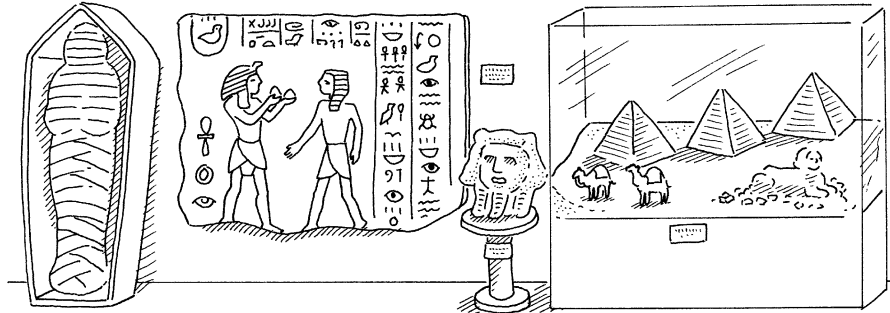


## Sentences and Sentence Fragments

Roberta took notes in her journal during a class trip to a museum. Help Roberta with her notes. Place a check in the **C** box if the sentence is complete, the **S** box if the sentence has only a subject, or the **P** box if the sentence has only a predicate. If a sentence is a fragment, rewrite it on the line with a subject or a predicate to complete it. Use the picture to help you with ideas.



1. The mummy of the pharaoh

**C**      **S**      **P**

2. A sarcophagus houses the mummy.

3. Stands up against the wall.

4. Some paintings show side views of people.

5. Includes letters and pictures.

6. The sphinx and three pyramids.

7. Carved from a large piece of stone.



## Kinds of Sentences

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You are a local newspaper sports reporter watching a school's baseball team compete. The game is close and exciting. You are using different kinds of sentences to tell about the game.

**A.** Read each sentence below and decide what kind of sentence it is. Write *declarative, interrogative, exclamatory, or imperative*.

1. The game is tied at two runs each. \_\_\_\_\_
2. Can Lerisha Thomas help the Eagles? \_\_\_\_\_
3. She swings and misses for a strike. \_\_\_\_\_
4. Take your time and concentrate. \_\_\_\_\_
5. Just a minute, folks! \_\_\_\_\_
6. It's over the fence! \_\_\_\_\_
7. The Eagles now have the lead. \_\_\_\_\_
8. Will Trish of the Gophers tie the game again? \_\_\_\_\_
9. Go for the home run and a tie. \_\_\_\_\_
10. Will the Gopher on base score this inning? \_\_\_\_\_

**B.** Continue the sports reporter's notes about the game. Write each sentence as the kind shown in parentheses.

11. (exclamatory) \_\_\_\_\_  
\_\_\_\_\_
12. (declarative) \_\_\_\_\_  
\_\_\_\_\_
13. (interrogative) \_\_\_\_\_  
\_\_\_\_\_
14. (imperative) \_\_\_\_\_  
\_\_\_\_\_

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**At Home:** Write about a sport or activity you like to watch in person or on television.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 1, Sentences,**  
**pages 4–5**

## Combining Sentences: Compound Sentences

Your class wants to raise money. You decide to have some sales over the school year. You let other students in your school know about the sales with posters.

Look at the two posters for each sale. Then combine the two sentences to create a message for a third poster. Use a conjunction in your combined sentence.

### Before School Fruit Sale

**“Fruit is good for you.”**

**“It’s nutritious.”**

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### Car Wax Special

**“Your family car may be clean.”**

**“We can make it really shine.”**

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### Used Book Fair

**“You can sell your old books.”**

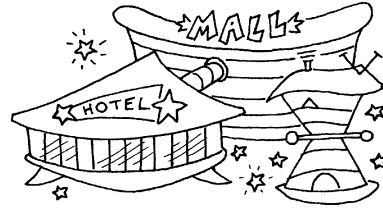
**“You can buy someone’s old favorites.”**

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## Combining Sentences: Complex Sentences

You are the owner of the first space hotel and shopping mall. Below are ten sentences from your journal account of opening day.

Decide how to finish each sentence, adding either a dependent clause or an independent clause.



1. The Hotel in the Stars opened for business before \_\_\_\_\_  
\_\_\_\_\_
2. Whenever a new hotel guest signed in, \_\_\_\_\_  
\_\_\_\_\_
3. Martians served meals in the Starlight dining room while \_\_\_\_\_  
\_\_\_\_\_
4. Meteor Music was a popular new store in the mall until \_\_\_\_\_  
\_\_\_\_\_
5. Star Shine Space Craft Wash and Wax was busy whenever \_\_\_\_\_  
\_\_\_\_\_
6. One guest promised to return to the hotel if \_\_\_\_\_  
\_\_\_\_\_
7. Although the Venusian Veggie Cafe was popular, \_\_\_\_\_  
\_\_\_\_\_
8. Since the first hotel guest came from Pluto, \_\_\_\_\_  
\_\_\_\_\_
9. Hotel in the Stars now advertises on five planets wherever \_\_\_\_\_  
\_\_\_\_\_
10. As if the first hotel and shopping mall in space were not incredible enough, \_\_\_\_\_  
\_\_\_\_\_

**At Home:** Imagine that you are the first guest at a hotel in space. Write a journal entry about your experience.

**McGraw-Hill Language Arts  
Grade 6, Unit 1, Sentences,  
pages 8–9**

## Mechanics and Usage: Punctuating Sentences

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Hernandez Middle School will hold elections for sixth-grade class officers next week. Here are speeches from the four candidates for class president.

As the public relations manager for the election, you decide to print the candidates' speeches as handouts. Fix the speeches. Add commas and semicolons where needed. Cross out an incorrect end punctuation mark and write the correct mark above it.

### Ali Singh

Would you like a blue-ribbon debate winner to represent you! I am that person and I would use my debate talents to speak for the concerns of our class. Because I care about what happens to every sixth-grade student I will represent our class well. Vote for me?

### George Monopolus

You can vote for me or you can consider the other candidates. Why do I bring up my opponents. Well they are fine students. Every election presents choices but it's up to you to decide who is the best choice. I am running because I respect my fellow students and I want to represent all of you. Please, give me your vote?

### Marla Cohn

Whenever a classmate states an opinion or makes a complaint I listen I get along with my classmates teachers and even the principal! If you would like me as your class president please write my name on next week's ballot. What is my campaign motto? Hooray Hernandez Middle School.

### Adrienne Collier

Who of my opponents has had experience as a leader. Good grief only I can answer "yes" to that. Vote for me I have already been president of the chess club and I know what is best for this school. Give me your vote next week together we can make history at Hernandez Middle School.



## Mixed Review

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Make each pair of sentences into a compound sentence by joining them with the appropriate conjunction and a comma. Then make each pair into a complex sentence by adding or dropping the appropriate words and using a comma when necessary.

1. Our class was going to the Living Museum of the Human Body. A school bus was waiting for us in front of the school.

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2. Our teacher, Ms. Robinson, said we had to quiet down. We would not be allowed into the museum.

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3. We were making a lot of noise. It was because we were excited, not rude.

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4. We went inside the museum. A guide greeted us.

---

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5. We took a trip through the Marvelous Brain. We rode through the Nosey Nose.

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**At Home:** Look for compound and complex sentences in a newspaper or magazine article. Then rewrite compound and complex sentences as two or more shorter sentences.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 1, Mixed Review,**  
**pages 12–13**

## Complete Subjects and Complete Predicates

Circle the complete subject in each sentence. Underline the complete predicate in each sentence. Then, complete the math equation about the words in the sentence. If your sentences are correct, all the math answers will be the same.

- I remember a day when I was four years old. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
subject      predicate
- A bright sun shone in the sky on that day. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
predicate      subject
- My mother and father took the family to the beach. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
predicate      subject
- Arthur, my brother, and I dug deep in the sand. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
subject      predicate
- The product of the hard work and good effort for Arthur and myself was sand cars. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_  
subject      predicate
- One car used sea shells for headlights. \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_  
subject      predicate
- My favorite photograph of that car begins my family scrapbook. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
subject      predicate
- Good scrapbooks help me remember important events. \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_  
predicate      subject
- I will always keep my memories in a scrapbook full of photographs. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_  
predicate      subject
- In the future, my scrapbook will become a history resource. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
predicate      subject

## Simple Subjects and Simple Predicates

**A.** Read each sentence. Underline the simple subject once and the simple predicate twice.

1. Excited fans yowled loudly for their team.
2. Ed Wordman sneezed during the touchdown.
3. Even the most graceful skaters slip on the ice sometimes.
4. Sports score big among my family and friends.
5. The Olympics led other shows in popularity this past summer.

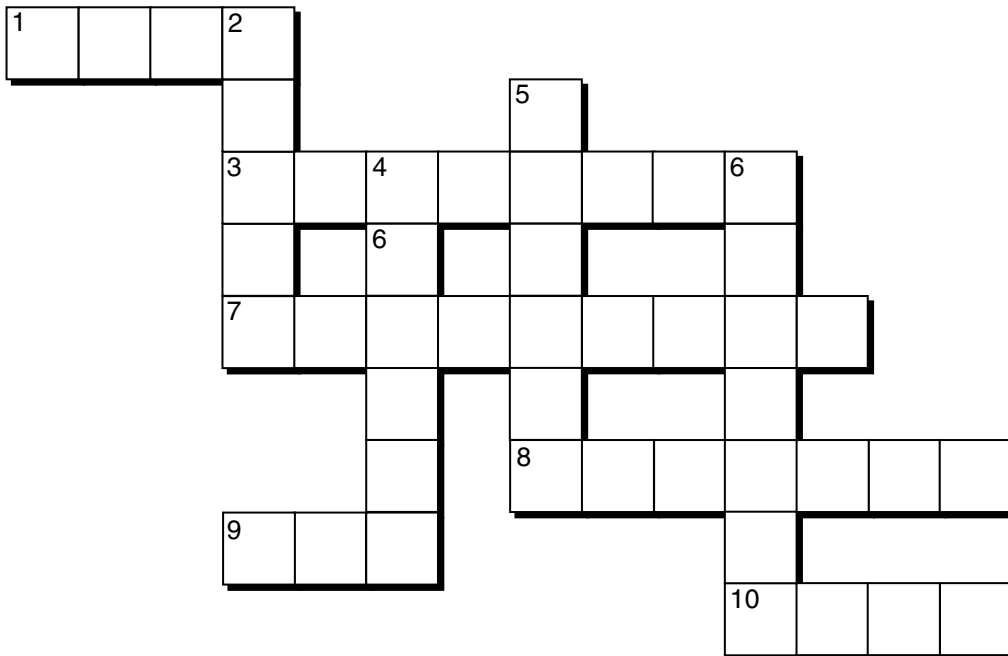
**B.** Use the answers from above to complete the crossword puzzle.

**Across**

1. simple subject of sentence 1
3. simple subject of sentence 5
7. simple subject of sentence 2
8. simple predicate of sentence 2
9. simple predicate of sentence 5
10. simple predicate of sentence 3

**Down**

2. simple predicate of sentence 4
4. simple predicate of sentence 1
5. simple subject of sentence 4
6. simple subject of sentence 3



**At Home:** Write about the sport you most enjoy playing, seeing, or reading about.



## Combining Sentences: Compound Subjects

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These are tongue twisters. Notice that the first one has a simple subject and a simple predicate. The second one has a compound subject.

*Sassy Sally sipped some soda through a straw.*

*Sassy Sally and Silly Sam sipped some soda through a straw.*

Now, make each tongue twister below more difficult by giving it a compound subject. Write your new, more complicated tongue twister on the lines. Then say each new tongue twister as rapidly as possible.

1. Adorable Abigail asked authorities about ants.

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2. Wise Wanda wished to watch winter wind down.

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3. Forgetful frogs fling themselves forward for fun.

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4. Tigers have tickled tonsils.

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5. Futures are figured out for free.

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6. Musicians muster more music.

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7. Creeping creatures are crawling carefully.

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### Combining Sentences: Compound Predicates

Brittany is a park ranger who took a sixth-grade class on a nature hike. She wrote notes about what the group did throughout the day, but she wrote the notes quickly. Later she would use these notes for a report to the chief park ranger. Help her revise the notes, making compound predicates wherever possible. Rewrite the note on the lines below.



Nature Hike for Friday's Group of Sixth Grade Students

Before we set out, I introduced the trail map of the park to the group. I explained the trail map of the park to the group. Some students asked questions about the trails. Some students made interesting comments about the trails. Students sketched wildflowers they hoped to see. Students listed birds they hoped to see. Everyone climbed Thunder Hill successfully. Everyone crossed Babbling Brook successfully. We ate peanut butter and jelly sandwiches for lunch. We drank milk or juice for lunch. After lunch, we swam in the lake. After lunch, we explored its banks. Suddenly, clouds drifted over the park. The clouds darkened. The group brought rain gear. The group put on rain gear when the drops began to fall.

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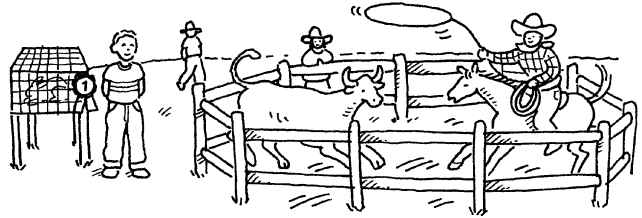
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**At Home:** Write about a hike you would like to take. Where would you take this hike? What would you like to see or do as you hike?

## Mechanics and Usage: Correcting Run-on Sentences

The county rodeo and livestock show opens today, so a schedule of events needs to be posted by the main gate.

Your first job is to rewrite run-on sentences as two simple sentences.



1. **8:30 A.M.** Gates opened everyone welcomed.

---

2. **10:30 A.M. - 12:00 P.M.** Calf roping contest is only for children between nine- and fourteen-years old parents or guardians must sign permission slips.

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3. **12:00 P.M. - 1:30 P.M.** Come to the picnic grounds for lunch just bring your own beverages and help yourself to the barbecue sandwiches.

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4. **2:00 P.M. - 4:00 P.M.** Everyone will enjoy the first show of the county rodeo cowhands and rodeo clowns will sign autographs afterward.

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5. **4:30 P.M. - 5:30 P.M.** Students will finish grooming their livestock then they will join the livestock parade around the fairgrounds.

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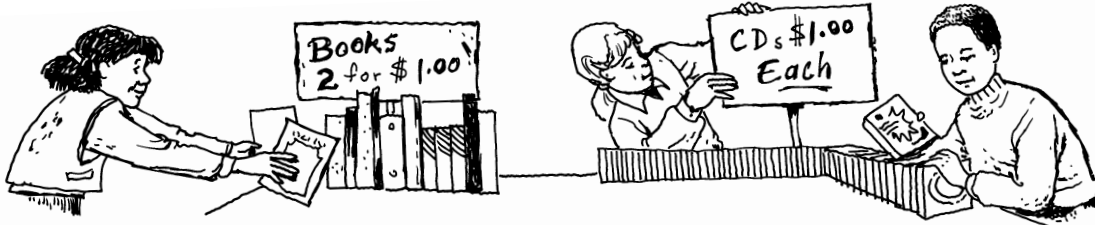
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6. **6:00 P.M. until dark** View exhibits go out to the midway and enjoy the rides.

---

### Mixed Review

The students at Rand Middle School are having a school fair. Write a sentence about each picture. You may wish to give the people names. Then use complete subjects and complete predicates and complex sentences in your descriptions.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**At Home:** Draw two more pictures to add to this page. Write a complex sentence for each picture.



## Study Skills: Maps and Atlases

---

Here is an outline map of India. Use reference books to find out where the geographical features are, such as rivers, mountains, and lakes. Decide on a symbol for each feature and show the features on the map. Show the capital, several large cities, and three or four products that are produced in India. Then, make a map key to explain your symbols.



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**At Home:** Prepare your own map of an imaginary place using any symbols desired. Make a map key. Then show and discuss your work with a family member.

McGraw-Hill Language Arts  
Grade 6, Unit 1, Study Skills,  
pages 34–35

## Vocabulary: Time-Order Words

Complete this paragraph. Choose time-order words from the word box. Remember to use capital letters at the beginning of sentences.

|                          |         |           |                  |                 |         |
|--------------------------|---------|-----------|------------------|-----------------|---------|
| then                     | before  | yesterday | after that       | first           | at last |
| during                   | finally | second    | all along        | in the meantime |         |
| the day before yesterday |         |           | in a few minutes |                 |         |

### A Topsy-Turvy Time

\_\_\_\_\_ Mr. Clemens, our regular bus driver, came down with the flu. So, \_\_\_\_\_, we had a new bus driver. We all took it for granted that he knew the route like the back of his hand. \_\_\_\_\_ it was apparent that he didn't! \_\_\_\_\_, the new driver turned right instead of left on Mulberry Street. \_\_\_\_\_, he turned left instead of right on Maple Street. \_\_\_\_\_ he went north on Elm Street instead of going south. \_\_\_\_\_, the driver drove in a big circle around the old water tower. \_\_\_\_\_ we were all getting a little nervous. \_\_\_\_\_ the trip, no one had wanted to say anything. \_\_\_\_\_, Marsha Mellon spoke up. "Sir, do you have a map?" she asked politely.

\_\_\_\_\_ he drove another foot, the driver stopped to look at the map. It had been upside down \_\_\_\_\_! He flipped it over and we \_\_\_\_\_ got to school on time.





### Composition: Main Ideas

When you were about six or seven years old, what did you enjoy doing before bedtime? Did you like playing board games, putting together a jig-saw puzzle, drawing pictures, or building things with blocks? Did you prefer to watch a video, read a book to yourself, or have a favorite story read to you aloud? What bedtime activity did you enjoy most? Why did you choose this activity over others?

Think about several details related to your choice. Write the main idea as your topic sentence. Include supporting details in your paragraph. Use transition time-order words to connect ideas.

Remembering \_\_\_\_\_

Multiple horizontal lines for writing a paragraph.

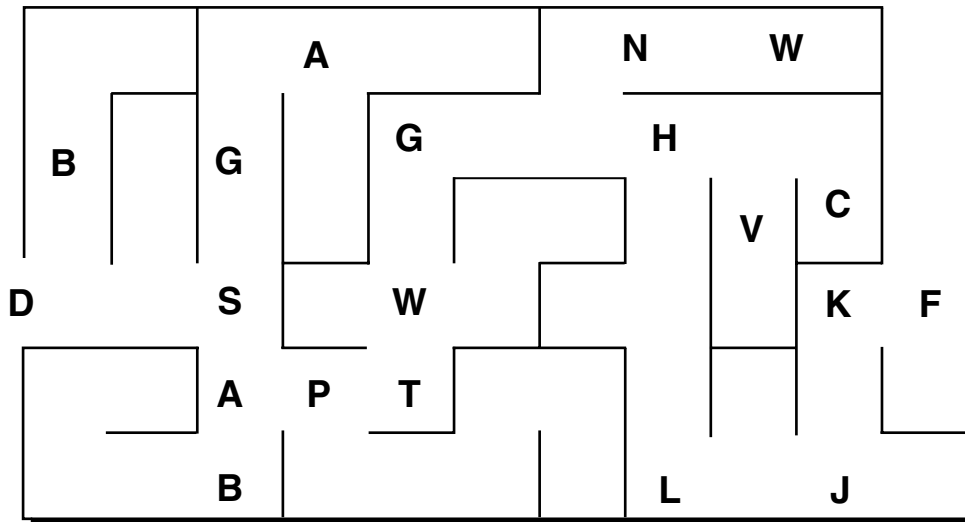
**At Home:** What would interest a six- or seven-year-old? Write a paragraph on any subject. Remember to include a main idea and supporting details.



**Nouns**

You are visiting a museum. One entire floor is a maze. At most intersections of the maze, large letters are painted on the floor. Find the last noun in each clue and write the letter that it begins with on the line. Then follow those letters to trace a way out of the maze.

1. We entered through a large door quietly. \_\_\_\_\_
2. Straight ahead we saw a row of sculptures. \_\_\_\_\_
3. We turned right past sculpted apples, golden and bright. \_\_\_\_\_
4. We continued straight ahead to enjoy some paintings. \_\_\_\_\_
5. We turned left at a large clay tree nearby. \_\_\_\_\_
6. We continued past a painting with three women. \_\_\_\_\_
7. We turned right past the majestic gorilla who was weeping. \_\_\_\_\_
8. We turned right again, by a painting full of good humor. \_\_\_\_\_
9. A chill kept us moving along, but straight ahead we heard laughter. \_\_\_\_\_
10. We passed vases, then turned left at some glass jars, all shining. \_\_\_\_\_
11. We turned right at the exhibit of kites flying. \_\_\_\_\_
12. Then we turned left, just for the fun of it. \_\_\_\_\_



McGraw-Hill School Division

## Singular and Plural Nouns

There are many ways to write a story that is complete nonsense. Here is one way.

Write fourteen different nouns on the lines below. Write a singular noun next to each **S** and a plural noun next to each **P**.

- |            |             |
|------------|-------------|
| 1. S _____ | 8. S _____  |
| 2. S _____ | 9. S _____  |
| 3. P _____ | 10. S _____ |
| 4. S _____ | 11. S _____ |
| 5. S _____ | 12. P _____ |
| 6. P _____ | 13. S _____ |
| 7. S _____ | 14. P _____ |

Now, fill in the blanks with your nouns. Write each word in its numbered blank, then read your story. Is it full of noun-sense or nonsense?

One day, many (3) \_\_\_\_\_ gathered near a  
 (1) \_\_\_\_\_. In the middle, stood a (8) \_\_\_\_\_  
 all alone. (8) \_\_\_\_\_ had a lot to say, but always stopped for a  
 (2) \_\_\_\_\_ out of courtesy.

Suddenly, the sound of (5) \_\_\_\_\_ could be heard in the  
 distance. Racing along, (4) \_\_\_\_\_ was pushing a load of  
 (6) \_\_\_\_\_. The (5) \_\_\_\_\_ worried everyone  
 and everything. So they traveled to the (1) \_\_\_\_\_

Then, because of (5) \_\_\_\_\_, (9) \_\_\_\_\_  
 climbed down from a (7) \_\_\_\_\_. Next, they expected the  
 (10) \_\_\_\_\_ to show up, of all things.

The (3) \_\_\_\_\_ and the (10) \_\_\_\_\_  
 decided to work together. They came upon a (11) \_\_\_\_\_  
 among (12) \_\_\_\_\_ on a lonely road by a lake. The lake  
 was full of (14) \_\_\_\_\_. But, the (3) \_\_\_\_\_ and  
 (10) \_\_\_\_\_ had by then done all that they could. At least that's  
 what they thought, until (13) \_\_\_\_\_ magically appeared.

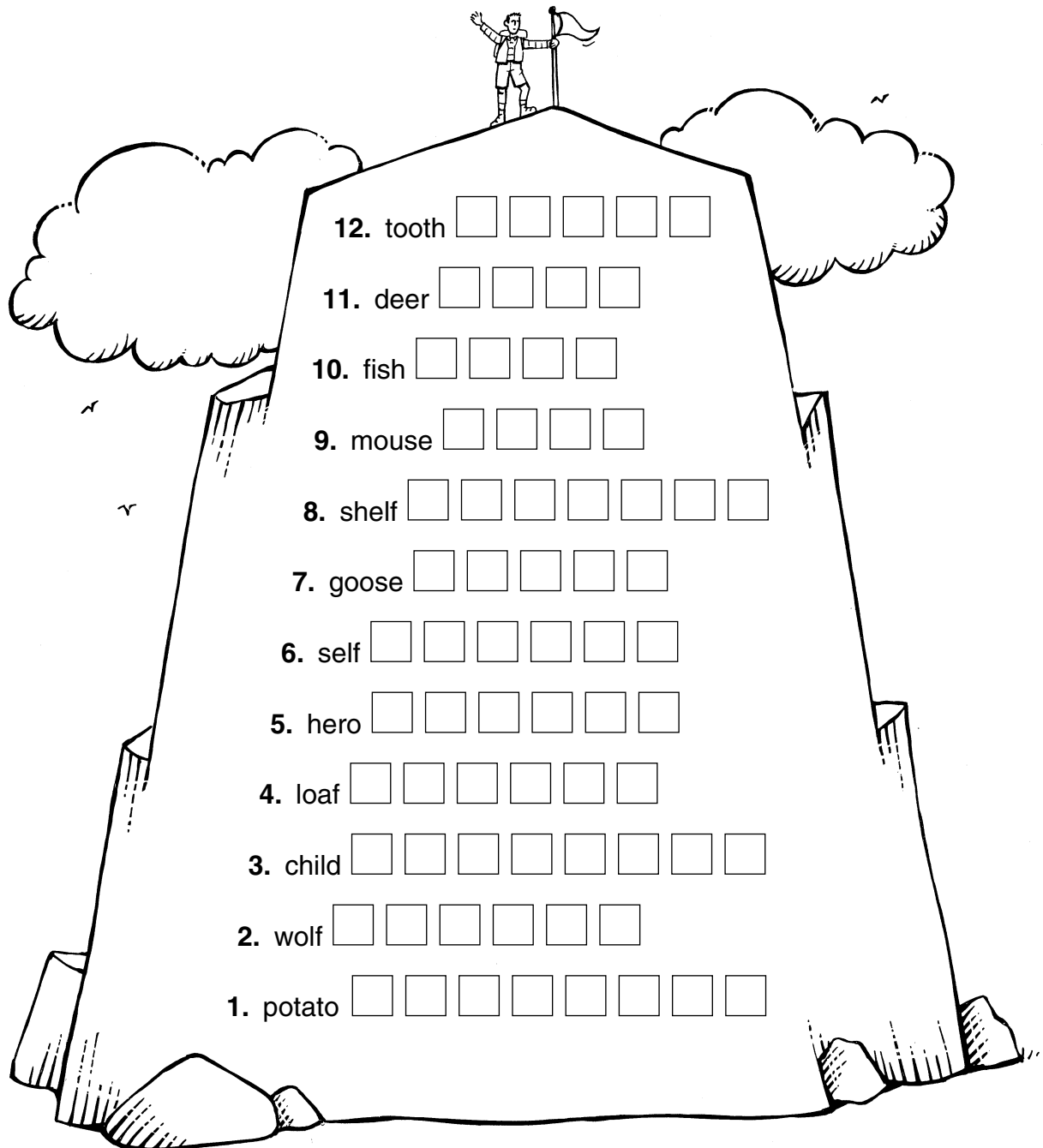
**At Home:** Change the nouns and revise the story with those new nouns. Is this version noun-sense or nonsense?

McGraw-Hill Language Arts  
 Grade 6, Unit 2, Nouns,  
 pages 86–87

## More Plural Nouns

If you spell each plural correctly, you will help the climber advance one step on this path to reach the mountain top.

Spell the plural of each singular noun below. Place one letter in each box, starting at the base of the mountain.



## Common and Proper Nouns

Find the twelve names of people and places listed in the word box. Look for them across or down in the puzzle. Circle each word when you find it.

|           |         |          |             |              |          |
|-----------|---------|----------|-------------|--------------|----------|
| Arkansas  | Sonya   | Mr. Moto | Paris       | Mexico       | Spanish  |
| Halloween | Houston | Jason    | Ms. Wharton | Hudson River | Mt. Hood |

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| L | I | D | T | A | R | K | A | N | S | A | S |
| H | U | D | S | O | N | R | I | V | E | R | P |
| Q | B | H | A | M | H | O | R | S | E | E | A |
| A | S | O | N | Y | A | L | A | M | A | R | N |
| S | O | U | P | I | L | L | K | R | N | I | I |
| W | C | S | P | O | L | E | E | M | T | C | S |
| A | M | T | H | O | O | D | P | O | N | A | H |
| R | Q | O | O | A | W | O | A | T | O | N | Y |
| I | V | N | P | R | E | T | R | O | A | D | S |
| D | L | E | E | M | E | X | I | C | O | O | Q |
| H | J | A | S | O | N | A | S | A | M | M | Y |
| P | M | S | W | H | A | R | T | O | N | E | C |

There are at least thirty-five more nouns hiding in the puzzle. Six of them are proper nouns, and the rest are common nouns. Circle them as you find them, and write them on the lines below. **Hints:** They are written across or down, some are hidden within other words, some are plurals of singular nouns, and letters may be used for more than one word.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

**At Home:** Make up your own word puzzle with common and plural nouns. Have a family member find the words.

## Mechanics and Usage: Capitalization

Here is the rough draft of a page from the Southside monthly neighborhood newsletter. Volunteer to proofread for correct capitalization of proper nouns. Show a proofreader's mark wherever a lowercase letter should be printed as a capital (a).

A.

### Neighborhood Happenings

- Ms. jacobs will show slides from her trip to india at southside community center.
- On wednesday, dr. lebraun will speak about nutrition at the hospital.
- Eli sanders will read english and spanish poems at his bookstore on lakeshore drive.
- Throughout november, tina and willis chung will collect used toys for families in need.
- Katherine sanchez and her uncle juan will present guatemalan art at their home on fifth street.
- Preparations for the southside, indiana, parade in honor of thanksgiving will begin.
- The tuesday Club enjoys its annual field trip to palmer lake and fiddlehead forest.
- Our own senator diane quan will meet voters at the home of mr. and mrs. gomez at 15 bullock avenue.

B. Now, read this editorial and correct mistakes in capitalization.

### Yes! A Downtown Pedestrian Mall

As the newsletter editors, we support the idea of a pedestrian mall on main street for one saturday every month. Everyone we have interviewed, from eleven-year old cynthia palmer to eighty year old ms. dorothy tanaka, says they would enjoy shopping and visiting with neighbors without the noise and pollution from traffic.

Shop owners on main street as well as maple avenue and halburton drive believe that a pedestrian mall would increase their sales dramatically, from slow days after the independence day holiday all the way through christmas and new years. Vote for a pedestrian mall in the special march election.

## Mixed Review

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- A.** Put a ( / ) through any capital letter that should be lowercase. Then, use the symbol ( ≡ ) under letters to capitalize all the proper nouns.

There's an old saying that rome wasn't built in a day. Nor was it destroyed quickly either. At 632 years, the ottomans had an empire that lasted longer. Strictly speaking, the Roman Empire in the West existed only from A.D. 27 to 476. But if you count the kingdom founded by the Romulus of Mythology and the republic, the years add up to a whopping 1,229! During this time, Roman territory eventually stretched well across the alps and into the near East and Africa. It even stretched to present-day England and ireland.

The fifth-century invasion by attila the Hun and others fatally weakened rome. Conquering warriors cut a path through much of europe and even into African lands.

Speaking of Africa, do you remember Hannibal, who tried to conquer Rome with elephants? He came from carthage, which is in present-day Tunisia, not algeria as is often thought.

The Language of Rome was latin, which served to unite far-flung lands much like spanish did in its New World colonies between the 16th and the early 19th centuries.

What was happening in such lands as norway and sweden during these times? You will have to find that out from other sources.

- B.** Draw an outline map of modern Italy. Use a current atlas to list major cities, rivers, mountains, and lakes.

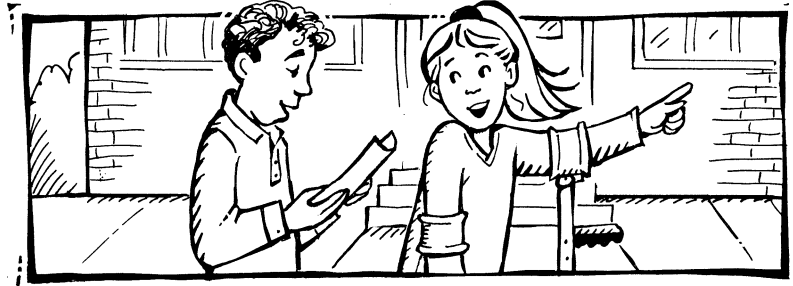
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**At Home:** Look at a historical atlas that covers various periods from the early Roman Empire to its fall. Study the names of places and people and compare them to names of today.

**McGraw-Hill Language Arts  
Grade 6, Unit 2, Mixed Review,  
pages 94–95**

## Possessive Nouns

Here is a list of directions from the front door of Memorial Middle School to the backyard of Martine's house, where there will be a party. Martine underlined phrases where a possessive noun could be used, but she needs your help to complete the revision. Rewrite the underlined phrase with a possessive.



1. Face away from the front door toward the house of John.  
\_\_\_\_\_
2. Walk to the corner and turn right toward the playground of the children.  
\_\_\_\_\_
3. Do not go farther than the entrance of the library.  
\_\_\_\_\_
4. If you like, stop and read the daily posters of the librarians.  
\_\_\_\_\_
5. Please don't stay for the hour of the storyteller.  
\_\_\_\_\_
6. Remember, the party of our friend is about to begin.  
\_\_\_\_\_
7. Cross the street carefully to the house of Martine, opposite the library.  
\_\_\_\_\_
8. Please, do not walk on the lawns of the neighbors.  
\_\_\_\_\_
9. You will see the backpacks of classmates lining the path to the backyard.  
\_\_\_\_\_
10. Begin to enjoy the activities and events of the party!  
\_\_\_\_\_

## Appositives

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**A.** To help plan a series of stories you want to write, jot down sentences about each main character. Revise these story notes. Combine each pair of sentences about a character into one sentence with an appositive.

1. I. M. Fine saves the life of little Gracey Sotto. I.M. Fine is a doctor.

\_\_\_\_\_

2. Leslie Cees solves an underwater mystery. Leslie Cees is a marine biologist.

\_\_\_\_\_

3. Fred Harmony becomes the talk of a party. Fred is a terrific pianist.

\_\_\_\_\_

4. Jimmy Moves is a camera man. He makes a movie about a family.

\_\_\_\_\_

5. Ms. Krimes seeks out a neighborhood trouble maker. Ms. Krimes is a retired detective.

\_\_\_\_\_

6. Cicely Aims hopes to become a famous dancer. Cicely Aims is a student.

\_\_\_\_\_

**B.** Write about another character that could appear in a short story. Include appositives.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**At Home:** How do appositives help you in writing? Discuss your ideas with a family member.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 2, Nouns,**  
**pages 98–99**



## Combining Sentences: Nouns

A friend shows you this story beginning about a mysterious house.

Help your friend revise the beginning. Combine sentences when you can, using a compound subject or compound object. Check to make sure that the main verb agrees in number with the subject of each sentence in your revision. Then add more to the story. How will it end?

### Mysterious House on the Alley

Eva was taking a walk before dinner on lovely Shadow Lane. Charlie was taking a walk before dinner on lovely Shadow Lane. Each told the other a story as they walked. Each told the other a joke as they walked. Suddenly, Eva heard a strange cry coming from the house in the alley. Charlie heard a strange cry coming from the house in the alley. But, Mr. Chimes no longer lived in the house. The Graves family no longer lived in the house. To see inside, they needed a flashlight. They needed a lantern to see inside.



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**Mechanics and Usage: Titles of Works**

**A.** Here are first drafts of reviews by a newspaper critic. Correct the titles. Use a proofreader’s mark for capital letters (a). Use underlining or quotation marks for titles.

**A Long Way From Great**

Let me begin by saying that the audience broke into applause after listening to Going home, the first song in the new musical entitled A Long Way from Home. This might lead you to believe that my newspaper, the eagle, or theater magazines like stage and stars review might applaud this new musical. Sadly, that’s not true. This Isn’t The Yellow Brick Road, the title of the second song of the show, lacked snap. The plot, based on the novel home is where the heart is, didn’t come alive on a stage. I suggest theatergoers enjoy a good book at home and wait another day before heading to the theater.

**Book Earns High Marks**

When you open the new novel from publisher lantern lane, you read a poem entitled A Light From One Candle. The poem itself contains a wonderful description, but the first chapter, entitled a small cabin in the woods, draws the reader into another time and place. The author, C. Wright, has a marvelous imagination. Actually, he began his writing career as a reviewer for a newspaper, the daily telegram. This reviewer enjoyed C. Wright’s first published book, house of tigers, about a young girl’s dream to save animals in the wild. With this new novel, though, C. Wright will help you see new and exciting worlds.

**B.** Create titles for each category below. Use your sense of humor!

poem: \_\_\_\_\_

novel: \_\_\_\_\_

newspaper: \_\_\_\_\_

short story: \_\_\_\_\_

song: \_\_\_\_\_

chapter title: \_\_\_\_\_

**At Home:** Write sentences that express your opinion about a song, poem, story, novel, or newspaper article you have read or listened to recently.

**McGraw-Hill Language Arts  
Grade 6, Unit 2, Nouns,  
pages 102–103**

**Mixed Review**

Choose the correct appositive word or phrase from the box that completes each sentence. Use an encyclopedia or other reference books for help.

|       |          |             |        |                 |
|-------|----------|-------------|--------|-----------------|
| Mary  | The Pope | Joan of Arc | Drake  | The Black Death |
| Henry | Chaucer  | Elizabeth   | Luther | Shakespeare     |

- \_\_\_\_\_, the second king of the House of Tudor, became King of England in 1509.
- The Maid of Orleans, \_\_\_\_\_, once a heroine, was burned at the stake in France in 1431.
- \_\_\_\_\_, the greatest dramatist of the late 16th and early 17th centuries, outlived Queen Elizabeth.
- \_\_\_\_\_, a church reformer in Germany, outraged many loyal Catholics in 1517.
- \_\_\_\_\_, captain of the fleet that defeated the Spanish Armada in 1588, won the gratitude of the queen.
- \_\_\_\_\_, also known as the bubonic plague, swept Europe in the mid-14th century.
- Like Luther, Henry VIII later angered \_\_\_\_\_, the leader of the Catholic Church.
- At the end of the 14th century, \_\_\_\_\_, a most important writer in English literature, produced *The Canterbury Tales*.
- Henry VIII's second daughter, \_\_\_\_\_, succeeded her half-sister and had a long reign.
- Henry VIII's older daughter, \_\_\_\_\_, ruled England from 1553 to 1558.

**B.** Rearrange the sentences to make a story. Write the numbers of the sentences in correct order on the lines below.

\_\_\_\_\_

### Common Errors: Plurals and Possessives

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Read the phrases in the list. Underline the plural nouns, singular possessive nouns, and plural possessive nouns in each phrase. Categorize the underlined words by writing them in the appropriate column in the chart.

- Canada's provinces
- territories' governors
- citizens' rights
- Maritime settlements
- French colonies
- French colonists' traditions
- Inuits' culture
- explorers' forts
- world's richest fishing grounds
- newcomers' influences
- Quebec's minerals
- Yukon's winters
- monarch's powers
- prime minister's responsibilities

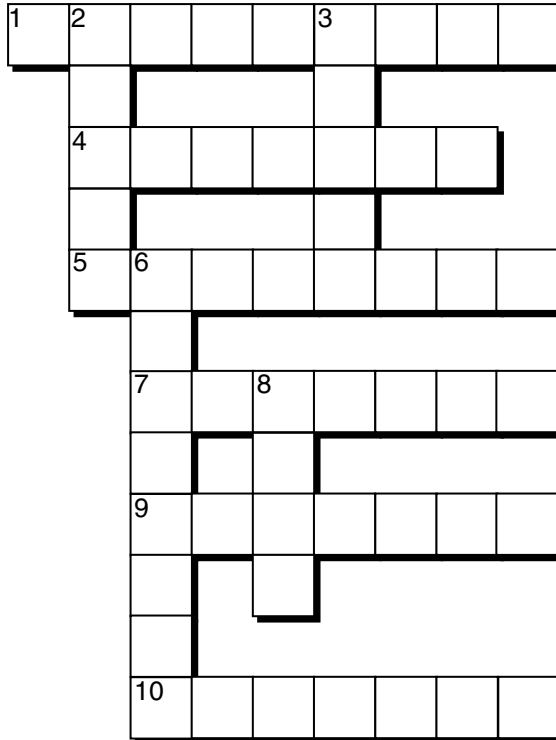
| Plural Nouns | Possessive Nouns | Plural Possessive Nouns |
|--------------|------------------|-------------------------|
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
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| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |
| _____        | _____            | _____                   |

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**At Home:** What are the features of another country? Write a list of phrases about another nation. Be sure to punctuate possessive nouns and plural possessive nouns correctly.

## Study Skills: Parts of a Book

Use the index below to solve the crossword puzzle.



North Sea, 317  
 Olympic Games, 200-203  
 Oral tradition, 25  
 Osman, 389  
 Pacific Ocean, 410, 428  
 Pakistan, 583-584  
 Rommel, Erwin, 544  
 Seine River, 319  
 Senegal River, 356  
 Taj Mahal, 396-397  
 Torah, 123, 125  
 Walesa, Lech, 598  
 Wilson, Woodrow, 602  
 Women  
     in India, 17  
     in Japan, 615  
     in Middle Ages, 322  
 Yeltsin, Boris, 599

### Across

1. You can read about women in India on this page. (Spell out the word.)
4. This was Wilson's first name.
5. Read about this body of water on page 317.
7. His first name is Boris.
9. Read about this ocean on pages 410 and 428.
10. Read about this river on page 356.

### Down

2. This was Commander Rommel's first name.
3. Read about this sacred book on pages 123 and 125.
6. You can read about these Games on pages 200–203.
8. This was Walesa's first name.

**Vocabulary: How Language Changes**

**A.** Combine words from the word box to form fifteen compound words, and write them on the lines.

|      |      |      |      |        |      |      |
|------|------|------|------|--------|------|------|
| foot | base | bath | ball | house  | man  | tub  |
| wild | bird | fire | life | flower | wall | long |

1. \_\_\_\_\_ 6. \_\_\_\_\_ 11. \_\_\_\_\_  
 2. \_\_\_\_\_ 7. \_\_\_\_\_ 12. \_\_\_\_\_  
 3. \_\_\_\_\_ 8. \_\_\_\_\_ 13. \_\_\_\_\_  
 4. \_\_\_\_\_ 9. \_\_\_\_\_ 14. \_\_\_\_\_  
 5. \_\_\_\_\_ 10. \_\_\_\_\_ 15. \_\_\_\_\_

**B.** Use some of the words from Part A to complete the following sentences. Then underline any other compound, blended, borrowed, or clipped words in the sentences.

16. Yesterday, a \_\_\_\_\_ broke out on a hilltop in Los Angeles, destroying three homes.
17. Denver's pro \_\_\_\_\_ team scored five touchdowns in its game against Dallas.
18. The \_\_\_\_\_ made a thick gumbo to serve the men at the firehouse.
19. One way to attract a nesting pair of bluebirds is to build a special \_\_\_\_\_ and hang it in a tree in your backyard.
20. A botanist discovered sixteen different species of \_\_\_\_\_ in a single square foot of bottomland.
21. The Iroquois Indians lived in dwellings called \_\_\_\_\_.

**At Home:** Write a paragraph about a school basketball game. Include compound, clipped, and blended words.

McGraw-Hill Language Arts  
Grade 6, Unit 2, Vocabulary,  
pages 116–117

## Composition: Outlining

For an oral report on the three U.S. branches of government, write on 3" x 5" cards what you know about the topic and some questions you want to research.

Organize your notes in an outline with three main ideas. Use Roman numerals for main ideas, capital letters for subtopics, and numbers for supporting details.

Rewrite the questions on the note cards for the categories in the outline.

*Executive branch (President),  
Legislative branch (Congress),  
Judicial branch (Supreme Court)  
of U.S. government*

*About Executive Branch: (1) What is the job of president and vice-president like? (2) How are presidents and vice-presidents elected? (3) What is the cabinet?*

*About Congress: (1) What does the House of Representatives do? (2) How do you become a representative in the House? (3) What does the Senate do? (4) How do you become a senator?*

*About Judicial branch: (1) Who are the Supreme Court justices? (2) What kinds of cases does the Supreme Court decide? (3) What other courts are there?*

Title: \_\_\_\_\_

I. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

III. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

**Action Verbs**

María likes to write songs. She came up with a list of song titles. Then she decided to revise the titles and make them more interesting.



**A.** Help María revise the song titles. Circle the action verb in each one. Think of another action verb that would make each title more interesting. Write your revised action verb on the line.

1. "I Like the Wind in My Hair" \_\_\_\_\_
2. "We Move to the Beat" \_\_\_\_\_
3. "My Friends Told Me So" \_\_\_\_\_
4. "That Blue Bird Went Away" \_\_\_\_\_
5. "I Always Think About You" \_\_\_\_\_
6. "Let's Fly to Mars" \_\_\_\_\_
7. "Tell Me a Riddle" \_\_\_\_\_
8. "When You Go Down That Lonely Road" \_\_\_\_\_
9. "He Sees the Light Behind the Cloud" \_\_\_\_\_
10. "Make Music, Please" \_\_\_\_\_

**B.** Choose three of the revised song titles you helped María with. Then write the new song titles on the lines below. Change the action verb again to come up with another possible song title.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Direct and Indirect Objects

Draw one line under direct objects and two lines under indirect objects in sentences A through G. These objects will help you answer the clues for the crossword puzzle below.

### Sentences

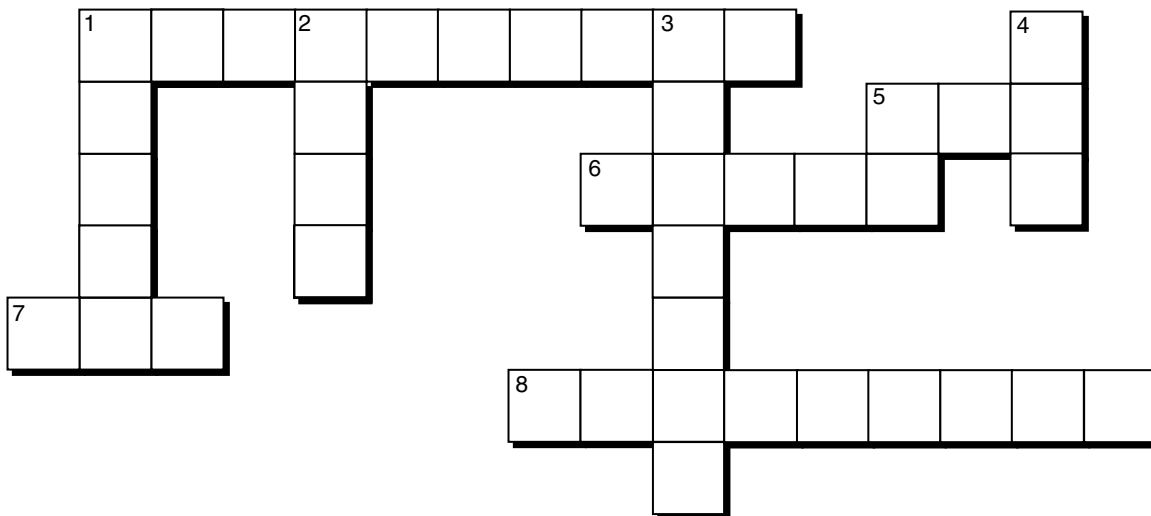
- A. Mr. Diaz shows us a world map.
- B. Tony names the seven continents.
- C. Amy asks the teacher two questions about mountains.
- D. Danisha helps with names of oceans.
- E. Carla shows Nan China on the continent of Asia.
- F. Of course, we all find the U.S.A. right away.
- G. Our teacher will give us a test on world geography tomorrow.

### Puzzle Clues: Across

- 1. direct object of sentence B
- 5. direct object of sentence F
- 6. direct object of sentence D
- 7. indirect object of sentence E
- 8. direct object of sentence C

### Puzzle Clues: Down

- 1. direct object of sentence E
- 2. direct object of sentence G
- 3. indirect object of sentence C
- 4. direct object of sentence A
- 5. indirect object of sentences A and G



**At Home:** Where would you like to travel to? Why? Write a paragraph using direct and indirect objects.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 3, Verbs,**  
**pages 166–167**

## Verb Tenses

You can win the blue ribbon award for verb tenses. Read the definition and use the clue that tells how many letters are already used. Every word but the first uses one or two letters of the word before it.

1. They (past tense of verb that means “to be alive”)
2. Mr. Simms (present tense of verb that means “to teach or train a person”—2 letters)
3. Students (present tense of verb that means “to guess”—2 letters)
4. I (present tense of verb that means “to say”—2 letters)
5. You (present tense of verb that means “to do nothing; to be idle”—1 letter)
6. The streams (present tense of verb that means “to move in an easy way”—1 letter)
7. She (future tense of verb that means “to pull by a rope or chain”—1 letter)
8. Dacey and Kim (future tense of verb that means “to be sorry”—1 letter)
9. The artist (present tense of verb that means “to copy; to follow the trail”—1 letter)
10. We (present tense of verb that means “to mend with needle and thread”—1 letter)
11. The travelers (future tense of verb that means “to come to rest”—1 letter)
12. The poles (present tense of verb that means “to rest against something; to bend to one side”—2 letters)
13. She (past tense of verb that means “to give a response”—2 letters)
14. You and I (present tense of verb that means “to design with pencil, pen, or crayon”—1 letter)
15. The worker (future tense of verb that means “to get as pay; to deserve”—1 letter)

## Subject-Verb Agreement

---

Anna and Damon are volunteers for a community project called Recycle Now! At the first project meeting, they take notes. They plan to use their notes for a newspaper article.

Help Anna and Damon edit their notes so that the subject and verb agree in each sentence. Cross out each verb that doesn't agree with its subject, and write the correct verb above it.

Recycling help our environment. Some of us greets each other with a high-five at the first meeting for the Recycle Now! project.

Ten Woodhall School students attends. We sits together in the community center room of the library.

Alysha and Dion wants to collect old newspapers. However, neither plastic containers nor newspaper need new collection volunteers. So, Alysha join the recycling poster committee. Roy decides to work on aluminum can collecting.

Either Roy or Katherine want to record the number of collected aluminum cans. Which one end up as recorder? Roy and Katherine offers to share the job.

The project chairman say, "Thank you, Roy and Katherine. Students always make good recorders. Student volunteers often cooperate and agrees with one another."

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**At Home:** Write a headline for the article Anna and Damon want to write. What would you like to write an article about? Write a headline that would grab readers' interest.

► **Critical Thinking**

**McGraw-Hill Language Arts  
Grade 6, Unit 3, Verbs,  
pages 170–171**

## Main Verbs and Helping Verbs

Students in Mr. Gold’s class take turns as story helpers. No one knows what kind of story Mr. Gold has in mind until the helpers complete the sentences with helping and main verbs.

Become a story helper. Complete the sentences in the story by adding main verbs and helping verbs. Write your answers on the lines.

One day, a frog had \_\_\_\_\_ across the classroom floor. Mr. Gold \_\_\_\_\_ not see it at first, because it was silent.

The frog thought to itself, “I \_\_\_\_\_ croak as I jump. Then, I might \_\_\_\_\_ a little better.”

As Mr. Gold \_\_\_\_\_ announcing the next day’s assignment, the frog \_\_\_\_\_ croaking away and hopping along.

Mr. Gold exclaimed, “What \_\_\_\_\_ I hear? Does anyone here \_\_\_\_\_ the assignment?”

Mr. Gold saw that a new student named Hannah \_\_\_\_\_ raised her hand. He thought that she \_\_\_\_\_ know what made the odd sound, so he called on her.

She said, “Excuse me, Mr. Gold. I think a frog \_\_\_\_\_ loose in the room.”

Mr. Gold replied, “You \_\_\_\_\_ help the class before you leap into the assignment. \_\_\_\_\_ you please catch the frog for us, Hannah?”

Hannah \_\_\_\_\_ able to catch the frog, and everyone thanked her. Now, Hanna \_\_\_\_\_ not feel like a stranger in a strange place anymore.

## Mechanics and Usage: Commas

Mathias is working on a school library display. The display includes book jackets that students have made for award-winning books in series.

A. Help Mathias check the titles on the book jackets for commas. Add commas where they are needed and cross out commas where they do not belong.

1. Mystery in Shadowsville  
Minnesota
2. Dreams Schemes and  
Humorous Themes
3. Trigger Meet Me at the  
Double W Ranch
4. Marvin Our Favorite Martian  
Just Skipped Sixth Grade!
5. Eat Right, with Spinach Broccoli  
and Other Tasty Greens
6. The Main Events of  
January, 1 2000
7. Oh Not That Baby Sitter!
8. Of Course Dragons, Don't  
Exist Natalie

B. Now, help Mathias complete his letter to the librarian. Rewrite it and add commas where they are needed.

April 1 2002

Dear Ms. Patel

I have completed *my* work for  
the library display of book  
jackets for award-winning  
books.

Sincerely yours  
Mathias

**At Home:** What kind of display would you like to set up in your school library? Describe it.

McGraw-Hill Language Arts  
Grade 6, Unit 3, Verbs,  
pages 174–175

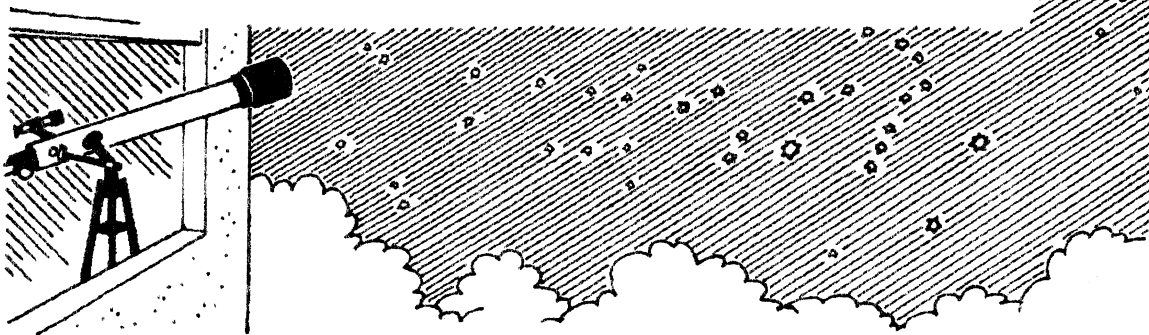


## Progressive Forms

Thomas loves to use his telescope. He keeps a journal about what he sees through it. He writes very quickly and checks his writing the next day.

Make corrections in the journal entry for Thomas. Cross out each incorrect verb form and write the correct form in the space above it.

|   |
|---|
| Right now I is looking at the planet Venus. It are shining brightly     |
| in the evening sky. But, something is strange. Last week I saw that     |
| Venus is glowing in the morning sky, too.                               |
| I were reading books in school about the planets, including Venus.      |
| It is the second planet from the sun.                                   |
| Mrs. Habib, my science teacher, was telling us that planets and         |
| stars are sometimes confused with one another. Were she explaining      |
| that Venus is a planet that is sometimes called a star, also? This is a |
| question I is going to ask her in class tomorrow.                       |
| Now I are turning my attention to a group of stars. I see the           |
| constellation called Orion. The stars of Orion is outlining the shape   |
| of a warrior. The warrior is holding a sword, also made up of           |
| brilliant stars. My father and I is going to count the stars that       |
| make up Orion's sword.  |



**At Home:** Why do you think looking at the night sky through a telescope is such a popular hobby for so many people? Discuss your ideas with a family member.

► **Critical Thinking**

McGraw-Hill Language Arts  
Grade 6, Unit 3, Verbs,  
pages 178–179

## Perfect Tenses

Here are some advertisements that will appear in a travel magazine. Make sure that they don't contain mistakes. Cross out each incorrect verb form and write the correct verb form above it.

1. Travel Along, Inc., have organized travel contests. Make sure you and your friends had entered today!

2. In the past, the Grand Hotel had not satisfied every customer. Our new Grand Hotel have pleased everyone so far. Come stay with us!

3. Has you traveled to Hawaii? Island Tour Company have dreamed up a dream vacation for you.

4. Have all your past vacation plans failed? Had all your past travel hopes fizzled out? If that's the case, the Travel Right Store has arrived to help you.

5. Sea Lions has performed amazing tricks. Juno the whale has entertained thousands. Visitors have come from around the world to Water World. Join our family of fun!

6. Have a cat got your tongue when it comes to where you like to vacation? Call our Travel Help Line. Our phone representatives had helped travelers just like you. Call now!



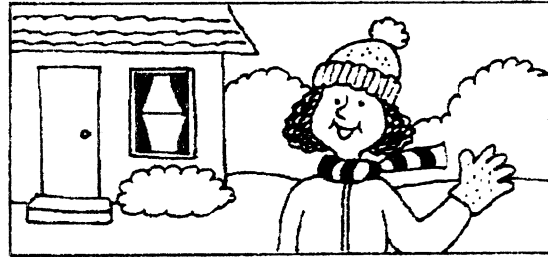
**Linking Verbs**

Dawn drew lots of pictures of her family. She decided to select some pictures and write captions for them.

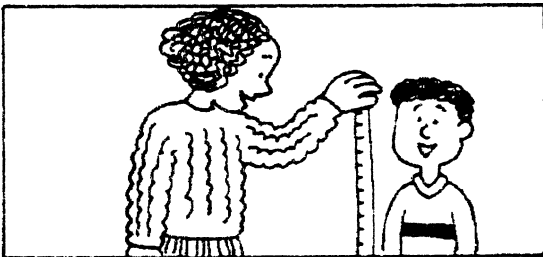
**A.** Help Dawn complete each caption with a linking verb.



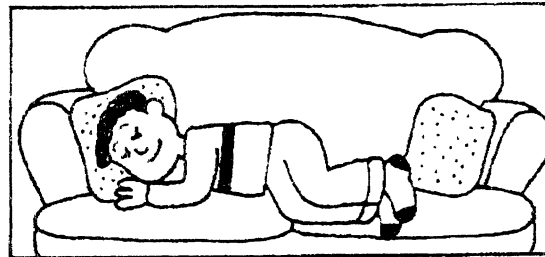
1. Boy, the soup \_\_\_\_\_ great!



3. Today, it \_\_\_\_\_ like the very first day of winter.



2. Joshua, you \_\_\_\_\_ much taller today than yesterday.



4. You certainly \_\_\_\_\_ sleepy, but are you?

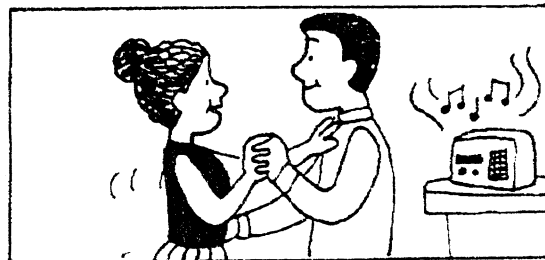
**B.** Write your own caption for these two pictures. Use linking verbs.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

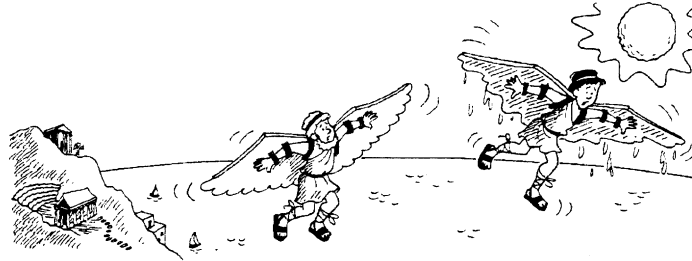
\_\_\_\_\_

**At Home:** Draw a picture or use an actual family photograph. Write a caption for it using linking verbs.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 3, Verbs,**  
**pages 182–183**

## Irregular Verbs

James is reading about ancient Greek myths in his social studies book. He is interested in the character named Daedalus. Help James learn about Daedalus of ancient Greece by completing the sentences.



Write the past or past participle form of each verb in parentheses.

1. In a famous Greek myth, Daedalus and his son Icarus \_\_\_\_\_ away from the island of Crete with wings made from wax. (fly)
2. They were \_\_\_\_\_ from Crete by King Minos. (drive)
3. Unfortunately, Icarus had \_\_\_\_\_ too close to the sun, which made his wax wings melt. (fly)
4. If Icarus had \_\_\_\_\_ when he hit the sea, he might have survived, but he drowned. (swim)
5. With a talent for crafts, Daedalus \_\_\_\_\_ how to make many things. (know)
6. If Daedalus \_\_\_\_\_ how something looked and moved, he could make it himself. (see)
7. Daedalus often \_\_\_\_\_ all his energy into his crafts and inventions. (throw)
8. For example, if someone \_\_\_\_\_ a picture of a statue, Daedalus could carve it from stone. (draw)
9. Daedalus also \_\_\_\_\_ an idea from a helper and created the first saw. (take)
10. Many stories are \_\_\_\_\_ about Daedalus, but no one knows if he lived on earth or in the people's imaginations. (tell)

## More Irregular Verbs

The poems below are missing some rhyming words. Complete the poems with the correct form of the verb in parentheses.

1. How many times had my dog Spot \_\_\_\_\_, (think)  
That on my chair he would not get \_\_\_\_\_. (catch)  
One day, when I entered the room, Spot \_\_\_\_\_. (freeze)  
But, to punish him or not, I \_\_\_\_\_ (choose) no.

2. To the bottom of the pond my notebook \_\_\_\_\_. (sink)  
As I watched, a deer at the pond's edge \_\_\_\_\_ (drink)  
Fresh water that other deer had \_\_\_\_\_ (drink)  
Before my poor, old notebook had \_\_\_\_\_. (sink)

3. How many subjects you are \_\_\_\_\_, (teach)  
Affect the ideas you may have \_\_\_\_\_. (think)  
But don't let new ideas become \_\_\_\_\_, (freeze)  
When new subjects to read you have \_\_\_\_\_. (choose)

4. How many times have we \_\_\_\_\_ (speak)  
About the many old toys scattered and \_\_\_\_\_. (break)  
If there's one about which I once \_\_\_\_\_ true, (speak)  
It's the one that out the window far away \_\_\_\_\_. (blow)

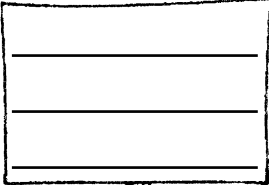
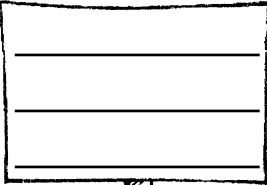
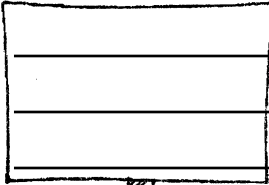
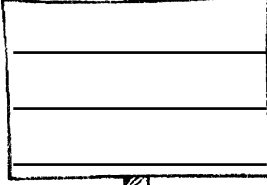
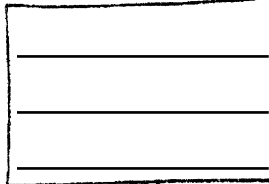
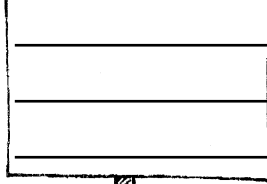
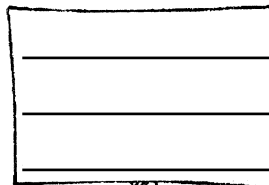
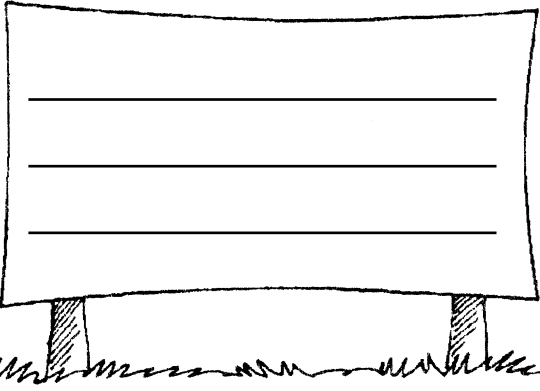
**At Home:** Write a four-line rhyming poem about trying to write a poem that rhymes.

McGraw-Hill Language Arts  
Grade 6, Unit 3, Verbs,  
pages 186–187

## Mechanics and Usage: Contractions with *Not*

Theresa and George are helping to organize a treasure hunt for the class picnic in the park. Their job is to write clues and post the clues on signs throughout the park. They want the clues to be as short as possible.

A. Help Theresa and George and shorten each clue by using a contraction.

|  |   |
|--|---|
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">1. Do not leave this path.</div>                    | <div style="border: 1px solid black; padding: 5px; width: fit-content;">5. You must not share clues.</div>                         |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">2. You should not look under a rock.</div>          | <div style="border: 1px solid black; padding: 5px; width: fit-content;">6. This cannot be the last clue.</div>                     |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">3. The slide does not hold a clue.</div>          | <div style="border: 1px solid black; padding: 5px; width: fit-content;">7. Turn right if you could not find the treasure.</div>  |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">4. You will not find clues in the sandbox.</div>  |   |

B. Make up one last clue with a contraction that Theresa and George might have written on a sign for the treasure hunt in the park.



### Mixed Review

A. Complete each sentence with a verb in the tense shown in parentheses.

1. For a number of years, inventors \_\_\_\_\_ to come up with the right material for the filament in a light bulb. (past perfect)
2. Thomas Edison \_\_\_\_\_ many failures in his own lab. (past perfect)
3. One day, he \_\_\_\_\_ about using a cotton thread. (past progressive)
4. For many years, we \_\_\_\_\_ a tungsten filament in our bulbs. (present perfect)
5. Henry Ford \_\_\_\_\_ about how long it took to put a car together. (past perfect)
6. We \_\_\_\_\_ some of the same basic principles to car making today. (present progressive)
7. Mr. Bender, the science teacher, \_\_\_\_\_ to us about Marie Curie. (present perfect)
8. She didn't know that she \_\_\_\_\_ her life to science in more than one way. (past progressive)
9. She \_\_\_\_\_ sick due to exposure to radioactive chemicals. (past progressive)
10. In labs today we \_\_\_\_\_ far more safety precautions. (present progressive)

B. Jot down your thoughts on some of the inventions that might be made in the 21<sup>st</sup> century. Then, on a separate sheet of paper, write two or three paragraphs about the development of a future invention or technology. Use verbs in the present-progressive, past-progressive, present-perfect, and past-perfect tenses.

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**At Home:** Read a narrative magazine article written in the past tense and do a "verb tally." List all the verb tenses you know. Then mark off with a vertical line each time you come across the tense in the article.

**McGraw-Hill Language Arts  
Grade 6, Unit 3, Mixed Review,  
pages 190–191**

**Common Errors: Subject-Verb Agreement**

**A.** Read the letter. Write the correct form of the verb to complete each sentence.

Dear Mark,

I can't wait until you, Terry, and Mike (come/comes) \_\_\_\_\_ to see me at our new house. Mom, Dad, and I (unpack/unpacks) \_\_\_\_\_ a few more boxes every day. Slowly but surely, it (feel/feels) \_\_\_\_\_ like home to us.

There (is/are) \_\_\_\_\_ three extra bedrooms upstairs, so there (is/are) \_\_\_\_\_ plenty of room for everyone to stay. The neighborhood (has/have) \_\_\_\_\_ a community center where there (is/are) \_\_\_\_\_ tennis courts, a pool, and a basketball court. Our house (sit/sits) \_\_\_\_\_ on the top of a hill, and the people next door (has/have) \_\_\_\_\_ a pony. Rusty, the pony, or their dog (come/comes) \_\_\_\_\_ to the fence every day when I am out riding my bike. Everyone around here (seem/seems) \_\_\_\_\_ really nice.

The school (look/looks) \_\_\_\_\_ pretty neat. On Monday I (start/starts) \_\_\_\_\_ classes there. Mom and Dad (like/likes) \_\_\_\_\_ my new teacher, and I (think/thinks) \_\_\_\_\_ he will be pretty cool. He (drive/drives) \_\_\_\_\_ a pink convertible, and he (wear/wears) \_\_\_\_\_ cowboy boots. Well, Bink and I (need/needs) \_\_\_\_\_ to go for a walk. I hope you will (send/sends) \_\_\_\_\_ me a letter soon, and (let/lets) \_\_\_\_\_ me know when you can visit.

See you soon,

Lolly

**B.** Mark is sending a short note to Lolly. What will he write? Write his response below. Make sure the subject and verb agree in each sentence.

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## Study Skills: Print Resources

Find the name of the print resources (listed in the box below) in the word search. Then match these resources with the definitions given below. Write your answers.

|              |         |            |             |
|--------------|---------|------------|-------------|
| encyclopedia | almanac | dictionary | how-to book |
| thesaurus    | manual  |            |             |

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

1. a set of books containing articles on many topics \_\_\_\_\_
2. a book that lists synonyms and antonyms \_\_\_\_\_
3. a book that explains steps in a process \_\_\_\_\_
4. a book that gives lists of facts and figures and information on recent events  
\_\_\_\_\_
5. a book that gives information, such as meaning, pronunciation, and word history of many words \_\_\_\_\_

**At Home:** Write a paragraph describing how you can use three different print resources to solve problems.

**McGraw-Hill Language Arts  
Grade 6, Unit 3, Study Skills,  
pages 200–201**

**Vocabulary: Prefixes and Suffixes**

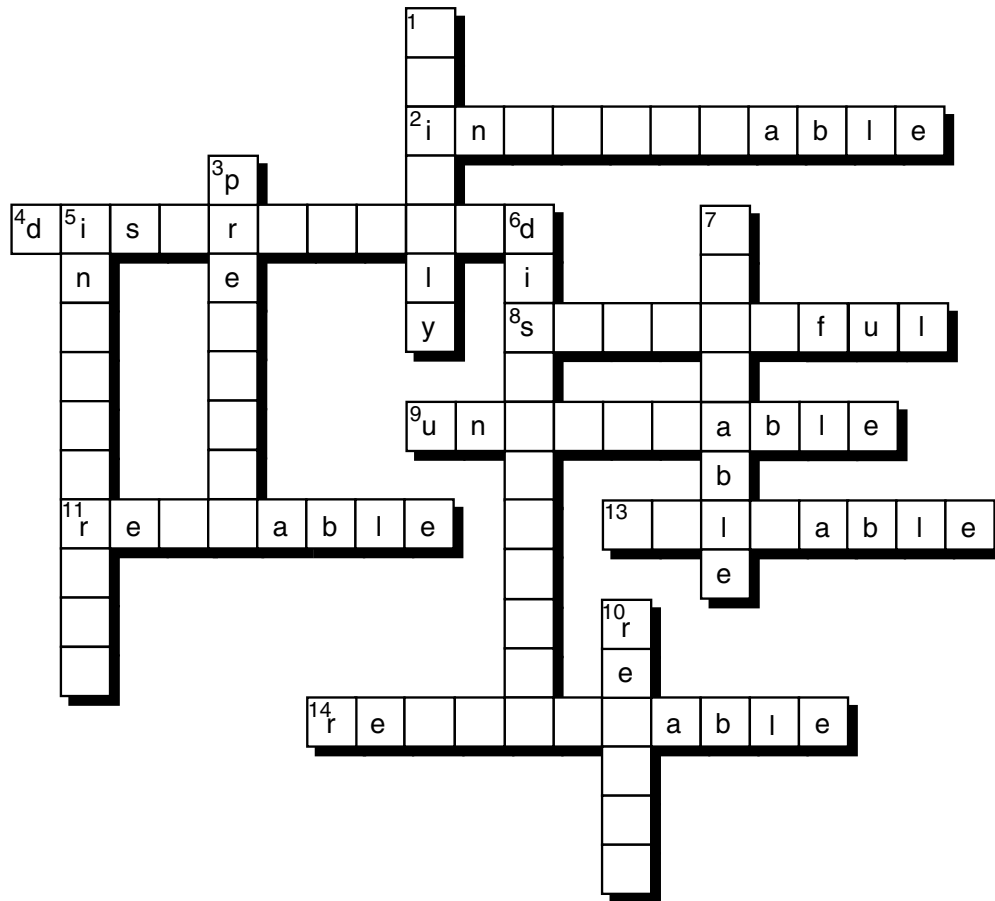
Complete this crossword puzzle. The prefixes and suffixes are already written to help you solve the puzzle.

**Across**

- 2. unavoidable
- 4. to be lost or confused
- 8. unhappy
- 9. what the *Titanic* was not
- 11. able to use repeatedly
- 13. of worth or importance
- 14. unfortunate

**Down**

- 1. together, as a team
- 3. movie clips advertising upcoming attractions
- 5. incorrect
- 6. to take apart
- 7. likely to occur
- 10. reexamine



McGraw-Hill School Division



## Composition: Organization

Imagine that you have won the Science Whiz Student of the Month Award at your school for a science fair exhibit on geology and rocks. You are being given a written interview that will appear in the next edition of your school newspaper.

Below you will find the reporter's questions. Write your answers. Use spatial descriptions, time-order words, and cause-and-effect words to make your answers clear and understandable. Also, use what you know on the topic of rocks along with your imagination to answer each question.



1. **Question:** Your science fair exhibit on rocks was a complete success. When did you first become interested in rocks?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

2. **Question:** Please describe some items you had on display in your science fair exhibit on rocks.

**Answer:** \_\_\_\_\_

\_\_\_\_\_

3. **Question:** Why do you feel it is important for students to learn about rocks?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

4. **Question:** Where can we look for some interesting rocks?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

5. **Question:** What causes the shine and sparkle sometimes found in rocks?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

**At Home:** Write the question you would like answered through a science experiment. Then write steps to follow in the experiment. Use time-order words, spatial descriptions, and cause-and-effect words.

McGraw-Hill Language Arts  
Grade 6, Unit 3, Composition Skills,  
pages 204–205

## Adjectives

Swee Leng's sixth-grade class is playing a "Build a Sentence" game. Play along with Swee Leng by following the directions.

Unscramble each underlined word to make a noun that names something about water. Choose an adjective from the box that rhymes with the noun. Then write a sentence that includes both the noun and the adjective.

|             |              |                 |             |             |              |             |             |             |
|-------------|--------------|-----------------|-------------|-------------|--------------|-------------|-------------|-------------|
| <b>fake</b> | <b>alive</b> | <b>terrific</b> | <b>slow</b> | <b>gray</b> | <b>plain</b> | <b>pale</b> | <b>pink</b> | <b>nice</b> |
|-------------|--------------|-----------------|-------------|-------------|--------------|-------------|-------------|-------------|

1. ediv noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

2. owns noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

3. ailh noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

4. knidr noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

5. akle noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

6. cie noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

7. iarn noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

8. yab noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

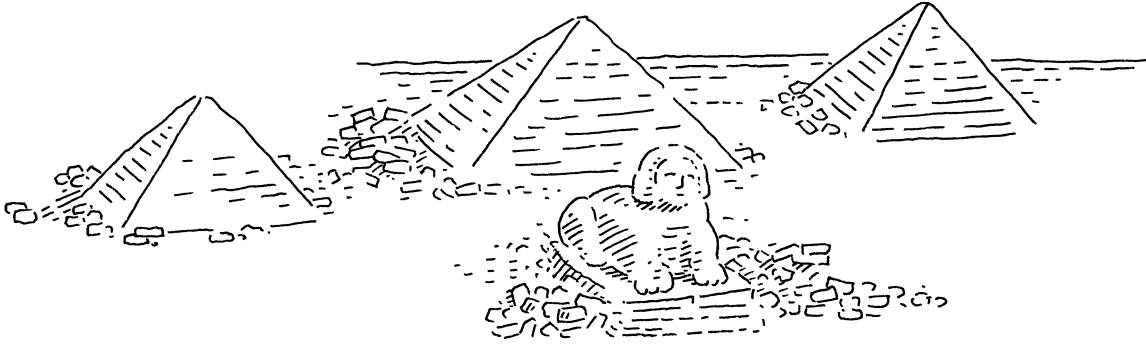
sentence: \_\_\_\_\_

9. cifpaic noun \_\_\_\_\_ rhyming adjective \_\_\_\_\_

sentence: \_\_\_\_\_

**Articles: *a, an, the***

Alex and his family came back from a trip to Egypt. Alex decided to write an article about his experience for a school literary magazine. Help him choose the correct articles. Write *a, an, or the* in each blank.



Egypt is \_\_\_\_\_ wonderful country, and it is the site of \_\_\_\_\_ ancient civilization. \_\_\_\_\_ amazing sight in Egypt is \_\_\_\_\_ Nile River. It stretches for more than 4,160 miles through \_\_\_\_\_ African continent. That makes \_\_\_\_\_ Nile \_\_\_\_\_ world's longest river. Did you know that \_\_\_\_\_ river can flow from south to north? That's what \_\_\_\_\_ Nile does, ending up at \_\_\_\_\_ Mediterranean Sea. My family and I enjoyed \_\_\_\_\_ wonderful boat ride on \_\_\_\_\_ river.

Besides this great river, my family and I visited \_\_\_\_\_ pyramid outside of \_\_\_\_\_ capital city of Cairo. The pyramid was built by Cheops, \_\_\_\_\_ pharaoh of ancient Egypt. It is \_\_\_\_\_ awesome sight to see pyramids rise from Gizah, \_\_\_\_\_ desert area outside of Cairo.

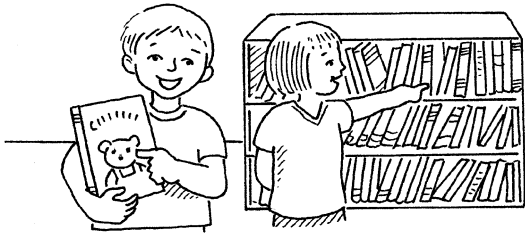
To me, though, the most interesting thing I saw was \_\_\_\_\_ Sphinx. The Sphinx is \_\_\_\_\_ large statue of stone that looks part lion and part human.

**At Home:** Write about why you think rivers are important for people.

McGraw-Hill Language Arts  
Grade 6, Unit 4, Adjectives,  
pages 258–259

## Demonstrative Adjectives

You and a partner are going to help younger students learn how to use a library. You will explain a library skill and demonstrate it for them. Each picture shows a library demonstration that you and your partner will perform. Write sentences that tell about the demonstration. In your sentences, use the demonstrative adjectives in parentheses.



1. (This) \_\_\_\_\_

\_\_\_\_\_

2. (That) \_\_\_\_\_

\_\_\_\_\_

3. (Those) \_\_\_\_\_

\_\_\_\_\_



7. (This) \_\_\_\_\_

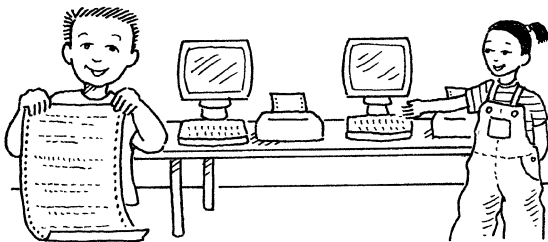
\_\_\_\_\_

8. (That) \_\_\_\_\_

\_\_\_\_\_

9. (Those) \_\_\_\_\_

\_\_\_\_\_



4. (These) \_\_\_\_\_

\_\_\_\_\_

5. (This) \_\_\_\_\_

\_\_\_\_\_

6. (These) \_\_\_\_\_

\_\_\_\_\_



10. (This) \_\_\_\_\_

\_\_\_\_\_

11. (These) \_\_\_\_\_

\_\_\_\_\_

12. (Those) \_\_\_\_\_

\_\_\_\_\_

## Mechanics and Usage: Proper Adjectives

Hakeem and Rika have made an art scrapbook project. It shows pictures of favorite works of art from around the world.

**A.** Complete the captions for their scrapbook. Write proper adjectives formed from the words in parentheses. Make sure to use capital letters.

1. Many \_\_\_\_\_ paintings are made on scrolls of pure silk. (China)
2. The name of this ancient \_\_\_\_\_ statue is *Winged Victory*. (Greece)
3. *Mona Lisa*, the most viewed painting in the world, was made by the \_\_\_\_\_ artist, Leonardo da Vinci. (Italy)
4. Both *Winged Victory* and *Mona Lisa* may be viewed in the *Louvre*, a \_\_\_\_\_ museum. (France)
5. The \_\_\_\_\_ city of Benin is home to great art treasures made from iron, bronze, and carved ivory. (Africa)
6. The \_\_\_\_\_ painter Pablo Picasso spent most of his adult life in the country of France. (Spain)
7. Portraits of \_\_\_\_\_ ladies and noblemen were painted by Sir Joshua Reynolds in the 1700s. (England)
8. Jasper Johns is a twentieth-century \_\_\_\_\_ painter who painted images of the flag. (America)
9. Diego Rivera, a \_\_\_\_\_ painter, especially enjoyed painting large murals for buildings. (Mexico)
10. This hand-carved totem pole was made by a Native \_\_\_\_\_.  
(Alaska)

**B.** Now help Hakeem and Rika add to their art scrapbook. Write three captions about artists or artworks you have seen or read about, or use your imagination. Use proper adjectives in your captions.

11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_  
 \_\_\_\_\_

**At Home:** Write about your favorite piece of artwork. What about it captures your attention?

McGraw-Hill Language Arts  
 Grade 6, Unit 4, Adjectives,  
 pages 262–263

**Mixed Review**

Make word “sandwiches” by choosing an article or demonstrative adjective from Box 1, another adjective from Box 2, and a noun from Box 3 to complete each sentence. You may use a word more than once, or not at all.

**Box 1**

a  
an  
the  
this  
that  
these  
those

**Box 2**

|             |                   |
|-------------|-------------------|
| British     | levelheaded       |
| careful     | long-ago          |
| crown       | lost              |
| current     | mixed             |
| fair        | ordinary          |
| former      | proper            |
| future      | romantic          |
| horrible    | royal             |
| independent | twentieth-century |

**Box 3**

|            |          |
|------------|----------|
| appearance | heir     |
| blessing   | monarchs |
| colonies   | nation   |
| elegance   | nations  |
| family     | people   |
| group      | queen    |
| idea       | rulers   |
| jewels     | share    |
| king       | thing    |

1. \_\_\_\_\_ of Britain is troubled.
2. \_\_\_\_\_ are both similar to and different from their forebears.
3. \_\_\_\_\_ knows she can't control her children's lives like monarchs of old.
4. \_\_\_\_\_ will probably have even different views.
5. \_\_\_\_\_ had strict standards.
6. \_\_\_\_\_ to do was the only thing to do publicly.
7. \_\_\_\_\_ gave up his throne for the woman he loved.
8. \_\_\_\_\_ was more than just romantic.
9. \_\_\_\_\_ expected him to do “the proper thing.”

## Comparative and Superlative Adjectives

Complete the word puzzle with the comparative or superlative form of each adjective in parentheses. When you are done, the letters in the shaded row will tell you what some of the words in the puzzle are.

1. A large state that is still \_\_\_\_\_ (small) than Texas is California.
2. The Rocky Mountains are \_\_\_\_\_ (young) than the Catskill Mountains.
3. Is it \_\_\_\_\_ (cheap) to fly from coast to coast or to ride on a train?
4. The farm fields in the Midwest look \_\_\_\_\_ (trim) than wild fields.
5. Those apples are the \_\_\_\_\_ (ripe) I have ever eaten.
6. Which state has \_\_\_\_\_ (cold) temperatures, Alaska or North Dakota?
7. By far, Alaska is the \_\_\_\_\_ (large) of all the states.
8. The Southwest is the \_\_\_\_\_ (dry) region in the entire United States.
9. The \_\_\_\_\_ (high) mountain in the United States is Mt. McKinley.
10. People disagree about which is the \_\_\_\_\_ (lovely) of all regions in the country.
11. The \_\_\_\_\_ (long) river in the U.S.A. is the the Mississippi River.
12. The \_\_\_\_\_ (close) state to England is Maine.

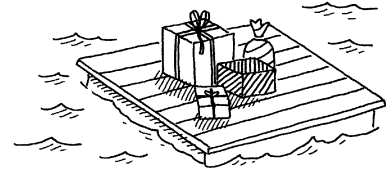
|   |    |    |    |   |   |   |  |  |  |  |  |  |
|---|----|----|----|---|---|---|--|--|--|--|--|--|
|   |    |    |    | 1 |   |   |  |  |  |  |  |  |
|   |    |    | 2  |   |   |   |  |  |  |  |  |  |
|   | 3  |    |    |   |   |   |  |  |  |  |  |  |
| 4 |    |    |    |   |   |   |  |  |  |  | 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

**At Home:** Think of another superlative or comparative form that could have been used for one of the clues in this puzzle. Then write a clue sentence for it.

## Comparing with *More* and *Most*

Paula Schrood has written to her brother Amos. In her haste, Paula has made some errors in the comparative and superlative forms of some adjectives.

- A. Fix Paula's letter by drawing a line through each incorrect adjective form and writing the correct form above it, if required.



Dear Amos,

So far, my stay with Grandpa on his farm has been most fascinating than last summer. He is building the more amazing raft to put in the middle of the pond. It's even most unusual than the project he completed for us last summer. I think you will find your birthday is even more excitinger when you get a chance to swim out to this raft. It is more colorful and most interesting than any raft you have been on before. You will especially like the compartment beneath the wood planks. Grandpa says our belongings are more safer in this dry space. Grandpa and my older friends had a race to see who was the most quickest to swim to the middle of the pond. Of course he was the most successfulest.

Grandpa says that tomorrow he will be the more satisfied person on the farm because his raft will be finished. Before he tows it to the middle of the pond, I have a more mysteriouser chore to complete. It has something to do with the compartment. By the time you reach it, it will be the more suprisinger part of the raft, by far. The mystery this raft presents cannot be solved until you arrive.

See you next week.

Your sister,

Paula

- B. What do you think the mystery of the raft is? Write your ideas using adjectives with *more* or *most*.

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## Comparing with *Good* and *Bad*

If you believe in a cause, you might serve it well by creating bumper stickers for it. Here are ideas for bumper stickers that Vicki and William created.

Vicki and William need your help to check for mistakes with comparisons. Rewrite each bumper sticker message with the correct use of comparisons.

1. "A *gooder* hiker helps Mother Nature stay clean!"

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2. "The most good whales are live whales. Help save them!"

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3. "The *worser* planet is one with too much trash. Think about what you throw out."

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4. "Aluminum isn't *worster* if it's put to use. Recycle now!"

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5. "What's *badder*: a poor team or no place to play ball? Support a new town park!"

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**At Home:** Write a bumper sticker message that uses irregular adjectives *good*, *bad*, or *worst*. Use one of the causes above or another cause you care about.

## Combining Sentences: Adjectives

The Li family enjoys camping trips every summer. Eleven-year-old Nancy Li keeps the family camping journal. Her brother, Donny, is the family photographer. Together, Nancy and Donny are creating a photographic essay about their family camping trips.

Help Nancy revise her journal notes by combining sentences. Use conjunctions and/or commas in your revisions. Write your revised sentences on the lines.

1. The stream has fresh water.  
The stream is very cold.

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4. On a camping trip, use clean water.  
Use only safe water on a camping trip.

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2. These are snow-capped mountains.  
Do you think these mountains are beautiful?

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5. Once we camped on a magnificent beach.  
The beach was absolutely sparkling.

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3. Camping near the mountains feels relaxing.  
It feels pleasurable to camp near the mountains.

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6. I hope to camp in a desert soon.  
The desert is a fascinating place.

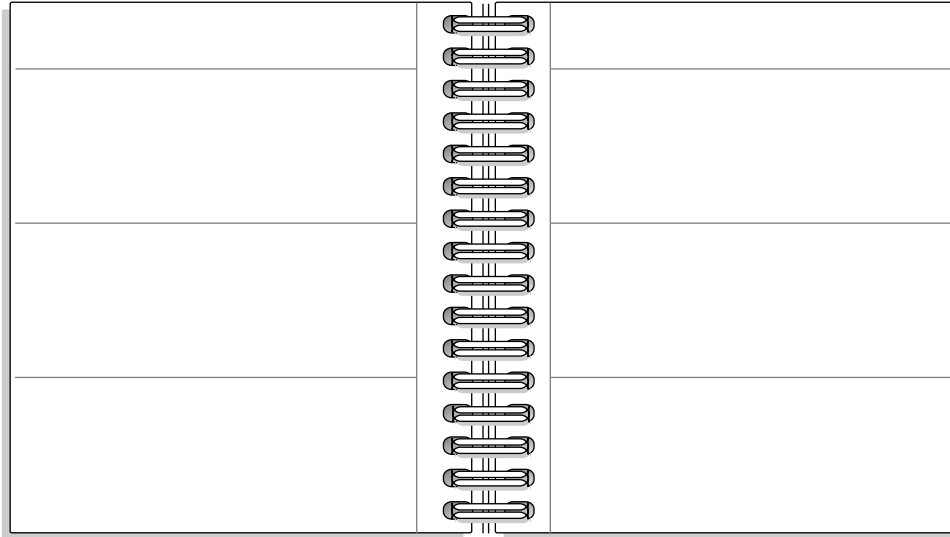
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## Mechanics and Usage: Abbreviations

Help Lisa design a two-page appointment calendar for her father. Follow the directions below.



1. The top line on each page shows the month and the date. On the left page, the month and date is September 30. On the right page, the month and date is October 1. Write the months on the top lines, using abbreviations.
2. Now, look at her father's notes. Rewrite them, with abbreviations, in the boxes on the correct page.

September 30:

- ▶ Pick up computer at store on Main Street by 10 ante meridian.
- ▶ Listen to Lisa's report on Texas and Louisiana at noon.
- ▶ See Doctor Marvel at 3 post meridian.

October 1:

- ▶ Set up meeting with Senator Brown for this Wednesday.
- ▶ Dinner with Mister Ohashi at 8 post meridian.
- ▶ Watch Governor Black's speech on television at 10 post meridian.

**At Home:** When do you use abbreviations? Write two abbreviations you use and explain when you use each of them.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 4, Adjectives,**  
**pages 274–275**

**Mixed Review**

Complete each sentence with an adjective from the box. Then rewrite each sentence with an *and* or a comma and an additional adjective of your choice to give the sentence added meaning.

|                 |       |             |         |
|-----------------|-------|-------------|---------|
| coldest         | drier | fascinating | highest |
| least inhabited | most  | rainiest    | widest  |

1. The \_\_\_\_\_ variety of habitats can probably be found in Asia.

\_\_\_\_\_

2. There you find some of the \_\_\_\_\_ and hottest places on Earth.

\_\_\_\_\_

\_\_\_\_\_

3. There are hardly any \_\_\_\_\_ deserts.

\_\_\_\_\_

4. Asia has some of the \_\_\_\_\_ spots on Earth, too.

\_\_\_\_\_

5. The countries with the \_\_\_\_\_ people can be found in Asia.

\_\_\_\_\_

\_\_\_\_\_

6. Some of the \_\_\_\_\_ areas of the world are mountainous.

\_\_\_\_\_

\_\_\_\_\_

7. Asia has the \_\_\_\_\_ place on Earth—Mt. Everest.

\_\_\_\_\_

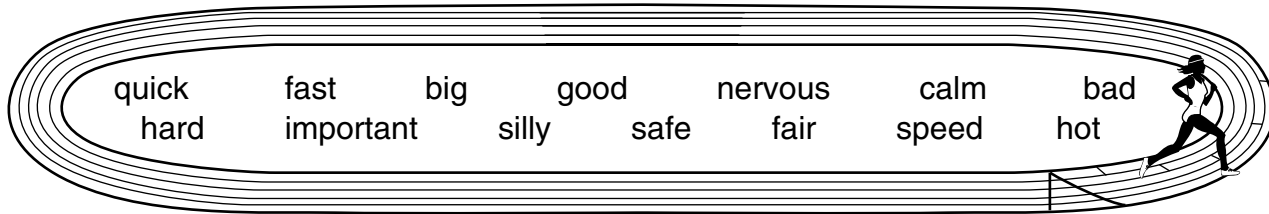
8. I'm sure as you travel through Asia, you will find it more \_\_\_\_\_ than any other continent.

\_\_\_\_\_

\_\_\_\_\_

## Common Errors: Adjectives

Read the paragraphs below. Complete each sentence by choosing an adjective from inside the track, and then deciding on its correct form to show comparison.



Len is the \_\_\_\_\_ runner on our track team. He is even \_\_\_\_\_ than Flash, who has the world's \_\_\_\_\_ feet! Our \_\_\_\_\_ meet of the season is with the East Side Track Club. I am \_\_\_\_\_ about Len's race than my own! But Len is \_\_\_\_\_ than anyone.

"What is the \_\_\_\_\_ thing that can happen?" he asked. "I am going to run my \_\_\_\_\_ race, and I am going to try to win. If I don't, I'll just have to try \_\_\_\_\_ next time. Winning is not the \_\_\_\_\_ thing."

"That is the \_\_\_\_\_ thing I have ever heard," said Harriet. "What is \_\_\_\_\_ than winning?"

"Getting hurt would be \_\_\_\_\_ than losing, wouldn't it?" said Flash. "So running the \_\_\_\_\_, \_\_\_\_\_ race possible is a \_\_\_\_\_ deal than winning."

"Well, you boys put on those after-burners and run the \_\_\_\_\_ race you can without getting hurt," said Harriet. "This is our \_\_\_\_\_ chance to go to the state tournament, and we have the \_\_\_\_\_ team in the history of this club."

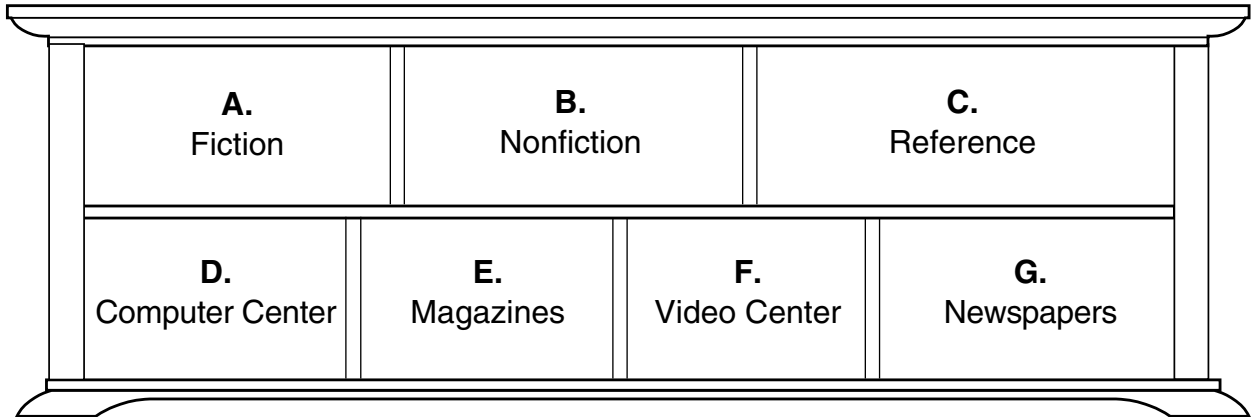
"When you put it that way, I guess we will have to run \_\_\_\_\_ than anyone can believe," I said.

**At Home:** What is your favorite sport? Write about an exciting sporting event. Use comparative adjectives to describe the action.

McGraw-Hill Language Arts  
Grade 6, Unit 4, Adjectives,  
pages 278–279

## Study Skills: Library, Media Center, and Card Catalog

Pretend you volunteer in the library media center. The materials listed below need to be put back in their right place. Write the letter of the section where each one belongs on the line.



1. *The New York Times* \_\_\_\_\_
2. *The Readers Guide to Periodical Literature* \_\_\_\_\_
3. *Sports Illustrated* \_\_\_\_\_
4. *Titanic*, the movie \_\_\_\_\_
5. *Rand-McNally Road Atlas* \_\_\_\_\_
6. the novel, *My Side of the Mountain*, by Jean C. George \_\_\_\_\_
7. *The World Almanac for Kids 2000* \_\_\_\_\_
8. the novel, *Arly's Run* by Robert Newton Peck \_\_\_\_\_
9. *The World Book Encyclopedia*, Vol. 3 \_\_\_\_\_
10. the novel, *Anastasia On Her Own*, by Lois Lowry \_\_\_\_\_
11. *Discovering Earthquakes* by Nancy Field \_\_\_\_\_
12. *Caves and Caverns* by Gail and Dave Gibbons \_\_\_\_\_
13. *E.T.*, the movie \_\_\_\_\_
14. Encyclopedia on CD-Rom \_\_\_\_\_
15. *The Miami Herald* \_\_\_\_\_

**Vocabulary: Synonyms and Antonyms**

Use the clues below to find synonyms and antonyms in the puzzle. Circle the words across and down. Then write the words in the correct columns.

l p a q x m e p r s l m t r n f l b d s u z  
 d o t r e a s u r e m r x a c e r e m o n y  
 a i x r d f d l o n p s q n p a i n t e d l  
 r m p l q t i n y q r t w s o n b o r s e n  
 k n p f x e b l a n w c l a d c q b l n r e  
 f q h i e r o g l y p h i c s i x n l g g n  
 t r a s f l q h d l w a f k s e c r e t r t  
 t s r p s i b l n t o m b e x n n b i n o o  
 r n a x i f e w p n l b b d r t x o l m u u  
 d e o d x e f l b p n e x c a v a t i o n q  
 o w h r q f d s f r a r i d l m e c r u d e

**Synonyms**

**Antonyms**

- 1. king \_\_\_\_\_
- 2. grave \_\_\_\_\_
- 3. humid \_\_\_\_\_
- 4. riches \_\_\_\_\_
- 5. aboveground \_\_\_\_\_
- 6. light \_\_\_\_\_
- 7. a dig \_\_\_\_\_
- 8. modern \_\_\_\_\_
- 9. writing \_\_\_\_\_
- 10. common \_\_\_\_\_
- 11. many \_\_\_\_\_
- 12. room \_\_\_\_\_

**At Home:** Look for these words in the puzzle: *ceremony*, *secret*, and *ransacked*. Then write their synonyms.

## Composition: Writing Descriptions

Every month of the year is different. A particular month may have special events, holidays, the beginning or end of a favorite season, or a favorite kind of weather.

Do you like your birthday month? Do you like the warmest month, the coolest one, or the month with moderate temperatures? Do you look forward to certain months because of favorite holidays or cultural events?

**A.** Write six sentences with sensory details to describe things about one or more of your favorite months.

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

**B.** Now expand some of the details from Part A into a paragraph that describes your favorite month. Add sensory details and descriptions that create a vivid picture with lively writing. Remember to organize your writing with spatial order or with cause-and-effect words so that your ideas are clear and understandable to a reader.

| <b>My Favorite Month of the Year</b> |
|--------------------------------------|
|                                      |
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|                                      |



## Personal Pronouns: Singular and Plural

Gina wrote postcards home to her family from summer camp. In her haste to complete each postcard and mail it, she sometimes used pronouns incorrectly. Correct the postcards. Cross out an incorrect pronoun and write the correct pronoun above it.

Dear Everyone,

The girls in my cabin will go sailing today. She will split up into two groups of three, and each group of we will sail in a small boat called a dinghy. The dinghy my group will sail is bright blue, and he has a small white sail.

Sheita, Carla, and Shelley will sail in the red dinghy. Them has a white sail, too.

Hello to Lulu and Paws. it are my two favorite cats.

Love,

Gina

Dear Everyone,

How do you think my group did in the blue dinghy yesterday? Well, she made it across the lake just as quickly as the dinghy of Sheita, Carla, and Shelley. The three of they in their red dinghy didn't believe it!

Last night was campfire night. Amanda sang, and Ralph, from the boy's camp, played guitar. She is a good guitar player, and he is a great singer. The campfire was great. They was probably my favorite evening activity all summer long.

I miss everyone.

Love,

Gina

## Pronouns and Referents

**A.** These posters were displayed around town. Circle each pronoun and its referent or antecedent. Then write the words on the appropriate lines.

All stories, poems, and essays wanted for new school literary magazine. They will be judged by a panel of students.

Kim Nguyen lights up the screen. See her now in the new movie *Point to the Future*. It is a thriller!

1. Pronoun(s): \_\_\_\_\_

5. Pronoun(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Antecedent(s): \_\_\_\_\_

6. Antecedent(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is Bow-Wow, the family dog, missing? With the help of Dog-Be-Gone-No-More, Inc., it may be found sooner rather than later. Try us now!

We, the city councilors, ask citizens to join us in a pep rally. It will be held on the steps of city hall in honor of the championship city soccer team.

3. Pronoun(s): \_\_\_\_\_

7. Pronoun(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Antecedent(s): \_\_\_\_\_

8. Antecedent(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B.** Write an antecedent for each pronoun.

9. \_\_\_\_\_ her

11. \_\_\_\_\_ them

10. \_\_\_\_\_ him

12. \_\_\_\_\_ its

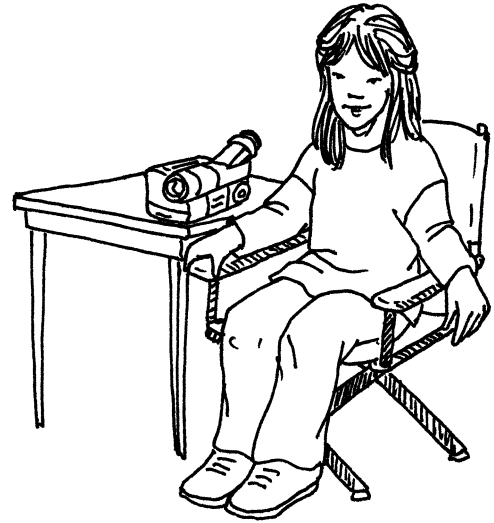
**At Home:** Write about a local event in your town or neighborhood. Use pronouns and antecedents.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 5, Pronouns,**  
**pages 338–339**

## Subject and Object Pronouns

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Nori is directing a video in which some of her classmates will perform. She wrote some notes in a director's notebook to share with the actors.



- A.** Check the pronouns in Nori's notes. If you see a mistake, cross it out and write the correct pronoun above or below it.
1. Ray and Maggie will appear in scene one. Ray and her should appear worried.
  2. Maggie should turn to Ray. She should tell he that Fuzzy the cat is missing.
  3. Ray will begin to look around the haunted house for Fuzzy. It will surprise he by jumping out from under a chair.
  4. Ray and Maggie will breathe a sigh of relief. For they, a big problem is now solved.
  5. Then, three kittens will creep out from under the chair. Them will delight Ray and Maggie.
  6. Ray will smile, but some music begins in the background. The music will not be heard by he. It will only be heard by the audience.
  7. As the director, me will give the actors a cue after the music begins.
  8. A large piece of paper will sit beside I when the cue is made.
  9. The assistant director, Tanille, will crinkle the paper when she receives the cue from I.
  10. Maggie and Ray will hear the sound and think them is thunder. The sound will scare they and Fuzzy the cat.
  11. Maggie and Ray should pick up the kittens and Fuzzy. All of they want to leave the haunted house before something scary happens. Maggie hopes Ray and her can get home safely.
- B.** On another sheet of paper, write the next two steps in Nori's notes. Use subject and object pronouns correctly.

## Combining Sentences: Subject and Object Pronouns

Harry and Sachi along with their science teacher, Mr. Leski, want to write memos about the upcoming school science fair. They each have written some notes about what they want to say to students and to teachers.

Help them write their memos by combining sentences. Use subject and object pronouns. Write each shortened message on one of the memo forms.

### Notes by Harry and Sachi to Students

In class 6B, Arnie and Sherita have created booths for the science fair.  
 In class 6B, we have created a booth for the science fair.  
 Mr. Leski, a science teacher, helped Arnie and Sherita.  
 Mr. Leski, a science teacher, helped us.  
 See incredible science demonstrations by Arnie and Sherita at the fair.  
 See incredible science demonstrations by us at the fair.

### Memo from Harry and Sachi to Students

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### Notes from Mr. Leski to Teachers

The students of class 6B are proud of the science fair effort.  
 I am proud of the science fair effort.  
 Fascinating facts about physics are presented by the sixth graders.  
 Fascinating facts about physics are presented by me.  
 They will please you with unusual demonstrations about waves of energy.  
 I will please you with unusual demonstrations about waves of energy.

### Memo From Mr. Leski to Teachers

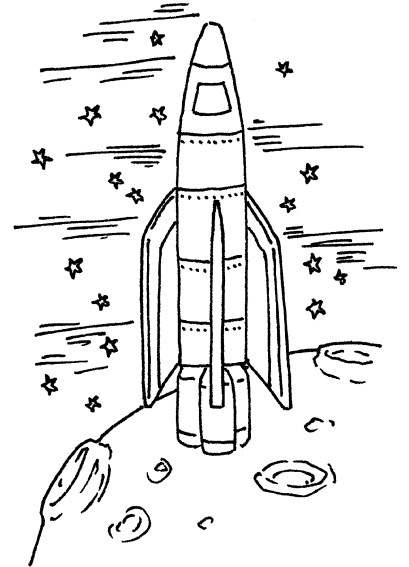
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**At Home:** Write an additional sentence for each of the two memos using a compound subject or object with pronouns.

### Mechanics and Usage: Punctuation in Dialogue

Shandon wrote a story about a crew of astronauts. Here is the first draft of a scene that takes place when the characters land on the moon. In order to get all of his ideas down, Shandon left out quotation marks and other punctuation marks related to writing dialogue. Act as Shandon’s editor, and rewrite the dialogue correctly.

Commander Codey warned, do not open the hatch until all systems have been checked. Wanda, the only crew member who had been to the moon before said Listen to Commander Codey, crew, one mistake and we’ll not be able to return home. The moon is incredible! James, the youngest of the crew, exclaimed. All systems are— Wanda interrupted her announcement with a smile, ready for shut off. James slowly turned the latch until it opened. He looked outside, then back at the crew. Here’s another small step for earthlings and another giant step for humankind he said in imitation of Neil Armstrong, the first astronaut to walk on the moon in 1969.



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## Indefinite Pronouns

Charles likes to read a newspaper column called “Exercise Solutions.” In one column, readers wrote in questions for fitness experts to answer. Charles tried to guess the answers before he read the experts’ answers.

**A.** Read each question and guess the answer. Then use your best judgment to complete an expert’s answer. The word that begins each answer is an indefinite pronoun used as the subject of the sentence.

1. For how many miles must marathon runners run to complete a marathon race?

Everyone \_\_\_\_\_

2. On average, how many miles a week do people run when they prepare for a marathon?

Most \_\_\_\_\_

3. Do many kids between ages ten and twelve train to run in marathon races?

Few \_\_\_\_\_

4. Do experts agree on whether an exercise routine is good for every age group?

All \_\_\_\_\_

5. Does the book *Exercise Now!* include information about exercise and sports?

Everything \_\_\_\_\_

6. Who gets stronger from exercise?

Anyone \_\_\_\_\_

**B.** Survey classmates to find out what kind of exercise they enjoy most or least. On a separate sheet of paper, write two statements that summarize your survey. Use an indefinite pronoun as the subject of each statement.



## Pronoun-Verb Agreement

Mira likes to read blurbs—sentences about a book or its author—printed on the jacket of books. She decided to write blurbs for some favorite stories and reports that classmates had written.

Check the blurb for each story or report. Make sure the verbs agree with their subjects. Cross out each incorrect verb and write the correct verb above it.

1. "How Donna Learned to Dance" by Mimi Tapps  
"It make you want to dance!"

2. "A Long Way Along the Mighty Mississippi" by Corey Waters  
"He includes fantastic fast facts about this great river."

3. "Dark Clouds" by Dina Klowzie  
"They shines in this story, too."

4. "How Many Miles in Space?" by Todd Martinez and Abdul Tomas  
"Both brings their love of astronomy to this interesting report."

5. "Tony and Talia's Surprising Vacation" by Andy Tan  
"They has a wild and crazy July!"

6. "Countries of Africa" by Leslie Smith  
"Several is so interesting, you'll want to travel to Africa immediately!"

7. "Do You Like Me, Mrs. Wong?" by Tina Chung  
"We likes you, for sure!"

8. "Everybody Is Somebody in History" by Akiko Oyama  
"Everyone learns about the past from these unusual biographies."

9. "Tia Takes a Holiday" by Tia Dominguez  
"Few want to take a break from this hilarious story!"

**At Home:** Write a different blurb for one of the stories or reports. Use a pronoun as the subject of the blurb.

McGraw-Hill Language Arts  
Grade 6, Unit 5, Pronouns,  
pages 350–351

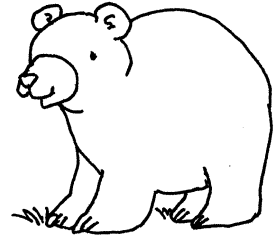


## Possessive Pronouns

**A.** Complete the rhymes. Choose the correct pronoun in parentheses and write it on the line.

1. All who work the rodeo need spurs,  
And every cowgirl on a horse has \_\_\_\_\_. (her/hers)

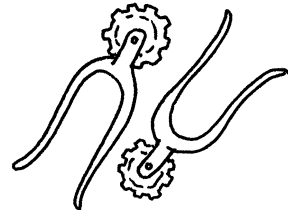
2. If in the woods you hear a roar of mighty bears,  
Don't try to keep from them the honey that  
is truly \_\_\_\_\_. (their/theirs)



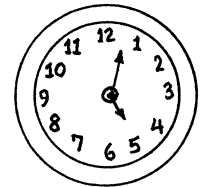
3. Are you the one who made the kitten cry, cry, cry?  
To you who are not nice I must say \_\_\_\_\_.  
(my, my, my/mine, mine, mine)  
\_\_\_\_\_ goodness!  
(My, my, my/Mine, mine, mine)



4. If you do not know an answer, please do not have a fit,  
For if you think twice, and hard, you might  
discover \_\_\_\_\_. (it/its)  
And when you do, please consider this rhyme  
of \_\_\_\_\_ (our/ours)  
More fun than feeling frustrated for so many, many hours.



5. Long, long ago before \_\_\_\_\_ (your/yours) time,  
A distant cousin of \_\_\_\_\_ (your/yours) did rhyme.  
She smiled at the perfect sounds \_\_\_\_\_  
(her/hers) mind did make,  
Those rhymes of \_\_\_\_\_ (her/hers) were as  
sweet as icing on cake.



**B.** Use your rhyming skills. Write your own rhyming pairs of lines.

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**Mechanics and Usage: Pronoun-Verb Contractions**

Jamie is making signs for a class grammar marathon. He wants each sign to be as short as possible. So he decides to check the signs for words he can combine into contractions.

Check the signs for Jamie. Shorten signs with contractions. If a sign has an incorrect pronoun or contraction, rewrite it correctly on the sign. If the sign is correct and as short as it can possibly be, place a check (✓) on the sign.

1.

You are headed  
toward nouns!

5.

You're time for subject-verb  
agreement is now.

2.

We would love to welcome  
you to adjective lane.

6.

He would be glad to help  
you with adverbs.

3.

Its time for action verbs!

7.

I am the conjunctions guide.

4.

Prepositions: their around  
the corner.

8.

The Word Twins: their confusing  
favorite word pairs are here.

**At Home:** What is the most difficult part of grammar for you? Write about it and read your writing to a family member.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 5, Pronouns,**  
**pages 354–355**

**Mixed Review**

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Circle the indefinite pronouns in each sentence. Then, rewrite each sentence by changing the indefinite pronoun to, at minimum, an adjective and a noun.

**Example:**

*Few caught any fish today.*

Not many anglers on this stream caught any fish today.

1. More have come today than on other days.

\_\_\_\_\_

2. Can I get anybody anything?

\_\_\_\_\_

3. Few answer the phone so late.

\_\_\_\_\_

4. Everything is beautiful.

\_\_\_\_\_

5. Less is more.

\_\_\_\_\_

6. The room was full of china, glassware, and such.

\_\_\_\_\_

7. None have taken the bait.

\_\_\_\_\_

8. Nothing will be the same now.

\_\_\_\_\_

9. I speak with malice toward none and charity for all .

\_\_\_\_\_

10. Anyone can whistle.

\_\_\_\_\_



**Common Errors: Pronouns**

**A.** Choose pronouns to complete the book review below. Then categorize the pronouns by listing them under the appropriate headings in the chart.

\_\_\_\_\_ think you will enjoy Jack Gantos’s book called *Heads or Tails*. \_\_\_\_\_ is the story of \_\_\_\_\_ experiences in sixth grade. Some of \_\_\_\_\_ are funny, and \_\_\_\_\_ tells some good stories about \_\_\_\_\_ elementary school, \_\_\_\_\_ family, and \_\_\_\_\_ pets. \_\_\_\_\_ is interesting to see how \_\_\_\_\_ copes in difficult situations. \_\_\_\_\_ liked the book because Mr. Gantos has a lot in common with \_\_\_\_\_ and \_\_\_\_\_ friends. The author’s stories about \_\_\_\_\_ relationship with \_\_\_\_\_ little brother are especially good, and if \_\_\_\_\_ have a younger brother or sister, \_\_\_\_\_ will really appreciate \_\_\_\_\_. \_\_\_\_\_ would recommend this book to everyone in \_\_\_\_\_ class who likes to read books about kids \_\_\_\_\_ age. \_\_\_\_\_ can check the book out at the library.

**Subject Pronouns**

**Object or Possessive Pronouns**

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**B.** Think of your favorite book character. On a separate sheet of paper, write a first-person account from the character’s point-of-view about a relationship with a family member.

**At Home:** What kinds of books do you like to read? Write a book report recommending a book you recently read and enjoyed. Be sure to use subject and object pronouns correctly.

**McGraw-Hill Language Arts  
Grade 6, Unit 5, Pronouns,  
pages 358–359**

## Study Skills: Note-Taking and Summarizing

Choose one of the following topics, or a topic of your own, and find information on it in an encyclopedia. You may use an encyclopedia in book form, one on a CD-ROM, or an on-line encyclopedia.

**Topics:**

|                      |                            |                                |
|----------------------|----------------------------|--------------------------------|
| endangered animals   | Jamestown                  | the lost city of Macchu Picchu |
| settling New Zealand | animals of the rain forest | Francisco Pizarro              |

1. Topic: \_\_\_\_\_

2. Write the source you used for information: \_\_\_\_\_

3. Use this space to take notes from your source. \_\_\_\_\_

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4. Now use your notes to write a short summary of the information you found.

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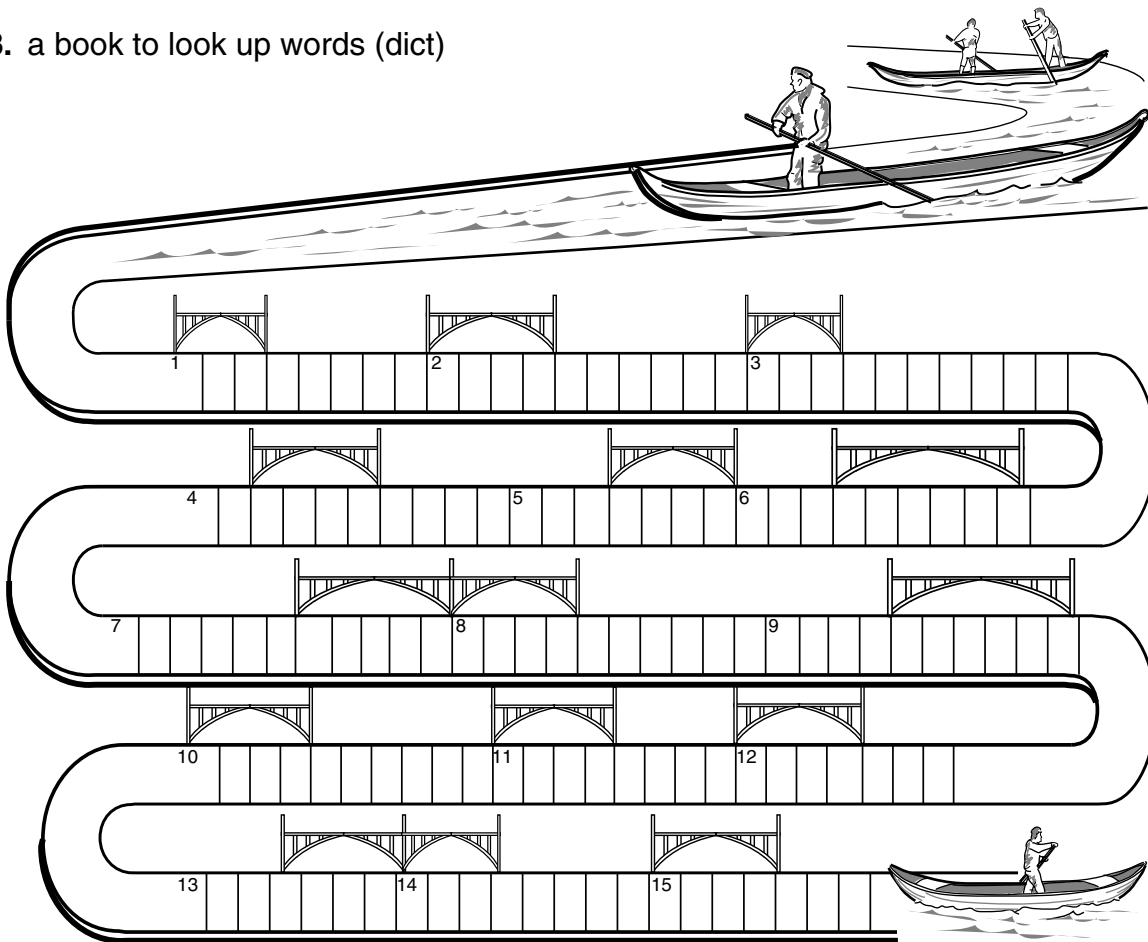
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**Vocabulary: Root Words**

Get your gondola from one end of the canal to the other by completing the puzzle. Follow the clues to fill in the letters to get to the end of the canal. The root word in each word must fall under each bridge. The root word is given in parentheses.

- |  |   |
|--|---|
| 1. to sing (voc)                       | 9. a handwritten book (script)            |
| 2. stands in one place (sta)           | 10. What many people like to watch (tele) |
| 3. a person on foot (ped)              | 11. An impenetrable castle (fort)         |
| 4. unbelievable (cred)                 | 12. recipe (form)                         |
| 5. to write music (pose)               | 13. to hold (tain)                        |
| 6. to build a building (struct)        | 14. the listeners (aud)                   |
| 7. lets you know how hot it is (meter) | 15. easy to carry (port)                  |
| 8. a book to look up words (dict)      |   |



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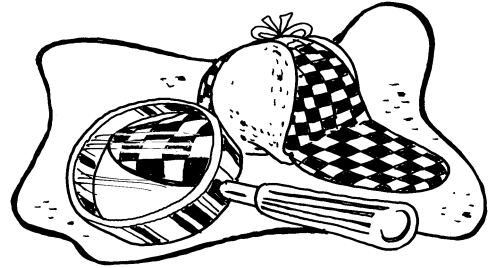
**At Home:** What might you see if you took a trip down a canal in a gondola? Write a paragraph describing your trip using root words.

**McGraw-Hill Language Arts  
Grade 6, Unit 5, Vocabulary,  
pages 368–369**



## Adverbs That Modify Verbs

Be a super sleuth like Jason. Complete the clues in this mystery. To complete a clue, write an adverb that answers the question shown in dark type.



### The Mystery of the Missing Math Quiz

1. The quiz on decimals disappeared \_\_\_\_\_ yesterday. **How?**
2. Jason searched here and \_\_\_\_\_ . **Where?**
3. Ms. Hanson hopes he finds the quiz \_\_\_\_\_. **When?**
4. Simon whispered \_\_\_\_\_, "I think I see it." **How?**
5. Denise turned to Jason \_\_\_\_\_. **How?**
6. "Jason," Denise said, "quizzes \_\_\_\_\_ just disappear into thin air." **When?**
7. "That's true," Ms. Hanson added \_\_\_\_\_. **When?**
8. Jason explained that he would solve the mystery because he would search \_\_\_\_\_ in the classroom. **Where?**
9. Jason announced, "I will \_\_\_\_\_ give up the search without a solution." **When?**
10. Jason walked \_\_\_\_\_ to the encyclopedia bookcase and exclaimed "Here it is!" **How?**
11. The students cheered \_\_\_\_\_ for Jason. **How?**
12. Ms. Hanson walked \_\_\_\_\_ around the room and asked students to clear their desks. **How?**
13. "\_\_\_\_\_ we'll have our decimal quiz," Ms. Hanson said. **When?**
14. \_\_\_\_\_, students, including Jason, the class super sleuth, picked up their pencils. **How?**
15. Students waited \_\_\_\_\_ for the test to begin. **How?**



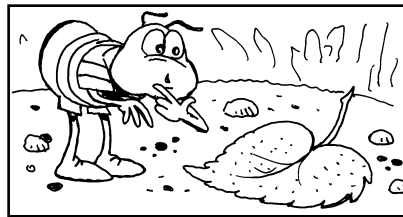
## Adverbs That Modify Adjectives and Adverbs

Complete the story about the illustrations below to tell to young children. Use your imagination, clues from the pictures, and adverbs from the box to modify adjectives and other adverbs in the sentences. Remember to name the ants.

|               |                   |                   |              |                   |
|---------------|-------------------|-------------------|--------------|-------------------|
| <b>very</b>   | <b>quite</b>      | <b>thoroughly</b> | <b>so</b>    | <b>extremely</b>  |
| <b>almost</b> | <b>completely</b> | <b>pleasantly</b> | <b>truly</b> | <b>absolutely</b> |



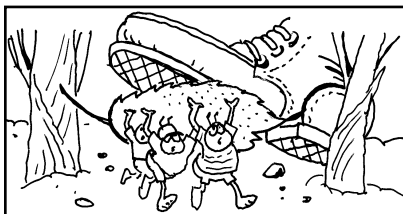
1. \_\_\_\_\_, the ant, woke up on an \_\_\_\_\_ beautiful morning.



2. \_\_\_\_\_ found a \_\_\_\_\_ that was \_\_\_\_\_ perfect that he decided to drag it \_\_\_\_\_ to the mound.



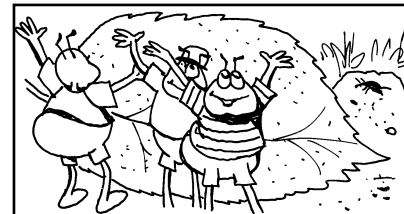
3. Because the \_\_\_\_\_ was \_\_\_\_\_ big, \_\_\_\_\_ needed his \_\_\_\_\_ help.



4. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ looked \_\_\_\_\_ worried when they saw a large human \_\_\_\_\_, above them.



5. They were \_\_\_\_\_ relieved when the \_\_\_\_\_ landed beside them.



6. The three \_\_\_\_\_ were \_\_\_\_\_ surprised to arrive home safely.

**At Home:** Develop another six-page book for young children, using pictures and descriptive writing.

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

## Comparing with Adverbs

**A.** Correct the mistakes in some of these sentences of a report about earthquakes. Write the correct comparative or superlative adverb form, one letter on each line.

1. When rocks beneath the Earth's crust rub *more harder* than usual against each other, some may snap. \_\_\_\_\_  
1
2. If a snapped rock vibrates *most* than it had before, tremors travel out from it.  
\_\_\_\_\_  
6
3. When a person feels the Earth shaking *powerfullier* than usual, a tremor is taking place within the Earth. \_\_\_\_\_  
2
4. In large-scale disasters, earthquakes strike *quickest*, within just seconds or minutes. \_\_\_\_\_  
8
5. In the 1906 San Francisco earthquake, violent tremors broke gas lines *easilier* than anyone might have expected. \_\_\_\_\_  
7
6. Because of this, fires broke out *rapidlier* than firefighters could put them out.  
\_\_\_\_\_  
10
7. Scientists measure earthquakes *correctliest* using the Richter Scale. \_\_\_\_\_  
3
8. A 6-point earthquake creates *least* damage than a 7-point earthquake. \_\_\_\_\_  
4
9. To damage buildings, the earthquake must measure *highlier* than 4.5.  
\_\_\_\_\_  
5
10. An 8.4 earthquake in Alaska in 1964 measured *forcefullier* than the 7.8 of the 1906 earthquake in San Francisco. \_\_\_\_\_  
9

**B.** Use the numbered letters from Part A to answer the question below. What do you get in an earthquake?

\_\_\_\_\_  
1 2 3      4 5 6 7 8      9 10

## Negatives

Below is a rough draft of a report about the artist Pablo Picasso. The draft contains several double and even a triple negative. Revise it by drawing a line through one of the double negatives and, if necessary, writing the correction in the space above the word you crossed out.

### The Paintings of Pablo Picasso

Pablo Picasso was born in Spain, but he didn't never live there as an adult, when he was a famous painter. He trained in an art school in Barcelona, Spain. By 1904, Picasso felt he couldn't show his paintings no place in Spain. So he moved to Paris, France, where he hardly knew no one but a few other artists.

Blue and not no other colors appeared in a group of his early paintings. After a short time in Paris, though, he began to use other colors. After a while, there wasn't nothing unusual Picasso wouldn't try in a painting. He and his friend, Georges Braques, began to paint pictures with shapes from geometry. No one nowhere had seen such unusual paintings before. Picasso and Braques began the art movement called Cubism.

Picasso didn't place no limits on how he could paint. Viewers might see the side and front of a face at the same time. The faces belonged to friends and family. None would never be unknown again after being painted by Picasso.

In 1937, Picasso created a large painting called *Guernica* about a war in Spain. It was mostly painted in shades of black and without no other colors. Picasso showed in this painting that war never does no one no good.

**At Home:** What colors would you use in a painting? What colors wouldn't you use? Explain your choices in a few sentences.

► **Critical Thinking**

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

## Mechanics and Usage: Colons and Hyphens

Rebecca received the Sensational Science Lab as a birthday present. She had a few problems as she tried to follow the instructions and do the experiments. So she decided to write a letter of complaint to the manufacturer.

Add colons and hyphens where they are needed in Rebecca's letter.



Dear President of Terrific Toy Company

I received your Sensational Science Lab as a birthday gift. The instructions described twenty nine different experiments. Unfortunately, I found materials for only twenty one of them. For the experiment on magnets, the instructions described a blue green magnet that I couldn't find. I did, though, find one that was orange yellow.

Furthermore, the instructions stated that all the experiments could be completed in no more than two thirds of an hour. Well, my mother and I began the experiment about gravity at 1 15 in the afternoon and didn't finish it until 3 25.

My great grandfather Henry is a scientist, and he keeps up to date with science toys for kids. He thinks that the idea of the Sensational Science Lab is great. He and I agree that your company should make sure the materials and instructions are correct.

Thank you.

Sincerely,  
Rebecca Diaz

P.S. You may write back to me or call between the hours of  
3 00 p.m. and 8 30 p.m. at (200) 555 3293.

**Mixed Review**

---

Write an adverb to complete each sentence. Then, on the line, write whether your adverb is modifying a verb (*V*), an adjective (*ADJ*), or another adverb (*ADV*).

1. I \_\_\_\_\_ ran to get some beakers. \_\_\_\_\_
2. I opened the door to the \_\_\_\_\_ cluttered supply cabinet. \_\_\_\_\_
3. Several things fell \_\_\_\_\_ to the floor. \_\_\_\_\_
4. In my \_\_\_\_\_ hurried attempt to pick everything up, I dropped a test tube. \_\_\_\_\_
5. Glass went flying \_\_\_\_\_ across the floor. \_\_\_\_\_
6. I got the dustpan and brush and \_\_\_\_\_ carefully swept up every tiny piece. \_\_\_\_\_
7. By that time, the experiment was \_\_\_\_\_ behind schedule. \_\_\_\_\_
8. "The only thing we can do," I said, "is to prepare \_\_\_\_\_ now and do the experiment in the morning." \_\_\_\_\_
9. My lab partners agreed \_\_\_\_\_. \_\_\_\_\_
10. "You always come up with the \_\_\_\_\_ thought out plans," Jared said. \_\_\_\_\_
11. "I didn't plan to drop the test tube," I said \_\_\_\_\_. \_\_\_\_\_
12. "It could have happened \_\_\_\_\_ to anyone," he continued. \_\_\_\_\_
13. "You know how \_\_\_\_\_ arranged the supply cabinet is." \_\_\_\_\_
14. "I know. The \_\_\_\_\_ I try to look for things, the less likely I am to find them." \_\_\_\_\_
15. We returned \_\_\_\_\_ for the beakers and planned out our experiment. \_\_\_\_\_

---

**At Home:** Play this game. Player #1 makes a simple statement such as "I went to the store." Player #2 calls out "How?" "When?" or "Where?" Player #3 supplies the correct type of adverb.

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

# Prepositions

Read the directions and underline the prepositions. These words will help you answer the clues for the crossword puzzle below.

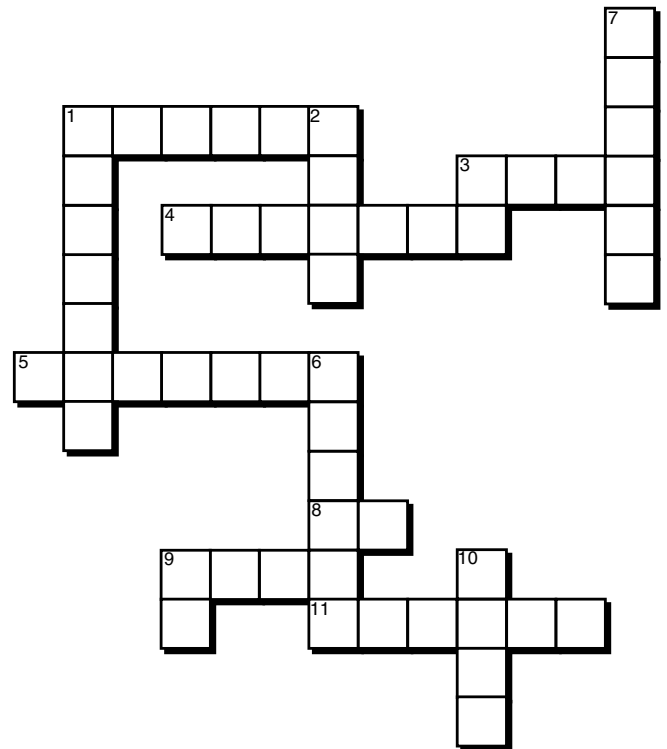
- A. During the picnic you will enjoy a treasure hunt.
- B. First, look beyond the flowers.
- C. Then, jump over the flowers but do not crush them.
- D. Between two columns you will see a path.
- E. Walk down the path toward the building.
- F. Go through the open door into the hall.
- G. At the window in the living room, you will see a chest.
- H. Open the chest with all of your strength.
- I. Take the last clue from the envelope against the chest's bottom.

## Puzzle Clues: Across

- 1. a preposition from sentence E
- 3. a preposition from sentence F
- 4. a preposition from sentence D
- 5. a preposition from sentence I
- 8. a preposition from sentence G
- 9. a preposition from sentence C
- 11. a preposition from sentence A

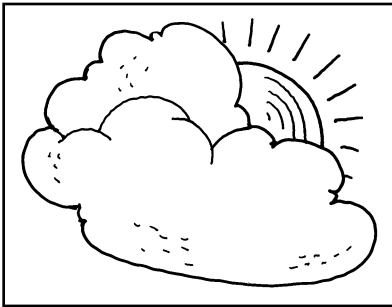
## Puzzle Clues: Down

- 1. a preposition from sentence F
- 2. a preposition from sentence E
- 3. a preposition from sentence G
- 6. a preposition from sentence E
- 7. a preposition from sentence B
- 9. a preposition from sentence H
- 10. a preposition from sentence H



**Prepositional Phrases**

Every picture on this page shows a possible problem. Answer each question to describe the problem. Each answer should contain a prepositional phrase. Draw one line under the complete prepositional phrase and two lines under the object of the preposition.

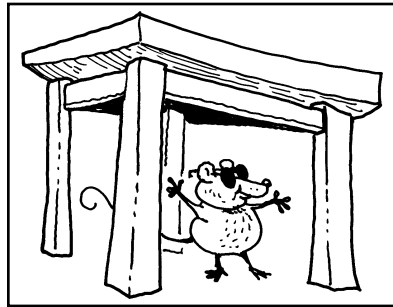


1. Where is the sun?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

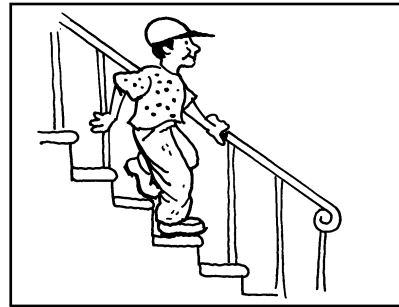


2. Where is the mouse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

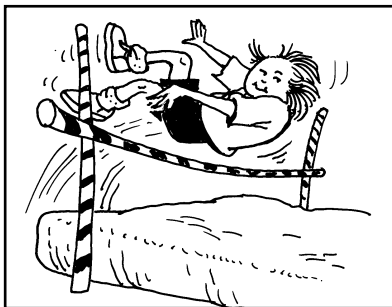


3. What is the boy doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

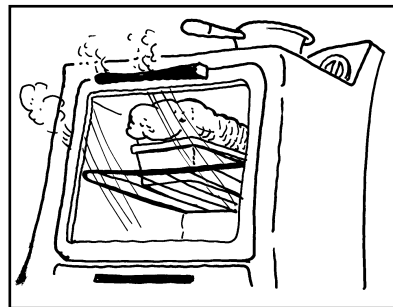


4. What is the girl doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

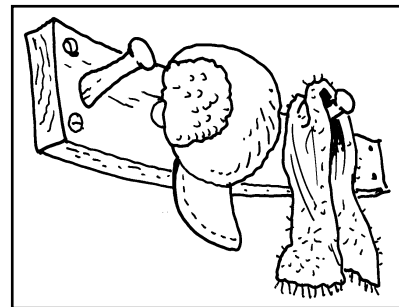


5. Where is the bread?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. Where are the hat and scarf?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**At Home:** Draw pictures of your favorite belongings. Write a question for each picture and have a family member answer it.

► **Critical Thinking**

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

## Prepositional Phrases as Adjectives

Casey and Deidre are going to present a review of the best and worst movies of the year. Unfortunately, on the way to school, their review notes got soaked in the rain. Help Casey and Deidre rewrite the sentences about the movies by writing prepositional phrases that act as adjectives. Use the phrases in the boxes or make up your own.

with the deputy

with a mind of its own

of the year

from a distant ranch

of all ages

on Horseback

### Thumbs Up Movie of the Year

- The movie "Cow Hands \_\_\_\_\_" roped us just like willing calves.
- It's simply the most entertaining movie \_\_\_\_\_.
- When Willie rides a horse \_\_\_\_\_, the audience applauds.
- The villains \_\_\_\_\_ truly scared everyone in the audience.
- When the sheriff \_\_\_\_\_ rides through the gate, we cheered.
- This movie pleases audiences \_\_\_\_\_.



in the audience

about a kangaroo

with an officer's badge

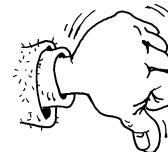
by a poor director

of the Outback

for reading

### Thumbs Down Movie of the Year

- Can a movie \_\_\_\_\_ make anyone laugh until their sides split?
- We certainly didn't think so, and neither did our friends \_\_\_\_\_.
- In "Katy the Crazy Kangaroo," you meet Katy \_\_\_\_\_.
- You get so bored, you might wish you had a good book and a flashlight \_\_\_\_\_.
- Katy finally meets Alfred, a human \_\_\_\_\_.
- The officer arrests Katy in the city limits, and this film \_\_\_\_\_ has no where else to go (and neither does the audience until it's over).

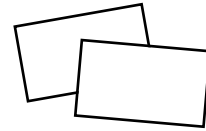




## Prepositional Phrases as Adverbs

Create and play this game called "Beginning, Middle, and End."

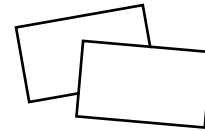
Make two piles of 3" x 5" index cards, or cut up pieces of paper to look like cards. Each pile has 21 cards. Write the word *Beginning*, *Middle*, or *End* on each card so there are seven cards of each word. The other pile of cards should show the prepositional phrases listed below, one phrase on each card.



Shuffle each pile of cards well. Place the two piles on a table facedown. Two or more people can play the game.

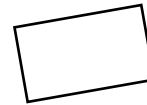


The first player or pair turns over a card from the "Beginning, Middle, End" pile and a card from the "Prepositional Phrase" pile. The player tries to make up a sentence that uses the prepositional phrase as an adverb in the part of the sentence described on the card. Each player has two minutes to come up with a sentence, and then receives 3 points for it. If a player is stumped, the next player chooses cards.

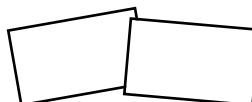


The player says his or her sentence and the other players guess both the prepositional phrase used as an adverb and the part of the sentence in which the phrase appears. The game continues until all the prepositional phrases have been used or until the end of the time allotted for the game.

The player with the most points at the end of the game is the winner.



|                         |                        |
|-------------------------|------------------------|
| under the wire          | by chance              |
| through the crowd       | in the attic           |
| during the intermission | without a worry        |
| over many hours         | for good luck          |
| with some concern       | toward the dark corner |
| for just a second       | on a guess             |
| in a second             | in the strangest place |
| for the last time       | behind the door        |
| with great excitement   | above the clouds       |
| throughout space        | by an odd coincidence  |
| to all of their fans    |                        |



**At Home:** Make up your own rules for this game.

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

# Interjections

As an art project, Adam created a comic strip with the title “Dreams Come True.” Each picture shows something unusual that happens to a character and something the character says. Adam would like to improve the sentences so they show strong feeling.

Help Adam by rewriting each speech bubble with an interjection and the appropriate punctuation. Use an interjection you think of yourself or one from the box below.

aha      yikes      hooray      oh, my      Wow      Ugh      Phew



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_

### Combining Sentences: Prepositional Phrases

Donny and Tia have prepared a script for a radio news program as a social studies project. They have completed a first draft for two items they will include in their program.

Help them revise the script for these two news items. Combine every two sentences by taking a prepositional phrase from one sentence and adding it to another. Make sure that the verbs agree with the sentence subjects.

#### Script

The people of Fort Myers prepare for a possible hurricane. The hurricane is coming from the Gulf of Mexico. Homeowners nail plywood boards over their doors and windows. They nail plywood boards on their doors and windows throughout the city. A weather forecaster is on the news. She reports on the hurricane every hour. The storm is in the Gulf. It will probably move away from land and cause no harm.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The mayor came out to greet students today. The students are from Woodrow Middle School. The mayor was talking. He was talking to students who hoped to become city youth advisors. One student was Lila Giorno. Lila Giorno was near the mayor. The mayor’s assistant was on the auditorium stage. The mayor’s assistant introduced Lila to the mayor.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**At Home:** Why is it important to read and listen to the news? Discuss your ideas with a family member.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 6, Adverbs,**  
**pages 438–439**

## Mechanics and Usage: Punctuating Introductory Prepositional Phrases and Interjections

Julia and Rashid are preparing an oral report for social studies on settlements of New England in the 1600s. They got together the day before the report was due and combined their notes.

Even though they were giving an oral report, they wanted to write their sentences correctly. Place commas and exclamation points where they are needed after interjections or prepositional phrases.



1. On an exploratory voyage John Smith drew maps of the New England coastline in 1614.
2. We guess he may have said something like “My goodness there are so many forests bays and points of land along the water.”
3. Well a point of land that sticks out into the water is called a cape like Cape Cod in the New England state of Massachusetts.
4. On September 16 1620 a group of people left England aboard their ship the *Mayflower*.
5. Oops We forgot to tell you that the travelers on the *Mayflower* were known as Pilgrims because they made their trip for religious reasons.
6. After a two-month voyage the Pilgrims arrived in Massachusetts where they established a colony.
7. Someone on the *Mayflower* may have said “Good grief We have come a long way to a strange land.”
8. Like John Smith Edward Winslow a Pilgrim wrote about his adventures in North America.
9. Before the Pilgrims’ arrival Squanto a Native American had escaped from slavery in Spain lived in England for a time and returned to North America.
10. After the Pilgrims landed Squanto who spoke English taught them how to survive.

**Mixed Review**

Use the word banks to construct sentences with prepositional phrases. Start with a subject. Then, choose a verb from the next bank and a prepositional phrase from the bottom bank. If you would rather have an introductory prepositional phrase, choose one from the bottom bank, then a noun and a verb. You can even end with another prepositional phrase. You may use a word or phrase more than once or not at all. Or you can make up your own. Write your sentences on the lines. Use an additional sheet of paper if you need more room.

**Subjects**

|            |                   |           |            |              |
|------------|-------------------|-----------|------------|--------------|
| Ammunition | An air-raid drill | Cities    | Civilians  | Entertainers |
| Our troops | Refugees          | Soldiers  | Submarines | Tanks        |
| The cargo  | The doctors       | The enemy | They       | We           |

**Verbs**

|             |        |          |          |          |
|-------------|--------|----------|----------|----------|
| escaped     | fell   | fired    | helped   | hid      |
| intercepted | lurked | packed   | played   | rumbled  |
| spoke       | struck | stumbled | traveled | went off |

**Prepositional Phrases**

|                         |                           |                      |
|-------------------------|---------------------------|----------------------|
| above our heads         | across the bridge         | among friends        |
| behind the town square  | below the surface         | between explosions   |
| beyond range            | from the enemy line       | inside the tiny room |
| on the leaky boat       | outside the neutral zone  | over the wall        |
| through the narrow pass | toward the helpless crowd | until the end        |

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

**At Home:** Write prepositions on cards. Mix them up and place them facedown. Decide on a topic. Take turns drawing a card and making up a sentence about the topic using the preposition written on the card.

**McGraw-Hill Language Arts**  
**Grade 6, Unit 6, Mixed Review,**  
**pages 442–443**



## Study Skills: On-Line Searches

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**A.** Use the Internet to search for information. Choose a search engine.

1. Choose a topic such as Hadrian's Wall, bald eagles, or the Battle of Gettysburg.

Write your topic. \_\_\_\_\_

2. Write the key word you used in your search.

\_\_\_\_\_  
\_\_\_\_\_

3. Write the name and description of three web sites your search led you to.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B.** Explore one of the web sites you named above. Write a short summary of the site and tell some interesting information you learned about your topic.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**At Home:** Design your own website with a family member.  
What key words would you list your site under?

**McGraw-Hill Language Arts**  
**Grade 6, Unit 6, Study Skills,**  
**pages 452–453**





## Composition: Leads and Endings

Krista and Mark are guest student editors for their local newspaper. They have written drafts for three editorials. Their drafts contain well-developed arguments, but they need strong leads and strong endings.

Help Krista and Mark. On the lines, write lead sentences and endings that will help persuade readers.

### A New Community Soccer Field

Soccer is the most popular sport in our school, both for girls and boys. It helps children develop their strength and motor skills. It demands endurance, which promotes exercise and other healthy routines in children. Needless to say, cooperation and decision-making are a large part of a soccer team's success; these are two skills that benefit all children. The older schools in our community do not have enough land to support an official soccer field. Without an official field, our school cannot compete in county or regional soccer leagues.

### Support an Earth Day Parade

For years, each school in our community has celebrated Earth Day with an Earth Day Fair. Students look forward to this April activity all year long. They not only enjoy themselves as they prepare exhibits, they learn a lot about the earth and its environment. Back in 1985, a proclamation by all the Middle Schools introduced recycling bins at each school site. It's important to keep people--students and adults alike--aware of issues related to the environment. One way to promote these issues would be a yearly Earth Day Parade down Main Boulevard every April 22nd.

**At Home:** Do you think editorials make for interesting reading in newspapers? Write a paragraph that presents your opinion. Include a strong lead and ending!

**McGraw-Hill Language Arts  
Grade 6, Unit 6, Composition Skills,  
pages 456–457**