

# Great Grammar Skill Builders

## FOUR KINDS OF SENTENCES

Name: AngelDate: 4/6

## Sentence Variety

A declarative sentence tells something. It begins with a capital letter and ends with a period.

An interrogatory sentence asks something. It begins with a capital letter and ends with a question mark.

An exclamatory sentence shows strong emotion. It begins with a capital letter and ends with an exclamation mark.

An imperative sentence gives a command. It begins with a capital letter and ends with a period or exclamation mark.

To answer the questions below, make up some facts about this creature. Then write a paragraph using each kind of sentence at least once.

1. What is that creature called? It is a dragon.
2. Is it real? what do you think?
3. Where is it from? dragons come from
4. What does it eat? It's a vegetarian.
5. What can it do? dragons can run fast.

Have you ever heard of a dragon?  
creature comes from a place called  
can run faster and jump higher  
on earth. And you would not  
be afraid. dragons eat only

Read each sentence to make sure they are complete and correct.

8



## COMPARATIVE AND SUPERLATIVE FORMS

Name: JaneDate: 2/6

## Catalog Comparisons

Adjectives have positive, comparative, and superlative forms.

To compare two things, use the comparative form. Add -er or more.

To compare three or more things, use the superlative form. Add -est or most.

Read the catalog form. Underline the comparative adjectives once and the superlative adjectives twice. Add your own comparative or superlative adjectives to the last three items.



**Coolest** (shoes)  
Color: blue \$36.00



**Softest** wool jackets  
Color: navy \$19.00



**Warmest** winter jackets  
Color: green \$149.00



**Women's better** shirts  
Color: striped \$14.00



**Trail shoes for**  
younger hikers  
Color: brown \$48.00



**Running pants for the**  
coldest days  
Color: black \$45.00



**Sweater**  
Sweater for the  
coldest days  
Color: ivory \$42.00



**Gloves**  
Thicker gloves  
Color: red \$16.00



**Scarf**  
Brightest scarves  
Color: yellow \$20.00

## USING VERBS

Name: SamDate: 11/30

## Crossverbs

Underline the verb in each sentence. Then think of a synonym for the verb that fits in the across part of the puzzle. Write an acronym for the same verb in the down part of the puzzle.

1. The writer sketches a sketch for his book.

2. He skipped at the movie breakdowns.

3. He skipped hard at his drawing.

4. Mary skipped a sketch on the sidewalk.

5. She skipped about the artist.

6. The artist skipped the sketch to Mary.

7. The artist skipped the sketch to Mary.

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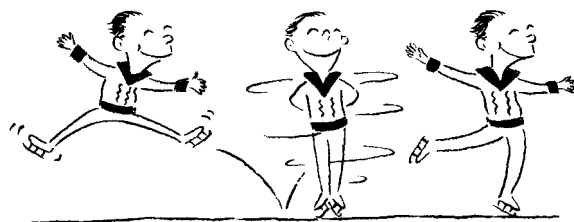
# Great Grammar Skill Builders

## Grades 6-8

By Linda Ward Beech

S C H O L A S T I C  
**PROFESSIONAL BOOKS**

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**M**any students have difficulty with grammar in both oral and written language. Since grammar is a basic tool of communication, it is essential that students master these concepts. The pages in this book offer practice and reinforcement. More importantly, these pages provide opportunities to use grammar concepts in appealing writing assignments. You can use these reproducibles to:

- \* supplement your language arts curriculum
- \* expand your writing program
- \* assign as homework
- \* teach, reteach, or review essential skills
- \* provide practice needed for mastery

## Using This Book

- \* Look over the table of contents to determine which pages meet the needs of your students.
- \* Read aloud the instructions and answer students' inquiries.
- \* If necessary, model the activity. In some cases, you may want to do the first item with the class.

## Page by Page

**Page 5:** Point out that the main verb always appears in the predicate of a sentence. Remind students to add articles to their sentence subjects if necessary.

**Page 6:** Have students explain why sentences 1, 3, 5, 7, and 8 are incomplete. Stress that people often speak in incomplete sentences, but unless students are creating dialogue, they should use complete sentences in their writing.

**Page 7:** If necessary, write examples of each kind of sentence on the chalkboard before students begin the page.

**Page 9:** Have students identify the tense of each verb they use.

**Page 10:** Remind students to use a lower case letter for the word that follows the conjunction. Be sure they understand that a compound sentence has two subjects.

**Page 13:** Have students tell why the unconnected words are not nouns.

**Page 15:** You may want to discuss other noun-forming suffixes at this time.

**Page 16:** Suggest that students use dictionaries to complete this page.

**Page 18:** Discuss the difference between action verbs and intransitive verbs such as forms of *to be*.

**Page 19:** Explain that the words in parentheses are called *homonyms*.

**Page 20:** Point out that the verbs with *-ing* endings are used with helping verbs (in this case a form of *to be*). Caution students that some sentences have more than one verb.

**Page 22:** If necessary, review the past participle form for *tear*.

**Page 23:** Stress that forms of *have* are used as helping verbs in the present perfect and past perfect tenses.

**Page 25:** Caution students to use passive verbs sparingly in their writing.

**Page 26:** Encourage students to use a dictionary or thesaurus so they have a variety of verbs.

**Page 27:** Have students identify the tense of the verb in each sentence. They may also use a thesaurus or dictionary.

**Page 29:** Have students identify the adjectives that follow linking verbs.

**Page 31:** You may want to review the comparative form of *good* before students work on this page.

**Page 32:** Have students identify the parts of speech for each word in the sample poem.

**Page 33:** Point out that many adverbs end in *-ly*.

**Page 34:** Have students identify the verbs and adverbs they use.

**Page 37:** Review subject and object pronouns with the class.

**Page 39:** Point out that some prepositions can also be used as adverbs. Caution students to determine how a word is used in a sentence before they decide what part of speech it is.

**Page 42:** Have students proofread their sentences for punctuation as well as capitalization. Remind them that people's initials are always capitalized.

**Page 44:** Review common contractions before students complete the page.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Subjects Meet Predicates

A sentence is a group of words that expresses a complete thought. The subject tells who or what did something, and the predicate tells what happened.



Wordle

The spin doctors offered an interesting version of the event.

↓                      ↓

subject      predicate

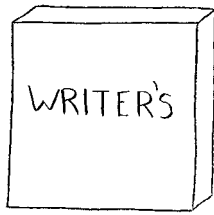
Figure out what each wordle means, and then use it as a sentence subject. Match it to a predicate below.

LIPS  
LIPS

cof fee

CAST CAST  
CAST CAST

MILK



ICE

\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*

1. \_\_\_\_\_ means an unsafe surface for skating.
2. \_\_\_\_\_ was thick, creamy, and delicious.
3. \_\_\_\_\_ will take place in the stadium tonight.
4. \_\_\_\_\_ creates all sorts of problems for authors.
5. \_\_\_\_\_ bloom throughout the spring.
6. \_\_\_\_\_ warns of heavy winds and rain.
7. \_\_\_\_\_ offers an opportunity for a quick morning snack.
8. \_\_\_\_\_ has four stop signs.

Write three complete sentences of your own.

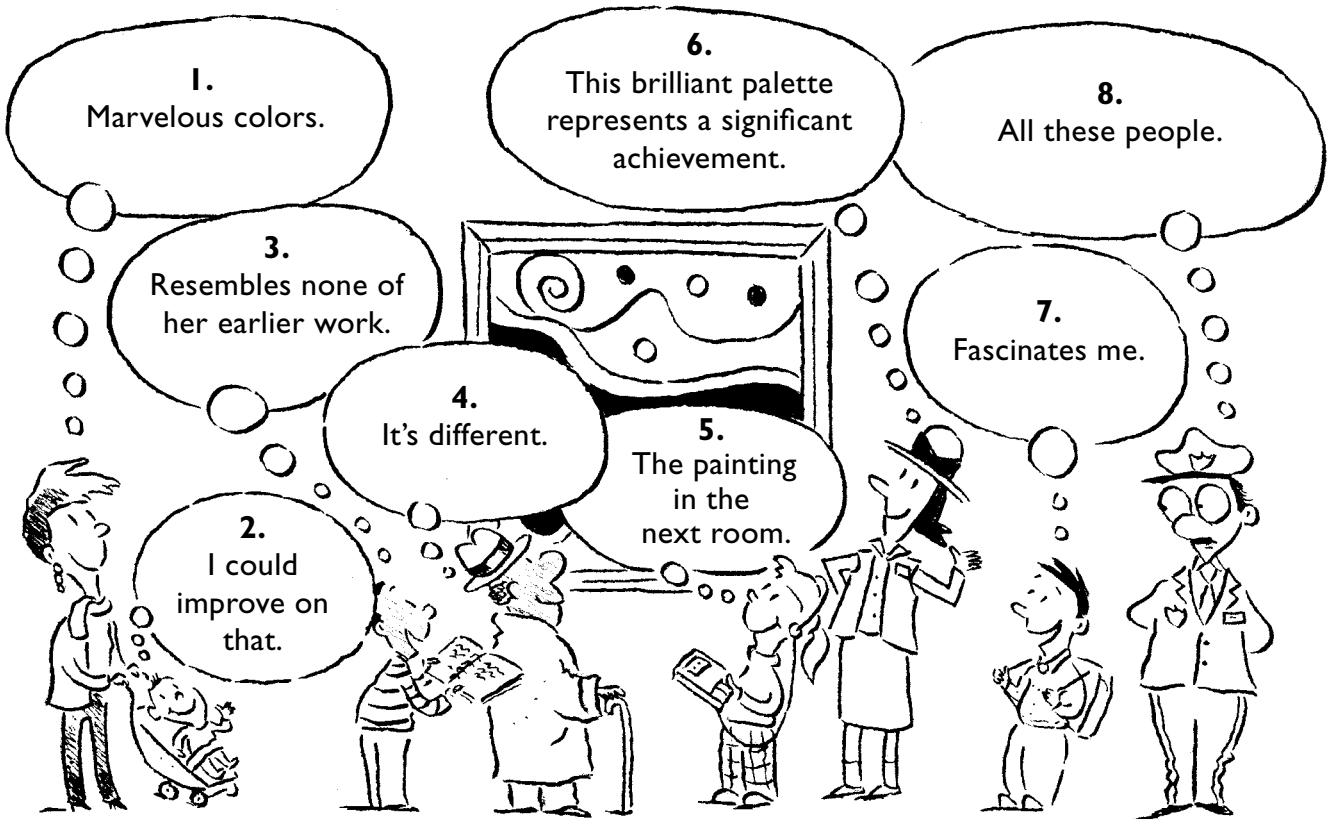


Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Sense

**A complete sentence has a subject and a predicate and makes sense.**

Read what each character is thinking. Put a checkmark next to each complete sentence. If a sentence is incomplete, complete it. Write the complete sentences on the lines below.




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*Underline each subject in red and each predicate in blue.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Variety

- \* A **declarative sentence** tells something. It begins with a capital letter and ends with a period.
- \* An **interrogative sentence** asks something. It begins with a capital letter and ends with a question mark.
- \* An **exclamatory sentence** shows strong emotion. It begins with a capital letter and ends with an exclamation point.
- \* An **imperative sentence** gives a command. It begins with a capital letter and ends with a period or exclamation point.



To answer the questions below, make up some facts about this creature. Then write a paragraph using each kind of sentence at least once.

1. What is that creature called? \_\_\_\_\_

2. Is it real? \_\_\_\_\_

3. Where is it from? \_\_\_\_\_

4. What does it eat? \_\_\_\_\_

5. What can it do? \_\_\_\_\_

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*Proofread your sentences to make sure they are capitalized and punctuated correctly.*



Name \_\_\_\_\_ Date \_\_\_\_\_

## What Two Do

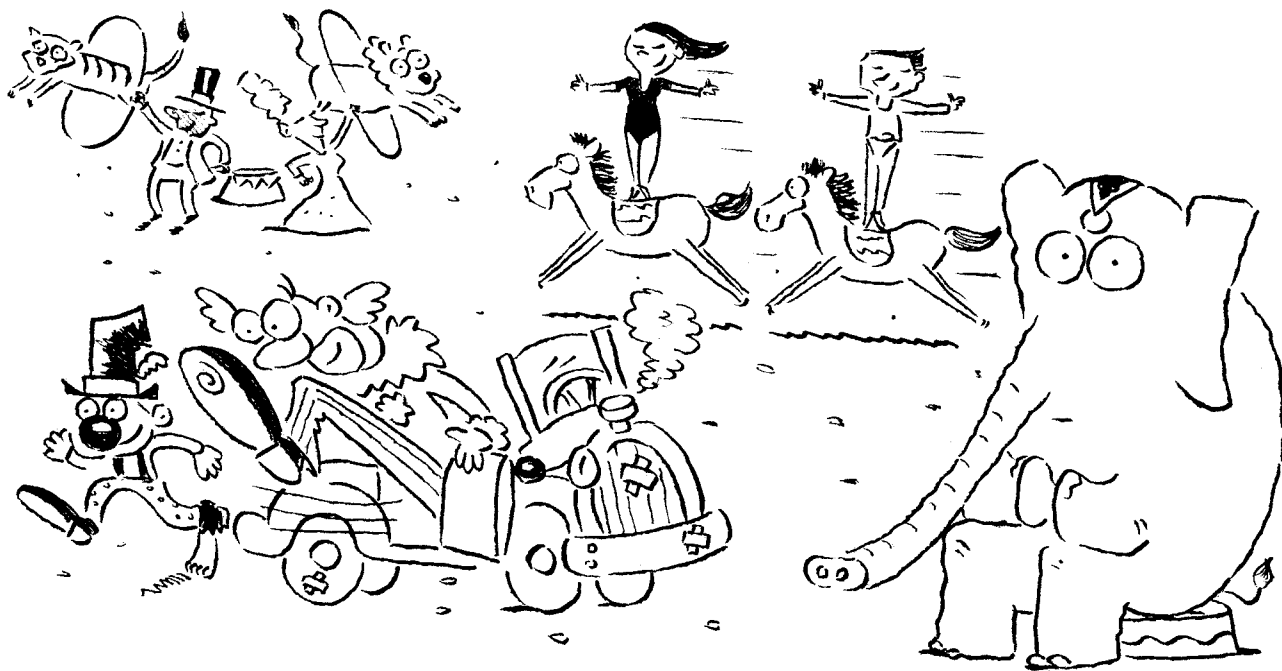
**When two or more subjects are joined with the word *and* and have the same predicate, they form a compound subject.**

The acrobats put on their costumes.

The jugglers put on their costumes.

The acrobats and the jugglers put on their costumes.

Write a compound subject for each predicate. Use the picture to help you.



1. \_\_\_\_\_ prance around the ring.
2. \_\_\_\_\_ emerge from a tiny car.
3. \_\_\_\_\_ stand on the handsome horses.
4. \_\_\_\_\_ jump through a hoop.
5. \_\_\_\_\_ perform their acts well.
6. \_\_\_\_\_ make the audience laugh.
7. \_\_\_\_\_ obey their trainers.
8. \_\_\_\_\_ practice every day.

Write two sentences of your own with compound subjects.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Double Action

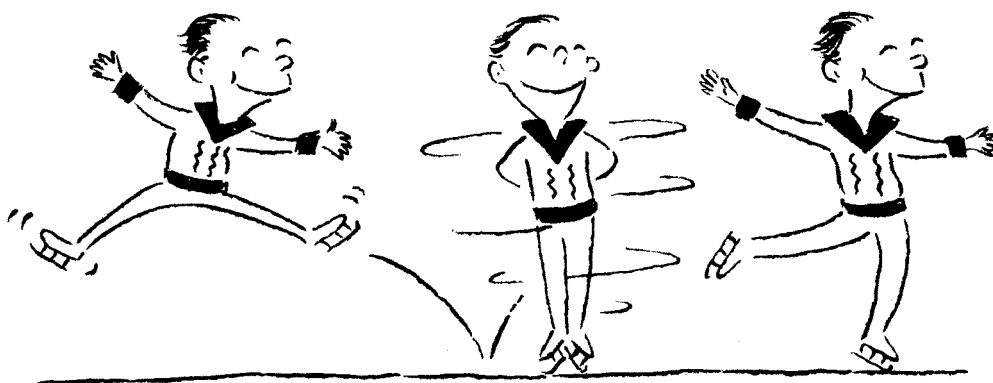
**When two or more predicates are combined with the word *and* and have the same subject, they form a compound predicate.**

The skater jumps.

The skater spins.

The skater glides.

The skater jumps, spins, and glides.



Write a compound predicate for each subject. Use different verbs in each sentence.

1. The soccer player \_\_\_\_\_.
2. Most surfers \_\_\_\_\_.
3. Those cyclists \_\_\_\_\_.
4. A long-distance runner \_\_\_\_\_.
5. Many swimmers \_\_\_\_\_.
6. The exuberant winner \_\_\_\_\_.
7. This talented gymnast \_\_\_\_\_.
8. Professional baseball players \_\_\_\_\_.
9. One goalie \_\_\_\_\_.
10. Our team \_\_\_\_\_.

*Underline the verbs in the compound predicates you wrote.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Two-to-One Sentences

**A compound sentence is formed by connecting two simple sentences with a comma and the conjunction *and*, *but*, or *or*.**

Combine the two sentences to form a compound sentence. Add a comma and a conjunction.

Two Sentences	→	One Sentence
1. Viking warriors carried their own wooden bowls for food. They packed unbreakable wooden cups as well.		_____
		_____
		_____
		_____
2. During the American Revolution, soldiers had rations of bread, meat, and cheese. They sometimes stole vegetables from farmers' gardens.		_____
		_____
		_____
		_____
3. Native Americans took war paint, bows, and arrows into battle. They also carried sacred herbs.		_____
		_____
		_____
		_____
4. Civil War soldiers bought items like sewing kits from provisioners. They often found it hard to obtain food.		_____
		_____
		_____
		_____
5. Was Armistice Day declared to celebrate the end of World War I? Was it designated at the end of World War II?		_____
		_____
		_____
		_____
6. British soldiers who fought in the D-Day invasion had French guidebooks. They were given French money.		_____
		_____
		_____
		_____

*Underline the subjects in each compound sentence you wrote.*

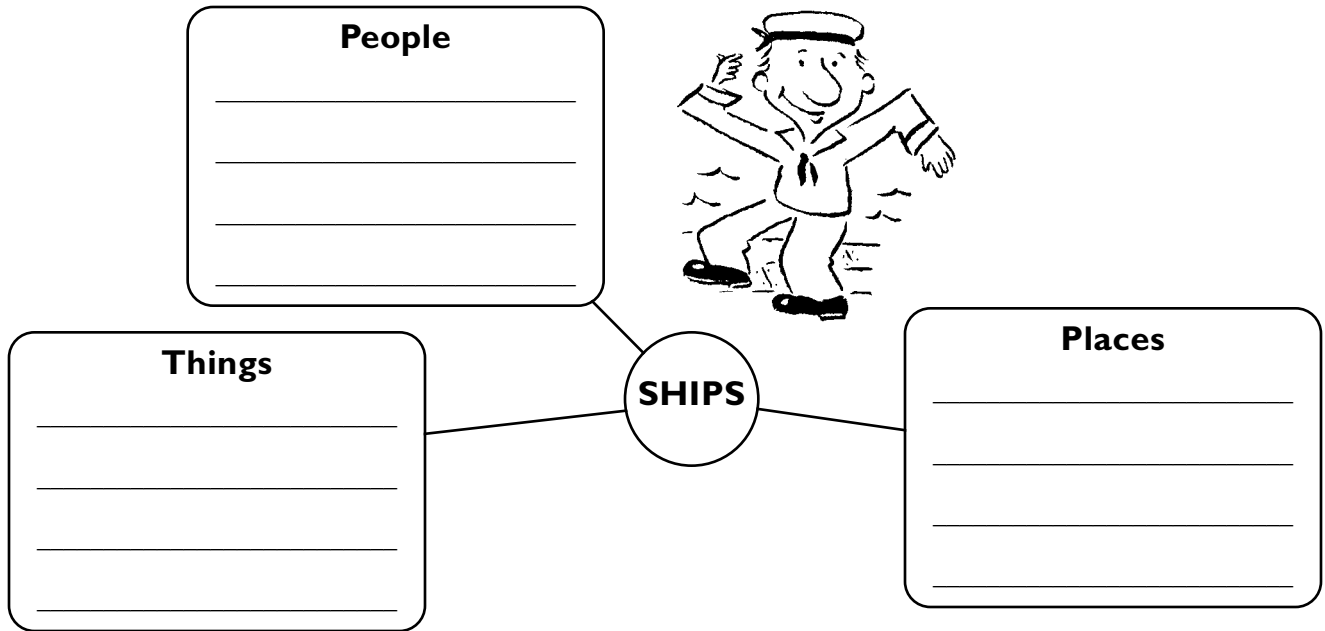
Name \_\_\_\_\_ Date \_\_\_\_\_

# Knowing Nouns

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

Complete the word web. Write nouns from the box under the correct heading in the web. Then use some of the nouns in sentences.

crew	captain	freighter	liner	pilot	carrier
cruiser	navigator	pier	dock	marina	wharf



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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

Name \_\_\_\_\_ Date \_\_\_\_\_

# Nouns That Name

**A proper noun is the particular name for a person, place, or thing. A proper noun begins with a capital letter.**

**Proper nouns include the names of days of the week, months, holidays, cities, states, and countries.**

Circle the proper noun or nouns in each group and rewrite them correctly.

1. gulf of mexico  
rapids  
hudson bay  
stream

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2. satellite  
mars  
comet  
meteor

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3. bulletin board  
miss bailey  
classroom  
greenwood school

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4. cable  
channel 2  
ratings  
commercial

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5. august  
weekday  
thanksgiving  
calendar

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6. nation  
capital  
argentina  
london

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7. airport  
delta airlines  
control tower  
newark airport

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---

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8. biographer  
gary paulsen  
katherine paterson  
nonfiction

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9. physician  
dentist  
doctor hansen  
orthopedist

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Write a sentence using two of the proper nouns you circled.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Subject of Nouns

**The subject of a sentence is usually a noun.**

Start at the arrow. Draw a line to connect the words that are nouns. You can go across or down. Use the nouns to complete the sentences.

→ beard	when	him	after	difficult
czar	technology	carpenter	was	generous
sailed	further	disguise	ideas	license
blazing	early	achieved	how	tax
would	monarch	clothes	robes	men

1. At one time in Russia, almost every man had a \_\_\_\_\_.
2. Then Peter the Great became \_\_\_\_\_.
3. Peter was curious and wanted to learn about western \_\_\_\_\_ and customs.
4. He visited Europe and worked as a \_\_\_\_\_.
5. While there, Peter wore a \_\_\_\_\_ so no one would recognize him.
6. When he returned to Russia, Peter imposed many new \_\_\_\_\_ on his people.
7. Russian men now had to be clean shaven or get a \_\_\_\_\_ to wear a beard.
8. They had to pay a \_\_\_\_\_ to get this license.
9. \_\_\_\_\_ who protested were shaved in public.
10. Noblemen were also told to stop wearing their old-fashioned \_\_\_\_\_.
11. They were instructed to dress in western \_\_\_\_\_ at court.
12. Peter the Great was an autocratic \_\_\_\_\_!

*Write a sentence giving your opinion of Peter the Great's reforms. Use at least two nouns.*



Name \_\_\_\_\_ Date \_\_\_\_\_

# Plenty of Plurals

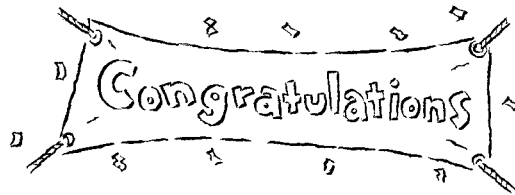
A plural noun names more than one person, place, or thing. Here are some rules about how to form plurals.

- \* Add **-s** to most nouns to form the plural.
- \* Add **-es** to nouns that end in **sh, ch, x, s,** or **ss**.
- \* In nouns that end in a consonant and **y**, change the **y** to **i** and add **-es**.
- \* For most nouns ending in **f** or **fe**, change the **f** or **fe** to **v** and add **-es**.
- \* Memorize nouns that have irregular plural forms.

Can you solve the riddle? Write a plural noun for each clue. The answer is formed by the letters in the boxes. The first letter of each plural noun is given.

## Riddle:

Whom do people congratulate  
when they're down and out?



- |   |   |
|---|---|
| 1. cloths worn on head or around the neck | S <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 2. furry animals that purr                | C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |
| 3. what you walk on                       | F <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |
| 4. small red fruit with pits              | C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 5. cardboard containers                   | B <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |
| 6. cutting blades                         | K <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |
| 7. plants that grow on the prairie        | G <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 8. midday meals                           | L <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 9. small rocks                            | S <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |
| 10. feathered creatures that honk         | G <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>   |

1      2      3      4      5      6      7      8      9      10

Tell what the rule is for forming each plural noun you wrote.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Nouns and -ness

When you add the suffixes **-ment**, **-ness**, or **-ion** to some words, you form nouns.

**-ment = condition of being      -ness = state of being      -ion = state of being**

Choose the correct suffix for each word. Write the noun.

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1. extinct   | _____ | 6. bald   | _____ |
| 2. sad       | _____ | 7. employ | _____ |
| 3. enjoy     | _____ | 8. good   | _____ |
| 4. construct | _____ | 9. wild   | _____ |
| 5. inspect   | _____ | 10. treat | _____ |

Now use five of the nouns you formed in sentences.

11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_
13. \_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_
15. \_\_\_\_\_  
\_\_\_\_\_

Form more nouns by adding each of the suffixes to other words.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Completing Compounds

**A compound noun is formed from two nouns joined together to make a new word.**

**sun + bonnet = sunbonnet**

Read each set of words. Write one word you can use to form a compound noun with each word in the set.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. _____ + case, store, end   | 6. _____ + style, brush, line |
| 2. _____ + tan, set, stroke   | 7. _____ + side, block, way   |
| 3. _____ + ache, board, stone | 8. _____ + flake, storm, bank |
| 4. _____ + fall, coat, bow    | 9. _____ + cup, pot, spoon    |
| 5. _____ + side, shell, shore | 10. _____ + port, plane, wave |

Now use five of the compound nouns you formed in two different kinds of sentences.

11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_
13. \_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_
15. \_\_\_\_\_  
\_\_\_\_\_

*Proofread the sentences you wrote.*

Name\_

## Date

Read each group of nouns and decide what topic the nouns tell about. Write the topic in the chart. Then choose a topic and write a story about it. Use the nouns in your story.

Nouns				Topic
1. rectangle	cube	pyramid	cone	
2. country	rock	classical	rap	
3. sleet	hail	drizzle	humidity	
4. ratings	cable	channel	commercial	
5. sombrero	beret	cap	bowler	

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

*Reread your story. Circle all the common nouns. Underline the proper nouns.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Verbs at Work

**A verb is a word that shows what someone or something does or is.**

Underline the six verbs in this poem.

A red fox pauses.  
It listens,  
sniffs, and surveys the terrain.  
Then a red blur springs toward its unsuspecting quarry.  
Dinner is near.

Write your own verb poem on the lines below. Follow the form used in the model.

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*Underline the verbs you used. Circle the nouns.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# What's the Use?

**Some words sound alike but have different spellings and meanings.  
You can identify a verb by how it is used.**

Look at the words in parentheses. Write the verb that completes each sentence.

1. James \_\_\_\_\_ breakfast very quickly. (eight, ate)
2. He didn't even bother to \_\_\_\_\_ the fruit for his cereal. (pare, pear)
3. He didn't \_\_\_\_\_ the weather forecast on the radio either. (here, hear)
4. James planned to \_\_\_\_\_ his friend Brandon at the corner at nine. (meat, meet)
5. Then they would \_\_\_\_\_ their options for the day. (weigh, way)
6. Would Brandon \_\_\_\_\_ a new computer today? (buy, by)
7. He had \_\_\_\_\_ some money in a story contest. (one, won)
8. James \_\_\_\_\_ that Brandon really needed a computer. (knew, new)
9. By the time the boys reached the corner, it had begun to \_\_\_\_\_ very hard.  
(rain, rein)
10. Powerful winds \_\_\_\_\_ people's umbrellas inside out. (blue, blew)
11. James and Brandon \_\_\_\_\_ their jackets over their heads. (through, threw)
12. "Maybe we'll have to \_\_\_\_\_ our plans," said Brandon as they ran home.  
(alter, altar)



*Underline the subject(s) in each sentence.*



Name \_\_\_\_\_ Date \_\_\_\_\_

# All Present

**Present tense verbs tell about action taking place now.**

Sandra irons the costumes

I am watching her.

Sandra is ironing the costumes.

They are waiting.

Underline the verb or verbs in each sentence.

Rewrite the sentence using the same verb or verbs in another present tense form.



1. The performers dash around backstage.

\_\_\_\_\_

2. The director is consulting with musicians.

\_\_\_\_\_

3. I am applying my makeup.

\_\_\_\_\_

4. Nina rehearses her lines over and over.

\_\_\_\_\_

5. She is making me nervous.

\_\_\_\_\_

6. The stagehands move the heavy sets into place.

\_\_\_\_\_

7. In the front of the theater, people take their seats.

\_\_\_\_\_

8. The lights are dimming as the orchestra is striking up the overture.

\_\_\_\_\_

9. Slowly, the curtain rises, and the actress speaks.

\_\_\_\_\_

10. The play begins, and I hurry to make my entrance.

\_\_\_\_\_

*Write two sentences of your own in the present tense.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# It's in the Past

**Past tense verbs show action that happened in the past.**

Use the spelling code to write the past tense of each verb.

Spelling Code	
Verbs ending in silent e	Drop the e and add <i>-ed</i> . <b>raise raised</b>
Verbs ending in a consonant and y	Change the y to i and add <i>-ed</i> . <b>hurry hurried</b>
Verbs with a short vowel ending in one consonant	Double the consonant and add <i>-ed</i> . <b>tip tipped</b>
Most other verbs	Add <i>-ed</i> . <b>help helped</b>

1. **copy** \_\_\_\_\_

6. **force** \_\_\_\_\_

2. **demand** \_\_\_\_\_

7. **hug** \_\_\_\_\_

3. **trip** \_\_\_\_\_

8. **perch** \_\_\_\_\_

4. **worry** \_\_\_\_\_

9. **flog** \_\_\_\_\_

5. **celebrate** \_\_\_\_\_

10. **peel** \_\_\_\_\_

Write two more verbs for each spelling rule.

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

Use some of the verbs you listed to write two compound sentences in the past tense.

15. \_\_\_\_\_  
\_\_\_\_\_

16. \_\_\_\_\_  
\_\_\_\_\_

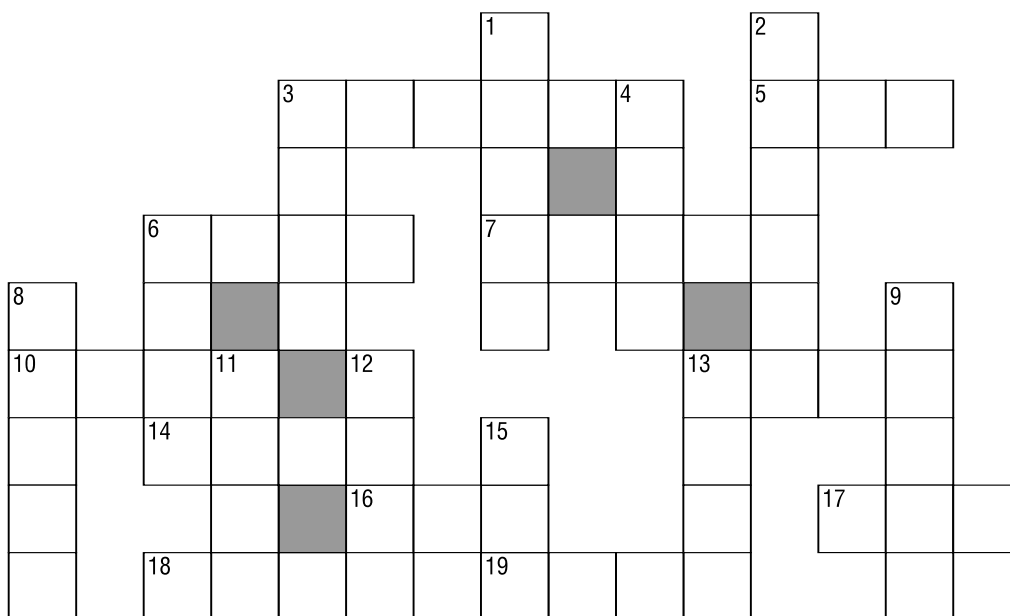
*Proofread the sentences you wrote.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Past Tense Puzzle

**Some verbs have irregular past tense forms.**

Complete the puzzle. Write the past tense of each verb for the Across clues. Write the present tense of each verb for the Down clues.



## Across

3. shrink
5. run
6. say
7. choose
10. lend
13. send
14. give
16. eat
17. see
18. hold
19. tear (past participle)

## Down

1. caught
2. froze
3. swam
4. knew
6. sang
8. slept
9. stole
11. took
12. led
13. spun
15. got

Write sentences using three of the past tense verb forms.

Name \_\_\_\_\_ Date \_\_\_\_\_

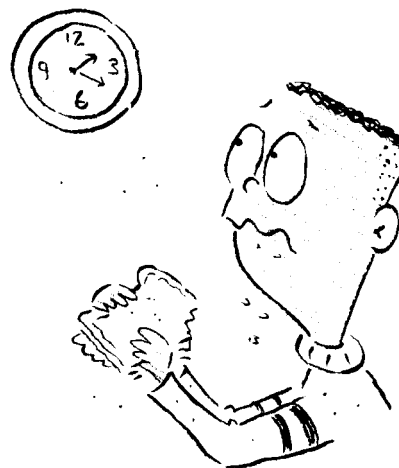
# The *Haves* Have It

*Have, has, and had* can be used alone or as helping verbs.

Present Tense	Past Tense	Present Perfect Tense	Past Perfect Tense
I <u>have</u> a sandwich.	I <u>had</u> a sandwich.	I <u>have gobbled</u> a sandwich.	I <u>had gobbled</u> a sandwich.
She <u>has</u> a sandwich.	He <u>had</u> a sandwich.	She <u>has gobbled</u> a sandwich.	He <u>had gobbled</u> a sandwich.

Copy the game board on a sheet of paper. Leave enough room in each square to write a sentence. Match each sentence below with the description on the game board. Write the sentence in the correct box.

- I have very little time for lunch.
- You have the same schedule.
- We have rushed through lunch too many times.
- She had a better lunch hour in her old school.
- I had visited Beth there years ago.
- Now she has lunch between gym and chemistry.
- This schedule has allowed little time for lunch.
- Students have protested several times.
- They had hoped for a change before now.



Game Board		
<b>A.</b> Present tense verb used with <i>you</i>	<b>B.</b> Present tense verb used with <i>she</i>	<b>C.</b> Present tense helping verb used with <i>protest</i>
<b>D.</b> Past tense verb used with <i>she</i>	<b>E.</b> Present perfect helping verb used with <i>allow</i>	<b>F.</b> Past perfect tense verb used with <i>hope</i>
<b>G.</b> Present perfect helping verb used with <i>rush</i>	<b>H.</b> Past perfect tense verb used with <i>visit</i>	<b>I.</b> Present tense verb used with <i>I</i>

Use *have, has, and had* in sentences of your own.

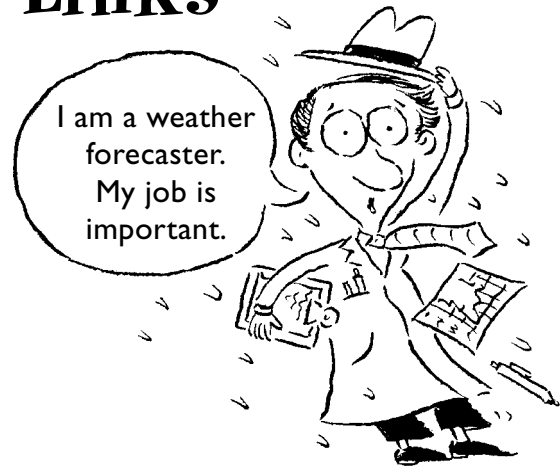
Name \_\_\_\_\_ Date \_\_\_\_\_

# Valuable Links

**Some verbs do not show action. Instead, they link or connect the subject of a sentence to an adjective or noun in the predicate.**

**Used alone, the verb to be is a linking, or intransitive, verb. Forms of to be include *am, is, are, was, and were*.**

Play the linking game by joining the subjects below with linking verbs and predicate words.



Subject	Linking Verb	Predicate Words
1. This meteorologist	am	on the air every morning.
2. I	is	a real skill.
3. Accurate predictions	are	a problem for farmers.
4. Sudden storms	was	a big fan of hers.
5. Sunny skies	were	unhappy at the lack of water.
6. Last summer's drought		dangerous to people.
7. Then many gardeners		always welcome.
8. Interpreting the data		a challenge for forecasters.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

*The verb to be can also be used as a helping verb: am thinking, is going, were waiting. Write three sentences using a form of be as a helping verb.*

Name\_

Date

# Action Story

## Verbs can be active or passive.

**Active:** Robin painted the old table. [The subject *Robin* performs the action.]

**Passive:** The old table was painted by Robin. [The subject *table* receives the action.]

Circle the verbs in the story below. Then rewrite the story using active verbs.

## A New Room

Robin was shocked at the condition of the room in the old house. The walls were covered with dingy wallpaper, and the ceiling was marked by big cracks. The floors were scarred with paint stains, and the corners were laced with cobwebs. The windows were caked with dirt. When the closet was opened by Robin, the room was filled with a musty odor.

A clean-up campaign was planned by the family. Mops, brooms, detergent, and water were collected by Robin. Paints and brushes were purchased by her father. Curtains were made by Mrs. Hurst.

[illegible]

*Underline the subject in each sentence you rewrote.*

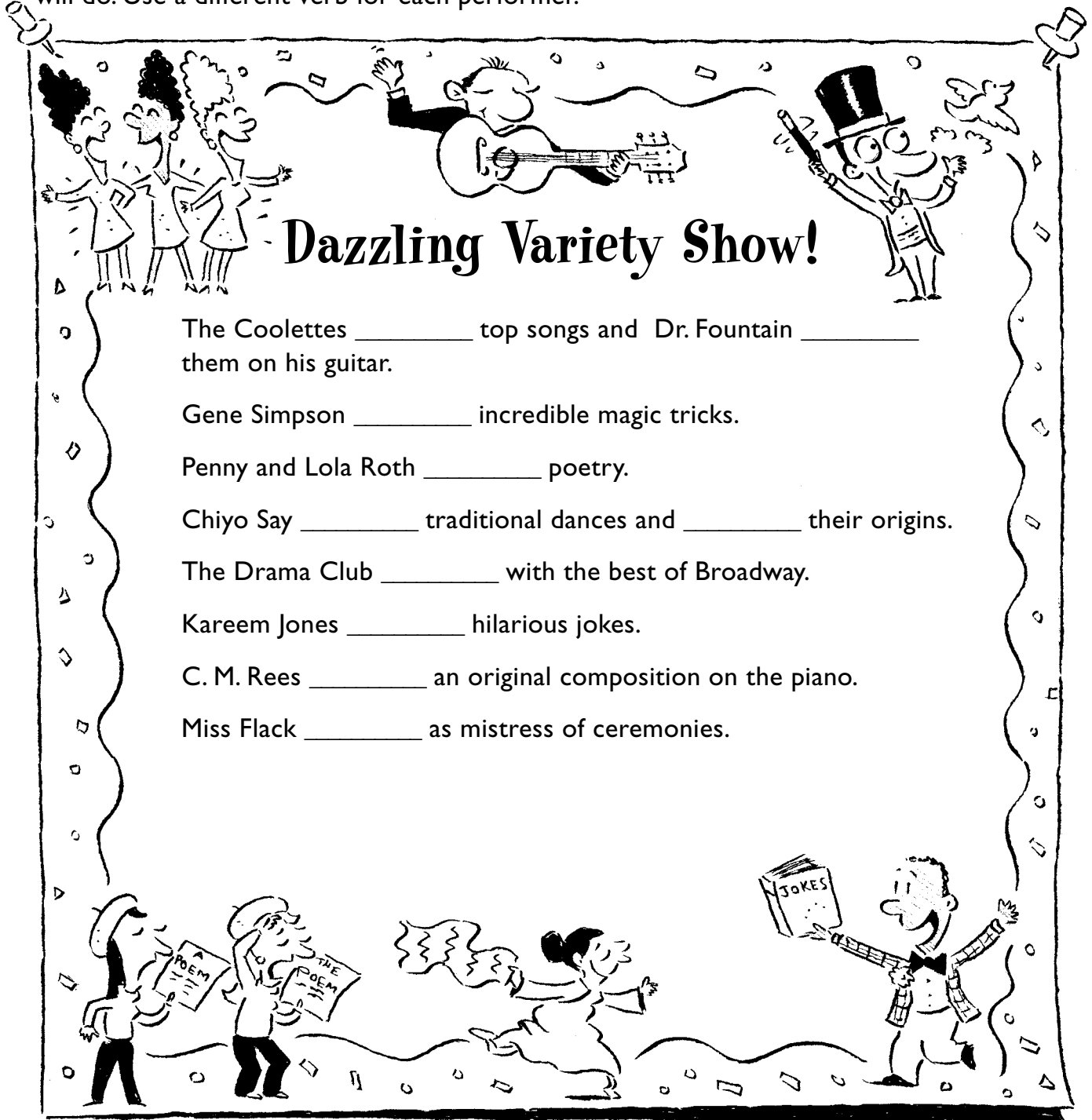


Name \_\_\_\_\_ Date \_\_\_\_\_

# For the Future

**Future tense verbs tell about action that has not happened yet. Use *will* with a verb to show the future tense.**

Complete this variety show poster. Add verbs in the future tense to show what everyone will do. Use a different verb for each performer.



Add two more acts to the poster.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Crossverbs

Underline the verb in each sentence. Then think of a synonym for the verb that fits in the across part of the puzzle. Write an antonym for the same verb in the down part of the puzzle.

**1.** The artist makes a sketch for his painting.

C		D				

**2.** He shouted at the noisy bystanders.

	W					
Y						

**3.** He worked hard at his drawing.

L						

**4.** Mara discovered a sketch on the sidewalk.

F						

**5.** She remembered the artist by the pond.

F							
R							

**6.** She inquired about the artist.

	A					
A						

**7.** The artist gave the sketch to Mara.

							R
D							

**8.** He signed his name in the corner.

	E				
W					

**9.** Mara laughed with delight.

	C					
G						

**10.** Now, she shows her sketch to all her friends.

E							

Use each antonym in a sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Adjective Fun Puns

**An adjective is a word that modifies a noun or pronoun. Adjectives tell what kind, which one, or how many.**

Play this game. Read each clue. Think of a one-syllable adjective that rhymes with the noun. The adjective and noun phrase must have nearly the same meaning as the clue. The first one is done for you.

Clues	Adjectives	Nouns
1. praised rescue	rave	save
2. reddish chain	_____	link
3. half dozen twigs	_____	sticks
4. unopened paste	_____	glue
5. summer song	_____	tune
6. large excavation	_____	dig
7. sad pal	_____	chum
8. tidy road	_____	street
9. noisy audience	_____	crowd
10. amusing rabbit	_____	bunny
11. wet winner	_____	champ
12. equal portion	_____	share



Use five of the phrases in sentences.

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

Think of your own adjective-noun rhymes.

Name \_\_\_\_\_ Date \_\_\_\_\_

# More About Modifying

**An adjective is a word that modifies a noun or pronoun.**

Write the noun or pronoun that each underlined adjective modifies.

On a blistering day in late August, Gabby decided to teach her youngest nephew how to ride his new bicycle. It was blue and silver, and Brian was very proud of it. Unfortunately, he had broken his right arm in the early part of the summer and so had been restricted to more moderate activities. Now the cumbersome cast was off, however, and Gabby was eager to help Brian. Imagine her surprise, then, when Brian climbed onto the handsome bike and made several loops around the yard.



“What do you think?” he asked his astonished aunt. “I’m good, aren’t I?”

“When did you learn to ride?” asked a puzzled Gabby.

“In June,” came the unexpected answer. “On Bobby’s old bike. That’s how I broke my silly arm. Don’t tell Mom and Dad though. They think I fell out of a tree!”

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

Write three adjectives to describe the tone of the story on this page.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Able Adjectives

When you add the suffixes **-able**, **-ful**, **-less**, or **-ous** to words, they form adjectives.

- able** = that can be; giving; inclined to; deserving to be; liable to be
- ful** = full of; showing; having a tendency to
- less** = without; that has no; that does not; that cannot be
- ous** = full of; having to do with; having much; many

Add a suffix to each word to form an adjective. Write the new word. You may use a dictionary. For some words, you can use more than one suffix.

- |                |                  |
|----------------|------------------|
| 1. enjoy _____ | 6. sense _____   |
| 2. cease _____ | 7. zeal _____    |
| 3. skill _____ | 8. break _____   |
| 4. faith _____ | 9. thunder _____ |
| 5. humor _____ | 10. fault _____  |

Use five of the adjectives you formed in declarative sentences.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

Use five of the adjectives you formed in interrogative sentences.

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

In the sentences you wrote, underline the noun or pronoun that each adjective modifies.

Name \_\_\_\_\_ Date \_\_\_\_\_

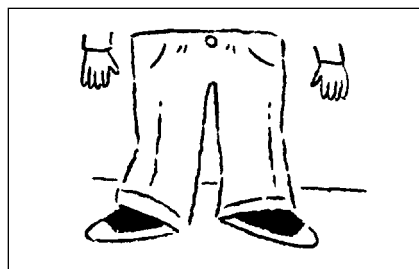
# Catalog Comparisons

**Adjectives have positive, comparative, and superlative forms.**

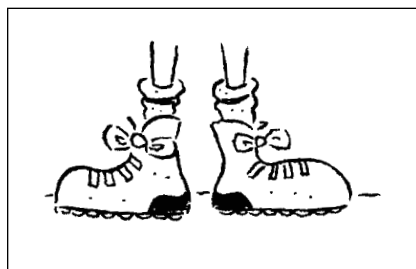
**To compare two things, use the comparative form. Add -er or more.**

**To compare three or more things, use the superlative form. Add -est or most.**

Read the catalog page. Underline the comparative adjectives once and the superlative adjectives twice. Add your own comparative or superlative adjectives to the last three items.



**Choicest chinos**  
Color: stone \$36.00



**Shoes for young hikers**  
Color: brown \$48.00



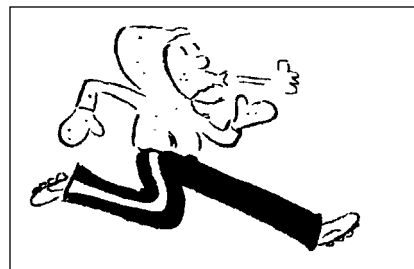
**Warmest winter jacket**  
Color: green \$149.00



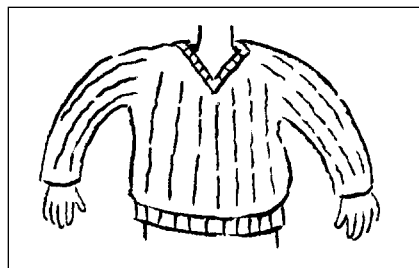
**Women's better shirts**  
Color: white \$34.00



**Softest wool jackets**  
Color: navy \$99.00

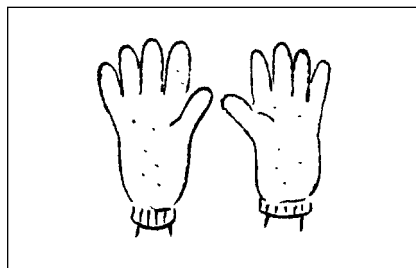


**Running pants for the coldest days**  
Color: black \$45.00



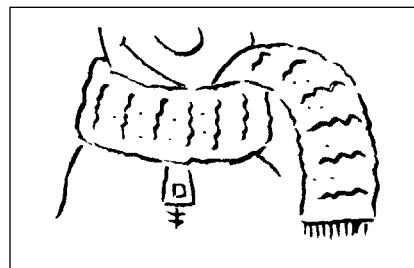
**sweater**

Color: ivory \$42.00



**gloves**

Color: red \$16.00



**scarf**

Color: yellow \$20.00

Circle all the positive adjectives on the catalog page.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Parts of Speech Poem

Read the directions for writing a poem called a *cinquain*. Then write your own poem.



The first line is one noun that names the subject.



Crow.

The second line has two adjectives that describe the subject.



Black, shiny.

The third line has three verbs that tell what the subject does.



Squawks, devours, preens.

The fourth line has four words—adjectives and nouns—that describe feelings about the subject.



Large, uneasy, raucous presence.

The fifth line is a noun that means the same as the subject.



Scavenger.

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---

Share your poem with the class.

Name

Date \_\_\_\_\_

# Tom Swiftly

**An adverb is a word that modifies a verb by telling where, when, or how an action happens.**

“Let’s race to the corner,” said Tom swiftly.

↑  
verb

↑  
adverb



Complete each sentence. Add an adverb from the box to create a “Tom Swifty”—a play on words—like the example above.

Adverbs			
pointlessly	sheepishly	absently	sourly
expressly	sternly	callously	patiently
fruitlessly	blankly	endlessly	warmly

1. "My feet hurt," said Tom \_\_\_\_\_.
2. "I stayed home from school," said Tom \_\_\_\_\_.
3. "I'm waiting for the doctor," said Tom \_\_\_\_\_.
4. "Please fill in the spaces on the form," said Tom \_\_\_\_\_.
5. "I'll never finish this book," said Tom \_\_\_\_\_.
6. "They only grow vegetables here," said Tom \_\_\_\_\_.
7. "This lamb followed me to school," said Tom \_\_\_\_\_.
8. "I'll ride on the fast train," said Tom \_\_\_\_\_.
9. "Move to the back of the boat," said Tom \_\_\_\_\_.
10. "Add sugar to this lemonade," said Tom \_\_\_\_\_.
11. "The temperature rose today," said Tom \_\_\_\_\_.
12. "I broke my pencil tip," said Tom \_\_\_\_\_.

*Make up your own Tom Swifty sentences.*

Name \_\_\_\_\_ Date \_\_\_\_\_

## When, Where, and How?

Complete the sentence steps. Add a verb and an adverb to build each sentence. Add other words if you wish.

**Example:**

The zebra (where)

The zebra

The zebra galloped.

The zebra galloped here.



### Some Adverbs That Tell Where and When

here  
today

there  
later

now  
often

then  
outside

tomorrow  
around

**1. Twins (when)**

**5. Uncles (where)**

**2. My cousin (how)**

**6. Some families (when)**

**3. Most pets (where)**

**7. Her aunt (how)**

**4. The visitor (when)**

**8. Your brothers (where)**

Add adjectives to describe your sentence subjects.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Comparing With Adverbs

**Adverbs have three forms to show comparison.**

**Add -er or more to a positive adverb to form the comparative form.**

**Add -est or most to form the superlative form.**

Complete the chart.

Positive	Comparative	Superlative
1. fast		
2. seriously		
3.		most carefully
4.	sooner	
5.	more reasonably	
6. late		
7.		lowest
8.	more deeply	
9. gracefully		
10.		most quickly

Proofread and rewrite these sentences using the correct adverb forms.

11. Olivia leaves the house early than I do.

\_\_\_\_\_

12. Of all the campers Yoshi washes her hair more frequently.

\_\_\_\_\_

13. Nick listens to this program most often than that one.

\_\_\_\_\_

14. Axel more confidently challenged him to a race.

\_\_\_\_\_

Write two sentences. In one sentence use the comparative form of an adverb. In the other sentence use the superlative form.

Name

Date


# Practice With Pronouns

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

Choose the correct pronoun to complete each sentence. Then use the circled letters to answer the riddle.

**Riddle:** *Why don't rabbits use combs?*



- (them, they) 1. Fran sent     an invitation.
- (she, her) 2.   mailed it yesterday.
- (me, I) 3. Fran asked   to the party last week.
- (you, me) 4. Where will   be that night?
- (we, us) 5. Abby can't be with   either.
- (she, her) 6.   is going away that weekend.
- (they, them) 7. Abby has friends in Englewood and visits    often.
- (he, him) 8. Rick is coming and bringing Sally with  .
- (she, her) 9. Rick met    at the soccer game.
- (him, he) 10.   is also bringing Sally's friend Claire.
- (her, she) 11. Rick wants to introduce    to Seth.
- (me, you) 12. Have    met Claire?
- (she, her) 13.    is captain of a great soccer team.
- (they, them) 14.    are unbeaten this year.
- (I, me) 15. Rick told   all about the last game.
- (we, us) 16. Sally and Claire will tell   more at the party.
- 

Answer:                                              <sup>a</sup>              <sup>b</sup>                              .

Write three sentences of your own. Use a different pronoun in each sentence.

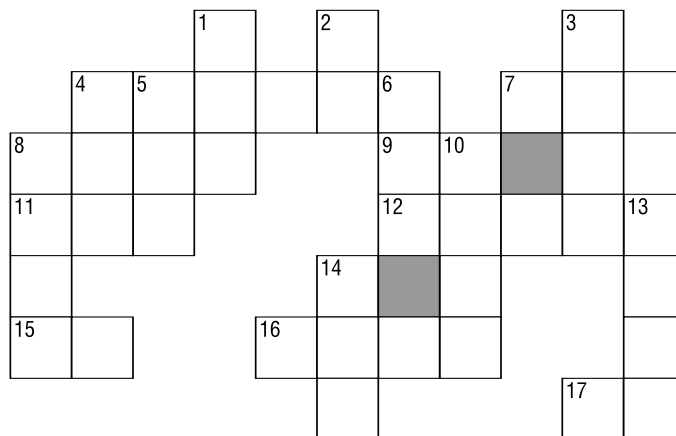
Name \_\_\_\_\_ Date \_\_\_\_\_

# Pronoun Puzzle

**A subject pronoun is used as a subject of a sentence and must agree with the verb.  
An object pronoun is used after a verb or preposition.**

Use the clues below to help you complete the puzzle.

Subject Pronouns		
I	you	he, she, it
we	you	they
Object Pronouns		
me	you	him, her, it
us	you	them



## Across

4. present tense form of share that agrees with he
7. object pronoun that replaces boy
8. subject pronoun that replaces Fred and Tonya
9. object or subject pronoun that replaces the car
11. object pronoun that replaces Betty
12. past tense form of tote that agrees with I
15. object pronoun that replaces I
16. present tense form of look that agrees with we
17. object pronoun that replaces you and I

## Down

1. present tense form of say that agrees with you
2. subject pronoun that replaces you and I
3. present tense form of like that agrees with you
4. subject pronoun that replaces Delia
5. same as 11 across
6. present tense form of sit that agrees with they
8. object pronoun for they
10. past tense form of take that agrees with I
13. present tense form of do that agrees with he, she, and it
14. subject and object pronoun that names yourself

Write a sentence using a subject pronoun and another sentence using an object pronoun.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Yours and Mine

**A possessive pronoun takes the place of a possessive noun.**

Janet's backpack → her backpack

Possessive Pronouns		
my, our	your	his, her, its, their

Study the model. Change one letter in each column to form a new word. The last word is a possessive pronoun. Use the possessive pronoun in a sentence.

**Example:**

t	t	h	h
a	i	i	i
p	p	p	s

1.

y			h
u			e
m			r

---



---



---

3.

f			o
a			u
t			r

---



---



---

2.

b			m
y			y

---



---



---

4.

s			y
p			o
a			u
r			r

---



---



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Use each of these possessive pronouns—his, their, its—in a sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Practice With Prepositions

**A preposition is a word used with a noun or pronoun to form a prepositional phrase.**

**A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. A prepositional phrase often tells where something is, when something happens, or what something is like.**

*The student with the red hair sat at the last table during the meeting.*

Add two prepositional phrases to each sentence to tell where, when, or what something is like.

Some Prepositions					
about	before	except	near	through	with
above	behind	for	from	to	up
across	below	in	of	under	at
after	beside	out	off	over	around

1. The dog awoke.

\_\_\_\_\_

2. The sleepy animal stretched.

\_\_\_\_\_

3. The cat waited.

\_\_\_\_\_

4. Sam watched them.

\_\_\_\_\_

5. The moon shone.

\_\_\_\_\_

6. Something rattled.

\_\_\_\_\_

7. Both pets jumped.

\_\_\_\_\_

8. Sara entered.

\_\_\_\_\_

*Draw one line under the prepositional phrases that tell when, two lines under those that tell where, and circle those that tell what something is like.*



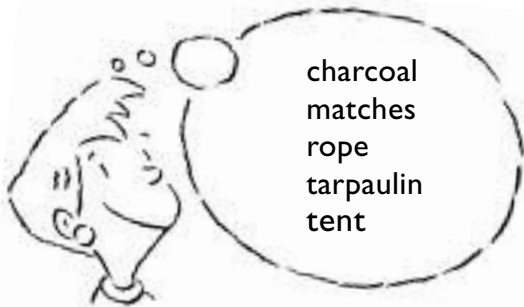
Name \_\_\_\_\_ Date \_\_\_\_\_

# Lengthy Lists

**A comma is a punctuation mark that shows a reader where to pause. A comma helps separate words and ideas. When you write a list of three or more items, use a comma before the word *and*.**

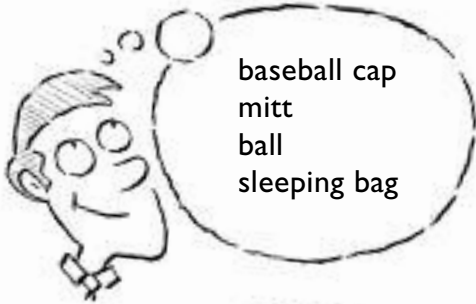
The Jacksons are going camping. Each member of the family has a different idea about what to bring. Tell what each person will bring. Use complete sentences.

1.



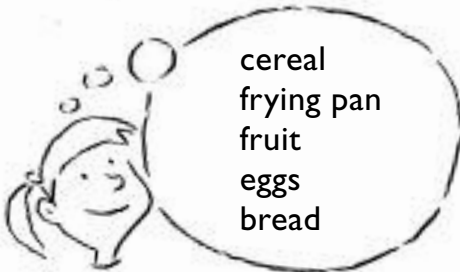
We'll need

2.



I'd better not forget

3.



I must remember

4.



I can't leave without

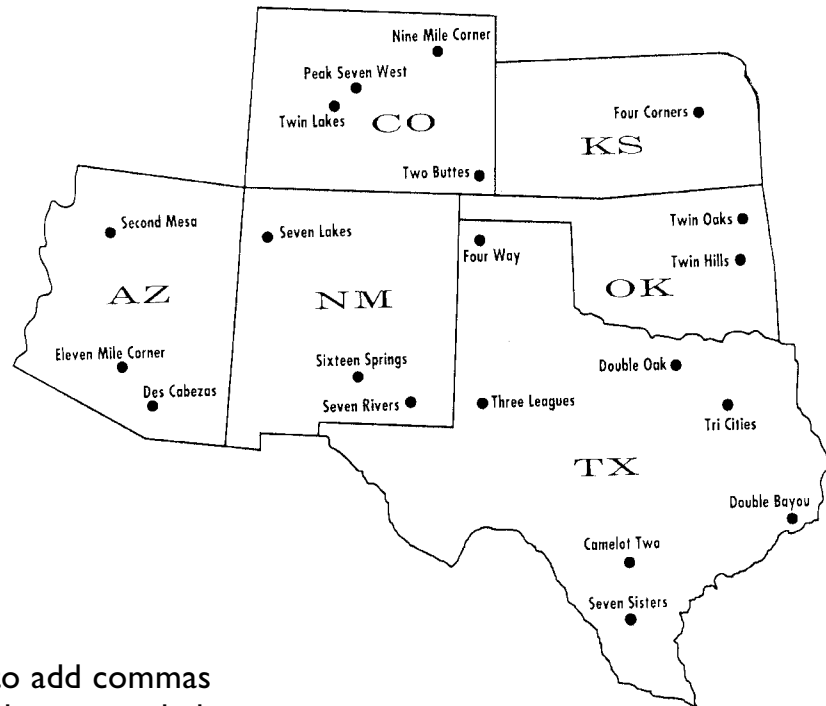
*On another sheet of paper, write a story about the Jacksons' camping trip.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cities That Count

Use a comma to separate the names of a city and a state. If a city and a state appear in the middle of a sentence, use a comma after the state.

*We drove all the way from Seven Springs, Mississippi. We drove from Seven Springs, Mississippi, to Three Oaks, Louisiana.*



Use a colored pen or pencil to add commas to the sentences below. Use the map to help you.

1. How far is it from Eleven Mile Corner Arizona to Seven Rivers New Mexico?
2. Twin Oaks Oklahoma is near Twin Hills in the same state.
3. Four Corners Kansas is not in a corner of the state!
4. We wanted to visit Double Bayou Texas but we had a flat tire in Double Oak.
5. Is Peak Seven West Colorado a good destination?

Write three sentences of your own. Include at least one city and state in each sentence.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Write a sentence about the city and state in which you live.

Name \_\_\_\_\_ Date \_\_\_\_\_

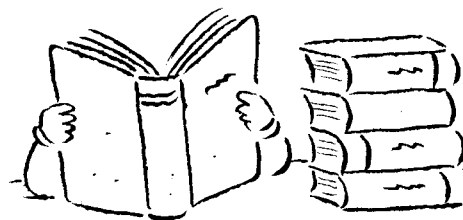
# Colorful Capitals

**Capitalize the first, last, and other important words in a book title.**

Underline titles you write by hand;  
use italics on a computer.

Circle of Gold

*Circle of Gold*



Write the titles below correctly.

1. the children of green knowe \_\_\_\_\_
2. island of the blue dolphins \_\_\_\_\_
3. where the red fern grows \_\_\_\_\_
4. when hitler stole pink rabbit \_\_\_\_\_
5. james and the giant peach \_\_\_\_\_

Rewrite these sentences correctly. Be sure to correct all the errors.

6. l. m. montgomery is the author of anne of green gables  
\_\_\_\_\_
7. did you know anna sewall wrote black beauty  
\_\_\_\_\_
8. white fang by jack london is a popular book  
\_\_\_\_\_
9. when did scott o'dell write the black pearl  
\_\_\_\_\_
10. i read a book called blue willow by doris gates  
\_\_\_\_\_

Write a list of your favorite book titles and authors.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Quotable Puns

**Use quotation marks to show the exact words of a speaker.**

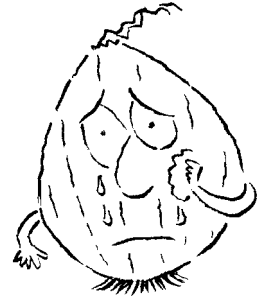
**Use a comma to separate the speaker's words from the rest of the sentence.**

**Use a capital letter to begin the first word of a quotation.**

*The onion said sadly, "I always make people cry."*

*"It's time to get up," said the sun brightly.*

Rewrite each sentence correctly. Use capital letters, commas, and quotation marks.



1. the watchman asked have you seen a clock lately.

\_\_\_\_\_

2. i can barely hear you said the bald eagle.

\_\_\_\_\_

3. the knife said sharply please cut it out.

\_\_\_\_\_

4. we need tomatoes said the lettuce crisply

\_\_\_\_\_

5. it's chilly in here called the ice cube coldly

\_\_\_\_\_

6. this tastes sour mentioned the sugar sweetly.

\_\_\_\_\_

7. the caped man said bitinglly my name is count dracula

\_\_\_\_\_

8. you can wind me up said the top mechanically

\_\_\_\_\_

9. the student said simply this test is too simple

\_\_\_\_\_

10. the salesman stated archly your feet are rather flat

\_\_\_\_\_

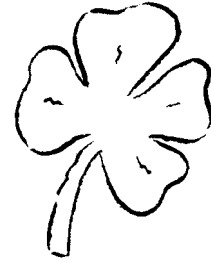
*Proofread your sentences.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contraction Action

**A contraction is formed when two words are put together. Use an apostrophe to show where letters are left out in a contraction.**

Rewrite each penny fortune so the underlined words are a contraction.



1. Here is your fortune.

\_\_\_\_\_

2. It is very good news.

\_\_\_\_\_

3. This month you will meet many new friends.

\_\_\_\_\_

4. They will bring you much pleasure.

\_\_\_\_\_

5. You do not have to worry about money either.

\_\_\_\_\_

6. There are not any obstacles in the way to your happiness.

\_\_\_\_\_

7. This does not mean that you should not be careful.

\_\_\_\_\_

8. You cannot take unnecessary chances.

\_\_\_\_\_

9. Lady Luck will not look kindly on foolish behavior.

\_\_\_\_\_

10. She will desert you if she is annoyed.

\_\_\_\_\_

*Write two fortunes of your own. Use a contraction in each fortune.*

Name \_\_\_\_\_ Date \_\_\_\_\_

# The ABC's of Possessives

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

To make a plural noun possessive, add an apostrophe.

Singular	Plural
The waiter's tray is heavy.	The waiters' trays are heavy.

Write a possessive noun on each line for each letter of the alphabet. Include singular and plural nouns. The first one is done for you.

- |                      |                     |
|----------------------|---------------------|
| 1. Alice's _____ art | 14. _____ nose      |
| 2. _____ ball        | 15. _____ otter     |
| 3. _____ candy       | 16. _____ pear      |
| 4. _____ dive        | 17. _____ quilt     |
| 5. _____ eggs        | 18. _____ rocket    |
| 6. _____ face        | 19. _____ shoes     |
| 7. _____ garage      | 20. _____ tree      |
| 8. _____ hat         | 21. _____ umbrella  |
| 9. _____ ice cream   | 22. _____ vest      |
| 10. _____ jacket     | 23. _____ watch     |
| 11. _____ kite       | 24. _____ xylophone |
| 12. _____ lemon      | 25. _____ yarn      |
| 13. _____ mother     | 26. _____ zoo       |

Write three sentences using possessive nouns.

27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_

Circle each plural possessive noun you wrote.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Words Wanted

**Complete the story. Add the kind of word specified in parentheses under each blank.**

Yesterday, my \_\_\_\_\_ and I went to the \_\_\_\_\_ in \_\_\_\_\_.

(plural noun) (singular noun) (plural noun)

\_\_\_\_\_. We had a \_\_\_\_\_ day. The first thing we  
(proper noun) (adjective)

did was visit \_\_\_\_\_ shop. \_\_\_\_\_ was very glad to  
(possessive noun) (subject pronoun)

see us and greeted \_\_\_\_\_ . From there, we  
(object pronoun) (adverb)

went to \_\_\_\_\_ and \_\_\_\_\_ CDs. We got some

(noun) (past tense verb)

\_\_\_\_\_ sounds! I got one called \_\_\_\_\_  
(adjective) (proper noun)

\_\_\_\_\_ the Lunch Wagon, we \_\_\_\_\_ sandwiches and  
(preposition) (past tense verb)

\_\_\_\_\_ cocoa. After that, I felt \_\_\_\_\_!  
(past tense verb) (adjective)

In the \_\_\_\_\_, we went to see a movie called \_\_\_\_\_.

(singular noun) (proper noun)

It \_\_\_\_\_ about a \_\_\_\_\_ leopard and  
(present tense verb) (adjective)

\_\_\_\_\_ life as a pet. It ended very \_\_\_\_\_ and I  
(possessive pronoun) (adverb)

\_\_\_\_\_ like that. Tomorrow we'll go to see  
(contraction with *not*)

a \_\_\_\_\_ movie.  
(comparative adjective)

*Write a title for the story.*

**page 5:** 1. Thin ice 2. The milkshake 3. The all star game 4. Writer's block 5. Tulips 6. The forecast 7. A coffee break 8. A crossroads

**page 6:** Sentences 1, 3, 5, 7, 8 are incomplete.

**page 7:** Students' sentences will vary but should include a variety of kinds of sentences.

**page 8:** Possible answers: 1. The black horse and the white horse 2. A tall clown and a short clown 3. A man and a woman 4. A tiger and a lion 5. The animals and people 6. The clowns and elephant 7. The horses and cats 8. The trainers and animals

**page 9:** Students' compound predicates will vary.

**page 10:** Possible answers: 1. Viking warriors carried their own wooden bowls for food, and they packed unbreakable wooden cups as well. 2. During the American Revolution, soldiers had rations of bread, meat, and cheese, but they sometimes stole vegetables from farmers' gardens. 3. Native Americans took war paint, bows, and arrows into battle, and they also carried along sacred herbs. 4. Civil war soldiers bought items like sewing kits from provisioners, but they often found it hard to obtain food. 5. Was Armistice Day declared to celebrate the end of World War I, or was it designated at the end of World War II? 6. British soldiers who fought in the D-Day invasion had French guidebooks, and they were given French money.

**page 11:** People—crew, captain, navigator, pilot; Things—cruiser, freighter, liner, carrier; Places—pier, dock, marina, wharf; students' sentences will vary.

**page 12:** 1. Gulf of Mexico, Hudson Bay 2. Mars 3. Miss Bailey, Greenwood School 4. Channel 2 5. August, Thanksgiving 6. Argentina, London 7. Delta Airlines, Newark Airport 8. Gary Paulsen, Katherine Paterson 9. Doctor Hansen

**page 13:** 1. beard 2. czar 3. technology 4. carpenter 5. disguise 6. ideas 7. license 8. tax 9. Men 10. robes 11. clothes 12. monarch

**page 14:** 1. scarves 2. cats 3. feet 4. cherries 5. boxes 6. knives 7. grasses 8. lunches 9. stones 10. geese. Riddle answer: astronauts

**page 15:** 1. extinction 2. sadness 3. enjoyment 4. construction 5. inspection 6. baldness 7. employment 8. goodness 9. wildness 10. treatment; students' sentences will vary.

**page 16:** 1. book 2. sun 3. head 4. rain 5. sea 6. hair 7. road 8. snow 9. tea 10. air

**page 17:** 1. shapes 2. music 3. weather conditions 4. television 5. head gear

**page 18:** pauses, listens, sniffs, surveys, springs, is

**page 19:** 1. ate 2. pare 3. hear 4. meet 5. weigh 6. buy 7. won 8. knew 9. rain 10. blew 11. threw 12. alter

**page 20:** 1. dash, are dashing 2. is consulting, consults 3. am applying, apply 4. rehearses, is rehearsing 5. is making, makes 6. move, are moving 7. take, are taking 8. are dimming, dim; is striking, strikes 9. rises, is rising; speaks, is speaking 10. begins, is beginning; hurry, am hurrying

**page 21:** 1. copied 2. demanded 3. tripped 4. worried 5. celebrated 6. forced 7. hugged 8. perched 9. flogged 10. peeled

**page 22:** Across: 3. shrank 5. ran 6. said 7. chose 10. lent 13. sent 14. gave 16. ate 17. saw 18. held 19. torn; Down: 1. catch 2. freeze 3. swim 4. know 6. sing 8. sleep 9. steal 11. take 12. lead 13. spin 15. get

**page 23:** 1. I 2. A 3. G 4. D 5. H 6. B 7. E 8. C 9. F

**page 24:** Possible answers: 1. This meteorologist is on the air every morning. 2. I am a big fan of hers. 3. Accurate predictions are a challenge for forecasters. 4. Sudden storms are dangerous to people 5. Sunny skies are always welcome. 6. Last summer's drought was a problem for farmers. 7. Then many gardeners were unhappy at the lack of water. 8. Interpreting the data is a real skill.

**page 25:** The condition of the room in the old house shocked Robin. Dingy wallpaper covered the walls, and big cracks marked the ceiling. Paint stains scarred the floors, and cobwebs laced the corners. Dirt caked the windows. When Robin opened the closet, a musty odor filled the room. The family planned a clean-up campaign. Robin collected mops, broom, detergent, and water. Her father purchased paints and brushes. Mrs. Hurst made curtains.

**page 26:** Students' verbs will vary.

**page 27:** 1. makes/creates; destroys 2. shouted/yelled; whispered 3. worked/labored; played 4. discovered/found; lost 5. remembered/recalled; forgot 6. inquired/asked; answered 7. gave/donated; received 8. signed/wrote; erased 9. laughed/giggled; cried 10. shows/exhibits; hides



**page 28:** 2. pink 3. six 4. new 5. June 6. big 7. glum  
8. neat 9. loud 10. funny 11. damp 12. fair

**page 29:** 1. day 2. August 3. nephew 4. bicycle 5. It  
(bicycle) 6. It (bicycle) 7. Brian 8. arm 9. part  
10. activities 11. cast 12. Gabby 13. bike 14. loops  
15. aunt 16. I('m) (Brian) 17. Gabby 18. answer  
19. bike 20. arm

**page 30:** 1. enjoyable 2. ceaseless 3. skillful  
4. faithless, faithful 5. humorous, humorless  
6. senseless 7. zealous 8. breakable 9. thunderous  
10. faultless; students' sentences will vary.

**page 31:** comparative: younger, better; superlative:  
choicest, Warmest, Softest, coldest; students'  
responses will vary.

**page 32:** Students' poems will vary.

**page 33:** 1. callously 2. absently 3. patiently 4. blankly  
5. endlessly 6. fruitlessly 7. sheepishly 8. expressly  
9. sternly 10. sourly 11. warmly 12. pointlessly

**page 34:** Students' sentences will vary.

**page 35:** 1. faster, fastest 2. more seriously, most  
seriously 3. carefully, more carefully 4. soon,  
soonest 5. reasonably, most reasonably 6. later,  
latest 7. low, lower 8. deeply, most deeply 9. more  
gracefully, most gracefully 10. quickly, more quickly  
11. Olivia leaves the house earlier than I do.  
12. Of all the campers Yoshi washes her hair most  
frequently. 13. Nick listens to this program more  
often than that one. 14. Axel confidently challenged  
him to a race.

**page 36:** 1. them 2. She 3. me 4. you 5. us 6. She  
7. them 8. him 9. her 10. He 11. her 12. you 13. She  
14. They 15. me 16. us; riddle answer: They use hare  
brushes.

**page 37:** Across: 4. shares 7. him 8. they 9. it 11. her  
12. toted 15. me 16. look 17. us Down: 1. say 2. we  
3. like 4. she 5. her 6. sit 8. them 10. took 13. does  
14. you

**page 38:** Answers may vary. Possible answers are  
given. 1. hum, hem 2. be, me 3. far, oar 4. spur, sour

**page 39:** Sentences will vary.

**page 40:** 1. We'll need charcoal, matches, rope,  
tarpaulin, and a tent. 2. I'd better not forget a  
baseball cap, mitt, ball, and sleeping bag. 3. I must  
remember cereal, a frying pan, fruit, eggs, and bread.  
4. I can't leave without my cell phone, magazines,  
and radio.

**page 41:** 1. How far is it from Eleven Mile Corner,  
Arizona, to Seven Rivers, New Mexico? 2. Twin  
Oaks, Oklahoma, is near Twin Hills in the same  
state. 3. Four Corners, Kansas, is not in a corner of  
the state! 4. We wanted to visit Double Bayou,  
Texas, but we had a flat tire in Double Oak. 5. Is  
Peak Seven West, Colorado, a good destination?  
Students' sentences will vary.

**page 42:** 1. The Children of Green Knowe 2. Island  
of the Blue Dolphins 3. Where the Red Fern Grows  
4. When Hitler Stole Pink Rabbit 5. James and the  
Giant Peach 6. L.M. Montgomery is the author of  
*Anne of Green Gables*. 7. Did you know Anna Sewall  
wrote *Black Beauty*? 8. *White Fang* by Jack London is  
a popular book. 9. When did Scott O'Dell write *The  
Black Pearl*? 10. I read a book called *Blue Willow* by  
Doris Gates.

**page 43:** 1. The watchman asked, "Have you seen a  
clock lately?" 2. "I can barely hear you," said the  
bald eagle. 3. The knife said sharply, "Please cut it  
out." 4. "We need tomatoes," said the lettuce  
crisply. 5. "It's chilly in here," called the ice cube  
coldly. 6. "This tastes sour," mentioned the sugar  
sweetly. 7. The caped man said biting, "My name is  
Count Dracula." 8. "You can wind me up," said the  
top mechanically. 9. The student said simply, "This  
test is too difficult." 10. The salesman stated archly,  
"Your feet are rather flat."

**page 44:** 1. Here's 2. It's 3. you'll 4. They'll 5. don't  
6. aren't 7. doesn't, shouldn't 8. can't 9. won't  
10. She'll, she's

**page 45:** Students' possessive nouns and sentences  
will vary.

**page 46:** Check to see that students use the kind of  
word specified.