

How to Use This Book . . .

The activities in this book provide an excellent source of cross-curricular practice for elementary students. The pages can be used as drill reinforcement or as independent instructional material and are designed to help motivate students to learn through a variety of exercises. The activities in this book are grouped by skill; these skills may overlap more than one grade level and should be used in ways that best meet each student's needs. The reproducibles are created so that a student can work with a minimum of supervision in a classroom or at home. Answer keys have been provided in the back of the book.



EXTRA! EXTRA! When you see this symbol, be sure to check out the "extra" extension activity provided.

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Subjects & Predicates

I. The following are all complete sentences. Place a vertical line between the **subject** and the **predicate**. Remember: the subject is usually a noun or pronoun; the predicate is a verb or a form of the word **be (is, am, are, was, or were)**. Circle the simple subject and double-underline the verb. The first one has been done for you.

1. Several small (birds) | were trapped in the chimney.
2. The smoke rose in small grey puffs from the campfire.
3. No one heard the explosion in the tunnel.
4. Our class president attended the convention in Chicago.
5. Everyone in the building and on the sidewalk could feel the tremor.

II. The simple subject does not always come first. Look carefully and circle the simple subject and double-underline the verb. The first one is done for you.

1. Through the fog, the (sun) | was shining weakly.
2. On the shelf was the torn doll.
3. She has washed all the soiled clothing.
4. Out of the cage flew the beautiful parakeet.
5. Quickly, four of the boys offered her their chairs.
6. The small, frightened kitten hid under the chair.
7. Up from his seat jumped Harry.

III. Supply subjects, predicates, or both, to the following. Choose whatever is needed to make the following complete sentences.

1. are visiting friends in California

2. the plastic model of the Eiffel Tower

3. on the table in the kitchen

4. the lawn mower and the rake

Nouns

A **noun** is a word that names a person, place, or thing. There are two types of nouns: **common** and **proper**. A common noun is the name of **any** person, place, or thing.

girl city dog day building

A proper noun is the name of a **particular** person, place, or thing. A proper noun always begins with a capital letter.

Jane Chicago Fido Sunday Empire State Building

I. Read the following sentences carefully. Circle each common noun and draw two lines under each proper noun. The first one has been done for you.

1. The salesman handed the hat to Mr. Johnson.
2. Dr. Miller drove his new Ford to our house.
3. Our team should not have been beaten by the Orioles.
4. Minneapolis and St. Paul are twin cities.
5. The large dog chased Bill down Elm Street.
6. Uncle Fred took his children to the Washington Monument and Lincoln Memorial.
7. He operates an elevator in the Buder Building.

II. Read each noun below. If it is a common noun, write **common** on the blank after the word. If it is a proper noun, write the noun and put in capital letters where they should be.

- | | |
|--------------------------|--------------------------|
| 1. mountain _____ | 6. book _____ |
| 2. atlantic ocean _____ | 7. valentine's day _____ |
| 3. town _____ | 8. school _____ |
| 4. lake _____ | 9. spain _____ |
| 5. rocky mountains _____ | 10. ohio river _____ |

There are different kinds of common nouns. A **concrete** noun names something that you can see or touch.

key man bird rain flower building river

An **abstract** noun names a quality, condition, or idea; that is, things that *cannot* be seen or touched.

truth honor freedom honesty

III. Underline each noun in these sentences. Divide a separate sheet of paper into two columns. Label one column **Abstract Nouns** and the other **Concrete Nouns**. Write each noun that you have underlined in the correct column.

1. The soldier won a medal for his bravery.
2. That artist has real talent.
3. His honesty and courage have brought him much happiness.
4. He overcame his fear and climbed the mountain.
5. Our country believes in freedom and justice for all men.

Verbs

Verbs show action (sing, run, hit, talk) or state of being (is, was, feel, seem). Some type of verb will be found in every complete sentence.

I. Circle the verbs in the following sentences; above each, write **(A)** if it is an action word or **(B)** if it is a word showing a state of being. Verbs may be more than one word, such as *was driving, has elected, will nominate*, and so on.

1. The dog barked at the boy on the fence.
2. The cowboy roped the steer.
3. Johnny played his guitar for us.
4. Elizabeth looked tired and seemed unhappy.
5. Our kitten lay in the warm sunlight and slept for hours.
6. We discovered the missing child.
7. We visited the fire station and the alarm sounded.
8. After several days the search for the missing child was canceled.
9. No one had heard the announcement about the change in attendance procedure.
10. He felt lonely and lost without his puppy.

II. Supply the following subjects with words showing action or state of being to form complete sentences.

1. Everyone at the picnic _____
2. Mildred _____
3. He and I _____
4. Suddenly the glass _____
5. St. Louis and Chicago _____
6. Controls for pollution of air and water _____
7. The new doll with real hair _____
8. Tayshon and Rasheed _____



Write the past, present, and future tenses of the verb **teach**. Write a sentence using each of the verbs.