

## Lesson 1

## Activity 1

## Grammar Guide

The **boy** ran.

- Some words name a person or thing. These are called nouns.
- The word 'boy' names the kind of **person** who ran.

**Underline** the nouns in these sentences.

- 1 The bee buzzed.
- 2 A horse was in the field.

## Activity 2

## Grammar Guide

**Nathan** ran in a **race**. **Mum** noticed his **speed**.

- Nouns name a person, thing, event or idea.
- The words 'Nathan' and 'Mum' name **people**.
- The word 'race' names the **event** in which Nathan ran.
- The word 'speed' names what Mum noticed. Even though you can't see or touch speed, it is an idea that can be named.

**Identify** the two nouns in each sentence.

- 1 Look at the happiness on her face.

Nouns: \_\_\_\_\_

- 2 Kit did a dance.

Nouns: \_\_\_\_\_

- 3 Have fun at home!

Nouns: \_\_\_\_\_

## Activity 3

**Circle** all of the nouns in these sentences.  
There are six to find.

Dad put the pizza on the table. Its smell made my stomach growl. Hopefully, it would be dinnertime soon!

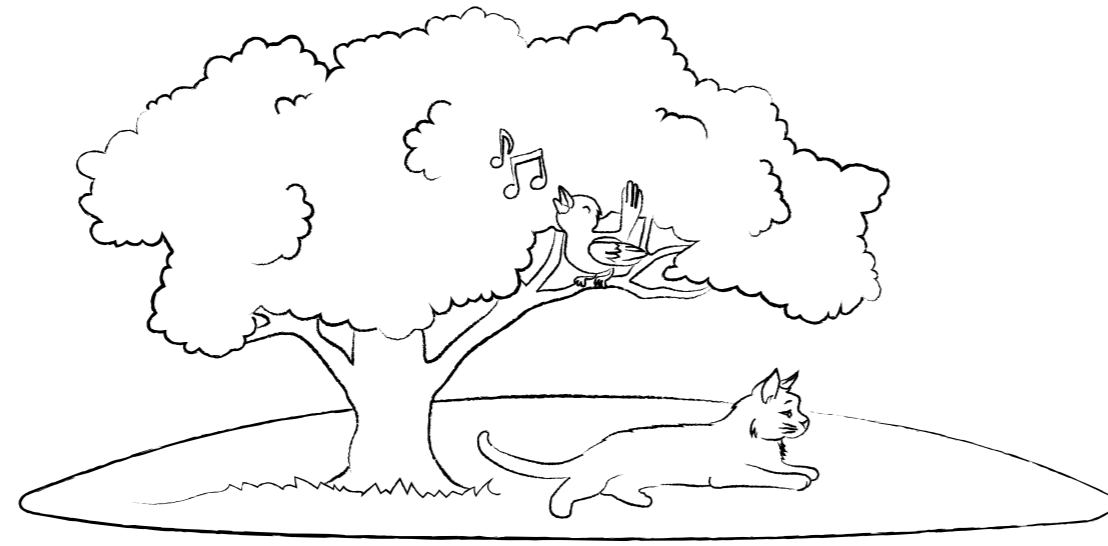


## Lesson 2

## Activity 1

## Grammar Guide

- A noun is a word that names a person, thing, event or idea.



Look at the picture. Complete each sentence using the nouns below. Use each noun once.

bird

tree

song

cat

- 1 A \_\_\_\_\_ sat by a \_\_\_\_\_.
- 2 It saw a \_\_\_\_\_ singing a \_\_\_\_\_.

## Activity 2

Complete the sentences using the nouns below. Use each noun once.

weekend

Eddie

friend

park

This is \_\_\_\_\_. He is a good \_\_\_\_\_.

When it is the \_\_\_\_\_,  
we go to the \_\_\_\_\_.



## Activity 3

Answer these questions using only nouns.

- 1 Who do you live with at home?

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- 2 What is in your bedroom? Name three things.

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## Lesson 3

### Activity 1

1 Look at these words:

flower

flowers

What has been added to the second word?

\_\_\_\_\_

2 Look at these words:

bush

bushes

What has been added to the second word?

\_\_\_\_\_

### Activity 2

#### Grammar Guide

The **girl** helped to carry a **box**.

The **girls** helped to carry **boxes**.

- Some nouns name **one** person, thing, event or idea. These are called **singular nouns**.
- Some nouns name **more than one** person, thing, event or idea. These are called **plural nouns**.
- To make a noun plural, add 's' or 'es' at the end.

Tick one box to show what kind of noun each word is.

1 cup	<input type="checkbox"/> singular <input type="checkbox"/> plural
2 plates	<input type="checkbox"/> singular <input type="checkbox"/> plural
3 shed	<input type="checkbox"/> singular <input type="checkbox"/> plural
4 foxes	<input type="checkbox"/> singular <input type="checkbox"/> plural
5 bus	<input type="checkbox"/> singular <input type="checkbox"/> plural

### Activity 3

Kai picked flowers for his brothers. He put them in a vase.

- How many flowers could Kai have picked?  
 one       six
- How many brothers could Kai have?  
 one       three
- How many vases could Kai have used?  
 one       two



## Lesson 4

## Activity 1

## Grammar Guide

The **girl** helped.

The **girls** helped.

- **Plural nouns** name more than one person, thing, event or idea.
- Many plural nouns are made by adding 's' to the end of a **singular noun**.

Add 's' to the end of each singular noun to make a plural noun.

1 forest \_\_\_\_\_

2 park \_\_\_\_\_

## Activity 2

## Grammar Guide

The **girl** helped to carry a **box**.

The **girls** helped to carry some **boxes**.

- To change a **singular noun** to a **plural noun**, you can add 's' or 'es' at the end.
- You should add 'es' to words ending 'x', 'ch', 'sh', 'zz' or 's'.

Add 's' or 'es' to the end of each singular noun to make a plural noun.

1 bench \_\_\_\_\_

2 flower \_\_\_\_\_

3 bush \_\_\_\_\_

4 path \_\_\_\_\_

## Activity 3

Look at the sentences below. Cross out the nouns that are not correct.

1 The little bridge had one arch / archs / arches.

The big bridge had three arch / archs / arches.

2 Sam had one pencil / pencils / penciles.

Shana had lots of pencil / pencils / penciles.

3 Marge had two piece / pieces / piecees of cake.

I had only one piece / pieces / piecees of cake.

## Lesson 5

## Activity 1

## Grammar Guide

Mum chopped **the** potato, **a** carrot and **an** onion.

- Use '**the**' when you talk about a **particular** thing (for example, the one potato).
- Use '**a**' or '**an**' when you talk about **any** thing (for example, any carrot).
- Use '**an**' before words beginning with '**a**', '**e**', '**i**', '**o**' or '**u**' (for example, an onion).
- Use '**a**' before words beginning with any other letter (for example, a carrot).

1 Tick the sentences that use 'the', 'a', and 'an' correctly.

- Elephants are the biggest animals in the safari park.
- Amrit climbed the tree in the forest.
- Crack a egg into the bowl.
- Can I have a grape from the bunch?

## Activity 2

## Grammar Guide

I went to see **a film** at the cinema. I went with **some friends**.

- Use '**a**' or '**an**' to name **any singular thing** (for example, a film).
- Use '**some**' to name **any plural thing** (for example, some friends).

1 Tick the sentences that use 'a', 'an' and 'some' correctly.

- I went on a visit to my aunt's house.
- I picked a flowers from the garden.
- We went inside for some glass of lemonade.
- We had some fruit for pudding.

2 Write the sentences you have **not** ticked, correcting the mistakes.

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## Activity 3

## Grammar Guide

We met in **the field** to play **the** games we liked.

- Use '**the**' to name a **particular** thing. It can be **singular** or **plural**.

Josh looked around the toyshop. He saw some toy cars and a teddy bear.

1 How many toyshops were there?

one  more than one

2 How many toy cars did Josh see?

one  more than one

3 How many teddy bears did Josh see?

one  more than one



## Lesson 7

### Activity 1

#### Grammar Guide

Faye reads. Faye says: “**I** read.”

Faye and Callum read. Faye says: “**We** read.”

- Some words can be used instead of nouns.
- ‘**I**’ can be used instead of someone’s name when the person is speaking.
- ‘**We**’ can be used instead of more than one person’s name when one of those people is speaking.

- 1 Look at the sentences below. Underline the word that is replaced by ‘I’.

Marc hurried to get lunch.

“I hurried to get lunch.”

- 2 Look at the sentences below. Underline the words that are replaced by ‘we’.

Frankie and her brother talked quietly.

“We talked quietly.”

### Activity 2

I am Alek. Last week, I went to see George. We read comics. We had milk and cookies. Then I went home.

- 1 Who is telling the story?  
 Alek       Alek and George
- 2 Who went to see George?  
 Alek       Alek and George
- 3 Who read comics?  
 Alek       Alek and George
- 4 Who had milk and cookies?  
 Alek       Alek and George
- 5 Who went home at the end?  
 Alek       Alek and George

### Activity 3

I am Kim. I played at being explorers with my sister Gill. We imagined the garden was a jungle. I carried a water bottle. We looked at the plants. I looked out for animals.

**Kim**

**Kim and Gill**

Use these words to complete the sentences and retell the story.

Make sure you don’t change the meaning.

\_\_\_\_\_ imagined the garden was a jungle.

\_\_\_\_\_ carried a water bottle.

\_\_\_\_\_ looked at the plants.

\_\_\_\_\_ looked out for animals.

## Lesson 8

### Activity 1

#### Grammar Guide

- The word 'I' can be used instead of someone's name when they are speaking.
- The word 'we' can be used instead of more than one person's name when one of those people is speaking.

Cross out the word that is not correct in each sentence.

- 1 Katy is the tallest student.

Katy says: "We / I am the tallest student."

- 2 The teacher and Mrs Brown had a meeting.

The teacher and Mrs Brown say:  
"We / I had a meeting."



### Activity 2

- 1 Write a sentence about something you have done today. Use the word 'I'.

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- 2 Write a sentence about something you have done with a friend. Use the word 'we'.

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### Activity 3

Change the names in these sentences into 'I' or 'We'.

- 1 Marty and Don got into the car.





Marty says: \_\_\_\_\_  
\_\_\_\_\_

- 2 Jen fell asleep.



Jen says: \_\_\_\_\_  
\_\_\_\_\_

## Unit 1 Checkpoints





## Lesson 1

I know what a noun is.	 <input type="checkbox"/>	 <input type="checkbox"/>
I can identify a noun in a sentence.	 <input type="checkbox"/>	 <input type="checkbox"/>





## Lesson 2

I can choose nouns to complete sentences.	 <input type="checkbox"/>	 <input type="checkbox"/>
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## Lesson 3

I know what a plural noun is.	 <input type="checkbox"/>	 <input type="checkbox"/>
I can identify plural nouns.	 <input type="checkbox"/>	 <input type="checkbox"/>



## Lesson 4

I can turn a singular noun into a plural noun.	 <input type="checkbox"/>	 <input type="checkbox"/>
I can identify when a plural noun is not correct.	 <input type="checkbox"/>	 <input type="checkbox"/>









## Lesson 5

I know that 'a' or 'an' becomes 'some' before a plural noun.	 <input type="checkbox"/>	 <input type="checkbox"/>
I know the difference between 'some' and 'the' before plural nouns.	 <input type="checkbox"/>	 <input type="checkbox"/>



## Lesson 6

I can use 'a', 'an', 'some' and 'the' correctly.	 <input type="checkbox"/>	 <input type="checkbox"/>
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## Lesson 7

I know the meaning of the word 'I' when someone is speaking.	 <input type="checkbox"/>	 <input type="checkbox"/>
I know the meaning of the word 'we' when someone is speaking.	 <input type="checkbox"/>	 <input type="checkbox"/>
I know that 'I' is singular.	 <input type="checkbox"/>	 <input type="checkbox"/>
I know that 'we' is plural.	 <input type="checkbox"/>	 <input type="checkbox"/>

## Lesson 8

I can use 'I' and 'we' in sentences.	 <input type="checkbox"/>	 <input type="checkbox"/>
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