

Name _____



Grammar: Subjects and Predicates

Directions: For each sentence, underline the complete subject once and the complete predicate twice.

1. Many pictures in a museum tell wonderful stories.
2. Pictures of things in nature are called *landscapes*.
3. Most paintings like these include water and trees.
4. Portraits show lifelike pictures of people.
5. I saw one that was a portrait of the artist's dog!



Directions: Write sentences that include the following simple subjects and predicates. Remember to begin each sentence with a capital letter and end each one with a punctuation mark.

6. I enjoy

7. museums look

8. painters use

9. people will pay

10. Mrs. Andrews studied



Notes for Home: Your child identified and used complete and simple subjects and predicates.
Home Activity: Ask your child to point out the simple subject and predicate in several sentences that you find in a book, on a cereal box, or in a newspaper.

Grammar: Imperative and Exclamatory Sentences

A sentence that tells someone to do something is a command, or an **imperative sentence**. It usually begins with a verb. The subject of the sentence (*you*) is not shown, but it is understood. Imperative sentences end with periods.

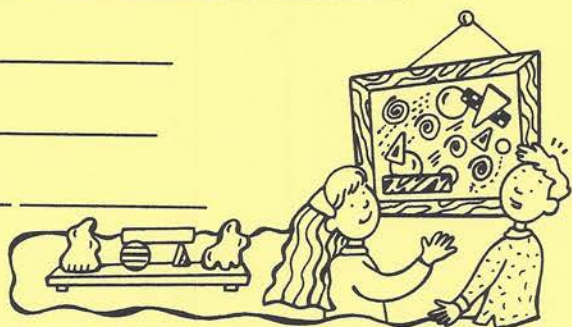
Don't get wet. Please take an umbrella along.

An **exclamatory sentence** shows strong feeling or surprise. It ends with an exclamation mark.

What a day for walking the dog!

Directions: For each sentence, add the correct end punctuation. Then write **I** if the sentence is imperative. Write **E** if it is exclamatory.

1. Don't take too long getting ready _____
2. What a wonderful day to go to a museum _____
3. Leave your umbrella here _____
4. That's some big painting _____
5. Please follow the tour guide _____



Directions: Change each of these sentences into a command. Write your new sentence on the line. (Hint: You will not use all the words in each sentence.)

6. My art teacher says to try your best. _____
7. He says we should work in pairs. _____
8. I tell my partner to let me do some. _____
9. I tell my partner to keep helping me. _____
10. My partner tells me to be quiet. _____



Notes for Home: Your child identified imperative and exclamatory sentences. **Home Activity:** To practice using commands and exclamations, make up funny dialogue in which one bossy character gives many orders that other characters don't like.

Grammar: Imperative and Exclamatory Sentences

Directions: For each sentence, add the correct end punctuation. Then write I if the sentence is imperative. Write E if it is exclamatory.

1. Let's learn to draw _____
2. Please be patient _____
3. I am *not* impatient _____
4. Please get some paper and a pencil _____
5. Watch what I do _____
6. Start with an outline of the face _____
7. Draw the nose next _____
8. Try going a little slower _____
9. Please get the brown pencil _____
10. Let me help you do that _____
11. How wonderful it turned out _____
12. I'm so excited about your drawing _____
13. Please draw a picture of me _____
14. Use all your talent _____
15. What fun we'll have _____



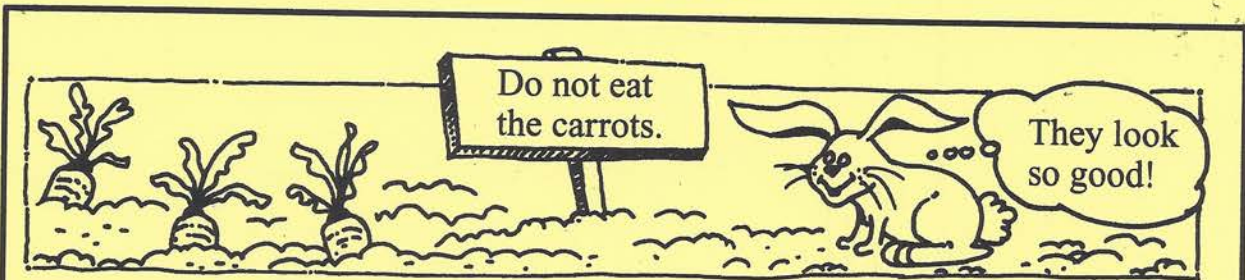
Write a Memo

Imagine you're in charge of getting a big mural made for school. On a separate sheet of paper, write a memo using commands and exclamations giving your friends instructions about how to get the job done.



Notes for Home: Your child decided whether sentences were commands or exclamations.
Home Activity: Name a strong feeling. Have your child make up an exclamatory sentence to match the feeling. Name a task. Have your child make up a command to tell someone to do it.

Grammar: Imperative and Exclamatory Sentences



Look at the picture. Then follow these instructions.

1. Circle the end marks of each sentence in the picture.
2. Circle the command. It is an imperative sentence.
3. Underline the sentence that shows strong feeling. It is an exclamatory sentence.

An **imperative sentence** gives a command or makes a request. It begins with a capital letter and ends with a period. An **exclamatory sentence** shows strong feeling. It begins with a capital letter and ends with an exclamation mark.

Directions: Circle each imperative sentence. Underline each exclamatory sentence.

- | | |
|------------------------------|--------------------------------------|
| 1. Pour water on the soil. | 4. That flower smells wonderful! |
| 2. Find the seeds. | 5. Those flowers are amazingly tiny! |
| 3. What a rare flower it is! | 6. Please place the tree here. |

Directions: Unscramble the words to make a sentence. Write each sentence. Use periods and exclamation marks correctly.

7. flowers away please put the

8. is so beautiful this garden



Notes for Home: Your child identified and wrote imperative and exclamatory sentences.
Home Activity: Together, write a short story about an exciting adventure. Make sure your child writes at least two imperative sentences and two exclamatory sentences.

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Grammar: Imperative and Exclamatory Sentences

Directions: Look at the sentence in each space. Underline each imperative sentence. Shade each space with an exclamatory sentence.

That wire is too worn!

That is a pretty lamp you have!

Please plug in the lamp.

Buy a new light bulb.

Check for old wires.

Please turn on the light.

Electricity is wonderful!

That is a bright light!

Directions: Decide if each sentence below is imperative or exclamatory. Write a period or an exclamation mark on the line. Then write **imperative** or **exclamatory**.

1. Pick up the lamp _____
2. It was so expensive _____
3. That old lamp still works great _____
4. Please change the bulb _____
5. What a cute cat he is _____
6. Turn on the light _____

Write Safety Rules

On a separate sheet of paper, write imperative and exclamatory sentences about how to use electricity safely.



Notes for Home: Your child identified imperative and exclamatory sentences. **Home Activity:** Have your child create a collage of imperative and exclamatory sentences, using words cut out from magazines. Have your child label them as *imperative* or *exclamatory*.