



Grammar Transparencies

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Identifying Sentences

1. The children
2. We eat lunch.
3. In the cafeteria
4. My name.
5. I can add to 20.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a complete sentence. Make sure it tells a complete thought.*

ANSWERS

1. Incomplete. Possible response: The children like school.
2. Complete
3. Incomplete. Possible response: Many tables are in the cafeteria.
4. Incomplete. Possible response: I can write my name.
5. Complete

Identifying Questions

1. Did someone find a backpack?
2. Jaime found a blue backpack.
3. Mark is looking for his backpack.
4. Is Mark's backpack blue?
5. Who found Mark's backpack?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a question. Make sure that your sentence asks something.*

ANSWERS

1. Question
2. Statement
3. Statement
4. Question
5. Question

Punctuating Statements and Questions

1. What does Juan like to do in school
2. is art his favorite subject?
3. he likes to draw
4. Juan chooses a red crayon
5. What will he draw

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a question and an answer. Make sure to punctuate each one correctly.*

ANSWERS

1. What does Juan like to do in school?
2. Is art his favorite subject?
3. He likes to draw.
4. Juan chooses a red crayon.
5. What will he draw?

Proofread

my teacher is Mrs. Smiley. She is holding a
 guinea pig? It is our new class pet? what is the
 guinea pig's name. its name is Snowball.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about a pet. Use both questions and statements.

ANSWERS

my teacher is Mrs.
 Smiley. She is holding a
 guinea pig?
 It is our new class pet?
 what is the guinea pig's
name.
its name is Snowball.

Review Statements and Questions

1. Adam is scared
2. touching a snake.
3. The snake is our new class pet?
4. what is his name
5. His name.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence asking about a new class pet.

ANSWERS

1. Adam is scared.
2. Incomplete sentence.
Possible response: He is touching a snake.
3. The snake is our new class pet.
4. What is his name?
5. Incomplete sentence.
Possible response: His name is Sam.

Identifying Commands

1. Show kindness to others.
2. What makes a good friend?
3. Help Brittany pick up her papers.
4. Share the chalk with Bill.
5. Help your new classmate feel at home.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells someone to do something.*

ANSWERS

1. Command
2. Not a Command
3. Command
4. Command
5. Command

Identifying Exclamations

1. Soccer is my favorite game!
2. Tamika and I are best friends.
3. Ethan likes soccer, too.
4. Wow, Tamika scores a goal!
5. Great job, Tamika!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that shows strong feeling.

ANSWERS

1. Exclamation
2. Statement
3. Statement
4. Exclamation
5. Exclamation

Punctuating Commands and Exclamations

1. draw a picture of your best friend
2. This is an amazing drawing
3. write a sentence about your friend
4. please turn in your paper
5. I really loved your letter

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a command. Next, write an exclamation.

ANSWERS

1. Draw a picture of your best friend. (command)
2. This is an amazing drawing! (exclamation)
3. Write a sentence about your friend. (command)
4. Please turn in your paper. (command)
5. I really loved your letter! (exclamation)

Proofread

let's play on Saturday. Meet me at the park

Playing baseball is so much fun Throw me the

ball? Wow, what a great catch

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph that has both a command and an exclamation.*

ANSWERS

let's play ball on
 Saturday. Meet me
 at the park. Playing
 baseball is so much
 fun! Throw me the
 ball. Wow, what a
 great catch!

Review Commands and Exclamations

1. Call your friend
2. I don't want to
3. My friend is really sick
4. take her some soup
5. Help her get better

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short note to someone that tells them to do something.

ANSWERS

1. Call your friend.
2. I don't want to!
3. My friend is really sick!
4. Take her some soup.
5. Help her get better.

Identifying Subjects

1. The United States has many people.
2. Ami comes from Japan.
3. I moved here from Mexico.
4. California is a large state.
5. People like living in California.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a noun, then use that noun as the subject of a sentence.*

ANSWERS

1. The United States
2. Ami
3. I
4. California
5. People

Add a Subject

1. is the language we speak at school.
2. helps us with grammar lessons.
3. helps us do research in the library.
4. work together as a class.
5. visit the classroom to see our work.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence fragment that has no subject yet. Then write two or three subjects that could complete the sentence.*

ANSWERS

1. Possible answer: English
2. Possible answer: Our teacher
3. Possible answer: The librarian
4. Possible answer: We
5. Possible answer: Our parents

Letter Punctuation

dear Grandma

Thank you for sending the book. Dad and I read it last night. I liked it a lot. I learned a lot about fun places to visit. Let's all take a trip together soon.

your grandson

Dale

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short thank-you note to someone you know.

ANSWERS

dear Grandma,
≡ [^]
your grandson,
≡ [^]

Proofread

drive to see Grandma in the summer Grandma
 lives in a big house the house is on a lake We
 swim in the lake every day like to swim with
 my dad. Dad is a good swimmer. Do you like
 to swim, too

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph. Try to use a different subject in each sentence.*

ANSWERS

We drive to see Grandma in
 the summer. Grandma lives
 in a big house. the house
 is on a lake. We swim in
 the lake every day. I like to
 swim with my dad. Dad is a
 good swimmer. Do you like
 to swim, too?

Review Subjects

dear Mom

Aunt Jan and I are having a lot of fun. went to the beach yesterday. We made a castle from sand and shells. was washed away by the waves. I will be glad to see you this weekend.

miss you a lot.

love

Max

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences. Now write the same sentences using new subjects.*

ANSWERS

dear Mom,
 Aunt Jan and I are having a lot of fun. We went to the beach yesterday. We made a castle from sand and shells. It was washed away by the waves. I will be glad to see you this weekend.

I miss you a lot.
 love,
 Max

Identifying Predicates

1. Rick is a good artist.
2. Rick draws pictures of animals.
3. The animals look so real!
4. I like the picture of the bear.
5. We hung it on the wall.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Start a sentence with I. Complete the thought with a predicate.

ANSWERS

1. is a good artist.
2. draws pictures of animals.
3. look so real!
4. like the picture of the bear.
5. hung it on the wall.

Adding a Predicate

1. My best friend
2. We
3. Her mom
4. The movie
5. It

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Think of a subject. Write two sentences that tell what that subject does or is.

ANSWERS

Possible answers given.

1. lives next door.
2. have a good time together.
3. took us to the movies.
4. was very exciting!
5. was about a flute player.

Commas

1. Max was born on May 14 1999 in Atlanta Georgia.
2. Now he lives in Oakland California.
3. His friend Jon lives in Baltimore Maryland.
4. Jon is coming to California on August 15 2006.
5. Then we will take a trip to Fresno California.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells the exact date on which something will happen.*

ANSWERS

1. Max was born on May 14, 1999 in Atlanta, Georgia.
2. Now he lives in Oakland, California.
3. His friend Jon lives in Baltimore, Maryland.
4. Jon is coming to California on August 15, 2006.
5. Then we will take a trip to Fresno, California.

Proofread

I can't wait until March 3 2006! That's when
 you're coming to Detroit Michigan to see us.
 We'll have fun until you have to leave on March
 10 2006. Mom and Dad

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short invitation to a party. Tell the date and include the city and state in which it will take place.

ANSWERS

I can't wait until
 March 3, 2006! That's
 when you're coming to
 Detroit, Michigan to see
 us. We'll have fun until
 you have to leave on
 March 10, 2006. Mom and
 Dad can't wait to see
 you, too!

Review Predicates and Commas

1. My mom _____ to a dance in Atlanta Georgia.
2. She _____ on October 11 1999.
3. I also _____ to dance.
4. We're _____ the same show next month.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that tells when and where you were born.

ANSWERS

1. went; Atlanta,
2. went; 11,
3. like
4. seeing

Combining Subjects

1. Nina came from Mexico. Marcos came from Mexico.
2. Nina came to America by airplane. Marcos came to America by airplane.
3. Nina lived near the school. Marcos lived near the school.
4. Nina learned more and more each day!
Marcos learned more and more each day!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences in which only the subjects are different. Combine them to form one sentence.*

ANSWERS

1. Nina and Marcos came from Mexico.
2. Nina and Marcos came to America by airplane.
3. Nina and Marcos lived near the school.
4. Nina and Marcos learned more and more each day!

Combining Predicates

1. Yoon liked American food. Yoon disliked Italian food.
2. Yoon learned how to speak English. Yoon taught her family English words.
3. Yoon understands English. Yoon speaks English well.
4. Yoon made many friends. Yoon enjoyed her new American school.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences in which the subjects are the same. Combine them to form one sentence.*

ANSWERS

1. Yoon liked American food and disliked Italian food.
2. Yoon learned how to speak English and taught her family English words.
3. Yoon understands English and speaks English well.
4. Yoon made many friends and enjoyed her new American school.

Quotation Marks

1. Yoon said, I was scared when I first came to this country.
2. Let's walk home from school together, said Nina.
3. Yoon said, That would be very nice!
4. How long have you lived here? asked Nina.
5. I have lived here for one month, said Yoon.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells the exact words that someone said to you.*

ANSWERS

1. Yoon said, "I was scared when I first came to this country."
2. "Let's walk home from school together," said Nina.
3. Yoon said, "That would be very nice!"
4. "How long have you lived here?" asked Nina.
5. "I have lived here for one month," said Yoon.

Proofread

Nina will visit Aunt Pilar in Denver Colorado
for a week. She will take a plane from
Sacramento California.

I am so excited about my trip! said Nina.

It is Nina's first trip away from home, said Mom.

Mom will miss Nina. Dad will miss Nina.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph telling about a conversation you had with someone.*

ANSWERS

Nina will visit Aunt Pilar in Denver, Colorado for a week. She will take a plane from Sacramento, California.

"I am so excited about my trip!" said Nina.

"It is Nina's first trip away from home," said Mom. Mom will miss Nina. and Dad

Review Combining Sentences

1. The trip was long. The trip was hard.
2. We packed all of our toys. We packed all of our books.
3. Lee was excited. Lee was nervous.
4. Mom was ready to go. Dad was ready to go.
5. Lee has new friends in America. Jin has new friends in America.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences that can be combined, then write how you combined them.*

ANSWERS

1. The trip was long and hard.
2. We packed all of our toys and books.
3. Lee was excited and nervous.
4. Mom and Dad were ready to go.
5. Lee and Jin have new friends in America.

Nouns that Name People

1. Two sisters are having a picnic.
2. The sisters forgot to pack any drinks.
3. A friend comes by to have lunch, too.
4. Her mother made a big pitcher of lemonade.
5. Her father made some sandwiches.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence in which a family member does something special.*

ANSWERS

1. sisters
2. sisters
3. friend
4. mother
5. father

Nouns that Name Places and Things

1. A big storm hit my town.
2. There was lots of rain and strong winds.
3. A tree fell down across the road.
4. We pulled the tree into our yard.
5. Cars and trucks could drive by again.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells how your family prepares for bad weather.*

ANSWERS

1. storm, town
2. rain, winds
3. tree, road
4. tree, yard
5. cars, trucks

Commas in a Series

1. We have dogs cats and fish as pets.
2. We give them food water and shelter.
3. Our dogs are named Kip Pal and Buster.
4. Once Kip had a cough a fever and a rash.
5. Do you like blackberries blueberries or raspberries in your cereal?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells something about three animals.

ANSWERS

1. We have dogs, cats, and fish as pets.
2. We give them food, water, and shelter.
3. Our dogs are named Kip, Pal, and Buster.
4. Once Kip had a cough, a fever, and a rash.
5. Do you like blackberries, blueberries, or raspberries in your cereal?

Proofread

Our class is having a bake sale. we will sell cakes
pies and cookies. My teacher asks Who will help
us make all these things?" My mother will help.
She is the best baker ever?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a paragraph about a time when you or a family member volunteered to help someone.*

ANSWERS

Our class is having a bake sale. We will sell cakes, pies, and cookies. My teacher asks, "Who will help us make all these things?" My mother will help. She is the best baker ever!

Review Nouns and Commas in a Series

1. We carried food water and a tent into the woods.
2. My family camped in the mountains last summer.
3. Birds deer and a bear came to visit.
4. My father scared off the bear by banging on pots pans and plates.
5. We cooked frankfurters beans and marshmallows by a fire.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about three things you might see on a camping trip.

ANSWERS

1. We carried food, water, and a tent into the woods.
2. My family camped in the mountains last summer.
3. Birds, deer, and a bear came to visit.
4. My father scared off the bear by banging on pots, pans, and plates.
5. We cooked frankfurters, beans, and marshmallows by a fire.

Plural Nouns

1. I go to the library with three friend.
2. We see many book in the library.
3. I find a book about wild animal.
4. This tiger has two cub.
5. How many snake are in this picture?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence. Then write the same sentence making all of the nouns plural.*

ANSWERS

1. I go to the library with three friends.
2. We see many books in the library.
3. I find a book about wild animals.
4. This tiger has two cubs.
5. How many snakes are in this picture?

Special Plural Nouns

1. The child visit the city library.
2. Two library lady help them find books.
3. They sit on bench and read quietly.
4. They ride bus back to school.
5. Which of the three man is their teacher?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a subject that contains the plural forms of both woman and child.*

ANSWERS

1. The children visit the city library.
2. Two library ladies help them find books.
3. They sit on benches and read quietly.
4. They ride buses back to school.
5. Which of the three men is their teacher?

Capitalization and Commas

dear Tomás

I found a good book about dinosaurs. I think
you will like it. When you come back next
summer, you can borrow it.

your friend

The Library Lady

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short letter to a friend asking for help on a project.

ANSWERS

Dear Tomás,

I found a good book about dinosaurs. I think you will like it. When you come back next summer, you can borrow it.

Your friend,

The Library Lady

Proofread

dear Grandma and Grandpa

I went to the library today. I saw many book about dinosaur. I know Grandpa likes dinosaur story. I saw some books about famous woman. I think Grandma would enjoy them.

love

Cara

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short letter that tells about something that happened to you. Use as many plural nouns as you can.*

ANSWERS

dear Grandma and Grandpa,

I went to the library today. I saw many books about dinosaur. I know Grandpa likes dinosaur stories. I saw some books about famous woman. I think Grandma would enjoy them.

love,
Cara

Review Plural Nouns

dear Sunny

I had fun today. Tim and I played baseball. We played with child from another school. We did not win, but we got new baseball capes. It was a great day!

your friend

Marco

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence using as many plural nouns as you can. See who in your class used the most.*

ANSWERS

dear Sunny,
 I had fun today. Tim and I played baseball. We played with child from another school. We did not win, but we got new baseball capes. It was a great day!

your friend,
 Marco

Identify Proper Nouns

1. A wild fire ripped through the town of Midland in California.
2. Mayor Rodrigo spoke on the radio.
3. He told us that North Street was was hit the hardest.
4. Doctors rushed there from Riverside Hospital.
5. They set up a first aid station at Elmwood Auditorium.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about a specific town or state you like to visit.

ANSWERS

1. Midland, California
2. Mayor Rodrigo
3. North Street
4. Riverside Hospital
5. Elmwood Auditorium

Proper Nouns

1. Josie is a member of the bayview volunteer fire department.
2. One saturday last june, she helped put out a fire in a hotel.
3. It was the armont hotel on treeline avenue.
4. The guests were moved to rooms at seaside university.
5. On sunday josie helped them gather their things from the hotel.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells where a friend of yours lives.*

ANSWERS

1. Josie, Bayview Volunteer Fire Department
2. Saturday, June
3. Armont Hotel, Treeline Avenue
4. Seaside University
5. Sunday, Josie

Abbreviations

1. Mister

Jr.

2. Junior

Dr.

3. Doctor

Mrs.

4. Captain

Mr.

5. Missus

Capt.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a neighbor. Use the proper abbreviation in his or her name.*

ANSWERS

1. Mr.
2. Jr.
3. Dr.
4. Capt.
5. Mrs.

Proofread

mrs red told a story on friday at the library. She told the story of cinderella. Then she asked who the hero was. I thought the prince was the hero because he saved cinderella. My dad was there, too. "What is your idea, mr burns?" mrs red asked. Dad said cinderella was a hero, too. She was brave enough to stand up for herself when she was being treated badly.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph about someone who acts bravely in a difficult time.*

ANSWERS

mrs red told a story on friday at the library. She told the story of cinderella. Then she asked who the hero was. I thought the prince was the hero because he saved cinderella. My dad was there, too. "What is your idea, mr burns?" mrs red asked. Dad said cinderella was a hero, too. She was brave enough to stand up for herself when she was being treated badly.

Review Proper Nouns

1. Today is saturday.
2. mr and mrs cole are going to the ball.
3. The ball will be at the maple lawn ballroom.
4. It will be a celebration of the fourth of july.
5. The party will begin with a speech by dr hall.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Who is one of your heroes? Write a sentence that tells why you admire that person.*

ANSWERS

1. Saturday
2. Mr., Mrs. Cole
3. Maple Lawn Ballroom
4. Fourth of July
5. Dr. Hall

Possessive Nouns

1. The stores owner is very angry.
2. Someone stole the mans money.
3. The police listen to the owners story.
4. Dogs help them find the thieves tracks.
5. They catch him near the towns library.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about something that someone else owns.

ANSWERS

1. store's
2. man's
3. owner's
4. thief's
5. town's

Plural Possessive Nouns

1. Our fire department will appear in three town's/towns' holiday parades.
2. All the truck's/trucks' sirens make a loud noise.
3. The fire fighter's/fighters' coats are brand new.
4. Next week the fire fighters will visit many school's/schools' classes.
5. They will answer all the student's/students' questions.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Think of something that many people share. Write a sentence about it that tells who owns the object.

ANSWERS

1. towns'
2. trucks'
3. fighters'
4. schools'
5. students'

Adding Apostrophes

1. My friend cat Mitzy is missing.
2. We put up posters in many stores windows.
3. We listed our parents phone numbers.
4. They got a call from the vet office.
5. Someone found Mitzy at the towns playground.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that includes at least one possessive noun.*

ANSWERS

1. friend's
2. stores'
3. parents'
4. vet's
5. town's

Proofread

Our class went to see a film about our towns
 fire fighters it was my teachers' idea. The
 ticket's were free? We learned a lot about a fire
 fighters job. Did you know that many of the
 volunteers uniforms are donated!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph telling about a job you might do at your school. Use as many possessive nouns as you can.

ANSWERS

Our class went to see a
 film about our town's
 fire fighters. It was my
 teacher's idea. The tickets
 were free. We learned a lot
 about a fire fighter's job.
 Did you know that many of
 the volunteers' uniforms are
 donated?

Possessive Nouns and Apostrophes

1. Our schools top honor is a medal.
2. This years award went to three students.
3. The students project was to work together on food gardens.
4. They took many vegetables to the towns food bank.
5. Next year they will add to the gardens size.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two or three sentences about a team project you worked on. Use at least one plural possessive noun.*

ANSWERS

1. school's
2. year's
3. students'
4. town's
5. gardens'

Plural Nouns

1. Many boy and girl get vaccines when they are young.
2. Vaccine can help keep a child safe from illness.
3. Some doctor discovered vaccines long ago.
4. Scientist are still working on new one today.
5. This helps kid live long and healthy lives.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells about a visit to the doctor. Use at least one plural noun.

ANSWERS

1. boys, girls
2. Vaccines
3. doctors
4. Scientists, ones
5. kids

Possessive Nouns

1. Alicia listened to her (grandfather) stories about the past.
2. He talked about the (country) part in World War II.
3. In school, she heard about other (student) relatives.
4. Many of their (grandparent) stories were also about the war.
5. The students published the (class) work in a book.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about a family member. Include at least one possessive noun.*

ANSWERS

1. grandfather's
2. country's
3. students'
4. grandparents'
5. class's

Apostrophes

1. Our town has a park because of Larisas mom.
2. She wanted to make a safe place for the towns children.
3. She went to the mayors office to talk about her plan.
4. They talked to other towns mayors as well.
5. Now Larisa and her friends can enjoy the parks playground.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that includes a word with an apostrophe. Then tell the same thought in a sentence without using apostrophes.*

ANSWERS

1. Larisa's
2. town's
3. mayor's
4. towns'
5. park's

Proofread

Kyle and Uli set up an ice cream stands at their familys picnic table. No one came to buy the boys treats. Kyle said, "Let's mix thing into the ice cream." They added nut, chocolate chip, and cookies. Uli liked kyles idea! Soon peoples came from all over to taste the new flavor's at the boys stand.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
*What invention do you think is most helpful?
Write a short paragraph that tells why.*

ANSWERS

Kyle and Uli set up an ice cream stand^s at their family^s picnic table. No one came to buy the boys['] treats. Kyle said, "Let's mix things into the ice cream." They added nuts[,] chocolate chips[,] and cookies. Uli liked Kyle[']s idea. Soon people^s came from all over to taste the new flavor[']s at the boys['] stand.

Review Plurals and Possessives

1. In the past, people who played sports had no helmet or pad.
2. Coach wanted to increase their players safety.
3. Over the years, many sports uniforms changed.
4. Now the player are more protected.
5. This helps a lot when it is a childs' first time playing a sport.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write about a sport you like. Tell about the things you need to play the game.

ANSWERS

1. helmets, pads
2. coaches, players'
3. sports'
4. players
5. child's

Action Verbs

1. Paula bends her knees.
2. Thai stretches his arms out.
3. Shawna jumps back and forth.
4. The three boys hop up and down.
5. The class dances as the band plays.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells about a movement you make when you dance.

ANSWERS

1. bends
2. stretches
3. jumps
4. hop
5. dances, plays

More Action Verbs

1. My uncle loves jazz music.
2. He and my aunt listen to the radio all day.
3. They dream of big, fancy parties.
4. They practice all kinds of dances.
5. We all enjoy their shows.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Think of an action that is hard to see. Write a sentence using the verb that tells about that action.

ANSWERS

1. loves
2. listen
3. dream
4. practice
5. enjoy

Abbreviations

1. mr. and Mrs. Park teach dance classes.
2. Even Rev Walsh attends the class.
3. The best dancer is dr. Jin.
4. She likes to waltz with mr Wilcox.
5. See how lightly Ms Goswami moves across the dance floor!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about two adults at your school. Use the proper abbreviations to tell about them.*

ANSWERS

1. Mr. and Mrs. Park
2. Rev. Walsh
3. Dr. Jin
4. Mr. Wilcox
5. Ms. Goswami

Proofread

Mr. Sniggle hate the last part of our play. Even
 Ms Hartley agrees. She thinks the action is
 boring. Some of the actors starts to dance on
 stage. "That's it?" Mr. Sniggle exclaim. "Our play
 needing a big dance number." He invite everyone
 to take part. The audience love the ending.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that tells about a dance or other show you recently saw. Use action verbs to describe the event.

ANSWERS

Mr. Sniggle hates the last part of our play. Even Ms. Hartley agrees. She thinks the action is boring. Some of the actors start to dance on stage. "That's it!" Mr. Sniggle exclaims. "Our play needing a big dance number." He invites everyone to take part. The audience loves the ending.

Review Action Verbs and Abbreviations

1. Mr Michaels plays the piano for our dance class.
2. He waits for ms Kraus to tell him what to play.
3. She ask him to speed up the music.
4. We runs faster and faster around the room.
5. We dance until Ms Kraus tell us to stop.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph that tells how you can make a sandwich with at least three ingredients.*

ANSWERS

1. Mr. Michaels; plays
2. wa[^]its; M[≡]s. Kraus[^]
3. asks
4. run
5. dance; Ms._^ Kraus; tells_^

Present-Tense Verbs

1. The old woman (race races) to the castle.
2. "A giant is coming!" she (shout shouts).
3. The king and queen (shudder shudders) at the news.
4. The soldiers (race races) their horses to the edge of the forest.
5. The giant (hide hides) when he sees the soldiers.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *You look out the window and see a dragon in the sky. Write a sentence that tells what you do next.*

ANSWERS

1. races
2. shouts
3. shudder
4. race
5. hides

Subject-Verb Agreement

1. Abuelo and Emilio (wait waits) for their guests.
2. Emilio (get gets) tired of waiting.
3. Abuelo (tell tells) him a story.
4. In the story, three bears (go goes) for a walk.
5. A girl (come comes) to their house and (eat eats) their food.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence with a singular subject. Then write the same sentence with a plural subject.*

ANSWERS

1. wait
2. gets
3. tells
4. go
5. comes; eats

Commas in a Series

1. Our school has folk dances in March April and May.
2. Hannah Erin and Yvette know the stories behind the music.
3. They pretend to be elves trolls and ogres.
4. In one dance, the girls hop skip and jump.
5. They tell the folk tales to Rico Frank and Yan-sen.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Think of three things that go together. Write a sentence that tells about those things in a series.*

ANSWERS

1. March, April, and May
2. Hannah, Erin, and Yvette
3. elves, trolls, and ogres
4. hop, skip, and jump
5. Rico, Frank, and Yan-sen

Proofread

The bears walks into their home. Papa Bear see the empty bowls. Mama Bear pick up a dirty spoon. Baby Bear looks at the bowl spoon and bed. He point to the girl in the bed. The girl open her eyes. Mama Papa and Baby Bear tell her not to be afraid.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short folk tale about a talking animal. Use present-tense verbs.

ANSWERS

The bears walk^s into their home. Papa Bear see^s the empty bowls. Mama Bear pick^s up a dirty spoon. Baby Bear looks at the bowl, spoon, and bed. He point^s to the girl in the bed. The girl open^s her eyes. Mama, Papa, and Baby Bear tell her not to be afraid.

Review Present-Tense Verbs and Commas in a Series

Dear Cousins,

Please come to my house on Sunday. We have fun on Sundays. Abuelo tell stories. One story is about three bears. The papa mama and baby bear leave their home. A girl come to the house and eat their food. It is a funny story.

Sometimes, my friends come. Their names are Luis Ed and Jack. We plays games in the yard.

Can you come this Sunday? It will be fun!

Your cousin,
Emilio Marco

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that tells how you can make a sandwich with at least three ingredients.

ANSWERS

Please come to my house on Sunday. We have fun on Sundays. Abuelo tell^S stories. One story is about three bears. The papa, mama, and baby bear leave^A their^A home. A girl come^S to the house and eat^S their food. It is a funny story.

Sometimes, my friends come. Their names are Luis, Ed, and Jack. We play^S games^A in the yard.

Past-Tense Verbs

1. Last year, Kim (learn) to play the drums.
2. Kim's mother (help) her read music.
3. Her brother (want) to buy a guitar.
4. They (record) a few songs together.
5. Their father (paint) a cover for the CD.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence using the past tense to tell about something you did last year.

ANSWERS

1. learned
2. helped
3. wanted
4. recorded
5. painted

Past-Tense Verbs

1. Carter marches with the band at football games.
2. He plays the tuba.
3. The conductor waves his baton.
4. The band members race onto the field.
5. They line up in a giant circle.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a parade in the present tense. Then write the same sentence in the past tense.*

ANSWERS

1. marched
2. played
3. waved
4. raced
5. lined

Letter Punctuation

dear Yuki

I was happy that you visit us last week. Did you have a good time. I enjoyd getting to know you better. My mother loveed the picture we painted. You are such a great artist. Please come again next summer?

sincerely,

Walter Brooks-Hanson

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short letter to a friend that tells about an art project you did in the past.

ANSWERS

Dear Yuki,
I was happy that you visited us last week. Did you have a good time? I enjoyed getting to know you better. My mother loveed the picture we painted. You are such a great artist! Please come again next summer.
Sincerely,
Walter Brooks-Hanson

Proofread

dear mr. Matsumuro.

Thank you for showing us your multimedia studio? Our class learnd a lot about how painting and music go together. We likeed how the computers worked. We all enjoyd our visit.

sincerely

Julie Stewart

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short letter that thanks someone for a performance at your school.

ANSWERS

Dear Mr. Matsumuro,
 Thank you for showing us your multimedia studio. Our class learned a lot about how painting and music go together. We liked how the computers worked. We all enjoyed our visit.
 Sincerely,
 Julie Stewart

Review Past-Tense Verbs

1. Kelly listens to the radio while she works.
2. The songs help her think of things to paint.
3. She likes piano music the most.
4. She finishes a new painting every day.
5. People place her paintings all over town.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that uses the verbs play and dance in the present tense. Then write the same sentence in the past tense.*

ANSWERS

1. listened, worked
2. helped
3. liked
4. finished
5. placed

Using the Verb *Have*

1. Nick and Ted _____ big parts in the play I wrote.
2. Ted _____ the role of the giant.
3. The crew members _____ green paint for the beanstalk.
4. I _____ the part of Jack.
5. We always _____ fun putting on our own plays.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about a play using some form of the verb have.

ANSWERS

1. have
2. has
3. have
4. have
5. have

Past Tense of *Have*

1. Our school has a newspaper.
2. We have many stories to write about.
3. Wanda has a poem to publish.
4. We all have copies to bring home.
5. Our newspaper has the best articles.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about something you once owned. Use the past tense of the verb have.*

ANSWERS

1. had
2. had
3. had
4. had
5. had

Book Titles

1. We sang three of our favorite songs from a book called songs for kids.
2. Our play is from the book winnie The Pooh.
3. The children made up a play from the book The three pigs.
4. Where the Wild Things are is my favorite book.
5. My sister finished writing a book called the Little princess last night.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *If you wrote a book, what would you call it? Write a sentence that tells the book's title.*

ANSWERS

1. Songs for Kids
2. Winnie the Pooh
3. The Three Pigs
4. Where the Wild Things Are
5. The Little Princess

Proofread

Yesterday our class has a great idea for a book. Each student have to write about ways to save energy. We wil take the articles we has and put them together. our book had the title we can save our planet. We has to work together to keep Earth healthy?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about a magazine you might work on as a class. Tell what you would call it.

ANSWERS

Yesterday our class ^{had} ~~has~~
 a great idea for a book.
 Each student ^{has} ~~have~~ to write
 about ways to save energy.
 We ~~will~~ ^{have} take the articles
 we ~~has~~ ^{have} and put them
 together. our ~~book~~ ^{has} ~~had~~
 the title we can save our
planet. ~~We~~ ^{have} ~~has~~ to work
 together to keep Earth
 healthy? [!]

Review Book Titles and the Verb *Have*

1. I has a book called show time.
2. Aunt Jennie have a book she wrote called my week in japan.
3. The book have photographs that I took with my camera.
4. I once has my own book called pictures from an overseas adventure.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that includes at least one proper noun and a book title.*

ANSWERS

1. I have a book called Show Time.
2. Aunt Jennie has a book she wrote called My Week in Japan.
3. The book has photographs that I took with my camera.
4. I once had my own book called Pictures from an Overseas Adventure.

Combining Sentences

1. Mom left Canada. Mom came to America.
2. She found an apartment. She got a new job.
3. My father owned a store. My father sold books.
4. Mom liked to read. Mom visited the store often.
5. My parents met at the store. My parents got married a year later.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write two sentences that tell something you do each morning. Then combine them into one sentence.

ANSWERS

1. Mom left Canada and came to America.
2. She found an apartment and got a new job.
3. My father owned a store and sold books.
4. Mom liked to read and visited the store often.
5. My parents met at the store and got married a year later.

Combining Predicates

1. My grandparents lived in Italy. My grandparents wrote in a journal.
2. I found their journal in the attic. I read it.
3. My mother loves Europe. My mother will travel to Italy.
4. Her hotel is in Rome. Her hotel is near my grandparents' old home.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences about travel that have the same predicate. Combine them to make one sentence.*

ANSWERS

1. My grandparents lived in Italy and wrote in a journal.
2. I found their journal in the attic and read it.
3. My mother loves Europe and will travel to Italy.
4. Her hotel is in Rome and near my grandparents' old home.

Sentence Punctuation

1. Were your parents once in the Navy
2. They helped many people at sea
3. Do you like to travel on boats
4. It would be so much fun to go sailing
5. Be sure to follow the safety rules

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a question about the past. Then write an answer to the question.*

ANSWERS

1. question ?
2. statement .
3. question ?
4. exclamation !
5. command .

Proofread

My big brother trains tigers. My big brother does animal tricks? Where does he work. he travels with the circus. My family goes to watch him! My friends go to watch him. What a fun job that must be.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph that tells about your family. Write at least one sentence with two subjects or two predicates.*

ANSWERS

My big brother trains
tigers. ^{and} My big brother [?] does
animal tricks. [?] Where does
he work? [?] he ^{and} travels with
the circus. My family ^{and goes}
to watch him. My friends
go to watch him. What a
fun job that must be! [!]

Review Combining Sentences

1. My aunt collects strange pets. My aunt collects colorful hats.
2. Did you see her snake? Did you see her purple hat?
3. Please be careful. Please hold the snake gently.
4. The snake is loose! The snake is slithering away.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two questions that can be combined into one. Then write the answer to the questions.*

ANSWERS

1. My aunt and collects strange pets and colorful hats.
2. Did you see her snake and her purple hat?
3. Please be careful and hold the snake gently.
4. The snake is loose and is slithering away!

Linking Verbs

1. Ms. Okobi _____ the coach of our swim team.
2. I _____ the fastest swimmer in our school.
3. The team _____ at the pool to raise money.
4. The swimmers _____ in the water.
5. We _____ part of a project to clean the park.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about one of your school's activities. Use a linking verb.*

ANSWERS

1. is
2. am
3. is
4. are
5. are

Linking Verbs

1. The mayor (was, were) at the meeting.
2. My parents (was, were) there as well.
3. They (was, were) there to hear the new town plan.
4. The whole group (was, were) ready to help.
5. I (was, were) eager to hear about the new bike path.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence telling about something that made you feel proud. Use a linking verb.

ANSWERS

1. The mayor was at the meeting.
2. My parents were there as well.
3. They were there to hear the new town plan.
4. The whole group was ready to help.
5. I was eager to hear about the new bike path.

Capitalization

1. In august my friends and I will paint a mural.
2. It should be finished by labor day.
3. The mural will show abraham lincoln.
4. The president came to northboro one september.
5. We will remember lincoln's visit on the second monday of the month.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a date that is important to you. Include at least one proper noun.*

ANSWERS

1. In August my friends and I will paint a mural.
2. It should be finished by Labor Day.
3. The mural will show Abraham Lincoln.
4. The president came to Northboro one September.
5. We will remember Lincoln's visit on the second Monday of the month.

Proofread

This coming independence day was going to be the best ever? The whole town of buzzville are ready to work together. there is a meeting last saturday to think of ideas! My father and mother is leaders of a group to plan a Parade. we will be as busy as bees the whole month of june.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph telling how your community works together to celebrate a specific holiday.

ANSWERS

This coming independence Day ^{is} ~~was~~ going to be the best ever. The whole town of buzzville ^{are} ~~is~~ ready to work together. there ^{is} ~~is~~ a meeting last saturday to think of ideas! My father and mother ^{are} ~~is~~ leaders of a group to plan a Parade. we will be as busy as bees the whole month of june.

Review Linking Verbs

1. Our neighbors, Felix and Miranda, was sad when their barn burned down.
2. The fire is the biggest event of last September.
3. Our baseball team are ready to help build a new barn.
4. We is sure we could finish by Thanksgiving.
5. Our neighbors was happy with the new barn.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Think of a problem in your school or town. Write a paragraph on how a group might fix it. Use linking verbs.

ANSWERS

1. Our neighbors, Felix and Miranda, were sad when their barn burned down.
2. The fire was the biggest event of last September.
3. Our baseball team is ready to help build a new barn.
4. We were sure we could finish by Thanksgiving.
5. Our neighbors were happy with the new barn.

Helping Verbs

1. Anna _____ packed four boxes of books for the library sale.
2. She and her mother _____ tried to pick them up.
3. They _____ asked us to help.
4. We _____ decided to use smaller boxes.
5. This _____ saved us from getting hurt.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a time you helped someone. Use a helping verb to tell about it.*

ANSWERS

1. has, packed
2. have, tried
3. have, asked
4. have, decided
5. has, saved

Be as a Helping Verb

1. Marcus [was, were] excited about the bike-a-thon.
2. He and his father [was, were] getting his bike ready.
3. Our team [was, were] raising money for the animal shelter.
4. We [is, are] riding for over ten miles!
5. The animal shelter [is, are] having a cookout at the end.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a group you would like to help. Use be as a helping verb in your sentence.*

ANSWERS

1. was
2. were
3. was
4. are
5. is

Quotation Marks

1. Can you come and help me with this?
Grandpa asked.
2. We'll be right there! my friends and I shouted.
3. Grandpa said, We need to get the apples in the baskets.
4. I am bringing this food to the storm shelter,
Grandpa explained.
5. I said, I hope those people can go back home soon.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a conversation between two helpers. Be sure to tell who speaks each sentence.

ANSWERS

1. "Can you help me with this?" Grandpa asked.
2. "We'll be right there!" my friends and I shouted.
3. Grandpa said, "We need to get the apples in the baskets."
4. "I am bringing this food to the storm shelter," Grandpa explained.
5. I said, "I hope those people can go back home soon."

Proofread

Jon were building a booth for the fair. I has finished the walls and need help with the roof, he said. My sisters was working together. They has made booths before. Jon exclaimed, Thank goodness you are here?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph about planning a special event that includes at least one quotation and one helping verb.*

ANSWERS

Jon ^{was} ~~were~~ building a booth for the fair. "I ^{have} ~~has~~ finished the walls and need help with the roof," he said. My sisters ^{were} ~~was~~ working together. They ^{have/had} ~~has~~ made booths before. Jon exclaimed, "Thank goodness you are here?"

Review Quotation Marks and Helping Verbs

1. The firefighters is directing traffic.
2. The police officer said, I is selling tickets.
3. Our mayor have made cakes for the bake sale.
4. We is singing at noon, my teacher said.
5. We has worked together to celebrate the holiday.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about an event your family plans together. Use at least one helping verb.*

ANSWERS

1. The firefighters are directing traffic.
2. The police officer said, "I am selling tickets."
3. Our mayor has made cakes for the bake sale.
4. "We are singing at noon," my teacher said.
5. We have worked together to celebrate the holiday.

Irregular Verbs

1. Last week I (go, went) to the health fair at our school.
2. Some doctors (does, did) a short skit on eating well.
3. My mother (go, went) to the family health talk.
4. One of the nurses (does, did) house visits last summer.
5. My family (goes, went) for a check-up last month.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about a visit to the doctor. Use the past tense of the verb go or do.*

ANSWERS

1. went
2. did
3. went
4. did
5. went

Irregular Verbs

1. Last week Tina (say) she had trouble reading.
2. Her parents (see) an ad for an eye test.
3. Yesterday, the doctor (say) that Tina needed glasses.
4. The nurse (see) a pair that Tina might like.
5. Tina (say), "These glasses make me look smarter."

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about how lifeguards help you play safely at the pool or beach. Use the past tense of the verb say or see.*

ANSWERS

1. said
2. saw
3. said
4. saw
5. said

Book Titles

1. My mother went to buy the book first aid for children.
2. The store had how kids keep healthy instead.
3. My mother also saw a copy of cures for kids.
4. Our doctor said to buy health in the home.
5. My mother left with the book be smart and healthy.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that names and tells about the last book you read.

ANSWERS

1. First Aid for Children
2. How Kids Keep Healthy
3. Cures for Kids
4. Health in the Home
5. Be Smart and Healthy

Proofread

My family goed to the doctor last month. He sawed my sister first. then he sayed I could go in! He give me the book stay healthy for your whole life. I doed what the book say to do?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about a past trip to the library. Mention some of the books you saw there.

ANSWERS

My family ^{went} ~~goed~~ to the doctor last month. He ~~sawed~~ ^{saw} my sister first. ~~then~~ ^{he} ~~sayed~~ ^{said} I could go in! He ~~give~~ ^{gave} me the book ~~stay~~ ^{to} stay healthy for your whole life. I ~~doed~~ ^{did} what the book ~~say~~ ^{said} to do?

Review Irregular Verbs

1. Last week my big brother (goes, went) to fight the forest fire.
2. He (do, did) not know which trail to follow.
3. He (go, went) in the wrong direction.
4. The park rangers (says, said) they would find him.
5. They (see, saw) him from their tower and got him home.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short news article about how a group of people finds a lost boy or girl. Use as many irregular verbs as you can.*

ANSWERS

1. went
2. did
3. went
4. said
5. saw

Irregular Verbs

1. Last month four new puppies (come, came) to the shelter.
2. They (runs, ran) around in the pen.
3. One (come, came) over to lick my hand.
4. I (run, ran) to get a leash.
5. We (come, came) to help walk the dogs.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Use the verb come or run in a present-tense sentence. Then write the same sentence in the past tense.*

ANSWERS

1. came
2. ran
3. came
4. ran
5. came

More Irregular Verbs

1. Last year my friends and I (sing, sang) in a concert.
2. The school (give, gave) prizes for the best songs.
3. My sister (sing, sang) a song all by herself.
4. The people (give, gave) us ten dollars per ticket.
5. Our school (give, gave) the money to the animal hospital.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Use the verb sing or give in a present-tense sentence. Then write the same sentence in the past tense.*

ANSWERS

1. sang
2. gave
3. sang
4. gave
5. gave

Letter Punctuation

dear Dr. Sanchez

Thank you for giving us a tour of the zoo on
monday. It was helpful to see how everyone
came together to help the animals.

Sincerely

Mr. Soo's 2nd Grade Class

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short letter to someone who works with animals. Thank them for their work.

ANSWERS

dear Dr. Sanchez,
Thank you for giving us a
tour of the zoo on monday.
It was helpful to see how
everyone came together to
help the animals.

Sincerely,
Mr. Soo's 2nd Grade Class

Proofread

Last week my sister and I was at the beach?

We runned past a small kitten in the water.

We gived it to the beach workers. It were

the right thing to do. We like to help

animals.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short story about a group that gives something to your community.*

ANSWERS

Last week my sister and I
~~were~~ ^{was} at the beach? We
~~run~~ ^{ran} ~~runned~~ past a small kitten
~~gave~~ ^{gave} in the water. We ~~gived~~ ^{gave} it to
 the beach workers. It ~~was~~ ^{was}
~~were~~ ^{was} the right thing to do. We
 like to help animals.

Review Irregular Verbs

1. Did you know that my sister (come) with me to the talk last night?
2. We (run) to get there on time.
3. The audience (sing) the school song at the start.
4. Members of the Wildlife Club (come) to help out.
5. We (give) them ten dollars to help with their work.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about a group you have helped in the past. Use at least one of the irregular verbs come, run, sing, or give.

ANSWERS

1. came
2. ran
3. sang
4. came
5. gave

Contractions

1. Mrs. Peel is not a member of the Tips for Tots Team.
2. Some of the members are not from our town.
3. Mr. Emmert has not worked with them before.
4. I have not seen a group do so much good work!
5. Our town is not as large as the next town over.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence using either is not or has not. Then write the sentence again using the contraction for those words.*

ANSWERS

1. isn't
2. aren't
3. hasn't
4. haven't
5. isn't

More Contractions

1. I do not know how I will clean up this mess!
2. My parents did not leave me any instructions.
3. My friends do not think it will take long.
4. Glenn does not stop until we are finished.
5. I can not imagine doing it without them!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence using either do not or can not. Then write the sentence again using the contraction for those words.*

ANSWERS

1. don't
2. didn't
3. don't
4. doesn't
5. can't

Apostrophes in Contractions

1. My school doesn't have a safety plan.
2. The parents arent happy about that.
3. The teachers can't agree with them more!
4. They do't want to wait until next year.
5. It didnt take long for them to complete the plan.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences about a team working together. Use a different contraction in each sentence.*

ANSWERS

1. doesn't
2. aren't
3. can't
4. don't
5. didn't

Proofread

Devin and his family havent been home in weeks. Their house is'nt safe. After the storm. The town did'nt expect such heavy rains. we do'not waste any time in fixing their house! We can't wait another day to welcome them back?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph about a group you might form to help fix a problem. Use as many contractions as possible.*

ANSWERS

Devin and his family haven't been home in weeks. Their house isn't safe. After the storm. The town didn't expect such heavy rains. we don't waste any time in fixing their house! We can't wait another day to welcome them back?

Review Contractions and Apostrophes

1. This newspaper cannot be right!
2. I did not know that stores gave so much stuff away.
3. They do not want to waste good food and other items.
4. It is not anything we could have expected.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about starting a local food drive. Use as many contractions as possible.

ANSWERS

1. can't
2. didn't
3. don't
4. isn't

Pronouns

1. Bobby saw a lizard in the desert.
2. The desert is a dry area where hardly any plants grow.
3. Claire was excited to visit the beautiful desert.
4. Did Julio hike in the desert?
5. Karen's mother studies the growth cycle of the cactus plant.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about plants that has a singular subject. Then write the sentence again using a singular pronoun for the subject.

ANSWERS

1. He
2. It
3. She
4. he
5. She

Plural Pronouns

1. (She, They) want to see the desert.
2. Now (we, it) can begin our hike.
3. Brooke and Maddy are late. (He, They) want us to go without them.
4. (We, She) hope to see some of the animals that live in the desert.
5. Mike and Tim, the group is glad to see (he, you).

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about plants that has a plural subject. Then write the sentence again using a plural pronoun instead.*

ANSWERS

1. They
2. we
3. They
4. We
5. you

Using Quotation Marks

1. Did you know that a desert gets less than 10 inches of rain every year? I asked my mom.
2. How do the animals survive with so little water? Mom asked.
3. Many get water from the food they eat, I answered.
4. Then she said, But how do plants survive?
5. Many store water in their leaves, I told her.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells what your friend might say if he or she were in the desert.

ANSWERS

1. "Did you know that a desert gets less than 10 inches of rain every year?" I asked my mom.
2. "How do the animals survive with so little water?" Mom asked.
3. "Many get water from the food they eat," I answered.
4. Then she said, "But how do plants survive?"
5. "Many store water in their leaves," I told her.

Proofread

Kate told Julio about her trip to the Mojave Desert.

Was it really dry? him asked.

"They gets less than 10 inches of rain a year,"

Kate answered. "It is usually cool and rainy in the winter, he continued.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about a kind of plant that grows in or near water. Use as many subject pronouns as you can.

ANSWERS

Kate told Julio about her trip to the Mojave Desert.

"Was it really dry?" ^{he} ~~him~~ ^{^ ^}
asked.

^{It} ~~They~~ [^] gets less than 10 inches of rain a year,"

Kate answered. "It is usually cool and rainy in the winter," ^{she} ~~he~~ ^{^ ^} continued.

Review Quotation Marks and Pronouns

1. The girl shouted, Look at the cactus!
2. Her dad said Careful, the cactus is sharp.
3. Other plants live in the desert too, her dad explained.
4. Can Jill and I see the plants, the girl asked.
5. Okay, her dad said. Let's ask the gardener to show us.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about seeing a strange plant on a hike. Use pronouns and quotations in your writing.

ANSWERS

1. She shouted, "Look at the cactus!"
2. He said, "Careful, it is sharp."
3. "Other plants live in the desert too," he explained.
4. "Can we see them?" she asked.
5. "Okay," he said. "Let's ask the gardener to show us."

Pronouns *I* and *Me*

1. My grandfather and (I, me) plant corn.
2. He gives (I, me) three kinds of seeds to plant.
3. He and (I, me) will use some corn to feed the COWS.
4. (I, me) will take some home to eat.
5. My Mom will make popcorn for my brother and (I, me).

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a kind of vegetable you would like to grow. Use either I or me in your sentence.*

ANSWERS

1. I
2. me
3. I
4. I
5. me

Pronouns *We* and *Us*

1. Today (my class and I) are going to visit the plant store.
2. They will give (Claudia and me) a tour of the fruit trees.
3. (Filipe and I) want to see what the young pepper plants look like.
4. They show (the class and me) pictures of the fruits and vegetables.
5. (My friends and I) are surprised that such small plants can grow so big!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that names someone who went on a trip with you. Then rewrite the sentence using we or us.*

ANSWERS

1. we
2. us
3. We
4. us
5. We

Using the Pronoun *I*

1. My family and i like to grow pepper plants.
2. Last summer i grew yellow peppers.
3. This year Juan and i will plant sweet peppers.
4. i do not like hot peppers, however.
5. My mother says i am a picky pepper person.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences about yourself. Use the pronoun I at the start of one sentence and in the middle of the other.*

ANSWERS

1. My family and I like to grow pepper plants.
2. Last summer I grew yellow peppers.
3. This year Juan and I will plant sweet peppers.
4. I do not like hot peppers, however.
5. My mother says I am a picky pepper person.

Proofread

My mother showed we a neat trick. "Me did this when i was a kid, she said! Us wrote our names on small melons in the garden. she took I to see them two weeks later. The letters were much bigger than when us wrote them?"

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that tells about what you might do for fun on a farm.

ANSWERS

My mother showed ^{us} we a neat trick. "Me ^I did this when ^I it was a kid," she said. ^{We} ^{us} wrote our names on small melons in the garden. ^{She} ^{us} she took ^I it to see them two weeks later. The letters were much bigger than when ^{we} ^{us} wrote them?"

Review Pronouns *I, Me, We, Us*

1. My sister gave (**I, me**) a plant on my birthday.
2. (**We, us**) did not know what kind it was.
3. (**I, me**) tried to find out by reading a book.
4. It didn't tell (**we, us**) much about the plant.
5. My sister and (**I, me**) will have to wait until it grows to find out!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
What kind of plant might make a good gift? Write a sentence telling to whom you might give it.

ANSWERS

1. me
2. We
3. I
4. us
5. I

Possessive Pronouns

1. We went to the new museum in our town.
2. You could touch the displays with your hands.
3. My favorite display was the dinosaur bones.
4. One girl drew sketches in her journal.
5. My friend used his camera to take pictures of the different dinosaurs.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about a trip to a museum. Use at least one possessive pronoun.

ANSWERS

1. our
2. your
3. My
4. her
5. his

Plural Possessive Pronouns

1. The teacher talked about (the students') new assignment.
2. (Tomas's and my) idea is to make a flip book.
3. The pictures will show (the animals') changes over time.
4. Did Sandra laugh at (your and friends') clay models?
5. All the students admire (my partner's and my) drawings.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a group of animals and how they change with time. Use at least one plural possessive pronoun.*

ANSWERS

1. their
2. Our
3. their
4. your
5. our

Capitalization

may, 2009

the scientists we are with found a new set of fossils last tuesday. We had set up camp in colorado. They found the fossils because dr. lansing stubbed her toe on one of the bones! Her assistants, roy and veronica, helped to uncover the rest of them. It was an exciting find!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells the exact date and day of the week of your favorite holiday next year.

ANSWERS

May, 2009

The scientists we are with found a new set of fossils last Tuesday. We had set up camp in Colorado. They found the fossils because Dr. Lansing stubbed her toe on one of the bones! Her assistants, Roy and Veronica, helped to uncover the rest of them. It was an exciting find!

Proofread

the explorer wanted to sail across the pacific
ocean, My dad and I have a boat. we asked the
explorer if he wanted to use me ship. He said he
would use he own ship for this voyage

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a paragraph about a day at a fossil dig. Use as many possessive pronouns as you can.*

ANSWERS

the explorer wanted to sail
across the pacific ocean.
My dad and I have a boat.
we asked the explorer if he
wanted to use ^{our} me ship. He
said he would use ^{his} he own
ship for this voyage.

Review Possessive Pronouns

1. Mr. Klemp showed (Mr. Klemp's) photos of horse teeth to the class.
2. They showed examples of (the horses') changes over time.
3. "Does this match up with _____ (belonging to you) lessons?" he asked us.
4. Miss Burke showed him (Miss Burke's) class's bulletin board.
5. We described _____ (belonging to us) drawings of other animals.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write about an animal you would like to study. Use at least one possessive pronoun in your sentence(s).*

ANSWERS

1. his
2. their
3. your
4. her
5. our

Contractions

1. I am eager to watch our new puppy grow.
2. He is already twice as big as when we got him.
3. My sister says that she is weighing him each day.
4. I am measuring how tall he stands.
5. It is the most fun we've ever had!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about how a pet changes over time. Use a pronoun-verb contraction.*

ANSWERS

1. I'm
2. He's
3. she's
4. I'm
5. It's

More Contractions

1. We are so puzzled in our house!
2. "You are sure they were there yesterday?" my mother asks.
3. "I am certain," I tell her.
4. "Well, they are not in the tree today," my sister says.
5. We are wondering if the baby birds finally learned to fly.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write about a time when you watched an animal grow and change. Use pronoun-verb contractions in your sentences.*

ANSWERS

1. We're
2. You're
3. I'm
4. they're
5. We're

Contractions and Possessive Pronouns

1. "We like to watch (your, you're) owls," my sister said.
2. "(They're, Their) bigger every time we see them!" she exclaimed.
3. (It's, Its) very exciting when they fly from tree to tree.
4. "Thank you for showing us (they're, their) nests," we said.
5. "(Your, You're) very welcome," said the bird watcher.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Select a wild animal and tell how it changes during its life. Use as many pronoun-verb contractions and possessive pronouns as possible.*

ANSWERS

1. your
2. They're
3. It's
4. their
5. You're

Proofread

“Your going to like this a lot?” my father said.
 Him pointed to the barn. “The pony is taking
 it’s first walk.” The other horses watched from
 they’re corrals. Soon our’re new friend stepped.
 Slowly into the light.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about the first time you saw an animal do or try something new.

ANSWERS

“You’re going to like this a lot?” my father said. He pointed to the barn. “The pony is taking its first walk.” The other horses watched from their they’re corrals. Soon our’re new friend stepped slowly into the light.

Contractions and Possessive Pronouns

1. (Mr. Tanaka and his sons are) going to the zoo.
2. (It is) the third time (they have) gone this year.
3. (They will) take (Mr. Tanaka and his sons') journals with them.
4. (You are) welcome to go with them.
5. (I am) going to meet them at (the car that belongs to Mr. Tanaka).

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write two sentences with contractions and possessive pronouns. Then rewrite them without using the contractions or possessive pronouns.*

ANSWERS

1. They're
2. It's, they've
3. They'll, their
4. You're
5. I'm, Mr. Tanaka's car

Pronoun-Verb Agreement

1. She look up into the sky.
2. He spot an eagle.
3. It soar far up in the clouds.
4. He point to it.
5. She see a nest high in the tree.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about an animal in the wild. Use the pronoun it to tell what it does.

ANSWERS

1. She—pronoun; look—verb, looks
2. He—pronoun; spot—verb, spots
3. It—pronoun; soar—verb, soars
4. He—pronoun; point—verb, points
5. She—pronoun; see—verb, sees

Using Action Verbs with Subjects Pronoun

1. We waits for the owls at night.
2. They hunts in the dark.
3. I sees the first one.
4. You takes a picture of it.
5. They lives near the barn.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells about a wild animal that lives on or near a farm. Use one of the pronouns I, you, we, or they.

ANSWERS

1. We wait for the owls at night.
2. They hunt in the dark.
3. I see the first one.
4. You take a picture of it.
5. They live near the barn.

Book Titles

1. Kendra read hunters of The Deep for her report.
2. I checked out jaws Of doom from the library.
3. The pictures in They call the Sea home are pretty.
4. Our teacher used the book wolf habitats in the United States in class.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Make up a book title that might help you write a report on wild animals. Use the title in a sentence.

ANSWERS

1. Kendra read Hunters of the Deep for her report.
2. I checked out Jaws of Doom from the library.
3. The pictures in They Call the Sea Home are pretty.
4. Our teacher used the book Wolf Habitats in the United States in class.

Proofread

Tina gives a lesson about animals. She share a book called wolves and bears. We likes to read it. It tell how these animals are often misunderstood by humans. A boy named Jim shows a book called the biggest bears in the state. He explain the last chapter to the class.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about books you have read that include wild animals. Use at least two book titles in your paragraph.

ANSWERS

Tina gives a lesson about animals. She share^s a book called wolves and bears. We like^s to read it. It tell^s how these animals are often misunderstood by humans. A boy named Jim shows a book called the biggest bears in the state. He explain^s the last chapter to the class.

Pronoun-Verb Agreement and Book Titles

1. I want to (read/reads) the book wolf calls of The Wild.
2. Kali says he (like/likes) that book, too.
3. Did you (find/finds) the book wolves of the west?
4. It (has/have) many facts about wolf packs.
5. I also (think/thinks) leader of the pack is a good book.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *What kind of book would you write about wild animals? Write a paragraph about it and tell what title you would use.*

ANSWERS

1. I want to read the book Wolf Calls of the Wild.
2. Kali says he likes that book, too.
3. Did you find the book Wolves of the West?
4. It has many facts about wolf packs.
5. I also think Leader of the Pack is a good book.

Identifying Adjectives That Tell What Kind

1. The green ferns like wet soil.
2. The short ferns like sandy soil.
3. We saw colorful lilies in the pond.
4. A spotted frog jumped onto a log.
5. Do you think it likes the cold water?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about life in a pond. Use at least one adjective that tells what kind.

ANSWERS

1. green, wet
2. short, sandy
3. colorful
4. spotted
5. cold

Identify Adjectives That Tell How Many

1. I saw ten snakes slither over the sand.
2. Some beetles dug holes in the cactus.
3. My two friends don't like the heat.
4. It must be over ninety degrees.
5. Thank goodness we have many bottles of water!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about life in the desert. Use at least one adjective that tells how many.

ANSWERS

1. ten
2. Some
3. two
4. ninety
5. many

Using Commas in a Series

1. This cactus uses color sap or spines to protect itself.
2. Some animals are awake morning noon and night.
3. The coyote can hear and smell very well.
4. This toad is small brown and ugly.
5. Nicole Patty and Noriko will not touch it.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Finish this sentence with a list of three things: In the desert, I saw _____.

ANSWERS

1. This cactus uses color, sap, or spines to protect itself.
2. Some animals are awake morning, noon, and night.
3. not a series
4. This toad is small, brown, and ugly.
5. Nicole, Patty, and Noriko will not touch it.

Proofread

The tiny plants need food water and sunlight to grow. They grew over three inches in five days? The flowers will be yellow, and red. Did we forgets to water some plants today. The leaves look brown, dry, weak. Tomorrow we will bring many plant outside.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a paragraph about a plant you or a friend has grown indoors. Use as many adjectives as you can.*

ANSWERS

The tiny plants need food, water, and sunlight to grow. They grew over three inches in five days? The flowers will be yellow, and red. Did we forgets to water some plants today? The leaves look brown, dry, and weak. Tomorrow we will bring many plants outside.

Review Adjectives and Commas in a Series

1. We see a brown rabbit, and a tall cactus in the desert.
2. Jaime draws green lizards insects and birds.
3. Some students tests the soil air or water.
4. Sheng shares the cold water with Lucinda Joe and Aimee.
5. Our visit to the desert lasts three hours, and ten minutes.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a paragraph that describes a field trip to a new environment. Use plenty of adjectives to describe what you might see.

ANSWERS

1. We see a brown rabbit and a tall cactus in the desert.
2. Jaime draws green lizards insects, and birds.
3. Some students test the soil, air, or water.
4. Sheng shares the cold water with Lucinda, Joe, and Aimee.
5. Our visit to the desert lasts three hours and ten minutes.

Use the Article *a*

1. The finch grabs an piece of straw.
2. It builds a nest on the porch.
3. The bird pulls an string on my coat.
4. I set out an ball of yarn.
5. The finch uses a bit of the yarn.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about what an animal uses to build a home. Use the article a in your sentence.*

ANSWERS

1. incorrect: should be *a*
2. correct
3. incorrect: should be *a*
4. incorrect: should be *a*
5. correct

Use the Article *an*

1. The hummingbird sips water from (a, an) raindrop.
2. A deer gets water from (a, an) apple.
3. My cat licks up water from (a, an) bowl.
4. (A, An) elephant drinks from lakes and rivers.
5. Do you know how (a, an) owl finds water?

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence using the article an to tell about how a kind of plant or animal gets its water.*

ANSWERS

1. The hummingbird sips water from a raindrop.
2. A deer gets water from an apple.
3. My cat licks up water from a bowl.
4. An elephant drinks from lakes and rivers.
5. Do you know how an owl finds water?

Capitalizing Proper Nouns

1. mrs nagani lives in montana.
2. She and her husband adam build bird feeders.
3. Many people in the town of bozeman buy the feeders.
4. Winters are hard in that part of the U.S.
5. The birds of bozeman depend on mr and mrs. nagani's bird feeders.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence telling about how you could help animals in your area meet their needs.*

ANSWERS

1. Mrs. Nagani lives in Montana.
2. She and her husband Adam build bird feeders.
3. Many people in the town of Bozeman buy the feeders.
4. Winters are hard in that part of the U.S.
5. The birds of Bozeman depend on Mr. and Mrs. Nagani's bird feeders.

Proofread

The columbia river is a important part of our environment. It forms part of the border between washington, and oregon. You might see a eagle high in the sky there. Many bears hopes to catch an salmon or two as they wade in the river. An large number of birds fish and other animals find what they need there.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a paragraph that describes an environment near your home. Tell how it meets the needs of the animals that live there.*

ANSWERS

an The columbia river is an important part of our environment. It forms part of the border between washington, and oregon. You might see an eagle high in the sky there. Many bears hopes to catch an salmon or two as they wade in the river. An large number of birds fish and other animals find what they need there.

Articles and Capitalization of Proper Nouns

1. We took dr higgins down to _____ pond near our school.
2. mrs trumble pointed to _____ odd fish that lived there.
3. "It swims in _____ circle all day long," she said.
4. Dr Higgins took _____ sample of the water.
5. "This may give us _____ idea of what is happening here," dr Higgins said.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells how one kind of animal finds what it needs in summer. Then write a sentence that tells how it finds things in winter.*

ANSWERS

1. We took Dr. Higgins down to a pond near our school.
2. Mrs. Trumble pointed to an odd fish that lived there.
3. "It swims in a circle all day long," she said.
4. Dr. Higgins took a sample of the water.
5. "This may give us an idea of what is happening here," Dr. Higgins said.

Synonyms

1. Marci wanted to save energy.
2. She was a clever girl.
3. Marci took short showers instead of baths.
4. She used less hot water when she washed her hands.
5. She was happy to do her part to conserve.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence that tells how to save energy. Then write it again using a synonym for one of the words.

ANSWERS

1. Possible synonyms: wished, hoped
2. Possible synonyms: smart, bright, intelligent
3. Possible synonyms: quick, brief
4. Possible synonym: cleaned
5. Possible synonyms: glad, pleased

Antonyms

1. Mr. Angelino loves to work in his garden.
2. He always feels happy as he digs in the dirt.
3. This year he plants many kinds of vegetables.
4. He will not make many trips to the store to buy vegetables.
5. He will save a lot of money on gasoline.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a sentence about growing a garden in your town or city. Now try to write the same sentence using an antonym.

ANSWERS

1. Possible antonyms: hates, despises
2. Antonym: sad
3. Antonym: few
4. Antonym: sell
5. Antonym: waste

Sentence Capitalization/Punctuation

1. how will we cut back on the amount of trash we make
2. my friends have an idea
3. it's the best idea ever
4. put up signs in all the stores
5. the signs will ask, "do you really need a bag"

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that explains how to cut back on the amount of trash in your community.*

ANSWERS

1. How will we cut back on the amount of trash we make?
2. My friends have an idea.
3. It's the best idea ever!
4. Put up signs in all the stores.
5. The signs will ask, "Do you really need a bag?"

Proofread

“what will our class do for arbor day” you ask. We plan to plant trees, and flowers all over town. the local nature club donated pines spruces and cedars? the plant shop gave us tulip. And daffodil bulbs. how ugly our town will be when we are finished.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a short paragraph about how a group of people might help make your town a better place to live.*

ANSWERS

“what will our class do for arbor day?” you ask. We plan to plant trees, and flowers all over town. the local nature club donated pines, spruces, and cedars? the plant shop gave us tulip. And daffodil bulbs. how ugly our town will be when pretty we are finished!

Review Synonyms and Antonyms

1. Saving the world is a big job.

synonyms: _____

antonyms: _____

2. Our class will try to help the planet.

antonyms: _____

3. This will make us happy.

synonyms: _____

antonyms: _____

4. We give our ideas to classes at school.

synonyms: _____

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that invites others to join you in a project that will help the environment.

ANSWERS

1. synonyms: large, huge;
antonyms: small, tiny
2. antonyms: hurt, harm
3. synonyms: glad, pleased;
antonyms: sad, upset
4. synonyms: thoughts,
plans

Adjectives That Compare

1. Today's storms are bigger than yesterday's.
2. The clouds in the west are taller than those in the east.
3. The winds right now are stronger than this morning.
4. Last spring's rainfall was lighter than this spring's.
5. The river is higher today than ever before.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that compares today's weather to the weather yesterday.*

ANSWERS

1. bigger
2. taller
3. stronger
4. lighter
5. higher

Adjectives That Compare

1. This winter is (colder/coldest) than last winter.
2. The snow is the (deeper/deepest) I have ever seen.
3. This may be the (longer, longest) stretch of cold weather ever!
4. This sweater is the (warmer, warmest) one I own.
5. That snow bank is (higher, highest) than our car!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about the strongest storm you can remember. Include at least one adjective that compares.*

ANSWERS

1. colder
2. deepest
3. longest
4. warmest
5. higher

Using Apostrophes

1. High winds blew down our neighbors tree.
2. The pine tree fell on Nates bicycle.
3. Branches crashed through his two sisters windows.
4. They knocked down my houses power lines.
5. All of my mothers clocks faces stopped at 2:15.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about damage from a storm. Try to use as many possessive nouns as possible.*

ANSWERS

1. High winds blew down our neighbor's tree.
2. The pine tree fell on Nate's bicycle.
3. Branches crashed through his two sisters' windows.
4. They knocked down my house's power lines.
5. All of my mother's clocks' faces stopped at 2:15.

Proofread

Our states weather depends on where you live. the north has coldest winters than the south. The south has longest periods of dry weather. Our towns temperatures were the lower of all. the South had the hotter summer of all fifty state's!

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph that compares the weather in your town to another town across the country. Use as many adjectives that compare as you can.

ANSWERS

Our state's weather depends on where you live. the north has ^{colder} ~~coldest~~ ^{coldest} winters than the south. The south has ^{longer} ~~longest~~ periods of dry weather. Our towns ^{lowest} ~~lower~~ temperatures were the ^{lowest} of all. the South had the ^{hottest} ~~hotter~~ summer of all fifty state's!

Review Adjectives That Compare

1. Ronaldo is bravest than I am.
2. He goes out in the stronger of storms.
3. His boat is fastest than the police department's.
4. He saved us when we were trapped in the deeper part of the lake.
5. We gave him the bigger gift we could find.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short paragraph about a rescue attempt during bad weather. Use at least two adjectives that compare.

ANSWERS

1. Ronaldo is braver than I am.
2. He goes out in the strongest of storms.
3. His boat is faster than the police department's.
4. He saved us when we were trapped in the deepest part of the lake.
5. We gave him the biggest gift we could find.

Adverbs That Tell How

1. During the eclipse, the sun slowly went dark.
2. People talked excitedly about what was happening.
3. Ms. Earling calmly told us a story.
4. We gladly listened to the tale about the sky.
5. Everyone clapped loudly at the end.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about an unusual natural event that you remember. Use at least one adverb that tells how.*

ANSWERS

1. verb: went
adverb: slowly
2. verb: talked
adverb: excitedly
3. verb: told
adverb: calmly
4. verb: listened
adverb: gladly
5. verb: clapped
adverb: loudly

Adverbs That Tell When or Where

1. I heard an interesting story yesterday.
2. A raven woke up late for breakfast.
3. There was no food anywhere.
4. He flew outdoors to find his friends.
5. They often stole his food as a prank.

Model/Guided Practice Routine

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2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence that tells about something you did today. Use at least one adverb that tells when or where.*

ANSWERS

1. yesterday; tells when
2. late; tells when
3. anywhere; tells where
4. outdoors; tells where
5. often; tells when

Capitalizing Proper Nouns and I

1. i read the stories in leslie wong's book.
2. She wrote the collection with john elder.
3. There were many tales i had never heard.
4. One had a character called rawennio.
5. i liked the picture of rawennio pulling up an apple tree.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a sentence about a folk tale character you know. Be sure to capitalize the name correctly.*

ANSWERS

1. I read the stories in Leslie Wong's book.
2. She wrote the collection with John Elder.
3. There were many tales I had never heard.
4. One had a character called Rawennio.
5. I liked the picture of Rawennio pulling up an apple tree.

Proofread

Some children from the abenaki village oncely
 made fun of an old woman. The woman sat
 down on they're beach. The pacific ocean slow
 rose up around her. Soonly the island was
 underwater. The people quick built rafts. The
 people were scattered everywhere by the tide.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Write a paragraph that summarizes a folk tale you know well. Use as many adverbs as possible in your retelling.*

ANSWERS

Some children from the abenaki village ^{once} ~~oncely~~ ^{once} made fun of an old woman. The woman sat down on ^{their} ~~they're~~ ^{beach}. The pacific ocean ^{slowly} ~~slow~~ rose up around her. ^{Soon} ~~Soonly~~ the island was underwater. The people ^{quickly} ~~quick~~ built rafts. The people were scattered everywhere by the tide.

Review Adverbs

1. My friend serena's Grandmother told us a story yesterday.
2. We sat inside and listened carefully.
3. mrs. lopez explained why mountain tops are often covered with snow.
4. Eventually serena and i fell asleep.
5. She and i woke up suddenly an hour later.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
Write a short folk tale of your own. Use at least two different kinds of adverbs.

ANSWERS

1. My friend Serena's grandmother told us a story yesterday.
2. We sat inside and listened carefully.
3. Mrs. Lopez explained why mountain tops are often covered with snow.
4. Eventually Serena and I fell asleep.
5. She and I woke up suddenly an hour later.