Safe or Free?
By Beth Beutler

"This is so funny," Ronny Raven said to his friend Randolph as they sat on top of the Tower of London, looking out over the city.

"What do you mean, Ronny?"

"I think it is hilarious that the king feels that we have anything to do with the monarchy standing or falling."

Randolph chuckled. "You're right. At least it makes for a happy life for us."

Ronny and Randolph began to think back to the time when King Charles II clipped their wings. They didn't like that part. However, it meant they could live in luxury in the Tower of London now, and life was pretty good.

For some reason, King Charles was led to believe that the ravens brought good luck to the monarchy. He felt that as long as the ravens remained in the Tower, his kingdom would stay stable and strong. So, Ronny and Randolph enjoyed a very happy life in the Tower. Food was brought to the Tower regularly, enough for all the ravens to eat. They could sit on the top of the Tower and soak in the sun. They had protection when it rained.

Even so, Randolph sighed.

"What's the matter?" Ronny asked.

"Oh, I was just thinking that I wish I could fly away."

"Why, Randolph?" Ronny asked as he pecked at some of the fresh seed just brought in. "We have a great life!"

"Oh, I know that," Randolph replied. "But wouldn't you like a little freedom sometimes?"

Ronny thought about that for a while before answering. What would it be like to fly free, away from the Tower? He could visit any place that he wanted to. He could return to the Tower as he liked. He could make new friends outside of the raven colony he already knew.

"I guess you are right, Randolph. It would be rather nice to fly free."

Randolph continued. "I don't want to sound ungrateful, Ronny. We are well cared for by the raven master. We have plenty of food and are kept safe. The tourists sure are entertaining, too!"

Ronny giggled. "That's true. They actually believe we keep the monarchy intact!"
Randolph laughed along. "It is a little silly, isn't it?"

Ronny answered, "Yes, but at least they have their freedom."

Ronny and Randolph grew quiet as they watched the tourists below. They both began to contemplate whether being safe without being free was worth the price.

Safe or Free?

Questions

1. Where does this story take place?
   A. The Tower of London
   B. The Parliament
   C. Buckingham Palace
   D. None of the above

2. Which king believed the ravens helped to keep the monarchy secure?
   A. Charles II
   B. James
   C. Phillip
   D. Charles I

3. Which raven first mentioned the concern about not being free?

4. Which of the following are NOT mentioned as a way the ravens are cared for?
   A. Fed
   B. Could soak in the sun
   C. Bathed
   D. Sheltered

5. The ravens began to think about freedom. What would they like to be free to do?
6. Why could the ravens not be free?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. How did the ravens feel about the tourists?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. How would you describe how the ravens were feeling at the end of the story?

________________________________________________________________________

________________________________________________________________________
Pastabilities
By Beth Beutler

I was getting tired of winter. We had just been through another snow storm. At first, my sister, Rachel, and I liked to stay home from school. Now, we were getting bored. We were sitting on our beds and swinging our legs.

"What do you want to do?" I asked Rachel.

Rachel sighed. "I don't know."

"Girls, come down here, please," Mommy called from the bottom of the stairs.

"Yes, Mommy?"

"Did you know that March is National Noodle Month? I think it's time to have a party!"

Our faces lit up. A party to celebrate our favorite food...pasta! My family loves to have parties. We will find almost any reason to have one. National Noodle Month is as good a reason as any. I was beginning to feel better already.

She called Rachel and me to the table. "Let's plan the party!" she said.

"Oh, goodie!" we said at nearly the same time. We loved to help Mommy plan parties.

"Because March is National Noodle Month," Mommy stated, "we should probably have a party with pasta! What kind of pasta should we serve?"

"We HAVE to have macaroni and cheese," I said.

"Of course, Shelby," Mommy replied. "That's your favorite."

"Could we have spaghetti?" Rachel asked.

"Sure."

"And lasagna and ziti, too!" Rachel continued.

Mommy laughed. "I'll be cooking pasta all day!"

I asked about dessert. I didn't think there were desserts that used pasta.

"I can make noodle pudding," Mommy answered.

"How do you make that?"

"You mix soft egg noodles, brown sugar, cut up apple slices, and flour together. Then you bake it. It tastes like apple crisp."
"That sounds yummy," Rachel said.

"What could we do for fun?" Mommy asked.

We thought for a few minutes. Then, Rachel and I shared ideas at almost the same time.

"We could paint ziti noodles and string them to make necklaces!"

"We could hide prizes in a bucket of dry elbow macaroni," I suggested. "The guests could be blindfolded and dig for prizes. We could set a time limit."

"Those are both great ideas!" Mom said. "Perhaps we could also make some noodles with our pasta maker. We can start when people first get here. Then we can do the other things you suggested."

"Yum!" I cried joyfully. "I love homemade pasta!"

"Why don't we get started on the invitations?" Mommy asked.

"Okay!" we answered happily.

Mommy brought out some colored paper and spiral noodles. "What are those for?" we asked.

"To glue onto the invitations, of course," she said with a smile.

That's our mommy. She's always thinking. I guess you could say she's full of "pastabilities."

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### Pastabilities

1. What type of pasta was **not** mentioned in this story?
   - A  Lasagna
   - B  Spaghetti
   - C  Angel hair
   - D  Ziti

2. The girls suggested several types of food. Which one would not contain tomato sauce?
   - A  Macaroni and cheese
   - B  Spaghetti
   - C  Lasagna
   - D  Ziti

3. Of the pasta mentioned, which would work best for the craft making necklaces?

4. The girls would glue _______ noodles onto the invitations.

5. The girls thought macaroni salad would be a good choice to serve at the party.
   - A  False
   - B  True

6. List the ingredients in noodle pudding, as mentioned in the story.
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>7.</strong> If you were hosting a pasta party, what would you like to serve?</td>
<td><strong>8.</strong> The girls wanted to hide some prizes in a bucket of noodles. What are some prizes they could hide?</td>
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<td><strong>9.</strong> Bonus question: This story contains a made-up word. What word did it replace?</td>
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</table>
Write each word three times.

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</table>
It was the best picnic ever!

It began with a craving for something crunchy, so Abby and her friends decided to try potato chips. They didn't have any potato chips at home, so they decided to buy some. While they were at the store, they also decided to buy some ice cream, cakes, and drinks.

When they got back to the park, they spread out on the blankets and had a picnic. They brought a basket of food, including sandwiches, fruits, and cookies. They even brought a few bottles of soda to drink.

They played frisbee, and Abby and her friends enjoyed the sunny day.

Sometimes, Abby and her friends invite other friends to join them. They all have a good time and enjoy each other's company.

Today was a great day to go to the park! The weather was warm, and the clouds were white, so they decided to go outside.

They spent the afternoon playing frisbee, eating, and just having fun. It was a perfect day!

By Kenneth V. Redman

A Spring Picnic
Questions

A Spring Picnic

1. Name the figurative language technique being used in the quote. A. hyperbole B. simile C. metaphor

2. After a long, cold winter, Abby and her friends were ready for a warm day. What caused Abby and her friends to be ready for a warm day? A. the sun B. the view from Abby's window C. excitement about spring

3. Name three different kinds of potato chips mentioned in the story. A. cheese D. sea salt and vinegar C. sour cream and onion B. plain A. cheddar cheese

4. What did Abby and her friends usually take for their picnics in the park? A. sandwiches B. chips C. fruit D. sandwiches and chips

5. Why did Abby think was wrong with basketball? A. football B. frisbee C. soccer D. baseball

6. Why did Abby choose for the picnic? A. They were too plain. B. They were too spicy. C. They were too sour. D. They were too sweet.

7. What kind of chips did Abby choose for the picnic? A. cheese D. sea salt and vinegar C. sour cream and onion B. plain

8. No one liked the plain potato chips. A. False B. True
He Calls Me "Peanut"
By Beth Beutler

Facts for this story were obtained from the National Peanut Board.

"Hey, Peanut," Grandpa said to Jane. "Come see your grandpa."

Jane strolled over to her grandpa. Grandpa swept her up into a big hug. Jane giggled. She liked the feel of Grandpa's beard as he nuzzled her cheek.

Ever since she could remember, Grandpa had called Jane "Peanut." It was her special name. She was the only one Grandpa called by that name. Even though she was getting older, she still enjoyed it.

"Do you know what this month is, Peanut?"

"Yes, Grandpa. It's March!"

"Yes, Jane," Grandpa answered with a chuckle. "But it's also National Peanut Month. So it must be a special month for you!"

"Yes, Grandpa," Jane replied with her own giggle.

"I'm going to take you to a peanut farm, Jane. Then you can learn more about peanuts."

"Sounds like fun!" Jane answered. "When are we going?"

"We'll go Saturday morning. I'll come get you at 9:00." With another hug, Grandpa let Jane down. She went back to her room while he discussed the details with her mother.

Bright and early on Saturday, Grandpa arrived to pick up Jane. They drove about thirty miles to "Peanut Land" Farm. Grandpa parked the truck and he and Jane got out and walked into a building whose doors were shaped like peanuts.

"Umm, I love that smell," Grandpa commented, as he took in a whiff of roasted peanuts.

"Let's go, Grandpa!" Jane cried, grabbing his wrinkled hand. "Can we get some peanuts?"

Grandpa bought Jane a small bag of the warm, salty peanuts. She loved the cracking sound as she split open the shells. They enjoyed their snack while they walked around the raised beds of a peanut garden. One of the workers approached them and said, "Did you know that peanuts are actually not nuts? They are actually legumes, a plant that is like a bean. They grow underground instead of on trees like nuts do."

Jane reached down and felt under the dirt as the guide gently pulled up a plant. She saw several of the shelled peanuts attached to the roots.

"Peanuts are used a lot in the United States," the guide continued, "and not just for eating. People have done some interesting things with peanuts."

"Like what?" Grandpa asked.

"One man named Tom Miller pushed a peanut to the top of Pike's Peak in Colorado with his nose! It took 4 days, 23 hours, 47 minutes and 3 seconds."

Jane and Grandpa laughed.
"Astronaut Alan Shepard took a peanut to the moon, and Earl Adkins of North Carolina grew the largest peanut on record."

"How big was it?" Grandpa asked.

"It was four inches long," the guide replied.

"That's quite interesting..." Grandpa started to say.

"And Adrian Finch of Australia holds a record for throwing a peanut 111 feet, 10 inches," the guide interrupted.

"Well, you certainly know your peanuts," Grandpa complimented.

"It makes the job interesting," the guide answered. "Do you have any questions?"

"Not right now," Grandpa responded. "Thanks for all the information."

When the guide left, Jane looked up at Grandpa and said, "I'm glad you call me your peanut. Peanuts are cool!"

"Yes, Jane, I've always known that," Grandpa said with a twinkle in his eye as he gave her a big bear hug.

He Calls Me "Peanut"

Questions

1. Grandpa called Jane "Peanut" for:
   A. a while
   B. as long as she could remember
   C. 10 years
   D. today

2. Grandpa picked up Jane on Saturday morning. How far did they drive to get to their destination?

3. Jane used all her senses learning about peanuts. List how she used taste, feel, smell, sight, and hearing.

4. Who shared new information with Jane and her grandfather?
5. The person did not tell them which of the following facts?
   A. The longest peanut on record is four inches.
   B. Peanuts are legumes.
   C. Alan Shepard took a peanut into space.
   D. The peanut plant originated in South America.

6. In what state would you find Pike's Peak?

7. The record for throwing a peanut is held by an American citizen.
   A. false
   B. true

8. Why do you think Grandpa called Jane "Peanut"?
Do the “Pick the Right Vowel Team” Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oi or oy**

- t___
- sirl___n
- destr___

**oi or oy**

- enj___ment
- l___al
- p___nt

**oi or oy**

- t___let
- ch___ce
- cordur___

**oi or oy**

- p___son
- br___ler
- paperb___

Have your child write the words from above on the lines below. Read the words.

**oi words**

- 
- 
- 
- 
- 

**oy words**

- 
- 
- 
- 
- 

Do the “Fill In the Word” Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

pronounce  ground  loud  clown  south
scoutmaster  powder  found  tower  chowder

1. The band was playing _____________ music.
2. The _____________ was very funny.
3. The baby fell on the wet _____________.
4. The birds fly _____________ in the winter.
5. The boys _____________ several coins in the yard.
6. How do you _____________ that word?
7. Now we must jog to the _____________.
8. Sometimes _____________ makes me sneeze.
9. Do you like clam _____________?
10. My Dad is a _____________.
Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

ou or ow

s___nd
cr___n
p___der

ou or ow

tr___sers
fr___n
am___nt

ou or ow

p___nce
all___
cr___ch

ou or ow

cr___d
ch___der
disc___nt

Have your child write the words from above on the lines below. Read the words.

ou words

___
___
___
___

ow words

___
___
___
___

Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

drew    blue

cue     hoop

soup    trout

round   group

argue   true

chew    due

hoop    pouch

drool   stew

shoot   snout

igloo   new
Do the "Match the Syllable" Activity

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

roo     loo     val     grew
sham    ster    out     ter
ig      plain    mil     ue
com     poo      win     dew

Have your child write the words from above on the lines below.
**Present Tense**

**Rule:** Verbs show time, or tense. Verbs in the present tense tell about something that happens.

Here is how the present tense of the verb *run* is used with subject pronouns.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I</em> run</td>
<td><em>we</em> run</td>
</tr>
<tr>
<td><em>you</em> run</td>
<td><em>you</em> run</td>
</tr>
<tr>
<td><em>he</em>, <em>she</em>, <em>it</em> runs</td>
<td><em>they</em> run</td>
</tr>
</tbody>
</table>

**Rules:** The subject of a sentence is who or what the sentence is about.

Add an *s* to the end of a verb in the present tense whenever the subject can be replaced by *he*, *she*, or *it* (singular subjects).

Here are some examples of singular subjects.

- *he* (Mr. Jones)
- *she* (Linda)
- *it* (the machine)

Here is how these singular subjects are used in a sentence with the verb *run* in the present tense.

1. *He* runs daily.
2. *She* runs home.
3. *It* runs smoothly.
4. *Mr. Jones* runs after work.
5. *Linda* runs a lot.

Write the present tense of the verb *stop* in the blank.

Example: My boyfriend *stops*.

1. He __________________
2. She __________________
3. It __________________
4. The boat __________________
5. My teacher __________________
6. The horse __________________
Present Tense

Circle the correct verb form in each sentence.

Example: Tom. (cook, cooks) on Sundays.

1. The man (swim, swims) across the bay.
2. Susan (call, calls) to see how we are.
3. The sun (shine, shines) almost every day.
4. The fire (burn, burns) brightly.
5. The girls (wear, wears) long skirts.
6. The tables (fold, folds) in half.
7. Mr. Mac (drive, drives) a long way to work.
8. The ball (roll, rolls) down the hill.
9. My children (wait, waits) for the bus.
10. The dog (see, sees) his owner.
Present Tense

Write the correct present tense form of the verb given.

Example: wish Linda ________ wishes ________ for a new bike.

1. pass Carmen __________________________ the note to Carlos.

2. go Helen __________________________ to work on Saturdays.

3. brush She __________________________ her teeth after each meal.

4. miss The little girl __________________________ her grandma.

5. latch The door __________________________ behind them.

6. do The dancer __________________________ a turn.

7. buzz The bee __________________________ near the flowers.

8. pitch Casey __________________________ for her team.

9. fuss Kirsten __________________________ with her makeup.
Present Tense

Write the correct present tense form of the verb in the blank.

Example: deny   The student ________denies________ that he cheats.

1. rely   Sue __________________ on her car to get to work.

2. hurry  Dad __________________ home to cook dinner.

3. carry  Mom always __________________ her purse with her.

4. try    The baby __________________ to be good.

5. fly    Dan __________________ his own plane.

6. reply  Grandma __________________ by phone now.

7. carry  He __________________ two suitcases at once.

8. cry    Kathy __________________ when she hears his name.

9. bury   The crab __________________ itself in the sand.

10. spy   She __________________ on her brother.
Present Tense

Write the correct present tense form of the verb given.

Examples: eat  The boys ______ eat _______ lunch at home.

        swim  The shark _______ swims _______ in circles.

1. buzz  The alarm ___________________ now and then.

2. carry  The mule ___________________ all the food.

3. kiss  Grandpa ___________________ everyone.

4. cry  Lisa ___________________ during sad movies.

5. try  The dog ___________________ to get loose.

6. go  The train ___________________ by itself.

7. like  We ___________________ hot dogs.

8. work  She ___________________ for Mr. Black.

9. do  Jerry ___________________ a nice job.

10. hope  We ___________________ that he'll be all right.
Present Tense

Circle the correct present tense form of the verb.

Example: They (play, plays, playes) a long game.

1. The dog (go, gos, goes) everywhere with us.
2. I (enjoy, enjoys, enjoyes) a picnic at the beach.
3. The dryer (run, runs, runes) for two hours.
4. Her shoes (match, matchs, matches) her coat.
5. She (cry, crys, cries) when she's lonely.
6. You (feel, feels, feeles) warm to me.
7. The water (taste, tastes, tastees) good.
8. Mom (say, says, sayes) it's no problem.
9. The cat (do, dos, does) what it wants.
10. He (rely, relys, relies) on his friends.
11. I (wish, wishes, wishes) I knew how.
12. Mrs. Martin (drive, drives, drivees) a truck.
13. We (fish, fishes, fishs) off this pier.
14. This car (come, comes, comees) with blue seats.
Present Tense

Rule: The present progressive tense tells what is happening right now.

The parts of the present progressive tense are:

the verb *to be* + the main verb + *ing*

(I) am    walking    (we) are    calling
(you) are laughing    (you) are    sleeping
(he, she, it) is kicking    (they) are    eating

Here are some examples using the verb *work* with subject pronouns.

I am working
you are working
he, she, it is working
we are working
you are working
they are working

Write the present progressive tense of each verb in the blanks.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
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<tbody>
<tr>
<td>work</td>
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<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>
### Present Tense

**Rule:** When a verb ends with *e*, drop the *e* and add *ing* to write the present progressive tense.

**Example:** share  is sharing

---

Write the present progressive tense of each verb in the blanks.

**Example:** ride  I  am riding  we  are riding  
you  are riding  you  are riding  
he, she, it  is riding  they  are riding

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<td>2. tape</td>
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<td>3. shake</td>
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<td>he, she, it</td>
<td>they</td>
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</tbody>
</table>
Present Tense

Write the present progressive tense of the verb in the blanks.

Example: flip  
I  am flipping  
we  are flipping

you  are flipping  you  are flipping

he, she, it  is flipping  they  are flipping

1. tap  
I  
we  

you  
you  

he, she, it  
they  

2. drip  
I  
we  

you  
you  

he, she, it  
they  

3. sit  
I  
we  

you  
you  

he, she, it  
they  

Present Tense

Write the present progressive tense of the verb in the blanks.

Example: talk. The soldier is talking to me.

1. drive Mom is driving the car this week.

2. cut The butcher is cutting the meat.

3. live My sister is living downstairs.

4. fall The leaves are falling.

5. tease You are teasing us.

6. split The tree trunk is splitting in half.

7. go I am going home.

8. fit The puzzle pieces are fitting.

9. bake We are baking a cake for you.

10. hop The rabbit is hopping.

11. take You are taking me home.

12. cut My grandpa is cutting the grass.

13. sell They are selling their house.

14. wash Paul is washing the dishes.

15. let Amanda is letting us go to the dance.
Future Tense

Rule: The future tense is used to tell about something that will happen. Use the helping verb will with the main verb to express the future tense.

Here is how to change the present tense to the future tense.

Present Tense

<table>
<thead>
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Future Tense

<table>
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<tbody>
<tr>
<td>I will run</td>
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<td>you will run</td>
</tr>
<tr>
<td>he, she, it will run</td>
<td>they will run</td>
</tr>
</tbody>
</table>

Write the future tense for each phrase.

Example: I work I will work.

1. you work ______________________
2. he works ______________________
3. she works ______________________
4. it works ______________________
5. we work ______________________
6. they work ______________________
7. I eat ______________________
8. you eat ______________________
9. he eats ______________________
10. she eats ______________________
11. we eat ______________________
12. they eat ______________________
Future Tense

Rewrite each sentence. Change the underlined verb to the future tense.

Example: I bowl on Monday night.

I will bowl on Monday night.

1. We camp in the mountains.

2. You close the door.

3. They wear nice clothes.

4. The dogs eat once a day.

5. They camp in the mountains.

6. You listen to my CD.

7. They give us flowers.

8. You need a jacket.
Future Tense

Rule: The subject pronouns (I, you, he, she, it, we, they) are used to make a contraction with will. An apostrophe (') is used to replace the missing wi in will.

Here are some examples.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
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<tbody>
<tr>
<td>I will</td>
<td>we will</td>
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<td>you will</td>
<td>you will</td>
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<tr>
<td>he, she, it will</td>
<td>they will</td>
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<tr>
<td>I'll</td>
<td>we'll</td>
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<tr>
<td>you'll</td>
<td>you'll</td>
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<tr>
<td>he'll, she'll, it'll</td>
<td>they'll</td>
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</tbody>
</table>

Circle the contracted form of the future tense. Include the contraction and the main verb.

Example: They'll stop at the light.

1. We'll play checkers tomorrow.
2. Tomorrow you'll see.
3. They'll wait for you.
4. I wonder what it'll say on the card.
5. She said she'll swim for exercise.
6. Next week he'll visit you.
7. I think it'll rain tonight.
8. Sandy hopes he'll call soon.
9. They'll leave soon.
How to Be Awesome
By Kathleen W. Redman

Do you know an awesome person? Maybe it's a friend of yours who's really good at something special. Maybe it's someone who has a great personality. Maybe it's someone you respect a lot. Being awesome can be many things.

Justin is an awesome kid. He loves to skateboard. He's very good at it. He likes to skate with his friends. They all like to show off their tricks. Justin has some of the best tricks. All his friends think he's awesome.

Heather can't skate, but she's also awesome. She loves to paint. She paints a lot of pictures in art class. She loves to paint at home. Her favorite things to paint are pictures of her cat. She gives her uncle a lot of her paintings. He tells Heather that the pictures are beautiful, and it makes Heather feel awesome.

Luke can't paint, and he can't skateboard, but Luke is as smart as a whip when it comes to computers. He loves spending time learning about computers. He knows how to video chat on his phone. He knows how to fix his mom's computer when something goes wrong. Luke is always busy helping people with computers. His mom says he's awesome at computers.

Lindsey can't skate, can't paint, and can't fix a computer. Lindsey is a great student. She loves her math classes and studies hard. She gets really good grades at school. She's proud of her good grades. She's proud of the things she learns. Lindsey's teachers think she is very smart. That, Lindsey says, is awesome.
Charles can't really skate, can't paint, can't fix a computer, and hates math classes. Charles loves his little brother and sister more than anything. He loves to play with them. He loves to take care of them when his mom and dad are busy. He takes them out for ice cream sometimes. His brother and sister think Charles is the most awesome big brother in the world.

Everyone's good at something. Just like Justin, Heather, Luke, Lindsey, and Charles, everyone is awesome in their own way.

How to Be Awesome

Questions

1. Which of these phrases in paragraph 4 is a simile?
   A. when something goes wrong
   B. as smart as a whip
   C. how to video chat
   D. awesome at computers

2. Which of these is an opinion?
   A. She (Lindsey) gets good grades at school.
   B. His brother and sister think Charles is the most awesome big brother in the world.
   C. He (Luke) knows how to video chat on his phone.
   D. He (Heather's uncle) tells her that her pictures are beautiful.

3. What can Justin do especially well?
   A. take care of his little brother and little sister
   B. get good grades
   C. skateboard
   D. fix computers
4. Who is especially good at math?
   A. Charles
   B. Lindsey
   C. Luke
   D. Justin

5. Whom should you ask to fix your computer?
   A. Lindsey
   B. Luke
   C. Charles
   D. Justin

6. Who loves his little brother and sister?
   A. Luke
   B. Justin
   C. Lindsey
   D. Charles

7. Which of these words means almost the same as awesome?
   A. magnificent
   B. ugly
   C. beautiful
   D. huge

8. According to the story, who is awesome?
Stop Clowning Around!
By Kathleen W. Redman

Traci likes school.

She likes her teacher.

She likes the other girls and boys.

She likes her books.

She likes learning new things.

But there is one thing she does not like. She does not like to hear her teacher say, "Traci, stop clowning around!"

Traci liked to make people laugh. It was fun.

She wiggled her nose when Mark was reading. He looked at her and laughed.

"Stop clowning around, Traci!" Mrs. Gill said. "You made Mark laugh."

Traci looked at her book. She tried to be still. It was hard.

She crossed her eyes when Laine was reading. She looked at Traci and laughed.

"Stop clowning around, Traci!" Mrs. Gill said. "Now Laine is laughing, too."

"I'm sorry, Mrs. Gill," Traci said. "I will be still."
Traci looked at the words in her book. Some of the words were funny. Traci giggled.

Dale heard Traci giggle. She giggled, too.

Then Mark giggled.

Laine tried hard not to giggle. She could not do it. She giggled, too.

Then Jaime giggled.

Dora giggled.

Soon the whole class was giggling with Traci.

"Stop clowning around, Traci!" Mrs. Gill said. "Now the whole class is giggling."

"I'm sorry, Mrs. Gill," Traci said. "But I can't help it."

"Traci, why must you be such a clown?" Mrs. Gill asked.

"Because I am a clown," Traci said. "My father is a clown. My mother is a clown. They work in a circus. I am learning to be a clown, too."

"How exciting!" Mrs. Gill said. "Maybe we can all come to the circus and watch you be a real clown. In class, though, you need to be a student. You need to be still and quiet."

"I will try, Mrs. Gill. I will try hard," Traci said. "There are so
many funny things, though. I am not sure if I can be still and quiet all the time."

"Can you be still and quiet most of the time?" Mrs. Gill asked.

"Maybe, but it will be hard," Traci said.

"Maybe you can be still a little bit of the time, then," Mrs. Gill said.

"Maybe I can be still a little bit of the time," Traci said.

"Good," Mrs. Gill said. She sighed.

Traci laughed again. It was going to be hard to be still and quiet.

Stop Clowning Around!

Questions

1. Who was reading when Traci wiggled her nose?
   A. Mrs. Gill
   B. Jaime
   C. Laine
   D. Mark

2. Who is Traci's teacher?
   A. Mrs. Gill
   B. Mr. Gill
   C. Mr. Mark
   D. Ms. Jaime
3. What did Traci do while Laine was reading?
   A. She giggled.
   B. She dropped her book.
   C. She wiggled her nose.
   D. She crossed her eyes.

4. Traci's mother and father are ______.
   A. tall
   B. clowns
   C. teachers
   D. engineers

5. Traci's mother and father work in a ______.
   A. circus
   B. store
   C. school
   D. factory

6. When Traci giggled about the funny words, the whole class ______.
   A. giggled
   B. sat down
   C. said, "Shh!"
   D. was quiet

7. Mrs. Gill wants Traci to be still and ______ in class.
   A. quiet
   B. funny
   C. sad
   D. sick
8. It will be hard for Traci to be still and quiet in class.
   A. True
   B. False
Select a syllable from the top of each box to form real words. Write the syllable on the line. Read the word.

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Write the words above on the lines below. Read the words.
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

| disconnect | athletic | investment |
| invalid   | fantastic | embankment |
| badminton | congressman | Manhattan |

1. The kids got the _______ set for a gift.

2. If you _______ the plug, the TV will shut off.

3. The _______ will win in this district.

4. This is a bad cash _______.

5. Ben’s _______ skill is the best in the class.


7. The tall _______ will obstruct the path.

8. A trip to _______ can be lots of fun.

9. Do not collect the _______ tickets.
Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

trans  mand  an  tic  lip  band
com  tress  rad  press  seg  ment
ac  plant  im  ish  hus  stick
hold  sist  ex  fin  cul  plex
im  plant  cof  press  com  prit
in  up  in  fest  ex  tend

Write the words above on the lines below,
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Use each word in the box only once. Copy the completed sentence on the lines provided. Add capital letters and punctuation.

| landfill | trespass | clinic | impress | insist |

1. The pup must go to the vet at the pet [ ]

2. This [ ] will not hold much trash

3. We cannot [ ] in that sandlot

4. Mom will [ ] that I got this cold from the draft in the den

5. Sam will [ ] his gal with that ring
Select vowels from the top of each box to form real words. Write the vowels on the lines. Read the words. Highlight or underline the 3-letter blends.

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Read the sentences below.

1. Fred split the logs and then had lunch.
2. Is Beth prompt for her job at the bank?
3. Bob will sprint on the path at six a.m.
4. Tim scrubs the lab with help from Meg.
5. The old man told the kids to scam.

Copy the sentences above on the lines below. Underline 3-letter blends with three separate lines.

1. 

2. 

3. 

4. 

5. 

Possessive Nouns

Rules: Nouns that show ownership are called possessive nouns.

To make a single noun possessive, add an apostrophe (') and an s.
Example: boy boy's

When a single noun ends in s, add an apostrophe (') to make it possessive.
Example: boss boss'

To make a plural noun possessive, just add an apostrophe (').
Example: boys boys'

When a plural noun does not end in s, add an apostrophe (') and an s to make it possessive.
Example: men men's

In other words, if a noun ends in s, just add an apostrophe; if not, add an apostrophe (') and an s.
**Possessive Nouns**

**Rule:** Nouns that show ownership are called *possessive nouns*.

To make a single noun possessive, add an apostrophe (ʼ) and an s.

Here are some examples.

<table>
<thead>
<tr>
<th>boy</th>
<th>boy's (shoes)</th>
<th>Sara</th>
<th>Sara's (job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>girl's (name)</td>
<td>Ben</td>
<td>Ben's (idea)</td>
</tr>
</tbody>
</table>

Write the possessive form for each noun.

Example: *baby*  **baby’s**

1. man  
2. book  
3. Father  
4. Tina  
5. car  
6. tree  
7. pig  
8. floor  
9. lady  
10. Grace  
11. house  
12. girl  
13. chair  
14. plant  
15. letter  
16. Paul  
17. Mike  
18. truck  
19. teacher  
20. purse
Possessive Nouns

Rule: When changing a phrase with two nouns to a possessive noun form, reverse the order of the nouns. Then add 's to the first noun.

Here are some examples.

the wallet of the man
the pages of the book
the man's wallet
the book's pages

Rewrite each phrase, changing it to a possessive noun phrase.

Example: the plans of the girl

1. the wife of the man

2. the tail of the dog

3. the house owned by Jane

4. the hat of the man

5. the desk of the woman

6. the laugh of the baby

7. the boat owned by Steve

8. the pen of Chuck

9. the glow of the fire

10. the scent of the rose
Possessive Nouns

Circle the possessive noun in each sentence.

Example: I wore Dad's coat.

1. Show me Nina's house.

2. This is George's girlfriend.

3. What is this boy's weight?

4. Jack's decision was wise.

5. The high school's name is Grover.

6. Fred's radio is too loud.

7. The party's theme is Mexican.

8. That girl's tan looks good.

9. Howard's voice is deep.

10. The boy's idea was good.
Possessive Nouns

Write a sentence for each possessive noun.

Example: boy's  The boy's glasses were black.

1. man's

2. Bob's

3. fire's

4. teacher's

5. bird's

6. person's

7. Sandy's

8. lady's

9. car's

10. dog's
Possessive Nouns

Rule: To make a plural noun possessive, just add an apostrophe (') after the last s in the word.

Here are some examples.

the teachers the teachers' (lounge)
the ladies the ladies' (purses)
the trees the trees' (shade)
our dogs our dogs' (barking)
my friends my friends' (houses)

Here is how these possessive nouns are used in sentences.

1. The teachers' lounge is always empty.
2. The ladies' purses were on the bed.
3. The trees' shade covers the street.
4. Our dogs' barking disturbs people.
5. My friends' houses are similar.
6. The babies' toys were all over.
7. The two cities' growth was equal.
8. The boys' bikes were lost.
9. Our neighbors' cars are on the street.
10. All the dancers' shoes are worn out.
Possessive Nouns

Write the possessive form for each plural noun.

Example: birds \[\text{birds'}\]

1. boys
2. teams
3. students
4. ladies
5. cars
6. snakes
7. fathers
8. neighbors
9. plants
10. schools
11. dogs
12. teachers
13. houses
14. rooms
15. bikes
16. girls
17. books
18. members
19. students
20. friends
Rewrite each phrase, changing it to a possessive noun phrase.

Example: the tails of the monkeys

1. the weight of the rocks
2. the songs of the girls
3. the orders of the sailors
4. the cars of the teachers
5. the prices of the costumes
6. the caps of the players
7. the records of the teenagers
8. the clothes of the girls
9. the fights of boxers
10. the styles of the coats
Possessive Nouns

Circle the possessive noun in each sentence.

Example: The girls' clothes are new.

1. The teams' buses are here.
2. Two buildings' lights were on.
3. The teachers' schedules are long.
4. The horses' saddles are inside.
5. The trees' shadows are long.
6. Those houses' roofs are all tile.
7. The student's hands were raised.
8. The ladies' coats are on the bed.
9. The students' tests were not graded.
10. My friends' children came over.
Possessive Nouns

Write a sentence for each possessive noun.

Example: friends'  My friends' parties are fun.

1. teachers'

2. boys' 

3. rooms'

4. books'

5. neighbors'

6. trees'

7. cars'

8. girls'

9. dogs'

10. chairs'
Possessive Nouns

Rule: Sometimes a plural noun does not end in s. To make such a noun possessive, add 's.

Here are some examples.

the men  the men's (voices)
the children  the children's (toys)
those deer  those deer's (hooves)
the black sheep  those black sheep's (wool)
the three mice  the three mice's (whiskers)
the people  the people's (choice)
those women  those women's (jobs)
these fish  these fish's (tails)

Here is how these possessive nouns are used in sentences.

1. The men's voices were deep and loud.
2. The children's toys made a mess.
3. Those deer's hooves left prints in the mud.
4. The black sheep's wool is soft and fuzzy.
5. The three mice's whiskers were twitching.
6. He was the people's choice for president.
7. The women's jobs are with this company.
8. These fish's tails are very long.
Possessive Nouns

Rewrite each plural noun, making it possessive.

Example: trout  trout’s

1. men
2. women
3. children
4. feet
5. moose
6. mice
7. fish
8. deer
 Possessive Nouns

Rewrite each phrase, changing it to a possessive noun phrase.

Example: the freshness of the bread  the bread's freshness

1. the flavor of the rice
2. the clothes of my children
3. the weight of the sand
4. the taste of the water
5. the suits of the men
6. the tails of the sheep
7. the purses of the women
8. the cheese of the mice
9. the fur of the dog
10. the noise of the radio
Possessive Nouns

Circle the possessive noun in each sentence.

Example: The men's room is closed.

1. Where would I find women's shoes?
2. We found the moose's hoofprints.
3. The children's shoes are in a row.
4. The deer's antlers are strong.
5. The swine's trough is over here.
6. The children's books were everywhere.
7. The men's jackets are in the closet.
8. All the mice's tails were showing.
9. The oxen's yoke is heavy.
10. The sheep's wool is warm.
Possessive Nouns

Use each possessive phrase in a sentence.

Example: Tammy's dog

   Tammy's dog is lost.

1. the people's choice

2. Fred Brown's career

3. Mrs. Ramirez's typewriter

4. Lisa Low's pencil

5. the boys' basketball

6. the women's book

7. the children's aunt

8. M. B. Gordon's briefcase
Possessive Nouns

Use each possessive phrase in a sentence.

Example: the buses' routes

_The buses' routes go all around the town._

1. the dresses' hems

2. the coffee's aroma

3. the horses' tails

4. Mr. Park's address

5. the witches' brooms

6. the athlete's equipment

7. the boys' uniforms

8. Fernando Luna's tools
Possessive Pronouns

Rules: A possessive noun shows ownership.

Example: the cat owned by Ben = Ben’s cat

A possessive pronoun can replace a possessive noun.

Example: Ben’s cat = his cat

These are the possessive pronouns.

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<td>your</td>
</tr>
<tr>
<td>his, her, its</td>
<td>their</td>
</tr>
</tbody>
</table>

Here is how possessive pronouns are used in phrases.

1. the house that I own       my house
2. the name that you have     your name
3. the dog that he owns       his dog
4. that dress that she owns   her dress

Here is how possessive pronouns are used in sentences.

1. My homework is done.
2. The teacher called your name.
3. Bob lost his wallet.
4. Her purse is made of leather.
Possessive Pronouns

Circle the possessive pronoun in each row.

Example: body slippers her rabbit van

1. our horse office beach up
2. slowly Spring on coat my
3. mouth between now their socks
4. women its shoulder beside Jill
5. winter fun paper his then
6. her outside shirt clean jump
7. drink watch their hope table
8. stereo my homework tie easily
9. purse animal here draw its
10. street under write your hard
Possessive Pronouns

Circle the possessive pronoun in each sentence.

Example: I had to clean up my room.

1. Where are your glasses?
2. The dog is wearing its collar.
3. Let's go to our favorite beach.
4. Our class turned in all the books.
5. Did you hear their names?
6. Tad drank his coffee slowly.
7. Maria didn't touch her dinner.
8. I like mustard on my hot dog.
9. The pencil had its point broken.
10. Lisa found your favorite shirt.
11. Please listen to your teacher.
12. This is my choice.
Possessive Pronouns

Fill in each blank with a possessive pronoun from the box. You may use a pronoun more than once.

| my  | your | his | her | its | our | their |

Example: The happy dog wagged its tail.

1. They received ___________ new uniforms today.

2. The store had one of ___________ windows broken.

3. Will you help me with ___________ homework?

4. We want Sue to come to ___________ party.

5. I know they will be happy with ___________ marriage.

6. The mother held ___________ baby.

7. We are proud of ___________ soccer team.

8. Grandpa found ___________ glasses.

9. Have you finished ___________ paper?

10. I'm tired of ___________ hair style.
Rewrite each phrase using a possessive pronoun from the box. You may use a pronoun more than once.

Example: the TV he owns

1. the eyes that I have
2. the book that she has
3. the blossom that it has
4. the team that we have
5. the pen that you brought
6. the party that they had
7. the seats that you have
8. the money that he has
9. the tickets that we bought
10. the knob that it has
11. the job that we have
12. the badge of the police officer
Possessive Pronouns

**Rule:** Some possessive pronouns can stand alone. They do not need a noun to follow them.

Here are the possessive pronouns.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>ours</td>
</tr>
<tr>
<td>yours</td>
<td>yours</td>
</tr>
<tr>
<td>his, hers</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Here is how these possessive pronouns are used in sentences.

1. Where are my glasses?  Where are mine?
2. This is your pencil.   This is yours.
3. We borrowed his book.  We borrowed his.
4. Sue painted her room.  Sue painted hers.
5. We love our puppy.    We love ours.
6. You’ll need your hats. You’ll need yours.
7. Here is their plan.    Here is theirs.
Possessive Pronouns

Circle the possessive pronoun in each sentence.

Example: The job is mine.

1. The green bike is hers.
2. This wheel is his if he wants it.
3. I lost mine somewhere.
4. Kane's idea is the same as yours.
5. That house looks like ours.
6. The students have done theirs.
7. That book is yours.
8. I'll get mine soon.
9. Mina sold hers in a hurry.
10. Those shoes are his.
11. Ours is the sports car.
12. Abdul has a different schedule than yours.
Possessive Pronouns

Circle the possessive pronoun in each row.

Example: page ours listen trouble up

1. road over say yours easy
2. eat ring theirs wish chair
3. wallet goat there look his
4. hers inside blouse dirty run
5. mouse ours room mountain down
6. radio lesson mine scarf mother
7. lips beside later theirs shoes
8. summer work pencil now his
9. children mine legs before Ann
10. hers quickly off sweater today
Rewrite each phrase replacing the underlined words with a possessive pronoun from the box. You may use a pronoun more than once.

<table>
<thead>
<tr>
<th>mine</th>
<th>yours</th>
<th>his</th>
<th>hers</th>
<th>ours</th>
<th>theirs</th>
</tr>
</thead>
</table>

Example: This is your problem. **yours**

1. I like my skis.
2. Here is your dog.
3. Where is their bus?
4. I missed your name.
5. Please take our car.
6. Who is her doctor?
7. I heard their excuse.
8. There is his toothbrush.
9. This is our son.
10. We know their mother.
Possessive Pronouns

Finish each sentence replacing the underlined words with a possessive pronoun from the box. You may use a pronoun more than once.

Example: This is going to be Anna’s room.  hers

1. That is Mark’s bike.

2. This is our house.

3. These are the students’ desks.

4. Erik, that shirt is owned by you.

5. That watch is owned by me.

6. It is Carmen’s turn.

7. I’m proud of my team.

8. That is their loss.

9. I just met your husband.

10. The dog digging the hole is our dog.
Possessive Pronouns

Fill in the blank with the correct possessive pronoun.

Example: Now it is __________ turn. (your, yours)

1. What is __________ name? (her, hers)

2. The little puppy is __________. (our, ours)

3. The sack lunch is __________. (my, mine)

4. Is this furniture __________? (their, theirs)

5. The red pencil is __________. (your, yours)

6. Sara is __________ friend. (my, mine)

7. I like __________ better. (her, hers)

8. This is __________ club. (our, ours)

9. Did you catch __________ names? (their, theirs)

10. You haven’t eaten __________ dessert. (your, yours)

11. The victory was __________. (their, theirs)

12. I like __________ brother. (your, yours)

13. We need __________ answer. (her, hers)

14. This one is __________. (my, mine)

15. Please bring __________ to the party. (your, yours)
Possessive Pronouns

Rewrite each sentence using two types of possessive pronouns for the underlined words.

Example:  I rode Betty's horse.

          I rode her horse.
          I rode hers.

1. Show us the car you own.

2. Here is the boat Doug and I own.

3. It is the students' choice.

4. This is the chance we have.

5. He is Donna's child.
Possessive Pronouns

Rewrite each sentence using two types of possessive pronouns for the underlined words.

Example: Those are the books he has.

Those are his books.

Those are his.

1. This is the house I have.

2. It is the team's loss.

3. Please lend me the watch you have.

4. Show me the land she owns.
Possessive Pronouns

Write a noun after each possessive pronoun. Then write a sentence using each phrase.

Example: his feet noun  His feet are wet.

1. my noun

2. your noun

3. his noun

4. her noun

5. its noun

6. our noun

7. their noun

8. my noun

9. your noun

10. our noun
Possessive Pronouns

Write a sentence for each possessive pronoun.

Example: ours  
That machine is ours.

1. his

2. ours

3. yours

4. theirs

5. mine

6. hers

7. yours
Conjunctions

Rule: Conjunctions connect words. A conjunction is a word like or, but, or and.

Here are some examples.

Mary and Donna are leaving.
We sold peanuts and candy.
Mrs. Moore is strict but caring.
I ate it, but I didn’t like it.
The dog or the cat made the mess.
Pick either the lemon or the vanilla flavor.

Circle the conjunction in each sentence.

Example: My sister and I went shopping.

1. We ate hot dogs and ice cream.
2. Did you or Tina go to the party?
3. Is it your turn or my turn?
4. Jack wanted to go, but he couldn’t.
5. Do you want cherry or apple pie?
6. Sue was tired but happy.
7. My pants are green and white.
8. My brother wants lemonade or milk.
9. It’s time for bed, but I’m not tired.
10. Let’s go to the movies or watch TV.
Dear Parents,

In the event that we close due to the Coronavirus, please find the enclosed work packet for your child.

They can log into their I-Ready account to work on their reading comprehension. The website is:

https://login.i-ready.com/

You can contact me at any time at ageorgioudakis@greenburghgraham.org

Regards,

Ms. Georgioudakis
Directions: Please read the Scholastic News and answer the questions in the back of the magazine.
Safe or Free?
By Beth Beutler

"This is so funny," Ronny Raven said to his friend Randolph as they sat on top of the Tower of London, looking out over the city.

"What do you mean, Ronny?"

"I think it is hilarious that the king feels that we have anything to do with the monarchy standing or falling."

Randolph chuckled. "You're right. At least it makes for a happy life for us."

Ronny and Randolph began to think back to the time when King Charles II clipped their wings. They didn't like that part. However, it meant they could live in luxury in the Tower of London now, and life was pretty good.

For some reason, King Charles was led to believe that the ravens brought good luck to the monarchy. He felt that as long as the ravens remained in the Tower, his kingdom would stay stable and strong. So, Ronny and Randolph enjoyed a very happy life in the Tower. Food was brought to the Tower regularly, enough for all the ravens to eat. They could sit on the top of the Tower and soak in the sun. They had protection when it rained.

Even so, Randolph sighed.

"What's the matter?" Ronny asked.

"Oh, I was just thinking that I wish I could fly away."

"Why, Randolph?" Ronny asked as he pecked at some of the fresh seed just brought in. "We have a great life!"

"Oh, I know that," Randolph replied. "But wouldn't you like a little freedom sometimes?"

Ronny thought about that for a while before answering. What would it be like to fly free, away from the Tower? He could visit any place that he wanted to. He could return to the Tower as he liked. He could make new friends outside of the raven colony he already knew.

"I guess you are right, Randolph. It would be rather nice to fly free."

Randolph continued. "I don't want to sound ungrateful, Ronny. We are well cared for by the raven master. We have plenty of food and are kept safe. The tourists sure are entertaining, too!"

Ronny giggled. "That's true. They actually believe we keep the monarchy intact!"
Randolph laughed along. "It is a little silly, isn't it?"

Ronny answered, "Yes, but at least they have their freedom."

Ronny and Randolph grew quiet as they watched the tourists below. They both began to contemplate whether being safe without being free was worth the price.

Safe or Free?

**Questions**

1. Where does this story take place?
   A. The Tower of London
   B. The Parliament
   C. Buckingham Palace
   D. None of the above

2. Which king believed the ravens helped to keep the monarchy secure?
   A. Charles II
   B. James
   C. Phillip
   D. Charles I

3. Which raven first mentioned the concern about not being free?

4. Which of the following are NOT mentioned as a way the ravens are cared for?
   A. Fed
   B. Could soak in the sun
   C. Bathed
   D. Sheltered

5. The ravens began to think about freedom. What would they like to be free to do?
6. Why could the ravens not be free?


7. How did the ravens feel about the tourists?


8. How would you describe how the ravens were feeling at the end of the story?
Pastabilities
By Beth Beutler

I was getting tired of winter. We had just been through another snow storm. At first, my sister, Rachel, and I liked to stay home from school. Now, we were getting bored. We were sitting on our beds and swinging our legs.

"What do you want to do?" I asked Rachel.

Rachel sighed. "I don't know."

"Girls, come down here, please," Mommy called from the bottom of the stairs.

"Yes, Mommy?"

"Did you know that March is National Noodle Month? I think it's time to have a party!"

Our faces lit up. A party to celebrate our favorite food...pasta! My family loves to have parties. We will find almost any reason to have one. National Noodle Month is as good a reason as any. I was beginning to feel better already.

She called Rachel and me to the table. "Let's plan the party!" she said.

"Oh, goodie!" we said at nearly the same time. We loved to help Mommy plan parties.

"Because March is National Noodle Month," Mommy stated, "we should probably have a party with pasta! What kind of pasta should we serve?"

"We HAVE to have macaroni and cheese," I said.

"Of course, Shelby," Mommy replied. "That's your favorite."

"Could we have spaghetti?" Rachel asked.

"Sure."

"And lasagna and ziti, too!" Rachel continued.

Mommy laughed. "I'll be cooking pasta all day!"

I asked about dessert. I didn't think there were desserts that used pasta.

"I can make noodle pudding," Mommy answered.

"How do you make that?"

"You mix soft egg noodles, brown sugar, cut up apple slices, and flour together. Then you bake it. It tastes like apple crisp."
"That sounds yummy," Rachel said.

"What could we do for fun?" Mommy asked.

We thought for a few minutes. Then, Rachel and I shared ideas at almost the same time.

"We could paint ziti noodles and string them to make necklaces!"

"We could hide prizes in a bucket of dry elbow macaroni," I suggested. "The guests could be blindfolded and dig for prizes. We could set a time limit."

"Those are both great ideas!" Mom said. "Perhaps we could also make some noodles with our pasta maker. We can start when people first get here. Then we can do the other things you suggested."

"Yum!" I cried joyfully. "I love homemade pasta!"

"Why don't we get started on the invitations?" Mommy asked.

"Okay!" we answered happily.

Mommy brought out some colored paper and spiral noodles. "What are those for?" we asked.

"To glue onto the invitations, of course," she said with a smile.

That's our mommy. She's always thinking. I guess you could say she's full of "pastabilities."
### Pastabilities

1. What type of pasta was **not** mentioned in this story?
   - A. Lasagna
   - B. Spaghetti
   - C. Angel hair
   - D. Ziti

2. The girls suggested several types of food. Which one would not contain tomato sauce?
   - A. Macaroni and cheese
   - B. Spaghetti
   - C. Lasagna
   - D. Ziti

3. Of the pasta mentioned, which would work best for the craft making necklaces?

   [Blank]

4. The girls would glue _____ noodles onto the invitations.

   [Blank]

5. The girls thought macaroni salad would be a good choice to serve at the party.
   - A. False
   - B. True

6. List the ingredients in noodle pudding, as mentioned in the story.

   [Blank]
Pastabilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>If you were hosting a pasta party, what would you like to serve?</td>
</tr>
<tr>
<td>8.</td>
<td>The girls wanted to hide some prizes in a bucket of noodles. What are some prizes they could hide?</td>
</tr>
<tr>
<td>9.</td>
<td>Bonus question: This story contains a made-up word. What word did it replace?</td>
</tr>
</tbody>
</table>
Write each word three times.

- tired
- serve
- onto
- spaghetti
- limit
- another
- spiral
- nearly
- already
- elbow
- minutes
- lasagna
- great
- goodie
- through
It was the best picnic ever!

Potato chip or a crumb of bread left over?

They got tired of walking. They played frisbee.

They were there. They walked and talked for a while. When they were done, they walked together to the park. They had a lot of fun. While they walked, they talked about something simple. She bought plain potato chips.

There were too many choices. Abby decided to choose.

There were sweet potato chips. There were even garlic chips.

There were potato chips. There were flavored chips. There were potato chips. They were happy.

She went to the store and found so many different kinds of chips. She won the game and found a lot of chips to bring.

Sure.

Today it was Abby's turn to bring chips. Abby likes to make careful choices about picnic food. Since this was the first picnic in a long time, Abby wanted to be especially careful. She brings chips, a sweet dessert, and drinks. Abby and her friends have sandwiches.

Most of the time, Abby and her friends have sandwiches.

A basket of two of food and some drinks.

Abby called her friends. Several of them wanted to go to the park.

Abby said she would go to the park.

The park is a good place for Abby and her friends to walk and talk. The park has four rooms. She put a bag of chips, a basketball, and a baseball bat in her basket.

She opened the window. The air already felt warm.

A trip to the park.

When it was a great day to go to the park!

A Spring Picnic

By Kathleen W. Kecken

Kathy's eRies
8. No one liked the plain potato chips.
   A. True
   B. False

7. What kind of chips did Abby choose for the picnic?
   A. Cheeddar cheese
   B. Plain
   C. Sour cream and onion
   D. Sea salt and vinegar

6. What did Abby think was wrong with barbecue?
   A. Football
   B. Baseball
   C. Frisbee
   D. Wicket

5. After Abby and her friends got tired of walking, what did they play?
   A. Soccer
   B. Baseball
   C. Frisbee
   D. Football

4. What did Abby and her friends usually take for their picnic in the park?
   A. Sandwiches
   B. Fruit
   C. Cheese
   D. Chips

3. Name three different kinds of potato chips mentioned in the story.
   A. Cheeddar cheese, sour cream and onion, sea salt and vinegar

2. "After a long, cold winter, Abby and her friends were ready for a warm day. Why couldn't Abby and her friends go outside all the exercise?"
   A. Weather
   B. Smile
   C. Communication
   D. Eaten

1. Name the figurative language technique being used.
   A. Metaphor
   B. Simile
   C. Onomatopoeia
   D. Personification

Questions

A Spring Picnic

Name
He Calls Me "Peanut"
By Beth Beutler

Facts for this story were obtained from the National Peanut Board.

"Hey, Peanut," Grandpa said to Jane. "Come see your grandpa."

Jane strolled over to her grandpa. Grandpa swept her up into a big hug. Jane giggled. She liked the feel of Grandpa's beard as he nuzzled her cheek.

Ever since she could remember, Grandpa had called Jane "Peanut." It was her special name. She was the only one Grandpa called by that name. Even though she was getting older, she still enjoyed it.

"Do you know what this month is, Peanut?"

"Yes, Grandpa. It's March!"

"Yes, Jane," Grandpa answered with a chuckle. "But it's also National Peanut Month. So it must be a special month for you!"

"Yes, Grandpa," Jane replied with her own giggle.

"I'm going to take you to a peanut farm, Jane. Then you can learn more about peanuts."

"Sounds like fun!" Jane answered. "When are we going?"

"We'll go Saturday morning. I'll come get you at 9:00." With another hug, Grandpa let Jane down. She went back to her room while he discussed the details with her mother.

Bright and early on Saturday, Grandpa arrived to pick up Jane. They drove about thirty miles to "Peanut Land" Farm. Grandpa parked the truck and he and Jane got out and walked into a building whose doors were shaped like peanuts.

"Umm. I love that smell," Grandpa commented, as he took in a whiff of roasted peanuts.

"Let's go, Grandpa!" Jane cried, grabbing his wrinkled hand. "Can we get some peanuts?"

Grandpa bought Jane a small bag of the warm, salty peanuts. She loved the cracking sound as she split open the shells. They enjoyed their snack while they walked around the raised beds of a peanut garden. One of the workers approached them and said, "Did you know that peanuts are actually not nuts? They are actually legumes, a plant that is like a bean. They grow underground instead of on trees like nuts do."

Jane reached down and felt under the dirt as the guide gently pulled up a plant. She saw several of the shelled peanuts attached to the roots.

"Peanuts are used a lot in the United States," the guide continued, "and not just for eating. People have done some interesting things with peanuts."

"Like what?" Grandpa asked.

"One man named Tom Miller pushed a peanut to the top of Pike's Peak in Colorado with his nose! It took 4 days, 23 hours, 47 minutes and 3 seconds."

Jane and Grandpa laughed.
"Astronaut Alan Shepard took a peanut to the moon, and Earl Adkins of North Carolina grew the largest peanut on record."

"How big was it?" Grandpa asked.

"It was four inches long," the guide replied.

"That's quite interest..." Grandpa started to say.

"And Adrian Finch of Australia holds a record for throwing a peanut 111 feet, 10 inches," the guide interrupted.

"Well, you certainly know your peanuts," Grandpa complimented.

"It makes the job interesting," the guide answered. "Do you have any questions?"

"Not right now," Grandpa responded. "Thanks for all the information."

When the guide left, Jane looked up at Grandpa and said, "I'm glad you call me your peanut. Peanuts are cool!"

"Yes, Jane, I've always known that," Grandpa said with a twinkle in his eye as he gave her a big bear hug.

He Calls Me "Peanut"

Questions

1. Grandpa called Jane "Peanut" for:
   A. a while
   B. as long as she could remember
   C. 10 years
   D. today

2. Grandpa picked up Jane on Saturday morning. How far did they drive to get to their destination?

3. Jane used all her senses learning about peanuts. List how she used taste, feel, smell, sight, and hearing.

4. Who shared new information with Jane and her grandfather?
5. The person did not tell them which of the following facts?
   A. The longest peanut on record is four inches.
   B. Peanuts are legumes.
   C. Alan Shepard took a peanut into space.
   D. The peanut plant originated in South America.

6. In what state would you find Pike's Peak?

7. The record for throwing a peanut is held by an American citizen.
   A. false
   B. true

8. Why do you think Grandpa called Jane "Peanut"?
Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oi or oy**
- t____
- sirl____n
- destr____

**oi or oy**
- enj____ment
- l____al
- p____nt

**oi or oy**
- t____let
- ch____ce
- cordur____

**oi or oy**
- p____son
- br____ler
- paperb____

Have your child write the words from above on the lines below. Read the words.

**oi words**

**oy words**

---

**FUNDATIONS® LEVEL 2 HOME SUPPORT PACK PAGE 88**

Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

pronounce  ground  loud  clown  south
scoutmaster  powder  found  tower  chowder

1. The band was playing ____________ music.
2. The ____________ was very funny.
3. The baby fell on the wet ____________.
4. The birds fly ____________ in the winter.
5. The boys ____________ several coins in the yard.
6. How do you ____________ that word?
7. Now we must jog to the ____________.
8. Sometimes ____________ makes me sneeze.
9. Do you like clam ____________?
10. My Dad is a ____________.
Do the “Pick the Right Vowel Team” Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ou or ow**

- s____nd
- cr____n
- p____der

**ou or ow**

- tr____sers
- fr____n
- am____nt

**ou or ow**

- p____nce
- all____
- cr____ch

**ou or ow**

- cr____d
- ch____der
- disc____nt

Have your child write the words from above on the lines below. Read the words.

**ou words**

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**ow words**

__________________________________________

__________________________________________

__________________________________________

__________________________________________
**Do the “Read, Write and Mark” Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>drew</td>
<td>drew</td>
</tr>
<tr>
<td>cue</td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td></td>
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<tr>
<td>round</td>
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<tr>
<td>argue</td>
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<td>chew</td>
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<td>hoop</td>
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<td>drool</td>
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<td>shoot</td>
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<td>igloo</td>
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<td>blue</td>
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<td>hoop</td>
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<td>trout</td>
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<td>group</td>
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<td>pouch</td>
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<tr>
<td>stew</td>
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<tr>
<td>snout</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td></td>
</tr>
</tbody>
</table>
Do the "Match the Syllable" Activity

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

<table>
<thead>
<tr>
<th>roo</th>
<th>loo</th>
</tr>
</thead>
<tbody>
<tr>
<td>sham</td>
<td>ster</td>
</tr>
<tr>
<td>ig</td>
<td>plain</td>
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<tr>
<td>com</td>
<td>poo</td>
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<td>val</td>
<td>grew</td>
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<td>ue</td>
</tr>
<tr>
<td>win</td>
<td>dew</td>
</tr>
</tbody>
</table>

Have your child write the words from above on the lines below.
Present Tense

Rule: Verbs show time, or tense. Verbs in the present tense tell about something that happens.

Here is how the present tense of the verb *run* is used with subject pronouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I run</td>
<td>we run</td>
</tr>
<tr>
<td>you run</td>
<td>you run</td>
</tr>
<tr>
<td>he, she, it runs</td>
<td>they run</td>
</tr>
</tbody>
</table>

Rules: The subject of a sentence is who or what the sentence is about.

Add an *s* to the end of a verb in the present tense whenever the subject can be replaced by *he, she,* or *it* (singular subjects).

Here are some examples of singular subjects.

he (Mr. Jones)  she (Linda)  it (the machine)

Here is how these singular subjects are used in a sentence with the verb *run* in the present tense.

1. He runs daily.
2. She runs home.
3. It runs smoothly.
4. Mr. Jones runs after work.
5. Linda runs a lot.
6. The machine runs by itself.

Write the present tense of the verb *stop* in the blank.

Example: My boyfriend **stops**

1. He ____________________.
2. She ____________________.
3. It ____________________.
4. The boat ____________________.
5. My teacher ____________________.
6. The horse ____________________.
Present Tense

Circle the correct verb form in each sentence.

Example: Tom. (cook, cooks) on Sundays.

1. The man (swim, swims) across the bay.
2. Susan (call, calls) to see how we are.
3. The sun (shine, shines) almost every day.
4. The fire (burn, burns) brightly.
5. The girls (wear, wears) long skirts.
6. The tables (fold, folds) in half.
7. Mr. Mac (drive, drives) a long way to work.
8. The ball (roll, rolls) down the hill.
9. My children (wait, waits) for the bus.
10. The dog (see, sees) his owner.
Present Tense

Write the correct present tense form of the verb given.

Example: wish  Linda — wishes — for a new bike.

1. pass  Carmen ———— the note to Carlos.

2. go  Helen ———— to work on Saturdays.

3. brush  She ———— her teeth after each meal.

4. miss  The little girl ———— her grandma.

5. latch  The door ———— behind them.

6. do  The dancer ———— a turn.

7. buzz  The bee ———— near the flowers.

8. pitch  Casey ———— for her team.

9. fuss  Kirsten ———— with her makeup.
Present Tense

Write the correct present tense form of the verb in the blank.

Example: deny  The student __denies____ that he cheats.

1. rely  Sue _____________ on her car to get to work.

2. hurry  Dad ______________ home to cook dinner.

3. carry  Mom always ________________ her purse with her.

4. try  The baby ________________ to be good.

5. fly  Dan ________________ his own plane.

6. reply  Grandma ________________ by phone now.

7. carry  He ________________ two suitcases at once.

8. cry  Kathy ________________ when she hears his name.

9. bury  The crab ________________ itself in the sand.

10. spy  She ________________ on her brother.
Present Tense

Write the correct present tense form of the verb given.

Examples: eat  The boys _______ eat _______ lunch at home.
          swim The shark _______ swims _______ in circles.

1. buzz  The alarm _______ now and then.

2. carry  The mule _______ all the food.

3. kiss  Grandpa _______ everyone.

4. cry  Lisa _______ during sad movies.

5. try  The dog _______ to get loose.

6. go  The train _______ by itself.

7. like  We _______ hot dogs.

8. work  She _______ for Mr. Black.

9. do  Jerry _______ a nice job.

10. hope  We _______ that he'll be all right.
Present Tense

Circle the correct present tense form of the verb.

Example: They\(\underline{\text{play}}\) (plays, playes) a long game.

1. The dog (go, gos, goes) everywhere with us.
2. I (enjoy, enjoys, enjoyes) a picnic at the beach.
3. The dryer (run, runs, runes) for two hours.
4. Her shoes (match, matchs, matches) her coat.
5. She (cry, crys, cries) when she's lonely.
6. You (feel, feels, feeles) warm to me.
7. The water (taste, tastes, tastees) good.
8. Mom (say, says, sayes) it's no problem.
9. The cat (do, dos, does) what it wants.
10. He (rely, relys, relies) on his friends.
11. I (wish, wishes, wishes) I knew how.
12. Mrs. Martin (drive, drives, drivees) a truck.
13. We (fish, fishs, fishes) off this pier.
14. This car (come, comes, comees) with blue seats.
Present Tense

Rule: The present progressive tense tells what is happening right now.

The parts of the present progressive tense are:

the verb to be + the main verb + ing

(l) am  walking   (we) are   calling
(you) are laughing (you) are sleeping
(he, she, it) is kicking (they) are eating

Here are some examples using the verb work with subject pronouns.

I am working
you are working
he, she, it is working

we are working
you are working
they are working

Write the present progressive tense of each verb in the blanks.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>
Present Tense

Rule: When a verb ends with e, drop the e and add ing to write the present progressive tense.

Example: share is sharing

Write the present progressive tense of each verb in the blanks.

Example: ride
I am riding we are riding
you are riding you are riding
he, she, it is riding they are riding

1. hope
I ___________________ we ___________________
you ___________________ you ___________________
he, she, it ___________________ they ___________________

2. tape
I ___________________ we ___________________
you ___________________ you ___________________
he, she, it ___________________ they ___________________

3. shake
I ___________________ we ___________________
you ___________________ you ___________________
he, she, it ___________________ they ___________________
Present Tense

Write the present progressive tense of the verb in the blanks.

Example: flip  I am flipping we are flipping
          you are flipping you are flipping
          he, she, it is flipping they are flipping

1. tap  I _______________ we _______________
        you _______________ you _______________
        he, she, it _______________ they _______________

2. drip I _______________ we _______________
        you _______________ you _______________
        he, she, it _______________ they _______________

3. sit  I _______________ we _______________
        you _______________ you _______________
        he, she, it _______________ they _______________
Present Tense

Write the present progressive tense of the verb in the blanks.

Example: talk. The soldier _______ ________ ________ _________ talking to me.

1. drive Mom _______ _______ ________ _______ the car this week.

2. cut The butcher _______ _______ ________ _______ the meat.

3. live My sister _______ _______ ________ _______ downstairs.

4. fall The leaves _______ _______ ________ ________ _______.

5. tease You _______ _______ ________ _______ us.

6. split The tree trunk _______ _______ ________ _______ in half.

7. go I _______ _______ ________ _______ _______ home.

8. fit The puzzle pieces _______ _______ ________ ________ _______.

9. bake We _______ _______ ________ _______ _______ a cake for you.

10. hop The rabbit _______ _______ ________ ________ _______.

11. take You _______ _______ ________ _______ me home.

12. cut My grandpa _______ _______ ________ _______ _______ _______ the grass.

13. sell They _______ _______ ________ _______ _______ _______ _______ _______ _______ _______ their house.

14. wash Paul _______ _______ ________ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ 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_______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ I
Future Tense

Rule: The future tense is used to tell about something that will happen. Use the helping verb will with the main verb to express the future tense.

Here is how to change the present tense to the future tense.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
</tr>
<tr>
<td>I run</td>
<td>we run</td>
</tr>
<tr>
<td>you run</td>
<td>you run</td>
</tr>
<tr>
<td>he, she, it runs</td>
<td>they run</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>I will run</td>
</tr>
<tr>
<td>you will run</td>
</tr>
<tr>
<td>he, she, it will run</td>
</tr>
</tbody>
</table>

Write the future tense for each phrase.

Example: I work I will work.

1. you work       |
7. I eat           |
2. he works       |
8. you eat        |
3. she works      |
9. he eats        |
4. it works       |
10. she eats      |
5. we work        |
11. we eat        |
6. they work      |
12. they eat      |
Future Tense

Rewrite each sentence. Change the underlined verb to the future tense.

Example: I bowl on Monday night.

I will bowl on Monday night.

1. We camp in the mountains.

2. You close the door.

3. They wear nice clothes.

4. The dogs eat once a day.

5. They camp in the mountains.

6. You listen to my CD.

7. They give us flowers.

8. You need a jacket.
Future Tense

Rule: The subject pronouns (I, you, he, she, it, we, they) are used to make a contraction with will. An apostrophe (') is used to replace the missing wi in will.

Here are some examples.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will</td>
<td>we will</td>
</tr>
<tr>
<td>you will</td>
<td>you will</td>
</tr>
<tr>
<td>he, she, it will</td>
<td>they will</td>
</tr>
<tr>
<td>I'll</td>
<td>we'll</td>
</tr>
<tr>
<td>you'll</td>
<td>you'll</td>
</tr>
<tr>
<td>he'll, she'll, it'll</td>
<td>they'll</td>
</tr>
</tbody>
</table>

Circle the contracted form of the future tense. Include the contraction and the main verb.

Example: They'll stop at the light.

1. We'll play checkers tomorrow.
2. Tomorrow you'll see.
3. They'll wait for you.
4. I wonder what it'll say on the card.
5. She said she'll swim for exercise.
6. Next week he'll visit you.
7. I think it'll rain tonight.
8. Sandy hopes he'll call soon.
9. They'll leave soon.
How to Be Awesome
By Kathleen W. Redman

Do you know an awesome person? Maybe it's a friend of yours who's really good at something special. Maybe it's someone who has a great personality. Maybe it's someone you respect a lot. Being awesome can be many things.

Justin is an awesome kid. He loves to skateboard. He's very good at it. He likes to skate with his friends. They all like to show off their tricks. Justin has some of the best tricks. All his friends think he's awesome.

Heather can't skate, but she's also awesome. She loves to paint. She paints a lot of pictures in art class. She loves to paint at home. Her favorite things to paint are pictures of her cat. She gives her uncle a lot of her paintings. He tells Heather that the pictures are beautiful, and it makes Heather feel awesome.

Luke can't paint, and he can't skateboard, but Luke is as smart as a whip when it comes to computers. He loves spending time learning about computers. He knows how to video chat on his phone. He knows how to fix his mom's computer when something goes wrong. Luke is always busy helping people with computers. His mom says he's awesome at computers.

Lindsey can't skate, can't paint, and can't fix a computer. Lindsey is a great student. She loves her math classes and studies hard. She gets really good grades at school. She's proud of her good grades. She's proud of the things she learns. Lindsey's teachers think she is very smart. That, Lindsey says, is awesome.
Charles can't really skate, can't paint, can't fix a computer, and hates math classes. Charles loves his little brother and sister more than anything. He loves to play with them. He loves to take care of them when his mom and dad are busy. He takes them out for ice cream sometimes. His brother and sister think Charles is the most awesome big brother in the world.

Everyone's good at something. Just like Justin, Heather, Luke, Lindsey, and Charles, everyone is awesome in their own way.

How to Be Awesome

Questions

___ 1. Which of these phrases in paragraph 4 is a simile?
   A. when something goes wrong
   B. as smart as a whip
   C. how to video chat
   D. awesome at computers

___ 2. Which of these is an opinion?
   A. She (Lindsey) gets good grades at school.
   B. His brother and sister think Charles is the most awesome big brother in the world.
   C. He (Luke) knows how to video chat on his phone.
   D. He (Heather's uncle) tells her that her pictures are beautiful.

___ 3. What can Justin do especially well?
   A. take care of his little brother and little sister
   B. get good grades
   C. skateboard
   D. fix computers
4. Who is especially good at math?
   A. Charles
   B. Lindsey
   C. Luke
   D. Justin

5. Whom should you ask to fix your computer?
   A. Lindsey
   B. Luke
   C. Charles
   D. Justin

6. Who loves his little brother and sister?
   A. Luke
   B. Justin
   C. Lindsey
   D. Charles

7. Which of these words means almost the same as awesome?
   A. magnificent
   B. ugly
   C. beautiful
   D. huge

8. According to the story, who is awesome?
Stop Clowning Around!
By Kathleen W. Redman

Traci likes school.
She likes her teacher.
She likes the other girls and boys.
She likes her books.
She likes learning new things.

But there is one thing she does not like. She does not like to hear her teacher say, "Traci, stop clowning around!"

Traci liked to make people laugh. It was fun.

She wiggled her nose when Mark was reading. He looked at her and laughed.

"Stop clowning around, Traci!" Mrs. Gill said. "You made Mark laugh."

Traci looked at her book. She tried to be still. It was hard.

She crossed her eyes when Laine was reading. She looked at Traci and laughed.

"Stop clowning around, Traci!" Mrs. Gill said. "Now Laine is laughing, too."

"I'm sorry, Mrs. Gill," Traci said. "I will be still."
Traci looked at the words in her book. Some of the words were funny. Traci giggled.

Dale heard Traci giggle. She giggled, too.

Then Mark giggled.

Laine tried hard not to giggle. She could not do it. She giggled, too.

Then Jaime giggled.

Dora giggled.

Soon the whole class was giggling with Traci.

"Stop clowning around, Traci!" Mrs. Gill said. "Now the whole class is giggling."

"I'm sorry, Mrs. Gill," Traci said. "But I can't help it."

"Traci, why must you be such a clown?" Mrs. Gill asked.

"Because I am a clown," Traci said. "My father is a clown. My mother is a clown. They work in a circus. I am learning to be a clown, too."

"How exciting!" Mrs. Gill said. "Maybe we can all come to the circus and watch you be a real clown. In class, though, you need to be a student. You need to be still and quiet."

"I will try, Mrs. Gill. I will try hard," Traci said. "There are so
many funny things, though. I am not sure if I can be still and quiet all the time."

"Can you be still and quiet most of the time?" Mrs. Gill asked.

"Maybe, but it will be hard," Traci said.

"Maybe you can be still a little bit of the time, then," Mrs. Gill said.

"Maybe I can be still a little bit of the time," Traci said.

"Good," Mrs. Gill said. She sighed.

Traci laughed again. It was going to be hard to be still and quiet.

Stop Clowning Around!

Questions

___ 1. Who was reading when Traci wiggled her nose?
   A. Mrs. Gill
   B. Jaime
   C. Laine
   D. Mark

___ 2. Who is Traci's teacher?
   A. Mrs. Gill
   B. Mr. Gill
   C. Mr. Mark
   D. Ms. Jaime
3. What did Traci do while Laine was reading?
   A. She giggled.
   B. She dropped her book.
   C. She wiggled her nose.
   D. She crossed her eyes.

4. Traci's mother and father are ______.
   A. tall
   B. clowns
   C. teachers
   D. engineers

5. Traci's mother and father work in a ______.
   A. circus
   B. store
   C. school
   D. factory

6. When Traci giggled about the funny words, the whole class ______.
   A. giggled
   B. sat down
   C. said, "Shh!"
   D. was quiet

7. Mrs. Gill wants Traci to be still and ______ in class.
   A. quiet
   B. funny
   C. sad
   D. sick
8. It will be hard for Traci to be still and quiet in class.
   A. True
   B. False
Select a syllable from the top of each box to form real words. Write the syllable on the line. Read the word.

<table>
<thead>
<tr>
<th>vest</th>
<th>om</th>
<th>sul</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td></td>
<td>At__</td>
</tr>
</tbody>
</table>

Write the words above on the lines below. Read the words.

...
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>disconnect</th>
<th>athletic</th>
<th>investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>invalid</td>
<td>fantastic</td>
<td>embankment</td>
</tr>
<tr>
<td>badminton</td>
<td>congressman</td>
<td>Manhattan</td>
</tr>
</tbody>
</table>

1. The kids got the ____________ set for a gift.

2. If you ____________ the plug, the TV will shut off.

3. The ____________ will win in this district.

4. This is a bad cash ____________.

5. Ben's ____________ skill is the best in the class.


7. The tall ____________ will obstruct the path.

8. A trip to ____________ can be lots of fun.

9. Do not collect the ____________ tickets.
Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

trans  mand  an  tic  lip  band
com  tress  rad  press  seg  ment
ac  plant  im  ish  hus  stick

hold  sist  ex  fin  cul  plex
im  plant  cof  press  com  prit
in  up  in  fest  ex  tend

Write the words above on the lines below.
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Use each word in the box only once. Copy the completed sentence on the lines provided. Add capital letters and punctuation.

landfill  trespass  clinic  impress  insist

1 the pup must go to the vet at the pet

2 this _______ will not hold much trash

3 we cannot ________ in that sandlot

4 mom will _________ that I got this cold from the draft in the den

5 sam will ________ his gal with that ring
Select vowels from the top of each box to form real words. Write the vowels on the lines. Read the words. Highlight or underline the 3-letter blends.

<table>
<thead>
<tr>
<th>a i u</th>
<th>e o u</th>
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<tbody>
<tr>
<td>cr___fts</td>
<td>gr___nts</td>
</tr>
<tr>
<td>str___ts</td>
<td>tr___nds</td>
</tr>
<tr>
<td>squ___nts</td>
<td>pr___mpt</td>
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</table>

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</tr>
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<td>scr___bs</td>
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<td>str___ms</td>
<td>str___ps</td>
</tr>
<tr>
<td>cr___mps</td>
<td>sl___nts</td>
</tr>
</tbody>
</table>

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<th>a o u</th>
<th>e o i</th>
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<tbody>
<tr>
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<td>spl___ts</td>
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<tr>
<td>pl___nts</td>
<td>cl___mps</td>
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<td>sl___mps</td>
<td>w___lts</td>
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<td>scr___pt</td>
<td>gr___sp</td>
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<tr>
<td>str___ss</td>
<td>str___ng</td>
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<tr>
<td>str___ck</td>
<td>bl___nds</td>
</tr>
</tbody>
</table>
Read the sentences below.

1. Fred split the logs and then had lunch.
2. Is Beth prompt for her job at the bank?
3. Bob will sprint on the path at six a.m.
4. Tim scrubs the lab with help from Meg.
5. The old man told the kids to scram.

Copy the sentences above on the lines below. Underline 3-letter blends with three separate lines.
Possessive Nouns

Rules: Nouns that show ownership are called possessive nouns.

To make a single noun possessive, add an apostrophe (') and an s.
Example: boy boy's

When a single noun ends in s, add an apostrophe (') to make it possessive.
Example: boss boss'

To make a plural noun possessive, just add an apostrophe (').
Example: boys boys'

When a plural noun does not end in s, add an apostrophe (') and an s to make it possessive.
Example: men men's

In other words, if a noun ends in s, just add an apostrophe; if not, add an apostrophe (') and an s.
Possessive Nouns

Rule: Nouns that show ownership are called possessive nouns.

To make a single noun possessive, add an apostrophe (') and an s.

Here are some examples.

<table>
<thead>
<tr>
<th>boy</th>
<th>boy's (shoes)</th>
<th>Sara</th>
<th>Sara's (job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>girl's (name)</td>
<td>Ben</td>
<td>Ben's (idea)</td>
</tr>
</tbody>
</table>

Write the possessive form for each noun.

Example: baby  baby's

1. man
2. book
3. Father
4. Tina
5. car
6. tree
7. pig
8. floor
9. lady
10. Grace
11. house
12. girl
13. chair
14. plant
15. letter
16. Paul
17. Mike
18. truck
19. teacher
20. purse
Possessive Nouns

Rule: When changing a phrase with two nouns to a possessive noun form, reverse the order of the nouns. Then add 's to the first noun.

Here are some examples.

- the wallet of the man
- the man’s wallet
- the pages of the book
- the book’s pages

Rewrite each phrase, changing it to a possessive noun phrase.

Example: the plans of the girl

1. the wife of the man
2. the tail of the dog
3. the house owned by Jane
4. the hat of the man
5. the desk of the woman
6. the laugh of the baby
7. the boat owned by Steve
8. the pen of Chuck
9. the glow of the fire
10. the scent of the rose
Possessive Nouns

Circle the possessive noun in each sentence.

Example: I wore Dad's coat.

1. Show me Nina's house.
2. This is George's girlfriend.
3. What is this boy's weight?
4. Jack's decision was wise.
5. The high school's name is Grover.
6. Fred's radio is too loud.
7. The party's theme is Mexican.
8. That girl's tan looks good.
9. Howard's voice is deep.
10. The boy's idea was good.
Possessive Nouns

Write a sentence for each possessive noun.

Example: boy's  The boy's glasses were black.

1. man's

2. Bob's

3. fire's

4. teacher's

5. bird's

6. person's

7. Sandy's

8. lady's

9. car's

10. dog's
Possessive Nouns

Rule: To make a plural noun possessive, just add an apostrophe (') after the last s in the word.

Here are some examples.

- the teachers
- the ladies
- the trees
- our dogs
- my friends

- the teachers' (lounge)
- the ladies' (purses)
- the trees' (shade)
- our dogs' (barking)
- my friends' (houses)

Here is how these possessive nouns are used in sentences.

1. The teachers' lounge is always empty.
2. The ladies' purses were on the bed.
3. The trees' shade covers the street.
4. Our dogs' barking disturbs people.
5. My friends' houses are similar.
6. The babies' toys were all over.
7. The two cities' growth was equal.
8. The boys' bikes were lost.
9. Our neighbors' cars are on the street.
10. All the dancers' shoes are worn out.
Possessive Nouns

Write the possessive form for each plural noun.

Example: birds  birds'

1. boys
2. teams
3. students
4. ladies
5. cars
6. snakes
7. fathers
8. neighbors
9. plants
10. schools
11. dogs
12. teachers
13. houses
14. rooms
15. bikes
16. girls
17. books
18. members
19. students
20. friends
Possessive Nouns

Rewrite each phrase, changing it to a possessive noun phrase.

Example: the tails of the monkeys

the monkeys' tails

1. the weight of the rocks
2. the songs of the girls
3. the orders of the sailors
4. the cars of the teachers
5. the prices of the costumes
6. the caps of the players
7. the records of the teenagers
8. the clothes of the girls
9. the fights of boxers
10. the styles of the coats
Possessive Nouns

Circle the possessive noun in each sentence.

Example: The girls' clothes are new.

1. The teams' buses are here.
2. Two buildings' lights were on.
3. The teachers' schedules are long.
4. The horses' saddles are inside.
5. The trees' shadows are long.
6. Those houses' roofs are all tile.
7. The student's hands were raised.
8. The ladies' coats are on the bed.
9. The students' tests were not graded.
10. My friends' children came over.
Possessive Nouns

Write a sentence for each possessive noun.

Example: friends'  My friends' parties are fun.

1. teachers'

2. boys'

3. rooms'

4. books'

5. neighbors'

6. trees'

7. cars'

8. girls'

9. dogs'

10. chairs'
Possessive Nouns

Rule: Sometimes a plural noun does not end in s. To make such a noun possessive, add 's.

Here are some examples.

the men  the men's (voices)
the children  the children's (toys)
those deer  those deer's (hooves)
the black sheep  those black sheep's (wool)
the three mice  the three mice's (whiskers)
the people  the people's (choice)
those women  those women's (jobs)
these fish  these fish's (tails)

Here is how these possessive nouns are used in sentences.

1. The men's voices were deep and loud.
2. The children's toys made a mess.
3. Those deer's hooves left prints in the mud.
4. The black sheep's wool is soft and fuzzy.
5. The three mice's whiskers were twitching.
6. He was the people's choice for president.
7. The women's jobs are with this company.
8. These fish's tails are very long.
Possessive Nouns

Rewrite each plural noun, making it possessive.

Example: trout \( \text{trout's} \)

1. men

2. women

3. children

4. feet

5. moose

6. mice

7. fish

8. deer
Possessive Nouns

Rewrite each phrase, changing it to a possessive noun phrase.

Example: the freshness of the bread  the bread’s freshness

1. the flavor of the rice
2. the clothes of my children
3. the weight of the sand
4. the taste of the water
5. the suits of the men
6. the tails of the sheep
7. the purses of the women
8. the cheese of the mice
9. the fur of the dog
10. the noise of the radio
Possessive Nouns

Circle the possessive noun in each sentence.

Example: The men’s room is closed.

1. Where would I find women’s shoes?
2. We found the moose’s hoofprints.
3. The children’s shoes are in a row.
4. The deer’s antlers are strong.
5. The swine’s trough is over here.
6. The children’s books were everywhere.
7. The men’s jackets are in the closet.
8. All the mice’s tails were showing.
9. The oxen’s yoke is heavy.
10. The sheep’s wool is warm.
Possessive Nouns

Use each possessive phrase in a sentence.

Example: Tammy’s dog

Tammy’s dog is lost.

1. the people’s choice

2. Fred Brown’s career

3. Mrs. Ramirez’s typewriter

4. Lisa Low’s pencil

5. the boys’ basketball

6. the women’s book

7. the children’s aunt

8. M. B. Gordon’s briefcase
Possessive Nouns

Use each possessive phrase in a sentence.

Example: the buses’ routes

The buses’ routes go all around the town.

1. the dresses’ hems

2. the coffee’s aroma

3. the horses’ tails

4. Mr. Park’s address

5. the witches’ brooms

6. the athlete’s equipment

7. the boys’ uniforms

8. Fernando Luna’s tools
Possessive Pronouns

Rules: A possessive noun shows ownership.

Example: the cat owned by Ben = Ben’s cat

A possessive pronoun can replace a possessive noun.

Example: Ben’s cat = his cat

These are the possessive pronouns.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>our</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>his, her, its</td>
<td>their</td>
</tr>
</tbody>
</table>

Here is how possessive pronouns are used in phrases.

1. the house that I own  
2. the name that you have  
3. the dog that he owns  
4. that dress that she owns

Here is how possessive pronouns are used in sentences.

1. My homework is done.
2. The teacher called your name.
3. Bob lost his wallet.
4. Her purse is made of leather.
Possessive Pronouns

Circle the possessive pronoun in each row.

Example: body slippers her rabbit van

1. our horse office beach up
2. slowly Spring on coat my
3. mouth between now their socks
4. women its shoulder beside Jill
5. winter fun paper his then
6. her outside shirt clean jump
7. drink watch their hope table
8. stereo my homework tie easily
9. purse animal here draw its
10. street under write your hard
Possessive Pronouns

Circle the possessive pronoun in each sentence.

Example: I had to clean up my room.

1. Where are your glasses?
2. The dog is wearing its collar.
3. Let's go to our favorite beach.
4. Our class turned in all the books.
5. Did you hear their names?
6. Tad drank his coffee slowly.
7. Maria didn't touch her dinner.
8. I like mustard on my hot dog.
9. The pencil had its point broken.
10. Lisa found your favorite shirt.
11. Please listen to your teacher.
12. This is my choice.
Possessive Pronouns

Fill in each blank with a possessive pronoun from the box. You may use a pronoun more than once.

<table>
<thead>
<tr>
<th>my</th>
<th>your</th>
<th>his</th>
<th>her</th>
<th>its</th>
<th>our</th>
<th>their</th>
</tr>
</thead>
</table>

Example: The happy dog wagged its tail.

1. They received __________ new uniforms today.

2. The store had one of __________ windows broken.

3. Will you help me with __________ homework?

4. We want Sue to come to __________ party.

5. I know they will be happy with __________ marriage.

6. The mother held __________ baby.

7. We are proud of __________ soccer team.

8. Grandpa found __________ glasses.

9. Have you finished __________ paper?

10. I'm tired of __________ hair style.
Possessive Pronouns

Rewrite each phrase using a possessive pronoun from the box. You may use a pronoun more than once.

my your his her its our their

Example: the TV he owns

1. the eyes that I have
2. the book that she has
3. the blossom that it has
4. the team that we have
5. the pen that you brought
6. the party that they had
7. the seats that you have
8. the money that he has
9. the tickets that we bought
10. the knob that it has
11. the job that we have
12. the badge of the police officer

his TV
Possessive Pronouns

Rule: Some possessive pronouns can stand alone. They do not need a noun to follow them.

Here are the possessive pronouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>ours</td>
</tr>
<tr>
<td>yours</td>
<td>yours</td>
</tr>
<tr>
<td>his, hers</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Here is how these possessive pronouns are used in sentences.

1. Where are my glasses? Where are mine?
2. This is your pencil. This is yours.
3. We borrowed his book. We borrowed his.
4. Sue painted her room. Sue painted hers.
5. We love our puppy. We love ours.
6. You'll need your hats. You'll need yours.
7. Here is their plan. Here is theirs.
Possessive Pronouns

Circle the possessive pronoun in each sentence.

Example: The job is **mine**.

1. The green bike is hers.
2. This wheel is his if he wants it.
3. I lost mine somewhere.
4. Kane's idea is the same as yours.
5. That house looks like ours.
6. The students have done theirs.
7. That book is yours.
8. I'll get mine soon.
9. Mina sold hers in a hurry.
10. Those shoes are his.
11. Ours is the sports car.
12. Abdul has a different schedule than yours.
Possessive Pronouns

Circle the possessive pronoun in each row.

Example: page ours listen trouble up

1. road over say yours easy
2. eat ring theirs wish chair
3. wallet goat there look his
4. hers inside blouse dirty run
5. mouse ours room mountain down
6. radio lesson mine scarf mother
7. lips beside later theirs shoes
8. summer work pencil now his
9. children mine legs before Ann
10. hers quickly off sweater today
Possessive Pronouns

Rewrite each phrase replacing the underlined words with a possessive pronoun from the box. You may use a pronoun more than once.

<table>
<thead>
<tr>
<th>mine</th>
<th>yours</th>
<th>his</th>
<th>hers</th>
<th>ours</th>
<th>theirs</th>
</tr>
</thead>
</table>

Example: This is your problem. __________ yours

1. I like my skis.

2. Here is your dog.

3. Where is their bus?

4. I missed your name.

5. Please take our car.

6. Who is her doctor?

7. I heard their excuse.

8. There is his toothbrush.

9. This is our son.

10. We know their mother.
Possessive Pronouns

Finish each sentence replacing the underlined words with a possessive pronoun from the box. You may use a pronoun more than once.

<table>
<thead>
<tr>
<th>mine</th>
<th>yours</th>
<th>his</th>
<th>hers</th>
<th>ours</th>
<th>theirs</th>
</tr>
</thead>
</table>

Example: This is going to be Anna's room.  

1. That is Mark's bike.

2. This is our house.

3. These are the students’ desks.

4. Erik, that shirt is owned by you.

5. That watch is owned by me.

6. It is Carmen's turn.

7. I'm proud of my team.

8. That is their loss.

9. I just met your husband.

10. The dog digging the hole is our dog.
Possessive Pronouns

Fill in the blank with the correct possessive pronoun.

Example: Now it is ______ your ______ turn. (your, yours)

1. What is ______ name? (her, hers)

2. The little puppy is ______. (our, ours)

3. The sack lunch is ______. (my, mine)

4. Is this furniture ______? (their, theirs)

5. The red pencil is ______. (your, yours)

6. Sara is ______ friend. (my, mine)

7. I like ______ better. (her, hers)

8. This is ______ club. (our, ours)

9. Did you catch ______ names? (their, theirs)

10. You haven't eaten ______ dessert. (your, yours)

11. The victory was ______. (their, theirs)

12. I like ______ brother. (your, yours)

13. We need ______ answer. (her, hers)

14. This one is ______. (my, mine)

15. Please bring ______ to the party. (your, yours)
Possessive Pronouns

Rewrite each sentence using two types of possessive pronouns for the underlined words.

Example: I rode Betty's horse.

I rode her horse.

I rode hers.

1. Show us the car you own.

2. Here is the boat Doug and I own.

3. It is the students' choice.

4. This is the chance we have.

5. He is Donna's child.
Possessive Pronouns

Rewrite each sentence using two types of possessive pronouns for the underlined words.

Example: Those are the books he has.

Those are his books.

Those are his.

1. This is the house I have.

2. It is the team's loss.

3. Please lend me the watch you have.

4. Show me the land she owns.
Possessive Pronouns

Write a noun after each possessive pronoun. Then write a sentence using each phrase.

Example: his feet noun His feet are wet.

1. my noun
2. your noun
3. his noun
4. her noun
5. its noun
6. our noun
7. their noun
8. my noun
9. your noun
10. our noun
Possessive Pronouns

Write a sentence for each possessive pronoun.

Example: ours  That machine is ours.

1. his

2. ours

3. yours

4. theirs

5. mine

6. hers

7. yours
Conjunctions

Rule: Conjunctions connect words. A conjunction is a word like or, but, or and.

Here are some examples.

Mary and Donna are leaving.
We sold peanuts and candy.
Mrs. Moore is strict but caring.
I ate it, but I didn’t like it.
The dog or the cat made the mess.
Pick either the lemon or the vanilla flavor.

Circle the conjunction in each sentence.

Example: My sister and I went shopping.

1. We ate hot dogs and ice cream.
2. Did you or Tina go to the party?
3. Is it your turn or my turn?
4. Jack wanted to go, but he couldn’t.
5. Do you want cherry or apple pie?
6. Sue was tired but happy.
7. My pants are green and white.
8. My brother wants lemonade or milk.
9. It’s time for bed, but I’m not tired.
10. Let’s go to the movies or watch TV.