

# GRAMMAR PRACTICE

READY FOR ANYTHING!

## Spelling Past Tense Verbs (continued)

Do not double the final consonant of a verb that ends with two vowels and a consonant.

Examples: **Present tense:** The students complain about too much homework.  
**Past tense:** The students complained about too much homework.  
**Present tense:** The scientists look into the microscope.  
**Past tense:** The scientists looked into the microscope.

Write and correctly spell the **past tense** of the verb in brackets.

- The runner \_\_\_\_\_ in two races. (compete)
- I \_\_\_\_\_ my foot as I listened to the music. (tap)
- The squirrel \_\_\_\_\_ up the oak tree. (climb)
- Mr. Sanchez \_\_\_\_\_ the guests as they arrived. (greet)
- Marco has \_\_\_\_\_ the book. (read)

## Exploring Adverbs That Compare

An **adverb** describes a **verb**. Some adverbs **compare** how actions are done. With some short adverbs, you can add **er** to compare **two** actions, and **est** to compare **more than two** actions.

Example: Judy ran **fast**. Kai ran **faster** than Judy. Melissa ran **the fastest**.  
 In each sentence above, the circled adverb describes the verb **ran**.  
 The adverb **faster** compares **two** actions—how Kai ran and how Judy ran.  
 The adverb **fastest** compares **more than two** actions—how Judy ran, how Kai ran, and how Melissa ran. Melissa ran the fastest of all three people.

You can use the endings **er** and **est** with the adverb **early**. Change the **y** to an **i** and add **er** or **est**.  
 Example: early – earlier – earliest

1. Complete each sentence by adding **er** or **est** to the adverb in brackets. Think about how many actions are being compared in each sentence. Remember to write **the** before an adverb that compares **more than two** actions.

- My brother, my sister, and I can all jump high, but my brother jumps \_\_\_\_\_ (high)
- My little sister walks \_\_\_\_\_ than I walk. (slow)
- The sun shines \_\_\_\_\_ than the moon. (bright)
- Sally sang \_\_\_\_\_ of all the people in the choir. (loud)
- Many people ran in the race, but I ran \_\_\_\_\_ (slow)
- Michael did his homework \_\_\_\_\_ than Rosa did hers. (fast)
- I am taller than Joe, so I can reach \_\_\_\_\_ than he can. (high)
- Mrs. Cortez gets up \_\_\_\_\_ than Mr. Cortez. (early)
- All four people in my family get up early, but I get up \_\_\_\_\_ (early).

## Includes:

- Parts of Speech
- Verb Tenses
- Punctuation
- Proofreading Activities
- Grammar Quizzes

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# Types of Sentences

There are four types of sentences:

- **statement**
- **question**
- **command**
- **exclamation**

A **statement** tells information or ideas. Use a **period** at the end of a statement.

*Examples: We are going to the amusement park on Saturday.  
There are more pet cats in America than there are pet dogs.  
I thought the movie was exciting, but my sister didn't enjoy it.*

A **question** asks something. Use a **question mark** at the end of a question.

*Examples: Has anyone seen my math notebook?  
Are you sure you remembered to lock the front door?  
Is it raining outside?*

Many questions begin with the words *who, what, when, where, why, or how*.

*Examples: What reason did she give for being late?  
Who forgot to wipe their feet again?  
How did the dog get out of the yard?*

A **command** tells someone to do something. Use a **period** at the end of a command.

*Examples: Write your name at the top of the test.  
Please hang your coat in the closet.  
Press the green button to turn on the printer.*

A **exclamation** expresses any strong emotion. Use an **exclamation mark** at the end of an exclamation.

*Examples: You scared me!  
We won the contest!  
Don't ever come back here!*

## Types of Sentences (continued)

Identify the sentence type. Add the correct **punctuation mark** at the end of each sentence. Write the sentence type.

a) The tornado is coming this way

Sentence type: \_\_\_\_\_

b) How long will it take you to finish your homework

Sentence type: \_\_\_\_\_

c) Our new neighbors moved in yesterday

Sentence type: \_\_\_\_\_

d) I love my new puppy so much

Sentence type: \_\_\_\_\_

e) Fold the laundry after you take it out of the dryer

Sentence type: \_\_\_\_\_

f) I wonder who left the window open

Sentence type: \_\_\_\_\_

g) How did the hamster get out of its cage

Sentence type: \_\_\_\_\_

h) Set the alarm clock so you don't sleep too late

Sentence type: \_\_\_\_\_

i) It was almost midnight when our plane finally landed

Sentence type: \_\_\_\_\_

# Complete Subjects and Complete Predicates

There are two parts to a sentence. These parts are called the **complete subject** and the **complete predicate**.

## Complete Subject

The complete subject contains all the words that tell **who or what** the sentence is about. In the examples below, the complete subject is in bold.

*Example: **A small gray mouse** ran across the floor.*

This sentence is about a mouse. The complete subject contains **all** the words that tell about the mouse.

*Example: **The flowers in the garden** bloom all summer long.*

This sentence is about flowers. The complete subject contains **all** the words that tell about the flowers.

## Complete Predicate

The **complete predicate** includes the **verb** and **all** the words that tell about what happened in the sentence. In the examples below, the complete predicate is underlined.

*Example: The tall crane lifted a heavy load of bricks.*

The verb in this sentence is *lifted*. The other underlined words help to tell about what happened in the sentence.

*Example: An avalanche of snow traveled quickly down the mountain.*

The verb in this sentence is *traveled*. The other underlined words help to tell about what happened in the sentence.

Every word in a sentence will be part the complete subject **or** part of the complete predicate. In the examples below, the complete subject is in bold, and the complete predicate is underlined.

*Examples: **Two young children** chased after the spotted dog.*

***Two players on my team** hit home runs in our last baseball game.*

## Complete Subjects and Complete Predicates (continued)

1. In each sentence, underline all the words in the **complete subject**.

- a) The blue car drove along the winding road.
- b) A large black spider crawled across the windowsill.
- c) The boy with the broken leg used crutches to walk.
- d) Our friends from England arrived last week.
- e) The slimy slug left a silver trail across the patio stones.
- f) Inky black clouds covered the sky and lightning flashed.
- g) Half the girls in my class have long hair.
- h) A large flock of geese honked loudly as they flew over the house.
- i) A carton of broken eggs leaked on the kitchen counter.

2. In each sentence, underline all the words in the **complete predicate**.

- a) Marty and Janet looked at the full moon last night.
- b) My mother told me about her childhood.
- c) A pack of wolves howled in the distance.
- d) The tired runner decided not to finish the marathon.
- e) Three swans drifted gracefully across the pond.
- f) Most artists started drawing and painting when they were children.
- g) Minnows darted in and out of the pond weeds.
- h) Most children like food better when they help to prepare it.

## Complete Subjects and Complete Predicates (continued)

3. In each sentence, draw a **vertical line** between the **complete subject** and the **complete predicate**.

*Example: My favorite author | writes suspenseful mystery stories.*

- a) My friend Nancy is absent today.
- b) The fire destroyed the red barn.
- c) The people on my swim team feel proud of their achievements.
- d) Many of Jake's friends tried out for the volleyball team.
- e) Aunt Mabel writes in her diary every day.
- f) I told everyone about my camping trip.
- g) My neighbor Ricardo let me ride his new bike.
- h) Many construction workers built the new skyscraper.
4. Identify whether the bold part of each sentence is the **complete subject** or the **complete predicate**. Circle **CS** for the complete subject or **CP** for the complete predicate.
- a) My neighbor's cat **gave birth to eight kittens yesterday.**    **CS**    **CP**
- b) **Tessa's cousin Jimmy** counted 324 coins from his piggy bank.    **CS**    **CP**
- c) A colorful fall day **was described in vivid detail in the novel.**    **CS**    **CP**
- d) **The famous artist Vincent Van Gogh** painted a vase full of sunflowers.    **CS**    **CP**
- e) **A herd of lazy hippos** snoozed in the cool river.    **CS**    **CP**
- f) A package from Nana **arrived in the mail two days before my birthday.**    **CS**    **CP**
- g) Rani's long hair **was cut off and donated to make wigs for cancer patients.**    **CS**    **CP**
- h) **Warm summer breezes** ripple the surface of the pond.    **CS**    **CP**

# Avoiding Sentence Fragments

A **complete sentence** has a complete subject and a complete predicate. A complete sentence tells who or what the subject is, and what the subject does or did. In the example below, the **complete subject** is in bold. The **complete predicate** is underlined.

*Example: **This door** squeaks loudly every time someone opens it.*

A **sentence fragment** is not a complete sentence. A sentence fragment is **missing** a complete subject, a complete predicate, or both. Look at the examples below.

*Example: **The man in the long black coat.***

This is a **sentence fragment**. It contains a complete subject, but it is missing a complete predicate. The sentence fragment does not tell who the man is or what he is doing.

*Example: **The man in the long black coat** is waiting for the bus.*

This is a **complete sentence** because it has a complete subject (in bold) and a complete predicate (underlined).

*Example: Ran all the way home without stopping to rest.*

This is a **sentence fragment**. It contains a complete predicate, but it is missing a complete subject. The sentence fragment does not tell who ran all the way home.

*Example: **My sister** ran all the way home without stopping to rest.*

This is a **complete sentence** because it has a complete subject (in bold) and a complete predicate (underlined).

*Example: Across the meadow and through the woods.*

This is a **sentence fragment**. It is missing a complete subject that tells who or what the sentence is about. It is also missing a complete predicate because it does not tell what the subject is doing.

*Example: **Two brown mice** scurried across the meadow and through the woods.*

This is a **complete sentence** because it has a complete subject (in bold) and a complete predicate (underlined).

Remember to check your writing to make sure each sentence contains a **complete subject** and a **complete predicate**. Revise any sentence fragments you find to create complete sentences.

## Avoiding Sentence Fragments (continued)

1. The **sentence fragments** below are missing a **complete subject**, a **complete predicate**, or **both**. For each sentence fragment, circle what is missing.

a) Crept slowly through the long grass in the field.

complete subject      complete predicate      both are missing

b) The people at the concert last night.

complete subject      complete predicate      both are missing

c) Behind the bookshelf near the window.

complete subject      complete predicate      both are missing

d) The boy in the corner with red hair and freckles.

complete subject      complete predicate      both are missing

e) As quickly as possible.

complete subject      complete predicate      both are missing

f) Suddenly tipped over and crashed to the floor.

complete subject      complete predicate      both are missing

2. Beside each sentence below, write **CS** if it is a **complete sentence** or **SF** if it is a **sentence fragment**.

a) Some of the players were nervous before the championship game. \_\_\_\_\_

b) Thinking about the long drive back home. \_\_\_\_\_

c) The cat meowed. \_\_\_\_\_

d) The street where I live. \_\_\_\_\_

e) Some cows eating grass in the field. \_\_\_\_\_

f) Walked slowly toward the door without looking at anyone. \_\_\_\_\_

g) Hamid ran. \_\_\_\_\_

# Combining Sentences

You can join sentences by using the joining words **and** and **but**.

Use **and** to join two sentences that are related. Look at the example below.

*Example: The train arrived at the station. Several passengers got off.*

*The train arrived at the station, **and** several passengers got off.*

The two sentences above can be joined with **and** because they are related. Both sentences are about what happened at the train station.

The two sentences below cannot be joined with **and** because they are not related.

*Example: Ali and I sometimes study together. Ali got a new baseball glove.*

Use **but** to join two sentences when the idea in the second sentence **goes against** the idea in the first sentence. Look at the example below.

*Example: I wanted to ride my bike to school. The roads were too icy.*

*I wanted to ride my bike to school, **but** the roads were too icy.*

When joining sentences, remember to use a **comma before** the joining word.

1. Where possible, use **and** or **but** to join the two sentences. If the sentences **cannot** be joined with **and** or **but**, write "Leave as two sentences."

a) Rita washed the dishes. I put them away.

---

b) The sky was cloudy. Soon the sun came out.

---

c) Our cat is hungry. She is two years old.

---

d) I thought Kyle was asleep. He was awake.

---

## Combining Sentences (continued)

You can also use the joining words **or** and **so** to join two sentences.

Use **or** to join sentences when there are **two possibilities**, but **only one** will happen.

*Example: He can walk to the library. He can ride his bike.*

*He can walk to the library, **or** he can ride his bike.*

Use **so** when the idea in the second sentence happens **because of** the idea in the first sentence.

*Example: There was deep snow on the ground. I wore my boots to school.*

*There was deep snow on the ground, **so** I wore my boots to school.*

Remember to use a **comma before** the joining word.

2. Use **or** or **so** to join the two sentences.

a) I was tired. I went to bed.

---

b) Kim might win the race. She might come in second.

---

c) I can help you. You could ask Jeff for help.

---

d) The sun was shining. I put on sunscreen.

---

e) Is Travis coming? Is he still sick?

---

f) The bus was coming. I ran to the bus stop.

---

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