A sentence is a group of words that expresses a complete thought.

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

Every sentence begins with a capital letter.

A statement is a sentence that tells something. It ends with a period.

A question is a sentence that asks something. It ends with a question mark.

Decide if each group of words makes a sentence. If it does, rewrite the sentence adding a capital letter and a period or a question mark.

1. it was too hot outside

2. dad and Luke left in the morning

3. when they hiked to Lost Lake

4. dad went up the trail

5. a mountain that no one else knew about

6. did they find a new "lost lake"

Extension: Have students write two statements and two questions about an outdoor adventure.
Types of Sentences

- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.
- A **command** tells or asks someone to do something. It ends with a period.
- An **exclamation** shows strong feeling. It ends with an exclamation mark.

Write **statement** if the sentence tells something. Write **question** if the sentence asks something. Write **command** if the sentence tells or asks someone to do something. Write **exclamation** if the sentence shows strong feeling. Then put the correct end mark at the end of each sentence.

1. Dad and Luke hiked to Lost Lake

2. What did they find when they got there

3. Put your pack on and let’s go

4. Luke wanted to camp by the creek

5. Look out for bears

6. How did they find their special lake

**Extension:** Have students think of a special place. Then have them write a statement, a question, a command, and an exclamation about it.
Rewrite each sentence. Correct the sentence capitalization and punctuation.

1. have you ever hiked in the mountains.

2. try to imagine what it would be like?

3. wouldn’t it be great to sleep outdoors.

4. put on your hiking boots?

5. let’s hit the trail?

6. we can reach the lake by nightfall

7. shall we make camp on the shore.

8. i love the water.
Using Capital Letters and End Marks

- Every sentence begins with a capital letter.

- A **statement** ends with a period.

- A **question** ends with a question mark.

- A **command** ends with a period.

- An **exclamation** ends with an exclamation mark.

Correct each sentence by changing any incorrect lower case letters to capital letters and by adding the correct end mark. Use the line provided for your answers.

1. the lake was high in the mountains ______________________

2. how long did it take them to find it ______________________

3. it wasn’t the lake Dad remembered ______________________

4. it was too crowded ______________________

5. dad would never stay there ______________________

6. they kept hiking until they found a special place ______________________

7. why was he different in the mountains ______________________

8. recall the things he did ______________________

**Extension:** Have pairs of students look through books and magazines for examples of statements, questions, commands, and exclamations and copy an example of each.
Kinds of Sentences

A. Decide if the sentence is a statement, a question, a command, or an exclamation. Write what type of sentence it is, and add the correct end mark on the line.

1. Luke was staying with his Dad _________________

2. What did he do all day _________________

3. Think about hiking _________________

4. Where would you like to go _________________

5. That sounds wonderful _________________

B. Add the correct punctuation to each of these sentences.

6. I’ll take a hiking trip in the mountains _________________

7. You wake up and discover a lake _________________

8. Do you think that would be exciting _________________

9. I’d love to discover a lake _________________

10. Could I name it after myself _________________
Sentences and Punctuation Marks

- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.
- A **command** tells or asks someone to do something.
- An **exclamation** shows strong feeling.

**Mechanics**

- Begin every sentence with a capital letter.
- A statement ends with a period.
- A question ends with a question mark.
- A command ends with a period.
- An exclamation ends with an exclamation mark.

Write each sentence correctly.

1. why did we wake up early

2. we are going camping

3. it was a long hike to the lake

4. we found it

5. were there many people
Sentence Subjects

Remind students that the subject of a sentence tells whom or what the sentence is about.

- **The complete subject** includes all the words in the subject.
- **The simple subject** is the main word in the complete subject. It tells exactly whom or what the sentence is about.
- You can sometimes correct a sentence fragment by adding a subject.

Turn these sentence fragments into complete sentences by adding a subject.

1. Led to hard work

2. Had to work too hard

3. Wanted a place to come home to

4. Found an accidental road

5. Led through a meadow

6. Stood at the end of the road

7. Gave name tags to everyone

8. Was full of “Amelia-things”

Extension: Ask students to write sentences. Then have them exchange sentences with a partner and underline all the words that make up the subject.
Sentence Predicates

Remind students that the predicate of a sentence tells what the subject does or is.

- The **complete predicate** includes all the words in the predicate.
- The **simple predicate** is the main word in the complete predicate. It tells exactly what the subject does or is.
- You can sometimes correct a sentence fragment by adding a predicate.

Turn these fragments into complete sentences by adding a predicate.

1. Everyone in Amelia’s family

2. All the apples

3. A white house with blue shutters

4. An old shade tree

5. Amelia’s accidental road

6. All the new children in class

**Extension:** Ask students to write sentences. Then have them exchange sentences with a partner and underline all the words that make up the predicate.

Book 4 / Unit 1
Amelia’s Road
Write Complete Sentences

- The **subject** of a sentence tells whom or what the sentence is about.
- The **predicate** of a sentence tells what the subject does or is.

Complete each sentence fragment. Then tell if you added a subject or a predicate.

1. Amelia and her family ____________________
   ____________________

2. Still felt sleepy ____________________
   ____________________

3. Drew a picture of a pretty white house ____________________
   ____________________

4. Everybody in the class ____________________
   ____________________

5. Danced for joy in the quiet meadow ____________________
   ____________________

6. A narrow, rocky footpath ____________________
   ____________________

**Extension:** Have students write the subject of a sentence and have a partner add a predicate to complete the sentence.
Sentence Punctuation

- A sentence begins with a capital letter.
- Sentences that make statements end with periods.

Read each group of words. If the words are a complete sentence, write a capital letter at the beginning and put a period at the end.

1. roads that led to strange places

2. they pick peaches in June

3. a neat white house with blue shutters

4. the family followed the harvest

5. now they picked apples

6. her teacher never learned her name

7. a rocky path through the meadow

8. the old metal box was dented

Extension: Have pairs of students take turns writing groups of words. The other partner must decide if the words are a sentence or a sentence fragment. If the words are a sentence fragment, the partner should add a subject or a predicate to complete the sentence.
Complete the Sentences

Circle the letter of the words that make each fragment a complete sentence.

1. drew a picture of a white house
   a with blue shutters
   b Amelia
   c with a yard
   d in school

2. Mrs. Ramos
   a Amelia’s teacher
   b her teacher last year
   c at school
   d welcomed the new children

3. got up at dawn
   a Amelia’s whole family
   b picking apples
   c before school started
   d still sleepy

4. The accidental road
   a a sturdy, old tree
   b was rocky and narrow
   c through a meadow
   d a shortcut to camp

5. Amelia’s dream house
   a had a tree in the yard
   b someplace neat and tidy
   c anywhere in the world
   d something special

6. could be easily bruised
   a had to be careful
   b The ripe fruit
   c grabbed an apple
   d was ready to be picked

7. led from the highway to the tree
   a was a shortcut
   b through the meadow
   c The narrow path
   d went down a gentle hill

8. The farm workers
   a the apple harvest
   b were ready to move on
   c one more trip
   d sun-drenched fields
Subjects and Predicates

- The **subject** of a sentence tells whom or what the sentence is about.
- The **predicate** tells what the subject does or is.

Draw a line between the subject and the predicate in the following sentences.

1. Farm workers follow the crops.
2. Maps meant moving on to Amelia.
3. Amelia and her family pick apples.
4. They started working at dawn.
5. Mrs. Ramos gave Amelia’s picture a red star.
6. Amelia’s experiences at school made her happy.
7. The accidental road went through a meadow.
8. Amelia’s special place was at the end of the road.
9. She buried her treasure box under the tree.
10. A hair ribbon, her name tag, and her picture were in the box.
Compound Sentences

- A **conjunction** joins words or groups of words. *And*, *but*, and *or* are conjunctions. Two related sentences can be joined with a comma and *and*, *but*, or *or*.

- A sentence that contains two sentences joined by *and*, *but*, or *or* is called a **compound sentence**.

Add a comma and *and*, *but*, or *or*, and combine each pair of sentences into one compound sentence.

1. The children laughed. The dogs barked.

2. The chickens were not hungry. They still continued to eat.

3. Get the animals in the barn. They’ll be lost in the storm.

4. Sarah had never driven a wagon. She was determined to learn.

5. Caleb looked frightened. Anna covered her ears.

6. They were afraid Sarah would leave. She came back.

7. Sarah missed the sea. She would miss the family more.

8. Caleb couldn’t be pesky. Sarah would leave.

**Extension:** Have students write their own example of a compound sentence.
Compound Subjects and Predicates

- You can combine two sentences by joining two subjects or two predicates with and or or.

- A compound subject contains two or more simple subjects that have the same predicate.

- A compound predicate contains two or more simple predicates that have the same subject.

Combine each pair of sentences to form one sentence using a compound subject or a compound predicate.

1. Papa could teach Sarah to drive the wagon. Caleb could, too.

2. The dogs barked. They ran out to meet the wagon.

3. The storm scattered the roses. It knocked over a tree.

4. Papa plowed the field. Sarah plowed the field.

5. Sarah had lived in Maine. She loved the sea.

6. Seal ignored the storm. Sarah’s chickens ignored the storm.

7. Rose had a flower name. Violet had a flower name.

8. Sarah drove to town. Sarah brought back presents.

Extension: Have students write two sentences for a partner to combine into a sentence with a compound subject or predicate.
Write Sentences

Add *and, but, or or* to combine each pair of sentences into one sentence that is a compound sentence or has a compound subject or predicate.

1. Anna wanted Sarah to stay. Caleb wanted Sarah to stay.


3. Sarah ran out into the storm. Papa followed her.


5. Seal curled up in my lap. Seal went to sleep.

6. Sarah was just going shopping. The children did not know that.


8. Papa will drive the wagon. Sarah will drive the wagon.

**Extension:** Have students write two sentences for a partner to combine into a sentence with a compound subject or predicate.
Punctuating Compound Sentences

- Use a comma before and, but, or or when you join two sentences to form a compound sentence.
- Begin every sentence with a capital letter.
- The second part of a compound sentence should not begin with a capital letter.

Correct each sentence. Write commas and capital letters where they are needed.

1. Papa gave Sarah daisies and she put them in her hair.

2. the neighbors came to help and Maggie brought plants.

3. the women planted flowers and the men plowed the fields.

4. Sarah came by train and we went to meet her.

5. the sky was dark green and the air was still.

6. the work was done and the men came in from the field.

7. Sarah will stay and there will be a wedding.

8. Sarah brought candles and they ate by candlelight.

Extension: Have pairs of students look through books and magazines to find examples of compound sentences. Have students copy one example and then rewrite it as two sentences.
Sentence Combining

A. Add a comma and *and* to turn each pair of sentences into a compound sentence.

1. The wind howled. The dogs started to bark.

2. The rain stopped. The sun came out.

3. The whistle sounded. The train pulled into the station.

4. Nick sat beside Anna. Seal crawled into her lap.

B. Combine each pair of sentences by joining their subjects or predicates with *and*.

5. Anna wanted Sarah to stay. Caleb wanted Sarah stay.

6. Sarah took the wagon. Sarah went to town.

7. Old Bess pulled the wagon. Jack pulled the wagon.

8. Caleb sat on the porch. Caleb played with his moon snail shell.
Combining Sentences

- A **compound sentence** contains two sentences joined by *and, but, or or*.
- A **compound subject** contains two or more simple subjects that have the same predicate.
- A **compound predicate** contains two or more simple predicates that have the same subject.

**Mechanics**

- In a compound sentence, use a comma before *and, but, or or* when you join two sentences.
- Begin every sentence with a capital letter.

Combine each pair of sentences to write one sentence that tells about the picture.

1. Amanda went for a walk. Bear went for a walk.

2. Bear pulled at the leash. Bear wouldn’t heel.
Sentence Combining

A conjunction joins words, groups of words, or sentences.

- You can use conjunctions other than and, but, or or to combine sentences.
- Some conjunctions tell where, when, why, how, or under what condition.

Here is a list of some conjunctions:
where when why how although
as before because as if if
as soon as after since as though unless

Combine each pair of sentences using the conjunction given.

1. They traveled for hours. They reached the seal colony. (before)

2. They could hear the baby seals. They stepped out on the ice. (as soon as)

3. The mother seal knows her pup. She recognizes its scent. (because)

4. Pups must learn to swim. They will spend their lives in the water. (since)

5. He patted the whitecoat. He walked back to the helicopter. (before)

6. Hunters couldn’t sell seal fur. People wanted it. (unless)

7. The hunters would have to stop. Nobody would buy the fur. (if)

8. You could see the seal’s markings. She nestled with her pup. (as)

Extension: Have students find four compound sentences in the selection and identify the conjunction in each one.
Complex Sentences

A sentence that contains two related ideas joined by a conjunction other than and, but, or or is called a **complex sentence**.

Combine these ideas using the conjunction given to form a complex sentence.

1. The seals’ swimming skills improve. They grow. (as)

2. The mother and pup rub noses. The pup nurses. (while)

3. Males keep their distance. Pups are being nursed. (while)

4. The seals journey back north. They spend the summer. (where)

5. They will return to the ice. Autumn comes. (when)

6. Tourists want to see the whitecoats. That is what they came for. (since)

7. The young pups feed on small shrimp. They swim along behind the herd. (as)

8. Only twelve days pass. A seal pup is weaned. (before)

9. The pup was still wet and yellow from its birth. They saw it. (when)

10. We watched. The mother nudged the pup toward the water. (as)

**Extension:** Have students write their own complex sentences using each of these conjunctions: *where, before, and because.*
Combining Sentences

- You can use conjunctions other than and, but, or or to combine sentences.
- Some conjunctions tell where, when, why, how, or under what condition.
- A sentence that contains two related ideas joined by a conjunction other than and, but, or or is called a complex sentence.

Combine these ideas using the conjunction given to form a complex sentence.

1. The frozen wilderness becomes a nursery. The seal pups are born. (when)

2. The excitement started. The helicopter took off. (as soon as)

3. Seals have to come up for air. They are mammals. (because)

4. Mother and pup rubbed noses. They lay in the sun. (as)

5. A seal pup is only twelve days old. It is weaned. (when)

6. The male seal stays away. The pups are being born and nursed. (while)

7. The male seals return. The pups are weaned. (once)

8. The seal pups are no longer white. They join the herd. (when)

Extension: Ask students to write three complex sentences about seals using these conjunctions: whenever, although, and until.
Quotations

- Use quotation marks at the beginning and end of a person’s exact words.
- Do not use quotation marks when you do not use the speaker’s exact words.

Add quotation marks where they are needed in these sentences.

1. He told us that he was going to Canada to photograph seals.
2. A large group of seals gathers there in winter, he explained.
3. He said Charlottetown would be his base camp.
4. He added, I leave for Prince Edward Island next week.
5. He said many people were making the journey these days.
6. He said it was a favorite destination for ecological tourists.
7. I don’t consider myself an ecological tourist, he added.
8. He said, My interest is that of a serious scientist.
9. He admitted it would be his first visit to the icy world of the seal colony.
10. I do wonder how cold it actually gets, he said.

Extension: Ask students to write a sentence that includes a person’s exact words. Have them give their sentences to a partner who will rewrite the sentence so that it tells what the person said but not in his or her exact words.
Choose the best conjunction to combine each pair of sentences.

1. There were holes in the ice ______ the seals would dive into the water.
   a) until
   b) where
   c) unless
   d) before

2. They could hear the baby seals ______ they stepped out onto the ice.
   a) unless
   b) as though
   c) until
   d) as soon as

3. Seals must come up for air ______ they are mammals.
   a) if
   b) unless
   c) because
   d) although

4. The pup couldn’t sink ______ he had so much fat.
   a) before
   b) although
   c) because
   d) as if

5. A mother must find her own pup ______ she only has enough milk for one.
   a) if
   b) since
   c) when
   d) unless
Sentence Combining and Quotations

- You can use conjunctions other than and, but, or or to combine sentences.
- A sentence that contains two related ideas joined by a conjunction other than and, but, or or is called a complex sentence.

Mechanics

- Use quotation marks at the beginning and end of a person’s exact words.
- Do not use quotation marks when you do not use the speaker’s exact words.

A. Combine each pair of ideas to form a complex sentence.

1. Jordan was sad. She read about hunters killing whitecoats.

2. That horror is over now. People fought to end seal hunting.

B. Look at the drawing above. Write what you think might be the boy’s exact words. Write another sentence to tell what he says without using his exact words.

3. 

4. 
Run-on Sentences

- A run-on sentence joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.

Read the run-on sentences below. Then correct them by separating them into two sentences.

1. Chimpanzees pull back their lips that's how they smile.

2. Many zoos have dentists the dentists might have human patients, too.

3. Pets need dental care most vets clean cats’ and dogs’ teeth regularly.

4. Pet owners can do things to keep their pets’ teeth clean they brush them.

5. There is special toothpaste for dogs it tastes like beef.

6. There are special biscuits and dog chews they keep teeth clean, too.

7. Cats need to eat kibble it helps prevent tartar buildup.

8. Dogs and cats use their sharp teeth to bite their flat teeth are for grinding.

Extension: Have students write their own run-on sentence and give it to a partner to separate into two sentences.
Run-on Sentences

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

Correct these run-on sentences by rewriting them as compound or complex sentences.

1. The dog’s teeth looked scary he was really smiling.

2. An elephant would have a big toothache it has such big teeth.

3. Large animals are good dental patients their mouths are so large.

4. The dentist treats animals he has human patients, too.

5. Carnivores have pointed teeth herbivores have flat teeth.

6. A new tooth grows in an alligator loses a tooth.

7. Beavers’ teeth stay filed down they chew on wood.

8. An animal can become sick it has a bad tooth.

Extension: Have students write three run-on sentences to give to a partner who will rewrite them as compound or complex sentences.
Run-on Sentences

- A run-on sentence joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Read each sentence. If it is a run-on sentence, correct it by separating the two parts or rewrite it by adding a conjunction.

1. Some whales have teeth some have baleen instead.

2. A sore tooth can hurt an animal a sore mouth can make an animal not want to eat.

3. It’s hard to fix an aardvark’s teeth their mouths don’t open very far.

4. Walruses have tusks tigers have fangs.

5. Humans have teeth called canines they are pointed like dogs’ teeth.

6. Humans have sharp teeth and flat teeth so do dogs and cats.

Extension: Ask students to write a compound or complex sentence on a strip of paper. Then have them cut the words apart and mix them up. Have them give their words to a partner who will arrange them first into two sentences and then into the original compound or complex sentence.
Sentence Punctuation

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.

Add capital letters and punctuation to turn each set of words into a sentence.

1. a tiger’s teeth are long and sharp

2. the tiger relies on them for hunting

3. elephants have big, flat teeth

4. they are good for eating grasses and hay

5. plant-eaters have flat teeth for chewing and grinding

6. meat-eaters have long, pointed teeth for biting and tearing

7. animals’ teeth match their diet

8. what do your teeth tell about your diet

9. open wide

10. what big teeth you have

Extension: Have pairs of students tape-record a brief conversation and then write down what they said, using capital letters and punctuation wherever needed.
Run-on Sentences

A. Correct these run-on sentences by separating them into two sentences.

1. A dentist was called to the zoo a tiger had a toothache.

2. The tiger’s face was swollen it would not eat.

3. The dentist fixed the tooth he did not pull it.

4. The tiger felt better he was hungry again.

5. The dentist went back to his office human patients were waiting.

B. Rewrite the following run-on sentences as compound or complex sentences.

6. The bear growled it had a toothache.

7. It would grow weak the tooth could be fixed.

8. The dentist went to the zoo he heard about it.

9. The tooth had to come out it was infected.

10. The bear lost a tooth it felt much better.
Correcting Sentences

- A run-on sentence joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Mechanics

- Begin every sentence with a capital letter.
- Use the correct end mark for each sentence.

Add capital letters and punctuation marks to turn each group of words into one or two sentences that tell about the picture above them.

1. mother hippo brought her baby the baby is getting a new tooth

2. the dentist may need a ladder to treat the giraffe it is so tall

3. the lion needs a filling he doesn’t want it to show when he roars

4. the crocodile wants braces his replacement teeth are coming in crooked

5. the bear will growl the dentist sees him soon
Read each passage and look at the underlined sections. What kind of sentences are they? Circle your answers.

Luke and his dad set out to find their own lake. **Did they ever find it? They (1) sure did. One morning they woke up and there it was. **What a surprise! (2)**

1. A Statement
   B Question
   C Command
   D Exclamation

2. F Statement
   G Question
   H Command
   J Exclamation

The road seemed to whisper to Amelia, "**Follow me." So she did. She (3) discovered that it led to a big old tree. She made that tree her own special (4) place, a place to come home to.

3. A Statement
   B Question
   C Command
   D Exclamation

4. F Statement
   G Question
   H Command
   J Exclamation

When Sarah went to town alone, the children were afraid she was leaving.

**They spent the whole day worrying. It was almost dark when they heard the (5) wagon. **Sarah came back! (6)

5. A Statement
   B Question
   C Command
   D Exclamation

6. F Statement
   G Question
   H Command
   J Exclamation
Sentences

Read the passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle your answer.

Baby seals used to be hunted for their beautiful white fur. **Those sweet baby** (7) seals with big dark eyes. People thought hunting them was terrible and cruel.
They worked to stop the hunting. They succeeded. (8)

   B Add a predicate. G Add a predicate.
   C Join two sentences with *and*. H Join two sentences with *and*.
   D No mistake. J No mistake.

Humans share lots of things with animals. **Might share a dentist.** There are (9) dentists who have human patients. They have animal patients, too. (10)

   B Add a predicate. G Add a predicate.
   C Join two sentences with *and*. H Join two sentences with *and*.
   D No mistake. J No mistake.
Common and Proper Nouns

- A noun names a person, place, or thing.
- A common noun names any person, place, or thing.
- A proper noun names a particular person, place, or thing.
- A proper noun begins with a capital letter.

Underline the common nouns in each sentence. Then double underline the proper nouns in each sentence.

1. Justin and Grandpa rode horses across the meadow.

2. Grandpa rode Pal, and Justin rode Black.

3. Justin and Grandpa checked the fence for broken places.

4. Suddenly, the boy saw a fawn caught in the wire.

5. Grandpa mixed dough and cooked delicious biscuits.

6. Justin learned that both men and women can be cooks.

7. The cardinal made a sound like a whistle.

8. Anthony had a dog named Pepper.

Extension: Ask students to write two sentences about the story using both common and proper nouns. Have partners exchange papers and draw a line under the nouns in each other's sentences.
Proper Nouns

- Some proper nouns contain more than one word. Each important word begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Capitalize the proper nouns found in each sentence.

1. The rodeo sport bulldogging was invented by bill pickett.

2. He lived on a ranch in the state of oklahoma.

3. Some states have cold weather in january.

4. People think jessie stahl rode wild horses better than anyone.

5. The comedian will rogers was taught how to rope by a cowboy.

6. This cowboy was known as clay.

7. Another famous cowboy had the nickname deadwood dick.

8. He got his name from the town of deadwood city.

Extension: Invite small groups of students to write sentences describing the Black cowboys mentioned in the story. Remind students to capitalize proper nouns.
Common and Proper Nouns

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

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

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

- Some proper nouns contain more than one word. Each important word begins with a capital letter.

- The name of a day, month, or holiday begins with a capital letter.

Write a common noun or proper noun to complete each sentence. For help you may look back at the story.

1. Grandpa showed ____________ how to fold a shirt.

2. Grandpa’s ____________ were named Cropper, Pal, and Black.

3. Justin’s grandpa lived on a ________________.

4. Justin thought of Anthony, his _____________ back home.

5. The baby ________________ got caught on the fence.

6. Deadwood ________________’s real name was Nate Love.

7. Justin told Grandpa that housework was women’s ________________.

8. Instead of chores, Justin wanted to play ball on Saturday and ____________.

**Extension:** Have students write a paragraph that describes one of the characters from the story. After they have finished, ask students to underline the common nouns and circle the proper nouns in their writing.
Abbreviations

- An **abbreviation** is the shortened form of a word.
- An abbreviation begins with a capital letter and ends with a period.
- Abbreviate titles of people before names.
- You can abbreviate days of the week. You can also abbreviate most months.

Write each abbreviation correctly.

A Rancher's Calendar:

1. July -- Look for picture of mr Pickett. __________
2. aug -- Grandson comes to visit. __________
3. mon -- Ride fence. __________
4. wed -- Have dr Jones look at sick cow. __________
5. thurs -- Buy gift for mrs Friend. __________
6. sat -- Judge festival. __________
7. nov -- Buy hay for winter. __________
8. dec -- Drop hay bales for cattle. __________

**Extension**: Have students look for abbreviations in newspapers and magazines and circle the ones they find.
Common and Proper Nouns

Find two nouns in each sentence and write them on the lines.

1. The nervous doe watched Grandpa carefully. ______________________

2. A few clouds floated over the foothills. ______________________

3. Black drank at the stream first. ______________________

4. Deadwood City was in the Dakota Territory. ______________________

Use the nouns in the box to complete each sentence in a way that makes sense. Don’t forget to capitalize any proper nouns.

justin  plain  snake  teddy roosevelt

5. After racing across the ________________ Black was calm.

6. Justin thought a ________________ might be in the grass.

7. Grandpa told ________________ about Black cowboys.

8. One Black cowboy helped ________________.

Name __________________________ Date __________
Common and Proper Nouns

- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing.

**Mechanics:**

- Begin each important word in a proper noun with a capital letter.
- Begin the name of a day, month, or holiday with a capital letter.

Read each sentence. Write the underlined noun correctly on the line.

1. The **Rancher** is wearing a cowboy hat. __________

2. He carved two pumpkins for **halloween** and put them on posts. __________

3. The name of the ranch, **big tree ranch**, is on a sign. __________

4. The girl is dropping **Hay** over the fence. __________
Singular and Plural Nouns

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

Decide whether each underlined word is a singular or plural noun. Then write an "S" for singular or a "P" for plural on the line.

1. There were three trash cans in the garage. ________
2. One can had only bottles in it. ________
3. Walter traveled to the future in his bed. ________
4. Walter did not like the dream he had. ________
5. He put his head under the blankets. ________
6. Smoke poured from the smokestack by Walter's bed. ________
7. Trucks honked loudly all around the bed. ________
8. A woman showed Walter postcards of the Grand Canyon. ________
9. A duck that could talk landed on Walter's bed. ________
10. Walter was glad to get back to his room. ________

**Extension:** Have students make a list of the underlined singular nouns. Then ask students to add -s to each word and write its plural form.
Forming Plural Nouns

- Add -es to form the plural of singular nouns that end in s, sh, ch, or x.

- To form the plural of nouns ending in a consonant and y, change y to i and add -es.

- To form the plural of nouns ending in a vowel and y, add -s.

Find the plural noun in the box for each underlined singular noun in the sentences below. Write the plural noun on the line.

<table>
<thead>
<tr>
<th>gases</th>
<th>wishes</th>
<th>branches</th>
<th>boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakeries</td>
<td>parties</td>
<td>toys</td>
<td>highways</td>
</tr>
</tbody>
</table>

1. Doughnuts and other sweets are made in bakery ____________.
2. There were box ____________ of trash in the huge dump.
3. Walter's bed landed on branch ____________ in a tree.
4. Deadly gas ____________ filled the air.
5. The highway ____________ in the future were crowded.
6. Walter's birthday wish ____________ all came true.
7. He got many new toy ____________ and a tree.
8. Of all his birthday party ____________ he liked this one best.

Extension: Have students make a Singular and Plural chart. Ask students to list singular nouns ending in s, sh, ch, x, and y and then write the plurals of these words.
Forming Plural Nouns

- Add -s to form the plural of most singular nouns.
- Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
- To form the plural of nouns ending in a consonant and y, change y to i and add -es.
- To form the plural of nouns ending in a vowel and y, add -s.

Write the correct plural form of each noun in parentheses.

1. Walter's street was filled with (boxs) _________ and bags of trash.
2. Two (woodcutteries) __________________ cut down a tall tree.
3. In the mountains, Walter saw people wearing (snowshoe) _________.
4. All around Walter, cars and (busies) _________ were honking.
5. The traffic moved slowly, only (inchs) ________ at a time.
6. Walter thought there would be robots in the (citys) _________.
7. Walter felt peaceful outside next to the trees and (bushs) _________.
8. He enjoyed the blue sky and warm (ray) _________ from the sun.

Extension: Have students brainstorm ideas about the future. Ask them to make a list of singular nouns that name a person, place, or thing of the future. Then have students write the plural form of each singular noun.
Commas in a Series

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

Add commas where they belong in each sentence.

1. An airplane robot and machine were on the TV show Walter watched.

2. There were trash cans for bottles cans and garbage.

3. Trash traffic smoke and dirt were in Walter’s dream.

4. Walter now wants clean air land and water in his future.

5. A dinosaur yo-yo and tree were Walter’s birthday presents.

6. Some day squirrels bugs and birds may live in Walter's tree.

Extension: Ask pairs of students to write two sentences, using three or more words in a series, leaving out the commas. Then have partners exchange papers and add missing commas to each other's sentences.
Singular and Plural Nouns

Read each sentence. Find the noun that is singular. Circle your answer.

1. The medicine was to help sore throats and itchy eyes.
   a. medicine  b. throats  c. itchy  d. eyes

2. Snowflakes fell as the hikers climbed up to the hotel.
   a. snowflakes  b. fell  c. hikers  d. hotel

3. There were stars and ducks in the black sky.
   a. stars  b. ducks  c. black  d. sky

4. A gentle breeze blew the leaves on two tall trees.
   a. gentle  b. breeze  c. leaves  d. trees

Read each sentence. Find the correct plural form for the noun in parentheses.

5. The (sky) in Walter's dream were filled with smoke or snow or smog.
   a. skys  b. skyes  c. skies  d. skyies

6. Both Walter and Rose planted trees on their (birthday).
   a. birthdays  b. birthdayes  c. birthdaies  d. birthdayies

7. Walter's friends had slices of cake and (dish) of ice cream.
   a. dishes  b. dishes  c. dishies  d. dishyes

8. Walter never saw so many (pastry) on one plate before.
   a. pastrys  b. pastres  c. pastrees  d. pastries
Singular and Plural Nouns

• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

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

Correct each sentence below by changing the underlined singular noun to a plural, and by adding the missing commas. With a partner, take turns reading the corrected sentences aloud, pausing when you reach each comma.

1. Walter saw trash covering house streets and trees.

2. Smoke from factory hurt his eyes nose and throat.

3. The only animal Walter saw were a horse a fish and ducks.

4. Now Walter likes to sort can bottles and box.
Irregular Plural Nouns

- Some nouns have special plural forms.

<table>
<thead>
<tr>
<th>calves</th>
<th>children</th>
<th>feet</th>
<th>geese</th>
<th>gentlemen</th>
</tr>
</thead>
<tbody>
<tr>
<td>lives</td>
<td>men</td>
<td>oxen</td>
<td>teeth</td>
<td>women</td>
</tr>
</tbody>
</table>

Look in the above box for the plural form of each singular noun. Write it on the line provided.

1. man _________
2. child _________
3. woman _________
4. life _________
5. calf _________
6. goose _________
7. ox _________
8. foot _________
9. tooth _________
10. gentleman _________

Extension: Have partners take turns using the singular and plural nouns on this page in oral sentences.
Irregular Plural Nouns

- A few nouns have the same singular and plural forms.

Read the sentences below. Then decide whether the underlined word is a singular noun or plural noun and write singular or plural on the line.

1. There was not one sheep on Papa's farm. __________

2. There was no grass in his dry field for sheep to eat. __________

3. Some farms have ponds with fish in them. __________

4. Have you ever seen a fish in a pond? __________

5. Farmers in Maine may see a moose drink from a pond. __________

6. Moose are much bigger animals than cows. __________

7. Moose and deer are not farm animals. __________

8. A deer could jump over a farmer's fence. __________

Extension: Ask students to draw pictures illustrating the singular and plural forms of the words sheep, fish, moose, and deer. Have students write captions for their pictures.
Plural Nouns

- Some nouns have special plural forms.
- A few nouns have the same singular and plural forms.

Read each sentence. Draw a line under the word in parentheses that is the correct plural form.

1. Of all the (ponys, ponies) in the county, Leah's pony was the finest.

2. Leah waved to the (childs, children) in the truck.

3. (Boxes, Boxs) full of the family's things were piled into the truck.

4. The (lifes, lives) of farmers were hard in these times.

5. The land was too dry for farm animals like (sheep, sheeps) and cattle.

6. There were no (fishes, fish) because the streams had dried up.

7. Several (men, mans) came to the auction.

8. Sometimes (calfs, calves) were sold at an auction.

9. A man in a big hat called out, "Ladies and (gentlemans, gentlemen)."

10. A farmer gave Papa the (keys, keyes) to the truck.

Extension: Have students name the two nouns in the above sentences that have the same singular and plural forms. Then ask students to name the five nouns that have special plural forms.
Capitalization

- A proper noun begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.
- Capitalize family names if they refer to specific people.
- Capitalize titles of people before names.

Read the sentences below. Then correct the capitalization mistakes and rewrite the sentences on the line provided.

1. When leah went into town, she always rode by the grocery store.

2. She knew mr. b. liked to see her pony.

3. Leah's mother always baked coffee cake on saturday.

4. One day, the neighbors moved to oregon.

5. Because times were hard, papa had to sell his tractor.

6. Papa's tractor was made by a company named farmall.

7. The family also had to sell mama's prize rooster.

8. The story about leah and her pony was written by elizabeth friedrich.

**Extension:** Ask students to write four sentences that have words beginning with capital letters. The sentences must include the following kinds of names: a month, a holiday, a person's name, and a person's name with a title.
Irregular Plural Nouns

A. Write yes if the noun below has the same singular and plural forms. Write no if the noun does not have the same singular and plural forms.

1. rooster __________
2. deer __________
3. sheep __________
4. pony __________
5. moose __________
6. calf __________

B. Complete each sentence with the plural form of the singular noun in parentheses.

7. Leah's (foot) __________ were dusty because she walked home.
8. It was hard for (woman) __________ to keep the houses clean.
9. Most (child) __________ on a farm have chores to do.
10. Even the (mouse) __________ that lived in the fields had little to eat.
Irregular Plural Nouns

- Some nouns have special plural forms.
- A few nouns have the same singular and plural forms.

Mechanics

- A proper noun begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.
- Capitalize family names if they refer to specific people.
- Capitalize titles of people before names.

Read the sentences and correct any underlined plural noun. Include any word or words that need to be capitalized on the line provided.

1. The author of stories about Leah lives on a farm in New Hampshire.

2. She has a horse and six sheep on her farm.

3. When she was young, Ms. Friedrich liked to visit a farm in Missouri.

4. In a farm family, men, women, and children help with the work.

5. Farmers work on weekdays and also on Saturday and Sunday.
Possessive Nouns

- A **possessive noun** is a noun that shows who or what owns or has something.

- A **singular possessive noun** is a singular noun that shows ownership.

- Form a singular possessive noun by adding an apostrophe (’) and an -s to a singular noun.

Write the possessive form of each underlined singular noun.

1. The **boy** family had to live in a camp. __________
2. Many of the **family** things had to be thrown away. __________
3. A soldier watched everyone from the **Camp** tower. __________
4. The older men were surprised at **Teddy** words. __________
5. Would **Dad** idea for a baseball field work? __________
6. Each **team** uniforms were made from mattress covers. __________
7. In the ninth inning, the **game** score was 3 to 2. __________
8. The boy heard the **catcher** voice. __________
9. He saw the gleam of the **guard** sunglasses. __________
10. The ball sailed over the left **fielder** __________ head.

**Extension:** Have students write four sentences, using four of the singular possessive nouns from these sentences. The sentences do not have to be about the story. As students share their sentences, have them check the placement of apostrophes.
Plural Possessive Nouns

- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in *s*, add an apostrophe.
- To form the possessive of a plural noun that does not end in *s*, add an apostrophe and an *-s*.

Write the possessive form of each underlined plural noun. Add an apostrophe or an apostrophe and *-s*.

1. In Camp, the **babies’** cries kept people awake. __________

2. The **soldiers’** job was to watch everyone. __________

3. The sound of the **women’s** sewing machines filled the room. __________

4. The **men’s** work was building the bleachers. __________

5. Soon the **families’** children helped pack down the dust. __________

6. There were bats, balls, and gloves in the **friends’** sacks. __________

7. The **kids’** teams played all the time. __________

8. After his home run, the boy rode on his **teammates’** shoulders. __________

**Extension:** Ask students to write sentences from the story. Have them use the possessive forms of these plural nouns: *players, parents, children, teams.*
Singular and Plural Possessive Nouns

- A **possessive noun** is a noun that shows who or what owns or has something.

- A **singular possessive noun** is a singular noun that shows ownership.

- A **plural possessive noun** is a plural noun that shows ownership.

Read these sentences. Draw one line under each singular possessive noun. Draw two lines under each plural possessive noun.

1. One day the boy’s parents came to his school.

2. Both parents’ faces were very sad.

3. In Camp, most of the older boys’ time was spent standing around.

4. Teddy’s dad asked him to get some water.

5. At first, the field’s dirt was dry and cracked.

6. All of the kids’ sizes were about the same.

7. Did the man’s staring bother the boy?

8. At home, the players’ nickname for the boy was Shorty.

**Extension:** As a class, brainstorm for a list of singular nouns that could show possession. Then arrange students into two teams. In spelling-bee format, have teams challenge each other to form the singular and plural possessive forms of the nouns.
Apostrophes

- Add an apostrophe and an -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and an -s to form the possessive of plural nouns that do not end in s.

Read the first sentence in each pair. Use the possessive form of the underlined noun to complete the second sentence.

1. The players thought of a name for their baseball team.
   The ________ name is the Mighty Moose.

2. It's easy to tell which kids play for the Moose.
   All the ________ caps have antlers on them.

3. What color did the players choose for their uniforms?
   The ________ uniforms are brown.

4. What a good pitcher the team has!
   The ________ fast ball is great.

5. The Mighty Moose have many fans.
   You will see antlers on some of the ________ heads.

Extension: Have students work in pairs. One student lists five nouns; the other writes their possessive forms. Have students reverse their tasks.
Singular and Plural Possessive Nouns

Choose the correct singular possessive form to complete each sentence.

1. The _______ eyes were watching me play ball.
   a. soldier’   b. soldiers’   c. soldiers   d. soldier’s

2. The _______ glove was brown.
   a. fielders’   b. fielder’s   c. fielders’s   d. fielder’s

3. The _______ bat was lying on the ground.
   a. boy’s   b. boy   c. boys’   d. boys’s

4. The _______ baseball field needed to be cleaned up.
   a. Camp’s   b. Camp’s   c. Camp’s   d. Camp’s

Choose the correct plural possessive form to complete each sentence.

5. The _______ parents were sad about moving.
   a. brothers’   b. brothers   c. brother’s   d. brother’s

6. The _______ bats came from friends back home.
   a. player’   b. player’s   c. players’   d. players’s

7. The _______ games were fun to watch.
   a. children’   b. children’s   c. children   d. children’s

8. Our _______ help is needed to make our lives better.
   a. parents’   b. parent   c. parents   d. parent’s
Singular and Plural Possessive Nouns

- A singular possessive noun is a singular noun that shows ownership.
- A plural possessive noun is a plural noun that shows ownership.

Mechanics:

- Add an apostrophe and an -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and an -s to form the possessive of plural nouns that do not end in s.

Work with a partner. Read the sentences aloud. Then make each underlined noun possessive. Be sure to write the possessive forms correctly.

1. Dad mark was the beginning of a baseball field. ______________

2. Soon both players baseball equipment arrived. ______________

3. The other team players made jokes. ______________

4. The Camp had a new activity because of many people hard work.
   ______________

5. Did the boy hit win the game? ______________
Name ______________________ Date __________

Plural and Possessive Nouns

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.

Write the plural form of the noun in parentheses on the line provided.

1. Sealy could not speak to his (classmate) _______ in English.

2. None of the (kid) _______ knew the Choctaw language.

3. About 12,000 (person) _______ speak Choctaw.

4. Many (language) _______ are endangered.

5. Some (book) _______ are now being printed in Choctaw.

6. There are (recording) _______ in the Choctaw language.

7. Native American (child) _______ forgot their native languages.

8. Older (relative) _______ don’t know English.

9. Picture writing was used to record family (history) _______.

10. Can you say some (word) _______ in Choctaw?

Extension: Have pairs of students find five other singular nouns in the story Will Her Native Language Disappear? Ask partners to list these nouns and then write the plural form of each one.
Possessive Nouns

- **A possessive noun** shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.

Write the possessive form of each singular noun in parentheses.

1. A young (boy) ______ only language was Choctaw.
2. In school, the (teacher) ______ language was English.
3. One group of people start to speak another (group) ______ language.
4. Many of the (world) ______ languages could disappear.
5. LeRoy (Sealy) ______ goal is to keep Choctaw from disappearing.
6. This Native (American) ______ home is in Oklahoma.
7. Today the (man) ______ niece is learning Choctaw.
8. A (turtle) ______ name in Choctaw is *loksi*. 

**Extension:** Encourage students to write their own sentences, using the possessive forms of the nouns in parentheses in sentences 1-4.
Plural and Possessive Nouns

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.
- A possessive noun shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.

Write a plural noun or a possessive noun to complete each sentence. Use the singular nouns in the box below to help you.

arrow     book     computer     group     kid     picture     tribe     word

1. Two common Choctaw _______ are _jkana_ and _halito_.

2. One _______ meaning is "friend."

3. Pictures on rocks and hides told a _______ history.

4. Native Americans drew _______ to record events.

5. Sometimes they drew _______ to show directions.

6. An _______ tip might point up or down.

7. Some Native American _______ forgot their native language.

8. A group prints _______ in endangered languages.

9. This _______ name is the Endangered Language Fund.

10. Machines like _______ have spread English around the world.

Extension: Have students work in pairs. Ask each student to write two sentences, one with any plural noun and one with any possessive noun. Then have students trade papers and identify the plural noun and possessive noun in their partner’s sentences.
Plural and Possessive Nouns

- Add -s to most nouns to form the plural. Do not use an apostrophe.
- Add an apostrophe and -s to a singular noun to make it possessive.

Add an -s or an apostrophe and an -s to the underlined word in each sentence. Use the line provided for your answer.

1. Can you speak two language? __________

2. Is English your family native language? __________

3. LeRoy Sealy native language is Choctaw. __________

4. Years ago, Native American children went to government school. __________

5. The kid spoke English and not their Native American language. __________

6. Usually a child parents did not know how to speak English. __________

7. Sealy teaches Choctaw to student in Oklahoma. __________

8. The teacher great worry is that the Choctaw language will disappear. __________

Extension: Ask each student to write a plural noun and a possessive noun on separate slips of paper. Put the slips in a box and invite students to take turns picking a slip. Have students tell how they know whether the word they picked is a plural or a possessive.
Plurals and Possessives

A. Decide whether each underlined word is a plural noun or a possessive noun. Then write plural or possessive on the line provided.

1. LeRoy Sealy had some lonely days in school. __________

2. The boy's problem was that he could not communicate. __________

3. The man's niece is named Patricia. - __________

4. Sealy uses pictures to teach his niece Choctaw. __________

B. Choose the plural noun or possessive noun that best completes each sentence. Write it on the line provided.

5. Picture writing was one way that (tribes, tribe's) communicated. __________

6. The many (tribes, tribe's) spoke different languages. __________

7. Picture writing told a (tribes, tribe's) history. __________

8. Some pictures told about important (events, event's). __________
Plural and Possessive Nouns

- A plural noun names more than one person, place, or thing.
- A possessive noun shows who or what owns or has something.

**Mechanics:**

- Add -s to most nouns to form the plural. Do not use an apostrophe.
- Add an apostrophe and -s to a singular noun to make it possessive.

Read the sentences about the picture below. Then find the plural and possessive nouns that are not written correctly. Rewrite the sentences on the lines below, correcting the plural or possessive nouns.

1. What does this page's picture show you?

2. Where are the two horses going?

3. There is no saddle on either horse's back.

4. This picture shows rain falling on the mountains' top.

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Grade 4/Unit 2
Will Her Native Language Disappear?
Nouns

Read each passage. Choose a word or group of words that belong in each space. Circle your answer.

When Justin visited _______ grandfather, he learned about some famous _______. One cowboy was _______. Many people thought he rode wild horses better than anyone else. Justin said that he had never heard of Mr. Stahl.

1. A him 2. F Mister Jessie stahl
   B he’s  G Mr. Jessie Stahl
   C his  H Mr Jessie Stahl
   D her  J Mr. jessie stahl

Walter had a dream about the future. In one part of his dream, his bed was sitting in the _______ of a tree. Then he was on a factory's smokestack. The smoke from the _______ hurt his eyes, nose, and throat.

3. A branch’s 4. F ace medicine factory
   B branches  G Ace Medicine Factory
   C branches  H Ace medicine factory
   D branchese  J Ace Medicine factory
**Nouns**

Leah's father had to sell his ________ at an auction. Leah sold her pony and bought the tractor. Some farmers at the auction bought the chickens and truck. Then ________ gave them back to the family.

5. A chickens, Ford pickup truck, and tractor  
   B chickens ford pickup truck and tractor  
   C chicken’s, Ford pickup truck, and tractor  
   D chickens Ford pickup truck, and tractor

6. F these Men  
   G the man’s  
   H the men  
   J the mens’

Dad decided the Camp needed a baseball field. Grown-ups and kids helped make the field. The ________, made of mattress covers, looked good.

When the boy hit his home run, he looked up and saw the ________.

7. A players’ uniforms  
   B players’ uniform’s  
   C players uniform’s  
   D player’s uniform

8. F guards thumb’s-up sign  
   G guards’ thumbs’-up sign  
   H guard’s thumbs-up sign  
   J guard thumb-up sign

Many ________ do not know their native language. They speak only English.

LeRoy Sealy's native language is Choctaw. He teaches Choctaw to students at the University of Oklahoma. Sealy worries that the ________ will disappear.

9. A Native Americans  
   B Native American’s  
   C native americans  
   D Native’s Americans

10. F worlds languages  
    G worlds’ languages’  
    H world language  
    J world’s languages
Action Verbs in the Present Tense

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

- A verb in the present tense tells what happens now.

- The present tense must have subject-verb agreement. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.

Write the correct present tense of each underlined verb on the lines provided.

1. John Thompson place hats in the window of his shop. ________________

2. He stack hatboxes along a wall. ________________

3. John write some words on parchment. ________________

4. He draw a picture of a hat under the words. ________________

5. John show his idea for a sign to his wife. ________________

6. His wife giggles when she read the words. ________________

7. John make changes in his sign. ________________

8. The hatmaker walk to the sign maker's shop. ________________

9. The hatmaker meet many people on the way. ________________

10. What does the sign maker say to the hat maker? ________________

Extension: Have students write three sentences about the story, using the present tense of these verbs: grab, rewrite, suggest. Ask students to circle the verbs in their sentences.
Action Verbs

- Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
- Change y to i and add -es to verbs that end with a consonant and y.
- Do not add -es to a present-tense verb when the subject is plural or I or you.

Read each sentence. Write the correct present tense of each underlined verb on the line provided.

1. Thomas Jefferson is angry, and his face flush red. ________________

2. Benjamin Franklin try to make Jefferson feel better. ________________

3. The hatmaker kiss Lady Manderly's hand. ________________

4. The lady snatch the parchment away from the hatmaker. ________________

5. John Thompson toss coins to the boys. ________________

6. He push the parchment under a man's nose. ________________

7. John hurry home to his shop several times. ________________

8. The hatmaker fix the words on his sign. ________________

9. John rush to the sign maker's shop. ________________

10. Do you realize what happens to the hatmaker's sign? ________________

Extension: Ask students to write five sentences, using these verbs: watch, watches; worry, worries.
Write Subject-Verb Agreement

• The present tense must have **subject-verb agreement**. Add -s to most verbs if the subject is singular.

• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.

• Change y to i and add -es to verbs that end with a consonant and y.

• Do not add -s or -es to a present-tense verb when the subject is plural or I or you.

Correct each sentence for subject-verb agreement or the correct spelling of a present tense verb. Write your answer on the line provided.

1. Jefferson write for hours.  
2. Many men listens to Jefferson read.  
3. They argues about Jefferson's words.  
4. Jefferson wishs they would stop quibbling.  
5. He worrys about his writing.  
6. Franklin pat Jefferson on the shoulder.  
7. John carrys the parchment to the sign maker's shop.  
8. Do you likes the story about the hatmaker?

**Extension:** Have students look in classroom books for sentences with present-tense verbs. Then have the students read the sentences aloud, identify the verbs, and tell whether the subject is singular or plural.
Commas in a Series

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

Rewrite the sentences below by adding commas where they belong.

1. A good writer thinks writes and rewrites.

2. The delegates shouted quibbled and argued over sentences.

3. Benjamin Franklin stood smiled and spoke to Jefferson.

4. Then Benjamin Franklin Jefferson's friend told a story.

5. John Thompson a hatmaker wanted a sign for his shop.

6. John's shop was in Boston Massachusetts.

7. John's wife Hannah thought his sign was funny.

8. Under the words on his sign John drew a hat.

9. John rewrote rewrote and rewrote his sign.

10. Surprised the sign maker gazed at the blank parchment.

Extension: Ask students to write three sentences, using commas. Then tell students to rewrite the sentences without the commas. Have students exchange papers and put the missing commas in classmates' sentences.
Action Verbs in the Present Tense

A. Read each sentence. Circle the letter of the sentence that has correct subject-verb agreement.

1. a. Jefferson sit down.
   b. He listen carefully.
   c. Franklin tells a story.
   d. The delegates talks loudly.

2. a. The man draw a hat.
   b. His wife giggles.
   c. The lady wear gloves.
   d. John bow to the magistrate.

B. Read each sentence. Circle the letter before the present-tense verb that belongs in the sentence. Make sure the spelling is correct.

3. Jefferson ____ the meaning of Franklin's story.
   a. know
   b. knows
   c. knowes
   d. knowies

4. The wind ____ the hatmaker's sign from his hand.
   a. snatch
   b. snatchs
   c. snatches
   d. snatchies
Present Tense

• The present tense must have subject-verb agreement.
• Add -s to most verbs if the subject is singular.
• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
• Change y to i and add -es to verbs that end with a consonant and y.

Mechanics

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

Rewrite each sentence correctly paying attention to the present tense verb and comma rules. Then use the information in the sentences to draw the missing parts of the picture.

1. A hatmaker James hang a sign on his shop's door.

2. George a clerk polishs a round mirror.

3. One man sit and try on a top hat.

4. Two ladies likes hats with bows ribbons and feathers.
Past Tense

- A verb in the past tense tells about an action that already happened.
- Add -ed to most verbs to show past tense.
- If a verb ends with e, drop the e and add -ed.
- If a verb ends with a consonant and y, change y to i and add -ed.
- If a verb ends with one vowel and one consonant, double the consonant and add -ed.

Choose a verb for each sentence. Write the verb in the past tense.

1. When she was little, Pat Cummings ________________ on a bus. (hop, help)
2. The bus ________________ at a ballet school. (stop, walk)
3. Pat ________________ with the girls in the class. (dance, shout)
4. Pat's mother ________________ about her little girl. (hurry, worry)
5. She ________________ everywhere for Pat. (jump, look)
6. When she was a child, Pat ________________ to draw. (love, talk)
7. She ________________ all over a sheet of paper. (play, scribble)
8. Then she ________________ her scribbles many different colors. (color, carry)
9. Her mother ________________ to guess what the drawings were. (try, pick)
10. After she grew up, Pat ________________ about art jobs. (like, learn)

Extension: Have students write five sentences using the past tense of the verbs they didn't choose in the above sentences.
Future Tense

- A verb in the future tense tells about an action that is going to happen.
- To write about the future, use the special verb *will*.

Underline the action verb in each sentence. Rewrite the sentence so it tells about the future.

1. Two friends go to art school.

2. They draw every day.

3. The art students use watercolors.

4. The students paint pictures with oil paint.

5. Some artists illustrate books.

6. Other artists create drawings on computers.

7. Many artists teach art.

8. Most artists notice things around them.

**Extension:** Encourage students to think of a job they might do in the future. Ask students to write four sentences telling what they will do as part of their job.
Past and Future Tenses

• A verb in the past tense tells about an action that already happened.

• Add -ed to most verbs to show past tense.

• A verb in the future tense tells about an action that is going to happen.

• To write about the future, use the special verb will.

Read each sentence. Underline the verb that is in the incorrect tense. Write the correct tense.

1. In a few days, Pat Cummings visit our library. ________________

2. Yesterday Carla will walk to the library. ________________

3. She borrow a book yesterday with illustrations by Pat Cummings. ________________

4. Carla returned the book tomorrow. ________________

5. Last year, Carla will mail a letter to Pat Cummings. ________________

6. Tomorrow she send a picture to Pat Cummings. ________________

7. Carla already paint the picture. ________________

8. Next month, another artist come to the library. ________________

Extension: Invite groups of students to look for past-tense verbs in newspapers or magazines. Ask students to copy the sentences they find and then rewrite the sentences, using future-tense verbs.
Letter Punctuation and Capitalization

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting and the closing in a letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and year in a date.

Read the letter carefully. Correct two capitalization mistakes. Also add six missing commas.

June 22, 2000
108 Oak Avenue
Audubon IA 50025
Janell Washington
16 Longwood Drive
Chicago IL 60640
dear Janell

In school, I read a story about an artist Named Pat Cummings. I enjoyed it very much. When she was young, she loved to draw pictures. Sometimes she traded pictures with kids in her class.

I will go to camp next week in Bear Creek Michigan. I will send you a postcard from there. Then I will give you my camp address. I hope you will write to me.

your friend
Sam
Past and Future Tenses

A. Rewrite each underlined verb, using the correct past-tense form.

1. When Pat Cummings was five years old, she disappear for an afternoon.
   ______________________

2. Her mother call the army police. ______________________

3. The dance teacher pin a note on Pat. ______________________

4. As a child, Pat Cummings like to draw ballerinas. ______________________

5. When she grew up, Pat Cummings study art. ______________________

B. Choose a verb from the box below to complete each sentence. Write the future-tense form of the verb.

<table>
<thead>
<tr>
<th>fetch</th>
<th>get</th>
<th>look</th>
<th>remember</th>
<th>work</th>
</tr>
</thead>
</table>

6. Sometimes Pat Cummings ______________________ ideas when she is swimming.

7. Pat Cummings ______________________ at night if she has an idea.

8. When she travels, she ______________________ at people around her.

9. Pat's cat ______________________ when Pat throws a toy.

10. Pat always ______________________ how Tom Feelings helped her.
Past and Future Tenses

- Add -ed to most verbs to show past tense.
- If a verb ends with e, drop the e and add -ed.
- If a verb ends with a consonant and y, change y to i and add -ed.
- If a verb ends with one vowel and one consonant, double the consonant and add -ed.
- To write about the future, use the special verb will.

Mechanics:

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting and the closing in a letter.
- Use a comma between the name of a city and a state.
- Use a comma between the day and year in a date.

Change each underlined verb to the correct past or future tense. Also add any missing commas and correct the capitalization mistakes.

February 5 2000
333 Coronado Court
Modesto CA 95350
Alberto Rivera
789 Prairie Street
Fort Wayne IN 46815
hi Alberto
Yesterday, I try __________________ to draw a picture of my dog. At first, he move __________________ so much, I couldn't do it. Then I pet __________________ him a lot, and he sat still. When I grow up, I paint __________________ beautiful paintings. Someday, I draw __________________ pictures for children's books, too.
your cousin
Marco
Main and Helping Verbs

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has, and had* are helping verbs.

Draw one line under each form of *has* that is a helping verb. Draw two lines under each main verb that it helps.

1. Basho got his name after he **had** planted a banana tree.

2. Basho **has** decided upon a trip across Japan.

3. When he **had** prepared for his trip, Basho left home.

4. Before leaving, Basho **had** stitched a string on his hat to keep it from blowing away.

5. The cherry blossoms **have** waited for Basho.

6. The poet **has** scribbled some words on his hat.

7. An old woman **has** invited Basho to share her noodles.

8. Basho’s friends **have** joined him for part of the trip.

9. They **have** presented Basho with presents for his trip.

10. Basho left his friends after they **had** crossed the river.

**Extension:** Ask students to write *has, have,* and *had* on separate index cards. Have them work in small groups, each choosing a card and constructing an oral sentence that uses the form chosen as a helping verb.
More Main and Helping Verbs

- *Is, are, am, was, and were* can be helping verbs.
- They are used with a main verb ending in *-ing*
- *Will* is a helping verb used to help show an action in the future.

Read each sentence. Study the helping verb. Circle the correct form of the main verb in parentheses.

1. Basho’s friends were (wave, waving) as they left in the boat.

2. As he stands under a waterfall, Basho is (laugh, laughing).

3. Soon Basho’s feet will (take, taking) him past an old temple.

4. The beautiful cherry trees are (bloom, blooming).

5. During his trip, Basho was (sleep, sleeping) in huts, houses, and stalls.

6. Most of the time, the poet _______ walking. (is, are).

7. Tomorrow Basho will (ride, riding) on a farmer’s horse.

8. Along the way, people are (give, giving) Basho food.

**Extension:** Ask students to write three sentences that begin with “I am” and tell what they are doing right now.
Using Main and Helping Verbs to Complete Sentences

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
  - *Have, has, and had* can be helping verbs.
  - *Is, are, am, was, were* and *will* can be helping verbs.

Write a main verb or helping verb to complete each sentence.

1. Basho has ________ rice and beans into balls.
2. Basho had ________ rice and beans last night.
3. Now Basho ________ meeting with some friends.
4. As they drink tea, the friends ________ looking in their cups.
5. Last night, they were ________ poems together.
6. Tomorrow, Basho ________ leave his friends.
7. They ________ enjoyed their time together.
8. Basho saw many of the animals that ________ living in the fields.
9. One night, Basho heard a frog that ________ jumping into a pond.
10. By the end of his trip, Basho had ________ to many places.

**Extension:** Have students read a few paragraphs in a favorite book. Ask them to write down five combinations of main and helping verbs they find in the book.
Contractions

- A contraction is a shortened form of two words.
- A contraction can be made by combining a verb with the word not.
- An apostrophe (') shows the letter o has been left out.

Read each sentence. Write the contraction for each set of underlined words.

1. Haiku poems are not rhyming poems. __________
2. Perhaps you have not seen poems like them before. __________
3. Basho is not the name that the poet was given at birth. __________
4. Basho did not travel by car. __________
5. Basho was not a Chinese poet. __________
6. His friends would not let him leave empty-handed. __________
7. The poet did not forget his morning tea. __________
8. Basho had not walked far when he saw a waterfall. __________
9. Basho’s shoelaces were not white. __________
10. Even though Basho lived long ago, his poems have not been forgotten. __________
Main and Helping Verbs

A. Read each sentence. Draw one line under the helping verb and two lines under the main verb.

1. After he had laced on a new pair of sandals, Basho took another walk.
2. Basho wrote a poem about flowers that were blooming.
3. Today people are visiting the places that Basho knew.
4. Long after Basho lived, people are reading his poems.
5. Throughout history, poets like Basho have helped us to appreciate nature.

B. Choose the correct helping verb to complete each sentence. Write it on the line.

6. I __________ writing a haiku poem.
   a. am
   b. are
   c. will

7. Our teacher __________ put our poems on a bulletin board tomorrow.
   a. have
   b. was
   c. will

8. We __________ painted pictures to go with our poems.
   a. are
   b. have
   c. were
Main and Helping Verbs

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has,* and *had* can be helping verbs.
- *Is, are, am, was,* *were,* and *will* can be helping verbs.

Mechanics:

- A contraction is a shortened form of two words.
- A contraction can be made by combining a verb with the word *not.*
- An apostrophe (') shows the letter *o* has been left out.

Look at the picture. Proofread the paragraph. Correct mistakes in main verbs and helping verbs. Change the underlined words to contractions. Rewrite the paragraph on the lines.

In many poems, Basho was write about animals. In one of his poems, a crab are tickling his leg. In another poem, a horse have chewed a flower. *Was not* there a poem in this story about a frog? Basho *is not* alive today, but you can read his poems.

Rewritten paragraph:

In many poems, Basho was *writing* about animals. In one of his poems, a crab *was tickling* his leg. In another poem, a horse *had chewed* a flower. *Was not* there a poem in this story about a frog? Basho *is not* alive today, but you can read his poems.
Linking Verbs

- A linking verb does not show action. It connects the subject to the rest of the sentence.

- *Is, are, am, was,* and *were* are often used as linking verbs.

Read each sentence. Study the linking verbs in parentheses. Write the form of the linking verb that correctly completes each sentence.

1. The Big Dipper _________ a group of stars. (*is, are*)

2. The children's names _________ James and Lettie. (*was, were*)

3. Papa's new name _________ Starman. (*was, were*)

4. Indiana _________ the state where the family made their home. (*is, are*)

5. Barns and beds _________ things that Papa can build. (*is, are*)

6. James thought Mama's cooking _________ just wonderful. (*was, were*)

7. Mama and the children _________ worried when Papa was away.  
   (*was, were*)

8. The children certainly _________ happy when Papa returns. (*is, are*)

9. Papa's relatives _________ eager to leave the plantation. (*was, were*)

10. You _________ older than James and Lettie. (*am, are*)

**Extension:** Ask students to write a paragraph describing the town of Freedom. Urge them to use linking verbs in their description. Invite students to share their descriptions.
Linking Verbs

- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Read each sentence. Circle the linking verb that links the subject to a noun or adjective in the predicate. Underline the noun or adjective.

1. Lettie was wriggly as a child.

2. Lettie’s older brother, James, was tall.

3. Some people leaving Tennessee were runaways from plantations.

4. The travelers were weary from their long walk.

5. The face of the old fisherman is wrinkled.

6. How many of the new settlers are farmers?

7. Mama was the teacher in the village school.

8. A few people in the village were carpenters.

9. The vegetables that the boy raises are beans.

10. The name of the village is Freedom.

**Extension:** Have students identify whether each linking verb that they underlined in these sentences is in the present tense or the past tense.
Writing Linking Verbs to Complete Sentences

- A linking verb does not show action. It connects the subject to the rest of the sentence.
- *Is, are, am, was,* and *were* are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Complete each sentence by writing the correct linking verb on the line. Then underline the complete subject of the sentence.

1. Scott Russell Sanders __________ an author.

2. Writing, nature, and towns __________ the author’s favorite things.

3. Mr. Sanders __________ a college teacher these days as well as an author.

4. His birthplace __________ a big city in Tennessee.

5. His favorite subjects for writing __________ people who get along.

6. Thomas B. Allen __________ nine years old when he went to an art class.

7. Streetcars __________ his way of getting to class back then.

8. The other people in the class __________ adults.

9. As an adult, Allen __________ eager to look for ideas in libraries.

10. The countryside __________ another good place for finding ideas.

**Extension:** Arrange students in small groups. Have students write *is, are, am, was,* and *were* on index cards and turn the cards facedown. Then invite students to take turns picking a card and using the linking verb in an oral sentence.
Titles

- Capitalize the first and last words and all important words in the titles of books and newspapers.
- Underline titles of books, newspapers, magazines, and TV series.
- Put quotation marks around the titles of short stories, articles, songs, poems, and book chapters.

Rewrite each sentence making sure the titles are written correctly.

1. A newspaper in Freedom might be called the freedom times.

2. James could have written a book called my life in freedom, indiana.

3. The song amazing grace is about slavery.

4. Have you seen the TV series the end of slavery?

5. Did you read the magazine article the freedom train?

6. walking to freedom is a poem that my friend Dara wrote.
Linking Verbs

A. Find the linking verb in each sentence. Write it on the line.

1. The year 1832 was the year the family left the plantation.
   
   ________

2. Papa, Mama, and James were the family members who walked.
   
   ________

3. I am amazed that they traveled so far on foot.
   
   ________

4. When the family reaches Indiana, the hills are white with flowers.
   
   ________

B. Find the noun or adjective in the predicate that is linked to the subject by a linking verb. Write it on the line.

5. A Quaker family was kind to the travelers from Tennessee.
   
   ________

6. The Starman family is glad to help with their farm work.
   
   ________

7. Papa was a farmer and planted corn and wheat the first year.
   
   ________

8. Potatoes and beans were the vegetables that James planted.
   
   ________
Linking Verbs

• A linking verb does not show action. It connects the subject to the rest of the sentence.

• Is, are, am, was, and were are often used as linking verbs.

• Some linking verbs link the subject to a noun in the predicate.

• Some linking verbs link the subject to an adjective in the predicate.

Mechanics:

• Capitalize the first and last words and all important words in the titles of books and newspapers.

• Underline titles of books, newspapers, magazines, and TV series.

• Put quotation marks around the titles of short stories, articles, songs, poems, and book chapters.

Work with a partner. Take turns reading the following paragraph aloud. Listen for mistakes in linking verbs. Think about which words are titles. Decide together what corrections need to be made and rewrite the paragraph correctly.

Our social studies book is social studies today. The books is new. The title of yesterday's chapter were slavery in the south. I are ready to give a report today. I wrote a poem about slavery that I call freedom.
Irregular Verbs

- An irregular verb is a verb that does not add -ed to form the past tense.

Write the correct past-tense form of the underlined verb on the line provided.

1. Adrian Fisher **begin** __________ to make mazes more than 20 years ago.

2. Fisher **make** __________ a huge maze in 1996.

3. This maze **break** __________ the record for the largest maze.

4. About 2,000 people **find** __________ their way through it in one day.

5. Adults as well as children **come** __________ to try the maze.

6. Children **go** __________ through the maze faster than their parents.

7. Fisher **do** __________ a special maze to honor a Beatles song.

8. A plane **fly** __________ over Adrian Fisher’s mazes.

9. An artist **draw** __________ pictures of the mazes.

10. The drawings show what the pilot **see** __________.
Irregular Verbs

- Some irregular verbs have special spellings when used with the helping verb have, has, or had.

Read each sentence and the verb choices in parentheses. Underline the verb choice that correctly completes the sentence.

1. Adrian Fisher has (built, builded) more than 135 mazes.

2. He has (did, done) mazes in England and the United States.

3. Fisher had (make, made) the maze in Michigan in the shape of a car.

4. The cornstalks in his corn maze have (grew, grown) high.

5. He had (lay, laid) out the Beatles maze in the shape of a submarine.

6. This maze master has (put, putted) roadblocks in his mazes.

7. Sometimes there have (were, been) live crocodiles in his mazes, too.

8. Thousands of people have (seen, saw) Fisher's mazes.

9. He has (taken, took) a lot of care with his designs.

10. People have (begun, began) to take maze design seriously.

Extension: Ask students to rewrite the above sentences using past-tense verbs without using have, has, or had.
Irregular Verbs

- An **irregular verb** is a verb that does not add -ed to form the past tense.
- Some irregular verbs have special spellings when used with the helping verb **have, has, or had**.

Rewrite each sentence with the correct form of the underlined verb. For each sentence, use the form that makes better sense—the past-tense form or the past with the helping verb **have, has, or had**.

1. One time I **go** through a maze.

2. I wonder if you have ever **go** through a maze.

3. I **know** there was a rule for going through a maze.

4. I followed the rule and **find** that it worked!

5. The left wall had **lead** me back to the path.

6. Finally I **see** the way out of the maze.

7. The maze had **keep** me busy for quite a while.

8. Did you know that Adrian Fisher has **break** the rule of maze making?

**Extension**: Arrange students in groups. Ask each group to make a chart with three columns labeled **Present Tense, Past Tense, and Past with Have, Has, or Had**. Have students fill in the columns with forms for the verbs in parentheses.
Abbreviations

- An abbreviation is the shortened form of a word.
- An abbreviation begins with a capital letter and ends with a period.
- Abbreviate titles of people before names. You can abbreviate days of the week.
- You can also abbreviate most months.

Rewrite this invitation by writing each underlined abbreviation correctly.

Dear Jesse,

Would you like to go through Mr. Fisher's maze with us? My mother says that we will go on Sat. Nov. 10. Derek and Mrs. Long are coming. I went to see Dr. Ortega on Thurs., and he showed me how to brush my teeth better. I'll call you tomorrow afternoon.

Sam
Irregular Verbs

A. Circle the letter before the irregular verb that correctly completes each sentence.

1. Our class ___ reading about mazes yesterday.
   a. begin
   b. began
   c. begun
   d. beginned

2. We ___ some mazes on paper.
   a. draw
   b. drawed
   c. drew
   d. drawn

B. Circle the letter before the correct irregular verb and helping verb that completes each sentence.

3. The maze master ___ a maze with three miles of paths in it.
   a. has made
   b. has make
   c. had make
   d. have made

4. Adults ___ lost in Adrian Fisher's mazes.
   a. has became
   b. has become
   c. have became
   d. have become
Irregular Verbs

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verb *have, has, or had.*

Mechanics

- An abbreviation is the shortened form of a word. An abbreviation begins with a capital letter and ends with a period.
- Abbreviate titles of people before names. You can abbreviate days of the week and most months.

Read the sentences about the picture below. Change the verbs that are not written correctly. Put capital letters and periods where they belong in the abbreviations. Rewrite the sentences on the lines below.

1. The students in ms Ming's class have drew a circular maze.

2. Last week they taked their maze to mr Johnson's class.

3. This morning mrs Green's class come to see the maze.

4. Later they gived the maze to the principal, dr Miller.

5. Now everyone in the school has see the maze.
Verbs

Read each passage and look at the underlined parts. Is there a better way to write and say each part? If there is, which is the better way? Circle your answer.

The hatmaker sat, writes, and draws. He creates a sign for his shop. He shows the sign to several people. They tell him to make changes. The hatmaker rushes back to his shop and makes a new sign.

1. A The hatmaker sat, writes, and draws.
   B The hatmaker sits, wrote, and draws.
   C The hatmaker sits, writes, and draws.
   D No mistake

2. F Them told him to make changes.
   G They told he to make changes.
   H They tell him to make changes.
   J No mistake

December 1, 2000
777 Forest Street
Orange, MA 01364
Chris Little
129 Blueberry Circle
York, ME 03909

Dear Chris,
I looked at some books with drawings by Pat Cummings. She liked to draw when she was young. Then she studied art and became an artist. I think I will study art, too.

your’s friend,
Lucas

3. A Then her study art and became an artist.
   B Then she studied art and became an artist.
   C Then she studied art and became an artist.
   D No mistake

4. F Your friend,
   G You’re friend,
   H Your’s friend,
   J No mistake
Verbs

Basho is preparing to walk across Japan. \textbf{He isn't taking much with him.} \hspace{1cm} (5)
Basho is a poet, and he will write poems during his journey. \textbf{His friends has given him a pair of sandals paper, and ink.} \hspace{1cm} (6)

5. \hspace{1cm} A \hspace{0.5cm} He isn't taking much with him.
   B \hspace{0.5cm} He isn't taken much with he.
   C \hspace{0.5cm} He isn't taking much with him.
   D \hspace{0.5cm} No mistake

6. \hspace{1cm} F \hspace{0.5cm} His friend's have gave him a pair of sandals, paper, and ink.
   G \hspace{0.5cm} His friends have given him a pair of sandals, paper, and ink.
   H \hspace{0.5cm} His friend have given him a pair of sandals, paper, and ink.
   J \hspace{0.5cm} No mistake

Each group in my class wrote a song about the town of Freedom. \textbf{My group's song is called "A Place to Be Free."} All the groups sang their songs to the class. \textbf{Ms. Brady said our songs was wonderful.} \hspace{1cm} (7)

7. \hspace{1cm} A \hspace{0.5cm} my group's song is called "a place to be free."
   B \hspace{0.5cm} My group song is called A Place to Be Free.
   C \hspace{0.5cm} My groups song is called "A Place to Be Free."
   D \hspace{0.5cm} No mistake

8. \hspace{1cm} F \hspace{0.5cm} Ms Brady said our song's is wonderful.
   G \hspace{0.5cm} Ms. brady says our songs was wonderful.
   H \hspace{0.5cm} Ms. Brady said our songs were wonderful.
   J \hspace{0.5cm} No mistake

Dee write a list of things to do for the week. \textbf{heres her list:} 1. Mon.—Read article about mazes. 2. Tues.—Visit magazine's Web site. 3. Wed.—Get book of mazes from library. 4. Thurs.—Draw my own maze. 5. Fri.—Show my maze to Cathy. \hspace{1cm} \hspace{1cm} \hspace{1cm} \hspace{1cm} (9) \hspace{1cm} \hspace{1cm} \hspace{1cm} \hspace{1cm} (10)

9. \hspace{1cm} A \hspace{0.5cm} Dee has wrote a list of things to do for the week.
   B \hspace{0.5cm} dee has written a list of things to do for the week
   C \hspace{0.5cm} Dee has written a list of things to do for the week.
   D \hspace{0.5cm} No mistake

10. \hspace{1cm} F \hspace{0.5cm} Here's her list:
    G \hspace{0.5cm} Hear's her list:
    H \hspace{0.5cm} Heres her list:
    J \hspace{0.5cm} No mistake
Adjectives

• An adjective is a word that describes a noun.

• An adjective tells what kind or how many.

Choose an adjective from the box below that correctly fits in the sentence. Then write your answer on the line provided.

| all     | cold | most | several | silly | six   | strong | superior | two    | white |

1. Scruffy lives in a very _________ place.

2. A wolf pack is a family of _________ wolves of different ages.

3. There are _________ leaders of Scruffy's wolf pack.

4. _________ alpha wolves get to eat first after a hunt.

5. _________ male wolves leave their parents when they grow up.

6. A _________ Scruffy has trouble getting food to eat.

7. In the summer, _________ wolf pups are born.

8. With Scruffy's help, the pups become _________ wolves.

9. To the pups, Scruffy is a _________ wolf.

10. Wolves with _________ fur are hard to see in the snow.

Extension: Ask students to choose their favorite wild animal and write a description of it. Have students use adjectives that tell what kind or how many.
Adjectives and Linking Verbs

• An adjective can come after the noun it describes.

• The noun and adjective are connected by a linking verb.

Read each sentence. Underline each linking verb, and then write the adjective that comes after the noun on the line provided.

1. Scruffy is timid. 
2. The other wolves were bold and good hunters. 
3. Alpha wolves are strong and attack first. 
4. Soon the pups were big and running around. 
5. Scruffy was perky when he was with the pups. 
6. Arctic wolves are gray during the summer. 
7. Their fur is white during the winter. 
8. The pups’ mother was gentle. 
9. This female wolf is good-natured. 
10. The baby pups were tiny.

Extension: Have students write four sentences about members of their family, using linking verbs and adjectives after the nouns.
Adjectives

• An adjective tells what kind or how many.

• An adjective can come after the noun it describes.

Underline the adjective in each sentence. Decide if the adjective tells what kind or how many, and then write what kind or how many on the line provided.

1. The weather on Ellesmere Island is snowy. _____________

2. Huge icebergs surround the island. _____________

3. Some wolves in a wolf pack are brothers and sisters. _____________

4. Sometimes Scruffy was a confused wolf. _____________

5. Most wolves in the pack hunted. _____________

6. One wolf usually did not go on the hunt. _____________

7. Watchful Scruffy was the pups' baby-sitter. _____________

8. With Scruffy, the pups were playful. _____________

9. There were four pups in the litter. _____________

10. The opening into the den was narrow. _____________
Proper Adjectives

- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.

Rewrite each sentence. Write each proper adjective correctly.

1. Jim Brandenburg filmed wolves for a national geographic television show.

2. To some native american people, the wolf is a special animal.

3. Brandenburg has taken many photographs of arctic animals.

4. The atlantic walrus lives in the Arctic.

5. The iceland tern is another animal that lives in this region.

6. Various eskimo tribes have lived in this part of the world.

7. Jim Brandenburg and his family live in the minnesota woods.

8. Part of this state is on the canadian border.

**Extension:** Have students work in pairs to look through science or social studies books and list any proper adjectives they find.
Adjectives

A. Write yes if the underlined word in the sentence is an adjective. Write no if it is not an adjective.

1. Arctic wolves live where there are fields of snow.

2. The wolf was named Scruffy because he was messy.

3. Scruffy and the pups played with a piece of fur.

4. Scruffy wanted the eggs of some Arctic birds.

B. Find the adjective in each sentence. Then write your answer on the line.

5. Sometimes Scruffy was mean and bullied the pups.

6. Scruffy often took the frisky pups on walks.

7. The six pups happily followed Scruffy.

8. The climate of Ellesmere Island is harsh.
Adjectives

- An adjective is a word that describes a noun.
- An adjective tells what kind or how many.
- An adjective can come after the noun it describes.
- The noun and adjective are connected by a linking verb.
- Proper adjectives are formed from proper nouns.
- A proper adjective begins with a capital letter.

Use the adjectives in the box to complete the sentences.

| Arctic | gray | long | sharp | six | tall | two |

1. The _______ region has _______ icebergs.

2. The color of the _______ pups Scruffy cared for was _______.

3. _______ pups like to hold a _______ stick in their mouths.

4. Scruffy growls at the pups and shows his _______ teeth.
Articles

• The words *a*, *an*, and *the* are special adjectives called **articles**.
• Use *a* and *an* with singular nouns.
• Use *a* if the next word starts with a consonant sound.
• Use *an* if the next word starts with a vowel sound.

Complete each sentence by writing the correct article, *a* or *an*.

1. Gluskabe was __________ good giant.

2. Long ago, Skunk was __________ animal with white fur.

3. Gluskabe and Skunk went on __________ difficult journey.

4. Some people were in trouble because of __________ deep snowfall.

5. Skunk became __________ angry creature during the trip.

6. Gluskabe spoke to __________ large bird with white feathers.

7. On the way home, Skunk saw __________ eagle.

8. Skunk tied Day Eagle's wings with __________ piece of twine.

9. Today the skunk has __________ black coat with white stripes.

10. He also has __________ odor that nobody likes.

11. He is __________ animal that people try to avoid.

12. If you see __________ skunk, don’t scare him!

**Extension:** Have students write and share at least one riddle about animals, using *a* and *an* in their clues.
More Articles

- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Read each sentence. Then underline each article once and underline the noun that each article points out twice.

1. Skunk and Gluskabe walked north to see the Snow Bird.
2. They went to solve the problem of too much snow.
3. The snowbird lived on a hilltop.
4. When snow melts, it fills the rivers.
5. Snow protects the plants in winter.
6. Too much snow was causing an impossible problem for hunters.
7. Skunk wanted to be an important person.
8. Skunk tied the Day Eagle’s wings.
9. Gluskabe gave Skunk a harsh punishment.
10. Gluskabe drew the white stripes that skunks have today.

Extension: Have each student write a paragraph telling what they know or have heard about skunks. Then have students exchange papers and circle the articles *a*, *an*, and *the* in the paragraphs they receive.
Articles

- Use a and an with singular nouns.
- Use a if the next word starts with a consonant sound.
- Use an if the next word starts with a vowel sound.
- Use the with singular nouns that name a particular person, place, or thing.
- Use the before all plural nouns.

Each sentence is missing two articles. Add the articles and then write the sentences correctly.

1. Skunk was an excellent cook so he prepared the meals.

2. In the old days, all of animals admired Skunk because he had beautiful coat.

3. One day messenger came to see Great One.


5. Skunk thought giant Snow Bird was amazing creature.

6. Another bird was standing at top of hill.

7. Skunk did evil thing to bird called Day Eagle.

8. During night, Skunk tied wings of this great bird.

Extension: Ask students to write a few sentences explaining what Gluskabe did to punish Skunk. Remind students to use articles correctly.
Quotations

- Use quotation marks at the beginning and end of a person’s exact words.
- Begin a quotation with a capital letter.
- Do not use quotation marks when you do not use the speaker’s exact words.

Rewrite each sentence correctly by putting capital letters and quotation marks where they belong.

1. Mr. Peterson asked, did you like the story about Gluskabe?

2. we liked it very much, the students answered.

3. then let’s put on a play about it, the teacher said.

4. Mr. Peterson looked around and said, James, you can play Skunk.

5. that’s great! James replied with a grin.

6. Grace raised her hand and asked, could I be the Snow Bird?

7. Mr. Peterson said, sure, if it’s O.K. with the rest of the class.

8. The other students said that it was a great idea.

Extension: Have students write three more sentences about Mr. Peterson and the play. Tell students to put quotations in each sentence. Students can exchange sentences and proofread a partner’s work for correct quotation style.
A. Circle the letter before the sentence that uses articles correctly.

1. a. Gluskabe was an giant.
   b. Gluskabe was a good giant.
   c. Gluskabe untied a knots.

2. a. Skunk was the giant's cook.
   b. Skunk once was an white animal.
   c. Skunk sank in a footprints.

3. a. Skunk saw an big bird.
   b. The Day Eagle closed his wings.
   c. People could not see in a dark.

4. a. Gluskabe used an ashes from the fire.
   b. Skunk sleeps in a winter.
   c. People did not like the smell.

B. Circle the letter before the article that correctly completes each sentence.

5. Skunk watched snowflakes fall from ___ bird’s wings.
   a. a
   b. an
   c. the

6. Skunk wanted to do ___ awesome thing.
   a. a
   b. an
   c. the

7. Skunk cooked ___ delicious meal for Gluskabe.
   a. a
   b. an
   c. the

8. Now skunks have ___ very bad smell.
   a. the
   b. an
   c. a
Articles and Quotations

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

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

- Use *the* with singular nouns that name a particular person, place, or thing.

- Use *the* before all plural nouns.

Mechanics

- Use quotation marks at the beginning and end of a person’s exact words.

- Begin a quotation with a capital letter.

Read each sentence aloud and decide which underlined word is correct. Then rewrite the sentence, putting quotation marks and capital letters where they belong.

1. Roy asked, do you know what color Skunk was in the, an old days?

2. Tia said, he had a, an pretty white coat.

3. later Gluskabe turned the, a skunk's coat black, Tia explained.

4. then Gluskabe gave him a, an ugly smell, Roy said.
Adjectives That Compare

- Add -er to most adjectives to compare two people, places, or things.
- Add -est to most adjectives to compare more than two.

Read each sentence. Underline the adjective in parentheses that correctly completes the sentence.

1. Sylvia Earle hopes to dive to the (deeper, deepest) part of the ocean.

2. The water at the surface is (brighter, brightest) than the water down below.

3. The bottom is the (darker, darkest) part of the ocean.

4. The water past the waves is (deeper, deepest) than the water by the shore.

5. The Florida waters were (cleaner, cleanest) in the past than they are today.

6. Sharks are (faster, fastest) swimmers than people.

7. The Jim Suit is a (newer, newest) invention than scuba gear.

8. People wearing Jim Suits are (slower, slowest) swimmers than dolphins.

9. Of all work, Sylvia believes exploring the ocean is the (greater, greatest).

10. She thinks sea creatures are some of the (grander, grandest) animals in the world.

Extension: Write each adjective in parentheses on an index card. Have students take turns drawing a card from a hat or bowl, and then use the adjective in a sentence of their own.
Adjectives That Compare

- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Complete each sentence by writing the correct form of the adjective in parentheses.

1. As a child, Sylvia's (happy) ________ times were spent under water.

2. Of the many sea creatures, some of the (strange) ________ ones live on the bottom of the ocean.

3. The poisonous lionfish is one of the (deadly) ________ animals in the sea.

4. Dolphins are (friendly) ________ than sharks.

5. Humpback whales are (big) ________ than sharks.

6. The blue whale is the (large) ________ living animal.

7. A scorpionfish is (scary) ________ than a dolphin.

8. Scuba gear is (clumsy) ________ than a one-person sub.

9. Even the (tiny) ________ plants in the ocean make oxygen.

10. Pollution is one of the (sad) ________ things people have done to the sea.

**Extension:** Have students choose three sea creatures to compare in sentences, using adjectives to make the comparisons. Tell students to write four sentences.
Adjectives That Compare

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. There is no light in the **deepest** part of the sea.

2. At the bottom of the sea, food is **scarcest** than at the top.

3. The great white shark is **smallier** than a whale shark.

4. The whale shark is the **bigger** of all sharks.

5. The teeth of some sharks are **sharpest** than razor blades.

6. One of the **flatter** animals in the sea is the ray.

Extension: Ask students to make a chart of five different adjectives to compare by adding *-er* and *-est*. Have students write the three forms of each adjective, such as *hot, hotter, hottest*.
Proper Adjectives

- Proper adjectives are formed from proper nouns.
- A proper adjective or proper noun begins with a capital letter.

Rewrite each sentence using each proper adjective and proper noun correctly.

1. The diving suit sylvia earle wore was named for a british diver.

2. His name was jim jarrett, and the suit was called a jim suit.

3. It was in hawaiian waters that Sylvia walked on the bottom of the pacific ocean.

4. Sylvia is an american diver who lived in florida as a child.

5. Sylvia has worked for the united states government as a scientist.

Extension: Have students, working in groups, list proper adjectives and proper nouns that they find in newspapers and magazines. Encourage groups to find as many as they can within a set period of time.
Adjectives That Compare

A. Read each sentence. Write yes if the underlined adjective is the correct form or correct spelling. Write no if it is not the correct form or correct spelling.

1. Of all the fish, Luis thought the lantern fish was the funnyest.

2. Sara Ann thinks the sea horse is the cutest sea animal.

3. Some starfish have shorter arms than others.

4. A jellyfish has a thiner body than an octopus.

B. Read each sentence. Use the correct form of the adjective in parentheses. Write it on the line.

5. Scuba gear is (heavy) than snorkeling equipment.

6. Sylvia's practice dive was in (shallow) water than her real dive.

7. Underwater divers get to see the (rare) creatures of the sea.

8. The red starfish is the (red) of all starfish.
Adjectives That Compare

- Add -er to most adjectives to compare two people, places, or things.
- Add -est to most adjectives to compare more than two.
- For adjectives ending in e, drop the e before adding -er or -est.
- For adjectives ending in a consonant and y, change the y to i before adding -er or -est.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.

Mechanics

- Proper adjectives are formed from proper nouns.
- A proper adjective or proper noun begins with a capital letter.

Proofread the paragraph below. Then rewrite the paragraph on the lines provided.

Some of the clearer water in the world is around the cayman islands. The water in the cayman area is blueer than the water in the gulf of mexico. These islands in the caribbean sea were settled by british people. Divers see some of the ocean's prettyest fish in the caribbean region.

Name ____________________ Date __________

MORE PRACTICE
Comparing with More and Most

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Write *more* or *most* to complete each sentence correctly.

1. To Joanna Cole, science is the _______ interesting of all subjects.

2. Joanna does the _______ careful research that she can do.

3. Her dummy is _______ organized at the beginning than at the end of her research.

4. The scientist was _______ experienced with snakes than Joanna.

5. A snakeskin is one of the _______ transparent of all animal skins.

6. Joanna's cat thought a snakeskin was _______ exciting than a nap.

7. The snakeskin was probably the _______ fascinating thing Taffy had ever seen.

8. Joanna was _______ worried than the scientist about the snakeskin.

9. Joanna learned that the workers are the _______ hard-working of all bees.

10. Joanna wondered if a tornado is _______ dangerous than a hurricane.

Extension: Ask students to write four sentences of their own, using adjectives from the above sentences. Tell students to use *more* and *most* in their sentences.
Comparing with *More* and *Most*

- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Read each sentence. Write the underlined form of each adjective correctly.

1. Sometimes for research, magazine articles are *more usefuler* than science books.

2. Often experts are the *most helpfulest* people when Joanna has questions.

3. She may find *more recenter* information in a computer than in an encyclopedia.

4. Maybe a video will give the *most currentest* news about a science topic.

5. Joanna may find *more scientificer* books in a library than in a bookstore.

6. The *most importantest* thing Joanna does before writing is read.

**Extension:** Have students make up oral sentences, using *more* and *most* with the following adjectives: helpful, recent, important, valuable.
Comparing with *More* and *Most*

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Rewrite each sentence. Use the correct form for the adjective.

1. Hoy thinks bees would be a *most* difficult subject to study than snakes.

2. Elena thinks a snakebite would be *dangerouser* than a bee sting.

3. Lita feels that tornadoes are *more harmfuler* to people than snakes.

4. Kara believes that a storm would be the *most challengingest* topic of all.

5. Of the three subjects, David feels bees would be the *more* interesting.

6. Last year, the science fair was the *popularest* event at school.

Extension: Encourage students to recall times when the weather was especially extreme. Invite students to describe the conditions in oral sentences, using *-er*, *-est*, *more*, and *most*. 
Using *More* and *Most*

- Never add *-er* and *more* to the same adjective.
- Never add *-est* and *most* to the same adjective.

Read each sentence. Write the correct form of the adjective in parentheses.

1. Maple leaves are (flat) ____________ than pine needles.

2. I think maple leaves are the (beautiful) ____________ of all tree leaves.

3. In the wintertime, maple trees are (bare) ____________ than evergreens.

4. Most encyclopedia articles are (serious) ____________ than magazine articles.

5. Joanna's books are the (entertaining) ____________ science books I have ever read.

6. My first science report was (boring) ____________ than my latest report.

**Extension:** Have students make a chart, listing the six adjectives from the above sentences, then writing their comparative and superlative forms.
Comparing with *More and Most*

A. In each sentence, find the adjective that compares. Circle your answer.

1. Snakes are more common in the warmer parts of the world than in the colder parts.
   a. snakes
   b. more common
   c. warmer parts
   d. colder parts

2. The most likely place to find a diamondback rattlesnake in the United States is in the southeastern states.
   a. most likely
   b. place
   c. rattlesnake
   d. southeastern states

3. The black Indian cobra is one of the most poisonous of all snakes.
   a. black
   b. cobra
   c. most poisonous
   d. all snakes

B. Choose the correct adjective to complete each sentence. Circle your answer.

4. The ribbon snake is a ___ snake than the common garter snake.
   a. colorfuler
   b. colorfulest
   c. more colorful
   d. most colorful

5. Of the many reptiles, the snake has the ___ way of moving.
   a. unusual
   b. unusualear
   c. more unusual
   d. most unusual

6. One of the ___ things a snake does is shed its skin.
   a. amazingest
   b. amazingiest
   c. more amazing
   d. most amazing
Comparing with *More* and *Most*

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

**Mechanics**

- Never add `-er` and *more* to the same adjective.
- Never add `-est` and *most* to the same adjective.

Work with a partner. Listen as your partner reads the sentences aloud. Look for mistakes in adjectives that compare. Write the sentences correctly. Then read them aloud.

1. Studying in bed is more unusualer than working at a desk.

2. A big dog would cause most crumpled papers than a little dog.

3. After reading several things, Joanna chooses the more interesting facts.

4. I think the most amusingest part of Joanna's story is what her cat did.
Comparing with *Good*

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

Write *better* or *best* to complete each sentence correctly.

1. Tom says “The Earliest Animals” is the _________ article he has ever read.

2. Rosa thinks “Troubled Tongues” is a _________ story than “The Earliest Animals.”

3. To Kim, the article about mazes is the _________ article of the three.

4. Tom thinks *Wiwaxia* is the _________ creature of all the Cambrian animals.

5. Rosa says that *Ottoia* is a _________ animal than *Wiwaxia*.

6. Kim believes the five-eyed creature is a _________ creature than *Wiwaxia*.

7. Tom thinks sharp spines give _________ protection than five eyes.

8. Rosa says that a snout is _________ than a nose like a hose.

Extension: Have students read an article in a newspaper or magazine and circle each use of *better* or *best*. 

Grade 4/Unit 4
Earth's First Creatures

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Comparing with Bad

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

Write worse or worst to complete each sentence correctly.

1. Kim thinks a meteor is a _________ disaster than an earthquake.

2. Rosa thinks an ice age would have caused _________ changes than an earthquake.

3. What is the _________ thing that happens during an earthquake?

4. Would a change in Earth’s atmosphere be _________ than an earthquake?

5. Tom thinks a meteor crash would have been _________ than cold weather.

6. Which of the three events do you think would have been the _________ one?

7. The time before the Cambrian Period was a _________ time for animals to develop than the Cambrian Period.

8. Crushing food is not a _________ way of eating than sucking food.

Extension: Arrange students in pairs. Ask each student to write two sentences, one with worse and one with worst. Then have students read the sentences to their partner, saying “blank” in place of worse and worst. Partners fill in the blanks.
Comparing with *Good* and *Bad*

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

Rewrite each sentence with the correct adjective from the parentheses.

1. Fossils are one of the (best, goodest) ways to learn about early animals.

2. The earlier animals had (worse, worser) body systems than the Cambrian animals.

3. Changes in atmosphere might have been a (worse, worst) event than weather changes.

4. The (best, better) result of all the changes in environment was the “Cambrian explosion.”

5. One of the (worst, worstest) problems in studying early animals is their microscopic size.

6. Which do you think is a (gooder, better) way of moving, floating or crawling?

**Extension:** Arrange students in small groups. Have each group write *better, best, worse, worst* on cards and turn the cards facedown. Ask students to take turns drawing a card and using the adjective on the card in an oral sentence.
Using Commas

- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as yes, no, and well.

Insert commas where they belong in each sentence.

1. Akiko do you know what *Wiwaxia* used to defend itself?

2. Yes it used the sharp spines that covered its body.

3. Was *Wiwaxia* the creature Jeff that hid at the bottom of the sea?

4. No the animal that hid was *Ottoia*.

5.Were the earliest animals visible Derrick?

6. Well they were not visible without a microscope.

7. Do you think Olga a period of 5 million to 10 million years is a long time?

8. Well it's not long if you're talking about the history of Earth.

**Extension:** Ask partners to work together to write questions and answers about the earliest creatures. Tell students to use their partner's name in their questions and yes, no, and well in their answers.
Comparing with *Good* and *Bad*

A. Read each sentence. Write *yes* if the underlined adjective is the correct form of *good*. Write *no* if it is not correct.

1. I think a scientist is the **better** job a person could have.  

2. Which of the two drawings of creatures is the **best** one?  

3. Legs are **better** body parts to walk on than spikes.  

4. Of all the explanations for the Cambrian Period, which is the **best** one?  

B. Read each sentence. Decide if the missing adjective is *worse* or *worst*. Write it on the line.

5. My drawing of *Anomalocaris* was the ______ picture I ever drew.  

6. I had a ______ time drawing *Hallucigenia* than *Ottoia*.  

7. I thought my drawings of Cambrian animals were the ______ ones in the class.  

8. Then my teacher said that his drawings were ______ than mine.
Comparing with Good and Bad

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

Mechanics:
- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as yes, no, and well.

Read the sentences about the picture. Correct the adjectives that are not written correctly. Insert commas where they belong.

1. Jen did Hallucigenia or Ottoia have the best jaw?

2. Len which of the early animals had the better legs?

3. Which of the animals Harry do you think had the worse spines?

4. Mary is hot weather worst than cold weather for animals?
Adjectives

Read each passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle your answer.

The photographer Jim Brandenburg thinks arctic animals are magnificent. On one of his trips, he met Scruffy. Scruffy was a wolf that took charge of several playful pups. The pups thought Scruffy was nice. They made Scruffy feel important.

1. **A** Add capitalization.  
2. **F** Add capitalization.  
3. **B** Add punctuation.  
4. **G** Add punctuation.  
5. Use a better adjective.  
6. **H** Use a better adjective.  
7. **D** No mistake.  
8. **J** No mistake.

My teacher asked, “why did gluskabe go to see the Snow Bird?” I said that he went to see him because he made snow. Gluskabe wanted the Snow Bird to sometimes make the snow light. Skunk thought the Snow Bird was a beautiful bird.

3. **A** Add capitalization.  
4. **F** Add capitalization.  
5. **B** Add punctuation.  
6. **G** Add punctuation.  
7. **C** Change the article.  
8. **H** Change the article.  
9. **D** No mistake.  
10. **J** No mistake.

Sylvia Earle has dived in a Jim Suit and in a small sub. Her dive in the Jim Suit was the deepest dive ever done when not connected to a boat. The suit, invented by a british diver, provided another way to explore the sea.

5. **A** Add capitalization.  
6. **F** Add capitalization.  
7. **B** Add punctuation.  
8. **G** Add punctuation.  
9. **C** Use correct form of adjective.  
10. **H** Use correct form of adjective.  
11. **D** No mistake.  
12. **J** No mistake.
Adjectives

Joanna Cole writes science books. When she does research, she finds that a dummy is useful than index cards. I read her book about snakes. I think it is the interesting book I've ever read.

7. A Adjective needs an ending.  B Adjective needs more.  C Adjective needs most.  D No mistake.


There are several reasons why Cambrian creatures may have developed. My friend asked, “Is hot weather the better explanation?” I answered, “No hot weather would cause worse conditions than cold weather. Cold weather, however, might have made it happen.”

9. A Punctuation  B Incorrect use of better or best  C Incorrect use of worse or worst  D No mistake

10. F Punctuation  G Incorrect use of better or best  H Incorrect use of worse or worst  J No mistake

McGraw-Hill School Division
Pronouns

- A pronoun is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are I, you, he, she, it, me, him, her.
- Plural pronouns are we, you, they, us, them.

Underline the incorrect pronoun in each sentence. Then write the correct pronoun on the line provided.

1. The plants were dug up, and something had nibbled it. ________
2. Don Emicho built a trap, and then it went to bed. ________
3. Don Emicho was asleep, but screeching woke them up. ________
4. When he went to the trap, they found a guinea pig. ________
5. The fox asked guinea pig why she was tied up. ________
6. The guinea pig tied up the fox as tightly as I could. ________
7. The fox told the story the guinea pig told you. ________
8. The fox knew the guinea pig had tricked us. ________
9. The fox caught the guinea pig while she was resting. ________
10. The fox was so frightened that they jumped in the hole. ________

Extension: Have students find three sentences from the story that use pronouns. Have them write the sentences down and then circle the pronoun and its referent.
Pronouns

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, her*.
- Plural pronouns are *we, you, they, us, them*.

Write the pronoun that correctly replaces the underlined noun in each sentence.

1. Don Emicho built a trap and put the trap in the field. ________
2. A beast dug up the plants and nibbled the plants. ________
3. Don Emicho got up when Don Emicho heard screeching. ________
4. The trap worked! The trap caught the guinea pig. ________
5. The fox asked the guinea pig how the guinea pig got caught. ________
6. Don Emicho was mad when Don Emicho found the fox. ________
7. The fox told the story the guinea pig had told the fox. ________
8. The fox looked for the guinea pig and found the guinea pig asleep. ________
9. The fox realized how the guinea pig had tricked the fox. ________
10. The fox was so easy to trick, the guinea pig tricked the fox again. ________

**Extension:** Have students write their own sentences using no pronouns. Then have them exchange sentences with a partner who will rewrite the sentences, replacing some or all of the nouns with pronouns.
Pronouns

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, her*.
- Plural pronouns are *we, you, they, us, them*.

Write the pronoun that correctly completes each sentence.

1. Don Emicho was mad when ________ found the alfalfa patch a mess.
2. ________ decided to catch the intruder who did ________.
3. ________ built a big trap and put ________ in the field.
4. When the big trap didn’t work, ________ built a smaller one.
5. The smaller trap worked. ________ caught a guinea pig.
6. Don Emicho grabbed the guinea pig and tied ________ to a tree.
7. The fox came along and asked the guinea pig why ________ was tied up.
8. The guinea pig was able to trick ________ because the fox loved fowl.
9. The next two times, the guinea pig tricked him because ________ was easily scared.

10. Foxes are considered sly and clever, but there are many folk tales in which ________ get tricked.

Extension: Ask students to think of another story in which a fox is tricked by its victim. Have them write a few sentences to tell about it. Then ask them to identify all the pronouns in their sentences.
Contractions

- Every sentence begins with a capital letter.
- A statement ends with a period.
- A question ends with a question mark.

<table>
<thead>
<tr>
<th>am</th>
<th>is</th>
<th>are</th>
<th>have</th>
<th>has</th>
<th>had</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I’m</td>
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<td>you</td>
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<td>you’ll</td>
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</tr>
<tr>
<td>they</td>
<td>they’re</td>
<td>they’ve</td>
<td>they’d</td>
<td>they’ll</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the contraction for the underlined words in each sentence.

1. Dom Emicho was mad at the guinea pig because he had eaten his alfalfa.
   
   __________

2. When Don Emicho saw the guinea pig, he thought, you will be sorry.
   
   __________

3. "I am going to make guinea pig stew with you!"
   
   __________

4. Don Emicho said, "I will be back," and went back to bed.
   
   __________

5. The guinea pig thought, "I have got to get out of here."
   
   __________

6. When the fox came by, he thought, "Maybe he will fall for a story."
   
   __________

7. The fox listened and then asked, "So is that why you are all tied up?"
   
   __________

8. So the fox took the guinea pig’s place, and now he is tied to the tree.
   
   __________

**Extension:** Have students write three sentences about the fox in the story. Ask them to include a contraction in each sentence.
Pronouns

A. Write the pronoun that can replace the underlined word or words in each sentence.

1. The guinea pig tricked the fox. ________

2. The guinea pig told the fox about Don Emicho’s daughter. ________

3. “Whoever marries Don Emicho’s daughter will eat lots of chicken.” ________

4. The fox thought that marriage would be good for the fox. ________

5. The fox said, “The fox will marry Florinda!” ________

B. Write the correct pronouns to complete these sentences.

6. The fox stood against the tree, and the guinea pig tied ________ up.

7. Don Emicho was surprised when ________ saw the fox.

8. Now ________ wouldn’t be getting guinea pig stew.

9. But ________ laughed when the fox told ________ how the guinea pig had tricked ________.

10. ________ thought ________ was funny, but the fox didn’t.
Pronouns and Contractions

- A pronoun is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are I, you, he, she, it, me, him, her.
- Plural pronouns are we, you, they, us, them.

Mechanics

- A contraction is a shortened form of two words.
- A contraction may be formed by combining a pronoun and a verb.
- An apostrophe (’) shows where one or more letters have been left out.

Write what you think each character is saying. Use the contraction given in your sentence.

1. GUINEA PIG: (I’m)

2. FOX: (you’re)

3. GUINEA PIG: (it’ll)

4. FOX: (I’ll)
Subject and Object Pronouns

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we,* and *they* are subject pronouns.

Underline the incorrect pronouns and write the correct pronoun on the line provided.

1. The family loved Marit, and **them** all missed her when she died.

2. When **Mom** came home, **her** and the new dog walked every day.

3. Leslie was afraid that **them** wouldn’t love the new dog.

4. As soon as Joel met Ursula, **him** and **her** were crazy about each other.

5. The new dog and **me** liked each other, too.

6. Ursula made mistakes, but **Mom** said **them** were normal.

7. Once in a while, **her** and the dog got lost.

8. It was weeks before Joel and **me** got to play with Ursula.

9. People who pet guide dogs don’t realize **them** are working.

10. When Ursula is out of harness, it’s all right if **us** pet her.

**Extension:** Have students choose three sentences from the selection that have nouns as the subjects and rewrite them, replacing the nouns with subject pronouns.
Object Pronouns

- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to.*
- *Me, you, him, her, it, us,* and *them* are object pronouns.

Underline the incorrect pronouns and write the correct pronouns on the lines provided.

1. Some blind people find a cane helps they get around alone.
   ________

2. The Seeing Eye trains dogs and then teaches people to work with it.
   ________

3. When Leslie met Ursula, she was crazy about she.
   ________

4. Ursula jumped up on he.
   ________

5. Smelly garbage cans were a problem for Mom and she.
   ________

6. When dogs pass a garbage can, they want to sniff them.
   ________

7. Guide dogs can’t stop. It’s important for they to stay focused.
   ________

8. Mom told my brother and I about walking on trash day.
   ________

9. Guide dogs are not pets, and strangers should not try to pet him.
   ________

10. Mom allowed we to pet Ursula only when she was out of harness.
    ________

**Extension:** Have students find and write five examples of sentences with object pronouns from the story *Mom’s Best Friend.*
Subject and Object Pronouns

• Use a **subject pronoun** as the subject of a sentence.
• Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.

Read the sentences below. Then write the correct pronouns in the lines provided to complete each sentence.

1. My sister and ________ met a woman on the bus.

2. ________ had a guide dog with ________.

3. My brother wanted to pet the dog, but I told ________ not to.

4. The woman heard ________ and said that ________ was right.

5. ________ said that her guide dog was doing his work.

6. If we petted the dog, ________ would have to scold ________.

7. Petting ________ could make ________ forget to do his job.

8. She and her dog trained for a month before ________ became a team.

9. Guide dogs are chosen for their jobs when ________ are puppies.

10. Their training begins when ________ are old enough to learn how to be a dependable guide.

**Extension:** Ask students to write three sentences about training a dog. Have them include at least one pronoun in each sentence.
Using *I* and *Me*

- Always write the pronoun *I* with a capital letter.
- Use *I* or *me* last when talking about yourself and another person.

Read each sentence below. Then rewrite the sentence on the line below using *I* and *me* properly.

1. Me and my family have a new dog.

2. My mom and dad got the dog for my brother and I.

3. It’s up to I and my brother to take care of him.

4. It’s our job to train him, but Mom said her and Dad would help.

5. Dad is teaching my brother and I how to housebreak the dog.

6. Me and Mom will take the dog to obedience classes.

7. Training a dog will be a good experience for my brother and I.

8. Mom says it will teach he and I responsibility.

**Extension:** Ask students to write three sentences telling about something they did with a sibling or a friend. Have them use the pronoun *I* or *me* in each sentence.
Subject and Object Pronouns

A. Circle the bold faced pronoun or pronouns that correctly complete the sentences.

1. My dog and I, me go everywhere together.
2. There is a real strong bond between he, him and I, me.
3. He, Him always comes when I call he, him.
4. After school, he, him is waiting by the front door for I, me.
5. Then he, him and I, me go for a walk.

B. Write the pronoun that completes each sentence.

6. I like it when my dog greets __________ at the door.
7. I put his leash on __________, and __________ go for a walk.
8. The walk is fun for both of __________.
9. It gives __________ the exercise __________ needs every day.
10. A dog is a big responsibility for a kid, but not too big for __________.
Subject and Object Pronouns

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to.*
- *Me, you, him, her, it, us, and them* are object pronouns.

Mechanics

- Always write the pronoun *I* with a capital letter.
- Use *I or me* last when talking about yourself and another person.

Read each of the sentences below. Then fill in the blanks with the pronouns that complete each of the sentences.

1. Bruno is a dog. _______ likes to lick _______ in the face.

2. _______ can see _______ at the window when I leave to go to school.

3. If _______ look really carefully, I can see _______ wag his tail.

4. Bruno and _______ go walking every day.

5. Aurora is a cat. _______ likes to sit with _______ on the couch.

6. Aurora is small, but _______ pushes Bruno around.
Pronoun-Verb Agreement

- A present-tense verb must agree with its subject pronoun.

- Add -s to most action verbs when you use the pronouns he, she, and it.

- Do not add -s to an action verb in the present tense when you use the pronouns I, we, you, and they.

Write the correct form of the underlined action verb to complete each sentence.

1. Chandra bathe __________ the Rajah’s elephants.

2. On rent collection day, the Rajah take __________ rice from the people.

3. The people need more rice than he leave __________ for them.

4. The next bath day, Chandra walk __________ to the palace.

5. There is a guard at the gate. He tell __________ her the elephants are sick.

6. Chandra feel __________ sad for her beloved elephants.

7. She wait __________ by the gate.

8. Doctors come to cure, but they sit and feasts __________ instead.

9. Chandra ask __________ the Rajah to let her see the elephants.

10. She find __________ that they all have ear infections.

Extension: Have students write three sentences to tell three ways that they use math every day.
Pronoun-Verb Agreement

• The verbs *have* and *be* have special forms in the present tense.

<table>
<thead>
<tr>
<th>Have</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I am</td>
</tr>
<tr>
<td>You have</td>
<td>You are</td>
</tr>
<tr>
<td>He / She / It has</td>
<td>He / She / It is</td>
</tr>
<tr>
<td>They have</td>
<td>They are</td>
</tr>
</tbody>
</table>

Write the correct form of the verb underlined to complete each sentence.

1. I *has* ________ five quarters, nine dimes, and two nickels.

2. He *have* ________ three quarters, twelve dimes, and ten nickels.

3. Together we *has* ________ four dollars and seventy cents.

4. You can't bathe the elephants because they *be* ________ sick.

5. They *have* ________ infections in their ears.

6. I *be* ________ here to help the elephants.

7. I will clean their ears, because they *be* ________ red and sore.

8. The Rajah's elephants are better, and he *be* ________ happy.

9. Chandra cured them, and now she *be* ________ a hero.

10. She *have* ________ the chance to choose her reward.

**Extension:** Ask students to find three sentences with present-tense forms of *be* or *have* in the selection. Have them rewrite the sentences replacing the noun that names the subject with a pronoun.
Pronoun-Verb Agreement

- A present-tense verb must agree with its subject pronoun.
- Add -s to most action verbs when you use the pronouns he, she, and it.
- Do not add -s to an action verb in the present tense when you use the pronouns I, we, you, and they.
- The verbs have and be have special forms in the present tense.

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Have</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tell</td>
<td>We tell</td>
<td>I have</td>
</tr>
<tr>
<td>You tell</td>
<td>You tell</td>
<td>You have</td>
</tr>
<tr>
<td>He / She / It tells</td>
<td>They tell</td>
<td>He / She / It has</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They have</td>
</tr>
</tbody>
</table>

Read the sentences below. Then write the correct form of the underlined verb or verbs on the lines provided.

1. Chandra is worried about the elephants because they is sick. __________
2. She ask the Rajah if she can help them. __________
3. He tell her she can go ahead and try. __________
4. She look at the first elephant’s feet, tusks, and teeth. __________
5. Then she look in his ear and see that it is infected. ______________
6. She bathe the elephants’ ears and sing to them. ______________
7. They gets better and greets her when she comes back. ______________
8. The Rajah be happy, and he promise her a reward. ______________
9. She are clever and figure out a way to get all the Rajah’s rice. __________
10. She want to give the rice back to the hungry people. __________

Extension: Have students select a paragraph from the selection and change all of the past tense verbs to the present tense.
what are you doing here? the zoo keeper asked Sari. I am here because I am worried about the ducks, Sari answered. I am worried about them, too, said the zoo keeper. I need them to add beauty to my pond. please let me see them. maybe I can help, said Sari. Go ahead, said the zoo keeper. if you cure them, you will be a hero.
Pronoun-Verb Agreement

A. Write the correct form of the underlined action verb or verbs in each sentence.

1. She **love** _______ numbers and math.
2. When she **climb** _______ stairs, she **count** _______ the steps.
3. He **like** _______ words and word games.
4. He **use** _______ ink when he **work** _______ crossword puzzles.
5. They **maked** _______ up puzzles and **solves** _______ them.

B. Write the correct form of *have* or *be* to complete each sentence.

6. I **have** a story to tell you.
7. I will tell you the story now if you **be** ready to listen.
8. It **be** about elephants long ago.
9. It happens at a time when they **have** noses instead of long trunks.
10. It tells how elephants’ trunks became the way they **be** now.
Pronoun-Verb Agreement

- A present-tense verb must agree with its subject pronoun.
- Add -s to most action verbs when you use the pronouns he, she, and it.
- Do not add -s to an action verb in the present tense when you use the pronouns I, we, you, and they.
- The verbs have and be have special forms in the present tense.

Mechanics

- Use quotation marks at the beginning and end of a person’s exact words.
- Begin a quotation with a capital letter.
- Begin a new paragraph each time a new person speaks.

Rewrite the following sentences in dialogue form correcting the pronoun–verb agreement and adding quotation marks where they belong.

1. I has a new pet said Jane.

2. You has an elephant said Roy.

3. She said she have a cute nose.

4. It are not a nose. She have a trunk! he said.

5. I walks her every day said Jane. She like to walk.

6. What does people think when they sees her? he asked.
Possessive Pronouns

- **A possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.
- Some possessive pronouns are used before nouns (*my, your, his, her, its, our, your, their*).

Rewrite the underlined parts of the sentences using possessive pronouns.

1. First Yeh-Shen’s mother died, and then the father of Yeh-Shen died also.
   
2. Yeh-Shen had to live with Yeh-Shen’s stepmother and stepmother’s daughter in the home that belonged to them.
   
3. The only friend Yeh-Shen had was Yeh-Shen’s fish.
   
4. Yeh-Shen’s stepmother found out about the fish and caught it.
   
5. She cooked the fish for dinner and threw the fish’s bones on the dung heap.
   
6. An old man told Yeh-Shen that Yeh-Shen’s fish’s bones had power.
   
7. Yeh-Shen spoke to the bones of the fish that had belonged to her.
   
8. Yeh-Shen told the bones of Yeh-Shen’s desire to go to the festival.
   
9. Soon she was dressed in an azure gown with gold slippers on Yeh-Shen’s feet.
   
10. The spirit warned her, "Do not lose the golden shoes that belong to you."

**Extension:** Have students identify three sentences from the story *Yeh-Shen* that contain possessive pronouns. Have them identify the person or thing to which the pronoun refers.
Possessive Pronouns

• Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Replace the underlined incorrect possessive pronoun in each sentence with the correct one on the line provided.

1. Yeh-Shen had nothing that was her’s except the fish. __________

2. When the stepmother found out, she thought, "That fish will be my’s." __________

3. The old man said, "The fish bones can help you. Their is a powerful spirit." __________

4. "I need clothes to wear to the festival," said Yeh-Shen. "My will not do." __________

5. Stepsister thought Yeh-Shen’s face was familiar, but she knew the clothes weren’t her. __________

6. Yeh-Shen’s fine clothes turned back to the rags that were her’s before. __________

7. A villager who found Yeh-Shen’s golden shoe pretended it was he’s and sold it to a merchant. __________

8. The king expected the woman from the festival to come and claim it as her. __________

9. Many women tried, but Yeh-Shen’s feet were much smaller than there’s. __________

10. The king was Yeh-Shen’s beloved, and she was he’s. __________

Extension: Have students write three sentences using the possessive pronouns: mine, yours, ours.
Possessive Pronouns

- A possessive pronoun takes the place of a possessive noun. It shows who or what owns something.
- Some possessive pronouns are used before nouns (my, your, his, her, its, our, your, their).
- Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Read the sentences below and write the correct possessive pronoun to complete each sentence.

1. Yeh-Shen and Cinderella both had trouble with _________ stepmothers.
2. Yeh-Shen’s stepmother cooked _________ fish.
3. Cinderella’s stepmother made _________ do all of the chores.
4. _________ only clothes were rags.
5. Magic fish bones gave Yeh-Shen _________ beautiful clothes.
6. A fairy godmother gave Cinderella _________.
7. Yeh-Shen and Cinderella both lost _________ slippers.
8. Yeh-Shen’s King put _________ in a pavilion.
9. Cinderella’s Prince tried _________ on every woman in the kingdom.
10. Which character is _________ favorite--Yeh-Shen or Cinderella?

Extension: Have students write two more sentences comparing Yeh-Shen and Cinderella. Make sure that they practice using pronouns to replace proper nouns.
Possessive Nouns and Pronouns

- Add an apostrophe and an -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
- Possessive pronouns do not have apostrophes.

Read the sentences below. Then replace the underlined incorrectly formed possessive nouns and pronouns with the correctly formed word on the line provided.

1. Yeh-Shen’s only friend was a fish. __________
2. Cinderella’s friends were the barnyard animals. __________
3. The powerful spirit of the fishes’ bones gave Yeh-Shen her lovely gown. __________
4. Yeh-Shen and Cinderella both lost their’s shoes leaving the party. __________
5. Cinderella had won the princes’ heart at the ball. __________
6. He knew the glass slipper was her’s when he began his’s search. __________
7. The king had the golden slipper, but he had never seen it’s owner. __________
8. The tiny size and marvelous beauty sparked the kings’ curiosity. __________
9. When Yeh-Shen took her slipper, the kings men followed her home. __________
10. In both stories, the main characters’ fate is the same. __________

Extension: Ask students to write about two more similarities in the story of Yeh-Shen and the story of Cinderella. Ask them to use possessive nouns and pronouns in their sentences.
Possessive Pronouns

Circle the letter before the possessive pronoun that correctly completes each sentence.

1. Yeh-Shen loved the fish. She shared ______ food with it every day.
   a  his
   b  our
   c  hers
   d  her

2. The stepmother ate the fish and threw ______ bones on the dung heap.
   a  their
   b  its
   c  it’s
   d  your

3. An old man told Yeh-Shen about the bones and ______ magic powers.
   a  its
   b  theirs
   c  their
   d  they’s

4. The stepsister asked, "Mother, doesn’t she look like ______ Yeh-Shen?"
   a  hers
   b  our
   c  its
   d  her

5. The king knew that Yeh-Shen was _________ true love.
   a  his
   b  he’s
   c  their
   d  your
Possessive Pronouns

- Some possessive pronouns are used before nouns (*my, your, his, her, its, our, your, their*).
- Some possessive pronouns can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

Mechanics

- Add an apostrophe and an -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
- Possessive pronouns to not have apostrophes.

Read the sentences below about a fairy-tale fisherman with a magical-looking spotted fish in his fishing net. Then rewrite each sentence replacing the underlined possessive pronouns with possessive nouns.

1. His eyes opened wide with surprise.

2. Its tremendous size made it almost too big for the net.

3. Its mouth opened, and the sound that came out was music to his ears.

Read the sentences below about a fairy godmother waving her wand over an old female dog in Cinderella’s back yard. Then rewrite each sentence replacing the underlined possessive pronouns with possessive nouns.

4. After one wave of her wand, her eyes started to sparkle.

5. Then a sprinkle of her magic dust made her coat lustrous and silky.
Pronouns and Homophones

- *Its, their,* and *your* are possessive pronouns.
- *It’s, they’re,* and *you’re* are contractions meaning *it is, they are,* and *you are.*
- Do not confuse possessive pronouns with contractions that sound the same.

Read each sentence below. Then choose and circle the correct bold faced word to complete each sentence.

1. People should know how their they’re activities affect coral reefs.

2. If you live near a coral reef, your you’re actions could damage the reef.

3. If your you’re aware of how delicate a reef is, you can help save them.

4. Too much fishing around a reef can affect its it’s condition.

5. Reefs have a function; their they’re not just beautiful.

6. A reef is safety. *Its It’s* a place for small fish to hide.

7. *Its It’s* also a barrier that protects the shoreline from storms.

8. Your You’re familiar with the famous reef in Australia.

9. *Its It’s* name is Great Barrier.

10. Coral reefs need plants. Plants are their they’re food supply.

11. When reefs get outgrown with plants, their they’re smothered.

12. Did this article add to your you’re knowledge of coral reefs?

Extension: Ask students to write three sentences using a homophone in each one—for example, *They’re their own worst critics.*
Homophones

- The word *there* means "in that place."
- It is easy to confuse the words *there, their, and they're* because they sound alike.

Read each sentence below. Then replace the incorrect underlined homophones in the sentences and write the correct ones on the lines provided.

1. I have never been to Australia, but I would love to go they’re. ________

2. The Great Barrier Reef is located their. ________

3. Koala bears live there, too, and their my favorite animal. ________

4. I love they’re furry ears and there shiny black noses. ________________

5. They’re are kangaroos in Australia, too. ________

6. There animals I like a lot, too. ________

7. Their are kangaroos all over Australia. ________

8. There as prevalent their as deer are in some parts of the U.S. ________________

9. Some people think their a real nuisance. ________

10. Suppose you’re looking in your backyard and you see a kangaroo they’re. ________

Extension: Challenge students to write a sentence that includes the three homophones *there, their, and they’re.*
Pronoun and Contraction Homophones

- *Its*, *their*, and *your* are possessive pronouns.
- *It’s*, *they’re*, and *you’re* are contractions meaning *it is*, *they are*, and *you are*.
- The word *there* means "in that place." It sounds just like *their* and *they’re*.

Write the homophone that correctly completes each sentence.

1. **their** **they’re** **there**
   Coral reefs are smothered if _______ covered by seaweed.

2. **Its** **It’s**
   _______ hard to imagine that chopping down a tree can harm a reef.

3. **its** **it’s**
   When a tree is cut, the soil around _______ roots is loosened.

4. **Its** **It’s**
   _______ washed into rivers and ends up in the sea.

5. **their** **they’re** **there**
   The soil in the sea harms corals by blocking _______ sunlight.

6. **your** **you’re**
   Do you think about how _______ actions affect the environment?

7. **your** **you’re**
   When _______ running down a sand dune, what are you harming?

8. **its** **it’s**
   If you take a wildflower from _______ natural spot, what could happen?

9. **their** **they’re** **there**
   If you take over _______ habitat, what will happen to wild animals?

10. **their** **they’re** **there**
    People must think about the consequences of what _______ doing.

**Extension:** Have students work with partners and take turns dictating and writing sentences that include the homophones *its*, *it’s*, *your*, *you’re*, *their*, *they’re*, *there*.
Contractions and Possessives

- An apostrophe takes the place of letters left out of a contraction.
- Possessive pronouns do not have apostrophes.
- Do not confuse possessive nouns with contractions.

A. Read the sentences below. Then replace the underlined incorrect contraction or possessive pronouns and write them correctly on the line provided.

1. People should share the world with animals because it's there's, too.

2. Their all around, and you can observe them if your interested.

3. Next time your in a park or the woods, look for they're signs.

4. If your very still, it's easy to keep an animal from noticing you.

5. But stay downwind, or it's keen sense of smell will catch you're scent.

B. Read each sentence below. Then decide if the underlined word in each sentence is a possessive noun or a contraction. Write your answer on the line provided.

6. The world's coral reefs are in danger of dying.

7. The world's more interesting because of coral reefs.

8. Coral's an amazing creature.

9. The jellyfish is the coral's cousin.

10. A coral reef's made up of colonies of these creatures.

Extension: Have students choose a singular noun and use it as both a possessive and as part of a contraction.
A. Read the sentences below. Then write either the bold faced possessive pronoun or contraction above the paragraph that correctly completes the sentences on the line provided.

**its it's**

This coral is interesting. The most interesting thing about it is _______ shape. There’s a coral that looks like a whip. _______ called *whip coral*. How do you think it got _______ name?

**your you’re**

Pretend that _______ diving on a coral reef. _______ amazed by all the fish you see. Fish of every color and shape are right before _______ eyes.

**their they’re there**

_______ are about 2,500 different kinds of coral. _______ all different shapes, and _______ names sometimes come from _______ shapes. _______ is brain coral and whip coral. _______ is also sea pansy, sea pen, and organpipe coral.
Possessives and Contractions

• *Its, their, and your* are possessive pronouns.
• *It’s, they’re, and you’re* are contractions meaning *it is, they are, and you are.*
• The word *there* means "in that place." It sounds just like *their and they’re.*

Mechanics

• An apostrophe takes the place of letters left out of a contraction.
• Possessive pronouns do not have apostrophes.

Use the bold faced words above each paragraph to complete the sentences.

**its it’s**

I like angelfish. ________ a fish that might live in a coral reef. ________ body is flat, and ________ almost round. It has an eye on each side of ________ head.

**their they’re there**

________ are lots of fish that live in coral reefs. Sometimes ________ enemies. Little fish hide from ________ enemies in the coral. ________ are lots of hiding places in a coral reef.

**your you’re**

Pretend ________ exploring a coral reef. Draw a picture to show what you might see on ________ dive.
Pronouns

Read each passage. Then choose the pronoun or pronouns that belong in each space. Circle your answer.

The fox has a reputation for being sly and clever, but (1) is not clever in this story. The guinea pig tricks (2) several times. This story is part of a tradition of stories in which the animal that is often the victim becomes a trickster.

1. A he  
   B they  
   C you  
   D I

2. F me  
   G you  
   H him  
   J them

The Rajah has more rice than he needs. (3) takes rice from the people and leaves them with too little. (4) don’t have enough to feed themselves. When Chandra has the chance, she chooses a reward that will solve this problem.

3. A He  
   B She  
   C They  
   D We

4. F He  
   G She  
   H They  
   J We
Pronouns

A fairy godmother grants Cinderella’s wish, but Yeh-Shen’s is granted by the bones of ____ fish. The old man who tells Yeh-Shen what happened to her fish also tells her about its bones and ____ wish-granting powers.

5. A her
   B hers
   C theirs
   D they’re

6. F her
   G hers
   H theirs
   J their

____ clear that some human activity can have a harmful effect on nature. It is important to think about the impact ____ own actions will have on the world around you.

7. A Its
   B It's
   C They’re
   D Their

8. F you’re
   G their
   H they’re
   J your

Rivers, streams, sand dunes, and coral reefs are all delicate in ____ own way. We must all care about the future of these natural places if ____ going to survive.

9. A they’re
   B their
   C there
   D theirs

10. F they’re
    G their
    H there
    J theirs
Adverbs That Tell How

- An adverb is a word that tells more about a verb.
- Some adverbs tell how an action takes place.
- Most adverbs that tell how end in -ly. They are formed by adding -ly to an adjective.

A. Underline the adverb in each sentence.

1. In the 1940s, few Americans openly opposed racial segregation.
2. People were generally willing to let things stay as they were.
3. Many people believed that everyone should be treated equally.
4. They might have acted on their belief without stating it publicly.
5. There were groups that reacted violently to the idea of equality.

B. Add -ly to the bold faced word before each sentence to form an adverb that completes the sentence.

6. significant Branch Rickey changed baseball — —— —.
7. strong He felt ——— that his team should have the best players, regardless of color.
8. careful He looked ——— for just the right player.
9. exact He found ——— the man he was looking for in Jackie Robinson.
10. successful He believed Jackie would ———— break the color barrier.

EXTENSION: Ask students to write three sentences that include -ly adverbs.
Adverbs That Tell When or Where

- Some **adverbs** tell *when* or *where* an action takes place.
- Adverbs that tell *when* include *first, always, next, after, tomorrow, soon, early, today, then, yesterday.*
- Adverbs that tell *where* include *there, outside, up, here, nearby, ahead, around, far, away, everywhere.*

A. Rewrite each sentence by adding an adverb that tells *when*, and then underline the adverb you include.

1. Jackie Robinson played with the Dodgers’ farm team, the Montreal Royals.

   ____________________________________________________________

2. He was moved up to play with the Brooklyn Dodgers.

   ____________________________________________________________

3. No matter what happened, Jackie Robinson remained calm.

   ____________________________________________________________

4. He earned the respect of his fellow players.

   ____________________________________________________________

B. Rewrite each sentence by adding an adverb that tells *where*, and then underline the adverb you include.

5. Negro League teams traveled in their own cars and buses.

   ____________________________________________________________

6. Their fans were loyal and would travel to see a game.

   ____________________________________________________________

7. Hotels would tell them they couldn’t stay.

   ____________________________________________________________

8. At restaurants they would hear, “You can’t eat.”

   ____________________________________________________________

**Extension:** Ask students to identify and write three sentences from the selection that include adverbs. Have them decide if each adverb tells *how, when, or where.*
Adverbs

• An adverb is a word that tells more about a verb
• Some adverbs tell how an action takes place.
• Some adverbs tell when an action takes place.
• Some adverbs tell where an action takes place.

Underline the adverb in each sentence. Then tell if the adverb tells how, when, or where the action takes place.

1. Jackie Robinson ran out onto the field. 

2. What happened next hurt him deeply. 

3. Some fans were enthusiastically cheering for him. 

4. Some fans were booing at him loudly. 

5. Soon the players on the other team started calling him names. 

6. His teammates stood by and said nothing in his defense. 

7. Jackie Robinson calmly took it all without getting angry. 

8. His dignity quickly earned him his teammates’ respect. 

9. Pee Wee Reese bravely set the example. 

10. He walked over and put his arm around Jackie’s shoulders. 

11. Then the jeering crowd was silent. 

12. Afterward the Dodgers became a team in the true sense. 

Extension: Have students write three sentences: one with an adverb that tells how, one with an adverb that tells when, and another with an adverb that tells where.
Using *Good* and *Well*

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that tells *how* about a verb.
- Do not confuse the adjective *good* with the adverb *well*.

A. Read each sentence below and find the word *good* or *well* used incorrectly. Then write what the correct word is on the line provided.

1. Pee Wee Reese proved himself a courageous man and a well friend.
   _________

2. Jackie Robinson played good in spite of the abuses he suffered. _________

3. Pee Wee Reese was a well man who believed in doing the right thing.
   _________

4. Reese’s action is a well example of fairness and sportsmanship. _________

5. He said if Jackie played good enough to take his job, he deserved it.
   _________

B. Complete each sentence by writing the word *good* or *well* on the line provided.


7. If a man played _________, the color of his skin didn’t matter.

8. He thought Jackie Robinson would handle himself _________ on the field.

9. Reacting to the insults or fighting back would not be a _________ thing.

10. For Jackie, behaving _________ was the best revenge.
Adverbs

Read each sentence. Then using the clue in the parentheses, circle the letter before the adverb that completes each sentence.

1. The Dodgers played ___ . (when?)
   a. here
   b. yesterday
   c. enthusiastically
   d. the Reds

2. Jackie Robinson changed the game of baseball ___. (how?)
   a. then
   b. there
   c. permanently
   d. everywhere

3. His success was a victory for black athletes ___. (where?)
   a. today
   b. forever
   c. then
   d. everywhere

4. He gave black athletes the opportunity to compete ___. (how?)
   a. equally
   b. today
   c. anywhere
   d. nearby

5. There are African American heroes in all sports ___. (when?)
   a. today
   b. everywhere
   c. internationally
   d. successfully

6. Some of the fans treated Jackie Robinson ___. (how?)
   a. next
   b. later
   c. cruelly
   d. before
Adverbs

- An adverb is a word that tells more about a verb.
- Some adverbs tell how an action takes place.
- Most adverbs that tell how end in -ly. They are formed by adding -ly to an adjective.

Mechanics

- Good is an adjective and is used to describe nouns.
- Well is an adverb that tells how about a verb.
- Do not confuse the adjective good with the adverb well.

Read each sentence below. Then write the correct form of the underlined word on the line provided.

1. The pitcher wound up and threw the ball powerful. _________
2. The ball went flying swift toward the batter. _________
3. The batter brief felt a moment of panic. _________
4. Then he held the bat tight and swung as hard as he could. _________
5. The ball rose high into the air and arched graceful over the left field wall. _________
Adverbs That Compare

- An adverb can compare two or more actions.
- Add -er to short adverbs to compare two actions.
- Add -est to short adverbs to compare more than two actions.

Add -er or -est to each boldfaced adverb to complete the sentences below. Remember to drop the final e or change y to i when necessary before adding -er and -est.

1. near She walked _________ to look into the silver cage.
2. close The _________ she came, the sadder the yellow bird appeared to be.
3. early The princess rose _________ than the rest of the household.
4. low The lady-in-waiting bowed low, but the governess bowed _________.
5. high Of all the birds in flight, the little yellow one flew _________.
6. loud When it sang, it sang _________ and best.
7. straight The princess stood _________ after she defied the queen.
8. deep She breathed _________ and laughed more.
9. fast Sliding over the snow, the princess went _________ and farthest.
10. soon The _________ people learn to enjoy simple things, the better they will be.

Extension: Have students work with a partner to find examples of adverbs with -er or -est in this selection and others.
Adverbs That Compare

- Use *more or most* to form comparisons with adverbs that end in *-ly* or with longer adverbs.
- Use *more* to compare two actions.
- Use *most* to compare more than two actions.
- When you use *more or most*, do not use the ending *-er* or *-est*.

Use *more or most* with the underlined adverb in each first sentence, to complete the two sentences that follow.

1. A lark sings *sweetly* in the morning.
   
   Some think a nightingale sings ____________ in the evening.
   
   But the princess’s little yellow bird sang ____________.

2. The children laughed *joyfully* as they played in the snow.
   
   They laughed ____________ when they saw the yellow bird.
   
   However, they cheered and laughed ____________ when the princess came out to play with them.

3. The lady-in-waiting spoke *harshly* about the other children.
   
   The governess spoke ____________ about them.
   
   The queen spoke of them ____________ of all.

4. The princess told the lady-in-waiting *firmly*, “That's not true.”
   
   She told the governess ____________, “That’s not true.”
   
   She told the queen ____________, “That’s not true.”

5. The iron fence *effectively* separated the princess from other children.
   
   Vines ____________ shut her off from the children.
   
   They isolated her ____________ after they had grown tall and thick.

Extension: Have students look in stories and magazine articles to find examples of comparative adverbs formed with *more or most.*
Adverbs That Compare

- An adverb can compare two or more actions.
- Add -er to short adverbs to compare two actions.
- Add -est to short adverbs to compare more than two actions.
- Use more or most to form comparisons with adverbs that end in –ly or with longer adverbs.
- Use more to compare two actions.
- Use most to compare more than two actions
- When you use more or most, do not use the ending -er or -est.

Write the comparative form of the adjective given to complete each sentence.

1. sadly
On the balcony the bird sang again, but __________ than it had before.

2. brightly
Whenever the children laughed, the bird would sing __________ than before.

3. beautifully
The bird sang ________________ than other birds.

4. thickly
When summer came, the vines covered the iron fence ________________ than in the winter.

5. loud
The more the children laughed, the __________ the yellow bird sang.

6. loud
The bird sang __________ when the princess laughed.

7. clumsily
At first the princess worked ________________ with the tools.

8. confidently
But after a while, she began to work ________________.

Extension: Have students write three sentences that include examples of adverbs that compare.
**Using More and Most**

- Never add -er and more to the same adverb.
- Never add -est and most to the same adverb.

Write the correct adverbs on the lines provided.

1. Children live more happilier in the company of others. ________

2. The princess spoke most confidentliest when she said, “That’s not true!” ________

3. At the end, the yellow bird sang more louder than before. ________

4. She opened the window more wider, and the yellow bird flew in. ________

5. When the children laughed, the bird sang more brightlier. ________

6. Nobody worked with tools more clumsilier than the princess. ________

7. She developed her skills more sooner than most. ________

8. She removed the door so that the bird could come and go more freelier. ________

9. Now the cage more closelier resembled an archway. ________

10. The yellow bird returned most willingliest and brought his friends. ________

**Extension:** Have students write examples of comparative adverbs formed with *more* and *most* in the story *The Malachite Palace.*
Adverbs That Compare

A. For each of the adverbs below, write the form you would use to compare two things. Then choose one of the adverbs you formed and use it in a sentence.

1. carefully
2. soon
3. clumsily
4. patiently
5. fast
6. ____________________________

B. For each of the following adverbs, write the form you would use to compare more than two things. Then choose one of the adverbs you formed and use it in a sentence.

7. loud
8. actively
9. soon
10. early
11. happily
12. ____________________________
Adverbs That Compare

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

Mechanics

- Never add *-er* and *more* to the same adverb.
- Never add *-est* and *most* to the same adverb.

Add comparative adverbs to complete the sentences below.

1. The crow sang ______________ than the songbird.
2. The songbird sang ______________ than the crow.
3. The lady-in-waiting waited ______________ than the governess.
4. The governess behaved ______________ than the lady-in-waiting.
5. The princess worked ______________ than the prince.
6. The prince worked ______________ than the princess.
Negatives

- A **negative** is a word that means “no,” such as *not, never, nobody, nowhere*, and contractions with *n’t*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.

Correct each sentence by removing one of the negatives. Then rewrite the sentence.

1. “I wouldn’t never pay a dollar and eighty-nine cents for toothpaste.”

2. “Toothpaste isn’t made of no expensive ingredients.”

3. Rufus wasn’t trying to make no money.

4. He thought people shouldn’t never have to pay a lot for toothpaste.

5. He didn’t use no secret ingredients.

6. His toothpaste didn’t have no special name.

7. He didn’t put no printing on the box.

8. “I don’t have no profits to pay you yet.”

**Extension:** Have students work with a partner to write and correct sentences with two negatives.
Negatives

- You can correct a sentence with two negatives by changing one negative to a positive word.

<table>
<thead>
<tr>
<th>no</th>
<th>any</th>
<th>nothing</th>
<th>anything</th>
<th>no one</th>
<th>anyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>ever</td>
<td>nobody</td>
<td>anybody</td>
<td>nowhere</td>
<td>anywhere</td>
</tr>
</tbody>
</table>

Correct these sentences by changing one negative word to a positive word.

1. “I don’t think nobody should pay a lot for toothpaste.”

2. The main ingredient isn’t nothing but baking soda.

3. No one would never think three cents was too much for toothpaste.

4. You can’t find cheaper toothpaste nowhere.

5. No one never turned down a chance to be a stockholder.

6. Kate had never seen nothing more beautiful than that machine.

7. “We don’t exactly lend money to just nobody,” said Mr. Perkell.

8. Our toothpaste doesn’t have nothing like a fancy name or a fancy box.

Extension: Ask students to work with partners to write sentences including the negatives no, never, nothing, nobody, no one, and nowhere. Have them exchange their sentences with a partner, who will correct the sentence by changing the negative to a corresponding positive word: any, ever, anything, anybody, anyone, and anywhere.
Negatives

- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence below by dropping a negative or changing one negative to a positive word.

1. There isn’t no profit yet.

2. *Toothpaste* doesn’t make no fancy claims.

3. It doesn’t do nothing but clean your teeth.

4. They never waste no money making it.

5. Rufus doesn’t have no new ideas yet.

6. Rufus never had to pay his classmates nothing.

7. They never worked for nothing but stock.

8. There couldn’t have been no better deal.

**Extension:** Have students review the strategies they used to correct the sentences on this page. Then have students try to correct each sentence by using the other possible strategy.
Contractions

- A **contraction** is a shortened form of two words.
- A contraction can be formed by combining a verb with the word *not*.
- An apostrophe (') shows where one or more letters have been left out.

\[
\begin{array}{llll}
  can't = cannot & didn't = did not & aren't = are not \\
  don't = do not & haven't = have not & couldn't = could not \\
  doesn't = does not & wasn't = was not & wouldn't = would not \\
\end{array}
\]

Fix the following sentences with two negatives by removing the contraction of the word *not*.

1. He can't see no reason for it.

2. He wouldn't never spend a lot for toothpaste.

3. Doesn't he have no more good ideas?

4. You aren't going nowhere.

5. We couldn't do nothing to stop him.

6. Compared with the usual price, three cents wasn't nothing.

7. You haven't finished none of your work.

8. She didn’t nothing of the kind.

---

**Extension:** Have students identify and list the contractions formed with *not* found in the selection, *The Toothpaste Millionaire*. 

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**Grammar 176**
Negatives

A. Circle the letter next to the sentence that best revises each sentence with two negatives.

1. Rufus wasn’t trying to make no money.
   a  Rufus was trying to make money.
   b  Rufus wasn’t trying to make money.
   c  Rufus was not trying to not make money.
   d  Rufus was trying not to make money.

2. We don’t have no profits to pay anybody yet.
   a  We have profits for pay people yet.
   b  We have no profits yet to pay nobody.
   c  We don’t have profits to pay nobody yet.
   d  We have no profits to pay anybody yet.

3. *Toothpaste* doesn’t make no fancy claims.
   a  *Toothpaste* doesn’t make any fancy claims.
   b  *Toothpaste* makes any fancy claims.
   c  *Toothpaste* never makes no fancy claims.
   d  *Toothpaste* doesn’t make any claims.

4. We didn’t have no other kids working with us.
   a  We didn’t have any other kids working with us.
   b  We did have other kids working with us.
   c  We had other kids working with us.
   d  We never worked with other kids.

5. Isn’t this not the most beautiful machine ever?
   a  Is this the most beautiful machine never?
   b  This isn’t the most beautiful machine, is it?
   c  Isn’t this the most beautiful machine ever?
   d  Is this a beautiful machine?

6. They don’t use no expensive ingredients.
   a  They use not expensive ingredients.
   b  They use expensive ingredients.
   c  They don’t use any ingredients.
   d  They don’t use expensive ingredients.
Negatives

• Do not use two negatives in the same sentence.
• You can fix a sentence with two negatives by removing one.
• You can correct a sentence with two negatives by changing one negative to a positive word.

Mechanics

• A contraction is a shortened form of two words.
• A contraction can be formed by combining a verb with the word not.
• An apostrophe (’) shows where one or more letters have been left out.

Correct the sentences, remembering the rules above, to make them describe the pictures.

1. James didn’t never want to have all these peanuts.

2. But he couldn’t never make ten pounds of peanut butter with fewer.

3. He didn’t know nobody who didn’t like peanut butter and jelly sandwiches.

4. Kate wasn’t glad when she didn’t have to use baby jars anymore.

5. Kate didn’t think this machine could never fill toothpaste tubes.
Complete each sentence by adding a preposition.

1. The selection gives information ________ whales.

2. There are many different kinds ________ whales.

3. The sperm whale can stay underwater ________ more than an hour.

4. Narwhals live ________ the Arctic.

5. Orcas are found all ________ the world.

6. Baleen plates hang ________ the whale’s upper jaw.

7. Every year, gray whales migrate ________ warm Mexican waters.

8. Gray whales feed ________ the bottom of the ocean floor.

9. They fill their mouths, and then they rise ________ the surface.

10. Fin whales often work ________ partners to round up fish.

11. A humpback whale’s song can be heard ________ far away.

12. When humpback whales feed, they send out clouds of bubbles ________ a school of small fish to trap them.
Prepositional Phrases

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

Underline the prepositional phrases in the following sentences.

1. Every year, gray whales travel about ten thousand miles.

2. Blue whales strain krill through their baleen plates.

3. Toothed whales are closely related to dolphins and porpoises.

4. A narwhal has a tooth that sticks through its upper lip.

5. Orcas, or killer whales, perform in marine parks around the country.

6. Orcas eat fish and other sea mammals, but they are gentle in captivity.

7. Orcas are found in all the world’s oceans.

8. Right whales used to be common in the North Atlantic Ocean.

9. In the summer, gray whales feed in cold Arctic waters.

10. In the winter, they travel ten thousand miles to warmer waters.

11. The journey of the gray whales is the longest migration of any mammal.

12. The International Whaling Commission was established in 1946.

Extension: Have students write five sentences, including at least one prepositional phrase in each sentence, about the selection Whales.
Prepositions and Prepositional Phrases

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

Circle the preposition and then underline the prepositional phrase in each sentence.

1. There used to be many whales in the world’s oceans.

2. Some whales have been hunted almost to extinction.

3. The right whale used to be common in the North Atlantic Ocean.

4. It got its name from early whalers.

5. For them, it was the “right whale” to hunt.

6. It swam slowly, and it had lots of baleen and blubber.

7. Now it is hard to find a right whale anywhere in the world.

8. A right whale has strange bumps, called callosities, on its head.

9. Each whale has its own unique pattern of bumps.

10. Scientists can identify a particular whale by its callosity pattern.

Extension: Ask students to write three facts about whales and have them include a prepositional phrase in each sentence.
Letter Punctuation

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting and the closing in a letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and year in a date.

Add capital letters and commas where they are needed in these letters.

12 Nightingale Lane
Portland  ME 04000
August 26  2001
dear Robert

I can’t wait to see you next week. I am really looking forward to our trip on the whale-watching boat. Do you really think we’ll see whales?

your friend
Fred

8 Prospect Street
Portsmouth    NH 03000
September 2  2001
dear Fred

I’m looking forward to our trip, too. I hope we see some whales. There’s a good chance we will. It’s really exciting when it happens. See you soon.

your friend
Robert

Extension: Have students pretend that they visited a marine park and saw an orca. Have them write a short letter to a friend telling about what they saw.
Prepositions and Prepositional Phrases

A. Complete each sentence below by writing the missing preposition.

1. Orcas are familiar _______ most people.

2. Many people have seen them _______ marine parks.

3. They live and perform _______ huge tanks of water.

4. They are real crowd-pleasers and are loved _______ audiences.

5. People are amazed _______ the things an orca can do.

B. Underline the prepositional phrase in each of the sentences below.

6. Baleen whales feed on small fish and krill.

7. The baleen in the whale’s mouth acts like a filter.

8. Baleen whales open their mouths and skim through the water.

9. As they swim, krill is trapped by the baleen.

10. The water passes through the gaps in the baleen.
Prepositions and Prepositional Phrases

- A preposition comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence.
- A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun.

Mechanics

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting and the closing in a letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and year in a date.

Add capital letters, commas, and prepositions to correct and complete this letter.

356 Lakeside Road
Orlando  Florida  32899
March 30  2001

dear Grandma

Remember the baby orca we saw when you were here last year? We went ______ the marine park and saw it again. It performed ______ itself this time ______ a special show. It was terrific! I wish you had been ______ us.

Love,

Andrea
Combining Sentences with Adjectives and Adverbs

- Two sentences can be combined by adding an adjective or adverb to one sentence.

Rewrite the sentences below, using the adjective or adverb to combine them into one sentence.

1. The Everglades is in trouble. It’s serious.

2. Farmers use chemicals. The chemicals are dangerous.

3. Everglades’ animals eat plants. They are native plants.

4. Some plants are invasive. They are pushing out native plants.

5. The Everglades is very beautiful. It is swamplike.

6. Before us is a field of tall grass. It is flat and soggy.

7. An egret stands at the water’s edge. It is motionless.

8. Tree frogs croak. They croak noisily.

9. You can tell an alligator from a crocodile. You can easily do it.

10. A crocodile has a tooth that sticks out. It is long.

Extension: Ask students to write two sentences and have a partner combine them into one sentence by adding an adjective or an adverb.
Combining Sentences with Prepositional Phrases

Two sentences can be combined by adding a **prepositional phrase** to one sentence.

Rewrite the sentences below, using the prepositional phrase to combine them into one sentence.

1. Large numbers of people moved. They moved to Florida.

2. Engineers tried to stop flooding. They did this in the 1920s.

3. Their efforts had a negative effect. The effect was on the Everglades.

4. Engineers are returning the rivers. They are returning the rivers to their original courses.

5. The Everglades has been called a “river of grass.” It is in Florida.

6. The Everglades has been damaged. It’s been damaged by people.

7. People saw the Everglades just as swampland. This was true for almost a century.

8. People’s thinking has changed. This has happened in recent years.

**Extension:** Ask students to write two sentences for a partner to combine by joining the two sentences with a prepositional phrase.
Combining Sentences

- Two sentences can be combined by:
  - adding an adjective or an adverb to one sentence.
  - adding a prepositional phrase to one sentence.

Combine the pair of sentences below by adding an adjective, adverb, or prepositional phrase. Then underline what you added to join the two sentences.

1. We spent the day observing nature. We were at Everglades National Park.

2. We spotted a tree frog. It was lime-green.

3. The ibis glided over the water. It glided soundlessly.

4. A splash attracted our attention. It happened suddenly.

5. A reptile slipped into the water. It was large and greenish-brown.

6. It disappeared before we could get a good look. It disappeared underwater.

7. Then we noticed a tooth sticking out. It was a long tooth.

8. It was a crocodile we saw. We saw it in the water.

**Extension:** Ask students to write four more sentences telling about something they think they might see on a visit to the Everglades. Then have them combine two of them using an adjective, adverb, or prepositional phrase.
Using Punctuation Marks

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Use a comma to set off a person’s name when the person is spoken to directly.
- Use a comma after introductory words such as yes, no, and well.

Make corrections to this dialogue between Max and Carrie, who are visiting Everglades National Park, by adding correct punctuation and capitalization.

Carrie: will we see wildlife if we take this trail

Max: yes I think we will that’s what the map shows

Carrie: Max look it’s a snowy egret isn’t it beautiful

Max: that’s pretty amazing

Carrie: look at all of those flamingoes have you ever seen a real one

Max: no I’ve only seen plastic ones in people’s front yards

Carrie: well you’re seeing the real ones now they look really different from the plastic ones

Max: yes I have to agree with you about that Carrie
Combining Sentences

Study the sentences below. Then circle the correct choice of what was added to combine the two sentences into one.

1. We stood on the boardwalk. It was wet.
   We stood on the wet boardwalk.
   a. adjective
   b. adverb
   c. prepositional phrase

2. We stared into the water. We stared for a while.
   We stared into the water for a while.
   a. adjective
   b. adverb
   c. prepositional phrase

3. I was certain I could see an alligator lurking. It was below the surface.
   I was certain I could see an alligator lurking below the surface.
   a. adjective
   b. adverb
   c. prepositional phrase

4. Then we spotted another alligator. It was on the bank.
   Then we spotted another alligator on the bank.
   a. adjective
   b. adverb
   c. prepositional phrase

5. The alligator winked an eye. It did it sleepily.
   The alligator winked an eye sleepily.
   a. adjective
   b. adverb
   c. prepositional phrase

6. Then the alligator slithered down the bank. It moved silently.
   Then the alligator slithered silently down the bank.
   a. adjective
   b. adverb
   c. prepositional phrase
Correcting Sentences

• Two sentences can be combined by:
  adding an adjective or an adverb to one sentence.
  adding a prepositional phrase to one sentence.

Mechanics

• Every sentence begins with a capital letter.
• Use the correct end mark for each sentence.
• Use a comma to set off a person’s name when the person is spoken to directly.
• Use a comma after introductory words such as yes, no, and well.

Combine the groups of words below to form one sentence. Then add the correct sentence punctuation and capitalization.

1. do you see that crocodile it is on the bank

2. yes I see that crocodile it is sleepy-looking

3. the grass almost hides him the grass is tall

4. his snout is almost in the water it is pointy

5. do you think he sees us up here we are on this walk

6. well my friend I don’t think so I really don’t
Adverbs

Read each passage and look at the underlined sentences. Is there a better way to write or say each sentence? If there is, which is the better way? Circle your answer.

The most remarkable thing about Jackie Robinson was his ability to take insults without fighting back. **Crowds attacked him **wordly. **Players on the other team might try to hurt him with cleats. **Through it all, he never let anger get the better of him.

1. A Crowds attacked him words.
   B Crowds attacked him verbally.
   C Crowds attacked him verbal.
   D No mistake.

2. F Players on the other team might try to hurt him physical.
   G Players on the other team might try to hurt him physically.
   H Players on the other team might try to hurt him bad.
   J No mistake.

The yellow bird sat sadly in its cage, never singing. Then one day, for no reason, the princess let it out. Free again, the bird sang **most sweetly than before. But it sang even more joyfully when the princess came out to play with the other children.**

3. A Free again, the bird sang most sweet.
   B Free again, the bird sang more sweeter.
   C Free again, the bird sang more sweetly than before.
   D No mistake.

4. F But it sang joyfully of all when the princess came out to play with the other children.
   G But it sang even more joyful when the princess came out to play with the other children.
   H But it sang even most joyfully when the princess came out to play with the other children.
   J No mistake.
Adverbs

Toothpaste didn’t have no fancy name. Its basic ingredient was baking soda, and it was flavored with a little peppermint oil. People loved it. It didn’t do nothing but clean your teeth.

5. A Toothpaste didn’t have no kind of fancy name.
   B Toothpaste didn’t have any fancy name.
   C Toothpaste did have no fancy name.
   D No mistake.

6. F It didn’t do but clean your teeth.
   G It didn’t do anything but clean your teeth.
   H It did do nothing but clean your teeth.
   J No mistake.

Orcas are also called “killer whales.” They can be found over most of the world’s oceans. Many people have seen orcas, but not in the ocean. They have seen them around marine parks.

7. A They can be found in most of the world’s oceans.
   B They can be found most of the world’s oceans.
   C They can be found over most in the world’s oceans.
   D No mistake.

8. F They have seen them about marine parks.
   G They have seen them at marine parks.
   H They have seen them from marine parks.
   J No mistake.

We spent the day observing nature at Everglades National Park. We spotted a tree toad. It was lime-green. We saw a white egret. We saw an alligator sunning itself on the bank. When it heard us, it slipped into the water.

9. A We spotted a tree toad and it was lime-green.
   B We spotted a smartly dressed tree toad. It was lime-green.
   C We spotted a lime-green tree toad.
   D No mistake.

10. F We saw an alligator sunning itself and it was on the bank.
    G We saw an alligator lazily sunning itself. It was at the bank.
    H We saw an alligator sunning itself. It was on the bank.
    J No mistake.