



# DoDEA

**SKILL BUILDER:  
GRAMMAR, USAGE,  
and MECHANICS  
BLACKLINE MASTERS**





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## SKILL BUILDER: GRAMMAR, USAGE, and MECHANICS BLACKLINE MASTERS



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Name \_\_\_\_\_

Action verbs tell what a subject does. State-of-being verbs tell what the subject is or is like.

# State-of-Being Verbs

## State-of-Being Verbs

is	were	being	look	taste
are	seem	been	appear	smell
am	was	be	feel	become

Read each sentence. Underline each state-of-being verb. Circle the words it connects in the subject and the predicate. The first one has been done for you.

**Example** I am (Shania Davies.)

1. One day, I was surprised to see two puppies by the side of the road.
2. They seemed lost.
3. The puppies were so sad-looking.
4. They looked hungry, too.
5. The puppies felt soft.
6. I was scared to take them home.
7. My mom is not a puppy-lover.
8. I became uneasy on my walk home.
9. But she looked thrilled at the sight of the puppies.
10. I felt so happy then.



Work with a partner to write a realistic story about a lost pet. Include six or seven state-of-being verbs.



Name \_\_\_\_\_

Action verbs tell what a subject does. State-of-being verbs tell what the subject is or is like.

## State-of-Being Verbs

Write one state-of-being verb from the box to complete each sentence. Hint: Some words will work in more than one sentence.

looks	sound	were	are	smells
is	seems	feels	be	appears

1. This part of the forest \_\_\_\_\_ home to a family of red foxes.
2. The forest \_\_\_\_\_ safe to them.
3. With their barks, yips, and whines, they \_\_\_\_\_ noisy.
4. Foxes \_\_\_\_\_ part of the same family, *Canidae*, as dogs and wolves.
5. That little fox \_\_\_\_\_ just like a small, thin dog.
6. It \_\_\_\_\_ ready to eat anything—rodents, fruit, even garbage!
7. To a fox, nothing \_\_\_\_\_ bad, and they investigate every odor.
8. The fox \_\_\_\_\_ timid and nervous, since it hides from view.
9. The foxes and their kits will \_\_\_\_\_ in their den underground tonight.
10. They \_\_\_\_\_ in the bushes earlier.



Pretend you are Jamie and write a journal entry describing a day with Grama. Use five state-of-being verbs.

Name \_\_\_\_\_

A contraction is a shortened form of two words. An apostrophe stands for the letters that are left out.

# Apostrophe in Contractions

**A. Underline the contraction in each sentence. Then write on the line the words from which the contraction is formed.**

1. I haven't seen Matt and his family for two weeks. \_\_\_\_\_
2. They've gone camping in the Wind River Mountains. \_\_\_\_\_
3. Matt's dad said, "We're going to have the best time on this vacation!"  
\_\_\_\_\_
4. Matt wasn't very excited about camping. \_\_\_\_\_
5. I can't wait to hear what happened on this year's trip. \_\_\_\_\_

**B. Replace the underlined words with the correct contraction. Write the contraction on the line.**

6. Matt came over yesterday and said, "You will never believe what happened." \_\_\_\_\_
7. He would not stop talking about the fawn he saw. \_\_\_\_\_
8. "And I watched a bald eagle make a nest! It is a huge bird," he said.  
\_\_\_\_\_
9. "You are lucky to have seen all those animals," I said. \_\_\_\_\_
10. "Yes, I am," he said. "And I will see more next year." \_\_\_\_\_



Continue the dialogue between Matt and his friend. Use five contractions.



Name \_\_\_\_\_

A contraction is a shortened form of two words. An apostrophe stands for the letters that are left out.

# Apostrophe in Contractions

Rewrite each sentence, replacing the underlined words with contractions.

1. I have learned many things from my grandmother.

\_\_\_\_\_

2. She is the one who taught me how to collect maple sap.

\_\_\_\_\_

3. We are going to spend the weekend checking our trees.

\_\_\_\_\_

4. I taste the sap to make sure that it is just right!

\_\_\_\_\_

5. Grandma told me that the settlers were not the first people to collect sap.

\_\_\_\_\_

6. Settlers did not know how to gather sap, so Native Americans taught them how.

\_\_\_\_\_

7. I had not known that Native Americans were flavoring food with maple long ago.

\_\_\_\_\_

8. I never know just what I will learn during a day with Grandma!

\_\_\_\_\_



Write lines of dialogue between a grandparent and a grandchild.  
Use five contractions.

# State-of-Being Verbs

Underline the state-of-being verb in each sentence.

1. The Abenaki Indians are native people of the United States and Canada.
2. They have been dwellers in these countries for many centuries.
3. The Abenaki were an agricultural, or farming, society.
4. Long ago, their population was stable.
5. In modern times, it has become much smaller.
6. Jamie's great-grandmother was an Abenaki Indian.
7. Jamie had pictures in her mind of Grama.
8. She seemed to be back in the field, picking blackberries.
9. The fresh blackberries smelled wonderful.
10. The sun felt very warm on their faces.

Name \_\_\_\_\_

A prepositional phrase is made up of a preposition and its object (a noun or pronoun), plus any words that come between them.

# Prepositional Phrases

Write the prepositional phrase in each sentence on the line. Then underline the preposition. Circle the object of the preposition.

1. Many people consider Babe Didrikson Zaharias one of the world's greatest athletes. \_\_\_\_\_
2. She performed extremely well in many different sports. \_\_\_\_\_
3. At the 1932 Olympics, Babe won many medals. \_\_\_\_\_
4. She set a world record in the 80-meter hurdles and won her first gold medal. \_\_\_\_\_
5. During the competition, she threw the javelin farther than any other woman ever had. \_\_\_\_\_
6. She almost won a third gold medal in the high jump. \_\_\_\_\_
7. Babe tied the high jump with a woman named Jean Shiley. \_\_\_\_\_
8. The judges didn't like the way Babe dived over the bar. \_\_\_\_\_
9. They awarded Babe a silver medal for the high jump. \_\_\_\_\_
10. However, Babe's performance inspired many young women to succeed at sports. \_\_\_\_\_



Write four sentences about a sports hero or sports event. Use a prepositional phrase in each sentence.

Name \_\_\_\_\_

# Prepositional Phrases

Read each sentence below. Choose the best preposition from the list to begin each incomplete prepositional phrase. Write the preposition on the line.

A prepositional phrase is made up of a preposition and its object (a noun or pronoun), plus any words that come between them.

of	from
on	during
by	as
like	around

1. Baseball first came to the United States \_\_\_\_\_ England.
2. In England, baseball was known \_\_\_\_\_ the game "rounders."
3. \_\_\_\_\_ the 1830s, the game was called "town ball" in the United States.
4. If we watched town ball today, we would probably be surprised \_\_\_\_\_ the game.
5. Instead of bases, large stones were placed \_\_\_\_\_ the ground.
6. Unlike the diamond-shaped field we recognize, town ball's field was shaped \_\_\_\_\_ a square.
7. Baseballs were made by wrapping yarn \_\_\_\_\_ a piece of rubber.
8. The Knickerbockers, the first regular baseball team, had players who were \_\_\_\_\_ New York City.

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Pretend you are watching a game of town ball in the 1800's. Describe what you see, using prepositional phrases in your writing.

Name \_\_\_\_\_

To make a regular singular noun possessive, add -'s.  
To make a regular plural noun possessive, add an apostrophe (').

# Apostrophe in Possessive Nouns

Underline the possessive noun in each sentence.  
On the line, tell whether it is singular or plural.

1. During practice before the big game, many people asked for the stars' autographs. \_\_\_\_\_
2. Finally the coach sent the manager's assistant to get the stars.  
\_\_\_\_\_
3. When the coach's whistle sounded, the team was ready to play a practice game. \_\_\_\_\_
4. After practice, the players' legs were sore. \_\_\_\_\_
5. At the game the next evening, the gym filled with the crowd's roar.  
\_\_\_\_\_
6. The fans' support made the team feel good. \_\_\_\_\_
7. One player made a fast break to the other team's basket.  
\_\_\_\_\_
8. The guard's hands reached up to block the basket, but the ball dropped through the net. \_\_\_\_\_
9. A basketball player's moves take a lot of skill. \_\_\_\_\_
10. Many kids' heroes are professional basketball players.  
\_\_\_\_\_



Write a paragraph about a team sport. Use singular and plural possessive nouns.

Name \_\_\_\_\_

To make a regular singular noun possessive, add -'s.  
To make a regular plural noun possessive, add an apostrophe (').

# Apostrophe in Possessive Nouns

Read each phrase. Rewrite each one using a possessive noun. The first one has been done for you.

1. the injury of the pitcher the pitcher's injury
2. the averages of the batters \_\_\_\_\_
3. the cheers of my family \_\_\_\_\_
4. the new mascot of the team \_\_\_\_\_
5. the object of the game \_\_\_\_\_
6. the favorite song of my dad \_\_\_\_\_
7. the meeting of the teams \_\_\_\_\_
8. the plans of the coaches \_\_\_\_\_
9. the surface of the plate \_\_\_\_\_
10. the placement of the bases \_\_\_\_\_
11. the shape of the field \_\_\_\_\_
12. the roar of the crowd \_\_\_\_\_
13. the smiles of the players \_\_\_\_\_
14. the cheers of the fans \_\_\_\_\_

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Imagine you are a baseball player waiting for your turn at bat. Write what you are observing and thinking as you watch the teams play. Use possessive nouns.

# Apostrophe in Possessive Nouns

**A. Underline the possessive noun in each sentence. On the line, write *S* if the possessive is singular and *P* if it is plural.**

1. Ken Sr.'s team was the world champion Cincinnati Reds. \_\_\_\_\_
2. Junior loved Riverfront Stadium's sights and sounds. \_\_\_\_\_
3. Pete Rose's son played ball with Junior. \_\_\_\_\_
4. The fans' cheers could be heard for miles. \_\_\_\_\_
5. Junior rose out of his slump with his parents' support. \_\_\_\_\_

**B. Circle the possessive noun that correctly completes each sentence. Then write it on the line.**

6. Did you know that Ken Griffey \_\_\_\_\_ team, the Reds, is part of baseball history? (Sr.'s, Srs.')
7. \_\_\_\_\_ first professional, or pro, team in the United States, was the Cincinnati Red Stockings. (Baseball's, Baseballs')
8. The Red \_\_\_\_\_ players became the first ever to be paid for playing baseball. (Stocking's, Stockings')
9. In those days, \_\_\_\_\_ admission price to the game was just ten cents! (fan's, fans')
10. At that time, you didn't see \_\_\_\_\_ masks on players. (catcher's, catchers')



Name \_\_\_\_\_

A run-on sentence is two or more sentences strung together without a conjunction such as *and*, *or*, or *but*.

# Run-on Sentences

Correct these run-on sentences. Write each as a compound sentence by adding a comma and a conjunction.

1. Dan Jansen is a speed skater from the United States he skated in the 1994 Winter Olympics.

---

---

2. Would he skate fast enough to win the gold medal this time would he be disappointed again?

---

---

3. Jansen had not won any medals in four previous Olympic Games this was his last chance to win a gold medal.

---

---

4. Jansen was very nervous he refused to give up hope.

---

---

5. Jansen won the gold medal he set the world record.

---

---

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Write three run-on sentences. Then have a partner rewrite them with commas and conjunctions.

Name \_\_\_\_\_

A run-on sentence is two or more sentences strung together without a conjunction such as *and*, *or*, or *but*.

# Run-on Sentences

Correct these run-on sentences by breaking them into separate sentences. Use the appropriate punctuation and capitalization.

1. The string section of an orchestra is made up of several instruments, these are violins, violas, cellos, and bass violins.

---

---

2. The musician draws a bow across the strings of an instrument, this causes them to vibrate.

---

---

3. A string quartet is a group of four musicians, they play stringed instruments.

---

---

4. In a string quartet, there are four instruments played, these include one cello, one viola, and two violins.

---

---

5. Several famous composers have written musical pieces for string quartets, Mozart, Beethoven, and Haydn all wrote pieces.

---

---



Write three run-on sentences to describe a book you read. Then have a partner rewrite them using conjunctions and correct punctuation.

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A preposition connects a noun or pronoun with other words in the sentence. The noun or pronoun is called the object of the preposition.

# Use Prepositions

Read the sentences. Underline the prepositions.  
Circle the object of each preposition.

1. Janelle dribbled the basketball down the court.
2. Then she cut to the basket.
3. She leaped high into the air.
4. The ball rolled off her fingertips.
5. It dropped through the hoop.
6. With great happiness, Janelle yelled and screamed.
7. She was the shortest girl on the team.
8. The odds seemed to be against her.
9. But every day after school, she practiced long shots, layups, and free throws.
10. During each game, she knew she would play her best.
11. Sometimes the ball seemed to fly through the air.
12. Sometimes it bounced on the floor.
13. Janelle always carried the ball with her.
14. She practiced in the driveway.
15. She talked about basketball constantly.



Write a paragraph about something you dream of doing well. Use prepositional phrases.

A preposition connects a noun or pronoun with other words in the sentence. The noun or pronoun is called the object of the preposition.

# Use Prepositions

Underline the prepositional phrase in each sentence. Then circle the noun that is the object of the preposition.

1. Lucas's favorite practice time is in the afternoon.
2. His dog curls up beneath the music stand.
3. Lucas draws his bow over the strings.
4. You can see his foot tap against the floor.
5. You can hear his vibrato coming from the music room.
6. Sometimes his mom accompanies Lucas on the piano.
7. Perhaps she gave Lucas his love of music.
8. After Lucas practices, he puts his viola into its case.
9. Then he puts the case inside the closet.
10. There the viola stays until his next practice.
11. Lucas gets a snack from the refrigerator.
12. Then he does homework in his room.
13. Lucas waits for his dad.
14. He will tell Dad about his day.



Write an e-mail to tell a friend about something you do that requires practice. Use prepositional phrases.

## Run-On Sentences

A. Read this paragraph. There are five run-on sentences. Correct the sentences.

The cello is known for its rich tone, in a string quartet, the cello takes the lowest part. The cello is a large instrument, the cellist must grip it between his or her knees in order to play it. Another instrument in a string quartet is the viola it is different from a violin. The viola looks like a violin, it is a bit larger and has a lower tone. The musician places the viola under the chin to play it, a violinist does the same with the violin.

## Use Prepositions

B. Underline the prepositional phrases in the sentences. Circle the objects.

6. Wolfgang Amadeus Mozart was born in Austria.
7. He is considered one of the greatest composers.
8. Mozart started composing music during his childhood.
9. The opera *Don Giovanni* is one of his most famous compositions.
10. I love listening to Mozart's music.

Name \_\_\_\_\_

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

# Complete Subject and Predicate

Read each sentence. Underline the complete subject once and the complete predicate twice.

1. Scott Joplin was born in Texarkana, Texas, in 1868.
2. Joplin was destined for a musical career.
3. His mother worked hard to pay for his piano lessons.
4. Joplin practiced for many hours each day.
5. His first job was playing the piano in St. Louis.
6. Joplin went to college at age 28.
7. Joplin and John Stark, a music publisher, issued 50 of Joplin's own pieces.
8. The "Maple Leaf Rag" is one of Joplin's best-known songs.
9. Many young pianists wanted to meet Scott Joplin.
10. Scott Joplin's music is still popular today.
11. My friends and I listen to his music.
12. Old records are usually my favorites.



Write a paragraph about your favorite song or type of music. Underline the complete subject of each sentence once and the complete predicate twice.

Name \_\_\_\_\_

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

# Complete Subject and Predicate

Read each sentence. Identify whether the underlined part of the sentence is the complete subject or the complete predicate. Write *CS* or *CP* on the line.

1. The trumpet is truly a special instrument! \_\_\_\_\_
2. The trumpet is classified as a brass instrument. \_\_\_\_\_
3. The French horn, trombone, and tuba are also brass instruments. \_\_\_\_\_
4. These instruments are made of brass, as their name indicates. \_\_\_\_\_
5. The musician blows into a little, cup-like mouthpiece. \_\_\_\_\_
6. Sound comes from the trumpet's flared bell. \_\_\_\_\_
7. The trumpet consists of valves and tubes. \_\_\_\_\_
8. This brass instrument has a bright, sharp tone. \_\_\_\_\_
9. That sound makes the trumpet versatile. \_\_\_\_\_
10. The instrument is played in jazz, classical, and military music. \_\_\_\_\_
11. Some people confuse the bugle with the trumpet. \_\_\_\_\_
12. Although they have a similar appearance, bugles have no valves. \_\_\_\_\_

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Imagine that you are at a concert. Write a paragraph to describe what you see and hear. Underline each complete subject once and each complete predicate twice.



Name \_\_\_\_\_

Commas are used to separate items in a series, to set off nouns of direct address, and to set off introductory words in a sentence.

# Commas

Read each sentence. Then rewrite it using commas where they are needed.

1. Jacob Alice and Jeff went to a music fair at their school.

---

---

2. We all worked to decorate the gym on Friday night Saturday and Sunday.

---

---

3. When the Polkadot Pumpkins begin playing please call me.

---

---

4. Although I may be late I'm going to attend Bryan's guitar concert at noon.

---

---

5. Alice do you know where I can hear the Mexican mariachi band tomorrow?

---

---



Write four sentences about a hobby or something you like to do. Use commas in a series, to set off nouns of direct address, and to set off introductory words.

Name \_\_\_\_\_

Commas are used to separate items in a series, to set off nouns of direct address, and to set off introductory words in a sentence.

# Commas

Rewrite the paragraphs, adding commas where they are needed.

Today was their first day at music camp. Toby Lenore and Roma arrived by bus. Although they had never been away from home before they were all very excited. After they got off the bus the three friends sat with the rest of the girls in a meeting area. Their counselor was there to greet them.

“I know that you’re going to have a great time here girls,” she said.

“Roma will you help me get everyone their cabin assignments? Here’s a list.”

With a smile Roma began to read from the list. Camp was going to be great!

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Write a letter home from camp. Use commas in a series, in direct address, and to set off introductory information.

# Complete Subject and Predicate

Underline the complete subject once and circle the complete predicate.

1. Most of my classmates enjoy listening to the radio.
2. My friends and I listen to the latest pop music.
3. We all like lots of different artists.
4. I like music that is easy to dance to and sing along with.
5. My friend, Cassidy, just likes music that's loud!
6. My brother, Gavin, plays his drums along to music.
7. Gavin is getting better and better at keeping the rhythm.
8. Even my parents like to hear him play!
9. My music class is becoming more interesting
10. Our musical salute to jazz will take place next week.

Name \_\_\_\_\_

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feelings and ends with an exclamation point.

# Four Sentence Types

Write the correct punctuation mark at the end of each sentence. Write *D* if the sentence is declarative, *IN* if it is interrogative, *IM* if it is imperative, or *E* if it is exclamatory.

1. Have you ever had an absolutely perfect day \_\_\_\_\_, \_\_\_\_\_
2. Well, I had one of those days last week \_\_\_\_\_, \_\_\_\_\_
3. Listen to this \_\_\_\_\_, \_\_\_\_\_
4. I saw my favorite author, Sarah Slater, standing on the corner \_\_\_\_\_, \_\_\_\_\_
5. I was so excited \_\_\_\_\_, \_\_\_\_\_
6. What was she doing in Birmingham, Alabama \_\_\_\_\_, \_\_\_\_\_
7. She was in town to sign books at the local bookstore \_\_\_\_\_, \_\_\_\_\_
8. Unfortunately, her car had broken down \_\_\_\_\_, \_\_\_\_\_
9. What a terrible situation she was in \_\_\_\_\_, \_\_\_\_\_
10. I came to the rescue and offered her my scooter \_\_\_\_\_, \_\_\_\_\_
11. Take my scooter \_\_\_\_\_, \_\_\_\_\_
12. She smiled and said she would love to \_\_\_\_\_, \_\_\_\_\_
13. I was so shocked \_\_\_\_\_, \_\_\_\_\_
14. Did she know how to ride a scooter \_\_\_\_\_, \_\_\_\_\_
15. You bet she did \_\_\_\_\_, \_\_\_\_\_

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Write a brief paragraph describing a famous person who interests you. Use each of the four kinds of sentences.

Name \_\_\_\_\_

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feelings and ends with an exclamation point.

## Four Sentence Types

Identify each type of sentence by writing *declarative, interrogative, imperative, or exclamatory* on the line.

1. What a huge flock of pigeons!  
\_\_\_\_\_
2. Did you hear all the racket they made? \_\_\_\_\_
3. They just flew overhead. \_\_\_\_\_
4. Tell your friends to look out the window. \_\_\_\_\_
5. Hurry! You can still see them! \_\_\_\_\_
6. Send Terrence an e-mail to thank him for his kindness.  
\_\_\_\_\_
7. Don't forget to attach the picture of the pigeons. \_\_\_\_\_
8. Have you ever seen a pigeon up close? \_\_\_\_\_
9. They resemble doves. \_\_\_\_\_
10. Look at these pictures that I took of both kinds of birds.  
\_\_\_\_\_
11. Don't they look alike? \_\_\_\_\_
12. There are no pigeons near her school. \_\_\_\_\_



Write about a bird that interests you. Use each of the four kinds of sentences, and punctuate them correctly.

Homophones are words that sound the same but have different spellings and different meanings.

# Homophones

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

1. Rosa and I were terribly (bored, board).
2. It was the middle of summer vacation, and there was nothing to (dew, do).
3. I had brought a (pear, pare, pair) of roller skates.
4. But it was (to, too, two) hot to skate.
5. I (read, red) Rosa a news story about some kids who had rescued a beached whale.
6. Rosa had (seen, scene) a story about it on TV.
7. I flipped (threw, through) the pages of the news magazine.
8. A breeze (blew, blue) across the porch.
9. Then we (herd, heard) a bark.
10. I looked across the street and saw a funny-looking dog with white (pause, paws).
11. He was wagging his long, shaggy (tale, tail).
12. The (to, too, two) of us jumped off the porch to rescue him.
13. "The (poor, pore) thing!" Rosa exclaimed.
14. Then a woman with (red, read) hair appeared.
15. "Come here, Rags," she said. "(You're, Your) a bad dog!"



Write a paragraph about an experience—real or imaginary—with an animal. Use as many homophones as you can.

Name \_\_\_\_\_

Homophones are words that sound the same but have different spellings and different meanings.

# Homophones

Circle the correct homophone to complete each sentence. Then write it on the line.

1. No one is \_\_\_\_\_ to touch the birds here at the nature center. (allowed, aloud)
2. There are \_\_\_\_\_ special cages for the birds. (ate, eight)
3. When the sun hits it, that pigeon's wings look \_\_\_\_\_. (blew, blue)
4. We've never had a pigeon \_\_\_\_\_ its wing before! (brake, break)
5. Those birds \_\_\_\_\_ to be squabbling over the berry. (seem, seam)
6. A \_\_\_\_\_ is hiding near the pond. (dear, deer)
7. Several pigeons and hawks just \_\_\_\_\_ right over the deer. (flew, flu)
8. The blue jay is standing right next to the yellow \_\_\_\_\_. (flour, flower)
9. Have you \_\_\_\_\_ of any birds that are endangered in this state? (heard, herd)
10. Terrence will \_\_\_\_\_ us here to return the pigeon to its home. (meat, meet)



Write a note to Terrence to tell him what you think of his actions. Use and spell homophones correctly.



# Four Sentence Types

Fill in the bubble next to the word that identifies what kind of sentence each is.

- I can't believe he did that!  
 A declarative  
 B interrogative  
 C imperative  
 D exclamatory
- Have you seen a pigeon like it?  
 F declarative  
 G interrogative  
 H imperative  
 J exclamatory
- Tell me all about what happened.  
 A declarative  
 B interrogative  
 C imperative  
 D exclamatory
- He always thinks of ways to be helpful.  
 F declarative  
 G interrogative  
 H imperative  
 J exclamatory
- Get that pigeon out of my kitchen.  
 A declarative  
 B interrogative  
 C imperative  
 D exclamatory

Name \_\_\_\_\_

A compound predicate has two or more verbs that share the same subject.

# Compound Predicates

Read the sentence pairs below. Using the conjunctions *and*, *but*, or *or*, combine the two short sentences to form one sentence with a compound predicate.

1. Gina took her suitcase out of the closet. Gina filled it up with lots of summer clothes.

---

---

2. The family packed up the station wagon. The family drove to Texas.

---

---

3. The car ran smoothly at first. The car broke down on the second day.

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4. The family saw the tall buildings in Dallas. The family visited a ranch with longhorn cattle.

---

---

5. Would Gina meet other children in Dallas? Would Gina spend her time alone?

---

---



Make a list of three nouns. Write a sentence with compound predicates using each noun as the subject.

A compound predicate has two or more verbs that share the same subject.

# Compound Predicates

Read the sentences. Then underline the compound predicates and circle the conjunctions.

1. Annemarie and Ellen are best friends and love to spend time together.
2. They live in Denmark and visit together often.
3. The girls sometimes play or laugh with Kirsti.
4. Mama told the girls the story of *Gone With the Wind* and helped them remember all the characters' names.
5. Ellen trained as a skilled performer and used a sophisticated voice to play the part of Melanie.
6. Mrs. Rosen will prepare a roast chicken or surprise us with something else.
7. Mrs. Rosen lit the Sabbath candles and recited the prayer in Hebrew.
8. The Rosens heard that they must leave town and quickly went into hiding.
9. The Johansens knew that they must protect Ellen and created a plan.
10. They would hide Ellen in their apartment and keep her safe from the soldiers.
11. Ellen tried to take off her necklace and struggled with removing it.
12. Annemarie knew she had to move hastily and broke the chain.
13. She concealed the necklace in her hand and clasped it there.
14. The soldier ripped the photograph and stalked out of the apartment.



Pretend you are one of the characters in the story and write about the soldiers' visit to the apartment. Use compound predicates.

Verbs that do not add *-ed* to form the past tense and the past participle forms are called irregular verbs.

# Irregular Verbs

Read each sentence. On the line, write the past or past participle form of the verb in parentheses ( ).

1. My cousin Julio (come) \_\_\_\_\_ to visit last week.
2. Before he arrived, he had (write) \_\_\_\_\_ us a letter.
3. For dinner, we (eat) \_\_\_\_\_ all his favorite foods.
4. Then we (drink) \_\_\_\_\_ hot cocoa before bedtime.
5. Julio has (do) \_\_\_\_\_ so many interesting things.
6. Last summer he (ride) \_\_\_\_\_ horses in Mexico.
7. He has always (wear) \_\_\_\_\_ a bandanna around his neck.
8. Yesterday he (teach) \_\_\_\_\_ us how to throw a lasso.
9. We have played games every night and he has always (win) \_\_\_\_\_.
10. We have (grow) \_\_\_\_\_ up with Julio, and he's our favorite cousin.
11. After Julio left, I (begin) \_\_\_\_\_ to miss him.
12. It (leave) \_\_\_\_\_ me feeling sad.
13. He always (tell) \_\_\_\_\_ the best of stories.
14. But Julio had (go) \_\_\_\_\_ to visit other cousins.
15. I was glad I had (see) \_\_\_\_\_ him.



Use the verbs *do*, *run*, *see*, *take*, and *fall*. Write two sentences with each verb. In one sentence, use the past tense form of the verb. In the other sentence, use the past participle form.

Verbs that do not add *-ed* to form the past tense and the past participle forms are called irregular verbs.

# Irregular Verbs

Read each sentence. Write the past or past participle form of the verb in parentheses ( ).

1. Ellen had \_\_\_\_\_ to stay with Annemarie's family. (came)
2. Papa \_\_\_\_\_ of his plan to pretend Ellen was his daughter. (speak)
3. He had \_\_\_\_\_ to have the girls giggle and talk as usual. (chose)
4. Papa never had \_\_\_\_\_ his daughter, Lise, who had died. (forgot)
5. Lise had \_\_\_\_\_ in an accident. (fall)
6. But memories of Lise were \_\_\_\_\_ in Papa's memory. (froze)
7. Time has not \_\_\_\_\_ thoughts of Lise. (stole)
8. Papa \_\_\_\_\_ baby photos of all his daughters. (take)
9. He had never \_\_\_\_\_ those precious photos. (lose)
10. Did you hear what Papa \_\_\_\_\_ to the soldier? (say)
11. He made sure the soldier \_\_\_\_\_ a glimpse of the dark curls of the baby in the photo. (catch)
12. All the neighbors have \_\_\_\_\_ that Papa acted bravely and calmly. (say)
13. The soldiers had not \_\_\_\_\_ out about Ellen. (find)
14. The soldiers did not see Lise's name \_\_\_\_\_ in the album. (wrote)



Write about something brave someone did in the past. Use the past and past participle forms of irregular verbs.

# Compound Predicates

## A. Underline each compound predicate and circle each conjunction.

1. People band together and help each other during times of hardship.
2. During a war, some people must leave their homes and lose their belongings.
3. But people somehow carry on and survive.
4. They search for clean water and discover ways to find food.
5. Many people join the army or volunteer to help in other ways.

## B. Combine each pair of sentences to form one sentence with a compound predicate.

6. Annemarie played with the dolls. Annemarie shared them with Ellen.

\_\_\_\_\_

7. Kirsti cried about the fish shoes. Kirsti complained about the fish shoes.

\_\_\_\_\_

8. Annemarie brushed her hair. Annemarie handed the brush to Ellen.

\_\_\_\_\_

9. Families hid in the house. Families then fled to the forest.

\_\_\_\_\_

10. I would have cried. I would have been very afraid.

\_\_\_\_\_

Name \_\_\_\_\_

The **-er** form of an adverb is used to compare two actions. The **-est** form of an adverb is used to compare three or more actions. **More** and **most** are often used with adverbs that end in **-ly** and with adverbs that have two or more syllables.

# Adverbs: Comparisons

Read each sentence. Write the correct form of the adverb in parentheses ( ) on the line.

1. She studied (hard) \_\_\_\_\_ than he did.
2. Kevin studied (hard) \_\_\_\_\_ of all.
3. During running practice, Eva ran the (slowly) \_\_\_\_\_ of anyone on the team.
4. Kim ran (slowly) \_\_\_\_\_ than Jason.
5. Lena jumped (high) \_\_\_\_\_ in the morning than she did in the evening.
6. She jumped the (high) \_\_\_\_\_ of all her friends.
7. It rains (often) \_\_\_\_\_ in the country than in the city.
8. In Idaho, it rains (often) \_\_\_\_\_ in the spring.
9. Julio gets up (early) \_\_\_\_\_ than his sister does.
10. Judy gets up the (early) \_\_\_\_\_ of all her friends.
11. Juan sings (loud) \_\_\_\_\_ than Hector.
12. Pia sings the (loud) \_\_\_\_\_ of all the girls in music class.

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Make a list of adverbs that tell how, such as *fast*, *loudly*, or *well*. Then use each adverb in two sentences—one that compares two actions and another that compares three or more actions.



Name \_\_\_\_\_

The **-er** form of an adverb is used to compare two actions. The **-est** form of an adverb is used to compare three or more actions. **More** and **most** are often used with adverbs that end in **-ly** and with adverbs that have two or more syllables.

# Adverbs: Comparisons

A. Read each sentence. Write the correct form of the adverb on the line.

1. He draws \_\_\_\_\_ than I. (well)
2. Katy draws \_\_\_\_\_ of all. (well)
3. During art class, Juan laughed \_\_\_\_\_ at the joke. (soft)
4. Miguel laughed \_\_\_\_\_ of all. (loud)
5. After class, I walked \_\_\_\_\_ home. (slow)
6. Jean \_\_\_\_\_ ran past me. (quick)
7. Harold ran the \_\_\_\_\_ of all. (fast)

B. Use each adverb in a sentence.

early	better	worse
badly	well	highest

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Write two sentences, each using one irregular adverb.

Declarative and imperative sentences end with a period. An interrogative sentence ends with a question mark. An exclamatory sentence ends with an exclamation mark.

# End Punctuation

The opening scene from this mystery play is missing periods, question marks, and exclamation marks. Write the missing punctuation on the lines.

1. Michael (sounding puzzled): What happened to all the cookies I baked \_\_\_\_
2. Sue: They were on the plate in the center of the table \_\_\_\_
3. Michael: They're gone now \_\_\_\_ Did you eat them \_\_\_\_
4. Sue (indignantly): No, I certainly did not \_\_\_\_
5. Michael: Who could've taken them \_\_\_\_ Hey, look \_\_\_\_ Here's a cookie on the floor under the table \_\_\_\_
6. Sue: How did it get there \_\_\_\_
7. Michael: Have you seen the dog \_\_\_\_
8. Sue: Let's look outside in the yard \_\_\_\_
9. Michael (pointing): Aha \_\_\_\_ Here's another cookie, and it's just inside Skipper's doggie door \_\_\_\_
10. Sue: Do you think that Skipper really did it \_\_\_\_
11. Michael: Not Skipper, never \_\_\_\_
12. Sue: I'm not so sure about that \_\_\_\_



Write another short scene for the mystery play. Use declarative, imperative, interrogative, and exclamatory sentences.

Name \_\_\_\_\_

Declarative and imperative sentences end with a period. An interrogative sentence ends with a question mark. An exclamatory sentence ends with an exclamation mark.

# End Punctuation

Read each sentence, and add the correct end punctuation. Then write *declarative*, *imperative*, *interrogative*, or *exclamatory* to identify the sentence type.

1. Caroline and Tony are starting their own detective agency \_\_\_\_\_
2. Let's take a walk to see where their headquarters will be \_\_\_\_\_
3. Give me a call when you're ready to leave \_\_\_\_\_
4. Do you think they will get many customers \_\_\_\_\_
5. How clever Tony is at finding clues \_\_\_\_\_
6. Caroline is talented at investigating mysteries \_\_\_\_\_
7. What do you think will be their first case \_\_\_\_\_
8. Tony's favorite character is Sherlock Holmes \_\_\_\_\_
9. Did you notice that Tony wears a hat likes Holmes does \_\_\_\_\_
10. How fun it will be to be a detective \_\_\_\_\_
11. I wish I could join their agency \_\_\_\_\_
12. Do you think Tony and Caroline will let me join \_\_\_\_\_



Write an advertisement about a detective agency. Use each sentence type and use the correct end punctuation.

# Adverbs: Comparisons

A. Complete the chart by writing the comparative and superlative forms of the adverb.

Adverb	Comparative	Superlative
1. slowly		
2. carefully		
3. swiftly		
4. badly		
5. loudly		

B. Complete each sentence using an adverb from the chart.

- The detective opened the door \_\_\_\_\_ than she had earlier.
- She quickened her steps and looked around \_\_\_\_\_
- She was proud that this case had been \_\_\_\_\_ studied than her last.
- She walked \_\_\_\_\_ into the next room.
- The detective laughed \_\_\_\_\_ when she saw her partner.

Name \_\_\_\_\_

A compound subject consists of two or more simple subjects joined together by the conjunctions *and* or *or*.

# Compound Subject

Combine each pair of sentences into one sentence by forming a compound subject. Write the new sentence on the line. Circle the compound subject.

1. Michelle could not understand the last story problem in the math lesson. Pete could not understand the problem either.

---

---

2. The explanation in the book was confusing. The example problems were also confusing.

---

---

3. Pete asked Ms. Felter for help. Michelle asked her for help, too.

---

---

4. Ms. Felter can answer their questions. The student teacher can answer their questions.

---

---

5. Story problems are difficult to solve. Geometry problems are difficult, too.

---

---



Write three sentences with compound subjects about a day in your school.

A compound subject consists of two or more simple subjects joined together by the conjunction *and* or *or*.

# Compound Subject

Read the sentences. Underline the compound subject in each. Circle the conjunction.

1. The art and sculpture of ancient Mexico are on display at the museum.
2. Hannah and I are going to the exhibit.
3. John and Mom are seeing the exhibit with my aunt.
4. Aunt Rose and Hannah picked me up early in the morning.
5. There are long lines and big crowds in front of the museum.
6. Either the front door or the side entrance leads to the exhibit.
7. Mr. Fletcher or his son will buy the tickets.
8. Tuesday or Wednesday would be good days to visit.
9. Aunt Rose, Hannah, and I wait our turn.
10. Hannah and I are jumping up and down with excitement.
11. Aunt Rose and the other adults in line smile at us.
12. The carvings and sculptures inside will be waiting for us!



Write two sentences about something you have done with family or friends. Use a compound subject and a conjunction in each sentence.

Use **adjectives** to describe nouns or pronouns. Use **adverbs** to describe verbs, adjectives, or other adverbs.

# Adjective/Adverb Confusion

Circle the word in parentheses ( ) that completes each sentence. Then write whether it is an adjective or an adverb on the line.

1. The (strange/strangely) house across the street had stood empty for as long as Kipper could remember \_\_\_\_\_
2. Then a stranger moved in and (unusual/unusually) things (sudden/suddenly) began to happen. \_\_\_\_\_; \_\_\_\_\_
3. During the day, noises echoed (loud/loudly) from the garage.  
\_\_\_\_\_
4. Last night, the same (weird/weirdly) noises had awakened Kipper.  
\_\_\_\_\_
5. As Kipper watched (silent/silently) from his window, the neighbor carried a box outside and set it down (careful/carefully). \_\_\_\_\_;  
\_\_\_\_\_
6. Kipper thought that this was a (peculiar/peculiarly) thing to do.  
\_\_\_\_\_
7. Then Kipper grabbed his flashlight and tiptoed (soft/softly) down the back stairs. \_\_\_\_\_
8. His (good/well) friend Jason would meet him by the front hedge.  
\_\_\_\_\_



What adjectives could be used to describe you? What adverbs could be used to describe how you do things? Make a chart. Use three adjectives and three adverbs. (Examples: I'm *athletic*; I skate *gracefully*.)

Name \_\_\_\_\_

Use **adjectives** to describe nouns or pronouns. Use **adverbs** to describe verbs, adjectives, or other adverbs.

# Adjective/Adverb Confusion

Read each word. Write an adjective or adverb as indicated in parentheses ( ).

- \_\_\_\_\_ mystery (adjective)
- \_\_\_\_\_ detective (adjective)
- ran \_\_\_\_\_ (adverb)
- yelled \_\_\_\_\_ (adverb)
- \_\_\_\_\_ clues (adjective)
- \_\_\_\_\_ studied (adverb)
- \_\_\_\_\_ smuggler (adjective)
- \_\_\_\_\_ monkey (adjective)
- \_\_\_\_\_ listened (adverb)
- \_\_\_\_\_ waved (adverb)
- \_\_\_\_\_ Michael (adjective)
- \_\_\_\_\_ day (adjective)
- \_\_\_\_\_ squawking (adjective)
- squawked \_\_\_\_\_ (adverb)
- \_\_\_\_\_ adventure (adjective)
- \_\_\_\_\_ sat (adverb)

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Write a description of something you have recently done. Use at least two adjectives and two adverbs.



# Compound Subject

A. Rewrite each pair of sentences to use a compound subject.

1. Ali is reading the same book. Jonathan is reading the same book.

\_\_\_\_\_

\_\_\_\_\_

2. The detectives are meeting tonight. The police officers are meeting tonight.

\_\_\_\_\_

\_\_\_\_\_

3. The broken glass seemed to be a clue. The torn paper seemed to be a clue.

\_\_\_\_\_

\_\_\_\_\_

4. The smugglers have been caught. The thieves have been caught.

\_\_\_\_\_

\_\_\_\_\_

# Adjective/Adverb Confusion

Read this paragraph. There are six errors in adjectives and adverbs. Cross out each incorrect word and write the correct word above it.

Sudden we heard a crash. "It came from the closet!" Jay cried excited. Then we heard weirdly howls. The puppy whimpered quiet.

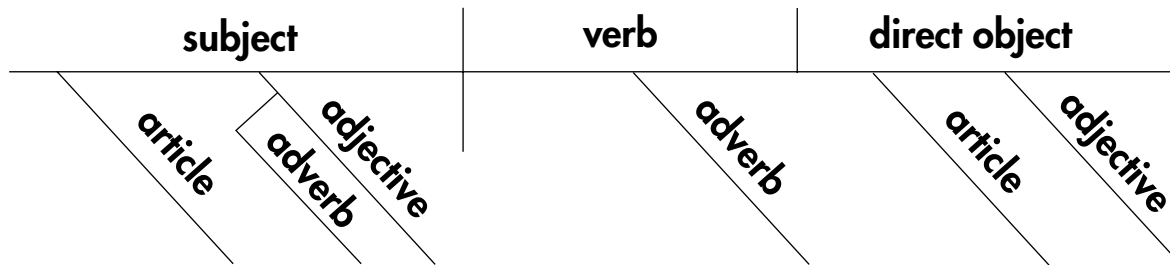
"What could that strangely noise be?" Dad asked.

"I accidental locked the cat in the closet!" said Jay.

Name \_\_\_\_\_

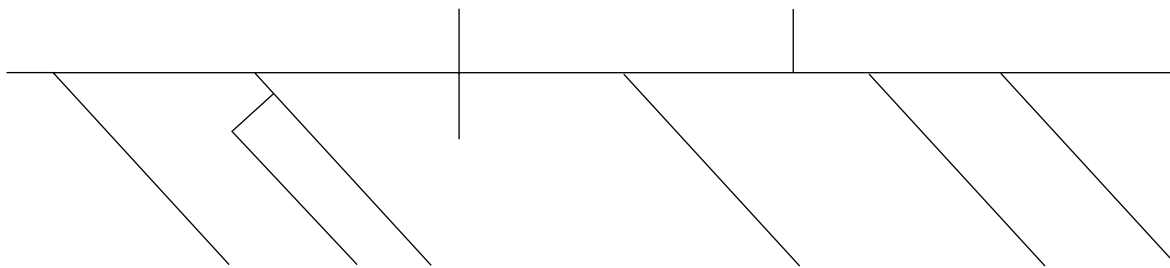
A sentence diagram shows how all the words in a sentence fit together.

# Diagramming Sentences

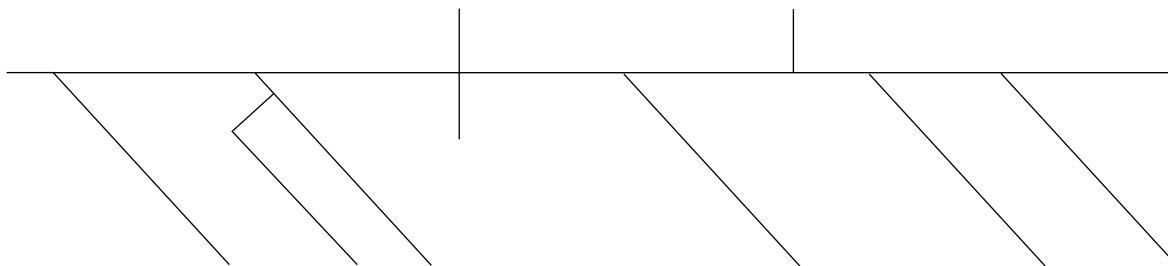


Complete the diagram for each sentence.

1. The very hardworking students often get the best grades.



2. The extremely witty students always make the best jokes.

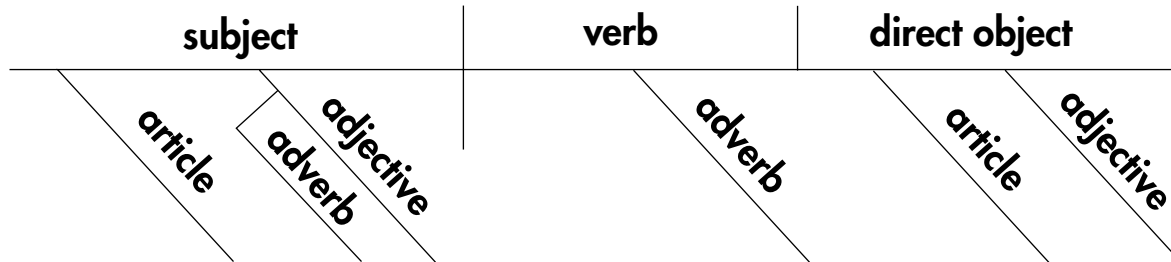


Write a simple sentence telling about something you like. For example, "I like very scary stories." In your sentence include a subject, verb, direct object, and an adjective or an adverb. Then diagram your sentence.

Name \_\_\_\_\_

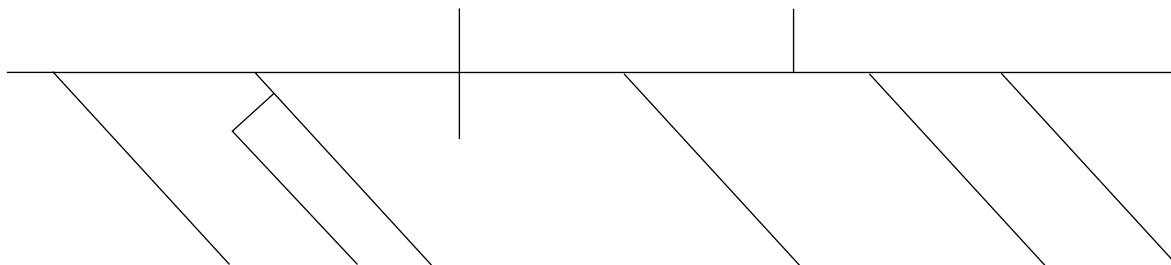
A sentence diagram shows how all the words in a sentence fit together.

# Diagramming Sentences

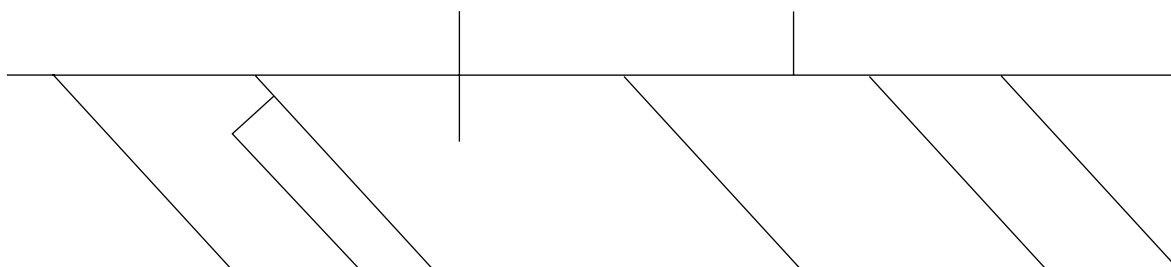


Complete the diagram for each sentence.

1. The very clever students quickly cracked the mysterious code.



2. The very dedicated detectives finally solved the strange crime.



Write a simple sentence about a detective. In your sentence, include a subject, verb, direct object, and an adjective or adverb. Then diagram your sentence.

Add an apostrophe and -s ('s) to a singular noun to show ownership. If a plural noun ends in -s, add an apostrophe after the -s (s').

# Possessives With Apostrophe

Read the sentences. Change each underlined phrase to the possessive form. Write it on the line. The first one has been done for you.

**Example** The new socks that belong to Ella were not on the chair where she had left them. Ella's new socks

1. The baseball that belongs to Tyler was gone, too. \_\_\_\_\_
2. The jump rope of the twins had been on the porch step before lunch. It wasn't there anymore. \_\_\_\_\_
3. The tennis shoes of their parents had disappeared from the bedroom floor. \_\_\_\_\_
4. As the list of missing items belonging to the family grew longer, Mom called a family meeting \_\_\_\_\_
5. "Have you seen the socks that belong to your sister?" asked Mom. \_\_\_\_\_
6. "Have you played with the toys that belong to the boys?" Dad asked Ella. \_\_\_\_\_
7. "What could have happened to the purse that belongs to Mom?" he continued. \_\_\_\_\_
8. The twins spotted Nosy, the dog of their neighbor, with something in her mouth. \_\_\_\_\_
9. Everyone followed her. They found all the missing items in the bed that belongs to Nosy. \_\_\_\_\_

Name \_\_\_\_\_

# Possessives With Apostrophe

Read each phrase. Rewrite each in the possessive form.

Add an apostrophe and -s ('s) to a singular noun to show ownership. If a plural noun ends in -s, add an apostrophe after the -s (s').

1. the T-shirt that belongs to Vikki \_\_\_\_\_
2. the lettering of the T-shirt \_\_\_\_\_
3. the camera that belongs to Ricardo \_\_\_\_\_
4. the clicks of the camera \_\_\_\_\_
5. the shoes of the old woman \_\_\_\_\_
6. the crime of the thieves \_\_\_\_\_
7. the detective agency of the students \_\_\_\_\_
8. the skateboard that belongs to Zach \_\_\_\_\_
9. the limousine of the man \_\_\_\_\_
10. the CB radio of the detectives \_\_\_\_\_
11. the images of the suspects \_\_\_\_\_
12. the plans of the detectives \_\_\_\_\_

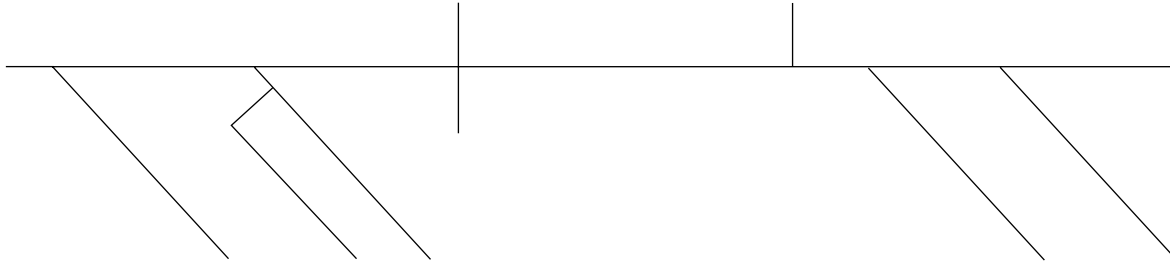


Write a paragraph about solving crimes. Use possessives and apostrophes.

# Diagramming Sentences

A. Complete the diagram for the sentence.

1. The most bizarre crimes have the simplest solutions.



## Possessives

B. Underline the possessive forms in each sentence. On the line, write *S* if the possessive is singular and *P* if it is plural.

2. Jonah's cousins, Angela and Connor, are detectives. \_\_\_\_\_
3. Connor's office is in my community. \_\_\_\_\_
4. Angela's office is in another area. \_\_\_\_\_
5. The detectives' work is well-known. \_\_\_\_\_
6. Connor and Angela located my neighbors' stolen cars. \_\_\_\_\_
7. They helped my teacher's friend find her lost dog. \_\_\_\_\_
8. The friend's letter thanked the detectives. \_\_\_\_\_
9. She said the dog's collar is always on now. \_\_\_\_\_
10. Their customers' comments are always positive. \_\_\_\_\_

Name \_\_\_\_\_

A compound sentence is made up of two or more simple sentences joined by a comma and the word *and*, *or*, or *but*.

# Compound Sentences

In the space provided, combine each pair of sentences into one compound sentence.

1. Police experts often assist law officers in solving crimes. Help may come from genetic scientists, too.

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2. Genetic scientists study DNA. Some of them have found a way to identify DNA prints.

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3. A DNA print is a person's genetic history. It looks like a keypunch card when printed.

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4. DNA prints alone can't solve a crime. They can give important information about a suspect.

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5. Will all crime labs of the future use DNA printing? Will they continue to depend on fingerprinting?

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Name \_\_\_\_\_

A compound sentence is made up of two or more simple sentences joined by a comma and the word *and*, *or*, or *but*.

# Compound Sentences

Combine each pair of sentences into one compound sentence. Use the conjunction shown in parentheses ( ).

1. The judge carried out the trial. The jury listened to evidence. (and)  
\_\_\_\_\_
2. There were no eyewitnesses to the crime. The thief was notorious. (but)  
\_\_\_\_\_
3. His wife insisted that Caesar Cella was innocent. The prosecutor disagreed. (but)  
\_\_\_\_\_
4. Detective Faurot stepped forward. He took the stand. (and)  
\_\_\_\_\_
5. Everyone stared at Faurot. He stayed calm. (but)  
\_\_\_\_\_
6. Would Detective Faurot help the accused? Would he help the prosecutor? (or)  
\_\_\_\_\_
7. Detective Faurot had studied a new method. He began to describe it. (and)  
\_\_\_\_\_
8. The jury might be impressed. They might not. (or)  
\_\_\_\_\_

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Imagine that you are on the jury listening to Detective Faurot. Write two compound sentences that describe what you see and hear.



Name \_\_\_\_\_

The tense of a verb tells whether an action takes place in the past, present, or future.

# Verb Tenses

Read the sentences carefully. Circle the verbs. Then, on the line, write the tense of the verb(s) in each sentence.

1. The police officers investigate the crime. \_\_\_\_\_
2. The suspect was questioned yesterday. \_\_\_\_\_
3. Is he guilty or not guilty? \_\_\_\_\_
4. I will answer that question tomorrow. \_\_\_\_\_
5. He left the police station in handcuffs. \_\_\_\_\_
6. His trial will not start until next week. \_\_\_\_\_
7. He will be represented by an experienced lawyer. \_\_\_\_\_
8. The judge is very wise and extremely fair. \_\_\_\_\_
9. All the evidence is not in yet. \_\_\_\_\_
10. The suspect was honest when he was younger. \_\_\_\_\_
11. No one saw him on the night of the crime. \_\_\_\_\_
12. But many people feel he is guilty, anyway. \_\_\_\_\_



Write a sentence about a mystery. Use the present tense. Then rewrite the sentence twice, using the past tense and the future tense.

Name \_\_\_\_\_

The tense of a verb tells whether an action takes place in the past, present, or future.

# Verb Tenses

Write the form of the verb in parentheses ( ) on the line.

1. Yesterday, I \_\_\_\_\_ about fingerprints.  
(past tense of *hear*)
2. It \_\_\_\_\_ an interesting topic. (past tense of *be*)
3. A speaker \_\_\_\_\_ to my class to discuss fingerprints. (past tense of *come*)
4. She \_\_\_\_\_ a detective in town. (present tense of *be*)
5. She \_\_\_\_\_ us that no two fingerprints are alike. (past tense of *tell*)
6. "That \_\_\_\_\_ like snowflakes!" Derrick said. (present tense of *sound*)
7. The whole class \_\_\_\_\_ at his joke. (past tense of *giggle*)
8. The detective \_\_\_\_\_ fingerprints can be made by the thumb or fingers.  
(past tense of *say*)
9. She \_\_\_\_\_ us to take a close look at our own fingertips. (past tense of *ask*)
10. We \_\_\_\_\_ at the ridges on our fingers. (past tense of *look*)
11. "Today, you \_\_\_\_\_ how we pick up prints," she told us.  
(future tense of *learn*)
12. "By the time I leave, you \_\_\_\_\_ experts!" (future tense of *be*)

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Imagine you are looking for fingerprints. Write four sentences using different verb tenses to describe what you do.

# Compound Sentences

Combine each pair of sentences into a compound sentence.  
Use conjunctions and commas.

1. Fingerprinting can be used to solve crimes. It can be used in other ways.

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---

2. Fingerprints can be left on glass. They can be left on other surfaces.

---

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3. Fingerprints can help track down criminals. They can help locate missing people.

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4. Fingerprints are used as evidence. They are stored in computers.

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---

5. Press your own finger on a glass to leave a print. Pour powder over your print.

---

---

The words *I, you, he, she, it, they,* and *we* are subject pronouns. They can be used to take the place of nouns in the subject of a sentence.

# Subject Pronouns

**A. Read each pair of sentences. Then write the missing subject pronoun on the line.**

1. Sir Walter Raleigh was an English explorer.  
\_\_\_\_\_ founded the first English colony in North America.
2. The colony was called Roanoke. \_\_\_\_\_ did not succeed.
3. One hundred men and boys lived there. \_\_\_\_\_ experienced a horrible winter.
4. Raleigh was a stubborn man. \_\_\_\_\_ would not give up his dream.
5. A year later John White and more colonists went to Roanoke.  
\_\_\_\_\_ built a fort and settled in.

**B. There are five subject pronouns in this paragraph. Circle each of them.**

Then John White sailed back to England. He needed to pick up supplies for the colony. White returned to find the fort empty. It was deserted and overgrown with weeds. Not one person was there. They had all disappeared. Where did all those people go? We can only guess. Only one thing is certain. They were never found.



Write about something your class did recently. Use subject pronouns instead of nouns or classmates' names.

The words *I, you, he, she, it, they,* and *we* are subject pronouns. They can be used to take the place of nouns in the subject of a sentence.

# Subject Pronouns

Read the pairs of sentences. Underline the pronoun in the second sentence. Then circle the noun in the first sentence that the pronoun replaces.

1. Dr. Sara A. Bisel is an ancient bone specialist. She is known as "The Bone Lady."
2. Dr. Bisel is also a writer. She wrote the book *The Secrets of Vesuvius*.
3. Ciro took Dr. Bisel to see a Herculanean. He brought Dr. Bisel to a mound.
4. Portia, a skeleton, lay there. She had died violently.
5. Portia had been a bit over 5 feet tall. She was of average height for a Herculanean woman.
6. Dr. Bisel and her team discovered another female skeleton. They saw something shiny on her hand.
7. The skeleton was wearing a ring. It was very old.
8. The Ring Lady was in her mid-forties. She was not very attractive.
9. Herculaneans, according to Dr. Bisel, had good teeth. They only had a few cavities.
10. People today have many more cavities. We have about sixteen of them on average.
11. A male skeleton was near Portia. He was called the Soldier.
12. The Soldier was tall for a Roman man. He was about 5 feet 8 inches.



Write about the other skeletons that Dr. Bisel's team found. Use subject pronouns.

The words *me, you, him, her, it, us,* and *them* are object pronouns. They can replace nouns used as direct objects.

# Object Pronouns

**A. Read each pair of sentences. Write the object pronoun that completes the second sentence on the line.**

1. Amelia Earhart was a famous woman pilot.  
People all over the world admired \_\_\_\_\_.
2. She was the first woman to fly across the Atlantic Ocean. She crossed \_\_\_\_\_ on June 17, 1928.
3. Amelia and her copilot, Bill Stultz, landed safely in Wales. Thousands of people welcomed \_\_\_\_\_.
4. Amelia was delighted with their support. She thanked \_\_\_\_\_ warmly.
5. Amelia wrote a book about her famous flight. Everyone was anxious to read \_\_\_\_\_.

**B. There are five object pronouns in this paragraph. Circle each of them.**

Jeri told me to read a story about Amelia Earhart. She said, "I know you. You'll really like it." The story is about Amelia's attempted flight around the world with her navigator, Fred Noonan. They began it in New Guinea. Unfortunately, Amelia and Fred's plane was lost. Searchers never found them.



Write three sentences about an adventure. Use action verbs and direct objects. Then rewrite the sentences, replacing the direct objects with object pronouns.

The words *me, you, him, her, it, us,* and *them* are object pronouns. They can replace nouns used as direct objects.

# Object Pronouns

Read the pairs of sentences. Underline the object pronoun in the second sentence. Then circle the noun in the first sentence that the pronoun replaces.

1. Archaeologists search for artifacts. An artifact can tell them about ancient civilizations.
2. "The Bone Lady" received a call from some scientists. The Bone Lady decided to help them.
3. Dr. Bisel went to Italy to help the people. Dr. Bisel visited them in Herculaneum.
4. Dr. Bisel learned that Dr. Maggi was gone. Dr. Bisel wanted her to bring back the chamber key.
5. Ciro called Dr. Bisel. Ciro had something special to show her.
6. Ciro pointed to a mound. Dr. Bisel walked toward it.
7. Dr. Bisel saw a skeleton. She brushed earth away from it.
8. The female skeleton was badly broken. Dr. Bisel knew something terrible had happened to it.
9. Dr. Bisel picked up a bone. She held it in her hands.
10. Dr. Maggi opened the door of an ancient grave. Everyone entered it.
11. Dr. Maggi found twelve skeletons. Something terrible had happened to them.
12. Dr. Bisel needed a flashlight. "Please hand it to me," she said.



Imagine you are an archaeologist discovering bones for the first time. Describe what you see. Use object pronouns.

# Subject Pronouns

**A. Rewrite each sentence using the correct subject pronoun in place of the underlined word or words.**

1. Mt. Vesuvius is a volcano that erupted nearly 2,000 years ago.

\_\_\_\_\_

2. Archaeologists have been excavating the ruins at Herculaneum.

\_\_\_\_\_

3. Dr. Bisel arrived at the site to help them with her knowledge of bones.

\_\_\_\_\_

4. Dr. Maggi and Ciro help Dr. Bisel in whatever ways they can.

\_\_\_\_\_

5. The skeletons are important to Dr. Bisel.

\_\_\_\_\_

**B. There are five subject pronouns in the paragraph below. Circle each of them.**

My friend Maria is a famous scientist. I visited her just last week at her lab. She said to arrive early. I did. Microscopes were everywhere. They were very powerful. Other people were in the lab. They were scientists, too.



Name \_\_\_\_\_

A compound predicate consists of two or more verbs that share the same subject. The verbs are joined by the conjunction *and*, *or*, or *but*.

# Compound Predicates

Underline the complete predicate in each sentence. Then, on the line, write *compound* if the predicate has more than one verb and *not compound* if the predicate has only one verb.

1. Robbers broke into the Smithsonian Institution last night and attempted to steal the world's largest diamond. \_\_\_\_\_
2. The thieves disarmed and destroyed the security system.  
\_\_\_\_\_
3. A backup security system had recently been installed and prevented them from opening the gem case. \_\_\_\_\_
4. They could not break the glass with hammers and clubs.  
\_\_\_\_\_
5. A security guard captured the thieves and turned them over to the police.  
\_\_\_\_\_
6. The robbers sat silently at first but later confessed.  
\_\_\_\_\_
7. Should they hire a lawyer or defend themselves?  
\_\_\_\_\_
8. The guard told his story to the police and the judge.  
\_\_\_\_\_



Write two simple sentences that describe a friend. Combine the sentences using a compound predicate.

Name \_\_\_\_\_

A compound predicate consists of two or more verbs that share the same subject. The verbs are joined by the conjunction *and*, *or*, or *but*.

# Compound Predicates

Underline the verbs in each compound predicate.  
Circle each conjunction.

1. We wrote reports or gave presentations about famous artists and artwork.
2. My class planned and prepared their reports for weeks.
3. Kaleigh read about Claude Monet and wrote about his work.
4. Kevin studied Vincent van Gogh and performed a skit about him.
5. I collected information from books and looked at Web sites.
6. Then I focused on Leonardo Da Vinci and painted my own version of the *Mona Lisa*.
7. I labored over my painting and perfected the colors.
8. Sasha watched a video about the Impressionists and summarized it.
9. Taylor, Beth, and Tim went to the art museum and gathered facts there.
10. Mr. Horowitz took us to the library and helped us find information.
11. Kyle looked for information and found it in the library.
12. We will create videos or perform plays about the artists.

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Write two simple sentences about yourself. Combine the sentences using a compound predicate.

Name \_\_\_\_\_

In dates, a comma separates the month and day from the year. A comma is also used to separate the year from the rest of the sentence.

## Commas in Dates

Read the sentences below. Add commas where they are needed.

1. On November 8 1995 an entire box of peaches disappeared from Mrs. McGuire's kitchen.
2. A collection of glass cats was stolen on November 9 1995 from Mr. Horowitz's garage.
3. A case of salmon disappeared from Fred's Market on November 10 1995.
4. On November 11 1995 the police first took note of this mysterious crime wave.
5. The police submitted a letter to "Dateline Crime" on Sunday, November 12 1995.
6. Several minor thefts have been reported from November 8 1995 through November 10 1995.
7. I read about them in a newspaper dated November 16 1995.
8. On November 18 1995 the police arrested some suspects.



Write a paragraph describing events you will take part in for a week. Use dates in your sentences and add commas as needed.

Name \_\_\_\_\_

In dates, a comma separates the month and day from the year. A comma is also used to separate the year from the rest of the sentence.

## Commas in Dates

Read the paragraphs. Add commas where they are needed.

When is your birthday? Do you share a birthday with a famous artist? I was born on July 19 1994. Edgar Degas, a famous painter, was born on July 19 1834 in France. Degas painted many scenes of ballet dancers.

No one is really certain of the exact date of Jan Vermeer's birth. It is only known that he was baptized on October 31 1632 in Delft, Holland. He painted scenes of people at work and play.

Were you born on July 15? Rembrandt was born July 15 1606. He was another Dutch painter. His paintings have dark shadows and intense lights.

Leonardo Da Vinci was born on April 15 1452. My mom was born on April 15 1942—500 years after Leonardo! She shares a birthday with the noted Italian creator of the *Mona Lisa* and other famous works. Another Italian artist, Michelangelo, was born on March 6 1475 in Siena, Italy.

It's fun to find out what famous people share your birthday. Do some detective work and find out who shares yours.

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Write sentences about the birthdays of your friends or family members. Use commas.

## Commas in Dates

**A. Read each sentence. Add commas where they are needed.**

1. The robbery took place on July 25 2002.
2. Detectives interviewed witnesses until August 30 2002  
and then wrote reports.
3. The case was still open on January 1 2003.
4. The FBI brought in art experts to assist on January 15 2003.
5. The case was closed on April 25 2003.

**B. Read this paragraph. Add five commas where they are needed.**

I'm looking for the March 19 1990 issue of the newspaper.  
It discusses the Gardner Museum art heist of March 18 1990.  
The March 20 1990 issue claims that the stolen art can't  
be sold.

A singular noun names one animal, person, place, or thing. A noun that names more than one is plural. Some nouns have the same spelling in the singular and plural forms.

# Singular and Plural Nouns

## A. Underline the singular noun in each sentence.

1. My brothers and parents decided to take a scenic ride.
2. They chose a winding route that went over the mountains.
3. Of all the things they saw, a deserted mining town was the best.
4. They also saw a deer standing near some pine trees.
5. Later, the moon made the hills and valleys glow.
6. After it was all over, the boys said, "That was a fantastic trip! Let's go again soon."

## B. Underline the plural noun in each sentence.

7. Did you ever walk around your neighborhood with friends?
8. It's amazing how interesting some of the buildings are.
9. Last week, I saw a library decorated with giant carved lions.
10. Yesterday, we found a mural of giant wolves on the side of a factory.
11. We also discovered some fancy iron fences that were colorfully painted.
12. Some of the things we saw were quite amazing.



Write a brief description of some sights in your town. Make sure you use singular and plural nouns to describe people, places, and things.

Name \_\_\_\_\_

A singular noun names one animal, person, place, or thing. A noun that names more than one is plural. Some nouns have the same spelling in the singular and plural forms.

# Singular and Plural Nouns

A. Write the plural noun for each of the singular nouns listed.

1. airplane \_\_\_\_\_
2. billboard \_\_\_\_\_
3. engine \_\_\_\_\_
4. deer \_\_\_\_\_
5. scarf \_\_\_\_\_
6. mile \_\_\_\_\_
7. crosswind \_\_\_\_\_
8. shadow \_\_\_\_\_

B. Write the singular noun for each of the plural nouns listed.

1. supplies \_\_\_\_\_
2. lunches \_\_\_\_\_
3. parties \_\_\_\_\_
4. passes \_\_\_\_\_
5. wolves \_\_\_\_\_
6. shrimp \_\_\_\_\_
7. puppies \_\_\_\_\_
8. jackrabbits \_\_\_\_\_



Imagine you are flying a plane over the countryside. Describe what you see. Use singular and plural nouns.

Name \_\_\_\_\_

Capitalize the titles of written works such as books, poems, newspapers, songs, plays, and long musical compositions. Do not capitalize conjunctions (*and, but, so, or*), articles (*a, an, the*), or short prepositions (*to, by, in*) unless they are the first or last words in the title.

# Capitalization: Titles of Written Works

The sentences below contain the titles of written works. Cross out each letter that should be capitalized and write the correct capital letter.

1. Marie and her sister saw the play *california* twice.
2. Then Marie watched a great old movie called *san francisco, here we come*.
3. She discovered a copy of *living in the golden gate city* in the school library.
4. Marie's father gave her a book, *exploring the national parks in california*.
5. For class, Marie wrote a poem called "redwoods and me."
6. She bought a newspaper, the *san francisco chronicle*, at her local magazine store.
7. Mrs. Wong, the librarian, suggested that Marie read the popular book *surfing for the summer*.
8. Marie learned how to sing "i'm a san francisco baby."
9. Marie also looked up facts about California in *the world almanac and book of facts*.
10. One evening Marie watched *from the gold rush* on TV.



Name \_\_\_\_\_

Capitalize the titles of written works such as books, poems, newspapers, songs, plays, and long musical compositions. Do not capitalize conjunctions (*and*, *but*, *so*, *or*), articles (*a*, *an*, *the*), or short prepositions (*to*, *by*, *in*) unless they are the first or last words in the title.

# Capitalization: Titles of Written Works

The sentences below contain the titles of written works. Rewrite each sentence using the correct capitalization.

1. I went to the library to check out the book *my flight*.

\_\_\_\_\_

2. Have you seen the movie *flying across the world*?

\_\_\_\_\_

3. Claire is playing the role of Birch in the play *coast to coast*.

\_\_\_\_\_

4. Omar wrote a poem called "first in flight" for our project.

\_\_\_\_\_

5. May I borrow your copy of the *daily news*?

\_\_\_\_\_

6. My favorite song is "flying aces flying high."

\_\_\_\_\_

7. This magazine, *journeys*, has stunning photos.

\_\_\_\_\_

8. Would you like to watch the video *sky voyage* with me?

\_\_\_\_\_



List your favorite novel, song, and movie. Use the correct capitalization.

# Singular and Plural Nouns

A. Read each sentence. Change each underlined singular noun to a plural. Change each underlined plural noun to a singular. Write the changes on the lines.

1. Justin Milland is the author of the book *Ten Days in a Plane*. \_\_\_\_\_
2. His book made the bestseller list last year. \_\_\_\_\_
3. He had written a poem, "High Over the Clouds" earlier. \_\_\_\_\_
4. Mary Jean said a new movie is in the works. \_\_\_\_\_
5. Made by the same team that made my favorite movie, \_\_\_\_\_  
it will be based on Milland's book. \_\_\_\_\_

# Capitalization: Titles of Written Works

B. Read this paragraph. Five words in the titles of written works should be capitalized. Cross out the wrong letter and write its capital above it.

I'm taking this copy of the *Daily news* to the bon voyage party. There is a great article, "Summer Day trips," in it. Should we sing the song "a Peaceful Journey" at the party? Maybe we'll watch the movie *No time to Pack*. Don might read aloud the poem "Happy Travels, My Old pal."

An imperative sentence states a command, gives instructions, or makes a request. The subject of an imperative sentence is *you*, but *you* is usually not written in the sentence.

# Imperative Sentences

Read each pair of sentences and underline the imperative sentence.

1. Our family was packing for a camping trip. Mom looked at me and said, "Roll up the sleeping bags."
2. Then she added, "Count the tent stakes. I'm taking the ice chest inside to fill it with food and juice."
3. Then we heard Dad's voice. "Put the juice on top where it's easy to reach."
4. "Kim," I called. "Help me tie up this huge bag."
5. Suddenly Mom opened the door to our van. "Load the ice chest, please."
6. We all worked as a team, and the camping gear was soon loaded into the car. Then Dad said, "Find a seat and get comfortable."
7. Dad asked May to read the directions to the campsite. This is what she read: "Turn right at the red house."
8. "That doesn't make any sense at all," said Mom. "Look at them again, please."
9. "I think these are the directions to Aunt Win's house," I remarked. "Check for the directions in the map box."
10. Soon Mom pulled out another piece of paper with faded writing on it. Then she said, "Watch for a mailbox on the right that looks like a log cabin."



Work with a partner and write five imperative sentences that give directions to a place or instructions about how to make something.

An imperative sentence states a command, gives instructions, or makes a request. The subject of an imperative sentence is *you*, but *you* is usually not written in the sentence.

# Imperative Sentences

Read each pair of sentences. Circle the imperative sentence.

1. Do you have your itinerary? Hand it to me, please.
2. Research the places you want to visit. Isn't that a good approach to traveling?
3. You will see many new things. Focus on the things you'll want to remember.
4. Which museum do you want to visit? Find out its hours.
5. You might want to see a play or watch a baseball game. Inquire about tickets.
6. Have you traveled there before? Tell me all about it.
7. What a cool sunset! Take a picture of it for us, please.
8. Do you have the maps we'll need? Keep them in your backpack.
9. Take a look at what I've written. I like to keep a journal when I'm on the road.
10. Check the map for me, please. Is this the right way?
11. I collect postcards. Help me find some to add to my collection.
12. Get an early start. This is a perfect day for sightseeing.



Write about a dream trip you would like to take. Use imperative sentences.

In an imperative sentence, the subject is always *you*. *You* is understood rather than stated.

## Understood Subject

Read each pair of sentences. Underline the sentence that has an understood subject.

1. "We don't want to be late for the movie, Harold.  
Hurry up, please."
2. "Wait for Blanca. She's talking with Mr. Sanchez about our school picnic."
3. "There's a terrific student art exhibit in the lunchroom. Don't miss it."
4. "I can't wait for our class to visit the new Liberty Science Center. Help me talk Ms. Gabor into taking us there on Friday."
5. "Buy your tickets for the class play here. I promise that it will make you laugh until your sides hurt."
6. "Now pick up your pencil. You can begin the test when the clock says 10:00."
7. "The ice rink is having a big opening party. Find out how many fifth graders in your class want to go."
8. "Wear your heavy coat today. I heard that it is going to storm all day long."
9. "Vote for Tasha for class president. She wants our class to work together to make this our best year yet."
10. "Our bus won't arrive for another ten minutes. Please don't walk so fast."



You are taking two younger students on a trip to a museum. Make a list of five imperative sentences you might say to them.

In an imperative sentence, the subject is always *you*. *You* is understood rather than stated.

# Understood Subject

Read the following sentences. Circle each sentence that has an understood subject.

1. Victor, is this your map?
2. Pass me that stack of maps, please.
3. Give me a hand with this suitcase.
4. Marielle and Peter are having a hard time managing those suitcases.
5. This is the tallest building I've ever seen.
6. Take a picture of me pretending to hold it up.
7. Lee doesn't know where he left his brochure.
8. Let him borrow yours, please.
9. Is that man our travel guide?
10. Repeat the question, please.
11. Let's hurry, or we'll miss the bus!
12. Don't forget to save me a seat.
13. I always carry a book to read.
14. Keep an eye out for the next stoplight.



Pretend that you are a tour guide taking a group sightseeing. Use imperative sentences to write what you will say to the group.

# Understood Subject

Circle the sentences that have understood subjects.

1. Many people enjoy travel.
2. It's always an adventure to visit a new place.
3. Think of the things to explore.
4. E-mail me the pictures from your trip, please.
5. How many hours did it take you to drive to Florida?
6. You will love Florida.
7. Pack your summer clothes.
8. Don't forget your swimming suit.
9. Be sure to drive carefully.
10. Most of all, have fun!

Name \_\_\_\_\_

Every verb has three main parts: present, past, and past participle. Most verbs form the past and the past participle by adding *-d* or *-ed*. Use the helping verbs *have*, *has*, or *had* with the past participle.

# Principal Parts, Regular Verbs

A. For each sentence, write the correct form of the verb given in parentheses ( ). The first one has been done for you.

When we (arrive) arrive at our new home, a small log house in Alaska, I will be happy.

1. We have (travel) \_\_\_\_\_ a great distance by car with a trailer full of supplies—enough to last the winter.
2. We (move) \_\_\_\_\_ our clothes and furniture into our tiny new home this morning.
3. The girls and I now (remember) \_\_\_\_\_ our old home fondly.
4. Our lives have (change) \_\_\_\_\_ a lot since we left Idaho.

B. Place each verb form from the sentences above in its proper place on the chart. Complete the chart with the other forms of the verb. The first one has been done for you.

	verb	present	past	past participle
	to arrive	arrive	arrived	(have) arrived
5.				
6.				
7.				
8.				



Write three sentences about a trip you've taken. For each verb you used, write its three main parts—present, past, and past participle.



Name \_\_\_\_\_

Every verb has three main parts: present, past, and past participle. Most verbs form the past and the past participle by adding *-d* or *-ed*. Use the helping verbs *have*, *has*, or *had* with the past participle.

# Principal Parts, Regular Verbs

A. Complete the chart by filling in the missing forms of the verbs.

Verb	Present	Past	Past Participle
to walk	walk		
	trap	trapped	
		chopped	(have) chopped
to fish			(have) fished
to slip		slipped	
	imagine		(have) imagined

B. Use words from your completed chart to write sentences about the selection *Winter Camp*.

1. present: \_\_\_\_\_  
\_\_\_\_\_
2. past: \_\_\_\_\_  
\_\_\_\_\_
3. past participle: \_\_\_\_\_  
\_\_\_\_\_
4. past participle: \_\_\_\_\_  
\_\_\_\_\_
5. past: \_\_\_\_\_  
\_\_\_\_\_



Choose two other words from the chart and write sentences with them.

Name \_\_\_\_\_

# Commas in Compound Sentences

A comma and the word *and*, *but*, or *or* are used to join simple sentences in a compound sentence.

Rewrite the following sentence pairs as compound sentences on the lines.

1. Ernest ate his breakfast of cold mush. Then he dished food into bowls for his team of huskies.

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2. He harnessed the frisky dogs. He did not hitch them to the sled yet.

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3. The sled was loaded with camping gear. Ernest added leather booties for the dogs' feet.

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4. Ernest and his team had been practicing for weeks. They were ready to begin the 100-mile sledding race.

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5. Ernest had to be fully prepared. He would never win.

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Write a pair of related sentences about an activity you enjoy. Combine the two sentences into a compound sentence.

Name \_\_\_\_\_

# Commas in Compound Sentences

A comma and the word *and*, *but*, or *or* are used to join simple sentences in a compound sentence.

Rewrite the following sentence pairs as compound sentences. Use the conjunction shown in parentheses ( ).

1. Toughboy and Sister are far from home. They are learning the "old ways." (and)

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2. They need to set traps. They must do so very quickly. (but)

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3. They must leave early in the day. They would be too tired to do the hard work. (or)

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4. Natasha, Toughboy, and Sister carried backpacks. They each carried a small hatchet. (and)

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5. Their clothing was made of animal fur and hide. It would keep them warm. (and)

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Write a compound sentence about freezing temperatures. Include a conjunction, and use a comma correctly.

# Principal Parts, Regular Verbs

A. For each sentence, write the correct form of the verb given in parentheses ( ).

1. They (travel) \_\_\_\_\_ a long distance yesterday.
2. The frigid temperatures (cause) \_\_\_\_\_ their faces to turn red.
3. They quickly have (move) \_\_\_\_\_ to build a fire.
4. With the roaring fire, their hands have (warm) \_\_\_\_\_ up.
5. Now their faces have (return) \_\_\_\_\_ to their usual color.

# Commas in Compound Sentences

B. Read this paragraph. Add the missing commas.

Ricky and I are getting dressed to go out into the cold and we are all bundled up! We love to play in the snow but we know it can be dangerous. We make sure that we are dressed warmly and we wear only dry clothes. My boots have a thick, furry lining and I have them zipped. Ricky likes to dress in layers and he wears clothes made of different fabrics.

Name \_\_\_\_\_

The complete predicate of a sentence is all of the words in the predicate. It tells what the subject is or does.

# Complete Predicate

Read each sentence and underline the complete predicate.

1. No one had ever traveled the 4,000-mile length of the Amazon River by kayak.
2. We had been planning the trip for months.
3. Our kayaking expedition was finally ready.
4. This mighty river begins 18,000 feet high in the Andes Mountains.
5. Our group traveled by truck to this spot.
6. We put our kayaks in the river after our arrival.
7. Snow covered our tents each night on the banks of the river.
8. The upper river was often blocked by rock slides.
9. We carried our kayaks around these areas.
10. All of us looked strange in our kayaks and helmets.
11. Our preparations were paying off.
12. We were physically fit and ready for anything.
13. The cold weather and the rock slides couldn't stop us.
14. Our excited team reached the mouth of the Amazon six months later.



Add three complete predicates to this subject: A great person named [your name] . . . Write the sentences and share them with your class.

The complete predicate of a sentence is all of the words in the predicate. It tells what the subject is or does.

# Complete Predicate

Read the sentences below. Underline each complete predicate once.

1. Peter Lourie is a writer who has traveled throughout South America.
2. He visited the Amazon with Marcos Santilli, a Brazilian photographer.
3. Marlui, Marcos's wife, accompanied the two.
4. Marlui recorded the sounds of the rain forest.
5. Peter Lourie learned to speak some Portuguese to prepare for his trip.
6. That is the language spoken in the Amazon.
7. The three traveled along a rugged road.
8. The jungle was being cut and burned in Rondônia.
9. Fine dust soon covered Peter, Marcos, and Marlui and all their belongings.
10. The area had once been jungle.
11. It was now more developed.



Write two sentences to describe the dust and rugged roads in Rondônia. Underline the complete predicates.

The past participle is one of the three principal parts of a verb. It is often the same as the past tense form and is used with the helping verb *has*, *have*, or *had*. Regular past tense verbs end in *-d* or *-ed*.

# Verbs: Past Participles

Read the following sentences. Write the past participle of each verb in parentheses ( ) and its helping verb on the line.

1. Years ago, wood sledges pulled by Alaskan dogs  
(carry) \_\_\_\_\_ Robert Peary to the North Pole.
2. Recently, another expedition team (try) \_\_\_\_\_ to cross the polar ice cap.
3. For this expedition, forty-two huskies (haul) \_\_\_\_\_ thousand-pound sledges over ice ridges forty feet high.
4. Twenty-one of these huskies (depart) \_\_\_\_\_ from the Arctic by plane.
5. The other dogs (stay) \_\_\_\_\_ with six men and one woman on the frozen Arctic Ocean.
6. The expedition (wait) \_\_\_\_\_ two days for the plane to pick up the dogs and injured men.
7. The team (camp) \_\_\_\_\_ on ice that drifts east and then west.
8. They (pack) \_\_\_\_\_ up all their gear today.
9. Warmer weather (cause) \_\_\_\_\_ the ice to break up.
10. Finally the expedition (reach) \_\_\_\_\_ the North Pole.



Write a short newspaper article about the modern expedition to the North Pole. Use at least three past participles and their helping verbs in your account.

Name \_\_\_\_\_

The past participle is one of the three principal parts of a verb. It is often the same as the past tense form and is used with the helping verb *has*, *have*, or *had*. Regular past tense verbs end in *-d* or *-ed*.

# Verbs: Past Participles

Rewrite each sentence to use the past participle form of each verb underlined.

1. The Amazon became much more developed during the past decade.

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2. Colonist families came to the Amazon from every part of Brazil.

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3. These colonists all hope to find a better way of life in the jungle.

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4. But they discover that life can be quite difficult in the jungle.

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5. They encounter land that was tricky to farm and tend.

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6. The colonists continued to move from one area to another.

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Write a sentence about the colonists in the Amazon and use a past participle.



# Complete Predicate

Circle the complete predicate in each sentence.

1. The Amazon rain forest is a fascinating place.
2. The loss of the jungle affects everyone in the world.
3. The children of the rain forest live very different lives from ours.
4. It is easier to travel there now than it used to be.
5. I have always wanted to travel to the Amazon.
6. I am interested in all the flora and fauna, or plants and animals, there.
7. My family and I watched several TV documentaries about the Amazon.
8. The Amazon seems to be a fascinating mixture of thick jungles and little towns.
9. The colors of the Amazon look very green in some places and brown in others.
10. Some of the towns look like those in a movie about the Old West.

Name \_\_\_\_\_

Two short sentences that are related can be combined into one compound sentence. Use a comma and the word *and*, *but*, or *or* to combine the sentences.

# Compound Sentences

Combine sentence pairs below if the ideas are related. Use a comma (,) and a conjunction to join the sentences. If the sentences are not closely related enough to be combined, write "should not be combined."

1. The names Lewis and Clark are found in every American history book.  
There are many other famous explorers in American history.

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2. Lewis and Clark started west in 1804.  
They followed the Missouri River north to the Dakotas.

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3. Travel on horseback and by boat was difficult.  
Nothing stopped the expedition from moving forward.

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4. A young Native American woman, Sacajawea, was their guide.  
She helped them survive the difficult trip.

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5. They wanted to paddle along the Columbia River to reach the Pacific Ocean.  
They had to build canoes first.

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Name \_\_\_\_\_

Two short sentences that are related can be combined into one compound sentence. Use a comma and the word *and*, *but*, or *or* to combine the sentences.

# Compound Sentences

Combine each pair of sentences to create a compound sentence. Use a comma and a conjunction in each compound sentence.

1. As a child, David Macaulay learned about the ways things were made. It shows in his writing today.

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2. David Macaulay wanted to know how to build things. He studied architecture.

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3. Macaulay worked briefly as a teacher. He did not pursue that career.

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4. Instead, he began to write and illustrate books. He has become quite successful.

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5. If you are interested in huge structures, you might like his books *Pyramid* and *Cathedral*. You might want to read his *Castle*.

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Write about a large building or structure. Use compound sentences.

Name \_\_\_\_\_

Use a comma to separate a last name from a first name when the last name is written first.

# Commas With Last Names Written First

Read the list of students who are going on a class trip. Rewrite each name on the line so the last name comes first.

1. Daniel Carman \_\_\_\_\_
2. Julio Cisneros \_\_\_\_\_
3. Jennifer Davidson \_\_\_\_\_
4. Stephen Freedman \_\_\_\_\_
5. Erin Kelley \_\_\_\_\_
6. Pam Pirelli \_\_\_\_\_
7. Iris Shapiro \_\_\_\_\_
8. Olaf Swenson \_\_\_\_\_
9. Latoya Washington \_\_\_\_\_
10. Jeffrey Werner \_\_\_\_\_
11. Grace Yamanaka \_\_\_\_\_
12. Barry Ziegler \_\_\_\_\_

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Create an alphabetical list like the one above for the students in your class.

Name \_\_\_\_\_

Use a comma to separate a last name from a first name when the last name is written first.

# Commas With Last Names Written First

Read the list of authors who have contributed to *Voyagers*. Rewrite each name on the line so that the last name comes first.

1. Betsy Byars \_\_\_\_\_
2. Pam Conrad \_\_\_\_\_
3. Ceris Fines \_\_\_\_\_
4. Kirkpatrick Hill \_\_\_\_\_
5. Peter Lourie \_\_\_\_\_
6. David Macaulay \_\_\_\_\_
7. John Masefield \_\_\_\_\_
8. Jean Shanley \_\_\_\_\_
9. Harriet Webster \_\_\_\_\_
10. Rich Wilson \_\_\_\_\_

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Create a list like the one above with your name and the names of several friends.

# Commas With Last Names Written First

Read the list of voyagers who experienced adventurous journeys. Rewrite each name on the line so that the last name comes first.

1. Roald Amundsen \_\_\_\_\_
2. Richard Byrd \_\_\_\_\_
3. William Clark \_\_\_\_\_
4. Jacques Cousteau \_\_\_\_\_
5. Amelia Earhart \_\_\_\_\_
6. Jane Goodall \_\_\_\_\_
7. Edmund Hillary \_\_\_\_\_
8. Thor Heyerdahl \_\_\_\_\_
9. Meriwether Lewis \_\_\_\_\_
10. Robert Peary \_\_\_\_\_

Name \_\_\_\_\_

# Adjectives: Comparisons

Read the following sentences. In the blanks, write the comparative or superlative form of the word in parentheses ( ).

A comparative adjective compares two things. A superlative adjective compares more than two things. The comparative forms of most adjectives add *-er*. The superlative forms of most adjectives add *-est*. Some adjectives, such as *good* and *bad*, have special forms for making comparisons.

1. Juanita Jones was voted the (good) \_\_\_\_\_ river guide on the Snake River.
2. She could paddle through rapids (good) \_\_\_\_\_ than her friend Keith.
3. She sometimes guided experienced rafting parties through the (bad) \_\_\_\_\_ rapids on the whole river.
4. Juanita said, "Going through those rapids by the red rocks is (bad) \_\_\_\_\_ than going to the dentist."
5. One boy told her that river rafting was (good) \_\_\_\_\_ than riding a roller coaster.
6. Juanita told about her (bad) \_\_\_\_\_ scare on the river.
7. "The (good) \_\_\_\_\_ thing that happened that day was getting wet," she said.
8. "The (bad) \_\_\_\_\_ thing that happened was losing the boat over a waterfall," she continued.
9. Juanita told one boy, "You'll feel (good) \_\_\_\_\_ about rafting after you get your feet wet." Then she laughed.
10. Most people feel that a river-rafting trip is (good) \_\_\_\_\_ than a trip to Orlando, Florida.

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Name \_\_\_\_\_

# Adjectives: Comparisons

Finish the sentences with the correct form of *good* or *bad*.

A comparative adjective compares two things. A superlative adjective compares more than two things. The comparative forms of most adjectives add *-er*. The superlative forms of most adjectives add *-est*. Some adjectives, such as *good* and *bad*, have special forms for making comparisons.

1. Roberto is a lot \_\_\_\_\_ at sailing than I am. (good)
2. I may not be the \_\_\_\_\_ sailor there is, but I enjoy sailing. (good)
3. We all think that Denise is the \_\_\_\_\_ sailor in our group. (good)
4. Getting caught in the rain was the \_\_\_\_\_ thing that happened on our trip. (bad)
5. The weather seems to be \_\_\_\_\_ today than it was yesterday. (good)
6. The \_\_\_\_\_ thing I did was drop my sunglasses overboard. (bad)
7. This has to be the \_\_\_\_\_ storm we've ever experienced! (bad)
8. The \_\_\_\_\_ part about sailing is racing across the waves. (good)
9. Shosanna said her seasickness included the \_\_\_\_\_ dizziness she's ever experienced. (worse)
10. Fortunately, I had the \_\_\_\_\_ trip ever! (good)

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Write about something you tried to do that went wrong. Use adjectives that compare.



Name \_\_\_\_\_

Indent a paragraph by leaving space before the first word of the first line. Indent an outline by leaving space before letters and before Arabic numerals.

# Indenting

Rewrite the outline on the lines below. Remember to indent to show the topics and subtopics.

- I. Early Expeditions
  - A. Challenger expedition of 1872
    - 1. Sent out by British
      - a. Travel by ship
      - b. Underwater exploration
    - 2. Discovered 4,417 new species of marine life
  - B. Charles William Beebe's bathysphere
- II. Robot Submersibles
  - A. Descent to very great depths
  - B. Discovery and exploration of the *Titanic*

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Find a paragraph in a nonfiction book. Outline that paragraph using the rules of indenting.

Name \_\_\_\_\_

Indent a paragraph by leaving space before the first word of the first line. Indent an outline by leaving a space before letters and before Arabic numerals.

# Indenting

Rewrite the outline on the lines below. Remember to indent and to show the topics and subtopics.

- I. Types of Sailing Vessels
  - A. Multiple Hulls
    - 1. Catamaran
      - a. Twin hulls
      - b. Raft
    - 2. Trimaran
      - a. Three hulls
      - b. Fast
  - B. Single Hull
- II. Local Sailing Competitions
  - A. Island Cup
  - B. Sailabration

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Write an outline for the topic "Olympic Games." Remember to indent.

# Adjectives: Comparisons

## A. Finish the sentences with the correct form of good or bad.

1. The turnout for this year's Summer Sails competition is \_\_\_\_\_ than last year's turnout. (good)
2. The foggy weather made last year the \_\_\_\_\_ one in the history of the race. (bad)
3. The organizer is in a much \_\_\_\_\_ mood than she was last year! (good)
4. She is optimistic that the crowd will be the \_\_\_\_\_ one ever. (good)
5. Which boat will be the \_\_\_\_\_ one this year? (good)

## B. Read this paragraph. The student who wrote it made mistakes in the comparative and superlative forms of *good* and *bad*. Draw a line through each mistake and write the correct word above it.

A survival suit is the good thing to wear in very cold water. However, it's not better if you need to move around in the water. The bad thing to do is to go without a protective suit. You must have the better protection you can find. It's the good thing to do!

Name \_\_\_\_\_

To make a singular noun possessive, add an apostrophe and an -s. To make a plural noun possessive, add an apostrophe after the -s. If the plural form does not end in -s, add an apostrophe and an -s to show possession.

# Possessive Nouns

Read the following sentences. Underline possessive nouns in each sentence.

1. Once a month, all my relatives come to our grandparents' house so the family band can practice.
2. Before the band tunes up, the players eat some of my granny's chocolate cake.
3. Uncle Johan's trumpet is still in its case.
4. On the chair is Mom's shiny flute.
5. Cousin Fritz's fiddle is standing in a corner.
6. I take out my clarinet, put it together, and check the clarinet's reed.
7. The men's drum sets are placed behind all the other instruments and chairs.
8. Soon everyone gathers around the piano in my grandmother's big living room.
9. The first song we practice is my cousin Trudy's favorite, "Turkey in the Straw."
10. We always say good-night after the players' instruments have all been put away.

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Describe your favorite neighborhood or family gathering place. Use as many possessive nouns as possible.

Name \_\_\_\_\_

To make a singular noun possessive, add an apostrophe and an -s. To make a plural noun possessive, add an apostrophe after the -s. If the plural form does not end in -s, add an apostrophe and an -s to show possession.

# Possessive Nouns

**A. Underline the possessive noun in each sentence. On the line following each sentence, write *S* if the possessive noun is singular and *P* if it is plural.**

1. Miss Ida's porch was our favorite place to gather at the end of the day. \_\_\_\_\_
2. My parents' house is the third house on the left. \_\_\_\_\_
3. I walked all the way to my best friend's house from school today. \_\_\_\_\_
4. We went to our neighbors' yard to play. \_\_\_\_\_
5. The neighbor's dog was outside. \_\_\_\_\_

**B. Write the possessive form of each noun on the line.**

6. Rosa \_\_\_\_\_
7. Shoo Kate \_\_\_\_\_
8. students \_\_\_\_\_
9. Mrs. Fisher \_\_\_\_\_
10. sisters \_\_\_\_\_
11. porch \_\_\_\_\_
12. friend \_\_\_\_\_



Write two sentences about a thing you have. Use singular and plural possessive nouns.

To compare two people or things, add **-er** to the adjective. To compare more than two people or things, add **-est**. Some adjectives, such as *good*, have special forms for making comparisons.

# Adjectives: Comparisons

Read the following sentences. In the blanks, write the correct form of the adjective in parentheses.

1. Uncle Jim was the \_\_\_\_\_ (good) storyteller in our family.
2. All the cousins, from the \_\_\_\_\_ (young) to the \_\_\_\_\_ (old), loved to listen to him.
3. We would all watch to see which twin, Fred or Freida, could be \_\_\_\_\_ (quiet).
4. Uncle Jim told us that he grew up on the \_\_\_\_\_ (tiny) farm in the county.
5. His family grew the \_\_\_\_\_ (many) potatoes of any farm for miles around.
6. What made his family \_\_\_\_\_ (lucky) than the other farmers?
7. They knew that one of the \_\_\_\_\_ (easy) ways to help you see in the dark is to eat carrots.
8. An even \_\_\_\_\_ (smart) idea they had was to plant carrots near the potatoes.
9. The carrots would make the potato eyes grow \_\_\_\_\_ (large) than the eyes of their neighbors' potatoes.
10. Each tale seemed \_\_\_\_\_ (funny) than the one before.



Write two sentences comparing yourself to someone you know. Write two sentences comparing three of your favorite characters in books or on television.

Name \_\_\_\_\_

To compare two people or things, add **-er** to the adjective. To compare more than two people or things, add **-est**. Some adjectives, such as *good*, have special forms for making comparisons.

# Adjectives: Comparisons

**A. Finish the sentences below with the correct form of the adjective.**

1. I like Miss Ida's porch \_\_\_\_\_ than ours. (good)
2. The \_\_\_\_\_ person in the neighborhood is Mrs. Jackson, Mr. Willie's mama. (old)
3. The Tolver kids are \_\_\_\_\_ than the rest of us. (smart)
4. The \_\_\_\_\_ part of the story was the part about Washington, D.C. (long)
5. Duke Ellington was the \_\_\_\_\_ famous person to stay at Mrs. Lomax's boarding house. (many)

**B. Write a short journal entry that Shoo Kate might have written about her experience in Washington. What did she see? How did she feel? Use at least two adjectives that end in *-er* and two adjectives that end in *-est* in your writing.**

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With a partner, make a list of adjectives. One partner should add *-er* and *-est*, while the other partner finds special forms of the adjectives.

# Possessive Nouns

A. Read this paragraph. Five possessive nouns are incorrect. Draw a line through each possessive noun that is wrong and write the correct possessive above it.

Everyone in the neighborhood enjoys sitting on Miss Idas' porch in the evenings. Tonight we were going to hear another one of Mr. Fishers stories. The Tolver familys kids always tried to stay up late to listen to his stories. He told us about Marian Andersons concert. The audiences tears ran down their faces when they listened.

B. Complete each sentence with the correct form of the possessive noun in the parentheses ( ).

6. The \_\_\_\_\_ rays warmed the audience while Marian Anderson sang. (sun)
7. The tears streaming down my \_\_\_\_\_ face were a mixture of happy and sad. (father)
8. The \_\_\_\_\_ house was just down the street from ours. (Fisher)
9. The \_\_\_\_\_ ending surprised me. (story)
10. \_\_\_\_\_ story kept us spellbound. (Uncle Henry)



# Principal Parts of Regular Verbs

Every verb has three basic forms called principal parts. For example:  
**present:** learn, **past:** learned, **past participle:** (has, have) learned.

Read the following sentences. Underline the verbs. On the lines provided, write the form of each verb.

1. Every night before I fall asleep, I remember our day in school.  
\_\_\_\_\_, \_\_\_\_\_
2. Last night I dreamed about a story we discussed in class that day.  
\_\_\_\_\_, \_\_\_\_\_
3. In the story, a young girl's mother describes her childhood in New York City. \_\_\_\_\_
4. In those days, merchants pushed wagons through the streets. \_\_\_\_\_
5. Today, that city has developed a modern business center and the pushcarts have disappeared. \_\_\_\_\_, \_\_\_\_\_
6. The young girl in the story imagines her mother among all the people in that busy, long-ago scene. \_\_\_\_\_
7. The mother later attended school in the city and now works as a probation officer. \_\_\_\_\_, \_\_\_\_\_
8. I enjoyed the story and my dream, and I wonder about my own future.  
\_\_\_\_\_, \_\_\_\_\_



Work in a cooperative group. Look at some articles in newspapers and magazines. Which principal parts of verbs are used most often?

Name \_\_\_\_\_

Every verb has three basic forms called principal parts. For example:  
**present:** learn, **past:** learned, **past participle:** (has, have) learned.

# Principal Parts of Regular Verbs

A. Read the following sentences. Underline the verbs. On the lines provided, write the form of the verb.

1. The woodcutter saw a boy. \_\_\_\_\_
2. The boy has asked for a kite. \_\_\_\_\_
3. The woodcutter helped his neighbors. \_\_\_\_\_
4. He worked all day. \_\_\_\_\_
5. The woodcutter remembered his wife's words too late. \_\_\_\_\_
6. No one in the village recognized the woodcutter. \_\_\_\_\_
7. The river through the village has wandered for years. \_\_\_\_\_

B. Complete the chart.

Present	Past	Past Participle
enjoy		
watch		
laugh		
check		
open		

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Write a paragraph about something you built. Underline the three basic forms of the verbs you use.

# Apostrophe in Contractions

Read the sentences in the book review below. Complete each sentence using the contraction for the words in parentheses ( ). If the sentence has another negative word, change it so there is only one negative word in the sentence.

An apostrophe replaces the letters that are left out in a contraction. The letters and apostrophe in *-n't* stand for the word *not* in negative contractions. Don't use a negative word in the same sentence with a negative contraction.

1. Washington Irving's *The Legend of Sleepy Hollow* is a story you \_\_\_\_\_ (will not) want to miss.
2. This famous tale is one of the scariest \_\_\_\_\_ (I have) read.
3. The story is really spooky, so \_\_\_\_\_ (do not) never read it when \_\_\_\_\_ (you are) alone.
4. And you \_\_\_\_\_ (should not) read it on a dark, moonless night.
5. The story's main character, Ichabod Crane, \_\_\_\_\_ (is not) as clever as his rival.
6. The two men want to marry the same young woman because \_\_\_\_\_ (she is) rich and beautiful.
7. Ichabod probably \_\_\_\_\_ (could have) married the young woman, but \_\_\_\_\_ (he is) tricked by his rival.
8. After I read about Ichabod Crane's face-to-faceless meeting with the headless horseman, I \_\_\_\_\_ (would not) ride along a country road at midnight.
9. Although I knew that the tale is a ghost story, I \_\_\_\_\_ (was not) expecting nothing as exciting.
10. And I know \_\_\_\_\_ (it is) a book \_\_\_\_\_ (you will) enjoy.

Name \_\_\_\_\_

# Apostrophe in Contractions

Complete each sentence using the contraction for the words in parentheses ( ). If the sentence has another negative word, change it so there is only one negative word in the sentence.

An apostrophe replaces the letters that are left out in a contraction. The letters and apostrophe in *-n't* stand for the word *not* in negative contractions. Don't use a negative word in the same sentence with a negative contraction.

1. You \_\_\_\_\_ (will not) believe what I am about to tell you, but \_\_\_\_\_ (it is) true!
2. If you \_\_\_\_\_ (do not) believe me, ask the schoolteacher in town.
3. The woodcutter \_\_\_\_\_ (was not) as hardworking as his wife.
4. He \_\_\_\_\_ (is not) too easily distracted.
5. He \_\_\_\_\_ (should not) have stopped to watch the two old men play chess.
6. If he \_\_\_\_\_ (had not) walked on, he \_\_\_\_\_ (would not) have gotten home.
7. His wife \_\_\_\_\_ (should have) gone with him the whole way!
8. Now \_\_\_\_\_ (she is) waiting for him.
9. She \_\_\_\_\_ (does not) know where he is.
10. He \_\_\_\_\_ (will not) be back soon.



Write a brief paragraph about someone you admire. Underline the contractions in your sentences.

# Apostrophe in Contractions

Read the story a student wrote about the woodcutter's family.  
Then answer the questions.

(1) If the woodcutter's family had'nt worked, they woul'dve starved. (2) "Don't talk to nobody," the woodcutter's wife told him. (3) He could'nt be friendly to no one! (4) His wife was very worried when he di'dnt come home on time.

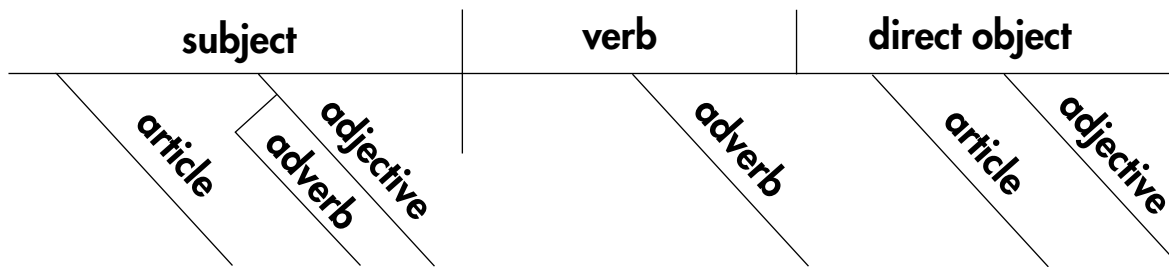
1. What's the best way to write Sentence 1?
  - (A) If the woodcutter's family hadn't worked, they woul'dve starved.
  - (B) If the woodcutter's family hadn't worked, they would've starved.
  - (C) If the woodcutter's family had'nt worked, they wouldn't have starved.
  - (D) Best as it is.
2. What's the best way to write Sentence 2?
  - (F) "Don't talk to anybody," the woodcutter's wife told him.
  - (G) "Do talk to nobody," the woodcutter's wife told him.
  - (H) "Do'nt talk to nobody," the woodcutter's wife told him.
  - (J) Best as it is.
3. What's the best way to write Sentence 3?
  - (A) He could'nt be friendly to anyone!
  - (B) He couldn't be friendly to no one!
  - (C) He couldn't be friendly to anyone!
  - (D) Best as it is.
4. What's the best way to write Sentence 4?
  - (F) His wife was very worried when he didnt come home on time.
  - (G) His wife was very worried when he did'nt come home on time.
  - (H) His wife was very worried when he didn't come home on time.
  - (J) Best as it is.

Name \_\_\_\_\_

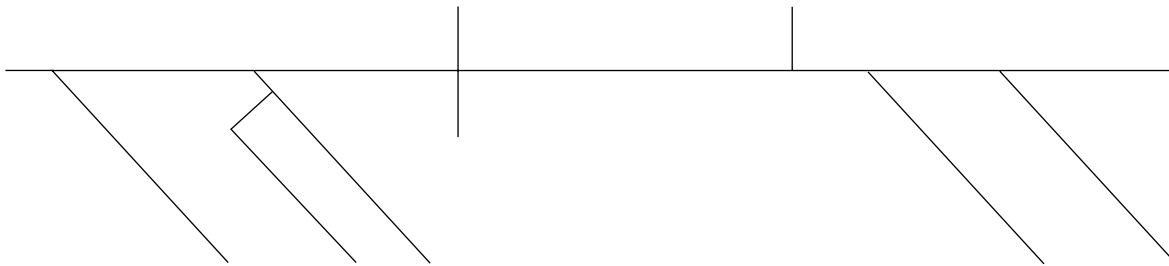
Diagramming a sentence is a graphic way of showing how all the words in a sentence fit together.

# Diagramming Sentences

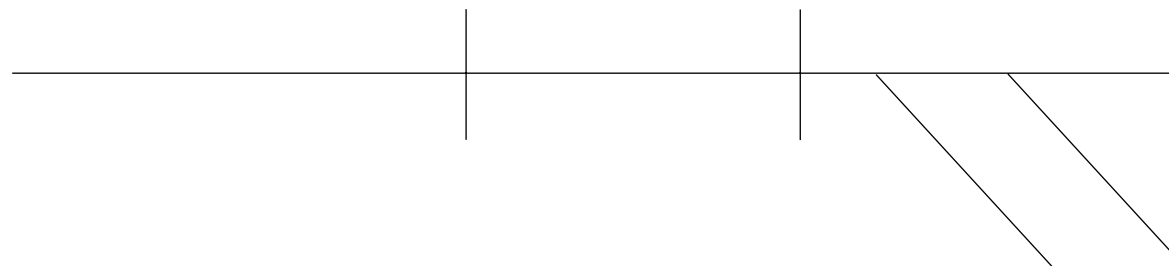
Diagram each of the sentences below. Use the labeled diagram as a guide.



1. The most talented students will perform a musical play.



2. Juanita is practicing her first song.



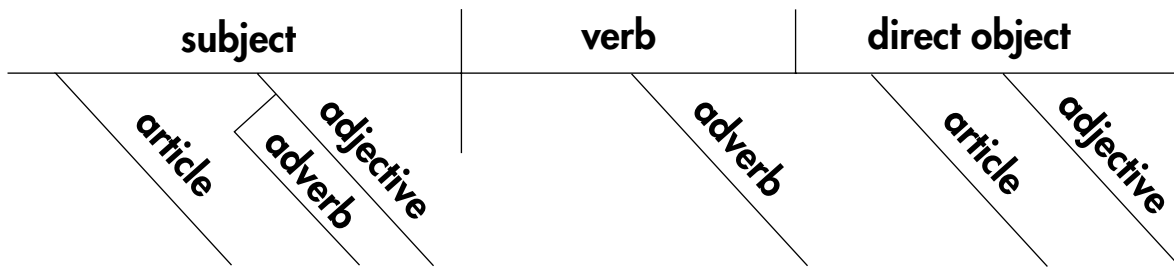
Write a paragraph describing a play you've acted in or seen. Ask a partner to diagram your sentences while you diagram your partner's sentences.

Name \_\_\_\_\_

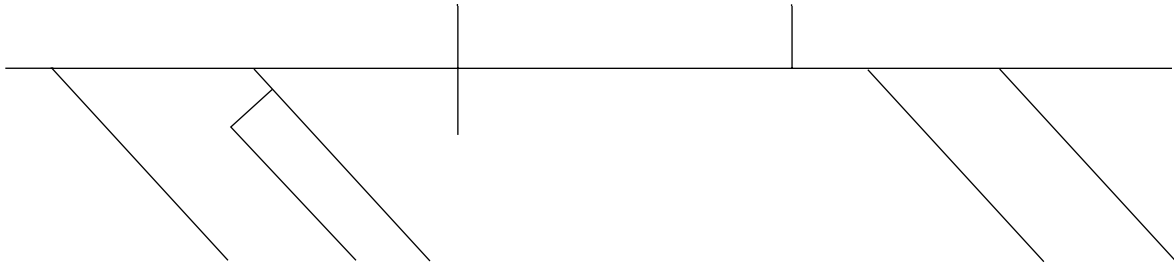
Diagramming a sentence is a graphic way of showing how all the words in a sentence fit together.

# Diagramming Sentences

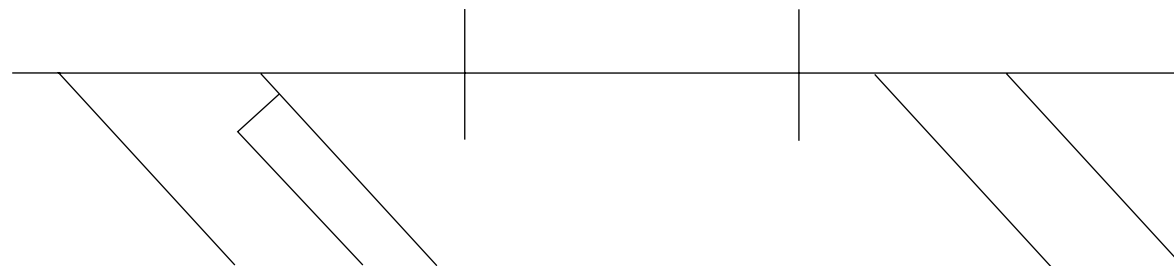
Diagram each of the sentences below. Use the labeled diagram as a guide.



1. A very famous actor read a short story.



2. The only yellow car carried the happy couple.



Write two sentences containing direct objects. Ask a partner to diagram your sentences and circle the direct objects.

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Capitalize the first word of a direct quote and the first word of a sentence, as well as proper nouns, titles, initials, and abbreviations.

# Capitalization

Read the sentences below. Underline the letters that need to be capitalized.

1. "i can't decide what to demonstrate for the class tomorrow," said richard, putting his head in his hands.
2. "i'm going to demonstrate cleaning my hamster's cage," replied rachel.
3. "mr. rice said i could bring henry to school," she continued, grinning at the thought.
4. "that's a great idea!" said richard. "maybe i'll talk about how i make cupcakes with aunt dora."
5. "yum!" said rachel. "where would you bake them, though?"
6. "you're right, but what else could i talk about?" richard rested his chin on his hand, thinking hard.
7. "do you have a hobby?" asked rachel.
8. "i build model airplanes, but that would take too long," said richard, shaking his head.
9. "how about games? what games do you like to play?" asked rachel.
10. "perfect!" said richard. "i could explain how to play chess, my favorite game. thanks, rachel!"



Interview a partner about a favorite hobby and record his or her answers. Rewrite the interview, using quotations and capital letters where necessary.



Capitalize the first word of a direct quote and the first word of a sentence, as well as proper nouns, titles, and abbreviations.

# Capitalization

**A. Read the sentences below. Underline the words that should begin with a capital letter.**

1. manuel was going to perform richie valens's "la bamba" for the talent show.
2. mr. Roybal promised manuel that the record player would be fixed in time for the talent show.
3. "this is going to be the best performance of the show," manuel thought to himself.
4. when the record player got stuck and he had to sing the same line over and over, manuel was very embarrassed.
5. the audience thought manuel's performance was funny.

**B. Read the following sentences. Some sentences contain mistakes. Rewrite the sentences correctly on the lines. If the sentence is correct, write *correct* on the line.**

6. Manuel's Brother mario was not interested in manuel's Performance.

\_\_\_\_\_

\_\_\_\_\_

7. mr. Roybal was nervous because this was his first year as the school's Talent coordinator.

\_\_\_\_\_

\_\_\_\_\_

8. Manuel decided he wasn't going to volunteer for the talent show next year.

\_\_\_\_\_

\_\_\_\_\_



Write dialog telling about a hobby. Use quotations and capital letters where necessary.

# Capitalization

**A. Read the sentences below. Underline the words that need to be capitalized.**

1. "i hope this isn't a disaster, like the flashlight experiment I did for the first-grade science fair," thought Manuel.
2. manuel was a student at john burrows elementary school.
3. mr. roybal announced manuel gomez as the next performer.
4. manuel and mario are brothers.
5. manuel told his father that the record player was supposed to get stuck.
6. manuel's brother mario was jealous.
7. "la bamba" is a great dance song.
8. "do you know the song 'la bamba?'" asked manuel.
9. everyone enjoyed manuel's performance.
10. the show was a great success.

**B. Correctly write ten different words that you underlined above.**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

# Four Sentence Types

Read the following sentences. Add the proper punctuation marks at the end of each sentence. Underline imperative sentences.

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feeling and ends with an exclamation mark.

1. Jimmy bounced into his sister Helen's room \_\_\_\_\_
2. "What do you want, Jimmy \_\_\_\_\_"
3. "Watch my grrrrreat magic trick \_\_\_\_\_"
4. Jimmy spun around, making his cape flap wildly \_\_\_\_\_
5. Helen shouted, "Look out \_\_\_\_\_"
6. "You almost knocked the lamp over \_\_\_\_\_"
7. "Watch me disappear \_\_\_\_\_"
8. Jimmy dashed out of the room \_\_\_\_\_
9. Helen closed her door \_\_\_\_\_
10. What can you do about a five-year-old brother who thinks he's a great magician \_\_\_\_\_
11. "I'm sure he'll be back soon \_\_\_\_\_"
12. "He is pretty cute, even if he's a pain sometimes," she thought \_\_\_\_\_



Write a paragraph about an afternoon you spent with a brother, sister or friend. Include an example of each sentence type in your paragraph.

Name \_\_\_\_\_

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feeling and ends with an exclamation mark.

# Four Sentence Types

**A. Read each sentence. Identify the type of sentence by writing *declarative, interrogative, imperative* or *exclamatory* on the line.**

1. Are you ready to write a story? \_\_\_\_\_
2. I need help! \_\_\_\_\_
3. Not every story gets printed. \_\_\_\_\_
4. Tell me a good story. \_\_\_\_\_
5. We ate salad and roast beef. \_\_\_\_\_
6. I couldn't wait for lunch! \_\_\_\_\_

**B. Rewrite each sentence, using capitalization and the correct end punctuation. Then write *declarative, interrogative, imperative* or *exclamatory* to tell what kind of sentence each one is.**

7. do you like the screenplay

\_\_\_\_\_

8. I can't believe my sister is performing at my school

\_\_\_\_\_

9. he asked me a lot of questions

\_\_\_\_\_

10. don't do the performance

\_\_\_\_\_



Write a paragraph about a movie you saw. Use the four sentence types.

Adverbs are words that tell more about verbs, adjectives, or other adverbs. Adverbs tell how, when, where, or how often.

# Adverbs

Read the following sentences carefully. Write on the line provided the adverb that tells more about the underlined verb.

1. Javier's team decided quickly on a project. \_\_\_\_\_
2. First, the team asked for the teacher's approval. \_\_\_\_\_
3. "We always wanted to videotape a skit," Javier told Mrs. Rodriguez.  
\_\_\_\_\_
4. Mrs. Rodriguez smiled warmly. "I like your idea." \_\_\_\_\_
5. The team busily wrote their script. \_\_\_\_\_
6. "We will assign parts now and practice later," said Javier.  
\_\_\_\_\_, \_\_\_\_\_
7. "Tomorrow, we'll check out the video recorder." \_\_\_\_\_
8. The team taped its skit almost perfectly. \_\_\_\_\_
9. The class clapped enthusiastically after watching the tape. \_\_\_\_\_
10. Javier smiled proudly at the applause. \_\_\_\_\_
11. He often makes videotapes of his family. \_\_\_\_\_
12. Someday he will study more about filmmaking. \_\_\_\_\_



With a partner, rewrite each of the above sentences using a different adverb to modify the underlined verb. How does changing the adverbs change the story?

Name \_\_\_\_\_

Adverbs are words that tell more about verbs, adjectives, or other adverbs. Adverbs tell how, when, where, or how often.

# Adverbs

**A. Read the following sentences. Underline the adverb in each sentence once and circle the verb it describes. Then write whether the adverb tells where, when, how, or how often.**

1. Judy burst loudly into the kitchen. \_\_\_\_\_
2. Judy frequently embarrasses her older brother. \_\_\_\_\_
3. I saw that episode on TV yesterday! \_\_\_\_\_
4. Doug was happily surprised by Judy's performance. \_\_\_\_\_
5. Judy looked everywhere for Doug. \_\_\_\_\_

**B. Write a summary of the screenplay "Doug Can't Dig It." Use adverbs that tell *where*, *when*, *how*, or *how often*.**

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Write a list of adverbs that tell *how*, *when*, *where*, and *how often*.

# Adverbs

A. Choose from the adverbs in the box to tell *how*, *how often*, *when*, and *where* the action occurred in the sentences below. Use a different adverb in each sentence.

suddenly	then	awkwardly	hastily	easily
happily	badly	afterward	proudly	reluctantly

- Judy danced \_\_\_\_\_ around her room.
- Doug \_\_\_\_\_ agreed to introduce his sister.
- \_\_\_\_\_ he felt \_\_\_\_\_ about his behavior.
- Doug was brought \_\_\_\_\_ back to earth when the teacher called on him.
- Doug \_\_\_\_\_ remembered the first time he had been on stage with his sister.

B. Complete the chart below by writing the adverb form of each adjective.

Adjective	Adverb
6. careful	
7. slow	
8. sleepy	
9. enthusiastic	
10. quick	

Name \_\_\_\_\_

# Possessive Pronouns

Read the following sentences.  
Underline the possessive pronouns in each sentence.

Possessive pronouns show ownership. The possessive pronouns *my, your, his, her, its, our,* and *their* come before nouns. Others—*mine, yours, hers, his, ours,* and *theirs*—stand alone. *His* can be used both ways.

1. Janet wanted to represent her fifth-grade class on the school's student council.
2. Janet and her best friend, Kim, were working on Janet's campaign.
3. "I think your idea is good," said Kim, "but I like mine better."
4. "If we put the two together, our idea will be the best," said Janet.
5. "The slogan could be: 'Your school, Your ideas, My work!' "
6. Kim pumped her fist. "Yes! Ours is the best yet!"
7. "Now we're ready to make my campaign poster," said Janet.
8. "Faisal is helping Randy with his speech. Will you help me with mine?"
9. "Sure," said Kim. "Our campaign will definitely beat theirs!"
10. "I certainly think my slogan is better than any of theirs," Janet said happily.

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Pretend that you're running for president of your class. Use possessive pronouns to write a short paragraph describing your campaign plan.



Name \_\_\_\_\_

# Possessive Pronouns

Possessive pronouns show ownership. The possessive pronouns *my, your, his, her, our, its,* and *their* come before nouns. Others—*mine, yours, hers, his, ours,* and *theirs*—stand alone. *His* can be used both ways.

**A. Read each sentence.  
Underline the possessive pronoun.**

1. Benjamin is her baby brother.
2. He crawled to his father lying on the old quilt.
3. Dinah wants to use her fame to do something good for the environment.
4. Their school principal might support a recycling program.
5. Who is your favorite candidate?

**B. Write the possessive pronoun that correctly completes each sentence.**

6. I have to finish \_\_\_\_\_ homework before class tomorrow.
7. Dinah wanted to present \_\_\_\_\_ speech last.
8. Mr. Dixon organized \_\_\_\_\_ students into a debate.
9. The small group of students worked hard to achieve \_\_\_\_\_ goal.
10. My brother and I both like \_\_\_\_\_ teacher.



Write a short paragraph telling about a good friend. Use possessive pronouns.

Underlining is used for emphasis as well as for the names of books, movies, and magazines. In printed materials or on the computer, italics can take the place of underlining.

# Underlining and Italics

Read the sentences below. Underline words or phrases that should be emphasized or that name a book, movie, or magazine.

1. Hank's ecology club had seen the movie *Understanding Wolves*.
2. The club members were looking through the magazine *Nature World* for help in choosing a community project.
3. They were excitedly looking for the absolutely perfect project.
4. Hank was at the zoo on Saturday, and he saw that they really needed a new home for their *Mexican wolves*.
5. At the zoo, he had seen a special film called *The Wolfkeepers*.
6. It showed a really great plan to raise money for the new home.
7. "Now if I can only convince the rest of the members," he thought.
8. Another member of the club, Betty, said, "I think it is important for everyone to become a wolfkeeper."
9. "I have a terrific idea!" she told the club members.
10. "Maybe we can show the movie *Dances With Wolves* as a way to let people know about our project."



Look through magazine articles, newspaper articles, and books to find examples of italics (or underlining). Make a list of ways underlining and italics are used.

Name \_\_\_\_\_

Underlining is used for emphasis as well as for the names of books, movies, and magazines. In printed materials or on the computer, italics can take the place of underlining.

# Underlining and Italics

Read the sentences below. Underline words or phrases that should be emphasized or that name a book, movie, or magazine.

1. Dinah for President was written by Claudia Mills.
2. The first book about Dinah is called Dynamite Dinah.
3. Dinah is very devoted to the environment.
4. Her idea to carry the school's garbage around for an entire day showed determination.
5. The club members were looking through the magazine Nature World for help in planning a community project.
6. If she were running for class president at my school, I would definitely vote for her.
7. This is the easiest exercise in the book.
8. They were excitedly looking for the absolutely perfect project.
9. Dinah's classmates threw away ten bags of garbage in one day!
10. Most of the garbage was recyclable.



Look for printed materials where italics take the place of underlining. Write any examples you find.

# Possessive Pronouns

**A. Rewrite the sentences using possessive pronouns in place of the underlined words.**

1. The garbage bags are Dinah's.

\_\_\_\_\_

2. There were ten bags of garbage in front of Dinah's locker.

\_\_\_\_\_

3. The first chair was Jason's.

\_\_\_\_\_

4. Mr. Dixon organized the students' debate.

\_\_\_\_\_

5. Dinah is my brother's and my favorite candidate.

\_\_\_\_\_

**B. Circle the pronoun in the parentheses ( ) that correctly completes each sentence.**

6. Dinah practiced (her/hers) speech over and over again.

7. The students cast (their/theirs) votes after the debate.

8. That garbage is (my/mine).

9. (Him's/His) speech was about sports.

10. Is this jacket (yours/your)?

Name \_\_\_\_\_

Sometimes an action verb can't communicate an idea on its own. This main verb needs the help of one or more other verbs, which are called helping verbs.

# Main Verb/ Helping Verb

Read the sentences below. Underline the main verbs. If the main verb has a helping verb, circle it.

1. Jackie is planning an oral report about the Civil War.
2. She has chosen the topic of Civil War nurses.
3. She has read many books to get information for her report.
4. She will study information in the encyclopedia, too.
5. During the Civil War, women did not sit at home while the men were fighting.
6. Many Southern women broke tradition and worked in hospitals.
7. A few brave women served as nurses on the battlefield.
8. Clara Barton had delivered bandages, splints, medicine, food, and candles to Union field hospitals.
9. She had also helped bandage wounds and had fed the patients.
10. Jackie might like a career as a nurse, too.
11. She will plan carefully for the future.
12. Her parents have encouraged her.



Is it possible to describe something you would like to do in the future without using helping verbs? Explain.

Name \_\_\_\_\_

Sometimes an action verb can't communicate an idea on its own. This main verb needs the help of one or more other verbs, which are called helping verbs.

# Main Verb/ Helping Verb

A. Read the sentences below. Use one of the helping verbs in the box to complete each sentence. Then underline the main verb in each sentence. One helping verb can be used more than once.

was   were   will   had

1. The story about the Gettysburg Address \_\_\_\_\_ published.
2. I \_\_\_\_\_ always thought that Lincoln wrote the address on the train.
3. People \_\_\_\_\_ expecting a longer speech from the president.
4. Lincoln was worried that he \_\_\_\_\_ disappointed his audience.
5. I think I \_\_\_\_\_ memorize the Gettysburg Address.

B. Underline each main verb and circle each helping verb.

6. Our class will participate in a statewide public speaking event next week.
7. I will present the Gettysburg Address.
8. I have memorized the whole speech.
9. My best friend is reading the Emancipation Proclamation.
10. All of us are hoping we will win.



Write about a trip you would like to take. Circle the helping verbs and underline the main verbs.

Quotation marks are used at the beginning and end of a speaker's exact words. A quotation begins with a capital letter. A comma is used to separate the quotation from the words that tell who is speaking. End punctuation is placed inside the last quotation mark.

# Quotation Marks

Read the sentences below carefully. Place quotation marks where they are needed.

1. William asked, What should we use to illustrate our report on the Battle of Gettysburg?
2. We should make a map to go with the report, answered Antonio.
3. That's a great idea, and this book has a map we can use, said William.
4. This map shows where both armies were during the battle, he added, pointing to the page.
5. Is there a map to show how each army marched to Gettysburg? Antonio asked, flipping through the book.
6. William said, I think I saw a map like that at the beginning of this chapter.
7. Look at the picture of the uniforms and equipment! exclaimed Antonio.
8. Maybe a picture of the uniforms would be more interesting, he suggested as he studied the book.
9. William answered excitedly, I'll make a map and you can draw pictures of the uniforms.
10. That will make our report twice as great! agreed Antonio.



Pretend that you and a partner are working together on a project related to something your class is studying. Write a conversation the two of you might have. Use quotation marks, commas, and end punctuation correctly.

Quotation marks are used at the beginning and end of a speaker's exact words. A quotation begins with a capital letter. A comma is used to separate the quotation from the words that tell who is speaking. End punctuation is placed inside the last quotation mark.

# Quotation Marks

**A. Read the sentences below carefully. Place quotation marks and capital letters where they are needed.**

1. Please don't go, begged Mary.
2. I would be honored to attend, Lincoln wrote back.
3. Four score and seven years ago is the beginning of the famous Gettysburg Address.
4. Lincoln wrote to a friend that the audience was disappointed.
5. Lincoln said to the army, congratulations on your great success.
6. I have a dream, Martin Luther King, Jr. stated.
7. A member of the audience remarked it was a moving speech.
8. Patrick Henry proclaimed, give me liberty, or give me death.
9. What is a man without the beasts? asked Chief Seattle.
10. We hold these truths to be self-evident are words from the Declaration of Independence.



Write a conversation you and a friend might have on the telephone. Use quotation marks, commas, and end punctuation correctly.



## Main Verb/Helping Verb

A. Read each sentence below. Underline the main verb and write the helping verb on the line.

1. Lincoln's Gettysburg Address has gone down in the annals of history as one of the greatest speeches of all time. \_\_\_\_\_
2. His wife was urging him not to go. \_\_\_\_\_
3. His young son had died the year before. \_\_\_\_\_
4. Few people in the crowd were cheering for him. \_\_\_\_\_
5. Gus is reading the Gettysburg Address at the next Speech Contest.  
\_\_\_\_\_

## Quotation Marks

B. Edit each sentence below. Add quotation marks and capital letters where they are needed.

6. would you do us the honor of speaking at the ceremony? they asked.
7. i would love to, he replied.
8. The news reporter predicted the speech would become famous.
9. That's one small step for man; one giant leap for mankind said Astronaut Neil Armstrong.
10. I saw Neil Armstrong on TV said my teacher.

The subject of an imperative sentence is always *you*. Since *you* is not stated, we say that it is understood.

# Understood Subject

Read the following sentences. Circle each sentence that has an understood subject.

1. "Get moving now," said Pa.
2. Jeb moaned as he crawled from under his blanket.
3. Helping Pa get the horses rounded up was his responsibility.
4. "Get hustling," Pa said, patting him on the back.
5. "Find those horses!"
6. "Keep an eye out for snakes, too."
7. "Yes, Pa," Jeb said as he grabbed a biscuit and started off.
8. "Wait for me!" Jeb turned to see his youngest brother.
9. "Get back in the wagon!" Jeb yelled.
10. Jeb explained to his brother that finding horses was hard work.
11. "I want to go with you, please!" begged his brother.
12. "You heard what I said," Jeb answered, more kindly this time.



Pretend that you are giving directions to a friend. The directions may be how to get to a place or how to make something. Write at least three sentences with understood subjects.

Name \_\_\_\_\_

The subject of an imperative sentence is always *you*. Since *you* is not stated, we say that it is understood.

# Understood Subject

A. Put the words in order. Write the imperative sentences.

1. table dinner set for the

\_\_\_\_\_

2. the boiling spaghetti put in water the

\_\_\_\_\_

3. let not the burn do sauce

\_\_\_\_\_

4. thoroughly bite chew every

\_\_\_\_\_

5. your relax dinner enjoy and

\_\_\_\_\_

B. Read the following sentences. Circle each sentence that has an understood subject.

6. Has the rain started yet?

7. Don't forget your umbrella.

8. The sidewalk will be slippery.

9. Please watch your step!

10. I hope the game is not canceled.



Write three sentences with understood subjects about crossing a river.

Name \_\_\_\_\_

Commas are used to separate three or more items in a series. They are also used to separate nouns of direct address, and introductory words, phrases, or clauses from the rest of the sentence.

# Commas

Read the following sentences. Rewrite each sentence on the line, and add commas where they are needed.

1. "Dad where are we going?" asked Mike.

\_\_\_\_\_

2. Pausing for a moment his father said they were going to travel along the Oregon Trail.

\_\_\_\_\_

\_\_\_\_\_

3. "The Oregon Trail is long filled with ruts and difficult to travel over" Mike complained.

\_\_\_\_\_

\_\_\_\_\_

4. "Although there will be problems I think it will be an exciting interesting and unusual adventure" Dad responded.

\_\_\_\_\_

\_\_\_\_\_

5. Mike exclaimed "I am ready willing and eager to get started."

\_\_\_\_\_

\_\_\_\_\_

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Write a brief conversation in which you and a friend discuss an upcoming event. Use commas to separate a noun of direct address, words in a series, and sentences that begin with an introductory phrase or clause.

Name \_\_\_\_\_

Commas are used to separate three or more items in a series. They are also used to separate nouns of direct address, and introductory words, phrases, or clauses from the rest of the sentence.

# Commas

Read the following sentences. Rewrite each sentence on the line, adding commas where they are needed.

1. My favorite fruits are grapes blueberries and apples.

---

---

2. Dad have you seen my baseball glove anywhere?

---

---

3. Far across the flowing fields of grain we saw the mountains rise.

---

---

4. Our family has visited Lake Superior Lake Michigan and Kentucky Lake.

---

---

5. Because I like to travel I look forward to each vacation.

---

---

6. Gleaming in the sunlight the train looked huge and powerful.

---

---



Write a few sentences about the West. Use commas to make the meaning of each sentence clear.

# Commas

Circle the number of each sentence that uses commas correctly.  
Add commas where they are needed in other sentences.

1. You will need to bring markers pencils and paper.
2. After you finish your project, I will display it in the hall.
3. Adrienne Shel and Joe are my best friends.
4. Carolyn, will you save me a seat?
5. After we have lunch we can play kickball.
6. Swimming running and biking are all good exercise.
7. Jose have you ever been hiking in the mountains?
8. In order to hike safely, you need proper equipment.
9. You will need the right boots socks and backpack.
10. Kristin get a bottle of water for Peter.

The three principal parts of a verb are the past, present, and past participle. The past participle is often the same as the past tense form and is used with the helping verb *has*, *have*, or *had*.

# Verbs: Participles

**A. Read the following sentences. Underline each past participle and its helping verb.**

1. On July 1, 1862, a big story had appeared in the news.
2. President Lincoln had signed the Pacific Railroad Act.
3. Work on the Central Pacific Railroad had started in California.
4. Workers had placed track through the rugged Sierra Nevada.
5. They had moved west across the Great Plains to the Rocky Mountains.

**B. Write each sentence on the line, using the past participle form of the verb in parentheses.**

6. The two companies had (race) to see who could lay the most track.

\_\_\_\_\_

7. The federal government had (help) pay for the track.

\_\_\_\_\_

8. The Central Pacific crews have (move) as fast as the Union Pacific workers.

\_\_\_\_\_

9. Sometimes the workers had (stop) to tunnel through mountains.

\_\_\_\_\_

10. They all had (work) very long and hard.

\_\_\_\_\_



Cut out an article from a newspaper or magazine. Underline the verbs. Write the past participle form of each verb.

Name \_\_\_\_\_

The three principal parts of a verb are the past, present, and past participle. The past participle is often the same as the past tense form and is used with the helping verb *has*, *have*, or *had*.

## Verbs: Participles

A. Read the following sentences. Underline each past participle and its helping verb.

1. The cowboy has ridden several horses.
2. He has given this horse a rest.
3. The men have raced around the ranch.
4. Some cowboys have owned their ranches.
5. Some cowgirls have proven themselves every day.

B. Write the sentence on the line. Use the past participle form of the verb in parentheses.

6. These are the chaps the cowboy has (wear).

\_\_\_\_\_

7. The cowboy has (chose) practical clothes.

\_\_\_\_\_

8. The wide-brimmed hat has (shield) him from the sun.

\_\_\_\_\_

9. His boots have (keep) his feet from pushing through the stirrups.

\_\_\_\_\_

10. His chaps have (protect) him from the brush.

\_\_\_\_\_

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Write three sentences that contain past participle verbs.



Name \_\_\_\_\_

Pronoun contractions are made by combining a pronoun and a verb. Some pronoun contractions can be confused with pronouns that have a similar sound, such as *it's* (contraction for *it is*) and *its* (possessive pronoun). Pronoun contractions have an apostrophe. Possessive pronouns do not.

# Pronoun Contractions

Read each sentence. Write the pronoun contraction for the words in parentheses ( ) on the line at the end of each sentence.

1. Even today, (it is) a tough life for cowboys and cowgirls. \_\_\_\_\_
2. (They are) busy for long hours every day. \_\_\_\_\_
3. Although a modern cowhand sometimes drives a truck, (you are) more likely to find the cowhand in a saddle. \_\_\_\_\_
4. (It is) the wide brim of cowhands' hats that gives them protection from the sun. \_\_\_\_\_
5. At round-up time, cowhands must decide (who will) bring the cattle to the corral. \_\_\_\_\_
6. Notice that (they are) wearing clothes that can stand a lot of wear and tear. \_\_\_\_\_
7. (I am) eager to become a cowhand. \_\_\_\_\_
8. (I will) work long and hard to learn all the things I need to know. \_\_\_\_\_
9. (I have) a strong desire to be the best cowhand ever! \_\_\_\_\_
10. My best friend said (he will) help me learn the tricks of the trade. \_\_\_\_\_



Write a conversation between you and a friend about a job you would like to have in the future. Use pronoun contractions.

Name \_\_\_\_\_

Pronoun contractions are made by combining a pronoun and a verb. Some pronoun contractions can be confused with pronouns that have a similar sound, such as *it's* (contraction for *it is*) and *its* (possessive pronoun). Pronoun contractions have an apostrophe. Possessive pronouns do not.

# Pronoun Contractions

A. Read each sentence. Write the pronoun contraction for the words in parentheses ( ) on the line after the sentence.

1. (You have) to admire a cowhand. \_\_\_\_\_
2. (He will) ride for ten to fourteen hours a day. \_\_\_\_\_
3. But (they will) use several horses. \_\_\_\_\_
4. (It is) too hard on the horse to ride it for a long time. \_\_\_\_\_
5. (They are) often wild and need to be broken. \_\_\_\_\_
6. (I am) sure riding a wild horse is dangerous. \_\_\_\_\_
7. My brother says someday (he will) ride a wild horse. \_\_\_\_\_
8. (It is) too scary for me! \_\_\_\_\_

B. Write the two words for each pronoun contraction.

9. he's \_\_\_\_\_
10. they're \_\_\_\_\_
11. we're \_\_\_\_\_
12. who'll \_\_\_\_\_
13. she'll \_\_\_\_\_



Write a short conversation you might have with a friend. Include pronoun contractions in your writing.

# Pronoun Contractions

A. Circle the pronoun contraction in each sentence. On the line, write the pronoun and verb used to make the contraction.

1. Our teacher said we'd have a spelling test Friday. \_\_\_\_\_
2. I'm one of the best spellers in class. \_\_\_\_\_
3. Megan hates spelling tests because she's not a good speller.  
\_\_\_\_\_
4. We're going to study together Thursday. \_\_\_\_\_
5. I think I've got some good tips to help her learn the words.  
\_\_\_\_\_

B. The underlined word in each sentence is an error. Write the pronoun contraction that belongs in the sentence on the line.

6. "Your improving every week," said Ms. Davis. \_\_\_\_\_
7. "I don't believe those words," said Megan. "Their too hard."  
\_\_\_\_\_
8. "Its possible to learn the words," Ms. Davis said. \_\_\_\_\_
9. I think were lucky to have such a helpful teacher. \_\_\_\_\_
10. The test will be easy if your prepared. \_\_\_\_\_

Name \_\_\_\_\_

# Articles *A*, *An*, and *The*

Read the following sentences carefully.  
Complete each sentence by writing *a*, *an*,  
or *the* on the lines.

The articles *a*, *an*, and *the* tell which item is being referred to. *A* is used before singular nouns that begin with consonants. *An* is used before singular nouns that begin with vowels. *The* is used before singular or plural nouns that name particular things.

1. Many of \_\_\_\_\_ immigrants came from countries in Western and Northern Europe.
2. \_\_\_\_\_ journey to America began when families loaded their few precious belongings into their wagons.
3. Sometimes they carried only \_\_\_\_\_ armload of possessions with them.
4. They traveled for several days over rough country roads to reach \_\_\_\_\_ nearest seaport.
5. \_\_\_\_\_ first boat took Northern European travelers only as far as England.
6. Once in England, only \_\_\_\_\_ immigrants who were healthy could board \_\_\_\_\_ ship for America.
7. It was \_\_\_\_\_ exciting opportunity for many immigrants.
8. \_\_\_\_\_ lucky ones boarded large ships and sailed off to \_\_\_\_\_ new life.
9. Imagine \_\_\_\_\_ courage it took to make \_\_\_\_\_ long trip.
10. It was \_\_\_\_\_ dream come true for many.



Write two sentences using *the*. Then write the sentences again, replacing *the* with *a* or *an*. Tell how the meaning of the sentences changes when the articles change.

Name \_\_\_\_\_

The articles *a*, *an*, and *the* tell which item is being referred to. *A* is used before singular nouns that begin with consonants. *An* is used before singular nouns that begin with vowels. *The* is used before singular or plural nouns that name particular things.

# Articles *A*, *An*, and *The*

**A. Read each sentence. Write the correct article in the blank in each sentence.**

1. \_\_\_\_\_ immigrants moved into old neighborhoods.
2. \_\_\_\_\_ immigrant neighborhood often seemed like the old country.
3. \_\_\_\_\_ pushcart offered fruit and vegetables.
4. \_\_\_\_\_ tenements contained small, cramped apartments.
5. \_\_\_\_\_ tenant could get water from a faucet in the hall.

**B. Circle each article in the following sentences. If the wrong article is used, write the correct one on the line.**

6. They would carefully carry the loaf of bread they bought. \_\_\_\_\_
7. Water was heated on the kitchen stove. \_\_\_\_\_
8. Five or six people might sleep in a crowded room. \_\_\_\_\_
9. Often a immigrant family took in boarders. \_\_\_\_\_
10. The summer nights were very hot. \_\_\_\_\_



Write three sentences using *a* and *an*. Make sure you use articles correctly in your writing.

Name \_\_\_\_\_

When you write a conversation, use a comma to separate the quotation from the words that tell who is speaking.

# Commas With Quotations

Read the following sentences carefully. Write each sentence on the line, adding commas to separate the quotation from the words that tell who is speaking.

1. "I bought the tickets for the trip to America" said Papa. "We will leave in the spring."

---

---

2. Marta asked "Why can't we leave today, Papa?"

---

---

3. "There are many things to prepare before we can set sail for America" said Mama.

---

---

4. "Jon and I must build a big trunk to hold all of our belongings" said Papa.

---

---

5. Mama said "You and I must make new clothing for everyone in the family."

---

---

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Write a conversation that members of a family might have about moving to a new home. Use commas to set off the speaker from the words spoken.

Name \_\_\_\_\_

When you write a conversation, use a comma to separate the quotation from the words that tell who is speaking.

# Commas with Quotations

Read the following sentences. Write each sentence on the line, adding a comma to separate the quotation from the words that tell who is speaking.

1. "Old coats for fifty cents" said the pushcart peddler.

---

---

2. Marco replied "My parents slept in a tiny bedroom to the rear."

---

---

3. "Isn't it wonderful how the water comes" said Mama.

---

---

4. Papa said "There is water with just the twist of a handle."

---

---

5. "Run to the baker and buy some bread" Mama told him.

---

---

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Write a dialogue between characters in a short story. Make sure to set off the words that tell who is speaking with a comma.

# Articles: A, An, The

Fill in the bubble next to the word that correctly completes each sentence.

- \_\_\_\_\_ orange is a snack with lots of vitamin C.  
 A A  
 B An  
 C The
- If we don't hurry, we will miss \_\_\_\_\_ bus.  
 A a  
 B an  
 C the
- Do we have \_\_\_\_\_ homework assignment in math?  
 A a  
 B an  
 C the
- In my opinion, cats are \_\_\_\_\_ smartest pet.  
 A a  
 B an  
 C the
- Because it was cloudy, June carried \_\_\_\_\_ umbrella.  
 A a  
 B an  
 C the
- Ben Franklin said, "Early to bed and early to rise makes \_\_\_\_\_ man healthy and wealthy and wise."  
 A a  
 B an  
 C the
- \_\_\_\_\_ dismissal bell will ring at exactly 3:15.  
 A A  
 B An  
 C The
- Do we need to add \_\_\_\_\_ egg in this recipe?  
 A a  
 B an  
 C the
- I taught my dog to do \_\_\_\_\_ new trick.  
 A a  
 B an  
 C the
- In \_\_\_\_\_ hour there are sixty minutes.  
 A a  
 B an  
 C the



Name \_\_\_\_\_

# Predicate Adjectives

Write a sentence for each adjective and noun given. Use a linking verb, and use the adjective as a predicate adjective. The first one has been done for you.

A predicate adjective is an adjective that follows a linking verb and describes the subject of the sentence.

hard work

The work seemed hard.

1. warm fireplace

\_\_\_\_\_

2. frozen lake

\_\_\_\_\_

3. heavy rainfall

\_\_\_\_\_

4. bright sun

\_\_\_\_\_

5. delicious dinner

\_\_\_\_\_

6. pretty flowers

\_\_\_\_\_

7. kind man

\_\_\_\_\_

8. busy bees

\_\_\_\_\_

9. quiet morning

\_\_\_\_\_

10. friendly puppy

\_\_\_\_\_

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Name \_\_\_\_\_

A predicate adjective is an adjective that follows a linking verb and describes the subject of a sentence.

# Predicate Adjectives

## A. Circle the predicate adjective in each sentence.

1. The British soldier was suspicious.
2. The message was important.
3. Grandfather was serious.
4. The docks were noisy.
5. Ellen's shirt was red.

## B. On the line, write a sentence using the adjective as a predicate adjective. Use the noun as a subject. The first one has been done for you.

beautiful flowers

The flowers looked beautiful.

6. slow tortoise

7. fast hare

8. surprise ending

9. amusing story

10. wise animals



Write a paragraph using predicate adjectives in some sentences.

Name \_\_\_\_\_

Homophones are words that sound the same but have different spellings and meanings.

# Homophones

Underline the homophones in each sentence. Then write the meaning of each homophone on the lines under each sentence.

1. John knew that there would be two new students in his class this year.

---

---

2. Shari blew her nose on a blue handkerchief.

---

---

3. Our principal is a person of high principle.

---

---

4. Kacey said, "I'll get a new sail for the boat when they are on sale."

---

---

5. This flour is made from the petals of a flower.

---

---



Write three sentences using homophone pairs.

Name \_\_\_\_\_

Homophones are words that sound the same but have different meanings and spellings.

# Homophones

A. On the line, write the correct homophone from the pair in parentheses ( ) to complete each sentence.

1. Can you \_\_\_\_\_ the owl calling?  
(hear/here)
2. It has a nest in that \_\_\_\_\_ in the oak tree. (hole/whole)
3. The field workers need to take a \_\_\_\_\_. (brake/break)
4. They will \_\_\_\_\_ be tired. (knot/not)
5. It will be late in the evening before they are \_\_\_\_\_. (threw/through)

B. Underline the homophones in each sentence. Write the meaning of each homophone on the lines.

6. Some people don't know the meaning of the word *no*.

---

---

7. There is only one box of cereal in their pantry.

---

---

8. The seller agreed to repair the cellar steps.

---

---

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Write three sentences describing the night. Use homophones in your writing.

# Predicate Adjectives

A. Circle the predicate adjective or predicate adjectives in each sentence below.

1. The movie was frightening.
2. Our new uniforms are yellow and blue.
3. The tacos smell unusually spicy.
4. The rain on the roof sounds soothing.
5. Your book report will be fine.

# Homophones

B. Fill in the bubble next to the homophone that belongs on the line in each sentence below.

- |  |   |
|--|---|
| <p>6. My grandma likes to knit and to _____.</p> <p><input type="radio"/> A so</p> <p><input type="radio"/> B sew</p> <p><input type="radio"/> C sow</p>                           | <p>9. A cast holds a broken bone in place so it can _____.</p> <p><input type="radio"/> A heal</p> <p><input type="radio"/> B heel</p> <p><input type="radio"/> C he'll</p> |
| <p>7. The pilot and copilot say that _____ ready to take off.</p> <p><input type="radio"/> A their</p> <p><input type="radio"/> B there</p> <p><input type="radio"/> C they're</p> | <p>10. The setting sun was a beautiful _____.</p> <p><input type="radio"/> A cite</p> <p><input type="radio"/> B sight</p> <p><input type="radio"/> C site</p>              |
| <p>8. Lia is going _____ the circus with her family.</p> <p><input type="radio"/> A to</p> <p><input type="radio"/> B too</p> <p><input type="radio"/> C two</p>                   |   |

Name \_\_\_\_\_

Two sentences with the same subject or predicate can be combined into one sentence. The conjunctions *and*, *or*, or *but* can be used to combine sentences.

# Combining Sentences

Combine each of the sentence pairs below. Write the new sentence on the line. The first one is done for you.

Ryan's class is studying ancient Greece. The class is also studying chemistry.

Ryan's class is studying ancient Greece and chemistry.

1. Paul enjoys reading books. He also enjoys listening to classical music.

---

---

2. Rosa is the tallest girl in the class. Rosa is also the smartest girl in the class.

---

---

3. Peg might play chess. She might play soccer.

---

---

4. Ann has a bad cold. Ann is feeling better.

---

---

5. Mia can speak Japanese. She can also speak English and French.

---

---

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Write three sentences about football. Ask a partner to do the same. Work together to combine sentences that have the same subjects or predicates.

Name \_\_\_\_\_

Two sentences with the same subject or predicate can be combined into one sentence. The conjunctions *and*, *or*, or *but* can be used to combine sentences.

# Combining Sentences

Combine the sentences below. Write the new sentence on the lines provided.

1. My baseball team practices every Wednesday.  
My baseball team plays a game every Saturday.

---

---

2. Daneeda plays jacks very well. Inez plays jacks very well, too.

---

---

3. I enjoy playing piano. I also enjoy singing in the children's choir.

---

---

4. Tillie is the name of my pet fish. Glub is the name of my other pet fish.

---

---

5. My family likes to play games. My family likes to watch movies.

---

---



Write about your favorite thing to do after school. Combine sentences that have the same subjects or predicates.





Indent the first word of a paragraph. Also indent dialogue when a different person speaks.

# Indenting

Rewrite the following part of a story. Indent the beginning of each new paragraph. Indent dialogue each time a different person speaks.

It was dark and stormy as I walked slowly up the sidewalk of the old Trembly place. Dry leaves and weeds crunched under my feet. I wished I had never agreed to go help Mr. Trembly. Kids in the neighborhood all said he was mean. Some whispered that the house was haunted. At last I made it to the door. The old knocker creaked as I lifted it. It fell with a loud thump. Then I heard shuffling footsteps. My heart thumped as the door creaked open.  
"Hello," I squeaked.  
"Good evening," replied the elf-like old man in the doorway.

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Write the rest of this story. Be sure you have indented each new paragraph and each new line of dialogue.

# Combining Sentences

Read the pairs of sentences. Use conjunctions to combine the sentences. Write the new sentences.

1. Juwon loves basketball. Juwon practices every day for hours.

---

---

2. Chess is fun. Chess is challenging.

---

---

3. The drama club presents a musical. The orchestra presents a musical.

---

---

4. Mr. Stiely helps direct the production. Ms. Thompson helps direct the production.

---

---

5. Jorge tried out for the lead part. Jorge got it.

---

---

Name \_\_\_\_\_

Possessive pronouns show ownership. You can use a possessive pronoun to replace possessive nouns. The pronouns *my, your, his, her, its, our,* and *their* come before nouns. The pronouns *mine, yours, his, hers, ours,* and *theirs* stand alone.

# Possessive Pronouns

A. Circle the pronoun in parentheses ( ) that correctly completes each sentence.

1. They practiced (their/theirs) lines over and over again.
2. She uses (her/hers) talent to create beautiful heroines.
3. "Is that (my/mine) playbook?" asked Lily.
4. "No! It is (my/mine)," replied Sean.
5. The play is about a woman's struggle to find (her/hers) missing sister.

B. Rewrite the sentences, using possessive pronouns in place of the underlined words.

6. Which dresses in the closet are Barbara's?

\_\_\_\_\_

7. This is Ken's and Tony's collection of dried flowers.

\_\_\_\_\_

8. I am enjoying Paul's book.

\_\_\_\_\_

9. Elizabeth's disappointment showed clearly.

\_\_\_\_\_

10. Is this Kevin's idea of a joke?

\_\_\_\_\_



Cut out a newspaper or magazine article. Underline the possessive pronouns.

Name \_\_\_\_\_

# Possessive Pronouns

**A. Read each sentence. Underline the possessive pronoun that correctly completes each sentence.**

1. The horses tossed (their/theirs) heads and galloped away.
2. Of all the stories, the teacher liked (my/mine) best.
3. My sister lost the ice cream on (her/hers) cone.
4. Which room will be (our/ours)?
5. The camp counselors sat at (his/their) own table.

**B. Rewrite the sentences. Replace the underlined words with a possessive pronoun.**

6. The tornado destroyed everything in the tornado's path.

---

---

7. My baby sister thinks that every toy is my baby sister's.

---

---

8. Soldiers keep soldiers' uniforms clean and neat.

---

---

Possessive pronouns show ownership. You can use a possessive pronoun to replace possessive nouns. The pronouns *my, your, his, her, its, our,* and *their* come before nouns. The pronouns *mine, yours, his, hers, ours,* and *theirs* stand alone.

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Write a paragraph about soldiers. Include several possessive pronouns.

Name \_\_\_\_\_

A conjunction is a word that joins other words or parts of sentences together. The conjunctions *and*, *nor*, *but*, *for*, *yet*, *so*, and *or* are used to form compound subjects, compound predicates, and compound sentences.

# Conjunctions

Write compound sentences based on the ideas below. Use the conjunction in parentheses ( ). The first one has been done for you.

a fruit I like and a fruit I dislike (but)

I like peaches, but I don't like pears.

1. a book you liked and a book you disliked (but)

---

---

2. two things you know about fossils (and)

---

---

3. something you do well and something you are just learning (but)

---

---

4. two things you might have for dinner (or)

---

---

5. two places you have visited (and)

---

---



Write a paragraph comparing animals you like. Use compound subjects, compound predicates, and compound sentences in your paragraph.

Name \_\_\_\_\_

A conjunction is a word that joins other words or parts of sentences together. The conjunctions *and*, *nor*, *but*, *for*, *yet*, *so*, and *or* are used to form compound subjects, compound predicates, and compound sentences.

# Conjunctions

**A. Circle the conjunction in each sentence. On the line, write compound subject or compound predicate.**

1. The girls and the boys played tug of war. \_\_\_\_\_
2. They slipped in the mud but held on tight. \_\_\_\_\_
3. Neither the wind nor the clouds helped to cool things off. \_\_\_\_\_
4. The winning team will get a treat or see a movie. \_\_\_\_\_

**B. Join the pairs of sentences, using a comma and a conjunction. Write your compound sentence on the lines.**

5. The squirrel scampered up a tree. It stopped to scold me.  
\_\_\_\_\_  
\_\_\_\_\_
6. I fill the bird feeders every week. The birds have food to eat.  
\_\_\_\_\_  
\_\_\_\_\_
7. We will have to buy a squirrel-proof feeder. Our birds will never get to eat.  
\_\_\_\_\_  
\_\_\_\_\_



Write a short story that you could share with a younger child. Use compound sentences, subjects, and predicates to make your sentences more interesting and complex.

# Possessive Pronouns

A. Fill in the bubble next to the possessive pronoun that correctly completes each sentence.

- The fox had hurt \_\_\_\_\_ paw.  
 A their  
 B his  
 C its  
 D hers
- "You can stow \_\_\_\_\_ gear in here," said the first mate.  
 F ours  
 G your  
 H my  
 J theirs
- I take good care of \_\_\_\_\_ books and games.  
 A theirs  
 B mine  
 C my  
 D hers
- Jane says that the last two cookies are \_\_\_\_\_.  
 F hers  
 G my  
 H our  
 J their

B. Read this paragraph. Six possessive pronouns are used incorrectly. Draw a line through each possessive pronoun that is wrong and write the correct possessive pronoun above it.

Many people on both sides lost his lives in the Civil War. Some soldiers were boys who left theirs homes and went off to fight. Most of them didn't even have his own uniforms. One boy's mother gave his their own old coat. The captain gave away its own mittens.

Name \_\_\_\_\_

A direct object is a noun or pronoun that follows an action verb. It tells who or what receives the action.

# Direct Object

Read the following sentences. Underline the action verb. Circle the direct object.

1. Fog hid San Francisco Bay from early explorers.
2. Europeans finally reached the area in 1769 by an overland route.
3. A Spanish explorer established a fort at San Francisco in September 1776.
4. That same year, Spanish priests opened a mission nearby.
5. Mexico governed California in 1821.
6. Citizens of San Francisco started a trading center for cattle hides and other goods.
7. A worker at Sutter's Mill discovered gold near San Francisco in 1848.
8. The Gold Rush helped the economy.
9. In 1869, the first railroad brought travelers to the city.
10. An earthquake caused great damage in 1906.
11. After the earthquake, the people rebuilt the city.
12. Construction workers completed the Golden Gate Bridge in 1937.

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Write five sentences about your town. Use action verbs and direct objects.



Name \_\_\_\_\_

A direct object is a noun or pronoun that follows an action verb and tells who or what receives the action.

# Direct Object

Read the following sentences. Underline the action verb. Circle the direct object.

1. Uncle Darrell fixed a big breakfast today.
2. Many kids eat cereal for breakfast.
3. Jerry and I like pancakes better.
4. A good breakfast provides energy for the morning.
5. Every year Uncle Darrell cooks our meals on vacation.
6. We especially love his breakfast feasts.
7. He carved melons into ducks and chickens.
8. He drew faces on pancakes with a knife.
9. Piping hot pancakes melted the butter quickly.
10. Uncle Darrell received a standing ovation from the diners.



Write five sentences about cities. Be sure each sentence contains a direct object.

Name \_\_\_\_\_

When the subject of a sentence is singular, the verb must also be singular. A singular verb often ends in *-s* or *-es*. If the subject is plural, the plural form of the verb must be used.

# Subject/Verb Agreement

Underline the verb in parentheses ( ) that correctly completes each sentence.

1. My mom and I often (visit/visits) San Francisco.
2. She (buy/buys) sourdough bread at Fisherman's Wharf.
3. The first sight of the Golden Gate Bridge always (excite/excites) us.
4. Mom particularly (like/likes) the skyline at night.
5. We always (take/takes) a walk in Golden Gate Park.
6. My cousin Maya often (meet/meets) us at Union Square.
7. Maya and I (watch/watches) the street performers.
8. One woman (feed/feeds) the pigeons.
9. Thousands of people (visit/visits) San Francisco every month.
10. Visitors especially (enjoy/enjoys) a trip to Chinatown.
11. Restaurants (serve/serves) the most delicious food there.
12. Cable cars (carry/carries) riders up the steep hills.
13. Brakes and levers (make/makes) the cable cars safe.
14. City residents and tourists (use/uses) the cable cars.
15. The city always (welcome/welcomes) its visitors.

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Write five sentences about things you'd like to do on vacation. Underline the subject of each sentence and circle the verb that agrees with it.

Name \_\_\_\_\_

When the subject of a sentence is singular, the verb must also be singular. A singular verb often ends in *-s* or *-es*. If the subject is plural, the plural form of the verb must be used.

# Subject/Verb Agreement

Underline the verb in parentheses ( ) that agrees with each subject.

1. Aunt Jan (has, have) an apartment in Chicago.
2. She (love, loves) shopping on the Magnificent Mile.
3. Many people (enjoy, enjoys) the beautiful lakefront.
4. Runners (jog, jogs) beside the sparkling water.
5. Beachgoers (relax, relaxes) on beaches in the sun.
6. One building (tower, towers) over the rest.
7. Visitors (appreciate, appreciates) the view from the top of the Sears Tower.
8. Brent (stay, stays) with Aunt Jan for a month every summer.
9. He and she (go, goes) to festivals like Taste of Chicago.
10. The city (offer, offers) many fun things to do.



Write a few sentences about a city in your state. Be sure each verb agrees with its subject.

## Direct Object

A. Read and circle any sentence that contains an action verb and a direct object.

1. A city is bigger and more crowded than a town.
2. Small towns offer fewer job opportunities.
3. City dwellers hear street noises all the time.
4. Our town is quiet by 10 o'clock.
5. Different people like different environments.

## Subject/Verb Agreement

B. Draw one line under each subject and circle each verb. If the subject and verb agree, write *correct* on the line. If they do not, write the correct verb on the line. An example is done for you.

Many cities sits next to a body of water. sit

6. Water offers transportation and recreation. \_\_\_\_\_
7. Barges carries goods up and down rivers. \_\_\_\_\_
8. A sailboat look pretty on a lake. \_\_\_\_\_
9. A lake breeze cools the land in summer. \_\_\_\_\_
10. A fresh supply of water is life-giving. \_\_\_\_\_

The simple subject is the main word of the complete subject. It is a noun or a pronoun that tells exactly whom or what the sentence is about.

# Simple Subject

Read the sentences below. Underline each simple subject.

1. Jen rolls her scooter out of the garage.
2. She carefully pushes it to the sidewalk.
3. The smooth sidewalk winds between the buildings on Grape Lane.
4. Jen's many friends like to watch her ride.
5. The brightly painted scooter is really fun to ride.
6. Jen puts her right foot on the boards of the scooter.
7. Her left foot pushes against the sidewalk.
8. The scooter zooms across the yard.
9. All of Jen's neighbors clap for her.
10. Everyone in the neighborhood admires her grace and skill.
11. The spectacular jumps are the most exciting.
12. Scooter riders should be careful, though.
13. They should watch out for little kids.
14. Dogs on the sidewalk sometimes chase riders.
15. Thoughtful riders are the best kind.



Write a few sentences about an activity you have especially enjoyed or might like to try. Underline each simple subject.

Name \_\_\_\_\_

The simple subject is the main word of the complete subject. It is a noun or a pronoun that tells exactly whom or what the sentence is about.

# Simple Subject

Read the following sentences. Underline each simple subject.

1. Cory needs a new pair of shoes.
2. The whole family is going to the mall.
3. The cars in the parking lot look like a glittering steel sea.
4. Someone in this car needs to memorize our location.
5. This mall has hundreds of stores.
6. The food court in the center of the mall is a common meeting place.
7. We will meet there at 3:00 P.M.
8. Athletic stores have the best shoes for Cory.
9. Long ago, a general store was the center for shopping.
10. People of today have many more choices.
11. The great American mall has become a social center.
12. Friends meet there for fun and shopping.

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Write a paragraph about your community. Find the simple subjects in your sentences.

A pronoun is a word used in place of a noun, such as *I*, *you*, or *it*. A contraction is a word that is created by putting two words together and replacing the letter(s) that are left out with an apostrophe.

# Pronouns/Contractions

Underline the pronoun or contraction in parentheses ( ) that correctly completes each sentence.

1. (Its/It's) really a fantastic day for biking.
2. (Their/There/They're) is a pretty bike path in the park.
3. (Its/It's) name is Oak Lane.
4. (Whose/Who's) going to take a ride with the bike club?
5. Yasmin, are (your/you're) brothers going to join us today?
6. Yes, (their/there/they're) going to meet us at Marshmallow Pond.
7. (Whose/Who's) bike helmet is the red one?
8. All the riders are bringing (their/there/they're) own lunches.
9. Eduardo, (your/you're) bringing your camera.
10. (Theirs/There's) nothing more fun than a bike ride in the park.
11. We hope (its/it's) possible to have another bike ride next weekend.
12. I will bring my bathing suit, and Yasmin's brothers will bring (theirs/there's).



Write a letter to a friend about something fun you did last weekend. Use as many commonly confused pronouns and contractions as you can.

A pronoun is a word used in place of a noun, such as *I*, *you*, or *it*. A contraction is a word that is created by putting two words together and replacing the letter(s) that are left out with an apostrophe.

## Pronouns/Contractions

Read the sentences. Underline the correct pronoun or contraction in parentheses ( ).

1. "I do not believe (theirs, there's) any doubt," said Tom.
2. The decision is (theirs, there's) to make.
3. "Keep (your, you're) hands and feet in the car at all times," said the driver.
4. "(Its, It's) going to be an exciting ride," said Laurie.
5. "(Your, You're) not kidding," moaned Pat, who does not like heights.
6. "(Who's, Whose) ready for lunch?" asked Tom.
7. It certainly looks as if (their, they're, there) having a good time.
8. The restaurant put (its, it's) menu on a blackboard.
9. "(Who's, Whose) lemonade is this?" asked Laurie.
10. "(Theirs, There's) a bee swimming in it," said Pat.
11. The friends enjoyed (their, there, they're) trip to the amusement park.
12. They hope to visit (their, there, they're) again soon.



Write a paragraph describing a fun fair at school. Use pronouns and contractions correctly.



# Simple Subject

A. Read each sentence. Underline the complete subject and circle the simple subject.

1. Everyone at the parade had a good time.
2. Several bands from local towns marched proudly down the street.
3. Horses in shining gear pranced along.
4. Men in funny costumes rode motorscooters in formation.
5. They performed complex routines in the street.

# Pronouns/Contractions

B. Read each sentence. Write the correct homophone on the line.

6. Please put \_\_\_\_\_ homework in the basket. (your, you're)
7. I hope \_\_\_\_\_ a breeze at the ball park. (theirs, there's)
8. The pup rolled on \_\_\_\_\_ back for a tummy rub. (its, it's)
9. The trees have lost \_\_\_\_\_ leaves. (their, there, they're)
10. Do you know \_\_\_\_\_ got the key? (who's, whose)

A predicate adjective appears in the predicate, but it describes the subject of a sentence. A predicate adjective follows a linking verb, such as *be*, *appear*, *look*, *smell*, *seem*.

# Predicate Adjectives

Read each sentence. Underline each predicate adjective. Circle the noun or pronoun it describes.

1. The school trash bin looked ugly with its daily load of wastepaper.
2. Teri was unhappy that her school threw out so much trash.
3. It seemed so wasteful.
4. She felt awful about the trash problem.
5. But the problem seemed difficult to solve.
6. However, Teri was confident that recycling would work.
7. Mr. Sanchez, the principal, appeared pleased.
8. Soon the whole school became excited about recycling.
9. Volunteers from each class were important.
10. Teri was delighted with the program's success.
11. Her friends seemed eager to expand the program.
12. A garbage-collection area nearby was unattractive.
13. On hot days it smelled terrible.
14. One solution appeared easy.
15. The residents would be helpful in cleaning up the area.



Write four sentences using linking verbs and predicate adjectives.

Name \_\_\_\_\_

A predicate adjective appears in the predicate, but it describes the subject of a sentence. A predicate adjective follows a linking verb, such as *be*, *appear*, *look*, *smell*, *seem*.

# Predicate Adjectives

A. Underline the predicate adjectives in the sentences below.

1. These kittens appear healthy.
2. Their mother is careful with them.
3. Their eyes are blue now.
4. Later, they will be green.
5. Don't they look cute and helpless?
6. The little girl in the sandbox is happy.
7. The toy truck appears broken.
8. The popcorn smells wonderful.
9. The white clouds look soft.
10. In the breeze, the branches are graceful.



Write three sentences describing a visit to a park. Make sure you use predicate adjectives in your writing.

Name \_\_\_\_\_

# Subject and Object Pronouns

**A. Read each sentence. Circle the subject pronoun.**

1. Marco and I saw a fantastic painting in the art museum last week.
2. It showed the streets of Honolulu, Hawaii, during a rainstorm.
3. We really liked the tropical colors in the painting.
4. You can see photographs of Honolulu in the museum, too.
5. They were taken by Nancy Huinga.
6. She studied photography at the university.

**B. Read each sentence. Underline the object pronoun.**

7. I want to thank you for the book about life in New York City.
8. My friend Ramona read it, too.
9. The part about the Empire State Building interested her the most.
10. She told me that travel books are her favorites.
11. Ramona reads them before she goes to bed at night.
12. Sometimes Ramona's mother tells us about growing up in Vietnam.



Write two sentences about a city or state you have visited. Use a subject pronoun in one sentence and an object pronoun in the other.

A pronoun that serves as a subject is a subject pronoun. The subject pronouns are *I, you, he, she, it, we,* and *they*. A pronoun that serves as a direct object is an object pronoun. The object pronouns are *me, you, him, her, it, us,* and *them*.

Name \_\_\_\_\_

# Subject and Object Pronouns

A pronoun that serves as a subject is a subject pronoun. The subject pronouns are *I, you, he, she, it, we,* and *they*. A pronoun that serves as a direct object is an object pronoun. The object pronouns are *me, you, him, her, it, us,* and *them*.

A. Read each sentence and underline the pronoun. Write *subject* on the line if it is a subject pronoun. Write *object* if it is an object pronoun.

1. Kevin and I went to the library. \_\_\_\_\_
2. The librarian welcomed us warmly. \_\_\_\_\_
3. Then she showed how to use the online catalog. \_\_\_\_\_
4. We each read two books every week. \_\_\_\_\_
5. The library gives me hours of pleasure. \_\_\_\_\_
6. It offers books, movies, CDs, and other goodies. \_\_\_\_\_
7. "Treasure Island will draw you into a great adventure," Kevin said.  
\_\_\_\_\_

B. Read each sentence and underline the pronoun to complete each sentence correctly.

8. Una gave \_\_\_\_\_ a recommendation. (us, we)
9. Dierdre said the ending surprised \_\_\_\_\_. (her, she)
10. \_\_\_\_\_ bring other worlds to life. (Them, They)
11. Did \_\_\_\_\_ say the book was overdue? (he, him)



Write a paragraph about a book you have enjoyed. Make sure you have used subject pronouns and object pronouns correctly.

# Subject and Object Pronouns

A. Fill in the bubble next to the choice that correctly completes each sentence.

- Penny and \_\_\_\_ took a basket with us.  
 A she  
 B I  
 C me  
 D her
- Mom checked \_\_\_\_ for ticks when we got home.  
 F we  
 G it  
 H I  
 J she
- \_\_\_\_ have eight legs and are parasites.  
 A It  
 B Them  
 C They  
 D You
- Next time, \_\_\_\_ will watch out for ticks!  
 F we  
 G her  
 H us  
 J him
- Personally \_\_\_\_ think ants are a bigger problem.  
 A he  
 B I  
 C me  
 D them

B. Read this paragraph. Draw a line through each pronoun that is wrong and write the correct pronoun above it.

Morris's pushcart was flattened. The crash threw he into a pickle barrel. Him and the truck driver had an accident. Neighbors came to help he and the truck driver. Me and my friend saw it all. We ran to help they.

The simple predicate is the verb or verb phrase that tells or describes what the subject does or is.

# Simple Predicate

Underline the simple predicate in each sentence.

1. Today, many companies are making newspapers, boxes, magazines, and many other things from paper.
2. We often use these paper products only once.
3. Some people have stopped this waste!
4. They bundle old newspapers, magazines, and cardboard boxes.
5. These discarded items are sold to recycling plants.
6. The recycling plants shred the old newspapers, boxes, and magazines into tiny pieces.
7. The shredded paper is mixed with water.
8. This process forms a gooey paper pulp.
9. Machines spread the pulp onto screens to dry.
10. With a little work, old trash is turned into recycled paper.
11. You can join the recycling effort, too.
12. Newspapers can be stacked in the kitchen or garage for recycling.
13. Many people return cans and bottles to the supermarket.
14. Shoppers should look for environmentally safe products.
15. Aware consumers are our planet's best friends!



Write four sentences about recycling. Underline the simple predicates.

Name \_\_\_\_\_

The simple predicate is the verb or verb phrase that tells or describes what the subject does or is.

# Simple Predicate

Underline the subject of each sentence. Circle the simple predicate in each sentence.

1. Race horses compete in the Kentucky Derby.
2. Thousands of fans fill the stands hours before the race.
3. Millions more watch the race on TV.
4. Thoroughbreds can run at speeds over 50 miles per hour.
5. The jockey atop the horse guides a powerful athlete.
6. The Kentucky Derby began in 1875.
7. The horses race to the finish line.
8. The jockeys wear the colors of their stables.
9. Everyone enjoys the spectacle.
10. A horse race entertains many people.

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Write a news story about a horse race. Locate your simple predicates. Are they precise and lively?



Name \_\_\_\_\_

Hyphens are used to connect the parts of some compound words. Colons are used to show that a list, explanation, or summation is about to follow.

# Hyphens and Colons

Rewrite each sentence on the line. Put in missing hyphens and colons.

1. Darren helped his greatgrandmother Ida with grocery shopping on Saturday morning.

\_\_\_\_\_

2. These foods were on the shopping list skim milk, carrots, juice, recycled paper towels.

\_\_\_\_\_

3. On Saturday afternoon, Darren took a job as a babysitter for the Hsu twins.

\_\_\_\_\_

4. They went to a nearby park, where the twins did the following rode on the merrygoround, slid on the slide, and played on the swings.

\_\_\_\_\_

5. Darren took black and white photos of the twins while they were playing.

\_\_\_\_\_

6. The twins had a new toy, a jackinthebox.

\_\_\_\_\_

7. With Darren's help, the twins made the following guest list Ana, Julio, Craig, and Kimiko.

\_\_\_\_\_

8. Then Darren's brotherinlaw drove him home.

\_\_\_\_\_



Write two sentences. In one use a colon and in the other use a hyphen.

Name \_\_\_\_\_

Hyphens are used to connect the parts of some compound words. Colons are used to show that a list, explanation, or summation is about to follow.

# Hyphens and Colons

Rewrite each sentence on the lines provided. Add hyphens and colons where they are needed.

1. By mid July everyone is hot and bored with summer.

---

---

2. Families begin thinking about one of the following things vacations, visits, or summer camps.

---

---

3. Gramps goes to the All Star game with his daughter and son in law.

---

---

4. I will spend twenty one glorious days at world famous Camp Winonka.

---

---

5. The letter said to bring these items twin sheets and pillowcases, towels, and toiletries.

---

---



Write several sentences about how you prepare to go on vacation. Use hyphens with compound words and use colons to set off lists.

## Simple Predicates

A. Underline the word or words that make up the simple predicate in each sentence.

1. Trash is becoming a big problem in the United States.
2. Most of us throw away far too many things.
3. You should recycle your paper, glass, cans, and plastic.
4. The trash in our landfills pollutes the land.
5. Pollution harms all living things.

## Hyphens and Colons

B. Read this paragraph. Add colons and hyphens where they are needed.

If you check your trash, you will find all kinds of things there day old food, pencils, paper, and lots of other things.

You can recycle some of the stuff cans, glass bottles, and newspapers. Our class of twenty one kids had a drive to recycle as much paper as possible. We collected thirty seven boxes full!

Name \_\_\_\_\_

A verb changes its form to show action taking place in the past, present, or future. Many past tense verbs end in *-ed*. Verbs in the future tense use the helping verb *will*.

# Verb Tenses

Underline the verb or verb phrase in each sentence. Then write *present, past, or future* to show what tense it is.

1. Yesterday I bathed my dog, Snickerdoodle.  
\_\_\_\_\_
2. I volunteer at the animal shelter on Tuesday afternoons. \_\_\_\_\_
3. My fifth-grade class will hold a car wash for the animal shelter next week. \_\_\_\_\_
4. We lost our cat, Mr. Whiskers, this morning. \_\_\_\_\_
5. I will call the animal shelter right now. \_\_\_\_\_
6. The shelter rescues many lost cats and dogs in my town. \_\_\_\_\_
7. Luckily, a good friend of mine answered the phone. \_\_\_\_\_
8. A wet and dirty Mr. Whiskers arrived there a few minutes ago.  
\_\_\_\_\_
9. Now I feel much better. \_\_\_\_\_
10. Mom will bring that naughty cat home after work today.  
\_\_\_\_\_

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Write three sentences about an animal you know or have read about or seen on television. In the first sentence, use a present tense verb. In the second, use a past tense verb. In the third, use a future tense verb.

Name \_\_\_\_\_

A verb changes its form to show action taking place in the past, present, or future. Many past tense verbs end in *-ed*. Verbs in the future tense use the helping verb *will*.

# Verb Tenses

**A. Underline the verb or verb phrase in each sentence. Write *past, present, or future* on the line to show what tense the verb is.**

1. The city will build a skateboard park on Elm Street.  
\_\_\_\_\_
2. Skateboarders need a safe place to practice. \_\_\_\_\_
3. Three accidents occurred last year alone. \_\_\_\_\_
4. I, for one, will use the park frequently. \_\_\_\_\_
5. Sidewalks are a poor place for skateboarding. \_\_\_\_\_

**B. Complete each sentence using the verb and the verb tense in parentheses ( ). Write the new sentence on the line provided.**

6. Matt \_\_\_\_\_ to play chess last summer. (learn—past)  
\_\_\_\_\_
7. Now he \_\_\_\_\_ other kids the game after school. (teach—present)  
\_\_\_\_\_
8. Soon we \_\_\_\_\_ a chess club for fifth grade. (start—future)  
\_\_\_\_\_



What game have you had fun learning? Write sentences telling how you learned it, how you play it, and how you will teach others.

Name \_\_\_\_\_

# Adverbs: Comparison

A. Read each sentence. For each adverb in parentheses ( ), add *more* or use the *-er* form.

1. Bicyclists who wear helmets travel (safely) \_\_\_\_\_ those who don't.
2. When I whistled, my black dog came (quickly) \_\_\_\_\_ than the white one.
3. This book is (beautifully) \_\_\_\_\_ illustrated than the one with the red cover.
4. Jets fly (fast) \_\_\_\_\_ than twin-engine planes.
5. Ivan talks (cheerfully) \_\_\_\_\_ in the morning than his sister.

B. Read each sentence. For each adverb in parentheses ( ), add *most* or use the *-est* form.

6. Carmen ran the (swiftly) \_\_\_\_\_ of all her classmates.
7. I always put things away the (neatly) \_\_\_\_\_ of all my family.
8. I finished my morning chores the (soon) \_\_\_\_\_ of anyone.
9. He biked up hill the (effortlessly) \_\_\_\_\_ of all his friends.
10. Midori spoke the (fast) \_\_\_\_\_ of anyone in the room.



Write four sentences about how athletes play. Use two comparative adverb forms and two superlative adverb forms.

In the comparative form, add *-er* to short adverbs to compare two actions. In the superlative form, add *-est* to compare three or more actions. For adverbs that end in *-ly*, use the word *more* to compare two actions and *most* to compare three or more actions.

Name \_\_\_\_\_

In the comparative form, add *-er* to short adverbs to compare two actions. In the superlative form, add *-est* to compare three or more actions. For adverbs that end in *-ly*, use the word *more* to compare two actions and *most* to compare three or more actions.

# Adverbs: Comparison

A. Read each sentence. Write the correct comparing form of the adverb in parentheses ( ) on the line.

1. Carlos can throw the ball \_\_\_\_\_ than Kerry. (fast—comparative)
2. Pedro throws \_\_\_\_\_ of all. (fast—superlative)
3. Alex needs to work \_\_\_\_\_ on his batting skills. (hard—comparative)
4. Of the three players, Kerry learns new skills \_\_\_\_\_. (quickly—superlative)
5. Jerome learned how to slide into base \_\_\_\_\_ than I did. (easily—comparative)

B. Write one new sentence for each underlined adverb. Use either the comparative form or the superlative form.

6. The umpire arrived late for the game.

---

---

7. The crowd waited eagerly for the first inning.

---

---

8. The first batter hit the ball quite far.

---

---



Write about the characters in "The Coming of the Surfman." Use adverbs that compare.

# Verb Tenses

A. Fill in the bubble that correctly identifies the tense of the verb in each sentence.

- Those clouds look threatening.  
 A past  
 B past participle  
 C present  
 D future
- I think it will rain soon.  
 F past  
 G past participle  
 H present  
 J future
- Yesterday's report mentioned rain.  
 A past  
 B past participle  
 C present  
 D future
- Storms make our dog nervous.  
 F past  
 G past participle  
 H present  
 J future
- She will soon try to hide.  
 A past  
 B past participle  
 C present  
 D future

# Adverbs: Comparison

B. Write the comparative or superlative form of the adverb in parentheses ( ) on the line. Use the form that best completes the sentence.

- Mom's third throw landed \_\_\_\_\_ (close) to the bulls eye.
- Skip paints \_\_\_\_\_ (carefully) than Winnie does.
- I scored \_\_\_\_\_ (poorly) on this round than I did on the last one.
- The littlest puppy reacted \_\_\_\_\_ (fearfully) to the loud noise.
- See if you can throw the ball \_\_\_\_\_ (low) than you did last time.



Name \_\_\_\_\_

A sentence fragment is a group of words that does not express a complete thought. It is missing either a subject or a verb.

# Sentence Fragments

Read each item below. Write *sentence* on the line for a complete thought. Write *fragment* on the line if a subject or verb is missing. Rewrite the fragments as complete sentences.

1. Everyone was excited about the Fourth of July picnic.

\_\_\_\_\_

2. Happy children and smiling adults chattering excitedly.

\_\_\_\_\_

3. Suddenly, delicious smells began to fill the air and mouths began to water.

\_\_\_\_\_

4. Hundreds of happy and hungry people picnic tables.

\_\_\_\_\_

5. Playing their musical instruments loudly and singing favorite songs.

\_\_\_\_\_

6. A group of children were playing volleyball.

\_\_\_\_\_

7. Some of the youngsters to the lake.

\_\_\_\_\_

8. A fitting way to celebrate the nation's birthday.

\_\_\_\_\_



Write several sentence fragments, leaving out a subject or verb in each. Then give them to a classmate to rewrite as complete sentences.

Name \_\_\_\_\_

A sentence fragment is a group of words that does not express a complete thought. It is missing either a subject or a verb.

# Sentence Fragments

Read each item below. Underline the simple subject and simple predicate of each complete sentence. Add words to each sentence fragment. Write it as a complete sentence on the line.

1. Every community has its colorful characters.

\_\_\_\_\_

2. Make you sit up and take notice.

\_\_\_\_\_

3. Usually these people lots of attention.

\_\_\_\_\_

4. Not all the interesting characters.

\_\_\_\_\_

5. They can be found on the streets and in the stores of your community.

\_\_\_\_\_

6. Enjoy making the crowd laugh in delight.

\_\_\_\_\_

7. These local dramatists add color and interest to life.

\_\_\_\_\_

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Write a description of a character you have observed. Check your writing for sentence fragments and correct them.

Name \_\_\_\_\_

# A, An, and The

Read each sentence. Circle the correct article in parentheses ( ).

1. Last summer my family and I took (a, an) trip to Alaska.
2. On our first day there, we went hiking in (a, an) popular state park.
3. We made our camp at a place with (a, an) incredible view.
4. Late that night (a, an) huge bear lumbered into our campsite and ransacked our food supply.
5. I awoke from a sound sleep to all (a, an, the) noise and tripped over a log.
6. Luckily, (a, an, the) bear was already making a hasty departure.
7. Unfortunately, I had (a, an) injured ankle.
8. The doctor at the nearest hospital took (a, an) X-ray.
9. I left the hospital with my foot in (a, an) enormous cast.
10. On my next vacation, I'm going to (a, an) safer place.

*A, an,* and *the* are special adjectives called articles. Use *a* in front of words that begin with a consonant sound. Use *an* in front of words that begin with a vowel sound. *The* is used with both singular and plural nouns that name specific things.



Write a few sentences about a vacation you might like to take. Underline the articles *a*, *an*, and *the* in your sentences.

Name \_\_\_\_\_

**A, an, and the** are special adjectives called articles. Use **a** in front of words that begin with a consonant sound. Use **an** in front of words that begin with a vowel sound. **The** is used with both singular and plural nouns that name specific things.

# A, An, and The

Circle the correct article in parentheses ( ).

1. Many plants and animals live in \_\_\_\_\_ desert. (a, an, the)
2. \_\_\_\_\_ desert is an extremely dry region. (A, An)
3. \_\_\_\_\_ animal that needs a lot of water cannot survive there. (A, An)
4. \_\_\_\_\_ organisms that survive there have found ways to use little water. (A, An, The)
5. The cactus is \_\_\_\_\_ best-known desert plant. (a, an, the)
6. It has \_\_\_\_\_ thick skin that holds in moisture. (a, an)
7. After a rare rainstorm in the desert, \_\_\_\_\_ astonishing thing happened. (a, an)
8. \_\_\_\_\_ mass of flowers bloomed soon after. (A, An)
9. Their seeds had lain dormant, waiting for just such \_\_\_\_\_ time. (a, an)
10. \_\_\_\_\_ desert mouse is active at night, when it is cool. (A, An, The)

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Write a short story set in the desert. Be sure you have used the articles *a*, *an*, and *the* correctly.

# Sentence Fragments

Read the story that a student wrote about *Maniac Magee*.  
Then fill in the bubble next to the correct answer.

(1) Jeffrey Lionel Magee. (2) Had a real home for much of his life. (3) His parents died. (4) I started to feel sorry for him. (5) When I read that. (6) Jeffrey went to the town of Two Mills. (7) He met a new friend. (8) Her name. (9) Amanda Beale.

1. What's the best way to write Sentence 1?
  - (A) Jeffrey Lionel Magee the boy.
  - (B) The boy's name was Jeffrey Lionel Magee.
  - (C) A boy Jeffrey Lionel Magee.
  - (D) Best as it is.
2. What's the best way to write Sentence 2?
  - (F) He a real home for much of his life.
  - (G) For much of his life had a real home.
  - (H) He had a real home for much of his life.
  - (J) Best as it is.
3. What's the best way to write Sentences 4 and 5?
  - (A) I started to feel sorry for him when I read that.
  - (B) I started to feel sorry for him when read that.
  - (C) When I started to feel sorry for him I read that.
  - (D) Best as it is.
4. What's the best way to write Sentences 8 and 9?
  - (F) Her name Amanda Beale.
  - (G) Amanda Beale her name.
  - (H) Her name was Amanda Beale.
  - (J) Best as it is.

# ANSWER KEY

## GRADE 5, Personal Voice

### Page 1 State-of-Being Verbs

1. One day I was surprised to see two puppies by the side of the road.
2. They seemed lost.
3. The puppies were so sad-looking.
4. They looked hungry, too.
5. The puppies felt soft.
6. I was scared to take them home.
7. My mom is not a puppy-lover.
8. I became uneasy on my walk home.
9. But she looked thrilled at the sight of the puppies.
10. I felt so happy then.

### Page 2 State-of-Being Verbs

Answers may vary; accept any reasonable response from the list.

1. is
2. looks, seems, feels, appears, smells
3. sound, are, were
4. are
5. looks, seems, appears, is
6. is, seems, appears, feels, looks
7. smells, looks, seems, feels, appears, is
8. looks, seems, appears, is
9. be
10. were

### Page 3 Apostrophe in Contractions

- A.**
1. I haven't seen Matt and his family for two weeks. have not
  2. They've gone camping in the Wind River Mountains. They have
  3. Matt's dad said, "We're going to have the best time on this vacation!" We are
  4. Matt wasn't very excited about camping. was not
  5. I can't wait to hear what happened on this year's trip. cannot
- B.**
6. You'll
  7. wouldn't
  8. It's
  9. You're
  10. I'll

### Page 4 Apostrophe in Contractions

1. I've learned many things from my grandmother.
2. She's the one who taught me how to collect maple sap.
3. We're going to spend the weekend checking our trees.
4. I taste the sap to make sure that it's just right!
5. Grandma told me that the settlers weren't the first people to collect sap.
6. Settlers didn't know how to gather sap, so Native Americans taught them how.
7. I hadn't known that Native Americans were flavoring food with maple long ago.
8. I never know just what I'll learn during a day with Grandma!

# ANSWER KEY

## Page 5 State-of-Being Verbs

1. The Abenaki Indians are native people of the United States and Canada.
2. They have been dwellers in these countries for many centuries
3. The Abenaki were an agricultural, or farming, society.
4. Long ago, their population was stable.
5. In modern times, it has become much smaller.
6. Jamie's great grandmother was an Abenaki Indian.
7. Jamie had pictures in her mind of Grama.
8. She seemed to be back in the field, picking blackberries.
9. The fresh blackberries smelled wonderful.
10. The sun felt very warm on their faces.

## Page 6 Prepositional Phrases

1. of the world's greatest (athletes)
2. in many different (sports)
3. At the 1932 (Olympics)
4. in the 80-meter (hurdles)
5. during the (competition)
6. in the high (jump)
7. with a (woman)
8. over the (bar)
9. for the high (jump)
10. at (sports)

## Page 7 Prepositional Phrases

- |         |           |         |           |
|---------|-----------|---------|-----------|
| 1. from | 3. During | 5. on   | 7. around |
| 2. as   | 4. by     | 6. like | 8. from   |

## Page 8 Apostrophe in Possessive Nouns

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. <u>stars'</u> ; plural      | 6. <u>fans'</u> ; plural      |
| 2. <u>manager's</u> ; singular | 7. <u>team's</u> ; singular   |
| 3. <u>coach's</u> ; singular   | 8. <u>guard's</u> ; singular  |
| 4. <u>players'</u> ; plural    | 9. <u>player's</u> ; singular |
| 5. <u>crowd's</u> ; singular   | 10. <u>kids'</u> ; plural     |

## Page 9 Apostrophe in Possessive Nouns

- |                        |                      |
|------------------------|----------------------|
| 1. pitcher's injury    | 8. coaches' plans    |
| 2. batters' averages   | 9. plate's surface   |
| 3. family's cheers     | 10. bases' placement |
| 4. team's new mascot   | 11. field's shape    |
| 5. game's object       | 12. crowd's roar     |
| 6. dad's favorite song | 13. players' smiles  |
| 7. teams' meeting      | 14. fans' cheers     |

## ANSWER KEY

### Page 10 Apostrophe in Possessive Nouns

- A.** 1. Ken Sr.'s team was the world champion Cincinnati Reds. S  
2. Junior loved Riverfront Stadium's sights and sounds. S  
3. Pete Rose's son played ball with Junior. S  
4. The fans' cheers could be heard for miles. P
5. Junior rose out of his slump with his parents' support. P  
**B.** 6. Sr.'s  
7. Baseball's  
8. Stockings'  
9. fans'  
10. catchers'

### Page 11 Run-on Sentences

1. Dan Jansen is a speed skater from the United States, and he skated in the 1994 Winter Olympics.  
2. Would he skate fast enough to win the gold medal this time, or would he be disappointed again?  
3. Jansen had not won any medals in four Olympic Games, and this was his last chance to win a gold medal.
4. Jansen was very nervous, but he refused to give up hope.  
5. Jansen won the gold medal, and he set the world record.

### Page 12 Run-on Sentences

1. The string section of an orchestra is made up of several instruments. These are violins, violas, cellos, and bass violins.  
2. The musician draws a bow across the strings of an instrument. This causes them to vibrate.  
3. A string quartet is a group of four musicians. They play stringed instruments.
4. In a string quartet, there are four instruments played. These include one cello, one viola, and two violins.  
5. Several famous composers have written musical pieces for string quartets. Mozart, Beethoven, and Haydn all wrote pieces.

### Page 13 Use Prepositions

1. down the court  
2. to the basket  
3. into the air  
4. off her fingertips  
5. through the hoop  
6. With great happiness  
7. on the team  
8. against her
9. after school  
10. During each game  
11. through the air  
12. on the floor  
13. with her  
14. in the driveway  
15. about basketball



# ANSWER KEY

## Page 14 Use Prepositions

1. Lucas's favorite practice time is in the (afternoon).
2. His dog curls up beneath the (music stand).
3. Lucas draws his bow over the (strings).
4. You can see his foot tap against the (floor) as he keeps time.
5. You can hear his vibrato coming from the (music room).
6. Sometimes his mom accompanies Lucas on the (piano).
7. Perhaps she gave Lucas his love of (music).
8. After Lucas practices, he puts his viola into its (case).
9. Then he puts the case inside the (closet).
10. There the viola stays until his next (practice).
11. Lucas gets a snack from the (refrigerator).
12. Then he does homework in his (room).
13. Lucas waits for his (dad).
14. He will tell his dad about his (day).

## Page 15 Run-On Sentences/Use Prepositions

Answers will vary; possible responses given.

- A.**
1. The cello is known for its rich tone. In a string quartet, the cello takes the lowest part.
  2. The cello is a large instrument, and the cellist must grip it between his or her knees in order to play it.
  3. Another instrument in a string quartet is the viola. It is different from a violin.
  4. The viola looks like a violin, but it is a bit larger and has a lower tone.
- B.**
5. The musician places the viola under the chin to play it, and a violinist does the same with the violin.
  6. Wolfgang Amadeus Mozart was born in (Austria).
  7. He is considered one of the greatest (composers).
  8. Mozart starting composing music during his (childhood).
  9. The opera *Don Giovanni* is one of his most famous (compositions).
  10. I love listening to Mozart's (music).

## Page 16 Complete Subject and Predicate

1. Scott Joplin was born in Texarkana, Texas, in 1868.
2. Joplin was destined for a musical career.
3. His mother worked hard to pay for his piano lessons.
4. Joplin practiced for many hours each day.
5. His first job was playing the piano in St. Louis.
6. Joplin went to college at age 28.
7. Joplin and John Stark, a music publisher, issued 50 of Joplin's own pieces.
8. The "Maple Leaf Rag" is one of Joplin's best-known songs.
9. Many young pianists wanted to meet Scott Joplin.
10. Scott Joplin's music is still popular today.
11. My friends and I listen to his music.
12. Old records are usually my favorites.

## Page 17 Complete Subject and Predicate

- |       |       |       |        |
|-------|-------|-------|--------|
| 1. CP | 4. CS | 7. CP | 10. CP |
| 2. CS | 5. CP | 8. CS | 11. CS |
| 3. CS | 6. CS | 9. CP | 12. CS |

# ANSWER KEY

## Page 18 Commas

1. Jacob, Alice, and Jeff went to a music fair at their school.
2. We all worked to decorate the gym on Friday night, Saturday, and Sunday.
3. When the Polkadot Pumpkins begin playing, please call me.
4. Although I may be late, I'm going to attend Bryan's guitar concert at noon.
5. Alice, do you know where I can hear the Mexican mariachi band tomorrow?

## Page 19 Commas

Today was their first day at music camp. Toby, Lenore, and Roma arrived by bus. Although they had never been away from home before, they were all very excited. After they got off the bus, the three friends sat with the rest of the girls in a meeting area. Their counselor was there to greet them.

"I know that you're going to have a great time here, girls," she said. "Roma, will you help me get everyone their cabin assignments? Here's a list."

With a smile, Roma began to read from the list. Camp was going to be great!

## Page 20 Complete Subject and Predicate

- A.**
1. Most of my classmates (enjoy listening to the radio).
  2. My friends and I (listen to the latest pop music).
  3. We all (like lots of different artists).
  4. I (like music that is easy to dance to and sing along with).
  5. My friend, Cassidy, (just likes music that's loud!).
  6. My brother, Gavin, (plays his drums to music).
  7. Gavin (is getting better and better at keeping the rhythm).
  8. Even my parents (like to hear him play!).
  9. My music class (is becoming more interesting).
  10. Our musical salute to jazz (will take place next week).

## Page 21 Four Sentence Types

1. (question mark); IN
2. (period); D
3. (period); IM
4. (period); D
5. (exclamation mark); E
6. (question mark); IN
7. (period); D
8. (period); D
9. (exclamation mark); E
10. (period); D
11. (period); IM
12. (period); D
13. (exclamation mark); E
14. (question mark); IN
15. (exclamation mark); E

## Page 22 Four Sentence Types

1. exclamatory
2. interrogative
3. declarative
4. imperative
5. exclamatory
6. imperative
7. imperative
8. interrogative
9. declarative
10. imperative
11. interrogative
12. declarative

## ANSWER KEY

---

### Page 23 Homophones

- |          |            |            |
|----------|------------|------------|
| 1. bored | 6. seen    | 11. tail   |
| 2. do    | 7. through | 12. two    |
| 3. pair  | 8. blew    | 13. poor   |
| 4. too   | 9. heard   | 14. red    |
| 5. read  | 10. paws   | 15. You're |

---

### Page 24 Homophones

- |            |           |          |
|------------|-----------|----------|
| 1. allowed | 5. seem   | 9. heard |
| 2. eight   | 6. deer   | 10. meet |
| 3. blue    | 7. flew   |          |
| 4. break   | 8. flower |          |

---

### Page 25 Four Sentence Types

- A. 1. D exclamatory                      3. C imperative                      5. C imperative  
2. G interrogative                      4. F declarative

---

### Page 26 Compound Predicates

- |   |  |
|---|--|
| 1. Gina took her suitcase out of the closet and filled it up with lots of summer clothes. | 4. The family saw the tall buildings in Dallas and visited a ranch with longhorn cattle. |
| 2. The family picked up the station wagon and drove to Texas.                             | 5. Would Gina meet other children in Dallas or spend her time alone?                     |
| 3. The car ran smoothly at first but broke down on the second day.                        |  |

---

### Page 27 Compound Predicates

- |  |  |
|--|--|
| 1. Annemarie and Ellen <u>are</u> best friends <u>and</u> <u>love</u> to spend time together.  | 8. The Rosens <u>heard</u> that they must leave town <u>and</u> quickly <u>went</u> into hiding.       |
| 2. They <u>live</u> in Denmark <u>and</u> <u>visit</u> together often.   | 9. The Johansens <u>knew</u> that they must protect Ellen <u>and</u> <u>created</u> a plan.            |
| 3. The girls sometimes <u>play</u> <u>or</u> <u>laugh</u> with Kirsti.   | 10. They <u>would</u> <u>hide</u> Ellen in their apartment <u>and</u> keep her safe from the soldiers. |
| 4. Mama <u>told</u> the girls the story of <i>Gone With the Wind</i> <u>and</u> <u>helped</u> them remember all the characters' names. | 11. <u>Ellen</u> <u>tried</u> to take off her necklace <u>and</u> <u>struggled</u> with removing it.   |
| 5. Ellen <u>trained</u> as a skilled performer <u>and</u> <u>used</u> a sophisticated voice to play the part of Melanie.               | 12. Annemarie <u>knew</u> she had to move hastily <u>and</u> <u>broke</u> the chain.                   |
| 6. Mrs. Rosen <u>will</u> <u>prepare</u> a roast chicken <u>or</u> <u>surprise</u> us with something else.                             | 13. She <u>concealed</u> the necklace in her hand <u>and</u> <u>clasped</u> it there.                  |
| 7. Mrs. Rosen <u>lit</u> the Sabbath candle <u>and</u> <u>recited</u> the prayer in Hebrew.  | 14. The soldier <u>ripped</u> the photograph <u>and</u> <u>stalked</u> out of the apartment.           |

# ANSWER KEY

---

## Page 28 Irregular Verbs

- |            |          |           |           |          |
|------------|----------|-----------|-----------|----------|
| 1. came    | 4. drank | 7. worn   | 10. grown | 13. told |
| 2. written | 5. done  | 8. taught | 11. began | 14. gone |
| 3. ate     | 6. rode  | 9. won    | 12. left  | 15. seen |
- 

## Page 29 Irregular Verbs

- |              |           |             |
|--------------|-----------|-------------|
| 1. come      | 6. frozen | 11. caught  |
| 2. spoke     | 7. stolen | 12. said    |
| 3. chosen    | 8. took   | 13. found   |
| 4. forgotten | 9. lost   | 14. written |
| 5. fallen    | 10. said  |             |
- 

## Page 30 Compound Predicates

- A.** 1. People band together and help each other during times of hardship.  
2. During a war, some people must leave their homes and lose their belongings.  
3. But people somehow carry on and survive.  
4. They search for clean water and discover ways to find food.  
5. Many people join the army or volunteer to help in other ways.
- B.** 6. Annemarie played with the dolls and shared them with Ellen.  
7. Kirsti cried and complained about the fish shoes.  
8. Annemarie brushed her hair and handed the brush to Ellen.  
9. Families hid in the house or fled to the forest.  
10. I would have cried and been very afraid.

## GRADE 5, Problem Solving

---

### Page 31 Adverbs: Comparisons

- |                |               |              |
|----------------|---------------|--------------|
| 1. harder      | 5. higher     | 9. earlier   |
| 2. hardest     | 6. highest    | 10. earliest |
| 3. most slowly | 7. more often | 11. louder   |
| 4. more slowly | 8. most often | 12. loudest  |
- 

### Page 32 Adverbs: Comparisons

- A.** 1. better  
2. best  
3. softly  
4. loudest
5. slowly  
6. quickly  
7. fastest
- B.** Answers will vary.
- 

### Page 33 End Punctuation

- |            |                  |            |
|------------|------------------|------------|
| 1. ?       | 5. ? and ! and . | 9. ! and . |
| 2. .       | 6. ?             | 10. ?      |
| 3. . and ? | 7. ?             | 11. !      |
| 4. !       | 8. .             | 12. .      |

# ANSWER KEY

## Page 34 End Punctuation

- |                     |                      |
|---------------------|----------------------|
| 1. .; declarative   | 7. ?; interrogative  |
| 2. .; imperative    | 8. .; declarative    |
| 3. .; imperative    | 9. ?; interrogative  |
| 4. ?; interrogative | 10. !; exclamatory   |
| 5. !; exclamatory   | 11. .; declarative   |
| 6. .; declarative   | 12. ?; interrogative |

## Page 35 Adverbs: Comparisons

**A.**

Adverb	Comparative	Superlative
1. slowly	more slowly	most slowly
2. carefully	more carefully	most carefully
3. swiftly	more swiftly	most swiftly
4. badly	worse	worst
5. loudly	more loudly	most loudly

**B.** Answers will vary.

## Page 36 Compound Subject

1. (Michelle and Pete) could not understand the last story problem in the math lesson.
2. (The explanation in the book and the example problems) were confusing.
3. (Pete and Michelle) asked Ms. Felter for help.
4. (Ms. Felter or the student teacher) can answer their questions.
5. (Story problems and geometry problems) are difficult to solve.

## Page 37 Compound Subject

- |  |  |
|--|--|
| 1. The art (and) sculpture of ancient Mexico are on display at the museum. | 7. Mr. Fletcher (or) his son will buy the tickets.               |
| 2. Hannah (and) I are going to the exhibit.                                | 8. Tuesday (or) Wednesday would be good days to visit.           |
| 3. John (and) Mom are seeing the exhibit with my aunt.                     | 9. Aunt Rose, Hannah, (and) I wait our turn.                     |
| 4. Aunt Rose (and) Hannah picked me up early in the morning.               | 10. Hannah (and) I are jumping up and down with excitement.      |
| 5. There are long lines (and) big crowds in front of the museum.           | 11. Aunt Rose (and) the other adults in line smile at us.        |
| 6. Either the front door (or) the side entrance leads to the exhibit.      | 12. The carvings (and) sculptures inside will be waiting for us! |

## Page 38 Adjective/Adverb Confusion

- |   |  |
|---|--|
| 1. (strange) (adjective)                      | 5. (silently) (adverb); (carefully) (adverb) |
| 2. (unusual) (adjective); (suddenly) (adverb) | 6. (peculiar) (adjective)                    |
| 3. (loudly) (adverb)                          | 7. (softly) (adverb)                         |
| 4. (weird) (adjective)                        | 8. (good) (adjective)                        |

# ANSWER KEY

## Page 39 Adjective/Adverb Confusion

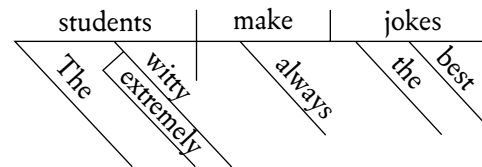
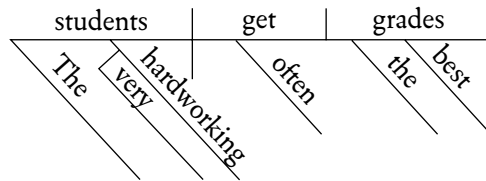
Answers will vary; possible responses given.

- |                     |                       |                      |
|---------------------|-----------------------|----------------------|
| 1. bizarre mystery  | 5. puzzling clues     | 11. friendly Michael |
| 2. clever detective | 6. carefully studied  | 12. dull day         |
| 3. ran quickly      | 7. crafty smuggler    | 13. loudly squawking |
| 4. yelled loudly    | 8. loud monkey        | 14. squawked loudly  |
|                     | 9. silently listened  | 15. great adventure  |
|                     | 10. frantically waved | 16. restlessly sat   |

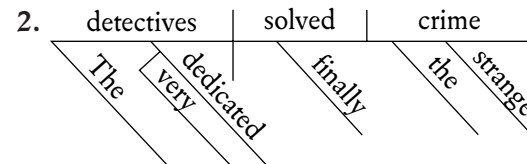
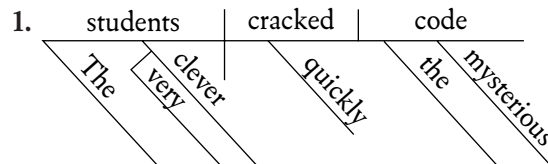
## Page 40 Compound Subject/Adjective/Adverb Confusion

- |  |                       |
|--|-----------------------|
| <b>A.</b> 1. Ali and Jonathan are reading the same book.       | <b>B.</b> 5. Suddenly |
| 2. The detectives and the police officers are meeting tonight. | 6. excitedly          |
| 3. The broken glass and the torn paper seem to be clues.       | 7. weird              |
| 4. The smugglers and the thieves have been caught.             | 8. quietly            |
|  | 9. strange            |
|  | 10. accidentally      |

## Page 41 Diagramming Sentences



## Page 42 Diagramming Sentences



## Page 43 Possessives With Apostrophe

- |                                       |                         |
|---------------------------------------|-------------------------|
| 1. Tyler's baseball                   | 6. the boys' toys       |
| 2. The twins' jump rope               | 7. Mom's purse          |
| 3. Their parents' tennis shoes        | 8. their neighbor's dog |
| 4. the family's list of missing items | 9. Nosy's bed           |
| 5. your sister's socks                |                         |

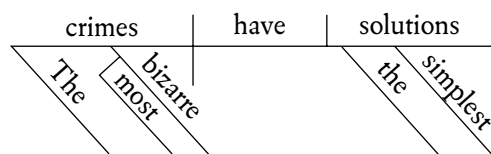
# ANSWER KEY

## Page 44 Possessives With Apostrophe

1. Vikki's T-shirt
2. the T-shirt's lettering
3. Ricardo's camera
4. the camera's clicks
5. the old woman's shoes
6. the thieves' crime
7. the students' detective agency
8. Zach's skateboard
9. the man's limousine
10. the detectives' CB radio
11. the suspects' images
12. the detectives' plans

## Page 45 Diagramming Sentences/Possessives

A. 1.



- B. 2. Jonah's cousins, Angela and Connor, are detectives. S
3. Connor's office is in my community. S
4. Angela's office is in another area. S

5. The detectives' work is well-known. P
6. Connor and Angela located my neighbors' stolen cars. P
7. They helped my teacher's friend find her lost dog. S
8. The friend's letter thanked the detectives. S
9. She said the dog's collar is always on now. S
10. Their customers' comments are always positive. P

## Page 46 Compound Sentences

1. Police experts often assist law officers in solving crimes, and help may come from genetic scientist, too.
2. Genetic scientist study DNA, and some of them have found a way to identify DNA prints.
3. A DNA print is a person's genetic history, and it looks like a keypunch card when printed.
4. DNA prints alone can't solve a crime, but they can give important information about a suspect.
5. Will all crime labs of the future use DNA printing, or will they continue to depend on fingerprinting?

## Page 47 Compound Sentences

1. The judge carried out the trial, and the jury listened to evidence.
2. There were no eyewitnesses to the crime, but the thief was notorious.
3. His wife insisted that Caesar Cella was innocent, but the prosecutor disagreed.
4. Detective Faurot stepped forward, and he took the stand.
5. Everyone stared at Faurot, but he stayed calm.
6. Would Detective Faurot help the accused, or would he help the prosecutor?
7. Detective Faurot had studied a new method, and he began to describe it.
8. The jury might be impressed, or they might not.

# ANSWER KEY

## Page 48 Verb Tenses

1. (investigate) present
2. (was questioned) past
3. (Is) present
4. (will answer) future
5. (left) past
6. (will start) future
7. (will be represented) future
8. (is) present
9. (is) present
10. (was) past
11. (saw) past
12. (feel) (is) present

## Page 49 Verb Tenses

1. heard
2. was
3. came
4. is
5. told
6. sounds
7. giggled
8. said
9. asked
10. looked
11. will learn
12. will be

## Page 50 Compound Sentences

Answers will vary; possible responses given.

1. Fingerprinting can be used to solve crimes, and it can be used in other ways.
2. Fingerprints can be left on glass, or they can be left on other surfaces.
3. Fingerprints can help track down criminals, and they can help locate missing people.
4. Fingerprints are used as evidence, and they are stored in computers.
5. Press your own finger on a glass to leave a print, and pour powder over your print.

## Page 51 Subject Pronouns

- A.** 1. He  
2. It  
3. They  
4. He  
5. They
- B.** Circled pronouns: He, It, They, We, They

## Page 52 Subject Pronouns

1. (Dr. Sara A. Bisel) is an ancient bone specialist. She is known as "The Bone Lady."
2. (Dr. Bisel) is also a writer. She wrote the book *The Secrets of Vesuvius*.
3. (Ciro) took Dr. Bisel to see a Herculanean. He brought Dr. Bisel to a mound.
4. (Portia) a skeleton, lay there. She had died violently.
5. (Portia) had been a bit over 5 feet tall. She was of average height for a Herculanean woman.
6. (Dr. Bisel and her team) discovered another female skeleton. They saw something shiny on her hand.
7. The (skeleton) was wearing a ring. It was very old.
8. The (Ring Lady) was in her mid-forties. She was not very attractive.
9. (Herculaneans), according to Dr. Bisel, had good teeth. They only had a few cavities.
10. (People) today have many more cavities. We have about sixteen of them on average.
11. A (male skeleton) was near Portia. He was called the Soldier.
12. (The Soldier) was tall for a Roman man. He was about 5 feet 8 inches.



## ANSWER KEY

### Page 53 Object Pronouns

- A.** 1. her                      4. them  
2. it                            5. it  
3. her or them
- B.** Circled pronouns: me, you, it, it, them

### Page 54 Object Pronouns

1. (Archaeologists) search for artifacts. An artifact can tell them about ancient civilizations.
2. "The Bone Lady" received a call from some (scientists). The Bone Lady decided to help them.
3. Dr. Bisel went to Italy to help the (people). Dr. Bisel visited them in Herculaneum.
4. Dr. Bisel learned that (Dr. Maggi) was gone. Dr. Bisel wanted her to bring back the chamber key.
5. Ciro called (Dr. Bisel). Ciro had something special to show her.
6. Ciro pointed to a (mound). Dr. Bisel walked toward it.
7. Dr. Bisel saw a (skeleton). She brushed earth away from it.
8. The female (skeleton) was badly broken. Dr. Bisel knew something terrible had happened to it.
9. Dr. Bisel picked up a (bone). She held it in her hands.
10. Dr. Maggi opened the door of an ancient (grave). Everyone entered it.
11. Dr. Maggi found twelve (skeletons). Something terrible had happened to them.
12. Dr. Bisel needed a (flashlight). "Please hand it to me," she said.

### Page 55 Subject Pronouns

- A.** 1. It is a volcano that erupted nearly 2,000 years ago.  
2. They have been excavating the ruins at Herculaneum.  
3. She arrived at the site to help them with her knowledge of bones.  
4. They help Dr. Bisel in whatever ways they can.  
5. They are important to Dr. Bisel.
- B.** My friend Maria is a famous scientist. (I) visited her just last week at her lab. (She) said to arrive early. (I) did. Microscopes were everywhere. (They) were very powerful. Other people were in the lab. (They) were scientists, too.

### Page 56 Compound Predicates

1. Robbers broke into the Smithsonian Institution last night and attempted to steal the world's largest diamond. (compound)
2. The thieves disarmed and destroyed the security system. (compound)
3. A backup security system had recently been installed and prevented them from opening the gem case. (compound)
4. They could not break the glass with hammers and clubs. (not compound)
5. A security guard captured the thieves and turned them over to the police. (compound)
6. The robbers sat silently at first but later confessed. (compound)
7. Should they hire a lawyer or defend themselves? (compound)
8. The guard told his story to the police and judge. (not compound)

## ANSWER KEY

### Page 57 Compound Predicates

1. We wrote reports or gave presentations about famous artists and art work.
2. My class planned and prepared their reports for weeks.
3. Kaleigh read about Claude Monet and wrote about his work.
4. Kevin studied Vincent van Gogh and performed a skit about him.
5. I collected information from books and looked at Web sites.
6. Then I focused on Leonardo Da Vinci and painting my own version of the *Mona Lisa*.
7. I labored over my painting and perfected the colors.
8. Sasha watched a video about the Impressionists and summarized it.
9. Taylor, Beth, and Tim went to the art museum and gathered facts there.
10. Mr. Horowitz took us to the library and helped us find information.
11. Kyle looked for information and found it in the library.
12. We will create videos or perform plays about the artists.

### Page 58 Commas in Dates

1. On November 8, 1995, an entire box of peaches disappeared from Mrs. McGuire's kitchen.
2. A collection of glass cats was stolen on November 9, 1995, from Mr. Horowitz's garage.
3. A case of salmon disappeared from Fred's Market on November 10, 1995.
4. On November 11, 1995, the police first took note of this mysterious crime wave.
5. The police submitted a letter to "Dateline Crime" on Sunday, November 12, 1995.
6. Several minor thefts have been reported from November 8, 1995, through November 10, 1995.
7. I read about them in a newspaper dated November 16, 1995.
8. On November 18, 1995, the police arrested some suspects.

### Page 59 Commas in Dates

When is your birthday? Do you share a birthday with a famous artist? I was born on July 19, 1994. Edgar Degas, a famous painter, was born on July 19, 1834, in France. Degas painted many scenes of ballet dancers.

No one is really certain of the exact date of Jan Vermeer's birth. It is only known that he was baptized on October 31, 1632, in Delft, Holland. He painted scenes of people at work and play.

Were you born on July 15? Rembrandt was born July 15, 1606. He was another Dutch painter. His paintings have dark shadows and intense lights.

Leonardo Da Vinci was born on April 15, 1452. My mom was born on April 15, 1942—500 years after Leonardo! She shares a birthday with the noted Italian creator of the *Mona Lisa* and other famous works. Another Italian artist, Michelangelo, was born on March 6, 1475, in Siena, Italy.

It's fun to find out what famous people share your birthday. Do some detective work and find out who shares yours.

# ANSWER KEY

---

## Page 60 Commas in Dates

- A.** 1. The robbery took place on July 25, 2002.  
2. Detectives interviewed witnesses until August 30, 2002, and then wrote reports.  
3. The case was still open on January 1, 2003.  
4. The FBI brought in art experts to assist on January 15, 2003.  
5. The case was closed on April 25, 2003.
- B.** I'm looking for the March 19, 1990, issue of the newspaper. It discusses the Gardner Museum art heist of March 18, 1990. The March 20, 1990, issue claims that the stolen art can't be sold.

## Grade 5, Teamwork

---

### Page 61 Singular and Plural Nouns

- |                   |         |                      |            |
|-------------------|---------|----------------------|------------|
| <b>A.</b> 1. ride | 4. deer | <b>B.</b> 7. friends | 10. wolves |
| 2. route          | 5. moon | 8. buildings         | 11. fences |
| 3. town           | 6. trip | 9. lions             | 12. things |

---

### Page 62 Singular and Plural Nouns

- |                        |               |                     |               |
|------------------------|---------------|---------------------|---------------|
| <b>A.</b> 1. airplanes | 5. scarves    | <b>B.</b> 1. supply | 5. wolf       |
| 2. billboards          | 6. miles      | 2. lunch            | 6. shrimp     |
| 3. engines             | 7. crosswinds | 3. party            | 7. puppy      |
| 4. deer                | 8. shadows    | 4. pass             | 8. jackrabbit |

---

### Page 63 Capitalization: Titles of Written Works

- |  |   |
|--|---|
| 1. <i>California</i>                                 | 6. <i>San Francisco Chronicle</i>             |
| 2. <i>San Francisco, Here We Come</i>                | 7. <i>Surfing for the Summer</i>              |
| 3. <i>Living in the Golden Gate City</i>             | 8. "I'm a San Francisco Baby"                 |
| 4. <i>Exploring the National Parks in California</i> | 9. <i>The World Almanac and Book of Facts</i> |
| 5. "Redwoods and Me"                                 | 10. <i>From the Gold Rush</i>                 |

---

### Page 64 Capitalization: Titles of Written Works

- |  |   |
|--|---|
| 1. I went to the library to check out the book <i>My Flight</i> .          | 5. May I borrow your copy of the <i>Daily News</i> ?            |
| 2. Have you seen the movie <i>Flying Across the World</i> ?                | 6. My favorite song is "Flying Aces Flying High."               |
| 3. Claire is playing the role of Birch in the play <i>Coast to Coast</i> . | 7. This magazine, <i>Journeys</i> , has stunning photos.        |
| 4. Omar wrote a poem called "First in Flight" for our project.             | 8. Would you like to watch the video <i>Sky Voyage</i> with me? |

## ANSWER KEY

---

### Page 65 Singular and Plural Nouns/ Capitalization: Titles of Written Works

- A.** 1. authors  
2. books  
3. cloud  
4. movies  
5. teams
- B.** 6. *News*  
7. Trips  
8. A  
9. *Time*  
10. Pal

---

### Page 66 Imperative Sentences

1. Mom looked at me and said, “Roll up the sleeping bags.”  
2. Then she added, “Count the tent stakes.”  
3. “Put the juice on top where it’s easy to reach.”  
4. “Help me tie up this huge bag.”  
5. “Load the ice chest, please.”
6. Then Dad said, “Find a seat and get comfortable.”  
7. This is what she read: “Turn right at the red house.”  
8. “Look at them again, please.”  
9. “Check for the directions in the map box.”  
10. Then she said, “Watch for a mailbox on the right that looks like a log cabin.”

---

### Page 67 Imperative Sentences

1. Hand it to me, please.  
2. Research the places you want to visit.  
3. Focus on the things you’ll want to remember.  
4. Find out its hours.  
5. Inquire about tickets.  
6. Tell me all about it.
7. Take a picture of it for us, please.  
8. Keep them in your backpack.  
9. Take a look at what I’ve written.  
10. Check the map for me, please.  
11. Help me find some to add to my collection.  
12. Get an early start.

---

### Page 68 Understood Subject

1. “Hurry up, please.”  
2. “Wait for Blanca.”  
3. “Don’t miss it.”  
4. “Help me talk Ms. Gabor into taking us there on Friday.”  
5. “Buy your tickets for the class play here.”
6. “Now pick up your pencil.”  
7. “Find out how many fifth graders in your class want to go.”  
8. “Wear your heavy coat today.”  
9. “Vote for Tasha for class president.”  
10. “Please don’t walk so fast.”

---

### Page 69 Understood Subject

Circled sentences: 2, 3, 6, 8, 10, 12, 14

---

### Page 70 Understood Subject

Circled sentences: 3, 4, 7, 8, 9, 10

# ANSWER KEY

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## Page 71      Principal Parts, Regular Verbs

- A.** 1. traveled                      3. remember  
       2. moved                         4. changed

<b>B. verb</b>	<b>present</b>	<b>past</b>	<b>past participle</b>
5. to travel	travel	traveled	have traveled
6. to move	move	moved	have moved
7. to remember	remember	remembered	have remembered
8. to change	change	changed	have changed

---

## Page 72      Principal Parts, Regular Verbs

**A.**

Verb	Present	Past	Past Participle
to walk	walk	walked	have walked
to trap	trap	trapped	have trapped
to chop	chop	chopped	have chopped
to fish	fish	fished	have fished
to slip	slip	slipped	have slipped
to imagine	imagine	imagined	have imagined

- B.** Answers will vary; possible responses given.
- Natasha, Sister, and Toughboy walk through the snow.
  - They dressed warmly.
  - They have set the traps.
  - We have fished in the river.
  - We walked around the rock.

---

## Page 73      Commas in Compound Sentences

- Ernest ate his breakfast of cold mush, and then he dished food into bowls for his team of huskies.
- He harnessed the frisky dogs, but he did not hitch them to the sled yet.
- The sled was loaded with camping gear, and Ernest added leather booties to the dogs' feet.
- Ernest and his team had been practicing for weeks, and they were ready to begin the 100-mile sledding race.
- Ernest had to be fully prepared, or he would never win.

---

## Page 74      Commas in Compound Sentences

- Toughboy and Sister are far from home, and they are learning the "old ways."
- They need to set traps, but they must do so very quickly.
- They must leave early in the day, or they would be too tired to do the hard work.
- Natasha, Toughboy, and Sister carried backpacks, and they each carried a small hatchet.
- Their clothing was made of animal fur and hide, and it would keep them warm.

## ANSWER KEY

---

### Page 75 Principal Parts, Regular Verbs/ Commas in Compound Sentences

- A.**
1. They traveled a long distance yesterday.
  2. The frigid temperatures had cause/caused their faces to turn red.
  3. They quickly have moved to build a fire.
  4. With the roaring fire, their hands have warmed up.
  5. Now their faces have returned to their usual color.
- B.**
1. Ricky and I are getting dressed to go out into the cold, and we are all bundled up!
  2. We love to play in the snow, but we know it could be dangerous.
  3. We make sure that we are dressed warmly, and we wear only dry clothes.
  4. My boots have a thick, furry lining, and I have them zipped.
  5. Ricky likes to dress in layers, and he wears clothes made of different fabrics.

---

### Page 76 Complete Predicate

1. No one had ever traveled the 4,000-mile length of the Amazon River by kayak.
2. We had been planning the trip for months.
3. Our kayaking expedition was finally ready.
4. This mighty river begins 18,000 feet high in the Andes Mountains.
5. Our group traveled by truck to this spot.
6. We put our kayaks in the river after our arrival.
7. Snow covered our tents each night on the banks of the river.
8. The upper river was often blocked by rock slides.
9. We carried our kayaks around these areas.
10. All of us looked strange in our kayaks and helmets.
11. Our preparations were paying off.
12. We were physically fit and ready for anything.
13. The cold weather and the rock slides couldn't stop us.
14. Our excited team reached the mouth of the Amazon six months later.

---

### Page 77 Complete Predicate

1. Peter Lourie is a writer who has traveled throughout South America.
2. He visited the Amazon with Marcos Santilli, a Brazilian photographer.
3. Marlui, Marcos's wife, accompanied the two.
4. Marlui recorded the sounds of the rain forest.
5. Peter Lourie learned to speak some Portuguese to prepare for his trip.
6. That is the language spoken in the Amazon.
7. The three traveled along a rugged road.
8. The jungle was being cut and burned in Rondônia.
9. Fine dust soon covered Peter, Marcos, and Marlui and all their belongings.
10. The area had once been jungle.
11. It was now more developed.

---

### Page 78 Verbs: Past Participles

- |                |                  |                |                |                 |
|----------------|------------------|----------------|----------------|-----------------|
| 1. had carried | 3. have hauled   | 5. have stayed | 7. has camped  | 9. has caused   |
| 2. has tried   | 4. have departed | 6. has waited  | 8. have packed | 10. has reached |

## ANSWER KEY

### Page 79 Verbs: Past Participles

1. The Amazon has become much more developed during the past decade.
2. Colonist families have come to the Amazon from every part of Brazil.
3. These colonists all had hoped to find a better way of life in the jungle.
4. But they have discovered that life can be quite difficult in the jungle.
5. They have encountered land that was tricky to farm and tend.
6. The colonists have continued to move from one area to another.

### Page 80 Complete Predicate

1. (is a fascinating place)
2. (affects everyone in the world)
3. (live very different lives from ours)
4. (is easier to travel there now than it used to be)
5. (have always wanted to travel to the Amazon)
6. (am interested in all the flora and fauna, or plants and animals, there)
7. (watched several TV documentaries about the Amazon)
8. (seems to be a fascinating mixture of thick jungles and little towns)
9. (look very green in some places and brown in others)
10. (look like those in a movie about the Old West)

### Page 81 Compound Sentences

1. should not be combined
2. Lewis and Clark started west in 1804, and they followed the Missouri River north to the Dakotas.
3. Travel on horseback and by boat was difficult, but nothing stopped the expedition from moving forward.
4. A young Native American woman, Sacajawea, was their guide, and she helped them survive the difficult trip.
5. They wanted to paddle along the Columbia River to reach the Pacific Ocean, but they had to build canoes first.

### Page 82 Compound Sentences

Answers will vary; possible responses given.

1. As a child, David Macaulay learned about the ways things were made, and it shows in his writing today.
2. David Macaulay wanted to know how to build things, and so he studied architecture.
3. Macaulay worked briefly as a teacher, but he did not pursue that career.
4. Instead, he began to write and illustrate books, and he has become quite successful.
5. If you are interested in huge structures, you might like his books *Pyramid* and *Cathedral*, or you might want to read his *Castle*.

### Page 83 Commas With Last Names Written First

1. Carman, Daniel
2. Cisneros, Julio
3. Davidson, Jennifer
4. Freedman, Stephen
5. Kelley, Erin
6. Pirelli, Pam
7. Shapiro, Iris
8. Swenson, Olaf
9. Washington, Latoya
10. Werner, Jeffrey
11. Yamanaka, Grace
12. Ziegler, Barry



# ANSWER KEY

---

## Page 84 Commas With Last Names Written First

1. Byars, Betsy
2. Conrad, Pam
3. Fines, Ceris
4. Hill, Kirkpatrick
5. Lourie, Peter
6. Macaulay, David
7. Masfield, John
8. Shanley, Jean
9. Webster, Harriet
10. Wilson, Rich

---

## Page 85 Commas With Last Names Written First

1. Amundsen, Roald
2. Byrd, Richard
3. Clark, William
4. Cousteau, Jacques
5. Earhart, Amelia
6. Goodall, Jane
7. Hillary, Edmund
8. Heyerdahl, Thor
9. Lewis, Meriwether
10. Peary, Robert

---

## Page 86 Adjectives: Comparisons

- |           |          |           |          |            |
|-----------|----------|-----------|----------|------------|
| 1. best   | 3. worst | 5. better | 7. best  | 9. better  |
| 2. better | 4. worse | 6. worst  | 8. worst | 10. better |

---

## Page 87 Adjectives: Comparisons

- |           |          |           |          |          |
|-----------|----------|-----------|----------|----------|
| 1. better | 3. best  | 5. better | 7. worst | 9. worst |
| 2. best   | 4. worst | 6. worse  | 8. best  | 10. best |

---

## Page 88 Indenting

- I. Early Expeditions
  - A. Challenger expedition of 1872
    1. Sent out by British
      - a. Travel by ship
      - b. Underwater exploration
    2. Discovered 4,417 new species of marine life
  - B. Charles William Beebe's bathysphere
- II. Robot Submersibles
  - A. Descent to very great depths
  - B. Discovery and exploration of the *Titanic*



# ANSWER KEY

---

## Page 89 Indenting

- I. Types of Sailing Vessels
  - A. Multiple Hulls
    - 1. Catamaran
      - a. Twin hulls
      - b. Raft
    - 2. Trimaran
      - a. Three hulls
      - b. Fast
  - B. Single Hull
- II. Local Sailing Competitions
  - A. Island Cup
  - B. Sailabration

---

## Page 90 Adjectives: Comparisons

- A.
  - 1. better
  - 2. worst
  - 3. better
  - 4. best
  - 5. best
- B.
  - 6. best
  - 7. good
  - 8. worst
  - 9. best
  - 10. best

---

## Grade 5, Creative Expression

---

### Page 91 Possessive Nouns

- 1. Once a month, all my relatives come to our grandparents' house so the family band can practice.
- 2. Before the band tunes up, the players eat some of my granny's chocolate cake.
- 3. Uncle Johan's trumpet is still in its case.
- 4. On the chair is Mom's shiny flute.
- 5. Cousin Fritz's fiddle is standing in a corner.
- 6. I take out my clarinet, put it together, and check the clarinet's reed.
- 7. The men's drum sets are placed behind all the other instruments and chairs.
- 8. Soon everyone gathers around the piano in my grandmother's big living room.
- 9. The first song we practice is my cousin Trudy's favorite, "Turkey in the Straw."
- 10. We always say good-night after the players' instruments have all been put away.

---

### Page 92 Possessive Nouns

- A.
  - 1. Miss Ida's porch was our favorite place to gather at the end of the day. S
  - 2. My parents' house is the third house on the left. P
  - 3. I walked all the way to my best friend's house from school today. S
  - 4. We went to our neighbor's yard to play. S
  - 5. The neighbor's dog was outside. S
- B.
  - 6. Rosa's
  - 7. Shoo Kate's
  - 8. students'
  - 9. Mrs. Fisher's
  - 10. sisters'
  - 11. porch's
  - 12. friend's

# ANSWER KEY

## Page 93      Adjectives: Comparisons

- |                     |            |            |             |
|---------------------|------------|------------|-------------|
| 1. best             | 4. tiniest | 7. easiest | 10. funnier |
| 2. youngest, oldest | 5. most    | 8. smarter |             |
| 3. quieter          | 6. luckier | 9. larger  |             |

## Page 94      Adjectives: Comparisons

- |   |                              |
|---|------------------------------|
| <b>A.</b> 1. better      4. longest<br>2. oldest      5. most<br>3. smarter | <b>B.</b> Answers will vary. |
|---|------------------------------|

## Page 95      Possessive Nouns

- |  |   |
|--|---|
| <b>A.</b> 1. Miss Ida's<br>2. Mr. Fisher's<br>3. family's<br>4. Marian Anderson's<br>5. audience's | <b>B.</b> 6. sun's<br>7. father's<br>8. Fishers'<br>9. story's<br>10. Uncle Henry's |
|--|---|

## Page 96      Principal Parts of Regular Verbs

- |  |  |
|--|--|
| <b>A.</b> 1. <u>fall</u> , <u>remember</u> (present, present)<br>2. <u>dreamed</u> , <u>discussed</u> (past, past)<br>3. <u>describes</u> (present)<br>4. <u>pushed</u> (past) | <b>B.</b> 5. <u>has developed</u> , <u>have disappeared</u> (past participle, past participle)<br>6. <u>imagines</u> (present)<br>7. <u>attended</u> , <u>works</u> (past, present)<br>8. <u>enjoyed</u> , <u>wonder</u> (past, present) |
|--|--|

## Page 97      Principal Parts of Regular Verbs

- A.** 1. saw/past  
 2. has asked/past participle  
 3. helped/past  
 4. worked/past  
 5. remembered/past  
 6. recognized/past  
 7. has wandered/past participle

**B.**

Present	Past	Past Participle
enjoy	enjoyed	have/has enjoyed
watch	watched	have/has watched
laugh	laughed	have/has laughed
check	checked	have/has checked
open	opened	have/has opened

# ANSWER KEY

## Page 98 Apostrophe in Contractions

1. Washington Irving's *The Legend of Sleepy Hollow* is a story you won't want to miss.
2. This famous tale is one of the scariest I've read.
3. The story is really spooky, so don't ever read it when you're alone.
4. And you shouldn't read it on a dark, moonless night.
5. The story's main character, Ichabod Crane, isn't as clever as his rival.
6. The two men want to marry the same young woman because she's rich and beautiful.
7. Ichabod probably could've married the young woman, but he's tricked by his rival.
8. After I read about Ichabod Crane's face-to-faceless meeting with the headless horseman, I wouldn't ride along a country road at midnight.
9. Although I knew that the tale is a ghost story, I wasn't expecting anything as exciting.
10. And I know it's a book you'll enjoy.

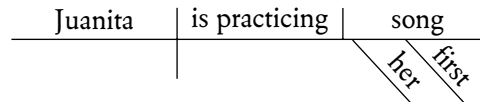
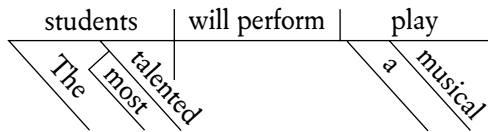
## Page 99 Apostrophe in Contractions

- |                |           |                     |              |            |
|----------------|-----------|---------------------|--------------|------------|
| 1. won't, it's | 3. wasn't | 5. shouldn't        | 7. should've | 9. doesn't |
| 2. don't       | 4. isn't  | 6. hadn't, wouldn't | 8. she's     | 10. won't  |

## Page 100 Apostrophe in Contractions

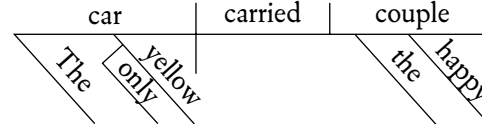
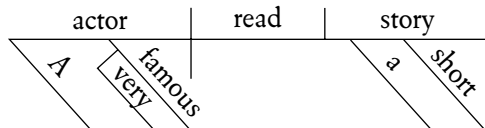
- |      |      |
|------|------|
| 1. B | 3. C |
| 2. F | 4. H |

## Page 101 Diagramming Sentences



## Page 102 Diagramming Sentences

- A.** 1. A very famous actor read a short story.      2. The only yellow car carried the happy couple.



**Page 103 Capitalization**

1. “i can’t decide what to demonstrate for the class tomorrow,” said richard, putting his head in his hands.
2. “i’m going to demonstrate cleaning my hamster’s cage,” replied rachel.
3. “mr. rice said i could bring henry to school,” she continued, grinning at the thought.
4. “that’s a great idea!” said richard. “maybe i’ll talk about how i make cupcakes with aunt dora.”
5. “yum!” said rachel. “where would you bake them, though?”
6. “you’re right, but what else could i talk about?” richard rested his chin on his hand, thinking hard.
7. “do you have a hobby?” asked rachel.
8. “i build model airplanes, but that would take too long,” said richard, shaking his head.
9. “how about games? what games do you like to play?” asked rachel.
10. “perfect!” said richard. “i could explain how to play chess, my favorite game. thanks, rachel!”

**Page 104 Capitalization**

- A.**
1. manuel was going to perform richie valens’s “la bamba” for the talent show.
  2. mr. Roybal promised manuel that the record player would be fixed in time for the talent show.
  3. “this is going to be the best performance of the show,” manuel thought to himself.
  4. when the record player got stuck and he had to sing the same line over and over, manuel was very embarrassed.
- B.**
5. the audience thought manuel’s performance was funny.
  6. Manuel’s brother Mario was not interested in Manuel’s performance.
  7. Mr. Roybal was nervous because this was his first year as the school’s talent coordinator.
  8. correct

**Page 105 Capitalization**

- A.**
1. “i hope this isn’t a disaster, like the flashlight experiment i did for the first-grade science fair,” thought Manuel.
  2. manuel was a student at john burrows elementary school.
  3. mr. roybal announced manuel gomez as the next performer.
  4. manuel and mario are brothers.
  5. manuel told his father that the record player was supposed to get stuck.
  6. manuel’s brother mario was jealous.
  7. “la bamba” is a great dance song.
  8. “do you know the song ‘la bamba?’” asked manuel.
  9. everyone enjoyed manuel’s performance.
  10. the show was a great success.
- B.** Students will write correctly ten words they choose from the sentences.

**Page 106 Four Sentence Types**

1. Jimmy bounced into his sister Helen’s room(.)
2. “What do you want, Jimmy(?)”
3. “Watch my grrrrreat magic trick(!)”
4. Jimmy spun around, making his cape flap wildly(.)
5. Helen shouted, “Look out(!)”
6. “You almost knocked the lamp over(!)”
7. “Watch me disappear(!)” or “Watch me disappear.”
8. Jimmy dashed out of the room(.)
9. Helen closed her door(.)
10. What can you do about a five-year-old brother who thinks he’s a great magician(?)
11. “I’m sure he’ll be back soon(.)”
12. “He is pretty cute, even if he’s a pain sometimes,” she thought(.)

# ANSWER KEY

---

## Page 107 Four Sentence Types

- A.** 1. interrogative  
2. exclamatory  
3. declarative  
4. imperative  
5. declarative  
6. exclamatory
- B.** 7. Do you like the screenplay? (interrogative)  
8. I can't believe my sister is performing at my school! (exclamatory)  
9. He asked me a lot of questions. (declarative)  
10. Don't do the performance. (imperative)

---

## Page 108 Adverbs

- |            |               |                     |
|------------|---------------|---------------------|
| 1. quickly | 5. busily     | 9. enthusiastically |
| 2. first   | 6. now, later | 10. proudly         |
| 3. always  | 7. tomorrow   | 11. often           |
| 4. warmly  | 8. perfectly  | 12. someday         |

---

## Page 109 Adverbs

- A.** 1. Judy burst loudly into the kitchen. *how*  
2. Judy frequently embarrasses her older brother.  
*how often*  
3. I saw that episode on TV yesterday! *when*
4. Doug was happily surprised by Judy's performance. *how*  
5. Judy looked everywhere for Doug. *where*
- B.** Answers will vary.

---

## Page 110 Adverbs

- A.** 1. happily; *how*  
2. reluctantly; *how*  
3. Afterward; badly; *when, how*  
4. suddenly; *when*  
5. easily; *how*
- B.** 6. carefully  
7. slowly  
8. sleepily  
9. enthusiastically  
10. quickly

---

## Page 111 Possessive Pronouns

- |        |               |                   |              |                |
|--------|---------------|-------------------|--------------|----------------|
| 1. her | 3. your, mine | 5. Your, Your, My | 7. my        | 9. Our, theirs |
| 2. her | 4. our        | 6. her, Ours      | 8. his, mine | 10. my, theirs |

---

## Page 112 Possessive Pronouns

- A.** 1. Benjamin is her baby brother.  
2. He crawled to his father lying on the old quilt.  
3. Dinah wants to use her fame to do something good for the environment.  
4. Their school principal might support a recycling program.  
5. Which is your favorite candidate?
- B.** 6. my  
7. her  
8. his  
9. their  
10. our

## ANSWER KEY

### Page 113 Underlining and Italics

1. Hank's ecology club had seen the movie Understanding Wolves.
2. The club members were looking through the magazine Nature World for help in choosing a community project.
3. They were excitedly looking for the absolutely perfect project. [Absolutely or absolutely perfect is also acceptable.]
4. Hank was at the zoo on Saturday, and he saw that they really needed a new home for their Mexican wolves.
5. At the zoo, he had seen a special film called The Wolfkeepers.
6. It showed a really great plan to raise money for the new home. [Really or really great is also acceptable.]
7. "Now if I can only convince the rest of the members," he thought.
8. Another member of the club, Betty, said, "I think it is important for everyone to become a wolfkeeper."
9. "I have a terrific idea!" she told the club members.
10. "Maybe we can show the movie Dances With Wolves as a way to let people know about our project."

### Page 114 Underlining and Italics

1. Dinah for President was written by Claudia Mills.
2. The first book about Dinah is called Dynamite Dinah.
3. Dinah is very devoted to the environment.
4. Her idea to carry the school's garbage around for an entire day showed determination.
5. The club members were looking through the magazine Nature World for help in planning a community project.
6. If she were running for class president at my school, I would definitely vote for her.
7. This is the easiest exercise in the book.
8. They were excitedly looking for the absolutely perfect project.
9. Dinah's classmates threw away ten bags of garbage in one day!
10. Most of the garbage was recyclable.

### Page 115 Possessive Pronouns

- A.**
1. The garbage bags are hers.
  2. There were ten bags of garbage in front of her locker.
  3. The first chair was his.
  4. Mr. Dixon organized their debate.
  5. Dinah is our favorite candidate.
- B.**
6. Dinah practiced (her/hers) speech over and over again.
  7. The students cast (their/theirs) votes after the debate.
  8. That garbage is (my/mine).
  9. (Him's/His) speech was about sports.
  10. Is this jacket (yours/your)?

## ANSWER KEY

### Page 116 Main Verb/Helping Verb

- Jackie is planning an oral report about the Civil War.
- She has chosen the topic of Civil War nurses.
- She has read many books to get information for her report.
- She will study information in the encyclopedia, too.
- During the Civil War, women did not sit at home while the men were fighting.
- Many Southern women broke tradition and worked in hospitals.
- A few brave women served as nurses on the battlefield.
- Clara Barton had delivered bandages, splints, medicine, food, and candles to Union field hospitals.
- She had also helped bandage wounds and had fed the patients.
- Jackie might like a career as a nurse, too.
- She will plan carefully for the future.
- Her parents have encouraged her.

### Page 117 Main Verb/Helping Verb

- A.**
- The story about the Gettysburg Address (was) published.
  - I (had) always thought that Lincoln wrote the address on the train.
  - People (were) expecting a longer speech from the president.
  - Lincoln was worried that he (had) disappointed his audience.
  - I think I (will) memorize the Gettysburg Address.
- B.**
- Our class will participate in a statewide public speaking event next week.
  - I will present the Gettysburg Address.
  - I have memorized the whole speech.
  - My best friend is reading the Emancipation Proclamation.
  - All of us are hoping we will win.

### Page 118 Quotation Marks

- William asked, "What should we use to illustrate our report on the Battle of Gettysburg?"
- "We should make a map to go with the report," answered Antonio.
- "That's a great idea, and this book has a map we can use," said William.
- "This map shows where both armies were during the battle," he added, pointing to the page.
- "Is there a map to show how each army marched to Gettysburg?" Antonio asked, flipping through the book.
- William said, "I think I saw a map like that at the beginning of this chapter."
- "Look at the picture of the uniforms and equipment!" exclaimed Antonio.
- "Maybe a picture of the uniforms would be more interesting," he suggested as he studied the book.
- William answered excitedly, "I'll make a map and you can draw pictures of the uniforms."
- "That will make our report twice as great!" agreed Antonio.

## ANSWER KEY

### Page 119 Quotation Marks

- A.**
1. "Please don't go," begged Mary.
  2. "I would be honored to attend," Lincoln wrote back.
  3. "Four score and seven years ago," is the beginning of the famous Gettysburg Address.
  4. Lincoln wrote to a friend that the audience was "disappointed."
  5. Lincoln said to the army, "Congratulations on your great success."
- B.**
6. "I have a dream," Martin Luther King, Jr. stated.
  7. A member of the audience remarked, "It was a moving speech."
  8. Patrick Henry proclaimed, "Give me liberty, or give me death."
  9. "What is a man without the beasts?" asked Chief Seattle.
  10. "We hold these truths to be self-evident," are words from the Declaration of Independence.

### Page 120 Main Verb/Helping Verb and Quotation Marks

- A.**
1. Lincoln's Gettysburg Address has gone down in the annals of history as one of the greatest speeches of all time. (*has*)
  2. His wife was urging him not to go. (*was*)
  3. His young son had died the year before. (*had*)
  4. Few people in the crowd were cheering for him. (*were*)
  5. Gus is reading the Gettysburg Address at the next Speech Contest. (*is*)
- B.**
6. "Would you do us the honor of speaking at the ceremony?" they asked.
  7. "I would love to," he replied.
  8. The news reporter predicted, "The speech would become famous."
  9. "That's one small step for a man; one giant leap for mankind," said Astronaut Neil Armstrong.
  10. "I saw Neil Armstrong on TV," said my teacher.

## GRADE 5, Managing Information

### Page 121 Understood Subject

The following sentences have understood subjects.

1. "Get moving now," said Pa.
4. "Get hustling," Pa said, patting him on the back.
5. "Find those horses!"
6. "Keep an eye out for snakes, too."
8. "Wait for me!" Jeb turned to see his youngest brother.
9. "Get back in the wagon," Jeb yelled.

### Page 122 Understood Subject

- A.**
1. (You) set the table for dinner.
  2. (You) put the spaghetti in the boiling water.
  3. (You) do not let the sauce burn.
  4. (You) chew every bite thoroughly.
  5. (You) relax and enjoy your dinner.
- B.** Circle 7, 9



## ANSWER KEY

---

### Page 123 Commas

1. "Dad, where are we going?" asked Mike.
2. Pausing for a moment, his father said they were going to travel along the Oregon Trail.
3. "The Oregon Trail is long, filled with ruts, and difficult to travel over," Mike complained.
4. "Although there will be problems, I think it will be an exciting, interesting, and unusual adventure," Dad responded.
5. Mike exclaimed, "I am ready, willing, and eager to get started."

---

### Page 124 Commas

1. My favorite fruits are grapes, blueberries, and apples.
2. Dad, have you seen my baseball glove anywhere?
3. Far across the flowing fields of grain, we saw the mountains rise.
4. Our family has visited Lake Superior, Lake Michigan, and Kentucky Lake.
5. Because I like to travel, I look forward to each vacation.
6. Gleaming in the sunlight, the train looked huge and powerful.

---

### Page 125 Commas

1. You will need to bring markers, pencils, and paper.
2. C
3. Adrienne, Shel, and Joe are my best friends.
4. C
5. After we have lunch, we can play kickball.
6. Swimming, running, and biking are all good exercise.
7. Jose, have you ever been hiking in the mountains?
8. C
9. You will need the right boots, socks, and backpack.
10. Kristin, get a bottle of water for Peter.

---

### Page 126 Verbs: Participles

- A.**
1. On July 1, 1862, a big story had appeared in the news.
  2. President Lincoln had signed the Pacific Railroad Act.
  3. Work on the Central Pacific Railroad had started in California.
  4. Workers had placed track through the rugged Sierra Nevada.
  5. They had moved west across the Great Plains to the Rocky Mountains.
- B.**
6. The two companies had raced to see who could lay the most track.
  7. The federal government had helped pay for the track.
  8. The Central Pacific crews have moved as fast as the Union Pacific workers.
  9. Sometimes the workers had stopped to tunnel through mountains.
  10. They all had worked very long and hard.

---

### Page 127 Verbs: Participles

- A.**
1. has ridden
  2. has given
  3. have raced
  4. have owned
  5. have proven
- B.**
6. worn
  7. chosen
  8. shielded
  9. kept
  10. protected

# ANSWER KEY

---

## Page 128 Pronoun Contractions

- |            |           |            |         |           |
|------------|-----------|------------|---------|-----------|
| 1. it's    | 3. you're | 5. who'll  | 7. I'm  | 9. I've   |
| 2. They're | 4. It's   | 6. they're | 8. I'll | 10. he'll |

---

## Page 129 Pronoun Contractions

- |            |            |                    |              |
|------------|------------|--------------------|--------------|
| 1. You've  | 5. They're | <b>B.</b> 9. he is | 12. who will |
| 2. He'll   | 6. I'm     | 10. they are       | 13. she will |
| 3. they'll | 7. he'll   | 11. we are         |              |
| 4. It's    | 8. It's    |                    |              |

---

## Page 130 Pronoun Contractions

- |                            |                     |
|----------------------------|---------------------|
| <b>A.</b> 1. we'd—we would | <b>B.</b> 6. You're |
| 2. I'm—I am                | 7. They're          |
| 3. she's—she is            | 8. It's             |
| 4. We're—We are            | 9. we're            |
| 5. I've—I have             | 10. you're          |

---

## Page 131 Articles: A, An, and The

- |        |        |           |           |             |
|--------|--------|-----------|-----------|-------------|
| 1. the | 3. an  | 5. The    | 7. an     | 9. the, the |
| 2. The | 4. the | 6. the, a | 8. The, a | 10. a       |

---

## Page 132 Articles: A, An, and The

- |                  |                  |        |         |
|------------------|------------------|--------|---------|
| <b>A.</b> 1. The | 4. The           | 7. the | 10. the |
| 2. An            | 5. A             | 8. a   |         |
| 3. A             | <b>B.</b> 6. the | 9. an  |         |

---

## Page 133 Comma with Quotations

- |  |   |
|--|---|
| 1. "I bought the tickets for the trip to America," said Papa. "We will leave in the spring." | 4. "Jon and I must build a big trunk to hold all of our belongings," said Papa. |
| 2. Marta asked, "Why can't we leave today, Papa?"  | 5. Mama said, "You and I must make new clothing for everyone in the family."    |
| 3. "There are many things to prepare before we can set sail for America," said Mama.         |   |

---

## Page 134 Commas with Quotations

- |   |   |
|---|---|
| 1. "Old coats for fifty cents," said the pushcart peddler.          | 4. Papa said, "There is water with just the twist of a handle." |
| 2. Marco replied, "My parents slept in a tiny bedroom to the rear." | 5. "Run to the baker and buy some bread," Mama told him.        |
| 3. "Isn't it wonderful how the water comes," said Mama.             |   |

## ANSWER KEY

---

### Page 135 Articles: *A, An, and The*

- |      |      |      |      |           |
|------|------|------|------|-----------|
| 1. B | 3. A | 5. B | 7. C | 9. A or C |
| 2. C | 4. C | 6. A | 8. B | 10. B     |
- 

### Page 136 Predicate Adjectives

Answers will vary. Possible answers include:

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. The fireplace seems warm.      | 6. The flowers are pretty.    |
| 2. The lake was frozen.           | 7. That man looks kind.       |
| 3. The rainfall was not heavy.    | 8. The bees appear busy.      |
| 4. The sun was bright in the sky. | 9. The morning was quiet.     |
| 5. Dinner smells delicious.       | 10. The puppy seems friendly. |
- 

### Page 137 Predicate Adjectives

- |                         |                                     |
|-------------------------|-------------------------------------|
| <b>A.</b> 1. suspicious | <b>B.</b> 6. The tortoise was slow. |
| 2. important            | 7. The hare was fast.               |
| 3. serious              | 8. The ending was a surprise.       |
| 4. noisy                | 9. This story seems amusing.        |
| 5. red                  | 10. The animals appear wise.        |
- 

### Page 138 Homophones

Answers will vary. Possible meanings include:

- |  |  |
|--|--|
| 1. knew: past tense of <i>know</i><br>new: for the first time                | 4. sail: a canvas that catches the wind and causes a boat to move<br>sale: the selling of goods for less than the usual cost |
| 2. blew: past tense of <i>blow</i><br>blue: a color                          | 5. flour: fine ground grain used in baking<br>flower: the blossom on a plant   |
| 3. principal: the head of a school<br>principle: a rule of personal behavior |  |
- 

### Page 139 Homophones

- |                   |  |
|-------------------|--|
| <b>A.</b> 1. hear | <b>B.</b> 6. know—understand; no—negative  |
| 2. hole           | 7. there—position; their—belonging to them |
| 3. break          | 8. seller—one who sells; cellar—basement   |
| 4. not            |  |
| 5. through        |  |
- 

### Page 140 Predicate Adjectives/Homophones

- |                          |             |                |       |
|--------------------------|-------------|----------------|-------|
| <b>A.</b> 1. frightening | 4. soothing | <b>B.</b> 6. B | 9. A  |
| 2. yellow, blue          | 5. fine     | 7. C           | 10. B |
| 3. spicy                 |             | 8. A           |       |
-

# ANSWER KEY

---

## Page 141 Combining Sentences

Answers will vary. Possible responses include:

1. Paul enjoys reading books and listening to classical music.
2. Rosa is the tallest and smartest girl in the class.
3. Peg might play chess, or she might play soccer.
4. Ann has a bad cold, but she is feeling better.
5. Mia can speak Japanese, English, and French.

---

## Page 142 Combining Sentences

1. My baseball team practices every Wednesday and plays a game every Saturday.
2. Daneeda and Inez play jacks very well.
3. I enjoy playing piano and singing in the children's choir.
4. Tillie and Glub are the names of my pet fish.
5. My family likes to play games and watch movies.

---

## Page 143 Indenting

Check to see that students have indented the first word in the paragraph. Also check to see that dialogue of each speaker is indented on a new line.

---

## Page 144 Indenting

It was dark and stormy as I walked slowly up the sidewalk of the old Trembly place. Dry leaves and weeds crunched under my feet.

I wished I had never agreed to go help Mr. Trembly. Kids in the neighborhood all said he was mean. Some whispered that the house was haunted.

At last I made it to the door. The old knocker creaked as I lifted it. It fell with a loud thump. Then I

heard shuffling footsteps. My heart thumped as the door creaked open.

“Hello,” I squeaked.

“Good evening,” replied the elf-like old man in the doorway.

---

## Page 145 Combining Sentences

1. Juwon loves basketball and practices every day for hours.
2. Chess is fun but challenging.
3. The drama club and orchestra present a musical.
4. Mr. Stiely and Ms. Thompson help direct the production.
5. Jorge tried out for the lead part and got it.

---

## Page 146 Possessive Pronouns

- A. 1. their
2. her
3. my
4. mine
5. her
- B. 6. Which dresses in the closet are hers?
7. This is their collection of dried flowers.
8. I am enjoying his book.
9. Her disappointment showed clearly.
10. Is this his idea of a joke?

## ANSWER KEY

---

### Page 147 Possessive Pronouns

- A.** 1. their  
2. mine  
3. her  
4. ours  
5. their
- B.** 6. The tornado destroyed everything in its path.  
7. My baby sister thinks that every toy is hers.  
8. Soldiers keep their uniforms clean and neat.

---

### Page 148 Conjunctions

Answers will vary somewhat. Possible sentences include:

1. I enjoyed reading *The House of Dies Drear*, but I didn't like *Toliver's Secret*.  
2. Fossils are the skeletons of animals that lived long ago, and they are difficult to find.  
3. I can play tennis well, but I'm just learning how to swim.  
4. Will I have stew, or will I have pasta for dinner?  
5. I have visited San Francisco, and I have traveled to Los Angeles.

---

### Page 149 Conjunctions

- A.** 1. and compound subject  
2. but compound predicate  
3. nor compound subject  
4. or compound predicate
- B.** 5. The squirrel scampered up a tree, but it stopped to scold me.  
6. I fill the bird feeders every week, so the birds have food to eat.  
7. We will have to buy a squirrel-proof feeder, or our birds will never get to eat.

---

### Page 150 Possessive Pronouns

- A.** 1. C  
2. G
3. C  
4. F
- B.** 5. their  
6. their  
7. their
8. him  
9. her  
10. his

---

## GRADE 5, Community Involvement

---

### Page 151 Direct Object

1. hid (San Francisco Bay)  
2. reached (area)  
3. established (fort)  
4. opened (mission)  
5. governed (California)  
6. started (center)
7. discovered (gold)  
8. helped (economy)  
9. brought (travelers)  
10. caused (damage)  
11. rebuilt (city)  
12. completed (Golden Gate Bridge)

---

### Page 152 Direct Object

1. V-fixed; DO—breakfast  
2. V-eat; DO—cereal  
3. V-like; DO—pancakes  
4. V-provides; DO—energy  
5. V-cooks; DO—meals
6. V-love; DO—feasts  
7. V-carved; DO—melons  
8. V-drew; DO—faces  
9. V-melted; DO—butter  
10. V-received; DO—ovation

# ANSWER KEY

---

## Page 153 Subject/Verb Agreement

- |            |          |          |           |              |
|------------|----------|----------|-----------|--------------|
| 1. visit   | 4. likes | 7. watch | 10. enjoy | 13. make     |
| 2. buys    | 5. take  | 8. feeds | 11. serve | 14. use      |
| 3. excites | 6. meets | 9. visit | 12. carry | 15. welcomes |

---

## Page 154 Subject/Verb Agreement

- |          |          |           |               |            |
|----------|----------|-----------|---------------|------------|
| 1. has   | 3. enjoy | 5. relax  | 7. appreciate | 9. go      |
| 2. loves | 4. jog   | 6. towers | 8. stays      | 10. offers |

---

## Page 155 Direct Object and Subject/Verb Agreement

- A.** Circle sentences 2, 3, and 5.
- B.** 6. Water (offers); correct  
7. Barges (carries); carry  
8. sailboat (look); looks  
9. breeze (cools); correct  
10. supply (is); correct

---

## Page 156 Simple Subject

- |             |            |            |              |            |
|-------------|------------|------------|--------------|------------|
| 1. Jen      | 4. friends | 7. foot    | 10. Everyone | 13. They   |
| 2. She      | 5. scooter | 8. scooter | 11. jumps    | 14. Dogs   |
| 3. sidewalk | 6. Jen     | 9. All     | 12. riders   | 15. riders |

---

## Page 157 Simple Subject

- |            |                          |                             |
|------------|--------------------------|-----------------------------|
| 1. Cory    | 5. mall                  | 9. general store (or store) |
| 2. family  | 6. food court (or court) | 10. People                  |
| 3. cars    | 7. We                    | 11. mall                    |
| 4. Someone | 8. stores                | 12. Friends                 |

---

## Page 158 Pronouns/Contractions

- |          |            |           |             |
|----------|------------|-----------|-------------|
| 1. It's  | 4. Who's   | 7. Whose  | 10. There's |
| 2. There | 5. your    | 8. their  | 11. it's    |
| 3. Its   | 6. they're | 9. you're | 12. theirs  |

---

## Page 159 Pronouns/Contractions

- |            |           |            |             |
|------------|-----------|------------|-------------|
| 1. there's | 4. It's   | 7. they're | 10. There's |
| 2. theirs  | 5. You're | 8. its     | 11. their   |
| 3. your    | 6. Who's  | 9. Whose   | 12. there   |

---

## Page 160 Simple Subject and Pronouns/Contractions

- A.** 1. Everyone at the parade  
2. Several (bands) from local towns  
3. Horses in shining gear  
4. Men in funny costumes  
5. They
- B.** 6. your  
7. there's  
8. its  
9. their  
10. who's

# ANSWER KEY

## Page 161 Predicate Adjectives

1. The school (trash bin) looked ugly with its daily load of wastepaper.
2. (Teri) was unhappy that her school threw out so much trash.
3. (It) seemed so wasteful.
4. (She) felt awful about the trash problem.
5. But the (problem) seemed difficult to solve.
6. However, (Teri) was confident that recycling would work.
7. (Mr. Sanchez) the principal, appeared pleased.
8. Soon the whole (school) became excited about recycling.
9. (Volunteers) from each class were important.
10. (Teri) was delighted with the program's success.
11. Her (friends) seemed eager to expand the program.
12. A garbage-collection (area) nearby was unattractive.
13. On hot days (it) smelled terrible.
14. One (solution) appeared easy.
15. The (residents) would be helpful in cleaning up the area.

## Page 162 Predicate Adjectives

- |            |          |                   |              |              |
|------------|----------|-------------------|--------------|--------------|
| 1. healthy | 3. blue  | 5. cute, helpless | 7. broken    | 9. soft      |
| 2. careful | 4. green | 6. happy          | 8. wonderful | 10. graceful |

## Page 163 Subject and Object Pronouns

- |                |         |                  |          |
|----------------|---------|------------------|----------|
| <b>A.</b> 1. I | 4. You  | <b>B.</b> 7. you | 10. me   |
| 2. It          | 5. They | 8. it            | 11. them |
| 3. We          | 6. She  | 9. her           | 12. us   |

## Page 164 Subject and Object Pronouns

- |                         |                 |
|-------------------------|-----------------|
| <b>A.</b> 1. I; subject | <b>B.</b> 8. us |
| 2. us; object           | 9. her          |
| 3. she; subject         | 10. They        |
| 4. We; subject          | 11. he          |
| 5. me; object           |                 |
| 6. It; subject          |                 |
| 7. you; object          |                 |

## Page 165 Subject and Object Pronouns

- |                |      |                  |          |
|----------------|------|------------------|----------|
| <b>A.</b> 1. B | 4. F | <b>B.</b> 6. him | 9. I     |
| 2. G           | 5. B | 7. He            | 10. them |
| 3. C           |      | 8. him           |          |

## ANSWER KEY

### Page 166 Simple Predicate

1. Today, many companies are making newspapers, boxes, magazines, and many other things from paper.
2. We often use these paper products only once.
3. Some people have stopped this waste!
4. They bundle old newspapers, magazines and cardboard boxes.
5. These discarded items are sold to recycling plants.
6. The recycling plants shred the old newspapers, boxes, and magazines into tiny pieces.
7. The shredded paper is mixed with water.
8. This process forms a gooey paper pulp.
9. Machines spread the pulp onto screens to dry.
10. With a little work, old trash is turned into recycled paper.
11. You can join the recycling effort too.
12. Newspapers can be stacked in the kitchen or garage for recycling.
13. Many people return cans and bottles to the supermarket.
14. Shoppers should look for environmentally safe products.
15. Aware consumers are our planet's best friends!

### Page 167 Simple Predicate

1. horses / (compete)
2. thousands / (fill)
3. Millions / (watch)
4. Thoroughbreds / (can run)
5. jockey / (guides)
6. Kentucky Derby / (began)
7. Horses / (race)
8. jockeys / (wear)
9. Everyone / (enjoys)
10. race / (entertains)

### Page 168 Hyphens and Colons

1. Darren helped his great-grandmother Ida with grocery shopping on Saturday morning.
2. These foods were on the shopping list: skim milk, carrots, juice, recycled paper towels.
3. On Saturday afternoon, Darren took a job as a baby-sitter for the Hsu twins.
4. They went to a nearby park, where the twins did the following: rode on the merry-go-round, slid on the slide, and played on the swings.
5. Darren took black-and-white photos of the twins while they were playing.
6. The twins had a new toy, a jack-in-the-box.
7. With Darren's help, the twins made the following guest list: Ana, Julio, Craig, and Kimiko.
8. Then Darren's brother-in-law drove him home.

### Page 169 Hyphens and Colons

1. By mid-July everyone is hot and bored with summer.
2. Families begin thinking about one of the following things: vacations, visits, or summer camps.
3. Gramps goes to the All-Star game with his daughter and son-in-law.
4. I spend twenty-one glorious days at world-famous Camp Winonka.
5. The letter said to bring these items: twin sheets and pillowcases, towels, and toiletries.



## ANSWER KEY

---

### Page 170 Simple Predicate/Hyphens and Colons

- A.** 1. is becoming  
2. throw  
3. should recycle  
4. pollutes  
5. harms
- B.** If you check your trash you will find all kinds of things there (6. :) day, (7. -) old food, pencils, paper and lots of other things. You can recycle some of the stuff (8. :) cans, glass bottles, and newspapers. Our class of twenty (9. -) one kids had a drive to recycle as much paper as possible. We collected thirty (10. -) seven boxes full!

---

### Page 171 Verb Tenses

1. Yesterday I bathed my dog, Snickerdoodle. past  
2. I volunteer at the animal shelter on Tuesday afternoons. present  
3. My fifth grade class will hold a car wash for the animal shelter next week. future  
4. We lost our cat, Mr. Whiskers, this morning. past  
5. I will call the animal shelter right now. future  
6. The shelter rescues many lost cats and dogs in my town. present  
7. Luckily, a good friend of mine answered the phone. past  
8. A wet and dirty Mr. Whiskers arrived there a few minutes ago. past  
9. Now I feel much better. present  
10. Mom will bring that naughty cat home after work today. future

---

### Page 172 Verb Tenses

- A.** 1. will build—future  
2. need—present  
3. occurred—past  
4. will use—future  
5. are—present
- B.** 6. learned  
7. teaches  
8. will start

---

### Page 173 Adverbs: Comparison

- A.** 1. more safely  
2. more quickly  
3. more beautifully
4. faster  
5. more cheerfully
- B.** 6. most swiftly  
7. most neatly  
8. soonest
9. most effortlessly  
10. fastest

---

### Page 174 Adverbs: Comparison

- A.** 1. faster  
2. fastest  
3. harder  
4. most quickly  
5. more easily
- B.** Sentences may vary.  
6. The umpire arrived later for the game than the pitcher.  
7. The kids waited most eagerly of all the fans for the first inning.  
8. The second batter hit the ball farther than the first batter.

# ANSWER KEY

## Page 175    Verb Tenses/Adverbs: Comparison

- |                                |              |   |                                |
|--------------------------------|--------------|---|--------------------------------|
| <b>A.</b> 1. C<br>2. J<br>3. A | 4. H<br>5. D | <b>B.</b> 6. closest<br>7. more carefully<br>8. more poorly | 9. most fearfully<br>10. lower |
|--------------------------------|--------------|---|--------------------------------|

## Page 176    Sentence Fragments

1. sentence
2. fragment; Possible answer: Happy children and smiling adults were chattering excitedly.
3. sentence
4. fragment; Possible answer: Hundreds of happy and hungry people began to set up picnic tables.
5. fragment; Possible answer: Then the band began playing their musical instruments loudly and singing favorite songs.
6. sentence
7. fragment; Possible answer: Some of the youngsters were running to the lake.
8. fragment; Possible answer: It was a fitting way to celebrate the nation's birthday.

## Page 177    Sentence Fragments

1. community / has
2. These people make you sit up and take notice.
3. Usually these people attract lots of attention.
4. Not all the interesting characters are in story books!
5. They / can be found
6. They enjoy making the crowd gasp in shock or laugh in delight.
7. dramatists / add

## Page 178    A, An, and The

- |      |       |        |       |       |
|------|-------|--------|-------|-------|
| 1. a | 3. an | 5. the | 7. an | 9. an |
| 2. a | 4. a  | 6. the | 8. an | 10. a |

## Page 179    A, An, and The

- |        |        |        |       |         |
|--------|--------|--------|-------|---------|
| 1. the | 3. An  | 5. the | 7. an | 9. a    |
| 2. A   | 4. The | 6. a   | 8. A  | 10. The |

## Page 180    Sentence Fragments

- A.** 1. B  
 2. H  
 3. A  
 4. H



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