Sentences and Sentence Fragments

Make each sentence fragment into a sentence by adding one of the groups of words in the box. Remember to use correct capital letters at the beginning of sentences. After you have completed all the sentences, read them in order to make a narrative.

cheered you up  mine on the window sill  planted bean seeds
every day we watered  prove plants need light to grow  after a few days
grew in your pot  you insisted  were you ever
 planted bean seeds  after a few days

1. ___________________________ when we did that experiment with plants and light?

2. You and I ___________________________.

3. As soon as the seeds were planted, I put ___________________________.

4. ___________________________ on putting yours under your bed.

5. ___________________________ the soil.

6. ___________________________ a plant started to grow in my pot.

7. Nothing ___________________________.

8. ___________________________ upset!

9. Although I couldn’t make your plant grow, I ___________________________.

10. I told you that we had done an experiment to ___________________________.

At Home: Do the people at home speak more in sentences or in fragments? Keep a notebook handy. Write S for every sentence and F for every fragment you hear. Draw conclusions about your notes.
Declarative and Interrogative Sentences

If possible, work with a partner to play this game. It’s a little like the game on TV where you have to create questions to go with the answers. For each declarative sentence write two interrogative sentences that together cover all the content. Try to vary your question words.

1. George Washington was the “Father of our Country.”

2. Thomas Jefferson was the president who approved the Louisiana Purchase.

3. James Monroe was president during the Era of Good Feelings.

4. President William Henry Harrison died after just one month in office.

5. Before Abraham Lincoln could take office, seven Southern states seceded.

6. Theodore Roosevelt led the Rough Riders before he became president.

7. Woodrow Wilson was president during World War I.

At Home: Plan a time with family members who are older than you to talk about presidents they remember. Then ask questions to get more information.

Critical Thinking
Imperative and Exclamatory Sentences

For each of these sentences about science experiments, write I if it is an imperative sentence or E if it is an exclamatory sentence. Then place a period after each imperative sentence and an exclamation point after each exclamatory sentence.

1. Follow all the directions carefully
2. What a fine volcano you have there, Tom
3. Do not light any matches unless an adult is present
4. What a loud noise it made
5. Clean up now
6. Make sure all the equipment is clean
7. Please wash that test tube again
8. Be careful when you mix those chemicals
9. Oh, look at all that foam
10. Now you’ve really done it
11. How I wish I didn’t have to clean up that mess
12. Next, take out your notebooks
13. What a great write-up you did
14. Put away the equipment in the right places
15. Try this at home with an adult
Combining Sentences: Compound Sentences

As part of the first settlement on Mars, you have been asked to record in a journal your thoughts about the journey. Make each sentence more interesting by changing it to a compound sentence. Add a comma, the conjunction and, or, or but; and an ending of your own choice.

1. I was almost too excited to sleep last night. ______________________________________________________________________
2. The limo came to the hotel for me at 4 a.m. ______________________________________________________________________
3. The driver asked me if I wanted to stop for breakfast. ______________________________________________________________________
4. I told him we had to eat at the launch site. ______________________________________________________________________
5. Only two of the others were there. ______________________________________________________________________
6. I had been prepared for how takeoff would feel. ______________________________________________________________________
7. Soon we were shooting away from the earth. ______________________________________________________________________
8. Details of the mission ran through my head. ______________________________________________________________________
9. I wondered if we were on course. ______________________________________________________________________
10. We continued past the edge of the earth’s atmosphere. ______________________________________________________________________

At Home: With an adult or an older brother or sister, play “Take It Apart.” Look through a book for compound sentences. Break apart each sentence into two sentences.
The night before Joanna’s homework paragraph was due, there was a power failure, and she had to use an old manual typewriter. None of the capital letters or punctuation marks were working. Can you fix Joanna’s paragraph? Remember to use the correct end punctuation, and don’t forget to use a comma in a compound sentence. Write in your corrections above the lines.

A Long Way from Home

Everybody has at least two family members who were not born here sometimes you may have to go back thousands and thousands of years do you know what that means even the first people on this continent came from somewhere else they traveled across a land bridge in the north and they spread out to different places how about that now tell me about your family do you know which ancestors came here or can you find out

At Home: Take turns with a friend reading short passages from a book or Website you enjoy. The person not reading writes what is read, then tries to punctuate it so it makes sense. Check your work.
Mixed Review

Identify each of the sentences below by writing IN for interrogative, IM for imperative, or EX for exclamatory. End each one with the correct punctuation. Then rewrite each sentence as a declarative sentence.

1. What a rusty old chair

2. Do you know how it got that way

3. Bring that chair inside before it gets rustier

4. Leave the cake in the oven another ten minutes

5. Did you know that cooking is like doing chemistry experiments

6. No way I’m going to believe that

7. What makes gelatin gel

8. Don’t add fresh pineapple to gelatin

9. How messy you are in the kitchen

10. Who put the yeast in the batter

At Home: Write two paragraphs about a physical or chemical change you have observed at home or school. Use at least one example of each kind of sentence.
Complete Subjects and Complete Predicates

A. Read the sentences below about a special kind of theme-park ride. Draw one
line under the complete subject and two lines under the complete predicate.

1. My brother and I weren’t excited to be at Healthyland. ______ + ______ = _____
   subject     predicate

2. A human body “amusement park” wasn’t our idea of fun. ______ + ______ = _____
   subject     predicate

3. We quickly changed our minds. ______ + ______ = _____
   subject     predicate

4. The first ride was called “A Breath of Fresh Air.” ______ + ______ = _____
   subject     predicate

5. My parents, my brother, and I squeezed into an open car on a track. ______ + ______ = _____
   subject     predicate

6. A gust of wind blew us into a long, dark tunnel. ______ + ______ = _____
   subject     predicate

7. The car gained speed and took us into smaller and smaller tunnels. ______ + ______ = _____
   subject     predicate

8. Next, we entered a small red stream and then a rushing red river. ______ + ______ = _____
   subject     predicate

9. The most exciting part of the ride was being pumped through the heart. ______ + ______ = _____
   subject     predicate

10. The end of the ride was almost like the first part but backward. ______ + ______ = _____
   subject     predicate

B. Add the number of words in the complete subject and the number of words in
the complete predicate. Write them on the lines. Next, find the sum of each
column. Then add the final sums across. If Part A is correct and your addition is
correct, the final addition sentence will be correct, too.
Simple Subjects

In each of the sentences below underline the simple subject. Check your work by writing your answers in the correct squares of the crossword puzzle.

ACROSS
2. The city of Boston was the site of many exciting events.
4. In 1773, the Patriots dumped tea into Boston Harbor to protest a British ruling about the price of tea.
5. Tories, who were loyal to the British king, were upset.
7. Paul Revere’s midnight ride alerted citizens about the approach of the British army.
10. The East is the place to see many American Revolutionary War landmarks.

DOWN
1. “The British are coming!”
2. Many famous buildings still stand there.
3. The great outdoors had importance, too.
6. Men along Revere’s route left their homes and assembled for battle.
8. It was the start of the American Revolution.
9. The end of British rule delighted many Bostonians.

At Home: Read about your favorite part of the Revolutionary War era. Look for the simple subject in each sentence.

Critical Thinking
Simple Predicates

Read the letter written by a girl who was sent to the country to avoid the dreaded flu epidemic of 1918 at the end of World War I. Circle the simple predicate in each sentence.

Dear Mother and Dad,

Life at Grandma and Grandpa’s is sure different from home. I never really got the whole picture of farm life during our visits. I worry about you in the city. I wonder if any of our neighbors have caught the flu yet. I miss school. I hope it reopens soon.

My day starts at 5 A.M. I help Grandma with the chickens. I clean out the horse and cow stalls. We eat breakfast after morning chores. Cooking and baking take a lot of time. We never buy bread or cake from a store.

Nights are quiet. I read or sew before bedtime. That is all right with me. I am so tired after dinner. I fall asleep as soon as my head hits the pillow.

I hope you write soon. I especially hope that you stay well.

Love, Sally

At Home: Write a few paragraphs about something you had to do to help someone out. Find and circle the simple predicate in each sentence.

Critical Thinking
Combining Sentences: Compound Subjects

Read the hurricane information chart. Rewrite the information by completing the sentences with compound subjects. Remember to use and or or to connect the subjects.

Hurricane Information Chart

| Trucks were stranded in Charleston. |
| Wilmington is expected to have over a foot of rain. |
| Flooding will damage many homes and businesses. |
| Clothing will be distributed to hurricane victims in the Bahamas. |
| Raleigh is expected to have over a foot of rain. |
| New Jersey may get the storm, depending on its path. |
| Connecticut may get the storm, depending on its path. |
| A police officer sometimes shows up to help people escape. |
| The elderly especially have a hard time. |
| Winds will damage many homes and businesses. |
| Food will be distributed to hurricane victims in the Bahamas. |
| Cars were stranded in Charleston. |
| Windows are still all boarded up in Savannah. |
| Doors are still all boarded up in Savannah. |
| A fire fighter sometimes shows up to help people escape. |
| Animals especially have a hard time. |

1. ______________ will damage many homes and businesses.
2. ______________ are expected to have over a foot of rain.
3. ______________ will be distributed to hurricane victims in the Bahamas.
4. ______________ were stranded in Charleston.
5. ______________ are still all boarded up in Savannah.
6. ______________ sometimes shows up to help people escape.
7. ______________ especially have a hard time.
8. ______________ may get the storm, depending on its path.

At Home: Write a short report about a storm. Use as many compound subjects as you can. Then pretend you are a weather reporter and read your report aloud.
Combining Sentences: Compound Predicates

A reporter for the Hugeville Post-News-Gazette is great at gathering facts but not so great at writing them up. Can you help by combining two sentences into one by using a compound predicate and the word and, but, or or?


2. People cheered when the electricity went off. People complained when the electricity went off.

3. People stopped what they were doing. People left what they were doing.

4. Young students waited for their parents to pick them up. Young students hoped for their parents to pick them up.

5. No machines buzzed. No machines hummed.


7. People hurried in the streets. People stopped to help others in the streets.


9. Lots of people bought flashlights. Lots of people used flashlights.

10. The electric power returned. The electric power lasted.

At Home: How many things can you combine into one sentence by using a compound predicate? Example: “I wash the dishes. I dry the dishes.” Combine: “I wash and dry the dishes.” Make a list.
Each of the numbered groups below contains between one and four sentences. Write S for single, D for double, T for triple, or H for home run, depending on how many sentences there are. Then fix all the run-on sentences. Make them into separate sentences with capital letters and periods or compound sentences joined by a comma and the word and, but, or or.

1. Baseball has been called our national pastime some people think it is losing ground to basketball and football.

2. Spring training starts when there’s still snow on the ground in the North sometimes on opening day in April there’s still snow the season lasts until October.

3. The major leagues have expanded greatly over the last few decades now many more cities have teams.

4. Some people still mourn the move of the New York Giants to San Francisco and the Brooklyn Dodgers to Los Angeles in the 1950s.

At Home: Write your own home-run paragraph about a sport you love. How many sentences did you write? Did you use any compound sentences?
A. Complete each sentence by choosing a predicate from the box below. Then draw one line under the simple subject and two lines under the simple predicate in each sentence.

is still the home of many French speakers
purchased Florida in that year
was the first permanent settlement in Florida
sailed down the St. Lawrence River
became U.S. territory in the 1840s and 1850s
founded colonies in the New World
remained a possession of Spain until 1819
lost to the English fleet in 1588

1. The Spanish Armada __________________________________________
2. Spanish explorers ____________________________________________
3. St. Augustine ________________________________________________
4. Florida _____________________________________________________
5. The U.S. government __________________________________________
6. Explorers from France _________________________________________
7. The province of Quebec _________________________________________
8. Vast lands in the Southwest ____________________________________

B. Do your own research. On another sheet of paper, write three more sentences about the Spanish Armada. Identify the simple subject and the simple predicate in each sentence.

At Home: Make two sets of 10 cards each. On one set, write subjects; on the other, write predicates. Take turns with a family member picking one card from each pile and making a sentence.

Critical Thinking
Common Errors: Sentence Fragments and Run-on Sentences

Read the following paragraph. Rewrite it, omitting all the sentence fragments and run-on sentences. Add commas or connecting words where needed. And don’t forget to add capitals!

The Sperm Whale

The sperm whale is a mighty animal. It can grow to 60 feet. Weigh up to 20 or more tons. It is a good diver, it can dive a half-mile deep into the ocean and it can swim back up for air with little effort. The young sperm whale is nursed by its mother for about two years. After that, unlike baleen whales. It does grow teeth. Then the baby. Stays with its mother and the rest of its pod between 7 to 13 years. Some pods of sperm whales include extended families. Can include as many as 50 or more whales.

At Home: Many posters and ads use sentence fragments. Look for them in your neighborhood and your local newspaper. Jot down some fragments; then change them into complete sentences.
Interview a family member about their remembrances of an important historical event within the last fifteen years. Before the interview, write down some questions you would like answered. Take notes during the interview, or tape record it and take notes from the tape afterward. Then write a summary of the information you learned.

Use the form below for your interview.

Person I am interviewing: ____________________________________________

Topic of interview: ________________________________________________

Questions:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Notes:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Summary:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

McGraw-Hill Language Arts
Grade 5, Unit 1, Study Skills, pages 36–37

At Home: Watch an interview on television (with a parent’s permission). Take notes about it. Then write a summary about what you learned.

► Critical Thinking
Vocabulary: Time-Order Words

Pretend you are getting ready to go on a camping trip. Your disorganized aunt is listing things that need to be done before you leave. But her thoughts are all jumbled.

Rewrite the paragraph below. Rearrange sentences so they are in a logical order. Use the time-order words to make the writing as clear as possible.

Aunt Lu clapped her hands. “OK! I have a great idea! Let’s go camping this weekend. If we get busy, we will be able to get ready and go! Quick! Make a list of everything we need to do! We need to pack the car! I will fix the food. Be sure to go to bed so you can wake up. You make a shopping list. Don’t forget to pack the clothes. We need to call and make a reservation. We will leave bright and early. The car needs to be cleaned out when everything is ready. You go to the grocery store. We will check the gear. This is going to be great!”

At Home: Use time-order words to list what your family needs to do to get ready for a trip. How can time-order words help you get organized?

Critical Thinking
Composition: Main Idea

Write a topic sentence for each of the subjects listed below.

1. Fire Safety

2. A Popular Sport

3. Your Favorite City

4. Pursuing a Hobby

5. Exploring the Solar System

6. Reading for Pleasure

7. Learning from Your Elders

8. Traveling the Globe

9. A Story of Adventure

10. A Tale of Mystery

At Home: How can topic sentences help you study? Focus on topic sentences as you review what you have read, and use topic sentences to take clear notes that summarize.

Critical Thinking
Nouns

Look at the words in the box and circle all the nouns. Then write the correct noun in each blank in one of the limericks. (Remember that the first, second, and fifth lines rhyme, as do the second and third lines.) All nouns will be used.

- earthquake
- silly
- Dave
- Culver City
- highly
- Cascade
- concerned
- sight
- Boise
- toe
- sounds
- although
- wonderful
- crowd
- washer
- washed
- contrary
- mild

There once was a _______ in ________
Whose motor was terribly noisy.
The _______ that it made
Could be heard in ________
And sometimes as far as New Joisey.

An _______ once shook ________,
The _______ of which sure wasn’t pretty.
To cheer up the ________,
I whistled quite loud
Until someone said, “Please, do have pity!”

There once was a cellist named ________
Who practiced inside of a cave.
When the scrape of his bow
Made him shake head to ________,
He said, “Come, now, you sound waves, behave!”

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McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 88–89

At Home: Have fun making up your own limericks using as many different kinds of nouns as you can—people, places, things, ideas.

➤ Critical Thinking
## Singular and Plural Nouns

During the Great Depression in the 1930s, many people were out of jobs and had little money. Here is a list of ideas from a community group to encourage people to help one another.

Unfortunately, the sign painter wasn’t too good with plural nouns. There is one misspelling in each poster. Help him by finding and writing on the lines below the correct form of each misspelled plural noun.

<table>
<thead>
<tr>
<th>1. Don’t waste your food supplys. Share or trade with a neighbor.</th>
<th>2. Walk to work and school if you can instead of taking bus’s.</th>
<th>3. Give away, don’t throw away, old books and toies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Reuse cardboard boxes and wrapping paper.</td>
<td>5. If you have even a small plot of ground, grow your own vegetables.</td>
<td>6. Check your closet for extra suits and dress’s.</td>
</tr>
<tr>
<td>7. Take showers instead of baths, because they use less water.</td>
<td>8. Familys with a spare room should offer it to a needy relative.</td>
<td>9. Look for ways to change recipees so they feed more people.</td>
</tr>
<tr>
<td>10. When you have partys, ask everyone to bring something.</td>
<td>11. Keep schooles open at night for people to learn new skills.</td>
<td>12. Trade service’s such as home repairs with neighbors.</td>
</tr>
</tbody>
</table>

1. _____________ 2. _____________ 3. _____________
4. _____________ 5. _____________ 6. _____________
7. _____________ 8. _____________ 9. _____________
10. _____________ 11. _____________ 12. _____________

---

**At Home:** Grocery store ads are a good place to find nouns. Go with an adult or an older brother or sister and check them out.

**Critical Thinking**
More Plural Nouns

Read these facts and look for misspelled plural nouns. Write the correct spelling on the lines.

A mother buffalo and her calfs graze peacefully.  
Whitetail deers are good at hiding in the woods.

You can hear the bellows of mooses in the northern forest.  
Packs of wolfs are being reintroduced into the wild.

Infected field mouses passed along a dangerous virus in the Southwest.  
Tornado’s are common in the Midwest.

Volcanos, however, are found mostly in the Pacific Northwest.  
In most ancient lands, mans and womans had very different roles.

For thousands of years people have used sheep’s for wool.  
Unlike the case of gooses and feathers, shearing wool does not harm the animals.

Potato’s and tomato’s found their way to Europe from their native lands.  
Food preparation became easier with metal-bladed knifes.

Canning allowed people to keep food on their shelves for a long time.  
In the 1920s Americans started to have radioes in their homes.

A great discovery in brain science was that the brain’s two halfs work differently.

At Home: Make a list of all the words you can think of with plural forms that don’t use an s at the end. Are more of these common words or unusual words?
Common and Proper Nouns

A. Look at the labels on this map. Circle all the proper nouns. Then use your knowledge of grammar and geography to change all the common nouns into proper nouns. Write your answers on the lines and use the proofreading mark to show a capital letter. Look at another map only if you are totally stumped.

B. Add two more proper nouns to this map.

At Home: In an atlas, encyclopedia, or almanac, look at maps of your choice. List the different kinds of physical features you come across (for example, mountains, rivers, and islands).
It came to my Attention monday that the belleville Town Board is going to permit the draining of lake veronica. The Citizens of that town, just Southwest of hugeville, have long complained to their Mayor that the Lake is an Eyesore. Instead of setting aside federal funds to clean it up, they are just going to make it disappear. Thomas penn, the noted hugeville real estate developer, has announced plans to drain the water from the lake, fill it in, and build the lake veronica mall on the site. He wants to finish by october.

Local residents, led by dr. t. ree hugger, have said that this action is like the attempts to develop the area around walden pond in massachusetts. That Pond, as you will recall, was made famous by henry david thoreau in his book walden. The Developer has argued that the Lake holds no similar importance. But silent-movie buffs point out that the lake was used as the backdrop for the 1921 film row, row, row your boat. They have taken steps to make the area around the lake a historic landmark.

It is the opinion of this editor that a Compromise needs to be reached. The Lake needs to be restored to its former condition—by Memorial day, I hope—without making it into a historic landmark. And a new site has to be found for the Mall.
Mixed Review

For each clue choose the correct word from the word bank. Then write the plural of that word in the correct place in the puzzle.

<table>
<thead>
<tr>
<th>child</th>
<th>city</th>
<th>deer</th>
<th>family</th>
<th>hero</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>moose</td>
<td>mouse</td>
<td>scarf</td>
<td>sheep</td>
<td>shelf</td>
<td>woman</td>
</tr>
</tbody>
</table>

ACROSS

1. In colonial times a ____________ was kept busy with housework.
5. In the woods of the far north you might see a huge bull ____________.
7. A ____________ was supposed to be seen but not heard.
9. In the cold everyone bundled up with a coat, a hat, and a ____________.
11. A ____________ could provide a hunter with both meat and hide.
12. A hungry wolf might visit a farm and kill a ____________.

DOWN

2. A ____________ might find a few crumbs, but all the food was usually eaten.
3. A farmer with a big ____________ had lots of help working the fields.
4. In colonial times a large ____________ was more like a small town of today.
6. Almost everything in a shop was displayed on an open ____________.
8. Even an ordinary person was a ____________ for just lasting the winter.
10. A ____________ was supposed to protect his family and property.

At Home: Create common nouns for a new language. Create the rules for making nouns plural. Would you make all the endings the same? How would they be different?
Singular Possessive Nouns

A reporter is touring your area to learn about the ways people make and conserve energy. When you read the report, however, you realize that he has not used any possessive nouns. Help him out. Shorten each of the phrases below by using a possessive noun.

1. the diesel fuel of the bus
2. the energy output of the power plant
3. the generator that belongs to Mr. Jones
4. the thermostat of your home
5. the windmills of the wind-power station
6. the pedals of a bicycle
7. the water pressure of the fire hydrant
8. the solar panels of the roof
9. the leak of the oil tanker
10. the water pump of Farmer Phil
11. the strength of the tug-o’-war team
12. the hard life of a coal miner
13. the gasoline shortage of the country
14. the power mower that belongs to James
15. the power tools that belong to Sharon
16. the exercise program of Ginny Crane
17. the electricity usage of the average homeowner
18. the strength of a 9-volt battery
19. the recycling efforts of the town
20. the nuclear reactors of the plant

At Home: Look through your favorite reading material for examples of phrases that could be shortened using possessive nouns and those that shouldn’t be changed.
Plural Possessive Nouns

These short impressions from the early days of Hugeville provide a window into the past. For some reason, the use of possessive nouns was unknown. Underline phrases that you can change to ones that use possessive nouns. Write the new phrases on the lines.

1. The quilting parties of the women were known far and wide.

2. Everyone in the area came to help with the harvests of the farmers.

3. One day a wagon pulled up that was full of the antlers of deer.

4. The wagon driver must have bought them from the hunting parties of the men.

5. Children were born with the help of the midwives.

6. Townspeople could count on the strength of country people to get a meeting hall built.

7. It took the work of many days to finish the hall.

8. The first votes of the citizens for mayor were cast in that hall.

9. During the war, when fuel was scarce, people huddled together in the comforting embrace of the thick walls.

10. The changes of the last twenty years have restored the building almost to its original condition.

At Home: Write a paragraph about a place of historical interest that you’ve enjoyed visiting. Use as many singular and plural possessive nouns as possible.
Combining Sentences: Nouns

Choose words from the box to complete the sentences. Use reference books if you need help. Then make each set of two sentences into one by using a conjunction.

1. ___________________________ sailed from Europe to the Western Hemisphere.

2. ___________________________ were already living in America when the Europeans arrived.

3. At Thanksgiving dinner the Pilgrims ate ___________________________.

4. The British founded the colony of ___________________________.

5. The Spanish settled in present-day ___________________________.

At Home: Do some research. Write about the battles at Concord and Saratoga during the Revolutionary War. Use compound nouns as often as you can.
In the days of slavery, the Underground Railroad was a system of safe houses run by people who helped enslaved people from the South escape to freedom in the North. These letters tell a bit about the lives of two sisters. Capitalize and punctuate them according to present-day letter-writing rules.

Lucy Smith
47 India Street
Boston Massachusetts

April 22 1853

323 Arch Street
Philadelphia Pennsylvania

dear Lucy

Nothing could have prepared me for my trip north. I was scared some of the time. But people along the way were so wonderful. They gave me food and hid me in their attics or secret stairways. Now I am resting in Philadelphia before I continue my trip. I am going to try to earn some money. I can’t wait until I see you again.

your loving sister
Sarah

Sarah Smith
c/o Mr. and Mrs. Horace Birdwell
323 Arch Street
Philadelphia Pennsylvania

May 2 1853

47 India Street
Boston Massachusetts

dear Sarah

I was crying tears of joy when I read your letter. The ink ran in places, but I can still make out the words. I read them over and over. I hope it won’t be too long until I see you. These last two years without you have been awful. I hope you will write again soon and tell me how you are doing.

all my love
Lucy
Mixed Review

Change each of the underlined phrases to a phrase with a possessive noun, and write it on the line. Then write the first letter of each possessive noun on a blank line below. Rearrange the letters to form another possessive noun.

1. The nine planets of the solar system orbit at different speeds.

2. The surface of the Earth is the only place we know that supports life.

3. The sizes of the gas giants are immense compared with Earth.

4. Of the four, the eyes of humans can see only Jupiter and Saturn without a telescope.

5. The invention of the radiotelescope marked a major advance in astronomy.

6. The power of this telescope lets us detect many faraway objects.

7. The volcanoes of the moon Io make it look like a huge pizza.

8. People used to think that the strange behavior of lunatics was caused by the moon.

9. The location of the asteroids is between Mars and Jupiter.

10. Coverage by newspapers of discoveries in space is infrequent.

---

At Home: Look for phrases in a magazine. Change them into ones that use possessive nouns. Evaluate which phrases are better left alone because they become too hard to understand with possessives.
Read the following paragraphs for errors with plurals and possessives. Add, move, or take out apostrophes, where needed.

**King Richards’ Castle**

In Europe, during the middle ages, many castle’s were built to protect lords and monarchs’ from attack.

One famous castle was built for King Richard II of England in Normandy, France. The castles’ name is “Chateau Gaillard.” It is located high on a rocky hill. If you were to stand in one of its’ towers, you could easily view the surrounding countryside. A castles’ location was important for protecting it’s inhabitants.

Chateau Gaillard had three courtyard’s: an outer, middle, and inner. The castle’s strong walls, towers, and two moats made it difficult for an enemy attack.

The castles’ “portcullis” was a thick, iron-plated wooden door that could be raised or lowered. But before a messenger could reach King Richard, the two moats drawbridges had to be lowered.

---

**At Home:** Use the following phrases in original sentences:
towers builders; kings men; lords manor. Add the proper punctuation to the possessives.
Study Skills: Choose Reference Sources

Use the words in the box to solve the crossword puzzle.

<table>
<thead>
<tr>
<th>dictionary</th>
<th>thesaurus</th>
<th>almanac</th>
<th>atlas</th>
<th>magazines</th>
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</thead>
<tbody>
<tr>
<td>encyclopedia</td>
<td>current</td>
<td>CD-Rom</td>
<td>charts</td>
<td>meaning</td>
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</tbody>
</table>

Across

1. An almanac has information on _____ events and people.
5. This is often a set of books with articles on many different topics.
8. This book is useful when you need up-to-date information, facts, and figures.
9. Information in an almanac is sometimes given in tables and _____.
10. Some encyclopedias are available in this form.

Down

2. This book can help you find a synonym for a word.
3. Look here if you are not sure how to pronounce something.
4. The dictionary has the definition, or _____, of a word.
6. This book contains maps.
7. The Readers’ Guide to Periodical Literature is an index of articles in _____.

At Home: Use an almanac or an atlas. Work with a family member to make up your own crossword puzzle using information from the source of your choice.

Critical Thinking
A. The story below tells about an opening-night disaster. Read the story and then write the compound words on the lines.

Stage Trouble

Students were performing for their parents at an open house. Rosie was giving her speech as Karl was sleepwalking across the stage. All of a sudden, he tripped on his shoelace and fell head first off the stage! He landed in the front row. Rosie, who was an all-star performer, was suddenly tongue-tied. It was as if she was overcome with stage fright! Karl came to the rescue and turned the whole thing into a slapstick scene. He scratched his head and said, “I don’t remember this part from the dress rehearsal!” Everyone in the playhouse clapped and laughed. Those of us who were off-stage were glad he wasn’t hurt. “The show must go on,” whispered Molly, fixing her make-up in the dressing room. At the curtain call, Karl stood in the spotlight while he received a standing ovation from the crowd. It was quite a memorable afternoon.

<table>
<thead>
<tr>
<th>One word</th>
<th>Two Words</th>
<th>Two Words with a Hyphen</th>
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<tbody>
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</table>

B. Add two more words to each column on the chart. Write sentences with each word on a separate sheet of paper.

At Home: Write questions for an interview of a family member. Ask about one of his or her embarrassing experiences. Use compound words where you can.
Composition: Leads and Endings

1. Write a lead for a fiction story.

2. Write a lead for a nonfiction paragraph.

3. Write a lead for a persuasive paragraph.

4. Write a lead for a personal narrative.

5. Write a lead that is a question.

6. Write an ending that summarizes information.

7. Write an ending that draws a conclusion.

8. Write an ending that gives your audience something to think about.

9. Write an ending that poses a question.

10. Write an ending to tie up the loose ends in a fiction story.

At Home: Write a journal entry about a recent family event, using a strong lead and a strong ending.
Action Verbs

A. Complete each sentence with a verb from the box.

1. Travelers to the West ________________ difficult conditions.

2. Workers ________________ the Erie Canal across New York State.

3. Barge traffic on the canal ________________ steadily.

4. The construction of railroads finally ________________ the canal’s business.

5. Engineers ________________ slow, smelly, noisy trains farther into the continent.

6. Less than a hundred years later, people ________________ the automobile.

7. Trains ________________ from many a track.

8. Today, cars ________________ American travel.

9. Airplanes also ________________ as a popular means of travel.

10. People in a hurry ________________ to pay the price to get places quickly.

11. What ________________ the rise of passengers on commuter trains?

12. Some people ________________ the value of an “old” form of transportation in special cases.

13. They gladly ________________ the privacy of a car for the chance to be a passenger.

14. They never ________________ drivers stuck in traffic jams.

B. Choose seven verbs from the box and use them in your own sentences about a mode of transportation.
Direct Objects

Find the direct objects in the sentences below. Use them to fill in the crossword puzzle.

ACROSS
4. A thermometer measures temperature.
6. The hurricane wrecked the marina.
8. We saw white, puffy cirrus clouds.
9. The clouds sometimes hide the sun.
10. We watched the sky.
11. Lightning struck an apartment house.

DOWN
1. Winds blew trees through the air.
2. A hygrometer measures humidity.
3. The tornado frightened the animals.
4. The snow buried the town.
5. A barometer measures the pressure of the air.
7. Stratus clouds bring rain.
Verb Tenses

A time machine has taken your group back to the year 1900. To get along in your new-old time period, you have to remember what was going on, what has already happened, and what hasn’t happened yet. Take this quiz in which you score points by filling in the correct tense of each verb in parentheses. You may need to check reference books for some dates.

1. William McKinley (live) ______________ in the White House.
2. The United States (win) ______________ the Spanish-American War.
3. Thomas Edison (invent) ______________ the phonograph.
4. The Panama Canal (open) ______________.
5. The Titanic (sail) ______________ in the North Atlantic Ocean.
6. The Wright Brothers (complete) ______________ their first successful flight.
7. Mark Twain (create) ______________ Huckleberry Finn.
8. The first automobiles (appear) ______________ on the roads.
9. Alexander Graham Bell (talk) ______________ on his telephone.
10. The nineteenth century (end) ______________.
12. The last of the continental forty-eight states (enter) ______________ the Union.
13. General Custer (die) ______________ at the battle of Little Big Horn.
14. World War I (start) ______________ in Europe.
15. James Naismith (play) ______________ the first game of basketball.
16. The first automobiles (race) ______________ at the Indianapolis 500.
17. Prospectors (discover) ______________ gold in California.
18. A large part of the city of Chicago (burn) ______________ in a fire.
19. An earthquake (destroy) ______________ parts of San Francisco.
20. Explorers (reach) ______________ the North and South Poles.

At Home: Pick a year—any year—in American history. Find events that happened that year, and before and after that year. Use verb tenses to tell what happened, what happens, or what will happen.
Subject-Verb Agreement

You may think it is strange that most plural nouns end in -s but many singular, not plural, verbs end in -s. Keep that in mind when you read the paragraph below. Choose the correct form of the verb. But beware! There’s a trap. Don’t fall in.

Some people (think) ______________ gardening is fun. The members of Jim’s family all (enjoy) ______________ it. They also (work) ______________ hard.

In the fall, Jim’s father (plant) ______________ crocus and daffodil bulbs. That’s so they (come) ______________ up in the early spring. A bulb (store) ______________ food for the plant, and a flower (grow) ______________ up from it.

Do you (think) ______________ that nothing (happen) ______________ during the winter? The winter is when Jim’s parents (order) ______________ seeds to plant in the spring. His sister (love) ______________ to look in the catalogs. Then she (wait) ______________ impatiently for the seeds to arrive in the mail.

Jim and his family (plan) ______________ their garden carefully. They (choose) ______________ some plants that bloom year after year. Others (bloom) ______________ just one year. Jim’s parents (divide) ______________ their garden so they get vegetables, fruit, and just some showy flowers.

In summer, the garden (show) ______________ itself off best. That’s when Jim’s mother (pick) ______________ the most vegetables, fruit, and flowers. Some (last) ______________ into the fall and even the early winter. In the late fall everyone (clean) ______________ up from the long gardening seasons.
Spelling Present- and Past-Tense Verbs

Ms. MacMurray, the social studies teacher, was not happy with the way her students spelled. “Does it matter?” one of them asked. “This isn’t language arts class.” Ms. MacMurray said it did matter, and, sometimes she had the students pair off and take mini-spelling tests. Pair #1 turned in the answers on the left. Pair #2 turned in the answers on the right.

How would you and a partner do? Circle the misspelled words in both lists. Write them correctly on the lines.

Pair #1:  
1. paned  
2. ferryed  
3. hunted  
4. fishes  
5. gathered  
6. prospects  
7. campaigns  
8. galloped  
9. rowed  
10. attacks  
11. shared  
12. watches  
13. carryes  
14. defeated  
15. annexs  
16. buzzs  
17. voted  
18. freed  
19. sailes  
20. migrates

Pair #2:  
1. panned  
2. ferried  
3. hunte’d  
4. fishes  
5. gathered  
6. prospectes  
7. campaigns  
8. galloped  
9. rowed  
10. attacks  
11. shareed  
12. watchs  
13. carries  
14. defeated  
15. annexs  
16. buzzs  
17. voted  
18. freed  
19. sails  
20. migratees

At Home:  Keep a list of verbs you and others use over a period of a few days. How many add s for the present tense and ed for the past? How many follow special rules?
Mechanics and Usage: Commas

Commas are like road signs that tell you to slow down but not to stop. They may seem hard to place correctly, but they make reading easier. Try your hand at placing comma “signs” in the sentences below where they are needed.

1. Was it Isaac Newton Isaac Hayes or Isaac Stern who experimented with light?
2. Radio waves X rays and light are all parts of the electromagnetic spectrum.
4. Yes Lucy a rainbow does separate sunlight into different colors.
5. An object can be transparent translucent or opaque.
6. Well no reflection and refraction are not the same thing.
7. Yes sometimes people include indigo in the color spectrum.
8. Doris did you know that sunlight reaches earth in about eight minutes?
9. Well yes I knew that.
10. Would you use a telescope a telephone or a microscope to look at the stars?
11. Oh that’s easy.
12. Corinne have you ever seen the northern lights?
13. No we live too far south.
14. The moon Venus and Mars do not shine with their own light.
15. No they don’t.
You have to see for yourself the strange beauty of the high Mojave Desert of California. You drive west from Los Angeles on Interstate 10, then turn north onto Interstate 15. You go through the San Gabriel Mountains in the national forest near the Mt. Baldy ski area. Emerging a few miles east of the San Bernardino–Los Angeles County border, you come upon a vastly different landscape. In an area called the Devil’s Punchbowl, you marvel at the rugged pink rock formations that run along the San Andreas Fault. You explore dry lakes with cracked beds and ghost mining towns. You visit living towns, too, with picturesque names such as Pearblossom, Apple Valley, and Hesperia. You even see Joshua trees without going all the way to the Joshua Tree National Monument. And in the distance you can still see the forested and snow-covered slopes through which you drove. If you travel as far as Barstow, Interstate 15 curves sharply to the east and heads on toward Las Vegas. But that is another story.
Main Verbs and Helping Verbs

Circle the main verb in each sentence. Then complete the sentence by filling in the correct helping verb from the box.

1. We __________ learn important lessons from ecological nightmares.
2. For example, many years ago rabbits __________ introduced into Australia.
3. If people __________ known then what we know now, they may have thought twice.
4. With no natural enemies, the rabbits __________ overrun the land.
5. In the United States, people __________ introducing members of almost-extinct species into their natural habitats.
6. This __________ worried local residents.
7. For example, ranchers __________ reported newly arrived wolves preying on their sheep.
8. Some ecologists think the return of wolves __________ justify the small sacrifice.
9. “They __________ kidding, aren’t they?” asked one rancher.
10. “Every time a wolf kills a sheep, I __________ losing part of my income.”
11. “How much __________ we worry about an individual rancher?” replied one ecologist.
12. “That kind of attitude __________ making me quite angry,” said the rancher.
13. Not all animal introductions __________ troubled local residents.
14. For example, the Florida panther __________ happily returned to the Everglades.
15. In other cases, we __________ just wait and see what happens.

Forms of the verb to be: am, are, is, was, were

Forms of the verb to have: have, has, had

Plus: will, shall, can, could
Using Helping Verbs

After the Spanish-American War, the United States took over some former Spanish possessions that were far from its shores. Here is how one speaker explained the situation. Help him smooth out his speech. Use the correct form of be (am, is, are) or have (has, have, had) along with a main verb where shown.

Now that we ___________ defeated the Spanish, we ___________ facing some important decisions. Our government ___________ taking steps to deal with certain territories that Spain ___________ held. I ___________ talking about Cuba, Puerto Rico, the Philippines, and Guam. In short order, we ___________ going to have to decide what to do about them.

If you ___________ thinking that we ___________ faced crises of expansion before, you are right. Except for our purchase of Alaska from the Russians in 1867, however, those ___________ been areas of the North American mainland next to areas we already occupied. If we ___________ made decisions in those times, we would see how different the present issue is.

Some people ___________ saying that we ought to grant these islands their freedom. Other people ___________ said that the island people welcome U.S. control. I ___________ wondering if anyone ___________ actually asked them. A potentially dangerous situation ___________ brewing in the Philippines, and I hope that we are prepared to deal squarely with it.
Linking verbs don’t show action but link the subject to a noun or an adjective in the predicate that tells something about the subject. With your partner make ten sentences out of the word banks below. For each one choose a subject, a linking verb, and a sentence closer. There is often more than one choice you can make. But when you are finished, make sure you have used all the words.

Subject Word Bank
- Home-baked bread
- Growing mold
- Ms. Haines
- My cat’s fur
- Our new neighbors
- That swimming pool
- A wheat grass shake
- The day
- The speeches
- My dog

Verb Bank
- tastes
- is
- are
- appears
- looks
- feels
- seems
- smells
- will be
- were

Sentence Closer Bank
- unusual
- your kindergarten teacher
- excited
- boring
- slimy
- quiet
- long
- our science experiment
- wonderful
- velvety

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

At Home: Write ten subjects, linking verbs, and sentence closers on cards, and put them in three separate piles. Take turns with a family member making sentences by drawing a card, in order, from each pile.
Life on the Great Plains between the Civil War and the end of the nineteenth century was hard indeed. Settlers had things to worry about other than irregular verbs. Maybe you can help put these sentences into standard English. Circle the misspelled verb in each sentence and write it correctly on the line.

1. I writ you a letter back in March, and I hope I got your address right.

2. Last week we begun to harvest the wheat.

3. It growed real well.

4. Ma and I rided to town to pick up some supplies.

5. Other times we have maked a whole day of it.

6. But this time we driveded fast because we had so much to do.

7. We had went the same way so many times that we knew the road by heart.

8. We brung some cold chicken and pie with us.

9. We got our supplies, et, and headed off for home.

10. We had drove only a little way when our horse, King, started acting funny.

11. He must have seed something, but what?

12. Then what do you think King done?

13. He just goed around in circles.

14. Well, we begin to see this wall of red in the distance.

15. Then King make noises that sounded like he was scared.

At Home: What do you think happened next? Give the story an exciting ending. Try to use irregular verbs. Remember to check any verb you use to make sure it is in the right tense.
Dear Mom and Dad,

What a great first day of camp I had! It started when the camp director (spoke) to us about all the exciting things we would do this summer. Then we went back to our bunk and (drew) straws to see who would be on which team for color war. I heard that last year they had (chosen) colored balls from a bag. I (chose) a short straw so I went on the blue team. Wendy is on the red team.

Then Tiffany, our counselor, asked how many of us (knew) how to swim. I said that I had not (swum) more than a little last year. Tiffany said that last year the swim coach had (taught) every beginner at camp to swim well. When we went down to the pool, I (wore) my new two-piece. I think I (drank) more water from the pool than anybody else.

After swimming, they (took) us to the baseball field. I (threw) the ball real well. It (flew) right over first base. Next time I won’t throw it so far.

Well, that’s all for now. Someone just (spoken) over the loudspeaker to say that rest period is over. It’s lunch time!

Love, Gina
Contractions come in handy when you have to communicate something in a hurry. This E-mail memo from a geologist—a scientist who studies the earth—in the field to his office could have been shorter if he had used contractions. You show him how! Draw a line through the words that make up the contractions you write.

To: Dr. Roxanne Sandstone
Subject: Between a Rock and a Mud Place

Dear Roxie,

We could not write before now because we were caught in a mud slide. Do not worry. We were trapped, but we were not hurt. Flinty had not taken her pickax with her, so we did not get ourselves out as quickly as we might have.

The main problem now is that we are not in the best position to examine the earthquake damage. We cannot even get a decent look at most of the fault line because it is covered in mud. Just our luck. I bet it has not rained here in months. We would not like to get caught in it again, and we have not a single clue what our chances are. This last storm took everybody by surprise.

Flinty does not think there is a chance of another major mud slide, but I will not stake my life on it. She was not around in '85 for that other mud bath. That's probably why she is not as concerned as I am. I know our work is dangerous, but we must not put ourselves in unnecessary danger. We should not take foolish risks.

I know it's late, so go to sleep and do not give us another thought. We cannot make any decisions until morning anyway.

Regards,
Cole

At Home: Write a story about a time you were in a tight spot. Use as many contractions with not as you can. Share your story with your family or a friend.
Mixed Review

A trip to the botanical gardens requires both helping and linking verbs. For the underlined verb in each sentence, write H for helping or L for linking. Then write each linking verb in a post of the fence at the bottom of the page. You should have enough to make the link from one side of the fence to the other.

1. We had never gone to the botanical gardens before. ____________
2. The day was perfect, not too warm and not too cool. ____________
3. The bus trip seemed endless. ____________
4. At last, we could get out and stretch. ____________
5. The gardens looked inviting. ____________
6. As we entered, the workers appeared proud of their efforts. ____________
7. Our teacher said we should be careful and neat. ____________
8. Damon whispered, “I will be careful.” ____________
9. After a pause he added, “I am always neat.” ____________
10. I had made notes of flowers I wanted to look for. ____________
11. Some of the flowers smelled great. ____________
12. I could not keep myself from sneezing. ____________
13. I sneezed so loud that I felt embarrassed. ____________
14. I decided I would not let that spoil the day. ____________
15. I hope we will return to the botanical gardens sometime soon. ____________

At Home: Time yourself for a certain period when you’re going to be with family. Take extra care not to use any helping or linking verbs. How does your speech sound?
Common Errors: Subject-Verb Agreement

Pretend you and your classmates are setting up booths for the spring fair. Read about what’s going on. On each line, write a present-tense verb that agrees with the compound subject. If you wish, you can add more words to a sentence to make it more interesting or fun. Share your sentences with classmates.

1. Jennifer and Makala ________________ up the “paint your face” booth.

2. Bill and Malik ________________ circles from cardboard for the “toss the beanbag” game.

3. “Did George or Steven ________________, the welcome mural?”

4. Mrs. Ramsey or Mr. Phillips ________________ the balloons with helium.

5. “Will parents and kids ________________, the fish bowl game and ring toss if they are behind the music stand?”

6. The food and drinks tables ________________ right here.

7. “The ices and desserts ________________, so delicious!”

8. “Did your mother or Jim’s parents ________________, the extra tables?”

9. Two teachers or two parents ________________ at the entrance.

10. The mike and the music stand ________________ down onto the ground!

11. The relay races and sack races ________________ at 11:00 A.M. on the grassy part of the playground.

12. The batons and balls ________________ to be missing from the box.

13. Mr. Grimes or Ms. Robinson ________________ the races.

14. Oh dear, Samantha and Fred ________________, that sack.

15. “Can Bert and the others ________________, the sack in time for the race?”

At Home: Write five sentences using compound subjects. Leave the verb out of each sentence. Ask a family member to supply a present-tense verb.
Study Skills: Use an Encyclopedia

Play “Quiz Hunt” with a friend or family member. Set a time limit, such as thirty minutes. Using a set of encyclopedias, find and write the answers to the following questions. The person who has the most correct answers at the end of the time limit, wins.

1. In what country is the Aare River?

2. In what state would you find the Abnaki Indians?

3. Where was the playwright John Millington Synge born?

4. What sport was Pete Maravich associated with?

5. In what state would you most likely find Cajuns?

6. Who were the four musicians known as The Beatles?

7. In what state would you find New Haven?

8. Name two kinds of marsupials.

9. What were the dates of the Battle of Gettysburg?

10. What was the name of the British officer whose capture lead to the exposure of Benedict Arnold as a traitor?

At Home: Work with a family member to write ten more questions for the game “Quiz Hunt.” Then play the game with a family member.
Vocabulary: Prefixes and Suffixes

A. Identify the base word, prefix, and/or suffix in each underlined word below. Write the word parts on the lines.

Plan a Perfect Party

If you intend to have a birthday celebration, do not dismiss the idea of having a puppet show. I can’t recall a more unbeatable way to celebrate. The pre-party set-up is a snap, so all you have to do is sit back and enjoy the wonderful entertainment. You will be filled with happiness by the irresistible charm that a puppet master can impart.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>Suffix</th>
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</table>

B. Write a definition for each of the following words.

1. tearful
2. unlock
3. replace
4. painless
Write a story about going back in history. Pretend that you have traveled back to colonial America. Choose a historical event and put yourself in the scene. For example, you are standing on the dock as the Boston Tea Party unfolds. Use time-order words and spatial words to make your ideas flow in a logical order. Suggested words are shown in the box below.

<table>
<thead>
<tr>
<th>Time Order</th>
<th>Spatial Words</th>
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<tbody>
<tr>
<td>first</td>
<td>above</td>
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<tr>
<td>next</td>
<td>near</td>
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<tr>
<td>then</td>
<td>over</td>
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<tr>
<td>second</td>
<td>beside</td>
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<tr>
<td>finally</td>
<td>below</td>
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<tr>
<td>last</td>
<td>on top of</td>
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<tr>
<td>after</td>
<td>far</td>
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</tbody>
</table>

At Home: What time in history interests you the most? Make a time-line showing events during that period.
Choose adjectives from the word bank to complete each sentence. The number in parentheses before the line shows the number of adjectives that should be written. Don’t forget to use a comma where necessary.

<table>
<thead>
<tr>
<th>bloody</th>
<th>bright</th>
<th>helpful</th>
<th>huge</th>
<th>important</th>
<th>successful</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>long</td>
<td>loyal</td>
<td>many</td>
<td>wide</td>
<td></td>
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</tr>
<tr>
<td>uncharted</td>
<td>unexplored</td>
<td>unfair</td>
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</table>

1. In France, there had been a (2) _______________ revolution.

2. Napoleon, the emperor of France, had (2) _______________ matters to deal with in Europe.

3. France’s (2) _______________ Louisiana Territory was for sale.

4. President Thomas Jefferson saw a (1) _______________ opportunity to more than double the land area of the United States.

5. He commissioned Lewis and Clark to explore the (2) _______________ land.

6. The explorers set out on one of the (1) _______________ adventures of the nineteenth century.

7. In Sacajawea, the Shoshoni wife of a French-Canadian fur trapper, they found a (2) _______________ guide and interpreter.

8. After two and a half years, Lewis and Clark returned with a (2) _______________ sampling of the territory’s animals, plants, and minerals.

9. The addition of Louisiana pointed to a (2) _______________ future for the new country.

10. Before long, however, President Jefferson faced an (1) _______________ situation with the British.

11. The British navy, with its shortage of sailors, used the (1) _______________ practice of impressment, seizing American sailors for its own ship.

At Home: At dinner, play the “World-Without-Adjectives” game. Anyone who uses an adjective gets a point against him or her. The one with the most points at the end of dinner does the dishes.
Many languages use articles differently from the way the English language does. Do you think this piece could have been written by an immigrant over a hundred years ago who was learning English? Wherever you see the need for an article, place a caret (^) in the text and write the correct article above it.

trip to America was long and hard. We had had difficult time making enough money to buy our tickets. We could not be on deck with first-class passengers. For a farmer as I was, ocean voyage was very surprising. If I close my eyes and think real hard, I can almost still see tiny, smelly room where we slept and felt tossing of waves.

We had place to live in America, with my cousins. But I didn’t have job. New York City isn’t best place for farmer. My wife said important things were that we were safe and healthy. rest would come. She was right. In two weeks I got offer of job and so did she. Sometimes it felt like we were happiest two people on earth. Sometimes it still does. Besides getting married, coming to America was best thing I ever did.
Demonstrative Adjectives

Complete the paragraphs with demonstrative adjectives: *this, that, those* and *these*.

A Short Demonstration

Come here and look at ____________ rocks for the science show. ____________ rock is a geode, with beautiful crystals inside. Please get ____________ shiny rock and bring it over here. ____________ flecks are fool's gold. ____________ white and pink crystals across the room are quartz.

Now, take a look at ____________ blue-green stone. ____________ piece of turquoise is one of the finest I have ever seen. Where do you think ____________ striking black rocks come from? Do you see ____________ picture of a volcano hanging on the wall? The rocks came from ____________ very volcano. Look how smooth ____________ rocks are. They were taken from a lake in ____________ state. They were worn down into ____________ shape after many years.

Look at ____________ rough-looking stones next to the quartz. They were also worn down over many years. Do you know what did ____________ wearing down? ____________ process is called weathering.

Do you remember ____________ page in the science book with a picture of huge rocks taken in Arizona? Weathering wore down ____________ rocks too.

__________ science show should be very interesting. ____________ people setting up lights near the door have a big surprise.
Mechanics and Usage: Proper Adjectives

Make each underlined phrase into a proper adjective and write it in the puzzle. Then rearrange the circled letters to form a proper adjective that completes the bonus sentence.

ACROSS
1. World War I started after an assassination in Sarajevo, a city in Bosnia.
5. No ground fighting took place on the soil of Britain.
7. Zeppelins, huge airships of Germany, were seen above London.
9. Some of the worst fighting took place on the soil of France.
10. Troops from Italy helped the Allied cause.
11. The archduke of Austria and his wife were killed by a Serb.
12. The people of Ireland hoped they would win their freedom after the war.

DOWN
2. After their defeat, non-Turkish lands were taken away from the empire of the Ottomans.
3. The government of Norway remained neutral during World War I.
4. When the revolution in Russia broke out, it could no longer fight the war.
6. Troops from America started to arrive in Europe in the spring of 1917.
8. The government of Denmark also stayed neutral during the war.

Bonus: Germany tried to get the __ __ X __ __ __ __ government to declare war on the United States, promising the return of lost territory.

At Home: Research the proper adjectives used for people and things in, from, or of these countries: Congo, Sri Lanka, Kazakhstan. Make a list.
Complete each sentence by choosing an article or demonstrative adjective from the first box and an adjective from the second box.

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<thead>
<tr>
<th>a</th>
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<td>hardy</td>
<td>similar</td>
<td>vast</td>
</tr>
<tr>
<td>frozen</td>
<td>interesting</td>
<td>southern</td>
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</table>

1. Whether from nearby or far away, ___________ ___________ neighbor is always welcome.

2. ___________ ___________ example is Canada, our neighbor to the north.

3. ___________ ___________ country is actually larger in area than the United States.

4. ___________ ___________ Americans who have visited Canada often come back with wonderful memories.

5. ___________ ___________ area known as the tundra often makes a deep impression.

6. In summer, the sun shines over ___________ ___________ land even at midnight.

7. By contrast, ___________ ___________ ___________ part of Ontario is a lot like the northern states.

8. ___________ ___________ climate and familiar customs make many Americans feel at home.

9. ___________ ___________ number of Americans in the Southwest live close to Mexico.

10. ___________ ___________ people who travel back and forth across the border may have business there or just enjoy the sightseeing.

11. ___________ ___________ tourists who visit little-known places in the interior are often rewarded with interesting sights and events.

At Home: Look through a thesaurus for synonyms to common adjectives such as happy, big, and funny. Learn a new adjective every day and work it into your speech.
In each blank, write the correct form of the adjective in parentheses. Then look at the chart to see if the statement is true, false, or you can’t tell. Write \( T \), \( F \), or \( CT \) after each sentence.

1. Portland, ME is (warm) ________________ than Minneapolis in July. \( T \)
2. Portland, ME is (cold) ________________ than Minneapolis in January. \( F \)
3. Of the three cities, Portland, OR, is the (cold) ________________ in January. \( F \)
4. Minneapolis is the (snowy) ________________.
5. Portland, OR, had the (fast) ________________ wind. \( F \)
6. Portland, ME, is (wet) ________________ than Portland, OR, and Minneapolis. \( T \)
7. Portland, OR, had the (hot) ________________ temperature. \( F \)
8. Minneapolis is (dry) ________________ than Portland, OR. \( F \)
9. Portland, ME, has a (high) ________________ average July temperature than Portland, OR. \( F \)
10. Portland, ME, is (windy) ________________ year-round than Portland, OR. \( T \)
Comparing with *More* and *Most*

In 1849, a large-scale gold rush was underway in California. Gold seekers from all over the world poured into San Francisco, the nearest port.

Complete this narrative from a prospector. Use the correct form of the adjective in parentheses.

My brother Ike said that San Francisco was *(beautiful)* ___________ ___________ than any dozen other cities in the East. Of course, that meant I had to go decide for myself. I left Springfield on the *(terrible)* ________________ stage I had ever been on. When we got to Boston, I looked for my ship. I had never seen a *(pitiful)* ________________ __________. The crew wasn’t any *(comforting)* ________________ ________________.

Anyway, we set sail. The waves were at their *(fearful)* ________________ ________________. Even though we were in the hold, the *(crowded)* ________________ part of the ship, I felt we weren’t safe. I was far from the *(frightened)* ________________ passenger aboard. Of course, I had at least ten years on them. Finally, after about a week of rough seas, we had a few days of calm sailing. We started having some fun. The children liked to see who could be *(ridiculous)* ________________, them or me. I’d say it was a tossup.

The *(dangerous)* ________________ part of the trip was around Cape Horn, at the tip of South America. But at last we did it.

Was getting to San Francisco worth the *(exhausting)* ________________ ________________ trip I ever took? Well, I thought it was a bunch of the *(unattractive)* ________________ buildings I had ever seen. But I considered myself among the *(fortunate)* ________________ men alive when Ike and I struck gold in the hills two months later.

---

**At Home:** Write a few paragraphs about a place you have traveled. Compare the place to home, using *more* and *most* with adjectives.

**Critical Thinking**
A. In each sentence, write the correct form of *good* or *bad*.

1. Abigail Adams’s life instantly became (bad) _____________ when she moved with her husband, John, to Washington, DC.

2. The Executive Mansion wasn’t finished, but the (bad) _____________ part was that she had to leave behind almost everyone and everything she knew.

3. She tried hard to make things (good) _____________ for the whole Adams family.

4. Dolley Madison probably had it the (bad) _____________ of all First Ladies.

5. She and her husband James had to flee British troops, who certainly didn’t want to make their lives (good) _____________.

6. The Executive Mansion was later painted white to cover the burn marks left by the British, and it looked none the (bad) _____________ for it.

7. Perhaps you think that Mary Todd Lincoln, Lucretia Garfield, and Ida McKinley witnessed (bad) _____________ times than Dolley Madison.

8. Their husbands were assassinated while in office, and they knew that no (good) _____________ times lay ahead.

9. Which First Lady do you think lived through the (good) _____________ of times?

10. Was it Elizabeth Monroe, during the Era of Good Feelings? Can you think of an Era of (good) _____________ Feelings?

11. Some say there was no (good) _____________ time than the Progressive Era of Theodore Roosevelt’s presidency.

12. Eleanor, Franklin’s wife, tried to help people in the (bad) _____________ years of the Depression and during World War II.

B. Who gets your vote for the *best* First Lady? Write a few sentences to explain your choice on a separate sheet of paper. Use forms of *good* and *bad*.

---

**At Home:** Fold a sheet of paper into four columns. Label from left to right: “Category,” “Good,” “Better,” and “Best.” Think of different categories, such as sports, movies, and books. Write an entry under each.
Combining Sentences: Adjectives

A. Look at the pairs of sentences below. Combine each pair by leaving out words that repeat, but be sure to include adjectives. Write the new sentences on the lines.

1. We put some water in the glass. The water was sudsy.

2. We left the glass on the counter for several days. The glass was uncovered.

3. We left the glass on the counter for several days. It was the kitchen counter.

4. We also left a bowl of soup on the counter. It was vegetable soup.

5. We looked at the vegetables under a microscope. The microscope was strong.

6. There were tiny things on the slide. The things were moving.

7. Next we froze some juice in the ice tray. The juice was made from apples.

8. In the freezer there was a half gallon of ice cream. The ice cream was peach.

9. The teacher served us the ice cream in bowls. The bowls were white.

10. Afterward, we washed the bowls in water. The water was sudsy.

B. Make your own string of sentences, like the ones above, about a series of events that connect and circle back to the starting point. You can work from pairs of sentences to combined sentences or from combined sentences to pairs.

At Home: How many adjectives did you use in sentences 1-10? Circle all the adjectives.

Critical Thinking
Abbreviations

Figure out the answer for each clue. Then write the abbreviation in the puzzle without the period, if it has one. The first answer is given to you.

ACROSS

1. Martin Luther King, a great civil-rights leader, has three abbreviations
4. The Lost Colony of Roanoke Island now in this state
5. Month of holiday celebrating 2-Down
7. State in which the church of 1-Across was located
9. Assassinated November 22, 1963
11. Title of 9-Across
13. Country formed by 11 states that seceded
14. John Smith was one
16. Was a separate country before it was a state

DOWN

2. Month in which the *Mayflower* landed at Plymouth Rock
3. Month in which the birthday of 1-Across comes
4. State in which city is found that is named after the 16th President
6. Present state where his colony of 14-Across was founded
8. He became president after 9-Across happened
10. He was president during World War II
11. State that was settled by Quakers
12. Month of Labor Day
14. Gold Rush state in 1840s
15. State in which 9-Across happened

---

At Home: How many abbreviations can you find on signs, in books, on newspapers in one day?
Mixed Review

Read the data on the chart. Circle the adjective that fits the sentence. Then write $T$ if the statement is true and $F$ if the statement is false.

### Planet (in order from Sun) | Mean Diameter (miles) | “Day” (in Earth time) | Average Temperature (degrees Fahrenheit)
---|---|---|---
Mercury | 3,032 | 176 days | 333*
Venus | 7,522 | 117 days | 870*
Earth | 7,918 | 1 day | 45*
Mars | 4,213 | 24 hr, 41 min | –76*
Jupiter | 86,882 | 9 hr, 55 min | –160**
Saturn | 72,368 | 10 hr, 30 min | –220**
Uranus | 31,518 | 17 hr, 14 min | –320**
Neptune | 30,602 | 16 hr, 6 min | –330**
Pluto | 1,413 | 6 days, 19 hr, 18 min | –370*

* Surface temperature
** Temperature where atmospheric pressure = 1 Earth atmosphere

1. Mars is (closer, closest) than Jupiter to the Sun. _______
2. Mercury is the (closer, closest) planet of all to the Sun. _______
3. Although Mercury is (closer, closest) to the sun than Venus, Venus is (warmer, warmest). _______
4. A day on Mercury is (shorter, shortest) than on Earth. _______
5. A day on Mercury lasts (longer, longest) than a day on any other planet. _______
6. Five planets are (bigger, biggest) than Earth, and three are (smaller, smallest). _______
7. Jupiter is the (bigger, biggest) of all the planets. _______
8. The (bigger, biggest) the planet, the (longer, longest) the day. _______
9. The (bigger, biggest) planet also has the (shorter, shortest) day. _______
10. The (farther, farthest) planet from the Sun has the (colder, coldest) temperature. _______
Common Errors: Comparative and Superlative Adjectives

Use base words from the box to complete the sentences. In some cases, you will have to add -er or -est to make the comparison correct. You may also have to change the spelling of the word.

```
fast  hot  low  near  more  most  cool  dry
```

Pictures from Space

Weather satellites take the __________ interesting pictures of earth. Satellite photographs allow meteorologists to make __________ accurate predictions than they could before about where a storm will hit. Scientists study pictures to tell if it is going to be __________ at the coastline in the south or in the north. Satellite pictures also tell scientists whether the temperature will be __________ in the mountains than in the valleys.

Satellites track forest fires. Once scientists observe that flames are moving __________ in one direction over another, firefighters can be sent to the __________ spot more quickly.

Satellites also pick up signals from transmitters that have been attached to animals. Even __________ amazing, is that they can track gray whales and tell how deep they can dive!

At Home: Write a paragraph comparing today’s weather with yesterday’s. Use comparative and superlative adjectives. Then share your work with a family member.
A. Work with a classmate to create a time line of your class’s year together. Brainstorm events which happened from the beginning of the school year until the present, and list them below. For instance, your class may have gone on a field trip, had a substitute teacher, a party, or put on a class play. Include fun times and not-so-fun times. Try to recall the month and day of each event. Then, as the year continues, add to your time line.

**Classroom Events to Remember:**


B. Now draw your time line using the information on your list above. You might want to illustrate the events with drawings or photos as well.

At Home: Create a time line for family events that have occurred so far this year. As the year continues, add to your time line.
Write each underlined word on the lines below. Then fill in the chart with a synonym and an antonym.

Same and Different

Jill had gotten up early, and she felt sleepy. The swim meet was about to begin. Jill looked at the pool and grinned.

“That chilly water ought to wake me up,” she said.

“No kidding,” said the coach. “It will help you swim quickly!”

“Go, Jill, go!” yelled Mom. “You can do it!”

“Listen to your mom, Jill. She is right,” said the coach.

“Maybe they will let me take a big head start,” said Jill.

“I doubt it,” laughed the coach.

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<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
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<tr>
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<td>begin</td>
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Arrange the facts listed below to create an outline for a report about the Solar System.

**The Solar System**
- comets
- Saturn’s rings and moons
- Interesting facts about the planets
- Parts of the solar system
- meteroids
- Jupiter’s storm
- nine planets and moons
- Venus
- the sun
- asteroids
- Mars’
A. Read the article from the Westview School News. Draw one line under the singular pronouns. Draw two lines under the plural pronouns.

Dog’s Eye View
by Randy Wells

Gail Tsu took her dog, Tex, to the dog show. She wanted to make a video of the show, and she wanted to do it from Tex’s point of view. Her idea was to strap a camera on his back. They could stroll through the show looking at all of the dogs, and Tex could take videos of them. Gail made Tex wear his camera gear for a few days so it wouldn’t bother him. On show day, Gail and her dog-cam set out. Gail made Tex pay attention to her commands, and for a dog, he did a great job! Gail called the video “Me and My Dog’s Eye View.” She showed the video to our class, and we thought it was neat!

B. Write a short article written from Tex’s point of view. Explain his thoughts about the dog show. Use another sheet of paper.

At Home: Think of another animal that could help you make a video. Describe an event the animal could videotape. Use at least three singular and three plural pronouns in your description.
Subject Pronouns

An autobiography tells about a person’s life. Read the excerpt from an autobiography below. Then circle the subject pronouns. Write the pronouns on the lines below.

It’s My Business
by Angela Leone

I come from a long line of architects who work for the family firm. They have built many different buildings all over the city. I like to visit Dad in his office downtown. He shares it with Aunt Cora. They worked with my grandfather. He is retired but still goes to the office a couple of times a week. Sometimes I go with him. We walk from the station to the office, passing all of the buildings designed by him and other people in our family. I hope I can help Dad and Aunt Cora do great work someday, and follow in Grandfather’s footsteps. It isn’t an easy job, but it sure looks fun.

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

At Home: In whose footsteps would you like to follow? Describe a job done by someone you admire. What makes the job interesting and creative? What would make it right for you? Circle the subject pronouns you use.
Object Pronouns

A. Read the note. Then reread each sentence. List all the subject pronouns and all the object pronouns on the chart.

Dear Carlo,

I hope you can go to the play "Our Town" on Saturday. I saw your mom yesterday at the mall. She told me about the new bike. Maybe we can ride our bikes to the theater. We can leave them at Mike's house and then walk.

So long for now,

Lori

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<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
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B. Then pretend you are Carlo and write Lori a reply.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Look at the schedule below. Add colons and hyphens so that each entry is correct. Use the insert (∧) proofreading mark.

### Saturday
- 8:30 Begin pre game warm up.
- 9:00-10:00 Play Game 1 of all city soccer tournament.
- 12:00 Lunch with great grandmother.
- 2:00 Meet Jose at mid afternoon movie.
- 4:45 Wash pick up truck for Dad.
- 6:00 Eat take out with the Johnsons.

### Sunday
- 11:40 Post season picnic at Hidden Falls.
  Be sure to bring equipment.
- 3:30 Write letter.
  Dear Commissioner Hart
  Thank you for all of the work you did this season. The team appreciates your support in helping us make it to the tri county championship. Please consider giving our coach, Norma Brill, the coach of the year award. She deserves it!
- 5:30 Early bird supper at Mel’s Cafe.
- 7:45 Finish the spelling lesson for Monday’s test.
Mixed Review

A. Circle the pronouns in the following sentences. Then write Subject if it is a subject pronoun, Object if it is an object pronoun, S for singular, and P for plural.

1. I have relatives who live in Florida. _____________
2. They live on the edge of the Everglades. _____________
3. Their neighbors once played a joke on them. _____________
4. They placed a huge inflatable alligator on their lawn. _____________
5. My relatives didn’t find it funny. _____________

B. On a separate sheet of paper, rewrite the following paragraph, using pronouns where they work. Be sure that you keep enough nouns so the paragraph makes sense. Underline subject pronouns and circle object pronouns.

The Everglades has “rivers of grass” and mangrove swamps. Do you know the difference between these two kinds of terrain? Rivers of grass refer to saw grass that grows thick in low-lying land. The saw grass is a perfect place for some animals to hide, find food, and raise their young. When the saw grass gets flooded with water, the saw grass cannot serve the animals in the same way. During a drought, the saw grass gets dried out and can catch fire.

Mangroves grow at the edge of the Everglades near the sea. Mangroves can tolerate salty water. Mangrove blossoms fall off the trees and grow into new mangroves. Mangroves look as if they are “marching” out to sea. Mangroves are great homes for animals that spend their lives at the edge of the sea.
Read the science facts below. Complete the statements on the left with the phrases on the right by writing the letters on the lines. Make sure the subject pronouns and the verbs agree.

### Energy Fact File

1. Most of the earth’s energy comes from the sun. It ___
   - A. contain energy stored from the sun.

2. Three fuels provide nearly all of the energy we use. They ___
   - B. is a renewable energy source, since trees can be replanted.

3. The energy our bodies use comes from the plants and animals we eat. They ___
   - C. is used to make gasoline.

4. Fossil fuels were formed over millions of years. They ___
   - D. are coal, oil, and gas.

5. Fossil fuels are known as nonrenewable energy sources. Once they are used up, they ___
   - E. is the most important energy source on earth.

6. Wood is another source of fuel. It ___
   - F. is often made of black metal.

7. A solar collector can be used to capture the sun’s energy. It ___
   - G. are made from the remains of ancient plants and animals.

8. Oil is the most important fossil fuel. It ___
   - H. does not pollute the air like coal and oil do.

9. Coal and oil can harm the environment. They ___
   - I. are gone.

10. Natural gas is the cleanest fossil fuel. It ___
    - J. can cause air pollution and water pollution.

---

**At Home:** Do your own research to find other facts about energy sources. Use some subject pronouns and make sure they agree with their verbs.
Combining Sentences: Subject and Object Pronouns

Ms. Li and her class are spending the weekend on a camping trip. Read the list of activities that the students do on the first day. Look for ways to combine the sentence pairs, using subject and object pronouns. Write each single sentence on the lines.

1. Ms. Li hikes with him. Ms. Li hikes with me.

2. She collects wood. I collect wood.

3. She carries water. He carries water.

4. He finds a campsite. I find a campsite.

5. She sets up the tent. I set up the tent.

6. I help make the fire. She helps make the fire.

7. He eats chili with me. She eats chili with me.

8. I dry the dishes she washes. I dry the dishes he washes.

9. I sing at the campfire with her. I sing at the campfire with him.

10. He looks at stars with me. Marta looks at stars with me.
Possessive Pronouns

Read the journal entry about a boy’s account of one of the worst storms of the 1930s. Then list the possessive pronouns on the lines.

April 14

This morning it was so bright and sunny on our farm. The sky was blue instead of its usual dirty shade of gray. Everyone in the family happily went about their chores. We stopped at noon to have a picnic at our favorite spot. Daddy thought he might take a look at his tractor. He could clean up its engine and get it running.

At about 2 o'clock, I was just about to ride over to see my friend when it suddenly got cold. Then a thick cloud of dust swirled across our field, blotting out the sun. As I ran to the house, I grabbed my sisters’ hands. My legs are longer than theirs, and it took a while to get across the yard. Before we could reach our porch, we were lost. You couldn’t see your hand in front of your eyes, it was so dark. I called to Daddy. I didn’t hear his voice, but he must have heard mine. I felt his hand on my arm but I could hardly see him in the gloom. He lead us back to our house, where our mama was waiting for us.

1. _______ 6. _______ 11. _______ 16. _______

2. _______ 7. _______ 12. _______ 17. _______

3. _______ 8. _______ 13. _______ 18. _______


5. _______ 10. _______ 15. _______ 20. _______
Read the poem. For each word choice in ( ), cross out the contraction or possessive pronoun that does not belong. Then rewrite the poem correctly.

Dancing Piggies

I know (your/you’re) probably wondering, ________________________________

“Just what makes piggies dance?” ________________________________

(Its/It’s) ’cause (their/they’re) so excited ________________________________

When (they’re/their) wearing satin pants, ________________________________

And they squeeze (their/they’re) little trotters ________________________________

Tight into (their/they’re) dancing shoes ________________________________

And—(your/you’re) not going to believe this, ________________________________

Though (its/it’s) absolutely true— ________________________________

When they hear the sound of music ________________________________

(Their/They’re) beside themselves with glee, ________________________________

So (its/it’s) pretty much impossible ________________________________

To stop (their/they’re) little feet. ________________________________

And (its/it’s) not at all surprising ________________________________

That (their/they’re) on (their/they’re) tippy toes ________________________________

The minute (your/you’re) not watching— ________________________________

That is just the way it goes.

At Home: How does this poem make you feel? Explain your answer.

Critical Thinking
Rewrite the paragraph below, correcting badly used and badly spelled possessive pronouns and contractions. Pay special attention to sound-alikes.

If your standing in the middle of the thriving downtown area of a city, its likely that it became that way through planning. In the 1940s many of hour cities were thickly populated places where people lived, worked, and played. When cars came into wider use, people could live farther away from there jobs. Many of them moved to suburbs and became commuters. Everyone would drive to their job in they’re own car. Many jobs moved to the suburbs too. Soon many central cities started to look run-down. Mostly poor people were living there. Its a shame that had to happen. Did anyone in you’re family live in the city and then move to the suburbs? Why? Now their are a lot of people who are helping cities regain there appeal. New shopping areas are being built. New houses and apartments are going up. What is you’re idea of the kind of city that best serves it’s people? Is it anything like your’s?
Dear Diary:

Yesterday, ___________ older brother, Howard, and ___________ hiked all day in the Catskill Mountains. Unexpectedly that night, four inches of snow fell and covered the top of ___________ tent. When we awoke, ___________ were colder than ___________ can imagine. A park ranger came and told ___________ that we better head down the mountain. We told ___________ that ___________ would pack ___________ gear and leave immediately.

I forgot my flashlight and one glove, so I rushed back to get ___________. That’s when I saw the grizzly bear staring right at ___________. You would think it would be asleep in ___________ cave, But there ___________ was, standing in the same spot where Howard’s and ___________ tent had stood. Next to the bear was ___________ flashlight and glove. “Those are ___________,” I whispered.

You can’t imagine how scared ___________ was. I froze in my tracks and waited for ___________ to move. My brother’s whistles, beckoning me, did no good. I had no way of telling ___________ what was happening.

Finally, some snow fell off a tree branch and onto the bear. ___________ was just the thing to startle the bear, and so it took off into the forest. When ___________ told Howard and the ranger about my experience, I’m not sure they believed me. I bet ___________ do, though, dear diary.
Find the following terms in the word search. Then match them with the definitions or phrases below.

<table>
<thead>
<tr>
<th>guide words</th>
<th>entry</th>
<th>adjective</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetical</td>
<td>reference</td>
<td>example</td>
<td>illustration</td>
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C R E A E X A M P L E I N
S U R G U I D E W O R D S
T H U N P E J B E S T O N
A L P H A B E T I C A L O
E W T N D U C T A O N K W
N I L L U S T R A T I O N
T N I D E F I N I T I O N
R O S Y S E V E N O A C P
Y M Z R E F E R E N C E B

1. Words that are listed in a dictionary are called ______________ words.
2. Entry words in a dictionary are listed in ______________ order.
3. An entry word will often have more than one meaning, or ______________.
4. These words at the top of the page help you find a word in the dictionary. ______________
5. A dictionary entry often includes a picture or ______________ to help explain a word.
6. A definition will often include an ______________ sentence.
7. An entry will tell whether the word is a noun, an ______________, or another part of speech.
8. A dictionary may also include a special ______________ section.
Vocabulary: Word Choice

A. Rewrite the journal entry below. Replace the underlined adjectives and verbs with vivid adjectives and verbs that will make the scene come alive.

Saturday, October 10

It was a nice day. The warm sun was shining. We walked up the long trail. We went and sat under a tall tree. The wind blew the yellow leaves. Big white clouds went across the blue sky. We saw a big hawk. It flew over the trees. It looked pretty and nice.

B. List a vivid verb or adjective for each word. Use a thesaurus if you need to.

1. red _________________________ 5. beautiful _______________________
2. babble ______________________ 6. draw _________________________
3. grow _________________________ 7. favorite _______________________
4. omit _________________________ 8. pleasant _______________________

At Home: What would you write in a journal entry about a family outing? Use vivid adjectives and verbs so that you can remember your observations, thoughts, and feelings.
Composition: Writing a Description

Write a descriptive paragraph about a special place. After you choose a place, such as the seashore, the forests, the mountains, the desert, a rural farm setting, or a city center, rely on your five senses to describe it. Think of sensory details and write them in the chart. Use words that are specific as possible.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Hearing</th>
<th>Smell</th>
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Now write your paragraph, use vivid language and sensory details.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At Home: As you talk at the dinner table, concentrate on using vivid language and sensory details to tell the cook how much you enjoyed the meal.

Critical Thinking

McGraw-Hill Language Arts
Grade 5, Unit 5, Composition Skills,
pages 372–373
Adverbs

Read the fable below about the tortoise and the hare. Circle the 15 adverbs. Then add the adverbs to the chart, according to whether they tell how, when, or where the action of the verb takes place.

Slowly and Steadily

Once there was a race between a tortoise and a hare. The hare was sure that he would win, and he ran quickly to get a head start. The tortoise plodded over the path. His legs moved slowly, step by step. The hare looked back. He saw the tortoise in the distance and decided to flop down for a little nap.

The tortoise patiently walked along. Sometimes the hare would blink and stretch and rapidly zip ahead for another snooze. The tortoise never stopped. He just quietly went on his way. The hare stopped near the finish line. He rested under a tree and fell asleep. The tortoise crossed the finish line first.

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<th>How?</th>
<th>When?</th>
<th>Where?</th>
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At Home: What do you think the hare will do next time he enters a race? Write a short paragraph describing his strategy. Use adverbs.
Adverbs Before Adjectives and Adverbs

Read the movie review below. Underline the adverbs that are used to modify adjectives and adverbs.

Sneak Preview

If you want to have an exceptionally good time, go and see Exile on Planet X, playing at the Regal theater downtown. This is an unbelievably exciting movie! Unlike most science fiction thrillers, this one is really convincing.

A group of space explorers are thrown off course and are forced to land on a completely unknown planet. The suspense builds very quickly. Planet X is incredibly creepy, and the monsters that live there are especially realistic. The characters must work extremely carefully to plan their escape. Are they finally successful? The surprise ending is totally amazing! Don’t miss this one!

Then use all or some of the adverbs you underlined to write your own movie review.
Comparing with Adverbs

Complete the steps in the soup recipe by adding the comparative and superlative forms. Use the correct form of the adverb. Add *er*, *est*, or *more* or *most*.

Step 1: Chop the carrots finely.
- Chop the onions ________________.
- Chop the garlic ________________.

Step 2: Measure the water carefully.
- Measure the salt ________________.
- Measure the hot pepper ________________.

Step 3: Add the rice slowly.
- Add the tomatoes ________________.
- Add the chicken ________________.

Step 4: Heat up the soup until it gets hot.
- It will bubble as it gets ________________.
- It will boil over when it gets ________________.

Step 5: If your family feels hungry, cook the soup fast.
- If your family feels hungrier, cook the soup ________________.
- If your family feels hungriest, cook the soup ________________.
Replace or remove negatives that do not belong to correct each sentence.

Sasha,

You have to come to my party because it won't not be the same without you. If you follow these directions, you will not have no trouble finding my house.

There is not nothing to it.

Take Highway 27 south to Green Hills Road, which is not no farther than 3 miles from downtown. Turn right on Green Hills, even though it seems like it doesn’t go nowhere. Go exactly one mile and turn left (there has not never been a sign at this road, but you can’t miss it). Go along for a little ways, but don’t go no farther than the fourth switchback, and be ready to make a sharp left when you can’t see no more pavement. Just when it seems like you will not never get there, you will go over a little hill and across a bridge and see the driveway that leads to our house straight ahead. If nobody isn’t home, then you must be at the wrong house!
Read the phone conversation shown below. Then rewrite the conversation using quotation marks, punctuation, and indentation to show each speaker’s exact words.

**Phone Home**

Elena Ortega answered the phone. Hello she said. Hi, Mom said Marie. I just want to let you know that I stopped off at Ted’s house. We are working on our booth for the science fair. That’s fine said Mom. How is it coming along? Pretty good. Is there anything you want me to pick up on the way home asked Marie. Yes said Mom. We are out of milk. OK said Marie. Hang on. Ted’s mom wants to talk to you. Hi, Elena. Hi, Ruth said Elena. Thanks for letting the kids work at your house. I hope they aren’t making a mess. No, they’re fine. Say, are you going to the board meeting tonight? If you are, I can give you a ride said Ruth. That would be great said Elena. Good said Ruth. I’ll pick you up at 7:30. Do you need to speak to Marie again? No. Just tell her to be home by six. All right. See you later said Ruth.
Mixed Review

Adverbs can make writing colorful, but too many can clutter up a good piece of writing. Fix these paragraphs. Add adverbs.

______________ it was during the Progressive Era that the United States began to be something of a world power. The Progressives were known for their forward thinking, but some of them were ______________ in favor of expanding the country beyond its borders. After the ______________ won Spanish-American war, the United States had decisions to make about Cuba, Puerto Rico, and the Philippines. Then there was the ______________ arranged treaty with the ______________ independent Panama to build a canal that connected the Atlantic and Pacific Oceans.

Getting involved in European wars, however, was ______________ another matter. Some members of Congress ______________ campaigned for keeping out of the war, in favor of “isolationism.” President Wilson won reelection ______________ because he kept the nation out of the World War. ______________ because of this, some people attacked his position when he asked Congress to ______________ declare war.

Later, Wilson’s attempts to bring the United States into the world community ______________ failed. The country moved ______________ toward isolationism once again.

B. Now reread the passage. Then rewrite it using other adverbs on another sheet of paper.

At Home: Play a variation of an old game in which a character’s name is turned into an adverb. For example: “I can’t just walk up to someone and introduce myself,” whispered one of the seven dwarfs bashfully.”
Prepositions

Use the prepositions below to finish the story, which is told from a mouse’s point of view.

across  behind  beside  off  over
at      before  from   on   through
around  below  if      out  under

Cat and Mouse

One day I was peeking ________________ a hole in the wall
when I saw a cracker ________________ the sofa. The problem
was that kitty was ________________ the sofa taking a nap.
Because I barely lived ________________ my last experience with
her, I was not looking forward to meeting her again.
I were really careful and really quiet, I might make it, so I decided to
give it a try. I sneaked ________________ the edge of the rug
stopping ________________ the coffee table to be sure kitty was
still asleep. I was halfway ________________ the room when I saw
the cat’s green eyes looking right ________________ me!
________________ she could pounce, I scurried ________________
the TV set. She leaped ________________ the TV. I was hiding
________________ her. She knocked a lamp ________________
the table, but it didn’t hit me. The lady came running when she heard
the noise, and she threw the cat ________________ of the house!
Boy, that cracker tasted good!
Prepositional Phrases

Read the social studies article about the gold rush below. Then list the prepositional phrases on the lines. Underline the object of the preposition in each phrase.

Go for the Gold

In 1849, gold was discovered at Sutter’s Mill in California. Thousands of settlers headed west. They packed up everything they owned. They traveled in wagon trains on the Oregon Trail. The pioneers were looking for wealth. They started new lives in towns throughout the West.

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

At Home: Would you like to travel back in time to the gold rush days? What would be most exciting? What would be most difficult? Discuss your ideas.

McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs,
pages 430–431

Critical Thinking
Object Pronouns in Prepositional Phrases

Read the description of the community art show. Then list the prepositional phrases and any object pronouns they contain.

Exhibit A

There is an art show at the community center. I sent an invitation to you. This is a photograph of a girl in dog training class. Her dog is beside her. Look closely at his painting of the bridge. Under it is a gremlin. There is a sculpture in the back room. The table has a statue on it. This mural is part of the permanent collection. The artist gave it to us. Here is a portrait of John’s grandfather. John is named after him. The landscape is hanging in the hall. I wanted to show it to you. We can stay for a while longer.

<table>
<thead>
<tr>
<th>Prepositional Phrase</th>
<th>Object Pronoun</th>
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</table>
Interjections

Use the words in the list to complete the sentences. Be sure to add correct punctuation to each interjection.

<table>
<thead>
<tr>
<th>Look</th>
<th>Hurry</th>
<th>Safe</th>
<th>Wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go</td>
<td>Listen</td>
<td>Oh, no</td>
<td>Remember</td>
</tr>
<tr>
<td>Wow</td>
<td>Run</td>
<td>Stop</td>
<td>Careful</td>
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<td></td>
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<td></td>
<td>Great</td>
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</tbody>
</table>

Play Ball!

1. ______________ The coach is talking to the team before the game.

2. ______________ He has one more thing to tell the players.

3. ______________ We want to have fun.

4. ______________ Here’s your chance to steal second.

5. ______________ Don’t get picked off.

6. ______________ before he tags you.

7. ______________ or you won’t make it.

8. ______________ Hold up at second base.

9. ______________ The runner on third base wants to steal home.

10. ______________ the catcher might tag him out at the plate.

11. ______________ The runner slides into home plate and scores.

12. ______________ The team wins the game by a run.

13. ______________ We are in first place.

At Home: Discuss with a family member the tone of voice that might be used for each of the interjections in the lesson above.

Critical Thinking
Read the sentence pairs below. Choose from the list of conjunctions to create complex sentences. Then rewrite the sentences at the bottom of the page to create a composition.

after although as because before if since until when

1. I have loved dogs. I was a baby.
2. I was really excited. We moved to Alaska.
3. I knew it would be only a matter of time. I would have a dogsled team.
4. I didn’t know anything about them. I had to read a lot about dogs and teams.
5. I decided to work with a dog trainer. I tried to raise pups on my own.
6. The trainer let me help him with his dogs. He didn’t let me drive the team.
7. I want to race in the famous Iditarod. I grow up.
8. It will be a long time. I am ready to take on such a big challenge.
9. I know that I will make this dream come true. I work hard.
10. I can’t wait. I am ready to have my own team.

Mush!
Mechanics and Usage: Commas with Introductory Prepositional Phrases and Interjections

Read the letter about a class field trip to Gettysburg. Then rewrite the letter with the commas in place.

Dear Mom,

Well you won’t believe what happened. When we got off the bus at Gettysburg there was Grandma! If I hadn’t seen her with my own eyes I wouldn’t have believed it. Yes the Sterling Silver Senior Center was on a Civil War Battlefield tour. Boy was I surprised. After we got over our shock we had to laugh. Since her group had just arrived they joined our class for the tour. In the late afternoon we finally got on the bus to leave. Wow was Gettysburg amazing.

See you soon.

Josh
Select one of the prepositions from the word bank to fill in each blank in the following sentences. Some prepositions may be used more than once. Some may not be used at all. When you are finished, renumber the sentences in order to make a story.

<table>
<thead>
<tr>
<th>above</th>
<th>after</th>
<th>along</th>
<th>among</th>
<th>around</th>
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<th>behind</th>
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<td>beneath</td>
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<td>beyond</td>
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1. You see these strange crabs riding the waves breaking ______________ the ocean surface. ______
2. Both get washed ______________ ______________ the shore. ______
3. Hundreds, even thousands, of crabs arrive ______________ the mating ritual. ___
4. Eventually, the tide takes them back ______________ the open sea. ______
5. ______________ the high-water mark, the shore does not get wet. ______
6. ______________ the low-water mark, it is always wet. ______
7. Tides are different ______________ waves. ______
8. Seaweed floats ______________ the waves too. ______
9. ______________ some places ______________ the East Coast, the month ______ June is horseshoe crab time. ______
10. If you walk ______________ the beach, you may see some tangled ______ seaweed. ______
11. Tides have a big effect ______________ some shores. ______
12. Sometimes there is a large area ______________ high- and low-water marks. ___
13. When sea creatures find themselves ______________ this intertidal zone, they have to find ways to survive. ______

At Home: Look at the list of prepositions above. List the ones that you haven’t used in these sentences. Write a sentence using each of them.

Critical Thinking
Common Errors: Adverbs

What's wrong here? Rewrite each sign correctly.

Well Food Eaten Here

YOU’LL NOT NEVER FIND LOWER PRICES.

DRIVE SLOW THROUGH TUNNEL.

Hold your purse tight.

Don’t never walk here!

Go direct to the front of the line.

Step live; keep line moving!

Keep good; take vitamins!
Choose a favorite fiction or nonfiction book. Make up your own author, title and subject cards for it. Be sure to include a short summary.

Title Card

Subject Card

At Home: Tell a family member about your choice of book. Why did you choose it? What about the story do you like?
Vocabulary: Figurative Language

A. Read the paragraph. Choose a word or phrase to replace each underlined word or phrase. Write the number of the word or phrase on the line.

My Favorite Food

My mom says that I usually 1. don’t eat very much. But when it comes to Grandma’s biscuits, I am 2. very hungry. Grandma thinks that I eat 3. lots. That’s because Grandma’s biscuits are 4. really light. They are 5. tasty. When the biscuits are in the oven, the whole house smells 6. good. 7. I can’t wait until they come out of the oven. When I see them, I 8. swallow them right down. I could eat a 9. lot. In fact, I could eat until I 10. am full.

- as hungry as a bear
- burst
- carload
- eat like a bird
- lighter than air
- like a bakery
- like a horse
- mouth-watering
- I’m on pins and needles
- wolf

B. On a separate sheet of paper, describe a particular food or meal that you enjoy. Use figurative language in your description.

At Home: What would you serve as a meal for a special occasion? Describe it. Use similes and metaphors to make your description especially delicious.
Composition: Dialogue

Read each statement. Then write a reply. Use descriptive details, vivid dialogue, and correct punctuation to make your replies more interesting.

1. “Where are you going?” asked Mom.

2. Becky turned to Mary and said, “Did you hear that?”


5. Cath tiptoed into the room and whispered, “Lynn? Are you asleep?”

6. “Why aren’t you coming with me?” cried Annie, putting on her coat.


8. “Thank you! Thank you so much!” said Julia, giving Grandma a hug.


At Home: Write a dialogue between yourself and a space alien who has landed in your classroom.