

Student Name: _____

The Fundamentals in Sentence Writing Strategy Student Folder

Goal(s):

1. I will improve my ability to write complete sentences.

My teacher's commitment:

Teacher signature

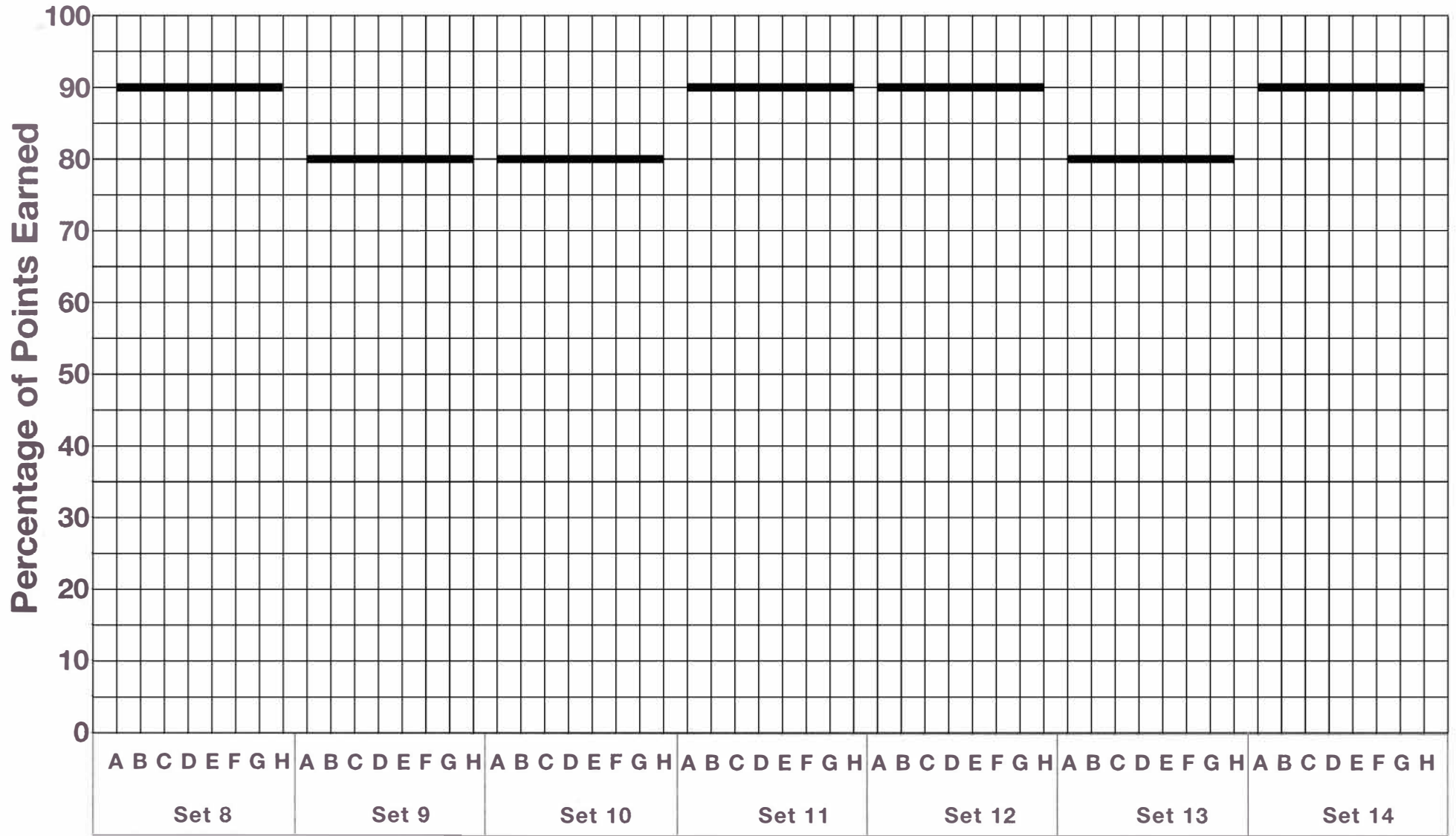
Date

My commitment:

Student signature

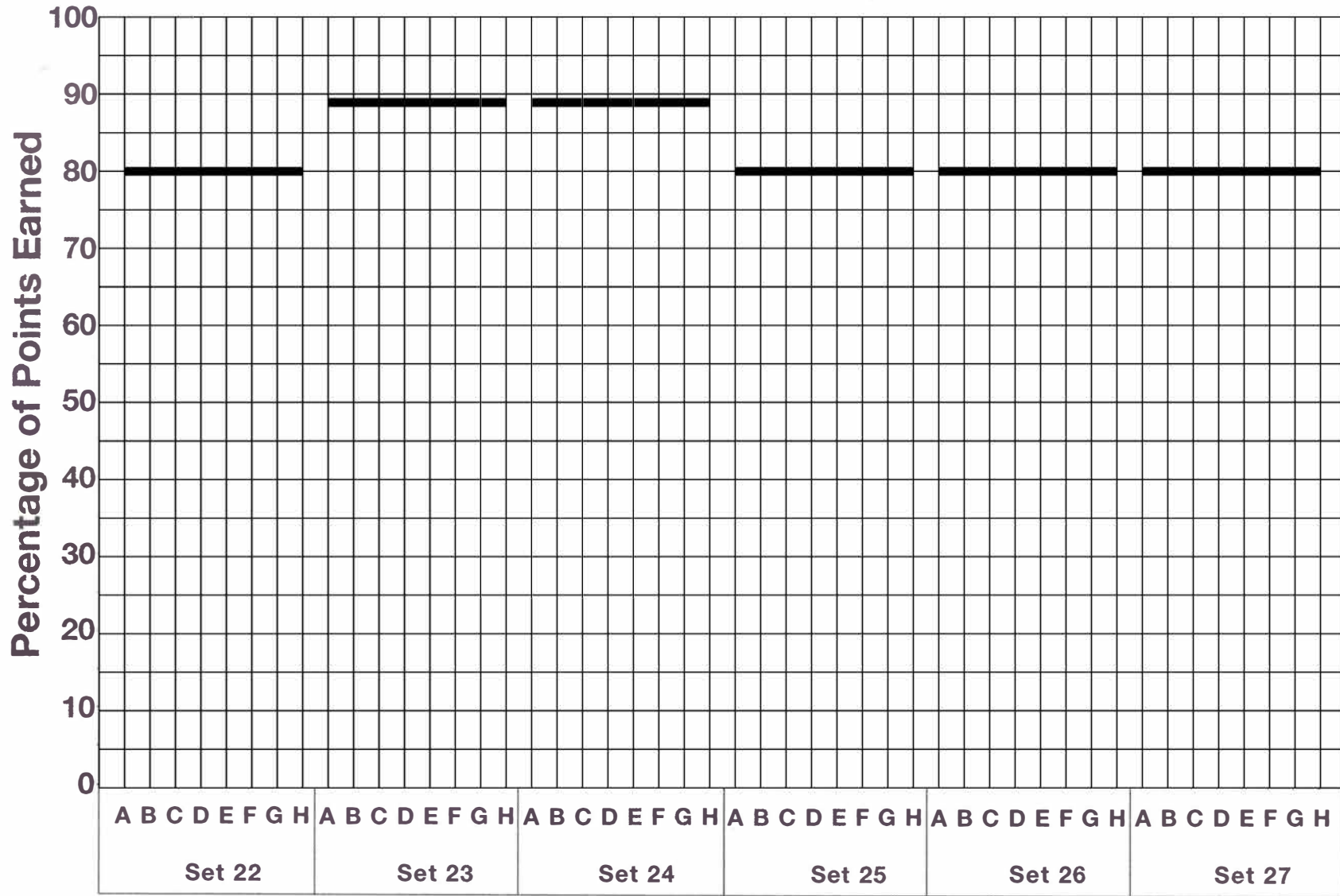
Date

The Sentence Writing Strategy Progress Chart (cont.)




Learning Sheets

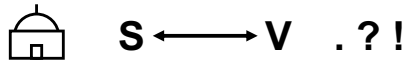
The Sentence Writing Strategy Progress Chart (cont.)



Learning Sheets

Complete Sentences

- 1. Start with a capital letter 
- 2. Have end punctuation (. ? !)
- 3. Have a subject (S)
- 4. Have a verb (V)
- 5. Make sense \longleftrightarrow



The Subject

The person, place, thing, quality, or idea that the sentence is about.

Examples:

- Jenna went for a walk. (Person)
- The store was closed. (Place)
- Balloons rose into the sky. (Things)
- Silence filled the streets. (Quality)
- Peace was declared at midnight. (Idea)

Action Verb

A word that shows the action of the subject of the sentence.

Examples:

- | | |
|---------------------|---------------------|
| <u>Body Actions</u> | <u>Mind Actions</u> |
| walk | think |
| run | want |

NOUN BANK

mother	children	insects	television
father	students	bear	bed
sister	teachers	fox	wallpaper
brother	principal	trout	
grandparents	president	snail	balloons
	people	bug	movie
dinner	friends	grasshopper	party
lunch	women	snake	dancers
breakfast	men	ant	ballerina
salad	princess		
vegetables	prince	river	fans
chocolate	king	stream	team
spoon	queen	lake	players
knife	knight	wind	basketball
fork	dragon	ocean	football
silverware		clouds	soccer
table	cat	beach	mallet
dessert	mouse	raindrop	shoes
sandwich	dog	snowflake	jersey
pizza	bird	sleet	bleachers
strawberries	rabbit	tornado	stadium
ice cream	cow	sky	game
dishes	eagle	sun	clock
plates	robin	moon	
cups	ducks		
	eggs	farm	
motorcycle		field	
airplane	flowers	horses	
car; racecar	vase	tractor	
bike	trees	meadow	
trolley	stars	home	
scooter	rocks	windows	
sled	gravel	doors	
	dirt	radio	

VERB BANK

analyzed	feels	need	traced
assembled	fell	nodded	trimmed
ate	filled		tripped
	finished	opened	try; tried
bit	flew		trust
bought	fly	painted	typed; types
broke		played	
buy	galloped	peeled	waited
buried	grazed	put	walk; walked
	grew	pranced	want
came; come	grumbled		washed
careened		raced	watched
cheered	handed	ran	watered
climbed	hates	rang	went
cleaned	held	read	whined
cooked	help; helped	rode	whistled
covered	hit; hits	rolled	wish
crammed	hoped		won
crashed	hung	sang	work
crawled	hurt	said; say; says	worship
cried		sat; sit	wrapped
cut	kicked	screamed	
	knew	sleep	
danced	know	slept	
darted		spoke	
dived	like	stopped	
drained	listen	swam; swim	
drank	lives	swooped	
drove; drives	lost		
	loves	talked	
eat		think	
enjoyed	made	thought	
	missed	ticked	
fed	moved	told	

LEARNING SHEET 1A

Checking for Capitals, End Punctuation,
and Making Sense

Name _____

Date _____

INSTRUCTIONS:

1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.
3. Underline the subject with one line.

EXAMPLES:

The boys played.

The dog ran^o

Sally sang a ^{song}tree.

K

1. The moon swam.

2. sally likes school.

3. My mother drove

4. i wish!

5. Peter eats fish



LEARNING SHEET 1B

Checking for Capitals, End Punctuation,
and Making Sense

Name _____

Date _____

INSTRUCTIONS:

1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

The girl slept.

The frog jumped^o

James shut the ^{door}peach.

K

1. The car walked.

2. I slept

3. paul thought.

4. mary ate ice cream.

5. The students worked

The PENS Strategy

Pick a formula

Explore words to fit the formula

Note the words

Search and check

Search & Check Step

M

Ask "Is there a verb?"

Root out the subject

(Ask, "Who or What _____?")

Key in on the

- beginning
- ending
- meaning

LEARNING SHEET 2A

Identifying Action Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

S V The girls sang a song.	S V poem Liz wrote a door.	S V I walked to school.
----------------------------------	-------------------------------------	-------------------------------

S	V	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the horse ran fast.
2. Peter swims every day
3. sarah danced all night.
4. My cat cooked dinner.
5. I like pizza



LEARNING SHEET 2B

Identifying Action Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

S V The stars shone mowed.	S V Tim loves Rebecca.	S V Sally has pigtaails.
--	------------------------------	--------------------------------

S	V	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the stars twinkled.
2. I thought a mile.
3. Pat hates liver
4. scott fed his snake.
5. The snake bit Scott

LEARNING SHEET 3A

Writing Simple Sentences with Action Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:

- Have a subject
- Have a capital letter at the beginning
- Have an action verb
- Have end punctuation
- Make sense

2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

S V
I like chocolate.

S V K

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____



LEARNING SHEET 3B

Writing Simple Sentences with Action Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:

- Have a subject
- Have a capital letter at the beginning
- Have an action verb
- Have end punctuation
- Make sense

2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

S V
Cali plays basketball.

S V K

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____

Linking Verbs

Words that link the subject to another word that describes the subject.

Am	Was
Are	Were
Is	Seem
	Be
	Been
	Become

Verb

A word that shows the action or state-of-being of the subject

LEARNING SHEET 4A

Identifying Linking Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

^S ^V
The boys were glad.

^S ^V
Tim is cool ☺

S	V	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. jackie is funny.
2. I am hopeful
3. the stars are bright.
4. Bill is a door.
5. The circus was exciting



LEARNING SHEET 4B

Identifying Linking Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

^S ^V
The sun is hot.

^S ^V
Kathy seems happy ☺

S	V	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The book was thrilling
2. the water is cold.
3. betty seemed sad.
4. The boys were silly
5. Tomorrow is purple.

LEARNING SHEET 5A

Writing Simple Sentences with Linking Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:

- Have a subject
- Have a capital letter at the beginning
- Have a linking verb
- Have end punctuation
- Make sense

2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

S V
I am cold.

S V K

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____



LEARNING SHEET 5B

Writing Simple Sentences with Linking Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:

- Have a subject
- Have a capital letter at the beginning
- Have a linking verb
- Have end punctuation
- Make sense

2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

S V
Sam is smart.

S V K

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____

Search & Check Step

Mark out imposters

- infinitives
- prepositional phrases

Ask "Is there a verb?"

Root out the subject

(Ask, "Who or What _____?")

Key in on the

- beginning
- ending
- meaning

Infinitives

Usually made up of 2 words: the word "to" in front of an action verb

Examples:

Madonna likes to sing.

Sarah wants to ride the bus.

Tikki yearns to play football

LEARNING SHEET 6A

Identifying Infinitives, Verbs, & Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an "I" above it.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S V I
Wallis likes ~~to read~~ mystery novels

S	V	I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Carl likes to swim
2. fred was sad to leave.
3. the doctor said to rest.
4. Dan ordered a brick to eat.
5. Ellen wants to see a movie



LEARNING SHEET 6B

Identifying Infinitives, Verbs, & Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an "I" above it.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S V I
The lady wants ~~to go~~ home.

S	V	I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. julie loves to dance.
2. Paul likes to sail
3. the fans were ready to clap.
4. Justin wanted to paint her house
5. Peggy gave me a sandwich to read.

LEARNING SHEET 7A

Writing Simple Sentences with Infinitives

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:
 - Have a subject
 - Have a capital letter at the beginning
 - Have a verb (action or linking)
 - Have end punctuation
 - Have an infinitive
 - Make sense
2. Cross out each infinitive, and write an "I" above it.
3. Mark each verb with a "V" and each subject with an "S."

EXAMPLE: S V I
Paul wants ~~to attend~~ the circus.

S V I

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.	_____



LEARNING SHEET 7B

Writing Simple Sentences with Infinitives

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:
 - Have a subject
 - Have a capital letter at the beginning
 - Have a verb (action or linking)
 - Have end punctuation
 - Have an infinitive
 - Make sense
2. Cross out each infinitive, and write an "I" above it.
3. Mark each verb with a "V" and each subject with an "S."

EXAMPLE: S V I
Manny learned ~~to write~~ poems.

S V I

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.	_____

Prepositional Phrase

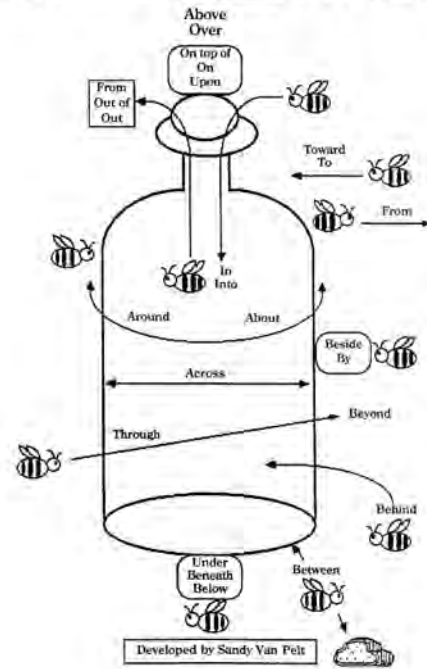
A group of words that show **place** or **time** (where or when the action takes place)

Each prepositional phrase contains a preposition and at least one word, either:

- Person
- Place
- Thing

A Bee flies above the jar.

A Bee Flies _____ the Bottle



Prepositions

- | | | |
|---------|------------|------------|
| about | down | past |
| above | during | since |
| across | | since |
| after | except | through |
| against | | throughout |
| along | for | to |
| amid | from | toward |
| among | | |
| around | in | under |
| at | inside | underneath |
| | into | until |
| before | | up |
| behind | like | upon |
| below | | |
| beneath | near | with |
| | | within |
| beside | of | without |
| between | off | |
| beyond | on | |
| by | over | |
| | out | |
| | outside of | |

LEARNING SHEET 8A

Identifying Prepositional Phrases, Verbs, & Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a "P" above it.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

^S ^V ^P
 The kitten played ~~with the ball.~~

S	V	P	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. tim ran through the goal posts.
2. The children sang in the choir
3. the man jumped for joy.
4. The mouse climbed up the clock
5. dad slept until 6:00.



LEARNING SHEET 8B

Identifying Prepositional Phrases, Verbs, & Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a "P" above it.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

^S ^V ^P
 Jon ran ~~into the store.~~

S	V	P	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Blaze hid under the bush
2. The horse jumped over the house.
3. Sophie ran around the tree
4. jade reached for the box.
5. tasha is excited during visits.

LEARNING SHEET 9A

Name _____

Writing Simple Sentences with Prepositions

Date _____

INSTRUCTIONS:

- Use the PENS Strategy to write and check five sentences that:
 - Have a subject
 - Have a capital letter at the beginning
 - Have a verb (action or linking)
 - Have end punctuation
 - Include one of the prepositions in the box to the right
 - Make sense
- Cross out each prepositional phrase, and write a "P" above it.
- Mark each verb with a "V" and each subject with an "S."

about
in
with
under
of

EXAMPLE:

(for) ^S Jerry ^V bought the gift ^P ~~for her mother.~~

P S&C

- | | | |
|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. _____ |



LEARNING SHEET 9B

Name _____

Writing Simple Sentences with Prepositions

Date _____

INSTRUCTIONS:

- Use the PENS Strategy to write and check five sentences that:
 - Have a subject
 - Have a capital letter at the beginning
 - Have a verb (action or linking)
 - Have end punctuation
 - Include one of the prepositions in the box to the right
 - Make sense
- Cross out each prepositional phrase, and write a "P" above it.
- Mark each verb with a "V" and each subject with an "S."

at
before
during
from
into

EXAMPLE:

(in) ^S Scott ^V put the meat ^P ~~in the oven.~~

P S&C

- | | | |
|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. _____ |

LEARNING SHEET 10A

Discriminating Infinitives from Prepositional Phrases

Name _____

Date _____

INSTRUCTIONS:

1. Write a "P" over each prepositional phrase.
2. Write an "I" over each infinitive.

EXAMPLES:

P
to the store

I
to go

P/I

- 1. to play
- 2. to run
- 3. to bed
- 4. to the show
- 5. to a movie



LEARNING SHEET 10B

Discriminating Infinitives from Prepositional Phrases

Name _____

Date _____

INSTRUCTIONS:

1. Write a "P" over each prepositional phrase.
2. Write an "I" over each infinitive.

EXAMPLES:

I
to get

P
to school

P/I

- 1. to start
- 2. to think
- 3. to the barn
- 4. to a park
- 5. to swim

LEARNING SHEET 11A

Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a "P" or an "I").
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S V I P

The child likes to hide behind the door.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Joan wants to go with me
2. mike plays to win during a game.
3. They worked hard to earn an "F" in this class.
4. i need to get a haircut at 3:00.
5. My parents plan to take a cruise to Mexico



LEARNING SHEET 11B

Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a "P" or an "I").
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S V I P

My dog likes to dig in the yard.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The students wanted to use the computer for their homework
2. Sally likes to play in the rain
3. the elephant reached over the fence to get the peanut.
4. Our team needs to run with the pizza.
5. her dog likes to lie in the flowers.

LEARNING SHEET 12A

Marking SSV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a "P" or "I").
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

P
S
S
V
P
 Pam and Dan moved to ~~Texas~~.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Sophie and Blaze ran through the woods
2. the bear and cub hid in the tree.
3. The table and lamp are beside the sofa
4. samuel and Manny hope to visit Tim soon.
5. The daffodils and tulips bent under the snow's weight



LEARNING SHEET 12B

Marking SSV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a "P" or "I").
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S
S
V
I
 Wayne and Tolly love to ~~shop~~ ☹️

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the bikes and tools are in the garage.
2. He and she worked for a long time
3. the children and parents attended the concert at the theatre.
4. Jan and Stan sang on Jan's birthday
5. Boys and girls ride zebras to school.

LEARNING SHEET 13A

Name _____

Writing SSV Sentences

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:

- Have two subjects
- Have a capital letter at the beginning
- Have one verb (action or linking)
- Have end punctuation
- Make sense

2. Mark each infinitive with an "I," prepositional phrase with a "P," verb with a "V," and subject with an "S."

EXAMPLE:

^S David and ^S Michael ^V need ^I to leave.

M S&C

<input type="checkbox"/>	<input type="checkbox"/>	1.	_____
<input type="checkbox"/>	<input type="checkbox"/>	2.	_____
<input type="checkbox"/>	<input type="checkbox"/>	3.	_____
<input type="checkbox"/>	<input type="checkbox"/>	4.	_____
<input type="checkbox"/>	<input type="checkbox"/>	5.	_____



LEARNING SHEET 13B

Name _____

Writing SSV Sentences

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:

- Have two subjects
- Have a capital letter at the beginning
- Have one verb (action or linking)
- Have end punctuation
- Make sense

2. Mark each infinitive with an "I," prepositional phrase with a "P," verb with a "V," and subject with an "S."

EXAMPLE:

^S Her dog and ^S my dog ^V fight ^P with each other.

M S&C

<input type="checkbox"/>	<input type="checkbox"/>	1.	_____
<input type="checkbox"/>	<input type="checkbox"/>	2.	_____
<input type="checkbox"/>	<input type="checkbox"/>	3.	_____
<input type="checkbox"/>	<input type="checkbox"/>	4.	_____
<input type="checkbox"/>	<input type="checkbox"/>	5.	_____

LEARNING SHEET 14A

Marking SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P," as needed.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE: S V P V
 Jan thought ~~for a minute~~ and then spoke.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The monkey swung in the tree and ate a banana
2. paul came to my house and stayed overnight.
3. the children ran and played in the yard.
4. She enjoys music and wants to play the tuba
5. The man put on his computer and waved.



LEARNING SHEET 14B

Marking SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P," as needed.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE: S V I V
 He wanted ~~to go~~ and went.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the bottle fell and broke into a million pieces.
2. The men awoke and drove 60 miles to attend the meeting
3. The stars twinkled brightly and made patterns in the sky
4. Lightening struck and burned our house beyond repair
5. the train whistled loudly and roared through the crossing.

LEARNING SHEET 15A

Writing SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:

- Have one subject
- Have a capital letter at the beginning
- Have two verbs (action or linking)
- Have end punctuation
- Make sense

2. Mark each infinitive with an "I," prepositional phrase with a "P," verb with a "V," and subject with an "S."

EXAMPLE:

S V V P
The cat waited and watched ~~beneath the tree.~~

M S&C

<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	5. _____



LEARNING SHEET 15B

Writing SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that:

- Have one subject
- Have a capital letter at the beginning
- Have two verbs (action or linking)
- Have end punctuation
- Make sense

2. Mark each infinitive with an "I," prepositional phrase with a "P," verb with a "V," and subject with an "S."

EXAMPLE:

S V P V
The storm put the tree ~~on the roof~~ and broke the windows.

M S&C

<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	5. _____

LEARNING SHEET 16A

Writing SV, SSV, and SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:

- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE:

(SSV) The ^ssugar and ^sflour ^vare ^pin the cupboard.

M S&C

(SV) 1. _____

(SVV) 2. _____

(SSV) 3. _____

(SV) 4. _____

(SVV) 5. _____

LEARNING SHEET 16B

Writing SV, SSV, and SVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:

- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE:

S V V P

(SVV) The child ran and played ~~in the field~~.

M S&C

(SV) 1. _____

(SVV) 2. _____

(SSV) 3. _____

(SV) 4. _____

(SVV) 5. _____

LEARNING SHEET 17A

Marking SSVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P," as needed.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S
S
V
P
V
 Esther and Suzanne walked ~~around the track~~ and talked.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Carol and John live and work in New York
2. Mary and I are friends and go places on Saturdays
3. Scott and Barb thanked us and rose to leave
4. The fish and dolphin swam and played beside the house.
5. The boy and girl skipped and hopped across the field



LEARNING SHEET 17B

Marking SSVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P," as needed.
3. Mark each verb with a "V." Mark each subject with an "S."

EXAMPLE:

S
S
V
V
 Tammy and Bill took a plane and visited their son.

S	V	P/I	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. burdett and Michel took their son to Chicago and shopped.
2. Carol and Don have three boys and travel with them a lot
3. The spider and pig were friends and talked throughout the day
4. Ron and Marie like to play pencils and are good players.
5. she and I ate dinner and went to a movie.

LEARNING SHEET 18A

Writing SSVV sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:

- Has two subjects
- Has two verbs (action or linking)
- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE:

^s Tom and ^s Bill ^v mow lawns and ^v pull weeds.

M S&C

1.

2.

3.

4.

5.

LEARNING SHEET 18B

Writing SSVV sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:

- Has two subjects
- Has two verbs (action or linking)
- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE: S S V V P
The horses and ponies ran and then drank ~~from the pond.~~

M S&C

1. _____

2. _____

3. _____

4. _____

5. _____

LEARNING SHEET 19A

Writing SV, SSV, SVV, and SSVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:

- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE:

(SV) S V P
The dog slept ~~on the bed~~.

M S&C

(SV) 1. _____

(SVV) 2. _____

(SSV) 3. _____

(SV) 4. _____

(SSVV) 5. _____

LEARNING SHEET 19B

Writing SV, SSV, SVV, and SSVV Sentences

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:

- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

2. Mark each sentence as needed.

EXAMPLE:

(SVV) The ^sdog ^vwoke and ^vstretched.

M S&C

(SSVV) 1. _____

(SVV) 2. _____

(SSV) 3. _____

(SSVV) 4. _____

(SV) 5. _____

Adjective

A word that describes a noun.

Main Subject

The one word that best tells what the sentence is about.

LEARNING SHEET 20A

Identifying Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Place an "S" above the main subject of each of the following phrases.

EXAMPLE:

S
The quick brown fox

S

1. A big blue balloon

2. The black and white plate

3. The little girl

4. My great uncle

5. A tiny brown puppy



LEARNING SHEET 20B

Identifying Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Place an "S" above the main subject of each of the following phrases.

EXAMPLE:

S
The old red truck

S

1. Our favorite song

2. My favorite sport

3. The small white phone

4. A wooden chair

5. His muddy shoes

LEARNING SHEET 21A

Identifying Verbs and Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed.
3. Mark each verb with a "V." Mark each main subject with an "S."

EXAMPLE:

S V P
The big truck backed ~~into a tree~~.

S	V	P/I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The hairy monster ate strawberries for lunch.
2. A tiny ant crawled up my leg.
3. The young girl wanted to buy a doll.
4. The large yellow submarine floated on the sea.
5. The green apples were rotten to the core.



LEARNING SHEET 21B

Identifying Verbs and Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed.
3. Mark each verb with a "V." Mark each main subject with an "S."

EXAMPLE:

S V I
The big black dog ran ~~to catch~~ the car.

S	V	P/I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Sally's little brother sat on a hat.
2. Seven purple balloons soared into the clouds.
3. Cathy's favorite dress was clean for the dance.
4. The second batter wanted to hit a home run.
5. The grey motor boat bounced over the waves.

LEARNING SHEET 22A

Writing Sentences With Adjectives

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adjective
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed.

EXAMPLE:

The old brown dog ^S slept ^V under ^P the bed.

A S&C

- | | | | |
|--------------------------|--------------------------|----|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. | _____ |



LEARNING SHEET 22B

Writing Sentences With Adjectives

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adjective
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed.

EXAMPLE:

My cute little sister ^S sings ^V and plays ^V the piano.

A S&C

- | | | | |
|--------------------------|--------------------------|----|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. | _____ |

Helping Verbs

Words that help the main verb show the action in a sentence.

Helping Verbs

am
are

is

can
could

may
might
must

do
does
did

shall
should

has
have
had

was
were

will
would

be being been

Recall Device for Helping Verbs


CHAD B. SWIM
2323 3 2413

Chad B. Swim is 23 years old

H.V. DOODLE DANDY

(Sung to the tune of
Yankee Doodle Dandy)

UNCLE SAM



WANTS YOU
to learn your
helping verbs.

Am, is, are, was, were, be, being, been,
Have, has, had, do, does, did,
shall, should,
will, would,
may, might, must, can, could.

All of these are helping verbs.
All of these are helping verbs.
All of these are helping verbs.
They help to make a verb phrase.

Developed by John Pfeiffer
Published by FDLRS/The Galaxy Associate Center

The Helping Verb Rap

This is a rap of the helping verbs.
It's a game we play to learn our words.
To look at us you'd never guess
That we're so able to impress.

Am, is, are, can, & could,
Do, does did, shall, should
Have, has had, was, were, will, would
May, might, must. Gee we're good!

Three more words make the list complete,
Be, been, being. Now you repeat.

Here's a little story I've got to tell,
About 23 words I know so well.
It started way back in strategies
With Ms. _____, Ms. _____, and me,

Am, is, are, can, & could,
Do, does did, shall, should
Have, has had, was, were, will, would
May, might, must. Gee we're good!

Three more words make the list complete,
Be, been, being. This game is neat.
Whatever you do, don't call us nerds
'Cuz we just learned our helping verbs

Developed by
Judy Nova & Ronda Payne
FDLRS Galaxy

LEARNING SHEET 23A

Identifying Verb Phrases and Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed
3. Mark all verbs with a "V."
4. Mark the main subject with an "S."

EXAMPLE:

S
V
P
 The red strawberries were stored ~~under the wagon.~~

S	V	P/I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The green van might have stopped at the store.
2. Paul's red kayak was filled to the top.
3. The blue flowers were covering the field with their smell.
4. The little boy had hoped to swim five laps.
5. Twenty-five children will sing at the concert.



LEARNING SHEET 23B

Identifying Verb Phrases and Main Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed
3. Mark all verbs with a "V."
4. Mark the main subject with an "S."

EXAMPLE:

S
V
 Our big gray van is running well.

S	V	P/I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. My mother had wanted to go shopping.
2. The young students were working at their desks.
3. The ceiling fans had run throughout the hot day.
4. My metal ruler was put in the kitchen drawer.
5. The wild horses must gallop around the arena.

LEARNING SHEET 24A

Name _____

Writing Sentences with Helping Verbs and Adjectives

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adjective
 - Has at least one helping verb
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed.

EXAMPLE:

My great grandmother ^S can play ^V the piano.

A HV S&C

- | | | | |
|--------------------------|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. _____ |



LEARNING SHEET 24B

Name _____

Writing Sentences with Helping Verbs and Adjectives

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adjective
 - Has at least one helping verb
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed.

EXAMPLE:

My great uncle ^S can play ^V the flute and ^V sing.

A HV S&C

- | | | | |
|--------------------------|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. _____ |

LEARNING SHEET 25A

Free Writing Practice

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:

- Matches the formula in parentheses
- Has a capital letter at the beginning
- Has end punctuation
- Makes sense

EXAMPLE:

(SV) The little dog ^S ^V is jumping ^P ~~in the air.~~

M S&C

(SV) 1. _____

(SVV) 2. _____

(SSV) 3. _____

(SSVV) 4. _____

(your choice) 5. _____

Adverbs

Words that add information about the action of the subject of the sentence.

They show

- When
- Where
- How
- To what extent (how often, how much) the action takes place.

LEARNING SHEET 26A

Identifying Adverbs

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed.
3. Mark each verb with a "V" and each main subject with an "S."
4. Circle each adverb.

EXAMPLE:

S V P
Jan quickly made lunch ~~on the counter~~.

A S&C

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The boy and the girl skipped happily down the road. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The stars shined brightly against the night sky. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Jason and Jake play daily in the field. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Amir and Scott skillfully rode their skateboards down the ramp. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The eagle soars gracefully over the river. |



LEARNING SHEET 26B

Identifying Adverbs

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write "I" or "P" as needed.
3. Mark each verb with a "V" and each main subject with an "S."
4. Circle each adverb.

EXAMPLE:

S S V P
Jesse and Megan went nightly ~~to the movies~~.

A S&C

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The Legends played intensely during every game. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Scott and Eric fiercely defended after each kick-off. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Dwayne ran and lifted daily to get strong. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. David and Mary drove speedily to the game. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Larry generously gave new helmets to the team. |

LEARNING SHEET 27A

Writing Sentences with Adverbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adverb
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

The tiny ^S girl ^V wanted desperately ^I to ~~buy~~ a kite.

A S&C

- | | | | |
|--------------------------|--------------------------|----|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. | _____ |



LEARNING SHEET 27B

Writing Sentences with Adverbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
 - Has at least one adverb
 - Has a capital letter at the beginning
 - Has end punctuation
 - Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

The motor ^S boat ^V bounced crazily ^P ~~over the waves~~.

A S&C

- | | | | |
|--------------------------|--------------------------|----|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. | _____ |

