



A sentence is a complete thought or idea.

- A. Read each group of words.  
Circle the one that is a complete sentence.

1. Walks to school.

Katy walks to school.

2. Terry always takes the bus.

Terry always.



- B. Read each incomplete sentence.  
Choose the word or words that complete the sentence.  
Write them on the line.

1. The girl tells a joke.

2. The boy \_\_\_\_\_.

3. \_\_\_\_\_ have fun.

4. The dog \_\_\_\_\_.

**Word Box**

laughs	The girl
barks	The kids



**Convention**

Add an **s** to some naming words to tell about more than one.

Rewrite each word.  
Add an **s** to tell about more than one.

1. kid

2. bike

kids \_\_\_\_\_

\_\_\_\_\_



Write complete sentences.

A. Read each sentence starter.  
Draw a line to make a complete sentence.



1. The kite •

• are in the water...



2. Boats •

• are made of sand.



3. The child •

• flies in the sky.



4. Beaches •

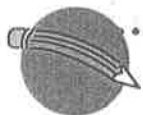
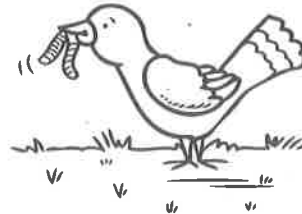
• picks up shells.

B. Read each group of words.  
Make the words into a sentence.  
Write the sentence on the line.

1. fish The swims

The fish swims.

2. eats bird A

**Convention**

When a naming word  
ends with **ch** or **x**,  
add **es** to tell about  
more than one.

Rewrite each word.  
Add **es** to tell about more than one.

1. beach

2. box

beaches \_\_\_\_\_



Good sentences are fun to read aloud.

- A. Read each sentence.  
Draw a line to the sentence that means the same thing.



- |                              |                          |
|------------------------------|--------------------------|
| 1. Lions eat candy. •        | • Seals swim in the sea. |
| 2. Seals are in the water. • | • Lions lick lollipops.  |

- B. Read the words in the box.  
Choose words that begin with the same letter.  
Make the words into a sentence. Write it on the line.

1. Bees buzz.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Word Box	
bees	dogs
smell	chicks
chirp	buzz
dig	skunks



### Convention

Add **s** or **es** to most naming words to tell about more than one.

Rewrite each word.  
Add **s** or **es** to tell about more than one.

1. bee

2. fox

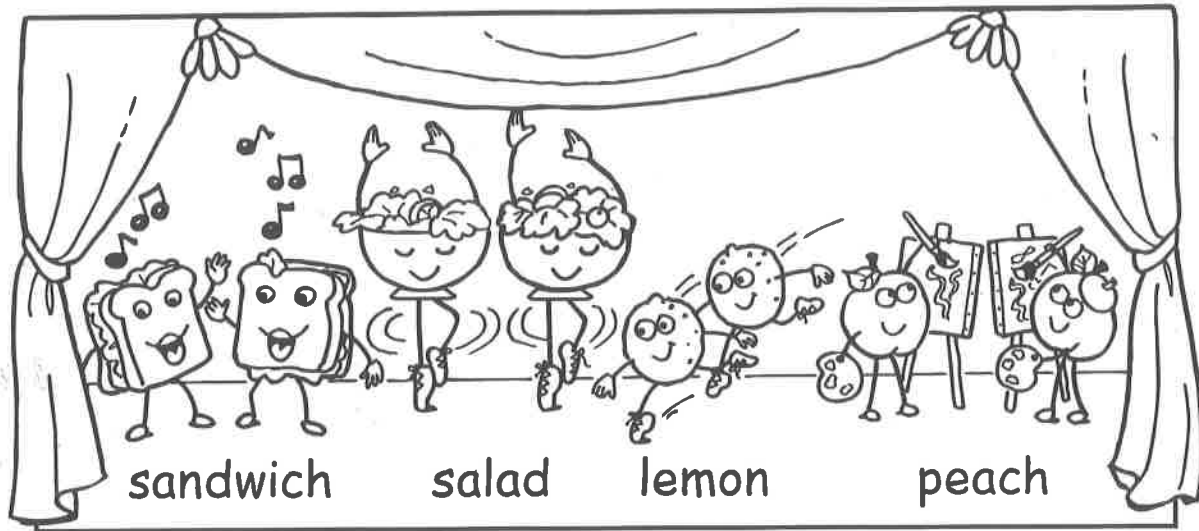
\_\_\_\_\_



Write complete sentences that are fun to read aloud.

Look at the crazy picture!  
Tell what each thing does.  
Make each naming word tell about more than one.

### Funny Food



1. kind of food:

\_\_\_\_\_

action word:

\_\_\_\_\_

2. kind of food:

\_\_\_\_\_

action word:

\_\_\_\_\_

3. kind of food:

\_\_\_\_\_

action word:

\_\_\_\_\_

4. kind of food:

\_\_\_\_\_

action word:

\_\_\_\_\_



Sometimes a describing word comes after the word it describes.

- A. Look at the picture.  
 Read the words in the box.  
 Use a describing word to finish each sentence.



1. Becky feels glad.
2. The fire is \_\_\_\_\_.
3. The stick is \_\_\_\_\_.
4. Becky's apple is \_\_\_\_\_.

Describing Words	
glad	long
hot	sweet

- B. Read the group of words.  
 Make the words into a sentence.  
 Write the sentence on the line.

hot dogs The yummy are

\_\_\_\_\_



**Convention**

Add 's to show that something belongs to someone.

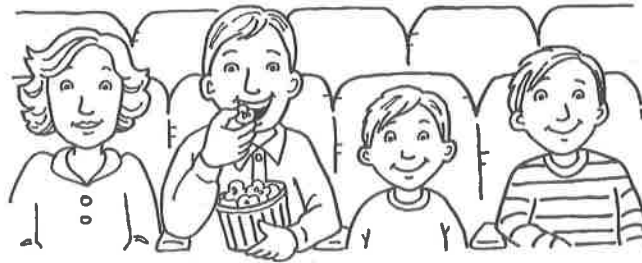
Trace over the 's.

Becky 's water



Sometimes a describing word comes before the thing it describes.

- A. Look at the picture.  
Read the describing words in the box.  
Use a describing word to finish each sentence.



- The happy kids sit down.
- Mike's \_\_\_\_\_ father eats.
- The \_\_\_\_\_ movie starts.
- The \_\_\_\_\_ children watch.

**Describing Words**

funny	hungry
happy	quiet

- B. Read the group of words.  
Make the words into a sentence.  
Write the sentence on the line.

tired sleep boys The

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**Convention**

Add 's to show that something belongs to someone.

Add 's to the name.

Mike \_\_\_\_\_ mother

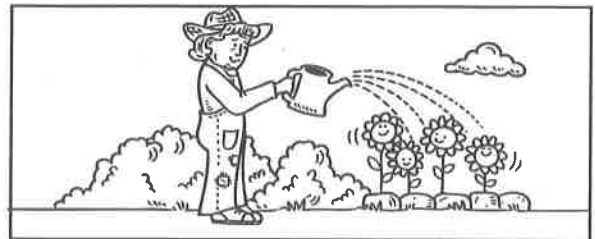
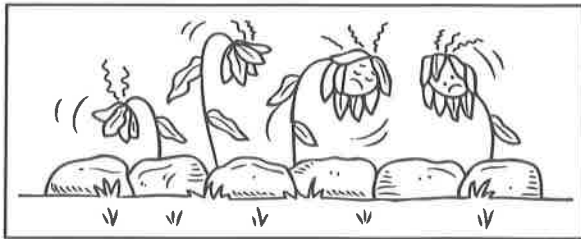


Use describing words in your sentences.

A. Read each sentence.

Is there a describing word? Underline it.

Circle the sentence if there is no describing word.



1. The farmer's garden is hot.
2. The farmer waters the garden.
3. Now look at the garden!

**Describing Words**

nice	cool
happy	old

B. Read the describing words in the box.

Add one to each sentence you circled above.

Write the new sentences on the lines.

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**Convention**

Add 's to show that something belongs to someone.

Copy these words.

Add 's to show that the can belongs to the farmer.

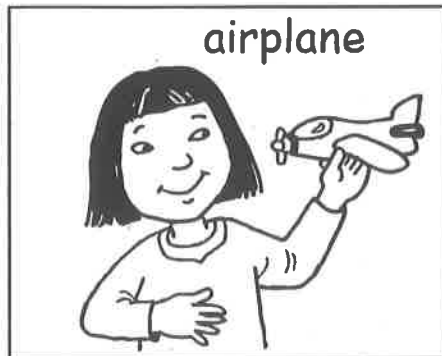
farmer can

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Use describing words in your sentences.

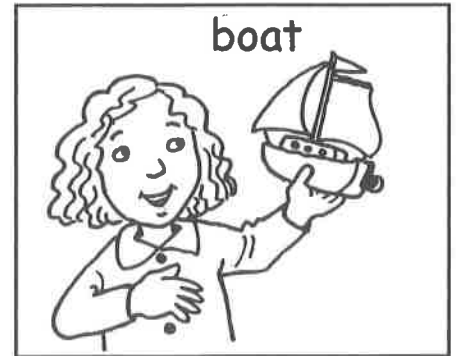
- A. Choose one picture.  
Color it.



Yuki



Ramon



Lily

- B. Answer the questions about the picture you colored.

1. Who is in the picture?

\_\_\_\_\_

2. Which toy is in the picture?

\_\_\_\_\_

3. What describing words tell about the toy?

\_\_\_\_\_

4. What does the toy do? Write an action word.

\_\_\_\_\_





Tell how something happens.

- A. Look at each picture.  
Read the words in the box.  
Use a word to finish each sentence.

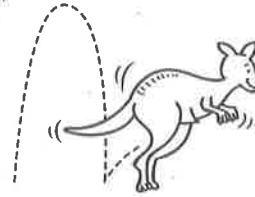
**Words That Tell How**

high loudly nicely

1. The lion roars \_\_\_\_\_.



2. The kangaroo jumps \_\_\_\_\_.



3. The cat, dog, and mouse play \_\_\_\_\_.



- B. Read each group of words.  
Make the words into a sentence.  
Write the sentences on the lines.

1. goes The slowly snail



\_\_\_\_\_

2. rabbit hops The quickly



\_\_\_\_\_

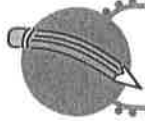


**Convention**

Use commas between things in a list.

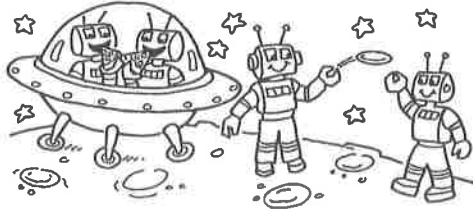
Trace the commas in the sentence.

Cats, dogs, and birds are pets.


**Sentence  
Fluency**

Tell **when** something happens.  
Tell **where** something happens.

- A. Look at the picture. Read the words in the box.  
Use words to finish each sentence.


**Words That Tell  
When or Where**

in the ship  
after dinner  
on the moon

- The robots eat, sleep, and fly in the ship.
- They land \_\_\_\_\_.
- They play \_\_\_\_\_.

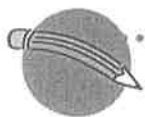
- B. Read each group of words.  
Make the words into sentences.  
Write the sentences on the lines.

1. robots stop Soon the

\_\_\_\_\_

2. home The fly robots

\_\_\_\_\_


**Convention**

Use commas between  
things in a list.

Write commas in the sentence.

The ship flies \_\_\_\_\_ stops \_\_\_\_\_ and lands.



Add **how**, **when**, and **where** words to make your sentences longer.

A. Rewrite each sentence.  
Add the word or words.



1. The yellow banana waves. + **first**

\_\_\_\_\_

2. The crunchy orange carrot sits. + **in the bowl**

\_\_\_\_\_  
\_\_\_\_\_

3. The grape jumps. + **up and down**

\_\_\_\_\_

B. Read the group of words.  
Make the words into a sentence.  
Write the sentence on the lines.



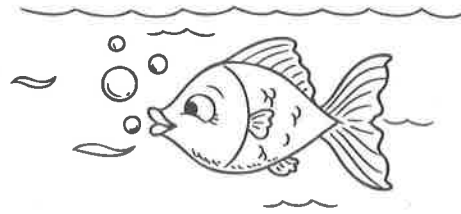
clown silly air The tosses into apples the

\_\_\_\_\_  
\_\_\_\_\_



Add many kinds of words to make your sentences longer.

Pretend you find a magic fish.  
The fish gives you three wishes!  
Answer the questions.



1. **Where** do you find the fish?

\_\_\_\_\_

2. **When** do you find the fish?

\_\_\_\_\_

3. What is your **first** wish?

\_\_\_\_\_

4. What is your **second** wish?

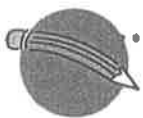
\_\_\_\_\_

5. What is your **third** wish?

Use one naming word and two describing words.

naming word: \_\_\_\_\_

describing words: \_\_\_\_\_



**Convention**

Use commas between things in a list.

Add commas to the sentence.

I see waves water and fish.



Different words can tell about the same person or thing.

- A. Read each group of sentences. Which sounds better?  
Underline each person's name.  
Circle words that take the place of names.



1. Jada gets on the bus.

2. Seth gets on the bus.

Jada sits next to Erin and Leah.

He sits next to Rick and Jamie.

Jada, Erin, and Leah talk.

They talk.

- B. Read the words in the box.  
Read the pairs of sentences.  
Write the word that means the same as the underlined words.

1. The bell rings.

\_\_\_\_\_ is loud!

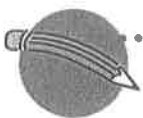
2. Jorge and I like recess.

\_\_\_\_\_ play kickball.

Word Box

It

We



**Convention**

A contraction is two words turned into one. Use an apostrophe to write a contraction.

Trace over each contraction.

can + not = can't

do + not = don't



Use different words to tell about the same person or thing.

A. Read each naming word.  
Draw a line to the other word that means the same thing.

<b>Naming Word</b>	<b>Other Word</b>
1. Omar and I	• He
2. Omar and Lina	• We
3. Omar	• It
4. The candy	• They

B. Read each sentence.  
Start the sentence with another word.

1. \_\_\_\_\_ buys candy.  
Omar
2. \_\_\_\_\_ is tasty!  
The candy
3. \_\_\_\_\_ are in the store.  
Omar and I
4. \_\_\_\_\_ are my friends.  
Omar and Lina



**Convention**

A contraction is two words turned into one. Use an apostrophe to write a contraction.

Finish the sentence.  
Write the word **can't**.

We \_\_\_\_\_ buy candy.



Make your writing more interesting.  
Use different words to tell about the same person or thing.

A. Find the word in the box that means the same as the underlined words.  
Use the word to finish the sentence.

1. Liam yells to Daisy and me.

He kicks the ball to \_\_\_\_\_.

2. I pass the ball to Oscar and Kari.

The class cheers for \_\_\_\_\_.

3. We go to the pizza place.

The team eats lunch \_\_\_\_\_.

Word Box		
them	there	us



B. Read each sentence. Write another sentence.  
Use the word next to the line.

1. I can't find my shoes.

(them) \_\_\_\_\_

2. I look for them in my bag.

(there) \_\_\_\_\_



### Convention

A contraction is two words turned into one. Use an apostrophe to write a contraction.

Finish the sentence.  
Write the word **don't**.

I \_\_\_\_\_ like pizza.

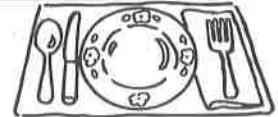


Make your writing more interesting.

Tell about a food and a place that you don't like.  
Write words or draw pictures to tell why you don't like them.

1

A Food I Don't Like:



\_\_\_\_\_

Why:

\_\_\_\_\_

2

A Place I Don't Like:



\_\_\_\_\_

Why:

\_\_\_\_\_





A sentence is a complete thought or idea.

A. Read each group of words.  
Draw a line through the one that is not a complete sentence.

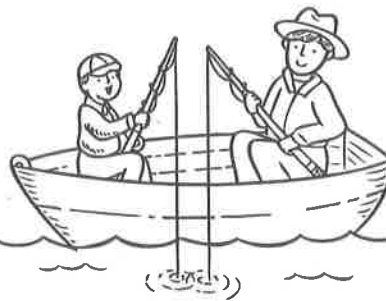
1. Joel in the boat.

2. Dad wears a hat.

Joel sits in the boat.

The round white hat.

B. Read the words.  
Use the words to make sentences.



cold

fish

in the

water

Dad and Joel

The

is

a

for dinner

They

get

eat



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**Convention**

A contraction turns two words into one. Use an apostrophe to write a contraction.

Trace over the contraction.

I + am = I'm



Write sentences that are fun to read aloud.

Look at the picture.  
 Read the words in the boxes.  
 Find words that begin with the same letter.  
 Use them to write sentences about the picture.



Naming Words	
bee	lizard
hippo	tiger

Describing Words	
big	little
hot	loud
huge	tired

Action Words	
buzzes	hides
laughs	takes a nap

1. The little lizard laughs.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**Convention**

A contraction turns two words into one. Use an apostrophe to write a contraction.

Finish the sentence.  
 Write the word **I'm**.

\_\_\_\_\_ a super student!



Add many kinds of words to make your sentences longer.

A. Answer the questions about Kelly. Use words from the box to write complete sentences.



Words That Tell <b>Where</b> , <b>When</b> , and <b>How</b>	
at lunch	often
happily	outside
in the yard	well

1. **Where** does Kelly jump?

Kelly jumps

2. **When** does Kelly jump?

\_\_\_\_\_

3. **How** does Kelly jump?

\_\_\_\_\_

B. Rewrite the sentence below. Use another word for the underlined word.

Today Kelly jumps and laughs.

\_\_\_\_\_



**Convention**

A contraction turns two words into one. Use an apostrophe to write a contraction.

How old are you?  
Write your answer using **I'm**.

\_\_\_\_\_



Use many kinds of words to make sentences.

Fill in the web.  
Write words that tell about yourself and  
what you like to do.

describing word:  
\_\_\_\_\_

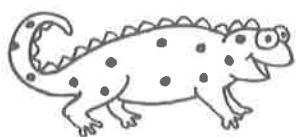
action word:  
\_\_\_\_\_

**ME:**  
\_\_\_\_\_

describing word:  
\_\_\_\_\_

word that tells where:  
\_\_\_\_\_

word that tells how:  
\_\_\_\_\_



I want to know  
about you!