

---

5. Explain what happened at the end of the event.

---

Name \_\_\_\_\_

## Reading Comprehension

Cause and  
Effect

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

### Shadow

My mother asked me to take Shadow outside to play ball with her. It was a hot day outside, so we don't usually play very long. Shadow's fur makes her get hot quickly. We have a nice neighbor who visits once a week to mow our lawn. The neighbor forgot to lock and close the gate the last time he mowed the lawn. I threw the ball far in the yard. I was happy to see how far I can throw. It landed on the side of the yard that I can't see the gate. Shadow chased the ball quickly. However, she never came back with the ball like she normally does. She escaped from the open gate. I screamed for my mom to help me find her. We walked around the neighborhood shouting her name. After ten minutes of panicking over losing her, she finally came out running from the neighbor's yard. I got down on my knees to hug her. She barked and licked my face. My mother placed a leash on her collar. We walked back to our yard to lock and tightly secure the gate. Then, we went inside the house. Shadow went right to her treat jar, begging for one. Even though my mom and I were upset that she escaped from our yard, we knew it wasn't her fault. We tossed her a treat. I wonder if she only came back to us because we have her favorite treats. It doesn't matter. I'm just glad she is home!

1. What caused Shadow to escape?  
\_\_\_\_\_
2. Why did mom place a leash on her?  
\_\_\_\_\_
3. Which text structure did the author use to write the article? (circle one)  
**a. Problem & Solution**                      **b. Cause and Effect**
4. Explain how you know what kind of animal Shadow is?  
\_\_\_\_\_
5. What was the effect of Shadow coming back home?  
\_\_\_\_\_

## Types of Sentences

What kind of sentence is each of the following?  
Write *declarative*, *interrogative*, *exclamatory*,  
or *imperative* on the line.

A **declarative sentence** makes a statement. An **interrogative sentence** asks a question. An **exclamatory sentence** shows strong feeling. An **imperative sentence** states a command.

- 1 Merlin carried the baby to safety. \_\_\_\_\_
- 2 Slip the sword into the groove, and pull it out. \_\_\_\_\_
- 3 The king was England's bravest ruler! \_\_\_\_\_
- 4 Who will follow Selene? \_\_\_\_\_

Identify which groups of words are incomplete sentences and which are complete sentences. Write *incomplete* or *complete* on the line.

- 1 Sarah at the edge of the square. \_\_\_\_\_
- 2 The knights fought so bravely! \_\_\_\_\_
- 3 How did Kay treat her dog? \_\_\_\_\_
- 4 The sword out of the stone. \_\_\_\_\_
- 5 Natalie was trained to be a pilot. \_\_\_\_\_



Rewrite the incomplete sentences from the activity above. Add an action word to each.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

# Types of Sentences

Add the correct end punctuation mark to each sentence. Then, write *declarative*, *interrogative*, *exclamatory*, or *imperative* to tell what kind of sentence it is.

A **declarative sentence** makes a statement. An **interrogative sentence** asks a question. An **exclamatory sentence** shows strong feeling. An **imperative sentence** states a command.

- 1 How do turtles protect themselves \_\_\_\_\_
- 2 What heavy, hot suits of steel they wore \_\_\_\_\_
- 3 Pretend that you are an acrobat or juggler \_\_\_\_\_
- 4 The students sang songs, told stories, and recited poems \_\_\_\_\_

Complete each sentence below with your own verb. Then, identify each sentence by writing *declarative*, *interrogative*, *exclamatory*, or *imperative*.

- 1 The audience \_\_\_\_\_ to the band. \_\_\_\_\_
- 2 What kind of games did pioneers like to \_\_\_\_\_ ? \_\_\_\_\_
- 3 Please \_\_\_\_\_ the pepper. \_\_\_\_\_
- 4 I \_\_\_\_\_ three chess games in a row! \_\_\_\_\_

Choose two types of sentences (declarative, interrogative, exclamatory, or imperative). Write an example for each type below. Then, circle the type of sentence you wrote.

- 1 \_\_\_\_\_  

declarative
interrogative
exclamatory
imperative
- 2 \_\_\_\_\_  

declarative
interrogative
exclamatory
imperative

# Simple and Complete Subjects and Predicates

Draw a line between the complete subject and the complete predicate. Underline the complete subject once and the simple subject twice.

- 1 A small family lived on a faraway planet.
- 2 The family's two children played near the space launch.
- 3 The little girl dreamed about life on Earth.
- 4 Huge spaceships landed daily on the planet.

Draw a line between the complete subject and the complete predicate. Underline the complete predicate once and the simple predicate twice.

- 1 The planet's inhabitants lived in underground homes.
- 2 A special machine manufactures air inside the family's home.
- 3 Many toys and games cluttered the children's playroom.
- 4 The children's father described weather on Earth.

Circle the complete subject in each sentence. Underline the complete predicate.

- 1 The underground home contained large, comfortable rooms.
- 2 The playful child rolled his clay into a ball.

The **simple subject** is the main noun or pronoun that tells whom or what the sentence is about. The **complete subject** is the simple subject and all of the words that go with it. The **simple predicate** is the verb that tells what the subject does or is. The **complete predicate** is the verb and all the words that tell what the subject does or is.

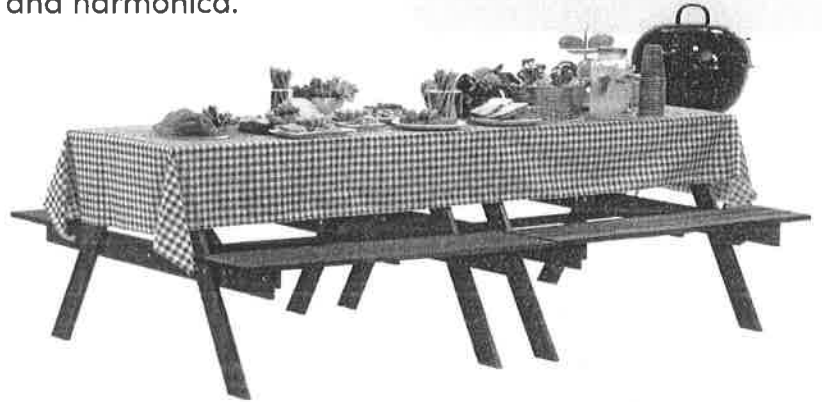


# Simple and Complete Subjects and Predicates

Read each sentence. Circle the complete subject. Underline the simple subject.

- 1 My whole family had a picnic on Saturday.
- 2 The warm, sunny day was perfect for an outing in the park.
- 3 My cousin Fred brought his guitar and harmonica.
- 4 Everyone sang favorite folk songs.

The **simple subject** is the main noun or pronoun that tells whom or what the sentence is about. The **complete subject** is the simple subject and all of the words that go with it. The **simple predicate** is the verb that tells what the subject does or is. The **complete predicate** is the verb and all the words that tell what the subject does or is.



Read each sentence.  
Circle the complete predicate.  
Underline the simple predicate.

- 1 We watched the space shuttle on TV this morning.
- 2 The huge spaceship rocketed into space at 6:00 A.M.
- 3 During the flight, the six astronauts released a satellite into space.
- 4 The spacecraft landed smoothly on Monday at noon.

Write two sentences. Circle the complete subject and underline the complete predicate in each sentence.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## Common and Proper Nouns

A **common noun** names a person, place, thing, animal, or idea. A **proper noun** is the name of a specific person, place, thing, animal, or idea. A proper noun begins with a capital letter.

Circle the common nouns in each sentence.

- 1 The farmer lives in the green house down the road.
- 2 The farmer grows wheat, soybeans, and corn.
- 3 The fields are plowed before he plants the crop.
- 4 Crops are planted in rows so that they can be watered easily.
- 5 As the plants grow, the farmer removes weeds and looks for bugs.

Underline the proper nouns in each sentence.

- 1 John Vasquez grows soybeans and alfalfa on a 30-acre farm near Tulsa, Oklahoma.
- 2 The Vasquez Farm is next to the Rising J Horse Ranch.
- 3 Mr. Vasquez and his daughter Sally sell alfalfa to the owner of the ranch.
- 4 Sometimes Joker, a quarter horse, knocks down the fence to get the alfalfa.
- 5 Every October, people come to the Vasquez Farm for the annual Harvest Celebration.



Rewrite each sentence. Replace each underlined common noun with a proper noun.

- 1 We walked down the street to the park.

- 2 My aunt lives in the city.



# Common and Proper Nouns

Circle the common nouns in each sentence.

Underline the proper nouns.

A **common noun** names a person, place, thing, animal, or idea. A **proper noun** names a specific person, place, thing, animal, or idea. A proper noun begins with a capital letter.

- 1 The *Atlanta Journal-Constitution* published a story about celebrations.
- 2 *Three Dogs on a Summer Night* is a movie about poodles.
- 3 We like to sing "She'll Be Comin' 'Round the Mountain" at the campfire.
- 4 Last August, my best friend, John went to Germany with his grandparents.
- 5 My family always goes to the beach for Memorial Day.

Complete the chart below by writing each common and proper noun in the correct column. Then, add three common nouns and three proper nouns to the chart.

	Common Nouns	Proper Nouns
newspaper	<u>newspaper</u>	<u>The Sun News</u>
<i>The Sun News</i>		
day		
magazine		
July		
<i>Harry Potter</i>		
Yellowstone National Park		
<i>National Geographic</i>		
city		
book		
month		
Tuesday		
park		
Chicago		

Name \_\_\_\_\_



# Common Noun or Proper Noun?

Common Nouns

Common Names

Proper Nouns

Special Names

Read the words and write them in the correct area.

Fluffy

dog

boy

Max

candy

Snickers

toy

Barbie

car

Name \_\_\_\_\_



## Adjectives & Nouns

Directions: Write the words from the word bank in the correct column to separate adjectives and nouns.

cow loud dog red big  
tall cup rope kite tree  
yellow fat cute car toy  
paper tiny cool frog

Adjectives

Nouns

# Singular and Plural Nouns

Underline the singular nouns in each sentence.

- 1 I opened the door and found the shoes, cap, and bat I needed for the game.
- 2 I headed down to the fields with my bat on my shoulder.
- 3 My friends were standing by the fence near the dugout.
- 4 We were playing on the same team.

Underline the plural nouns in each sentence.

- 1 My uncles taught me to stand with my feet closer together.
- 2 The first time I hit a home run, I danced on each of the bases.
- 3 In the third game, all the players hit the ball.
- 4 My brothers, sisters, and cousins came to every game.

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, animal, or idea. Add -s to form the plural of most nouns. Some plural nouns are irregular, and their spellings need to be memorized.



Circle the singular nouns in each sentence. Underline the plural nouns.

- 1 The teams and players received awards when the season ended.
- 2 In the games to come, I will try to be a better hitter, catcher, and teammate.
- 3 My mother and father were the proudest parents at the assembly.
- 4 They gave me a new glove for my achievements.

# Singular and Plural Nouns

In each sentence below, circle the singular nouns and underline the plural nouns.

- 1 My homework last night was to write a story about friends.
- 2 At home I thought about the people who are my friends.
- 3 My three dogs, one cat, and four birds are also my pals.
- 4 I wrote about adventures with my pets and my buddies.

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, animal, or idea. Add -s to form the plural of most nouns. Some plural nouns are irregular, and their spellings need to be memorized.

Write each noun from the list in the correct column on the chart.

Remember that some nouns keep the same form in the singular and plural.

chair	mice
mouse	chairs
teeth	tooth
sheep	men
foot	feet
man	

Singular Nouns	Plural Nouns
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____

Write three sentences. Use one singular noun and one plural noun from the chart in each sentence.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Name \_\_\_\_\_



## Singular & Plural Nouns

Directions: Write the words from the word bank in the correct column to separate singular and plural nouns. A singular noun names ONE person, place or thing. A plural noun names more than one.

phone	tables	dog	dogs	rope
ropes	kite	kites	book	trees
car	cars	toy	toys	frogs
teacher	teachers	frog	lamp	doctors

Singular

Plural

Name \_\_\_\_\_

## ADVERBS

ADVERBS  
L.4.1.A

**Directions:** Adverbs answer the questions how? when? and where? For each sentence below, add an adverb that would complete the sentence.



1. My mom is at the end of her book. She \_\_\_\_\_ finished it.
2. I will eat \_\_\_\_\_.
3. We went \_\_\_\_\_ the water at the beach.
4. \_\_\_\_\_ I saw a dolphin in the ocean.
5. The dolphin were \_\_\_\_\_ fast.
6. It was a long ride in the car to get \_\_\_\_\_.
7. I ran \_\_\_\_\_ out of the water when I saw a shark!
8. The whole family was \_\_\_\_\_ happy to get home.

### WORD BANK

extremely

quickly

very

home

reluctantly

later

almost

Today

## Action Verbs

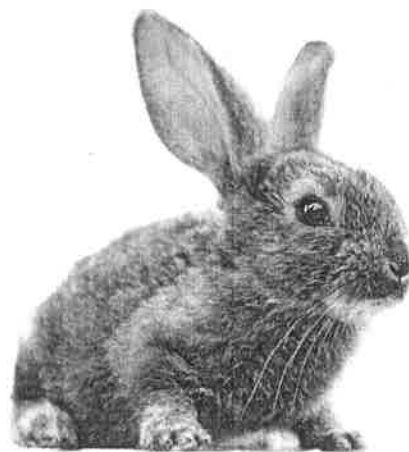
Underline the action verb in each sentence, and then write it on the line.

An **action verb** is a word that shows action. Some action verbs, such as *jump*, name actions you can see. Others, such as *think*, name actions you can't see.

- 1 Judy Hindley wrote a book about the history of string. \_\_\_\_\_
- 2 An illustrator painted funny pictures about string. \_\_\_\_\_
- 3 Long ago, people twisted vines into long, strong ropes. \_\_\_\_\_
- 4 People still weave long, thin fibers into cloth. \_\_\_\_\_
- 5 My sister knits sweaters from thick wool yarn. \_\_\_\_\_
- 6 We stretched the rope hammock from tree to tree. \_\_\_\_\_

Underline the action verb that is more vivid.

- 1 The rabbit quickly (moved, hopped) across the lawn.
- 2 I (pounded, touched) the nail with my hammer.
- 3 The thirsty dog (drank, slurped) the water noisily.
- 4 I (made, sewed) a quilt from scraps of fabric.



Write two sentences about how someone did something.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_



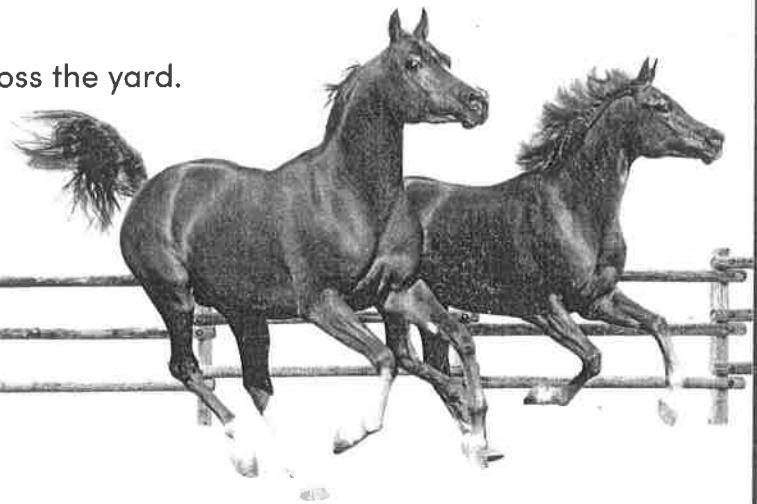
## Action Verbs

Circle the action verb in each sentence.

- 1 People use string in many different ways.
- 2 Fran and I tie the packages with string.
- 3 We imagine people from earlier times.
- 4 These people invented rope, string, and cord.
- 5 The lively, happy tone of this story amazes me.

For each sentence, underline the action verb in parentheses that creates a more vivid picture.

- 1 We (sit, lounge) on the big chairs near the pool.
- 2 The horses (go, gallop) across the field.
- 3 Minna and Max (devour, eat) their sandwiches in a hurry.
- 4 The workers (drag, move) the heavy load across the yard.
- 5 Rosa and I (put, staple) the parts together.



Use each of these action verbs in a sentence: *follow, shout, rush, slip, pound*. Write your sentences on another sheet of paper.

# Verb Tenses and Agreement

**Present-tense verbs** show action that is happening now or on a regular basis. Present-tense verbs agree in number with who or what is doing the action. **Past-tense verbs** show action that took place in the past. Most past-tense verbs end in *-ed*. **Future-tense verbs** show action that will happen in the future. The future tense is formed with the verb *will*.

Write *present* if the underlined word is a present-tense verb, *past* if the underlined word is a past-tense verb, and *future* if it is future tense.

- 1 The story of sneakers started with the development of rubber. \_\_\_\_\_
- 2 People in Central and South America melted gum from trees. \_\_\_\_\_
- 3 On Friday she will celebrate her tenth birthday. \_\_\_\_\_
- 4 Rubber protected the wearer's feet. \_\_\_\_\_
- 5 Gum acts as an eraser. \_\_\_\_\_
- 6 Everyone will carry a small backpack. \_\_\_\_\_
- 7 Unfortunately, pure rubber cracks in cold weather. \_\_\_\_\_
- 8 Charles Goodyear developed a solution. \_\_\_\_\_
- 9 We will visit two museums. \_\_\_\_\_

Look at the sentences with present-tense verbs above. Rewrite each one with the past-tense form of the verb.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

# Verb Tenses and Agreement

**Present-tense verbs** show action that is happening now or on a regular basis. Present-tense verbs agree in number with who or what is doing the action. **Past-tense verbs** show action that took place in the past. Most past-tense verbs end in *-ed*. **Future-tense verbs** show action that will happen in the future. The future tense is formed with the verb *will*.

Underline each subject. Decide whether it is singular or plural. Then, circle the present-tense verb that correctly completes the sentence and write it on the line.

- 1 Anna \_\_\_\_\_ dark-purple sneakers.                      wear      wears
- 2 The sneakers \_\_\_\_\_ a squeaky sound on the floor.                      make      makes
- 3 The girl \_\_\_\_\_ her sister how to tie her sneakers.                      teach      teaches
- 4 Tight sneakers \_\_\_\_\_ your feet.                      hurt      hurts
- 5 Loose sneakers \_\_\_\_\_ blisters.                      cause      causes
- 6 Joe \_\_\_\_\_ his new sneakers under his bed.                      place      places

Look at the present-tense verbs in the list. Decide whether they agree in number with a singular or a plural subject. Then, write each word in the correct column on the chart. The first one is done for you.

lace	laces
design	designs
reach	reaches
erase	erases

Present-Tense Verbs	
With Most Singular Subjects and <i>he, she, it</i>	With Plural Subjects and <i>I, we, you, they</i>
laces	lace
_____	_____
_____	_____
_____	_____
_____	_____

## Main and Helping Verbs

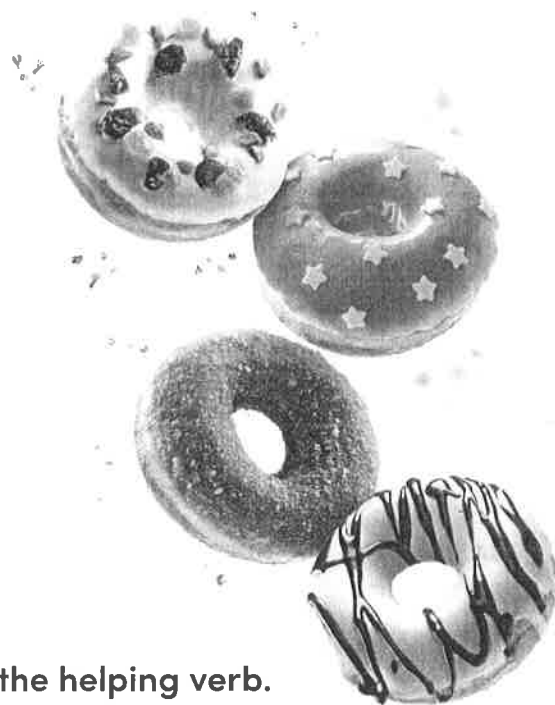
Read each sentence. Underline the helping verb once and the main verb twice.

- 1 What will happen to the doughnuts?
- 2 Uncle Ulysses has installed new lights in the lunchroom.
- 3 Homer was polishing the metal trimmings.
- 4 Uncle Ulysses had tinkered with the inside workings.
- 5 The Ladies' Club was gathering.
- 6 Homer will handle everything.
- 7 Mr. Gabby was talking to Homer about his job.
- 8 A chauffeur had helped a woman out of a black car.
- 9 Now she is wearing an apron.
- 10 She will need some nutmeg.

**Main verbs** show the main action in a sentence.

**Helping verbs** help the main verb show tense.

Helping verbs, such as *am, is, are, was, were, has, have, had, or will*, work with main verbs to tell when an action occurs.



In each sentence, circle the main verb and underline the helping verb. Then, identify when the action occurs by writing *past, present, or future*.

- 1 The lady had asked for baking powder.
- 2 The rings of batter will drop into the hot fat.
- 3 Homer is learning about the doughnut machine.
- 4 People will enjoy the doughnuts later.

---



---



---



---

## Main and Helping Verbs

Read each sentence. Underline the main verb. Then, circle the helping verb that correctly completes the sentence, and write it on the line.

- 1 Justin \_\_\_\_\_ cooking seafood stew. (will, was)
- 2 He \_\_\_\_\_ added spices and lemon juice. (had, is)
- 3 Sally and Mick \_\_\_\_\_ prepared stew before. (will, have)
- 4 Justin \_\_\_\_\_ tasting the broth. (is, had)
- 5 His friends \_\_\_\_\_ just arrived for dinner. (are, have)

Underline the main verbs and write the helping verbs on the lines.

- 1 On Saturday, Betty will bake rye bread. \_\_\_\_\_
- 2 Henry has pickled some fresh cucumbers. \_\_\_\_\_
- 3 Gertrude is picking raspberries and blackberries. \_\_\_\_\_
- 4 Alison had planted an herb garden. \_\_\_\_\_
- 5 Marie and Harry have tossed the salad. \_\_\_\_\_

Write sentences using the main and helping verbs below.

- 1 will meet \_\_\_\_\_  
\_\_\_\_\_
- 2 had arrived \_\_\_\_\_  
\_\_\_\_\_

## Linking Verbs

Underline the linking verb in each sentence and circle the main word it links.

A linking verb links the subject of a sentence to other words in the sentence. A linking verb does not show action. It tells what the subject is, was, or will be.

- 1 I am an enthusiastic reader.
- 2 My favorite books are nonfiction.
- 3 This bookstore is the best one in town.
- 4 The nonfiction books here are always interesting.
- 5 The store's owner is very knowledgeable.
- 6 His name is Terry Baldes.
- 7 Mr. Baldes was once an inventor and a scientist.
- 8 Last Saturday's main event was an appearance by my favorite author.

Write the linking verb in each sentence on the line.

- 1 An important invention is the telephone. \_\_\_\_\_
- 2 The telephone's inventor was Alexander Graham Bell. \_\_\_\_\_
- 3 At one time, most telephones were black. \_\_\_\_\_
- 4 Cell phones were uncommon 30 years ago. \_\_\_\_\_

Write two sentences. Include a linking verb in each one.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## Linking Verbs

Underline the correct linking verb in ( ).

Write *S* if the subject is singular and *P* if it is plural.

- 1 The natural history museum (was, were) busy last weekend.
- 2 Many visitors (was, were) tourists.
- 3 The new displays of rocks and gems (is, are) very popular.
- 4 The museum's first floor (is, are) full of Native American artifacts.
- 5 The carved wooden canoes (is, are) enormous.
- 6 The Tlingit woodcarvers (was, were) true artists.
- 7 This canoe (was, were) hand painted over a hundred years ago.
- 8 I (am, is) a big supporter of the museum.

A **linking verb** links the subject of a sentence to other words in the sentence. A linking verb does not show action. It tells what the subject is, was, or will be.



Complete each sentence. Write *is* or *are* on the line.

- 1 The apatasaurus skeleton \_\_\_\_\_ gigantic.
- 2 The exhibit cards \_\_\_\_\_ very informative.
- 3 The tiny dinosaur \_\_\_\_\_ really cute.

Write a sentence with a singular subject and a sentence with a plural subject. Include a linking verb in each sentence.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

# Subject-Verb Agreement

Underline the subject once and the verb twice.

Write *present* if the verb is in the present tense and *past* if the verb is in the past tense.

Subjects and verbs in a sentence must agree in number. Add -s or -es to present-tense verbs used with *he, she, it,* or a singular noun. Do not add -s or -es to present-tense verbs used with *I, you, we, they,* or a plural noun.

1 Tucker lives in a drain pipe. \_\_\_\_\_

2 It opens into a pocket. \_\_\_\_\_

3 Tucker collected stuffing \_\_\_\_\_  
for the pocket.

4 The mouse filled the pocket with paper and cloth. \_\_\_\_\_

5 Tucker sits at the opening of the drain pipe. \_\_\_\_\_

6 He watches the people in the subway station. \_\_\_\_\_

7 The young boy worked at his father's newsstand. \_\_\_\_\_

8 They sell papers there on weekdays. \_\_\_\_\_

Underline the subject once and the verb twice. Then, write *singular* if the subject and verb are singular and *plural* if the subject and verb are plural.

1 The nighttime crowd passes by quickly. \_\_\_\_\_

2 Trains run less often at that time. \_\_\_\_\_

3 Papa waits for business. \_\_\_\_\_

4 The station feels quiet and lonely. \_\_\_\_\_

5 People rush home at the end of the day. \_\_\_\_\_



# Subject-Verb Agreement

Underline the subject. Then, circle the verb in parentheses ( ) that agrees with the subject.

**Subjects and verbs in a sentence must agree in number.** Add -s or -es to present-tense verbs used with *he, she, it,* or a singular noun. Do not add -s or -es to present-tense verbs used with *I, you, we, they,* or a plural noun.

- 1 Crickets \_\_\_\_\_ a musical sound. (make, makes)
- 2 Actually, only the males \_\_\_\_\_ sounds.  
(produce, produces)
- 3 I \_\_\_\_\_ for the sound of crickets on a summer night. (listen, listens)
- 4 You \_\_\_\_\_ them in places outside the city. (hear, hears)
- 5 Mario \_\_\_\_\_ a cricket in the subway station. (find, finds)
- 6 His mother \_\_\_\_\_ the cricket a "bug." (call, calls)

Underline the subject and verb in each sentence. Then, rewrite each sentence in the present tense. Be sure your subjects and verbs agree.

- 1 Mario wanted the cricket for a pet.  
\_\_\_\_\_
- 2 He wished for a pet of his own.  
\_\_\_\_\_
- 3 Crickets seemed like unusual pets to his mother.  
\_\_\_\_\_
- 4 Maybe insects scared her!  
\_\_\_\_\_

# Prepositions

Read each sentence. Underline each group of words that begins with a preposition, and circle the preposition. Some sentences have more than one prepositional phrase.

- 1 The boy cut out pictures of mountains, rivers, and lakes.
- 2 He enjoyed pasting them on the walls of his room.
- 3 His father responded to the scenes in the pictures.
- 4 He decided that he would take his son on a camping trip.
- 5 They carried supplies in a backpack and knapsack.
- 6 That afternoon, they hiked in the mountains for hours.
- 7 They were disappointed when they found many campers at the Lost Lake.
- 8 The boy and his father continued on their journey.
- 9 Finally, they stopped at a quiet place for the night.
- 10 What else will they see on their camping trip?

**Prepositions**, such as *in*, *on*, *of*, *for*, or *at*, show the relationship between a noun, pronoun, or verb and another word or group of words in a sentence. Groups of words introduced by a preposition are called **prepositional phrases**.



Complete each sentence with a prepositional phrase.

- 1 Let's go to the store \_\_\_\_\_.
- 2 I just received a letter \_\_\_\_\_.
- 3 Eduardo found his missing sneaker \_\_\_\_\_.
- 4 Tanya always plays soccer \_\_\_\_\_.

# Prepositions

Circle the preposition in each sentence.

- 1 Herb often goes hiking in the Rocky Mountains.
- 2 He always carries a water bottle and a compass with him.
- 3 Today he passed a doe and her fawn searching for food.
- 4 The deer stood very still and stared at him.
- 5 Then the two creatures disappeared into the woods.



Complete each sentence with a prepositional phrase. You may wish to use some of the prepositions from above or the prepositions *from*, *over*, *under*, *to*, or *by*.

- 1 Each summer Suzanne goes camping \_\_\_\_\_.
- 2 Usually they camp \_\_\_\_\_.
- 3 They pitch their small, green tent \_\_\_\_\_.
- 4 Her mother cooks \_\_\_\_\_.
- 5 Suzanne sometimes hears ravens cawing \_\_\_\_\_.
- 6 Once she saw a black bear running very quickly \_\_\_\_\_.

Use the prepositions *of*, *with*, and *at* in three sentences of your own.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Prepositions

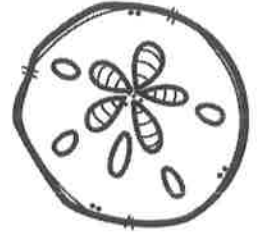
Prepositions

A preposition gives information such as direction, time, and place.

Fill in the blanks with proper prepositions.

1. The girl looks similar \_\_\_\_\_ my cousin.

2. He laid \_\_\_\_\_ the bed.



3. She saw a sand dollar \_\_\_\_\_ the beach.

4. We ate \_\_\_\_\_ the restaurant.

5. I saw a movie \_\_\_\_\_ the theater.

6. We will stay \_\_\_\_\_ my Grandma.

7. The dog crawled \_\_\_\_\_ the log.

8. The ball was \_\_\_\_\_ the table.

9. We set up our camp \_\_\_\_\_ the waterfall.

10. She walked \_\_\_\_\_ the bus stop.

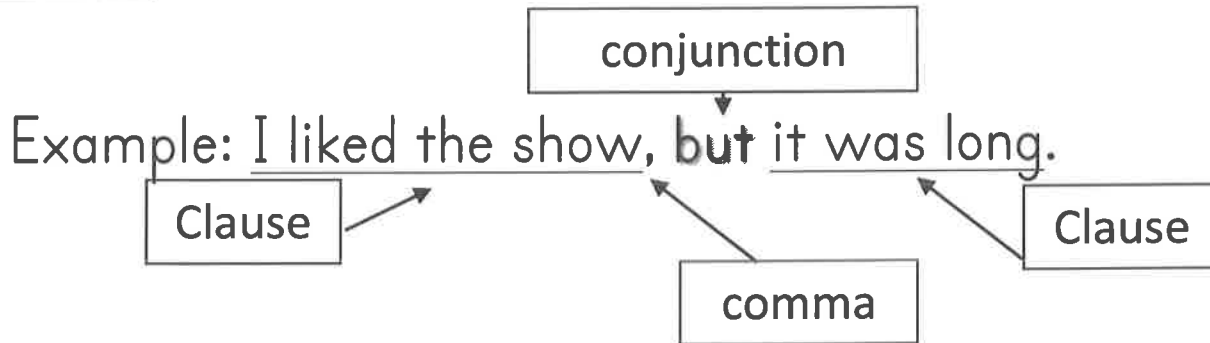
toward near under at with at on on to

# Commas in Clauses

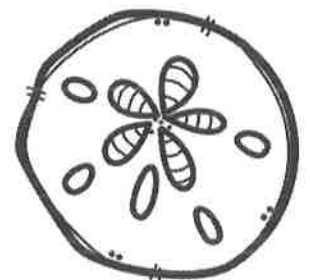
Commas

Comma should be used before a conjunction (and, but, or, yet, so) to join two independent clauses together.

**Directions:** Highlight the conjunction. Put a comma before the conjunction. Underline the clauses.



1. The water was boiling but the rice was not ready.
2. I ran all the way to school and when I got there it was closed.
3. Tom couldn't find his shoes nor could he find his keys.
4. Henry woke up really late and that's why he was late to school.
5. John doesn't like shrimp so it's not good to have it for dinner.
6. Cats are my favorite animals but I also love dogs.
7. The rocks were colorful but I like the black ones the best.
8. Bill likes to read and Ken likes to surf at the beach.



Name: \_\_\_\_\_

# Sort the Words

**DIRECTIONS:** Underline the ea, ou, y, and aw in the middle of each word. Then, sort the words.

## Word BANK

- |            |             |
|------------|-------------|
| 1. bread   | 7. hawk     |
| 2. myth    | 8. thread   |
| 3. trouble | 9. double   |
| 4. head    | 10. squawk  |
| 5. cousin  | 11. yawn    |
| 6. gym     | 12. crystal |



-ea-

-ou-

-y-

-aw-

Name \_\_\_\_\_

-ed -s -ing

Name \_\_\_\_\_

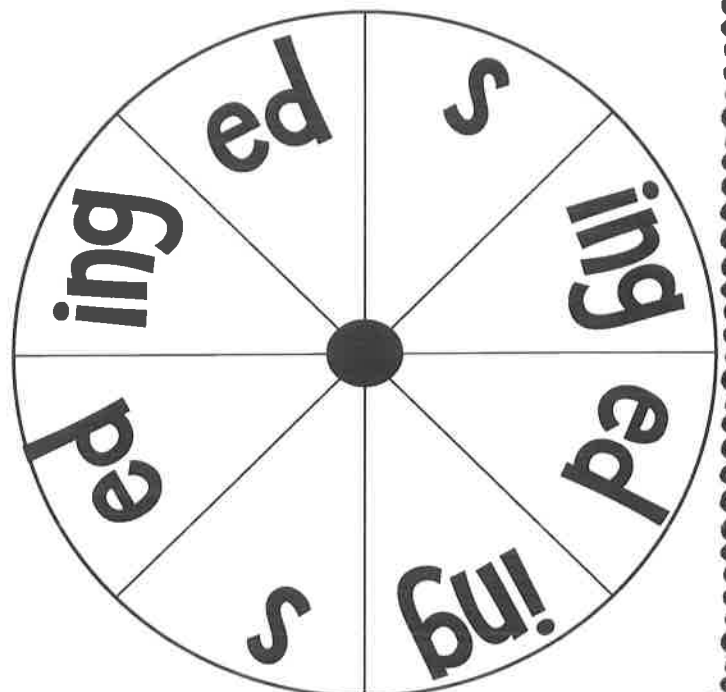
Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- |          |   |       |   |       |
|----------|---|-------|---|-------|
| 1. walk  | + | _____ | = | _____ |
| 2. jump  | + | _____ | = | _____ |
| 3. play  | + | _____ | = | _____ |
| 4. help  | + | _____ | = | _____ |
| 5. skip  | + | _____ | = | _____ |
| 6. blink | + | _____ | = | _____ |
| 7. pack  | + | _____ | = | _____ |
| 8. turn  | + | _____ | = | _____ |

# Spin a Suffix

A suffix is a letter or group of letters that is added to the end of a word.

bump + ed = bumped



plural

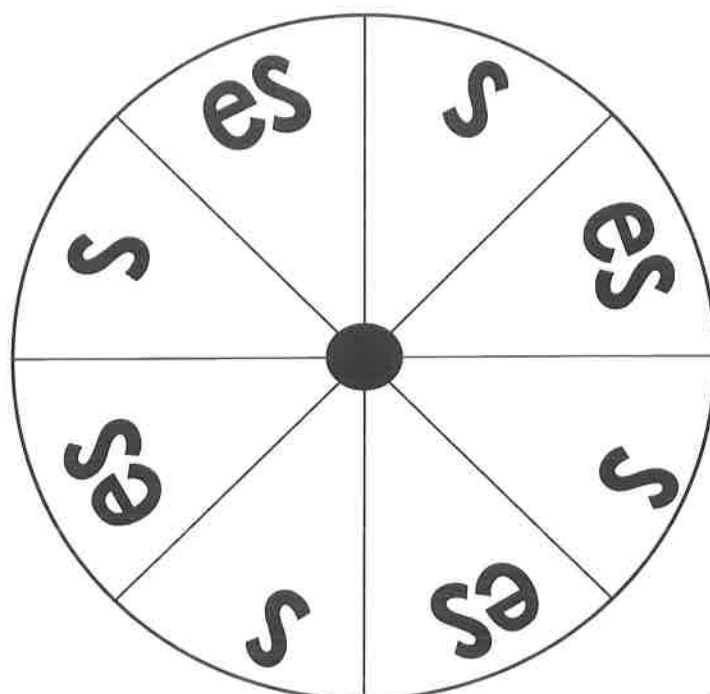
Name \_\_\_\_\_

Use a paperclip and a pencil to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- |          |   |       |   |       |
|----------|---|-------|---|-------|
| 1. miss  | + | _____ | = | _____ |
| 2. watch | + | _____ | = | _____ |
| 3. play  | + | _____ | = | _____ |
| 4. boy   | + | _____ | = | _____ |
| 5. mix   | + | _____ | = | _____ |
| 6. bird  | + | _____ | = | _____ |
| 7. fox   | + | _____ | = | _____ |
| 8. weed  | + | _____ | = | _____ |

# Spin a Suffix

If the word ends with ch, sh, s, x or z, use es to make it plural.





-er -est

Name \_\_\_\_\_

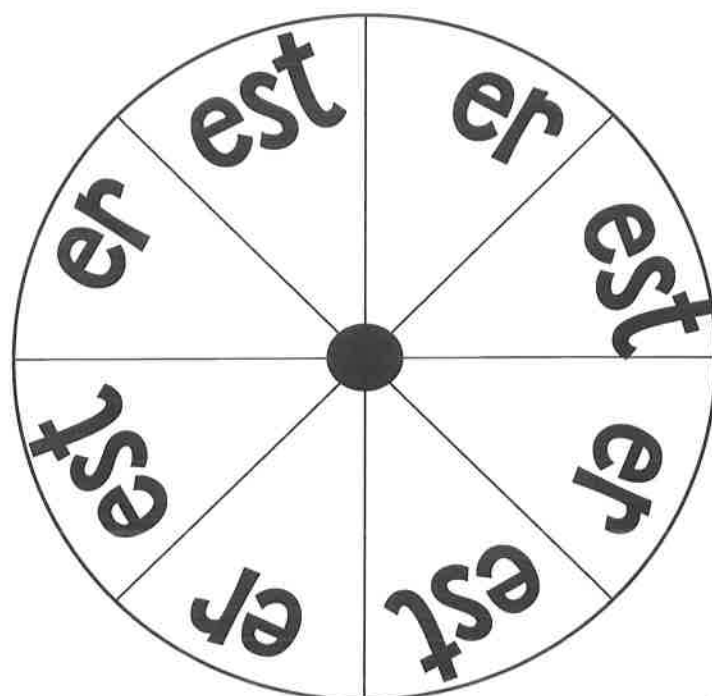
Use a paperclip and pencil to spin a suffix. Add the suffix to a base word until all words have a suffix.

- |           |   |       |   |       |
|-----------|---|-------|---|-------|
| 1. high   | + | _____ | = | _____ |
| 2. long   | + | _____ | = | _____ |
| 3. fast   | + | _____ | = | _____ |
| 4. tall   | + | _____ | = | _____ |
| 5. small  | + | _____ | = | _____ |
| 6. bright | + | _____ | = | _____ |
| 7. strong | + | _____ | = | _____ |
| 8. weak   | + | _____ | = | _____ |

## Spin a Suffix

When we add a suffix to the end of a word, we can change the intensity.

high +er =higher



Name \_\_\_\_\_

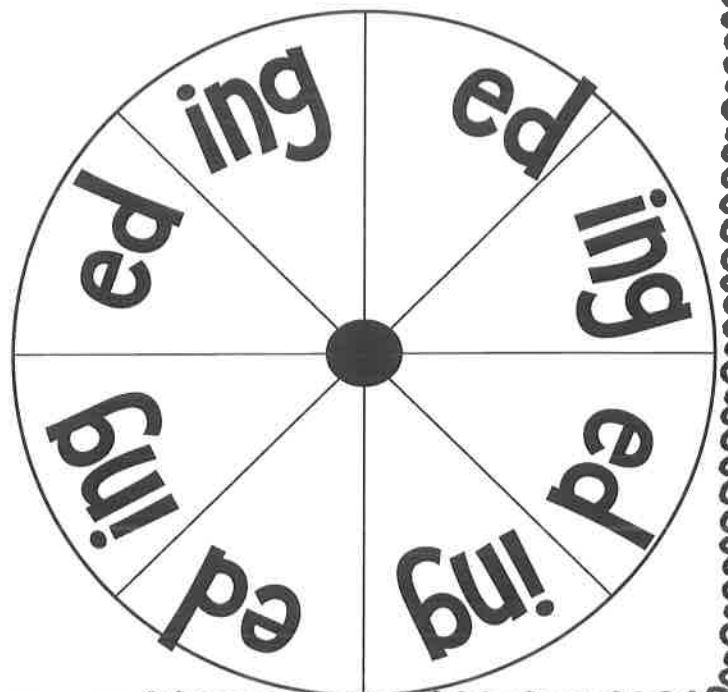
Use a paperclip and pencil to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- |         |   |       |   |       |
|---------|---|-------|---|-------|
| 1. walk | + | _____ | = | _____ |
| 2. say  | + | _____ | = | _____ |
| 3. look | + | _____ | = | _____ |
| 4. kick | + | _____ | = | _____ |
| 5. lick | + | _____ | = | _____ |
| 6. sip  | + | _____ | = | _____ |
| 7. call | + | _____ | = | _____ |
| 8. jump | + | _____ | = | _____ |

# Spin a Suffix

When adding a suffix to a root word, we can change the tense of the word to past or present.

wish +ing =wishing



-er -est

Name \_\_\_\_\_

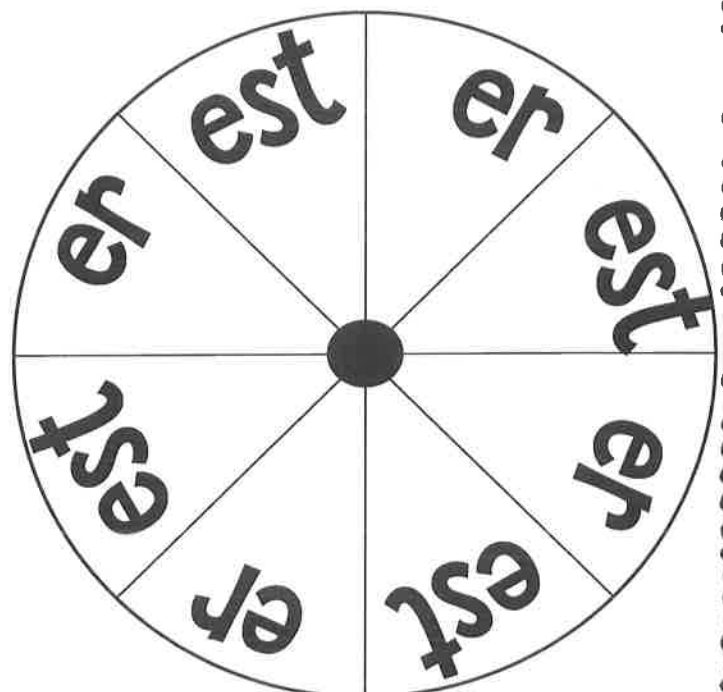
Use a paperclip and pencil to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- |          |   |       |   |       |
|----------|---|-------|---|-------|
| 1. tall  | + | _____ | = | _____ |
| 2. cold  | + | _____ | = | _____ |
| 3. bold  | + | _____ | = | _____ |
| 4. old   | + | _____ | = | _____ |
| 5. quick | + | _____ | = | _____ |
| 6. warm  | + | _____ | = | _____ |
| 7. sick  | + | _____ | = | _____ |
| 8. soft  | + | _____ | = | _____ |

# Spin a Suffix

A **suffix** is a letter or group of letters that is added to the end of a word.

play + **er** = player





Name \_\_\_\_\_

## To Too Two

**Directions:** Read each sentence and write to, too or two in order to make the sentence correct.



L4!G

1. Sarah would like to go to the beach \_\_\_\_\_.
2. We went \_\_\_\_\_ the mall yesterday.
3. My dad ate \_\_\_\_\_ much cheese at dinner.
4. I was so hungry, I ate \_\_\_\_\_ apples.
5. The works was \_\_\_\_\_ difficult to complete.
6. My uncle had \_\_\_\_\_ drive us \_\_\_\_\_ school.
7. The \_\_\_\_\_ friends were going \_\_\_\_\_ the store.
8. We decided \_\_\_\_\_ drive \_\_\_\_\_ the beach.
9. We forgot \_\_\_\_\_ pick up our cousin.
10. They had \_\_\_\_\_ much ice cream at the restaurant.

Write a sentence using the word two.

---

---





Name \_\_\_\_\_

L4.I.G

# There, They're and Their

**Directions:** Read each sentence. Write *there*, *they're* or *their* in order to make the sentence correct.



1. \_\_\_\_\_ going on a vacation.
2. Mom put her shoes over \_\_\_\_\_.
3. Courtney and Collin passed \_\_\_\_\_ test.
4. \_\_\_\_\_ running in a race today.
5. The kids went to \_\_\_\_\_ camps.
6. \_\_\_\_\_ all eating dinner together.
7. The remote control is over \_\_\_\_\_.
8. The kids want \_\_\_\_\_ ball back.
9. \_\_\_\_\_ not being very friendly to me.
10. \_\_\_\_\_ car is white and old.

Write a sentence using the word **their**.

---

---

Write a sentence using the word **there**.

---

---

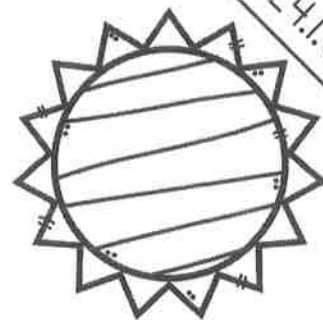




Name \_\_\_\_\_

## A or An

**Directions:** Read each sentence and write *a* or *an* in order to make the sentence correct.



1. We saw \_\_\_\_\_ eagle in the woods.
2. There was \_\_\_\_\_ lion at the zoo.
3. I eat \_\_\_\_\_ apple every day.
4. \_\_\_\_\_ ostrich was running across the road.
5. I have \_\_\_\_\_ toy that I love very much.
6. Dad and I are making \_\_\_\_\_ birdhouse this summer.
7. \_\_\_\_\_ insect flew right in him mouth on the jeep ride.
8. Purple is \_\_\_\_\_ crayon missing from my box.
9. My mom has \_\_\_\_\_ red umbrella to keep the sun off us.
10. \_\_\_\_\_ ape is swinging from a tree branch.

Write a sentence using the word *an*.

---

---

**Hint:** Use **A** if the word begins with a consonant sound.  
Use **AN** if the word begins with a vowel sound.

