Sentences

**REMEMBER THE RULES**

- A **sentence** tells a complete thought.
  
  *Juan opens a package of seeds.*

- A **sentence fragment** does not tell a complete thought.
  
  *Plants them in a flowerpot.*

- Begin every sentence with a **capital letter**.

A. Write each group of words that is a sentence.

1. Places the flowerpot in the sun.

2. Todd waters the plant every day.

3. A green stem grows in the soil.

4. Tiny leaves begin to sprout.

5. Grows bigger and bigger.

B. Write each group of words so that they form a sentence.

6. In the garden, Juan.

7. Finds an empty flowerpot.

8. Plants some seeds.

9. His little sister Rosa.

10. Every day Juan and Rosa.
Statements and Questions

REMEMBER THE RULES

- A statement tells something. It ends with a period.
  
  I saw a large whale.

- A question asks something. It ends with a question mark.
  
  Did you see the whale?

A. Read each sentence. If it tells something, write statement next to it. If it asks something, write question.

1. We went to the aquarium. 
2. What did you see? 
3. Did you find the sea turtles? 
4. The sea turtles were near the penguins. 
5. How many sea lions did you count? 

B. Write each sentence correctly as a statement or a question.

6. were there any sea horses 
7. the guide fed the dolphins 
8. how many arms does an octopus have 
9. an octopus has eight arms 
10. did you have fun at the aquarium 

At Home: Which sea animals would you like to learn more about? Work with a family member to write four questions or statements about those animals.

McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences, pages 4–5
Commands and Exclamations

**REMEMBER THE RULES**

- **A command** tells or asks someone to do something. It ends with a period.  
  *You should try scuba diving.*

- **An exclamation** shows strong feeling. It ends with an exclamation mark.  
  *It is so much fun!*

**A.** Read each sentence. Write **command** if it is a command.  
Write **exclamation** if it expresses strong feeling.

1. Make sure you have a full tank of air. __________________________

2. Please put on your scuba gear. __________________________

3. Gee, this scuba gear is heavy! __________________________

4. Now, jump into the water. __________________________

5. Wow, this water looks deep! __________________________

6. The water is really cold! __________________________

7. Don’t be scared. __________________________

8. Use your flippers to move around. __________________________

9. Remember to breathe slowly. __________________________

10. Oh, how peaceful it is underwater! __________________________

**B.** Underline each command. Circle each exclamation.

11. What a big starfish that is! __________________________

12. Please stay with your guide. __________________________

13. The coral is very sharp! __________________________

14. Do not stop swimming. __________________________

15. There are so many fish! __________________________

---

At Home: Draw two large starfish next to each other. Work with a family member to write commands inside the first starfish and exclamations inside the second starfish.
Mechanics and Usage: Sentence Punctuation

REMEMBER THE RULES

- A statement and a command end with a period.
  - Statement: We are going ballooning
  - Command: Strap yourselves in
- A question ends with a question mark.
  - How high up will we go?
- An exclamation ends with an exclamation mark.
  - That is very high!

A. Write each sentence. Add the correct end punctuation. Be sure to begin each sentence with a capital letter.

1. is ballooning fun
2. yes, it is fun
3. climb into the basket
4. hold on tight
5. up we go

B. Write whether each sentence is a statement, question, command, or an exclamation.

6. We need to inflate the balloon.
7. Turn on the pump.
8. Wow, look at the size of that balloon!
9. Those colors are so beautiful!
10. How many people can go up in that balloon?

At Home: Write a statement, a command, a question, and an exclamation about balloons. Ask a family member to help you add the correct punctuation marks to each sentence.
Mixed Review

REMEMBER THE RULES

- A sentence expresses a complete thought.
- A statement tells something. It ends with a period. 
  \( \text{We are going to the dolphin show.} \)
- A question asks something. It ends with a question mark.
  \( \text{Do you want to come with us?} \)
- A command tells or asks someone to do something. It ends with a period: 
  \( \text{Meet us at noon.} \)
- An exclamation shows strong feeling. It ends with an exclamation mark: 
  \( \text{Wow, you've never seen anything like it!} \)

A. Write statement, question, command, or exclamation after each sentence.

1. What smart animals dolphins are! ____________________________
2. Dolphins use their flippers to turn. ___________________________
3. How do they jump so high? _________________________________
4. Don’t stand near the tank. _________________________________
5. The dolphins will splash you. _______________________________

B. Write each sentence correctly. If it is not a sentence, write fragment.

6. Kinds of dolphins

________________________________

7. dolphins are intelligent animals

________________________________

8. are dolphins and porpoises alike

________________________________

9. dolphins live in warm waters

________________________________

10. smaller than whales

________________________________
Subjects in Sentences

REMEMBER THE RULES

- The subject of a sentence names the person, place, or thing the sentence is about.

  Dr. Seuss wrote many books for children.

A. Underline the subject in each sentence.

1. Dr. Seuss is a famous children’s book author.

2. The author has invented some funny characters.

3. He uses nonsense words to make a point.

4. His books talk about important topics.

5. One of the topics is the environment.

6. The title of one of his books is The Lorax.

7. Dr. Seuss became interested in animals when he was a little boy.

8. His father ran a zoo.

9. The boy drew all the animals.

10. People all over the world read his books.

B. Choose a subject from the box that best completes each sentence. Use each subject once. Write it on the line provided.

Books  Children  Many writers  Oh, the Places You’ll Go!  Horton

11. ___________________________ is another book by Dr. Seuss.

12. ___________________________ are fun to read.

13. ___________________________ get ideas for writing from pictures.

14. ___________________________ love to read books by Dr. Seuss.

15. ___________________________ is a character Dr. Seuss invented.
Predicates in Sentences

**REMEMBER THE RULES**

- The **predicate** of a sentence tells what the subject does or is.

  *Brian* takes a walk in the woods.
  *He* looks at the trees and the animals.

A. Underline the predicate in each sentence.

1. Brian walks in the woods every day.
2. He likes to watch the animals.
3. A robin sings in a nearby tree.
4. The sunlight shines on the green leaves.
5. A squirrel gathers acorns under the tree.

B. Complete each sentence by writing a predicate.

6. Brian ____________________________________________
7. He _______________________________________________
8. The trees __________________________________________
9. The squirrels _______________________________________
10. Brian ____________________________________________
Combine Sentences: Compound Sentences

**REMEMBER THE RULES**

- Two related sentences can be combined with a comma and the word *and*.
- A compound sentence is a sentence that contains two sentences joined by *and*.

*The garden was full of rabbits, and they were eating the plants.*

Write each pair of sentences as one sentence. Use a comma before the word *and*.

1. The gardener chased the rabbits out. He built a fence.

2. The lettuce was green. That is why the rabbits liked it.

3. The rabbits waited. Then they dug a hole under the fence.

4. The gardener saw the rabbits. He started to laugh.

5. The gardener left the rabbits alone. The rabbits ate the lettuce.

At Home: With a family member, find a picture of a garden. Write two related sentences about the picture. Then join the sentences using the word *and*. 
Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

• A run-on sentence contains two or more sentences that should stand alone.
  
  *The circus came to town the children were excited.*

• You can correct a run-on sentence by separating two complete ideas into two sentences or by rewriting it as a compound sentence.
  
  *The circus came to town. The children were excited.*
  
  *The circus came to town, and the children were excited.*

Correct the run-on sentences by making them into two sentences.

1. The crowd cheered they clapped hard.
   1. _____________________________
   2. _____________________________

2. The dogs jumped through hoops they jumped over each other.
   3. _____________________________
   4. _____________________________

3. Elephants stood on their hind legs they let people ride on their trunks.
   5. _____________________________
   6. _____________________________

4. Magicians did tricks they made rabbits disappear.
   7. _____________________________
   8. _____________________________

5. Clowns ran into the audience they made people laugh.
   9. _____________________________
  10. _____________________________

At Home: Write a run-on sentence about the circus. Then show a family member how to make it into two separate sentences or one compound sentence.
Mixed Review

REMEMBER THE RULES

- The **subject** of a sentence tells whom or what the sentence is about.
- The **predicate** of a sentence tells what the subject does or is.
- A **compound sentence** contains two related sentences joined by a comma and the word *and*.
- A **run-on sentence** contains two or more sentences that should stand alone.

Read each sentence. Write the subject on the subject line and the predicate on the predicate line.

**Zebras live in Africa.**

1. Subject: ____________________________________________
2. Predicate: __________________________________________

**Zebras have stripes.**

3. Subject: ____________________________________________
4. Predicate: __________________________________________

**The stripes help to protect the zebras.**

5. Subject: ____________________________________________
6. Predicate: __________________________________________

**A zebra is a grazing animal.**

7. Subject: ____________________________________________
8. Predicate: __________________________________________

**Grazing animals eat mostly grass and plants.**

9. Subject: ____________________________________________
10. Predicate: __________________________________________

At Home: Find out other facts about zebras. Write two compound sentences using the information you find. Share the new facts with a family member.
Common Errors with Fragments and Run-on Sentences

REMEMBER THE RULES

• Correct a **fragment** by adding a subject or a predicate. fragment: *The snow.* sentence: *The snow came down.*

• Correct a **run-on sentence** by rewriting it as two sentences or as a compound sentence.
run-on sentence:
*It is cold we are making angels.*
two sentences:
*It is cold. We are making angels.*
compound sentence:
*It is cold, and we are making angels.*

Complete the story below. Rewrite run-on sentences.

As I looked out the window, I saw a blizzard heading our way.
The ____________ looked like giant icicles. You
__________________________________________. Suddenly, the
_______________ was dark. The lights went out Mom found a flashlight.
___________________________________________

You could hear a pin drop. Soon, I _______________.

When _________________?

At last, the storm was over the sun came out!
_________________________________________

Then we ___________________________!
Study Skills: Dictionary

REMEMBER THE RULES

You use a dictionary to find the meanings of words. A dictionary also shows you how words are spelled and pronounced.

- **Guide words** show the first and last words on a page.
- **Entry words** are all the words explained in a dictionary. They are listed in alphabetical order.
- **Pronunciation** is shown in ( ) to help you sound out a word.
- **Definition** is the meaning of the word. Each meaning is numbered.

park ➤ poodle

park 1. A piece of land used by people for enjoyment and recreation. 2. A large area of land left in its natural state. *Noun.*

• To leave an automobile or other vehicle in a place for a time: *We parked the car.* *Verb.*

park (pärk) noun, plural parks; verb, parked, parking.

A. Use this example from a dictionary page to answer these questions.

1. What are the guide words? ____________________________
2. Could the word *paint* appear on this page? ____________
3. How many definitions are given for the entry word? ____________
4. What is the pronunciation for the word *park*? ____________
5. Which parts of speech can *park* be used as? ____________

B. Circle the word in ( ) that could appear on this page.

6. (pyramid, piano)
7. (play, palace)
8. (pass, practice)
9. (page, paste)
10. (penny, pool)

---

At Home: With a family member, play a dictionary game. Ask a family member to give you a word to look up. Find the word, name the guide words, and read the definition of the word.
Vocabulary: Time-Order Words

A. Underline the time-order word or phrase in each sentence.
   1. We went fishing yesterday.
   2. Mom said we could leave as soon as I got some worms.
   3. After I got the worms, we climbed into the car.
   4. We got to the lake before lunch.
   5. We ate lunch first.

B. Write each sentence on the line. Use a word or words from the box above to complete each sentence.

   6. _______ we ate, Mom told us a story.

   7. _______ there was a king who loved fish.

   8. The king went fishing _______ and caught a goldfish.

   9. The fish _______ begged to be let go.

  10. _______ the fish was free, it gave the king two wishes.

• A time-order word or phrase tells when things happen and in what order.

  first  before  immediately
  next week  after  one day
  a long time ago  yesterday  as soon as
  tomorrow  then  while

At Home: Find examples of time-order words in a newspaper or magazine. Make a list of the words and read them to a family member.
Composition: Main Idea and Supporting Details

- The **main idea** is what a piece of writing is all about.
- In a **paragraph**, all sentences should tell about one main idea.
- The main idea is usually stated in a **topic sentence**.
- **Supporting details** help to develop the main idea.
- If a detail does not tell about the main idea, take it out.

A. Read the sentences below. Write **yes** if the sentence supports the topic sentence, or main idea. Write **no** if it does not.

**topic sentence:** Our trip to the dude ranch was exciting.

1. First, we took a train to the ranch in Wyoming. ________________
2. Trains travel on tracks. ______________________________
3. We went to see the horses right away. ______________________
4. Next year, we are going camping. __________________________
5. I picked out the horse I wanted to ride. _____________________

B. Write a topic sentence that could begin a paragraph for each of the following topics.

6. **My First Horseback Ride**
   ______________________________

7. **How to Ride a Horse**
   ______________________________

8. **Differences Between a Horse and a Mule**
   ______________________________

9. **How to Take Care of a Horse**
   ______________________________

10. **Fun on a Dude Ranch**
    ______________________________

---

At Home: Look at a favorite book with a family member. Pick out the main idea in three paragraphs in the book.
Features of Personal Narrative

A **personal narrative** is writing that tells a true story about your own life. A good personal narrative:

- tells a story from the writer’s **personal experience** using words like *I, my,* and *me.*
- expresses the writer’s **feelings**.
- has an interesting **beginning, middle,** and **ending**.
- uses **time-order words** to share events in the order they happened.

Read the short personal narrative below. Then answer the questions.

The moving van was just pulling away. I really didn’t want to move, but Dad took a new job in a new city. I was going to miss all my friends. We were friends since we were little. Before I got into the car, I ran next door to say good-bye to Amanda, my very best friend. It was sad to say good-bye.

1. What makes this a personal narrative?
   
   ___________________________________________________________
   
   ___________________________________________________________

2. What words show that this is a personal narrative?
   
   ___________________________________________________________
   
   ___________________________________________________________

3. What happened before the writer got into the car?
   
   ___________________________________________________________
   
   ___________________________________________________________

4. What feelings does the writer show?
   
   ___________________________________________________________
   
   ___________________________________________________________

5. What words or phrases tell you about the writer’s feelings?
   
   ___________________________________________________________
   
   ___________________________________________________________
Prewrite: Personal Narrative

Think of a special person to write about. Brainstorm why this person is special to you, and what you like to do together. Organize your ideas on the cluster map below.
An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft of the personal narrative below. Then follow these steps to revise it.

- Use time-order words to help tell the story in order.
- Choose words that let the reader know how you felt.
- Add details that make your writing clearer.
- Include a good ending.

Fun in the Sun

Last summer, I went to visit my grandparents. They live in California. I flew there with my older brother. The airplane ride took four hours. We landed in California. There were Grandmother and Grandfather welcoming us!

We had a long drive to their house. I fell asleep in the car.

The house is right by the ocean. At night, I could hear the waves. The sound put me to sleep.

My grandparents own a boat. We went out almost every day. One day we saw dolphins. We stayed in California for two weeks. I was sorry to leave.

B. Use the changes you marked to write the revised personal narrative on another piece of paper.

At Home: Write a paragraph about a trip you took. Then, revise it, adding details about feelings. Explain to a family member how you improved the writing.
Proofread: Personal Narrative

Read the personal narrative about a visit to a museum. Look for incorrect capitalization and punctuation. Check for sentence fragments, and correct any spelling errors.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go. The first two errors are marked for you.

one day, my grandparents took me to a museum. It was called the Museum of natural History. Their were all kinds of displays. Things about animals. Won display showed the bones of a dinosaur. It was so interesting. There was a giant skeleton of a stegosaurus. grandma said the tyrannosaurus was her favrit. Grandpa’s favorite, too. I loved going to the museum.

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

At Home: Write a short paragraph about dinosaurs. Include three errors in your writing. Then show a family member how to proofread and make corrections.

McGraw-Hill Language Arts
Grade 3, Unit 1, Personal Narrative, pages 54–55
Nouns

REMEMBER THE RULES
• A noun names a person, place, or thing.

The girl paints. Girl names a person.
The room is sunny. Room names a place.
The poster is large. Poster names a thing.

A. Write the noun or nouns in each sentence.
1. The new swimming pool is open. _____________________________
2. It is behind the school. __________________________________________
3. Marcia wants to swim. ____________________________________________
4. Marcia packs a towel. _____________________________________________
5. The bus arrives early. _____________________________________________
6. The driver stops on her street. ______________________________________
7. Vic waves as she gets on the bus. ______________________________________
8. Oki is also going to the pool. _________________________________________
9. Marcia and Oki find a seat together. ________________________________
10. The bus stops near the school. _______________________________________

B. Read each sentence. Write the noun from the box that best completes each sentence.

chair  sun  whistle  children  pool

11. The _______________________ shines down brightly.
12. The _______________________ splash each other.
13. A lifeguard sits on a _______________________ above the pool.
14. He wears a silver _______________________ around his neck.
15. Marcia swims slowly across the ________________________.

At Home: With family members, make a list of the people, places, and things you might see at a playground.
Singular and Plural Nouns

REMEMBER THE RULES

• A singular noun names one person, place, or thing.
• A plural noun names more than one person, place, or thing.
• Add -s to form the plural of most singular nouns.
  birds  robins  trees
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
  classes  dishes  lunches  boxes

A. Read each sentence. Write each plural noun on the line.

1. Our yard has some colorful visitors this year. __________________________

2. Two robins built a nest in the apple tree. __________________________

3. A deer pulled an apple from the branches. __________________________

4. The bees are buzzing around a big orange flower. ______________________

5. Dad saw two baby foxes near the back fence. __________________________

B. Read each sentence. Decide if the underlined noun is singular or plural. Write singular or plural on the line next to each sentence.

6. We wanted to swim on Saturday. __________________________

7. A storm was seen near the shore. __________________________

8. The beaches were closed for the weekend. __________________________

9. We ate our lunches on the beach blankets. __________________________

10. Dad and I played volleyball in the front yard. _______________________

At Home: Think of a place near your home. Tell a family member about three singular and three plural things that you see there.
Plural Nouns with -ies

REMEMBER THE RULES
• To form the plural of nouns ending in a consonant and y, change the y to i and add -es.

The butterfly flew. → The butterflies flew.

A. Read each sentence. Circle the plural noun in each sentence.

1. We discussed our hobbies in class.
2. Do you like raising bunnies?
4. Ben collects pennies.
5. Does Ana gather strawberries?

B. Read each sentence. Write the plural form of each noun in ( ).

6. Many (family) go to the country fair. __________________________
7. Some bring their (puppy). __________________________
8. Did you see those little (baby)? __________________________
9. Try some muffins from the town (bakery). __________________________
10. For a few (penny), you can play ring toss. __________________________
11. The girls dress like (lady) from long ago. __________________________
12. The children ride (pony) around the ring. __________________________
13. Look at the (guppy) in the tank. __________________________
14. I like the two white (bunny) over here. __________________________
15. The man is telling (story) to the children. __________________________
More Plural Nouns

REMEMBER THE RULES

• Some nouns have special plural forms.
  The two **men** and three **women** won a prize.

• A few nouns have the same singular and plural forms.
  The picture showed two **deer** and three **sheep**.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
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</thead>
<tbody>
<tr>
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<td>sheep</td>
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<tr>
<td>woman</td>
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</tr>
<tr>
<td>mouse</td>
<td>mice</td>
<td>trout</td>
<td>trout</td>
</tr>
</tbody>
</table>

A. Read each sentence. Circle the plural noun in each sentence.

  1. Two bighorn sheep looked down from the mountain.
  2. Several men were fishing in a stream.
  3. One man caught three big trout.
  4. He threw two smaller fish back into the stream.
  5. Two big moose walked by.

B. Read each sentence. Write the plural form of each noun in ( ).

  6. Three (deer) ran into the forest.
  7. Two (woman) walked along the forest path.
  8. Did you see the (child) walking?
  9. Several (mouse) nibbled on the leaves.
  10. Five (goose) swam in the lake.

At Home: Draw an outdoor scene that includes two sheep, three moose, and two deer. With a family member, label the animals in your picture, using the correct plural form.
Common and Proper Nouns

**REMEMBER THE RULES**

- A common noun names any person, place, or thing.
  
  boy  state  cat  day

- A proper noun names a special person, place, or thing and begins with a capital letter.
  
  Juan  New Mexico  Tiger  Tuesday

**A.** Read the paragraph. Decide if each underlined word is a common noun or a proper noun. Write common or proper on the numbered line below.

I live in a small town\(^1\) in Colorado\(^2\). I go to Rio Lindo School\(^3\). Mr. Banks\(^4\) is my teacher. Every Monday\(^5\) afternoon I play soccer\(^6\). Our team plays against the team\(^7\) from Richmond\(^8\). I bring my dog\(^9\) Scout to the field. Scout\(^10\) likes to watch me play.

1. ________________ 6. ________________
2. ________________ 7. ________________
3. ________________ 8. ________________
4. ________________ 9. ________________
5. ________________ 10. ________________

**B.** Write a proper noun for each common noun.

11. day ________________

12. school ________________

13. city or town ________________

14. teacher ________________

15. street ________________

**At Home:** Draw a picture of four or five stores in your town. With a family member, print the name on each store. Use a capital letter for important words.
Mechanics and Usage: Capitalization

REMEMBER THE RULES

• Begin each important word of a proper noun with a capital letter.
  Sarita  Alaska  Echo Bridge
• Capitalize the name of a day, month, or holiday.
  Saturday  May  New Year’s Day
• Capitalize important words in the title of a book.
  The Mouse and the Motorcycle

A. Read each sentence. Write the proper noun in ( ) correctly on the line.

1. Habib is reading a book called (bringing the rain to kapiti plain).

2. It tells about life in (africa).

3. The story is about a herdsman named (ki-pat).

4. The illustrations are by (beatriz vidal).

5. The author lives in (kenya).

B. Write each proper noun correctly.

6. naomi is reading the legend of the indian paintbrush.

7. The story tells how the plains indians lived.

8. The chief had a horse called runs swiftly.

9. Most of the story takes place in south dakota.

10. habib and naomi will finish their books by friday.

At Home: Pick one of your favorite books at home. Have a family member find ten proper nouns in the book. As they read them to you, write each one using correct capitalization.
**Mixed Review**

**REMEMBER THE RULES**

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.  
  
  Singular → *clock*  
  Plural → *clocks*

- A **common noun** names any person, place, or thing. A **proper noun** names a special person, place, or thing and begins with a capital letter.  
  
  Common → *state*  
  Proper → *Florida*

**A.** Complete the sentences by writing the proper noun in ( ) correctly.

1. An early submarine was designed by _____________ (david bushnell)
2. The name of the ship was the _____________ (turtle)
3. _____________ built a copper-covered submarine. (robert fulton)
4. He called this submarine the _____________ (nautilus)
5. Fulton tried to sell his invention to _____________ (france)

**B.** Write each underlined noun. Write whether the noun is **singular** or **plural**.

6. A submarine is an underwater ship.

7. It dives and rises by filling tanks with air or water.

8. A propeller pushes a submarine forward.

9. The periscope lets the navigator see outside.

10. Small fins help submarines move through the ocean.

---

**At Home:** With a family member, think of something you would like to invent. Give your invention a name. Write three sentences about it, using common and proper nouns.
Singular Possessive Nouns

REMEMBER THE RULES

- A possessive noun is a noun that shows who or what owns or has something.
  
  The bird’s feathers are blue.
  I like that man’s dog.

- Add an apostrophe (‘) and an -s to a singular noun to make it possessive.
  
  bear + ’s = bear’s

A. Circle the possessive noun in each sentence.

1. The Emperor penguin’s home is in the Antarctic.

2. This seabird lives in one of the world’s coldest climates.

3. The penguin feeds on the ocean’s fish.

4. The seabird’s fat, round body keeps heat inside.

5. The penguins live in groups on the region’s ice.

B. Read each sentence. Write the possessive form of the noun in ( ).

6. The female (penguin) single egg is laid in March. ________________

7. The (Antarctic) icy winds can chill the egg. ________________

8. The (egg) safety is important to both parents. ________________

9. The (male) job is to keep the egg warm. ________________

10. The (chick) mother cares for it when it hatches. ________________

At Home: Write a note to a family member. Use singular possessive nouns to tell about an animal or pet that you like.
Plural Possessive Nouns

REMEMBER THE RULES

- Add an apostrophe (’) to make most plural nouns possessive.
  
  * The buses’ wheels came to a stop.

- Add an apostrophe (’) and an -s to form the possessive of plural nouns that do not end in s.
  
  * The people’s cabins were ready.

A. Decide whether each word is a singular possessive noun or a plural possessive noun. Write singular or plural on the line.

1. Saturday’s ____________________  6. insects’ ____________________
2. friends’ ____________________  7. children’s ____________________
3. parents’ ____________________  8. teacher’s ____________________
4. Julio’s ____________________  9. Marie’s ____________________
5. women’s ____________________  10. workers’ ____________________

B. Read each sentence. Write the possessive form of the plural noun in ( ).

11. The (owls) hoots floated across the water. ____________________
12. The (explorers) canoes were parked on the beach. ____________________
13. The men stared at the (bears) footprints. ____________________
14. Were the (animals) eyes watching them from behind the trees?

15. The (men) cameras clicked as they went to work. ____________________
Combining Sentences: Nouns

**REMEMBER THE RULES**

- You can make your writing more interesting by **combining sentences**.
- Use the word **and** to join the two nouns. Leave out the words that repeat.

\[\text{Eagles have powerful wings. Snow geese have powerful wings.}\]
\[\downarrow\]
\[\text{Eagles and snow geese have powerful wings.}\]

Read each pair of sentences. Circle the parts that are alike. Then combine each pair of sentences.

1. During the fall, days get shorter. During the fall, days get colder.

2. Animals migrate to find food. Animals migrate to find warmth.


4. Birds fly along the East Coast. Birds fly along the West Coast.

5. The sun guides the birds. The stars guide the birds.

**At Home:** Write two short sentences about birds you have seen near your home. Show them to a family member. Tell how to combine the sentences using **and**.
Mechanics and Usage: Abbreviations

**REMEMBER THE RULES**

- An **abbreviation** is a shortened form of a word. An abbreviation begins with a **capital letter** and ends with a **period**.
- You can abbreviate titles before a name.
  - Dr. Shin  Mrs. Mendez  Mr. Martin
- You can abbreviate the days of the week.
- You can abbreviate some months.

**A.** Write each abbreviation correctly.

2. Sat ____________________  7. Dr Diaz ____________________
3. tues. ____________________  8. Wed. ____________________
4. mrs. Lin ____________________  9. Mr. Masako ____________________
5. Mar ____________________  10. Mrs Field ____________________

**B.** Circle the correct abbreviation for each sentence.

11. ___________ was a snowy month.  Dec  Dec.
12. My teacher’s name is ___________ Avila.  Mr.  Mr.
13. I saw my dentist, ___________ Hayes.  Dr.  Dr.
14. It will be finished by ___________ noon.  Fri.  Fri
15. Please call ___________ night.  Mon  Mon.

---

**At Home:** With your family, make a chart of the names and telephone numbers of important people, like your doctor. Use abbreviations for people's titles.
A. Write the possessive form of each underlined noun.

1. the tiger tail

2. the elephants trunks

3. the ringmaster hat

4. the monkey suit

5. the jugglers act

B. Write each sentence. Add an apostrophe to the underlined noun to show possession.

6. The lion cage was big.

7. The dogs costumes were blue.

8. The children laughter was loud.

9. The clowns cars were small.

10. The trapeze artist act was wonderful.
Common Errors with Plurals and Possessives

REMEMBER THE RULES

- A plural noun names more than one person, place, or thing. 
  - children  
  - parks  
  - trees
- A possessive noun shows who or what owns or has something.
- To form the possessive of a singular noun, add an ‘s.
  - The dog’s tail is short.
- To form the possessive of a plural noun that ends in -s, add an apostrophe (’).
  - The dogs’ tails are short.
- To form the possessive of a plural noun that does not end in -s, add an ’s.
  - The children’s pets play in the park.

Write each underlined word correctly on the line.

1. Peters’ dogs are beagles. ________________________________
2. His grandparents dog is a collie. __________________________
3. The dog’s names are Ruff, Mishka, and Poco. ________________
4. The dogs’ play in the park together. _________________________
5. At the park, they see two kittens’. __________________________
6. One kittens fur is orange. _________________________________
7. Both kitten’s tails are long. ________________________________
8. Peters father throws a ball to Mishka. ________________________
9. Mishkas’ mouth opens wide to catch the ball. ________________
10. Peoples like to watch the dogs play in the park. ________________

At Home: With a family member, write three sentences about a pet you would like to have. Use one singular possessive noun and one plural possessive noun in your sentences.
At Home: With a family member, go to your local library. Look up a book in the card catalog, write down the call number, and find the book.
Vocabulary: Compound Words

A compound word is a word made from two or more words joined together.

<table>
<thead>
<tr>
<th>Base + Ball = baseball</th>
<th>Spot + Light = spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side + Walk = sidewalk</td>
<td>Tea + Cup = teacup</td>
</tr>
</tbody>
</table>

A. Read each sentence. Draw a line between the two words that form a compound word.

1. Yesterday was Lien’s birthday.
2. Her classmates decided to surprise her.
3. We went to see her that afternoon.
4. As she came downstairs, we sang “Happy Birthday.”
5. We gave her a sweatshirt with her name on it.
6. We went outside and played some games.
7. Then her dad built a fire in the fireplace.
8. We sat around the fire and ate popcorn.
9. Lien’s mom served cupcakes and juice.
10. At sunset we all went home.

B. Make compound words by joining a noun from Box A with a noun from Box B. Use the compound words to solve the riddles.

11. I am something people eat for breakfast.

12. I protect a horse’s feet.

13. I am an insect with colorful wings.

14. I am a small home for a dog.

15. I am your father’s father.

At Home: Make up some riddles that have compound words for answers. Read the riddles to family members. Have them guess the compound words.
Composition: Organization

• When you want a reader to follow ideas, events, or instructions, present details in an order that makes sense.
• Begin with a topic sentence that states the main idea.
• When you explain how to do something, organize the details in the order in which the instructions need to be carried out.
• Write exact, step-by-step details.
• Choose words that help explain the order of each step.

Here are directions that tell how to make a jigsaw puzzle, but the ideas are not in order. Number the ideas in an order that makes sense. Write 1 next to the topic sentence. Write numbers 2 through 5 for the other ideas.

_____ Cut out the picture and glue it smoothly onto a piece of cardboard.

_____ Now you can mix up the pieces, put them in a box, and play with your puzzle on another day.

_____ Find a pretty nature picture from a magazine to make your own jigsaw puzzle.

_____ Carefully cut out each piece.

_____ Using a soft pencil, draw squiggly lines on your cardboard picture to make 16 jigsaw puzzle shapes.
Features of Explanatory Writing

Explanatory writing gives directions or explains how to do something. Good explanatory writing:
• tells how to complete a specific task.
• presents step-by-step instructions.
• gives clear details that are easy to follow.
• uses time-order or space-order words to make instructions clear.

Read the paragraph. Write the answers to the questions.

Beavers live in rivers, streams, and lakes. Beavers work together in groups to build a dam. First, they choose a narrow place in a shallow stream. Then, they cut down trees. They do this by standing on their hind legs and gnawing around the tree trunks with their large, powerful teeth. When the tree falls down, the beavers break off the branches. Next, they cut the trunk into smaller pieces and drag the pieces into the stream. Finally, they use sticks, stones, and mud to keep the dam in place and to keep it watertight.

1. What specific task does the author explain?

2. What time-order words help you understand the steps?

3. Write a detail from the paragraph.

4. What space-order words does the author use?

5. What is the last step in building a dam?

At Home: Find out how a bird builds a nest. Explain it to a family member, using clear, step-by-step directions.
Prewrite: Explanatory Writing

Read these steps for making scrambled eggs. Write the steps in order on the sequence chart.

1. Break the eggs into a bowl.
2. Enjoy eating your scrambled eggs.
3. Put the cooked eggs on a plate.
4. Pour the eggs into a pan and stir them while they cook.
5. Get some eggs.
6. Stir up the eggs in the bowl with a fork.

At Home: Ask an adult family member to help you make scrambled eggs. List the directions in order as you make them.
Revise: Explanatory Writing

An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft below about how to make a set of wind chimes. Then follow these steps to revise it.
   • Add time-order words to help the reader understand the order of the steps.
   • Add details to make the writing more interesting.
   • Fix choppy sentences by combining two short sentences with and.

Would you like to make a set of wind chimes? Collect materials that will make a noise. These might be paper clips, beads, pieces of wood, or keys. You will also need a wire hanger and some string. Next, cut pieces of string. Tie pieces of string to the objects. Then, tie the other end of the pieces of string to the wire hanger. Hang the hanger in a place where the wind will blow through it. Now, you can enjoy the sounds of your wind chime!

B. Use the changes you marked to write the revised directions on another sheet of paper.

At Home: Write a set of instructions for making a simple craft project. Work with a family member to revise the instructions by adding more details.
Proofread: Explanatory Writing

Read the paragraph about making a string telephone. Check for errors in capitalization and punctuation. Correct any spelling mistakes. Make sure the writing makes sense.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

Have you ever played the Telephone Game. You can have fun making a string telephone. first, punch a small hole. Punch one in the bottom of two paper cups. Next, tie a knot in one end of a long peace of string. Pull the unknotted end through the hol in the first cup. The strings knot should be inside the cup. Then, pull the string throu the hole in the second cup.

First, tie another knot in the other end of the string. Now, you and a friend can play the Telephone game with your string telephone!

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

At Home: Ask a family member to write out a recipe for a healthy snack. Ask them to make a few mistakes. Proofread the recipe and show the corrections to your family.
**Action Verbs**

**REMEMBER THE RULES**

- An action verb is a word that shows action.

  *Mark and Brian make a lemonade stand.*

A. Circle the action verb in each sentence.

1. Mark pulls the wagon to the corner.
2. Brian mixes lemonade.
3. The boys draw signs for the stand.
4. They work together.
5. Brian gets the stand ready.
6. Mark pours the lemonade into the cups.
7. Brian wants the first taste.
8. He drinks it all in one gulp!
9. People come for a drink of lemonade.
10. The boys hope for a hot day.

B. Write the action verb that belongs in each sentence. Choose the verbs from the box.

<table>
<thead>
<tr>
<th>add</th>
<th>cut</th>
<th>taste</th>
<th>squeeze</th>
<th>stir</th>
</tr>
</thead>
</table>

11. First, we ________________ the lemons in half.
12. Next, we ________________ the lemon juice out.
13. Then, we ________________ sugar and water.
14. After that, we ________________ them up together.
15. Finally, we ________________ the lemonade.

---

At Home: Tell your family how to make lemonade. Use action words.
At Home: Tell a family member what a character does in a fairy tale or other story you have heard. Use present-tense verbs.

Write the verb in ( ) in the present tense. Check the spelling of the verbs.

1. In fairy tales, the princess (find) her prince. ____________________________
2. Even a frog (turn) into a prince. _______________________________________
3. Sometimes the princess (search) for her prince. __________________________
4. Sometimes she (wish) for the prince to come. ____________________________
5. The witch (try) to keep them apart. ____________________________________
6. But a fairy godmother (help) them. ____________________________________
7. The prince (kiss) the princess. _________________________________________
8. The princess (marry) the prince. ________________________________
9. The town (buzz) about the news. ________________________________
10. The couple (live) happily ever after. ________________________________
11. A fairy tale (tell) a make-believe story. ________________________________
12. Someone in the story (use) magic powers. ________________________________
13. The fairy godmother (fix) the problem. ________________________________
14. The bad witch (lie) to the princess. ________________________________
15. The princess (know) the truth in the end. ________________________________

**REMEMBER THE RULES**

- Add -s to most singular verbs in the present tense.
  
  *run*  
  *runs*

- Add -es to verbs that end in *sh, ch, ss, zz, or x.*
  
  *wash*  
  *washes*

- Change *y* to *i* and add -es to verbs that end with a consonant and *y.*
  
  *try*  
  *tries*
Subject-Verb Agreement

**REMEMBER THE RULES**

- A verb in the present tense must agree with its subject.  
  *Hank works on a computer.*
- Do not add \(-s\) or \(-es\) to a present-tense verb when the subject is *I* or *you* or is plural.  
  *I work on a computer.*
  *You work on a computer.*
  *They work on a computer.*

**A.** Draw a line under the subject. Circle the verb that agrees.

1. We learn in many ways.
2. Children listen to stories.
3. You ask questions.
4. Students read good books.
5. They also play computer games.

**B.** Write each sentence. Use the correct form of the verb in ( ).

6. Many people (work) on computers.

7. Artists (draw) pictures on computers.

8. Doctors (look) at the inside of patients.

9. A police officer (find) suspects.

10. A teacher (grade) students.

---

**At Home:** Discuss with your family how computers help us in our lives. Use correct subject-verb agreements.
Mechanics and Usage: Letter Punctuation

REMEMBER THE RULES

• The greeting and closing of a letter begins with a capital letter and ends with a comma.

  Dear Sarah,  
  Sincerely,  
  Martin Miller

Write each item correctly.

1. Dear Mrs. Zelinsky

2. yours truly,  
   Saul

3. Dear carmen,  

4. Sincerely  
   Aaron

5. Love,  
   Grandpa joe

6. dear Dr. DeSoto

7. Your friend  
   Alex

8. Dear Anastasia

9. Forever yours  
   Bea

10. love  
    Bill

At Home: With a family member, write a letter to a relative. Be sure to write the greeting and closing correctly.
Mixed Review

REMEMBER THE RULES

• An action verb shows action.
• Add -s or -es to most singular verbs in the present tense. If a verb ends with a consonant and y, change the y to i and add -es.
  My neighbor builds a fence.
  He studies a plan to build it.
• If the subject of a sentence is plural or is I or you, do not add -s or -es to the verb in the present tense.
  I watch him build the fence.

A. Read each sentence. Circle the action verb.
  1. Several people work on the new fence.
  2. One man carries some long boards.
  3. Another man stacks boards on the platform.
  4. One worker places the boards side by side.
  5. She quickly cuts the boards into thin pieces.
  6. One worker finds the hammer and nails.
  7. Another worker nails the boards in place.
  8. Together, they build the fence quickly.
  9. My friends and I paint the new fence.
 10. We finish the job in two hours.

B. Read each sentence. Write the correct form of the verb on the line.
  11. My cousin (repair) houses.
  12. He (spread) new plaster on the walls.
  13. He (fix) the doors and windows.
  14. He and a friend (replace) the roof.
  15. Then they (paint) the house inside and out.

At Home: With a family member, think of an activity you do around the house. Write three sentences about the activity. Use action verbs correctly.
At Home: Ask your family what inventions have changed their lives. Listen for past-tense verbs.

**Past-Tense Verbs**

**REMEMBER THE RULES**

- A verb in the **past tense** tells about an action that has already happened.
- Add **-ed** to most verbs to form the past tense.

  \[ \text{walk} + \text{ed} = \text{walked} \]

Write the sentence using the past tense of the verb in ( ).

1. We (study) about inventions last month.

2. We (talk) about different ideas.

3. We (decide) on an invention.

4. We (work) together on it.

5. The teacher (help) us.

6. Ahmed (plan) the work.

7. I (create) the design.

8. We (gather) the materials.

9. Some of us (glue) the parts.

10. Jan (spill) the glue!
Future-Tense Verbs

REMEMBER THE RULES

• A verb in the future tense tells about an action that is going to happen.
• Use will with action verbs in the future tense.

I will sing at the show.
I will win first prize.

Write each verb in ( ) in the future tense.

1. We (have) a talent show.
2. The students (love) the show.
3. Mrs. Patterson (play) the piano.
4. A group of girls (dance) in the show.
5. Lisa (perform) gymnastics.
6. Everyone (clap) a lot for her.
7. Roy and his brother (do) magic tricks.
8. Erin (tell) funny jokes.
9. The show (start) after school.
10. We (see) many talented students!
11. The audience (sit) in the chairs.
12. We (pull) the curtains open.
13. Mr. Nguyen (operate) the lights.
14. Mrs. Patterson (start) the music.
15. Everyone (cheer) for the performers.

At Home: Ask your friends and family how they will use their talents. Use future-tense verbs to tell them what you plan to do.
Combining Sentences: Verbs

**REMEMBER THE RULES**

- You can combine two sentences with the same subject by joining the predicates.
- Use **and** to join the predicates of two sentences with the same subject.

<table>
<thead>
<tr>
<th>Separate:</th>
<th>Combined:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mother invited us inside.</em></td>
<td><em>Mother invited us inside and asked us to help her.</em></td>
</tr>
<tr>
<td><em>Mother asked us to help her.</em></td>
<td></td>
</tr>
</tbody>
</table>

Join each pair of sentences by using **and** to combine the predicates.

1. We washed our hands. We gathered the ingredients.

2. I poured the milk. I mashed the bananas.

3. Terri mixed in the oil. Terri stirred in the raisins.

4. Rita measured the flour. Rita added it to the batter.

5. Mother filled the pan. Mother put it in the oven.
Mechanics and Usage: Commas in Dates and Places

REMEMBER THE RULES

- Use commas to separate the items in dates and names of places.

June 21, 1990
Boston, Massachusetts

A. Write the dates on the lines following the sentences. Add commas where they are needed.

1. The Clark family’s vacation starts on June 10 2002.

2. Mrs. Clark was born in Chicago on August 7 1960.


4. They moved on March 3 1996.

5. They will return from vacation on July 6 2002.

B. Write the underlined place names on the lines following the sentences. Add commas where they are needed.

6. Sarah Clark hopes to visit Chicago Illinois.

7. Mr. Clark comes from Amarillo Texas.

8. Sarah was born in Charleston South Carolina.


10. The family moved there from Dallas Texas.

At Home: Talk with your family about the places they have visited. Write a list of the cities and states. Use commas between the cities and states.
Mixed Review

REMEMBER THE RULES

• Add -ed to most verbs to show an action that happened in the past.  
  Yesterday, I walked in the woods with my family.

• Use will with action verbs to tell about something that is going to happen in the future.  
  Tomorrow, we will skate in the park.

• Use and to join the predicates of two sentences with the same subject.  
  We will skate in the park.  We will walk in the woods.
  We will skate in the park and walk in the woods.

Write each pair of sentences as one sentence. Use and to combine the predicates. Then, write past tense or future tense to describe the verbs.

1.–2. The crow perched on a branch in the woods. The crow squawked.

3.–4. The gull glided over the pond. The gull searched for food.

5.–6. The flower’s leaves will open during the day. The flower’s leaves will close at night.

7.–8. An elk peered from under the branches. An elk checked for signs of danger.

9.–10. The rain will soak the roots of the tree. The rain will fill the pond.

At Home: With your family, play Verb Charades. A player acts out two actions. Another person must use a combined sentence with and to describe the two actions.
Common Errors with Subject-Verb Agreement

REMEMBER THE RULES

Remember that the subject and verb in a sentence must agree.

• If the subject is one person or thing, then the verb must tell about one person or thing. Add -s or -es to the verb.
  This sentence is not correct: My Dad serve the spaghetti.
  This sentence is correct: My Dad serves the spaghetti.

• If the subject is more than one person or thing, then the verb must tell about more than one person or thing.
  This sentence is not correct: My two aunts sips water.
  This sentence is correct: My two aunts sip water.

• If the subject has two nouns joined by and, then the verb must tell about two subjects.
  This sentence is not correct: Li and I asks Dad for more.
  This sentence is correct: Li and I ask Dad for more.

Choose the verb in ( ) that agrees with the subject. Write the correct verb on the line.

1. We (go, goes) to the mountains.

2. Max’s dad (bring, brings) a big tent.

3. He (help, helps) us set it up.

4. Bill (gathers, gather) sticks for the fire.

5. We all (sing, sings) songs.

6. Bill (sleeps, sleep) in a sleeping bag.

7. Gloria (watch, watches) the stars.

8. Max (write, writes) letters by the fire.

9. We (hear, hears) a coyote howl.

10. I (try, tries) to sleep, but I can’t!

At Home: Play a game of charades with your family. Act out verbs like jump, bend, point. Then write what each person is doing. Make the subjects agree with the verbs.
At Home: With a family member, find an interesting magazine article. Choose a paragraph to summarize. Together, look for the main idea and important facts.

The red kangaroo keeps cool in Australia’s hot, dry climate. These animals can go for long periods without water. They feed in the evening, grazing on grass and leaves. During the day, they rest in the shade. On very hot days, they may cool off in a hole they dig in the soil. If the temperature gets very high, you’ll see them licking their front legs to cool off, or panting heavily to get rid of body heat.

1. Write a note on the main idea of this paragraph.

2. Write about the red kangaroo’s need for water.

3. Write a note about how they spend time at night.

4. Write a note about how they stay cool during the day.

5. Write about how they get rid of body heat.

B. Use your notes to write a summary of the article on another sheet of paper. Briefly state the main idea. Then add the important details. Use five complete sentences for your summary.
Vocabulary: Prefixes

A prefix is a word part that is added to the beginning of a word. It changes the meaning of the base word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not, the opposite of</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dislike</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>rewrite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>replace</td>
</tr>
<tr>
<td>un-</td>
<td>not, opposite</td>
<td>unkind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>untie</td>
</tr>
</tbody>
</table>

A. Add un- or re- to each underlined word. Write the new word.

1. Mia is able to go to the game. __________________
2. She has to write her book report. ________________
3. It is fair that she has to miss the game. ____________
4. We will play the videotape for her. ________________
5. We have to wind the tape first. ________________

B. Add un-, re-, or dis- to each underlined word. Write the new word.

6. Let's pack the video camera and film right now. ______________
7. Please play the tape of the game. ________________
8. That player is willing to accept the umpire's decision. ____________
9. Now the coach and the umpire are agreeing. ________________
10. The fans like waiting for the action to start. ________________

At Home: Have a book chat with a family member. Show them books that you like to reread. Invite them to tell you about any books they like to reread.
Composition: Leads and Endings

- The **lead** is the opening of a piece of writing.
- A good lead makes the readers want to read more.
- The lead may give the main idea.
- The **ending** is the last part of a piece of writing.
- A good ending makes the readers feel the writing is finished.
- The ending may draw a conclusion, restate the main idea, or sum up what the writer said.

**Lead** → *Guess what I saw this morning?*

**Ending** → *I never saw that skunk again!*

Read each topic and the sentences that follow. Write **lead** or **ending** on the line to identify each sentence.

**A Visit to the Zoo**
1. We didn’t know what kind of animals we would see at the zoo. _______
2. Our day at the zoo turned out to be unforgettable. ______________

**Making Homemade Applesauce**
3. Finally, put the applesauce in a bowl and eat it. ______________
4. You can make applesauce at home, and here’s how. ______________

**The Day My Best Friend Moved**
5. My worst day was when my best friend moved. ______________
6. I waved good-bye as they drove away. ______________

**My First Boat Ride**
7. That was a ride I will always remember. ______________
8. One day I went for a ride on my uncle’s boat. ______________

**Announcing a School Carnival**
9. Come to the school carnival for fun and games. ______________
10. So come one, come all, and join the fun! ______________

---

**At Home:** Talk with your family about special places you have gone. Make up good leads and endings together to tell the stories of your adventures. Looking at photographs may help you remember.
Features of Persuasive Writing

Persuasive writing tries to make people think or act in a certain way. Good persuasive writing:

- clearly **states an opinion** about a topic.
- **gives convincing reasons and facts** to support the main idea.
- organizes the reasons in an **order that makes sense**.
- uses **opinion words**: think, believe, can, must, need, should

Read the persuasive writing below. Then write the answers to the questions.

I believe we need to save our rain forests! Every day many acres of rain forest are destroyed. Many products we use, like foods and medicine, come from rain forests. Many of the world’s animals and plants are found in rain forests. We should not destroy the rain forests, or we will be destroying places where many animals and plants live.

1. What is the writer’s opinion?

2. What words in the first sentence express an opinion?

3. What is the first reason the writer gives to support this opinion?

4. What is another reason the writer gives to support this opinion?

5. What opinion words does the writer use?
Prewrite: Persuasive Writing

Think of a project you think your class should do. State your opinion in the first Opinion box below. List your reasons. In the second Opinion box, state your opinion on how to do the project. Then list your reasons.

<table>
<thead>
<tr>
<th>Opinion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Reason</td>
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<td></td>
</tr>
<tr>
<td>Reason</td>
</tr>
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<table>
<thead>
<tr>
<th>Opinion:</th>
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<td>Reason</td>
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<td></td>
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<tr>
<td>Reason</td>
</tr>
</tbody>
</table>
An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft below. Then follow these steps to revise it.
   - Add an opinion word to “sell” your idea.
   - Add a fact to support your opinion.
   - Give reasons in an order that makes sense.

   Our class should make bird feeders and place them outside our classroom windows. There are lots of birds in our neighborhood. Winter is coming.

   I think an empty carton makes a nice bird feeder. You can cut off the front of the carton to make a place for the seed. We could learn a lot about birds by watching them. You can make a roost for the birds. Just cut holes in the bottom of the carton and push a pencil through the holes.

B. Use the changes you marked to write the revised persuasive paragraph on another sheet of paper.
Proofread: Persuasive Writing

Read the first part of a letter to Principal Jones. Check to see if there are any errors in the agreement of verbs. See if commas and capital letters have been used where they belong. Also, look for spelling errors.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

345 Westlake avenue
Sleepy Lake OH 45201
march 12, 2001

Dear Principal Jones

Our class believes we should make bird feeders and place them outside our classroom windows.

We has noticed that there are many birdes in the neighborhood.

Winter is coming and food are hard to find. Also, we can learn a lot about birds by watching them use our bird Feeders.

B. Use the corrections and changes you marked to write the new letter on another sheet of paper.

At Home: Ask family members to write an address and a date with mistakes. Use proofreading marks to make the corrections.
Main and Helping Verbs

**REMEMBER THE RULES**

- The **main verb** tells what the subject does or is.
  
  Dad is **washing** the car.

- The **helping verb** helps the main verb show an action.
  
  Dad **is** washing the car.

**A. Circle the main verb in each sentence.**

1. I am squirting water from the hose.

2. Dad is scrubbing the tires.

3. Mom will wipe the windows.

4. My sister has vacuumed the inside.

5. Our family will ride in a clean car.

**B. Write each sentence. Draw one line under the main verb. Draw two lines under the helping verb.**

6. Our family is driving to the mountains.

7. We are singing silly songs.

8. I am looking for license plates.

9. My sister is listening to music.

10. We will stop for lunch soon.
Using Helping Verbs

REMEMBER THE RULES

• Use the helping verbs has, have, and had to help main verbs show an action in the past.
• Both the main verb and the helping verb must agree with the subject.

Rosa has planned a dinner.
She had sent an invitation to Mrs. Reinstein.
The Reinsteins have said yes.

A. Circle the correct helping verb in each sentence.

1. Rosa’s children (have, has) cleaned the house.

2. Rosa’s husband (have, had) vacuumed the living room.

3. My aunt (have, has) dressed in her best clothes.

4. Mrs. Reinstein (has, have) brought Rosa some flowers.

5. Rosa (has, have) placed the flowers in a vase.

B. Write each sentence. Choose the correct helping verb in ( ).

6. Rosa (have, has) made a wonderful dinner.

7. She (have, had) followed a new recipe.

8. Anna (have, had) helped with the salad.

9. The guests (have, has) tasted the food.

10. The Reinsteins (have, has) enjoyed the meal.

At Home: With a family member, talk about a special meal your family has had. Write three sentences about the meal, using at least one helping verb with a main verb.
Linking Verbs

REMEMBER THE RULES
• An action verb shows action.
  *We drove in our car to the zoo.*
• The linking verb be does not show action.
  *We are so excited!*

A. Draw a line under each verb. Write linking verb or action verb to describe each verb.

1. The zoo is quiet today. ________________________________

2. The lions are in their cave. ________________________________

3. I looked for an elephant. ________________________________

4. The elephant is behind the tree. ________________________________

5. The animals sleep in their cages. ________________________________

B. Read each sentence. If the sentence has an action verb, circle the verb. If the sentence has a linking verb, underline the verb.

6. We are at the reptile exhibit.

7. A snake slithers in its cage.

8. My sister is afraid of snakes.

9. Some lizards sleep under rocks.

10. My mom and I watch the reptiles.

At Home: Ask family members to tell about their favorite zoo animals. Write three sentences about the animals. Use action verbs and linking verbs.
Using Linking Verbs

REMEMBER THE RULES

• Use *is, am,* and *was* with singular subjects.
  
  *Leroy is my friend.*

• Use *are* and *were* with plural subjects and *you.*
  
  *Leroy and Jeff are in my class.*

A. Circle the correct linking verb. Write it on the line.

1. Today _________ my first day at camp.  
   is  
   are

2. I _________ very excited.  
   is  
   am

3. Mandy and Eric _________ at camp, too.  
   is  
   are

4. Last year, painting _________ my favorite activity.  
   was  
   were

5. Mandy and I _________ the best artists.  
   was  
   were

B. Rewrite each sentence using the correct form of the linking verb *be.*

6. My friends and I (are, is) in soccer class.

   __________________________________________________________

7. I (is, am) a soccer goalie.

   __________________________________________________________

8. Eric (is, are) good at soccer.

   __________________________________________________________

9. Our coach (was, were) on the Olympic team.

   __________________________________________________________

10. He and his team (were, was) medal winners.

   __________________________________________________________

At Home: Ask members of your family what hobby or sport they like to do. Write their responses in complete sentences. Use one linking verb for each sentence.
Mechanics and Usage: Commas in a Series

**REMEMBER THE RULES**

- Use *commas* to separate words in a series.

  *Sam, Charlie, and Phil are my best friends.*

A. Read each sentence. Underline the words in a series.

1. Sam, Charlie, and I went to the lake.

2. My friends and I like to swim, fish, and sail.

3. I caught a trout, a bass, and a catfish.

4. The sail on our boat is red, white, and blue.

5. We enjoy splashing, swimming, and diving in the lake.

B. Write each sentence. Add commas where needed.

6. Sam Charlie and I went hiking.

7. We passed woods fields and flowers.

8. We saw butterflies squirrels and birds.

9. A wren a jay and a robin flew by.

10. We snacked on nuts fruit and popcorn.

---

At Home: With a family member, talk about an outside activity you enjoy. Write a sentence about three things you like about the activity. Be sure to place commas as needed.
Mixed Review

REMEMBER THE RULES

• The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action.

  *My aunt is visiting Australia.*

• Use the helping verbs **has, have,** and **had** to show an action in the past.

• The **linking verb be** does not show action.

• Use **is, am,** and **was** with singular subjects.

• Use **are** and **were** with plural subjects and **you**.

A. Circle the main verb. Draw a line under the helping verb.

  1. Uncle Tony and Aunt Greta are seeing wonderful things in Australia.
  2. They have sailed in Sydney Harbor.
  3. Uncle Tony has petted a koala!
  4. Aunt Greta is writing to us every week.
  5. They had promised to take lots of pictures.

B. Circle the correct verb in ( ). Then write each sentence.

  6. Last week, Uncle Tony ____ in a mine. (were, was)

  7. Aunt Greta ____ beautiful coral. (have seen, has seen)

  8. Uncle Tony ____ pictures the day before. (had taken, have taken)

  9. Today they ____ the desert. (is seeing, are seeing)

  10. I ____ they come home soon! (were hoping, am hoping)

At Home: With a family member, think about a place you both would like to visit. Write a story about going there. Use main verbs and helping verbs.
Irregular Verbs

**REMEMBER THE RULES**

- **Irregular verbs** have a special spelling for the past tense.
  
  *We go on vacation.*
  
  *We went on vacation.*
  
- Some irregular verbs change their spelling when used with the helping verb *have*.
  
  *We see many exciting sights.*
  
  *We have seen many exciting sights.*

A. Circle the irregular verb in each sentence.

1. I went to California with my family.

2. My grandmother came with us.

3. Dad did all the driving.

4. We saw the beautiful ocean.

5. Grandmother had seen the ocean many times before.

B. Rewrite each sentence. Change each verb in ( ) to past tense.

6. Dad (say) the trip would take several hours.

7. We had (go) about 150 miles.

8. We (come) to a rest stop.

9. My sister and I (run) outside.

10. I (do) a few jumping jacks.

At Home: Talk to a family member about a vacation you have taken or would like to take. Write about it. Be sure to use two irregular verbs in your writing.
More Irregular Verbs

REMEMBER THE RULES

- Irregular verbs do not add -ed to form the past tense.
- Irregular verbs have a special spelling for the past tense.

\[
\begin{align*}
\text{We eat pizza.} \\
\text{We ate pizza.}
\end{align*}
\]

A. Circle the irregular verb in each sentence.

1. We gave Liona a surprise party.
2. Everyone brought gifts.
3. We sang a song for her.
4. Everyone ate a lot of good food.
5. I grew tired by the end of the party.

B. Write each sentence. Change each verb in ( ) to past tense.

6. Dad had (bring) some flowers.

7. He (give) the flowers to Liona.

8. Liona (begin) to thank him.

9. Then Dad (sing) Liona a special song.

10. Dad had (give) the best gift.

At Home: Write about a special gift you have given to someone. Be sure to use at least one irregular verb. Show your writing to a family member.
**Contractions with Not**

**REMEMBER THE RULES**
- A contraction is a shortened form of two words.
- An apostrophe (’) shows where one or more letters are missing.
  
  
  \[ \text{do + not} = \text{don’t} \quad \text{are + not} = \text{aren’t} \]
- The word won’t is a special contraction. The spelling of will changes.
  
  \[ \text{will + not} = \text{won’t} \]

**A.** Circle the contraction in each sentence. Write the two words that make up the contraction.

1. My mom says that years ago there weren’t any telephones.
   
   __________   __________

2. I can’t imagine life without a telephone.
   
   __________   __________

3. I wouldn’t be able to call my friend Mandy.
   
   __________   __________

4. We couldn’t share our secrets.
   
   __________   __________

5. Aren’t you glad Alexander Graham Bell invented the telephone?
   
   __________   __________

**B.** Combine each word from the box with the word not to form a contraction. Write the contractions on the lines.

   6. ___________________   9. ___________________

   7. ___________________   10. ___________________

   8. ___________________

**At Home:** Listen for contractions that members of your family use when they talk. Write four contractions you hear.
**Combining Sentences: Verbs**

**REMEMBER THE RULES**

- You can combine two sentences with the same subjects. Use the word **and** to join the predicates.

  - *The volcano erupted.*
  - *The volcano sent lava down the hillside.*
  - *The volcano erupted and sent lava down the hillside.*

Read each pair of sentences. Circle the subjects that are the same. Write each pair of sentences as one sentence. Use the word **and** to join the predicates.

1. Carmen saw a movie about volcanoes.
   Carmen wanted to learn more.

2. The earth contains melted rocks.
   The earth is filled with hot gases.

3. The melted rock moves upward.
   The melted rock breaks through.

4. Some volcanoes erupt loudly.
   Some volcanoes throw rocks up.

5. The lava flows down quickly.
   The lava is very hot.

---

**At Home:** Ask a family member to tell one sentence about the weather. Add a sentence of your own. Combine the two sentences using **and.**
Mechanics and Usage: Apostrophes

REMEmBER THE RULES

• Use an apostrophe (‘) with nouns to show possession.
• Add ’s to singular nouns or plural nouns that do not end in -s.
  Ana’s T-shirt
• Add an apostrophe to plural nouns ending in -s.
  artists’ paintings
• Use an apostrophe in a contraction to show where letters are missing.
  do not → don’t

A. Circle each word that contains an apostrophe. Write contraction on the line if the word is a contraction.

1. It isn’t hard to design a T-shirt. ________________________________

2. Wouldn’t you like to try? ________________________________

3. We can use our friends’ computer. ________________________________

4. It shouldn’t be hard with graphic software. ________________________________

5. Don’t forget the transfer paper. ________________________________

B. Underline each word that contains an apostrophe. Write possession or contraction to show how the apostrophe is used.

6. It doesn’t take long to choose a nice design. ________________________________

7. Next, type in the club’s name. ________________________________

8. Place the transfer paper on the printer’s tray. ________________________________

9. Aren’t you proud of your design? ________________________________

10. Mom won’t mind pressing it onto your shirt. ________________________________

REMEMBER THE RULES

• Use an apostrophe (‘) with nouns to show possession.
• Add ’s to singular nouns or plural nouns that do not end in -s.
  Ana’s T-shirt
• Add an apostrophe to plural nouns ending in -s.
  artists’ paintings
• Use an apostrophe in a contraction to show where letters are missing.
  do not → don’t

At Home: Ask your family to talk about what they did today. Listen for any contractions they use. Explain how to use an apostrophe in contractions.
Mixed Review

**REMEMBER THE RULES**

- Irregular verbs do not add *-ed* to form the past tense. Irregular verbs have a special spelling.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
</tbody>
</table>

- To combine two sentences with similar subjects, use the word *and* to join the predicates.

A. Write the past-tense form of a verb from the box to complete these sentences. Use each verb only once.

1. Grandpa ___________ us new kites.
2. Today we ___________ them to the beach.
3. The wind ___________ to blow.
4. We ___________ fast along the sand.
5. Our colorful kites ___________ up high.

B. Write each pair of sentences as a combined sentence.


7. She finds colorful material. She uses strong string.

8. She creates patterns. She cuts them out.

9. Grandma draws butterflies. Grandma sews them into kites.

10. Her kites have tails. Her kites look wonderful.

---

At Home: With a family member, draw a design for a kite. Write two sentences describing it. Then show how to combine the two sentences.
Common Errors with Past-Tense Verbs

A. Write the past tense of the verb in ( ).
1. My brother and I (go) outside. ________________
2. It (begin) to rain. ________________
3. We (run) through the puddles. ________________
4. After the storm, the sun (come) out. ________________
5. We (see) a rainbow across the sky. ________________

B. Write each sentence. Replace the incorrect verb in ( ) with the correct verb.
6. The rainbow had (gived) my brother and me an idea.
   _______________________
7. We had (saw) a cartoon about a leprechaun.
   _______________________
8. The leprechaun had (went) to the end of the rainbow.
   _______________________
9. We (bringed) an umbrella.
   _______________________
10. We (beginned) our adventure.
    _______________________

REMEMBER THE RULES

• Some verbs have special spellings to show the past tense. They are called **irregular verbs**.
  
  \[ \text{do} \rightarrow \text{past tense} = \text{did} \]
  
  This sentence is not correct:  \[ \text{We done all of our homework.} \]
  
  This sentence is correct:  \[ \text{We did all of our homework.} \]

• Some irregular verbs have a different spelling when used with the helping verb **have**.
  
  \[ \text{do} \rightarrow \text{past tense with helping verb} = \text{have done} \]
  
  This sentence is not correct:  \[ \text{We have did our homework.} \]
  
  This sentence is correct:  \[ \text{We have done our homework.} \]
Study Skills: Graphs

REMEMBER THE RULES

- A graph is a diagram that shows the relationship between two or more things. You can use a graph to compare information.
- A bar graph uses bars to show and compare information.
- A circle graph compares parts of a whole.
- A line graph shows changes over a period of time.

A. Write which graph (the bar graph, the circle graph, or the line graph) would help you answer the following questions.

1. What time do most children watch TV? ________________
2. How many children like to watch sports? ________________
3. How many children watch TV at 8:00? ________________
4. How much TV do four children watch? ________________
5. How many children like watching the news best? ________________

B. Can you find the information on one of these graphs? Write yes or no.

6. Children like playing outdoors more than watching TV. __________
7. Four children watch between 3 and 4 hours of television. __________
8. More children watch TV at 5:00 than at 6:00. __________
9. Ten children eat dinner at 6:00. __________
10. Children like watching cartoons more than the weather. __________

At Home: Take a survey of the favorite television shows of family members. Show the information on a graph.
Vocabulary: Suffixes

- A suffix is a word part added to the end of a base word.
- A suffix changes the meaning of the base word.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>kicker</td>
<td>one who kicks</td>
</tr>
<tr>
<td>-or</td>
<td>visitor</td>
<td>one who visits</td>
</tr>
<tr>
<td>-less</td>
<td>winless</td>
<td>without winning</td>
</tr>
<tr>
<td>-able</td>
<td>avoidable</td>
<td>able to be avoided</td>
</tr>
<tr>
<td>-ly</td>
<td>seriously</td>
<td>in a serious way</td>
</tr>
<tr>
<td>-ful</td>
<td>joyful</td>
<td>full of joy</td>
</tr>
</tbody>
</table>

A. Read each sentence. Circle each word with a suffix.
1. The Rockets were hopeful about the game.
2. Although winless, the team prepared for a win.
3. They had practiced seriously all week.
4. Every player worked hard.
5. With hard work, a victory was attainable.

B. Read each sentence. Underline each word with a suffix. Then write the word with a suffix on the line.
6. The Rockets were fearless.

7. With teamwork, they would be successful.

8. Kathleen was the Rockets’ best kicker.

9. Kathleen aimed every shot perfectly.

10. The Rockets’ goal of a win was reachable.
A. In each sentence, circle the word or words that describe how something looks, sounds, smells, tastes, or feels.

1. The beautiful ocean beach is my favorite place to play.
2. I can smell the fresh salt air as soon as we get out of the car.
3. I can’t wait to take off my shoes and feel the hot sand on my feet.
4. When I get thirsty, Mom gives me the sweet lemonade we brought.
5. If I get tired, the waves crashing on the shore put me to sleep.

B. Add a sensory detail on the line to complete each sentence.

6. Yesterday we went to the _______________ beach.
7. I packed some sandwiches that smelled _______________.
8. On the way, we drove past _______________ trees.
9. The _______________ music on the car radio made me happy.
10. When I felt the water at the beach, it was _______________.
Features of Writing That Compares

Writing that compares looks at two things and describes how they are alike and how they are different. Successful writing that compares:

- explains **how two things are alike**.
- explains **how two things are different**.
- uses **compare and contrast words**.

Choose one of the following pairs of things to compare. Circle your choice.

- a penny and a nickel
- a frog and a toad
- a pumpkin and an orange

Write at least two ways the items are alike.

1. ____________________________
2. ____________________________

Write at least two ways the items are different.

3. ____________________________
4. ____________________________

5. On another sheet of paper write a paragraph comparing the two items. Use descriptive details and words that compare and contrast.

**At Home:** Look for two items to compare. With a family member, write at least three sentences comparing these two items. Read your sentences to your family.
Prewrite: Writing That Compares

Choose two insects you would like to compare. Write their names on the lines below. Brainstorm a list of several facts about each insect. Use the Venn diagram to organize your facts about the two insects.

Name_________________________ Date__________ Practice 60b

At Home: With a family member, compare two rooms in your house. Make a Venn diagram to organize your information.
Revise: Writing That Compares

One way to revise your writing when you are comparing two things is to elaborate. When you elaborate, you add details that help make your writing clearer.

A. Read the first draft of a report about bees and wasps. Add the numbered information below to make the report more informative. Write the number of each piece of information where you want to add it. Use the “add” symbol \(^\wedge\). The first one is done for you.

1. using their four wings
2. female
3. Like all insects,
4. For instance,
5. which builds its home from mud.

B. Use the changes you marked to write the revised report on another sheet of paper.

At Home: Choose two insects and draw a picture of each one. Write sentences comparing the two insects. Read your sentences to a family member.
Read these paragraphs about bees and wasps. Check for spelling and punctuation errors. See if capital letters are used correctly. Read aloud to check for correct forms of linking verbs.

A. Use the proofreading marks to mark the ten errors in the report.

Bees and Wasps

At first glance, bees and wasps is very similar. You can find both kinds of insects flying around the garden using their four wings. The female bee and female wasp can both sting. Like all insects, bees and wasps have six legs and three body parts.

But there is several differences between the be and the wasp. For instance, bees live in hives, but wasps build their homes from mud. Bees eat the nectar from flowers, but wasps eat other insects.

B. Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.

At Home: Write a paragraph comparing two things in your home, such as two lamps or two toys. Ask a family member to proofread your paragraphs with you.
Rewrite each sentence. Replace the underlined words. Use the correct pronoun in ( ).

1. The boys decided to buy lunch. (He, They)

2. Jared realized that he did not have money. (He, You)

3. Just then Jared saw his sister walk by. (her, it)

4. Marcia was sure to have money for lunch. (She, They)

5. Marcia told Jared she would lend the money to him. (it, them)

6. Now Jared and Josh could buy lunch. (they, he)

7. Marcia had lunch with the boys. (them, it)

8. Marcia, Jared, and Josh ordered a pizza. (They, We)

9. Jared wanted the pizza to have extra cheese. (them, it)

10. Marcia said, “Josh and I don’t want extra cheese.” (We, You)

REMEMBER THE RULES

A pronoun is a word that takes the place of one or more nouns.

Jenna plays the piano. → She plays the piano.

At Home: Ask a family member to help you name your relatives. Use pronouns to tell how they are related to you.
Subject Pronouns

REMEMBER THE RULES

- Use a subject pronoun as the subject of a sentence.

Roberto took a picture. → He took a picture.

A. Circle the subject pronoun in each sentence.

1. We did all of our homework.
2. They knew all of the answers on the test.
3. It was a very hard test.
4. Last week I spent more time studying.
5. You never know when the teacher will give a surprise test.
6. Tonight we will do our homework after supper.
7. He can help us with the math.
8. She always does her work before going out to play.
9. This time I will get a good grade on the test.
10. Now we are very proud of our grades.

B. Rewrite the sentences. Replace each underlined subject with a subject pronoun.

11. Ushi and her brother Liko woke up late for school.
12. The alarm clock did not ring.
13. Ushi gets very upset when she is late.
14. Liko does not worry if he is late.
15. You and I can be late together.

At Home: Talk to a member of your family about any topic for five minutes. Listen for subject pronouns as you talk. Make a list.
Object Pronouns

**REMEMBER THE RULES**

- Use an **object pronoun** after an action verb or after words such as *for, at, of, with,* and *to.*

  \[
  \text{Julia chased } \underline{\text{the rabbits}}. \\
  \downarrow \\
  \text{Julia chased } \underline{\text{them}}.
  \]

A. Read each sentence. Then write **subject pronoun** or **object pronoun** to tell what each underlined word is.

1. I have to go out in the rain this morning. ______________________
2. If I wear my new shoes, I will ruin them. ______________________
3. Luckily, Dad bought boots for me. ______________________
4. I must remember to thank him. ______________________
5. They will protect my new shoes from the rain. ______________________

B. Rewrite the sentences. Replace each underlined noun or nouns with an object pronoun.

6. My brother Sam took Linda and me to the movies. ______________________

7. We were very excited to see the new movie. ______________________

8. Everyone who wanted tickets had to wait in line. ______________________

9. Sam bought something to eat for Linda and me. ______________________

10. We ate the food while we waited for our tickets. ______________________
Mechanics and Usage: Using *I* and *Me*

**REMEMBER THE RULES**
- Use the pronouns *I* and *me* to write about yourself.
- Use *I* in the subject of a sentence.
  
  \[ I \text{ finished all my homework.} \]
- Use *me* after an action verb and words such as *in, for, with, by, or at.*
  
  \[ Bryant visited me. \]

**A.** Write *I* or *me* to complete each sentence.

1. ____________ want to go out to play.

2. My friends and ____________ will go to the park.

3. They want ____________ to come now.

4. ____________ cannot go yet.

5. It is time for ____________ to practice playing the piano.

**B.** Read the sentences. If the underlined word is correct, write **correct** on the line. If it is incorrect, rewrite the sentence to make it correct.

6. Miko played tag with Gina and *I*.

7. *I* fell down while running away.

8. Gina helped *me* get up.

9. Gina and *me* started running again.

10. Miko, Gina, and *I* played until dark.

**At Home:** Write two sentences about something you do that takes practice. Use *I* and *me* correctly in your sentences. Show them to a family member.
Mixed Review

REMEMBER THE RULES

- A pronoun is a word that takes the place of one or more nouns.
- A pronoun must match the noun it replaces.
- Use a subject pronoun as the subject of a sentence.
- Use an object pronoun after an action verb, or after words such as for, at, of, with, and to.

Louise plays the trombone. → She plays the trombone.
Miguel sings with Mr. Bartlett. → Miguel sings with him.

A. Write a pronoun to replace the underlined word or words.

1. Ashley and Maria play the violin. ________________________________
2. Every day, Pam and I hear them practice. _________________________
3. Our office is next to the practice room. ___________________________
4. The music doesn’t bother Pam or me. _____________________________
5. Pam enjoys listening to the music. ________________________________

B. Read each sentence. Write a pronoun to replace the underlined word. Write S beside the subject pronouns. Write O beside the object pronouns.

6. Dr. Willis works one office away.
   ________________________________

7. He and his daughter are dentists.
   ________________________________

8. The violins inspire Dr. Willis to sing.
   ________________________________

9. The violins inspire his daughter to hum.
   ________________________________

10. Our office building is a musical place.
    _______________________________

At Home: Play a pronoun game. Ask a family member to say something about a famous person, using a pronoun instead of his or her name. Try to guess who the person is.
Pronoun-Verb Agreement

REMEMBER THE RULES

- A verb in the present tense must agree with its subject pronoun.

  * She needs help with homework.  
  * They help Maria.

A. Circle the subject pronoun. On the line, write the verb in ( ) that agrees with the subject pronoun.

1. We (need, needs) a new computer.
2. He (like, likes) to play games on the computer.
3. I (want, wants) to use it to do my homework.
4. We (go, goes) to the computer store.
5. They (show, shows) us a great computer.
6. I (ask, asks) if I can use it for homework.
7. She (say, says) it will work well for homework.
8. He (hope, hopes) it comes with games.
9. She (point, points) to many games.
10. We (buy, buys) a new computer.

B. Read the sentences. If the underlined verb is correct, write correct on the line. If it is incorrect, rewrite the sentence to make it correct.

11. She visit her friend.
12. He feels tired today.
13. You needs to rest.
14. We lets him go to sleep.
15. They play the next day.
Possessive Pronouns

**REMEMBER THE RULES**

- A possessive pronoun shows who or what owns something. It takes the place of a possessive noun.

  - John’s house is in the country.
  - His house is in the country.

A. Read each sentence. Circle the possessive pronoun and underline the noun that belongs with it.

1. Stephen and I are riding our bikes this morning.
2. We are going to a sports store in his neighborhood.
3. I would like to replace my helmet.
4. Stephen is shopping for a baseball glove for his sister.
5. The sports store has not opened its doors yet.
6. Finally, the owner arrives carrying her keys.
7. “Where are your helmets?” I ask eagerly.
8. Soon she is busy helping other customers with their questions.
9. Stephen and I see a helmet and ask the store owner for her opinion.
10. She agrees that our choice is a good one.

B. Write each sentence using the correct possessive pronoun in ( ).

11. Stephen wants to buy Carey a glove like (my, mine).
12. I tell him, “(Your, Yours) sister will like this one.”
13. Stephen pays for the glove and puts it in (he, his) backpack.
14. We see Carey park (her, hers) bike outside the store.
15. Stephen says, “She almost saw (mine, my) surprise!”

---

At Home: Find three items at home that belong to other family members. Use possessive pronouns to tell who owns the items.
Pronoun-Verb Contractions

REMEMBER THE RULES

• A contraction is a shortened form of two words.
• An apostrophe (’) replaces any letters that are left out in a pronoun-verb contraction.

They are big basketball fans. → They’re big basketball fans.

Replace the underlined contractions with the two words that make up the contraction. Write the new sentence.

1. I’ve been invited to the game.

2. It’s the biggest event of the year.

3. We’ve been practicing for a long time.

4. He’ll help me get more practice time.

5. The coach told me, “You’ll win!”

6. He’s a good coach and he works hard.

7. We’re good players, my parents said.

8. They’re excited about the game.

9. I’ll ride with my team on the bus.

10. We’ll have fun on the trip.

At Home: Write “You’re__,” “I’m__,” “It’s__,” and “We’re__,” on index cards. With a family member, take turns picking cards and completing the sentences.
**Mechanics and Usage:**

**Contractions and Possessive Pronouns**

**REMEMBER THE RULES**

- The words *its, your,* and *their* are **possessive pronouns.**
  
  *They have to do their chores before they can play.*

- The words *it’s, you’re,* and *they’re* are **contractions.**
  
  *They’re going to do the chores quickly so they can play.*

Rewrite each sentence using the correct word in ( ).

1. (Your, You’re) telephone is ringing.

2. (Its, It’s) probably a friend calling.

3. (Your, You’re) going to answer it, aren’t you?

4. The phone stops (its, it’s) ringing.

5. Your friends ride (their, they’re) bikes.

6. They arrive at (your, you’re) house.

7. (They’re, Their) knocking on the door.

8. They say, “You didn’t answer (you’re, your) phone.”

9. (It’s, Its) because you were eating.

10. Now that (their, they’re) here, you can play.

---

**At Home:**

Write a pair of words on slips of paper. For example, *its, it’s; your, you’re.* With your family, take turns using them in sentences.
At Home: Ask permission to gather together books or other objects that belong to members of your family. For each object, write a label that uses a possessive pronoun.
Common Errors with Pronouns

REMEMBER THE RULES

It is important to use the right subject and object pronouns.

• Use a **subject pronoun** as the subject of a sentence.
  
  This sentence is **not** correct:  
  *Me learned to scuba dive last year.*
  This sentence is correct:  
  *I learned to scuba dive last year.*

• Use an **object pronoun** after an action verb or after words such as *for, at, of, with,* and *to.*
  
  This sentence is **not** correct:  
  *Mom took I to the scuba class.*
  This sentence is correct:  
  *Mom took me to the scuba class.*

• Use an **apostrophe (’)** in a contraction but not with a possessive noun.
  
  This sentence is **not** correct:  
  *Its fun to go scuba diving!*
  This sentence is correct:  
  *It’s fun to go scuba diving!*

Write the correct pronoun from the box to replace each underlined word or words. You will use some pronouns more than once.

<table>
<thead>
<tr>
<th>we</th>
<th>me</th>
<th>him</th>
<th>its</th>
</tr>
</thead>
<tbody>
<tr>
<td>us</td>
<td>he</td>
<td>they</td>
<td>she</td>
</tr>
</tbody>
</table>

1. Mom and I went scuba diving last week. ____________________________

2. The big tank helped **myself** breathe underwater. ____________________

3. Our guide led Mom and me toward some pink rocks. ____________________

4. The guide turned over a rock and tiny fish swam out. __________________

5. The clear mask helped the **guide** see the fish. ____________________

6. Mom saw some giant clams. _______________________________________

7. Dad and Mom took pictures of the boats. _____________________________

8. Dad let **myself** take pictures of a seal. ___________________________

9. You could barely see its nose above the water. _____________________

10. Mom asked Dad and me to pose for a picture. ________________________

---

**At Home:** Play Pronoun Charades with your family. Each person acts something out. Say what the person is doing, using a pronoun in place of the person’s name.
At Home: Look up your state in an encyclopedia. Write one interesting new thing you learned about your state. Share this information with a family member.
Vocabulary: Homophones

- Words that sound alike but have different spellings and different meanings are called **homophones**.

  - blew, blue
  - no, know
  - sun, son
  - to, two, too
  - rode, road, rowed
  - ours, hours
  - there, their
  - creak, creek

Choose the correct homophones to complete the rhyme. Write each correct homophone on the line.

1. The day was fine. The sky was (blue, blew).
2. Hong See wondered what to (do, due).
3. “I (know, no) that I could work,” she said.
4. “I think I’ll (roe, row) my boat instead.”
5. She drove her car along the (road, rode).
6. Behind her car a boat she (towed, toad).
7. The trip took Hong See just two (ours, hours).
8. She parked her car behind some (flowers, flours).
9. The winding (creak, creek) looked so inviting!
10. Now Hong See’s day (would, wood) be exciting.

At Home: Write a shopping list using incorrect homophones for the words one, two, four, and eight. Show the list to family members. Explain the homophones.
Juan learned some interesting facts about giant pandas. He made a list of things he learned.

- Climbs trees to escape its enemies
- Eats bamboo and bamboo shoots
- Black and white coat
- The size and shape of a bear
- Found only in China
- Has short black ears
- Has long, strong claws
- Large black patches around its eyes

Juan made an outline. His first main idea is listed beside I on the outline. Choose five facts that belong with this idea. Write one fact beside each letter in the outline.

<table>
<thead>
<tr>
<th>Topic: The Giant Panda</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Body features of the giant panda.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
</tr>
</tbody>
</table>
Read the paragraph about weather vanes. Then answer the questions.

1) A weather vane can decorate your home and tell you the wind’s direction. 2) It is shaped like an arrow with big fancy letters that stand for the four directions: North, South, East, and West. 3) Sometimes the arrow is painted gold and has a gold rooster standing on it. 4) As the wind blows, the arrow swings around to show the wind’s direction. 5) The arrow always points into the wind. 6) In summary, people like weather vanes because they look nice and tell about the wind, too.

Write the number of the sentence or sentences that answer each question.

1. Which sentence introduces the main idea? _________________
2. Which sentences give details about the main idea? _________________
3. Which sentences tell how a weather vane looks? _________________
4. Which sentence begins with connecting words? _________________
5. Which sentence draws a conclusion? _________________

At Home: With a family member, find a useful tool such as a hammer or a screwdriver. Write a paragraph describing this tool, using a main idea and supporting details.
Think of a topic for a report about pets. You may wish to write a report on caring for a pet. Write your topic. Now plan your report. What main ideas fit under the topic of caring for a pet? What supporting details would fit under each main idea? Write main ideas and details where they belong on the outline chart below.

Topic:

I.
   A.
   B.

II.
   A.
   B.

III.
   A.
   B.
An important step in writing is revising your first draft. In this way you can polish your writing and add or take out information.

A. Read the first draft below. Then follow these steps to revise it.
   • Add important details that will help the reader understand exactly what you mean.
   • Use a connecting word to connect one thought with another.

   Feed your pet every day. You can buy prepared food for most pets. These foods have the vitamins and minerals your pet needs.

   Make sure your pet has a home. Pet birds should live in cages that are large enough for them. Indoor pets like dogs and cats need a place to sleep. They should have a pet bed or a basket. If your dog lives outdoors, provide it with a doghouse.

   It takes time and planning to take care of a pet. A pet is a wonderful friend. Do your part to keep the friendship going.

B. Use the changes you marked to write the revised report on pets on another sheet of paper.
Proofread: Expository Writing

Read the paragraphs from a report on caring for your pet. Check to see if there are any errors in writing contractions. Make sure that possessive pronouns are used correctly.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

Dont give your dog or cat a bath too often. Too many baths will make your pets skin dry and itchy. If your cat or dog’s coat gets muddy, wipe off the mud and let its coat drye. Then brush it well.

If you have pet birds or gerbils, be sure to clean their cages often. Keep their food dishes full. Give them fresh water every day.

B. Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.
Adjectives That Tell *What Kind*

**REMEMBER THE RULES**

- An adjective is a word that describes a noun.
  
  *Look at the wonderful plants.*
- An adjective can tell *what kind.*
  
  *Let’s plant a new garden.*

**A.** Draw a line under each adjective. Draw two lines under the noun the adjective describes.

1. A helpful woman answered questions.
2. Bright sun helps the flowers grow.
3. Ferns like moist soil and shade.
4. Vines will climb the stone wall.
5. Here are tall plants.
6. They have purple flowers.
7. We’ll plant flowers in the back row.
8. I found short plants for the front.
9. We also need new tools.
10. We’ll have a beautiful garden.

**B.** Complete each sentence with an adjective from the box.

<table>
<thead>
<tr>
<th>deep</th>
<th>full</th>
<th>hard</th>
<th>large</th>
<th>young</th>
</tr>
</thead>
</table>

11. Planting a garden is ____________ work.
12. Our shovels dig ____________ holes.
13. Help me move this ____________ rock.
14. Here is a ____________ pail of water.
15. We planted the ____________ plants carefully.

---

At Home: Look for flower pictures in books or magazines with a family member. Take turns using adjectives to describe them.
Adjectives That Tell How Many

**REMEMBER THE RULES**

- An **adjective** can tell *how many*.
- *Few, many,* and *several* are special adjectives that tell *how many*.

  *Four* children are on the swings.
  *Many* children are playing tag.

A. Draw a line under each adjective that tells *how many*. Circle the noun that the adjective describes.

1. Many children are on the playground.
2. Three teachers are here, too.
3. Four children play hopscotch.
4. Several children stand in a circle and play catch.
5. They are juggling with three balls.
6. A few children are on the climbing bars.
7. Two girls have climbed high.
8. One boy suggests a game of tag.
9. He calls to several classmates.
10. I jump rope with five friends.

B. Complete each sentence. Write an adjective that tells *how many*.

11. ________________ teacher knows a new game.
12. ________________ children want to learn the game.
13. We line up in ________________ lines.
14. ________________ children are in each line.
15. Suddenly ________________ bells announce the end of recess.
Articles

REMEMBER THE RULES
- Articles are the special adjectives a, an, and the.
- Use a before singular nouns that begin with a consonant.
- Use an with singular nouns that begin with a vowel.
- You can use the before both singular and plural nouns.

\[ a \text{ den} \quad an \text{ animal} \quad the \text{ river} \]

A. Circle the correct article in ( ) to complete each sentence.

1. (A, An) river otter is a large animal.
2. (A, An) otter’s body may be over three feet long.
3. (The, A) otter’s fur is dark brown.
4. A young otter is called (an, a) cub.
5. Otters live near (an, a) river or stream.
6. Otters often live at (a, the) end of a river.
7. They eat (an, the) fish that live in the river.
8. (A, An) adult otter is a wonderful swimmer.
9. (A, The) otter’s den is usually in the riverbank.
10. Otters look for (a, an) hole or stump for their den.

B. Write a, an, or the to complete each sentence.

11. Cora saw ___________________ otter once.
12. She watched it in ___________________ otter pool at the zoo.
13. ___________________ otter swam and played in the water.
15. Cora hoped ___________________ otter was happy.

At Home: With a family member, read a library book about an animal you like or have seen. Count the articles a, an, and the on at least one page.
Adjectives That Compare

REMEMBER THE RULES

• Add -er to an adjective to compare two nouns.
  
  * I am shorter than Mia and Meg.*

• Add -est to an adjective to compare more than two nouns.
  
  * I am the shortest girl in the class.*

A. Underline the correct adjective in ( ) to complete the sentence.

1. Gina is (taller, tallest) this year than last year.
2. Her legs are (longest, longer) than her pant legs.
3. Her sleeves are (shorter, shortest) than her arms.
4. Her brother’s clothes are (newest, newer) than hers.
5. This dress is the (cool, coolest) one Gina has ever seen.
6. Its colors are the (brighter, brightest) of all.
7. This sweater is (softer, softest) than the red one.
8. Gina’s jeans are (dark, darker) than her sister’s jeans.
9. We wear these jackets in the (colder, coldest) weather of all.
10. Gina’s green hat is (warmer, warmest) than her old red hat.

B. Write the correct form of an adjective from the box to complete each sentence.

<table>
<thead>
<tr>
<th>old</th>
<th>tall</th>
<th>short</th>
<th>small</th>
<th>young</th>
</tr>
</thead>
</table>

11. Gina puts her _____________ clothes in a pile to give away.
12. Gina is the _____________ of three sisters.
13. Her old clothes will fit her
    _____________ sister, Kate.
14. Olivia is the middle sister, but she
    is _____________ than Kate.
15. Olivia is the _____________ of the girls.

At Home: Use adjectives to compare yourself to your family members. Make up a few sentences, for example:

* I am taller than my sister.*
Spelling Adjectives That Compare

REMEMBER THE RULES

- For adjectives ending in a consonant sound and y, change the y to i and add -er or -est.
  
  tastier tastiest

- For adjectives ending in e, drop the e, and add -er or -est.
  
  rarer rarest

- For adjectives that have a single vowel sound before a final consonant, double the final consonant and add -er or -est.
  
  redder reddest

A. Write the correct form of the adjective in () to complete each sentence.

1. Today is the __________ day all week. (sunny)

2. It is the __________ day to pick apples. (nice)

3. The apples are __________ on this tree. (big)

4. This is the __________ apple I’ve ever seen. (huge)

5. This apple is the __________ of all. (shiny)

B. Write the correct form of an adjective from the box to complete each sentence.

<table>
<thead>
<tr>
<th>dirty</th>
<th>dry</th>
<th>heavy</th>
<th>large</th>
<th>muddy</th>
</tr>
</thead>
</table>

6. Let’s get a __________ basket than this one.

7. The ground is __________ over here.

8. My shoes are __________ than yours!

9. Look! Dad’s shoes are __________ of all.

10. Dad carried the __________ bag of apples.

At Home: Take a poll of your family members about the fruits they like. Ask them to compare the fruits. Write the adjectives they use.
Mechanics and Usage: Using Commas

REMEMBER THE RULES

• Use a comma after the name of a person being spoken to.
  
  Willie, have you been to the aquarium?

• Use a comma after words such as yes and no when they begin a sentence.
  
  Yes, my class went there last year.

A. Add a comma where it belongs in each sentence.

1. Girls and boys this is our aquarium guide.
2. Students this is what we’ll see today in the aquarium.
3. Carlos you can watch the seals in the outside pool.
4. Jenna I’ll take you to the inside tide pool.
5. Children you’ll all see the huge tank inside.
6. Mr. Jackson will we see sharks?
7. Yes there are several sharks in the huge tank.
8. Okay are there any more questions?
9. Angie I can’t wait to see the seals!
10. No you can’t feed the sharks.

B. Write more sentences about seals, sharks, or other animals you might see at the aquarium. Begin three sentences with a person’s name. Begin two sentences with words such as yes, no, and okay.

11. 
12. 
13. 
14. 
15. 

At Home: With a family member, write down a story conversation. Each of you write what one character says. Use commas correctly after first words.
Mixed Review

REMEMBER THE RULES

• An adjective can tell what kind or how many.
  *The United States has wonderful vacation spots.*
  *There are fifty national parks.*

• Add -er to an adjective to compare two nouns.
  *Yosemite National Park in California is larger than Acadia in Maine.*

• Add -est to an adjective to compare more than two nouns.
  *Yellowstone is the oldest of all the national parks.*

• Use the article an before singular nouns that begin with a vowel.
  *Use a before singular nouns that begin with a consonant.*

Circle the correct article in ( ) in each sentence. Then, write the sentence on the lines, using the correct form of the underlined adjective.

1.–2. The large number of natural arches in the world is in (an, a) park in Utah.

3.–4. The funny animal I saw in the Everglades was (an, a) otter.

5.–6. In Acadia, the black skimmer is (a, an) pretty bird than the gull.

7.–8. Crater Lake is (a, an) color that looks dark than ink.

9.–10. The scary snake I saw was (an, a) rattlesnake in Big Bend National Park.

At Home: Think of a place you visited. With a family member, write some sentences about what you saw there. Use adjectives that compare.
Adverbs

REMEMBER THE RULES

- An **adverb** is a word that tells more about a verb.
- An adverb tells *where*, *when*, or *how*.

  *Mary and Leila come **here** to help.* → *where*
  *We **secretly** make plans.* → *how*
  *Tomorrow, Ema will be surprised.* → *when*

A. Draw one line under the verb in each sentence. Circle the adverb that tells about the verb.

1. We decorate outside for the party.
2. Mary and I move the table there.
3. We neatly arrange the chairs.
4. Yesterday, Mr. Malik bought the party food.
5. Later, we will help Mr. Malik.

B. Circle the adverb in each sentence. Write on the line whether it tells *when*, *where*, or *how* about the verb.

6. Tomorrow Leila will make some decorations.
7. She always makes wonderful and colorful things.
8. She never has food on the table when she works.
9. Music plays softly while she makes a paper dragon.
10. Pieces of colored paper are everywhere.
11. She carefully cuts and pastes the parts.
12. She puts the finished dragon inside to dry.
13. When it is dry, she quickly attaches it to a string.
14. We bring the dragon outside and hang it on the porch.
15. The paper dragon sways gently in the wind.
Adverbs That Tell How

REMEMBER THE RULES

- Some adverbs tell how an action takes place.
- Adverbs that tell how often end with -ly.

I sleep soundly at night.

A. Underline the adverb that tells how in each sentence. Circle the verb that the adverb describes.

1. The day started early.
2. I eagerly ate breakfast.
3. Carelessly, I dropped my cereal bowl.
4. Buster the dog barked loudly at me.
5. I spoke to Buster sternly.
6. Grandma gently calmed me.
7. I quickly headed to school.
8. Something unexpectedly tripped me.
10. I entered the school nervously.

B. Write each sentence. Add -ly to the word in ( ) to form an adverb. Circle the verb it describes.

11. My teacher greeted me (kind).
12. I (sad) explained about the book.
13. I waited (anxious) for more disasters.
14. The day passed (slow).
15. I went home that afternoon (careful).

At Home: Write three sentences about your day. Use adverbs to describe the verbs you use. Share your sentences with a family member.
Adverbs That Tell *When* or *Where*

**REMEMBER THE RULES**

- Some adverbs tell *when* or *where* an action takes place.
  
  *Soon* the school day ends. → *when*
  
  *Tami sits* outside and dreams. → *where*

A. Circle the adverb in each sentence. Underline the verb it describes.

1. Tami often dreams about boats.
2. First, she pictures ocean waves.
3. Small boats sail everywhere.
4. Next, Tami imagines ocean sounds.
5. She hears seagulls overhead.
6. Now Tami sits in her own boat.
7. She looks ahead.
8. A large ship sails close.
9. Tami turns her boat away.
10. The wind and waves carry her far.

B. Circle the adverb in each sentence. Write *when* or *where* to show what the adverb tells.

11. Soon Dad calls her for dinner.
12. Tami goes inside.
13. Then she tells Dad about the boats.
14. We’ll go to the library tomorrow.
15. There we’ll find books about boats.

---

At Home: Make up an adventure with a family member. Use adverbs that tell *when* and *where.*
Combining Sentences: Adjectives and Adverbs

REMEMBER THE RULES

- Two sentences can be combined by adding an adjective or an adverb to one sentence.

  *We hung a birdfeeder. We hung it outside.*
  *We hung a birdfeeder outside.*

A. Add an adjective or adverb to one of the sentences in each pair. Write the new sentence.

1. We watch the cardinals. The cardinals are red.

2. The cardinals sing. They sing cheerfully.

3. One cardinal takes a seed. It is a black seed.

4. The cardinal flies away. The cardinal flies quickly.

5. The cardinal will return. It will return soon.

B. Combine the sentences, using the adjectives. Write the new sentence.

6. Al has a lizard. The lizard is green.

7. The snake lives in a terrarium. The terrarium is small.

8. Jamie’s pet is a bird. The bird is noisy.

9. The bird squawks in its cage. The bird squawks often.

10. Amy has a cat. The cat is smart.

At Home: Watch an animal and write sentences about what it does. Ask a family member to help you combine sentences that are similar.
REMEMBER THE RULES

• Quotation marks (" ") come at the beginning and end of the exact words a person says.

"I have an idea," Beni said.

A. Add quotation marks where they are needed in each sentence.

1. Let’s play Alphabet Spy, said Beni.
2. Does everyone know how to play? he asked.
3. Then he said, You start, Kara.
4. I see an acorn, Kara said.
5. There’s a ball! called out Sandy.
6. I spy a chipmunk, added Fred.
7. Sandy laughed and said, That’s not a chipmunk.
8. It’s a red squirrel, Kara explained.
9. Okay, I spy a car, said Fred loudly.
10. I can see a dog, said Beni eagerly.

B. Rewrite these sentences to continue the game. Add quotation marks where they are needed.

11. I see your elbow, Kara said to Sandy.

12. Sandy said to Fred, I see your feet.

13. I’m looking at a gate, Fred said to Kara.

14. Beni announced, Look, there’s a horse!

15. Kara added, I can see some ivy.
Mixed Review

REMEMBER THE RULES

• An **adverb** is a word that tells more about a verb.
• Adverbs that tell **how** often end with **-ly**.
  
  *Simon plays the violin **beautifully**.*
• Some adverbs tell **when** or **where** an action takes place.
  
  *He plays **downstairs**.*
• Two sentences can be combined by adding an adjective or an adverb to one sentence.
  
  *Mr. Trent listens. He listens **eagerly**. *Mr. Trent listens eagerly.*

A. Read each sentence. Circle each adverb. Draw a line under each verb. Write **how**, **when**, or **where** to tell about each adverb.

1. Sonia strums her guitar **wildly**.

2. She always breaks the strings.

3. Danielle practices the piano **quickly**.

4. Her friends are waiting for her **nearby**.

5. They ask her to play **later**.

B. Combine each pair of sentences by adding an adjective or an adverb to one of the sentences. Write the new sentence on the line.

6. Mr. Trent teaches music. He teaches music **happily**.

7. Jamal takes drum lessons. He takes drum lessons **often**.

8. Walter plays a violin. It is **small**.

9. Amelia comes to band practice. She comes **early**.

10. Mr. Trent leads the band. The band is **talented**.

**At Home:** Write some sentences about when you played or listened to music. Use adverbs that tell **how**, **when**, and **where**. Read your sentences to a family member.
Common Errors with Adjectives

**REMEMBER THE RULES**

- For most short adjectives, add **-er** to compare two nouns and **-est** to compare more than two.
  
  clean + **er** = cleaner  
  clean + **est** = cleanest

- For long adjectives, use **more** to compare two nouns and **most** to compare more than two.
  
  Not Correct: *The blue dress is beautifier than the pink dress.*  
  Correct: *The blue dress is more beautiful than the pink dress.*  
  *The lavender dress is the most beautiful dress of all.*

- When an adjective ends in a consonant and *y*, change the *y* to *i* before adding **-er** or **-est**.
  
  Not Correct: *funny + **er** = funnyer  or  funny + **est** = funnyest*  
  Correct: *funny + **er** = funnier  funny + **est** = funniest*

- When an adjective ends with a single vowel and a single consonant, double the consonant before adding **-er** or **-est**.
  
  red + **er** = redder  red + **est** = reddest

Circle the correct adjective in ( ) in each sentence.

1. Our town has the (most greatest, greatest) carnival in the county.
2. The Ferris wheel is (bigger, more bigger) than the one at the park.
3. The tent is (prettier, more pretty) than the one at the zoo.
4. Even the popcorn is the (tastyest, tastiest).
5. The stuffed dog I won is (more cuter, cuter) than the one I already have.
6. We saw the (most wonderful, wonderfulest) puppet show.
7. It was the (funniest, funniest) puppet show I have ever seen.
8. One puppet had a (larger, largest) head than mine!
9. The puppets were (beautifuler, more beautiful) than in the last show.
10. The colors were the (most brightest, brightest) I have ever seen.

At Home: With a family member, write three sentences about a favorite movie or event. Use adjectives that compare to describe the event.
Study Skills: Thesaurus

**REMEMBER THE RULES**

- **Synonyms** are words that have almost the same meaning.
  - *cold* → *chilly*
- **Antonyms** are words that have opposite meanings.
  - *cold* → *hot*
- A **thesaurus** is a book that can help you find the exact word you want to use to make your meaning clear.

**quiet adj.** with little or no noise.
*The town is quiet after a snowstorm.*

**right adj.** free from error; true.
*Theo’s answer was right.*

**calm** free of excitement or strong feeling; quiet.
*The sea was calm.*

**peaceful** calm; undisturbed.
*The woods are peaceful at the end of the day.*

**antonyms:** loud, noisy

**correct** agreeing with fact or truth.
*Let me show you the correct way to mow the lawn.*

**exact** very accurate; completely correct.
*Larry knew the exact number of books in the pile.*

**antonyms:** wrong, mistaken

The thesaurus page above shows the entry words **quiet** and **right**. Use these entries to answer the questions.

1. What are two synonyms for **quiet**?
2. What are two antonyms for **right**?
3. What is the definition of **right**?
4. What part of speech is **quiet**?
5. What definition is given for **peaceful**?
6. What are two antonyms for **quiet**?
7. What are two synonyms for **right**?
8. What is the definition of **quiet**?
9. What part of speech is **right**?
10. What example sentence is given for **quiet**?

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**At Home:** Play a synonym game with your family. They call out a word and you call out a synonym for the word. Give points for each correct synonym. Keep score.
Vocabulary: Synonyms and Antonyms

**Synonyms** are words that have the same or almost the same meaning.
- small and little
- cry and weep

**Antonyms** are words that have opposite meanings.
- high and low
- sweet and sour

A. Read the sentences. Write the synonym in ( ) for each underlined word.

1. My uncle is a **fine** musician.
   (good, tall)

2. When he was a boy, he **saw** many concerts on television.
   (read, watched)

3. He **loved** the sound of the piano.
   (looked, liked)

4. He told his family he **wanted** to learn to play it.
   (liked, wished)

5. He took lessons and he learned very **quickly**.
   (much, fast)

B. Draw lines to match each word on the left with its antonym on the right.

6. brave — last
7. clean — smooth
8. first — slow
9. rough — cowardly
10. quick — dirty

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At Home: Play antonym charades with your family. Take turns acting out action words. Then call out an antonym for the word.
Composition: Beginning, Middle, End

A. Read the sentences in the scrambled story below. Put them in an order that makes sense. On the lines, write whether the sentence is a beginning, middle or end.

1. Timmy hung a bell on the cat. ________________________________
2. One day the mice had a meeting. ________________________________
3. The mice were never afraid of the cat again. ________________________________
4. Timmy Mouse had an idea. ________________________________
5. They all agreed on a plan. ________________________________

B. Write a good beginning or end for these topics.

6. The Little Pig (beginning)

______________________________

7. Wait Until It Snows (end)

______________________________

8. Grandmother’s Attic (beginning)

______________________________

9. The Frogs’ Holiday (end)

______________________________

10. The Treasure Hunt (beginning)

______________________________

• All good writing has a **beginning** that grabs the reader’s attention, a **middle** that tells what happens, and an **end** that tells how everything turns out.

• **Beginning:** tells who and what the story is about and when and where it takes place

• **Middle:** tells the story events, actions, and problems

• **End:** tells how it all turns out in a way that makes sense

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At Home: Make up a story with your family. One person starts with a beginning. The next tells the middle. Continue until everyone has had a chance. The last person tells the end.
Features of a Story

Stories can be real or make-believe. A good story:
- has an interesting **beginning, middle, and end**.
- has a **plot** with a problem that needs to be solved.
- has **characters** who make things happen and a **setting** where the action takes place.
- uses **describing words** to tell about the characters, setting, and events.

A. Follow the directions.

1. Draw a circle around a topic you would like to write about. Or you can choose another topic.

   **A Space Trip**  **It Lives Under My Bed**  **Best Day of the Week**  **The Problem with Moving**

   My topic is: ______________________________

2. Describe the main character.

   __________________________________________

3. Where will the story take place? Describe the setting.

   __________________________________________

4. What problem will your main character have to solve?

   __________________________________________

5. How will your story end?

   __________________________________________

B. Write your story. Include describing words to tell about the characters, setting, and events. Use another sheet of paper.

At Home: With your family, talk about an exciting event that happened to you or someone you know. Write the story of the event. Be sure to include a beginning, middle, and end.
Prewrite: A Story

Choose a topic for a story. Use one from this list or use an idea of your own.

   A Day on an Island       A Strange Sound       Life on Mars

A good story has a beginning, a middle, and an end. Complete the story map to help you organize your ideas.

Main character:

Setting:

Beginning:

Middle:

End:

At Home: Write a story with your family. Choose a topic from this page, or think of a new one. Then take turns writing the beginning, middle, and end of the story.
Revise: A Story

An important step in writing your story is revising your first draft. In this way you can make your story clearer for readers.

A. Read the story below. Then follow these steps to revise it.
   - Use vivid words that create a clear picture.
   - Take out a sentence that does not support the main idea.
   - Add a sentence to give the story a better ending.
   - Add a title.

   As the airplane landed in Ecuador, South America, Stanley thought this would be his worst vacation. Why had his parents made him travel with his uncle to some faraway islands?

   Stanley’s vacation last year to Florida was a lot of fun. The tour guide met Stanley and his uncle at the airport and took them to the islands. On the islands, Stanley saw many sights. He saw dolphins, sea lions, penguins, tortoises, and iguanas. Everywhere he looked, he saw volcanoes and other interesting landforms.

   The Galapagos Islands were nice.

B. Use the changes you marked to write the revised story on another sheet of paper.

At Home: Write a story with your family about a trip you would like to take. Have one person start the story and the others take turns adding to it. Make sure it has a beginning, middle, and end.
Read the story about Stanley’s vacation. See if there are any spelling errors. Check for correct capitalization and end punctuation. Are there quotation marks at the beginning and end of a person’s exact words?

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

B. Use the corrections and changes you marked to write the new story on another sheet of paper.

A Vacation to Remember

As the airplane landed in Ecuador, South America, Stanley thought this would be his worst vacation. Why had his parents made him travel with his uncle to some faraway islands. The tour guide met Stanley and his uncle at the airport and took them to the islands. On the islands, Stanley saw many fascinating sights. He saw dolphins, sea lions, Penguins, tortoises, and iguanas? Everywhere he looked, he saw volcanoes and other beautiful landforms. The Galapagos Islands were Spectacular. “This turned out to be my best vacashion ever! exclaimed Stanley.

At Home: Ask a family member to write a short paragraph about a favorite place, making five grammar or spelling errors. Then proofread the paragraph to find the errors.