

Grade 5



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# Grammar & Punctuation

GRADE  
**5**

Correlated to State Standards

- 25 rule charts
- 3 practice pages for each rule
- CD-ROM
  - animated, colorful rule charts
  - printable practice pages
  - skills review and record sheet
- Answer key

Compound Sentences  
**Verb Tenses**

Subjects & Predicates  
**Adverbs**

Prepositions  
**Commas**

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# Grammar & <sup>GRADE</sup>5 Punctuation

Provide regular practice with important grammar and punctuation rules and watch your students' writing improve!

*Grammar and Punctuation, Grade 5* presents 25 grade-appropriate rules followed by three activity sheets for practicing each rule.

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## Correlated to State Standards

Visit  
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# About the Book

The features of *Grammar and Punctuation, Grade 5* include:

## 25 Rule Charts

Reproduce these charts on overhead transparencies for ease of presentation.

Choose the rules and the order of use that are appropriate to the needs of your students.

Review the charts regularly.



## 3 Practice Pages for Each Rule

Use as many reproducible practice pages as appropriate for your students. These pages may be used with the whole class or as independent practice. You may wish to do a single practice page each time you review a rule.



## Answer Key

A complete answer key begins on page 105.

# About the CD-ROM

## Loading the Program

1

Put the CD in your CD drive. This CD-ROM contains both Windows and MacOS programs.

Your computer will recognize the correct program.

2

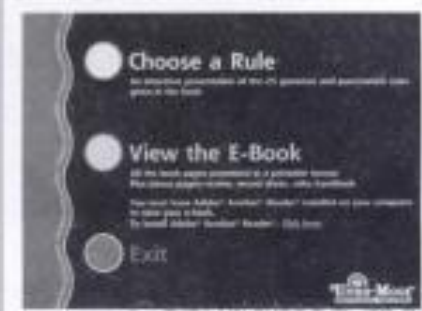
On some computers, the program will automatically start up. If the program does not start automatically:

**Windows**—go to *My Computer*, double click on the CD drive, then double click on *Begin.exe*.

**MacOS**—double click on the CD icon on your desktop, then double click on *Begin*.

3

After the program starts, you will arrive at the main menu.



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## Main Menu Features

### Choose a Rule

It's never been more fun to practice grammar and punctuation! The 25 rule charts found in the book are presented in full-color with an interactive element. To present a whole-class lesson, connect your computer to a projection system. As a review, students may be instructed on how to access specific rule charts during their computer time.

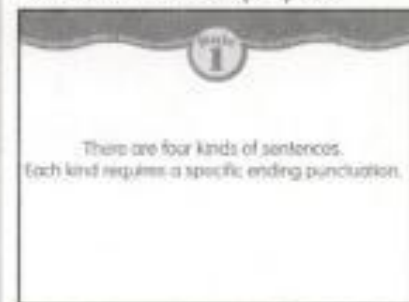
1

Click the **Choose a Rule** button to display the list of rules.



2

Click on a rule in the list of rules. The rule will be displayed.



3

Click on the arrow button.

Rule explanations and examples will be displayed.



4

When you're finished, click on **Back** to go back to the rules list or click on **Home** to go back to the main menu.

### View the E-Book

- The rule charts, practice pages, and answer key are presented in a printable electronic format. You must have Adobe® Acrobat® Reader™ installed to access the e-book. (See installation instructions in sidebar.)
- You may scroll through the entire book page by page or open the "Bookmarks" tab for a clickable table of contents.

**Hint:** This symbol, + for Windows or ⌵ for MacOS, means that you can click there to expand this category.

- To print pages from the e-book, click on the printer icon. A print dialog box will open. Enter the page or pages you wish to print in the print range boxes. (At the bottom of the screen, you can see which page of the e-book you are viewing.)
- To exit the e-box, simply "X" out until you return to the main menu.



### E-Book Bonus

- Grammar and Punctuation Review**  
This four-page review provides a means of evaluating your students' acquisition of the grammar and punctuation skills presented.
- Student Record Sheet**  
On the student record sheet, the grammar and punctuation skills are keyed to the practice pages and the test items.
- Reproducible Rules Handbook**  
Each rule is shown with room for students to write their own examples of the rule.

### Installing Adobe® Acrobat® Reader™

You need to have Acrobat Reader installed on your computer to access the e-book portion of the CD-ROM. If you do not have Acrobat Reader, go to the main menu of the CD and follow these instructions:

- Place your cursor over the **Click Here** link. Wait for the hand and then click.
- When you see the Acrobat Reader Setup Screen, click the "Next" box.
- When you see the Destination Location Screen, click the "Next" box.
- When you see the Setup Complete Screen, click "finish."

Your system will now shut down in order to install Acrobat Reader. Some systems will automatically restart. If yours does not, start it up manually.

### Exit

This button closes the program.

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# Rule 1

There are four kinds of sentences.  
Each kind requires a specific ending punctuation.

- A **declarative sentence** is a statement. It ends with a period (.).

*Whales live in the ocean.*

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

*Have you ever seen a real whale?*

- An **imperative sentence** commands someone to do something. It ends with a period (.).

*Don't throw trash into the sea.*

- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).

*That whale is enormous!*

## Kinds of Sentences

# Name the Sentence

**Rule  
1****declarative** – tells something

.

**interrogative** – asks something

?

**imperative** – commands or requests something

.

**exclamatory** – expresses strong feeling

!

**A** Add the correct punctuation at the end of each sentence and write the type of sentence on the line.

1. At what time does the soccer game begin

\_\_\_\_\_

2. Let's meet at the park for a picnic

\_\_\_\_\_

3. Don't put your feet on the furniture

\_\_\_\_\_

4. Ouch, that hurt

\_\_\_\_\_

5. Wow, what a great surprise

\_\_\_\_\_

6. Carlos and Ana went to Mexico for Easter

\_\_\_\_\_

7. Can you explain how to do this problem

\_\_\_\_\_

8. Put those books on the shelf

\_\_\_\_\_

9. Is your sister on the soccer team

\_\_\_\_\_

10. Let's go to the beach Saturday

\_\_\_\_\_

**B** Write an example of each type of sentence.

1. \_\_\_\_\_  
declarative2. \_\_\_\_\_  
exclamatory3. \_\_\_\_\_  
interrogative4. \_\_\_\_\_  
imperative

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# Punctuate a Paragraph

**Rule  
1**

**A** Add the correct end punctuation to the sentences in the following paragraph.

<sup>1</sup> What do you know about the role of women in history <sup>2</sup> Some history texts mention few females <sup>3</sup> Such books overlook many fascinating stories <sup>4</sup> Consider the adventures of Sara Edmond <sup>5</sup> Dressed as a man, she acted as a spy during the Civil War <sup>6</sup> Investigate Gertrude A. Muller <sup>7</sup> You will find she invented the first child car seat <sup>8</sup> Women in history have accomplished great feats <sup>9</sup> Do some research and find out for yourself

**B** On the lines below, name the types of sentences used in the paragraph: declarative (statements), interrogative (questions), imperative (commands), or exclamatory (strong feelings).

Sentence 1 _____	Sentence 6 _____
Sentence 2 _____	Sentence 7 _____
Sentence 3 _____	Sentence 8 _____
Sentence 4 _____	Sentence 9 _____
Sentence 5 _____	

This One



YWUR-JX7-EY8L

Name \_\_\_\_\_

# Write All About It

Rule  
**1**

Practice writing each kind of sentence below using the topics given. Be sure to use correct end punctuation. A set of sentences has been completed for you as an example.

Write one of each kind of sentence about **pets**.

declarative: I have five pets.

interrogative: How many pets do you own?

imperative: Walk your dog before it gets dark.

exclamatory: That horse is enormous!

Write one of each kind of sentence about **school**.

declarative: \_\_\_\_\_

interrogative: \_\_\_\_\_

imperative: \_\_\_\_\_

exclamatory: \_\_\_\_\_

Write one of each kind of sentence about **amusement parks**.

declarative: \_\_\_\_\_

interrogative: \_\_\_\_\_

imperative: \_\_\_\_\_

exclamatory: \_\_\_\_\_



## Rule 2

Every complete sentence has  
a subject and a predicate.

- **Subject**—names the person, place, or thing the sentence is about.

The **complete subject** contains all the words that tell who or what the sentence is about.

The **simple subject** is the main noun or pronoun in the subject.

simple subject  
My crazy cat climbed all over the furniture.  
complete subject

- **Predicate**—tells what the subject is or does.

The **complete predicate** contains all the words that tell what the subject is or does.

The **simple predicate** is the verb of the sentence.

simple predicate  
Wild pigs trampled the plants in the cornfield.  
complete predicate

## Subjects & Predicates

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# What's Missing?

The following groups of words are not complete sentences. Decide whether each sentence fragment is missing a **subject** or a **predicate**. Circle your responses.

- |                                      |         |           |
|--------------------------------------|---------|-----------|
| 1. goes to the store                 | subject | predicate |
| 2. the weather today                 | subject | predicate |
| 3. Morgan's beautiful dress          | subject | predicate |
| 4. sat down to dinner early tonight  | subject | predicate |
| 5. never liked apple pie much        | subject | predicate |
| 6. the glorious night sky            | subject | predicate |
| 7. fifteen second-grade students     | subject | predicate |
| 8. sings like an angel               | subject | predicate |
| 9. has a summer home in Florida      | subject | predicate |
| 10. was quite a fisherman in his day | subject | predicate |
| 11. Tim's favorite school subject    | subject | predicate |
| 12. Grant's favorite music group     | subject | predicate |

Name \_\_\_\_\_

# Fragments into Sentences

Rule  
**2**

Write a complete sentence using each of the following sentence fragments.  
When you have finished, go back and circle the subject and underline the predicate in each of your sentences.

1. a gigantic dinosaur

---

---

2. swam across the river

---

---

3. nibbled on the grass

---

---

4. Herman and Hetty

---

---

5. raced down the street

---

---

6. my cousin Roberto

---

---



# Subjects and Predicates

**Rule  
2**

Draw one line under each complete subject. Write **SS** above the simple subject.  
Draw two lines under each complete predicate. Write **SP** above the simple predicate.

**SS   SP**

The large cat jumped on top of the brick wall.

1. My hungry friends hunted for food in the kitchen.
2. Margo petted the tiny kitten.
3. The busy workers painted the whole house in one day.
4. The frightened dog hid under the porch.
5. Several heavy packages arrived in the mail this morning.
6. Carla's friend Margo came for a long visit.
7. Twelve silver sardines darted among the kelp blades.
8. Sam hit two home runs in the last game.
9. The large moving van was unable to turn into our driveway.
10. Melissa, my next-door neighbor, plays trumpet in the school band.

**Rule  
3**

Conjunctions are used to join words or groups of words.

- Some of the most-used conjunctions are **and**, **but**, and **or**.

*Fish **and** whales live in the ocean.*

*You may have an apple **or** an orange.*

*I want to go to the park, **but** I have to clean my room first.*

Other conjunctions include:

as   nor   yet   so   because   although   until   since

**Conjunctions**

# Locate Conjunctions

Circle the conjunctions in the following sentences.

and   but   or   as

1. Tyler likes to eat cookies, but he doesn't like to bake them.
2. Edward and Ryan plan to take the bus or the subway to the cinema today.
3. I listened to the radio as I did my homework.
4. I want to go to the movies, but I have to clean my room first.
5. Jason will ride his bike or play tennis for exercise this afternoon.
6. Kerry likes apples, grapes, and pears in her fruit salad.
7. Mike did his homework, but he forgot to turn it in.
8. My mom listens to the radio as she drives to work each morning.
9. Nicki or Shannon will help Mrs. Bailey grade papers today.
10. Tim likes to draw, and he likes to paint his drawings.
11. The restaurant offered soda pop, iced tea, and coffee.
12. We will listen to music as we paint our pictures.



# Use Conjunctions

Complete the sentences by filling each blank with one of the conjunctions listed in the box.

and but or nor yet so as

1. Sam \_\_\_\_\_ Gabby are siblings.
2. Sam is nine, \_\_\_\_\_ Gabby is three.
3. Sam loves Gabby, \_\_\_\_\_ sometimes he gets mad at her for breaking his toys.
4. The children don't like all the same foods, \_\_\_\_\_ they love to eat lunch together.
5. Sam likes hot dogs, \_\_\_\_\_ Gabby doesn't.
6. Sam \_\_\_\_\_ Gabby like apples, \_\_\_\_\_ they dislike pears.
7. The children like neither green \_\_\_\_\_ yellow vegetables.
8. However, Sam \_\_\_\_\_ Gabby both like to eat dessert, \_\_\_\_\_ they finish their meals, vegetables and all.
9. Neither Sam \_\_\_\_\_ Gabby likes clearing dishes from the table after lunch.
10. However, the children do their after-meal chores, \_\_\_\_\_ that they can play outside.
11. Sometimes Gabby roller blades \_\_\_\_\_ Sam rides his bicycle.
12. They don't always get along, \_\_\_\_\_ Sam \_\_\_\_\_ Gabby always love each other.

Name \_\_\_\_\_

# More Conjunctions

Rule  
3

Write a sentence of your own using each of these conjunctions.

1. although

---

---

2. but

---

---

3. or

---

---

4. so

---

---

5. and

---

---

6. because

---

---

**Rule**  
**4**

A compound sentence is made by putting together two or more simple sentences containing related information.

- The parts are usually joined by a conjunction such as **and**, **or**, or **but**.\*
- A comma is placed before the conjunction.

**Simple sentences:**

*Mary ate a sandwich for lunch.  
She left her carrot juice.*

**Simple sentences:**

*The snow blew wildly.  
We could not see the road.*

**Compound sentence:**

*Mary ate a sandwich for lunch,  
**but** she left her carrot juice.*

**Compound sentence:**

*The snow blew wildly, **and** we  
could not see the road.*

\*See Notes to the Teacher on page 103 for additional information.

## Compound Sentences



# Write Compound Sentences

**Rule  
4**

**A** Use conjunctions to combine each pair of simple sentences into a compound sentence. Place a comma before each conjunction.

1. Grandmother baked cookies. The children ate them all.

---

---

2. The explorers searched the jungle. They never reached the lost city.

---

---

3. There was a large pothole in the road. I had to swerve to avoid it.

---

---

4. I yelled to warn him. It was too late.

---

---

5. I may spend August in the mountains. I may stay home and paint the house.

---

---

**B** On a sheet of lined paper, write a compound sentence explaining what you do and don't want to do today.

# Study Compound Sentences

**Rule  
4**

Draw one line under the complete subject and two lines under the complete predicate in **each part** of the compound sentences. Circle the conjunction.

The first sentence has been completed for you as an example.

1. Mrs. Peterson's class talked about hobbies, and Bobby said he likes to watch movies.
2. Saber likes to watch movies also, but he loves to read books too.
3. Mrs. Peterson plays tennis in the city, or she hikes in the mountains.
4. Tom wants to collect stamps, but he hasn't started yet.
5. Mary is learning to sew her own clothes, and Lisa takes cooking lessons.
6. Stacy rides a skateboard, or he rides his bike.
7. Linda paints pictures, and her grandmother frames them.
8. Kevin sings in the shower, yet he never performs in front of people.
9. Karen sings in a choir, so she performs on stage often.
10. Ted never sings, but he enjoys acting on stage.

# Simple or Compound?

**Rule  
4**

Decide whether each of the sentences below is simple or compound. Circle your responses. Remember that compound sentences contain two simple sentences connected by a conjunction.

1. Benjamin Franklin lived from 1706 until 1790.      simple      compound

2. The talented man was an inventor, a writer, and a statesman.      simple      compound

3. Benjamin Franklin helped establish the first library in America, and he served as our nation's first postmaster.      simple      compound

4. Bifocals, lightning rods, and the Franklin stove were all invented by Benjamin Franklin.      simple      compound

5. Benjamin Franklin agreed with the ideas stated in the Declaration of Independence, but he did not write it.      simple      compound

1. The poet Anne Bradstreet lived from 1612 until 1672.      simple      compound

2. She was born in England, but Massachusetts became her home in 1630.      simple      compound

3. Anne Bradstreet's poems reflect on her family and the life of Puritans in colonial America.      simple      compound



A noun names a person, place, thing, or idea.

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

person—*woman*

place—*park*

thing—*sailboat*

idea—*freedom*

- A **proper noun** names a specific person, place, thing, or idea.  
A proper noun begins with a capital letter.

**common**

girl

store

city

uncle

**proper**

Alicia

Hal's Minimart

Seattle

Uncle Jake

## Common & Proper Nouns

# Common and Proper Nouns

**Rule  
5**

**A** Complete these sentences, replacing the common nouns with proper nouns.

1. \_\_\_\_\_ visited \_\_\_\_\_ on her birthday.  
(a girl) (a city)

2. \_\_\_\_\_ saw \_\_\_\_\_ in the sky.  
(a boy) (a planet)

3. \_\_\_\_\_ sailed across the \_\_\_\_\_  
(a person) (an ocean)

last \_\_\_\_\_  
(a month)

4. When \_\_\_\_\_ reached the top of \_\_\_\_\_  
(a woman) (a mountain)  
she planted a flag to mark her achievement.

**B** Write a proper noun to name the following:

your whole name \_\_\_\_\_

your school \_\_\_\_\_

your town \_\_\_\_\_

a song \_\_\_\_\_

a movie \_\_\_\_\_

the president \_\_\_\_\_

# Capitalize Properly

**Rule  
5**

On the lines provided, write all the proper nouns in each sentence. Remember to capitalize the proper nouns.

1. The town of blair, nebraska, is home to dana college.  
\_\_\_\_\_
2. The college was founded by danish immigrants to america.  
\_\_\_\_\_
3. The politician paul simon attended dana college as a young man.  
\_\_\_\_\_
4. The city of ashland, oregon, is home to southern oregon university.  
\_\_\_\_\_
5. The university of colorado is located in boulder, colorado.  
\_\_\_\_\_
6. On april 20, 2001, the university of colorado celebrated its 125th birthday.  
\_\_\_\_\_
7. The town of klamath falls, oregon, is home to klamath community college and the oregon institute of technology.  
\_\_\_\_\_
8. Many cities, including san francisco, denver, and dallas, have community colleges.  
\_\_\_\_\_



# Circles and Boxes

**Rule  
5**

Circle all the proper nouns in the sentences. Then cross out the first letter of each proper noun and replace it with a capital letter. Finally, draw a box around all the common nouns.

1. My grandmother, ruth heffelfinger, has been living for over eighty years.
2. She lives in auburn, indiana.
3. Her birthday is in october.
4. Grandma ruth likes to visit warm places in the winter.
5. Sometimes she goes to florida.
6. Sometimes she visits my aunt mary in texas.
7. My grandmother lived on a large farm in indiana for many years.
8. Now she lives at the westside trailer park.
9. Her home is actually located on ruth street!
10. Her son david lives in the same park on peterson street.

# Rule 6

Singular nouns name one person, place, thing, or idea.  
Plural nouns name more than one person, place,  
thing, or idea.

- To make the plural of most nouns, add **s**. *tables coats apples*
- If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add **es**. *foxes dishes peaches*
- If a noun ends in a consonant followed by a *y*, change **y** to **i** and add **es**. *bunnies cherries puppies*
- If a noun ends in *f* or *fe*,  
add **s** to some; *chiefs beliefs*  
change **f** to **v** and add **es** to others. *loaves leaves*
- Some nouns do not change when they become plural.
- Some nouns have special plural forms. We call these **irregular** plurals.

## singular

child

goose

mouse

tooth

ox

## plural

children

geese

mice

teeth

oxen

## Singular & Plural Nouns

Name \_\_\_\_\_

# Plural Nouns

Rule  
6

Complete these paragraphs using the plural forms of the missing words.

One hot summer morning, Ali and Giorgio met to pick \_\_\_\_\_  
berry  
in a nearby field. They climbed over the three \_\_\_\_\_  
fence  
between  
Ali's house and the berry field.

"How many \_\_\_\_\_  
box  
do you think we can fill?" asked Giorgio.

"We should be able to fill seven or eight," answered Ali. The \_\_\_\_\_  
boy  
set to work brushing aside the \_\_\_\_\_  
bee  
and \_\_\_\_\_  
fly  
that were buzzing around their \_\_\_\_\_  
head

After working hard for two \_\_\_\_\_  
hour  
they were covered in dirt  
and were purple with berry juice.

"How many \_\_\_\_\_  
pie  
can your grandma make from the  
\_\_\_\_\_  
berry  
we picked?" asked Giorgio.

"I don't know, but I could eat one all by myself right now!" shouted Ali  
as the boys hurried home.



Name \_\_\_\_\_

# Irregular Plural Nouns

Rule  
**6**

**A** Most plural nouns end in *s*, but some nouns have irregular plural forms or do not change at all. Use the correct plural forms for each singular noun in the sentences below.

1. All the \_\_\_\_\_ and \_\_\_\_\_ got into lifeboats before

(woman)

(child)

the \_\_\_\_\_.

(man)

2. I saw cats on the farm catch \_\_\_\_\_ in the barn and

(mouse)

\_\_\_\_\_ in the pond.

(fish)

3. The \_\_\_\_\_ saw flocks of \_\_\_\_\_, groups of

(person)

(goose)

\_\_\_\_\_, and herds of \_\_\_\_\_ in the forest.

(moose)

(deer)

4. Be sure to wash your \_\_\_\_\_ and brush your \_\_\_\_\_ before you go to bed.

(foot)

(tooth)

**B** Write a sentence using the singular form of *farmer* and the plural form of *ox*.

---

---

# Plural Rules

Write the plural form of the words below on the lines provided. Then state the number of the rule used to find each word's plural form. The first one has been completed for you.

## Rules for Creating Plurals

Rule 1: Add **s** to most nouns.

Rule 2: If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add **es**.

Rule 3: If a noun ends in a consonant followed by a *y*, change **y** to **i** and add **es**.

Rule 4: For some nouns ending in *f* or *fe*, add **s**; for others, change **f** to **v** and add **es**.

Rule 5: Some nouns form irregular plurals or stay the same.

Singular	Plural	Rule
1. cake	<u>      cakes      </u>	<u>      1      </u>
2. policy	<u>                  </u>	<u>              </u>
3. dish	<u>                  </u>	<u>              </u>
4. party	<u>                  </u>	<u>              </u>
5. key	<u>                  </u>	<u>              </u>
6. series	<u>                  </u>	<u>              </u>
7. calf	<u>                  </u>	<u>              </u>
8. belief	<u>                  </u>	<u>              </u>
9. wish	<u>                  </u>	<u>              </u>
10. patch	<u>                  </u>	<u>              </u>
11. apple	<u>                  </u>	<u>              </u>
12. child	<u>                  </u>	<u>              </u>

# Rule 7

A verb is a word in the predicate that tells physical or mental action or a state of being.

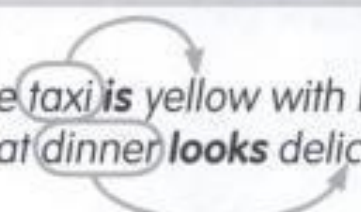
- There are three kinds of verbs:

**Action verbs** tell what the subject is doing.

Jan **mowed** the lawn.  
Harold **drives** the school bus.

**Linking verbs** link a subject to a noun or an adjective that names or describes it.

The **taxi** **is** yellow with black checks.  
That **dinner** **looks** delicious.



**Helping verbs** come before the main verb. Helping verbs help state the action or show time.

Kim **has** passed everyone in the race.  
Will **had been** practicing all week.  
Eggs **are** decorated for Easter.

- The verb in a sentence must agree in number with the subject.

If the subject is singular, the verb must be singular.

**Tommy was waiting** to kick the ball.

If the subject is plural, the verb must be plural.

**All the girls were happy** to see me.

## Verbs



# Use Verbs

**A** Circle the verb in each sentence. Underline any helping verbs.

1. Michelle came to my house for dinner.
2. The horse galloped across the field.
3. Jamal has gone to visit his grandparents in Illinois.
4. They have seen rainbows in the sky many times.
5. Sergio saw a strange animal in his backyard.
6. Mr. and Mrs. Lee have traveled to many countries around the world.
7. Everyone in class went to science camp.
8. The workers have come to paint the house.

**B** Write a sentence using each of the verbs below both as a linking verb and as a helping verb. The two sentences for **is** have been completed as an example.

is   am   are   was

Chocolate **is** my favorite flavor.

Roberto **is washing** his father's car.

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

Name \_\_\_\_\_

# Subject-Verb Agreement

Rule  
**7**

Circle the sentences in which the subject and verb agree. Make an **X** on the sentences that do not agree. Then rewrite each sentence correctly.

1. They were happy to see me.  
\_\_\_\_\_
2. Paul and Abbie was having fun at the fair.  
\_\_\_\_\_
3. The circus monkey were swinging by its tail.  
\_\_\_\_\_
4. The whiskers on my kitten twitches.  
\_\_\_\_\_
5. After the game the team is going for pizza.  
\_\_\_\_\_
6. They was tired of doing homework every day.  
\_\_\_\_\_
7. Was the choir nervous before the concert?  
\_\_\_\_\_
8. Mom and Dad is excited about their vacation trip.  
\_\_\_\_\_

# Action, Linking, or Helping?

**Rule  
7**

Decide whether the underlined verb in each sentence below is an action, a linking, or a helping verb. Write your responses on the lines provided.

**Verb Type**

1. Americans celebrate many exciting holidays. \_\_\_\_\_
2. New Year's Day is the first major holiday of the year. \_\_\_\_\_
3. Valentine's Day is celebrated in February. \_\_\_\_\_
4. People wear green on St. Patrick's Day. \_\_\_\_\_
5. Children have hunted for eggs on Easter for centuries. \_\_\_\_\_
6. May Day is the first day of May. \_\_\_\_\_
7. England had been celebrating Mother's Day for years before the United States began to do so in 1914. \_\_\_\_\_
8. Memorial Day was first observed in 1868. \_\_\_\_\_
9. Fathers are honored on Father's Day. \_\_\_\_\_
10. July fourth is the birth date of our nation. \_\_\_\_\_
11. Families watch fireworks on the Fourth of July. \_\_\_\_\_
12. People dress in costume on Halloween. \_\_\_\_\_
13. Turkey is the traditional food of Thanksgiving. \_\_\_\_\_
14. People like to give and receive presents on Christmas. \_\_\_\_\_



## Rule 8

The tense of a verb tells when an action occurs—  
present, past, or future.

- **present**—the action is happening now.

*Danny is washing the car for his dad.*

- **past**—the action already happened.

*Danny washed the car last week too.*

- **future**—the action is going to happen.

*He will wash the car again next week.*

# When Did It Happen?

**Rule  
8**

**A** Underline the verbs in this paragraph.

Write a **P** over the verb if it happened in the past.

Write **PR** over the verb if it happens in the present.

Write an **F** over the verb if it will happen in the future.

My sister promised to come for the weekend. She called us last night to say she is coming this evening. She will arrive about 6:00 p.m. Mom is fixing her favorite dessert as a surprise. We will have a party while she is here.

**B** Write a short description about what you did after school yesterday and what you plan to do after school today. Remember to use the correct tenses.

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# Yesterday, Today, or Tomorrow?

Rule  
8

It is Saturday morning. Zack is in the middle of a busy three-day weekend. He is so busy, in fact, that he has not done a very good job of describing his weekend below. His sentences are out of order. Still, you can figure out what he did yesterday, what he is doing today, and what he will be doing tomorrow based on the verb tense he used in each sentence.

Write *yesterday* beside the activities Zack did on Friday.

Write *today* beside the activities Zack is doing today (Saturday).

Write *tomorrow* beside the activities Zack will be doing on Sunday.

- \_\_\_\_\_ 1. I will go to church in the morning.
- \_\_\_\_\_ 2. The teachers had a meeting, so the students stayed home.
- \_\_\_\_\_ 3. Mom took the day off work and went to the beach with me because there was no school.
- \_\_\_\_\_ 4. After church, Allen and Eric will come home with me.
- \_\_\_\_\_ 5. The first thing Allen, Eric, and I will do is grab a quick lunch.
- \_\_\_\_\_ 6. Drew, Brooke, and I are at the fair.
- \_\_\_\_\_ 7. After lunch, I will play basketball with Allen and Eric.
- \_\_\_\_\_ 8. Brooke is petting the sheep in the sheep barn.
- \_\_\_\_\_ 9. I am sitting on a bench waiting for Drew to get off a roller coaster.
- \_\_\_\_\_ 10. The sunset at the beach was beautiful.
- \_\_\_\_\_ 11. Allen and Eric will eat dinner with me before they go home.
- \_\_\_\_\_ 12. We took a picnic lunch and dinner to the beach and stayed all day.
- \_\_\_\_\_ 13. Allen, Eric, and I will probably grill hamburgers outside for dinner.
- \_\_\_\_\_ 14. Drew is still on the roller coaster.
- \_\_\_\_\_ 15. Mom swam in the ocean, but it was too cold for me!

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# Correct Tense

Circle the correct verb tense in each sentence.

1. Roman's grandpa (graduates graduated) from college in 1958.
2. For ten years after that he (worked will work) for an architectural firm.
3. Then he (opens opened) a firm of his own.
4. Now young college graduates (work worked) for Roman's grandpa.
5. One of his best employees (will open opened) a firm of his own next week.
6. Roman's grandpa (was will be) proud to attend the new firm's grand opening.

1. Jordan's sister Nellie (is will be) older than Jordan.
2. Tomorrow Nellie (will turn turned) sixteen.
3. She (got will get) her driver's license on her birthday.
4. Then she (will drive drove) Jordan to baseball practice.
5. Last week Jordan's mom (drives drove) Jordan to practice.
6. Jordan's mom (is will be) glad when Nellie gets her license.

1. Tiffany (practices practiced) playing her flute for one hour last night.
2. She (is will be) practicing again right now.
3. If she continues to practice, she (was will become) a very good player.



**Rule**  
**9**

Endings are added to verbs to change the tense.

**Present**

- add **s** to most verbs\* *swings*
- add **ing** and use a present tense helping verb *is swinging*
- verbs ending in *s*, *ch*, *sh*, *x*, or *z*—add **es** *catches*
- verbs ending in *y*—change **y** to **i** and add **es** *cries*

**Past**

- add **ed** to most verbs *worked*
- add **ing** and use a past tense helping verb *was working*
- verbs ending in a single vowel and consonant—double the final consonant and add **ed** *skipped*
- verbs ending in *e*—drop the **e** and add **ed** *placed*
- verbs ending in *y*—change **y** to **i** and add **ed** *carried*

**Future**

- use the main verb with **will** or **shall** *will dance*  
*shall come*

\*See Notes to the Teacher on page 103 for additional information.

**Forming Verb Tenses**

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Name \_\_\_\_\_

# Change the Verb Tense

Rule  
**9**

Write a sentence using each of these verbs in the tense given.

1.

(visit—past tense)

2.

(catch—future tense)

3.

(buzz—present tense)

4.

(hurry—past tense)

5.

(reach—past tense)

6.

(cry—past tense)

7.

(make—future tense)

8.

(laugh—present tense)

9.

(run—future tense)

10.

(stop—past tense)

Name \_\_\_\_\_

# Past, Present, Future

Rule  
9

The paragraph below tells what Darcy plans to do while on vacation next month. Imagine that next month is here. Rewrite the paragraph in the present tense. Then imagine Darcy's vacation has ended. Rewrite the paragraph in past tense.

Darcy will have a great time when she goes on vacation next month. She will visit Florida. She will stay at an oceanfront hotel. She will swim every day. She will go sailing. She will go fishing. She will make sand castles along the beach. She will play hard each day and sleep hard each night!

**Present Tense:**

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**Past Tense:**

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Name \_\_\_\_\_

# Complete the Story

Rule  
9

Complete the story by filling in each blank with the suggested verb in the tense requested. When you have finished, read the story again and circle all the present tense verbs.

Keiko is an orca whale who \_\_\_\_\_ famous for his role  
(become—past tense)

in the movie *Free Willy*. At the end of the movie, Keiko's character Willy

\_\_\_\_\_ set free. However, the real Keiko \_\_\_\_\_ captive.  
(is—past tense) (remain—past tense)

For years, he was \_\_\_\_\_ in an aquarium much too small for  
(keep—past tense)

his size. As a result, Keiko \_\_\_\_\_ signs of illness. The concern of  
(show—past tense)

children who \_\_\_\_\_ *Free Willy* \_\_\_\_\_ animal  
(watch—past tense) (encourage—past tense)

lovers to try to free Keiko as Willy had been \_\_\_\_\_. Today,  
(free—past tense)

animal trainers work to teach Keiko to swim, hunt, and live in the waters off

Iceland where he \_\_\_\_\_ born.  
(is—past tense)

Today, Keiko still likes to live around people. His trainers

\_\_\_\_\_ to work with Keiko for as long as he likes. But if  
(continue—future tense)

he is ever ready, Keiko \_\_\_\_\_ permitted to swim free.  
(is—future tense)



**Rule  
10**

Some verbs do not follow a set rule to form the past tense. These verbs are called irregular verbs.

<b>Present</b>	<b>Past</b>
<i>eat</i>	<i>ate</i>
<i>write</i>	<i>wrote</i>
<i>bring</i>	<i>brought</i>
<i>buy</i>	<i>bought</i>
<i>give</i>	<i>gave</i>
<i>sing</i>	<i>sang</i>
<i>know</i>	<i>knew</i>
<i>say</i>	<i>said</i>
<i>swim</i>	<i>swam</i>
<i>see</i>	<i>saw</i>
<i>have</i>	<i>had</i>
<i>do</i>	<i>did</i>
<i>come</i>	<i>came</i>

**Irregular Verbs**

# Irregular Verbs

**A** Write the past tense of these verbs. Check in a dictionary if you are unsure.

present	past	present	past
Today I...	Yesterday I...	Today I...	Yesterday I...
1. begin	_____	8. eat	_____
2. grow	_____	9. know	_____
3. run	_____	10. drink	_____
4. throw	_____	11. write	_____
5. think	_____	12. swing	_____
6. make	_____	13. go	_____
7. choose	_____	14. freeze	_____

**B** Fill in the correct past tense verbs in these sentences.

1. My brother \_\_\_\_\_ all of the cookies and \_\_\_\_\_ all of the milk.
2. The poet \_\_\_\_\_ an exciting poem about thunderstorms.
3. She \_\_\_\_\_ at the baseball and hit a home run.
4. Last winter many of our young plants \_\_\_\_\_ and died.
5. When I \_\_\_\_\_ the salad, I used vegetables that \_\_\_\_\_ in my garden.
6. We \_\_\_\_\_ that the trail \_\_\_\_\_ here at the pond.
7. The fleet deer \_\_\_\_\_ across the broad meadow.
8. Our team \_\_\_\_\_ the name "Thunderbirds."

# Correct Past Tense Errors

**Rule  
10**

Some of the past tense verbs in the paragraphs below are written incorrectly. Draw a line through each incorrect verb and write the correct verb above. The first one has been completed for you as an example.

Hakeem and Reggie are best friends. Hakeem has <sup>known</sup>~~knowed~~ Reggie all his life. They goed to elementary school together. They goed to high school together. They taked all the same classes and played all the same sports in the spring and fall. In the summer they swimmmed together in the creek behind Hakeem's house.

When they growed up, Hakeem and Reggie buyed houses on the same street. Then they married two sisters from another town and bringed them to Bailey, where they lived. Hakeem singed a song at Reggie's wedding. Reggie readed a poem at Hakeem's wedding.

The two men worked together at the same factory for fifty years. They seed other men come and go, but Hakeem and Reggie kepted right on working together. When they finally retired, their wives gived the best friends a big party.

Name \_\_\_\_\_

# Write It Right

Rule  
10

Write the past tense form of each verb in parentheses.

Mrs. Heffelfinger \_\_\_\_\_ fifth grade for many years. She  
(teach)  
\_\_\_\_\_ teaching school. She always \_\_\_\_\_ learning fun.  
(love) (make)  
Her students \_\_\_\_\_ their own songs when they \_\_\_\_\_  
(write) (learn)  
about poetry. They \_\_\_\_\_ cool experiments when they  
(do)  
\_\_\_\_\_ science. When Mrs. Heffelfinger was ready to retire, everyone  
(study)  
who knew her \_\_\_\_\_ to her party. Some people \_\_\_\_\_  
(come) (bring)  
flowers and gifts. All of them \_\_\_\_\_ Mrs. Heffelfinger for being such  
(thank)  
a fine teacher. Mrs. Heffelfinger \_\_\_\_\_ at all the people she had  
(look)  
\_\_\_\_\_, young and old. Suddenly, she \_\_\_\_\_ to give  
(teach) (decide)  
teaching just one more year!



There are several types of pronouns.

- **Subject pronouns** replace a noun used as the subject of the sentence.

I      they      you      he      she      it      we

**They** have moved to Arizona.

**She** and **I** were partners for the three-legged race.

**You** and **he** can help by passing out the art supplies.

- **Object pronouns** replace a noun used after an action verb or a preposition (*to, of, in, on, with, etc.*).

me      us      him      them      you      her      it

The coach chose **her** to anchor the relay team.

One of **you** is the winner.

After reading Jamie's cartoon, I passed **it** to **him**.

## Types of Pronouns

# Substitute a Pronoun

**Rule  
11**

Rewrite the sentences, replacing each word or words in bold with a pronoun.

1. **Jenny and Julie** are cousins.

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2. Julie likes **Julie's** cousin Jenny.

---

3. **The girls** play tennis together.

---

4. **Jenny and Julie** like to play **tennis**.

---

5. When a ball goes over the fence, one of the girls has to go get **the ball**.

---

6. Sometimes Tim and Ted play tennis with **Jenny and Julie**.

---

7. **Tim and Ted** play on one team.

---

8. Jenny and Julie play against **Tim and Ted**.

---

9. Jenny and Julie don't always win, but **Jenny and Julie** always have fun.

---

# Place the Pronouns

**Rule  
11**

Use a pronoun from the box to complete each sentence.

them we my our ourselves his her she us he everyone they

1. \_\_\_\_\_ teacher's name is Miss Pickle.
2. \_\_\_\_\_ is an excellent teacher with a great sense of humor.
3. We have twenty-two kids in \_\_\_\_\_ class.
4. Every single one of \_\_\_\_\_ likes Miss Pickle.
5. We all enjoy \_\_\_\_\_ on Friday afternoons when Miss Pickle leads the "Laugh Out Loud Hour."
6. \_\_\_\_\_ is challenged to tell a joke.
7. Mark always tells \_\_\_\_\_ joke first.
8. \_\_\_\_\_ is always afraid he will forget the joke if he has to wait until the end.
9. Karen always tells \_\_\_\_\_ joke last.
10. \_\_\_\_\_ are our two best comedians.
11. Miss Pickle likes it when we tell jokes. She says telling \_\_\_\_\_ in front of the class helps us become better speakers.
12. \_\_\_\_\_ all just know it is a lot of fun!

# What Kind of Pronoun Is It?

**Rule  
11**

**A** Underline the pronouns in the sentences below. Write the type of pronoun (*subject* or *object*) on the line.

Joey and I went to the mall.

subject pronoun

1. We bought ice-cream cones for a snack.
2. Mom took Kim and me to the movies.
3. Uncle Fred bought us a big pizza.
4. Mark and I asked for new skates.
5. The nurse gave me a bandage for my hand.
6. They jogged three miles every day for a month.

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**B** 1. Write a sentence using a subject pronoun.

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2. Write a sentence using an object pronoun.

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# Rule 12

The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

After Tanya finished her homework, she went outside to play.

pronoun                      pronoun

antecedent

- The antecedent doesn't have to be in the same sentence as the pronoun.

I must hurry home to feed my puppy. He will be hungry.

pronoun

antecedent

- A pronoun must agree with the antecedent in both gender and number.

### Correct:

**Maggie** picked up her **backpack**.  
**She** put **it** over her shoulder.

### Incorrect:

**Maggie** picked up her **backpack**.  
**He** put **them** over her shoulder.

## Pronouns & Antecedents

# Pronouns and Antecedents

**Rule  
12**

Circle the pronouns in these sentences. Draw a line from each pronoun to its antecedent.

1. Terri invited Sue to her birthday party.
2. Maggie claimed she was too busy to do her homework last night.
3. Mario and Lee went to the aquarium. They wanted to see the new exhibit.
4. After Jamal and Tamara cleaned the garage, Mr. Tan gave them five dollars.
5. The farmer harvested corn. He sold it for cattle feed.
6. Antonio was too big for his old bike, so he sold it at the flea market.
7. My cousin Jeff and I were the first in line because we were hungry.
8. The children served themselves before the adults.

# Write the Right Word

**Rule  
12**

**A** Fill in the blank in each sentence with a noun or a pronoun. Circle the word that names the word you wrote.

1. James picked up \_\_\_\_\_ books **pronoun** **antecedent**  
and carried them home.
2. The two \_\_\_\_\_ barked whenever **pronoun** **antecedent**  
people passed their yard.
3. Mr. and Mrs. Ramirez flew to Hawaii for **pronoun** **antecedent**  
\_\_\_\_\_ vacation.
4. An \_\_\_\_\_ zoomed overhead. It made **pronoun** **antecedent**  
a deafening roar.
5. Suzie and Mina are best friends. \_\_\_\_\_ **pronoun** **antecedent**  
do everything together.

**B** Write two sentences. Each sentence must have a pronoun and an antecedent.

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

Name \_\_\_\_\_

# Find Agreement Errors

Rule  
12

Rewrite the paragraph. Correct errors in pronoun and antecedent agreement.

George Washington Carver was born into slavery during the American Civil War. When they ended, she was a free child. Still, George's life was not easy. Many schools would not admit them. It did not accept black students. George had to move many times to complete their education. After they earned her college degree, she began teaching and completing research. She became famous for concocting hundreds of uses for the peanut, a crop that saved the soil of the South.

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Possessive nouns need an apostrophe.  
Possessive pronouns do not need an apostrophe.

- To make a **singular** noun show ownership, add an apostrophe (') and **s**.

*the cat's bell*  
*the cowboy's hat*  
*James's bicycle*

- To make the possessive of a **plural** noun that ends in **s**, add an apostrophe (').

*the boys' team*  
*the soldiers' camp*  
*the puppies' leashes*

- To make the possessive of a **plural** noun that does not end in **s**, add an apostrophe (') and **s**.

*the men's jackets*  
*the mice's holes*  
*the children's toys*

- When several people share a possession, add apostrophe (') **s** to the last noun.

*Mary, Kate, and Bill's family*  
*Frederick and Marta's home*

- **Possessive pronouns** do not require an apostrophe.

Used before a noun—my your his her our their

**our** lunches    **my** first bicycle    **his** favorite show

Stand alone—mine yours his hers its ours theirs

*This blue pen is **mine**. Is the red one **yours**? No, it is **hers**.*

## Possessive Nouns & Pronouns

# It Belongs to Me

**A** Underline the possessive words in these sentences. (Don't forget about possessive pronouns.) Add apostrophes where they are needed to show ownership.

*My sister tore the book's pages.*

1. The suns rays shone on the lakes surface.
2. The childrens rain boots were stored in the teachers closet.
3. Tom carried his books home from school in his brothers backpack.
4. We spent our summer vacation at our grandparents farm.
5. Avi put his books on the librarians desk.
6. Three boys bikes were left in the middle of the street.
7. Our classs schedule will change next semester.
8. The womens lunches all cost the same amount.

**B** 1. Write a sentence containing a possessive form that uses 's.

\_\_\_\_\_

2. Write a sentence containing a possessive form that uses s'.

\_\_\_\_\_

3. Write a sentence containing a possessive form that doesn't need an apostrophe.

\_\_\_\_\_

# Plural or Possessive?

**Rule  
13**

Decide whether the underlined word in each sentence is plural or possessive. Circle your response. Add apostrophes where necessary.

- |    |  |        |            |
|----|--|--------|------------|
| 1. | Toren and Daylela are <u>friends</u> .                 | plural | possessive |
| 2. | Yesterday Toren and Daylela were riding <u>bikes</u> . | plural | possessive |
| 3. | One <u>bikes</u> tire became flat.                     | plural | possessive |
| 4. | Both friends decided to walk their <u>bikes</u> home.  | plural | possessive |
- 
- |    |  |        |            |
|----|--|--------|------------|
| 1. | <u>Dogs</u> owners sometimes buy their pets things.        | plural | possessive |
| 2. | <u>Dogs</u> may have toys, beds, and even clothes.         | plural | possessive |
| 3. | Many pet <u>owners</u> buy their dogs chew toys.           | plural | possessive |
| 4. | Dogs appreciate a chew <u>toys</u> taste, smell, and feel. | plural | possessive |
- 
- |    |  |        |            |
|----|--|--------|------------|
| 1. | Lola earns five <u>dollars</u> a week for her allowance.   | plural | possessive |
| 2. | Most weeks she buys fifty <u>cents</u> worth of candy.   | plural | possessive |
| 3. | Some <u>weeks</u> she buys a pencil or an eraser with her money.   | plural | possessive |
| 4. | She saves the rest of her allowance. She is waiting for a sale, so she can get her <u>moneys</u> worth on a new soccer ball. | plural | possessive |



Name \_\_\_\_\_

# Place Plurals and Possessives

Rule  
**13**

Properly place the plural nouns and singular and plural possessives in the following sentences.

lady's ladies'

1. The \_\_\_\_\_ purse was so full she couldn't find her wallet inside.
2. In the contest, the \_\_\_\_\_ cookies were judged to be better than the men's.

year's years'

3. This \_\_\_\_\_ carnival was better than ever.
4. My parents have two \_\_\_\_\_ vacation saved up for their world tour.

sister's sisters'

5. My three \_\_\_\_\_ bedroom is always a mess.
6. My \_\_\_\_\_ best friend is my best friend too.

crowds crowd's

7. Everyone at the game could feel the \_\_\_\_\_ energy.
8. \_\_\_\_\_ of people gathered outside Ken's hospital room to wish him well.

countries countries'

9. Thirteen \_\_\_\_\_ became members of the trade organization.
10. The participating \_\_\_\_\_ commitment to fair trade was important.

boy's boys'

11. The \_\_\_\_\_ balloon escaped from his hands and flew into the air.
12. The \_\_\_\_\_ decision to work together made them an unbeatable team.



Adjectives describe nouns or pronouns.

- An **adjective** can tell what kind, which one, or how many.

which one    what kind

*Did you see **that large spotted** cow?*

how many    what kind

***Three white** swans swam in the lake.*

how many    what kind

*She put **several purple** flowers in the vase.*

- **Demonstrative adjectives** point out a specific person, place, or thing.

***This** book belongs to me.*

*I checked out **that** book from the library.*

***These** girls are my friends.*

*I don't know **those** people.*

## Adjectives

# Adjectives

**Rule  
14**

**A** Fill in the missing adjectives to tell what kind and how many.

1. \_\_\_\_\_ birds were searching for

(how many)

(what kind)

\_\_\_\_\_ worms to eat.

(what kind)

2. \_\_\_\_\_ trucks travel along

(how many)

(what kind)

the \_\_\_\_\_ highway.

(what kind)

3. The \_\_\_\_\_ boy is hurrying along the \_\_\_\_\_ sidewalk

(what kind)

(what kind)

to buy \_\_\_\_\_ apples

(how many)

(what kind)

(what kind)

for a snack.

**B** Write a sentence about a man and his pets, using adjectives to describe how many and what kind. Underline the adjectives.

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# Demonstrative Adjectives

**Rule  
14**

**A** Fill in each blank with the correct demonstrative adjective.

this   that   these   those

1. Who are \_\_\_\_\_ people standing by the fence?
2. Why is \_\_\_\_\_ dog digging in the backyard?
3. \_\_\_\_\_ slice of pie is delicious.
4. Mrs. Davis lives in \_\_\_\_\_ old green house on First Street.
5. Will you help me put \_\_\_\_\_ toys away right now?
6. \_\_\_\_\_ is the hardest homework I've had all year.

**B** Write a sentence using each of the demonstrative adjectives above.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

# Locate the Adjectives

Circle all the adjectives in the paragraph.

P.T. Barnum has been called the "Greatest Showman on Earth." Before forming his famous circus, Barnum entertained in other ways. He charged curious people money to listen to the rambling stories of an old woman. He claimed the chatty lady was the former nanny of George Washington. He opened a fascinating museum that housed strange exhibits and showcased performers doing incredible feats. When his bizarre museum burned down, P.T. Barnum went on the road with his interesting curiosities. The Barnum Circus was born.



## Adjectives can make comparisons.

- **Comparative**—Most adjectives add **er** to compare two nouns. Some adjectives with two or more syllables use **more** or **less**.

*Snakes are usually **longer** than worms.*

*Margo was **more graceful** than her sister.*

- **Superlative**—Most adjectives add **est** to compare three or more nouns. Some adjectives with two or more syllables use **most** or **least**.

*That car is the **noisiest** vehicle on the block.*

*Steve was the **most excited** player at the awards ceremony.*

## Comparative & Superlative Adjectives

# Find Comparisons

**Rule  
15**

Read the paragraphs below. Write a **C** above all comparative adjectives. Write an **S** above all superlative adjectives.

Jesse Owens was one of the greatest athletes this world has ever seen. His performance in track-and-field events left his fans most excited. In the 1935–1936 season, there were no faster runners or higher jumpers to be found. Jesse Owens broke three world records that year. For many of his competitors in the 1936 Olympics, Jesse Owens was the most feared. They were right to think Jesse Owens was the best athlete. He came away from the games with four gold medals!

The Colorado Rockies can experience the most abrupt weather changes. The hottest and driest summer day can be followed by a cold evening of snow. Thunderstorms, with thunder louder than an explosion, can appear quite suddenly. The heaviest rain shower can yield to the brightest rays of sunlight and the prettiest rainbow in minutes. Residents of the Rockies are always ready for the best and the worst weather conditions!

# Make Comparisons

**Rule  
15**

Write the correct adjective in each sentence. Add **er**, **est**, **more**, or **most**. When you are finished, go back and write a **C** over every comparative adjective and an **S** over every superlative adjective. Remember that comparative adjectives compare two nouns; superlative adjectives compare three or more nouns.

1. Mark is \_\_\_\_\_ than Steve.  
(tall)
2. That is the \_\_\_\_\_ story I've ever heard.  
(funny)
3. Lee was the \_\_\_\_\_ person at camp.  
(homesick)
4. The mall is the \_\_\_\_\_ place in town every Saturday afternoon.  
(busy)
5. My grandfather is the \_\_\_\_\_ person I know.  
(kind)
6. It is \_\_\_\_\_ in the house than in the garage.  
(warm)
7. You need to be \_\_\_\_\_ when you play with a baby than with someone your own age.  
(careful)
8. Mrs. Gee is the \_\_\_\_\_ person in town.  
(old)

Name \_\_\_\_\_

# Write with Comparisons

Rule  
15

Use the following adjectives in sentences of your own.

happy   happier   happiest

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

fascinating   more fascinating   most fascinating

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

quiet   quieter   quietest

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



# Rule 16

An adverb is a word that describes a verb, an adjective, or another adverb.

Adverbs can tell:

how:	<i>The baby cried <b>loudly</b>.</i>
when:	<i>We hope he will stop <b>soon</b>.</i>
where:	<i>He set his hat <b>there</b>.</i>
to what extent:	<i>He <b>really</b> wants his bottle.</i>

Adverbs can be used to make comparisons. They are changed in several ways:

- Add **er** or **est** to most short adverbs.

deep:	<i>The giant squid lives <b>deep</b> in the sea.</i>
deeper:	<i>The otter dove <b>deeper</b> on its second dive.</i>
deepest:	<i>Terri dove the <b>deepest</b> of all the scuba divers.</i>

hard:	<i>Ms. Murphy works <b>hard</b> to make the library an interesting place.</i>
-------	---

harder:	<i>She must work <b>harder</b> if people put the books on the shelves incorrectly.</i>
---------	--

hardest:	<i>She works the <b>hardest</b> of all the library staff.</i>
----------	---

- Use **more** or **most** with most adverbs of two or more syllables and adverbs that end in **ly**.
- Some adverbs have special forms of comparison.

carefully	<b>more</b> carefully	<b>most</b> carefully
often	<b>more</b> often	<b>most</b> often

well	better	best
badly	worse	worst

## Adverbs

# Use Adverbs

**Rule  
16**

**A** What does each bold adverb tell? Write **how**, **when**, **where**, or **to what extent** after each adverb.

1. The class sat **quietly**. \_\_\_\_\_
2. We looked **everywhere**. \_\_\_\_\_
3. Many people arrived **late**. \_\_\_\_\_
4. You seem **very** happy. \_\_\_\_\_
5. I waited **patiently**. \_\_\_\_\_
6. The children laughed **happily**. \_\_\_\_\_
7. He is **always** helpful. \_\_\_\_\_
8. The package arrived **yesterday**. \_\_\_\_\_
9. I walked home **slowly**. \_\_\_\_\_
10. Stay **here** until I call you. \_\_\_\_\_

**B** 1. Write a sentence using an adverb that tells "how."  
\_\_\_\_\_

2. Write a sentence using an adverb that tells "when."  
\_\_\_\_\_

3. Write a sentence using an adverb that tells "where."  
\_\_\_\_\_

4. Write a sentence using an adverb that tells "to what extent."  
\_\_\_\_\_

# Make Comparisons

Fill in the correct adverb in each of these sentences.

1.

soon   sooner   soonest

The guests will be arriving \_\_\_\_\_.

Which guest will arrive \_\_\_\_\_?

Carly and Sheila arrived \_\_\_\_\_ than the other party guests.

2.

loudly   louder   loudest

King was the zoo lion that growled the \_\_\_\_\_.

That lion growled \_\_\_\_\_ than the smallest one.

The lion growled \_\_\_\_\_.

3.

quickly   more quickly   most quickly

A cheetah runs the \_\_\_\_\_ of all cats.

My cat runs \_\_\_\_\_.

That leopard runs \_\_\_\_\_ than my cat.

4.

well   better   best

Tonya draws \_\_\_\_\_.

Carl draws \_\_\_\_\_ than Tonya.

Pablo draws the \_\_\_\_\_ of anyone in our class.



# Evaluate Adverbs

In each sentence, one adverb is underlined. Circle the word each underlined adverb describes. On the line provided, tell whether the circled word is a verb, an adjective, or another adverb. The first one has been completed for you as an example.

1. The dog barked loudly.
2. The movie will begin almost immediately.
3. The usually happy Sam seemed sad today.
4. Kevin runs faster than anyone in his class.
5. I attended a birthday party today.
6. My friend Allen sits here.
7. That was an incredibly funny movie.
8. Kayla works really hard for her good grades.
9. Tim constantly sketches in his notebook.
10. Jimmy dances gracefully.
11. We skied down a dangerously steep hill.
12. A surgeon must work extremely carefully.

verb

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.

- A **preposition** is used to show the relationship of a noun or pronoun to another word in the sentence. Here are some common prepositions:

<i>about</i>	<i>above</i>	<i>after</i>	<i>around</i>	<i>at</i>	<i>behind</i>
<i>below</i>	<i>beside</i>	<i>between</i>	<i>down</i>	<i>during</i>	<i>for</i>
<i>from</i>	<i>in</i>	<i>inside</i>	<i>off</i>	<i>on</i>	<i>over</i>
<i>through</i>	<i>to</i>	<i>toward</i>	<i>under</i>	<i>upon</i>	<i>with</i>

- A **prepositional phrase** is made up of a preposition, its object, and all the words in between. The object of the preposition is the noun or pronoun that follows the preposition.

preposition      object  
*He found the puppy under the porch.*  
prepositional phrase

preposition      object  
*I found the kitten hiding between the couch cushions.*  
prepositional phrase

## Prepositions

# Prepositions

**A** Fill in the missing prepositions in the sentences below.

under	around	beside
with	for	on
of	from	during

1. The doctor stood \_\_\_\_\_ the patient's bed.
2. Water flowed \_\_\_\_\_ the covered bridge.
3. Marcos went swimming \_\_\_\_\_ his best friend.
4. The hailstones pounded the roof \_\_\_\_\_ the storm.
5. Kelly took the largest slice \_\_\_\_\_ pepperoni pizza.
6. Mr. Winslow takes messages \_\_\_\_\_ his boss.
7. The little children raced \_\_\_\_\_ the playground.
8. Did you get the letter \_\_\_\_\_ your pen pal?
9. Don't forget to put a stamp \_\_\_\_\_ that envelope.

**B** On a sheet of lined paper, write a paragraph about children at a playground. When you are finished, circle all of the prepositions you used.

Name \_\_\_\_\_

# Prepositional Phrases

Rule  
**17**

Write a sentence using each of the following prepositional phrases. After writing your sentences, do the following:

- circle the preposition in each sentence
- write an **O** over the object of the preposition

*I found my library book under my <sup>O</sup>bed.*

**1.** under the table

---

---

**2.** after the game

---

---

**3.** to the store

---

---

**4.** of the book

---

---

**5.** from Uncle Jim

---

---

**6.** around the room

---

---

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# Locate Prepositional Phrases

**Rule  
17**

Underline the prepositional phrases in the story below. Prepositional phrases begin with words such as *in*, *on*, *for*, *at*, *from*, etc. Circle the object of each prepositional phrase.

Elias Howe invented the sewing machine in 1845. He thought homemakers around America would buy his machine. But homemakers did not have enough money for his machine. He tried selling the sewing machine to clothing manufacturers. They were not interested in Howe's invention either.

Elias Howe set sail for Europe hoping there would be interest in his idea there. But consumers there showed little interest in the sewing machine. Having no money for a return trip, Howe pawned his machine and his patent.

In the meantime, a few companies in America had begun manufacturing sewing machines. Howe borrowed money and bought back his machine and patent from the pawnshop. He proved in court that the idea for the sewing machine was his. Eventually, Elias Howe earned more than two million dollars from his invention.



## Words in a series and equal adjectives need commas to separate them.

- to separate three or more words or phrases in a series.

*Do you want peas, carrots, or corn for dinner?*

*Xavier put his old hiking books, a flannel shirt, and some extra socks in his backpack.*

- to separate two or more adjectives that **equally** modify the same noun.\*

### Use a comma:

*Karen always asks interesting, intelligent questions.*

*The noisy, enthusiastic crowd rooted for their team.*

### Don't use a comma:

*Five little chicks were pecking for bugs.*

*Light blue flowers swayed in the breeze.*

\*See Notes to the Teacher on page 103 for additional information.

# Place Commas Properly

**Rule  
18**

Some of the sentences below require commas to separate words in a series or to separate two equally modifying adjectives. Place the commas correctly. Some sentences will require no commas.

1. People use the Internet to conduct business complete research go shopping and talk with others.
2. The Internet is useful because of its speed and convenience.
3. Shopping from home is quick easy and enjoyable.
4. Tired busy consumers can buy birthday gifts without leaving their living rooms.
5. Business managers can send memos receive important papers and conduct meetings over the Internet.
6. Contracts property titles and funds can all “change hands” over the Internet.
7. Friends and relatives can stay in contact with each other through e-mail.
8. Chatrooms connect people with common interests and similar ideas.
9. Strangers share thoughts research and opinions.
10. The Internet has made the world a smaller friendlier place.

# Comma Corrections

**Rule  
18**

Add commas where needed in the sentences below.

1. Pounding rain and rushing wind will weather rocks.
  2. Weathered rocks crumble crack and break.
  3. The cracked and crumbled pieces of rock eventually become part of the soil.
  4. Fast powerful streams carry weathered pieces of rock to new places.
  5. Pieces of weathered rock can end up at the bottom of a riverbed at the foot of a mountain or even on the ocean floor.
- 
1. The atmosphere is made up of nitrogen oxygen and small amounts of other gases.
  2. The atmosphere is polluted by factory smoke car exhaust and volcano dust.
  3. Things you do every day also pollute the air.
  4. Warm cozy fires in your fireplace pollute the air.
  5. Hot crackling campfires pollute the air.
  6. Even fragrant sweet-smelling perfumes may pollute the air.

# Write Series and Adjectives

**Rule  
18**

**A** Write sentences containing the words or phrases given. Use commas where needed.

1. beautiful landscapes   historical sites   an amusement park

---

---

2. caught the ball   ran twenty yards   made the touchdown

---

---

3. yards   vegetable gardens   flower patches

---

---

4. birthdays   anniversaries   weddings

---

---

**B** Write sentences in which the two suggested adjectives are side by side. Use commas where needed.

1. bright blue

---

---

2. strong determined

---

---



A comma is used after introductory words and to set off the name of a person being spoken to.\*

- after **introductory words** such as **yes**, **no**, and **well** at the beginning of a sentence.

*Well, can you do it for me now?*

*Yes, my party is tomorrow after school.*

*No, I have not seen that movie.*

- to set off the name of a person being spoken to.

*Tanisha, how are you?*

*I can see, Hank, that you are studying hard.*

*I've never heard you play so brilliantly, Alberto.*

\*See Notes to the Teacher on page 104 for additional information.

## Comma Usage

# Commas

**Rule  
19**

**A** Add commas to these sentences about Carl and Jay.

1. Carl will you help me with my homework after school?
2. No not today. I have to go out of town with my parents.
3. Well do you think you can help me on Saturday?
4. No I'll still be gone. I can help you on Monday Jay if that's not too late.
5. Yes that will be okay. I don't have to turn in the assignment until Tuesday.
6. Okay Carl I'll see you when I get back.

**B** Complete these sentences using commas in the correct places.

1. Yes \_\_\_\_\_
2. Well \_\_\_\_\_
3. Mr. Martinez \_\_\_\_\_  
\_\_\_\_\_
4. No \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_ Francesca.

Name \_\_\_\_\_

# Comma Questions

Rule  
19

Answer the following questions in complete sentences using one of the introductory words given. Add commas where needed.

1. Do you like math class?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. Do you consider chocolate or vanilla your favorite ice-cream flavor?

Well \_\_\_\_\_

3. What would you say upon meeting the president of the United States?

Mr. President \_\_\_\_\_

4. Have you ever flown in an airplane?

Yes \_\_\_\_\_

No \_\_\_\_\_

5. Tell your mom one thing about your school day.

Mom \_\_\_\_\_

6. If you were invited to go bungee jumping, what would you say?

Okay \_\_\_\_\_

No \_\_\_\_\_

# In Other Words

**Rule  
19**

Rewrite the following sentences twice. The first time, move the name to the middle of the sentence. The second time, move the name to the end of the sentence. Remember to place commas where needed. The first one has been completed for you as an example.

1. Kerry, please take out the garbage.

*Please, Kerry, take out the garbage.*

*Please take out the garbage, Kerry.*

2. Kim, I noticed that you haven't studied for your history test yet.

\_\_\_\_\_

\_\_\_\_\_

3. Well, Lisa, I heard that you kicked the final goal in yesterday's soccer game.

\_\_\_\_\_

\_\_\_\_\_

4. Joe, never before have I seen you work so hard in the yard!

\_\_\_\_\_

\_\_\_\_\_

5. Mr. Brown, I will try to get the assignment turned in on time.

\_\_\_\_\_

\_\_\_\_\_



Commas and colons are used in specific instances.

**Commas** are used

- between the day of the month and the year.\*

*May 23, 2001    July 4, 1776*

- between the name of a city and the state, province, or country.\*

*Paris, France    Salem, Oregon    Ottawa, Ontario*

- after the greeting and closing in a friendly letter.

*Dear Aunt Mary,    Love,*

**Colons** are used

- to separate hour and minutes in time.

*6:45    10:00*

- after the greeting in a business letter.

*Dear Mr. Smith:*

- before writing a list.

*Buy these at the store:*

*milk*

*bread*

*bananas*

\*See Notes to the Teacher on page 104 for additional information.

## Commas & Colons

# Use Commas

**Rule  
20**

**A** Add commas to this friendly letter.

154 Elm Street  
Fresno CA  
July 16 2001

Dear Grandfather

I went to a soccer game with Leon Margo and Mel last Saturday. We had a great time. We got up while it was still dark outside to get an early start. Mom drove all the way to Reno Nevada.

It took us five hours to get there. We stopped once to use the bathroom stretch our legs and eat some lunch. We had a great time even though our team lost.

The trip home sure was exciting! We had a flat tire Mel got carsick and we got lost. That was my fault. I had the map upside down!

I hope you and Grandma come for a visit soon.

Love

Sally

**B** On a sheet of lined paper, write a friendly letter to someone you like. Don't forget the commas.

Name \_\_\_\_\_

# Use Colons

Rule  
20

Add colons to this business letter.

225 Washington Avenue  
Fresno, CA 93650  
January 3, 2002

Mr. C.R. Smith  
J.S. Kelly Toy Company  
120 West Harding Street  
Memphis, TN 36231

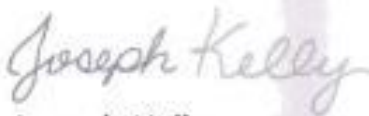
Dear Mr. Smith

I am looking forward to our 4 30 meeting on February 22. Please bring the following items with you

model of the toy  
blueprint of the design  
estimate of costs for production

The meeting should take no more than two hours. Will you be able to stay and join our family for dinner? We usually eat around 7 00.

Sincerely,



Joseph Kelly

# Comma or Colon?

**Rule  
20**

Fill in each blank below with either a comma or a colon.

1. I was born on May 14\_\_\_ 1991.
2. Ted will arrive at your house at 3\_\_\_ 00 P.M.
3. Carol lives in Bailey\_\_\_ Colorado.
4. Dear Grandma Bonnie\_\_\_  
Please come to my birthday party.  
Love\_\_\_  
Timmy
5. Dear Mr. Baker\_\_\_  
Thank you for the job offer.  
Sincerely\_\_\_  
Roman A. Miller
6. Please bring the following gear to the camping trip\_\_\_  
tent  
backpack  
sleeping bag



Commas set apart an appositive (a word or phrase that renames the noun or pronoun before it) from the rest of the sentence.

*My dentist, Dr. Williamson, is always gentle.*

*Uncle Joe, the race car driver, is going to take us for a ride.*

*The woman standing up is Maria Garcia, the well-known dog trainer.*

*The world's two tallest mountains, Mount Everest and K2, are located in Asia.*

# Set Apart Appositives

Set apart the appositives in these sentences by adding commas where needed.

1. My band teacher Ms. Godsey taught me to play three instruments.
2. The trumpet my favorite instrument is hard to play.
3. Our town's volunteer fire fighters Kevin and Rena are husband and wife.
4. Our school Jackson Street Elementary is one of three elementary schools in the city.
5. The woman who gave today's speech was Pandora Seaton a successful business owner.
6. Kent Twitchell a renowned mural painter will give next month's speech.
7. *Where the Sidewalk Ends* the Shel Silverstein book contains some of my favorite poems.
8. Cinco de Mayo an exciting Mexican holiday takes place on the fifth of May.
9. Summer the hottest season of the year is just around the corner.
10. The best restaurant in town is Wu Lee's the Chinese place.

# Locate Appositives

Circle the appositives in the paragraphs below.

My teacher, Miss Smith, likes to sing. Each morning, we begin our day with a song. One of our favorites is "Good Morning, Mr. Sun," a cheerful, snappy tune. Taisha, my good friend, has the best voice in our class. On some mornings, instead of the whole class saying the Pledge of Allegiance, Taisha sings "The Star Spangled Banner," our national anthem. We also often end the day with a song. Our last song of the day is usually "See You Tomorrow," a good-bye song.

When a rash appeared on my arms, I went to see Dr. Nelson, my physician. Dr. Nelson said I had contracted itchy armitis, a rare disease. As always, Dr. Nelson was joking with me. My rash was actually an allergic reaction to strawberries, one of my favorite foods. My funny doctor, Dr. Nelson, told me the rash should disappear by the next day, Saturday.

# Personal Appositives

In each sentence below, add appositives or the noun the appositive names. Use facts from your own life. The first one has been completed as an example.

1. My mom, Doris Cooksey, is a great cook.
2. My teacher, \_\_\_\_\_, assigns too much homework.
3. I would like to meet \_\_\_\_\_, the main character in my favorite movie.
4. The song I like to hear on the radio is "\_\_\_\_\_" my favorite song.
5. \_\_\_\_\_, one of my favorite relatives, lives in \_\_\_\_\_.
6. I love \_\_\_\_\_, the greatest holiday of the year.
7. One of my friends, \_\_\_\_\_, is really good at \_\_\_\_\_.
8. A book I recently read, \_\_\_\_\_, was written by \_\_\_\_\_.
9. I often play a game, \_\_\_\_\_, with my friends at recess.
10. \_\_\_\_\_, a restaurant I love, serves \_\_\_\_\_ food.



A direct quotation has specific rules of punctuation and capitalization.

- A **quotation** is the exact words a person says or thinks.

**A quotation:**

*"Jerome plays forward on the soccer team," said Carlos.*

**Not a quotation:**

*Carlos said that Jerome plays forward on the soccer team.*

- **Quotation marks** are placed before and after a speaker's exact words.

*The magician explained, "I will pull a rabbit out of this hat."*

*"That was an exciting trick!" exclaimed Margaret.*

- Capitalize the first word of each sentence in a quotation.

*Araceli stated, "Some of these crayons are broken."*

*"Are there enough black crayons?" questioned Terrance.*

*"Each of us needs one."*

- We usually use a comma to separate the quotation from the rest of the sentence.

*"I went to the lake last Saturday," stated Monica.*

*Monica stated, "I went to the lake last Saturday."*

## Quotation Marks

# Use Quotation Marks

**Rule  
22**

Add quotation marks to these sentences. Underline the speaker.

1. Please hand me that book, said Ms. Quinn.
2. On the way home from school, Mark asked, Can you spend the weekend at my house?
3. Alice, asked Mr. Washington, what is the answer to the last question?
4. I won't eat liver and brussels sprouts for dinner! shouted Jessie. I want pizza!
5. How long is this race going to last? wondered Otis.
6. Carlos exclaimed, Look at that huge pumpkin!
7. If we work hard, replied Judy, we will earn an excellent grade.
8. Sally, when is your birthday? asked Mrs. Taylor.
9. That was the most exciting book I have ever read! exclaimed Jody.
10. Why are you late? complained Roberto. We are going to miss the bus.

# What Did They Say?

**A** Rewrite each sentence, adding quotation marks around each person's exact words. Use capital letters and other punctuation marks where they are needed.

1. lee said i'll get us something to drink

\_\_\_\_\_

2. do you have a pet cat asked marcus

\_\_\_\_\_

3. shawna shouted keep away from that broken glass

\_\_\_\_\_

4. why do i have to do my homework now complained susanne

\_\_\_\_\_

5. kim said i like to play soccer with my friends

\_\_\_\_\_

6. michael asked how soon will dinner be ready

\_\_\_\_\_

7. please tell me the answer to the riddle begged jose

\_\_\_\_\_

8. chris thought i hope they choose me to be on their team

\_\_\_\_\_

**B** On a sheet of lined paper, write a short conversation between Max and his teacher, Ms. Bennet, about tonight's homework.



# Quotation or Not?

**Rule  
22**

Some of the following sentences contain direct quotes (the exact words of the speaker). Some of them do not. Add capital letters and quotation marks only where necessary. Some sentences will require no changes.

1. Mrs. Mickey explained that we would be painting in art class today.
2. She said we would need to wear paint smocks.
3. She told us you will not get your clothes messy if you wear a smock.
4. Mary responded that's good, because I'm wearing a new dress.
5. Kevin said he loves to paint.
6. Nancy echoed I love to paint and draw.
7. Tammy feared she was not a very good artist.
8. Mrs. Mickey reminded her you don't have to be the world's best artist; just enjoy yourself.
9. Lisa said she was glad to hear that comment because she wasn't much of a painter either.
10. When the class ended, Lisa and Tammy both told Mrs. Mickey they had a good time painting.



Titles of books, movies, plays, and magazines, songs, stories, etc., are treated in specific ways.

- Capitalize the first word, the last word, and every word in between except for articles (*the, a, an*), short prepositions, and short conjunctions.

The **L**egend of the **W**hite **B**uffalo **W**oman  
**S**o **Y**ou **W**ant to **B**e **P**resident?  
**A**round the **W**orld in a **H**undred **Y**ears

- When you write in handwriting, underline the titles of books, movies, and television programs, and the names of newspapers and magazines.

Jurassic Park (movie)

Hatchet (book)

Boys' Life (magazine)

- If you are using a word processor, use italics instead of underlining.

*Jurassic Park* (movie)

*Hatchet* (book)

*Boys' Life* (magazine)

- Use quotation marks around the titles of stories, magazine articles, essays, songs, and most poems.

“The Star Spangled Banner” (song)  
“Safety Tips for Campers” (article)  
“Rain” (poem)

## Titles

# Punctuation

**Rule  
23**

Rewrite these sentences using the correct punctuation for each title.

1. I am reading one chapter from Tom Sawyer every night before I go to bed.  
\_\_\_\_\_  
\_\_\_\_\_
2. Every Saturday morning my little brother watches the cartoon Rugrats.  
\_\_\_\_\_  
\_\_\_\_\_
3. The scariest story in Horrifying Bedtime Stories was Sounds in the Night by T.S. Jones.  
\_\_\_\_\_  
\_\_\_\_\_
4. My favorite patriotic song is America, the Beautiful.  
\_\_\_\_\_  
\_\_\_\_\_
5. We read articles from Newsweek, Time, and The Daily Herald for our report.  
\_\_\_\_\_  
\_\_\_\_\_
6. I read an interesting article called Kayaking in Alaska in the National Geographic World magazine.  
\_\_\_\_\_  
\_\_\_\_\_

# Capital Letters in Titles

**Rule  
23**

**A** Rewrite these sentences using the correct capitalization.

1. We are studying the poem "the midnight ride of paul revere" in history class.

\_\_\_\_\_

2. Are we supposed to read "across the plains" or "mountain trek" in our history book for homework tonight?

\_\_\_\_\_

3. Did you see war of the worlds on television last night?

\_\_\_\_\_

4. We are going to sing "o little town of bethlehem" in the Christmas program at church.

\_\_\_\_\_

**B** Complete these sentences by writing the titles of your favorites. Be sure to underline titles of books, magazines, movies, and television shows. Use quotation marks for poems and songs.

1. The best book I ever read was \_\_\_\_\_.

2. \_\_\_\_\_ is my favorite song of all time.

3. \_\_\_\_\_ was the greatest movie I've seen this year.

4. I could read the poem \_\_\_\_\_ over and over again.

5. Yesterday I watched \_\_\_\_\_ on TV.

6. If I were going to read a magazine, I would choose \_\_\_\_\_.

Name \_\_\_\_\_

# Correct the Titles

Rule  
23

Read the paragraphs below. Find mistakes in the capitalization and punctuation of titles. Write the titles correctly on the lines.

Many Roald Dahl children's books have been made into movies. James and the giant peach is one of my favorite Dahl-inspired movies. The young boy who plays James is both a good actor and an excellent singer. He can really belt out the song james, where are you?

---

---

Many Maurice Sendak works have been compiled into a video called the maurice sendak library. Song versions of the poems alligators all around and one was johnny appear in the video. Peter Schickele also reads the Sendak books where the wild things are and in the night kitchen. Following the poem and story presentations is an interview with Maurice Sendak himself.

---

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---

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## Negative words and the pronouns **I**, **me**, **they**, and **them** follow specific usage rules.

A **negative** is a word that means *no* or *not*. Use only one negative in a sentence.

### Correct:

*I **don't** have a costume for the party.*

*I have **no** costume for the party.*

### Incorrect:

*I **don't** have **no** costume for the party.*

Use **I** and **they** in the subject.

***I** like to play soccer.*

***They** are visiting Florida.*

Use **me** and **them** in the predicate or after a preposition.

*Arnie wants **me** to help him.*

*One of **them** is the winner.*

Name yourself last.

*Pete and **I** have a new dog.*

*Mom gave it to Pete and **me**.*

# What Should I Say?

**Rule  
24**

**A** Fill in the missing words in these sentences. Use **I** or **me**.

1. \_\_\_\_\_ am learning how to figure skate.
2. Aunt Margaret wants \_\_\_\_\_ to weed her garden.
3. Kenny and \_\_\_\_\_ like to go fishing together.
4. \_\_\_\_\_ need to write a thank-you note to my grandmother for the nice present she sent \_\_\_\_\_.

**B** Fill in the missing words in these sentences. Use **they** or **them**.

1. Will you help \_\_\_\_\_ paint the fence?
2. Can \_\_\_\_\_ stay a little while longer?
3. The farmer let \_\_\_\_\_ ride his horses.
4. When \_\_\_\_\_ act like clowns, it makes me laugh.

**C** Write two sentences about yourself and a friend. Use **I** in one of the sentences. Use **me** in the other sentence.

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

# Double Negatives

**Rule  
24****A** Rewrite these sentences correctly.1. Do not do that no more.  
\_\_\_\_\_2. Weren't there no cookies left?  
\_\_\_\_\_3. Why doesn't he never do his homework?  
\_\_\_\_\_4. This does not look like nothing I've ever seen before.  
\_\_\_\_\_5. She didn't have no lunch today.  
\_\_\_\_\_6. Why can't he never get here on time?  
\_\_\_\_\_**B** Write your own sentences using these negative words.

(not) \_\_\_\_\_

(never) \_\_\_\_\_

(none) \_\_\_\_\_

(nothing) \_\_\_\_\_

# Detect Errors

**Rule  
24**

If the sentence is written correctly, write **correct** on the short line. If there is an error in the sentence, rewrite the sentence correctly.

1. I and my mom are going to the mall Saturday. \_\_\_\_\_  
\_\_\_\_\_
2. I hope we don't have no homework tonight. \_\_\_\_\_  
\_\_\_\_\_
3. My friends and I are having a sleepover this weekend. \_\_\_\_\_  
\_\_\_\_\_
4. Kelly is going to the movies with Kim and I. \_\_\_\_\_  
\_\_\_\_\_
5. These tomatoes don't taste no good in my salad. \_\_\_\_\_  
\_\_\_\_\_
6. Let's invite them two new kids to play with us at recess. \_\_\_\_\_  
\_\_\_\_\_
7. Mrs. Brown gave the football to me and Jason. \_\_\_\_\_  
\_\_\_\_\_
8. Me and Todd go swimming at the YMCA every Saturday. \_\_\_\_\_  
\_\_\_\_\_



Some words are easily confused. Take care to use **can/may**, **sit/set**, **lie/lay**, and **good/well** correctly.\*

• **can—may**

Use *can* to tell that someone is able to do something.

*Juan **can** swim across the lake.*

Use *may* to ask or give permission to do something.

***May** I sit next to you?*

• **lie—lay**

Use *lie* to mean “to rest or recline.”

*I want to **lie** on the sofa.*

Use *lay* to mean “to put or place.”

*I will **lay** the book on the end table.*

• **sit—set**

Use *sit* to mean “stay seated.”

*Dad will **sit** in that chair.*

Use *set* to mean “to put or place.”

*He **set** his glass down on the table.*

• **good—well**

*Good* is an adjective. Use *good* to describe nouns.

*The dinner smells **good**.*

*Well* is usually an adverb. Use *well* to describe verbs.

*He dances very **well**.*

\*See Notes to the Teacher on page 104 for additional information.

# Which Is Correct?

**Rule  
25**

**A** Cross out the incorrect sentences. Rewrite them correctly on the lines below.

1. Can I go to Peter's party?
2. Stuart can run faster than anyone else I know.
3. The tired, old dog wants to lay down by the fire.
4. Lay the new clothes out on the bed.
5. Please sit the vase down very carefully.
6. Did you set next to Mrs. Gomez?
7. You may go to the movies after dinner.
8. After she lies the eggs, the hen sets on them.
9. Lay the baby in her crib so she can take a nap.

**B** Make your corrections here.

---

---

---

---

---

# Select the Correct Word

Circle the correct word in each sentence.

1. Daylela (can may) dance better than anyone else in the class.
2. Students in Mr. Tanaka's class (can may) sharpen their pencils only if they ask permission first.
3. (Can May) I help you prepare dinner tonight?
4. Grandpa always (sits sets) in that chair when he comes to our house.
5. (Sitting Setting) in the beach chair is my Aunt Mary.
6. I (set sit) my reading glasses down here somewhere.
7. If you are not feeling well, you should go (lay lie) down.
8. (Lay Lie) the gifts under the Christmas tree.
9. I will (lay lie) the keys beside your purse.
10. My sister plays the flute pretty (good well).
11. The movie we saw last weekend was quite (good well).
12. Sara plays chess very (good well) for a beginner.

Name \_\_\_\_\_

# Write It Right

Rule  
**25**

Use each word below in a sentence of your own.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



# Notes to the Teacher

## Rule 4, page 15

The rule states that the parts of a compound sentence are **usually** joined by conjunctions. A semicolon may also replace a comma and conjunction in a compound sentence.

Simple sentences: *He broke the window. It was an accident.*

Compound sentence: *He broke the window; it was an accident.*

## Rule 9, page 35

The present tense endings *s* and *es* are used only with third person singular nouns and pronouns (*he, she, it, Grandma, Mr. Jones*, etc.). The distinction between first person and third person may need to be explained to non-native speakers.

## Rule 18, page 71

1. Note that the use of a comma to separate the two independent clauses of a compound sentence is addressed in Rule 4.
2. Here are two tests to use to determine if adjectives are modifying a noun equally:
  - Put *and* between the adjectives. If the sentence sounds correct, use a comma.

*It's time to get rid of those smelly, old sneakers.*

*It's time to get rid of those smelly **and** old sneakers.*

*(and sounds OK, so use a comma)*

*Three big dogs are digging in the sand.*

*Three **and** big dogs are digging in the sand.*

*(and sounds odd, so do not use a comma)*

- Switch the order of the adjectives. If the sentence sounds correct, the adjectives modify equally.

*It's time to get rid of those smelly, old sneakers.*

*It's time to get rid of those old, smelly sneakers.*

*(sounds OK; use a comma)*

*Three big dogs are digging in the sand.*

*Big three dogs are digging in the sand.*

*(sounds odd; do not use a comma)*

# Notes to the Teacher (continued)

## Rule 19, page 75

If your students are writing complex sentences, you may wish to introduce the use of a comma to separate a long dependent clause from the independent clause that follows it.

***Because it was so hot,** we decided to stay indoors to play.*

***If you wish to know the answer,** I will tell you.*

***When they had finished their mathematics assignment,** the students were allowed to have free time.*

## Rule 20, page 79

In running text, a comma follows as well as precedes both the year and the state, province, or country.

*The events of April 18, 1775, have long been celebrated in song and story.*

*The electrical storms in Flagstaff, Arizona, are no less than spectacular.*

## Rule 25, page 99

*Well* is often confused with *good*.

- *Good* is an adjective, and *well* is **usually** an adverb.

*She is a **good** musician.*

*She plays both the piano and the guitar **well**.*

*I received a **good** grade on the social studies test.*

*All the time spent studying served me **well**.*

- Both *well* and *good* are correct in this instance.

*"After all that food, I don't feel **well**," groaned Marvin.*

*"I don't feel **good**, either," complained Marvin.*

- Although both *well* and *good* are correct here, the meaning in sentence two may be unclear.

*You don't look **well**. (You look sick.)*

*You don't look **good**. (It could be that you look sick, or it could be that your appearance isn't appealing.)*



# Answer Key

## Page 4

1. ? interrogative
2. . declarative OR imperative
3. . imperative
4. ! exclamatory
5. ! exclamatory
6. . declarative
7. ? interrogative
8. . imperative
9. ? interrogative
10. . declarative OR imperative

Sentences will vary, but they should reflect the requested sentence types.

## Page 5

1. ? interrogative
2. . declarative
3. ! exclamatory OR . declarative
4. . imperative
5. . declarative
6. . imperative
7. . declarative
8. . declarative
9. . imperative

## Page 6

Answers will vary, but they should reflect the requested sentence types.

## Page 8

1. subject
2. predicate
3. predicate
4. subject
5. subject
6. predicate
7. predicate
8. subject
9. subject
10. subject
11. predicate
12. predicate

## Page 9

Sentences will vary, but they must include the sentence fragment and have the subject correctly circled and the predicate correctly underlined.

## Page 10

1. My hungry friends <sup>SS</sup> hunted for food in the kitchen. <sup>SP</sup>
2. Margo <sup>SS</sup> petted the tiny kitten. <sup>SP</sup>
3. The busy workers <sup>SS</sup> painted the whole house in one day. <sup>SP</sup>
4. The frightened dog <sup>SS</sup> hid under the porch. <sup>SP</sup>
5. Several heavy packages <sup>SS</sup> arrived in the mail this morning. <sup>SP</sup>
6. Carla's friend Margo <sup>SS</sup> came for a long visit. <sup>SP</sup>
7. Twelve silver sardines <sup>SS</sup> darted among the kelp blades. <sup>SP</sup>
8. Sam <sup>SS</sup> hit two home runs in the last game. <sup>SP</sup>
9. The large moving van <sup>SS</sup> was unable to turn into our driveway. <sup>SP</sup>
10. Melissa, my next-door neighbor, <sup>SS</sup> plays trumpet in the school band. <sup>SP</sup>

## Page 12

- |            |         |
|------------|---------|
| 1. but     | 7. but  |
| 2. and, or | 8. as   |
| 3. as      | 9. or   |
| 4. but     | 10. and |
| 5. or      | 11. and |
| 6. and     | 12. as  |

## Page 13

- |                    |                     |
|--------------------|---------------------|
| 1. and             | 7. nor              |
| 2. and             | 8. and, so          |
| 3. but OR yet      | 9. nor              |
| 4. but OR yet      | 10. so              |
| 5. but             | 11. as OR and       |
| 6. and, but OR yet | 12. but OR yet, and |

## Page 14

Answers will vary, but they should be compound sentences including the stated conjunctions.

## Page 16

1. Grandmother baked cookies, and the children ate them all.
2. The explorers searched the jungle, but they never reached the lost city.
3. There was a large pothole in the road, and so I had to swerve to avoid it.
4. I yelled to warn him, but it was too late.
5. I may spend August in the mountains, or I may stay home and paint the house.

Sentences will vary, but they must follow the directions given.

## Page 17

1. Mrs. Peterson's class talked about hobbies. and Bobby said he likes to watch movies.
2. Saber likes to watch movies also. but he loves to read books too.
3. Mrs. Peterson plays tennis in the city. or she hikes in the mountains.
4. Tom wants to collect stamps. but he hasn't started yet.
5. Mary is learning to sew her own clothes. and Lisa takes cooking lessons.
6. Stacy rides a skateboard. or he rides his bike.
7. Linda paints pictures. and her grandmother frames them.
8. Kevin sings in the shower. yet he never performs in front of people.
9. Karen sings in a choir. so she performs on stage often.
10. Ted never sings. but he enjoys acting on stage.

**Page 18**

1. simple
2. simple
3. compound
4. simple
5. compound

1. simple
2. compound
3. simple

**Page 20**

Answers will vary, but all proper nouns should be capitalized.

**Page 21**

1. The town of Blair, Nebraska, is home to Dana College.
2. The college was founded by Danish immigrants to America.
3. The politician Paul Simon attended Dana College as a young man.
4. The city of Ashland, Oregon, is home to Southern Oregon University.
5. The University of Colorado is located in Boulder, Colorado.
6. On April 20, 2001, the University of Colorado celebrated its 125th birthday.
7. The town of Klamath Falls, Oregon, is home to Klamath Community College and the Oregon Institute of Technology.
8. Many cities, including San Francisco, Denver, and Dallas, have community colleges.

**Page 22**

1. My grandmother, Ruth Heffelfinger, has been living for over eighty years.
2. She lives in Auburn, Indiana.
3. Her birthday is in October.
4. Grandma Ruth likes to visit warm places in the winter.
5. Sometimes she goes to Florida.
6. Sometimes she visits my Aunt Mary in Texas.

**Page 22 (continued)**

7. My grandmother lived on a large farm in Indiana for many years.
8. Now she lives at the Westside Trailer Park.
9. Her home is actually located on Ruth Street!
10. Her son, David, lives in the same park on Peterson Street.

**Page 24**

Blanks should be filled in as follows:

berries  
fences  
boxes  
boys  
bees  
flies  
heads  
hours  
pies  
berries

**Page 25**

1. women, children, men
2. mice, fish
3. people, geese, moose, deer
4. feet, teeth

Answers will vary for the sentence at the bottom of the page, but they should reflect the correct forms.

**Page 26**

1. cakes, 1
2. policies, 3
3. dishes, 2
4. parties, 3
5. keys, 1
6. series, 5
7. calves, 4
8. beliefs, 4
9. wishes, 2
10. patches, 2
11. apples, 1
12. children, 5

**Page 28**

1. Michelle came to my house for dinner.
2. The horse galloped across the field.
3. Jamal has gone to visit his grandparents in Illinois.
4. They have seen rainbows in the sky many times.
5. Sergio saw a strange animal in his backyard.
6. Mr. and Mrs. Lee have traveled to many countries around the world.
7. Everyone in class went to science camp.
8. The workers have come to paint the house.

Sentences at the bottom of the page will vary, but they should use the verbs correctly.

**Page 29**

1. Circled
2. X—Paul and Abbie were having fun at the fair.
3. X—The circus monkey was swinging by its tail.
4. X—The whiskers on my kitten twitch.
5. Circled
6. X—They were tired of doing homework every day.
7. Circled
8. X—Mom and Dad are excited about their vacation trip.

**Page 30**

- |            |             |
|------------|-------------|
| 1. action  | 8. helping  |
| 2. linking | 9. helping  |
| 3. helping | 10. linking |
| 4. action  | 11. action  |
| 5. helping | 12. action  |
| 6. linking | 13. linking |
| 7. helping | 14. action  |



**Page 32**

My sister <sup>P</sup>promised to <sup>F</sup>come for the weekend. She <sup>P</sup>called us last night to <sup>PR</sup>say she <sup>F</sup>is coming this evening. She <sup>F</sup>will arrive about 6:00 p.m. Mom <sup>PR</sup>is fixing her favorite dessert as a surprise. We <sup>F</sup>will have a party while she <sup>PR</sup>is here.

Paragraph at the bottom of the page will vary, but it should reflect tenses correctly.

**Page 33**

- |              |               |
|--------------|---------------|
| 1. tomorrow  | 9. today      |
| 2. yesterday | 10. yesterday |
| 3. yesterday | 11. tomorrow  |
| 4. tomorrow  | 12. yesterday |
| 5. tomorrow  | 13. tomorrow  |
| 6. today     | 14. today     |
| 7. tomorrow  | 15. yesterday |
| 8. today     |               |

**Page 34**

1. graduated
2. worked
3. opened
4. work
5. will open
6. will be

1. is
2. will turn
3. will get
4. will drive
5. drove
6. will be

1. practiced
2. is
3. will become

**Page 36**

Some students may also use a form of "to be" with the participle (ing) form of the verb.

1. visited
2. will catch
3. buzz OR buzzes
4. hurried
5. reached
6. cried
7. will make
8. laugh OR laughs
9. will run
10. stopped

**Page 37**

**Present Tense:** Darcy is having a great time on her vacation this month. She is visiting Florida. She is staying at an oceanfront hotel. She swims every day. She goes sailing. She goes fishing. She makes sand castles along the beach. She plays hard each day and sleeps hard each night!

**Past Tense:** Darcy had a great time when she went on her vacation last month. She visited Florida. She stayed at an oceanfront hotel. She swam every day. She went sailing. She fished. She made sand castles along the beach. She played hard each day and slept hard each night!

**Page 38**

Words in blanks appear in the story in the following order:  
became, was, remained, kept, showed, watched, encouraged, freed, was, will continue, will be

Circled words appear in the following order: is, try, free, work, teach, swim, hunt, live, likes, live, work, likes, is, swim

**Page 40**

1. began
2. grew
3. ran
4. threw
5. thought
6. made

**Page 40 (continued)**

7. chose
8. ate
9. knew
10. drank
11. wrote
12. swung
13. went
14. froze

Although answers will vary, likely answers include:

1. ate, drank
2. wrote
3. swung
4. froze
5. made, grew
6. knew OR thought, began
7. ran
8. chose

**Page 41**

Lines should be drawn through the following verbs which should then be corrected as indicated:

knowed—known  
goed—went  
goed—went  
taked—took  
swimmed—swam  
growed—grew  
buyed—bought  
bringed—brought  
singed—sang  
readed—read  
seed—saw  
keept—kept  
gived—gave

**Page 42**

Verbs should appear in the paragraph in the following order:

taught, loved, made, wrote, learned, did, studied, came, brought, thanked, looked, taught, decided

**Page 44**

1. They
2. her
3. They
4. They, it
5. it
6. them
7. They
8. them
9. they

**Page 45**

1. Our OR My
2. She
3. our
4. us OR them
5. ourselves
6. Everyone
7. his
8. He
9. her
10. They
11. them
12. We

**Page 46**

1. We—subject
2. me—object
3. us—object
4. I—subject
5. me—object
6. They—subject

Sentences at the bottom of the page will vary, but they must contain a subject and an object pronoun.

**Page 48**

<b>circled:</b>	<b>line(s) to:</b>
1. her	Terri
2. she, her	Maggie
3. They	Mario, Lee
4. them	Jamal, Tamara
5. He	farmer
it	corn
6. his, he	Antonio
it	bike
7. we	Jeff, I
8. themselves	children

**Page 49**

- |             |            |
|-------------|------------|
| 1. his      | pronoun    |
| 2. dogs     | antecedent |
| 3. their    | pronoun    |
| 4. airplane | antecedent |
| 5. They     | pronoun    |

Sentences at the bottom of the page will vary, but they must contain a pronoun and an antecedent.

**Page 50**

George Washington Carver was born into slavery during the American Civil War. When **it** ended, **he** was a free child. Still, George's life was not easy. Many schools would not admit **him**. **They** did not accept black students. George had to move many times to complete **his** education. After **he** earned **his** college degree, **he** began teaching and completing research. **He** became famous for concocting hundreds of uses for the peanut, a crop that saved the soil of the South.

**Page 52**

- |                          |                |
|--------------------------|----------------|
| 1. sun's, lake's         | 5. librarian's |
| 2. children's, teacher's | 6. boys'       |
| 3. brother's             | 7. class's     |
| 4. grandparents'         | 8. women's     |

Sentences at the bottom of the page will vary.

**Page 53**

1. plural
2. plural
3. bike's, possessive
4. plural
1. Dogs', possessive
2. plural
3. plural
4. toy's, possessive
1. plural
2. cents', possessive
3. plural
4. money's, possessive

**Page 54**

1. lady's
2. ladies'
3. year's
4. years'
5. sisters'
6. sister's
7. crowd's
8. Crowds
9. countries
10. countries'
11. boy's
12. boys'

**Page 56**

Answers will vary, but they must be of the type called for.

**Page 57**

1. those
2. that
3. This
4. that
5. these OR those
6. This OR That

Sentences at the bottom of the page will vary, but they must use the appropriate demonstrative adjectives.

**Page 58**

The following adjectives, in order, should be circled:  
Greatest, famous, other, curious, rambling, old, chatty, former, fascinating, strange, incredible, bizarre, interesting

**Page 60**

**Paragraph 1**—The following adjectives should have a C written above them:  
faster, higher

The following adjectives should have an S written above them:  
greatest, most (excited), most (feared), best

**Page 60 (continued)**

**Paragraph 2**—The following adjective should have a "C" written above it:  
louder

The following adjectives should have an "S" written above them:  
most (abrupt), hottest, driest, heaviest, brightest, prettiest, best, worst

**Page 61**

1. taller-C
2. funniest-S
3. most homesick-S
4. busiest-S
5. kindest-S
6. warmer-C
7. more careful-C
8. oldest-S

**Page 62**

Sentences will vary, but they must contain the given adjectives.

**Page 64**

1. how
2. where
3. when
4. to what extent
5. how
6. how
7. to what extent, when
8. when
9. how
10. where

Sentences at the bottom of the page will vary, but they must contain the given adverbs.

**Page 65**

1. soon  
    soonest  
    sooner
2. loudest  
    louder  
    loudly
3. most quickly  
    quickly  
    more quickly

**Page 65 (continued)**

4. well  
    better  
    best

**Page 66**

The following words should be circled and labeled as indicated.

1. barked, verb
2. immediately, adverb
3. happy, adjective
4. runs, verb
5. attended, verb
6. sits, verb
7. funny, adjective
8. hard, adverb
9. sketches, verb
10. dances, verb
11. steep, adjective
12. carefully, adverb

**Page 68**

1. beside
2. under
3. with
4. during
5. of
6. for
7. around
8. from
9. on

Paragraphs will vary.

**Page 69**

Sentences will vary, but the following words should be indicated as shown:

- |                  |       |
|------------------|-------|
| 1. <u>under</u>  | table |
| 2. <u>after</u>  | game  |
| 3. <u>to</u>     | store |
| 4. <u>of</u>     | book  |
| 5. <u>from</u>   | Jim   |
| 6. <u>around</u> | room  |

**Page 70**

Underlined phrase	Circled object
in 1845	1845
around America	America
for his machine	machine
to clothing	
manufacturers	manufacturers
in Howe's invention	invention
for Europe	Europe
in his idea	idea
in the sewing machine	machine
for a return trip	trip
In the meantime	meantime
in America	America
from the pawnshop	pawnshop
in court	court
for the sewing	
machine	machine
from his invention	invention

**Page 72**

1. People use the Internet to conduct business, complete research, go shopping, and talk with others.
2. no commas
3. Shopping from home is quick, easy, and enjoyable.
4. Tired, busy consumers can buy birthday gifts without leaving their living rooms.
5. Business managers can send memos, receive important papers, and conduct meetings over the Internet.
6. Contracts, property titles, and funds can all "change hands" over the Internet.
7. no commas
8. no commas
9. Strangers share thoughts, research, and opinions.
10. The Internet has made the world a smaller, friendlier place.

**Page 73**

Sentences should be corrected as follows:

1. no corrections
2. Weathered rocks crumble, crack, and break.

**Page 73 (continued)**

3. no corrections
4. Fast, powerful streams carry weathered pieces of rock to new places.
5. Pieces of weathered rock can end up at the bottom of a riverbed, at the foot of a mountain, or even on the ocean floor.

1. The atmosphere is made up of nitrogen, oxygen, and small amounts of other gases.
2. The atmosphere is polluted by factory smoke, car exhaust, and volcano dust.
3. no corrections
4. Warm, cozy fires in your fireplace pollute the air.
5. Hot, crackling campfires pollute the air.
6. Even fragrant, sweet-smelling perfumes may pollute the air.

**Page 74**

- A. Sentences will vary, but they must use commas correctly to separate words or phrases in a series.
- B. Sentences will vary, but only item 2 should have commas between the adjectives.

**Page 76**

Commas should be placed as follows:

1. Carl, will you help me with my homework after school?
2. No, not today. I have to go out of town with my parents.
3. Well, do you think you can help me on Saturday?
4. No, I'll still be gone. I can help you on Monday, Jay, if that's not too late.
5. Yes, that will be okay. I don't have to turn in the assignment until Tuesday.
6. Okay, Carl, I'll see you when I get back.

Sentences at the bottom of the page will vary, but they must use commas correctly.

**Page 77**

Answers will vary, but each sentence should include one of the stated introductory words followed by a comma.

**Page 78**

2. I noticed, Kim, that you haven't studied for your history test yet.

I noticed that you haven't studied for your history test yet, Kim.

3. Well, I heard, Lisa, that you kicked the final goal in yesterday's soccer game.

Well, I heard that you kicked the final goal in yesterday's soccer game, Lisa.

4. Never before, Joe, have I seen you work so hard in the yard!

Never before have I seen you work so hard in the yard, Joe!

5. I will try, Mr. Brown, to get the assignment turned in on time.

I will try to get the assignment turned in on time, Mr. Brown.

**Page 80**

Commas should be placed as follows:

Fresno, CA  
July 16, 2001

Dear Grandfather,

I went to a soccer game with Leon, Margo, and Mel last Saturday. We had a great time. We got up while it was still dark outside to get an early start. Mom drove all the way to Reno, Nevada.

It took us five hours to get there. We stopped once to use the bathroom, stretch our legs, and eat some lunch. We had a great time, even though our team lost.

The trip home sure was exciting! We had a flat tire, Mel got carsick, and we got lost. That was my fault. I had the map upside down!

Love,

Students' letters will vary.

**Page 81**

Colons should appear in the letter as follows:

Dear Mr. Smith:

I am looking forward to our 4:30 meeting on February 22. Please bring the following items with you:

We usually eat around 7:00.

**Page 82**

- |      |        |
|------|--------|
| 1. , | 4. , , |
| 2. : | 5. ;   |
| 3. , | 6. :   |

**Page 84**

1. My band teacher, Ms. Godsey, taught me to play three instruments.
2. The trumpet, my favorite instrument, is hard to play.
3. Our town's volunteer fire fighters, Kevin and Reno, are husband and wife.
4. Our school, Jackson Street Elementary, is one of three elementary schools in the city.
5. The woman who gave today's speech was Pandora Seaton, a successful business owner.
6. Kent Twitchell, a renowned mural painter, will give next month's speech.
7. *Where the Sidewalk Ends*, the Shel Silverstein book, contains some of my favorite poems.
8. Cinco de Mayo, an exciting Mexican holiday, takes place on the fifth of May.
9. Summer, the hottest season of the year, is just around the corner.
10. The best restaurant in town is Wu Lee's, the Chinese place.

**Page 85**

The appositives in paragraph 1 are:  
Miss Smith  
a cheerful, snappy tune  
my good friend  
our national anthem  
a good-bye song



**Page 85 (continued)**

The appositives in paragraph 2 are:  
 my physician  
 a rare disease  
 one of my favorite foods  
 Dr. Nelson  
 Saturday

**Page 86**

Answers will vary.

**Page 88**

1. "Please hand me that book," said Ms. Quinn.
2. On the way home from school, Mark asked, "Can you spend the weekend at my house?"
3. "Alice," asked Mr. Washington, "what is the answer to that last question?"
4. "I won't eat liver and brussels sprouts for dinner!" shouted Jessie. "I want pizza!"
5. "How long is this race going to last?" wondered Otis.
6. Carlos exclaimed, "Look at that huge pumpkin!"
7. "If we work hard," replied Julie, "we will earn an excellent grade."
8. "Sally, when is your birthday?" asked Mrs. Taylor.
9. "That was the most exciting book I have ever read!" exclaimed Jody.
10. "Why are you late?" complained Roberto. "We are going to miss the bus."

**Page 89**

1. Lee said, "I'll get us something to drink."
2. "Do you have a pet cat?" asked Marcus.
3. Shawna shouted, "Keep away from that broken glass!"
4. "Why do I have to do my homework now?" complained Susanne.
5. Kim said, "I like to play soccer with my friends."
6. Michael asked, "How soon will dinner be ready?"
7. "Please tell me the answer to the riddle," begged Jose.

**Page 89 (continued)**

8. Chris thought, "I hope they choose me to be on their team."

Answers will vary, but they must address the given topic.

**Page 90**

1. no changes
2. no changes
3. She told us, "You will not get your clothes messy if you wear a smock."
4. Mary responded, "That's good, because I'm wearing a new dress."
5. no changes
6. Nancy echoed, "I love to paint and draw."
7. no changes
8. Mrs. Mickey reminded her, "You don't have to be the world's best artist; just enjoy yourself."
9. no changes
10. no changes

**Page 92**

1. I am reading one chapter from Tom Sawyer every night before I go to bed.
2. Every Saturday morning my little brother watches the cartoon Rugrats.
3. The scariest story in Horrifying Bedtime Stories was "Sounds in the Night" by T.S. Jones.
4. My favorite patriotic song is "America, the Beautiful."
5. We read articles from Newsweek, Time, and The Daily Herald for our report.
6. I read an interesting article called "Kayaking in Alaska" in the National Geographic World magazine.

**Page 93**

1. We are studying the poem "The Midnight Ride of Paul Revere" in history class.
2. Are we supposed to read "Across the Plains" or "Mountain Trek" in our history books for homework tonight?
3. Did you see War of the Worlds on television last night?

**Page 93 (continued)**

4. We are going to sing "O Little Town of Bethlehem" in the Christmas program at church.

Answers will vary, but items 1, 3, 5, and 6 should contain underlined titles; items 2 and 4 should have titles in quotes.

**Page 94****Paragraph 1:**

James and the Giant Peach  
 "James, Where Are You?"

**Paragraph 2:**

The Maurice Sendak Library  
 "Alligators All Around"  
 "One Was Johnny"  
Where the Wild Things Are  
In the Night Kitchen

**Page 96**

1. I
2. me
3. I
4. I, me
1. them
2. they
3. them
4. they

Sentences will vary, but they must use I and me correctly.

**Page 97**

1. Do not do that anymore.
2. Were there no cookies left? OR Weren't there any cookies left?
3. Why doesn't he ever do his homework? OR Why does he never do his homework?
4. This does not look like anything I've ever seen before. OR This looks like nothing I've ever seen before.
5. She didn't have any lunch today. OR She had no lunch today.
6. Why can't he ever get here on time? OR Why can he never get here on time?

Sentences at the bottom of the page will vary, but they must use the negatives correctly.

### Page 98

1. My mom and I are going to the mall Saturday.
2. I hope we don't have any homework tonight. OR I hope we have no homework tonight.
3. correct
4. Kelly is going to the movies with Kim and me.
5. Those tomatoes don't taste good in my salad.
6. Let's invite those two new kids to play with us at recess.
7. Mrs. Brown gave the football to Jason and me.
8. Todd and I go swimming at the YMCA every Saturday.

### Page 100

The following sentences should be crossed out and rewritten as shown:

1. May I go to Peter's party?
3. The tired, old dog wants to lie down by the fire.
5. Please set the vase down very carefully.
6. Did you sit next to Mrs. Gomez?
8. After she lay the eggs, the hen sits on them.

### Page 101

1. can
2. may
3. May
4. sits
5. Sitting
6. set
7. lie
8. Lay
9. lay
10. well
11. good
12. well

### Page 102

Sentences will vary, but they must be grammatically correct.

## About the Author

Delana Heidrich writes professional resource books for elementary and middle school teachers. Additionally, she tutors emotionally disabled middle and high school students, instructs classes at Klamath Community College, and substitute teaches at her children's school in Bonanza, Oregon. Delana received undergraduate training at Dana College in Blair, Nebraska, and earned a bachelor's degree in psychology and a master's degree in curriculum and instruction from Dominican College in San Rafael, California.



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