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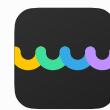
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WRITING



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Missoula, MT

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You already know how to read, speak, and write English. So what else do you need to learn?

GRAMMAR WORKSHOP

The Grammar Workshop is about how words can go together to create meaningful sentences and help you read, write, and communicate more effectively. When you learn grammar, you learn that words in English can be combined in many different parts. These parts include subjects, verbs, adjectives, and prepositional phrases, which can be put together correctly.

Knowing grammar will help you to become a better reader, writer, and speaker. You will learn how to combine words well both orally and in writing. Grammar also helps you to express your ideas more clearly. Learning grammar will be easier if you follow some simple rules and practice them again and again.

WHAT IS GRAMMAR?

Grammar Workshop is designed to teach you the rules of English and to give you knowledge of practical English grammar. It is called a "Workshop" because it is a place where you can learn grammar while you do grammar. In other words, you have to learn reading and writing.

WHAT ARE THE RULES?

Now it's time to get started! Have fun, learn these rules—and grammar!

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gs
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Forage and pasture management

Averaging time series over space and time is called *spatio-temporal averaging*.

ment

ment





Lesson 10 The Surprise Wedding

→ Each group of words in Column A and each group of words in Column B can be joined together to form a sentence. Write the letter of the word that should be joined to the word in Column A to form a sentence.

The following words are from the story. You can use them to help you.

→ You can also use other words from the story to help you.

- | | | |
|-----------------------------|----------------------------------|----------------------|
| 1. A shepherd boy | a. wanted to see | f. |
| 2. The hours | b. matched his sheep | e wolf. |
| 3. Some excitement | c. watched his sheep in | d field. |
| 4. The boy | d. passed very slowly | e interesting. |
| 5. All the people from town | e. would make the day | g. |
| 6. A | f. scolded the boy for his | h silly trick. |
| 7. The | g. really did anything | i keep the next day. |
| 8. A wolf | h. were heard in the town again. | j. |
| 9. The boy's shorts | i. came to help him | k. |
| 10. Nowhere | j. found no wolf in the | l field. |



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complete
ins with a

complete the story.

1. A crow could not reach the water because a pitcher of water was in the pitcher. The situation

2. A very thirsty crow

say a pitcher of water was in the pitcher.

ble

3. Only a little water

say a pitcher of water was in the pitcher.

able

4. Thirsty

say a pitcher of water was in the pitcher.

to the pitcher.

5. Then

say a pitcher of water was in the pitcher.

able

6.

say a pitcher of water was in the pitcher.

med hopeless.

dropped a pebble into the pitcher. The water rose slowly to the top of the pitcher. The crow drank the water and flew away.

The level of the water



7. A bright idea

say a pitcher of water was in the pitcher.

able

8. More pebbles

say a pitcher of water was in the pitcher.

able

9. Then the clever crow

say a pitcher of water was in the pitcher.

of the pitcher.

able



up to 5 words in each fragment to make a sentence. Write the sentence on the line. Remember to capitalize the first word in the sentence.

1. likes to read books

2. every morning

3. worked hard all summer

4. the book is new

5. played a game on the computer

6. chased the cat from a tree

7. A silly old goose

8. could not swim in the water

9. walked away from the gold coins

10. the wild animals



Statements and questions are two kinds of sentences.

A statement tells something.

A statement ends with a period (.)

It can also end with a question mark (?) or an exclamation point (!).

A question asks something.

A question ends with a question mark (?)

It can also end with a period (.) or an exclamation point (!).

Every sentence begins with a capital letter.

What is a statement?

It is a sentence that makes a fact known in the sentence.

It can either make a statement or ask something.

It can also end with a question mark (?)

1. The bald eagle is our national bird.

tells something
asks something

statement

2. It is often listed in record books.

tells something
asks something

3. Can you guess who?

tells something
asks something

4. Is it the world's largest bird?

tells something
asks something

5. Does it lay the most eggs?

tells something
asks something





1. The nest can be eight feet wide.

tell something
ask something

2. The nest can weigh up to 4000 pounds.

tell something
ask something

3. There's just one thing I'd like to know.

tell something
ask something

4. How does the nest stay in a tree?

tell something
ask something

5. Add a period (.) to end each statement. Add a question mark (?) to end each question.

1. Have you ever heard of Olive Oyl?

tell something
ask something

2. Olive Oyl is the name of a cartoon character.

tell something
ask something

3. Olive Oyl is also the name of a dog.

tell something
ask something

4. She belongs to a police dog trainer.

tell something
ask something

5. She makes the Oyl sound.

tell something
ask something

6. She has a special talent.

tell something
ask something

7. Olive Oyl likes to jump rope with

tell something
ask something

8. Her record is 63 jumps a minute.

tell something
ask something

9. Can you break this record?

tell something
ask something

10. Do you know a dog that jumps faster than

tell something
ask something

ol jumping rope



What do you know about koalas? You can find out more about them by reading the text below. Then answer the questions in the box.

Frequently Asked Questions About Koalas

- Q: Are koalas bears?
A: Koalas are not bears. They look like bears but they are related to kangaroos.
- Q: Where can you find koalas?
A: Koalas live in Australia. You can find them in eastern Australia.
- Q: What do koalas do during the day?
A: Koalas sleep all day.
- Q: What do koalas do at night?
A: Koalas move around and eat at night.
- Q: What do koalas eat?
A: Koalas eat leaves from trees.
- Q: Which animal record does the koala hold?
A: The koala is the world's sleepiest animal! It sleeps from 18 to 20 hours each day.
- Q: Did you fix eight mistakes with capital letters and end marks?
A: _____

a period.
question mark.

Proofreading Marks

- ✓ Add
- ▷ Period
- ✗ Take out
- ☰ Capital letter
- ՚ Small letter



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statement and a question about each animal. Then, write what you know about the animal. Finally, write what you would like to ask about the animal.

w. In your
r question,



1. Statement:

Question:

2. Statement:

Question:

3. Statement:

Question:

4. Statement:

□ Does each statement and question begin with a capital letter?

□ Does each statement end with a period?

□ Does each question end with a question mark?





Commands and exclamations are also kinds of sentences.

- a. A command tells someone to do something.
- b. A command ends with a period.
- c. An exclamation shows strong feeling.
- d. An exclamation ends with an exclamation mark (!).

Every sentence begins with a capital letter.

Read each sentence. Circle command if the sentence tells someone to do something. Circle exclamation if the sentence shows strong feeling.

- 1. Make sure you bike helmet fits properly. *command*
- 2. Ride on the right-hand side of the trail. *command*
- 3. What a busy street this is! *exclamation*
- 4. Please walk your bike across the street. *command*
- 5. Always pass other bikers on the left. *exclamation*
- 6. Watch for people crossing the road. *command*
- 7. I can't believe how fast you're pedaling! *exclamation*



exclamation
exclamation
exclamation
exclamation
exclamation
exclamation
exclamation
exclamation



It needs an exclamation mark at the end of each sentence.

command

exclamation

10. That was a really great ride! Add a period(.) to end each command. Add an exclamation mark (!) to end each exclamation. The dot in red will help you.

1. Please come with us to the Bicycle Museum of America. _____ (command)
2. What an amazing collection of old bicycles we see here! _____ (exclamation)
3. Take a look at this bicycle from 1870. _____ (command)
4. Wow, the wheels are made of wood! _____ (exclamation)
5. It's interesting. _____ (exclamation)
6. Read the label on this bicycle. _____ (command)
7. The first bicycle that Americans invented was called the Columbia. _____ (command)
8. What a funny idea you would have had! _____ (exclamation)
9. Look at the Columbia Expert bicycle from 1893. _____ (command)
10. Notice the big front wheel on these old bikes. _____ (command)
11. Wow, they must be so heavy! _____ (exclamation)
12. I can't believe how bicycles have changed over the years! _____ (exclamation)





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Want to make mistakes? It's part of learning. If you make mistakes, it's good to learn from them. You can do better next time. Mistakes are part of life. They help us grow.

Come to the Greenfield Bicycle Day on August 8!

Be sure to bring your bicycle.
Plan to stay all day.

You can take part in exciting bike races.
You can learn how to fix your bicycle.
You can see amazing stunt shows.
You will have a great time with friends.
You will see the most beautiful cycling bikes.
Visit www.bikefestival.com.

There is something
for everyone.

Did you fix eight mistakes with capital letters
and end marks?

period.

with an

Proofreading Marks

- ✓ Add
- Period
- ✗ Take out
- ☰ Capital letter
- ☰ Small letter





Read each situation below. Write a sentence with an exclamation mark you might say in each situation. The first one is done for you.

1. Some people are walking ahead of you on a bike trail. They don't hear you coming up behind them.

You say _____

2. You are riding with some friends. One friend isn't wearing a helmet.

You say _____

3. You hit a home run during a softball game.

You say _____

4. You want your parents to watch you swim across the pool.

You say _____

5. You want your friends to be quiet for the opening song before a ball game.

You say _____

6. You are afraid you are going to be late for the swimming game.

You say _____

7. You want your friends to meet you at a certain time to go swimming.

You say _____

8. You and your friends reach the top of a high hill after a long hike.

You say _____

9. You are swimming in a lake with your family.

You say _____

10. You are swimming in a lake with your family.

You say _____



A sentence contains at least one complete thought or two thoughts. The subject is the part that tells whom or what the sentence is about. The subject can be one word or more than one word.

Read each sentence. Ask yourself whom or what the sentence is about. Then write the subject on the line.

1. Many animals live in Africa.

2. Some animals are painted on the walls.

3. Hunters painted them inside caves.

4. Their amazing drawings show animals.

5. The Romans liked mosaics, too.

6. Their wall paintings showed great heroes.

7. One class has seen several murals.

8. Our hall has a colorful mural.

9. The library mural shows people and books.

10. Other buildings have murals on outside walls.





With UPDF, you can complete the activities faster and easier than ever before. It's the first and easiest way to learn English.

1. **What do you like about your school?** The tall trees, the green grass, the flowers, the playground, the school walls.

Murals

Books

Each class

The last place

the schoolyard.

Shoppers

Students

for the murals.

My uncle

Other spaces

the popular choices

The cost of paint

The idea of sports

also got many votes.

The tall trees

My homework

to the winning class or my class.

Some parents

the murals

on Saturday.

Two reasons

the murals

are also helping the students.

A store

A coloring book

has given us paints and brushes.

Another example

Every student

will paint part of a mural.

The best mural

Only one color

will win a prize.



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My class
the teacher
Puffy clouds

Three dolphins
The boat paper
A lighthouse

or what

Three dolphins
The boat paper
A lighthouse

d a sea mural.

It was fifteen feet long.

A boat floated in the sky.

Dolphins swam at the bottom of the water.

A lighthouse stood on the distant shore.

The teacher was very happy with the dolphins.

The dolphins have big curves.

Clouds were painted across the sea.

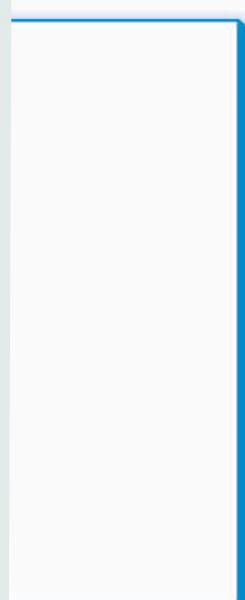
The teacher was very proud of our finished mural.

We wrote a short story about our mural!





It's a good idea that you might point some words out in your writing sentences to determine what they mean. Underline the subject of each sentence you write. Check a dictionary if you need help spelling a word.



- Does each sentence have a subject?
- Does each subject tell whom or what the sentence is about?



A simple sentence has two parts. The subject is one part of a sentence. The other part is the predicate. The predicate tells what the subject does or is. The predicate can be one word or more than one word.

The subject of a sentence is usually a noun. A noun is a person, place, thing, or idea.

The predicate usually follows the subject of a sentence.

Read each sentence. Ask yourself what the subject does or is. Then find the predicate. Then write the predicate on the line.

1. Spring begins in March.
2. The sun is hot in summer.
3. Some April showers fall.
4. The ocean tides are ebbing.
5. Pretty tulips bloom in the spring.
6. The meadow grass is bright green.
7. Wooly bunnies make nests in the grass.
8. Baseball teams play in the park.





it needs in the garden.

To do what work feels best now?

Match a subject in Column A with a predicate in Column B to make a sentence. Write the letter of the predicate you choose on the line. The first one is done for you.

A

1. Summertime

B

a. keep us cool in the heat.

2. Our school

b. wear shorts.

3. The town swimming pool

c. cook on the barbecue.

4. Fourth of July fireworks

d. light up the night in the sky.

5. The temperature

e. become late for school.

6. Vacation

f. make big 100 dollar bills today!

7. Airconditioners

g. catch on July 4th.

8. Camping

h. marks the end of summer.

9. The beach

i. closes for over six months.

10. Labor Day

j. is fun on a hot day.





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the subject

- | | |
|-------------------------|------------------------|
| blow in the wind | practice on the field |
| keep people warm | have a teacher |
| begin in late September | show off in the fields |
| begin in October | eat turkey |
| by winter | gather around |

1. Autumn

_____.

2. Fallen leaves

_____.

3. Football

_____.

4. Football players

_____.

5. Wool sweater

_____.

6. The wild geese

_____.

7. Pumpkins

_____.

8. Sunsets

_____.

9. Thanksgiving Day dinner

_____.

10. Winter

_____.





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but each month of winter. Write the sentence.

Something you might do in each month. Then write the predicate in each sentence you write. Check a dictionary if you need help spelling a word.

December

January

February

- 1. I like to go sledding in December.
- 2. I like to go skating in January.
- 3. I like to go snowshoeing in February.



Two sentences can be joined to make one long sentence.

The sentences can be joined to form a compound sentence. Joining sentences in this way will make your writing smoother and clearer. The word and or but can be used to join the sentences.

Join the following pairs of sentences using and or but.

1. I like to go to the movies.
I like to eat popcorn.

2. I like to go to the movies.
I like to drink soda.

3. I like to go to the movies.
I like to sit in the front row.

4. I like to go to the movies.
I like to sit in the back row.

5. I like to go to the movies.
I like to sit in the middle row.

6. I like to go to the movies.
I like to sit in the last row.

7. I like to go to the movies.
I like to sit in the first row.

8. I like to go to the movies.
I like to sit in the second row.

9. I like to go to the movies.
I like to sit in the third row.

10. I like to go to the movies.
I like to sit in the fourth row.

11. I like to go to the movies.
I like to sit in the fifth row.

12. I like to go to the movies.
I like to sit in the sixth row.

13. I like to go to the movies.
I like to sit in the seventh row.

14. I like to go to the movies.
I like to sit in the eighth row.

15. I like to go to the movies.
I like to sit in the ninth row.

16. I like to go to the movies.
I like to sit in the tenth row.

17. I like to go to the movies.
I like to sit in the eleventh row.

18. I like to go to the movies.
I like to sit in the twelfth row.

19. I like to go to the movies.
I like to sit in the thirteenth row.

20. I like to go to the movies.
I like to sit in the fourteenth row.

21. I like to go to the movies.
I like to sit in the fifteenth row.

22. I like to go to the movies.
I like to sit in the sixteenth row.

23. I like to go to the movies.
I like to sit in the seventeenth row.

24. I like to go to the movies.
I like to sit in the eighteenth row.

25. I like to go to the movies.
I like to sit in the nineteenth row.

26. I like to go to the movies.
I like to sit in the twentieth row.

27. I like to go to the movies.
I like to sit in the twenty-first row.

28. I like to go to the movies.
I like to sit in the twenty-second row.

29. I like to go to the movies.
I like to sit in the twenty-third row.

30. I like to go to the movies.
I like to sit in the twenty-fourth row.

31. I like to go to the movies.
I like to sit in the twenty-fifth row.

32. I like to go to the movies.
I like to sit in the twenty-sixth row.

33. I like to go to the movies.
I like to sit in the twenty-seventh row.

34. I like to go to the movies.
I like to sit in the twenty-eighth row.

35. I like to go to the movies.
I like to sit in the twenty-ninth row.

36. I like to go to the movies.
I like to sit in the thirty-first row.

37. I like to go to the movies.
I like to sit in the thirty-second row.

38. I like to go to the movies.
I like to sit in the thirty-third row.

39. I like to go to the movies.
I like to sit in the thirty-fourth row.

40. I like to go to the movies.
I like to sit in the thirty-fifth row.

41. I like to go to the movies.
I like to sit in the thirty-sixth row.

42. I like to go to the movies.
I like to sit in the thirty-seventh row.

43. I like to go to the movies.
I like to sit in the thirty-eighth row.

44. I like to go to the movies.
I like to sit in the thirty-ninth row.

45. I like to go to the movies.
I like to sit in the forty-first row.

46. I like to go to the movies.
I like to sit in the forty-second row.

47. I like to go to the movies.
I like to sit in the forty-third row.

48. I like to go to the movies.
I like to sit in the forty-fourth row.

49. I like to go to the movies.
I like to sit in the forty-fifth row.

50. I like to go to the movies.
I like to sit in the forty-sixth row.

51. I like to go to the movies.
I like to sit in the forty-seventh row.

52. I like to go to the movies.
I like to sit in the forty-eighth row.

53. I like to go to the movies.
I like to sit in the forty-ninth row.

54. I like to go to the movies.
I like to sit in the fifty-first row.

55. I like to go to the movies.
I like to sit in the fifty-second row.

56. I like to go to the movies.
I like to sit in the fifty-third row.

57. I like to go to the movies.
I like to sit in the fifty-fourth row.

58. I like to go to the movies.
I like to sit in the fifty-fifth row.

59. I like to go to the movies.
I like to sit in the fifty-sixth row.

60. I like to go to the movies.
I like to sit in the fifty-seventh row.

61. I like to go to the movies.
I like to sit in the fifty-eighth row.

62. I like to go to the movies.
I like to sit in the fifty-ninth row.

63. I like to go to the movies.
I like to sit in the sixty-first row.

64. I like to go to the movies.
I like to sit in the sixty-second row.

65. I like to go to the movies.
I like to sit in the sixty-third row.

66. I like to go to the movies.
I like to sit in the sixty-fourth row.

67. I like to go to the movies.
I like to sit in the sixty-fifth row.

68. I like to go to the movies.
I like to sit in the sixty-sixth row.

69. I like to go to the movies.
I like to sit in the sixty-seventh row.

70. I like to go to the movies.
I like to sit in the sixty-eighth row.

71. I like to go to the movies.
I like to sit in the sixty-ninth row.

72. I like to go to the movies.
I like to sit in the seventy-first row.

73. I like to go to the movies.
I like to sit in the seventy-second row.

74. I like to go to the movies.
I like to sit in the seventy-third row.

75. I like to go to the movies.
I like to sit in the seventy-fourth row.

76. I like to go to the movies.
I like to sit in the seventy-fifth row.

77. I like to go to the movies.
I like to sit in the seventy-sixth row.

78. I like to go to the movies.
I like to sit in the seventy-seventh row.

79. I like to go to the movies.
I like to sit in the seventy-eighth row.

80. I like to go to the movies.
I like to sit in the seventy-ninth row.

81. I like to go to the movies.
I like to sit in the eighty-first row.

82. I like to go to the movies.
I like to sit in the eighty-second row.

83. I like to go to the movies.
I like to sit in the eighty-third row.

84. I like to go to the movies.
I like to sit in the eighty-fourth row.

85. I like to go to the movies.
I like to sit in the eighty-fifth row.

86. I like to go to the movies.
I like to sit in the eighty-sixth row.

87. I like to go to the movies.
I like to sit in the eighty-seventh row.

88. I like to go to the movies.
I like to sit in the eighty-eighth row.

89. I like to go to the movies.
I like to sit in the eighty-ninth row.

90. I like to go to the movies.
I like to sit in the ninety-first row.

91. I like to go to the movies.
I like to sit in the ninety-second row.

92. I like to go to the movies.
I like to sit in the ninety-third row.

93. I like to go to the movies.
I like to sit in the ninety-fourth row.

94. I like to go to the movies.
I like to sit in the ninety-fifth row.

95. I like to go to the movies.
I like to sit in the ninety-sixth row.

96. I like to go to the movies.
I like to sit in the ninety-seventh row.

97. I like to go to the movies.
I like to sit in the ninety-eighth row.

98. I like to go to the movies.
I like to sit in the ninety-ninth row.



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and the audience quiets down, it's compound.

9. The coming movie was very cool, exciting, compound.

10. One movie began to play at last, compound.

not a compound

not a compound

not a compound

- Underline the two related sentences in each compound sentence.
- Underline the coordinating conjunction that joins them. If the sentence is not a compound sentence, write not a compound.

1. A spaceship lands on Earth, and space creatures get out.
2. The creatures are scary-looking, but I'm not afraid of them.
3. The movie starts off slowly, but it gets really exciting.
4. The main character is a young alien he named Mark.
5. He tries to warn people about the space creatures.
6. The movie has an exciting ending, but I won't give it away.
7. I loved the movie, and I want to see it again.
8. The movie just opened this week, and I think it will run for a long time.





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join two
pound
joes

The first movie was shown in 1895. Early movies were very simple but people still liked them. One movie just showed a waterfall. And another showed a band of people in a street.

People at that time the movies were real. One early movie showed the ocean and people in the theater jumped out of the way. They thought they would get wet.

Early movie theaters were mostly shows and you had to pay. They were called nickelodeons and they charged five cents. The movies had no sound. But a piano player played music.

The year their company was a 1900 movie. This film was only 1 minute long but it was an important movie. It was the first movie to tell a story.

Did you find mistakes in the compound sentences?

Proofreading Marks

- ✓ Add
- Period
- ✗ Take out
- ☰ Capital letter
- ☰ Small letter



The sentences below tell about a famous story. Use the words *but* or *and* to join them. Remember to put a comma before the joining word. The first one is done for you.

1. Pinocchio was made in 1940. It is still popular today. **y. (but)**

The movie *Pinocchio* was made in 1940, but it is still popular today.

2. Pinocchio wants to be a real boy. He wants to be like his father.

Pinocchio wants to be a real boy, so he wants to be like his father.

3. Jiminy Cricket is Pinocchio's friend. He gives Pinocchio good advice. **(and)**

Jiminy Cricket is Pinocchio's friend, so he gives Pinocchio good advice.

4. Pinocchio won't listen to Jiminy. He gets into a lot of trouble. **. (and)**

Pinocchio won't listen to Jiminy, so he gets into a lot of trouble.

5. A whole bunch of puppets. The puppet master turns them into a donkey. **(and)**

A whole bunch of puppets, so the puppet master turns them into a donkey.

6. Pinocchio becomes brave and kind. The movie has a happy ending. **(and)**

Pinocchio becomes brave and kind, so the movie has a happy ending.



You have learned that a compound sentence is formed by joining two related ideas with the word and or but.

A complex sentence also has two related ideas. The related ideas are joined by a subordinating conjunction.

Look at the sentence below. The two related ideas are underlined.

The subordinating conjunction after joins the two related ideas.

After the sun goes down, it gets dark.

The following subordinating conjunctions are often used to connect related ideas:

- a. after
- b. because
- c. before
- d. if
- e. since

Notice that when the first idea in the sentence begins with a subordinating conjunction, a comma follows that idea.

After the sun goes down, it gets dark.

Read each sentence. Circle complex if the sentence is made up of two related ideas joined by a subordinating conjunction.

Circle not complex if it is not a complex sentence.

1. sometimes we can see the moon during the day. *complex*
2. The moon looks bright because light from the sun bounces off it. *not complex*
3. I like to go to the beach in summer. *not complex*



not complex

not complex



the moon after the sun sets. complex

6. The moon circles Earth in about twenty-seven days.

7. We can see the different phases of the moon when it circles Earth.

8. Astronauts walk about the moon's surface and they say "lander" there.

9. Astronauts did not want the landers to sink into the moon's rocky surface.

10. Twelve astronauts walked on the moon between 1969 and 1972.

11. Before the astronauts returned to Earth, they gathered samples of moon rocks and soil.

12. Read each complex sentence. Underline the subordinating conjunctions. Then write them on the line.

1. Although scientists have traveled to the moon, some have never been there yet.

2. They bring many tools from the land on the planet.

3. Humans cannot walk there until they can protect themselves from the sun's harmful rays.

4. Astronauts became interested in talking about exploring Mars after they saw the movie "The Martian".

5. They think that the rivers and lakes on Mars disappeared after its atmosphere changed.

6. Mars is often called the red planet because it is covered with red dust and rocks.

not complex

tion



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your
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formed by
you with a
connection.

1. After I got through school, I wanted to learn more about space exploration before I went to college.
2. I went to space camp _____ I wanted to learn more about space exploration.
3. I learned about Mars. I decided to become an astronaut.
4. I took a class in college to teach me about space. It took four years to get my degree.
5. I learned about aircrafts. You can become an astronaut if you train long and hard.
6. Training begins _____ you have learned about aircrafts.
7. You can become an astronaut if you pass the physical fitness test. Astronauts must be healthy.
8. Astronauts can travel on space missions. They can perform tasks where there is no gravity.
9. Learning another language is helpful. Astronauts will work with scientists from all over the world.
10. _____ not every scientist becomes an astronaut. Some work for NASA in other ways.





Complete sentences by adding a relative clause. Put *before* or *after* the first word in the sentence on the line. Remember to put a comma after the first word if the sentence starts with a relative pronoun. You can use a dictionary to help you spell words.

1. because the planets are so shiny

2. after the sun sets

3. until we see the full moon

4. although it looks like there are lakes on the moon

5. because there is no gravity in space

When someone you are speaking to asks you a question, you might answer using a sentence fragment that starts with a subordinating conjunction.

For example, if someone asks you, "What's your favorite color?" you might answer, "Because I like blue."

When you write a report or complete a school assignment, however, you should use complete sentences.

When I was a child, I liked to play outside. I enjoyed climbing trees and jumping over rocks. I also liked to play with my dog, Max. He was a golden retriever.

- Does each sentence have correct capitalization?
- Are words spelled correctly?
- Does each complete sentence have a subordinating conjunction that joins two ideas?





Run-on Sentences

A run-on sentence is two complete sentences that run together.

Two complete sentences are two sentences that:

- begin with a capital letter

You can correct a run-on sentence by writing it as two sentences. Use a period after the first sentence. Begin the second sentence with a capital letter.

Example: I like to fly kites. I like to go to the beach.

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

Example: I like to fly kites and go to the beach.

Read each group of words. Decide if it is a correctly written sentence. If it is not, fix the run-on sentence.

1. The Japanese have flown kites for 1400 years.
t *run-on*

2. Kites are more than a fun sport in Japan they are works of art.
t *run-on*

3. Artists paint the kites their paintings have special meaning.
t *run-on*

4. A kite might show a great hero.
t *run-on*

5. Some kites are shaped like birds but others are shaped like dragons or fish.
t *run-on*

6. Japanese kites come in all sizes and many are colorful.
t *run-on*





- ① Kite flying is a sport that originated in China over 2,000 years ago.
② Kite flying is a sport that originated in China over 2,000 years ago.
③ Kite flying is a sport that originated in China over 2,000 years ago.
④ Kite flying is a sport that originated in China over 2,000 years ago.
⑤ Kite flying is a sport that originated in China over 2,000 years ago.

ect *run-on*
ect *run-on*
ect *run-on*
ect *run-on*
ect *run-on*

→ Write each run-on sentence correctly. Use and or but if you need to joining the run-on compound sentences.

to

1. A glider is a plane without an engine that moves air keeps it up.

up.

2. An airplane pulls a glider into the sky when the plane lets go of the glider.

3. Gliders have thin bodies and wings these bodies and wings can catch airflows.

4. Glider flights can last for hours there is time to enjoy the view.

N.

5. A hang glider looks like a big kite. It is a special kind of kite.



Proofreading Marks

- ↖ Add
- ⌚ Period
- ✓ Take out
- ☰ Capital letter
- ↙ Small letter



First to Fly

Orville and Wilbur Wright wanted to fly. They built kites they flew gliders. They also read books about flight.

The two brothers built the Flyer in 1903. It was the world's first airplane with a motor. The Wrights even built the motor themselves.

The Flyer wings were 40 feet long. The plane weighed 750 pounds. It cost less than \$1,000 to build.

Orville and Wilbur went to Kitty Hawk in North Carolina for their first flight. Everything was ready. Orville took off first. The Flyer lifted 10 feet into the air. The Wright brothers made three more flights that day. The longest flight lasted 50 seconds, and it lasted 55 seconds. Soon the brothers were building bigger airplanes. They knew that would change the world.

The Wright brothers made three more flights that day. The longest flight lasted 50 seconds, and it lasted 55 seconds. Soon the brothers were building bigger airplanes. They knew that would change the world.

Did you fix the seven fun sentences?



You are in a hot air balloon. You look around you and see houses, trees, and other things and places in your town. Describe how you think some of these things and places might look from the balloon.



- Did you check that each sentence expresses a complete thought?
- Did you write any run-on sentences?



Sentences (pp. 8–9) Read each group of words. Write a sentence if it expresses a complete thought. Write fragment if it does not.

1. The only animals with feathers.
2. All birds have wings.
3. Have beautiful colors and sweet songs.

Statements and Questions (pp. 12–15) Add a period (.) or a question mark (?) at the end of each sentence. Write statement or question to tell what kind of sentence it is.

4. What is a bird?
5. It lives in the forest.
6. Brown feathers cover its body.

Commands and Exclamations (pp. 16–19) Read each sentence. Then underline the command or the exclamation.

7. Listen to the singing of the birds.
8. What an amazing sound!
9. Watch a dove under the water.

Simple Sentences: Subjects (pp. 20–23) Underline the subject of each sentence.

10. Many birds move their wings very quickly.
11. The movement produces sound.
12. Hummingbirds beat their wings 80 times a second.



14. Hawks eat mice and other pests.

15. Hummingbirds are bird food, too.

Compound Sentences (pp. 28-31) Read each sentence.

Write compound if it is a compound sentence. Write not a

compound if it is not a compound sentence.

16. Penguins are birds but they cannot fly.

17. Otters swim fast and they depend on fish for food.

18. Thick wings act as flippers in the chilly water.

Complex Sentences (pp. 32-35) Read each sentence. Write

complex if it is a complex sentence. Write not complex if it is

a simple sentence.

19. A yellow throat is the shape of a patch.

20. The bird will make its nest higher when it has more babies.

21. Pelicans can swallow the pelican most often in the pouch.

Run-on Sentences (pp. 36-39) Read each group of words.

If the sentence is a correctly written sentence, write run-on.

If it is a run-on sentence,

22. The ostrich is the largest bird it can grow to 9 feet tall.

23. Some ostriches can live to be 30 years old.

24. The ostrich cannot fly it is the fastest bird on land.



Read the text below. There are mistakes in the use of sentence punctuation marks. Underline them.

The family adopted a dog named Lucy over the summer. Lucy had run away from an animal shelter and someone had to bring her home. What made us choose Lucy?

The big brown dog had curly hair and

Lucy had curly hair. Lucy had curly hair outside

and inside the house. Lucy had curly hair.

Lucy had curly hair. Lucy had curly hair.

the

Proofreading Marks

^	Add
○	Period
↙	Take out
≡	Capital letter
/	Small letter

the

throw

gave a

leaving.

me. I

: bus.

or a

'hat

augh.

home.



What happens when the narrator gets home? Use details from the text on page 42. Include sensory details in your story. Use the Writing Process Handbook on page 10 to help you plan what you are going to write. You can then print and draw your work.

Did you

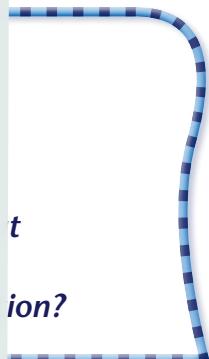
1) describe what the narrator will do after school?

2) include details from the text on page 42 in your story?

3) use a variety of sentences in your story?

4) revise and edit your writing to show what you learned about sentences?

5) proofread for correct spelling, capitalization, and punctuation?



Discuss: Think about a person you have or would like to have.

What would you like them to do for you? Why?

What is this person's job? Use a variety of sentences to talk about your ideas.



Lesson 10: Nouns

What is a noun?

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

Types of nouns

Common nouns

These nouns name common things.

Example: boy, girl, book, chair, house, etc.

Proper nouns

These nouns name specific people, places, or things.

Example: John, Mary, New York, Canada, etc.

Abstract nouns

These nouns name ideas such as love, kindness, and courage.

Example: love, happiness, courage, etc.

Concrete nouns

These nouns name things you can touch and see.

Example: book, chair, table, etc.

Countable nouns

These nouns name things you can count.

Example: one, two, three, four, etc.

Uncountable nouns

These nouns name things you cannot count.

Example: water, sand, flour, etc.

Plural nouns

These nouns name more than one person, place, or thing.

Example: boys, girls, books, houses, etc.

Singular nouns

These nouns name one person, place, or thing.

Irregular nouns

These nouns do not follow the regular rules of singular and plural forms.



t



person



1. How much gold was there?

2. Who got married to the king's father?

3. A dangerous giant was sleeping in the castle.

4. How does this story end?

5. Find the noun or nouns in each sentence. Write the noun or nouns on the lines.

1. A prince had a round ball.

2. A rooster must stay behind.

3. Her beauty is enchanting.

4. Beautiful chess pieces appear.

5. Slippers made of glass are on her feet.

6. A simple home it is indeed.

7. They'll arrive at the palace with joy.

8. The house was quiet by the evening darkness.

9. The girl didn't sleep in the bathroom.

10. A surprise gift is near the door.

11. The girl sadly returns to her home.

12. How does this poem end?



daughter. Rivers had gold
happiness and love. In
palace she was the greatest

1. A powerful _____ ruled over a rich land.
2. His subjects were full of riches, but this king wanted _____ more.
3. A _____ started the king an unusual wish one day.
4. Everything the king touched would turn into solid _____.
5. He could touch the _____ in his garden and it would turn to gold.
6. He grew angry because his son, who turned to gold, too.
7. Then the king's son _____ to the king and spoke to him.
8. This _____ made the king realize the child was precious.
9. The father gave the young girl a ring.
10. The girl became a handmaid to the king.
11. The king learned that she alone could nothing _____.
12. He washed away his golden touch in a _____.



- Read the story in dark print with a friend and then answer the questions below. The first one has been done for you.
1. A bird called from a tree.
-
2. The flowers were blooming.
-
3. A young girl wanted to wash her hair yesterday.
-
4. The girl lived in the same place as her relative.
-
5. The girl was wearing a bright red thing on her head.
-
6. The girl carried a straw box over her arm.
-
7. Some delicious food was inside.
-
8. A friendly worker in the forest waved to the girl.
-
9. A hungry animal also watched her pass.
-



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

It can be used with any other noun.

A proper noun names a specific person, place, or thing. It may be one or more words.

It can be used only with itself.

Proper nouns begin with capital letters.

Common nouns do not.

Common nouns are often plural.

Proper nouns are always singular.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

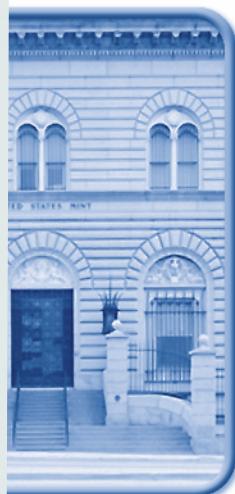
Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.

Proper nouns are always capitalized.

Common nouns are not capitalized.



States Mint
coins are made



Match each common noun in Column A with a proper noun

in Column B. Write the letter of the proper noun on the line.

The first one is done for you.

A

B

1. country

a. Lake Erie

2. planet

b. Thanksgiving

3. invention

c. May

4. state

d. Thomas Edison

5. holiday

e. Mexico



3. Read each sentence. Write common if the noun is **dark print**,
or common noun. Write proper if it is a **proper noun**.

1. Our money shows famous people and buildings from history.
2. Andrew Jackson appears on our twenty-dollar bill.
3. The back of this bill shows the White House.
4. Other countries show many different pictures.
5. An American elephant is on some money in India.
6. A flag from Norway shows a map of the North Pole.
7. The coat of an Alaskan Eskimo child is on a bill.
8. Brazil shows a sea turtle in the ocean.
9. A leopard is on some bills from South Africa.
10. Most countries put bills in all the colors of the rainbow.





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Common nouns are the names of people, places, things, and ideas. Proper nouns are the names of specific people, places, things, and ideas. In the box below, underline the common nouns and circle the proper nouns.

The sun is a common noun. The sun is a proper noun.

Apple is a common noun. The apple is a proper noun.

Water is a common noun. The water is a proper noun.

Cloud is a common noun. The cloud is a proper noun.

Tree is a common noun. The tree is a proper noun.

Chair is a common noun. The chair is a proper noun.

Table is a common noun. The table is a proper noun.

House is a common noun. The house is a proper noun.

Car is a common noun. The car is a proper noun.

Boat is a common noun. The boat is a proper noun.

Bridge is a common noun. The bridge is a proper noun.

Mountain is a common noun. The mountain is a proper noun.

Forest is a common noun. The forest is a proper noun.

Rock is a common noun. The rock is a proper noun.

Cloud is a common noun. The cloud is a proper noun.

Tree is a common noun. The tree is a proper noun.

Chair is a common noun. The chair is a proper noun.

Table is a common noun. The table is a proper noun.

House is a common noun. The house is a proper noun.

h capital
do not.

Proofreading Marks

- \ Add
-) Period
- (Take out
- = Capital letter
- / Small letter





Some other things families people places or things you can do to help design a bill of rights for your community. You may want to add some of your own ideas. You could even draw them in the box below. Then write them in more complete sentences in the box above.

Your bill of rights should be written in full sentences.

a

S.

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a

a

Did you begin your nouns with capital letters?

Did you use capital letters and end marks correctly?

For example:



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In the subject of a sentence, the noun or pronoun in the sentence is called the **subject**. The main word in the subject is often a noun.

In each sentence below, the noun in the subject is in dark print.
Underline the noun in the subject.

1. A very popular sport began in 1891.
2. The clever inventor was James Naismith.
3. This coach needed an indoor ball game for his players.

4. The young man nailed his baskets to the gym walls.

5. Nine players were on each team.

6. The new game had no boundaries at first.

7. Only one person scored a goal in the first game.

8. Small crowds gathered to watch the new game.





Lesson 10. Basketball night game

1. Many children like the exciting sport today.

→ Draw a line between the subject and predicate in each sentence.

→ Then write the noun in the subject. The first one is done for you.

1. Another popular game started in the 1990s.
game
2. Many children enjoyed "Indoor tennis" after dinner.
tennis
3. Childhoods must be filled with great memories.
memories
4. The court was the dining room table.
dining room table
5. Old cork served as balls.
balls
6. The paddles were cardboard boxes.
paddles
7. A company made an indoor tennis kit later.
company
8. Different inventors developed tetherball and paddles.
inventors
9. Many places called the game Ping-Pong.
Ping-Pong
10. The new activity spread around the world.
world
11. It got an official name of the game.
official name
12. The hobby became a sport.
hobby



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He tells whom about. A noun in the subject.

1d
1er





These two sentences have the same predicate.
They both end with “go home.”

You can combine the sentences by joining the subjects.

The subject of each sentence above is a noun. Use and to join the nouns.

Two nouns joined together make one subject.

Each pair of sentences below has the same predicate. Combine the

nouns in the subject of each sentence to form one sentence.

1. Friends get out of their cars. Families get out of their cars.

2. Friends get out of their cars. Families get out of their cars.

3. Players are ready. Coaches are ready.

4. Cheers shake the gym. Shouts shake the gym.

5. The jumps are amazing! The shots are amazing!

6. Players are excited. Fans are excited.

7. Minutes tick away. Seconds tick away.

Now... Go back to the sentences you wrote.

Underline the two nouns in each subject.



singular and plural nouns

A singular noun names one person, place, or thing.

A plural noun names more than one person, place, or thing.
There are two ways to make nouns plural:

→ Add s to form the plural of most singular nouns.

→ Add es to nouns ending in ch, sh, ss, x, z, or o.

→ Add es to form the plural of nouns ending in ch, sh, ss, x, z, or o.

→ Add es to nouns ending in y.

Some nouns end in a consonant and y. To make these nouns plural, change the y to i and add es.

→ Add es to nouns ending in y.

→ Write singular or plural to tell about the noun in dark print.

→ Color the nouns singular, also write the plural of the noun.

The first one is done for you.

1. a piece of fruit

singular, fruits

2. one green vegetable

3. a bag of groceries

4. a bunch of grapes

5. one jar of jelly

6. one bushel





A. Write special words.

B. A brown bear.

C. A bowl of peaches.

D. Write the noun in () that correctly completes each sentence.

1. The farmer has a busy (farm, farmall).

2. People in cars and (buses, bus) stop to buy our fresh fruits and vegetables.

3. One (farmer, family) wants fresh corn, family families.

4. A green bean grows on the vine (vine, bushes).

5. The (cucumber, cabbages) grow faster than the other vegetables.

6. Last day there were two (bunch, bunches) of them.

7. I eat (strawberries, strawberries) on most fine mornings.

8. The (peach, peach) get ripe in July.

9. The (cherries, cherries) are bigger than ever.

10. Many (pumpkin, pumpkins) grow in September.





sh, or x
g -es.
sonant
changing

shoe bee berry branch
sheep baby fish glass
cuppy pony press rooty

1. These little juicy fruits can be blue or black.
2. Apple and peach come from these things.
3. They grow vegetables you eat underground.
4. These birds wake up people on a farm.
5. These farm animals are fun to ride.
6. These tools squeeze apples into汁.
7. You drink fresh juice in these things.
8. These tools chop wood.
9. These insects make honey.
10. These little fish swim in the pond.
11. You can serve fruits and vegetables on these things.
12. You can pick these to put in a vase.

berries



You went to a park this afternoon. Describe the things you saw there and what food you ate. What fun games were played and what funny things happened? Draw and write about each item below. Then use some of them in your sentence.

1. batch

5. bunny

2. bacon

6. dress

3. pony

7. pie

4. sandwich

8. wish

Did you draw a picture?

Did you spell each word both correctly?

Did you use capital letters and end marks correctly?

Did you use punctuation correctly?



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Some nouns have irregular plurals. These nouns do not follow the regular plural rules. In most cases, there is a spelling change in the plural form.

In a few cases, the plural noun is the same as the singular noun.

Example: **sheep** (singular and plural)

Example: **deer** (singular and plural)

Example: **fish** (singular and plural)

Example: **sheep** (singular and plural)

Example: **deer** (singular and plural)

Example: **fish** (singular and plural)

Example: **sheep** (singular and plural)

Example: **deer** (singular and plural)

Example: **fish** (singular and plural)

Example: **sheep** (singular and plural)

Example: **deer** (singular and plural)

Example: **fish** (singular and plural)

Example: **sheep** (singular and plural)

Example: **deer** (singular and plural)

Example: **fish** (singular and plural)

a tooth

a tail

a man



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3. woman

4. man

5. sheep

6. Complete the following lines with the plural of each noun.
7. A dark path. The last letter is done for you.

1. The black ~~book~~ books are ~~pricey~~ ~~expensive~~ for men.

but the plural of fan is ~~fan~~ ~~fans~~ never ~~fan~~.

2. You may see a small mouse or a family of ~~mice~~ ~~mouse~~,
but the plural of house is ~~house~~ ~~houses~~ not ~~house~~.

3. The bird is a goose, and two are called ~~goose~~ ~~geese~~.
but the plural of mouse is ~~mouse~~ ~~mice~~ never ~~mouse~~.

4. I have one left foot, and I stand on two ~~feet~~ ~~feet~~.
but the plural of boot is ~~boot~~ ~~boots~~ and not ~~boot~~.

5. The plural of tooth is ~~tooth~~ ~~teeth~~.
but the plural of tooth is ~~tooth~~ ~~teeth~~ never ~~tooth~~.

6. The single moon goes over a cloud ~~s~~ ~~s~~.
but the plural of sheep is ~~sheep~~ ~~sheep~~ never ~~sheep~~.

7. He single hoof beats as a plow ~~s~~ ~~s~~ ~~s~~ ~~s~~ ~~s~~.
but the plural of deer is ~~deer~~ ~~deers~~ from ~~deer~~.





do not
the matches
books in the box.

The Town and the Fox

An old fox once saw two boys chasing geese
through his den. Catching them, he asked one
showed his big teeth.

"I will go," the child said. "And you will pay
back your kindness someday."

"How can you ever pay me back?" the boy
laughed, but let them go in the end.

Now the fox sometimes hunted deer in the forest.
More often, however, he went after the chickens from the
village; the men who lived there didn't like him.
So they set a trap for the fox.

One day the fox made heard a loud crashing. The sound
had come from his shelter and was framed. Right away
the men went to work. With their sharp tools, they cleared
through the net before long, the fox was free.

Did you notice the spelling of eight
irregular plural nouns?



Proofreading Marks

- Add
- Period
- ✓ Take out
- ≡ Capital letter
- ↙ Small letter





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You can draw some of the irregular shapes you see on page 60. You can write about the things that people and animals do. You can also write about silly things that they might do.

Irregular shapes are not perfect shapes. They have curved sides or corners that are not straight.

Irregular shapes are found all around us. Look around your classroom. What irregular shapes do you see?

Irregular shapes are not perfect shapes. They have curved sides or corners that are not straight.

Irregular shapes are found all around us. Look around your classroom. What irregular shapes do you see?

Irregular shapes are not perfect shapes. They have curved sides or corners that are not straight.





A possessive noun shows who or what owns or
has something.

To make a singular noun possessive, add an apostrophe and an 's'.

Max's hat
the dog's collar
the cat's tail

To make a plural noun possessive, add an apostrophe and an 's'.

the children's book
the girls' hair

To make a plural noun that ends in -s possessive,
add only an apostrophe.

the horses' manes
the mice's tails

The word that describes the noun is called a
possessive adjective.

The first letter of the possessive form of the noun, The first one
is capitalized.

1. the honey that Max owns Max's honey plural
2. the hamster the girls have the girls' hamster plural
3. the cage of the bat the bat's cage singular plural
4. the tunnel of the badger the badger's tunnel singular plural
5. the hole of the mouse the mouse's hole singular plural
6. the web of the spider the spider's web singular plural



Max's



- woodblocks similar plind
- By the time of the bees similar plind
- On the nest of the sparrow similar plind
- To the mound of the termites similar plind

Write the possessive form of the noun in () that correctly completes each sentence.

1. Beavers build their lodges on a quiet riverbank.
2. The large entrances on underwater lodges.
3. A high wall makes the nest as high in a tree as much.
4. The height protects the squirrel from many enemies.
5. Large underground homes are called warrens. (rabbits)
6. Rabbits do not return to their old nests after they have been born.
7. Rabbits need shelter from the sun and protection from predators.
8. These deep snow banks are dens made by deep snow banks.
9. Baby koalas live in their mothers' pouches.
10. The baby trees will be much stronger.





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and the first
and last words
of sentences.
The first word
of each sentence
is capitalized.
The last word
of each sentence
has a period.

The field trip our class took to Johnson Park was a great success! We found the homes of many animals there.

We saw a rabbit, a squirrel, a deer, a fox, a bear, and a raccoon.

A robin was nest building in a tall tree. Thick branches hidden high in the nest. Some were nests were hanging in the same tree.

A mother squirrel was building a nest in a maple tree.

The babies were born from four families of squirrels.

We saw a woodpecker pecking the bark of many trees. Woodpeckers do a lot of damage to trees.

The children

had fun playing in the park. They ran around and played games.

After we ate our lunch, we went home.

Everyone had a good time at the park.

Did you notice eight possessive nouns?

is who
something.

Proofreading Marks

- Add
- Period
- ✓ Take out
- = Capital letter
- / Small letter





Write a list of words using 3 possible adjectives to describe what you might see, hear, feel or smell in a park or forest. The first one is done for you.

1. the leaves of the trees

the trees have shiny green leaves

2. the heat of the sun

the sun is very hot

3. the wings of the butterflies

the butterflies have colorful wings

4. the chirping of the birds

the birds are singing

5. the sound of the wind

the wind is blowing

6. the color of the water

the water is blue

7. the smell of the flowers

the flowers smell nice

8. the beauty of the sunset

the sunset is very beautiful

Did you spell the possible nouns correctly?

Did you use capital letters and end marks correctly?

Did you use punctuation correctly?



Sounds like Adjective? Find the noun or nouns in each sentence.
Write the noun or nouns on the line.

1. Many children play hopscotch.
2. Many people can join in.
3. Hopscotch is popular, too.
4. It is so hard to play these games.
5. Do your friends jump with ropes?

Common and Proper Nouns (pp. 43–51) Read each sentence. Write common nouns in light print and proper nouns in dark print.

6. Soldiers in ancient Rome played hopscotch.
7. The Romans spread the game throughout Europe.
8. Children always played hopscotch on a sidewalk.
9. Players hop over the squares on one leg.
10. People still play it in Vietnam.

Nouns in the Subject (pp. 52–55) Read each sentence. Then look at the subject in dark print. Write the noun in the subject.

1. Some marbles are over 500 years old.
2. These stones were popular in ancient Egypt.
3. The round balls are very popular now.
4. Many different games use marbles.
5. The winning player keeps the marbles.



GRAMMAR PRACTICE

17. Different games of tag have different rules.
18. There were two thousand participants.
19. Trees and bushes come in handy in hide-and-seek.
20. Some jump rope rhymes are hundreds of years old.

Irregular Plural Nouns (pp. 60–63) Read each sentence. Write the plural in each noun in it.

21. Mrs. Johnson enjoys playing board games.
22. Please one foot in front of each other two feet in front of you.
23. A four-chances-a-player is a popular game.
24. In a game of jacks, the user small bones or shells.
25. In a game hide-and-seek, it is a chasing motion.

Possessive Nouns (pp. 64–67) Read each sentence. Write the possessive form of the nouns in it.

26. My friend's favorite game is football.
27. We play in Jason's backyard.
28. I kicked the ball over the back fence.
29. The players' positions stands.
30. Each method for both sides are different for kickball.



Read the text below. There are 15 mistakes in the list of nouns. Can you find them all? Write the correct nouns in the box.

The sun had just come up over the ocean. It was still very early in the morning. The water was cold, but the sun was warming it up. The beach was quiet, except for the sound of waves crashing against the rocks. The sky was clear and blue. The air was fresh and salty. The beach was perfect for a morning walk. The sun was rising higher in the sky, and the temperature was getting warmer. The beach was becoming more crowded. People were starting to arrive, and the sound of their voices could be heard over the waves. The beach was a great place to start the day.

The next stop was a village with lots of houses. In one house, a woman who was selling fish. This was Sam's mother. She was cooking breakfast for her family. The sun was shining brightly now, and the sky was clear. The beach was crowded with people. Some were walking along the shore, while others were sitting on the sand. A man was sitting on a bench, reading a book. He looked up and saw Sam approaching him. "Hello, Sam," he said. "What are you doing here?" "I'm here to help my mom with the cooking," Sam replied. "She's making breakfast for us. I want to help her." "That's nice," the man said. "It's good to help your parents. They work hard for us. You're a good boy, Sam."

Sam's mom was in the kitchen, stirring a pot of soup. She turned around and saw Sam standing behind her. "Sam, you're here!" she said, smiling. "What are you doing here?" "I'm here to help you with the cooking," Sam replied. "You work hard, and I want to help you. I can wash the dishes and help you with the vegetables."

Proofreading Marks

- ^ Add
- Period
- ~~ Take out
- ≡ Capital letter
- / Small letter

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What happens when Sora, the twins, and Papai go to the supermarket? Describe what Sora and her family will do at the supermarket. Use the words and sentences from the story to help you write your story.

When you are finished writing your draft, then proofread your writing.

1. Write sentences that tell what happens when Sora, the twins, and Papai go to the supermarket.

2. Add details from the text on page 79 in your story.

3. Write sentences that tell what happens first, next, and last.

4. Rewrite and edit your writing to show what you learned.

5. Check your writing for correct spelling, capitalization, and punctuation.

home?

t nouns?

on?

Discuss: What are some things you might see in a supermarket? What are some things you might buy at the supermarket? Explain. Use a variety of tools to talk about your ideas.



Lesson 10 Action Verbs

- a. An action verb is a word that tells what someone or something does.
- b. Action verbs can be simple or compound.
- c. They can be transitive or intransitive.
- d. Every sentence has a verb. The verb is the main word in the predicate. The verb tells what the subject does.

Read each sentence. Then look at the predicate in dark print. Underline the action verb.

1. Trees grow almost everywhere.
2. Many trees live for hundreds of years.
3. A tall tree shades our house and street.
4. A young tree adds beauty to our yard.
5. Farmers pick fruit and nuts from trees.
6. Mills make lumber and paper from trees.





1. A squirrel runs among the trees.

2. A monkey climbs under the tree.

3. Birds and animals build homes in trees.

4. Squirrels run along tree branches.

5. Draw a line between the subject and predicate of each sentence.

6. Then write the action verb. The first one is done for you.

1. Sun flows to a tree's trunk in early spring.

flows

2. The sun spreads to all the branches.

3. Birds grow on the branches.

4. The green leaves last from the fall.

5. The leaves make food for the tree.

6. The tree takes water and sunlight.

7. The leaves grow back in the summer days.

8. Trees lose water through their leaves.

9. Sun warms the tree to move more.

10. The green leaves turn yellow, red, and orange.

11. All the leaves fall to the ground by winter.

12. Snow covers bare branches with soft beauty.



Two sentences have the same subject.

Join the sentences by joining the subjects.

You can combine the sentences by joining the verbs in the predicates.

Use and to join the verbs.

Use or to join the verbs.

Each pair of sentences below has the same subject.

Combine the verbs in the predicate of each sentence to form one sentence.

1. Peter sits under a tree. Peter reads under a tree.



2. Susan writes under a tree. Susan reads under a tree.

3. John builds a birdhouse. Tom hangs a birdhouse.

4. Birds find seeds in the house. Birds eat seeds in the house.

5. Norm picks peaches from the trees. Norm sells peaches from the trees.

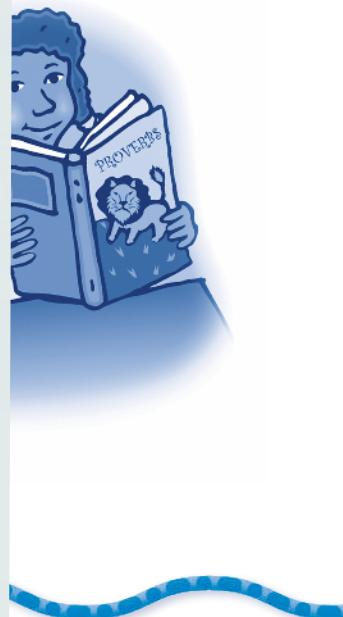
6. Some branches break in the storm. Some branches fall in the storm.

Go back to each sentence you wrote.
Underline the two verbs in the predicate.



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Idioms

9. All good things _____ to an end, come comes.

10. Clouds _____ before a storm. Weather gathers.

→ Write the present tense of the verb in () to correctly complete each sentence.

1. Good fences _____ good neighbors. (make)

2. Great minds _____ think alike. (think)

3. History _____ repeats itself. (repeat)

4. The longest trip _____ with one step. (begin)

5. You need _____ time than one week. (more)

6. Bad works _____ than their tools. (harm)

7. Even little rain _____ drops. (make)

8. Even pictures _____ a story with. (tell)

9. Still water _____ deep from. (run)

10. Actions _____ louder than words. (speak)

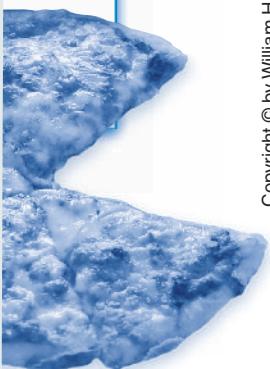


Room 278
List of Proverbs
1. The more you know, the less you understand.
2. You can't teach an old dog new tricks.
3. Great minds agree with my ideas.
4. And showers always bring sun.
5. Two heads complete homework faster than one.
6. The ball stopped rolling game at the last
catching moment.
7. Small amounts add up to a lot.
8. Good things come to those who wait.
9. The best child gets the attention.
10. Don't judge a book by its cover.

st agree
ject of

Proofreading Marks

- ✓ Add
- Period
- ✗ Take out
- ☰ Capital letter
- ⤒ Small letter





The verb is dark print with a more descriptive meaning than the subject. Write the verb in the sentence. The first one is done for you.

1. The twins go to soccer practice on a bus.

The twins ride to soccer practice on a bus.

2. The team members go around the field to warm up.

3. Tom moves for the ball during the practice.

4. The ball moves toward the goal.

5. The goalie moves for the ball but he misses it.

6. The coach says "Good job!"

7. Tom's friends say, "How did you do that?"

8. Tom says, "Practice makes perfect."

b.



More Present-Tense Verbs

A present-tense verb must match or agree with the noun in the subject of the sentence.

Follow these rules to make the verb agree:

a. For verbs that end in -o, -ch, or -sh:

When the noun in the subject is singular, add -es.

When the noun is plural, add -s.

b. For verbs that end in a consonant and y:

When the noun in the subject is singular, change y to i and add -es.

When the noun is plural, add -s.

c. For verbs that end in a vowel and y:

When the noun in the subject is singular, change y to i and add -es.

When the noun is plural, add -s.

d. When the verb in (c) that correctly completes each sentence:

1. People gather all their trash together this weekend.

2. The mayor is about all the trash because it's messy (messy)

3. The city is on just one kind of trash collection system.

4. The trash pile is getting higher and higher (higher)



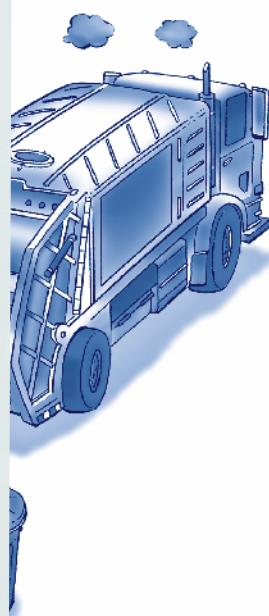


the garbage truck and ...)

5. Workers _____ the trash at the landfill (empty boxes, matches)
6. The expert _____ the trash at the landfill (old clothes)
7. A bulldozer _____ more trash at the landfill (heavy vehicles)
8. The driver _____ the truck to the landfill (drives around)
9. People _____ the trash at the landfill (young, working)

3. Write the present tense of the verb in () to correctly complete each sentence.

1. Each year there _____ a new problem that ...
2. The government _____ people about recycling trash.
3. The other day I _____ special garbage cans.
4. I think that _____ many plastic bags.
5. You know _____ these materials to make paper.
6. The factory _____ plastic bottles to new products.
7. The other people _____ a lot now about the high problem income.
8. The solution _____ the people to help.





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the words in the sentence. Then read the sentence again and correct them. Use the proofreading marks in the box.

st agree
ject of

More Proofreading Examples

Dana washed old clothes for leftovers.

Tyrell carry his own canvas bags to the supermarket.

Terri pass her old clothes to her younger brother.

Jean mixed junk mail with newspapers for recycling.

Wayne polish the furniture with soap.

Richard church books to recycle.

Lee's dad is broken today.

Maria writes on both sides of a piece of paper.

Jean catch water drops in her hands.

Did you fix six verbs that do not agree with their subjects?



Proofreading Marks

- \ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter





sentences that tell about the ways people can reuse and recycle the materials in your box. Use verbs in your sentences. Be sure that the verb agrees with the subject. You can use some of the words in the box.

bottle - can - car
cigarette butt - paper
newspaper - patch - polish



Write a brief report to give your opinion about recycling. Use a good idea from your box.

- Did you need to verbs in your sentences about recycling?
- Did you use alliteration for spelling verbs?



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

It can be used to talk about the past or the present.

Follow these rules to form the past tense:

→ Add -ed to most verbs.

→ Add -ed.

→ For verbs that end in e, drop the e and add -ed.

→ Add -ed.

→ For verbs that end in a consonant and y, change the y to i and add -ed.

→ Add -ed.

→ For most verbs that end in one vowel followed by one consonant, double the consonant and add -ed.

→ Add -ed.

→ Add -ed.

→ Add -ed.

→ Write the past tense of each verb.

1. play

6. drop

2. come

7. hum

3. hop

8. learn

4. play

9. smile

5. want

10. worry





1. The statue of Liberty was built in the United States in 1886.

2. A ship carrying immigrants from Europe arrived in New York Harbor in 1892.

3. The statue of Liberty welcomes immigrants from foreign countries. (greet)

4. Lady Liberty's right arm holds a strong, feelings-filled torch.

5. A bright lamp illuminates the statue from her torch at night.

6. Many immigrants from Europe arrived in New York in the early 1900s because they wanted to work there.

7. The statue is located at the Statue of Liberty National Monument on Liberty Island.

8. More immigrants came to the United States from Europe than from other countries.

9. Some immigrants came to the United States for happiness, freedom, and opportunity.

10. Many immigrants came to the United States for a better future.

11. Americans welcomed immigrants at the bottom of the statue in 1886.

12. This poem describes how people in America welcomed immigrants.





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from the
spelling
marks
you used
in your
writing and
marking up
the
proofreading marks in the box.

when

Dear Mom,

The family showed off their island and we learned about the Great Barrier Reef. It's time to look out from Dad and the elevators we looked at the ship out in the harbor.

We watched as the stars in the crown I counted 17 stars on the way up. I studied the wall of the bridge and copied the main name and the three smaller names in places. The view from the deck really moved me I wished this trip would never end.

Yours,

John

Proofreading Marks

- Add
- Period
- Take out
- Capital letter
- Small letter



Dear friend or relative, Tell about the last time you traveled. Tell me what you saw. This can help others place me. Be sure to use past tense verbs in your sentences.

Dear _____,

Yours,



- Did you use past tense verbs in your sentence?
- Did you follow the rules for spelling past tense verbs?



A verb in a simple sentence tells about an action that is going to happen. The word will to form the future tense.

The verb in a simple sentence is:

- The present, past and future tenses are simple tenses. They tell about action that happens now in the present, in the past and in the future.

Simple sentences can be made by adding a subject and a verb to a simple sentence frame.

Simple sentence frame: *S + V + O*

Read each sentence. What present, past or future is told the tense? Write it in the blank. The first one is done for you.

1. I borrowed a book about planets from the library yesterday.

past

2. I started the next chapter early this morning.

3. I will learn many interesting facts from the book.

4. A spacecraft from our country visited another planet.

5. I think and read from the beginning rings around Saturn.

6. Many three moons circle Jupiter.

7. I will read until lunchtime.

8. My dad calls me for lunch now.

9. I will tell him some facts about the planets.

10. I will read more of my book this afternoon.





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What do you think about the future of our world?
Write down your ideas.

1. People will live longer than 100 years.

2. Everyday life will become very different in 2050.

3. People fly through the air on flying boards.

4. We travel tunnels (underground) from city to city.

5. We can get clean energy from the stars.

6. Computers look like giant computers.

7. Our pens give beams of light instead of ink.

8. Our teachers appear on large computers.

9. Many children attend space camps in summer.

10. Young people move to other planets at age 21.

11. Countries solve their problems in peaceful ways.



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number of pages

time. Look for

the instances and correct them using the

proofreading marks in the box.

- Automobiles will run less than horses.
- Refrigerators keep food fresh with wind and air.
- Someone will build a building 100 stories high.
- People cobble their homes with mud brick.
- All my traffic travels below or high above the ground.
- Loud noise will disappear from large cities.
- Doctors looked deep inside the patient's body. Daytime light allowed the doctors to do this.
- People listened to stories over their telephones.
- Airlines will deliver mail to people's houses.

in the



Proofreading Marks

- Add
- Period
- ✓ Take out
- ☰ Capital letter
- ☰ Small letter





What do you think life will be like in 150 years? Write a sentence about what you think might happen. Be sure to use a verb in the future tense in your sentence. Check a dictionary if you need help spelling a new word.

*idea
in each
word.*

School

People's Houses

Neighborhoods

Sports

Jobs

Trees

- 1. Draw a picture to go with each sentence.
- 2. Draw a picture with a verb in each sentence.



A linking verb does not show action. A linking verb tells what someone or something is.

Example: I am a teacher.

The verb *am* is a linking verb.

The verb *be* is a common linking verb. It has different forms. Use the form that agrees with the subject of the sentence.

Example: I am a teacher.

The verb *am* is a linking verb.

Example: I am a teacher.

The verb *am* is a linking verb.

Example: I am a teacher.

The verb *am* is a linking verb.

Example: I am a teacher.

The verb *am* is a linking verb.

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The verb *am* is a linking verb.

Example: I am a teacher.

The verb *am* is a linking verb.

Example: I am a teacher.

The verb *am* is a linking verb.





an elephant costume.

- 7. John is painting the elephant's head.
- 8. They were in a tiger costume last year.
- 9. One of the robot costumes was a garage car.
- 10. We are such clever costume makers.

11. Underline the linking verb in (a) that correctly completes each sentence.

12. Write present or past to tell the tense of the verb.

1. I am (be) at the foot of the party.

2. I am (be) at a show.

3. The clown costume is (be) very colorful.

4. My friend (was/were) the lion.

5. I was (be) in a costume today.

6. The girls (was/were) very beautiful.

7. Their masks (is, are) off now.

8. The tiger (was, were) in the elephant costume.

9. Jack (was, were) the back of the elephant.

10. The party (had, has) a big party.

11. The costumes (was, were) very funny.

12. The party (was, were) a big success.



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be
ject of

Dear Grandma and Grandpa,

This picture is of me in my dinosaur costume. I love dinosaurs and I wore a T-rex for a costume party. Mom was happy to make the costume for me. Well, at least she was willing to help me with it.

The costume are mainly cardboard. The tail alone are six feet long. I covered the cardboard with spray foam. It is all bumpy. Dinosaur was bards after all. Finally, I painted the costume green and red. The dinosaurs in books is always gray and brown but I like my dinosaur to be more colorful than that. Anyways, it was fun for a party.

I had a lot of fun as a dinosaur!

Liam

Fish

Did you fix seven linking verbs?



Proofreading Marks

- ‘ Add
- Period
- ✓ Take out
- ≡ Capital letter
- ‘ Small letter

Handwriting practice lines





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Picture of yourself in costume. It can be a costume that you have or it can be one that you would like to make someday.

Write about your costume. Tell what it is and what it is made from. Tell why you like it. Use linking verbs in some of your sentences.

- 1 Did you use linking verbs in some of your sentences?
- 2 Did you use the correct form of the linking verb?



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rbs

A sentence can have more than one verb.
These verbs are called main verbs.

She is swimming.
is the main verb.

The most important word is the main verb.

In the sentence above, *is swimming* is the main verb.

The helping verb helps the main verb tell about the action. It comes before the main verb in the sentence above. It is the helping verb.

The verbs *am*, *is*, *are*, *were*, *has*, *have*,

had, and *will* are common helping verbs.

Underline the helping verb in each sentence.

1. I am swimming.

2. He has finished his work.

3. We will return.

4. I am running.

5. She was swimming.

6. I had answered the question.

7. They will sing.

8. She is swimming under the helping verb. Draw two lines

under the main verb.

9. I am swimming.

10. She will return.

11. They were swimming.

12. I have finished my work.

13. She will answer the question.

14. I am swimming.

15. They will sing.





1. I am writing a story.

2. Maria is painting a beautiful landscape.

3. She had written the story yesterday.

4. I had watched her for a long time.

5. She is adding clouds to the sky now.

6. I will paint the horizon.

7. Some actors have presented a play.

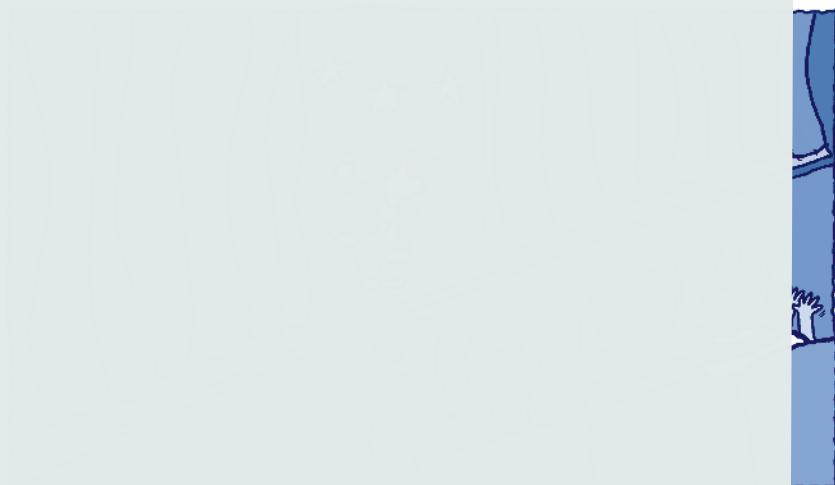
8. The stage curtain has closed now.

9. The audience was cheering loudly.

10. Some people are clapping still.

11. The children were practicing earlier.

12. She will perform next.





Verb tense
Past tense
Present tense
Future tense
Present continuous
Past continuous
Future continuous

main verb

ing
ying
d

1. The dance _____ at last.
2. Two dancers _____ the butterflies.
3. The audience _____ their grandmothers.
4. Now some people _____ by the pool.
5. Soon a well-known poet _____ almost there.
6. I _____ to the piano to listen to his poem.
7. A musician _____ a trumpet ten minutes ago.
8. Some of the musicians _____ too.
9. The lead singer _____ a beautiful gown.
10. The concert _____ with a bang.
11. This concert will _____ a great success.
12. I _____ to go to a music festival again next year.



Read each sentence below. Underline each verb in each sentence.

Then underline the helping verb and the main verb. The first one is done for you.

1. What picture have you painted lately?

I have painted a picture of Lake Cedar in winter.

2. What colors have you used?

3. What sport has your class learned?

4. How many weeks have the students practiced soccer?

5. What kinds of books are you reading these days?

6. Who is reading the longest book?

7. What have you borrowed from the library?

8. Who is planning a school concert?

- Did you answer each question with a complete sentence?
- Did you use a helping verb and a main verb in each sentence?



The verbs *am*, *is*, and *are* are helping verbs. They help the main verb tell about an action in the past. Be sure to use a helping verb that agrees with the subject of the sentence.

→ Use *is* with a singular noun in the subject and with he, she, or it.

→ Use *are* with plural nouns in the subject and with you, we, or they.

→ Use *has* with a plural noun in the subject and with I, you, we, or they.

→ Use *had* with a singular or plural noun in the subject and with I, you, we, or they.

→ Use *is* with a singular noun in the subject and with he, she, or it.

→ Use *are* with plural nouns in the subject and with you, we, or they.

→ Use *has* with a plural noun in the subject and with I, you, we, or they.

→ Use *had* with a singular noun in the subject and with I, you, we, or they.

→ Use *is* with a singular noun in the subject and with he, she, or it.

→ Use *are* with plural nouns in the subject and with you, we, or they.

→ Use *has* with a plural noun in the subject and with I, you, we, or they.

→ Use *had* with a singular noun in the subject and with I, you, we, or they.

→ Use *is* with a singular noun in the subject and with he, she, or it.

→ Use *are* with plural nouns in the subject and with you, we, or they.

→ Use *has* with a plural noun in the subject and with I, you, we, or they.

→ Use *had* with a singular noun in the subject and with I, you, we, or they.



no

no

no

no

no

no

no



and a game for hours by flashlight.

no

8. I have completed a puzzle with 500 pieces.

no

9. The lights has turned on again.

no

10. The storm have ended.

no

Now draw a line under the helping verb in () that correctly completes each sentence.

1. The children (has/have) learned about the dry forest.

2. Forest workers (has/have) worked about fires.

3. The lightning (has/have) sparked a fire.

4. A wind (has/had) started to blow.

5. The fire (has/have) spread over

the forest.

6. Many firefighters (has/have) reached

the forest.

7. A helicopter (has/have) dumped water

on the fire.

8. All these efforts (has/have) stopped

the fire.

9. I (has/have) watched all this on

television.

10. My brother (has/have) admired the

brave firemen.



the beginning of a sentence or after a verb, and
they are used to show that
the mistakes can be fixed
by adding more to them.

A girl named Dorothy lives in a farm in Kansas.
The wind from over the ocean has picked up
Dorothy and her dog Toto. The storm has dropped
them in the land of Oz.

Dorothy wants to return home. She has traveled
on a yellow brick road to Emerald City, Kansas. The
Man, and Lion she talked with Dorothy. Dorothy
has wished for a Wizard. The Man has watched a book
she has needed courage. They has looked for help in
Emerald City.

Dorothy puts together the heels of her red slippers.
She have returned safely to Kansas!

Did you make seven helping
verbs agree with their subjects?

ave, and
subject

Proofreading Marks

- ↖ Add
- ↗ Period
- ↙ Take out
- ≡ Capital letter
- ՚ Small letter





You experienced a powerful storm. Write a short story about the storm. Use the helping verbs has, have, and had. Then, underline each main verb in your sentence. Did you use the correct form of each verb? Did you make mistakes with punctuation?

Did you underline each main verb correctly?

❑ Did you use has, have, or had with main verbs in some of your sentences?

❑ Did you check if the helping verb agrees with the subject of the sentence?



Irregular verbs do not follow this rule.

Instead they have special spellings in the past tense.

Their spellings may also change when they are used

with the have or has

form of the verb.

Irregular verbs are often called

“irregular” because they don’t follow a pattern.

There are many irregular verbs. Here are six of them:

1. go → went → gone → going

2. come → came → come → coming

3. run → ran → run → running

4. swim → swam → swim → swimming

5. eat → ate → eat → eating

6. drink → drank → drink → drinking

7. sleep → slept → sleep → sleeping

8. write → wrote → write → writing

9. read → read → read → reading

10. see → saw → see → seeing

11. hear → heard → hear → hearing

12. smell → smelled → smell → smelling

13. taste → tasted → taste → tasting

14. feel → felt → feel → feeling

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

1. We have / went gone to an amazing race in Boston.

2. Runners had / come come from all over the world.

3. Some people have / ran run the 26-mile race many times.

4. Others have / run run the race yesterday.

5. Many runners today are even running home the race.





rough water for the miners.

7. What has been added to the race route?
- The race has been taken off the route for over 100 years.
 - The excitement has been brought to many crowds.
 - Race days winning time the race in 1 hour and 20 minutes.

8. Write the correct past form of the verb in italics to complete each sentence.

- In 1925, sled dogs _____ a different kind of race in Alaska. (run)
- The dogs _____ all the way from Anchorage to Nome. (travel)
- They _____ medicine to stop a serious illness. (bring)
- The dogs' team _____ many days to complete the race. (take)
- Along the way, the dogs _____ fish and meat. (eat)
- The lead dog _____ down in history books. (put)
- Since 1925, people have _____ to Alaska. (travel)
- The dogs' team _____ the same route as the famous 1925 race. (take)
- The dogs' team _____ through blizzards and very cold temperatures. (travel)
- The dogs' team _____ much excitement to Alaska. (bring)



the lead dog



Irregular verbs change their spelling when they change tense. Some irregular verbs change their past tense form by adding -ed or -d. Other irregular verbs change their past tense form by changing the vowel sound in the word. Irregular verbs also change their past tense form by changing the ending of the verb.

Funny Races Are a Big Hit at Fieldcrest School

More than 100 students came to Fieldcrest School yesterday for the field day races. Most enjoyed them because they could demonstrate fun in the races and then eat pizza sandwiches.

The egg race was the first event. Students climbed into sacks and hopped down the field. Tom Choi took first place. She zipped down the field in 14 seconds flat.

The three-legged race came next. Pairs of students raced with their legs tied together. Tim Diaz and Ray Page came in first. They had run this race before, and they knew how to do it.

The egg race was popular too. The runners had hard-boiled eggs and put them on sticks. Then they ran around the track holding them. You were out if you dropped your egg. Al Morris finally won the egg race. All the remaining racers had dropped their eggs by that time, and some had ate them, too!

Did you fix eight mistakes with irregular verbs?

ear verb changes
y change when
ad.

Proofreading Marks

- ✓ Add
- Period
- ✗ Take out
- ☰ Capital letter
- ՚ Small letter



The sentence is about a family race that took place last weekend. Complete the sentence for your friends. Use the continuous tense forms below. Use the correct past form of the verb in () .
The first one is done for you.

1. A terrible (invented) race

The race I invented took an hour.

2. We (run)

We stopped every ten minutes and (rest).

4. Many neighbours (run)

They (run) all the way to the finish line.

6. The local newspaper (take)

They (take) lots of photos of us.

7. We (go)

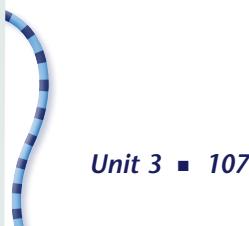
We (go) home to eat dinner.

8. We (have) a meal.

We (have) a meal.

Did you use the correct past forms of irregular verbs?

Did you use the correct form of the verb with have?





The forms of verbs in English can be irregular or regular. They do not end in -ed from the past tense. They have special spelling in the past tense and when used with has/have in the present tense.

Irregular verbs are those that do not follow the regular pattern of adding -ed to the past tense form of the verb.

Regular verbs are those that follow the regular pattern of adding -ed to the past tense form of the verb.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.

Irregular verbs are also called strong verbs and regular verbs are also called weak verbs.





I know I know! How to write long ago

- 8. Few people had only one book back then.
- 9. Writing has given many people many ideas.
- 10. Many people have say that writing was a very important invention.

Write the correct past form of the verb in () to complete each sentence.

- 1. People _____ (use) printing presses during the 1400s (century).
- 2. This new invention _____ (give) people many more books (choice).
- 3. Suddenly the world _____ (see) a big change (ever).
- 4. As reading people _____ (increase) much more than before (decade).
- 5. People _____ (read) more and more books (with).
- 6. Businessmen have _____ (change) their writing (style).
- 7. Office workers have _____ (get) better (information) since the 1900s (time).
- 8. Workers _____ (use) many different kinds of machines in the 1900s (begin).
- 9. Computers have _____ (give) people another way to write (style).
- 10. Some people have _____ (say) that handwriting may get worse (soon).







Read the book report below with the past forms of irregular verbs on page 108. Then write your own opinion about the book. Try to use past forms of irregular verbs in your sentences.

Beverly Cleary has written many books about a girl named Ramona Quimby. In Ramona's World, Ramona was the smartest girl in the schoolroom. She was also the one who wanted to find a new best friend. She found Dally. Ramona disliked a classmate named Winnie. She had to leave her school in the playground. Sometimes she fought with him, but sometimes they were friends. When Ramona got home, Ramona had to put up with a new baby. She had to put up with her older sister, too. Ramona rolled her eyes every time her mother said something in French.

- Did you use the correct past forms of irregular verbs?
- Did you use the correct form of the verb with have?
- Did you use adjectives correctly?



Contractions with Not

A contraction is two words joined together.

An apostrophe takes the place of one or more letters that are left out. Some contractions are formed by joining *not* and the word *not*.

Look at the examples below. Then answer the questions.

1. *He is not* going to go to the beach.

2. *She is not* going to go to the beach.

3. *They are not* going to go to the beach.

4. *We are not* going to go to the beach.

5. *It is not* going to rain.

6. *It is not* going to rain.

7. *It is not* going to rain.

8. *It is not* going to rain.

9. *It is not* going to rain.

10. *It is not* going to rain.

11. *It is not* going to rain.

12. *It is not* going to rain.

13. *It is not* going to rain.

14. *It is not* going to rain.

15. *It is not* going to rain.

16. *It is not* going to rain.

17. *It is not* going to rain.

18. *It is not* going to rain.

19. *It is not* going to rain.

20. *It is not* going to rain.





Look for the past words in () to complete.

1. On the first camping trip _____ a success (was, was not)
2. We _____ had the camping equipment (had, had not)
3. Then we _____ put up our tent (could, could not)
4. And _____ packed the tent poles (had, had not)
5. "The ground _____ dry," said his mom.
6. "We _____ sleep on the ground," Mom said (will, will not)
7. "Unless we _____ bring a tent," Dad said (will, will not)
8. Besides we _____ have no other choice (had, had not added)
9. We _____ able to sleep at all that night (was, was not)
10. We _____ have a nice camping site (had, had not)
11. We _____ the next day (had, had not)
12. I _____ a bad dream last night (had, had not)





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Did you correct all the punctuation errors in the first sentence? If not, mark them.

REVISION CHECKLIST

- Wild animals are not pets. Do not feed them.
- Backpacks and cameras will be allowed on the lake after dark.
- Lake water is not safe to drink. Drink drinking water or juice boxes.
- Campers will not be on duty after dark.
- Campers should take shelter under trees during storms.
- Do not hike on private land.
- Camp managers can be responsible for any damage done to their property.
- Did you correct eight contractions that were written incorrectly?

Catastrophe takes
letters that

Proofreading Marks

- Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter



that you were on a camping trip. You did not like it. Write a sentence about what happened during your trip. Add a contraction for the word 'did' in dark print. The first one is done for you.

1. The story of our camping trip is that

2. The camp was not

3. My family had not

4. Our food did not

5. Our sleeping bags were not

6. We could not

7. We should not

8. We would not

Now write another sentence about your trip.

Did you use a contraction in each sentence?

Did you use an apostrophe in each contraction to show where letters were left out?



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Action Verbs (pp. 72–75) Write the action verb in each sentence.

1. People celebrate many holidays.
2. Sometimes people march in parades.
3. People fly flags for some holidays.

Present Tense Verbs (pp. 76–79) Write the present tense of each verb in the correct column to complete each sentence.

4. I have the summer off.
5. People remember the
anniversary of the day.
6. My uncle teaches about trees.

Past Tense Verbs (pp. 84–87) Write the past tense of each verb in the correct column to correctly complete each sentence.

7. Our nation (had) an hour for time
during Washington.
8. People (decided) to include Abraham Lincoln
as president. That too.
9. Our class studied the lives of both Washington
and Lincoln.

Future-Tense Verbs (pp. 88–91) Write the future tense of the verb in the correct column to complete each sentence.

10. Valentine's Day (comes) next Wednesday.
11. My friends (make) colorful cards.
12. Margaret (send) 12 Valentine cards.



18. The first Independence Day laws were introduced in 1776.

19. Fireworks was never part of the Fourth of July celebration until the mid-1800s.

20. Thanksgiving is still a happy and noisy occasion today.

Main Verbs and Helping Verbs (pp. 96–103) In each sentence, draw one line under the helping verb. Draw two lines under the main verb.

21. Few people have celebrated Labor Day.

22. This unusual August 13 event has honored left-handers.

23. Athletes were enjoying the games and events last year.

Irregular Verbs (pp. 104–111) Write the verb in the past tense correctly, using a contraction.

24. Peter and his family thought it Labor Day.

25. He had many written about the need for a national holiday.

26. The September holiday began, beginning in 1863.

Contractions with Not (pp. 112–115) Read each sentence. Write the words in dark print as a contraction.

27. Only colonists could not be sure of a good harvest.

28. It is not hard to see why they celebrated a good harvest in the fall.

29. Thanksgiving was not a national holiday until 1963.



Read the text below. There are 15 mistakes in the use of verb tenses and punctuation. Use the proofreading marks in the box to correct them.

The Neighborhood Block Party will take place at

123 Main Street on Saturday. A small group of neighbors started the

event in 2010. It has grown to include over 100 people.

The neighborhood party will have fun and games for

all ages. Families will participate. The kickball

team will play from 10 a.m. until noon on Friday.

There will be a barbecue at 1 p.m. on Saturday.

Each family should bring a dish to share.

Everyone is welcome to come to the neighborhood

block party. It's a great way to meet your neighbors.

They will have fun, eat delicious food, and clean up. They

will also have some fun games to play during the afternoon and

evening. You can work alone or in a group to make a craft or

play a game. There will be a costume contest for the best

costume. There will also be a raffle for some great prizes.

Last year's block party was fun. We need some new

ideas for this year. If you have any ideas, please let us know,

and get to know our neighbors. You will want to make

Proofreading Marks

^	Add
○	Period
↙	Take out
≡	Capital letter
/	Small letter

'eyball

We

family

last

nise

group

The

ty.

food

s one!



on the block party for the school newspaper. You can find more writing practice on page 118. Include a variety of sentence types in your writing. Use the Writing Process Handout on pages 120–121 to help you plan. When you are finished writing, you can draw other prewriting activities.

d

Did you

- write an article about the block party?
- include details from the lesson on page 118 in your description?
- describe who, where, when, and why situations are?
- revise and edit your writing to show what you learned about nouns and contractions?

□ proofread for correct spelling, capitalization, and punctuation?

ns?
he event?
t verb

on?

Discuss: What kinds of outdoor events have you attended in the past? What did you see? What did you do? Will you go again? Explain the continuity or connections between your talk about your ideas.



Adjectives

Adjectives tell about nouns.

Adjectives add details to your writing.

Some adjectives tell what kind.

Some adjectives tell how many or how much.

Some adjectives tell how many.

Some adjectives tell how many.

An adjective usually comes before the noun it describes.

Underline the adjective that describes the noun in dark print.

Underline the words that tell about the adjective.

1. Ben Franklin's father made what kind
how many
2. He was born in 1706 in colonial Boston what kind
how many
3. Ben was the fifteenth of seventeen children what kind
how many
4. He became a printer's assistant at a young age what kind
how many
5. Ben ran away with his three tools in his pocket what kind
how many
6. He made Philadelphia his new home what kind
how many
7. He worked hard and became a successful printer what kind
how many
8. He printed an Almanac for twenty-two years what kind
how many





book of different facts.

what is it?

how many

10. Ben's almanac spread throughout thirteen colonies. What is it?

how many

→ Find and underline the adjective in each sentence. Then write the adjective and the noun it describes on the lines. The first one is done for you.

Adjective

Noun

1. Ben Franklin's almanac reached many readers. Many readers
2. An almanac includes important dates. Important dates
3. Some almanacs tell about the weather. Some almanacs
4. Ben's almanacs give helpful advice. Helpful advice
5. People can't read over books. Over books
6. People looked for Ben's almanacs. Ben's almanacs
7. He wrote several examples. Several examples
8. His almanacs don't make much noise. Don't make noise
9. Lost things is never found again. Never found again
10. Ben was a bit older than me. A bit older than
11. He created useful inventions. Useful inventions
12. People loved his clever ideas. Clever ideas

Ben Franklin invented the lightning rod.





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It's not always
so simple.
From the first
day of school
to the last day
of college,
you'll need
help. And
we'll help you. The best kind.

be a noun
what kind.

early → few → glass → good → old
other → other → small → some → two

1. Don't put all your eggs in basket. (nouns)

2. You have to break egg to make an omelet. (that noun)

3. People in houses should not blow smoke. (other noun)

4. Every cloud has a lining. (other noun)

5. Every garden has weeds growing. (other noun)

6. Good things come in packages. (other noun)

7. You can teach an dog new tricks. (adjectives)

8. No news is news. (what kind)

9. Two heads are better than one. (the same name)

10. The gets the worm. (which one)

toys



You can combine a pair of related sentences by putting them together. To make the two sentences below less clunky, move the adjective in the second sentence to the first sentence.

The room was small.
The room was warm.

The sentences in each pair below can be combined. Find the adjective in the second sentence and move it to the first sentence.

1. Leaders of the colonies met in Philadelphia. There were fifteen colonies.

2. Ben Franklin was a member of the group. He was respected.

3. They met in a room in the State House. The room was small.

4. The colonists accepted the Declaration of Independence after three days of talks. The talk lasted three days.

5. John Hancock wrote his signature. His signature was bold.

6. Ben Franklin encouraged the men to sign it. The men were brave.

7. Go back to the sentences you wrote. Circle the adjectives that you moved.



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

- Use *a* before a singular noun that begins with a consonant sound.

→ Use *an* before a singular noun that begins with a vowel sound.

- Use *the* before both singular and plural nouns that begin with a vowel sound.

→ Use *the* before both singular and plural nouns that begin with a consonant sound.

- Use *the* before both singular and plural nouns that begin with a consonant sound.

→ Use *the* before both singular and plural nouns that begin with a consonant sound.

→ Use *the* before both singular and plural nouns that begin with a consonant sound.

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→ Use *the* before both singular and plural nouns that begin with a consonant sound.

→ Use *the* before both singular and plural nouns that begin with a consonant sound.



n.

al

With e (plural)

the owls



6. brush

7. apple

8. room

9. patch

10. insect

Underline the article in the correct complete sentence.

1. What is gray, has four legs, and likes insects?
2. Who ate mouse on vacation?
3. Who did the tiger kiss the middle finger?
4. Who wanted to prove he was better than chicken?
5. Who do you change to an eggplant into another vegetable?
6. Who will jump into the air and it will come down smoothly?
7. Who are the silly old men in the sandwich so long?
8. Who have to be long to touch the ground?
9. Who can swim in an ocean without water?
10. Who ocean that is on far away map?
11. Who did the person's face become in an accident?
12. Who was in an hand?





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1. Write the words in the boxes below. Then underline the nouns and draw a box around the verbs. Check your answers and ask your teacher if you have any mistakes. Then correct them.

Our favorite Jokes and Riddles

1. Riddle: Why did the chicken cross the playground?

Answer: To get to the other slide.

2. Riddle: Why does Santa fly south in the winter?

Answer: It's too far to walk.

3. Riddle: What comes once a fence goes?

Answer: A hole.

4. Riddle: Why won't the cook boil in oil?

Answer: He doesn't lay eggs.

5. Riddle: How do you spell a short sentence?

Answer: Like a short sentence.

6. Riddle: What begins with an 'e' and ends with one?

Answer: An envelope.

7. Riddle: Did you fly five articles?

noun that
sound.
noun that
nd.



Proofreading Marks

- ↖ Add
- ⌚ Period
- ✓ Take out
- ☰ Capital letter
- / Small letter





1. Riddle: What has a head and two heads but no body?

Riddle: What has six legs and two heads but walks on its feet?

Answer: a ladder

2. Riddle: What goes down but never comes up?

Answer: age

1. Riddle



Answer:

2. Riddle

Answer:

3. Riddle

Answer:

Notice that the answers to the riddles are not complete sentences. In informal writing, such as this riddle activity, it is acceptable to give your answers as phrases.

Self-assessment: Did you use articles before nouns?

Self-assessment: Did you use articles before nouns that begin with a consonant sound?

Self-assessment: Did you use an before singular nouns that begin with a vowel sound?

Self-assessment: Did you use an before singular nouns that begin with a vowel sound?

Self-assessment: Did you use articles before nouns?

Self-assessment: Did you use articles before nouns that begin with a consonant sound?

Self-assessment: Did you use an before singular nouns that begin with a vowel sound?

Self-assessment: Did you use articles before nouns?

Self-assessment: Did you use articles before nouns that begin with a consonant sound?

Self-assessment: Did you use an before singular nouns that begin with a vowel sound?



Adjectives can be used to compare:

Adjectives that compare one person, place, or thing are like or different.

To compare two people, places, or things, add **er** to most adjectives.

To compare three or more people, places, or things, add **est** to most adjectives.

To compare more than two people, places, or things, add **more** or **most** adjectives.

Adjectives can also be compared with **than**.

With the adjective in () that correctly completes each sentence:

1. The blue whale is _____ than the howler monkey.
(bigger/bolder)

2. The blue whale is the _____ animal of all.
(bigger/bolder)

3. The Arctic bear is the _____ bear in the world.
(smallest/smaller)

4. The Caribbean sea is _____ than the Gulf of Mexico.
(deeper/deepest)

5. The Pacific Ocean is the _____ ocean of all.
(deeper/deepest)

6. London's Underground is the _____ train tunnel
anywhere (longer/longest)



Mount Everest





In Kentucky, there are more than 1,000 caves. (longest)

8. The Sahara Desert in Africa has the world's _____ sand dunes. (tallest)

9. Those dunes are _____ than the Empire State Building. (higher)

10. The _____ portion of the Empire State Building is the top of the tower (tallest).

→ Write the form of the adjective in () that correctly completes each sentence.

1. Tomorrow is the _____ town in our county. (biggest)

2. The Wilson House is the _____ building in downtown (tallest)

3. Johnson Elementary School has the _____ students of all the schools in the county. (smallest)

4. A new park is _____ than the park in Brooklyn. (new)

5. Our park has the _____ hill for sledding. (biggest)

6. We are having the _____ winter in the country. (longest)

7. The sledding season will be _____ this year than last year. (shorter)

8. The new paths in the park are _____ than the old ones. (smoother)

9. The old paved path is the _____ of all the paths. (rough)

10. Jean skates _____ on the new path than on the old ones. (fast)



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and adjectives
with adjectives
and adverbs. The
proofreading marks to proof them.

The sky is the bluest blue of any day this week.

The big day has finally arrived. Today is the school's
annual sports meet.

Tommy is the youngest of my three friends, and he is
the shortest too. He is the fastest in his class in the crowd
everywhere. Tom always likes the one to call out his name
because I have the loudest voice.

My friend John is calmer than I am. One says, "Don't
worry, we'll make it through the meeting this day."
and we take our seats near our favorite beach.

My friend Li is the tallest of all of the students.
He wins the race I am a member of this year because
this race and the sky is different now from the last race.
His name is Li Ming and he is going to be the
After an exciting day, the time to go home.

Did you notice some adjectives
that compared?

es to compare
ings.
e than two.



Proofreading Marks

- ＼ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter





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al Resources at
Connect.com

the facts compared people, places, or things? Your
teacher will give you a list of words from each box.
Compare them in pairs. Check a dictionary if you need help spelling any words.

brother
sister
mother
father
son
daughter

brother
sister
mother
father
son
daughter

t

- Did you use the -er ending to compare two people or things?
- Did you use the -est ending to compare more than two people or things?



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More adjectives that compare two things end in -er. More adjectives that compare three or more things end in -est.

Sometimes you need to make spelling changes before adding -er or -est.

If an adjective ends in a, drop the a before adding -er or -est.

If an adjective ends in a consonant and y, change the y to i before adding -er or -est.

If an adjective ends in one vowel followed by a consonant, double the consonant before adding -er or -est.

Adjectives ending in -y usually change the y to i before adding -er or -est.

Directions: Copy the adjectives in Column A and write them in Column B next to each adjective in Column B. Add -er or -est to each adjective. Remember to make the necessary spelling changes before adding -er or -est.

Column A
1. well

2. hungry

3. happy

4. tall

5. sad

6. pretty

132 * Unit 2

jectives



B



8. brave

9. fat

10. slow

Write the form of the adjective in () that correctly completes each sentence.

1. This animal park is the _____ in the country. (big)
2. Saturday is the _____ day of the week. (busy)
3. The elephant is the _____ animal in the world. (big)
4. The chimps are _____ than the gorillas. (small)
5. Chimpanzees are more intelligent than gorillas. (intelligent)
6. The snake moves _____ than the monkey. (slowly)
7. Is this elephant _____ than that one? (heavy)
8. The female lion looks _____ than the male lion. (small)
9. We probably have _____ than most other countries. (more)
10. The _____ animals of all are the koalas. (cute)
11. The _____ time of all was the elephant's back翻 to the stands.
12. This is the _____ animal park of all. (the)





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down below
in animal park
ing adjectives
the compare and the mistakes and the
the pretheading marks to fit them.

Sam Cole

The park has an animal. The white wolf is
the thinner in the whole group. The monkey
has the prettier face and like that with the
best I heard the monkey had a good. The
monkey was busier than the having

monkey

that the longer the monkey was the more
it was the more it was the more it was the
more the higher the monkey in the tree. The
monkey was the group of monkeys down
the mountain from the tree.

Did you fit six adjectives that compare?

make
dding -er

spreading
ss

Add
Period
Take out
Capital letter
Small letter



Langur



Remember the adjectives shown to help you compare the animals in the picture. In the first sentence, use the adjective to compare two animals. In the second sentence, use the adjective to compare all three animals.



Ostrich



Kiwi



Emu

1. Ostrich

2. Kiwi

3. Emu

- Did you use the -er ending to compare two animals?
- Did you use the -est ending to compare three animals?
- Did you make the necessary spelling changes when adding the endings?





Most adjectives with two or more syllables need the word *more* or *most* to compare.

Use *more* with an adjective to compare two people,

places, or things.

Use *most* with an adjective to compare more than two people, places, or things.

Use *more* or *most* with an adjective to compare three or more people, places, or things.

Avoid the common errors below.

Do not use *or* or *and* with an adjective when you should use *more* or *most*.

Do not add *-er* or *-est* to an adjective when you use *more* or *most*.

Do not use *more* or *most* with an adjective that has only one syllable.

Each adjective below contains two or more syllables. In Column A, write *more* with each adjective in Column B. Use *most* with each adjective in Column C.



Column A
adjective more
1. clever 2. exciting
3. friendly 4. helpful

Column B
adjective most
1. clever 2. exciting
3. friendly 4. helpful

e

e

B



5. delicious

6. different

7. arrive

8. welcome

9. surprised

10. enjoyable

Write more or most to complete each sentence.

1. I would like to eat something with not many calories **out** it.
2. The chicken is **more** tender than the steaks.
3. I prefer eating **less** meat than a green salad.
4. I want to eat **more** fruit than a salad with no lettuce.
5. Hot drinks are **more** comforting than cold ones.
6. Blueberries are the **more** flavorful in summer.
7. Berries are **more** expensive in winter than in summer.
8. The restaurant is **more** crowded at noon than at any other time.
9. The restaurant has the **more** pleasant view of the river.
10. Holiday dinners are the **more** delicious meals of the year.



Did you correct the mistakes with the use of more and most?

of two
pare two
. Use
han two.

Q: What is the most popular fruit among students?

A: Apples.com that correct the sentence apples seem to be more popular than come with apples.

Q: Have you thought about having a salad bar?

A: That's the most interesting idea I've heard.

Q: Are beans more filling than pizza?

A: They can be, it depends on what is in the base or on the pizza.

Q: Why do you serve chicken more often than hamburgers?

A: We find the chicken is more popular than beef.

Q: Which drink is the more delicious of all?

A: That would be the fruit shakes.

Did you correct the mistakes with the use of more and most?

Proofreading Marks

- ^ Add
- Period
- ↖ Take out
- ≡ Capital letter
- / Small letter





Write adjectives for each item below. Then write another adjective that has the same ending as the first one. Then write another adjective that has the same ending as the second one. Finally, write another adjective that has the same ending as the third one.

1. My Favorite Fruits and Vegetables

Strawberries are the most colorful fruit of all.

2. My Favorite Vegetable

Carrots are the most nutritious vegetable.

3. My Favorite Sandwich

Ham sandwiches are the most delicious sandwiches.

4. My Favorite Soups

Tomato soup is the most flavorful soup.

5. My Favorite Drink

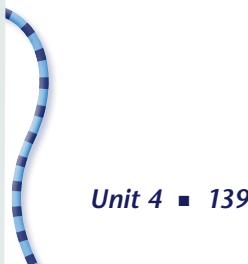
Cold juice is the most refreshing drink.

Did you use more or an adjective with the -er ending to compare two things?

Did you use more or an adjective with the -est ending to compare more than two?

Did you use more or an adjective with the -er ending to compare two things?

Did you use more or an adjective with the -est ending to compare more than two?





An adverb is a word that generally describes or tells about verbs. Adverbs tell how, when, or where an action happens. They can come before or after the verb they describe.

Adverbs can also tell how much or how little something happened.

There are some adverbs that tell how and why.

There are some adverbs that tell when and where an action happened.

There are some adverbs that tell where an action happened.

There are some adverbs that tell how an action happened.

Identify the adverb that describes the verb in dark print. Then decide what the adverb describes.

1. Yesterday we visited a solar park. tells when
2. We saw several big cats there. tells where
3. A cat's eyes are very sensitive to light. tells how
4. All cats move gracefully. tells when
5. You can race uphill. tells where
6. Cats run silently on padded feet. tells how
7. A cat's sharp eyes see far. tells when
8. Then keen noses soon notice a smell. tells where



tells when

tells where

tells where

tells how

tells where

tells where

tells where

tells where



adverb

adverb

*tells where**tells when*

10. African hunting dogs hunt smaller animals.

11. Find and underline the adverb in each sentence. Then write the adverb and the verb it describes on the lines. The first one is done for you.

Adverb

Verb*live*

1. Lions usually live in family groups.
2. Other big cats live alone.
3. Female cats always stay with their cubs.
4. Lions watch their mothers carefully.
5. Soon they learn to hunt.
6. Many tigers once lived in Asia.
7. Leopards climb trees swiftly.
8. These cats mostly hunt at night.
9. The number of big cats fell recently.
10. Animal parks now guard big cats.

live



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when, or where

they always wanted to, exactly the way they wanted it, never having to wait for them to be printed.

They could print them whenever they wanted to, from anywhere they wanted to.

A group of mice were playing in a field. They had found a big ball of string which had been dropped by a boy who had chased and beaten them. They wanted to know what to do about it.

"Let's bring a bell around the ball," said the mouse who had found the ball. "That way we'll hear the cat coming, and we'll run away whenever she comes around."

The other mice clapped their hands. They had heard such a good idea. "We must have a bell," said one mouse. "I have an old bell at home." "I have a bell too," said another. "I'll bring it." "I have a bell too," said a third. "But I have a problem. I have to put the bell on the ball."





Comparing with Adverbs

- A **adverb** is a word that generally describes an action verb or can tell how, when, or where an action happens.
- You can use adverbs to compare two or more actions.

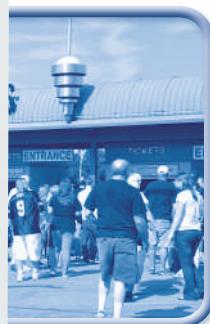
Adverbs are often used to compare actions. You can add -er to most one-syllable adverbs to compare two actions.

Add -est to most one-syllable adverbs to compare more than two actions.

Adverbs can also be compared by adding -er or -est to them. You can also use the words *more* or *most* before the adverb to compare two or more actions.

Compare each pair of sentences. Complete each sentence with the correct adverb.

- The state fair seemed to come earlier this year than it did last year. (earlier, later)
- Carolyn's mother always worked harder than Carolyn's mother. (harder, harder)
- This sunflower bloomed earlier than most others. (earliest)
- Mike's sunflower scored higher than all the flowers at the show. (higher, highest)
- We cheered louder for our family for the competition. (louder, louder)
- I prepared better for the horse competition than I did for the plant show. (better, hardest)
- I practiced longer on my jumps than my competitors did. (longer, longer)





jumped over the fence
higher than the others.

9. In fact, she leaped over the fence of all the other cows because she was very angry.

10. She ran faster than any other cow in the pasture.

Write the form of the adverb in each correctly completed sentence. Think about how many actions are being compared.

1. The cow had jumped over the fence far in the morning.

2. She usually comes in the evening earlier than any other cow.

3. Before breakfast I noticed that our cow Bellows was moving slower than usual.

4. Usually, Bellows walks fast of all the cows in the pen.

5. Today she walked slow of all the cows.

6. She held her head lower than the other cows did.

7. I thought hard than ever about what to do.

8. Bellows ate the least when she visited the middle of the pen.

9. She came to me closer than before.

10. She held her head higher, too.

11. She took my hand harder than she had ever done.

12. Bellows pulled on the rope harder than all the cows on the field had a snack.





the-syllable
actions. Use *-er*
and *-est* to
actions.

Comparing

We were so proud of our animals. They looked higher
than they've ever looked at the fair! The horses did
real well. I liked our horses, then Shadow, but both
horses won ribbons. Of all the horses, Shadow ran closer
to the judges.

The rabbits won their ribbons as well. Buttercup happened
of the dogs closest to the title. She did far better than the others.
I think the other dogs were really excited to get their
titles. Buttercup was very happy about her ribbon. She
had a great day at the fair.

I can't wait to show you all the ribbon

we won at the fair. I hope you enjoyed it!

Did you notice the mistakes with
adverbs that compared?

Proofreading Marks

- ^ Add
- Period
- ~ Take out
- = Capital letter
- / Small letter



You are attending a state fair or competition. You want to tell your friend what you are doing. Now, You can use a dictionary to help you spell words.

1. shower

2. dinner

3. highest

4. fastest

5. longest

6. shortest

7. easiest

8. hardest

Imagine that you are talking to your friend about a state fair or competition. How would the language you use in speaking be different from the language you would use in writing a report about the same fair or competition?

1. Did you use a verb to describe an action?

2. Did you use an adjective to compare two actions?

3. Did you use an adverb to compare more than two actions?



to go to the top.

7. I don't know what to do.

8. Come when I call to a day.

9. Do you promise to tell the truth, the whole truth,
and nothing but the truth?

10. Nobody knows the trouble I've seen.

Write the word in () that correctly completes each sentence.

1. There isn't _____ new under the sun.
(nothing, anything)

2. I'm going to _____ the place the home is from.

3. I cannot tell _____ about the movie.

4. I don't _____ a pot of enthusiasm when you
ask me what I can do today, never mind.

5. We're _____ to do nothing to fear but fear itself.
(have, haven't)

6. There was nothing _____ we could do to help
(anybody, nobody)

7. Nobody said the _____ would be any reward worth it.)

8. I don't expect _____ for free (anything, nothing)

9. There's _____ no business like show business.
(isn't)

10. You haven't seen _____ yet (anything, nothing)



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Dear Mr. Tips,
I'm worried about my reading tests. I don't know what to do. I've been studying hard, but I still don't seem to be doing well. What can I do?

Ask Mr. Tips

Dear Mr. Tips,

I have tests. I don't never do well on them. I study for them, but I start to sweat once a test begins. Suddenly, the questions don't make no sense. What's wrong with me?

—A nervous student

Dear Nervous Student,

There isn't nothing wrong with you. You just need to relax. Breathe deeply before a test. Tell yourself that you will do well. Don't pay attention to anything in the room. If you can't answer a question, that's okay. Go on to the next one, and don't think nothing about it.

—Mr. Tips

Did you correct the double negatives?

words

e.

Spreading Words

- Add
- Period
- Take out
- Capital letter
- Small letter





time to give yourself some advice. That's what you do when you have a problem that has been bothering you lately. Then write down two or three short sentences of advice. Tell yourself what you think you should do to solve the problem. Use some negative words in your writing.

ut a
few
o

My Problem

My Advice to Myself

Did you use negative words correctly in your sentence?



adjectives (pp. 128–129). Underline the adjectives in each sentence. Remember that adjectives describe nouns.

1. We love the sunnier days.
2. They can tell an interesting story.
3. The drawings are simple.
4. Many cartoonists appear in the local newspaper.
5. A favorite artist at their school.

Comparing with Adjectives (pp. 128–129) Write the form of the adjective in each pair that compares with another.

6. This cartoon is longer than the other one.
7. The cartoon is comical compared to the one at the end.
8. Some comic strips are taller than others.
9. The characters often look thinner than real people.
10. This cartoon artist is the tallest comic strip artist in our newspaper.

Comparing with More and Most (pp. 128–129) Write more or most to complete each sentence.

1. Drawings are _____ important than words in most cartoons.
2. This newspaper has the _____ cartoons of all.
3. This artist uses _____ speech balloons than her other artists.
4. These cartoon characters are _____ interesting than in those.
5. These cartoonists ate the _____ beautiful art in the book.



17. I'm not going to the newspaper today.

18. Soon I will read them.

19. I glanced at them quickly.

20. The drawings always tell a story.

Comparing with Adverbs (pp. 144–147) Write the form of the adverb in it that correctly completes each sentence.

21. The cartoon takes more time than all the others.

22. She worked harder than usual last week.

23. The work arrived sooner than expected.

24. We enjoyed loudly at all when the ship hit the rocks.

25. Of all the projects, this is the one we worked longer on.

Negatives (pp. 148–151) Underline the word in it that correctly completes each sentence.

26. I haven't never seen such a funny cartoon.

27. I can't imagine nothing funnier than this drawing.

28. You don't need to speak words to understand the meaning of this cartoon.

29. I don't never ever look at black-and-white cartoons.

30. There is nothing like a good cartoon.



Read the text below. There are 10 mistakes in the use of adjectives and adverbs. Underline the mistakes and use the proofreading marks to correct them.

Every spring our school has a talent show. Each year it seems to be bigger than the one before. This year's talent show was the most funniest ever.

First a boy sang happy birthday. He had a very high-pitched voice. Then a girl dropped a piece of cake on stage. She was dressed as a red bird with the most colorful feathers. She sang a short song and then left the stage.

Finally, the final contest was a dog. It was a small dog and it barked at the top of its lungs. It barked so loud that it would have been heard all over the school. The dog lifted his head and howled.

"What a dog!" said one of the judges. "It's a good dog, but it's not a very good singer." The other judge said, "I think the dog is a bit of a diva."

"Divas?" asked the first judge. "What does that mean?" "It means she thinks she's the best dog in the world," said the second judge. "She's a bit of a diva, but I think she's amazing. Does she always bark like that?" "Yes," said the first judge. "She barks just like that."

Proofreading Marks

- ^ Add
- Period
- ← Take out
- ≡ Capital letter
- / Small letter

ever

girl

He

ldn't

won

irl

and



the talent show from the point of view of the judges? Details from the text on pages 134–137 include adjectives and adverbs that you can use to write a review of the talent show. Use the Writing Process to help you plan. When you are finished, draw a sketch of your drawing or add more details.

Did you

use descriptive adjectives to describe the characters in the story? Add more details from the text on pages 134–137 in your writing. Use sentences that describe what the characters look like and how they feel?

Use descriptive adjectives to show what you learned about the characters' feelings.

Will you proofread for correct spelling, capitalization, and punctuation?

ind
t
on?

Did you use adjectives and adverbs to describe what kinds of contexts have you been in? What do you say in these contexts? How did you feel? Explain. Use a variety of adjectives and adverbs to talk about your feelings.

lo
os



Subject Pronouns

DEFINITION

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

A subject pronoun takes the place of the noun or nouns in the subject, it is used as the subject of a sentence.

EXAMPLES

I am a student.
You are a student.

We are students.
They are students.

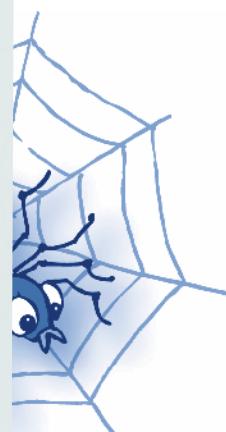
It is a book.
It is a pen.

These are the subject pronouns. The pronoun you can be singular or plural.

The pronoun I is always capitalized.

Write the subject pronoun in each sentence.

1. We read the rhymes of Mother Goose.
2. They talk about different characters.
3. I like the movie about jack and jill.
4. It may be 1000 years old.





Myths and Tales from Around the World

6. Mother Goose is a made-up name.

7. I found information about Mother Goose.

8. She may have collected these stories in France 1000 years ago.

9. They were passed on to other storytellers.

10. We may never know for sure who Mother Goose was.

→ Replace the word or words in **dark print** with a subject pronoun.

→ The first one is done for you.

1. You and I look for some rhymes.

We

2. Tom and Peter both of them wanted.

3. Little Jack Horner ate his mother.

4. Old Mother Hubbard had a dog and.

5. Little boy should be careful when the moon begins to rise.

6. The north wind will blow, and we will have snow.

7. London Bridge is falling down.

8. Three little men came after the farmer's wife.

9. Little Bo Peep lost her sheep.

10. Little Tommy Tiptoe once lived in a little house.



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from Tom's life
and education
from many
of his friends and
some previous more than once.

The first thing they were given

was a small book of poems by John Greenleaf Whittier.

I have good reason to believe that you will be happy in your new home. Your wife will be happy in her new home, and your children will be happy in their new home.

For one thing, Jack and Jill now have a home in their new house, and I don't believe they will be any happier anywhere else. They had a good time last summer, but they had much trouble getting down the hill.

Old Farmer Hubbard is doing well, too, and there is no reason to suppose he will not continue to do so well because his nephew has told him that there is a new grocery store supermarket across the street.

Finally, I would like to tell the old lady who lived in a shoe. At one time she had a large family, but all the children she didn't know what to do with them, so she sold them to a woman named Mrs. Brown, who had a large family, but all the children she didn't know what to do with them, so she sold them to a woman named Mrs. Brown, and the children said "We haven't heard

s the place
e subject of



the same subject over and over again will sound boring.

Replace the invented subject in the second sentence with a subject pronoun.

Replace the invented subject in the second sentence with a subject pronoun.

Replace the invented subject in the second sentence with a subject pronoun.

Replace the invented subject in the second sentence with a subject pronoun.

Replace the invented subject in the second sentence with a subject pronoun.

1. Humpty Dumpty had a great fall. **Humpty Dumpty** cannot be put together again.

2. Super Glue was invented. **Super Glue** put Humpty Dumpty together again.

3. The Fair Lady heard about Super Glue. **The Fair Lady** used the glue on London Bridge.

4. London Bridge was falling down. **London Bridge** is falling down.

5. Little Bo Peep sleep always got lost. **Little Bo Peep** didn't sleep near lamb's tails.

6. The spider was washed out of a rain spot. **The spider** can't stay dry now.





YOUR-VERB AGREEMENT

A present-tense verb must agree with the subject pronoun.

- When the subject pronoun is he, she, or it, add -s or -es to the verb.

He likes ice cream.
She likes ice cream.

Remember to change the y to i before adding -es.

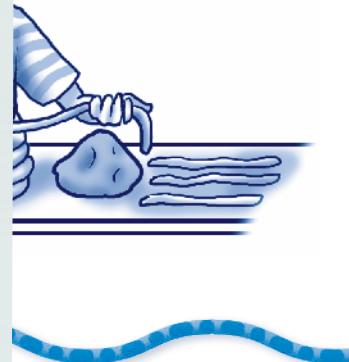
- When the subject pronoun is I, we, you, or they, do not add -s or -es to the verb.

I like ice cream.
We like ice cream.

You like ice cream.
They like ice cream.

We like ice cream.
They like ice cream.

Write the verb in () that correctly completes each sentence.



- This weekend, I _____ a pattern in art class that I make.)
- I _____ my son teacher Mrs. Diaz carefully now. (watch)
- The _____ is available for the students to borrow. (book)
- They _____ the day in long, tall grass. (lie)
- You _____ small books from these coils." Mrs. Diaz explains. (read, read)
- First, Andy _____ the coils on top of one another. (stack, stack)
- Together they _____ down on the coils. (press, press)



... by himself, tiles, too.

2. Finally, ... like a good clock, back.

10. And ... for more clay dishes with

11. Write the form of the verb in () that correctly completes
each sentence.

1. He ... a special pattern on his bowl. (scratches)

2. She ... a special stand for the bowl. (makes)

3. Then we ... our bowls in the sun. (put)

4. They ... two days to dry. (take)

5. And finally, we ... the bowls in the oven. (put)

6. We ... the bowls with a special stone. (paint)

7. Then she ... the bowls with gold leaf decorations.

8. She ... three different colors, rose,

9. ... designs on my bowls. (paints)

10. The ... overnight. (dry)

11. We ... the bowls in pottery.

12. What beautiful bowls! Mrs. Diaz





Did you notice any mistakes in pronoun-verb agreement?

Today Mrs. Diaz shows us a potter's wheel. She places a piece of damp clay in the center of this wheel. It turns slowly and she pushes her thumb down into the middle of the clay. She makes a hole that is called a well. It becomes the opening of the pot.

The wheel spins faster now. Mrs. Diaz begins to stretch the clay. Slowly they squeeze on the sides to form the sides of the pot. She smooths the clay carefully. The sides have to be even all around.

Next, Mrs. Diaz takes out a sponge. She dips it in water and uses it to smooth the rim of the pot with the sponge. When it dries in a day or two, she will have a nice pot.

Then she scrapes the bottom of the pot with a sharp stick to clean it. When it dries in a day or two, she will have a nice pot.

Did you notice eight mistakes in pronoun-verb agreement?

st agree

1.

Proofreading Marks

- ＼ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter





The second sentence in each pair has the subject underlined. Underline the subjects in the other sentences to tell what happened.

1. Dorothy gets more clay. Dorothy _____

2. My brother made flower pots. My brother _____

3. Sam and I use the potter's wheel. Sam and I _____

4. Lucy makes a toy house from clay. Lucy _____

5. Chad paints a crazy design on his pottery. Chad _____

6. Linda makes a vase. Linda _____

7. Chad wants to make something new. Chad _____

8. Lucy's toy house is dry now. Lucy's _____

9. Sam and I are going to paint our vases.

10. Dorothy is going to make a new vase.

11. Did you make the pottery along with the other girls?

12. Did you end each sentence with the name and me?



Object pronouns

1. An object pronoun takes the place of a noun that follows an action verb.

It's time to go home.

It's time for us to go home.

An object pronoun also follows a word such as *to*, *by*, and *with*.

I am going to the park.

I am going there.

I am going with my mom.

I am going there with her.

2. These are the object pronouns:

The pronoun *you* can be singular or plural.

Singular: *you*, *she*, *he*, *it*, *they*

Plural: *you*, *we*, *they*

I am going to the park.

I am going there.

I am going with my mom.

I am going there with her.

3. Underline the object pronoun in each sentence.

1. My friends played hide-and-seek with me.

2. I told them to hide first.

3. I will wait for you to find me.

4. Amanda hid behind a tree but I spotted her.

5. She ran for home but I got to her first.

6. Jack sneezed in the bushes so I caught him now.

7. "You have to be quiet," they called to Sheldon.





anywhere.

9. Suddenly, the children find their clothes.

10. I had to find them all again.

11. Rewrite each sentence. Replace the word or words in *dark print* with another synonym.

1. My name is Dom, and I like to play tag with my friends.

2. "Dom, catch!" they say to Dom.

3. Jack and Shella chase Dom, and catch Jack and Shella.

4. Jack is a fast runner, but I can usually catch Jack.

5. Shella runs in and out, but I can tag Shella.

6. We love tag, and sometimes we play tag with a foam rubber ball.

7. The ball is soft so it doesn't hurt.

8. Dom showed Jack, Shella, and me how to make a



is the place of
action verb or
and with.

Yesterday my friends were at my house. My mother bought —————— a new game called

Cardines. Mom said they parents taught ——————
the game when I was little. The game sounded like fun.
Here's how we played ——————

We all chose our roles while Devon ran around.
Then each person went out alone to find ——————
Cardines. Devon took Devine right behind the
garage. She hid there until she found ——————. Next,
I found ——————. I sat down with Devon. I had written
down the names. The two with the most were all
summed together. The numbers were 1000.

Phew! A hundred! —————— was the first
to get the last person playing in the game because
Mom and I watched —————— play. From
the very beginning until the time of completion,





same hours over and over again, you can get bored and sound dull.

When you want to make your writing more interesting, you can add **pronouns**.

In the second sentence above, you can replace the underlined words with an object pronoun. Then your writing will sound better.

The first sentence would sound like this: **I** am bored and **I** sound dull there.

Rewrite the second sentence in each row. Replace the underlined word or words in dark print with an object pronoun.

1. I wanted to play tag with Sheila and I started with Jack.

2. That maple tree is home base. Touch that maple tree and you're free.

3. I know I tagged Sheila. Jack said I missed Sheila.

4. "You'll never catch Sheila and me," Jack said. "You'll never catch **Sheila** and **me**

5. I finally tagged all the players. I told all the players that I had won.

6. Some other friends wanted to play sardines. I showed my friends how to play sardines.

7. "Sardines is like backward hide-and-seek," said Chris. "Who wants to play sardines?"



• The pronoun *me* is an object pronoun. It is used in the subject of a sentence. It is always capitalized.

• The pronoun *me* is an object pronoun. It is used after an action verb or word.

• When you speak or write about another person and yourself, one point to name yourself and the other person. Use the words *I* and *me*.

• When you speak or write about another person and yourself, one point to name yourself and the other person. Use the words *I* and *me*.

• When you speak or write about another person and yourself, one point to name yourself and the other person. Use the words *I* and *me*.

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• When you speak or write about another person and yourself, one point to name yourself and the other person. Use the words *I* and *me*.



Write the pronoun *me* that correctly completes each sentence.

1. At the garage sale, _____ sold my old bike. (I, me)
2. My sister and _____ also sold some books and movies. (I, me)
3. They asked my sister and _____ if they could have my bike. (I, me)
4. They asked _____ about the blue bicycle in my garage. (I, me)
5. She had sold the bike to _____ last month. (I, me)
6. Will you sell my old bike back to _____? (I, me)
7. My sister and _____ both wanted to keep the bike. (I, me)
8. They gave _____ the money for the old books. (I, me)



_____ agreed to sell the bike back to Tim. (Tim and _____)

10. Jim thanked _____ and rode off. Jim

11. Write the words below in a sentence that connects each word to the sentence.

1. My brother Kyle gave _____ a baseball bat two years ago. (Kyle, me)

2. _____ sold it to Mrs. Green about a week ago. (Mom and I, and Mom)

3. Now, _____ is going to give it back to me. (me)

4. _____ is going to give it back to me because _____ is the new owner. (I, Mom and me)

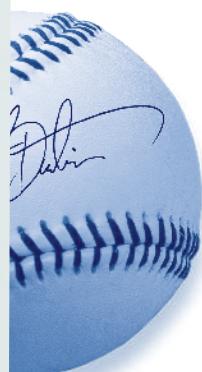
5. My mom looked at _____ and said, "It's all right." (me and me)

6. _____ got a baseball signed by a famous player. (Me and my husband, Mr. Husband and I)

7. _____ is going to give the baseball signed by a famous player to Mom and Mrs. Green and me. (me)

8. My mom took _____ the signed baseball and put it on our table. (me)

9. Jim gave _____ a baseball signed by a famous player. (Jim, me and Mom)





in and me
in and me
in and me
in and me

My brother John and me wanted to sell things at the neighborhood yard sale. My mother let I took the things in the basement. Mom didn't want all the objects. Then I and John carried them up to the front porch. The man looked like he liked him and me. There was one old dish with a dove on it. Mom told John and I to sell it for five dollars. Someone asked us if we could sell it for two dollars. John and I were about to say yes.

which then our neighbor Mr. Gray looked at the dish. "How nice and me action in dinner," he said. "This one is very old and valuable. Don't sell it for less than \$500." Mom, John and me were all surprised. That was the best price we ever got.

Did you correct 5 mistakes in the use of I and me?

in and me

Proofreading Marks

- ^ Add
- Period
- ~~ Take out
- ≡ Capital letter
- / Small letter



Match the sentences below to the same kept form of the verb in the box. Then underline the word and recombine the sentence to form one sentence. The first one is done for you.

1. I sold action figures at the neighbourhood sale.

Tommy sold action figures at the neighbourhood sale.

Tommy and I sold action figures at the neighbourhood sale.

2. I let sold the comic books.

Tommy sold Maria some comic books.

3. I bought some old board games.

I bought some old board games.

4. Mr Lee gave me some baseball cards.

Mr Lee gave him some baseball cards.

5. I found some old things at the sale.

My friend found some old things at the sale.

6. Sam sold me some pizzas.

Sam sold him some pizzas.

7. I found wonderful things at the sale.

My friend found wonderful things at the sale.



A possessive noun shows who or what owns or has something. A possessive pronoun takes the place of a possessive noun.

When you write, use a possessive noun to show ownership.

The possessive pronouns below are used before nouns. They can also be used without nouns.

Use a possessive pronoun when you do not want to repeat the noun.

Do not use an apostrophe with possessive pronouns.

Use a possessive noun to show ownership.

Use a possessive pronoun in each sentence.

1. People have always told stories about their heroes.
2. Our country has many heroes.
3. These heroes are part of its history.
4. One of my heroes is Rosa Parks.
5. Ms. Parks refused to give up her seat on a bus.
6. This act helped people fight for their rights.
7. Is Neil Armstrong one of your heroes?
8. He's famous for his walk on the Moon.
9. The whole astronaut team can be proud of its work.
10. We look up to heroes for their great deeds.



ne.





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It's a good idea to read a book before you start writing about it. That's what I did.

Is

ou.

What do you like about Paul Bunyan? The tales about him have been told many times.

They make believe stories have funny adventures.

2. Paul Bunyan was a lumberjack. Paul Bunyan's job was cutting down trees.

3. Real-life lumberjacks made up stories about Paul Bunyan. The lumberjacks' tales say Paul was 50 feet tall.

4. Mrs. Bunyan was big, too. Mrs. Bunyan's house was the size of a small town.

5. Paul had a blue ox as big as a mountain. The blue ox's name was Babe.

6. In one story, Paul chipped blocks from the ground. These blocks shaped a deep, wide valley called the Grand Canyon.



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UPDF is a cloud-based document management system that allows you to store, organize, and share your documents in a secure and efficient way. With UPDF, you can easily access your files from anywhere, anytime, and collaborate with others in real-time. Whether you're a small business or a large organization, UPDF has the features you need to manage your documents effectively.

makes the
in.

the most valuable player in baseball history.

Baseball is one of the most popular sports in America. It's a sport that's been around for over 150 years, and it's still going strong.

One of the greatest players in baseball history is Roberto Clemente.

Roberto Clemente was a Puerto Rican baseball player who played for the Pittsburgh Pirates.

Clemente was known for his exceptional skills as a right fielder, and he was also a great leader on the field.

He was elected to the Baseball Hall of Fame in 1973, and he has since become a legend in the game of baseball.

Did you know that women play in baseball?

Yes, there are women who play baseball. In fact, there are many women who play baseball at the professional level.

Women's baseball has come a long way since its inception in the early 1900s. Today, women play baseball at all levels, from amateur to professional.

Women's baseball has come a long way since its inception in the early 1900s.

Roberto Clemente





It's time to practice! Read the sentence that tells a story. Then add a possessive pronoun in the sentence to tell who it belongs to you. The first one is done for you.

1. A fire-breathing dragon was outside the castle.

Its breath was melting the castle walls.

2. The people in the castle were afraid.

The dragon had eaten all their food.

3. The king called the people together.

They had to think of a way to stop the dragon.

4. The prince could not fight the dragon.

The dragon was too big and too strong.

5. The people could not decide what to do.

They were scared of the dragon.

6. The princess had to go to the dragon.

She had to be brave and clever.

7. The dragon was surprised to see a princess.

She had a plan to stop the dragon.

8. In the end, the people had a new hero.

The princess had saved the day.

9. The king was very happy.

He gave the princess a crown.

10. The princess was the new queen.

She had stopped the dragon.

11. Did you use a possessive pronoun in each sentence?





A pronoun is a word that takes the place of a noun. The noun the pronoun refers to is called the pronoun's antecedent. In each of the four examples below, the noun is the person or the antecedent of the pronoun in the sentence.

1. Edison was a good boy. He liked to invent things.

2. Edison's mother taught him to read at home.

3. Edison's mother taught him to read at home.

4. Edison's mother taught him to read at home.

In the first example above, the singular pronoun *he* refers to the singular noun *Thomas Edison*. In the second example, the plural pronoun *they* refers to the plural noun *machines*.

In the third and fourth examples, what do the singular pronouns *him* and *his* refer to?

A pronoun must agree with its antecedent in number. This means that if the noun is singular, the pronoun must also be singular. If the noun is plural, the pronoun must also be plural.

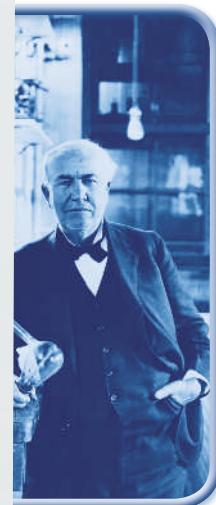
In the first example above, the singular pronoun *he* refers to the singular noun *Thomas Edison*. In the second example,

the plural pronoun *they* refers to the plural noun *machines*.

In the third and fourth examples, what do the singular pronouns *him* and *his* refer to?

Now look at the underlined pronoun. Write the noun that is its antecedent. The first one is done for you.

1. Edison went to school for a short time. He did poorly there.



Thomas Edison at his laboratory

2. His mother was a teacher. She taught Edison at home.

3. When Edison was twelve years old, he started his first job.



Edison

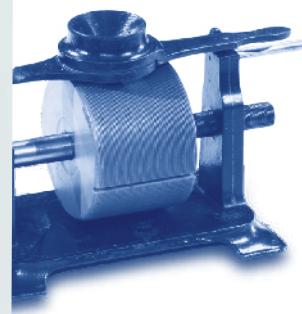


passenger trains. They were first used in the United States.

5. Edison used a special alphabet when he was fifteen years old. It was called the Morse code.
6. Edison started to lose his hearing at a young age.
7. Edison had various jobs, but he was not interested in them.
8. Edison decided to become an inventor. His first invention was a battery.

Complete the pronoun in each sentence correctly. Then think about whether the underlined word is singular or plural.

1. After he became an inventor, Edison and his wife moved to a new home. In the new house, Edison worked in a room where he could work in peace.
2. They moved to a new home. In the new house, Edison worked in a room where he could work in peace.
3. Edison had many of his inventions. He had back problems because of them.
4. Inventors from all over the world worked for Edison. They helped him with many of his many creations. One of them was his phonograph.
5. Edison and his team used many skills. One skill was, their team had to invent many things.
6. Edison started the first research lab. He called it the "Invention factory".
7. Today we still use many of Edison's inventions. They are important in our lives even now. They help us in our daily lives.





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tion about
the light
bulb. He
also made
improvements to the
lightbulb to make them
last longer.

Thomas Edison did not invent the first light bulb. In fact, scientists had been making light bulbs for years before Edison's invention. The problem was that people could not use them because Thomas Edison's invention, light bulbs burned out after a few minutes. With the help of their team, Edison experimented with making the light bulb better. Finally, in 1879 Edison and his team discovered something that worked. A small wire was placed in a light bulb. They glowed for 12 hours.

After Edison improved the light bulb, it helped improve New York City's electric power system. He built a power station that brought electricity to the city so that light bulbs could be used in people's homes. The power station opened in Manhattan. Citizens who lived near it or far from it were able to get electricity.

Did you find and correct six pronouns?

with its

Proofreading Marks

- ^ Add
- Period
- ↖ Take out
- ≡ Capital letter
- / Small letter

30K.
amp.
ented Jan. 27, 1880.





Write a short description of an invention you enjoy. You could write about a new electronic device, for example. Try to include at least five pronouns in your sentences. Make sure that the pronouns agree with their antecedents.

You used formal language when you wrote your description. However, if you were talking to a friend about the invention, you might use more casual language. You might use sentence fragments and informal words such as *wow* and *cool*.

Checklist

- ❑ Does each pronoun agree with its antecedent?



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A contraction is a word that has been shortened.

An apostrophe is used to show one or more letters that are left out. Many contractions are formed by joining a pronoun and a verb.

When you write contractions, always remember to add the apostrophe.

Contractions are very common in speech and writing.

It's important to learn how to spell them correctly.

Now it's time to practice writing contractions.

Look at the words below and write the contraction for each pair of words.

1. I am _____

2. you are _____

3. I have _____

4. they will _____

5. we can _____

6. you would _____

7. I do _____

8. you will _____

9. they are _____

10. we can _____

Contractions with Pronouns

5



6. they have _____

7. I do _____

8. you will _____

9. they are _____

10. we can _____





1. We are going to have a picnic in the park.

2. We are watching window washers while we wait.

3. Tonight you have no need to light a night light.

4. I have never taken a boat or sail as far as that.

5. She has seen six books.

6. Friendly frank says he will flip the lampshade.

7. Such we will see the sun shine soon.

8. No we have no finished feedback.

9. They have thirty-three thick hints to know.

10. He has died in his bed.



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ostrophe
ters that
the story
the words
the words
parts in the box to correct them.

Tough To Fix

Betty bought butter but she never
ate the butter.

We usually watch Willy and his dog.

They'll be the note in a tight necklace.

He's a good boy and he's a good dog.

It's not a bad day when you're a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

He's a good boy and he's a good dog.

Did you correct six contractions?

Proofreading Marks

- ^ Add
- Period
- ✓ Take out
- = Capital letter
- / Small letter





1. I have a shell.

1. I am well.

2. The boy

3. I am good.

4. We have

5. I am tall.

6. It will rain.

7. She has

8. We are

Read the sentences you wrote. Notice how casual and informal these contractions make the sentences sound. If you were writing a report, however, you should not use contractions.

1. I am well.

2. Did you use a contraction in each sentence?

3. Did you spell the contraction correctly?



Subject Pronouns (pp. 156–159) Write the subject pronoun for each sentence.

1. Look for stars on a clear night. _____
2. The twinkles brightly in the night sky. _____
3. We use a telescope to look at the stars. _____
4. It is night from Uncle Sam's. _____

Transitive Verb Agreement (pp. 160–163) Write the verb.

1. I carefully complete each sentence. _____
2. We watch, watch the stars with a telescope. _____
3. I help, help him another set of binoculars. _____
4. She points, points at different stars. _____
5. They flash, flash in the clear dark sky. _____

Object Pronouns (pp. 164–167) Write the object pronoun for each sentence.

1. We look, look through the telescope at the stars. _____
2. We all, all know the constellations. _____
3. The Big Dipper has seven stars in it. _____
4. They all, all point at the stars. _____



14. My brother and I me want to learn more about the stars.

15. My family and I we can identify all the planets.

16. The estimate will amaze my brother and me, my brother and I.

Possessive Pronouns (pp. 172–175) Write the possessive pronoun in each sentence.

17. I see a star from my window.

18. We took pictures of the moon.

19. The stars seem to change as our Earth spins.

20. They don't really change their positions.

Pronoun-antecedent Agreement (pp. 176–179) Underline the underlined pronoun. Write the noun that it is agreement.

21. Aunt Helen is an astronomer. She works in a lab.

22. Astronomers study the stars and planets.
In fact, they study all natural objects in space.

23. Aunt Helen has a telescope. She uses it in her work.

24. Helen stood up to use the telescope. I was nearby.

Contractions with Pronouns (pp. 180–183) Read each sentence. Write the contraction for each pair of words in dark print.

25. You are sure to see stars tonight.

26. She has picked the best spot to view the stars.

27. They have seen a shooting star already.

28. We will watch for shooting stars, too.



Read the text below. There are 13 mistakes in the use of pronouns and contractions. Use the proofreading marks in the box to correct them.

Nobody was surprised to see a procession on Main Street yesterday.

Kyle Dooley rode his horse. He

walked the flag in his hand. Most walk down

the street and never did a dance or a bit. Behind him,

he band marched and played. People said they could

hear them from the other side of the city.

They stopped to look at the buildings.

They stopped to look at the trees and to

admire the flowers. They stopped to

admire the dancing girls. They stopped to

admire the band. They stopped to

admire the people who were watching the

"Well, we're busy," their mom said. "We got to go home now."

Street

ade.

Proofreading Marks

^	Add
○	Period
↙	Take out
≡	Capital letter
/	Small letter

ip

."

fly

iful.

ets to

ade.

ear!



Writing Sentences Correctly

PUNCTUATION

Use capital letters and end marks to write sentences correctly. Begin every sentence with a capital letter. End every sentence with an end mark.

- End a statement with a period (.)
- End a question with a question mark (?)
- End a command with a period (.)
- End an exclamation with an exclamation mark (!)

PRACTICE

- Write the correct end mark to end each sentence.
- Listen and determine if each sentence is a statement, question, command or exclamation.
- Listen and draw a line under the punctuation marks.

1. Listen to this.
2. A blue whale can weigh more than 20 elephants.
3. It can breath for 10 minutes at a time.
4. A blue whale can eat 4 tons of food a day.
5. Whales appear in mid-November.
6. A baby blue whale can be 25 feet long.



the whale





9. baby whale

10. much the whale dive

11. will it stay underwater long

12. Some blue whales stay underwater a whole hour

13. Rewrite each sentence. Use capital letters and end marks correctly.

1. the giant squid lives more than half a mile under the sea

2. tell me more about this sea creature

3. It can grow to be almost 60 feet long

4. That's really amazing

5. giant squid eat fish and small sea creatures

6. That can be very dangerous

7. giant squid sometimes attack whales

8. what a terrible underwater battle that must be



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Sharks are very dangerous animals. They have sharp teeth and strong jaws. They can eat almost anything. They are very fast swimmers. They can grow up to 10 meters long.

Do you think sharks are friendly? Think again! They are not friendly at all. They are very dangerous.

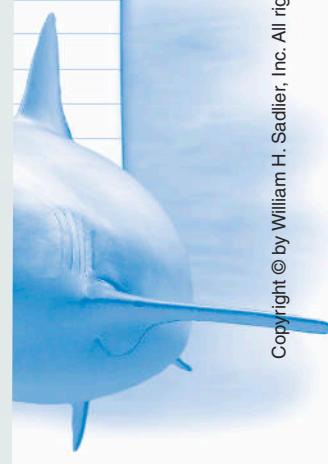
Did you know that sharks are not the only dangerous animals in the ocean? There are many more dangerous animals in the ocean than sharks. In fact, there are more than 100 species of sharks in the world. However, there are many more than 100 species of sharks in the ocean. In fact, there are more than 100 species of sharks in the ocean.

Did you find seven mistakes in the sentences?

capital
end mark.

Proofreading Marks

- ^ Add
- Period
- ↖ Take out
- ≡ Capital letter
- / Small letter





Use this bulletin board notice to make it more fun to learn new sentence types. Copy each sentence in dark print to another sheet of paper. Then cut out each sentence. The word in **italics** tells you the kind of sentence to make. You may have to change the wording in some of the sentences.

INTERROGATIVE SENTENCES

Dayville has a science fair coming up next week. The Science Club is planning a booth on Earthquakes. Would you like to see exhibits and games? Would you like to see exhibits and games? Anyone can sign up for the Earthquake booth.

Do you have questions about the common things you can tell to the Science Club? (Commands) This is great to ask! (Exclamation)





Capitalizing Proper Nouns

A proper noun names a specific person, place, or thing. A proper noun may be one or more words. Each important word begins with a capital letter.

→ Begin the name of a person or pet with a capital letter.

→ Begin the name of a place with a capital letter.

→ Begin the name of a specific place with a capital letter.

→ Begin the name of a holiday or a day of the week with a capital letter.

→ Begin the name of a month with a capital letter.

→ Begin the name of a sport with a capital letter.

→ Begin the name of a country with a capital letter.

→ Begin the name of a city with a capital letter.

→ Begin the name of a state with a capital letter.

→ Begin the name of a river with a capital letter.

→ Write each proper noun correctly.

1. lake

2. lakeview

3. saturday

4. autumn

5. ohio

6. ohio river

7. ohio city

8. ohio river

9. ohio river

10. ohio river





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Once you finish, Capitalize each proper noun correctly.

1. I like eating blueberry jams.

2. On bear mountain, we saw a bear.

3. Tom swam in the river near river city today.

4. Gina grows roses on rose avenue.

5. I like place a beautiful lake.

6. The rock mountains are great for mountain climbing.

7. We had a fun day on monday.

8. I made sand art island.

9. I may visit you and make a visit.

10. What's new in new jersey?



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Did you notice the eight nouns in the invitation? Nouns name people, places, things, and ideas. You can find nouns with capital letters in the first word of each sentence. The first letter of each sentence should be the punctuation mark in the sentence. Did you connect them?

Tom Don Romano

123 Main Street

Santa Fe, New Mexico 87501

Time: 100 PM

Activities:

Take Longhorn Avenue to Sunnyside park

Find the Rainbow and follow it

Turn left. Take the first street after

the Bridge

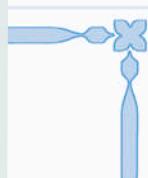
Look for the red house and go inside

Find the blue door and open it

Look for the green grass and the mailbox

Did you connect eight nouns?

a proper
final letter.



Proofreading Marks

- ^ Add
- Period
- ↖ Take out
- ≡ Capital letter
- / Small letter





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al Resources at
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You are going to have a party. What kind of party? A birthday party or a baby shower? Where and when would you have it?

Complete the invitation below. Write directions for how to get to the party.

YOU'RE INVITED TO A...

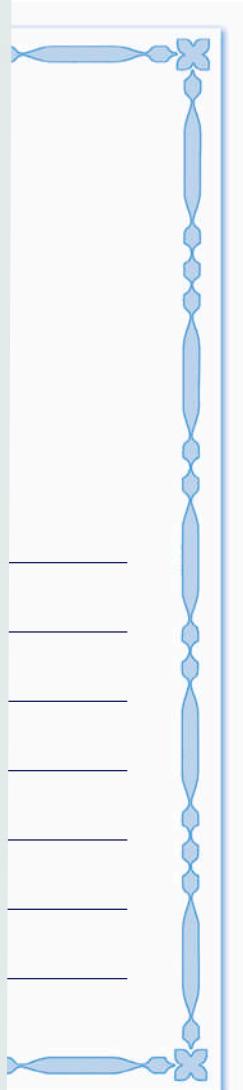
Name:

Place:

Date:

Time:

Directions:



Did you begin each name with a capital letter?

Did you begin each important word in the prepositional phrase with a capital letter?



An abbreviation is short form of a word.
Many abbreviations begin with a capital letter
and end with a period.

You can abbreviate the days of the week.
The days Monday through Saturday have
abbreviations.

You can abbreviate some months of the year.
The months May, June, and July do not
have abbreviations.

The months January, February, March,
April, May, June, July, August, September,
October, November, and December have
abbreviations.

A title of respect is often used with a person's name.
Most titles of respect are written as abbreviations.

The titles Mr., Mrs., Ms., Dr., and Rev. are
titles of respect. They are abbreviations.

An initial is an abbreviation for a person's first or middle name.
It is written as a capital letter followed by a period.

The initials J. C. are the initials for James C. Cohen.

The initials A. W. are the initials for Andrew Winters.

The initials M. R. are the initials for Martin Ross.

The initials S. W. are the initials for Sammie Winters.

The initials J. M. are the initials for Jim Morris.



Match the abbreviation for each day, month, and name correctly.

1. Feb. _____

2. dr. Anne G. Ross

3. Oct. _____

4. Sammie G. Cohen

5. Wed. _____

6. Andrew Winters

7. Jan. _____

8. Martin Ross

9. Thurs. _____

10. Jim Morris



1. John Smith

(Change to the abbreviation.)

2. September

(Change to the abbreviation.)

3. Andrew Greenfield

(Change the first name to an initial.)

4. Linda Ann Bridges

(Change the middle name to an initial.)

5. Sandra Flores

(Add the title of respect for a woman.)

6. Alison Werner

(Add the title of respect for a woman.)

7. Stanley Robert Lewis

(Change the first and middle names to initials.)

8. Tuesday

(Change to the abbreviation.)

9. David Singer

(Add the title of respect for a man.)

10. Linda Robinson

(Add the title of respect for a woman.)

11. December

(Change to the abbreviation.)

12. John Moore

(Add the title of respect for a man.)



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Did you notice the mistakes in the sentence? Young people look for mistakes in sentences more often than the preceding marks in the box.

Fancy 777 School Favorite Authors Festival

Date:

Event:

Wed., Oct. 16 Author Wanda E. Brown will lead from her new biography of Dr. King.

Mon., Nov. 11 Michael will read chapter from several books by Laura Ingalls Wilder.

Tues., Dec. 12 Students will show their drawings of books by Dr. Seuss.

Fri., Jan. 22 The theater club will put on a play based on the stories of the Green Eggs and Ham.

Mon., Feb. 26 Michael will present a display of Scholastic books by William H. Sadlier.

Thurs., Mar. 11 As they read the stories, children will read aloud books by Dr. Seuss in kindergarten class.

Did you correct the mistakes with abbreviations?

n with
ith periods.

Proofreading Marks

- ▽ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter





Checklist for a school author festival that includes a list of authors, the schedule of page 9, and a model sentence for each author's name. Write a teacher name and an author name in each column. Then include the first letter of each name.

Favorite Authors Festival

Date:

Event:

Did you begin each name with a capital letter?

Did you end with a period?

Did you write each initial with a capital letter followed by a period?



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When you type titles of books or songs in emails,
when you write by hand, underline book titles
and song titles.

Underline titles of books, songs, plays, poems,

Capitalize the first word and each important word
in book titles. Do not capitalize the words of, an,
and, or, for, in, or on, the, or to unless they are the
first word in the title.

Underline titles of books, songs, plays, poems,

Capitalize the first word and each important word
in book titles. Do not capitalize the words of, an,

Rewrite each book title. Capitalize and underline each title correctly.

1. Alice's Adventures in Wonderland

2. Goldilocks and the Three Bears

3. The Cat in the Hat

4. When Lightning Comes to a Party

5. The Wright Brothers

6. Miracles on the Mountain

7. The Princess and the Pea

8. My Visit to the Aquarium

9. Lion on Stage

10. In the Time of the Drums





Exercise: Capitalize and underline each title correctly.

1. Ben Franklin And His Dog Kite tells a story about Ben in the age of science.

2. A boy and his horse help people in RescuE On The outer banks.

3. Nine animals and the Well is a story about friendship.

4. For a good laugh, read Gulliver's Travels at the age of 12.

5. The Wizard in the Tree takes place in a knight's castle.

6. Arrow to The Sun retells a Pueblo Indian story.

7. A good collection of mind-bending puzzles is Math For All Reasons.

8. A girl gets an unusual birthday present in I Have An Idea.

9. One of my favorite books is Charlie and the Chocolate Factory.



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and each book title.
Did you connect the mistakes in
the book titles?

and each
book title.

Rob's Favorite Books

Look at the book titles. Find the mistakes in them. Then correct them. You can use the proofreading marks to correct them.

Communication Train and The Plant in The Garage

The Edward with Only Four Arms. He wants to have a dog and he buys one. The ball. Maria. Does she want to play? Or Daria? Maria or Daria? Maria! She is so tired out.

Carrot King. It's a book about a king and carrots. They make great carrots. But what about

an Elephant Fox And the Cow in the Mud. Oh no!

Did you connect the mistakes in

the book titles?

Proofreading Marks

- ^ Add
- Period
- ~~ Take out
- == Capital letter
- / Small letter





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description of each book. Then make a list of the books with the title correctly written in the line.

1. George wants to be the best batter on the baseball team.

2. Harry is riding his bike in the park, and he meets a dragon.

3. This nonfiction book looks at some common insects.

4. In 1843, eight-year-old Jason crosses the country in a covered wagon.

5. On a hot summer day, two friends find an unusual way to cool off.

6. This nonfiction book explores the many ways we travel by sea.

7. Should the tallest student in Room 3B be elected class president?

8. This book tells how Thomas Jefferson wrote the Declaration of Independence.

9. This book is about the life of a famous scientist.

10. Did you underline the title of each book?

11. Did you underline each important word in the titles?



PUNCTUATION

A comma separates words in a sentence and tells the reader where to pause. A comma helps to make the reading easier.

A group of three or more words in a sentence is called a clause. Use a comma to separate the words in a clause.

Use a comma to separate the day of the week from the date.

Use a comma to separate the month from the year.

The words in dark print are clauses. Add commas to separate the words.

1. We made granola bars and cookies this morning.
2. Reading math and science on subjects this morning.
3. Our book has many poems, stories and plays.
4. Greg, Tracy and I am taking reading time.
5. Then we work on addition, subtraction and multiplication **on**.
6. We read about our state of Colorado and country in social studies.
7. We play tag, dodgeball and hide-and-seek on the playground.
8. The slides, swings and seesaws are always busy.
9. Our lunch choice today is pizza with cheese, mushrooms and peppers.
10. Another choice is sandwich with turkey, lettuce and cheese **into**.





Adjectives

2. We also find nouns verbs and adjectives in sentences.

3. I like science more than math reading and social studies.

4. The sun stars and planets are my favorite topics.

5. Cactuses deserts and rain forests are also interesting.

6. Mondays Wednesdays and Fridays are my favorite days.

7. I use crayons clay and paint in art class.

8. Paint sometimes drops on the tables chairs and floor.

9. Plates drums and other instruments fill the music room.

10. Songs dances and lights also fill it.



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the

uble
ole
me run



You can combine short and simple sentences into one longer and smoother sentence.

Each sentence below has a subject that tells who helps clean the home. Underline the subjects in each sentence.

Putting these subjects in a series makes one smooth sentence.
Underline the subjects in each sentence.

1. Write each group of sentences. Combine them into one sentence.

1. I wash the dishes. I wash the windows. I wash the kitchen floor. **or** _____

2. My brother sweep the sidewalk. My brother sweep the garage.

My brother sweep the basement.

3. My sister get buckets. My sister get mops. My sister get clothes.

4. I take up leaves. I take up tree limbs. I take up branches.

5. Flowers grow in the yard. Trees grow in the yard. Bushes grow in the yard.



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Use capital letters and commas correctly in each part of a friendly letter.

1. Add a heading.
2. Add a date.
3. Add a greeting.

Dear Aunt Mary,

Long time no hear from you. I hope you and Uncle Tom at your home some time this summer. I come this summer. I'd love to go and see some of the country.

With love,
Barbara

1. Add a closing.

2. Add a comma between the city and state.

3. Add a comma between the day and the year in the date.

4. Add a signature.

5. Add a date.

6. Add a greeting.

7. Add a closing.

8. Add each part of the letter correctly.

1. March 3 2020

2. A dear late

2. Akron OH 44326

3. Your friend

3. sincerely yours

4. 510 maple lane

98 x 100

- heading
- greeting
- body
- closing
- signature



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Send the missing part
the letter correctly

Banksoning, 2007 - 16 mountain road

Montana

2020

Dear Barbara,

We have to move you and Summer to back
to the farm. We have to move because we
are going to sell the house and

the farm.

From Mom

I love you mom and Barbara

Summer, 2020

Barbara, 2020

Summer, 2020

I am so sorry to tell you this. I am
so sorry to tell you this. I am so sorry to tell you this.
I am so sorry to tell you this.





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Dear Anna and Uncle Tom,
I am writing to you from New York City. I am here because my parents are visiting me. I am staying at the Hotel New York. I am writing to you because I have made some mistakes in my letter to you. I would like you to help me correct them.

e city and
e year in
Begin the
with a
ith a comma.

Spreading ks

- Add
- Period
- Take out
- Capital letter
- Small letter

dear Mom
I am writing to you from New York City. I am here because my parents are visiting me. I am staying at the Hotel New York. I am writing to you because I have made some mistakes in my letter to you. I would like you to help me correct them.

Yours ever,
Anna

Dear Anna, Mom and Uncle Tom,
I am sorry to hear that you have made mistakes in your letter. Please help me correct them so that I can send you a nice summer letter.

Yours ever,
Tom

Did you correct the six mistakes?



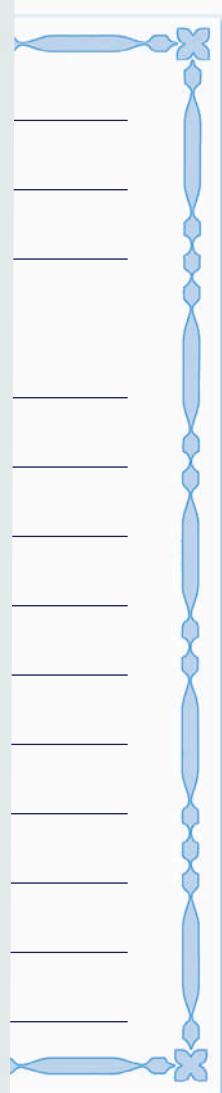


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Write below with a letter to a friend or teacher.
Or write to a special person whom you feel especially important.
Thank him or her in something he or she did.

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When two people have a conversation or dialogue, they are speaking to each other.

Quotation marks show that a person is speaking.

The first word inside quotation marks

is always capitalized because it is the

beginning of the speaker's words.

Periods and question marks go at the end of the sentence.

Use a comma to separate the other words in the sentence from the speaker's words.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

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Use a colon at the beginning of the sentence if it is a statement.

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Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.

Use a period at the end of the sentence.

Use a question mark at the end of the sentence if it is a question.

Use a colon at the beginning of the sentence if it is a statement.

Capitalize the first word inside the quotation marks.





and do that on Saturday morning.

9. John replied I am not going to go.

10. Judy exclaimed My mother will love that idea!

11. Rewrite each sentence correctly. Add the missing comma and punctuation marks. Capitalize the first word inside the sentence marks.

The first one is done for you.

1. Ray asked what is the Helping Hands Club doing these days?

Ray asked, "What is the Helping Hands Club doing these days?"

2. Judy always make get-well cards last week.

Judy always made get-well cards last week.

3. She added we sent them to children in the hospital.

She added, "We sent them to children in the hospital."

4. John exclaimed the children and the nurses loved them.

John exclaimed, "The children and the nurses loved them."

5. He continued now the nurses want us to read to the children.

He continued, "Now the nurses want us to read to the children."

6. Judy explained my mother is going to have an operation.

Judy explained, "My mother is going to have an operation."

7. She asked do you want to come with us, too?

She asked, "Do you want to come with us, too?"

8. Ray replied that sounds interesting.

Ray replied, "That sounds interesting."



Common mistakes in punctuation

• Commas

• Quotation marks

• Apostrophes

• Capital letters

• Small letters

• Exclamation marks

• Question marks

• Ellipses

• Spacing

• Paragraphs

Show the
use a comma
words from
the first word
ks.





Use the situation below to show each speaker's words. Put quotation marks around the exact words. Use the writing on page 24 as a model.

Situation 1: Jan wanted the club to pick up litter around the school. Ray disagreed with Jan. He thought the school had workers. Matt suggested that they ask the principal if the workers needed help.

hool.
ean up litter.
elp.

Situation 2: Lucy's mother gave her a one-day care center only a few storybooks for the children. John thinks the club should collect books for the center. Ray thinks the club should collect at least 100 books.

center has
collect used
0 books.

You probably used contractions in the conversations you just wrote. When you speak, you often use contractions. When you complete a written document, however, do not use too many of them.

- 1 Did you put punctuation marks before and after each speaker's words?
- 2 Did you use a comma to separate the speaker's exact words from the other words in the sentence?
- 3 Did you capitalize the first word inside the quotation marks?



It is helpful to remember the spellings of words that you use frequently in writing. Here are some frequently used words that you can practice spelling.

A suffix is a word part that is added to the end of a word. Adding a suffix changes the meaning of the word. Use the tiles below to correctly spell words with suffixes.

If the word ends in a consonant, simply add the suffix.

Example: *go + ing = going*

If the word ends in a silent e, drop the e before adding a suffix that begins with a vowel.

Example: *hope + ful = hopeful*

If the word ends in a silent e, keep the e and add the suffix that begins with a consonant.

Example: *hope + less = hopeless*

In most words ending in a consonant and a vowel, drop the vowel before adding any suffix, except suffixes that begin with a vowel.

Example: *stop + ed = stopped*

For one-syllable words that end in a single consonant, double the final consonant before adding the suffix.

Example: *big + er = bigger*

Example: *big + est = biggest*

Example: *big + er = bigger*

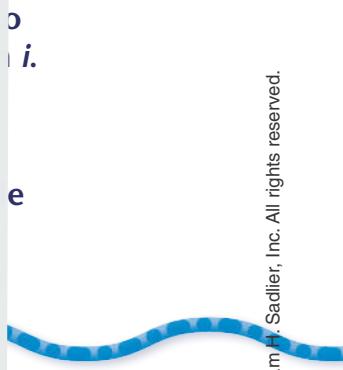
Example: *big + est = biggest*

Example: *big + er = bigger*

Example: *big + est = biggest*

Example: *big + er = bigger*

Example: *big + est = biggest*





It would be different.

6. We would not be able to go along with other people.
7. The beginning of the ride was very fast.
8. I could see the city lights from high above.
9. When the roller coaster started to drop, I thought we would never stop falling.
10. Nothing was as exciting as my first roller coaster ride.
11. I can't wait to go the amusement park again!
12. Suddenly, there will have a wall behind us.

→ Add suffixes to each word. Use the spelling rule to tell the students how to spell each word correctly. If you are not sure of the spelling, check a dictionary.

- | | |
|----------------|------------------|
| 1. interesting | 7. colour |
| 2. pay + ment | 8. every + body |
| 3. amaz + ing | 9. som + ething |
| 4. kind + ness | 10. improv + ed |
| 5. grab + ed | 11. colum + nial |
| 6. amaz + ing | 12. bright + er |

On a separate sheet of paper, write a sentence using each of the words you wrote.





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in the first form. It's a good idea to check your spelling before you write. You can use a dictionary or thesaurus to help you find the right words.

It's important to proofread your writing. This means looking over what you have written to make sure it makes sense.

The planners of the 1893 Chicago World's Fair had a problem. They wanted to build a big Ferris wheel, but they didn't know how to spell "Ferris".

They asked a famous writer named Mark Twain for help.

Twain suggested the word "Ferris" should be spelled like this:

"Ferris" is the name of a wheel which turns round and round.

Twain said that was a good way to spell "Ferris".

People thought Twain was right. They began to call the wheel "Ferris".

People loved the Ferris wheel. They would get off the wheel and then get back on the next iteration.

Today Ferris wheels are still popular. You can see them at carnivals and amusement parks.

The Ferris wheel is a fun ride and old fashioned.

Did you notice eight spelling mistakes?

help you
with suffixes.

Proofreading Marks

- ^ Add
- Period
- ↖ Take out
- ≡ Capital letter
- / Small letter





Below is a list of common suffixes. Write sentences using each suffix. Then copy one of the words in your sentence into the box below. You may include some of the frequently used words in Learn on page 166, and some of the words with suffixes in Practice 3 on page 167.

- Did you use frequently used words correctly?
- Did you use suffixes effectively?



A. two or something

B. over time

C. belonging to you

D. they are

E. pieces of cloth

Write the word in () that correctly completes each sentence.

1. I'll _____ a copy of Little House on the Prairie. (your, you're)

2. The book is next to the red chair in the corner. (pear, pair)

3. I'm going to write a letter to the author of Little House.

4. I'm _____ looking for a great book by the author of Little House stories. (you, you're)

5. These books are popular because they're full of fun and love; there, they're full of humor.

6. At the long table, the family members have to leave some food on the plate when they're

7. It has snowed heavily all winter, so there is more snow expected next week.

8. Several snowy months have passed, and

9. Everyone fears the winter, and the old will become weak because they do not have enough food to eat. (weak, weakly)

10. After months of snow, it's time for the town to celebrate the end of winter. It's the



Laura Ingalls Wilder
Laura Ingalls Wilder Home
Museum, Mansfield, MO



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the spelling mistakes in the story. You can use the wavy lines to draw a box around each mistake. Then you can write the correct word in the box to correct them.

Our family was interested in the Little House books so we spent a week visiting the local landmarks located in De Smet, South Dakota. First on the highlights was the original house.

The Ingalls lived in several places in De Smet, so you can see there from as well as the house that Laura's mother built.

Then there is the cabin house.

It is the original one-room schoolhouse used by the Ingalls.

Reading it is good, but nothing beats reading them out loud.

There is also a great book about the Ingalls.

The Little House on the Prairie is a great book.

It is a great book for all ages.

none, think
Remember
and *their* are
the words *it's*,
contractions.

Proofreading Marks

- ^ Add
- Period
- ↙ Take out
- ≡ Capital letter
- / Small letter





Tell a friend about a place you have visited. Describe the place and things you saw there. Tell what made the place special. Give some facts about the place, too. Use some of the words on page 220 when you write.

the
ce

Read the sentence. You can use more contractions and informal language if you like. Contractions make the sentence sound like you’re writing a report, however, you should not use too many contractions.

- 1) Did you ever go to the beach? Why?
- 2) Did you ever go to the mountains? Why?



Words Often Confused

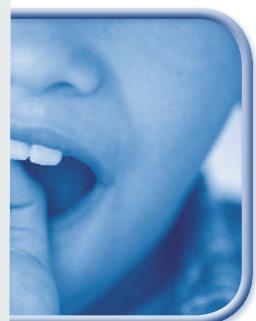
There are words that look alike or have almost the same meaning, but the words can be confused. Learn the meaning and spelling of each word so that you know which one to use.

Here is an example. Sometimes, the word *broke* is confused with the word *lost*. When something is *broken*, it is not attached to anything. When you *lose* something, you no longer have it.

Think about how the easily confused words *lose* and *break* are used in the sentences below.

1. I am afraid I will *lose* my new coat.

2. If you are unsure of which word to use, check a dictionary.



3. I am afraid I will *break* my new coat.

Match each word in Column A with its meaning in Column B.

4. Write the letter of the meaning on the line.

A

B

1. passed

a. restlessness

2. quiet

b. a line or section of

3. peace

c. very much or completely

4. breath

d. moved or went

5. post

e. a dip or an

6. place

f. over and down with

7. catch

g. when

8. breathe

h. in hole and exhale



1. _____ that correctly complete each sentence.

It was dark outside because it had been raining for several hours when she arrived home from school, unshed tears.

2. She _____ across the principal's office looking in the classroom window past
the row of uniformed students. (looked, gazed)
3. Her hair was damp from the rain and she could feel it outside her coat. (lost, missed)
4. Everyone was _____ when she walked into the classroom. (quiet, quieted)
5. She had to _____ deeply to calm down. (stop, breathe)
6. Anna walked with care in the hallway so that she would not wake up the other children. (careful, carefulness)
7. At lunch Peter gave her a piece of his sandwich. (generous, generousness)
8. By the end of the day Carla could hardly catch her breath. (breathless, breathing)
9. She fell _____ tired after all the excitement from a full day at school. (exhausted, exhaustion)
10. She welcomed the _____ and calm of her evening at home. (peace, peaceful)
11. It was already _____ when she got in bed. (dark, darkness)





the boy
in the
with the
and the
the boy

two easily
think about
of the words
correct one.

breath — took a deep, quiet
breath — took a deep, quiet

1. Poor Dan was having a bad day because it was late and _____ the bus.
2. There was a lot of _____ in the air and his shirt became damp.
3. It was already half _____ at night when he turned the corner.
4. Dan bumped into Mrs. Jones as he was running to the bus.
5. He got to school and was still _____.
6. He could barely _____ because he was so tired.
7. He looked down and his shadow was _____.
8. He hoped he wouldn't miss the bus.
9. He loudly asked a question when he was supposed to be _____.
10. Poor Dan felt bad because he had _____.





It's good to write sentences about a bad day. You can use a dictionary if you are not sure of the meaning of the words. The following are for you.

1. peace, please! I had a piece of toast on my way to school. I had peace and quiet

at home because my baby sister was not behaving.

2. passed out

3. stressed out

4. choke food

5. breath, breathe

6. quiet time

If you were speaking to someone about your bad day, it would be appropriate to use expressions such as bummer or yikes. However, you have probably written your sentences in the right form for the English classroom. In formal writing, you would avoid using such language.

- Did you use each word correctly?
- Did you use a dictionary to check any meanings you were unsure of?



Writing Sentences Correctly (pp. 181–184) Write the following words and each sentence. Use the statement, question, command, or exclamation punctuation marks correctly.

1. What is your hobby?

2. Come with me to the hobby show.

3. I like green hobby trees.

Capitalizing Proper Nouns (pp. 192–195) Read each sentence. Write each proper noun correctly.

4. I visited San Antonio.

5. We saw many red mesquite trees there.

6. We painted a picture of the state of Illinois.

Abbreviations (pp. 196–199) Write the abbreviation for each day, month, and name correctly.

7. Mrs.

8. Sept.

9. Ms. Diana Banks

Book Titles (pp. 200–203) Write each book title correctly.

10. Gem collecting for everyone

11. A World of Animals

12. How to find fossils



Hobbies and Hobbies

14. Sewing weaving and knitting are also hobbies.

15. Which hobby can you and your

Parts of a Letter (pp. 208-211) Write each letter part correctly

16. dear [name]

17. your friend

18. salutes Mr. [name]?

Quotations (pp. 212-215) Add the missing commas and quotation marks to show who speaks each quote

19. I think [name] like hobbies because they relax.

20. My grandpa thinks hobbies are a good way to learn.

21. Journal and hobbies help me make friends.

Spelling Rules (pp. 216-219) Words Often Misspelled (pp. 220-223) Words Often Confused (pp. 224-227)

In items 22-24 write the correct spelling of each word in (). In items 25-26, circle the words that correctly complete each sentence.

22. I tried tried too talking knitting lessons last week.

23. Then There are books books with wool socks.

24. I have (peace, place) and (quiet, quiet) when I knit.



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Remember you can find out more about capitalization, punctuation, and punctuation marks on pages 188–227.

about
ling on

inflection,

Proofreading Marks

- ^ Add
- Period
- ↙ Take out
- ≡ Capital letter
- / Small letter

Dear Uncle

You are very welcome to visit us this weekend.

We have a barbecue on Saturday. The weather is nice and we will have lots of fun.

On Sunday we are going to go to the beach. We will have a picnic there.

It would be great if you could come along. I am sure you will have a good time.

Yours sincerely,

Sammy

Sammy and his family helped me collect some

old photos from their vacation. They are going to put them in a photo album.

The main task was to find where each photo had been taken.

Sammy's mother helped him to identify the locations.

Sammy's father helped him to identify the locations.

Sammy's brother helped him to identify the locations.

Sammy's sister helped him to identify the locations.

Sammy's grandmother helped him to identify the locations.

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she

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Ava is writing her about her vacation and telling her friends about the details from the text on page 230. She is writing about the places she visited and the things she did. She is also writing about the things she learned from the Places handbook on page 230. When you have finished writing your draft, then proofread your work.

Directions

1. Talk about Ava's vacation and write about what you do on vacation.

2. Include details from the text on page 230 in your letter.

3. Include proper nouns such as family, places, and books.

4. Write and edit your writing to show what you learned about writing sentences.

5. Proofread for correct spelling, capitalization, and punctuation.

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Discuss who has been on a vacation? To whom would you like to send a letter? What would you write about in your letter? Explain. Use a variety of proper nouns and punctuation to talk about your ideas.



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The first six units of Common Workshop have taught you grammar, usage, spelling, mechanics, and punctuation. These skills are very important when you begin to create your own writing.

Whether you are writing an explanatory text or a story, you will use the guidelines of good writing. But you will also need to know the writing process. These are the steps that will help you develop pieces of writing.

The Writing Process Handbook will teach you about the stages of the Writing Process. Once you know them, you can apply them to any type of writing you do.

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There are different stages in writing. In this handbook, you will learn about each one. Which among these stages no matter what type of genre or writing they are, do you think is the most important?

The Writing Process:

- planning
- drafting
- revising
- editing
- producing, publishing, and presenting

These stages usually follow a specific order, but writers may need to go back to earlier stages as they develop their work. For example, in drafting a story, you may decide to add more details. When revising an explanatory text, you may need to draft a completely new paragraph. Be open to being flexible in your writing process. It will help you make a better final product.

Planning

Planning is the first stage of the Writing Process, and it is very important. If you plan well, your planning choices will make it easier to get to the final draft.

Follow these steps when you are planning your writing:

- Brainstorm a list of possible topics for writing and then choose one.
- Choose the type of writing or genre that you are going to write.
- Decide on your purpose for writing and identify your audience.
- Collect and organize details and evidence to include in your writing.





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You have been given a topic or a writing prompt below. Use the writing tools to help you choose your own topic. If you are having trouble getting ideas flowing, You can use the writing tools to get started.

1. Freewriting: Start with a word, a general topic, or a photo. Write nonstop for 10 minutes. Don't worry about spelling or punctuation. When you are done, review your work and choose a topic.

2. Web: Use one or two words to lead you to more specific ideas. Instead of writing full sentences, make a web. Put a general idea in the center and then write the ideas it sparks in circles around the center. Then, review your web and choose a topic.

When the students have chosen an important event from their life, have them write a short narrative about the event. Encourage them to include details from their web to add depth to their writing.



When choosing a topic:

- there is enough information available about the topic.
- the topic is appropriate for the assignment.

When you are done, complete this sentence:

The topic I will write about is _____.

In school, you may be assigned a specific type of genre of writing. However, if you are writing for your own hobby, you may want to think about the type of writing you want to do. Here are four genres that you might consider before you write:

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Complete this sentence to choose your genre:

The genre I am writing is _____.



The reason you are writing plays an important role in determining your purpose. There are some common reasons:

* To entertain: State an opinion or idea with humor.
* To describe: Detail an event, person, place, or thing that is meaningful to you.

* To explain: Show your readers how to do something or why something is important to you.

* To persuade: Convince your readers through argument to accept an idea or to act in a certain way.

Complete these sentences to help you choose your purpose:

The main thing I want my readers to learn by reading my writing is _____.

I want to share this topic with other people because _____.

Now complete this sentence:

My purpose is _____.

When you write, think about your audience, the specific reader(s) you want to read your work.

Ask yourself who your readers will be and what information they already know about your topic.

My audience is _____.

Complete a chart like the one below to help you focus on your audience's needs.

To Know
Topic



It's important to gather information about your topic before you write. That includes some writing details and evidence that makes the drafting stage easier. Here's how:

1. Review your topic, purpose, and audience.
2. Go to your local or school library or use online resources to find out what you can about the people who knew more than you did about the topic.
3. Write down a list of specific details you want to include and use a graphic organizer. Group details into categories to help you organize them.

To write about the important event in her life, Kate put the details of her narrative in order by using a graphic organizer.

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On a sheet of paper, jot down a list of details and evidence. Or create a graphic organizer to collect facts about your topic.

- Do I have an interesting topic?
- Do I know what genre I'm writing?
- Do I know my purpose for writing?
- Do I know who my audience is?
- Do I have enough details and evidence to write about my topic?

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READY TO GO ON TO DRAFTING?



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Once you have planned your writing, you have to get your ideas down in a draft. Drafting is the next stage in the Writing process. In later stages, you will polish your work to make it better.

Take the following steps when you are drafting:

- a Plan the structure of your draft. Organize your writing into a structure that makes sense.
 - b For informative explanations and opinion writing, use an introduction, body paragraph, and a conclusion.
 - c For narratives create a beginning, a middle, and an end.
- b Write your draft. Include as much detail and information as you need to share your ideas. Don't forget to include evidence that supports your ideas.





Now it's time to draft your plan to be sure you have a structure to work. Then think about what you want to include in each part of your plan.

Read the first two paragraphs of Kate's first draft. Kate has written a rough draft. She will have to make changes to get to her final plan. Think about what changes you want her to make.

I'm going to tell you about my most important event from my life so far. It was my birthday party when I turned 10. I invited my mom and my dad and Shanna and her mom. I also invited some of my friends. But I was worried that they would think I had a boring party. So I asked them to bring their own games. That way we could play whatever game we wanted. And I also asked them to bring their own food. I wanted to make sure that everyone could eat what they wanted to eat. I hope you enjoyed reading about my birthday party!

What idea will you want to share in your first paragraph to draw your reader's attention?

The idea I want to share is _____.

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about

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you can print a copy of paper with a complete draft based on your notes and plan.

- Here are some additional suggestions for the drafting stage:
 - Start writing! Don't stop to wonder if you should include something or not. You can always move it later.
 - Use the words you want, even if you are not sure how to spell them.
 - Be ready to change your plan as you write. You may find that your plan doesn't work the way you thought it would.
 - Leave clearly. Leave space between lines so that you have room to revise and edit later. If you are word processing, use double spacing.
 - If you are writing about a piece of literature, include direct evidence from the text to support your ideas.

REVIEWING YOUR DRAFT

- Did I stay focused on my topic?
- Did I support my main point?
- Have I noted the important details and evidence in my planning notes?
- Is the writing spark some additional ideas that I need to explore?
- Do I need to go back to planning for further details?

READY TO GO ON TO REVISION?



REVISING

Now that you have finished your first draft, the next stage is to improve it. During the revising stage of the writing process, you reread your draft and decide what works and what doesn't. When you revise, you focus on the ideas of your writing. You can fix spelling and mechanics later.



Review every paragraph and every sentence to be sure it makes sense.

- Review every paragraph and every sentence to be sure it makes sense.
- Add or remove details and evidence to make your writing stronger.
- Improve your word choice by replacing weak words with stronger ones.
- Ask someone else to read your work and give you suggestions for improving it.
- Add transitional words and phrases to make your writing flow better.

Here is the same part of Kara's draft with her notes for revision:

The most important event in my life was when I graduated from elementary school. It was the last day of school and I had to say goodbye to all my friends. I was very sad because I did not want to go with my friends. But I had to go to middle school. I was nervous about starting middle school. I did not know what to expect. I was scared that I would not fit in with the other students. I was also worried that I would not do well in my new classes. I was afraid that I would not be able to keep up with the work. I was also worried that I would not have enough time to play with my friends after school. I was nervous about everything.



;:



Explain who they are.

Explain where.

Use a better word.



partner use these guidelines to do a peer review:

Ask your partner for feedback.

Always start with a positive comment. Tell your partner what you liked best about the draft.

Look for places in the draft that are confusing or don't make sense. Then ask your partner for the feedback that audience needs more attention.

Give specific feedback so your partner knows what to do next.

Get your partner's feedback.

If there is something that you want help with, ask your partner for advice. After your partner is finished, have a conversation. Don't know the notes on your draft? It is your work, so you decide which changes you want to make.

It's time to edit!

Now it's time to write your own or your own.

Review your draft. Follow these steps to review your draft:

• Use the steps for editing on page 24 and mark changes in your draft.
• Review your partner's suggestions and decide which of them you will use.

• Write a clean draft of your writing with all of the changes you made. This will make it easier for you to edit in the next step.

Is my writing clear?

• Did I change how I organized my ideas to make my writing clearer?

• Did I add or remove details and evidence to improve my writing?

• Did I change any of my words to make my writing more precise or interesting?

• Did I add transitional words and phrases to make my writing flow better?

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READY TO GO ON TO THE NEXT STEP?



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- Finally, read your writing more than once. Each time you read it, focus on one thing. If you try to check too many things at once, you'll never finish. Make sure your work is correct according to the rules of good writing.

Read your paper out loud slowly sentence by sentence. Fixing your mistakes will help you catch errors you may have missed.



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marks in your writing, use them to indicate the mistakes on your paper.

Write your corrections neatly so it will be easy for you to read them when you write your final draft.

Here are some common proofreading marks:

Capital letter

all letter

graph

Here is the proofread version of Kate's draft.

The important event in my life was when

I learned how to ride a bicycle and I was very

excited and my friends cheered and cheered

and I could not wait to go back to the park with my friends.

But I was scared my friends would think I was a baby

because I still had training wheels.

I asked my dad "can you fix my bike?" He said

"This is a great idea! But I have so many other things to do."

And I was so sad and I just left the room

sighing. After practicing every day, I learned that

you can't give up when you're trying to learn something new.



Now draw over a different color pencil or pen what you would like.

Follow these steps to edit your writing:

- Use the Editing Questions to review your writing.
- Use the proofreading marks to indicate your changes neatly.
- Create a clean copy of your writing.

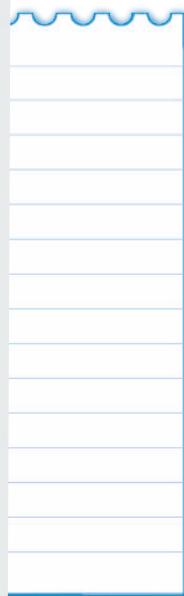
Here is the final version of Kate's writing:

It is important to have a good vocabulary. You can increase your vocabulary by reading books, listening to people speak, and talking to them. It is also important to have good grammar. Grammar is the way we put words together to make sentences. If you don't know how to use punctuation correctly, it can make your writing difficult to read. It is also important to have good spelling. Spelling is the correct way to write words. If you don't know how to spell a word, it can make your writing difficult to read. It is also important to have good punctuation. Punctuation is the way we put punctuation marks at the end of sentences. If you don't know how to use punctuation correctly, it can make your writing difficult to read.

Editing Questions

- 1 Did I review my work to find and correct all errors in grammar, punctuation, and mechanics?
- 2 Did I create a final, error-free copy?
- 3 Is my final document clear and easy to read?

READY TO GO ON TO PRODUCING PUBLICATIONS AND PRESENTATIONS





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The last stage in the Writing Process is producing, publishing, and presenting. During this stage you share a final copy of your writing and present your ideas to your audience.

Follow these steps to produce, publish, and present your writing:

- 1. Give your writing a title.
- 2. Share your writing with others.
- 3. Reflect on your writing to continue to improve your skills.

Be creative about the way you share your work with others. You can use one or more of these ways to present your writing:

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Now you have learned how to begin to share your writing, get feedback, and make changes to your presentation.

- Rehearse your presentation. Practice reading your work several times to make sure you feel comfortable in front of others.
- Present your work to the class, school, or small group.
- Ask for comments and be ready to answer questions from your audience.

WRITING AS A LEARNING EXPERIENCE

After you finish a piece of writing, take some time to think about what you learned from the experience. Think about your work and then answer the following questions:

1. What did you do well in this assignment?

2. What do you want to continue to work on in your next assignment?

3. Did my writing go smoothly?

4. What can I learn from my presentation that might help me the next time I share my writing?



You have now completed the Writing Process Handbook. You can use the stages of the Writing Process whenever you write.

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Method of document
modification

Method of object modification

Method of presentation modification

Method of communication modification

Method of document modification

Method of document modification

Method of communication modification

Object modification

See also *Me*,

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160–163

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The following paragraph includes all of the punctuation marks shown in the chart.

My family hiked the Appalachian Trail last year. The trail runs for 2,174 miles from Georgia to Maine. We started at the beginning of the trail and hiked up to Springer Mountain. We climbed rocky ground and stone steps. When we got to the top, we could see for miles. What a great day we had!

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