

write each noun in the correct category.

Name \_\_\_\_\_

A **noun** is a word that names a person, place, thing, or idea.

Examples: person = scientist, Matthew

place = kitchen, United States

thing = bridge, Empire State Building

idea = joy, freedom

computer

imagination

Neptune

pilot

cucumber

Indian Ocean

South America

playground

friend

love

parent

refrigerator

happiness

Megan

peace

shell

### Person

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### Place

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### Thing

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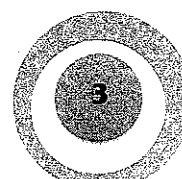
### Idea

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## Common and Proper Nouns

Write each noun in the correct category. Capitalize each proper noun.

A **common noun** names a general person, place, thing, or idea.

Examples: girl, school, mirror, happiness

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

Examples: Betsy Ross, Sears Tower, Niagara Falls

|            |              |               |              |
|------------|--------------|---------------|--------------|
| kara       | teammate     | woman         | judge        |
| doctor     | carlos perez | artist        | independence |
| ms. prasad | dr. dolby    | france        | grand canyon |
| liberty    | florida      | pacific ocean | river        |

### Common Nouns

### Proper Nouns

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## Plural Nouns

Write the plural form of each singular noun.

A **singular noun** names one person, place, thing, or idea.  
A **plural noun** names more than one person, place, thing, or idea.

### Singular

### Plural

- |           |       |
|-----------|-------|
| 1. coach  | _____ |
| 2. sheep  | _____ |
| 3. roof   | _____ |
| 4. mouse  | _____ |
| 5. donkey | _____ |
| 6. shelf  | _____ |
| 7. class  | _____ |
| 8. berry  | _____ |

## Collective Nouns

Underline each collective noun.

A **collective noun** names a group of similar things, people, or animals. A collective noun is usually treated as a singular noun.

Examples: The audience enjoys our performance tonight.

The herd grazes in the pasture all day long.

1. The flock of geese flies north every year.
2. Our entire class likes that game.
3. The committee accepts our plan.
4. The naval fleet performs exercises at sea this time of year.
5. Coco's litter of puppies sleeps together.
6. The city's orchestra plays beautifully.
7. I hope my team wins its final game!
3. A crowd gathers to hear the results.

## Possessive Nouns

Name \_\_\_\_\_

Write the correct form of the possessive noun to complete each sentence.

A **possessive noun** shows ownership.

To make a singular noun possessive, add an apostrophe -s ('s).

Examples: **cat's** food      **boss's** pen

To make a plural noun that ends in -s possessive, add an apostrophe (') after the -s.

Examples: **dogs'** collars      **players'** helmets

To make a plural noun that does not end in -s possessive, add an apostrophe -s ('s).

Examples: **men's** shoes      **children's** toys

1. The pond belongs to those frogs. It is the \_\_\_\_\_ pond.
2. Those crayons belong to Marisa. They are \_\_\_\_\_ crayons.
3. These bikes belong to those boys. They are the \_\_\_\_\_ bikes.
4. The car belongs to the neighbors. It is the \_\_\_\_\_ car.

## Noun Review

**Underline each common noun. Circle each proper noun.**

Cheetahs are elegant and graceful. They run at speeds of up to 70 miles (113 kilometers) per hour. The cheetah is the fastest member of the cat family. Cheetahs were once found in Africa, the Middle East, and India. Now, they are mostly found in Africa.

**Add an apostrophe (') to each possessive noun.**

Cheetahs have long, muscular legs, small heads, and long necks. Cheetahs feet have special pads to help them run.

Cheetahs are fast when they run short distances. But, they cannot run quickly for long distances because they get overheated.

**Write PL above each plural noun. Write CN above each collective noun.**

Cheetahs usually hunt antelopes and hares. Sometimes, a group of cheetahs comes upon a herd of zebras or wildebeests. Although cheetahs are fast, they stay hidden as they approach their prey. Then, they surprise their prey with a burst of speed.

## Pronouns

Name \_\_\_\_\_

**Underline each personal pronoun.**

A **pronoun** is a word that takes the place of a noun. A **personal pronoun** refers to a specific person, place, or thing.

### Singular Personal Pronouns

I  
me  
you  
she

### Plural Personal Pronouns

her  
he  
him  
it

we  
us  
you  
they  
them

Example: We hope that he has fun.

1. Kenan and I went to the store.
2. While we were there, we bought groceries for the next week.
3. I asked him to help me choose some food for a special dinner.
4. It would be a surprise dinner for Mom and Dad.
5. They are celebrating an anniversary, and we want it to be very special for them.

## Possessive Pronouns

Rewrite the sentences using possessive pronouns to replace the underlined words.

**Possessive pronouns** replace nouns that show ownership.  
Possessive pronouns do not use apostrophes.

### Singular Possessive Pronouns

my  
mine  
his  
her

hers  
its  
your  
yours

### Plural Possessive Pronouns

ours  
yours  
their  
theirs

Example: The painting is Jenna's.

The painting is **hers**.

1. Joanne's chair bumped into my chair.

2. Holly's book broke Brad's glasses.

3. Robert borrowed Miguel's markers.

4. We saw the children's kites flying in the park.

5. That phone's ring is very loud.

## Name: \_\_\_\_\_ Pronoun Review

Circle the pronouns in parentheses that correctly complete each sentence.

1. (I, Me) went to (her, hers) house.
2. Can (you, your) come to (our, ours) pool?
3. (He, Him) helped hang (their, theirs) posters.
4. (They, Them) delivered the boxes to (her, hers) office.
5. (She, Her) drew a larger butterfly than (my, mine).
6. (We, Us) will build a tree fort with (our, ours) dad.
7. Will (he, him) have a turn after (mine, mines)?
8. (He, Him) threw the ball to (my, mine) sister.
9. (She, Her) likes my soccer ball better than (her, hers).
10. (His, Him) answers matched (our, ours).

## Action Verbs

**Underline each action verb.**

An **action verb** shows what someone or something does, has done, or will do.

Example: The wind blows the leaves from the tree.

1. The children play hide-and-seek.
2. Zack counts to 50.
3. Everyone hides from Zack.
4. Jan crouches behind the slide.
5. Sam crawls along the fence.
6. Scott jumps over the log.
7. Evelyn giggles behind the oak tree.
8. Joey climbs the old maple tree.

## Linking Verbs

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

**Underline each linking verb.**

A **linking verb** links the subject to the rest of the sentence.  
A linking verb does not show action. Some linking verbs are forms of the verb *be*.

### Common Linking Verbs

|    |     |      |
|----|-----|------|
| am | are | were |
| is | was |      |

Examples: I am nine years old.

We are in fourth grade.

1. An entomologist is a scientist who studies insects.
2. Insects are the most plentiful creatures on the earth.
3. A honeycomb cell is a home for one honeybee egg.
4. Larvae are baby insects that hatch from eggs.
5. Monarchs are migrating butterflies.
6. A moth is different from a butterfly.
7. All ladybugs are not female.
8. Spiders are not insects.

## Linking Verbs

Underline each linking verb.

A **linking verb** links the subject to the rest of the sentence.  
Some linking verbs are forms of the verb *be*.

### Other Linking Verbs

|        |        |        |       |       |
|--------|--------|--------|-------|-------|
| appear | become | look   | seem  | sound |
| feel   | grow   | remain | smell | taste |

Example: The students seem pleased with their art projects.

1. Several art projects remain on the shelf.
2. Many pots become too hot to touch.
3. That lump of clay appears hard.
4. This ceramic bird seems unusual.
5. Our stone table feels smooth.
6. Your markers smell awful.
7. All of the artwork looks great.
8. Students often become art fans through pottery.

## Helping Verbs

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

Underline each helping verb. Draw an arrow from each helping verb to the verb that it helps.

A **helping verb** helps the main verb by telling more about the time of the action.

### Common Helping Verbs

|      |        |       |
|------|--------|-------|
| am   | are    | is    |
| have | has    | had   |
| may  | must   | might |
| can  | could  | would |
|      | should |       |

Example: Sadie is playing the piano in the recital.

1. This area would make a good picnic spot.
2. Those crickets are making a lot of noise.
3. Melissa should eat her sandwich for lunch today.
4. Quinn might buy a new bike.
5. Matthew can chop the nuts for the banana bread.

## Verb Phrases

Underline each verb phrase once. Then, underline each main verb again.

A **verb phrase** contains a main verb and one or more helping verbs.

Examples: The swimming instructor is giving lessons today.

The team has been training for several weeks.

1. Maurice had learned the backstroke last summer.
2. Isabella and Emma are practicing for the meet.
3. The competition will be held at Arrowhead Pool.
4. Our coach is driving the team to the meet.
5. Everyone was packed in the van.
6. I am competing in the 4 x 100m relay race.
7. Norman should win the competition.
8. Valerie could win her first medal.

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

## Past- and Present-Tense Verbs

Underline each verb. Then, write *PR* if the verb is in the present tense or *PA* if the verb is in the past tense.

The tense of a verb tells *when* the action happens. A

**present-tense verb** expresses an action that is happening now. A **past-tense verb** expresses an action that happened earlier.

Most verbs form the past tense by adding *-ed*.

Examples: I smile when I watch that show. (*PR*)

I smiled when I watched that show. (*PA*)

1. The sea horse floats by the starfish. \_\_\_\_\_
2. Neil watched the sleeping hamster. \_\_\_\_\_
3. The kites dance in the breeze. \_\_\_\_\_
4. Sean sharpens his pencil. \_\_\_\_\_
5. Natalie bandaged her finger. \_\_\_\_\_
6. We tumble down the sand dune. \_\_\_\_\_
7. Cameron flicked the paper football. \_\_\_\_\_
8. Ahmad designed a snow fort. \_\_\_\_\_

## Irregular Verbs

Write the past tense of each irregular verb.

Irregular verbs do not add -ed to form the past tense.

Examples: I **see** the red car. (present tense)

I **saw** the red car yesterday. (past tense)

| Present Tense | Past Tense | Present Tense | Past Tense |
|---------------|------------|---------------|------------|
| 1. write      |            | 2. teach      |            |
| 3. draw       |            | 4. find       |            |
| 5. speak      |            | 6. feel       |            |
| 7. hold       |            | 8. bend       |            |
| 9. hear       |            | 10. catch     |            |
| 11. throw     |            | 12. go        |            |

1. Pablo (do) \_\_\_\_\_ his best work today.

2. The quarterback (run) \_\_\_\_\_ for a touchdown

3. Addie (take) \_\_\_\_\_ a walk along the riverfront.

4. After breakfast, Trenton (go) \_\_\_\_\_ for a ride.

5. Our new puppy (sleep) \_\_\_\_\_ all night long.

6. Vanessa (begin) \_\_\_\_\_ a new book today.

7. The little boy (wear) \_\_\_\_\_ a hole in his socks.

8. This airplane (fly) \_\_\_\_\_ from Miami to Toronto.

## Irregular Verbs

Write the past tense of the verb in parentheses to correctly complete each sentence.

Examples: My father **teaches** third grade this year.

(present tense)

My father **taught** third grade last year.

(past tense)

## Future-Tense Verbs

Underline each present-tense verb. Then, rewrite each sentence in the future tense.

The tense of a verb tells *when* the action happens. A

**future-tense verb** expresses an action that is going to happen in the future. The helping verb *will* is added before the main verb to form the future tense.

If the noun is singular, the -s ending of the verb is dropped before adding *will*.

Examples: Dad mows the lawn. (present tense)

Dad will mow the lawn. (future tense)

1. I take piano lessons.

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2. Ivan comes to my house on Saturdays.

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3. You are the line leader today.

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## Verb Tense Review

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

Underline each verb or verb phrase. Then, circle the correct verb tense for each underlined verb.

1. Gabe signed his name on the card.

present

past

future

2. Greg will golf in the tournament.

present

past

future

3. Anthony snaps the links together.

present

past

future

4. Brantley climbs into his bed.

present

past

future

5. Lamar will set his alarm clock.

present

past

future

6. Kellie rocked her puppy to sleep.

present

past

future

## Noun or Verb

Write **N** if the underlined word or words is a noun or **V** if the underlined word or words is a verb.

Sometimes a word that is a noun in one sentence can be a different part of speech in another sentence. How the word is used in a sentence determines its part of speech.

Examples: My mom saw a duck in the park. (noun)  
Make sure you duck when you enter the tree house. (verb)

1. Julia wore her birthstone ring. \_\_\_\_\_
2. Ring the bell to announce dinner. \_\_\_\_\_
3. The little boy can dress himself. \_\_\_\_\_
4. The dress had blue stripes. \_\_\_\_\_
5. He will paint a landscape scene. \_\_\_\_\_
6. Chang prefers the green paint. \_\_\_\_\_
7. The surfer rode the wave. \_\_\_\_\_
8. The child will wave good-bye. \_\_\_\_\_

## Adjectives

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

Underline each adjective. Then, draw an arrow from each adjective to the noun that it describes.

An **adjective** is a word that describes a noun. Adjectives tell which one, what kind, or how many.

Examples: The dirty puppy needs a bath.

The public library is closed today.

1. Dylan opened the large, wrapped package.
2. Many tiny ants crawled along the fallen tree.
3. Some bothersome mosquitoes are near the screen door.
4. Dawson removed both dirty socks and two muddy shoes.
5. One spotted dalmatian rode on the noisy, red fire engine.
6. Seth used the sharp scissors to cut the thick, brown paper.
7. Justin squeezed two tart lemons for lemonade.
8. Molly ate a large, red apple.

## Adjectives

Write an adjective for each category. Use a different adjective each time. The first one has been done for you.

| Noun         | Which one? | What kind? | How many? |
|--------------|------------|------------|-----------|
| plant        | green      | tropical   | one       |
| 1. gorilla   | _____      | _____      | _____     |
| 2. cookies   | _____      | _____      | _____     |
| 3. toy       | _____      | _____      | _____     |
| 4. costume   | _____      | _____      | _____     |
| 5. planet    | _____      | _____      | _____     |
| 6. volcano   | _____      | _____      | _____     |
| 7. mountains | _____      | _____      | _____     |
| 8. lizard    | _____      | _____      | _____     |
| 9. dog       | _____      | _____      | _____     |
| 10. tree     | _____      | _____      | _____     |

## Articles

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

Write the articles that correctly complete the passage.

A, an, and the are adjectives that are called **articles**.

Use a before a word that begins with a consonant sound.

Use an before a word that begins with a vowel sound.

Use the if the noun is plural or names a particular person, place, or thing.

Example: **A** crocodile and **an** elephant posed for **the** photographer.

African parrots live in tropical areas. One variety

is \_\_\_\_\_ rose-ringed parakeet. This type of parakeet

has \_\_\_\_\_ extremely long tail, \_\_\_\_\_ bright red bill, and

\_\_\_\_\_ bright green head. \_\_\_\_\_ nine species of lovebirds

are \_\_\_\_\_ only small African parrots. \_\_\_\_\_ lovebirds

have short, rounded tails and rather large bills. \_\_\_\_\_

lovebirds got that name because they were believed to mate for

life. \_\_\_\_\_ large, gray parrot from \_\_\_\_\_ West African rain

forest is \_\_\_\_\_ popular pet because this type of parrot can

learn to say words.

## Adjectives That Compare

Complete the chart for each adjective.

A **comparative adjective** compares two nouns or pronouns.

The comparative form is made by adding **-er** to most adjectives.

Example: This apple is **sweeter** than that one.  
(comparative)

A **superlative adjective** compares three or more nouns or pronouns. The superlative form is made by adding **-est** to most adjectives.

Example: This apple is the **sweetest** one I have had.  
(superlative)

| Adjective | Comparative | Superlative |
|-----------|-------------|-------------|
| 1. old    | _____       | _____       |
| 2. soft   | _____       | _____       |
| 3. loud   | _____       | _____       |
| 4. short  | _____       | _____       |
| 5. small  | _____       | _____       |

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

## Comparative and Superlative Adjectives

Write the correct form of the adjective in parentheses to complete each sentence.

When an adjective contains three or more syllables, use the word *more* or *most* before the adjective instead of adding *-er* or *-est*.

Examples: Fact can be **more interesting** than fiction.  
(comparative)

New York is one of North America's **most interesting** cities. (superlative)

1. In Louisiana, New Orleans is a \_\_\_\_\_ tourist city than Baton Rouge. (popular)
2. It is also one of the world's \_\_\_\_\_ sports. (valuable)
3. Boulder, Colorado, is \_\_\_\_\_ than New Orleans. (elevated)
4. Several of New Orleans' \_\_\_\_\_ structures border Jackson Square. (enormous)
5. Of all the restaurants, we were \_\_\_\_\_ with the locally owned ones. (impressed)

## Adjective Review

Underline each adjective. Then, draw an arrow to the noun that each adjective describes.

1. Chocolate ice cream is a popular dessert.
2. The large, yellow school bus is filled with excited children.
3. I saw a white rabbit in the front yard.
4. I took a delicious lasagna to an ill neighbor.
5. The art fair displayed amazing drawings.
6. A funny movie entertained the four young children.
7. Al liked the fancy, red shoes with black and white ribbons.
8. Shane drove the rusty, old truck in the heavy rain.
9. A lovely white house is at the end of a long, bumpy road.
10. He listened as large raindrops hit the old, metal roof.

## Noun, Verb, or Adjective?

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

Write *noun*, *verb*, or *adjective* to identify each underlined word.

A word that is a noun in one sentence can be used as a verb or an adjective in another sentence. How the word is used in a sentence determines its part of speech.

Examples: That fly is bothering me. (noun)

I fly my kite. (verb)

Sarah caught the fly ball. (adjective)

1. Logan will iron his wrinkled pants. \_\_\_\_\_
2. Jayla wrinkled her nose at the smell. \_\_\_\_\_
3. The ship is docked at the pier. \_\_\_\_\_
4. Luke will ship the package today. \_\_\_\_\_
5. I used liquid soap to wash the dishes. \_\_\_\_\_
6. This liquid will pour easily. \_\_\_\_\_
7. Lauren paints many things. \_\_\_\_\_
8. Katie bought a new set of paints. \_\_\_\_\_

## Adverbs

Underline each adverb. Then, draw an arrow from each adverb to the verb that it describes.

An **adverb** is a word that describes a verb. It tells *how*, *when*, or *where* something happens.

Many adverbs end in *-ly*.

Example: The dancer glided gracefully across the stage.

1. Jordan closed the book quickly.
2. Tyrone frequently plays in the park.
3. Zane worked quietly on his model.
4. Leo jogged slowly along the path.
5. Nikki mixed the ingredients thoroughly.
6. They will unwrap the dishes carefully.
7. The fragile package arrived safely.
8. Bashfully, Shauna smiled for the camera.

## Adverbs

Underline each adverb. Then, draw an arrow from each adverb to the verb that it describes.

Some adverbs do not end in *-ly*.

### Adverbs

|         |       |      |           |
|---------|-------|------|-----------|
| always  | later | now  | very      |
| earlier | never | soon | yesterday |

Example: James went to the park yesterday.

1. The moving company had arrived early to begin packing.
2. The children were very excited to see the moving truck.
3. The movers stopped often to tape the boxes.
4. One mover walked backward with some boxes.
5. Now, the moving truck was packed.
6. It will arrive at the new house tonight.
7. The children will sleep in their new house tomorrow.
8. Their parents will unpack the smaller boxes later.

## Adverbs That Compare

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

A **comparative adverb** compares two actions. The

comparative form is made by adding -er to some adverbs.

Example: The jet is **faster** than the plane. (comparative)

A **superlative adverb** compares more than two actions. The

superlative form is made by adding -est to some adverbs.

Example: That jet is the **fastest** one at the airport.  
(superlative)

If an adverb ends in -ly or has more than one syllable, the word **more** or **most** is added before the adverb.

Example: Jennifer typed **more quickly** than Michelle, but Pedro typed **most quickly** of all.

1. Lamonte slept \_\_\_\_\_ than Jonathan. (late)
2. The bird flew \_\_\_\_\_ than the moth. (gracefully)
3. Li climbed the \_\_\_\_\_ of all the players. (high)
4. The gem sparkled \_\_\_\_\_ than the stones. (brilliantly)
5. Coach Mori whistled \_\_\_\_\_ than the other coach. (loud)

## Adjective or Adverb?

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

Underline the word in parentheses that correctly completes each sentence.

### Adjectives

good (always an adjective)

bad

real (means true or genuine)

sure (means reliable)

### Adverbs

well (means done effectively)

badly

really (means very)

surely (means definitely)

1. Jeff plays basketball (good, well).
2. The detective (sure, surely) solved the mystery.
3. Kelsey is a (real, really) hero to the community.
4. Everyone had a (good, well) time at the picnic.
5. Our team lost (bad, badly) at the state finals.
6. The (bad, badly) storm destroyed the peach crop.
7. John felt (real, really) dizzy after riding the roller coaster.
8. Sierra was the (sure, surely) choice for the job.

## Adverb Review

Underline each adverb. Then, draw an arrow to the word or words that it modifies.

1. Leaves were scattered everywhere.
2. The speech was extremely long.
3. Place the toy box here.
4. Complete your homework carefully and accurately.

Write the correct form of the word in parentheses to complete each sentence.

5. Noah sang \_\_\_\_\_ in the chorus. (beautiful)
6. Garrick skates \_\_\_\_\_ than his brother. (fast)
7. Tara \_\_\_\_\_ introduced her teacher. (polite)
8. Our collie barked the \_\_\_\_\_ of all of the dogs. (loud)

## Prepositions

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

Underline each preposition.

A **preposition** is a word that tells about a noun's location or position.

Example: The box came in the mail with this note.

### Common Prepositions

|        |    |       |      |
|--------|----|-------|------|
| around | by | from  | in   |
| of     | to | under | with |

1. Maddie would like a cup of hot chocolate.
2. That car beside the restaurant is ours.
3. Kristen found her pencil under the couch.
4. The pretzels in the jar are delicious.
5. This letter from my grandmother came last night.
6. The seat in the middle is Jose's.
7. Casey saw a goldfish with five black spots.
8. A huge bump in the snow sent the sled flying.

## Prepositional Phrases

**Underline each prepositional phrase.**

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun.

Example: The squirrels in our yard ran up the tree.

1. Ben and Claire walked to school.
2. The birds built a nest in the tree.
3. The bird feeder above the fence attracted many birds.
4. We recognized the car from our neighborhood.
5. Our small, tan puppy played under the porch behind our house.
6. Trevor and I wrapped the prizes for the event.
7. Tony passed the carrots to his mom.
8. Please put an umbrella in the trunk.

## Name: \_\_\_\_\_ Preposition Review

**Underline each prepositional phrase in the passage.**

Bats are the only flying mammals. They are the hunters of the night sky. Bats use a built-in system called echolocation while navigating through the sky, even in the dark. They also use it to locate food on the ground and in the air. When bats migrate, they fly as high as 10,000 feet (3,000 meters) or more.

A bat's wings are very helpful. A bat can scoop things with her wings. She can cradle a baby bat in the bottom of her wing. A bat can wrap her wings around herself like a blanket. A bat will also flip food into her own mouth, using her wings as a slingshot.

Bats can hibernate at any time. If food is scarce, bats will hibernate until better times come along. Where bats hang is not random. Each bat has her own space. Bats usually hang near a cave entrance. Bats often return to the same cave where they were born.

## Conjunctions

Rewrite each sentence pair as one sentence using a comma and a conjunction.

A **conjunction** combines sentences that have similar or related ideas.

Examples: Kim eats her sandwich. She does not eat her carrots. (two sentences)

Kim eats her sandwich, **but** she does not eat her carrots. (one sentence)

### Common Conjunctions

|     |     |     |     |
|-----|-----|-----|-----|
| and | but | for | nor |
| or  | so  | yet |     |

1. Ava slept on the plane. She did not sleep on the train.  
\_\_\_\_\_
2. The pencil is old. The eraser is new.  
\_\_\_\_\_
3. Aidan plays basketball. Taylor plays tennis.  
\_\_\_\_\_
4. The pillow is soft. The blanket is scratchy.  
\_\_\_\_\_
5. Amira finished her math. She did not finish her reading.  
\_\_\_\_\_

## Parts of Speech Review

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

Identify the part of speech for each underlined word.

Write **N** for noun, **PRO** for pronoun, **V** for verb, **ADJ** for adjective, **ADV** for adverb, **PREP** for preposition, or **CONJ** for conjunction.

1. An adult insect has three body sections. \_\_\_\_\_
2. The head of an insect contains eyes, antennae, and a mouth. \_\_\_\_\_
3. An insect's eyes are often compound. \_\_\_\_\_
4. The different types of mouthparts determine how an insect will eat. \_\_\_\_\_
5. Insects use antennae to detect odors in the air. \_\_\_\_\_
6. The thorax is the middle section of an adult insect. \_\_\_\_\_
7. Each segment of the thorax has one pair of legs. \_\_\_\_\_
8. Altogether, they have six legs. \_\_\_\_\_

## Parts of Speech Review

Use the key to number each word. Then, write each set of words in the correct order to form a sentence.

1 = article      2 = adjective      3 = noun

4 = verb      5 = adverb

Example:    3    4    2    1    5  
apple fell red a quietly

1    2    3    4    5  
A red apple fell quietly.

1. barked big dog loudly the

2. very happy smiled woman a

3. huge cautiously airplane the landed

4. high orange an bounced ball

5. beautifully large played orchestra the

## Sentences

Write **S** if the group of words is a sentence. Write **F** if the group of words is a fragment.

A **sentence** is a group of words that expresses a complete thought. A complete sentence has a subject that tells *who* or *what* the sentence is about and a verb or verb phrase that tells *what happens*.

Example: Ran home quickly. (sentence fragment)

Bill ran home quickly. (complete sentence)

1. \_\_\_\_\_ Mrs. Chang has a lovely garden.

2. \_\_\_\_\_ The large cat purred loudly.

3. \_\_\_\_\_ Mariah cried because the movie was sad.

4. \_\_\_\_\_ Drove to the park in the afternoon.

5. \_\_\_\_\_ Kelly dug up the weeds.

6. \_\_\_\_\_ Hau replaced the floor in the kitchen.

7. \_\_\_\_\_ Lisa, the manager, at the toy store.

8. \_\_\_\_\_ The library near our house.

## Simple Subjects

**Underline the simple subject of each sentence.**

The **simple subject** is the main word that tells *who* or *what* a sentence is about. The simple subject can be a noun or a pronoun.

Example: A small, spotted fish swam slowly around the pond.

1. The suspension bridge spans across the river.
2. Rick's shoelace is untied again.
3. My cousin from Idaho visited Oregon.
4. Diamonds are compressed coal.
5. My dad mowed the lawn last Saturday.
6. That list helps me remember things.
7. Our leaky sink needs to be fixed.
8. Marcus plays tennis at the community center.

## Subject Pronouns

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

**Write a subject pronoun to replace each underlined word or group of words.**

The subject of a sentence tells *what* or *whom* the sentence is about. A **subject pronoun** can be the subject of a sentence.

**Only these pronouns can be used  
as the subject of a sentence:**

|     |     |      |
|-----|-----|------|
| I   | he  | we   |
| you | she | you  |
|     | it  | they |

Example: Dr. Yu and Dr. Santos are planning a trip to Africa.  
**They** are planning a trip to Africa.

1. Dr. Yu and I studied the hippos. \_\_\_\_\_
2. Dr. Yu watched the hippos play in the water. \_\_\_\_\_
3. The hippos spent the day in the water. \_\_\_\_\_
4. When hippos go underwater, their noses close. \_\_\_\_\_
5. The mother hippo protects her babies. \_\_\_\_\_

## Simple Predicates

Underline each simple predicate.

The **simple predicate** is always a verb. A simple predicate contains the main verb and any helping verbs.

Examples: Caden has kicked the winning goal.  
Caden is an excellent soccer player.

1. Fiona scrunched up her nose.
2. Jacob bounced on his bed.
3. Emily rustled the bag of pretzels.
4. Nassim will be in my fourth-grade class.
5. The swan paddled in the pond.
6. Alvin has written the date on his paper.
7. The pudding splattered all over the floor.
8. Jack ate a cheese sandwich.

## Simple Subjects and Predicates

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

Underline each simple subject once. Underline each simple predicate twice.

Example: The brown bears were hibernating.

1. Yellowstone is the oldest U.S. national park.
2. The park has many hot springs and geysers.
3. Grizzly bears and bison can be found there.
4. Thousands of visitors come to Yellowstone each year.
5. My family camped there last year.
6. We enjoyed the beautiful mountains.
7. My brother saw a huge bug in the dirt.
8. We will visit Yosemite National Park next summer.

## Complete Subjects

Underline each complete subject. Circle each simple subject.

The **complete subject** contains the simple subject and any words that describe the subject.

Example: The cup of hot chocolate was on the table.

1. That puppy by the bench dug a big hole.
2. One canoe near the dock had a small hole in it.
3. This parrot with the green head belongs to Gabriel.
4. The brown mare brushed my shoulder with her nose.
5. Several slimy earthworms are in that pile of leaves.
6. The open garbage can smells awful.
7. Frogs will swim in this pond in the spring.
8. Our crackling campfire burned brightly.

## Complete Predicates

Underline each complete predicate. Circle each simple predicate.

The **complete predicate** contains the simple predicate and any adverbs or other words that tell *where*, *when*, *why*, or *how* about the verb.

Any words in a sentence that are not part of the complete subject are part of the complete predicate.

Examples: Dion will bike to the beach.

Candice and her cousin play the piano beautifully.

1. The spilled juice may stain Heather's shoes.
2. Two tiny owlets hoot softly for a meal.
3. Paige and Juan guard the goals.
4. Miranda fills the bird feeder every week.
5. The squirrels will gather all of the nuts from that tree.
6. Nellie quickly subtracts a page of math problems.
7. Kevin carefully sews the button on his jacket.
8. Our family will attend the ceremony next Tuesday.

## Complete Subjects and Predicates Review

Underline each complete subject once. Underline each complete predicate twice.

1. Dustin's noisy movie distracted Krystal from her work.
2. The box of tissues was emptied quickly.
3. That old, rusty swing continues to be the children's favorite.
4. Tyler loaded the back of the truck with plants.
5. Some shiny marbles were scattered across the tile floor.
6. Many important men signed the Declaration of Independence.
7. Few tomato plants will survive the early morning frost.
8. Three steep cliffs towered above the river.
9. A remote-controlled car raced along the sidewalk.
10. The giant toad ate many insects.

## Object Pronouns

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

Write an object pronoun to replace each underlined word or group of words.

An **object pronoun** takes the place of a noun in the predicate. An object pronoun receives the action of the verb. It usually comes after the verb or preposition.

### Common Object Pronouns

|     |     |    |      |
|-----|-----|----|------|
| me  | her | us | you  |
| him | you | it | them |

Example: Grace helped her brother.  
Grace helped **him**.

1. Darron sent a package to Blake and Hailey. \_\_\_\_\_
2. Mrs. Marino read the book to Will and me. \_\_\_\_\_
3. Spencer spoke on the phone with Dante. \_\_\_\_\_
4. The basketball swished through the hoop. \_\_\_\_\_
5. Sage biked to the park with Jessica. \_\_\_\_\_
6. Jasper handed the shovel to Timothy. \_\_\_\_\_

## Compound Subjects

**Underline each compound subject. Circle each conjunction.**

A **compound subject** is formed when two or more subjects are joined by conjunctions such as *and* or *or*.

Example: Florida and California are popular tourist states.

1. Daytona Beach, Fort Lauderdale, and Miami are popular seaside vacation spots.
2. Tourists and residents enjoy vacationing in the Sunshine State.
3. Florida's population and industry are growing rapidly.
4. Many farmers, miners, and fishermen work in Florida.
5. Beaches, a warm climate, and mineral deposits are some of Florida's natural resources.
6. Oranges, grapefruits, and tangerines are examples of the citrus fruits grown in Florida.
7. Several famous theme parks and water parks are located in Florida.
8. The Atlantic Ocean and the Gulf of Mexico border the Florida peninsula.

## Compound Predicates

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

**Underline each compound predicate. Circle each conjunction.**

A **compound predicate** is formed when a sentence has two or more predicates joined by conjunctions such as *and* or *or*.

Example: Thousands of visitors swim and play there.  
(compound predicate)

1. Olivia walked and marched in the parade.
2. Grey took hold of the rope and climbed it.
3. Several monkeys climbed the tree and jumped on the branches.
4. Ty grabbed his backpack and ran for the door.
5. The mice scurried and hid.
6. Mia ran across the mat and flipped.
7. Peanuts fell on the floor and rolled.
8. The club members played games and sang songs.

## Subject and Verb Agreement

Underline the verb in parentheses that correctly completes each sentence.

Subjects and verbs in a sentence must agree with each other in number. If the subject is singular, the verb must be singular.

Examples: A computer **works** faster than a typewriter.  
Computers **work** faster than typewriters.

1. A severe thunderstorm (cause, causes) many problems.
2. Puddles (form, forms) after a rainstorm.
3. Lightning (strike, strikes) during a thunderstorm.
4. The damage from a storm (create, creates) problems for the power company.
5. During a drought, people (rejoice, rejoices) when rain is in the forecast.
6. That puppy always (bark, barks) when it hears thunder.
7. Floods (occur, occurs) sometimes after a bad storm.
8. A thunderstorm (ruin, ruins) a picnic.

## Subject Pronoun and Verb Agreement

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

Underline the verb in parentheses that correctly completes each sentence.

Subject pronouns and verbs in a sentence must agree with each other in number. If the subject pronoun is singular, the verb must be singular.

Examples: He helps my aunt, and I help my uncle.  
They appreciate the gifts.

1. She (want, wants) to be a scientist.
2. They (jump, jumps) on the trampoline.
3. I (wonder, wonders) how he did all of that work.
4. We (live, lives) in South Dakota.
5. He (know, knows) a lot about writing books.
6. It (use, uses) a lot of gas.
7. You (write, writes) very neatly.
8. They (enjoy, enjoys) films about wildlife.

## Verb Endings

Write the correct form of the verb in parentheses to complete each sentence.

To agree with a singular subject, most present-tense verbs add -s.

| If                                       | Then                        | Example          |
|------------------------------------------|-----------------------------|------------------|
| a verb ends with -sh, -s, -z, -ch, or -x | add -es to the end          | (pitch, pitches) |
| a verb ends with a consonant -y          | change -y to -i and add -es | (try, tries)     |
| a verb ends with a vowel -y              | add -s                      | (enjoy, enjoys)  |

- Hannah \_\_\_\_\_ on a carrot. (munch)
- Amber \_\_\_\_\_ her kite. (fly)
- Tia \_\_\_\_\_ her bike. (fix)
- Beth \_\_\_\_\_ the dishes on the table. (lay)
- Wren \_\_\_\_\_ to catch the ball. (hurry)
- Paul \_\_\_\_\_ like a bee. (buzz)
- Maria \_\_\_\_\_ her brother to tie his shoes. (teach)
- Vince \_\_\_\_\_ the piano. (play)

## Compound Subject and Verb Agreement

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

Underline the verb in parentheses that correctly completes each sentence.

Compound subjects and verbs in a sentence must agree with each other in number. A compound subject is treated as a plural subject. The verb must be plural.

Examples: Jai likes milk. Trey likes milk.  
Jai and Trey like milk.

- The teddy bear and the doll (sit, sits) on her pillow.
- Casey and Carter (slide, slides) down the hill.
- The lion and the tiger (is, are) pacing.
- The gray car and the white van (was, were) washed today.
- A horsefly and a mosquito (fly, flies) through the open door.
- A large snail and a little goldfish (live, lives) in this aquarium.
- The hot tub and the pool (is, are) empty.
- Ahmad and Gavin (enjoy, enjoys) checkers.

## Predicate Adjectives

Underline each predicate adjective. Draw an arrow from each predicate adjective to the noun that it describes.

A predicate adjective is an adjective that follows a linking verb. A predicate adjective is part of the predicate, but it describes the subject.

Example: This cave is gigantic.

1. This book about tropical islands sounds interesting.
2. The aromas from the kitchen smell wonderful.
3. That huge tractor is muddy.
4. After the sack race, all three children seem tired.
5. The old, rusty trailer is empty.
6. Our homemade pizza dough feels squishy.
7. Ana looks sleepy.
8. Aaron's pottery class is fun.

## Contractions

Write the contraction for each word pair.

A **contraction** is a word formed from two words. One or more of the letters are left out when the words are joined. An apostrophe (') takes the place of the missing letters.

Examples: is not = isn't      she will = she'll  
it is = it's      we are = we're  
I have = I've      he would = he'd

1. I + will = \_\_\_\_\_
2. he + is = \_\_\_\_\_
3. they + are = \_\_\_\_\_
4. they + have = \_\_\_\_\_
5. you + will = \_\_\_\_\_
6. she + has = \_\_\_\_\_
7. I + had = \_\_\_\_\_
8. they + would = \_\_\_\_\_

## Contractions

Write the two words that form each underlined contraction.

Example: I've purchased a new computer. I have

1. I'm taking a class to learn how to create Web sites.  
\_\_\_\_\_
2. You're never going to believe what I learned in class!  
\_\_\_\_\_
3. They're taking a class to learn how to use the Internet.  
\_\_\_\_\_
4. You'd better find a computer so that you can use e-mail.  
\_\_\_\_\_
5. I've received 14 e-mails since Tuesday.  
\_\_\_\_\_
6. Myla said that she's happy with her new monitor.  
\_\_\_\_\_

## Double Negatives

Underline the word in parentheses that correctly completes each sentence.

A **double negative** is an error caused by using two negative words together in a sentence.

Examples: **Aren't none** of those books on the shelf?

(double negative)

**Aren't any** of those books on the shelf? (correct)

1. Becky wasn't (ever, never) going to believe that story.
2. Cory couldn't go (nowhere, anywhere) until he finished his chores.
3. I do not think that (no one, anyone) is hiding in the closet.
4. Poetry wasn't (never, ever) Brayden's favorite thing to read.
5. Elizabeth couldn't find (anything, nothing) in the drawer.
6. I called, but nobody (was, wasn't) home today.
7. Isn't (anyone, no one) going to Mandy's party?
8. We don't have (no, any) time to finish this.

## Four Types of Sentences and Ending Punctuation

Write *D* for each declarative sentence, *IM* for each imperative sentence, *I* for each interrogative sentence, *IM* for each imperative sentence, or *E* for each exclamatory sentence. Then, write the correct ending punctuation for each sentence.

### Four Types of Sentences

### Function

|                        |                      |                             |
|------------------------|----------------------|-----------------------------|
| declarative sentence   | makes a statement    | period                      |
| interrogative sentence | asks a question      | question mark               |
| imperative sentence    | gives a command      | period or exclamation point |
| exclamatory sentence   | shows strong feeling | exclamation point           |

- \_\_\_\_\_ Stephen, where are you going
- \_\_\_\_\_ Stand next to your desk
- \_\_\_\_\_ Erica jogs five miles (eight kilometers) every day
- \_\_\_\_\_ I cannot wait to see the movie
- \_\_\_\_\_ Did Evan tell you what is in the package

## Capitalization

Write the correct capital letter above each word that should be capitalized.

A capital letter is used for the first word in a sentence, proper nouns, the pronoun *I*, and important words in titles of books, movies, and songs.

**T I R**

Example: the capital of italy is rome.

- one of the greatest scientists of all time was albert einstein
- einstein was born in ulm, germany.
- in 1909, einstein became a professor at the university of zurich.
- he was also a professor at a university in prague.
- albert einstein visited england and the united states.
- in 1940, einstein became an american citizen.
- he began teaching in princeton, new jersey.
- albert einstein wrote a book called *ideas and opinions*.

## Capitalization of Proper Nouns

Underline each word that should begin with a capital letter.

A capital letter is used to begin the names of holidays, special events, days of the week, months of the year, geographic locations, and periods in history.

Examples: Memorial Day      Thursday      July  
Mount McKinley      the Middle Ages

1. the lewis and clark expedition explored what is now the northwestern united states.
2. the men planned an expedition to chart a route to the pacific ocean.
3. in may 1804, their expedition began from camp dubois.
4. an indian guide named sacagawea traveled thousands of miles with lewis and clark.
5. they journeyed up the missouri river and across the rocky mountains.
6. next, the group traveled along the columbia river.

## Capitalization of Names, Titles, and Nationalities

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

Rewrite the names, titles, and nationalities using capitalization where needed.

A capital letter is used to begin the first and last names of people. A capital letter is also used to begin a title that comes before a person's name. Proper adjectives, such as nationalities, also are capitalized.

Examples: President Lincoln      Admiral Farragut      Canadian

1. mr. benjamin franklin \_\_\_\_\_
2. mexican-american festival \_\_\_\_\_
3. european continent \_\_\_\_\_
4. dr. john kaplan \_\_\_\_\_
5. italian leather coat \_\_\_\_\_
6. mrs. tanaka \_\_\_\_\_
7. english muffins \_\_\_\_\_
8. captain sam chadwick \_\_\_\_\_

## More Capitalization of Names

Rewrite each sentence using capitalization where needed.

Words that show family relationship are capitalized when they come before a person's name. If a family relationship word is used by itself in place of a person's name, it is also capitalized. Otherwise, it is lowercased.

Examples: **Mom** wrote a letter to **Uncle** Charlie.

My **mom** wrote a letter to my **uncle**.

Initials that take the place of a name are capitalized and followed by a period.

Example: **E. B.** White

1. aunt jackie recently bought a new car.

2. john f. kennedy was the youngest U.S. president.

3. Saturday, dad and i camped in yosemite national park.

4. My favorite author is c. s. lewis.

## Name: Commas

Write commas where needed in each sentence.

A **comma (,)** is used to separate three or more words or groups of words in a series.

Examples: Shannon, Shay, and Trent worked together on the project.

I walked the dog, took out the trash, and set the table.

A comma is used between the name of a city and its state, province, or country. A comma is also used after the name of the state, province, or country within a sentence.

Example: Delia flew from Paris, France, to Dallas, Texas.

1. Nina Ian Kori and I rode the bus.

2. Her pen pal lives in Olympia Washington.

3. Our yogurt choices are cherry strawberry peach or banana.

4. Kim washed her face brushed her teeth and combed her hair.

5. Mark was born in Halifax Nova Scotia.

6. Carrots lettuce spinach and cucumbers are in the salad.

## Commas with Dates

Write commas where needed in each sentence.

A **comma (,)** is used between the date of the month and the year. A comma is also used to separate the day from the month. Commas are also used after the year within a sentence.

Examples: January 4, 2011      Tuesday, January 4  
Her recital is Tuesday, January 4, 2011, at 6:00.

1. Alaska became a state on January 3 1959.
2. On May 26 2010 I went on a trip to Peru.
3. The band is performing on Friday June 2.
4. My grandparents were married on June 26 1971.
5. Trisha was born on Sunday January 6 2002.
6. Lee started kindergarten on Tuesday August 27.
7. Bailey will graduate on June 10 2020 with an English degree.
8. The program will be on Thursday February 15.

## Commas with Adjectives

Write commas where needed in each sentence.

A **comma (,)** is used to separate two or more adjectives that describe the same noun.

Example: A broken, red cup sat on the old, wooden table.

1. The huge green house on Grant Lane is vacant.
2. Jeremy and Jay are talented experienced professional skaters.
3. Mom cooked a delicious nutritious dinner.
4. Finishing this project will be a long complicated process.
5. The shipmates watched the dull gloomy sky.
6. The creative energetic young drummer was the crowd favorite.
7. The high fluffy white clouds filled the clear blue summer sky.
8. After our long exciting vacation, we returned to our peaceful quiet neighborhood.

## Quotation Marks with Titles

Write quotation marks where needed in each sentence.

Quotation marks (" ") are used before and after the titles of magazine articles, newspaper articles, songs, and poems. Quotation marks also are used around the chapter titles of a book. Book titles do not use quotation marks. Book titles are underlined. If a quotation mark is at the end of a sentence, the period goes inside the quotation marks.

Examples: I read "Drums Are Beating" in today's newspaper.  
(article)

"Flying to the Moon" is a chapter in Space Travels. (chapter)

We sang "Row, Row, Row Your Boat." (song)

1. Summertime is a chapter in the book A Year with Me.
2. I want to read No Bikes Allowed in today's newspaper.
3. The headline on this page says Meteor Shower Tonight.
4. Irene played Marching Along on her flute.
5. Zeb's favorite song is High Hopes.
6. I love the poem When Stars Come Out.

## Quotation Marks with Dialogue

Write quotation marks where needed in each sentence.

Quotation marks are used before and after the exact words that a person says. A comma is usually used to introduce the spoken words. If a quotation mark is at the end of a sentence, the punctuation goes before the quotation mark. A comma or question mark is also used before the closing quotation mark within a sentence.

Examples: Mrs. Huber said, "You are a good writer."

"Call me later if you can," Leigh said.

"May I take a message?" Harry asked.

1. Please wait for me, Nicholas said.
2. Josh said, I think you should enter the contest.
3. Liza asked, What is your phone number?
4. Dad said, Travis is at the recreation center today.
5. When will the parade begin? asked the excited children.
6. The toddler said, Please read me a story.
7. May I speak with Mrs. Jung? the caller asked.
8. The salesperson explained, This will just take a minute.

## Homophones

Circle the homophones in parentheses that correctly complete each sentence.

**Homophones** are words that are pronounced the same but have different spellings and different meanings.

Examples: to, too, two      by, bye, buy      hour, our  
week, weak      knew, new      write, right  
way, weigh      here, hear  
their, there, they're

1. (There, Their, They're) will be basketball tryouts next (weak, week).
2. The teenager went to (by, bye, buy) some (knew, new) clothes.
3. These will (way, weigh) more if (there, their, they're) wet.
4. The show will begin (write, right) at (ate, eight) o'clock.
5. The performance will last (one, won) or (to, too, two) (ours, hours).

## NAME: \_\_\_\_\_ Homophones

Write the homophone in parentheses that correctly completes each sentence.

1. The class has \_\_\_\_\_ own water fountain. (its, i)
2. Khalil looked \_\_\_\_\_ the window. (threw, throug)
3. Elizabeth wanted the \_\_\_\_\_ apple. (whole, hc)
4. \_\_\_\_\_ place is on the bottom of the shelf. (lts, l)
5. Victor \_\_\_\_\_ a letter to his mom. (sent, cent, sce)
6. Audrey \_\_\_\_\_ the winning pass. (threw, throug)
7. A penny is the same as one \_\_\_\_\_. (sent, cent, sce)
8. \_\_\_\_\_ too cold to go swimming in the pool. (lts, l)
9. I like the \_\_\_\_\_ of that flower. (sent, cent, sce)
10. There is a \_\_\_\_\_ in my favorite sock. (whole, ho)

## Goofy Grammar 1

Write a word for each part of speech below. Then, use the words to complete the activity on page 73.

1. common noun \_\_\_\_\_
2. adjective \_\_\_\_\_
3. verb (present tense) \_\_\_\_\_
4. common noun (place) \_\_\_\_\_
5. verb (present tense) \_\_\_\_\_
6. proper noun (place) \_\_\_\_\_
7. verb (past tense) \_\_\_\_\_
8. collective noun \_\_\_\_\_
9. verb (present tense) \_\_\_\_\_
10. common noun (plural) \_\_\_\_\_
11. common noun (plural) \_\_\_\_\_
12. adjective \_\_\_\_\_
13. common noun \_\_\_\_\_
14. possessive pronoun \_\_\_\_\_
15. proper noun (name) \_\_\_\_\_
16. common noun (plural) \_\_\_\_\_

## Goofy Grammar 1

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

Use the numbered words you wrote on page 72 to complete the story.

Once upon a time lived a big, green, fire-breathing

\_\_\_\_\_ <sup>1</sup>. His name was Al. Now, Al was

very \_\_\_\_\_ <sup>2</sup>. All that Al did all day long

was \_\_\_\_\_ <sup>3</sup> in his \_\_\_\_\_ <sup>4</sup> and

\_\_\_\_\_ <sup>5</sup>, except for his occasional trips into

\_\_\_\_\_ <sup>6</sup> to find food. When Al \_\_\_\_\_ <sup>7</sup> in

the forest, he would see birds flying in their \_\_\_\_\_ <sup>8</sup>

and families of rabbits hopping along together. This just

made him \_\_\_\_\_ <sup>9</sup>. Al longed for family and

\_\_\_\_\_ <sup>10</sup>. This was a problem because of his fire

breathing. Most \_\_\_\_\_ <sup>11</sup> wanted nothing to do with

That is until one day when a large, \_\_\_\_\_ <sup>12</sup>,

fire-breathing \_\_\_\_\_ <sup>13</sup> came along. \_\_\_\_\_ <sup>14</sup>

name was \_\_\_\_\_ <sup>15</sup>. They both knew that they were

going to be good \_\_\_\_\_ <sup>16</sup>. They also knew that they

were meant to be friends forever.

## Goofy Grammar 2

Write a word for each part of speech below. Then, use the words to complete the activity on page 75.

1. common noun \_\_\_\_\_
2. adjective \_\_\_\_\_
3. adjective \_\_\_\_\_
4. adjective \_\_\_\_\_
5. common noun (place) \_\_\_\_\_
6. common noun (place) \_\_\_\_\_
7. common noun (plural) \_\_\_\_\_
8. adverb \_\_\_\_\_
9. common noun \_\_\_\_\_
10. verb \_\_\_\_\_
11. common noun \_\_\_\_\_
12. common noun \_\_\_\_\_
13. adjective \_\_\_\_\_
14. adjective \_\_\_\_\_

## Goofy Grammar 2

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

Use the numbered words you wrote on page 74 to complete the passage.

The hippo is also known as the "river" \_\_\_\_\_ 1

A hippo's body is barrel shaped and \_\_\_\_\_ 2

Hippos have \_\_\_\_\_ 3 bellies, large heads, and

\_\_\_\_\_ 4 legs. They live in \_\_\_\_\_ 5

\_\_\_\_\_ 6, and swamps.

The hippo is a relative of camels, pigs, and \_\_\_\_\_ 7

Most of a hippo's day is spent laying \_\_\_\_\_ 8 in the

\_\_\_\_\_ 9. Sometimes, hundreds of hippos share a

territory of water during the day. Hippos play, socialize, and

\_\_\_\_\_ 10 in the water.

A few hours after sunset, hippos leave the water to graze

on \_\_\_\_\_ 11 by the light of the \_\_\_\_\_ 12

many hippos use the same path out of the water at dusk that

becomes \_\_\_\_\_ 13. It can be worn six-feet (1.5 m)

deep. \_\_\_\_\_ 14 animals also use these paths to get to the water.