

## Sentences

### RULES

- A **sentence** is a group of words that expresses a complete thought. A sentence names the person or thing you are talking about. It also tells what happened.

SENTENCE: *I received a letter from my pen pal.*

- A **sentence fragment** is a group of words that does not express a complete thought.

FRAGMENT: *Friends for a long time.*

Read each group of words. Circle **yes** if the words make a sentence. Circle **no** if they are a sentence fragment.

- |  |            |           |
|--|------------|-----------|
| 1. Maritza is my favorite pen pal.               | <b>yes</b> | <b>no</b> |
| 2. Lives in Puerto Rico.                         | <b>yes</b> | <b>no</b> |
| 3. I have been writing to Maritza for two years. | <b>yes</b> | <b>no</b> |
| 4. She is four months older than me.             | <b>yes</b> | <b>no</b> |
| 5. Tall girl with green eyes.                    | <b>yes</b> | <b>no</b> |
| 6. We are both in the fourth grade.              | <b>yes</b> | <b>no</b> |
| 7. I visited Puerto Rico with my family.         | <b>yes</b> | <b>no</b> |
| 8. Stayed at Maritza's house.                    | <b>yes</b> | <b>no</b> |
| 9. Maritza introduced me to all her friends.     | <b>yes</b> | <b>no</b> |
| 10. Sometimes her brother.                       | <b>yes</b> | <b>no</b> |

## Declarative and Interrogative Sentences

### RULES

- A **declarative sentence** makes a statement.

*My pen pal lives in Japan.*

It begins with a **capital letter**.

It ends with a **period**.

- An **interrogative sentence** asks a question.

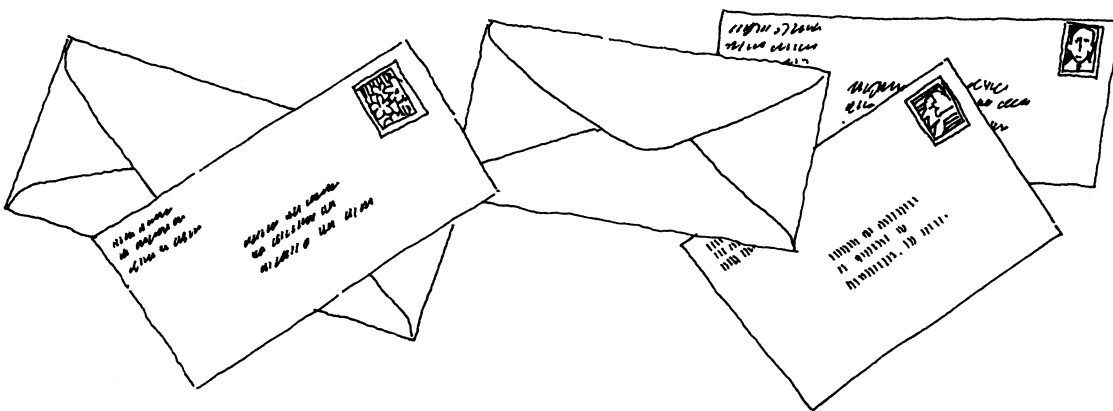
*Where does your pen pal live?*

It begins with a **capital letter**.

It ends with a **question mark**.

Draw one line under each sentence that makes a statement. Draw two lines under each sentence that asks a question.

1. My funny letter is in my pocket.
2. Do you need to buy stamps?
3. I will mail my letter at the post office.
4. Many customers are waiting in line.
5. There are three women and two men behind me.
6. How many packages will be mailed today?
7. What is in the big envelope?
8. It contains postcards from Japan.
9. Sayuri, my pen pal, sends me wonderful presents.
10. Can you think of something she would like from the United States?



**At Home:** Write two sentences about the state you live in. Then write two questions that you would ask Sayuri about Japan.

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Grade 4, Unit 1, Sentences,  
pages 4-5

## Imperative and Exclamatory Sentences

### RULES

- An **imperative sentence** tells or asks someone to do something.

*Cook the rice and beans for twenty minutes.*

It begins with a **capital letter**.

It ends with a **period**.

- An **exclamatory sentence** shows strong feeling.

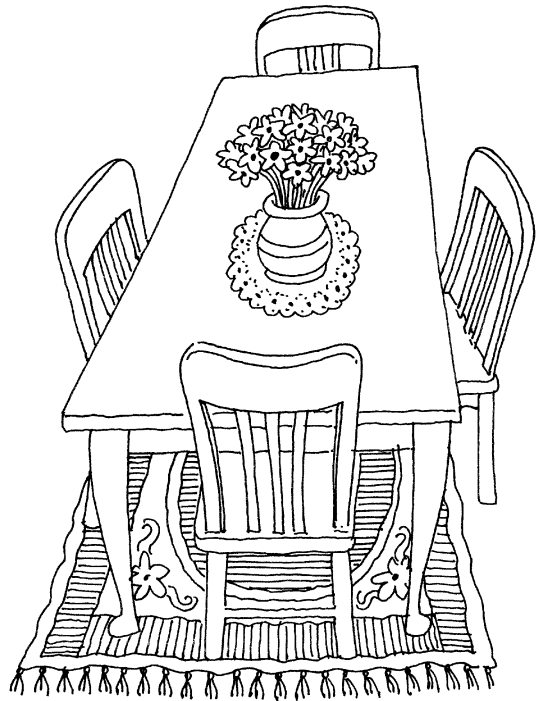
*What a delicious dinner you prepared!*

It begins with a **capital letter**.

It ends with an **exclamation mark**.

Draw one line under each sentence that tells or asks someone to do something. Draw two lines under each sentence that shows strong feeling.

- Please help set the table.
- It's surprising how many are coming!
- Put the flowers on the table.
- What a mess I made!
- Don't forget to take out the garbage.
- Watch for our guests, please.
- How tired I am!
- Turn on the radio and close the window.
- Oh no, I broke a glass!
- Wow, this is a big party!



## Combining Sentences: Compound Sentences

### RULES

- A compound sentence is made up of two sentences joined by **and**, **or**, or **but**.
- Use a comma (,) before **and**, **or**, or **but** when you write a compound sentence.

*This is a zoo, **but** animals are not in cages.*

*We can visit the new zoo, **or** we can go to the planetarium.*

*Some keepers feed the zoo animals, **and** other people study the animals.*

#### Conjunction Box

**and** - links ideas

**but** - shows contrast

**or** - shows choice

Underline the conjunction in each compound sentence.  
Then write it on the line.

1. Natasha and I watched the monkeys,  
but we didn't feed them. \_\_\_\_\_
2. Zookeepers know what kind of food each animal  
eats, and they know how much it needs. \_\_\_\_\_
3. Wild animals can get their own food, but zoo  
animals must be fed by keepers. \_\_\_\_\_
4. Lions don't eat every day in the wild, and they're  
not fed every day in the zoo, either. \_\_\_\_\_
5. Next month we will visit a museum, or we will  
go back to the zoo. \_\_\_\_\_

## Mechanics and Usage: Sentence Punctuation

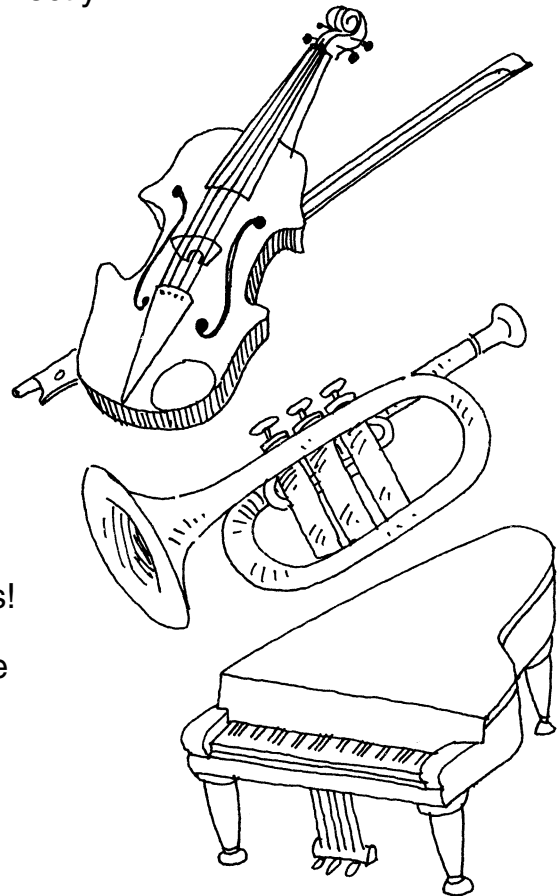
### RULES

Every sentence begins with a capital letter.

- A **declarative sentence** makes a statement.  
It ends with a **period**. *The contest begins Friday night.*
- An **interrogative sentence** asks a question.  
It ends with a **question mark**. *Who will be the winner?*
- An **imperative sentence** tells or asks someone to do something.  
It ends with a **period**. *Please sit down.*
- An **exclamatory sentence** shows strong feeling.  
It ends with an **exclamation mark**. *Hooray, I'm the winner!*
- Add a **comma** and the **conjunction** *and, or, or but* to join parts of a compound sentence. *Chaz will play violin tonight, **or** he will play piano.*

Underline each sentence that is written correctly.

1. When does the contest begin.
2. Oh, the music is lovely!
3. Please be on time for the show.
4. you and I can sit here.
5. Tell me all about the performance.
6. Do you see Marta and John in the audience?
7. Clap for all the performers
8. wow, the trumpet player was fabulous!
9. Simon wanted to come tonight, but he sprained his ankle playing ball.
10. We all gathered in the hallway during intermission.



**Mixed Review****RULES**

- A **declarative sentence** makes a statement and ends in a period.  
*I like to go on picnics.*
- An **interrogative sentence** asks a question and ends in a question mark.  
*Would you like to go on a picnic?*
- An **imperative sentence** tells or asks someone to do something and ends in a period.  
*Get some hotdogs.*
- An **exclamatory sentence** shows strong feeling and ends in an exclamation point.  
*What a terrific idea!*
- Use the words *and*, *but*, or *or* to combine two sentences into a **compound sentence**. Use a comma before the conjunction.  
*Picnics are fun. + You have to plan them well.*  
*Picnics are fun, **but** you have to plan them well.*

Circle the word that describes each kind of sentence. Add the correct end punctuation.

- Would you like to help me plan a picnic  
declarative    interrogative    imperative    compound
- The weather is going to be perfect  
declarative    interrogative    imperative    exclamatory
- Call some friends and see if they can come  
declarative    interrogative    imperative    exclamatory
- The soda was warm, but we drank it anyway  
imperative    interrogative    compound    exclamatory
- What a perfect day  
compound    interrogative    imperative    exclamatory

**At Home:** Imagine having a family picnic. Write five sentences about it. Write one declarative, interrogative, imperative, exclamatory, and compound sentence.

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Grade 4, Unit 1, Mixed Review,  
pages 12–13

## Complete Subjects and Complete Predicates

### RULES

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

*Some children read stories to others.*

Tell whether the underlined part of the sentence is a complete subject or a complete predicate. Circle your answer.

1. Story Theater is a special kind of storytelling.  

complete subject
complete predicate
2. Members of the group are assigned roles.  

complete subject
complete predicate
3. The actors read their parts aloud. complete subject      complete predicate
4. Many readers practice reading with expression.  

complete subject
complete predicate
5. They change their voices to sound like the characters.  

complete subject
complete predicate
6. Sometimes one reader is assigned only one page.  

complete subject
complete predicate
7. Many different kinds of stories can be used in Story Theater.  

complete subject
complete predicate
8. The fourth-grade class read “*The Courage of Sarah Noble*.”  

complete subject
complete predicate
9. My whole family came to the performance.  

complete subject
complete predicate
10. Our reading was a huge success. complete subject      complete predicate

# Simple Subjects

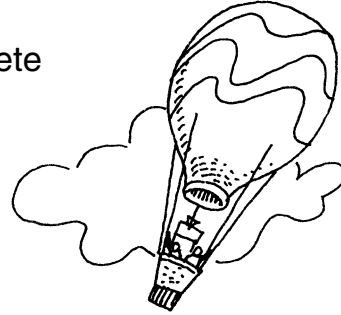
## RULES

- The **complete subject** includes all the words in the subject that tell whom or what the sentence is about.
- The **simple subject** is the main word in the complete subject. It tells who or what the sentence is about.

**complete subject**

At first hot air was used to fill big round balloons.

**simple subject**



The complete subject is underlined in each sentence. Write the simple subject on the line.

1. Some inventors hoped that hot-air balloons would become popular. \_\_\_\_\_
2. Many people didn't think balloons should be used for transportation. \_\_\_\_\_
3. Floating in air is like floating in water. \_\_\_\_\_
4. Later, propellers were put on huge, long balloons. \_\_\_\_\_
5. Soon airplanes proved to be faster and safer. \_\_\_\_\_
6. Today special balloons are used for sport and to lift weather instruments. \_\_\_\_\_
7. My parents took me to an air show. \_\_\_\_\_
8. Many fantastic photographs were on display. \_\_\_\_\_
9. An airplane wing is curved on top and flat on the bottom. \_\_\_\_\_
10. The Wright brothers' Flyer was the world's first successful airplane. \_\_\_\_\_

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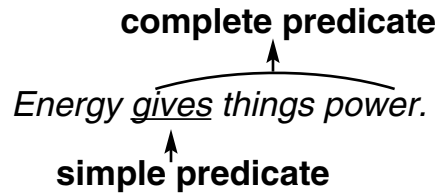
**At Home:** Write two sentences about things that fly. Underline the simple subject in each sentence.



## Simple Predicates

### RULES

- The **complete predicate** includes all the words that tell what the subject does or is.
- The **simple predicate** is the main word in the complete predicate. It tells exactly what the subject does or is.



The complete predicate is underlined in each sentence. Write the simple predicate on the line.

1. Your body gets its energy from food. \_\_\_\_\_
2. The energy keeps you moving. \_\_\_\_\_
3. Energy comes from the sun. \_\_\_\_\_
4. All animals store energy from the sun. \_\_\_\_\_
5. Moving things use energy, too. \_\_\_\_\_
6. A gusty wind pushes a sailboat across the water. \_\_\_\_\_
7. An electric current flows through a wire. \_\_\_\_\_
8. It makes light and heat. \_\_\_\_\_
9. Often, it runs a machine. \_\_\_\_\_
10. Electric energy lights our homes. \_\_\_\_\_

## Combining Sentences: Compound Subjects

### RULES

- The **compound subject** is two or more simple subjects that have the same predicate. Join simple subjects with **and** or **or**.

*Ethan*  
*and*  
*Ginny*

) → *went to the beach.*

Join the subject of each sentence pair to make a compound subject. Use the word in parentheses ( ).

1. Some joggers run on the sand. A dog runs on the sand. (and)

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2. Mom will watch Ethan swim. I will watch Ethan swim. (or)

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3. Ginny collected beautiful shells.  
Doug collected beautiful shells. (and)

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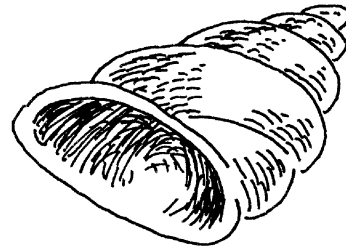
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4. A pebble is in my shoe. A seashell is in my shoe. (or)

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5. The chairs were set up nearby. The tables were set up nearby. (and)

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**At Home:** Write a compound subject to complete this sentence: \_\_\_\_\_ *floated in the water.*

## Combining Sentences: Compound Predicates

### RULES

- The **compound predicate** contains two or more simple predicates that have the same subject. Join the simple predicates with **and**, **but**, or **or**.

*We study and rehearse our lines.*

*Our teacher laughs or cries after each scene.*

*She wanted but didn't get more funding.*

Join the predicate of each sentence pair to make a compound predicate. Use the word in parentheses ( ).

- Jeanette sings in the play. Jeanette dances in the play. (and)

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- The actors talk before the opening. The actors rest before the opening. (or)

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- The school rented chairs for the performance. The school borrowed chairs for the performance. (and)

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- My teacher didn't ask us to make costumes. My teacher persuaded us to make costumes. (but)

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- My father didn't sell 20 tickets. My father bought 20 tickets. (but)

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**Mechanics and Usage: Correcting Run-on Sentences****RULES**

- A **run-on sentence** contains two or more complete sentences that run together.

*A stonefish looks like a rock this disguise fools other fish.*

- To fix a run-on sentence, show each complete sentence by using a capital letter and the correct end punctuation.

*A stonefish looks like a rock. This disguise fools other fish.*

- You can also fix a run-on sentence by rewriting it as a compound sentence.

*A stonefish looks like a rock, and this disguise fools other fish.*

Tell which sentences are written correctly. Circle **run-on** or **correct**.

- |   |               |                |
|---|---------------|----------------|
| 1. A stonefish never goes hungry. Its food comes right to it!   | <b>run-on</b> | <b>correct</b> |
| 2. Looking like a stone helps the stonefish get its food, and it also protects it from other creatures.                   | <b>run-on</b> | <b>correct</b> |
| 3. One kind of fish looks like a clump of seaweed another looks like a piece of coral.                                    | <b>run-on</b> | <b>correct</b> |
| 4. A ferocious inhabitant of a coral reef is the moray eel it is an ugly looking creature.                                | <b>run-on</b> | <b>correct</b> |
| 5. A four-inch-long fish swims straight to the eel. It is unaware of any danger.  | <b>run-on</b> | <b>correct</b> |
| 6. The little fish swims about the eel it often touches the eel.  | <b>run-on</b> | <b>correct</b> |
| 7. The little fish swims right into the eel's half-opened mouth then it swims out again.                                  | <b>run-on</b> | <b>correct</b> |
| 8. The ever-hungry eel did not try to eat the little fish. The eel remains perfectly still.                               | <b>run-on</b> | <b>correct</b> |
| 9. The little fish is like a doctor, and the eel is like a patient.   | <b>run-on</b> | <b>correct</b> |
| 10. The little fish, called a <i>wrasse</i> , cleans the big fish it rids the big fish of tiny worms and other creatures. | <b>run-on</b> | <b>correct</b> |

## Mixed Review

### RULES

- The **complete subject** includes all the words in the subject.  
*Summer camp offers many summer activities.*
- The **complete predicate** includes all the words that tell what the subject does or is.  
*Summer camp offers many summer activities.*
- A **compound subject** has two or more simple subjects that have the same predicate. The simple subjects are joined by *and* or *or*.  
*The girls play sports.      The boys play sports.*  
*The girls **and** boys play sports.*
- A **compound predicate** has two or more simple predicates that have the same subject. The simple predicates are joined by *and*, *but*, or *or*.  
*The campers sleep at the camp. The campers eat at the camp.*  
*The campers sleep **and** eat at the camp.*

**A.** Underline the complete subject. Circle the complete predicate.

1. Several of my friends go to summer camp.
2. The camp provides many activities.
3. The campers learn about the wilderness.
4. A nature instructor takes them on daily field trips.
5. Several nature trails wind through the camp grounds.

**B.** Underline the compound subject or circle the compound predicate.

6. Deer and bears live on the camp grounds.
7. The campers look and listen for the animals.
8. Crafts and sports are favorite camp activities.
9. Campers design and make their own projects.
10. Parents and counselors coach sporting events.

## Common Errors: Sentence Fragments and Run-on Sentences

### RULES

- A **sentence fragment** does not express a complete thought.  
*Have a taste of their own. Dried grapes.*
- Correct a sentence fragment by adding a subject or a predicate.  
***Dried fruits** have a taste of their own. Dried grapes **are called raisins.***
- A **run-on sentence** contains two or more sentences that should stand alone.  
*Plums grow on trees dried plums are called prunes.*
- Correct a run-on sentence by rewriting it as two sentences or as a compound sentence.  
*Plums grow on trees. Dried plums are called prunes.*

Read each group of words. Write *F* if it is a fragment. Write *R* if it is a run-on sentence. Write *S* if it is a complete sentence.

- \_\_\_\_\_ 1. People grow grapes many grapes are grown in California.
- \_\_\_\_\_ 2. In warm climates.
- \_\_\_\_\_ 3. Grapes grow on vines they hang on the vines in bunches.
- \_\_\_\_\_ 4. Grapes are grown in large fields called vineyards.
- \_\_\_\_\_ 5. Workers pick the grapes they place the grapes on wooden trays.
- \_\_\_\_\_ 6. Placed in the sun.
- \_\_\_\_\_ 7. The wooden trays stay in the sun the sun dries the grapes.
- \_\_\_\_\_ 8. Become wrinkled and turn a blackish brown.
- \_\_\_\_\_ 9. The sun dries the grapes the grapes finally turn into raisins.
- \_\_\_\_\_ 10. Packed and sent to stores and sold.



## Study Skills: Note-Taking and Summarizing

- To remember what you have read, **take notes** that include enough words to help you recall important information such as the main ideas and supporting details.
- Write a **summary**, including the main topic and supporting details or facts.

**A.** Read the paragraph about space camp. Then underline the best choice for each item shown below.

Between the months of February and December every year, students attend the United States Space Camp in Huntsville, Alabama. The students come from the United States and countries around the world. Their interests range from math and science to engineering and space flight. They go to classes and see films about flying on the space shuttle. They also visit the space flight center. At the center, students get hands-on experience with model rockets and simulators, which allow them to become familiar with the weightlessness of space. The high point of the week-long camp is the space shuttle mission simulation, which includes launching and landing of the shuttle.

1. Topic:
  - a. Huntsville, Alabama
  - b. United States Space Camp
2. Main Idea:
  - a. one week between February and December
  - b. students learn about space shuttle flights
3. Supporting Detail:
  - a. films, classes, visit to space flight center
  - b. students have different interests
4. Supporting Detail:
  - a. people are weightless in space
  - b. space shuttle mission simulation with launch and landing

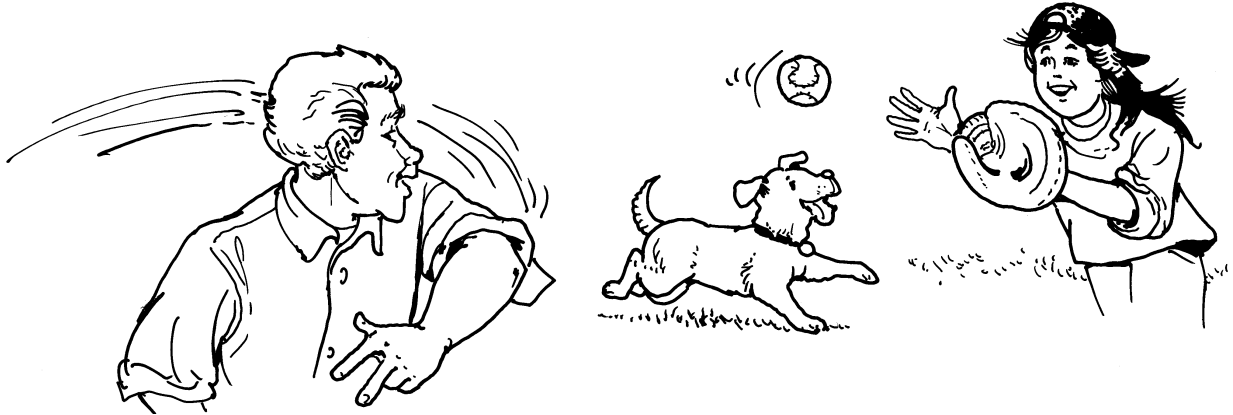
**B.** Write a summary about the paragraph.

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

## Vocabulary: Time-Order Words

- **Time-order words** can help you understand in what order things happen in a story. These kinds of words can help you when you are following a set of directions or learning about an event.

after afterwards this afternoon before as soon as finally first  
later last next meanwhile then tomorrow right now yesterday



Circle the time-order word that will complete each sentence correctly.

1. The (first/finally) thing this morning, Mom told me I had to clean my room.
2. (Then/Meanwhile) she told me I had to finish my homework.
3. (Tomorrow/Finally) she said I could work on my computer.
4. (Later/Now) in the day my dad asked if I wanted to play catch with him.
5. I said, “(As soon as/Next) I finish this e-mail.”
6. (After/Later) I signed off, I got my catcher’s mitt.
7. My dad said, “I am going to give you a workout (a long time ago/this afternoon).”
8. “Sure, sure,” I teased, “just like you did (today/yesterday).”
9. “(Right now/Later) you are throwing very well,” said Dad.
10. “Maybe (this morning/tomorrow) we’ll work on hitting the ball.”

**At Home:** Think about how using time-order words in directions helps you. Then write a set of directions explaining how to get from your house to school.

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Grade 4, Unit 1, Vocabulary,  
pages 38–39



## Composition: Main Idea

- A **paragraph** is a group of sentences that tell about a **main idea**. The main idea tells what the writing is about.
- A paragraph should include:
  - A **topic sentence** that states the main idea.
  - Supporting details** that clarify and develop the main idea.
- To connect ideas within a paragraph, use time-order words.
- If a sentence does not contain a detail that supports the main idea, take it out.

For each paragraph below, the topic sentence with a main idea appears in dark type. Some of the other sentences of the paragraph contain supporting details. Other sentences contain details that do not support the main idea. Underline the detail sentences that do not support the main ideas.

**1.-2. I found an old box yesterday.** It was lying on the floor of our attic. At first, I thought it was trash. My house has a basement and a garage. I was about to throw the old box away. Then, I heard a jiggling sound when I picked it up. So, I opened the lid. There were at least one hundred photographs of my father from long, long ago inside of the box. It's so interesting to see what he looked like when he was about my age. I called my friend to see if she wanted to come over for dinner.

**3.-4. Stacey and I went skating on the pond yesterday.** First, our parents tested the ice to make sure it was solid and safe. In the summer, I swim in the pond. We put on our skates and took off over the ice. First, Stacey skated backwards around the rim of the pond. Next, I skated to the center of the pond and spun around like a top. Have you seen tops whose colors blur when they spin? After an hour of skating, Stacey and I collapsed, tired but happy. Finally, my mother gave us each a cup of hot cocoa from a thermos.

**5. I will never forget my first airplane ride.** The captain spoke over a loud-speaker. He welcomed everyone on board. Who invented the airplane? Then, he asked us all to put on our seat belts and make sure our seats were in their upright position. The engines roared, and the plane began to move. As the plane lifted off the runway, it felt like my heart rose up out of my body, too!

## Nouns

### RULES

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

**person:** *teacher*

**place:** *school*

**thing:** *book*

- A **noun** may name more than one person, place, or thing.

*teacher-teachers book-books school-schools*

Underline the nouns in each sentence. Then write each noun on the chart under the correct heading. Some headings will have fewer than seven nouns.

1. Mr. Finney taught history at Central School.
2. His students were encouraged to bring in interesting articles about foreign countries.
3. Usually, the teacher had an interesting historical fact to tell about the news.
4. The older children enjoyed the stories that were shared in his classroom.
5. His amusing tales usually made his listeners laugh.

PERSONS	PLACES	THINGS

## Singular and Plural Nouns

### RULES

- A **singular noun** names one person, place, or thing.
- A **plural noun** names two or more persons, places, or things.
- To identify **singular** or **plural nouns** it may be helpful to test a word with the questions: *Can you see one \_\_\_? Can you see two \_\_\_?*
- Add **-s** to most nouns to form the plural.

*one **boy** → two **boys***

- Add **-es** to form the plural of nouns ending in *s*, *x*, *ch*, or *sh*.

*one **bus** → two **buses***

*one **box** → two **boxes***

*one **church** → two **churches***

*one **bush** → two **bushes***

Underline the correct plural form of each noun and write it on the line.

1. cup (cups, cupes, cupps) \_\_\_\_\_
2. plate (plats, plaets, plates) \_\_\_\_\_
3. house (housse, houses, houzes) \_\_\_\_\_
4. box (boxes, boxs, boxis) \_\_\_\_\_
5. stitch (stitchis, stitchs, stitche) \_\_\_\_\_
6. boss (bosses, bosss, boses) \_\_\_\_\_
7. scratch (scratched, scratches, scratchs) \_\_\_\_\_
8. bush (busses, bushes, bushs) \_\_\_\_\_
9. light (lights, lightes, lites) \_\_\_\_\_
10. candle (candels, candls, candles) \_\_\_\_\_

**At Home:** Write a list of nouns that name equipment and people you might expect to find on a playground.

## Nouns Ending with y

### RULES

- When forming the plural of nouns ending in y:

Change the *y* to *i* and add *-es* if the noun ends in a consonant + *y*.

*one baby* → *two babies*

Just add *-s* if the noun ends in a vowel + *y*.

*one day* → *two days*

Write the correct plural noun in parentheses to complete each sentence.

1. Elliott heard that I got two new \_\_\_\_\_ last month.  
(puppys/puppies)
2. They were a special gift for my brother's and my \_\_\_\_\_.  
(birthdays/ birthdayes)
3. I had to wait several \_\_\_\_\_ before receiving my new pets.  
(Mondays, Mondais)
4. We had to travel through a few different \_\_\_\_\_ to get them. (citys, cities)
5. No \_\_\_\_\_ could transport us that far. (subwayes, subways)
6. We traveled on two \_\_\_\_\_ to get to the pet store and back. (ferrys, ferries)
7. There were several \_\_\_\_\_ of pets at the store. (varietyes, varieties)
8. I was surprised to find some \_\_\_\_\_ there for sale.  
(monkeyes, monkies)
9. My new puppies are different from the \_\_\_\_\_ I once had.  
(kittys, kitties)
10. It will take many \_\_\_\_\_ before they are properly trained.  
(daies, days)

## More Plural Nouns

### RULES

- Some nouns do not add -s or -es to form the plural. Some nouns have special plural forms.
  - one **man** → two **men**
  - one **child** → two **children**
- Some nouns have the same singular and plural forms.
  - one **moose** → two **moose**
  - one **deer** → two **deer**



Write the irregular plural noun from the box that completes each sentence.

- |                             |                               |
|-----------------------------|-------------------------------|
| one woman → two women       | one deer → two deer           |
| one tooth → two teeth       | one mouse → two mice          |
| one goose → two geese       | one fisherman → two fishermen |
| one scissors → two scissors | one fish → two fish           |
| one foot → two feet         | one trout → two trout         |

- My father helped me learn how to use a fly rod to catch \_\_\_\_\_.
- It is a challenge to catch brook and rainbow \_\_\_\_\_ without live bait.
- My dad and I stood as quiet as two \_\_\_\_\_ near the edge of the stream.
- It is impossible to go fly fishing without getting your \_\_\_\_\_ wet.
- Most fly \_\_\_\_\_ wear special fishing boots called waders.
- They also wear vests with pockets for small tools like pliers and \_\_\_\_\_.
- Without scissors, they would have to bite with their \_\_\_\_\_ to cut the line.
- Many \_\_\_\_\_ also enjoy the sport of fly fishing.
- On our last trip, we encountered several \_\_\_\_\_ getting drinks of water.
- We also enjoyed seeing flocks of \_\_\_\_\_ migrating overhead.

**At Home:** Make up a sentence for each plural noun in the chart above. Say each sentence to a parent or sibling.

## Common and Proper Nouns

### RULES

- **Common nouns** name people, places, or things.
- **Proper nouns** name particular people, places, or things and always begin with a capital letter.

*The scientific **name** for an **animal** in **North America** is the **same** in **Europe**.*

Underline common nouns and write any proper nouns that appear.

1. Red Cliff High School began classes in August, before Labor Day.

\_\_\_\_\_

2. We learned about scientific classification in Biology 101 last November.

\_\_\_\_\_

3. We studied that topic until the Wednesday before Thanksgiving.

\_\_\_\_\_

4. Many centuries ago, a philosopher from Greece named Aristotle developed a way to classify living organisms. \_\_\_\_\_

5. Aristotle grouped animals according to whether they had red blood.

\_\_\_\_\_

6. A scientist named John Ray classified living organisms by their species.

\_\_\_\_\_

7. This biologist from England noticed that members of the same species can breed together. \_\_\_\_\_

8. About a century later, Carolus Linnaeus developed the classification system we use today. \_\_\_\_\_

9. Linnaeus was born in the city of Kristianstad, Sweden, in 1707.

\_\_\_\_\_

10. He first explained his system in a book titled *Species Plantarum*.

\_\_\_\_\_

## Mechanics and Usage: Capitalization

### RULES

- **Proper nouns**, including names of **days, months, and holidays**, always begin with a capital letter.  
*Tuesday February St. Valentine's Day*
- Capitalize **family names** that refer to specific people. Also capitalize **titles of respect** that are part of a specific name.  
*Mother spoke to my teacher, Miss Meg Hargrove.*
- Capitalize the first word and all important words in the **title** of a book, magazine, song, poem, play, short story, or movie.  
*My favorite play is Fiddler on the Roof.*

Read each pair of sentences. Write the letter *C* before the sentence that is correctly written.

1. \_\_\_\_\_ Dad recently read a book to my brother Ryan called *Customs Around the World for Holidays*.  
\_\_\_\_\_ Dad recently read a book to my brother Ryan called *Customs around the World For Holidays*.
2. \_\_\_\_\_ In the United States, the last Monday in may is called memorial Day.  
\_\_\_\_\_ In the United States, the last Monday in May is called Memorial Day.
3. \_\_\_\_\_ On that day, miss lauren connolly attends a parade in Northville, michigan, with her Father and Mother.  
\_\_\_\_\_ On that day, Miss Lauren Connolly attends a parade in Northville, Michigan, with her father and mother.
4. \_\_\_\_\_ Our father once took Mother, Ryan, and me to a Thanksgiving parade.  
\_\_\_\_\_ Our Father once took mother, Ryan, and me to a thanksgiving parade.
5. \_\_\_\_\_ Mayor Frank McGinity wore an orange derby in the parade that thursday.  
\_\_\_\_\_ Mayor Frank McGinity wore an orange derby in the parade that Thursday.

**At Home:** Write a sentence that tells how your family celebrates your favorite holiday.

## Mixed Review

### RULES

- A **singular noun** names only one person, place, or thing.

person

thing

place



A *friend* of mine formed a **club** in my *neighborhood*.

- A **plural noun** names more than one person, place, or thing. Add **-s** to form the plural of most nouns.

My *friends* and I are interested in outer space.

- Add **-es** to form the plural of nouns ending in *s*, *x*, *ch*, or *sh*.

*speech* + *es* = *speeches*

*class* + *es* = *classes*

- To form the plural of nouns ending with a consonant and *y*, change the *y* to *i* and add **-es**. *family* – *y* + *i* + *es* = *families*

- A **proper noun** is a noun that names a particular person, place, or thing. A proper noun always begins with a capital letter.

**common nouns:** *teacher*      *city*

**proper nouns:** *Mr. Jarvis*      *Houston*

### A. Circle the correct form of the plural noun in parentheses.

1. We have been studying the (galaxys, galaxies).
2. Several (country, countries) want to work together to study outer space.
3. There are many (branchs, branches) of space science.
4. In some (citys, cities) there are huge telescopes to look at the stars.
5. Some (friends, friendes) in my neighborhood formed a star club.

### B. Write the proper noun(s) in each sentence and capitalize them.

6. Mrs. dunne teaches us about space. \_\_\_\_\_

7. She told us about a huge telescope in california. \_\_\_\_\_

8. It is at the palomar observatory. \_\_\_\_\_

9. The telescope was designed by george hale. \_\_\_\_\_

10. He was an american astronomer. \_\_\_\_\_



## Singular Possessive Nouns

### RULES

- A **singular possessive noun** is a word that shows that something belongs to one person or thing.

*the **cell's** shape (the shape belongs to one cell)*

*the **plant's** leaves (the leaves belong to one plant)*

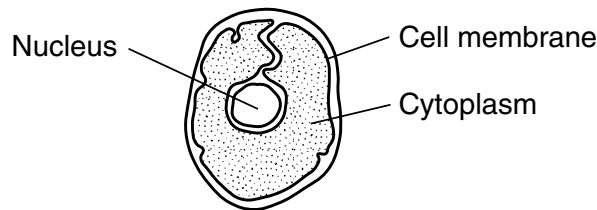
- Usually, make a singular noun possessive by adding an **apostrophe** with the letter **s** to a singular noun.

*The fur of an animal is made up of cells.*

**animal + 's = animal's**

*An **animal's** fur is made up of cells.*

Rewrite each sentence using a singular possessive noun to replace some of the words in each underlined phrase.



1. The cells of the body breathe, take in food, and eliminate wastes.

---

2. The nucleus in the center of a cell is the control point of the cell.

---

3. A purpose of the cell membrane is to hold the cell together.

---

4. You can see cells using the microscope of the school.

---

5. The nervous system of the body is made up of branched nerve cells.

---

**At Home:** Write sentences telling about three items owned by different members of your family.

## Plural Possessive Nouns

### RULES

- A **plural possessive noun** is a word that shows something belongs to two or more persons or things.

*the **officials' plans** (the plans belong to more than one official)*

- When a plural noun ends in *s*, add an **apostrophe (')** to form the plural possessive noun. If the plural noun does not end in **-s**, add an **apostrophe and -s ('s)**.

*the **brothers' baseball gloves**    **women's sports***

Write the letter **C** next to the phrase that has the same meaning as the underlined words in the sentence.

- |   |   |
|---|---|
| <p>1. <u>Groups of students</u> will do volunteer work.<br/>           _____ groups' students<br/>           _____ students' groups</p>                           | <p>6. Some students will need <u>the permission of both parents</u>.<br/>           _____ both parents' permission<br/>           _____ both parent's permission</p>      |
| <p>2. The <u>purposes of the groups</u> will be to improve our community.<br/>           _____ groups' purposes<br/>           _____ group's purposes</p>         | <p>7. Work will be done under the <u>supervision of teachers</u>.<br/>           _____ teacher's supervision<br/>           _____ teachers' supervision</p>               |
| <p>3. <u>The reasons of my friends</u> for volunteering are admirable.<br/>           _____ my friends' reasons<br/>           _____ my friend's reasons</p>      | <p>8. The principal requested <u>cooperation of people</u> at school.<br/>           _____ people's cooperation<br/>           _____ cooperation's people</p>             |
| <p>4. Some of the <u>reasons of other children</u> are different.<br/>           _____ other children's reasons<br/>           _____ other childrens' reasons</p> | <p>9. Many <u>citizens of the neighborhoods</u> will benefit from our work.<br/>           _____ neighborhoods' citizens<br/>           _____ neighborhood's citizens</p> |
| <p>5. All the <u>members of the clubs</u> are anxious to begin their projects.<br/>           _____ members' clubs<br/>           _____ clubs' members</p>        | <p>10. They will enjoy the <u>benefits of the improvements</u>.<br/>           _____ benefits' improvements<br/>           _____ improvements' benefits</p>               |

## Combining Sentences: Nouns

### RULES

- You can combine sentences that have similar ideas by joining two nouns with the conjunctions *and* or *or*.

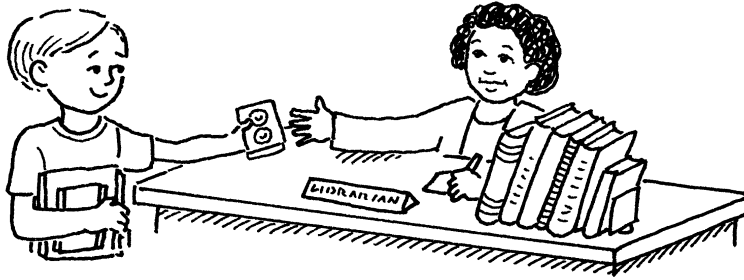
#### Combine nouns in the subject:

*Andrea works at the library.*  
*James works at the library.* → *Andrea and James work at the library.*

#### Combine nouns in the predicate:

*You can borrow books.*  
*You can borrow tapes.* → *You can borrow books or tapes.*

Combine each pair of sentences using the word in parentheses.



- Do you want to borrow books? Do you want to borrow periodicals? (or)

---

- Librarians are helpful for finding information. Card catalogs are helpful for finding information. (and)

---

- Library catalogs can be found on cards. Library catalogs can be found on computers. (or)

---

- The card catalog lists hardbound books. The card catalog lists paperback books. (and)

---

- Is your research for work? Is your research for school? (or)

---

**At Home:** Underline the nouns that can be combined in each pair of sentences above.

## Mechanics and Usage: Abbreviations

### RULES

Most titles of people, days of the week, and months of the year can be made into a shorter form called an **abbreviation**.

- Begin abbreviations with a **capital letter**.
- End abbreviations with a **period**.

#### **Titles**

*Mr. → Mister*

*Dr. → Doctor*

*Sen. → Senator*

*Gov. → Governor*

#### **Days**

*Mon. → Monday*

*Wed. → Wednesday*

*Thurs. → Thursday*

*Sun. → Sunday*

#### **Months**

*Jan. → January*

*Mar. → March*

*Sept. → September*

*Nov. → November*

Circle the correct abbreviation for the underlined word and rewrite the phrase on the line.

1. a Saturday book club

Satur.

S.D.

Sat.

---

2. Mister and Mrs. King

Mr.

Miss

Msr.

---

3. meeting in January

Ja.

Jun.

Jan.

---

4. lecture by Doctor Bond

Drs.

Dr.

Doc.

---

5. program about Senator McCord

Str.

Sentr.

Sen.

---

## Mixed Review

### RULES

- To make a singular noun possessive, add an **apostrophe** and **-s**.  
*theater + ' + s = theater's      actors + ' = actors'*
- To make a plural noun that ends in *s* possessive, add an **apostrophe**.
- To make a plural noun that does not end in *s* possessive, add an **apostrophe** and **-s**.  
*women + ' + s = women's*
- You can **combine sentences** by joining two nouns with *and* or *or*.  
*The theater had one floor. The theater had a balcony.*  
*The theater had one floor and a balcony.*

**A.** Write the correct possessive form of each noun in parentheses.

1. (men) The \_\_\_\_\_ chorus is very talented.
2. (magician) The \_\_\_\_\_ show is very clever.
3. (children) The \_\_\_\_\_ acts are very cute.
4. (dancers) The \_\_\_\_\_ costumes are very colorful.
5. (singer) The \_\_\_\_\_ song was very beautiful.

**B.** Join two nouns with *and* or *or* to combine each pair of sentences.

6. I bought tickets. I bought programs.

\_\_\_\_\_

7. The costumes were very imaginative. The sets were very imaginative.

\_\_\_\_\_

8. The theater had new seats. The theater had new lounges.

\_\_\_\_\_

9. The snack bar served sandwiches. The snack bar served drinks.

\_\_\_\_\_

10. The musicians were great. The actors were great.

\_\_\_\_\_

## Common Errors: Plurals and Possessives

### RULES

A **plural noun** names more than one person, place, or thing.

Most plural nouns are formed by adding **-s** or **-es**.

lambs                  foxes

A **possessive noun** shows who or what owns or has something.

- A **singular possessive noun** is formed by adding **-’s**.

cat + ’s                  cat’s whiskers

- A **plural possessive noun** that ends in **-s** is formed by adding **’**.

dogs + ’                  dogs’ paws

- A **plural possessive noun** that does not end in **-s** is formed by adding **-’s**.

mice + ’s                  mice’s tails

Write the possessive form of each underlined noun.

1. the zoo for children \_\_\_\_\_ zoo
2. the skin of a snake \_\_\_\_\_ skin
3. the fur of foxes \_\_\_\_\_ fur
4. the feathers of geese \_\_\_\_\_ feathers
5. the horns of a goat \_\_\_\_\_ horns
6. the claws of an eagle \_\_\_\_\_ claws
7. the tails of monkeys \_\_\_\_\_ tails
8. the spines on hedgehogs \_\_\_\_\_ spines
9. the hooves on a pony \_\_\_\_\_ hooves
10. the beaks on parrots \_\_\_\_\_ beaks

## Study Skills: Parts of a Book

Certain parts of a book help you find information quickly.

In the front of a book you may find:

- a **title page** with the title, author, and the publisher of the book.
- a **copyright page** with the date the book was published.
- a **table of contents** listing the titles of chapters and the page numbers on which they begin.

In the back of a book you may find:

- a **glossary** with the spelling, pronunciation, and definition of important words in the book.
- an **index** with an alphabetical listing of all the topics in the book and the page numbers on which they can be found.

Look at the pages from a nonfiction book. On the line below each page, identify whether the page is a *title page*, *copyright page*, *table of contents*, *glossary*, or *index*.

**Z**  
**zygote** (zī'gōt)  
 Developing individual  
 produced from germ  
 cells.

**All About the Cell**  
 by D. Ortega  
  
 Elsa Saldor Publishers, Inc.  
 San Diego • Chicago •  
 New York

Chapter 10  
 Cell Studies and  
 Medicine . . . . .89  
 Chapter 11  
 Cell Research and the  
 Foods We Eat . . . . .101  
 Chapter 12  
 Research for the  
 Future . . . . .106

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

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

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

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 100 Union Square  
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Microscope, 53  
 Mitochondria, 5, 89–91  
 Mitosis,  
 definition, 27  
 phases of cell division  
 40–42  
 Molecular Biology, 65  
 Nucleus, 4, 33, 78, 99

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

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

## Vocabulary: Compound Words

- A compound word is a word made from two or more smaller words that are joined together.

**brain + storm = brainstorm**

**down + stairs = downstairs**

**A.** Underline the compound word or words in each sentence. Put a diagonal line (/) between the smaller words that make up the compound word.

1. I wear my backpack to school every day. \_\_\_\_\_
2. I also carry my lunchbox to school. \_\_\_\_\_
3. When I go to a football game, I pack a sandwich and a thermos with a hot drink. \_\_\_\_\_
4. After school, I swap trading cards with my classmates. \_\_\_\_\_
5. On Saturday afternoon, I usually visit Granny, who gives me homemade cookies. \_\_\_\_\_

**B.** Choose words from the word box to complete each compound word in a sentence.

row

sand

sea

some

star

summer

6. I love the \_\_\_\_\_ time when we can go to the beach.
7. I help my little brother build \_\_\_\_\_ castles.
8. We found a beautiful \_\_\_\_\_ fish that had washed ashore.
9. We always collect \_\_\_\_\_ shells that we can paint.
10. Dad takes us fishing in a \_\_\_\_\_ boat.





## Composition: Writing Descriptions

- A good **description** is a vivid picture you create with words. Your word picture makes the reader feel like he or she knows the person, place, thing, or idea you are writing about.
- Put the pieces of the description together in logical order, such as from top to bottom or from side to side.
- In your description, include words and details that connect with a reader's sense of sight, smell, sound, taste, or touch.

**sense of sound**

*The siren hurt my ears.*

**sense of smell**

*The room smells like sweet vanilla.*

On the line, write the sense described in each sentence: *sight, smell, touch, taste, sound.*

1. The baby squealed like a happy piglet. \_\_\_\_\_
2. The sour candy made my lips pucker. \_\_\_\_\_
3. Henry could sniff the smoke from the campfire. \_\_\_\_\_
4. The palace blinded me with dazzling gold decorations. \_\_\_\_\_
5. The wet sand felt like cool velvet. \_\_\_\_\_
6. The train ahead of us groaned like a hurt animal. \_\_\_\_\_
7. The bacon sizzled on the griddle. \_\_\_\_\_
8. Blooming flowers filled the air with sweet perfume. \_\_\_\_\_
9. The wind whipped my hair right to left across my cheeks. \_\_\_\_\_
10. The scent of baking cookies lured us into the kitchen. \_\_\_\_\_

**At Home:** What do your five senses tell you? Name each sense and tell how it helps you.

## Action Verbs

### RULES

- An **action verb** is a verb that expresses action.
- An **action verb** tells what the subject does or did.

Marsha **paints** pictures as a hobby.

Marsha **draws** pictures as a hobby.

Marsha **sketches** pictures as a hobby.

Write the action verb in each sentence.

1. Marsha taught herself how to paint. \_\_\_\_\_
2. She read many books about painting. \_\_\_\_\_
3. She watched television shows about painting. \_\_\_\_\_
4. She even talked to a few painters. \_\_\_\_\_
5. Now Marsha paints whenever she can. \_\_\_\_\_
6. She often makes sketches of animals. \_\_\_\_\_
7. Sometimes she exhibits her paintings at art shows. \_\_\_\_\_
8. She won several prizes for her work at the last show. \_\_\_\_\_
9. Several people commented on her paintings. \_\_\_\_\_
10. She even sold two of her paintings to complete strangers. \_\_\_\_\_

## Verb Tenses

### RULES

The tense of a verb tells you if something takes place in the present, in the past, or in the future.

- A verb in the **present tense** tells what happens now.
- A verb in the **past tense** tells what has already happened.
- A verb in the **future tense** tells what is going to happen.

To write the future tense, use the special verb **will**.

Present Tense	Past Tense	Future Tense
<i>Insects <u>survive</u> almost everywhere.</i>	<i>They <u>survived</u> millions of years ago.</i>	<i>They <u>will survive</u> in the future.</i>

Circle whether the underlined verb is in the present, past, or future tense.

- Our science teacher decided to teach about insects.  
present                      past                      future
- She told us about the different kinds of insects.  
present                      past                      future
- We will spend several days learning about them.  
present                      past                      future
- The class divides into small groups.  
present                      past                      future
- Each group chooses a kind of insect to study.  
present                      past                      future
- At the end of the week, each group will make a presentation.  
present                      past                      future
- The class will take a field trip to see a museum exhibit.  
present                      past                      future
- The museum exhibit shows hundreds of kinds of insects.  
present                      past                      future
- Everyone voted in favor of taking the trip.  
present                      past                      future
- Afterward, the class will discuss what they saw.  
present                      past                      future

**At Home:** Write three sentences about a favorite topic. Write one sentence in the present tense, one in the past tense, and one in the future tense.

McGraw-Hill Language Arts  
Grade 4, Unit 3, Verbs,  
pages 172–173

## Subject-Verb Agreement

### RULES

- The subject and verb in a sentence must **agree**. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

#### Singular Subject

*Singular: he, she, or it*

To make most verbs singular, add *-s*.

Add *-es* to verbs ending in *s, ch, sh, x, or z*.

*A picture hangs on my wall.*

#### Plural Subject

*Plural: we, you, or they*

Do not add *-s* or *-es* if the subject is plural or if it is *I* or *you*.

*Several pictures hang on my wall.*

Write the correct form of the verb in parentheses.

- Chen \_\_\_\_\_ picture postcards. (collect)
- He \_\_\_\_\_ his collection in special albums. (keep)
- The cards \_\_\_\_\_ him of places he has been. (remind)
- He \_\_\_\_\_ cards for his collection on family trips. (buy)
- Most of the cards \_\_\_\_\_ scenes from the Southwest. (show)
- Chen often \_\_\_\_\_ there with his family. (visit)
- Several cards \_\_\_\_\_ scenes of the Grand Canyon. (include)
- Chen often \_\_\_\_\_ he could visit there again. (wish)
- Sometimes people \_\_\_\_\_ Chen picture postcards. (send)
- He \_\_\_\_\_ them to his collection. (add)

## Spelling Present-Tense and Past-Tense Verbs

### RULES

#### Spelling Rules for Adding *-es* or *-ed* to Some Verbs

- Change the *y* to *i* before adding *-es* or *-ed* to verbs that end with a consonant and *y*.

**carry** = *carries* or *carried*

- Double the final consonant before adding *-ed* to one-syllable verbs that end with one vowel followed by one consonant.

**trim** = *trimmed*

- Drop the *e* before adding *-es* or *-ed* to verbs that end in *e*.

**smile** = *smiles* or *smiled*

Write the correct present-tense or past-tense form of each verb in parentheses.

1. Cody (shop) for a new camera. *present* \_\_\_\_\_
2. Last week he (stop) at several stores. *past* \_\_\_\_\_
3. They all (carry) many kinds of cameras. *present* \_\_\_\_\_
4. Cody (know) the special features of each kind. *present* \_\_\_\_\_
5. He (remove) a camera from its case. *past* \_\_\_\_\_
6. He (worry) that it was too large and heavy. *past* \_\_\_\_\_
7. He (try) out another one with a zoom lens. *past* \_\_\_\_\_
8. Cody (decide) to buy it. *past* \_\_\_\_\_
9. He (hurry) home to try it out. *past* \_\_\_\_\_
10. That afternoon he (snap) pictures of everything. *past* \_\_\_\_\_



## Mechanics and Usage: Commas in a Series

### RULES

- A **comma** tells the reader to pause between the words that it separates.
- Use commas to separate items in a series of three or more words.
- Do not use a comma after the last word in a series.

*Ted , Peter , Rosa , and Nora are neighbors.*

Rewrite each sentence. Use commas where they are needed.

1. Ted Peter Rosa and Nora made a garden together.

\_\_\_\_\_

2. They had to buy a rake a shovel and a hoe.

\_\_\_\_\_

3. Rosa and Peter raked up rocks twigs and litter.

\_\_\_\_\_

4. Ted and Nora dug turned and raked the soil.

\_\_\_\_\_

5. Together they decided to plant beans tomatoes carrots and corn.

\_\_\_\_\_

6. They planted petunias sunflowers and daisies along the edge.

\_\_\_\_\_

7. Sun rain and care helped things grow quickly.

\_\_\_\_\_

8. The friends took turns weeding hoeing and watering.

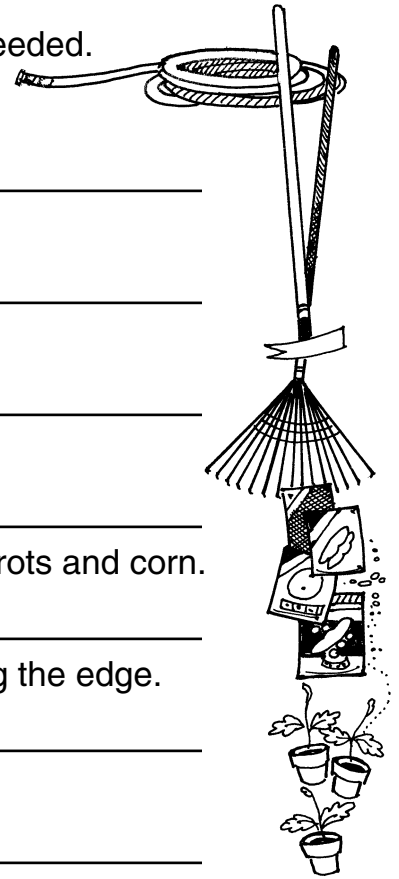
\_\_\_\_\_

9. Soon they were picking cooking and eating things from the garden.

\_\_\_\_\_

10. Making the garden was enjoyable successful and practical.

\_\_\_\_\_



**Mixed Review**

**RULES**

- Action verbs in the **present tense** tell what is happening now.
- Action verbs in the **past tense** tell what happened in the past.
- Action verbs in the **future tense** tell what will happen in the future.
- Add **-s** to most present-tense verbs if the subject is singular. Add **-es** to verbs that end in *s, ch, sh, x, or z*. Do not add **-s** or **-es** if the subject is plural or *I* or *you*.
- For verbs ending in a consonant and *y*, change the *y* to *i* before adding **-es** or **-ed**.
- For one-syllable verbs ending in one vowel and one consonant, double the consonant before adding **-ed**.
- For verbs ending in *e*, drop the *e* before adding **-ed**.

**A. Circle the correct tense of the underlined verb.**

1. My father learned to play the piano at an early age.    **present   past   future**
2. He enjoys playing the piano for friends.                **present   past   future**
3. Practice will make him even better than he is now.    **present   past   future**
4. I like to listen to guitar music on the radio.            **present   past   future**
5. Someday I will take guitar lessons.                      **present   past   future**

**B. Write the verb in parentheses ( ) that completes each sentence.**

6. Two of my friends (play, plays) musical instruments. \_\_\_\_\_
7. Marta (take, takes) piano lessons every week. \_\_\_\_\_
8. John (practice, practices) the saxophone. \_\_\_\_\_
9. My parents (want, wants) me to learn how to play. \_\_\_\_\_
10. It (amaze, amazes) me when I see people playing music. \_\_\_\_\_

## Main Verbs and Helping Verbs

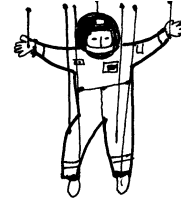
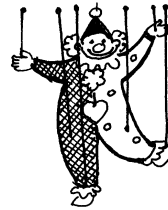
### RULES

- The **main verb** is the most important verb in a sentence. It tells what the subject does or is.  
*The puppet show will **begin** in an hour.*
- A **helping verb** is a verb that comes before the main verb. It helps the main verb show an action or make a statement.  
*The puppet show **will** begin in an hour.*

### Helping Verbs

*am, is, are,  
was, were,  
has, have,  
had, will*

Read each sentence.  
Write the helping verb in the first column and the main verb in the second column.



- |   |       |       |
|---|-------|-------|
| 1. A theater group was performing a puppet show.            | _____ | _____ |
| 2. The puppets were dressed in colorful costumes.           | _____ | _____ |
| 3. The puppet theater was designed like an ancient castle.  | _____ | _____ |
| 4. The puppets are attached to strings.                     | _____ | _____ |
| 5. The puppeteers were standing above the puppet theater.   | _____ | _____ |
| 6. They will work the strings to bring the puppets to life. | _____ | _____ |
| 7. They are using a different voice for each character.     | _____ | _____ |
| 8. The children are watching in amazement.                  | _____ | _____ |
| 9. Even the adults were enjoying themselves.                | _____ | _____ |
| 10. The puppets had won everyone's admiration.              | _____ | _____ |



## Using Helping Verbs

### RULES

- **Has, have, and had** are helping verbs. You can use them with the past-tense form of a verb to show an action that has already happened.

Use **has** with a singular subject and *he, she, or it*.

*My sister **has sailed** on a boat.*

*She **has sailed** many times.*

Use **have** with plural subjects and *I, you, we, or they*.

*Many people **have sailed** on the ocean.*

*I **have sailed** on the lake.*

Use **had** with singular or plural subjects.

*My friend **had sailed** last summer.*

*My friends **had sailed** at camp.*

Write the correct form of the helping verb in parentheses.

1. Whale watching \_\_\_\_\_ attracted many tourists. (have, has)
2. Many people \_\_\_\_\_ enjoyed the thrill of seeing whales.  
(have, has)
3. My friends and I \_\_\_\_\_ decided to go whale watching. (have, has)
4. The boat \_\_\_\_\_ sailed several times that day. (have, had)
5. On the first trip, the passengers \_\_\_\_\_ spotted many whales.  
(has, had)
6. The whales \_\_\_\_\_ discovered a good feeding area. (have, has)
7. The boat's captain \_\_\_\_\_ sighted them not far away. (have, had)
8. One whale \_\_\_\_\_ surfaced beside the boat. (have, has)
9. A few whales \_\_\_\_\_ leaped into the air. (has, had)
10. Now they \_\_\_\_\_ crashed back into the water. (have, has)

**At Home:** Find a picture in a magazine that you like. Write three sentences about it. Use the helping verbs *have, has,* or *had* in each sentence.

## Linking Verbs

### RULES

- An **action verb** tells what the subject does or did.

*Nocturnal animals **sleep** during the day.*

- A **linking verb** links the subject of a sentence to a noun or adjective in the predicate. A linking verb does not express action.

*Nocturnal animals **are** creatures of the night.*

- The words **am**, **is**, **are**, **was**, and **were** are important linking verbs. They are forms of the verb **be**.



Tell whether each underlined verb is an action verb or a linking verb. Write your answer.

- Nocturnal animals are nighttime creatures. \_\_\_\_\_
- They sleep during most of the day. \_\_\_\_\_
- Bats are nocturnal animals. \_\_\_\_\_
- They live in caves during the day. \_\_\_\_\_
- They hunt for food during the night. \_\_\_\_\_
- Bats are the only mammals that can fly. \_\_\_\_\_
- There are more than 900 kinds of bats. \_\_\_\_\_
- I am one of their greatest fans. \_\_\_\_\_
- Once I was at the entrance to a bat cave. \_\_\_\_\_
- At dusk, the bats flew out of the cave. \_\_\_\_\_
- It was a terrific and awesome sight. \_\_\_\_\_
- One large bat is the flying fox. \_\_\_\_\_
- It makes its home in tropical forests. \_\_\_\_\_
- Brown bats are much smaller. \_\_\_\_\_
- They inhabit many parts of the United States. \_\_\_\_\_

## Using Linking Verbs

### RULES

- **Am, is, and are** are **present-tense linking verbs**. They must agree with the subject of the sentence. Subjects can be singular or plural.

**Singular:** *I, he, she, it*

**Plural:** *you, we, they*

*She **is** a musician. (singular)*

*You **are** musicians. (plural)*

- **Was and were** are **past-tense linking verbs**. They must agree with the subject of the sentence. Subjects can be singular or plural.

*She **was** a musician. (singular)*

*They **were** musicians. (plural)*

Rewrite the sentence with the correct form of the linking verb in parentheses.

1. Anita (is, are) a member of the orchestra.

\_\_\_\_\_

2. Orchestras (is, are) large groups of musicians.

\_\_\_\_\_

3. Anita (is, were) one of the violin players.

\_\_\_\_\_

4. I (am, were) one of the cellists.

\_\_\_\_\_

5. Last year our concerts (was, were) very popular.

\_\_\_\_\_

6. Our conductor (was, were) Mr. Ortez.

\_\_\_\_\_

7. All of our musicians (is, are) first rate.

\_\_\_\_\_

8. They (are, was) wonderful when they play together.

\_\_\_\_\_

9. Everyone (is, were) very proud to be a member.

\_\_\_\_\_

10. Our first concert this year (was, were) a huge success.

\_\_\_\_\_

**At Home:** Write three sentences about music. Use linking verbs in each sentence.

## Irregular Verbs

### RULES

- You do not always add **-ed** to form the past tense of verbs. Verbs that do not add **-ed** to form the past tense are called **irregular verbs**.
- Most irregular verbs change their spelling to form the past tense.

Here are some examples.

Verb	Past	Past with has, have, or had
go	went	gone
do	did	done
see	saw	seen
run	ran	run
come	came	come
give	gave	given
sing	sang	sung
eat	ate	eaten
make	made	made
bring	brought	brought

Write the correct past tense form of the verb in parentheses.

- Rosa and Luis had (go) \_\_\_\_\_ to the wild animal park.
- They have (see) \_\_\_\_\_ some of the exhibits before.
- Some of the animals (come) \_\_\_\_\_ out to play.
- Monkeys (run) \_\_\_\_\_ through an artificial rain forest.
- The large cats (give) \_\_\_\_\_ a roaring performance.
- The elephants (make) \_\_\_\_\_ loud trumpeting sounds.
- Rosa and Luis had (bring) \_\_\_\_\_ a picnic lunch with them.
- They (eat) \_\_\_\_\_ it near the tropical bird exhibit.
- Some of the birds (sing) \_\_\_\_\_ unfamiliar songs.
- Rosa and Luis had (do) \_\_\_\_\_ this before.

## More Irregular Verbs

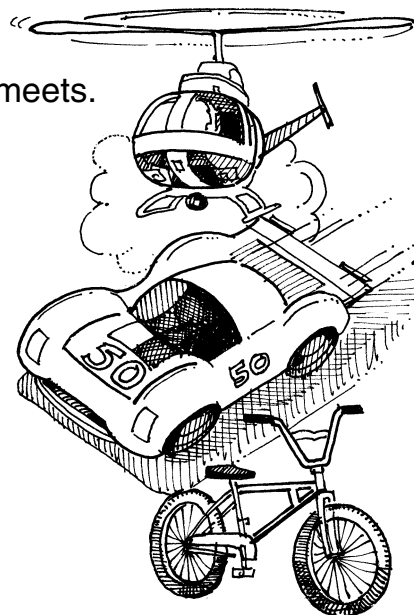
### RULES

- **Irregular** verbs do not add **-ed** to form the past tense. Instead, the spelling of an irregular verb changes.

Verb	Past	Past with has, have, or had
begin	began	begun
draw	drew	drawn
drive	drove	driven
fly	flew	flown
grow	grew	grown
ride	rode	ridden
swim	swam	swum
take	took	taken
throw	threw	thrown
write	wrote	written

Circle the correct form of the verb in parentheses.

1. My family has (did, done) many interesting things.
2. My brother (fly, flew) in a helicopter.
3. My sister has (swam, swum) in many swimming meets.
4. I have (rode, ridden) in bicycle marathons.
5. My mom has (drew, drawn) pictures of us.
6. My dad (began, begun) to take flying lessons.
7. My grandfather has (driven, drove) race cars.
8. My grandmother (wrote, written) a book.
9. My parents have (took, taken) dancing lessons.
10. My uncle has (grew, grown) prize-winning roses.



**Mechanics and Usage: Contractions with *Not*****RULES**

- A **contraction** is a shortened form of two words. An **apostrophe (')** takes the place of one or more letters that are left out. Several contractions are made by combining a verb and the word ***not***.

**does + not = does + n't = doesn't**

is not	isn't	has not	hasn't
are not	aren't	have not	haven't
was not	wasn't	had not	hadn't
were not	weren't	do not	don't
will not	won't	did not	didn't

**A.** Draw lines to match the contractions and the words.

- |              |         |
|--------------|---------|
| 1. was not   | aren't  |
| 2. has not   | isn't   |
| 3. do not    | wasn't  |
| 4. will not  | won't   |
| 5. have not  | doesn't |
| 6. does not  | hasn't  |
| 7. is not    | haven't |
| 8. did not   | weren't |
| 9. are not   | didn't  |
| 10. were not | don't   |

**B.** Write the two words that make up each contraction in parentheses.

- I (haven't) \_\_\_\_\_ seen a purple sky.
- I (don't) \_\_\_\_\_ have green hair.
- Trees (aren't) \_\_\_\_\_ blue and gold.
- A car (doesn't) \_\_\_\_\_ talk to you.
- I (won't) \_\_\_\_\_ ever see a cow that flies.

## Mixed Review

### RULES

- The **main verb** in a sentence shows what a subject does or is. It is the most important verb.

*I **acted** in the class play.*

- A **helping verb** comes before the main verb. It helps the main verb show an action or make a statement.

*I **had learned** my lines well.*

- A **linking verb** links the subject of a sentence to a noun or adjective in the predicate. A linking verb does not express action.

*The play **was** a great success.*

**Helping Verbs**  
*am, is, are, was, were,  
has, have, had, will*

**Linking Verbs**  
*am, is, are, was, were*

Draw one line under each main verb. Draw two lines under each helping verb. Circle each linking verb.

1. I am a member of the class play.
2. Many of my friends are in the play, too.
3. We have written our own play to perform.
4. My friend Jill is the lead character.
5. She has learned all her lines well.
6. The cast has rehearsed many times.
7. Our teacher has helped us every night.
8. She thinks we are doing a great job.
9. The costumes and props will surprise everyone.
10. Putting on a play is a hard job.

**At Home:** Write a paragraph about a movie or television show you have watched. Use main, helping, and linking verbs.

## Common Errors: Subject-Verb Agreement

### RULES

- When parts of a compound subject are joined by **and**, use a **plural verb**.

*Juan and Mario **play** trumpets.*

- When the parts of a compound subject are joined by **or**, the verb agrees with the subject that is closer to it.

*Songs or a dance **begins** the show.*

*Either a table or trays **hold** snacks.*

- When a verb ends with a consonant and **y**, change the **y** to **i** and add **-es** to form a singular verb. *fly* → *flies*
- When a verb ends with a vowel and **y**, add **-s** to form a singular verb. Do not change the spelling of the verb. *spray* → *sprays*

Complete each sentence. Write the verb in parentheses ( ) that agrees with the compound subject of each sentence.

- The music class or art club \_\_\_\_\_ having a talent show. (is, are)
- The girls and boys \_\_\_\_\_ variety acts. (presents, present)
- Linda and Kelly \_\_\_\_\_ a duet. (sings, sing)
- My sister and brother \_\_\_\_\_ bicycle tricks. (performs, perform)
- Either Mark or Shelly \_\_\_\_\_ magic tricks. (do, does)
- Either my teacher or her husband \_\_\_\_\_ the guitar. (plays, play)
- Taki and Miko \_\_\_\_\_ together on the piano. (plays, play)
- My family and friends \_\_\_\_\_ in the audience. (sits, sit)
- Cheers or applause \_\_\_\_\_ from everywhere. (comes, come)
- Both performers and audience \_\_\_\_\_ the show. (enjoys, enjoy)



## Study Skills: Card Catalog

- Use the alphabetically arranged **card catalog** to locate a book in the library. You will find it in a set of drawers or on a computer.
- Look at the **author cards**, **title cards**, or **subject cards** in the card catalog. Each kind of card gives the same information in a different order.
- Use the **call number** on the upper-left part of the card. Each kind of card for the same book shows the same call number.

629.8

D

D'Ignazio, Fred  
Working Robots.

New York: Lodestar Books, © 1982.

149 p.: illus.

629.45

M

Animals in Orbit.

McGlade Marko, Katherine

New York: Franklin Watts, © 1991.

61 p.: illus.

629.44

SPACE

C

Cross, Wilbur and Susanna  
Space Shuttle.

Chicago: Children's Press, © 1988.

134 p.: illus.

The **author card** lists the author's last name first.

The **title card** shows the title first.

The **subject card** begins with the subject of the book.

Use the sample catalog cards above to answer each question.

1. What is the title of the book about space? \_\_\_\_\_
2. Who wrote the book *Animals in Orbit*? \_\_\_\_\_
3. In what year was the book *Animals in Orbit* published? \_\_\_\_\_
4. How many of the books have illustrations? \_\_\_\_\_
5. Which of the three books has the most pages? \_\_\_\_\_
6. Which book has a title card on this page? \_\_\_\_\_
7. What is the call number of the book about the space shuttle? \_\_\_\_\_
8. In what year was the book *Working Robots* published? \_\_\_\_\_
9. Which book was published in Chicago? \_\_\_\_\_
10. Who is the author of the book about robots? \_\_\_\_\_

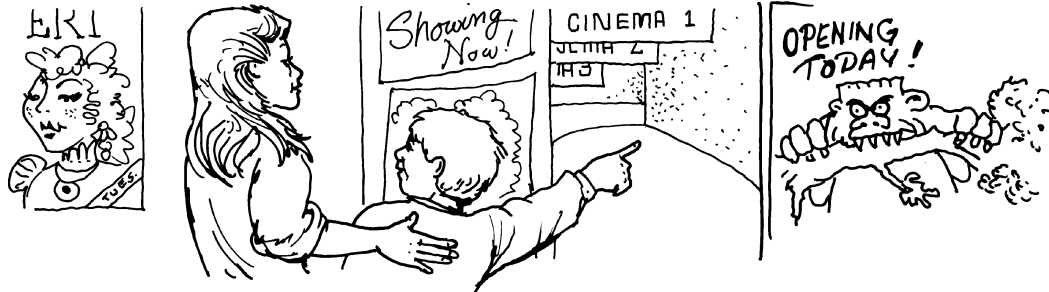
**At Home:** Think about a subject that interests you. Then make up the information for a book on this subject and write a subject card for it.

McGraw-Hill Language Arts  
Grade 4, Unit 3, Study Skills,  
pages 206–207

## Vocabulary: Prefixes

- A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the base word.
- A **base word** is a word to which a prefix is added.  
**in + complete    dis + obey    im + perfect**
- You can figure out the meaning of a word by putting together the meaning of the prefix with the meaning of the base word.

Prefix	Meaning
dis	not, opposite of
im	not, without
in	not without
mis	wrongly or opposite of
non	not
re	again



Choose a word from the word box that completes each sentence. Write it on the line. Then circle the prefix of the word you write.

uncomfortable	multiscreen	impossible	dislike	previews
impatient	unreal	recount	misunderstand	disbelief

1. I go to movies at a \_\_\_\_\_ theater.
2. I like to watch movie \_\_\_\_\_.
3. Sometimes I am \_\_\_\_\_ with the action.
4. That's when I \_\_\_\_\_ the story to my friends.
5. Some movies make me feel \_\_\_\_\_.
6. I \_\_\_\_\_ lots of gooey romantic stuff.
7. Special effects can show things that are \_\_\_\_\_.
8. My sister doesn't like movies that are \_\_\_\_\_.
9. I just listen to her in \_\_\_\_\_.
10. Maybe I just \_\_\_\_\_ her.

## Composition Skills: Leads and Endings

- The first sentence in a persuasive composition is the **lead**. It should capture the attention of your reader.

*I remember when I first met Max.*

- The last sentence is the **ending**. To help your reader feel that your writing is complete, end by drawing a conclusion, summarizing the main idea, or restating it.

*Now I believe in happy endings.*

Circle the word *lead* or *ending* for each sentence.

1. The book sale you've been waiting for will take place next week.  
lead                      ending
2. So, I ask for your vote as student representative for our class.  
lead                      ending
3. You'll never regret hiring Darla as your pet sitter.  
lead                      ending
4. Why do students want to be volunteers?  
lead                      ending
5. Never forget that recycling protects the environment.  
lead                      ending
6. Would you like to run faster and feel healthier?  
lead                      ending
7. Some students in our school will start a math tutoring service.  
lead                      ending
8. Now you know that bicycle riders with helmets are also smart riders.  
lead                      ending
9. Have you signed up for an after-school activity yet?  
lead                      ending
10. Talented students are available as tutors in a new student tutoring program.  
lead                      ending

# Adjectives

**RULES**

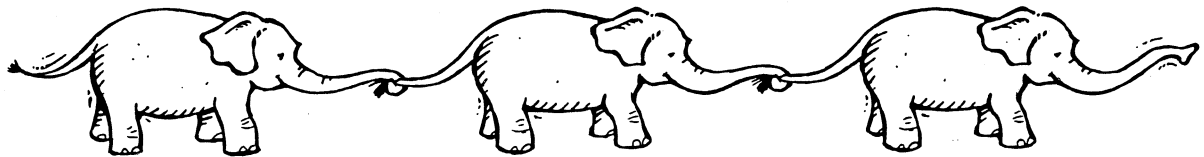
**Adjectives** } are words that describe nouns.  
 } can tell **what kind** and **how many**.  
 } usually come before the nouns they describe.

*Elephants are **large** animals.*      *There are **two** kinds of elephants.*

*There are **African** elephants.*      *There are **Indian** elephants.*

Circle the adjective in each sentence. Write the noun that the adjective describes.

1. Elephants are strong animals. \_\_\_\_\_
2. They are also intelligent animals. \_\_\_\_\_
3. The trunk of an elephant is a remarkable feature. \_\_\_\_\_
4. It can be used for many purposes. \_\_\_\_\_
5. The trunk can be used to drink or spray cool water. \_\_\_\_\_
6. It can be used to pick up a small nut. \_\_\_\_\_
7. It can also be used to rip up a huge tree. \_\_\_\_\_
8. Elephants can be trained to be excellent helpers. \_\_\_\_\_
9. They can easily move heavy objects. \_\_\_\_\_
10. They can carry people on their strong backs. \_\_\_\_\_
11. Elephants live together in large groups. \_\_\_\_\_
12. They can live for many years. \_\_\_\_\_
13. People used to hunt elephants for ivory tusks. \_\_\_\_\_
14. The beautiful tusks were used to make things. \_\_\_\_\_
15. Today, strict laws protect elephants from hunters. \_\_\_\_\_



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

The words **a**, **an**, and **the** are special adjectives called **articles**.

- Use **a** and **an** before singular nouns. Use **a** if the next word begins with a consonant sound. Use **an** if the next word begins with a vowel sound.

*A lynx is an animal.*

- Use **the** before a singular noun that names a particular person, place, or thing.

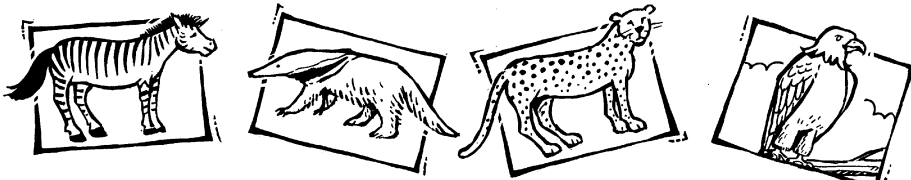
*The lynx is a kind of wild cat.*

- Use **the** before plural nouns.

*The mountains are home to some wildcats.*

Choose the correct article in parentheses to complete each sentence. Write it on the line.

1. \_\_\_\_\_ elephant may use its trunk to pet her baby. (A, An)
2. \_\_\_\_\_ ostrich uses its long, powerful toes for defense. (The, A)
3. Stripes on \_\_\_\_\_ zebra help it hide from its enemies. (a, an)
4. \_\_\_\_\_ anteater really eats ants. (A, An)
5. At birth, \_\_\_\_\_ giraffe is about six feet tall. (a, an)
6. Cheetahs are \_\_\_\_\_ animals that can run the fastest. (an, the)
7. The tongue of \_\_\_\_\_ chameleon is as long as its body. (a, an)
8. \_\_\_\_\_ bee hummingbird is the smallest of all birds. (An, The)
9. \_\_\_\_\_ coconut crab can climb trees. (A, An)
10. \_\_\_\_\_ eagle's eyes are made so that it can see from great distances. (A, An)



**At Home:** Write five adjectives about your favorite animal. Include at least one article in each sentence.

## Adjectives After Linking Verbs

### RULES

- An **adjective** is a word that describes a noun.
- Sometimes an adjective **follows** the noun it describes.
- When an adjective follows the noun it describes, the noun and adjective are connected by a **linking verb**.
- The **linking verb** is usually a form of the verb *be*.

*Summer **is** wonderful.*

*The days **are** long.*

*The temperature **was** high.*

*The days **were** sunny.*

Circle each linking verb. Then write the adjective that describes each underlined noun.

1. The summer is relaxing. \_\_\_\_\_
2. The long days are warm. \_\_\_\_\_
3. Sports in the summer are fun. \_\_\_\_\_
4. Swimming in the lake is popular. \_\_\_\_\_
5. Last summer was perfect for me. \_\_\_\_\_
6. Winter days are shorter. \_\_\_\_\_
7. Winter weather is colder. \_\_\_\_\_
8. Last winter was snowy. \_\_\_\_\_
9. Many days were freezing. \_\_\_\_\_
10. Sometimes winter days are beautiful. \_\_\_\_\_

## Mechanics and Usage: Proper Adjectives

### **RULES**

- **Proper adjectives** are formed from proper nouns. They refer to a particular person, place, or thing.
- **Proper adjectives** are always capitalized.

*Europe* → *European*

*European explorers*

*North America* → *North American*

*North American coast*

Underline each proper adjective. Then write the noun it describes.

1. Have you read about American history? \_\_\_\_\_
2. Christopher Columbus was an Italian citizen. \_\_\_\_\_
3. He sailed to America for a Spanish queen. \_\_\_\_\_
4. Columbus landed on a Caribbean island. \_\_\_\_\_
5. He never landed on the North American mainland. \_\_\_\_\_
6. A German mapmaker named the Americas. \_\_\_\_\_
7. Spanish explorers arrived in Mexico. \_\_\_\_\_
8. A Portuguese sailor landed in South America. \_\_\_\_\_
9. Many Italian explorers traveled to America. \_\_\_\_\_
10. John Cabot made the first English voyage to North America. \_\_\_\_\_
11. Jamestown was the first British settlement in North America. \_\_\_\_\_
12. Many Spanish missions were built in the west. \_\_\_\_\_
13. The new world also saw the arrival of French traders. \_\_\_\_\_
14. The early colonies were ruled by an English king. \_\_\_\_\_
15. People from other European countries also settled here. \_\_\_\_\_

## Mixed Review

**RULES**

- An **adjective** is a word that describes a noun. Adjectives tell *what kind* and *how many*.     **red** flower     **old** house     **two** teams
- When an adjective comes after a noun it describes, the two are connected by a **linking verb**.  
        *Summer **is** wonderful.     The temperatures **are** warm.*
- **Proper** adjectives are formed from proper nouns. A **proper adjective** is always capitalized.     *Europe* → *European*     **European** countries

**A.** Underline each adjective. Then write the noun it describes.

1. People have interesting hobbies. \_\_\_\_\_
2. I knew someone that collected ancient coins. \_\_\_\_\_
3. The coins are valuable because of their age. \_\_\_\_\_
4. My grandfather makes ship models. \_\_\_\_\_
5. He keeps the models in display cases. \_\_\_\_\_
6. He has at least seven models on display. \_\_\_\_\_
7. My grandmother collects and dries wild flowers. \_\_\_\_\_
8. She arranges them in glass vases. \_\_\_\_\_
9. I like to make miniature models. \_\_\_\_\_
10. I have twelve airplanes hanging in my room. \_\_\_\_\_

**B.** Write each proper adjective correctly. Circle the noun it describes.

11. I saw a collection of native american pottery. \_\_\_\_\_
12. There is a collection of asian art at the museum. \_\_\_\_\_
13. I have a book about the egyptian pyramids. \_\_\_\_\_
14. My brother wrote an article about mexican carvings. \_\_\_\_\_
15. The museum has some examples of roman sculpture. \_\_\_\_\_

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# Adjectives That Compare

## RULES

- Adjectives that compare nouns often end in **-er** or **-est**.
- An adjective + **-er** compares two people, places, or things.  
*Cats are **faster** than dogs.*
- An adjective + **-est** compares more than two people, places, or things.  
*Cheetahs are the **fastest** animals.*

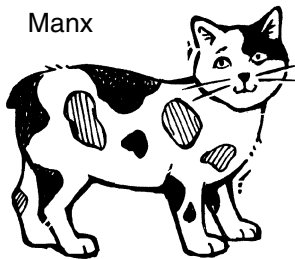
Write the correct form of the adjective in parentheses.

1. Cats are usually (smaller, smallest) than dogs. \_\_\_\_\_
2. Cats are among the (cleaner, cleanest) animals of all. \_\_\_\_\_
3. Cats have (sharper, sharpest) vision than humans. \_\_\_\_\_
4. Cats have (sharper, sharpest) claws than dogs. \_\_\_\_\_
5. Some cats are (quicker, quickest) eaters than others. \_\_\_\_\_
6. Persian cats have the (longer, longest) hair of all cats. \_\_\_\_\_
7. Rex cats have the (shorter, shortest) hair of any cat. \_\_\_\_\_
8. Persian cats have (fuller, fullest) tails than Burmese cats. \_\_\_\_\_
9. Siamese cats are among the (louder, loudest) cats. \_\_\_\_\_
10. Angora cats are one of the (older, oldest) kinds of all cats. \_\_\_\_\_

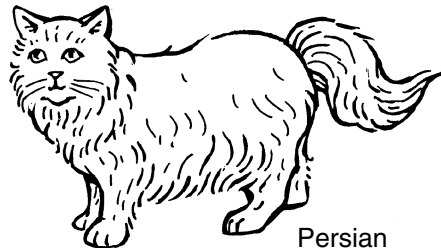
Maine Coon



Manx



Siamese



Persian

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## Spelling Adjectives That Compare

### RULES

When adding **-er** or **-est** to adjectives, follow these spelling rules:

- If an adjective ends with **e**, drop the **e**, then add **-er** or **-est**.

**little** (drop the e): **littler littlest**

- If an adjective ends with a consonant and a **y**, change the **y** to **i** and add **-er** or **-est**.

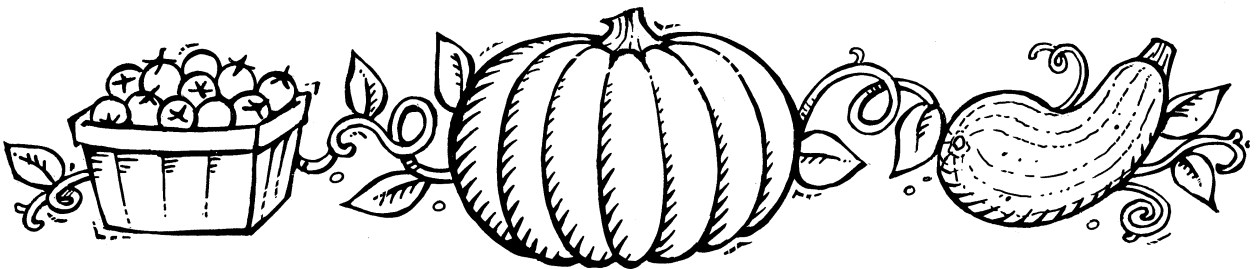
**heavy** (change y to i): **heavier heaviest**

- If an adjective has a single vowel before a final consonant, double the final consonant, then add **-er** or **-est**.

**flat** (double final consonant): **flatter flattest**

Write the correct **-er** or **-est** form of the adjective in parentheses ( ).

1. (hot) This summer is \_\_\_\_\_ than last summer.
2. (nice) My flower garden is \_\_\_\_\_ than last year's garden.
3. (pretty) The roses are \_\_\_\_\_ this year than last year.
4. (lovely) I think red roses are the \_\_\_\_\_ of all the roses.
5. (large) My neighbor's vegetable garden is \_\_\_\_\_ than mine.
6. (tasty) My tomatoes are \_\_\_\_\_ than my neighbor's tomatoes.
7. (tiny) Cherry tomatoes are \_\_\_\_\_ than plum tomatoes.
8. (heavy) I grew the \_\_\_\_\_ squash in the neighborhood.
9. (huge) My uncle grew the \_\_\_\_\_ pumpkin I ever saw.
10. (happy) Gardeners are the \_\_\_\_\_ people you'll ever meet.



## Comparing with *More* and *Most*

### RULES

- Use **more** or **most** with most longer adjectives. Use *more* to compare two people places or things. Use *most* to compare more than two people, places, or things.

*I think plays are **more enjoyable** than movies.*

*I think plays are the **most enjoyable** form of entertainment.*

- Never use **more** or **most** with an adjective that already has an **-er** or **-est** ending.

Choose the word in parentheses that completes each sentence.

1. Our local theater is (more, most) impressive  
this year than last year. \_\_\_\_\_
2. This year's play is the (more, most) entertaining  
one we have put on. \_\_\_\_\_
3. The costumes are the (more, most) beautiful  
I have ever seen. \_\_\_\_\_
4. The stage sets are (more, most) elaborate  
than they were last year. \_\_\_\_\_
5. The actors are the (more, most) effective  
performers in this state. \_\_\_\_\_
6. Last night's performance was (more, most)  
enjoyable than yesterday's performance. \_\_\_\_\_
7. The performers seemed (more, most) relaxed  
than they were yesterday. \_\_\_\_\_
8. The leading character is the (more, most)  
interesting part of all. \_\_\_\_\_
9. The actress who plays the part is the (more, most)  
popular of all the performers. \_\_\_\_\_
10. She is the (more, most) prepared of anyone  
in the show. \_\_\_\_\_

**At Home:** Think of two television programs you like to watch. Write five sentences comparing them using *more* or *most*.

## Comparing with *Good* and *Bad*

### RULES

- The adjectives **good** and **bad** have special forms when used to compare.
- Use **better** and **worse** to compare two people, places, or things.

*This summer was **better** than last summer.*

*Last summer was **worse** than this summer.*

- Use **best** or **worst** to compare more than two people, places, or things.

*This was the **best** summer I can remember.*

*Last summer was the **worst** summer I can remember.*

Write the correct form of the word in parentheses ( ) to complete each sentence.

1. This summer camp was \_\_\_\_\_ than the last one. (good)
2. The lake was the \_\_\_\_\_ I ever swam in. (good)
3. My swimming team was \_\_\_\_\_ than my friend's team. (bad)
4. The camp counselors were the \_\_\_\_\_ I've ever had. (good)
5. The food was the \_\_\_\_\_ I ever tasted. (bad)
6. The crafts classes were \_\_\_\_\_ than the woodworking classes. (good)
7. The soccer coaches were \_\_\_\_\_ than the baseball coaches. (bad)
8. Swimming was \_\_\_\_\_ than hiking. (good)
9. The camp singing was the \_\_\_\_\_ I ever heard. (bad)
10. Hiking was \_\_\_\_\_ than bird watching. (good)

## Combining Sentences: Adjectives

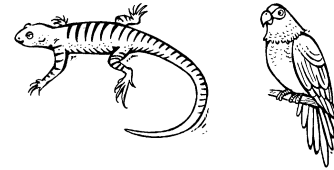
### RULES

You can sometimes combine sentences by writing the adjective from one sentence in the other. Leave out the words that are the same in both sentences.

*Rico saw some monkeys. The monkeys were playful.*

↘ ↙  
*Rico saw some playful monkeys.*

Write each pair of sentences as one sentence.



1. Rico visited a zoo. The zoo was interesting.  
\_\_\_\_\_
2. He saw some lions. The lions were scary.  
\_\_\_\_\_
3. He watched some elephants. The elephants were enormous.  
\_\_\_\_\_
4. Rico watched the elephants being fed. The elephants were hungry.  
\_\_\_\_\_
5. After they ate, the elephants did some tricks. The tricks were clever.  
\_\_\_\_\_
6. Rico visited the reptile exhibit. The exhibit was new.  
\_\_\_\_\_
7. There were many kinds of snakes. The snakes were exotic.  
\_\_\_\_\_
8. There were also many lizards. The lizards were unusual.  
\_\_\_\_\_
9. Then Rico went to see the birds. The birds were tropical.  
\_\_\_\_\_
10. There were many kinds of parrots. The parrots were colorful.  
\_\_\_\_\_

**At Home:** Write three pairs of sentences about a place you have visited. Then combine each pair into one sentence.

## Mechanics and Usage: Letter Punctuation

### **RULES**

- The greeting and closing of a letter should begin with capital letters.
- Use a comma after the greeting and the closing of a friendly letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and the year in a date.

237 Bridge Road  
 Bangor, Maine ← **city and state**  
 July 28, 2001 ← **day and year**

**greeting** → Dear Maria,

I just came back from vacation. My family  
 and I went to Yellowstone National Park.  
 I will tell you all about it when you visit.

Your friend, ← **closing**  
 Alana

Write each letter part. Add the correct punctuation mark or capital letter.

1. dear Uncle Joe, \_\_\_\_\_
2. Madison Wisconsin \_\_\_\_\_
3. sincerely yours, \_\_\_\_\_
4. dear friend \_\_\_\_\_
5. May 7 2001 \_\_\_\_\_
6. chicago illinois \_\_\_\_\_
7. your pal \_\_\_\_\_
8. june 6 2001 \_\_\_\_\_
9. dear mom \_\_\_\_\_
10. your friend \_\_\_\_\_

## Mixed Review

### RULES

- An adjective can compare two people, places, or things:  
**adjective + -er**      *Soccer is a **faster** game than tennis.*  
**more + adjective**    *I think soccer is **more exciting** than basketball.*  
**better or worse**      *I play soccer **better** than baseball.*
- An adjective can compare more than two people, places, or things:  
**adjective + -est**      *We had the **fastest** team ever.*  
**most + adjective**    *Baseball is the **most popular** sport of all.*  
**best or worst**        *We had the **best** game of the season.*
- **Combine sentences** that tell about the same person, place, or thing.  
*Soccer is a game.      Soccer is fast.*  
*Soccer is a fast game.*

**A.** Write the correct form of the word or words in parentheses ( ).

- Juan is (better, best) at soccer than I am. \_\_\_\_\_
- Hector is the (stronger, strongest) player of all. \_\_\_\_\_
- Megan is a (faster, fastest) runner than Tony. \_\_\_\_\_
- Yoshi had the (higher, highest) score on the team. \_\_\_\_\_
- This was my (worse, worst) year ever at baseball. \_\_\_\_\_

**B.** Write each pair of sentences as one sentence.

- The soccer game was about to begin. It was the last soccer game.  
\_\_\_\_\_
- We watched the soccer game. The soccer game was exciting.  
\_\_\_\_\_
- We cheered for our team. Our team was winning.  
\_\_\_\_\_
- Our team scored a point. It was the winning point.  
\_\_\_\_\_
- The fans cheered the team. The team was victorious.  
\_\_\_\_\_

**At Home:** Write about a sport that you or some member of your family enjoys. Circle the adjectives that compare.

## Common Errors: Adjectives

### RULES

- short adjective + **-er** compares two people, places, or things  
*Trees are **larger** than bushes.*
- **more** + long adjective compares two people, places, or things  
*Flowers are **more colorful** than leaves.*
- adjective + **-est** compare more than two people, places, or things  
*Trees are the **largest** plants.*
- **most** + long adjective compare more than two people, places, or things  
*I think orchids are the **most colorful** flowers.*
- Never use **more** or **most** with an adjective that already ends in **-er** or **-est**.  
*Wrong: Trees are **more larger** than bushes.*  
*Wrong: Trees are the **most largest** of all plants.*

Write the correct form of the adjective in parentheses ( ) on the line.

1. Bristlecone pine trees are the (old) living things on earth. \_\_\_\_\_
2. Giant sequoia trees are the (large) living things. \_\_\_\_\_
3. Coconut seeds are the (big) of all seeds. \_\_\_\_\_
4. A cactus environment is (dry) than a woodland forest. \_\_\_\_\_
5. A tropical rain forest is (wet) than a grassland. \_\_\_\_\_
6. Roses are the (beautiful) of all flowers. \_\_\_\_\_
7. Some orchids are the (rare) of all plants. \_\_\_\_\_
8. A tree is (tall) than a shrub. \_\_\_\_\_
9. A baobob tree is (unusual) than an oak tree. \_\_\_\_\_
10. A fern is (delicate) than a cactus. \_\_\_\_\_



## Study Skills: Maps

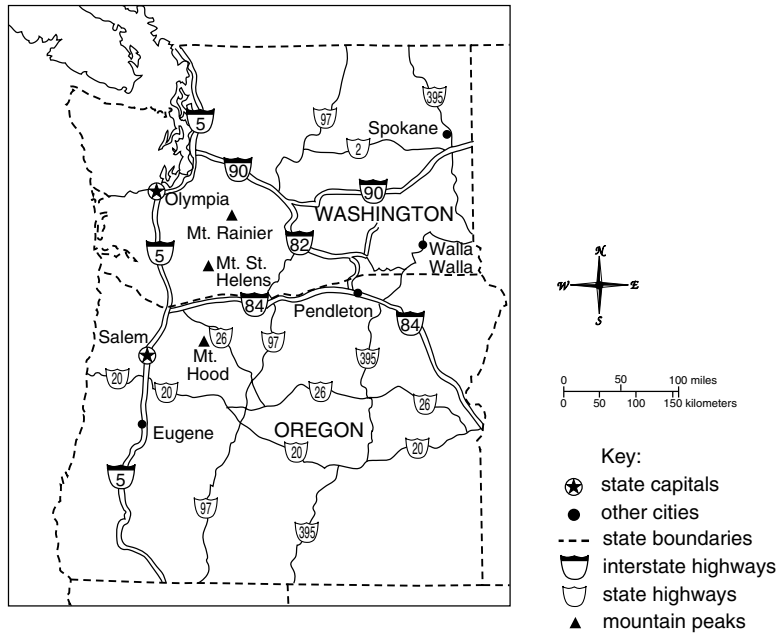
There are many kinds of maps.

- A **political map** shows how land is divided into states or countries.
- A **physical map** shows mountains, plains, deserts, bodies of water, and valleys.
- A **road map** shows roads in an area.

To understand a map, you can use the following:

- a **compass rose** to point out the directions north, south, east, and west.
- a **legend** or **key** to show the meanings of the symbols on the map.
- a **scale** to show how far it is from one place to another.

Study the map and then answer the questions below.



1. What direction would you travel if you were going from Eugene, Oregon, to Olympia, Washington?

\_\_\_\_\_

2. What are three mountain peaks on this map?

\_\_\_\_\_

3. About how far in miles is it from Spokane, Washington, to Pendleton, Oregon?

\_\_\_\_\_

4. About how far in kilometers is it from Pendleton, Oregon, to Walla Walla, Washington?

\_\_\_\_\_

5. What is the capital of Oregon?

\_\_\_\_\_

## Vocabulary: Synonyms and Antonyms

- A **synonym** is a word that means the same or almost the same as another word.  
sad/gloomy   huge/enormous   pleasant/nice
- An **antonym** is a word that means the opposite of another word.  
happy/sad   big/small   right/wrong

After each pair of words, write **A** for antonyms or **S** for synonyms.

1. gigantic/enormous \_\_\_\_\_
2. fiction/nonfiction \_\_\_\_\_
3. messy/neat \_\_\_\_\_
4. baby/infant \_\_\_\_\_
5. old/aged \_\_\_\_\_
6. confused/muddled \_\_\_\_\_
7. narrow/wide \_\_\_\_\_
8. yell/shout \_\_\_\_\_
9. small/tiny \_\_\_\_\_
10. possess/own \_\_\_\_\_
11. moist/dry \_\_\_\_\_
12. angry/mad \_\_\_\_\_
13. fake/real \_\_\_\_\_
14. shiny/dull \_\_\_\_\_
15. stop/start \_\_\_\_\_
16. high/low \_\_\_\_\_
17. breezy/windy \_\_\_\_\_
18. opened/closed \_\_\_\_\_
19. slowly/quickly \_\_\_\_\_
20. quickly/speedily \_\_\_\_\_

## Composition: Organization

- Certain words and phrases can help you organize your ideas logically.
- Words like *inside, outside, over, beside, above, near, next to, and on top of* are **spatial words**. Spatial words tell where things are found or arranged.
- Words like *first, next, then, later, after that, as soon as, and a long time ago* are **time-order words**. They show when things happen and in what order.

**Spatial order:** *Is the book beside the lamp or next to the CD player?*

**Time order:** *As soon as your name is called, walk up to the stage.*

Underline spatial or time-order words used in each sentence. Then, circle **spatial** or **time-order** to identify the kind of words.

- |   |                |                   |
|---|----------------|-------------------|
| 1. There's an eagle's nest on top of the cliff.                   | <b>spatial</b> | <b>time-order</b> |
| 2. Which did you see first, the mole or the snake?                | <b>spatial</b> | <b>time-order</b> |
| 3. The mother alligator appeared, then a baby alligator followed. | <b>spatial</b> | <b>time-order</b> |
| 4. Was it a long time ago that the cat had kittens?               | <b>spatial</b> | <b>time-order</b> |
| 5. An adult bird stands above the babies and feeds them worms.    | <b>spatial</b> | <b>time-order</b> |
| 6. Our canoe slid over the rocks and white water.                 | <b>spatial</b> | <b>time-order</b> |
| 7. The horses happily graze near the barn.                        | <b>spatial</b> | <b>time-order</b> |
| 8. Don't wait until later to feed the hungry chicks.              | <b>spatial</b> | <b>time-order</b> |
| 9. Is the corral behind the house or the barn?                    | <b>spatial</b> | <b>time-order</b> |
| 10. After a long walk, we rested.                                 | <b>spatial</b> | <b>time-order</b> |

## Pronouns

### RULES

- A **pronoun** is a word that replaces one or more nouns.
- A **pronoun** must agree with the noun it replaces.

That **boy** asked if **he** could dress up like a soldier.

singular noun      singular pronoun

The **soldiers** did not realize **they** had no place to retreat.

plural noun

plural pronoun

Underline the pronoun in each sentence. Then write each noun that the pronoun replaces.

- Mrs. Harris said she will teach about the Civil War. \_\_\_\_\_
- The Battle of Antietam is remembered because it was an important battle of the Civil War. \_\_\_\_\_
- We talked about the generals and how they set out to win. \_\_\_\_\_
- General Robert E. Lee's soldiers didn't know they were in a bad position. \_\_\_\_\_
- The Union General George McClellan thought he would drive Lee's soldiers into the Potomac. \_\_\_\_\_
- General Stonewell Jackson's men must have been shocked when they were attacked by Union soldiers. \_\_\_\_\_
- Jackson's lines were badly hurt and they were forced to retreat. \_\_\_\_\_
- The Confederates fled to the fields as they retreated from Union soldiers. \_\_\_\_\_
- Union soldiers were unaware of what they would soon be facing. \_\_\_\_\_
- Some historians consider the Battle of Antietam a Union victory although over two thousand soldiers died in it. \_\_\_\_\_



Lee



McClellan



Jackson

## Subject Pronouns

### RULES

- A **subject pronoun** is a pronoun that can be used as the subject of a sentence.

**Singular:** *I, you, he, she, it*

*I want to be a geologist.*

**Plural:** *we, you, they*

*They try to predict earthquakes and volcanic eruptions.*

Write a pronoun to replace the underlined subject part of each sentence.

1. Dr. David Massaro planned a unit about volcanoes for his science class. \_\_\_\_\_
2. Our class just finished learning about earthquakes. \_\_\_\_\_
3. A volcano is a destructive natural force. \_\_\_\_\_
4. The students in my class learned that most volcanoes occur in an area called the Ring of Fire. \_\_\_\_\_
5. The volcanic eruptions occur as a result of plate movements within the earth. \_\_\_\_\_
6. A volcano releases hot poisonous gases into the air. \_\_\_\_\_
7. Some eruptions form volcanic islands. \_\_\_\_\_
8. These mountain islands build up from the ocean floor. \_\_\_\_\_
9. Valerie wanted to know how far volcanic debris can travel. \_\_\_\_\_
10. The teacher explained that erupting debris can travel for miles. \_\_\_\_\_
11. The lava from a volcano can affect towns located miles away. \_\_\_\_\_
12. Mount St. Helens violently erupted in 1980. \_\_\_\_\_
13. Many Washington citizens were not prepared for this eruption. \_\_\_\_\_
14. The ashes covered a huge area. \_\_\_\_\_
15. Scientists are trying to predict when volcanoes will erupt. \_\_\_\_\_

**At Home:** Rewrite the above sentences using the correct subject pronoun in place of the underlined words.

## Object Pronouns

### RULES

- **Object pronouns** generally appear in the predicate of a sentence.

**Singular:** *me, you, him, her, it*

**Plural:** *us, you, them*

- **Object pronouns** may be used after an action verb or after a word such as *for, at, of, with, or to*.

*The teacher made **our class** write a report. The teacher made **us** write a report.*

*Students cooperated with **the teacher**. Students cooperated with **her**.*

Underline the object pronoun in each sentence and write it on the line.

1. You warned me this class would be hard. \_\_\_\_\_
2. I told you to plan wisely. \_\_\_\_\_
3. Mrs. McMadden gave them work to do. \_\_\_\_\_
4. They didn't expect her to assign a project so soon. \_\_\_\_\_
5. She had a report for me to write. \_\_\_\_\_
6. The teacher chose the topics for us. \_\_\_\_\_
7. Students wondered what topic she would give them. \_\_\_\_\_
8. Jimmy said he would ask her for an easy subject. \_\_\_\_\_
9. Mrs. McMadden said she was not happy with him. \_\_\_\_\_
10. He looked at her with a confused expression. \_\_\_\_\_
11. She wanted him to change his attitude. \_\_\_\_\_
12. After the teacher gave the topics to them, they were relieved. \_\_\_\_\_
13. Each of us had the same topic. \_\_\_\_\_
14. They thought that was very kind of her. \_\_\_\_\_
15. Now I can work with you on the project. \_\_\_\_\_

## Mechanics and Usage: Punctuation in Dialogue

### RULES

**Dialogue** is the exact words spoken by the characters in a story.

- Always use quotation marks at the beginning and end of dialogue.

*Mother said, "Let's plan a vacation!"*

- Begin a speaker's words with a capital letter.

*"We can go camping," Dad suggested.*

- Begin a new paragraph whenever a new person speaks.

*"The National Parks are always fun. Maybe we'll even see a bear at our campsite!" Jamie exclaimed.*

*"I'd rather stay in a hotel," Sean whined.*

Write the letter *C* before the dialogue that is written correctly.

- \_\_\_\_\_ Dad said, "Camping would save us some money."  
\_\_\_\_\_ "Dad said, camping would save us some money."
- \_\_\_\_\_ "Gee, Dad. We've been saving for this trip all year," Mom said.  
\_\_\_\_\_ Gee, Dad. "We've been saving for this trip all year." Mom said.
- \_\_\_\_\_ Well, how about a compromise? "He suggested."  
\_\_\_\_\_ "Well, how about a compromise?" he suggested.
- \_\_\_\_\_ "We could stay in a hotel on our way to one of the National Parks. Does that sound like a good idea?" Dad asked.  
\_\_\_\_\_ "We could stay in a hotel on our way to one of the National Parks. "Does that sound like a good idea?" Dad asked.
- \_\_\_\_\_ Mom replied, Let's hear what our children have to say about it."  
\_\_\_\_\_ "I'll go along with it, as long as I get to camp out!" said Sean.  
\_\_\_\_\_ Mom replied, "Let's hear what the children have to say about it."  
\_\_\_\_\_ "I'll go along with it, as long as I get to camp out!" said Sean.

**Mixed Review****RULES**

- A **subject pronoun** is used as the subject of a sentence.  
**Singular:** *I, you, he, she, it* → **She** wants to go to New York City.  
**Plural:** *we, you, they* → **We** were planning our summer vacation.
- An **object pronoun** is used after an action verb or a word such as *in, into, to, with, for, by, or at*.  
**Singular:** *me, you, him, her, it* → They asked **me** where I wanted to go.  
**Plural:** *us, you, them* → Who is going to go with **us**?
- Use **quotation marks** before and after a person's exact words.  
*"I would like to go someplace unusual," I said.*

Rewrite each sentence. Replace each underlined noun with the correct pronoun. Add quotation marks and capital letters where needed.

1. Mom said, let's go to the Statue of Liberty.  
\_\_\_\_\_
2. the Statue of Liberty is in New York City, she told us.  
\_\_\_\_\_
3. it was given to the united states by france, Dad explained.  
\_\_\_\_\_
4. your mother and i saw it many years ago, he said.  
\_\_\_\_\_
5. this summer might be a good time for the family to go, Dad suggested.  
\_\_\_\_\_



**Pronoun-Verb Agreement****RULES**

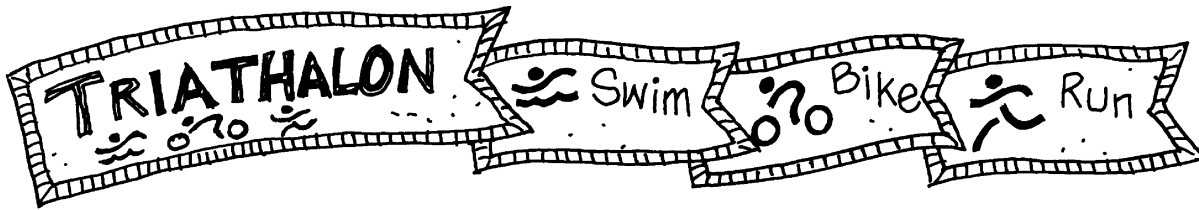
- Add **-s** or **-es** to most action verbs in the present tense when using the pronouns *he*, *she*, or *it*.

*He **wins** the prize.      She **watches** happily.*

- When using the pronouns *I*, *we*, *you*, or *they*, do not add **-s** or **-es** to a present tense action verb.

*You **ride** the bike.      I **watch** the race.*

Circle the correct verb in parentheses that agrees with the subject pronoun.



1. He (plan, plans) to run in the triathlon this weekend.
2. She (train, trains) for the race also.
3. We (hope, hopes) one of them will be able to win.
4. At first, they (swim, swims) in the lake for 1.5 miles.
5. Then they (ride, rides) their bikes from the park to the center of town.
6. Finally, it (end, ends) with a three-mile run through the streets downtown.
7. We (hope, hopes) to watch the entire race.
8. They (start, starts) the competition at 7:00 A.M. sharp.
9. It (take, takes) over an hour to complete the course.
10. She (race, races) toward the finish line.

## Combining Sentences

### RULES

- You can **combine sentences** that have similar ideas by joining **pronouns** in either the subject or the predicate.

She planned a class party. I planned a class party.

**She and I** planned a class party.

Combine each pair of sentences. Use *and* or *or*.

1. She will make the decorations. I will make the decorations.

\_\_\_\_\_

2. Does the scissors belong to you? Does the scissors belong to them?

\_\_\_\_\_

3. You want to help plan the menu. I want to help plan the menu.

\_\_\_\_\_

4. You should call the class officers. I should call the class officers.

\_\_\_\_\_

5. Did he return our phone calls? Did she return our phone calls?

\_\_\_\_\_

6. You can invite former teachers. I can invite former teachers.

\_\_\_\_\_

7. I might not recognize him. I might not recognize her.

\_\_\_\_\_

8. Tim will give a balloon to you. Tim will give a balloon to me.

\_\_\_\_\_

9. He will be glad to see you. He will be glad to see me.

\_\_\_\_\_

10. Will he be able to attend? Will she be able to attend?

\_\_\_\_\_

## Possessive Pronouns

### RULES

- A **possessive pronoun** is a pronoun that shows ownership by one or more persons, places, or things.

*my            your            his            her            its            our*  
*their            mine            ours            hers            yours            theirs*

- Some possessive pronouns can be used alone.

*These are **Keri's** fossils.            These are **hers**.*

Choose a possessive pronoun from the box above that means the same as the words in parentheses.

1. Is this \_\_\_\_ book about fossils? (belonging to you) \_\_\_\_\_
2. Who is \_\_\_\_ author? (belonging to it) \_\_\_\_\_
3. Gina Larocca is \_\_\_\_ name. (belonging to a female) \_\_\_\_\_
4. Collecting fossils is a favorite hobby of \_\_\_\_.  
(belonging to me) \_\_\_\_\_
5. One of \_\_\_\_ teachers in the fourth grade has a  
display of mold and cast fossils. (belonging to us) \_\_\_\_\_
6. She will show us how to make mold fossils like \_\_\_\_.  
(belonging to her) \_\_\_\_\_
7. Her mold fossils were made when animals left \_\_\_\_  
footprints in a patch of muddy soil. (belonging to them) \_\_\_\_\_
8. \_\_\_\_ will be made by making imprints of leaves on  
soft clay. (belonging to us) \_\_\_\_\_
9. The other science classes will be making hand imprints  
in plaster to create \_\_\_\_\_. (belonging to them) \_\_\_\_\_
10. George will try to make a cast fossil from the imprint  
of \_\_\_\_ hand by using it as a mold. (belonging to him) \_\_\_\_\_

**Mechanics and Usage: Contractions—Pronouns and Verbs****RULES**

- A pronoun and a verb can be combined to form a **contraction**.  
*She is **She's**      You are **You're**      We have **We've***
- The contractions **it's**, **you're**, and **they're** should not be confused with the possessive pronouns **its**, **your**, and **their**.

*It's time to give your dog **its** bath.*

***You're** going to need to bring **your** supply of towels.*

*You will find that **they're** in **their** proper place on the shelf.*

Underline the word in parentheses that correctly completes the sentence.

1. (Your, You're) lucky that you were not born in the early 1800s.
2. (It's, Its) the time when Americans were trying to extend the frontier.
3. (You've, You're) probably heard about the hard life of the pioneers.
4. (They're, They'd) travel westward by wagon trains.
5. (Its, It's) hard to imagine traveling by wagon train across the Great Plains.
6. The American frontier has many heroes in (its, it's) history.
7. (We're, We've) all heard of Daniel Boone and Davy Crockett.
8. (They're, Their) two of the most famous frontiersmen.
9. Boone explored Kentucky for the pioneers and blazed (they're, their) trails.
10. (His, He's) known as a generous leader who led westward-moving settlers through a route called The Wilderness Road.
11. (It's, Its) a route through rugged parts of the Appalachian Mountains.
12. (You're, Your) teacher may have told you about Davy Crockett.
13. (We've, We're) come to associate Davy Crockett's name with the Alamo.
14. These famous frontiersmen tamed the wilderness through (their, they're) hard work.
15. (Your, You're) library's encyclopedia has more information about them.

## Mixed Review

### RULES

- **Present tense verbs** must agree with their **subject pronouns**.  
**Singular Subject Pronouns:** *I, you, he, she, it*    *He travels on weekends.*  
**Plural Subject Pronouns:**    *we, you, they*        *They travel on weekends.*
- A **possessive pronoun** takes the place of one or more possessive nouns.  
*Cindy's piano teacher was very good. Her piano teacher was very good.*  
**Singular Possessive Pronouns:** *my, yours, his, her, its*  
**Plural Possessive Pronouns:**    *our, your, their*
- A **contraction** is a shortened form of two words, such as a pronoun and a verb. An apostrophe (') shows the missing letters.  
*I'm = I am      we're = we are      they'll = they will*
- Don't confuse the contractions *it's, they're, and you're* with the possessive pronouns *its, their, and your*.

Rewrite each sentence. Form contractions from the underlined pronouns and verbs. Substitute possessive pronouns for underlined possessive nouns.

1. It is going to be fun at Mike's party this weekend.  
 \_\_\_\_\_
2. We are going to see my brother's Little League game.  
 \_\_\_\_\_
3. They have bought tickets for my sister's talent show.  
 \_\_\_\_\_
4. She is going to see Betty's new house.  
 \_\_\_\_\_
5. We have some time before John's piano recital begins.  
 \_\_\_\_\_

McGraw-Hill School Division

## Common Errors: Pronouns

### RULES

- 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, in, to, or by*.

**Singular:** *I, you, he, she, it*

**Singular:** *me, you, him, her, it*

**Plural:** *we, you, they*

**Plural:** *us, you, them*

*I always wanted to learn how to swim. I found a course just right for **me**.*

- **Possessive pronouns** do not have apostrophes.

*The course is famous for **its** success.*

Write a pronoun to take the place of the underlined words.

1. Mario and I took swimming lessons last summer. \_\_\_\_\_
2. The lessons lasted for six weeks. \_\_\_\_\_
3. A local hotel loaned us the hotel's pool. \_\_\_\_\_
4. The pool was almost olympic size. \_\_\_\_\_
5. The instructor was a teacher from our school. \_\_\_\_\_
6. He helped Mario and me to relax in the water. \_\_\_\_\_
7. Mario and I were swimming in no time. \_\_\_\_\_
8. We were able to keep up with the rest of the class. \_\_\_\_\_
9. Everyone was surprised at Mario for taking the course. \_\_\_\_\_
10. His family and friends talked him into it. \_\_\_\_\_

## Study Skills: Dictionary

A **dictionary** shows the spelling, meaning, and pronunciation of words.

- **Guide words** indicate the first and last words on a page. They appear at the top of each dictionary page.
- A **pronunciation key** shows how to say words. It usually appears at the bottom of every other page.
- **Entry words** are the words explained in the dictionary. They appear in alphabetical order.
- Every entry word includes:
  - the **pronunciation** of the word
  - the **part of speech** (shown as an abbreviation, like *n.*, *v.*, *adj.*, *adv.*—noun, verb, adjective, adverb)
  - one or more **definitions** (sometimes with **example sentences**).

Use the part of the dictionary page below to answer the questions. Underline the correct answer.

**foil** (foil) *n.* **1.** a very thin sheet of metal. **2.** something that makes another thing seem better when compared [Martha acted as a *foil* when she shouted out the correct answer before Henry could be called on.] **3.** a thin sword with a guard over the point to prevent injury when used in fencing.

1. Which pair of words could be the guide words on this dictionary page?

fly /folk

fluffy/focus

2. What does the letter *n* stand for in the dictionary entry?

no pronunciation available

the word is a noun

3. How many definitions are there for the word *foil*?

2

3

4. Where would you look to find the pronunciation key?

on bottom of this or the next page

next to the guide words

5. Which definition of *foil* has an example sentence?

1

2

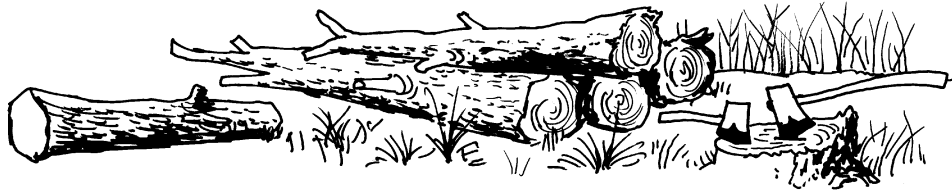
3

**At Home:** Write an example sentence for a definition of *foil* that doesn't appear in the entry of this page.

McGraw-Hill Language Arts  
Grade 4, Unit 5, Study Skills,  
pages 372–373

## Vocabulary: Homophones and Homographs

- **Homophones** are pairs of words that sound alike but are spelled differently and mean different things.  
 fare/fair   cents/sense   minor/miner   scene/seen
- **Homographs** are words that are spelled alike but have different meanings. They may be pronounced differently, too.  
*I opened the **trunk** of the car.   The elephant's **trunk** would not fit.*  
*The tree **trunk** was in our way.*



Underline the two words in each sentence that are either homophones or homographs. Then write *homophones* or *homographs* to tell what kind of words they are.

1. It isn't fair that I can't show my pet pig at the fair. \_\_\_\_\_
2. My eyes were tearing as I began tearing up my entry fee. \_\_\_\_\_
3. "Bye," I said to the judge as she passed by. \_\_\_\_\_
4. "Would you help me cut this pile of wood?" asked my grandfather. \_\_\_\_\_
5. "My saw was here a minute ago, I know I saw it." \_\_\_\_\_
6. "Next week I will cut the weak tree limb." \_\_\_\_\_
7. "I can go get you a sandwich and a can of soda." \_\_\_\_\_
8. "Stay here, Gramps," I said, "I can hear the food vendor coming this way." \_\_\_\_\_
9. When we were just about through, Dad threw an old flour sack at my feet. \_\_\_\_\_
10. They're all waiting for their champion sack racer," he said. "Let's all go." \_\_\_\_\_



## Composition: Writing Dialogue

- Dialogue is the part of a story that shows the conversation among characters.
- The exact words a character says have **quotation marks** around them.
- The first word inside of an opening quotation mark is **capitalized**.
- End punctuation appears before a closing quotation mark.
- Words like *said Winston* or *she explained* help the reader know which character is speaking the words in a dialogue.
- Every time a different character speaks, begin a new paragraph.

Tommy explained, “**T**his is a model of an early airplane.” Then he asked Sara, “**D**o you like it?”

Sara exclaimed, “**I**t’s wonderful. May I help you build your next model, Tommy?”

“**O**f course you can. We’ll have a great time,” Tommy said.

Read the story. Underline every group of words spoken by story characters.

**1.-10.** Raymond pushed the door open slowly and said, “Mom, how will I know which puppy to choose?”

Mrs. Botera thought for a minute and answered, “It’s not an easy decision. I think, though, that you’ll just know which puppy is right as soon as you meet it.” She followed Raymond through the door into a hall lined with kennel cages. “Look, Raymond, a puppy with black spots!” Mrs. Botera directed her son’s attention.

Raymond saw the dog and said, “It looks like our old dog Jed.” Raymond asked the attendant to let him see the white puppy with the black spots. “The spots are smaller, but this dog seems just as friendly as good old Jed,” Raymond added.

“The dog is a Dalmatian,” the attendant told Raymond as the puppy tumbled into Raymond’s arms. “It needs to run a lot, but it can be a wonderful pet.”

Raymond said, “I’ll run with it every day because I’m on my school’s track team.” He and his mother petted the little dog. Raymond thought for awhile. “Let’s call him Jed II!” he exclaimed.

## Adverbs That Tell *How*

### RULES

- An **adverb** is a word that tells more about a verb. Adverbs can tell how something happened. Many adverbs end in *-ly*.

Earthquakes happen **suddenly**.

/
\

**verb**                      **adverb** (tells how)

Write the adverb that describes each underlined verb.

1. An earthquake really scares most people. \_\_\_\_\_
2. Scientists can rarely tell when one will strike. \_\_\_\_\_
3. Earthquakes generally occur along faults. \_\_\_\_\_
4. Mom described it simply as a large crack in the bedrock. \_\_\_\_\_
5. Rocks normally move in opposite directions  
along a fault. \_\_\_\_\_
6. Pressure easily builds as rocks push against one another. \_\_\_\_\_
7. Pressure suddenly releases when one rock  
slips past the other. \_\_\_\_\_
8. The sudden release of energy usually causes vibrations. \_\_\_\_\_
9. The vibrations travel quickly in waves. \_\_\_\_\_
10. In California, vibrations or tremors occur regularly. \_\_\_\_\_
11. The ground vibrates slowly. \_\_\_\_\_
12. Unsecured things quickly fall to the ground. \_\_\_\_\_
13. Some broken gas lines explode violently. \_\_\_\_\_
14. People clearly understand the dangers an  
earthquake may bring. \_\_\_\_\_
15. They wisely prepare ahead of time by learning  
good safety rules. \_\_\_\_\_

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

### RULES

- You already know that an **adverb** tells more about a verb, such as **how** something happened. An adverb can also tell **where** or **when** an action takes place.

*Kara, drive **slowly!** (how)*

*Look **outside.** (where)*

*The trees are changing colors **now.** (when)*

Underline the adverb in each sentence. Write whether the adverb tells *when*, *where*, or *how* about the action that is taking place.

- The end of summer comes quickly. \_\_\_\_\_
- Breezes carry the fallen leaves far. \_\_\_\_\_
- Many people enjoy activities outdoors. \_\_\_\_\_
- Apples, gourds, and pumpkins are in orchards nearby. \_\_\_\_\_
- Travelers also plan car trips then. \_\_\_\_\_
- Motorists drive slowly in the countryside. \_\_\_\_\_
- Colorful trees appear everywhere. \_\_\_\_\_
- Maple leaves often turn bright orange or red. \_\_\_\_\_
- Sometimes they turn bright yellow. \_\_\_\_\_
- People always enjoy the brilliant colors. \_\_\_\_\_
- The colorful leaves do not stay forever. \_\_\_\_\_
- Soon the trees are bare. \_\_\_\_\_
- Colder weather will come soon. \_\_\_\_\_
- Heavy snows will fall later. \_\_\_\_\_
- People usually stay indoors during a big snowstorm. \_\_\_\_\_



**At Home:** Rewrite three of the above sentences using different adverbs. For example: *Heavy snows will fall soon.*

## Adverbs That Compare

### RULES

- **Adverbs** can be used to make comparisons.
- Add *-er* to short adverbs to compare two actions. Add *-est* to compare more than two actions.

*Stephanie swims **fast** at practice.*

*Stephanie swims **faster** than Paula.*

*Stephanie swims **fastest** of all the swimmers on the team.*

Write the adverb in parentheses that correctly completes the sentence.

1. I joined the swim team \_\_\_\_\_ this year than I did last year. (later, latest)
2. Swim team fees dropped \_\_\_\_\_ than they were last year. (lowest, lower)
3. Our team, the Sharks, practices \_\_\_\_\_ in the morning than the Waves team. (earliest, earlier)
4. The Sharks practice \_\_\_\_\_ than the Waves. (longer, longest)
5. Of all the practices and meets, most teams swim \_\_\_\_\_ at a championship meet. (harder, hardest)
6. Jessica does the butterfly stroke \_\_\_\_\_ than Yolanda. (slower, slowest)
7. Our best swimmers kick \_\_\_\_\_. (harder, hardest)
8. Backstroke swimmers who have long strokes swim \_\_\_\_\_ than those with short strokes. (fastest, faster)
9. Olympic stars swim \_\_\_\_\_ of all. (fastest, faster)
10. Many champions begin training \_\_\_\_\_ than average swimmers. (sooner, soonest)

## More Adverbs That Compare

### RULES

- The words *more* and *most* are usually used to form comparisons with adverbs that end in *-ly* and with longer adverbs.

- Use *more* to compare two actions.

*A river raft changes its course **more abruptly** in rapids than in a gentle stream.*

- Use *most* to compare more than two actions.

*Of all white water, class VI rapids churn **most powerfully**.*

Underline the word in parentheses that completes each sentence correctly.

1. Water flows (more, most) slowly on level ground than in the mountains.
2. Mountain streams flow (more, most) quickly of all.
3. The Gauley River in West Virginia runs (more, most) swiftly than the Ocoee River in Tennessee.
4. River guides paddle (more, most) cautiously through rapids than through other moving water.
5. Of all times, rafters smile (more, most) happily at the end of a safe trip.
6. Compared with all other sports enthusiasts, kayakers play (more, most) dangerously.
7. Kayakers paddle (more, most) vigorously than rafters.
8. A well-trained guide travels the river (more, most) easily of all river runners.
9. Some river outfitters operate (more, most) safely than others.
10. Of all sports groups, they train their employees (more, most) rigorously.



**At Home:** Write two original sentences using adverbs with the words *more* and *most*.

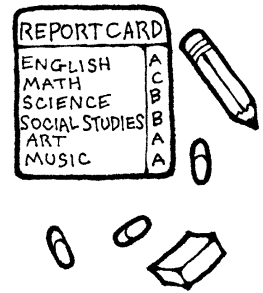
## Mechanics and Usage: *Good and Well*

### RULES

- Use the adjective **good** when describing a noun.  
*It is wise to make **good** decisions.*
- Use the adverb **well** when telling more about a verb.  
*You will do **well** if you make wise decisions.*

Write the letter **C** before the sentence that uses *good* or *well* correctly.

- \_\_\_\_\_ Ryan's parents are glad that he makes good choices.  
\_\_\_\_\_ Ryan's parents are glad that he makes well choices.
- \_\_\_\_\_ His teachers say he listens good at school.  
\_\_\_\_\_ His teachers say he listens well at school.
- \_\_\_\_\_ They noticed that he chooses friends good.  
\_\_\_\_\_ They noticed that he chooses friends well.
- \_\_\_\_\_ His parents agree that he has good friends.  
\_\_\_\_\_ His parents agree that he has well friends.
- \_\_\_\_\_ They also think that his grades are good.  
\_\_\_\_\_ They also think that his grades are well.
- \_\_\_\_\_ He remembers good in history class, but not in math.  
\_\_\_\_\_ He remembers well in history class, but not in math.
- \_\_\_\_\_ His idea about doing homework in study hall was a good one.  
\_\_\_\_\_ His idea about doing homework in study hall was a well one.
- \_\_\_\_\_ He eats at least three good meals a day and gets plenty of rest.  
\_\_\_\_\_ He eats at least three well meals a day and gets plenty of rest.
- \_\_\_\_\_ Ryan should expect a well report card.  
\_\_\_\_\_ Ryan should expect a good report card.
- \_\_\_\_\_ His teachers and parents are happy that he is progressing so good.  
\_\_\_\_\_ His teachers and parents are happy that he is progressing so well.



## Mixed Review

### RULES

- An **adverb** tells more about a verb. Adverbs tell *how*, *when*, or *where* an action takes place.

*We **gladly** went to the county fair.*      **tells how**

*I **never** miss going with my friends.*      **tells when**

*It is held **here** every year in the fall.*      **tells where**

- Add *-er* to short adverbs to compare two actions. Add *-est* to compare more than two actions.

*My horse jumped **higher** than her horse.*

*Of all the horses, this one jumped the **highest**.*

- The words *more* and *most* are usually used to form comparisons with longer adverbs and adverbs that end in *-y*.

*This horse ran **more quickly** than that horse.*

*Of all the horses, this one ran the **most quickly**.*

Circle the adverb that correctly completes each sentence. Write whether the adverb tells *how*, *when*, or *where*.

1. Our county fair usually attracts many people. \_\_\_\_\_
2. I arrived earlier at the fair than my friend Emma. \_\_\_\_\_
3. We gleefully watch many of the events. \_\_\_\_\_
4. Mike eats the most in the hot dog eating contest. \_\_\_\_\_
5. The pig race draws a large crowd here. \_\_\_\_\_
6. Mr. Jenson's pig runs the most quickly of all. \_\_\_\_\_
7. Mark confidently enters the frog jumping contest. \_\_\_\_\_
8. The frog that jumps the farthest of all wins a prize. \_\_\_\_\_
9. My frog never wins the jumping contest. \_\_\_\_\_
10. We left the fair more reluctantly than we did last year. \_\_\_\_\_

## Negatives

### RULES

- **Negatives** are words that mean “no.” Usually they contain the word *no* or a contraction for *not*, such as: *not, nobody, nowhere, none, no one*.
- Never use more than one negative at a time in a sentence.

**INCORRECT:** *I can't make no decisions.*

**CORRECT:** *I can't make any decisions.*

Underline the double negatives in each sentence. Then rewrite the sentence correctly by replacing one of the negatives with the word in parentheses.

1. There isn't nothing worse than being the new kid at school. (is)

\_\_\_\_\_

2. It feels like I'm not never going to make any friends. (ever)

\_\_\_\_\_

3. I thought I told you I didn't know nobody at school. (anybody)

\_\_\_\_\_

4. I guess that nobody listens to me no more. (anymore)

\_\_\_\_\_

5. By now you should understand why I can't invite no one over. (anyone)

\_\_\_\_\_

6. You know I don't like going nowhere alone. (anywhere)

\_\_\_\_\_

7. There aren't no teachers around to help make the introductions. (are)

\_\_\_\_\_

8. Isn't there nothing I can do about this? (something)

\_\_\_\_\_

9. I am not trying nothing new until I make at least one new friend. (anything)

\_\_\_\_\_

10. We aren't moving nowhere ever again! (anywhere)

\_\_\_\_\_



## Prepositions

### RULES

- A **preposition** is a word that comes before a noun or a pronoun and relates it to another word in a sentence. Here are some prepositions:

<i>about</i>	<i>over</i>	<i>from</i>	<i>in</i>	<i>for</i>
<i>above</i>	<i>under</i>	<i>through</i>	<i>across</i>	
<i>after</i>	<i>behind</i>	<i>until</i>	<i>on</i>	
<i>by</i>	<i>near</i>	<i>with</i>	<i>off</i>	

Underline the preposition in each sentence.

1. Lisa decided she would wear a red sweater over her blouse.
2. First, she looked in the dresser where she keeps her sweaters.
3. She found her red sweater with the others.
4. It was under her favorite blue sweater.
5. Then she spotted her gray sweater across the room.
6. The beautiful gray sweater was sitting on the floor.
7. This sweater was a gift from her Aunt Marge.
8. Aunt Marge would be disappointed if she knew about this.
9. Lisa quickly lifted the sweater off the floor.
10. For a brief moment, Lisa thought she would wear the gray sweater.
11. Lisa donned the sweater and then looked in the mirror.
12. She decided the gray sweater didn't look good with this outfit.
13. She tied the red sweater around her waist.
14. Lisa turned and looked at her reflection again.
15. This is exactly what Lisa would wear to the school dance.



## Prepositional Phrases

### RULES

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

*There are many hot springs and geysers **inside** the park.*

Write the prepositional phrase and underline the noun or pronoun that it ends with.

1. Our family went to Yellowstone National Park.  
\_\_\_\_\_

2. Our best friends traveled with us. \_\_\_\_\_

3. First, we flew a plane into Salt Lake City. \_\_\_\_\_

4. Then we borrowed a rental van from an agency. \_\_\_\_\_

5. We spent about a day exploring the Great Salt Lake. \_\_\_\_\_

6. The huge lake was filled with shrimp. \_\_\_\_\_

7. We left and headed for Wyoming. \_\_\_\_\_

8. Driving across Utah was interesting. \_\_\_\_\_

9. Next we passed through Idaho. \_\_\_\_\_

10. We finally arrived in a town called Jackson. \_\_\_\_\_

11. Jackson, Wyoming, is the home of Grand Teton National Park.  
\_\_\_\_\_

12. Yellowstone National Park is north of this area. \_\_\_\_\_

13. We headed toward the Tetons. \_\_\_\_\_

14. We arrived at Yellowstone. \_\_\_\_\_

15. Once inside the park, we visited Old Faithful and other interesting volcanic features. \_\_\_\_\_



## Combining Sentences: Complex Sentences

### RULES

- A **complex sentence** contains two related sentences that have been combined with a conjunction other than *and*, *but*, or *or*.
- You can combine two short sentences to form a complex sentence.  
*Some people harvest saguaro fruit. It makes good preserves.*  
*Some people harvest saguaro fruit because it makes good preserves.*

Combine the short sentences into one complex sentence by using a conjunction from the box. Don't forget correct punctuation.

because	before	although	if	unless	until
	wherever	when	while		

1. You will see the desert. You travel to Arizona.  
\_\_\_\_\_
2. Be sure to go on a hike. You are there.  
\_\_\_\_\_
3. You will see cactus. You hike in the desert.  
\_\_\_\_\_
4. Bring bottled water. There is no water available.  
\_\_\_\_\_
5. I never saw a saguaro cactus. I visited Tucson.  
\_\_\_\_\_
6. You may not see this cactus. You go there.  
\_\_\_\_\_
7. The saguaro looks like a barrel. It is very young.  
\_\_\_\_\_
8. Arms don't grow. The cactus is more mature.  
\_\_\_\_\_
9. They have flowers and fruit. Saguaros don't have leaves.  
\_\_\_\_\_
10. Desert creatures eat its ripe pulp. The fruit splits open.  
\_\_\_\_\_

**At Home:** Find a complex sentence in a local newspaper.  
Break it down into two separate sentences.

## Mechanics and Usage: Commas

### RULES

- A **comma** shows a pause in your writing.  
*No, I didn't realize the five senses are part of our nervous system.*
- Use a comma to set off the name of the person you are speaking to.  
*David, didn't you listen in health class?*
- Use a comma to set off an introductory word.  
*Well, it's time you started to pay attention.*

Insert commas where needed.

1. Betsy don't touch that hot stove!
2. Phillip why are you shouting at me?
3. Well you were about to burn your fingers!
4. Yes but I would have pulled my hand quickly away.
5. Sure but not quickly enough to keep from getting hurt.
6. Thank you for caring enough to warn me Phillip.
7. Did you know Betsy that your fingertips can send a message to your brain?
8. Yes but how does the message get there?
9. The messages travel through special nerve cells called neurons Betsy.
10. That sounds interesting Phillip.
11. For example neurons in your fingers sense that the stove is hot.
12. Next the message is translated as an electronic impulse.
13. Phillip that sounds amazing!
14. Finally the impulse travels across a network of nerve cells all the way to your brain.
15. Yes I've heard that's how it works.

## Mixed Review

### RULES

- A **negative** means “no.” Never use two negatives in one sentence.

*I have ~~not~~ never been on an airplane.*

- A **preposition**, such as *about, of, with, to, through, upon*, comes before a noun or pronoun and links it to the rest of the sentence.

*The airport was full **of** people.*

- A **prepositional phrase** is a group of words that begins with a preposition and ends in a noun or pronoun.

*I walked eagerly **toward the plane**.*

- A **complex sentence** combines two ideas by using words that tell where, when, why, how, and under what circumstances.

*I was very excited. I walked onto the plane.*

*I was very excited **when** I walked onto the plane.*

- A.** Combine each pair of sentences into a complex sentence. Correct any double negatives.

1. I was worried about flying. I was in the air.

\_\_\_\_\_

2. I couldn't never tell we were moving. We flew through the sky.

\_\_\_\_\_

3. We landed smoothly. We reached our destination.

\_\_\_\_\_

4. I don't never like to fly. The weather is bad.

\_\_\_\_\_

5. I enjoy flying. It is very exciting for me.

\_\_\_\_\_

- B. 6.-10.** Underline five prepositional phrases in the complex sentences you wrote.

**At Home:** Think about when you did something for the first time. Write a paragraph describing what it was like. Circle each prepositional phrase you use. Check to see if you can combine any sentences.

McGraw-Hill Language Arts  
Grade 4, Unit 6, Mixed Review,  
pages 442–443

## Common Errors: Adverbs

### RULES

- An **adjective** describes a noun. An **adverb** tells more about a verb.  
*I put the **little** puzzle together **quickly**.*
- **Good** is an adjective. **Well** is an adverb.  
*My **good** friend and I work **well** together.*
- Do not use two negative words together in a sentence.  
*They could not find ~~no~~ **any** puzzles to do.*
- Many adverbs are formed by adding **-ly** to an adjective. For most adverbs, do not change the spelling of the base word when you add **-ly**.  
*We **finally** found a puzzle we liked.*

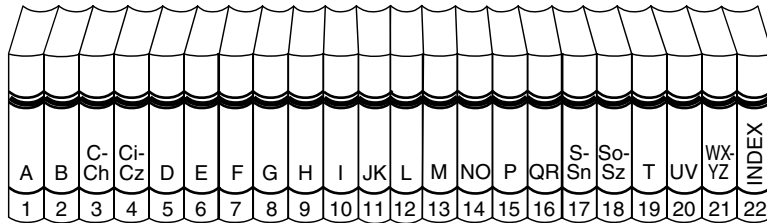
Write the word in parentheses ( ) that completes each sentence correctly.

1. I (recent, recently) finished putting another \_\_\_\_\_  
jigsaw puzzle together.
2. I (frequent, frequently) work on puzzles instead \_\_\_\_\_  
of watching TV.
3. I have (success, successfully) completed many \_\_\_\_\_  
kinds of puzzles.
4. I do not buy (any, no) puzzles that have fewer \_\_\_\_\_  
than a thousand pieces.
5. Three-dimensional puzzles are (good, well) \_\_\_\_\_  
puzzles to put together.
6. Some puzzles (continue, continually) repeat \_\_\_\_\_  
the same picture over and over.
7. They are (especial, especially) hard to put together. \_\_\_\_\_
8. My brother and I work (good, well) together on \_\_\_\_\_  
puzzles.
9. He doesn't have time to work on them (anymore, \_\_\_\_\_  
no more).
10. I feel great when I (final, finally) complete a puzzle. \_\_\_\_\_

## Study Skills: Encyclopedia

- An **encyclopedia** is a reference work that contains articles on many subjects. It may be a single book, but it is more often a set of books or volumes.
- The volumes in a set of encyclopedias are labeled these two ways: numbers and alphabetically by subject.
- The last volume in an encyclopedia is the index, which lists all the subjects written about in the encyclopedia. The index is also arranged alphabetically by subject.

Complete each sentence with the number of the encyclopedia volume in which you would find an article.



- |   |   |
|---|---|
| <p>1. An article on the horseshoe crab may be found in volume _____</p> | <p>6. You will find an article on Catherine the Great in volume _____</p>   |
| <p>2. To find out about coyotes, look in volume _____</p>               | <p>7. An article on Dodge City would be found in volume _____</p>   |
| <p>3. Information on the Black Hills may be found in volume _____</p>   | <p>8. Read the article about the country of Ethiopia in volume _____</p>  |
| <p>4. Japanese literature may be looked up in volume _____</p>          | <p>9. Look up the painter Henri Matisse in volume _____</p>   |
| <p>5. Radioactivity has an article in volume _____</p>                  | <p>10. The article on the author of <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe, may be found in volume _____</p> |

## Vocabulary: Suffixes

- A **suffix** is a word part added to the end of a base word.  
     work + er = worker    neat + ness = neatness  
     slow + ly = slowly
- A suffix changes the meaning of the base word to which it is added.

Suffix	Meaning
-er	person who
-ful	full of
-ion	an act or state of being
-ly	in a certain way
-y	like, full of
-less	without
-ment	the result of

Underline the word in each sentence that has a suffix. Write an equation for it. (See above for an example.)

1. It is very windy today. \_\_\_\_\_
2. I am showing my art project to my teacher today. \_\_\_\_\_
3. Maybe if I walk quickly, my papers won't blow. \_\_\_\_\_
4. I was successful and made it to class on time. \_\_\_\_\_
5. My teacher gave me a cheerful greeting. \_\_\_\_\_
6. When she saw my art work, she expressed amazement. \_\_\_\_\_
7. First her expression worried me. \_\_\_\_\_
8. "You used your materials in a wonderful way," she said. \_\_\_\_\_
9. The bright colors make it look so joyful. \_\_\_\_\_
10. My parents' encouragement helped me finish my art project. \_\_\_\_\_



## Composition: Outlining

- When you need to organize ideas for a report, you can make an **outline**. Your writing topic is named in the outline **title**.
- The main topics are listed next to Roman numerals followed by periods. (I. II. III.)
- Each main idea will become a paragraph in your report.
- Subtopics are listed with capital letters followed by periods under each main topic. (A. B. C. ) Subtopics are the details that support or explain a main topic in a paragraph.

Here is an outline that Julia prepared for a science report about sound. Complete the outline by writing the correct numerals and letters on the lines.

Title: Sound

1.–10.

\_\_\_\_\_ A Kind of Energy

\_\_\_\_\_ Sound waves caused by vibrations.

\_\_\_\_\_ Waves travel at speed of sound.

\_\_\_\_\_ Characteristics of Sound

\_\_\_\_\_ Volume

\_\_\_\_\_ Pitch

\_\_\_\_\_ Unusual Sound Conditions

\_\_\_\_\_ SONAR (sound navigation ranging)

\_\_\_\_\_ Noise pollution

\_\_\_\_\_ Hearing impairments