

**Sentences and Sentence Fragments****RULES**

- A **sentence** tells a complete thought.
- A sentence begins with a **capital letter** and ends with a **punctuation mark**.

*Willie's family visited Yellowstone National Park.*

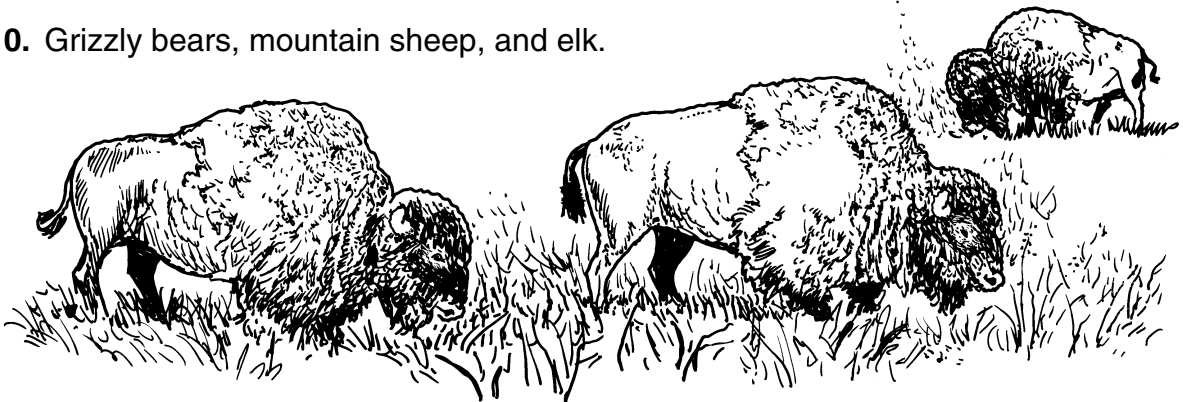
↑ capital letter ↑ period

- A **sentence fragment** may look like a sentence, but it does not tell a complete thought.

*Visited Yellowstone National Park.*

Underline each sentence. Circle each sentence fragment.

1. Saw a pond of boiling water.
2. Most of the hot springs are colorful.
3. The Morning Glory Spring looks like a flower.
4. Geysers spout hot water.
5. Willie's favorite sight.
6. Throws steaming water 120 feet high.
7. Willie took photos.
8. Willie's sister liked the waterfalls.
9. Many animals in Yellowstone.
10. Grizzly bears, mountain sheep, and elk.



**Declarative and Interrogative Sentences**

**RULES**

- A **declarative** sentence **tells** something. It ends with a period. (.)

*Carlina goes bird watching with her grandfather.*  
↑  
period

- An **interrogative** sentence **asks** a question. It ends with a question mark. (?)

*What features help her identify the birds?*  
↑  
question mark

Circle the end punctuation mark in each sentence. Write *D* for each declarative sentence and *I* for each interrogative sentence.

1. Carlina and her grandfather use a bird guidebook. \_\_\_\_\_
2. How do they find birds in the book? \_\_\_\_\_
3. Information is arranged in the book by type of bird. \_\_\_\_\_
4. Photos of birds are grouped by color. \_\_\_\_\_
5. What other features help identify a bird? \_\_\_\_\_
6. Does it help to look at a bird's bill? \_\_\_\_\_
7. The shape of a bird's bill helps identify it. \_\_\_\_\_
8. Carlina also looks at a bird's size and shape. \_\_\_\_\_
9. What other details are helpful? \_\_\_\_\_
10. Her grandfather points out a bird's eye rings and wing bars. \_\_\_\_\_

## Imperative and Exclamatory Sentences

**RULES**

- An **imperative** sentence **tells** or **asks** someone to do something.
- An imperative sentence ends with a **period**. (.)  
*Look at this map of the museum.*  

↑  
period
- An **exclamatory** sentence expresses **strong feeling** or **excitement**.
- An exclamatory sentence ends with an **exclamation mark**. (!)  
*What a lot of things to see here!*  

↑  
exclamation mark

Circle the end punctuation mark in each sentence. Write *I* for each imperative sentence and *E* for each exclamatory sentence.

1. Please go through the coal mine with me. \_\_\_\_\_
2. How deep it is! \_\_\_\_\_
3. What a dark place! \_\_\_\_\_
4. Push the button by this exhibit. \_\_\_\_\_
5. Listen to the story of oil. \_\_\_\_\_
6. Lift these levers. \_\_\_\_\_
7. Watch what happens. \_\_\_\_\_
8. Oh, there's a submarine! \_\_\_\_\_
9. Be careful going down the steps. \_\_\_\_\_
10. How small the beds are! \_\_\_\_\_

## Combining Sentences: Compound Sentences

### RULES

- A **compound sentence** joins two sentences with similar ideas.
- The sentences are joined by a **comma** and a **conjunction**.
- **And, or, and but** are conjunctions.

sentence                                  sentence  
↓    ↓  
*My class visited a local newspaper, and I learned a lot.*  
↑        ↑  
comma conjunction

Join each pair of sentences to make a compound sentence. Use a comma and the word *and, but, or or*.

1. Editors choose stories for the front page. They may change it.

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2. An important event may take place. The paper will cover it.

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3. We met a reporter. She told us about her news story.

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4. Photographers take pictures. Reporters get photos from a file.

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5. I liked seeing the printing presses. They were noisy!

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## Mechanics and Usage: Sentence Punctuation

### RULES

- Begin every sentence with a capital letter.

*My soccer team had a car wash.*

↑  
capital letter

- Put a period at the end of declarative and imperative sentences.

*The car wash was last Saturday.* — **declarative sentence**

↑  
period

*Listen to what happened.* — **imperative sentence**

↑  
period

- Put a question mark at the end of an interrogative sentence.

*Do you know the coach of my team?*

↑  
question mark

- Put an exclamation mark at the end of an exclamatory sentence.

*How funny he is!*

↑  
exclamation mark

- Put a comma before *and*, *but*, or *or* in a compound sentence.

*He wore a frog costume, and many people stopped to see him.*

↑  
comma

Circle the letters that should be capitals. Put in missing punctuation marks.

1. people stopped and then we washed their cars
2. can you guess what we decided to do
3. we all made "ribbit" sounds like frogs
4. what a great time we had
5. come to our car wash next year

**Mixed Review****RULES**

- A **declarative** sentence **tells** something. It ends with a period. (.)  
*Some towns have a fireworks show.*
- An **interrogative** sentence **asks** a question. It ends with a question mark. (?)  
*Have you ever seen fireworks?*
- An **imperative** sentence **tells** or **asks** someone to do something. It ends with a period. (.)  
*Find out where to see them.*
- An **exclamatory sentence** expresses **strong feeling** or **excitement**. It ends with an exclamation mark. (!)  
*How spectacular they are!*
- A **compound** sentence joins two sentences with similar ideas. The sentences are joined by a **comma** and the words **and**, **or**, or **but**.  
*I saw fireworks last year, and they were great.*

Circle the punctuation mark at the end of each sentence. Then write whether the sentence is *declarative*, *interrogative*, *imperative*, or *exclamatory*. Underline each compound sentence.

1. Come see these pictures of us at the lake. \_\_\_\_\_
2. Do you remember watching fireworks there? \_\_\_\_\_
3. All of us went to the lake on the Fourth of July. \_\_\_\_\_
4. We could stay on the shore, or we could get  
on a boat. \_\_\_\_\_
5. You and I watched the fireworks from the boat. \_\_\_\_\_
6. What a loud booming sound they made! \_\_\_\_\_
7. I tried to talk to you, but it was too noisy. \_\_\_\_\_
8. How beautiful the colors were! \_\_\_\_\_
9. There was music, and the fireworks kept the beat. \_\_\_\_\_
10. Oh, look at you in this picture. \_\_\_\_\_

**At Home:** In each compound sentence above, circle the word that joins the two sentences.

## Complete Subjects and Complete Predicates

### RULES

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

*Poison ivy and poison oak are harmful plants.*

complete subject

complete predicate

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

- |   |                  |                    |
|---|------------------|--------------------|
| 1. <u>My sister</u> has blistered from poison ivy.    | complete subject | complete predicate |
| 2. Her skin <u>became red and itchy</u> .             | complete subject | complete predicate |
| 3. <u>Oil from the plant</u> causes the blisters.     | complete subject | complete predicate |
| 4. <u>Some lotions</u> soothe the itching.            | complete subject | complete predicate |
| 5. My sister <u>recognizes poison ivy</u> .           | complete subject | complete predicate |
| 6. <u>Poison ivy</u> has three shiny green leaves.    | complete subject | complete predicate |
| 7. <u>One leaf</u> stands up at the end of the stalk. | complete subject | complete predicate |
| 8. Sometimes this plant <u>grows as a vine</u> .      | complete subject | complete predicate |
| 9. <u>Poison oak</u> has three leaves, too.           | complete subject | complete predicate |
| 10. <u>People in the woods</u> avoid these plants.    | complete subject | complete predicate |
| 11. You <u>can pick the blackberries</u> .            | complete subject | complete predicate |
| 12. <u>Some wild berries</u> are bitter.              | complete subject | complete predicate |
| 13. <u>Bill</u> wants to pick wild flowers.           | complete subject | complete predicate |
| 14. The ranger <u>said, "No!"</u>                     | complete subject | complete predicate |
| 15. Sasha <u>drew pictures of them</u> .              | complete subject | complete predicate |

## Simple Subjects

### RULES

- A **simple subject** is the main word or words in the complete subject.

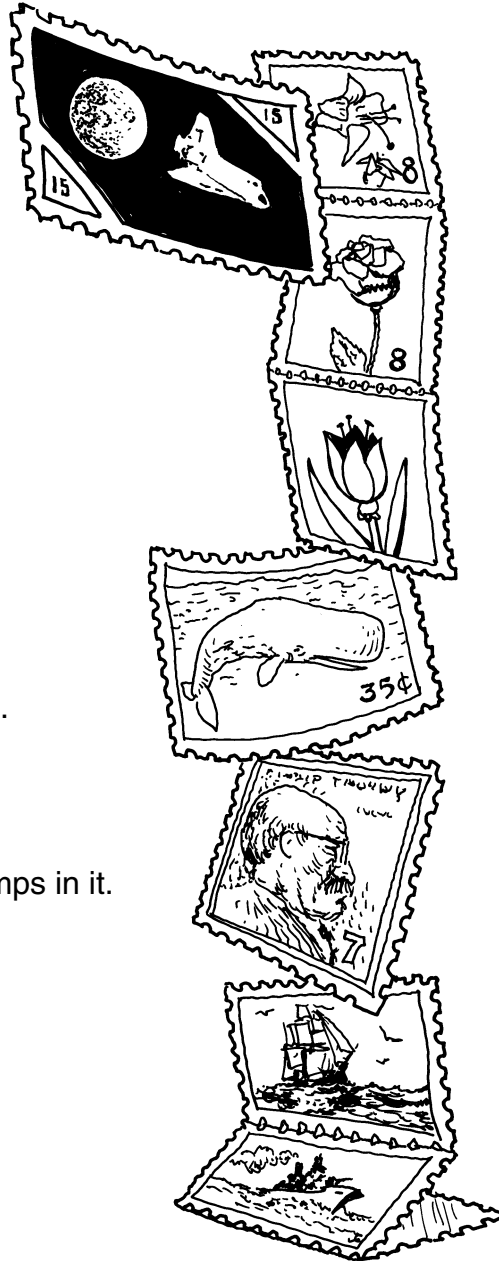
complete subject

*My big brother has a stamp collection.*

↑  
simple subject

A. In each sentence, the complete subject is underlined. Circle the simple subject.

1. My brother tells me about the stamps.
2. His stamp collection is in three albums.
3. Plastic covers protect the stamps.
4. One album has only American stamps in it.
5. My favorite stamps are the American stamps.
6. The American stamps are in blocks of four connected stamps.
7. Some blocks include four stamps that are alike.
8. Other blocks include stamps that are not alike.
9. My brother's collection has many beautiful stamps in it.
10. Each stamp is a little work of art.





## Simple Predicates

### RULES

- A **simple predicate** is the main word or words in the complete predicate.
- The simple predicate is always a **verb**.

*A smoke jumper spoke to our class.*

↑  
simple predicate

In each sentence, the complete predicate is underlined. Circle the simple predicate.

1. My friend and I want to be smoke jumpers.
2. Smoke jumpers fight forest fires.
3. These men and women complete weeks of tough training.
4. They keep themselves in excellent physical condition.
5. These special firefighters parachute into the forest.
6. They land very close to the forest fire.
7. Then the airplane drops firefighting tools and equipment.
8. Smoke jumpers dig a fire line.
9. They work day and night to control the fire.
10. Each worker checks under logs for sparks.
11. Lightning causes most forest fires.
12. Careless people start them, too.
13. Children remember the safety rules.
14. They tell parents about Smokey the Bear.
15. Everyone takes part in the fire prevention.

## Combining Sentences: Compound Subjects

### RULES

- A **compound subject** is two or more simple subjects with the same predicate.
- The **simple subjects** are joined by the word **and** or **or** to make a compound subject.

Rafael and Lu-yin did a report on social insects.

↑  
compound subject

Combine each pair of sentences into one sentence. Use *and* or *or* to join the subjects.

1. Encyclopedias were good sources of information.  
Books were good sources of information.

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2. Bumblebees always live in colonies.  
Honeybees always live in colonies.

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3. Pollen is put into cells by a bumblebee queen.  
Honey is put into cells by a bumblebee queen.

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4. The queen feeds the larvae in a bumblebee colony.  
The workers feed the larvae in a bumblebee colony.

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5. Rooms make up the nest of an ant colony.  
Passages make up the nest of an ant colony.

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## Combining Sentences: Compound Predicates

### RULES

- A **compound predicate** is two or more simple predicates with the same subject.
- The **simple predicates** are joined by the word **and** or **or** to make a compound predicate.

*My family makes and bakes cookies for a bake sale.*

↑  
compound predicate

Combine each pair of sentences into one sentence. Use *and* or *or* to join the predicates.

1. My brother finds the recipe.  
My brother reads the recipe.

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2. Dad chops the cherries.  
Dad slices the cherries.

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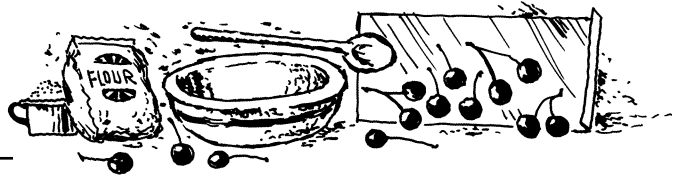
3. We spoon balls of dough on a cookie sheet.  
We drop balls of dough on a cookie sheet.

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4. Then the cookies bake.  
Then the cookies cool.




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5. People at the bake sale eat our cookies.  
People at the bake sale enjoy our cookies.

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## Mechanics and Usage: Correcting Run-on Sentences

### **RULES**

- A **run-on sentence** contains two or more sentences that should be written as separate sentences.

*Samuel had the hiccups he could not get rid of them.*

- You can correct a run-on sentence by writing each idea as a **separate sentence**.

*Samuel had the hiccups. He could not get rid of them.*

- You can correct a run-on sentence by rewriting it as a **compound sentence**.

- You combine the sentences with a comma and the word **and, or, or but**.

*Samuel had the hiccups, and he could not get rid of them.*

↑      ↑  
**comma    conjunction**

Decide whether or not the sentence is a run-on sentence. Circle **yes** or **no**. Then change all run-on sentences to two separate sentences.

1. An upset stomach is the cause of hiccups most of the time.      **yes**      **no**

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2. Hiccups usually last a few minutes they often go away on their own.      **yes**      **no**

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3. Samuel had trouble taking in air this made it hard for him to talk.      **yes**      **no**

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4. We tried to scare Samuel this did not stop his hiccuping.      **yes**      **no**

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5. He could drink water to stop his hiccups holding his breath might work.      **yes**      **no**

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## Mixed Review

### RULES

- A **simple subject** is the main word or words in the complete subject.  
*Every year, many **people** visit Washington, D.C.*
- A **simple predicate** is the main word or words in the complete predicate.  
It is always a verb.  
*Every year, many people **visit** Washington, D.C.*
- A **compound subject** is two or more simple subjects with the same predicate.  
The simple subjects are joined by the word **and** or **or**.  
***Children and adults** enjoy this city.*
- A **compound predicate** is two or more simple predicates with the same subject.  
The simple predicates are joined by the word **and** or **or**.  
*Visitors **walk or ride** around the Mall.*

Write whether the underlined part of each sentence is a *simple subject*, *simple predicate*, *compound subject*, or *compound predicate*.

1. Tara and Deacon flew to Washington, D.C. \_\_\_\_\_
2. The children have happy memories of their visit. \_\_\_\_\_
3. They walked along the Mall to the Lincoln Memorial. \_\_\_\_\_
4. Inside it, a huge statue of Abraham Lincoln sits in a chair. \_\_\_\_\_
5. Later, they went to the top of the Washington Monument. \_\_\_\_\_
6. The Memorial and Monument are at different ends of the Mall. \_\_\_\_\_
7. Tara's favorite place was the National Air and Space Museum. \_\_\_\_\_
8. Many airplanes hung from the ceiling. \_\_\_\_\_
9. Tara stood and looked for a long time. \_\_\_\_\_
10. Each child remembers the trip as special. \_\_\_\_\_

**Common Errors: Sentence Fragments and Run-on Sentences****RULES**

- A **sentence fragment** does not express a complete thought. Correct a sentence fragment by adding a subject or a predicate.

*One of the most beautiful of all flowers.*

**Roses are** *one of the most beautiful of all flowers.*

- A **run-on sentence** contains two or more sentences that should stand alone. Correct a run-on sentence by rewriting it as two sentences or as a compound sentence.

*Some roses are wild flowers they have one layer of five petals.*

*Some roses are wild flowers. They have one layer of five petals.*

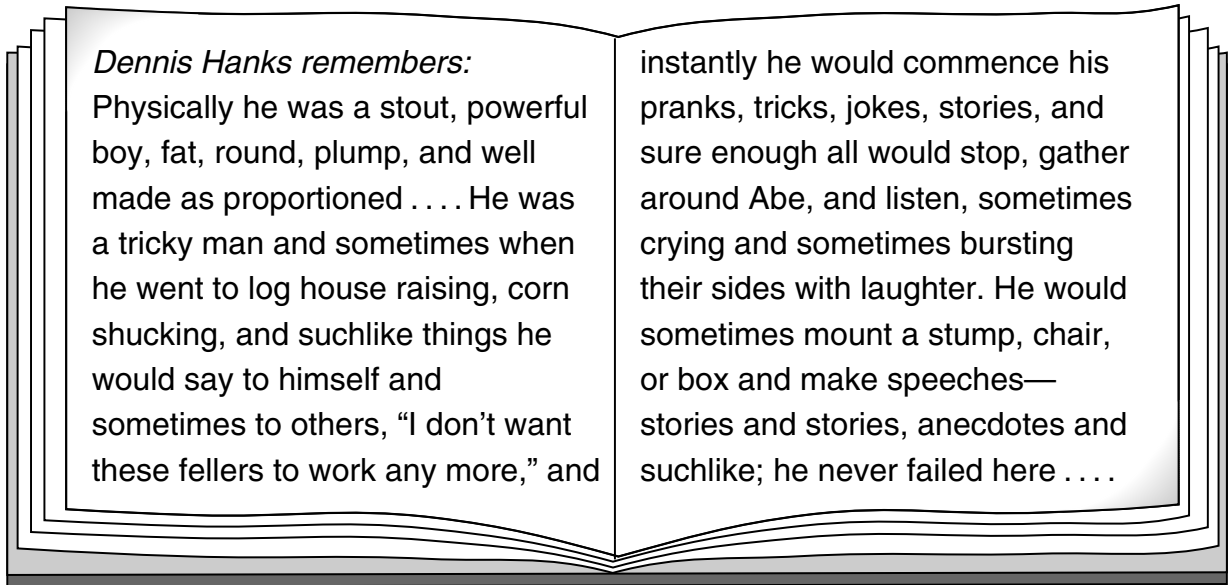
Read each group of words. Write *F* if it is a fragment. Write *R* if it is a run-on sentence. Write *S* if it is a complete sentence.

- \_\_\_\_\_ 1. Thousands of varieties of roses.
- \_\_\_\_\_ 2. Roses grow in many places they grow well in mild climates.
- \_\_\_\_\_ 3. The rose family is very large it includes trees, shrubs, and herbs.
- \_\_\_\_\_ 4. Smell like tea or fruit.
- \_\_\_\_\_ 5. Tiny miniatures to be large bushes.
- \_\_\_\_\_ 6. There are about 3,400 species in the rose family.
- \_\_\_\_\_ 7. Many kinds of fruits belong to the rose family.
- \_\_\_\_\_ 8. Apples, pears, and peaches.
- \_\_\_\_\_ 9. An oil is made from rose petals it is used in perfumes.
- \_\_\_\_\_ 10. New kinds of roses are developed each year.

## Study Skills: Note-Taking and Summarizing

- **Taking notes** will help you remember what you have read. When you take notes, write just the important information and the main ideas.
- **Summarize** the information in as few words as possible. Be sure to write the **source** of the information and the question you expect the source to answer.

1.-5. Read this excerpt from an interview with Dennis Hanks, Abraham Lincoln’s cousin. Then fill in the blanks and complete the summary with at least two sentences.



Interview with	found in <u>Lincoln: An</u>
<u>Illustrated Biography</u>	
Question:	
Summary: As a boy, Lincoln was	

McGraw-Hill School Division

**Vocabulary: Time-Order Words**

- Use time-order words and phrases to tell when things happen and in what order things happen.

**Today** I got a dog.

**Next month** I am going to start dog-training class **after** school.

Write a number in front of each set of sentences to show which event comes first, second, and third. Use the time-order words and phrases to help you.

1. \_\_\_\_\_ Finally, I drank my milk.  
\_\_\_\_\_ First, I ate my sandwich.  
\_\_\_\_\_ Next, I ate some carrots.
2. \_\_\_\_\_ Before we left, I put on my coat.  
\_\_\_\_\_ At the same time, I found my gloves.  
\_\_\_\_\_ Then, we left.
3. \_\_\_\_\_ In the meantime, Mom made dinner.  
\_\_\_\_\_ When everything was ready, we ate.  
\_\_\_\_\_ At six o'clock, I set the table.
4. \_\_\_\_\_ Next, I put the letter in an envelope.  
\_\_\_\_\_ First, I wrote my grandma a note.  
\_\_\_\_\_ Then, I put it in a mailbox.
5. \_\_\_\_\_ Yesterday, I was riding my bike.  
\_\_\_\_\_ Today, I showed the book to my teacher.  
\_\_\_\_\_ While I was riding, I stopped at the library.

**At Home:** Think of a three-step activity. Use time-order words and phrases to put the steps in order.



**Composition: Main Idea**

- The **main idea** of a paragraph tells what the writing is mainly about. It is found in the topic sentence.  
*Traveling is one of the best ways to learn about different cultures.*
- **Detail sentences** support the main idea by giving examples, concrete details, facts, and opinions.
- Organize the main idea and supporting details in a **logical order**. Use **time-order words**, such as *first*, *next*, *then*, and *finally* to show the order of events.

**A.** Put an **X** on the line beside each sentence that could be a topic sentence.

1. They spent some of their time there. \_\_\_\_\_
2. Dogs make wonderful, loving, faithful pets. \_\_\_\_\_
3. Bus travel can be inexpensive and convenient. \_\_\_\_\_
4. In summer, temperatures exceed 100°F every day. \_\_\_\_\_
5. Of all the mammals, it has the longest neck. \_\_\_\_\_
6. River rafting is a favorite summer pastime in the West. \_\_\_\_\_
7. Queen Elizabeth II began her reign in Great Britain during the 1950s. \_\_\_\_\_
8. Experts disagree on how to solve the problem. \_\_\_\_\_
9. Stars have been the subject of myth and legend for centuries. \_\_\_\_\_
10. Communication is an important tool in any profession. \_\_\_\_\_

**B.** List five topic sentences that could be used as story starters.

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**Nouns****RULES**

- A **noun** is a word that names a person, place, or thing. It also names an idea or a feeling.

*My friend and I played together all day.*

↑  
**a person**

*My room was messy.*

↑  
**a place**

*We picked up the games and put them away.*

↑  
**things**

*The clean room was a nice surprise for my mother.*

↑  
**a feeling**

Underline two nouns in each sentence.

1. The fifth-graders helped their teacher move.
2. They filled small boxes with books.
3. Objects that were light went into big cartons.
4. Then the custodian came with a large cart.
5. He wheeled the heavy items to the new classroom.
6. A globe in the corner had not been packed.
7. A girl carried it carefully in her arms.
8. Two boys together took a small table.
9. Other students carried workbooks.
10. Laughter echoed in the empty hall.
11. The principal brought the heavy chair.
12. Desks had already been placed in the room.
13. The tired helpers sat down with a sigh.
14. It was a good day of hard work.
15. Her smile showed her delight.

## Singular and Plural Nouns

### RULES

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

*My **plan** is to keep my hamster's **cage** in my **bedroom**. My **mother** said it's okay.*

↑  
one idea

↑  
one thing

↑  
one place

↑  
one person

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

*Our **plans** are to keep our hamster **cages** in our **bedrooms**. Our **mothers** said it's okay.*

- To form most plural nouns, add **-s** or **-es** to a singular noun.

*My friend has one adult **hamster** and a **baby**.*

*My friend has two adult **hamsters** and four **babies**.*

Draw one line under each singular noun. Draw two lines under each plural noun.

1. Several towns had a great show together.
2. It was held in two barns on a farm.
3. Our neighbors passed out notices about it.
4. My dad drove slowly and looked for the place.
5. Then we saw bunches of balloons on the fence.
6. We noticed that all the dogs were on leashes.
7. We saw many, many cats sitting on boxes.
8. Bunnies and other small animals were in carriers.
9. There were several canaries in cages and one parrot.
10. All the pets had water dishes or bottles.
11. I waved to my friend and his pet mouse.
12. Then we got a number for our collie.
13. Two judges asked us to stand in a line.
14. The winners got ribbons or trophies.
15. I was pleased when my dog won a prize.

**At Home:** Write the plural nouns that end with *-es* from the sentences above. Then write the singular forms of these nouns.

## More Plural Nouns

### RULES

Here are some rules for forming plural nouns.

- If a noun ends in *f* or *fe*, change *f* to *v* and add **-es**.  
*One **leaf** fell off the tree. A pile of **leaves** was on the ground.*
- If a noun ends in a vowel followed by *o*, add **-s**.  
*My uncle works as a clown for a **rodeo**. **Rodeos** are popular in the West.*
- If a noun ends in a consonant followed by *o*, add **-s** or **-es**.  
*I ate a baked **potato**. My brother ate mashed **potatoes**.*
- Some nouns have a special plural form that does not end in **-s**.  
*A **goose** makes a honking sound. A flock of **geese** can be noisy.*
- Some nouns stay the same.  
*One **sheep** was lost. The rest of the **sheep** were safe.*

Underline the correct plural form of the singular noun in dark type.

- |                    |           |            |
|--------------------|-----------|------------|
| 1. <b>tornado</b>  | tornadoes | tornados   |
| 2. <b>wife</b>     | wives     | wifes      |
| 3. <b>echo</b>     | echos     | echoes     |
| 4. <b>moose</b>    | mooses    | moose      |
| 5. <b>mouse</b>    | mouses    | mice       |
| 6. <b>igloo</b>    | igloos    | iglooes    |
| 7. <b>fish</b>     | fish      | fishes     |
| 8. <b>mosquito</b> | mosquito  | mosquitoes |
| 9. <b>thief</b>    | thieves   | thiefs     |
| 10. <b>ox</b>      | ox        | oxen       |
| 11. <b>loaf</b>    | loafes    | loaves     |
| 12. <b>wolf</b>    | wolves    | wolfes     |
| 13. <b>tomato</b>  | tomatoes  | tomatos    |
| 14. <b>deer</b>    | deers     | deer       |
| 15. <b>foot</b>    | feet      | foots      |

## Common and Proper Nouns

### RULES

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

*I like to watch basketball **games**.*

↑  
common noun

- A **proper noun** names a particular person, place, thing, or idea. Always begin a proper noun with a capital letter.

*My favorite team is the **Red Dogs**.*

↓ ↓  
capital letters  
proper noun

Underline each common noun and write **c** above it. Underline each proper noun and write **P** above it.

1. My sister plays basketball for the Carson College Coyotes.
2. Her name is Lu, and she is captain of the team.
3. Lu and her teammates have the same goal.
4. They work long hours, and no player tries to be a star.
5. The game on Friday against Parker College is important.
6. Coach Reed knows her players will work together.
7. The school always has a rally at Nickerson Gym.
8. Mr. Schultz will be there with the band.
9. Millie and Deacon will bring the banner and flags.
10. Pat, dressed as a coyote, will get the fans howling.

**At Home:** Look for common nouns and proper nouns in a story or in a textbook. Write a list of four common nouns and four proper nouns.

**Mechanics and Usage: Capitalization****RULES**

Capitalize:

- days of the week, months, and holidays. ***Labor Day Tuesday September***
- names and titles of people. ***Charles Lindbergh Mrs. Tong Dr. Lewis***
- titles of works. ***Up in the Air***
- proper nouns. ***Chicago Illinois Eiffel Tower***

Write the underlined words correctly.

1. In december of 1903, something exciting happened on a strip of sand in north carolina. \_\_\_\_\_
2. Two brothers were experimenting with their invention at kill devil hill near kitty hawk.  
\_\_\_\_\_
3. These brothers were wilbur and orville wright, and together they had invented the first airplane! \_\_\_\_\_
4. As young men, they built a printing press and started a newspaper called the west side news. \_\_\_\_\_
5. They had a shop where they made mechanical toys and built a bicycle called the van cleve bicycle. \_\_\_\_\_
6. Then in 1896, the brothers read about otto lillienthal and his gliders, and they set out to create a flying machine. \_\_\_\_\_
7. It was mr. lillienthal who inspired the brothers to learn all they could about the science of flying. \_\_\_\_\_
8. After their successful flight in 1903, the wright brothers experimented further in dayton, ohio. \_\_\_\_\_
9. By 1908, the wrights had a contract with the united states government to build a military plane. \_\_\_\_\_
10. In september of 1908, orville wright flew over fort myers, virginia, making 57 circles.  
\_\_\_\_\_

**Mixed Review****RULES**

- To form most **plural nouns**, add **-s** or **-es** to a singular noun. Some plural nouns have **special forms**.

*I received many birthday **wishes**. One card had cute **mice** on it.*

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

*There is a card **shop** in my town.*

- A **proper noun** names a particular person, place, thing, or idea. Always begin a **proper noun** with a capital letter.

*I live in **Middleville**.*

Write the common and proper nouns on the lines. Use correct capitalization. Then write *S* above each singular noun and *P* above each plural noun.

1. My friend reuben persuaded his brothers and sister to decorate windows.

**common nouns:** \_\_\_\_\_

**proper nouns:** \_\_\_\_\_

2. The children agreed to paint holiday pictures in downtown springtown.

**common nouns:** \_\_\_\_\_

**proper nouns:** \_\_\_\_\_

3. The young painters would help decorate stores for valentine's day.

**common nouns:** \_\_\_\_\_

**proper nouns:** \_\_\_\_\_

4. By thursday, each painter had drawn sketches of his or her ideas.

**common nouns:** \_\_\_\_\_

**proper nouns:** \_\_\_\_\_

5. Then the artists met on Washington street the next day to begin painting.

**common nouns:** \_\_\_\_\_

**proper nouns:** \_\_\_\_\_

**At Home:** Write the singular form for each plural noun in the sentences above.

## Singular Possessive Nouns

### RULES

- A possessive noun shows who or what owns or has something.  
*Jonathan's calf is only five days old.*
- A **singular possessive noun** ends in an apostrophe and an s ('s).  
*The calf's eyes are big and brown.*  
↑  
apostrophe and s

Write the singular possessive form of each noun.

Noun	Singular Possessive
1. farmer	
2. sheep	
3. pig	
4. rooster	
5. Bessie	
6. rancher	
7. horse	
8. Ricardo	
9. cow	
10. cowhand	
11. bull	
12. neighbor	
13. Dr. Daley	
14. vet	
15. assistant	



### Plural Possessive Nouns

**RULES**

- A plural noun that shows ownership is a **plural possessive noun**.  
*We sat on the **boys'** towels at the lake.*
  
- To form the possessive of a plural noun ending in -s, add only an apostrophe (').  
*We heard the **girls'** laughter.*  

↑  
 apostrophe
  
- To form the possessive of a plural noun not ending in -s, add an apostrophe and -s ('s).  
*We saw two **moose's** tracks.*  

↑  
 apostrophe and s

Write the plural possessive form of each noun.

Noun	Plural Possessive
1. lifeguards	
2. children	
3. adults	
4. buddies	
5. divers	
6. swimmers	
7. fathers	
8. mothers	
9. men	
10. families	
11. people	
12. parents	
13. tourists	
14. guests	
15. women	

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**At Home:** Write four sentences, using a plural possessive noun in each one.

## Combining Sentences: Nouns

### RULES

- Sometimes you can combine two sentences with similar information. You can join the nouns.

*Parents got ready for a picnic. Children got ready for a picnic.*

← similar information →

*Parents and children got ready for a picnic.*

- You can use the **conjunction *and*** or ***or*** to combine the sentences.

Write the two nouns you can join to combine each pair of sentences. Write the nouns with the conjunction you can use.

- Mom made sandwiches for a family picnic.  
Dad made sandwiches for a family picnic. \_\_\_\_\_
- Tamara washed several apples.  
Tamara washed several peaches. \_\_\_\_\_
- Adrienne cut sticks of carrots.  
Adrienne cut sticks of celery. \_\_\_\_\_
- Roland made a vegetable salad.  
Marshall made a vegetable salad. \_\_\_\_\_
- The brothers packed the picnic basket with sandwiches. The brothers packed the picnic basket with fruit. \_\_\_\_\_
- The sisters put in some plastic plates.  
The sisters put in some plastic cups. \_\_\_\_\_
- Mom asked them to put in some napkins.  
Mom asked them to put in some forks. \_\_\_\_\_
- Tamara put bottles of juice in the cooler.  
Adrienne put bottles of juice in the cooler. \_\_\_\_\_
- Dad carried the picnic things to the car.  
Roland carried the picnic things to the car. \_\_\_\_\_
- Mom brought games to play.  
Adrienne brought games to play. \_\_\_\_\_

**Mechanics and Usage: Letter Punctuation**

**RULES**

- In the **inside address** of a letter, put a **comma** between the city and state.
- Put a **comma** between the day and year in the date.

*280 Dickinson Street  
Peru, IL 61354  
December 15, 2001*

- Begin the first word in the **greeting** of any letter with a **capital letter**.
- Put a **comma** after the greeting in a friendly letter.
- Put a **colon** after the greeting in a business letter.

*Dear Nana,                      Dear Mayor Newman:*

- Begin the first word in the **closing** of any letter with a **capital letter**.
- Put a **comma** after the closing in both a friendly and a business letter.

*Love,                                      Sincerely yours,*

Write the following parts of business letters correctly.

1. Amherst MA 01002 \_\_\_\_\_
2. March 3 2000 \_\_\_\_\_
3. dear Madam: \_\_\_\_\_
4. With best regards \_\_\_\_\_
5. York Maine 03909 \_\_\_\_\_
6. June 27 2002 \_\_\_\_\_
7. Dear Ms. Cleaver \_\_\_\_\_
8. very truly yours, \_\_\_\_\_
9. dear Sir \_\_\_\_\_
10. yours truly \_\_\_\_\_

**Mixed Review****RULES**

- To form the possessive of most **singular nouns**, add an apostrophe and s ('s).

*Rebecca's letter came yesterday.*

- To form the possessive of a **plural noun ending in -s**, add only an apostrophe (').

*My two cousins' letters came today.*

- To form the possessive of a **plural noun not ending in -s**, add an apostrophe and s ('s).

*Three of the men's cars are black.*

- In a letter, put a **comma** between the **city and state**, and between the **day and year** in a date.

*Los Angeles, California*

*February 22, 2002*

- Begin the first word in the **greeting** and the **closing** of a letter with a **capital letter**.

- Put a **comma** after the **greeting** and **closing** in a friendly letter.

*Dear Uncle Len,*

*With love,*

- A.** Add missing punctuation to the following parts of a friendly letter. Draw three lines under each letter that should be a capital.

- |                       |                 |
|-----------------------|-----------------|
| 1. Carson City Nevada | 3. dear Rebecca |
| 2. June 13 2000       | 4. your cousin  |

- B.** Underline the correct possessive noun in parentheses.

- Would you help with a surprise party for our (uncle's, uncles) birthday?
- His (friends', friends's) plan is to pretend to take him to a restaurant.
- They will bring him to the (Rosenberg's, Rosenbergs') house instead.
- The (guests', guest's) cars will be out of sight.
- All of us will listen for the sound of a (cars', car's) engine.
- Then we will hide in the (childrens', children's) room.

## Common Errors: Plurals and Possessives

### RULES

- A **plural noun** names more than one person, place, or thing.  
bears      foxes
- A **possessive noun** shows who or what owns or has something.
- A **singular possessive noun** is formed by adding an apostrophe and -s ('s)  
*kangaroo + 's kangaroo's pouch*
- A **plural possessive noun** that ends in -s is formed by adding only an apostrophe (').  
*alligators + ' alligators' jaws*
- A plural possessive noun that does not end in -s is formed by adding an apostrophe and -s ('s).  
sheep + 's sheep's wool

Write the possessive form of each underlined noun.

1. Animals bodies often help them meet their needs. \_\_\_\_\_
2. A giraffe long neck lets it reach food high in trees. \_\_\_\_\_
3. Hawks talons help them grab and hold on to prey. \_\_\_\_\_
4. Geese feathers help them stay dry and warm. \_\_\_\_\_
5. A dolphin smooth skin helps it swim quickly. \_\_\_\_\_
6. A tortoise shell protects it from prey. \_\_\_\_\_
7. Tigers stripes help them hide among tall grasses. \_\_\_\_\_
8. An elephant ears help it stay cool. \_\_\_\_\_
9. Camels hooves help them walk on sand. \_\_\_\_\_
10. Parrots beaks help them crack hard seeds. \_\_\_\_\_

**At Home:** Write a paragraph describing your favorite kind of animal. Include at least five possessive nouns.

**Study Skills: Choose Reference Sources**

Many different **reference sources** are available to help you find information. Which reference book you choose depends on the kind of information you need.

- A **dictionary** gives word meanings and pronunciations. Words are listed in alphabetical order.
- A **thesaurus** provides synonyms and sometimes antonyms for a word.
- An **encyclopedia** gives a general overview of many topics. Encyclopedias may be one or more books, a CD-ROM, or on-line.
- An **atlas** contains many kinds of maps.
- An **almanac** lists current information on important people, places, and events. The information is often in the form of tables or charts.
- The ***Readers' Guide to Periodical Literature*** lists articles from many magazines. Articles are arranged alphabetically by subject and author.

Underline the two reference sources you could use to answer each of the following questions.

1. What is the difference between a tortoise and a turtle?

dictionary                      thesaurus                      encyclopedia

2. What is the capital of New Mexico?

atlas                              thesaurus                      encyclopedia

3. When did the Mets win the World Series?

thesaurus                      almanac                      *Readers' Guide to Periodical Literature*

4. What is a synonym for *warm*?

dictionary                      encyclopedia                      thesaurus

5. What states border Canada?

thesaurus                      encyclopedia                      atlas

**Vocabulary: Compound Words**

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

- A **compound word** can be written as one word.

*homesick*

- A **compound word** can be two or more words separated by a hyphen.

*merry-go-round*

- A **compound word** can be written as two separate words.

*high school*

Underline the compound words in the paragraph below. Then write them on the lines.

Last summer, my family went to the seashore on vacation. I had fun reading under a beach umbrella every day. I also picked up seashells and starfish and sand dollars on the beach. My swimsuit has a handy pocket! The ocean is like a huge swimming pool! There is even a lifeguard on the beach. My dad went deep-sea diving. It was a whirlwind trip, but it was fun!

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

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

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

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

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

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

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

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

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

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

## Composition: Leads and Endings

- A strong **lead** comes at the beginning of your writing. It should grab your readers' attention. A question, a quotation, or an anecdote may be used.
- Summarize your writing with a strong **ending**. It can summarize, draw a conclusion, or leave your reader with something to think about.

### A. Circle the strongest lead sentence in each pair.

1. Just as we were sitting down, Marjorie burst through the door.

Marjorie came in before dinner.

2. If you are looking for adventure, try Gary Paulsen's books.

Gary Paulsen is a writer.

3. It was getting dark, and Win hurried to get home.

As darkness fell, Win broke into a run, wishing he were home.

4. Protecting the environment is everyone's responsibility.

Everyone should take care of the Earth.

5. New Mexico has wonderful attractions for the entire family.

You can take a trip to New Mexico.

### B. Underline the strongest ending sentence in each pair.

6. Jared said goodbye and began his long journey West.

Jared traveled on the Oregon Trail.

7. Rob was ready for the next step.

Rob took a deep breath, ready for whatever happened next.

8. We decided that our trip to Washington, D.C., was the best vacation ever.

Washington, D.C., is a good place to visit.

9. Think about it—the future of the planet depends on you.

We all need to protect the environment.

10. Katy felt good.

Katy was bursting with pride as she took a final bow.



## Action Verbs

### RULES

An **action verb** is a word that tells what someone or something is doing or did.

*Beethoven produced some of the world's greatest music.*

↑  
**action verb**

Circle the action verb in each sentence.

1. Young Beethoven played piano and violin.
2. He learned about music from his father.
3. He showed musical talent at a young age.
4. Beethoven tutored a nobleman's children in music.
5. Their family introduced Beethoven to important people in Germany.
6. Beethoven visited Vienna, Austria, in 1787.
7. Wealthy people in Vienna invited Beethoven into their homes.
8. He stayed in Vienna the rest of his life.
9. People admired his great talent.
10. Beethoven performed his own piano compositions.
11. Count Ferdinand Waldstein helped Beethoven's career.
12. People admired Beethoven for his expressive works.
13. He suffered from deafness after 1790.
14. People listened to Beethoven's nine symphonies.
15. Beethoven influenced the music of many later composers.



## Direct Objects

### RULES

A **direct object** tells *who* or *what* is receiving the action in a sentence.

*The government hires **veterinarians**.* (Whom do they hire?)

↑  
**direct object**

*Animal doctors inspect **livestock**.* (What do they inspect?)

↑  
**direct object**

In each sentence, underline the action verb and circle the direct object.

1. Veterinarians study medicine.
2. Animal doctors usually love animals.
3. Animals often dislike veterinarians.
4. Dogs and cats transmit diseases.
5. Veterinarians vaccinate pets.
6. They even inoculate pigs.
7. The shot prevents hog cholera.
8. Dr. Brown treats cattle.
9. She also performs surgery.
10. The animal hospital employs nurses.
11. Many vets treat only small or only large animals.
12. Dr. Lui sees only birds.
13. Vets test dogs for worms.
14. All dogs need inoculations against rabies.
15. Vets also clip animals' nails.

**At Home:** Read any five of the above sentences aloud to a family member. Tell whether each direct object tells *whom?* or *what?*

## Verb Tenses

### RULES

The tense of a verb tells whether an action already happened in the **past**, is happening now in the **present**, or will happen in the **future**.

**Present Tense:** *A geologist explains how caves form.*

**Past Tense:** *A geologist explained how caves form.*

**Future Tense:** *Tomorrow, a geologist will explain how caves form.*

Underline the verb in each sentence. Then identify the verb tense by writing *present, past, or future*.

1. The Mammoth Cave in Kentucky formed many years ago. \_\_\_\_\_
2. The cave consists of limestone rock. \_\_\_\_\_
3. Groundwater eroded the rock. \_\_\_\_\_
4. Groundwater moves slowly underground. \_\_\_\_\_
5. The groundwater will dissolve minerals in rock. \_\_\_\_\_
6. Eventually, the rock will disappear. \_\_\_\_\_
7. Dissolved rock created chambers. \_\_\_\_\_
8. Dissolved minerals drip from the chamber ceilings. \_\_\_\_\_
9. That is how stalactites appeared on cave ceilings. \_\_\_\_\_
10. Stalagmites will grow on the ground. \_\_\_\_\_

## Subject-Verb Agreement

### RULES

- Subjects and verbs must agree, or match, in number.
- A singular subject needs a singular verb, and a plural subject needs a plural verb.
- In the present tense, add *s* to most verbs if the subject is **singular**. Don't add *s* to the verb if the subject is **plural**.

**Singular Subject and Verb:** *A Japanese poet writes Haiku verses.*

**Plural Subject and Verb:** *Japanese poets write Haiku verses.*

Read each sentence. Circle the verb in parentheses that agrees with the subject and correctly completes the sentence.

1. Japanese poems \_\_\_\_\_ the culture of its people. (reflect, reflects)
2. Many people \_\_\_\_\_ their attention to nature. (appreciate, appreciates)
3. Traditions \_\_\_\_\_ in Japanese literature. (exist, exists)
4. Haiku verses \_\_\_\_\_ a particular number of syllables. (contain, contains)
5. You \_\_\_\_\_ a subtle rhythm in a Haiku poem. (hear, hears)
6. Most Haiku subjects \_\_\_\_\_ with nature. (deal, deals)
7. Japanese writing \_\_\_\_\_ from our alphabet. (differ, differs)
8. Writers \_\_\_\_\_ heavy and light lines on paper. (brush, brushes)
9. The writer \_\_\_\_\_ at the top of the page. (start, starts)
10. He \_\_\_\_\_ downward from the top. (work, works)

**At Home:** Ask a family member to choose a verb. Say aloud the correct verb form that agrees with these subjects: *he, she, it, we, they*.

## Spelling Present-and Past-Tense Verbs

### RULES

Form most **present-tense** singular verbs by adding *-s*.

*play* → *plays*                      *stop* → *stops*

• When a verb ends in *s*, *ss*, *ch*, *sh*, *x*, or *z*, add *-es*.

*miss* → *misses*                      *crunch* → *crunches*

*wish* → *wishes*                      *tax* → *taxes*

*buzz* → *buzzes*

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-es*.

*try* → *tries*

Form most **past-tense** verbs by adding *-ed*.

*dent* → *dented*

• Usually, double the final consonant before adding *-ed*.

*drop* → *dropped*

• Add *-d* when a verb ends in *e*.

*like* → *liked*

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-ed*.

*cry* → *cried*

Underline the correct verb that completes each sentence.

1. Native American culture \_\_\_\_\_ dance ceremonies.

includes                      includdes                      includes

2. Men of the Sioux tribe \_\_\_\_\_ their courage in the Sun Dance.

demonstrated                      demonstratd                      demonstrateed

3. The Hopi tribe \_\_\_\_\_ to bring good luck for their crops.

danced                      dancied                      danded

4. Ghost Dancers \_\_\_\_\_ that they could communicate with the dead.

believeed                      believes                      believed

5. Tribal members \_\_\_\_\_ the drums in most of the ceremonies.

plaied                      played                      plaid

## Mechanics and Usage: Commas

### RULES

- A **comma** is used to separate parts of a sentence.
- Use a **comma** to separate three or more words in a series.  
*You can invite someone to breakfast, lunch, or dinner.*
- Use a **comma** to separate the name of a person being addressed.  
*Frances, would you like to join us for dinner?*  
*I'd be thrilled if you would come, Frances.*  
*Please know, Frances, that you are always welcome.*
- Use a **comma** to separate introductory words like *yes*, *no*, or *well*.  
*No, you cannot bring a friend this time.*

Rewrite each sentence adding commas where needed.

1. Gary would you like to golf with me?

\_\_\_\_\_

2. We can tee off in the morning afternoon or evening.

\_\_\_\_\_

3. Well I almost forgot to tell you something!

\_\_\_\_\_

4. The club has a special Gary. \_\_\_\_\_

5. Three people Gary can play for the price of two.

\_\_\_\_\_

6. So should I invite Tom? \_\_\_\_\_

7. That means you Tom and I will pay less money.

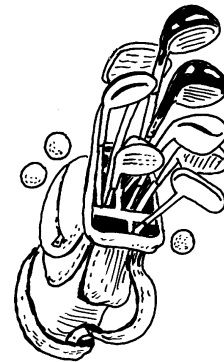
\_\_\_\_\_

8. Mike did I hear you correctly? \_\_\_\_\_

9. Yes you heard me correctly. \_\_\_\_\_

10. Getting exercise being with friends and saving money are great.

\_\_\_\_\_



## Mixed Review

### RULES

- A **direct object** is the person, place, or thing that receives the action of a verb.
- A verb in the **present tense** tells that something is happening now.

*The students **write** their own **plays**.*

↑
↑  
**present tense**      **direct object**

- A verb in the **past tense** tells that something has already happened.

*Some students **wrote** poems.*

- A verb in the **future tense** tells that something is going to happen.

*A few students **will write** tall tales.*

Circle the direct object of each underlined verb. Then rewrite each sentence using the tense given in dark type at the beginning of the row.

1. My grandpa writes interesting letters about his recent vacation.

**past**

---



---

2. He always explains his ideas clearly in language I can understand.

**future**

---



---

3. Sometimes he will include funny cartoons from newspapers.

**present**

---



---

4. Grandpa described his latest invention that opens garage doors.

**present**

---



---

5. He draws detailed diagrams that illustrate his ideas.

**future**

---



---

## Main Verbs and Helping Verbs

### RULES

A **helping verb** is used with a main verb. The helping verb helps the main verb show an action or make a statement.

*Air pressure does affect our weather.*

helping verb

main verb

Draw one line under the main verb. Draw two lines under the helping verb.

1. Gravity is pulling on air.
2. The gases are pressing together.
3. The squashed gases shall form air pressure.
4. A meteorologist can measure air pressure.
5. An instrument has identified two types of air pressure.
6. The measuring instrument is known as a barometer.
7. We may consider the pressure to be either high or low.
8. We might experience high or low air pressure.
9. The sun's radiant energy can heat the air in the atmosphere.
10. The heat will cause a movement of air molecules.
11. Then hot air molecules are moved farther apart.
12. This movement shall create a pressure change.
13. The air pressure will get lower.
14. Air pressure should rise in cooler air.
15. These air pressure differences have caused wind movement.



## Using Helping Verbs

### RULES

- Use the helping verbs *is* and *are* with a main verb ending in *-ing* to show action that is continuing.  
*Sara is running on the cross-country team this year.*  
*They are running every day.*
- Use the helping verbs *was* and *were* with a main verb ending in *-ing* to show action that was continuing.  
*She was running in the state meet last year.*  
*All the girls were running their best times.*
- Use *has*, *have*, and *had* with the past form of a verb to show an action that has already happened.  
*Sara had run before.*  
*She has run since freshman year.*  
*Some team members have run for four years.*  
*Many students had run in junior high.*

Underline the helping verb that completes each sentence.

1. The team (is, are) preparing for their first cross-country meet.
2. Other schools (is, are) practicing also.
3. Sara (was, were) running six-minute miles last week.
4. No other girls (was, were) keeping up.
5. Sara (has, have) practiced many hours.
6. Her coaches (has, have) trained her well.
7. Sara once (have, had) wanted to quit.
8. The coaches (had, has) encouraged her to continue.
9. People (are, is) counting on Sara to win the meet.
10. She (have, has) promised to run faster than anyone.

## Linking Verbs

### RULES

- A **linking verb** joins the subject to another word that tells you more about the subject.
- The other word can be a **noun** or an **adjective**.
- The **linking verb** must always agree with the subject.

Vienna is the home of a well-known choir.  
 ↑     ↑     ↑  
**subject   linking verb   noun**

Read each sentence. Write the linking verb on the line. Then draw an arrow from the noun or adjective in the predicate to the subject in each sentence.

- The Vienna Boys' Choir is famous. \_\_\_\_\_
- Its members are talented. \_\_\_\_\_
- The Hofburgkapelle is a church where they sing. \_\_\_\_\_
- Their music seems heavenly. \_\_\_\_\_
- The boys look young. \_\_\_\_\_
- Their music feels cheerful. \_\_\_\_\_
- The audience appears appreciative. \_\_\_\_\_
- The boys are happy. \_\_\_\_\_
- I am a music lover. \_\_\_\_\_
- Viennese pastry tastes delicious. \_\_\_\_\_

## Irregular Verbs

### RULES

An **irregular verb** does not form the past tense or past participle by adding *-d* or *-ed*.

**Present Tense:** *Political campaigns begin with speeches.*

**Past Tense:** *In 1858, Lincoln began a campaign for the Senate.*

**Past Participle:** *He had begun a debate with Stephen Douglas.*

Look at the underlined verb in each sentence. Write whether the verb is in its *present*, *past*, or *past participle* form.

1. In 1858, Lincoln won a nomination for the Senate. \_\_\_\_\_
2. Lincoln had been a member of the House of Representatives. \_\_\_\_\_
3. He made an inspiring speech. \_\_\_\_\_
4. Some saw it as inflammatory. \_\_\_\_\_
5. The speech begins with comments about slavery and the Union. \_\_\_\_\_
6. His speech grew into a series of debates with Stephen Douglas. \_\_\_\_\_
7. Their debates brought them national attention. \_\_\_\_\_
8. Each man had written speeches about the extension of slavery. \_\_\_\_\_
9. People had ridden far to hear Lincoln describe slavery as a great evil. \_\_\_\_\_
10. Lincoln did a better job of debating. \_\_\_\_\_



**More Irregular Verbs**

**RULES**

- An **irregular verb** does not form the past tense or past participle in the regular way by adding *-d* or *-ed*.
- The **helping verbs** *has*, *have*, and *had* are used with the past participle form of the verb.

**Present Tense:** *Some people choose sports as their hobby.*

**Past Tense:** *I chose fly-fishing for mine.*

**Past Participle:** *I have chosen a great sport!*

Write the missing verb forms in the boxes to complete the chart. The first one is done for you.

Present Tense choose	Past Tense chose	Past Participle chosen
1.		taken
2.	flew	
3. draw		
4.	swam	
5. throw		
6. speak		
7.		drunk
8.	knew	
9. wear		
10.		taught

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

- A **contraction** is a shortened form of two words. Many contractions are formed from a verb and the word *not*.
- An **apostrophe** takes the place of missing letters.  
*can not = can't      have not = haven't*

Choose a contraction from the box that can replace the underlined words. Write the contraction on the line.

won't	doesn't	don't	wouldn't	hasn't
isn't	shouldn't	hadn't	can't	couldn't

1. I can not remember the names of many songs. \_\_\_\_\_
2. I do not have a CD player. \_\_\_\_\_
3. My family could not afford to buy one. \_\_\_\_\_
4. Not having a CD player is not so awful. \_\_\_\_\_
5. It does not matter very much. \_\_\_\_\_
6. It has not stopped me from playing the radio. \_\_\_\_\_
7. I had not heard the song you mentioned. \_\_\_\_\_
8. You would not prefer to listen to something else? \_\_\_\_\_
9. We will not mind if you sing for us instead. \_\_\_\_\_
10. People should not be afraid to sing aloud. \_\_\_\_\_

## Mixed Review

**RULES**

- The verbs **be** and **have** have special forms.

*I am happy. They are happy.*

*I have operated a video recorder. She has operated a video recorder.*

- A **linking verb** joins the subject of a sentence to another word that tells more about the subject. A linking verb does not show action.

linking verb  
↙  
The recorder **was** new.  
↘  
tells about the recorder

- An **irregular verb** does not add *-d* or *-ed* to form the past tense or the past participle.

*I saw Diana. I have seen Diana.*

Complete each sentence with the correct form of the verb. Then circle the linking verbs. Put a check mark in front of the sentences that contain a form of *be* or *have*.

- |   |               |                  |
|---|---------------|------------------|
| ___ 1. I _____ very confused.                   | <b>was</b>    | <b>were</b>      |
| ___ 2. I _____ to record with a video recorder. | <b>tried</b>  | <b>has tried</b> |
| ___ 3. It _____ difficult to operate.           | <b>seem</b>   | <b>seems</b>     |
| ___ 4. Soon I _____ upset.                      | <b>become</b> | <b>becomes</b>   |
| ___ 5. Diana has _____ me how to operate it.    | <b>showed</b> | <b>shown</b>     |
| ___ 6. She _____ very helpful.                  | <b>is</b>     | <b>are</b>       |
| ___ 7. Her instructions _____ very clear.       | <b>was</b>    | <b>were</b>      |
| ___ 8. They _____ easy to follow.               | <b>is</b>     | <b>are</b>       |
| ___ 9. She has _____ down the steps.            | <b>wrote</b>  | <b>written</b>   |
| ___ 10. I have _____ many recordings.           | <b>make</b>   | <b>made</b>      |

## Common Errors: Subject-Verb Agreement

### RULES

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

**Incorrect:** *Anna and her family visits Alaska.*

**Correct:** *Anna and her family visit Alaska.*

- When the parts of a compound subject are joined by *or*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject that is closer to it.

*A deer or a bear stands beside the road.*

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

1. Towering mountains and beautiful scenery \_\_\_\_\_ Alaska's landscape. (highlight, highlights)
2. Cold winds and snowstorms \_\_\_\_\_ across its northern frontier. (blow, blows)
3. Either hunting or fishing \_\_\_\_\_ many tourists to Alaska. (attract, attracts)
4. Mountain climbing or a dog sled race \_\_\_\_\_ to the more adventurous. (appeal, appeals)
5. State parks or national forests \_\_\_\_\_ many outdoor activities. (provide, provides)
6. Neither the cold nor the snow \_\_\_\_\_ people from enjoying Alaska's beauty. (keep, keeps)
7. Caribou, elk, and deer \_\_\_\_\_ on snow covered mountain slopes. (graze, grazes)
8. Polar bears and fur seals \_\_\_\_\_ along the Arctic Coast. (live, lives)
9. A moose or an Alaskan brown bear \_\_\_\_\_ a common sight. (become, becomes)
10. Natural beauty and untouched wilderness \_\_\_\_\_ Alaska an appealing place to visit. (make, makes)

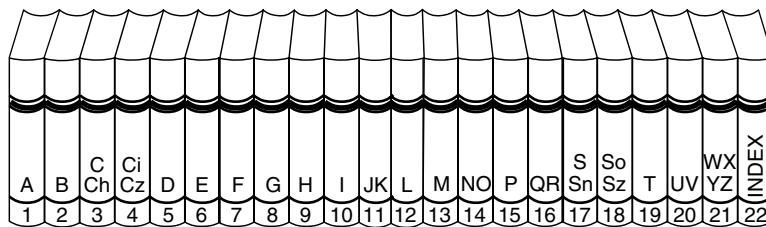
**Study Skills: Use an Encyclopedia**

- An **encyclopedia** is a reference book that has general articles about people, places, things, events, and ideas. You can also find encyclopedia articles online or on CD-ROM.
- Most encyclopedias are made up of a set of books, or volumes. Articles in an encyclopedia are arranged alphabetically by topic. The **spine** of the book is labeled to tell you which part of the alphabet is in that book.
- The encyclopedia also uses **entry words** and **keywords** to help you find information. A **cross reference** will lead you to related articles.

**310 Dominion Day**  
**Dominion Day.** See Canada Day.  
**Dominoes,** *DAHM uh nohz* is the name for several games played with small rectangular pieces called dominoes. Dominoes were probably invented in China. A set of dominoes consists of 28 pieces, each divided into sections. Each section is marked with either no dots or from one to six dots. Most sets of dominoes are made of bone, ivory, plastic, or wood.

Answer the following questions.

1. What is the entry word for the encyclopedia article shown? \_\_\_\_\_
2. Given the cross reference above, in what volume would you look to find information about Dominion Day? \_\_\_\_\_
3. What keyword would you look up to find information about the game of soccer? \_\_\_\_\_
4. In what volume would you look to find information about ocelots? \_\_\_\_\_
5. Where would you look to find information about the Battle of Gettysburg? \_\_\_\_\_



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**At Home:** Write three topics you would like to learn more about. Then write the keyword you would use to find information on each.



**Vocabulary: Prefixes and Suffixes**

You can change the meaning of words by adding prefixes and suffixes.

- A **prefix** is a word part added to the beginning of a base word:  
*un* + *do* = *undo*
- A **suffix** is a word part added to the end of a base word:  
*wash* + ***able*** = *washable*

Add the base words to the word parts given below. Write the new words on the lines. Then, go back and circle the prefixes and suffixes in the equation.

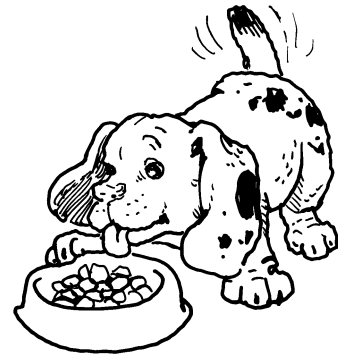
1. dis + like = \_\_\_\_\_
2. mis + match = \_\_\_\_\_
3. bi + weekly = \_\_\_\_\_
4. care + less = \_\_\_\_\_
5. hope + ful = \_\_\_\_\_
6. un + bear + able = \_\_\_\_\_
7. im + pass + able = \_\_\_\_\_
8. un + tie = \_\_\_\_\_
9. re + place + ment = \_\_\_\_\_
10. pre + season = \_\_\_\_\_
11. good + ness = \_\_\_\_\_
12. hand + ful = \_\_\_\_\_
13. entertain + ment = \_\_\_\_\_
14. violin + ist = \_\_\_\_\_
15. shape + less = \_\_\_\_\_

**Composition: Organization**

- **Organize** ideas in a paragraph in a clear and logical way.
- **Time-order** words will help you present ideas in order.  
*at first, next, then, beforehand, at the same time, afterward*
- **Spatial** words can give the reader clearer directions.  
*above, behind, beside, next to, under*

Read the paragraph below. Then list the time-order words and spatial words on the lines below.

Reg was playing next to the house with his new puppy. He threw a ball, and the dog just sat with its tongue hanging out. Reg guessed that it was hungry, thirsty, and probably tired, too. First, Reg brought the puppy inside and asked his mother for two clean bowls. Then, he filled the blue bowl with water and filled the red bowl with kibble. Next, he set the bowls in front of the puppy. The dog quickly slurped up some water and devoured the food. After dinner, Reg made a bed out of a box and an old blanket. Finally, he placed the dog's bed beside his own. He was happy that the two of them could sleep near one another all night long.



**Time-Order Words**

**Spatial Words**

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**At Home:** Use time-order words and spatial words to describe how you would train a new puppy.

## Adjectives

### RULES

- An **adjective** is a describing word that tells information about a noun or pronoun.

*The old, outdated turntable has been replaced.*

adjectives      noun

- Adjectives** can appear in different places within a sentence. They often come after linking verbs such as *am, is, are, was, and were*.

Now, CD players are popular.

noun      adjective

Write the adjective or adjectives that appear in each sentence. Underline the noun or pronoun each adjective describes.

- The CD player offers better sound than most equipment that was used twenty years ago. \_\_\_\_\_
- The player uses thin discs that will last a long time if you take care of them properly. \_\_\_\_\_
- They are small and will fit easily into a protective case. \_\_\_\_\_
- Some cases are convenient. \_\_\_\_\_
- The durable disc uses a unique code to store music. \_\_\_\_\_
- The code is digital. \_\_\_\_\_
- A laser beam is able to read the unique codes without coming into contact with the disc. \_\_\_\_\_
- Most people enjoy the superior quality that a CD player provides. \_\_\_\_\_
- A special type of compact disc is able to store information. \_\_\_\_\_
- You can see that CDs can be used for a wide variety of purposes. \_\_\_\_\_

## Articles

### RULES

- **Articles** are special kinds of adjectives.
- The **articles** *a*, *an*, and *the* are adjectives that refer to a specific noun.
- For singular nouns, use *an* before vowel sounds, and *a* before consonant sounds.

*An organization called SCA is a volunteer organization.*

- The **article** *the* can refer to a particular singular or plural noun.

*The president of our school environmental club is a member of SCA.*

singular noun

plural noun

*SCA stands for the words Student Conservation Association.*

Underline the article or articles that correctly completes each sentence.

1. If you want to join (an, a) crew of environmental volunteers, contact (an, a) organization called SCA.
2. (The, A) association believes in helping improve (the, a) environment through hard work.
3. (An, The) students who would like to do volunteer work must apply for (an, the) job.
4. (A, The) students are given (an, a) application that they must complete.
5. Then (the, a) organization asks for at least two references from people who know (a, the) applicant very well.
6. (The, A) references are (a, an) important part of (a, the) application process.
7. If you are interested, you can get (an, a) application on-line by searching for SCA on (the, a) internet.
8. As (an, a) volunteer, you will work to protect our nation's public lands.
9. (An, The) SCA gives young adults (an, a) opportunity to gain important skills in conservation.
10. Here is (an, a) chance to help conserve our environment and meet other young people who want to save (the, an) earth.

## Demonstrative Adjectives

### RULES

- A **demonstrative adjective** comes before a noun and tells which one or which ones.

*Look at your face in this mirror.*  
(nearby-singular)

*We will use that mirror later.*  
(farther away-singular)

- **This** and **these** are demonstrative adjectives that point out people or things that are nearby.
- **That** and **those** are demonstrative adjectives that point out people or things that are farther away.

*These mirrors can teach us about light.*  
(nearby-plural)

*Those mirrors have a curved surface.*  
(farther away-plural)

Underline the demonstrative adjective. Circle **singular** if it describes a singular noun or circle **plural** if it describes a plural noun.

- |   |                 |               |
|---|-----------------|---------------|
| 1. This class will now study about the behavior of light.               | <b>singular</b> | <b>plural</b> |
| 2. "Tom, please distribute three of those small mirrors to each group." | <b>singular</b> | <b>plural</b> |
| 3. "Notice how these mirrors are arranged to form a triangle."          | <b>singular</b> | <b>plural</b> |
| 4. "Now, please hand me that tape."                                     | <b>singular</b> | <b>plural</b> |
| 5. "Do you see how I taped this edge?"                                  | <b>singular</b> | <b>plural</b> |
| 6. "I will tape those edges the same way."                              | <b>singular</b> | <b>plural</b> |
| 7. Each group made that type of mirrored triangle.                      | <b>singular</b> | <b>plural</b> |
| 8. They used those triangles to study reflection.                       | <b>singular</b> | <b>plural</b> |
| 9. "Look what happens when I place this pencil inside the triangle."    | <b>singular</b> | <b>plural</b> |
| 10. They saw that pencil multiplied a zillion times!                    | <b>singular</b> | <b>plural</b> |

**Mechanics and Usage: Proper Adjectives**

**RULES**

- A **proper adjective** is an adjective formed from the name of a particular person, place, thing, or idea.
- Always capitalize a proper adjective.

*Have you ever eaten Swedish meatballs?*

\ **proper adjective**

Write the proper adjective that appears in each sentence.

1. I love the taste of most European foods. \_\_\_\_\_
2. I prefer their taste over some of the spicy Asian foods. \_\_\_\_\_
3. Some people think that English tea goes well with many foods. \_\_\_\_\_
4. A French person might be offended at the thought of drinking tea during a meal. \_\_\_\_\_
5. Other people prefer to accompany their meal with German beverages. \_\_\_\_\_
6. Once I spent a week touring the Balkan countries. \_\_\_\_\_
7. My Belgian friends accompanied me on this trip. \_\_\_\_\_
8. We tasted Dutch baking while visiting Holland. \_\_\_\_\_
9. I'll admit that I prefer Greek pastries. \_\_\_\_\_
10. The chocolate of Belgium surpassed the finest Swiss chocolate. \_\_\_\_\_
11. Many Western European cities have delightful cafes. \_\_\_\_\_
12. One kind of Parisian restaurant is called a bistro. \_\_\_\_\_
13. These French restaurants are all over Paris. \_\_\_\_\_
14. Many American restaurants are copying the outdoor cafes of Europe. \_\_\_\_\_
15. Do you know if outdoor cafes are as popular in Middle Eastern cities? \_\_\_\_\_

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**At Home:** Write a menu. List foods from foreign countries on your menu. Use proper adjectives.

## Mixed Review

### RULES

- An **adjective** is a word that tells something about a noun or a pronoun. It usually tells *what kind* or *how many*.

*Many children get smallpox vaccinations today.*

how many

what kind

- The words *a*, *an*, and *the* are **articles**. An **article** is a special kind of adjective.
- A **demonstrative adjective** is another special kind of adjective. It tells which one or which ones. The words *this*, *that*, *these*, and *those* are demonstrative adjectives.

*This vaccination was developed by a doctor.*

demonstrative adjective

article

Write the adjective that describes the underlined noun. Then write *A* above each article and *DA* above each demonstrative adjective.

1. A doctor in Germany experimented with glass tubes. \_\_\_\_\_
2. There was an electric current going through these tubes. \_\_\_\_\_
3. He put black paper around one of the tubes. \_\_\_\_\_
4. He made a special substance glow. \_\_\_\_\_
5. His experiment with that tube led to a surprising discovery. \_\_\_\_\_
6. The doctor's discovery was invisible rays. \_\_\_\_\_
7. This doctor named the unknown rays X rays. \_\_\_\_\_
8. An English doctor had many patients with smallpox. \_\_\_\_\_
9. Some patients had a milder disease called cowpox. \_\_\_\_\_
10. The keen observations of this doctor led to a discovery. \_\_\_\_\_

## Comparative and Superlative Adjectives

### RULES

- **Comparative adjectives** compare two nouns or pronouns and usually end with *-er*.  
*My new school is **bigger** than my old school.*
- **Superlative adjectives** compare three or more nouns or pronouns and usually end with *-est*.  
*This school is the **biggest** of the five different schools I have attended.*
- If an adjective ends in *e*, drop the *e* before adding *-er* or *-est*.
- If an adjective ends in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For one-syllable adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Write the letter for the correct superlative and comparative forms of each adjective.

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

- a. widder, widest
- b. wider, widest
- c. wider, widest

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

- a. funnier, funniest
- b. funnyer, funnyest
- c. funier, funiest

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

- a. hapier, hapiest
- b. happyier, happyiest
- c. happier, happiest

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

- a. smallier, smallest
- b. smaller, smallest
- c. smaler, smalest

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

- a. larger, largest
- b. largger, larggest
- c. larger, largerst

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

- a. wetter, wetttest
- b. weter, wetest
- c. wetters, wetterst

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

- a. mildrer, mildrest
- b. milder, mildiest
- c. milder, mildest

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

- a. reddier, reddiest
- b. redder, reddest
- c. redder, redest

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

- a. rarier, rarest
- b. rarer, rariest
- c. rarer, rarest

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

- a. fater, fatest
- b. fatter, fattest
- c. fatter, fatterst

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

- a. fastrer, fastrest
- b. faster, fasttest
- c. faster, fastest

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

- a. whiter, whitest
- b. whitter, whittest
- c. whiter, whitrest

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

- a. slimer, slimest
- b. slimmer, slimmest
- c. slimyer, slimyest

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

- a. rudder, ruddest
- b. rudeer, rudeest
- c. ruder, rudest

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

- a. hotter, hottest
- b. hoter, hotest
- c. hotrer, hotrest



## Comparing with *More* and *Most*

### RULES

- Use **more** and **most** when comparing with most adjectives that have two or more syllables.
- Use **more** when comparing two nouns or pronouns.  
*I think this book is **more** interesting than that one.*
- Use **most** when comparing three or more nouns or pronouns.  
*This book is the **most** interesting book I have ever read.*

Never use **more** or **most** with adjectives that end in *-er* or *-est*.

#### CORRECT:

more happy

most happy

#### INCORRECT:

more happier

most happiest

Complete the chart by adding the missing adjectives.

ADJECTIVE	COMPARATIVE FORM	SUPERLATIVE FORM
1.		most awkward
2.	more difficult	
3. stubborn		
4.	more fantastic	
5. unusual		
6. restful		
7.		most exciting
8.	more comfortable	
9. wonderful		
10.		most amusing

## Comparing with *Good* and *Bad*

### RULES

- The adjective **good** has irregular comparative and superlative forms. Use **better** for comparing two nouns. Use **best** for comparing three or more.  
*Areas of historical significance are a **good** place to hunt for artifacts.  
Some archaeologists suggest that sunken ships are a **better** place.  
Others say that the pyramids in Egypt are the **best** place of all.*
- The adjective **bad** has also irregular comparative and superlative forms. Use **worse** to compare two nouns. Use **worst** to compare three or more.  
*Archaeologists think that failing to catalog discovered artifacts is a **bad** idea. Selling archaeological objects is **worse**. Discarding ordinary objects found in an archaeological dig is the **worst** idea of all.*

Rewrite each sentence. Use the correct form of the adjective in parentheses.

1. Archaeologists think losing valuable remains is (bad) than losing recently obtained artifacts.

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2. I believe that Egyptian pyramids are a (good) place to explore than submerged cities.

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3. The discovery of the tomb of the ancient Egyptian king Tutankhamen in 1922 was the (good) discovery of its time.

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4. Taking your own survey of an area is (good) than looking at a photograph of a dig site.

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5. Digging in a hurried and reckless manner is the (bad) thing to do during an archaeological excavation.

---

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**At Home:** Find an item at home that reveals something about you. Write a sentence using a form of *good* or *bad*.

## Combining Sentences: Adjectives

### RULES

- Use an adjective to **combine two sentences** that tell about the same noun.

adjective

*Rome was a city in the Roman Empire. It was a **large** city.*

*Rome was a **large city** in the Roman Empire.*

Use an adjective to combine the two sentences into one new sentence. Write the new sentence on the line.

1. Rome began on seven hills in central Italy. The hills were steep.

\_\_\_\_\_

2. Much soil lay nearby. The soil was fertile.

\_\_\_\_\_

3. Romans raised crops on large estates. They were wealthy.

\_\_\_\_\_

4. The Roman Empire owned deposits of minerals. The deposits were rich.

\_\_\_\_\_

5. They owned forests in Asia Minor. The forests were dense.

\_\_\_\_\_

6. Romans farmed vineyards in an area called Gaul. The vineyards were thriving.

\_\_\_\_\_

7. The people of the Roman Empire had many customs. The customs of the people were different.

\_\_\_\_\_

8. Senators and landowners were in the upper class. The upper class was special.

\_\_\_\_\_

9. Citizens and slaves belonged to the lower class. The lower class was larger.

\_\_\_\_\_

10. Both classes mingled in the Forum. The Forum was a bustling place.

\_\_\_\_\_

## Mechanics and Usage: Abbreviations

### RULES

- An **abbreviation** is a letter or a group of letters that stand for a word.
- Most abbreviations begin with a capital letter and end with a period.  
*Mister ( Mr. )      January ( Jan. )      Avenue ( Ave. )*
- An initial is the first letter of a person's name, followed by a period.  
*Clive Staples Lewis ( C.S. Lewis )*
- No periods are used in abbreviations of states.  
*The abbreviation **TX** stands for the state of Texas.*

Choose an abbreviation from the box that stands for each word or phrase. Write it on the line. Note: State abbreviations are listed in the Handbook.

1. Wednesday \_\_\_\_\_
2. West Virginia \_\_\_\_\_
3. Avenue \_\_\_\_\_
4. February \_\_\_\_\_
5. Governor \_\_\_\_\_
6. Michigan \_\_\_\_\_
7. Boulevard \_\_\_\_\_
8. Doctor \_\_\_\_\_
9. Senator \_\_\_\_\_
10. September \_\_\_\_\_
11. Junior \_\_\_\_\_
12. Street \_\_\_\_\_
13. California \_\_\_\_\_
14. inch \_\_\_\_\_
15. Post Office \_\_\_\_\_

<b>Gov.</b>
<b>Blvd.</b>
<b>in.</b>
<b>WV</b>
<b>Sen.</b>
<b>Ave.</b>
<b>MI</b>
<b>Dr.</b>
<b>Wed.</b>
<b>CA</b>
<b>Sept.</b>
<b>Jr.</b>
<b>P.O.</b>
<b>Feb.</b>
<b>St.</b>

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**At Home:** Write five sentences using abbreviations from the above activity.

**Mixed Review****RULES**

- **Comparative adjectives** tell how two people, places, or things are alike or different. Add *-er* to most one-syllable adjectives that compare.

*A kiwi's egg is **bigger** than a robin's egg.*

- **Superlative adjectives** tell how more than two people, places, or things are alike or different. Add *-est* to most one-syllable adjectives that compare.

*An albatross has the **greatest** wingspan of all birds.*

- With some longer adjectives, you use **more** or **most** to compare things. Use *more* to compare two things. Use *most* to compare more than two things.

*A woodpecker has a **more** pointed beak than a duck.*

*Of all birds, I think the robin has the **most** colorful eggs.*

- The adjectives **good** and **bad** have special forms to compare things. The forms are *better*, *best* and *worse*, *worst*. Use *better* and *worse* to compare two things. Use *best* and *worst* to compare more than two things.

*A pond is a **better** place to see a duck than a meadow.*

*A tree trunk is the **best** place to find a woodpecker.*

Complete each sentence with the correct form of the adjective given in dark type. Add *-er*, *-est*, *more*, *most*, or write the special form.

- interesting** Emma thinks birds are the \_\_\_\_\_ of all animals.
- good** Her report on birds was the \_\_\_\_\_ in her class.
- good** It was \_\_\_\_\_ than her last report on mammals.
- surprising** Her information about birds was \_\_\_\_\_ than her facts about mammals.
- bright** She knew some birds had \_\_\_\_\_ feathers than others.
- good** She found birds with dull feathers are the \_\_\_\_\_ singers.
- bad** Emma thinks the crow has the \_\_\_\_\_ call.
- bad** To her, a crow's call is \_\_\_\_\_ than a bluejay's call.
- large** Emma found out that the \_\_\_\_\_ bird of all is the ostrich.
- fast** At 34 miles an hour, the ostrich is a \_\_\_\_\_ runner than a squirrel.

**Common Errors: Comparative and Superlative Adjectives**

**RULES**

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

*Whales are **larger** than dinosaurs.*

*Hummingbirds are the **smallest** of all birds.*

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

*For their size, ants are **more powerful** than people.*

*Macaws are the **most colorful** of all birds.*

- Do not use the *-er* or *-est* form with *more* or *most*.

*Wrong: Swans are **more larger** than sparrows.*

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

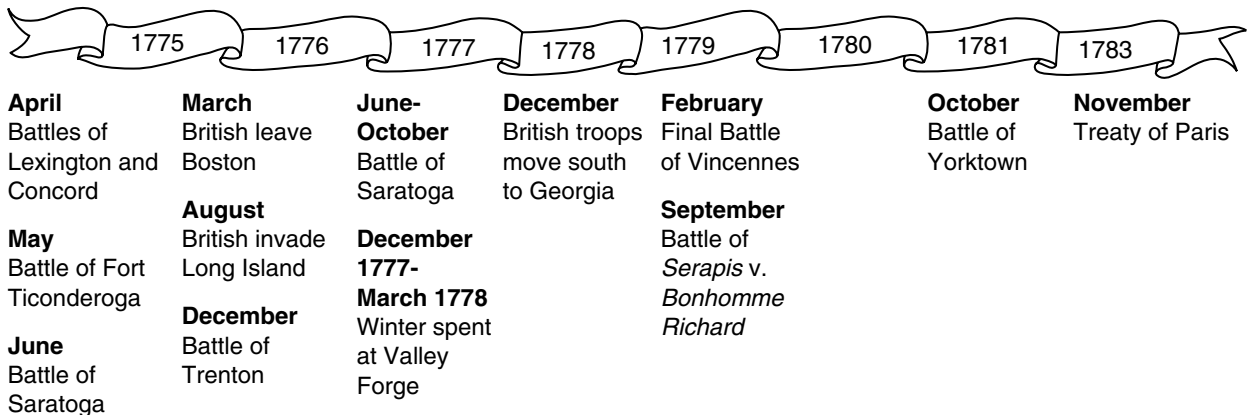
1. For its size, the rhinoceros beetle is one of the (powerful) animals in the world. \_\_\_\_\_
2. The (enormous) swarm of locusts ever known contained 12.5 trillion locusts. \_\_\_\_\_
3. Spider silk is 15 times (fine) than human hair. \_\_\_\_\_
4. For its size, the flea is the (high) jumper of all animals. \_\_\_\_\_
5. The arctic tern travels the (great) distances of any other animal. \_\_\_\_\_
6. Spider silk is (durable) than steel. \_\_\_\_\_
7. The cheetah is the (swift) animal on Earth. \_\_\_\_\_
8. Giant tortoises can live (long) than people. \_\_\_\_\_
9. Some kinds of whales are (massive) than the largest dinosaur. \_\_\_\_\_
10. At birth, a baby kangaroo is no (big) than a queen bee. \_\_\_\_\_

## Study Skills: Use Time Lines and Historical Maps

- A **time line** is a diagram that shows a series of events in time, in the order in which they happened. Dates are marked on a time line to identify these events.
- A time line can help you see how events are related.

Look at the time line below. It shows the battles of the American Revolution.

### Battles of the American Revolution



Use the time line to answer the questions below.

1. What were the first two battles of the war?

\_\_\_\_\_

2. How many years separate the Battles of Lexington and Concord and the Treaty of Paris? \_\_\_\_\_

3. Was the Battle of Saratoga before or after the Battle of Ticonderoga?

\_\_\_\_\_

4. During which winter did Washington's troops stay in Valley Forge?

\_\_\_\_\_

5. What important battle was fought in 1781?

\_\_\_\_\_

**Vocabulary: Synonyms and Antonyms**

- **Synonyms** are words that have the same or almost the same meaning.  
The word *small* is a synonym for *tiny*.
- **Antonyms** are words that have opposite meanings.  
The word *hot* is an antonym for *cold*.

Complete the chart by filling in synonyms and antonyms.

WORD	SYNONYM	ANTONYM
1. big	large	_____
2. cold	chilly	_____
3. happy	_____	sad
4. light	bright	_____
5. close	shut	_____
6. warm	toasty	_____
7. dark	murky	_____
8. sad	_____	happy
9. chilly	_____	hot
10. large	_____	small
11. cloudy	fuzzy	_____
12. wet	damp	_____
13. windy	_____	calm
14. mean	cruel	_____
15. buy	purchase	_____

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## Composition: Outlining

- An **outline** is a plan that organizes ideas about a specific topic. Outlines group facts into categories and show how facts are related.

The title tells the topic.

- I. A **main idea** is labeled by a Roman numeral.
  - A. A **supporting detail** is labeled by a capital letter.
  - B. A **supporting detail** is labeled by a capital letter.
- II. A **main idea** is labeled by a Roman numeral.
  - A. A **supporting detail** is labeled by a capital letter.
  - B. A **supporting detail** is labeled by a capital letter.

A student wrote this outline about Arbor Day. Answer the questions about it.

### Arbor Day

- I. What it is
  - A. Day set aside for planting trees
  - B. Observed at different times in different states
- II. History of Arbor Day
  - A. Sterling Morton in Nebraska
  - B. Idea picked up by other states
- III. Importance of Arbor Day
  - A. Beautifies landscape
  - B. Conservation



1. What is the topic of the outline? \_\_\_\_\_
2. How many main ideas are there? \_\_\_\_\_
3. What is the second main idea? \_\_\_\_\_
4. Name one detail that supports the first main idea.  
\_\_\_\_\_
5. How many details support the third main idea? \_\_\_\_\_

## Pronouns

### RULES

- A pronoun takes the place of one or more nouns.
- There are singular pronouns and plural pronouns.
- A pronoun has to match the noun or nouns it takes the place of.

**Ashley** wrote a report about cowhands.

**Cowhands** wear special clothing.

**She** wrote a report about cowhands.

**They** wear special clothing.

← **singular**

← **plural**

Underline the pronoun in each sentence. Circle the word that tells whether the pronoun is **singular** or **plural**.

- |   |                 |               |
|---|-----------------|---------------|
| 1. Ashley read her report to the class.                   | <b>singular</b> | <b>plural</b> |
| 2. It was a history report about cowhands.                | <b>singular</b> | <b>plural</b> |
| 3. She described the clothing cowhands wore.              | <b>singular</b> | <b>plural</b> |
| 4. Ashley discussed the bandanna and how it was used.     | <b>singular</b> | <b>plural</b> |
| 5. Ashley said all cowhands wore them on the trail.       | <b>singular</b> | <b>plural</b> |
| 6. They used the bandanna in many ways.                   | <b>singular</b> | <b>plural</b> |
| 7. A cowhand would use it as a sweatband.                 | <b>singular</b> | <b>plural</b> |
| 8. A bandanna dipped in a stream would help him cool off. | <b>singular</b> | <b>plural</b> |
| 9. He might get hurt and use a bandanna as a bandage.     | <b>singular</b> | <b>plural</b> |
| 10. It kept dust from a cowhand's nose and mouth.         | <b>singular</b> | <b>plural</b> |
| 11. Ashley said she had some photos of cowhands.          | <b>singular</b> | <b>plural</b> |
| 12. They were old-time photos of the American West.       | <b>singular</b> | <b>plural</b> |
| 13. I thought Ashley's report was very interesting.       | <b>singular</b> | <b>plural</b> |
| 14. My friend said he learned a lot about cowhands.       | <b>singular</b> | <b>plural</b> |
| 15. When Ashley finished, we asked a lot of questions.    | <b>singular</b> | <b>plural</b> |

## Subject Pronouns

### RULES

- A **subject pronoun** is a pronoun that is the subject of a sentence.
- The subject pronouns are ***I, you, he, she, it, we,*** and ***they.***

*I like to walk to school.*

*He likes to walk to school.*

*We walk to school together.*

*You can walk with us.*

Write the subject pronoun in each sentence.

1. Fernando and I walked to school on Monday morning. \_\_\_\_\_
2. It was a warm and sunny spring day. \_\_\_\_\_
3. We were late and began running. \_\_\_\_\_
4. Suddenly he tripped on the sidewalk and fell down. \_\_\_\_\_
5. He scraped his right arm on the cement. \_\_\_\_\_
6. It was a bad scrape and started to bleed a lot. \_\_\_\_\_
7. We needed to think of a way to stop the bleeding. \_\_\_\_\_
8. Maybe you can guess our solution. \_\_\_\_\_
9. I told Fernando to take off his socks. \_\_\_\_\_
10. They made good bandages. \_\_\_\_\_



## Object Pronouns

### RULES

- An **object pronoun** is a pronoun that is the object of an action verb.
- An object pronoun is a pronoun that is used after words such as **to, for, with, in, of, or at.**
- The object pronouns are **me, you, him, her, it, us, and them.**

*I went on a trip with **them**.*

used after word **with**

*He helped **her** solve a problem.*

used as object of verb **helped**

Write the object pronoun in each sentence.

1. Wyatt invited me on a camping trip.

2. His parents took us to a national park.

3. I helped him put up the tent.

4. Then we put our sleeping bags in it.

5. In the morning, Wyatt's dad made pancakes for us.

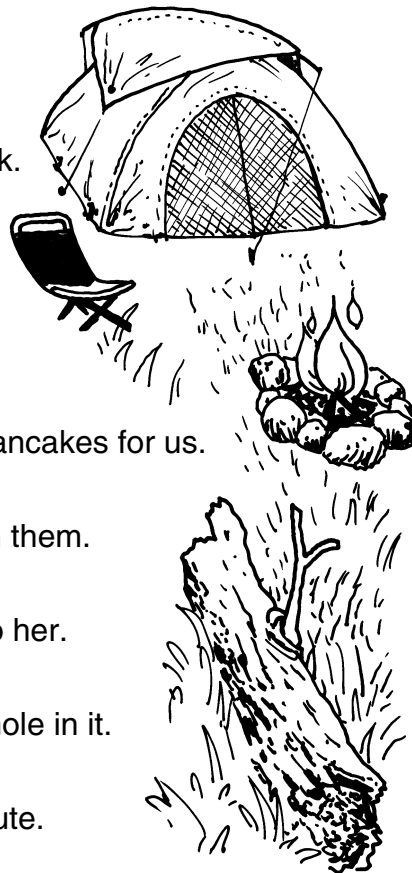
6. Wyatt's mom wanted to put syrup on them.

7. I handed the bottle of maple syrup to her.

8. Syrup began leaking out of a small hole in it.

9. Wyatt's dad told her to wait one minute.

10. He took tape from a first-aid kit and put it over the hole.




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## Mechanics and Usage: Colons and Hyphens

### RULES

- Use a **hyphen** to divide a word at the end of a line. Divide the word between syllables.

*Linda Lucia thought of a way to solve her **prob-lem**.*

- Use a **hyphen** to connect the parts of some compound words.

*Linda Lucia has a picture of her **great-grandmother**.*

- Use a **colon** between the hour and the minutes in the time of day.

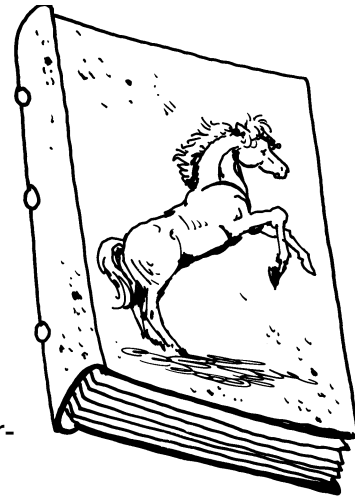
*Some people ride horses at **6:00** in the morning.*

- Use a **colon** after the greeting of a business letter.

Dear Mr. Edwards:

Underline the word in each sentence that contains a hyphen or a colon.

1. Linda Lucia has a collection of twenty-six pictures of horses.
2. She has cut out most of her horse pictures from magazines.
3. Yesterday afternoon at 3:30, she bought a magazine with a picture of a beautiful colt on the cover.
4. At 4:30, she went to look for the magazine in her room.
5. Linda Lucia saw her cat on the bed and the magazine nearby with a torn cover.
6. Linda Lucia and her mom searched all over for her best-loved magazine.
7. Then at 7:00, Linda Lucia sat down to write a letter to the publisher of the magazine.
8. Dear Ms. Hall:
9. Linda Lucia was very happy to get a letter from the publishing company and a copy of the magazine.
10. Now Linda Lucia has twenty-seven pictures of horses in her album.



## Mixed Review

### RULES

- A **subject pronoun** is a pronoun that is the subject of a sentence. The subject pronouns are *I, you, he, she, it, we, and they*.  
*You can learn a lot from books.*
- An **object pronoun** takes the place of a noun after an action verb or after words such as *to, for, with, in, or at*. The object pronouns are *me, you, him, her, it, us, and them*.  
*I'll lend **you** my book. Please return the book to **me** next week.*
- Use a **hyphen** to divide a word at the end of a line or to connect the parts of some compound words.  
*The author is a well-known writer. I have read many books about **Na-tive** Americans.*
- Use a **colon** between the hour and the minutes in the time of day.  
*The time now is **2:30**.*

Circle subject pronoun or object pronoun to show what kind of pronoun is underlined in each sentence. If a sentence is missing a hyphen or a colon, write it where it belongs.

1. I read an interesting book about a tribe of Native Americans.

subject pronoun

object pronoun

2. My friend wants to borrow the book and will meet me after school at 315.

subject pronoun

object pronoun

3. It told about the life of Native Americans on the plains of America.

subject pronoun

object pronoun

4. In the past, moving frequently was a way of life for them.

subject pronoun

object pronoun

5. Long ago, a Native American woman would wrap an infant on a board and carry him or her on her back.

subject pronoun

object pronoun

## Pronoun-Verb Agreement

### RULES

- Use a singular verb with a singular subject pronoun.

**singular subject pronoun**  
*He likes to direct plays.*  
**singular verb**

- Use a plural verb with a plural subject pronoun.

**plural subject pronoun**  
*We like to perform in plays.*  
**plural verb**

- When you use the pronouns *he*, *she*, and *it*, add *s* to most verbs.

*She wears a cat costume.*

- When you use the pronouns *I*, *we*, *you*, and *they*, do not add *s* to a verb in the present tense.

*I wear a cat costume.*

If the verb in a sentence needs an *s* added, write the *s*. If it does not need an *s* added, circle the verb.

1. Gam and I act\_\_\_\_\_ in plays at our community theater.
2. In our next play, we both play\_\_\_\_\_ cats.
3. They sing\_\_\_\_\_ together at the beginning of the play.
4. She play\_\_\_\_\_ a smart and serious cat.
5. However, it seem\_\_\_\_\_ like a funny play to me.
6. On opening night, she find\_\_\_\_\_ a tear in her costume.
7. I tell\_\_\_\_\_ the director of the play, Mr. Ross.
8. He quickly solve\_\_\_\_\_ the problem and mends the tear.
9. How do you think\_\_\_\_\_ he repairs the costume?
10. He staple\_\_\_\_\_ the tear together!

**At Home:** Work with a parent or an older sibling. Underline the subject pronoun in each sentence on this page. Then tell your partner whether the pronoun is singular or plural.

## Combining Sentences: Subject and Object Pronouns

### RULES

- You can combine two sentences that have **subject pronouns** into one sentence if they share the same action or idea.

Use the words *and* or *or* to form a compound subject.

*You have a dog with white hair. She has a dog with white hair.*

***You and she** have dogs with white hair.*

Use a verb that agrees with the new **compound subject**.

*You and she **have** dogs with white hair.*

- You can combine two sentences that have **object pronouns** into one sentence if they share the same action or idea.

Use the words *and* or *or* to form a **compound object**.

*A dog is the best pet for him. A dog is the best pet for her.*

*A dog is the best pet for **him and her**.*

Draw one line under the compound subject pronouns. Draw two lines under the compound object pronouns.

- He and I have a problem with our dogs.
- You and she have the same problem.
- The problem for him and me is that our dogs shed.
- Shedding is also a problem for you and her.
- You and I have dogs with long black hair.
- Long black hair is always on you and me.
- The dogs belonging to him and her have thick red hair.
- He and she find red hair on their clothing.
- The solution to our problem came from you and me.
- We told first him and then her to take the hair off with sticky tape.





## Possessive Pronouns

### RULES

- A possessive pronoun shows who or what has or owns something. Use a possessive pronoun in place of a possessive noun.

*David's cat is curious. **His** cat is curious.*

- Some possessive pronouns are used **before** nouns. They are *my, your, his, her, its, our, and their*.

↖ **possessive pronoun**  
**My** friends have two cats.  
 ↘ *noun*

 ↖ **possessive pronoun**  
**Their** cats are curious.  
 ↘ *noun*

- Some possessive pronouns stand alone. They are *mine, yours, his, hers, its, our, and theirs*.

*The black cat is **mine**. The white cats are **theirs**.*

- A.** Fill in the blank with the correct possessive pronoun. Choose one of the pronouns in dark type.

- |  |                      |
|--|----------------------|
| 1. _____ cat jumps on the kitchen counter.                                 | <b>Our, Ours</b>     |
| 2. _____ mother wants the cat to stop doing this.                          | <b>My, Mine</b>      |
| 3. Some friends of _____ told us about a trick.                            | <b>my, mine</b>      |
| 4. They said it worked with _____ cat.                                     | <b>their, theirs</b> |
| 5. Mom was willing to try _____ idea.                                      | <b>their, theirs</b> |
| 6. As they suggested, _____ dad set mousetraps and put them in paper bags. | <b>my, mine</b>      |
| 7. He closed the bags and put them on _____ kitchen counter.               | <b>our, ours</b>     |
| 8. The cat scratched a bag with _____ paws and the traps went off.         | <b>her, hers</b>     |
| 9. The noise scared _____ cat, but she was not hurt.                       | <b>our, ours</b>     |
| 10. Now our cat behaves, and _____ does, too.                              | <b>their, theirs</b> |

**At Home:** Write a short paragraph about a pet you have or one you know. Use four or more different possessive pronouns in your paragraph.

**Mechanics and Usage: Contractions—Pronoun and Verb****RULES**

- A **contraction** is a shortened form of two words.
- Some contractions are made from a **pronoun** and a **verb**.
- Use an **apostrophe** (') in a contraction to show where a letter or letters have been left out.

**pronoun**  
 ↙  
**We are** good friends.  
 ↘  
**verb**

**contraction**  
 ↙  
**We're** good friends.  
 ↘  
**apostrophe**

Write the contraction for the underlined pronoun and verb in each sentence.

1. I am going to Chi Wan's house after school.

\_\_\_\_\_

2. I think we are going to play the game of chess.

\_\_\_\_\_

3. I know it is my friend's favorite game.

\_\_\_\_\_

4. He is a very good player and wins most of the time.

\_\_\_\_\_

5. By playing with Chi Wan, I am becoming a better player.

\_\_\_\_\_

6. He has a little sister, and she is always hiding the chess pieces.

\_\_\_\_\_

7. If they are missing, we can still play checkers.

\_\_\_\_\_

8. He is saving the metal tops from juice bottles.

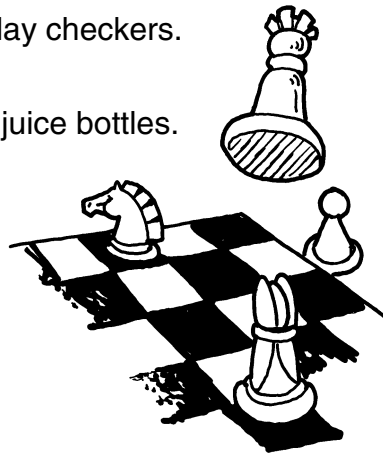
\_\_\_\_\_

9. We are going to color them with red and black marking pens.

\_\_\_\_\_

10. Don't you think it is an easy solution to the problem?

\_\_\_\_\_



## Mixed Review

### RULES

- You can combine the **subject pronouns** of two similar sentences to form a **compound subject**.

*He recycles newspapers. I recycle newspapers.*

*He and I recycle newspapers.*

- You can combine the **object pronouns** of two similar sentences to form a **compound object**.

*The mayor spoke to her. The mayor spoke to him.*

*The mayor spoke to her and him.*

- Use an **apostrophe ( ' )** in a contraction to show where a letter or letters have been left out.
- A possessive pronoun shows who or what owns something. A possessive pronoun never has an apostrophe.

*Thanks for your help. You're a helpful person.*

**possessive pronoun**

**contraction**

Circle the answer that tells whether the underlined word or words are a *compound subject*, a *compound object*, a *contraction*, or a *possessive pronoun*.

1. People of Garbageville realize there is too much trash in their town.

compound subject      contraction      compound object      possessive pronoun

2. The mayor hired Mr. Hill to be in charge of its recycling center.

compound subject      contraction      compound object      possessive pronoun

3. She and he decided to mail information about recycling to every citizen.

compound subject      contraction      compound object      possessive pronoun

4. It's a good idea for people to reuse bags and take them to stores.

compound subject      contraction      compound object      possessive pronoun

5. Maybe Garbageville will share ideas with you and me.

compound subject      contraction      compound object      possessive pronoun

**At Home:** Write sentences with *its*, *it's*, *they're*, and *their*.

## Common Errors: Pronouns

### RULES

- **Subject pronouns** and verbs must agree.

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

**She** is fascinated by elephants.

Plural: *we, you, they*

**They** are very intelligent animals.

- **Object pronouns** are used after an action verb or after words such as *for, at, of, with, in, to, or by*.

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

They are one of **her** favorite subjects.

Plural: *us, you, them*

My sister gave **us** pictures of elephants.

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

The elephant is famous for **its** memory.

Write a subject pronoun, object pronoun, or possessive pronoun to take the place of the underlined word or words.

1. African elephants and Asian elephants are two different kinds of elephants. \_\_\_\_\_
2. The African elephant is larger than the Asian elephant. \_\_\_\_\_
3. Their larger tusks and ears make African elephants seem even larger. \_\_\_\_\_
4. At the zoo, my family and I were able to compare them. \_\_\_\_\_
5. The male African elephant was trumpeting loudly. \_\_\_\_\_
6. In the wild, most elephants live in herds of different sizes. \_\_\_\_\_
7. Herds of elephants are led by older females. \_\_\_\_\_
8. The herd is often led to food and water by the older female. \_\_\_\_\_
9. An elephant mother communicates to her young by slapping her ears against her head. \_\_\_\_\_
10. Elephants greet each other by touching their trunks together. \_\_\_\_\_

## Study Skills: Dictionary

- A **dictionary** gives **word meanings**, **pronunciation**, and **parts of speech** for each **entry word**. The words are listed in alphabetical order.
- A **pronunciation key** helps you figure out the pronunciation.

### greasy/green

**greasy** 1. Soiled with grease. *My dad's' overalls were **greasy** after he repaired the car.* 2. Containing much grease or fat. *These fried potatoes are **greasy**.* 3. Like grease; oily; slick. *This suntan lotion feels **greasy**.* **greas·y** (grē' sē or grē' zē) *adjective*, **greasier**, **greasiest**.—**greasiness**, *noun*.

**great** 1. Very large in size or number. *A **great** crowd gathered.* 2. Very important, excellent, or remarkable. *This is a **great** honor.* 3. Extraordinary in ability or achievement. *He is a **great** baseball player.* **great** (grāt) *adjective*, **greater**, **greatest**

**at**; **āpe**; **fār**; **care**; **end**; **mē**; **it**; **īce**; **pierce**; **hot**; **ōld**; **song**; **fōrk**; **oil**; **out**; **up**; **ūse**; **rule**; **pull**; **turn**; **chin**; **sing**; **shop**; **thin**; **this**; **hw** in **white**; **zh** in **treasure**. The symbol **ə** stands for the unstressed vowel sound in **about**, **taken**, **pencil**, **lemon**, and **circus**.

Use the dictionary excerpt and the pronunciation key to answer the following questions. Write your answers.

1. Which entry word can be pronounced two ways? \_\_\_\_\_
2. Does the vowel sound in the word *great* sound like the vowel in *me*, *end*, or *ape*? \_\_\_\_\_
3. Which definition of *great* is used in the following sentence?  
Albert Einstein had a **great** mind. \_\_\_\_\_
4. What part of speech is *great*? \_\_\_\_\_
5. What other forms of *great* are shown? \_\_\_\_\_

**Vocabulary: Word Choice**

- **Vivid adjectives paint a picture.**

I saw a kitten.      I saw an *orange-and-black striped* kitten.

- **Vivid verbs** also paint a picture.

I saw a kitten jump.    I saw a kitten *pounce*.

- **Vivid adjectives** and **vivid verbs** can be used in one sentence.

I saw an orange-and-black striped kitten pounce.

Match each word with a vivid adjective or vivid verb. Write the letter on the line.

- |                 |              |
|-----------------|--------------|
| 1. _____ big    | a. boiling   |
| 2. _____ cold   | b. chatter   |
| 3. _____ fall   | c. exhausted |
| 4. _____ fast   | d. freezing  |
| 5. _____ hot    | e. gigantic  |
| 6. _____ pretty | f. gorgeous  |
| 7. _____ run    | g. holler    |
| 8. _____ slow   | h. scamper   |
| 9. _____ talk   | i. scribble  |
| 10. _____ tired | j. sluggish  |
| 11. _____ torn  | k. soggy     |
| 12. _____ walk  | l. speedy    |
| 13. _____ wet   | m. tattered  |
| 14. _____ write | n. tumble    |
| 15. _____ yell  | o. wander    |

**Composition: Writing a Description**

- A written **description** creates a clear and vivid picture.
- Use **vivid language** and **sensory details** to write descriptions.

*The librarian had bright red hair, half glasses rimmed with jewels, and a grin that was full of mischief.*

Use vivid language and sensory details to complete each sentence. Try to paint a picture for your reader.

1. The sky looked like \_\_\_\_\_  
\_\_\_\_\_
2. The bird sounded like \_\_\_\_\_  
\_\_\_\_\_
3. The kitchen smelled like \_\_\_\_\_  
\_\_\_\_\_
4. The kitten felt like \_\_\_\_\_  
\_\_\_\_\_
5. The cold water tasted like \_\_\_\_\_  
\_\_\_\_\_
6. The storm was as \_\_\_\_\_ as \_\_\_\_\_  
\_\_\_\_\_
7. The dog yipped and \_\_\_\_\_  
\_\_\_\_\_
8. Ben slammed on the brakes and \_\_\_\_\_  
\_\_\_\_\_
9. Lena sat by the window and \_\_\_\_\_  
\_\_\_\_\_
10. The old house \_\_\_\_\_  
\_\_\_\_\_

## Adverbs

### RULES

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

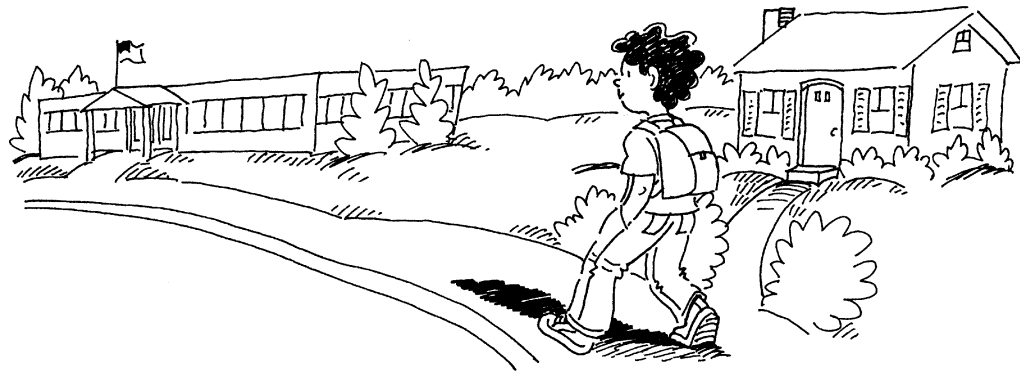
*Enrique moved **away** from home. (answers the question where?)*

*School starts **soon**. (answers the question when?)*

*He **anxiously** hopes to make friends. (answers the question how?)*

Underline the adverb in each sentence. Then write *how*, *when*, or *where* to tell which question the adverb answers.

1. Enrique's family recently moved to a new town. \_\_\_\_\_
2. His family moves often because of his father's work. \_\_\_\_\_
3. Everyone in the family really likes the new apartment. \_\_\_\_\_
4. An elementary school is located nearby. \_\_\_\_\_
5. Enrique is eagerly waiting to start school. \_\_\_\_\_
6. He usually worries about making friends. \_\_\_\_\_
7. Enrique then decides on a plan to help him. \_\_\_\_\_
8. He politely introduces himself to classmates. \_\_\_\_\_
9. He shyly shows classmates his card collection. \_\_\_\_\_
10. He immediately takes part in school activities. \_\_\_\_\_





**Adverbs Before Adjectives and Adverbs**

**RULES**

- You can use an **adverb** to describe an adjective or another adverb.

**adverb**  
*She is **very** artistic.*  
**adjective**

**adverb**  
*She works **unusually** fast.*  
**adverb**

Write the adverb in each sentence that describes the underlined adjective or adverb.

1. My cousin learned so quickly how to use a computer.

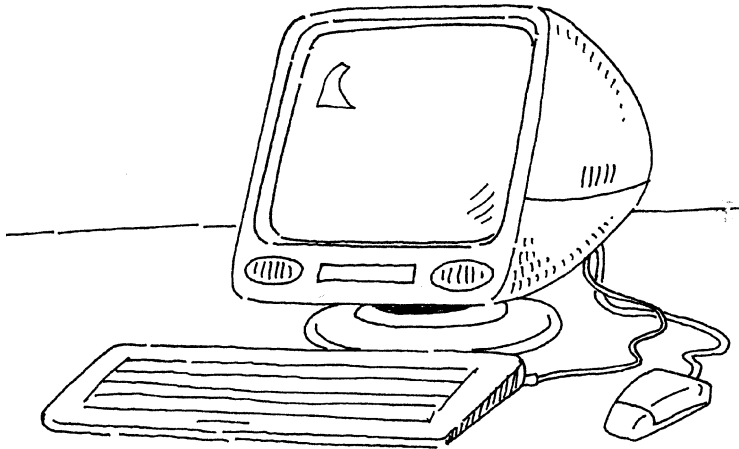
\_\_\_\_\_

2. She volunteers quite often to create ads for clubs.

\_\_\_\_\_

3. She designed a very clever ad for a chess club.

\_\_\_\_\_



4. She was really excited about doing it on the computer. \_\_\_\_\_

5. I think my cousin created a truly original ad. \_\_\_\_\_

6. The club was thoroughly pleased with the ad. \_\_\_\_\_

7. Members thought the art was especially appealing. \_\_\_\_\_

8. Almost immediately people encouraged her to do more. \_\_\_\_\_

9. My cousin very definitely plans to take a computer class. \_\_\_\_\_

10. She is totally serious about becoming a computer artist. \_\_\_\_\_

## Comparing with Adverbs

### RULES

- You can use an **adverb** to compare two or more actions.
- To compare two actions, add *-er* to most short adverbs.  
Use **more** with adverbs that have two or more syllables.  
*Samantha climbed **higher** than Peter.*  
*Jack hikes **more** frequently than Jill.*
- To compare more than two actions, add *-est* to most short adverbs.  
Use **most** with adverbs that have two or more syllables.  
*Of the four students, Samantha climbed the **highest**.*  
*Samantha hikes the **most** frequently of all the students.*
- Do not use *more* or *most* with *-er* or *-est*.  
**Incorrect:** *Jan played more longer than Dan. Stan played the most longest of the three.*  
**Correct:** *Jan played longer than Dan. Stan played the longest of the three.*

Fill in the chart with the correct forms of the adverbs that compare.

Adverb	Compares Two Actions	Compares More Than Two Actions
1. skillfully	_____	_____
2. slow	_____	_____
3. firmly	_____	_____
4. anxiously	_____	_____
5. gracefully	_____	_____
6. loud	_____	_____
7. near	_____	_____
8. easily	_____	_____
9. fast	_____	_____
10. happily	_____	_____

## Negatives

### RULES

- A **negative** is a word that means “no.”  
*You **never** know what might happen.*
- There should be only one negative in a sentence. If there are two negatives, change one negative into a positive word or drop one of the negatives.  
**Incorrect:** *He can't never write for long.*  
**Correct:** *He can't ever write for long.*  
**Correct:** *He can never write for long.*

Write the negative missing from each sentence. Choose a negative from the box.

couldn't	didn't	don't	hadn't	never
no	no one	not	nothing	wasn't

1. Jeremy \_\_\_\_\_ ever entered a writing contest before.
2. He \_\_\_\_\_ hesitate, however, to send in his essay.
3. The fifth-grader thought he had \_\_\_\_\_ to lose by trying.
4. When he got a letter from the President, he \_\_\_\_\_ believe it!
5. \_\_\_\_\_ was more surprised than he was.
6. Jeremy \_\_\_\_\_ expected to be invited to the White House.
7. He had \_\_\_\_\_ idea what to expect.
8. After his trip, Jeremy \_\_\_\_\_ sure what he liked best.
9. It was an experience he would \_\_\_\_\_ soon forget.
10. Jeremy says \_\_\_\_\_ be afraid to take action.



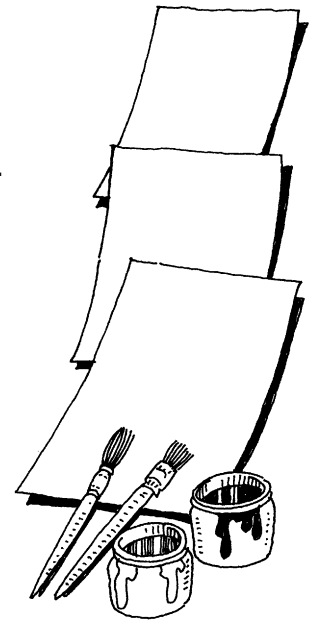
## Mechanics and Usage: Punctuation in Dialogue

### RULES

- Put **quotation marks** before and after a person's exact words.  
*"I hate litter," Grace said.*
- Begin the first word of a quotation with a capital letter.  
*Larry asked, "Who will help us prevent litter?"*
- Use a comma or commas to separate a phrase, such as *he said*, from the quotation itself.
- Put a comma or a period inside closing quotation marks.  
*Grace said, "I'll design a poster."*
- Begin a new paragraph to show a different person is speaking.

In each sentence, underline the exact words a person says.

1. "There's too much litter in our neighborhood," Grace exclaimed.
2. "Well," Larry replied, "let's do something about it."
3. "We could organize an anti-litter campaign," suggested Grace.
4. "Great," laughed Larry, "we'll write to the City Council."
5. He added, "Let's decide how to do it."
6. "First, we design posters asking people not to litter," Grace said.
7. "Then we hang the posters in shop windows," she said.
8. Larry asked, "What supplies will we need?"
9. "We'll need paint and posterboard," replied Grace.
10. "OK," exclaimed Larry, "I'm ready to get started now."
11. He went on, "Let's go to my house and paint the posters."
12. Grace said, "Then we can finish the first anti-litter posters."
13. "Larry," she asked, "can you do it tomorrow?"
14. "If my parents say OK," he replied, "I sure can."
15. Grace shouted, "Watch out, litter, here we come!"



## Mixed Review

### RULES

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

*Caleb went **unwillingly**.* (tells **how**)

***Now** he is excited.* (tells **when**)

*He enjoyed it **there**.* (tells **where**)

- You can use an adverb to describe an adjective or another adverb.

**adverb**
**adverb**  
*The work could be quite dangerous. The workers walked very carefully.*  
**adjective**
**adverb**

- A **negative** is a word that means “no.” There should be only one negative in a sentence.

**Incorrect:** *Isn't it not hard to choose a job?*

**Correct:** *Isn't it hard to choose a job?*

Circle the adverb in each sentence. Then rewrite the sentence so there is no double negative.

1. Yesterday, Caleb hadn't made no decision about a job.

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2. None of them wasn't really exciting to him.

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3. He didn't think no trip to a building site would be very interesting.

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4. Caleb hadn't seen no building so tall.

---

5. The workers climbed high and didn't seem to have no fear of heights.

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**At Home:** Write *how*, *when*, or *where* by each adverb you circled above to tell what question the adverb answers.

## Prepositions

### RULES

- A **preposition** shows the relationship of a noun or pronoun to another word in a sentence.

preposition
preposition  
 ↓                      ↓  
*Ms. Velez runs at the beginning of the day.*

#### Some Common Prepositions

about	during	on
among	for	to
at	in	until
by	of	with

Find the preposition in each sentence and write it on the line.



1. Ms. Velez cared about her health. \_\_\_\_\_
2. She decided on a fitness plan. \_\_\_\_\_
3. Every morning, she ran around a track. \_\_\_\_\_
4. Next, she registered for an exercise class. \_\_\_\_\_
5. The class was held near her house. \_\_\_\_\_
6. Ms. Velez walked to her class. \_\_\_\_\_
7. She enjoyed walking through the park. \_\_\_\_\_
8. Walking up two hills was good exercise. \_\_\_\_\_
9. After a month, Ms. Velez felt wonderful. \_\_\_\_\_
10. Good health has made a change in her life. \_\_\_\_\_

## Prepositional Phrases

### RULES

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

*Almost everybody **in America** watches television.*

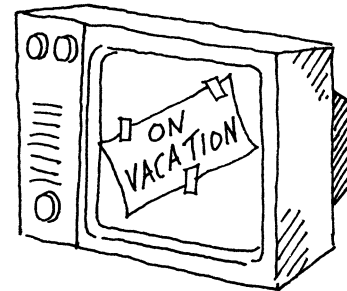
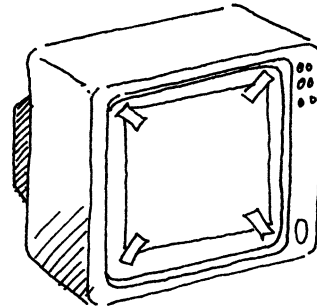
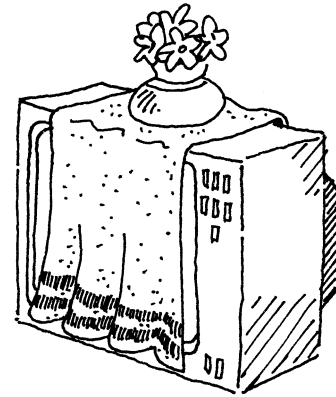
- The noun or pronoun that follows the preposition is the **object of the preposition**.

*Which **of the shows** is your favorite?*

**object of the preposition**

Underline the prepositional phrase in each sentence.

1. There was a town that did without television.
2. Most people in the town stopped watching TV.
3. They did not watch television for a whole week.
4. During that week, their lives changed.
5. Some of the families started doing things together.
6. Some families went to museums.
7. Other families worked together around the house.
8. People talked with one another more often.
9. Families sat at the dinner table and talked.
10. Parents learned about school activities.
11. Children went into their rooms and did homework.
12. After one week, the townspeople watched TV again.
13. Almost everyone waited until the last day.
14. Today they look at the good television programs.
15. However, they also do things away from the TV.



**At Home:** Circle the object of the preposition in each prepositional phrase above.

## Object Pronouns in Prepositional Phrases

### RULES

- The pronoun that follows a preposition in a sentence is an **object pronoun**.
- The **object pronoun** takes the place of a noun in the prepositional phrase.  
*Joseph and his sister waved to **Ed**. (noun)*  
*Joseph and his sister waved to **him**. (object pronoun)*
- Use the **object pronouns** *me, you, him, her, it, us, and them* as objects in **prepositional phrases**.

Write the prepositional phrases in each sentence. Then write the object pronoun in the prepositional phrase.

1. Joseph and his sister had a surprise for us.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

2. His sister showed the cards to me.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

3. All the cards were drawn by him.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

4. The verses were written by her.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

5. Each card had a beautiful autumn leaf on it.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

6. Selling the cards was profitable for them.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

7. With it, they would buy their grandmother a gift.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

8. I said to her, "What a great plan!"

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

9. We bought several cards from them.

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_

10. One greeting was "Just Thinking of You."

prepositional phrase \_\_\_\_\_ object pronoun \_\_\_\_\_



## Interjections

### RULES

- An **interjection** shows strong feeling. It can be one word or a group of words.
- Use an **exclamation mark** after a very strong interjection.  
*Wow! The Dust Bowl had awful dust storms.*
- Use a **comma** after a mild interjection.  
*Well, the Dust Bowl covered a large area.*

Read the sentence. Then write the interjection.

1. Oh dear, the Dust Bowl sounds like an awful time in American history. \_\_\_\_\_
2. Oh, what does the story say about the situation that occurred yesterday? \_\_\_\_\_
3. Well, some parts of America lost their soil and farmers weren't able to plant. \_\_\_\_\_
4. Wow! How did that happen? \_\_\_\_\_
5. Oh, well, there was no rain, and it was very windy for days on end. \_\_\_\_\_
6. Gee, I see there were no plants to keep the soil in place. \_\_\_\_\_
7. Good grief! The wind blew the soil away and left dust. \_\_\_\_\_
8. My goodness! That means crops wouldn't grow. \_\_\_\_\_
9. Well, that's why many people decided to leave their homes. \_\_\_\_\_
10. Gee, thousands of people decided to move and start a new life. \_\_\_\_\_

**Combining Sentences: Complex Sentences****RULES**

- A **complex sentence** contains two related ideas joined by a conjunction such as *although*, *because*, *when*, and *until* to connect ideas.

*She didn't want to open the letter **because** she was too nervous.*

Combine each pair of sentences. Use the conjunction in parentheses.

1. My sister wanted to go to college. She graduated. (after)

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2. My sister would get a scholarship. She continued to get good grades. (If)

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3. She talked with a teacher. She wasn't sure what to study. (because)

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4. The teacher gave her information. She made a decision. (before)

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5. My sister decided to study botany. She liked plants. (since)

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## Mechanics and Usage: Commas with Introductory Prepositional Phrases and Interjections

### RULES

- Use a **comma** after a **prepositional phrase** that comes at the beginning of a sentence.  
*In my town, a house was built in a few days.*
- Use a **comma** after a **mild interjection** at the beginning of a sentence.  
*Well, how was it built so quickly?*

Place a comma after each prepositional phrase or mild interjection in each sentence.

1. Gee there is a way for a family to build their own house.
2. Oh my parents told me about the organization.
3. With numerous volunteer helpers the house can be built quickly.
4. For the family it is a great opportunity.
5. Well it is a way for people to afford a house.
6. From the beginning the homeowners help build their houses.
7. In fact they have agreed to work a certain number of hours.
8. Across the country there are houses built by volunteers.
9. In each town an event is held on building day.
10. Hey I think whoever started this organization had a great plan.
11. Well I think our town plans to have a building day.
12. Why yes I remember seeing a newspaper article about it.
13. Down the street there's a newspaper box.
14. Through the box I can see the story on the front page.
15. On next Saturday people in our town will help build a house

**Mixed Review****RULES**

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.
- The noun or pronoun that follows the preposition is the **object of the preposition**.

*Thomas Moran was a painter **of** American **scenery**.*


  
**preposition**      **object of the preposition**

- An **interjection** shows strong feeling. It can be one word or a group of words.

Use a **comma** after a mild interjection.

***Now**, where are his paintings displayed?*

Use an **exclamation mark** after a very strong interjection.

***Aha!** I see them in the next room.*

Circle the prepositional phrase in each sentence. Then write the preposition and the object of the preposition on the lines. Underline each interjection and write a punctuation mark after it.

1. Hey Here are Thomas Moran's huge paintings of American landscapes.

preposition: \_\_\_\_\_ object of the preposition: \_\_\_\_\_

2. Now what do you know about this artist?

preposition: \_\_\_\_\_ object of the preposition: \_\_\_\_\_

3. Well he traveled to Yellowstone, and the decision changed his life.

preposition: \_\_\_\_\_ object of the preposition: \_\_\_\_\_

4. Goodness He painted pictures of Western wilderness long ago.

preposition: \_\_\_\_\_ object of the preposition: \_\_\_\_\_

5. Oh yes he went on the first government expedition there.

preposition: \_\_\_\_\_ object of the preposition: \_\_\_\_\_

## Common Errors: Adverbs

### RULES

- An **adjective** describes a noun. An **adverb** tells more about a verb, an adjective, or another adverb.

*I **recently** saw a **really rare** map for sale.*

↘ **adverb**      ↘ **adverb**      ↘ **adjective**

- Good** is an adjective. **Well** is an adverb.

*It was a **good** example of how **well** they preserved ancient maps.*

↘ **adjective**                      ↘ **adverb**

- Do not use two negative words together in a sentence.

*We could not find ~~no~~ ancient maps for a long time.*

- 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 the map we were looking for.*

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

- I am (currently, current) learning about maps.
- Maps are (specifically, specific) used for many different purposes.
- Probably the most (commonly, common) used maps are road maps.
- Knowing how to use a road map (good, well) can be very important.
- A (good, well) street map can help you get around an unfamiliar city.
- Climate maps (usually, usual) use color to show what climates are like in different regions.
- An elevation map is an (equally, equal) important kind of map.
- Elevation maps (generally, general) show how high above or below sea level places are.
- You wouldn't (never, ever) use an elevation map as a road map.
- (Really, Real) old maps are my favorite kinds of maps.

**At Home:** Look around your house for a map. What kind of map is it? Write a paragraph describing the map. Use at least three adverbs.

## Study Skills: Use the Card Catalog

- The library has a **card catalog** to help you find materials on a subject. Some libraries have their catalog **on-line**. You can search the catalog by **author**, **title**, or **subject**. The **call number** tells you where the book is located in the library.

### Middleton Library System

#### Search results:

Subject Search: Immigration

Title: Dreams in the golden country: the diary of Zipporah Feldman, a Jewish immigrant girl

Author: Lasky, Kathryn

Publisher: New York: Scholastic, 1998

Subject:     1. Jews—New York—Juvenile fiction  
                   2. Emigration and Immigration—Juvenile fiction  
                   3. Family Life—fiction  
                   4. Diaries—Juvenile Fiction

Library holdings:	Green Street Branch Library	Status: on loan
	Main Street Library	Status: on shelf

Call number:           J Fic LAS

Subject Search

Title Search

Author Search

Back

New Search

Use the catalog shown on the computer screen to answer the following questions. Write your answers.

- What is the title of the book? \_\_\_\_\_  
 \_\_\_\_\_
- Who is the author? \_\_\_\_\_
- How could you find other books by Kathryn Lasky? \_\_\_\_\_  
 \_\_\_\_\_
- Which library has this book available? \_\_\_\_\_
- What is this book's call number? \_\_\_\_\_

## Vocabulary: Figurative Language

To make your writing more vivid, you can use **figurative language**.

- A **simile** makes a comparison. It uses the words *like* or *as*.

*He is **as** sly **as** a fox.*

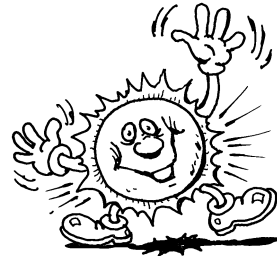
- A **metaphor** compares things without using the words *like* or *as*.

*The **eagle-eyed boy** spotted the missing book.*

- **Personification** gives an object human qualities.

***Sunshine greeted us** when we stepped out of the train.*

Match each sentence below with the sentence that uses figurative language to make it more interesting. Write the letter of the matching sentence on the line.



### Sentence

1. The baby is strong. \_\_\_\_\_
2. He is a good swimmer. \_\_\_\_\_
3. She is very, very happy. \_\_\_\_\_
4. The edges of the pages were folded. \_\_\_\_\_
5. The lamp is on the desk. \_\_\_\_\_
6. The mountain is big. \_\_\_\_\_
7. The brook runs over rocks. \_\_\_\_\_
8. The car needs to be repaired. \_\_\_\_\_
9. It is very dark. \_\_\_\_\_
10. She runs very fast. \_\_\_\_\_

### Figurative Language

- a. The car coughs and wheezes.
- b. The singing brook runs over rocks.
- c. It was as dark as ink.
- d. She runs like a gazelle.
- e. The baby is as strong as an ox.
- f. He swims like a fish.
- g. She is as happy as a lark.
- h. The book has dog-eared pages.
- i. The mountain is a sleeping giant.
- j. The gooseneck lamp is on the desk.

## Composition: Dialogue

- **Dialogue** is the exact words that characters speak in a story. The words are enclosed in **quotation marks**.
- Descriptive details and dialogue can help describe how the speakers act and sound.

*“I’ve never seen anything so beautiful,” cried Andrea, clapping her hands.*

**A.** Underline the speaker’s exact words in each statement below.

1. Mom reminded Billy, “Don’t forget your jacket.”
2. “I never saw anything like it,” said Granddad, shaking his head.
3. “You wait right here,” whispered Ed.
4. “Over here!” yelled Janis.
5. “Well,” said Todd, “I guess that’s the way it goes.”
6. “You haven’t seen my kitten, have you?” asked Cho.
7. “Terry wanted to know if you’re going to the game,” said Ron.
8. Harry turned to Frank and said, “I can’t believe you caught that!”
9. “Where to?” asked the taxi driver, pulling away from the curb.
10. “I’d be happy to help,” said Rita, picking up a box.

**B.** Write five lines of dialogue between two friends.

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