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## Sentence Fragments

A **sentence fragment** is part of a sentence. A sentence fragment does not express a complete thought or idea. A sentence fragment might have a subject or a predicate but not both, or it will not make sense.

Example: A tree.

What is the sentence about? (a tree) "A tree" is the subject. What did the tree do? The sentence does not tell what the tree did. The sentence does not have a predicate. "A tree." is a sentence fragment.

### PRACTICE

Circle the sentence fragments.

1. A monkey.
2. A monkey swings from tree branch to tree branch.
3. Rebecca returned from the store.
4. The store.
5. Monica and Dave.
6. Monica and Dave went dancing.
7. Marie and Fran cleaned the windows.
8. Cleaned the windows.
9. The button.
10. The button fell off the shirt.



Read the paragraph. Underline the sentence fragments.

Nicole likes to design clothing. She picked out. She decided to make a dress. The pattern. She carefully cut around the pins. Then Nicole removed the pins and sewed the seams. Was done!

### WRITE ON!

On a separate sheet of paper, write a paragraph on a topic of your choice. Rewrite the paragraph leaving off the subject or the predicate from several of the sentences. Share the rewritten paragraph with a classmate. Have the classmate add the missing element to each sentence fragment.

## Vocabulary

Name \_\_\_\_\_ Date \_\_\_\_\_



# Homonyms (to, too, two)

**Homonyms** are words that sound alike but have different meanings and different spellings.

Examples: *to, too, two*

Which word—*to, too, or two*—should be used?

*to*: for, going towards      *too*: also, excessive      *two*: number

## PRACTICE

Read each sentence. Write the correct homonym (*to, too, or two*) on the line.

1. The scooter was given \_\_\_\_\_ me.
2. I have \_\_\_\_\_ much junk in my room.
3. He will be \_\_\_\_\_ years old.
4. Who has \_\_\_\_\_ cents?
5. Arnie talks \_\_\_\_\_ much!
6. We went \_\_\_\_\_ the lake.
7. It rained for many days, \_\_\_\_\_.
8. George has \_\_\_\_\_ left feet.
9. The chair was set next \_\_\_\_\_ the table.
10. He pressed \_\_\_\_\_ many buttons!

Read the paragraph. Draw a line through any incorrect homonym. Write the correct homonym above it.

I have ~~to~~ dogs. Their names are Gracie and Bea. Gracie has a beautiful red coat. Bea is beautiful, ~~two~~. She is fawn and white. The ~~too~~ dogs are littermate sisters. This means the ~~too~~ of them are from the same litter. (A litter is the puppies that a mother dog has. A mother dog might have one or ~~to~~ litters each year.) The dogs are ~~two~~ funny to watch, but they also give me many headaches, ~~to~~.

## WRITE ON!

On a separate sheet of paper, write a paragraph describing a favorite pet. Rewrite the paragraph, changing the homonyms to the wrong form. Exchange papers with a classmate. Have the classmate draw a line through the wrong homonym and write the correct one above it.



## Root Words and Suffixes (-s, -ed, -ing)

The **root word** is the base word.

Examples: *cup, dress, lift*

A **suffix** is added to the end of the root word. A suffix changes the meaning or the tense of the word.

Example: root word + s (or es) = plural form of the word  
cup + s = cups, dress + es = dresses

Example: root word + *ed* = past tense (happened already)  
fill + ed = filled, lift + ed = lifted

Example: root word + *ing* = present participle verb (happening now)  
dress + ing = dressing, lift + ing = lifting

### PRACTICE

Write the correct form of the verb on the line.

Example: (speak) Who is speaking at the conference?

- (believe) He \_\_\_\_\_ the story you told yesterday.
- (brush) Jason is \_\_\_\_\_ his teeth.
- (stay) Who is \_\_\_\_\_ to clean up?
- (dance) Omar \_\_\_\_\_ at last month's recital.
- (work) Liz \_\_\_\_\_ hard on her science board.
- (change) Mom \_\_\_\_\_ the oil in the car.
- (fill) The waiter is \_\_\_\_\_ the glasses with water.
- (paint) Who \_\_\_\_\_ this gorgeous picture?

Read the paragraph. Underline the verb. Change the verbs so that they are in the same tense—past or present (happening now).

Mom and Dad planned our family vacation. They thought about going to a ghost town. We would rather go to a dude ranch. Mom and Dad were sure that we will like the ghost town. Mom is calling and is making the reservations.

### WRITE ON!

On a separate sheet of paper, write a paragraph about your favorite school lunch. Check to make sure that all of the verbs are in the same tense—past or present (happening now).