

Sentences and Sentence Fragments

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

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

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

2. You and I _____.

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

4. _____ on putting yours under your bed.

5. _____ the soil.

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

7. Nothing _____.

8. _____ upset!

9. Although I couldn't make your plant grow, I _____.

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





Declarative and Interrogative Sentences

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

1. George Washington was the "Father of our Country."

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

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

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

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

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

7. Woodrow Wilson was president during World War I.

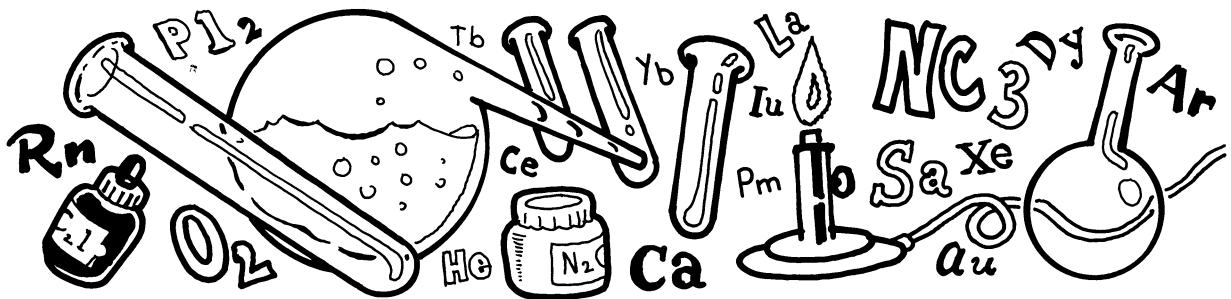
At Home: Plan a time with family members who are older than you to talk about presidents they remember. Then ask questions to get more information.

**McGraw-Hill Language Arts
Grade 5, Unit 1, Sentences,
pages 4–5**

Imperative and Exclamatory Sentences

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

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





Combining Sentences: Compound Sentences

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

1. I was almost too excited to sleep last night. _____

2. The limo came to the hotel for me at 4 a.m. _____

3. The driver asked me if I wanted to stop for breakfast. _____

4. I told him we had to eat at the launch site. _____

5. Only two of the others were there. _____

6. I had been prepared for how takeoff would feel. _____

7. Soon we were shooting away from the earth. _____

8. Details of the mission ran through my head. _____

9. I wondered if we were on course. _____

10. We continued past the edge of the earth's atmosphere. _____

At Home: With an adult or an older brother or sister, play "Take It Apart." Look through a book for compound sentences. Break apart each sentence into two sentences.

**McGraw-Hill Language Arts
Grade 5, Unit 1, Sentences,
pages 8–9**

Mechanics and Usage: Sentence Punctuation

The night before Joanna's homework paragraph was due, there was a power failure, and she had to use an old manual typewriter. After the first few words, the capital letters and punctuation marks stopped working. Can you fix Joanna's paragraph? Remember to use the correct end punctuation, and don't forget to use a comma in a compound sentence. Write in your corrections above the lines.

A Long Way from Home

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



Mixed Review

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

1. What a rusty old chair _____

2. Do you know how it got that way _____

3. Bring that chair inside before it gets rustier _____

4. Leave the cake in the oven another ten minutes _____

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

6. No way I'm going to believe that _____

7. What makes gelatin gel _____

8. Don't add fresh pineapple to gelatin _____

9. How messy you are in the kitchen _____

10. Who put the yeast in the batter _____

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

McGraw-Hill Language Arts
Grade 5, Unit 1, Mixed Review,
pages 12–13

Complete Subjects and Complete Predicates

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

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

2. A human body "amusement park" wasn't our idea of fun. _____ + _____ = _____
 subject predicate

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

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

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

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

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

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

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

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

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

Simple Subjects

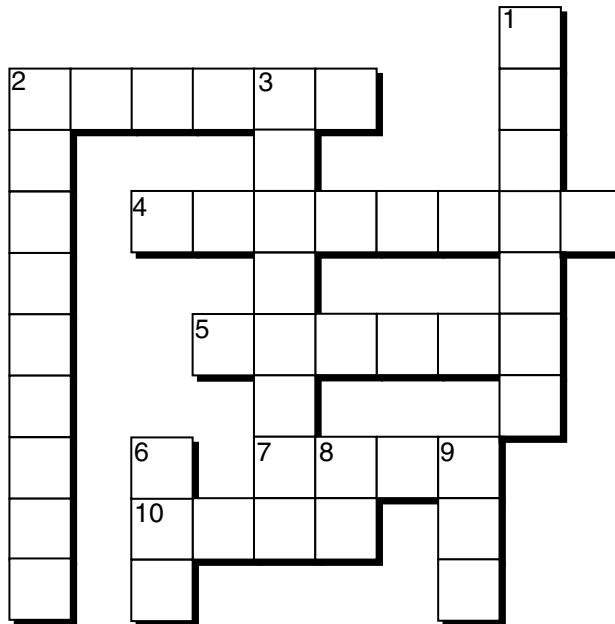
In each of the sentences below, underline the simple subject. Check your work by writing your answers in the correct squares of the crossword puzzle.

ACROSS

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

DOWN

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



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

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Grade 5, Unit 1, Sentences,
pages 16–17**

Simple Predicates

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

Dear Mother and Dad,

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

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

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

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

Love, Sally



Combining Sentences: Compound Subjects

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

Hurricane Information Chart

Trucks were stranded in Charleston.

Wilmington is expected to have over a foot of rain.

Flooding will damage many homes and businesses.

Clothing will be distributed to hurricane victims in the Bahamas.

Raleigh is expected to have over a foot of rain.

New Jersey may get the storm, depending on its path.

Connecticut may get the storm, depending on its path.

A police officer sometimes shows up to help people escape.

The elderly especially have a hard time.

Winds will damage many homes and businesses.

Food will be distributed to hurricane victims in the Bahamas.

Cars were stranded in Charleston.

Windows are still all boarded up in Savannah.

Doors are still all boarded up in Savannah.

A firefighter sometimes shows up to help people escape.

Children especially have a hard time.

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

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

McGraw-Hill Language Arts
Grade 5, Unit 1, Sentences,
pages 20–21

Combining Sentences: Compound Predicates

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

1. Hugeville overused electricity. Hugeville wasted electricity.

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

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

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

5. No machines buzzed. No machines hummed.

6. Elevators slowed. Elevators stopped.

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

8. Frozen food melted. Frozen food spoiled.

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

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

Mechanics and Usage: Correcting Run-on Sentences

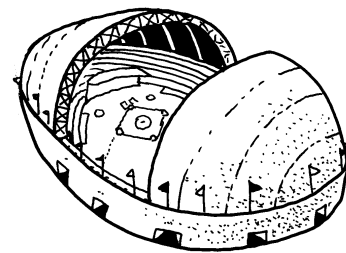
Each of the numbered groups below contains between one and four sentences. Write *S* for single, *D* for double, *T* for triple, or *H* for home run, depending on how many sentences there are. Then fix all the run-on sentences. Make them into separate sentences with capital letters and periods or compound sentences joined by a comma and the word *and*, *but*, or *or*.

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

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

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

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



At Home: Write your own **home-run paragraph** about a sport you love. How many sentences did you write? Did you use any compound sentences?

Mixed Review

- A. Complete each sentence by choosing a predicate from the box below. Then draw one line under the simple subject and two lines under the simple predicate in each sentence.

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

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

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

Common Errors: Sentence Fragments and Run-on Sentences

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

The Sperm Whale

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

At Home: Many posters and ads use sentence fragments. Look for them in your neighborhood and your local newspaper. Jot down some fragments; then change them into complete sentences.

**McGraw-Hill Language Arts
Grade 5, Unit 1, Sentences,
pages 28–29**

Study Skills: Note-Taking and Summarizing

Interview a family member about their remembrances of an important historical event within the last fifteen years. Before the interview, write down some questions you would like answered. Take notes during the interview, or tape record it and take notes from the tape afterward. Then write a summary of the information you learned.

Use the form below for your interview.

Person I am interviewing: _____

Topic of interview: _____

Questions: _____

Notes: _____

Summary: _____

Vocabulary: Time-Order Words

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

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

After	As soon as	Finally	First	In the meantime
Second	Then	Tomorrow	Tonight	Next

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

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

Composition: Main Idea

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

1. Fire Safety

2. A Popular Sport

3. Your Favorite City

4. Pursuing a Hobby

5. Exploring the Solar System

6. Reading for Pleasure

7. Learning from Your Elders

8. Traveling the Globe

9. A Story of Adventure

10. A Tale of Mystery

Nouns

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

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

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

An _____ once shook _____,
 The _____ of which sure wasn't pretty.
 To cheer up the _____,
 I whistled quite loud
 Until someone said, "Please, do have pity!"

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

Singular and Plural Nouns

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

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

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

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |

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

McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 90–91

More Plural Nouns

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

A mother buffalo and her calfs graze peacefully.

Whitetail deers are good at hiding in the woods.

You can hear the bellows of mooses in the northern forest.

Packs of wolfs are being reintroduced into the wild.

Infected field mouses passed along a dangerous virus in the Southwest.

Tornado's are common in the Midwest.

Volcanos, however, are found mostly in the Pacific Northwest.

In most ancient lands, mans and womans had very different roles.

For thousands of years people have used sheep's for wool.

Unlike the case of geoses and feathers, shearing wool does not harm the animals.

Potato's and tomato's found their way to Europe from their native lands.

Food preparation became easier with metal-bladed knives.

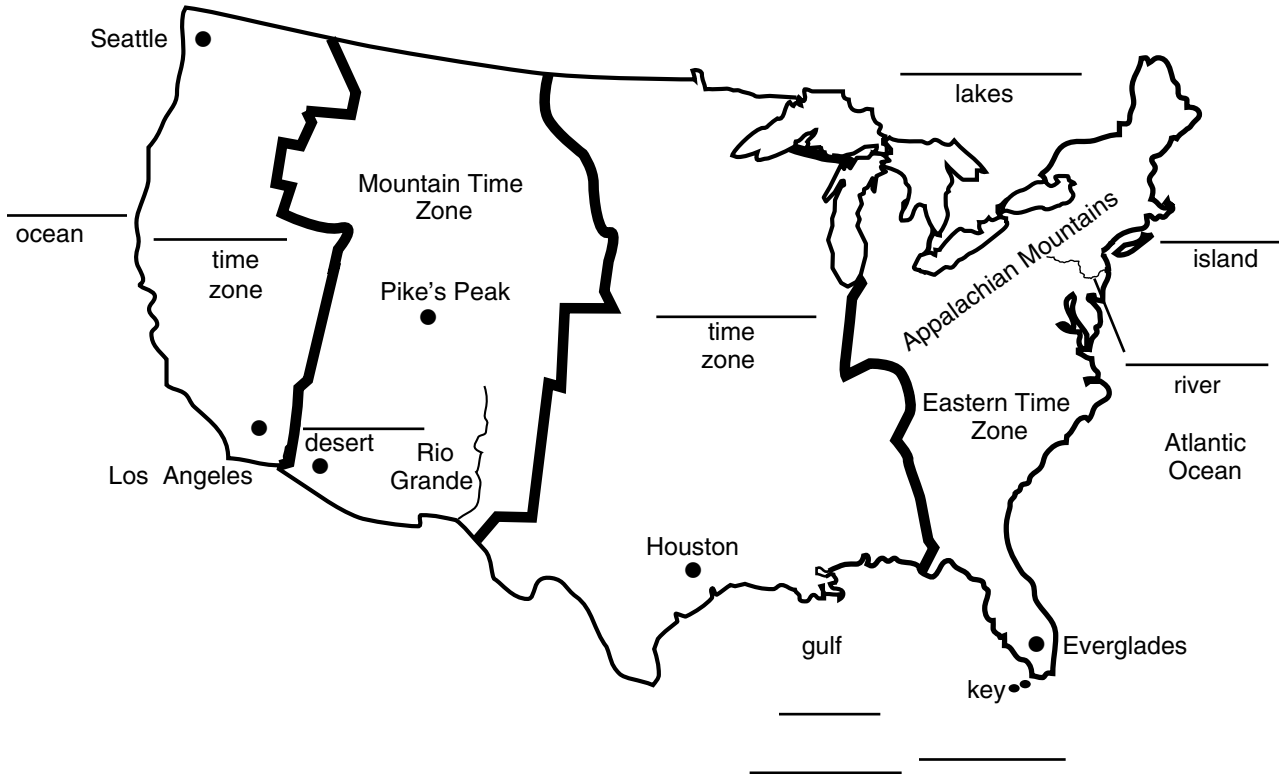
Canning allowed people to keep food on their shelves for a long time.

In the 1920s Americans started to have radioes in their homes.

A great discovery in brain science was that the brain's two halves work differently.

Common and Proper Nouns

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



B. Add two more proper nouns to this map.

At Home: In an atlas, encyclopedia, or almanac, look at maps of your choice. List the different kinds of physical features you come across (for example, mountains, rivers, and islands).

**McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 94–95**

Mechanics and Usage: Capitalization

The following editorial is to appear in the morning edition of the *Hugeville Post-News-Gazette*. Unfortunately, the entire editorial and proofreading staff is home with the flu. Your job today is to correctly capitalize proper nouns and to lowercase common nouns. There are 40 errors in all. Make your corrections by putting a slanted line through the incorrect letter and writing in the correct one above.

It came to my Attention monday that the belleville Town Board is going to permit the draining of lake veronica. The Citizens of that town, just Southwest of hugeville, have long complained to their Mayor that the Lake is an Eyesore. Instead of setting aside federal funds to clean it up, they are just going to make it disappear. Thomas penn, the noted hugeville real estate developer, has announced plans to drain the water from the lake, fill it in, and build the lake veronica mall on the site. He wants to finish by october.

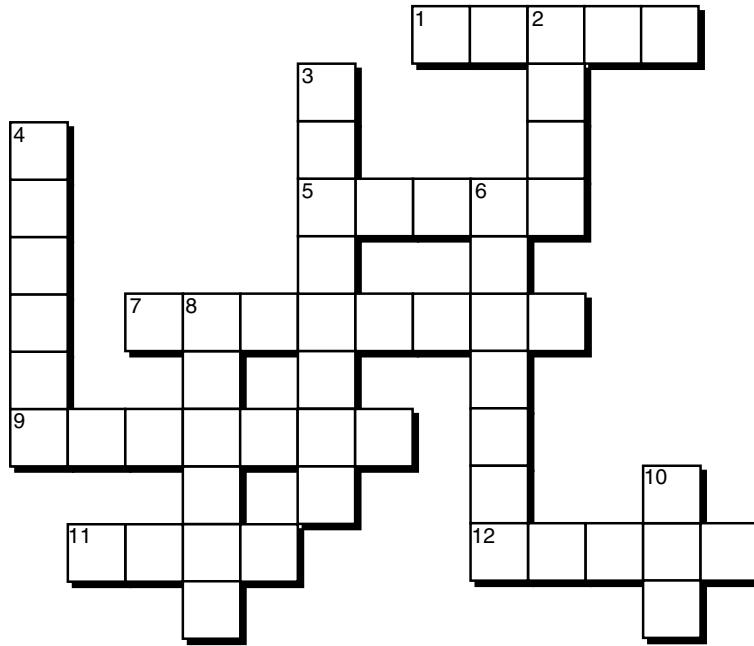
Local residents, led by dr. t. ree hugger, have said that this action is like the attempts to develop the area around walden pond in massachusetts. That Pond, as you will recall, was made famous by henry david thoreau in his book walden. The Developer has argued that the Lake holds no similar importance.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

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

Mixed Review

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

child	city	deer	family	hero	man
moose	mouse	scarf	sheep	shelf	woman



ACROSS

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

DOWN

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

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

Singular Possessive Nouns

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

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

18. the strength of a 9-volt battery _____
19. the recycling efforts of the town _____
20. the nuclear reactors of the plant _____

Plural Possessive Nouns

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

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

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

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

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

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

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

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

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

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

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

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

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 102–103

Combining Sentences: Nouns

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

1. _____ sailed from Europe to the Western Hemisphere.

_____ sailed from Europe to the Western Hemisphere.

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

_____ were already living in the Americas when the Europeans arrived.

3. At Thanksgiving dinner the Pilgrims ate _____.

At Thanksgiving dinner the Pilgrims ate _____.

4. The British founded the colony of _____.

The British founded the colony of _____.

5. The Spanish settled in present-day _____.

The Spanish settled in present-day _____.

- | |
|----------------------|
| Iroquois |
| Christopher Columbus |
| California |
| cranberries |
| Massachusetts Bay |
| Virginia |
| John Cabot |
| turkey |
| Aztecs |
| Texas |

Mechanics and Usage: Letter Punctuation

In the early part of the twentieth century, hordes of people came to the New World from the Old. In Europe and Russia, families would save enough for passage to the United States for one family member, often a young teenager. That person would work to earn enough money to send home for another relative until eventually all family members could be sent for. Here are two letters from that time. Capitalize and punctuate these letters according to present-day letter-writing rules.

ellis island
new york, new york
april 19 1908

dear Rachel

Nothing could have prepared me for my voyage to new york, I was scared the whole time but people on the ship were so wonderful. They shared their food and music. I even made friends with a girl whose uncle can find me a room and some sewing work. we all stood together on the deck in awe when we sailed into port. There was the statue of liberty. soon I will earn some money, and I will send as much as I can. I promise to work hard. Then you, mama, papa and little Levi can come and join me. I dream of the day when our family will be together here in the New World.

your loving sister
Sarah

12 luba street
gdansk, poland
may 24 1908

dear Sarah

I cried tears of joy when I read your letter. The ink ran in places but I can still make out the words. I read them over and over. I hope it will not be long until I see you. The time since you left us has been so lonely.

all my love
Rachel

At Home: Choose a relative or a friend—or get a pen pal—and practice writing letters. You can use E-mail if you have it, but follow the rules of more formal letter writing, including those for punctuation.

McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 106–107

Mixed Review

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

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

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

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

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

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

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

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

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

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

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

Common Errors: Plurals and Possessives

Read the following paragraphs for errors with plurals and possessives. Add, move, or take out apostrophes, where needed.



King Richards' Castle

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

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

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

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

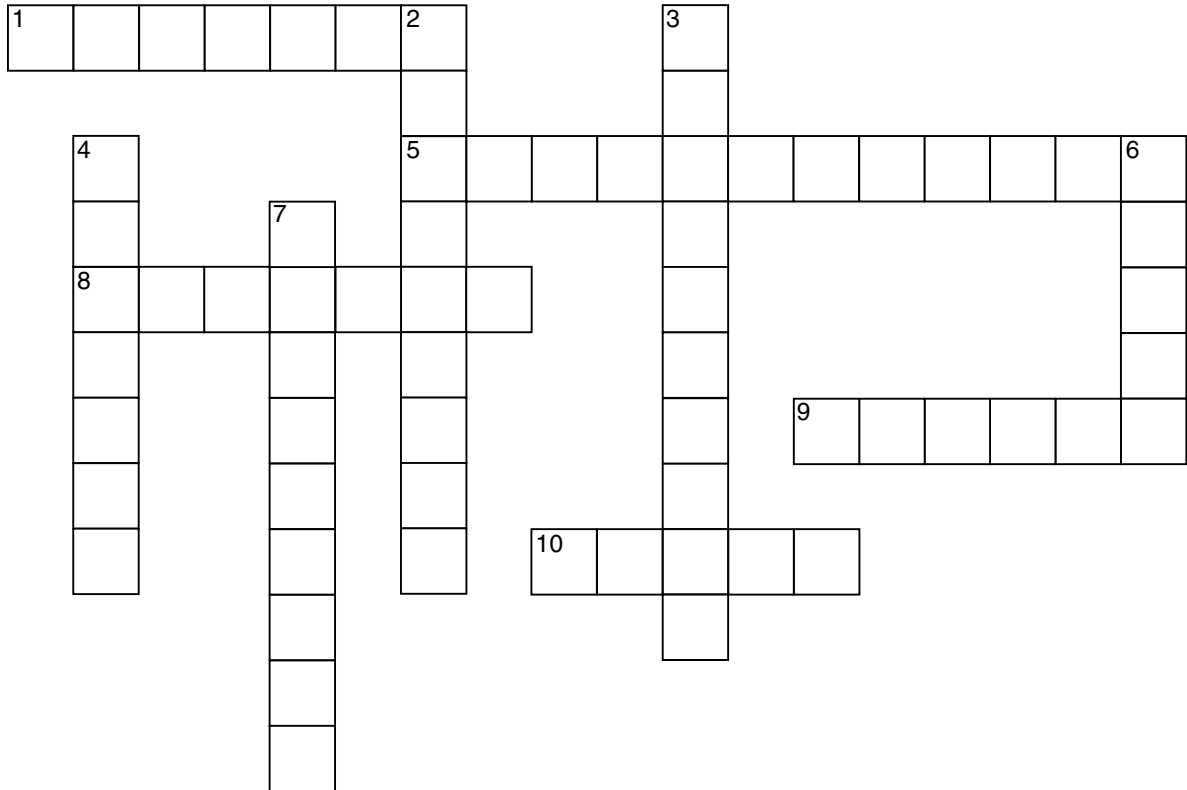
At Home: Use the following phrases in original sentences: *towers builders; kings men; lords manor*. Add the proper punctuation to the possessives.

McGraw-Hill Language Arts
Grade 5, Unit 2, Nouns,
pages 110–111

Study Skills: Choose Reference Sources

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

dictionary	thesaurus	almanac	atlas	magazines
encyclopedia	current	CD-Rom	charts	meaning



Across

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

Down

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

Vocabulary: Compound Words

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

Stage Trouble

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

One word	Two Words	Two Words with a Hyphen
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

Composition: Leads and Endings

1. Write a lead for a fiction story.

2. Write a lead for a nonfiction paragraph.

3. Write a lead for a persuasive paragraph.

4. Write a lead for a personal narrative.

5. Write a lead that is a question.

6. Write an ending that summarizes information.

7. Write an ending that draws a conclusion.

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

9. Write an ending that poses a question.

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

Action Verbs

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

1. Travelers to the West _____ difficult conditions.
2. Workers _____ the Erie Canal across New York State.
3. Barge traffic on the canal _____ steadily.
4. The construction of railroads finally _____ the canal's business.
5. Engineers _____ slow, smelly, noisy trains farther into the continent.
6. Less than a hundred years later, people _____ the automobile.
7. Trains _____ from many a track.
8. Today, cars _____ American travel.
9. Airplanes also _____ as a popular means of travel.
10. People in a hurry _____ to pay the price to get places quickly.
11. What _____ the rise of passengers on commuter trains?
12. Some people _____ the value of an "old" form of transportation in special cases.
13. They gladly _____ the privacy of a car for the chance to be a passenger.
14. They never _____ drivers stuck in traffic jams.

drove
emerged
dominate
faced
grew
explains
envy
embraced
dug
exchange
see
decided
disappeared
wrecked

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

Direct Objects

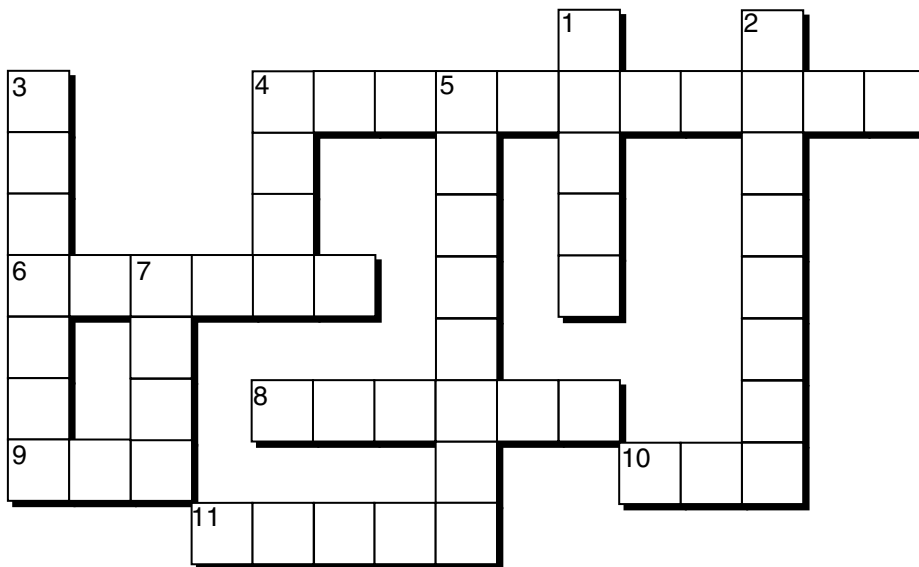
Find the direct objects in the sentences below. Use them to fill in the crossword puzzle.

ACROSS

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

DOWN

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



At Home: Spend some time looking at the sky at night or during the day. Write your own observations. Use direct objects in your sentences.

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 170–171

Verb Tenses

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

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

Subject-Verb Agreement

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

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

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

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

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

In summer, the garden (show) _____ itself off best. That's when Jim's mother (pick) _____ the most vegetables, fruit, and flowers. Some (last) _____ into the fall and even the early winter. In the late fall everyone (clean) _____ up from the long gardening seasons.

At Home: If you were trying to teach a nonnative speaker of English about subject-verb agreement, how would you do it? Sketch out your ideas.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 174–175

Spelling Present- and Past-Tense Verbs

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

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

Pair #1:

- | | |
|--------------|-----------|
| 1. taned | 1. _____ |
| 2. ferryed | 2. _____ |
| 3. hunted | 3. _____ |
| 4. fishs | 4. _____ |
| 5. gathered | 5. _____ |
| 6. prospects | 6. _____ |
| 7. campaigns | 7. _____ |
| 8. galloped | 8. _____ |
| 9. rowed | 9. _____ |
| 10. attackes | 10. _____ |
| 11. shared | 11. _____ |
| 12. watches | 12. _____ |
| 13. carryes | 13. _____ |
| 14. defeated | 14. _____ |
| 15. annexs | 15. _____ |
| 16. buzzs | 16. _____ |
| 17. voted | 17. _____ |
| 18. freed | 18. _____ |
| 19. sailes | 19. _____ |
| 20. migrates | 20. _____ |

Pair #2:

- | |
|---------------|
| 1. tanned |
| 2. ferried |
| 3. huntd |
| 4. fishes |
| 5. gathered |
| 6. prospectes |
| 7. campaigns |
| 8. galloped |
| 9. rowed |
| 10. attacks |
| 11. shareed |
| 12. watchs |
| 13. carries |
| 14. defeated |
| 15. annexs |
| 16. buzzs |
| 17. voted |
| 18. freed |
| 19. sails |
| 20. migratees |

Mechanics and Usage: Commas

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

1. Was it Isaac Newton Isaac Hayes or Isaac Stern who experimented with light?
2. Radio waves X rays and light are all parts of the electromagnetic spectrum.
3. Come here Luke and look at light through this prism.
4. Yes Lucy a rainbow does separate sunlight into different colors.
5. An object can be transparent translucent or opaque.
6. Well no reflection and refraction are not the same thing.
7. Yes sometimes people include indigo in the color spectrum.
8. Doris did you know that sunlight reaches Earth in about eight minutes?
9. Well yes I knew that.
10. Would you use a telescope a telephone or a microscope to look at the stars?
11. Oh that’s easy.
12. Corinne have you ever seen the northern lights?
13. No we live too far south.
14. The moon Venus and Mars do not shine with their own light.
15. No they don’t.

At Home: The style of most newspapers omits the last comma in a series. Sometimes the omission leads to a misreading. Look in a newspaper for sentences with series commas to see if they are clear.

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 178–179

Mixed Review

The following is a brief introductory selection from a travel brochure. It is written in the present tense. On a separate sheet of paper, using the first person (I), rewrite the selection in the past tense.

You have to see for yourself the strange beauty of the high Mojave Desert of California. You drive west from Los Angeles on Interstate 10, then turn north onto Interstate 15. You go through the San Gabriel Mountains in the national forest near the Mt. Baldy ski area. Emerging a few miles east of the San Bernardino–Los Angeles County border, you come upon a vastly different landscape. In an area called the Devil's Punchbowl, you marvel at the rugged pink rock formations that run along the San Andreas Fault.

You explore dry lakes with cracked beds and ghost mining towns. You visit living towns, too, with picturesque names such as Pearblossom, Apple Valley, and Hesperia. You even see Joshua trees without going all the way to the Joshua Tree National Monument. And in the distance you can still see the forested and snow-covered slopes through which you drove. If you travel as far as Barstow, Interstate 15 curves sharply to the east and heads on toward Las Vegas. But that is another story.

Main Verbs and Helping Verbs

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

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

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

Plus: will, shall, can, could

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

At Home: Listen to a few conversations at home. List as many verbs as you can from the conversation. How often do the speakers use helping verbs?

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 182–183

Using Helping Verbs

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

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

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

Some people _____ saying that we ought to grant these islands their freedom. Other people _____ said that the island people welcome U.S. control. I _____ wondering if anyone _____ actually asked them. A potentially dangerous situation _____ brewing in the Philippines, and I hope that we are prepared to deal squarely with it.

Linking Verbs

Linking verbs don't show action but link the subject to a noun or an adjective in the predicate that tells something about the subject. With your partner make ten sentences out of the word banks below. For each one choose a subject, a linking verb, and a sentence closer. There is often more than one choice you can make. But when you are finished, make sure you have used all the words.

<u>Subject Word Bank</u>	<u>Verb Bank</u>	<u>Sentence Closer Bank</u>
Home-baked bread	tastes	unusual
Growing mold	is	your kindergarten teacher
Ms. Haines	are	excited
My cat's fur	appears	boring
Our new neighbors	looks	slimy
That swimming pool	feels	quiet
A wheat grass shake	seems	long
The day	smells	our science experiment
The speeches	will be	wonderful
My dog	were	velvety

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

At Home: Write ten subjects, linking verbs, and sentence closers on cards, and put them in three separate piles. Take turns with a family member making sentences by drawing a card, in order, from each pile.

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 186–187

Irregular Verbs

Life on the Great Plains between the Civil War and the end of the nineteenth century was hard indeed. Settlers had things to worry about other than irregular verbs. Maybe you can help put these sentences into standard English. Circle the misspelled verb in each sentence and write it correctly on the line.

1. I writ you a letter back in March, and I hope I got your address right. _____
2. Last week we begun to harvest the wheat. _____
3. It growed real well. _____
4. Ma and I rided to town to pick up some supplies. _____
5. Other times we have maked a whole day of it. _____
6. But this time we driveded fast because we had so much to do. _____
7. We had went the same way so many times that we knew the road by heart. _____
8. We brung some cold chicken and pie with us. _____
9. We got our supplies, et, and headed off for home. _____
10. We had drove only a little way when our horse, King, started acting funny. _____
11. He must have seed something, but what? _____
12. Then what do you think King done? _____
13. He just goed around in circles. _____
14. Well, we begin to see this wall of red in the distance. _____
15. Then King make noises that sounded like he was scared. _____

More Irregular Verbs

Gina is an unusual camper because she actually wrote home in the middle of her first day at camp! She writes a nice, chatty letter, but her knowledge of verbs isn't too good. Help her letter be letter-perfect by making the correct choice of verb in each set of parentheses. Write your choices on the lines.

Dear Mom and Dad,

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

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

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

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

Love, Gina

At Home: Write a letter or an E-mail note to a friend telling about an active day you had doing things that help you stay fit. Use as many irregular verbs as you can.

McGraw-Hill Language Arts
Grade 5, Unit 3, Verbs,
pages 190–191

Mechanics and Usage: Contractions with *Not*

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

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

Dear Roxie,

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

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

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

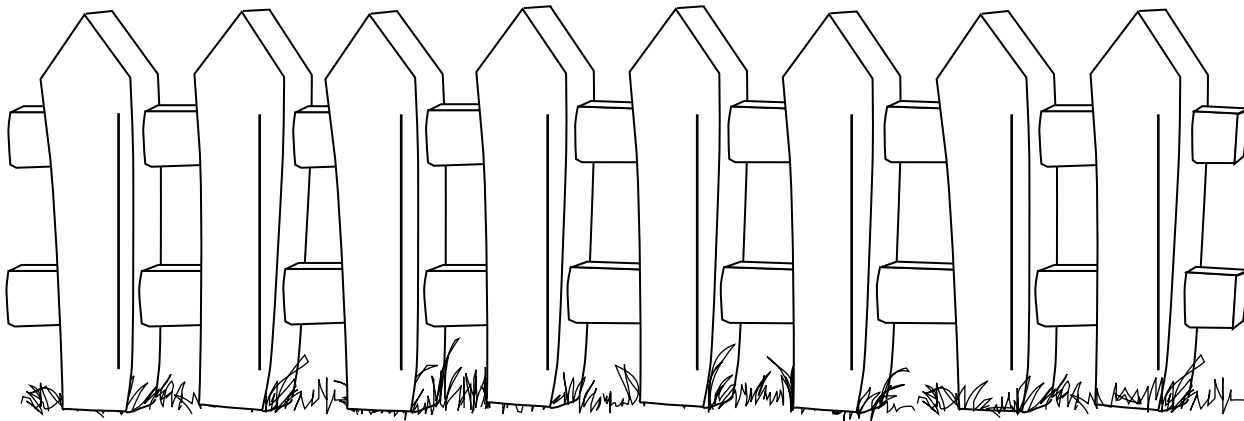
I know it's late, so go to sleep and do not _____ give us another thought. We cannot _____ make any decisions until morning anyway.

Regards,
Cole

Mixed Review

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

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



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

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 5, Unit 3, Mixed Review,
pages 194–195

Common Errors: Subject-Verb Agreement

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

1. Jennifer and Makala _____ up the "paint your face" booth.
2. Bill and Malik _____ circles from cardboard for the "toss the beanbag" game.
3. "Did George or Steven _____ the welcome mural?"
4. Mrs. Ramsey or Mr. Phillips _____ the balloons with helium.
5. "Will parents and kids _____ the fish bowl game and ring toss if they are behind the music stand?"
6. The food and drinks tables _____ right here.
7. "The ices and desserts _____ so delicious!"
8. "Did your mother or Jim's parents _____ the extra tables?"
9. Two teachers or two parents _____ at the entrance.
10. The mike and the music stand _____ down onto the ground!
11. The relay races and sack races _____ at 11:00 A.M. on the grassy part of the playground.
12. The batons and balls _____ to be missing from the box.
13. Mr. Grimes or Ms. Robinson _____ the races.
14. Oh dear, Samantha and Fred _____ that sack.
15. "Can Bert and the others _____ the sack in time for the race?"

Study Skills: Use an Encyclopedia

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

1. In what country is the Aare River?

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

3. Where was the playwright John Millington Synge born?

4. What sport was Pete Maravich associated with?

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

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

7. In what state would you find New Haven?

8. Name two kinds of marsupials.

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

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

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

► **Critical Thinking**

**McGraw-Hill Language Arts
Grade 5, Unit 3, Study Skills,
pages 204–205**

Vocabulary: Prefixes and Suffixes

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

Plan a Perfect Party

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

Prefix	Base Word	Suffix
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

1. tearful _____
2. unlock _____
3. replace _____
4. painless _____

Composition: Organization

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

Time Order	Spatial Words
first	above
next	near
then	over
second	beside
finally	below
lastly	on top of
after	far

At Home: What time in history interests you the most?
Make a time-line showing events during that period.

Adjectives

Choose adjectives from the word bank to complete each sentence. The number in parentheses before the line shows the number of adjectives that should be written. Don't forget to use a comma where necessary.

bloody	bright	helpful	huge	important	interesting
large	long	loyal	many	successful	ugly
uncharted	unexplored	unfair	wide	wonderful	

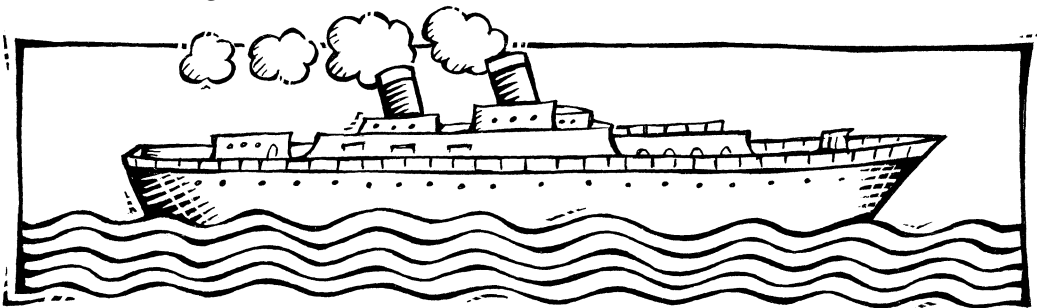
1. In France, there had been a (2) _____ revolution.
2. Napoleon, the emperor of France, had (2) _____ matters to deal with in Europe.
3. France's (2) _____ Louisiana Territory was for sale.
4. President Thomas Jefferson saw a (1) _____ opportunity to more than double the land area of the United States.
5. He commissioned Lewis and Clark to explore the (2) _____ land.
6. The explorers set out on one of the (1) _____ adventures of the nineteenth century.
7. In Sacajawea, the Shoshone wife of a French-Canadian fur trapper, they found a (2) _____ guide and interpreter.
8. After two and a half years, Lewis and Clark returned with a (2) _____ sampling of the territory's animals, plants, and minerals.
9. The addition of Louisiana pointed to a (2) _____ future for the new country.
10. Before long, however, President Jefferson faced an (1) _____ situation with the British.
11. The British navy, with its shortage of sailors, used the (1) _____ practice of impressment, seizing American sailors for its own ship.

Articles

Many languages use articles differently from the way the English language does. Do you think this piece could have been written by an immigrant over a hundred years ago who was learning English? Wherever you see the need for an article, place a caret (^) in the text and write the correct article above it.

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

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



At Home: Count the words and then the number of articles on one page of a textbook. What percentage of the words on the page are articles?

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives,
pages 262–263

Demonstrative Adjectives

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

A Short Demonstration

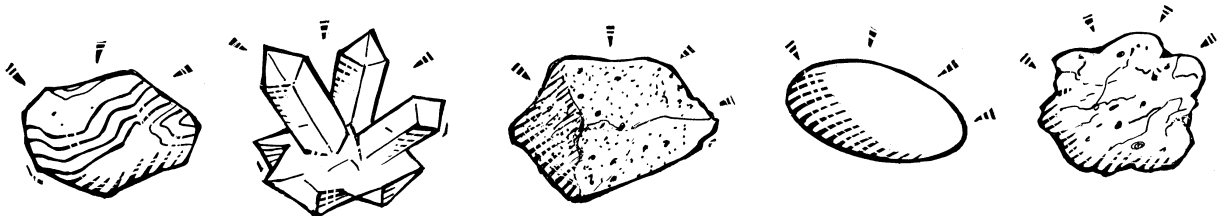
Come here and look at _____ rocks for the science show. _____ rock is a geode, with beautiful crystals inside. Please get _____ shiny rock and bring it over here. _____ flecks are fool's gold. _____ white and pink crystals across the room are quartz.

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

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

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

_____ science show should be very interesting. _____ people setting up lights near the door have a big surprise.



Mechanics and Usage: Proper Adjectives

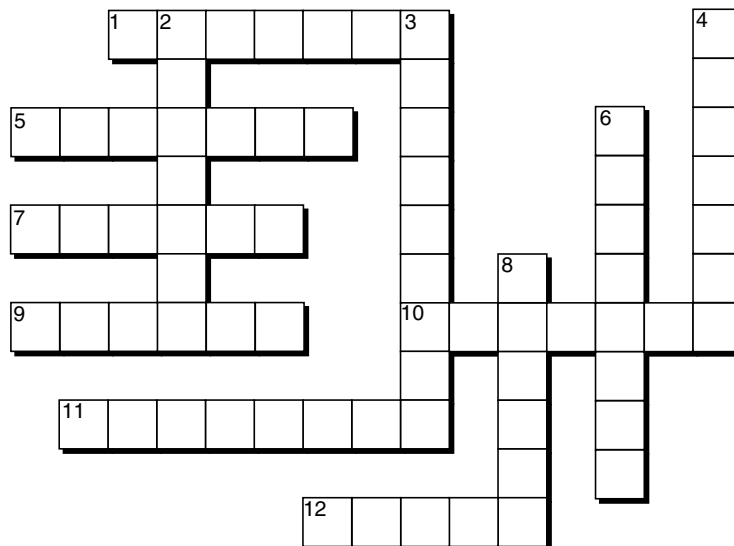
Make each underlined phrase into a proper adjective and write it in the puzzle. Then rearrange the circled letters to form a proper adjective that completes the bonus sentence.

ACROSS

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

DOWN

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



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

At Home: Research the proper adjectives used for people and things in, from, or of these countries: Congo, Sri Lanka, Kazakhstan. Make a list.

McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives,
pages 266–267

Mixed Review

Complete each sentence by choosing an article or demonstrative adjective from the first box and an adjective from the second box.

a	that
an	these
the	those
this	

adventurous	good	lucky	unexplored
colorful	growing	outstanding	unusual
energetic	hardy	similar	vast
frozen	interesting	southern	

- Whether from nearby or far away, _____ neighbor is always welcome.
- _____ example is Canada, our neighbor to the north.
- _____ country is actually larger in area than the United States.
- _____ Americans who have visited Canada often come back with wonderful memories.
- _____ area known as the tundra often makes a deep impression.
- In summer, the sun shines over _____ land even at midnight.
- By contrast, _____ part of Ontario is a lot like the northern states.
- _____ climate and familiar customs make many Americans feel at home.
- _____ number of Americans in the Southwest live close to Mexico.
- _____ people who travel back and forth across the border may have business there or just enjoy the sightseeing.
- _____ tourists who visit little-known places in the interior are often rewarded with interesting sights and events.

Comparative and Superlative Adjectives

In each blank, write the correct form of the adjective in parentheses. Then look at the chart to see if the statement is true, false, or you can't tell. Write *T*, *F*, or *CT* after each sentence.

Weather Condition	Portland, OR	Minneapolis, MN	Portland, ME
January aver. high temp.	45°	21°	30°
January aver. low temp.	34°	3°	11°
July aver. high temp.	80°	84°	79°
July aver. low temp.	57°	63°	58°
Hottest ever	107°	105°	103°
Coldest ever	-3°	-34°	-39°
Annual precipitation (inches)	36.3	28.3	44.3
Days with precipitation	158	132	135
Fastest wind (mph)	57	40	45

- Portland, ME is (warm) _____ than Minneapolis in July. _____
- Portland, ME is (cold) _____ than Minneapolis in January. _____
- Of the three cities, Portland, OR, is the (cold) _____ in January. _____
- Minneapolis is the (snowy) _____.
- Portland, OR, had the (fast) _____ wind.
- Portland, ME, is (wet) _____ than Portland, OR, and Minneapolis. _____
- Portland, OR, had the (hot) _____ temperature.
- Minneapolis is (dry) _____ than Portland, OR.
- Portland, ME, has a (high) _____ average July temperature than Portland, OR.
- Portland, ME, is (windy) _____ year-round than Portland, OR.

At Home: In a newspaper, an almanac, or on the Internet, look at weather statistics. Compare those for different cities, using the correct forms of weather adjectives.

McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives,
pages 270–271

Comparing with *More* and *Most*

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

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

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

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

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

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

Comparing with *Good* and *Bad*

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

1. Abigail Adams's life instantly became (bad) _____ when she moved with her husband, John, to Washington, DC.
2. The Executive Mansion wasn't finished, but the (bad) _____ part was that she had to leave behind almost everyone and everything she knew.
3. She tried hard to make things (good) _____ for the whole Adams family.
4. Dolley Madison probably had it the (bad) _____ of all First Ladies.
5. She and her husband James had to flee British troops, who certainly didn't want to make their lives (good) _____.
6. The Executive Mansion was later painted white to cover the burn marks left by the British, and it looked none the (bad) _____ for it.
7. Perhaps you think that Mary Todd Lincoln, Lucretia Garfield, and Ida McKinley witnessed (bad) _____ times than Dolley Madison.
8. Their husbands were assassinated while in office, and they knew that no (good) _____ times lay ahead.
9. Which First Lady do you think lived through the (good) _____ of times?
10. Was it Elizabeth Monroe, during the Era of Good Feelings? Can you think of an Era of (good) _____ Feelings?
11. Some say there was no (good) _____ time than the Progressive Era of Theodore Roosevelt's presidency.
12. Eleanor, Franklin's wife, tried to help people in the (bad) _____ years of the Depression and during World War II.

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

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

McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives,
pages 274–275

Combining Sentences: Adjectives

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

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

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

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

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

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

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

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

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

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

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

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

Abbreviations

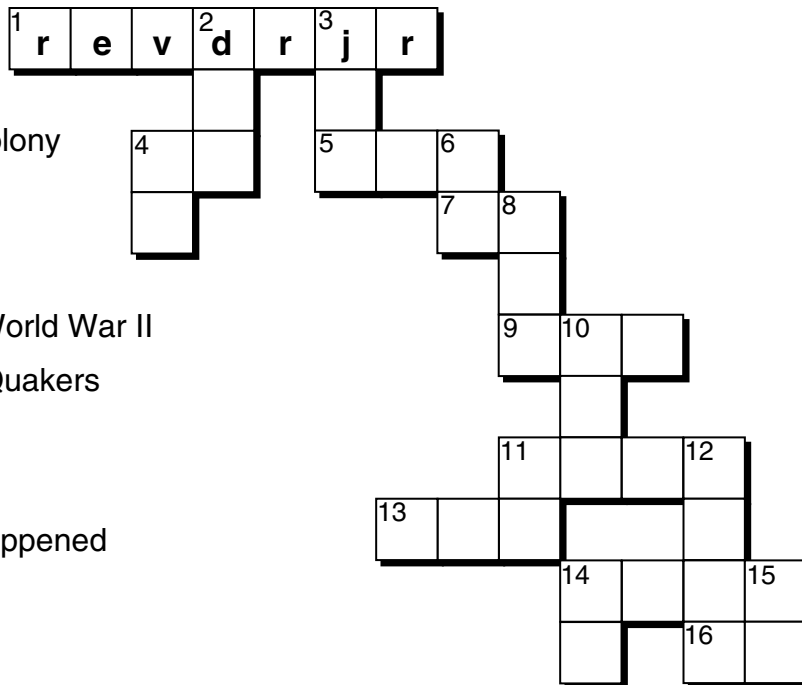
Figure out the answer for each clue. Then write the abbreviation in the puzzle without the period, if it has one. The first answer is given to you.

ACROSS

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

DOWN

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



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

Mixed Review

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

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

* Surface temperature

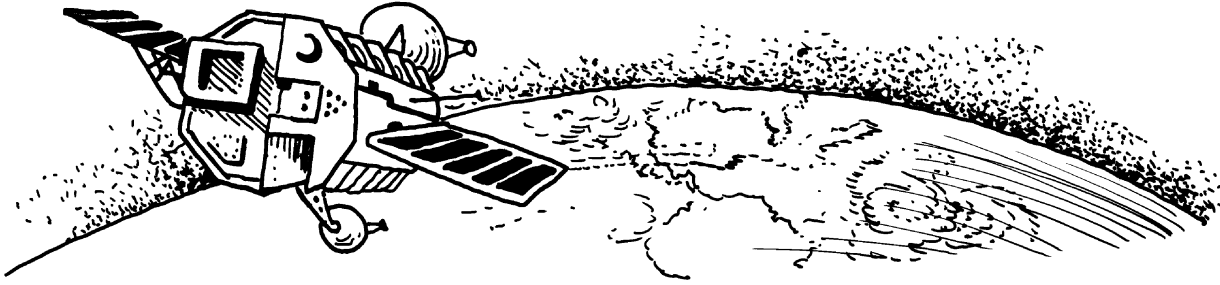
** Temperature where atmospheric pressure = 1 Earth atmosphere

- Mars is (closer, closest) than Jupiter to the Sun. _____
- Mercury is the (closer, closest) planet of all to the Sun. _____
- Although Mercury is (closer, closest) to the sun than Venus, Venus is (warmer, warmest). _____
- A day on Mercury is (shorter, shortest) than on Earth. _____
- A day on Mercury lasts (longer, longest) than a day on any other planet. _____
- Five planets are (bigger, biggest) than Earth, and three are (smaller, smallest). _____
- Jupiter is the (bigger, biggest) of all the planets. _____
- The (bigger, biggest) the planet, the (longer, longest) the day. _____
- The (bigger, biggest) planet also has the (shorter, shortest) day. _____
- The (farther, farthest) planet from the Sun has the (colder, coldest) temperature. _____

Common Errors: Comparative and Superlative Adjectives

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

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



Pictures from Space

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

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

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

At Home: Write a paragraph comparing today's weather with yesterday's. Use comparative and superlative adjectives. Then share your work with a family member.

► **Critical Thinking**

**McGraw-Hill Language Arts
Grade 5, Unit 4, Adjectives,
pages 282–283**

Study Skills: Use Time Lines and Historical Maps

A. Work with a classmate to create a time line of your class’s year together. Brainstorm events which happened from the beginning of the school year until the present, and list them below. For instance, your class may have gone on a field trip, had a substitute teacher, a party, or put on a class play. Include fun times and not-so-fun times. Try to recall the month and day of each event. Then, as the year continues, add to your time line.

Classroom Events to Remember:

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

Vocabulary: Synonyms and Antonyms

Write each underlined word on the lines below. Then fill in the chart with a synonym and an antonym.

Same and Different

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

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

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

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

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

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

“I doubt it,” laughed the coach.

Word	Synonym	Antonym
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

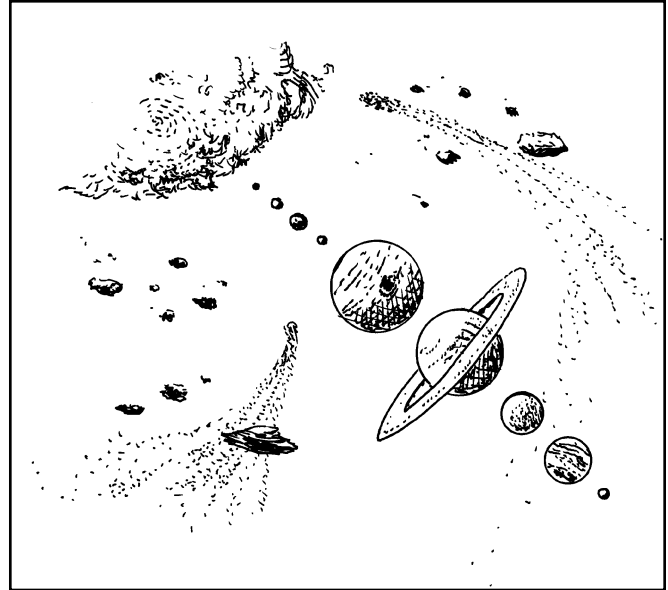
At Home: How do synonyms and antonyms help you in your speaking and writing?

Composition: Outlining

Arrange the facts listed below to create an outline for a report about the Solar System.

The Solar System

- comets
- Saturn's rings and moons
- Interesting facts about the planets
- Parts of the solar system
- meteoroids
- Jupiter's storm
- nine planets and moons
- the sun
- asteroids
- Mars's two moons



The Solar System

I. Parts of the Solar System

- A.
- B.
- C.
- D.
- E.

II. Interesting Facts About the Planets

- A.
- B.
- C.

Pronouns

- A. Read the article from the Westview School News. Draw one line under the singular pronouns. Draw two lines under the plural pronouns.

Dog's Eye View

by Randy Wells

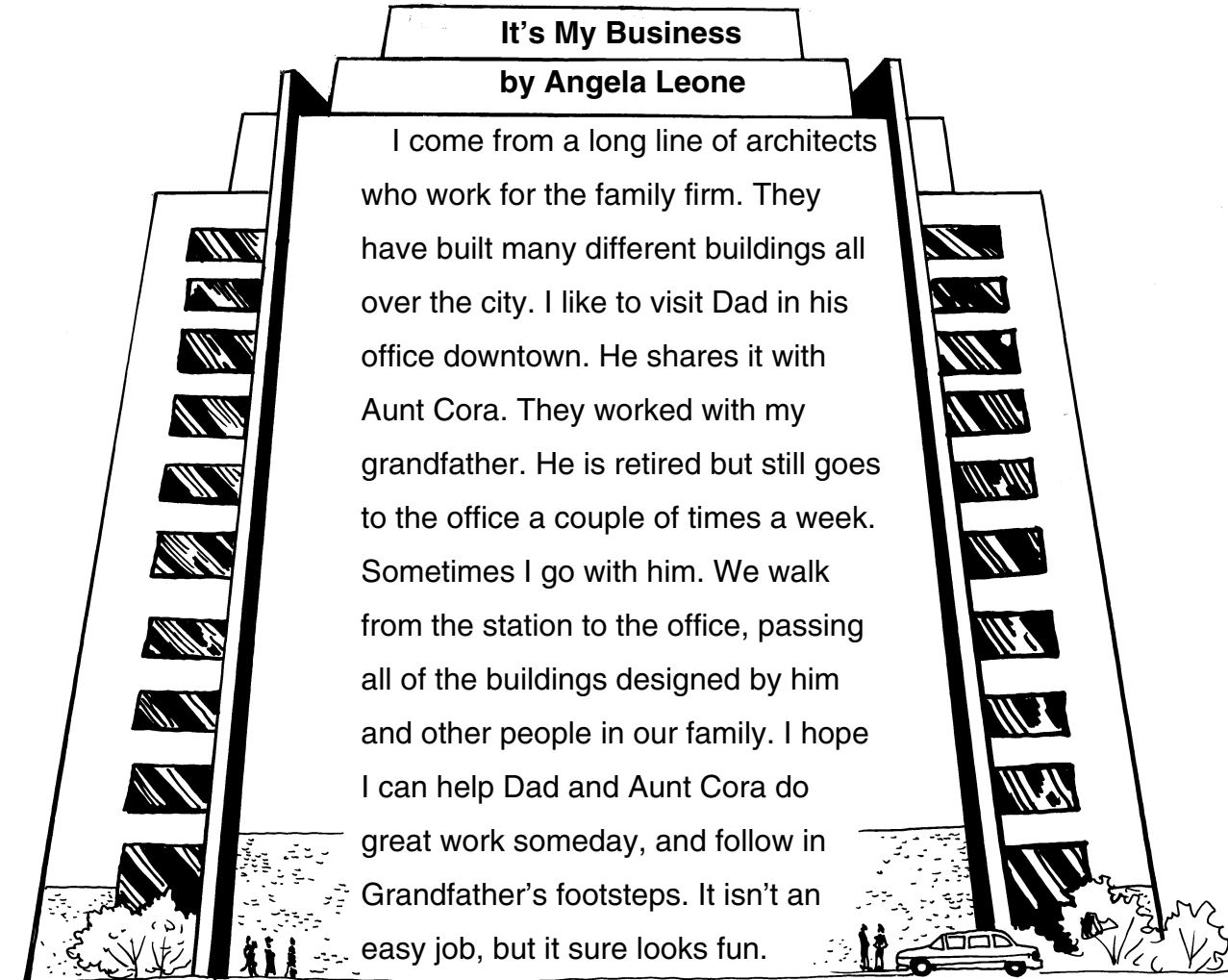
Gail Tsu has a dog named Tex. She took him to the dog show. She wanted to make a video of the show, and she wanted to do it from Tex's point of view. Gail had the idea of strapping a camera on Tex's back. Then they could stroll through the show looking at all of the dogs, and Tex could take videos of them. Gail made Tex wear the camera gear for a few days so it wouldn't bother him. On show day, they set out. Gail told Tex what to do, and for a dog, he did a great job! Gail called the video "A Dog's Eye View." She showed it to our class, and we thought it was neat!



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

Subject Pronouns

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



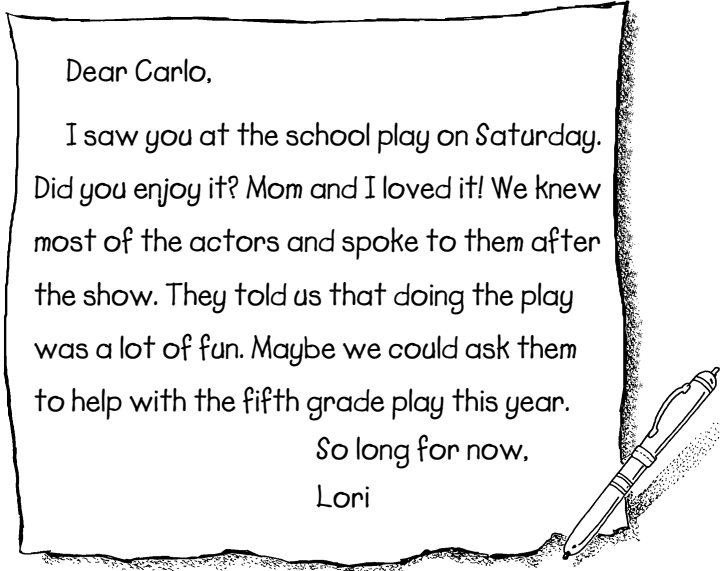
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

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

McGraw-Hill Language Arts
Grade 5, Unit 5, Pronouns,
pages 342–343

Object Pronouns

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



Subject Pronouns	Object Pronouns

B. Then pretend you are Carlo and write Lori a reply.

McGraw-Hill School Division

Mechanics and Usage: Colons and Hyphens

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

Saturday	
8 30	Begin pre game warm up.
9 00 10 00	Play Game 1 of all city soccer tournament.
12 00	Lunch with great grandmother.
2 00	Meet Jose at mid afternoon movie.
4 45	Wash pick up truck for Dad.
6 00	Eat take out with the Johnsons.
Sunday	
11 40	Post season picnic at Hidden Falls. Be sure to bring equip ment.
3 30	Write letter. Dear Commissioner Hart Thank you for all of the work you did this sea son. The team appreciates your support in helping us make it to the tri county championship. Please consider giving our coach, Norma Brill, the coach of the year award. She de serves it!
5 30	Early bird supper at Mel's Cafe.
7 45	Finish the spelling les son for Monday's test.

McGraw-Hill School Division

At Home: How do you keep track of your responsibilities and activities during the week? On a separate sheet of paper, create a calendar for next week.

**McGraw-Hill Language Arts
Grade 5, Unit 5, Pronouns,
pages 346-347**

Mixed Review

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

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

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

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

Mangroves grow at the edge of the Everglades near the sea. Mangroves can tolerate salty water. Mangrove blossoms fall off the trees and grow into new mangroves. Mangroves look as if they are “marching” out to sea. Mangroves are great homes for animals that spend their lives at the edge of the sea.

Pronoun-Verb Agreement

Read the science facts below. Complete the statements on the left with the phrases on the right by writing the letters on the lines. Make sure the subject pronouns and the verbs agree.

Energy Fact File

- | | |
|---|--|
| _____ 1. Most of the earth's energy comes from the sun. It | A. contain energy stored from the sun. |
| _____ 2. Three fuels provide nearly all of the energy we use. They | B. is a renewable energy source, since trees can be replanted. |
| _____ 3. The energy our bodies use comes from the plants and animals we eat. They | C. is used to make gasoline. |
| _____ 4. Fossil fuels were formed over millions of years. They | D. are coal, oil, and gas. |
| _____ 5. Fossil fuels are known as nonrenewable energy sources. Once they are used up, they | E. is the most important energy source on earth. |
| _____ 6. Wood is another source of fuel. It | F. is often made of black metal. |
| _____ 7. A solar collector can be used to capture the sun's energy. It | G. are made from the remains of ancient plants and animals. |
| _____ 8. Oil is the most important fossil fuel. It | H. does not pollute the air like coal and oil do. |
| _____ 9. Coal and oil can harm the environment. They | I. are gone. |
| _____ 10. Natural gas is the cleanest fossil fuel. It | J. can cause air pollution and water pollution. |

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

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 5, Unit 5, Pronouns,
pages 350–351

Combining Sentences: Subject and Object Pronouns

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



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

2. She collects wood. I collect wood.

3. She carries water. He carries water.

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

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

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

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

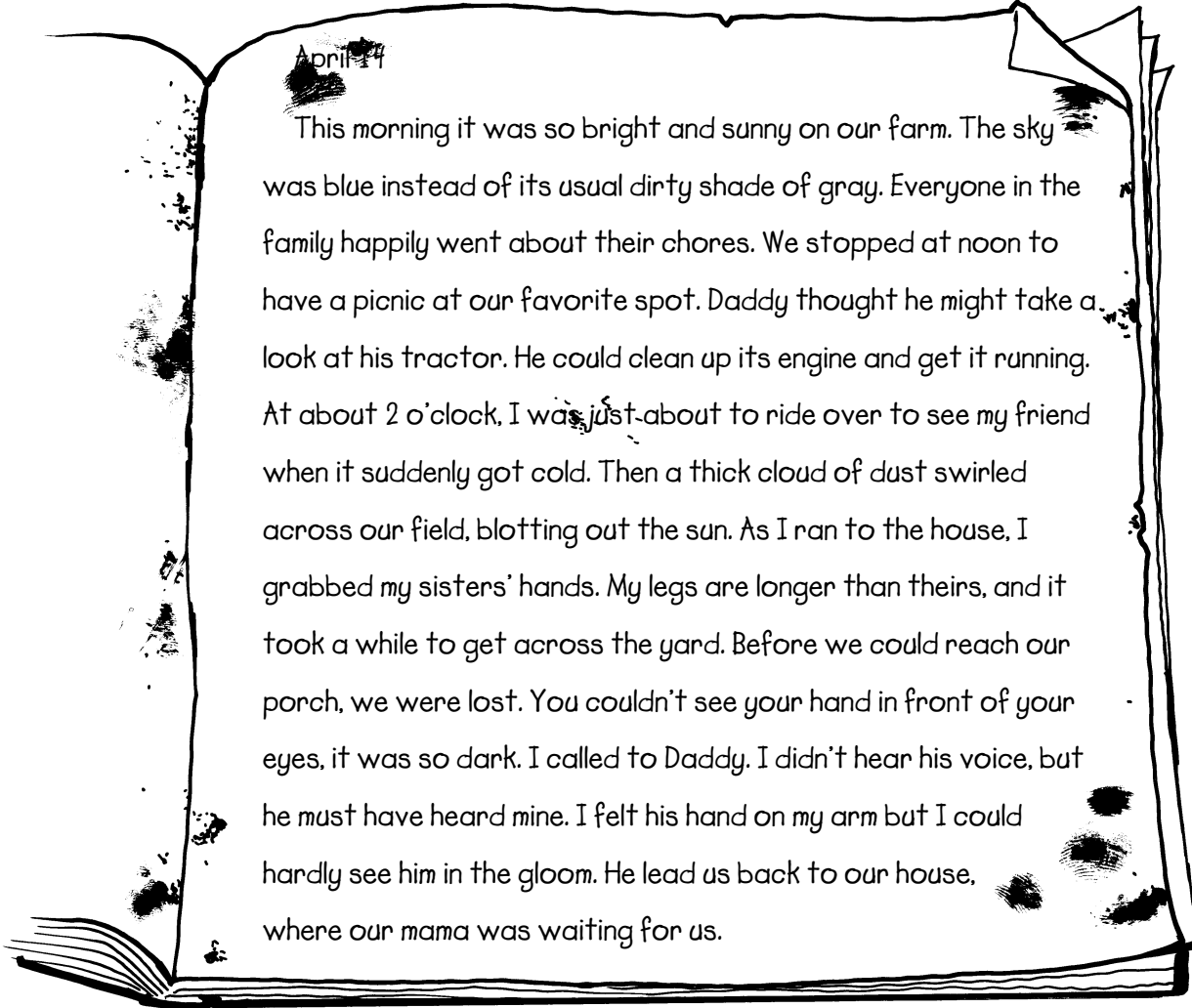
8. I dry the dishes she washes. I dry the dishes he washes.

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

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

Possessive Pronouns

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



- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

At Home: Write your own journal entry about a time or an event that was significant to you. Use some possessive pronouns. Read it to a family member.

**McGraw-Hill Language Arts
Grade 5, Unit 5, Pronouns,
pages 354–355**

Mechanics and Usage: Contractions—Pronoun and Verb

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

Dancing Piggies

I know (your/you're) probably wondering, _____

“Just what makes piggies dance?” _____

(Its/It's)'cause (their/they're) so excited _____

When (they're/their) wearing satin pants, _____

And they squeeze (their/they're) little trotters _____

Tight into (their/they're) dancing shoes _____

And—(your/you're) not going to believe this, _____

Though (its/it's) absolutely true— _____

When they hear the sound of music _____

(Their/They're) beside themselves with glee, _____

So (its/it's) pretty much impossible _____

To stop (their/they're) little feet. _____

And (its/it's) not at all surprising _____

That (their/they're) on (their/they're) tippy toes _____

The minute (your/you're) not watching— _____

That is just the way it goes. _____





Mixed Review

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

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

Multiple horizontal lines provided for student response.

At Home: List five possessive pronouns and five contractions. Use them in original sentences about one topic of your choice.

► **Critical Thinking**

**McGraw-Hill Language Arts
Grade 5, Unit 5, Mixed Review,
pages 358–359**

Common Errors: Pronouns

Add subject pronouns, object pronouns, or possessive pronouns to the following diary account.

Dear Diary:

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

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

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

Finally, some snow fell off a tree branch and onto the bear. _____ was just the thing to startle the bear, and so it took off into the forest. When _____ told Howard and the ranger about my experience, I'm not sure they believed me. I bet _____ do, though, dear diary.



Study Skills: Use a Dictionary

Find the following terms in the word search. Then match them with the definitions or phrases below.

guide words	entry	adjective	definition
alphabetical	reference	example	illustration

C	R	E	A	E	X	A	M	P	L	E	I	N
S	U	R	G	U	I	D	E	W	O	R	D	S
T	H	U	N	P	E	J	B	E	S	T	O	N
A	L	P	H	A	B	E	T	I	C	A	L	O
E	W	T	N	D	U	C	T	A	O	N	K	W
N	I	L	L	U	S	T	R	A	T	I	O	N
T	N	I	D	E	F	I	N	I	T	I	O	N
R	O	S	Y	S	E	V	E	N	O	A	C	P
Y	M	Z	R	E	F	E	R	E	N	C	E	B

- Words that are listed in a dictionary are called _____ words.
- Entry words in a dictionary are listed in _____ order.
- An entry word will often have more than one meaning, or _____.
- These words at the top of the page help you find a word in the dictionary. _____
- A dictionary entry often includes a picture or _____ to help explain a word.
- A definition will often include an _____ sentence.
- An entry will tell whether the word is a noun, an _____, or another part of speech.
- A dictionary may also include a special _____ section.

At Home: With a family member, look for other words in the word search. Make a list. Then use a dictionary to find their meanings.

**McGraw-Hill Language Arts
Grade 5, Unit 5, Study Skills,
pages 368–369**

Vocabulary: Word Choice

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

Saturday, October 10

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

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

- | | |
|-----------------|--------------------|
| 1. red _____ | 5. beautiful _____ |
| 2. babble _____ | 6. draw _____ |
| 3. grow _____ | 7. favorite _____ |
| 4. omit _____ | 8. pleasant _____ |

Composition: Writing a Description

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

Sight	Hearing	Smell	Taste	Touch

Now write your paragraph, using vivid language and sensory details.

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

► **Critical Thinking**

Adverbs

Read the fable below about the tortoise and the hare. Circle the 12 adverbs. Then add the adverbs to the chart, according to whether they tell **how**, **when**, or **where** the action of the verb takes place.

Slowly and Steadily

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

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

How?	When?	Where?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adverbs Before Adjectives and Adverbs

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

Sneak Preview

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

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

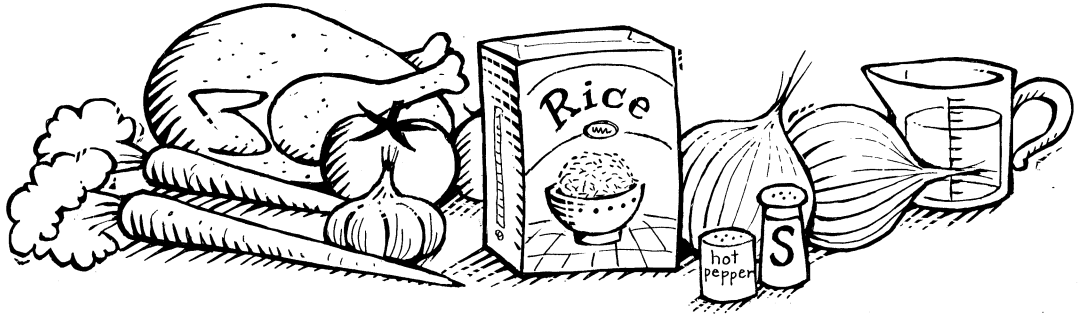
Then use all or some of the adverbs you underlined to write your own movie review.

At Home: Think about the things you look for in a really good movie. Discuss your ideas with a friend.

McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs,
pages 418–419

Comparing with Adverbs

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



Step 1: Chop the carrots finely.

Chop the onions _____.

Chop the garlic _____.

Step 2: Measure the water carefully.

Measure the salt _____.

Measure the hot pepper _____.

Step 3: Add the rice slowly.

Add the tomatoes _____.

Add the chicken _____.

Step 4: Heat up the soup until it gets hot.

It will bubble as it gets _____.

It will boil over when it gets _____.

Step 5: If your family feels hungry, cook the soup fast.

If your family feels hungrier, cook the soup _____.

If your family feels hungriest, cook the soup _____.

Negatives

Replace or remove negatives that do not belong to correct each sentence.

① Sasha,

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

There is not nothing to it.

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

At Home: Use the information in the directions to draw a map. Show and discuss your map with a family member.

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

Mechanics and Usage: Punctuation in Dialogue

Read the phone conversation shown below. Then rewrite the conversation using quotation marks, punctuation, and indentation to show each speaker’s exact words.

Phone Home

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

McGraw-Hill School Division

Mixed Review

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

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

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

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

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

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

**McGraw-Hill Language Arts
Grade 5, Unit 6, Mixed Review,
pages 426–427**

Prepositions

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

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

Cat and Mouse

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

Prepositional Phrases

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

Go for the Gold

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

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



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

► **Critical Thinking**

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

Object Pronouns in Prepositional Phrases

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

Exhibit A

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

Prepositional Phrase**Object Pronoun**

Prepositional Phrase	Object Pronoun

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Interjections

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

Look	Hurry	Safe	Wait
Go	Listen	Oh, no	Remember
Wow	Run	Stop	Careful
			Great

Play Ball!

- _____ The coach is talking to the team before the game.
- _____ He has one more thing to tell the players.
- _____ We want to have fun.
- _____ Here's your chance to steal second.
- _____ Don't get picked off.
- _____ before he tags you.
- _____ or you won't make it.
- _____ Hold up at second base.
- _____ The runner on third base wants to steal home.
- _____ the catcher might tag him out at the plate.
- _____ The runner slides into home plate and scores.
- _____ The team wins the game by a run.
- _____ We are in first place.

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

► **Critical Thinking**

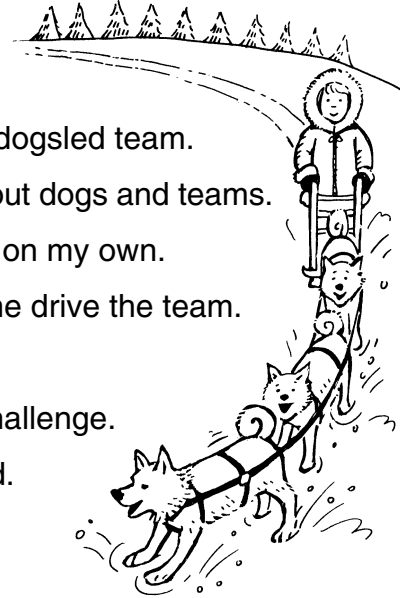
McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs,
pages 434-435

Combining Sentences: Complex Sentences

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

after although as because before if since until when

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



Mush!

Mechanics and Usage: Commas with Introductory Prepositional Phrases and Interjections

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

Dear Mom,

Well you won't believe what happened. On the battlefield at Gettysburg I saw Grandma! Without hesitation I asked her what she was doing there. Yes the Sterling Silver Senior Center was on a Civil War battlefield tour. Boy was I surprised! Before the tour we talked about her love of history. Then her group joined our class for the tour. Throughout the tour she added interesting facts about the battle at Gettysburg. In the late afternoon we finally got on the bus to leave. Wow was Gettysburg amazing!

See you soon,

Josh

Blank lined area for student response.

At Home: Make a list of places you could visit that are related to subjects you are studying in math, science, or social studies.

Mixed Review

Select one of the prepositions from the word bank to fill in each blank in the following sentences. Some prepositions may be used more than once. Some may not be used at all.

above	after	along	among	around	at	behind	below
beneath	beside	between	beyond	by	for	from	in
inside	into	of	on	onto	out	outside	over
through	to	toward	under	until	up	with	without

- _____ some places _____ the East Coast, the month _____ June is horseshoe crab time.
- You see these strange crabs riding the waves breaking _____ the ocean surface.
- Seaweed floats _____ the waves.
- Both get washed up _____ the shore.
- Hundreds, even thousands, of crabs arrive _____ the mating ritual.
- If you walk _____ the beach, you may see crabs tangled _____ seaweed.
- Eventually, the tide takes them back _____ the open sea.
- Tides are different _____ waves.
- Tides have a big effect _____ some shores.
- _____ the high-water mark, the shore does not get wet.
- _____ the low-water mark, it is always wet.
- Sometimes there is a large area _____ high- and low-water marks.
- When sea creatures find themselves _____ this intertidal zone, they have to find ways to survive.

Common Errors: Adverbs

What's wrong here? Rewrite each sign correctly.

Well Food Eaten Here

YOU'LL NOT NEVER FIND LOWER PRICES.

DRIVE SLOW THROUGH TUNNEL.

Hold your
purse tight.

Don't never walk here!

Go direct to the front of the line.

**Step
live;
keep line
moving!**

*Keep
good;
take
vitamins!*

At Home: Look for signs in your neighborhood. Check to see if they are grammatically correct. Share your findings with a family member.

**McGraw-Hill Language Arts
Grade 5, Unit 6, Adverbs,
pages 442–443**

Study Skills: Use the Card Catalog

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

Author Card

Title Card

Subject Card

Vocabulary: Figurative Language

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

My Favorite Food

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

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

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

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

**McGraw-Hill Language Arts
Grade 5, Unit 6, Vocabulary,
pages 452–453**

Composition: Dialogue

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

1. "Where are you going?" asked Mom.

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

3. "Hey, Ted," yelled Rocky. "Throw it here!"

4. "Oh, no!" gasped Marsha. "I forgot my lunch! What will I do?"

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

6. "Why aren't you coming with me?" cried Annie, putting on her coat.

7. "Are you going by the library?" asked Jess, holding out a book.

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

9. "How much do I owe you?" inquired Max, reaching in his pocket.

10. "Are you kidding me," demanded Ray, looking at Tony.
