DoDEA

SKILL BUILDER:

GRAMMAR, USAGE, and MECHANICS

BLACKLINE MASTERS

GRADE 4

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**Answer Key** ................................................. 181
Conjunctions

Read both sentences. Then choose the conjunction and, or, or but to connect them. Write the new sentence on the line.

1. I wanted to go to the circus. I was sick that day.
   _________________________

2. I had a cough. My stomach hurt.
   _________________________

3. Did I catch a bug from my brother? Did I eat something bad?
   _________________________

4. My friends wanted me to go. My mom made me stay home.
   _________________________

5. They brought me home a baton. They gave me a balloon.
   _________________________

6. The next day I felt better. My mom said I should stay in bed.
   _________________________

7. Would I see the circus this year? Would I have to wait?
   _________________________

A conjunction is a word like and, or, or but that connects words or groups of words.

Did you ever miss doing something because you were sick? Write about it. Use conjunctions.
Conjunctions

Read the sentences below. Find the conjunction in each sentence and circle it. If the conjunction is correct, write Correct on the line. If it is not, rewrite the sentence with the correct conjunction.

1. Do you want to wear the same outfit as Dorelle, but do you want to wear another outfit?

2. Heather went to the library or borrowed three books.

3. Sam mowed the lawn in the morning and takes a nap in the afternoon.

4. The cat will either jump on the chair and leave the room.

5. The class planned to go to the museum, and their bus broke down.

Write a paragraph about a trip to an amusement park. Use conjunctions.
Italics and Underlining

For each item, circle the sentence that gives a better answer to the question in parentheses. The first one has been done for you.

(Who took the banana?)
   a. I said the monkey took my banana.
   b. I said the monkey took my banana.

1. (Whose banana did the monkey take?)
   a. The monkey took my banana.
   b. The monkey took my banana.

2. (What did the monkey take?)
   a. The monkey took my banana.
   b. The monkey took my banana.

3. (What did the monkey do with my banana?)
   a. The monkey took my banana.
   b. The monkey took my banana.

4. (What did you do to the monkey?)
   a. I yelled at the monkey.
   b. I yelled at the monkey.

5. (Who did you yell at?)
   a. I yelled at the monkey.
   b. I yelled at the monkey.

Make up your own sentence. Write it three times, changing the word to be emphasized.
Italics and Underlining

For each item, underline the sentence that gives the better answer to the question in parentheses ( ).

1. (Where did you go on your class field trip last week?)
   a. Our class went to the aquarium last week.
   b. Our class went to the aquarium last week.

2. (How did you get to the aquarium?)
   a. We took the train to the aquarium.
   b. We took the train to the aquarium.

3. (Which fish did you see first at the aquarium?)
   a. First, we saw the tropical fish.
   b. First, we saw the tropical fish.

4. (What was your favorite tropical fish?)
   a. The clown fish was my favorite tropical fish.
   b. The clown fish was my favorite tropical fish.

5. (Where did you go after seeing the tropical fish?)
   a. Next, we went to the dolphin show.
   b. Next, we went to the dolphin show.

6. (What did you do during the dolphin show?)
   a. I cheered during the dolphin show.
   b. I cheered during the dolphin show.

Write a short dialogue between two friends. Use underlining to emphasize words in the same way you would if you were speaking to a friend.
Conjunctions

A. Read this paragraph. Five conjunctions are incorrect. Draw a line through each conjunction that is wrong, and write the correct conjunction above it.

I was getting ready for our class camping trip, or I couldn’t find my hat. I placed a sweatshirt, two pairs of shorts, but four shirts in my suitcase. I couldn’t decide whether to take my blue sneakers but my yellow sneakers. I finally decided to take both the blue sneakers but my yellow sneakers. I closed my suitcase, or my brother helped me carry it to the car.

B. Read each pair of sentences. Then choose the best conjunction—and, or, or but—to connect them. Write the conjunction on the line.

6. Heather wanted to go outside. She had to finish her homework first.

7. She was playing on the swing. Her mother called her inside for dinner.

8. Does she want a brownie for dessert? Does she want cookies?

9. She wanted to watch TV. It was too close to bed time.

10. She could take a bath. She could take a shower.
Adverbs

Circle the adverb in each sentence. Does it tell how, when, or where the action happened? Write how, when, or where on the line.

I can read quickly.

1. That’s why I finish sooner than most of my friends.

2. One day we were supposed to be reading silently.

3. My friend Gracie was sitting nearby.

4. I wanted her attention immediately.

5. So I softly whispered her name: “Gracie.”

6. She kept reading happily.

7. This time I whispered, loudly, “Gracie!”

8. “What?” she answered, looking up.

9. Everyone quickly turned to look at her.

10. Suddenly I lost all interest in Gracie.

11. But now our teacher was watching me.

12. I’ll have to remember what it means to read quietly.

Adverbs are words that describe verbs or other adverbs. They tell how, where, or when an action happened. Most adverbs that tell how end in -ly.

Write a few sentences about your day in school, using as many adverbs as you can.
Adverbs

In each sentence, circle the adverb in parentheses ( ) that best completes the sentence. The first one has been done for you.

My dog (tomorrow/quickly) ran after the ball.

1. Jerry (immediately/far) went home after school.
2. Dad placed the pillow (sooner/carefully) on the couch.
3. Judy was worried when her puppy ran (easily/outside).
4. My baseball glove is (somewhere/closely) in this room.
5. Johnny’s new bike rides (today/smoothly) over the sidewalk.
6. I wrote (silently/almost) in my journal.
7. Miss Coleman spoke (happily/softly), so I couldn’t hear her.
8. The sun shone (brightly/inside) in the classroom.
9. The fish move (never/swiftly) in the water.
10. We will go to the movies (later/yesterday).
11. There were mosquitoes (earliest/everywhere).

Adverbs are words that describe verbs or other adverbs. They tell how, where, or when an action happened. Most adverbs that tell how end in -ly.

Write several sentences about the playground. Use adverbs to tell how, where, or when an action happened.
Capitalize the Pronoun I

Do you remember some things you did when you were six years old? Write about them. Use the word I at least ten times.

When I was six

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

Write a paragraph telling about something important you did last year. Use the word I.
Capitalize the Pronoun I

Read the following story. Circle any pronoun I that should be capitalized.

First Day

It was warm and sunny that morning. The sun shining through my window finally woke me up. I turned off my alarm, which had been going off for what seemed like forever.

Slowly, I got out of bed and walked down the hall. I was going to watch cartoons, but my mom said, “Jerry, you have to get moving. It’s the first day of school.”

How could I have forgotten? I rushed into the bathroom. I brushed my teeth and combed my hair. I got dressed. Luckily, I had already packed my backpack with my school supplies.

I rushed into the kitchen. I had to hurry, or I was going to miss the school bus. My mom had my lunch ready for me.

“I will just have some toast and juice for breakfast,” I told my mom. She popped in the toast while I poured my juice. As soon as the toast was done, I ate and then dashed out the door.

Running with all my strength, I made it to the corner just before the bus came. Tomorrow I won’t hit the snooze button!

Write a paragraph about how you get ready for school in the morning. Use the pronoun I.
Adverbs

The sentences below are missing adverbs. Choose the adverb in parentheses ( ) that best completes the sentence and write it on the line.

1. The boy knocked ___________ on the front door. (softly/down)

2. Jerry ran ___________ to second base. (anywhere/fast)

3. ___________ Judy asked if she could have dessert. (Tomorrow/Later)

4. The dog sat ___________ beside the chair. (down/before)

5. I could ___________ hear the song. (barely/far)

6. ___________ I made sandwiches for a picnic. (Yesterday/Away)

7. Johnny and I walked ___________ down to the river. (slowly/sweetly)

8. We chatted ___________ as we walked. (sadly/cheerfully)

9. ___________ we arrived at the river. (Finally/Soonest)

10. We ___________ unpacked our basket. (far/quickly)
Compound Sentences

On the lines provided, combine the two related sentences into a compound sentence. The first one has been done for you.

I was old enough to start school. I couldn’t go.

I was old enough to start school, but I couldn’t go.

1. Mama was very busy. She always found time to talk.

Mama was very busy, but she always found time to talk.

2. I could have gone to school in September. I decided not to go.

I could have gone to school in September, but I decided not to go.

3. Mama smiled and shook her head. I saw tears in her eyes, too.

Mama smiled and shook her head, and I saw tears in her eyes, too.

4. We all wanted to touch the beautiful cloth. Lottie wouldn’t let anyone near it.

We all wanted to touch the beautiful cloth, but Lottie wouldn’t let anyone near it.

5. Minna could stay mad at the children for teasing her. She could forgive them.

Minna could stay mad at the children for teasing her, but she could forgive them.

A compound sentence combines two shorter sentences. The sentences can be connected with a word such as and, but, or or. A comma comes before the connecting word.
Compound Sentences

On the lines provided, combine the two related sentences into a compound sentence.

1. It was sunny and nice this afternoon. Minna walked to school.

2. Minna wanted to go on the swings first. They were all taken.


4. Clyde fell down by the slide. His knee was bleeding.

5. Clyde cried. Miss Campbell comforted him.

6. The mothers worked as quickly as they could. The cold weather was quicker.

Write a paragraph about an afternoon at the park. Be sure to include compound sentences.
Subject/Verb Agreement

Read the sentences below. Select the verb in parentheses ( ) that works correctly with the subject. Write that word in the space provided.

1. Papa ____________ Minna in a burlap feed sack.  
   (carry/carries)

2. Minna’s father rarely ____________ the bright colors of day. (see/sees)

3. Mamma ____________ day and night to try to make some money.  
   (stitch/stitches)

4. Minna’s father ____________ her not to worry about a coat. (tell/tells)

5. The Quilting Mothers ____________ to sew a coat for Minna.  
   (decide/decides)

6. Minna and Mama ____________ with happiness. (cry/cries)

7. Minna ____________ the most-worn pieces for her coat.  
   (choose/chooses)

8. When Minna gets to school, her friends ____________ her about her coat. (tease/teases)

9. “Oh, Papa, I ____________ you were here,” Minna cries in the woods.  
   (wish/wishes)

10. Minna could almost hear her father say: “Minna, people only need people, and nothing else. Don’t you ____________ that.” (forget/forgets)

Write a few sentences about your favorite thing to do in your free time. Go back and circle the subjects and their verbs. Check to see that they agree.
Subject/Verb Agreement

Underline the verb in parentheses ( ) that correctly completes each sentence.

1. Minna (walk/walks) home from school.
2. Minna and Mama (sew/sews) in the kitchen.
3. Minna (want/wants) to jump rope at school.
4. Mrs. Miller (live/lives) next door to Minna.
5. Miss Campbell (think/thinks) Minna will be a good student.
6. Minna (study/studies) almost every day.
7. A good student (need/needs) to study.
8. Minna and Souci (attend/attends) the same school.
9. Minna (know/knows) where each piece of cloth came from.
10. She (repeat/repeats) each story to herself.
11. Souci, Lottie, and Clyde (sing/sings) “Rag-Coat! Rag-Coat!”
12. Minna (cry/cries) for Papa.
13. Minna (show/shows) the piece of the woolen jacket to Souci.
14. Friends (share/shares).
15. Minna (bet/bets) she has the warmest coat in school.

Write a few sentences about a summer activity you enjoy. Go back and circle the subjects and their verbs. Check to see that they agree.
Compound Sentences

Read each sentence and circle the conjunction. If the conjunction is the correct one for the sentence, write correct on the line. If it is not, rewrite the sentence on the lines provided with the correct conjunction.

1. Minna and Souci went ice skating, or Clyde stayed home.
   
   2. Clyde is having his birthday party at the amusement park, but he’s inviting all his friends.
   
   3. The girls will either go to a movie tomorrow night, and they will have a slumber party.
   
   4. Lottie wants to go shopping with her friends, but she must do her chores first.
   
   5. The rabbits ran around the yard, but then they hid in their hole.
Action Verbs

A. Circle the action verb in each sentence below.

1. The whole fourth grade watched a video called The Ocean.
2. Mrs. Buffa surprised them after recess.
3. The class thought it was time for math.
4. Mrs. Buffa sent Sarah to the library for the VCR.
5. That's when everyone guessed there might be a video.

B. Five of the ten words in the box are action verbs. Circle them. Then use each in a sentence.

follow happily carry bring peaceful
baseball sit never noisy see

6. ________________________
7. ________________________
8. ________________________
9. ________________________
10. ________________________

Choose three of the five sentences you wrote. Replace the action verb with a different action verb. Write the new sentences.
Action Verbs

Write an action verb on the line in each sentence.

1. The rabbit quickly ________ across the lawn.
2. I ________ the nail with my hammer.
3. The thirsty dog ________ the water noisily.
4. I ________ a quilt from scraps of fabric.
5. The sunset ________ the mountain with orange.
6. The artist ________ a picture of the glassy lake.
7. The huge boulder ________ down the mountain.
8. The wolf cubs ________ across the grassy meadow.
9. We ________ on the big chairs near the pool.
10. The horses ________ across the field.
11. The car ________ at the corner.
12. The man on the bike ________ to the finish line.

Use each action verb in a sentence: follow, shout, rush, slip, pound.
Write four short letters. Use the openings and closings given. Be sure to use capital letters when necessary.

1. dear mom, love, justin

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. dear mr. jones, sincerely, ms. garcia

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. dear grandpa, much love, frieda

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. dear jane, fondly, adin

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In a letter, the greeting and closing words are capitalized.

Write a letter to someone you know. Use capitals where needed.
Capitalization: Letters

Below are two letters. Choose openings and closings from the chart and add them to these letters. Use capital letters when necessary.

<table>
<thead>
<tr>
<th>Openings</th>
<th>Closings</th>
</tr>
</thead>
<tbody>
<tr>
<td>dear mr. Jackson</td>
<td>your friend, Tiffany</td>
</tr>
<tr>
<td>dear Rudy</td>
<td>sincerely, lynell brown</td>
</tr>
</tbody>
</table>

1. __________________________________

Today my class went to the circus. There were three big rings under a giant tent. Men and women performed stunts on trapezes high above our heads. I was sure that they would fall, but they didn’t. It was a very exciting afternoon.

2. __________________________________

Ultimate cherry-flavored toothpaste is the best toothpaste I have ever used! Thank you for inventing such a great product.

Write a letter to a company about a product you like. Tell why you like it. Use capitals where needed.
Capitalize: Letters

Read the letters. They contain a total of five errors in capitalization. Circle each letter that should be capitalized and write the correct capital above it.

1. dear Rudy,
   Are you coming to baseball practice this afternoon?
   
   Your teammate,
   Adam

2. Dear Adam,
   Yes, I am going to baseball practice this afternoon. Why do you ask?
   
   sincerely,
   Rudy

3. Dear Rudy,
   Could I get a ride with you to baseball practice?
   
   gratefully,
   Adam

Name
Irregular Verbs

Read each sentence. Then write on the line the past tense of the irregular verb in parentheses.

1. Our family always __________ part in the little town’s Easter parade. (take)
2. We __________ an early breakfast so we would have plenty of time to get ready. (eat)
3. We all __________ our fanciest clothes, which meant our usual Sunday best. (wear)
4. The year that I was ten, Poppa __________ me my first tie. (give)
5. My grandfather hitched up the horse and cart and __________ us to town. (drive)
6. My mother and aunt always __________ songs and laughed about things that had happened to them when they were little. (sing)
7. Even though they __________ us what some of the laughing was about, I know they didn’t tell us everything! (tell)
8. When we reached town, we found our cousins and __________ to the main street to join the parade. (go)
9. All of the children in the town __________ to get the best place to see the parade. (run)
10. When I got home, I __________ about it in my diary. (write)

Irregular verbs do not add -ed to show past action. Because irregular verbs don’t follow a regular pattern, it is important to remember their spelling.

Work with a partner to make a chart of the present and past tenses of five irregular verbs not included in the exercise.
Irregular Verbs

Read each sentence. Write the correct past tense of the verb on the line.

1. The musician ____________ a long, clear note on his trumpet. (blows/blew)

2. The sun ____________ at 7 o’clock last night. (set/sat)

3. Delmo ____________ the trophy up high. (holds/held)

4. A great gust of wind ____________ the kite. (catch/caught)

5. When Stella heard the bat make contact, she ____________ to second base. (run/ran)

6. The car ____________ to a screeching halt. (come/came)

7. Before buying the CD, Matthew ____________ twenty dollars. (have/had)

8. After the game, the players ____________ hands. (shake/shook)

9. The lightning bolt ____________ a tree in the yard. (struck/strike)

10. Delmo’s parents ____________ him a new bike for his birthday. (give/gave)

Write a paragraph about a trip to a park. Use at least three irregular verbs in your paragraph.
Naming Self Last

Read each sentence. Circle the correct pronoun in parentheses ( ). Then rewrite the sentence correctly on the line.

1. Eduardo, (I/me), and Julio decided to start a soccer tournament.

2. Eduardo called (I/me) and Julio to say that his father would coach.

3. When the word got out, all the kids wanted to join (I/me) and Eduardo.

4. (I/Me), Eduardo, and his father planned a meeting for Saturday morning.

5. Twenty-six kids wanted to join Eduardo, (I/me), and Julio.

Write two sentences in which you name yourself and other people. Use I in the first sentence. Use me in the second sentence.
Naming Self Last

Read each sentence. If the pronoun is correct, write OK on the line. If it is not, write the sentence correctly.

1. I and Stella are going to the park to play basketball.
   __________________________________________________________________________
   __________________________

2. The other girls are waiting for Stella and I.
   __________________________________________________________________________
   __________________________

3. Connie and I pick teams of three.
   __________________________________________________________________________
   __________________________

4. My team has Consuela, Stella, and I.
   __________________________________________________________________________
   __________________________

5. Stella plays offense, and Consuela and me are on defense.
   __________________________________________________________________________
   __________________________

6. Stella scores six points, and Consuela and I each score two.
   __________________________________________________________________________
   __________________________

When you talk or write about yourself and other people, you should name yourself last, using the pronoun I or me. I is used in the subject of a sentence. Me is used after action verbs and prepositions.

Write a paragraph about playing a game with your friends. Include three sentences in which you name yourself and other people.
Irregular Verbs

A. Read each sentence. Write the irregular verb form on the line.

1. Delmo ran to the store.
   ________________________________

2. A strong wind blew through the trees.
   ________________________________

3. The ball flew over the fence.
   ________________________________

4. Elmo held my hand.
   ________________________________

5. Eleanor wrote a thank-you note.
   ________________________________

B. Read the following list of verbs. Write the past-tense form of each one on the line.

6. sleep ________________________________

7. sing ________________________________

8. fall ________________________________

9. give ________________________________

10. catch ________________________________
Subject Pronouns

Underline the subject pronoun in each sentence below.

1. They dipped their nets into the pool of water in hopes of catching a fish.
2. I went down to the creek to look for crawdads.
3. He knew where to find crawdads.
4. They swam underneath a rock.
5. He told me about when his grandfather took him fishing.
6. I caught the most crawdads.
7. It was the best fishing trip ever.
8. We brought the crawdads home for Grandma to cook.
9. She was surprised that we caught so many crawdads.
10. They tasted delicious.
11. We live on a reservation in Oklahoma.
12. I know how to speak and write the Cherokee language.
13. I am lucky to live with Grandma.
14. She loves to tell stories about the People.
15. We enjoy reading about Cherokee traditions.

Write about a time someone showed you how to do something that you really enjoyed. Use subject pronouns.
**Subject Pronouns**

Read the sentences below. Select the subject pronoun that correctly completes each sentence. Write the pronoun on the line.

1. __________ showed photographs of my trip with Bridget. Me  I

2. Then __________ read aloud from her travel diary. she  her

3. __________ traveled with a group for three weeks. Them  We

4. __________ showed us which trails to follow. They  Us

5. Later __________ left the group to travel on our own. we  us

6. After a few days, __________ realized we were lost. her  she

7. __________ showed her the map of Montana. I  Me

8. __________ couldn’t find the trail on the map. We  Them

9. __________ took out her compass. She  Me

10. __________ helped us get back to the right path. Her  It

11. __________ hiked with her in the Bitterroot Mountains. I  Me

12. While hiking, __________ took many pictures. us  we

---

**Write a paragraph about a summer trip. Use subject pronouns.**
Commas

Read the letter below. Insert commas where they are needed.

400 Town Road
Okay Oklahoma
July 1, 2004

Dear Tom,

Summer has finally arrived in Okay Oklahoma. It feels so good to have fresh grass under my feet and the sun’s rays on my face. So how is your summer going in Amherst Massachusetts? I have a friend who will be visiting his grandpa in Boston Massachusetts during August. My friend says that he would like to visit the cities of Providence Rhode Island and Concord New Hampshire too! Is your town far from all of these other places?

My brother went to visit our great-aunt in Rome Italy this summer. He sent me a postcard saying that they will be visiting many towns and cities in Europe. They will go to Paris France and Madrid Spain. I can’t wait to hear all about his trip! Maybe next year I will be able to go. In the meantime, I will have to settle for a trip to Tulsa Oklahoma.

Your friend,
Bridget

Make a list of towns and cities in your state. Use commas.
Commas

Read the following sentences. Insert commas where they are needed.

1. Have you ever visited the Rock and Roll Hall of Fame in Cleveland Ohio?

2. In Holland Michigan, the town holds a tulip festival every year.

3. Denver Colorado is called the Mile High City.

4. Many people visit New Orleans Louisiana to enjoy its great food and music.

5. The city of Philadelphia Pennsylvania is the home of the Liberty Bell.

6. You can visit the oldest schoolhouse in the United States in St. Augustine Florida.

7. London England is the home of Buckingham Palace and Big Ben.

8. In Venice Italy tourists can travel along the canals in gondolas.

9. San Francisco California is known for its many hills and its trolleys.

10. Kabuki is a popular form of drama in Tokyo Japan.

Write a paragraph about some of the places you would like to go. Use commas where they are needed.
Subject Pronouns

A. Decide if there is an error in the underlined part of each sentence. Circle the answer that is correct.

1. Like Bridget, me had a leading role in our class play.
   I us correct

2. He had written a story about a king and a queen who had a talking bird.
   Him Them correct

3. Us turned Bridget’s story into a play.
   We Him correct

4. Him and me sang a duet in the play.
   Her and us He and I correct

5. The audience liked it, and they clapped and cheered.
   them us correct

Commas

B. Here is a paragraph a student wrote about her family’s trip. There are five comma errors. Place the commas where they belong.

My family is moving from Palm Beach, California, to the East Coast. My parents and I are going to take a driving tour of the country as we travel to our new home. Our first stop will be Las Vegas Nevada. Then we will go to the Casa Grande Ruins, south of Phoenix, Arizona. Once we reach the East Coast, we will visit Charleston South Carolina. We will tour the Smithsonian Institution and the Washington Monument in Washington D.C. Nearby we will see Alexandria Virginia. We will also see Independence Hall in Philadelphia Pennsylvania. Our last tourist destination will be Boston, Massachusetts, where we will follow the Freedom Trail. From there, we will drive to our new home in Bangor, Maine.
Articles A, An, The

Complete each sentence using a, an, or the.

1. Dr. Pablo had ___________ crazy thought.
2. He would create ___________ invention, ___________ best invention anybody had ever seen.
3. He started out by making ___________ plan.
4. ___________ plan showed ___________ materials he would need.
5. He would need ___________ electric generator, ___________ extension cord, and ___________ ton of steel.
6. Dr. Pablo went to work welding all ___________ parts together.
7. It took ___________ whole week to put all ___________ pieces together.
8. People came from all over to see ___________ invention.
9. One lady said, “It’s ___________ imaginative piece.”
10. But ___________ best comment was made by ___________ tiny girl, who said, “What in ___________ world is it?”

Write a paragraph telling what you think the invention is. Use your imagination, and make sure you use the correct articles—a, an, or the.
Articles A, An, The

Complete each sentence using a, an, or the.

1. Joshua’s mother called him into _______ kitchen.
2. She was holding _______ broken glass in her hands.
4. “It was _______ accident,” said Joshua.
5. “I was spinning _______ pencil on top of my finger, and it flew off my hand and hit the glass,” he explained.
6. “Please clean up _______ mess,” she said angrily.
7. Joshua sadly swept _______ pieces of glass into _______ dustpan.
8. “Please set _______ other glasses out for dinner,” his mom commanded.
9. Joshua went into _______ cabinet, took them out, and set them carefully on _______ table.
10. “We’re having _______ pot roast for dinner,” she told him as she grabbed _______ oven mitt.
11. “It will be ready in _____ hour. Why don’t you go play _______ game with your sister until then?” his mother suggested with _______ smile.
12. “Thanks, Mom,” replied Joshua happily as he skipped out of _______ kitchen.

Write four sentences about a simple invention that you find useful. Include the articles a, an, and the.
Exclamation Marks

Read the story below. Some of the sentences should end with exclamation marks instead of periods. To make the correction, cross out the period and put an exclamation mark in the blank space provided. Try reading the sentences aloud as you work!

Wow. _____ What a day I had today. _____ First of all, I couldn’t find the homework I did the night before. _____ Then, to my surprise, I found it under my bed. _____ My second problem of the day was getting dressed. _____ I thought Dad had washed my favorite sweatshirt. _____ It turns out it was still in my school locker, so I had nothing to wear. _____ I was devastated. _____

I thought my day would get better once I got to school. _____ Boy, was I wrong. _____ I forgot my lunch money. _____ We had a surprise social studies quiz, and I missed the bus after school. _____ When I got home, I discovered that we were having my least favorite meal for dinner. _____ Then my favorite TV show wasn’t on. _____ I couldn’t believe they showed a political speech instead. _____ Tomorrow will have to be a better day. _____

Write five short sentences expressing a strong emotion, such as anger or excitement. Be sure to use exclamation marks. Then read your sentences aloud to a partner.

An exclamation mark is a punctuation mark used at the end of a sentence to signal a strong feeling, such as surprise, anger, or delight.
Exclamation Marks

Write a paragraph about a time when you were really scared or surprised. Use exclamation marks in your paragraph to show strong feeling.

An exclamation mark is a punctuation mark used at the end of a sentence to signal a strong feeling, such as surprise, anger, or delight.
Articles A, An, The

Complete each sentence by writing a, an, or the on the line.
Some sentences have more than one right answer.

1. Carl went to ______ store with his dad.
2. Janine was wearing ______ orange scarf.
3. Where do you think ______ ball went?
4. ______ girl has three purple pens.
5. I found ______ quarter on the sidewalk.
6. Did you see ______ puppy run past here?
7. Yes, he had on ______ blue leather collar.
8. Which way did ______ puppy go?
9. He ran into ______ neighbor’s backyard.
10. He is chasing ______ ball that I threw.
Read the story below. Fill in the blanks using the nouns in the box. You may use words more than once. Change singular nouns to plural nouns where necessary to make sense in the story.

bottle  bush  sunglass  grass  chore
money  sneaker  sole  toe  week

The start of the basketball season was just a few ___________ away, and Tamiko had a problem. Her basketball shoes had holes in their ___________ as large as quarters! And they were giving her blisters on both of her big ___________. Tamiko knew one thing for sure: she needed a new pair of ___________ right away.

Tamiko didn’t have enough ___________ to buy the ___________ she wanted. To earn extra ___________, Tamiko started doing extra ___________ around the house. She cut the ___________ and trimmed the many ___________ by the side of the house. Her mom also paid her to take all the glass ___________ the family had saved to the recycling center. After all her hard work, Tamiko had earned enough ___________ to buy the ___________ she wanted. She even had enough left over to buy a really cool pair of ___________.

Using the list of nouns above, write your own story. Be sure to include both singular and plural forms.
Singular/Plural Nouns

Circle the singular nouns in each sentence.
Underline the plural nouns in each sentence.

1. One afternoon, I opened my bedroom door and found the sneakers, cap, and bat I needed for the game.

2. I headed down to the fields with my bat on my shoulder.

3. My friends were standing by the fence near the dugout.

4. Some of my friends were on my team, and others were on different teams.

5. That day I hit two grounders, a foul, and a homer.

6. The teams and players received awards when the season ended.

7. I was glad to join my teammates and coach on stage.

8. I received the award for “Most Improved Player.”

9. My mother and father were the proudest parents at the assembly.

10. They gave me a new glove for my achievements.

11. In the games to come, I will try to be a better hitter, catcher, and teammate.

Write a paragraph about an adventure you would like to have. Tell about where you would go and what you would do. Use singular and plural nouns.
Indenting

Read the passage below, from “The Invention of Sneakers,” and put a ¶ where each new paragraph should be indented.

While the sneaker became increasingly popular as a comfortable, stylish casual shoe, it also was being used as a sporting shoe. Special types of sneakers were being made for all kinds of popular sports and games. In 1909 the basketball sneaker was introduced, and a year later the Spalding Company invented a rubber sneaker sole with molded suction cups for better traction. In 1915 the U.S. Navy ordered nonslip sneakers to be used aboard ships. In 1917 Henry McKinney, the public relations director for the National India Rubber Company (owned by the U.S. Rubber Company), decided it was time to call the canvas-and-rubber shoe something different from the ever-popular sneaker. After reviewing more than 300 suggestions, he selected the name “Peds” (from the Latin word meaning “foot”). However, McKinney soon discovered that another company used “Peds,” and he quickly switched to the now-famous brand name “Keds.”

Write a letter to a friend. Be sure you indent each of your paragraphs.
Indenting

Read the passage below and put a ¶ where a new paragraph should be indented.

Ice cream cones taste really good, but they are hard to eat. Usually the ice cream drips all over my fingers and makes them sticky. Once, I licked my ice cream cone too hard, and all the ice cream fell off the cone. Sometimes the ice cream drips out the bottom of the cone and lands on my shoes. Ice cream cones are a big mess. I prefer to eat pie for dessert. Pie gives me no problems. The pie filling is neatly contained in the piecrust, so it cannot drip anywhere. Also, pie tastes just as good as ice cream and comes in as many varieties as ice cream. I think pie is better than ice cream.

Write two short paragraphs. First, write several sentences about a food you like and then write about a food you don’t like. Be sure you indent each of your paragraphs.
Singular/Plural Nouns

Read the story a student wrote about a camping trip. There are some mistakes that need correcting. Then answer the questions.

(1) One weekend, a father and a son went to the mountains. (2) They built their campsite under some trees near a creek. (3) On the first night, the father saw a bear eating a nut. (4) In the morning, there were four deers and a sheep nearby. (5) It took an hours for them to hike to the summit.

1. Which is the best way to write Sentence 2?
   A) They built their campsite under some tree near a creek.
   B) They built their campsite under some trees near a creek.
   C) They built their campsite under some tree near a creeks.
   D) Best as it is.

2. Which is the best way to write Sentence 3?
   F) On the first night, the father saw a bear eating nuts.
   G) On the first night, the father saw a bears eating nuts.
   H) On the first night, the father saw a bears eating nut.
   J) Best as it is.

3. Which is the best way to write Sentence 4?
   A) In the morning, there were four deers and a sheep nearby.
   B) In the morning, there were four deer and a sheep nearby.
   C) In the morning, there were four deer and a sheeps nearby.
   D) Best as it is.

4. Which is the best way to write Sentence 5?
   F) It took an hour for them to hike to the summit.
   G) It took an hour for thems to hike to the summit.
   H) It took an hour for them to hike to the summits.
   J) Best as it is.
Complete Subjects and Predicates

Underline the complete subject once and the complete predicate twice in each sentence.

1. The Museum of Science and Industry is in Chicago, Illinois.
2. The large stone building was built for the Chicago World’s Fair.
3. Many of the exhibits and films teach visitors about scientific principles.
4. A large model heart stands in one of the rooms.
5. Thousands of people walk through the huge heart each year.
6. Many museums have fascinating exhibits.
7. The Chicago Historical Society features exhibits on Abraham Lincoln’s early days.
8. The Field Museum of Natural History has a reproduction of a 3-million-year-old forest.
9. The Circus World Museum has the world’s largest collection of circus wagons.
10. The Baseball Hall of Fame shows highlights of baseball history.

Tell why a walk-through heart is an inventive idea. Use complete subjects and predicates.
Complete Subjects and Predicates

Finish each sentence with a complete subject or complete predicate.

1. ___________________________ bought coffee to dunk their doughnuts.

2. My fourth grade class ___________________________.

3. Aunt Agnes’s pet lizard ___________________________.

4. ___________________________ told us about the history museum.

5. The soccer players ___________________________.

6. ___________________________ pitched their tents for the night.

7. Homer and I ___________________________.

8. My two cats ___________________________.

9. ___________________________ went to the park to play.

10. ___________________________ taught the class about fire safety.

11. The police officer ___________________________.

12. ___________________________ drove to the grocery store.

Write a paragraph about a trip to a museum. Use complete subjects and predicates.
Adjectives: Comparison

Complete each sentence by writing more or most in the blank.

1. The machines were the ___________ fascinating ones I had ever seen.
2. My little brother seemed even ___________ fascinated than I was.
3. We thought the diesel engine was ___________ complicated than the steam engine.
4. Discovering the game room was the ___________ exciting moment of all.
5. Video games become ___________ exciting each year.
6. We thought the virtual reality games were ___________ entertaining than the holograms.
7. Holograms are ___________ common than virtual reality games.
8. In the game room, we found some of the ___________ enjoyable activities we’ve tried.
9. When we left, we were ___________ hungry than we realized.
10. The food in the hotel was the ___________ delicious we ever tasted.

Describe a game you enjoy. Use the words more or most in your description.
Adjectives: Comparison

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

1. The (more/most) interesting book I’ve ever read is about Davy Crockett.

2. The book is (more/most) interesting than the movie.

3. The children’s book department is (more/most) colorful than the music department.

4. The (more/most) colorful department in the bookstore is the art department.

5. This is the (more/most) exciting ride at the amusement park.

6. Hiking in the woods is (more/most) exciting than watching television.

7. Is a game of checkers (more/most) challenging than a game of chess?

8. I think that soccer is the (more/most) challenging of all the field games.

9. We found that swimming was (more/most) tiring than walking.

10. Of all the afternoon’s activities, tennis was the (more/most) tiring.

Think about two activities you enjoy. Write a paragraph comparing the two. Use the words more or most in your description.
Complete Subjects and Predicates

A. Read each sentence below. Underline the complete subject of each sentence once and circle the complete predicate.

1. A small family lived on a faraway planet.
2. The family’s two children played near the launch pad.
3. The little girl dreamed of life on Earth.
4. Huge spaceships landed daily on the planet.
5. The spaceship mechanics repaired huge cargo ships.
6. Twinkling stars appeared in the black sky.

Adjectives: Comparisons

B. Complete each sentence with the correct form of the adjective in parentheses ( ).

7. He is certainly one of the ___________ little boys on the prairie. (charming)
8. This is the ___________ story I have ever read about the prairie. (exciting)
9. The ___________ part of all was when they slid down the haystacks. (interesting)
10. Nothing was ___________ than that! (amusing)
Main Verbs and Helping Verbs

Read the sentences below. Underline the main verbs and write the helping verbs on the lines provided.

1. I am hoping to get a new toy for my birthday.

2. Some piggy banks are made of metal.

3. John has saved over fifty dollars in his piggy bank.

4. Marcia is using her flying disk as a plate.

5. Ted was bouncing a ball of putty, but he stopped.

6. Flying disks are now made of plastic.

7. Children have always loved toys.

8. Alexa is rolling her ball down the stairs.

9. Ian will run as fast as the wind.

10. Mary and Jane have finished their chores.

11. They can play with their toys now.

12. We should stop before dinner.

Write a paragraph about playing with a toy you like best. Use helping verbs, and circle each one.
Main Verbs and Helping Verbs

Read each sentence. Circle the helping verb from the parentheses ( ) that correctly completes the sentence. Then underline the main verb.

1. Justin (will/was) cooking seafood stew.
2. He (had/is) added spices and lemon juice.
3. Sally and Mick (will/have) prepared stew before.
4. Justin (is/had) tasting the broth.
5. “I (will/has) add a little more pepper,” Justin says.
6. His friends (are/have) arrived for dinner.
7. On Saturday, Betty (will/was) bake rye bread.
8. Henry (has/have) pickled some fresh cucumbers.
9. Gertrude (was/is) picking raspberries and blackberries.
10. Alison (is/has) planted an herb garden.
11. Marie and Harry (is/are) playing Frisbee.
12. They (is/are) planning another picnic.

Sometimes a verb consists of more than one word. A verb plus a helping word make up a verb phrase.

THINK & WRITE

Write a paragraph about a meal you have helped to make. Use main verbs and helping verbs in your writing.
Apostrophe in Possessive Nouns

Complete the chart below by writing the singular possessive and plural possessive nouns in the correct places.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Singular Possessive Nouns</th>
<th>Plural Nouns</th>
<th>Plural Possessive Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. woman</td>
<td></td>
<td>1. dogs</td>
<td></td>
</tr>
<tr>
<td>2. piggy bank</td>
<td></td>
<td>2. men</td>
<td></td>
</tr>
<tr>
<td>3. Cathy</td>
<td></td>
<td>3. tires</td>
<td></td>
</tr>
<tr>
<td>4. class</td>
<td></td>
<td>4. athletes</td>
<td></td>
</tr>
<tr>
<td>5. General Electric</td>
<td></td>
<td>5. children</td>
<td></td>
</tr>
<tr>
<td>6. inventor</td>
<td></td>
<td>6. comics</td>
<td></td>
</tr>
<tr>
<td>7. James Wright</td>
<td></td>
<td>7. champions</td>
<td></td>
</tr>
<tr>
<td>8. toy</td>
<td></td>
<td>8. astronauts</td>
<td></td>
</tr>
<tr>
<td>10. Alexa</td>
<td></td>
<td>10. toys</td>
<td></td>
</tr>
</tbody>
</table>

A singular possessive noun is formed by adding an apostrophe and -s to the noun. A plural possessive noun is formed by adding an apostrophe after the -s. If the plural noun does not end in -s, add an apostrophe and an -s.

Write a paragraph using only singular nouns and singular possessive nouns. Then rewrite the paragraph using plural nouns and plural possessive nouns.
Apostrophe in Possessive Nouns

Read each sentence below. Change the noun in italics into a possessive noun and write it on the line.

1. Annabelle and Christopher went up into their grandparents attic. _____________
2. It was dark up there, so they turned on their uncle old lamp. _____________
3. They found a trunk with a big lock on the front, but the trunk lock was broken. _____________
4. Inside the trunk were Grandpa old letters to Grandma, and the stamps were from Germany, England, and France. _____________
5. They ventured to the other side of the attic, where there was an old toy box filled with children toys. _____________
6. Annabelle discovered a book at the bottom of the toy box, and the writing on the front read, “Katie Diary—Private.” _____________
7. It was her mother journal from when she was a little girl! _____________
8. Christopher found Uncle Harold collection of comic books. _____________
9. The children loved opening each box lid and finding out what was inside. _____________
10. Exploring Grandma and Grandpa Hodgkins attic was one giant treasure hunt! _____________

Write a paragraph about a visit to a favorite relative. Use possessive nouns in your writing.

A singular possessive noun is formed by adding an apostrophe and -s to the noun. A plural possessive noun is formed by adding an apostrophe after the -s. If the plural noun does not end in -s, add an apostrophe and an -s.
Main Verbs and Helping Verbs

A. Complete each sentence in the story below. Write a verb phrase from the box on the line.

1. Helen __________________________ pancakes.
2. She ________________________ eggs to the flour.
3. The beaters ___________________ the batter.
4. Her cat ______________________ the bowl.
5. Suddenly, he ________________________.
6. The glass ________________________

had added
was shattering
was leaping
was making
was watching
were stirring

Apostrophe in Possessive Nouns

B. Read each sentence below. Change the noun in italics into a possessive noun and write it on the line.

7. Welcome to Burbank School visitor tour. __________________________
8. The principal office is immediately to your left. _______________________
9. As we come down this hall, the girls locker room is to the right. __________
10. First, we will visit Mrs. Holler language arts class. ______________________
Exclamatory/Imperative Sentences

Read the story below. Circle the exclamatory sentences, and underline the imperative sentences.

I really love working on my computer. It’s so neat! I nicknamed it Mickey because I feel like it’s one of my best friends. I play computer games on Mickey almost every night. Then my dad calls, “Juan, go to bed.” At that point, I know it’s lights out in five minutes or else!

Mickey is a real help with my schoolwork too! In class, my friend Jeff asked a question about population. Our teacher said, “Jeff, do a social studies project.” Jeff asked me to work with him. We asked if we could use my computer. Our teacher said it was a great idea! We are using the computer to make charts and graphs showing population trends within the fifty states.

Jeff has a computer book that lists all kinds of shortcuts to make your work go faster. The book said, “Make it a habit to save your data every ten minutes.” It’s so cool! We even learned how to show our charts in different shades of gray and to show the bars on our bar charts horizontally. Thanks to our social studies project and that book, Jeff and I are now computer whizzes!

Write a dialogue that might take place between Juan and Jeff. Use as many imperative and exclamatory sentences as you can.
Exclamatory/Imperative Sentences

In each sentence, add an exclamation mark or a period to show whether the sentence is exclamatory or imperative.

1. That really hurts __________
2. Bring some napkins to the table __________
3. Please come to the park with us __________
4. Don’t worry about the mess __________
5. Watch out __________
6. Stop that right now __________
7. Go three blocks and turn right __________
8. I am so happy to see you __________
9. You were fantastic in that race __________
10. Use the short nails to hang that picture __________

Write a paragraph about a trip to a bakery. Include at least one exclamatory sentence and one imperative sentence in your paragraph.
**Irregular Verbs**

Complete the chart by filling in the past tense for each verb given.

The past tense of most verbs is formed by adding *-ed*. Verbs that form the past tense in other ways are called *irregular verbs*.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bring</td>
<td>11. bite</td>
</tr>
<tr>
<td>2. come</td>
<td>12. sit</td>
</tr>
<tr>
<td>3. eat</td>
<td>13. draw</td>
</tr>
<tr>
<td>4. fall</td>
<td>14. flee</td>
</tr>
<tr>
<td>5. find</td>
<td>15. tear</td>
</tr>
<tr>
<td>6. give</td>
<td>16. catch</td>
</tr>
<tr>
<td>7. run</td>
<td>17. ride</td>
</tr>
<tr>
<td>8. say</td>
<td>18. grow</td>
</tr>
<tr>
<td>9. tell</td>
<td>19. fly</td>
</tr>
<tr>
<td>10. take</td>
<td>20. begin</td>
</tr>
</tbody>
</table>

Write about something you did last week. Use some of the past-tense verb forms above in your sentences.
Irregular Verbs

Read the following sentences. Complete each sentence by writing the past-tense form of the irregular verb shown in parentheses ( ).

1. Kate __________ a letter to her aunt in California. (send)
2. Frank __________ his horse along the narrow trail. (ride)
3. The girls __________ to play inside rather than go outside yesterday afternoon. (choose)
4. We __________ lemonade at the grocery store. (buy)
5. The school __________ a new sign from the PTA. (get)
6. I __________ behind the couch during hide-and-go-seek. (hide)
7. Linda __________ the last piece of cake off the plate. (take)
8. We all __________ the loud bang when the window fell. (hear)
9. The children __________ in a line waiting for the bell to ring. (stand)
10. The students __________ home at one o’clock yesterday. (go)

Write a paragraph about something you did in school yesterday. Use irregular verbs in your writing.
Exclamatory/Imperative Sentences

Read the following sentences and decide whether each one is an exclamatory sentence or an imperative sentence. Write exclamatory or imperative on the line.

1. Go ask Miss Markham if you can borrow her eraser. _____________

2. I had a great time today! ____________________________

3. That is my favorite roller coaster! ____________________________

4. Please bring your tests up to my desk. ____________________________

5. Don’t touch the package marked “Fragile.” ____________________________

6. Ouch, that stings! ____________________________

7. Come in and eat dinner. ____________________________

8. Thank you so much for this present! ____________________________

9. I got an A on my paper! ____________________________

10. Give the book to Linda when you have finished. ____________________________
Predicate Adjectives

Read the sentences below. For each sentence, enter the linking verb and the predicate adjective in the proper column of the chart. See the example.

<table>
<thead>
<tr>
<th>Predicate Adjectives</th>
<th>Linking Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter is highly intelligent.</td>
<td>is intelligent</td>
</tr>
<tr>
<td>1. Peter seemed scary in his monster costume.</td>
<td></td>
</tr>
<tr>
<td>2. Angela was curious after peeking into Peter’s garage.</td>
<td></td>
</tr>
<tr>
<td>3. The time machine looked real to Angela.</td>
<td></td>
</tr>
<tr>
<td>4. Peter and Angela were excited about time travel.</td>
<td></td>
</tr>
<tr>
<td>5. The fudge appeared creamy.</td>
<td></td>
</tr>
<tr>
<td>6. It tasted good—while it lasted.</td>
<td></td>
</tr>
<tr>
<td>7. Angela was surprised when the machine worked.</td>
<td></td>
</tr>
<tr>
<td>8. Angela seemed disappointed after winning the contest.</td>
<td></td>
</tr>
<tr>
<td>9. She felt grateful for Peter’s compliment.</td>
<td></td>
</tr>
<tr>
<td>10. At last everything about the story became clear.</td>
<td></td>
</tr>
</tbody>
</table>

Using at least five of the linking verbs and adjectives you have just identified, write a different ending to LAFFF.
Predicate Adjectives

Read each incomplete sentence below. Add two predicate adjectives to complete each sentence.

1. The ocean is __________________________ and _______________________.
2. The pond is __________________________ and _______________________.
3. The sky was __________________________ and _______________________.
4. The storm clouds were _______________________ and _________________________________.
5. My dogs are __________________________ and _______________________.
6. The cliffs were __________________________ and _______________________.
7. The dolphin was __________________________ and _______________________.
8. My best friend is __________________________ and _______________________.
9. The market will be __________________________ and _______________________.
10. Her mother’s voice is __________________________ and _______________________.
11. His hair was __________________________ and _______________________.
12. The car was __________________________ and _______________________.
13. The swimming pool is __________________________ and _______________________.

Write a two-sentence description of an animal. Use at least one predicate adjective in each sentence.

A predicate adjective follows a linking verb. Predicate adjectives describe, or give information about, the subject of the sentence.
Quotation Marks

Here is part of the table of contents for *Tomorrow* magazine’s July issue. Read it over and decide which of the stories, articles, and poems you would like to read. Choose at least five titles and list them on the lines below. Insert quotation marks wherever they belong.

Mini-Helicopters: How Far Will They Go? Lu Ann Tomlinson  *article* .............. 15
Whirlybirds  Hank Carr  *poem* ............................................................................. 18
Suffering Spaceships!  Michael Pearlman  *humorous fiction* ......................... 21
Terry and the Space Pirates  J. B. Ling  *adventure fiction* ........................... 30
They Left Their Footprints on the Moon  Juan Perez  *article* ......................... 34
The Moon: So Far, It’s Too Far for Me  Grady Moore  *humorous poem* .......... 37
Zillions of Miles, but Who’s Counting?  Alexis DuBois  *how-to article* ........ 41


Title
Title
Title
Title
Title

Tomorrow is written mostly by kids. Think of an article you’d like to write for this magazine. Write the editor a letter, telling the name of your story, article, or poem, and what it’s about.
Quotation Marks

Read each sentence and insert quotation marks where needed.

1. Last night, I read the poem Oliphaunt by J. R. R. Tolkien.

2. Have you ever read the short story The Race in the Wilderness by Elizabeth Coatsworth?

3. My little sister loves to sing Twinkle, Twinkle, Little Star each night before she goes to bed.

4. Could you please sing Whistle While You Work for me?

5. During the winter holidays, my mother read me The Hundred Dresses, a short story by Eleanor Estes.

6. The poem According to My Mood by Benjamin Zephaniah always makes me laugh.

7. I read an article in the March issue of Boy’s Life magazine called All You Need Is Dirt about places to ride your mountain bike.

8. The short story The Catchee by E. L. Konigsburg states that the world is made up of two kinds of people: the catchers and the catchees.

9. In music class yesterday we sang Jingle Bells and Frosty the Snowman.

10. Thomas, could you please recite Play No Ball by Gerard Benson for the class?

Think about your two favorite songs. Write a sentence about each song.
 Predicate Adjectives

A. Read each sentence. Place one line under the predicate adjective or adjectives. Then circle the subject that the predicate adjectives describe.

1. The wool was thick and coarse.

2. These wildflowers are red and orange.

3. Peter and his sister were nervous.

4. The dough was soft and squishy.

5. The seal’s skin was shiny in the sunlight.

6. Grandpa’s bread smelled delicious.

7. The lamb’s nose felt cool and wet.

8. The moon snail’s shell is curly.

B. Write two sentences using linking verbs and predicate adjectives.

9. ______________________________________________________________________

   ______________________________________________________________________

10. ______________________________________________________________________

    ______________________________________________________________________
Declarative/Interrogative Sentences

Read each sentence carefully. Add the correct end punctuation mark. Then write statement if the sentence makes a statement or question if it asks a question.

1. Have you ever gone hiking or mountain climbing

2. I don’t like hiking, but mountain climbing is fun

3. Getting the right equipment for mountain climbing is very important

4. It is also important to have the proper training

5. Do you know who trained my brother and me

6. Would you like to have his business card

7. His name is Tom Jones, and I highly recommend him

8. He trained us for six months before our first climb

9. Would you like to try mountain climbing

10. If so, I’ll call him for you

Write four questions that you would like to ask a classmate. Interview the classmate and write the answers to the questions. Be sure to punctuate correctly.
Declarative/Interrogative Sentences

Read each sentence carefully. Write statement if the sentence makes a statement or question if it asks a question.

2. Where do they live? ________________
4. They went camping this summer. ________________
5. They had a good time together. ________________
7. Where is the lake? ________________
8. There are bears in the woods. ________________
9. This is something you’ll like. ________________
10. Was the sun shining when they woke up? ________________

Write a conversation that you might have with your parents about something that happened at school. Include declarative and interrogative sentences in the dialogue.
Contractions

On the line, write the correct contraction for the underlined words in each sentence.

1. I am looking for a puppy to adopt. __________
2. I have a good idea what kind I want. __________
3. You will probably want to come with me to pick it out. __________
4. They are very nice people at the dog pound. __________
5. It is their job to help me find the right puppy. __________
6. We are going to have fun playing with the pups in the pound. __________
7. We will go looking tomorrow. __________
8. I am so excited, and I can’t wait to get started! __________
9. I will call you tomorrow when we are ready to leave. __________
10. I think we will have fun. __________
11. Now we have our puppy! __________
12. I wonder what she will be like. __________

Write five sentences using some of the contractions on this page.
Contractions

A. Combine a word from box A with a word from box B to make a contraction. Write your contractions on the lines below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I they</td>
<td>am will</td>
</tr>
<tr>
<td>we you</td>
<td>have has</td>
</tr>
<tr>
<td>she he</td>
<td>should is</td>
</tr>
<tr>
<td>it</td>
<td>would</td>
</tr>
</tbody>
</table>

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

B. Read each sentence below. Underline the contraction or contractions in each sentence. On the line, write the two words that make up each contraction.

11. We’re going cross-country. ________________
12. I’d like to come with you, but I’m waiting for my sister. ________________
13. They’ll never find a better campsite. ________________
14. Are you sure you’ve brought enough food? ________________
15. If he’s cooking dinner, I’ll join you. ________________

Imagine you are on vacation. Write a postcard to a friend describing your trip. Use contractions to make your message less formal.
Contractions

A. Read the following paragraph. There are errors in five contractions. Draw a line through each one that is a mistake. Write the contraction correctly above it.

Mr. Johnson’s looking forward to the vacation. Hes’ looking for a lake he visited when he was a boy. He’d rather not meet a bear in the woods. Everyone in the family will set up camp near the lake. Th’e’re expecting to have the lake all to themselves. “I’ve never seen a sunrise as beautiful as this!” Mr. Johnson said. Everyone went hiking. Th’e’y’d been hiking for three hours when it started to rain.

B. Write the two words that form the underlined contractions in each sentence.

6. You’re never going to believe what I did last week. ________________

7. We’ve checked the map carefully to locate the best hiking trails. ________________

8. Ask Jenny if she’ll join us for the day. ________________

9. It’s raining harder today than it was yesterday. ________________

10. Damon thinks that’s the best story she’s ever written. ________________
Compound Subjects

Underline the compound subjects in each sentence.

1. Shells and stones were Sarah’s gifts from the sea.
2. Sea clams, oysters, and razor clams lay on her windowsill.
3. The shells and stones were reminders of her home in Maine.
4. But she and the children also found beauty in the plains.
5. Paintbrush, clover, and prairie violets were gathered to decorate the house.
6. Sarah and the children compared a sheep’s wool to a seal’s fur.
7. She and the children slid down the hayloft instead of a sand dune.
8. Caleb and Anna swam with her in the cow pond.
9. Cows and water bugs circled above them.
10. Caleb, Anna, and Sarah talked about winter storms.
11. Seals, lambs, and dogs were some of the animals she loved.
12. Fields, windmills, and sheep were some of the things she liked to draw.

A compound subject is two or more subjects in one sentence, usually joined by a connecting word like and or or.

Write three sentences about a place you have visited. Use compound subjects in your sentences.
Compound Subjects

A. In each sentence below, underline the compound subject and circle the conjunction.

1. Caleb and Anna would like a new mother.
2. Jack and Old Bess are the Wittings’ two horses.
3. Nick and Lottie are their two dogs.
4. Should Caleb or Anna ask Sarah to stay?
5. At first, Papa and Anna were shy around Sarah.

B. Read each pair of sentences. Then combine them to form a sentence with a compound subject. Write your new sentence on the line. Remember that the subject and verb must agree.

6. Caleb has no mother. Anna has no mother.

7. The dogs love Sarah. The family loves Sarah.

8. You should help with the dishes. I should help with the dishes.

9. Sarah listened to the conch shell. Caleb listened to the conch shell.

Write a paragraph describing a special family memory. Use compound subjects in your paragraph.
Commas: Direct Address

Write each sentence, adding a comma to set off nouns in direct address.

1. “Jamal look at your knee! You must have scraped it,” said Rebecca.
2. “I didn’t even notice Rebecca. The main thing is to find that birdhouse so our team can win the scavenger hunt.”
3. “Chad we’re over here,” called Rebecca. “Can you help us find the birdhouse?”
4. “On Orchard Street there’s a man who has a birdhouse,” said Chad. “Goodness, what happened to you Jamal?”
5. “I’m fine Chad. Let’s get over to Orchard Street,” said Jamal.

Think about times you have worked or played on a team. Write a dialogue that you and your teammates might have had. Use commas to set off nouns of direct address.
Commas: Direct Address

Read the sentences. Add a comma where needed to set off names in direct address.

1. “Don’t stand on the chair Maggie,” yelled my mother.
2. “Jose you really must pay more attention,” chided the teacher.
3. “Is this yours Michael, or yours Matthew?” she asked.
4. “Mom I can’t find my homework!” I called nervously.
5. “What’s for dinner honey?” asked my mother.
6. “Jackson please ask your brother if I can borrow his book,” I said.
7. “I would like to help you Casey, but I have to finish my project first,” said Jade.
8. “Stephen I want you to vacuum the living room,” Tammy said.
9. “Happy birthday Dad!” Jenna and Mark cried, jumping up to surprise him.
10. “Kayla can you remember what we talked about yesterday?” Derek asked.

Write a dialogue between two people in which one is teaching the other how to do something, such as making a peanut butter sandwich. Include examples of direct address in your dialogue. Remember to use correct punctuation.
Compound Subjects

A. Each sentence below has a compound subject. Underline each simple subject once. Circle the conjunction.

1. Neither Caleb nor Anna wants Sarah to leave.
2. Papa or Sarah will go with the children to school in the winter.
3. Caleb and Anna can’t swim.
4. Sarah and William lived in Maine.
5. Sarah, Caleb, and Anna all went swimming in the cow pond.
6. Papa and Sarah will get married.
7. Bess and Jack were hitched to the wagon.
8. Did Nick or Lottie bark when the wagon returned?

B. Rewrite each pair of sentences below as one sentence with a compound subject.

9. Caleb fell down on the grass next to Sarah. Anna fell down on the grass next to Sarah.

10. Tall grasses grow on the prairie. Lovely wildflowers grow on the prairie.
Verbs: Past/Present Tense

Read each sentence. If the underlined verb is in the present tense, write the word present on the line. If the verb is in the past tense, write the word past.

1. Henson journeyed with a team of explorers. ________
2. They removed a meteorite from the ground. ________
3. At night you hear the ice creak. ________
4. The explorers continued their journey. ________
5. Dog sleds travel across the Arctic ice. ________
6. He wrote about the trip in his diary. ________
7. During summer, Eskimos live in tents. ________
8. They begin to raise the American flag. ________
9. His courage saved the expedition. ________
10. They left on July 6, 1908. ________
11. He asked for her hand in marriage. ________
12. He walks many miles each day. ________
13. In the morning they began the trip home. ________
14. The tent is made from skins. ________
15. They remember his accomplishments. ________

Write a paragraph that describes your ideas about Matthew Henson’s accomplishments. Use present-tense and past-tense verbs.
Verbs: Past/Present Tense

A. Write present on the line if the underlined word is a present-tense verb and past if the underlined word is a past-tense verb.

1. Matthew Henson and Robert Peary were the first explorers to reach the North Pole. _____________
2. Nothing grows at the North Pole. _____________
3. It is too cold for trees or grass at the North Pole. _____________
4. Peary and Henson tried six times to reach the North Pole. _____________
5. Eskimos live near the North Pole. _____________
6. The Eskimos added a new word to their language after they met Matthew Henson. _____________
7. It is still very difficult to reach the North Pole. _____________
8. Matthew Henson was a courageous man. _____________
9. Peary and Henson carried all their supplies with them. _____________
10. It was heavy work! _____________

B. On the lines below, write one sentence in the present tense and one sentence in the past tense.

11. ____________________________________________
    ____________________________________________
12. ____________________________________________

Talk to an adult about things they enjoyed doing when they were your age. Write three pairs of “then and now” sentences comparing and contrasting that person’s childhood and yours. Use verbs in the present tense and the past tense.
Underline each word in the quotation marks that should be capitalized.

1. “can we return now?” Robert Peary asked as he rubbed his tired feet.

2. “he never told us about the plan,” Matthew said. “we’re very worried.”

3. “my feet are so cold, they are probably frostbitten,” he announced.

4. “hello. our group is traveling to the North Pole.”

5. George Gardner said, “black Americans will be proud of you.”
   He added, “think about the history you’re making.”

6. Robert Peary wrote, “the game is off. my dream of 16 years is ended.”

7. “ahdoolo!” he called urgently.

8. “let’s not give up yet,” he said. “why not try again?”

9. “read the instruments carefully,” said Henson.

10. “we have found what we hunt!” he shouted.

11. “there is nothing here,” Ootah said. “only ice.”

12. “climb to the top of the ridge,” Peary said. “i want to take your picture.”

Imagine you are an author writing about Matthew Henson’s life.
Write a conclusion to your story, using at least three direct quotations from “All the Way There.”
Capitalizing First Word

Underline each word in the quotation marks that should be capitalized.

1. They said, “you will never make it.”

2. “all your friends are proud of you,” Henson’s friend told him. “think of how proud they will be if you reach the North Pole.”

3. He asked Lucy, “will you marry me?”

4. “next time we will make it,” they promised.

5. “you go ahead,” he ordered. “i’ll catch up later.”

6. “let’s get going!” he urged. “we’re almost there.”

7. He turned to his teammates and sadly said, “we have to go back.”

8. The Eskimo thought to himself, “why do these people want to come here?”

9. “we did it!” they exclaimed. “now we can go home.”

10. “it was one of the most exciting moments of my life,” he said.

Write a short story about an adventure you would like to have. Include some dialogue in your story. Check the capitalization in your quotations.
Years ago, engineers design a special ship to travel up the coast of Greenland to the Arctic. Henson and Peary travel by ship at first. Then they use dog teams and sleds. People still used dog teams and sleds to get around in the Arctic. Henson and Peary travel directly over the frozen waters of the Atlantic Ocean.
Object Pronouns

Read each sentence. Circle each object pronoun.

1. Inside Jonny and Rada’s house was air for them to breathe.

2. Rada wanted to go to Earth. Jonny wanted to go with her.

3. Jonny’s world was too little to pull him down.

4. Jonny said, “Mommy gave me milk to drink.”

5. Jonny’s milk made a soft ball. He sucked it in without a straw.

6. Rada heard that she could roll down any slanting place on Earth. Later she said to Jonny, “I have a secret to tell you.”

7. While flying to Earth, Rada said, “I hope no stars come at us that will damage our spaceship.”

8. On Earth it was hard to walk, but soon Jonny and Rada got used to it.

9. The sun was big and yellow, and it warmed them.

10. Father said, “Don’t look directly at it.”

11. Rada thought, “It’s time for me to see Earth.”

12. Father said, “Now look at Earth with us.”

Imagine you are with Jonny and Rada on their spaceship flying to Earth for the first time. Write a journal entry describing how you feel about this great adventure. Use as many object pronouns as possible.
Object Pronouns

A. Read the sentence. Then circle the object pronoun.

1. Rada asked him what Earth was like.

2. Their father told them that the sky on Earth is always blue.

3. Her mother wanted her to be strong enough to walk on Earth.

4. “Don’t watch me,” he instructed. “Look out the window.”

5. “Our world doesn’t pull us,” Jonny said sadly.

B. Rewrite the sentences, changing the noun in parentheses ( ) to an object pronoun.

6. Rada’s mother gave (Rada) a hug.

7. Rada asked (her father) to help her get stronger.

8. “Can you help (my brother and me)?” she asked.

9. “I promise that you will like (Earth),” he said to Rada and Jonny.

10. He told (Rada and Jonny) to be careful on Earth.

Think of another new experience Rada and Jonny may have on Earth. Write an entry for Rada’s journal telling about the new experience. Include object pronouns in your writing.
Adverbs: Comparisons

Choose the adverb in parentheses ( ) that correctly completes each sentence. Write it on the line.

1. Rada could jump ___________ than Jonny and land softly on her little world. (higher/highest)
2. Rada pushed the button on her suit and the air came out ___________ than it had before. (faster, fastest)
3. Jonny pulled on the springs ___________ than before. (harder, hardest)
4. Many people napped on the spaceship, but Jonny and Rada slept the ___________ of them all. (longer, longest)
5. On Earth, Rada rolled down the hill ___________ than Jonny. (slower, slowest)
6. Jonny pulled on the springs the ___________ of all. (harder, hardest)
7. Father stood ___________ to the window than Jonny as they watched Earth. (closer, closest)

Write a paragraph using comparative and superlative adverbs to describe at least five things you can do better now than when you were younger.
Adverbs: Comparisons

Complete the chart by writing the comparative and superlative forms of each adverb. Then complete each sentence with a comparative or superlative adverb from the chart.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative Adverb</th>
<th>Superlative Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. brightly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. happily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Rada worked _______________ than Jonny to grow strong for their trip to Earth.

6. Of all the family members, Jonny laughed _______________.

7. My father walks _______________ than my mother.

8. I have visited many planets, but I think the sun seems to shine _______________ on Earth.

Write a paragraph describing a sporting event or another activity that you have observed. Compare the actions of different participants. Use comparative adverbs in your paragraph.
Object Pronouns

A. Circle the pronoun in parentheses ( ) that best replaces the underlined word in each sentence.

1. Jonny and Rada asked their parents many questions about Earth. (them, their)
2. Dad told Rada that grass is like a growing carpet. (her, us)
3. Rada teased Jonny about his exercises. (him, his)
4. Jonny pushed his milk through the air with his finger. (them, it)
5. Rada walked up the wall to hug her father. (him, them)

Adverbs: Comparisons

B. Choose the adverb in parentheses ( ) that correctly completes each sentence. Write it on the line.

6. Earth pulls ____________ on people and things than Rada’s planet does. (more strongly, most strongly)
7. The man with the strange helmet jumped ____________ of all. (higher, highest)
8. Rada pulled ____________ on the rings than Jonny did. (harder, hardest)
9. Because they were not used to Earth’s pull, Jonny and Rada ran ____________ than other children. (slowly, more slowly)
10. Though Rada was often amused by her brother’s tricks, she laughed ____________ when he played with his milk. (more loudly, most loudly)
Simple Sentences

Read the following sentences. Circle only the simple sentences.


2. Mt. Kilimanjaro is in Africa.

3. It has snow on it much of the year, and it is the tallest mountain in Africa.

4. The boy had climbed several different mountains with his parents.

5. There was more snow and ice on the mountain than usual, and the boy got sick.

6. He might not make it to the top.

7. The boy had come to Africa to reach the top, and he wasn’t going to let a cold stop him!

8. He felt so proud standing on top of Africa.

9. Many grown-up climbers couldn’t reach the mountaintop.

10. Mt. Kilimanjaro is a famous place in Africa, and many people visit it.

Imagine that you are getting ready to climb a mountain. Write a paragraph of five simple sentences that describe your preparations.
Simple Sentences

A. In each sentence below, underline the complete subject once and the complete predicate twice.

1. It is always hot in the rain forest.

2. A lot of interesting animals live in the rain forest.

3. A large man pointed to a tree.

4. A boa constrictor is a type of snake.

5. He dreamed of butterflies and monkeys.

B. Write five simple sentences of your own about The Great Kapok Tree.

6. __________________________________________

7. __________________________________________

8. __________________________________________

9. __________________________________________

10. __________________________________________

Write a paragraph about a park or forest preserve that you have visited. Describe the natural features you saw. Use simple sentences that tell a complete thought.
Commas

Place a comma where it belongs in each sentence below.

1. Hector do you have the list of things we need?
2. No I think Luis has it.
3. Well we need it before tonight’s performance.
4. Rosa I think I see it on the bulletin board.
5. Sure enough there it is.
6. Aeshia could you please bring me the list?
7. Sure but I think it’s the wrong one.
8. Oh dear I wonder where the real one is.
9. After all that trouble it’s in my notebook.
10. Right now let’s start gathering the things we need for the show.
11. After tonight we will feel so proud.
12. Yes I am so excited!

Write three sentences using introductory words or phrases. Leave out the commas. Ask a partner to place each comma in the correct place.
Commas

A. Place a comma where it belongs in each sentence below.

1. In the morning the man awoke to the sounds of the forest.

2. “This is a miracle tree Senhor,” the large man said.

3. Well our tree is safe now.

4. “Senhor you are chopping down this tree with no thought for the future,” said the anteater.

5. Next the sloth slowly came down to talk to Senhor.

B. Read the sentences below. Rewrite each incorrect sentence on the line provided. If the sentence is correct, write OK.

6. “Well we could always plant another tree,” he said hopefully.

   ____________________________________________________________

   ____________________________________________________________

7. At night the forest grows dark.

   ____________________________________________________________

   ____________________________________________________________

Write a short presentation to share with younger children about why protecting the environment is important. Use interesting sentences that include introductory phrases, and address the children directly in the presentation. Check your writing to make sure you have used commas correctly.
Commas

Here is a paragraph about chopping down a great tree. There are ten comma errors. Put commas where they belong.

In the beginning the man wanted to chop down the great kapok tree. Just as he was about to start several people arrived. “Senhor do you understand the value of the tree?” the people asked.

“Sir please don’t cut down our trees” they begged. Stubbornly he picked up his ax. Suddenly he thought about the jaguar and the other animals. Late at night the jaguar hunted near the kapok tree, he knew. The man put down his ax. With great relief the people applauded. “Thank you” they said.
### Adjectives: Comparisons

Complete the comparison chart.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparing Two</th>
<th>Comparing Three or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. young</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. sweet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. pale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. fine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. intelligent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. colorful</td>
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</tr>
</tbody>
</table>

To compare two things, add **-er** to adjectives or use the word **more**. To compare three or more things, add **-est** or use the word **most**.

Discuss three facts you have discovered about the underwater world. Use the comparative and superlative forms of the adjectives you select to describe your discoveries.
Adjectives: Comparisons

A. In each sentence, underline the adjective or adjectives that compare.

1. The yellow fish was bigger than the striped fish.
2. The blue fish was the biggest.
3. As they went deeper, they saw fewer fish.
4. The fish that lived closer to the bottom of the sea were odder than the fish near the top.
5. The strangest fish lived at the very bottom of the sea.
6. The clothespin was the easiest object for the tilefish to move.
7. What is the most important thing you need to know about tilefish?
8. The scientist from Germany was the most interested in the new fish.

B. Underline the adjective in parentheses ( ) that completes each sentence correctly.

9. I am (more interested, most interested) than my brother in becoming a scientist.
10. Of David, Eugenie and Ann, David is the (better, best) photographer.
11. I got the (better, best) score on the quiz in the class.
12. My friend Miguel is a (fast, faster) swimmer than I am.

Imagine that you have discovered a new fish or other animal. Write a paragraph describing how it is like another animal and how it is different from another animal. Be sure to include comparative and superlative adjectives in your description.
Verb Tenses

Underline the verb in each sentence. Then write on the line whether the verb is past, present, or future.

1. The robot aimed its cameras at the mound. _____________
2. The diver sank to the bottom. _____________
3. We will turn the ship around now. _____________
4. The teacher wants the next turn at the controls. _____________
5. The sea worm looked so strange in close-up! _____________
6. Jason sailed the seas. _____________
7. Satellites transmit pictures to schools. _____________
8. The lucky students will talk to scientists. _____________
9. Audiences watch the action on huge screens. _____________
10. Some lucky students will go on future Jason projects. _____________

Think & Write

Use the present tense to write a paragraph describing how a tilefish builds its mound. Then rewrite the paragraph using the past tense.
Verb Tenses

A. Read each sentence. Underline the verb. If the verb is in the present tense, write present on the line. If the verb is in the past, write past.

1. Marine biologists study fish. ____________
2. Marine biologists have a difficult job. ____________
3. They discovered a new species of fish. ____________
4. Sometimes marine biologists work at night. ____________
5. The tilefish moved the clothespin to the top of the burrow. ____________
6. The golf ball was too round. ____________

B. Write the future-tense form of the verb in parentheses (  ) to complete each sentence.

7. Next summer, I ________________ a scuba diving course. (take)
8. I ________________ to buy a wet suit. (need)
9. The school ________________ the masks and oxygen tanks. (provide)
10. My best friend Margot ________________ with me. (come)
11. When we finish the course, we ________________ a certificate. (receive)
12. I think I ________________ a marine biologist when I grow up. (be)

The tense of a verb tells you when an action takes place: in the present, in the past, or in the future. Use verbs in different tenses for events that occur at different times.

Choose a career field you are interested in and learn more about it. Write three short paragraphs explaining what that field was like in the past, what is happening in the field now, and what people in the field (maybe you!) will do in the future.
Verb Tenses

A. Read the sentences. Underline the verbs in each sentence. On the line, write present if the verb is in present tense and past if the verb is in past tense.

1. I am a marine biologist. __________

2. I studied very hard to learn this job. __________

3. I like my job a lot. __________

4. It is a lot of work and also a lot of fun. __________

5. Last year, I went to the Red Sea. __________

B. On the lines below, rewrite the five sentences in the future tense. (Don’t forget to change “last year” to “next year” in sentence 5.)

6. __________________________________________________________________________

7. __________________________________________________________________________

8. __________________________________________________________________________

9. __________________________________________________________________________

10. __________________________________________________________________________
Linking Verbs

Forms of to be

<table>
<thead>
<tr>
<th>With I</th>
<th>Use am and was</th>
</tr>
</thead>
<tbody>
<tr>
<td>With he, she, it,</td>
<td>Use is and was</td>
</tr>
<tr>
<td>and singular nouns</td>
<td></td>
</tr>
<tr>
<td>With we, you, they,</td>
<td>Use are and were</td>
</tr>
<tr>
<td>and plural nouns</td>
<td></td>
</tr>
</tbody>
</table>

A. On the line, write the correct form of the linking verb to be to complete each sentence.

1. Mr. and Mrs. Yarby ___________ going to stay at a hotel, but Mr. Hatcher invited them to his home.
2. The Yarbys ___________ very fond of drinking Juicy-O.
3. Mr. Yarby ___________ especially fond of Juicy-O.
4. Peter ___________ very polite when he met the Yarbys.
5. Mrs. Yarby ___________ very happy to meet Fudge.
6. Later, the Yarbys ___________ sorry they didn’t get a hotel room.

B. Choose one of the linking verbs above to complete each sentence. Write it on the line.

7. He ___________ unhappy.
8. The music from the bell ___________ sweet.
Linking Verbs

Choose a linking verb that correctly completes each sentence.

seems are grows am felt

1. Jody and Dana ____________ friends now.
2. She ____________ generous to her friends.
3. I ____________ sure that I passed the test.
4. She ____________ better yesterday.
5. The baby ____________ stronger with every passing day.

was sounds tastes were became

6. That music ____________ great to me.
7. Jennifer ____________ very kind to her younger brother today.
8. Sally Ride ____________ an astronaut in the 1980s.
9. The cold lemonade ____________ delicious.
10. We ____________ late for the concert.

Write three sentences about the weather or climate in your area. Use linking verbs in each one.
End Punctuation

Read the following sentences carefully. Put the correct punctuation mark at the end of each sentence. Then write on the line what kind of sentence each one is.

End Punctuation

1. Did you take Mommy’s pretty flowers ________________
2. Don’t look at me, Mom ________________
3. I’m missing two flowers ________________
4. What’s in your mouth ________________
5. Show Mommy ________________
6. She fished out a rose petal ________________
7. You’ve got to stop eating flowers ________________
8. Do you understand ________________
9. My mother gave him some peppermint-flavored medicine ________________
10. Leave it to my brother to eat flowers ________________
11. Do you think he liked them ________________
12. I certainly hope not ________________


Write four sentences: a statement, a command, an exclamation, and a question. Be sure to end each sentence with the correct punctuation mark.
End Punctuation

A. Read the following sentences. Fill in the correct end punctuation for each sentence.

1. What are you doing this weekend ________________

2. I am going swimming with Fudge ________________

3. I can’t wait to dive into the cool water ________________

4. Watch me swim underwater ________________

B. Use the sentences above to complete questions 5–8. Write the number of the sentence on the line.

5. Which sentence asks a question? ________________

6. Which sentence is exclamatory? ________________

7. Which sentence is imperative? ________________

8. Which sentence is declarative? ________________

Write four sentences to describe your day today. End each sentence with the correct punctuation mark and tell the kind of sentence it is.
Linking Verbs
Choose a linking verb from the box to complete each sentence. You will use some words more than once.

seems was were are
taste appear is

1. Josh and Jason ____________ my older brothers.
2. Sandra and Michelle ____________ on the same soccer team last year.
3. My sister ____________ a good athlete.
4. The colors in the picture ____________ very bright.
5. The cloud ____________ threatening.
6. These strawberries ____________ so sweet!
7. The coach ____________ kind and understanding.
8. I ____________ excited when I scored the winning point.
9. We ____________ now best friends.
10. That idea ____________ good.
Simple Predicates

Read the following story. Underline the simple predicate in each sentence.

1. Tisa really liked her cartoon.
2. She drew a baby and an adult clown.
3. The baby in the cartoon played tricks on the clown.
4. The baby was amazingly smart.
5. The clown wasn’t very clever.
6. The clown had a red hat and a broom.
7. The baby dropped her things on the floor.
8. The clown picked up the baby’s things.
9. The baby threw more toys on the floor.
10. The clown picked them up again.
11. Tisa thought her cartoon was funny.
12. Her mother also thought Tisa’s cartoon was funny.

Work in pairs to continue the story you just read by writing two or three more sentences. Underline the simple predicates in your sentences.
Simple Predicates

A. Fill in the bubble next to the choice that gives the simple predicate in each sentence.

1. The Earth Hound eats wigglemeat.
   - A. eats
   - B. Hound
   - C. Earth
   - D. wigglemeat

2. The Earth Hound chases a stick for its master.
   - F. for its master
   - G. chases
   - H. Earth
   - J. stick

3. The master makes food for the Earth Hound.
   - A. makes food for the Earth Hound
   - B. makes food
   - C. makes
   - D. master

B. Underline the simple predicate in each sentence.

4. An Earth Hound plays with its master.

5. The master places newspapers on the floor.

6. An Earth Hound is a friendly animal.

Write four humorous sentences about an “Earth Cat.” Underline the simple predicate in each sentence.

The simple predicate is the verb in the complete predicate. It can be an action verb, such as run, or climb. It can also be a linking verb, such as is, were, or seemed.
Commas in a Series

Read the following sentences and add commas to separate the words in a series.

1. Buster ate in the morning, afternoon, and evening.
2. He wasn’t satisfied with biscuits, dog food, and doggie treats.
3. He liked bread, vegetables, fish, and even apples.
4. He didn’t really like pork chops, chicken, or steak.
5. He liked crunchy broccoli, carrots, and string beans.
6. Buster was in heaven when Mrs. DeFurio made vegetable soup, vegetable salsa, or vegetable dip!
7. The silly dog ate the peels, the bits that flew off the counter, the skins, and the beet greens.
8. Buster’s coat was soft, shiny, and very healthy looking.
9. The broccoli, carrots, apples, beans, and beets were the cause.
10. Tommy Inez, Joan, and Clara love to play with Buster.

Write three sentences about packing for a trip. In each sentence, list some items that you might take along. Remember to use commas in a series to separate words.
Commas in a Series

Read the following sentences and add commas to separate the words in a series.

1. Jennifer bought erasers, pencils, and paper at the store.

2. Daniel likes to listen to pop music, country music, and rap.

3. The recipe calls for eggs, milk, butter, sugar, flour, and vanilla.

4. Mr. Jones took his car to a mechanic for an oil change, a tune-up, and a tire check.

5. Lauren enjoys playing games, swimming, biking, and reading.

6. Ana, Emily, Kevin, and Tim are my cousins.

7. Amanda took a shower, brushed her teeth, and got ready for bed.

8. Tran needs a calculator, paper, a pencil, and his textbook to complete his math homework.

9. Samuel found a penny, a key chain, and a marker when he cleaned his room.

10. We had salad, pasta, and dessert for dinner last night.

Write three sentences about Earth Hounds. In each sentence, list at least three things Earth Hounds can do. Remember to use commas in a series to separate words.
Simple Predicates

Read each sentence. Then fill in the bubble next to the simple predicate.

1. Donna eats breakfast cereal every morning.
   A breakfast cereal
   B eats
   C Donna
   D every

2. Austin is the capital city of Texas.
   F city
   G Austin
   H is
   J of

3. Nicole has a dentist appointment.
   A Nicole
   B has
   C appointment
   D dentist

4. Ashton wakes up for school at 7:00.
   F wakes
   G for school
   H at 7:00
   J wakes up for school

5. Megan sleeps late on Saturdays.
   A late
   B on Saturdays
   C Saturdays
   D sleeps
Verbs: Past/Present

Complete each sentence. Write the correct form of the verb in parentheses ( ) on the line.

1. I ____________ this experiment because I wanted to make money. (start)
2. At first, I ____________ to produce medium-sized chickens. (try)
3. But those feathery fowl simply never ____________ growing. (stop)
4. My brother ____________ this apartment to me last year. (rent)
5. He ____________ my ideas are great. (think)
6. All a person ____________ is a large pen and lots of chicken food. (need)
7. I tell you, the chicken food ____________ my secret to success. (contain)
8. Now he ____________ how important my experiments are to me. (realize)
9. Yesterday I ____________ around a few things, and made a great discovery. (switch)
10. I ____________ a special food for dogs! (create)

Write three sentences using present-tense verbs. Then rewrite them using past-tense verbs.
Verbs: Past/Present

Complete each sentence. Write the correct form of the verb in parentheses ( ) on the line.

1. Olivia ____________ all the way home from school last week. (run)
2. She ____________ so excited about the school play! (be)
3. Olivia ____________ out for the part of the princess. (try)
4. She ____________ the lines over and over again. (rehearse)
5. She really ____________ that part. (want)
6. Yesterday Olivia ____________ the part! (get)
7. At home she ____________ her family her good news. (tell)
8. Her sister ____________ for joy. (jump)
9. Mom and Dad ____________ her a big hug. (give)
10. Everyone ____________ to attend the play when it is ready. (plan)
11. The whole family ____________ happy for Olivia. (be)

Use past-tense verbs in four sentences that tell about what you did yesterday. Use present-tense verbs in four sentences that tell what you are doing today.
Colons

Rewrite the sentences below, inserting colons where needed.

1. Dear Ms. McClellan
   On Sunday, at exactly 7:15 in the evening, I bought a box of your Snuffled Cold Medicine.

2. By 8:20, I was a very unhappy person.

3. The following things happened: the bottle cap broke; cotton wouldn’t come out of the bottle; and 20 pills spilled onto the floor.

4. At 9:30, I decided to do the following: write you a letter, to call the TV news network, and to mail you the broken bottle cap.

5. At 10:30, I calmed down enough to telephone you.

Write a short business letter to Ms. McClellan. Tell her how much you like her product. Use at least three colons in your letter.
Colons

Rewrite the sentences below, inserting colons where they belong.

1. Dear Mr. Abrams
   My family and I went to your new restaurant last Friday evening at 6:30.

2. At 7:20, our server brought us the following meals lasagna, lemon chicken, and salmon.

3. We are looking forward to visiting your restaurant again this Friday at 8:00!

4. We plan to order these dishes shrimp salad, stuffed peppers, and whitefish.

Use a colon to separate the hour from the minutes, after the greeting in a business letter, and to introduce a list.

Write a brief business letter to the school principal describing a recent school activity that you enjoyed. Include colons where they belong.
Verbs: Past/Present

Read this paragraph. Ten past and present verbs are the wrong tense. Draw a line through each verb that is wrong. Write the correct tense of the verb above it.

I plant a huge vegetable garden last spring. Then I water the garden. In the spring, I also plant many kinds of flowers. Now they are blooming, and they attracted butterflies. Bees were all over the garden now, too. They collected nectar from the flowers. The vegetables I plant are now big enough to eat. I always liked the carrots and lettuce. The tomatoes tasted terrific! I enjoyed my yard now. Too soon it will be winter again.
Adjectives

Underline the adjectives in each sentence. On the lines, rewrite the sentence, replacing the underlined adjectives with adjectives that change the meaning of the sentence.

1. A beautiful tree stands in my backyard.

2. It provides a cozy home for a family of lively squirrels.

3. The active squirrels jump onto long branches to gather ripe nuts.

4. I often invite my neighborhood friends to watch the frisky squirrels.

5. The funniest part is when they wave their bushy tails and do backward flips.

Make a list of adjectives that describe a nearby park.

An adjective describes a person, place, or thing.
Adjectives

A. Underline the adjectives in each sentence.

1. The roses were a brilliant red color, and they smelled sweet.

2. The rose stems had prickly thorns that were sharp.

3. A noisy bee buzzed near the roses.

4. The roses grew in a beautiful garden.

B. Write adjectives to describe the nouns in the sentences below.

5. The __________ pond is near the __________ garden.

6. The pond was filled with __________ fish.

7. __________ ducks waddled into the pond and swam around.

8. Next to the pond, __________ children played as their parents watched.

9. She had such a __________ day at the pond.

10. If tomorrow is a __________ day, we will return.

Write five sentences describing a garden that you have seen.
A contraction is a shortened form of two words. When you write a contraction, use an apostrophe to show where a letter or letters have been left out.

Apostrophe: Contractions

A. Write the contraction for each pair of words on the line.

1. I have ______________
2. You have ______________
3. We have ______________
4. They have ______________
5. I am ______________
6. You are ______________
7. We are ______________
8. They are ______________
9. I will ______________
10. You will ______________
11. We will ______________
12. They will ______________

B. Write two sentences on the lines using contractions.

13. ______________________________________________________
   ______________________________________________________
14. ______________________________________________________
   ______________________________________________________

Write two sentences using as many contractions as possible. Compare them to a partner’s.
Apostrophe: Contractions

A. Underline the contraction in each sentence.

1. One day Davy took a nap in a tree he’d climbed.

2. He probably shouldn’t have fallen asleep there.

3. When Davy woke up, he couldn’t pull his head out of the branches.

4. He realized that he hadn’t seen anyone all day.

B. Write the words from which the contraction is formed.

5. She’s so strong that she can break a tree in two just by thinking about it.

   __________

6. She ran so fast that the wind couldn’t catch her. _____________

7. Davy Crockett hasn’t met anyone as strong as Sally Ann Thunder Ann Whirlwind. _____________

8. Sally said, “I’ll be there for any critter that needs my help.” _____________

Write five sentences using some of the contractions on this page.
Apostrophe: Contractions

A. Write the contraction for the underlined words.

1. I am the president of my fourth-grade class. ________________
2. I was not going to run for the job. ________________
3. My friend Julio said, “You will make a great president!” ________________
4. Susan said to Bill, “Let us make the posters.” ________________
5. I thought, “Wow! They are really going to vote for me.” ________________
6. After the election Julio said, “It is fantastic that you won!” ________________

B. Combine each pronoun in the box with a verb to make a contraction. Write your contractions on the lines.

<table>
<thead>
<tr>
<th>A Pronouns</th>
<th>B Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>are</td>
</tr>
<tr>
<td>they</td>
<td>am</td>
</tr>
<tr>
<td>we</td>
<td>had</td>
</tr>
<tr>
<td>you</td>
<td>will</td>
</tr>
</tbody>
</table>

7. _______________________
8. _______________________
9. _______________________
10. _______________________

Name
Adverbs: Comparisons

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

When the first skater came onto the ice, she jumped high.

1. The next skater jumped ____________. (higher/highest)
2. The last skater jumped the ____________. (higher/highest)

The clown with the silly tie ran fast.

3. The clown with the purple wig ran the ____________. (faster/fastest)
4. The clown with the big feet ran ____________ than the one with red hair. (faster/fastest)

At the talent show, Maria won a ribbon for singing beautifully.

5. Jason won a medal for singing ____________ beautifully than Alex. (more/most)
6. Rosa won a trophy for singing the ____________ beautifully. (more/most)

While on stage Camille danced gracefully.

7. Gary danced ____________ gracefully than Ellen. (more/most)
8. But Joey danced the ____________ gracefully of all. (more/most)

Jim, John, and Peter ran in a race.

9. Jim ran ____________ than Peter. (faster/fastest)
10. John was the ____________ of all that day. (faster/fastest)
Adverbs: Comparisons

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

1. Fran has climbed (higher/highest) in the mountains than Jennie.
2. Sue has climbed the (higher/highest) of the three.
3. Jennie climbs (more/most) often than Fran.
4. Of all the climbers I know, Sue trains the (harder/hardest).
5. Tom hikes (more/most) often than he climbs.
6. Eddie hikes (slower/slowest) than Marty.
7. Eddie can hike (longer/longest) than Tom.
8. Ana swims the (more/most) gracefully of all the class.
10. Mia won a prize for swimming (faster/fastest) of all.

Add -er to short adverbs to compare two actions. Add -est to compare three or more actions. For most adverbs that end with -ly, use more to compare two actions. Use most to compare three or more actions.

Write a paragraph comparing how you do something with how others work at it. Include at least three adverbs that compare.
Commas With Quotations

Read the sentences. Add a comma and quotation marks where they are needed.

1. Yesterday, my brother Sam said I need help with my homework.
2. He asked Kate, Would you please help me with my art project?
3. I answered Sure. What’s your idea?
4. Sam said That’s the problem. I don’t have one.
5. I said How about making a flip book?
6. Sam said That’s a great idea! But I have another problem.
7. I said Oh no! Not another one. What’s the matter now?
8. Sam replied I don’t know what a flip book is.
9. Kate said It’s a book with lots of pictures. Each one is slightly different.
10. I’ll try it he said.
11. I could show you how I said.
12. Sam answered That would be great.

Write a short conversation between Sam, Fred, and Joe. Use a comma and quotation marks to tell who is speaking.
Commas With Quotations

A. Read the sentences. Underline the commas and circle the quotation marks.

1. Jody said, “I want to go to the park. Would you like to come with me?”

2. Sam replied, “I would love to!”

3. “Should I bring my football?” asked Sam.

4. “That’s a good idea,” said Jody.

5. “Then we can play catch at the park,” said Jody.

B. Read the sentences. Add commas and quotation marks where they are needed.

6. Corinna said It sure is cold today!

7. Dante replied I know! I need to wear my gloves!

8. Corinna said I’m wearing layers of clothes to keep warm.

9. It’s a good idea to wear boots, too Dante added.

10. Don’t forget your hat either said Corinna.

Write a short conversation between a dog and a cat. Use commas and quotation marks to show who is speaking.
Adverbs: Comparisons

A. Circle the adverb that correctly completes each sentence.

1. During the soccer game, Jan kicked the ball (fast, faster, fastest) than I did.

2. Tina swam (gracefully, more gracefully, most gracefully) than a dolphin.

3. That athlete jumped the (far, farther, farthest) of all.

4. The old car rolled along (more slowly, most slowly, slowly) than a snail.

5. The sloth moved the (carefully, more carefully, most carefully) of all the forest animals.

Commases With Quotations

B. Read this paragraph. Five commas have been left out. Put them in where they are needed.

Fred asked Sam “Will you please bring me a shovel?”
Sam responded “Why do you need a shovel?”
“I want to dig a hole to plant a bush” said Fred.
Sam asked “Can I help you?”
Fred said “That would be wonderful!”
Compound Predicate

Read each pair of simple sentences. Then combine the sentences to make a sentence that has a compound predicate. Write the new sentence on the lines.

1. I ate a hamburger. I drank juice.

________________________________________
________________________________________

2. Do you play games? Do you read sports magazines?

________________________________________
________________________________________

3. Myung went to the corner store. She forgot to buy milk.

________________________________________
________________________________________


________________________________________
________________________________________

5. The family went on vacation. The family stayed in a hotel.

________________________________________
________________________________________

A compound predicate is two or more verbs joined by a connecting word such as and, or, or but.

Using compound predicates, write a few sentences about what you did last summer.
Compound Predicate

A. Circle the compound predicate in each sentence.

1. Peter’s mother cleaned and peeled the crispy carrots.

2. The guests laughed and giggled at Smithy’s funny jokes.

3. The sly wolves waited and watched for passing animals.

4. Johnny ran and jumped on the sandy beach.

5. My mom cheered and clapped when I hit a home run.

B. Circle the simple predicate in each sentence. Then rewrite the two sentences as one sentence with a compound predicate.


Write a paragraph describing all of the things you like to do during recess. Use a compound predicate in each sentence.
Homophones

Read the sentences below. Choose the correct homophone in parentheses ( ) and circle it.

1. I (through/threw) my soft drink can into the recycling barrel.

2. The directions said to turn (write/right) at the park.

3. You need two cups of (flower/flour) to make biscuits.

4. “Good (knight/night), Amy,” said Peter to his sister. “Pleasant dreams.”

5. I was really (board/bored), and then my friend came to play.

6. What’s the best movie you’ve ever (scene/seen)?

7. I want to make my own clothes. That’s why I’m learning to (so/sew).

8. Only (for/four) people from the class were there.

9. Please come (two/to/too) my house on Saturday.

10. I would like an apple, (two/to/too).

11. These rugs will cover the (bear/bare) floors.

12. I will (be/bee) home after the movie.

Write a riddle using homophones.
Homophones

Read the sentences below. Choose the correct homophone in parentheses ( ) and write it on the line.

1. I have _____________ fish in my fish tank. (eight, ate)

2. I like to _____________ letters to my pen pal. (right, write)

3. I don’t _____________ how many people were at the game on Saturday. (no, know)

4. When is your library book ______________? (do, due, dew)

5. The _______________ talked at the school assembly. (principle, principal)

6. We are going _______________ the store after school. (too, to, two)

7. I saw _______________ movies last week. (too, to, two)

8. Our school is having a fun _______________ at the end of the year. (night, knight)

9. I made a birthday card _______________ my mom. (four, for)

10. They left _______________ backpacks on the table. (there, their)

Homophones are words that sound the same but have different meanings and different spellings.

Write a sentence about school using one of the homophones on this page.
Compound Predicate

A. Write the compound predicate that completes each sentence.

writes and publishes   buys and reads
smiles and laughs    entertain and thrill

1. My friend __________________________ all of that author’s books.

2. She ___________________________ as she reads each story.

3. The books ___________________________ her.

4. She hopes the author __________________________ a new book soon.

Homophones

B. On the line, write the homophone that completes each sentence.

for    fore    four    hair    hare    bare    bear    stair    stare

5. Her _______________ grew so long that it touched her waist.

6. The doctor checked his ears _______________ infection.

7. The mother _______________ tried very hard to protect her cubs.

8. You should never _______________ into the sun.

9. The girl tripped on the top _______________.

10. There were only _______________ cookies left.
Adjectives

Read the following sentences. Underline the adjectives.

1. It was a sunny day, so Mom and I decided to drive to a sandy beach.

2. I couldn’t find my green swimsuit and my striped towel.

3. While I was looking for them, Mom packed four pieces of chicken and two apples into a plaid basket.

4. Halfway to the beach, the perfect day began to change.

5. We could see several black clouds gathering over the tall trees.

6. All of a sudden, a brisk, cold wind came up, and strong gusts made the car shake!

7. Nature was telling Mom and me to head back to our safe and warm home!

8. A moment later, we heard the rat-a-tat of big, fat raindrops.

9. Although our wonderful day at the beach was ruined, Mom and I had fun when we returned to our cozy house.

10. We warmed up the crunchy chicken and ate it along with some buttery rolls.

Write about a place you have visited. Use adjectives to help you describe it.
Adjectives

A. Read the following sentences. Underline the adjectives.

1. I saw the brilliant moon glistening in the dark sky.

2. I gazed at the twinkling stars as well.

3. The stars gave off a bright, white light.

4. I wanted to lie on my blue blanket and stare at the wondrous sky forever.

B. Write an adjective on the line to complete each sentence.

5. The summer sun was ____________ on my skin.

6. I dipped my toes in the ____________ water at the beach.

7. I dashed into the ____________ ocean water.

8. I ran back to my ____________ beach chair to rest.

9. The ____________ breeze felt good.

10. I enjoyed the ____________ glass of lemonade.

Write five sentences about the Everglades. Use adjectives to describe it.
Capitalization

Read the story carefully. Find each noun that refers to a specific location. Capitalize the nouns and write them on the line.

1. It was a Sunday afternoon, and the Martinez family was looking for something to do. “Why not go to carroll beach?” suggested Mom.

2. “Too cold,” answered Juan Carlos, “but I have an idea. The Cougars are playing the Tigers at hometown stadium. Can we go?”

3. “I’m afraid those tickets have been sold out for weeks,” said Dad. “We could all go for a walk down by the watchatach river.”

4. “It says here in the Hometown Herald that there are some new baby leopards at parkland zoo,” read Carmelita.

5. So Mom, Dad, Juan Carlos, and Carmelita got into their van and headed for the zoo. They went in the davis street entrance. It was easy to spot the leopard den because there was a large crowd around it.

Write the names and capitals of as many states in the United States as you know, without looking in an atlas.
Capitalization

Read each sentence. Capitalize the proper nouns and write them on the line.

1. The capital of California is Sacramento.

2. The Everglades are in Florida.

3. Have you ever visited the Statue of Liberty in New York City?

4. One of the five Great Lakes is Lake Huron.

5. This summer I will visit Yellowstone National Park.

6. My grandmother was born in Florence, Italy.

7. She came to the United States by passing through Ellis Island.

Always capitalize a noun when it refers to a specific place, such as a site that can be found on a map.

Write a few sentences about a place that you enjoyed visiting. Use correct capitalization for proper nouns.
Adjectives

A. Read each sentence. Fill in the blank with the adjective in parentheses ( ) that best completes the sentence.

1. Joe rode his ____________ bicycle to the store. (red, tiny)
2. He wanted to buy some ____________ snacks. (tasty, awful)
3. He bought some ____________ apples and potato chips. (disgusting, delicious)
4. He also bought two ____________ popsicles. (frozen, hot)
5. Then Joe rode his bike home down the ____________ path. (scary, dirt)

Capitalization

B. Here is a paragraph about going places. There are five mistakes in capitalization. Circle each letter that should be capitalized.

Our family has taken many trips. We saw mount rushmore when we drove through South Dakota. Once we drove from orlando, Florida, to madison, wisconsin. We took a boat trip along the Mississippi River.
Common and Proper Nouns

Look at each pair of nouns. Capitalize the proper noun on the line. Then underline the common noun.

1. street  calais road

2. burbank city

3. mountain mount hope

4. relative uncle herman

5. museum metropolitan museum of art

6. new mexico state

7. friend mabel mary carpenter

8. the owl’s nest store

9. sea sea of cortez

10. continent africa

Make a list of five common nouns and five proper nouns.

Common nouns name any person, place, or thing. Proper nouns are the names of specific people, places, and things. Proper nouns are always capitalized.
Common and Proper Nouns

Underline the common nouns in each sentence. Circle the proper nouns.

1. Ali Baba went to see the movie Driving Fast with his friend.

2. “Can we visit the Empire State Building?” asked Dahlia.

3. We went swimming in the Atlantic Ocean when we were on vacation in Miami, Florida.

4. Have you ever seen the Carlsbad Caverns?

5. Many people have tried to climb the mountain called Mount Everest.

6. I wonder if we will ever be able to take a space shuttle to Mars.

7. I wish I could have seen the Olympics in Australia.

8. “Have you ever visited the city of Chicago?” asked Ali Baba.

9. My mother’s name is Mrs. Bernstein.

10. “How many students did their math homework?” asked Mrs. Morris.

Write three sentences about Ali Baba that contain both common and proper nouns.
Quotation Marks

Add quotation marks to set off the speaker’s words in each sentence.

1. Ellen said, Joan, please give the homework assignment to Peter.

2. Peter! said Ellen. Don’t you want the homework assignment?

3. I do, said Peter, but I’d rather get it from you.

4. Oh, Peter! Ellen said. You’re a real pain in the neck.

5. Thanks a lot for your kind words, Peter replied.

6. Ellen responded, Think nothing of it, dear friend.

7. Joan, said Ellen, let’s go for a bike ride.

8. Wait! said Peter. What about the assignment?


10. Well, said Peter, I’ll get it from someone else.

11. That’s a great idea, said Joan.

12. Peter replied, Thanks. I’ll see you tomorrow.

Write a short conversation between two friends. Use quotation marks.
Quotation Marks

Add quotation marks to set off the speaker's words in each sentence.

1. Here is Grand Teton National Park, said Dad.
2. We’re finally here! exclaimed Dena.
3. I can’t wait to walk on the trails, said Mom.
4. Greg said, I hope I get to see a bear.
5. Mom said, I hope the bear doesn’t get too close!
6. Dad said, I really want to see an eagle.
7. I want to ride a horse, said Dena.
8. Let’s set up our tent, said Dad.
9. Who would like to go rafting tomorrow? asked Mom.
10. I would! exclaimed Dena.
11. I would too! called Greg.
12. We will all go, laughed Dad.

Write a short conversation between Dena and Greg describing the rafting trip.

Quotation marks are used at the beginning and the end of a sentence to show a speaker's exact words.
Common and Proper Nouns

A. Here is a paragraph about traveling. There are five mistakes in capitalization of common and proper nouns. Draw a line through each mistake. Write the noun correctly above it.

Ali Baba’s family likes to visit big cities. They have been to boston and chicago. They saw an Ocean when they went to Los Angeles. They have seen some tall skyscrapers, too. They visited the Sears tower when they were in Chicago. They spent thanksgiving with Ali Baba’s grandparents in Houston.

Quotation Marks

B. Add quotation marks to set off the speaker’s words in each sentence.

6. I would like some chocolate ice cream, please, said Molly.

7. Can I have some ice cream, too? asked David.

8. Mom said, You sure can! I’ll get it now.


10. I’ll be right back, said Mom.
Past-Tense Verbs

Each sentence below shows events in the present. 
Rewrite the sentences to show events that have taken place in the past by changing the verb to the past tense.

1. A giraffe reaches into the trees for leaves.

2. The elephants shuffle slowly to the water.

3. Exotic birds dart from tree to tree.

4. The flamingo eats tropical fruit.

5. Leopards stretch after a nap.

6. The baby zebra nuzzles its mother.

7. A huge python hides behind a tree.

8. Penguins splash in the water.

9. A baby tiger rides on its mother’s back.

10. Two sharks swim in circles.

Regular verbs form the past tense by adding -d or -ed. Irregular verbs change in spelling to form the past tense.
Past-Tense Verbs

A. Underline the past-tense verbs in each sentence below.

1. Andy and Grandma went to the zoo.
2. They saw elephants drinking water.
3. The tigers roared loudly as Grandma and Andy walked by.
4. The giraffes stretched their necks to reach leaves in the trees.
5. A polar bear enjoyed swimming in the cool water.

B. Each sentence below is written with a present-tense verb. Rewrite the sentences using past-tense verbs.


7. Fruit bats fly in the night sky.

8. A beluga whale swims past the aquarium window.

9. Buffalo roam the open prairies.

10. We look for alligators in the Everglades.

Write three sentences about the Galápagos Islands. Make sure you use past-tense verbs in your writing.
Subject/Verb Agreement

In each sentence, circle the verb in parentheses ( ) that agrees with the subject.

1. The diary entries in Swimming With Sea Lions (tell/tells) about a trip to the Galápagos Islands.
2. The word galápagos (mean/means) “tortoises” in Spanish.
3. The islands were named for the giant tortoises that (live/lives) there.
4. From an airplane, the Galápagos Islands (look/looks) like diamonds glittering in the sea.
5. Many people (visit/visits) the Galápagos Islands to see the wildlife.
6. I know a naturalist who (want/wants) to go there to study the unusual animal species.
7. She (record/records) information about the giant tortoises.
8. The sea lions (is/are) also very interesting to observe.
9. The baby sea lions (play/plays) in the water all day.
10. The diary entries (make/makes) me want to visit the Galápagos Islands.

Write a paragraph using singular subjects only. Rewrite it, changing all the singular subjects to plural subjects. Make sure the verbs agree with the subjects.

A verb in the present tense must agree with its subject. If the subject is plural, the verb must be plural. If the subject is singular, the verb must be singular.
Subject/Verb Agreement

Underline the subject in each sentence. Then choose the verb in parentheses ( ) that agrees with the subject and write it on the line.

1. She __________ the best pitcher on her softball team. (is, are)
2. They __________ all players on the Southside team. (is, are)
3. I __________ a big fan of baseball and soccer. (am, is)
4. He __________ always the umpire for our games. (is, are)
5. We __________ an enthusiastic group of ball players. (is, are)
6. You __________ a very good batter. (is, are)
7. Mike and Jose ____________ good batters as well. (is, are)
8. David ____________ a soccer ball very hard. (kick, kicks)
9. Marie ____________ as well as David. (kick, kicks)
10. Howard and Jamal always ____________ a goal in each game. (score, scores)

Write a paragraph about a sport you like. Make sure all of the verbs agree with the subjects.
Subject/Verb Agreement

A. Complete each sentence. Write the correct present-tense form of the verb in parentheses ( ).

1. Ms. Mendez _______________ plans for my fourth-grade class today. (have)

2. This _______________ our schedule. (be)

3. First, we _______________ the local art museum. (visit)

4. Next, a sculptor _______________ a talk. (give)

5. Then, each student _______________ a sculpture in clay. (create)

B. Write five sentences describing a class activity that happened yesterday. Describe what you and your classmates did. Make sure that all the subjects and verbs agree.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name
Possessive Pronouns

A. Circle the possessive pronouns in the sentences below.

1. Mark called, “Hey, William, is this your black gym bag?”
2. “No,” Mario yelled back. “Melissa said it’s her bag.”
3. “Look for initials on its side,” Mark said.
4. “Has anyone seen my bag?” asked Mario.
5. “Has anyone seen our bag?” asked Art and Bill.

B. Replace the underlined word or words with a possessive pronoun.

6. “Where is Art and Bill’s brown bag?” asked William. _______________
7. “Let’s look for the boys’ brown bag!” yelled Mark excitedly. _______________
8. “Is this Joan’s green bag?” asked Mark. _______________
9. “I think it’s Mario’s green bag,” said William. _______________
10. “Besides,” said Mario, “Joan’s bag isn’t even green.” _______________
11. “Who put Joan’s and my bags by the door?” I asked. _______________
12. “I think I found Mario’s bag,” said Mark. _______________

Reread “Budding Moon.” Rewrite the first two verses without possessive pronouns. How do possessive pronouns make communicating easier?
Possessive Pronouns

A. Circle the possessive pronouns in the sentences below.

1. Danny said, “Where is your key, Mom?”
2. “My key is on the kitchen table,” said Mom.
3. “Did you lose your key?” asked Mom.
4. “No, Dana lost her key,” said Danny.
5. “Dana and I will drive our car to the store to buy a new key,” said Mom.

B. Replace the underlined word or words with a possessive pronoun.

6. The sun shines brightly on Kelley and Lydia’s yard. ________________
7. Kelley and Lydia are playing in the girls’ backyard. ________________
8. Lydia wants to play with Steve’s truck. ________________
9. Steve wants to play with Kelley’s toys. ________________
10. Lydia and Kelley ask Steve to share Steve’s toys too. ________________

Write a sentence about something that belongs to each member of your family. Use possessive pronouns.
A, An, and The

Read the sentences carefully. Underline the word in parentheses ( ) that correctly completes the sentence.

1. Sometimes Jill imagined she lived in (an/a) old house.
2. She pretended she sat near (a/an) open window in the living room.
3. She would look at (an/the) picture of two small children that hung on the wall.
4. She would pet (the/a) two white cats.
5. Then she would sit in (a/an) overstuffed chair.
6. All (the/an) chairs in the room were flowered.
7. (A/An) thick carpet covered the floor.
8. Outside was (a/an) huge apple tree.
9. On it hung (a/the) biggest apples she had ever seen.
10. She would pick all (an/the) apples off the apple tree.
11. Then she would eat (an/a) apple before bedtime.
12. Jill enjoys sharing (a/the) things she imagines with her friends.

The articles a and an are used with singular nouns. A is used before a word beginning with a consonant. An is used with words beginning with a vowel. The is used with singular and plural nouns.

Make a simple alphabet book for a six-year-old. Label the objects you draw using a, an, or the.
A, An, and The

Complete each sentence by writing a, an, or the in the blanks.

1. The first moon is __________ moon of popping trees.

2. Where the cold fire of winter had been was __________ circle of flowers.

3. __________ people hide inside when they hear that sound.

4. __________ white owl flew down to carry winter back to the north.

5. In late spring, __________ small boy went hunting down by the river.

6. When he returned, years had passed and he was __________ tall man.

7. Each autumn, the leaves of __________ sleeping trees fall.

8. __________ animal wakes and we follow it across the wide, beautiful land.

9. Grandfather was __________ very tall man.

10. Each year __________ Senecas sing songs of praise.

Write a paragraph or poem describing your favorite season or month. Circle the articles a, an, and the in your writing.
Possessive Pronouns

Fill in the bubble next to the possessive pronoun that takes the place of the underlined word or words.

1. This is The Rocket’s team soccer ball.
   - A their
   - B his
   - C her
   - D my

2. These are Sozap’s cleats.
   - F my
   - G his
   - H him
   - J our

3. Who put Sozap’s and my cleats together?
   - A their
   - B we
   - C our
   - D yours

4. Mario’s shin guards are in a locker.
   - F Hers
   - G His
   - H Our
   - J Your

5. The team’s soccer uniforms are being washed.
   - A Their
   - B His
   - C Her
   - D Your
Compound Predicates

Each of these sentences has a compound predicate. Draw one line under the subject. Draw two lines under the compound predicate.

1. My horse runs, gallops, and plays in the meadow.
2. The truck driver stopped but didn’t signal at the yield sign.
3. I sing and play the guitar.
4. Bees buzz and sting when swarming.
5. Can you glide and jump on roller skates?
6. Should I go to the store or stay home?
7. I read a book and saw a movie on Saturday.
8. Lisa played softball and rode horses last summer.
9. I remembered the gift but forgot the card.
10. All the actors bowed and waved after the play.

A compound predicate consists of two or more simple verbs joined by and, or, or but.

What did you do in school yesterday? Write about it using compound predicates.
Compound Predicates

A. Underline the compound predicate in each sentence.

1. My dog runs in circles and barks at strangers.

2. My brother plays basketball in the morning and walks the dog in the afternoon.

3. I sing in the choir and play the violin in the orchestra.

4. We played at the park and enjoyed a picnic.

5. My little brother laughs and sings songs.

B. Combine the sentences below into one sentence using compound predicates.

6. Animals travel the same paths. Animals know all the hiding places.

7. The deer has a thick coat. The deer runs fast.

8. The deer was standing on a roadside. The deer was watching for enemies.

What is your favorite thing to do after school? Write about it using compound predicates.
Subject and Object Pronouns

<table>
<thead>
<tr>
<th>SUBJECT PRONOUNS (used in place of the subject of a sentence)</th>
<th>OBJECT PRONOUNS (used in place of the object of a sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he, she, it, we, they</td>
<td>me, you, him, her, it, us, them</td>
</tr>
</tbody>
</table>

Complete the following letter by replacing the underlined nouns with the correct pronouns. Write the pronouns on the lines.

Dear Sonya,

Yesterday Marsha and I went on a hike to the Wildlife Basin. Marsha and I had a fabulous time. The guides helped Marsha and me find signs of wildlife. One of the guides showed Marsha and me tracks of deer and raccoons. Tom directed Marsha and me to some tunnels of small animals. We couldn’t wait to see the animals. But the animals all seemed to be sleeping. Marsha and I learned a lot about being a wildlife watcher.

Your friend,

Sandy
Subject and Object Pronouns

Circle the subject or object pronoun in parentheses ( ) that can replace the underlined word or words in each sentence below.

1. Carlos and Sue have a very popular pet-care service. (They, Them)
2. Many people hire Carlos and Sue to feed their cats. (they, them)
3. Carlos asked Jenna and me to help out for a day. (we, us)
4. Jenna and I were delighted to help. (We, Us)
5. I agreed to meet Sue at the Chans’ house that afternoon. (she, her)
6. Sue showed me how to feed the cats. (She, Her)
7. Sue and I played with the cats together. (them, it)
8. The cats meowed and purred. (They, Them)
9. Sue and I left the Chans’ house and locked the door. (We, Us)
10. The Chans arrived home later. (They, Them)

THINK & WRITE

Write three sentences describing your favorite teacher. Use pronouns when possible.
Compound Predicates

Read each pair of sentences. Combine them to form compound predicates using conjunctions.

1. Matthew stepped briskly. Matthew pulled up his coat collar.

2. The otters took trout. The otters ate them like candy bars.

3. Marjorie walks to work. Marjorie drives to the store.

4. Darius eats an apple every day. Darius drinks water every day.

5. Kristy does her homework after school. Kristy plays a video game after school.
Compound Sentence

Rewrite the sentence pairs to make one compound sentence.

1. Last night was very cold. The wind was gusty.

2. I saw a hungry fox hiding in the bushes. It saw me, too.

3. For a second, I saw the tiny footprints of one lone fox. They were melting fast in the snow.

4. Was the fox still nearby? Did it go back into the woods?

5. Some people are afraid of foxes. Others love them.

Tell about a time you have watched an animal. Use compound sentences.
Compound Sentence

A. Read each sentence. Underline the simple sentences that make up the compound sentence. Circle the conjunctions in each sentence.

1. One day we were in the park, and we saw two ducks swimming by.
2. We watched the ducks for a while, but they disappeared into the tall grass.
3. The ducks might have gone to a nest, or they could have swum to the shore.
4. We walked along the grassy bank, but we could not find them anywhere.
5. We sat down on the dock, and the ducks came out again.
6. One adult duck led six ducklings around the pond, and the other adult followed behind the babies.

B. Read each compound sentence. Choose the conjunction from the parentheses ( ) that makes sense, and write it on the line.

7. The ducklings are brown, ___________ the adult ducks are white. (but, or)
8. The ducklings were playing, ___________ they were learning, too. (but, or)
9. The ducklings ate a lot, ___________ they grew quickly. (but, and)
10. My sister likes to watch the ducks, ___________ so do I. (and, or)

Write a paragraph about a visit to the park. Include three compound sentences.

A compound sentence is made up of two simple sentences joined by a comma and the conjunctions and, or, or but.
Commas in Compound Sentences

In the following compound sentences, circle the conjunction and, or, or but and place a comma in front of it.

1. The young boy was looking for a fox but he could not find one.
2. It was a snowy night and there was frost on the ground.
3. The boy carried a thermos of hot cocoa but he had forgotten to bring a cup.
4. He saw a fox for the first time and the sight of it delighted him.
5. He aimed his camera but the fox ran away.
6. The boy followed the fox’s footprints and he found the fox.
7. This time he was prepared and he was able to take a great picture.
8. He could go home now or he could wait to get another picture.
9. He was cold but he might never get so close to the fox again.
10. The fox ran away into the woods and the boy went home.

Imagine you are photographing a wild animal. Write about what happens. Use compound sentences.
Commas in Compound Sentences

In the compound sentences below, circle the conjunctions and place a comma in front of each one.

1. The dog was playing and she was running around the field.
2. It was an exciting time but it only lasted a moment.
3. We saw the fireworks and we ate ice cream.
4. The fireworks were noisy and they looked like stars in the sky.
5. The crowd cheered and the game began.
6. Sam hit a home run and he ran around the bases.
7. It was a cloudy day but it didn’t rain.
8. The score was 3 to 2 and the home team was winning.
10. The home team won the game and everyone was very happy.

Write a short story that you could share with a younger child. Use compound sentences to describe the action in the story.
**Commas in Compound Sentences**

Read the paragraph and answer the questions.

(1) Joan hit a home run. (2) Her team scored three runs. (3) LaShawn started out having a bad game. (4) Her shoelace broke. (5) She tripped. (6) She felt better later when she make a great play at third base. (7) She had to run fast. (8) She could miss the ball. (9) She caught it. (10) It was not the final out of the game.

1. Which is the best way to write Sentences 1 and 2?
   A. Joan hit a home run, or her team scored three runs.
   B. Joan hit a home run, and her team scored three runs.
   C. Joan hit a home run, but her team scored three runs.
   D. Best as it is

2. Which is the best way to write Sentences 4 and 5?
   F. Her shoelace broke, but she tripped.
   G. Her shoelace broke, or she tripped.
   H. Her shoelace broke, and she tripped.
   J. Best as it is

3. Which is the best way to write Sentences 7 and 8?
   A. She had to run fast, or she could miss the ball.
   B. She had to run fast but she could miss the ball.
   C. She had to run fast, and she could miss the ball.
   D. Best as it is

4. Which is the best way to write Sentences 9 and 10?
   F. She caught it or it was not the final out of the game.
   G. She caught it and it was not the final out of the game.
   H. She caught it, but it was not the final out of the game.
   J. Best as it is
Simple Subject

Underline the simple subject in each sentence.

1. Rosa didn’t like the school dress code.
2. Girls couldn’t wear bike shorts to school, even in hot weather.
3. Boys were not allowed to wear hats in school.
4. However, girls could wear hats.
5. These rules seemed ridiculous to Rosa.
6. Her plan was simple.
7. She wrote a letter disagreeing with the dress code.
8. Many students in school signed it.
9. Then Rosa delivered the letter to the principal’s office.
10. Several days passed.
11. After thinking about the letter, the principal called a school meeting.
12. A few things would be changed.
14. However, they could no longer wear hats.
15. On Fridays, students could choose their own outfits.

Work in pairs to write five more sentences that continue the story. Underline the simple subject in each sentence.
Simple Subject

A. Underline the simple subject in each sentence.

1. Lonnie was taking a computer class.
2. He was learning how to create programs.
3. Lonnie enjoyed learning new ways to use the computer.
4. Lonnie’s hands really moved fast over the keyboard!
5. Uncle Bates was proud of him!

B. Complete each sentence by writing a simple subject on the line.

6. ___________ like to eat salad.
7. ___________ pedaled quickly as he rode his bike to school.
8. ___________ worked hard on her school project.
9. ___________ moved so fast as she sewed that they were a blur!
10. ___________ stopped at every corner.

Write five sentences describing how you get home from school.
Underline the complete subject in each sentence. Circle the simple subject.
Capitalizing Titles and Initials

Rewrite the names of the people and their titles on the lines provided in the story below. Remember to use correct capitalization.

The president of the Landmarks Committee, mrs. alice chen called david cherney, a teacher at Westside Elementary School. She asked if any students would be interested in helping her save the old schoolhouse on Route 19. alice invited the students to come to a town meeting and give their opinions.

A lot of students showed up at mayor jacobs' office. They helped convince mr. jacobs that a new fast-food restaurant wasn’t needed.

reverend ash explained that governor williams had attended the one-room stone schoolhouse when he was a boy. It had been built by chester p. sloane, who had also built the old church.

“What with overcrowding in the schools, we might even need to use that schoolroom, sir,” mrs. chen said. mayor jacobs agreed wholeheartedly.

Work in cooperative groups to find out the names of officials in your town. Then write six sentences that include their names and job descriptions.
Capitalizing Titles and Initials

Rewrite the names of the people and their titles on the lines provided. Remember to use correct capitalization.

1. c. j. walker
2. uncle steve
3. aunt connie
4. dr. lisa tybor
5. lawrence davis, jr.
6. woodlawn school
7. mr. jackson
8. president james a. garfield
9. mayor rodriguez
10. judge daniels

Write a paragraph telling about some of the teachers and administrators in your school. Capitalize their names and titles correctly.
Simple Subject

Fill in the bubble next to the words that show the simple subject.

1. Early on Saturday, Melody woke up.
   A. Early on Saturday  
   B. Saturday  
   C. Melody  
   D. Melody woke up  

2. She got dressed and brushed her teeth.
   F. She  
   G. She got  
   H. dressed and brushed her teeth  
   J. teeth  

3. Then Melody quickly ate her breakfast.
   A. Then Melody  
   B. Melody  
   C. Melody ate  
   D. breakfast  

4. Her friend Alana knocked at the door.
   F. Her friend Alana  
   G. friend  
   H. Alana knocked  
   J. door  

5. The girls packed lunches for a picnic with Aunt Connie.
   A. The girls  
   B. girls  
   C. lunches  
   D. for a picnic with Aunt Connie
The Linking Verb

\textbf{to be}

Read each sentence. Circle the linking verb that is a form of the verb \textit{to be}. Then underline the words that tell you something about the subject of the sentence. For example:

\begin{quote}
We \textcolor{red}{\underline{were}} visitors at the science museum.
\end{quote}

1. The speaker was a scientist.
2. I am interested in the environment.
3. She was a good speaker.
4. The forest is a community of living things.
5. All of us are members of a community.
6. There are many layers in a forest community.
7. One layer is flowers and herbs on the forest floor.
8. Shrubs are another layer.
9. The top layer is the leaves of the tallest trees.
10. The bottom layer is the soil.
11. Many animals are a part of the forest community.
12. One of my favorites is the horned owl.

Describe the community in which you live. Use different forms of the verb \textit{to be} to link the subject to the part of the sentence that tells something about the subject.
The Linking Verb to be

Fill in the blank in each sentence below. Choose a form of the linking verb to be from the box.

am are is was were

1. Dinosaurs ________ huge creatures that lived millions of years ago.
2. One of the largest dinosaurs ________ the Tyrannosaurus rex.
3. It ________ common to see dinosaur fossils in museums.
4. Fossils ________ formed in rocks where animal bones used to be.
5. The most complete Tyrannosaurus rex ever found ________ the one in a Chicago museum.
6. Sue ________ the nickname of this dinosaur.
7. The dinosaur’s nickname ________ the name of the fossil hunter who found it.
8. My friend Max and I ________ visitors to the museum now.
9. I ________ very eager to see Sue.
10. I ________ anxious to see fossils, too.

Describe the neighborhood near your home using sentences with different forms of the linking verb to be.
Double Negatives

Underline the word in parentheses that correctly completes each sentence. For example:

I don’t (ever, never) throw away glass bottles.

1. No one (don’t, does) at my house, because we recycle them.

2. There aren’t (none, any) left to go out with the trash.

3. It’s too bad your town (never, ever) recycles.

4. You say you can’t do (nothing, anything) about it.

5. Well, that’s true if you won’t do (nothing, anything) to change things.

6. Haven’t you (never, ever) heard of community action?

7. Wouldn’t (none, any) of your friends want to help you?

8. You can’t get (anywhere, nowhere) until you try!

9. (Nobody, Somebody) will help you unless you ask.

10. The light is (never, ever) too bright if you keep your eyes on the prize.

11. Don’t you like (none, any) of my advice?

12. Let’s not get into (no, any) arguments.

Words such as no, no one, nobody, none, nothing, and never are negatives. They all mean “no.” The word not, and any contractions made with not, are also negatives. Use only one negative word in a sentence to express a negative thought.

THINK & WRITE

With a partner, write four classroom rules that include two “no” words in each rule.
Double Negatives

Underline the negative word or words. If there is only one negative, write OK. If there is more than one negative, rewrite the sentence correctly.

1. I don’t read no sad stories about the Giddywit.

2. On our trip to the mountains, we didn’t see no bears.

3. Fred doesn’t never have time to watch television.

4. The coach won’t choose no one to play on the team until tomorrow.

5. I could not go to no movies because I had to study.

Think of an example of when you used a double negative. Write the sentence including the double negative, then rewrite the sentence correctly.
Double Negatives

Rewrite each sentence with only one negative.

1. Oog couldn’t hear no alarm clock.
   ____________________________________________________________

2. None of these jokes aren’t funny.
   ____________________________________________________________

3. I won’t eat no cheese sandwich today.
   ____________________________________________________________

4. Nobody wouldn’t go to the desert to swim.
   ____________________________________________________________

5. Not nobody wanted to go to the beach.
   ____________________________________________________________

6. Tess can’t never go without her brother.
   ____________________________________________________________

7. Mary never did nothing wrong.
   ____________________________________________________________

8. Tim won’t see none of those shows.
   ____________________________________________________________

9. My mom don’t like nothing red.
   ____________________________________________________________

10. You don’t have no money, neither?
    ____________________________________________________________
Possessive Nouns

Underline the P or S to tell whether each noun is singular or plural. Then write it as a possessive noun.

1. P S shopkeeper
2. P S bus driver
3. P S planters
4. P S child
5. P S cart
6. P S customers
7. P S billboards
8. P S mail carrier
9. P S park benches
10. P S sign
11. P S ladies
12. P S mailbox
13. P S woman
14. P S councilperson
15. P S streetlights

A possessive noun is a noun that shows ownership. To make a singular noun possessive, add -'s. To make a plural noun possessive, add an apostrophe after the -s. Add -'s to plural nouns that do not end in -s.

Write five sentences. Use possessive nouns from above in each sentence.
Possessive Nouns

A. Underline the possessive noun in each sentence.

1. The miners’ families were going hungry.
2. The owner’s mine was going to be closed permanently.
3. The town’s people signed a petition to go back to work.
4. Rosie’s parents were worried.

B. Write each noun below as a possessive noun. Use two nouns that you wrote in sentences.

5. Jack
6. dog
7. officer
8. teacher
9. park
10. pool

11. _______________________________

12. _______________________________

Choose three of the possessive nouns above. Write a short story that includes those possessive nouns.

A possessive noun is a noun that shows ownership. To make a singular noun possessive, add -’s. To make a plural noun possessive, add an apostrophe after the -s. Add -’s to plural nouns that do not end in -s.
Commas in Dates

A. Place a comma in the correct place within each date below.

1. August 3 1492
2. July 4 1776
3. November 23 1963
4. December 7 1941
5. July 10 1969
6. April 12 1861
7. April 19 1775
8. August 11 1921
9. October 29 1929
10. June 28 1914

B. Answer the following questions with a date. Remember to use commas where needed.

11. What is today’s date?

12. When was the first day of school?

13. What will be the date of the Fourth of July five years from this year?

14. When is the first day of your next school vacation?

15. What is the date of your birthday?

Make a list of dates that are important to you, such as holidays during the year. Remember to use commas.
Commas in Dates

A. Place a comma in the correct place within each date below.

1. October 15 1899    4. July 4 1776

B. Interview another student in your class. Ask them the questions below. Write the dates they give as answers with the comma in the correct place.

7. When is your birthday?

8. What is today’s date?

9. What will be the date this Sunday?

10. When is the last day of school?

Write the birthdays of several members of your family or friends. Remember to use commas correctly.
Possessive Nouns

Change each noun below to a possessive noun and write it on the line. Then use the possessive noun in a sentence.

1. miner ________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

2. dog ________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

3. child ________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

4. ocean ________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

5. snake ________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
Declarative and Interrogative Sentences

Rewrite each sentence using capitals, periods, or question marks.

1. all newspapers need reporters

2. what was Suki Cheong’s first job as a reporter

3. she worked hard and long, and soon became an editor

4. how was Suki’s job different as an editor

5. can you think of some issues that would be important to write about in a newspaper

6. would you like to be a reporter or an editor

7. newspapers are an important way for people to get information

Write a paragraph giving your opinion about an issue or problem in your classroom, such as the length of homework assignments or length of recess periods. Remember to use capitals, periods, and question marks correctly.

A declarative sentence makes a statement. It begins with a capital letter and ends with a period. An interrogative sentence asks a question and ends with a question mark.
Declarative and Interrogative Sentences

Write the appropriate end punctuation at the end of each sentence. On the blank provided, write declarative if the sentence is declarative, or interrogative if the sentence is interrogative.

1. I like to play baseball
   ____________________________

2. Do you like to play baseball
   ____________________________

3. What is your favorite board game
   ____________________________

4. Bobby’s favorite subject in school is math
   ____________________________

5. What is your favorite subject in school
   ____________________________

6. Do you ride a bus or walk to school
   ____________________________

7. My dad drives me to school every morning
   ____________________________

Write three declarative sentences. Then change those sentences to make them interrogative. Use periods and question marks correctly.
Pronouns and Contractions

A. At the end of each sentence, write the two words that make up the contraction.

1. “He’s only nine years old,” someone said about James Ale.
   ______________________

2. “We’ve got to do something to get a park,” said James.
   ______________________

3. James decided he’d organize the kids. ______________________

4. They’d call themselves “Children for Davie.” ______________________

5. And they wouldn’t back down. ______________________

B. At the end of each sentence, write a contraction for the underlined words.

6. Mr. Ale told his son, “You will have to be persistent.”
   ______________________

7. James went to see the mayor. Her secretary said, “She is not in.”
   ______________________

8. Mayor Kovac told James she would look into his plans for a park.
   ______________________

9. Finally, the mayor and town administrator agreed. “We are going to build that kid a park.” ______________________

10. The neighborhood kids said, “It is a miracle.” ______________________
Pronouns and Contractions

A. Circle the contraction in each sentence.

1. I'm going to James’s house after school.

2. We'll do our homework together and have a snack.

3. His mom said, “You’ve got to finish your homework.”

4. “We’re hoping to finish in time,” said Amy’s friend.

5. “He’s done now, but I’m not,” said Amy.

B. Form a contraction using each pair of words.

6. we will ____________________________

7. she will ____________________________

8. we are _____________________________

9. he is ______________________________

10. they are __________________________

Write sentences telling about Children for Davie. Use contractions when possible.
## Pronouns and Contractions

Match each pair of words in Column A with the correct contraction in Column B. Write the letter of the contraction on the line.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. we will</td>
<td>a.  he’s</td>
</tr>
<tr>
<td>2. she will</td>
<td>b.  you’ve</td>
</tr>
<tr>
<td>3. she would</td>
<td>c.  we’ll</td>
</tr>
<tr>
<td>4. he would</td>
<td>d.  she’d</td>
</tr>
<tr>
<td>5. I am</td>
<td>e.  I’m</td>
</tr>
<tr>
<td>6. he is</td>
<td>f.  she’s</td>
</tr>
<tr>
<td>7. she is</td>
<td>g.  they’re</td>
</tr>
<tr>
<td>8. we are</td>
<td>h.  she’ll</td>
</tr>
<tr>
<td>9. they are</td>
<td>i.  we’re</td>
</tr>
<tr>
<td>10. you have</td>
<td>j.  he’d</td>
</tr>
</tbody>
</table>
Sentence Expanding

Combine each pair of sentences into one longer sentence.

1. Pee Wee Reese played for the Brooklyn Dodgers.
   Jackie Robinson played for the Brooklyn Dodgers.

2. Other players insulted Jackie Robinson.
   Fans insulted Jackie Robinson.

3. Jackie was saddened by the taunts.
   Pee Wee was angered by the insults.

4. Pee Wee Reese wanted to do what was right.
   Pee Wee Reese decided to take a stand.

5. Pee Wee stood with Jackie in front of the fans in Cincinnati.
   Pee Wee said, “This man is my teammate.”

Write two sentences describing Jackie Robinson. Combine the two sentences into one sentence.

Sentences that repeat the same information can be combined into one longer sentence by using a compound subject or a compound predicate. Two simple sentences can be combined by using a conjunction preceded by a comma.
Sentence Expanding

A. Write subject if the subject is combined. Write predicate if the predicate is combined. Write sentence if two sentences are combined.

1. Spiders and mites are arachnids. ____________

2. Pat noticed a large wolf spider and watched it make a web. ____________

3. Wasps and frogs are enemies of spiders. ____________

4. Many spiders spin silk webs and trap insects in the webs. ____________

5. Most spiders have eight eyes, but some spiders have no eyes at all. ____________

B. Write one sentence for each pair of sentences. Combine the subjects or predicates.

6. I read a biography about Satchel Paige. I saw a TV program about him.

   ____________________________________________


   ____________________________________________

8. Sarah likes to read. Sarah also enjoys playing baseball.

   ____________________________________________

Write two sentences about activities you and your friends enjoy. Use combined subjects or predicates in your sentences.
Using Irregular Verbs

Choose a verb from the box to complete each sentence. Make sure you write the correct form of each verb.

Irregular Verbs

give feel run send swing lead become

1. Jackie Robinson _______________ bad when the fans and other players insulted him.

2. But he never _______________ up on himself or others.

3. When Jackie _______________ the bat, everyone was impressed.

4. Jackie Robinson _______________ the bases like no one else!

5. In his rookie year, he _______________ the league in stolen bases.

6. In 1962, he _______________ a member of the Baseball Hall of Fame.

7. Jackie’s life _______________ a message of courage and inspiration to people around the world.

Write a letter to a friend telling what you learned from Jackie Robinson’s story. Circle all the irregular verbs you use.
Using Irregular Verbs

A. Underline the irregular verb in each sentence.

1. Jason made a tuna sandwich in the kitchen.

2. Lauren shook her head in amusement.

3. Mom came into the kitchen.

4. She saw the mess on the counter.

5. She gave Jason a warning to clean up the mess.

B. Choose the past-tense verb from the box that best completes each sentence. Write it on the line.

hit  held  heard  ran  swung

6. Maggie ______ the bat firmly in her hands.

7. She ______ the fans cheering her on.

8. She ______ at the first pitch.

9. She ______ the ball into left field.

10. She ______ all the way to second base.

Write a paragraph about a special friend. Use irregular verbs in some of your sentences.
Sentence Expanding

A. Combine each pair of sentences below to create one longer sentence.

1. Jackie can play. Jackie can help his team win.

2. Pee Wee believed in doing what was right. Pee Wee decided to take a stand.

3. Pee Wee wore the same uniform. Jackie wore the same uniform.

Using Irregular Verbs

B. Circle the verb that completes each sentence correctly.

4. This past summer I _____ a wonderful time at Camp Braeburn.
   - has
   - had
   - have

5. I _____ a letter to my grandparents while I was at camp.
   - sent
   - sended
   - sends
Verbs: Future Tense

Underline the future-tense verbs in the following sentences. Not all sentences have future-tense verbs.

1. May 15 is our second annual Sand Point Cleanup Day.
2. We hope that the whole community will join us to help clean up our local beaches.
3. We will need at least seventy-five people to accomplish the task.
4. So if you are someone who enjoys a clean beach, come on down.
5. We will meet in the main parking lot at 10:00 A.M.
6. Luis Valenca will organize this year’s effort.
7. Anyone with a pickup truck should call him at 555–8768.
8. People with trucks will meet at Breezes Park to haul away the garbage.
9. In addition, the lifeguard stand needs repair work.
10. John will supervise the carpenters.
11. If you are handy with a hammer, you can be a carpenter for a day.
12. We need volunteers to bring or lend heavy-duty garbage bags, rakes, and rubber gloves.
13. Mrs. Esther Loeb will provide juice and hot chocolate for the cleanup team.
14. As anyone who was on the team last year will tell you, this is a great way to spend a spring day.

Think about a community project that would interest you. Write a newspaper article about the project. Use as many future-tense verbs as you can.
Verbs: Future Tense

Write the future tense of the verb in parentheses ( ) to complete each sentence.

1. We _____________ Earth Day next week. (celebrate)
2. My friends and I _____________ the park in our neighborhood. (clean)
3. Twelve of us _____________ there. (work)
4. I _____________ garbage bags. (bring)
5. We _____________ rubber gloves to protect our hands. (wear)
6. We _____________ the sidewalks. (sweep)
7. The city _____________ the garbage to the dump in a truck. (haul)
8. Patty’s mom _____________ lunch for all of us. (make)
9. The hardware store _____________ new garbage cans for the park. (donate)
10. Spencer’s dad _____________ me a ride home at the end of the day. (give)
11. When I get home, I _____________ a bath. (take)
12. I know that I _____________ one! (need)

Write five sentences about something you plan to do this weekend. Use future-tense verbs.
**Greeting/Closing of a Letter**

Rewrite each greeting and closing on the line below it.

1. **dear Mr. Finley**
   
   Our class is organizing a trip to Canyonlands. We would like to invite you to join us. The trip will take place on October 3. It would be wonderful if you could join us.
   
   sincerely

2. **Maria Hernandez**

3. **dear parents**

   Your students will be visiting Canyonlands on October 3. Please be sure they bring a lunch, a notebook, and, if they like, a camera. We need several parents to join us. Please let me know if you can spend the day with your child’s class.
   
   yours

4. **Juana Tapia**

5. **dear juana**

   I would be happy to go. Canyonlands is my favorite place!
   
   best wishes

6. **Ana Rivera**
Greeting/Closing of a Letter

A. Write the correct greeting and closing for the friendly letter shown below.

dear mr and mrs Castillo ____________________________

Your son Omar is doing very well in class. He works hard and completes his homework on time. He participates in class discussions and asks questions when necessary.

sincerely yours ____________________________

mrs. Avril ____________________________

B. Write a brief friendly letter to your teacher on the lines below. Write the greeting and closing with the correct use of capital letters and commas.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Verbs: Future Tense
Write the future tense of the verb in parentheses (  ) to complete each sentence.

1. My birthday party ____________ on September 27. (be)

2. I ____________ everyone in my class to the party. (invite)

3. We ____________ to the recreation center for my party. (go)

4. We ____________ in the pool. (swim)

5. Lifeguards ____________ us as we swim. (watch)

6. They ____________ sure we follow the rules. (make)

7. We ____________ lunch at the center too. (eat)

8. Then I ____________ my presents. (open)

9. Everyone ____________ a great time. (have)

10. It ____________ the best party ever! (be)
Grade 4, Personal Voice

Page 1  Conjunctions
1. I wanted to go to the circus, but I was sick that day.
2. I had a cough and my stomach hurt.
3. Did I catch a bug from my brother, or did I eat something bad?
4. My friends wanted me to go, but my mom made me stay home.
5. They brought me home a baton and gave me a balloon.
6. The next day I felt better, but my mom said I should stay in bed.
7. Would I see the circus this year, or would I have to wait?

Page 2  Conjunctions
1. Do you want to wear the same outfit as Dorelle, or do you want to wear another outfit?
2. Heather went to the library and borrowed three books.
3. correct
4. The cat will either jump on the chair or leave the room.
5. The class planned to go to the museum, but their bus broke down.

Page 3  Italics and Underlining
The following sentences should be circled.

1. a  
2. b  
3. a  
4. a  
5. b

Page 4  Italics and Underlining

1. a  
2. a  
3. b  
4. a  
5. b  
6. b

Page 5  Conjunctions

A. 1. but
2. and
3. or
4. and
5. and
7. She was playing on the swing, and her mother called her inside for dinner.
8. Does she want a brownie for dessert, or does she want cookies?
9. She wanted to watch TV, but it was too close to bed time.
10. She could take a bath, or she could take a shower.

B. 6. Heather wanted to go outside, but she had to finish her homework first.

Page 6  Adverbs

1. sooner when
2. silently how
3. nearby where
4. immediately when
5. softly how
6. happily how
7. loudly how
8. brightly how
9. quickly when
10. Suddenly when
11. now when
12. quietly how

Page 7  Adverbs

1. immediately
2. carefully
3. outside
4. somewhere
5. smoothly
6. silently
7. softly
8. brightly
9. swiftly
10. later
11. everywhere
Page 8  Capitalize the Pronoun I
Check to make sure children have used and capitalized the pronoun I 10 times

Page 9  Capitalize the Pronoun I
First Day

It was warm and sunny that morning. The sun shining through my window finally woke me up. I turned off my alarm, which had been going off for what seemed like forever.

Slowly, I got out of bed and walked down the hall. I was going to watch cartoons, but my mom said, “Jerry, you have to get moving. It’s the first day of school.”

How could I have forgotten? I rushed into the bathroom. I brushed my teeth and combed my hair. I got dressed. Luckily, I had already packed my backpack with my school supplies.

I rushed into the kitchen. I had to hurry, or I was going to miss the school bus. My mom had my lunch ready for me. I will just have some toast and juice for breakfast,” I told my mom. She popped in the toast while I poured my juice. As soon as the toast was done, I ate and then dashed out the door.

Running with all my strength, I made it to the corner just before the bus came. Tomorrow I won’t hit the snooze button!

Page 10  Adverbs
1. softly
2. fast
3. Later
4. down
5. barely
6. Yesterday
7. slowly
8. cheerfully
9. Finally
10. quickly

Page 11  Compound Sentences
1. Mama was very busy, but she always found time to talk.
2. I could have gone to school in September, but I decided not to go.
3. Mama smiled and shook her head, and I saw tears in her eyes, too.
4. We all wanted to touch the beautiful cloth, but Lottie wouldn’t let anyone near it.
5. Minna could stay mad at the children for teasing her, or she could forgive them.

Page 12  Compound Sentences
1. It was sunny and nice this afternoon, and Minna walked to school.
2. Minna wanted to go on the swings first, but they were all taken.
3. Minna could sit and wait, or Minna could play on the monkey bars.
4. Clyde fell down by the slide, and his knee was bleeding.
5. Clyde cried, and Miss Campbell comforted him.
6. The mothers worked as quickly as they could, but the cold weather was quicker.

Page 13  Subject/Verb Agreement
1. carries
2. sees
3. stitches
4. tells
5. decide
6. cry
7. chooses
8. tease
9. wish
10. forget
**Page 14**  
**Subject/Verb Agreement**

1. walks  
2. sew  
3. wants  
4. lives  
5. thinks  
6. studies  
7. needs  
8. attend  
9. knows  
10. repeats  
11. sing  
12. cries  
13. shows  
14. share  
15. bets

**Page 15**  
**Compound Sentences**

1. Minna and Souci went ice skating, *but* Clyde stayed home.  
2. Clyde is having his birthday party at the amusement park, *and* he’s inviting all his friends.  
3. The girls will either go to a movie tomorrow night, *or* they will have a slumber party.  
4. correct  
5. The rabbits ran around the yard, *and* then they hid in their hole.

**Page 16**  
**Action Verbs**

A. 1. watched  
2. surprised  
3. thought  
4. sent  
5. guessed  

B. The circled verbs should be: follow, carry, bring, sit, see.  
6–10. make sure children use one of the above verbs correctly in each of their sentences.

**Page 17**  
**Action Verbs**

Action verbs will vary.  
1. (hopped)  
2. (pounded)  
3. (slurped)  
4. (sewed)  
5. (splashed)  
6. (painted)  
7. (hurtled)  
8. (scampered)  
9. (lounge)  
10. (gallop)  
11. (stopped)  
12. (raced)

**Page 18**  
**Capitalization: Letters**

Greetings and closings of children’s letters should be as follows:  
1. Dear Mom, Love, Justin  
2. Dear Mr. Jones, Sincerely, Ms. Garcia  
3. Dear Grandpa, Much love, Frieda  
4. Dear Jane, Fondly, Adin

**Page 19**  
**Capitalization: Letters**

The words and punctuation in bold show corrections.  
1. Dear Rudy,  
   Today my class went to the circus. There were three big rings under a giant tent. Men and women performed stunts on trapezes high above our heads. I was sure that they would fall, but they didn’t. It was a very exciting afternoon.  
   Your friend,  
   Tiffany

2. Dear Mr. Jackson,  
   Ultimate cherry-flavored toothpaste is the best toothpaste I have ever used! Thank you for inventing such a great product.  
   Sincerely,  
   Lynell Brown

**Page 20**  
**Capitalization: Letters**

1. Dear  
2. Adam, Sincerely  
3. Gratefully, Adam
**Page 21**  
**Irregular Verbs**

1. took  
2. ate  
3. wore  
4. gave  
5. drove  
6. sang  
7. told  
8. went  
9. ran  
10. wrote

**Page 22**  
**Irregular Verbs**

1. blew  
2. set  
3. held  
4. caught  
5. ran  
6. came  
7. had  
8. shook  
9. struck  
10. gave

**Page 23**  
**Naming Self Last**

1. Eduardo, Julio, and I decided to start a soccer tournament.  
2. Eduardo called Julio and me to say that his father would coach.  
3. When the word got out, all the kids wanted to join Eduardo and me.  
4. Eduardo, his father, and I planned a meeting for Saturday morning.  
5. Twenty-six kids wanted to join Eduardo, Julio, and me.

**Page 24**  
**Naming Self Last**

1. Stella and I are going to the park to play basketball.  
2. The other girls are waiting for Stella and me.  
3. Stella plays offense, and Consuela and I are on defense.  
4. My team has Consuela, Stella, and me.  
5. Stella and I are going to the park to play basketball.

**Page 25**  
**Irregular Verbs**

A. 1. ran  
2. blew  
3. flew  
4. held  
5. wrote

B. 6. slept  
7. sang  
8. fell  
9. gave  
10. caught

**Page 26**  
**Subject Pronouns**

1. They  
2. I  
3. He  
4. They  
5. He  
6. I  
7. It  
8. We  
9. She  
10. They  
11. We  
12. I  
13. I  
14. She  
15. We

**Page 27**  
**Subject Pronouns**

1. I  
2. she  
3. We  
4. They  
5. we  
6. she  
7. I  
8. We  
9. She  
10. It  
11. I  
12. we

**Page 28**  
**Commas**

Okay, Oklahoma  
Okay, Oklahoma  
Amherst, Massachusetts  
Boston, Massachusetts,  
Providence, Rhode Island,  
Concord, New Hampshire,  
Rome, Italy,  
Paris, France,  
Madrid, Spain  
Tulsa, Oklahoma
**Page 29  Commas**

1. Cleveland, Ohio
2. Holland, Michigan,
3. Denver, Colorado,
4. New Orleans, Louisiana,
5. Philadelphia, Pennsylvania,
6. St. Augustine, Florida
7. London, England,
8. Venice, Italy,
9. San Francisco, California,
10. Tokyo, Japan

**Page 30  Subject Pronouns Commas**

A. 1. I
2. correct as is
3. We
4. He and I
5. correct as is

B. Las Vegas, Nevada
   Charleston, South Carolina
   Washington, D.C.
   Alexandria, Virginia
   Philadelphia, Pennsylvania

**Grade 4, Problem Solving**

**Page 31  Articles A, An, The**

1. Dr. Pablo had a crazy thought.
2. He would create an invention, the best invention anybody had ever seen.
3. He started out by making a plan.
4. The plan showed the materials he would need.
5. He would need an electric generator, an extension cord, and a ton of steel.
6. Dr. Pablo went to work welding all the parts together.
7. It took a whole week to put all the pieces together.
8. People came from all over to see the invention.
9. One lady said, “It’s an imaginative piece.”
10. But the best comment was made by a tiny girl, who said, “What in the world is it?”

**Page 32  Articles A, An, The**

1. the
2. a
3. the
4. an
5. a
6. the
7. the; the
8. the
9. the; the
10. a; an
11. an; a; a
12. the

**Page 33  Exclamation Marks**

Wow! What a day I had today! First of all, I couldn’t find the homework I did the night before. Then, to my surprise, I found it under my bed! My second problem was getting dressed. I thought Dad had washed my favorite sweatshirt. It turns out it was still in my school locker, so I had nothing to wear! I was devastated!

I thought my day would get better once I got to school. Boy, was I wrong! I forgot my lunch money. We had a surprise social studies quiz, and I missed the bus after school! When I got home, I discovered that we were having my least favorite meal for dinner. Then my favorite TV show wasn’t on. I couldn’t believe they showed a political speech instead! Tomorrow will have to be a better day!
Page 34  Exclamation Marks

Students’ paragraphs will vary. Make sure that they have used exclamation points correctly.

Page 35  Articles A, An, The

1. the  3. the  5. a  7. a  9. the
2. an  4. The  6. a  8. the  10. a

Page 36  Singular/Plural Nouns

The start of the basketball season was just a few weeks away, and Tamiko had a problem. Her basketball shoes had holes in their soles as large as quarters! And they were giving her blisters on both of her big toes. Tamiko knew one thing for sure; she needed a new pair of sneakers right away.

Tamiko didn’t have enough money to buy the sneakers she wanted. To earn extra money, Tamiko started doing extra chores around the house. She cut the grass and trimmed the many bushes by the side of the house. Her mom also paid her to take all the glass bottles the family had saved to the recycling center. After all her hard work, Tamiko had earned enough money to buy the sneakers she wanted. She even had enough left over to buy a really cool pair of sunglasses.

Page 37  Singular/Plural Nouns

1. One afternoon, I opened my bedroom door and found the sneakers, cap, and bat I needed for the game.
2. I headed down to the fields with my bat on my shoulder.
3. My friends were standing by the fence near the dugout.
4. Some of my friends were on my team, and others were on different teams.
5. That day I hit two grounders, a foul, and a homer.
6. The teams and players received awards when the season ended.
7. I was glad to join my teammates and coach on stage.
8. I received the award for “Most Improved Player.”
9. My mother and father were the proudest parents at the assembly.
10. They gave me a new glove for my achievements.
11. In the games to come, I will try to be a better hitter, catcher, and teammate.

Page 38  Indenting

While the sneaker became increasingly popular as a comfortable, stylish casual shoe, it also was being used as a sporting shoe. Special types of sneakers were being made for all kinds of popular sports and games. In 1909 the basketball sneaker was introduced, and a year later the Spalding Company invented a rubber sneaker sole with molded suction cups for better traction. In 1915 the U.S. navy ordered nonslip sneakers to be used aboard ships.

In 1917 Henry McKinney, the public relations director for the National India Rubber Company (owned by the U.S. Rubber Company), decided it was time to call the canvas-and-rubber shoe something different from the ever-popular sneaker. After reviewing more than 300 suggestions, he selected the name “Peds” (from the Latin word meaning “foot”). However, McKinney soon discovered that another company used “Peds,” and he quickly switched to the now-famous brand name “Keds.”
Page 39  Indenting

Students should place a ¶ in front of “Ice cream cones taste really good,” and “I prefer to eat pie for dessert.”

Page 40  Singular/Plural Nouns


Page 41  Complete Subjects and Predicates

1. The Museum of Science and Industry is in Chicago, Illinois.
2. The large stone building was built for the Chicago World’s fair.
3. Many of the exhibits and films teach visitors about scientific principles.
4. A large model heart stands in one of the rooms.
5. Thousands of people walk through the huge heart each year.
6. Many museums have fascinating exhibits.
7. The Chicago Historical Society features exhibits on Abraham Lincoln’s early days.
8. The Field Museum of Natural History has a reproduction of a 3-million-year-old forest.
9. The Circus World Museum has the world’s largest collection of circus wagons.
10. The Baseball Hall of Fame shows highlights of baseball history.

Page 42  Complete Subjects and Predicates

Answers will vary. Check to see that students use complete subjects and complete predicates and proper subject-verb agreement.

Page 43  Adjectives: Comparison

1. The machines were the most fascinating ones I had ever seen.
2. My little brother seemed even more fascinated than I was.
3. We thought the diesel engine was more complicated than the steam engine.
4. Discovering the game room was the most exciting moment of all.
5. Video games become more exciting each year.
6. We thought the virtual reality games were more entertaining than the holograms.
7. Holograms are more common than virtual reality games.
8. In the game room, we found some of the most enjoyable activities we’ve tried.
9. When we left, we were more hungry than we realized.
10. The food in the hotel was the most delicious we ever tasted.

Page 44  Adjectives: Comparison

1. most  3. more  5. most  7. more  9. more
2. more  4. most  6. more  8. most  10. most
Page 45  Complete Subjects and Predicates
Adjectives: Comparisons

A. 1. A small family [lived on a faraway planet.]
    2. The family’s two children [played near the launch pad.]
    3. The little girl [dreamed of life on Earth.]
    4. Huge spaceships [landed daily on the planet.]
    5. The spaceship mechanics [repaired huge cargo ships.]
    6. Twinkling stars [appeared in the black sky.]

B. 7. most charming
     8. most exciting
     9. most interesting
    10. more amusing

Page 46  Main Verbs and Helping Verbs

<p>| | | |</p>
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<td>2. are made</td>
<td>6. are made</td>
<td>10. have finished</td>
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<td>3. has saved</td>
<td>7. have loved</td>
<td>11. can play</td>
</tr>
<tr>
<td>4. is using</td>
<td>8. is rolling</td>
<td>12. should stop</td>
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</tbody>
</table>

Page 47  Main Verbs and Helping Verbs

<p>| | | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>1. (was) cooking</td>
<td>7. will bake</td>
<td></td>
</tr>
<tr>
<td>2. (had) added</td>
<td>8. (has) pickled</td>
<td></td>
</tr>
<tr>
<td>3. (have) prepared</td>
<td>9. (is) picking</td>
<td></td>
</tr>
<tr>
<td>4. (is) tasting</td>
<td>10. (has) planted</td>
<td></td>
</tr>
<tr>
<td>5. (will) add</td>
<td>11. (are) playing</td>
<td></td>
</tr>
<tr>
<td>6. (have) arrived</td>
<td>12. (are) planning</td>
<td></td>
</tr>
</tbody>
</table>

Page 48  Apostrophe in Possessive Nouns

**Singular Possessive Nouns**
1. woman’s
2. piggy bank’s
3. Cathy’s
4. class’s
5. General Electric’s
6. inventor’s
7. James Wright’s
8. toy’s
9. England’s
10. Alexa’s

**Plural Possessive Nouns**
1. dogs’
2. men’s
3. tires’
4. athletes’
5. children’s
6. comics’
7. champions’
8. astronauts’
9. inventors’
10. toys’

Page 49  Apostrophe in Possessive Nouns

1. grandparents’
2. uncle’s
3. trunk’s
4. Grandpa’s
5. children’s
6. Katie’s
7. mother’s
8. Uncle Harold’s
9. box’s
10. Grandma and Grandpa Hodgkins’
Page 50  Main Verbs and Helping Verbs
Apostrophe in Possessive Nouns

A. 1. was making
    2. had added
    3. were stirring
    4. was watching
    5. was leaping
    6. was shattering

B. 7. Burbank School’s
    8. principal’s
    9. girls’
   10. Mrs. Holler’s

Page 51  Exclamatory/Imperative Sentences

I really love working on my computer. It’s so neat! I nicknamed it Mickey because I feel like it’s one of my best friends. I play computer games on Mickey almost every night. Then my dad calls, “Juan, go to bed.” (At that point, I know it’s lights out in five minutes or else!) Mickey is a real help with my schoolwork too! In class, my friend Jeff asked a question about population. Our teacher said, “Jeff, do a social studies project.” Jeff asked me to work with him. We asked if we could use my computer. (Our teacher said it was a great idea!) We are using the computer to make charts and graphs showing population trends within the fifty states. Jeff has a computer book that lists all kinds of shortcuts to make your work go faster. The book said, “Make it a habit to save your data every ten minutes.” (It’s so cool!) We even learned how to show our charts in different shades of gray and to show the bars on our bar charts horizontally. (Thanks to our social studies project and that book, Jeff and I are now computer whizzes!)

Page 52  Exclamatory/Imperative Sentences

1. ! 3. . 5. ! 7. . 9. !
2. . 4. . 6. ! or . 8. ! 10. .

Page 53  Irregular Verbs

1. brought 6. gave 11. bit 16. caught
2. came 7. ran 12. sat 17. rode
3. ate 8. said 13. drew 18. grew
4. fell 9. told 14. fled 19. flew
5. found 10. took 15. tore 20. began

Page 54  Irregular Verbs

1. sent 3. chose 5. got 7. took 9. stood
2. rode 4. bought 6. hid 8. heard 10. went

Page 55  Exclamatory/Imperative Sentences

1. imperative 4. imperative 7. imperative 10. imperative
2. exclamatory 5. imperative 8. exclamatory
3. exclamatory 6. exclamatory 9. exclamatory
**Page 56**  **Predicate Adjectives**

**Linking Verbs**

1. seemed  
2. was  
3. looked  
4. were  
5. appeared

**Predicate Adjectives**

6. tasted  
7. was  
8. seemed  
9. felt  
10. became

**Predicate Adjectives**

- scary  
- curious  
- real  
- excited  
- creamy  
- good  
- surprised  
- disappointed  
- grateful  
- clear

**Page 57**  **Predicate Adjectives**

Students’ answers will vary.

**Page 58**  **Quotation Marks**

“Mini-Helicopters: How Far Will They Go?”

“Whirlybirds”

“Suffering Spaceships!”

“Terry and the Space Pirates”

“They Left Their Footprints on the Moon”

“The Moon: So Far, It’s Too Far for Me”

“Zillions of Miles, but Who’s Counting?”

**Page 59**  **Quotation Marks**

1. Last night, I read the poem “Oliphaunt” by J. R. R. Tolkien.
2. Have you ever read the short story “The Race in the Wilderness” by Elizabeth Coatsworth?
3. My little sister loves to sing “Twinkle, Twinkle, Little Star” each night before she goes to bed.
4. Could you please sing “Whistle While You Work” for me?
5. During the winter holidays, my mother read me “The Hundred Dresses,” a short story by Eleanor Estes.
6. The poem “According to My Mood” by Benjamin Zephaniah always makes me laugh.
7. I read an article in the March issue of *Boy’s Life* magazine called “All You Need Is Dirt” about places to ride your mountain bike.
8. The short story “The Catchee” by E. L. Konigsburg states that the world is made up of two kinds of people: the catchers and the catchees.
9. In music class yesterday we sang “Jingle Bells” and “Frosty the Snowman.”
10. Thomas, could you please recite “Play No Ball” by Gerard Benson for the class?

**Page 60**  **Predicate Adjectives**

**A.**

1. The [wool] was thick and coarse.
2. These [wildflowers] are red and orange.
3. [Peter and his sister] were nervous.
4. The [dough] was soft and squishy.
5. The seal’s [skin] was shiny in the sunlight.
7. The lamb’s [nose] felt cool and wet.
8. The moon snail’s [shell] is curly.

**B.** Students’ sentences will vary.
Grade 4, Teamwork

Page 61  Declarative/Interrogative Sentences
1. Have you ever gone hiking or mountain climbing? question
2. I don’t like hiking, but mountain climbing is fun. statement
3. Getting the right equipment for mountain climbing is very important. statement
4. It is also important to have the proper training. statement
5. Do you know who trained my brother and me? question
6. Would you like to have his business card? question
7. His name is Tom Jones, and I highly recommend him. statement
8. He trained us for six months before our first climb. statement
9. Would you like to try mountain climbing? question
10. If so, I’ll call him for you. statement

Page 62  Declarative/Interrogative Sentences
1. question
2. question
3. question
4. statement
5. statement
6. question
7. question
8. statement
9. statement
10. question

Page 63  Contractions
1. I’m
2. I’ve
3. You’ll
4. They’re
5. It’s
6. We’re
7. We’ll
8. I’m
9. I’ll
10. we’ll
11. we’ve
12. she’ll

Page 64  Contractions
A. Answers should include 10 contractions from among the following:
   I’m, I’ll, I’ve, I’d
   they’ll, they’ve, they’re, they’d
   we’ll, we’ve, we’re, we’d
   you’ll, you’ve, you’re, you’d
   she’ll, she’s, she’d
   he’ll, he’s, he’d
   it’ll, it’s

   B. 11. We’re going cross-country. (We are)
   12. I’d like to come with you, but I’m waiting for my sister. (I would, I am)
   13. They’ll never find a better campsite. (They will)
   14. Are you sure you’ve brought enough food? (you have)
   15. If he’s cooking dinner, I’ll join you. (he is, I will)

Page 65  Contractions
A. 1. He’s
   2. He’d
   3. They’re
   4. I’ve
   5. They’d

   B. 6. You are
   7. We have
   8. she will
   9. It is
   10. that is, she has
Page 66  Compound Subjects
1. Shells and stones were Sarah’s gifts from the sea.
2. Sea clams, oysters, and razor clams lay on her windowsill.
3. The shells and stones were reminders of her home in Maine.
4. But she and the children also found beauty in the plains.
5. Paintbrush, clover, and prairie violets were gathered to decorate the house.
6. Sarah and the children compared a sheep’s wool to a seal’s fur.
7. She and the children slid down the hayloft instead of a sand dune.
8. Caleb and Anna swam with her in the cow pond.
9. Cows and water bugs circled above them.
10. Caleb, Anna, and Sarah talked about winter storms.
11. Seals, lambs, and dogs were some of the animals she loved.
12. Fields, windmills, and sheep were some of the things she liked to draw.

Page 67  Compound Subjects
A. 1. Caleb and Anna would like a new mother.
2. Jack and Old Bess are the Wittings’ two horses.
3. Nick and Lottie are their two dogs.
4. Should Caleb or Anna ask Sarah to stay?
5. At first, Papa and Anna were shy around Sarah.

B. 6. Caleb and Anna have no mother.
7. The family and the dogs love Sarah.
8. You and I should help with the dishes.
9. Sarah and Caleb listened to the conch shell.

Page 68  Commas: Direct Address
1. “Jamal, look at your knee! You must have scraped it,” said Rebecca.
2. “I didn’t even notice, Rebecca. The main thing is to find that birdhouse so our team can win the scavenger hunt.”
3. “Chad, we’re over here,” called Rebecca. “Can you help us find the birdhouse?”
4. “On Orchard Street there’s a man who has a birdhouse,” said Chad. “Goodness, what happened to you, Jamal?”
5. “I’m fine, Chad. Let’s get over to Orchard Street,” said Jamal.

Page 69  Commas: Direct Address
1. “Don’t stand on the chair, Maggie,” yelled my mother.
2. “Jose, you really must pay more attention,” chided the teacher.
3. “Is this yours, Michael, or yours, Matthew?” she asked.
4. “Mom, I can’t find my homework!” I called nervously.
5. “What’s for dinner, honey?” asked my mother.
6. “Jackson, please ask your brother if I can borrow his book,” I said.
7. “I would like to help you, Casey, but I have to finish my project first,” said Jade.
8. “Stephen, I want you to vacuum the living room,” Tammy said.
9. “Happy birthday, Dad!” Jenna and Mark cried, jumping up to surprise him.
10. “Kayla, can you remember what we talked about yesterday?” Derek asked.
Page 70  Compound Subjects
A. 1. (Neither) Caleb nor Anna wants Sarah to leave.
2. Papa or Sarah will go with the children to school in the winter.
3. Caleb and Anna can’t swim.
4. Sarah and William lived in Maine.
5. Sarah, Caleb, and Anna all went swimming in the cow pond.
6. Papa and Sarah will get married.
7. Bess and Jack were hitched to the wagon.
8. Did Nick or Lottie bark when the wagon returned?
B. 9. Caleb and Anna fell down on the grass next to Sarah.
10. Tall grasses and lovely wildflowers grow on the prairie.

Page 71  Verbs: Past/Present Tense
1. past 6. past 11. past
2. past 7. present 12. present
3. present 8. present 13. past
4. past 9. past 14. present
5. present 10. past 15. present

Page 72  Verbs: Past/Present Tense
A. 1. past 6. past
2. present 7. present
3. present 8. past
4. past 9. past
5. present 10. past

B. Students’ sentences will vary. Make sure one sentence is in present tense and one is in past tense.

Page 73  Capitalizing First Word
1. “can we return now?” Robert Peary asked as he rubbed his tired feet.
2. “he never told us about the plan,” Matthew said. “we’re very worried.”
3. “my feet are so cold, they are probably frostbitten,” he announced.
4. “hello, our group is traveling to the North Pole.”
5. George Gardner said, “black Americans will be proud of you.” He added, “think about the history you’re making.”
6. Robert Peary wrote, “the game is off. my dream of 16 years is ended.”
7. “ahdoolo!” he called urgently.
8. “let’s not give up yet,” he said. “why not try again?”
9. “read the instruments carefully,” said Henson.
10. “we have found what we hunt!” he shouted.
11. “there is nothing here,” Ootah said. “only ice.”
12. “climb to the top of the ridge,” Peary said. “i want to take your picture.”
ANSWER KEY

Page 74  Capitalizing First Word

1. They said, “you will never make it.”
2. “all your friends are proud of you,” Henson’s friend told him. “think of how proud they will be if you reach the North Pole.”
3. He asked Lucy, “will you marry me?”
4. “next time we will make it,” they promised.
5. “you go ahead,” he ordered. “i’ll catch up later.”
6. “let’s get going!” he urged. “we’re almost there.”
7. He turned to his teammates and sadly said, “we have to go back.”
8. The Eskimo thought to himself, “why do these people want to come here?”
9. “we did it!” they exclaimed. “now we can go home.”
10. “it was one of the most exciting moments of my life,” he said.

Page 75  Verbs: Past/Present Tense

A. 1. Henson and Peary returned to the Arctic four times between 1896 and 1908. (past)
2. A pressure ridge springs up where two bodies of ice crash into each other. (present)
3. The temperature reached 60 degrees below zero during the dangerous journey. (past)
4. Peary lost most of his toes because of frostbite. (past)
5. The story of Matthew Henson inspires many young people today. (present)
B. 6. designed
7. traveled
8. used
9. use
10. traveled

Page 76  Object Pronouns

1. Inside Jonny and Rada’s house was air for them to breathe.
2. Rada wanted to go to Earth. Jonny wanted to go with her.
3. Jonny’s world was too little to pull him down.
4. Jonny said, “Mommy gave me milk to drink.”
5. Jonny’s milk made a soft ball. He sucked it in without a straw.
6. Rada heard that she could roll down any slanting place on Earth. Later she said to Jonny, “I have a secret to tell you.”
7. While flying to Earth, Rada said, “I hope no stars come at us that will damage our spaceship.”
8. On Earth it was hard to walk, but soon Jonny and Rada got used to it.
9. The sun was big and yellow, and it warmed them.
10. Father said, “Don’t look directly at it.”
11. Rada thought, “It’s time for us to see Earth.”
12. Father said, “Now look at Earth with us.”
Page 77  Object Pronouns

A. 1. Rada asked him what Earth was like.
2. Their father told them that the sky on Earth is always blue.
3. Her mother wanted her to be strong enough to walk on Earth.
4. “Don’t watch me,” he instructed. “Look out the window.”
5. “Our world doesn’t pull us,” Jonny said sadly.

B. 6. Rada’s mother gave her a hug.
7. Rada asked him to help her get stronger.
8. “Can you help us?” she asked.
9. “I promise that you will like it,” he said to Rada and Jonny.
10. He told them to be careful on Earth.

Page 78  Adverbs: Comparisons

1. higher 4. longest 6. hardest
2. faster 5. slower 7. closer
3. harder

Page 79  Adverbs: Comparisons

<table>
<thead>
<tr>
<th>Comparative Adverb</th>
<th>Superlative Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>harder</td>
<td>hardest</td>
</tr>
<tr>
<td>more brightly</td>
<td>most brightly</td>
</tr>
<tr>
<td>more happily</td>
<td>most happily</td>
</tr>
</tbody>
</table>

5. Rada worked harder than Jonny to grow strong for their trip to Earth.
6. Of all the family members, Jonny laughed most happily.
7. My father walks faster than my mother.
8. I have visited many planets, but I think the sun seems to shine most brightly on Earth.

Page 80  Object Pronouns

A. 1. them
2. her
3. him
4. it
5. him

B. 6. more strongly
7. highest
8. harder
9. more slowly
10. most loudly

Page 81  Simple Sentences

Circled sentences:
2. Mt. Kilimanjaro is in Africa.
4. The boy had climbed several different mountains with his parents.
6. He might not make it to the top.
8. He felt so proud standing on top of Africa.
9. Many grown-up climbers couldn’t reach the mountaintop.
Page 82  Simple Sentences
A. 1. It is always hot in the rain forest.
  2. A lot of interesting animals live in the rain forest.
  3. A large man pointed to a tree.
  4. A boa constrictor is a type of snake.
  5. He dreamed of butterflies and monkeys.
B. Students' sentences will vary.

Page 83  Commas
1. Hector, do you have the list of things we need?
2. No, I think Luis has it.
3. Well, we need it before tonight's performance.
4. Rosa, I think I see it on the bulletin board.
5. Sure enough, there it is.
6. Aeshia, could you please bring me the list?
7. Sure, but I think it's the wrong one.
8. Oh dear, I wonder where the real one is.
9. After all that trouble, it's in my notebook.
10. Right now, let's start gathering the things we need for the show.
11. After tonight, we will feel so proud.
12. Yes, I am so excited!

Page 84  Commas
A. 1. In the morning, the man awoke to the sounds of the forest.
  2. “This is a miracle tree, Senhor,” the large man said.
  3. Well, our tree is safe now.
  4. Senhor, you are chopping down this tree with no thought for the future,” said the anteater.
  5. Next, the sloth slowly came down to talk to Senhor.
B. 6. “Well, we could always plant another tree,” he said hopefully.
  7. At night, the forest grows dark.

Page 85  Commas
In the beginning, the man wanted to chop down the great kapok tree. Just as he was about to start, several people arrived. “Senhor, do you understand the value of the tree?” the people asked.
“Sir, please don’t cut down our trees,” they begged. Stubbornly, he picked up his ax. Suddenly, he thought about the jaguar and the other animals. Late at night, the jaguar hunted near the kapok tree, he knew. The man put down his ax. With great relief, the people applauded. “Thank you,” they said.

Page 86  Adjectives: Comparison
Comparing Two [column 2]
1. younger
2. sweeter
3. paler
4. harder
5. newer
6. finer
7. more intelligent
8. darker
9. greater
10. more colorful
Comparing Three or More [column 3]
1. youngest
2. sweetest
3. palest
4. hardest
5. newest
6. finest
7. most intelligent
8. darkest
9. greatest
10. most colorful
### Page 87  Adjectives: Comparison

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bigger</td>
<td>5. strangest</td>
</tr>
<tr>
<td>2. biggest</td>
<td>6. easiest</td>
</tr>
<tr>
<td>3. fewer</td>
<td>7. most important</td>
</tr>
<tr>
<td>4. odder</td>
<td>8. most interested</td>
</tr>
<tr>
<td>9. more interested</td>
<td>10. best</td>
</tr>
<tr>
<td>11. best</td>
<td>12. fastest</td>
</tr>
</tbody>
</table>

### Page 88  Verb Tenses

| 1. aimed | 6. sailed past |
| 2. sank | 7. transmit present |
| 3. will turn | 8. will talk future |
| 4. wants | 9. watch present |
| 5. looked | 10. will go present |

### Page 89  Verb Tenses

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marine biologists study fish. (present)</td>
<td>7. will take</td>
</tr>
<tr>
<td>2. Marine biologists have a difficult job. (present)</td>
<td>8. will need</td>
</tr>
<tr>
<td>3. They discovered a new species of fish. (past)</td>
<td>9. will provide</td>
</tr>
<tr>
<td>4. Sometimes marine biologists work at night. (present)</td>
<td>10. will come</td>
</tr>
<tr>
<td>5. The tilefish moved the clothespin to the top of the burrow. (past)</td>
<td>11. will receive</td>
</tr>
<tr>
<td>6. The golf ball was too round. (past)</td>
<td>12. will be</td>
</tr>
</tbody>
</table>

### Page 90  Verb Tenses

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am a marine biologist. (present)</td>
<td>6. I will be a marine biologist.</td>
</tr>
<tr>
<td>2. I studied very hard to learn this job. (past)</td>
<td>7. I will study very hard to learn this job.</td>
</tr>
<tr>
<td>3. I like my job a lot. (present)</td>
<td>8. I will like my job a lot.</td>
</tr>
<tr>
<td>4. It is a lot of work and also a lot of fun. (present)</td>
<td>9. It will be a lot of work and will also be a lot of fun.</td>
</tr>
<tr>
<td>5. Last year, I went to the Red Sea. (past)</td>
<td>10. Next year, I will go to the Red Sea.</td>
</tr>
</tbody>
</table>

### Grade 4, Creative Expression

#### Page 91  Linking Verbs

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mr. and Mrs. Yarby were going to stay at a hotel, but Mr. Hatcher invited them to his home.</td>
<td>7. He looks unhappy.</td>
</tr>
<tr>
<td>2. The Yarbys are very fond of drinking Juicy-O.</td>
<td>8. The music from the bell sounds sweet.</td>
</tr>
<tr>
<td>3. Mr. Yarby is especially fond of Juicy-O.</td>
<td></td>
</tr>
<tr>
<td>4. Peter was very polite when he met the Yarbys.</td>
<td></td>
</tr>
<tr>
<td>5. Mrs. Yarby was very happy to meet Fudge.</td>
<td></td>
</tr>
<tr>
<td>6. Later, the Yarbys were sorry they didn’t get a hotel room.</td>
<td></td>
</tr>
</tbody>
</table>

---

Discovery Teams/The Funny Side • Answer Key
### Page 92 - Linking Verbs

1. are  
2. seems  
3. am  
4. felt  
5. grows  
6. sounds  
7. was  
8. became  
9. tastes  
10. were

### Page 93 - End Punctuation

1. Did you take Mommy’s pretty flowers?  
2. Don’t look at me, Mom.  
3. I’m missing two flowers.  
4. What’s in your mouth?  
5. Show Mommy.  
6. She fished out a rose petal.  
7. You’ve got to stop eating flowers!  
8. Do you understand?  
9. My mother gave him some peppermint-flavored medicine.  
10. Leave it to my brother to eat flowers!  
11. Do you think he liked them?  
12. I certainly hope not!

### Page 94 - End Punctuation

A. 1. What are you doing this weekend?  
2. I am going swimming with Fudge.  
3. I can’t wait to dive into the cool water!  
4. Watch me swim underwater.  
B. 5. 1  
6. 3  
7. 4  
8. 2

### Page 95 - Linking Verbs

Answers may vary.  
1. are  
2. were  
3. is  
4. are  
5. seems  
6. taste  
7. seems  
8. was  
9. are  
10. was/is

### Page 96 - Simple Predicates

1. Tisa really liked her cartoon.  
2. She drew a baby and an adult clown.  
3. The baby in the cartoon played tricks on the clown.  
4. The baby was amazingly smart.  
5. The clown wasn’t very clever.  
6. The clown had a red hat and a broom.  
7. The baby dropped her things on the floor.  
8. The clown picked up the baby’s things.  
9. The clown threw more toys on the floor.  
10. The clown picked them up again.  
11. Tisa thought her cartoon was funny.  
12. Her mother also thought Tisa’s cartoon was funny.
ANSWER KEY

Page 97  Simple Predicates
A. 1. A eats  
2. G chases  
3. C makes  
B. 4. An Earth Hound plays with its master.  
5. The master places newspapers on the floor.  
6. An Earth Hound is a friendly animal.

Page 98  Commas in a Series
1. Buster ate in the morning, afternoon, and evening.
2. He wasn’t satisfied with biscuits, dog food, and Doggie Treats.
3. He liked bread, vegetables, fish, and even apples.
4. He didn’t really like pork chops, chicken, or steak.
5. He liked crunchy broccoli, carrots, and string beans.
6. Buster was in heaven when Mrs. DeFurio made vegetable soup, vegetable salsa, or vegetable dip!
7. The silly dog ate the peels, the bits that flew off the counter, the skins, and the beet greens.
8. Buster’s coat was soft, shiny, and very healthy looking.
9. The broccoli, carrots, apples, beans, and beets were the cause.
10. Tommy, Inez, Joan, and Clara love to play with Buster.

Page 99  Commas in a Series
1. Jennifer bought erasers, pencils, and paper at the store.
2. Daniel likes to listen to pop music, country music, and rap.
3. The recipe calls for eggs, milk, butter, sugar, flour, and vanilla.
4. Mr. Jones took his car to a mechanic for an oil change, a tune-up, and a tire check.
5. Lauren enjoys playing games, swimming, biking, and reading.
6. Ana, Emily, Kevin, and Tim are my cousins.
7. Amanda took a shower, brushed her teeth, and got ready for bed.
8. Tran needs a calculator, paper, a pencil, and his textbook to complete his math homework.
9. Samuel found a penny, a key chain, and a marker when he cleaned his room.
10. We had salad, pasta, and dessert for dinner last night.

Page 100  Simple Predicates
1. B eats  
2. H is  
3. B has  
4. F wakes  
5. D sleeps

Page 101  Verbs: Past/Present
1. started  
2. tried  
3. stopped  
4. rented  
5. thinks  
6. needs  
7. contains  
8. realizes  
9. switched  
10. created

Page 102  Verbs: Past/Present
1. ran  
2. was  
3. tried  
4. rehearsed  
5. wanted  
6. got  
7. tells  
8. jumps  
9. give  
10. plans  
11. is
Page 103 Colons
1. Dear Ms. McClellan:
   On Sunday, at exactly 7:15 in the evening, I bought a box of your Snuffled Cold Medicine.
2. By 8:20, I was a very unhappy person.
3. The following things happened: the bottle cap broke, cotton wouldn’t come out of the bottle,
   and 20 pills spilled onto the floor.
4. At 9:30, I decided to do the following: to write you a letter, to call the TV news network,
   and to mail you the broken bottle cap.
5. At 10:30, I calmed down enough to telephone you.

Page 104 Colons
1. Dear Mr. Abrams:
   My family and I went to your new restaurant last Friday evening at 6:30.
2. At 7:20, our server brought us the following meals: lasagna, lemon chicken, and salmon.
3. We are looking forward to visiting your restaurant again this Friday at 8:00!
4. We plan to order these dishes: shrimp salad, stuffed peppers, and whitefish.

Page 105 Verbs: Past/Present
1. planted
2. watered
3. planted
4. attract
5. are
6. collect
7. planted
8. like
9. taste
10. enjoy

Page 106 Adjectives
Students’ sentences will vary. Sample sentences include:
1. A beautiful tree stands in my backyard.
   An ugly tree stands in my backyard.
2. It provides a cozy home for a family of lively squirrels.
   It provides a huge home for a family of tired squirrels.
3. The active squirrels jump onto long branches to gather ripe nuts.
   The sleepy squirrels jump onto short branches to gather old nuts.
4. I often invite my neighborhood friends to watch the frisky squirrels.
   I often invite my out-of-town friends to watch the lazy squirrels.
5. The funniest part is when they wave their bushy tails and do backward flips.
   The saddest part is when they wave their thin tails and do forward flips.

Page 107 Adjectives
A. 1. The roses were a brilliant red color, and they smelled sweet.
   2. The rose stems had prickly thorns that were sharp.
   3. A noisy bee buzzed near the roses.
   4. The roses grew in a beautiful garden.
B. 5. Possible answer: The small pond is near the flower garden.
   6. Possible answer: The pond was filled with many fish.
   7. Possible answer: Three ducks waddled into the pond and swam around.
   8. Possible answer: Next to the pond, happy children played as their parents watched.
   9. Possible answer: She had such a fun day at the pond.
   10. Possible answer: If tomorrow is a nice day, we will return.
Page 108  Apostrophe: Contractions

A. 1. I've  5. I'm  9. I'll  10. You'll
    2. You've  6. You're  11. We'll
    3. We've  7. We're  12. They'll
    4. They've
B. Sentences will vary. Sample sentences include:
   13. I've always wanted to play basketball.
   14. They're my favorite team.

Page 109  Apostrophe: Contractions

1. One day Davy took a nap in a tree he'd climbed.
2. He probably shouldn't have fallen asleep there.
3. When Davy woke up, he couldn't pull his head out of the branches.
4. He realized that he hadn't seen anyone all day.
5. she is
6. could not
7. has not
8. I will

Page 110  Apostrophe: Contractions

A. 1. I'm  5. They're  6. It's
    2. wasn't  7. Possible answers: I'm, I'd, I'll
    3. You'll  8. Possible answers: they're, they'd, they'll
    4. Let's  9. Possible answers: we're, we'd, we'll
    5. They're  10. Possible answers: you're, you'd, you'll
    6. It's

Page 111  Adverbs: Comparisons

1. The next skater jumped higher.
2. The last skater jumped highest.
3. The clown with the purple wig ran the fastest.
4. The clown with the big feet ran faster than the one with red hair.
5. Jason won a medal for singing more beautifully than Alex.
6. Rosa won a trophy for singing the most beautifully.
7. Gary danced more gracefully than Ellen.
8. But Joey danced the most gracefully of all.
10. John was the fastest of all that day.

Page 112  Adverbs: Comparisons

1. higher  6. slower
2. highest  7. longer
3. more  8. most
4. hardest  9. faster
5. more  10. fastest
Page 113  Commas with Quotations

1. Yesterday, my brother Sam said, “I need help with my homework.”
2. He asked, “Kate, would you please help me with my art project?”
3. I answered, “Sure. What’s your idea?”
4. Sam said, “That’s the problem. I don’t have one.”
5. I said, “How about making a flip book?”
6. Sam said, “That’s a great idea! But I have another problem.”
7. I said, “Oh no! Not another one. What’s the matter now?”
8. Sam replied, “I don’t know what a flip book is.”
9. Kate said, “It’s a book with lots of pictures. Each one is slightly different.”
10. “I’ll try it,” he said.
11. “I could show you how,” I said.
12. Sam answered, “That would be great.”

Page 114  Commas with Quotations

A. 1. Jody said, “I want to go to the park. Would you like to come with me?”
2. Sam replied, “I would love to.”
3. “Should I bring my football?” asked Sam.
4. “That’s a good idea,” said Jody.
5. “Then we can play catch at the park,” said Jody.

B. 6. Corinna said, “It sure is cold today!”
7. Dante replied, “I know! I need to wear my gloves!”
8. Corinna said, “I’m wearing layers of clothes to keep warm.”
9. “It’s a good idea to wear boots, too,” Dante added.
10. “Don’t forget your hat either,” said Corinna.

Page 115  Adverbs: Comparisons

Commas with Quotations

A. 1. faster
2. more gracefully
3. farthest
4. more slowly
5. most carefully

B. 6. Fred asked Sam, “Will you please bring me a shovel?”
7. Sam responded, “Why do you need a shovel?”
8. “I want to dig a hole to plant a bush,” said Fred.
9. Sam asked, “Can I help you?”
10. Fred said, “That would be wonderful!”

Page 116  Compound Predicate

1. I ate a hamburger and drank juice.
2. Do you play games or read sports magazines?
3. Myung went to the corner store but forgot to buy milk.
4. I visited Parkland Zoo and saw three gorillas.
5. The family went on vacation and stayed in a hotel.

Page 117  Compound Predicate

A. 1. cleaned and peeled
2. laughed and giggled
3. waited and watched
4. ran and jumped
5. cheered and clapped

B. 6. draws; paints; The artist draws and paints sea life.
7. collect; decorate; I collect and decorate driftwood.
### Page 118  Homophones

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<td>2. right</td>
<td>5. bored</td>
</tr>
<tr>
<td>3. flour</td>
<td>6. seen</td>
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<tr>
<td>7. sew</td>
<td>10. too</td>
</tr>
<tr>
<td>8. four</td>
<td>11. bare</td>
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<td>9. to</td>
<td>12. be</td>
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### Page 119  Homophones

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<td>3. know</td>
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<tr>
<td>2. write</td>
<td>4. due</td>
</tr>
<tr>
<td>5. principal</td>
<td>6. to</td>
</tr>
<tr>
<td>7. two</td>
<td>8. night</td>
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<td>9. for</td>
<td>10. their</td>
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### Page 120  Compound Predicate

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<td>A. 1. buys and reads</td>
<td>B. 5. hair</td>
</tr>
<tr>
<td>2. smiles and laughs</td>
<td>6. for</td>
</tr>
<tr>
<td>3. entertain and thrill</td>
<td>7. bear</td>
</tr>
<tr>
<td>4. writes and publishes</td>
<td>8. stare</td>
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**Grade 4, Managing Information**

### Page 121  Adjectives

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<tbody>
<tr>
<td>1. sunny, sandy</td>
<td>6. brisk, cold, strong</td>
</tr>
<tr>
<td>2. green, striped</td>
<td>7. safe, warm</td>
</tr>
<tr>
<td>3. four, two, plaid</td>
<td>8. big, fat</td>
</tr>
<tr>
<td>4. perfect</td>
<td>9. wonderful, cozy</td>
</tr>
<tr>
<td>5. several black, tall</td>
<td>10. crunchy, buttery</td>
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</tbody>
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### Page 122  Adjectives

**A.**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. brilliant, dark</td>
<td>4. blue, wondrous</td>
</tr>
<tr>
<td>2. twinkling</td>
<td>3. bright, white</td>
</tr>
</tbody>
</table>

**B.** Students’ answers will vary. Make sure the adjectives are appropriate to the sentence.

### Page 123  Capitalization

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>1. Carroll Beach</td>
<td>3. Watchatch River</td>
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<tr>
<td>2. Hometown Stadium</td>
<td>4. Parkland Zoo</td>
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<tr>
<td>5. Davis Street</td>
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### Page 124  Capitalization

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<tbody>
<tr>
<td>1. California, Sacramento</td>
<td>3. Statue of Liberty, New York City</td>
</tr>
<tr>
<td>2. Everglades, Florida</td>
<td>4. Great Lakes, Lake Huron</td>
</tr>
<tr>
<td>5. Yellowstone National Park</td>
<td>6. Florence, Italy</td>
</tr>
<tr>
<td>9. Davis Street</td>
<td>10. Carroll Beach</td>
</tr>
<tr>
<td>13. Watchatch River</td>
<td>14. Davis Street</td>
</tr>
</tbody>
</table>
ANSWER KEY

Page 125  Adjectives
Capitalization
A.  1. red  
  2. tasty  
  3. delicious  
  4. frozen  
  5. dirt  
B.  6. We saw Mount Rushmore when we drove through South Dakota.  
  7. Once we drove from Orlando, Florida, to Madison, Wisconsin.

Page 126  Common and Proper Nouns
Capitalized  Underlined
1. Calais Road  1. street  
2. Burbank  2. city  
3. Mount Hope  3. mountain  
4. Uncle Herman  4. relative  
5. Metropolitan Museum of Art  5. museum  
6. New Mexico  6. state  
7. Mabel Mary Carpenter  7. friend  
8. The Owl’s Nest  8. store  
10. Africa  10. continent

Page 127  Common and Proper Nouns
1. Ali Baba went to see the movie Driving Fast with his friend.  
2. “Can we visit the Empire State Building?” asked Dahlia.  
3. We went swimming in the Atlantic Ocean when we were on vacation in Miami, Florida.  
4. Have you ever seen the Carlsbad Caverns?  
5. Many people have tried to climb the mountain called Mount Everest.  
6. I wonder if we will ever be able to take a space shuttle to Mars.  
7. I wish I could have seen the Olympics in Australia.  
8. “Have you ever visited the city of Chicago?” asked Ali Baba.  
9. My mother’s name is Mrs. Bernstein.  
10. “How many students did their math homework?” asked Mrs. Morris.

Page 128  Quotation Marks
1. Ellen said, “Joan, please give the homework assignment to Peter.”  
2. “Peter!” said Ellen. “Don’t you want the homework assignment?”  
3. “I do,” said Peter, “but I’d rather get it from you.”  
4. “Oh, Peter!” Ellen said. “You’re a real pain in the neck.”  
5. “Thanks a lot for your kind words,” Peter replied.  
6. Ellen responded, “Think nothing of it, dear friend.”  
7. “Joan,” said Ellen, “let’s go for a bike ride.”  
10. “Well,” said Peter, “I’ll get it from someone else.”  
11. “That’s a great idea,” said Joan.  
12. Peter replied, “Thanks. I’ll see you tomorrow.”
**Page 129  Quotation Marks**

| 1. “Here is Grand Teton National Park,” said Dad. |
| 2. “We’re finally here!” exclaimed Dena. |
| 3. “I can’t wait to walk on the trails,” said Mom. |
| 4. Greg said, “I hope I get to see a bear.” |
| 5. Mom said, “I hope the bear doesn’t get too close!” |
| 6. Dad said, “I really want to see an eagle.” |
| 7. “I want to ride a horse,” said Dena. |
| 8. “Let’s set up our tent,” said Dad. |
| 9. “Who would like to go rafting tomorrow?” asked Mom. |
| 12. “We will all go,” laughed Dad. |

**Page 130  Common and Proper Nouns**

**Quotation Marks**

| A. 1. Boston |
| 2. Chicago |
| 3. ocean |
| 4. Tower |
| 5. Thanksgiving |
| B. 6. “I would like some chocolate ice cream, please,” said Molly. |
| 7. “Can I have some ice cream, too?” asked David. |
| 8. Mom said, “You sure can! I’ll get it now.” |
| 10. “I’ll be right back,” said Mom. |

**Page 131  Past-Tense Verbs**

| A. 1. A giraffe reached into the trees for leaves. |
| 2. The elephants shuffled slowly to the water. |
| 3. Exotic birds darted from tree to tree. |
| 4. The flamingo ate tropical fruit. |
| 5. Leopards stretched after a nap. |
| B. 6. The baby zebra nuzzled its mother. |
| 7. A huge python hid behind a tree. |
| 8. Penguins splashed in the water. |
| 9. A baby tiger rode on its mother’s back. |
| 10. Two sharks swam in circles. |

**Page 132  Past-Tense Verbs**

| A. 1. Andy and Grandma went to the zoo. |
| 2. They saw elephants drinking water. |
| 3. The tigers roared loudly as Grandma and Andy walked by. |
| 4. The giraffes stretched their necks to reach leaves in the trees. |
| 5. A polar bear enjoyed swimming in the cool water. |
| 7. Fruit bats flew in the night sky. |
| 8. A beluga whale swam past the aquarium window. |
| 9. Buffalo roamed the open prairies. |
| 10. We looked for alligators in the Everglades. |

**Page 133  Subject/Verb Agreement**

| 1. tell |
| 2. means |
| 3. live |
| 4. look |
| 5. visit |
| 6. wants |
| 7. records |
| 8. are |
| 9. play |
| 10. make |
# Answer Key

## Page 134  Subject/Verb Agreement
1. She is the best pitcher on her softball team.  
2. They are all players on the Southside team.  
3. I am a big fan of baseball and soccer.  
4. He is always the umpire for our games.  
5. We are an enthusiastic group of ball players.  
6. You are a very good batter.  
7. Mike and Jose are good batters as well.  
8. David kicks a soccer ball very hard.  
9. Marie kicks as well as David.  
10. Howard and Jamal always score a goal in each game.

## Page 135  Subject/Verb Agreement

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<td>5. creates</td>
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<td></td>
<td>3. visit</td>
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| B. | Students’ sentences will vary.  
Make sure that subjects and verbs agree. |

## Page 136  Possessive Pronouns

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<td>B. 6. their</td>
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## Page 137  Possessive Pronouns

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## Page 138  A, An, and The

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## Page 139  A, An, and The

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## Page 140  Possessive Pronouns

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<td>5. A Their</td>
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<td>2. G his</td>
<td>4. G His</td>
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Page 141  Compound Predicates
1. My horse runs, gallops, and plays in the meadow.
2. The truck driver stopped, but didn’t signal at the yield sign.
3. I sing and play the guitar.
4. Bees buzz and sting when swarming.
5. Can you glide and jump on roller skates?
6. Should I go to the store or stay home?
7. I read a book and saw a movie on Saturday.
8. Lisa played softball and rode horses last summer.
9. I remembered the gift, but forgot the card.
10. All the actors bowed and waved after the play.

Page 142  Compound Predicates
A. 1. My dog runs in circles and barks at strangers.
    2. My brother plays basketball in the morning and walks the dog in the afternoon.
    3. I sing in the choir and play the violin in the orchestra.
    4. We played at the park and had a picnic.
    5. My little brother laughs and sings songs.

B. 6. Animals travel the same paths and know all the hiding places.
    7. The deer has a thick coat and runs fast.
    8. The deer was standing on a roadside and was watching for enemies.

Page 143  Subject and Object Pronouns
1. we
2. We
3. us
4. them
5. us
6. He
7. us
8. them
9. they
10. We

Page 144  Subject and Object Pronouns
1. They
2. them
3. us
4. We
5. her
6. She
7. them
8. They
9. We
10. They

Page 145  Compound Predicates
1. Matthew stepped briskly and pulled up his coat collar.
2. The otters took trout and ate them like candy bars.
3. Marjorie walks to work but drives to the store.
4. Darius eats an apple and drinks water every day.
5. Kristy does her homework and watches a video game after school.

Page 146  Compound Sentences
1. Last night was very cold, and the wind was gusty.
2. I saw a hungry fox hiding in the bushes, and it saw me, too.
3. For a second, I saw the tiny footprints of one lone fox, but they were melting fast in the snow.
4. Was the fox still nearby, or did it go back into the woods?
5. Some people are afraid of foxes, but others love them.
Page 147  Compound Sentences
A. 1. One day we were in the park, and we saw two ducks swimming by.
   2. We watched the ducks for a while, but they disappeared into the tall grass.
   3. The ducks might have gone to a nest, or they could have swum to the shore.
   4. We walked along the grassy bank, but we could not find them anywhere.
   5. We sat down by the dock, and the ducks came out again.
   6. One adult duck led six ducklings around the pond, and the other adult followed behind the babies.
B. 7. but
   8. but
   9. and
   10. and

Page 148  Commas in Compound Sentences
1. The young boy was looking for a fox, but he could not find one.
2. It was a snowy night, and there was frost on the ground.
3. The boy carried a thermos of hot cocoa, but he had forgotten to bring a cup.
4. He saw a fox for the first time, and the sight of it delighted him.
5. He aimed his camera, but the fox ran away.
6. The boy followed the fox’s footprints, and he found the fox.
7. This time he was prepared, and he was able to take a great picture.
8. He could go home now, or he could wait to get another picture.
9. He was cold, but he might never get so close to the fox again.
10. The fox ran away into the woods, and the boy went home.

Page 149  Commas in Compound Sentences
1. The dog was playing, and she was running around the field.
2. It was an exciting time, but it only lasted a moment.
3. We saw the fireworks, and we ate ice cream.
4. The fireworks were noisy, and they looked like stars in the sky.
5. The crowd cheered, and the game began.
6. Sam hit a home run, and he ran around the bases.
7. It was a cloudy day, but it didn’t rain.
8. The score was 3 to 2, and the home team was winning.
10. The home team won the game, and everyone was very happy.

Page 150  Commas in Compound Sentences
1. B
2. H
3. A
4. H
Grade 4, Community Involvement

Page 151  Simple Subject

1. Rosa didn’t like the school dress code.
2. Girls couldn’t wear bike shorts to school, even in hot weather.
3. Boys were not allowed to wear hats in school.
4. However, girls could wear hats.
5. These rules seemed ridiculous to Rosa.
6. Her plan was simple.
7. She wrote a letter disagreeing with the dress code.
8. Many students in school signed it.
9. Then Rosa delivered the letter to the principal’s office.
10. Several days passed.
11. After thinking about the letter, the principal called a school meeting.
12. A few things would be changed.
14. However, they could no longer wear hats.
15. On Fridays, students could choose their own outfits.

Page 152  Simple Subject

A. 1. Lonnie was taking a computer class.
2. He was learning how to create programs.
3. Lonnie enjoyed learning new ways to use the computer.
4. Lonnie’s hands really moved fast over the keyboard!
5. Uncle Bates was proud of him!

B. 6. Possible answer: I
7. Possible answer: Alex
8. Possible answer: Shauna
9. Possible answer: Her hands
10. Possible answer: He

Page 153  Capitalizing Titles and Initials

1. Mrs. Alice Chen
2. David Cherney
3. Alice
4. Mayor Jacobs’
5. Mr. Jacobs
6. Reverend Ash
7. Governor Williams
8. Chester P. Sloane
9. Mrs. Chen
10. Mayor Jacobs

Page 154  Capitalizing Titles and Initials

1. C. J. Walker
2. Uncle Steve
3. Aunt Connie
4. Dr. Lisa Tybor
5. Lawrence Davis, Jr
6. Woodlawn School
7. Mr. Jackson
8. President James A. Garfield
9. Mayor Rodriguez
10. Judge Daniels

Page 155  Simple Subject

1. C
2. F
3. B
4. G
5. B

Page 156  The Linking Verb to be

1. The speaker was a scientist.
2. I am interested in the environment.
3. She was a good speaker.
4. The forest is a community of living things.
5. All of us are members of a community.
6. There are many layers in a forest community.
7. One layer is flowers and herbs on the forest floor.
8. Shrubs are another layer.
9. The top layer is the leaves of the tallest trees.
10. The bottom layer is the soil.
11. Many animals are a part of the forest community.
12. One of my favorites is the horned owl.
**Page 157**  
The Linking Verb *to be*  
1. were  
2. was  
3. is  
4. are  
5. is  
6. is  
7. is  
8. are  
9. are  
10. am

**Page 158**  
Double Negatives  
1. No one (don’t, does) at my house, because we recycle them.  
2. There aren’t (none, any) left to go out with the trash.  
3. It’s too bad your town (never, ever) recycles.  
4. You say you can’t do (nothing, anything) about it.  
5. Well, that’s true if you won’t do (nothing, anything) to change things.  
6. Haven’t you (never, ever) heard of community action?  
7. Wouldn’t (none, any) of your friends want to help you?  
8. You can’t get (anywhere, nowhere) until you try!  
9. (Nobody, Somebody) will help you unless you ask.  
10. The light is (never, ever) too bright if you keep your eyes on the prize.  
11. Don’t you like (none, any) of my advice?  
12. Let’s not get into (no, any) arguments.

**Page 159**  
Double Negatives  
1. I don’t read no sad stories about the Giddywit. I don’t read any sad stories about the Giddywit.  
2. On our trip to the mountains, we didn’t see no bears. On our trip to the mountains, we didn’t see any bears.  
3. Fred doesn’t never have time to watch television. Fred doesn’t ever have time to watch television.  
4. The coach won’t choose no one to play on the team until tomorrow. The coach won’t choose anyone to play on the team until tomorrow.  
5. I could not go to no movies because I had to study. I couldn’t go to the movies because I had to study.

**Page 160**  
Double Negatives  
1. Oog couldn’t hear the alarm clock.  
2. None of these jokes are funny.  
3. I won’t eat a cheese sandwich today.  
4. Nobody would go to the desert to swim.  
5. Nobody wanted to go to the beach.  
6. Tess can’t ever go without her brother.  
7. Mary did nothing wrong.  
8. Tim won’t see any of those shows.  
9. My mom doesn’t like anything red.  
10. You don’t have any money, either?

**Page 161**  
Possessive Nouns  
1. P $ shopkeeper’s  
2. P $ bus driver’s  
3. P $ planters’  
4. P $ child’s  
5. P $ cart’s  
6. P $ customers’  
7. P $ billboards’  
8. P $ mail carrier’s  
9. P $ park benches’  
10. P $ sign’s  
11. P $ ladies’  
12. P $ mailbox’s  
13. P $ woman’s  
14. P $ councilperson’s  
15. P $ streetlights’
Page 162  Possessive Nouns
A. 1. The miners’ families were going hungry.  
2. The owner’s mine was going to be closed permanently.  
3. The town’s people signed a petition to go back to work.  
4. Rosie’s parents were worried.  
B. 5. Jack’s  
6. dog’s  
7. officer’s  
8. teacher’s  
9. park’s  
10. pool’s  
11–12. Students’ sentences will vary. Check to make sure they use two possessive nouns in sentences.

Page 163  Commas in Dates
A. 1. August 3, 1492  
2. July 4, 1776  
3. November 23, 1963  
4. December 7, 1941  
5. July 10, 1969  
6. April 12, 1861  
7. April 19, 1775  
8. August 11, 1921  
9. October 29, 1929  
10. June 28, 1914  

Sample Answers:

13. It will be July 4, 2008.  
15. My birthday is December 18.

Page 164  Commas in Dates
A. 1. October 15, 1899  
2. November 26, 1941  
3. May 30, 1999  
4. July 4, 1776  
5. March 22, 1986  
6. April 23, 1994  

B. 7–10. Answers will vary.

Page 165  Possessive Nouns
1. miner’s; sentences will vary  
2. dog’s; sentences will vary  
3. child’s; sentences will vary  
4. ocean’s; sentences will vary  
5. snake’s; sentences will vary

Page 166  Declarative and Interrogative Sentences
1. All newspapers need reporters.  
2. What was Suki Cheong’s first job as a reporter?  
3. She worked hard and long, and soon became an editor.  
4. How was Suki’s job different as an editor?  
5. Can you think of some issues that would be important to write about in a newspaper?  
6. Would you like to be a reporter or an editor?  
7. Newspapers are an important way for people to get information.
Page 167  Declarative and Interrogative Sentences
1. I like to play baseball. declarative
2. Do you like to play baseball? interrogative
3. What is your favorite board game? interrogative
4. Bobby's favorite subject in school is math. declarative
5. What is your favorite subject in school? interrogative
6. Do you ride a bus or walk to school? interrogative
7. My dad drives me to school every morning. declarative

Page 168  Pronouns and Contractions
A. 1. He is 4. They would 7. She’s 9. We’re
2. We have 5. Would not 8. She’d
3. He would

Page 169  Pronouns and Contractions
A. 1. I’m 4. We’re 7. She’ll 9. He’s
2. We’ll 5. He’s, I’m 8. She’ll
3. You’ve 6. He’s, I’m

Page 170  Pronouns and Contractions
1. c 4. j 7. f 10. b
2. h 5. e 8. i
3. d 6. a 9. g

Page 171  Sentence Expanding
1. Pee Wee Reese and Jackie Robinson played for the Brooklyn Dodgers.
2. Other players and fans insulted Jackie Robinson.
3. Jackie was saddened by the taunts, and Pee Wee was angered by the insults.
4. Pee Wee Reese wanted to do what was right and decided to take a stand.
5. Pee Wee stood with Jackie in front of the fans in Cincinnati and said, “This man is my teammate.”

Page 172  Sentence Expanding
A. 1. subject 2. predicate 3. subject 4. predicate 5. sentence
B. 6. I read a biography and saw a TV program about Satchel Paige.
7. My sister and I enjoy reading biographies.
8. Sarah likes to read but also enjoys playing baseball.

Page 173  Using Irregular Verbs
1. felt 3. swung 5. led 7. sent
2. gave 4. ran 6. became
### Page 174 Using Irregular Verbs

**A.**
1. Jason made a tuna sandwich in the kitchen.
2. Lauren shook her head in amusement.
3. Mom came into the kitchen.
4. She saw the mess on the counter.
5. She gave Jason a warning to clean up the mess.

**B.**
6. held
7. heard
8. swung
9. hit
10. ran

### Page 175 Sentence Expanding Using Irregular Verbs

**A.**
1. Jackie can play and help his team win.
2. Pee Wee believed in doing what was right and decided to take a stand.
3. Pee Wee and Jackie wore the same uniform.

**B.**
4. had
5. sent

### Page 176 Verbs: Future Tense

The following future tense verbs should be underlined:
2. will join
5. will meet
8. will meet
13. will provide
3. will need
6. will organize
10. will supervise
14. will tell

### Page 177 Verbs: Future Tense

1. will celebrate
4. will bring
7. will haul
10. will give
2. will clean
5. will wear
8. will make
11. will take
3. will work
6. will sweep
9. will donate
12. will need

### Page 178 Greeting/Closing of a Letter

1. Dear Mr. Finley,
2. Sincerely,
3. Dear Parents,
4. Yours,
5. Dear Juana,
6. Best wishes,

### Page 179 Greeting/Closing of a Letter

**A.**
Dear Mr. and Mrs. Castillo,
Sincerely yours,
Mrs. Avril

**B.**
Letters will vary.

### Page 180 Verbs: Future Tense

1. will be
2. will invite
3. will go
4. will swim
5. will watch
6. will make
7. will eat
8. will open
9. will have
10. will be