

ANSWER KEY

Grammar
Level 1

Name: _____

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

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

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

seem	was	is	were	are	am
------	-----	----	------	-----	----

- Gianna is still an excellent chef.
- Were the brush fans at the last tennis match?
- The napkins seem damp to me.
- She was absent nine times last year.
- Are the muffins still fresh at this time?
- I am so glad that you are here.

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

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

- Dogs run.
- Rabbits hop.
- Children sing.

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

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Grammar
Level 1

Name: _____

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

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

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

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

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

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

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

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

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

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

1 A. _____ dogs run. (those, ring thin) (how many?)	B. The _____ dogs run. (those, nine, thin) (what kind?)
C. Nine / thin / dogs / run .	
2 A. _____ ant twitches. (one, that spotted) (which one?)	B. The _____ ant twitches. (one, that spotted) (what kind?)
C. That / spotted / ant / twitches .	
3 A. _____ chimps swing. (these, strong, many) (how many?)	B. _____ chimps swing. (these, strong, many) (what kind?)
C. Many / Strong / Chimps / swing .	
4 A. _____ pencil writes. (this one, tan) (which one?)	B. A _____ pencil writes. (this, one, tan) (what kind?)
C. This / tan / pencil / writes .	
5 A. _____ blankets drape. (velvet, several, those) (how many?)	B. _____ blankets drape. (velvet several, those) (what kind?)
C. Several / velvet / blankets / drape .	
6 A. _____ trumpets blast. (brass, ten, these) (how many?)	B. _____ trumpets blast. (brass ten, these) (what kind?)
C. Ten / brass / trumpets / blast .	
7 A. The _____ tendrils stretch. (plant, last, five) (which one?)	B. The _____ tendrils stretch. (plant, last, five) (how many?)
C. The / last / five / tendrils / stretch .	

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

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Name: _____

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

discuss plant basket inflate rake lake

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

1. <u>Swings</u> (w <u>is</u>).	The <u>infant</u> (sw <u>ing</u> s).	swings
2. The <u>wave</u> (cr <u>ash</u> es).	Fl <u>ag</u> s (w <u>av</u> e).	wave
3. The <u>ant</u> (st <u>ep</u> s).	The <u>steps</u> (r <u>is</u> e).	steps
4. <u>Foxes</u> (h <u>un</u> t).	A <u>hunt</u> (b <u>eg</u> ins).	hunt
5. The <u>ring</u> (sh <u>in</u> es).	B <u>ell</u> s (r <u>in</u> g).	ring
6. A <u>man</u> (sk <u>etch</u> es).	The <u>sketches</u> (f <u>ad</u> e).	sketches
7. <u>Hope</u> (ins <u>pir</u> e).	Chil <u>dr</u> en (h <u>op</u> e).	hope

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

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page 3

ANSWER KEY

Name: _____ Grammar Level 1

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

- A small animal dug for a clam and a crab.
Small animals dug for clams and crabs.
- The pup sprinted over a bridge and past a shop. →
The pups sprinted over bridges and past shops.
- The piglet ate a pumpkin, a grape, and a twig. →
The piglets ate pumpkins, grapes, and twigs.
- A mitten and a hat sat in a basket. →
Mittens and hats sat in baskets.
- The infant spotted a cup and a plate. →
The infants spotted cups and plates.
- A cobweb hung on a lamp by the bench. →
Cobwebs hung on lamps by the benches.
- A branch fell and landed on a rock. →
Branches fell and landed on rocks.
- The nest had an egg, a stick, and a string. →
The nests had eggs, sticks, and strings.
- A bed and a desk fit in the van. →
Beds and desks fit in the vans.
- A medal and a musket were in the old trunk. →
Medals and muskets were in the old trunks.

★ On the back, write separate sentences using the plural form of these nouns: **lunch, pond, and tablet**.
Student answers will vary. Plural forms: **lunches, ponds, tablets**.

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Name: _____ Grammar Level 1

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

- A The sad prince bites a stale muffin. B. A stale muffin bites the sad prince.
C. Subject noun: _____ / Direct object: _____ muffin
- A A quick bandit takes the cash. B. The cash takes a quick bandit.
C. Subject noun: _____ bandit / Direct object: _____ cash
- A. Golf clubs swing athletes. B. Athletes swing golf clubs.
C. Subject noun: _____ Athletes / Direct object: _____ golf clubs
- A. Soft objects chomp on mad dogs. B. Mad dogs chomp on soft objects.
C. Subject noun: _____ dogs / Direct object: _____ objects
- A A sluggish kitten drinks fresh milk. B. Fresh milk drinks a sluggish kitten.
C. Subject noun: _____ kitten / Direct object: _____ milk
- A. Lunch entraps an insect. B. An insect entraps lunch.
C. Subject noun: _____ insect / Direct object: _____ lunch
- A. The boss extends a hand. B. A hand extends the boss.
C. Subject noun: _____ boss / Direct object: _____ hand
- A. My friend impresses the film. B. The film impresses my friend.
C. Subject noun: _____ film / Direct object: _____ friend
- A A rabbit dug that hole. B. That hole dug a rabbit.
C. Subject noun: _____ rabbit / Direct object: _____ hole

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

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ANSWER KEY

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Name: _____

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

1. dog many the yelps running times → The running dog yelps many times.	
2. people the several test complete → Several people complete the test.	
3. scraps pink a chops pig the → A pink pig chops the scraps.	
4. the bells disrupt class ringing Spanish → The ringing bells disrupt Spanish class.	
5. twins gifts exchange the few a → The twins exchange a few gifts.	
6. rents a family home that brick → That family rents a brick home.	
7. rocks block falling path the → Falling rocks block the path.	
8. crosses fox pup the a grass → A fox pup crosses the grass.	

★ On the back, list all the nouns in the sentences above.
Dog, times, people, test, pig, scraps, bells, class, twins, gifts, family, home, rocks, path, pup, grass

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Grammar
Level 1

Name: _____

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

1. New homes <u>(line)</u> the lane.	
2. My friend <u>(picks)</u> a red bike.	
3. All the <u>(rams)</u> <u>(to)</u> grass and plants.	
4. A few <u>(ants)</u> <u>(rested)</u> .	
5. Many nice people <u>(ent)</u> some help.	
6. An <u>(ox)</u> <u>(kicks)</u> a crumbling fence.	
7. The reddish <u>(sun)</u> <u>(rose)</u> .	
8. Several white ducks <u>(swam)</u> on the pond.	
9. A jagged edge <u>(cuts)</u> the hand.	

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

10. New homes / line the lane.	
11. My friend / picks a red bike.	
12. All the rams / ate grass and plants.	
13. A few ants / rested.	
14. Many nice people / ent some help.	
15. An ox / kicks a crumbling fence.	
16. The reddish sun / rose.	
17. Several white ducks / swam on the pond.	
18. A jagged edge / cuts the hand.	

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

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Grammar
Level 1

Name: _____

K. Answer each question using the sentence below. Some words may be used more than once.
The buzzing insects seemed confused.

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

Answer each question using the sentence below. Some words may be used more than once.
The siblings ate six fresh sandwiches.

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

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Grammar
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Name: _____

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

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

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

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

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

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

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

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ANSWER KEY

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Name: _____

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

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

The Relay Race

Time:	Self Corrections:	WCPM:	Accuracy:

The Relay Race

On the last day of camp last summer, we played team games. My team was the Rabbits. My teammates picked me to be the fourth runner in the relay race. The fourth runner must be the fastest runner.

As the race began, the first Rabbit pulled ahead of the other runners. She handed the baton to the second Rabbit. The second Rabbit pulled even farther ahead. The third Rabbit had a big lead when I grabbed the baton from her. I zoomed ahead. I was going to win the race for my team!

Then, I lost my grip on the baton. It flew out of my hand. By the time I picked it up, another runner had passed me. I couldn't catch up. The Rabbits lost the race because of me. I felt terrible. One of my teammates told me, "We're happy to win second place. You ran

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Grammar
Level 1

Name: _____

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

- The apes ate stems. The apes were huge. →
The huge apes ate stems.
- The attic has cobwebs. The attic is hot. →
The hot attic has cobwebs.
- The cake was stale. The cake was disgusting. →
The disgusting cake was stale.
- The triplets won the contest. The triplets are talented. →
The talented triplets won the contest.
- All of the rockets are still in space. The rockets are intact. →
All of the intact rockets are still in space.

Combine the three simple sentences into one longer sentence.

- The woman likes plums. The woman is tall. The plums are fresh. →
The tall woman likes fresh plums.
- The Mustang pulls the rope. The Mustang is fast. The rope is thick. →
The fast Mustang pulls the thick rope.
- A thicket hides the rabbit. The thicket is dense. The rabbit is tan. →
The dense thicket hides the tan rabbit.
- Many pockets hold trinkets. The pockets are cotton. The trinkets are hidden. →
Many cotton pockets hold hidden trinkets.
- The attic lost its smell. The attic is vast. The smell is dank. →
The vast attic lost its dank smell.

★ On the back, change sentences 7 to 10 into questions, such as **Does the strong man like fresh fish? Be sure to add question marks.** 7. Does the fast Mustang pull the thick rope? 8. Did the dense thicket hide the tan rabbit? 9. Do many cotton pockets hold hidden trinkets? 10. Did the vast attic lose its dank smell?

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ANSWER KEY

Grammar
Level 1

Name: _____

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

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

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

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

2. How do the Rabbits lose the race?

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

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

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

Name: _____

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

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

Person	Place	Thing	Idea
king			

What do nouns do? Nouns name people, _____, _____, and _____.

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

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

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

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

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

Name: _____

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

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

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

seem was is were are am

1. Gianna _____ still an excellent chef.
2. _____ the brash fans at the last tennis match?
3. The napkins _____ damp to me.
4. She _____ absent nine times last year.
5. _____ the muffins still fresh at this time?
6. I _____ so glad that you are here.

What do verbs do? They show _____ or state of _____.

C. Write three complete sentences that have one noun and one action verb, such as *Falcons glide*.

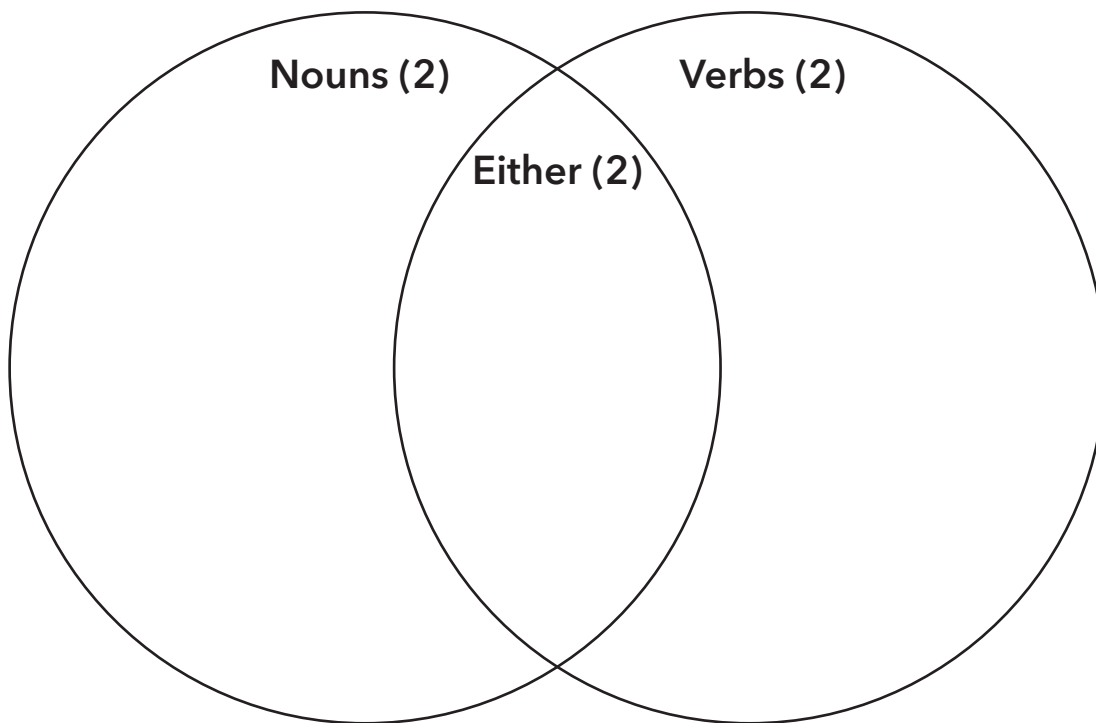
1. _____
2. _____
3. _____

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

Name: _____

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

discuss plant basket inflate rake lake



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

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

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

Name: _____

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

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

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

C. Nine / thin / dogs / run.

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

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

C. _____ / _____ / _____ / _____

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

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

C. _____ / _____ / _____ / _____

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

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

C. _____ / _____ / _____ / _____

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

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

C. _____ / _____ / _____ / _____

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

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

C. _____ / _____ / _____ / _____

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

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

C. _____ / _____ / _____ / _____ / _____

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

Name: _____

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

1	A. The sad prince bites a stale muffin	B. A stale muffin bites the sad prince.
	C. Subject noun: <u> prince </u> / Direct object: <u> muffin </u>	
2	A. A quick bandit takes the cash.	B. The cash takes a quick bandit.
	C. Subject noun: _____ / Direct object: _____	
3	A. Golf clubs swing athletes.	B. Athletes swing golf clubs.
	C. Subject noun: _____ / Direct object: _____	
4	A. Soft objects chomp on mad dogs.	B. Mad dogs chomp on soft objects.
	C. Subject noun: _____ / Direct object: _____	
5	A. A sluggish kitten drinks fresh milk.	B. Fresh milk drinks a sluggish kitten.
	C. Subject noun: _____ / Direct object: _____	
6	A. Lunch entraps an insect.	B. An insect entraps lunch.
	C. Subject noun: _____ / Direct object: _____	
7	A. The boss extends a hand.	B. A hand extends the boss.
	C. Subject noun: _____ / Direct object: _____	
8	A. My friend impresses the film.	B. The film impresses my friend.
	C. Subject noun: _____ / Direct object: _____	
9	A. A rabbit dug that hole.	B. That hole dug a rabbit.
	C. Subject noun: _____ / Direct object: _____	

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

Name: _____

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

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

Small animals dug for clams and crabs.

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

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

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

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

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

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

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

9. A bed and a desk fit in the van. →

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

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

Name: _____

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

1. New homes line the lane.

2. My friend picks a red bike.

3. All the rams ate grass and plants.

4. A few ants rested.

5. Many nice people lent some help.

6. An ox kicks a crumbling fence.

7. The reddish sun rose.

8. Several white ducks swam on the pond.

9. A jagged edge cuts the hand.

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

10. New homes / line the lane.

11. My friend picks a red bike.

12. All the rams ate grass and plants.

13. A few ants rested.

14. Many nice people lent some help.

15. An ox kicks a crumbling fence.

16. The reddish sun rose.

17. Several white ducks swam on the pond.

18. A jagged edge cuts the hand.

★ On the back, list all the adjectives in sentences 1 to 9.

Name: _____

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

1. dog many the yelps running times →

The running dog yelps many times.

2. people the several test complete →

3. scraps pink a chomps pig the →

4. the bells disrupt class ringing Spanish →

5. twins gifts exchange the few a →

6. rents a family home that brick →

7. rocks block falling path the →

8. crosses fox pup the a grass →

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

Name: _____

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

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

In the sentences below, write your own predicate adjective that makes sense, given the information.

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

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

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

★ **On the back, write three sentences that contain predicate adjectives.**

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

The buzzing insects seemed confused.

1. What is the plural noun in the sentence? _____

2. What is the verb in the sentence? _____

3. What is the article in the sentence? _____

4. What is the predicate adjective in the sentence? _____

5. What is the simple subject of the sentence? _____

6. What is the simple predicate of the sentence? _____

7. What is the complete subject of the sentence? _____

8. What is the complete predicate of the sentence? _____

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

The siblings ate six fresh sandwiches.

9. What is the plural noun in the sentence? _____

10. What is the verb in the sentence? _____

11. What is the article in the sentence? _____

12. What is the adjective that tells how many? _____

13. What is the adjective that tells what kind? _____

14. What is the direct object? _____

15. What is the simple subject of the sentence? _____

16. What is the simple predicate of the sentence? _____

17. What is the complete subject of the sentence? _____

18. What is the complete predicate of the sentence? _____

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

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

The huge apes ate stems.

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

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

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

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

Combine the three simple sentences into one longer sentence.

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

The tall woman likes fresh plums.

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

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

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

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

★ On the back, change sentences 7 to 10 into questions, such as *Does the strong man like fresh fish?* Be sure to add question marks.

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

Before You Read	As You Read
<ol style="list-style-type: none">1. Note any challenging words or phrases. Ask for help, if needed.2. Highlight punctuation marks.	<ol style="list-style-type: none">1. Pay attention to punctuation.2. Group words into meaningful chunks.3. Read with expression.

The Relay Race

On the last day of camp last summer, we played team games. My team was the Rabbits. My teammates picked me to be the fourth runner in the relay race. The fourth runner must be the fastest runner.

As the race began, the first Rabbit pulled ahead of the other runners.

She handed the baton to the second Rabbit. The second Rabbit pulled even farther ahead. The third Rabbit had a big lead when I grabbed the baton from her. I zoomed ahead. I was going to win the race for my team!

Then, I lost my grip on the baton. It flew out of my hand. By the time I picked it up, another runner had passed me. I couldn't catch up. The Rabbits lost the race because of me. I felt terrible. One of my teammates told me, "We're happy to win second place. You ran

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

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

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

2. How do the Rabbits lose the race?

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