

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!"

Name _____



Date _____

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?

Name _____



Date _____

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



1 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.

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

3 Rachel sighed. "I don't know."

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

5 "Yes, Mommy?"

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

7 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.

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

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

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

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

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

13 "Could we have spaghetti?" Rachel asked.

14 "Sure."

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

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

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

18 "I can make noodle pudding," Mommy answered.

19 "How do you make that?"

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



21 "That sounds yummy," Rachel said.

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

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

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

25 "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."

26 "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."

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

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

29 "Okay!" we answered happily.

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

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

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

Name _____



Date _____

Pastabilities

| | |
|--|---|
| <p>1. What type of pasta was not mentioned in this story?</p> <p><input type="radio"/> A Lasagna</p> <p><input type="radio"/> B Spaghetti</p> <p><input type="radio"/> C Angel hair</p> <p><input type="radio"/> D Ziti</p> | <p>2. The girls suggested several types of food. Which one would not contain tomato sauce?</p> <p><input type="radio"/> A Macaroni and cheese</p> <p><input type="radio"/> B Spaghetti</p> <p><input type="radio"/> C Lasagna</p> <p><input type="radio"/> D Ziti</p> |
| <p>3. Of the pasta mentioned, which would work best for the craft making necklaces?</p> <p>_____</p> <p>_____</p> | <p>4. The girls would glue _____ noodles onto the invitations.</p> <p>_____</p> <p>_____</p> |
| <p>5. The girls thought macaroni salad would be a good choice to serve at the party.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p> | <p>6. List the ingredients in noodle pudding, as mentioned in the story.</p> <p>_____</p> <p>_____</p> |

Name _____



Date _____

Pastabilities

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

Name _____

Date _____
(Key | - Answer ID # 1036366)**Write each word three times.****tired**

serve

onto

spaghetti

limit

another

spiral

nearly

already

elbow

minutes

lasagna

great

goodie

through

Name _____



A Spring Picnic

By Kathleen W. Redman

After a long, cold winter, Abby and her friends were ready for a warm day. When Abby got up this morning and looked out her window, she saw a blue sky with no clouds. She opened her window. The air already felt warm. It was a great day to go to the park!



Abby called her friends. Several of them wanted to go to the park with Abby. The park is a good place for Abby and her friends to walk and talk. The park has four tennis courts, a baseball diamond, a basketball court, and a swimming pool.

Sometimes Abby and her friends bring racquets and play tennis. They're not very good at the game, but they have fun! They like to swim and play basketball, too.

There's one thing Abby and her friends do every time they go to the park. They always have a picnic. They bring a big blanket and sit under a tree to have their lunch. They bring a basket or two of food and some drinks.

Most of the time, Abby and her friends have sandwiches, chips, cheese, a sweet dessert, and drinks. Abby and her friends each bring something to share with the others. One person brings sandwiches. Someone else brings the chips. Another person brings drinks.

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. Abby worried about what kind of chips to bring. Barbecue chips? Too spicy. Sour cream and onion? Too sour tasting. Cheddar cheese? Too strong. Abby wasn't sure.

She went to the store and found so many different kinds of chips. There were jalapeño chips. There were pepper chips. There were catsup chips. There were even garlic chips. There were too many choices. Abby decided to choose something simple, so she bought plain potato chips.

Abby met her friends at the corner of her block, and they walked together to the park. They had a lot of fun while they were there. They walked and talked for a while. When they got tired of walking, they played Frisbee.

After all the exercise, Abby and her friends were as hungry as a pack of wolves! They spread out the blanket in a shady spot and took all the food out of the baskets. They put it all in the middle of the blanket, and everyone took some of the food. They ate so much that there wasn't even one tiny potato chip or a crumb of bread left over.

It was the best picnic ever!

Name _____



A Spring Picnic

Questions

- _____ 1. Name the figurative language technique being used in the quote "After all the exercise, Abby and her friends were as hungry as a pack of wolves!"
- A. metaphor
 - B. simile
 - C. onomatopoeia
 - D. personification
- _____ 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. Abby's excitement
 - B. the view from Abby's window
 - C. the long, cold winter
 - D. the sunny day
3. Name three different kinds of potato chips mentioned in the story.
- _____
- _____
- _____
- _____ 4. What did Abby and her friends usually take for their picnics in the park?
- _____
- _____
- _____
- _____ 5. After Abby and her friends got tired of walking, what did they play?
- A. baseball
 - B. lacrosse
 - C. Frisbee
 - D. football
- _____ 6. What did Abby think was wrong with barbecue chips?
- A. They were too sweet.
 - B. They were too sour.
 - C. They were too spicy.
 - D. They were too plain.
- _____ 7. What kind of chips did Abby choose for the picnic?
- A. cheddar cheese
 - B. plain
 - C. sour cream and onion
 - D. sea salt and vinegar
- _____ 8. No one liked the plain potato chips.
- A. false
 - B. true

Name _____



Date _____

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.



Name _____



Date _____

"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?
- _____
- _____

Name _____



Date _____

_____ 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 drew blue _____

d

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

sham

ster

ig

plain

com

poo

val

grew

out

ter

mil

ue

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.

singular

I run

you run

he, she, it runs

plural

we run

you run

they run

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 (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, wishs, 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*

| | | | |
|-------------------------|-----------------|-------------------|-----------------|
| (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 | we are working |
| you are working | you are working |
| he, she, it is working | they are working |

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

| | <u>singular</u> | <u>plural</u> |
|------|-------------------|---------------|
| work | I _____ | we _____ |
| | you _____ | you _____ |
| | he, she, it _____ | they _____ |

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 is 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 _____ the dishes.
15. let Amanda _____ 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

singular

I **run**
you **run**
he, she, it **runs**

plural

we **run**
you **run**
they **run**

Future Tense

singular

I **will run**
you **will run**
he, she, it **will run**

plural

we **will run**
you **will run**
they **will run**

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.

| <u>singular</u> | | <u>plural</u> | |
|------------------|----------------------|---------------|---------|
| I will | I'll | we will | we'll |
| you will | you'll | you will | you'll |
| he, she, it will | he'll, she'll, it'll | they will | they'll |

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.

Name _____



edHelper.
com

Date _____

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.

AWESOME!

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

Name _____



Date _____

____ 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?

Name _____



Date _____

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

Name _____



Date _____

- ____ 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

Name _____



edHelper.
com

Date _____

____ 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.

| | | |
|--------------------|-------------------|--------------------|
| vest om sul | met con ex | net hib tup |
| in____ment | in____act | mag____ic |
| con____tant | sub____tract | quin____let |
| rec____mend | cos____ic | in____it |

| | | |
|---------------------|--------------------|-------------------|
| let cred val | com sis con | in ton lan |
| dis____it | con____tent | as____ish |
| ath____ic | ac____plish | dis____fect |
| in____id | dis____nect | At____tic |

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.
- 6 Ed's _____ grin helps him.
- 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 |
| com | tress |
| ac | plant |

| | |
|-----|-------|
| an | tic |
| rad | press |
| im | ish |

| | |
|-----|-------|
| lip | band |
| seg | ment |
| hus | stick |

| | |
|------|-------|
| hold | sist |
| im | plant |
| in | up |

| | |
|-----|-------|
| ex | fin |
| cof | press |
| in | fest |

| | |
|-----|------|
| cul | plex |
| com | prit |
| 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.

| | | |
|----------|----------|----------|
| a | i | u |
| cr__fts | | |
| str__ts | | |
| squ__nts | | |

| | | |
|----------|----------|----------|
| e | o | u |
| gr__nts | | |
| tr__nds | | |
| pr__mpt | | |

| | | |
|----------|----------|----------|
| a | i | u |
| spr__nt | | |
| str__ms | | |
| cr__mps | | |

| | | |
|----------|----------|----------|
| i | a | u |
| scr__bs | | |
| str__ps | | |
| sl__nts | | |

| | | |
|----------|----------|----------|
| a | o | u |
| tr__ts | | |
| pl__nts | | |
| sl__mps | | |

| | | |
|----------|----------|----------|
| e | o | i |
| spl__ts | | |
| cl__mps | | |
| w__lts | | |

| | | |
|----------|----------|----------|
| e | i | u |
| scr__pt | | |
| str__ss | | |
| str__ck | | |

| | | |
|----------|----------|----------|
| o | a | e |
| gr__sp | | |
| str__ng | | |
| bl__nds | | |

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 (') and an s.

Here are some examples.

boy
girl

boy's (shoes)
girl's (name)

Sara
Ben

Sara's (job)
Ben's (idea)

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**

the girl's plans

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 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 children
those deer
the black sheep
the three mice
the people
those women
these fish

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

| <u>singular</u> | <u>plural</u> |
|-----------------|---------------|
| my | our |
| your | your |
| his, her, its | their |

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.

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

his TV

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.

singular

mine
yours
his, hers

plural

ours
yours
theirs

Here is how these possessive pronouns are used in sentences.

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

Where are **mine**?
This is **yours**.
We borrowed **his**.
Sue painted **hers**.
We love **ours**.
You'll need **yours**.
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.

| | | | | | |
|------|-------|-----|------|------|--------|
| mine | yours | his | hers | ours | theirs |
|------|-------|-----|------|------|--------|

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.

mine

yours

his

hers

ours

theirs

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 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.



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.

Name _____



Date _____

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!"



Name _____



Date _____

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?

Name _____



Date _____

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



¹ 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.

² "What do you want to do?" I asked Rachel.

³ Rachel sighed. "I don't know."

⁴ "Girls, come down here, please," Mommy called from the bottom of the stairs.

⁵ "Yes, Mommy?"

⁶ "Did you know that March is National Noodle Month? I think it's time to have a party!"

⁷ 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.

⁸ She called Rachel and me to the table. "Let's plan the party!" she said.

⁹ "Oh, goodie!" we said at nearly the same time. We loved to help Mommy plan parties.

¹⁰ "Because March is National Noodle Month," Mommy stated, "we should probably have a party with pasta! What kind of pasta should we serve? "

¹¹ "We HAVE to have macaroni and cheese," I said.

¹² "Of course, Shelby," Mommy replied. "That's your favorite."

¹³ "Could we have spaghetti?" Rachel asked.

¹⁴ "Sure."

¹⁵ "And lasagna and ziti, too!" Rachel continued.

¹⁶ Mommy laughed. "I'll be cooking pasta all day!"

¹⁷ I asked about dessert. I didn't think there were desserts that used pasta.

¹⁸ "I can make noodle pudding," Mommy answered.

¹⁹ "How do you make that?"

²⁰ "You mix soft egg noodles, brown sugar, cut up apple slices, and flour together. Then you bake it. It tastes like apple crisp."



21 "That sounds yummy," Rachel said.

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

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

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

25 "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."

26 "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."

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

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

29 "Okay!" we answered happily.

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

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

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

Name _____



Date _____

Pastabilities

| | |
|--|---|
| <p>1. What type of pasta was not mentioned in this story?</p> <p><input type="radio"/> A Lasagna</p> <p><input type="radio"/> B Spaghetti</p> <p><input type="radio"/> C Angel hair</p> <p><input type="radio"/> D Ziti</p> | <p>2. The girls suggested several types of food. Which one would not contain tomato sauce?</p> <p><input type="radio"/> A Macaroni and cheese</p> <p><input type="radio"/> B Spaghetti</p> <p><input type="radio"/> C Lasagna</p> <p><input type="radio"/> D Ziti</p> |
| <p>3. Of the pasta mentioned, which would work best for the craft making necklaces?</p> <p>_____</p> <p>_____</p> | <p>4. The girls would glue _____ noodles onto the invitations.</p> <p>_____</p> <p>_____</p> |
| <p>5. The girls thought macaroni salad would be a good choice to serve at the party.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p> | <p>6. List the ingredients in noodle pudding, as mentioned in the story.</p> <p>_____</p> <p>_____</p> |

Name _____



Date _____

Pastabilities

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

Name _____

Date _____
(Key | - Answer ID # 1036366)**Write each word three times.****tired**

serve

onto

spaghetti

limit

another

spiral

nearly

already

elbow

minutes

lasagna

great

goodie

through

Name _____



A Spring Picnic

By Kathleen W. Redman

After a long, cold winter, Abby and her friends were ready for a warm day. When Abby got up this morning and looked out her window, she saw a blue sky with no clouds. She opened her window. The air already felt warm. It was a great day to go to the park!



Abby called her friends. Several of them wanted to go to the park with Abby. The park is a good place for Abby and her friends to walk and talk. The park has four tennis courts, a baseball diamond, a basketball court, and a swimming pool.

Sometimes Abby and her friends bring racquets and play tennis. They're not very good at the game, but they have fun! They like to swim and play basketball, too.

There's one thing Abby and her friends do every time they go to the park. They always have a picnic. They bring a big blanket and sit under a tree to have their lunch. They bring a basket or two of food and some drinks.

Most of the time, Abby and her friends have sandwiches, chips, cheese, a sweet dessert, and drinks. Abby and her friends each bring something to share with the others. One person brings sandwiches. Someone else brings the chips. Another person brings drinks.

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. Abby worried about what kind of chips to bring. Barbecue chips? Too spicy. Sour cream and onion? Too sour tasting. Cheddar cheese? Too strong. Abby wasn't sure.

She went to the store and found so many different kinds of chips. There were jalapeño chips. There were pepper chips. There were catsup chips. There were even garlic chips. There were too many choices. Abby decided to choose something simple, so she bought plain potato chips.

Abby met her friends at the corner of her block, and they walked together to the park. They had a lot of fun while they were there. They walked and talked for a while. When they got tired of walking, they played Frisbee.

After all the exercise, Abby and her friends were as hungry as a pack of wolves! They spread out the blanket in a shady spot and took all the food out of the baskets. They put it all in the middle of the blanket, and everyone took some of the food. They ate so much that there wasn't even one tiny potato chip or a crumb of bread left over.

It was the best picnic ever!

Name _____



A Spring Picnic

Questions

- _____ 1. Name the figurative language technique being used in the quote "After all the exercise, Abby and her friends were as hungry as a pack of wolves!"
- A. metaphor
 - B. simile
 - C. onomatopoeia
 - D. personification
- _____ 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. Abby's excitement
 - B. the view from Abby's window
 - C. the long, cold winter
 - D. the sunny day
- _____ 3. Name three different kinds of potato chips mentioned in the story.
- _____
- _____
- _____
- _____ 4. What did Abby and her friends usually take for their picnics in the park?
- _____
- _____
- _____
- _____ 5. After Abby and her friends got tired of walking, what did they play?
- A. baseball
 - B. lacrosse
 - C. Frisbee
 - D. football
- _____ 6. What did Abby think was wrong with barbecue chips?
- A. They were too sweet.
 - B. They were too sour.
 - C. They were too spicy.
 - D. They were too plain.
- _____ 7. What kind of chips did Abby choose for the picnic?
- A. cheddar cheese
 - B. plain
 - C. sour cream and onion
 - D. sea salt and vinegar
- _____ 8. No one liked the plain potato chips.
- A. false
 - B. true

Name _____



Date _____

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.



Name _____



Date _____

"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?

Name _____



edHelper.
com

Date _____

_____ 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 drew blue _____
 d

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

sham

ster

ig

plain

com

poo

val

grew

out

ter

mil

ue

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.

singular

I run

you run

he, she, it runs

plural

we run

you run

they run

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 (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*

| | | | |
|-------------------------|-----------------|-------------------|-----------------|
| (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 | we are working |
| you are working | you are working |
| he, she, it is working | they are working |

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

| | <u>singular</u> | <u>plural</u> |
|------|-------------------|---------------|
| work | I _____ | we _____ |
| | you _____ | you _____ |
| | he, she, it _____ | they _____ |

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 is 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 _____ the dishes.
15. let Amanda _____ 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

singular

I **run**
you **run**
he, she, it **runs**

plural

we **run**
you **run**
they **run**

Future Tense

singular

I **will run**
you **will run**
he, she, it **will run**

plural

we **will run**
you **will run**
they **will run**

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.

| <u>singular</u> | | <u>plural</u> | |
|------------------|----------------------|---------------|---------|
| I will | I'll | we will | we'll |
| you will | you'll | you will | you'll |
| he, she, it will | he'll, she'll, it'll | they will | they'll |

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.

Name _____



Date _____

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.

AWESOME!

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

Name _____



Date _____

____ 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?

Name _____



Date _____

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."

Name _____



Date _____

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

Name _____



Date _____

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

Name _____



Date _____

- ____ 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

Name _____



Date _____

- ____ 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.

| | | |
|---------------------|--------------------|--------------------|
| vest om sul | met con ex | net hib tup |
| in _____ ment | in _____ act | mag _____ ic |
| con _____ tant | sub _____ tract | quin _____ let |
| rec _____ mend | cos _____ ic | in _____ it |
| let cred val | com sis con | in ton lan |
| dis _____ it | con _____ tent | as _____ ish |
| ath _____ ic | ac _____ plish | dis _____ fect |
| in _____ id | dis _____ nect | At _____ tic |

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
invalid
badminton

athletic
fantastic
congressman

investment
embankment
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.
- 6 Ed's _____ grin helps him.
- 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 |
| com | tress |
| ac | plant |

| | |
|-----|-------|
| an | tic |
| rad | press |
| im | ish |

| | |
|-----|-------|
| lip | band |
| seg | ment |
| hus | stick |

| | |
|------|-------|
| hold | sist |
| im | plant |
| in | up |

| | |
|-----|-------|
| ex | fin |
| cof | press |
| in | fest |

| | |
|-----|------|
| cul | plex |
| com | prit |
| 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.

| a | i | u |
|-----|----|-----|
| cr | __ | fts |
| str | __ | ts |
| squ | __ | nts |

| e | o | u |
|----|----|-----|
| gr | __ | nts |
| tr | __ | nds |
| pr | __ | mpt |

| a | i | u |
|-----|----|-----|
| spr | __ | nt |
| str | __ | ms |
| cr | __ | mps |

| i | a | u |
|-----|----|-----|
| scr | __ | bs |
| str | __ | ps |
| sl | __ | nts |

| a | o | u |
|----|----|-----|
| tr | __ | ts |
| pl | __ | nts |
| sl | __ | mps |

| e | o | i |
|-----|----|-----|
| spl | __ | ts |
| cl | __ | mps |
| w | __ | lts |

| e | i | u |
|-----|----|----|
| scr | __ | pt |
| str | __ | ss |
| str | __ | ck |

| o | a | e |
|-----|----|-----|
| gr | __ | sp |
| str | __ | ng |
| bl | __ | nds |

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 (') and an s.

Here are some examples.

boy
girl

boy's (shoes)
girl's (name)

Sara
Ben

Sara's (job)
Ben's (idea)

Write the possessive form for each noun.

Example: baby baby's

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

the **girl's** plans

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 children
those deer
the black sheep
the three mice
the people
those women
these fish

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

singular

my

your

his, her, its

plural

our

your

their

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.

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

his TV

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.

singular

mine
yours
his, hers

plural

ours
yours
theirs

Here is how these possessive pronouns are used in sentences.

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

Where are **mine**?
This is **yours**.
We borrowed **his**.
Sue painted **hers**.
We love **ours**.
You'll need **yours**.
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.

| | | | | | |
|------|-------|-----|------|------|--------|
| mine | yours | his | hers | ours | theirs |
|------|-------|-----|------|------|--------|

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.

mine

yours

his

hers

ours

theirs

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 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.