

FOURTH GRADE GRAMMAR PACK

L.4.1a-g



Created by
I {Heart} Recess

Name _____

L.4.1.a

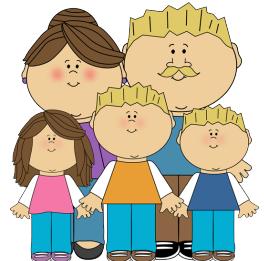
Relative Pronouns: which & that

A relative pronoun is used to link two clauses together giving more information about a word, idea, or phrase. Relative pronouns include who, whose, whom, which, and that.

Example:

This is a pizza. Jonathan baked this pizza.

This is the pizza that Jonathan baked.



Directions: Use the relative pronoun in parenthesis () to link the two clauses.

1. The store sells video games. The store has the video game I want. (that)

2. We ran to the school. I go to school there. (which)

3. Bees collect nectar. Bees turn nectar into honey. (which)

4. Ryan rides a bike. The bike has a flat tire. (that)

5. Mrs. Faulkner traveled to Paris. Paris is in France. (which)

Directions: Write which or that in each blank to complete the sentence.

1. My first poem, _____ was published last week, was about flowers.

2. The movie _____ Justin borrowed from Redbox is due today.

3. The train, _____ has ten cars, can carry 200 passengers.

4. Where did you put your homework _____ you did last night?

5. My mom uses coupons, _____ are free, to help save money.

Name _____

L.4.1.a

Relative Pronouns: who & whom

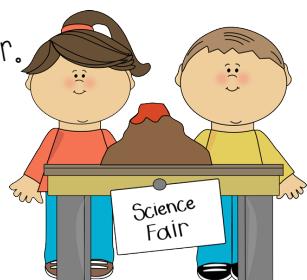
Which is correct who or whom? Hint: replace the noun with he/she or her/him. If "he" sounds correct use the relative pronoun who. If "him" sounds correct use the relative pronoun whom.

Example: Where is the boy (who/whom) is missing his hat?
(hint: read the sentence replacing boy with he and him, which sounds better?)

Where is the boy **who** is missing his hat?

Directions: Write the correct relative pronoun for each sentence using who or whom.

1. Brandon is the student _____ won the Science Fair.
2. Norah is the student _____ the judges picked for the most creative award.
3. Lola is the judge _____ will present the prizes.
4. _____ did the Principal invite to the Science Fair?
5. _____ invited the students to the award ceremony?
6. _____ attended the Science Fair with Andrew?
7. Rylen is the student _____ earned second place.
8. _____ removed the blue ribbon from the Science Fair project?
9. The judges thanked everyone _____ participated in the Science Fair.
10. Mr. Miller decided _____ should help judge the Science Fair.



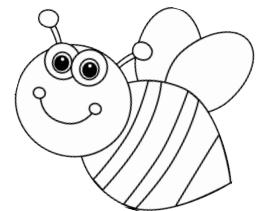
Name _____

L.4.1.b

Special Verb **be**

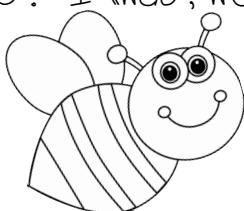
The verb be does not show action. It tells what someone or something is or is like. The verb be, has special forms for different subjects.

Subject	Present	Past
I	am	was
He, she, it	is	was
We, you, they	are	were



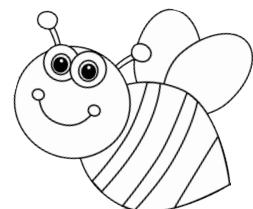
Directions: Write the verb that correctly completes each sentence.

1. I (Was, Were) a sportswriter last year. _____
2. You (is, are) in one of my stories. _____
3. My best story (is, are) about firemen. _____
4. We (Was, Were) winners every time! _____
5. I (Was, Were) with you. _____



Directions: Write the verb in each sentence. Then write past or present to tell the tense of each verb.

Example: I am walking. am=present

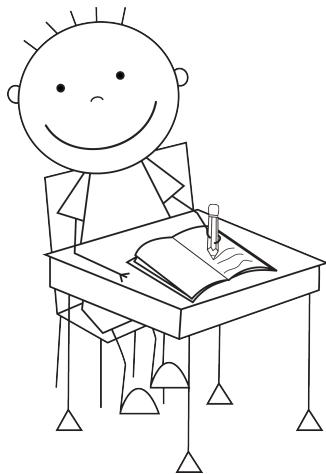


1. We are proud of our work. _____
2. I am the owner of a black lab puppy. _____
3. They were late to the birthday party. _____
4. You were across the street. _____
5. She is the class president. _____

Form of the Verb be

The verb be does not show action. It tells what someone or something is or is like. The verb be, has special forms for different subjects.

<u>Subject</u>	<u>Present</u>	<u>Past</u>
I	am	was
He, she, it	is	was
We, you, they	are	were



Directions: Underline the form of the verb be.

1. She is in my class.
2. I was at her house yesterday.
3. She was there too.
4. She is a teacher.
5. We were all in the video.

Directions: Complete each sentence with the correct form of the verb be.

1. He _____ at our school last week.
2. I _____ a big fan of his music.
3. You _____ not in school yesterday.
4. Yesterday I _____ in the school play.
5. They _____ on the morning news.

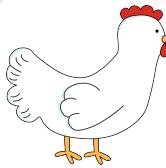


Name _____

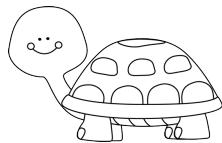
L.4.1.c

Can vs. Can't

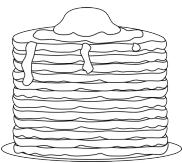
Directions: Complete each sentence with can or can't.



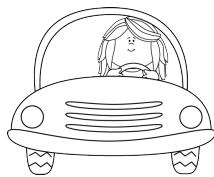
Chickens _____
lay one egg a day.



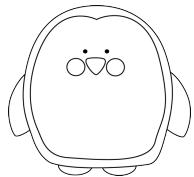
Turtles _____
walk very quickly.



Breakfast _____
be the most important
meal of the day.



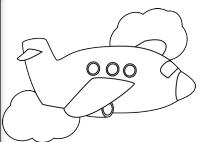
Cars _____ fly.



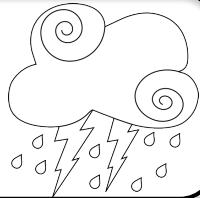
Penguins _____
live in the artic.



You _____ use glue
to fix a flat tire.



You _____ fly a
plane to Europe.



Thunderstorms _____
be scary.

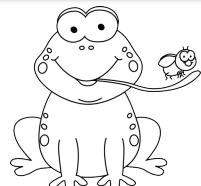


The goalie _____
stop a soccer ball.



Spiders _____
create webs using
string.

Bonus: Write one can sentence and one can't sentence for the picture.



1. _____
2. _____

May vs. Might

May is used to give permission or possibility; May not is the negative form.

Might is used to express possibility, but a smaller chance than May.

Example:

I **may** become a teacher.

May I go to the restroom?

I **might** become a teacher.

Directions: Write **May**, **May not**, or **Might** to complete each sentence.

1. When I grow up, I _____ become a doctor.
2. There is a small chance it _____ rain today.
3. There is a good chance that we _____ go to the park today.
4. James and I _____ cook dinner, but order a pizza.
5. _____ I have a piece of gum?
6. If Lily had studied she _____ have failed the test.
7. The racecar _____ crash into the other cars.
8. The power _____ go out during the storm, but I doubt it.
9. _____ I go to the park?
10. There is a good chance that we _____ buy a new house.

Directions: Write your own sentence for each word **May**, **May not**, and **Might**.

1. _____
2. _____
3. _____

can VS. may

Can means to have the ability to do something, or be able to do it.

May means to have permission, or to be allowed to do something.

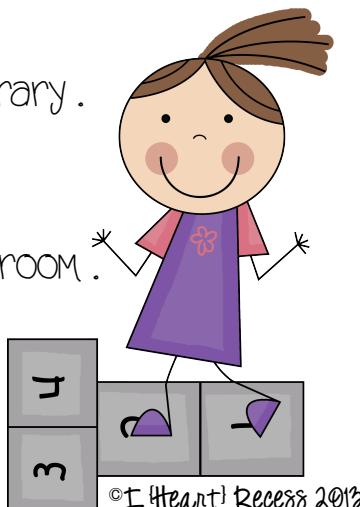
Example:

My sister can run a mile in seven minutes.

My mom says I may sleep at my cousin's house tonight.

Directions: Read each sentence. Fill in each blank with can or may to complete each sentence.

1. My teacher said I _____ participate in the school play.
2. His brother Bryan _____ kick a field goal.
3. Mom said I _____ go shopping after my doctor's appointment.
4. I _____ sharpen my pencil after morning announcements.
5. Asher _____ the name all fifty states and capitals.
6. My doctor _____ give me medicine for my ear infection.
7. Mark and Millie _____ go on the field trip.
8. Doug _____ read his book in the classroom library.
9. Bella _____ ride a bike.
10. My teacher said Brantley _____ use the restroom.



adjectives

An adjective describes or gives more information about a noun. Adjectives can tell what kind or how many.

Example:

We have a large dog. (what kind) We have two dogs. (how many)

Directions: Circle the adjective in each set of words.



awesome adjectives

An adjective describes or gives more information about a noun. Adjectives can tell what kind or how many.

Example:

We have a large dog. (what kind) We have two dogs. (how many)

Directions: Tell if the underlined adjective describes what kind or how many.

1. There are five racecars at the starting line. _____
2. I am cheering for the red racecar. _____
3. All the racecars are fast! _____
4. The checkered flag was waved at the finish line. _____

Directions: Underline each adjective. Draw an arrow to the noun it describes.

Example: Training a dog takes about four months. 

1. Randy won the large trophy. _____
2. The racecars completed fifty-two laps. _____
3. After three hours, the race had ended. _____
4. There was a loud crash near the pit stop. _____
5. The crowd cheered during the last lap. _____



Directions: Write a sentence for each adjective.

1. smart _____
2. seven _____

adjective adventure

Directions: Complete the paragraph with adjectives of your own.

My dad took me on a(n) _____ camping trip last summer. We went to some really _____ mountains in Colorado. _____ mountains are famous for hiking and winter sports. It took about _____ hours to get to the campsite. That first night I went straight to bed because I was _____. The next morning Dad woke me up with a _____ bowl of cereal. "We've got _____ miles to cover before sunset," he said. "This is going to be a(n) _____ day." For the next _____ days, we hiked through _____ forests. We waded across _____ rivers and scrambled up _____ trails. From the tops of the mountains we had _____ views. This was the _____ vacation I've ever had.



Directions: Write your own adventure story and highlight your adjectives. (You must have at least five sentences and seven adjectives.)

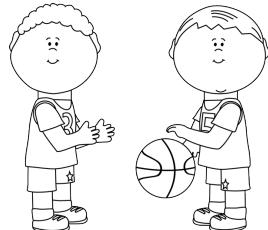
PREPOSITIONAL PHRASES

A prepositional phrase ends with a noun or pronoun. The preposition shows how the object of the preposition is related to other words in the sentence. A prepositional phrase can be used to tell where, when, how, or which one.

The ball is between the two players.

Preposition: between

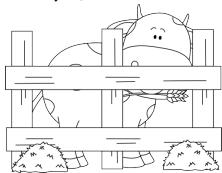
Prepositional phrase: between the two players



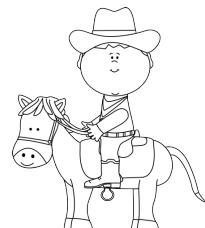
Common Prepositions

about, above, across, after, along, around, behind, below, beneath, between, by, in, into, on, over, through, to, under, upon, with, without

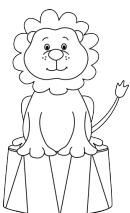
Directions: For each picture below write a complete sentence using a prepositional phrase.



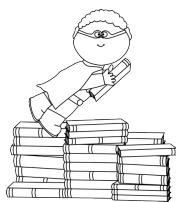
1. _____



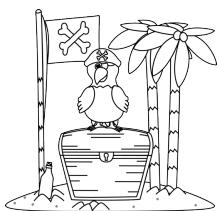
2. _____



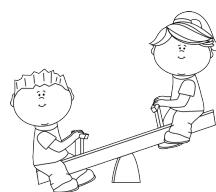
3. _____



4. _____



5. _____



6. _____

OVER THE MOON FOR PREPOSITIONAL PHRASES

A prepositional phrase ends with a noun or pronoun. The preposition shows how the object of the preposition is related to other words in the sentence. A prepositional phrase can be used to tell where, when, how, or which one.

The moon is hiding behind the clouds.



Preposition: behind

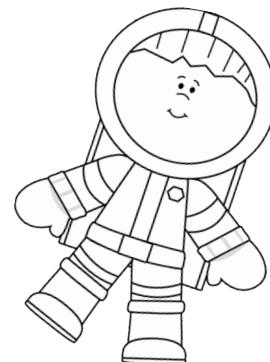
Prepositional phrase: behind the clouds

Common Prepositions

about, at, above, across, after, along, around, behind, below, beneath, between, by, in, into, on, over, through, to, under, upon, with, without

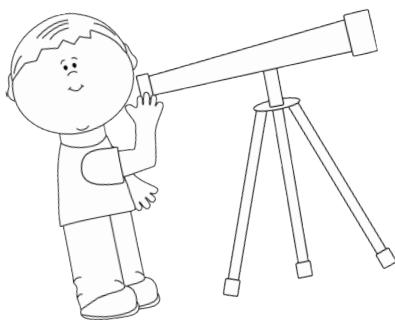
Directions: In each sentence circle the preposition and underline the object it refers to.

1. Valerie and Grace left their shelter at night.
2. The boys jumped over the rocks.
3. Ryan fell into the river.
4. Landers landed on his feet.
5. The power in Tyler's space suit stopped working.



Directions: Add a prepositional phrase of your own to each sentence.

1. There are trillions of stars _____.
2. Jonah enjoys watching the stars _____.
3. He sets up a telescope _____.
4. Jonah wants to study astronomy _____.
5. Astronomy is the study _____.



SUBJECTS & PREDICATES



The subject of a sentence tells whom or what the sentence is about. The predicate tells what the subject does or is.

Example: The doctor was late today.

Subject: The doctor Predicate: was late today.

Directions: Read each sentence. Circle the subject and underline the predicate.

1. Doctors help their patients.
2. Julie's aunt is a nurse.
3. The nurse took her temperature.
4. Lori has a stomach ache.
5. Her MOM drove her to the hospital.
6. The hospital is located downtown.
7. Camilla has a high fever.
8. Her body is covered in colorful strips.
9. The doctor said to stay in bed and rest.
10. Camilla likes to eat lima beans.



Directions: Add a predicate to each subject below.

1. The nurse _____.
2. The Medicine cabinet _____.
3. Ruth _____.

Directions: Add a subject to each predicate.

4. _____ didn't like getting a shot.
5. _____ was very worried about the sick patient.

RUN-ON SENTENCES

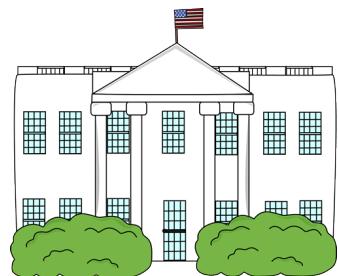
When two sentences run into each other, they make a run-on sentence. You should never use run-on sentences in your writing. To correct run-on sentences you write each complete sentence as a separate sentence.

INCORRECT: Our class visited a museum we saw whaling ships.

CORRECT: Our class visited a museum. We saw whaling ships.

Directions: Read each sentence. Write run-on if it is a run-on sentence. Write correct sentence if it is not a run-on sentence.

1. History museums are fun they teach about the past. _____
2. A whaling museum is one kind of history museum. _____
3. A whole village can sometimes be a museum. _____
4. People dress in costumes visitors can ask them questions. _____
5. Some famous people's homes become museums you can visit the President's house in Washington. _____



Directions: Rewrite each run-on sentence correctly.

1. The museum is in a beautiful spot it overlooks the water.

2. People were doing crafts we could watch them work.

3. One woman made the dolls another woman told us about them.

4. We saw clothes each part of China has different clothing.

5. Our parents went with us they enjoyed the museum too.

THEIR, THEIR, AND THEY'RE

There is used to refer to a place or the existence of something.

Their is used to explain that something belongs to certain people, animals, or things.

They're is used as a contraction for "they are".

Examples:

There are twenty-two students in our class. (Twenty-two students exist in class.)

The students placed their books on the shelf. (The books belong to the students.)

They're learning how to add fractions. (They are learning how to add fractions.)

Directions: Complete each sentence using there, their, or they're.

1. _____ studying how people used to travel.
2. Today many people travel by using _____ car.
3. _____ basketball team won the championship game.
4. The twins carried _____ projects to class.
5. Today _____ serving pizza in the cafeteria.
6. Rachel said _____ are three students in the classroom library.
7. Carson and Hannah told _____ teacher about the book they read.
8. Where are the math papers? _____ over _____ on the desk.
9. You can get a marker if _____ are any left in the box.
10. The red team cannot find _____ pencils.
11. _____ in the computer lab researching _____ famous person.

Directions: Write your own sentences using there, their, and they're.

12. _____
13. _____
14. _____



to, too, and two

To is used before a noun, pronoun, or verb in the present tense.

Too is used as another word for also or to mean extremely.

Two is used to represent the number 2.

Harold is going to the store.

It is too short to ride the roller coaster.

Winter break is two weeks long.



Directions: Complete each sentence using to, too, or two.

1. Mr. Miller's class traveled _____ a farm for their field trip.
2. Mom bought _____ bags of chips for the party.
3. My brothers have _____ many toys in the playroom.
4. Lacey is moving away and going _____ a new school.
5. Nolan has _____ more years of school before becoming a doctor.
6. The first graders learned how _____ use rulers in Math class.
7. Addison went _____ the library to check out new books.
8. Drake has a stomach ache because he ate _____ much candy.
9. Would you like _____ see a movie today?
10. The principal said our class was _____ loud during the school assembly.
11. Kristen wanted _____ be the class president.
12. Collin has _____ older sisters and one little brother.

Directions: Write your own sentences using to, too, and two.

13. _____
14. _____
15. _____

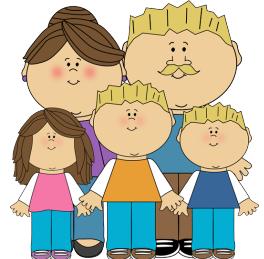
Name Key

Relative Pronouns: which & that

A relative pronoun is used to link two clauses together giving more information about a word, idea, or phrase. Relative pronouns include who, whose, whom, which, and that.

Example:

This is a pizza. Jonathan baked this pizza.

This is the pizza that Jonathan baked.

Directions: Use the relative pronoun in parenthesis () to link the two clauses.

1. The store sells video games. The store has the video game I want. (that)

The store sells the video game that I want.

2. We ran to the school. I go to school there. (which)

We ran to the school, which I go to.

3. Bees collect nectar. Bees turn nectar into honey. (which)

Bees collect nectar, which they turn into honey.

4. Ryan rides a bike. The bike has a flat tire. (that)

Ryan rides a bike that has a flat tire.

5. Mrs. Faulkner traveled to Paris. Paris is in Italy. (which)

Mrs. Faulkner traveled to Paris, which is in Italy.

Directions: Write which or that in each blank to complete the sentence.

1. My first poem, which was published last week, was about flowers.

2. The movie that Justin borrowed from Redbox is due today.

3. The train, which has ten cars, can carry 200 passengers.

4. Where did you put your homework that you did last night?

5. My mom uses coupons, which are free, to help save money.

Relative Pronouns: who & whom

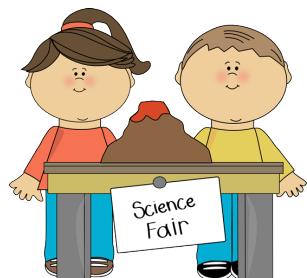
Which is correct who or whom? Hint: replace the noun with he/she or her/him. If "he" sounds correct use the relative pronoun who. If "him" sounds correct use the relative pronoun whom.

Example: Where is the boy (who/whom) is missing his hat?
(hint: read the sentence replacing boy with he and him, which sounds better?)

Where is the boy **who** is missing his hat?

Directions: Write the correct relative pronoun for each sentence using who or whom.

1. Brandon is the student who won the Science Fair.
2. Norah is the student whom the judges picked for the most creative award.
3. Lola is the judge who will present the prizes.
4. Who did the Principal invite to the Science Fair?
5. Whom invited the students to the award ceremony?
6. Whom attended the Science Fair with Andrew?
7. Rylen is the student who earned second place.
8. Whom removed the blue ribbon from the Science Fair project?
9. The judges thanked everyone who participated in the Science Fair.
10. Mr. Miller decided who should help judge the Science Fair.



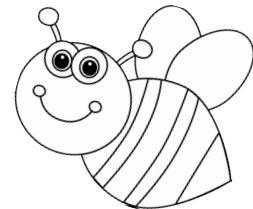
Name _____

L.4.1.b

Special Verb **be**

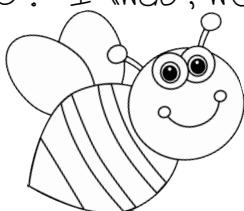
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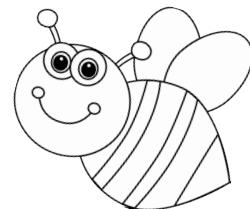
Directions: Write the verb that correctly completes each sentence.

1. I (Was, Were) a sportswriter last year. Was
2. You (is, are) in one of my stories. are
3. My best story (is, are) about firemen. is
4. We (Was, Were) winners every time! were
5. I (Was, Were) with you. Was



Directions: Write the verb in each sentence. Then write past or present to tell the tense of each verb.

Example: I am walking. am=present

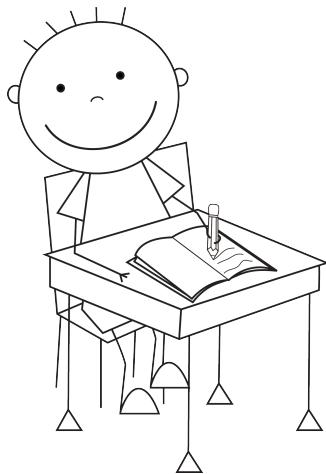


1. We are proud of our work. are=present
2. I am the owner of a black lab puppy. am=present
3. They were late to the birthday party. were=past
4. You were across the street. were=past
5. She is the class president. is=present

Form of the Verb be

The verb be does not show action. It tells what someone or something is or is like. The verb be, has special forms for different subjects.

Subject	Present	Past
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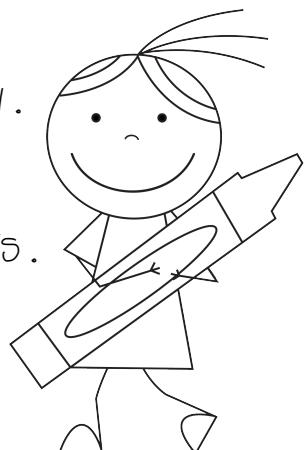


Directions: Underline the form of the verb be.

1. She is in my class.
2. I Was at her house yesterday.
3. She Was there too.
4. She is a teacher.
5. We Were all in the video.

Directions: Complete each sentence with the correct form of the verb be.

1. He was at our school last week.
2. I am a big fan of his music.
3. You were not in school yesterday.
4. Yesterday I was in the school play.
5. They were on the morning news.

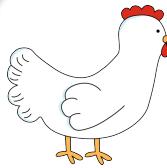


Name _____

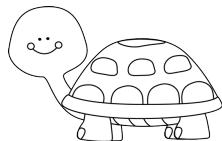
L.4.1.c

Can vs. Can't

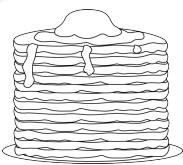
Directions: Complete each sentence with can or can't.



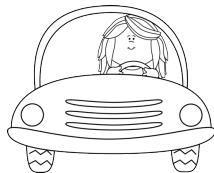
Chickens can lay one egg a day.



Turtles can't walk very quickly.

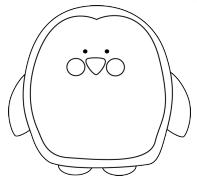


Breakfast can be the most important meal of the day.

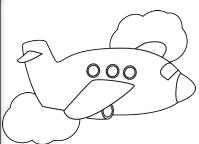


Cars can't fly.

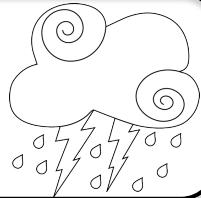
Penguins can live in the artic.



You can't use glue to fix a flat tire.



You can fly a plane to Europe.



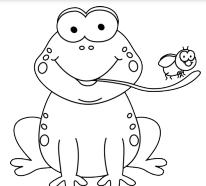
Thunderstorms can be scary.

The goalie can stop a soccer ball.



Spiders can't create webs using string.

Bonus: Write one can sentence and one can't sentence for the picture.



1. _____
2. _____

May vs. Might

May is used to give permission or possibility; May not is the negative form.

Might is used to express possibility, but a smaller chance than May.

Example:

I May become a teacher.

May I go to the restroom?

I Might become a teacher.

Directions: Write May, May not, or Might to complete each sentence.

1. When I grow up, I May become a doctor.
2. There is a small chance it Might rain today.
3. There is a good chance that we may go to the park today.
4. James and I Might cook dinner, but order a pizza.
5. May I have a piece of gum?
6. If Lily had studied she may not have failed the test.
7. The racecar Might crash into the other cars.
8. The power Might go out during the storm, but I doubt it.
9. May I go to the park?
10. There is a good chance that we May buy a new house.

Directions: Write your own sentence for each word May, May not, and Might.

1. _____
2. _____
3. _____

can vs. may

Can means to have the ability to do something, or be able to do it.

May means to have permission, or to be allowed to do something.

Example:

My sister can run a mile in seven minutes.

My mom says I may sleep at my cousin's house tonight.

Directions: Read each sentence. Fill in each blank with can or may to complete each sentence.

1. My teacher said I may participate in the school play.
2. His brother Bryan can kick a field goal.
3. Mom said I may go shopping after my doctor's appointment.
4. I may sharpen my pencil after morning announcements.
5. Asher can name all fifty states and capitals.
6. My doctor can give me medicine for my ear infection.
7. Mark and Millie may go on the field trip.
8. Doug may read his book in the classroom library.
9. Bella can ride a bike.
10. My teacher said Brantley may use the restroom.



adjectives

An adjective describes or gives more information about a noun. Adjectives can tell what kind or how many.

Example:

We have a large dog. (what kind) We have two dogs. (how many)

Directions: Circle the adjective in each set of words.



awesome adjectives

An adjective describes or gives more information about a noun. Adjectives can tell what kind or how many.

Example:

We have a large dog. (what kind) We have two dogs. (how many)

Directions: Tell if the underlined adjective describes what kind or how many.

- There are five racecars at the starting line. ___how many___
- I am cheering for the red racecar. ___what kind___
- All the racecars are fast! ___how many___
- The checkered flag was waved at the finish line. ___what kind___

Directions: Underline each adjective. Draw an arrow to the noun it describes.

Example: Training a dog takes about four months.

- Randy won the large trophy.
- The racecars completed fifty-two laps.
- After three hours, the race had ended.
- There was a loud crash near the pit stop.
- The crowd cheered during the last lap.



Directions: Write a sentence for each adjective.

- smart _____
- seven _____

OVER THE MOON FOR PREPOSITIONAL PHRASES

A prepositional phrase ends with a noun or pronoun. The preposition shows how the object of the preposition is related to other words in the sentence. A prepositional phrase can be used to tell where, when, how, or which one.

The moon is hiding behind the clouds.



Preposition: behind

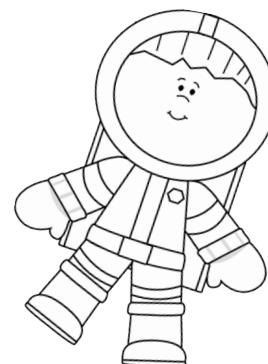
Prepositional phrase: behind the clouds

Common Prepositions

about, at, above, across, after, along, around, behind, below, beneath, between, by, in, into, on, over, through, to, under, upon, with, without

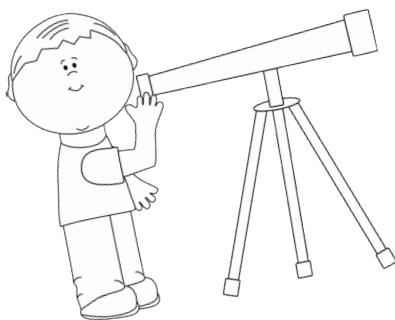
Directions: In each sentence circle the preposition and underline the object it refers to.

1. Valerie and Grace left their shelter at night.
2. The boys jumped over the rocks.
3. Ryan fell into the river.
4. Landers landed on his feet.
5. The power in Tyler's space suit stopped working.



Directions: Add a prepositional phrase of your own to each sentence.

1. There are trillions of stars _____.
2. Jonah enjoys watching the stars _____.
3. He sets up a telescope _____.
4. Jonah wants to study astronomy _____.
5. Astronomy is the study _____.



SUBJECTS & PREDICATES



The subject of a sentence tells whom or what the sentence is about. The predicate tells what the subject does or is.

Example: The doctor was late today.

Subject: The doctor Predicate: was late today.

Directions: Read each sentence. Circle the subject and underline the predicate.

1. Doctors help their patients.
2. Julie's aunt is a nurse.
3. The nurse took her temperature.
4. Lori has a stomach ache.
5. Her MOM drove her to the hospital.
6. The hospital is located downtown.
7. Camilla has a high fever.
8. Her body is covered in colorful strips.
9. The doctor said to stay in bed and rest.
10. Camila likes to eat lima beans.



Directions: Add a predicate to each subject below.

1. The nurse _____.
2. The Medicine cabinet _____.
3. Ruth _____.

Directions: Add a subject to each predicate.

4. _____ didn't like getting a shot.
5. _____ was very worried about the sick patient.

RUN-ON SENTENCES

When two sentences run into each other, they make a run-on sentence. You should never use run-on sentences in your writing. To correct run-on sentences you write each complete sentence as a separate sentence.

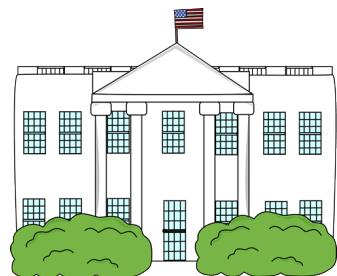
INCORRECT: Our class visited a museum we saw whaling ships.

CORRECT: Our class visited a museum. We saw whaling ships.

Directions: Read each sentence. Write run-on if it is a run-on sentence. Write correct sentence if it is not a run-on sentence.

1. History museums are fun they teach about the past. run-on
2. A whaling museum is one kind of history museum. correct
3. A whole village can sometimes be a museum. correct
4. People dress in costumes visitors can ask them questions. run-on
5. Some famous people's homes become museums you can visit the President's house in Washington. run-on

Directions: Rewrite each run-on sentence correctly.



1. The museum is in a beautiful spot it overlooks the water.
The museum is in a beautiful spot. It overlooks the water.
2. People were doing crafts we could watch them work.
People were doing crafts. We could watch them work.
3. One woman made the dolls another woman told us about them.
One woman made the dolls. Another woman told us about them.
4. We saw clothes each part of China has different clothing.
We saw clothes. Each part of China has different clothing.
5. Our parents went with us they enjoyed the museum too.
Our parents went with us. They enjoyed the museum too.

THEIR, THEIR, AND THEY'RE

There is used to refer to a place or the existence of something.

Their is used to explain that something belongs to certain people, animals, or things.

They're is used as a contraction for "they are".

Examples:

There are twenty-two students in our class. (Twenty-two students exist in class.)

The students placed their books on the shelf. (The books belong to the students.)

They're learning how to add fractions. (They are learning how to add fractions.)

Directions: Complete each sentence using there, their, or they're.

1. They're studying how people used to travel.
2. Today many people travel by using their car.
3. Their basketball team won the championship game.
4. The twins carried their projects to class.
5. Today they're serving pizza in the cafeteria.
6. Rachel said there are three students in the classroom library.
7. Carson and Hannah told their teacher about the book they read.
8. Where are the math papers? They're over there on the desk.
9. You can get a marker if there are any left in the box.
10. The red team cannot find their pencils.
11. They're in the computer lab researching their famous person.

Directions: Write your own sentences using there, their, and they're.

12. _____
13. _____
14. _____



to, too, and two

To is used before a noun, pronoun, or verb in the present tense.

Too is used as another word for also or to mean extremely.

Two is used to represent the number 2.

Harold is going to the store.

It is too short to ride the roller coaster.

Winter break is two weeks long.



Directions: Complete each sentence using to, too, or two.

1. Mr. Miller's class traveled to a farm for their field trip.
2. Mom bought two bags of chips for the party.
3. My brothers have too many toys in the playroom.
4. Lacey is moving away and going to a new school.
5. Nolan has two more years of school before becoming a doctor.
6. The first graders learned how to use rulers in Math class.
7. Addison went to the library to check out new books.
8. Drake has a stomach ache because he ate too much candy.
9. Would you like to see a movie today?
10. The principal said our class was too loud during the school assembly.
11. Kristen wanted to be the class president.
12. Collin has two older sisters and one little brother.

Directions: Write your own sentences using to, too, and two.

13. _____
14. _____
15. _____

Thank you!

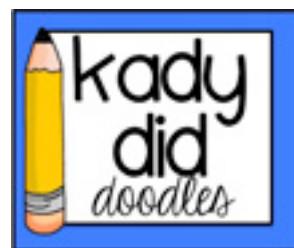
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Jess