# PERSONAL VOICE: Making a Difference

Plan I  State-of-Being Verbs .......................... 1  
        State-of-Being Verbs .......................... 2  
        Apostrophe in Contractions ..................... 3  
        Apostrophe in Contractions ..................... 4  
        State-of-Being Verbs .......................... 5  

Plan II  Prepositional Phrases ......................... 6  
        Prepositional Phrases ......................... 7  
        Apostrophe in Possessive Nouns ................. 8  
        Apostrophe in Possessive Nouns ................. 9  
        Apostrophe in Possessive Nouns ................. 10  

Plan III  Run-on Sentences .......................... 11  
        Run-on Sentences .......................... 12  
        Use Prepositions ............................ 13  
        Use Prepositions ............................ 14  
        Run-on Sentences .......................... 15  

Plan IV  Complete Subject and Predicate .......... 16  
        Complete Subject and Predicate .......... 17  
        Commas ............................ 18  
        Commas ............................ 19  
        Complete Subject and Predicate .......... 20  

Plan V  Four Sentence Types ....................... 21  
        Four Sentence Types ....................... 22  
        Homophones ............................ 23  
        Homophones ............................ 24  
        Four Sentence Types ....................... 25  

Plan VI  Compound Predicates ....................... 26  
        Compound Predicates ....................... 27  
        Irregular Verbs ............................ 28  
        Irregular Verbs ............................ 29  
        Compound Predicates ....................... 30  

---

# PROBLEM SOLVING: It’s a Mystery

Plan I  Adverbs: Comparisons ....................... 31  
        End Punctuation ............................ 32  
        End Punctuation ............................ 33  
        Adverbs: Comparisons ....................... 34  

Plan II  Compound Subject ........................... 36  
        Adjective/Adverb Confusion .................. 37  
        Adjective/Adverb Confusion .................. 38  
        Compound Subject ........................... 39  
        Adjective/Adverb Confusion .................. 40  

Plan III  Diagramming Sentences .................... 41  
        Diagramming Sentences .................... 42  
        Possessives with Apostrophe .................. 43  
        Possessives with Apostrophe .................. 44  
        Diagramming Sentences .................... 45  

Plan IV  Compound Sentences ....................... 46  
        Verb Tenses ............................ 47  
        Verb Tenses ............................ 48  
        Compound Sentences ....................... 49  

Plan V  Subject Pronouns ........................... 51  
        Object Pronouns ........................... 52  
        Object Pronouns ........................... 53  
        Subject Pronouns ........................... 54  

Plan VI  Compound Predicates ....................... 56  
        Commas in Dates ........................... 57  
        Commas in Dates ........................... 58  
        Commas in Dates ........................... 59  
        Commas in Dates ........................... 60
## TEAMWORK: Voyages

<table>
<thead>
<tr>
<th>Plan</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Singular and Plural Nouns</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Singular and Plural Nouns</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Capitalization: Titles of Written Works</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Capitalization: Titles of Written Works</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Singular and Plural Nouns</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Capitalization: Titles of Written Works</td>
<td>66</td>
</tr>
<tr>
<td>II</td>
<td>Imperative Sentences</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Understood Subject</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Understood Subject</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Understood Subject</td>
<td>70</td>
</tr>
<tr>
<td>III</td>
<td>Principal Parts, Regular Verbs</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Principal Parts, Regular Verbs</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Commas in Compound Sentences</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Commas in Compound Sentences</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Principal Parts, Regular Verbs</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Commas in Compound Sentences</td>
<td>76</td>
</tr>
<tr>
<td>IV</td>
<td>Complete Predicate</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Complete Predicate</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Verbs: Past Participles</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Verbs: Past Participles</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>Compound Sentences</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Compound Sentences</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Commas With Last Names</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Written First</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Commas With Last Names</td>
<td>85</td>
</tr>
<tr>
<td>VI</td>
<td>Adjectives: Comparisons</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Adjectives: Comparisons</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Indenting</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Indenting</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Adjectives: Comparisons</td>
<td>90</td>
</tr>
</tbody>
</table>

## CREATIVE EXPRESSION: In the Spotlight

<table>
<thead>
<tr>
<th>Plan</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Possessive Nouns</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Possessive Nouns</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Adjectives: Comparisons</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Adjectives: Comparisons</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Possessive Nouns</td>
<td>95</td>
</tr>
<tr>
<td>II</td>
<td>Principal Parts of Regular Verbs</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Principal Parts of Regular Verbs</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Apostrophe in Contractions</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Apostrophe in Contractions</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Apostrophe in Contractions</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Diagramming Sentences</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Diagramming Sentences</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Capitalization</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Capitalization</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Capitalization</td>
<td>105</td>
</tr>
<tr>
<td>IV</td>
<td>Four Sentence Types</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Four Sentence Types</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Adverbs</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Adverbs</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Adverbs</td>
<td>110</td>
</tr>
<tr>
<td>V</td>
<td>Possessive Pronouns</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Possessive Pronouns</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>Underlining and Italics</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Underlining and Italics</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Possessive Pronouns</td>
<td>115</td>
</tr>
<tr>
<td>VI</td>
<td>Main Verb/Helping Verb</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Main Verb/Helping Verb</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Quotation Marks</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Quotation Marks</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Main Verb/Helping Verb</td>
<td>120</td>
</tr>
</tbody>
</table>
MANAGING INFORMATION:

America’s Journal

Plan I  Understood Subject ..................121
          Understood Subject ..................122
          Commas ..........................123
          Commas ..........................124
          Commas ..........................125

Plan II  Verbs: Participles .................126
          Verbs: Participles .................127
          Pronoun Contractions ..............128
          Pronoun Contractions ..............129
          Pronoun Contractions ..............130

Plan III  Articles A, An, and The .........131
          Articles A, An, and The .........132
          Commas With Quotations ..........133
          Commas With Quotations ..........134
          Articles A, An, and The .........135

Plan IV  Predicate Adjectives .............136
          Predicate Adjectives .............137
          Homophones ......................138
          Homophones ......................139
          Predicate Adjectives .............140

Plan V  Combining Sentences ...............141
          Combining Sentences ...............142
          Indenting .......................143
          Indenting .......................144
          Combining Sentences ...............145

Plan VI  Possessive Pronouns ..............146
          Possessive Pronouns ..............147
          Conjunctions .....................148
          Conjunctions .....................149
          Possessive Pronouns ..............150

COMMUNITY INVOLVEMENT: Cityscapes

Plan I  Direct Object .....................151
          Direct Object .....................152
          Subject/Verb Agreement ..........153
          Subject/Verb Agreement ..........154
          Direct Object .....................155

Plan II  Simple Subject ....................156
          Simple Subject ....................157
          Pronouns/Contractions ..........158
          Pronouns/Contractions ..........159
          Simple Subject ....................160
          Pronouns/Contractions ..........160

Plan III  Predicate Adjectives ............161
          Predicate Adjectives ............162
          Subject and Object Pronouns ....163
          Subject and Object Pronouns ....164
          Subject and Object Pronouns ....165

Plan IV  Simple Predicate ..................166
          Simple Predicate ..................167
          Hyphens and Colons ..............168
          Hyphens and Colons ..............169
          Simple Predicate ..................170
          Hyphens and Colons ..............170

Plan V  Verb Tenses .........................171
          Verb Tenses .........................172
          Adverbs: Comparison ..............173
          Adverbs: Comparison ..............174
          Verb Tenses .........................175

Plan VI  Sentence Fragments ...............176
          Sentence Fragments ...............177
          A, An, and The ....................178
          A, An, and The ....................179
          Sentence Fragments ...............180

Answer Key .........................181
State-of-Being Verbs

Read each sentence. Underline each state-of-being verb. Circle the words it connects in the subject and the predicate. The first one has been done for you.

Example: I am Shania Davies.

1. One day, I was surprised to see two puppies by the side of the road.
2. They seemed lost.
3. The puppies were so sad-looking.
4. They looked hungry, too.
5. The puppies felt soft.
6. I was scared to take them home.
7. My mom is not a puppy-lover.
8. I became uneasy on my walk home.
9. But she looked thrilled at the sight of the puppies.
10. I felt so happy then.

Work with a partner to write a realistic story about a lost pet. Include six or seven state-of-being verbs.

Action verbs tell what a subject does. State-of-being verbs tell what the subject is or is like.
State-of-Being Verbs

Write one state-of-being verb from the box to complete each sentence. Hint: Some words will work in more than one sentence.

looks sound were are smells
is seems feels be appears

1. This part of the forest ____________ home to a family of red foxes.
2. The forest ____________ safe to them.
3. With their barks, yips, and whines, they ____________ noisy.
4. Foxes ____________ part of the same family, Canidae, as dogs and wolves.
5. That little fox ____________ just like a small, thin dog.
6. It ____________ ready to eat anything—rodents, fruit, even garbage!
7. To a fox, nothing ____________ bad, and they investigate every odor.
8. The fox ____________ timid and nervous, since it hides from view.
9. The foxes and their kits will ____________ in their den underground tonight.
10. They ____________ in the bushes earlier.

Action verbs tell what a subject does. State-of-being verbs tell what the subject is or is like.

Pretend you are Jamie and write a journal entry describing a day with Grama. Use five state-of-being verbs.
Apostrophe in Contractions

A. Underline the contraction in each sentence. Then write on the line the words from which the contraction is formed.

1. I haven’t seen Matt and his family for two weeks. ________________
2. They’ve gone camping in the Wind River Mountains. ________________
3. Matt’s dad said, “We’re going to have the best time on this vacation!” ________________
4. Matt wasn’t very excited about camping. ________________
5. I can’t wait to hear what happened on this year’s trip. ________________

B. Replace the underlined words with the correct contraction. Write the contraction on the line.

6. Matt came over yesterday and said, “You will never believe what happened.” ________________
7. He would not stop talking about the fawn he saw. ________________
8. “And I watched a bald eagle make a nest! It is a huge bird,” he said. ________________
9. “You are lucky to have seen all those animals,” I said. ________________
10. “Yes, I am,” he said. “And I will see more next year.” ________________

THINK & WRITE

Continue the dialogue between Matt and his friend. Use five contractions.
Apostrophe in Contractions

Rewrite each sentence, replacing the underlined words with contractions.

1. I have learned many things from my grandmother.

2. She is the one who taught me how to collect maple sap.

3. We are going to spend the weekend checking our trees.

4. I taste the sap to make sure that it is just right!

5. Grandma told me that the settlers were not the first people to collect sap.

6. Settlers did not know how to gather sap, so Native Americans taught them how.

7. I had not known that Native Americans were flavoring food with maple long ago.

8. I never know just what I will learn during a day with Grandma!

Write lines of dialogue between a grandparent and a grandchild. Use five contractions.

A contraction is a shortened form of two words. An apostrophe stands for the letters that are left out.
State-of-Being Verbs

Underline the state-of-being verb in each sentence.

1. The Abenaki Indians are native people of the United States and Canada.
2. They have been dwellers in these countries for many centuries.
3. The Abenaki were an agricultural, or farming, society.
4. Long ago, their population was stable.
5. In modern times, it has become much smaller.
6. Jamie’s great-grandmother was an Abenaki Indian.
7. Jamie had pictures in her mind of Grama.
8. She seemed to be back in the field, picking blackberries.
9. The fresh blackberries smelled wonderful.
10. The sun felt very warm on their faces.
Prepositional Phrases

Write the prepositional phrase in each sentence on the line. Then underline the preposition. Circle the object of the preposition.

1. Many people consider Babe Didrikson Zaharias one of the world’s greatest athletes.

2. She performed extremely well in many different sports.

3. At the 1932 Olympics, Babe won many medals.

4. She set a world record in the 80-meter hurdles and won her first gold medal.

5. During the competition, she threw the javelin farther than any other woman ever had.

6. She almost won a third gold medal in the high jump.

7. Babe tied the high jump with a woman named Jean Shiley.

8. The judges didn’t like the way Babe dived over the bar.

9. They awarded Babe a silver medal for the high jump.

10. However, Babe’s performance inspired many young women to succeed at sports.

Write four sentences about a sports hero or sports event. Use a prepositional phrase in each sentence.
Prepositional Phrases

Read each sentence below. Choose the best preposition from the list to begin each incomplete prepositional phrase. Write the preposition on the line.

- of
- from
- on
- during
- by
- as
- like
- around

2. In England, baseball was known _________ the game “rounders.”
3. _________ the 1830s, the game was called “town ball” in the United States.
4. If we watched town ball today, we would probably be surprised _________ the game.
5. Instead of bases, large stones were placed _________ the ground.
6. Unlike the diamond-shaped field we recognize, town ball’s field was shaped _________ a square.
7. Baseballs were made by wrapping yarn _________ a piece of rubber.
8. The Knickerbockers, the first regular baseball team, had players who were _________ New York City.

A prepositional phrase is made up of a preposition and its object (a noun or pronoun), plus any words that come between them.

Pretend you are watching a game of town ball in the 1800’s. Describe what you see, using prepositional phrases in your writing.
Apostrophe in Possessive Nouns

Underline the possessive noun in each sentence. On the line, tell whether it is singular or plural.

1. During practice before the big game, many people asked for the stars’ autographs. ________________
2. Finally the coach sent the manager’s assistant to get the stars. ________________
3. When the coach’s whistle sounded, the team was ready to play a practice game. ________________
4. After practice, the players’ legs were sore. ________________
5. At the game the next evening, the gym filled with the crowd’s roar. ________________
6. The fans’ support made the team feel good. ________________
7. One player made a fast break to the other team’s basket. ________________
8. The guard’s hands reached up to block the basket, but the ball dropped through the net. ________________
9. A basketball player’s moves take a lot of skill. ________________
10. Many kids’ heroes are professional basketball players. ________________

Write a paragraph about a team sport. Use singular and plural possessive nouns.
Apostrophe in Possessive Nouns

Read each phrase. Rewrite each one using a possessive noun. The first one has been done for you.

1. the injury of the pitcher ________________ the pitcher’s injury
2. the averages of the batters __________________________
3. the cheers of my family ____________________________
4. the new mascot of the team _________________________
5. the object of the game _____________________________
6. the favorite song of my dad _________________________
7. the meeting of the teams ____________________________
8. the plans of the coaches ____________________________
9. the surface of the plate ____________________________
10. the placement of the bases _________________________
11. the shape of the field _____________________________
12. the roar of the crowd _____________________________
13. the smiles of the players _________________________
14. the cheers of the fans _____________________________

Imagine you are a baseball player waiting for your turn at bat. Write what you are observing and thinking as you watch the teams play. Use possessive nouns.
Apostrophe in Possessive Nouns

A. Underline the possessive noun in each sentence. On the line, write S if the possessive is singular and P if it is plural.

1. Ken Sr.’s team was the world champion Cincinnati Reds. _________
2. Junior loved Riverfront Stadium’s sights and sounds. _________
3. Pete Rose’s son played ball with Junior. _________
4. The fans’ cheers could be heard for miles. _________
5. Junior rose out of his slump with his parents’ support. _________

B. Circle the possessive noun that correctly completes each sentence. Then write it on the line.

6. Did you know that Ken Griffey ________________________ team, the Reds, is part of baseball history? (Sr.’s, Srs.’)
7. ______________________ first professional, or pro, team in the United States, was the Cincinnati Red Stockings. (Baseball’s, Baseballs’)
8. The Red ______________________ players became the first ever to be paid for playing baseball. (Stocking’s, Stockings’)
9. In those days, ______________________ admission price to the game was just ten cents! (fan’s, fans’)
10. At that time, you didn’t see ______________________ masks on players. (catcher’s, catchers’)
Run-on Sentences

Correct these run-on sentences. Write each as a compound sentence by adding a comma and a conjunction.

1. Dan Jansen is a speed skater from the United States he skated in the 1994 Winter Olympics.

   Dan Jansen is a speed skater from the United States, he skated in the 1994 Winter Olympics.

2. Would he skate fast enough to win the gold medal this time would he be disappointed again?

   Would he skate fast enough to win the gold medal this time, would he be disappointed again?

3. Jansen had not won any medals in four previous Olympic Games this was his last chance to win a gold medal.

   Jansen had not won any medals in four previous Olympic Games; this was his last chance to win a gold medal.

4. Jansen was very nervous he refused to give up hope.

   Jansen was very nervous, he refused to give up hope.

5. Jansen won the gold medal he set the world record.

   Jansen won the gold medal; he set the world record.

Write three run-on sentences. Then have a partner rewrite them with commas and conjunctions.

A run-on sentence is two or more sentences strung together without a conjunction such as and, or, or but.
Run-on Sentences

Correct these run-on sentences by breaking them into separate sentences. Use the appropriate punctuation and capitalization.

1. The string section of an orchestra is made up of several instruments, these are violins, violas, cellos, and bass violins.

2. The musician draws a bow across the strings of an instrument, this causes them to vibrate.

3. A string quartet is a group of four musicians, they play stringed instruments.

4. In a string quartet, there are four instruments played, these include one cello, one viola, and two violins.

5. Several famous composers have written musical pieces for string quartets, Mozart, Beethoven, and Haydn all wrote pieces.

Write three run-on sentences to describe a book you read. Then have a partner rewrite them using conjunctions and correct punctuation.
Use Prepositions

Read the sentences. Underline the prepositions. Circle the object of each preposition.

1. Janelle dribbled the basketball down the court.
2. Then she cut to the basket.
3. She leaped high into the air.
4. The ball rolled off her fingertips.
5. It dropped through the hoop.
6. With great happiness, Janelle yelled and screamed.
7. She was the shortest girl on the team.
8. The odds seemed to be against her.
9. But every day after school, she practiced long shots, layups, and free throws.
10. During each game, she knew she would play her best.
11. Sometimes the ball seemed to fly through the air.
12. Sometimes it bounced on the floor.
13. Janelle always carried the ball with her.
14. She practiced in the driveway.
15. She talked about basketball constantly.

A preposition connects a noun or pronoun with other words in the sentence. The noun or pronoun is called the object of the preposition.

Write a paragraph about something you dream of doing well. Use prepositional phrases.
Use Prepositions

Underline the prepositional phrase in each sentence. Then circle the noun that is the object of the preposition.

1. Lucas’s favorite practice time is in the afternoon.
2. His dog curls up beneath the music stand.
3. Lucas draws his bow over the strings.
4. You can see his foot tap against the floor.
5. You can hear his vibrato coming from the music room.
6. Sometimes his mom accompanies Lucas on the piano.
7. Perhaps she gave Lucas his love of music.
8. After Lucas practices, he puts his viola into its case.
9. Then he puts the case inside the closet.
10. There the viola stays until his next practice.
11. Lucas gets a snack from the refrigerator.
12. Then he does homework in his room.
13. Lucas waits for his dad.
14. He will tell Dad about his day.

Write an e-mail to tell a friend about something you do that requires practice. Use prepositional phrases.
Run-On Sentences
A. Read this paragraph. There are five run-on sentences. Correct the sentences.

The cello is known for its rich tone, in a string quartet, the cello takes the lowest part. The cello is a large instrument, the cellist must grip it between his or her knees in order to play it. Another instrument in a string quartet is the viola it is different from a violin. The viola looks like a violin, it is a bit larger and has a lower tone. The musician places the viola under the chin to play it, a violinist does the same with the violin.

Use Prepositions
B. Underline the prepositional phrases in the sentences. Circle the objects.

6. Wolfgang Amadeus Mozart was born in Austria.

7. He is considered one of the greatest composers.

8. Mozart started composing music during his childhood.

9. The opera Don Giovanni is one of his most famous compositions.

10. I love listening to Mozart’s music.
Complete Subject and Predicate

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

1. Scott Joplin was born in Texarkana, Texas, in 1868.
2. Joplin was destined for a musical career.
3. His mother worked hard to pay for his piano lessons.
4. Joplin practiced for many hours each day.
5. His first job was playing the piano in St. Louis.
7. Joplin and John Stark, a music publisher, issued 50 of Joplin’s own pieces.
8. The “Maple Leaf Rag” is one of Joplin’s best-known songs.
9. Many young pianists wanted to meet Scott Joplin.
10. Scott Joplin’s music is still popular today.
11. My friends and I listen to his music.
12. Old records are usually my favorites.

Write a paragraph about your favorite song or type of music. Underline the complete subject of each sentence once and the complete predicate twice.
Complete Subject and Predicate

Read each sentence. Identify whether the underlined part of the sentence is the complete subject or the complete predicate. Write CS or CP on the line.

1. The trumpet is truly a special instrument! CS
2. The trumpet is classified as a brass instrument. CS
3. The French horn, trombone, and tuba are also brass instruments. CS
4. These instruments are made of brass, as their name indicates. CS
5. The musician blows into a little, cup-like mouthpiece. CP
6. Sound comes from the trumpet’s flared bell. CP
7. The trumpet consists of valves and tubes. CP
8. This brass instrument has a bright, sharp tone. CP
9. That sound makes the trumpet versatile. CP
10. The instrument is played in jazz, classical, and military music. CP
11. Some people confuse the bugle with the trumpet. CP
12. Although they have a similar appearance, bugles have no valves. CP

Imagine that you are at a concert. Write a paragraph to describe what you see and hear. Underline each complete subject once and each complete predicate twice.
Commas

Read each sentence. Then rewrite it using commas where they are needed.

1. Jacob Alice and Jeff went to a music fair at their school.

2. We all worked to decorate the gym on Friday night Saturday and Sunday.

3. When the Polkadot Pumpkins begin playing please call me.

4. Although I may be late I’m going to attend Bryan’s guitar concert at noon.

5. Alice do you know where I can hear the Mexican mariachi band tomorrow?

Write four sentences about a hobby or something you like to do. Use commas in a series, to set off nouns of direct address, and to set off introductory words.

Commas are used to separate items in a series, to set off nouns of direct address, and to set off introductory words in a sentence.
Commas
Rewrite the paragraphs, adding commas where they are needed.

Today was their first day at music camp. Toby Lenore and Roma arrived by bus. Although they had never been away from home before they were all very excited. After they got off the bus the three friends sat with the rest of the girls in a meeting area. Their counselor was there to greet them.

“I know that you’re going to have a great time here girls,” she said. “Roma will you help me get everyone their cabin assignments? Here’s a list.”

With a smile Roma began to read from the list. Camp was going to be great!

Commas are used to separate items in a series, to set off nouns of direct address, and to set off introductory words in a sentence.

Write a letter home from camp. Use commas in a series, in direct address, and to set off introductory information.
Complete Subject and Predicate
Underline the complete subject once and circle the complete predicate.

1. Most of my classmates enjoy listening to the radio.
2. My friends and I listen to the latest pop music.
3. We all like lots of different artists.
4. I like music that is easy to dance to and sing along with.
5. My friend, Cassidy, just likes music that’s loud!
6. My brother, Gavin, plays his drums along to music.
7. Gavin is getting better and better at keeping the rhythm.
8. Even my parents like to hear him play!
9. My music class is becoming more interesting
10. Our musical salute to jazz will take place next week.
Four Sentence Types

Write the correct punctuation mark at the end of each sentence. Write D if the sentence is declarative, IN if it is interrogative, IM if it is imperative, or E if it is exclamatory.

1. Have you ever had an absolutely perfect day __, ______
2. Well, I had one of those days last week __, ______
3. Listen to this __, ______
4. I saw my favorite author, Sarah Slater, standing on the corner __, ______
5. I was so excited __, ______
6. What was she doing in Birmingham, Alabama __, ______
7. She was in town to sign books at the local bookstore __, ______
8. Unfortunately, her car had broken down __, ______
9. What a terrible situation she was in __, ______
10. I came to the rescue and offered her my scooter __, ______
11. Take my scooter __, ______
12. She smiled and said she would love to __, ______
13. I was so shocked __, ______
14. Did she know how to ride a scooter __, ______
15. You bet she did __, ______

Write a brief paragraph describing a famous person who interests you. Use each of the four kinds of sentences.
Four Sentence Types

Identify each type of sentence by writing declarative, interrogative, imperative, or exclamatory on the line.

1. What a huge flock of pigeons! ________________________
2. Did you hear all the racket they made? ________________________
3. They just flew overhead. ________________________
4. Tell your friends to look out the window. ________________________
5. Hurry! You can still see them! ________________________
6. Send Terrence an e-mail to thank him for his kindness. ________________________
7. Don’t forget to attach the picture of the pigeons. ________________________
8. Have you ever seen a pigeon up close? ________________________
9. They resemble doves. ________________________
10. Look at these pictures that I took of both kinds of birds. ________________________
11. Don’t they look alike? ________________________
12. There are no pigeons near her school. ________________________

Write about a bird that interests you. Use each of the four kinds of sentences, and punctuate them correctly.
Homophones

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

1. Rosa and I were terribly (bored, board).
2. It was the middle of summer vacation, and there was nothing to (dew, do).
3. I had brought a (pear, pare, pair) of roller skates.
4. But it was (to, too, two) hot to skate.
5. I (read, red) Rosa a news story about some kids who had rescued a beached whale.
6. Rosa had (seen, scene) a story about it on TV.
7. I flipped (threw, through) the pages of the news magazine.
8. A breeze (blew, blue) across the porch.
9. Then we (herd, heard) a bark.
10. I looked across the street and saw a funny-looking dog with white (pause, paws).
11. He was wagging his long, shaggy (tale, tail).
12. The (to, too, two) of us jumped off the porch to rescue him.
14. Then a woman with (red, read) hair appeared.
15. “Come here, Rags,” she said. “(You’re, Your) a bad dog!”

Write a paragraph about an experience—real or imaginary—with an animal. Use as many homophones as you can.
Homophones
Circle the correct homophone to complete each sentence.
Then write it on the line.

1. No one is ________________ to touch the birds here
   at the nature center. (allowed, aloud)
2. There are ________________ special cages for the birds.
   (ate, eight)
3. When the sun hits it, that pigeon’s wings look ________________.
   (blew, blue)
4. We’ve never had a pigeon ________________ its wing before!
   (brake, break)
5. Those birds ________________ to be squabbling over the berry.
   (seem, seam)
6. A ________________ is hiding near the pond.
   (dear, deer)
7. Several pigeons and hawks just ________________ right over the deer.
   (flew, flu)
8. The blue jay is standing right next to the yellow ________________.
   (flour, flower)
9. Have you ________________ of any birds that are endangered in this state?
   (heard, herd)
10. Terrence will ________________ us here to return the pigeon to its home.
    (meat, meet)

Write a note to Terrence to tell him what you think of his actions. Use
and spell homophones correctly.
Four Sentence Types
Fill in the bubble next to the word that identifies what kind of sentence each is.

1. I can’t believe he did that!
   A declarative
   B interrogative
   C imperative
   D exclamatory

2. Have you seen a pigeon like it?
   F declarative
   G interrogative
   H imperative
   J exclamatory

3. Tell me all about what happened.
   A declarative
   B interrogative
   C imperative
   D exclamatory

4. He always thinks of ways to be helpful.
   F declarative
   G interrogative
   H imperative
   J exclamatory

5. Get that pigeon out of my kitchen.
   A declarative
   B interrogative
   C imperative
   D exclamatory
Compound Predicates

Read the sentence pairs below. Using the conjunctions and, but, or or, combine the two short sentences to form one sentence with a compound predicate.

1. Gina took her suitcase out of the closet. Gina filled it up with lots of summer clothes.

2. The family packed up the station wagon. The family drove to Texas.

3. The car ran smoothly at first. The car broke down on the second day.

4. The family saw the tall buildings in Dallas. The family visited a ranch with longhorn cattle.

5. Would Gina meet other children in Dallas? Would Gina spend her time alone?

A compound predicate has two or more verbs that share the same subject.

Make a list of three nouns. Write a sentence with compound predicates using each noun as the subject.
Compound Predicates

Read the sentences. Then underline the compound predicates and circle the conjunctions.

1. Annemarie and Ellen are best friends and love to spend time together.
2. They live in Denmark and visit together often.
3. The girls sometimes play or laugh with Kirsti.
4. Mama told the girls the story of Gone With the Wind and helped them remember all the characters’ names.
5. Ellen trained as a skilled performer and used a sophisticated voice to play the part of Melanie.
6. Mrs. Rosen will prepare a roast chicken or surprise us with something else.
7. Mrs. Rosen lit the Sabbath candles and recited the prayer in Hebrew.
8. The Rosens heard that they must leave town and quickly went into hiding.
9. The Johansens knew that they must protect Ellen and created a plan.
10. They would hide Ellen in their apartment and keep her safe from the soldiers.
11. Ellen tried to take off her necklace and struggled with removing it.
12. Annemarie knew she had to move hastily and broke the chain.
13. She concealed the necklace in her hand and clasped it there.
14. The soldier ripped the photograph and stalked out of the apartment.

A compound predicate has two or more verbs that share the same subject.

THINK & WRITE

Pretend you are one of the characters in the story and write about the soldiers’ visit to the apartment. Use compound predicates.
Irregular Verbs

Read each sentence. On the line, write the past or past participle form of the verb in parentheses ( ).

1. My cousin Julio (come) ___________ to visit last week.
2. Before he arrived, he had (write) ___________ us a letter.
3. For dinner, we (eat) ___________ all his favorite foods.
4. Then we (drink) ___________ hot cocoa before bedtime.
5. Julio has (do) ___________ so many interesting things.
6. Last summer he (ride) ___________ horses in Mexico.
7. He has always (wear) ___________ a bandanna around his neck.
8. Yesterday he (teach) ___________ us how to throw a lasso.
9. We have played games every night and he has always (win) ___________.
10. We have (grow) ___________ up with Julio, and he’s our favorite cousin.
11. After Julio left, I (begin) ___________ to miss him.
12. It (leave) ___________ me feeling sad.
13. He always (tell) ___________ the best of stories.
14. But Julio had (go) ___________ to visit other cousins.
15. I was glad I had (see) ___________ him.

Verbs that do not add -ed to form the past tense and the past participle forms are called irregular verbs.

THINK & WRITE

Use the verbs *do, run, see, take,* and *fall.* Write two sentences with each verb. In one sentence, use the past tense form of the verb. In the other sentence, use the past participle form.
Irregular Verbs

Read each sentence. Write the past or past participle form of the verb in parentheses ( ).

1. Ellen had ________________ to stay with Annemarie’s family. (came)
2. Papa ________________ of his plan to pretend Ellen was his daughter. (speak)
3. He had ________________ to have the girls giggle and talk as usual. (chose)
4. Papa never had ________________ his daughter, Lise, who had died. (forgot)
5. Lise had ________________ in an accident. (fall)
6. But memories of Lise were ________________ in Papa’s memory. (froze)
7. Time has not ________________ thoughts of Lise. (stole)
8. Papa ________________ baby photos of all his daughters. (take)
9. He had never ________________ those precious photos. (lose)
10. Did you hear what Papa ________________ to the soldier? (say)
11. He made sure the soldier ________________ a glimpse of the dark curls of the baby in the photo. (catch)
12. All the neighbors have ________________ that Papa acted bravely and calmly. (say)
13. The soldiers had not ________________ out about Ellen. (find)
14. The soldiers did not see Lise’s name ________________ in the album. (wrote)

Write about something brave someone did in the past. Use the past and past participle forms of irregular verbs.
Compound Predicates

A. Underline each compound predicate and circle each conjunction.

1. People band together and help each other during times of hardship.
2. During a war, some people must leave their homes and lose their belongings.
3. But people somehow carry on and survive.
4. They search for clean water and discover ways to find food.
5. Many people join the army or volunteer to help in other ways.

B. Combine each pair of sentences to form one sentence with a compound predicate.

6. Annemarie played with the dolls. Annemarie shared them with Ellen.

7. Kirsti cried about the fish shoes. Kirsti complained about the fish shoes.

8. Annemarie brushed her hair. Annemarie handed the brush to Ellen.

9. Families hid in the house. Families then fled to the forest.

10. I would have cried. I would have been very afraid.
Adverbs: Comparisons

Read each sentence. Write the correct form of the adverb in parentheses ( ) on the line.

1. She studied (hard) _________________ than he did.
2. Kevin studied (hard) _________________ of all.
3. During running practice, Eva ran the (slowly) _________________ of anyone on the team.
4. Kim ran (slowly) _________________ than Jason.
5. Lena jumped (high) _________________ in the morning than she did in the evening.
6. She jumped the (high) _________________ of all her friends.
7. It rains (often) _________________ in the country than in the city.
8. In Idaho, it rains (often) _________________ in the spring.
9. Julio gets up (early) _________________ than his sister does.
10. Judy gets up the (early) _________________ of all her friends.
11. Juan sings (loud) _________________ than Hector.
12. Pia sings the (loud) _________________ of all the girls in music class.

Make a list of adverbs that tell how, such as fast, loudly, or well. Then use each adverb in two sentences—one that compares two actions and another that compares three or more actions.
**Adverbs: Comparisons**

A. Read each sentence. Write the correct form of the adverb on the line.

1. He draws _________ than I. (well)
2. Katy draws _________ of all. (well)
3. During art class, Juan laughed _________ at the joke. (soft)
4. Miguel laughed _________ of all. (loud)
5. After class, I walked _________ home. (slow)
6. Jean _________ ran past me. (quick)
7. Harold ran the _________ of all. (fast)

B. Use each adverb in a sentence.

Use the adverbs in the box:
- early
- better
- worse
- badly
- well
- highest

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

Write two sentences, each using one irregular adverb.
End Punctuation

The opening scene from this mystery play is missing periods, question marks, and exclamation marks. Write the missing punctuation on the lines.

1. Michael (sounding puzzled): What happened to all the cookies I baked __
2. Sue: They were on the plate in the center of the table __
3. Michael: They’re gone now __ Did you eat them __
4. Sue (indignantly): No, I certainly did not __
5. Michael: Who could’ve taken them __ Hey, look __ Here’s a cookie on the floor under the table __
6. Sue: How did it get there __
7. Michael: Have you seen the dog __
8. Sue: Let’s look outside in the yard __
9. Michael (pointing): Aha __ Here’s another cookie, and it’s just inside Skipper’s doggie door __
10. Sue: Do you think that Skipper really did it __
11. Michael: Not Skipper, never __
12. Sue: I’m not so sure about that __

Write another short scene for the mystery play. Use declarative, imperative, interrogative, and exclamatory sentences.
End Punctuation

Read each sentence, and add the correct end punctuation. Then write **declarative**, **imperative**, **interrogative**, or **exclamatory** to identify the sentence type.

1. Caroline and Tony are starting their own detective agency __________________
2. Let’s take a walk to see where their headquarters will be _________________
3. Give me a call when you’re ready to leave _________________
4. Do you think they will get many customers _________________
5. How clever Tony is at finding clues _________________
6. Caroline is talented at investigating mysteries _________________
7. What do you think will be their first case _________________
8. Tony’s favorite character is Sherlock Holmes _________________
9. Did you notice that Tony wears a hat likes Holmes does _________________
10. How fun it will be to be a detective _________________
11. I wish I could join their agency _________________
12. Do you think Tony and Caroline will let me join _________________

Write an advertisement about a detective agency. Use each sentence type and use the correct end punctuation.
Adverbs: Comparisons

A. Complete the chart by writing the comparative and superlative forms of the adverb.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. swiftly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. badly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. loudly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete each sentence using an adverb from the chart.

6. The detective opened the door ______________ than she had earlier.

7. She quickened her steps and looked around ______________

8. She was proud that this case had been ______________ studied than her last.

9. She walked ______________ into the next room.

10. The detective laughed ______________ when she saw her partner.
Compound Subject

Combine each pair of sentences into one sentence by forming a compound subject. Write the new sentence on the line. Circle the compound subject.

1. Michelle could not understand the last story problem in the math lesson. Pete could not understand the problem either.

________________________________________________________________________

2. The explanation in the book was confusing. The example problems were also confusing.

________________________________________________________________________

3. Pete asked Ms. Felter for help. Michelle asked her for help, too.

________________________________________________________________________

4. Ms. Felter can answer their questions. The student teacher can answer their questions.

________________________________________________________________________

5. Story problems are difficult to solve. Geometry problems are difficult, too.

________________________________________________________________________

Write three sentences with compound subjects about a day in your school.
Compound Subject

Read the sentences. Underline the compound subject in each. Circle the conjunction.

1. The art and sculpture of ancient Mexico are on display at the museum.
2. Hannah and I are going to the exhibit.
3. John and Mom are seeing the exhibit with my aunt.
4. Aunt Rose and Hannah picked me up early in the morning.
5. There are long lines and big crowds in front of the museum.
6. Either the front door or the side entrance leads to the exhibit.
7. Mr. Fletcher or his son will buy the tickets.
8. Tuesday or Wednesday would be good days to visit.
9. Aunt Rose, Hannah, and I wait our turn.
10. Hannah and I are jumping up and down with excitement.
11. Aunt Rose and the other adults in line smile at us.
12. The carvings and sculptures inside will be waiting for us!

Write two sentences about something you have done with family or friends. Use a compound subject and a conjunction in each sentence.
Adjective/Adverb Confusion

Circle the word in parentheses ( ) that completes each sentence. Then write whether it is an adjective or an adverb on the line.

1. The (strange/strangely) house across the street had stood empty for as long as Kipper could remember ________________

2. Then a stranger moved in and (unusual/unusually) things (sudden/suddenly) began to happen. ________________ ; ________________

3. During the day, noises echoed (loud/loudly) from the garage. __________________

4. Last night, the same (weird/weirdly) noises had awakened Kipper. ________________

5. As Kipper watched (silent/silently) from his window, the neighbor carried a box outside and set it down (careful/carefully). ________________ ; ________________

6. Kipper thought that this was a (peculiar/peculiarly) thing to do. ________________

7. Then Kipper grabbed his flashlight and tiptoed (soft/softly) down the back stairs. ________________

8. His (good/well) friend Jason would meet him by the front hedge. ________________

What adjectives could be used to describe you? What adverbs could be used to describe how you do things? Make a chart. Use three adjectives and three adverbs. (Examples: I’m athletic; I skate gracefully.)
Adjective/Adverb Confusion

Read each word. Write an adjective or adverb as indicated in parentheses ( ).

1. ___________ mystery (adjective)
2. ___________ detective (adjective)
3. ran ___________ (adverb)
4. yelled ___________ (adverb)
5. ___________ clues (adjective)
6. ___________ studied (adverb)
7. ___________ smuggler (adjective)
8. ___________ monkey (adjective)
9. ___________ listened (adverb)
10. ___________ waved (adverb)
11. ___________ Michael (adjective)
12. ___________ day (adjective)
13. ___________ squawking (adjective)
14. squawked ___________ (adverb)
15. ___________ adventure (adjective)
16. ___________ sat (adverb)

Write a description of something you have recently done. Use at least two adjectives and two adverbs.
Compound Subject

A. Rewrite each pair of sentences to use a compound subject.

1. Ali is reading the same book. Jonathan is reading the same book.

2. The detectives are meeting tonight. The police officers are meeting tonight.

3. The broken glass seemed to be a clue. The torn paper seemed to be a clue.

4. The smugglers have been caught. The thieves have been caught.

Adjective/Adverb Confusion

Read this paragraph. There are six errors in adjectives and adverbs. Cross out each incorrect word and write the correct word above it.

Sudden we heard a crash. “It came from the closet!” Jay cried excited. Then we heard weirdly howls. The puppy whimpered quiet.

“What could that strangely noise be?” Dad asked.

“I accidental locked the cat in the closet!” said Jay.
Diagramming Sentences

A sentence diagram shows how all the words in a sentence fit together.

Complete the diagram for each sentence.

1. The very hardworking students often get the best grades.

2. The extremely witty students always make the best jokes.

Write a simple sentence telling about something you like. For example, “I like very scary stories.” In your sentence include a subject, verb, direct object, and an adjective or an adverb. Then diagram your sentence.
Diagramming Sentences

A sentence diagram shows how all the words in a sentence fit together.

Complete the diagram for each sentence.

1. The very clever students quickly cracked the mysterious code.

2. The very dedicated detectives finally solved the strange crime.

Write a simple sentence about a detective. In your sentence, include a subject, verb, direct object, and an adjective or adverb. Then diagram your sentence.
Possessives With Apostrophe

Read the sentences. Change each underlined phrase to the possessive form. Write it on the line. The first one has been done for you.

Example  The new socks that belong to Ella were not on the chair where she had left them. Ella’s new socks

1. The baseball that belongs to Tyler was gone, too. ________________

2. The jump rope of the twins had been on the porch step before lunch. It wasn’t there anymore. ________________

3. The tennis shoes of their parents had disappeared from the bedroom floor. ________________

4. As the list of missing items belonging to the family grew longer, Mom called a family meeting ________________

5. “Have you seen the socks that belong to your sister?” asked Mom. ________________

6. “Have you played with the toys that belong to the boys?” Dad asked Ella. ________________

7. “What could have happened to the purse that belongs to Mom?” he continued. ________________

8. The twins spotted Nosy, the dog of their neighbor, with something in her mouth. ________________

9. Everyone followed her. They found all the missing items in the bed that belongs to Nosy. ________________
Possessives With Apostrophe

Read each phrase. Rewrite each in the possessive form.

1. the T-shirt that belongs to Vikki __________
2. the lettering of the T-shirt __________
3. the camera that belongs to Ricardo __________
4. the clicks of the camera __________
5. the shoes of the old woman __________
6. the crime of the thieves __________
7. the detective agency of the students __________
8. the skateboard that belongs to Zach __________
9. the limousine of the man __________
10. the CB radio of the detectives __________
11. the images of the suspects __________
12. the plans of the detectives __________

Add an apostrophe and -s (‘s) to a singular noun to show ownership. If a plural noun ends in -s, add an apostrophe after the -s (‘s).

Write a paragraph about solving crimes. Use possessives and apostrophes.
Diagramming Sentences

A. Complete the diagram for the sentence.
   1. The most bizarre crimes have the simplest solutions.

Possessives

B. Underline the possessive forms in each sentence. On the line, write S if the possessive is singular and P if it is plural.

   2. Jonah’s cousins, Angela and Connor, are detectives. ____
   3. Connor’s office is in my community. ____
   4. Angela’s office is in another area. ____
   5. The detectives’ work is well-known. ____
   6. Connor and Angela located my neighbors’ stolen cars. ____
   7. They helped my teacher’s friend find her lost dog. ____
   8. The friend’s letter thanked the detectives. ____
   9. She said the dog’s collar is always on now. ____
   10. Their customers’ comments are always positive. ____
Compound Sentences

In the space provided, combine each pair of sentences into one compound sentence.

1. Police experts often assist law officers in solving crimes. Help may come from genetic scientists, too.

2. Genetic scientists study DNA. Some of them have found a way to identify DNA prints.

3. A DNA print is a person’s genetic history. It looks like a keypunch card when printed.

4. DNA prints alone can’t solve a crime. They can give important information about a suspect.

5. Will all crime labs of the future use DNA printing? Will they continue to depend on fingerprinting?
Compound Sentences

Combine each pair of sentences into one compound sentence. Use the conjunction shown in parentheses ( ).

1. The judge carried out the trial. The jury listened to evidence. (and)

2. There were no eyewitnesses to the crime. The thief was notorious. (but)

3. His wife insisted that Caesar Cella was innocent. The prosecutor disagreed. (but)

4. Detective Faurot stepped forward. He took the stand. (and)

5. Everyone stared at Faurot. He stayed calm. (but)

6. Would Detective Faurot help the accused? Would he help the prosecutor? (or)

7. Detective Faurot had studied a new method. He began to describe it. (and)

8. The jury might be impressed. They might not. (or)

A compound sentence is made up of two or more simple sentences joined by a comma and the word and, or, or but.

THINK & WRITE

Imagine that you are on the jury listening to Detective Faurot. Write two compound sentences that describe what you see and hear.
Verb Tenses

Read the sentences carefully. Circle the verbs. Then, on the line, write the tense of the verb(s) in each sentence.

1. The police officers investigate the crime. ________________
2. The suspect was questioned yesterday. ________________
3. Is he guilty or not guilty? ________________
4. I will answer that question tomorrow. ________________
5. He left the police station in handcuffs. ________________
6. His trial will not start until next week. ________________
7. He will be represented by an experienced lawyer. ________________
8. The judge is very wise and extremely fair. ________________
9. All the evidence is not in yet. ________________
10. The suspect was honest when he was younger. ________________
11. No one saw him on the night of the crime. ________________
12. But many people feel he is guilty, anyway. ________________

Write a sentence about a mystery. Use the present tense. Then rewrite the sentence twice, using the past tense and the future tense.
Verb Tenses

Write the form of the verb in parentheses ( ) on the line.

1. Yesterday, I __________ about fingerprints.
   (past tense of hear)

2. It __________ an interesting topic. (past tense of be)

3. A speaker __________ to my class to discuss fingerprints. (past tense of come)

4. She __________ a detective in town. (present tense of be)

5. She __________ us that no two fingerprints are alike. (past tense of tell)

6. “That __________ like snowflakes!” Derrick said. (present tense of sound)

7. The whole class __________ at his joke. (past tense of giggle)

8. The detective __________ fingerprints can be made by the thumb or fingers.
   (past tense of say)

9. She __________ us to take a close look at our own fingertips. (past tense of ask)

10. We __________ at the ridges on our fingers. (past tense of look)

    (future tense of learn)

12. “By the time I leave, you __________ experts!” (future tense of be)

Imagine you are looking for fingerprints. Write four sentences using different verb tenses to describe what you do.

The tense of a verb tells whether an action takes place in the past, present, or future.
Compound Sentences

Combine each pair of sentences into a compound sentence. Use conjunctions and commas.

1. Fingerprinting can be used to solve crimes. It can be used in other ways.
   ______________________________________________________________________
   ______________________________________________________________________

2. Fingerprints can be left on glass. They can be left on other surfaces.
   ______________________________________________________________________
   ______________________________________________________________________

3. Fingerprints can help track down criminals. They can help locate missing people.
   ______________________________________________________________________
   ______________________________________________________________________

4. Fingerprints are used as evidence. They are stored in computers.
   ______________________________________________________________________
   ______________________________________________________________________

5. Press your own finger on a glass to leave a print. Pour powder over your print.
   ______________________________________________________________________
   ______________________________________________________________________
Subject Pronouns

A. Read each pair of sentences. Then write the missing subject pronoun on the line.

1. Sir Walter Raleigh was an English explorer.  
   __________ founded the first English colony in North America.

2. The colony was called Roanoke. __________ did not succeed.

3. One hundred men and boys lived there. __________ experienced a horrible winter.

4. Raleigh was a stubborn man. __________ would not give up his dream.

5. A year later John White and more colonists went to Roanoke.  
   __________ built a fort and settled in.

B. There are five subject pronouns in this paragraph. Circle each of them.

Then John White sailed back to England. He needed to pick up supplies for the colony. White returned to find the fort empty. It was deserted and overgrown with weeds. Not one person was there. They had all disappeared. Where did all those people go? We can only guess. Only one thing is certain. They were never found.

Write about something your class did recently. Use subject pronouns instead of nouns or classmates’ names.
Subject Pronouns

Read the pairs of sentences. Underline the pronoun in the second sentence. Then circle the noun in the first sentence that the pronoun replaces.

1. Dr. Sara A. Bisel is an ancient bone specialist. She is known as “The Bone Lady.”
2. Dr. Bisel is also a writer. She wrote the book The Secrets of Vesuvius.
3. Ciro took Dr. Bisel to see a Herculanean. He brought Dr. Bisel to a mound.
4. Portia, a skeleton, lay there. She had died violently.
5. Portia had been a bit over 5 feet tall. She was of average height for a Herculanean woman.
6. Dr. Bisel and her team discovered another female skeleton. They saw something shiny on her hand.
7. The skeleton was wearing a ring. It was very old.
8. The Ring Lady was in her mid-forties. She was not very attractive.
9. Herculaneans, according to Dr. Bisel, had good teeth. They only had a few cavities.
10. People today have many more cavities. We have about sixteen of them on average.
11. A male skeleton was near Portia. He was called the Soldier.
12. The Soldier was tall for a Roman man. He was about 5 feet 8 inches.

Write about the other skeletons that Dr. Bisel’s team found. Use subject pronouns.
Object Pronouns

A. Read each pair of sentences. Write the object pronoun that completes the second sentence on the line.

1. Amelia Earhart was a famous woman pilot.
   People all over the world admired ___________________.
2. She was the first woman to fly across the Atlantic Ocean. She crossed ___________________ on June 17, 1928.
3. Amelia and her copilot, Bill Stultz, landed safely in Wales. Thousands of people welcomed ___________________.
4. Amelia was delighted with their support. She thanked ___________________ warmly.
5. Amelia wrote a book about her famous flight. Everyone was anxious to read ___________________.

B. There are five object pronouns in this paragraph. Circle each of them.

Jeri told me to read a story about Amelia Earhart. She said, “I know you. You’ll really like it.” The story is about Amelia’s attempted flight around the world with her navigator, Fred Noonan. They began it in New Guinea. Unfortunately, Amelia and Fred’s plane was lost. Searchers never found them.

Write three sentences about an adventure. Use action verbs and direct objects. Then rewrite the sentences, replacing the direct objects with object pronouns.
Object Pronouns

Read the pairs of sentences. Underline the object pronoun in the second sentence. Then circle the noun in the first sentence that the pronoun replaces.

1. Archaeologists search for artifacts. An artifact can tell them about ancient civilizations.
2. “The Bone Lady” received a call from some scientists. The Bone Lady decided to help them.
3. Dr. Bisel went to Italy to help the people. Dr. Bisel visited them in Herculaneum.
4. Dr. Bisel learned that Dr. Maggi was gone. Dr. Bisel wanted her to bring back the chamber key.
5. Ciro called Dr. Bisel. Ciro had something special to show her.
6. Ciro pointed to a mound. Dr. Bisel walked toward it.
7. Dr. Bisel saw a skeleton. She brushed earth away from it.
8. The female skeleton was badly broken. Dr. Bisel knew something terrible had happened to it.
9. Dr. Bisel picked up a bone. She held it in her hands.
10. Dr. Maggi opened the door of an ancient grave. Everyone entered it.
11. Dr. Maggi found twelve skeletons. Something terrible had happened to them.
12. Dr. Bisel needed a flashlight. “Please hand it to me,” she said.

Imagine you are an archaeologist discovering bones for the first time. Describe what you see. Use object pronouns.
Subject Pronouns

A. Rewrite each sentence using the correct subject pronoun in place of the underlined word or words.

1. Mt. Vesuvius is a volcano that erupted nearly 2,000 years ago.

2. Archaeologists have been excavating the ruins at Herculaneum.

3. Dr. Bisel arrived at the site to help them with her knowledge of bones.

4. Dr. Maggi and Ciro help Dr. Bisel in whatever ways they can.

5. The skeletons are important to Dr. Bisel.

B. There are five subject pronouns in the paragraph below. Circle each of them.

   My friend Maria is a famous scientist. I visited her just last week at her lab. She said to arrive early. I did. Microscopes were everywhere. They were very powerful. Other people were in the lab. They were scientists, too.
Compound Predicates

Underline the complete predicate in each sentence. Then, on the line, write **compound** if the predicate has more than one verb and **not compound** if the predicate has only one verb.

1. Robbers broke into the Smithsonian Institution last night and attempted to steal the world’s largest diamond. ________________
2. The thieves disarmed and destroyed the security system. ________________
3. A backup security system had recently been installed and prevented them from opening the gem case. ________________
4. They could not break the glass with hammers and clubs. ________________
5. A security guard captured the thieves and turned them over to the police. ________________
6. The robbers sat silently at first but later confessed. ________________
7. Should they hire a lawyer or defend themselves? ________________
8. The guard told his story to the police and the judge. ________________

Write two simple sentences that describe a friend. Combine the sentences using a compound predicate.

A compound predicate consists of two or more verbs that share the same subject. The verbs are joined by the conjunction and, or, or but.
Compound Predicates

Underline the verbs in each compound predicate. Circle each conjunction.

1. We wrote reports or gave presentations about famous artists and artwork.
2. My class planned and prepared their reports for weeks.
3. Kaleigh read about Claude Monet and wrote about his work.
4. Kevin studied Vincent van Gogh and performed a skit about him.
5. I collected information from books and looked at Web sites.
6. Then I focused on Leonardo Da Vinci and painted my own version of the Mona Lisa.
7. I labored over my painting and perfected the colors.
8. Sasha watched a video about the Impressionists and summarized it.
9. Taylor, Beth, and Tim went to the art museum and gathered facts there.
10. Mr. Horowitz took us to the library and helped us find information.
11. Kyle looked for information and found it in the library.
12. We will create videos or perform plays about the artists.

Write two simple sentences about yourself. Combine the sentences using a compound predicate.
Commas in Dates

Read the sentences below. Add commas where they are needed.

1. On November 8, 1995 an entire box of peaches disappeared from Mrs. McGuire’s kitchen.

2. A collection of glass cats was stolen on November 9, 1995 from Mr. Horowitz’s garage.


4. On November 11, 1995 the police first took note of this mysterious crime wave.


6. Several minor thefts have been reported from November 8, 1995 through November 10, 1995.


8. On November 18, 1995 the police arrested some suspects.

Write a paragraph describing events you will take part in for a week. Use dates in your sentences and add commas as needed.
Commas in Dates

Read the paragraphs. Add commas where they are needed.

When is your birthday? Do you share a birthday with a famous artist? I was born on July 19, 1994. Edgar Degas, a famous painter, was born on July 19, 1834 in France. Degas painted many scenes of ballet dancers.

No one is really certain of the exact date of Jan Vermeer’s birth. It is only known that he was baptized on October 31, 1632 in Delft, Holland. He painted scenes of people at work and play.

Were you born on July 15? Rembrandt was born July 15, 1606. He was another Dutch painter. His paintings have dark shadows and intense lights.

Leonardo Da Vinci was born on April 15, 1452. My mom was born on April 15, 1942—500 years after Leonardo! She shares a birthday with the noted Italian creator of the Mona Lisa and other famous works. Another Italian artist, Michelangelo, was born on March 6, 1475 in Siena, Italy.

It’s fun to find out what famous people share your birthday. Do some detective work and find out who shares yours.

Write sentences about the birthdays of your friends or family members. Use commas.
Commas in Dates

A. Read each sentence. Add commas where they are needed.

1. The robbery took place on July 25, 2002.

2. Detectives interviewed witnesses until August 30, 2002 and then wrote reports.

3. The case was still open on January 1, 2003.


5. The case was closed on April 25, 2003.

B. Read this paragraph. Add five commas where they are needed.

I’m looking for the March 19, 1990 issue of the newspaper.

It discusses the Gardner Museum art heist of March 18, 1990.

The March 20, 1990 issue claims that the stolen art can’t be sold.
Singular and Plural Nouns

A. Underline the singular noun in each sentence.

1. My brothers and parents decided to take a scenic ride.
2. They chose a winding route that went over the mountains.
3. Of all the things they saw, a deserted mining town was the best.
4. They also saw a deer standing near some pine trees.
5. Later, the moon made the hills and valleys glow.
6. After it was all over, the boys said, “That was a fantastic trip! Let’s go again soon.”

B. Underline the plural noun in each sentence.

7. Did you ever walk around your neighborhood with friends?
8. It’s amazing how interesting some of the buildings are.
9. Last week, I saw a library decorated with giant carved lions.
10. Yesterday, we found a mural of giant wolves on the side of a factory.
11. We also discovered some fancy iron fences that were colorfully painted.
12. Some of the things we saw were quite amazing.

Think & Write

Write a brief description of some sights in your town. Make sure you use singular and plural nouns to describe people, places, and things.
Singular and Plural Nouns

A. Write the plural noun for each of the singular nouns listed.

1. airplane _______________________
2. billboard ______________________
3. engine _________________________
4. deer ___________________________
5. scarf __________________________
6. mile ___________________________
7. crosswind ______________________
8. shadow _________________________

B. Write the singular noun for each of the plural nouns listed.

1. supplies _______________________
2. lunches ________________________
3. parties _________________________
4. passes _________________________
5. wolves _________________________
6. shrimp _________________________
7. puppies _________________________
8. jackrabbits _____________________

Imagine you are flying a plane over the countryside. Describe what you see. Use singular and plural nouns.
Capitalization: Titles of Written Works

The sentences below contain the titles of written works. Cross out each letter that should be capitalized and write the correct capital letter.

1. Marie and her sister saw the play California twice.
2. Then Marie watched a great old movie called San Francisco, here we come.
3. She discovered a copy of Living in the Golden Gate City in the school library.
4. Marie's father gave her a book, Exploring the National Parks in California.
5. For class, Marie wrote a poem called “redwoods and me.”
6. She bought a newspaper, the San Francisco Chronicle, at her local magazine store.
7. Mrs. Wong, the librarian, suggested that Marie read the popular book Surfing for the Summer.
8. Marie learned how to sing “I'm a San Francisco baby.”
9. Marie also looked up facts about California in the World Almanac and Book of Facts.
10. One evening Marie watched From the Gold Rush on TV.

Capitalize the titles of written works such as books, poems, newspapers, songs, plays, and long musical compositions. Do not capitalize conjunctions (and, but, so, or), articles (a, an, the), or short prepositions (to, by, in) unless they are the first or last words in the title.
Capitalization: Titles of Written Works

The sentences below contain the titles of written works. Rewrite each sentence using the correct capitalization.

1. I went to the library to check out the book *my flight*.

2. Have you seen the movie *flying across the world*?

3. Claire is playing the role of Birch in the play *coast to coast*.

4. Omar wrote a poem called “first in flight” for our project.

5. May I borrow your copy of the *daily news*?

6. My favorite song is “flying aces flying high.”

7. This magazine, *journeys*, has stunning photos.

8. Would you like to watch the video *sky voyage* with me?

List your favorite novel, song, and movie. Use the correct capitalization.

Capitalize the titles of written works such as books, poems, newspapers, songs, plays, and long musical compositions. Do not capitalize conjunctions (*and, but, so, or*), articles (*a, an, the*), or short prepositions (*to, by, in*) unless they are the first or last words in the title.
Singular and Plural Nouns

A. Read each sentence. Change each underlined singular noun to a plural. Change each underlined plural noun to a singular. Write the changes on the lines.

1. Justin Milland is the __author__ of the book __Ten Days in a Plane__. ____________
2. His book made the bestseller list last year. ____________
3. He had written a poem, “High Over the __Clou__ds” earlier. ____________
4. Mary Jean said a new movie is in the works. ____________
5. Made by the same __team__ that made my favorite movie, it will be based on Milland’s book. ____________

Capitalization: Titles of Written Works

B. Read this paragraph. Five words in the titles of written works should be capitalized. Cross out the wrong letter and write its capital above it.

I’m taking this copy of the __Daily news__ to the bon voyage party. There is a great article, “Summer __Day__ trips,” in it.

Should we sing the song “a __Peacful__ Journey” at the party?

Maybe we’ll watch the movie __No time to Pack__. Don might read aloud the poem “Happy _Travels, My Old pal_.”
Imperative Sentences

Read each pair of sentences and underline the imperative sentence.

1. Our family was packing for a camping trip. Mom looked at me and said, “Roll up the sleeping bags.”
2. Then she added, “Count the tent stakes. I’m taking the ice chest inside to fill it with food and juice.”
3. Then we heard Dad’s voice. “Put the juice on top where it’s easy to reach.”
4. “Kim,” I called. “Help me tie up this huge bag.”
5. Suddenly Mom opened the door to our van. “Load the ice chest, please.”
6. We all worked as a team, and the camping gear was soon loaded into the car. Then Dad said, “Find a seat and get comfortable.”
7. Dad asked May to read the directions to the campsite. This is what she read: “Turn right at the red house.”
8. “That doesn’t make any sense at all,” said Mom. “Look at them again, please.”
9. “I think these are the directions to Aunt Win’s house,” I remarked. “Check for the directions in the map box.”
10. Soon Mom pulled out another piece of paper with faded writing on it. Then she said, “Watch for a mailbox on the right that looks like a log cabin.”

An imperative sentence states a command, gives instructions, or makes a request. The subject of an imperative sentence is you, but you is usually not written in the sentence.

Work with a partner and write five imperative sentences that give directions to a place or instructions about how to make something.
Imperative Sentences

Read each pair of sentences. Circle the imperative sentence.

1. Do you have your itinerary? Hand it to me, please.
2. Research the places you want to visit. Isn’t that a good approach to traveling?
3. You will see many new things. Focus on the things you’ll want to remember.
4. Which museum do you want to visit? Find out its hours.
5. You might want to see a play or watch a baseball game. Inquire about tickets.
6. Have you traveled there before? Tell me all about it.
7. What a cool sunset! Take a picture of it for us, please.
8. Do you have the maps we’ll need? Keep them in your backpack.
9. Take a look at what I’ve written. I like to keep a journal when I’m on the road.
10. Check the map for me, please. Is this the right way?
11. I collect postcards. Help me find some to add to my collection.
12. Get an early start. This is a perfect day for sightseeing.

Write about a dream trip you would like to take. Use imperative sentences.
Understood Subject

Read each pair of sentences. Underline the sentence that has an understood subject.

1. “We don’t want to be late for the movie, Harold. Hurry up, please.”
2. “Wait for Blanca. She’s talking with Mr. Sanchez about our school picnic.”
3. “There’s a terrific student art exhibit in the lunchroom. Don’t miss it.”
4. “I can’t wait for our class to visit the new Liberty Science Center. Help me talk Ms. Gabor into taking us there on Friday.”
5. “Buy your tickets for the class play here. I promise that it will make you laugh until your sides hurt.”
6. “Now pick up your pencil. You can begin the test when the clock says 10:00.”
7. “The ice rink is having a big opening party. Find out how many fifth graders in your class want to go.”
8. “Wear your heavy coat today. I heard that it is going to storm all day long.”
9. “Vote for Tasha for class president. She wants our class to work together to make this our best year yet.”
10. “Our bus won’t arrive for another ten minutes. Please don’t walk so fast.”

In an imperative sentence, the subject is always **you**. You is understood rather than stated.

You are taking two younger students on a trip to a museum. Make a list of five imperative sentences you might say to them.
Understood Subject

Read the following sentences. Circle each sentence that has an understood subject.

1. Victor, is this your map?
2. Pass me that stack of maps, please.
3. Give me a hand with this suitcase.
4. Marielle and Peter are having a hard time managing those suitcases.
5. This is the tallest building I’ve ever seen.
6. Take a picture of me pretending to hold it up.
7. Lee doesn’t know where he left his brochure.
8. Let him borrow yours, please.
9. Is that man our travel guide?
10. Repeat the question, please.
11. Let’s hurry, or we’ll miss the bus!
12. Don’t forget to save me a seat.
13. I always carry a book to read.

In an imperative sentence, the subject is always you. You is understood rather than stated.

Pretend that you are a tour guide taking a group sightseeing. Use imperative sentences to write what you will say to the group.
Understood Subject

Circle the sentences that have understood subjects.

1. Many people enjoy travel.
2. It’s always an adventure to visit a new place.
3. Think of the things to explore.
4. E-mail me the pictures from your trip, please.
5. How many hours did it take you to drive to Florida?
6. You will love Florida.
7. Pack your summer clothes.
8. Don’t forget your swimming suit.
9. Be sure to drive carefully.
10. Most of all, have fun!
Principal Parts, Regular Verbs

A. For each sentence, write the correct form of the verb given in parentheses ( ). The first one has been done for you.

When we (arrive) ___________________________ at our new home, a small log house in Alaska, I will be happy.

1. We have (travel) ________________ a great distance by car with a trailer full of supplies—enough to last the winter.

2. We (move) ________________ our clothes and furniture into our tiny new home this morning.

3. The girls and I now (remember) ________________ our old home fondly.

4. Our lives have (change) ________________ a lot since we left Idaho.

B. Place each verb form from the sentences above in its proper place on the chart. Complete the chart with the other forms of the verb. The first one has been done for you.

<table>
<thead>
<tr>
<th>verb</th>
<th>present</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to arrive</td>
<td>arrive</td>
<td>arrived</td>
<td>(have) arrived</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Every verb has three main parts: present, past, and past participle. Most verbs form the past and the past participle by adding -ed or -ing. Use the helping verbs have, has, or had with the past participle.

Write three sentences about a trip you’ve taken. For each verb you used, write its three main parts—present, past, and past participle.
Principal Parts, Regular Verbs

A. Complete the chart by filling in the missing forms of the verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to walk</td>
<td>walk</td>
<td>trapped</td>
<td>(have) chopped</td>
</tr>
<tr>
<td>trap</td>
<td></td>
<td>chopped</td>
<td>(have) fished</td>
</tr>
<tr>
<td>to fish</td>
<td></td>
<td>slipped</td>
<td>(have) fished</td>
</tr>
<tr>
<td>to slip</td>
<td>imagine</td>
<td></td>
<td>(have) imagined</td>
</tr>
</tbody>
</table>

B. Use words from your completed chart to write sentences about the selection Winter Camp.

1. present: ____________________________________________________________
   ____________________________________________________________

2. past: _____________________________________________________________
   _____________________________________________________________

3. past participle: _________________________________________________
   ______________________________________________________________

4. past participle: _________________________________________________
   ______________________________________________________________

5. past: _____________________________________________________________
   ______________________________________________________________

Choose two other words from the chart and write sentences with them.
Commas in Compound Sentences

Rewrite the following sentence pairs as compound sentences on the lines.

1. Ernest ate his breakfast of cold mush. Then he dished food into bowls for his team of huskies.

2. He harnessed the frisky dogs. He did not hitch them to the sled yet.

3. The sled was loaded with camping gear. Ernest added leather booties for the dogs’ feet.

4. Ernest and his team had been practicing for weeks. They were ready to begin the 100-mile sledding race.

5. Ernest had to be fully prepared. He would never win.

Write a pair of related sentences about an activity you enjoy. Combine the two sentences into a compound sentence.
Commas in Compound Sentences

Rewrite the following sentence pairs as compound sentences. Use the conjunction shown in parentheses ( ).

1. Toughboy and Sister are far from home. They are learning the “old ways.” (and)
   __________________________________________________________
   __________________________________________________________

2. They need to set traps. They must do so very quickly. (but)
   __________________________________________________________
   __________________________________________________________

3. They must leave early in the day. They would be too tired to do the hard work. (or)
   __________________________________________________________
   __________________________________________________________

4. Natasha, Toughboy, and Sister carried backpacks. They each carried a small hatchet. (and)
   __________________________________________________________
   __________________________________________________________

5. Their clothing was made of animal fur and hide. It would keep them warm. (and)
   __________________________________________________________
   __________________________________________________________

Write a compound sentence about freezing temperatures. Include a conjunction, and use a comma correctly.
Principal Parts, Regular Verbs

A. For each sentence, write the correct form of the verb given in parentheses (  ).

1. They (travel) __________________ a long distance yesterday.
2. The frigid temperatures (cause) __________________ their faces to turn red.
3. They quickly have (move) __________________ to build a fire.
4. With the roaring fire, their hands have (warm) ________________ up.
5. Now their faces have (return) ________________ to their usual color.

Commas in Compound Sentences

B. Read this paragraph. Add the missing commas.

Ricky and I are getting dressed to go out into the cold and we are all bundled up! We love to play in the snow but we know it can be dangerous. We make sure that we are dressed warmly and we wear only dry clothes. My boots have a thick, furry lining and I have them zipped. Ricky likes to dress in layers and he wears clothes made of different fabrics.
Complete Predicate

Read each sentence and underline the complete predicate.

1. No one had ever traveled the 4,000-mile length of the Amazon River by kayak.
2. We had been planning the trip for months.
3. Our kayaking expedition was finally ready.
4. This mighty river begins 18,000 feet high in the Andes Mountains.
5. Our group traveled by truck to this spot.
6. We put our kayaks in the river after our arrival.
7. Snow covered our tents each night on the banks of the river.
8. The upper river was often blocked by rock slides.
9. We carried our kayaks around these areas.
10. All of us looked strange in our kayaks and helmets.
11. Our preparations were paying off.
12. We were physically fit and ready for anything.
13. The cold weather and the rock slides couldn’t stop us.
14. Our excited team reached the mouth of the Amazon six months later.

Add three complete predicates to this subject: A great person named [your name] . . . Write the sentences and share them with your class.
Complete Predicate

Read the sentences below. Underline each complete predicate once.

1. Peter Lourie is a writer who has traveled throughout South America.
2. He visited the Amazon with Marcos Santilli, a Brazilian photographer.
3. Marlui, Marcos’s wife, accompanied the two.
4. Marlui recorded the sounds of the rain forest.
5. Peter Lourie learned to speak some Portuguese to prepare for his trip.
6. That is the language spoken in the Amazon.
7. The three traveled along a rugged road.
8. The jungle was being cut and burned in Rondônia.
9. Fine dust soon covered Peter, Marcos, and Marlui and all their belongings.
10. The area had once been jungle.
11. It was now more developed.

Write two sentences to describe the dust and rugged roads in Rondônia. Underline the complete predicates.
Verbs: Past Participles

Read the following sentences. Write the past participle of each verb in parentheses ( ) and its helping verb on the line.

1. Years ago, wood sledges pulled by Alaskan dogs (carry) ________________ Robert Peary to the North Pole.
2. Recently, another expedition team (try) ________________ to cross the polar ice cap.
3. For this expedition, forty-two huskies (haul) ________________ thousand-pound sledges over ice ridges forty feet high.
4. Twenty-one of these huskies (depart) ________________ from the Arctic by plane.
5. The other dogs (stay) ________________ with six men and one woman on the frozen Arctic Ocean.
6. The expedition (wait) ________________ two days for the plane to pick up the dogs and injured men.
7. The team (camp) ________________ on ice that drifts east and then west.
8. They (pack) ________________ up all their gear today.
9. Warmer weather (cause) ________________ the ice to break up.
10. Finally the expedition (reach) ________________ the North Pole.

Write a short newspaper article about the modern expedition to the North Pole. Use at least three past participles and their helping verbs in your account.
Verbs: Past Participles

Rewrite each sentence to use the past participle form of each verb underlined.

1. The Amazon **became** much more developed during the past decade.

2. Colonist families **came** to the Amazon from every part of Brazil.

3. These colonists all **hope** to find a better way of life in the jungle.

4. But they **discover** that life can be quite difficult in the jungle.

5. They **encounter** land that was tricky to farm and tend.

6. The colonists **continued** to move from one area to another.

Write a sentence about the colonists in the Amazon and use a past participle.
Complete Predicate

Circle the complete predicate in each sentence.

1. The Amazon rain forest is a fascinating place.
2. The loss of the jungle affects everyone in the world.
3. The children of the rain forest live very different lives from ours.
4. It is easier to travel there now than it used to be.
5. I have always wanted to travel to the Amazon.
6. I am interested in all the flora and fauna, or plants and animals, there.
7. My family and I watched several TV documentaries about the Amazon.
8. The Amazon seems to be a fascinating mixture of thick jungles and little towns.
9. The colors of the Amazon look very green in some places and brown in others.
10. Some of the towns look like those in a movie about the Old West.
Compound Sentences

Combine sentence pairs below if the ideas are related. Use a comma (,) and a conjunction to join the sentences. If the sentences are not closely related enough to be combined, write “should not be combined.”

1. The names Lewis and Clark are found in every American history book. There are many other famous explorers in American history.

2. Lewis and Clark started west in 1804. They followed the Missouri River north to the Dakotas.

3. Travel on horseback and by boat was difficult. Nothing stopped the expedition from moving forward.

4. A young Native American woman, Sacajawea, was their guide. She helped them survive the difficult trip.

5. They wanted to paddle along the Columbia River to reach the Pacific Ocean. They had to build canoes first.
Compound Sentences

Combine each pair of sentences to create a compound sentence. Use a comma and a conjunction in each compound sentence.

1. As a child, David Macaulay learned about the ways things were made. It shows in his writing today.

2. David Macaulay wanted to know how to build things. He studied architecture.

3. Macaulay worked briefly as a teacher. He did not pursue that career.

4. Instead, he began to write and illustrate books. He has become quite successful.

5. If you are interested in huge structures, you might like his books Pyramid and Cathedral. You might want to read his Castle.

Write about a large building or structure. Use compound sentences.
Commas With Last Names Written First

Read the list of students who are going on a class trip. Rewrite each name on the line so the last name comes first.

1. Daniel Carman
2. Julio Cisneros
3. Jennifer Davidson
4. Stephen Freedman
5. Erin Kelley
6. Pam Pirelli
7. Iris Shapiro
8. Olaf Swenson
9. Latoya Washington
10. Jeffrey Werner
11. Grace Yamanaka
12. Barry Ziegler

Create an alphabetical list like the one above for the students in your class.
### Commas With Last Names Written First

Read the list of authors who have contributed to *Voyagers*. Rewrite each name on the line so that the last name comes first.

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Betsy Byars</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Pam Conrad</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Ceris Fines</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Kirkpatrick Hill</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Peter Lourie</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>David Macaulay</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>John Masefield</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Jean Shanley</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Harriet Webster</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Rich Wilson</td>
<td></td>
</tr>
</tbody>
</table>

Use a comma to separate a last name from a first name when the last name is written first.

Create a list like the one above with your name and the names of several friends.
## Commas With Last Names Written First

Read the list of voyagers who experienced adventurous journeys. Rewrite each name on the line so that the last name comes first.

1. Roald Amundsen
2. Richard Byrd
3. William Clark
4. Jacques Cousteau
5. Amelia Earhart
6. Jane Goodall
7. Edmund Hillary
8. Thor Heyerdahl
9. Meriwether Lewis
10. Robert Peary
Adjectives: Comparisons

Read the following sentences. In the blanks, write the comparative or superlative form of the word in parentheses ( ).

1. Juanita Jones was voted the (good) _______________ river guide on the Snake River.
2. She could paddle through rapids (good) _______________ than her friend Keith.
3. She sometimes guided experienced rafting parties through the (bad) _______________ rapids on the whole river.
4. Juanita said, “Going through those rapids by the red rocks is (bad) _______________ than going to the dentist.”
5. One boy told her that river rafting was (good) _______________ than riding a roller coaster.
6. Juanita told about her (bad) _______________ scare on the river.
7. “The (good) _______________ thing that happened that day was getting wet,” she said.
8. “The (bad) _______________ thing that happened was losing the boat over a waterfall,” she continued.
9. Juanita told one boy, “You’ll feel (good) _______________ about rafting after you get your feet wet.” Then she laughed.
10. Most people feel that a river-rafting trip is (good) _______________ than a trip to Orlando, Florida.
Adjectives: Comparisons

Finish the sentences with the correct form of *good* or *bad*.

1. Roberto is a lot ____________ at sailing than I am. (good)
2. I may not be the ____________ sailor there is, but I enjoy sailing. (good)
3. We all think that Denise is the ____________ sailor in our group. (good)
4. Getting caught in the rain was the ____________ thing that happened on our trip. (bad)
5. The weather seems to be ____________ today than it was yesterday. (good)
6. The ____________ thing I did was drop my sunglasses overboard. (bad)
7. This has to be the ____________ storm we’ve ever experienced! (bad)
8. The ____________ part about sailing is racing across the waves. (good)
9. Shosanna said her seasickness included the ____________ dizziness she’s ever experienced. (worse)
10. Fortunately, I had the ____________ trip ever! (good)

Write about something you tried to do that went wrong. Use adjectives that compare.

A comparative adjective compares two things. A superlative adjective compares more than two things. The comparative forms of most adjectives add *-er*. The superlative forms of most adjectives add *-est*. Some adjectives, such as *good* and *bad*, have special forms for making comparisons.
Indenting

Rewrite the outline on the lines below. Remember to indent to show the topics and subtopics.

I. Early Expeditions
   A. Challenger expedition of 1872
      1. Sent out by British
         a. Travel by ship
         b. Underwater exploration
      2. Discovered 4,417 new species of marine life
   B. Charles William Beebe’s bathysphere

II. Robot Submersibles
   A. Descent to very great depths
   B. Discovery and exploration of the Titanic

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Find a paragraph in a nonfiction book. Outline that paragraph using the rules of indenting.
Indenting

Rewrite the outline on the lines below. Remember to indent and to show the topics and subtopics.

1. Types of Sailing Vessels
   A. Multiple Hulls
      1. Catamaran
         a. Twin hulls
         b. Raft
      2. Trimaran
         a. Three hulls
         b. Fast
   B. Single Hull

II. Local Sailing Competitions
   A. Island Cup
   B. Sailabration

Write an outline for the topic “Olympic Games.” Remember to indent.
Adjectives: Comparisons

A. Finish the sentences with the correct form of good or bad.

1. The turnout for this year’s Summer Sails competition is ____________ than last year’s turnout. (good)
2. The foggy weather made last year the ____________ one in the history of the race. (bad)
3. The organizer is in a much ____________ mood than she was last year! (good)
4. She is optimistic that the crowd will be the ____________ one ever. (good)
5. Which boat will be the ____________ one this year? (good)

B. Read this paragraph. The student who wrote it made mistakes in the comparative and superlative forms of good and bad. Draw a line through each mistake and write the correct word above it.

A survival suit is the good thing to wear in very cold water. However, it’s not better if you need to move around in the water. The bad thing to do is to go without a protective suit. You must have the better protection you can find. It’s the good thing to do!
Possessive Nouns

Read the following sentences. Underline possessive nouns in each sentence.

1. Once a month, all my relatives come to our grandparents’ house so the family band can practice.
2. Before the band tunes up, the players eat some of my granny’s chocolate cake.
3. Uncle Johan’s trumpet is still in its case.
4. On the chair is Mom’s shiny flute.
5. Cousin Fritz’s fiddle is standing in a corner.
6. I take out my clarinet, put it together, and check the clarinet’s reed.
7. The men’s drum sets are placed behind all the other instruments and chairs.
8. Soon everyone gathers around the piano in my grandmother’s big living room.
9. The first song we practice is my cousin Trudy’s favorite, “Turkey in the Straw.”
10. We always say good-night after the players’ instruments have all been put away.

Describe your favorite neighborhood or family gathering place. Use as many possessive nouns as possible.
Possessive Nouns

A. Underline the possessive noun in each sentence. On the line following each sentence, write S if the possessive noun is singular and P if it is plural.

1. Miss Ida’s porch was our favorite place to gather at the end of the day. _____
2. My parents’ house is the third house on the left. _____
3. I walked all the way to my best friend’s house from school today. _____
4. We went to our neighbors’ yard to play. _____
5. The neighbor’s dog was outside. _____

B. Write the possessive form of each noun on the line.

6. Rosa ________________________
7. Shoo Kate ____________________
8. students ______________________
9. Mrs. Fisher ____________________
10. sisters _______________________
11. porch ________________________
12. friend ________________________

Write two sentences about a thing you have. Use singular and plural possessive nouns.

To make a singular noun possessive, add an apostrophe and an -s. To make a plural noun possessive, add an apostrophe after the -s. If the plural form does not end in -s, add an apostrophe and an -s to show possession.
Adjectives: Comparisons

Read the following sentences. In the blanks, write the correct form of the adjective in parentheses.

1. Uncle Jim was the ________________ (good) storyteller in our family.
2. All the cousins, from the ________________ (young) to the ________________ (old), loved to listen to him.
3. We would all watch to see which twin, Fred or Freida, could be ________________ (quiet).
4. Uncle Jim told us that he grew up on the ________________ (tiny) farm in the county.
5. His family grew the ________________ (many) potatoes of any farm for miles around.
6. What made his family ________________ (lucky) than the other farmers?
7. They knew that one of the ________________ (easy) ways to help you see in the dark is to eat carrots.
8. An even ________________ (smart) idea they had was to plant carrots near the potatoes.
9. The carrots would make the potato eyes grow ________________ (large) than the eyes of their neighbors’ potatoes.
10. Each tale seemed ________________ (funny) than the one before.

Write two sentences comparing yourself to someone you know. Write two sentences comparing three of your favorite characters in books or on television.

To compare two people or things, add -er to the adjective. To compare more than two people or things, add -est. Some adjectives, such as good, have special forms for making comparisons.
Adjectives: Comparisons

A. Finish the sentences below with the correct form of the adjective.

1. I like Miss Ida’s porch ________________ than ours. (good)
2. The ________________ person in the neighborhood is Mrs. Jackson, Mr. Willie’s mama. (old)
3. The Tolver kids are ________________ than the rest of us. (smart)
4. The ________________ part of the story was the part about Washington, D.C. (long)
5. Duke Ellington was the ________________ famous person to stay at Mrs. Lomax’s boarding house. (many)

B. Write a short journal entry that Shoo Kate might have written about her experience in Washington. What did she see? How did she feel? Use at least two adjectives that end in -er and two adjectives that end in -est in your writing.

With a partner, make a list of adjectives. One partner should add -er and -est, while the other partner finds special forms of the adjectives.
Possessive Nouns

A. Read this paragraph. Five possessive nouns are incorrect. Draw a line through each possessive noun that is wrong and write the correct possessive above it.

Everyone in the neighborhood enjoys sitting on Miss Ida's porch in the evenings. Tonight we were going to hear another one of Mr. Fisher's stories. The Tolver family's kids always tried to stay up late to listen to his stories. He told us about Marian Anderson's concert. The audience's tears ran down their faces when they listened.

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

6. The ____________ rays warmed the audience while Marian Anderson sang. (sun)
7. The tears streaming down my ____________ face were a mixture of happy and sad. (father)
8. The ____________ house was just down the street from ours. (Fisher)
9. The ____________ ending surprised me. (story)
10. ____________ story kept us spellbound. (Uncle Henry)
Principal Parts of Regular Verbs

Read the following sentences. Underline the verbs. On the lines provided, write the form of each verb.

1. Every night before I fall asleep, I remember our day in school.

2. Last night I dreamed about a story we discussed in class that day.

3. In the story, a young girl’s mother describes her childhood in New York City.

4. In those days, merchants pushed wagons through the streets.

5. Today, that city has developed a modern business center and the pushcarts have disappeared.

6. The young girl in the story imagines her mother among all the people in that busy, long-ago scene.

7. The mother later attended school in the city and now works as a probation officer.

8. I enjoyed the story and my dream, and I wonder about my own future.

Every verb has three basic forms called principal parts. For example:
present: learn, past: learned, past participle: (has, have) learned.

Work in a cooperative group. Look at some articles in newspapers and magazines. Which principal parts of verbs are used most often?
Principal Parts of Regular Verbs

A. Read the following sentences. Underline the verbs. On the lines provided, write the form of the verb.

1. The woodcutter saw a boy. _________
2. The boy has asked for a kite. _________
3. The woodcutter helped his neighbors. _________
4. He worked all day. _________
5. The woodcutter remembered his wife’s words too late. _________
6. No one in the village recognized the woodcutter. _________
7. The river through the village has wandered for years. _________

B. Complete the chart.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>open</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a paragraph about something you built. Underline the three basic forms of the verbs you use.
Apostrophe in Contractions

Read the sentences in the book review below. Complete each sentence using the contraction for the words in parentheses ( ). If the sentence has another negative word, change it so there is only one negative word in the sentence.

1. Washington Irving’s *The Legend of Sleepy Hollow* is a story you ____________ (will not) want to miss.
2. This famous tale is one of the scariest ____________ (I have) read.
3. The story is really spooky, so ____________ (do not) never read it when ____________ (you are) alone.
4. And you ____________ (should not) read it on a dark, moonless night.
5. The story’s main character, Ichabod Crane, ____________ (is not) as clever as his rival.
6. The two men want to marry the same young woman because ____________ (she is) rich and beautiful.
7. Ichabod probably ____________ (could have) married the young woman, but ____________ (he is) tricked by his rival.
8. After I read about Ichabod Crane’s face-to-faceless meeting with the headless horseman, I ____________ (would not) ride along a country road at midnight.
9. Although I knew that the tale is a ghost story, I ____________ (was not) expecting nothing as exciting.
10. And I know ____________ (it is) a book ____________ (you will) enjoy.
Apostrophe in Contractions

Complete each sentence using the contraction for the words in parentheses ( ). If the sentence has another negative word, change it so there is only one negative word in the sentence.

1. You ______________ (will not) believe what I am about to tell you, but ______________ (it is) true!
2. If you ______________ (do not) believe me, ask the schoolteacher in town.
3. The woodcutter ______________ (was not) as hardworking as his wife.
4. He ______________ (is not) too easily distracted.
5. He ______________ (should not) have stopped to watch the two old men play chess.
6. If he ______________ (had not) walked on, he ______________ (would not) have gotten home.
7. His wife ______________ (should have) gone with him the whole way!
8. Now ______________ (she is) waiting for him.
9. She ______________ (does not) know where he is.
10. He ______________ (will not) be back soon.

Write a brief paragraph about someone you admire. Underline the contractions in your sentences.
Apostrophe in Contractions

Read the story a student wrote about the woodcutter’s family. Then answer the questions.

(1) If the woodcutter’s family had’nt worked, they woul’dve starved. (2) “Don’t talk to nobody,” the woodcutter’s wife told him. (3) He could’nt be friendly to no one! (4) His wife was very worried when he di’dnt come home on time.

1. What’s the best way to write Sentence 1?
   A) If the woodcutter’s family hadn’t worked, they woul’dve starved.
   B) If the woodcutter’s family hadn’t worked, they would’ve starved.
   C) If the woodcutter’s family had’nt worked, they wouldn’t have starved.
   D) Best as it is.

2. What’s the best way to write Sentence 2?
   F) “Don’t talk to anybody,” the woodcutter’s wife told him.
   G) “Do talk to nobody,” the woodcutter’s wife told him.
   H) “Do’nt talk to nobody,” the woodcutter’s wife told him.
   J) Best as it is.

3. What’s the best way to write Sentence 3?
   A) He could’nt be friendly to anyone!
   B) He couldn’t be friendly to no one!
   C) He couldn’t be friendly to anyone!
   D) Best as it is.

4. What’s the best way to write Sentence 4?
   F) His wife was very worried when he didn’t come home on time.
   G) His wife was very worried when he didn’t come home on time.
   H) His wife was very worried when he didn’t come home on time.
   J) Best as it is.
Diagramming Sentences

Diagram each of the sentences below. Use the labeled diagram as a guide.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>article</td>
<td>adjective</td>
<td>adverb</td>
</tr>
</tbody>
</table>

1. The most talented students will perform a musical play.

2. Juanita is practicing her first song.

Diagramming a sentence is a graphic way of showing how all the words in a sentence fit together.

Write a paragraph describing a play you’ve acted in or seen. Ask a partner to diagram your sentences while you diagram your partner’s sentences.
Diagramming Sentences

Diagram each of the sentences below. Use the labeled diagram as a guide.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>article</td>
<td>adjective</td>
<td>adverb</td>
</tr>
</tbody>
</table>

1. A very famous actor read a short story.

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/       
|       |
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|       |

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2. The only yellow car carried the happy couple.

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/       
|       |
|       |
|       |
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Write two sentences containing direct objects. Ask a partner to diagram your sentences and circle the direct objects.
Capitalization

Read the sentences below. Underline the letters that need to be capitalized.

1. “i can’t decide what to demonstrate for the class tomorrow,” said richard, putting his head in his hands.

2. “i’m going to demonstrate cleaning my hamster’s cage,” replied rachel.

3. “mr. rice said i could bring henry to school,” she continued, grinning at the thought.

4. “that’s a great idea!” said richard. “maybe i’ll talk about how i make cupcakes with aunt dora.”

5. “yum!” said rachel. “where would you bake them, though?”

6. “you’re right, but what else could i talk about?” richard rested his chin on his hand, thinking hard.

7. “do you have a hobby?” asked rachel.

8. “i build model airplanes, but that would take too long,” said richard, shaking his head.


10. “perfect!” said richard. “i could explain how to play chess, my favorite game. thanks, rachel!”

Interview a partner about a favorite hobby and record his or her answers. Rewrite the interview, using quotations and capital letters where necessary.
Capitalization

A. Read the sentences below. Underline the words that should begin with a capital letter.

1. manuel was going to perform richie valens’s “la bamba” for the talent show.
2. mr. roybal promised manuel that the record player would be fixed in time for the talent show.
3. “this is going to be the best performance of the show,” manuel thought to himself.
4. when the record player got stuck and he had to sing the same line over and over, manuel was very embarrassed.
5. the audience thought manuel’s performance was funny.

B. Read the following sentences. Some sentences contain mistakes. Rewrite the sentences correctly on the lines. If the sentence is correct, write correct on the line.

6. Manuel’s Brother mario was not interested in manuel’s Performance.

   7. Mr. Roybal was nervous because this was his first year as the school’s talent coordinator.

   8. Manuel decided he wasn’t going to volunteer for the talent show next year.

Write dialog telling about a hobby. Use quotations and capital letters where necessary.
Capitalization

A. Read the sentences below. Underline the words that need to be capitalized.

1. “I hope this isn’t a disaster, like the flashlight experiment I did for the first-grade science fair,” thought Manuel.
2. Manuel was a student at John Burrows Elementary School.
3. Mr. Roybal announced Manuel Gomez as the next performer.
4. Manuel and Mario are brothers.
5. Manuel told his father that the record player was supposed to get stuck.
6. Manuel’s brother Mario was jealous.
7. “La Bamba” is a great dance song.
8. “Do you know the song ‘La Bamba?’” asked Manuel.
10. The show was a great success.

B. Correctly write ten different words that you underlined above.

1. ___________________________  6. ___________________________
2. ___________________________  7. ___________________________
3. ___________________________  8. ___________________________
4. ___________________________  9. ___________________________
5. ___________________________ 10. ___________________________
Four Sentence Types

Read the following sentences. Add the proper punctuation marks at the end of each sentence. Underline imperative sentences.

1. Jimmy bounced into his sister Helen’s room ____
2. “What do you want, Jimmy ____”
3. “Watch my grrrrreat magic trick ____”
4. Jimmy spun around, making his cape flap wildly ____
5. Helen shouted, “Look out ____”
6. “You almost knocked the lamp over ____”
7. “Watch me disappear ____”
8. Jimmy dashed out of the room ____
9. Helen closed her door ____
10. What can you do about a five-year-old brother who thinks he’s a great magician ____
11. “I’m sure he’ll be back soon ____”
12. “He is pretty cute, even if he’s a pain sometimes,” she thought ____

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feeling and ends with an exclamation mark.

Write a paragraph about an afternoon you spent with a brother, sister or friend. Include an example of each sentence type in your paragraph.
**Four Sentence Types**

A. Read each sentence. Identify the type of sentence by writing declarative, interrogative, imperative or exclamatory on the line.

1. Are you ready to write a story? _________________
2. I need help! _________________
3. Not every story gets printed. _________________
4. Tell me a good story. _________________
5. We ate salad and roast beef. _________________
6. I couldn’t wait for lunch! _________________

B. Rewrite each sentence, using capitalization and the correct end punctuation. Then write declarative, interrogative, imperative or exclamatory to tell what kind of sentence each one is.

7. do you like the screenplay
   _________________
8. I can’t believe my sister is performing at my school
   _________________
9. he asked me a lot of questions
   _________________
10. don’t do the performance
    _________________

**Think & Write**

Write a paragraph about a movie you saw. Use the four sentence types.

---

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. An exclamatory sentence expresses strong feeling and ends with an exclamation mark.
Adverbs

Read the following sentences carefully. Write on the line provided the adverb that tells more about the underlined verb.

1. Javier’s team decided quickly on a project. ______________
2. First, the team asked for the teacher’s approval. ______________
3. “We always wanted to videotape a skit,” Javier told Mrs. Rodriguez. ______________
5. The team busily wrote their script. ______________
6. “We will assign parts now and practice later,” said Javier. ______________, ______________
7. “Tomorrow, we’ll check out the video recorder.” ______________
8. The team taped its skit almost perfectly. ______________
9. The class clapped enthusiastically after watching the tape. ______________
10. Javier smiled proudly at the applause. ______________
11. He often makes videotapes of his family. ______________
12. Someday he will study more about filmmaking. ______________

With a partner, rewrite each of the above sentences using a different adverb to modify the underlined verb. How does changing the adverbs change the story?
Adverbs

A. Read the following sentences. Underline the adverb in each sentence once and circle the verb it describes. Then write whether the adverb tells where, when, how, or how often.

1. Judy burst loudly into the kitchen.  
2. Judy frequently embarrasses her older brother.  
3. I saw that episode on TV yesterday!  
4. Doug was happily surprised by Judy’s performance.  
5. Judy looked everywhere for Doug.  

B. Write a summary of the screenplay “Doug Can’t Dig It.” Use adverbs that tell where, when, how, or how often.

Write a list of adverbs that tell how, when, where, and how often.
Adverbs

A. Choose from the adverbs in the box to tell how, how often, when, and where the action occurred in the sentences below. Use a different adverb in each sentence.

suddenly then awkwardly hastily easily
happily badly afterward proudly reluctantly

1. Judy danced _______________ around her room.
2. Doug _______________ agreed to introduce his sister.
3. _______________ he felt _______________ about his behavior.
4. Doug was brought _______________ back to earth when the teacher called on him.
5. Doug _______________ remembered the first time he had been on stage with his sister.

B. Complete the chart below by writing the adverb form of each adjective.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. careful</td>
<td></td>
</tr>
<tr>
<td>7. slow</td>
<td></td>
</tr>
<tr>
<td>8. sleepy</td>
<td></td>
</tr>
<tr>
<td>9. enthusiastic</td>
<td></td>
</tr>
<tr>
<td>10. quick</td>
<td></td>
</tr>
</tbody>
</table>
Possessive Pronouns

Read the following sentences. Underline the possessive pronouns in each sentence.

1. Janet wanted to represent her fifth-grade class on the school’s student council.
2. Janet and her best friend, Kim, were working on Janet’s campaign.
3. “I think your idea is good,” said Kim, “but I like mine better.”
4. “If we put the two together, our idea will be the best,” said Janet.
5. “The slogan could be: ‘Your school, Your ideas, My work!’”
6. Kim pumped her fist. “Yes! Ours is the best yet!”
7. “Now we’re ready to make my campaign poster,” said Janet.
8. “Faisal is helping Randy with his speech. Will you help me with mine?”
9. “Sure,” said Kim. “Our campaign will definitely beat theirs!”
10. “I certainly think my slogan is better than any of theirs,” Janet said happily.

Possessive pronouns show ownership. The possessive pronouns my, your, his, her, its, our, and their come before nouns. Others—mine, yours, hers, his, ours, and theirs—stand alone. His can be used both ways.

Pretend that you’re running for president of your class. Use possessive pronouns to write a short paragraph describing your campaign plan.
### Possessive Pronouns

#### A. Read each sentence.
Underline the possessive pronoun.

1. Benjamin is her baby brother.
2. He crawled to his father lying on the old quilt.
3. Dinah wants to use her fame to do something good for the environment.
4. Their school principal might support a recycling program.
5. Who is your favorite candidate?

#### B. Write the possessive pronoun that correctly completes each sentence.

6. I have to finish ____________ homework before class tomorrow.
7. Dinah wanted to present ____________ speech last.
8. Mr. Dixon organized ____________ students into a debate.
9. The small group of students worked hard to achieve ____________ goal.
10. My brother and I both like ____________ teacher.

Write a short paragraph telling about a good friend. Use possessive pronouns.
Underlining and Italics

Read the sentences below. Underline words or phrases that should be emphasized or that name a book, movie, or magazine.

1. Hank’s ecology club had seen the movie Understanding Wolves.
2. The club members were looking through the magazine Nature World for help in choosing a community project.
3. They were excitedly looking for the absolutely perfect project.
4. Hank was at the zoo on Saturday, and he saw that they really needed a new home for their Mexican wolves.
5. At the zoo, he had seen a special film called The Wolfkeepers.
6. It showed a really great plan to raise money for the new home.
7. “Now if I can only convince the rest of the members,” he thought.
8. Another member of the club, Betty, said, “I think it is important for everyone to become a wolfkeeper.”
9. “I have a terrific idea!” she told the club members.
10. “Maybe we can show the movie Dances With Wolves as a way to let people know about our project.”

Underlining is used for emphasis as well as for the names of books, movies, and magazines. In printed materials or on the computer, italics can take the place of underlining.

Look through magazine articles, newspaper articles, and books to find examples of italics (or underlining). Make a list of ways underlining and italics are used.
Underlining and Italics

Read the sentences below. Underline words or phrases that should be emphasized or that name a book, movie, or magazine.

1. Dinah for President was written by Claudia Mills.
2. The first book about Dinah is called Dynamite Dinah.
3. Dinah is very devoted to the environment.
4. Her idea to carry the school’s garbage around for an entire day showed determination.
5. The club members were looking through the magazine Nature World for help in planning a community project.
6. If she were running for class president at my school, I would definitely vote for her.
7. This is the easiest exercise in the book.
8. They were excitedly looking for the absolutely perfect project.
9. Dinah’s classmates threw away ten bags of garbage in one day!
10. Most of the garbage was recyclable.

Look for printed materials where italics take the place of underlining. Write any examples you find.
Possessive Pronouns

A. Rewrite the sentences using possessive pronouns in place of the underlined words.

1. The garbage bags are Dinah’s.

2. There were ten bags of garbage in front of Dinah’s locker.

3. The first chair was Jason’s.

4. Mr. Dixon organized the students’ debate.

5. Dinah is my brother’s and my favorite candidate.

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

6. Dinah practiced (her/hers) speech over and over again.

7. The students cast (their/theirs) votes after the debate.

8. That garbage is (my/mine).

9. (Him’s/His) speech was about sports.

10. Is this jacket (yours/your)?
Main Verb/Helping Verb

Read the sentences below. Underline the main verbs. If the main verb has a helping verb, circle it.

1. Jackie is planning an oral report about the Civil War.
2. She has chosen the topic of Civil War nurses.
3. She has read many books to get information for her report.
4. She will study information in the encyclopedia, too.
5. During the Civil War, women did not sit at home while the men were fighting.
6. Many Southern women broke tradition and worked in hospitals.
7. A few brave women served as nurses on the battlefield.
8. Clara Barton had delivered bandages, splints, medicine, food, and candles to Union field hospitals.
9. She had also helped bandage wounds and had fed the patients.
10. Jackie might like a career as a nurse, too.
11. She will plan carefully for the future.
12. Her parents have encouraged her.

Is it possible to describe something you would like to do in the future without using helping verbs? Explain.
Main Verb/Helping Verb

A. Read the sentences below. Use one of the helping verbs in the box to complete each sentence. Then underline the main verb in each sentence. One helping verb can be used more than once.

was were will had

1. The story about the Gettysburg Address ____________ published.
2. I ____________ always thought that Lincoln wrote the address on the train.
3. People _______________ expecting a longer speech from the president.
4. Lincoln was worried that he _______________ disappointed his audience.
5. I think I _______________ memorize the Gettysburg Address.

B. Underline each main verb and circle each helping verb.

6. Our class will participate in a statewide public speaking event next week.
7. I will present the Gettysburg Address.
8. I have memorized the whole speech.
9. My best friend is reading the Emancipation Proclamation.
10. All of us are hoping we will win.

Write about a trip you would like to take. Circle the helping verbs and underline the main verbs.
Quotation Marks

Read the sentences below carefully. Place quotation marks where they are needed.

1. William asked, What should we use to illustrate our report on the Battle of Gettysburg?

2. We should make a map to go with the report, answered Antonio.

3. That’s a great idea, and this book has a map we can use, said William.

4. This map shows where both armies were during the battle, he added, pointing to the page.

5. Is there a map to show how each army marched to Gettysburg? Antonio asked, flipping through the book.

6. William said, I think I saw a map like that at the beginning of this chapter.

7. Look at the picture of the uniforms and equipment! exclaimed Antonio.

8. Maybe a picture of the uniforms would be more interesting, he suggested as he studied the book.

9. William answered excitedly, I’ll make a map and you can draw pictures of the uniforms.

10. That will make our report twice as great! agreed Antonio.

Quotation marks are used at the beginning and end of a speaker’s exact words. A quotation begins with a capital letter. A comma is used to separate the quotation from the words that tell who is speaking. End punctuation is placed inside the last quotation mark.

Pretend that you and a partner are working together on a project related to something your class is studying. Write a conversation the two of you might have. Use quotation marks, commas, and end punctuation correctly.
Quotation Marks

A. Read the sentences below carefully. Place quotation marks and capital letters where they are needed.

1. Please don’t go, begged Mary.

2. I would be honored to attend, Lincoln wrote back.

3. Four score and seven years ago is the beginning of the famous Gettysburg Address.

4. Lincoln wrote to a friend that the audience was disappointed.

5. Lincoln said to the army, congratulations on your great success.

6. I have a dream, Martin Luther King, Jr. stated.

7. A member of the audience remarked it was a moving speech.

8. Patrick Henry proclaimed, give me liberty, or give me death.

9. What is a man without the beasts? asked Chief Seattle.

10. We hold these truths to be self-evident are words from the Declaration of Independence.

Write a conversation you and a friend might have on the telephone. Use quotation marks, commas, and end punctuation correctly.
Main Verb/Helping Verb

A. Read each sentence below. Underline the main verb and write the helping verb on the line.

1. Lincoln’s Gettysburg Address has gone down in the annals of history as one of the greatest speeches of all time. ____________________________

2. His wife was urging him not to go. ____________________________

3. His young son had died the year before. ____________________________

4. Few people in the crowd were cheering for him. ____________________________

5. Gus is reading the Gettysburg Address at the next Speech Contest. ____________________________

Quotation Marks

B. Edit each sentence below. Add quotation marks and capital letters where they are needed.

6. would you do us the honor of speaking at the ceremony? they asked.

7. i would love to, he replied.

8. The news reporter predicted the speech would become famous.

9. That’s one small step for man; one giant leap for mankind said Astronaut Neil Armstrong.

10. I saw Neil Armstrong on TV said my teacher.
Understood Subject

Read the following sentences. Circle each sentence that has an understood subject.

2. Jeb moaned as he crawled from under his blanket.
3. Helping Pa get the horses rounded up was his responsibility.
4. “Get hustling,” Pa said, patting him on the back.
5. “Find those horses!”
6. “Keep an eye out for snakes, too.”
7. “Yes, Pa,” Jeb said as he grabbed a biscuit and started off.
8. “Wait for me!” Jeb turned to see his youngest brother.
10. Jeb explained to his brother that finding horses was hard work.
11. “I want to go with you, please!” begged his brother.
12. “You heard what I said,” Jeb answered, more kindly this time.

The subject of an imperative sentence is always you. Since you is not stated, we say that it is understood.

Pretend that you are giving directions to a friend. The directions may be how to get to a place or how to make something. Write at least three sentences with understood subjects.
Understood Subject

A. Put the words in order. Write the imperative sentences.

1. table dinner set for the

2. the boiling spaghetti put in water the

3. let not the burn do sauce

4. thoroughly bite chew every

5. your relax dinner enjoy and

B. Read the following sentences. Circle each sentence that has an understood subject.

6. Has the rain started yet?
7. Don’t forget your umbrella.
8. The sidewalk will be slippery.
9. Please watch your step!
10. I hope the game is not canceled.

Write three sentences with understood subjects about crossing a river.
Commas

Read the following sentences. Rewrite each sentence on the line, and add commas where they are needed.

1. “Dad where are we going?” asked Mike.

2. Pausing for a moment his father said they were going to travel along the Oregon Trail.

3. “The Oregon Trail is long filled with ruts and difficult to travel over” Mike complained.

4. “Although there will be problems I think it will be an exciting interesting and unusual adventure” Dad responded.

5. Mike exclaimed “I am ready willing and eager to get started.”

Write a brief conversation in which you and a friend discuss an upcoming event. Use commas to separate a noun of direct address, words in a series, and sentences that begin with an introductory phrase or clause.
Commas

Read the following sentences. Rewrite each sentence on the line, adding commas where they are needed.

1. My favorite fruits are grapes blueberries and apples.

2. Dad have you seen my baseball glove anywhere?

3. Far across the flowing fields of grain we saw the mountains rise.

4. Our family has visited Lake Superior Lake Michigan and Kentucky Lake.

5. Because I like to travel I look forward to each vacation.

6. Gleaming in the sunlight the train looked huge and powerful.

Write a few sentences about the West. Use commas to make the meaning of each sentence clear.
Commas

Circle the number of each sentence that uses commas correctly. Add commas where they are needed in other sentences.

1. You will need to bring markers, pencils and paper.

2. After you finish your project, I will display it in the hall.

3. Adrienne Shel and Joe are my best friends.

4. Carolyn, will you save me a seat?

5. After we have lunch we can play kickball.

6. Swimming, running and biking are all good exercise.

7. Jose, have you ever been hiking in the mountains?

8. In order to hike safely, you need proper equipment.

9. You will need the right boots, socks and backpack.

10. Kristin, get a bottle of water for Peter.
Verbs: Participles

A. Read the following sentences. Underline each past participle and its helping verb.

1. On July 1, 1862, a big story had appeared in the news.
2. President Lincoln had signed the Pacific Railroad Act.
3. Work on the Central Pacific Railroad had started in California.
4. Workers had placed track through the rugged Sierra Nevada.
5. They had moved west across the Great Plains to the Rocky Mountains.

B. Write each sentence on the line, using the past participle form of the verb in parentheses.

6. The two companies had (race) to see who could lay the most track.

7. The federal government had (help) pay for the track.

8. The Central Pacific crews have (move) as fast as the Union Pacific workers.

9. Sometimes the workers had (stop) to tunnel through mountains.

10. They all had (work) very long and hard.

Cut out an article from a newspaper or magazine. Underline the verbs. Write the past participle form of each verb.
Verbs: Participles

A. Read the following sentences. Underline each past participle and its helping verb.

1. The cowboy has ridden several horses.
2. He has given this horse a rest.
3. The men have raced around the ranch.
4. Some cowboys have owned their ranches.
5. Some cowgirls have proven themselves every day.

B. Write the sentence on the line. Use the past participle form of the verb in parentheses.

6. These are the chaps the cowboy has (wear).

7. The cowboy has (chose) practical clothes.

8. The wide-brimmed hat has (shield) him from the sun.

9. His boots have (keep) his feet from pushing through the stirrups.

10. His chaps have (protect) him from the brush.

Write three sentences that contain past participle verbs.
Pronoun Contractions

Read each sentence. Write the pronoun contraction for the words in parentheses ( ) on the line at the end of each sentence.

1. Even today, (it is) a tough life for cowboys and cowgirls. _____________

2. (They are) busy for long hours every day. _____________

3. Although a modern cowhand sometimes drives a truck, (you are) more likely to find the cowhand in a saddle. _____________

4. (It is) the wide brim of cowhands’ hats that gives them protection from the sun. _____________

5. At round-up time, cowhands must decide (who will) bring the cattle to the corral. _____________

6. Notice that (they are) wearing clothes that can stand a lot of wear and tear. _____________

7. (I am) eager to become a cowhand. _____________

8. (I will) work long and hard to learn all the things I need to know. _____________

9. (I have) a strong desire to be the best cowhand ever! _____________

10. My best friend said (he will) help me learn the tricks of the trade. _____________

Write a conversation between you and a friend about a job you would like to have in the future. Use pronoun contractions.
Pronoun Contractions

A. Read each sentence. Write the pronoun contraction for the words in parentheses ( ) on the line after the sentence.

1. (You have) to admire a cowhand. _____________
2. (He will) ride for ten to fourteen hours a day. _____________
3. But (they will) use several horses. _____________
4. (It is) too hard on the horse to ride it for a long time. _____________
5. (They are) often wild and need to be broken. _____________
6. (I am) sure riding a wild horse is dangerous. _____________
7. My brother says someday (he will) ride a wild horse. _____________
8. (It is) too scary for me! _____________

B. Write the two words for each pronoun contraction.

9. he’s _____________
10. they’re _____________
11. we’re _____________
12. who’ll _____________
13. she’ll _____________

Write a short conversation you might have with a friend. Include pronoun contractions in your writing.
Pronoun Contractions

A. Circle the pronoun contraction in each sentence. On the line, write the pronoun and verb used to make the contraction.

1. Our teacher said we’d have a spelling test Friday. ______________________

2. I’m one of the best spellers in class. ______________________

3. Megan hates spelling tests because she’s not a good speller. ______________________

4. We’re going to study together Thursday. ______________________

5. I think I’ve got some good tips to help her learn the words. ______________________

B. The underlined word in each sentence is an error. Write the pronoun contraction that belongs in the sentence on the line.

6. “Your improving every week,” said Ms. Davis. ______________________


8. “Its possible to learn the words,” Ms. Davis said. ______________________

9. I think were lucky to have such a helpful teacher. ______________________

10. The test will be easy if your prepared. ______________________
Articles A, An, and The

Read the following sentences carefully. Complete each sentence by writing a, an, or the on the lines.

1. Many of ________ immigrants came from countries in Western and Northern Europe.
2. ________ journey to America began when families loaded their few precious belongings into their wagons.
3. Sometimes they carried only ________ armload of possessions with them.
4. They traveled for several days over rough country roads to reach ________ nearest seaport.
5. ________ first boat took Northern European travelers only as far as England.
6. Once in England, only ________ immigrants who were healthy could board ________ ship for America.
7. It was ________ exciting opportunity for many immigrants.
8. ________ lucky ones boarded large ships and sailed off to ________ new life.
9. Imagine ________ courage it took to make ________ long trip.
10. It was ________ dream come true for many.

Write two sentences using the. Then write the sentences again, replacing the with a or an. Tell how the meaning of the sentences changes when the articles change.
Articles *a*, *an*, and *the*

A. Read each sentence. Write the correct article in the blank in each sentence.

1. ___________ immigrants moved into old neighborhoods.
2. ___________ immigrant neighborhood often seemed like the old country.
3. ___________ pushcart offered fruit and vegetables.
4. ___________ tenements contained small, cramped apartments.
5. ___________ tenant could get water from a faucet in the hall.

B. Circle each article in the following sentences. If the wrong article is used, write the correct one on the line.

6. They would carefully carry the loaf of bread they bought. ___________
7. Water was heated on the kitchen stove. ___________
8. Five or six people might sleep in a crowded room. ___________
9. Often a immigrant family took in boarders. ___________
10. The summer nights were very hot. ___________

Write three sentences using *a* and *an*. Make sure you use articles correctly in your writing.
Commas With Quotations

Read the following sentences carefully. Write each sentence on the line, adding commas to separate the quotation from the words that tell who is speaking.

1. “I bought the tickets for the trip to America” said Papa. “We will leave in the spring.”

2. Marta asked “Why can’t we leave today, Papa?”

3. “There are many things to prepare before we can set sail for America” said Mama.

4. “Jon and I must build a big trunk to hold all of our belongings” said Papa.

5. Mama said “You and I must make new clothing for everyone in the family.”

Write a conversation that members of a family might have about moving to a new home. Use commas to set off the speaker from the words spoken.
Commas with Quotations

Read the following sentences. Write each sentence on the line, adding a comma to separate the quotation from the words that tell who is speaking.

1. “Old coats for fifty cents” said the pushcart peddler.

2. Marco replied “My parents slept in a tiny bedroom to the rear.”

3. “Isn’t it wonderful how the water comes” said Mama.

4. Papa said “There is water with just the twist of a handle.”

5. “Run to the baker and buy some bread” Mama told him.

When you write a conversation, use a comma to separate the quotation from the words that tell who is speaking.

Write a dialogue between characters in a short story. Make sure to set off the words that tell who is speaking with a comma.
Articles: A, An, The

Fill in the bubble next to the word that correctly completes each sentence.

1. _____ orange is a snack with lots of vitamin C.
   A  A
   B  An
   C  The

2. If we don’t hurry, we will miss _____ bus.
   A  a
   B  an
   C  the

3. Do we have _____ homework assignment in math?
   A  a
   B  an
   C  the

4. In my opinion, cats are _____ smartest pet.
   A  a
   B  an
   C  the

5. Because it was cloudy, June carried _____ umbrella.
   A  a
   B  an
   C  the

6. Ben Franklin said, “Early to bed and early to rise makes _____ man healthy and wealthy and wise.”
   A  a
   B  an
   C  the

7. _____ dismissal bell will ring at exactly 3:15.
   A  A
   B  An
   C  The

8. Do we need to add _____ egg in this recipe?
   A  a
   B  an
   C  the

9. I taught my dog to do _____ new trick.
   A  a
   B  an
   C  the

10. In _____ hour there are sixty minutes.
   A  a
    B  an
    C  the
Predicate Adjectives

Write a sentence for each adjective and noun given. Use a linking verb, and use the adjective as a predicate adjective. The first one has been done for you.

hard work
The work seemed hard.

1. warm fireplace

2. frozen lake

3. heavy rainfall

4. bright sun

5. delicious dinner

6. pretty flowers

7. kind man

8. busy bees

9. quiet morning

10. friendly puppy
Predicate Adjectives

A. Circle the predicate adjective in each sentence.

1. The British soldier was suspicious.
2. The message was important.
3. Grandfather was serious.
4. The docks were noisy.
5. Ellen’s shirt was red.

B. On the line, write a sentence using the adjective as a predicate adjective. Use the noun as a subject. The first one has been done for you.

- beautiful flowers
  The flowers looked beautiful.

6. slow tortoise

7. fast hare

8. surprise ending

9. amusing story

10. wise animals

Write a paragraph using predicate adjectives in some sentences.
Homophones

Underline the homophones in each sentence. Then write the meaning of each homophone on the lines under each sentence.

1. John knew that there would be two new students in his class this year.
   ____________________________
   ____________________________

2. Shari blew her nose on a blue handkerchief.
   ____________________________
   ____________________________

3. Our principal is a person of high principle.
   ____________________________
   ____________________________

4. Kacey said, “I’ll get a new sail for the boat when they are on sale.”
   ____________________________
   ____________________________

5. This flour is made from the petals of a flower.
   ____________________________
   ____________________________

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

Write three sentences using homophone pairs.
Homophones

A. On the line, write the correct homophone from the pair in parentheses ( ) to complete each sentence.

1. Can you ___________ the owl calling?
   (hear/here)
2. It has a nest in that ___________ in the oak tree. (hole/whole)
3. The field workers need to take a ___________. (brake/break)
4. They will ___________ be tired. (knot/not)
5. It will be late in the evening before they are ___________. (threw/through)

B. Underline the homophones in each sentence. Write the meaning of each homophone on the lines.

6. Some people don’t know the meaning of the word no.
   __________________________________________________________
   __________________________________________________________
7. There is only one box of cereal in their pantry.
   __________________________________________________________
   __________________________________________________________
8. The seller agreed to repair the cellar steps.
   __________________________________________________________
   __________________________________________________________

Write three sentences describing the night. Use homophones in your writing.
Predicate Adjectives

A. Circle the predicate adjective or predicate adjectives in each sentence below.

1. The movie was frightening.
2. Our new uniforms are yellow and blue.
3. The tacos smell unusually spicy.
4. The rain on the roof sounds soothing.
5. Your book report will be fine.

Homophones

B. Fill in the bubble next to the homophone that belongs on the line in each sentence below.

6. My grandma likes to knit and to ______.
   A. so  
   B. sew  
   C. sow

7. The pilot and copilot say that ______ ready to take off.
   A. their  
   B. there  
   C. they’re

8. Lia is going ______ the circus with her family.
   A. to  
   B. too  
   C. two

9. A cast holds a broken bone in place so it can ______.
   A. heal  
   B. heel  
   C. he’ll

10. The setting sun was a beautiful ______.
    A. cite  
    B. sight  
    C. site
Combining Sentences

Combine each of the sentence pairs below. Write the new sentence on the line. The first one is done for you.

Ryan’s class is studying ancient Greece. The class is also studying chemistry.

Ryan’s class is studying ancient Greece and chemistry.

1. Paul enjoys reading books. He also enjoys listening to classical music.

2. Rosa is the tallest girl in the class. Rosa is also the smartest girl in the class.

3. Peg might play chess. She might play soccer.

4. Ann has a bad cold. Ann is feeling better.

5. Mia can speak Japanese. She can also speak English and French.

Write three sentences about football. Ask a partner to do the same. Work together to combine sentences that have the same subjects or predicates.
Combining Sentences

Combine the sentences below. Write the new sentence on the lines provided.

1. My baseball team practices every Wednesday. My baseball team plays a game every Saturday.

2. Daneeda plays jacks very well. Inez plays jacks very well, too.

3. I enjoy playing piano. I also enjoy singing in the children’s choir.

4. Tillie is the name of my pet fish. Glub is the name of my other pet fish.

5. My family likes to play games. My family likes to watch movies.

Write about your favorite thing to do after school. Combine sentences that have the same subjects or predicates.
Indenting

On the lines below, write a paragraph that includes a conversation between two story characters. Remember to indent where appropriate.

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Indent the first word of a paragraph. Also indent dialogue when a different person speaks.

Write a two-paragraph letter to someone you admire. Remember to indent. You may want to mail the letter when you are finished.
Indenting

Rewrite the following part of a story. Indent the beginning of each new paragraph. Indent dialogue each time a different person speaks.

It was dark and stormy as I walked slowly up the sidewalk of the old Trembly place. Dry leaves and weeds crunched under my feet. I wished I had never agreed to go help Mr. Trembly. Kids in the neighborhood all said he was mean. Some whispered that the house was haunted. At last I made it to the door. The old knocker creaked as I lifted it. It fell with a loud thump. Then I heard shuffling footsteps. My heart thumped as the door creaked open.

“Hello,” I squeaked.

“Good evening,” replied the elf-like old man in the doorway.

Write the rest of this story. Be sure you have indented each new paragraph and each new line of dialogue.
Combining Sentences

Read the pairs of sentences. Use conjunctions to combine the sentences. Write the new sentences.

1. Juwon loves basketball. Juwon practices every day for hours.
   __________________________________________________________
   __________________________________________________________

2. Chess is fun. Chess is challenging.
   __________________________________________________________
   __________________________________________________________

3. The drama club presents a musical. The orchestra presents a musical.
   __________________________________________________________
   __________________________________________________________

4. Mr. Stiely helps direct the production. Ms. Thompson helps direct the production.
   __________________________________________________________
   __________________________________________________________

   __________________________________________________________
   __________________________________________________________
Possessive Pronouns

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

1. They practiced (their/theirs) lines over and over again.
2. She uses (her/hers) talent to create beautiful heroines.
4. “No! It is (my/mine),” replied Sean.
5. The play is about a woman’s struggle to find (her/hers) missing sister.

B. Rewrite the sentences, using possessive pronouns in place of the underlined words.

6. Which dresses in the closet are Barbara’s?

7. This is Ken’s and Tony collection of dried flowers.

8. I am enjoying Paul’s book.

9. Elizabeth’s disappointment showed clearly.

10. Is this Kevin’s idea of a joke?

Cut out a newspaper or magazine article. Underline the possessive pronouns.
Possessive Pronouns

A. Read each sentence. Underline the possessive pronoun that correctly completes each sentence.

1. The horses tossed (their/theirs) heads and galloped away.
2. Of all the stories, the teacher liked (my/mine) best.
3. My sister lost the ice cream on (her/hers) cone.
4. Which room will be (our/ours)?
5. The camp counselors sat at (his/their) own table.

B. Rewrite the sentences. Replace the underlined words with a possessive pronoun.

6. The tornado destroyed everything in the tornado’s path.

7. My baby sister thinks that every toy is my baby sister’s.

8. Soldiers keep soldiers’ uniforms clean and neat.

Write a paragraph about soldiers. Include several possessive pronouns.
Conjunctions

Write compound sentences based on the ideas below. Use the conjunction in parentheses ( ). The first one has been done for you.

a fruit I like and a fruit I dislike (but)
I like peaches, but I don’t like pears.

1. a book you liked and a book you disliked (but)

2. two things you know about fossils (and)

3. something you do well and something you are just learning (but)

4. two things you might have for dinner (or)

5. two places you have visited (and)

A conjunction is a word that joins other words or parts of sentences together. The conjunctions and, nor, but, for, yet, so, and or are used to form compound subjects, compound predicates, and compound sentences.

Write a paragraph comparing animals you like. Use compound subjects, compound predicates, and compound sentences in your paragraph.
Conjunctions

A. Circle the conjunction in each sentence. On the line, write compound subject or compound predicate.

1. The girls and the boys played tug of war. ______________
2. They slipped in the mud but held on tight. ______________
3. Neither the wind nor the clouds helped to cool things off. ______________
4. The winning team will get a treat or see a movie. ______________

B. Join the pairs of sentences, using a comma and a conjunction. Write your compound sentence on the lines.

5. The squirrel scampered up a tree. It stopped to scold me.
   ____________________________________________________________________
   ____________________________________________________________________

6. I fill the bird feeders every week. The birds have food to eat.
   ____________________________________________________________________
   ____________________________________________________________________

7. We will have to buy a squirrel-proof feeder. Our birds will never get to eat.
   ____________________________________________________________________
   ____________________________________________________________________

Write a short story that you could share with a younger child. Use compound sentences, subjects, and predicates to make your sentences more interesting and complex.
Possessive Pronouns

A. Fill in the bubble next to the possessive pronoun that correctly completes each sentence.

1. The fox had hurt _______ paw.
   A) their
   B) his
   C) its
   D) hers

2. “You can stow _______ gear in here,” said the first mate.
   F) ours
   G) your
   H) my
   J) theirs

3. I take good care of _______ books and games.
   A) theirs
   B) mine
   C) my
   D) hers

4. Jane says that the last two cookies are _______.
   F) hers
   G) my
   H) our
   J) their

B. Read this paragraph. Six possessive pronouns are used incorrectly. Draw a line through each possessive pronoun that is wrong and write the correct possessive pronoun above it.

Many people on both sides lost his lives in the Civil War. Some soldiers were boys who left theirs homes and went off to fight. Most of them didn’t even have his own uniforms. One boy’s mother gave his their own old coat. The captain gave away its own mittens.
Direct Object

Read the following sentences. Underline the action verb. Circle the direct object.

1. Fog hid San Francisco Bay from early explorers.
2. Europeans finally reached the area in 1769 by an overland route.
3. A Spanish explorer established a fort at San Francisco in September 1776.
4. That same year, Spanish priests opened a mission nearby.
5. Mexico governed California in 1821.
6. Citizens of San Francisco started a trading center for cattle hides and other goods.
7. A worker at Sutter’s Mill discovered gold near San Francisco in 1848.
8. The Gold Rush helped the economy.
9. In 1869, the first railroad brought travelers to the city.
10. An earthquake caused great damage in 1906.
11. After the earthquake, the people rebuilt the city.
12. Construction workers completed the Golden Gate Bridge in 1937.

Write five sentences about your town. Use action verbs and direct objects.
Direct Object

Read the following sentences. Underline the action verb. Circle the direct object.

1. Uncle Darrell fixed a big breakfast today.
2. Many kids eat cereal for breakfast.
3. Jerry and I like pancakes better.
4. A good breakfast provides energy for the morning.
5. Every year Uncle Darrell cooks our meals on vacation.
6. We especially love his breakfast feasts.
7. He carved melons into ducks and chickens.
8. He drew faces on pancakes with a knife.
9. Piping hot pancakes melted the butter quickly.
10. Uncle Darrell received a standing ovation from the diners.

A direct object is a noun or pronoun that follows an action verb and tells who or what receives the action.

Write five sentences about cities. Be sure each sentence contains a direct object.
Subject/Verb Agreement

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

1. My mom and I often (visit/visits) San Francisco.
2. She (buy/buys) sourdough bread at Fisherman’s Wharf.
3. The first sight of the Golden Gate Bridge always (excite/excites) us.
4. Mom particularly (like/likes) the skyline at night.
5. We always (take/takes) a walk in Golden Gate Park.
6. My cousin Maya often (meet/meets) us at Union Square.
7. Maya and I (watch/watches) the street performers.
8. One woman (feed/feeds) the pigeons.
9. Thousands of people (visit/visits) San Francisco every month.
10. Visitors especially (enjoy/enjoys) a trip to Chinatown.
11. Restaurants (serve/serves) the most delicious food there.
12. Cable cars (carry/carries) riders up the steep hills.
13. Brakes and levers (make/makes) the cable cars safe.
14. City residents and tourists (use/uses) the cable cars.
15. The city always (welcome/welcomes) its visitors.

When the subject of a sentence is singular, the verb must also be singular. A singular verb often ends in -s or -es. If the subject is plural, the plural form of the verb must be used.

Write five sentences about things you’d like to do on vacation. Underline the subject of each sentence and circle the verb that agrees with it.
Subject/Verb Agreement

Underline the verb in parentheses ( ) that agrees with each subject.

1. Aunt Jan (has, have) an apartment in Chicago.
2. She (love, loves) shopping on the Magnificent Mile.
3. Many people (enjoy, enjoys) the beautiful lakefront.
4. Runners (jog, jogs) beside the sparkling water.
5. Beachgoers (relax, relaxes) on beaches in the sun.
6. One building (tower, towers) over the rest.
7. Visitors (appreciate, appreciates) the view from the top of the Sears Tower.
8. Brent (stay, stays) with Aunt Jan for a month every summer.
9. He and she (go, goes) to festivals like Taste of Chicago.
10. The city (offer, offers) many fun things to do.

Write a few sentences about a city in your state. Be sure each verb agrees with its subject.
Direct Object

A. Read and circle any sentence that contains an action verb and a direct object.

1. A city is bigger and more crowded than a town.

2. Small towns offer fewer job opportunities.

3. City dwellers hear street noises all the time.

4. Our town is quiet by 10 o’clock.

5. Different people like different environments.

Subject/Verb Agreement

B. Draw one line under each subject and circle each verb. If the subject and verb agree, write correct on the line. If they do not, write the correct verb on the line. An example is done for you.

Many cities sits next to a body of water. ________sit

6. Water offers transportation and recreation. __________

7. Barges carries goods up and down rivers. ____________

8. A sailboat look pretty on a lake. __________

9. A lake breeze cools the land in summer. __________

10. A fresh supply of water is life-giving. __________
Simple Subject

Read the sentences below. Underline each simple subject.

1. Jen rolls her scooter out of the garage.
2. She carefully pushes it to the sidewalk.
3. The smooth sidewalk winds between the buildings on Grape Lane.
4. Jen’s many friends like to watch her ride.
5. The brightly painted scooter is really fun to ride.
6. Jen puts her right foot on the boards of the scooter.
7. Her left foot pushes against the sidewalk.
8. The scooter zooms across the yard.
9. All of Jen’s neighbors clap for her.
10. Everyone in the neighborhood admires her grace and skill.
11. The spectacular jumps are the most exciting.
12. Scooter riders should be careful, though.
13. They should watch out for little kids.
15. Thoughtful riders are the best kind.

The simple subject is the main word of the complete subject. It is a noun or a pronoun that tells exactly whom or what the sentence is about.

Write a few sentences about an activity you have especially enjoyed or might like to try. Underline each simple subject.
The simple subject is the main word of the complete subject. It is a noun or a pronoun that tells exactly whom or what the sentence is about.

**Simple Subject**

Read the following sentences. Underline each simple subject.

1. Cory needs a new pair of shoes.
2. The whole family is going to the mall.
3. The cars in the parking lot look like a glittering steel sea.
4. Someone in this car needs to memorize our location.
5. This mall has hundreds of stores.
6. The food court in the center of the mall is a common meeting place.
7. We will meet there at 3:00 p.m.
8. Athletic stores have the best shoes for Cory.
9. Long ago, a general store was the center for shopping.
10. People of today have many more choices.
11. The great American mall has become a social center.
12. Friends meet there for fun and shopping.

Write a paragraph about your community. Find the simple subjects in your sentences.
Pronouns/Contractions
Underline the pronoun or contraction in parentheses ( ) that correctly completes each sentence.

1. (Its/It’s) really a fantastic day for biking.
2. (Their/There/They’re) is a pretty bike path in the park.
3. (Its/It’s) name is Oak Lane.
4. (Whose/Who’s) going to take a ride with the bike club?
5. Yasmin, are (your/you’re) brothers going to join us today?
6. Yes, (their/there/they’re) going to meet us at Marshmallow Pond.
7. (Whose/Who’s) bike helmet is the red one?
8. All the riders are bringing (their/there/they’re) own lunches.
9. Eduardo, (your/you’re) bringing your camera.
10. (Theirs/There’s) nothing more fun than a bike ride in the park.
11. We hope (its/it’s) possible to have another bike ride next weekend.
12. I will bring my bathing suit, and Yasmin’s brothers will bring (theirs/there’s).

Write a letter to a friend about something fun you did last weekend. Use as many commonly confused pronouns and contractions as you can.
Pronouns/Contractions

Read the sentences. Underline the correct pronoun or contraction in parentheses (  ).

1. “I do not believe (theirs, there’s) any doubt,” said Tom.

2. The decision is (theirs, there’s) to make.

3. “Keep (your, you’re) hands and feet in the car at all times,” said the driver.

4. “(Its, It’s) going to be an exciting ride,” said Laurie.

5. “(Your, You’re) not kidding,” moaned Pat, who does not like heights.

6. “(Who’s, Whose) ready for lunch?” asked Tom.

7. It certainly looks as if (their, they’re, there) having a good time.

8. The restaurant put (its, it’s) menu on a blackboard.

9. “(Who’s, Whose) lemonade is this?” asked Laurie.

10. “(Theirs, There’s) a bee swimming in it,” said Pat.

11. The friends enjoyed (their, there, they’re) trip to the amusement park.

12. They hope to visit (their, there, they’re) again soon.

Write a paragraph describing a fun fair at school. Use pronouns and contractions correctly.
Simple Subject

A. Read each sentence. Underline the complete subject and circle the simple subject.

1. Everyone at the parade had a good time.
2. Several bands from local towns marched proudly down the street.
3. Horses in shining gear pranced along.
4. Men in funny costumes rode motorscooters in formation.
5. They performed complex routines in the street.

Pronouns/Contractions

B. Read each sentence. Write the correct homophone on the line.

6. Please put __________ homework in the basket. (your, you’re)
7. I hope __________ a breeze at the ball park. (theirs, there’s)
8. The pup rolled on __________ back for a tummy rub. (its, it’s)
9. The trees have lost __________ leaves. (their, there, they’re)
10. Do you know __________ got the key? (who’s, whose)
Predicate Adjectives

Read each sentence. Underline each predicate adjective. Circle the noun or pronoun it describes.

1. The school trash bin looked ugly with its daily load of wastepaper.
2. Teri was unhappy that her school threw out so much trash.
3. It seemed so wasteful.
4. She felt awful about the trash problem.
5. But the problem seemed difficult to solve.
6. However, Teri was confident that recycling would work.
7. Mr. Sanchez, the principal, appeared pleased.
8. Soon the whole school became excited about recycling.
9. Volunteers from each class were important.
10. Teri was delighted with the program’s success.
11. Her friends seemed eager to expand the program.
12. A garbage-collection area nearby was unattractive.
13. On hot days it smelled terrible.
14. One solution appeared easy.
15. The residents would be helpful in cleaning up the area.

Write four sentences using linking verbs and predicate adjectives.
Predicate Adjectives

A. Underline the predicate adjectives in the sentences below.

1. These kittens appear healthy.
2. Their mother is careful with them.
3. Their eyes are blue now.
4. Later, they will be green.
5. Don’t they look cute and helpless?
6. The little girl in the sandbox is happy.
7. The toy truck appears broken.
8. The popcorn smells wonderful.
9. The white clouds look soft.
10. In the breeze, the branches are graceful.

A predicate adjective appears in the predicate, but it describes the subject of a sentence. A predicate adjective follows a linking verb, such as be, appear, look, smell, seem.

Write three sentences describing a visit to a park. Make sure you use predicate adjectives in your writing.
A pronoun that serves as a subject is a subject pronoun. The subject pronouns are I, you, he, she, it, we, and they. A pronoun that serves as a direct object is an object pronoun. The object pronouns are me, you, him, her, it, us, and them.

Subject and Object Pronouns

A. Read each sentence. Circle the subject pronoun.

1. Marco and I saw a fantastic painting in the art museum last week.

2. It showed the streets of Honolulu, Hawaii, during a rainstorm.

3. We really liked the tropical colors in the painting.

4. You can see photographs of Honolulu in the museum, too.

5. They were taken by Nancy Huinga.

6. She studied photography at the university.

B. Read each sentence. Underline the object pronoun.

7. I want to thank you for the book about life in New York City.

8. My friend Ramona read it, too.

9. The part about the Empire State Building interested her the most.

10. She told me that travel books are her favorites.

11. Ramona reads them before she goes to bed at night.

12. Sometimes Ramona’s mother tells us about growing up in Vietnam.

Write two sentences about a city or state you have visited. Use a subject pronoun in one sentence and an object pronoun in the other.
Subject and Object Pronouns

A. Read each sentence and underline the pronoun. Write subject on the line if it is a subject pronoun. Write object if it is an object pronoun.

1. Kevin and I went to the library. _______________
2. The librarian welcomed us warmly. _______________
3. Then she showed how to use the online catalog. _______________
4. We each read two books every week. _______________
5. The library gives me hours of pleasure. _______________
6. It offers books, movies, CDs, and other goodies. _______________
7. “Treasure Island will draw you into a great adventure,” Kevin said. _______________

B. Read each sentence and underline the pronoun to complete each sentence correctly.

8. Una gave _______________ a recommendation. (us, we)
9. Dierdre said the ending surprised _______________. (her, she)
10. _______________ bring other worlds to life. (Them, They)
11. Did _______________ say the book was overdue? (he, him)

Write a paragraph about a book you have enjoyed. Make sure you have used subject pronouns and object pronouns correctly.

A pronoun that serves as a subject is a subject pronoun. The subject pronouns are I, you, he, she, it, we, and they. A pronoun that serves as a direct object is an object pronoun. The object pronouns are me, you, him, her, it, us, and them.
Subject and Object Pronouns

A. Fill in the bubble next to the choice that correctly completes each sentence.

1. Penny and ____ took a basket with us.
   A) she  B) I  C) me  D) her

2. Mom checked ____ for ticks when we got home.
   F) we  G) it  H) I  J) she

3. ____ have eight legs and are parasites.
   A) It  B) Them  C) They  D) You

4. Next time, ____ will watch out for ticks!
   F) we  G) her  H) us  J) him

5. Personally ____ think ants are a bigger problem.
   A) he  B) I  C) me  D) them

B. Read this paragraph. Draw a line through each pronoun that is wrong and write the correct pronoun above it.

Morris’s pushcart was flattened. The crash threw he into a pickle barrel. Him and the truck driver had an accident. Neighbors came to help he and the truck driver. Me and my friend saw it all. We ran to help they.
Simple Predicate

Underline the simple predicate in each sentence.

1. Today, many companies are making newspapers, boxes, magazines, and many other things from paper.
2. We often use these paper products only once.
3. Some people have stopped this waste!
4. They bundle old newspapers, magazines, and cardboard boxes.
5. These discarded items are sold to recycling plants.
6. The recycling plants shred the old newspapers, boxes, and magazines into tiny pieces.
7. The shredded paper is mixed with water.
8. This process forms a gooey paper pulp.
9. Machines spread the pulp onto screens to dry.
10. With a little work, old trash is turned into recycled paper.
11. You can join the recycling effort, too.
12. Newspapers can be stacked in the kitchen or garage for recycling.
13. Many people return cans and bottles to the supermarket.
15. Aware consumers are our planet’s best friends!

The simple predicate is the verb or verb phrase that tells or describes what the subject does or is.

Write four sentences about recycling. Underline the simple predicates.
Simple Predicate

Underline the subject of each sentence. Circle the simple predicate in each sentence.

1. Race horses compete in the Kentucky Derby.
2. Thousands of fans fill the stands hours before the race.
3. Millions more watch the race on TV.
4. Thoroughbreds can run at speeds over 50 miles per hour.
5. The jockey atop the horse guides a powerful athlete.
6. The Kentucky Derby began in 1875.
7. The horses race to the finish line.
8. The jockeys wear the colors of their stables.
9. Everyone enjoys the spectacle.
10. A horse race entertains many people.

The simple predicate is the verb or verb phrase that tells or describes what the subject does or is.

Write a news story about a horse race. Locate your simple predicates. Are they precise and lively?
Hyphens and Colons

Rewrite each sentence on the line. Put in missing hyphens and colons.

1. Darren helped his greatgrandmother Ida with grocery shopping on Saturday morning.

2. These foods were on the shopping list skim milk, carrots, juice, recycled paper towels.

3. On Saturday afternoon, Darren took a job as a babysitter for the Hsu twins.

4. They went to a nearby park, where the twins did the following rode on the merrygoround, slid on the slide, and played on the swings.

5. Darren took black and white photos of the twins while they were playing.

6. The twins had a new toy, a jackinthebox.

7. With Darren’s help, the twins made the following guest list Ana, Julio, Craig, and Kimiko.

8. Then Darren’s brotherinlaw drove him home.

Write two sentences. In one use a colon and in the other use a hyphen.

Hyphens are used to connect the parts of some compound words. Colons are used to show that a list, explanation, or summation is about to follow.
Hyphens and Colons

Rewrite each sentence on the lines provided. Add hyphens and colons where they are needed.

1. By mid July everyone is hot and bored with summer.

2. Families begin thinking about one of the following things: vacations, visits, or summer camps.

3. Gramps goes to the All Star game with his daughter and son-in-law.

4. I will spend twenty one glorious days at world famous Camp Winonka.

5. The letter said to bring these items: twin sheets and pillowcases, towels, and toiletries.

Write several sentences about how you prepare to go on vacation. Use hyphens with compound words and use colons to set off lists.
Simple Predicates
A. Underline the word or words that make up the simple predicate in each sentence.

1. Trash is becoming a big problem in the United States.
2. Most of us throw away far too many things.
3. You should recycle your paper, glass, cans, and plastic.
4. The trash in our landfills pollutes the land.
5. Pollution harms all living things.

Hyphens and Colons
B. Read this paragraph. Add colons and hyphens where they are needed.

If you check your trash, you will find all kinds of things there—day old food, pencils, paper, and lots of other things.
You can recycle some of the stuff—cans, glass bottles, and newspapers. Our class of twenty one kids had a drive to recycle as much paper as possible. We collected thirty seven boxes full!
Verb Tenses

Underline the verb or verb phrase in each sentence. Then write present, past, or future to show what tense it is.

1. Yesterday I bathed my dog, Snickerdoodle.
   present

2. I volunteer at the animal shelter on Tuesday afternoons.
   present

3. My fifth-grade class will hold a car wash for the animal shelter next week.
   future

4. We lost our cat, Mr. Whiskers, this morning.
   past

5. I will call the animal shelter right now.
   future

6. The shelter rescues many lost cats and dogs in my town.
   present

7. Luckily, a good friend of mine answered the phone.
   past

8. A wet and dirty Mr. Whiskers arrived there a few minutes ago.
   past

9. Now I feel much better.
   present

10. Mom will bring that naughty cat home after work today.
    future

Write three sentences about an animal you know or have read about or seen on television. In the first sentence, use a present tense verb. In the second, use a past tense verb. In the third, use a future tense verb.
Verb Tenses

A. Underline the verb or verb phrase in each sentence. Write past, present, or future on the line to show what tense the verb is.

1. The city will build a skateboard park on Elm Street. ___________

2. Skateboarders need a safe place to practice. ___________

3. Three accidents occurred last year alone. ___________

4. I, for one, will use the park frequently. ___________

5. Sidewalks are a poor place for skateboarding. ___________

B. Complete each sentence using the verb and the verb tense in parentheses ( ). Write the new sentence on the line provided.

6. Matt ________________ to play chess last summer. (learn—past)

   ___________________________________________________________________

7. Now he ________________ other kids the game after school. (teach—present)

   ___________________________________________________________________

8. Soon we ________________ a chess club for fifth grade. (start—future)

   ___________________________________________________________________

What game have you had fun learning? Write sentences telling how you learned it, how you play it, and how you will teach others.
Adverbs: Comparison

A. Read each sentence. For each adverb in parentheses ( ), add more or use the -er form.

1. Bicyclists who wear helmets travel (safely) _____________ those who don’t.
2. When I whistled, my black dog came (quickly) _____________ than the white one.
3. This book is (beautifully) _____________ illustrated than the one with the red cover.
4. Jets fly (fast) _____________ than twin-engine planes.
5. Ivan talks (cheerfully) _____________ in the morning than his sister.

B. Read each sentence. For each adverb in parentheses ( ), add most or use the -est form.

6. Carmen ran the (swiftly) _____________ of all her classmates.
7. I always put things away the (neatly) _____________ of all my family.
8. I finished my morning chores the (soon) _____________ of anyone.
9. He biked up hill the (effortlessly) _____________ of all his friends.
10. Midori spoke the (fast) _____________ of anyone in the room.

Write four sentences about how athletes play. Use two comparative adverb forms and two superlative adverb forms.
Adverbs: Comparison

A. Read each sentence. Write the correct comparing form of the adverb in parentheses ( ) on the line.

1. Carlos can throw the ball ___________________ than Kerry. (fast—comparative)
2. Pedro throws ________________ of all. (fast—superlative)
3. Alex needs to work ________________ on his batting skills. (hard—comparative)
4. Of the three players, Kerry learns new skills ________________. (quickly—superlative)
5. Jerome learned how to slide into base ____________ than I did. (easily—comparative)

B. Write one new sentence for each underlined adverb. Use either the comparative form or the superlative form.

6. The umpire arrived late for the game.

   ________________________________________________________________

   ________________________________________________________________

7. The crowd waited eagerly for the first inning.

   ________________________________________________________________

   ________________________________________________________________

8. The first batter hit the ball quite far.

   ________________________________________________________________

   ________________________________________________________________

Write about the characters in “The Coming of the Surfman.” Use adverbs that compare.
Verb Tenses

A. Fill in the bubble that correctly identifies the tense of the verb in each sentence.

1. Those clouds look threatening.
   - A past
   - B past participle
   - C present
   - D future

2. I think it will rain soon.
   - F past
   - G past participle
   - H present
   - J future

3. Yesterday’s report mentioned rain.
   - A past
   - B past participle
   - C present
   - D future

4. Storms make our dog nervous.
   - F past
   - G past participle
   - H present
   - J future

5. She will soon try to hide.
   - A past
   - B past participle
   - C present
   - D future

Adverbs: Comparison

B. Write the comparative or superlative form of the adverb in parentheses ( ) on the line. Use the form that best completes the sentence.

6. Mom’s third throw landed __________ (close) to the bulls eye.

7. Skip paints __________ (carefully) than Winnie does.

8. I scored __________ (poorly) on this round than I did on the last one.

9. The littlest puppy reacted __________ (fearfully) to the loud noise.

10. See if you can throw the ball __________ (low) than you did last time.
Sentence Fragments

Read each item below. Write sentence on the line for a complete thought. Write fragment on the line if a subject or verb is missing. Rewrite the fragments as complete sentences.

1. Everyone was excited about the Fourth of July picnic.

2. Happy children and smiling adults chattering excitedly.

3. Suddenly, delicious smells began to fill the air and mouths began to water.

4. Hundreds of happy and hungry people picnic tables.

5. Playing their musical instruments loudly and singing favorite songs.

6. A group of children were playing volleyball.

7. Some of the youngsters to the lake.

8. A fitting way to celebrate the nation’s birthday.

Write several sentence fragments, leaving out a subject or verb in each. Then give them to a classmate to rewrite as complete sentences.
Sentence Fragments

Read each item below. Underline the simple subject and simple predicate of each complete sentence. Add words to each sentence fragment. Write it as a complete sentence on the line.

1. Every community has its colorful characters.

2. Make you sit up and take notice.

3. Usually these people lots of attention.

4. Not all the interesting characters.

5. They can be found on the streets and in the stores of your community.

6. Enjoy making the crowd laugh in delight.

7. These local dramatists add color and interest to life.

A sentence fragment is a group of words that does not express a complete thought. It is missing either a subject or a verb.

Write a description of a character you have observed. Check your writing for sentence fragments and correct them.
**A, An, and The**

Read each sentence. Circle the correct article in parentheses ( ).

1. Last summer my family and I took (a, an) trip to Alaska.

2. On our first day there, we went hiking in (a, an) popular state park.

3. We made our camp at a place with (a, an) incredible view.

4. Late that night (a, an) huge bear lumbered into our campsite and ransacked our food supply.

5. I awoke from a sound sleep to all (a, an, the) noise and tripped over a log.

6. Luckily, (a, an, the) bear was already making a hasty departure.

7. Unfortunately, I had (a, an) injured ankle.

8. The doctor at the nearest hospital took (a, an) X-ray.

9. I left the hospital with my foot in (a, an) enormous cast.

10. On my next vacation, I’m going to (a, an) safer place.

**A, an, and the** are special adjectives called articles. Use **a** in front of words that begin with a consonant sound. Use **an** in front of words that begin with a vowel sound. **The** is used with both singular and plural nouns that name specific things.

Write a few sentences about a vacation you might like to take. Underline the articles **a**, **an**, and **the** in your sentences.
A, An, and The

Circle the correct article in parentheses ( ).

1. Many plants and animals live in
   ________ desert. (a, an, the)

2. ________ desert is an extremely dry
   region. (A, An)

3. ________ animal that needs a lot of water cannot survive there. (A, An)

4. ________ organisms that survive there have found ways to use little
   water. (A, An, The)

5. The cactus is ________ best-known desert plant. (a, an, the)

6. It has ________ thick skin that holds in moisture. (a, an)

7. After a rare rainstorm in the desert, ________ astonishing thing
   happened. (a, an)

8. ________ mass of flowers bloomed soon after. (A, An)

9. Their seeds had lain dormant, waiting for just such ________ time. (a, an)

10. ________ desert mouse is active at night, when it is cool. (A, An, The)

Write a short story set in the desert. Be sure you have used the articles
a, an, and the correctly.
Sentence Fragments

Read the story that a student wrote about *Maniac Magee*. Then fill in the bubble next to the correct answer.

(1) Jeffrey Lionel Magee. (2) Had a real home for much of his life. (3) His parents died. (4) I started to feel sorry for him. (5) When I read that. (6) Jeffrey went to the town of Two Mills. (7) He met a new friend. (8) Her name. (9) Amanda Beale.

1. What’s the best way to write Sentence 1?
   A] Jeffrey Lionel Magee the boy.
   B] The boy’s name was Jeffrey Lionel Magee.
   C] A boy Jeffrey Lionel Magee.
   D] Best as it is.

2. What’s the best way to write Sentence 2?
   F] He a real home for much of his life.
   G] For much of his life had a real home.
   H] He had a real home for much of his life.
   J] Best as it is.

3. What’s the best way to write Sentences 4 and 5?
   A] I started to feel sorry for him when I read that.
   B] I started to feel sorry for him when read that.
   C] When I started to feel sorry for him I read that.
   D] Best as it is.

4. What’s the best way to write Sentences 8 and 9?
   F] Her name Amanda Beale.
   G] Amanda Beale her name.
   H] Her name was Amanda Beale.
   J] Best as it is.
GRADE 5, Personal Voice

Page 1  State-of-Being Verbs

1. One day I was surprised to see two puppies by the side of the road.
2. They seemed lost.
3. The puppies were so sad-looking.
4. They looked hungry, too.
5. The puppies felt soft.
6. I was scared to take them home.
7. My mom is not a puppy-lover.
8. I became uneasy on my walk home.
9. But she looked thrilled at the sight of the puppies.
10. I felt so happy then.

Page 2  State-of-Being Verbs

Answers may vary; accept any reasonable response from the list.
1. is
2. looks, seems, feels, appears, smells
3. sound, are, were
4. are
5. looks, seems, appears, is
6. is, seems, appears, feels, looks
7. smells, looks, seems, feels, appears, is
8. looks, seems, appears, is
9. be
10. were

Page 3  Apostrophe in Contractions

A. 1. I haven’t seen Matt and his family for two weeks. have not
2. They’ve gone camping in the Wind River Mountains. They have
3. Matt’s dad said, “We’re going to have the best time on this vacation!” We are
4. Matt wasn’t very excited about camping. was not
5. I can’t wait to hear what happened on this year’s trip. cannot

B. 6. You’ll
7. wouldn’t
8. It’s
9. You’re
10. I’ll

Page 4  Apostrophe in Contractions

1. I’ve learned many things from my grandmother.
2. She’s the one who taught me how to collect maple sap.
3. We’re going to spend the weekend checking our trees.
4. I taste the sap to make sure that it’s just right!
5. Grandma told me that the settlers weren’t the first people to collect sap.
6. Settlers didn’t know how to gather sap, so Native Americans taught them how.
7. I hadn’t known that Native Americans were flavoring food with maple long ago.
8. I never know just what I’ll learn during a day with Grandma!
**Page 5  State-of-Being Verbs**

1. The Abenaki Indians are native people of the United States and Canada.
2. They have been dwellers in these countries for many centuries.
3. The Abenaki were an agricultural, or farming, society.
4. Long ago, their population was stable.
5. In modern times, it has become much smaller.
6. Jamie’s great grandmother was an Abenaki Indian.
7. Jamie had pictures in her mind of Grama.
8. She seemed to be back in the field, picking blackberries.
9. The fresh blackberries smelled wonderful.
10. The sun felt very warm on their faces.

**Page 6  Prepositional Phrases**

1. of the world’s greatest athletes
2. in many different sports
3. At the 1932 Olympics
4. in the 80-meter hurdles
5. during the competition
6. in the high jump
7. with a woman
8. over the bar
9. for the high jump
10. at sports

**Page 7  Prepositional Phrases**

1. from
2. as
3. During
4. by
5. on
6. like
7. around

**Page 8  Apostrophe in Possessive Nouns**

1. stars’; plural
2. manager’s; singular
3. coach’s; singular
4. players’; plural
5. crowd’s; singular
6. fans’; plural
7. team’s; singular
8. guard’s; singular
9. player’s; singular
10. kids’; plural

**Page 9  Apostrophe in Possessive Nouns**

1. pitcher’s injury
2. batters’ averages
3. family’s cheers
4. team’s new mascot
5. game’s object
6. dad’s favorite song
7. teams’ meeting
8. coaches’ plans
9. plate’s surface
10. bases’ placement
11. field’s shape
12. crowd’s roar
13. players’ smiles
14. fans’ cheers
**Page 10  Apostrophe in Possessive Nouns**

A. 1. Ken Sr.'s team was the world champion Cincinnati Reds. S
2. Junior loved Riverfront Stadium's sights and sounds. S
3. Pete Rose's son played ball with Junior. S
4. The fans' cheers could be heard for miles. P
5. Junior rose out of his slump with his parents' support. P

B. 6. Sr.'s
7. Baseball's
8. Stockings'
9. fans'
10. catchers'

**Page 11 Run-on Sentences**

1. Dan Jansen is a speed skater from the United States, and he skated in the 1994 Winter Olympics.
2. Would he skate fast enough to win the gold medal this time, or would he be disappointed again?
3. Jansen had not won any medals in four Olympic Games, and this was his last chance to win a gold medal.
4. Jansen was very nervous, but he refused to give up hope.
5. Jansen won the gold medal, and he set the world record.

**Page 12 Run-on Sentences**

1. The string section of an orchestra is made up of several instruments. These are violins, violas, cellos, and bass violins.
2. The musician draws a bow across the strings of an instrument. This causes them to vibrate.
3. A string quartet is a group of four musicians. They play stringed instruments.
4. In a string quartet, there are four instruments played. These include one cello, one viola, and two violins.
5. Several famous composers have written musical pieces for string quartets. Mozart, Beethoven, and Haydn all wrote pieces.

**Page 13 Use Prepositions**

1. down the (court)
2. to the (basket)
3. into the (air)
4. off her (fingertips)
5. through the (hoop)
6. With great (happiness)
7. on the (team)
8. against (her)
9. after (school)
10. During each (game)
11. through the (air)
12. on the (floor)
13. with (her)
14. in the (driveway)
15. about (basketball)
Page 14  Use Prepositions

1. Lucas’s favorite practice time is in the afternoon.
2. His dog curls up beneath the music stand.
3. Lucas draws his bow over the strings.
4. You can see his foot tap against the floor as he keeps time.
5. You can hear his vibrato coming from the music room.
6. Sometimes his mom accompanies Lucas on the piano.
7. Perhaps she gave Lucas his love of music.
8. After Lucas practices, he puts his viola into its case.
9. Then he puts the case inside the closet.
10. There the viola stays until his next practice.
11. Lucas gets a snack from the refrigerator.
12. Then he does homework in his room.
13. Lucas waits for his dad.
14. He will tell his dad about his day.

Page 15  Run-On Sentences/Use Prepositions

Answers will vary; possible responses given.

A. 1. The cello is known for its rich tone. In a string quartet, the cello takes the lowest part.
2. The cello is a large instrument, and the cellist must grip it between his or her knees in order to play it.
3. Another instrument in a string quartet is the viola. It is different from a violin.
4. The viola looks like a violin, but it is a bit larger and has a lower tone.

B. 6. Wolfgang Amadeus Mozart was born in Austria.
7. He is considered one of the greatest composers.
8. Mozart starting composing music during his childhood.
9. The opera Don Giovanni is one of his most famous compositions.
10. I love listening to Mozart’s music.

Page 16  Complete Subject and Predicate

1. Scott Joplin was born in Texarkana, Texas, in 1868.
2. Joplin was destined for a musical career.
3. His mother worked hard to pay for his piano lessons.
4. Joplin practiced for many hours each day.
5. His first job was playing the piano in St. Louis.
7. Joplin and John Stark, a music publisher, issued 50 of Joplin’s own pieces.
8. The “Maple Leaf Rag” is one of Joplin’s best-known songs.
9. Many young pianists wanted to meet Scott Joplin.
10. Scott Joplin’s music is still popular today.
11. My friends and I listen to his music.
12. Old records are usually my favorites.

Page 17  Complete Subject and Predicate

1. CP  
4. CS  
7. CP  
10. CP  
2. CS  
5. CP  
8. CS  
11. CS  
3. CS  
6. CS  
9. CP  
12. CS
### Page 18  Commas

1. Jacob, Alice, and Jeff went to a music fair at their school.
2. We all worked to decorate the gym on Friday night, Saturday, and Sunday.
3. When the Polkadot Pumpkins begin playing, please call me.
4. Although I may be late, I’m going to attend Bryan’s guitar concert at noon.
5. Alice, do you know where I can hear the Mexican mariachi band tomorrow?

### Page 19  Commas

Today was their first day at music camp. Toby, Lenore, and Roma arrived by bus. Although they had never been away from home before, they were all very excited. After they got off the bus, the three friends sat with the rest of the girls in a meeting area. Their counselor was there to greet them.

“I know that you’re going to have a great time here, girls,” she said. “Roma, will you help me get everyone their cabin assignments? Here’s a list.”

With a smile, Roma began to read from the list. Camp was going to be great!

### Page 20  Complete Subject and Predicate

**A.**
1. Most of my classmates enjoy listening to the radio.
2. My friends and I listen to the latest pop music.
3. We all like lots of different artists.
4. I like music that is easy to dance to and sing along with.
5. My friend, Cassidy, just likes music that’s loud.
6. My brother, Gavin, plays his drums to music.
7. Gavin is getting better and better at keeping the rhythm.
8. Even my parents like to hear him play!
9. My music class is becoming more interesting.
10. Our musical salute to jazz will take place next week.

### Page 21  Four Sentence Types

1. (question mark); IN
2. (period); D
3. (period); IM
4. (period); E
5. (exclamation mark); D
6. (question mark); IN
7. (period); D
8. (period); IM
9. (exclamation mark); E
10. (period); D
11. (period); IM
12. (period); D
13. (exclamation mark); E
14. (question mark); IN
15. (exclamation mark); E

### Page 22  Four Sentence Types

1. exclamatory
2. interrogative
3. declarative
4. imperative
5. exclamatory
6. imperative
7. imperative
8. interrogative
9. declarative
10. imperative
11. interrogative
12. declarative
ANSWER KEY

Page 23  Homophones
1. bored  6. seen  11. tail
2. do  7. through  12. two
3. pair  8. blew  13. poor
4. too  9. heard  14. red
5. read  10. paws  15. You’re

Page 24  Homophones
1. allowed  5. seem  9. heard
2. eight  6. deer  10. meet
3. blue  7. flew
4. break  8. flower

Page 25  Four Sentence Types
2. G interrogative  4. F declarative

Page 26  Compound Predicates
1. Gina took her suitcase out of the closet and filled it up with lots of summer clothes.
2. The family picked up the station wagon and drove to Texas.
3. The car ran smoothly at first but broke down on the second day.
4. The family saw the tall buildings in Dallas and visited a ranch with longhorn cattle.
5. Would Gina meet other children in Dallas or spend her time alone?

Page 27  Compound Predicates
1. Annemarie and Ellen are best friends and love to spend time together.
2. They live in Denmark and visit together often.
3. The girls sometimes play or laugh with Kirsti.
4. Mama told the girls the story of *Gone With the Wind* and helped them remember all the characters’ names.
5. Ellen trained as a skilled performer and used a sophisticated voice to play the part of Melanie.
6. Mrs. Rosen will prepare a roast chicken or surprise us with something else.
7. Mrs. Rosen lit the Sabbath candle and recited the prayer in Hebrew.
8. The Rosens heard that they must leave town and quickly went into hiding.
9. The Johansens knew that they must protect Ellen and created a plan.
10. They would hide Ellen in their apartment and keep her safe from the soldiers.
11. Ellen tried to take off her necklace and struggled with removing it.
12. Annemarie knew she had to move hastily and broke the chain.
13. She concealed the necklace in her hand and clasped it there.
14. The soldier ripped the photograph and stalked out of the apartment.
Page 28  Irregular Verbs
1. came  
2. written  
3. ate  
4. drank  
5. done  
6. rode  
7. worn  
8. taught  
9. won  
10. grown  
11. began  
12. left  
13. told  
14. gone  
15. seen

Page 29  Irregular Verbs
1. come  
2. spoke  
3. chosen  
4. forgotten  
5. fallen  
6. frozen  
7. stolen  
8. took  
9. lost  
10. said  
11. caught  
12. said  
13. found  
14. written

Page 30  Compound Predicates
A. 1. People **band** together and **help** each other during times of hardship.  
2. During a war, some people must **leave** their homes and **lose** their belongings.  
3. But people somehow **carry on** and **survive**.  
4. They **search** for **clean water** and **discover** ways to find food.  
5. Many people **join** the army or **volunteer** to help in other ways.  
B. 6. Annemarie played with the dolls and **shared** them with Ellen.  
7. Kirsti cried and complained about the fish shoes.  
8. Annemarie brushed her hair and handed the brush to Ellen.  
9. Families hid in the house or fled to the forest.  
10. I would have cried and been very afraid.

Grade 5, Problem Solving

Page 31  Adverbs: Comparisons
1. harder  
2. most slowly  
3. softer  
4. more slowly  
5. higher  
6. fastest  
7. more often  
8. most often  
9. earlier  
10. earliest  
11. louder  
12. loudest

Page 32  Adverbs: Comparisons
A. 1. better  
2. best  
3. softly  
4. loudest  
5. slowly  
6. quickly  
7. fastest  
B. Answers will vary.

Page 33  End Punctuation
1. ?  
2. .  
3. . and ?  
4. !  
5. ? and ! and .  
6. ?  
7. ?  
8. .  
9. ! and .  
10. ?  
11. !  
12. .
Page 34  End Punctuation

1. ; declarative
2. ; imperative
3. ; imperative
4. ; imperative
5. ! exclamatory
6. ; declarative
7. ? interrogative
8. ; declarative
9. ? interrogative
10. ! exclamatory
11. ; declarative
12. ? interrogative

Page 35  Adverbs: Comparisons

A. 

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slowly</td>
<td>more slowly</td>
<td>most slowly</td>
</tr>
<tr>
<td>2. carefully</td>
<td>more carefully</td>
<td>most carefully</td>
</tr>
<tr>
<td>3. swiftly</td>
<td>more swiftly</td>
<td>most swiftly</td>
</tr>
<tr>
<td>4. badly</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>5. loudly</td>
<td>more loudly</td>
<td>most loudly</td>
</tr>
</tbody>
</table>

B. Answers will vary.

Page 36  Compound Subject

1. (Michelle and Pete) could not understand the last story problem in the math lesson.
2. (The explanation in the book and the example problems) were confusing.
3. (Pete and Michelle) asked Ms. Felter for help.
4. (Ms. Felter or the student teacher) can answer their questions.
5. (Story problems and geometry problems) are difficult to solve.

Page 37  Compound Subject

1. The art and sculpture of ancient Mexico are on display at the museum.
2. Hannah and I are going to the exhibit.
3. John and Mom are seeing the exhibit with my aunt.
4. Aunt Rose and Hannah picked me up early in the morning.
5. There are long lines and big crowds in front of the museum.
6. Either the front door or the side entrance leads to the exhibit.
7. Mr. Fletcher and his son will buy the tickets.
8. Tuesday or Wednesday would be good days to visit.
9. Aunt Rose, Hannah, and I wait our turn.
10. Hannah and I are jumping up and down with excitement.
11. Aunt Rose and the other adults in line smile at us.
12. The carvings and sculptures inside will be waiting for us!

Page 38  Adjective/Adverb Confusion

1. (strange) adjective
2. (unusual) adjective; (suddenly) adverb
3. (loudly) adverb
4. (weird) adjective
5. (silently) adverb; (carefully) adverb
6. (peculiar) adjective
7. (softly) adverb
8. (good) adjective
Page 39  Adjective/Adverb Confusion
Answers will vary; possible responses given.
1. bizarre mystery
2. clever detective
3. ran quickly
4. yelled loudly
5. puzzling clues
6. carefully studied
7. crafty smuggler
8. loud monkey
9. silently smuggled
10. frantically waved
11. friendly Michael
12. dull day
13. loudly squawking
14. squawked loudly
15. great adventure
16. restlessly sat

Page 40  Compound Subject/Adjective/Adverb Confusion
A. 1. Ali and Jonathan are reading the same book.
2. The detectives and the police officers are meeting tonight.
3. The broken glass and the torn paper seem to be clues.
4. The smugglers and the thieves have been caught.
B. 5. Suddenly
6. excitedly
7. weird
8. quietly
9. strangely
10. accidentally

Page 41  Diagramming Sentences

Page 42  Diagramming Sentences

Page 43  Possessives With Apostrophe
1. Tyler’s baseball
2. The twins’ jump rope
3. Their parents’ tennis shoes
4. the family’s list of missing items
5. your sister’s socks
6. the boys’ toys
7. Mom’s purse
8. their neighbor’s dog
9. Nosy’s bed
Page 44  Possessives With Apostrophe

1. Vikki’s T-shirt
2. the T-shirt’s lettering
3. Ricardo’s camera
4. the camera’s clicks
5. the old woman’s shoes
6. the thieves’ crime
7. the students’ detective agency
8. Zach’s skateboard
9. the man’s limousine
10. the detectives’ CB radio
11. the suspects’ images
12. the detectives’ plans

Page 45  Diagramming Sentences/Possessives

A. 1. crimes have solutions
   The bizarrest of the simplest

B. 2. Jonah’s cousins, Angela and Connor, are detectives. S
3. Connor’s office is in my community. S
4. Angela’s office is in another area. S

Page 46  Compound Sentences

1. Police experts often assist law officers in solving crimes, and help may come from genetic scientist, too.
2. Genetic scientist study DNA, and some of them have found a way to identify DNA prints.
3. A DNA print is a person’s genetic history, and it looks like a keypunch card when printed.
4. DNA prints alone can’t solve a crime, but they can give important information about a suspect.
5. Will all crime labs of the future use DNA printing, or will they continue to depend on fingerprinting?

Page 47  Compound Sentences

1. The judge carried out the trial, and the jury listened to evidence.
2. There were no eyewitnesses to the crime, but the thief was notorious.
3. His wife insisted that Caesar Cella was innocent, but the prosecutor disagreed.
4. Detective Faurot stepped forward, and he took the stand.
5. Everyone stared at Faurot, but he stayed calm.
6. Would Detective Faurot help the accused, or would he help the prosecutor?
7. Detective Faurot had studied a new method, and he began to describe it.
8. The jury might be impressed, or they might not.
Page 48  Verb Tenses
1. investigate present  
2. was questioned past  
3. Is present  
4. will answer future  
5. left past 
6. will start future  
7. will be represented future  
8. is present  
9. is present  
10. was past
11. saw past  
12. feels present

Page 49  Verb Tenses
1. heard 
2. was 
3. came 
4. is 
5. told 
6. sounds 
7. giggled 
8. said 
9. asked 
10. looked 
11. will learn 
12. will be

Page 50  Compound Sentences
Answers will vary; possible responses given.
1. Fingerprinting can be used to solve crimes, and it can be used in other ways.
2. Fingerprints can be left on glass, or they can be left on other surfaces.
3. Fingerprints can help track down criminals, and they can help locate missing people.
4. Fingerprinting are used as evidence, and they are stored in computers.
5. Press your own finger on a glass to leave a print, and pour powder over your print.

Page 51  Subject Pronouns
A. 1. He 4. He 7. She 
2. It 5. They 
3. They
B. Circled pronouns: He, It, They, We, They

Page 52  Subject Pronouns
1. Dr. Sara A. Bisel is an ancient bone specialist. She is known as "The Bone Lady."
2. Dr. Bisel is also a writer. She wrote the book The Secrets of Vesuvius.
3. Ciro took Dr. Bisel to see a Herculanean. He brought Dr. Bisel to a mound.
4. Portia, a skeleton, lay there. She had died violently.
5. Portia had been a bit over 5 feet tall. She was of average height for a Herculanean woman.
6. Dr. Bisel and her team discovered another female skeleton. They saw something shiny on her hand.
7. The skeleton was wearing a ring. It was very old.
8. The Ring Lady was in her mid-forties. She was not very attractive.
9. (Herculaneans) according to Dr. Bisel, had good teeth. They only had a few cavities.
10. (People) today have many more cavities. We have about sixteen of them on average.
11. A male skeleton was near Portia. He was called the Soldier.
12. (The Soldier) was tall for a Roman man. He was about 5 feet 8 inches.
ANSWER KEY

Page 53  Object Pronouns

A.  1. her  4. them
2. it  5. it
3. her or them

B. Circled pronouns: me, you, it, it, them

Page 54  Object Pronouns

1. [Archaeologists] search for artifacts. An artifact can tell them about ancient civilizations.
2. “The Bone Lady” received a call from some [scientists]. The Bone Lady decided to help [them].
3. Dr. Bisel went to Italy to help the [people]. Dr. Bisel visited [them] in Herculaneum.
4. Dr. Bisel learned that [Dr. Maggi] was gone. Dr. Bisel wanted her to bring back the chamber key.
5. Ciro called [Dr. Bisel]. Ciro had something special to show [her].
6. Ciro pointed to a [mound]. Dr. Bisel walked toward it.
7. Dr. Bisel saw a [skeleton]. She brushed earth away from it.
8. The female [skeleton] was badly broken. Dr. Bisel knew something terrible had happened to it.
9. Dr. Bisel picked up a [bone]. She held it in her hands.
10. Dr. Maggi opened the door of an ancient [grave]. Everyone entered it.
11. Dr. Maggi found twelve [skeletons]. Something terrible had happened to [them].
12. Dr. Bisel needed a [flashlight] “Please hand it to me,” she said.

Page 55  Subject Pronouns

A.  1. It is a volcano that erupted nearly 2,000 years ago.
2. They have been excavating the ruins at Herculaneum.
3. She arrived at the site to help them with her knowledge of bones.
4. They help Dr. Bisel in whatever ways they can.
5. They are important to Dr. Bisel.

B. My friend Maria is a famous scientist. [I] visited her just last week at her lab. [She] said to arrive early. [I] did. Microscopes were everywhere. [They] were very powerful. Other people were in the lab. [They] were scientists, too.

Page 56  Compound Predicates

1. Robbers broke into the Smithsonian Institution last night and attempted to steal the world’s largest diamond. (compound)
2. The thieves disarmed and destroyed the security system. (compound)
3. A backup security system had recently been installed and prevented them from opening the gem case. (compound)
4. They could not break the glass with hammers and clubs. (not compound)
5. A security guard captured the thieves and turned them over to the police. (compound)
6. The robbers sat silently at first but later confessed. (compound)
7. Should they hire a lawyer or defend themselves? (compound)
8. The guard told his story to the police and judge. (not compound)
Page 57  Compound Predicates

1. We wrote reports or gave presentations about famous artists and art work.
2. My class planned and prepared their reports for weeks.
3. Kaleigh read about Claude Monet and wrote about his work.
4. Kevin studied Vincent van Gogh and performed a skit about him.
5. I collected information from books and looked at Web sites.
6. Then I focused on Leonardo Da Vinci and painted my own version of the Mona Lisa.
7. I labored over my painting and perfected the colors.
8. Sasha watched a video about the Impressionists and summarized it.
9. Taylor, Beth, and Tim went to the art museum and gathered facts there.
10. Mr. Horowitz took us to the library and helped us find information.
11. Kyle looked for information and found it in the library.
12. We will create videos or perform plays about the artists.

Page 58  Commas in Dates

1. On November 8, 1995, an entire box of peaches disappeared from Mrs. McGuire’s kitchen.
2. A collection of glass cats was stolen on November 9, 1995, from Mr. Horowitz’s garage.
4. On November 11, 1995, the police first took note of this mysterious crime wave.
6. Several minor thefts have been reported from November 8, 1995, through November 10, 1995.
8. On November 18, 1995, the police arrested some suspects.

Page 59  Commas in Dates

When is your birthday? Do you share a birthday with a famous artist? I was born on July 19, 1994. Edgar Degas, a famous painter, was born on July 19, 1834, in France. Degas painted many scenes of ballet dancers.

No one is really certain of the exact date of Jan Vermeer’s birth. It is only known that he was baptized on October 31, 1632, in Delft, Holland. He painted scenes of people at work and play.

Were you born on July 15? Rembrandt was born July 15, 1606. He was another Dutch painter. His paintings have dark shadows and intense lights.

Leonardo Da Vinci was born on April 15, 1452. My mom was born on April 15, 1942—500 years after Leonardo! She shares a birthday with the noted Italian creator of the Mona Lisa and other famous works. Another Italian artist, Michelangelo, was born on March 6, 1475, in Siena, Italy.

It’s fun to find out what famous people share your birthday. Do some detective work and find out who shares yours.
Page 60  Commas in Dates

   2. Detectives interviewed witnesses until August 30, 2002, and then wrote reports.
   3. The case was still open on January 1, 2003.
   5. The case was closed on April 25, 2003.

B. I’m looking for the March 19, 1990, issue of the newspaper. It discusses the Gardner Museum art heist of March 18, 1990. The March 20, 1990, issue claims that the stolen art can’t be sold.

Grade 5, Teamwork

Page 61  Singular and Plural Nouns

A. 1. ride  4. deer  7. friends  10. wolves
    2. route  5. moon  8. buildings  11. fences
    3. town  6. trip

B. 7. friends  8. buildings  9. lions  12. things

Page 62  Singular and Plural Nouns

A. 1. airplanes  5. scarves  7. supply
    2. billboards  6. miles  8. party
    3. engines  7. crosswinds  9. pass
    4. deer  8. shadows

B. 1. supply  2. lunch  5. wolf
    3. party  6. shrimp
    4. pass

Page 63  Capitalization: Titles of Written Works

1. California
2. San Francisco, Here We Come
3. Living in the Golden Gate City
4. Exploring the National Parks in California
5. “Redwoods and Me”
6. San Francisco Chronicle
7. Surfing for the Summer
8. “I’m a San Francisco Baby”
9. The World Almanac and Book of Facts
10. From the Gold Rush

Page 64  Capitalization: Titles of Written Works

1. I went to the library to check out the book My Flight.
2. Have you seen the movie Flying Across the World?
3. Claire is playing the role of Birch in the play Coast to Coast.
4. Omar wrote a poem called “First in Flight” for our project.
5. May I borrow your copy of the Daily News?
6. My favorite song is “Flying Aces Flying High.”
7. This magazine, Journeys, has stunning photos.
8. Would you like to watch the video Sky Voyage with me?
### Page 65  Singular and Plural Nouns/ Capitalization: Titles of Written Works

**A.** 1. authors  
2. books  
3. cloud  
4. movies  
5. teams  

**B.** 6. News  
7. Trips  
8. A  
9. Time  
10. Pal

### Page 66  Imperative Sentences

1. Hand it to me, please.  
2. Research the places you want to visit.  
3. Focus on the things you’ll want to remember.  
4. Find out its hours.  
5. Inquire about tickets.  
6. Tell me all about it.  
7. Take a picture of it for us, please.  
8. Keep them in your backpack.  
10. Check the map for me, please.  

### Page 67  Imperative Sentences

1. Mom looked at me and said, “Roll up the sleeping bags.”  
2. Then she added, “Count the tent stakes.”  
3. “Put the juice on top where it’s easy to reach.”  
4. “Help me tie up this huge bag.”  
5. “Load the ice chest, please.”  
6. Then Dad said, “Find a seat and get comfortable.”  
7. This is what she read: “Turn right at the red house.”  
8. “Look at them again, please.”  
9. “Check for the directions in the map box.”  
10. Then she said, “Watch for a mailbox on the right that looks like a log cabin.”

### Page 68  Understood Subject

1. “Hurry up, please.”  
2. “Wait for Blanca.”  
3. “Don’t miss it.”  
4. “Help me talk Ms. Gabor into taking us there on Friday.”  
5. “Buy your tickets for the class play here.”  
6. “Now pick up your pencil.”  
7. “Find out how many fifth graders in your class want to go.”  
8. “Wear your heavy coat today.”  
9. “Vote for Tasha for class president.”  
10. “Please don’t walk so fast.”

### Page 69  Understood Subject

Circled sentences: 2, 3, 6, 8, 10, 12, 14

### Page 70  Understood Subject

Circled sentences: 3, 4, 7, 8, 9, 10
ANSWER KEY

Page 71  Principal Parts, Regular Verbs

A.  1. traveled
    2. moved
    3. remember
    4. changed

B. verb  present  past  past participle
    5. to travel  travel  traveled  have traveled
    6. to move  move  moved  have moved
    7. to remember  remember  remembered  have remembered
    8. to change  change  changed  have changed

Page 72  Principal Parts, Regular Verbs

A.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to walk</td>
<td>walk</td>
<td>walked</td>
<td>have walked</td>
</tr>
<tr>
<td>to trap</td>
<td>trap</td>
<td>trapped</td>
<td>have trapped</td>
</tr>
<tr>
<td>to chop</td>
<td>chop</td>
<td>chopped</td>
<td>have chopped</td>
</tr>
<tr>
<td>to fish</td>
<td>fish</td>
<td>fished</td>
<td>have fished</td>
</tr>
<tr>
<td>to slip</td>
<td>slip</td>
<td>slipped</td>
<td>have slipped</td>
</tr>
<tr>
<td>to imagine</td>
<td>imagine</td>
<td>imagined</td>
<td>have imagined</td>
</tr>
</tbody>
</table>

B. Answers will vary; possible responses given.
   1. Natasha, Sister, and Toughboy walk through the snow.
   2. They dressed warmly.
   3. They have set the traps.
   4. We have fished in the river.
   5. We walked around the rock.

Page 73  Commas in Compound Sentences

1. Ernest ate his breakfast of cold mush, and then he dished food into bowls for his team of huskies.
2. He harnessed the frisky dogs, but he did not hitch them to the sled yet.
3. The sled was loaded with camping gear, and Ernest added leather booties to the dogs’ feet.
4. Ernest and his team had been practicing for weeks, and they were ready to begin the 100-mile sledding race.
5. Ernest had to be fully prepared, or he would never win.

Page 74  Commas in Compound Sentences

1. Toughboy and Sister are far from home, and they are learning the “old ways.”
2. They need to set traps, but they must do so very quickly.
3. They must leave early in the day, or they would be too tired to do the hard work.
4. Natasha, Toughboy, and Sister carried backpacks, and they each carried a small hatchet.
5. Their clothing was made of animal fur and hide, and it would keep them warm.
Page 75  Principal Parts, Regular Verbs/Commas in Compound Sentences

A.  1. They traveled a long distance yesterday.
    2. The frigid temperatures had cause/caused their faces to turn red.
    3. They quickly have moved to build a fire.
    4. With the roaring fire, their hands have warmed up.
    5. Now their faces have returned to their usual color.

B.  1. Ricky and I are getting dressed to go out into the cold, and we are all bundled up!
    2. We love to play in the snow, but we know it could be dangerous.
    3. We make sure that we are dressed warmly, and we wear only dry clothes.
    4. My boots have a thick, furry lining, and I have them zipped.
    5. Ricky likes to dress in layers, and he wears clothes made of different fabrics.

Page 76  Complete Predicate

1. No one had ever traveled the 4,000-mile length of the Amazon River by kayak.
2. We had been planning the trip for months.
3. Our kayaking expedition was finally ready.
4. This mighty river begins 18,000 feet high in the Andes Mountains.
5. Our group traveled by truck to this spot.
6. We put our kayaks in the river after our arrival.
7. Snow covered our tents each night on the banks of the river.
8. The upper river was often blocked by rock slides.
9. We carried our kayaks around these areas.
10. All of us looked strange in our kayaks and helmets.
11. Our preparations were paying off.
12. We were physically fit and ready for anything.
13. The cold weather and the rock slides couldn’t stop us.
14. Our excited team reached the mouth of the Amazon six months later.

Page 77  Complete Predicate

1. Peter Lourie is a writer who has traveled throughout South America.
2. He visited the Amazon with Marcos Santilli, a Brazilian photographer.
3. Marlui, Marcos’s wife, accompanied the two.
4. Marlui recorded the sounds of the rain forest.
5. Peter Lourie learned to speak some Portuguese to prepare for his trip.
6. That is the language spoken in the Amazon.
7. The three traveled along a rugged road.
8. The jungle was being cut and burned in Rondônia.
9. Fine dust soon covered Peter, Marcos, and Marlui and all their belongings.
10. The area had once been jungle.
11. It was now more developed.

Page 78  Verbs: Past Participles

1. had carried
2. has tried
3. have hauled
4. have departed
5. have stayed
6. has waited
7. has camped
8. have packed
9. has caused
10. has reached
Page 79  Verbs: Past Participles
1. The Amazon has become much more developed during the past decade.
2. Colonist families have come to the Amazon from every part of Brazil.
3. These colonists all had hoped to find a better way of life in the jungle.
4. But they have discovered that life can be quite difficult in the jungle.
5. They have encountered land that was tricky to farm and tend.
6. The colonists have continued to move from one area to another.

Page 80  Complete Predicate
1. is a fascinating place.
2. affects everyone in the world.
3. live very different lives from ours.
4. is easier to travel there now than it used to be.
5. have always wanted to travel to the Amazon.
6. am interested in all the flora and fauna, or plants and animals, there.
7. watched several TV documentaries about the Amazon.
8. seems to be a fascinating mixture of thick jungles and little towns.
9. look very green in some places and brown in others.
10. look like those in a movie about the Old West.

Page 81  Compound Sentences
1. should not be combined
2. Lewis and Clark started west in 1804, and they followed the Missouri River north to the Dakotas.
3. Travel on horseback and by boat was difficult, but nothing stopped the expedition from moving forward.
4. A young Native American woman, Sacajawea, was their guide, and she helped them survive the difficult trip.
5. They wanted to paddle along the Columbia River to reach the Pacific Ocean, but they had to build canoes first.

Page 82  Compound Sentences
Answers will vary; possible responses given.
1. As a child, David Macaulay learned about the ways things were made, and it shows in his writing today.
2. David Macaulay wanted to know how to build things, and so he studied architecture.
3. Macaulay worked briefly as a teacher, but he did not pursue that career.
4. Instead, he began to write and illustrate books, and he has become quite successful.
5. If you are interested in huge structures, you might like his books Pyramid and Cathedral, or you might want to read his Castle.

Page 83  Commas With Last Names Written First
1. Carman, Daniel
2. Cisneros, Julio
3. Davidson, Jennifer
4. Freedman, Stephen
5. Kelley, Erin
6. Pirelli, Pam
7. Shapiro, Iris
8. Swenson, Olaf
10. Werner, Jeffrey
11. Yamanaka, Grace
12. Ziegler, Barry
Page 84  Commas With Last Names Written First
1. Byars, Betsy
2. Conrad, Pam
3. Fines, Ceris
4. Hill, Kirkpatrick
5. Lourie, Peter
6. Macaulay, David
7. Masefield, John
8. Shanley, Jean
9. Webster, Harriet
10. Wilson, Rich

Page 85  Commas With Last Names Written First
1. Amundsen, Roald
2. Byrd, Richard
3. Clark, William
4. Cousteau, Jacques
5. Earhart, Amelia
6. Goodall, Jane
7. Hillary, Edmund
8. Heyerdahl, Thor
9. Lewis, Meriwether
10. Peary, Robert

Page 86  Adjectives: Comparisons
1. best
2. better
3. worst
4. worse
5. better
6. worst
7. best
8. worst
9. better
10. better

Page 87  Adjectives: Comparisons
1. better
2. best
3. best
4. worst
5. better
6. worst
7. worst
8. best
9. worst
10. best

Page 88  Indenting
I. Early Expeditions
   A. Challenger expedition of 1872
      1. Sent out by British
         a. Travel by ship
         b. Underwater exploration
      2. Discovered 4,417 new species of marine life
   B. Charles William Beebe’s bathysphere
II. Robot Submersibles
   A. Descent to very great depths
   B. Discovery and exploration of the Titanic
Page 89  Indenting
I. Types of Sailing Vessels
   A. Multiple Hulls
      1. Catamaran
         a. Twin hulls
         b. Raft
      2. Trimaran
         a. Three hulls
         b. Fast
   B. Single Hull

II. Local Sailing Competitions
   A. Island Cup
   B. Sailabration

Page 90  Adjectives: Comparisons
A. 1. better
    2. worst
    3. better
    4. best
    5. best
B. 6. best
    7. good
    8. worst
    9. best
   10. best

Grade 5, Creative Expression

Page 91  Possessive Nouns
1. Once a month, all my relatives come to our grandparents’ house so the family band can practice.
2. Before the band tunes up, the players eat some of my granny’s chocolate cake.
3. Uncle Johan’s trumpet is still in its case.
4. On the chair is Mom’s shiny flute.
5. Cousin Fritz’s fiddle is standing in a corner.
6. I take out my clarinet, put it together, and check the clarinet’s reed.
7. The men’s drum sets are placed behind all the other instruments and chairs.
8. Soon everyone gathers around the piano in my grandmother’s big living room.
9. The first song we practice is my cousin Trudy’s favorite, “Turkey in the Straw.”
10. We always say good-night after the players’ instruments have all been put away.

Page 92  Possessive Nouns
A. 1. Miss Ida’s porch was our favorite place to gather at the end of the day. S
    2. My parents’ house is the third house on the left. P
    3. I walked all the way to my best friend’s house from school today. S
    4. We went to our neighbor’s yard to play. S
    5. The neighbor’s dog was outside. S
   B. 6. Rosa’s
      7. Shoo Kate’s
      8. students’
      9. Mrs. Fisher’s
     10. sisters’
    11. porch’s
    12. friend’s
Page 93  Adjectives: Comparisons
1. best  4. tiniest  7. easiest  10. funnier
2. youngest, oldest  5. most  8. smarter
3. quieter  6. luckier  9. larger

Page 94  Adjectives: Comparisons
A. 1. better  4. longest  B. Answers will vary.
2. oldest  5. most
3. smarter

Page 95  Possessive Nouns
1. Miss Ida’s  6. sun’s
2. Mr. Fisher’s  7. father’s
3. family’s  8. ‘Fishers’
4. Marian Anderson’s  9. story’s
5. audience’s  10. Uncle Henry’s

Page 96  Principal Parts of Regular Verbs
1. fall, remember (present, present)
2. dreamed, discussed (past, past)
3. describes (present)
4. pushed (past)
5. has developed, have disappeared (past participle, past participle)
6. imagines (present)
7. attended, works (past, present)
8. enjoyed, wonder (past, present)

Page 97  Principal Parts of Regular Verbs
A. 1. saw/past  2. has asked/past participle
3. helped/past  4. worked/past
5. remembered/past  6. recognized/past
7. has wandered/past participle
B. | Present | Past | Past Participle |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
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<td>have/has enjoyed</td>
</tr>
<tr>
<td>watch</td>
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<td>have/has watched</td>
</tr>
<tr>
<td>laugh</td>
<td>laughed</td>
<td>have/has laughed</td>
</tr>
<tr>
<td>check</td>
<td>checked</td>
<td>have/has checked</td>
</tr>
<tr>
<td>open</td>
<td>opened</td>
<td>have/has opened</td>
</tr>
</tbody>
</table>
Page 98  Apostrophe in Contractions
1. Washington Irving’s *The Legend of Sleepy Hollow* is a story you won’t want to miss.
2. This famous tale is one of the scariest I’ve read.
3. The story is really spooky, so don’t ever read it when you’re alone.
4. And you shouldn’t read it on a dark, moonless night.
5. The story’s main character, Ichabod Crane, isn’t as clever as his rival.
6. The two men want to marry the same young woman because she’s rich and beautiful.
7. Ichabod probably could’ve married the young woman, but he’s tricked by his rival.
8. After I read about Ichabod Crane’s face-to-faceless meeting with the headless horseman, I wouldn’t ride along a country road at midnight.
9. Although I knew that the tale is a ghost story, I wasn’t expecting anything as exciting.
10. And I know it’s a book you’ll enjoy.

Page 99  Apostrophe in Contractions
1. won’t, it’s
2. don’t
3. wasn’t
4. isn’t
5. shouldn’t
6. hadn’t, wouldn’t
7. should’ve
8. she’s
9. doesn’t
10. won’t

Page 100  Apostrophe in Contractions
1. B
2. F
3. C
4. H

Page 101  Diagramming Sentences
students will perform play  
The most talented a musical  

Juanita is practicing song
Juanita is practicing her first

Page 102  Diagramming Sentences
A. 1. A very famous actor read a short story.
2. The only yellow car carried the happy couple.
Page 103  Capitalization

1. “I can’t decide what to demonstrate for the class tomorrow,” said Richard, putting his head in his hands.
2. “I’m going to demonstrate cleaning my hamster’s cage,” replied Rachel.
3. “Mr. Rice said I could bring Henry to school,” she continued, grinning at the thought.
4. “That’s a great idea!” said Richard. “Maybe I’ll talk about how I make cupcakes with Aunt Dora.”
5. “Yum!” said Rachel. “Where would you bake them, though?”

Page 104  Capitalization

A. 1. Manuel was going to perform Richie Valens’s “La Bamba” for the talent show.
2. Mr. Roybal promised Manuel that the record player would be fixed in time for the talent show.
3. “This is going to be the best performance of the show,” Manuel thought to himself.
4. When the record player got stuck and he had to sing the same line over and over, Manuel was very embarrassed.

B. 6. Manuel’s brother Mario was not interested in Manuel’s performance.
7. Mr. Roybal was nervous because this was his first year as the school’s talent coordinator.

Page 105  Capitalization

A. 1. “I hope this isn’t a disaster, like the flashlight experiment I did for the first-grade science fair,” thought Manuel.
2. Manuel was a student at John Burrows Elementary School.
3. Mr. Roybal announced Manuel Gomez as the next performer.
4. Manuel and Mario are brothers.
5. Manuel told his father that the record player was supposed to get stuck.

B. Students will write correctly ten words they choose from the sentences.

Page 106  Four Sentence Types

1. Jimmy bounced into his sister Helen’s room.
2. “What do you want, Jimmy?”
3. “Watch my grrrrreat magic trick!”
4. Jimmy spun around, making his cape flap wildly.
5. Helen shouted, “Look out!”
6. “You almost knocked the lamp over!”
7. “Watch me disappear!” or “Watch me disappear.”
8. Jimmy dashed out of the room.
9. Helen closed her door.
10. What can you do about a five-year-old brother who thinks he’s a great magician?
11. “I’m sure he’ll be back soon.”
12. “He is pretty cute, even if he’s a pain sometimes,” she thought.
**Page 107**  
**Four Sentence Types**

A. 1. interrogative  
2. exclamatory  
3. declarative  
4. imperative  
5. declarative  
6. exclamatory  

B. 7. Do you like the screenplay? (interrogative)  
8. I can’t believe my sister is performing at my school! (exclamatory)  
9. He asked me a lot of questions. (declarative)  
10. Don’t do the performance. (imperative)

**Page 108**  
**Adverbs**

1. quickly  
2. first  
3. always  
4. warmly  
5. busily  
6. now, later  
7. tomorrow  
8. perfectly  
9. enthusiastically  
10. proudly  
11. often  
12. someday

**Page 109**  
**Adverbs**

A. 1. Judy burst loudly into the kitchen. *how*  
2. Judy frequently embarrasses her older brother. *how often*  
3. I saw that episode on TV yesterday! *when*  
4. Doug was happily surprised by Judy’s performance. *how*  
5. Judy looked everywhere for Doug. *where*

B. Answers will vary.

**Page 110**  
**Adverbs**

A. 1. happily; *how*  
2. reluctantly; *how*  
3. Afterward; badly; *when, how*  
4. suddenly; *when*  
5. easily; *how*  

B. 6. carefully  
7. slowly  
8. sleepily  
9. enthusiastically  
10. quickly

**Page 111**  
**Possessive Pronouns**

1. her  
3. your, mine  
5. Your, Your, My  
7. my  
9. Our, theirs  
2. her  
4. our  
6. her, Ours  
8. his, mine  
10. my, theirs

**Page 112**  
**Possessive Pronouns**

A. 1. Benjamin is her baby brother.  
2. He crawled to his father lying on the old quilt.  
3. Dinah wants to use her fame to do something good for the environment.  
4. Their school principal might support a recycling program.  
5. Which is your favorite candidate?

B. 6. my  
7. her  
8. his  
9. their  
10. our
Page 113 Underlining and Italics

1. Hank’s ecology club had seen the movie *Understanding Wolves*.
2. The club members were looking through the magazine *Nature World* for help in choosing a community project.
3. They were excitedly looking for the absolutely perfect project. [Absolutely or absolutely perfect is also acceptable.]
4. Hank was at the zoo on Saturday, and he saw that they really needed a new home for their Mexican wolves.
5. At the zoo, he had seen a special film called *The Wolfkeepers*.
6. It showed a really great plan to raise money for the new home. [Really or really great is also acceptable.]
7. “Now if I can only convince the rest of the members,” he thought.
8. Another member of the club, Betty, said, “I think it is important for everyone to become a wolfkeeper.”
9. “I have a terrific idea!” she told the club members.
10. “Maybe we can show the movie *Dances With Wolves* as a way to let people know about our project.”

Page 114 Underlining and Italics

1. *Dinah for President* was written by Claudia Mills.
2. The first book about Dinah is called *Dynamite Dinah*.
3. Dinah is very devoted to the environment.
4. Her idea to carry the school’s garbage around for an entire day showed determination.
5. The club members were looking through the magazine *Nature World* for help in planning a community project.
6. If she were running for class president at my school, I would definitely vote for her.
7. This is the easiest exercise in the book.
8. They were excitedly looking for the absolutely perfect project.
9. Dinah’s classmates threw away ten bags of garbage in one day!
10. Most of the garbage was recyclable.

Page 115 Possessive Pronouns

A. 1. The garbage bags are hers.
2. There were ten bags of garbage in front of her locker.
3. The first chair was his.
4. Mr. Dixon organized their debate.
5. Dinah is our favorite candidate.
B. 6. Dinah practiced her speech over and over again.
7. The students cast their votes after the debate.
8. That garbage is my.
9. (His) speech was about sports.
10. Is this jacket yours? 
**Page 116  Main Verb/Helping Verb**

1. Jackie is planning an oral report about the Civil War.
2. She has chosen the topic of Civil War nurses.
3. She has read many books to get information for her report.
4. She will study information in the encyclopedia, too.
5. During the Civil War, women did not sit at home while the men were fighting.
6. Many Southern women broke tradition and worked in hospitals.
7. A few brave women served as nurses on the battlefield.
8. Clara Barton had delivered bandages, splints, medicine, food, and candles to Union field hospitals.
9. She had also helped bandage wounds and had fed the patients.
10. Jackie might like a career as a nurse, too.
11. She will plan carefully for the future.
12. Her parents have encouraged her.

---

**Page 117  Main Verb/Helping Verb**

A. 1. The story about the Gettysburg Address (was) published.
2. I (had) always thought that Lincoln wrote the address on the train.
3. People (were) expecting a longer speech from the president.
4. Lincoln was worried that he (had) disappointed his audience.
5. I think I (will) memorize the Gettysburg Address.

B. 6. Our class will participate in a statewide public speaking event next week.
7. I will present the Gettysburg Address.
8. I have memorized the whole speech.
9. My best friend is reading the Emancipation Proclamation.
10. All of us are hoping we will win.

---

**Page 118  Quotation Marks**

1. William asked, “What should we use to illustrate our report on the Battle of Gettysburg?”
2. “We should make a map to go with the report,” answered Antonio.
3. “That’s a great idea, and this book has a map we can use,” said William.
4. “This map shows where both armies were during the battle,” he added, pointing to the page.
5. “Is there a map to show how each army marched to Gettysburg?” Antonio asked, flipping through the book.
6. William said, “I think I saw a map like that at the beginning of this chapter.”
7. “Look at the picture of the uniforms and equipment!” exclaimed Antonio.
8. “Maybe a picture of the uniforms would be more interesting,” he suggested as he studied the book.
9. William answered excitedly, “I’ll make a map and you can draw pictures of the uniforms.”
10. “That will make our report twice as great!” agreed Antonio.
ANSWER KEY

Page 119  Quotation Marks
A. 1. “Please don’t go,” begged Mary. 6. “I have a dream,” Martin Luther King, Jr. stated.
     2. “I would be honored to attend,” Lincoln wrote 7. A member of the audience remarked, “It was back.
a moving speech.”
     3. “Four score and seven years ago,” is the 8. Patrick Henry proclaimed, “Give me liberty, or beginning of the famous Gettysburg Address.
give me death.”
     4. Lincoln wrote to a friend that the audience was 9. “What is a man without the beasts?” asked “disappointed.”
          the army, “Congratulations on Chief Seattle.
your great success.”
     5. Lincoln said to the army, “Congratulations on 10. “We hold these truths to be self-evident,” are
          your great success.” words from the Declaration of Independence.

Page 120  Main Verb/Helping Verb and Quotation Marks
      ceremony?” they asked.
     2. His wife was urging him not to go. (was) 7. “I would love to,” he replied.
     3. His young son had died the year before. (had) 8. The news reporter predicted, “The speech
     4. Few people in the crowd were cheering for would become famous.”
          him. (were)
     5. Gus is reading the Gettysburg Address at the 9. “That’s one small step for a man; one giant leap next Speech Contest. (is)
          for mankind,” said Astronaut Neil Armstrong.

GRADE 5, Managing Information

Page 121  Understood Subject
The following sentences have understood subjects.
4. “Get hustling,” Pa said, patting him on the back.
5. “Find those horses!”
6. “Keep an eye out for snakes, too.”
8. “Wait for me!” Jeb turned to see his youngest brother.

Page 122  Understood Subject
A. 1. (You) set the table for dinner. 4. (You) chew every bite thoroughly.
     2. (You) put the spaghetti in the boiling water. 5. (You) relax and enjoy your dinner.
     3. (You) do not let the sauce burn. B. Circle 7, 9

In the Spotlight/America’s Journal • Answer Key 207
Page 123  Commas
1. “Dad, where are we going?” asked Mike.
2. Pausing for a moment, his father said they were going to travel along the Oregon Trail.
3. “The Oregon Trail is long, filled with ruts, and difficult to travel over,” Mike complained.
4. “Although there will be problems, I think it will be an exciting, interesting, and unusual adventure,” Dad responded.
5. Mike exclaimed, “I am ready, willing, and eager to get started.”

Page 124  Commas
1. My favorite fruits are grapes, blueberries, and apples.
2. Dad, have you seen my baseball glove anywhere?
3. Far across the flowing fields of grain, we saw the mountains rise.
4. Our family has visited Lake Superior, Lake Michigan, and Kentucky Lake.
5. Because I like to travel, I look forward to each vacation.
6. Gleaming in the sunlight, the train looked huge and powerful.

Page 125  Commas
1. You will need to bring markers, pencils, and paper.
2. C
3. Adrienne, Shel, and Joe are my best friends.
4. C
5. After we have lunch, we can play kickball.
6. Swimming, running, and biking are all good exercise.
7. Jose, have you ever been hiking in the mountains?
8. C
9. You will need the right boots, socks, and backpack.
10. Kristin, get a bottle of water for Peter.

Page 126  Verbs: Participles
A. 1. On July 1, 1862, a big story had appeared in the news.
2. President Lincoln had signed the Pacific Railroad Act.
3. Work on the Central Pacific Railroad had started in California.
4. Workers had placed track through the rugged Sierra Nevada.
5. They had moved west across the Great Plains to the Rocky Mountains.
B. 6. The two companies had raced to see who could lay the most track.
7. The federal government had helped pay for the track.
8. The Central Pacific crews have moved as fast as the Union Pacific workers.
9. Sometimes the workers had stopped to tunnel through mountains.
10. They all had worked very long and hard.

Page 127  Verbs: Participles
A. 1. has ridden
2. has given
3. have raced
4. have owned
5. have proven
B. 6. worn
7. chosen
8. shielded
9. kept
10. protected
## ANSWER KEY

### Page 128 Pronoun Contractions

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### Page 129 Pronoun Contractions

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<td>It’s</td>
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### Page 130 Pronoun Contractions

**A.**
1. we’d—we would
2. I’m—I am
3. she’s—she is
4. We’re—We are
5. I’ve—I have

**B.**
6. You’re
7. They’re
8. It’s
9. we’re
10. you’re

### Page 131 Articles: A, An, and The

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<td>The, a</td>
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<td>a</td>
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### Page 132 Articles: A, An, and The

**A.**
1. The
2. An
3. A

**B.**
4. The
5. A
6. the

7. the
8. a

### Page 133 Comma with Quotations

1. “I bought the tickets for the trip to America,” said Papa. “We will leave in the spring.”
2. Marta asked, “Why can’t we leave today, Papa?”
3. “There are many things to prepare before we can set sail for America,” said Mama.
4. “Jon and I must build a big trunk to hold all of our belongings,” said Papa.
5. Mama said, “You and I must make new clothing for everyone in the family.”

### Page 134 Commas with Quotations

1. “Old coats for fifty cents,” said the pushcart peddler.
2. Marco replied, “My parents slept in a tiny bedroom to the rear.”
3. “Isn’t it wonderful how the water comes,” said Mama.
4. Papa said, “There is water with just the twist of a handle.”
5. “Run to the baker and buy some bread,” Mama told him.
### Page 135  Articles: A, An, and The

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### Page 136  Predicate Adjectives

Answers will vary. Possible answers include:

1. The fireplace seems warm.
2. The lake was frozen.
3. The rainfall was not heavy.
4. The sun was bright in the sky.
5. Dinner smells delicious.

### Page 137  Predicate Adjectives

**A.** 1. suspicious  
2. important  
3. serious  
4. noisy  
5. red  

**B.** 6. The tortoise was slow.  
7. The hare was fast.  
8. The ending was a surprise.  
9. This story seems amusing.  
10. The animals appear wise.

### Page 138  Homophones

Answers will vary. Possible meanings include:

1. knew: past tense of know  
   new: for the first time  
2. blew: past tense of blow  
   blue: a color  
3. principal: the head of a school  
   principle: a rule of personal behavior  
4. sail: a canvas that catches the wind and causes a boat to move  
   sale: the selling of goods for less that the usual cost  
5. flour: fine ground grain used in baking  
   flower: the blossom on a plant  

### Page 139  Homophones

**A.** 1. hear  
2. hole  
3. break  
4. not  
5. through  

**B.** 6. know—understand; no—negative  
7. there—position; their—belonging to them  
8. seller—one who sells; cellar—basement  

### Page 140  Predicate Adjectives/Homophones

**A.** 1. frightening  
2. yellow, blue  
3. spicy  
4. soothing  
5. fine  

**B.** 6. B  
7. C  
8. A  

**9. A**  
**10. B**
**Page 141  Combining Sentences**

Answers will vary. Possible responses include:

1. Paul enjoys reading books and listening to classical music.
2. Rosa is the tallest and smartest girl in the class.
3. Peg might play chess, or she might play soccer.
4. Ann has a bad cold, but she is feeling better.
5. Mia can speak Japanese, English, and French.

**Page 142  Combining Sentences**

1. My baseball team practices every Wednesday and plays a game every Saturday.
2. Daneeda and Inez play jacks very well.
3. I enjoy playing piano and singing in the children’s choir.
4. Tillie and Glub are the names of my pet fish.
5. My family likes to play games and watch movies.

**Page 143  Indenting**

Check to see that students have indented the first word in the paragraph. Also check to see that dialogue of each speaker is indented on a new line.

**Page 144  Indenting**

It was dark and stormy as I walked slowly up the sidewalk of the old Trembly place. Dry leaves and weeds crunched under my feet.

I wished I had never agreed to go help Mr. Trembly. Kids in the neighborhood all said he was mean. Some whispered that the house was haunted.

At last I made it to the door. The old knocker creaked as I lifted it. It fell with a loud thump. Then I heard shuffling footsteps. My heart thumped as the door creaked open.

“Hello,” I squeaked.

“Good evening,” replied the elf-like old man in the doorway.

**Page 145  Combining Sentences**

1. Juwon loves basketball and practices every day for hours.
2. Chess is fun but challenging.
3. The drama club and orchestra present a musical.
4. Mr. Stiely and Ms. Thompson help direct the production.
5. Jorge tried out for the lead part and got it.

**Page 146  Possessive Pronouns**

A. 1. their
2. her
3. my
4. mine
5. her

B. 6. Which dresses in the closet are hers?
7. This is their collection of dried flowers.
8. I am enjoying his book.
9. Her disappointment showed clearly.
10. Is this his idea of a joke?
Page 147  Possessive Pronouns
A. 1. their  
2. mine  
3. her  
4. ours  
5. their  
B. 6. The tornado destroyed everything in its path. 
7. My baby sister thinks that every toy is hers. 
8. Soldiers keep their uniforms clean and neat.

Page 148  Conjunctions
Answers will vary somewhat. Possible sentences include:  
1. I enjoyed reading The House of Dies Drear, but I didn’t like Toliver’s Secret.  
2. Fossils are the skeletons of animals that lived long ago, and they are difficult to find.  
3. I can play tennis well, but I’m just learning how to swim.  
4. Will I have stew, or will I have pasta for dinner?  
5. I have visited San Francisco, and I have traveled to Los Angeles.

Page 149  Conjunctions
A. 1. and compound subject  
2. but compound predicate  
3. nor compound subject  
4. or compound predicate  
B. 5. The squirrel scampered up a tree, but it stopped to scold me.  
6. I fill the bird feeders every week, so the birds have food to eat.  
7. We will have to buy a squirrel-proof feeder, or our birds will never get to eat.

Page 150  Possessive Pronouns
A. 1. C  
2. G  
3. C  
4. F  
B. 5. their  
6. their  
7. their  
8. him  
9. her  
10. his

GRADE 5, Community Involvement

Page 151  Direct Object
1. hid (San Francisco Bay)  
2. reached (area)  
3. established (fort)  
4. opened (mission)  
5. governed (California)  
6. started (center)  
7. discovered (gold)  
8. helped (economy)  
9. brought (travelers)  
10. caused (damage)  
11. rebuilt (city)  
12. completed (Golden Gate Bridge)

Page 152  Direct Object
1. V-fixed; DO—breakfast  
2. V-eat; DO—cereal  
3. V-like; DO—pancakes  
4. V-provides; DO—energy  
5. V-cooks; DO—meals  
6. V-love; DO—feasts  
7. V-carved; DO—melons  
8. V-drew; DO—faces  
9. V-melted; DO—butter  
10. V-received; DO—ovation

212  America’s Journal/Cityscapes • Answer Key
**Page 153**  **Subject/Verb Agreement**

1. visit  
2. buys  
3. excites  
4. likes  
5. take  
6. meets  
7. watch  
8. feeds  
9. visit  
10. enjoy  
11. serve  
12. carry  
13. make  
14. use  
15. welcomes

**Page 154**  **Subject/Verb Agreement**

1. has  
2. loves  
3. enjoy  
4. jog  
5. relax  
6. towers  
7. appreciate  
8. stays  
9. go  
10. offers

**Page 155**  **Direct Object and Subject/Verb Agreement**

A. Circle sentences 2, 3, and 5.  
B. 6. Water offers; correct  
7. Barges carries; carry

**Page 156**  **Simple Subject**

1. Jen  
2. She  
3. sidewalk  
4. friends  
5. scooter  
6. Jen  
7. foot  
8. scooter  
9. All  
10. Everyone  
11. They  
12. riders  
13. Dogs

**Page 157**  **Simple Subject**

1. Cory  
2. family  
3. cars  
4. Someone  
5. mall  
6. food court (or court)  
7. We  
8. stores  
9. general store (or store)  
10. People  
11. mall  
12. Friends

**Page 158**  **Pronouns/Contractions**

1. It’s  
2. There  
3. Its  
4. Who’s  
5. your  
6. they’re  
7. Whose  
8. their  
9. you’re  
10. There’s  
11. it’s  
12. theirs

**Page 159**  **Pronouns/Contractions**

1. there’s  
2. theirs  
3. your  
4. It’s  
5. You’re  
6. Who’s  
7. they’re  
8. its  
9. Whose  
10. There’s  
11. their  
12. there

**Page 160**  **Simple Subject and Pronouns/Contractions**

A. 1. Everyone at the parade  
2. Several bands from local towns  
3. Horses in shining gear  
4. Men in funny costumes  
5. They  

B. 6. your  
7. there’s  
8. its  
9. their  
10. who’s
### Page 161  Predicate Adjectives

1. The school's trash bin looked ugly with its daily load of wastepaper.
2. Teri was unhappy that her school threw out so much trash.
3. It seemed so wasteful.
4. She felt awful about the trash problem.
5. However, Teri was confident that recycling would work.
6. Mr. Sanchez, the principal, appeared pleased.
7. Soon the whole school became excited about recycling.
8. Volunteers from each class were important.
9. Teri was delighted with the program's success.
10. Her friends seemed eager to expand the program.
11. A garbage-collection area nearby was unattractive.
12. On hot days, it smelled terrible.
13. One solution appeared easy.
14. The residents would be helpful in cleaning up the area.

### Page 162  Predicate Adjectives

1. healthy
2. careful
3. blue
4. green
5. cute, helpless
6. happy
7. broken
8. wonderful
9. soft
10. graceful

### Page 163  Subject and Object Pronouns

**A.**
1. I
2. It
3. We
4. You
5. They
6. She

**B.**
7. you
8. it
9. her
10. me
11. them
12. us

### Page 164  Subject and Object Pronouns

**A.**
1. I; subject
2. us; object
3. she; subject
4. We; subject
5. me; object
6. It; subject
7. you; object
8. us
9. her
10. They
11. he

### Page 165  Subject and Object Pronouns

**A.**
1. B
2. G
3. C
4. F
5. B
6. him
7. He
8. him
9. I
10. them
**Page 166  Simple Predicate**

1. Today, many companies are making newspapers, boxes, magazines, and many other things from paper.  
2. We often use these paper products only once.  
3. Some people have stopped this waste!  
4. They bundle old newspapers, magazines and cardboard boxes.  
5. These discarded items are sold to recycling plants.  
6. The recycling plants shred the old newspapers, boxes, and magazines into tiny pieces.  
7. The shredded paper is mixed with water.  
8. This process forms a gooey paper pulp.  
9. Machines spread the pulp onto screens to dry.  
10. With a little work, old trash is turned into recycled paper.  
11. You can join the recycling effort too.  
12. Newspapers can be stacked in the kitchen or garage for recycling.  
13. Many people return cans and bottles to the supermarket.  
15. Aware consumers are our planet’s best friends!

**Page 167  Simple Predicate**

1. horses / compete  
2. thousands / fill  
3. Millions / watch  
4. Thoroughbreds / can run  
5. jockey / guides  
6. Kentucky Derby / began  
7. Horses / race  
8. jockeys / wear  
9. Everyone / enjoys  
10. race / entertains

**Page 168  Hyphens and Colons**

1. Darren helped his great-grandmother Ida with grocery shopping on Saturday morning.  
2. These foods were on the shopping list: skim milk, carrots, juice, recycled paper towels.  
3. On Saturday afternoon, Darren took a job as a baby-sitter for the Hsu twins.  
4. They went to a nearby park, where the twins did the following: rode on the merry-go-round, slid on the slide, and played on the swings.  
5. Darren took black-and-white photos of the twins while they were playing.  
6. The twins had a new toy, a jack-in-the-box.  
7. With Darren’s help, the twins made the following guest list: Ana, Julio, Craig, and Kimiko.  
8. Then Darren’s brother-in-law drove him home.

**Page 169  Hyphens and Colons**

1. By mid-July everyone is hot and bored with summer.  
2. Families begin thinking about one of the following things: vacations, visits, or summer camps.  
3. Gramps goes to the All-Star game with his daughter and son-in-law.  
4. I spend twenty-one glorious days at world-famous Camp Winonka.  
5. The letter said to bring these items: twin sheets and pillowcases, towels, and toiletries.
**Page 170  Simple Predicate/Hyphens and Colons**

A. 1. is becoming  
    2. throw  
    3. should recycle  
    4. pollutes  
    5. harms  

B. If you check your trash you will find all kinds of things there (6. :) day, (7. –) old food, pencils, paper and lots of other things. You can recycle some of the stuff (8. :) cans, glass bottles, and newspapers. Our class of twenty (9. –) one kids had a drive to recycle as much paper as possible. We collected thirty (10. –) seven boxes full!

**Page 171  Verb Tenses**

1. Yesterday I **bathed** my dog, Snickerdoodle. past  
2. I **volunteer** at the animal shelter on Tuesday afternoons. present  
3. My fifth grade class will hold a car wash for the animal shelter next week. future  
4. We **lost** our cat, Mr. Whiskers, this morning. past  
5. I will call the animal shelter right now. future  
6. The shelter rescues many lost cats and dogs in my town. present  
7. Luckily, a good friend of mine **answered** the phone. past  
8. A wet and dirty Mr. Whiskers **arrived** there a few minutes ago. past  
9. Now I feel much better. present  
10. Mom will bring that naughty cat home after work today. future

**Page 172  Verb Tenses**

A. 1. will build—future  
    2. need—present  
    3. occurred—past  
    4. will use—future  
    5. are—present  

B. 6. learned  
    7. teaches  
    8. will start

**Page 173  Adverbs: Comparison**

A. 1. more safely  
    2. more quickly  
    3. more beautifully  
    4. faster  
    5. more cheerfully  

B. 6. most swiftly  
    7. most neatly  
    8. soonest  
    9. most effortlessly  
    10. fastest

**Page 174  Adverbs: Comparison**

A. 1. faster  
    2. fastest  
    3. harder  
    4. most quickly  
    5. more easily  

B. Sentences may vary.  
   6. The umpire arrived **later** for the game than the pitcher.  
   7. The kids waited **most eagerly** of all the fans for the first inning.  
   8. The second batter hit the ball **farther** than the first batter.
Page 175  Verb Tenses/Adverbs: Comparison

A. 1. C  
    2. J  
    3. A  
    4. H  
    5. D  
B. 6. closest  
    7. more carefully  
    8. more poorly  
    9. most fearfully  
    10. lower

Page 176  Sentence Fragments

1. sentence
2. fragment; Possible answer: Happy children and smiling adults were chattering excitedly.
3. sentence
4. fragment; Possible answer: Hundreds of happy and hungry people began to set up picnic tables.
5. fragment; Possible answer: Then the band began playing their musical instruments loudly and singing favorite songs.
6. sentence
7. fragment; Possible answer: Some of the youngsters were running to the lake.
8. fragment; Possible answer: It was a fitting way to celebrate the nation’s birthday.

Page 177  Sentence Fragments

1. community / has
2. These people make you sit up and take notice.
3. Usually these people attract lots of attention.
4. Not all the interesting characters are in story books!
5. They / can be found
6. They enjoy making the crowd gasp in shock or laugh in delight.
7. dramatists / add

Page 178  A, An, and The

1. a  
2. a  
3. an  
4. a  
5. the  
6. the  
7. an  
8. an  
9. an

Page 179  A, An, and The

1. the  
2. A  
3. An  
4. The  
5. the  
6. a  
7. an  
8. A  
9. a

Page 180  Sentence Fragments

A. 1. B  
2. H  
3. A  
4. H