

COMPOUND SUBJECTS AND PREDICATES

RETEACHING: A **compound subject** is two or more subjects in the same sentence, usually joined by a connecting word such as *and* or *or*. A **compound predicate** is two or more verbs in the same sentence, usually joined by a connecting word such as *and* or *or*.

A. Underline the compound subject in each sentence.

1. Pig One, Pig Two, and Pig Three wrote Goldilocks a letter.
2. The bears, rabbits, and pigs attended a party.
3. Carrots, beets, and squash grow in the garden.
4. Later this month Teddy and Osito will visit Baby Bear.
5. My brothers and sisters really enjoyed the housewarming.

B. Circle the compound predicate in each sentence.

1. Peter's mother cleaned and peeled the crispy carrots.
2. The guests laughed and giggled at June's funny jokes.
3. The sly wolves waited and watched for the passing animals.
4. Goldilocks weeds and waters her garden every day.
5. The author writes and edits her amusing fairy tales.

C. Write the compound subject or compound predicate that completes each sentence. Then write *CS* for compound subject or *CP* for compound predicate.

authors and illustrators buys and reads

1. My friend _____ all of that author's books. _____
2. Many _____ visit our school. _____

COMPOUND SENTENCES

RETEACHING: A compound sentence joins two simple sentences with a comma and a **coordinating conjunction**. *And, but, and or* are commonly used coordinating conjunctions.

A. Read each sentence. Underline the simple sentences that make up the compound sentence. Circle the coordinating conjunction in each sentence.

1. One day we were in the park, and we saw two ducks swimming by.
2. We watched the ducks for a while, but they disappeared into the tall grass.
3. The ducks might have gone to a nest, or they could have swum to the shore.
4. We walked along the grassy bank, but we could not find them anywhere.
5. We sat down on the dock, and out came the ducks again.
6. One adult duck led six ducklings around the pond, and the other adult followed behind the babies.

B. Read each compound sentence. Choose the coordinating conjunction that makes sense and write it on the line.

1. The ducklings are brown, _____ the adult ducks are white. (but, or)
2. The ducklings were playing, _____ they were learning, too. (but, or)
3. The ducklings ate a lot, _____ they grew quickly. (but, and)
4. We brought bread with us, _____ we fed the ducks. (and, but)
5. Maybe they knew us, _____ maybe they just liked the food we fed them. (and, or)

C. Write a compound sentence. Underline the simple sentences, and circle the coordinating conjunction you used.

SINGULAR AND PLURAL NOUNS

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

A. 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.
5. That day I hit two grounders, a foul, and a homer.

B. 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.
5. Four teams were in the playoffs, but our team won the championship.

C. 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.

RETEACHING: A possessive pronoun is a pronoun that shows ownership or belonging.

POSSESSIVE PRONOUNS

A. Write the possessive pronoun in parentheses () that correctly completes each sentence.

1. The sports magazine and newspaper are _____. (my, mine)
2. Where is _____ atlas of the United States? (your, yours)
3. Which of the mysteries on the shelf is _____? (your, yours)
4. These new dictionaries will soon be _____. (our, ours)
5. Where is _____ copy of *Charlotte's Web*? (her, hers)

B. Write the possessive pronoun that completes each sentence.

1. My brother and I really enjoy visiting _____ neighborhood library.
2. Every year Ms. Lee, the librarian, displays _____ choices for the year's best reading.
3. Then all the library users vote for _____ favorite books, too.
4. For _____ favorite, I chose a photo biography about Babe Ruth.
5. Luke said that _____ first choice was Jerry Spinelli's new novel.
6. _____ friends Sue and Ed told me that they voted for the same book.
7. I asked them, "What is _____ reason for choosing this book?"
8. They replied, "It's because _____ taste in books is the best."

C. Write three sentences about something you treasure. Use a possessive pronoun in each sentence.

1. _____
2. _____
3. _____

ACTION VERBS

RETEACHING: 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.

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

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. _____
7. I always tie a ribbon around a birthday package. _____
8. We learned about different kinds of knots. _____
9. He made a belt from three different colors of string. _____
10. We wished for another book by Judy Hindley. _____

B. 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.

C. Write two sentences about how someone did something. Include a vivid action verb in each sentence.

1. _____
2. _____

RETEACHING: 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.

LINKING VERBS

A. Underline the linking verb in each sentence, and circle the words it links.

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. The bookstore's windows were very attractive last month.
9. Last Saturday's main event was an appearance by my favorite author.
10. My friends are big admirers of Mr. Baldes.

B. 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. Today cellular phones are very popular. _____
5. Cell phones were uncommon 25 years ago. _____

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

1. _____
2. _____

RETEACHING: 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.

LINKING VERBS

A. 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) very busy last weekend. _____
2. Many visitors (was, were) tourists. _____
3. The new displays of rocks and gems (is, are) very popular. _____
4. One amazing rock (is, are) bright blue. _____
5. My favorite gems (was, were) the purple amethysts. _____
6. The gold nuggets (is, are) bright yellow. _____
7. The museum's first floor (is, are) full of Native American artifacts. _____
8. The carved wooden canoes (is, are) enormous. _____
9. The Tlingit woodcarvers (was, were) true artists. _____
10. This canoe (was, were) hand painted over a hundred years ago. _____
11. I (am, is) a big supporter of the museum. _____

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

1. The apatasaurus skeleton _____ gigantic.
2. These saber-tooth tigers _____ very impressive.
3. The exhibit cards _____ most informative.
4. The tiny dinosaur _____ really cute.

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

1. _____
2. _____

RETEACHING: An **irregular verb** does not form the past tense by adding **-ed**.

IRREGULAR VERBS

A. Underline the irregular verb in each sentence.

1. This morning Mom bought red and green toothbrushes.
2. Pat made a tuna sandwich in the kitchen.
3. Mom quickly came into the dining room.
4. Deever rode her bicycle over to Pat's house.
5. Deever shook her head in great amusement.
6. They heard a great deal of noise in the kitchen.
7. Deever took a close look at the bright red toothbrush.
8. Pat carefully thought about the green and red toothbrushes.
9. Deever broke the silence with a sly laugh.

B. Circle the irregular past tense verb in parentheses (). Then write it on the line to complete the sentence.

1. We _____ a funny story about two toothbrushes. (hear, heard)
2. Pat _____ his decision after fifteen long minutes. (made, make)
3. Mom finally _____ E.J. an orange toothbrush. (buy, bought)
4. E.J. _____ into a song with a big smile on his face. (broke, break)
5. We all _____ to the nearest supermarket on our bikes. (ride, rode)
6. Deever _____ to the store with us. (came, come)
7. E.J. _____ with laughter at Pat's joke. (shook, shake)