

New Vision International School

Grammar & Writing BOOKLET

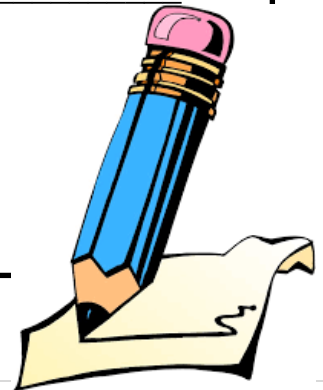


Grade 1

S.Y. 2021-2022

Student's Name: _____

Grade 1 Section- _____



Grammar & Writing Booklet

Grade 1



TABLE OF CONTENTS

Grammar

Grammar Lesson	Page
1. Interrogative Sentence	4-5
2. Exclamatory Sentences	6-7
3. Verbs That Do Not Add -s	8-9
4. Verbs: Am, Is, Are, Was, Were	10-11
5. Contractions with Not	12-13
6. Pronouns	14-15
7. Pronouns I and Me	16-17
8. More about Pronouns	18-19
9. Adverbs	20-21





TABLE OF CONTENTS

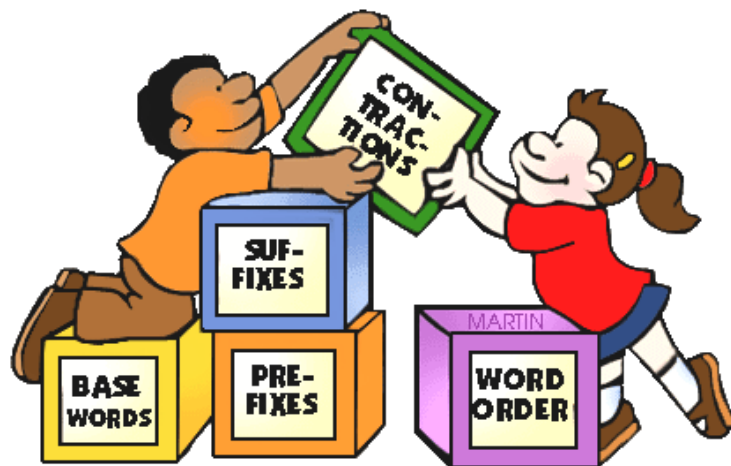
Writing

Grammar Lesson	Page
1. Realistic Story	23-24
2. Composition	25-26
3. Writing a Summary	27-28
4. Captions and Pictures	29-30
5. Play Scene	31
6. Letter to a Character	32
7. Writing Questions	33-34
8. Advertisement	35-36
9. Autobiography	37-38

Part II	
Handwriting	39-44
Writing Topics	45-47

Part I

Grammar



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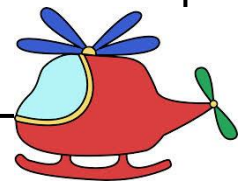
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Date: \ \

1. Interrogative Sentences

A **question** is a sentence that asks something. It is an **interrogative sentence**. It begins with a **capital letter**. It ends with a **question mark(?)**.

Where is my toy?



A. Write each question. Begin and end the question correctly.

1. do you see a lion

2. can the lion run



B. Find the question. Write the question.

1. What is in the tree?

Birds are in the tree

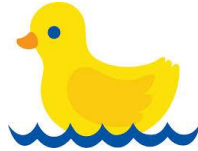
2. Are tigers big?

Tigers are big.



C. Circle the interrogative sentences. Underline the declarative sentences.

1. Is the hen white?



2. Can the duck fly?

3. That bird is big.

4. Can you see a duck?



5. Hippos hide in the water.

D. Write (Q) next to each question. Write (D) if the sentence is declarative.

1. Is the cat there?

2. The cat is not here.

3. Did the cat go up?

4. Did the cat come down?

5. I did not see that cat.

6. Where can it be?



E. Look at the words. Put them in order to write a question. Begin and end each question correctly.

1. the nest what lives in

2. the nest where is

Name: _____

Date: \ \

2. Exclamatory Sentences

An exclamatory sentence is a sentence that shows strong feeling. It begins with a **capital letter**.

It ends with an **exclamation mark (!)**.

My cat must be lost!



A. Write each exclamation correctly.

1. the bird fell out of its nest

2. the bird is hurt

3. We should help it

4. it is flying again



B. Circle the exclamations.

1. Come here, quick!
2. What is it?
3. Look at that!
4. What a good cat you are!
5. Where did the little cat go?
6. Grab the cat!

**C. Write each sentence correctly. Begin with a capital letter.
Add the end mark written in ().**

1. she can use my book (period)

2. where did it go (question mark)

3. look at it (exclamation mark)

**D. Read each pair of sentences.
Write the exclamation sentence on the line.**

1. The hippo sat in the mud. The hippo is big!

2. Where is the hippo? Look at it !

Name: _____

Date: \ \

Verbs that Do Not Add-s

A **verb** can tell what a person, animal, or thing does.

Do not Add -s to a verb that tells what two or more people, animals or things do.

Ex. **Meg and Jen want** a new pet.



A. Circle the verb in each sentence.

1. Ann and Sam plant some seed.
2. They water the seeds.
3. The seeds grow into flowers.
4. The flowers bloom beautifully.
5. Ann and Sam smile.



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B. Underline the correct verb in ().

1. Pat and Mat (**likes, like**) to eat cookies.
2. Mom, Pat and Mat (**bake, bakes**) some cookies.
3. The babies (**make, makes**) funny sounds.
4. The babies (**sleeps, sleep**) on his bed.
5. Mom and Dad (**wake, wakes**) the babies up.



C. Write a proper verb to complete each sentence.

1. My mom and I _____ some cookies.



2. Dad and Jack _____ the car.



3. The children _____.



D. Circle the word that completes the sentences below. Write the new sentence on the line.

1. The rabbits in our yard (stare, stares) at me.

2. The squirrels (look, looks) afraid of me.

3. The cats (licks, lick) its feet.

4. The cats (chase, chases) the butterflies too.

5. The butterflies (fly, flies) high as they could.

6. Miss Lance, Miss Ana ,and Miss Jhuvy (speak, speaks) softly.

Name:

Date: \ \

4. Verbs: Am, Is, Are, Was, Were

Am, Is, Are

The words **am**, **is** and **are** tell about **now**. Use **am** after the word "I" and **is** after the **singular or one naming part**. Use **are** to tell about more than one.

Example:



I **am** happy.

The boy **is** writing.



We **are** friends.

Was, Were

The words **was** and **were** tell about the **past**. Use **was** after the **singular or one naming part** and **were** after the **plural or more than one naming part**.

Example:

He **was** late yesterday.

The kids **were** sleeping tight.

A. Write the verb under the proper column.

am are is was were

<u>Now</u>	<u>Past</u>

B. Circle the verb in () that completes each sentence.

1. Today I (am, is) in the school.
2. The bug (are, is) on my arm.
3. The bird (was, were) on the tree.
4. Last week, the bugs (were, was) red.
5. Today, the bugs (is, are) white.

C. Choose the correct verb in () to complete the sentence. Write the verb on the line.

1. Eggs _____ small. (are, is)
2. The bird _____ red. (am, is)
3. The hen _____ hungry. (was, were)

D. Circle the sentence that is correct.

1. The caterpillar **is** in the tree.
The caterpillar **am** in the tree.
2. The bees **is** on the flower.
The bees **are** on the flower.
3. The bird **was** yellow.
The bird **were** yellow.
4. I **am** next to the butterfly.
I **are** next to the butterfly.



Name: _____

Date: \ \

5. Contractions with Not

A contraction consists of two words that are combined to form one word. To “contract” means to “make smaller,”

Contraction happens when we combine two words together by writing the **verb** and **not** together and removing the "o" of not and write an **apostrophe (')** instead of the "o".

A. Match each group of words to each correct contraction.
Write the letter on the space before the number.

____ 1. are not

a. doesn't

____ 2. did not

b. wasn't

____ 3. do not

c. hasn't

____ 4. does not

d. aren't

____ 5. has not

e. weren't

____ 6. is not

f. didn't

____ 7. was not

g. don't

____ 8. were not

h. isn't

____ 9. could not

i. wouldn't

____ 10. would not

j. couldn't

B. Write the contraction for the underline words.

- 1. Goose does not stay in winter. _____

- 2. Squirrel is not going away. _____

- 3. A bear does not eat all winter. _____

- 4. Bears do not wake up until spring. _____

C. Circle the contraction in each sentence.

- 1. Bears aren't awake in winter.
- 2. Some birds don't stay in a cold place.
- 3. That squirrel isn't sleeping.



D. Write the contraction for the underlined words.

- 1. A bear does not eat all winter. _____

- 2. Bears do not wake up until spring. _____

- 3. Squirrels are not going away. _____

- 4. The squirrel was not in its nest. _____



Name: _____

Date: \ \

6. Pronouns

A **pronoun** is a word that takes the place of a noun or nouns. The words **I, she, we, he, they, it** and **you** are pronouns. They are used in the **NAMING PART** of the sentence.

People see the bird. **They** see a bird.

A. Circle the pronoun in each sentence.

1. You can see the bird.
2. It can fly over the trees.
3. He got food for the bird.
4. We like to see the bird.
5. They are looking for a pet bird.

B. Change the underlined word or words to a pronoun from the box. Write the new sentence on the line.

He She They

1. Ann and Ed see the bird.
2. Ann makes a nest.
3. Ed lets the bird fly.



C. Look at the pictures. Write about what the people are doing.

Use pronouns. (they, He, She.....)



D. Circle the pronoun that can replace each underlined word or words.

1. Frogs can hop.

- a. He b. It c. They



2. A squirrel is an animal.

- a. It b. She c. You



3. Molly and I feed the bird.

- a. It b. We c. She

4. The whales jump out of the water.

- a. We b. They c. He



5. Dad and I love to spot for whales.

- a. She b. They c. We

Name: _____ Date: \ \

7. Pronouns *I* and *Me*

The pronouns **I** and **Me** take the place of your name.

Use **I** in the subject of a sentence.

Use **Me** after an action verb.

Always write **I** with a capital letter.

Ex.: Dot calls me. I talk to her.

A. Write *I* or *Me* to complete each sentence.

- _____ see a flamingo.
- It gave _____ an idea.
- _____ want to take care of a flamingo.
- Mom and _____ look for flamingo.
- They told _____ flamingos cannot be pet.
- _____ Was sad.
- Mom bought _____ a pet dog instead.

B. Write I or Me to complete each sentence.

1. _____
_____ am going to a party.
2. Would you like to come with _____ ?
3. _____ Will bring a gift.
4. You can sit with _____ at the party.
5. The party will be fun for you and _____.

C. Circle the pronoun that correctly completes each sentence.

1. This song is difficult for **(I / me)** to learn.
2. It's a song that my sister and **(I / me)** both enjoy.
3. Ava and **(I / me)** are practicing the song every day.
4. **(I / me)** will pay ten dollars for the CD.
5. He asked **(I / me)** if I have enough money.
6. Dad thanked my brother and **(I / me)** for doing a good job.
7. Kaylee and **(I / me)** decided to wash our dog, Buster, in the bathtub.
8. Buster shook water all over her and **(I / me)**.
9. Kaylee and **(I / me)** shouted together.
10. In the end, Mom asked Kylee and **(I, me)** to clean it.

Name: _____ Date: \ \

8. More about Pronouns

A pronoun can take the place of some words in a sentence. **I, you, he, she, it, we,** and **they** are used in the naming part of a sentence. **Me, you, him, her, it, us,** and **them** are used in the action part of a sentence. These are called **object pronouns**.

Rosa loves **her friends**.

Rosa loves **them**.

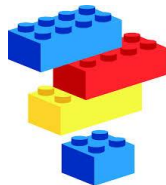
A. Circle the pronoun that used in the NAMING PART of each sentence.

1. I will help Rosa.

2. It does not work.

3. He makes a toy.

4. They can work together.



B. Circle the pronoun that is used in the ACTION PART of each sentence.

1. Rosa loves them.

2. Jean fixes the toy for him.

3. Max gives us gift.

4. Sean will help her.



C. Write the pronoun from the box that can replace the underlined word or words in each sentence.

it us him

1. Yasser helped Sami. _____

2. We make a kite. _____

3. My parents see Tom and me. _____

D. Choose a pronoun in the () to change the underlined word or words.

1. Kim has a kite. (She, Her)



2. Tom has a special gift for Ahmed. (him, it)

3. Rayan and Ahmad are friends. (We, They)



4. The children and I study the lesson together. (We, They)

5. The students finished their homework. (We, them)

Name: _____ Date: \ \

9. Adverbs

Adverbs tell when (time) or where (place) an action happens.

-Beth **often** goes to the store on Saturday.
The adverb **often** describes **when** Beth goes to the store.

-Kathy went **inside** the blue house.
The adverb **inside** describes **where** Kathy went.

Adverbs that tell where (place)

upstairs- downstairs- up-
down- outside- inside- out-
away - here

Adverbs that tell when (Time)

after- before- now- often-
sometimes- today-
yesterday- tomorrow- next-

A. Circle the adverb in each sentence that tells when or where.

1. I learned a song today.
2. I built my invention yesterday.
3. I will work in my room
4. Aleck will finish it tomorrow.
5. The visitors are in the living room.
6. Mom and I will visit grandma next week.



B. Check the box that contains the adverb that tells when or where.

1. **We made a robot upstairs.**

- We
- upstairs
- made



2. **Next, we showed it to our parents.**

- we
- Next
- parents

3. **Maya and I will build a birdhouse tomorrow.**

- Maya
- build
- tomorrow



4. **The cat chased the mouse last night.**

- the cat
- chases
- last night

C. Read each sentence. Decide whether the underlined adverb describes when or where an action happens. Write when or where only in the line.

When (time) Where (place)

1. When will you come here to visit us?

2. Sometimes, Martin goes to the museum.

3. I will visit my granddad today.

4. I did my homework yesterday.

5. It is raining outside.

Part II

Writing



Name: _____

Date: \ \

1. Realistic Story

Key Features of a Realistic Story.

The characters, events, and setting seem real.

*Characters do things that really can happen.

A. Write a realistic story about a trip you have done. Use the following questions to guide you. Rewrite the answers in the story chart.

1. Where did you go last week?

2. Which animals did you see there?

3. Which animal did you feed?

4. Did you enjoy at the ranch?



Story Chart

Title:

Characters:

Setting:



Beginning:

Middle:

End of Story:

Name: _____

Date: \ \

2. Composition

Key Features of a Composition:

- * A good composition tells about one topic.
- * A good composition tells important ideas.
- * A good composition uses clear words.

A. Write a composition about the cat. Use the following sentences to guide you by choosing the correct answers. Rewrite your answer in the idea web.

1. The cat is a pet animal.

- a. small b. big



2. Its teeth are

- a. sharp b. green



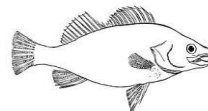
3. It has bright

- a. eyes b. tail

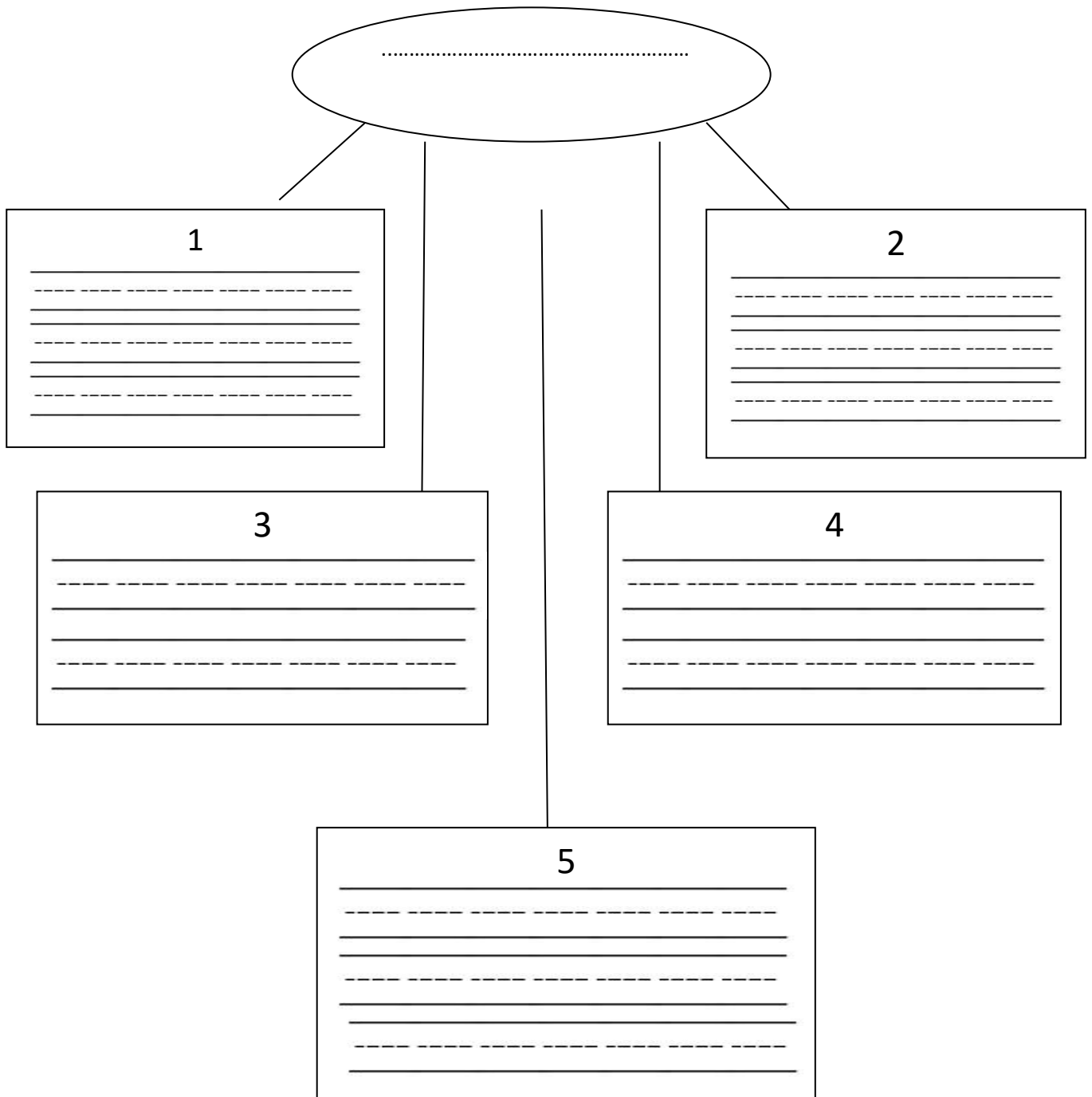


4. The cat likes to eat

- a. banana b. fish



Idea Web



Name: _____

Date: \ \

3. Writing A Summary

A. Direction: Write T if the statement is a key feature of a summary and F if it is not.

- ___ 1. A good summary tells important information.
- ___ 2. A good summary tells the ideas in any order.
- ___ 3. A good summary shows that you understand the ideas.
- ___ 4. A good summary uses words that describe and show time order.
- ___ 5. A good summary does not use complete sentence.
- ___ 6. A good summary uses subjects and verbs that go together.

B. Directions: Fill in a quick note each part of the story order. Then use your notes to write a summary of the story in complete sentences.

first	
next	
then	
finally	

A large rounded rectangular box containing a handwriting practice grid. The grid consists of 12 rows, each with a solid top line, a dashed middle line, and a solid bottom line. A horizontal line is positioned above the first row.

Name: _____

Date: \ \

4. Captions and Pictures

Key Features of Captions and Pictures.

- Captions tell about what pictures show.
- Many captions are sentences.

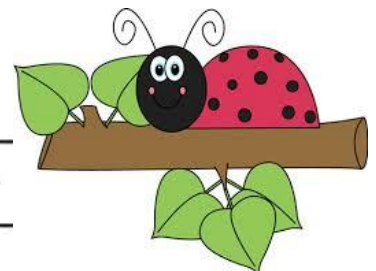
A. Look at the pictures. Write captions about the pictures. Focus on the idea of change.





B. Rearrange the words to form a correct caption.

small The ladybug is



C. Match the pictures with their captions.



Baby caterpillar crawls out.



I grow a shell to protect the pupa.



The egg has thin shell.



Hi! I'm a butterfly.

Name: _____

Date: \ \

5. Play Scene

Key Features of a Play Scene.

- Is written to be acted for an audience.
- Characters have lines to say.

A. Write your own ideas to finish the play scene between Goose and Squirrel.



Goose: Hello Squirrel.



Squirrel: _____



Goose: Do you want to play with me?



Squirrel: _____



Goose: What do you like to play?



Squirrel: I like to play _____



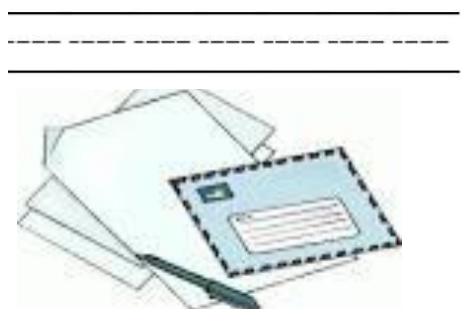
Goose: So, Let's play!

Name: _____

Date: \ \

6. Letter to a Character

A. Write a short letter to the Mole, the character of the story "Mole and the Baby Bird". Describe your feeling about him.



Name: _____

Date: \ \

7. Writing Questions

A. Directions: Read the sentences below. Identify the key features of “Writing Questions” and write it on the line.

Many start with the words who, what, where, when, or how.

It begins with a small letter.

It ends with a period (.).

It ends with a question mark (?).

It begins with a capital letter.

1.


2.

3.

B. Use the fun facts about giraffes to write questions about it. Write your questions on the line.

Giraffes eat most of the time, consuming around 75 pounds of foliage on a daily basis.


They use their 6 - 8 feet long neck and 18 - 20 inch long tongue to pull leaves from tall trees.




fun facts about giraffes

chibird  

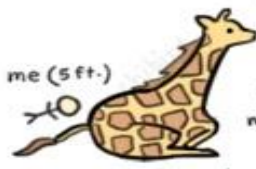
(if you say it aloud, it kinda rhymes)




their tongues are 18-20 in. long



18 ft. can sleep standing up



me (5ft.) longest land mammal tail



can moo, hiss, roar + whistle
(first pic was a misrepresentation)
their tongues are black-blue

1.

2.

3.

4.

Name: _____

Date: \ \

8. Advertisement

Key Features of an Advertisement

- * An advertisement promotes a product or a service.
- * An advertisement describes the product or the service.

A. Write an advertisement about delicious donuts. Use words to make readers want to buy it.

Donuts





B. Write an advertisement for a machine in your home. Use words to make readers want to buy it.



.....



Name: _____

Date: \ \

9. Autobiography

Key Features of an Autobiography

- * A good autobiography tells about real events in the author's life.
- * A good autobiography tells how the author feels about the events.
- * A good autobiography uses words like **I** and **me**.

A. Write a short autobiography telling your name, your favorite food, hobbies, and colors.



B. Write a short autobiography about a real event that happened in your life.

Handwriting practice area consisting of a large oval shape containing several sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines arranged vertically within the oval.





Name: Date: \ \

Part II: Handwriting (1)

A. Directions: Copy the words. Write the letters in a proper way.

pink trunk wing rink bank

Handwriting (2)

Directions: Copy the sentences. Write the letters properly.

The bell rang.

The boys run fast.

They formed their line quickly.

Name: _____

Date: \ \

A. Copy the words. Write the letters properly.

fur shirt burn bird first

sir were hurt her girl

B. Copy the sentences. Write on the lines.

May I help you, sir?

We were at a pond.

C. Cursive Handwriting.

A a

B b

C c

Name: _____

Date: \ \

A. Copy the words. Write the letters properly.

shorter shortest faster fastest pop

taller tallest sadder saddest fox

B. Copy the sentences. Leave space between the words.

My bat is shorter than yours.

This is the world's biggest pizza.

C. Cursive Handwriting.

D d

E e

F f



Name: _____

Date: \ \

A. Copy the words. Write the letters properly.

mouth house ouch round win

count cloud out found

We found some bugs.

They are round.

C. Cursive Handwriting.

H h
I i
J j

Name: _____ Date: \ \

A. Copy the words. Write the letters properly.

oil soil boy voice toy

join coin red boil point

The ground is muddy.

The post has a sharp end.

C. Cursive Handwriting.

K k

L l

M m

N n

Name: _____

Date: \ \

A. Copy the words. Write the letters properly.

saw

draw

law

jaw

paw

yawn

hawk

lawn

crawl

The baby is learning to crawl.

Look at that hawk fly!

C. Cursive Handwriting.

O o

P p

Q q

R r

Name: _____

Date: \ \

A. Write two sentences about you. What you like to do. Paste your picture.



B. Tell About Helping Someone: Write about a time when you helped someone. Draw a picture to show what you did.



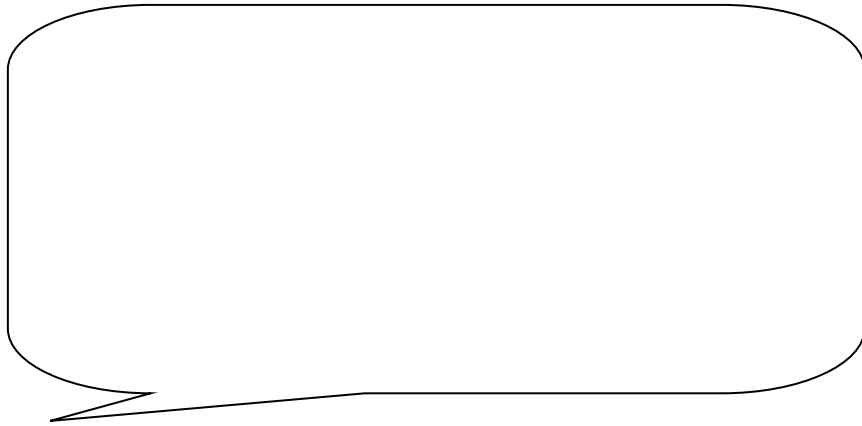
C. Write a List: Write a list of things you do to help at home.

A large, empty oval shape with a black outline, intended for the student to write their list of things they do to help at home.

D. Describe a Special Place: Tell about a special place outside. Tell why you like this place.

A large, empty oval shape with a black outline, intended for the student to describe a special place outside.

E. Tell What You Can Do: Describe the things that you can do now (things that you couldn't do when you were a baby). Use action verbs.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for the student to write their answer.

F. Give an Award: Give an award to a person. Tell why this person deserves the award.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for the student to write their answer.