

## Topics

Name: \_\_\_\_\_

► **Exercise 1:** In each column, cross out the word that does not support the topic at the top.

<p>1.        <b>Reptiles</b></p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">alligator snake <del>zebra</del> lizard</p>	<p>2.        <b>Instruments</b></p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">clarinet xylophone <del>orchestra</del> trumpet</p>
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► **Exercise 2:** Write the topic for each group of words.

Choose from these topics:   **States**   **Plants**   **Birds**   **Prepositions**

<p>1.        <i>States</i></p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Utah Nebraska Louisiana Michigan</p>	<p>2.        <i>Prepositions</i></p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">during toward across into</p>
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## Supporting and Nonsupporting Sentences

► **Exercise 3:** Cross out the sentence in the paragraph that does not support the topic.

**Topic: Speaking Without Words**

There are many ways to say things without using words. A nod of your head means “yes”, and a shake from side to side means “no”. You can wink your eye to say “I’m kidding,” and put your finger in front of your lips to say “Shh!” ~~When my aunt comes to visit, she talks all the time.~~ A wave can mean either “hello” or “goodbye”, and a fist with the thumb pointed upward means “everything is great”.

## Singular and Plural

Name: \_\_\_\_\_

► **Exercise 1:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. friend	S	6. bookcase	S
2. member	S	7. students	P
3. knee	S	8. frown	S
4. workers	P	9. microscope	S
5. pencils	P	10. villages	P

► **Exercise 2:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. mouse	S	6. children	P
2. mice	P	7. planet	S
3. telescope	S	8. geese	P
4. scientists	P	9. button	S
5. apples	P	10. computer	S

## Common and Proper

Name: \_\_\_\_\_

► **Exercise 1:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. planet	<i>c</i>	6. Colorado	<i>p</i>
2. judge	<i>c</i>	7. Denmark	<i>p</i>
3. Liberty Bell	<i>p</i>	8. ocean	<i>c</i>
4. tiger	<i>c</i>	9. Atlantic Ocean	<i>p</i>
5. Mercury	<i>p</i>	10. family	<i>c</i>

► **Exercise 2:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. continent	<i>c</i>	6. Finland	<i>p</i>
2. Mr. Smith	<i>p</i>	7. lake	<i>c</i>
3. parrot	<i>c</i>	8. Lake Mead	<i>p</i>
4. Sue's Diner	<i>p</i>	9. Orange County	<i>p</i>
5. Saturday	<i>p</i>	10. bell	<i>c</i>

## Singular/Plural and Common/Proper

Name: \_\_\_\_\_

► **Exercise 1:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. oxen	P	6. goose	S
2. tomatoes	P	7. oxen	P
3. butterfly	S	8. woman	S
4. benches	P	9. men	P
5. wolves	P	10. child	S

► **Exercise 2:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. Mexico	P	6. Europe	P
2. Big Dipper	P	7. Arctic Ocean	P
3. star	C	8. continent	C
4. Quigley	P	9. Rocky Mountains	P
5. class	C	10. valley	C

## Complete Subject and Complete Predicate

Name: \_\_\_\_\_

► **Exercise 1:** Underline the complete subject once and the complete predicate twice.

1. The lamp glowed brightly through the window.
2. The coaches talked to the team before the first practice.
3. The little boy sang softly in the kitchen.
4. An elegant lady sat on the deck near the ocean.
5. Heather swam on the swim team.

## Simple Subject and Simple Predicate

► **Exercise 2:** Underline the simple subject once and the simple predicate twice.

1. The lamp glowed brightly through the window.
2. The coaches talked to the team before the first practice.
3. The little boy sang softly in the kitchen.
4. An elegant lady sat on the deck near the ocean.
5. Heather swam on the swim team.

## Noun Job Chart, Subject Noun and Object of the Preposition

Name: \_\_\_\_\_

► **Exercise 1:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

SN            V        Adv    P    A    Adj    OP

2.  $\frac{SN \ V}{PI}$  Teresa / scrambled quickly (down the steep path). D

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
Teresa	SN	S	P	Teresa	scrambled
path	OP	S	C		

► **Exercise 2:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

A    Adj    SN        V        Adv    P        OP

2.  $\frac{SN \ V}{PI}$  The tired family / slept soundly (until morning). D

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
family	SN	S	C	family	slept
morning	OP	S	C		

## Subject-Verb Agreement

Name: \_\_\_\_\_

**Rule 1:** A singular subject must use a singular verb form that ends in **s** or **es**.**Rule 2:** A plural subject or the subject **YOU** must use a plural verb form that has **no s** or **es** ending.

► **Exercise 1:** For each sentence, do three things: (1) Write the subject. (2) Write **S** and **Rule 1** if the subject is singular, or write **P** and **Rule 2** if the subject is plural. (3) Underline the correct verb.

- | Subject         | S or P   | Rule     |  |
|-----------------|----------|----------|--|
| 1. <u>Mandy</u> | <u>S</u> | <u>1</u> | Mandy ( <u>doesn't</u> , don't) work today.          |
| 2. <u>water</u> | <u>S</u> | <u>1</u> | The water ( <u>splashes</u> , splash) on my feet.    |
| 3. <u>you</u>   | <u>P</u> | <u>2</u> | You ( <u>leave</u> , leaves) tomorrow morning.       |
| 4. <u>fans</u>  | <u>P</u> | <u>2</u> | His fans ( screams, <u>scream</u> ) at his concerts. |
| 5. <u>mom</u>   | <u>S</u> | <u>1</u> | My mom ( <u>drives</u> , drive) a mail truck.        |

**Rule 1:** A singular subject must use a singular verb form that ends in **s** or **es**.**Rule 2:** A plural subject or the subject **YOU** must use a plural verb form that has **no s** or **es** ending.

► **Exercise 2:** For each sentence, do three things: (1) Write the subject. (2) Write **S** and **Rule 1** if the subject is singular, or write **P** and **Rule 2** if the subject is plural. (3) Underline the correct verb.

- | Subject              | S or P   | Rule     |   |
|----------------------|----------|----------|---|
| 1. <u>Kerry</u>      | <u>S</u> | <u>1</u> | Kerry ( <u>was</u> , were) late for work.       |
| 2. <u>Taylor/Ben</u> | <u>P</u> | <u>2</u> | Taylor and Ben (plays, <u>play</u> ) every day. |
| 3. <u>books</u>      | <u>P</u> | <u>2</u> | The books (is, <u>are</u> ) too heavy.          |
| 4. <u>uncle</u>      | <u>S</u> | <u>1</u> | My uncle ( <u>rides</u> , ride) a motorcycle.   |
| 5. <u>you</u>        | <u>P</u> | <u>2</u> | You (likes, <u>like</u> ) chocolate ice cream.  |

## Identifying Sentences, Fragments, and Sentences with Compound Subjects and Verbs

Name: \_\_\_\_\_

► **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: **S, F, SCS, SCV**)

- SCV 1. The campers gathered branches and burned them in the fire.
- F 2. Before revising your report.
- S 3. Many elephants live in the jungles of Africa.
- SCV 4. They flapped their wings and flew away.
- SCS 5. Bricks and tiles are made in my uncle's factory.

► **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: **S, F, SCS, SCV**)

- SCS 1. The red truck and blue car were sold at the auction.
- F 2. Bought the best alarm clock.
- SCV 3. Jessica is washing and drying her clothes.
- S 4. Our family went to the movie theater yesterday.
- F 5. Down the hiking trail in the park.



**Correcting Run-on Sentences, Using Compound Parts**

Name: \_\_\_\_\_

▶ **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The paddle floated down the river / the hat floated down the river. (**SCS**)

*The paddle and the hat floated down the river.*

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2. The horses jumped over the fence / the horses ran away. (**SCV**)

*The horses jumped over the fence and ran away.*

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▶ **Exercise 2:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The judge was elected in November / the senator was elected in November. (**SCS**)

*The judge and senator were elected in November.*

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2. The baby crawled across the floor / she raised her arms to her mother. (**SCV**)

*The baby crawled across the floor and raised her arms to her mother.*

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## Homonyms

Name:

► **Exercise 1:** Underline the correct homonym in each sentence.

1. The cattle broke (through, threw) the fence.
2. The school (principal, principle) spoke to the students at the assembly.
3. The kite was (to, two, too) heavy to fly.
4. My brother has lost (wait, weight) during his training.
5. Grandma will (pore, pour) the tea and coffee.

► **Exercise 2:** Underline the correct homonym in each sentence.

1. We will turn (right, write) at the next stoplight.
2. (Course, Coarse) sandpaper is needed to start the wood project.
3. The twins will be in the (fourth, forth) grade next year.
4. Our class visited the state (capitol, capital) in October.
5. A flamingo fluffed (its, its) bright pink feathers.

## Identifying Sentences S, F, SCS, SCV, CD

Name: \_\_\_\_\_

► **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD)

- cD   1. Parker loves country music; Emma hates it.
- SCV   2. We explored the caves, climbed the rocks, and hiked a wooded trail.
- F   3. The twinkling stars in the dark night sky.
- SCS   4. Giggling girls and wiggly puppies gathered on the porch.
- S   5. The ski boat sped across the clear blue lake.

► **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD)

- SCV   1. Baby blue jays peeped and squeaked for their food.
- S   2. The black and gray moth fluttered around the porch light.
- F   3. Buttered popcorn, iced sodas, and a good movie.
- cD   4. He worked hard on this project; therefore, he was rewarded.
- SCS   5. Tiny red ants and annoying gnats joined our picnic in the backyard.

## Correcting Run-on Sentences, Using Compound Sentences

Name: \_\_\_\_\_

- **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. I bought Emily some clothes / they did not fit. (**CD, but**)

*I bought Emily some clothes, but they did not fit.*

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2. The temperature soared today / it was hot. (**CD;**)

*The temperature soared today; it was hot.*

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3. Our vacation was scheduled for May / Sarah could not go. (**CD; however,**)

*Our vacation was scheduled for May; however, Sarah could not go.*

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4. They called their mom / she brought their lunch to school. (**CD, and**)

*They called their mom, and she brought their lunch to school.*

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# Contractions

Name: \_\_\_\_\_

► **Exercise 1:** Write the **words** in the blank for each **contraction**.

1. isn't \_\_\_\_\_ *is not*

2. I'm \_\_\_\_\_ *I am*

3. weren't \_\_\_\_\_ *were not*

4. aren't \_\_\_\_\_ *are not*

5. we'd \_\_\_\_\_ *we had or we would*

► **Exercise 2:** Write the **contraction** in the blank for each set of **words**.

1. cannot \_\_\_\_\_ *can't*

2. I have \_\_\_\_\_ *I've*

3. we will \_\_\_\_\_ *we'll*

4. who is \_\_\_\_\_ *who's*

5. you have \_\_\_\_\_ *you've*

# Contractions

Name: \_\_\_\_\_

► **Exercise 1:** Write the **words** in the blank for each **contraction**.

1. shouldn't \_\_\_\_\_ *should not*

2. won't \_\_\_\_\_ *will not*

3. doesn't \_\_\_\_\_ *does not*

4. there's \_\_\_\_\_ *there is*

5. we've \_\_\_\_\_ *we have*

► **Exercise 2:** Write the **contraction** in the blank for each set of **words**.

1. they will \_\_\_\_\_ *they'll*

2. could not \_\_\_\_\_ *couldn't*

3. they are \_\_\_\_\_ *they're*

4. did not \_\_\_\_\_ *didn't*

5. do not \_\_\_\_\_ *don't*

## A / An

Name: \_\_\_\_\_

► **Exercise 1:** Write **a** or **an** in the blanks.

1. There are pictures of an eagle and an emu on the wall.
2. Joseph sat at a table and ate an apple for his snack.
3. As she planted a garden, she found an ant hill.
4. They saw an incredible sunrise and a beautiful sunset.
5. We heard an exciting song and saw a wonderful dance.

► **Exercise 2:** Write **a** or **an** in the blanks.

- |                           |                               |
|---------------------------|-------------------------------|
| 1. <u>a</u> gigantic boat | 6. <u>an</u> octopus          |
| 2. <u>an</u> elf          | 7. <u>a</u> table             |
| 3. <u>an</u> enormous dog | 8. <u>an</u> aunt             |
| 4. <u>a</u> rare shell    | 9. <u>an</u> uncle            |
| 5. <u>an</u> animal       | 10. <u>a</u> beautiful basket |

## Identifying Sentences S, F, SCS, SCV, CD, CX

Name: \_\_\_\_\_

- **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD, CX)

- CD 1. David whistled for his dog, and she wagged her tail happily.
- S 2. The Jones family serves at the homeless shelter every Thanksgiving.
- F 3. Through the trees and down the narrow country lane.
- CX 4. After he ate lunch, Mason played in his tree house.
- SCV 5. The grumpy little girl argued and cried at bedtime.

- **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD, CX)

- SCS 1. Hungry rabbits and deer devoured our garden.
- S 2. Jesse slept on a cot in the tent.
- CX 3. We ate dinner on the patio because the weather was perfect.
- CD 4. Ms. Hill's class was early; however, Mr. Long's class was late.
- SCV 5. The frightened lizard raced across the path and scrambled under a rock.



**Correcting Run-on Sentences, Using Compound Parts**

Name: \_\_\_\_\_

► **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The girl was excited / she won the spelling bee. (**CX after**) (2)

*The girl was excited after she won the spelling bee.*

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2. The judges announced the winners / the swim team cheered. (**CX when**) (1)

*When the judges announced the winners, the swim team cheered.*

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► **Exercise 2:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The trainer gave the command / the dog jumped through the hoop. (**CX before**) (2)

*The trainer gave the command before the dog jumped through the hoop.*

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2. Mom cooks the meal / you should wash the dishes. (**CX if**) (1)

*If Mom cooks the meal, you should wash the dishes.*

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## Noun Job Chart, Adding Direct Objects

Name: \_\_\_\_\_

► **Exercise 1:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

A Adj SN V-t DO P A Adj OP P PPA OP

2.  $\frac{SN \ V-t}{DO \ P2}$  The skilled firefighter / sprayed water (onto the burning buildings) (from his truck). D

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
firefighter	SN	S	C	firefighter	sprayed
water	DO	S	C		
buildings	OP	P	C		
truck	OP	S	C		

► **Exercise 2:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

SN V-t DO P A OP P A OP P OP

2.  $\frac{SN \ V-t}{DO \ P2}$  Mr. Brown / took pictures (of the cars) (in the race) (at Daytona). D

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
Mr. Brown	SN	S	P	Mr. Brown	took
pictures	DO	P	C		
cars	OP	P	C		
race	OP	S	C		
Daytona	OP	S	P		

## Regular and Irregular Verbs, Tenses of Helping Verbs

Name: \_\_\_\_\_

- **Exercise 1:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. The parrot <u>flew</u> across the room.	2	flew	I
2. Jarrod <u>hops</u> across the gym floor.	1	hopped	R
3. Beth <u>is calling</u> her best friend for advice.	1	called	R
4. The teacher <u>taught</u> reading and spelling.	2	taught	I
5. Missy <u>will ride</u> the subway to the city.	3	rode	I

- **Exercise 2:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. She <u>speaks</u> to her students in a quiet voice.	1	spoke	I
2. The diver <u>searches</u> for treasure in the ocean.	1	searched	R
3. I <u>saw</u> the beautiful eagle over the water.	2	saw	I
4. Her baby <u>will cry</u> at naptime.	3	cried	R
5. The football players <u>played</u> a tough game.	2	played	R

- **Exercise 3:** List the present-tense and past-tense helping verbs.

Present Tense	1. am	2. is	3. are	4. has	5. have	6. do	7. does
Past Tense	1. was	2. were	3. had	4. did	5. been		

## Verb Tenses in Paragraphs

Name: \_\_\_\_\_

- **Exercise:** Change the underlined present-tense verbs in Paragraph 1 to **past-tense verbs** in Paragraph 2.

### Paragraph 1: Present Tense

Zack gathers a rope, a flashlight, batteries, water, and snacks for his spelunking adventure with Uncle Ben. He wears long pants and a long-sleeved shirt so that he won't get cold in the cave. Just then, Uncle Ben drives in the driveway. He grins and checks Jake's supplies. Jake and Uncle Ben load the truck. Then, they drive for forty-five minutes and hike another fifteen minutes into the mountain wilderness. At last, they reach the mouth of the cave. Jake listens carefully as his uncle explains the safety rules for cave exploring. This is his first time, and Jake has a lot to learn!

### Paragraph 2: Past Tense

Zack gathered a rope, a flashlight, batteries, water, and snacks for his spelunking adventure with Uncle Ben. He wore long pants and a long-sleeved shirt, so that he wouldn't get cold in the cave. Just then, Uncle Ben drove in the driveway. He grinned and checked Jake's supplies. Jake and Uncle Ben loaded the truck. Then, they drove for forty-five minutes and hiked another fifteen minutes into the mountain wilderness. At last, they reached the mouth of the cave. Jake listened carefully as his uncle explained the safety rules for cave exploring. This was his first time, and Jake had a lot to learn!

## Mixed Verb Tenses in Paragraphs

Name: \_\_\_\_\_

### Paragraph 1: Mixed Tenses

Matt **walks** outside in the backyard where he **observed** a ladybug on a leaf near a lawn chair. Matt **had studied** ladybugs in school. He quietly **moved** toward the ladybug and carefully **scrapes** it into a clear quart jar. Soon, it **begins** a slow, misty rain. Matt **remembers** that ladybugs **like** rain. So, he **releases** the ladybug out of the jar. He **thought** he **heard** the ladybug say "Thank you" as she **flew** away.

- **Exercise 1:** Change the mixed verb-tenses in Paragraph 1 to **past-tense verbs** in Paragraph 2.

### Paragraph 2: Past Tense

Matt walked outside in the backyard where he observed a ladybug on a leaf near a lawn chair. Matt had studied ladybugs in school. He quietly moved toward the ladybug and carefully scraped it into a clear quart jar. Soon, it began a slow, misty rain. Matt remembered that ladybugs liked rain. So, he released the ladybug out of the jar. He thought he heard the ladybug say "Thank you" as she flew away.

- **Exercise 2:** Change the past-tense verbs in Paragraph 2 to **present-tense verbs** in Paragraph 3.

### Paragraph 3: Present Tense

Matt walks outside in the backyard where he observes a ladybug on a leaf near a lawn chair. Matt has studied ladybugs in school. He quietly moves toward the ladybug and carefully scrapes it into a clear quart jar. Soon, it begins a slow, misty rain. Matt remembers that ladybugs like rain. So, he releases the ladybug out of the jar. He thinkshe hears the ladybug say "Thank you" as she flies away.

**Principal Parts of Verbs, Regular and Irregular Verbs, Tenses of Helping Verbs**

Name: \_\_\_\_\_

► **Exercise 1:** Write the four principal parts of the following verbs: *buy* and *whisper*.

Present	Past	Past Participle	Present Participle
1. <i>buy</i>	3. <i>bought</i>	5. <b>(has)</b> <i>bought</i>	7. <b>(is)</b> <i>buying</i>
2. <i>whisper</i>	4. <i>whispered</i>	6. <b>(has)</b> <i>whispered</i>	8. <b>(is)</b> <i>whispering</i>

► **Exercise 2:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. Melinda <u>competed</u> in the talent show.	2	<i>competed</i>	R
2. The astronauts <u>will launch</u> on Saturday.	3	<i>launched</i>	R
3. Jordan <u>is singing</u> an amazing duet with Taylor.	1	<i>sang</i>	I
4. The young doctor <u>studies</u> blood diseases.	1	<i>studied</i>	R
5. Keith <u>will bring</u> potato salad to the picnic.	3	<i>brought</i>	I

► **Exercise 3:** List the present-tense and past-tense helping verbs below.

<b>Present Tense</b>	1. <i>am</i>	2. <i>is</i>	3. <i>are</i>	4. <i>has</i>	5. <i>have</i>	6. <i>do</i>	7. <i>does</i>
<b>Past Tense</b>	1. <i>was</i>	2. <i>were</i>	3. <i>had</i>	4. <i>did</i>	5. <i>been</i>		

## Punctuating Quotations

Name:

► **Exercise 1:** Edit the sentences and underline the explanatory words. Use this Editing Guide:

Sentence 1: 9 mistakes

Sentence 3: 10 mistakes

Sentence 2: 9 mistakes

Sentence 4: 14 mistakes

1. "dad, is clancy allowed to sleep in the house tonight?" asked zack.

2. zack asked, "dad, is clancy allowed to sleep in the house tonight?"

3. "dad," zack asked, "is clancy allowed to sleep in the house tonight?"

4. "dad, is clancy allowed to sleep in the house tonight?" zack asked.

"It is supposed to storm, and you know how scared he gets."

► **Exercise 2:** Edit the sentences and underline the explanatory words. Use this Editing Guide:

Sentence 1: 9 mistakes

Sentence 3: 11 mistakes

Sentence 2: 10 mistakes

Sentence 4: 19 mistakes

1. "i can't hear what you are saying, lana!" my sister shouted.

2. my sister shouted, "i can't hear what you are saying, lana!"

3. "lana," my sister shouted, "i can't hear what you are saying!"

4. "i can't hear what you are saying, lana!" my sister shouted. "oh! i forgot

that i had these earplugs in my ears. i guess i should take them out."

# Spelling Rules for Plurals of Nouns

Name: \_\_\_\_\_

## RULES FOR MAKING REGULAR NOUNS PLURAL

Add **-s** to nouns without special endings.

1. most singular nouns.

Add **-es** to nouns with these special endings:

2. **ch, sh, z, s, ss, x.**

3. a consonant plus **o.**

4. a consonant plus **y,**

change **y** to **i** before adding **es.**

5. **f** or **fe,** change **f** or **fe** to **v** before adding **es.**

Add **-s** to nouns with these special endings:

6. **f** or **ff.**

7. a vowel plus **o.**

8. a vowel plus **y.**

## RULES FOR MAKING IRREGULAR NOUNS PLURAL

9. Change the spelling completely for the plural form.

10. Spell the same for both the singular and plural form.

► **Exercise 1:** For each noun, write the rule number and the plural form that follows the rule.

	Rule	Plural Form		Rule	Plural Form
1. toy	8	toys	6. batch	2	batches
2. house	1	houses	7. video	7	videos
3. goose	9	geese	8. pony	4	ponies
4. deer	10	deer	9. potato	3	potatoes
5. picture	1	pictures	10. sheriff	6	sheriffs

► **Exercise 2:** For each noun, write the rule number and the plural form that follows the rule.

	Rule	Plural Form		Rule	Plural Form
1. hero	3	heroes	6. elf	5	elves
2. turkey	8	turkeys	7. tariff	6	tariffs
3. moose	10	moose	8. neck	1	necks
4. penny	4	pennies	9. man	9	men
5. boss	2	bosses	10. tax	2	taxes



# Making Nouns Possessive

Name: \_\_\_\_\_

- **Exercise 1:** For Part A, underline each noun to be made possessive. Write **S** for singular or **P** for plural, the rule number, and the possessive form. For Part B, write the singular possessive and plural possessive of each noun.

**RULE 1: boy's**

For a singular noun — add ('s)

**RULE 2: boys'**

For a plural noun that ends in s — add (')

**RULE 3: men's**

For a plural noun that does not end in s — add ('s)

Part A	S-P	Rule	Possessive Form	Part B	Singular Poss	Plural Poss
1. <u>town</u> mayor	S	1	town's mayor	6. boss	boss's	bosses'
2. <u>boy</u> pencil	S	1	boy's pencil	7. truck	truck's	trucks'
3. <u>women</u> rings	P	3	women's rings	8. dress	dress's	dresses'
4. <u>stallion</u> eyes	S	1	stallion's eyes	9. mother	mother's	mothers'
5. <u>tables</u> legs	P	2	tables' legs	10. store	store's	stores'

- **Exercise 2:** For Part A, underline each noun to be made possessive. Write **S** for singular or **P** for plural, the rule number, and the possessive form. For Part B, write the singular possessive and plural possessive of each noun.

**RULE 1: boy's**

For a singular noun — add ('s)

**RULE 2: boys'**

For a plural noun that ends in s — add (')

**RULE 3: men's**

For a plural noun that does not end in s — add ('s)

Part A	S-P	Rule	Possessive Form	Part B	Singular Poss	Plural Poss
1. <u>earth</u> moon	S	1	earth's moon	6. movie	movie's	movies'
2. <u>Mary</u> dream	S	1	Mary's dream	7. shopper	shopper's	shoppers'
3. <u>babies</u> socks	P	2	babies' socks	8. shoe	shoe's	shoes'
4. <u>moose</u> ear	S	1	moose's ear	9. photo	photo's	photos'
5. <u>cowboys</u> ropes	P	2	cowboys' ropes	10. pizza	pizza's	pizzas'

## Pronoun Cases

Name: \_\_\_\_\_

► **Exercise 1:** Identify the pronoun case by writing **S** for subjective or **O** for objective in the blank. Underline the correct pronoun in parentheses.

\_\_\_\_\_ S \_\_\_\_\_ 1. Mother and (me, I) went shopping at the discount store.

\_\_\_\_\_ O \_\_\_\_\_ 2. Put the sodas on the table for Susan and (me, I).

\_\_\_\_\_ S \_\_\_\_\_ 3. Jack and (me, I) have been at the pool.

\_\_\_\_\_ S \_\_\_\_\_ 4. (They, Them) are very good at video games.

\_\_\_\_\_ O \_\_\_\_\_ 5. Janet bought (me, I) a puzzle.

► **Exercise 2:** Identify the pronoun case by writing **S** for subjective or **O** for objective in the blank. Underline the correct pronoun in parentheses.

\_\_\_\_\_ O \_\_\_\_\_ 1. Can Joe go to the concert with Mark and (me, I)?

\_\_\_\_\_ O \_\_\_\_\_ 2. Ashley talked to (they, them) at the festival.

\_\_\_\_\_ S \_\_\_\_\_ 3. (She and I, her and me) went to the car races.

\_\_\_\_\_ O \_\_\_\_\_ 4. The server brought (we, us) our lunch quickly.

\_\_\_\_\_ S \_\_\_\_\_ 5. (He, him) told a very funny story.

## Pronouns and Antecedents

Name: \_\_\_\_\_

► **Exercise 1:** Complete the table. Then, underline the pronoun in parentheses that agrees with its antecedent.

Pronoun-Antecedent Agreement	Antecedent	S or P	Pronoun S or P
1. Jerry made cookies and gave (it, <u>them</u> ) away.	cookies	P	P
2. The strong man lifted ( <u>his</u> , their) weights.	man	S	S
3. Tina played checkers with (their, <u>her</u> ) sister.	Tina	S	S
4. The squirrel has ( <u>its</u> , their) own nest in a tree.	squirrel	S	S
5. The runners brought (his, <u>their</u> ) track shoes.	runners	P	P

► **Exercise 2:** Complete the table. Then, underline the pronoun in parentheses that agrees with its antecedent.

Pronoun-Antecedent Agreement	Antecedent	S or P	Pronoun S or P
1. Brad made soup and shared ( <u>it</u> , them) with us.	soup	S	S
2. The cars had (its, <u>their</u> ) tires changed.	teachers	P	P
3. Becky misplaced ( <u>her</u> , their) car keys.	Becky	S	S
4. Jack finished ( <u>his</u> , their ) chores.	Jack	S	S
5. The president of the club is ( <u>he</u> , them).	president	S	S

## Indefinite Pronouns

Name: \_\_\_\_\_

► **Exercise 1:** Identify these indefinite pronouns as singular (**S**), plural (**P**), or either (**E**) singular or plural.

- |                        |                      |
|------------------------|----------------------|
| 1. <u>S</u> everything | 8. <u>S</u> nobody   |
| 2. <u>P</u> many       | 9. <u>S</u> no one   |
| 3. <u>S</u> everyone   | 10. <u>S</u> anybody |
| 4. <u>E</u> none       | 11. <u>P</u> both    |
| 5. <u>E</u> all        | 12. <u>S</u> someone |
| 6. <u>P</u> several    | 13. <u>S</u> each    |
| 7. <u>E</u> some       | 14. <u>S</u> either  |

► **Exercise 2:** Complete the table and underline the correct verb. **N/Pro** means to identify the subject as a noun or pronoun. Use **S** for singular and **P** for plural.

Subject-Verb Agreement	Subject	N/Pro	S or P	Verb S or P
1. Neither ( <u>is</u> , are) at the museum.	Neither	Pro	S	S
2. Several (was, <u>were</u> ) at the store opening.	Several	Pro	P	P
3. Nobody ( <u>is</u> , are) in the house.	nobody	Pro	S	S
4. All of the girls (is, <u>are</u> ) late for the game.	All	Pro	P	P
5. The mechanic ( <u>was</u> , were) working on my car.	mechanic	N	S	S

## Indefinite Pronouns

Name: \_\_\_\_\_

- **Exercise 1:** Complete the table and underline the correct verb. **N/Pro** means to identify the subject as a noun or pronoun. Use **S** for singular and **P** for plural.

Subject-Verb Agreement	Subject	N/Pro	S or P	Verb S or P
1. The fierce wind ( <u>was</u> , were) blowing the awning.	wind	N	S	S
2. Most of the cats (is, <u>are</u> ) black and white.	Most	Pro	P	P
3. No one ( <u>is</u> , are) at home with the dog.	No one	Pro	S	S
4. Henry (play, <u>plays</u> ) the violin at school.	Henry	N	S	S
5. Others of the group (is, <u>are</u> ) are visiting the lab.	Others	Pro	P	P

- **Exercise 2:** Identify these indefinite pronouns as singular (**S**), plural (**P**), or either (**E**) singular or plural.

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>S</u> somebody  | 8. <u>S</u> another   |
| 2. <u>P</u> few       | 9. <u>S</u> everybody |
| 3. <u>S</u> something | 10. <u>S</u> one      |
| 4. <u>S</u> nothing   | 11. <u>S</u> anything |
| 5. <u>E</u> most      | 12. <u>S</u> anyone   |
| 6. <u>P</u> others    | 13. <u>S</u> neither  |
| 7. <u>E</u> any       | 14. <u>E</u> some     |

## Degrees of Comparison

Name: \_\_\_\_\_

► **Exercise 1:** Write the different forms for the adjectives below.

**RULE 1:** Simple form

**RULE 2:** Comparative form (er, more)

**RULE 3:** Superlative form (est, most)

Simple Form	Comparative Form	Superlative Form
1. pretty	prettier	prettiest
2. quick	quicker	quickest
3. funny	funnier	funniest
4. helpful	more helpful	most helpful
5. excited	more excited	most excited

► **Exercise 2:** In each blank, write the correct form of the adjective in parentheses to complete the sentences.

- Donna is more active than Beth. (**active**)
- Terri has the best bike of all the girls. (**good**)
- The brown dog has straighter hair than the black dog. (**straight**)
- These strawberries are the sweetest of all. (**sweet**)
- Mrs. Jones was my most helpful teacher in school. (**helpful**)

## Double Negatives

Name: \_\_\_\_\_

**RULE 1:**

Change the second negative to a positive.

**RULE 2:**

Take out the negative part of a contraction.

**RULE 3:**

Remove the first negative word (verb change).

- **Exercise 1:** Underline the negative words in each sentence. Rewrite each sentence and correct the double-negative mistake as indicated by the rule number in parentheses at the end of the sentence.

1. I wasn't never good at playing basketball. (**Rule 1**)

I wasn't any good at playing basketball.

2. There wasn't no food left from the party. (**Rule 2**)

There was no food left from the party.

3. Don didn't know nothing about riding horses. (**Rule 3**)

Don knew nothing about riding horses.

- **Exercise 2:** Underline the negative words in each sentence. Rewrite each sentence and correct the double-negative mistake as indicated by the rule number in parentheses at the end of the sentence.

1. Jerome couldn't get no help for the food drive. (**Rule 1**)

Jerome couldn't get any help for the food drive.

2. They haven't never fished in this river. (**Rule 2**)

They have never fished in this river.

3. There wasn't no gas for the motorcycle. (**Rule 2**)

There was no gas for the motorcycle.

4. Larry didn't say nothing at the meeting. (**Rule 3**)

Larry said nothing at the meeting.

## Friendly Letter Parts

► **Exercise:** Use the letter parts below to fill in the blanks of the friendly letter.

**TITLE PARTS of a Friendly Letter:** Closing    Signature    Heading    Greeting    Body

**SAMPLE PARTS of a Friendly Letter:**

Jay    Dear Mom and Dad,    Your son,    May 13, 20--    Huntsville, AL 00067  
11 Astronaut Drive

Space Camp is awesome! They are letting us ride in some of the space simulators. We will tour NASA tomorrow. I am taking lots of pictures. I'll see you on Tuesday.

### Friendly Letter

1. Title: Heading

11 Astronaut Drive

Huntsville, AL 00067

May 13, 20—

2. Title: Greeting

Dear Mom and Dad,

3. Title: Body

Space Camp is awesome! They are letting us ride in some of the space  
simulators. We will tour NASA tomorrow. I am taking lots of pictures. I'll see  
you on Tuesday.

4. Title: Closing

Your son,

5. Title: Signature

Jay



## Business Letter Parts

Name:

► **Exercise:** Use the letter parts below to fill in the blanks of the business letter.

**TITLE PARTS of a Business Letter:** Closing    Signature    Heading    Greeting    Body    Inside Address

**SAMPLE PARTS of a Business Letter:**

Kay Banks    Dear Sir,    Sincerely,    May 24, 20—

Lansing, MI 00007                      38 Nelson St.

Please cancel my order for the antique earrings that I ordered last month. The earrings were a gift for my mother, but they did not arrive in time for Mother's Day. Please credit my account.

Timeless Treasures, Inc.  
3000 Simpson Blvd.  
Cove Creek, MO 00012

### Business Letter

1. Title:

Heading

38 Nelson St.

Lansing, MI 00007

May 24, 20—

2. Title:

Inside Address

Timeless Treasures, Inc.

3000 Simpson Blvd.

Cove Creek, MO 00012

3. Title:

Greeting

Dear Sir:

4. Title:

Body

Please cancel my order for the antique earrings that I ordered last month. The earrings were a gift for my mother, but they did not arrive in time for Mother's Day. Please credit my account.

5. Title:

Closing

Sincerely,

6. Title:

Signature

Kay Banks

## Fact and Opinion

Name: \_\_\_\_\_

► **Exercise 1:** For each statement, write **O** (opinion) or **F** (fact) in the blank.

    F     1. The teacher bought a math game for her class.

    O     2. Swimming is a safe sport.

    F     3. Venus is part of our solar system.

    O     4. Women are the best principals.

    O     5. I think trucks are the safest vehicles.

## Propaganda

► **Exercise 2:** Classify each of these sentences in terms of the propaganda technique it contains. **L** (loaded words), **I** (important/famous people), **B** (bandwagon) **M** (mudslinging), **S** (stereotyping), **F/O** (fact/opinion)

    m     1. Vote for Tom Smith for your next representative in Congress. He will not avoid tough issues like the incumbent does.

    L/B     2. Join the elite. Drive the car that has class and style. Drive the sporty Gazelle.

    I     3. Lola Livingston uses Jazzer Exercise Equipment. Look like Lola. Exercise with Jazzer!

    L     4. Purchase less gas. Improve your gas mileage by 50% with Sam's Fuel Treatment System.

    L/B     5. Don't delay! Join the healthiest people around and buy Happy Oats for breakfast.

    F/O     6. El Cinco De Mayo is celebrated on May 5th. Cinco De Mayo is the best holiday ever!

# Outline

Name:

► **Exercise 1:** Copy the notes below into a three-point outline. Use the correct outline form.

NOTES:	OUTLINE:
<b>Sea Turtles</b>	Sea Turtles
<b>Introduction</b>	Introduction
<b>Description</b>	I. Description
size	A. Size
grows 2 to 8 feet long	1. Grows 2 to 8 feet long
weighs 100 to 1,800 pounds	2. Weighs 100 to 1,800 pounds
characteristics	B. Characteristics
flippers	1. Flippers
flat shells	2. Flat Shells
<b>Food</b>	II. Food
fish, shrimp, crabs, jellyfish	A. Fish, shrimp, crabs, jellyfish
plants	B. Plants
<b>Enemies</b>	III. Enemies
humans	A. Humans
sharks	B. Sharks
<b>Conclusion</b>	Conclusion

► **Exercise 2:** Place an **X** in front of the items that are parallel.

\_\_\_\_\_ 1. Trucks and trains

  X   2. By boat

  X   3. On an airplane

  X   4. In the car

## Topics

Name: \_\_\_\_\_

► **Exercise 1:** In each column, cross out the word that does not support the topic at the top.

1. <b>Reptiles</b> _____	2. <b>Instruments</b> _____
alligator snake zebra lizard	clarinet xylophone orchestra trumpet

► **Exercise 2:** Write the topic for each group of words.

Choose from these topics: **States** **Plants** **Birds** **Prepositions**

1. _____	2. _____
Utah Nebraska Louisiana Michigan	during toward across into

## Supporting and Nonsupporting Sentences

► **Exercise 3:** Cross out the sentence in the paragraph that does not support the topic.

**Topic: Speaking Without Words**

There are many ways to say things without using words. A nod of your head means “yes”, and a shake from side to side means “no”. You can wink your eye to say “I’m kidding,” and put your finger in front of your lips to say “Shh!” When my aunt comes to visit, she talks all the time. A wave can mean either “hello” or “goodbye”, and a fist with the thumb pointed upward means “everything is great”.

## Singular and Plural

Name: \_\_\_\_\_

► **Exercise 1:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. friend		6. bookcase	
2. member		7. students	
3. knee		8. frown	
4. workers		9. microscope	
5. pencils		10. villages	

► **Exercise 2:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. mouse		6. children	
2. mice		7. planet	
3. telescope		8. geese	
4. scientists		9. button	
5. apples		10. computer	

## Common and Proper

Name: \_\_\_\_\_

► **Exercise 1:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. planet		6. Colorado	
2. judge		7. Denmark	
3. Liberty Bell		8. ocean	
4. tiger		9. Atlantic Ocean	
5. Mercury		10. family	

► **Exercise 2:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. continent		6. Finland	
2. Mr. Smith		7. lake	
3. parrot		8. Lake Mead	
4. Sue's Diner		9. Orange County	
5. Saturday		10. bell	

## Singular/Plural and Common/Proper

Name: \_\_\_\_\_

► **Exercise 1:** Write **S** for singular or **P** for plural.

Noun	S or P	Noun	S or P
1. oxen		6. goose	
2. tomatoes		7. oxen	
3. butterfly		8. woman	
4. benches		9. men	
5. wolves		10. child	

► **Exercise 2:** Write **C** for common or **P** for proper.

Noun	C or P	Noun	C or P
1. Mexico		6. Europe	
2. Big Dipper		7. Arctic Ocean	
3. star		8. continent	
4. Quigley		9. Rocky Mountains	
5. class		10. valley	

## Complete Subject and Complete Predicate

Name: \_\_\_\_\_

► **Exercise 1:** Underline the complete subject once and the complete predicate twice.

1. The lamp glowed brightly through the window.
2. The coaches talked to the team before the first practice.
3. The little boy sang softly in the kitchen.
4. An elegant lady sat on the deck near the ocean.
5. Heather swam on the swim team.

## Simple Subject and Simple Predicate

► **Exercise 2:** Underline the simple subject once and the simple predicate twice.

1. The lamp glowed brightly through the window.
2. The coaches talked to the team before the first practice.
3. The little boy sang softly in the kitchen.
4. An elegant lady sat on the deck near the ocean.
5. Heather swam on the swim team.



## Noun Job Chart, Subject Noun and Object of the Preposition

Name: \_\_\_\_\_

▶ **Exercise 1:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

\_\_\_\_\_ Teresa scrambled quickly down the steep path.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate

▶ **Exercise 2:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

\_\_\_\_\_ The tired family slept soundly until morning.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate

## Subject-Verb Agreement

Name: \_\_\_\_\_

**Rule 1:** A singular subject must use a singular verb form that ends in **s** or **es**.

**Rule 2:** A plural subject or the subject **YOU** must use a plural verb form that has **no s** or **es** ending.

► **Exercise 1:** For each sentence, do three things: (1) Write the subject. (2) Write **S** and **Rule 1** if the subject is singular, or write **P** and **Rule 2** if the subject is plural. (3) Underline the correct verb.

- | Subject  | S or P | Rule  |  |
|----------|--------|-------|--|
| 1. _____ | _____  | _____ | Mandy (doesn't, don't) work today.           |
| 2. _____ | _____  | _____ | The water (splashes, splash) on my feet.     |
| 3. _____ | _____  | _____ | You (leave, leaves) tomorrow morning.        |
| 4. _____ | _____  | _____ | His fans ( screams, scream) at his concerts. |
| 5. _____ | _____  | _____ | My mom (drives, drive) a mail truck.         |

**Rule 1:** A singular subject must use a singular verb form that ends in **s** or **es**.

**Rule 2:** A plural subject or the subject **YOU** must use a plural verb form that has **no s** or **es** ending.

► **Exercise 2:** For each sentence, do three things: (1) Write the subject. (2) Write **S** and **Rule 1** if the subject is singular, or write **P** and **Rule 2** if the subject is plural. (3) Underline the correct verb.

- | Subject  | S or P | Rule  |   |
|----------|--------|-------|---|
| 1. _____ | _____  | _____ | Kerry (was, were) late for work.        |
| 2. _____ | _____  | _____ | Taylor and Ben (plays, play) every day. |
| 3. _____ | _____  | _____ | The books (is, are) too heavy.          |
| 4. _____ | _____  | _____ | My uncle (rides, ride) a motorcycle.    |
| 5. _____ | _____  | _____ | You (likes, like) chocolate ice cream.  |

## Identifying Sentences, Fragments, and Sentences with Compound Subjects and Verbs

Name: \_\_\_\_\_

► **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: **S, F, SCS, SCV**)

- \_\_\_\_\_ 1. The campers gathered branches and burned them in the fire.
- \_\_\_\_\_ 2. Before revising your report.
- \_\_\_\_\_ 3. Many elephants live in the jungles of Africa.
- \_\_\_\_\_ 4. They flapped their wings and flew away.
- \_\_\_\_\_ 5. Bricks and tiles are made in my uncle's factory.

► **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: **S, F, SCS, SCV**)

- \_\_\_\_\_ 1. The red truck and blue car were sold at the auction.
- \_\_\_\_\_ 2. Bought the best alarm clock.
- \_\_\_\_\_ 3. Jessica is washing and drying her clothes.
- \_\_\_\_\_ 4. Our family went to the movie theater yesterday.
- \_\_\_\_\_ 5. Down the hiking trail in the park.

**Correcting Run-on Sentences, Using Compound Parts**

Name: \_\_\_\_\_

► **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The paddle floated down the river the hat floated down the river. (SCS)

---

---

2. The horses jumped over the fence the horses ran away. (SCV)

---

---

► **Exercise 2:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The judge was elected in November the senator was elected in November. (SCS)

---

---

2. The baby crawled across the floor she raised her arms to her mother. (SCV)

---

---

## Homonyms

Name:

► **Exercise 1:** Underline the correct homonym in each sentence.

1. The cattle broke (through, threw) the fence.
2. The school (principal, principle) spoke to the students at the assembly.
3. The kite was (to, two, too) heavy to fly.
4. My brother has lost (wait, weight) during his training.
5. Grandma will (pore, pour) the tea and coffee.

► **Exercise 2:** Underline the correct homonym in each sentence.

1. We will turn (right, write) at the next stoplight.
2. (Course, Coarse) sandpaper is needed to start the wood project.
3. The twins will be in the (fourth, forth) grade next year.
4. Our class visited the state (capitol, capital) in October.
5. A flamingo fluffed (its, its) bright pink feathers.

**Identifying Sentences S, F, SCS, SCV, CD**

Name: \_\_\_\_\_

► **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD)

- \_\_\_\_\_ 1. Parker loves country music; Emma hates it.
- \_\_\_\_\_ 2. We explored the caves, climbed the rocks, and hiked a wooded trail.
- \_\_\_\_\_ 3. The twinkling stars in the dark night sky.
- \_\_\_\_\_ 4. Giggling girls and wiggly puppies gathered on the porch.
- \_\_\_\_\_ 5. The ski boat sped across the clear blue lake.

► **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD)

- \_\_\_\_\_ 1. Baby blue jays peeped and squeaked for their food.
- \_\_\_\_\_ 2. The black and gray moth fluttered around the porch light.
- \_\_\_\_\_ 3. Buttered popcorn, iced sodas, and a good movie.
- \_\_\_\_\_ 4. He worked hard on this project; therefore, he was rewarded.
- \_\_\_\_\_ 5. Tiny red ants and annoying gnats joined our picnic in the backyard.

**Correcting Run-on Sentences, Using Compound Sentences**

Name: \_\_\_\_\_

► **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. I bought Emily some clothes they did not fit. (**CD, but**)

---

---

2. The temperature soared today it was hot. (**CD;**)

---

---

3. Our vacation was scheduled for May Sarah could not go. (**CD; however,**)

---

---

4. They called their mom she brought their lunch to school. (**CD, and**)

---

---

# Contractions

Name: \_\_\_\_\_

► **Exercise 1:** Write the **words** in the blank for each **contraction**.

1. isn't \_\_\_\_\_

2. I'm \_\_\_\_\_

3. weren't \_\_\_\_\_

4. aren't \_\_\_\_\_

5. we'd \_\_\_\_\_

► **Exercise 2:** Write the **contraction** in the blank for each set of **words**.

1. cannot \_\_\_\_\_

2. I have \_\_\_\_\_

3. we will \_\_\_\_\_

4. who is \_\_\_\_\_

5. you have \_\_\_\_\_



# Contractions

Name: \_\_\_\_\_

► **Exercise 1:** Write the **words** in the blank for each **contraction**.

1. shouldn't \_\_\_\_\_

2. won't \_\_\_\_\_

3. doesn't \_\_\_\_\_

4. there's \_\_\_\_\_

5. we've \_\_\_\_\_

► **Exercise 2:** Write the **contraction** in the blank for each set of **words**.

1. they will \_\_\_\_\_

2. could not \_\_\_\_\_

3. they are \_\_\_\_\_

4. did not \_\_\_\_\_

5. do not \_\_\_\_\_

## A / An

Name: \_\_\_\_\_

► **Exercise 1:** Write **a** or **an** in the blanks.

1. There are pictures of \_\_\_\_\_ eagle and \_\_\_\_\_ emu on the wall.
2. Joseph sat at \_\_\_\_\_ table and ate \_\_\_\_\_ apple for his snack.
3. As she planted \_\_\_\_\_ garden, she found \_\_\_\_\_ ant hill.
4. They saw \_\_\_\_\_ incredible sunrise and \_\_\_\_\_ beautiful sunset.
5. We heard \_\_\_\_\_ exciting song and saw \_\_\_\_\_ wonderful dance.

► **Exercise 2:** Write **a** or **an** in the blanks.

- |                        |                            |
|------------------------|----------------------------|
| 1. _____ gigantic boat | 6. _____ octopus           |
| 2. _____ elf           | 7. _____ table             |
| 3. _____ enormous dog  | 8. _____ aunt              |
| 4. _____ rare shell    | 9. _____ uncle             |
| 5. _____ animal        | 10. _____ beautiful basket |

**Identifying Sentences S, F, SCS, SCV, CD, CX**

Name: \_\_\_\_\_

► **Exercise 1:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD, CX)

- \_\_\_\_\_ 1. David whistled for his dog, and she wagged her tail happily.
- \_\_\_\_\_ 2. The Jones family serves at the homeless shelter every Thanksgiving.
- \_\_\_\_\_ 3. Through the trees and down the narrow country lane.
- \_\_\_\_\_ 4. After he ate lunch, Mason played in his tree house.
- \_\_\_\_\_ 5. The grumpy little girl argued and cried at bedtime.

► **Exercise 2:** Identify each type of sentence by writing the correct label in the blank.  
(Labels: S, F, SCS, SCV, CD, CX)

- \_\_\_\_\_ 1. Hungry rabbits and deer devoured our garden.
- \_\_\_\_\_ 2. Jesse slept on a cot in the tent.
- \_\_\_\_\_ 3. We ate dinner on the patio because the weather was perfect.
- \_\_\_\_\_ 4. Ms. Hill's class was early; however, Mr. Long's class was late.
- \_\_\_\_\_ 5. The frightened lizard raced across the path and scrambled under a rock.

**Correcting Run-on Sentences, Using Compound Parts**

Name: \_\_\_\_\_

► **Exercise 1:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The girl was excited she won the spelling bee. (**CX after**) (2)

---

---

2. The judges announced the winners the swim team cheered. (**CX when**) (1)

---

---

► **Exercise 2:** Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The trainer gave the command the dog jumped through the hoop. (**CX before**) (2)

---

---

2. Mom cooks the meal you should wash the dishes. (**CX if**) (1)

---

---

## Noun Job Chart, Adding Direct Objects

Name: \_\_\_\_\_

▶ **Exercise 1:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

\_\_\_\_\_ The skilled firefighter sprayed water onto the burning buildings from his truck.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate

▶ **Exercise 2:** Classify the sentence below. Underline the complete subject once and the complete predicate twice. Then, complete the table below.

\_\_\_\_\_ Mr. Brown took pictures of the cars in the race at Daytona.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate

# Regular and Irregular Verbs, Tenses of Helping Verbs

Name: \_\_\_\_\_

► **Exercise 1:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. The parrot flew across the room.			
2. Jarrod hops across the gym floor.			
3. Beth is calling her best friend for advice.			
4. The teacher taught reading and spelling.			
5. Missy will ride the subway to the city.			

► **Exercise 2:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. She speaks to her students in a quiet voice.			
2. The diver searches for treasure in the ocean.			
3. I saw the beautiful eagle over the water.			
4. Her baby will cry at naptime.			
5. The football players played a tough game.			

► **Exercise 3:** List the present-tense and past-tense helping verbs.

<b>Present Tense</b>	1.	2.	3.	4.	5.	6.	7.
<b>Past Tense</b>	1.	2.	3.	4.	5.		

## Verb Tenses in Paragraphs

Name: \_\_\_\_\_

- **Exercise:** Change the underlined present-tense verbs in Paragraph 1 to **past-tense verbs** in Paragraph 2.

### Paragraph 1: Present Tense

Zack gathers a rope, a flashlight, batteries, water, and snacks for his spelunking adventure with Uncle Ben. He wears long pants and a long-sleeved shirt so that he won't get cold in the cave. Just then, Uncle Ben drives in the driveway. He grins and checks Jake's supplies. Jake and Uncle Ben load the truck. Then, they drive for forty-five minutes and hike another fifteen minutes into the mountain wilderness. At last, they reach the mouth of the cave. Jake listens carefully as his uncle explains the safety rules for cave exploring. This is his first time, and Jake has a lot to learn!

### Paragraph 2: Past Tense

Zack \_\_\_\_\_ a rope, a flashlight, batteries, water, and snacks for his spelunking adventure with Uncle Ben. He \_\_\_\_\_ long pants and a long-sleeved shirt, so that he \_\_\_\_\_ cold in the cave. Just then, Uncle Ben \_\_\_\_\_ in the driveway. He \_\_\_\_\_ and \_\_\_\_\_ Jake's supplies. Jake and Uncle Ben \_\_\_\_\_ the truck. Then, they \_\_\_\_\_ for forty-five minutes and \_\_\_\_\_ another fifteen minutes into the mountain wilderness. At last, they \_\_\_\_\_ the mouth of the cave. Jake \_\_\_\_\_ carefully as his uncle \_\_\_\_\_ the safety rules for cave exploring. This \_\_\_\_\_ his first time, and Jake \_\_\_\_\_ a lot to learn!

## Mixed Verb Tenses in Paragraphs

Name: \_\_\_\_\_

### Paragraph 1: Mixed Tenses

Matt **walks** outside in the backyard where he **observed** a ladybug on a leaf near a lawn chair. Matt **had studied** ladybugs in school. He quietly **moved** toward the ladybug and carefully **scrapes** it into a clear quart jar. Soon, it **begins** a slow, misty rain. Matt **remembers** that ladybugs **like** rain. So, he **releases** the ladybug out of the jar. He **thought** he **heard** the ladybug say "Thank you" as she **flew** away.

- **Exercise 1:** Change the mixed verb-tenses in Paragraph 1 to **past-tense verbs** in Paragraph 2.

### Paragraph 2: Past Tense

Matt \_\_\_\_\_ outside in the backyard where he \_\_\_\_\_ a ladybug on a leaf near a lawn chair. Matt \_\_\_\_\_ ladybugs in school. He quietly \_\_\_\_\_ toward the ladybug and carefully \_\_\_\_\_ it into a clear quart jar. Soon, it \_\_\_\_\_ a slow, misty rain. Matt \_\_\_\_\_ that ladybugs \_\_\_\_\_ rain. So, he \_\_\_\_\_ the ladybug out of the jar. He \_\_\_\_\_ he \_\_\_\_\_ the ladybug say "Thank you" as she \_\_\_\_\_ away.

- **Exercise 2:** Change the past-tense verbs in Paragraph 2 to **present-tense verbs** in Paragraph 3.

### Paragraph 3: Present Tense

Matt \_\_\_\_\_ outside in the backyard where he \_\_\_\_\_ a ladybug on a leaf near a lawn chair. Matt \_\_\_\_\_ ladybugs in school. He quietly \_\_\_\_\_ toward the ladybug and carefully \_\_\_\_\_ it into a clear quart jar. Soon, it \_\_\_\_\_ a slow, misty rain. Matt \_\_\_\_\_ that ladybugs \_\_\_\_\_ rain. So, he \_\_\_\_\_ the ladybug out of the jar. He \_\_\_\_\_ he \_\_\_\_\_ the ladybug say "Thank you" as she \_\_\_\_\_ away.



**Principal Parts of Verbs, Regular and Irregular Verbs, Tenses of Helping Verbs**

Name: \_\_\_\_\_

▶ **Exercise 1:** Write the four principal parts of the following verbs: *buy* and *whisper*.

Present	Past	Past Participle	Present Participle
1.	3.	5. ( <b>has</b> )	7. ( <b>is</b> )
2.	4.	6. ( <b>has</b> )	8. ( <b>is</b> )

▶ **Exercise 2:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. Melinda competed in the talent show.			
2. The astronauts will launch on Saturday.			
3. Jordan is singing an amazing duet with Taylor.			
4. The young doctor studies blood diseases.			
5. Keith will bring potato salad to the picnic.			

▶ **Exercise 3:** List the present-tense and past-tense helping verbs below.

<b>Present Tense</b>	1.	2.	3.	4.	5.	6.	7.
<b>Past Tense</b>	1.	2.	3.	4.	5.		

## Punctuating Quotations

Name:

► **Exercise 1:** Edit the sentences and underline the explanatory words. Use this Editing Guide:

**Sentence 1: 9 mistakes**

**Sentence 3: 10 mistakes**

**Sentence 2: 9 mistakes**

**Sentence 4: 14 mistakes**

1. dad is clancy allowed to sleep in the house tonight asked zack

2. zack asked dad is clancy allowed to sleep in the house tonight

3. dad zack asked is clancy allowed to sleep in the house tonight

4. dad is clancy allowed to sleep in the house tonight zack asked

It is supposed to storm and you know how scared he gets

► **Exercise 2:** Edit the sentences and underline the explanatory words. Use this Editing Guide:

**Sentence 1: 9 mistakes**

**Sentence 3: 11 mistakes**

**Sentence 2: 10 mistakes**

**Sentence 4: 19 mistakes**

1. i cant hear what you are saying lana my sister shouted

2. my sister shouted i cant hear what you are saying lana

3. lana my sister shouted i cant hear what you are saying

4. i cant hear what you are saying lana my sister shouted oh i forgot

that i had these earplugs in my ears i guess i should take them out

# Spelling Rules for Plurals of Nouns

Name: \_\_\_\_\_

## RULES FOR MAKING REGULAR NOUNS PLURAL

Add **-s** to nouns without special endings.

1. most singular nouns.

Add **-es** to nouns with these special endings:

2. **ch, sh, z, s, ss, x.**

3. a consonant plus **o.**

4. a consonant plus **y,**

change **y** to **i** before adding **es.**

5. **f** or **fe,** change **f** or **fe** to **v** before adding **es.**

Add **-s** to nouns with these special endings:

6. **f** or **ff.**

7. a vowel plus **o.**

8. a vowel plus **y.**

## RULES FOR MAKING IRREGULAR NOUNS PLURAL

9. Change the spelling completely for the plural form.

10. Spell the same for both the singular and plural form.

► **Exercise 1:** For each noun, write the rule number and the plural form that follows the rule.

	Rule	Plural Form		Rule	Plural Form
1. toy			6. batch		
2. house			7. video		
3. goose			8. pony		
4. deer			9. potato		
5. picture			10. sheriff		

► **Exercise 2:** For each noun, write the rule number and the plural form that follows the rule.

	Rule	Plural Form		Rule	Plural Form
1. hero			6. elf		
2. turkey			7. tariff		
3. moose			8. neck		
4. penny			9. man		
5. boss			10. tax		

# Making Nouns Possessive

Name: \_\_\_\_\_

► **Exercise 1:** For Part A, underline each noun to be made possessive. Write **S** for singular or **P** for plural, the rule number, and the possessive form. For Part B, write the singular possessive and plural possessive of each noun.

**RULE 1: boy's**  
For a singular noun — add ('s)

**RULE 2: boys'**  
For a plural noun that ends in s — add (')

**RULE 3: men's**  
For a plural noun that does not end in s — add ('s)

Part A	S-P	Rule	Possessive Form	Part B	Singular Poss	Plural Poss
1. town mayor				6. boss		
2. boy pencil				7. truck		
3. women rings				8. dress		
4. stallion eyes				9. mother		
5. tables legs				10. store		

► **Exercise 2:** For Part A, underline each noun to be made possessive. Write **S** for singular or **P** for plural, the rule number, and the possessive form. For Part B, write the singular possessive and plural possessive of each noun.

**RULE 1: boy's**  
For a singular noun — add ('s)

**RULE 2: boys'**  
For a plural noun that ends in s — add (')

**RULE 3: men's**  
For a plural noun that does not end in s — add ('s)

Part A	S-P	Rule	Possessive Form	Part B	Singular Poss	Plural Poss
1. earth moon				6. movie		
2. Mary dream				7. shopper		
3. babies socks				8. shoe		
4. moose ear				9. photo		
5. cowboys ropes				10. pizza		

## Pronoun Cases

Name: \_\_\_\_\_

► **Exercise 1:** Identify the pronoun case by writing **S** for subjective or **O** for objective in the blank. Underline the correct pronoun in parentheses.

- \_\_\_\_\_ 1. Mother and (me, I) went shopping at the discount store.
- \_\_\_\_\_ 2. Put the sodas on the table for Susan and (me, I).
- \_\_\_\_\_ 3. Jack and (me, I) have been at the pool.
- \_\_\_\_\_ 4. (They, Them) are very good at video games.
- \_\_\_\_\_ 5. Janet bought (me, I) a puzzle.

► **Exercise 2:** Identify the pronoun case by writing **S** for subjective or **O** for objective in the blank. Underline the correct pronoun in parentheses.

- \_\_\_\_\_ 1. Can Joe go to the concert with Mark and (me, I)?
- \_\_\_\_\_ 2. Ashley talked to (they, them) at the festival.
- \_\_\_\_\_ 3. (She and I, her and me) went to the car races.
- \_\_\_\_\_ 4. The server brought (we, us) our lunch quickly.
- \_\_\_\_\_ 5. (He, him) told a very funny story.

## Pronouns and Antecedents

Name: \_\_\_\_\_

► **Exercise 1:** Complete the table. Then, underline the pronoun in parentheses that agrees with its antecedent.

Pronoun-Antecedent Agreement	Antecedent	S or P	Pronoun S or P
1. Jerry made cookies and gave (it, them) away.			
2. The strong man lifted (his, their) weights.			
3. Tina played checkers with (their, her) sister.			
4. The squirrel has (its, their) own nest in a tree.			
5. The runners brought (his, their) track shoes.			

► **Exercise 2:** Complete the table. Then, underline the pronoun in parentheses that agrees with its antecedent.

Pronoun-Antecedent Agreement	Antecedent	S or P	Pronoun S or P
1. Brad made soup and shared (it, them) with us.			
2. The cars had (its, their) tires changed.			
3. Becky misplaced (her, their) car keys.			
4. Jack finished (his, their ) chores.			
5. The president of the club is (he, them).			

## Indefinite Pronouns

Name: \_\_\_\_\_

► **Exercise 1:** Identify these indefinite pronouns as singular (**S**), plural (**P**), or either (**E**) singular or plural.

- |                   |                 |
|-------------------|-----------------|
| 1. ___ everything | 8. ___ nobody   |
| 2. ___ many       | 9. ___ no one   |
| 3. ___ everyone   | 10. ___ anybody |
| 4. ___ none       | 11. ___ both    |
| 5. ___ all        | 12. ___ someone |
| 6. ___ several    | 13. ___ each    |
| 7. ___ some       | 14. ___ either  |

► **Exercise 2:** Complete the table and underline the correct verb. **N/Pro** means to identify the subject as a noun or pronoun. Use **S** for singular and **P** for plural.

Subject-Verb Agreement	Subject	N/Pro	S or P	Verb S or P
1. Neither (is, are) at the museum.				
2. Several (was, were) at the store opening.				
3. Nobody (is, are) in the house.				
4. All of the girls (is, are) late for the game.				
5. The mechanic (was, were) working on my car.				

## Indefinite Pronouns

Name: \_\_\_\_\_

- **Exercise 1:** Complete the table and underline the correct verb. **N/Pro** means to identify the subject as a noun or pronoun. Use **S** for singular and **P** for plural.

Subject-Verb Agreement	Subject	N/Pro	S or P	Verb S or P
1. The fierce wind (was, were) blowing the awning.				
2. Most of the cats (is, are) black and white.				
3. No one (is, are) at home with the dog.				
4. Henry (play, plays) the violin at school.				
5. Others of the group (is, are) are visiting the lab.				

- **Exercise 2:** Identify these indefinite pronouns as singular (**S**), plural (**P**), or either (**E**) singular or plural.

- |                  |                  |
|------------------|------------------|
| 1. ___ somebody  | 8. ___ another   |
| 2. ___ few       | 9. ___ everybody |
| 3. ___ something | 10. ___ one      |
| 4. ___ nothing   | 11. ___ anything |
| 5. ___ most      | 12. ___ anyone   |
| 6. ___ others    | 13. ___ neither  |
| 7. ___ any       | 14. ___ some     |



## Degrees of Comparison

Name: \_\_\_\_\_

► **Exercise 1:** Write the different forms for the adjectives below.

**RULE 1:** Simple form

**RULE 2:** Comparative form (er, more)

**RULE 3:** Superlative form (est, most)

Simple Form	Comparative Form	Superlative Form
1.	prettier	
2. quick		
3.		funniest
4. helpful		
5.	more excited	

► **Exercise 2:** In each blank, write the correct form of the adjective in parentheses to complete the sentences.

- Donna is \_\_\_\_\_ than Beth. (**active**)
- Terri has the \_\_\_\_\_ bike of all the girls. (**good**)
- The brown dog has \_\_\_\_\_ hair than the black dog. (**straight**)
- These strawberries are the \_\_\_\_\_ of all. (**sweet**)
- Mrs. Jones was my \_\_\_\_\_ teacher in school. (**helpful**)

## Double Negatives

Name: \_\_\_\_\_

### RULE 1:

Change the second negative to a positive.

### RULE 2:

Take out the negative part of a contraction.

### RULE 3:

Remove the first negative word (verb change).

- **Exercise 1:** Underline the negative words in each sentence. Rewrite each sentence and correct the double-negative mistake as indicated by the rule number in parentheses at the end of the sentence.

1. I wasn't never good at playing basketball. (**Rule 1**)

---

2. There wasn't no food left from the party. (**Rule 2**)

---

3. Don didn't know nothing about riding horses. (**Rule 3**)

---

- **Exercise 2:** Underline the negative words in each sentence. Rewrite each sentence and correct the double-negative mistake as indicated by the rule number in parentheses at the end of the sentence.

1. Jerome couldn't get no help for the food drive. (**Rule 1**)

---

2. They haven't never fished in this river. (**Rule 2**)

---

3. There wasn't no gas for the motorcycle. (**Rule 2**)

---

4. Larry didn't say nothing at the meeting. (**Rule 3**)

---

## Friendly Letter Parts

► **Exercise:** Use the letter parts below to fill in the blanks of the friendly letter.

**TITLE PARTS of a Friendly Letter:** Closing    Signature    Heading    Greeting    Body

**SAMPLE PARTS of a Friendly Letter:**

Jay    Dear Mom and Dad,    Your son,    May 13, 20--    Huntsville, AL 00067  
 11 Astronaut Drive

Space Camp is awesome! They are letting us ride in some of the space simulators. We will tour NASA tomorrow. I am taking lots of pictures. I'll see you on Tuesday.

### Friendly Letter

1. Title:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Title:

\_\_\_\_\_

3. Title:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Title:

\_\_\_\_\_

5. Title:

\_\_\_\_\_

# Business Letter Parts

Name:

► **Exercise:** Use the letter parts below to fill in the blanks of the business letter.

**TITLE PARTS of a Business Letter:** Closing    Signature    Heading    Greeting    Body    Inside Address

**SAMPLE PARTS of a Business Letter:**

Kay Banks    Dear Sir,    Sincerely,    May 24, 20—

Lansing, MI 00007                      38 Nelson St.

Please cancel my order for the antique earrings that I ordered last month. The earrings were a gift for my mother, but they did not arrive in time for Mother's Day. Please credit my account.

Timeless Treasures, Inc.  
3000 Simpson Blvd.  
Cove Creek, MO 00012

## Business Letter

1. Title:

Heading

---



---



---

2. Title:

Inside Address

---



---



---

3. Title:

Greeting

Dear Sir:

---

4. Title:

Body

---



---



---

5. Title:



---

6. Title:



---

## Fact and Opinion

Name: \_\_\_\_\_

► **Exercise 1:** For each statement, write **O** (opinion) or **F** (fact) in the blank.

\_\_\_\_\_ 1. The teacher bought a math game for her class.

\_\_\_\_\_ 2. Swimming is a safe sport.

\_\_\_\_\_ 3. Venus is part of our solar system.

\_\_\_\_\_ 4. Women are the best principals.

\_\_\_\_\_ 5. I think trucks are the safest vehicles.

## Propaganda

► **Exercise 2:** Classify each of these sentences in terms of the propaganda technique it contains. **L** (loaded words), **I** (important/famous people), **B** (bandwagon) **M** (mudslinging), **S** (stereotyping), **F/O** (fact/opinion)

\_\_\_\_\_ 1. Vote for Tom Smith for your next representative in Congress. He will not avoid tough issues like the incumbent does.

\_\_\_\_\_ 2. Join the elite. Drive the car that has class and style. Drive the sporty Gazelle.

\_\_\_\_\_ 3. Lola Livingston uses Jazzer Exercise Equipment. Look like Lola. Exercise with Jazzer!

\_\_\_\_\_ 4. Purchase less gas. Improve your gas mileage by 50% with Sam's Fuel Treatment System.

\_\_\_\_\_ 5. Don't delay! Join the healthiest people around and buy Happy Oats for breakfast.

\_\_\_\_\_ 6. El Cinco De Mayo is celebrated on May 5th. Cinco De Mayo is the best holiday ever!

