Sentences and Sentence Fragments

**RULES**

- A **sentence** tells a complete thought.
- A sentence begins with a **capital letter** and ends with a **punctuation mark**.

  Willie’s family visited Yellowstone National Park.

- **Sentence fragment** may look like a sentence, but it does not tell a complete thought.

  Visited Yellowstone National Park.

Underline each sentence. Circle each sentence fragment.

1. Saw a pond of boiling water.

2. Most of the hot springs are colorful.

3. The Morning Glory Spring looks like a flower.

4. Geysers spout hot water.

5. Willie’s favorite sight.

6. Throws steaming water 120 feet high.

7. Willie took photos.

8. Willie’s sister liked the waterfalls.

9. Many animals in Yellowstone.

10. Grizzly bears, mountain sheep, and elk.

**At Home:** Ask a parent or an older brother or sister to write two sentences and one sentence fragment. Then you identify which are sentences and which is a sentence fragment.
Declarative and Interrogative Sentences

RULES

• A **declarative** sentence **tells** something. It ends with a period. (.)

  *Carlina goes bird watching with her grandfather.*

  period

• An **interrogative** sentence **asks** a question. It ends with a question mark. (?)

  *What features help her identify the birds?*

  question mark

Circle the end punctuation mark in each sentence. Write D for each declarative sentence and I for each interrogative sentence.

1. Carlina and her grandfather use a bird guidebook.  
2. How do they find birds in the book?  
3. Information is arranged in the book by type of bird.  
4. Photos of birds are grouped by color.  
5. What other features help identify a bird?  
6. Does it help to look at a bird’s bill?  
7. The shape of a bird’s bill helps identify it.  
8. Carlina also looks at a bird’s size and shape.  
9. What other details are helpful?  
10. Her grandfather points out a bird’s eye rings and wing bars.

At Home: Look through a newspaper or magazine for examples of declarative and interrogative sentences. Circle the end punctuation in each sentence.
Imperative and Exclamatory Sentences

RULES

- An imperative sentence tells or asks someone to do something.
- An imperative sentence ends with a period. (.)
  
  Look at this map of the museum.
  
  period

- An exclamatory sentence expresses strong feeling or excitement.
- An exclamatory sentence ends with an exclamation mark. (!)
  
  What a lot of things to see here!
  
  exclamation mark

Circle the end punctuation mark in each sentence. Write I for each imperative sentence and E for each exclamatory sentence.

1. Please go through the coal mine with me. __________

2. How deep it is! __________

3. What a dark place! __________

4. Push the button by this exhibit. __________

5. Listen to the story of oil. __________

6. Lift these levers. __________

7. Watch what happens. __________

8. Oh, there’s a submarine! __________

9. Be careful going down the steps. __________

10. How small the beds are! __________
Combining Sentences: Compound Sentences

**RULES**

- A **compound sentence** joins two sentences with similar ideas.
- The sentences are joined by a **comma** and a **conjunction**.
- **And, or, and but** are conjunctions.

```
My class visited a local newspaper, and I learned a lot.
```

Join each pair of sentences to make a compound sentence. Use a comma and the word **and, but, or or**.

1. Editors choose stories for the front page. They may change it.

```
Editors choose stories for the front page, and they may change it.
```

2. An important event may take place. The paper will cover it.

```
An important event may take place, and the paper will cover it.
```

3. We met a reporter. She told us about her news story.

```
We met a reporter, and she told us about her news story.
```


```
Photographers take pictures, and reporters get photos from a file.
```

5. I liked seeing the printing presses. They were noisy!

```
I liked seeing the printing presses, and they were noisy!
```

**At Home:** Read an interesting newspaper article. Describe it to a family member using some sentences containing the conjunctions **and, or, and but.**
Mechanics and Usage: Sentence Punctuation

**RULES**

- Begin every sentence with a capital letter.
  
  *My soccer team had a car wash.*
  
  capital letter

- Put a period at the end of declarative and imperative sentences.
  
  *The car wash was last Saturday.* — declarative sentence

  period

  *Listen to what happened.* — imperative sentence

  period

- Put a question mark at the end of an interrogative sentence.
  
  *Do you know the coach of my team?* 

  question mark

- Put an exclamation mark at the end of an exclamatory sentence.
  
  *How funny he is!* 

  exclamation mark

- Put a comma before *and, but, or or* in a compound sentence.
  
  *He wore a frog costume, and many people stopped to see him.* 

  comma

Circle the letters that should be capitals. Put in missing punctuation marks.

1. people stopped and then we washed their cars

2. can you guess what we decided to do

3. we all made “ribbit” sounds like frogs

4. what a great time we had

5. come to our car wash next year

**At Home:** Rewrite sentences 1-5 with correct capitalization and punctuation.
Mixed Review

RULES

- A declarative sentence tells something. It ends with a period. (.)
  Some towns have a fireworks show.

- An interrogative sentence asks a question. It ends with a question mark. (?)
  Have you ever seen fireworks?

- An imperative sentence tells or asks someone to do something. It ends with a period. (.)
  Find out where to see them.

- An exclamatory sentence expresses strong feeling or excitement. It ends with an exclamation mark. (!)
  How spectacular they are!

- A compound sentence joins two sentences with similar ideas. The sentences are joined by a comma and the words and, or, or but.
  I saw fireworks last year, and they were great.

Circle the punctuation mark at the end of each sentence. Then write whether the sentence is declarative, interrogative, imperative, or exclamatory. Underline each compound sentence.

1. Come see these pictures of us at the lake. ____________________________

2. Do you remember watching fireworks there? ____________________________

3. All of us went to the lake on the Fourth of July. ____________________________

4. We could stay on the shore, or we could get on a boat. ____________________________

5. You and I watched the fireworks from the boat. ____________________________

6. What a loud booming sound they made! ____________________________

7. I tried to talk to you, but it was too noisy. ____________________________

8. How beautiful the colors were! ____________________________

9. There was music, and the fireworks kept the beat. ____________________________

10. Oh, look at you in this picture. ____________________________

At Home: In each compound sentence above, circle the word that joins the two sentences.
Complete Subjects and Complete Predicates

**RULES**
- **The complete subject** includes all the words that tell *whom* or *what* a sentence is about.
- **The complete predicate** includes all the words that tell what the subject *is* or *does.

Poison ivy and poison oak are harmful plants.

Decide whether the underlined part of the sentence is a complete subject or a complete predicate. Circle your answer.

1. My sister has blistered from poison ivy.  
2. Her skin became red and itchy.  
3. Oil from the plant causes the blisters.  
4. Some lotions soothe the itching.  
5. My sister recognizes poison ivy.  
6. Poison ivy has three shiny green leaves.  
7. One leaf stands up at the end of the stalk.  
8. Sometimes this plant grows as a vine.  
9. Poison oak has three leaves, too.  
10. People in the woods avoid these plants.  
11. You can pick the blackberries.  
12. Some wild berries are bitter.  
13. Bill wants to pick wild flowers.  
14. The ranger said, “No!”  
15. Sasha drew pictures of them.

**At Home:** Copy three sentences from one of your textbooks. In each sentence, draw one line under the complete subject. Draw two lines under the complete predicate.
Simple Subjects

RULES

- A **simple subject** is the main word or words in the complete subject.

**complete subject**

My big brother has a stamp collection.

**simple subject**

A. In each sentence, the complete subject is underlined. Circle the simple subject.

1. **My brother** tells me about the stamps.

2. **His stamp collection** is in three albums.

3. **Plastic covers** protect the stamps.

4. **One album** has only American stamps in it.

5. **My favorite stamps** are the American stamps.

6. **The American stamps** are in blocks of four connected stamps.

7. **Some blocks** include four stamps that are alike.

8. **Other blocks** include stamps that are not alike.

9. **My brother’s collection** has many beautiful stamps in it.

10. **Each stamp** is a little work of art.

At Home: Find a story you would like to read aloud to a parent or older brother or sister. Read the first paragraph aloud. Then name the simple subject of each sentence.
Simple Predicates

**RULES**

- A **simple predicate** is the main word or words in the complete predicate.
- The simple predicate is always a **verb**.

  A smoke jumper **spoke to our class**.

In each sentence, the complete predicate is underlined. Circle the simple predicate.

1. My friend and I **want to be smoke jumpers**.
2. Smoke jumpers **fight forest fires**.
3. These men and women **complete weeks of tough training**.
4. They **keep themselves in excellent physical condition**.
5. These special firefighters **parachute into the forest**.
6. They **land very close to the forest fire**.
7. Then the airplane **drops firefighting tools and equipment**.
8. Smoke jumpers **dig a fire line**.
9. They **work day and night to control the fire**.
10. Each worker **checks under logs for sparks**.
11. Lightning **causes most forest fires**.
12. Careless people **start them, too**.
13. Children **remember the safety rules**.
14. They **tell parents about Smokey the Bear**.
15. Everyone **takes part in the fire prevention**.
Combining Sentences: Compound Subjects

**RULES**

- A **compound subject** is two or more simple subjects with the same predicate.
- The **simple subjects** are joined by the word *and* or *or* to make a compound subject.

> Rafael and Lu-yin did a report on social insects.

**At Home:** Ask a parent or older brother or sister to write three sentences with a compound subject. Then you underline each compound subject.

Combine each pair of sentences into one sentence. Use *and* or *or* to join the subjects.

1. Encyclopedias were good sources of information. Books were good sources of information.


3. Pollen is put into cells by a bumblebee queen. Honey is put into cells by a bumblebee queen.

4. The queen feeds the larvae in a bumblebee colony. The workers feed the larvae in a bumblebee colony.

5. Rooms make up the nest of an ant colony. Passages make up the nest of an ant colony.
Combining Sentences: Compound Predicates

RULES

- A **compound predicate** is two or more simple predicates with the same subject.
- The **simple predicates** are joined by the word *and* or *or* to make a compound predicate.

```
My family makes **and** bakes cookies for a bake sale.
```

Combine each pair of sentences into one sentence. Use *and* or *or* to join the predicates.

1. My brother finds the recipe.  
   My brother reads the recipe.

2. Dad chops the cherries.  
   Dad slices the cherries.

3. We spoon balls of dough on a cookie sheet.  
   We drop balls of dough on a cookie sheet.

4. Then the cookies bake.  
   Then the cookies cool.

5. People at the bake sale eat our cookies.  
   People at the bake sale enjoy our cookies.

**At Home:** Take turns with a family member to see how many different compound predicates you can add to this sentence: “On weekends, I like to....”
Mechanics and Usage: Correcting Run-on Sentences

**RULES**

- **A run-on sentence** contains two or more sentences that should be written as separate sentences.

  *Samuel had the hiccups he could not get rid of them.*

- You can correct a run-on sentence by writing each idea as a **separate sentence**.

  *Samuel had the hiccups. He could not get rid of them.*

- You can correct a run-on sentence by rewriting it as a **compound sentence**.

  *Samuel had the hiccups, and he could not get rid of them.*

  ↓↓

  **comma** **conjunction**

Decide whether or not the sentence is a run-on sentence. Circle **yes** or **no**. Then change all run-on sentences to two separate sentences.

1. An upset stomach is the cause of hiccups most of the time.  
   yes no

2. Hiccups usually last a few minutes they often go away on their own.  
   yes no

3. Samuel had trouble taking in air this made it hard for him to talk.  
   yes no

4. We tried to scare Samuel this did not stop his hiccuping.  
   yes no

5. He could drink water to stop his hiccups holding his breath might work. yes no

At Home: Write a paragraph explaining how you get rid of hiccups. Use a comma and the word **and, or, or but** to form compound sentences.
Write whether the underlined part of each sentence is a _simple subject_, _simple predicate_, _compound subject_, or _compound predicate_.

1. Tara and Deacon flew to Washington, D.C.  

2. The _children_ have happy memories of their visit.  

3. They _walked_ along the Mall to the Lincoln Memorial.  

4. Inside it, a huge statue of Abraham Lincoln _sits_ in a chair.  

5. Later, they _went_ to the top of the Washington Monument.  

6. _The Memorial and Monument_ are at different ends of the Mall.  

7. Tara’s favorite _place_ was the National Air and Space Museum.  

8. Many airplanes _hung_ from the ceiling.  

9. Tara _stood and looked_ for a long time.  

10. Each _child_ remembers the trip as special.

RULES

- A _**simple subject**_ is the main word or words in the complete subject.  
  
  _Every year, many _people_ visit Washington, D.C._

- A _**simple predicate**_ is the main word or words in the complete predicate. It is always a verb.  
  
  _Every year, many _people_ visit Washington, D.C._

- A _**compound subject**_ is two or more simple subjects with the same predicate. The simple subjects are joined by the word _**and**_ or _**or**_.  
  
  _Children and adults_ _enjoy this city._

- A _**compound predicate**_ is two or more simple predicates with the same subject. The simple predicates are joined by the word _**and**_ or _**or**_.  
  
  _Visitors walk or ride around the Mall._
Common Errors: Sentence Fragments and Run-on Sentences

**RULES**

- A **sentence fragment** does not express a complete thought. Correct a sentence fragment by adding a subject or a predicate.

  *One of the most beautiful of all flowers.*

  *Roses are one of the most beautiful of all flowers.*

- A **run-on sentence** contains two or more sentences that should stand alone. Correct a run-on sentence by rewriting it as two sentences or as a compound sentence.

  *Some roses are wild flowers they have one layer of five petals.*

  *Some roses are wild flowers. They have one layer of five petals.*

Read each group of words. Write *F* if it is a fragment. Write *R* if it is a run-on sentence. Write *S* if it is a complete sentence.

_____  1. Thousands of varieties of roses.

_____  2. Roses grow in many places they grow well in mild climates.

_____  3. The rose family is very large it includes trees, shrubs, and herbs.

_____  4. Smell like tea or fruit.

_____  5. Tiny miniatures to be large bushes.

_____  6. There are about 3,400 species in the rose family.

_____  7. Many kinds of fruits belong to the rose family.

_____  8. Apples, pears, and peaches.

_____  9. An oil is made from rose petals it is used in perfumes.

_____  10. New kinds of roses are developed each year.

At Home: Observe a flower or plant near your home. Then write several sentences describing it. Check your writing for run-on sentences and sentence fragments.
Study Skills: Note-Taking and Summarizing

- **Taking notes** will help you remember what you have read. When you take notes, write just the important information and the main ideas.
- **Summarize** the information in as few words as possible. Be sure to write the **source** of the information and the question you expect the source to answer.

1.-5. Read this excerpt from an interview with Dennis Hanks, Abraham Lincoln’s cousin. Then fill in the blanks and complete the summary with at least two sentences.

*Dennis Hanks remembers:*
Physically he was a stout, powerful boy, fat, round, plump, and well made as proportioned….He was a tricky man and sometimes when he went to log house raising, corn shucking, and suchlike things he would say to himself and sometimes to others, “I don’t want these fellers to work any more,” and instantly he would commence his pranks, tricks, jokes, stories, and sure enough all would stop, gather around Abe, and listen, sometimes crying and sometimes bursting their sides with laughter. He would sometimes mount a stump, chair, or box and make speeches—stories and stories, anecdotes and suchlike; he never failed here . . . .

<table>
<thead>
<tr>
<th>Interview with</th>
<th>found in Lincoln: An Illustrated Biography</th>
</tr>
</thead>
</table>

**Question:**

**Summary:** As a boy, Lincoln was
Vocabulary: Time-Order Words

- Use time-order words and phrases to tell when things happen and in what order things happen.

*Today* I got a dog.
*Next month* I am going to start dog-training class after school.

Write a number in front of each set of sentences to show which event comes first, second, and third. Use the time-order words and phrases to help you.

1. _____ Finally, I drank my milk.
   _____ First, I ate my sandwich.
   _____ Next, I ate some carrots.

2. _____ Before we left, I put on my coat.
   _____ At the same time, I found my gloves.
   _____ Then, we left.

3. _____ In the meantime, Mom made dinner.
   _____ When everything was ready, we ate.
   _____ At six o’clock, I set the table.

4. _____ Next, I put the letter in an envelope.
   _____ First, I wrote my grandma a note.
   _____ Then, I put it in a mailbox.

5. _____ Yesterday, I was riding my bike.
   _____ Today, I showed the book to my teacher.
   _____ While I was riding, I stopped at the library.

At Home: Think of a three-step activity. Use time-order words and phrases to put the steps in order.
Composition: Main Idea

- The **main idea** of a paragraph tells what the writing is mainly about. It is found in the topic sentence.
  
  *Traveling is one of the best ways to learn about different cultures.*

- **Detail sentences** support the main idea by giving examples, concrete details, facts, and opinions.

- Organize the main idea and supporting details in a **logical order**. Use **time-order words**, such as **first, next, then,** and **finally** to show the order of events.

A. Put an X on the line beside each sentence that could be a topic sentence.

1. They spent some of their time there. 

2. Dogs make wonderful, loving, faithful pets.

3. Bus travel can be inexpensive and convenient.

4. In summer, temperatures exceed 100°F every day.

5. Of all the mammals, it has the longest neck.

6. River rafting is a favorite summer pastime in the West.

7. Queen Elizabeth II began her reign in Great Britain during the 1950s.

8. Experts disagree on how to solve the problem.

9. Stars have been the subject of myth and legend for centuries.

10. Communication is an important tool in any profession.

B. List five topic sentences that could be used as story starters.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

---

**At Home:** Think of a topic for a composition. List a main idea and at least two detail statements or questions for which you would like to find answers.
Nouns

RULES

- A noun is a word that names a person, place, or thing. It also names an idea or a feeling.

\[ My \text{ friend and I played together all day. } \]
\[ \uparrow \]
\[ \text{a person} \]

\[ My \text{ room was messy.} \]
\[ \uparrow \]
\[ \text{a place} \]

\[ We \text{ picked up the games and put them away.} \]
\[ \uparrow \]
\[ \text{things} \]

\[ The \text{ clean room was a nice surprise for my mother.} \]
\[ \uparrow \]
\[ \text{a feeling} \]

Underline two nouns in each sentence.

1. The fifth-graders helped their teacher move.
2. They filled small boxes with books.
3. Objects that were light went into big cartons.
4. Then the custodian came with a large cart.
5. He wheeled the heavy items to the new classroom.
6. A globe in the corner had not been packed.
7. A girl carried it carefully in her arms.
8. Two boys together took a small table.
9. Other students carried workbooks.
10. Laughter echoed in the empty hall.
11. The principal brought the heavy chair.
12. Desks had already been placed in the room.
13. The tired helpers sat down with a sigh.
14. It was a good day of hard work.
15. Her smile showed her delight.

At Home: Look through a newspaper or magazine for nouns. Find nouns that name a person, a place, a thing, a feeling, and an idea.
Singular and Plural Nouns

**RULES**

- A **singular noun** names one person, place, thing, or idea.
  
  *My plan* is to *keep my hamster’s cage* in my *bedroom*. My *mother* said it’s okay.
  
  one idea
  one thing
  one place
  one person

- A **plural noun** names more than one person, place, thing, or idea.

  *Our plans* are to *keep our hamster cages* in our *bedrooms*. Our *mothers* said it’s okay.

- To form most plural nouns, add *-s* or *-es* to a singular noun.

  *My friend has one adult hamster* and a *baby*.
  
  *My friend has two adult hamsters* and four *babies*.

Draw one line under each singular noun. Draw two lines under each plural noun.

1. Several towns had a great show together.
2. It was held in two barns on a farm.
3. Our neighbors passed out notices about it.
4. My dad drove slowly and looked for the place.
5. Then we saw bunches of balloons on the fence.
6. We noticed that all the dogs were on leashes.
7. We saw many, many cats sitting on boxes.
8. Bunnies and other small animals were in carriers.
9. There were several canaries in cages and one parrot.
10. All the pets had water dishes or bottles.
11. I waved to my friend and his pet mouse.
12. Then we got a number for our collie.
13. Two judges asked us to stand in a line.
14. The winners got ribbons or trophies.
15. I was pleased when my dog won a prize.

**At Home:** Write the plural nouns that end with *-es* from the sentences above. Then write the singular forms of these nouns.
More Plural Nouns

**RULES**

Here are some rules for forming plural nouns.

- If a noun ends in *f* or *fe*, change *f* to *v* and add *-es*.
  
  *One leaf fell off the tree. A pile of leaves was on the ground.*

- If a noun ends in a vowel followed by *o*, add *-s*.
  
  *My uncle works as a clown for a rodeo. Rodeos are popular in the West.*

- If a noun ends in a consonant followed by *o*, add *-s* or *-es*.
  
  *I ate a baked potato. My brother ate mashed potatoes.*

- Some nouns have a special plural form that does not end in *-s*.
  
  *A goose makes a honking sound. A flock of geese can be noisy.*

- Some nouns stay the same.
  
  *One sheep was lost. The rest of the sheep were safe.*

Underline the correct plural form of the singular noun in dark type.

1. tornado  
   tornadoes  
   tornados

2. wife  
   wives  
   wifes

3. echo  
   echos  
   echoes

4. moose  
   mooses  
   moose

5. mouse  
   mouses  
   mice

6. igloo  
   igloos  
   iglooes

7. fish  
   fish  
   fishes

8. mosquito  
   mosquito  
   mosquitoes

9. thief  
   thieves  
   thieves

10. ox  
    ox  
    oxen

11. loaf  
    loafes  
    loaves

12. wolf  
    wolves  
    wolfes

13. tomato  
    tomatoes  
    tomatos

14. deer  
    deers  
    deer

15. foot  
    feet  
    foots
Common and Proper Nouns

**RULES**

- A **common noun** names a person, place, thing, or idea.

  *I like to watch basketball games.*

  common noun

- A **proper noun** names a particular person, place, thing, or idea. Always begin a proper noun with a capital letter.

  *My favorite team is the Red Dogs.*

  proper noun

Underline each common noun and write **c** above it. Underline each proper noun and write **P** above it.

1. My sister plays basketball for the Carson College Coyotes.

2. Her name is Lu, and she is captain of the team.

3. Lu and her teammates have the same goal.

4. They work long hours, and no player tries to be a star.

5. The game on Friday against Parker College is important.

6. Coach Reed knows her players will work together.

7. The school always has a rally at Nickerson Gym.

8. Mr. Schultz will be there with the band.

9. Millie and Deacon will bring the banner and flags.

10. Pat, dressed as a coyote, will get the fans howling.
Mechanics and Usage: Capitalization

**RULES**

Capitalize:
- days of the week, months, and holidays. *Labor Day Tuesday September*
- names and titles of people. *Charles Lindbergh Mrs. Tong Dr. Lewis*
- titles of works. *Up in the Air*
- proper nouns. *Chicago Illinois Eiffel Tower*

Write the underlined words correctly.

1. In December of 1903, something exciting happened on a strip of sand in North Carolina. ________________________________

2. Two brothers were experimenting with their invention at Kill Devil Hill near Kitty Hawk. ________________________________

3. These brothers were Wilbur and Orville Wright, and together they had invented the first airplane! ________________________________

4. As young men, they built a printing press and started a newspaper called the West Side News. ________________________________

5. They had a shop where they made mechanical toys and built a bicycle called the Van Cleve bicycle. ________________________________

6. Then in 1896, the brothers read about Otto Lilienthal and his gliders, and they set out to create a flying machine. ________________________________

7. It was Mr. Lilienthal who inspired the brothers to learn all they could about the science of flying. ________________________________

8. After their successful flight in 1903, the Wright brothers experimented further in Dayton, Ohio. ________________________________

9. By 1908, the Wrights had a contract with the United States government to build a military plane. ________________________________

10. In September of 1908, Orville Wright flew over Fort Myers, Virginia, making 57 circles.

At Home: Write the names of your favorite holiday, book, entertainer, and teacher. Remember to use capital letters.
Mixed Review

RULES

• To form most **plural nouns**, add **-s** or **-es** to a singular noun. Some plural nouns have **special forms**.

  I received many birthday **wishes**. One card had cute **mice** on it.

• A **common noun** names a person, place, thing, or idea.

  There is a card **shop** in my town.

• A **proper noun** names a particular person, place, thing, or idea. Always begin a **proper noun** with a capital letter.

  I live in **Middleville**.

Write the common and proper nouns on the lines. Use correct capitalization. Then write **S** above each singular noun and **P** above each plural noun.

1. My friend reuben persuaded his brothers and sister to decorate windows.
   
   **common nouns:** ___________________________________________
   
   **proper nouns:** ___________________________________________
   
2. The children agreed to paint holiday pictures in downtown springtown.
   
   **common nouns:** ___________________________________________
   
   **proper nouns:** ___________________________________________
   
3. The young painters would help decorate stores for valentine’s day.
   
   **common nouns:** ___________________________________________
   
   **proper nouns:** ___________________________________________
   
4. By thursday, each painter had drawn sketches of his or her ideas.
   
   **common nouns:** ___________________________________________
   
   **proper nouns:** ___________________________________________
   
5. Then the artists met on Washington street the next day to begin painting.
   
   **common nouns:** ___________________________________________
   
   **proper nouns:** ___________________________________________

At Home: Write the singular form for each plural noun in the sentences above.
Singular Possessive Nouns

**RULES**

- A possessive noun shows who or what owns or has something.
  
  *Jonathan's calf is only five days old.*

- A **singular possessive noun** ends in an apostrophe and an *s* (`'s`).

  *The calf's eyes are big and brown.*

  ↑ apostrophe and *s*

Write the singular possessive form of each noun.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Singular Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. farmer</td>
<td></td>
</tr>
<tr>
<td>2. sheep</td>
<td></td>
</tr>
<tr>
<td>3. pig</td>
<td></td>
</tr>
<tr>
<td>4. rooster</td>
<td></td>
</tr>
<tr>
<td>5. Bessie</td>
<td></td>
</tr>
<tr>
<td>6. rancher</td>
<td></td>
</tr>
<tr>
<td>7. horse</td>
<td></td>
</tr>
<tr>
<td>8. Ricardo</td>
<td></td>
</tr>
<tr>
<td>9. cow</td>
<td></td>
</tr>
<tr>
<td>10. cowhand</td>
<td></td>
</tr>
<tr>
<td>11. bull</td>
<td></td>
</tr>
<tr>
<td>12. neighbor</td>
<td></td>
</tr>
<tr>
<td>13. Dr. Daley</td>
<td></td>
</tr>
<tr>
<td>14. vet</td>
<td></td>
</tr>
<tr>
<td>15. assistant</td>
<td></td>
</tr>
</tbody>
</table>

At Home: Choose four singular possessive nouns from this page. Use each one in a written sentence.
Plural Possessive Nouns

**RULES**

- A plural noun that shows ownership is a plural possessive noun.
  
  *We sat on the boys’ towels at the lake.*

- To form the possessive of a plural noun ending in -s, add only an apostrophe (‘).
  
  *We heard the girls’ laughter.*

- To form the possessive of a plural noun not ending in -s, add an apostrophe and -s (‘s).
  
  *We saw two moose’s tracks.*

Write the plural possessive form of each noun.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lifeguards</td>
<td></td>
</tr>
<tr>
<td>2. children</td>
<td></td>
</tr>
<tr>
<td>3. adults</td>
<td></td>
</tr>
<tr>
<td>4. buddies</td>
<td></td>
</tr>
<tr>
<td>5. divers</td>
<td></td>
</tr>
<tr>
<td>6. swimmers</td>
<td></td>
</tr>
<tr>
<td>7. fathers</td>
<td></td>
</tr>
<tr>
<td>8. mothers</td>
<td></td>
</tr>
<tr>
<td>9. men</td>
<td></td>
</tr>
<tr>
<td>10. families</td>
<td></td>
</tr>
<tr>
<td>11. people</td>
<td></td>
</tr>
<tr>
<td>12. parents</td>
<td></td>
</tr>
<tr>
<td>13. tourists</td>
<td></td>
</tr>
<tr>
<td>14. guests</td>
<td></td>
</tr>
<tr>
<td>15. women</td>
<td></td>
</tr>
</tbody>
</table>
Combining Sentences: Nouns

**RULES**

- Sometimes you can combine two sentences with similar information. You can join the nouns.

  Parents *got ready for a picnic*. Children *got ready for a picnic*.

  Parents and children *got ready for a picnic*.

- You can use the conjunction **and** or **or** to combine the sentences.

Write the two nouns you can join to combine each pair of sentences. Write the nouns with the conjunction you can use.

1. Mom made sandwiches for a family picnic.
   Dad made sandwiches for a family picnic.

2. Tamara washed several apples.
   Tamara washed several peaches.

3. Adrianne cut sticks of carrots.
   Adrianne cut sticks of celery.

4. Roland made a vegetable salad.
   Marshall made a vegetable salad.

5. The brothers packed the picnic basket with sandwiches. The brothers packed the picnic basket with fruit.

6. The sisters put in some plastic plates.
   The sisters put in some plastic cups.

7. Mom asked them to put in some napkins.
   Mom asked them to put in some forks.

8. Tamara put bottles of juice in the cooler.
   Adrianne put bottles of juice in the cooler.

9. Dad carried the picnic things to the car.
   Roland carried the picnic things to the car.

10. Mom brought games to play.
    Adrianne brought games to play.

---

**At Home:** Combine the first four pairs of sentences on this page. Write each pair as one sentence.
Mechanics and Usage: Letter Punctuation

**RULES**

- In the **inside address** of a letter, put a **comma** between the city and state.
- Put a **comma** between the day and year in the date.

280 Dickinson Street  
Peru, IL 61354  
December 15, 2001

- Begin the first word in the **greeting** of any letter with a **capital letter**.
- Put a **comma** after the greeting in a friendly letter.
- Put a **colon** after the greeting in a business letter.

  *Dear Nana,*  
  *Dear Mayor Newman:*

- Begin the first word in the **closing** of any letter with a **capital letter**.
- Put a **comma** after the closing in both a friendly and a business letter.

  *Love,*  
  *Sincerely yours,*

Write the following parts of business letters correctly.

1. Amherst MA 01002
2. March 3 2000
3. dear Madam:
4. With best regards
5. York Maine 03909
6. June 27 2002
7. Dear Ms. Cleaver
8. very truly yours,
9. dear Sir
10. yours truly

**At Home:** Ask a family member for a business letter that he or she got in the mail. Circle the capital letters and punctuation in the inside address, greeting, and closing.
Mixed Review

RULES

• To form the possessive of most singular nouns, add an apostrophe and s (’s).
  
  Rebecca’s letter came yesterday.

• To form the possessive of a plural noun ending in -s, add only an apostrophe (’).
  
  My two cousins’ letters came today.

• To form the possessive of a plural noun not ending in -s, add an apostrophe and s (’s).
  
  Three of the men’s cars are black.

• In a letter, put a comma between the city and state, and between the day and year in a date.
  
  Los Angeles, California February 22, 2002

• Begin the first word in the greeting and the closing of a letter with a capital letter.

• Put a comma after the greeting and closing in a friendly letter.
  
  Dear Uncle Len, With love,

A. Add missing punctuation to the following parts of a friendly letter. Draw three lines under each letter that should be a capital.

1. Carson City Nevada
2. June 13 2000
3. dear Rebecca
4. your cousin

B. Underline the correct possessive noun in parentheses.

5. Would you help with a surprise party for our (uncle’s, uncles) birthday?
6. His (friends’, friends’s) plan is to pretend to take him to a restaurant.
7. They will bring him to the (Rosenberg’s, Rosenbergs’) house instead.
8. The (guests’, guest’s) cars will be out of sight.
9. All of us will listen for the sound of a (cars’, car’s) engine.
10. Then we will hide in the (childrens’, children’s) room.
Common Errors: Plurals and Possessives

**RULES**

- **A plural noun** names more than one person, place, or thing.
- Most plural nouns are formed by adding -s or -es.
  
<table>
<thead>
<tr>
<th>Example</th>
<th>Possessive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>bears</td>
<td>foxes</td>
</tr>
</tbody>
</table>

- **A possessive noun** shows who or what owns or has something.

- **A singular possessive noun** is formed by adding an apostrophe and -s (’s).
  
<table>
<thead>
<tr>
<th>Example</th>
<th>Possessive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>kangaroo</td>
<td>kangaroo’s pouch</td>
</tr>
</tbody>
</table>

- **A plural possessive noun** that ends in -s is formed by adding only an apostrophe (’).
  
<table>
<thead>
<tr>
<th>Example</th>
<th>Possessive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>alligators</td>
<td>alligators’ jaws</td>
</tr>
</tbody>
</table>

- **A plural possessive noun** that does not end in -s is formed by adding an apostrophe and -s (’s).
  
<table>
<thead>
<tr>
<th>Example</th>
<th>Possessive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep’s wool</td>
</tr>
</tbody>
</table>

Write the possessive form of each underlined noun.

1. Animals bodies often help them meet their needs.

2. A giraffe long neck lets it reach food high in trees.

3. Hawks talons help them grab and hold on to prey.

4. Geese feathers help them stay dry and warm.

5. A dolphin smooth skin helps it swim quickly.

6. A tortoise shell protects it from prey.

7. Tigers stripes help them hide among tall grasses.

8. An elephant ears help it stay cool.

9. Camels hooves help them walk on sand.

10. Parrots beaks help them crack hard seeds.

**At Home:** Write a paragraph describing your favorite kind of animal. Include at least five possessive nouns.
Study Skills: Choose Reference Sources

Many different reference sources are available to help you find information. Which reference book you choose depends on the kind of information you need.

• A dictionary gives word meanings and pronunciations. Words are listed in alphabetical order.
• A thesaurus provides synonyms and sometimes antonyms for a word.
• An encyclopedia gives a general overview of many topics. Encyclopedias may be one or more books, a CD-ROM, or on-line.
• An atlas contains many kinds of maps.
• An almanac lists current information on important people, places, and events. The information is often in the form of tables or charts.
• The Readers’ Guide to Periodical Literature lists articles from many magazines. Articles are arranged alphabetically by subject and author.

Underline the two reference sources you could use to answer each of the following questions.

1. What is the difference between a tortoise and a turtle?
   dictionary thesaurus encyclopedia

2. What is the capital of New Mexico?
   atlas thesaurus encyclopedia

3. When did the Mets win the World Series?
   thesaurus almanac Readers’ Guide to Periodical Literature

4. What is a synonym for warm?
   dictionary encyclopedia thesaurus

5. What states border Canada?
   thesaurus encyclopedia atlas
Vocabulary: Compound Words

- A **compound word** is a word made from two or more words joined together.
- A **compound word** can be written as one word.
  
  - *homesick*
- A **compound word** can be two or more words separated by a hyphen.
  
  - *merry-go-round*
- A **compound word** can be written as two separate words.
  
  - *high school*

Underline the compound words in the paragraph below. Then write them on the lines.

Last summer, my family went to the seashore on vacation. I had fun reading under a beach umbrella every day. I also picked up seashells and starfish and sand dollars on the beach. My swimsuit has a handy pocket! The ocean is like a huge swimming pool! There is even a lifeguard on the beach. My dad went deep-sea diving. It was a whirlwind trip, but it was fun!

1. ___________________________  6. ___________________________
2. ___________________________  7. ___________________________
3. ___________________________  8. ___________________________
4. ___________________________  9. ___________________________
5. ___________________________ 10. ___________________________
Composition: Leads and Endings

• A strong lead comes at the beginning of your writing. It should grab your readers’ attention. A question, a quotation, or an anecdote may be used.

• Summarize your writing with a strong ending. It can summarize, draw a conclusion, or leave your reader with something to think about.

A. Circle the strongest lead sentence in each pair.

1. Just as we were sitting down, Marjorie burst through the door.
   Marjorie came in before dinner.

2. If you are looking for adventure, try Gary Paulsen’s books.
   Gary Paulsen is a writer.

3. It was getting dark, and Win hurried to get home.
   As darkness fell, Win broke into a run, wishing he were home.

4. Protecting the environment is everyone’s responsibility.
   Everyone should take care of the Earth.

5. New Mexico has wonderful attractions for the entire family.
   You can take a trip to New Mexico.

B. Underline the strongest ending sentence in each pair.

6. Jared said goodbye and began his long journey West.
   Jared traveled on the Oregon Trail.

7. Rob was ready for the next step.
   Rob took a deep breath, ready for whatever happened next.

8. We decided that our trip to Washington, D.C., was the best vacation ever.
   Washington, D.C., is a good place to visit.

9. Think about it—the future of the planet depends on you.
   We all need to protect the environment.

10. Katy felt good.
    Katy was bursting with pride as she took a final bow.

At Home: Discuss your answers on this page with a family member. Explain your choices.
Action Verbs

**RULES**

An action verb is a word that tells what someone or something is doing or did.

*Beethoven produced some of the world’s greatest music.*

Circle the action verb in each sentence.

1. Young Beethoven played piano and violin.
2. He learned about music from his father.
3. He showed musical talent at a young age.
5. Their family introduced Beethoven to important people in Germany.
6. Beethoven visited Vienna, Austria, in 1787.
7. Wealthy people in Vienna invited Beethoven into their homes.
8. He stayed in Vienna the rest of his life.
9. People admired his great talent.
10. Beethoven performed his own piano compositions.
11. Count Ferdinand Waldstein helped Beethoven’s career.
12. People admired Beethoven for his expressive works.
13. He suffered from deafness after 1790.
14. People listened to Beethoven’s nine symphonies.
15. Beethoven influenced the music of many later composers.

**At Home:** List five action verbs. Create a sentence for each action verb. Say each sentence aloud to a family member.
Direct Objects

RULES

A **direct object** tells *who* or *what* is receiving the action in a sentence.

*The government hires veterinarians.* (Whom do they hire?)

↑

**direct object**

*Animal doctors inspect livestock.* (What do they inspect?)

↑

**direct object**

In each sentence, underline the action verb and circle the direct object.

1. Veterinarians study medicine.
2. Animal doctors usually love animals.
3. Animals often dislike veterinarians.
4. Dogs and cats transmit diseases.
5. Veterinarians vaccinate pets.
6. They even inoculate pigs.
7. The shot prevents hog cholera.
8. Dr. Brown treats cattle.
9. She also performs surgery.
10. The animal hospital employs nurses.
11. Many vets treat only small or only large animals.
12. Dr. Lui sees only birds.
13. Vets test dogs for worms.
14. All dogs need inoculations against rabies.
15. Vets also clip animals’ nails.

**At Home:** Read any five of the above sentences aloud to a family member. Tell whether each direct object tells *whom* or *what*?
Verb Tenses

RULES

The tense of a verb tells whether an action already happened in the past, is happening now in the present, or will happen in the future.

Present Tense: A geologist explains how caves form.
Past Tense: A geologist explained how caves form.
Future Tense: Tomorrow, a geologist will explain how caves form.

Underline the verb in each sentence. Then identify the verb tense by writing present, past, or future.

1. The Mammoth Cave in Kentucky formed many years ago. ____________

2. The cave consists of limestone rock. ____________

3. Groundwater eroded the rock. ____________

4. Groundwater moves slowly underground. ____________

5. The groundwater will dissolve minerals in rock. ____________

6. Eventually, the rock will disappear. ____________

7. Dissolved rock created chambers. ____________

8. Dissolved minerals drip from the chamber ceilings. ____________

9. That is how stalactites appeared on cave ceilings. ____________

10. Stalagmites will grow on the ground. ____________

At Home: Write three sentences telling how you are using, have used, and will use water.
Subject-Verb Agreement

**RULES**

- Subjects and verbs must agree, or match, in number.
- A singular subject needs a singular verb, and a plural subject needs a plural verb.
- In the present tense, add s to most verbs if the subject is **singular**. Don’t add s to the verb if the subject is **plural**.

**Singular Subject and Verb:** A Japanese poet **writes** Haiku verses.

**Plural Subject and Verb:** Japanese poets **write** Haiku verses.

Read each sentence. Circle the verb in parentheses that agrees with the subject and correctly completes the sentence.

1. Japanese poems __________ the culture of its people. (reflect, reflects)
2. Many people __________ their attention to nature. (appreciate, appreciates)
3. Traditions __________ in Japanese literature. (exist, exists)
4. Haiku verses __________ a particular number of syllables. (contain, contains)
5. You __________ a subtle rhythm in a Haiku poem. (hear, hears)
6. Most Haiku subjects __________ with nature. (deal, deals)
7. Japanese writing __________ from our alphabet. (differ, differs)
8. Writers __________ heavy and light lines on paper. (brush, brushes)
9. The writer __________ at the top of the page. (start, starts)
10. He __________ downward from the top. (work, works)

**At Home:** Ask a family member to choose a verb. Say aloud the correct verb form that agrees with these subjects: he, she, it, we, they.
Spelling Present-and Past-Tense Verbs

**RULES**

Form most **present-tense** singular verbs by adding *-s*.

- play → plays
- stop → stops

• When a verb ends in *s, ss, ch, sh, x, or z*, add *-es*.
  - miss → misses
  - crunch → crunches
  - wish → wishes
  - tax → taxes
  - buzz → buzzes

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-es*.
  - try → tries

Form most **past-tense** verbs by adding *-ed*.

- dent → dented

• Usually, double the final consonant before adding *-ed*.
  - drop → dropped

• Add *-d* when a verb ends in *e*.
  - like → liked

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-ed*.
  - cry → cried

Underline the correct verb that completes each sentence.

1. Native American culture _________ dance ceremonies.
   - includes
   - includdes
   - includes

2. Men of the Sioux tribe _________ their courage in the Sun Dance.
   - demonstrated
   - demonstratd
   - demonstrateed

3. The Hopi tribe _________ to bring good luck for their crops.
   - danced
   - danced
   - dansed

4. Ghost Dancers _________ that they could communicate with the dead.
   - believed
   - believes
   - believed

5. Tribal members _________ the drums in most of the ceremonies.
   - plaied
   - played
   - plaid
Mechanics and Usage: Commas

RULES

- A comma is used to separate parts of a sentence.
- Use a comma to separate three or more words in a series.
  
  You can invite someone to breakfast, lunch, or dinner.
- Use a comma to separate the name of a person being addressed.
  
  Frances, would you like to join us for dinner?
  I’d be thrilled if you would come, Frances.
  Please know, Frances, that you are always welcome.
- Use a comma to separate introductory words like yes, no, or well.
  
  No, you cannot bring a friend this time.

Rewrite each sentence adding commas where needed.

1. Gary would you like to golf with me?

2. We can tee off in the morning afternoon or evening.

3. Well I almost forgot to tell you something!

4. The club has a special Gary.

5. Three people Gary can play for the price of two.

6. So should I invite Tom?

7. That means you Tom and I will pay less money.

8. Mike did I hear you correctly?

9. Yes you heard me correctly.

10. Getting exercise being with friends and saving money are great.

At Home: Write a brief note to some family members inviting them to do three things with you. Use commas correctly in your invitation.
Mixed Review

RULES

- A **direct object** is the person, place, or thing that receives the action of a verb.
- A verb in the **present tense** tells that something is happening now.
  
  *The students* **write** their own *plays*.

  **present tense**   **direct object**

- A verb in the **past tense** tells that something has already happened.
  
  *Some students* **wrote** poems.

- A verb in the **future tense** tells that something is going to happen.
  
  *A few students* **will write** tall tales.

Circle the direct object of each underlined verb. Then rewrite each sentence using the tense given in dark type at the beginning of the row.

1. My grandpa **writes** interesting letters about his recent vacation.
   
   **past**

2. He always **explains** his ideas clearly in language I can understand.
   
   **future**

3. Sometimes he will **include** funny cartoons from newspapers.
   
   **present**

4. Grandpa **described** his latest invention that opens garage doors.
   
   **present**

5. He **draws** detailed diagrams that illustrate his ideas.
   
   **future**

---

At Home: Write the tense of each underlined verb. Use each one in an original sentence.
Main Verbs and Helping Verbs

**RULES**

A helping verb is used with a main verb. The helping verb helps the main verb show an action or make a statement.

\[
\text{Air pressure does affect our weather.}
\]

helping verb main verb

Draw one line under the main verb. Draw two lines under the helping verb.

1. Gravity is pulling on air.
2. The gases are pressing together.
3. The squashed gases shall form air pressure.
4. A meteorologist can measure air pressure.
5. An instrument has identified two types of air pressure.
6. The measuring instrument is known as a barometer.
7. We may consider the pressure to be either high or low.
8. We might experience high or low air pressure.
9. The sun’s radiant energy can heat the air in the atmosphere.
10. The heat will cause a movement of air molecules.
11. Then hot air molecules are moved farther apart.
12. This movement shall create a pressure change.
13. The air pressure will get lower.
14. Air pressure should rise in cooler air.
15. These air pressure differences have caused wind movement.

**At Home:** Ask a family member to describe what they could do, should do, and will do this weekend. Record their sentences using helping verbs. Circle the main verbs and underline the helping verbs.
Using Helping Verbs

**RULES**

- Use the helping verbs *is* and *are* with a main verb ending in *-ing* to show action that is continuing.
  
  Sara is running on the cross-country team this year.
  They are running every day.

- Use the helping verbs *was* and *were* with a main verb ending in *-ing* to show action that was continuing.
  
  She was running in the state meet last year.
  All the girls were running their best times.

- Use *has*, *have*, and *had* with the past form of a verb to show an action that has already happened.
  
  Sara had run before.
  She has run since freshman year.
  Some team members have run for four years.
  Many students had run in junior high.

Underline the helping verb that completes each sentence.

1. The team *(is, are)* preparing for their first cross-country meet.

2. Other schools *(is, are)* practicing also.

3. Sara *(was, were)* running six-minute miles last week.

4. No other girls *(was, were)* keeping up.

5. Sara *(has, have)* practiced many hours.

6. Her coaches *(has, have)* trained her well.

7. Sara once *(have, had)* wanted to quit.

8. The coaches *(had, has)* encouraged her to continue.

9. People *(are, is)* counting on Sara to win the meet.

10. She *(have, has)* promised to run faster than anyone.

At Home: Think of sentences using the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, *had*. Say each sentence aloud to a family member.
Linking Verbs

**RULES**

- A **linking verb** joins the subject to another word that tells you more about the subject.
- The other word can be a **noun** or an **adjective**.
- The **linking verb** must always agree with the subject.

Vienna is the home of a well-known choir.

Subject  Linking Verb  Noun

Read each sentence. Write the linking verb on the line. Then draw an arrow from the noun or adjective in the predicate to the subject in each sentence.

1. The Vienna Boys’ Choir is famous.  
2. Its members are talented.  
3. The Hofburgkapelle is a church where they sing.  
4. Their music seems heavenly.  
5. The boys look young.  
6. Their music feels cheerful.  
7. The audience appears appreciative.  
8. The boys are happy.  
9. I am a music lover.  
10. Viennese pastry tastes delicious.

**At Home:** Write three sentences. Use the linking verbs *is, appears,* and *looks* to describe a member of your family. Ask another family member to guess whom you are describing.
Irregular Verbs

**RULES**

An **irregular verb** does not form the past tense or past participle by adding -ed or -ed.

**Present Tense:** Political campaigns **begin** with speeches.

**Past Tense:** In 1858, Lincoln **began** a campaign for the Senate.

**Past Participle:** He had **begun** a debate with Stephen Douglas.

Look at the underlined verb in each sentence. Write whether the verb is in its **present**, **past**, or **past participle** form.

1. In 1858, Lincoln **won** a nomination for the Senate.

2. Lincoln had **been** a member of the House of Representatives.

3. He **made** an inspiring speech.

4. Some **saw** it as inflammatory.

5. The speech **begins** with comments about slavery and the Union.

6. His speech **grew** into a series of debates with Stephen Douglas.

7. Their debates **brought** them national attention.

8. Each man had **written** speeches about the extension of slavery.

9. People had **ridden** far to hear Lincoln describe slavery as a great evil.

10. Lincoln **did** a better job of debating.

---

**At Home:** Write three sentences about a car or truck you like. Use the present, past, and past participle forms of the verb **drive**.
More Irregular Verbs

**RULES**

- An **irregular verb** does not form the past tense or past participle in the regular way by adding -d or -ed.
- The **helping verbs** has, have, and had are used with the past participle form of the verb.

Present Tense: *Some people choose sports as their hobby.*

Past Tense: *I chose fly-fishing for mine.*

Past Participle: *I have chosen a great sport!*

Write the missing verb forms in the boxes to complete the chart. The first one is done for you.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>taken</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. draw</td>
<td>flew</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. throw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. speak</td>
<td></td>
<td></td>
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<td>8.</td>
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<tr>
<td>9. wear</td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td>taught</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**At Home:** Write a paragraph telling about a hobby someone in your family enjoys. Use as many verbs from the chart as you can.
Mechanics and Usage: Contractions with Not

RULES

• A contraction is a shortened form of two words. Many contractions are formed from a verb and the word not.
• An apostrophe takes the place of missing letters.
  
  \[\text{can not} = \text{can’t} \quad \text{have not} = \text{haven’t}\]

Choose a contraction from the box that can replace the underlined words. Write the contraction on the line.

<table>
<thead>
<tr>
<th>won’t</th>
<th>doesn’t</th>
<th>don’t</th>
<th>wouldn’t</th>
<th>hasn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>isn’t</td>
<td>shouldn’t</td>
<td>hadn’t</td>
<td>can’t</td>
<td>couldn’t</td>
</tr>
</tbody>
</table>

1. I can not remember the names of many songs.

2. I do not have a CD player.

3. My family could not afford to buy one.

4. Not having a CD player is not so awful.

5. It does not matter very much.

6. It has not stopped me from playing the radio.

7. I had not heard the song you mentioned.

8. You would not prefer to listen to something else?

9. We will not mind if you sing for us instead.

10. People should not be afraid to sing aloud.

At Home: Make a set of ten flash cards on small sheets of paper. Write a contraction on one side. Write the two words it represents on the other. Ask a family member to flash the contractions as you name the two words.
Complete each sentence with the correct form of the verb. Then circle the linking verbs. Put a check mark in front of the sentences that contain a form of be or have.

1. I ______ very confused.  
   was were

2. I ______ to record with a video recorder.  
   tried has tried

3. It ______ difficult to operate.  
   seem seems

4. Soon I ______ upset.  
   become becomes

5. Diana has ______ me how to operate it.  
   showed shown

6. She ______ very helpful.  
   is are

7. Her instructions ______ very clear.  
   was were

8. They ______ easy to follow.  
   is are

9. She has ______ down the steps.  
   wrote written

10. I have ______ many recordings.  
    make made
Complete each sentence. Write the verb in parentheses ( ) that agrees with the compound subject of each sentence.

1. Towering mountains and beautiful scenery ________________ Alaska’s landscape. (highlight, highlights)

2. Cold winds and snowstorms ________________ across its northern frontier. (blow, blows)

3. Either hunting or fishing ________________ many tourists to Alaska. (attract, attracts)

4. Mountain climbing or a dog sled race ________________ to the more adventurous. (appeal, appeals)

5. State parks or national forests ________________ many outdoor activities. (provide, provides)

6. Neither the cold nor the snow ________________ people from enjoying Alaska’s beauty. (keep, keeps)

7. Caribou, elk, and deer ________________ on snow covered mountain slopes. (graze, grazes)

8. Polar bears and fur seals ________________ along the Arctic Coast. (live, lives)

9. A moose or an Alaskan brown bear ________________ a common sight. (become, becomes)

10. Natural beauty and untouched wilderness ________________ Alaska an appealing place to visit. (make, makes)

RULES

• When the parts of a compound subject are joined by and, use a plural verb.

Incorrect: Anna and her family visits Alaska.
Correct: Anna and her family visit Alaska.

• When the parts of a compound subject are joined by or, either . . . or, or neither . . . nor, the verb agrees with the subject that is closer to it.

A deer or a bear stands beside the road.
Study Skills: Use an Encyclopedia

• An encyclopedia is a reference book that has general articles about people, places, things, events, and ideas. You can also find encyclopedia articles online or on CD-ROM.

• Most encyclopedias are made up of a set of books, or volumes. Articles in an encyclopedia are arranged alphabetically by topic. The spine of the book is labeled to tell you which part of the alphabet is in that book.

• The encyclopedia also uses entry words and keywords to help you find information. A cross reference will lead you to related articles.

310 Dominion Day

Dominion Day. See Canada Day.

Dominoes, DAHM uh nohz is the name for several games played with small rectangular pieces called dominoes. Dominoes were probably invented in China. A set of dominoes consists of 28 pieces, each divided into sections. Each section is marked with either no dots or from one to six dots. Most sets of dominoes are made of bone, ivory, plastic, or wood.

Answer the following questions.

1. What is the entry word for the encyclopedia article shown? ________________

2. Given the cross reference above, in what volume would you look to find information about Dominion Day? ________________

3. What keyword would you look up to find information about the game of soccer? ________________

4. In what volume would you look to find information about ocelots? ________________

5. Where would you look to find information about the Battle of Gettysburg? ________________

At Home: Write three topics you would like to learn more about. Then write the keyword you would use to find information on each.
Vocabulary: Prefixes and Suffixes

You can change the meaning of words by adding prefixes and suffixes.

- A **prefix** is a word part added to the beginning of a base word:
  
  \[ \text{un} + \text{do} = \text{undo} \]

- A **suffix** is a word part added to the end of a base word:
  
  \[ \text{wash} + \text{able} = \text{washable} \]

Add the base words to the word parts given below. Write the new words on the lines. Then, go back and circle the prefixes and suffixes in the equation.

1. dis + like =

2. mis + match =

3. bi + weekly =

4. care + less =

5. hope + ful =

6. un + bear + able =

7. im + pass + able =

8. un + tie =

9. re + place + ment =

10. pre + season =

11. good + ness =

12. hand + ful =

13. entertain + ment =

14. violin + ist =

15. shape + less =

At Home: Write a sentence with each of the following words: pass, passable, impassable. Notice how the meaning of these words differ.
Composition: Organization

- **Organize** ideas in a paragraph in a clear and logical way.
- **Time-order** words will help you present ideas in order.
  
  *at first, next, then, beforehand, at the same time, afterward*
- **Spatial** words can give the reader clearer directions.
  
  *above, behind, beside, next to, under*

Read the paragraph below. Then list the time-order words and spatial words on the lines below.

Reg was playing next to the house with his new puppy. He threw a ball, and the dog just sat with its tongue hanging out. Reg guessed that it was hungry, thirsty, and probably tired, too. First, Reg brought the puppy inside and asked his mother for two clean bowls. Then, he filled the blue bowl with water and filled the red bowl with kibble. Next, he set the bowls in front of the puppy. The dog quickly slurped up some water and devoured the food. After dinner, Reg made a bed out of a box and an old blanket. Finally, he placed the dog’s bed beside his own. He was happy that the two of them could sleep near one another all night long.

<table>
<thead>
<tr>
<th>Time-Order Words</th>
<th>Spatial Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Adjectives

**RULES**

- An **adjective** is a describing word that tells information about a noun or pronoun.
  
  \[ \text{The old, outdated turntable has been replaced.} \]
  
  \[
  \begin{array}{c}
  \text{adjectives} \\
  \text{noun}
  \end{array}
  \]

- **Adjectives** can appear in different places within a sentence. They often come after linking verbs such as *am, is, are, was,* and *were.*
  
  Now, CD players are popular.
  
  \[
  \begin{array}{c}
  \text{noun} \\
  \text{adjective}
  \end{array}
  \]

Write the adjective or adjectives that appear in each sentence. Underline the noun or pronoun each adjective describes.

1. The CD player offers better sound than most equipment that was used twenty years ago. ___________ ___________ ___________

2. The player uses thin discs that will last a long time if you take care of them properly. ___________

3. They are small and will fit easily into a protective case. ___________

4. Some cases are convenient. ___________

5. The durable disc uses a unique code to store music. ___________

6. The code is digital. ___________

7. A laser beam is able to read the unique codes without coming into contact with the disc. ___________ ___________

8. Most people enjoy the superior quality that a CD player provides. ___________ ___________

9. A special type of compact disc is able to store information. ___________

10. You can see that CDs can be used for a wide variety of purposes. ___________

**At Home:** Make up sentences of your own using five of the adjectives in this exercise. Say them aloud to a member of your family.
Articles

**RULES**

- **Articles** are special kinds of adjectives.
- The **articles** *a*, *an*, and *the* are adjectives that refer to a specific noun.
- For singular nouns, use *an* before vowel sounds, and *a* before consonant sounds.
  
  *An organization called SCA is a volunteer organization.*

- The **article** *the* can refer to a particular singular or plural noun.
  
  *The president of our school environmental club is a member of SCA.*

Underline the article or articles that correctly completes each sentence.

1. If you want to join *(an, a)* crew of environmental volunteers, contact *(an, a)* organization called SCA.

2. *(The, A)* association believes in helping improve *(the, a)* environment through hard work.

3. *(An, The)* students who would like to do volunteer work must apply for *(an, the)* job.

4. *(A, The)* students are given *(an, a)* application that they must complete.

5. Then *(the, a)* organization asks for at least two references from people who know *(a, the)* applicant very well.

6. *(The, A)* references are *(a, an)* important part of *(a, the)* application process.

7. If you are interested, you can get *(an, a)* application on-line by searching for SCA on *(the, a)* internet.

8. As *(an, a)* volunteer, you will work to protect our nation’s public lands.

9. *(An, The)* SCA gives young adults *(an, a)* opportunity to gain important skills in conservation.

10. Here is *(an, a)* chance to help conserve our environment and meet other young people who want to save *(the, an)* earth.

---

**At Home:** Think of ways you can be a good citizen in your home environment. List jobs you can do at home. Use the articles *a, an, and the* in your list.
Demonstrative Adjectives

**RULES**

- A **demonstrative adjective** comes before a noun and tells which one or which ones.
  
  *Look at your face in this mirror.*
  
  (nearby-singular)

  *We will use that mirror later.*
  
  (farther away-singular)

- **This** and **these** are demonstrative adjectives that point out people or things that are nearby.

- **That** and **those** are demonstrative adjectives that point out people or things that are farther away.

  *These mirrors can teach us about light.*
  
  (nearby-plural)

  *Those mirrors have a curved surface.*
  
  (farther away-plural)

Underline the demonstrative adjective. Circle **singular** if it describes a singular noun or circle **plural** if it describes a plural noun.

1. This class will now study about the behavior of light. **singular** **plural**
2. “Tom, please distribute three of those small mirrors to each group.” **singular** **plural**
3. “Notice how these mirrors are arranged to form a triangle.” **singular** **plural**
4. “Now, please hand me that tape.” **singular** **plural**
5. “Do you see how I taped this edge?” **singular** **plural**
6. “I will tape those edges the same way.” **singular** **plural**
7. Each group made that type of mirrored triangle. **singular** **plural**
8. They used those triangles to study reflection. **singular** **plural**
9. “Look what happens when I place this pencil inside the triangle.” **singular** **plural**
10. They saw that pencil multiplied a zillion times! **singular** **plural**

**At Home:** Ask a family member to point to an object or group of items in the room. Say a sentence that uses the name of the object or objects with one of these words: **this, that, these, or those.**
Mechanics and Usage: Proper Adjectives

RULES

• A **proper adjective** is an adjective formed from the name of a particular person, place, thing, or idea.

• Always capitalize a proper adjective.

  *Have you ever eaten **Swedish** meatballs?*

  proper adjective

Write the proper adjective that appears in each sentence.

1. I love the taste of most European foods.

2. I prefer their taste over some of the spicy Asian foods.

3. Some people think that English tea goes well with many foods.

4. A French person might be offended at the thought of drinking tea during a meal.

5. Other people prefer to accompany their meal with German beverages.

6. Once I spent a week touring the Balkan countries.

7. My Belgian friends accompanied me on this trip.

8. We tasted Dutch baking while visiting Holland.

9. I'll admit that I prefer Greek pastries.

10. The chocolate of Belgium surpassed the finest Swiss chocolate.

11. Many Western European cities have delightful cafes.

12. One kind of Parisian restaurant is called a bistro.

13. These French restaurants are all over Paris.

14. Many American restaurants are copying the outdoor cafes of Europe.

15. Do you know if outdoor cafes are as popular in Middle Eastern cities?
Write the adjective that describes the underlined noun. Then write A above each article and DA above each demonstrative adjective.

1. A doctor in Germany experimented with glass tubes.
2. There was an electric current going through these tubes.
3. He put black paper around one of the tubes.
4. He made a special substance glow.
5. His experiment with that tube led to a surprising discovery.
6. The doctor’s discovery was invisible rays.
7. This doctor named the unknown rays X rays.
8. An English doctor had many patients with smallpox.
9. Some patients had a milder disease called cowpox.
10. The keen observations of this doctor led to a discovery.

At Home: List three adjectives that tell how many and use each in a sentence.
Comparative and Superlative Adjectives

**RULES**

- **Comparative adjectives** compare two nouns or pronouns and usually end with -er.
  
  *My new school is bigger than my old school.*

- **Superlative adjectives** compare three or more nouns or pronouns and usually end with -est.
  
  *This school is the biggest of the five different schools I have attended.*

- If an adjective ends in *e*, drop the *e* before adding -er or -est.
- If an adjective ends in a consonant and *y*, change the *y* to *i* before adding -er or -est.
- For one-syllable adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.

Write the letter for the correct superlative and comparative forms of each adjective.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. wide</td>
<td>6. wet</td>
<td>11. fast</td>
</tr>
<tr>
<td>a. widder, widest</td>
<td>a. wetter, wettest</td>
<td>a. fastrer, fastrest</td>
</tr>
<tr>
<td>b. wider, widest</td>
<td>b. weter, wetest</td>
<td>b. faster, fastest</td>
</tr>
<tr>
<td>c. wider, widdest</td>
<td>c. wetters, wetterst</td>
<td>c. faster, fastest</td>
</tr>
<tr>
<td>2. funny</td>
<td>7. mild</td>
<td>12. white</td>
</tr>
<tr>
<td>a. funnier, funniest</td>
<td>a. milder, mildest</td>
<td>a. whiter, whitest</td>
</tr>
<tr>
<td>b. funnyer, funnyest</td>
<td>b. milder, mildiest</td>
<td>b. whitter, whittest</td>
</tr>
<tr>
<td>c. funier, funiest</td>
<td>c. milder, mildest</td>
<td>c. whiter, whitest</td>
</tr>
<tr>
<td>3. happy</td>
<td>8. red</td>
<td>13. slim</td>
</tr>
<tr>
<td>a. hapier, happiest</td>
<td>a. reddier, reddieast</td>
<td>a. slimer, slimest</td>
</tr>
<tr>
<td>b. happyer, happyiest</td>
<td>b. redder, reddest</td>
<td>b. slimmer, slimmest</td>
</tr>
<tr>
<td>c. happier, happiest</td>
<td>c. redder, reddest</td>
<td>c. slimmer, slimmest</td>
</tr>
<tr>
<td>4. small</td>
<td>9. rare</td>
<td>14. rude</td>
</tr>
<tr>
<td>a. smaller, smallest</td>
<td>a. rarier, rarest</td>
<td>a. rudder, rudest</td>
</tr>
<tr>
<td>b. smaller, smallest</td>
<td>b. rarer, rariest</td>
<td>b. rudeer, rudeeest</td>
</tr>
<tr>
<td>c. smaler, smalest</td>
<td>c. rarer, rarest</td>
<td>c. ruder, rudest</td>
</tr>
<tr>
<td>5. large</td>
<td>10. fat</td>
<td>15. hot</td>
</tr>
<tr>
<td>a. larger, largest</td>
<td>a. fater, fateast</td>
<td>a. hotter, hottest</td>
</tr>
<tr>
<td>b. larger, largest</td>
<td>b. fatter, fattest</td>
<td>b. hoiter, hoitest</td>
</tr>
<tr>
<td>c. larger, largest</td>
<td>c. fatter, fatterst</td>
<td>c. hotrer, hotrest</td>
</tr>
</tbody>
</table>
**Comparing with *More* and *Most***

**RULES**
- Use *more* and *most* when comparing with most adjectives that have two or more syllables.
- Use *more* when comparing two nouns or pronouns.
  
  *I think this book is more interesting than that one.*
- Use *most* when comparing three or more nouns or pronouns.
  
  *This book is the most interesting book I have ever read.*

Never use *more* or *most* with adjectives that end in *-er* or *-est*.

**CORRECT:**
- more happy
- most happy

**INCORRECT:**
- more happier
- most happiest

Complete the chart by adding the missing adjectives.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE FORM</th>
<th>SUPERLATIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>most awkward</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. stubborn</td>
<td>more difficult</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. unusual</td>
<td>more fantastic</td>
<td></td>
</tr>
<tr>
<td>6. restful</td>
<td>more comfortable</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9. wonderful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>most exciting</td>
</tr>
</tbody>
</table>

**At Home:** Choose one or more rows from the chart. Say aloud a sentence using each form of the adjective in the chosen row.
Comparing with Good and Bad

RULES

• The adjective **good** has irregular comparative and superlative forms. Use **better** for comparing two nouns. Use **best** for comparing three or more.

> Areas of historical significance are a **good** place to hunt for artifacts. Some archaeologists suggest that sunken ships are a **better** place. Others say that the pyramids in Egypt are the **best** place of all.

• The adjective **bad** has also irregular comparative and superlative forms. Use **worse** to compare two nouns. Use **worst** to compare three or more.

> Archaeologists think that failing to catalog discovered artifacts is a **bad** idea. Selling archaeological objects is **worse**. Discarding ordinary objects found in an archaeological dig is the **worst** idea of all.

Rewrite each sentence. Use the correct form of the adjective in parentheses.

1. Archaeologists think losing valuable remains is *(bad)* than losing recently obtained artifacts.

2. I believe that Egyptian pyramids are a *(good)* place to explore than submerged cities.

3. The discovery of the tomb of the ancient Egyptian king Tutankhamen in 1922 was the *(good)* discovery of its time.

4. Taking your own survey of an area is *(good)* than looking at a photograph of a dig site.

5. Digging in a hurried and reckless manner is the *(bad)* thing to do during an archaeological excavation.

At Home: Find an item at home that reveals something about you. Write a sentence using a form of **good** or **bad**.
Combining Sentences: Adjectives

**RULES**

- Use an adjective to combine two sentences that tell about the same noun.

Rome was a city in the Roman Empire. **It was a large city.**

Rome was a **large city** in the Roman Empire.

Use an adjective to combine the two sentences into one new sentence. Write the new sentence on the line.

1. Rome began on seven hills in central Italy. The hills were steep.

2. Much soil lay nearby. The soil was fertile.

3. Romans raised crops on large estates. They were wealthy.

4. The Roman Empire owned deposits of minerals. The deposits were rich.

5. They owned forests in Asia Minor. The forests were dense.

6. Romans farmed vineyards in an area called Gaul. The vineyards were thriving.

7. The people of the Roman Empire had many customs. The customs of the people were different.

8. Senators and landowners were in the upper class. The upper class was special.

9. Citizens and slaves belonged to the lower class. The lower class was larger.

10. Both classes mingled in the Forum. The Forum was a bustling place.

**At Home:** Underline the noun that is being described in both sentences in the above exercises. Then circle all the adjectives in the final sentence.
Mechanics and Usage: Abbreviations

**RULES**

- An **abbreviation** is a letter or a group of letters that stand for a word.
- Most abbreviations begin with a capital letter and end with a period.
  
  *Mister (Mr.) January (Jan.) Avenue (Ave.)*

- An initial is the first letter of a person’s name, followed by a period.
  
  *Clive Staples Lewis (C.S. Lewis)*

- No periods are used in abbreviations of states.
  
  *The abbreviation TX stands for the state of Texas.*

Choose an abbreviation from the box that stands for each word or phrase. Write it on the line. Note: State abbreviations are listed in the Handbook.

1. Wednesday ________________________________
2. West Virginia ________________________________
3. Avenue ________________________________
4. February ________________________________
5. Governor ________________________________
6. Michigan ________________________________
7. Boulevard ________________________________
8. Doctor ________________________________
9. Senator ________________________________
10. September ________________________________
11. Junior ________________________________
12. Street ________________________________
13. California ________________________________
14. inch ________________________________
15. Post Office ________________________________

**At Home:** Write five sentences using abbreviations from the above activity.
Mixed Review

**RULES**

- **Comparative adjectives** tell how two people, places, or things are alike or different. Add -er to most one-syllable adjectives that compare.

  A kiwi’s egg is bigger than a robin’s egg.

- **Superlative adjectives** tell how more than two people, places, or things are alike or different. Add -est to most one-syllable adjectives that compare.

  An albatross has the greatest wingspan of all birds.

- With some longer adjectives, you use more or most to compare things. Use more to compare two things. Use most to compare more than two things.

  A woodpecker has a more pointed beak than a duck.
  Of all birds, I think the robin has the most colorful eggs.

- The adjectives good and bad have special forms to compare things. The forms are better, best and worse, worst. Use better and worse to compare two things. Use best and worst to compare more than two things.

  A pond is a better place to see a duck than a meadow.
  A tree trunk is the best place to find a woodpecker.

Complete each sentence with the correct form of the adjective given in dark type. Add -er, -est, more, most, or write the special form.

1. interesting Emma thinks birds are the ________________ of all animals.

2. good Her report on birds was the ________________ in her class.

3. good It was ________________ than her last report on mammals.

4. surprising Her information about birds was ________________ than her facts about mammals.

5. bright She knew some birds had ________________ feathers than others.

6. good She found birds with dull feathers are the ________________ singers.

7. bad Emma thinks the crow has the ________________ call.

8. bad To her, a crow’s call is ________________ than a bluejay’s call.

9. large Emma found out that the ________________ bird of all is the ostrich.

10. fast At 34 miles an hour, the ostrich is a ________________ runner than a squirrel.
Common Errors: Comparative and Superlative Adjectives

RULES

• For most short adjectives, add -er to compare two nouns or pronouns and -est to compare more than two nouns or pronouns.

  Whales are larger than dinosaurs.
  Hummingbirds are the smallest of all birds.

• For long adjectives, use more to compare two nouns or pronouns and most to compare more than two nouns or pronouns.

  For their size, ants are more powerful than people.
  Macaws are the most colorful of all birds.

• Do not use the -er or -est form with more or most.

  Wrong: Swans are more larger than sparrows.

Write the correct form of the adjective in parentheses ( ) on the line at the end of the sentence.

1. For its size, the rhinoceros beetle is one of the (powerful) animals in the world.

2. The (enormous) swarm of locusts ever known contained 12.5 trillion locusts.

3. Spider silk is 15 times (fine) than human hair.

4. For its size, the flea is the (high) jumper of all animals.

5. The arctic tern travels the (great) distances of any other animal.

6. Spider silk is (durable) than steel.

7. The cheetah is the (swift) animal on Earth.

8. Giant tortoises can live (long) than people.

9. Some kinds of whales are (massive) than the largest dinosaur.

10. At birth, a baby kangaroo is no (big) than a queen bee.

At Home: Write five sentences comparing two animals. Include a comparative or superlative adjective in each sentence.

McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives, pages 282–283
Study Skills: Use Time Lines and Historical Maps

- A time line is a diagram that shows a series of events in time, in the order in which they happened. Dates are marked on a time line to identify these events.
- A time line can help you see how events are related.

Look at the time line below. It shows the battles of the American Revolution.

### Battles of the American Revolution

- **April**
  - Battles of Lexington and Concord
- **May**
  - Battle of Fort Ticonderoga
- **June**
  - Battle of Saratoga
- **March**
  - British leave Boston
- **June-October**
  - Battle of Saratoga
- **December**
  - British troops move south to Georgia
- **February**
  - Final Battle of Vincennes
- **October**
  - Battle of Yorktown
- **November**
  - Treaty of Paris
- **March 1778**
  - Winter spent at Valley Forge
- **September**
  - Battle of Serapis v. Bonhomme Richard
- **October**
  - Battle of Yorktown
- **November**
  - Treaty of Paris

Use the time line to answer the questions below.

1. What were the first two battles of the war?

2. How many years separate the Battles of Lexington and Concord and the Treaty of Paris?

3. Was the Battle of Saratoga before or after the Battle of Ticonderoga?

4. During which winter did Washington’s troops stay in Valley Forge?

5. What important battle was fought in 1781?

**At Home:** Write three more questions about the time line above. Show a family member how to use the time line to answer your questions.
**Vocabulary: Synonyms and Antonyms**

- **Synonyms** are words that have the same or almost the same meaning.
  
  The word *small* is a synonym for *tiny*.

- **Antonyms** are words that have opposite meanings.
  
  The word *hot* is an antonym for *cold*.

Complete the chart by filling in synonyms and antonyms.

<table>
<thead>
<tr>
<th>WORD</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. big</td>
<td>large</td>
<td></td>
</tr>
<tr>
<td>2. cold</td>
<td>chilly</td>
<td></td>
</tr>
<tr>
<td>3. happy</td>
<td></td>
<td>sad</td>
</tr>
<tr>
<td>4. light</td>
<td>bright</td>
<td></td>
</tr>
<tr>
<td>5. close</td>
<td>shut</td>
<td></td>
</tr>
<tr>
<td>6. warm</td>
<td>toasty</td>
<td></td>
</tr>
<tr>
<td>7. dark</td>
<td>murky</td>
<td></td>
</tr>
<tr>
<td>8. sad</td>
<td></td>
<td>happy</td>
</tr>
<tr>
<td>9. chilly</td>
<td></td>
<td>hot</td>
</tr>
<tr>
<td>10. large</td>
<td></td>
<td>small</td>
</tr>
<tr>
<td>11. cloudy</td>
<td>fuzzy</td>
<td></td>
</tr>
<tr>
<td>12. wet</td>
<td>damp</td>
<td></td>
</tr>
<tr>
<td>13. windy</td>
<td></td>
<td>calm</td>
</tr>
<tr>
<td>14. mean</td>
<td>cruel</td>
<td></td>
</tr>
<tr>
<td>15. buy</td>
<td>purchase</td>
<td></td>
</tr>
</tbody>
</table>

**At Home:** What is your favorite animal? Use three pairs of synonyms and antonyms to describe favorite pets.
Composition: Outlining

- An outline is a plan that organizes ideas about a specific topic. Outlines group facts into categories and show how facts are related.
  
  The title tells the topic.

  I. A main idea is labeled by a Roman numeral.
     A. A supporting detail is labeled by a capital letter.
     B. A supporting detail is labeled by a capital letter.

  II. A main idea is labeled by a Roman numeral.
     A. A supporting detail is labeled by a capital letter.
     B. A supporting detail is labeled by a capital letter.

A student wrote this outline about Arbor Day. Answer the questions about it.

**Arbor Day**

I. What it is
   A. Day set aside for planting trees
   B. Observed at different times in different states

II. History of Arbor Day
   A. Sterling Morton in Nebraska
   B. Idea picked up by other states

III. Importance of Arbor Day
   A. Beautifies landscape
   B. Conservation

1. What is the topic of the outline? ________________________________
2. How many main ideas are there? ________________________________
3. What is the second main idea? _________________________________
4. Name one detail that supports the first main idea.
   ___________________________________________________________________
5. How many details support the third main idea? _________________

---

At Home: Discuss the outline with a family member. Do your own research and add Part IV to the outline. Share the information.
Pronouns

RULES

• A pronoun takes the place of one or more nouns.
• There are singular pronouns and plural pronouns.
• A pronoun has to match the noun or nouns it takes the place of.

Ashley wrote a report about cowhands.  Cowhands wear special clothing.
She wrote a report about cowhands.  They wear special clothing.

Underline the pronoun in each sentence. Circle the word that tells whether the pronoun is singular or plural.

1. Ashley read her report to the class.  singular  plural
2. It was a history report about cowhands.  singular  plural
3. She described the clothing cowhands wore.  singular  plural
4. Ashley discussed the bandanna and how it was used.  singular  plural
5. Ashley said all cowhands wore them on the trail.  singular  plural
6. They used the bandanna in many ways.  singular  plural
7. A cowhand would use it as a sweatband.  singular  plural
8. A bandanna dipped in a stream would help him cool off.  singular  plural
9. He might get hurt and use a bandanna as a bandage.  singular  plural
10. It kept dust from a cowhand’s nose and mouth.  singular  plural
11. Ashley said she had some photos of cowhands.  singular  plural
12. They were old-time photos of the American West.  singular  plural
13. I thought Ashley’s report was very interesting.  singular  plural
14. My friend said he learned a lot about cowhands.  singular  plural
15. When Ashley finished, we asked a lot of questions.  singular  plural
Subject Pronouns

RULES

• A subject pronoun is a pronoun that is the subject of a sentence.
• The subject pronouns are I, you, he, she, it, we, and they.

   I like to walk to school.
   He likes to walk to school.
   We walk to school together.
   You can walk with us.

Write the subject pronoun in each sentence.

1. Fernando and I walked to school on Monday morning. _________
2. It was a warm and sunny spring day. _________
3. We were late and began running. _________
4. Suddenly he tripped on the sidewalk and fell down. _________
5. He scraped his right arm on the cement. _________
6. It was a bad scrape and started to bleed a lot. _________
7. We needed to think of a way to stop the bleeding. _________
8. Maybe you can guess our solution. _________
9. I told Fernando to take off his socks. _________
10. They made good bandages. _________

At Home: Write four sentences about things your classmates did today in school. Use the subject pronouns he, she, they, we.
Object Pronouns

RULES

• An object pronoun is a pronoun that is the object of an action verb.
• An object pronoun is a pronoun that is used after words such as to, for, with, in, of, or at.
• The object pronouns are me, you, him, her, it, us, and them.

I went on a trip with them.
used after word with

He helped her solve a problem.
used as object of verb helped

Write the object pronoun in each sentence.

1. Wyatt invited me on a camping trip. me

2. His parents took us to a national park. us

3. I helped him put up the tent. him

4. Then we put our sleeping bags in it. it

5. In the morning, Wyatt’s dad made pancakes for us. them

6. Wyatt’s mom wanted to put syrup on them. them

7. I handed the bottle of maple syrup to her. her

8. Syrup began leaking out of a small hole in it. it

9. Wyatt’s dad told her to wait one minute. her

10. He took tape from a first-aid kit and put it over the hole. them

At Home: Name the word that the object pronoun follows in each sentence on this page. Then tell whether the word is an action verb or a word such as to, for, with, in, of, or at.
Mechanics and Usage: Colons and Hyphens

**RULES**

- Use a **hyphen** to divide a word at the end of a line. Divide the word between syllables.
  
  *Linda Lucia thought of a way to solve her problem.*

- Use a **hyphen** to connect the parts of some compound words.
  
  *Linda Lucia has a picture of her great-grandmother.*

- Use a **colon** between the hour and the minutes in the time of day.
  
  *Some people ride horses at 6:00 in the morning.*

- Use a **colon** after the greeting of a business letter.
  
  *Dear Mr. Edwards:*

Underline the word in each sentence that contains a hyphen or a colon.

1. Linda Lucia has a collection of twenty-six pictures of horses.

2. She has cut out most of her horse pictures from magazines.

3. Yesterday afternoon at 3:30, she bought a magazine with a picture of a beautiful colt on the cover.

4. At 4:30, she went to look for the magazine in her room.

5. Linda Lucia saw her cat on the bed and the magazine nearby with a torn cover.

6. Linda Lucia and her mom searched all over for her best-loved magazine.

7. Then at 7:00, Linda Lucia sat down to write a letter to the publisher of the magazine.

8. Dear Ms. Hall:

9. Linda Lucia was very happy to get a letter from the publishing company and a copy of the magazine.

10. Now Linda Lucia has twenty-seven pictures of horses in her album.

**At Home:** Copy each of the following phrases and add a hyphen or a colon.

- lunch at 11:30
- thirtyone minutes
- nicelooking horse
- saw many different breeds
- Dear Sir

**McGraw-Hill Language Arts**

Grade 5, Unit 5, Pronouns, pages 346–347
Mixed Review

**RULES**

- A **subject pronoun** is a pronoun that is the subject of a sentence. The subject pronouns are *I, you, he, she, it, we,* and *they.*
  
  *You can learn a lot from books.*

- An **object pronoun** takes the place of a noun after an action verb or after words such as *to, for, with, in,* or *at.* The object pronouns are *me, you, him,* *her, it, us,* and *them.*
  
  *I’ll lend you my book. Please return the book to me next week.*

- Use a **hyphen** to divide a word at the end of a line or to connect the parts of some compound words.
  
  *The author is a well-known writer. I have read many books about Native Americans.*

- Use a **colon** between the hour and the minutes in the time of day.
  
  *The time now is 2:30.*

Circle subject pronoun or object pronoun to show what kind of pronoun is underlined in each sentence. If a sentence is missing a hyphen or a colon, write it where it belongs.

1. *I* read an interesting book about a tribe of Native Americans.
   
   subject pronoun  object pronoun

2. *My* friend wants to borrow the book and will meet *me* after school at 315.
   
   subject pronoun  object pronoun

3. *It* told about the life of Native Americans on the plains of America.
   
   subject pronoun  object pronoun

4. In the past, moving frequently was a way of life for *them.*
   
   subject pronoun  object pronoun

5. Long ago, a Native American woman would wrap an *infant* on a board and carry *him or her* on her back.
   
   subject pronoun  object pronoun

---

**At Home:** Copy a paragraph from a magazine article. Draw one line under each subject pronoun. Draw two lines under each object pronoun. Circle any hyphens you find.
Pronoun-Verb Agreement

**RULES**

- Use a singular verb with a singular subject pronoun.
  
  **singular subject pronoun**
  
  *He likes* to direct plays.*

- Use a plural verb with a plural subject pronoun.
  
  **plural subject pronoun**
  
  *We like* to perform in plays.*

- When you use the pronouns *he, she,* and *it,* add *s* to most verbs.
  
  *She wears a cat costume.*

- When you use the pronouns *I, we, you,* and *they,* do not add *s* to a verb in the present tense.
  
  *I wear a cat costume.*

If the verb in a sentence needs an *s* added, write the *s.* If it does not need an *s* added, circle the verb.

1. Gam and I act____ in plays at our community theater.
2. In our next play, we both play____ cats.
3. They sing____ together at the beginning of the play.
4. She play____ a smart and serious cat.
5. However, it seem____ like a funny play to me.
6. On opening night, she find____ a tear in her costume.
7. I tell____ the director of the play, Mr. Ross.
8. He quickly solve____ the problem and mends the tear.
9. How do you think____ he repairs the costume?
10. He staple____ the tear together!
Combining Sentences: Subject and Object Pronouns

**RULES**

- You can combine two sentences that have **subject pronouns** into one sentence if they share the same action or idea.
  
  Use the words **and** or **or** to form a **compound subject**.
  
  *You have a dog with white hair. She has a dog with white hair.*
  
  *You and she have dogs with white hair.*
  
  Use a verb that agrees with the new **compound subject**.
  
  *You and she have dogs with white hair.*

- You can combine two sentences that have **object pronouns** into one sentence if they share the same action or idea.
  
  Use the words **and** or **or** to form a **compound object**.
  
  *A dog is the best pet for him. A dog is the best pet for her.*
  
  *A dog is the best pet for him and her.*

Draw one line under the compound subject pronouns. Draw two lines under the compound object pronouns.

1. He and I have a problem with our dogs.
2. You and she have the same problem.
3. The problem for him and me is that our dogs shed.
4. Shedding is also a problem for you and her.
5. You and I have dogs with long black hair.
6. Long black hair is always on you and me.
7. The dogs belonging to him and her have thick red hair.
8. He and she find red hair on their clothing.
9. The solution to our problem came from you and me.
10. We told first him and then her to take the hair off with sticky tape.

At Home: Look for three compound subject pronouns and three compound object pronouns in a newspaper or magazine. Write the pronouns you find.
Possessive Pronouns

RULES

• A possessive pronoun shows who or what has or owns something. Use a possessive pronoun in place of a possessive noun.

  *David’s cat* is curious. *His cat* is curious.

• Some possessive pronouns are used before nouns. They are *my, your, his, her, its, our,* and *their.*

  possessive pronoun  
  My friends have two cats.  
  possessive pronoun  
  Their cats are curious.

• Some possessive pronouns stand alone. They are *mine, yours, his, hers, its, our,* and *theirs.*

  The black cat is mine. The white cats are theirs.

A. Fill in the blank with the correct possessive pronoun. Choose one of the pronouns in dark type.

1. ____________ cat jumps on the kitchen counter.  
   Our, Ours

2. ____________ mother wants the cat to stop doing this.  
   My, Mine

3. Some friends of ____________ told us about a trick.  
   my, mine

4. They said it worked with ____________ cat.  
   their, theirs

5. Mom was willing to try ____________ idea.  
   their, theirs

6. As they suggested, ____________ dad set mousetraps and put them in paper bags.  
   my, mine

7. He closed the bags and put them on ____________ kitchen counter.  
   our, ours

8. The cat scratched a bag with ____________ paws and the traps went off.  
   her, hers

9. The noise scared ____________ cat, but she was not hurt.  
   our, ours

10. Now our cat behaves, and ____________ does, too.  
    their, theirs

At Home: Write a short paragraph about a pet you have or one you know. Use four or more different possessive pronouns in your paragraph.
Mechanics and Usage: Contractions—Pronoun and Verb

**RULES**

- A **contraction** is a shortened form of two words.
- Some contractions are made from a **pronoun** and a **verb**.
- Use an **apostrophe** (‘) in a contraction to show where a letter or letters have been left out.

```
pronoun
We are good friends.

verb
We're good friends.

contraction
apostrophe
```

Write the contraction for the underlined pronoun and verb in each sentence.

1. I am going to Chi Wan’s house after school.
   _______________

2. I think we are going to play the game of chess.
   _______________

3. I know it is my friend’s favorite game.
   _______________

4. He is a very good player and wins most of the time.
   _______________

5. By playing with Chi Wan, I am becoming a better player.
   _______________

6. He has a little sister, and she is always hiding the chess pieces.
   _______________

7. If they are missing, we can still play checkers.
   _______________

8. He is saving the metal tops from juice bottles.
   _______________

9. We are going to color them with red and black marking pens.
   _______________

10. Don’t you think it is an easy solution to the problem?
    _______________

**At Home:** Choose four different contractions that you wrote and use them in written sentences of your own.
Mixed Review

RULES

• You can combine the **subject pronouns** of two similar sentences to form a **compound subject**.

  *He* recycles newspapers. *I* recycle newspapers.
  *He and I* recycle newspapers.

• You can combine the **object pronouns** of two similar sentences to form a **compound object**.

  *The mayor spoke to* her. *The mayor spoke to* him.
  *The mayor spoke to* her and him.

• Use an **apostrophe** (‘) in a contraction to show where a letter or letters have been left out.

• A possessive pronoun shows who or what owns something. A possessive pronoun never has an apostrophe.

  *Thanks for* your help. *You’re* a helpful person.

**Possessive pronoun**  **contraction**

Circle the answer that tells whether the underlined word or words are a **compound subject**, a **compound object**, a **contraction**, or a **possessive pronoun**.

1. People of Garbageville realize there is too much trash in **their** town.
   - compound subject  contraction  compound object  possessive pronoun

2. The mayor hired Mr. Hill to be in charge of **its** recycling center.
   - compound subject  contraction  compound object  possessive pronoun

3. She and he decided to mail information about recycling to every citizen.
   - compound subject  contraction  compound object  possessive pronoun

4. It’s a good idea for people to reuse bags and take them to stores.
   - compound subject  contraction  compound object  possessive pronoun

5. Maybe Garbageville will share ideas with **you and me**.
   - compound subject  contraction  compound object  possessive pronoun

**At Home:** Write sentences with *it’s, they’re, and their.*

McGraw-Hill School Division
Common Errors: Pronouns

RULES

• **Subject pronouns** and verbs must agree.
  - Singular: *I, you, he, she, it*  \( \text{She is fascinated by elephants.} \)
  - Plural: *we, you, they*  \( \text{They are very intelligent animals.} \)

• **Object pronouns** are used after an action verb or after words such as *for, at, of, with, in, to, or by.*
  - Singular: *me, you, him, her, it*  \( \text{They are one of her favorite subjects.} \)
  - Plural: *us, you, them*  \( \text{My sister gave us pictures of elephants.} \)

• **Possessive pronouns** do not have apostrophes.
  \( \text{The elephant is famous for its memory.} \)

Write a subject pronoun, object pronoun, or possessive pronoun to take the place of the underlined word or words.

1. African elephants and Asian elephants are two different kinds of elephants.

2. The African elephant is larger than the Asian elephant.

3. Their larger tusks and ears make African elephants seem even larger.

4. At the zoo, my family and I were able to compare them.

5. The male African elephant was trumpeting loudly.

6. In the wild, most elephants live in herds of different sizes.

7. Herds of elephants are led by older females.

8. The herd is often led to food and water by the older female.

9. An elephant mother communicates to her young by slapping her ears against her head.

10. Elephants greet each other by touching their trunks together.

---

**At Home:** Think about a pet you have had or would like to have. Then write a paragraph describing how it looks and behaves. Include subject, object, and possessive pronouns.
Study Skills: Dictionary

- A **dictionary** gives **word meanings, pronunciation, and parts of speech** for each **entry word**. The words are listed in alphabetical order.
- A **pronunciation key** helps you figure out the pronunciation.

**greasy/green**

greasy 1. Soiled with grease. *My dad’s overalls were greasy after he repaired the car.* 2. Containing much grease or fat. *These fried potatoes are greasy.*
3. Like grease; oily; slick. *This suntan lotion feels greasy.*
greas•y
(adjective, greasier, greasiest.—greasiness, noun.)
great 1. Very large in size or number. *A great crowd gathered.*
2. Very important, excellent, or remarkable. *This is a great honor.*
3. Extraordinary in ability or achievement. *He is a great baseball player.*
great (grät) adjective, greater, greatest

at; āpe; fär; care; end; mē; it; īce; pierce; hot; ēld; song; fōrk; oil; out; up; ēse; rule; pull; turn; chin; sing; shop; thin; this; hw in white; zh in treasure.
The symbol ø stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

Use the dictionary excerpt and the pronunciation key to answer the following questions. Write your answers.

1. Which entry word can be pronounced two ways? ____________________________

2. Does the vowel sound in the word *great* sound like the vowel in *me, end, or ape*? ____________________________

3. Which definition of *great* is used in the following sentence?

   *Albert Einstein had a great mind.* ____________________________

4. What part of speech is *great*? ____________________________

5. What other forms of *great* are shown? ____________________________

At Home: Look up the following words in a dictionary and tell how they are pronounced: project, forfeit, fjord, lira, serene.
Vocabulary: Word Choice

- Vivid adjectives paint a picture.
  I saw a kitten. I saw an orange-and-black striped kitten.
- Vivid verbs also paint a picture.
  I saw a kitten jump. I saw a kitten pounce.
- Vivid adjectives and vivid verbs can be used in one sentence.
  I saw an orange-and-black striped kitten pounce.

Match each word with a vivid adjective or vivid verb. Write the letter on the line.

1. _____ big a. boiling
2. _____ cold b. chatter
3. _____ fall c. exhausted
4. _____ fast d. freezing
5. _____ hot e. gigantic
6. _____ pretty f. gorgeous
7. _____ run g. holler
8. _____ slow h. scamper
9. _____ talk i. scribble
10. _____ tired j. sluggish
11. _____ torn k. soggy
12. _____ walk l. speedy
13. _____ wet m. tattered
14. _____ write n. tumble
15. _____ yell o. wander

At Home: What makes your classroom special? Write a description, using vivid verbs and adjectives.
Composition: Writing a Description

- A written description creates a clear and vivid picture.
- Use vivid language and sensory details to write descriptions.

*The librarian had bright red hair, half glasses rimmed with jewels, and a grin that was full of mischief.*

Use vivid language and sensory details to complete each sentence. Try to paint a picture for your reader.

1. The sky looked like __________________________

2. The bird sounded like __________________________

3. The kitchen smelled like __________________________

4. The kitten felt like __________________________

5. The cold water tasted like __________________________

6. The storm was as _____________ as __________________________

7. The dog yipped and __________________________

8. Ben slammed on the brakes and __________________________

9. Lena sat by the window and __________________________

10. The old house __________________________

At Home: What do your five senses tell you? Write a description of a special place. Use sensory details and vivid language.
Adverbs

RULES

- An **adverb** can tell more about a verb.
- An adverb can tell **how, when, or where** an action takes place.

  *Enrique moved **away** from home.* (answers the question where?)
  *School starts **soon**.* (answers the question when?)
  *He **anxiously** hopes to make friends.* (answers the question how?)

Underline the adverb in each sentence. Then write **how, when, or where** to tell which question the adverb answers.

1. Enrique’s family recently moved to a new town. __________
2. His family moves often because of his father’s work. __________
3. Everyone in the family really likes the new apartment. __________
4. An elementary school is located nearby. __________
5. Enrique is eagerly waiting to start school. __________
6. He usually worries about making friends. __________
7. Enrique then decides on a plan to help him. __________
8. He politely introduces himself to classmates. __________
9. He shyly shows classmates his card collection. __________
10. He immediately takes part in school activities. __________

**At Home:** In the sentences above, draw an arrow from each adverb to the verb it tells more about.
Adverbs Before Adjectives and Adverbs

**RULES**

- You can use an adjective to describe an adjective or another adverb.

<table>
<thead>
<tr>
<th>adverb</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>She is very artistic.</em></td>
<td><em>She works unusually fast.</em></td>
</tr>
<tr>
<td>adjective</td>
<td>adverb</td>
</tr>
</tbody>
</table>

Write the adverb in each sentence that describes the underlined adjective or adverb.

1. My cousin learned so **quickly** how to use a computer.

2. She volunteers quite **often** to create ads for clubs.

3. She designed a very **clever** ad for a chess club.

4. She was really **excited** about doing it on the computer.

5. I think my cousin created a truly **original** ad.

6. The club was thoroughly **pleased** with the ad.

7. Members thought the art was especially **appealing**.

8. Almost **immediately** people encouraged her to do more.

9. My cousin very **definitely** plans to take a computer class.

10. She is totally **serious** about becoming a computer artist.

**At Home:** Look in a newspaper for four sentences that contain adverbs. Look for adverbs that describe an adjective and another adverb. Underline the adverbs.
Comparing with Adverbs

**RULES**

- You can use an **adverb** to compare two or more actions.

- To compare two actions, add **-er** to most short adverbs. Use **more** with adverbs that have two or more syllables.
  
  *Samantha climbed higher than Peter.*
  
  *Jack hikes more frequently than Jill.*

- To compare more than two actions, add **-est** to most short adverbs. Use **most** with adverbs that have two or more syllables.
  
  *Of the four students, Samantha climbed the highest.*
  
  *Samantha hikes the most frequently of all the students.*

- Do not use **more or most** with **-er or -est**.

  **Incorrect:** Jan played more longer than Dan. Stan played the most longest of the three.

  **Correct:** Jan played longer than Dan. Stan played the longest of the three.

Fill in the chart with the correct forms of the adverbs that compare.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Compares Two Actions</th>
<th>Compares More Than Two Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. skillfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. firmly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. anxiously</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. gracefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. loud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. near</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. happily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**At Home:** Choose two adverbs from the chart and use both in sentences. Compare two actions and more than two actions in your sentences.
McGraw-Hill School Division

Negatives

RULES

• A **negative** is a word that means “no.”
  
  *You never know what might happen.*

• There should be only one negative in a sentence. If there are two negatives, change one negative into a positive word or drop one of the negatives.
  
  **Incorrect:** He can’t never write for long.
  **Correct:** He can’t ever write for long.
  **Correct:** He can never write for long.

Write the negative missing from each sentence. Choose a negative from the box.

<table>
<thead>
<tr>
<th>couldn’t</th>
<th>didn’t</th>
<th>don’t</th>
<th>hadn’t</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>no one</td>
<td>not</td>
<td>nothing</td>
<td>wasn’t</td>
</tr>
</tbody>
</table>

1. Jeremy _________________ ever entered a writing contest before.
2. He _________________ hesitate, however, to send in his essay.
3. The fifth-grader thought he had _________________ to lose by trying.
4. When he got a letter from the President, he _________________ believe it!
5. _________________ was more surprised than he was.
6. Jeremy _________________ expected to be invited to the White House.
7. He had _________________ idea what to expect.
8. After his trip, Jeremy _________________ sure what he liked best.
9. It was an experience he would _________________ soon forget.
10. Jeremy says _________________ be afraid to take action.

**At Home:** Use three different negatives in sentences of your own.

McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs, pages 422–423
McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs,
pages 424–425

Mechanics and Usage: Punctuation in Dialogue

RULES

- Put quotation marks before and after a person’s exact words.
  “I hate litter,” Grace said.
- Begin the first word of a quotation with a capital letter.
  Larry asked, “Who will help us prevent litter?”
- Use a comma or commas to separate a phrase, such as he said, from the quotation itself.
- Put a comma or a period inside closing quotation marks.
  Grace said, “I’ll design a poster.”
- Begin a new paragraph to show a different person is speaking.

In each sentence, underline the exact words a person says.

3. “We could organize an anti-litter campaign,” suggested Grace.
4. “Great,” laughed Larry, “we’ll write to the City Council.”
5. He added, “Let’s decide how to do it.”
6. “First, we design posters asking people not to litter,” Grace said.
7. “Then we hang the posters in shop windows,” she said.
8. Larry asked, “What supplies will we need?”
9. “We’ll need paint and posterboard,” replied Grace.
10. “OK,” exclaimed Larry, “I’m ready to get started now.”
11. He went on, “Let’s go to my house and paint the posters.”
12. Grace said, “Then we can finish the first anti-litter posters.”
13. “Larry,” she asked, “can you do it tomorrow?”
14. “If my parents say OK,” he replied, “I sure can.”
15. Grace shouted, “Watch out, litter, here we come!”

At Home: In the sentences above, circle the punctuation marks that are inside the quotation marks.
Mixed Review

**RULES**

- An **adverb** tells more about a verb. It tells *how*, *when*, or *where* an action takes place.
  
  *Caleb went unwillingly.* (tells *how*)
  *Now he is excited.* (tells *when*)
  *He enjoyed it there.* (tells *where*)

- You can use an adverb to describe an adjective or another adverb.

  ![Diagram]

![Diagram]

- A **negative** is a word that means “no.” There should be only one negative in a sentence.

  *Incorrect:* Isn’t it not hard to choose a job?
  *Correct:* Isn’t it hard to choose a job?

Circle the adverb in each sentence. Then rewrite the sentence so there is no double negative.

1. Yesterday, Caleb hadn’t made no decision about a job.

   ______________________________________________________

2. None of them wasn’t really exciting to him.

   ______________________________________________________

3. He didn’t think no trip to a building site would be very interesting.

   ______________________________________________________

4. Caleb hadn’t seen no building so tall.

   ______________________________________________________

5. The workers climbed high and didn’t seem to have no fear of heights.

   ______________________________________________________
Prepositions

RULES

• A preposition shows the relationship of a noun or pronoun to another word in a sentence.

```
preposition  preposition
↓            ↓
Ms. Velez runs at the beginning of the day.
```

Some Common Prepositions

- about
- during
- on
- among
- for
- to
- at
- in
- until
- by
- of
- with

Find the preposition in each sentence and write it on the line.

1. Ms. Velez cared about her health. _______________________
2. She decided on a fitness plan. _______________________
3. Every morning, she ran around a track. _______________________
4. Next, she registered for an exercise class. _______________________
5. The class was held near her house. _______________________
6. Ms. Velez walked to her class. _______________________
7. She enjoyed walking through the park. _______________________
8. Walking up two hills was good exercise. _______________________
9. After a month, Ms. Velez felt wonderful. _______________________
10. Good health has made a change in her life. _______________________

At Home: See how many different prepositions you can find in a magazine article. Make a list of the ones you find.
Prepositional Phrases

**RULES**

- A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun.
  
  *Almost everybody in America watches television.*

- The noun or pronoun that follows the preposition is the **object of the preposition**.
  
  *Which of the shows is your favorite?*

Underline the prepositional phrase in each sentence.

1. There was a town that did without television.
2. Most people in the town stopped watching TV.
3. They did not watch television for a whole week.
4. During that week, their lives changed.
5. Some of the families started doing things together.
6. Some families went to museums.
7. Other families worked together around the house.
8. People talked with one another more often.
9. Families sat at the dinner table and talked.
10. Parents learned about school activities.
11. Children went into their rooms and did homework.
12. After one week, the townspeople watched TV again.
13. Almost everyone waited until the last day.
14. Today they look at the good television programs.
15. However, they also do things away from the TV.

**At Home:** Circle the object of the preposition in each prepositional phrase above.
Object Pronouns in Prepositional Phrases

**RULES**

- The pronoun that follows a preposition in a sentence is an **object pronoun**.
- The **object pronoun** takes the place of a noun in the prepositional phrase.
  
  *Joseph and his sister waved to Ed. (noun)*
  *Joseph and his sister waved to him. (object pronoun)*

- Use the **object pronouns** me, you, him, her, it, us, and them as objects in prepositional phrases.

Write the prepositional phrases in each sentence. Then write the object pronoun in the prepositional phrase.

1. Joseph and his sister had a surprise for us.
   
   prepositional phrase ________________  object pronoun ________________

2. His sister showed the cards to me.
   
   prepositional phrase ________________  object pronoun ________________

3. All the cards were drawn by him.
   
   prepositional phrase ________________  object pronoun ________________

4. The verses were written by her.
   
   prepositional phrase ________________  object pronoun ________________

5. Each card had a beautiful autumn leaf on it.
   
   prepositional phrase ________________  object pronoun ________________

6. Selling the cards was profitable for them.
   
   prepositional phrase ________________  object pronoun ________________

7. With it, they would buy their grandmother a gift.
   
   prepositional phrase ________________  object pronoun ________________

8. I said to her, “What a great plan!”
   
   prepositional phrase ________________  object pronoun ________________

9. We bought several cards from them.
   
   prepositional phrase ________________  object pronoun ________________

10. One greeting was “Just Thinking of You.”

   prepositional phrase ________________  object pronoun ________________

At Home: Write two more sentences about Joseph and his sister. Include a prepositional phrase with an object pronoun in each sentence.
Interjections

**RULES**

- An **interjection** shows strong feeling. It can be one word or a group of words.
- Use an **exclamation mark** after a very strong interjection.
  
  *Wow! The Dust Bowl had awful dust storms.*
- Use a **comma** after a mild interjection.
  
  *Well, the Dust Bowl covered a large area.*

Read the sentence. Then write the interjection.

1. Oh dear, the Dust Bowl sounds like an awful time in American history.  
   
2. Oh, what does the story say about the situation that occurred yesterday?  
   
3. Well, some parts of America lost their soil and farmers weren’t able to plant.  
   
4. Wow! How did that happen?  
   
5. Oh, well, there was no rain, and it was very windy for days on end.  
   
6. Gee, I see there were no plants to keep the soil in place.  
   
7. Good grief! The wind blew the soil away and left dust.  
   
8. My goodness! That means crops wouldn’t grow.  
   
9. Well, that’s why many people decided to leave their homes.  
   
10. Gee, thousands of people decided to move and start a new life.  

---

**At Home:** Write two sentences about bad weather. Use a mild interjection in one and a strong interjection in the other one.
Combining Sentences: Complex Sentences

**RULES**

- A **complex sentence** contains two related ideas joined by a conjunction such as *although, because, when, and until* to connect ideas.

  She didn’t want to open the letter **because** she was too nervous.

Combine each pair of sentences. Use the conjunction in parentheses.

1. My sister wanted to go to college. She graduated. (*after*)

2. My sister would get a scholarship. She continued to get good grades. (*If*)

3. She talked with a teacher. She wasn’t sure what to study. (*because*)

4. The teacher gave her information. She made a decision. (*before*)

5. My sister decided to study botany. She liked plants. (*since*)

**At Home:** Write a complex sentence about a family member using the conjunction *before.*
Mechanics and Usage: Commas with Introductory Prepositional Phrases and Interjections

**RULES**

- Use a comma after a **prepositional phrase** that comes at the beginning of a sentence.
  
  *In my town, a house was built in a few days.*

- Use a comma after a **mild interjection** at the beginning of a sentence.
  
  *Well, how was it built so quickly?*

Place a comma after each prepositional phrase or mild interjection in each sentence.

1. Gee there is a way for a family to build their own house.

2. Oh my parents told me about the organization.

3. With numerous volunteer helpers the house can be built quickly.

4. For the family it is a great opportunity.

5. Well it is a way for people to afford a house.

6. From the beginning the homeowners help build their houses.

7. In fact they have agreed to work a certain number of hours.

8. Across the country there are houses built by volunteers.

9. In each town an event is held on building day.

10. Hey I think whoever started this organization had a great plan.

11. Well I think our town plans to have a building day.

12. Why yes I remember seeing a newspaper article about it.

13. Down the street there’s a newspaper box.

14. Through the box I can see the story on the front page.

15. On next Saturday people in our town will help build a house

**At Home:** Imagine you go to a building-day event in your town or city. Write four sentences about it. Begin each sentence with a mild interjection or a prepositional phrase. Remember to use a comma.
Mixed Review

**RULES**

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.
- The noun or pronoun that follows the preposition is the **object of the preposition**.

> Thomas Moran was a painter of American scenery.

- **An interjection** shows strong feeling. It can be one word or a group of words. 
  - Use a **comma** after a mild interjection.
    - Now, where are his paintings displayed?
  - Use an **exclamation mark** after a very strong interjection.
    - Aha! I see them in the next room.

Circle the prepositional phrase in each sentence. Then write the preposition and the object of the preposition on the lines. Underline each interjection and write a punctuation mark after it.

1. Hey Here are Thomas Moran’s huge paintings of American landscapes.
   
   preposition: ____________  object of the preposition: ____________

2. Now what do you know about this artist?
   
   preposition: ____________  object of the preposition: ____________

3. Well he traveled to Yellowstone, and the decision changed his life.
   
   preposition: ____________  object of the preposition: ____________

4. Goodness He painted pictures of Western wilderness long ago.
   
   preposition: ____________  object of the preposition: ____________

5. Oh yes he went on the first government expedition there.
   
   preposition: ____________  object of the preposition: ____________
Common Errors: Adverbs

**RULES**

- An adjective describes a noun. An adverb tells more about a verb, an adjective, or another adverb.

  *I recently saw a really rare map for sale.*

  - adverb
  - adverb
  - adjective

- Good is an adjective. Well is an adverb.

  *It was a good example of how well they preserved ancient maps.*

  - adjective
  - adverb

- Do not use two negative words together in a sentence.

  *We could not find no ancient maps for a long time.*

- Many adverbs are formed by adding -ly to an adjective. For most adverbs, do not change the spelling of the base word when you add -ly.

  *We finally found the map we were looking for.*

Circle the word in parentheses ( ) that completes each sentence correctly.

1. I am (currently, current) learning about maps.

2. Maps are (specifically, specific) used for many different purposes.

3. Probably the most (commonly, common) used maps are road maps.

4. Knowing how to use a road map (good, well) can be very important.

5. A (good, well) street map can help you get around an unfamiliar city.

6. Climate maps (usually, usual) use color to show what climates are like in different regions.

7. An elevation map is an (equally, equal) important kind of map.

8. Elevation maps (generally, general) show how high above or below sea level places are.

9. You wouldn’t (never, ever) use an elevation map as a road map.

10. (Really, Real) old maps are my favorite kinds of maps.

---

**At Home:** Look around your house for a map. What kind of map is it? Write a paragraph describing the map. Use at least three adverbs.
Study Skills: Use the Card Catalog

The library has a card catalog to help you find materials on a subject. Some libraries have their catalog on-line. You can search the catalog by author, title, or subject. The call number tells you where the book is located in the library.

Middleton Library System

Search results:

Subject Search: Immigration
Title:  Dreams in the golden country: the diary of Zipporah Feldman, a Jewish immigrant girl
Author: Lasky, Kathryn
Publisher: New York: Scholastic, 1998
Subject: 1. Jews—New York—Juvenile fiction
2. Emigration and Immigration—Juvenile fiction
3. Family Life—fiction
4. Diaries—Juvenile Fiction

Library holdings:
- Green Street Branch Library Status: on loan
- Main Street Library Status: on shelf

Call number: J Fic LAS

Use the catalog shown on the computer screen to answer the following questions. Write your answers.

1. What is the title of the book? ________________________________

2. Who is the author? ________________________________

3. How could you find other books by Kathryn Lasky? ________________________________

4. Which library has this book available? ________________________________

5. What is this book's call number? ________________________________

At Home: Use an on-line library catalog to search for a favorite book, or to find books on a favorite subject. Explain to a family member what you did.
Vocabulary: Figurative Language

To make your writing more vivid, you can use **figurative language**.

- A **simile** makes a comparison. It uses the words *like* or *as.*
  
  *He is as sly as a fox.*

- A **metaphor** compares things without using the words *like* or *as.*
  
  *The eagle-eyed boy spotted the missing book.*

- **Personification** gives an object human qualities.
  
  *Sunshine greeted us when we stepped out of the train.*

Match each sentence below with the sentence that uses figurative language to make it more interesting. Write the letter of the matching sentence on the line.

**Sentence**

1. The baby is strong.  
2. He is a good swimmer.  
3. She is very, very happy.  
4. The edges of the pages were folded.  
5. The lamp is on the desk.  
6. The mountain is big.  
7. The brook runs over rocks.  
8. The car needs to be repaired.  
9. It is very dark.  
10. She runs very fast.

**Figurative Language**

1. a. The car coughs and wheezes.  
2. b. The singing brook runs over rocks.  
3. c. It was as dark as ink.  
4. d. She runs like a gazelle.  
5. e. The baby is as strong as an ox.  
6. f. He swims like a fish.  
7. g. She is as happy as a lark.  
8. h. The book has dog-eared pages.  
9. i. The mountain is a sleeping giant.  
10. j. The gooseneck lamp is on the desk.

**At Home:** Describe your favorite sport. Use similes, metaphors, and personification to add interest to your description.
Composition: Dialogue

- **Dialogue** is the exact words that characters speak in a story. The words are enclosed in *quotation marks*.
- Descriptive details and dialogue can help describe how the speakers act and sound.

> “I’ve never seen anything so beautiful,” cried Andrea, clapping her hands.

A. Underline the speaker’s exact words in each statement below.

1. Mom reminded Billy, “Don’t forget your jacket.”
2. “I never saw anything like it,” said Granddad, shaking his head.
3. “You wait right here,” whispered Ed.
5. “Well,” said Todd, “I guess that’s the way it goes.”
6. “You haven’t seen my kitten, have you?” asked Cho.
7. “Terry wanted to know if you’re going to the game,” said Ron.
8. Harry turned to Frank and said, “I can’t believe you caught that!”
9. “Where to?” asked the taxi driver, pulling away from the curb.
10. “I’d be happy to help,” said Rita, picking up a box.

B. Write five lines of dialogue between two friends.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**At Home:** After a phone conversation with a friend, write down some of your dialogue and your friend’s. Put each speaker’s exact words in quotation marks. Try to use descriptive details to set the tone.