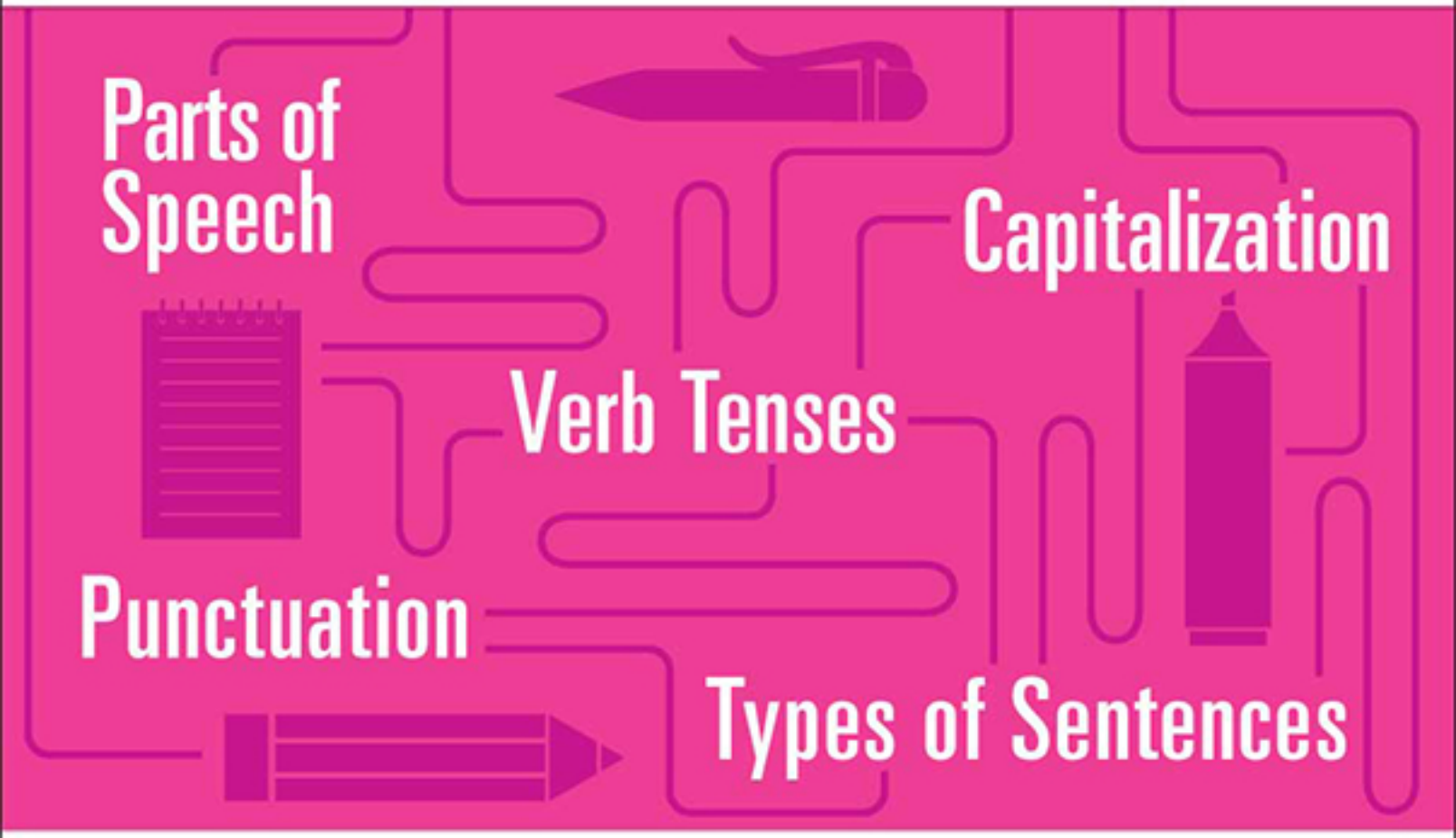
SCHOLASTIC

GRADE 4

Great Grammar Practice



Linda Ward Beech

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Linda Ward Beech

New York • Toronto • London • Auckland • Sydney
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Teaching Resources

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Introduction

To be successful at any task, it is important to have the right tools and skills. Grammar is one of the basic tools of written and oral language. Students need to learn and practice key grammar skills to communicate effectively. The pages in this book provide opportunities to introduce grammar rules and concepts and/or expand students' familiarity with them.

Using This Book

If your class has grammar texts, you can duplicate the pages in this book to use as reinforcements.

- Read aloud the instructions and examples as most of the material will be new to fourth graders. If necessary, provide additional examples and answer students' questions.
- Model how to do the activity.

You can add these pages as assignments to your writing program and keep copies in skills folders at your writing resource center.

You may also want to use the activities as a class lesson or have students complete the pages in small groups.



Page by Page

You can use these suggestions to help students complete the activity pages.

Activity 1

Review what students know about subjects and predicates before introducing this page.

Activity 2

Remind students that most subjects are nouns; predicates usually begin with verbs. For Part B students should write the predicates in the same order as the sentences in Part A.

Activity 3

Point out as shown in the sample, that a complete subject might include an adjective and a noun marker, or article.

Activity 4

Explain that the simple predicate is part of the complete predicate.

Activity 5

Use the chart to introduce the terms for each kind of sentence. Students may already be familiar with the terms *statement*, *question*, *command*, and *exclamation*.

Activity 6

If necessary, review the characteristics of the four sentence types with students before assigning this page.

Activity 7

Suggest that students look for the words *and*, *or*, and *but* to help them identify compound sentences.

Activity 8

Explain that these conjunctions signal that a dependent clause is coming.

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Activity 9
Run-on sentences are a common error in student writing. This page offers practice in identifying and correcting them.

Activity 10
Invite students to read aloud the sentences they wrote in Part C.

Activity 11
Remind students that nouns can be common or proper.

Activity 12
Challenge students to think of other categories of common and proper nouns to add to the chart. For example: street, school, lake, state, and a proper noun for each.

Activities 13–15
Review the terms *singular* and *plural*.

Activity 16
The placement of the apostrophe in possessives can be confusing to students. They may need additional practice.

Activity 17
Review what students already know about pronouns. Point out that the use of pronouns keeps texts from becoming monotonous. Demonstrate by reading aloud the example sentences substituting nouns for the pronouns.

Activity 18
The misuse of pronouns is a common mistake. Give examples of subject pronouns improperly used after action verbs such as "Mom gave Jane and I a ride" or the misuse of object pronouns as subjects such as "Her and I went home."

Activity 19
Remind students that adjectives and adjective clauses modify nouns.

Activity 20
Invite volunteers to share some of the proper nouns they wrote in Part A.

Activity 21
If necessary, review what students know about predicates.

Activity 22
Noun-verb agreement can be difficult for students. You might do this page aloud with the class so that students can hear the correct usage and talk about why a verb is singular or plural in a sentence.

Activities 23 and 24
Review what students already know about verb tenses.

Activity 25
Introduce the term *past participle* when discussing the forms of a verb used with *has* or *have*.

Activities 26 and 27
Point out that forms of the verb *to be* are the most commonly used verbs in the English language.

Activities 28–31
These pages introduce examples of different helping verbs that students should master.

Activity 32
Invite volunteers to share how they completed the sentences in Part B.

Activity 33
Point out that adjectives don't always come before the word they modify, but often follow a form of the verb *to be* as in the second example.

Activity 34
Have students indicate which spelling rule they used for completing the items.

Activity 35
Review the terms *comparative* and *superlative*.

Activity 36
Encourage students to visualize how the order of adjectives affects the noun they are describing.

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Activity 37
Review what students already know about adverbs.

Activities 38 and 39
Remind students that some adverbs form the comparative and superlative by adding *more* and *most*.

Activity 40
The words *good* and *well* are often misused. Help students understand that these words are different parts of speech and modify different kinds of words. Students may benefit from doing this page aloud as a class to hear the correct usage.

Activity 41
The use of double negatives is a common problem; students may benefit from doing this page aloud so they can hear the correct usage.

Activity 42
Tell students they can use an adjective from the boxes more than once when completing Part A.

Activity 43
Although they encounter prepositional phrases all the time, the term may be new to students. Explain that a preposition always begins a prepositional phrase. A prepositional phrase adds more detail or information to a sentence.

Activity 44
You might mention that pronouns used at the end of a prepositional phrase are the same as those used after action verbs (see Activity 18).

Activity 45
Point out that some prepositions have similar meanings and more than one can make sense in a given sentence. Invite students to suggest other prepositions that might work.

Activity 46
Point out that small words such as *in* and *to* are not capitalized unless they are the first word in a title. Before students begin Part B, remind them that names of people are capitalized.

Activity 47
Remind students that a comma is like a yellow traffic light for readers; it indicates a slight pause. When used in a series, commas help readers differentiate the items mentioned. Point out that a series must include at least three words or phrases.

Activity 48
In the first example, point out that the quotation has its own end punctuation—a period—and it comes before the quotation marks.

Activity 49
Review what students know about capitalizing the first word of a sentence and proper nouns. Also review end punctuation for a sentence and when the punctuation should fall within the quotation marks.

Activity 50
Review what students know about capitalizing the first word of a sentence and proper nouns. You may want to point out the initial in sentences 3 and 4. If necessary, mention that initials such as these end in a period.

Activity 51
Remind students that *they're* is a contraction for "they are." Have students consult the chart as they complete the exercises.

Activity 52
Encourage students to think carefully about the meaning of easily confused words. Learning the meaning of these words should help students know how to use them correctly.

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Activities 53 and 54

Encourage students to find and use other words that begin with these prefixes or suffixes.

Activity 55

Invite students to share other words they may know that begin or end with the given prefixes and suffixes.

Connections to the Standards

With the goal of providing students nationwide with a quality education that prepares them for college and careers, broad standards were developed to establish rigorous educational expectations. These standards serve as the basis of many state standards. The chart below details how the activities in this book align with specific language and foundational skills standards for students in grade 4.

	English Language Arts Standards	Activities
Language	**Conventions of Standard English**	
	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–55
	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6, 7, 9, 10, 12–16, 20, 46–55
	Knowledge of Language	
	• Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1–55
	Vocabulary Acquisition and Use	
	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.	1, 10, 14, 15, 23, 32, 42, 44, 45, 50–55
	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1–55
	• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	1–55
Foundational Skills	**Phonics and Word Recognition**	
	• Know and apply grade-level phonics and word analysis skills in decoding words.	13, 14, 16, 23, 24, 34, 35, 38, 39, 53–55
	Fluency	
	• Read with sufficient accuracy and fluency to support comprehension.	1–55

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 Name _____ Date _____

A Complete Idea



A sentence is a group of words that expresses a complete idea.
A complete sentence has a subject and a predicate.

The sloth hung upside-down from a branch of the tree. complete idea = sentence

From a branch of the tree. incomplete idea = not a sentence

A. Write *sentence* or *not a sentence*.

1. A sloth never moves quickly. _____

2. Their slow pace. _____

3. Sloths live in the canopy layer of the rain forest. _____

4. They rarely go to the forest floor. _____

5. Covered with tawny hair. _____

6. Algae grow in a sloth's hair. _____

7. Blends in with the rain forest trees. _____

8. Raindrops roll off a sloth's hair. _____

B. Add a subject or predicate to each sentence so it expresses a complete thought.

9. Many interesting animals _____ .

10. One layer of a rain forest _____ .

11. _____ helps protect animals from predators.

12. _____ are inactive animals.

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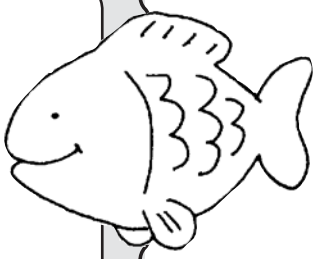
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Subjects and Predicates

A complete sentence has a subject and a predicate.
The subject tells who or what does something.
The predicate tells what the subject is or does.

Coral reefs | **grow in shallow waters with good sunlight.**

subject — predicate



A. Write the subject—who or what does something—in each sentence.

1. Tropical oceans provide good homes for coral reefs. _____
2. Divers explore many coral reefs. _____
3. Clams attach themselves to these reefs. _____
4. Tiny plants grow in the cracks. _____
5. Fish swim in and out of the reefs. _____
6. An octopus finds a hiding place. _____

B. Write the predicate—what the subject does—from each sentence above.

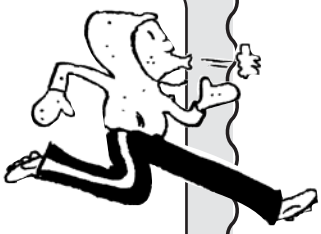
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Simple and Complete Subjects

A sentence has a simple subject and a complete subject.
The simple subject is a noun or pronoun that is
the most important word in the whole subject.
The complete subject includes all the words in the subject.



simple subject

An eager crowd pushed past Darlene, who watched from the doorway.

complete subject

A. Underline the complete subject in each sentence.

1. Some cheerful runners called to Darlene.
2. Many participants did some stretching exercises.
3. One enthusiastic group performed a team cheer.
4. The restless racers waited impatiently.
5. Darlene and her brother moved closer to the starting line.
6. The siblings had a great view for the upcoming race.

B. Circle the simple subject and underline the complete subject in each sentence.

7. A good-natured crowd lined the street.
8. The town's annual ten-mile race began at last.
9. Colorful shoes flew by in a flash.
10. Television crews captured the excitement.
11. The long-awaited event was a big success.

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Simple and Complete Predicates

A sentence has a simple predicate and a complete predicate.
The simple predicate is the verb, the most important word in the whole predicate. The complete predicate includes all the words in the predicate.

simple predicate

Nolan learned about the planet Mercury.

complete predicate



A. Underline the complete predicate in each sentence.

1. Mercury revolves around the sun in 88 days.
2. However, the rotation of Mercury is very slow.
3. During the day Mercury's temperatures rise to 800°F.
4. At night the temperatures drop to minus 274°F.
5. Photographs of the planet show steep cliffs and long craters.
6. Dust covers the surface of Mercury.

B. Circle the simple predicate and underline the complete predicate in each sentence.

7. A large core of iron makes Mercury very dense.
8. The spacecraft Mariner 10 explored Mercury.
9. The name of this planet comes from a Roman myth.
10. Mercury was a messenger for the Roman gods.
11. Winged sandals sped him quickly along.

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Kinds of Sentences

Statements, questions, commands, and exclamations are different kinds of sentences.

Kind of Sentence	How It Begins	How It Ends	Example
A **declarative** sentence makes a statement.	Capital letter	Period	Barry makes his lunch every day.
An **interrogative** sentence asks a question.	Capital letter	Question mark	What does he usually eat?
An **imperative** sentence gives a command.	Capital letter	Period or exclamation mark	Clean off the counter.
An **exclamatory** sentence shows strong feeling.	Capital letter	Exclamation mark	Hurry up!

Read each sentence. Write *declarative*, *interrogative*, *imperative*, or *exclamatory*.

1. Don't forget an apple. _____
2. Where is the salt and pepper? _____
3. Do you want ham and cheese? _____
4. You can add some tomato to that sandwich. _____
5. What a great lunch! _____
6. Are there any carrots in the refrigerator? _____
7. I will wrap this up in foil for you. _____
8. Oh, what a mess! _____
9. Take a banana today. _____
10. Pour some milk into the thermos. _____
11. Barry found some raisins in the cupboard. _____

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Writing Sentences

Statements, questions, commands, and exclamations are different kinds of sentences. A sentence always begins with a capital letter and has punctuation at the end.

Kind of Sentence	How It Ends	Examples
Declarative	Period	This Sunday, we're going on a picnic.
Interrogative	Question mark	Would you like to join us?
Imperative	Period or exclamation mark	Tell us by Saturday.
Exclamatory	Exclamation mark	Absolutely!



Rewrite each sentence so that it is correct.

1. this is a good spot to put the picnic blanket

_____

2. should we eat our lunch now or later

_____

3. unpack the picnic basket

_____

4. our friends angela and jessie will be here soon

_____

5. that's wonderful

_____

6. can we have another picnic next weekend

_____

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Simple and Compound Sentences

A simple sentence contains a complete subject and a complete predicate. A compound sentence contains two simple sentences joined by a comma and a conjunction such as *and*, *or*, or *but*.

Simple Sentence: **Early people often lived in caves.**

Compound Sentence: **People killed animals for food, and they used the skins for clothing.**

A. Write *simple* or *compound* for each sentence.

1. Men carved spears from animal bones. _____

2. People burned animal fat for light, but it smelled horribly. _____

3. Cave dwellers struck stones together for fire. _____

4. Sometimes people painted animal pictures on the cave walls. _____

5. Artists used twigs for brushes, and they ground up rocks for paints. _____

6. Families slept on piles of leaves, or they used animal skins. _____

B. Make a compound sentence from each sentence pair using *and*, *or*, or *but*.

7. People followed animals in summer. They hunted them for meat.

_____

8. Some men made tools. They tended the fire.

_____

9. Caves provided shelter. They were dark.

_____

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Sentences With Clauses

Some conjunctions begin sentence parts called dependent clauses.

Dependent Clause Conjunctions

while	although	when	where
because	since	after	before

Sentence: **The Vikings sailed to many countries although they were not always welcome.**

conjunction begins dependent clause

A dependent clause has a subject and a predicate, but it is not a sentence by itself.

Not a Sentence: **Although they were not always welcome.**

Circle the conjunction and underline the dependent clause in each sentence.

1. Viking chiefs got rich because they raided foreign lands.
2. Some Vikings buried their treasure after they stole it.
3. Vikings made their stories into poems since they were easier to remember that way.
4. Poets recited these tales while Vikings celebrated at feasts.
5. A Viking sharpened his weapons before he left on a raid.
6. Slaves worked in Viking homes after they were captured in raids.
7. Vikings raided people although they also traded with them.
8. Vikings traveled so much because they were good sailors.

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Run-on Sentences

A run-on sentence has too many ideas that run together without the correct punctuation.

Run-on Sentence: **Many groups have traditional dances they are often very old.**

New Sentences: **Many groups have traditional dances. They are often very old.**



A. Write *run-on* or *sentence* next to each group of words.

1. The flamenco comes from Spain it is danced to guitar music. _____
2. Dancers use their hands and eyes to act out Hindu stories. _____
3. Balinese children learn to dance when they are six. _____
4. Cossack dancers are from Russia the men do somersaults. _____
5. Zulu men do warrior dances for tourists in South Africa. _____
6. Many dances call for special costumes some are elaborate. _____

B. Write two sentences for each run-on sentence below.

7. A group in Brazil dances in the moonlight the dancers wear grass costumes.

   _____

8. In Scotland people do sword dances bagpipes accompany them.

   _____

9. Folk dances are passed down dance groups perform them at festivals and fairs.

   _____

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Review: Sentences

A sentence is a group of words that expresses a complete idea.
A simple sentence contains a complete subject and a complete predicate.
A compound sentence contains two simple sentences joined by a conjunction such as *and*, *or*, or *but*.

A. Read each sentence. Circle the complete subject and underline the complete predicate.



1. Our whole family was planning a vacation.
2. My older sister suggested going to a beach up the coast.
3. My parents researched travel options online.

B. Write the best conjunction to complete each sentence.

4. We arrived at the station late _____ we missed our train.
   so but
5. There is a large waiting room, _____ all of the seats are already taken.
   so but
6. We checked the schedule at the ticket counter, _____ the next train was in one hour.
   and so
7. The train pulled into the station, _____ we boarded quickly.
   but and
8. The conductor asked for our tickets _____ we handed them to her.
   but so
9. Our beach vacation was about to begin, _____ we were thrilled.
   and but

C. Write a sentence of your own using a conjunction.

10. _____

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Focus on Nouns

A noun is a word that names a person, place, thing, or idea.

Nouns are often the simple subject in sentences. Nouns can also be in the predicate.

People <u>buy or make their clothes</u>.

noun in subject — noun in predicate



A. Circle the nouns in each sentence.

1. Cold winters call for warm, padded clothing.

2. Some coats are made from thick fur or felt.

3. Long sleeves cover hands for extra warmth.

4. Men and women wear sarongs in South East Asia.

5. The national costume in Scotland is a kilt.

6. The kimono is the traditional garb in Japan.

B. Underline the nouns in each sentence. Write *S* above the noun when it is in the subject and *P* above the noun when it is in the predicate.

7. Some jobs require uniforms.

8. Women wear hats called bowlers in Bolivia.

9. A sari is a traditional outfit in India.

10. Thin, loose clothing keeps people cool in the desert.

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Common and Proper Nouns

Most nouns are common nouns. A noun that names a particular person, place, or thing is a proper noun. Each word in a proper noun begins with a capital letter.

Common Nouns	Proper Nouns
day	Sunday
month	December
holiday	Labor Day
body of water	Mississippi River
city	Dallas
country	Thailand
continent	Asia
street	Peck Street

A. Circle the common nouns and underline the proper nouns in each sentence.

1. My friend Rudy attends Franklin School on Broad Street.

2. Last Tuesday his class visited a factory in Columbus.

3. The company manufactures Pretzel Paperclips.

4. The students got samples of the colorful product.

5. Miss Cruz said she had seen similar items in Italy last August.

6. She vacationed in Europe during the summer.

B. Decide if each word is a common noun or a proper noun. Rewrite each proper noun correctly.

7. september _____

8. lake michigan _____

9. oklahoma _____

10. mexico _____

11. south america _____

12. weekend _____

13. thanksgiving _____

14. bridge _____

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Singular and Plural Nouns

Plural nouns name more than one person, place, or thing. Most plural nouns end in *-s* or *-es*. Nouns that end in *ch*, *sh*, *x*, *s*, *z*, or *ss* end in *-es* in their plural form.

Singular Nouns	Plural Nouns
forest	forests
inch	inches
ash	ashes
box	boxes
circus	circuses
glass	glasses
fizz	fizzes

A. Write the plural form for each noun.

1. boss _____

2. branch _____

3. ax _____

4. dish _____

5. walrus _____

6. gas _____

7. breeze _____

8. duchess _____

9. buzz _____

10. porch _____

B. Rewrite each sentence so that the underlined nouns are plural.

11. What <u>brush</u> do you need to paint the <u>box</u>?

_____

12. The <u>business</u> must pay <u>tax</u> on earnings.

_____

13. The <u>walrus</u> ate some <u>peach</u>.

_____

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More Plural Nouns

Most nouns have singular and plural forms. Some plural forms have special spellings.

If a noun ends in a consonant and *y*, the *y* becomes *i* and *-es* is added.

city → cities

If a noun ends in *f* or *fe*, the *f* or *fe* becomes *v* and *-es* is added.

shelf → shelves **life → lives**

For certain nouns ending in a consonant and *o*, *-es* is added.

hero → heroes

A. Write the plural form of each noun. Use a dictionary to check your work.

1. worry _____ **6.** leaf _____

2. tomato _____ **7.** factory _____

3. mystery _____ **8.** calf _____

4. sky _____ **9.** library _____

5. potato _____ **10.** knife _____

B. Rewrite each sentence so the plural nouns are spelled correctly.

11. Do canarys eat ripe berrys? _____

12. Do wolfs like loafs of bread? _____

13. Do heros have hobbys? _____

14. Do butterflys chase elfs? _____

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Irregular Plurals

Some nouns have irregular plural forms.
The best way to learn these is to memorize them.

Nouns With Spelling Changes			Nouns Without Spelling Changes		
man	→	men	sheep	→	sheep
woman	→	women	deer	→	deer
tooth	→	teeth	moose	→	moose
foot	→	feet	headquarters	→	headquarters
mouse	→	mice	series	→	series
child	→	children			
goose	→	geese			
ox	→	oxen			



A. Write the plural form for each noun. Use a dictionary to check your work.

1. chairman _____

2. series _____

3. sheep _____

4. eyetooth _____

5. reindeer _____

6. workman _____

7. mouse _____

8. goose _____

B. Rewrite each sentence so the plural nouns are spelled correctly.

9. The childs saw deers. _____

10. Mouses have strong tooths. _____

11. The farm has oxes and gooses. _____

12. The mans have big foots. _____

13. Mooses have big babys. _____

14. Womans love their grandchilds. _____

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Possessive Nouns

A possessive noun shows who owns something. A singular noun ends with an apostrophe and *s* (*'s*). A plural noun ends with *s* and an apostrophe (*s'*). Irregular plural nouns end with an apostrophe and *s* (*'s*).

Singular Possessive Noun	Plural Possessive Noun
boy's club	boys' club
man's meeting	men's meeting

A. Rewrite each group of words so that the underlined noun is possessive. The first one is done for you.

1. the nurse of the babies — the babies' nurse

2. the laughter of the girls _____

3. the delight of the children _____

4. the gift of the visitor _____

5. the pride of the family _____

6. the card of the class _____

B. Fill in the missing forms of each noun on the chart.

Singular	Singular Possessive	Plural	Plural Possessive
7. aunt			
8.	mouse's		
9.		shelves	
10.			ponies'
11. church			

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Focus on Pronouns

A pronoun is a word that takes the place of a noun or nouns.

Pronouns can be singular or plural.

Brenda worked on the computer.
She sent a message from it.

replaces Brenda — replaces computer

Singular Pronouns	Plural Pronouns
I, me	we, us
you	you
he, him, she, her, it	they, them

A. Underline the noun in the first sentence and circle the pronoun that replaces it in the second sentence.

1. The message was surprising. It was an invitation to a party.

2. Brenda was clever. She wrote the invitation as a riddle.

3. People had to figure it out. They used tricky clues.

4. Jay was the first to guess. He was right!

5. Jay waited. A new message congratulated him.

6. Brenda cheered. Jay's quick answer pleased her.

B. Circle the correct pronoun to replace the underlined noun or nouns in each sentence.

7. Jay and Brenda are good friends. He They

8. The upcoming party excited the pals. them they

9. Brenda asked you and Alicia too. me I

10. Penny thanked Brenda for the invitation. she her

11. The kids talked about the party. they it

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Places for Pronouns

Some pronouns can be the subject of a sentence.
Some pronouns are used after action verbs.
The pronouns *you* and *it* can be used either way.

Subject Pronouns		Pronouns After Action Verbs	
Singular	I, you, he, she, it	Singular	me, you, him, her, it
Plural	we, you, they	Plural	us, you, them

Janelle rides horses. She rides them.

subject — after action verb

A. Circle the pronoun in each sentence. Write *subject* or *after verb*.

1. Janelle took me to the farm. _____
2. I enjoyed seeing the horses. _____
3. You would like this farm. _____
4. We could plan a visit together. _____
5. Janelle will show us the stable. _____
6. Janelle knows it well. _____

B. Write the correct pronoun to complete each sentence.

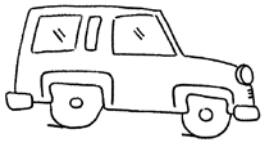
7. Janelle's boss gave _____ a tour of the farm.
   we us
8. Mr. Cruz told _____ about Smoky, Janelle's favorite horse.
   I me
9. Janelle rides _____ every day.
   he him

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More Pronouns

Relative pronouns introduce adjective clauses.
These clauses modify nouns or pronouns.



Relative Pronouns: **who whom which that**

There is the car <u>that Chet bought</u>. He fixed the headlight, <u>which was broken</u>.

tells about car

tells about headlight

A. Write the relative pronoun in each sentence.

1. Chet is a person who likes to repair things. _____
2. I gave him a book that tells how to fix things. _____
3. The book, which I read, is very useful. _____
4. This is the book that won a prize last year. _____
5. The author is a writer who is very successful. _____
6. Chet needs the book that I gave him. _____

B. Underline the adjective clause in each sentence.
Circle the noun that the clause modifies.

7. Chet's car had a windshield that was cracked.
8. A man whom Chet knew sold him the car.
9. The car, which was used, didn't cost much.
10. Chet talked to his Dad who agreed to help him.
11. Chet's dad is the person who often works with Chet.
12. Soon enough the used car that Chet bought was good as new.

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Review: Nouns and Pronouns

A noun is a word that names a person, place, thing, or idea.

Nouns can be proper. Nouns also have plural or possessive forms.

A pronoun is a word that takes the place of a noun or pronoun.

Pronouns can be singular, plural, or possessive. They can also stand for objects or subjects.

A. Write an example of a proper noun for each common noun below.

1. country _____

2. month _____

3. holiday _____

4. body of water _____

5. author _____

6. U.S. president _____

B. Write the correct pronoun to complete each sentence.

7. The birds flew overhead, and then _____ (them / they) landed in a big tree.

8. The tree, _____ (which / who) was filled with leaves, made it hard to see the birds.

9. One bird hopped to the end of a branch, and we could see _____ (them / it) clearly.

10. The feathers _____ (who / that) were brightly colored caught _____ (my / me) eye.

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Focus on Verbs

A verb is a word that tells what someone or something does.
A verb is the main word in the predicate of a sentence.

Kamili enjoys her vacation.

action verb tells what Kamili does



A. Write the action verb in each sentence.

1. Kamili wears her new sunglasses. _____
2. Her radio plays popular music. _____
3. She relaxes on a comfortable chair. _____
4. A light breeze sways the palm trees. _____
5. Small waves lap the sandy shore. _____
6. A warm sun shines down on Kamili. _____

B. Underline the simple subject in each sentence. Circle the action verb that shows what the subject does.

7. Kamili orders a tall drink with straws.
8. She writes a postcard to her friend at home.
9. The postcard describes Kamili's vacation.
10. Seashells rest in the sand near Kamili.
11. Her parents stroll along the beach.
12. The family comes to this place every year.

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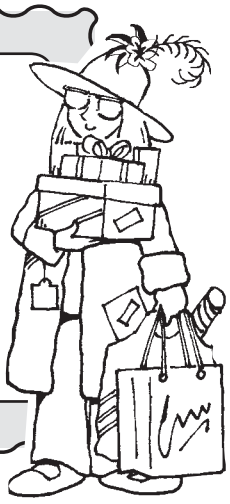
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Subjects and Verbs

The simple subject and verb in a sentence must agree.
If the subject is singular, an *-s* is added to the verb.
If a subject is plural, the verb has no *-s*.

Luna shops often. — singular subject; *-s* added to verb

Some people shop a lot. — plural subject; verb has no *-s*



Write the verb that agrees with the subject in each sentence.
Decide if the subject is singular or plural.

1. Shoppers _____ sales at stores.
   love loves
2. Luna _____ all the ads.
   read reads
3. Often, she _____ the ads from the newspaper.
   cut cuts
4. Then this eager gal _____ to the store.
   race races
5. Some department stores _____ sales every week.
   hold holds
6. Consumers _____ for these sales early in the day.
   head heads
7. Today, Luna _____ many presents.
   buy buys
8. The holidays _____ soon.
   arrive arrives
9. Boxes of gifts _____ Luna's arms.
   fill fills

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Verb Tenses

Verbs can show action in the present, past, and future. Most past tense verbs end in *-ed*. Future tense verbs have *will* before them.

Present: **Sayed climbs the mountain.**
Past: **Sayed climbed the mountain.**
Future: **Sayed will climb the mountain.**



A. Underline the verb in each sentence. Write *present*, *past*, or *future* to tell the tense.

1. The mountain rises many feet into the air. _____
2. Sayed organized his trip carefully. _____
3. He likes mountain climbing a lot. _____
4. His interest started many years ago. _____
5. Someday he will ascend Mt. Everest. _____
6. He will practice his skills for a long time before that attempt. _____

B. Complete each sentence with a verb of your own. Use the tense in parentheses.

7. Sayed _____ (past) his backpack with clean socks, raingear, and food.
8. He always _____ (present) extra water along.
9. Someday his sister _____ (future) on one of these trips too.
10. Today, Sayed _____ (present) a short hike.

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Spelling Past Tense Verbs

The past tense of most verbs ends in *-ed*.

For some verbs you have to change the spelling before adding *-ed*.

If a verb has one syllable and ends with a vowel followed by a consonant, double the final consonant before adding *-ed*.

drop → dropped **tag → tagged**

If a verb ends with *e*, drop the e before adding *-ed*.

dance → danced **bake → baked**

If a verb ends with a consonant and *y*, change the *y* to *i* before adding *-ed*.

hurry → hurried **worry → worried**

Write the past tense for each verb.

1. invade _____

2. multiply _____

3. argue _____

4. skid _____

5. trip _____

6. carry _____

7. escape _____

8. dip _____

9. occupy _____

10. notice _____

11. clarify _____

12. grin _____

13. deny _____

14. fry _____

15. rescue _____

16. pat _____

17. wiggle _____

18. scurry _____

19. plan _____

20. dry _____

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Irregular Verbs

Some verbs are irregular. They do not end in the regular way to show the past tenses.



Present	Past	Past With *has* or *have*
write/writes	wrote	(has, have) written
speak/speaks	spoke	(has, have) spoken
begin/begins	began	(has, have) begun
go/goes	went	(has, have) gone
ring/rings	rang	(has, have) rung
shrink/shrinks	shrank	(has, have) shrunk
choose/chooses	chose	(has, have) chosen
give/gives	gave	(has, have) given

A. Rewrite each sentence using the past form of the verb.

1. We choose to ride on the Ferris wheel. _____

2. Mom gives us money for the tickets. _____

3. The ride begins slowly. _____

4. At the top of the ride, people below shrink. _____

5. A bell rings to end the ride. _____

6. We speak of the ride on the way home. _____

B. Use the correct form of the verb in parentheses to complete each sentence.

7. I have _____ my prize to Jenna.
(give)

8. She has _____ about the prize often.
(speak)

9. We have _____ to take photos of us on the rides.
(begin)

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The Verb *To Be*

Forms of the verb *to be* link the subject of a sentence to words in the rest of the sentence. It is important to use this verb correctly.

Present			Past		
I am	you are	he is	I was	you were	he was
		she is			she was
		it is			it was
		cat is			cat was
we are	you are	they are	we were	you were	they were
		cats are			cats were

Write the verb that agrees with the subject of each sentence.

1. It _____ early fall in New England.
is are

2. We _____ in a quaint country store.
is are

3. I _____ with my family.
am is

4. You _____ with us on this weekend.
is are

5. The smells of autumn produce _____ enticing.
is are

6. They _____ from fresh apples, pumpkins, and cider.
is are

7. I wish we _____ here earlier.
was were

8. The smells of fresh doughnuts _____ everywhere.
was were

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To Be in the Present and Past

Forms of the verb *to be* link the subject of a sentence to words in the rest of the sentence. It is important to use this verb correctly.

Present			Past		
I am	you are	he is	I was	you were	he was
		she is			she was
		it is			it was
		cat is			cat was
we are	you are	they are	we were	you were	they were
		cats are			cats were

Rewrite each sentence so that the verb agrees with the subject.

1. I were near the homemade jams.

_____

2. We was all really hungry.

_____

3. You was ready for some food.

_____

4. Mom were in the vegetable section.

_____

5. My favorite vegetables am spinach and carrots.

_____

6. They is now in our grocery cart.

_____

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Helping Verbs

Forms of the verb *to be* can be used as main verbs or helping verbs. Some forms—*be*, *being*, and *been*—can only be used with helping verbs.

Forms of *To Be*: am, is, are was, were be, being, been

I <u>am watching</u> the cat. The cat <u>is purring</u>.

helping verb main verb helping verb main verb



Incorrect: I be watching. The cat been purring.

A. Underline the main verb and circle the helping verb in each sentence.

1. That fat cat is resting again.

2. He was racing around before.

3. Now just his tail is moving.

4. You are enjoying his antics.

5. We were all laughing at him.

6. I am petting him now.

B. Write the correct form of the verb to complete each sentence.

7. The cat _____ with us a long time.
been has been

8. He _____ full of mischief as a kitten.
was was being

9. I _____ amused by him from the beginning.
been was

10. You _____ a fan, too.
be have been

11. He _____ pretending we're not here.
be is

12. Cats _____ very aloof sometimes.
are be

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Has and *Have* in Verb Phrases

A verb phrase includes a main verb and one or more helping verbs. The verbs *has* and *have* can be used as helping verbs.

Use *has* with singular nouns and the pronouns *he*, *she*, and *it*.

Pam's plane <u>has landed</u>.

helping verb — main verb

Use *have* with plural nouns and the pronouns *I*, *you*, *we*, and *they*.

The gates <u>have opened</u>.

helping verb — main verb

A. Underline the verb phrase in each sentence.

1. I have found Pam at the gate.

2. She has brought gifts from her trip.

3. We have waited at the baggage claim for her suitcase.

4. Dad has carried Pam's luggage to the car.

5. Most passengers have left the terminal.

6. Traffic has slowed with the evening rush.

B. Write *has* or *have* to complete the verb phrase in each sentence.

7. Pam _____ arrived from Ireland.

8. I _____ missed her a lot.

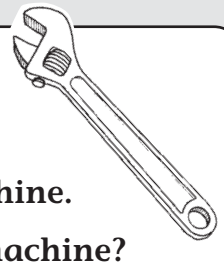
9. She _____ stayed with some of Dad's relatives.

10. They _____ shown her their country.

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Can in Verb Phrases



The verb *can* is a helping verb and is used in verb phrases.
Can has different meanings.

Ability to do something: **Dad <u>can fix</u> the washing machine.**

Willingness to do something: **<u>Can</u> you <u>check</u> the washing machine?**

Possibility of doing something: **A broken machine <u>can flood</u> the basement.**

A. Underline the verb phrase in each sentence.

1. Faulty machines can cause problems.
2. Can you deal with the inconvenience?
3. People in the repair business can earn good money.
4. Our friend can restore lost files on a computer.
5. Can he come to the house soon?
6. Carpenters can make things like new.
7. Can you call for service today?
8. Plumbers and electricians can work wonders.

B. Write *A* (for ability), *W* (for willingness), or *P* (for possibility) to show how *can* is used in each sentence.

9. Appliance malfunctions can test people's patience. _____
10. I can solve some computer problems. _____
11. Can you help me with this printer? _____
12. Electronic issues can drive people mad. _____

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Could in Verb Phrases

The verb *could* is a helping verb and is used in verb phrases.
Could has different meanings.

Past tense of *can*: **Tucker could not finish his report on time.**

Possibility of something: **Tucker could get an extension.**

A. Underline the verb phrase in each sentence. Circle the helping verb.

1. Last week, Tucker could predict he wouldn't finish his report.

2. Tucker could stay home today to work on it.

3. Mia could help Tucker if he asked her.

4. At home, many things could distract Tucker.

5. Tucker could do things well when he wanted to.

6. Mia could concentrate better than Tucker.

7. Tucker could work with a tutor for future assignments.

B. Write *PT* (for past tense) or *P* (for possibility) for the verb phrase in each sentence.

8. Tucker could choose another topic. _____

9. He could never settle down at his desk. _____

10. He could not begin his writing yesterday. _____

11. He could look out the window all day. _____

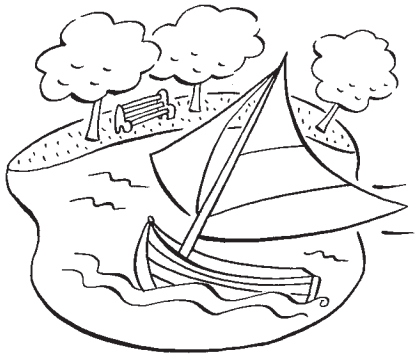
12. He could improve by trying harder. _____

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Review: Verbs

A verb is an action word. It tells what someone or something is doing (present tense), has done (past tense), or will do (future tense).



A. Write the correct form of the verb to complete each sentence.

1. On windy days, I _____ watching the sailboats at the lake.
(enjoys / enjoy)

2. Last Saturday, the wind _____ strongly.
(blew / blowed)

3. When I _____ the boats move swiftly, I _____ an idea.
(seen / saw) (will have / had)

4. I _____ my mom what she thought.
(asks / asked)

5. Next weekend, I _____ my first sailing lesson.
(had / will have)

B. Complete each sentence with a verb of your own.
Use the tense in parentheses.

6. I _____ so excited when my mom agreed to lessons.
(past)

7. When I _____ the sailing instructor, I will introduce myself.
(present)

8. By the end of the month, I _____ ready to sail.
(future)

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Focus on Adjectives

An adjective is a word that modifies a noun or a pronoun. An adjective can come before or after the word it modifies.

Jenny went to a local supermarket. It was huge.

modifies noun — modifies pronoun



A. Circle the adjective and underline the noun it modifies in each sentence.

1. Jenny needed a detailed map to find the things she wanted.
2. She began her shopping by choosing fresh vegetables.
3. She added ripe fruit to her cart.
4. Tempting watermelons caught her eye.
5. She bought eggs, cereal, and yummy snacks.
6. She pushed the heavy cart up and down the aisles.

B. Circle the adjective and underline the pronoun it modifies in each sentence.

7. Jenny checked the list of things to buy; it was long.
8. She was impatient and wanted to finish.
9. Jenny asked a clerk for information, and he was kind about helping.
10. Jenny stopped to sample grapes, and they were delicious.
11. Jenny didn't buy yogurt because it was expired.
12. She was careful when it came to shopping.

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More About Adjectives

Adjectives can help compare two or more things. Add *-er* when forming the comparative to compare two things. Add *-est* when forming the superlative to compare more than two things. Some adjectives change their spelling in the comparative and superlative forms.

Spelling Rule	Comparative Example	Superlative Example
If an adjective ends with a consonant and *y*, change the *y* to *i* and add *-er* or *-est*.	happy → happier	happy → happiest
If an adjective ends with *e*, drop the *e* and add *-er* or *-est*.	wise → wiser	wise → wisest
If an adjective has one syllable and ends with a vowel followed by a consonant, double the final consonant and add *-er* or *-est*.	dim → dimmer	dim → dimmest

Write the comparative and superlative form of each adjective.

1. big _____ _____
2. long _____ _____
3. rare _____ _____
4. tame _____ _____
5. friendly _____ _____
6. pretty _____ _____
7. glad _____ _____
8. cozy _____ _____

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Comparing With Adjectives

Adjectives can help compare two or more things. Add *-er* when forming the comparative to compare two things. Add *-est* when forming the superlative to compare more than two things. Some adjectives change their spelling in the comparative and superlative forms.

Adjective	Comparative Form	Superlative Form
happy	happier	happiest
wise	wiser	wisest
dim	dimmer	dimmest

Write the correct form of the adjective to complete each sentence.

1. Dad and I climbed the _____ mountain in our state.
rockier rockiest

2. The winds at the top were _____ than those at the seaside.
gustier gustiest

3. This mountain is _____ at the top than the one we climbed last year.
flat flatter

4. It was the _____ climb we have made.
nicer nicest

5. We met the _____ people along the trail.
friendly friendliest

6. The air smelled so _____ in the mountains.
fresh fresher

7. The pack I carried was _____ than the one I had last year.
heavier heaviest

8. It was _____ going down the mountain than it was going up.
light lighter

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Adjectives in Order

More than one adjective can modify the same noun. The order of the adjectives must make sense.

Correct: **The box contains one red crayon.**

two adjectives modify crayon

Incorrect: **The box contains red one crayon.**



Read each sentence. Rewrite the sentence if the order of the adjectives does not make sense. Write *correct* if the order makes sense.

1. Nick drew a yellow large building.

_____

2. An angry small dog stood in front.

_____

3. Two tall trees were on either side.

_____

4. In the distance were purple low hills.

_____

5. The sky was a blue deep color.

_____

6. Near the building there was light green grass.

_____

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Focus on Adverbs

An adverb is a word that modifies a verb.
An adverb tells how, when, or where an action happens.
An adverb can come before or after the verb it modifies.

How: **The cat jumped <u>speedily</u> for a fly.**

When: **<u>Yesterday</u>, the cat leaped for an ant.**

Where: **The cat looked <u>around</u> for other prey.**



A. Underline the verb and circle the adverb that modifies it in each sentence.

1. The warm sun shines brightly on the terrace.
2. Overhead, puffy clouds float in the sky.
3. Insects buzz busily around the house.
4. Today the air feels warm and fresh.
5. My brother and I rest comfortably in lounge chairs.
6. Inside we can hear Dad singing as he makes lunch.

B. Circle the adverb in each sentence. Write *how*, *when*, or *where*.

7. Our mischievous orange cat is resting here with us. _____
8. It carefully eyes a busy gray squirrel. _____
9. Soon that cat will pounce. _____
10. Suddenly a ball of fur flies off the terrace. _____
11. It is Fluffball vainly trying to reach the squirrel. _____
12. We laugh uncontrollably as they disappear up a tree. _____

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More About Adverbs

Adverbs can help compare two or more things. Add *-er* when forming the comparative to compare two actions. Add *-est* when forming the superlative to compare more than two actions. For adverbs ending in *-ly*, use *more* and *most* to form the comparative and superlative.

Adverb	The rain fell <u>hard</u> at noon. The rain fell <u>loudly</u>.
Comparative	The rain at noon fell <u>harder</u> than yesterday. It fell <u>more loudly</u> than yesterday.
Superlative	The rain fell <u>hardest</u> last night. It fell <u>most loudly</u> today.

Write the comparative and superlative forms of each adverb.

1. quickly _____ _____

2. fast _____ _____

3. eagerly _____ _____

4. late _____ _____

5. deep _____ _____

6. softly _____ _____

7. oddly _____ _____

8. quietly _____ _____

9. close _____ _____

10. boldly _____ _____

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Comparing With Adverbs

Adverbs can help compare two or more actions. Add *-er* when forming the comparative to compare two actions. Add *-est* when forming the superlative to compare more than two actions. For adverbs ending in *-ly*, use *more* and *most* to form the comparative and superlative.

Adverb	Roger stayed <u>long</u> at the party. The guests left <u>slowly</u>.
Comparative	Mia stayed <u>longer</u> than Roger. Dell left <u>more slowly</u> than Don.
Superlative	Martha stayed <u>longest</u> of all. The twins left <u>most slowly</u> of all.



Write the comparative or superlative of the adverb in each sentence. Then write the form of the adverb that you used.

1. The band played _____ than the one we had last year. _____
(loud)

2. You could hear it _____ here than anyplace in the gym. _____
(clearly)

3. The food service was _____ than last time. _____
(slow)

4. The music was the _____ you ever heard. _____
(smooth)

5. Our party ended _____ than yours did. _____
(soon)

6. The balloons floated _____ than we could reach them. _____
(high)

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Using *Good* and *Well*

The word *good* is an adjective that modifies nouns or pronouns.
The word *well* is an adverb that modifies verbs.

We had a good trip to the national parks.

adjective modifies noun

All our plans worked out well.

adverb modifies verb



A. Complete each sentence with *good* or *well*.

1. For most of the trip, we had _____ weather.
2. Dad and my older brother, Vincent, drove _____ .
3. Mom was a very _____ navigator.
4. Not all of the roads were paved _____ , but we went slowly.
5. One route we followed was not marked _____ .
6. All in all, getting to the parks was a _____ experience.

B. Underline the noun that *good* modifies or the verb that *well* modifies in each sentence.

7. At the first park, we found a good spot to pitch our tent.
8. Everyone helped, and we had a really good dinner that night.
9. Unfortunately, no one slept well because we heard noises that night.
10. Everyone had a good story to tell about what the noise was.
11. It was a lot of fun and I remember it very well.

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Using Negatives

No, *not*, and *never* are words with negative meanings. Use only one negative word in a sentence. Use *any* to replace a second negative word.

Correct: **There is no way to keep that dog quiet.**
There is never a way to keep that dog quiet.
There isn't any way to keep that dog quiet.

Incorrect: **There is never no way to keep that dog quiet.**
There is not no way to keep that dog quiet.

Other Negative Words
no one
nothing
none
nobody
nowhere

A. Write the correct word to complete each sentence.

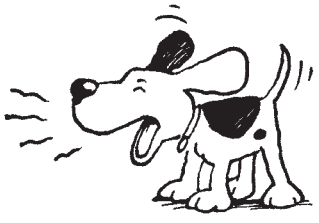
1. We couldn't see _____ reason for the dog to bark so much.
(no / any)

2. There wasn't _____ other animal in sight.
(no / any)

3. The dog's owner didn't _____ seem to care about the noise.
(never / ever)

4. The dog was not wearing _____ collar.
(no / any)

5. No one said _____ to quiet the dog.
(nothing / anything)



6. The dog never paid attention to _____.
(nobody / anybody)

B. Rewrite each sentence below so it is correct.

7. I didn't want to hear no more barking. _____

8. The dog wouldn't never stop. _____

9. We didn't want none of the noise. _____

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Review: Adjectives and Adverbs

An adjective describes a noun.

An adverb describes a verb.

Jessica had a large carrot. Jessica munched happily.

adjective noun verb adverb



A. Choose one adjective that tells how many and one adjective that tells what kind to describe each noun below. Write a sentence using the noun and adjectives.

WORD BANK

two	some	few	man	ten
bright	new	fancy	small	unusual

1. bikes _____

2. leaves _____

3. cars _____

4. cats _____

B. In each sentence, underline the adverb and circle the verb it describes.

5. Angie ran quickly into the house.

6. Jessica sat quietly doing her homework.

7. The cat gently pushed against Angie's legs.

8. The animal waited patiently to be fed.

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Focus on Prepositions

A preposition is a word used to form a prepositional phrase. A prepositional phrase begins with a preposition and ends with a noun or pronoun.

Selena heard a noise <u>on the street</u>. Was someone calling <u>to her</u>?

preposition noun preposition pronoun

Underline the prepositional phrase in each sentence.

1. Selena peered through the window.
2. She saw Joe on the sidewalk.
3. She waved to him.
4. Joe pointed at his bicycle.
5. With a smile Selena opened the door and left her house.
6. She got her bike and followed Joe down the street.
7. Joe and Selena rode around the neighborhood.
8. They went near the cleaner's and the drugstore.
9. They pedaled along the park's edge.
10. Finally, they stopped at some benches.
11. Joe reached into his backpack.
12. He had sandwiches for them.

Prepositions	
about	during
above	for
after	from
along	in
around	into
at	near
before	on
below	over
beside	through
by	to
down	with

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Using Prepositional Phrases

A prepositional phrase begins with a preposition and ends with a noun or pronoun.

The noun or pronoun that follows a preposition is called the object of the preposition.

The snow fell hard during the storm.

preposition — noun: object of preposition



A. Underline the prepositional phrase in each sentence. Circle the object of the preposition.

1. The snow fell through the night.
2. The wind blew fiercely around the barn.
3. From the doorway the animals watched the snow pile up.
4. By morning the snow had stopped.
5. Josh and Vargos went to the barn early and fed the animals.
6. Molly and Cleo made a snowman near the barn.
7. They thought the animals would enjoy looking at it.

B. Add a prepositional phrase of your own to each of the sentences below.

8. The cows looked _____ .
9. The horses stamped their feet _____ .
10. The foal stood _____ .
11. The old barn cat eyed a mouse _____ .

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Review: Prepositions

A preposition is a word that can help tell where something is or when something happens. The first word in a prepositional phrase is the preposition.



Choose the best preposition from the word bank to complete each sentence. Use each word only once.

WORD BANK

across	before	behind	between	from
over	out	toward	under	until

1. Our group hiked _____ a small hill and saw the meadow.
2. We walked _____ the meadow _____ a cluster of trees on the other side.
3. The ground _____ our feet felt slightly soft.
4. We passed some bushes a few yards _____ the trees.
5. Just then, we heard a noise _____ the bushes.
6. Some leaves moved and a deer peeked _____ of the vegetation.
7. He paused a moment, then ran _____ us.
8. We had not seen any animals _____ that moment.
9. Would we see any more as we headed _____ the trees?

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Capitals in Titles

The titles of books begin with capital letters.
Capitalize first, last, and important words in titles.
Underline titles that you write. Use italics on a computer.

A Wrinkle in Time ***A Wrinkle in Time***

A. Write these titles correctly. Remember to underline them.

1. julie of the wolves _____

2. fantastic mr. fox _____

3. tales of a fourth grade nothing _____

4. a lion to guard us _____

5. bridge to terabithia _____

B. Rewrite the sentences correctly. Remember to underline the titles.

6. the sign of the beaver is by elizabeth george speare.

_____

7. jerry spinelli wrote maniac magee.

_____

8. james and the giant peach is a book by roald dahl.

_____

9. j. k. rowling wrote harry potter and the sorcerer's stone.

_____

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Commas in a Series

Commas separate three or more words or phrases in a series.

Use a comma and the word *and* before the last word in a series.



Every morning, Eddie woke up, got out of bed, and ate breakfast.

commas separate words or phrases in series

Rewrite each sentence using commas to separate words in a series.

1. For breakfast, Eddie ate eggs bacon and toast.

_____

2. After eating, he left the table went upstairs and brushed his teeth.

_____

3. He put his books, notebook pens and pencils into his backpack.

_____

4. Eddie went downstairs walked to the kitchen and grabbed his lunch bag.

_____

5. Inside the bag were a sandwich an apple and some pretzels.

_____

6. At the bus stop, he waited with James Alice William and Chris.

_____

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Quotation Marks

Quotation marks show the exact words that someone says.

Punctuation separates a quotation from the rest of the sentence.

Position of Speaker's Name	Punctuation Rule
Before the quotation	Use a comma
Following the quotation (place this punctuation inside the end quotation mark)	Use a comma for a statement Use a **?** for a question Use an **!** for an exclamation

Mr. Bailey commanded, "Catch that lizard." "I almost got it!" yelled Jerry.

speaker | comma before quotation | exclamation at end of quotation | speaker

Add quotation marks to each sentence.

1. Where is the lizard now? asked Tammy.
2. Josie said, I saw it go behind the file cabinet.
3. We'll never find it, whined Sam.
4. Mr. Bailey said, Let's calm down and look carefully.
5. How did it get out anyway? asked Randy.
6. I don't want it climbing on me! exclaimed Kris with a shiver.
7. It's more scared of us than we are of it, said Earl.
8. There it is! shouted Tammy, as the lizard scooted across the floor.
9. I wish it would go outside, sighed Josie.
10. I think it will now, Kris said. It's over by the door.

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Name _____ Date _____

Writing Dialogue

Quotation marks show the exact words that someone says.
Punctuation separates a quotation from the rest of the sentence.
A capital letter begins the first word of a quotation.

Position of Speaker's Name	Punctuation Rule
Before the quotation	Use a comma
Following the quotation (place this punctuation inside the end quotation mark)	Use a comma for a statement Use a **?** for a question Use an **!** for an exclamation

Pedro said, "The doorbell is ringing." "Who is it?" asked Dad.

speaker | comma before quotation | question mark at end of quotation | speaker

Rewrite each sentence. Use capital letters and punctuation correctly.

1. i'll go see said pedro walking to the door

_____

2. mr. barry asked is your father home

_____

3. pedro replied i'll go get him

_____

4. my two sons and i just moved in next door explained mr barry

_____

5. welcome to the neighborhood dad said shaking mr. barry's hand

_____

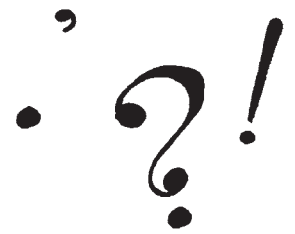
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Review: Capitalization and Punctuation

Using capitals and correct punctuation makes a sentence easier to read.

Remember to use capitals at the beginning of sentences and with proper nouns.



A. Rewrite the sentences correctly.

1. abraham lincoln was born in hodgenville kentucky

_____

2. theodore roosevelt grew up in new york new york

_____

3. the hometown of dwight d eisenhower was denison texas

_____

4. john f kennedy was born in brookline massachusetts

_____

5. the birthplace of barack obama is honolulu hawaii

_____

B. Write a question that needs commas to separate words in a series.

6. _____

_____

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Easily Confused Words

Some words are easily confused because they sound alike but have different meanings, uses, and spellings. These words are called homophones.

Homophone	Meaning	Example
their	belonging to them	The players lost <u>their</u> puck.
there	in that place	It was <u>there</u> at noon.
they're	they are	Now <u>they're</u> upset.

A. Write *their*, *there*, or *they're* to complete each sentence correctly.

1. The puck was _____ on the bench when the players arrived.

2. The players are careful with _____ equipment.

3. Now _____ wondering what happened.

4. The opposing team will arrive soon, and _____ going to be surprised.

5. Maybe the Edwards School players will bring _____ puck.

6. Some players look at the rink. Is the puck _____ ?

7. After the game, _____ all going out for pizza.

8. _____ favorite pizza toppings are cheese, mushrooms, and peppers.

B. Write three sentences. Use *their*, *there*, or *they're* at least once in each sentence.

9. _____

10. _____

11. _____

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More Easily Confused Words

Some words are easily confused because they sound alike but have different meanings, uses, and spellings. These words are called homophones.

Homophone	Meaning	Example
to	in the direction of	Cy pointed <u>to</u> the rink.
two	number 2	He waved at <u>two</u> coaches.
too	also; more than enough; very	Bud waved <u>too</u>.

A. Write *to*, *two*, or *too* to complete each sentence correctly.

1. Cy goes _____ his locker for his bat.

2. Other players are getting ready for the game _____ .

3. Most players have at least _____ friends at the game cheering.

4. One coach finds a missing cap and shows it _____ the other coach.

5. He shows it to the players _____ .

6. Trevor says, "It belongs _____ me, Coach."

7. In _____ minutes, the game will begin.

8. The team heads _____ the field, ready to play.

B. Write three sentences. Use *to*, *two*, or *too* at least once in each sentence.

9. _____

10. _____

11. _____

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Prefixes

A prefix is a group of letters added to the beginning of a word. A prefix changes the word's meaning.

Prefix	Meaning	Example
un-	not; opposite of	unroll
re-	again	reorder
pre-	before; in advance	preseason
mid-	middle	midwinter

Underline the word with a prefix in each sentence. Write the word's meaning.

1. Andy has an unusual hobby. _____
2. On New Year's Eve, I stayed up until midnight. _____
3. My little sister likes her preschool teacher, Mrs. Greene. _____
4. The students must rewrite their essays. _____
5. We'll preview the directions before putting together the model. _____
6. Jason thought the story was untrue. _____
7. The voters may reelect their governor for another term. _____
8. I'm not sure which trunk this key will unlock. _____
9. The Midwest is a region in the central part of the United States. _____
10. If you miss your favorite television show, it may be rerun later. _____

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Suffixes

A suffix is a group of letters at the end of a word that changes the word's meaning.

Suffix	Meaning	Example
-less	without	shoeless
-y	full of	sleepy
-ness	state of being	darkness
-able	that can	breakable

A. Add the suffix shown to make a new word. Write the word and its meaning.

1. bump + y = _____ meaning: _____

2. gentle + ness = _____ meaning: _____

3. care + less = _____ meaning: _____

4. profit + able = _____ meaning: _____

5. soft + ness = _____ meaning: _____

B. Complete each sentence with a word that has a suffix from the chart above. Use a dictionary to help you.

6. Someone who is kind shows _____ .

7. Someone who has no defenses is _____ .

8. Someone who is a grump is _____ .

9. Someone who is aware shows _____ .

10. Something that can change is _____ .

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Review: Spelling and Usage

Many words include spelling clues—such as prefixes and suffixes—that can help you learn more words.

Prefixes	Suffixes
mid-	-able
pre-	-less
re-	-ness
un-	-y

Choose the best preposition from the word bank to complete each sentence. Use each word only once.

WORD BANK

midway	comfortable
preorder	fearless
review	politeness
unfasten	thirsty

1. The _____ bird landed in the garden near the cat.
2. I stopped reading _____ between two chapters.
3. My friend showed _____ by saying "please" and "thank you."
4. I _____ my seatbelt before getting out of the car.
5. My little sister was _____ so she asked for a drink of water.
6. I must _____ my notes before Friday's test.
7. Grandma's chair is the most _____ one in the house.
8. The book isn't available yet, but my mother can _____ it.

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Activity 1: A. 1. sentence 2. not a sentence 3. sentence 4. sentence 5. not a sentence 6. sentence 7. not a sentence 8. sentence B. 9.–12. Answers will vary. Check that students write complete sentences.

Activity 2: A. 1. Tropical oceans 2. Divers 3. Clams 4. Tiny plants 5. Fish 6. An octopus B. 7. provide good homes for coral reefs 8. explore many coral reefs 9. attach themselves to these reefs 10. grow in the cracks 11. swim in and out of the reefs 12. finds a hiding place

Activity 3: A. 1. Some cheerful runners 2. Many participants 3. One enthusiastic group 4. The restless racers 5. Darlene and her brother 6. The siblings B. 7. A good-natured **crowd** 8. The **town's** 9. Colorful **shoes** 10. Television **crews** 11. The long-awaited **event**

Activity 4: A. 1. revolves around the sun in 88 days 2. is very slow 3. rise to 800°F 4. drop to minus 274° F 5. show steep cliffs and long craters 6 covers the surface of Mercury B. 7. **makes** Mercury very dense 8. **explored** Mercury 9. **comes** from a Roman myth 10. **was** a messenger for the Roman gods 11. **sped** him quickly along

Activity 5: 1. imperative 2. interrogative 3. interrogative 4. declarative 5. exclamatory 6. interrogative 7. declarative 8. exclamatory 9. imperative 10. imperative 11. declarative

Activity 6: 1. This is a good spot to put the picnic blanket. 2. Should we eat our lunch now or later? 3. Unpack the picnic basket. 4. Our friends Angela and Jessie will be here soon. 5. That's wonderful! 6. Can we have another picnic next weekend?

Activity 7: A. 1. simple 2. compound 3. simple 4. simple 5. compound 6. compound B. 7. People followed animals in summer, and they hunted them for meat. 8. Some men made tools, or they tended the fire. 9. Caves provided shelter, but they were dark.

Activity 8: 1. **because** they raided foreign lands 2. **after** they stole it 3. **since** they were easier to remember that way 4. **while** Vikings celebrated at feasts 5. **before** he left on a raid 6. **after** they were captured in raids 7. **although** they also traded with them 8. **because** they were good sailors

Activity 9: A. 1. run-on 2. sentence 3. sentence 4. run-on 5. sentence 6. run-on B. 7. A group in Brazil dances in the moonlight. The dancers wear costumes. 8. In Scotland people do sword dances. Bagpipes accompany them. 9. Folk dances are passed down. Dance groups perform them at festivals and fairs.

Activity 10: A. 1. Our whole family | was planning a vacation. 2. My older sister | suggested going to a beach up the coast. 3. My parents | researched travel options online. B. 4. so 5. but 6. and 7. and 8. so 9. and C. 10. Check that students write a complete sentence and use the conjunction correctly.

Activity 11: A. 1. winters; clothing 2. coats; fur; felt 3. sleeves; hands; warmth 4. Men; women; sarongs; South East Asia 5. costume; Scotland; kilt 6. kimono; garb; Japan B. 7. jobs/S; uniforms/P 8. Women/S; hats, bowlers, Bolivia/P 9. sari/S; outfit, India/P 10. clothing/S; people, desert/P

Activity 12: A. 1. friend; Rudy, Franklin School, Broad Street 2. class, factory; Tuesday, Columbus 3. company; Pretzel Paperclips 4. students, samples, product 5. items; Miss Cruz, Italy, August 6. summer; Europe B. 7. September 8. Lake Michigan 9. Oklahoma 10. Mexico 11. South America 12. common 13. Thanksgiving 14. common

Activity 13: A. 1. bosses 2. branches 3. axes 4. dishes 5. walruses 6. gases 7. breezes 8. duchesses 9. buzzes 10. porches B. 11. What brushes do you need to paint the boxes? 12. The businesses must pay taxes on earnings. 13. The walruses ate some peaches.

Activity 14: A. 1. worries 2. tomatoes 3. mysteries 4. skies 5. potatoes 6. leaves 7. factories 8. calves 9. libraries 10. knives B. 11. Do canaries eat ripe berries? 12. Do wolves like loaves of bread? 13. Do heroes have hobbies? 14. Do butterflies chase elves?

Activity 15: A. 1. chairmen 2. series 3. sheep 4. eyeteeth 5. reindeer 6. workmen 7. mice 8. geese B. 9. The children saw deer. 10. Mice have strong teeth. 11. The farm has oxen and geese. 12. The men have big feet. 13. Moose have big babies. 14. Women love their grandchildren.

Activity 16: A. 1. the babies' nurse 2. the girls' laughter 3. the children's delight 4. the visitor's gift 5. the family's pride 6. the class's card B. 7. aunt's, aunts, aunts' 8. mouse, mice, mice's 9. shelf, shelf's, shelves' 10. pony, pony's, ponies 11. church's, churches, churches'

Activity 17: A. 1. message; It 2. Brenda; She 3. People; they 4. Jay; He 5. Jay; him 6. Brenda; her B. 7. They 8. them 9. me 10. her 11. it

Activity 18: A. 1. me; after verb 2. I; subject 3. You; subject 4. We; subject 5. us; after verb 6. it; after verb B. 7. us 8. me 9. him

Activity 19: A. 1. who 2. that 3. which 4. that 5. who 6. that B. 7. windshield; that was cracked 8. man; whom Chet knew 9. car; which was used 10. Dad; who agreed to help him. 11. Dad; who often works with Chet 12. car; that Chet bought

Activity 20: A. 1. Italy 2. September 3. Christmas 4. Pacific Ocean 5. Laura Ingalls Wilder 6. George Washington B. 7. they 8. which 9. it 10. that; my

Activity 21: A. 1. wears 2. plays 3. relaxes 4. sways 5. lap 6. shines B. 7. Kamili; orders 8. She; writes 9. postcard; describes 10. Seashells; rest 11. parents; stroll 12. family; comes

Activity 22: 1. love 2. reads 3. cuts 4. races 5. hold 6. head B. 7. buys 8. arrive 9. fill

Activity 23: A. 1. rises; present 2. organized; past 3. likes; present 4. started; past 5. will ascend; future 6. will practice; future B. Answers will vary. Possible: 7. packed 8. brings 9. will come 10. takes

Activity 24: 1. invaded 2. multiplied 3. argued 4. skidded 5. tripped 6. carried 7. escaped 8. dipped 9. occupied 10. noticed 11. clarified 12. grinned 13. denied 14. fried 15. rescued 16. patted 17. wiggled 18. scurried 19. planned 20. dried

Activity 25: A. 1. We chose to ride on the Ferris wheel. 2. Mom gave us money for the tickets. 3. The ride began slowly. 4. At the top of the ride, people below shrank. 5. A bell rang to end the ride. 6. We spoke of the ride on the way home. B. 7. given 8. spoken 9. begun

Activity 26: 1. is 2. are 3. am 4. are 5. are 6. are 7. were 8. were

Activity 27: 1. I was near the homemade jams. 2. We were all really hungry. 3. You were ready for some food. 4. Mom was in the vegetable section. 5. My favorite vegetables are spinach and carrots. 6. They are now in our grocery cart.

Activity 28: A. 1. **is** resting 2. **was** racing 3. **is** moving 4. **are** enjoying 5. **were** laughing 6. **am** petting B. 7. has been 8. was 9. was 10. have been 11. is 12. are

Activity 29: A. 1. have found 2. has brought 3. have waited 4. has carried 5. have left 6. has slowed B. 7. has 8. have 9. has 10. have

Activity 30: A. 1. can cause 2. Can deal 3. can earn 4. can restore 5. Can come 6. can make 7. Can call 8. can work B. 9. P 10. A 11. W 12. P

Activity 31: A. 1. could predict 2. could stay 3. could help 4. could distract 5. could do 6. could concentrate 7. could work B. 8. P 9. PT 10. PT 11. P 12. P

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Activity 32: A. 1. enjoy 2. blew 3. saw; had 4. asked 5. will have B. 6.–8. Answers will vary. Check that students use the correct verb tense.

Activity 33: A. 1. detailed map 2. fresh vegetables 3. ripe fruit 4. Tempting watermelons 5. yummy snacks 6. heavy cart B. 7. long; it 8. impatient; She 9. kind; he 10. delicious; they 11. expired; it 12. careful; She

Activity 34: 1. bigger; biggest 2. longer; longest 3. rarer; rarest 4. tamer; tamest 5. friendlier; friendliest 6. prettier; prettiest 7. gladder; gladdest 8. cozier; coziest

Activity 35: 1. rockiest 2. gustier 3. flatter 4. nicest 5. friendliest 6. fresh 7. heavier 8. lighter

Activity 36: 1. Nick drew a large yellow building. 2. A small angry dog stood in front. 3. correct 4. In the distance were low purple hills. 5. The sky was a deep blue color. 6. correct

Activity 37: A. 1. shines; brightly 2. float; overhead 3. buzz; busily 4. feels; today 5. rest; comfortably 6. singing; inside B. 7. here; where 8. carefully; how 9. Soon; when 10. Suddenly; when 11. vainly; how 12. uncontrollably; how

Activity 38: 1. more quickly; most quickly 2. faster; fastest 3. more eagerly; most eagerly 4. later; latest 5. deeper; deepest 6. more softly; most softly 7. more oddly; most oddly 8. more quietly; most quietly 9. closer; closest 10. more boldly; most boldly

Activity 39: 1. louder; comparative 2. most clearly; superlative 3. slower; comparative 4. smoothest; superlative 5. sooner; comparative 6. higher; comparative

Activity 40: A. 1. good 2. well 3. good 4. well 5. well 6. good B. 7. spot 8. dinner 9. slept 10. story 11. remember

Activity 41: A. 1. any 2. any 3. ever 4. any 5. anything 6. anybody B. 7. I didn't want to hear any more barking. 8. The dog wouldn't stop. 9. We didn't want the noise.

Activity 42: A. 1.–4. Answers will vary. Check that students order the adjectives correctly. B. 5. quickly; ran 6. quietly; sat 7. gently; pushed 8. patiently; waited

Activity 43: 1. through the window 2. on the sidewalk 3. to him 4. at his bicycle 5. With a smile 6. down the street 7. around the neighborhood 8. near the cleaner's and the drugstore 9. along the park's edge 10. at some benches 11. into his backpack 12. for them

Activity 44: A. 1. through the **night** 2. around the **barn** 3. From the **doorway** 4. By **morning** 5. to the **barn** 6. near the **barn** 7. at **it** B. 8.–11. Answers will vary. Check that students use prepositions correctly.

Activity 45: 1. over 2. across; toward 3. under 4. before 5. behind 6. out 7. from 8. until 9. between

Activity 46: A. 1. Julie of the Wolves 2. Fantastic Mr. Fox 3. Tales of a Fourth Grade Nothing 4. A Lion to Guard Us 5. Bridge to Terabithia B. 6. The Sign of the Beaver is by Elizabeth George Speare. 7. Jerry Spinelli wrote Maniac Magee. 8. James and the Giant Peach is a book by Roald Dahl. 9. J. K. Rowling wrote Harry Potter and the Sorcerer's Stone.

Activity 47: 1. For breakfast, Eddie ate eggs, bacon, and toast. 2. After eating, he left the table, went upstairs, and brushed his teeth. 3. He put his books, notebook, pens, and pencils into his backpack. 4. Eddie went downstairs, walked to the kitchen, and grabbed his lunch bag. 5. Inside the bag were a sandwich, an apple, and some pretzels. 6. At the bus stop, he waited with James, Alice, William, and Chris.

Activity 48: 1. "Where is the lizard now?" asked Tammy. 2. Josie said, "I saw it go behind the file cabinet." 3. "We'll never find it," whined Sam. 4. Mr. Bailey said, "Let's calm down and look carefully." 5. "How did it get out anyway?" asked Randy. 6. "I don't want it climbing on me!" exclaimed Kris with a shiver. 7. "It's more scared of us than we are of it," said Earl. 8. "There it is!" shouted Tammy, as the lizard scooted across the floor. 9. "I wish it would go outside," sighed Josie. 10. "I think it will now," Kris said. "It's over by the door."

Activity 49: 1. "I'll go see," said Pedro walking to the door. 2. Mr. Barry asked, "Is your father home?" 3. Pedro replied, "I'll go get him." 4. "My two sons and I just moved in next door," explained Mr. Barry. 5. "Welcome to the neighborhood," Dad said, shaking Mr. Barry's hand.

Activity 50: A. 1. Abraham Lincoln was born in Hodgenville, Kentucky. 2. Theodore Roosevelt grew up in New York, New York. 3. The hometown of Dwight D. Eisenhower was Denison, Texas. 4. John F. Kennedy was born in Brookline, Massachusetts. 5. The birthplace of Barack Obama is Honolulu, Hawaii. B. 6. Questions will vary. Check that students use commas correctly.

Activity 51: 1. there 2. their 3. they're 4. they're 5. their 6. there 7. they're 8. Their B. 9.–11. Sentences will vary. Check that students use the tricky words correctly.

Activity 52: A. 1. to 2. too 3. two 4. to 5. too 6. to 7. two 8. to B. 9.–11. Sentences will vary. Check that students use the tricky words correctly.

Activity 53: 1.–10. Check that students write a correct meaning. 1. unusual 2. midnight 3. preschool 4. rewrite 5. preview 6. untrue 7. reelect 8. unlock 9. Midwest 10. rerun

Activity 54: A. 1.–5. Check that students write a correct meaning. 1. bumpy 2. gentleness 3. careless 4. profitable 5. softness B. 6. kindness 7. defenseless 8. grumpy 9. awareness 10. changeable

Activity 55: 1. fearless 2. midway 3. politeness 4. unfasten 5. thirsty 6. review 7. comfortable 8. preorder

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