Sentences and Sentence Fragments

REMEMBER THE RULES

• A **sentence** is a group of words that tells a complete thought.
  *Many kinds of plants and animals thrive in deserts.*

• Every sentence begins with a **capital letter** and ends with a **punctuation mark**.

• A **sentence fragment** is a group of words that does not tell a complete thought and cannot stand alone.
  *Many kinds of plants.*

A. Circle **sentence** or **sentence fragment** for each group of words.

1. Last year, Felicia visited the desert. **sentence**  **sentence fragment**
2. She recorded her feelings in a journal. **sentence**  **sentence fragment**
3. A list of desert plants. **sentence**  **sentence fragment**
4. There were many kinds of cactuses. **sentence**  **sentence fragment**
5. Felicia liked one called the prickly pear. **sentence**  **sentence fragment**
6. Beautiful blooms on some of the cactuses. **sentence**  **sentence fragment**
7. No leaves on most of the cactuses. **sentence**  **sentence fragment**
8. Wrote down the desert animals. **sentence**  **sentence fragment**
9. Drew sketches of some of the animals. **sentence**  **sentence fragment**
10. Her journal helps her remember the trip. **sentence**  **sentence fragment**

B. Choose words from the box to make each fragment a sentence. Write the words on the line.

11. ___________________________ was especially interested in the jackrabbits.
   Their ears by eating cactuses Jackrabbits is 40 miles per hour Felicia

12. ___________________________ are the fastest rabbits in America.

13. Their fastest speed ___________________________.

14. ___________________________ can be eight inches long.

15. They get water ___________________________.
Declarative and Interrogative Sentences

REMEMBER THE RULES

- A declarative sentence makes a statement. It ends with a period. (.)
  
  *I would like to go to a parade.*

- An interrogative sentence asks a question. It ends with a question mark. (?)
  
  *Have you ever watched a parade?*

A. Tell whether each sentence is declarative or interrogative. Circle your answer.

1. I remember being in a parade on the Fourth of July. declarative interrogative
2. I was on a float, dressed as Thomas Jefferson. declarative interrogative
3. Why is Jefferson important in America’s history? declarative interrogative
4. Did he write the Declaration of Independence? declarative interrogative
5. I held a quill and pretended I was writing. declarative interrogative
6. My friend was dressed as Benjamin Franklin. declarative interrogative
7. Franklin had a printing business in Philadelphia. declarative interrogative
8. Have you heard about his experiments with electricity? declarative interrogative
9. Franklin helped write the Declaration of Independence. declarative interrogative
10. Who else helped write the Declaration? declarative interrogative

B. Fix each sentence. Add a period or question mark.

11. Do you know why the Declaration was written
12. How many British colonies were there in America
13. The Declaration was written on parchment
14. Who signed the Declaration of Independence
15. Today it is kept in a sealed case to protect it

At Home: Write two interrogative sentences about the Fourth of July. Then write two declarative sentences as answers.
Imperative and Exclamatory Sentences

REMEMBER THE RULES

• An imperative sentence gives a command or makes a request. It ends with a period. (.) Listen to the sounds of a rain storm.

• An exclamatory sentence expresses strong feeling. It ends with an exclamation mark. (!) How different the sounds are!

A. Tell whether each sentence is imperative or exclamatory. Circle your answer.

1. Come see my science exhibit. imperative exclamatory

2. Watch how I make rain. imperative exclamatory

3. Please don’t touch the controls. imperative exclamatory

4. What a lot of rain! imperative exclamatory

5. Oh, now there’s a flood! imperative exclamatory

6. How powerful water can be! imperative exclamatory

7. Follow the path of the moving water. imperative exclamatory

8. Notice what happens to the soil. imperative exclamatory

9. Look at the houses. imperative exclamatory

10. How dangerous a flood is! imperative exclamatory

B. Fix each sentence. Add a period or an exclamation mark.

11. Listen to the recording I made

12. How noisy rushing water is

13. Tell me what you think of my exhibit

14. What fun I had at the science fair

15. How exciting it was to win a blue ribbon

At Home: Write four sentences about a science experiment you remember doing. Include at least one imperative sentence and one exclamatory sentence.
Combining Sentences: Compound Sentences

REMEMBER THE RULES

• A **compound sentence** uses the conjunction **and, or, or but** to join two simple sentences with similar ideas.

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

  *Marco Polo was a traveler, and he was a writer.*

A. Circle the comma and conjunction in each compound sentence.

1. His father was a merchant, and Marco also trained to be a merchant.

2. He studied reading and writing, but he also studied cargo ships.

3. Marco’s father had traveled to China, and he planned another trip.

4. They stopped at a port to get a ship, but the ships were not sturdy.

5. The travelers could sail in an unsafe ship, or they could go on by camel.

B. Correct each compound sentence by adding a comma and the word **and, or, or but**. Write the sentence.

6. The ruler of China knew the elder Polos he welcomed them back.

   ________________________________

7. He was impressed by Marco he invited Marco to work for him.

   ________________________________

8. Marco traveled throughout China his exact routes are hard to trace.

   ________________________________

9. The Polos stayed in China for many years eventually they left.

   ________________________________

10. They had to leave before the ruler died they might have been captured.

   ________________________________

At Home: Write three compound sentences about an explorer you have studied. Circle the comma and conjunction in each sentence.
Mechanics and Usage: Sentence Punctuation

**REMEMBER THE RULES**

- Use a **capital letter** to begin every sentence.
- Use a **period** at the end of declarative and imperative sentences.
- Use a **question mark** at the end of an interrogative sentence.
- Use an **exclamation mark** at the end of an exclamatory sentence.
- Use a **comma** before and, but, or or when joining two sentences.

**A.** Fix each sentence. Circle each letter that should be a capital letter.
Add missing punctuation.

1. antonio enjoys hiking, but he especially likes climbing mountains
2. guess the animals he saw in the woods
3. one animal had long quills all over its body and tail
4. how excited he was to see a porcupine
5. did you know that porcupines can climb trees

**B.** Rewrite each compound sentence. Use correct capitalization and punctuation.

6. antonio saw a moose but he was not close to it

7. a moose may feed on twigs and bark or it may eat plants in a pond

8. is a moose in the horse family or is it a kind of deer

9. the moose is an elk and it is the largest member of the deer family

10. A male’s antlers are huge and they can be an amazing five feet wide

At Home:
Write a short paragraph about a forest animal. Use different kinds of sentences. Proofread for correct capitalization and punctuation.
Mixed Review

REMEMBER THE RULES

- A declarative sentence makes a statement. It ends with a period.
  
  *Some people like to snowshoe in the winter.*

- An interrogative sentence asks a question. It ends with a question mark.
  
  *Have you ever enjoyed this winter activity?*

- An imperative sentence tells or asks someone to do something. It ends with a period.
  
  *Try it sometime if you can.*

- An exclamatory sentence shows strong feeling. It ends with an exclamation mark.
  
  *What giant footprints these are!*

- A compound sentence contains two sentences joined by a comma and the word and, or, or but.
  
  *Old snowshoes were made of wood, but new ones are made of aluminum.*

A. Rewrite each compound sentence correctly. Add missing punctuation marks and joining words.

1. We can go to the park we can walk on the golf course

2. The day is cold the sunshine feels wonderful

3. We can make sandwiches I’ll carry them in my backpack

4. Will you fill the water bottles put them in the backpack

5. Get your gloves then you’ll be ready to go

B. 6.-10. Next to each sentence you wrote, indicate what kind of sentence it is. Write D for declarative, I for interrogative, IM for imperative, and E for exclamatory.

At Home: Write a paragraph about a storm. Try to use the four kinds of sentences.
Complete Subjects and Complete Predicates

REMEMBER THE RULES

• Every sentence has two main parts: the subject part and the predicate part.
• The complete subject has all the words that tell whom or what the sentence is about. It can be one word or many words.
• The complete predicate has all the words that tell what the subject is or does. It can be one word or many words.

Many people / plant vegetable or flower gardens.

A. Draw a vertical line ( | ) between the complete subject and the complete predicate.

1. Lian’s family planted a special vegetable garden.
2. Lian has happy memories of this time.
3. Her father and mother came to America from Asia.
4. Some of the vegetables in Asia are not grown in America.
5. Lian’s parents grew these special vegetables in their garden.
6. Each person in the family planted, watered, and weeded the garden.
7. Lian’s aunt and uncle came on weekends to work in the garden.
8. Lian and her brother worked in the garden after school.
9. The family shared the vegetables with their neighbors.
10. The grateful neighbors invited the family to a neighborhood party.
11. Everyone at the party enjoyed delicious vegetables.

B. Choose a complete subject or a complete predicate from the box to finish each sentence. Write the sentence part on the line.

12. ________________________________ helped the plants grow.

13. Insects ________________________________

14. ________________________________ ripened at different times.

15. Lian’s father ________________________________

At Home: Write a few sentences about something you enjoyed doing with your family. Draw a vertical line ( | ) between the complete subject and the complete predicate.
Simple Subjects

REMEMBER THE RULES
• The main word or words in the complete subject is the simple subject.
  *My city has a community center with many activities.*
• The simple subject tells you exactly whom or what the sentence is about.

A. Circle the simple subject of each sentence.
1. Acting classes are one kind of activity.
2. The acting teacher puts on a play each year.
3. Mrs. Baseman asked for volunteers.
4. My cousin Jesse was in a play this year.
5. The play took place in the future.
6. Jesse’s part was a boy called Jupiter.
7. Jupiter spoke a strange language.
8. The other characters spoke English.
9. My cousin’s costume was a silver jumpsuit.
10. His silver jumpsuit had a red streak on each arm.

B. Choose a simple subject from the box to complete each sentence.

```
| actors | audiences | costumes | Jesse | Jupiter |
```

11. ________________________ was the main character in the play.
12. ________________________ had to learn Jupiter’s language.
13. The ________________________ helped each other practice their lines.
14. The ________________________ were ready for the dress rehearsal.
15. The ________________________ applauded loudly every night.

At Home: Write a paragraph about a play you have been in or one you have seen. Circle the simple subject in each sentence.
Simple Predicates

REMEMBER THE RULES

• A **simple predicate** is the main word or words in the complete predicate.
  
  *My family **went** to a family reunion last summer.*

• The **simple predicate** is always a **verb** in the sentence.

A. Underline the complete predicate in each sentence. Circle the simple predicate.

1. My grandparents live on a dairy farm in Wisconsin.

2. All of us met at their place.

3. My aunts, uncles, and cousins came from many states.

4. Children from the city liked the animals on the farm.

5. They waved to the cows in the field.

6. Some family members brought photograph albums.

7. We laughed at our baby pictures.

8. My grandpa talked about his life as a farmer.

9. Grandma told funny stories about my mom.

10. The days passed quickly.

B. Write the simple predicate of each sentence.

11. Uncle James organized a volleyball game. ____________________________

12. Aunt Carla won the game for my team. _________________________________

13. Everyone ate dinner together after the game. __________________________

14. My dad cooked his famous spaghetti sauce. ____________________________

15. Grandma baked three kinds of pie for dessert. _________________________

At Home: Write four sentences about a time that members of your family got together with one or more relatives. Underline the simple predicate in each sentence.
Combining Sentences: Compound Subjects

REMEMBER THE RULES

• A **compound subject** has two or more simple subjects that have the same predicate.

  *Lena and I cook Mexican food.*

• Two sentences with the same compound predicate can be combined by linking the subjects with **and** or **or**.

A. Circle the compound subject of each sentence.

1. Tacos and enchiladas are my favorite Mexican dishes.
2. Angelica and Eduardo showed me how to make them.
3. Beans, beef, or chicken can be fillings for both dishes.
4. Tomatoes and lettuce are sometimes added to tacos.
5. Chili sauce and cheese go on top of enchiladas.

B. Circle the simple subjects in each pair of sentences. Then write them as a compound subject to combine the sentences.

6. Angelica rolled tortillas around fillings to make enchiladas.
   I rolled tortillas around fillings to make enchiladas.

7. Eduardo folded tortillas with fillings to make tacos.
   I folded tortillas with fillings to make tacos.

8. Angelica ate a delicious lunch. Eduardo ate a delicious lunch. I ate a delicious lunch.

9. Mom asked me to make enchiladas. Dad asked me to make enchiladas.

10. Tuesday will be the night for enchiladas. Wednesday will be the night for enchiladas.

At Home: Find four sentences in a newspaper or magazine that have a compound subject. Underline the compound subject in each sentence.
Combining Sentences: Compound Predicates

**REMEMBER THE RULES**
- A **compound predicate** has two or more simple predicates that have the same subject.
  
  *Most rabbits eat and play from dusk to dawn.*
- Compound predicates are joined by the word **and** or **or**.
- Two sentences that have the same simple subject can be combined by linking the predicates with **and** or **or**.

**A.** Write the compound predicate of each sentence.

1. Michael brushes and pets his rabbit, Peanut Butter, every day. ________________
2. He cleans and refills her litter box every other day. ________________
3. Pet rabbits eat and drink a little bit all day and all night. ________________
4. They lick and clean their fur all the time. ________________
5. Rabbits rest or sleep during the day. ________________

**B.** Circle the simple predicates in each pair of sentences. Then write them as a compound predicate to combine the sentences.

   
   Michael’s rabbit ____________________________ new things.

7. She jumps in the air to show happiness. She twists in the air to show happiness.
   
   She ____________________________ in the air to show happiness.

8. All rabbits chew. All rabbits dig.
   
   All rabbits ____________________________.

   
   Peanut Butter ____________________________ newspaper.

    
    Peanut Butter ____________________________ at a strange sound.

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**McGraw-Hill Language Arts**
**Grade 5, Unit 1, Sentences, pages 22–23**

**At Home:** Write four sentences about a pet. Include compound predicates in your sentences. Underline the compound predicate in each sentence.
Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

- A run-on sentence joins sentences that should be written separately or as a compound sentence.
- One way to correct a run-on sentence is to separate each complete idea into a sentence.
- Another way to correct a run-on sentence is to rewrite it as a compound sentence. Use a comma and the word and, or, or but to combine the sentences.

A. Find the sentences that are joined in each run-on sentence. Draw one line under the first sentence, and draw two lines under the second sentence.

1. The ancient Maya lived in Middle America they built enormous structures.
2. The Maya used stone blocks for building these blocks were huge and heavy.
3. Workers had to lift the blocks some of the workers were probably enslaved.
4. Structures included palaces and pyramids the city of Copán had a ball court.
5. Teams played a game called pokta-pok in this court it was a rough game.

B. Rewrite each run-on sentence by forming a compound sentence.

6. Some Maya men were soldiers and merchants most were farmers.

7. Teenage boys moved to group homes girls remained with their families.

8. Kings ruled the cities events in their lives were recorded on tall stones.

9. The symbols carved into the stones represented objects they stood for sounds.

10. The Maya also invented a number system merchants used it in their business.

At Home: Write four sentences about an ancient civilization you have studied in school. Check for any run-on sentences and correct them.
Mixed Review

REMEMBER THE RULES

• The **simple subject** is the main word or words in the complete subject.

  *Some very interesting animals live in water.*

• The **simple predicate** is the main word or words in the complete predicate.

  *Some very interesting animals live in water.*

• A **compound subject** has two or more simple subjects that have the same predicate. You can combine two sentences by using a compound subject.

  *Children and adults enjoy visiting a museum aquarium.*

• A **compound predicate** has two or more simple predicates that have the same subject. You can combine two sentences by using a compound predicate.

  Visitors **see and appreciate** a variety of animals.

A. Draw one line under the simple subject and two lines under the simple predicate for each sentence.

1. Last year, Luis went on a school trip to an aquarium.

2. The young boy’s memories of this trip are very special.

3. The students rode on a bus for about an hour to a nearby city.

4. The large aquarium exhibited more than 2,000 fish and water animals.

5. Luis especially liked the tank with sharks, turtles, and eels in it.

B. Circle the compound subject or the compound predicate for each sentence.

6. Guides and teachers answered questions about the different animals.

7. A special exhibit allowed and encouraged visitors to handle animals.

8. Luis touched and examined several animals in this tide-pool exhibit.

9. Dolphins and sea lions performed in shows for the aquarium visitors.

10. The dolphins danced or skipped on top of the water.
A. Read each group of words. Write F if the words are a sentence fragment. Write S if the words are a complete sentence.

1. China’s first ruling emperor. _____ 4. Many drawn and ready crossbows. _____
2. His name was Shih Huang Ti. _____ 5. A map of the known world. _____
3. He came to power as a boy. _____ 6. A life-sized clay army. _____

B. Rewrite each run-on sentence as two separate sentences or as a compound sentence. Use correct capitalization and end punctuation.

7. The emperor thought the clay army would protect him he thought it would keep him safe in the afterlife.

8. The largest trench had more than 3,000 foot soldiers they were all different.

9. There were 200 soldiers they had real bows and arrows.

10. The second trench held the cavalry the third trench was command headquarters.

At Home: Write a paragraph about something interesting you have seen. Check your writing for run-on sentences and sentence fragments.
Study Skills: Note-Taking and Summarizing

- **Take notes** when you do research so you will remember what you have read. Write the **main idea** and the **most important details**.
- Write the **source** of your information and the question that you would like the source to answer. A **primary source** is a firsthand account of an event.
- Then **summarize** the information in as few words as possible.

Read the excerpt from the remembrances of Lincoln’s stepmother. Take notes on the important ideas, then write a summary of what you have read.

Abe read all the books he could get his hands on, and when he came across a passage that struck him, he would write it down on boards if he had no paper and keep it there till he did get paper, then he would rewrite it, look at it, repeat it. He had a copybook, a kind of scrapbook, in which he put down all things and then preserved them. He ciphered on boards when he had no paper or no slate, and when the board would get too black, he would shave it off with a drawing knife and go on again. When he had the paper he put his lines down on it.

**Source:**

1. 

**Notes:**

2. 

3. 

4. 

5. 

**Summary:**

5. 

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**At Home:** Listen to a news report of one news story on television and take notes. Then summarize the report in your own words.
Vocabulary: Time-Order Words

- Time-order words and phrases tell when things happen and the order in which they happen.

  *First, we got our tickets.*
  *As soon as we were in the theater, we found our seats.*
  *Finally, the movie started.*

A. You are helping your dad with the yard work. Circle a time-order word or phrase to finish each sentence below.

1. On Saturday, I went outside *(as soon as, before)* I was finished with breakfast.
2. *(First, Tomorrow)* I got out the rake and the wheel barrow.
3. *(Then, Finally)* I helped rake leaves.
4. *(Second, Next)* I mowed the back lawn.
5. *(In the meantime, Tonight)* my dad clipped the grass around the edges.
6. *(At the same time, Before)* my mom weeded the flower beds.
7. *(Then, Second)* she went in the vegetable garden and picked tomatoes.
8. *(Yesterday, As soon as)* I was finished mowing, I went to help Mom.
9. After we had worked all morning, we *(finally, now)* took a break.
10. As we ate tomato sandwiches, Mom said, *(Yesterday, Tomorrow)* we can work on the front yard!

B. Use time-order words or phrases to complete the sentences.

11. __________________ I got up and got dressed. __________________ I fixed breakfast.
12. __________________ I had started eating, the phone rang. __________________ someone knocked at the door.
13. __________________ I answered the door, the dog got loose. __________________ the phone rang again.
14. __________________ I chased my dog down the street. __________________ I let Mrs. West into the house.
15. __________________ Mrs. West waited for Mom to come downstairs, I __________________ ate my cereal.
Composition: Main Idea

- The **main idea** of a paragraph is stated in a topic sentence. It tells what the writing is about. The other sentences in the paragraph add details to develop or support the main idea. Here are two topic sentences.

  *Pioneers on the Oregon Trail faced many hardships on their journey.*
  *Birds, amphibians, reptiles, and small mammals are all members of the backyard wildlife community.*

A. Underline the topic sentence in each group of sentences below.

1. Thomas Edison was a hard-working inventor.
   Edison took catnaps in his lab because he was too busy to sleep.

2. Your heart pumps blood through your arteries, veins, and capillaries.
   The strongest muscle in your body is your heart.

3. Magma, which is melted rock, heats up underground water.
   A geyser is a jet of steam and water that shoots out of the ground.
   The pressure of the heated water causes it to escape.

4. Nova Scotia is one of the Maritime Provinces.
   Canada is divided into ten provinces and two territories.

5. It is important to practice bicycle safety.
   Helmets should be worn at all times.

B. Write a main idea sentence for each of the following topics.

6. Your favorite hobby

7. The best way to travel

8. A winter sport for everyone

9. The world’s greatest artist

10. Cleaning up the environment
Features of Personal Narrative

A good personal narrative
- tells a story from **personal experience**.
- expresses the writer’s feelings by using the **first-person point of view**.
- has an interesting **beginning, middle, and end**.
- shares events in **sequence** that makes sense.
- uses **time-order words** to connect ideas and show the sequence of events.

1.-5. A. Read these sentences from a paragraph in a personal narrative. Number the sentences 1 through 5 in a sequence that makes sense.

   _____ Then, we picked up our luggage, had our passports stamped, and exited into the main lobby of the airport terminal building.
   _____ What happened first was that my sister saw the Statue of Liberty from the window of the airplane.
   _____ I spotted my aunt immediately because she looked so similar to my grandmother.
   _____ As the plane touched the runway, my family held hands and smiled.
   _____ When we arrived at my aunt’s house, I finally had a chance to meet my American cousins to whom I had written letters for the past year.

B. Write a paragraph about winning an award for writing. Notes for each sentence are in parentheses. Write the paragraph in the first person.

6. (An auditorium is full of students.) ____________________________

7. (You are named the contest winner.) ____________________________

8. (You go to the stage.) ____________________________

9. (You say something.) ____________________________

10. (The audience applauds.) ____________________________

**At Home:** Choose an idea for a personal narrative you might write. Write details for the beginning, middle, and end on a list.
Prewrite: Personal Narrative

A personal narrative is a story about events and experiences from your own life. The purpose of a narrative is to share an experience and explain your thoughts and feeling about it. You can use a main idea map to organize your ideas.

Plan your own personal narrative. Think of a personal experience you would like to share with others. Brainstorm some ideas. Then choose your topic. Write your main idea and list details on the map.

CHECKLIST

- Have you chosen an interesting topic and explored ideas?
- Is your main idea supported by details?
- Do you need to do any research?

At Home: Ask a family member to share an experience from his or her childhood with you.
Revise: Personal Narrative

One way to improve your personal narrative is to elaborate. When you elaborate, you revise your writing by adding important ideas and details. You also may need to add more about how you felt during your personal experience.

My Notes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Humpback whales</td>
<td></td>
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<tr>
<td>Baleen whales with two long flippers</td>
<td></td>
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<tr>
<td>Travel in pods</td>
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<tr>
<td>Sing, click, groan under the water</td>
<td></td>
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<tr>
<td>Barnacles</td>
<td></td>
</tr>
</tbody>
</table>

Pretend you wrote the following personal narrative after you interviewed a marine biologist. Read the notes you took. Add some details from your notes to your narrative. Then add other details about your feelings. Add a title, too. Write your new paragraphs on a separate sheet of paper.

Last summer, I visited my aunt Bertha in Cape Cod. She took me whale watching. I was so excited because I had never seen a whale in the wild before.

When the captain yelled, “There she blows!” we all ran to the boat’s railing and looked at the enormous spewing of air and water. I didn’t know where the whale was going. At first, I didn’t see any others, but then I spotted more. My aunt handed me a camera and I began snapping pictures. I could see one whale quite well. It had funny-looking things on its body.

Then the boat began to sway. My stomach began to churn. I was so seasick that I couldn’t hold the camera any longer. Other people were looking green, too. So the captain decided it was time to return to shore. I was so happy to be on solid ground once again.

At Home: Write a paragraph about an experience you shared with a relative. Then revise your work by adding details and your feelings about the experience.
After you revise your personal narrative, you will need to proofread it to correct errors in mechanics, grammar and usage, and spelling.

Read the following personal narrative. Make sure there are no sentence fragments. Remember to add commas in compound sentences, and include the correct end punctuation. Use the proofreading marks from the box to mark any errors you find. Rewrite the paragraphs on another sheet of paper.

**On Alert**

One Saturday afternoon, I was up in my room building a model airplane. Then I began to smell something burning. At first I thought the smell was coming from our kitchen downstairs but everything was OK. Then I opened the backdoor and that’s when I really smelled and saw the smoke. Ominous smoke and fumes were gushing out of the basement window of the house directly across from our yard.

Yikes I was about to scream and panic. Instead I grabbed for the phone and I dialed 911. Then I looked up my neighbor Mrs. Gomez’s number and I called her. She had been napping. After she heard the news from me, she ran outside.

The volunteer firefighters discovered that the fire was caused by some bad wiring. They put out the fire very quickly.

One of the firefighters said, “You did the right thing, son,” and then Mrs. Gomez gave me the biggest hug ever.

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**At Home:** Look up the word *ominous* in a dictionary and a thesaurus. Then rephrase the sentence above that has the word *ominous*. Use words other than *ominous* to get across the same thought.
Nouns

**REMEMBER THE RULES**

- Nouns are words that name people, places, things, or ideas.

  *Farmers plant crops in several fields.*

  - **persons**
  - **things**
  - **places**

A. Underline the nouns in each sentence. Draw a line from each noun to the word that tells what the noun names.

1. A tornado went through a large farm.
   - person
   - place
   - thing
   - idea

2. The windstorm did not damage the house.
   - person
   - place
   - thing
   - idea

3. Several relatives came from out of town.
   - person
   - place
   - thing
   - idea

4. Neighbors helped put up a new fence.
   - person
   - place
   - thing
   - idea

5. The family expressed their gratitude over and over again.
   - person
   - place
   - thing
   - idea

B. Fill in each blank with a noun from the box. Answers may vary.

6. Severe __________________________ causes great __________________________.

7. Many __________________________ work together to help those in __________________________.

8. A __________________________ may flood a __________________________.

9. Rescue __________________________ go out in __________________________.

10. Town __________________________ set up __________________________.

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**At Home:** Write four sentences about a natural disaster you have experienced or heard about. Underline all the nouns in your sentences.
Singular and Plural Nouns

**REMEMBER THE RULES**

- **Singular nouns** name one person, place, thing, or idea.
- **Plural nouns** are usually formed by adding -s or -es. They name more than one person, place, thing, or idea.

*Patches may be sewn together to make the top layer of some quilts.*

A. Circle singular or plural to identify the form of the underlined noun.

1. In colonial America, many women made quilts. **singular** plural
2. They took turns meeting at their houses to sew. **singular** plural
3. This activity was called a quilting bee. **singular** plural
4. Everyone worked together on one quilt that was stretched on a quilting frame. **singular** plural
5. With many sewers, a quilt could be finished more quickly. **singular** plural
6. Quilters created many quilt patterns. **singular** plural
7. One design had rows of ships. **singular** plural
8. Another design looked like a flower. **singular** plural
9. The stitches on quilts were very small. **singular** plural
10. Quilts were used as covers for beds and the backs of chairs. **singular** plural

B. Fill in each blank with the correct plural form of the singular noun in parentheses.

11. Quilting bees were also a time for (party) ____________________________.
12. In the evening, (family) ____________________________ would come to the house.
13. (Neighbor) ____________________________ lived far apart in those days.
14. They enjoyed sharing (meal) ____________________________ and dancing.
15. Today people take (class) ____________________________ to learn how to make a quilt.

At Home: Write four sentences about a hobby. Underline each singular noun. Circle each plural noun that ends with -s or -es.
More Plural Nouns

REMEMBER THE RULES

• Change -f to v and add -es to form the plural of some nouns ending in f or fe, for example, life-lives.

• Add -s to form the plural of nouns ending in a vowel followed by o, for example, radio-radios.

• Add -s or -es to form the plural of nouns ending in a consonant followed by o, for example, piano-pianos and veto-vetoes.

• Some nouns have a special plural form that does not end in -s, for example, woman-women.

• Some nouns stay the same whether singular or plural, for example, geese-geese.

A. Write the plural form of each noun.

1. volcano ____________________________ 6. tomato ____________________________
2. moose ______________________________ 7. rodeo ____________________________
3. shelf ________________________________ 8. half ________________________________
4. patio ________________________________ 9. tooth ______________________________
5. loaf ________________________________ 10. trout _____________________________

B. Circle the correct plural form to complete each sentence.

11. I joined a walk to raise money to help sick ______.  
   childs  children

12. We believed medical research could save ______.  
   lives  lifes

13. Newspaper reporters snapped ______ and asked questions.  
   photoes  photos

14. People along the way were making home ______.  
   videoes  videos

15. My ______ were tired, but I felt good.  
   feet  foots
Common and Proper Nouns

REMEMBER THE RULES
• Common nouns name any person, place, thing, or idea.
• Capitalize proper nouns that name particular people, places, things, or ideas.

A lizard that can fly lives in Malaysia.

common noun proper noun

A. Circle common noun or proper noun to identify each noun.
1. forest common noun proper noun
2. February common noun proper noun
3. spring common noun proper noun
4. lizard common noun proper noun
5. David common noun proper noun
6. science common noun proper noun
7. Saturday common noun proper noun
8. Ash Road common noun proper noun
9. street common noun proper noun
10. Nature Museum common noun proper noun

B. Underline the common nouns in each sentence. Write the proper nouns.
11. The Willow Science Center in my town helps salamanders.

12. At night in March, these little creatures have to walk across Henry Street.

13. They lay eggs in Peter’s Pond on the other side of this busy road.

14. Thomas and other volunteers helped build tunnels for the salamanders.

15. On Friday, Thomas and his friends Jerry, Laura, and Ana helped with the project.

At Home: List six common nouns and six proper nouns. In each list, include two nouns in each of these categories: persons, places, things.
A. Draw a line through each proper noun. Rewrite the nouns on the line above each sentence. Use correct capitalization.

1. My group report on Thanksgiving day for Mrs. Caron’s class is due on Friday.

2. Felipe, Bian, and I are meeting at Smith Library to do research.

3. In 1623, Governor William Bradford made July 30 a day of thanks for Plymouth Colony.

4. On November 26, 1789, President George Washington also declared a day of thanks.

5. The editor of Godey’s Lady’s Book, Mrs. Sarah Hale, wanted a day of thanks.

B. Complete each sentence with a proper noun. Use correct capitalization.

6. In the ______________________, graves are decorated with flags and flowers on ______________________.

7. This holiday is observed on the last ______________________ in the month of ______________________.

8. ______________________ is the holiday in ______________________ that honors our country’s flag.

9. ______________________ in ______________________ is named for the explorer ______________________.

10. ______________________ Ferdinand V and ______________________ Isabella sponsored his first voyage.
Mixed Review

REMEMBER THE RULES

- Most plural nouns end in -s or -es, but some plural nouns have special forms.
  
  Most children like toys.
  
  ↑  ↑
  
  special form  ends in -s

- Common nouns name any person, place, thing, or idea.

- Proper nouns name a particular person, place, thing, or idea and begin with a capital letter.

  I know that Tanya likes stuffed animals.
  
  ↑  ↑
  
  proper noun  common noun

A. If the underlined plural form in the sentence is correct, write correct. If the plural form is not correct, write it correctly.

1. My brother persuaded us to help him make beanbag toys. ________________

2. He planned to give all of them to sick childs. ________________

3. We cut out paper patterns and pinned them to cloth. ________________

4. Then we cut out the pieces of cloth and sewed them together. ________________

5. We sewed with yarn and big plastic needles. ________________

B. Circle the common noun or nouns in each sentence. Then write each proper noun, using correct capitalization.

6. We went with my brother to Washington memorial hospital.

______________________________

______________________________

7. All my friends were ready to go early in the morning on saturday. ________________

8. It was the first day of december and very cold. ________________

9. The hospital was in the nearby town of grand lake. ________________

10. We helped read signs and soon found lakeside road. ________________

At Home: Write the common nouns in sentences 6-10 that are singular nouns. Then write the plural form of each one.
Singular Possessive Nouns

**REMEMBER THE RULES**

- Singular possessive nouns show ownership, or possession.
- To form the possessive of a singular noun, add ’s.

  A painter’s brushes are several sizes.

**A.** Write the singular possessive form of the underlined noun.

1. Everyone in Gena’s family helped paint her room.

2. Her mom borrowed a neighbor’s ladder.

3. They used Uncle Fred’s rollers and brushes.

4. Gena wore her brother’s old shirt.

5. Dad noticed that the tip of their cat’s tail was blue!

**B.** Write the singular possessive noun for each group of words.

6. a poster that belongs to a sister

7. the idea of Dad

8. a photo of a friend

9. the hat that belongs to Mom

10. a book that belongs to Sergio

11. a dog that belongs to Aunt Rosemary

12. the nose of the dog

13. the laugh of Gena

14. the chair that belongs to Grandpa Leo

15. a picture that belongs to Grandma Nell

---

At Home: Ask a family member to list four singular nouns. Then use the possessive form of each noun in a sentence. Underline each singular possessive noun.
Plural Possessive Nouns

**REMEMBER THE RULES**
- To form the possessive of a plural noun ending in -s, add an apostrophe (’).
- To form the possessive of a plural noun that does not end in -s, add ’s.

*The children’s reports were about seabirds’ behavior.*

plural possessive noun  plural possessive noun

A. Write the plural possessive form of the underlined noun.
1. People concerned after an oil spill on a beach was wonderful. ________________
2. Many responded to the TV stations call for help. _________________________
3. Birds feathers were covered with oil and had to be cleaned. ________________
4. Helpers followed naturalists instructions on what to do. ____________________
5. It was workers task to clean the oily sand. _______________________________

B. Write the plural possessive noun for each group of words.
6. the cargo of tankers ________________________________
7. the feet of gulls ________________________________
8. work of the women ________________________________
9. help of the men ________________________________
10. vans of volunteers ________________________________
11. water of the oceans ________________________________
12. hands of the people ________________________________
13. wings of birds ________________________________
14. the members of clubs ________________________________
15. the contribution of groups ________________________________

At Home: Ask a parent or older sibling to list four plural nouns. Then use the possessive form of each noun in a sentence.
Combining Sentences: Nouns

REMEMBER THE RULES

- You can combine sentences with similar information about two different nouns.
- Use the conjunction and or or to join nouns in a sentence.

Harry helped rake leaves. Terry helped rake leaves.

Harry and Terry helped rake leaves.

A. Underline the information in each sentence that is similar.

1. Aboul helped take care of the yard. Trulie helped take care of the yard.

2. Aboul picked up twigs. Aboul picked up litter.

3. The boy mowed the grass. The girl mowed the grass.

4. The children filled bags with grass. The children filled bags with leaves.

5. Trulie trimmed the hedge. Trulie trimmed the bushes.

B. Find the two nouns you can join to combine the pair of sentences. Use them to complete the sentence.

6. Trulie trimmed with a pair of clippers. Trulie trimmed with a pair of shears.

Trulie trimmed with a pair of ____________________________.

7. Trulie planted rows of tulip bulbs. Trulie planted rows of lily bulbs.

Trulie planted rows of ____________________________.

8. Hoes are tools to use in soil. Spades are tools to use in soil.

_____________________________ are tools to use in soil.

9. Tulips are spring flowers. Lilies are spring flowers.

_____________________________ are spring flowers.

10. Saturday is the day for chores. Sunday is the day for chores.

_____________________________ is the day for chores.
Mechanics and Usage: Letter Punctuation

**REMEMBER THE RULES**

- A comma follows the greeting and closing in a friendly letter.
- The greeting and the first word in the closing of a letter begin with a capital letter.
- A colon follows the greeting in a business letter.
- A comma separates the name of a city and state, and the day and the year in a date.

A. Circle the following phrases from business letters that have correct capitalization and punctuation.

1. Dear Mrs. Davidson: dear Mrs. Davidson, Dear Mrs. Davidson,
2. Sincerely yours Sincerely yours, sincerely yours,
3. August 22 2001 August 22, 2001 August 22 2001,
4. Columbus: Ohio Columbus Ohio, Columbus, Ohio
5. Very truly yours, Very truly yours: Very truly yours
6. Atlanta Georgia Atlanta, Georgia Atlanta Georgia:
7. dear Ms. Lopez: Dear Ms. Lopez Dear Ms. Lopez:
9. Respectfully, yours Respectfully yours, respectfully yours,
10. Dear Mr. Young: dear Mr. Young: Dear Mr. Young,

B. Write an example for each part of a friendly letter listed below.

11. heading

12. inside address

13. greeting

14. closing

15. signature

**At Home:** Write a business letter to a company that makes a product you like. Use correct capitalization and punctuation.
Mixed Review

REMEMBER THE RULES

- To form the possessive of most singular nouns, add ‘s.
- To form the possessive of a plural noun ending in -s, add only an apostrophe (’).
- To form the possessive of a plural noun that does not end in -s, add -’s.

**plural noun ending in -s**  **plural noun not ending in -s**

\[
\text{The sisters’ favorite book is about two mice’s adventures in a house’s attic.}
\]

- The greeting and the closing of a letter begin with a capital letter.
- A comma follows the greeting and closing of a friendly letter.

\[
\text{Dear Richard, Your friend,}
\]

- A comma separates the name of a city and state and the day and the year in a date.

\[
\text{Oklahoma City, Oklahoma January 1, 2001}
\]

A. In each sentence, write the possessive form of the noun in parentheses.

1. The library in ________________ town had a book sale. (Ramona)
2. It was the ________________ plan for making extra money. (librarian)
3. She wanted to buy beanbag chairs for the ________________ room. (children)
4. Ramona asked classmates to collect their ________________ old books. (families)

B. Add missing punctuation to the following friendly letter. Circle each word that should begin with a capital letter.

5. Coaltown Pennsylvania
6. September 14 2001
7. dear Ramona
8. Everyone at Coaltown Library thanks you for your help with the library’s book sale.
9. We greatly appreciate your classmates hard work, too.
10. your librarian

At Home: Write the possessive nouns from the letter above. Then write SP after the noun if it is a singular possessive or PP if it is a plural possessive.
**Common Errors: Plurals and Possessives**

**REMEMBER THE RULES**

- A **possessive noun** shows who or what owns or has something.
- To form the possessive of most singular nouns, add an apostrophe and -s (‘s).
  
  *A Viking explorer’s life was difficult and dangerous.*
- To form the possessive of a plural noun that ends in -s, add only an apostrophe (’).
  
  *Their warriors’ methods were often brutal.*
- To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s (‘s).
  
  *The freemen’s class included merchants and farmers.*

A. Read each group of words. Label the underlined word **plural, singular possessive, or plural possessive.**

1. the explorer’s ship
2. the warrior’s shield
3. women’s rights
4. the Vikings’ religion
5. Viking shipbuilders
6. the navigator’s knowledge
7. daring expeditions
8. the poets’ sagas
9. the merchants traded
10. the shipbuilder’s skill

B. Write the correct form of the noun in parentheses. Be sure to form the possessive correctly by adding an *apostrophe* and -s (‘s) or an *apostrophe* (’) only.

11. _____________ ship was called the Golden Dragon.  (Eric)
12. He searched for the land where the _____________ light shone at night. (sun)
13. The _____________ voyage took him to Greenland. (explorer)
14. Later, the _____________ voyage to Greenland proved difficult. (colonists)
15. Almost half of the _____________ passengers were lost at sea. (ships)

At Home: Talk to an older family member about your family’s history. Write a paragraph about it. Include at least three possessives.
Study Skills: Choose Reference Sources

- An encyclopedia gives general information about a topic. It may be in book form, on a CD-ROM, or on-line.
- A dictionary lists words in alphabetical order and gives information such as pronunciation, meaning, and part of speech.
- A thesaurus provides synonyms and antonyms for a word.
- An atlas is a book of maps.
- An almanac contains current information on important people, places, and events.
- The Readers’ Guide to Periodical Literature is an alphabetical list of topics and magazine articles about those topics. The listing gives the name of the magazine, the date, and the page numbers.

Write the reference source you would choose to answer the following questions.

1. How much rainfall does Los Angeles, California, usually get in a year? ____________________________

2. What are three synonyms for speak? ____________________________

3. Who was baseball’s Most Valuable Player for the American League in 1960? ____________________________

4. You know you saw a magazine article about volcanoes a few months ago. What source can help you find the magazine and the issue? ____________________________

5. You want some general information about Francisco Pizarro. ____________________________

6. What states border Mexico? ____________________________

7. What is the correct pronunciation of indigo? ____________________________

8. Is Hawaii on the equator? ____________________________

9. What were the years that Jimmy Carter was President? ____________________________

10. Where are wombats found? ____________________________

At Home: List two questions you could use an almanac to answer.
Vocabulary: Compound Words

- A **compound word** is a word made from two or more words joined together. A compound word can be written as one word, as two or more words separated by a hyphen, or as two separate words.

  grandmother  sister-in-law  foster brother

A. Choose a compound word from the list to complete each sentence below.

<table>
<thead>
<tr>
<th>ball park</th>
<th>dining room</th>
<th>backyard</th>
<th>spaceship</th>
<th>baseball</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyone</td>
<td>grandfather</td>
<td>birthday</td>
<td>farmhouse</td>
<td>seventy-five</td>
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</tbody>
</table>

1. We went to a ________________ party for my grandfather.
2. Gramps was ________________ years old.
3. I gave Gramps a ________________ cap.
4. “I can wear this at the ________________!” he said.
5. Mom brought the cake into the ________________.

B. Make compound words by joining the following words. Write the words on the lines.

<table>
<thead>
<tr>
<th>court</th>
<th>home</th>
<th>house</th>
<th>team</th>
<th>tennis</th>
<th>out</th>
<th>wood</th>
<th>work</th>
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At Home: When have you celebrated a family birthday? Use compound words to describe the event.
A. Write L if it is a lead sentence and E if it is an ending sentence.

1. Have you ever made a movie? _______
2. And if you believe this story, you will believe anything! _______
3. As he went to sleep, he thought about all he had learned. _______
4. Think about the many kinds of traditions with which you are familiar. _______
5. Dan was bursting with anticipation as he ran up the front steps. _______
6. That afternoon was great because she finally learned how to rope a steer. _______
7. Paula and her family were finally heading home. _______
8. Until last night, Jerry and Greg were best friends. _______
9. Will these endangered species survive for another century? _______
10. Did you know that cats are fascinating creatures? _______

B. Underline the best ending sentence in each pair.

11. I have a hardworking dog.
   When I need a helper, I know I can always count on my dog, Buzz.

12. Kenny was home in time for dinner, in spite of the strange afternoon.
   Kenny was glad he wasn’t late.

13. So, more car pools and fewer cars would be a big improvement.
   If more people would car pool, the air would be cleaner.

14. Carly hoped Elena would return home.
   Carly hugged Elena at last and said, “I'm so glad you are home!”

15. Television is a good way to waste too much of your time.
   Television takes up a lot of time.

At Home: What is the most interesting thing you have learned this week? Write a strong lead sentence for a description of what you learned.
Features of Persuasive Writing

Writing that persuades
- clearly states an opinion on a specific topic.
- uses convincing reasons and arguments.
- organizes reasons in a logical order.
- usually saves the strongest argument for last.
- includes opinion words.

A. Read the following persuasive paragraph. Underline the topic sentence.

1. We need to pass laws that support products friendly to our environment. Because plastic does not disintegrate, it clogs landfills and sometimes even kills wildlife. For example, the loops from six-packs of beverages have been known to strangle sea birds. It’s wrong to let animals die because we humans like our plastic bags, bottles, and diapers. Chemists have developed new plastic packing materials made from corn or potato starch. Most significantly, these new packing materials disintegrate and leave nothing harmful for the earth. The use of these new packing materials will protect the environment.

B. Use information from the paragraph to answer the following questions.

2. The writer has an unfavorable opinion about what product?

____________________________________________________

3. The writer tries to persuade the reader about what idea?

____________________________________________________

4. The author has a favorable opinion about what product?

____________________________________________________

5. Write two facts from the paragraph that support the topic sentence.

____________________________________________________

____________________________________________________

At Home: Look at an editorial in a newspaper and identify the topic, the writer’s opinion, and facts that support the writer’s opinion.
A persuasive writer tries to change or influence a reader’s point of view about a topic. A well-developed persuasive argument might lead a reader to take some type of action. Usually in a persuasive piece of writing, both opinions and facts are included. A chart can help you keep track of facts and opinions.

Brainstorm and then choose a topic that you feel strongly about. Plan to write a persuasive argument to sway readers to your way of thinking about the issue. On the chart below, list reasons that can help you get your message across. Note whether your reasons are opinions or facts.

<table>
<thead>
<tr>
<th>REASON-AND-EXPLANATION CHART</th>
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<tr>
<td>Position Statement:</td>
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<td>Reason:</td>
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<tr>
<td>Explanation:</td>
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<td>Reason:</td>
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<tr>
<td>Explanation:</td>
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<tr>
<td>Conclusion:</td>
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</tbody>
</table>

**CHECKLIST**

- Did you think about your purpose and audience?
- Did you list reasons and examples that support your opinions?
- Are your reasons organized in a logical way?

**At Home:** Clip a “letter to the editor” from a local newspaper. Review it. Explain what the topic is and whether the writer wrote a good persuasive argument.
Revise: Persuasive Writing

One way to improve your persuasive writing is to elaborate. You can revise your work by including more reasons or details to prove your point. You may need to add some opinion words or phrases, such as those below, to make your writing more persuasive.

<table>
<thead>
<tr>
<th>I believe</th>
<th>obviously</th>
<th>concerned</th>
<th>ought</th>
<th>should</th>
<th>most</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>everyone</td>
<td>in my opinion</td>
<td>I think</td>
<td>you’ll agree</td>
<td></td>
</tr>
</tbody>
</table>

Pretend you wrote the following speech to try to persuade classmates to start a community club. Revise it by adding details and some opinion words. Use a separate piece of paper.

If we began a community club, we could keep in touch with people in our community. We could poll business people and find out how we can help them.

The projects that members of the community club could undertake would be to help clean up the park, hold a fundraiser to raise money for the town library, or throw a party for the volunteer fire department. We could also help senior citizens. I know that the middle school in our neighboring town has a community club and both teachers and students really love it. Maybe you saw posters last month, announcing their street fair.

Kids do make a difference!
Once you revise your persuasive writing, you will need to **proofread** it to correct any errors in mechanics, grammar and usage, and spelling.

**A.** Proofread the following persuasive letter to a business person. Add indents where needed. Combine sentences if appropriate. Use the proofreading marks from the box.

2314 Main street
Patterson, New York 12563
October 19 2002

Mr Joseph Giraldo
Party Goods, Limited
5436 Allen Street
Patterson, New York 12563

Dear Mr. Giraldo:

My school, Lincoln Elementary, began a community club a few months ago. We have been doing some good things to improve the community such as running errands for five senior citizens. Now we want to give a party for the volunteer firefighters. Do you remember how fast they put out the fire at Al’s Pizza Parlor!

The kids at Lincoln would greatly appreciate it if you could contribute some party goods. We’ll need plates, napkins, spoons and cups.

Sincerely
Frances Mahoney
Fifth-grade Student,
Lincoln elementary School

**B.** Use the corrections you marked to rewrite the letter on a separate piece of paper.
Action Verbs

REMEMBER THE RULES
• An action verb tells what the subject of a sentence does or did.

The cheerleaders join hands.

A. Underline the action verb in each sentence.
   1. Our cheerleaders cheered at the game.
   2. The girls jumped high.
   3. They yelled loudly.
   4. One boy flipped backwards.
   5. I liked their dance routine.
   6. Each day, they practice for one hour after school.
   7. Three of the cheerleaders formed a pyramid.
   8. Sometimes they perform in contests.
   9. The fans showed their approval.
   10. The team members enjoyed the show, too.
   11. The crowd clapped for their performance.
   12. Everyone appreciated their enthusiasm.
   13. We left the gymnasium tired but happy.

B. Write another action verb that can replace the underlined verb to make a complete sentence.
   14. People grabbed seats in the stands.
   15. The crowd enjoyed the cheerleaders.
   16. A mascot amused the crowd.
   17. Students giggled at the mascot.
   18. Fans gobbled many kinds of snacks.
   19. People in the stands admired the players.
   20. The fans inspired the players.

At Home: Ask a family member to act out three things people might do at a sporting event. Then describe each action by using an action verb.
Direct Objects

REMEMBER THE RULES

• A **direct object** is a noun or pronoun that receives the action of the verb.
• A **direct object** answers the question *what* or *whom* after the action verb.

*The teacher explained ecosystems.*

direct object

A. For each sentence, underline the action verb. Then write the direct object.

1. The sun provides energy. ________________
2. Plants trap the sun’s heat. ________________
3. Animals consume other organisms. __________
4. Herbivores eat plants. ________________
5. All organisms require phosphorous. __________

B. Read each sentence. Find the action verb and direct object. Write the words under the correct headings on the chart.

6. Ecosystems cycle energy.
7. Some animals digest plants.
8. Plants supply nutrients.
9. Other animals kill their prey.
10. Carnivores devour meat.

<table>
<thead>
<tr>
<th>VERB</th>
<th>DIRECT OBJECT</th>
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At Home: Write three sentences using the action verbs: *eats, consumes, and devours.* Then underline the direct object in each sentence.
Verb Tenses

REMEMBER THE RULES

• A verb in the **present tense** shows that something is happening now, such as *like*.
• A verb in the **past tense** shows that something has already happened, such as *liked*.
• A verb in the **future tense** shows that something is going to happen, such as *will like*.

A. Read each sentence and identify the tense of the verbs in dark type. Underline the correct answer.

1. Some prehistoric people **lived** in caves in Europe.
   - present  past  future

2. Cro-Magnon people **painted** animals on cave walls.
   - present  past  future

3. Today, their paintings still **exist**.
   - present  past  future

4. The pictures **possess** a magical quality.
   - present  past  future

5. Archaeologists **will use** them for studying prehistoric life.
   - present  past  future

B. Read the sentences. Look at each underlined verb. Write **present**, **past**, or **future** on the line to indicate the verb tense.

6. Very few early Americans **lived** in caves.

7. You **will find** caves too cold and damp for habitation.

8. Some Native Americans **preferred** cliff dwellings.

9. The Anasazi are **famous cliff dwellers**.

10. Their cliff dwellings **date** back to around 1200 A.D.

At Home: Use the verbs from Part A in original sentences.
Subject-Verb Agreement

**REMEMBER THE RULES**

- A **singular subject** takes a singular verb. *He looks.*
- A **plural subject** takes a plural verb. *We look.*

A. Choose a verb in parentheses to complete each sentence. Rewrite each sentence so that the subject and verb agree.


2. They (carve/carves) illustrations onto blocks of wood.

3. First the artist (draw/draws) a design on paper.

4. He (glue/glues) the drawing onto a block of wood.

5. Carvers (cut/cuts) away wood between the drawing lines.

6. The design (remain/remains) as raised wood.

7. A printer (apply/applies) ink to the raised surfaces.

8. He (press/presses) the wood block to a piece of paper.

9. Designs (appear/appears) as a print on the paper.

10. Many prints (come/comes) from the same block of wood.

B. Write a singular or plural subject for each verb.

11. __________ goes

12. __________ chews

13. __________ swim

14. __________ yell

15. __________ works

---

At Home: Choose three of the action verbs in Part A and use them in your own sentences. Make sure the subjects of your sentences and the verbs agree.
Spelling Present-Tense and Past-Tense Verbs

**REMEMBER THE RULES**

- Add -s or -es to form present-tense singular verbs.
- Change y to i before adding -es to verbs ending in a consonant and y.
- Add -d or -ed to form past tense verbs.
- Change y to i before adding -ed to verbs ending in a consonant and y.
- Double the consonant before adding -ed to one-syllable verbs ending in one vowel and one consonant.

A. Underline the misspelled verb in each sentence. Rewrite the verb using the correct present-tense spelling.

1. Our school teachs about the Aztec Indians. __________________________
2. My class studys about ancient Indian ruins. __________________________
3. An Aztec ruin exist today in Mexico. ________________________________
4. The Aztec capital, Tenochtitlan, containes pyramids. __________________
5. Each pyramid reachis skyward. ________________________________

B. Underline the misspelled verb in each sentence. Then rewrite the sentence using the correct past tense of the verb.

6. The Aztecs uses pyramids as part of their ceremonial centers.
   ________________________________
7. Only priests, craftsmen, and caretakers lives in ceremonial centers.
   ________________________________
8. Other Aztec people dwelll in farming villages.
   ________________________________
9. Many Aztecs playd a special ball and hoop game.
   ________________________________
10. The Aztec capital occupy present-day Mexico City.
    ________________________________

---

**At Home:** Write two sentences telling what occupation a family member has now. Write two more sentences telling what the family member did years ago.
Mechanics and Usage: Commas

REMEMBER THE RULES

- Use a comma to separate three or more items in a series.
- Use a comma to show a pause after an introductory word.
- Use a comma to set off someone’s name when the person is spoken to directly.

A. Decide whether each sentence is written correctly. Circle correct or incorrect.

1. William Shakespeare was a famous dramatist, poet, and author. correct incorrect
2. No other writer’s plays are more popular more studied or more widely read. correct incorrect
3. Megan, tell us if Shakespeare is still alive. correct incorrect
4. No, Shakespeare is no longer living. correct incorrect
5. His plays attract audiences in large cities, smaller cities, and rural towns. correct incorrect
6. George, Maria and I, did see one of his plays. correct incorrect
7. Yes, we enjoyed it very much. correct incorrect
8. Oh it was very long. correct incorrect
9. Have you ever read *The Taming of the Shrew*, Lisa? correct incorrect
10. Well would you recommend it to others? correct incorrect

B. Add a comma or commas where needed to these sentences.

11. Surprisingly many of our expressions come from Shakespeare.
12. Have you ever heard of the green-eyed monster Matthew?
13. Yes the expression refers to jealousy.
14. Well Shakespeare is the one who used it first!
15. *Hamlet* *Macbeth* and *Othello* are some of his great works.

At Home: Write interview questions to ask Shakespeare if he were still alive. Include commas in your questions.
Mixed Review

**REMEMBER THE RULES**

- A **direct object** receives the action of the verb.
- A **present-tense verb** tells that something is happening now.
  
  present-tense verb  \( \rightarrow \) direct object

  \( \text{Jessica loves her cat.} \)

- A **past-tense verb** tells that something has already happened.

  \( \text{Jessica fed her cat this morning.} \)

- A **future-tense verb** tells that something is going to happen.

  \( \text{Jessica will play with her cat after school.} \)

A. Underline the direct object in each sentence.

1. Jessica’s family will take a trip soon.
2. Jessica will visit her grandparents.
3. A friend will feed Jessica’s cat.
4. Jessica prepared instructions.
5. She writes a detailed list.

B. Circle the tense of the verb that is used in each sentence.

6. Jessica pointed to the cat’s toys on a mat.
   
   present  \( \quad \) past  \( \quad \) future

7. She explained about feeding the cat.
   
   present  \( \quad \) past  \( \quad \) future

8. Her friend will also give the cat water.
   
   present  \( \quad \) past  \( \quad \) future

   
   present  \( \quad \) past  \( \quad \) future

10. She writes the phone numbers of a veterinarian and her grandparents.
    
    present  \( \quad \) past  \( \quad \) future

---

**At Home:** Write the verbs from sentences 1-5. Then write present, past, or future to identify the tense of each verb.
Main Verbs and Helping Verbs

**REMEMBER THE RULES**

- A **main verb** shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.

> Mr. Fields is reading today’s weather forecast.

<table>
<thead>
<tr>
<th>Helping</th>
<th>Main</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forecasters are making predictions.</td>
<td></td>
</tr>
<tr>
<td>They will study weather changes.</td>
<td></td>
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<tr>
<td>Meteorologists can predict storms.</td>
<td></td>
</tr>
<tr>
<td>They may use maps.</td>
<td></td>
</tr>
<tr>
<td>This gas-filled balloon is carrying weather instruments.</td>
<td></td>
</tr>
<tr>
<td>Conditions can change rapidly.</td>
<td></td>
</tr>
<tr>
<td>Weather conditions are radioed to weather stations.</td>
<td></td>
</tr>
<tr>
<td>Air pressure is associated with weather.</td>
<td></td>
</tr>
<tr>
<td>Forecasts are made for you.</td>
<td></td>
</tr>
<tr>
<td>The sun will shine tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>

B. Choose a helping verb and main verb from the box that will complete each sentence. Write the words on the line.

11. Lows _____________ foul weather.
12. Circular clouds _____________.
13. Meteorologists _____________ warnings.
15. A hurricane _____________ lowlands.

**At Home:** Ask a family member to help you list five safety steps to take in severe weather. Include helping verbs and main verbs.
Using Helping Verbs

REMEMBER THE RULES

• Use a form of the verb *be* with the *–ing* form of a verb.
  
  *am, are, is, was, were*

• Use a form of the verb *have* with the past form of most verbs.
  
  *has, have, had*

A. Write a helping verb from the box to complete each sentence. Use each word once.

1. Megan _____________ swimming for her school.

2. Her swim team _____________ practiced since school started.

3. The coaches _____________ invited a guest speaker.

4. The speaker _____________ participated in the Summer Olympics.

5. The swimmers _____________ looking forward to it.

B. Write complete sentences. Use a helping verb from the box above with a form of the verb shown in parentheses. Use each word once.

6. For the first time, the coach (schedule) daily practice.

7. Before this, the swimmers (complain) about not having enough time in the pool.

8. Since then, they (attend) every practice.

9. The team (expect) to improve.

10. They (hope) to win the championship this year.

At Home: Look for sentences with helping verbs in the sports section of your newspaper. Read the sentences aloud to a family member.
Linking Verbs

**REMEMBER THE RULES**

- A linking verb links the subject of a sentence to a noun or an adjective in the predicate. The subject and the verb must agree.
- A noun that follows a linking verb renames or identifies the subject of the sentence.
- An adjective that follows a linking verb describes the subject.

*The opera is wonderful.*

linking verb  adjective

**A.** Circle the simple subject and write the linking verb.

1. The opera is a type of drama. ____________
2. Operas are musical entertainment. ____________
3. The characters seem emotional. ____________
4. Colorful sets appear elaborate. ____________
5. The scenery looks dramatic. ____________

**B.** Use a form of the linking verb shown in parentheses to complete each sentence. Then circle the adjective that follows the linking verb.

6. The talented cast _____________________ realistic. (seem)
7. Their costumes _____________________ beautiful. (be)
8. The opera house _____________________ luxurious yesterday. (look)
9. Most of the music _____________________ lively. (be)
10. The people in the audience _____________________ attentive. (be)

**At Home:** Find sentences with a linking verb in the entertainment section of your newspaper. Identify the subject and the adjective or noun that describes it.
Irregular Verbs

REMEMBER THE RULES

• Irregular verbs do not form the past tense and the past participle by adding -d or -ed.

• The past participle form of a verb is used with the helping verbs have, has, and had.

<table>
<thead>
<tr>
<th>verb</th>
<th>present: He sees the plane.</th>
<th>past: He saw the plane.</th>
<th>past participle (with has, have, or had): He has seen it.</th>
</tr>
</thead>
</table>

A. For each verb, write the past tense on the first line and the past participle on the second line.

1. go  
   __________
   __________

2. drive  
   __________
   __________

3. write  
   __________
   __________

4. eat  
   __________
   __________

5. ride  
   __________
   __________

6. bring  
   __________
   __________

B. Read each sentence. Change the underlined verb or verb phrase to the tense shown in parentheses. Rewrite the sentence.

7. My brother and I have begun a cooking class. (past)
   __________________________________________________________________________

8. You saw him in the kitchen. (present)
   __________________________________________________________________________

9. His waist has grown larger than mine. (past)
   __________________________________________________________________________

10. I have done less eating than my brother. (present)
    __________________________________________________________________________

At Home: Write three sentences telling about a favorite food someone in your family likes to make. Use the present, past, and past participle of the verb make.
More Irregular Verbs

REMEMBER THE RULES

• Irregular verbs do not add -d or -ed to make past tense and past participle forms.
• The past participle is used with the helping verbs has, have, and had.

A. Underline the correct verb or verb phrase to complete each sentence.
1. I (have chosen, have chose) tennis for my hobby.
2. My tennis instructor (has teached, has taught) me how to play.
3. Last week, I (taked, took) a tennis lesson on serving the ball.
4. Before the lesson, I (had thrown, had threw) the ball too low.
5. I (wore, worn) a new tennis shirt to yesterday’s lesson.
6. My friends (spoke, has spoken) to me after the match.
7. I (had known, knows) one girl since kindergarten.
8. We (drawed, had drawn) straws to see who plays next.
9. Helga and Justine (drunk, drank) a lot of water after their match.
10. Many people (have chosen, have choosed) tennis as their favorite sport.

B. Underline the present tense verb in each sentence. Then add has, have, or had and change the verb to its past participle form.
11. The tennis ball flies into the air. ____________________________
12. People speak excitedly about the winner. ____________________________
13. Most of the players drink plenty of water during the match. ____________________________
14. Some popular tennis players draw large crowds. ____________________________
15. Each tennis player knows the rules of the game. ____________________________

At Home: Write a sentence for each of these verbs: sink, sunk, has sunk.
Mechanics and Usage: Contractions with *Not*

**REMEMBER THE RULES**

- A *contraction* is a shortened form of two words. Most contractions are formed from a verb and the word *not*.
- An *apostrophe* (’) shows where the letter *o* in *not* has been left out.

A. Write the two words that make up each contraction.

1. Report cards haven’t been mailed yet.
2. I can’t wait to see mine!
3. My sister won’t show me her card.
4. “You mustn’t be concerned,” my best friend said.
5. Harry doesn’t think she did well in math.
6. We don’t want to be in Mr. Tripp’s class again.
7. I couldn’t stand another year of algebra.
8. Most students shouldn’t worry.
9. Some students hadn’t studied hard enough.
10. Fortunately, I wasn’t one of them.

B. Rewrite each sentence using two words to replace the contraction.

11. Mr. Wilson’s class isn’t difficult for me.

12. He didn’t give us very much homework last month.

13. We are lucky we aren’t in Miss Faber’s class.

14. They say she doesn’t believe in free time!

15. Probably I won’t learn as much as her other students will.

---

**At Home:** Write a list of rules for the classroom. Write about things you shouldn’t, don’t, or won’t do. Use contractions in your rules.
Mixed Review

REMEMBER THE RULES

- The verbs **be** and **have** change their form in special ways to agree with their subjects.
  
  \[
  \text{I am listening to the speech. They are listening to the speech.}
  \]

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate.
  
  \[
  \text{The speech is very funny.}
  \]

- An **irregular verb** does not form the past tense and the past participle by adding -d or -ed.
  
  \[
  \text{The man spoke well. (past tense of speak)}
  \]

A. Circle the linking verb in each sentence. Then draw an arrow from the linking verb to the noun or adjective in the predicate to which it is linked.

1. Julius is a firefighter.

2. Last year, he was a speaker at our school.

3. His tips on fire safety were important.

4. I will be happy to hear him again this year.

5. His speeches are very clear.

B. Complete each sentence with the correct form of the irregular verb in parentheses.

6. Our class has _____________ to a fire station. (go)

7. Julius has _____________ us a tour. (give)

8. I have _____________ Julius in a film about firefighting. (see)

9. He has also _____________ many others. (make)

10. I learned Julius had also _____________ a book last year. (write)
Common Errors: Subject-Verb Agreement

**REMEMBER THE RULES**

- When the parts of a compound subject are joined by and, use a plural verb.
  
  *Natural beauty and spectacular scenery abound in the United States.*

- When the parts of a compound subject are joined by or, either . . . or, or neither. . . nor, the verb agrees with the subject that is nearest it.
  
  *Either a beach or a tropical forest typifies the Hawaiian Islands.*

- Remember: When a verb ends with a consonant and a y, change the y to i and add -es to form a singular verb.

- Remember: When a verb ends with a vowel and a y, such as journey, add an -s. Do not change the spelling of the verb. journeys

A. Circle the correct form of the verb in parentheses ( ) that agrees with the compound subject.

1. Flat plains and rolling hills (cover, covers) most of Kansas.

2. Beautiful beaches and a long coastline (beckon, beckons) tourists to Florida.

3. Either the mountains or the desert (attract, attracts) many visitors to Arizona.

4. Neither rain nor snow (spoil, spoils) a visit to southern California.

5. Plateaus and flat-topped mesas (dot, dots) New Mexico’s landscape.

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

6. Beaches and resorts (stretch) along the shoreline of the Great Lakes in Michigan.

7. Either a quiet cove or a steep cliff (symbolize) Maine’s natural beauty.

8. Vast rolling plains and thick forests (spread) over much of Texas.

9. Horses or cattle (graze) on Kentucky’s rolling fields.

10. Neither the East nor the West (claim) a monopoly on natural beauty.

At Home: Write a paragraph about your state. Include three sentences with compound subjects.
Study Skills: Use an Encyclopedia

• An encyclopedia provides facts about many topics. To find information, use a keyword. Look on the spine of each volume to see which part of the alphabet is contained in that volume. Many encyclopedias also have an index in the last volume.

• You can also find information in an on-line encyclopedia or a CD-ROM encyclopedia. Search by typing in a keyword. You can also browse the topics.

A. Write a keyword that you would use to find information to answer each question. Then, write the number of the volume of the encyclopedia shown above that you would look in.

1. Where was Abraham Lincoln born? __________________________

2. Where is the Declaration of Independence kept? __________________________

3. Who discovered a vaccine against polio? __________________________

4. What mountain range is in Chile? __________________________

5. What is some necessary equipment for mountain climbing? __________________________

6. What is the life cycle of bees? __________________________

7. What are some breeds of working dogs? __________________________

8. When did Voyager II lift off? __________________________

9. When was the first key-operated lock invented? __________________________

10. What instruments are traditional in bluegrass music? __________________________

At Home: With a family member, take turns asking a question and telling what key word you would look under. Check an encyclopedia to see if you were correct.
Vocabulary: Prefixes and Suffixes

- Prefixes and suffixes change the meaning of the words they are added to.
- A prefix is a word part added to the beginning of a base word.
  
  - disagree
  - remake
  - discount

- A suffix is a word part added to the end of a base word.
  
  - agreement
  - fulfill
  - treatable

A. Circle the prefixes and suffixes in the underlined words below.

1. I had a disagreement with my brother.
2. He is careless with my things.
3. He misplaced my Walkman.
4. He can be so immature, even for a preschooler.
5. But he is my wonderful little brother.

B. Add a prefix, a suffix, or both from the following list to the base words below. Write the new words on the lines.

Prefixes: bi dis in im pre re un
Suffixes: able ible ful less ist ment ness

6. courage __________________________
7. fresh _____________________________
8. treat _____________________________
9. fear _____________________________
10. bear _____________________________
11. proper ___________________________
12. break ____________________________
13. reception ________________________
14. happy ____________________________
15. fair ______________________________

At Home: How do you get along with your family members? Use prefixes and suffixes to describe someone you live with.
Composition: Organization

- Writers must arrange their sentences in a clear and logical order to produce a well-organized paragraph.
- Use time-order words to present ideas in a logical order.
  first, next, then, beforehand, at the same time, afterward
- Use spatial words to make ideas clear.
  above, behind, beside, next to, under

A. Complete each sentence with time-order words or spatial words from the word box.

1. The cat sneaked _______ the couch and _______ under the coffee table.
2. _______ I got home from school, I went _______ the stairs to put my backpack away.
3. Mom parked _______ the curb and went in a store _______ the street.
4. Grandpa lives in an apartment _______ the store where he worked _______ he retired.
5. My dog sits _______ the table so that he can get the scraps _______.

B. Circle the time-order words in the paragraph below.

6.-10. Today Jon decided to clean his room. First, he picked up everything that was on the floor or under the bed. Next, he put some books on shelves. Then he cleared off his bed and changed the sheets and smoothed the bedspread. Jon rearranged his books and toys and dusted everything. Finally, the job was finished. As he closed the bedroom door, Jon said, “No one is ever going in there again.”
Features of Explanatory Writing

Good explanatory writing

• informs or explains how to complete a specific task.
• presents step by step directions organized in a logical way.
• gives clear details that are easy to follow.
• uses time-order words or spatial words to make instructions clear.

A. Read the paragraph. Then complete the title by writing what the paragraph explains.

1. How to __________________________________________

Follow these easy steps and you can make a shadow puppet. First, find a wall clear of objects and sit down in front of it. Then make a fist, but raise your second and last fingers. Next, straighten out your thumb and other two fingers slightly so they form the shape of an eye. Does your hand look like a dog puppet with straight ears? (If you prefer a dog with floppy ears, bend the raised fingers.) Now have a partner turn off the lights and shine a flashlight from behind you onto the wall. Finally, let your shadow puppet do whatever you want it to!

B. Use information from the paragraph to answer the following questions.

2. What are the time-order words or phrases used in this paragraph?

3. What are the spatial words or phrases used in this paragraph?

4. How many steps do you follow in this paragraph? ___________________________

5. What is the second step in this paragraph?

At Home: Choose a simple chore you do at home. Write each step in order on a list or a flow chart. Ask a family member to follow the instructions.
Writing that explains gives facts and information about a topic. This writing is often called “how-to” because it tells the reader how to make or do something, step-by-step. The clearer a writer’s directions are, the easier the reader will be able to accomplish the goal at hand. To organize your ideas in order, use a flowchart.

Think of something you can do well that you would like to share with others. You can instruct your readers, step by step. To help organize your thoughts, fill in the chart.

**CHECKLIST**
- Did you choose an experiment, a project, or a skill that you can explain to others?
- Are your ideas organized logically on the chart?
- Do you need to check facts or do any research?

---

**At Home:** Look for books that have instructions, such as cookbooks, home improvement manuals, gardening books. Scan them to see how the instructions are presented.

**McGraw-Hill Language Arts**
*Grade 5, Unit 3, Explanatory Writing*, pages 218–219
Revise: Explanatory Writing

One way to **revise** your explanatory writing is to elaborate by adding details or rewriting sentences to make them clearer. Use spatial words, such as *inside*, *outside*, and *on top of*, to make directions clearer.

Pretend you wrote the following. Revise it by adding some details, spatial words, and combining short sentences. Delete any unnecessary information.

---

**How To Make “Stained-Glass Windows”**

You’ll need the following materials: clear tape, tiny pieces of different colored tissue paper, 1/8” strips of black construction paper, scissors, and a glue stick.

Cut a length of tape about 4” or 5” long, depending on the size of window you want. Set the tape sticky side up. Cut another piece of tape the same length. Layer it on top of the other piece of tape, sticky side down.

Second, glue the tiny strips of black paper onto the tape. Experiment. Making different designs. Put another layer of tape over the black lines.

Third, place tiny bits of different colored tissue paper within the black lines. Add another layer of tape over these.

Your stain-glass window is finished. You can tape it to a window and let the light shine through.

---

B. Use the changes you marked to rewrite the directions on another piece of paper.
After you have revised your explanatory writing, you will need to proofread it to correct any errors in mechanics, grammar and usage, and spelling.

A. Read the following explanatory writing. Check for spelling errors. Make sure the verb tenses are correct. End each sentence with the correct punctuation mark. Use the proofreading marks from the box to mark your errors.

Invisible Ink

Would you like to send a secret message to a friend. You can with some invisible ink. Let me tell you how to make it.

You need: 1/2 lemon, paper cup, water, plastik spoon, cotton swab, white paper, lamp.

1. Squeeze the lemon juice into the cup. Add a few drops of water, and mix well
2. Dip the swab into the lemon juice and use it to write a message on the paper.
3. Let it dry. Can you see the writing! No, it is invisible.
4. wait until the paper dries. Then hold it near a light bulb, to heat it. Can you read the message now? Yes you can. Now get busy and send that secret message.

Is this magic, or is it science. It is science.

B. Use the corrections you marked to rewrite the directions on another piece of paper.

At Home: Rewrite the directions above using time-order words instead of numbering the steps.
At Home: Ask a family member to help you make a list of words that describe the internet.

**Adjectives**

**REMEMBER THE RULES**

- Adjectives describe nouns or pronouns. They tell what kind or how many.
- Adjectives can appear at the beginning, in the middle, or at the end of a sentence.
- Adjectives can come before or after the nouns they describe.
- Adjectives often come after a linking verb.

*Computers can bring abundant information into our homes.*

---

A. Write ADJ above each adjective. Write N above the noun it describes.

1. The internet is a fascinating tool for research.
2. I have used it many times while writing papers.
3. I usually find at least a hundred articles with information I can use.
4. Various companies provide access to the internet if you wish to obtain it.
5. All of the providers I know about charge a modest fee.

B. Choose an adjective from the box to complete each sentence. Write the adjective on the line. **Note:** Some of the words are not adjectives.

6. The internet brings __________ information to you in the comfort of your home.
7. You might want to purchase a more __________ computer.
8. Updated equipment will give you __________ connections to sites on the internet.
9. When considering an internet provider, remember you’ll need __________ service that you can count on.
10. My e-mail provider has proven to be __________.  
   - quickly
   - attractive
   - powerful
   - data
   - valuable
   - rapidly
   - reliable
   - power
   - trustworthy
   - rapid
Articles

**REMEMBER THE RULES**

- *A, an, and the* are special adjectives called **articles**.
- Use *a* or *an* to refer to any one item in a group.
- Use *a* before a single noun that begins with a consonant sound.
- Use *an* before a noun that begins with a vowel sound.
- Use *the* to refer to a specific item or items.

*I have a trunk in the attic that I bought at an auction.*

A. Underline the correct article in parentheses to complete each sentence.

1. Have you ever attended *(a, an)* auction?
2. It is a great place to discover *(a, an)* unusual item.
3. Once I found *(a, an)* lamp for my desk.
4. *(The, An)* lamp was made over seventy years ago.
5. I had to replace *(an, the)* glass shade on the lamp.

B. Write the article *a, an,* or *the* that will best complete each sentence.

6. I searched for stores that carried ____________ shade I needed.
7. I went to ____________ main library for magazines on antique lamps.
8. I found ____________ advertisement for a company in New York.
9. There was ____________ telephone number listed.
10. I discovered they had ____________ shade that would fit.
11. I asked how much ____________ shade would cost.
12. Then I inquired about ____________ shipping charges.
13. The store clerk explained that there would also be ____________ nominal service fee.
14. I hesitated for only ____________ moment before placing my order.
15. When the new shade arrived, I was thrilled to see how it transformed that old, junky lamp into ____________ attractive beauty.

At Home: Ask a family member to describe something they have that is old. Write a few sentences about it using *a, an,* and *the.*
Demonstrative Adjectives

REMEMBER THE RULES

- A demonstrative adjective tells which one or which ones.
- The words this, that, these, and those are demonstrative adjectives.

This summer my family explored a city in South Carolina.

A. Underline the demonstrative adjective in each sentence.

1. I guess we didn’t need all of these maps.
2. This trip is our second trip to Charleston.
3. Although that fact won’t prevent us from getting lost.
4. We have waited for this vacation for many months.
5. Those days of work until now were very chaotic.
6. We will spend most of these days at the beach.
7. That idea came from my father.
8. He thought we should use this vacation to relax.
9. He’ll never forget that time we first explored Charleston.
10. He hopes this chance for rest and recuperation won’t be as hectic.

B. Rewrite each sentence replacing the demonstrative adjective with the word shown in parentheses.

11. On that trip, we explored the Farmer’s Market. (this)

12. Many interesting items could be found in that place. (those)

13. I loved those baskets made from sea grass. (that)

14. I met the woman who made this basket. (these)

15. I also bought these necklaces at the market. (that)

At Home: Write questions about items in your home. Use the words this, that, these, and those in your questions.
Mechanics and Usage: Proper Adjectives

REMEMBER THE RULES

- A proper adjective is an adjective formed from a proper noun.
- A proper adjective begins with a capital letter.

A. Underline the proper adjective. Rewrite it correctly on the line.
   1. We have a japanese friend.  
   2. He is learning about american customs.  
   3. We invited Mr. Tanaka to our home for italian food.  
   4. I was afraid he wouldn't like my version of asian cooking.  
   5. It was wise to serve a european dish.  
   6. Mr. Tanaka liked it better than chinese cuisine.  
   7. The checkered cloth helped to create a roman atmosphere.  
   8. The table could have been mistaken for a parisian cafe.  
   9. A basket of french bread was served with the salad.  

B. Rewrite each sentence correctly. Capitalize the proper adjective.
   10. Our stereo was playing viennese waltzes.
   11. I asked if he preferred to hear a german composer.
   12. He requested a russian composition by Tchaikovsky, instead.
   13. Dinner conversation ranged from travel to korean culture.
   14. We also discussed the tibetan conflict.
   15. Mr. Tanaka had a great mastery of the english language.

At Home: Write the proper adjectives used in this lesson and the names of the countries that go with them.
Mixed Review

REMEMBER THE RULES

• An adjective describes a noun or pronoun and tells what kind or how many.

Some scientists do medical research.

↑  ↓
how many what kind

• An article is a special kind of adjective. The words a, an, and the are articles.

• A demonstrative adjective tells which one or which ones. The words this, that, these, and those are demonstrative adjectives.

The discoveries of these scientists are often surprising.

↑  ↓
article demonstrative adjective

A. Underline the adjective in each sentence that tells what kind or how many. Then circle the words that identify what the adjective tells.

1. Scientists are looking for causes of common diseases. what kind how many
2. They have been studying several diseases. what kind how many
3. They work in laboratories with modern equipment. what kind how many
4. Special microscopes allow them to look at cells. what kind how many
5. Research has answered many questions. what kind how many

B. Complete each sentence with the correct article or demonstrative adjective. Circle article or demonstrative adjective to show the kind of adjective it is.

6. a, an Some scientists concentrate on ________ particular disease.
article demonstrative adjective
7. This, These ________ diseases include AIDS, cancer, and heart disease.
article demonstrative adjective
8. a, an The U. S. government has ________ agency for medical research.
article demonstrative adjective
9. An, The The agency is called ________ National Institutes of Health.
article demonstrative adjective
10. This, These ________ agency has ten institutes in Bethesda, Maryland.
article demonstrative adjective
Comparative and Superlative Adjectives

REMEMBER THE RULES

- Add -er to most adjectives to compare two nouns or pronouns.
  The sun is closer to Earth than it is to Pluto.
- Add -est to most adjectives to compare more than two nouns or pronouns.
  Mercury is the closest planet to the sun of all the planets.

A. Write the correct form of the adjective in parentheses.

1. Light travels (fast) than sound.

2. The sun is our (great) source of light of all the stars.

3. The stars are (far) from earth than the sun is.

4. That is why their light is (faint) than the sun’s.

5. Of all natural light, the aurora borealis is the (pretty).

B. Rewrite each sentence. Use the correct form of the adjective shown in the box.

6. Artificial light is ____ than natural light for working around the clock.

7. Fluorescent light is generally ____ than incandescent light.

8. Of all types, incandescent bulbs probably have the ____ use in people’s homes.

9. Heat that radiates from incandescent light is ____ than the heat that comes from fluorescent light.

10. Light from a halogen bulb gives off the ____ amount of heat of all the bulbs that give off artificial light.

At Home: Find pictures of sources of light. Look in magazines, newspapers, or catalogues. Write sentences comparing the different sources of light.
Comparing with *More* and *Most*

**REMEMBER THE RULES**

- For most adjectives of two or more syllables, add the words *more* or *most* to form the comparative and superlative.
- Use *more* to compare two people, places, or things. Use *most* to compare more than two people, places, or things.
- Do not use -er or -est when using *more* or *most*.

*Chinese people eat more grain than meat.*

*Of all the different grains, rice is most popular.*

A. Circle the letter of the correct comparative and superlative forms of the given adjective.

1. splendid
   a. splendider, splendides
   b. more splendid, most splendid

2. plentiful
   a. more plentiful, most plentiful
   b. more plenty, most plenty

3. flexible
   a. more flexible, most flexible
   b. more flexibly, most flexibly

4. adorable
   a. more adorabler, most adorablest
   b. more adorable, most adorable

5. graceful
   a. gracefuller, gracefulest
   b. more graceful, most graceful

6. solid
   a. more solid, most solid
   b. solider, solidest

B. Write the correct form of the adjective in parentheses.

7. China is one of the (populated) countries in the world. __________________________

8. This country is (advanced) than many other East Asian countries. ________________

9. At one time, the emperor was the (powerful) leader in China. ________________

10. Now, the Communist Party is making major efforts to make China a (modern) country. ________________

**At Home:** Make up sentences using the correct comparative and superlative adjectives from Part A. Say your sentences aloud to a family member.
Comparing with *Good* and *Bad*

**REMEMBER THE RULES**

- Use *good* to describe one noun. Use *better* to compare two nouns. Use *best* to compare more than two nouns.

  *Kaycie is a good soccer player. She is even better at running track. Maybe she will discover that her best talent is running long distances!*

- Use *bad* to describe one noun. Use *worse* to compare two nouns. Use *worst* to compare more than two nouns.

  *The weather is bad today. It was worse yesterday. Tuesday had the worst weather.*

A. Complete the chart with words from the box. Write the words under the appropriate headings.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE FORM</th>
<th>SUPERLATIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
</tbody>
</table>

B. Choose an adjective from the chart in Part A that will best complete each sentence. Write the correct form of the adjective on the line.

7. Sara discovered she is _____________ at playing the piano than she is at running.

8. Brandon realized that forgetting to bring matches is one of the _____________ mistakes you can make on a camping trip.

9. Matt thinks he is _____________ at dancing than his partner because he always steps on her feet!

10. Megan knew that she had the _____________ grade in the entire English class.

---

**At Home:** Write a sentence that tells something good or bad you discovered about yourself. Use the sentences above as a model.
Combining Sentences: Adjectives

**REMEMBER THE RULES**

- You can use an adjective to combine two sentences that tell about the same person, place, or thing. Leave out words that repeat.

```
Are you good at finding things? The things were lost.
Are you good at finding lost things?
```

Write the letter of the sentence that shows how to correctly combine each sentence pair.

**SENTENCE PAIRS**

1. I have owned my hat for a long time.  
The hat is comfortable.

2. I looked for my hat one day last week.  
The hat was missing.

3. I found my hat.  
The hat looked disgusting.

4. I discovered clues to its misfortune.  
The clues were obvious.

5. Someone had run over it with a mower! The mower was rusty.

**COMBINED SENTENCES**

a. I discovered obvious clues to its misfortune.

b. I found my disgusting-looking hat.

c. Someone had run off with a rusty mower!

d. I disgustingly found my hat.

e. I have owned my comfortable hat for a long time.

f. I discovered clues to its obvious misfortune.

g. Someone had run over it with a rusty mower!

h. I missed looking for my hat one day last week.

i. I have owned my hat for a long comfortable time.

j. I looked for my missing hat one day last week.
At Home: Write the address of someone you know using as many abbreviations as possible.

**Mechanics and Usage: Abbreviations**

**REMEMBER THE RULES**

• An abbreviation is a shortened form of a word.


• Most abbreviations begin with a capital letter and end with a period.


A. Rewrite each phrase using the correct abbreviations and punctuation.

1. 7300 Reindeer Avenue ________________________________

2. Post Office Box 581 ________________________________

3. August 16 1973 ________________________________

4. Doctor Becky McMahon ________________________________

5. Governor Franklin Belk ________________________________

B. Rewrite the sentences replacing each underlined word or words with the appropriate abbreviation.

6. Our class will visit the Discovery Museum on February 9.

   ________________________________

7. Mister Harmon, our English teacher, will be one of the chaperones at the Friday night dance.

   ________________________________

8. The trip will precede the Doctor Martin Luther King, Junior, holiday.

   ________________________________

9. The bus will leave promptly at 7:00 in the morning.

   ________________________________

10. The bus will drop us off at North Market Boulevard.

   ________________________________
Mixed Review

REMEMBER THE RULES

• **Comparative adjectives** compare two nouns or pronouns. Add *-er* to most one-syllable adjectives that compare.

  *The sun is larger than the earth.*

• **Superlative adjectives** compare more than two nouns or pronouns. Add *-est* to most one-syllable adjectives that compare.

  *Of all the planets, Jupiter is the largest.*

• Use *more* or *most* before some longer adjectives used to compare nouns. Use *more* to compare two nouns. Use *most* to compare more than two nouns.

  *Stars are more numerous than planets. Stars are the most numerous of all objects in the universe.*

• The words *good* and *bad* have special forms: *better, best* and *worse, worst.* Use *better* and *worse* to compare two nouns. Use *best* and *worst* to compare more than two nouns.

  *Night is a better time to see stars than day. A telescope is the best way to look at stars.*

A. Cross out the incorrect adjective to complete each sentence.

1. Galileo is one of the (more, most) famous scientists.

2. He began to study medicine but found mathematics (more, most) interesting.

3. Galileo’s (more, most) valuable discoveries were about astronomy.

4. At first, however, he thought math was (more, most) exciting than astronomy.

5. Then Galileo invented a telescope that was (stronger, strongest) than a spyglass.

B. Write the correct form of the adjective in dark type.

6. good Later, Galileo invented a second telescope that was ____________ than his first one.

7. good One of Galileo’s ____________ discoveries was about the moon.

8. good Galileo thought a moving earth was a ____________ theory than a fixed earth.

9. bad Officials thought Galileo’s findings were the ____________ ideas.

10. bad Galileo’s eventual arrest was the ____________ result of all.

At Home: Write all the forms of the adjectives *good* and *bad.*
Common Errors: Comparative and Superlative Adjectives

REMEMBER THE RULES

- For most short adjectives, add -er to compare two nouns and -est to compare more than two nouns.
  
  *Mars is smaller than the Earth.*
  *The sun is the largest body in the solar system.*

- For long adjectives, use more to compare two nouns and most to compare more than two nouns.
  
  *The Earth’s moon is more massive than the planet Pluto.*
  *Astronomy is one of the most interesting of all the sciences.*

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

1. Pluto is the (smaller, smallest) planet in the solar system.

2. Pluto is also the (more frigid, most frigid) planet circling the sun.

3. Jupiter is the (more massive, most massive) of all the planets in the solar system.

4. The temperatures on Mars are (more extreme, most extreme) than those on Earth.

5. Mercury is the (closer, closest) planet to the sun.

B. Write each sentence. Choose the correct form of the adjective in parentheses.

6. The sun is the (immense) object in the solar system.

7. The sun is much (large) than the planet Jupiter, the largest planet.

8. The sun’s gravitational force is the (strong) in the solar system.

9. The sun is also the (bright) object in the solar system.

10. The sun is (important) to Earth than the moon.

At Home: Choose two or more objects in or around your home to compare. Write a paragraph about them. Use at least two comparative and two superlative adjectives.
Study Skills: Time Lines and Historical Maps

- An **historical map** shows information about the past or where past events took place.

### Some Battles of the American Revolution

<table>
<thead>
<tr>
<th>Battle</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cahokia</td>
<td>1778</td>
</tr>
<tr>
<td>Vincennes</td>
<td>1779</td>
</tr>
<tr>
<td>Kaskaskia</td>
<td>1778</td>
</tr>
<tr>
<td>Cowpens</td>
<td>1781</td>
</tr>
<tr>
<td>Charlestown</td>
<td>1780</td>
</tr>
<tr>
<td>Savannah</td>
<td>1778</td>
</tr>
<tr>
<td>Yorktown</td>
<td>1781</td>
</tr>
</tbody>
</table>

Study the historical map above and answer the following questions:

1. What is the earliest battle shown on the map?

2. In which colony did this battle take place?

3. Where is Valley Forge located?

4. Which battles took place west of the Proclamation Line of 1763?

5. Did the battles in South Carolina occur earlier or later than those in the west?

---

At Home: Find a present-day map of the eastern United States and compare it with the map on this page. Tell some of the differences in boundary lines that you notice to a family member.
Vocabulary: Synonyms and Antonyms

- A **synonym** is a word that has the same or almost the same meaning as another word.
  - cold — chilly  
  - large — big

- An **antonym** is a word that means the opposite of another word.
  - cold — hot  
  - large — small

A. Choose a synonym from the word box for each underlined word in the sentences below. Write the synonym on the line.

<table>
<thead>
<tr>
<th>cold</th>
<th>good</th>
<th>pal</th>
<th>wet</th>
<th>dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>halted</td>
<td>slowly</td>
<td>fast</td>
<td>happy</td>
<td>stormy</td>
</tr>
</tbody>
</table>

1. I was late, so I dressed **quickly**. __________________________
2. The bus **stopped** at the corner. __________________________
3. It was **rainy**. __________________________
4. I was **glad** to be riding the bus. __________________________
5. My friend **had to ride his bike**. __________________________

B. Choose an antonym from the box for each underlined word in the sentences below. Write the antonym on the line.

6. The street was **dry**. __________________________
7. The sky was **light**. __________________________
8. The air was **warm**. __________________________
9. I walked **quickly** into the building. __________________________
10. It was going to be a **bad** day. __________________________

**At Home:** Use three pairs of synonyms and antonyms to describe your morning routine.
Composition: Outlining

- Use an **outline** to help you plan your writing.
- An outline consists of a topic, main ideas, and supporting details.

The title tells the topic.

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

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

A. Complete this outline by writing the correct numerals and letters in the blank spaces.

1.-5. The Works of Isaac Asimov
   I. Fiction
      A. Novels
         ___ Short stories
      ___ Nonfiction
         ___ Science books
         ___ Studies of the Bible
         ___ Studies of Shakespeare and other writers

B. Use this outline to answer the questions below.

   Sahara Desert
   I. The People
      A. What they wear
      B. What they eat
      C. How they travel
   II. The Land
      A. Dry Climate
      B. Geographic features

6. What is the topic of this outline? __________________________

7. What is the first main idea? __________________________

8. How many supporting details are there for the first main idea? ______________

9. What is the second main idea? __________________________

10. Name one detail that supports the second main idea.

   __________________________
Features of Expository Writing

Good expository writing
- introduces the **main idea** and develops it with **facts** and **supporting details**.
- gives **important information** about a specific topic.
- summarizes information from a variety of **different sources**.
- uses **transition words** to connect ideas.
- draws a **conclusion** based on the facts and information presented.

A. Read and underline the sentence that presents the main idea.
1. Who came first? Vikings sailed to North America from Europe about a thousand years ago; however, Native Americans arrived by foot many thousands of years earlier. It is thought that Native Americans crossed a land bridge between Asia and North America along the coast of Alaska. This bridge of land appeared because the earth had become so cold. The cold temperatures froze water, dropped ocean levels dramatically, and exposed land. Therefore, next Columbus Day, remember that the man who explored for Spain was not the first to step on North American soil.

B. Answer the following questions about the expository paragraph above.
2. What is a detail that supports the paragraph’s main idea?

3. What is another detail that supports the paragraph’s main idea?

4. What transition words are used in the paragraph?

5. What conclusion does the writer draw from the facts presented in the paragraph?
**Prewrite: Expository Writing**

**Expository writing** is usually in the form of a research report. It provides facts about a particular topic. The information is presented logically with an introduction, a body, and a conclusion. An **outline** is a good way to organize your main ideas and supporting details.

Brainstorm ideas for a research report. Decide on a topic you want to know more about. Do some preliminary research and jot down notes. Then fill in the outline below.

<table>
<thead>
<tr>
<th>OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>II.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>III.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>IV.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
</tbody>
</table>

**CHECKLIST**

- Do you think your topic will be of interest to readers?
- Did you identify the main points you want to cover?
- Did you group together similar facts and details?

---

**At Home:** Discuss the research topic you have chosen with a family member. Ask if there are any resources at home that could help you write a report.
At Home: Look in your local library for a book on Sacajawea. Write a paragraph about her bravery.

Revise: Expository Writing

A good way to revise your expository writing is to elaborate by providing more information about key people and events. To help your readers understand the information, you may need to add some transition words, such as yet, in fact, for example, fortunately, meanwhile.

Revise the following report by adding a main idea to the second paragraph. Use transition words to connect ideas. Then rewrite the report on a separate sheet of paper.

Sacajawea, Brave American

If you ever visit Washington Park in Portland, Oregon, you will see a statue of Sacajawea, a Shoshone Native American woman. Sacajawea accompanied Lewis and Clark on their search for a waterway to the Pacific Ocean.

When Sacajawea was just a girl, she was stolen from her tribe and sold as a slave to another tribe, the Mandans. They, in turn, sold her to a French trapper named Toussaint Charbonneau. Lewis and Clark hired him as an interpreter and guide for their trip west. Sacajawea and her baby went along.

Sacajewea proved how valuable she was. One day the group met up with a Shonshone band led by her brother. Sacajewa was able to get food, horses, and guides. The party continued on their journey.

Her resourcefulness didn’t stop with supply-gathering. When the group’s boat capsized, Sacajewa saved the supplies. So when we study American history, I hope you will always remember the contributions of Sacajawea, the brave young Native American.
After you revise your expository writing, you will need to **proofread** it to correct any mistakes in mechanics, grammar and usage, and spelling.

A. Read the following excerpt from a report. Check for capitalization, correct punctuation, and spelling mistakes. Use the proofreading marks from the box to mark any errors you find.

Gymnastics: Learning the Basics

If you want to be a gymnast, you have to conquer the balance beam? When you’re first learning. You have to take things slowly and advance from one level of difficulty to the next.

A new gymnast begins exercises on the floor. Proper body posture is important. The head should be held up. Eyes should stay focus on the end of the beam. A gymnast should never look down. Shoulders should be down and back. Arms should be graceful. Arms should not be straight like a board. The stomach should be tucked in and the body line should be straight without a slump. A gymnast should be able to feel the beam through the soles of the feet.

Gymnasts start their exercises by walking toe to heel across the beam. Next, they walk on their toes. Then they walk sideways.

If you fall in love with gymnastics maybe you can follow in the footsteps of two olympians like Kerri Strug and Dominique moceanu.

B. Use the corrections you marked to rewrite the paragraphs on another piece of paper.
Pronouns

REMEMBER THE RULES

• A pronoun is a word that takes the place of one or more nouns. A pronoun can be singular or plural.

• A pronoun must match the noun to which it refers.

   Nancy went to an outdoor band concert with her friend.

   They liked the music.

A. Circle singular or plural to identify the form of the underlined pronoun.

1. Nancy asked Mady to go with her to the band concert.    singular    plural
2. Nancy’s Uncle Henry said it would be a good concert.    singular    plural
3. Uncle Henry had two tickets for them.    singular    plural
4. He would be playing drums in the band.    singular    plural
5. Nancy and Mady saw Uncle Henry and waved at him.    singular    plural
6. Uncle Henry gave them a newspaper to read before the concert.
7. Suddenly a light rain fell, and they had a problem.    singular    plural
8. Nancy had brought an umbrella but had left it on the bus.    singular    plural
9. Then she thought of a way to solve the problem.    singular    plural
10. Nancy took the newspaper pages and folded them into hats!

B. Write the correct pronoun to complete each sentence.

11. After the concert, Nancy saw Uncle Henry and showed _______________ the hats.
12. _______________ thought Nancy’s newspaper rain hats were very clever.
13. Nancy said that _______________ gave newspaper to other people without umbrellas.
14. Nancy and Mady showed _______________ how to make the hats.
15. Then _______________ all put on the hats and laughed at their pointed heads.
Subject Pronouns

REMEMBER THE RULES
• A subject pronoun takes the place of a noun or nouns in the subject of a sentence.

James and John are brothers.
They are brothers.

A. Write the subject pronoun in each sentence.
1. My brother and I share a bedroom. ____________________________
2. It is a very crowded room. ____________________________
3. We have a big collection of rocks of different sizes. ____________________________
4. They are spilling out of boxes on the floor. ____________________________
5. James and I talked about what to do. ____________________________
6. He came up with a great idea. ____________________________
7. It would be an easy way to display our rocks and shells. ____________________________
8. We told Mom about our idea. ____________________________
9. She found some cans of paint in the basement. ____________________________
10. We also found an old ladder in the basement. ____________________________

B. Underline the subject of each sentence. Circle the subject pronoun that can replace it.
11. James and I carried the ladder outside to the patio. He We
12. Mom brought the paint and some brushes. I She
13. The paint needed to be opened and stirred. They It
14. The color was bright green. It I
15. The brushes needed to be washed and dried. It They
16. James covered the ground with newspapers. We He
17. James and I started to paint the ladder. We I
18. Mom said the paint would dry in a few days. She It
19. Dad put the ladder in our room a few days later. They He
20. Our rocks now sit on the rungs of the ladder. It They
Object Pronouns

REMEMBER THE RULES

• An object pronoun is used as the object of an action verb or after words such as to, for, with, in, or at.

Julia gave me a painting.

used as object of verb gave

I bought a frame for it.

used after word for

A. Write the object pronoun in each sentence.

1. Julia showed me six beautiful pictures. ______
2. All of them were landscapes. ________________
3. A friend gave her the one of the Rocky Mountains. ____________________
4. I liked it most of all. ____________________
5. Hector noticed us looking at the pictures. ______

B. Circle the incorrect pronoun in each sentence.

Then rewrite each sentence with the correct object pronoun.

6. Hector told she to arrange the pictures on the floor first.

________________________________________

7. She laughed and thanked he for such a good idea.

________________________________________

8. Julia tried one arrangement, and then she showed we.

________________________________________

9. Then she rearranged the pictures and was ready to hang they.

________________________________________

10. Hector helped I put the pictures on the wall.

________________________________________

At Home: Write four sentences about friends who have helped you solve a problem. Underline the object pronoun in each sentence.

Julia gave me a painting.

used as object of verb gave

I bought a frame for it.

used after word for
Mechanics and Usage: Colons and Hyphens

REMEMBER THE RULES

- A **hyphen** is used to divide a word at the end of a line and to join the parts of a compound word. *sister-in-law*
- A **colon** separates hours and minutes in time. *11:00 A.M.*
- A **colon** is used after the greeting of a business letter. *Dear Sir or Madam:*

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

1. Randy, Loretta, and Chris decided to put together a jigsaw puzzle.
2. The puzzle was a picture of a grown-up cat licking its paws.
3. Loretta’s great-grandfather gave her the puzzle for her birthday.
4. He used to own a very successful air-conditioning business.
5. The three friends wondered how long it would take them to complete the puzzle.
6. They saw that it was 1:10 when they started the puzzle.
7. All the able-bodied players predicted the time they would finish.
8. Randy and Chris guessed it would be about 4:30.
9. Loretta thought they would finish around 5:00.
10. When they finished only two hours later, all of them were very surprised.

B. Find the word in each sentence that needs a hyphen or a colon. Write an insert mark (^) and add a hyphen or a colon where it belongs in the word.

11. Randy, Loretta, and Chris liked the puzzle, but there was one problem with it.
12. This was a new puzzle, and there was one blue green piece missing from it.
13. Then Loretta traced the shape of the missing piece on a sheet of cardboard, cut it out, and put it in the puzzle.
14. At 6:30 the next morning, Randy wrote a letter to the president of the puzzle company.
15. He wrote Dear Sir for the greeting of his letter.

At Home: Look for hyphens in a book. List four words that are divided at the end of lines with hyphens and two compound words that use hyphens.
A. Circle the pronoun in each sentence. Then identify the type of pronoun it is by writing subject pronoun or object pronoun.

1. A group of us decided to solve a math problem together. ______________________

2. We wanted to solve the problem in several different ways. ______________________

3. It was a problem about five crates of egg cartons. ______________________

4. Walter drew a picture and counted to solve it. ______________________

5. Monica found cubes and used them to find a solution. ______________________

6. Les used mental math and told me about his work. ______________________

B. Underline words needing a hyphen or a colon. Write the words correctly.

7. Our group finished solving the problem at 1120. ______________________

8. We have twenty two children in our group. ______________________

9. June thought the guess and check strategy might work. ______________________

10. June had a two step problem. ______________________

REMEMBER THE RULES

• A subject pronoun replaces a noun or nouns in the subject of a sentence.

  Ms. Lenska is our math teacher. She is our math teacher.

• An object pronoun replaces a noun or nouns after an action verb, or after words such as to, for, with, in, or at.

  We solved a problem for Ms. Lenska. We solved a problem for her.

• Use a hyphen to show the division of a word at the end of a line or to join the parts of some compound words.

  Sometimes the make-a-table strategy helps students solve a math problem.

• Use a colon to separate the hour and the minute in the time of day. 10:15
At Home: Write a paragraph about a family’s experience with an animal. Use present-tense verbs and the subject pronouns he, she, it, I, we, and they.
Combining Sentences: Subject and Object Pronouns

REMEMBER THE RULES

• You can combine two sentences that have pronouns to form **compound subjects** and **compound objects**.

• A compound subject can have two pronouns with the **same predicate**. Subject pronouns and verbs must agree.

  \( \text{She} \) thinks guinea pigs are cute. \( \text{I} \) think guinea pigs are cute.

  \( \text{She and I} \) think guinea pigs are cute.

  ↑

  **compound subject**

A. Underline the compound subject pronouns or compound object pronouns in each sentence.

1. You and I speak to a group of students about pet guinea pigs.
2. Two students have questions for you and me.
3. She and he want to know what things to buy.
4. Josh gives a list of supplies to her and him.
5. The boy asks you and me about costs.

B. Circle the pronouns in each pair of sentences. Then use the pronouns to complete the compound subject or compound object in the new sentence. Remember to change the verb form if needed.

6. He smiles at my guinea pig. I smile at my guinea pig.

   _____________________________ at my guinea pig.

7. She thanks us for the information. He thanks us for the information.

   _____________________________ us for the information.

8. We invite her to call us for help. We invite him to call us for help.

   We _____________________________ to call us for help.

9. Other students ask you for the number. Other students ask me for the number.

   Other students _____________________________ for the number.

10. You love to learn about them. I love to learn about them.

    _____________________________ to learn about them.
At Home: Use five possessive pronouns to write sentences about how you would get elected class president.
Mechanics and Usage: Contractions—Pronoun and Verb

**REMEMBER THE RULES**
- A contraction can be a shortened form of a pronoun and a verb.
- An apostrophe is used in place of the letter or letters that have been left out of a contraction.
  
  *can not*  *can’t*
- Some possessive pronouns sound the same as pronoun-verb contractions, but they are spelled differently and have different meanings.

  **Possessive Pronoun:** their  
  **Contraction:** they’re

A. Underline the contraction in each sentence. Then write the pronoun and verb that make up the contraction.

1. I’m trying a new way to remember certain facts. ____________________________
2. I think it’s a good solution to my problem. ____________________________
3. My friends said they’re coming to my house today. ____________________________
4. We’re going to practice remembering things. ____________________________
5. To make the method work, you’re supposed to use word clues. ____________________________
6. Cora says she’s always learning new clues from Gabriel. ____________________________

B. Choose a contraction or possessive pronoun from the box to complete each sentence.

<table>
<thead>
<tr>
<th>I’m</th>
<th>its</th>
<th>it’s</th>
<th>their</th>
<th>they’re</th>
<th>your</th>
<th>you’re</th>
</tr>
</thead>
</table>

7. My friends mentioned that ____________________________ using spelling clues.
8. Maybe ____________________________ familiar with some of the spelling clues.
9. ____________________________ easy to remember how to spell *niece*.
10. ____________________________ beginning letters are *ni* as in the word *nice*. To remember, say “a *niece* is *nice*.”

**At Home:** See how many pronoun-verb contractions you can find in a newspaper or magazine interview. Write the pronoun and verb that make up each contraction.
Mixed Review

REMEMBER THE RULES

- Combine two sentences that have pronouns to form compound pronoun subjects and objects.

  *You like horses. They like horses. You and they like horses.*

  *I have a gift for you. I have a gift for them. I have a gift for you and them.*

- An apostrophe takes the place of the letter or letters that have been left out of a contraction.

  *It is a gift from Ann and Mark. It’s a gift from Ann and Mark.*

- A possessive pronoun shows who or what owns something. Possessive pronouns never have an apostrophe.

  *Take the gift out of its box.*

A. Combine pronouns in each pair of sentences to form a compound subject or a compound object. Write the new sentence.

1. He took a trip to see Ann and Mark. I took a trip to see Ann and Mark.

2. It was fun to visit with her. It was fun to visit with him.

3. He talked about horses. She talked about horses.

B. Underline the possessive pronoun or contraction in each sentence. Then circle possessive pronoun or contraction to identify which it is.

4. We have a problem with their gifts. possessive pronoun contraction

5. They’re made of glass and are fragile. possessive pronoun contraction

6. We know they’re too heavy to mail or carry. possessive pronoun contraction

7. It’s not possible to carry them in suitcases. possessive pronoun contraction

8. “You can mail your clothes home,” said Mark. possessive pronoun contraction

9. Ann says, “You’re a good problem solver.” possessive pronoun contraction

10. What would your solution to the problem be? possessive pronoun contraction

At Home: For each contraction in sentences 5-10, write the two words from which the contraction is formed.
Common Errors: Pronouns

REMEMBER THE RULES

• Use a **subject pronoun** (*I, you, he, she, it, we, and they*) as the subject of a sentence.

  *We enjoy visiting National Parks.*

• Use an **object pronoun** (*me, you, him, her, it, us, and them*) after an action verb or after words such as *for, at, of, with,* or *to.*

  *My family plans vacations to see them.*

• An apostrophe shows where a letter or letters have been left out of a contraction. Possessive pronouns do not have apostrophes.

  *Every park we visited had been its own reward.*

A. Circle the correct subject pronoun, object pronoun, or possessive pronoun in parentheses.

1. *(I, Me)* enjoy visiting Yosemite National Park.
2. The Sierra Nevada Mountains has *(it’s, its)* special beauty.
3. *(They, Them)* are located in east-central California.
4. Seven hundred miles of trails make experiencing *(it’s, its)* landscape easy.
5. Most of *(they, them)* lead to the High Sierra.

B. Write each sentence. Use a subject pronoun, an object pronoun, or a possessive pronoun in place of the underlined word or words.

6. **California’s** Yosemite National Park is one of the most spectacular in the world.

7. John Muir, a naturalist, first saw **the park** in the 1860s.

8. **John Muir** helped get Congress to make it a national park in 1890.

9. My mother bought a book of photographs of **the park**.

10. **Next year, my family and I** will look for some of the sights shown in **the book**.

At Home: Write a paragraph about a place you have visited with family or friends. Include subject, object, and possessive pronouns.
Study Skills: Use a Dictionary

- A dictionary gives word meanings, pronunciation, and parts of speech for each entry word. Words are listed in alphabetical order. Guide words at the top of the page show the first and last entry words on the page.

**bloat/blond**

*bloat* To become too full or swollen; swell: *Eating too much bloat* his stomach. *bloat* (blōt) *verb, bloat*, *bloating*.

*blob* A drop or small lump of something soft: *I got a blob of paint on my blouse.* *blob* (blöb) *noun, plural blobs*.

**block** 1. A piece of something hard and solid: *The building was built with blocks of stone.*
2. An area in a town or city with four streets around it: *I walked my dog around the block.*
3. The length of one side of a block in a town or city: *I live two blocks from school.*
4. A number of things that are alike: *The teacher bought a block of foreign stamps to show his class.*
5. Anything that stops or obstructs something else: *The fallen tree was a block to highway traffic.*

• To get in the way of; obstruct: *Max’s bicycle blocked the sidewalk.* *Verb.*

*block* (blök) *noun, plural blocks; verb, blocked, blocking.*

Use the dictionary excerpt above to answer the questions. Write your answers.

1. If the entire page were shown, what would the last entry word be? ______________

2. Could the word *blood* be on this page? How can you tell? ______________

3. How many definitions are shown for the noun *block*? ______________

4. In the following sentence, is *block* a noun or a verb?
   *After the storm, a large tree blocked our driveway.* ______________

5. Which definition of *block* is used in the following sentence?
   *My little brother made a tower of blocks.* ______________

**At Home:** With a parent, see how many meanings you can think of for a word, such as *catch or run.* Then look it up in the dictionary to check your work.
Vocabulary: Word Choice

A. Circle the vivid adjective or verb to finish each sentence below.
1. Mark lives in a (big, gigantic) house.
2. It has an (ancient, old) tree in the yard.
3. An old tire swing (hangs, dangles) from a high branch.
4. The swing is held by a (thick, big) rope.
5. You can (clutch, hold) the rope and swing out over the creek.
6. The creek (goes, meanders) through the field.
7. The creek (runs, bubbles) under a (rickety, broken-down) bridge.
8. The water (is, feels) (cold, frigid).
9. Ducks (swoop, fly) along the surface of the water, (looking, searching) for a landing site.
10. We swing over the water on the tire, (yelling, squealing) with delight.

B. Think of two vivid words for each adjective or verb below. Write your ideas on the lines.
11. shy  ___________________ ____________________
12. comfortable  ___________________  ____________________
13. sweet  ___________________  ____________________
14. run  ___________________  ____________________
15. laugh  ___________________  ____________________

At Home: Where do you like to play? Write a description of a favorite spot, using vivid verbs and adjectives.
Composition: Writing a Description

A good written **description** uses vivid language and sensory details to create a clear picture of something or someone.

*Wispy gray clouds skid silently across the evening sky like owls on the prowl.*

A. Match each item below to a sensory detail. Write the letter of detail on the line.

1. the sun          _____  a. buzzing and moving
2. a crowd of people _____  b. wheezing and gasping
3. footsteps on gravel _____  c. cozy and drowsy
4. the brakes on the bus _____  d. warm and round
5. a rainy afternoon  _____  e. crunch and munch

B. Use vivid language and sensory details to write a descriptive sentence that will create a clear picture for each item below.

6. a big, old house

______________________________

7. a fresh-baked apple pie

______________________________

8. brand new shoes

______________________________

9. a windy day

______________________________

10. diving into cold water

______________________________

**At Home:** What is your dream house like? Write a description, using vivid language and sensory details.
Features of Writing That Compares

Writing that compares
• explains how two topics are similar.
• explains how two topics are different.
• uses logical organization to arrange facts and details.
• uses words of comparison and contrast.

A. Read the paragraph. Then, copy the Venn diagram on a separate sheet of paper. Make it large.

Students who are interested in playing basketball or tennis should consider the skills they need to do well in each of these sports. Both basketball and tennis players need good hand-eye coordination. Like all successful athletes, basketball and tennis players should enjoy competition. Basketball players often prefer playing on a team. However, tennis players usually prefer competing on their own. In the case of basketball players, those who want to play this sport benefit if they can jump high. Unlike basketball, the sport of tennis does not demand high jumping as a basic skill.

B. Use the information from the paragraph to answer the questions and complete the Venn diagram. Write your answers in the spaces on your Venn diagram.

1. Write the two topics being compared and contrasted.

2. What is a skill that a basketball player has that a tennis player does not need?

3. How does a basketball player compete compared to a tennis player?

4. What is a skill that both a basketball and tennis player need?

5. What does both a basketball and tennis player enjoy?

At Home: Think of another contrast between the skills that basketball and tennis players need in order to succeed. Add them to the chart.
Prewrite: Writing That Compares

Writing that compares shows how two people, places, things, or ideas are alike and how they are different. When writing a comparison, writers sort, or classify their information. Use a chart or diagram to classify information.

A Venn diagram is a good tool to use when planning comparison writing. After you brainstorm some ideas about what you want to compare, list similarities and differences on the chart.

CHECKLIST

- Did you think about your purpose and audience?
- Did you list similarities and differences?
- Do you need to do research to add to the chart?

At Home: Compare two chairs or two tables in your home. List their similarities and differences. Ask a family member to do the same. Then, together, compare both of your lists.
Revise: Writing That Compares

One way to revise writing that compares is to elaborate. You may need to add more details about an object or some traits about a person you had not included earlier. Comparison-and-contrast words, such as in addition, unlike, similarly, on the one hand, can help make your writing clearer.

Sara began a comparison of the two clocks found in her home. Read what she has written. Then revise her writing below or on another piece of paper by adding more information and details and some comparison-and-contrast words.

We have two clocks in our home. They are different in many ways and alike in some ways. First of all, they both tell time, but the grandfather clock sits in our living room. The teapot clock is over the stove in our kitchen. The grandfather clock needs to be wound up every night. The teapot clock runs on two double-A batteries. The grandfather clock is made of wood and decorated with curlies and swirls. The teapot . . .
Proofread: Writing That Compares

After you revise your comparison, you will need to proofread to correct any mistakes in mechanics, grammar and usage, and spelling.

Read the following comparison. Proofread to correct punctuation and grammar mistakes. Double-check pronouns to make sure they are used correctly. Watch for possessive pronouns and pronoun-verb contractions. Use a dictionary to help check spelling. Use the proofreading marks from the box.

My twin cousins

I have identical twin cousins, Joe and John. They look exactly alike except that Joe has a tiny birthmark under his chin. Unless you look very closely, you’d miss it. Both have straight, dark brown hair, but now Joe’s is longer because he wants to grow a ponytail.

The twins like many of the same things. They both play baseball and are on Little League teams. Joe is a catcher and John is a second baseman. The twins also enjoy music, from jazz to rock to hip-hop. Joe plays the guitar, and John plays the piano.

They’re both good guys, but Joe is a bit more outgoing than John. John is specially shy in front of strangers. Joe, however, will casually saunter up to someone and say, “Hi. I’m Joe.” Joe is the one who would take a lead in the school play. John would rather work the lights or curtains. John told me he wants to be a doctor when he grows up. Joe prefers computers.

B. On a separate sheet of paper, rewrite the paragraphs with your corrections.

At Home: Look up the word saunter in a dictionary and a thesaurus. Use saunter and three of its synonyms in separate sentences.

McGraw-Hill Language Arts
Grade 5, Unit 5, Writing That Compares,
pages 392–393
Adverbs

REMEMBER THE RULES

• An **adverb** is a word that tells more about a verb.
• An **adverb** tells how, when, or where an action takes place.

  *My dog **suddenly** hurt his paw.* (tells when)
  *I **quickly** took my dog to Hillside Animal Hospital.* (tells how)
  *My aunt works **there**.* (tells where)

A. Underline the adverb in each sentence. Draw an arrow from the adverb to the verb it describes.

1. A friend unexpectedly invited my aunt to an animal shelter.
2. My busy aunt reluctantly said, “yes.”
3. My aunt always dreamed of a career in nursing.
4. After the experience at the shelter, she quickly changed her mind.
5. She decided definitely on a career with animals.
6. She worked hard in college and in veterinarian school.
7. My aunt now practices veterinary medicine in my town.
8. Yesterday I went to the animal hospital.
9. My aunt gently handles sick animals.
10. She spoke quietly to each one.

B. Circle the adverb in each sentence. Then circle **how**, **when**, or **where** to tell what question the adverb answers.

11. Veterinarians often give shots to cats and dogs. **how** **when** **where**
12. They frequently treat dogs and cats for fleas. **how** **when** **where**
13. Some veterinarians eagerly care for large animals. **how** **when** **where**
14. Veterinarians thoroughly examine a sick or injured animal. **how** **when** **where**
15. Veterinarians are there twenty-four hours a day. **how** **when** **where**
Adverbs Before Adjectives and Adverbs

REMEMBER THE RULES

- Adverbs tell more about adjectives and other adverbs.

  *Benjamin Franklin was a very important statesman.* *(Very tells about the adjective important.)*

  *Benjamin Franklin traveled to other countries quite often.* *(Quite tells about the adverb often.)*

A. Draw an arrow from each underlined adjective or adverb to the adverb that tells more about it.

1. Benjamin Franklin was quite successful at an early age in Boston.
2. At age 15, he wrote a series of unusually noteworthy newspaper articles.
3. These articles for his brother’s newspaper were extremely popular.
4. In a few years, Benjamin found it too difficult to work for his brother.
5. He decided fairly quickly to leave Boston and settle in Philadelphia.
6. Benjamin Franklin’s move to Philadelphia very definitely changed his life.
8. One really important friend was the governor of Pennsylvania.
9. Somewhat cautiously, Benjamin went to London at the governor’s suggestion.
10. In London, he became a truly outstanding person in the field of publishing.

B. Circle the word that tells what the underlined adverb describes.

11. Benjamin Franklin returned to Philadelphia and bought an especially boring newspaper.

12. He very soon changed it into a lively paper.

13. In Philadelphia, Benjamin was almost always involved in public work.

14. His quite extraordinary contributions included helping to establish a public library.

15. Franklin also contributed to the terribly important task of creating the U. S. Constitution.

At Home: Choose five adverbs from this page. Write a sentence using each one.
Comparing with Adverbs

**REMEMBER THE RULES**

- **Adverbs** that compare two actions use **-er** or **more**.
- **Adverbs** that compare three or more actions use **-est** or **most**.
- Don’t combine both **-er and more** or **-est and most**.

Kate plays basketball **more expertly** than her friend Cheryl. (compares two actions)

Of her four friends, Kate plays the **most expertly**. (compares three or more actions)

A. In each sentence, circle the adverb that compares. Then circle the number of actions the adverb compares.

1. Of all the girls in her class, Kate learned sports the easiest.  
   
   Two actions   Three or more actions

2. She played basketball and soccer more skillfully than her older brother and sister.  
   
   Two actions   Three or more actions

3. Kate decided to focus more seriously on basketball than soccer.  
   
   Two actions   Three or more actions

4. She practiced the longest of any player on the school’s basketball team.  
   
   Two actions   Three or more actions

5. As a result, she scored points more often this year than last year.  
   
   Two actions   Three or more actions

B. Choose the correct comparative or superlative adverb in dark type to complete each sentence. Write it on the line.

6. Of all Kate’s fans, her family cheers __________________ at games.  
   
   More loudly   Most loudly

7. Kate’s team made free throws __________________ than the other team.  
   
   More frequently   Most frequently

8. Of all the players, Kate moved the ball down the floor __________________.  
   
   Faster   Fastest

9. Of the two basketball teams, Kate’s team played __________________.  
   
   Harder   Hardest

10. Kate yelled __________________ during the game than her coach did.  
    
    More excitedly   Most excitedly

**At Home:** Write two sentences comparing two actions. Then write two sentences comparing three or more actions.
Negatives

REMEMBER THE RULES

• A negative is a word that means “no” or “not.”
• Use only one negative in a sentence.

Incorrect: There weren’t no bandages in the hospital.
Correct: There weren’t any bandages in the hospital.
Correct: There were no bandages in the hospital.

A. Put a check mark in front of sentences that have a negative. Circle the negative.

1. ______ Florence Nightingale decided at age 16 that she wanted to help people.
2. ______ She didn’t know then exactly what she would do.
3. ______ When she became an adult, she did not forget her goal.
4. ______ Florence decided she wanted to work in a hospital.
5. ______ Florence’s mother couldn’t understand this decision.
6. ______ Hospitals then were no place for a young woman like Florence.
7. ______ Nothing would stop Florence from leaving home to study nursing.
8. ______ During a war in 1854, Florence was asked to care for wounded soldiers.
9. ______ She was upset that the hospital had no cots or medical supplies.
10. ______ No one was taking care of the sick and injured men.

B. Underline the two negatives in each sentence. Then rewrite the sentence correctly, using only one negative.

11. Florence wrote angry letters explaining that there weren’t no supplies.

12. She was also angry that people hadn’t done nothing to clean up the hospital.

13. Florence would not accept no unclean conditions.

14. No one did no more than she to introduce the world to skilled nursing.

15. England held celebrations to honor her, but she didn’t go to none of them.

At Home: Find four sentences that contain negatives in a story. Copy the sentences and underline the negatives.
Mechanics and Usage: Punctuation in Dialogue

REMEMBER THE RULES

- **Quotation marks** enclose a person’s exact words.
- A comma or commas separate a phrase, such as *she said*, from the quotation itself.
- A comma or a period goes inside closing quotation marks.
- A question mark or an exclamation mark goes inside the quotation marks when it is part of the quotation.
- A question mark or an exclamation mark goes outside the quotation marks when it is part of the entire sentence but not part of the quotation.
- A new paragraph is used for each new person who speaks.

  *Ben said, “You dance very well.”* (period inside quotation marks)
  *Jasper exclaimed, “I love to dance!”* (exclamation mark inside quotation marks)
  *Kelly asked, “Where did you learn to dance?”* (question mark inside quotation marks)

A. Underline the direct quotation and punctuate each sentence.

1. Jasper announced, I’m going to be a dancer when I grow up.
3. Jasper replied, I have a dance class every day.
4. I want to dance in musical shows, Jasper explained.
5. I think that would be exciting! Ben exclaimed.

B. Add capital letters and punctuation marks to the following sentences.

6. this show is great Ben yelled.
7. Kelly cried i love Jasper’s dancing!
8. Ben remarked he moves just like my dog.
9. does your dog play with a plastic disk Kelly asked.
10. Ben nodded and said he catches it just like Jasper.

At Home: Write four sentences of your own as a dialogue. Then ask a parent or an older brother or sister to read the dialogue with you.
At Home: For sentences 1-6, write verb, adjective, or adverb to identify the kind of word the circled adverb describes.

Mixed Review

REMEMBER THE RULES

• An adverb tells how, when, or where an action takes place.
  
  She plays the violin beautifully. (tells how) She plays often. (tells when) She plays nearby. (tells where)

• An adverb can tell more about an adjective or another adverb.

  Her violin is quite old. She handles it very carefully.

  adverb     adjective     adverb     another adverb

• A negative is a word that means no or not. Use only one negative in a statement. No one had ever heard her play.

A. Circle the adverb in each sentence. Then draw an arrow from the adverb to the verb, adjective, or other adverb it tells more about.

1. A young girl had always dreamed of becoming a musician.
2. She took violin lessons and practiced regularly.
3. One day, she had a very serious accident.
4. As a result of the accident, one hand was badly injured.
5. Continuing violin lessons seemed most unlikely.
6. The girl, however, decided positively not to give up her dream.
7. She worked extremely hard to strengthen her injured hand.
8. The young girl started violin lessons again.
9. Eventually she became a professional violinist.
10. The young woman now performs with an orchestra in my city.
11. My friends and I go to her concerts quite often.

B. Underline and correct the double negatives. Cross out words and write new words.

12. Her family doesn’t miss none of her concerts.
13. The girl hadn’t no thought of giving up.
14. There wasn’t nothing else she wanted to do.
15. No decision was never more important.
Prepositions

REMEMBER THE RULES

- A preposition relates a noun or pronoun to another word in a sentence.

  Abraham Lincoln was President during the Civil War.

A. Find the preposition in each sentence and write it in the box.

1. When he was a young man, Abraham Lincoln lived in Illinois.

2. There he was elected to the state legislature.

3. Later he became a lawyer and practiced law for a while.

4. After several years, Lincoln left politics.

5. Soon Abraham Lincoln went back into politics.

6. He was a U.S. Senate candidate against Stephen Douglas.

7. Lincoln’s life was changed by this decision.

8. There were several debates between Lincoln and Douglas.

9. From the debates, Abraham Lincoln got national attention.

10. His ideas about slavery attracted the Republican party.

B. Choose a preposition from the box below to complete each sentence. Write the letter of the preposition on the line.

11. Lincoln became the Republican candidate U.S. President in 1860.

   a. at

12. Abraham Lincoln became President March 4, 1861.

   b. during

13. He impressed the American people his speeches.

   c. for

14. His speech Gettysburg became famous.

   d. on

15. His presidency, Lincoln declared slavery unlawful.

   e. with
Prepositional Phrases

REMEMBER THE RULES

• A prepositional phrase begins with a preposition and ends with a noun or pronoun.
• The object of the preposition is the noun or pronoun after the preposition.

Chang skated across the ice. (prepositional phrase)

preposition object of preposition

A. Circle the prepositional phrase in each sentence.
1. A young boy was frail and small for his age.
2. His parents thought working at a sport would make him stronger.
3. The boy and his parents talked about sports he might enjoy.
4. The young boy quickly decided on ice skating.
5. In a short time, everyone knew it was a good decision.

B. Circle the preposition in each sentence. Then draw an arrow from the preposition to the noun that is the object of the preposition.
6. The boy skated very well from the beginning.
7. He skated confidently around the rink.
8. After a while, the boy took ice-skating lessons.
9. Over the years, he became a better and better skater.
10. He entered ice-skating competitions against excellent skaters.
11. During his childhood, he won many awards and titles.
12. The young boy grew into a strong young man.
13. Then he began working toward a special goal.
14. He dreamed of the Olympic games, and he reached his goal.
15. He represented America proudly at the Olympics and won a gold medal!

At Home: In sentences 1-5, write a P over the preposition and an O over the object of the preposition.
Objects Pronouns in Prepositional Phrases

**REMEMBER THE RULES**

- An object pronoun is the pronoun that follows a preposition in a sentence.
- Use object pronouns *me, you, him, her, it, us,* and *them* as objects in prepositional phrases.

*Living in another country could be an adventure for you.*

**A.** Underline the prepositional phrase in each sentence. Then circle the object pronoun.

1. One day, my dad had a surprise for me.
2. He had decided to take the family with him.
3. Dad asked how my sister and I felt about it.
4. Both of us thought it was a good decision.
5. Mom and Dad said that our feelings were important to them.
6. Dad hoped it would be an interesting experience for us.
7. We made friends there and learned many things from them.
8. We practiced our Spanish with them.
9. My friend Gregorio gave a book to me.
10. I read a story in it.

**B.** Write the missing object pronoun to complete each sentence. Choose the correct pronoun from the box.

11. My sister had a friend Bella, and she sang Mexican songs with ____________.
12. I kept a journal and wrote in ____________ every day during our stay.
13. I think keeping a journal encourages you to look around ____________.
14. Look for an article by ____________ about my special time in Mexico.
15. I would be happy to show my photos to ____________ anytime.

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**At Home:** Write four sentences about a special experience you have had with family members or friends. Use a different object pronoun in a prepositional phrase in each sentence.

**McGraw-Hill Language Arts Grade 5, Unit 6, Adverbs, pages 432–433**
Interjections

REMEMBER THE RULES

• An interjection expresses strong emotion.

• Use a comma after a mild interjection and an exclamation mark after a strong interjection.

  Hey! Here are Shadow’s kittens. (strong interjection)
  Oh, they’re so cute. (mild interjection)

A. Circle the interjection in each sentence. Then circle mild or strong to show the kind of interjection it is.

1. Oh, that man seems so lonely. mild strong
2. Well, let’s see if petting a kitty can cheer him up. mild strong
3. Wow! He has a big smile on his face. mild strong
4. Hey! Why don’t we ask if he’d like a pet kitten? mild strong
5. Great! He decided he would like one. mild strong
6. Well, let’s take him to see Shadow’s kittens. mild strong
7. Aw, the tiny gray one is purring in his lap. mild strong
8. Oh, no! Now she’s chewing on his finger. mild strong

B. Add capital letters and punctuation marks to the following sentences.

9. Oops she just slipped and tumbled over
10. Good grief what is she up to now
11. Well nothing she does seems to bother him
12. Hooray the man is taking her home
13. Oh did you hear he named his kitten Friend
14. Aha I think the kitten will change his life
15. Gee what a difference a pet can make

At Home: Write four sentences of your own about the man and his kitten. Use a different interjection in each sentence.
Combining Sentences: Complex Sentences

**REMEMBER THE RULES**

- A complex sentence has two closely related ideas joined by a conjunction.

  *John James Audubon observed birds before he drew them.*

A. Draw one line under the conjunction in each sentence. Draw two lines under each of the two closely related ideas.

1. John James Audubon studied drawing in France when he was a boy.
2. Then he studied birds after he moved to a farm in America.
3. Audubon ran a general store as he continued to study American birds.
4. At one time he taught drawing although he was still interested in birds.
5. Soon Audubon decided to focus on birds because they appealed to him so much.
6. He planned to paint pictures of birds until he had enough paintings for a book.
7. Audubon’s paintings were realistic images because he observed birds closely.
8. Audubon took his paintings to England although he continued to live in America.
9. He found a publisher in England after exhibitions of his paintings were so popular.
10. His first book was quite large because it contained life-size drawings.

B. Use a conjunction from the box to combine each pair of sentences.

<table>
<thead>
<tr>
<th>after</th>
<th>before</th>
<th>since</th>
<th>until</th>
<th>when</th>
</tr>
</thead>
</table>

11. There were 1,065 different birds in Audubon’s book. It was published.

12. Audubon did not write about birds. He worked with another naturalist.

13. Audubon experimented with birds. Others in America did so after him.

14. Bands have been put on the legs of birds. Audubon introduced the idea in 1803.

15. Audubon’s last book was completed by his sons. He died in 1851.
A. Underline the prepositional phrases in the sentences and circle the interjections.

1. Before the Civil War, some people helped enslaved men and women.
2. Of the many helpers, Harriet Tubman was the most famous.
3. Gee, she was once enslaved herself.
4. After her escape, she helped others.
5. She led many people to freedom.
6. For her capture, slave owners offered a reward.
7. My goodness, she was brave.
8. During that time, the escape route was called the Underground Railroad.
9. Oh, how did they travel?
10. In most cases, they walked long distances.

B. Add the comma that is missing from each sentence.

11. In the beginning Ohio and Pennsylvania were the most helpful states.
12. After a few years all northern states were involved.
13. From 1830 to 1860 around 50,000 enslaved people made it to the North.
14. Good grief that’s so many people.
15. Well it took thirty years to free that many.
Mixed Review

REMEMBER THE RULES

• A **preposition** is a word that relates a noun or pronoun to another word in the sentence.

• A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.

• The **object of the preposition** is the noun or pronoun in a prepositional phrase.

  *Jared’s uncle has a restaurant on a busy street.*
  
  ↑↑

  **preposition**  **object of the preposition**

• An **interjection** is a word or group of words at the beginning of a sentence that show strong feeling.

  *Oh dear, the restaurant is closed.*

A. Circle the prepositional phrase in each sentence. Then draw one line under the preposition and two lines under the object of the preposition.

1. Jared decided to work in his uncle’s restaurant.

2. He would do the job during his summer vacation.

3. The young man wanted to learn about the restaurant business.

4. Jared planned to have a restaurant of his own one day.

5. His uncle’s restaurant was open for dinner every day.

B. Choose an interjection from the box to add to each sentence. Add a comma or an exclamation mark after each interjection.

<table>
<thead>
<tr>
<th>Wow</th>
<th>Well</th>
<th>Oops</th>
<th>Oh boy</th>
<th>Now</th>
<th>Hey</th>
<th>Gee</th>
</tr>
</thead>
</table>

6. ____________ Let’s go eat at his uncle’s restaurant.

7. ____________ On what street is it located?

8. ____________ The lights on the ceiling sure are pretty.

9. ____________ I see my favorite dish on the menu.

10. ____________ I spilled my water on the table.
Common Errors: Adverbs

REMEMBER THE RULES

• An adjective describes a noun. An adverb tells more about a verb, an adjective, or another adverb.

  A *large* spider ran *surprisingly quickly* across the table.

• Good is always an adjective; well is an adverb, except when it means “healthy.”

  *Spiders have adapted well to being good hunters.*

• Do not use two negative words together in a sentence.

  *No one I know never ever liked spiders.*

• Some adverbs have an -ly ending, which makes them easy to recognize. For most adverbs, do not change the spelling of the word when you add -ly.

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

  1. I (recent, recently) read an article about spiders.  ______________
  2. The author seemed to (complete, completely) enjoy her subject.  ______________
  3. It (wasn’t, was) no easy undertaking to write the article.  ______________
  4. The article was (good, well) written with many illustrations.  ______________
  5. Spiders are best known for their (delicate, delicately) spun webs.  ______________

B. Rewrite each sentence correctly. Be sure you correct each double negative by using a positive word or by dropping *not or n’t.*

  6. The web of the orb spider is made good for quick trapping insects.

  7. The bolas spider doesn’t never trap insects in a web.

  8. It clever traps them on a single strand of sticky silk.

  9. Some spiders quiet hunt for food instead of using a web as a trap.

  10. Wolf spiders run swift in search of their prey.

At Home: Write a paragraph about a spider or insect you have seen. Use at least five adverbs in your writing.
Study Skills: Use the Card Catalog

- The **card catalog** can help you find materials in a library or resource center. Many libraries have their catalogs **on-line**.
- Every book in the library has an **author card** and a **title card**. Many books also have a **subject card**.
- The **call number** of a book helps you locate it in the library.

<table>
<thead>
<tr>
<th>Author Card</th>
<th>Title Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>J325.1 S Siegel, Beatrice</td>
<td>J325.1 S Sam Ellis's Island Siegel, Beatrice</td>
</tr>
<tr>
<td>An illustrated history of the tiny island which at one time was the gateway to the United States. 1. Ellis Island Immigration Center–History 2. United States–Emigration and Immigration–History</td>
<td>An illustrated history of the tiny island which at one time was the gateway to the United States. 1. Ellis Island Immigration Center–History 2. United States–Emigration and Immigration–History</td>
</tr>
</tbody>
</table>

Use the cards to answer the questions.

1. What is the title of the book?

2. Who is the publisher of the book? How many pages does it have?

3. If you knew the author, but could not remember the title of the book, what would you look under?

4. Write one subject you could find this book under.

5. Where would you look to see if the library has other books by Beatrice Siegel?
Vocabulary: Figurative Language

- **Figurative language** can make your writing more interesting and exciting.

  - **Similes, metaphors, and personification** are forms of **figurative language**.
    - A **simile** uses *like* or *as* to make a comparison.
      - This bed is as warm as toast.
    - A **metaphor** compares two things without using *like* or *as*.
      - A blanket of snow lies on the ground.
    - **Personification** gives human qualities to things.
      - The wind sings me to sleep.

A. Read each sentence below. Identify the type of figurative language that is underlined. Write *simile*, *metaphor*, or *personification*.

1. The fog tiptoed across the field. ________________________________
2. The sky was a cauldron of darkness. ________________________________
3. Leaves fell like snowflakes. ________________________________
4. The breeze teased the tree branches. ________________________________
5. Spears of lightning criss-crossed the sky. ________________________________
6. The wind whistled around the house. ________________________________
7. We were bundled up like socks in a drawer. ________________________________
8. The cold bit our fingers. ________________________________
9. A lava flow of soup erupted from the pot. ________________________________
10. The crackers floated like ducks on a pond. ________________________________

B. Think of a simile, metaphor, or personification for the following things. Then use your figurative language in a sentence.

11. air ________________________________
12. hunger ________________________________
13. quiet ________________________________
14. busy ________________________________
15. sleepy ________________________________

**At Home:** What kind of weather do you like? Write a description of a favorite kind of day. Use similes, metaphors, and personification to add interest to your description.
Composition: Dialogue

- **Dialogue** is the exact words characters speak in a story.
- Dialogue can be used to describe a character and keep the story action moving.
- A speaker's exact words are enclosed in quotation marks.
- Descriptive dialogue can be used to describe how a person sounds.

  "Don't you dare jump up on the couch, you bad dog," snapped Nancy.

A. Read each statement below. On the lines, write each speaker's exact words.

1. "Wait!" yelled Joe. ____________________________

2. Bill frowned and said, "I don't get it." ____________________________

3. "This isn't what I wanted," said Ty, "but it will do." ____________________________

4. "Hey!" cried Jan, waving. "You forgot your coat!" ____________________________

5. Jed stared at the door and whispered, "Who is it?" ____________________________

6. "They're here!" gasped Alan, spotting Mom's car. ____________________________

7. "If you need a ride," said Glen, "let me know." ____________________________

8. "I wanted Ellie to join us, but she is busy," Liz said to Jody. ____________________________

9. "Did you hear what happened?" asked Lou. ____________________________

10. Hap shook his head and muttered, "No way." ____________________________

B. Use descriptive verbs to finish the sentences.

11. "I'm allergic to cats," ________________ Jeffrey.


14. "I'm giving you five seconds to get in bed," ________________ Mom.

15. "Be quiet," ________________ Syd "or you'll wake the baby."

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At Home: Interview a family member about a special event or memory. Write down the interview in the form of a dialogue.
Features of a Story

A good story
• has an interesting **beginning, middle, and end**.
• describes a **setting**, telling when and where a story takes place.
• has **characters** that move the action along.
• has a **plot** with a problem that is solved at the end.
• often uses **dialogue**.

Read the story. Then, answer the questions below.

_Tulips poked out from the soil. Just like these spring flowers, Paula hoped for a new beginning in her life. A week had passed since Paula’s family moved to Clarksville, and she hadn’t yet made a new friend._

_Paula inspected the small garden and rearranged some soil with her favorite hand-held garden shovel. Then, she walked to the bus stop._

_The doors to the school bus opened, and when Paula sat down she realized that she was still holding her shovel._

_A girl sitting across the aisle spotted the shovel and said, “You’re just the person I need!”_  

_“Really?” Paula was as surprised as she was delighted._

_“Sure,” the girl said. “My name’s Shelly, and my job is to monitor the school garden. Boy, could I use your shovel. And, I could use your help.”_

1. Who is this story about? ________________________________

2. What is the setting of the story? ________________________________

3. What event forms the beginning of the story? ________________________________

4. What event forms the middle of the story? ________________________________

5. What event forms the end of the story? How does it help the main character solve his or her problem? ________________________________
Prewrite: A Story

A story is a narrative that comes from a writer’s imagination. A good story has interesting characters, a conflict, a setting, and a plot. The plot includes a well developed beginning, middle, and a satisfying end.

To plan a story so that the plot events unfold in a logical way, you can use a story map. First brainstorm some ideas. Then fill in the chart.

**STORY MAP**

<table>
<thead>
<tr>
<th>Title:</th>
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<table>
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<table>
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<tr>
<th>Characters:</th>
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<th>Problem:</th>
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<table>
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<tr>
<th>Solution:</th>
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**CHECKLIST**

- Have you decided on characters, setting, and a plot?
- Have you decided on how to begin your story, and how to develop it through to the end?

At Home: Pretend you chose the woods as a setting for a story. List some animals and plants that you would ordinarily see in this setting.
Revise: A Story

You can revise your story by elaborating. Add more details to make your writing clearer and some vivid descriptions to perk up the narrative. You might also think about adding realistic dialogue. Dialogue words, such as suggested, exclaimed, shouted, whispered, announced, can make your writing more vivid.

Use another sheet of paper to revise the following story excerpt by adding some colorful adverbs or adjectives. Add dialogue, using the correct punctuation, and remember to indent paragraphs. Finally, write a satisfying ending to the story.

Bill was determined to build a robot that could do the chores he disliked. You robot, he told his pile of materials that were strewn all over the garage floor, someday soon you will do what I want you to do like mow the lawn.

Bill worked for hours and then fell asleep on the bench near the tool table. Suddenly the robot began to move its legs, then body, and then its head. What do you want me to do first, sir, asked the robot.

The robot asked again. “What do you want me to do?” Since there was no answer, the robot lifted the garage door and marched onto the front lawn. He began mowing the lawn—clip, clip, clip. Then he trimmed the bushes, clip, clip, clip. He just couldn't stop working.

All of a sudden Bill woke up.
After you revise your story, you will need to **proofread** it to find and correct any mistakes in mechanics, grammar and usage, and spelling.

A. Read the following story. Correct errors in punctuation and spelling. Look for grammar mistakes. Indent paragraphs and the beginning of dialogue. Use the proofreader’s marks from the box to mark the errors you find.

In the beginning of the twentieth century, 1905 to be exact, the Ramsey family lived in a small town in Missouri. They lived in a small, four-room wooden house that Mr. Ramsey had built with the help of his neighbors. Abigail was ten years old. Her brother Jake was 13.

“Come, look! shouted Abigail. Mr. Sorensen is putting in the wiring. Soon we will have electric lights.” “Yes,” answered Jake. Now I won’t have to clean the soot from our lantern lights.”

“And I won’t have to clip the wicks and add the kerosene, answered Abigail.

It was dusk when Mr. Sorensen left. Mrs. Ramsey turned on every single light in the house. Let’s go for a stroll,” she said.

They walked to town and back, and when they returned home, they all stood gazing at their house in a blaze of light. “I never thought I’d live to see this day,” said Mr. Ramsey.

B. Use the corrections marked to rewrite the paragraph on another piece of paper.