Sentences

**RULES**

• A **sentence** is a group of words that expresses a complete thought. A sentence names the person or thing you are talking about. It also tells what happened.

  **SENTENCE:** *I received a letter from my pen pal.*

• A **sentence fragment** is a group of words that does not express a complete thought.

  **FRAGMENT:** *Friends for a long time.*

Read each group of words. Circle **yes** if the words make a sentence. Circle **no** if they are a sentence fragment.

1. Maritza is my favorite pen pal.  
   yes  no

   yes  no

3. I have been writing to Maritza for two years.  
   yes  no

4. She is four months older than me.  
   yes  no

5. Tall girl with green eyes.  
   yes  no

6. We are both in the fourth grade.  
   yes  no

7. I visited Puerto Rico with my family.  
   yes  no

8. Stayed at Maritza’s house.  
   yes  no

9. Maritza introduced me to all her friends.  
   yes  no

10. Sometimes her brother.  
    yes  no

---

**At Home:** Choose a sentence fragment from this page. Add words to make it a sentence. Write your new sentence on a separate sheet of paper.
Declarative and Interrogative Sentences

**RULES**

- **A declarative sentence** makes a statement.
  
  *My pen pal lives in Japan.*

  It begins with a **capital letter.**

  It ends with a **period.**

- **An interrogative sentence** asks a question.
  
  *Where does your pen pal live?*

  It begins with a **capital letter.**

  It ends with a **question mark.**

Draw one line under each sentence that makes a statement. Draw two lines under each sentence that asks a question.

1. My funny letter is in my pocket.
2. Do you need to buy stamps?
3. I will mail my letter at the post office.
4. Many customers are waiting in line.
5. There are three women and two men behind me.
6. How many packages will be mailed today?
7. What is in the big envelope?
8. It contains postcards from Japan.
9. Sayuri, my pen pal, sends me wonderful presents.
10. Can you think of something she would like from the United States?

**At Home:** Write two sentences about the state you live in. Then write two questions that you would ask Sayuri about Japan.
Imperative and Exclamatory Sentences

**RULES**

- An **imperative sentence** tells or asks someone to do something.

  *Cook the rice and beans for twenty minutes.*

  It begins with a **capital letter.** It ends with a **period.**

- An **exclamatory sentence** shows strong feeling.

  *What a delicious dinner you prepared!*  

  It begins with a **capital letter.** It ends with an **exclamation mark.**

Draw one line under each sentence that tells or asks someone to do something. Draw two lines under each sentence that shows strong feeling.

1. Please help set the table.

2. It’s surprising how many are coming!

3. Put the flowers on the table.

4. What a mess I made!

5. Don’t forget to take out the garbage.

6. Watch for our guests, please.

7. How tired I am!

8. Turn on the radio and close the window.

9. Oh no, I broke a glass!

10. Wow, this is a big party!

**At Home:** Draw a funny picture. Write three exclamatory sentences to go with your picture.
Combining Sentences: Compound Sentences

RULES

• A compound sentence is made up of two sentences joined by and, or, or but.

• Use a comma (,) before and, or, or but when you write a compound sentence.

  This is a zoo, but animals are not in cages.
  We can visit the new zoo, or we can go to the planetarium.
  Some keepers feed the zoo animals, and other people study the animals.

Underline the conjunction in each compound sentence. Then write it on the line.

1. Natasha and I watched the monkeys, but we didn’t feed them.

2. Zookeepers know what kind of food each animal eats, and they know how much it needs.

3. Wild animals can get their own food, but zoo animals must be fed by keepers.

4. Lions don’t eat every day in the wild, and they’re not fed every day in the zoo, either.

5. Next month we will visit a museum, or we will go back to the zoo.

At Home: Write a pair of sentences with similar ideas and combine them by using the conjunction or.
Mechanics and Usage: Sentence Punctuation

**RULES**

Every sentence begins with a capital letter.

- **A declarative sentence** makes a statement. It ends with a **period**. *The contest begins Friday night.*
- **An interrogative sentence** asks a question. It ends with a **question mark**. *Who will be the winner?*
- **An imperative sentence** tells or asks someone to do something. It ends with a **period**. *Please sit down.*
- **An exclamatory sentence** shows strong feeling. It ends with an **exclamation mark**. *Hooray, I'm the winner!*
- Add a **comma** and the **conjunction** *and*, *or*, or *but* to join pairs of each kind of sentence. *Chaz will play violin tonight, or he will play piano.*

Underline each sentence that is written correctly.

1. When does the contest begin.
2. Oh, the music is lovely!
3. Please be on time for the show.
4. You and I can sit here.
5. Tell me all about the performance.
6. Do you see Marta and John in the audience?
7. Clap for all the performers
8. Wow, the trumpet player was fabulous!
9. Simon wanted to come tonight, but he sprained his ankle playing ball.
10. We all gathered in the hallway during intermission.
Mixed Review

RULES

- A **declarative sentence** makes a statement and ends in a period.
  
  I like to go on picnics.

- An **interrogative sentence** asks a question and ends in a question mark.
  
  Would you like to go on a picnic?

- An **imperative sentence** tells or asks someone to do some and ends in a period.
  
  Get some hotdogs.

- An **exclamatory sentence** shows strong feeling and ends in an exclamation point.
  
  What a terrific idea!

- Use the words *and*, *but*, or *or* to combine two sentences into a **compound sentence**.
  
  I plan good picnics. Everyone has a great time.

  Picnics are fun. + You have to plan them well.

  Picnics are fun, **but** you have to plant them well.

Circle the word that describes each kind of sentence. Add the correct end punctuation.

1. Would you like to help me plan a picnic
   
   declarative  interrogative  imperative  compound

2. The weather is going to be perfect
   
   declarative  interrogative  imperative  exclamatory

3. Call some friends and see if they can come
   
   declarative  interrogative  imperative  exclamatory

4. The soda was warm, but we drank it anyway
   
   imperative  interrogative  compound  exclamatory

5. What a perfect day
   
   compound  interrogative  imperative  exclamatory

At Home: Imagine having a family picnic. Write five sentences about it. Write one declarative, interrogative, imperative, exclamatory, and compound sentence.
Complete Subjects and Complete Predicates

**RULES**

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

Some children read stories to others.

<table>
<thead>
<tr>
<th>complete subject</th>
<th>complete predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some children</td>
<td>read stories to</td>
</tr>
<tr>
<td></td>
<td>others.</td>
</tr>
</tbody>
</table>

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

1. **Story Theater** is a special kind of storytelling.
   
   complete subject complete predicate

2. **Members of the group** are assigned roles.
   
   complete subject complete predicate

3. **The actors** read their parts aloud.
   
   complete subject complete predicate

4. **Many readers** practice reading with expression.
   
   complete subject complete predicate

5. **They** change their voices to sound like the characters.
   
   complete subject complete predicate

6. **Sometimes one reader** is assigned only one page.
   
   complete subject complete predicate

7. **Many different kinds of stories** can be used in Story Theater.
   
   complete subject complete predicate

8. **The fourth-grade class** read “The Courage of Sarah Noble.”
   
   complete subject complete predicate

9. **My whole family** came to the performance.
   
   complete subject complete predicate

10. **Our reading** was a huge success.
    
    complete subject complete predicate

**At Home:** Choose a story you would like to read aloud to a parent or a sibling. Read the first page aloud. Then identify the complete subject of each sentence.
Simple Subjects

RULES

• The **complete subject** includes all the words in the subject that tell whom or what the sentence is about.

• The **simple subject** is the main word in the complete subject. It tells who or what the sentence is about.

```
At first hot air was used to fill big round balloons.
```

The complete subject is underlined in each sentence. Write the simple subject on the line.

1. **Some inventors** hoped that hot-air balloons would become popular.

2. **Many people** didn’t think balloons should be used for transportation.

3. **Floating in air** is like floating in water.

4. **Later, propellers** were put on huge, long balloons.

5. **Soon airplanes** proved to be faster and safer.

6. **Today special balloons** are used for sport and to lift weather instruments.

7. **My parents** took me to an air show.

8. **Many fantastic photographs** were on display.

9. **An airplane wing** is curved on top and flat on the bottom.

10. **The Wright brothers’ Flyer** was the world’s first successful airplane.

**At Home:** Write two sentences about things that fly. Underline the simple subject in each sentence.

McGraw-Hill School Division

McGraw-Hill Language Arts
Grade 4, Unit 1, Sentences, pages 16–17
The complete predicate is underlined in each sentence. Write the simple predicate on the line.

1. Your body gets its energy from food.

2. The energy keeps you moving.

3. Energy comes from the sun.

4. All animals store energy from the sun.

5. Moving things use energy, too.

6. A gusty wind pushes a sailboat across the water.

7. An electric current flows through a wire.

8. It makes light and heat.

9. Often, it runs a machine.

10. Electric energy lights our homes.
Combining Sentences: Compound Subjects

**RULES**
- The **compound subject** is two or more simple subjects that have the same predicate. Join simple subjects with **and** or **or**.

\[ \text{Ethan and Ginny went to the beach.} \]

Join the subject of each sentence pair to make a compound subject. Use the word in parentheses ( ).

1. Some joggers run on the sand. A dog runs on the sand. (and)

2. Mom will watch Ethan swim. I will watch Ethan swim. (or)

3. Ginny collected beautiful shells.
   Doug collected beautiful shells. (and)

4. A pebble is in my shoe. A seashell is in my shoe. (or)

5. The chairs were set up nearby. The umbrella was set up nearby. (and)

At Home: Write a compound subject to complete this sentence: _______ floated in the water.
Combining Sentences: Compound Predicates

**RULES**

- The **compound predicate** is two or more simple predicates that have the same subject. Join the simple predicates with **and**, **but**, or **or**.

  
  We *study and rehearse* our lines.
  
  Our teacher *laughs or cries* after each scene.
  
  She *wanted but didn’t get* more funding.

Join the predicate of each sentence pair to make a compound predicate. Use the word in parentheses ( ).

1. Jeanette sings in the play. Jeanette dances in the play. (and)

2. The actors talk before the opening. The actors rest before the opening. (or)

3. The school rented chairs for the performance. The school borrowed chairs for the performance. (and)

4. My teacher didn’t ask us to make costumes. My teacher persuaded us to make costumes. (but)

5. My father didn’t sell 20 tickets. My father bought 20 tickets. (but)

---

**At Home:** Write a compound predicate to complete this sentence: The audience ____________________ after the final act.
Tell which sentences are written correctly. Circle run-on or correct.

1. A stonefish never goes hungry. Its food comes right to it! run-on correct
2. Looking like a stonefish helps the stonefish get its food, and it also protects it from other creatures. run-on correct
3. One kind of fish looks like a clump of seaweed another looks like a piece of coral. run-on correct
4. A ferocious inhabitant of a coral reef is the moray eel it is an ugly looking creature. run-on correct
5. A four-inch-long fish swims straight to the eel. It is unaware of any danger. run-on correct
6. The little fish swims about the eel it often touches the eel. run-on correct
7. The little fish swims right into the eel’s half opened mouth then it swims out again. run-on correct
8. The ever-hungry eel did not try to eat the little fish. The eel remains perfectly still. run-on correct
9. The little fish is like a doctor, and the eel is like a patient. run-on correct
10. The little fish, called a wrasse, cleans the big fish it rids the big fish of tiny worms and other creatures. run-on correct

At Home: Choose a run-on sentence from above and rewrite it as two complete sentences or a compound sentence.
Mixed Review

**RULES**

- The **complete subject** includes all the words in the subject.
  
  *Summer camp offers many summer activities.*

- The **complete predicate** includes all the words that tell what the subject does or is.
  
  *Summer camp offers many summer activities.*

- A **compound subject** has two or more simple subjects that have the same predicate. The simple subjects are joined by *and*.
  
  *The girls play sports.*  
  *The boys play sports.*  
  *The girls and boys play sports.*

- A **compound predicate** has two or more simple predicates that have the same subject. The simple predicates are joined by *and*.
  
  *The campers sleep at the camp.*  
  *The campers eat at the camp.*  
  *The campers sleep and eat at the camp.*

A. Underline the complete subject. Circle the complete predicate.

1. Several of my friends go to summer camp.
2. The camp provides many activities.
3. The campers learn about the wilderness.
4. A nature instructor takes them on daily field trips.
5. Several nature trails wind through the camp grounds.

B. Underline the compound subject or circle the compound predicate.

6. Deer and bears live on the camp grounds.
7. The campers look and listen for the animals.
8. Crafts and sports are favorite camp activities.
9. Campers design and make their own projects.
10. Parents and counselors coach sporting events.

**At Home:** Write five sentences describing your favorite summer activity. Circle the complete subjects. Underline the complete predicates. Include one compound subject and predicate.
Common Errors: Sentence Fragments and Run-on Sentences

RULES

- A **sentence fragment** does not express a complete thought.

  \[ \text{Have a taste of their own. Dried grapes.} \]

- Correct a sentence fragment by adding a subject or a predicate.

  \[ \text{Dried fruits have a taste of their own. Dried grapes are called raisins.} \]

- A **run-on sentence** contains two or more sentences that should stand alone.

  \[ \text{Plums grow on trees dried plums are called prunes.} \]

- Correct a run-on sentence by rewriting it as two sentences or as a compound sentence.

  \[ \text{Plums grow on trees. Dried plums are called prunes.} \]

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.

\[ \begin{align*}
1. \quad & \text{People grow grapes many grapes are grown in California.} \\
2. \quad & \text{In warm climates.} \\
3. \quad & \text{Grapes grow on vines they hang on the vines in bunches.} \\
4. \quad & \text{Grapes are grown in large fields called vineyards.} \\
5. \quad & \text{Workers pick the grapes they place the grapes on wooden trays.} \\
6. \quad & \text{Placed in the sun.} \\
7. \quad & \text{The wooden trays stay in the sun the sun dries the grapes.} \\
8. \quad & \text{Become wrinkled and turn a blackish brown.} \\
9. \quad & \text{The sun dries the grapes the grapes finally turn into raisins.} \\
10. \quad & \text{Packed and sent to stores and sold.}
\end{align*} \]
Study Skills: Note-Taking and Summarizing

• To remember what you have read, take notes that include enough words to help you recall important information such as the main ideas and supporting details.
• Write a summary, including the main topic and supporting details or facts.

A. Read the paragraph about space camp. Then underline the best choice for each item shown below.

Between the months of February and December every year, students attend the United States Space Camp in Huntsville, Alabama. The students come from the United States and countries around the world. Their interests range from math and science to engineering and space flight. They go to classes and see films about flying on the space shuttle. They also visit the space flight center. At the center, students get hands-on experience with model rockets and simulators, which allow them to become familiar with the weightlessness of space. The high point of the week-long camp is the space shuttle mission simulation, which includes launching and landing of the shuttle.

1. Topic:  
   a. Huntsville, Alabama  
   b. United States Space Camp

2. Main Idea:  
   a. one week between February and December  
   b. students learn about space shuttle flights

3. Supporting Detail:  
   a. films, classes, visit to space flight center  
   b. students have different interests

4. Supporting Detail:  
   a. people are weightless in space  
   b. space shuttle mission simulation with launch and landing

B. Write a summary about the paragraph.

5. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

At Home: Write notes for a section of a textbook or an encyclopedia article you read. Include a topic, main idea, and supporting details.
Vocabulary: Time-Order Words

• **Time-order words** can help you understand in what order things happen in a story. These kinds of words can help you when you are following a set of directions or learning about an event.

  after afterwards afternoon before as soon as finally first later last next meanwhile then tomorrow right now yesterday

Circle the time-order word that will complete each sentence correctly.

1. The *(first/finally)* thing this morning Mom told me I had to clean my room.

2. *(Then/afternoon)* she told me I had to finish my homework.

3. *(Tomorrow/Finally)* she said I could work on my computer.

4. *(Later/Now)* in the day my Dad asked if I wanted to play catch with him.

5. I said, “*(as soon as/next)* I finish this e-mail.”

6. *(After/Later)* I signed off, I got my catcher’s mitt.

7. My Dad said, “I am going to give you a workout this *(a long time ago/afternoon).*”

8. “Sure, sure,” I teased, “Just like you did *(today/yesterday).*”

9. “*(Right now/Later)* you are throwing very well,” said Dad.

10. “Maybe *(this morning/tomorrow)* we’ll work on hitting the ball.”

At Home: Think about how using time-order words in directions helps you. Then write a set of directions explaining how to get from your house to school.
Composition: Main Idea

- A paragraph is a group of sentences that tell about a main idea. The main idea tells what the writing is about.

- A paragraph should include:
  - A topic sentence that states the main idea.
  - Supporting details in sentences that clarify and develop the main idea.

- To connect ideas within a paragraph, use words like next, first, finally.

- If a sentence does not contain a detail that supports the main idea, take it out.

For each paragraph below, the topic sentence with a main idea appears in dark type. Some of the other sentences of the paragraph contain supporting details. Others sentences contain details that do not support the main idea. Underline the detail sentences that do not support the main ideas.

1.-2. I found an old box yesterday. It was lying on the floor of our attic. At first, I thought it was trash. My house has a basement and a garage. I was about to throw the old box away. Then, I heard a jiggling sound when I picked it up. So, I opened the lid. There were at least one hundred photographs of my father from long, long ago inside of the box. It’s so interesting to see what he looked like when he was about my age. I called my friend to see if she wanted to come over for dinner.

3.-4. Stacey and I went skating on the pond yesterday. First, our parents tested the ice to make sure it was solid and safe. In the summer, I swim in the pond. We put on our skates and took off over the ice. First, Stacey skated backwards around the rim of the pond. Next, I skated to the center of the pond and spun around like a top. Have you seen tops whose colors blur when they spin? After an hour of skating, Stacey and I collapsed, tired but happy. Finally, my mother gave us each a cup of hot cocoa from a thermos.

5. I will never forget my first airplane ride. The captain spoke over a loudspeaker. He welcomed everyone on board. Who invented the airplane? Then, he asked us all to put on our seat belts and make sure our seats were in their upright position. The engines roared, and the plane began to move. As the plane lifted off the runway, it felt like my heart rose up out of my body, too!

At Home: Write a topic sentence for a paragraph that tells about the first time you did something special. Then, write sentences with three or more supporting details to complete the paragraph.
Nouns

RULES

• A noun names a person, place, or thing.
  
  person:  teacher
  place:    school
  thing:   book

• A noun may name more than one person, place, or thing.
  teacher-teachers  book-books  school-schools

Underline the nouns in each sentence. Then write each noun on the chart under the correct heading. Some headings will have fewer than seven nouns.

1. Mr. Finney taught history at Central School.

2. His students were encouraged to bring in interesting articles about foreign countries.

3. Usually, the teacher had an interesting historical fact to tell about the news.

4. The older children enjoyed the stories that were shared in his classroom.

5. His amusing tales usually made his listeners laugh.

<table>
<thead>
<tr>
<th>PERSONS</th>
<th>PLACES</th>
<th>THINGS</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

At Home: Think of a sentence with nouns that are the names of a person, a place, and a thing. Write each noun in the blank spaces under the correct heading on the chart.
Singular and Plural Nouns

**RULES**

- A **singular noun** is the name of one person, place, or thing.
- A **plural noun** is the name of two or more persons, places, or things.
- To identify **singular** or **plural nouns** it may be helpful to test a word with the questions: *Can you see one ___? Can you see two ___?*
- Add **-s** to most nouns to form the plural.
  
  *one boy → two boys*
- Add **-es** to form the plural of nouns ending in **s, x, ch, or sh**.
  
  *one bus → two buses*
  *one box → two boxes*
  *one church → two churches*
  *one bush → two bushes*

Underline the singular noun in each sentence. Write the plural form of the noun you underlined. You may need to change some sentences to make them grammatically correct.

1. Scouts meet regularly at our town hall.  
2. They are planning several projects for the year ahead.  
3. They want to replace the large bush near the front doors.  
4. The overgrown plant will be difficult to remove.  
5. Other nearby bushes had been chopped down with an ax.  
6. The boys will be using ropes and a pulley this time.  
7. The scout will need to use his muscles to pull it out.  
8. The leader asked them to discuss other projects.  
9. They talked about an empty lot that is several miles away.  
10. The boys decided to build a playground there.

**At Home:** Write a list of nouns that name equipment and people you might expect to find on a playground.
Write the correct plural noun in parentheses that completes each sentence.

1. Elliott heard that I got two new __________________________ last month.  
   (puppys/puppies)

2. They were a special gift for my brother’s and my _______________________.  
   (birthdays/birthdayes)

3. I had to wait several ____________________________ before receiving my new pets.  
   (Mondays, Mondais)

4. We had to travel through a few different __________________________ to get  
   them. (citys, cities)

5. No ___________________________ could transport us that far. (subwayes, subways)

6. We traveled on two ____________________________ to get to the pet store and  
   back. (ferrys, ferries)

7. There were several ____________________________ of pets at the store. (variety,  
   varieties)

8. I was surprised to find some __________________________ there for sale.  
   (monkeys, monkies)

9. My new puppies are different from the __________________________ I once had.  
   (kittys, kitties)

10. It will take many __________________________ before they are properly trained.  
    (daies, days)

**RULES**

- When forming the plural of nouns ending in **y**:
  - Change the **y** to **i** and add **-es** if the noun ends in a consonant + **y**.
    - *one baby* → *two babies*
  - Just add **-s** if the noun ends in a vowel + **y**.
    - *one day* → *two days*
More Plural Nouns

RULES

- Some nouns do not add -s or -es to form the plural. Some nouns have special plural forms.

  one man → two men
  one child → two children

- Some nouns have the same singular and plural forms.

  one moose → two moose
  one deer → two deer

Write the irregular plural verb from the box that completes each sentence.

<table>
<thead>
<tr>
<th>one woman → two women</th>
<th>one deer → two deer</th>
</tr>
</thead>
<tbody>
<tr>
<td>one tooth → two teeth</td>
<td>one mouse → two mice</td>
</tr>
<tr>
<td>one goose → two geese</td>
<td>one fisherman → two fishermen</td>
</tr>
<tr>
<td>one scissors → two scissors</td>
<td>one fish → two fish</td>
</tr>
<tr>
<td>one foot → two feet</td>
<td>one trout → two trout</td>
</tr>
</tbody>
</table>

1. My father helped me learn how to use a fly rod to catch ________________.
2. It is a challenge to catch brook and rainbow ________________ without live bait.
3. My dad and I stood as quiet as two ________________ near the edge of the stream.
4. It is impossible to go fly fishing without getting your ________________ wet.
5. Most fly ________________ wear special fishing boots called waders.
6. They also wear vests with pockets for small tools like pliers and ________________.
7. Without scissors, they would have to bite with their ________________ to cut the line.
8. Many ________________ also enjoy the sport of fly fishing.
9. On our last trip, we encountered several ________________ getting drinks of water.
10. We also enjoyed seeing flocks of ________________ migrating overhead.

At Home: Make up a sentence for each plural noun in the chart above. Say each sentence to a parent or sibling.
Common and Proper Nouns

RULES

• Both **common nouns** and **proper nouns** name people, places, or things.
• A **proper noun** always begins with a capital letter; **common nouns** do not.

**Scientists around the world arrange all animals into related groups.**
**The scientific name for an animal in **North America** is the same in **Europe**.**

Underline common nouns and write any proper nouns that appear.

1. Red Cliff High School began classes in August before Labor Day.
   - Red Cliff High School
   - classes
   - August
   - Labor Day

2. We learned about scientific classification in Biology 101 last November.
   - We
   - Biology 101
   - last November

3. We studied that topic until the Wednesday before Thanksgiving.
   - We
   - studied
   - Wednesday
   - Thanksgiving

4. Many centuries ago, a philosopher from Greece named Aristotle developed a way to classify living organisms.
   - Many centuries ago
   - a philosopher from Greece named Aristotle
   - developred
   - a way to classify living organisms

5. Aristotle grouped animals according to whether they had red blood.
   - Aristotle
   - grouped
   - whether
   - red blood

6. A scientist named John Ray classified living organisms by their species.
   - A scientist named John Ray
   - classified
   - species

7. This biologist from England noticed that members of the same species can breed together.
   - This biologist from England noticed
   - breed together

8. About a century later, Carolus Linnaeus developed the classification system we use today.
   - About a century later
   - Carolus Linnaeus
   - developed
   - classification system
   - we use today

9. Linnaeus was born in the city of Kristianstad, Sweden, in 1707.
   - Linnaeus
   - Kristianstad, Sweden
   - 1707

10. He first explained his system in a book titled *Species Plantarum*.
    - He
    - first explained
    - *Species Plantarum*
Mechanics and Usage: Capitalization

RULES

- **Proper nouns** including names of **days, months, and holidays**, always begin with a capital letter.
  
  *Tuesday, February, St. Valentine’s Day*

- **Family names** that take the place of a name for specific people or **titles** of respect begin with a capital letter.
  
  *Mother spoke to my teacher, Miss Meg Hargrove.*
  
  *My dad, Mr. Jim Naber, is the best father in the whole world.*

- Capitalize the first word and all important words in the **title** of a book, song, poem, play, short story, or movie.
  
  *My favorite play is Fiddler on the Roof.*

Read each pair of sentences. Write the letter **C** before the sentence that is correctly written.

1. _____ Dad recently read a book to my brother Ryan called *Customs Around the World for Holidays.*

   _____ Dad recently read a book to my brother Ryan called *Customs, around the World For Holidays.*

2. _____ In the United States, the last Monday in may is called memorial Day.

   _____ In the United States, the last Monday in May is called Memorial Day.

3. _____ On that day, miss lauren connolly attends a parade in Northville, michigan, with her Father and Mother.

   _____ On that day, Miss Lauren Connolly attends a parade in Northville, Michigan, with her father and mother.

4. _____ Our father once took Mother, Ryan, and me to a Thanksgiving parade.

   _____ Our Father once took mother, Ryan, and me to a thanksgiving parade.

5. _____ Mayor Frank McGinity wore an orange derby in the parade that Thursday.

   _____ Mayor Frank Mcginity wore an orange derby in the parade that Thursday.

At Home: Write a sentence that tells how your family celebrates your favorite holiday.
Mixed Review

RULES

• A **singular noun** names only one person, place, or thing.
  
  A friend of mine formed a club in my neighborhood.

• A **plural noun** names more than one person, place, or thing. Add -s to form the plural of most nouns.
  
  My friends and I are interested in outer space.

• Add -es to form the plural, of nouns ending in s, x, ch, or sh.
  
  speech + es = speeches  
  class + es = classes

• To form the plural of nouns ending with a consonant and y, change the y to i and add -es.
  
  family – y + i + es = families

• A **proper noun** is a noun that names a particular person, place, or thing. A proper noun always begins with a capital letter.
  
  common nouns: teacher  
  city
  proper nouns: Mr. Jarvis  
  Houston

A. Circle the correct form of the plural noun in parentheses.

1. We have been studying the (galaxys, galaxies).
2. Several (country, countries) want to work together to study outer space.
3. There are many (branchs, branches) of space science.
4. In some (citys, cities) there are huge telescopes to look at the stars.
5. Some (friends, friendes) in my neighborhood formed a star club.

B. Write the proper noun(s) in each sentence and capitalize them.

6. Mrs. dunne, teaches us about space. _________________
7. She told us about a huge telescope in california. _________________
8. It is at the palomar observatory. _________________
9. The telescope was designed by george hale. _________________
10. He was an american astronomer. _________________

At Home: Look at the night sky with a family member. Write five sentence about what you see. Include some singular, plural, and proper nouns. Circle all the nouns you use.
Singular Possessive Nouns

**RULES**

- A singular possessive noun is a word that shows that something belongs to one person or thing.
  
  *the cell’s shape (the shape belongs to one cell)*
  
  *the plant’s leaves (the leaves belong to one plant)*
  
- Usually, make a singular noun possessive by adding an apostrophe with the letter *s* to a singular noun.
  
  *The fur of the animal is made up of cells.*
  
  *animal + ’s = animal’s*
  
  *The animal’s fur is made up of cells.*

Rewrite each sentence using a singular possessive noun in place of the underlined phrase.

1. All of your **cells of your body** breathe, take in food, and eliminate wastes.

2. The nucleus in the center of a cell is the **control point of the cell**.

3. A **purpose of the cell membrane** is to hold the cell together.

4. All **cells of an organism** have special jobs to do.

5. The **nervous system of your body** is made up of branched nerve cells.
Plural Possessive Nouns

RULES

• A plural possessive noun is a word that shows something belongs to two or more persons or things.
   *the officials’ plans* (the plans belong to more than one official)

• When a plural noun ends in *s*, add an *apostrophe* (‘) to form the plural possessive noun.
   *the brothers’ baseball gloves*

Write the letter C next to the phrase that has the same meaning as the underlined words in the sentence.

1. Groups of students will do volunteer work.
   _____ groups’ students
   _____ students’ groups

2. The purposes of the groups will be to improve our community.
   _____ groups’ purposes
   _____ group’s purposes

3. The reasons of my friends for volunteering are admirable.
   _____ my friends’ reasons
   _____ my friend’s reasons

4. Some of the reasons of other children are different.
   _____ other children’s reasons
   _____ other childrens’ reasons

5. All the members of the clubs are anxious to begin their projects.
   _____ members’ clubs
   _____ clubs’ members

6. Some students will need the permission of both parents.
   _____ both parents’ permission
   _____ both parent’s permission

7. Work will be done under the supervision of teachers.
   _____ teacher’s supervision
   _____ teachers’ supervision

8. The principal requested cooperation of people at school.
   _____ people’s cooperation
   _____ cooperation’s people

9. Many citizens of the neighborhoods will benefit from our work.
   _____ neighborhoods’ citizens
   _____ neighborhood’s citizens

10. They will enjoy the benefits of the improvements.
    _____ benefits’ improvements
    _____ improvements’ benefits
Combine each pair of sentences using the word in parentheses.

1. Is your research for work? Is your research for school? (or)

2. Librarians are helpful for finding information. Card catalogs are helpful for finding information. (and)

3. Library catalogs can be found on cards. Library catalogs can be found on computers. (or)

4. The card catalog lists hardbound books. The card catalog lists paperback books. (and)

5. Do you want to borrow books? Do you want to borrow periodicals? (or)
Mechanics and Usage: Abbreviations

**RULES**

Most titles of people, days of the week, and months of the year can be made into a shorter form called an abbreviation.

- Begin abbreviations with a capital letter.
- End with a period.

<table>
<thead>
<tr>
<th>Titles</th>
<th>Days</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. → Mister</td>
<td><em>Mon.</em> → <em>Monday</em></td>
<td>Jan. → January</td>
</tr>
<tr>
<td>Dr. → Doctor</td>
<td><em>Wed.</em> → <em>Wednesday</em></td>
<td>Mar. → March</td>
</tr>
<tr>
<td>Ms. → Miss</td>
<td><em>Thurs.</em> → <em>Thursday</em></td>
<td>Sept. → September</td>
</tr>
<tr>
<td><em>Sen.</em> → <em>Senator</em></td>
<td><em>Sun.</em> → <em>Sunday</em></td>
<td><em>Nov.</em> → <em>November</em></td>
</tr>
</tbody>
</table>

Gov. → Governor

Circle the correct abbreviation for the underlined word and rewrite the phrase on the line.

1. a **Saturday** book club
   
   Satur.  S.D.  Sat.

2. **Mister** and Mrs. King
   
   Mr.  Miss  Mr.

3. meeting in **January**
   

4. lecture by **Doctor** Bond
   
   Drs.  Dr.  Doc.

5. program about **Senator** McCord
   
   Str.  Sentr.  Sen.
Mixed Review

A. Write the correct possessive form of each noun in parentheses.

1. (men) The ___________________ chorus is very talented.

2. (magician) The ___________________ show is very clever.

3. (children) The ___________________ acts are very cute.

4. (dancer) The ___________________ costumes are very colorful.

5. (singer) The ___________________ song was very beautiful.

B. Join two nouns with and or or to combine each pair of sentences.

6. I bought tickets. I bought programs.

7. The costumes were very imaginative. The sets were very imaginative.

8. The theater had new seats. The theater had new lounges.

9. The snack bar served sandwiches. The snack bar served drinks.

10. The sound was great. The view was great.

At Home: Write five sentences about a place you and your family have been. Include possessive nouns. Combine sentences when you can.
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**.

- lambs
- foxes

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

- **A singular possessive noun** is formed by adding **ˈs**.
  - cat + ˈs  catˈs whiskers

- **A plural possessive noun** that ends in **-s** is formed by adding **ˈ**.
  - dogs + ˈ  dogsˈ paws

- **A plural possessive noun** that does not end in **-s** is formed by adding **ˈs**.
  - mice + ˈs  miceˈs tails

Write the possessive form of each underlined noun.

1. the zoo for **children**
   ______________________ zoo

2. the skin of **snake**
   _______________________ skin

3. the fur of **foxes**
   ______________________ fur

4. the feathers of **geese**
   ______________________ feathers

5. the horns of **goat**
   ______________________ horns

6. the claws of **eagle**
   _______________________ claws

7. the tails of **monkeys**
   ______________________ tails

8. the spines on **hedgehogs**
   _______________________ spines

9. the hooves on a **pony**
   ______________________ hooves

10. the beaks on **parrots**
    ______________________ beaks

**At Home:** Write three sentences describing your favorite kind of animal. Include a possessive noun in each sentence.
Study Skills: Parts of a Book

Certain parts of a book help you find information quickly.

In the front of a book you may find:
• a **title page** with the title, author, and the publisher of the book.
• a **copyright page** with the date the book was published.
• a **table of contents** listing the titles of chapters and the page numbers on which they begin.

In the back of a book you may find:
• a **glossary** with the spelling, pronunciation, and definition of important words in the book.
• an **index** with an alphabetical listing of all the topics in the book and the page numbers on which they can be found.

Look at the pages from a nonfiction book. On the line below each page, identify whether the page is a **title page**, **copyright page**, **table of contents**, **glossary**, or **index**.

1. ____________________________________________ 3. ____________________________________________

2. ____________________________________________ 4. ____________________________________________

5. ____________________________________________

---

**Z**
zygote (zī'gōt)
Developing individual produced from germ cells.

All About the Cell
by D. Ortega
Elsa Saldor Publishers, Inc.
San Diego • Chicago • New York

Chapter 10
Cell Studies and Medicine ....... 89
Chapter 11
Cell Research and the Foods We Eat ....... 101
Chapter 12
Research for the Future ....... 106
Glossary ....... 111
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Microscope, 53
Mitochondria, 5, 89-91
Mitosis, definition, 27
phases of cell division 40-42
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At Home: Look at a book you have. Locate the title page, copyright page, date of publication, table of contents, index, and glossary.
Vocabulary: Compound Words

- The word *lighthouse* is a **compound word**. A compound word is made up of two or more short words joined together ( *light* + *house*).

  - *birth* + *day* = *birthday*
  - *pass* + *word* = *password*
  - *merry* + *go* + *round* = *merry-go-round*

Draw lines from words in Column A to words in Column B to form compound words. Then write the compound word on the lines.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bath</td>
<td>brush</td>
</tr>
<tr>
<td>2. blood</td>
<td>way</td>
</tr>
<tr>
<td>3. hair</td>
<td>house</td>
</tr>
<tr>
<td>4. drive</td>
<td>hound</td>
</tr>
<tr>
<td>5. club</td>
<td>tub</td>
</tr>
<tr>
<td>6. draw</td>
<td>bean</td>
</tr>
<tr>
<td>7. law</td>
<td>pan</td>
</tr>
<tr>
<td>8. jelly</td>
<td>bridge</td>
</tr>
<tr>
<td>9. lady</td>
<td>maker</td>
</tr>
<tr>
<td>10. dust</td>
<td>bug</td>
</tr>
<tr>
<td>11. finger</td>
<td>ball</td>
</tr>
<tr>
<td>12. moon</td>
<td>drop</td>
</tr>
<tr>
<td>13. base</td>
<td>print</td>
</tr>
<tr>
<td>14. team</td>
<td>mate</td>
</tr>
<tr>
<td>15. rain</td>
<td>light</td>
</tr>
</tbody>
</table>

At Home: Look in the dictionary for six other compound words and use each one in a sentence.
On the line, write the sense described in each sentence: *sight, smell, touch, taste, sound.*

1. Delight made the baby squeal like a happy piglet.  
2. Unkind words left the girl with a bitter taste about that friendship.  
3. As Henry stepped on the track, he could sniff the competition in the air.  
4. The palace blinded me with dazzling gold decorations.  
5. The sand sifting down to the bottom of my toes felt like cool velvet.  
6. The train ahead of us groaned like a hurt animal.  
7. The page sizzled with the events that Denise had just written.  
8. Springtime makes the air sweet with promise.  
9. The wind whipped my hair right to left across my cheeks.  
10. As we walked down the stairs, the friendly perfume of breakfast greeted us.
Name_________________________________ Date__________ Reteach 34

Action Verbs

RULES

• An action verb is a verb that expresses action.
• An action verb tells what the subject does or did.

Marsha paints pictures as a hobby.

Marsha draws pictures as a hobby.

Marsha sketches pictures as a hobby.

Write the action verb in each sentence.

1. Marsha taught herself how to paint. ______________

2. She read many books about painting. ______________

3. She watched television shows about painting. ______________

4. She even talked to a few painters. ______________

5. Now Marsha paints whenever she can. ______________

6. She often makes sketches of things she wants to paint. ______________

7. Sometimes she exhibits her paintings at art shows. ______________

8. She won several prizes for her work at the last show. ______________

9. Several people commented on her paintings. ______________

10. She even sold two of her paintings to complete strangers. ______________

At Home: Write three sentences about something you like to do. Include an action verb in each sentence. Circle each action verb you write.
Verb Tenses

**RULES**
The tense of a verb tells you if something is happening in the present, in the past, or in the future.

- A verb in the **present tense** tells what happens now.
- A verb in the **past tense** tells what has already happened.
- A verb in the **future tense** tells what is going to happen.

To write the future tense, use the special verb *will*.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Insects survive almost everywhere.</em></td>
<td><em>They survived millions of years ago.</em></td>
<td><em>They will survive in the future.</em></td>
</tr>
</tbody>
</table>

Circle whether the underlined verb is in the present, past, or future tense.

1. Our science teacher decided to teach about insects.
   - Present
   - Past
   - Future

2. She told us about the different kinds of insects.
   - Present
   - Past
   - Future

3. We will spend several days learning about them.
   - Present
   - Past
   - Future

4. The class divides into small groups.
   - Present
   - Past
   - Future

5. Each group chooses a kind of insect to study.
   - Present
   - Past
   - Future

6. At the end of the week, each group will make a presentation.
   - Present
   - Past
   - Future

7. The class will take a field trip to see a museum exhibit.
   - Present
   - Past
   - Future

8. The museum exhibit shows hundreds of kinds of insects.
   - Present
   - Past
   - Future

9. Everyone voted in favor of taking the trip.
   - Present
   - Past
   - Future

10. Afterward, the class will discuss what they saw.
    - Present
    - Past
    - Future

**At Home:** Write three sentences about a favorite topic. Write one sentence in the present tense, one in the past tense, and one in the future tense.
Subject-Verb Agreement

RULES

• The subject and verb in a sentence must agree. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular: I, he, she, or it</td>
<td>Plural: we, you, or they</td>
</tr>
</tbody>
</table>
To make the verb singular, add -s or -es. | To make the verb plural, do not add -s or -es. |
Add -es to verbs ending in s, ch, sh, x, or z. | |

A picture hangs on my wall. Several pictures hang on my wall.

Write the correct form of the verb in parentheses.

1. Chen _____________ picture postcards. (collect)

2. He _______________ his collection in special albums. (keep)

3. The cards ______________ him of places he has been. (remind)

4. He ________________ cards for his collection on family trips. (buy)

5. Most of the cards ______________ scenes from the Southwest. (show)

6. Chen often ________________ there with his family. (visit)

7. Several cards ________________ scenes of the Grand Canyon. (include)

8. Chen often ________________ he could visit there again. (wish)

9. Sometimes people ________________ Chen picture postcards. (send)

10. He ________________ them to his collection. (add)
Spelling Present-Tense and Past-Tense Verbs

RULES
Some verbs add -s to form the present tense. *paint = paints*
Many verbs add -ed to form the past tense. *paint = painted*

Spelling Rules for Adding -es or -ed to Some Verbs
- Change the y to i before adding -es or -ed to verbs that end with a consonant and y. *carry = carries or carried*
- Double the final consonant and add -ed to verbs that end with one vowel followed by a consonant. *trim = trimmed*
- Drop the e and add -es or -ed to verbs that end in e. *smile = smiles or smiled*

Write the correct present-tense or past-tense form of each verb in parentheses.

1. Cody (shop) for a new camera. present
2. Last week he (stop) at several stores. past
3. They all (carry) many kinds of cameras. present
4. Cody (knows) the special features of each kind. present
5. He (remove) a camera from its case. past
6. He (worry) that it was too large and heavy. past
7. He (try) out another one with a zoom lens. past
8. Cody (decide) to buy it. past
9. He (hurry) home to try it out. past
10. That afternoon he (snap) pictures of everything. past

At Home: Look through a book you have read. Find five sentences with present-tense verbs. Find five sentence with past-tense verbs. List the verbs under the headings present tense and past tense.
Mechanics and Usage: Commas in Series

**RULES**

- A *comma* tells the reader where to pause between the words that it separates.
- Use commas to separate items in a series of three or more words.
- Do not use a comma after the last word in a series.

Ted, Peter, Rosa, and Nora are neighbors.

Rewrite each sentence. Use commas where they are needed.

1. Ted Peter Rosa and Nora made a garden together.

2. They had to buy a rake a shovel and a hoe.

3. Rosa and Peter raked up rocks twigs and litter.

4. Ted and Nora dug turned and raked the soil.

5. Together they decided to plant beans tomatoes carrots and corn.

6. They planted petunias sunflowers and daisies along the edge.

7. With some sun rain and care things began to grow.

8. The friends took turns weeding hoeing and watering.

9. Soon they were picking cooking and eating things from the garden.

10. Making the garden was enjoyable successful and practical.
Mixed Review

RULES

- Action verbs in the **present tense** tell what is happening now.
  
  *Mike listens to music on the radio.*

- Action verbs in the **past tense** tell what happened in the past.
  
  *Yesterday, Mike listened to music on the radio.*

- Action verbs in the **future tense** tell what will happen in the future.
  
  *Mike will listen to music on the radio tomorrow.*

- A verb must **agree** with the subject of a sentence. If the subject is singular, the verb is singular. If the subject is plural, the verb is plural.

  To make a verb singular, add **-s or -es.**

  *Mike appreciates music.*

  To make a verb plural, do not **add -s or -es.**

  *My friends appreciate music.*

A. Circle the correct tense of the underlined verb.

1. My father **learned** to play the piano at an early age.  **present**  **past**  **future**
2. He **enjoys** playing the piano for friends.  **present**  **past**  **future**
3. Practice **will make** him even better than he is now.  **present**  **past**  **future**
4. I **like** to listen to guitar music on the radio.  **present**  **past**  **future**
5. Someday I **will take** guitar lessons.  **present**  **past**  **future**

B. Write the verb in parentheses ( ) that completes each sentence.

6. Two of my friends (play, plays) musical instruments.  ________________
7. Marta (take, takes) piano lessons every week.  ________________
8. John (practice, practices) the saxophone.  ________________
9. My parents (want, wants) me to learn how to play.  ________________
10. It (amaze, amazes) me when I see people playing music.  ________________

---

**At Home:** Find out if someone in your family plays a musical instrument. Write a paragraph about it. Include some verbs in the present, past, and future tense.
Main Verbs and Helping Verbs

RULES

- The **main verb** is the most important verb in a sentence. It tells what the subject does or is.
  
  *The puppet show will begin in an hour.*

- A **helping verb** is a verb that comes before the main verb. It helps the main verb show an action or make a statement.
  
  *The puppet show will begin in an hour.*

Read each sentence. Write the helping verb in the first column and the main verb in the second column.

1. A puppet show was performing in the park.
   
   ___________  ___________

2. The puppets were dressed in colorful costumes.
   
   ___________  ___________

3. The puppet theater was designed like an ancient castle.
   
   ___________  ___________

4. The puppets are attached to strings.
   
   ___________  ___________

5. The puppeteers were standing above the puppet theater.
   
   ___________  ___________

6. They will work the strings to bring the puppets to life.
   
   ___________  ___________

7. They are using a different voice for each character.
   
   ___________  ___________

8. The children are watching in amazement.
   
   ___________  ___________

9. Even the adults were enjoying themselves.
   
   ___________  ___________

10. The puppets had won everyone’s admiration.
    
    ___________  ___________

**At Home:** Write three sentences about something interesting you have watched. Include a helping verb and a main verb in each sentence.
Using Helping Verbs

**RULES**

- **Has, have,** and **had** are helping verbs. You can use them with the past-tense form of a verb to show an action that has already happened.
  
  Use **has** with a singular subject and **he, she, or it.**
  
  *My sister has gone whale watching.*
  *She has gone whale watching.*
  
  Use **have** with plural subjects and **I, you, we, or they.**
  
  *Many people have gone whale watching.*
  *I have gone whale watching.*
  
  Use **had** with singular or plural subjects.
  
  *My friend had gone whale watching.*
  *My friends had gone whale watching.*

Write the correct form of the helping verb in parentheses.

1. Whale watching __________ become a popular attraction. (have, has)
2. Many people __________ enjoyed the thrill of seeing whales. (have, has)
3. My friends and I __________ decided to go whale watching. (have, has)
4. The boat __________ already sailed several times that day. (have, had)
5. On the first trip, the passengers __________ spotted many whales. (has, had)
6. The whales __________ found a good feeding area. (have, has)
7. The boat’s captain __________ sighted them not far away. (have, had)
8. One whale __________ come up to the side of the boat. (have, has)
9. A few whales __________ leaped into the air. (has, had)
10. Then they __________ crashed back into the water. (have, has)

**At Home:** Find a picture in a magazine that you like. Write three sentences about it. Use the helping verbs **have, has,** or **had** in each sentence.
Linking Verbs

RULES

• An **action verb** tells what the subject does or did.
  
  *Nocturnal animals sleep during the day.*

• A **linking verb** links the subject of a sentence to a noun or adjective in the predicate. A linking verb does not express action.
  
  *Nocturnal animals are creatures of the night.*

• The words **am, is, are, was**, and **were** are important linking verbs. They are forms of the verb **be**.

Tell whether each underlined verb is an action verb or a linking verb. Write your answer.

1. Nocturnal animals **are** nighttime creatures.
2. They **sleep** during most of the day.
3. Bats **are** nocturnal animals.
4. They **live** in caves during the day.
5. They **hunt** for food during the night.
6. Bats **are** the only mammals that can fly.
7. There **are** more than 900 kinds of bats.
8. I **am** one of their greatest fans.
9. Once I **was** at the entrance to a bat cave.
10. At dusk, the bats **flew** out of the cave.
11. It **was** a terrific and awesome sight.
12. One large bat **is** the flying fox.
13. It **makes** its home in tropical forests.
14. Brown bats **are** much smaller.
15. They **inhabit** many parts of the United States.
Using Linking Verbs

**RULES**

- *Am, is,* and *are* are **present-tense linking verbs**. They must agree with the subject of the sentence. Subjects can be singular or plural.
  - **Singular:** *I, he, she, it*
  - **Plural:** *you, we, they*
    - *She is* a musician.  
    - *You are* musicians.

- *Was* and *were* are **past-tense linking verbs**. They must agree with the subject of the sentence. Subjects can be singular or plural.
  - *She was* a musician.  
  - *They were* musicians.

Rewrite the sentence with the correct form of the linking verb in parentheses.

1. Anita (*is, are*) a member of the orchestra.

2. Orchestras (*is, are*) large groups of musicians.

3. Anita (*is, were*) one of the violin players.

4. I (*am, were*) one of the cellists.

5. Last year our concerts (*was, were*) very popular.

6. Our conductor (*was, were*) Mr. Ortez.

7. All of our musicians (*is, are*) first rate.

8. They (*are, was*) wonderful when they play together.

9. Everyone (*is, were*) very proud to be a member.

10. Our first concert this year (*was, were*) a huge success.

---

At Home: Write three sentences about music. Use linking verbs in each sentence.
Irregular Verbs

**RULES**

- You do not always add *-ed* to form the past tense of verbs. Verbs that do not add *-ed* to form the past tense are called **irregular verbs**.
- Most irregular verbs change their spelling to form the past tense.

Here are some examples.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past</th>
<th>Past with has, have, or had</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
</tbody>
</table>

Write the correct past tense form of the verb in parentheses.

1. Rosa and Luis had (go) ________________ to the wild animal park.
2. They have (see) ________________ some of the exhibits before.
3. Seals (swim) ________________ in a moat around Seal Island.
4. Monkeys (run) ________________ through an artificial rain forest.
5. The large cats (give) ________________ a roaring performance.
6. The elephants (make) ________________ loud trumpeting sounds.
7. Rosa and Luis had (bring) ________________ a picnic lunch with them.
8. They (eat) ________________ it near the tropical bird exhibit.
9. Some of the birds (sing) ________________ unfamiliar songs.
10. Rosa and Luis had (do) ________________ this before.
More Irregular Verbs

**RULES**

- **Irregular** verbs do not add *-ed* to form the past tense or verbs with *has*, *have*, and *had*. Instead, the spelling of an irregular verb is usually changed.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past</th>
<th>Past with has, have, or had</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

Circle the correct form of the verb in parentheses.

1. My family has *(did, done)* many interesting things.
2. My brother *(fly, flew)* in a helicopter.
3. My sister has *(swam, swum)* in many swimming meets.
4. I have *(rode, ridden)* in bicycle marathons.
5. My mom has *(drew, drawn)* pictures of us.
6. My dad *(began, begun)* to take flying lessons.
7. My grandfather has *(driven, drove)* race cars.
9. My parents have *(took, taken)* dancing lessons.
10. My uncle has *(grew, grown)* prize-winning roses.

**At Home:** Write three sentence about something you like to do. Use an irregular verb in each sentence.

- McReese Language Arts
- Grade 4, Unit 3, Verbs, pages 192–193
Mechanics and Usage: Contractions with *Not*

**RULES**

- A *contraction* is a shortened form of two words. An *apostrophe* (’) takes the place of one or more letters that are left out. Several contractions are made by combining a verb and the word *not*.

  \[
  \text{does} + \text{not} = \text{does} + \text{n’t} = \text{doesn’t}
  \]

  \[
  \begin{array}{cccc}
  \text{is not} & \text{isn’t} & \text{has not} & \text{hasn’t} \\
  \text{are not} & \text{aren’t} & \text{have not} & \text{haven’t} \\
  \text{was not} & \text{wasn’t} & \text{had not} & \text{hadn’t} \\
  \text{were not} & \text{weren’t} & \text{do not} & \text{don’t} \\
  \text{will not} & \text{won’t} & \text{did not} & \text{didn’t} \\
  \end{array}
  \]

**A.** Draw lines to match the contractions and the words.

1. was not _______ aren’t
2. has not _______ isn’t
3. do not _______ wasn’t
4. will not _______ won’t
5. have not _______ doesn’t
6. does not _______ hasn’t
7. is not _______ haven’t
8. did not _______ weren’t
9. are not _______ didn’t
10. were not _______ don’t

**B.** Write the two words that make up each contraction in parentheses.

11. I (haven’t) ____________________ seen a purple sky.
12. I (don’t) ____________________ have green hair.
13. Trees (aren’t) ____________________ blue and gold.
14. A car (doesn’t) ____________________ talk to you.
15. I (won’t) ____________________ ever see a cow that flies.

---

**At Home:** Read an article in a newspaper or magazine. Make a list of all the contractions you find.
Mixed Review

RULES

• The **main verb** in a sentence shows what a subject does or is. It is the most important verb.
  
  *I acted in the class play.*

• A **helping verb** comes before the main verb. It helps the main verb show an action or make a statement.
  
  *I had learned my lines well.*

• A **linking verb** links the subject of a sentence to a noun or adjective in the predicate. A linking verb does not express action.
  
  *The play was a great success.*

Draw one line under each main verb. Draw two lines under each helping verb. Circle each linking verb.

1. I am a member of the class play.
2. Many of my friends are in the play, too.
3. We have written our own play to perform.
4. My friend Jill is the lead character.
5. She has learned all her lines well.
6. The cast has rehearsed many times.
7. Our teacher has helped us every night.
8. She thinks we are doing a great job.
9. The costumes and props will surprise everyone.
10. Putting on a play is a hard job.

**At Home:** Write a paragraph about a movie or television show you have watched. Use main, helping, and linking verbs.
Complete each sentence. Write the verb in parentheses ( ) that agrees with the compound subject of each sentence.

1. The music class or art club ________________ having a talent show. (is, are)
2. The girls and boys ________________ variety acts. (presents, present)
3. Linda and Kelly ________________ a duet. (sings, sing)
4. My sister and brother ________________ bicycle tricks. (performs, perform)
5. Either Mark or Shelly ________________ magic tricks. (do, does)
6. Either my teacher or her husband ________________ the guitar. (plays, play)
7. Taki and Miko ________________ together on the piano. (plays, play)
8. My family and friends ________________ in the audience. (sits, sit)
9. Cheers or applause ________________ from everywhere. (comes, come)
10. Both performers and audience ________________ the show. (enjoys, enjoy)
Study Skills: Card Catalog

- Use the alphabetically arranged **card catalog** to locate a book in the library. You will find it in a set of drawers or on a computer.
- Look at the **author cards**, **title cards**, or **subject cards** in the card catalog. Each kind of card gives the same information in a different order.
- Use the **call number** on upper-left part of the card. Each kind of card for the same book shows the same call number.

The **author card** lists the author’s last name first.

The **title card** shows the title first.

The **subject card** begins with the subject of the book.

Use the sample catalog cards above to answer each question.

1. What is the title of the book about space? ________________
2. Who wrote the book *Animals in Orbit*? ________________
3. In what year was the book *Animals in Orbit* published? ________________
4. How many of the books have illustrations? ________________
5. Which of the three books has the most pages? ________________
6. Which book has a title card on this page? ________________
7. What is the call number of the book about the space shuttle? ________________
8. In what year was the book *Working Robots* published? ________________
9. Which book was published in Chicago? ________________
10. Who is the author of the book about robots? ________________

**At Home:** Think about a subject that interests you. Then make up the information for a book on this subject and write a subject card for it.
Vocabulary: Prefixes

- A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the base word.

- A **base word** is a word to which a prefix is added.

- You can figure out the meaning of a word by putting together the meaning of the prefix with the meaning of the base word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>not, opposite of</td>
</tr>
<tr>
<td>im</td>
<td>not, without</td>
</tr>
<tr>
<td>in</td>
<td>not without</td>
</tr>
<tr>
<td>mis</td>
<td>wrongly or</td>
</tr>
<tr>
<td>non</td>
<td>opposite of</td>
</tr>
<tr>
<td>re</td>
<td>not</td>
</tr>
</tbody>
</table>

Choose a word from the word box that completes each sentence. Write it on the line. Then circle the prefix of the word you write.

<table>
<thead>
<tr>
<th>Uncomfortable</th>
<th>Multiplex</th>
<th>Impossible</th>
<th>Dislike</th>
<th>Previews</th>
<th>Impressed</th>
<th>Unreal</th>
<th>Recount</th>
<th>Misunderstand</th>
<th>Disbelief</th>
</tr>
</thead>
</table>

1. I go to movies at a multi-plex theater. ________________
2. I like to watch movie previews. ________________
3. Sometimes I am impressed with the action. ________________
4. That’s when I recount the action to my friends. ________________
5. Some movies make me feel uncomfortable. ________________
6. I dislike lots of gooey romantic stuff. ________________
7. My older sister says I am unreal. ________________
8. She says that it is impossible for me to “get it.” ________________
9. I just listen to her in disbelief. ________________
10. Maybe I just misunderstand her. ________________

At Home: Look up each prefix you circled in a dictionary and write its definition.
Composition: Leads and Endings

- The first sentence in a persuasive composition is the lead. It should capture the attention of your reader.
  
  \textit{I remember when I first met Max.}

- The last sentence is the ending. To help your reader feel that your writing is complete, end by drawing a conclusion, summarizing the main idea, or restating it.
  
  \textit{Don't you believe in happy endings?}

Circle the word \textit{lead} or \textit{ending} for each sentence.

1. The book sale you've been waiting for will take place next week.
   - lead
   - ending

2. So, I ask for your vote as student representative for our class.
   - lead
   - ending

3. You'll never regret hiring Darla as your pet sitter.
   - lead
   - ending

4. Why do students want to be volunteers?
   - lead
   - ending

5. Never forget that recycling protects the environment.
   - lead
   - ending

6. Would you like to run faster and feel healthier?
   - lead
   - ending

7. Some students in our school will start a math tutoring service.
   - lead
   - ending

8. Now you know that bicycle riders with helmets are also smart riders.
   - lead
   - ending

9. Have you signed up for an after-school activity yet?
   - lead
   - ending

10. Talented students are available as tutors in a new student tutoring program.
    - lead
    - ending

At Home: Pick a lead or ending that you like from the exercise above. For a lead, write an appropriate ending. For an ending, write an appropriate lead.
Adjectives

RULES

Adjectives are words that describe nouns. They can tell what kind and how many. Usually, they come before the nouns they describe.

Elephants are large animals. There are two kinds of elephants.
There are African elephants. There are Indian elephants.

Circle the adjective in each sentence. Write the noun that the adjective describes.

1. Elephants are strong animals.
2. They are also intelligent animals.
3. The trunk of an elephant is a remarkable feature.
4. It can be used for many purposes.
5. The trunk can be used to drink or spray cool water.
6. It can be used to pick up a small nut.
7. It can also be used to rip up a huge tree.
8. Elephants can be trained to be excellent helpers.
9. They can easily move heavy objects.
10. They can carry people on strong backs.
11. Elephants live together in large groups.
12. They can live for many years.
13. People used to hunt elephants for ivory tusks.
14. The beautiful tusks were used to make things.
15. Today, strict laws protect elephants from hunters.

At Home: Write a description about something or someone. Include as many adjectives as you can.
Articles: *a, an, the*

**RULES**

The words *a, an,* and *the* are special adjectives called **articles**.

- **Use** *a* before a singular noun that begins with a consonant.
  
  *Have you ever seen a lynx?*

- **Use** *an* before a singular noun that begins with a vowel
  
  *A lynx is an animal.*

- **Use** *the* before a singular noun that names a particular person, place, or thing.
  
  *The lynx is a kind of wild cat.*

- **Use** *the* before plural nouns.
  
  *The mountains are home to some wildcats.*

Choose the correct article in parentheses to complete each sentence. Write it on the line.

1. ___________ elephant may use its trunk to pet her baby. (A, An)
2. ___________ ostrich uses its long, powerful toes for defense. (The, A)
3. Stripes on ___________ zebra help it hide from its enemies. (a, an)
4. ___________ anteater really eats ants. (A, An)
5. At birth ___________ giraffe is about six feet tall. (a, an)
6. Cheetahs are ___________ animals that can run the fastest. (an, the)
7. The tongue of ___________ chameleon is as long as its body. (a, an)
8. ___________ bee hummingbird is the smallest of all birds. (An, The)
9. ___________ coconut crab can climb trees. (A, An)
10. ___________ eagle’s eyes are made so that it can see from great distances. (A, An)

---

**At Home:** Write five Adjectives about your favorite animal. Include at least one article in each sentence.
Adjectives After Linking Verbs

**RULES**

- An adjective is a word that describes a noun.
- Sometimes an adjective follows the noun it describes.
- When an adjective follows the noun it describes, the noun and adjective are connected by a linking verb.
- The linking verb is usually a form of the verb be.

\[
\begin{align*}
\text{Summer} & \text{ is} \quad \text{wonderful.} & \quad \text{The days} & \text{ are} \quad \text{long.} \\
\text{The temperature} & \text{ was} \quad \text{high.} & \quad \text{The days} & \text{ were} \quad \text{sunny.}
\end{align*}
\]

Circle each linking verb. Then write the adjective that describes each underlined noun.

1. The summer is relaxing.
2. The long days are warm.
3. Sports in the summer are fun.
4. Swimming in the lake is popular.
5. Last summer was perfect for me.
6. Winter days are shorter.
7. Winter weather is colder.
8. Last winter was snowy.
9. Many days were freezing.
10. Sometimes winter days are beautiful.

At Home: Look for linking verbs followed by adjectives in a newspaper or magazine article.
At Home: List the names of five countries you have heard of. Then write a sentence about each one. Include a proper adjective in each sentence.
At Home: Do you or a member of your family collect something? Write a paragraph about the collection. Then underline each adjective your used and circle the noun it describes.

**RULES**

- An adjective is a word that describes a noun. Adjectives tell what kind and how many. *red flower  old house  two teams*
- When an adjective comes after a noun it describes, the two are connected by a linking verb.
  
  *Summer is wonderful.  The temperatures are warm.*
- Proper adjectives are formed from proper nouns. A proper adjective is always capitalized. *Europe  European  European countries*

**A. Underline each adjective. Then write the noun it describes.**

1. People have interesting hobbies. __________________________
2. I knew someone who collected ancient coins. __________________________
3. The coins are valuable because of their age. __________________________
4. My grandfather makes ship models. __________________________
5. He keeps the models in display cases. __________________________
6. He has at least seven models on display. __________________________
7. My grandmother collects and dries wild flowers. __________________________
8. She arranges them in flowers vases. __________________________
9. I like to make airplanes models. __________________________
10. I have twelve airplanes hanging in my room. __________________________

**B. Write each proper adjective correctly. Circle the noun it describes.**

11. I saw a collection of native american pottery. __________________________
12. There is a collection of asian art at the museum. __________________________
13. I have a book about the egyptian pyramids. __________________________
14. My brother wrote an article about mexican carvings. __________________________
15. The museum has some examples of roman sculpture. __________________________
Adjectives That Compare

**RULES**
- Adjectives that compare nouns often end in **-er** or **-est**.
- Adjective + **-er** compares two people, places, or things.
  
  *Cats are faster than dogs.*
- Adjective + **-est** compares more than two people, places, or things.
  
  *Cheetahs are the fastest of all animals.*

Write the correct form of the adjective in parentheses.

1. Cats are usually (smaller, smallest) than dogs.  
2. Cats are one of the (cleaner, cleanest) of all animals.  
3. Cats can see in (darker, darkest) light than people can.  
4. Cats have (sharper, sharpest) claws than dogs have.  
5. Cats can detect the (slighter, slightest) motion.  
6. Persian cats have the (longer, longest) hair of all cats.  
7. Rex cats have the (shorter, shortest) hair of any other cat.  
8. Persian cats have (fuller, fullest) tails than Burmese cats.  
9. Siamese cats are among the (louder, loudest) of all cats.  
10. Angora cats are one of the (older, oldest) kinds of all cats.
Spelling Adjectives That Compare

**RULES**

When adding *-er* or *-est* to adjectives, follow these spelling rules:

- If an adjective ends with *e*, drop the *e* then add *-er* or *-est*.
  
  *little* (drop the *e*): *littler* → *littlest*

- If an adjective ends with a consonant and a *y*, change the *y* to *i* and add *-er* or *-est*.
  
  *heavy* (change *y* to *i*): *heavier* → *heaviest*

- If an adjective ends with a consonant-vowel-consonant, double the final consonant then add *-er* or *-est*.
  
  *flat* (double final consonant): *flatter* → *flattest*

Write the correct *-er* or *-est* form of the adjective in parentheses (*`).

1. (hot) This summer is ____________________ than last summer.
2. (nice) My flower garden is ____________________ than last year’s garden.
3. (pretty) The roses are ____________________ this year than last year.
4. (lovely) I think red roses are the ____________________ of all the roses.
5. (large) My neighbor’s vegetable garden is ____________________ than mine.
6. (tasty) My tomatoes are ____________________ than my neighbor’s tomatoes.
7. (tiny) Cherry tomatoes are ____________________ than plum tomatoes.
8. (heavy) I grew the ____________________ squash in the neighborhood.
9. (huge) My uncle grew the ____________________ pumpkin I ever saw.
10. (happy) Gardeners are the ____________________ people you’ll ever meet.

At Home: Write five sentences about something you like to do. Include at least one adjective that changes its spelling in each sentence.
Comparing with *More* and *Most*

**RULES**

- Use *more* or *most* with most longer adjectives. Use *more* to compare two people places or things. Use *most* to compare more than two people, places, or things.
  
  *I think plays are more enjoyable than movies.*

  *I think plays are the most enjoyable form of entertainment.*

- Never use *more* or *most* with an adjective that already has an -er or -est ending.

Choose the word in parentheses that completes each sentence.

1. Our local theater is (more, most) impressive this year than last year.

2. This year’s play is the (more, most) entertaining one we have put on.

3. The costumes are the (more, most) beautiful I have ever seen.

4. The stage sets are (more, most) elaborate than they were last year.

5. The actors are the (more, most) effective performers in this state.

6. Last night’s performance was (more, most) enjoyable than yesterday’s performance.

7. The performers seemed (more, most) relaxed than they were yesterday.

8. The leading character is the (more, most) interesting part of all.

9. The actress who plays the part is the (more, most) popular of all the performers.

10. She is the (more, most) prepared of anyone in the show.

---

At Home: Think of two television programs you like to watch. Write five sentences comparing them using *more or most.*
Comparing with Good and Bad

**RULES**

- The adjectives *good* and *bad* have special forms when used to compare.
- Use *better* and *worse* to compare two people, places, or things.
  
  *This summer was better than last summer.*
  
  *Last summer was worse than this summer.*
- Use *best* or *worst* to compare more than two people, places, or things.
  
  *This was the best summer I can remember.*
  
  *Last summer was the worst summer I can remember.*

Write the correct form of the word in parentheses ( ) to complete each sentence.

1. This summer camp was __________________________ than the last one. (good)

2. The lake was the __________________________ I ever swam in. (good)

3. My swimming team was __________________________ than my friend’s team. (bad)

4. The camp counselors were the __________________________ I’ve ever had. (good)

5. The food was the __________________________ I ever tasted. (bad)

6. The crafts classes were __________________________ than the woodworking classes. (good)

7. The soccer coaches were __________________________ than the baseball coaches. (bad)

8. Swimming was __________________________ than hiking. (good)

9. The camp singing was the __________________________ I ever heard. (bad)

10. Hiking was __________________________ than bird watching. (good)
Combining Sentences: Adjectives

**RULES**

You can sometimes combine sentences by writing the adjective from one sentence in the other. Leave out the words that are the same in both sentences.

*Rico saw some monkeys. The monkeys were playful.*

→

*Rico saw some playful monkeys.*

Write each pair of sentences as one sentence.

1. Rico visited a zoo. The zoo was interesting.

2. He saw some lions. The lions were roaring.

3. He watched some elephants. The elephants were trumpeting.

4. Rico watched the elephants being fed. The elephants were hungry.

5. After they ate, the elephants did some tricks. The tricks were clever.

6. Rico visited the reptile exhibit. The exhibit was new.

7. There were many kinds of snakes. The snakes were exotic.

8. There were also many lizards. The lizards were unusual.

9. Then Rico went to see the birds. (The birds were tropical.)

10. There were many kinds of parrots. The parrots were colorful.

**At Home:** Write three pairs of sentences about a place you have visited. Then combine each pair into one sentence.
Mechanics and Usage: Letter Punctuation

**RULES**

- The greeting and closing of a letter should begin with capital letters.
- Use a comma after the greeting and the closing of a friendly letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and the year in a date.

```
237 Bridge Road
Bangor, Maine ← city and state
July 28, 2001 ← day and year

greeting → Dear Maria,
I just came back from vacation. My family
and I went to Yellowstone National Park.
I will tell you all about it when you visit.

Your friend, ← closing
Alana
```

Write each letter part. Add the correct punctuation mark or capital letter.

1. dear Uncle Joe,  
2. Madison Wisconsin  
3. sincerely yours,  
4. dear friend  
5. May 7 2001  
6. chicago illinois  
7. your pal  
8. june 6 2001  
9. dear mom  
10. your friend
Mixed Review

A. Write the correct form of the word or words in parentheses ( ).

1. Juan is (better, best) at soccer than I am.
   
2. Hector hits the ball (harder, hardest) of all the players.
   
3. Megan ran (faster, fastest) this year than last year.
   
4. Yoshi made (more, most) baskets than Maria.
   
5. This was my (worse, worst) year ever at baseball.
   
B. Write each pair of sentences as one sentence.

6. The soccer game was about to begin. It was the last soccer game.

7. We watched the soccer game. The soccer game was exciting.

8. We cheered for our team. Our team was winning.

9. Our team scored a point. It was the winning point.

10. The fans cheered the team. The team was victorious.

At Home: Write about a sport that you or some member of your family enjoys. Circle the adjectives that compare.
Common Errors: Adjectives

**RULES**

- short adjective + -er compare two nouns
  
  *Trees are larger than bushes.*

- **more** + long adjective compares two nouns
  
  *Flowers are more colorful than leaves.*

- adjective + -est compare more than two nouns
  
  *Trees are the largest of all plants.*

- **most** + long adjective compare more than two nouns
  
  *I think orchids are the most colorful of all flowers.*

- Never use **more** or **most** with an adjective that already ends in -er or -est.
  
  *Trees are more larger than bushes.*
  
  *Trees are the most largest of all plants.*

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

1. Bristlecone pine trees are the (old) living things on earth.  
2. Giant sequoia trees are the (large) living things.  
3. Coconut seeds are the (big) of all seeds.  
4. A cactus environment is (dry) than a woodland forest.  
5. A tropical rain forest is (wet) than a grassland.  
6. Roses are some of the (beautiful) of all flowers.  
7. Some orchids are the (rare) of all plants.  
8. A tree is (tall) than a shrub.  
9. A baobob tree is (unusual) than an oak tree.  
10. A fern is (delicate) than a cactus.
At Home: Draw an arrow somewhere on the map to indicate
north, west, south, and east. Label each arrow with the direction
it shows. Use the compass rose to help you find each direction.

1. What direction would you travel if you were going from Eugene, Oregon, to Olympia, Washington?

2. What are three mountain peaks on this map?

3. About how far in miles is it from Spokane, Washington, to Pendleton, Oregon?

4. About how far in kilometers is it from Pendleton, Oregon, to Walla Walla, Washington?

5. What is the capital of Oregon?
Vocabulary: Synonyms and Antonyms

- A **synonym** is a word that means the same or almost the same as another word.
  - sad/gloomy  huge/enormous  pleasant/nice
- An **antonym** is a word that means the opposite of another word.
  - happy/sad  big/small  right/wrong

After each pair of words, write **A** for antonyms or **S** for synonyms.

1. gigantic/enormous
2. fiction/nonfiction
3. messy/neat
4. baby/infant
5. old/aged
6. confused/muddled
7. narrow/wide
8. phone/call
9. ladle/scoop
10. possess/own
11. moist/dry
12. angry/mad
13. fake/real
14. shiny/dull
15. brake/speed
16. high/low
17. breezy, windy
18. opened/closed
19. slowly/quickly
20. quickly/speedily

**At Home:** Write three pairs of synonyms and three pairs of antonyms. Use them in sentences.
Composition: Organization

- Certain words and phrases can help you organize your ideas logically.
- Words like *inside, outside, over, beside, above, near, next to,* and *on top of* are **spatial words**. Spatial words tell where things are found or located.
- Words like *first, next, then, later, after that, as soon as,* and *a long time ago* are **time-order words**. They show when things happen and in what order.

**Spatial order:**  *Is the book beside the lamp or next to the CD player?*

**Time order:**  *As soon as your name is called, walk up to the stage.*

Underline spatial or time-order words used in each sentence. Then, circle **spatial** or **time-order** to identify the kind of words.

1. There’s an eagle’s nest on top of the cliff.
   - Spatial
   - Time-order

2. Which did you see first, the mole or the snake?
   - Spatial
   - Time-order

3. The mother alligator appeared, then a baby alligator followed.
   - Spatial
   - Time-order

4. Was it a long time ago that the cat had kittens?
   - Spatial
   - Time-order

5. An adult bird stands above the babies and feeds them worms.
   - Spatial
   - Time-order

6. Our canoe slid over the rocks and white water.
   - Spatial
   - Time-order

7. The horses happily graze near the barn.
   - Spatial
   - Time-order

8. Don’t wait until later to feed the hungry chicks.
   - Spatial
   - Time-order

9. Is the corral behind the house or the barn?
   - Spatial
   - Time-order

10. After a long walk, we rested.
    - Spatial
    - Time-order
Pronouns

RULES

- A pronoun is a word that replaces one or more nouns.
- A pronoun must agree with the noun it replaces.

\[ \textbf{That boy asked if he could dress up like a soldier.} \]

\[ \textbf{The soldiers did not realize they had no place to retreat.} \]

Underline the pronoun in each sentence. Then write each noun that the pronoun replaces.

1. Mrs. Harris said she will teach about the Civil War. _________________________
2. The Battle of Antietam is remembered because it was an important battle of the Civil War. _________________________
3. We talked about the generals and how they set out to win. _________________________
4. General Robert E. Lee’s soldiers didn’t know they were in a bad position. _________________________
5. The Union General George McClellan thought he would drive Lee’s soldiers into the Potomac. _________________________
6. General Stonewell Jackson’s men must have been shocked when they were attacked by Union soldiers. _________________________
7. Jackson’s lines were badly hurt and they were forced to retreat. _________________________
8. The Confederates fled to the fields as they retreated from Union soldiers. _________________________
9. Union soldiers were unaware of what they would soon be facing. _________________________
10. Some historians consider the Battle of Antietam a Union victory although over two thousand soldiers died in it. _________________________

At Home: Choose pronouns from this page. Use them in original sentences.
Subject Pronouns

RULES

• A subject pronoun is a pronoun that can be used as the subject of a sentence.

Singular: I, you, he, she, it

I want to be a geologist.

Plural: we, you, they

They try to predict earthquakes and volcanic eruptions.

Write a pronoun to replace the underlined subject part of each sentence.

1. Dr. David Massaro planned a unit about volcanoes for his science class.

2. Our class just finished learning about earthquakes.

3. A volcano is a destructive natural force.

4. The students in my class learned that most volcanoes occur in an area called the Ring of Fire.

5. The volcanic eruptions occur as a result of plate movements within the earth.

6. A volcano releases hot poisonous gases into the air.

7. Some eruptions form volcanic islands.

8. These mountain islands build up from the ocean floor.

9. Valerie wanted to know how far volcanic debris can travel.

10. The teacher explained that erupting debris can travel for miles.

11. The lava from a volcano can affect towns located miles away.


13. Many Washington citizens were not prepared for this eruption.

14. The ashes covered a huge area.

15. Scientists are trying to predict when volcanoes will erupt.

At Home: Rewrite the above sentences using the correct subject pronoun in place of the underlined words.
Underline the object pronoun in each sentence and write it on the line.

1. You warned me this class would be hard. ____________________
2. I told you to plan wisely. ____________________
3. Mrs. McMadden gave them work to do. ____________________
4. They didn’t expect her to assign a project so soon. ____________________
5. She had a report for me to write. ____________________
6. The teacher chose the topics for us. ____________________
7. Students wondered what topic she would give them. ____________________
8. Jimmy said he would ask her for an easy subject. ____________________
9. Mrs. McMadden said she was not happy with him. ____________________
10. He looked at her with a confused expression. ____________________
11. She wanted him to change his attitude. ____________________
12. After the teacher gave the topics to them, they were relieved. ____________________
13. Each of us had the same topic. ____________________
14. They thought that was very kind of her. ____________________
15. “Now I can work with you on the project.” ____________________

RULES

- **Object pronouns** generally appear in the predicate of a sentence.
  
  **Singular:** me, you, him, her, it
  
  **Plural:** us, you, them

- **Object pronouns** may be used after an action verb or after a word, such as for, at, of, with, or to.
  
  The teacher made our class write a report. The teacher made us write a report.
  
  Students cooperated with the teacher. Students cooperated with her.

At Home: Make up sentences using the object pronouns me, us, you, him, her, or them. Say your sentences aloud to a family member.
Mechanics and Usage: Punctuation in Dialogue

**RULES**

Dialogue is the exact words spoken by the characters in a story.
- Always use quotation marks at the beginning and end of dialogue.
  
  *Mother said, “Let’s plan a vacation!”*
- Begin a speaker’s words with a capital letter.
  
  *“We can go camping,” Dad suggested.*
- Begin a new paragraph whenever a new person speaks.
  
  *“The National Parks are always fun. Maybe we’ll even see a bear at our campsite!” Jamie exclaimed.
  *“I’d rather stay in a hotel,” Sean whined.*

Write the letter C before the dialogue that is written correctly.

1. _______ Dad said, “Camping would save us some money.”
   _______ “Dad said, camping would save us some money.”

2. _______ “Gee, Dad. We’ve been saving for this trip all year.” Mom said.
   _______ Gee, Dad. “We’ve been saving for this trip all year.” Mom said.

3. _______ Well, how about a compromise? “He suggested.”
   _______ “Well, how about a compromise?” he suggested.

4. _______ “We could stay in a hotel on our way to one of the National Parks. Does that sound like a good idea?” Dad asked.
   _______ “We could stay in a hotel on our way to one of the National Parks. “Does that sound like a good idea?” Dad asked.

5. _______ Mom replied, Let’s hear what our children have to say about it.”
   “I’ll go along with it, as long as I get to camp out!” said Sean.
   _______ Mom replied, “Let’s hear what the children have to say about it.”
   “I’ll go along with it, as long as I get to camp out!” said Sean.

**At Home:** Ask your family to plan a trip. Write down a few sentences of your family’s dialogue.
Mixed Review

RULES

• A subject pronoun is used as the subject of a sentence.
  
  Singular: I, you, he, she, it → She wants to go to New York City.
  Plural: we, you, they → We were planning our summer vacation.

• An object pronoun is used after an action verb or a word such as in, into, to with, for, by, or at.

  Singular: me, you, him, her, it → They asked me where I wanted to go.
  Plural: us, you, them → Who is going to go with us?

• Use quotation marks before and after a person’s exact words.
  “I would like to go someplace unusual,” I said.

Rewrite each sentence. Replace each underlined noun with the correct pronoun. Add quotation marks and capital letters where needed.

1. Mom said, let’s go to the Statue of Liberty.

2. the Statue of Liberty is in New York City, she told us.

3. it was given to the United States by France, Dad explained.

4. your mother and I saw it many years ago, he said.

5. this summer might be a good time for the family to go, Dad suggested.
Pronoun-Verb Agreement

**RULES**

- Add -s or -es to most action verbs in the present tense when using the pronouns he, she, or it.
  
  **He wins the prize.**  **She watches happily.**

- When using the pronouns I, we, you, or they, do not add -s or -es to a present tense action verb.
  
  **You ride the bike.**  **I watch the race.**

Circle the correct verb in parentheses that agrees with the subject pronoun.

1. He (plan, plans) to run in the triathlon this weekend.
2. She (train, trains) for the race also.
3. We (hope, hopes) one of them will be able to win.
4. At first, they (swim, swims) in the lake for 1.5 miles.
5. Then they (ride, rides) their bikes from the park to the center of town.
6. Finally, it (end, ends) with a three-mile run through the streets downtown.
7. We (hope, hopes) to watch the entire race.
8. They (start, starts) the competition at 7:00 A.M. sharp.
9. It (take, takes) over an hour to complete the course.
10. She (race, races) toward the finish line.

At Home: Write a paragraph about a time you were in some kind of competition. Use subject pronouns in your account.
Combining Sentences

**RULES**
- You can **combine sentences** that have similar ideas by **joining pronouns** in either the subject or the predicate.
  - She planned a class party. I planned a class party
  - *She and I planned a class party.*

Combine each pair of sentences. Use **and** or **or**.

1. She will make the decorations. I will make the decorations.
   - 

2. Does the scissors belong to you? Does the scissors belong to them?
   - 

3. You want to help plan the menu. I want to help plan the menu.
   - 

4. You should call the class officers. I should call the class officers.
   - 

5. Did he return our phone calls? Did she return our phone calls?
   - 

6. You can invite former teachers. I can invite former teachers.
   - 

7. I might not recognize him. I might not recognize her.
   - 

8. Tim will give a balloon to you. Tim will give a balloon to me.
   - 

9. He will be glad to see you. He will be glad to see me.
   - 

10. Will he be able to attend? Will she be able to attend?
    - 

At Home: Find three sentences above that can be combined using the word **we**.
Possessive Pronouns

RULES

• A **possessive pronoun** is a pronoun that shows ownership by one or more persons, places, or things.

  my  your  his  her  its  our
  their  mine  ours  hers  yours  theirs

• Some possessive pronouns can be used alone.

  *These are Keri’s fossils.*  *These are hers.*

Choose a possessive pronoun from the box above that means the same as the words in parentheses.

1. Is this ____ book about fossils? (belonging to you)

2. Who is ____ author? (belonging to it)

3. Gina Larocca is ____ name. (belonging to a female)

4. Collecting fossils is a favorite hobby of ____.
   (belonging to me)

5. One of ____ teachers in the fourth grade has a display of mold and cast fossils. (belonging to us)

6. She will show us how to make mold fossils like ____.
   (belonging to her)

7. Her mold fossils were made when animals left ____ footprints in a patch of muddy soil. (belonging to them)

8. ____ will be made by making imprints of leaves on soft clay. (belonging to us)

9. The other science classes will be making hand imprints in plaster to create _____. (belonging to them)

10. George will try to make a cast fossil from the imprint of ____ hand by using it as a mold. (belonging to him)

At Home: Choose five possessive nouns from the box above. Make up a sentence for each. Say the sentences aloud to a parent or sister or brother.
Mechanics and Usage: Contractions—Pronouns and Verbs

**RULES**

- A pronoun and a verb can be combined to form a **contraction**.
  
  *She is She’s You are You’re We have We’ve*

- The contractions it’s, you’re, and they’re should not be confused with the possessive pronouns its, your, and their.

  *It’s time to give your dog its bath. You’re going to need to bring your supply of towels. You will find that they’re in their proper place on the shelf.*

**Underline the word in parentheses that correctly completes the sentence.**

1. (Your, You’re) lucky that you were not born in the early 1800s.
2. (It’s, Its) the time when Americans were trying to extend the frontier.
3. (You’ve, You’re) probably heard about the hard life of the pioneers.
4. (They’re, They’d) travel westward by wagon trains.
5. (Its, It’s) hard to imagine traveling by wagon train across the Great Plains.
6. The American frontier has many heroes in (its, it’s) history.
7. (We’re, We’ve) all heard of Daniel Boone and Davy Crockett.
8. (They’re, Their) two of the most famous frontiersmen.
9. Boone explored Kentucky for the pioneers and blazed (they’re, their) trails.
10. (His, He’s) known as a generous leader who led westward-moving settlers through a route called The Wilderness Road.
11. (It’s, Its) a route through rugged parts of the Appalachian Mountains.
12. (You’re, Your) teacher may have told you about Davy Crockett.
13. (We’ve, We’re) come to associate Davy Crockett’s name with the Alamo.
14. These famous frontiersmen tamed the wilderness through (their, they’re) hard work.
15. (Your, You’re) library’s encyclopedia has more information about them.

**At Home:** Write sentences correctly using the words its, it’s, they’re, their, you’re, and your.
Mixed Review

**RULES**

- **Present tense verbs** must agree with their **subject pronouns**.
  
  **Singular Subject Pronouns:** I, you, he, she, it  He travels on weekends.
  
  **Plural Subject Pronouns:** we, you, they  They travel on weekends.
  
- **A possessive pronoun** takes the place of one or more possessive nouns.
  
  Cindy’s piano teacher was very good. Her piano teacher was very good.
  
  **Singular Possessive Pronouns:** my, yours, his, her, its
  
  **Plural Possessive Pronouns:** our, your, their
  
- **A contraction** is a shortened form of two words, such as a pronoun and a verb. An apostrophe (’’) shows the missing letters.
  
  I’m = I am  we’re = we are  they’ll = they will
  
- Don’t confuse the contractions it’s, they’re, and you’re with the possessive pronouns its, their, and your.

Rewrite each sentence. Form contractions from the underlined pronouns and verbs. Substitute possessive pronouns for underlined possessive nouns.

1. **It is going to be fun at Mike’s party this weekend.**

2. **We are going to see my brother’s Little League game.**

3. **They have bought tickets for my sister’s talent show.**

4. **She is going to see Betty’s new house.**

5. **We have some time before John’s piano recital begins.**

**At Home:** Write five sentences about things your family likes to do on weekends. Include some possessive pronouns and contractions. Be sure the verbs and subjects in your sentences agree.
Common Errors: Pronouns

RULES

• Use a **subject pronoun** as the subject of a sentence.

  **Singular:** I, you, he, she, it
  **Plural:** we, you, they

  **I** always wanted to learn how to swim.

• Use an **object pronoun** after an action verb or after words such as for, at, of, with, in, to, or by.

  **Singular:** me, you, him, her, it
  **Plural:** us, you, them

  **I** found a course just right for **me**.

• Possessive pronouns do not have apostrophes.

  The course is famous for **its** success.

Write a pronoun to take the place of the underlined words.

1. Mario and **I** took swimming lessons last summer.

2. The lessons **lasted** for six weeks.

3. A local hotel loaned us the hotel’s pool.

4. The pool **was** almost olympic size.

5. The instructor **was** a teacher from our school.

6. He helped Mario and **me** to relax in the water.

7. Mario and **I** were swimming in no time.

8. We were able to keep up with the rest of the class.

9. Everyone was surprised at Mario for taking the course.

10. His family and friends talked him into it.

At Home: Write about something you learned to do. Include at least three sentences that have pronouns.
A dictionary shows the spelling, meaning, and pronunciation of words.

- **Guide words** indicate the first and last words on a page. They appear at the top of each dictionary page.
- **A pronunciation key** shows how to say words. It usually appears at the bottom of every other page.
- **Entry words** are the words explained in the dictionary. They appear in alphabetical order.

Every entry word includes:
- the **pronunciation** of the word
- the **part of speech** (shown as an abbreviation, like *n.*, *v.*, *adj.*, *adv.*—noun, verb, adjective, adverb)
- one or more **definitions** (sometimes with example sentences).

Use the part of the dictionary page below to answer the questions. Underline the correct answer.

**foil** *(foil)* **n.** 1. a very thin sheet of metal. 2. something that makes another thing seem better when compared [Martha acted as a *foil* when she shouted out the correct answer before Henry could be called on.] 3. a thin sword with a guard over the point to prevent injury when used in fencing

1. Which pair of words could be the guide words on this dictionary page?
   - fly / folk
   - fluffy / focus

2. What does the letter *n* stand for in the dictionary entry?
   - no pronunciation available
   - the word is a noun

3. How many definitions are there for the word *foil*?
   - 2
   - 3

4. Where would you look to find the pronunciation of *foil*?
   - pronunciation key on bottom of this or the next page
   - in one of the definitions provided for the word

5. Which definition of *foil* is used in the example sentence? ____________

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**At Home:** Write an example sentence for a definition of *foil* that doesn’t appear in the entry of this page.
Vocabulary: Homophones and Homographs

- **Homophones** are pairs of words that sound alike but are spelled differently and mean different things.
  - fare/fair  cents/sense  minor/miner  scene/seem
- **Homographs** are words that are spelled alike but have different meanings. They may be pronounced differently, too.
  - I opened the **trunk** of the car.  The elephant’s **trunk** would not fit.
  - The tree **trunk** was in our way.

Underline the two words in each sentence that are either homophones or homographs. Then write **homophones** or **homographs** to tell what kind of words they are.

1. It isn’t fair that I can’t show my pet pig at the fair.  ___________________________
2. My eyes were tearing as I began tearing up my entry fee.  ___________________________
3. I said, “Bye” to the judge as she passed by.  ___________________________
4. “Would you help me cut this pile of wood?” asked my grandfather.  ___________________________
5. “My saw was here a minute ago, I know I saw it.”  ___________________________
6. “Next week I will cut the weak tree limb.”  ___________________________
7. “I can go get you a sandwich and a can of soda.”  ___________________________
8. “Stay here, Gramps,” I said, “I can hear the food vendor coming this way.”  ___________________________
9. When we were just about through, Dad threw an old flour sack at my feet.  ___________________________
10. They’re all waiting for their champion sack racer,” he said. “Let’s all go.”  ___________________________

**At Home:** Write five sentences with the word **run.** Each use of the word should have a different meaning.
Composition: Writing Dialogue

- Dialogue is the part of a story that shows the conversation among characters.
- The exact words a character says have **quotation marks** around them.
- The first word inside of an opening quotation mark is **capitalized**.
- End punctuation appears before a closing quotation mark.
- Words like *said Winston* or *she explained* help the reader know which character is speaking the words in a dialogue.
- Every time a different character speaks, begin a new paragraph.

  Tommy explained, “This is a model of an early airplane.” Then he asked Sara, “Do you like it?”
  Sara exclaimed, “It’s wonderful. May I help you build your next model, Tommy?”
  “Of course you can. We’ll have a great time,” Tommy said.

Read the story. Underline every group of words spoken by story characters.

1.-10. Raymond pushed the door open slowly and said, “Mom, how will I know which puppy to choose?”

  Mrs. Botera thought for a minute and answered, “It’s not an easy decision. I think, though, that you’ll just know which puppy is right as soon as you meet it.” She followed Raymond through the door into a hall lined with kennel cages. “Look, Raymond, a puppy wtih black spots!” Mrs. Botera directed her son’s attention.

  Raymond saw the dog and said, “It looks like our old dog Jed.” Raymond asked the attendant to let him see the white puppy with the black spots. “The spots are smaller, but this dog seems just as friendly as good old Jed,” Raymond added.

  “The dog is a Dalmatian,” the attendant told Raymond as the puppy tumbled into Raymond’s arms. “It needs to run a lot, but it can be a wonderful pet.”

  Raymond said, “I’ll run with it every day because I’m on my school’s track team.” He and his mother petted the little dog. Raymond thought for awhile. “Let’s call him Jed II!” he exclaimed.

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At Home: Write dialogue that shows a conversation you might have with someone about choosing a new pet. Remember to follow the rules for dialogue from the box on this page.
Adverbs That Tell How

RULES

• An **adverb** is a word that tells more about a verb. Adverbs can tell how something happened. Many adverbs end in **-ly**.

  *Earthquakes **happen suddenly.***

  \[
  \text{verb} \quad \text{adverb (tells how)}
  \]

Write the adverb that describes each underlined verb.

1. An earthquake really **scares** most people. ________________
2. Seismologists rarely **predict** when one will strike. ________________
3. Earthquakes generally **occur** along faults. ________________
4. Mom **described** it simply as a large crack in the bedrock. ________________
5. Rocks normally **move** in opposite directions along a fault. ________________
6. Pressure easily **builds** as rocks push against one another. ________________
7. Pressure suddenly **releases** when one rock slips past the other. ________________
8. The sudden release of energy usually **causes** vibrations. ________________
9. The vibrations **travel** quickly in waves. ________________
10. In California, vibrations or tremors **occur** regularly. ________________
11. The ground **vibrates** slowly. ________________
12. Unsecured things quickly **fall** to the ground. ________________
13. Some broken gas lines **explode** violently. ________________
14. People clearly **understand** the dangers an earthquake may bring. ________________
15. They wisely **prepare** ahead of time by learning good safety rules. ________________

At Home: Choose any five adverbs that you wrote above and use them in sentences. Say your sentences aloud to a member of your family.
Adverbs That Tell *When* or *Where*

**RULES**
- You already know that an **adverb** tells more about a verb, such as **how** something happened. An adverb can also tell **where** or **when** an action takes place.

  *Kara, drive slowly!* (how)
  *Look outside.* (where)
  *The trees are changing colors now.* (when)

Underline the adverb in each sentence. Write whether the adverb tells *when*, *where*, or *how* about the action that is taking place.

1. The end of summer comes quickly.
2. I look forward to seeing the falling leaves.
3. Many people enjoy outdoor activities this season.
4. Apples, gourds, and pumpkins are in nearby orchards.
5. Travelers also plan car trips then.
6. Motorists drive slowly in the countryside.
7. Colorful trees appear everywhere.
8. Maple leaves often turn bright orange or red.
9. Sometimes they turn bright yellow.
10. People always enjoy the brilliant colors.
11. The colorful leaves do not stay forever.
12. Soon the trees are bare.
13. Colder weather looms ahead.
14. Heavy snows will fall later.
15. People usually stay indoors during a big snowstorm.

**At Home:** Rewrite three of the above sentences using different adverbs. For example: *Heavy snows will fall soon.*
Adverbs That Compare

RULES

- Adverbs can be used to make comparisons.
- Add -er to short adverbs to compare two actions. Add -est to compare more than two actions.

   Stephanie swims fast at practice.
   Stephanie swims faster than Paula.
   Stephanie swims fastest of all the swimmers on the team.

Write the adverb in parentheses that correctly completes the sentence.

1. I joined the swim team __________________________ this year than I did last year. (later, latest)
2. Swim team fees dropped ________________________ than they were last year. (lowest, lower)
3. Our team, the Sharks, practices ____________________ in the morning than the Waves team. (earliest, earlier)
4. The Sharks practice ________________________ than the Waves. (longer, longest)
5. Of all the practices and meets, most teams swim ________________________ at a championship meet. (harder, hardest)
6. Jessica does the butterfly stroke ________________________ than Yolanda. (slower, slowest)
7. Good swimmers kick __________________________. (harder, hardest)
8. Backstroke swimmers who have long strokes swim ________________________ than those with short strokes. (fastest, faster)
9. Olympic stars swim __________________________ of all. (fastest, faster)
10. Many champions begin training ________________________ than average swimmers. (sooner, soonest)

At Home: Tell a family member how you knew which adverb to choose for your answer in the above sentences.
More Adverbs That Compare

**RULES**

- The words *more* and *most* are usually used to form comparisons with adverbs that end in *-ly* and with longer adverbs.

- Use *more* to compare two actions.
  
  > A river raft changes its course *more abruptly* in rapids than in a gentle stream.

- Use *most* to compare more than two actions.
  
  > Of all white water, class VI rapids churn *most powerfully*.

Underline the word in parentheses that completes each sentence correctly.

1. Water flows (more, most) slowly on level ground than in the mountains.

2. Mountain streams flow (more, most) quickly of all.

3. The Gauley River in West Virginia runs (more, most) swiftly than the Ocoee River in Tennessee.

4. River guides paddle (more, most) cautiously through rapids than through other moving water.

5. Of all times, rafters smile (more, most) happily at the end of a safe trip.

6. Compared with all other sports enthusiasts, kayakers play (more, most) dangerously.

7. Kayakers paddle (more, most) vigorously than rafters.

8. A well-trained guide travels the river (more, most) easily of all river runners.

9. Some river outfitters operate (more, most) safely than others.

10. Of all sports groups, they train their employees (more, most) rigorously.

**At Home:** Write two original sentences using adverbs with the words *more* and *most.*
Mechanics and Usage: *Good* and *Well*

**RULES**

- Use the adjective *good* when describing a noun.
  
  *It is wise to make good decisions.*

- Use the adverb *well* when telling more about a verb.
  
  *You will do well if you make wise decisions.*

Write the letter *C* before the sentence that uses *good* or *well* correctly.

1. ________ Ryan’s parents are glad that he makes good choices.
   ________ Ryan’s parents are glad that he makes well choices.

2. ________ His teachers say he listens good at school.
   ________ His teachers say he listens well at school.

3. ________ They noticed that he chooses friends good.
   ________ They noticed that he chooses friends well.

4. ________ His parents agree that he has good friends.
   ________ His parents agree that he has well friends.

5. ________ They also think that his grades are good.
   ________ They also think that his grades are well.

6. ________ He remembers good in history class, but not in math.
   ________ He remembers well in history class, but not in math.

7. ________ His idea about doing homework in study hall was a good one.
   ________ His idea about doing homework in study hall was a well one.

8. ________ He eats at least three good meals a day and gets plenty of rest.
   ________ He eats at least three well meals a day and gets plenty of rest.

9. ________ Ryan should expect a well report card.
   ________ Ryan should expect a good report card.

10. ________ His teachers and parents are happy that he is progressing so good.
    ________ His teachers and parents are happy that he is progressing so well.

**At Home:** Write a sentence that tells what you do well. Then write a sentence that tells what is good about it. For example:

*I ride a bike well. Riding a bike gives me good exercise.*
Mixed Review

RULES

• An adverb tells more about a verb. Adverbs tell how, when, or where an action takes place.

  We gladly went to the county fair. tells how
  I never miss going with my friends. tells when
  It is held here every year in the fall. tells where

• Add -er to short adverbs to compare two actions. Add -est to compare more than two actions.

  My horse jumped higher than her horse.
  Of all the horses, this one jumped the highest.

• The words more and most are usually used to form comparisons with longer adverbs and adverbs that end in -y.

  This horse ran more quickly than that horse.
  Of all the horses, this one ran the most quickly.

Circle the adverb in parentheses that correctly completes each sentence. Write whether the adverb tells how, when or where.

1. Our county fair usually attracts many people.__________________________

2. I arrived earlier at the fair than my friend Emma.__________________________

3. We gleefully watch many of the events.__________________________

4. Mike eats the most in the hotdog eating contest.__________________________

5. The pig race draws a large crowd here.__________________________

6. Mr. Jenson’s pig runs the most quickly of all.__________________________

7. Mark confidently enters the frog jumping contest.__________________________

8. The frog that jumps the furthest of all wins a prize.__________________________

9. My frog never wins the jumping contest.__________________________

10. We left the fair more reluctantly than we did last year.__________________________

At Home: Talk to family members or friends about the most unusual contest they have seen. Write a paragraph about it. Circle each adverb you include.
Negatives

**RULES**

- **Negatives** are words that mean “no.” Usually they contain the word _no_ or a contraction for _not_, such as: _not, nobody, nowhere, none, no one_.
- Never use more than one negative at a time in a sentence.

**INCORRECT:** _I can’t make no decisions._

**CORRECT:** _I can’t make any decisions._

Underline the double negatives in each sentence. Then rewrite the sentence correctly by replacing one of the negatives with the word in parentheses.

1. There isn’t nothing worse than being the new kid at school. (is)

2. It feels like I’m not never going to make any friends. (ever)

3. I thought I told you I didn’t know nobody at school. (anybody)

4. I guess that nobody listens to me no more. (any)

5. By now you should understand why I can’t invite no one over. (anyone)

6. You know I don’t like going nowhere alone. (anywhere)

7. There aren’t no teachers around to help make the introductions. (are)

8. Isn’t there nothing I can do about this? (something)

9. I am not trying nothing new until I make at least one new friend. (anything)

10. We aren’t moving nowhere ever again! (anywhere)

**At Home:** Rewrite sentences 1, 5, and 7 a different way without changing the meaning. Replace the other negative instead.
Prepositions

**RULES**

- A **preposition** is a word that comes before a noun or a pronoun and relates it to another word in a sentence. Here are prepositions:

  - about
  - over
  - from
  - above
  - under
  - through
  - after
  - behind
  - until
  - by
  - near
  - with

Underline the preposition in each sentence.

1. Lisa decided she would wear a red sweater **over** her blouse.
2. First, she looked **in** the dresser where she keeps her sweaters.
3. She found her red sweater **with** the others.
4. It was **under** her favorite blue sweater.
5. Then she spotted her gray sweater **across** the room.
6. The beautiful gray sweater was sitting **on** the floor.
7. This sweater was a gift **from** her Aunt Marge.
8. Aunt Marge would be disappointed if she knew about this.
9. Lisa quickly lifted the sweater **off** the floor.
10. For a brief moment, Lisa thought she would wear the gray sweater.
11. Lisa donned the sweater and then looked **in** the mirror.
12. She decided the gray sweater didn’t look good **with** this outfit.
13. She tied the red sweater **around** her waist.
14. Lisa turned and looked **at** her reflection again.
15. This is exactly what Lisa would wear **to** the school dance.

**At Home:** Write several versions of sentence three. Each time, use a different preposition and noun or pronoun to tell where she found the red sweater. For example, *She found her red sweater on the bed.*
Prepositional Phrases

**RULES**

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

  *There are many hot springs and geysers inside the park.*

Write the prepositional phrase and underline the noun or pronoun that it ends with.

1. Our family went to Yellowstone National Park.  
   _______________________________________________________

2. Our best friends traveled with us. ____________________________

3. First, we flew a plane into Salt Lake City. ______________________

4. Then we borrowed a rental van from an agency. __________________

5. We spent about a day exploring the Great Salt Lake. _______________

6. The huge lake was filled with shrimp. ___________________________

7. We left and headed for Wyoming. ______________________________

8. Driving across Utah was interesting. ____________________________

9. Next we passed through Idaho. _________________________________

10. We finally arrived in a town called Jackson. ____________________

11. Jackson, Wyoming, is the home of Grand Teton National Park. ______________

12. Yellowstone National Park is north of this area. _________________

13. We headed toward the Tetons. _________________________________

14. We arrived at Yellowstone. _________________________________

15. Once inside the park, we visited Old Faithful and other interesting volcanic features. __________________________

At Home: List the prepositions you wrote in the above exercises.
Combining Sentences: Complex Sentences

**RULES**
- A **complex sentence** contains two related sentences that have been combined with a conjunction other than *and, but, or or*.
- You can combine two short sentences to form a complex sentence.
  
  *Some people harvest saguaro fruit. It makes good preserves.*
  
  *Some people harvest saguaro fruit because it makes good preserves.*

Combine the short sentences into one complex sentence by using a conjunction from the box. Don’t forget correct punctuation.

<table>
<thead>
<tr>
<th>because</th>
<th>before</th>
<th>although</th>
<th>if</th>
<th>unless</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>wherever</td>
<td>when</td>
<td>while</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. You will see the desert. You travel to Arizona.

2. Be sure to go on a hike. You are there.

3. You will see cactus. You hike in the desert.

4. Bring bottled water. There is no water available.


6. You may not see this cactus. You go there.

7. The saguaro looks like a barrel. It is very young.

8. Arms don’t grow. The cactus is more mature.

9. They have flowers and fruit. Saguaro don’t have leaves.

10. Desert creatures eat its ripe pulp. The fruit splits open.

**At Home:** Find a complex sentence in a local newspaper.

Break it down into two separate sentences.
Mechanics and Usage: Commas

RULES

• A comma shows a pause in your writing.
  \[\text{No, I didn’t realize the five senses are part of our nervous system.}\]

• Use a comma to set off the name of the person you are speaking to.
  \[\text{David, didn’t you listen in health class?}\]

• Use a comma to set off an introductory word.
  \[\text{Well, it’s time you started to pay attention.}\]

Insert commas where needed.

1. Betsy don’t touch that hot stove!
2. Phillip why are you shouting at me?
3. Well you were about to burn your fingers!
4. Yes but I would have pulled my hand quickly away.
5. Sure but not quickly enough to keep from getting hurt.
6. Thank you for caring enough to warn me Phillip.
7. Did you know Betsy that your fingertips can send a message to your brain?
8. Yes but how does the message get there?
9. The messages travel through special nerve cells called neurons Betsy.
10. That sounds interesting Phillip.
11. For example special receptor neurons in your fingers pick up the message that the stove is hot.
12. Next Betsy the message is translated in your nerve cell as an electronic impulse.
13. Phillip that sounds amazing!
14. Believe it or not Betsy the impulse travels across a network of nerve cells all the way to your brain.
15. Yes I’ve heard that’s how it works!

At Home: Ask a family member to use your name as they speak directly to you. Write the first few sentences of your conversation.
Mixed Review

RULES

• A **negative** means “no”. Never use two negatives in one sentence.
  
  *I *never* been on an airplane.*

• A **preposition**, such as *about, of, with, to, through, upon*, comes before a noun or pronoun and links it to the rest of the sentence.
  
  *The airport was full of people.*

• A **prepositional phrase** is a group of words that begins with a preposition and ends in a noun or pronoun.
  
  *I walked eagerly toward the plane.*

• A **complex sentence** combines two ideas by using words that tell where, when, why, how, and under what circumstances.
  
  *I was very excited. I walked onto the plane
  I was very excited when I walked onto the plane.*

A. Combine each pair of sentences into a complex sentence. Correct any double negatives.

1. I was worried about flying. I was in the air.

2. I couldn’t never tell we were moving. We flew through the sky.

3. We landed smoothly. We reached our destination.

4. I don’t never like to fly. The weather is bad.

5. I enjoy flying. It is very exciting for me.

B. 6.–10. Underline five prepositional phrases in the complex sentences you wrote.

---

At Home: Think about when you did something for the first time. Write a paragraph describing what it was like. Circle each prepositional phrase you use. Check to see if you can combine any sentences.
Common Errors: Adverbs

Write the word in parentheses ( ) that completes each sentence correctly.

1. I (recent, recently) finished putting another jigsaw puzzle together.

2. I (frequent, frequently) work on puzzles instead of watching TV.

3. I have (success, successfully) completed many kinds of puzzles.

4. I do not buy (any, no) puzzles that have fewer than a thousand pieces.

5. Three-dimensional puzzles are (good, well) puzzles to put together.

6. Some puzzles (continue, continually) repeat the same picture over and over.

7. They are (especial, especially) hard to put together.

8. My brother and I work (good, well) together on puzzles.

9. He doesn’t have time to work on them (anymore, no more).

10. I feel great when I (final, finally) complete a puzzle.

At Home: Write about something you like to do. Include at least three sentences that have adverbs.
Study Skills: Encyclopedia

An encyclopedia is a reference work that contains articles on many subjects. It may be a single book, but it is more often a set of books or volumes.

The volumes in a set of encyclopedias are labeled these two ways: numbers and alphabetically by subject.

The last volume in an encyclopedia is the index, which lists all the subjects written about in the encyclopedia. The index is also arranged alphabetically by subject.

Complete each sentence with the number of the encyclopedia volume in which you would find an article.

1. An article on the horseshoe crab may be found in volume ____________
2. To find out about coyotes, look in volume ____________
3. Information on the Black Hills may be found in volume ____________
4. Japanese literature may be looked up in volume ____________
5. Radioactivity has an article in volume ____________
6. You will find an article on Catherine the Great in volume ____________
7. An article on Dodge City would be found in volume ____________
8. Read the article about the country of Ethiopia in volume ____________
9. Look up the painter Henri Matisse in volume ____________
10. The article on the author of *Uncle Tom’s Cabin*, Harriet Beecher Stowe, may be found in volume ____________
Vocabulary: Suffixes

- A suffix is a word part added to the end of a base word.
  - work + er = worker
  - neat + ness = neatness
  - slow + ly = slowly
- A suffix changes the meaning of the base word to which it is added.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>person who</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
</tr>
<tr>
<td>-ly</td>
<td>in a certain way</td>
</tr>
<tr>
<td>-y</td>
<td>like, full of</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
</tr>
<tr>
<td>-ment</td>
<td>the result of</td>
</tr>
</tbody>
</table>

Underline the word in each sentence that has a suffix. Write an equation for it. (See above for an example.)

1. It is very windy today.
2. I am showing my art project to my teacher today.
3. Maybe if I walk quickly, my papers won’t blow.
4. I was successful and made it to class on time.
5. My teacher gave me a cheerful greeting.
6. When she saw my art work, she expressed amazement.
7. First her expression worried me.
8. “You used your materials in a wonderful way.” she said.
9. The bright colors make it look so joyous.
10. My parents’ encouragement helped me finish my art project.

At Home: Use a dictionary. Find and list words that are formed with the suffix -ist such as artist.
Composition: Outlining

- When you need to organize ideas for a report, you can make an **outline**. Your writing topic is named in the outline **title**.

- The main topics are listed next to Roman numerals followed by periods. (I. II. III.)

- Each main idea will become a paragraph in your report.

- Subtopics are listed with capital letters followed by periods under each main topic. (A. B. C.) Subtopics are the details that support or explain a main topic in a paragraph.

Here is an outline that Julia prepared for a science report about sound. Complete the outline by writing the correct numerals and letters on the lines.

**Title:** Sound

1.-10.

_____ A Kind of Energy

_____ Sound waves caused by vibrations.

_____ Waves travel at speed of sound.

_____ Characteristics of Sound

_____ Volume

_____ Pitch

_____ Unusual Sound Conditions

_____ SONAR (sound navigation ranging)

_____ Noise pollution

_____ Hearing impairments