

## Sentences

### REMEMBER THE RULES

- A **sentence** tells a complete thought.  
*Juan opens a package of seeds.*
- A **sentence fragment** does not tell a complete thought.  
*Plants them in a flowerpot.*
- Begin every sentence with a **capital letter**.



#### A. Write each group of words that is a sentence.

1. Places the flowerpot in the sun.

\_\_\_\_\_

2. Todd waters the plant every day.

\_\_\_\_\_

3. A green stem grows in the soil.

\_\_\_\_\_

4. Tiny leaves begin to sprout.

\_\_\_\_\_

5. Grows bigger and bigger.

\_\_\_\_\_

#### B. Write each group of words so that they form a sentence.

6. In the garden, Juan.

\_\_\_\_\_

7. Finds an empty flowerpot.

\_\_\_\_\_

8. Plants some seeds.

\_\_\_\_\_

9. His little sister Rosa.

\_\_\_\_\_

10. Every day Juan and Rosa.

\_\_\_\_\_

## Statements and Questions

### REMEMBER THE RULES

- A **statement** tells something. It ends with a period.

*I saw a large whale* .

- A **question** asks something. It ends with a question mark.

*Did you see the whale* ?

**A.** Read each sentence. If it tells something, write **statement** next to it. If it asks something, write **question**.

1. We went to the aquarium. \_\_\_\_\_
2. What did you see? \_\_\_\_\_
3. Did you find the sea turtles? \_\_\_\_\_
4. The sea turtles were near the penguins. \_\_\_\_\_
5. How many sea lions did you count? \_\_\_\_\_

**B.** Write each sentence correctly as a statement or a question.

6. were there any sea horses  
\_\_\_\_\_
7. the guide fed the dolphins  
\_\_\_\_\_
8. how many arms does an octopus have  
\_\_\_\_\_
9. an octopus has eight arms  
\_\_\_\_\_
10. did you have fun at the aquarium  
\_\_\_\_\_



## Commands and Exclamations

### REMEMBER THE RULES

- A **command** tells or asks someone to do something. It ends with a period.

*You should try scuba diving* .

- An **exclamation** shows strong feeling. It ends with an exclamation mark.

*It is so much fun* !

**A.** Read each sentence. Write **command** if it is a command.

Write **exclamation** if it expresses strong feeling.

1. Make sure you have a full tank of air. \_\_\_\_\_
2. Please put on your scuba gear. \_\_\_\_\_
3. Gee, this scuba gear is heavy! \_\_\_\_\_
4. Now, jump into the water. \_\_\_\_\_
5. Wow, this water looks deep! \_\_\_\_\_
6. The water is really cold! \_\_\_\_\_
7. Don't be scared. \_\_\_\_\_
8. Use your flippers to move around. \_\_\_\_\_
9. Remember to breathe slowly. \_\_\_\_\_
10. Oh, how peaceful it is underwater! \_\_\_\_\_

**B.** Underline each command. Circle each exclamation.

11. What a big starfish that is!
12. Please stay with your guide.
13. The coral is very sharp!
14. Do not stop swimming.
15. There are so many fish!



## Mechanics and Usage: Sentence Punctuation

### REMEMBER THE RULES

- A **statement** and a **command** end with a **period**.

Statement: *We are going ballooning* .

Command: *Strap yourselves in* .

- A **question** ends with a **question mark**.

*How high up will we go* ?

- An **exclamation** ends with an **exclamation mark**.

*That is very high* !

- A.** Write each sentence. Add the correct end punctuation. Be sure to begin each sentence with a capital letter.

1. is ballooning fun \_\_\_\_\_
2. yes, it is fun \_\_\_\_\_
3. climb into the basket \_\_\_\_\_
4. hold on tight \_\_\_\_\_
5. up we go \_\_\_\_\_

- B.** Write whether each sentence is a **statement**, **question**, **command**, or an **exclamation**.

6. We need to inflate the balloon. \_\_\_\_\_
7. Turn on the pump. \_\_\_\_\_
8. Wow, look at the size of that balloon! \_\_\_\_\_
9. Those colors are so beautiful! \_\_\_\_\_
10. How many people can go up in that balloon? \_\_\_\_\_



**At Home:** Write a statement, a command, a question, and an exclamation about balloons. Ask a family member to help you add the correct punctuation marks to each sentence.

## Mixed Review

### REMEMBER THE RULES

- A **sentence** expresses a complete thought.
- A **statement** tells something. It ends with a **period**.  
*We are going to the dolphin show.*
- A **question** asks something. It ends with a **question mark**.  
*Do you want to come with us?*
- A **command** tells or asks someone to do something. It ends with a **period**: *Meet us at noon.*
- An **exclamation** shows strong feeling. It ends with an **exclamation mark**: *Wow, you've never seen anything like it!*

**A.** Write **statement, question, command, or exclamation** after each sentence.

1. What smart animals dolphins are! \_\_\_\_\_
2. Dolphins use their flippers to turn. \_\_\_\_\_
3. How do they jump so high? \_\_\_\_\_
4. Don't stand near the tank. \_\_\_\_\_
5. The dolphins will splash you. \_\_\_\_\_

**B.** Write each sentence correctly. If it is not a sentence, write **fragment**.

6. Kinds of dolphins  
\_\_\_\_\_
7. dolphins are intelligent animals  
\_\_\_\_\_
8. are dolphins and porpoises alike  
\_\_\_\_\_
9. dolphins live in warm waters  
\_\_\_\_\_
10. smaller than whales  
\_\_\_\_\_

## Subjects in Sentences

### REMEMBER THE RULES

- The **subject** of a sentence names the person, place, or thing the sentence is about.

*Dr. Seuss wrote many books for children.*

#### A. Underline the subject in each sentence.

1. Dr. Seuss is a famous children’s book author.
2. The author has invented some funny characters.
3. He uses nonsense words to make a point.
4. His books talk about important topics.
5. One of the topics is the environment.
6. The title of one of his books is *The Lorax*.
7. Dr. Seuss became interested in animals when he was a little boy.
8. His father ran a zoo.
9. The boy drew all the animals.
10. People all over the world read his books.

#### B. Choose a subject from the box that best completes each sentence. Use each subject once. Write it on the line provided.

Books Children Many writers *Oh, the Places You’ll Go!* Horton

11. \_\_\_\_\_ is another book by Dr. Seuss.
12. \_\_\_\_\_ are fun to read.
13. \_\_\_\_\_ get ideas for writing from pictures.
14. \_\_\_\_\_ love to read books by Dr. Seuss.
15. \_\_\_\_\_ is a character Dr. Seuss invented.

**At Home:** Read aloud part of a favorite book to a family member. Point out the subjects of at least four sentences.

## Predicates in Sentences

### REMEMBER THE RULES

- The **predicate** of a sentence tells what the subject does or is.

*Brian takes a walk in the woods.*

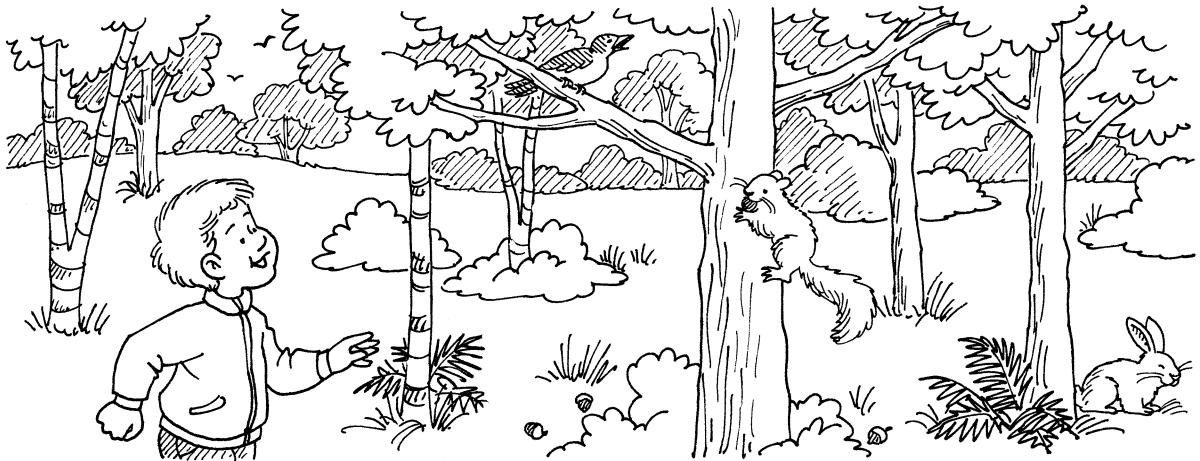
*He looks at the trees and the animals.*

#### A. Underline the predicate in each sentence.

1. Brian walks in the woods every day.
2. He likes to watch the animals.
3. A robin sings in a nearby tree.
4. The sunlight shines on the green leaves.
5. A squirrel gathers acorns under the tree.

#### B. Complete each sentence by writing a predicate.

6. Brian \_\_\_\_\_
7. He \_\_\_\_\_
8. The trees \_\_\_\_\_
9. The squirrels \_\_\_\_\_
10. Brian \_\_\_\_\_



## Combining Sentences: Compound Sentences

### REMEMBER THE RULES

- Two related **sentences can be combined** with a comma and the word *and*.
- A **compound sentence** is a sentence that contains two sentences joined by *and*.

*The garden was full of rabbits, **and** they were eating the plants.*

Write each pair of sentences as one sentence. Use a comma before the word *and*.

1. The gardener chased the rabbits out. He built a fence.

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2. The lettuce was green. That is why the rabbits liked it.

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---

3. The rabbits waited. Then they dug a hole under the fence.

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4. The gardener saw the rabbits. He started to laugh.

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5. The gardener left the rabbits alone. The rabbits ate the lettuce.

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## Mechanics and Usage: Correcting Run-on Sentences

### REMEMBER THE RULES

- A **run-on sentence** contains two or more sentences that should stand alone.

*The circus came to town the children were excited.*

- You can correct a **run-on sentence** by separating two complete ideas into two sentences or by rewriting it as a compound sentence.

*The circus came to town. The children were excited.*

*The circus came to town, and the children were excited.*

Correct the run-on sentences by making them into two sentences.

The crowd cheered they clapped hard.

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

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

The dogs jumped through hoops they jumped over each other.

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

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

Elephants stood on their hind legs they let people ride on their trunks.

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

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

Magicians did tricks they made rabbits disappear.

7. \_\_\_\_\_

8. \_\_\_\_\_

Clowns ran into the audience they made people laugh.

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

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

## Mixed Review

### REMEMBER THE RULES

- The **subject** of a sentence tells whom or what the sentence is about.
- The **predicate** of a sentence tells what the subject does or is.
- A **compound sentence** contains two related sentences joined by a comma and the word *and*.
- A **run-on sentence** contains two or more sentences that should stand alone.

Read each sentence. Write the subject on the subject line and the predicate on the predicate line.

**Zebras live in Africa.**

1. Subject: \_\_\_\_\_

2. Predicate: \_\_\_\_\_

**Zebras have stripes.**

3. Subject: \_\_\_\_\_

4. Predicate: \_\_\_\_\_

**The stripes help to protect the zebras.**

5. Subject: \_\_\_\_\_

6. Predicate: \_\_\_\_\_

**A zebra is a grazing animal.**

7. Subject: \_\_\_\_\_

8. Predicate: \_\_\_\_\_

**Grazing animals eat mostly grass and plants.**

9. Subject: \_\_\_\_\_

10. Predicate: \_\_\_\_\_

## Common Errors with Fragments and Run-on Sentences

### REMEMBER THE RULES

- Correct a **fragment** by adding a subject or a predicate. fragment: *The snow.*  
sentence: *The snow came down.*
- Correct a **run-on sentence** by rewriting it as two sentences or as a compound sentence.  
run-on sentence:  
*It is cold we are making angels.*  
two sentences:  
*It is cold. We are making angels.*  
compound sentence:  
*It is cold, and we are making angels.*



Complete the story below. Rewrite run-on sentences.

As I looked out the window, I saw a blizzard heading our way.  
The \_\_\_\_\_ looked like giant icicles. You  
\_\_\_\_\_. Suddenly, the  
\_\_\_\_\_ was dark. The lights went out Mom found a  
flashlight. \_\_\_\_\_

You could hear a pin drop. Soon, I \_\_\_\_\_.  
When \_\_\_\_\_?

At last, the storm was over the sun came out!

\_\_\_\_\_

\_\_\_\_\_

Then we \_\_\_\_\_!

## Study Skills: Dictionary

### REMEMBER THE RULES

You use a dictionary to find the meanings of words. A dictionary also shows you how words are spelled and pronounced.

- **Guide words** show the first and last words on a page.
- **Entry words** are all the words explained in a dictionary. They are listed in alphabetical order.
- **Pronunciation** is shown in ( ) to help you sound out a word.
- **Definition** is the meaning of the word. Each meaning is numbered.

**park** ➤ **poodle**

**park** 1. A piece of land used by people for enjoyment and recreation. 2. A large area of land left in its natural state. *Noun.*

• To leave an automobile or other vehicle in a place for a time: *We **parked** the car.* *Verb.*

**park** (pärk) *noun, plural parks; verb, parked, parking.*

**A.** Use this example from a dictionary page to answer these questions.

1. What are the guide words? \_\_\_\_\_
2. Could the word *paint* appear on this page? \_\_\_\_\_
3. How many definitions are given for the entry word? \_\_\_\_\_
4. What is the pronunciation for the word *park*? \_\_\_\_\_
5. Which parts of speech can *park* be used as? \_\_\_\_\_

**B.** Circle the word in ( ) that could appear on this page.

6. (pyramid, piano)
7. (play, palace)
8. (pass, practice)
9. (page, paste)
10. (penny, pool)

**At Home:** With a family member, play a dictionary game. Ask a family member to give you a word to look up. Find the word, name the guide words, and read the definition of the word.

McGraw-Hill Language Arts  
Grade 3, Unit 1, Study Skills,  
pages 30–31



**Vocabulary: Time-Order Words**

- A **time-order** word or phrase tells when things happen and in what order.

*first**before**immediately**next week**after**one day**a long time ago**yesterday**as soon as**tomorrow**then**while*

**A.** Underline the time-order word or phrase in each sentence.

1. We went fishing yesterday.
2. Mom said we could leave as soon as I got some worms.
3. After I got the worms, we climbed into the car.
4. We got to the lake before lunch.
5. We ate lunch first.

**B.** Write each sentence on the line. Use a word or words from the box above to complete each sentence.

6. \_\_\_\_\_ we ate, Mom told us a story.

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7. \_\_\_\_\_ there was a king who loved fish.

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8. The king went fishing \_\_\_\_\_ and caught a goldfish.

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9. The fish \_\_\_\_\_ begged to be let go.

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10. \_\_\_\_\_ the fish was free, it gave the king two wishes.

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## Composition: Main Idea and Supporting Details

- The **main idea** is what a piece of writing is all about.
- In a **paragraph**, all sentences should tell about one main idea.
- The main idea is usually stated in a **topic sentence**.
- **Supporting details** help to develop the main idea.
- If a detail does not tell about the main idea, take it out.

**A.** Read the sentences below. Write **yes** if the sentence supports the topic sentence, or main idea. Write **no** if it does not.

**topic sentence:** Our trip to the dude ranch was exciting.

1. First, we took a train to the ranch in Wyoming. \_\_\_\_\_
2. Trains travel on tracks. \_\_\_\_\_
3. We went to see the horses right away. \_\_\_\_\_
4. Next year, we are going camping. \_\_\_\_\_
5. I picked out the horse I wanted to ride. \_\_\_\_\_

**B.** Write a topic sentence that could begin a paragraph for each of the following topics.

6. My First Horseback Ride  
\_\_\_\_\_
7. How to Ride a Horse  
\_\_\_\_\_
8. Differences Between a Horse and a Mule  
\_\_\_\_\_
9. How to Take Care of a Horse  
\_\_\_\_\_
10. Fun on a Dude Ranch  
\_\_\_\_\_

## Features of Personal Narrative

A **personal narrative** is writing that tells a true story about your own life. A good personal narrative:

- tells a story from the writer's **personal experience** using words like *I*, *my*, and *me*.
- expresses the writer's **feelings**.
- has an interesting **beginning, middle, and ending**.
- uses **time-order words** to share events in the order they happened.

Read the short personal narrative below. Then answer the questions.

The moving van was just pulling away. I really didn't want to move, but Dad took a new job in a new city. I was going to miss all my friends. We were friends since we were little. Before I got into the car, I ran next door to say good-bye to Amanda, my very best friend. It was sad to say good-bye.

1. What makes this a personal narrative?

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2. What words show that this is a personal narrative?

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3. What happened before the writer got into the car?

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4. What feelings does the writer show?

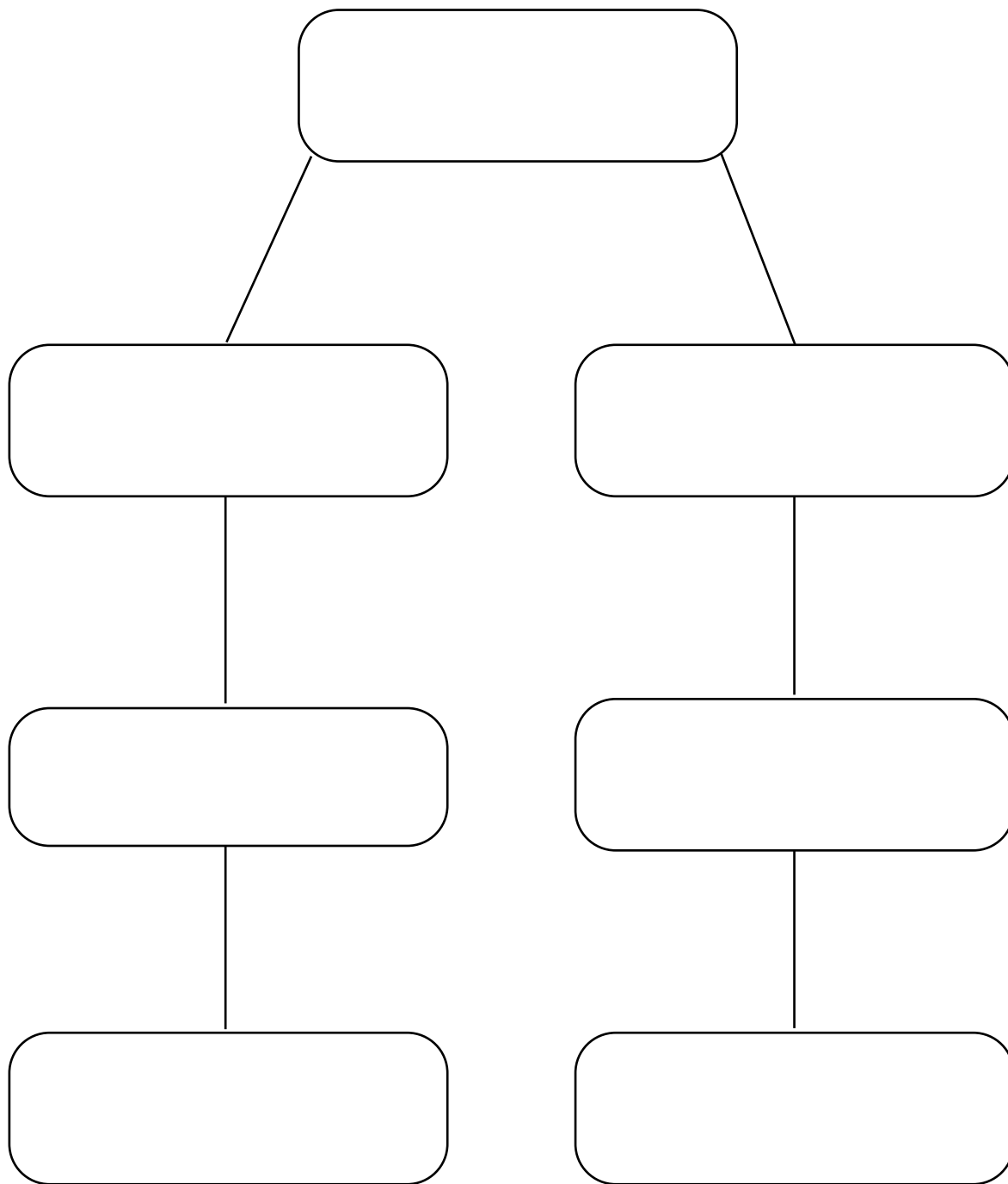
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5. What words or phrases tell you about the writer's feelings?

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## Prewrite: Personal Narrative

Think of a special person to write about. Brainstorm why this person is special to you, and what you like to do together. Organize your ideas on the cluster map below.



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**14b** **At Home:** With a family member, think of a favorite person and three reasons why you like that person so much. Then write a paragraph about the person.

**McGraw-Hill Language Arts**  
**Grade 3, Unit 1, Personal Narrative,**  
**pages 44–45**



## Revise: Personal Narrative

An important step in writing is revising your first draft. In this way you can make your writing better.

**A.** Read the first draft of the personal narrative below. Then follow these steps to revise it.

- Use time-order words to help tell the story in order.
- Choose words that let the reader know how you felt.
- Add details that make your writing clearer.
- Include a good ending.

### Fun in the Sun

Last summer, I went to visit my grandparents. They live in California. I flew there with my older brother. The airplane ride took four hours. We landed in California. There were Grandmother and Grandfather welcoming us!

We had a long drive to their house. I fell asleep in the car. The house is right by the ocean. At night, I could hear the waves. The sound put me to sleep.

My grandparents own a boat. We went out almost every day. One day we saw dolphins. We stayed in California for two weeks. I was sorry to leave.

**B.** Use the changes you marked to write the revised personal narrative on another piece of paper.

## Proofread: Personal Narrative

**PROOFREADING MARKS**

¶ new paragraph

^ add

↷ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

Ⓢ Add a period.

Read the personal narrative about a visit to a museum. Look for incorrect capitalization and punctuation. Check for sentence fragments, and correct any spelling errors.

**A.** Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go. The first two errors are marked for you.

one day, my grandparents took me to a museum. It was called the  
 Museum of natural History. Their were all kinds of displays. Things  
 about animals. Won display showed the bones of a dinosaur. It was so  
 interesting There was a giant skeleton of a stegosaurus. grandma said  
 the tyrannosaurus was her favrit. Grandpa’s favorite, too. I loved going  
 to the museum.

**B.** Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

## Nouns

### REMEMBER THE RULES

- A **noun** names a person, place, or thing.

*The **girl** paints.*

*Girl names a **person**.*

*The **room** is sunny.*

*Room names a **place**.*

*The **poster** is large.*

*Poster names a **thing**.*

#### A. Write the noun or nouns in each sentence.

1. The new swimming pool is open. \_\_\_\_\_
2. It is behind the school. \_\_\_\_\_
3. Marcia wants to swim. \_\_\_\_\_
4. Marcia packs a towel. \_\_\_\_\_
5. The bus arrives early. \_\_\_\_\_
6. The driver stops on her street. \_\_\_\_\_
7. Vic waves as she gets on the bus. \_\_\_\_\_
8. Oki is also going to the pool. \_\_\_\_\_
9. Marcia and Oki find a seat together. \_\_\_\_\_
10. The bus stops near the school. \_\_\_\_\_

#### B. Read each sentence. Write the noun from the box that best completes each sentence.

chair	sun	whistle	children	pool
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11. The \_\_\_\_\_ shines down brightly.
12. The \_\_\_\_\_ splash each other.
13. A lifeguard sits on a \_\_\_\_\_ above the pool.
14. He wears a silver \_\_\_\_\_ around his neck.
15. Marcia swims slowly across the \_\_\_\_\_.

## Singular and Plural Nouns

### REMEMBER THE RULES

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.  
*birds robins trees*
- Add **-es** to form the plural of singular nouns that end in *s, sh, ch,* or *x*.  
*classes dishes lunches boxes*

**A.** Read each sentence. Write each plural noun on the line.

1. Our yard has some colorful visitors this year. \_\_\_\_\_
2. Two robins built a nest in the apple tree. \_\_\_\_\_
3. A deer pulled an apple from the branches. \_\_\_\_\_
4. The bees are buzzing around a big orange flower. \_\_\_\_\_
5. Dad saw two baby foxes near the back fence. \_\_\_\_\_

**B.** Read each sentence. Decide if the underlined noun is singular or plural. Write **singular** or **plural** on the line next to each sentence.

6. We wanted to swim on Saturday. \_\_\_\_\_
7. A storm was seen near the shore. \_\_\_\_\_
8. The beaches were closed for the weekend. \_\_\_\_\_
9. We ate our lunches on the beach blankets. \_\_\_\_\_
10. Dad and I played volleyball in the front yard. \_\_\_\_\_

## Plural Nouns with *-ies*

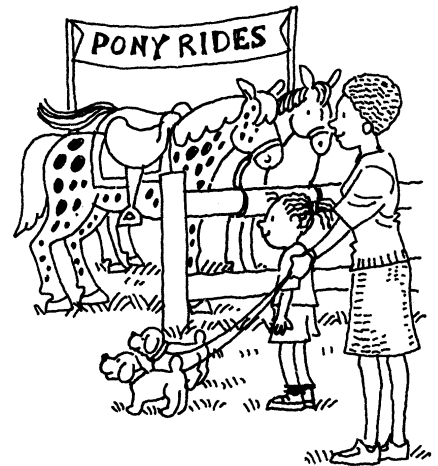
### REMEMBER THE RULES

- To form the **plural** of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

The **butterfly** flew. → The **butterflies** flew.

A. Read each sentence. Circle the plural noun in each sentence.

- We discussed our hobbies in class.
- Do you like raising bunnies?
- Luke grows daisies in his flower garden.
- Ben collects pennies.
- Does Ana gather strawberries?



B. Read each sentence. Write the plural form of each noun in ( ).

- Many (family) go to the country fair. \_\_\_\_\_
- Some bring their (puppy). \_\_\_\_\_
- Did you see those little (baby)? \_\_\_\_\_
- Try some muffins from the town (bakery). \_\_\_\_\_
- For a few (penny), you can play ring toss. \_\_\_\_\_
- The girls dress like (lady) from long ago. \_\_\_\_\_
- The children ride (pony) around the ring. \_\_\_\_\_
- Look at the (guppy) in the tank. \_\_\_\_\_
- I like the two white (bunny) over here. \_\_\_\_\_
- The man is telling (story) to the children. \_\_\_\_\_

## More Plural Nouns

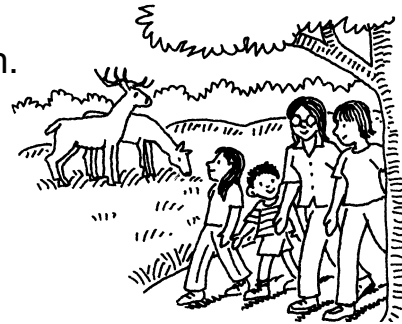
### REMEMBER THE RULES

- Some nouns have special plural forms.  
*The two **men** and three **women** won a prize.*
- A few nouns have the same singular and plural forms.  
*The picture showed two **deer** and three **sheep**.*

Singular	Plural	Singular	Plural
man	men	sheep	sheep
woman	women	deer	deer
child	children	moose	moose
goose	geese	fish	fish
mouse	mice	trout	trout

**A.** Read each sentence. Circle the plural noun in each sentence.

1. Two bighorn sheep looked down from the mountain.
2. Several men were fishing in a stream.
3. One man caught three big trout.
4. He threw two smaller fish back into the stream.
5. Two big moose walked by.



**B.** Read each sentence. Write the plural form of each noun in ( ).

6. Three (deer) ran into the forest. \_\_\_\_\_
7. Two (woman) walked along the forest path. \_\_\_\_\_
8. Did you see the (child) walking? \_\_\_\_\_
9. Several (mouse) nibbled on the leaves. \_\_\_\_\_
10. Five (goose) swam in the lake. \_\_\_\_\_

## Common and Proper Nouns

### REMEMBER THE RULES

- A **common noun** names any person, place, or thing.  
*boy state cat day*
- A **proper noun** names a special person, place, or thing and begins with a capital letter.  
*Juan New Mexico Tiger Tuesday*

- A.** Read the paragraph. Decide if each underlined word is a common noun or a proper noun. Write **common** or **proper** on the numbered line below.

I live in a small town<sup>1</sup> in Colorado<sup>2</sup>. I go to Rio Lindo School<sup>3</sup>. Mr. Banks<sup>4</sup> is my teacher. Every Monday<sup>5</sup> afternoon I play soccer<sup>6</sup>. Our team plays against the team<sup>7</sup> from Richmond<sup>8</sup>. I bring my dog<sup>9</sup> Scout to the field. Scout<sup>10</sup> likes to watch me play.

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

- B.** Write a proper noun for each common noun.

11. day \_\_\_\_\_
12. school \_\_\_\_\_
13. city or town \_\_\_\_\_
14. teacher \_\_\_\_\_
15. street \_\_\_\_\_

## Mechanics and Usage: Capitalization

### REMEMBER THE RULES

- Begin each important word of a **proper noun** with a capital letter.  
*Sarita Alaska Echo Bridge*
- **Capitalize** the name of a **day, month, or holiday**.  
*Saturday May New Year's Day*
- **Capitalize** important words in the **title of a book**.  
*The Mouse and the Motorcycle*

**A.** Read each sentence. Write the proper noun in ( ) correctly on the line.

1. Habib is reading a book called (bringing the rain to kapiti plain).

\_\_\_\_\_

2. It tells about life in (africa). \_\_\_\_\_

3. The story is about a herdsman named (ki-pat). \_\_\_\_\_

4. The illustrations are by (beatriz vidal). \_\_\_\_\_

5. The author lives in (kenya). \_\_\_\_\_

**B.** Write each proper noun correctly.

6. naomi is reading the legend of the indian paintbrush.

\_\_\_\_\_

7. The story tells how the plains indians lived.

\_\_\_\_\_

8. The chief had a horse called runs swiftly.

\_\_\_\_\_

9. Most of the story takes place in south dakota.

\_\_\_\_\_

10. habib and naomi will finish their books by friday.

\_\_\_\_\_



## Mixed Review

### REMEMBER THE RULES

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.  
Singular → *clock*      Plural → *clocks*
- A **common noun** names any person, place, or thing. A **proper noun** names a special person, place, or thing and begins with a capital letter.  
Common → *state*      Proper → *Florida*

A. Complete the sentences by writing the proper noun in ( ) correctly.

1. An early submarine was designed by \_\_\_\_\_. (david bushnell)
2. The name of the ship was the \_\_\_\_\_. (turtle)
3. \_\_\_\_\_ built a copper-covered submarine. (robert fulton)
4. He called this submarine the \_\_\_\_\_. (nautilus)
5. Fulton tried to sell his invention to \_\_\_\_\_. (france)

B. Write each underlined noun. Write whether the noun is **singular** or **plural**.

6. A submarine is an underwater ship.

\_\_\_\_\_

7. It dives and rises by filling tanks with air or water.

\_\_\_\_\_

8. A propeller pushes a submarine forward.

\_\_\_\_\_

9. The periscope lets the navigator see outside.

\_\_\_\_\_

10. Small fins help submarines move through the ocean.

\_\_\_\_\_

## Singular Possessive Nouns

### REMEMBER THE RULES

- A **possessive noun** is a noun that shows who or what owns or has something.

*The **bird's** feathers are blue.*

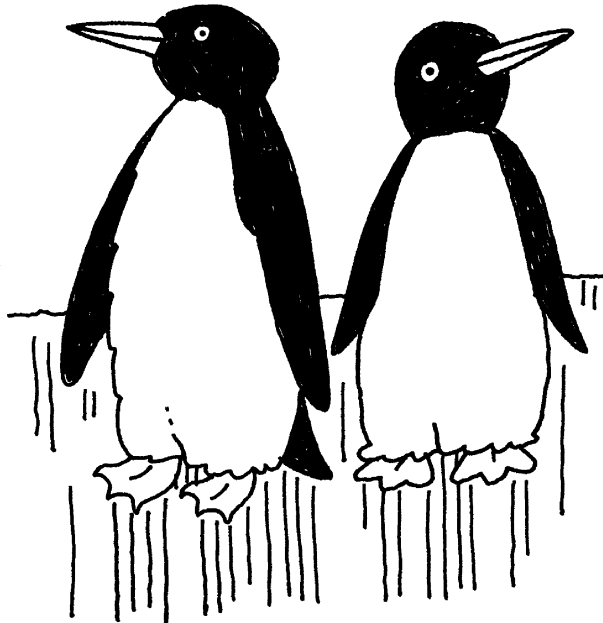
*I like that **man's** dog.*

- Add an **apostrophe (')** and an **-s** to a singular noun to make it possessive.

*bear + 's = bear's*

#### A. Circle the possessive noun in each sentence.

1. The Emperor penguin's home is in the Antarctic.
2. This seabird lives in one of the world's coldest climates.
3. The penguin feeds on the ocean's fish.
4. The seabird's fat, round body keeps heat inside.
5. The penguins live in groups on the region's ice.



#### B. Read each sentence. Write the possessive form of the noun in ( ).

6. The female (penguin) single egg is laid in March. \_\_\_\_\_
7. The (Antarctic) icy winds can chill the egg. \_\_\_\_\_
8. The (egg) safety is important to both parents. \_\_\_\_\_
9. The (male) job is to keep the egg warm. \_\_\_\_\_
10. The (chick) mother cares for it when it hatches. \_\_\_\_\_

## Plural Possessive Nouns

### REMEMBER THE RULES

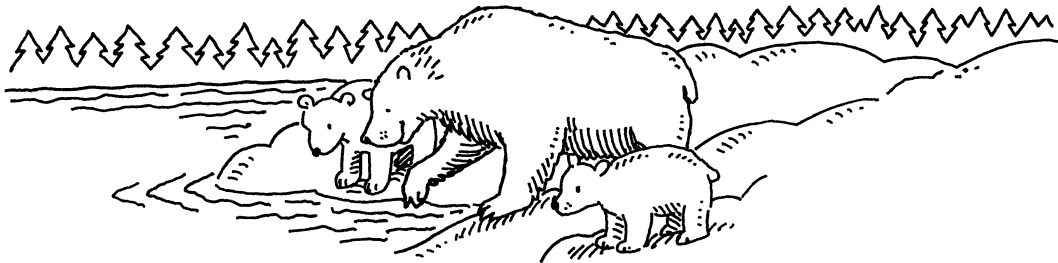
- Add an **apostrophe** (') to make most plural nouns possessive.  
*The **buses**' wheels came to a stop.*
- Add an **apostrophe** (') and an **-s** to form the possessive of plural nouns that do not end in s.  
*The **people's** cabins were ready.*

**A.** Decide whether each word is a singular possessive noun or a plural possessive noun. Write **singular** or **plural** on the line.

- |                     |                     |
|---------------------|---------------------|
| 1. Saturday's _____ | 6. insects' _____   |
| 2. friends' _____   | 7. children's _____ |
| 3. parents' _____   | 8. teacher's _____  |
| 4. Julio's _____    | 9. Marie's _____    |
| 5. women's _____    | 10. workers' _____  |

**B.** Read each sentence. Write the possessive form of the plural noun in ( ).

11. The (owls) hoots floated across the water. \_\_\_\_\_
12. The (explorers) canoes were parked on the beach. \_\_\_\_\_
13. The men stared at the (bears) footprints. \_\_\_\_\_
14. Were the (animals) eyes watching them from behind the trees?  
\_\_\_\_\_
15. The (men) cameras clicked as they went to work. \_\_\_\_\_



## Combining Sentences: Nouns

### REMEMBER THE RULES

- You can make your writing more interesting by **combining sentences**.
- Use the word **and** to join the two nouns. Leave out the words that repeat.

*Eagles have powerful wings. Snow geese have powerful wings.*



*Eagles **and** snow geese have powerful wings.*

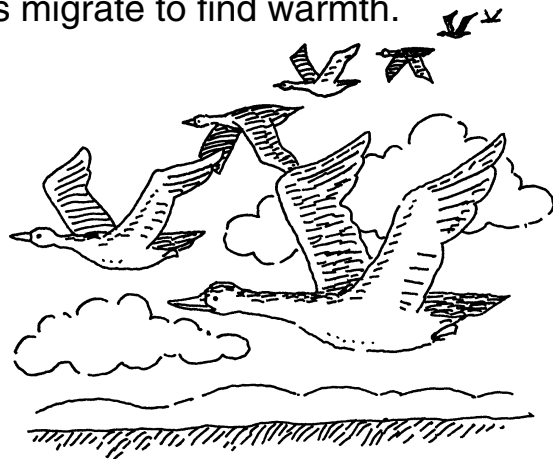
Read each pair of sentences. Circle the parts that are alike.  
Then combine each pair of sentences.

1. During the fall, days get shorter. During the fall, days get colder.

\_\_\_\_\_

2. Animals migrate to find food. Animals migrate to find warmth.

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



3. Cranes fly south. Geese fly south.

\_\_\_\_\_

4. Birds fly along the East Coast. Birds fly along the West Coast.

\_\_\_\_\_

5. The sun guides the birds. The stars guide the birds.

\_\_\_\_\_

## Mechanics and Usage: Abbreviations

### REMEMBER THE RULES

- An **abbreviation** is a shortened form of a word. An abbreviation begins with a **capital letter** and ends with a **period**.
- You can abbreviate titles before a name.  
*Dr. Shin Mrs. Mendez Mr. Martin*
- You can abbreviate the days of the week.  
*Sun. Mon. Tues. Wed. Thurs. Fri. Sat.*
- You can abbreviate some months.  
*Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.*

#### A. Write each abbreviation correctly.

- |                   |                     |
|-------------------|---------------------|
| 1. Dec _____      | 6. jan. _____       |
| 2. Sat _____      | 7. Dr Diaz _____    |
| 3. tues. _____    | 8. wed. _____       |
| 4. mrs. Lin _____ | 9. mr. Masako _____ |
| 5. Mar _____      | 10. Mrs Field _____ |

#### B. Circle the correct abbreviation for each sentence.

- |  |      |      |
|--|------|------|
| 11. _____ was a snowy month.           | Dec  | Dec. |
| 12. My teacher's name is _____ Avila.  | Mr.  | mr   |
| 13. I saw my dentist, _____ Hayes.     | Dr.  | Dr   |
| 14. It will be finished by _____ noon. | Fri. | Fri  |
| 15. Please call _____ night.           | Mon  | Mon. |

## Mixed Review

### REMEMBER THE RULES

- A **possessive noun** shows who or what owns something.
- Add an apostrophe (') and an **-s** to a singular noun to make it possessive.

*The **clown's** shoes were huge.*

- Add an apostrophe to make most plural nouns possessive.

*The **animals'** trainers taught them new tricks.*

- Add an apostrophe and an **-s** to form the possessive of plural nouns that do not end in **-s**.

*The **children's** seats were next to the ring.*

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

1. the tiger tail \_\_\_\_\_
2. the elephants trunks \_\_\_\_\_
3. the ringmaster hat \_\_\_\_\_
4. the monkey suit \_\_\_\_\_
5. the jugglers act \_\_\_\_\_

**B.** Write each sentence. Add an apostrophe to the underlined noun to show possession.

6. The lion cage was big.  
\_\_\_\_\_
7. The dogs costumes were blue.  
\_\_\_\_\_
8. The children laughter was loud.  
\_\_\_\_\_
9. The clowns cars were small.  
\_\_\_\_\_
10. The trapeze artist act was wonderful.  
\_\_\_\_\_

## Common Errors with Plurals and Possessives

### REMEMBER THE RULES

- A **plural noun** names more than one person, place, or thing.  
*children      parks      trees*
- A **possessive noun** shows who or what owns or has something.
- To form the possessive of a singular noun, add an **'s**.  
*The **dog's** tail is short.*
- To form the possessive of a plural noun that ends in **-s**, add an apostrophe (**'**).  
*The **dogs'** tails are short.*
- To form the possessive of a plural noun that does not end in **-s**, add an **'s**.  
*The **children's** pets play in the park.*

Write each underlined word correctly on the line.

1. Peters' dogs are beagles. \_\_\_\_\_
2. His grandparents dog is a collie. \_\_\_\_\_
3. The dog's names are Ruff, Mishka, and POCO. \_\_\_\_\_
4. The dogs' play in the park together. \_\_\_\_\_
5. At the park, they see two kittens'. \_\_\_\_\_
6. One kittens fur is orange. \_\_\_\_\_
7. Both kitten's tails are long. \_\_\_\_\_
8. Peters father throws a ball to Mishka.  
\_\_\_\_\_
9. Mishkas' mouth opens wide to catch the ball. \_\_\_\_\_
10. Peoples like to watch the dogs play in the park. \_\_\_\_\_



## Study Skills: Library Resources

### REMEMBER THE RULES

- To locate information in the **library**, use the **Library Card Catalog** or **PAC (Public Access Catalog)**.
- The **card catalog** lists books and materials in the library.
- The card catalog contains a **title card** and an **author card** for every book. Each nonfiction book has a **subject card**.
- Every book has a **call number**.

Use the author cards to answer the questions below.

**Card A**

CALL NUMBER: J599.53 CERULLO  
 AUTHOR: Cerullo, Mary M.  
 TITLE: Dolphins: What They Can Teach Us  
 PUBLISHED: Dutton Children's Books, New York: 1999  
 SUMMARY: Focuses on the behavior of these large sea animals and their interactions with humans.  
 SUBJECTS: 1. Sea animals  
 2. Dolphins

**Card B**

CALL NUMBER: J591.5 COSGROVE  
 AUTHOR: Cosgrove, Margaret  
 TITLE: Animals Alone and Together  
 PUBLISHED: Dodd, Mead and Company, New York: 1978  
 SUMMARY: Examines the main groupings in which animals live and the behavior of animals in groups.  
 SUBJECTS: 1. Animal habitats  
 2. Group behavior in animals

### Card A

1. Who wrote this book on dolphins? \_\_\_\_\_
2. When was this book published? \_\_\_\_\_
3. What is the call number of the book? \_\_\_\_\_
4. What subject cards will help you find other books on dolphins?  
 \_\_\_\_\_
5. Tell one thing about dolphins you will find in this book.  
 \_\_\_\_\_

### Card B

6. Who published this book? \_\_\_\_\_
7. What is the call number of this book? \_\_\_\_\_
8. Who wrote this book? \_\_\_\_\_
9. What two other subjects could help you research this topic?  
 \_\_\_\_\_
10. Write one thing you might learn about animals in this book.  
 \_\_\_\_\_



## Vocabulary: Compound Words

- A **compound word** is a word made from two or more words joined together.

*base + ball = **baseball***

*spot + light = **spotlight***

*side + walk = **sidewalk***

*tea + cup = **teacup***

**A.** Read each sentence. Draw a line between the two words that form a compound word.

1. Yesterday was Lien's birthday.
2. Her classmates decided to surprise her.
3. We went to see her that afternoon.
4. As she came downstairs, we sang "Happy Birthday."
5. We gave her a sweatshirt with her name on it.
6. We went outside and played some games.
7. Then her dad built a fire in the fireplace.
8. We sat around the fire and ate popcorn.
9. Lien's mom served cupcakes and juice.
10. At sunset we all went home.



**B.** Make compound words by joining a noun from Box A with a noun from Box B. Use the compound words to solve the riddles.

11. I am something people eat for breakfast.

\_\_\_\_\_

12. I protect a horse's feet.

\_\_\_\_\_

13. I am an insect with colorful wings.

\_\_\_\_\_

14. I am a small home for a dog.

\_\_\_\_\_

15. I am your father's father.

\_\_\_\_\_

<b>A</b>
dog
grand
butter
oat
horse

<b>B</b>
house
fly
meal
father
shoe

## Composition: Organization

- When you want a reader to follow ideas, events, or instructions, present details in an order that makes sense.
- Begin with a **topic sentence** that states the **main idea**.
- When you explain how to do something, organize the details in the order in which the instructions need to be carried out.
- Write exact, **step-by-step details**.
- Choose words that help explain the order of each step.



Here are directions that tell how to make a jigsaw puzzle, but the ideas are not in order. Number the ideas in an order that makes sense. Write 1 next to the topic sentence. Write numbers 2 through 5 for the other ideas.

- \_\_\_\_\_ Cut out the picture and glue it smoothly onto a piece of cardboard.
- \_\_\_\_\_ Now you can mix up the pieces, put them in a box, and play with your puzzle on another day.
- \_\_\_\_\_ Find a pretty nature picture from a magazine to make your own jigsaw puzzle.
- \_\_\_\_\_ Carefully cut out each piece.
- \_\_\_\_\_ Using a soft pencil, draw squiggly lines on your cardboard picture to make 16 jigsaw puzzle shapes.

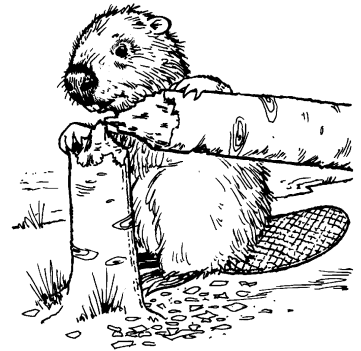
## Features of Explanatory Writing

Explanatory writing gives directions or explains how to do something. Good explanatory writing:

- tells **how to** complete a specific task.
- presents **step-by-step instructions**.
- gives **clear details** that are easy to follow.
- uses **time-order** or **space-order words** to make instructions clear.

Read the paragraph. Write the answers to the questions.

Beavers live in rivers, streams, and lakes. Beavers work together in groups to build a dam. First, they choose a narrow place in a shallow stream. Then, they cut down trees. They do this by standing on their hind legs and gnawing around the tree trunks with their large, powerful teeth. When the tree falls down, the beavers break off the branches. Next, they cut the trunk into smaller pieces and drag the pieces into the stream. Finally, they use sticks, stones, and mud to keep the dam in place and to keep it watertight.



1. What specific task does the author explain?

---

2. What time-order words help you understand the steps?

---

3. Write a detail from the paragraph.

---

4. What space-order words does the author use?

---

5. What is the last step in building a dam?

---



---

## Prewrite: Explanatory Writing

Read these steps for making scrambled eggs. Write the steps in order on the sequence chart.

- Break the eggs into a bowl.
- Enjoy eating your scrambled eggs.
- Put the cooked eggs on a plate.
- Pour the eggs into a pan and stir them while they cook.
- Get some eggs.
- Stir up the eggs in the bowl with a fork.

1.
↓
2.
↓
3.
↓
4.
↓
5.
↓
6.

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## Revise: Explanatory Writing

An important step in writing is revising your first draft. In this way you can make your writing better.

- A.** Read the first draft below about how to make a set of wind chimes. Then follow these steps to revise it.
- Add time-order words to help the reader understand the order of the steps.
  - Add details to make the writing more interesting.
  - Fix choppy sentences by combining two short sentences with *and*.

Would you like to make a set of wind chimes? Collect materials that will make a noise. These might be paper clips, beads, pieces of wood, or keys. You will also need a wire hanger and some string. Next, cut pieces of string. Tie pieces of string to the objects. Then, tie the other end of the pieces of string to the wire hanger. Hang the hanger in a place where the wind will blow through it. Now, you can enjoy the sounds of your wind chime!

- B.** Use the changes you marked to write the revised directions on another sheet of paper.

**Proofread: Explanatory Writing****PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

Ⓢ Add a period.

Read the paragraph about making a string telephone. Check for errors in capitalization and punctuation. Correct any spelling mistakes. Make sure the writing makes sense.

**A.** Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

Have you ever played the Telephone Game. You can have fun making a string telephone. first, punch a small hole. Punch one in the bottom of two paper cups. Next, tie a knot in one end of a long peace of string. Pull the unknotted end through the hol in the first cup. The strings knot should be inside the cup. Then, pull the string throu the hole in the second cup. First, tie another knot in the other end of the string. Now, you and a friend can play the Telephone game with your string telephone!

**B.** Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

## Action Verbs

### REMEMBER THE RULES

- An **action verb** is a word that shows action.  
*Mark and Brian **make** a lemonade stand.*

#### A. Circle the action verb in each sentence.

1. Mark pulls the wagon to the corner.
2. Brian mixes lemonade.
3. The boys draw signs for the stand.
4. They work together.
5. Brian gets the stand ready.
6. Mark pours the lemonade into the cups.
7. Brian wants the first taste.
8. He drinks it all in one gulp!
9. People come for a drink of lemonade.
10. The boys hope for a hot day.



#### B. Write the action verb that belongs in each sentence. Choose the verbs from the box.

add

cut

taste

squeeze

stir

11. First, we \_\_\_\_\_ the lemons in half.
12. Next, we \_\_\_\_\_ the lemon juice out.
13. Then, we \_\_\_\_\_ sugar and water.
14. After that, we \_\_\_\_\_ them up together.
15. Finally, we \_\_\_\_\_ the lemonade.

## Present-Tense Verbs

### REMEMBER THE RULES

- Add **-s** to most singular verbs in the present tense.  
*run runs*
- Add **-es** to verbs that end in *sh, ch, ss, zz, or x*.  
*wash washes*
- Change **y** to **i** and add **-es** to verbs that end with a consonant and **y**.  
*try tries*

Write the verb in ( ) in the present tense. Check the spelling of the verbs.

1. In fairy tales, the princess (find) her prince. \_\_\_\_\_
2. Even a frog (turn) into a prince. \_\_\_\_\_
3. Sometimes the princess (search) for her prince. \_\_\_\_\_
4. Sometimes she (wish) for the prince to come. \_\_\_\_\_
5. The witch (try) to keep them apart. \_\_\_\_\_
6. But a fairy godmother (help) them. \_\_\_\_\_
7. The prince (kiss) the princess. \_\_\_\_\_
8. The princess (marry) the prince. \_\_\_\_\_
9. The town (buzz) about the news. \_\_\_\_\_
10. The couple (live) happily ever after. \_\_\_\_\_
11. A fairy tale (tell) a make-believe story. \_\_\_\_\_
12. Someone in the story (use) magic powers. \_\_\_\_\_
13. The fairy godmother (fix) the problem. \_\_\_\_\_
14. The bad witch (lie) to the princess. \_\_\_\_\_
15. The princess (know) the truth in the end. \_\_\_\_\_



## Subject-Verb Agreement

### REMEMBER THE RULES

- A verb in the present tense must agree with its subject.  
*Hank works on a computer.*
- Do not add **-s** or **-es** to a present-tense verb when the subject is **I** or **you** or is **plural**.  
*I work on a computer.*  
*You work on a computer.*  
*They work on a computer.*

**A.** Draw a line under the subject. Circle the verb that agrees.

1. We learn in many ways.
2. Children listen to stories.
3. You ask questions.
4. Students read good books.
5. They also play computer games.

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

6. Many people (work) on computers.

\_\_\_\_\_

7. Artists (draw) pictures on computers.

\_\_\_\_\_

8. Doctors (look) at the inside of patients.

\_\_\_\_\_

9. A police officer (find) suspects.

\_\_\_\_\_

10. A teacher (grade) students.

\_\_\_\_\_

## Mechanics and Usage: Letter Punctuation

### REMEMBER THE RULES

- The **greeting** and **closing** of a letter begins with a capital letter and ends with a comma.

*Dear Sarah,*                      *Sincerely,*  
*Martin Miller*

Write each item correctly.

1. Dear Mrs. Zelinsky

\_\_\_\_\_

2. yours truly,  
Saul

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

3. Dear carmen,

\_\_\_\_\_

4. Sincerely  
Aaron

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

5. Love,  
Grandpa joe

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

6. dear Dr. DeSoto

\_\_\_\_\_

7. Your friend  
Alex

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

8. Dear Anastasia

\_\_\_\_\_

9. Forever yours  
Bea

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

10. love  
Bill

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

**At Home:** With a family member, write a letter to a relative. Be sure to write the greeting and closing correctly.

## Mixed Review

### REMEMBER THE RULES

- An **action verb** shows action.
- Add **-s** or **-es** to most singular verbs in the present tense. If a verb ends with a consonant and **y**, change the **y** to **i** and add **-es**.  
*My neighbor **builds** a fence.*  
*He **studies** a plan to build it.*
- If the subject of a sentence is plural or is **I** or **you**, do not add **-s** or **-es** to the verb in the present tense.  
*I **watch** him build the fence.*

**A.** Read each sentence. Circle the action verb.

1. Several people work on the new fence.
2. One man carries some long boards.
3. Another man stacks boards on the platform.
4. One worker places the boards side by side.
5. She quickly cuts the boards into thin pieces.
6. One worker finds the hammer and nails.
7. Another worker nails the boards in place.
8. Together, they build the fence quickly.
9. My friends and I paint the new fence.
10. We finish the job in two hours.



**B.** Read each sentence. Write the correct form of the verb on the line.

11. My cousin (repair) houses. \_\_\_\_\_
12. He (spread) new plaster on the walls. \_\_\_\_\_
13. He (fix) the doors and windows. \_\_\_\_\_
14. He and a friend (replace) the roof. \_\_\_\_\_
15. Then they (paint) the house inside and out. \_\_\_\_\_

## Past-Tense Verbs

### REMEMBER THE RULES

- A verb in the **past tense** tells about an action that has already happened.
- Add **-ed** to most verbs to form the past tense.  
*walk + ed = walked*

Write the sentence using the past tense of the verb in ( ).

1. We (study) about inventions last month.  
\_\_\_\_\_
2. We (talk) about different ideas.  
\_\_\_\_\_
3. We (decide) on an invention.  
\_\_\_\_\_
4. We (work) together on it.  
\_\_\_\_\_
5. The teacher (help) us.  
\_\_\_\_\_
6. Ahmed (plan) the work.  
\_\_\_\_\_
7. I (create) the design.  
\_\_\_\_\_
8. We (gather) the materials.  
\_\_\_\_\_
9. Some of us (glue) the parts.  
\_\_\_\_\_
10. Jan (spill) the glue!  
\_\_\_\_\_

**At Home:** Ask your family what inventions have changed their lives. Listen for past-tense verbs.

## Future-Tense Verbs

### REMEMBER THE RULES

- A verb in the **future tense** tells about an action that is going to happen.
- Use *will* with action verbs in the future tense.  
*I will sing at the show.*  
*I will win first prize.*

Write each verb in ( ) in the future tense.

1. We (have) a talent show. \_\_\_\_\_
2. The students (love) the show. \_\_\_\_\_
3. Mrs. Patterson (play) the piano. \_\_\_\_\_
4. A group of girls (dance) in the show. \_\_\_\_\_
5. Lisa (perform) gymnastics. \_\_\_\_\_
6. Everyone (clap) a lot for her. \_\_\_\_\_
7. Roy and his brother (do) magic tricks. \_\_\_\_\_
8. Erin (tell) funny jokes. \_\_\_\_\_
9. The show (start) after school. \_\_\_\_\_
10. We (see) many talented students! \_\_\_\_\_
11. The audience (sit) in the chairs. \_\_\_\_\_
12. We (pull) the curtains open. \_\_\_\_\_
13. Mr. Nguyen (operate) the lights. \_\_\_\_\_
14. Mrs. Patterson (start) the music. \_\_\_\_\_
15. Everyone (cheer) for the performers. \_\_\_\_\_

## Combining Sentences: Verbs

### REMEMBER THE RULES

- You can combine two sentences with the same subject by joining the predicates.
- Use **and** to join the predicates of two sentences with the same subject.

**Separate:**      *Mother invited us inside.  
Mother asked us to help her.*

**Combined:**    *Mother invited us inside **and**  
asked us to help her.*

Join each pair of sentences by using **and** to combine the predicates.

1. We washed our hands. We gathered the ingredients.

---

---

2. I poured the milk. I mashed the bananas.

---

---

3. Terri mixed in the oil. Terri stirred in the raisins.

---

---

4. Rita measured the flour. Rita added it to the batter.

---

---

5. Mother filled the pan. Mother put it in the oven.

---

---

## Mechanics and Usage: Commas in Dates and Places

### REMEMBER THE RULES

- Use **commas** to separate the items in dates and names of places.

*June 21, 1990*

*Boston, Massachusetts*

**A.** Write the dates on the lines following the sentences. Add commas where they are needed.

1. The Clark family's vacation starts on June 10 2002.

\_\_\_\_\_

2. Mrs. Clark was born in Chicago on August 7 1960.

\_\_\_\_\_

3. Sarah's date of birth is November 18 1991.

\_\_\_\_\_

4. They moved on March 3 1996.

\_\_\_\_\_

5. They will return from vacation on July 6 2002.

\_\_\_\_\_

**B.** Write the underlined place names on the lines following the sentences. Add commas where they are needed.

6. Sarah Clark hopes to visit Chicago Illinois.

\_\_\_\_\_

7. Mr. Clark comes from Amarillo Texas.

\_\_\_\_\_

8. Sarah was born in Charleston South Carolina.

\_\_\_\_\_

9. The Clarks live in Nashville Tennessee.


\_\_\_\_\_

10. The family moved there from Dallas Texas.

\_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- Add **-ed** to most verbs to show an action that happened in the **past**.  
*Yesterday, I **walked** in the woods with my family.*
- Use **will** with action verbs to tell about something that is going to happen in the **future**.  
*Tomorrow, we **will skate** in the park.*
- Use **and** to join the predicates of two sentences with the same subject.  
*We will skate in the park. We will walk in the woods.*  
  
*We will skate in the park **and** walk in the woods.*

Write each pair of sentences as one sentence. Use *and* to combine the predicates. Then, write **past tense** or **future tense** to describe the verbs.

1.–2. The crow perched on a branch in the woods. The crow squawked.

---

---

3.–4. The gull glided over the pond. The gull searched for food.

---

---

5.–6. The flower's leaves will open during the day. The flower's leaves will close at night.

---

---

7.–8. An elk peered from under the branches. An elk checked for signs of danger.

---

---

9.–10. The rain will soak the roots of the tree. The rain will fill the pond.

---

---



## Common Errors with Subject-Verb Agreement

### REMEMBER THE RULES

Remember that the subject and verb in a sentence must agree.

- If the subject is one person or thing, then the verb must tell about one person or thing. Add **-s** or **-es** to the verb.

This sentence is not correct: *My Dad serve the spaghetti.*

This sentence is correct: *My Dad **serves** the spaghetti.*

- If the subject is more than one person or thing, then the verb must tell about more than one person or thing.

This sentence is not correct: *My two aunts sips water.*

This sentence is correct: *My two aunts **sip** water.*

- If the subject has two nouns joined by *and*, then the verb must tell about two subjects.

This sentence is not correct: *Li and I asks Dad for more.*

This sentence is correct: *Li and I **ask** Dad for more.*

Choose the verb in ( ) that agrees with the subject. Write the correct verb on the line.

1. We (go, goes) to the mountains. \_\_\_\_\_
2. Max's dad (bring, brings) a big tent. \_\_\_\_\_
3. He (help, helps) us set it up. \_\_\_\_\_
4. Bill (gathers, gather) sticks for the fire. \_\_\_\_\_
5. We all (sing, sings) songs. \_\_\_\_\_
6. Bill (sleeps, sleep) in a sleeping bag. \_\_\_\_\_
7. Gloria (watch, watches) the stars. \_\_\_\_\_
8. Max (write, writes) letters by the fire. \_\_\_\_\_
9. We (hear, hears) a coyote howl. \_\_\_\_\_
10. I (try, tries) to sleep, but I can't! \_\_\_\_\_

## Study Skills: Note-Taking and Summarizing

### REMEMBER THE RULES

- To **remember facts** that you find in a newspaper, magazine, or encyclopedia, take notes.
- Take notes on the **main idea** and the **important details**.
- Write **single words, groups of words, or sentences**.

Read the article. Follow the directions to write notes. Use single words, groups of words, or sentences.

The red kangaroo keeps cool in Australia’s hot, dry climate. These animals can go for long periods without water. They feed in the evening, grazing on grass and leaves. During the day, they rest in the shade. On very hot days, they may cool off in a hole they dig in the soil. If the temperature gets very high, you’ll see them licking their front legs to cool off, or panting heavily to get rid of body heat.

1. Write a note on the main idea of this paragraph.

---

2. Write about the red kangaroo’s need for water.

---

3. Write a note about how they spend time at night.

---

4. Write a note about how they stay cool during the day.

---

5. Write about how they get rid of body heat.

---

**B.** Use your notes to write a summary of the article on another sheet of paper. Briefly state the main idea. Then add the important details. Use five complete sentences for your summary.

**Vocabulary: Prefixes**

- A **prefix** is a word part that is added to the beginning of a word. It changes the meaning of the base word.

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
<i>dis-</i>	not, the opposite of	<i>disagree</i> <i>dislike</i>
<i>re-</i>	again, back	<i>rewrite</i> <i>replace</i>
<i>un-</i>	not, opposite	<i>unkind</i> <i>untie</i>

**A.** Add *un-* or *re-* to each underlined word. Write the new word.

1. Mia is able to go to the game. \_\_\_\_\_
2. She has to write her book report. \_\_\_\_\_
3. It is fair that she has to miss the game. \_\_\_\_\_
4. We will play the videotape for her. \_\_\_\_\_
5. We have to wind the tape first. \_\_\_\_\_

**B.** Add *un-*, *re-*, or *dis-* to each underlined word. Write the new word.

6. Let's pack the video camera and film right now. \_\_\_\_\_
7. Please play the tape of the game. \_\_\_\_\_
8. That player is willing to accept the umpire's decision. \_\_\_\_\_
9. Now the coach and the umpire are agreeing. \_\_\_\_\_
10. The fans like waiting for the action to start. \_\_\_\_\_



## Composition: Leads and Endings

- The **lead** is the opening of a piece of writing.
- A good lead makes the readers want to read more.
- The lead may give the main idea.
- The **ending** is the last part of a piece of writing.
- A good ending makes the readers feel the writing is finished.
- The ending may draw a conclusion, restate the main idea, or sum up what the writer said.

**Lead** → *Guess what I saw this morning?*

**Ending** → *I never saw that skunk again!*

Read each topic and the sentences that follow. Write **lead** or **ending** on the line to identify each sentence.

### A Visit to the Zoo

1. We didn't know what kind of animals we would see at the zoo. \_\_\_\_\_
2. Our day at the zoo turned out to be unforgettable. \_\_\_\_\_

### Making Homemade Applesauce

3. Finally, put the applesauce in a bowl and eat it. \_\_\_\_\_
4. You can make applesauce at home, and here's how. \_\_\_\_\_

### The Day My Best Friend Moved

5. My worst day was when my best friend moved. \_\_\_\_\_
6. I waved good-bye as they drove away. \_\_\_\_\_

### My First Boat Ride

7. That was a ride I will always remember. \_\_\_\_\_
8. One day I went for a ride on my uncle's boat. \_\_\_\_\_

### Announcing a School Carnival

9. Come to the school carnival for fun and games. \_\_\_\_\_
10. So come one, come all, and join the fun! \_\_\_\_\_

## Features of Persuasive Writing

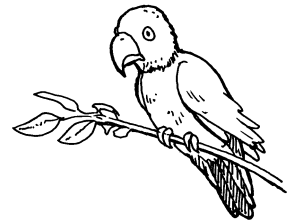
Persuasive writing tries to make people think or act in a certain way.  
Good persuasive writing:

- clearly **states an opinion** about a topic.
- **gives convincing reasons and facts** to support the main idea.
- organizes the reasons in an **order that makes sense**.
- uses **opinion words**:

*think believe can must need should*

Read the persuasive writing below. Then write the answers to the questions.

I believe we need to save our rain forests! Every day many acres of rain forest are destroyed. Many products we use, like foods and medicine, come from rain forests. Many of the world's animals and plants are found in rain forests. We should not destroy the rain forests, or we will be destroying places where many animals and plants live.



1. What is the writer's opinion?  
\_\_\_\_\_
2. What words in the first sentence express an opinion?  
\_\_\_\_\_
3. What is the first reason the writer gives to support this opinion?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is another reason the writer gives to support this opinion?  
\_\_\_\_\_  
\_\_\_\_\_
5. What opinion words does the writer use?  
\_\_\_\_\_

## Prewrite: Persuasive Writing

Think of a project you think your class should do. State your opinion in the **first Opinion box** below. List your reasons. In the **second Opinion box**, state your opinion on how to do the project. Then list your reasons.

<b>Opinion:</b>	
<b>Reason</b>	
<b>Reason</b>	
<b>Reason</b>	

<b>Opinion:</b>	
<b>Reason</b>	
<b>Reason</b>	

## Revise: Persuasive Writing

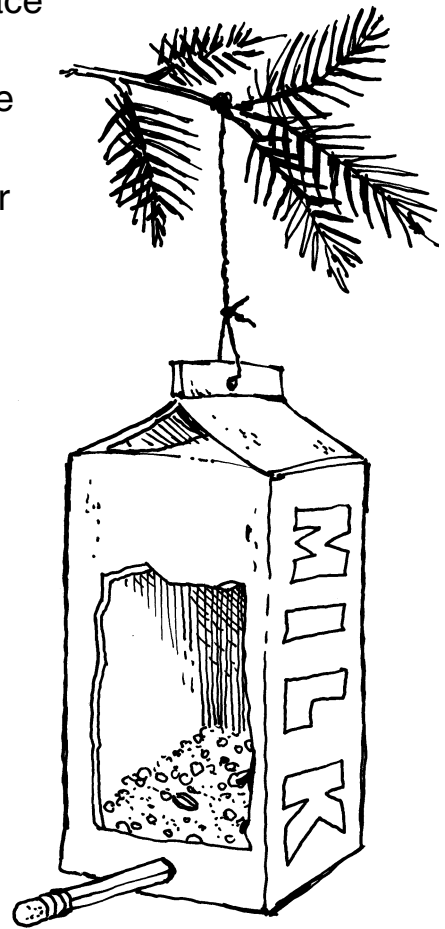
An important step in writing is revising your first draft. In this way you can make your writing better.

**A.** Read the first draft below. Then follow these steps to revise it.

- Add an opinion word to “sell” your idea.
- Add a fact to support your opinion.
- Give reasons in an order that makes sense.

Our class should make bird feeders and place them outside our classroom windows. There are lots of birds in our neighborhood. Winter is coming.

I think an empty carton makes a nice bird feeder. You can cut off the front of the carton to make a place for the seed. We could learn a lot about birds by watching them. You can make a roost for the birds. Just cut holes in the bottom of the carton and push a pencil through the holes.



**B.** Use the changes you marked to write the revised persuasive paragraph on another sheet of paper.

## Proofread: Persuasive Writing

**PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

⊙ Add a period.

Read the first part of a letter to Principal Jones. Check to see if there are any errors in the agreement of verbs. See if commas and capital letters have been used where they belong. Also, look for spelling errors.

**A.** Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

345 Westlake avenue

Sleepy Lake OH 45201

march 12, 2001

Dear Principal Jones

Our class beleives we should make bird feeders and place them outside our classroom windows.

We has noticed that there are many birdes in the nieghborhood. Winter is coming and food are hard to find. Also, we can learn a lot about birds by watching them use our bird Feeders.

**B.** Use the corrections and changes you marked to write the new letter on another sheet of paper.



## Main and Helping Verbs

### REMEMBER THE RULES

- The **main verb** tells what the subject does or is.  
*Dad is **washing** the car.*
- The **helping verb** helps the main verb show an action.  
*Dad **is** washing the car.*

#### A. Circle the main verb in each sentence.

1. I am squirting water from the hose.
2. Dad is scrubbing the tires.
3. Mom will wipe the windows.
4. My sister has vacuumed the inside.
5. Our family will ride in a clean car.

#### B. Write each sentence. Draw one line under the main verb. Draw two lines under the helping verb.

6. Our family is driving to the mountains.  
\_\_\_\_\_

7. We are singing silly songs.  
\_\_\_\_\_

8. I am looking for license plates.  
\_\_\_\_\_

9. My sister is listening to music.  
\_\_\_\_\_

10. We will stop for lunch soon.  
\_\_\_\_\_

## Using Helping Verbs

### REMEMBER THE RULES

- Use the **helping verbs** *has*, *have*, and *had* to help main verbs show an action in the past.
- Both the main verb and the helping verb must agree with the subject.  
*Rosa **has** planned a dinner.*  
*She **had** sent an invitation to Mrs. Reinstein.*  
*The Reinsteins **have** said yes.*

**A.** Circle the correct helping verb in each sentence.

1. Rosa's children (have, has) cleaned the house.
2. Rosa's husband (have, had) vacuumed the living room.
3. My aunt (have, has) dressed in her best clothes.
4. Mrs. Reinstein (has, have) brought Rosa some flowers.
5. Rosa (has, have) placed the flowers in a vase.

**B.** Write each sentence. Choose the correct helping verb in ( ).

6. Rosa (have, has) made a wonderful dinner.

\_\_\_\_\_

7. She (have, had) followed a new recipe.

\_\_\_\_\_

8. Anna (have, had) helped with the salad.

\_\_\_\_\_

9. The guests (have, has) tasted the food.

\_\_\_\_\_

10. The Reinsteins (have, has) enjoyed the meal.

\_\_\_\_\_

## Linking Verbs

**REMEMBER THE RULES**

- An **action verb** shows action.  
*We **drove** in our car to the zoo.*
- The **linking verb *be*** does not show action.  
*We **are** so excited!*

**A.** Draw a line under each verb. Write **linking verb** or **action verb** to describe each verb.

1. The zoo is quiet today. \_\_\_\_\_
2. The lions are in their cave. \_\_\_\_\_
3. I looked for an elephant. \_\_\_\_\_
4. The elephant is behind the tree. \_\_\_\_\_
5. The animals sleep in their cages. \_\_\_\_\_

**B.** Read each sentence. If the sentence has an action verb, circle the verb. If the sentence has a linking verb, underline the verb.

6. We are at the reptile exhibit.
7. A snake slithers in its cage.
8. My sister is afraid of snakes.
9. Some lizards sleep under rocks.
10. My mom and I watch the reptiles.

## Using Linking Verbs

### REMEMBER THE RULES

- Use **is**, **am**, and **was** with singular subjects.  
*Leroy **is** my friend.*
- Use **are** and **were** with plural subjects and **you**.  
*Leroy and Jeff **are** in my class.*

#### A. Circle the correct linking verb. Write it on the line.

1. Today \_\_\_\_\_ my first day at camp.                          is                          are
2. I \_\_\_\_\_ very excited.    is                          am
3. Mandy and Eric \_\_\_\_\_ at camp, too.                                  is                          are
4. Last year, painting \_\_\_\_\_ my favorite activity.                          was                          were
5. Mandy and I \_\_\_\_\_ the best artists.                                  was                          were

#### B. Rewrite each sentence using the correct form of the linking verb **be**.

6. My friends and I (are, is) in soccer class.  
\_\_\_\_\_

7. I (is, am) a soccer goalie.  
\_\_\_\_\_

8. Eric (is, are) good at soccer.  
\_\_\_\_\_

9. Our coach (was, were) on the Olympic team.  
\_\_\_\_\_

10. He and his team (were, was) medal winners.  
\_\_\_\_\_

## Mechanics and Usage: Commas in a Series

**REMEMBER THE RULES**

- Use **commas** to separate words in a series.

*Sam, Charlie, and Phil are my best friends.*

**A.** Read each sentence. Underline the words in a series.

1. Sam, Charlie, and I went to the lake.
2. My friends and I like to swim, fish, and sail.
3. I caught a trout, a bass, and a catfish.
4. The sail on our boat is red, white, and blue.
5. We enjoy splashing, swimming, and diving in the lake.

**B.** Write each sentence. Add commas where needed.

6. Sam Charlie and I went hiking.

---

7. We passed woods fields and flowers.

---

8. We saw butterflies squirrels and birds.

---

9. A wren a jay and a robin flew by.

---

10. We snacked on nuts fruit and popcorn.

---

## Mixed Review

### REMEMBER THE RULES

- The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action.  
*My aunt        **is**        **visiting**        Australia.*
- Use the helping verbs **has, have, and had** to show an action in the past.
- The **linking verb be** does not show action.
- Use **is, am, and was** with singular subjects.
- Use **are and were** with plural subjects and *you*.

**A.** Circle the main verb. Draw a line under the helping verb.

1. Uncle Tony and Aunt Greta are seeing wonderful things in Australia.
2. They have sailed in Sydney Harbor.
3. Uncle Tony has petted a koala!
4. Aunt Greta is writing to us every week.
5. They had promised to take lots of pictures.

**B.** Circle the correct verb in ( ). Then write each sentence.

6. Last week, Uncle Tony \_\_\_\_\_ in a mine. (were, was)

\_\_\_\_\_

7. Aunt Greta \_\_\_\_\_ beautiful coral. (have seen, has seen)

\_\_\_\_\_

8. Uncle Tony \_\_\_\_\_ pictures the day before. (had taken, have taken)

\_\_\_\_\_

9. Today they \_\_\_\_\_ the desert. (is seeing, are seeing)

\_\_\_\_\_

10. I \_\_\_\_\_ they come home soon! (were hoping, am hoping)

\_\_\_\_\_

## Irregular Verbs

### REMEMBER THE RULES

- **Irregular verbs** have a special spelling for the past tense.  
*We **go** on vacation.*  
*We **went** on vacation.*
- Some irregular verbs change their spelling when used with the helping verb *have*.  
*We **see** many exciting sights.*  
*We **have seen** many exciting sights.*

**A.** Circle the irregular verb in each sentence.

1. I went to California with my family.
2. My grandmother came with us.
3. Dad did all the driving.
4. We saw the beautiful ocean.
5. Grandmother had seen the ocean many times before.

**B.** Rewrite each sentence. Change each verb in ( ) to past tense.

6. Dad (say) the trip would take several hours.  
\_\_\_\_\_

7. We had (go) about 150 miles.  
\_\_\_\_\_

8. We (come) to a rest stop.  
\_\_\_\_\_

9. My sister and I (run) outside.  
\_\_\_\_\_

10. I (do) a few jumping jacks.  
\_\_\_\_\_

## More Irregular Verbs

### REMEMBER THE RULES

- **Irregular verbs** do not add **-ed** to form the past tense.
- Irregular verbs have a special spelling for the past tense.

We **eat** pizza.

We **ate** pizza.

**A.** Circle the irregular verb in each sentence.

1. We gave Liona a surprise party.
2. Everyone brought gifts.
3. We sang a song for her.
4. Everyone ate a lot of good food.
5. I grew tired by the end of the party.

**B.** Write each sentence. Change each verb in ( ) to past tense.

6. Dad had (bring) some flowers.

\_\_\_\_\_

7. He (give) the flowers to Liona.

\_\_\_\_\_

8. Liona (begin) to thank him.

\_\_\_\_\_

9. Then Dad (sing) Liona a special song.

\_\_\_\_\_

10. Dad had (give) the best gift.

\_\_\_\_\_



## Contractions with *Not*

### REMEMBER THE RULES

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters are missing.  
*do + not = don't      are + not = aren't*
- The word **won't** is a special contraction. The spelling of **will** changes.  
*will + not = won't*

**A.** Circle the contraction in each sentence. Write the two words that make up the contraction.

1. My mom says that years ago there weren't any telephones.

\_\_\_\_\_

2. I can't imagine life without a telephone.

\_\_\_\_\_

3. I wouldn't be able to call my friend Mandy.

\_\_\_\_\_

4. We couldn't share our secrets.

\_\_\_\_\_

5. Aren't you glad Alexander Graham Bell invented the telephone?

\_\_\_\_\_

**B.** Combine each word from the box with the word *not* to form a contraction. Write the contractions on the lines.

will	had
is	was
does	

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

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

7. \_\_\_\_\_

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

8. \_\_\_\_\_

## Combining Sentences: Verbs

### REMEMBER THE RULES

- You can combine two sentences with the same subjects. Use the word **and** to join the predicates.

*The volcano erupted.*

*The volcano sent lava down the hillside.*

*The volcano erupted and sent lava down the hillside.*

Read each pair of sentences. Circle the subjects that are the same. Write each pair of sentences as one sentence. Use the word *and* to join the predicates.

1. Carmen saw a movie about volcanoes.  
Carmen wanted to learn more.

---

---

2. The earth contains melted rocks.  
The earth is filled with hot gases.

---

---

3. The melted rock moves upward.  
The melted rock breaks through.

---

---

4. Some volcanoes erupt loudly.  
Some volcanoes throw rocks up.

---

---

5. The lava flows down quickly.  
The lava is very hot.

---

---

## Mechanics and Usage: Apostrophes

### REMEMBER THE RULES

- Use an **apostrophe (')** with **nouns** to show **possession**.
- Add **'s** to singular nouns or plural nouns that do not end in **-s**.  
*Ana's T-shirt*
- Add an apostrophe to plural nouns ending in **-s**.  
*artists' paintings*
- Use an apostrophe **in a contraction** to show where letters are missing.  
*do not* → *don't*

**A.** Circle each word that contains an apostrophe. Write **contraction** on the line if the word is a contraction.

1. It isn't hard to design a T-shirt. \_\_\_\_\_
2. Wouldn't you like to try? \_\_\_\_\_
3. We can use our friends' computer. \_\_\_\_\_
4. It shouldn't be hard with graphic software. \_\_\_\_\_
5. Don't forget the transfer paper. \_\_\_\_\_

**B.** Underline each word that contains an apostrophe. Write **possession** or **contraction** to show how the apostrophe is used.

6. It doesn't take long to choose a nice design. \_\_\_\_\_
7. Next, type in the club's name. \_\_\_\_\_
8. Place the transfer paper on the printer's tray. \_\_\_\_\_
9. Aren't you proud of your design? \_\_\_\_\_
10. Mom won't mind pressing it onto your shirt. \_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- **Irregular verbs** do not add **-ed** to form the past tense. Irregular verbs have a special spelling.

Present	Past
<i>run</i>	→ <i>ran</i>
<i>bring</i>	→ <i>brought</i>
<i>hear</i>	→ <i>heard</i>

- To **combine two sentences** with similar subjects, use the word **and** to join the predicates.

**A.** Write the past-tense form of a verb from the box to complete these sentences. Use each verb only once.

1. Grandpa \_\_\_\_\_ us new kites.
2. Today we \_\_\_\_\_ them to the beach.
3. The wind \_\_\_\_\_ to blow.
4. We \_\_\_\_\_ fast along the sand.
5. Our colorful kites \_\_\_\_\_ up high.

bring

go

begin

run

give

**B.** Write each pair of sentences as a combined sentence.

6. My grandmother designs kites. My grandmother makes them.

\_\_\_\_\_

7. She finds colorful material. She uses strong string.

\_\_\_\_\_

8. She creates patterns. She cuts them out.

\_\_\_\_\_

9. Grandma draws butterflies. Grandma sews them into kites.

\_\_\_\_\_

10. Her kites have tails. Her kites look wonderful.

\_\_\_\_\_

## Common Errors with Past-Tense Verbs

### REMEMBER THE RULES

- Some verbs have special spellings to show the past tense. They are called **irregular verbs**.

*do* → *past tense = did*

This sentence is not correct: *We **done** all of our homework.*

This sentence is correct: *We **did** all of our homework.*

- Some irregular verbs have a different spelling when used with the helping verb **have**.

*do* → *past tense with helping verb = have done*

This sentence is not correct: *We **have did** our homework.*

This sentence is correct: *We **have done** our homework.*

**A.** Write the past tense of the verb in ( ).

- My brother and I (go) outside. \_\_\_\_\_
- It (begin) to rain. \_\_\_\_\_
- We (run) through the puddles. \_\_\_\_\_
- After the storm, the sun (come) out. \_\_\_\_\_
- We (see) a rainbow across the sky. \_\_\_\_\_



**B.** Write each sentence. Replace the incorrect verb in ( ) with the correct verb.

- The rainbow had (gived) my brother and me an idea.  
\_\_\_\_\_

- We had (saw) a cartoon about a leprechaun.  
\_\_\_\_\_

- The leprechaun had (went) to the end of the rainbow.  
\_\_\_\_\_

- We (bringed) an umbrella.  
\_\_\_\_\_

- We (beggined) our adventure.  
\_\_\_\_\_

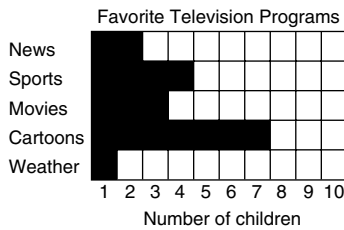


# Study Skills: Graphs

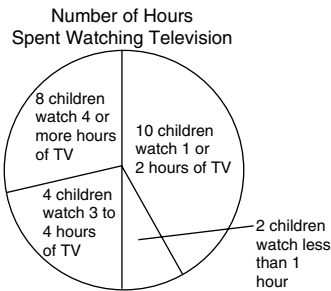
## REMEMBER THE RULES

- A **graph** is a diagram that shows the relationship between two or more things. You can use a graph to compare information.
- A **bar graph** uses bars to show and compare information.
- A **circle graph** compares parts of a whole.
- A **line graph** shows changes over a period of time.

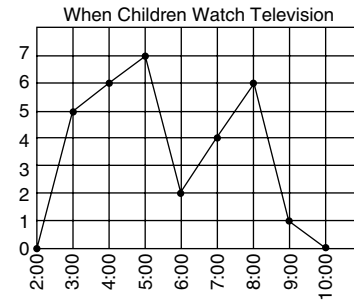
**bar graph**



**circle graph**



**line graph**



**A.** Write which graph (the **bar graph**, the **circle graph**, or the **line graph**) would help you answer the following questions.

1. What time do most children watch TV? \_\_\_\_\_
2. How many children like to watch sports? \_\_\_\_\_
3. How many children watch TV at 8:00? \_\_\_\_\_
4. How much TV do four children watch? \_\_\_\_\_
5. How many children like watching the news best? \_\_\_\_\_

**B.** Can you find the information on one of these graphs? Write **yes** or **no**.

6. Children like playing outdoors more than watching TV. \_\_\_\_\_
7. Four children watch between 3 and 4 hours of television. \_\_\_\_\_
8. More children watch TV at 5:00 than at 6:00. \_\_\_\_\_
9. Ten children eat dinner at 6:00. \_\_\_\_\_
10. Children like watching cartoons more than the weather. \_\_\_\_\_

**At Home:** Take a survey of the favorite television shows of family members. Show the information on a graph.

## Vocabulary: Suffixes

- A **suffix** is a word part added to the end of a base word.
- A suffix changes the **meaning** of the base word.

Suffix	Example	Meaning
-er	<i>kicker</i>	<i>one who kicks</i>
-or	<i>visitor</i>	<i>one who visits</i>
-less	<i>winless</i>	<i>without winning</i>
-able	<i>avoidable</i>	<i>able to be avoided</i>
-ly	<i>seriously</i>	<i>in a serious way</i>
-ful	<i>joyful</i>	<i>full of joy</i>

**A.** Read each sentence. Circle each word with a suffix.

1. The Rockets were hopeful about the game.
2. Although winless, the team prepared for a win.
3. They had practiced seriously all week.
4. Every player worked hard.
5. With hard work, a victory was attainable.

**B.** Read each sentence. Underline each word with a suffix. Then write the word with a suffix on the line.

6. The Rockets were fearless.

\_\_\_\_\_

7. With teamwork, they would be successful.

\_\_\_\_\_

8. Kathleen was the Rockets' best kicker.

\_\_\_\_\_

9. Kathleen aimed every shot perfectly.

\_\_\_\_\_

10. The Rockets' goal of a win was reachable.

\_\_\_\_\_



**Composition: Writing Descriptions**

- A writer uses description to paint a clear and colorful picture for the reader.
- A **description** can describe persons, places, or things.
- A descriptive paragraph has a **main idea sentence**.
- Use **sensory details** to describe how things look, sound, smell, taste, and feel.
- Include only details that say something important about the main idea.
- Put the details in an **order that makes sense**.
- Use **similarities and differences** in writing that compares.

**A.** In each sentence, circle the word or words that describe how something looks, sounds, smells, tastes, or feels.

1. The beautiful ocean beach is my favorite place to play.
2. I can smell the fresh salt air as soon as we get out of the car.
3. I can't wait to take off my shoes and feel the hot sand on my feet.
4. When I get thirsty, Mom gives me the sweet lemonade we brought.
5. If I get tired, the waves crashing on the shore put me to sleep.

**B.** Add a sensory detail on the line to complete each sentence.

6. Yesterday we went to the \_\_\_\_\_ beach.
7. I packed some sandwiches that smelled \_\_\_\_\_.
8. On the way, we drove past \_\_\_\_\_ trees.
9. The \_\_\_\_\_ music on the car radio made me happy.
10. When I felt the water at the beach, it was \_\_\_\_\_.



## Features of Writing That Compares

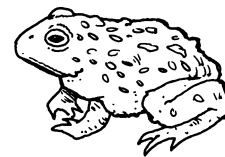
Writing that compares looks at two things and describes how they are alike and how they are different. Successful writing that compares:

- explains **how two things are alike**.
- explains **how two things are different**.
- uses **compare and contrast words**.

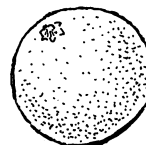
Choose one of the following pairs of things to compare. Circle your choice.



a penny and a nickel



a frog and a toad



a pumpkin and an orange

Write at least two ways the items are alike.

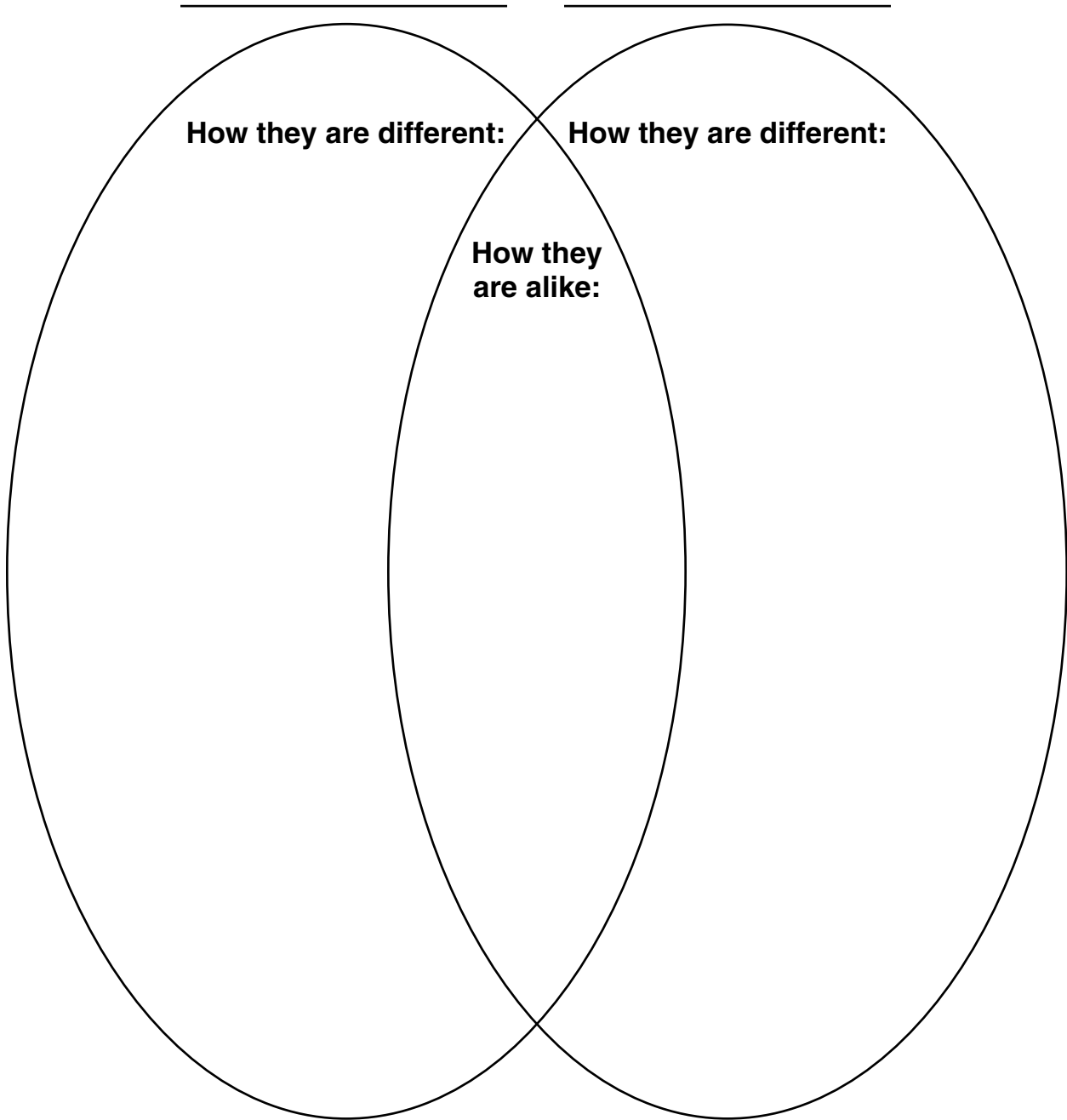
1. \_\_\_\_\_
2. \_\_\_\_\_

Write at least two ways the items are different.

3. \_\_\_\_\_
4. \_\_\_\_\_
5. On another sheet of paper write a paragraph comparing the two items. Use descriptive details and words that compare and contrast.

## Prewrite: Writing That Compares

Choose two insects you would like to compare. Write their names on the lines below. Brainstorm a list of several facts about each insect. Use the Venn diagram to organize your facts about the two insects.



## Revise: Writing That Compares

One way to revise your writing when you are comparing two things is to elaborate. When you elaborate, you add details that help make your writing clearer.

- A.** Read the first draft of a report about bees and wasps. Add the numbered information below to make the report more informative. Write the number of each piece of information where you want to add it. Use the “add” symbol  $\wedge$ . The first one is done for you.

●	
●	
●	
●	
●	At first glance bees and wasps are very similar. You can find
●	both kinds of insects flying around the garden <sup>1</sup> $\wedge$ The bee and
●	wasp both can sting. Bees and wasps have six legs and three
●	body parts.
●	
●	But there are several differences between the bee and the
●	wasp. Bees live in hives, unlike the wasp. Bees eat the nectar
●	from flowers, but wasps eat other insects.
●	
●	

1. using their four wings
2. female
3. Like all insects,
4. For instance,
5. , which builds its home from mud.

- B.** Use the changes you marked to write the revised report on another sheet of paper.

## Proofread: Writing That Compares

### PROOFREADING MARKS

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

Ⓢ Add a period.

Read these paragraphs about bees and wasps. Check for spelling and punctuation errors. See if capital letters are used correctly. Read aloud to check for correct forms of linking verbs.

**A.** Use the proofreading marks to mark the ten errors in the report.

### Bees and Wasps

At first glance, bees and wasps is very similar. You can find both kinds of ineks flying around the garden using their four wings. The Female bee and female wasp can both sting Like all insects, bees and wasps have six legs and three body parts.

But their is several differences between the be and the wasp. For instance, bees live in hives, but wasps bild their homes from mud. bees eat the nectar from flowers, but wasps eat other insects

**B.** Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.

## Pronouns

**REMEMBER THE RULES**

- A **pronoun** is a word that takes the place of one or more nouns.

*Jenna plays the piano. → **She** plays the piano.*

Rewrite each sentence. Replace the underlined words. Use the correct pronoun in ( ).

1. The boys decided to buy lunch. (He, They)

\_\_\_\_\_

2. Jared realized that he did not have money. (He, You)

\_\_\_\_\_

3. Just then Jared saw his sister walk by. (her, it)

\_\_\_\_\_

4. Marcia was sure to have money for lunch. (She, They)

\_\_\_\_\_

5. Marcia told Jared she would lend the money to him. (it, them)

\_\_\_\_\_

6. Now Jared and Josh could buy lunch. (they, he)

\_\_\_\_\_

7. Marcia had lunch with the boys. (them, it)

\_\_\_\_\_

8. Marcia, Jared, and Josh ordered a pizza. (They, We)

\_\_\_\_\_

9. Jared wanted the pizza to have extra cheese. (them, it)

\_\_\_\_\_

10. Marcia said, "Josh and I don't want extra cheese." (We, You)

\_\_\_\_\_

## Subject Pronouns

### REMEMBER THE RULES

- Use a **subject pronoun** as the subject of a sentence.  
*Roberto took a picture. → He took a picture.*

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

1. We did all of our homework.
2. They knew all of the answers on the test.
3. It was a very hard test.
4. Last week I spent more time studying.
5. You never know when the teacher will give a surprise test.
6. Tonight we will do our homework after supper.
7. He can help us with the math.
8. She always does her work before going out to play.
9. This time I will get a good grade on the test.
10. Now we are very proud of our grades.

**B.** Rewrite the sentences. Replace each underlined subject with a subject pronoun.

11. Ushi and her brother Liko woke up late for school.

\_\_\_\_\_

12. The alarm clock did not ring.

\_\_\_\_\_

13. Ushi gets very upset when she is late.

\_\_\_\_\_

14. Liko does not worry if he is late.

\_\_\_\_\_

15. You and I can be late together.

\_\_\_\_\_

## Object Pronouns

### REMEMBER THE RULES

- Use an **object pronoun** after an action verb or after words such as *for, at, of, with, and to*.

*Julia chased the rabbits.*



*Julia chased them.*

- A.** Read each sentence. Then write **subject pronoun** or **object pronoun** to tell what each underlined word is.

1. I have to go out in the rain this morning. \_\_\_\_\_
2. If I wear my new shoes, I will ruin them. \_\_\_\_\_
3. Luckily, Dad bought boots for me. \_\_\_\_\_
4. I must remember to thank him. \_\_\_\_\_
5. They will protect my new shoes from the rain. \_\_\_\_\_

- B.** Rewrite the sentences. Replace each underlined noun or nouns with an object pronoun.

6. My brother Sam took Linda and me to the movies.  
\_\_\_\_\_

7. We were very excited to see the new movie.  
\_\_\_\_\_

8. Everyone who wanted tickets had to wait in line.  
\_\_\_\_\_

9. Sam bought something to eat for Linda and me.  
\_\_\_\_\_

10. We ate the food while we waited for our tickets.  
\_\_\_\_\_

## Mechanics and Usage: Using *I* and *Me*

### REMEMBER THE RULES

- Use the pronouns *I* and *me* to write about yourself.
- Use *I* in the subject of a sentence.  

*I*

 *finished all my homework.*
- Use *me* after an action verb and words such as *in*, *for*, *with*, *by*, or *at*.  
*Bryant visited* 

*me*

*.*

**A.** Write *I* or *me* to complete each sentence.

- \_\_\_\_\_ want to go out to play.
- My friends and \_\_\_\_\_ will go to the park.
- They want \_\_\_\_\_ to come now.
- \_\_\_\_\_ cannot go yet.
- It is time for \_\_\_\_\_ to practice playing the piano.

**B.** Read the sentences. If the underlined word is correct, write **correct** on the line. If it is incorrect, rewrite the sentence to make it correct.

6. Miko played tag with Gina and I.

\_\_\_\_\_

7. I fell down while running away.

\_\_\_\_\_

8. Gina helped me get up.

\_\_\_\_\_

9. Gina and me started running again.

\_\_\_\_\_

10. Miko, Gina, and I played until dark.

\_\_\_\_\_



## Mixed Review

### REMEMBER THE RULES

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it replaces.
- Use a **subject pronoun** as the subject of a sentence.
- Use an **object pronoun** after an action verb, or after words such as *for, at, of, with,* and *to*.

*Louise* plays the trombone. → **She** plays the trombone.

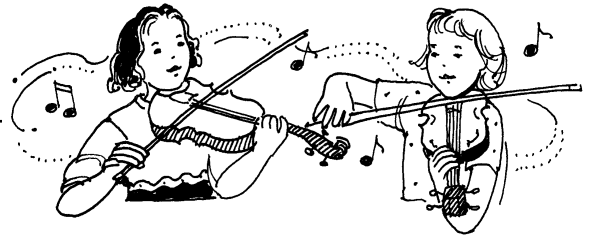
Miguel sings with **Mr. Bartlett**. → Miguel sings with **him**.

**A.** Write a pronoun to replace the underlined word or words.

1. Ashley and Maria play the violin. \_\_\_\_\_
2. Every day, Pam and I hear them practice. \_\_\_\_\_
3. Our office is next to the practice room. \_\_\_\_\_
4. The music doesn't bother Pam or me. \_\_\_\_\_
5. Pam enjoys listening to the music. \_\_\_\_\_

**B.** Read each sentence. Write a pronoun to replace the underlined word. Write **S** beside the subject pronouns. Write **O** beside the object pronouns.

6. Dr. Willis works one office away.  
\_\_\_\_\_



7. He and his daughter are dentists.  
\_\_\_\_\_

8. The violins inspire Dr. Willis to sing. \_\_\_\_\_

9. The violins inspire his daughter to hum. \_\_\_\_\_

10. Our office building is a musical place. \_\_\_\_\_

## Pronoun-Verb Agreement

### REMEMBER THE RULES

- A verb in the **present tense** must agree with its **subject pronoun**.

*She needs help with homework.*

*They help Maria.*

**A.** Circle the subject pronoun. On the line, write the verb in ( ) that agrees with the subject pronoun.

1. We (need, needs) a new computer. \_\_\_\_\_
2. He (like, likes) to play games on the computer. \_\_\_\_\_
3. I (want, wants) to use it to do my homework. \_\_\_\_\_
4. We (go, goes) to the computer store. \_\_\_\_\_
5. They (show, shows) us a great computer. \_\_\_\_\_
6. I (ask, asks) if I can use it for homework. \_\_\_\_\_
7. She (say, says) it will work well for homework. \_\_\_\_\_
8. He (hope, hopes) it comes with games. \_\_\_\_\_
9. She (point, points) to many games. \_\_\_\_\_
10. We (buy, buys) a new computer. \_\_\_\_\_

**B.** Read the sentences. If the underlined verb is correct, write **correct** on the line. If it is incorrect, rewrite the sentence to make it correct.

11. She visit her friend. \_\_\_\_\_
12. He feels tired today. \_\_\_\_\_
13. You needs to rest. \_\_\_\_\_
14. We lets him go to sleep. \_\_\_\_\_
15. They play the next day. \_\_\_\_\_

## Possessive Pronouns

### REMEMBER THE RULES

- A **possessive pronoun** shows who or what owns something. It takes the place of a possessive noun.

*John's house is in the country.*

*His house is in the country.*

**A.** Read each sentence. Circle the possessive pronoun and underline the noun that belongs with it.

1. Stephen and I are riding our bikes this morning.
2. We are going to a sports store in his neighborhood.
3. I would like to replace my helmet.
4. Stephen is shopping for a baseball glove for his sister.
5. The sports store has not opened its doors yet.
6. Finally, the owner arrives carrying her keys.
7. "Where are your helmets?" I ask eagerly.
8. Soon she is busy helping other customers with their questions.
9. Stephen and I see a helmet and ask the store owner for her opinion.
10. She agrees that our choice is a good one.

**B.** Write each sentence using the correct possessive pronoun in ( ).

11. Stephen wants to buy Carey a glove like (my, mine).

\_\_\_\_\_

12. I tell him, "(Your, Yours) sister will like this one."

\_\_\_\_\_

13. Stephen pays for the glove and puts it in (he, his) backpack.

\_\_\_\_\_

14. We see Carey park (her, hers) bike outside the store.

\_\_\_\_\_

15. Stephen says, "She almost saw (mine, my) surprise!"

\_\_\_\_\_

## Pronoun-Verb Contractions

### REMEMBER THE RULES

- A **contraction** is a shortened form of two words.
- An apostrophe (') replaces any letters that are left out in a pronoun-verb contraction.

***They are** big basketball fans. → **They're** big basketball fans.*

Replace the underlined contractions with the two words that make up the contraction. Write the new sentence.

1. I've been invited to the game.

\_\_\_\_\_

2. It's the biggest event of the year.

\_\_\_\_\_

3. We've been practicing for a long time.

\_\_\_\_\_

4. He'll help me get more practice time.

\_\_\_\_\_

5. The coach told me, "You'll win!"

\_\_\_\_\_

6. He's a good coach and he works hard.

\_\_\_\_\_

7. We're good players, my parents said.

\_\_\_\_\_

8. They're excited about the game.

\_\_\_\_\_

9. I'll ride with my team on the bus.

\_\_\_\_\_

10. We'll have fun on the trip.

\_\_\_\_\_

## Mechanics and Usage: Contractions and Possessive Pronouns

### REMEMBER THE RULES

- The words *its*, *your*, and *their* are **possessive pronouns**.  
*They have to do **their** chores before they can play.*
- The words *it's*, *you're*, and *they're* are **contractions**.  
***They're** going to do the chores quickly so they can play.*

Rewrite each sentence using the correct word in ( ).

1. (Your, You're) telephone is ringing.

\_\_\_\_\_

2. (Its, It's) probably a friend calling.

\_\_\_\_\_

3. (Your, You're) going to answer it, aren't you?

\_\_\_\_\_

4. The phone stops (its, it's) ringing.

\_\_\_\_\_

5. Your friends ride (their, they're) bikes.

\_\_\_\_\_

6. They arrive at (your, you're) house.

\_\_\_\_\_

7. (They're, Their) knocking on the door.

\_\_\_\_\_

8. They say, "You didn't answer (you're, your) phone."

\_\_\_\_\_

9. (It's, Its) because you were eating.

\_\_\_\_\_

10. Now that (their, they're) here, you can play.

\_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- A **possessive pronoun** shows who or what owns something.  
*the book that belongs to you → your book*
- A **contraction** is a shortened form of two words. An **apostrophe (')** replaces the letters that are left out.  
*you are → you're*
- Do not confuse possessive pronouns with contractions.  
**Possessive Pronouns:** *their, your, its*  
**Contractions:** *they're, you're, it's*

**A.** Read each sentence. Circle the correct pronoun or contraction.

1. Is that (your, you're) book?
2. (My, mine) book is written by the same author.
3. Jim likes (he's, his) new book about airplanes.
4. Rita and Angela say that (they're, their) books are about horses.
5. Camilla says that (she's, hers) tells about animals of the sea.
6. Today our library got (its, it's) loan from the city library.
7. Let's see if (their, they're) books on tropical fish arrived.
8. (Its, It's) possible they did not have those books.
9. We can use (their, they're) book list to order other books.
10. (Your, You're) going to like this book on aquariums.

**B.** Read each sentence. Write the contraction for the two words in parentheses.

11. (You will) plan the Book Swap. \_\_\_\_\_
12. (I am) making signs to display. \_\_\_\_\_
13. (He will) set up the shelves. \_\_\_\_\_
14. (I have) spoken to the librarian. \_\_\_\_\_
15. (We are) sharing our books. \_\_\_\_\_

## Common Errors with Pronouns

### REMEMBER THE RULES

It is important to use the right subject and object pronouns.

- Use a **subject pronoun** as the subject of a sentence.

This sentence is not correct: ***Me** learned to scuba dive last year.*

This sentence is correct: ***I** learned to scuba dive last year.*

- Use an **object pronoun** after an action verb or after words such as *for, at, of, with,* and *to*.

This sentence is not correct: *Mom took **I** to the scuba class.*

This sentence is correct: *Mom took **me** to the scuba class.*

- Use an **apostrophe** (') in a contraction but not with a possessive noun.

This sentence is not correct: ***Its** fun to go scuba diving!*

This sentence is correct: ***It's** fun to go scuba diving!*

Write the correct pronoun from the box to replace each underlined word or words. You will use some pronouns more than once.

we	me	him	its
us	he	they	she

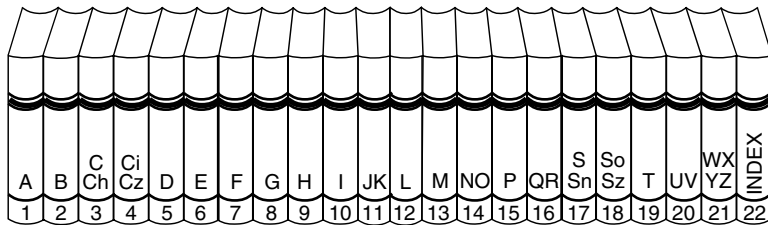
1. Mom and I went scuba diving last week. \_\_\_\_\_
2. The big tank helped myself breathe underwater. \_\_\_\_\_
3. Our guide led Mom and me toward some pink rocks. \_\_\_\_\_
4. The guide turned over a rock and tiny fish swam out. \_\_\_\_\_
5. The clear mask helped the guide see the fish. \_\_\_\_\_
6. Mom saw some giant clams. \_\_\_\_\_
7. Dad and Mom took pictures of the boats. \_\_\_\_\_
8. Dad let myself take pictures of a seal. \_\_\_\_\_
9. You could barely see it's nose above the water. \_\_\_\_\_
10. Mom asked Dad and me to pose for a picture. \_\_\_\_\_

## Study Skills: Encyclopedia

### REMEMBER THE RULES

- An **encyclopedia** is a set of books that contains information about people, places, and things. Each book in an encyclopedia is called a **volume**.
- The **letter** or letters on the spine of a volume show what articles are in the volume. The articles are in **alphabetical order**.
- The **numbers** on the spines of the volumes help people keep the volumes in order.
- An encyclopedia has an **index volume** that lists all the topics in the encyclopedia in alphabetical order.
- An **encyclopedia on CD-ROM** contains all the information in a set of encyclopedias on a computer disk.

In which volume would you find an article on the topics listed below? Write the correct volume number and letter or letters on the lines.



- fly fishing \_\_\_\_\_
- iguanas \_\_\_\_\_
- Quebec \_\_\_\_\_
- xylophone \_\_\_\_\_
- Edgar Degas \_\_\_\_\_
- computers \_\_\_\_\_
- Senegal \_\_\_\_\_
- Minnesota \_\_\_\_\_
- Beverly Cleary \_\_\_\_\_
- photography \_\_\_\_\_



## Vocabulary: Homophones

- Words that sound alike but have different spellings and different meanings are called **homophones**.

*blew, blue*

*no, know*

*there, their*

*sun, son*

*to, two, too*

*creak, creek*

*rode, road, rowed*

*ours, hours*

*would, wood*

Choose the correct homophones to complete the rhyme. Write each correct homophone on the line.

1. The day was fine. The sky was (blue, blew). \_\_\_\_\_
2. Hong See wondered what to (do, due). \_\_\_\_\_
3. "I (know, no) that I could work," she said. \_\_\_\_\_
4. "I think I'll (roe, row) my boat instead." \_\_\_\_\_
5. She drove her car along the (road, rode). \_\_\_\_\_
6. Behind her car a boat she (towed, toad). \_\_\_\_\_
7. The trip took Hong See just two (ours, hours). \_\_\_\_\_
8. She parked her car behind some (flowers, flours). \_\_\_\_\_
9. The winding (creak, creek) looked so inviting! \_\_\_\_\_
10. Now Hong See's day (would, wood) be exciting. \_\_\_\_\_



## Composition: Outlining

<ul style="list-style-type: none"> <li>• Use an <b>outline</b> to organize your ideas. Write the <b>topic</b> at the top of the outline.</li> <li>• List the <b>main ideas</b>. Give each main idea a Roman numeral and a period.</li> <li>• List <b>supporting details</b> under each main idea. Give each detail a letter.</li> <li>• Use words, phrases, questions, or sentence fragments in an outline.</li> </ul>	<p><i>Cities</i></p> <p><i>I. Kinds of Buildings</i></p> <p style="padding-left: 20px;"><i>A. Museums</i></p> <p style="padding-left: 20px;"><i>B. Skyscrapers</i></p> <p style="padding-left: 20px;"><i>C. Stores</i></p> <p><i>II. Transportation</i></p> <p style="padding-left: 20px;"><i>A. Cars</i></p> <p style="padding-left: 20px;"><i>B. Buses</i></p> <p style="padding-left: 20px;"><i>C. Subways</i></p>
--	---

Juan learned some interesting facts about giant pandas. He made a list of things he learned.

- |   |  |
|---|--|
| ✓ <i>Climbs trees to escape its enemies</i> | ✓ <i>Eats bamboo and bamboo shoots</i>       |
| ✓ <i>Black and white coat</i>               | ✓ <i>The size and shape of a bear</i>        |
| ✓ <i>Found only in China</i>                | ✓ <i>Has short black ears</i>                |
| ✓ <i>Has long, strong claws</i>             | ✓ <i>Large black patches around its eyes</i> |

Juan made an outline. His first main idea is listed beside **I** on the outline. Choose five facts that belong with this idea. Write one fact beside each letter in the outline.

Topic: The Giant Panda
<b>I.</b> Body features of the giant panda.
<b>A.</b>
<b>B.</b>
<b>C.</b>
<b>D.</b>
<b>E.</b>

## Features of Expository Writing

Expository writing gives information about a topic.

Good expository writing:

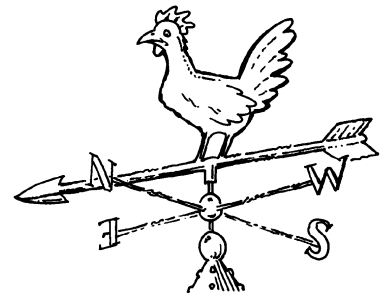
- introduces a **main idea** and supports it with **details**.
- **summarizes information** from different sources.
- uses **connecting words** to go from one idea to the next.
- **draws a conclusion** based on the facts.

Read the paragraph about weather vanes. Then answer the questions.

1) A weather vane can decorate your home and tell you the wind's direction. 2) It is shaped like an arrow with big fancy letters that stand for the four directions: North, South, East, and West. 3) Sometimes the arrow is painted gold and has a gold rooster standing on it. 4) As the wind blows, the arrow swings around to show the wind's direction. 5) The arrow always points into the wind. 6) In summary, people like weather vanes because they look nice and tell about the wind, too.

Write the number of the sentence or sentences that answer each question.

1. Which sentence introduces the main idea? \_\_\_\_\_
2. Which sentences give details about the main idea? \_\_\_\_\_
3. Which sentences tell how a weather vane looks? \_\_\_\_\_
4. Which sentence begins with connecting words? \_\_\_\_\_
5. Which sentence draws a conclusion? \_\_\_\_\_



## Prewrite: Expository Writing

Think of a topic for a report about pets. You may wish to write a report on caring for a pet. Write your topic. Now plan your report. What main ideas fit under the topic of caring for a pet? What supporting details would fit under each main idea? Write main ideas and details where they belong on the outline chart below.

Topic:
I.
A.
B.
II.
A.
B.
III.
A.
B.

## Revise: Expository Writing

An important step in writing is revising your first draft. In this way you can polish your writing and add or take out information.

- A.** Read the first draft below. Then follow these steps to revise it.
- Add important details that will help the reader understand exactly what you mean.
  - Use a connecting word to connect one thought with another.

Feed your pet every day. You can buy prepared food for most pets. These foods have the vitamins and minerals your pet needs.

Make sure your pet has a home. Pet birds should live in cages that are large enough for them. Indoor pets like dogs and cats need a place to sleep. They should have a pet bed or a basket. If your dog lives outdoors, provide it with a doghouse.

It takes time and planning to take care of a pet. A pet is a wonderful friend. Do your part to keep the friendship going.

- B.** Use the changes you marked to write the revised report on pets on another sheet of paper.

## Proofread: Expository Writing

**PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

Ⓢ Add a period.

Read the paragraphs from a report on caring for your pet. Check to see if there are any errors in writing contractions. Make sure that possessive pronouns are used correctly.

**A.** Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

Dont give your dog or cat a bath too often. To many baths will make your pets skin dry and itchy If your cat or dog’s coat gets muddy, wipe off the mud and let its coat drye. Then brush it well.

If you have pet birds or gerbils, be sure to clean they’re cages often. keep their food dishes full Give them, fresh water every day.

**B.** Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.

## Adjectives That Tell *What Kind*

### REMEMBER THE RULES

- An **adjective** is a word that describes a noun.  
*Look at the **wonderful** plants.*
- An adjective can tell *what kind*.  
*Let's plant a **new** garden.*

**A.** Draw a line under each adjective. Draw two lines under the noun the adjective describes.

1. A helpful woman answered questions.
2. Bright sun helps the flowers grow.
3. Ferns like moist soil and shade.
4. Vines will climb the stone wall.
5. Here are tall plants.
6. They have purple flowers.
7. We'll plant flowers in the back row.
8. I found short plants for the front.
9. We also need new tools.
10. We'll have a beautiful garden.

**B.** Complete each sentence with an adjective from the box.

deep	full	hard	large	young
------	------	------	-------	-------

11. Planting a garden is \_\_\_\_\_ work.
12. Our shovels dig \_\_\_\_\_ holes.
13. Help me move this \_\_\_\_\_ rock.
14. Here is a \_\_\_\_\_ pail of water.
15. We planted the \_\_\_\_\_ plants carefully.

## Adjectives That Tell *How Many*

### REMEMBER THE RULES

- An **adjective** can tell *how many*.
- *Few, many, and several* are special adjectives that tell *how many*.

**Four** children are on the swings.

**Many** children are playing tag.

**A.** Draw a line under each adjective that tells *how many*. Circle the noun that the adjective describes.

1. Many children are on the playground.
2. Three teachers are here, too.
3. Four children play hopscotch.
4. Several children stand in a circle and play catch.
5. They are juggling with three balls.
6. A few children are on the climbing bars.
7. Two girls have climbed high.
8. One boy suggests a game of tag.
9. He calls to several classmates.
10. I jump rope with five friends.

**B.** Complete each sentence. Write an adjective that tells *how many*.

11. \_\_\_\_\_ teacher knows a new game.
12. \_\_\_\_\_ children want to learn the game.
13. We line up in \_\_\_\_\_ lines.
14. \_\_\_\_\_ children are in each line.
15. Suddenly \_\_\_\_\_ bells announce the end of recess.



## Articles

### REMEMBER THE RULES

- **Articles** are the special adjectives *a*, *an*, and *the*.
- Use *a* before singular nouns that begin with a consonant.
- Use *an* with singular nouns that begin with a vowel.
- You can use *the* before both singular and plural nouns.

*a* den      *an* animal      *the* river

**A.** Circle the correct article in ( ) to complete each sentence.

1. (A, An) river otter is a large animal.
2. (A, An) otter's body may be over three feet long.
3. (The, A) otter's fur is dark brown.
4. A young otter is called (an, a) cub.
5. Otters live near (an, a) river or stream.
6. Otters often live at (a, the) end of a river.
7. They eat (an, the) fish that live in the river.
8. (A, An) adult otter is a wonderful swimmer.
9. (A, The) otter's den is usually in the riverbank.
10. Otters look for (a, an) hole or stump for their den.

**B.** Write *a*, *an*, or *the* to complete each sentence.

11. Cora saw \_\_\_\_\_ otter once.
12. She watched it in \_\_\_\_\_ otter pool at the zoo.
13. \_\_\_\_\_ otter swam and played in the water.
14. A zoo worker brought it \_\_\_\_\_ basket of fish.
15. Cora hoped \_\_\_\_\_ otter was happy.

## Adjectives That Compare

### REMEMBER THE RULES

- Add **-er** to an adjective to compare two nouns.  
*I am **shorter** than Mia and Meg.*
- Add **-est** to an adjective to compare more than two nouns.  
*I am the **shortest** girl in the class.*

**A.** Underline the correct adjective in ( ) to complete the sentence.

1. Gina is (taller, tallest) this year than last year.
2. Her legs are (longest, longer) than her pant legs.
3. Her sleeves are (shorter, shortest) than her arms.
4. Her brother's clothes are (newest, newer) than hers.
5. This dress is the (cool, coolest) one Gina has ever seen.
6. Its colors are the (brighter, brightest) of all.
7. This sweater is (softer, softest) than the red one.
8. Gina's jeans are (dark, darker) than her sister's jeans.
9. We wear these jackets in the (colder, coldest) weather of all.
10. Gina's green hat is (warmer, warmest) than her old red hat.

**B.** Write the correct form of an adjective from the box to complete each sentence.

old	tall	short	small	young
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11. Gina puts her \_\_\_\_\_ clothes in a pile to give away.
12. Gina is the \_\_\_\_\_ of three sisters.
13. Her old clothes will fit her \_\_\_\_\_ sister, Kate.
14. Olivia is the middle sister, but she is \_\_\_\_\_ than Kate.
15. Olivia is the \_\_\_\_\_ of the girls.



## Spelling Adjectives That Compare

### REMEMBER THE RULES

- For **adjectives ending in a consonant sound and y**, change the **y** to **i** and add **-er** or **-est**.

*tasty tastier tastiest*

- For **adjectives ending in e**, drop the **e**, and add **-er** or **-est**.

*rare rarer rarest*

- For **adjectives that have a single vowel sound before a final consonant**, double the final consonant and add **-er** or **-est**.

*red redder reddest*

**A.** Write the correct form of the adjective in ( ) to complete each sentence.

1. Today is the \_\_\_\_\_ day all week. (sunny)
2. It is the \_\_\_\_\_ day to pick apples. (nice)
3. The apples are \_\_\_\_\_ on this tree. (big)
4. This is the \_\_\_\_\_ apple I've ever seen. (huge)
5. This apple is the \_\_\_\_\_ of all. (shiny)

**B.** Write the correct form of an adjective from the box to complete each sentence.

dirty

dry

heavy

large

muddy

6. Let's get a \_\_\_\_\_ basket than this one.
7. The ground is \_\_\_\_\_ over here.
8. My shoes are \_\_\_\_\_ than yours!
9. Look! Dad's shoes are \_\_\_\_\_ of all.
10. Dad carried the \_\_\_\_\_ bag of apples.

## Mechanics and Usage: Using Commas

### REMEMBER THE RULES

- Use a **comma** after the name of a person being spoken to.

Willie , have you been to the aquarium?

- Use a comma after words such as *yes* and *no* when they begin a sentence.

Yes , my class went there last year.

#### A. Add a comma where it belongs in each sentence.

1. Girls and boys this is our aquarium guide.
2. Students this is what we'll see today in the aquarium.
3. Carlos you can watch the seals in the outside pool.
4. Jenna I'll take you to the inside tide pool.
5. Children you'll all see the huge tank inside.
6. Mr. Jackson will we see sharks?
7. Yes there are several sharks in the huge tank.
8. Okay are there any more questions?
9. Angie I can't wait to see the seals!
10. No you can't feed the sharks.

#### B. Write more sentences about seals, sharks, or other animals you might see at the aquarium. Begin three sentences with a person's name. Begin two sentences with words such as *yes*, *no*, and *okay*.

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

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

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- An **adjective** can tell **what kind** or **how many**.  
*The United States has **wonderful** vacation spots.*  
*There are **fifty** national parks.*
- Add **-er** to an adjective to compare two nouns.  
*Yosemite National Park in California is **larger** than Acadia in Maine.*
- Add **-est** to an adjective to compare more than two nouns.  
*Yellowstone is the **oldest** of all the national parks.*
- Use the article **an** before singular nouns that begin with a vowel.  
 Use **a** before singular nouns that begin with a consonant.

Circle the correct article in ( ) in each sentence. Then, write the sentence on the lines, using the correct form of the underlined adjective.

- 1.–2. The large number of natural arches in the world is in (an, a) park in Utah.

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- 3.–4. The funny animal I saw in the Everglades was (an, a) otter.

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- 5.–6. In Acadia, the black skimmer is (a, an) pretty bird than the gull.

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- 7.–8. Crater Lake is (a, an) color that looks dark than ink.

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- 9.–10. The scary snake I saw was (an, a) rattlesnake in Big Bend National Park.

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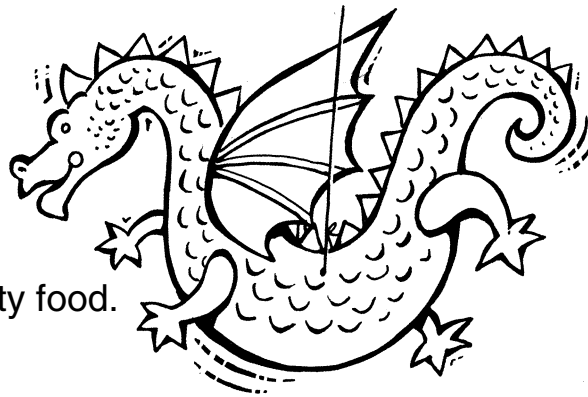
## Adverbs

### REMEMBER THE RULES

- An **adverb** is a word that tells more about a verb.
- An adverb tells *where, when, or how*.  
*Mary and Leila come **here** to help.* → where  
*We **secretly** make plans.* → how  
***Tomorrow**, Ema will be surprised.* → when

**A.** Draw one line under the verb in each sentence. Circle the adverb that tells about the verb.

1. We decorate outside for the party.
2. Mary and I move the table there.
3. We neatly arrange the chairs.
4. Yesterday, Mr. Malik bought the party food.
5. Later, we will help Mr. Malik.



**B.** Circle the adverb in each sentence. Write on the line whether it tells **when, where, or how** about the verb.

6. Tomorrow Leila will make some decorations. \_\_\_\_\_
7. She always makes wonderful and colorful things. \_\_\_\_\_
8. She never has food on the table when she works. \_\_\_\_\_
9. Music plays softly while she makes a paper dragon. \_\_\_\_\_
10. Pieces of colored paper are everywhere. \_\_\_\_\_
11. She carefully cuts and pastes the parts. \_\_\_\_\_
12. She puts the finished dragon inside to dry. \_\_\_\_\_
13. When it is dry, she quickly attaches it to a string. \_\_\_\_\_
14. We bring the dragon outside and hang it on the porch. \_\_\_\_\_
15. The paper dragon sways gently in the wind. \_\_\_\_\_

## Adverbs That Tell *How*

### REMEMBER THE RULES

- Some **adverbs** tell *how* an action takes place.
- Adverbs that tell *how* often end with **-ly**.

*I sleep **soundly** at night.*

**A.** Underline the adverb that tells *how* in each sentence. Circle the verb that the adverb describes.

1. The day started early.
2. I eagerly ate breakfast.
3. Carelessly, I dropped my cereal bowl.
4. Buster the dog barked loudly at me.
5. I spoke to Buster sternly.
6. Grandma gently calmed me.
7. I quickly headed to school.
8. Something unexpectedly tripped me.
9. My math book dropped suddenly into a puddle.
10. I entered the school nervously.



**B.** Write each sentence. Add *-ly* to the word in ( ) to form an adverb. Circle the verb it describes.

11. My teacher greeted me \_\_\_\_\_. (kind)

\_\_\_\_\_

12. I \_\_\_\_\_ explained about the book. (sad)

\_\_\_\_\_

13. I waited \_\_\_\_\_ for more disasters. (anxious)

\_\_\_\_\_

14. The day passed \_\_\_\_\_. (slow)

\_\_\_\_\_

15. I went home that afternoon \_\_\_\_\_. (careful)

\_\_\_\_\_

## Adverbs That Tell *When* or *Where*

### REMEMBER THE RULES

- Some **adverbs** tell *when* or *where* an action takes place.

*Soon* the school day ends. → *when*

Tami sits **outside** and dreams. → *where*

**A.** Circle the adverb in each sentence. Underline the verb it describes.

1. Tami often dreams about boats.
2. First, she pictures ocean waves.
3. Small boats sail everywhere.
4. Next, Tami imagines ocean sounds.
5. She hears seagulls overhead.
6. Now Tami sits in her own boat.
7. She looks ahead.
8. A large ship sails close.
9. Tami turns her boat away.
10. The wind and waves carry her far.

**B.** Circle the adverb in each sentence. Write **when** or **where** to show what the adverb tells.

11. Soon Dad calls her for dinner. \_\_\_\_\_
12. Tami goes inside. \_\_\_\_\_
13. Then she tells Dad about the boats. \_\_\_\_\_
14. We'll go to the library tomorrow. \_\_\_\_\_
15. There we'll find books about boats. \_\_\_\_\_



## Combining Sentences: Adjectives and Adverbs

### REMEMBER THE RULES

- Two sentences can be combined by adding an adjective or an adverb to one sentence.

*We hung a birdfeeder. We hung it outside.*

*We hung a birdfeeder **outside**.*

**A.** Add an adjective or adverb to one of the sentences in each pair. Write the new sentence.

1. We watch the cardinals. The cardinals are red.

\_\_\_\_\_

2. The cardinals sing. They sing cheerfully.

\_\_\_\_\_

3. One cardinal takes a seed. It is a black seed.

\_\_\_\_\_

4. The cardinal flies away. The cardinal flies quickly.

\_\_\_\_\_

5. The cardinal will return. It will return soon.

\_\_\_\_\_

**B.** Combine the sentences, using the adjectives. Write the new sentence.

6. Al has a lizard. The lizard is green.

\_\_\_\_\_

7. The snake lives in a terrarium. The terrarium is small.

\_\_\_\_\_

8. Jamie's pet is a bird. The bird is noisy.

\_\_\_\_\_

9. The bird squawks in its cage. The bird squawks often.

\_\_\_\_\_

10. Amy has a cat. The cat is smart.

\_\_\_\_\_

## Mechanics and Usage: Quotation Marks

### REMEMBER THE RULES

- **Quotation marks** (“ ”) come at the beginning and end of the exact words a person says.

*“I have an idea,” Beni said.*

**A.** Add quotation marks where they are needed in each sentence.

1. Let’s play Alphabet Spy, said Beni.
2. Does everyone know how to play? he asked.
3. Then he said, You start, Kara.
4. I see an acorn, Kara said.
5. There’s a ball! called out Sandy.
6. I spy a chipmunk, added Fred.
7. Sandy laughed and said, That’s not a chipmunk.
8. It’s a red squirrel, Kara explained.
9. Okay, I spy a car, said Fred loudly.
10. I can see a dog, said Beni eagerly.

**B.** Rewrite these sentences to continue the game. Add quotation marks where they are needed.

11. I see your elbow, Kara said to Sandy.

\_\_\_\_\_

12. Sandy said to Fred, I see your feet.

\_\_\_\_\_

13. I’m looking at a gate, Fred said to Kara.

\_\_\_\_\_

14. Beni announced, Look, there’s a horse!

\_\_\_\_\_

15. Kara added, I can see some ivy.

\_\_\_\_\_

## Mixed Review

### REMEMBER THE RULES

- An **adverb** is a word that tells more about a verb.
- Adverbs that tell **how** often end with **-ly**.  
*Simon plays the violin **beautifully**.*
- Some adverbs tell **when** or **where** an action takes place.  
*He plays **downstairs**.*
- Two sentences can be combined by adding an adjective or an adverb to one sentence.  
*Mr. Trent listens. He listens eagerly. **Mr. Trent listens eagerly.***

**A.** Read each sentence. Circle each adverb. Draw a line under each verb. Write **how**, **when**, or **where** to tell about each adverb.

1. Sonia strums her guitar wildly. \_\_\_\_\_
2. She always breaks the strings. \_\_\_\_\_
3. Danielle practices the piano quickly. \_\_\_\_\_
4. Her friends are waiting for her nearby. \_\_\_\_\_
5. They ask her to play later. \_\_\_\_\_

**B.** Combine each pair of sentences by adding an adjective or an adverb to one of the sentences. Write the new sentence on the line.

6. Mr. Trent teaches music. He teaches music happily.  
\_\_\_\_\_
7. Jamal takes drum lessons. He takes drum lessons often.  
\_\_\_\_\_
8. Walter plays a violin. It is small.  
\_\_\_\_\_
9. Amelia comes to band practice. She comes early.  
\_\_\_\_\_
10. Mr. Trent leads the band. The band is talented.  
\_\_\_\_\_

**Common Errors with Adjectives****REMEMBER THE RULES**

- For most short adjectives, add **-er** to compare two nouns and **-est** to compare more than two.

*clean + er = cleaner      clean + est = cleanest*

- For long adjectives, use **more** to compare two nouns and **most** to compare more than two.

**Not Correct:** *The blue dress is **beautifuler** than the pink dress.*

**Correct:** *The blue dress is **more beautiful** than the pink dress.*

*The lavender dress is the **most beautiful** dress of all.*

- When an adjective ends in a consonant and y, change the y to i before adding **-er** or **-est**.

**Not Correct:** *funny + er = funnyer      or      funny + est = funnyest*

**Correct:** *funny + er = funnier      funny + est = funniest*

- When an adjective ends with a single vowel and a single consonant, double the consonant before adding **-er** or **-est**.

*red + er = redder      red + est = reddest*

Circle the correct adjective in ( ) in each sentence.

1. Our town has the (most greatest, greatest) carnival in the county.
2. The Ferris wheel is (bigger, more bigger) than the one at the park.
3. The tent is (prettier, more pretty) than the one at the zoo.
4. Even the popcorn is the (tastiest, tastiast).
5. The stuffed dog I won is (more cuter, cuter) than the one I already have.
6. We saw the (most wonderful, wonderfulest) puppet show.
7. It was the (funnyest, funniest) puppet show I have ever seen.
8. One puppet had a (larger, largest) head than mine!
9. The puppets were (beautifuler, more beautiful) than in the last show.
10. The colors were the (most brightest, brightest) I have ever seen.

## Study Skills: Thesaurus

### REMEMBER THE RULES

- **Synonyms** are words that have almost the same meaning.  
*cold* → *chilly*
- **Antonyms** are words that have opposite meanings.  
*cold* → *hot*
- A **thesaurus** is a book that can help you find the exact word you want to use to make your meaning clear.

**quiet** *adj.* with little or no noise.

*The town is quiet after a snowstorm.*

**calm** free of excitement or strong feeling; quiet. *The sea was calm.*

**peaceful** calm; undisturbed.  
*The woods are peaceful at the end of the day.*

**antonyms:** loud, noisy

**right** *adj.* free from error; true.

*Theo's answer was right.*

**correct** agreeing with fact or truth.  
*Let me show you the correct way to mow the lawn.*

**exact** very accurate; completely correct. *Larry knew the exact number of books in the pile.*

**antonyms:** wrong, mistaken

The thesaurus page above shows the entry words **quiet** and **right**. Use these entries to answer the questions.

1. What are two synonyms for *quiet*? \_\_\_\_\_
2. What are two antonyms for *right*? \_\_\_\_\_
3. What is the definition of *right*? \_\_\_\_\_
4. What part of speech is *quiet*? \_\_\_\_\_
5. What definition is given for *peaceful*? \_\_\_\_\_
6. What are two antonyms for *quiet*? \_\_\_\_\_
7. What are two synonyms for *right*? \_\_\_\_\_
8. What is the definition of *quiet*? \_\_\_\_\_
9. What part of speech is *right*? \_\_\_\_\_
10. What example sentence is given for *quiet*? \_\_\_\_\_

## Vocabulary: Synonyms and Antonyms

- **Synonyms** are words that have the same or almost the same meaning.

*small and little*                      *cry and weep*

- **Antonyms** are words that have opposite meanings.

*high and low*                              *sweet and sour*

**A.** Read the sentences. Write the synonym in ( ) for each underlined word.

1. My uncle is a fine musician.

(good, tall) \_\_\_\_\_

2. When he was a boy, he saw many concerts on television.

(read, watched) \_\_\_\_\_

3. He loved the sound of the piano.

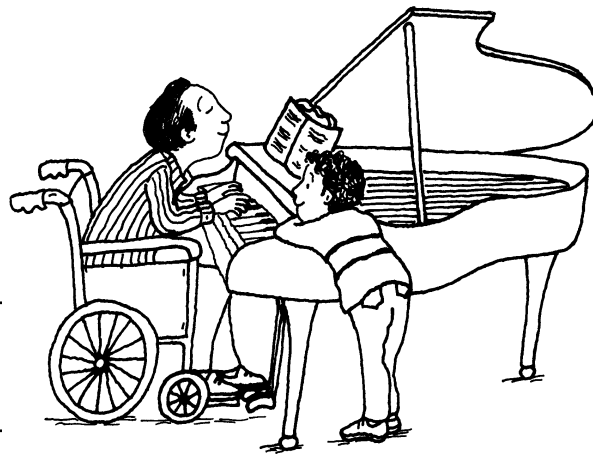
(looked, liked) \_\_\_\_\_

4. He told his family he wanted to learn to

play it. (liked, wished) \_\_\_\_\_

5. He took lessons and he learned very quickly.

(much, fast) \_\_\_\_\_



**B.** Draw lines to match each word on the left with its antonym on the right.

- |           |          |
|-----------|----------|
| 6. brave  | last     |
| 7. clean  | smooth   |
| 8. first  | slow     |
| 9. rough  | cowardly |
| 10. quick | dirty    |

## Composition: Beginning, Middle, End

- All good writing has a **beginning** that grabs the reader's attention, a **middle** that tells what happens, and an **end** that tells how everything turns out.
- **Beginning:** tells who and what the story is about and when and where it takes place
- **Middle:** tells the story events, actions, and problems
- **End:** tells how it all turns out in a way that makes sense

**A.** Read the sentences in the scrambled story below. Put them in an order that makes sense. On the lines, write whether the sentence is a beginning, middle or end.

1. Timmy hung a bell on the cat. \_\_\_\_\_
2. One day the mice had a meeting. \_\_\_\_\_
3. The mice were never afraid of the cat again. \_\_\_\_\_
4. Timmy Mouse had an idea. \_\_\_\_\_
5. They all agreed on a plan. \_\_\_\_\_

**B.** Write a good beginning or end for these topics.

6. The Little Pig (beginning)

\_\_\_\_\_

7. Wait Until It Snows (end)

\_\_\_\_\_

8. Grandmother's Attic (beginning)

\_\_\_\_\_

9. The Frogs' Holiday (end)

\_\_\_\_\_

10. The Treasure Hunt (beginning)

\_\_\_\_\_

## Features of a Story

Stories can be real or make-believe. A good story:

- has an interesting **beginning, middle, and end**.
- has a **plot** with a problem that needs to be solved.
- has **characters** who make things happen and a **setting** where the action takes place.
- uses **describing words** to tell about the characters, setting, and events.

### A. Follow the directions.

1. Draw a circle around a topic you would like to write about. Or you can choose another topic.

**A Space Trip**

**It Lives Under My Bed**

**Best Day of the Week**

**The Problem with Moving**

My topic is: \_\_\_\_\_

2. Describe the main character.

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3. Where will the story take place? Describe the setting.

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4. What problem will your main character have to solve?

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5. How will your story end?

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### B. Write your story. Include describing words to tell about the characters, setting, and events. Use another sheet of paper.



## Prewrite: A Story

Choose a topic for a story. Use one from this list or use an idea of your own.

**A Day on an Island    A Strange Sound    Life on Mars**

A good story has a beginning, a middle, and an end. Complete the story map to help you organize your ideas.

Main character:

Setting:

Beginning:

Middle:

End:

**Revise: A Story**

An important step in writing your story is revising your first draft. In this way you can make your story clearer for readers.

**A.** Read the story below. Then follow these steps to revise it.

- Use vivid words that create a clear picture.
- Take out a sentence that does not support the main idea.
- Add a sentence to give the story a better ending.
- Add a title.

As the airplane landed in Ecuador, South America, Stanley thought this would be his worst vacation. Why had his parents made him travel with his uncle to some faraway islands?

Stanley's vacation last year to Florida was a lot of fun. The tour guide met Stanley and his uncle at the airport and took them to the islands. On the islands, Stanley saw many sights. He saw dolphins, sea lions, penguins, tortoises, and iguanas. Everywhere he looked, he saw volcanoes and other interesting landforms.

The Galapagos Islands were nice.

**B.** Use the changes you marked to write the revised story on another sheet of paper.

**Proofread: A Story****PROOFREADING  
MARKS**

¶ new paragraph

^ add

↷ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check spelling.

⊙ Add a period.

Read the story about Stanley's vacation. See if there are any spelling errors.

Check for correct capitalization and end punctuation. Are there quotation marks at the beginning and end of a person's exact words?

**A.** Use the proofreading marks from the box to mark ten errors you find. You can use the "add" mark to show where punctuation marks should go.

**A Vacation to Rember**

As the airplane landed in Ecuador, South america, Stanley thought this would be his worst vacation. Why had his parents made him travel with his unkle to some faraway islands. The tour guide met Stanley and his uncle at the airport and took them to the ilans. On the islands, Stanley saw many fascinating sights. He saw dolphins, sea lions, Penguins, tortoises, and iguanas? Everywhere he looked, he saw volcanoes and other beautiful landforms. The Galapagos Islands were Spectacular. "This turned out to be my best vacashion ever! exclaimed Stanley.

**B.** Use the corrections and changes you marked to write the new story on another sheet of paper.