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A. A noun names a person, place, thing, or idea. Put each noun in the correct list.

king	kitchen	mother	trust
sadness	wisdom	sock	attic
backpack	Mexico	grape	dentist

Person	Place	Thing	Idea
king	kitchen	backpack	sadness
mother	Mexico	sock	wisdom
dentist	attic	grape	trust

What do nouns do? Nouns name people, places, things, and ideas.

Add the article a or the article an before each noun. Use an before a vowel sound.

<u>an</u> egg	<u>a</u> belt	<u>a</u> stamp
<u>a</u> jog	<u>an</u> inch	<u>an</u> instant
<u>a</u> face	<u>a</u> swing	<u>an</u> ad

Use a phrase above to complete each sentence below. Make sure to add ending punctuation (. ? !).

1. Did you put <u>an egg</u> in the cake <u>?</u>
2. She will be back in <u>an instant</u> .
3. I went for <u>a jog</u> at lunch .
4. Do not make <u>a face</u> at me again <u>!</u>
5. Do you have <u>a stamp</u> so that I can send this note <u>?</u>
6. There is a snake <u>an inch</u> from your leg <u>!</u>

★ On the back, write sentences with the three phrases that you did not use.

Student answers will vary.

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B. A verb shows action or state of being. Circle the action verb that makes sense in both sentences. Then, fill in the missing word to complete each sentence.

1. The black cat <u>stretches</u> .	A long rope <u>stretches</u> .	<u>stretches</u> or naps
2. Nine red tops <u>spin</u> .	The lamp bulbs <u>spin</u> .	dim or <u>spin</u>
3. The traffic <u>jams</u> .	The band <u>jams</u> .	<u>jams</u> or drums
4. A mad snake <u>hisses</u> .	The gas pipe <u>hisses</u> .	<u>hisses</u> or chomps
5. A glass <u>cracks</u> .	The egg shell <u>cracks</u> .	hatches or <u>cracks</u>
6. The white jacket <u>zips</u> .	A quick fox <u>zips</u> .	<u>zips</u> or dashes

Write the verb of being that makes sense in each sentence. Use each verb once. Remember that a sentence always begins with a capital letter.

seem was is were are am

1. Gianna <u>is</u> still an excellent chef.
2. <u>Were</u> the brash fans at the last tennis match?
3. The napkins <u>seem</u> damp to me.
4. She <u>was</u> absent nine times last year.
5. <u>Are</u> the muffins still fresh at this time?
6. I <u>am</u> so glad that you are here.

What do verbs do? They show action or state of being.

C. Write three complete sentences that have one noun and one action verb, such as *Falcons glide*.
Student answers will vary. Examples are provided below.

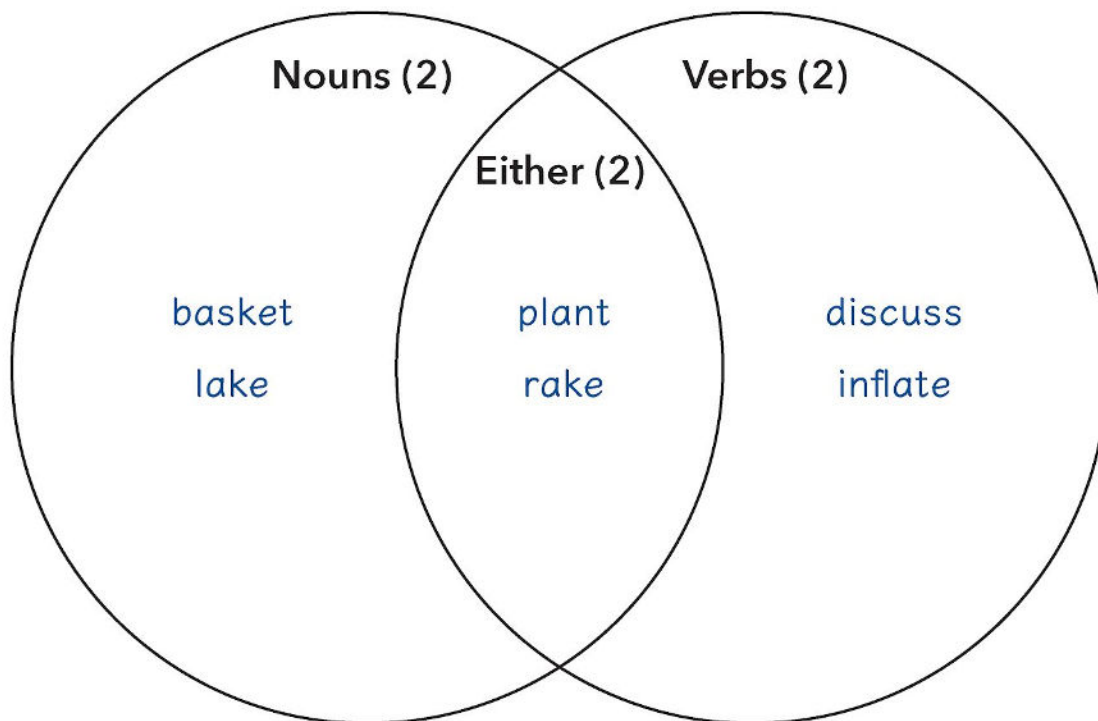
1. <u>Dogs run.</u>
2. <u>Rabbits hop.</u>
3. <u>Children sing.</u>

★ **On the back, add an article at the beginning of each sentence you wrote, such as *The falcons glide*.**
Student answers will vary.

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D. Use the Venn diagram to sort the nouns and action verbs. Words that could be either part of speech should go in the middle.

discuss plant basket inflate rake lake



Underline the noun in each sentence. Circle the verb. Write the word that could be a noun or a verb.

1. <u>Swings</u> (twist).	The <u>infant</u> (swings).	swings
2. The <u>wave</u> (crashes).	<u>Flags</u> (wave).	wave
3. The <u>ant</u> (steps).	The <u>steps</u> (rise).	steps
4. <u>Foxes</u> (hunt).	A <u>hunt</u> (begins).	hunt
5. The <u>ring</u> (shines).	<u>Bells</u> (ring).	ring
6. A <u>man</u> (sketches).	The <u>sketches</u> (fade).	sketches
7. <u>Hope</u> (inspires).	<u>Childrer</u> (hope).	hope

★ **On the back, write a sentence in which *brush* is a noun. In another sentence, use *brush* as a verb.**
Student answers will vary.

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E. Adjectives describe nouns. Complete each sentence (A and B) with an adjective that answers the question. Then, combine each set of A and B sentences into one complete sentence (C). Remember, a sentence begins with a capital letter and has ending punctuation (. ? !).

1 A. _____ dogs run. (those, **nine** thin)
(how many?)

B. The _____ dogs run. (those, nine **thin**)
(what kind?)

c. Nine / thin / dogs / run.

2 A. _____ ant twitches. (one **that** spotted)
(which one?)

B. The _____ ant twitches. (one, that, **spotted**)
(what kind?)

c. That / spotted / ant / twitches.

3 A. _____ chimps swing. (these, strong, **many**)
(how many?)

B. _____ chimps swing. (these, **strong** many)
(what kind?)

c. Many / Strong / Chimps / swing.

4 A. _____ pencil writes. (**this** one, tan)
(which one?)

B. A _____ pencil writes. (this, one **tan**)
(what kind?)

c. This / tan / pencil / writes.

5 A. _____ blankets drape. (velvet, **several** those)
(how many?)

B. _____ blankets drape. (**velvet** several, those)
(what kind?)

c. Several / velvet / blankets / drape.

6 A. _____ trumpets blast. (brass, **ten** these)
(how many?)

B. _____ trumpets blast. (**brass** ten, these)
(what kind?)

c. Ten / brass / trumpets / blast.

7 A. The _____ tendrils stretch. (plant, **last** five)
(which one?)

B. The _____ tendrils stretch. (plant, last, **five**)
(how many?)

c. The / last / five / tendrils / stretch.

★ On the back, write one complete sentence that includes two adjectives: one that tells *how many* and one that tells *what kind*. Student answers will vary.

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F. Subject nouns come before the verb and tell who or what the sentence is about. Direct objects answer *who* or *what* after the verb. Circle the sentence (A or B) that is possible. Then, fill in the answers for the circled sentence.

1 A. The sad prince bites a stale muffin B. A stale muffin bites the sad prince.

C. Subject noun: prince / Direct object: muffin

2 A. A quick bandit takes the cash B. The cash takes a quick bandit.

C. Subject noun: bandit / Direct object: cash

3 A. Golf clubs swing athletes. B. Athletes swing golf clubs

C. Subject noun: Athletes / Direct object: golf clubs

4 A. Soft objects chomp on mad dogs. B. Mad dogs chomp on soft objects

C. Subject noun: dogs / Direct object: objects

5 A. A sluggish kitten drinks fresh milk B. Fresh milk drinks a sluggish kitten.

C. Subject noun: kitten / Direct object: milk

6 A. Lunch entraps an insect. B. An insect entraps lunch

C. Subject noun: insect / Direct object: lunch

7 A. The boss extends a hand. B. A hand extends the boss.

C. Subject noun: boss / Direct object: hand

8 A. My friend impresses the film. B. The film impresses my friend

C. Subject noun: film / Direct object: friend

9 A. A rabbit dug that hole B. That hole dug a rabbit.

C. Subject noun: rabbit / Direct object: hole

★ On the back, write four sentences. Two should use *ants* as subject nouns, and two should use *ants* as direct objects. Student answers will vary.

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G. Nouns can be singular or plural. *Singular* means "one." *Plural* means "more than one." Underline the nouns in each sentence. Then, rewrite each sentence, changing each singular noun to plural (by adding -s or -es) and removing articles that are no longer needed.

1. A small animal dug for a clam and a crab.

Small animals dug for clams and crabs.

2. The pup sprinted over a bridge and past a shop. →

The pups sprinted over bridges and past shops.

3. The piglet ate a pumpkin, a grape, and a twig. →

The piglets ate pumpkins, grapes, and twigs.

4. A mitten and a hat sat in a basket. →

Mittens and hats sat in baskets.

5. The infant spotted a cup and a plate. →

The infants spotted cups and plates.

6. A cobweb hung on a lamp by the bench. →

Cobwebs hung on lamps by the benches.

7. A branch fell and landed on a rock. →

Branches fell and landed on rocks.

8. The nest had an egg, a stick, and a string. →

The nests had eggs, sticks, and strings.

9. A bed and a desk fit in the van. →

Beds and desks fit in the vans.

10. A medal and a musket were in the old trunk. →

Medals and muskets were in the old trunks.

★ On the back, write separate sentences using the plural form of these nouns: *lunch*, *pond*, and *tablet*.

Student answers will vary. Plural forms: *lunches*, *ponds*, *tablets*.

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H. The simple subject is the *one word* that tells who or what the sentence is about. The simple predicate is the *one word* that tells what the subject does or is. Underline the simple subject and circle the simple predicate in the sentences below.

1. New homes line the lane.

2. My friend picks a red bike.

3. All the rams ate grass and plants.

4. A few ants rested.

5. Many nice people lent some help.

6. An ox kicks a crumbling fence.

7. The reddish sun rose.

8. Several white ducks swam on the pond.

9. A jagged edge cuts the hand.

The complete subject contains *all the words* that tell who or what the sentence is about. The complete predicate contains *all the words* that tell what the subject does or is. Divide each sentence between the complete subject and the complete predicate.

10. New homes / line the lane.

11. My friend / picks a red bike.

12. All the rams / ate grass and plants.

13. A few ants / rested.

14. Many nice people / lent some help.

15. An ox / kicks a crumbling fence.

16. The reddish sun / rose.

17. Several white ducks / swam on the pond.

18. A jagged edge / cuts the hand.

★ **On the back, list all the adjectives in sentences 1 to 9.** 1. new; 2. red; 3. all; 4. bunch; 5. many, nice, some; 6. crumbling; 7. reddish; 8. several; 9. jagged

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I. Order these words to make a simple sentence with a subject and a predicate. Write the sentence. Be sure to use capital letters and ending punctuation.

1. dog many the yelps running times →

The running dog yelps many times.

2. people the several test complete →

Several people complete the test.

3. scraps pink a chops pig the →

A pink pig chops the scraps.

4. the bells disrupt class ringing Spanish →

The ringing bells disrupt Spanish class.

5. twins gifts exchange the few a →

The twins exchange a few gifts.

6. rents a family home that brick →

That family rents a brick home.

7. rocks block falling path the →

Falling rocks block the path.

8. crosses fox pup the a grass →

A fox pup crosses the grass.

★ **On the back, list all the nouns in the sentences above.**

Dog, times, people, test, pig, scraps, bells, class, twins, gifts, family, home, rocks, path, pup, grass

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J. Predicate adjectives are in the predicate and follow a verb of being or a linking verb like *seem*, *looks*, or *feels*. Write the predicate adjective that makes sense, given the information.

1. Mia does not give up. Mia is <u>persistent</u> . (dull, persistent, insulting)
2. The athletes lost the game. The athletes felt <u>glum</u> . (glad, hot, glum)
3. Everyone ate the hummus. The hummus was <u>fantastic</u> . (bland, fantastic, white)
4. The man smiles a lot. The man seems <u>content</u> . (distant, selfish, content)
5. The van's wheel hit a big pothole. The wheel looks <u>flat</u> . (fine, flat, black)
6. Keesok had a long nap. Keesok was <u>rested</u> . (lost, mad, rested)

In the sentences below, write your own predicate adjective that makes sense, given the information.
Student answers will vary. Examples are provided below.

7. The mice ate too much. The mice were <u>full</u> .
8. Elena had a good day at school. Elena seemed <u>happy</u> .
9. It is sprinkling. The grass looks <u>wet</u> .
10. Rania did well on her test. Rania felt <u>pleased</u> .
11. My homework is missing. I am <u>worried</u> .
12. The athlete spent a lot of time at the track. She looked <u>strong</u> .

Divide each sentence between the complete subject and the predicate adjective.

13. The infant/seemed content.
14. All of the plums/were rotten.
15. The ill child/looks pale.
16. Several people/feel calm.
17. The kitchen sink/is dripping.

★ **On the back, write three sentences that contain predicate adjectives.** Student answers will vary.

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K. Answer each question using the sentence below. Some words may be used more than once.

The buzzing insects seemed confused.

1. What is the plural noun in the sentence?	<u>insects</u>
2. What is the verb in the sentence?	<u>seemed</u>
3. What is the article in the sentence?	<u>The</u>
4. What is the predicate adjective in the sentence?	<u>confused</u>
5. What is the simple subject of the sentence?	<u>insects</u>
6. What is the simple predicate of the sentence?	<u>seemed</u>
7. What is the complete subject of the sentence?	<u>The buzzing insects</u>
8. What is the complete predicate of the sentence?	<u>seemed confused</u>

Answer each question using the sentence below. Some words may be used more than once.

The siblings ate six fresh sandwiches.

9. What is the plural noun in the sentence?	<u>siblings</u>
10. What is the verb in the sentence?	<u>ate</u>
11. What is the article in the sentence?	<u>The</u>
12. What is the adjective that tells how many?	<u>six</u>
13. What is the adjective that tells what kind?	<u>fresh</u>
14. What is the direct object?	<u>sandwiches</u>
15. What is the simple subject of the sentence?	<u>siblings</u>
16. What is the simple predicate of the sentence?	<u>ate</u>
17. What is the complete subject of the sentence?	<u>The siblings</u>
18. What is the complete predicate of the sentence?	<u>ate six fresh sandwiches</u>

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L. Combine the two simple sentences into one longer sentence.

1. The apes ate stems. The apes were huge. →

The huge apes ate stems.

2. The attic has cobwebs. The attic is hot. →

The hot attic has cobwebs.

3. The cake was stale. The cake was disgusting. →

The disgusting cake was stale.

4. The triplets won the contest. The triplets are talented. →

The talented triplets won the contest.

5. All of the rockets are still in space. The rockets are intact. →

All of the intact rockets are still in space.

Combine the three simple sentences into one longer sentence.

6. The woman likes plums. The woman is tall. The plums are fresh. →

The tall woman likes fresh plums.

7. The mustang pulls the rope. The mustang is fast. The rope is thick. →

The fast mustang pulls the thick rope.

8. A thicket hides the rabbit. The thicket is dense. The rabbit is tan. →

The dense thicket hides the tan rabbit.

9. Many pockets hold trinkets. The pockets are cotton. The trinkets are hidden. →

Many cotton pockets hold hidden trinkets.

10. The attic lost its smell. The attic is vast. The smell is dank. →

The vast attic lost its dank smell.

★ **On the back, change sentences 7 to 10 into questions, such as *Does the strong man like fresh fish? Be sure to add question marks.*** 7. Does the fast mustang pull the thick rope? 8. Did the dense thicket hide the tan rabbit?

9. Do many cotton pockets hold hid- den trinkets? 10. Did the vast attic lose its dank smell?

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M. First, follow the *Before You Read* steps. Then read the passage aloud, keeping the *As You Read* tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

The Relay Race

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:
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On the last day of camp last summer, we played team games. My team	14
was the Rabbits. My teammates picked me to be the fourth runner in	27
the relay race. The fourth runner must be the fastest runner.	38
As the race began, the first Rabbit pulled ahead of the other runners.	51
She handed the baton to the second Rabbit. The second Rabbit	62
pulled even farther ahead. The third Rabbit had a big lead when I	75
grabbed the baton from her. I zoomed ahead. I was going to win the	89
race for my team!	93
Then, I lost my grip on the baton. It flew out of my hand. By the	109
time I picked it up, another runner had passed me. I couldn't catch	122
up. The Rabbits lost the race because of me. I felt terrible. One of	136
my teammates told me, "We're happy to win second place. You ran	148

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like the wind!" The other Rabbits hugged me, and that felt good. My	161
teammates made me feel like part of the team and a lot better about	175
my mistake.	177

N. Check your understanding by answering the questions in the space provided.

1. What is the name of the narrator's relay team?

The name of the narrator's relay team is the Rabbits.

2. How do the Rabbits lose the race?

The Rabbits lose the race because the narrator drops the baton.

3. How do the narrator's teammates react after the race?

The narrator's teammates give words of encouragement to make
the narrator feel better.