

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

GRAMMAR

1 **Instructions:** Underline the following in each sentence:

Nouns: blue

Verbs: red

Adverbs: orange

Adjectives: green

- Ten soldiers stood perfectly still.
- My funny dad is picking me up soon.
- The sick boy cried relentlessly.
- The red ball bounced erratically.
- Cheeky monkeys are doing a silly dance.
- The fast car skidded across the road.

2 **Instructions:** Draw the following based upon the description. Underline the nouns, verbs, adverbs and adjectives using the same colour code as above:

A dog

A small dog

A small, fluffy dog

A small, fluffy, tan dog

A small fluffy, tan dog,
lying down

A small fluffy, tan dog,
lying down, exhausted

3 **Instructions:** Nouns, verbs, adjectives and adverbs make our writing more interesting. What changed as these were added to the above description?

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

GRAMMAR

Instructions: Use the key below to colour the puzzle pieces:

Nouns: Blue

Verbs: Red

Adjectives: Green

Adverbs:
Orange

man	dance	dog	cried	bird	walk
skip	tall	graceful	fat	long	door
toes	hard	six	long	angry	think
wash	happy	always	funny	soon	table
Peacock	next	wrinkly	constantly	red	drinking
climb	Tom	play	London	sit	pencil

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

GRAMMAR

Instructions: Tick the correct answer below for whether the underlined word is a noun, verb, adverb or adjective:

1 The ladies danced all night.

Noun

Verb

Adjective

Adverb

2 Her father was running late, again.

Noun

Verb

Adjective

Adverb

3 The big, brown dog was last seen running across the road.

Noun

Verb

Adjective

Adverb

4 The block tower was so tall, that it almost touched the ceiling!

Noun

Verb

Adjective

Adverb

5 When the ball hit his face, it split his lip open.

Noun

Verb

Adjective

Adverb

6 There were twelve, red lollie frogs waiting for me to eat.

Noun

Verb

Adjective

Adverb

NAME: _____

TEACHER: _____

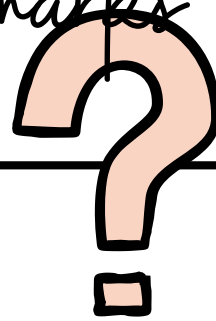
CLASS & SECTION: _____

DATE: _____

GRAMMAR

Question marks

1 Brainstorm words that ask questions, eg who:



2 Write a sentence for each of the starters below:

When _____

How _____

Where _____

3 Fill in the blanks using the list of words below:

where

when

what

_____ are we going to Grandma's house?

_____ are you hiding the chocolate?

_____ is the name of your dog?

NAME: _____

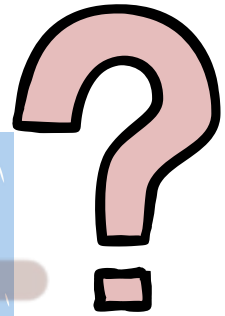
TEACHER: _____

CLASS & SECTION: _____

DATE: _____

GRAMMAR *Question marks*

Study the image below, then write three questions about it, remembering to use a question mark at the end of each sentence.



1 _____

2 _____

3 _____

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

Plurals

Literacy
Grade 1

GRAMMAR

Plural means more than one. To turn a word into a plural, we usually just add 's', however, sometimes we add 'es'. We add 'es' when a word ends in 'ch', 'sh', 'ss', 'x' or 'z', and for most words ending in 'o'. There are, of course, exceptions to the rules.
eg: look = looks; echo = echoes.

Rewrite the following words in their plural form:

Smile: _____

Arch: _____

Church: _____

Friend: _____

Spot: _____

Box: _____

Circle the correct spelling for the pluralised word that matches the picture:



tomatos
tomatoes



kittenes
kittens



sockes
socks



glassis
glasses



flamingoes
flamingos



bookes
books

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

Bossy 'e'

Literacy
Grade 1

GRAMMAR

Bossy 'e' is when the 'e' on the end of a word bosses the preceding vowel, turning it into a long vowel sound (ie the vowel says its name instead of its sound).

The bossy 'e' is actually silent - we see it, but don't say it.
eg: rode - we say the letter 'o' in the word, but the 'e' is silent.

Read out loud the following words and circle the ones that follow the bossy 'e' rule:

hide

time

paper

slime

love

made

cafe

cake

stripe

horse

ate

are

Circle the correct spelling for the word that matches the picture:



mad
made



lime
lim



grap
grape



ic
ice



rose
ros



nos
nose

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

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PUNCTUATION

The sentences below are missing punctuation. Correct each sentence using a red pencil.

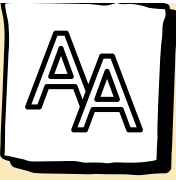
- 1 The cat was sleepy
- 2 Bang The girl bumped into the pole
- 3 What is your name asked Sally
My name is Peter replied Peter
- 4 My shopping list includes carrots
ham and strawberries
- 5 As the girl was tickled she cried out
Ouch Stop that That tickles

NAME: _____

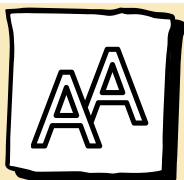
TEACHER: _____

CLASS & SECTION: _____

DATE: _____



Alliteration



Repetition of initial sounds or letters in words, placed close to each other

Underline the letters that create alliteration in each sentence:

- Seven small snails slid sideways.
- Mary the monkey made many friends.
- Clever kookaburras can open canned carrots.



Fill in the blanks to create alliteration:

- Peter paid for plenty of pretty _____
- _____ sold sand along the seashore.
- Ten terrible _____ players tried really hard.
- Red rabbits rode right through a _____

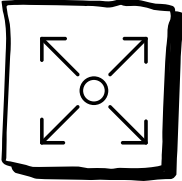
Write your own alliteration sentence below:

NAME: _____

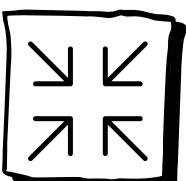
TEACHER: _____

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DATE: _____



Contractions



A shortened form of a word or phrase where a letter has been replaced with an apostrophe.

Instructions: Rewrite the following words in their contracted form:

do not = _____	she will = _____
did not = _____	he will = _____
can not = _____	they will = _____
could not = _____	you will = _____
would not = _____	is not = _____

Instructions: Rewrite the following contractions in their expanded form:

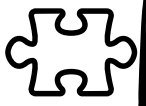
they're = _____	I'll = _____
wasn't = _____	shouldn't = _____
hasn't = _____	hadn't = _____
couldn't = _____	we've = _____
weren't = _____	hasn't = _____

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____



Conjunctions



Word that connect sentences, phrases or ideas together.

Instructions: Underline the conjunctions in the following sentences:

- I am going to the zoo and will see a giraffe.
- I like carrots, but I like cucumbers more.
- He went for a bike ride as it was a sunny day.
- I would like a dog for taking on walks.
- Mum said I can have ice cream or custard for dessert.
- Neither mum nor dad heard the loud bang in the night.

Instructions: Write sentences using the following conjunctions:

or: _____

yet: _____

so: _____

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

NOUNS

Nouns are words that name a person, place or thing.

Instructions: Write the following words in the correct columns below depending on the type of noun being described, then write five (5) of your own examples on the lines.

coffee

mum

Sarah

soccer ball

bathroom

table

Canada

teacher

flower

snow

PEOPLE

PLACES

THINGS

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

NOUNS

Nouns are words that name a person, place or thing.

Eg: Sara is very short → *adjective*

noun ← → *adverb*

Instructions: Underline all the nouns in the following sentences:

- Sydney is a capital city in Australia.
- My pencil is blunt.
- The classroom was left in a terrible mess.
- Bees are important to ecosystems.
- My mum always drinks from a teacup.
- Squirrels are super cute.

Instructions: Underline the adjectives, then fill in the blanks with a noun:

- Seven, fat _____ crossed the road.
- _____ are shy creatures.
- _____ is awesome.

Instructions: Write a sentence that includes a noun. Underline all nouns in your sentence.

Illustrate your sentence:

Swotters

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

NOUNS

Nouns are words that name a person, place or thing.

Instructions: Write three (3) short, four (4) word poems and illustrate each. Features:

- Each four word poem starts with the same letter of the alphabet. Change the letter for each new poem.
- Line 1: Adjective
- Line 2: Noun
- Line 3: Verb
- Line 4: Adverb
- Make sure your poem makes sense!

Example: Letter T
Ten
Teachers
Taught
Terrifically

1

2

3

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

NOUNS

Nouns are words that name a person, place or thing.

Instructions: Brainstorm appropriate nouns you can use in each of the sentences below. Try to list at least three (3) for each.

Her _____ was beautiful.

The _____ was boiling.

My _____ smells really bad.

I saw a fluffy, white...

My _____ is super cool.

_____ is the best place to live.

_____ is delicious.

The _____ black and white.

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

NOUNS

Nouns are words that name a person, place or thing.

Instructions: Write the following proper nouns or common nouns in the correct columns. Then brainstorm five (5) new examples of each, and write on the lines.

dog	table	Levi	London	sponge
Sydney	Titanic	mango	person	Sunday

PROPER NOUNS

COMMON NOUNS

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

VERBS

Verbs are action words.

Instructions: Write three (3) short, four (4) word poems and illustrate each. Features:

- Each four word poem starts with the same letter of the alphabet. Change the letter for each new poem.
- Line 1: Adverb
- Line 2: Verb
- Line 3: Noun
- Line 4: Verb
- Make sure your poem makes sense!

Example: Letter S

*Silly
Singing
Scarecrows
Sunbake*

1

2

3

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

VERBS

Verbs are action words.

Eg. The ball bounced high → *adverb*
noun ↙ ↘ *verb*

Instructions: Underline all the verbs in the following sentences:

- The boy tripped over the ball.
- The ballerina danced gracefully.
- We left the concert early.
- Butterflies flutter their wings.
- My sister loves my mum.
- Dad parked the car crooked.



Instructions: Underline the adverbs, then fill in the blanks with a verb:

- The baby _____ cutely.
- Andrew _____ sausages.
- The ladder _____ in the storm.



Instructions: Write a sentence that includes a verb. Underline the verb.

Illustrate your sentence:

Swotters

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

VERBS

Verbs are action words.

Instructions: Brainstorm appropriate verbs you can use in each of the sentences below. Try to list at least three (3) for each.

She _____ quickly.

The car...

My hand aches from....

The baby _____ down the stairs.

My teacher _____ really well.

The boy _____ to his sister.

The leaf _____ to the ground.

Mice _____ cheese.



NAME: _____

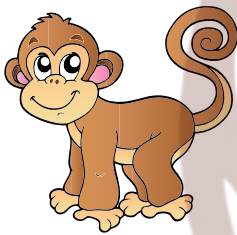
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CLASS & SECTION: _____

DATE: _____

VERBS

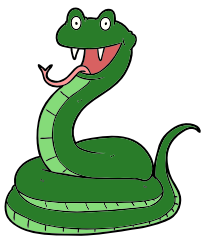
Write one action word (verb) next to each picture to describe how the animal moves.



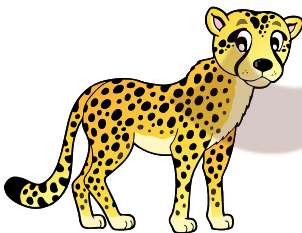














NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

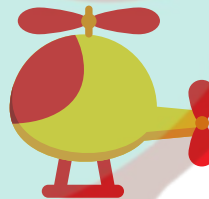
VERBS

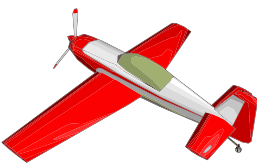
Write one action word (verb) next to each picture to describe what the object does.

















NAME: _____

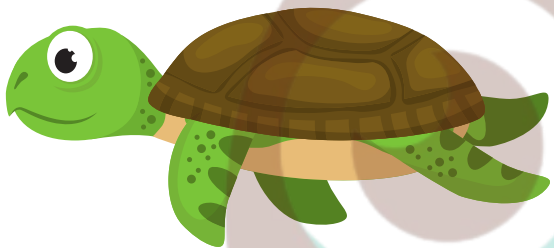
TEACHER: _____

CLASS & SECTION: _____

DATE: _____

VERBS

View the picture on the left, then on the right, brainstorm all the words you could use to describe how it could move.







NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADVERBS

Adverbs describe the where, how or why of a verb, adjective or another adverb.

Eg: Sara is very short → *adjective*

noun ← → *adverb*

Instructions: Underline the adverbs in the following sentences:

- My dad will collect me from school, soon.
- The baby was a fast crawler.
- She clumsily fell to the floor.
- His shouting was deafening.
- The birds were madly in love.
- Yesterday we went ice skating.



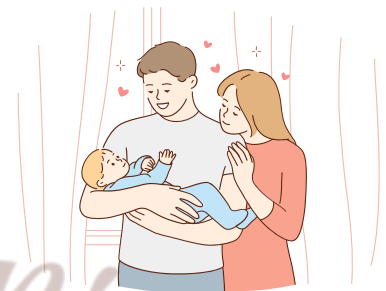
Instructions: Underline the verbs, then fill in the blanks with an adverb:

- The propellar was spinning _____
- She _____ read the book to her mum.
- My dad was singing _____ in the shower.



Instructions: Underline the nouns in red, adjectives in blue, then fill in the blanks with an adverb:

- The baby was _____ small.
- Her hair was _____ wild.
- The curry is _____ hot.



Instructions: Write a sentence that includes a noun, verb and an adverb:

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADVERBS

Adverbs describe the where, how or why of a verb, adjective or another adverb.

Instructions: Brainstorm appropriate adverbs you can use in each of the sentences below. Try to list at least three (3) for each.

The boy danced...

Her crying was...

Her laughing was...

We leave...

He fell...

Our family _____ eats cake.

Their love was...

He _____ drank his juice.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADVERBS

Adverbs describe the where, how or why of a verb, adjective or another adverb.

Instructions: Write three (3) short, four (4) word poems and illustrate each. Features:

- Each four word poem starts with the same letter of the alphabet. Change the letter for each new poem.
- Line 1: Adjective
- Line 2: Noun
- Line 3: Verb
- Line 4: Adverb
- Make sure your poem makes sense!

Example: Letter T

Tiny

Turtles

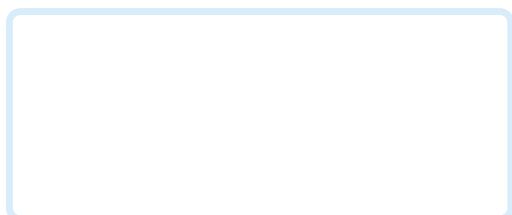
Talk

Timidly

1



2



3



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

Adjectives describe nouns (people, places or things).

Instructions: Brainstorm appropriate adjectives you can use in each of the sentences below. Try to list at least three (3) for each.

Her hat was...

It was the _____ party ever.

I have a _____ dog.

The school toilets smell...

My grandpa is...

There are _____ candles on the cake.

My teacher's desk is...

My teacher is...

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

Adjectives describe nouns (people, places or things).

Eg: Sara is very short → *adjective*

noun ← → *adverb*

Instructions: Underline the adjectives in the following sentences:

- My dad is cool.
- Short dogs look funny.
- It is an uncomfortable chair.
- There were ten candles on the cake.
- The flower bloomed.
- Ghosts are scary.

Instructions: Underline the nouns, then fill in the blanks with an adjective:

- _____ girls love flowers.
- Australia is the _____ country in the world.
- The walk was _____

Instructions: Write a sentence that includes a noun and an adjective, then illustrate below:

Swotters

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

Adjectives describe nouns (people, places or things).

Eg: Sara is very short → adjective

noun ← → adverb

Instructions: Underline the adjectives in the following sentences:

- My dad is cool.
- It is an uncomfortable chair.
- The flower bloomed.
- Short dogs look funny.
- There were ten candles on the cake.
- Ghosts are scary.

Instructions: Underline the nouns, then fill in the blanks with an adjective:

- _____ girls love flowers.
- Australia is the _____ country in the world.
- The walk was _____

Instructions: Write a sentence that includes a noun and an adjective, then illustrate below:

Swotters

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

Adjectives describe nouns (people, places or things).

Instructions: Write three (3) short, four (4) word poems and illustrate each. Features:

- Each four word poem starts with the same letter of the alphabet.
Change the letter for each new poem.
- Line 1: Noun
- Line 2: Adjective
- Line 3: Verb
- Line 4: Adverb
- Make sure your poem makes sense!

Example: Letter P
Peter
Purposefully
Pointed
Politely

1

2

3

NAME: _____

TEACHER: _____

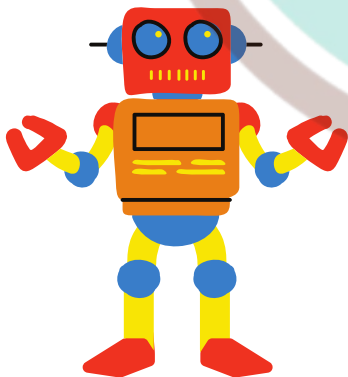
CLASS & SECTION: _____

DATE: _____

ADJECTIVES

View the picture on the left, then on the right, brainstorm as many adjectives (describing words) to match each picture.







NAME: _____

TEACHER: _____

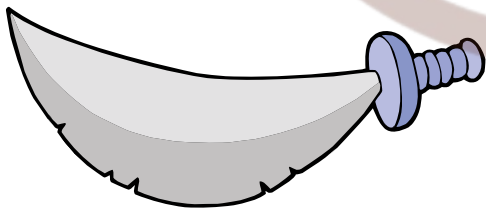
CLASS & SECTION: _____

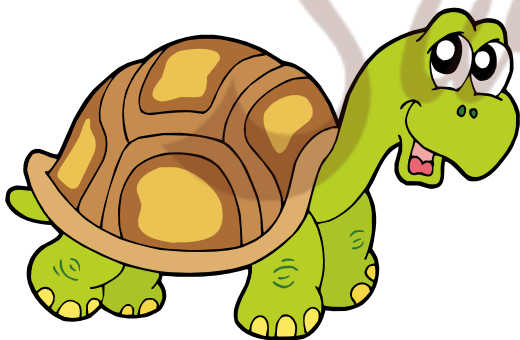
DATE: _____

ADJECTIVES

View the picture on the left, then on the right, brainstorm as many adjectives (describing words) to match each picture.







NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

View the picture on the right, then use an adjective (describing word) to fill in the blank space, best describing the picture.

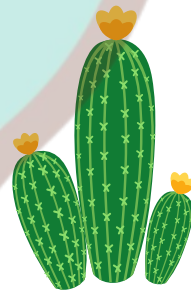
The cat has

_____ orange hair.



The cactus has

_____ sharp spikes.



The soup was

_____ and tasty.



The fish is

_____ and large.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

ADJECTIVES

View the picture on the right, then use an adjective (describing word) to fill in the blank space, best describing the picture.

The flower has

soft petals.



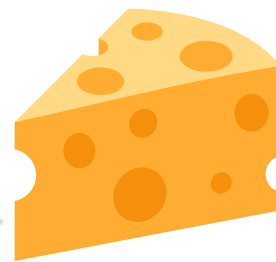
The boat was

and rickety.



The cheese is

and smelly.



The donuts were

and delicious.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

Conjunctions, Prepositions, and Interjections



Part 1: Differentiate the three concepts in a sentence.

Conjunction

Preposition

Interjection

Part 2: Is the underlined word a conjunction, preposition, or interjection?

Write your answers on the blanks.

1. Kate loves kittens and puppies. _____
2. The delivery guy is waiting beside the gate. _____
3. Oh no! She left her bag in the room. _____
4. I like reading, but I love painting more. _____
5. Do you prefer the pink or blue shirt? _____
6. Wow! You look stunning in that outfit. _____
7. The ball went outside the court. _____
8. The wind passing through the window is cold. _____
9. The rabbit jumped over the fence. _____
10. Hmm, I wonder where I left my wallet. _____

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

GRAMMAR

Instructions: Read the following passage. Underline the types of words using the below code, then sort the words into the columns:

Nouns: blue

Verbs: red

Adverbs: orange

Adjectives: green

The four children were playing happily in the Spring garden together. Suddenly, a big gust of wind rushed through, blowing leaves and flower petals in every direction. The children squealed with delight, twirling in circles until they were dizzy, before finally falling to the soft ground, in a laughing, content heap.

NOUNS

VERBS

ADVERBS

ADJECTIVES

Swotters