

# Getting a Grip on **Grammar**



**Dee C. Konrad**

Illustrated by Vickey Bolling

**Good Year Books**

## Dedication

*"The last thing that we find in making a book is to know  
what we must put first." — Blaise Pascal*

With sincere gratitude, I salute two specialists in the publishing of books:  
Laura Layton Strom and Roberta Dempsey. Their encouragement and patience  
are appreciated!

This book is dedicated to four little "grammar grippers":  
Alexander Royse Konrad, Zachary Lawrence Robbins, Julia Barnes Konrad,  
and "Baby Yet to Be Named" Robbins

May they and all the children who grapple with the English language move to  
an understanding of its beauty.

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# Foreword

.....

**T**his workbook is intended to supplement standard textbooks and classroom instruction. It seeks to enhance the development of language skills and deepen appreciation for language itself.

One of the main objectives of this workbook is to help reinforce the relationship between students' lives and the language students use to interpret or describe their lives. Language confers power on its users. Our job as educators and parents is to help students fully realize this power—an exciting and, at times, a formidable task indeed!

Various strategies are provided here for parents' and teachers' use. Ideally, educators and families work together in a strong system of mutual support that inspires students to develop grammatical skills as they explore the structure and beauty of language. In all cases, parents and teachers are encouraged to praise the correct responses of students and clarify the incorrect responses. Encouragement is like honey for the busy student bee.

The variety of tasks in this workbook should provide ample opportunities for learning for all your young readers and writers. However, additional activities and practice that you provide can be valuable investments of time and effort for these young learners.

Sound instruction at this time in students' lives, grades 4–6, is crucial. If students can identify, understand, and internalize the basics of the English language, they have an invaluable tool—one that will undergird their futures, both in further schooling and in their personal lives, and help ensure their success.

# How to Use This Book

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## The Goals of This Book...

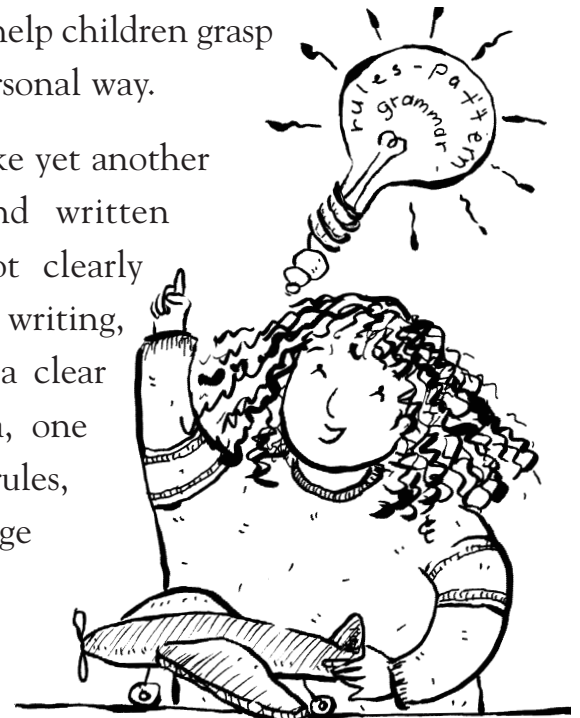
### What They Are and How They Are Met

The goals of this workbook are several:

- *to clarify the importance of grammar and its usefulness in students' lives;*
- *to further students' knowledge of and facility with specific grammatical rules;*
- *to promote an interest in language itself;*
- *to provide opportunities for positive writing experiences;*
- *to build skills that ensure greater success in many academic areas.*

How does this book work toward these goals? To begin, it strives to show a connection between written language and other pursuits in a child's life that have a particular structure or order. For example, in games—soccer, basketball, chess, etc.—rules govern the activity. In building model airplanes or cooking, rules in the form of a pattern or a recipe must be followed to obtain good results. To a broad extent, we can use the idea of rules or patterns to help demystify grammar. For each class or each child, teachers or parents are encouraged to find similar examples that help children grasp the concept of language structure in a personal way.

Further, be sure to use this book to make yet another connection—that between spoken and written language. When spoken words are not clearly formulated, meaning is lost. Similarly, in writing, if one uses words backward or without a clear relationship among them or to an idea, one cannot be understood. Following the rules, then, in both spoken and written language leads to understanding, to the important communication of ideas, whatever they may be. Clear communication is the



primary goal for students. How can they learn to write in such a way that they present their ideas—imaginative or factual—in precise and pleasing language? Both theory and practice will bolster the learning process.

The eleven units into which the book is divided can be used on an ongoing basis or can be reserved for special sessions. At home, they can serve as a discrete course of study or can supplement traditional school texts. Note that each unit moves from identification of the rules for a particular subject—say, prepositions—to internalization of those rules.

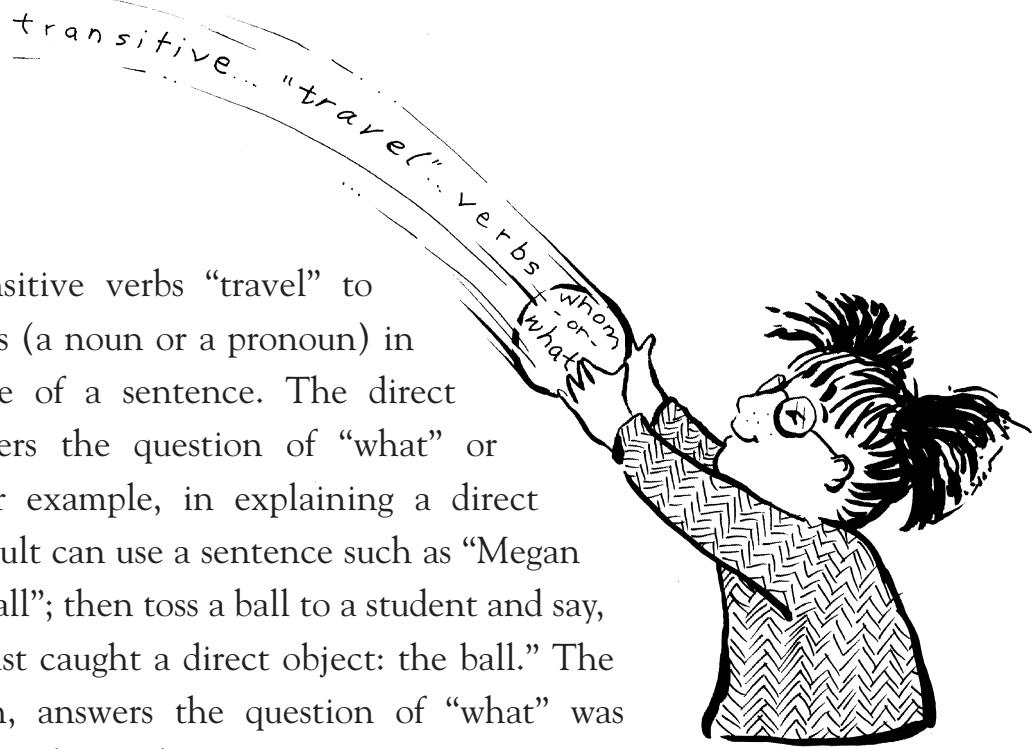
The **Pre-Test** and the **Post-Test** provide a valuable form of evaluation. The **Pre-Test**, given prior to this grammar study, will reveal to the student (and the parent or teacher) what the student knows and what he or she needs to work on. It sets personal goals for each child. The **Post-Test**, given at the completion of this course of study, will reveal the student's progress. If desired, a similar test might also be administered midway through the course.

The short rhymes in the form of **Clues** that appear at the beginning of each activity incorporate rules of grammar in a light, easy-to-remember way. These small kernels of information and gentle reminders are meant to supplement other lessons or texts in some cases and to stand alone in others.

Of course, teachers or parents can extend the grammatical point under review or even discuss with students the meaning and application of the theory behind the rule. For example:

*Theory:* Transitive verbs connect differently to certain words in the predicate of a sentence than do other verbs. The connection clarifies the meaning of the sentence. Transitive verbs are primarily action verbs that affect the nouns or pronouns serving as direct objects of the action.





*Rule:* Transitive verbs “travel” to direct objects (a noun or a pronoun) in the predicate of a sentence. The direct object answers the question of “what” or “whom.” For example, in explaining a direct object, an adult can use a sentence such as “Megan caught the ball”; then toss a ball to a student and say, “You have just caught a direct object: the ball.” The ball, a noun, answers the question of “what” was caught and is a direct object.

In the classroom, connections to another textbook or lesson can easily be made. Similarly, parents at home can draw on other books or resources for young students to enhance the relevance of each unit’s information. Such reinforcement is a guiding principle behind this book. Repetition serves to aid understanding; multiple opportunities for creativity maintain student interest.

The context of the activities, drawing as it does on subject matter, will be relevant to almost any child’s life. The aim in each case is to clarify grammar usage with simple, interesting material. The pattern of each activity—with its opening **Clues** (and examples), the **Discovery** section, and the free-writing or identification **Create** section—will quickly become familiar to students and thus comfortable for them. The brevity of each activity should appeal to young students whose attention spans may be limited. It is hoped that the emphasis on search and discovery, a “treasure hunt,” will encourage students to be adventurous in a linguistic sense.

Further, review pages offer opportunities for concentration on the subject of each unit.

Having students use colored underlining is another strategy used in this book to separate one part of speech from another. Experience has shown that



color helps some children remember parts of speech. Even the choice of a different color emphasizes the point.

**Review Sheets** toward the end of many sections offer opportunities for concentrated review of the subject matter of those sections. Further, **Special Reviews** (Cumulative) positioned at the end of groups of units test students' ability to draw together information learned up to that point.

The **Portfolio Pages** that conclude each section serve a dual purpose. They are a helpful indication of students' successful internalization of the rules of grammar. Further, the finished portfolios, which might receive separate evaluation, can be a source of true pride for each student, since they will represent his or her best efforts from the workbook. Consider presenting the portfolios at a special time—perhaps at a parent-teacher conference.

Even the results from the Pre- and Post-Tests could be included in the portfolio; they could further demonstrate the student's progress.

Note that the format of the activities makes them appropriate for competitive group use, a concept today's student understands well. Contests are fun and teach cooperation as well as gracious winning and losing. Several variations can be devised for the classroom or home. For example, in the classroom, teams of two or three students might work together on some of the activities. Points could be given on the basis of the number of answers during a timed session. After a designated period (two weeks? three weeks?), a small reward might be presented; the contest might last the entire semester, with a certificate or small plaque awarded each team at the end. Colored ribbons could indicate first place, second, third, etc. Alternatively, perhaps a book could be the first prize, with lesser prizes for the remaining teams. The parent at home can also rely on a system of rewards, perhaps using a calendar to mark points for a stated period of time. The student working at home might be in competition with himself or herself and/or the clock, each time attempting to best his or her past performance.



At the back of the book, an **Answer Key** is provided for all Discovery sections in each unit. The teacher or parent will need to decide how and when to use these keys. Many children will benefit from checking the answers themselves, building a sense of independence and responsibility in the process. Some keys might be made temporarily off-limits so that the activity functions as a test; others, particularly those for the first pages of a unit, might be “free range.” However you decide to use the keys, they should never be a crutch, only a way of determining whether the student has mastered a unit, page by page.

Included as a final page is a **Certificate of Achievement** to be copied and awarded to each student at the end of the semester or school year. It will provide closure and give students a sense of accomplishment at having mastered new skills. That feeling, accomplishment, reflects the serious intent of this book—that is, to help our students in *Getting a Grip on Grammar*.



# Tips for Teachers and Parents

**I**n this section, teachers and parents will find additional strategies for teaching the materials covered in each unit of the book. Some of the suggested activities will work best at school; others can be adapted for home practice. A number of the activities are appropriate for any unit of language. Use them, add to them, have fun with them, help students with them!

## Tips for working with nouns...

1. Ask students to prepare a list of nouns by finding rhyming words: for example, *pans*—*cans*.
2. In a timed contest, have students write a list of names of items seen in the classroom (or in a room at home).
3. For each child, prepare small envelopes with nouns (cut from colored paper). Have the children match the nouns to items in the room or in their possession.
4. Have students choose a noun and then describe it so that other students can guess the noun.
5. Ask students to look in children's magazines, newsletters, cartoons, etc., for proper nouns. After a designated period of time, reward the one who has found more proper nouns than any other student.

This same activity can be used for common nouns.

6. Ask students to write the names of as many animals—or foods or toys—as they can remember. In so doing, they become more aware of the broad range of this part of speech.

Try this activity as a timed contest.



### **Tips for working with pronouns...**

1. Time a session in which students are asked to list all the pronouns they can remember. If desired, plan some type of reward system.
2. Ask students to write pronouns on large cards. Have them match masculine ones to the boys, feminine ones to the girls.
3. Ask students to prepare cards, each one with a subject or an object or a possessive pronoun written on it. Be sure to have equal numbers of each type. Then have students divide themselves into appropriate groups: subjects, objects, and possessives. Finally, ask the students to mix and match their words so that they form sentences. Have them write these sentences on the board.
4. Divide the students into teams and give each team a list of pronouns. Ask the teams to use the pronouns in short sentences. If desired, reward the team with the most sentences.
5. Ask students to write simple sentences using one or more nouns. Then, where appropriate, ask them to substitute pronouns for the nouns.
6. In a timed session, ask students to find pronouns in classroom materials (or materials at home). Have them use those pronouns in sentences.

### **Tips for working with verbs...**

1. Ask students to make lists of verbs that tell what they can do with their feet, their hands, their mouths, and their eyes.  
  
As a variation, form teams for this activity. Reward the winners.
2. Divide the students into teams. Have some teams be nouns; others be verbs. Then ask students to match nouns and verbs together appropriately.

3. Drawing on classroom materials, ask students to find verbs. Then have them use some or all of those verbs in sentences.
4. Give each child an envelope containing a mix of words cut from colored paper—nouns and verbs. Have students match them sensibly.
5. Ask students to find rhyming words for verbs: for example, *dance*, *prance*.
6. Ask students to make lists of verbs that indicate what a pet can do. Then have them use those verbs in sentences, creating a short paragraph about the pet.

### Tips for working with adjectives...

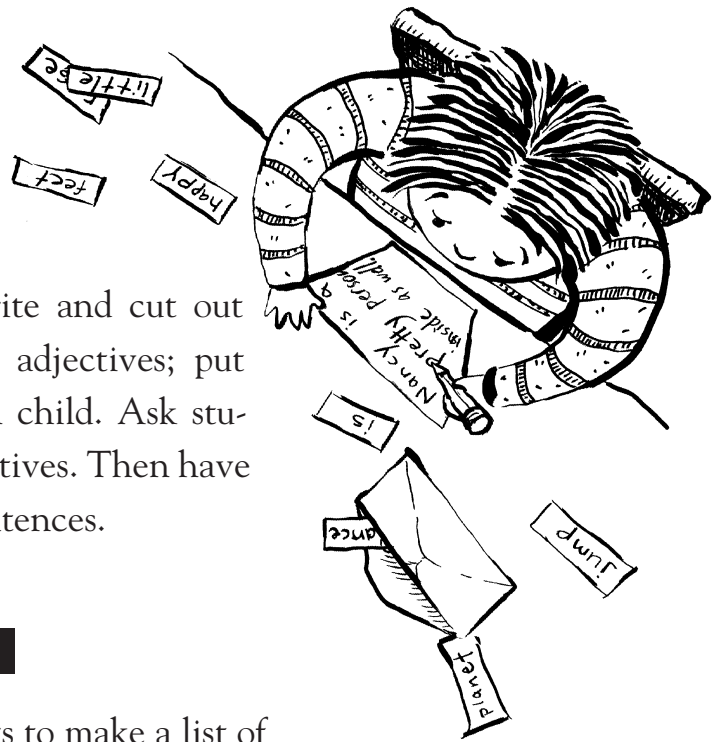
1. Designate one group of students as nouns. Each member of the group can wear a small sign bearing the noun or say the noun. The other group or groups then choose adjectives to describe the nouns. If desired, the words can be written on the board or on a sheet of paper.

Try a system of rewards for this activity.

2. Display an item or items to be described by the students: for example, a vase or a special toy.
3. Ask students to describe items in the classroom (or in rooms at home). With lists or sentences, students can use those descriptive words.
4. Ask students to check classroom materials for adjectives and write sentences using some of those adjectives.
5. Divide the students into teams. Ask each team to write a short story on a given subject and use as many adjectives as reasonable.

These stories can form a collection (perhaps with other similar assignments) to be displayed in the room and given special attention on parent-teacher conference days.

6. Using construction paper, write and cut out nouns, verbs, pronouns, and adjectives; put these into envelopes for each child. Ask students to extract only the adjectives. Then have them use the adjectives in sentences.



### Tips for working with adverbs...

1. In a timed session, ask students to make a list of adverbs that tell how a person can walk, sing, look, or dress.
2. Form several groups. Some are to be verbs, others, adverbs. Have students in each group make appropriate signs for themselves. Then have students match up adverbs to appropriate verbs.
3. In a timed session, ask students to write a list of all the adverbs they can remember. Then ask them to write three sentences using some of their adverbs.

Try offering a reward for this activity.

4. Divide students into teams. Ask one team to supply an adverb for another team to use in a sentence, and so on.
5. Using classroom materials, have students find as many adverbs as they can in ten minutes (or any period of time).
6. Divide students into groups. Each group prepares a list of mixed parts of speech. Lists are exchanged for use in marking the adverbs only.

### Tips for working with prepositions...

1. Ask students to use as many prepositions as they can in talking about a box or the beach: for example, *in the box*, *to the beach*.
2. Write or choose a paragraph. Use white correction fluid to cover up the prepositions. Then ask students to fill in the spaces with their own prepositions.
3. Give each student a preposition. Ask students to use their preposition in a sentence—in oral or written form.
4. Ask students to use more than one preposition in a sentence.
5. From materials written for children, plan a search for prepositions. Ask students to count how many prepositions they found and how many were in each sentence of the copy they used.
6. Set up a contest in which you move from student to student, each one supplying a preposition. (No word should be repeated.) The winner is the last student who can name a new preposition.

### Tips for working with conjunctions...

1. Divide groups of students into nouns, verbs, and sentences. Designate other students as the conjunction *and*. Those who are *and* choose nouns, verbs, or sentences to connect.
2. On handouts, ask students to underline the conjunctions *and*, *but*, or. This assignment emphasizes the *but* and *or* as matching the usefulness of *and*.
3. As with prepositions, write or select a paragraph and use white correction fluid to cover up all the conjunctions. Ask students to fill in the spaces with appropriate conjunctions.



4. Divide the class into teams. Ask teams to write short simple sentences. Have students exchange their work with other members of their team and among teams. Then ask the teams to form sensible compound sentences with the use of *and*.
5. Ask students to write down compound nouns, compound verbs, or compound adjectives. Either provide words for them or ask them to select their own nouns, verbs, or adjectives.
6. Form teams. Ask the teams to work together to write a progressive short story using compound sentences, with each team taking turns adding a new sentence. The story might be fun, fantasy, adventure, and so on.

REMINDER: For any part of speech, use exercises that ask students to fill in blanks or underline particular words.

Organize contests for individuals or teams in which students identify words from each part of speech that appear on flash cards the students make themselves.

### **Tips for working with subjects and predicates...**

1. Form teams, designating some as complete subjects, others as complete predicates. Have each team choose one person to represent the simple subject and one to represent the simple predicate (main verb). Ask students to combine their parts into sensible sentences.

As a second step, ask the student who represents the simple subject and the one who represents the simple predicate to step forward.

2. Ask half the students to choose a verb and the other half to choose a noun. Then have students search for a sensible matching word for themselves: for example, *birds sing*.





3. From classroom materials or a special handout, ask students to find or mark the simple subject and the simple predicate in various sentences.

For more practice, ask students to write new sentences using those subjects and predicates.

4. Give students handouts that contain only half-sentences—some with only a subject, others with only a predicate. Ask students to complete the sentences.
5. Form teams. On a chalkboard, have some team members write subjects; others, predicates. The rest of the team members must use these to complete sensible sentences.

This same activity can be used to create compound subjects or predicates.

6. From sentences on handouts or sentences written by the class, ask students to count how many words are in the complete subject and how many in the complete predicate.

As a second step, ask students to use the simple subjects and simple predicates in new sentences.

### **Tips for working with sentences...**

1. Form four teams. Designate one team declarative; one, interrogative; one, command (imperative); and one, exclamatory. Ask each group to write three (or any number of) sentences representative of its designation.
2. Ask students to write a declarative sentence. Then ask them to change that sentence into each of the other three types of sentences.
3. Either from student-generated sentences or handouts, ask students to write out, below the sentence, each word contained in the sentence and to name its part of speech.

4. Ask students to write compound sentences. Have them exchange sentences with a partner for correction or approval.

### **Tips for working with capitalization...**

1. In a timed contest, see how quickly teams of students or students working individually can find missing capital letters in sentences or paragraphs found on handouts.
2. Prepare lists of proper nouns using lower-case instead of capital letters. Ask students to capitalize correctly.
3. Ask students to write sentences that do not begin with a capital letter. Have them exchange papers with a partner, whose job it is to correct the capitalization.
4. Hand out lists of months and days without capital letters. Have students capitalize as needed.
5. Prepare lists of dialogue without capital letters. Ask teams to correct the lists.
6. Prepare lists of titles without capital letters. Ask students to correct the titles and exchange papers with a partner to check each other's accuracy.

### **Tips for working with punctuation...**

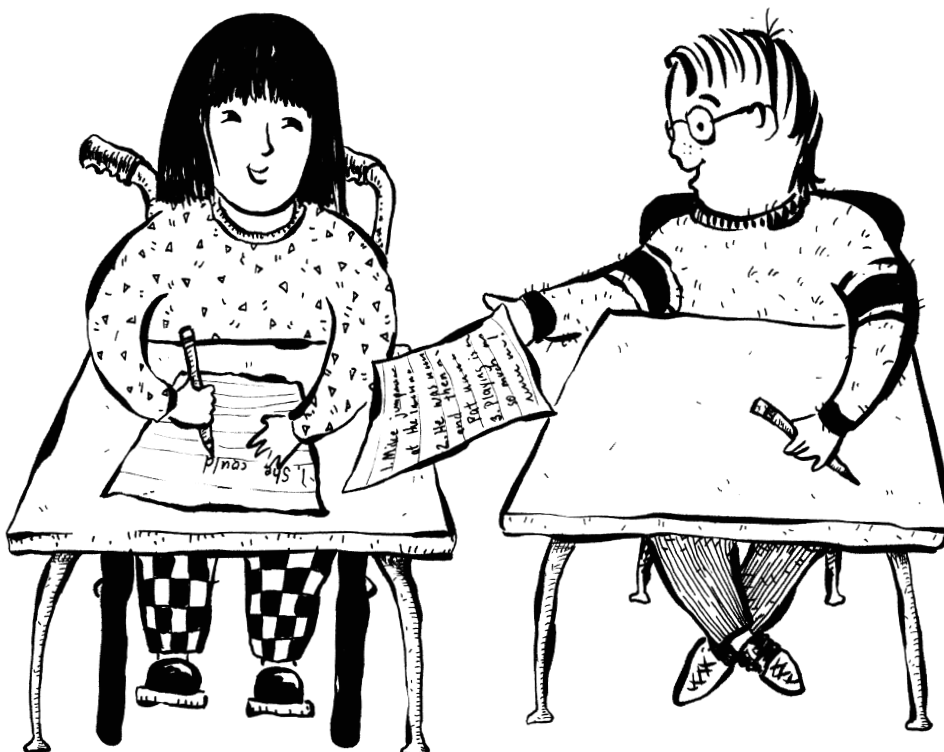
1. Working from student writing assignments or other materials, use white correction fluid to cover all the periods. Ask students to insert the missing punctuation.

Emphasize other marks of punctuation by using the same activity.

2. Ask students to write sentences that use incorrect punctuation or omit it altogether. Have them exchange papers with a partner for correction.

3. In teams, have students write sentences that include words in a series without commas. Have teams exchange sentences for correction.
4. Ask each student to write five sentences containing words that require but lack apostrophes. Have students exchange sentences, correct them, and note which apostrophes indicate possession and which indicate contraction.
5. Have teams write paragraphs containing dialogue but no quotation marks. Exchange for correction.
6. For further reinforcement, ask students to write examples of the four kinds of sentences but omit the punctuation. Exchange for correction and identification of sentence type.

These and related activities offer creative practice with words and suggest further distinctions of meaning in language.



# Grammar Pre-Test

**Here is a test for you to do  
To show what you already know!**



1. Find seven nouns. Circle each one.
  - a. We played ball with our friends.
  - b. Dad cooked hamburgers for us.
  - c. Jose brought lemonade for the picnic.
2. Find seven verbs. Circle each one.
  - a. The students wrote short stories.
  - b. My dog barked and frightened Jeanne. She ran home.
  - c. Pepe cooks tacos and gives them to us.
  - d. Mary, Rose, and Lili sang three songs.
3. Find seven pronouns. Circle each one.
  - a. They had fun at the amusement park.
  - b. Ramon is our cousin; he is in high school.
  - c. Could you hand me the book, please?
  - d. Sally, your kitten looks like mine.
4. Find seven adjectives. Circle each one.
  - a. Mother has a blue sweater to wear with a wool skirt.
  - b. Did you know that Darren has red hair?
  - c. The new green car belongs to Ricardo.
  - d. Grandmother has an old wooden chair.

**Continued on next page.**

## Grammar Pre-Test (Page 2)

5. Find seven adverbs. Circle each one.

- a. Bill walks quietly in school but talks too loudly.
- b. Please come here now; come quickly!
- c. We sang sweetly for our parents.
- d. The children played happily in the yard.

6. Find seven prepositions. Circle each one.

- a. Your sweater has fallen behind the chair.
- b. Please come to our house for dinner on Sunday.
- c. Luis has just climbed up the tree.
- d. Jack's dog ran around the car and down the street.

7. Find eight conjunctions. Circle each one.

- a. Margie and Yvette are best friends and cousins.
- b. You may have two or three or four chocolates but no more!
- c. We may go to the beach, or we might visit a museum.
- d. Lesa will order pizza, but Jemmo wants spaghetti or lasagna.

8. Mark the subjects and predicates (main verb): one line under the subject, two lines under the predicate.

- a. Mario earned two blue ribbons.
- b. He entered two cats in the local cat show.
- c. Maria, his sister, clapped and clapped for him.
- d. Now they will go to another show in New York.

**Continued on next page.**

## Grammar Pre-Test (Page 3)

9. At the right, mark each sentence as simple or compound.

- a. Our school term has just started. \_\_\_\_\_
- b. Sven will be in the fifth grade, and Wilson will be in the sixth grade. \_\_\_\_\_
- c. Those two boys have four dogs; we have only two. \_\_\_\_\_
- d. Sven adopted two of his dogs from Orphans of the Storm. \_\_\_\_\_

10. Mark the following sentences as Declarative (a statement); Interrogative (a question); Command (a request); or Exclamatory (emotion, excitement).

- a. Could you go to the show with us? \_\_\_\_\_
- b. Please write your name here. \_\_\_\_\_
- c. The wind blew down our tree. \_\_\_\_\_
- d. Don't run into the street, Jorge! \_\_\_\_\_

11. Add any missing capital letters in the sentences.

Add the correct punctuation at the end of the sentence.

- a. sally and Katarina will have dinner with us
- b. Can you come too
- c. dad will barbecue ribs for the picnic
- d. will you remember to come

12. Place commas, apostrophes, and quotation marks where they are needed.

- a. We have eaten oranges apples and grapes.
- b. Mothers fruit bowl is always ready for us.
- c. We cant seem to find the bottom of that bowl.
- d. Mother said, Zachary, would you like some grapes too?
- e. We couldnt hear his answer.



# Discovering Nouns

**Clue:**

A common noun names any person, place, or thing:  
for example,  
a *mountain*, a *child*, a *bird*, or a *ring*.

**More Clues:**

A new **teacher** came to our **room**.  
The **robin** sat in a **tree** in our **yard**.

**Discovery:**

Draw a black line under any noun. Find 16.

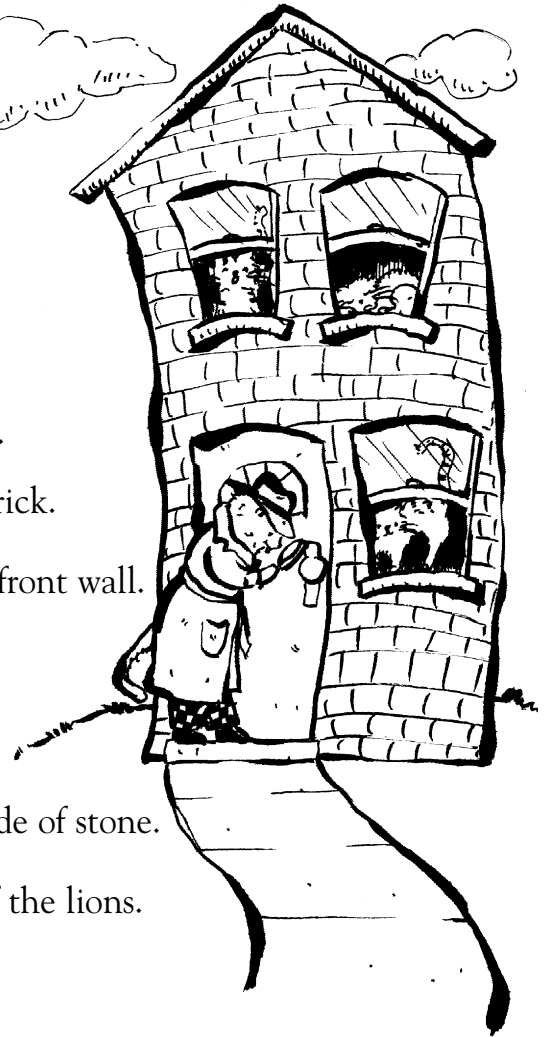
1. The houses on this street are made of brick.
2. The first house has six windows on the front wall.
3. Three children live in that house.
4. Three cats sit in three of the windows.
5. On the porch can be seen two lions made of stone.
6. A chipmunk likes to sit on the heads of the lions.

Discovered:

**Create:**

Take four of the nouns you marked. Put them in sentences of your own.

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







# Discovering Nouns

**Clue:**

What we cannot see, nouns also name,  
for example,  
*ideas, affection, truth, and shame.*

**More Clues:**

Her **thoughts** about **truth** seemed important to us.  
Their **love** brightens their **lives**.

**Discovery:**

Draw a black line under this kind of noun. Find 8.

1. Some people have ideas for new machines.
2. Inventors must have time to spend on their machines.
3. It takes courage to try to sell an idea.
4. Fear of failure might stop some people.
5. Other inventors show determination to win.
6. An inventor will appreciate any kindness shown to him.

Discovered:

**Create:**

Take four of the nouns you marked. Put them in sentences of your own.

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





# Discovering Nouns

**Clue:**

Names of special persons, places, and things  
are called proper nouns;  
With no capital letters,  
You will see some frowns!

Statue of Liberty	Europe	Saturday
Ellis Island	Michael Jordan	Lesa
America	Abraham Lincoln	Roberto
Springfield	President Clinton	Meg

**Discovery:**

Draw a black line under any proper noun. Find 20.

1. Betty Sue has tickets for the circus on Monday in St. Louis.
2. Her sister Amy is excited to see the bears.
3. Mark hopes to see the acrobats, Tim and Jim, perform.
4. Tim and Jim were born in Detroit, Michigan.
5. They were born on July 4, 1978, in City Hospital.
6. Their mother, Lottie Gymnast, grew up in Toronto, Canada.

Discovered:

**Create:**

Take two of the nouns you marked and two proper nouns that you know.  
Put them in sentences of your own.

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



# Discovering Nouns

**Clue:**

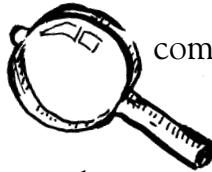
You have worked now with common nouns, proper nouns,  
And nouns naming what we cannot see.  
How many can you find in this next Discovery?

**Discovery:**

Draw a black line under any noun. Find 22.

1. Last Monday Hank took us to the circus in Delavan.
2. We were eager to see the parade of all the performers.
3. Joel told us about one acrobat sitting on a chair on a wire!
4. Even the idea of a chair on a wire creates fear in Jason.
5. We saw acrobats fly through the air without a net.
6. Amy has a love for elephants. She had a ride on one!

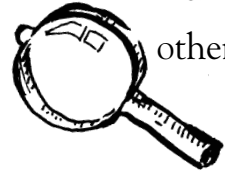
Discovered:



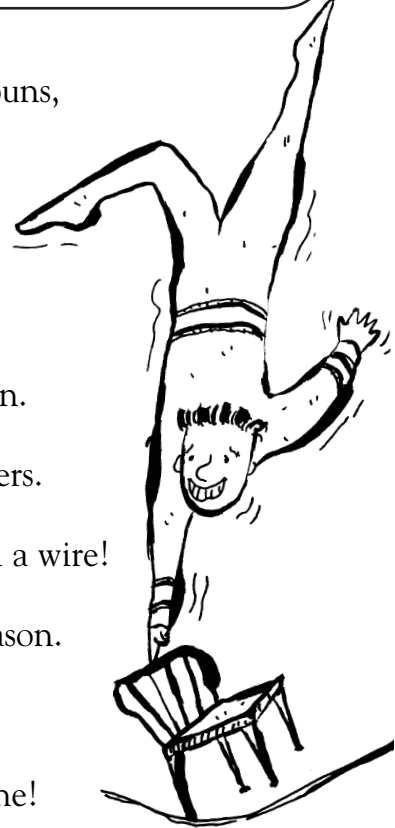
common



proper



others

**Discovery:**

Draw a black line under any noun. Find 20.

1. Six elephants marched in a circle and even did a dance.
2. Jamie told Diedre about the women rolling balls with their feet.
3. That is the truth. They roll the balls up a wide board.
4. Five tigers from Africa were the next act in the show.
5. Their trainer spoke in a loud voice to his animals.
6. They knew his commands but had their own ideas.

Discovered:



common



proper



others



# Discovering Nouns

**Clue:**

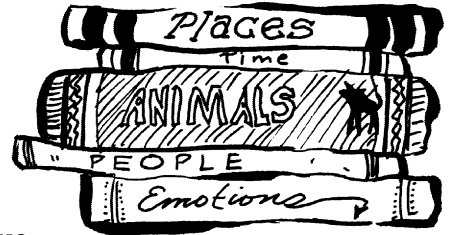
Nouns we call **common** can be about times,  
Emotions, people, places, and animals too,  
As you will see in the examples for you  
On all the following lines.



Time	People	Places	Animals	Emotions
day	actor	cafeteria	bear	affection
hour	boys	church	cats	anger
month	children	home	cows	fear
today	doctor	library	dogs	hate
tomorrow	girls	park	horses	love
week	men	school	monkey	pity
year	teacher	stage	pig	shame
yesterday	women	theater	wolf	worry

**More Clues:**

The **girls** and **boys** were seen in the **park**.  
**Today** we will go to the **library**.

**Create:**

Fill in the blanks with words from the lists above.

1. Dad left \_\_\_\_\_ to meet with a \_\_\_\_\_.
2. A \_\_\_\_\_ or a \_\_\_\_\_ will not be in a \_\_\_\_\_.
3. Every \_\_\_\_\_ two \_\_\_\_\_ visit the \_\_\_\_\_.
4. Once a \_\_\_\_\_ all \_\_\_\_\_ go to the \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ eat lunch in the \_\_\_\_\_.

**Create:**

Write two sentences using nouns of time and place.

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

Write two sentences using nouns of people and animals.

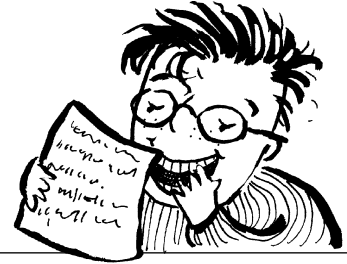
1. \_\_\_\_\_
2. \_\_\_\_\_



# Discovering Nouns

**Clue:**

Here are groups of nouns to use  
In the little story below to amuse  
You and help you see  
How easy using nouns can be.



Steve	dance	backyard	cats	food
Jenny	dinner	basement	dogs	games
Lin	luncheon	family room	dragons	money
Nicole	party	garage	hawks	soda
Patrick	picnic	gym	horses	toys
William	race	park	monsters	TV

**Create:**

Fill in the blanks with nouns from the lists above.

Three \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , decided  
to have a \_\_\_\_\_ in the \_\_\_\_\_. However, they knew they  
needed to watch out for \_\_\_\_\_ , who might find their \_\_\_\_\_.  
They wanted to ask \_\_\_\_\_ to join them for \_\_\_\_\_.  
Soon \_\_\_\_\_ was ready for \_\_\_\_\_. All in all, it was a  
happy \_\_\_\_\_.

**Create:**

Now write your own story with words that please you.  
You can use the words from the list above too.

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# Discovering Nouns

**Clue:**

Let's have some fun with nouns right now.  
Draw a black line under each one.  
Of course, you certainly know how!

**Discovery:**

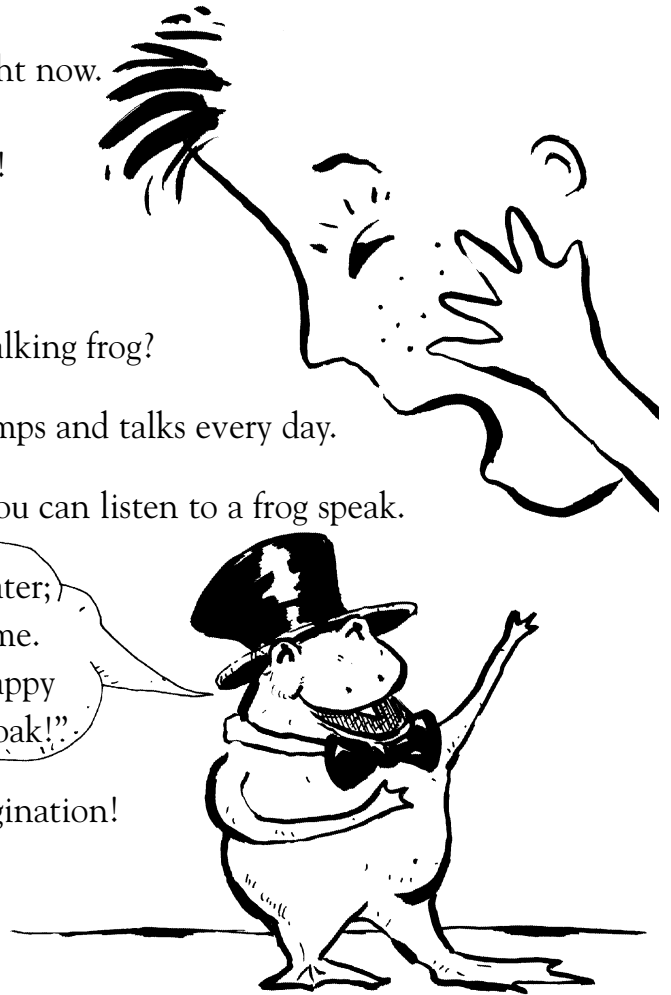
Find 11.

1. Did you hear today about the talking frog?
2. Yes, Jeff has a special frog. It jumps and talks every day.
3. Come to the pond tomorrow. You can listen to a frog speak.

4. The frog says, "Croak, I love water;  
Croak, it loves me.  
Croak, I'm as happy  
As I can be! Croak!"

5. Well, you have to use your imagination!

Discovered:

**Create:**

Choose four nouns from above. Use them in your own sentences.

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

**Create:**

Think of three different common nouns and three different proper nouns.  
Write them below.

- |          |          |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |



Name \_\_\_\_\_

UNIT  
1

# Discovering Nouns

**Clue:**

Use any nouns you know to fill in the blanks below.

**Create:**

Once upon a time a \_\_\_\_\_ found himself in a \_\_\_\_\_.  
There he saw \_\_\_\_\_ and \_\_\_\_\_. He called his  
\_\_\_\_\_ to join him. They enjoyed being in \_\_\_\_\_.  
The \_\_\_\_\_ was warm. Then they helped the \_\_\_\_\_ play  
with the \_\_\_\_\_. After one \_\_\_\_\_, the \_\_\_\_\_  
started to sing a \_\_\_\_\_. Several \_\_\_\_\_ later a large  
\_\_\_\_\_ brought \_\_\_\_\_ for all of them to \_\_\_\_\_.  
The \_\_\_\_\_ tasted really delicious! They all had two \_\_\_\_\_  
of the \_\_\_\_\_. After eating, they took the \_\_\_\_\_ and put  
them into a \_\_\_\_\_. It was on the \_\_\_\_\_ nearby. They felt  
good about doing that. The next \_\_\_\_\_ each \_\_\_\_\_ went  
back to \_\_\_\_\_ to study \_\_\_\_\_. One wrote about the  
\_\_\_\_\_ in her \_\_\_\_\_. It was very exciting to read  
the \_\_\_\_\_.



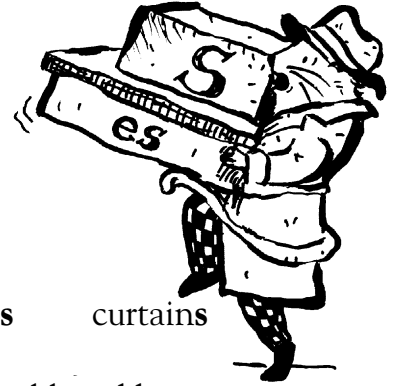




# Discovering Nouns

**Clue:**

Some nouns are singular. Some are plural too.  
Here are some specific rules to follow.  
You've seen them before, but let's review.



1. Most nouns become plural by adding an *-s*.

**cars**      **animals**      **desks**      **chairs**      **horses**      **curtains**

2. Singular nouns ending in *s*, *ss*, *ch*, or *x* become plural by adding *-es*.

**boxes**      **beaches**      **lasses**      **gases**      **churches**

3. Singular nouns ending in *y* preceded by a consonant form the plural by changing the *-y* to *-i* and adding *-es*.

**fly to flies**      **country to countries**      **cry to cries**

4. Many singular nouns ending in *f* or *fe* form the plural by adding *-s*.

**cliffs**      **safes**      **dwarfs**

**Create:**

Form the plurals for the singular nouns below.  
By doing it right, show what you know.

- |                 |                 |
|-----------------|-----------------|
| 1. book _____   | 8. lesson _____ |
| 2. bullet _____ | 9. meat _____   |
| 3. chief _____  | 10. miss _____  |
| 4. coach _____  | 11. perch _____ |
| 5. cow _____    | 12. puppy _____ |
| 6. kiss _____   | 13. tax _____   |
| 7. kitten _____ | 14. try _____   |



# Discovering Nouns

**Clue:**

Let's look again at the plural noun.  
You'll have a chance to write some down.

1. Some singular nouns ending in *f* or *fe* form the plural by changing the *f* to *v* and adding *-es*.

life to **lives**      self to **selves**      thief to **thieves**

2. Some nouns form their plurals by changing the vowel in the word.

mouse to **mice**      man to **men**      woman to **women**      tooth to **teeth**

3. A few singular nouns form their plural by adding *-en*.

child to **children**      ox to **oxen**

4. Some singular nouns do not change for the plural form.

fish      deer      sheep      moose

**Create:**

Form the plurals for the singular nouns you see.  
Show us by doing it now how right you can be!

- |                   |                 |
|-------------------|-----------------|
| 1. elf _____      | 8. louse _____  |
| 2. fish _____     | 9. scarf _____  |
| 3. goldfish _____ | 10. self _____  |
| 4. goose _____    | 11. shelf _____ |
| 5. knife _____    | 12. trout _____ |
| 6. leaf _____     | 13. wife _____  |
| 7. loaf _____     | 14. wolf _____  |



# Discovering Nouns

**Clue:**

Possession is important all the time:

For example,

So we'll know if an item is yours or mine!

**More Clues:**

1. A singular noun shows possession by adding an apostrophe and an s. A possessive noun shows ownership. That means it shows to whom or what it belongs.

the dog's tail

one man's hope

the child's toy

2. A plural noun that ends in s forms the possessive by adding an apostrophe after the s.

dancers' costumes

actors' roles

teachers' rules

3. A plural noun that does not end in s forms the possessive by adding an apostrophe and an s.

people's actions

men's coats

women's songs

**Discovery:**

Correct any possessive form if not written right.  
Following the rules will make your task light.

1. Many children live in that womans' house.
2. My cousins dog is a very large boxer.
3. The babie's rattles were on the floor.
4. Four deers antlers were caught in the low branches.
5. Our kittens' claws were too long for her paws.
6. Three friend's possessions were misplaced during the flood.
7. Six chipmunk's chattering made a funny sound this morning.
8. The snowmens noses made from carrots looked very orange.





# Discovering Nouns

**Clue:**

Let's look at the possessives carefully.  
It's important to know them perfectly.

**Discovery:**

1. Jacks brother has not arrived from the airport.
2. He is coming home from their one cousins wedding.
3. Brett is going into business with the grooms father.
4. The bridesmaids partners had never met Brett.
5. Brett asked Mr. Billings to check the airlines schedule.
6. All the airlines pilots want flights to leave on time.

**Create:**

Mark the possessive for each subject here.  
We need to make possessives very clear.  
Write a sentence using each one  
Until you are surely and finally done.

1. Henry \_\_\_\_\_
2. womens \_\_\_\_\_
3. robe \_\_\_\_\_
4. geese \_\_\_\_\_
5. boy \_\_\_\_\_
6. my mothers friends \_\_\_\_\_
7. gentlemen \_\_\_\_\_



# Discovering Nouns

## REVIEW SHEET

### Clue:

You've worked well on this part of speech.  
Now it's time to see how well  
You have learned what we teach.  
So here's a way for you to tell.

### Create:

Write six sentences. Use common nouns in two;  
use proper nouns in two;  
use nouns for what we cannot see in two.  
Use at least two nouns in each sentence.



#### Common nouns

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

#### Proper nouns

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

#### Special nouns (naming what we cannot see)

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

Write one sentence that includes both the singular and plural forms of a noun.

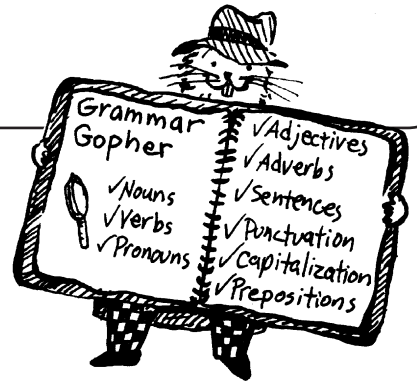
1. \_\_\_\_\_

Write one sentence using at least two possessives.

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

# Discovering Nouns

## Portfolio Page



Write four of your best sentences from this unit on this page.

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

Fill in the blanks below with nouns that will complete the story.

Seven \_\_\_\_\_ sang all the \_\_\_\_\_ they had learned at \_\_\_\_\_. The \_\_\_\_\_ voices were loud and strong at the \_\_\_\_\_. One teacher said their \_\_\_\_\_ had been lost during the \_\_\_\_\_. Some of their \_\_\_\_\_ coats were also misplaced during the \_\_\_\_\_.

Their \_\_\_\_\_ principal came in the next \_\_\_\_\_ to tell them what the \_\_\_\_\_ had found in the \_\_\_\_\_. Hooray! The \_\_\_\_\_ had been found!

**Put this page in your portfolio.**



# Discovering Pronouns

**Clue:**

Pronouns are useful for us to know.  
They substitute for nouns, you see.  
PRO-NOUN: A word that stands for a noun.  
For example, instead of *boy*, we can say *he*.  
Instead of saying *girl*, we can use *she*.  
We can use *his* and *hers*, *yours* and *mine*.  
Of course! *You* use pronouns all the time!

**More Clues:**

Roy is **my** cousin; **he** plays basketball.  
Renee, please tell **us** about **your** trip.

**Discovery:**

Draw a red line under any pronoun. Find 10.

1. Bob asked Sam, "When did you go to the Grand Canyon?"
2. "I went with my grandparents last summer."
3. "Was your trip exciting, Sam?"
4. "Yes. We even rode mules to the bottom."
5. "Were you afraid? The canyon is very deep."
6. "No, although my grandmother shivered a little, her mule was steady on his feet. So was mine."

Discovered:

**Create:**

Take five of the pronouns you marked. Use them in sentences of your own.

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



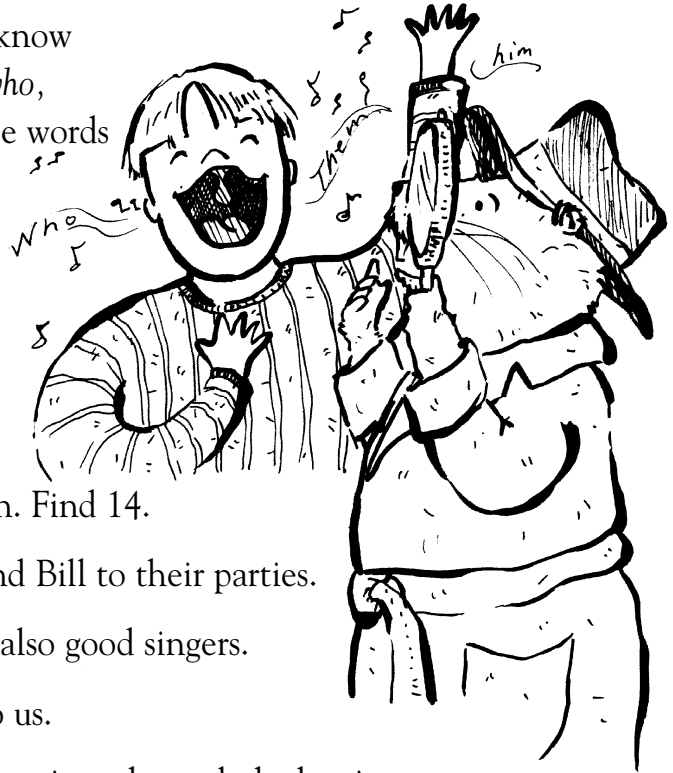
# Discovering Pronouns

**Clue:**

Some other pronouns we need to know  
Are words such as *it*, *whom*, and *who*,  
*Us* and *them*, *him* and *me*; use these words  
To make your sentences flow.

**More Clues:**

**Who** will meet the plane today?  
Dad asked **them** to drive.

**Discovery:**

Draw a red line under any pronoun. Find 14.

1. My parents always invite Jill and Bill to their parties.
2. They are good friends who are also good singers.
3. My parents introduced them to us.
4. Her voice is a sweet soprano; she sings the melody; he sings tenor.
5. Their excellence has made them famous.
6. Whom do you want to meet? Jill or Bill?

Discovered:

**Create:**

Make a list of all the pronouns you found.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





# Discovering Pronouns

**Clue:**

Some pronouns point out who and what we mean.

It helps to know there are just four:

*This* and *that*, *these* and *those*.

*This* and *that* speak of one;

*These* and *those* refer to more.

**More Clues:**

John wants to see **that** book, please.

**These** are the pens to use.

**Discovery:**

Draw a red line under the “pointer” pronouns. Find 8.

1. That belongs to Jean Billings from Montana.
2. The bag that was on the table belongs to Roberta.
3. Four of these books are owned by the teacher; five of those were written by Dr. Burden.
4. That teacher is ours for the day.
5. We could use this book for our reading class.
6. The children chose that girl to read those stories.

Discovered:

**Create:**

Write four sentences using *this*, *that*, *these*, and *those*.

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



# Discovering Pronouns

**Clue:**

Some pronouns are *self* words.  
They're used in a special way  
To show whom you mean  
Or to make a strong point.  
You know them, we're sure,  
From your speech every day.

**More Clues:**

She **herself** decorated the tree.  
Lyle wrote the chapter **himself**.

**Discovery:**

Draw a red line under the *self* words. Find 8.

1. John himself will buy the food for the party after the show.
2. Jeanette hurt herself in the gymnastics show; I myself saw her fall.
3. The fall itself upset her.
4. Jeanette scolded herself for days.
5. However, the coaches themselves were sympathetic.
6. No one should blame himself or herself for what happened.

Discovered:

**Create:**

Write four sentences using *self* pronouns.

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



# Discovering Pronouns

**Clue:**

Some pronouns are not very clear  
As to whom or what they refer.  
Although they're easy to find  
When you keep an open mind.



Examples:

all	everyone	one
another	few	other
anybody	nobody	some
each	none	somebody

**More Clues:**

**Anyone** may try out for the team.  
Janna shared her candy with **everybody**.

**Discovery:**

Draw a red line under any of these general-use pronouns. Find 7.

1. Has anyone met the twins, Billy Bob and Jimmy Rob?
2. Everybody likes good old Billy Bob.
3. All of the group also like good old Jimmy Rob.
4. Nobody could ever overlook their courtesy.
5. Some also saw their skill in sports, but few are able to match it.
6. Everyone is pleased to know them.

Discovered:

**Create:**

List the six special pronouns.

_____	_____	_____
_____	_____	_____

List any other pronouns from the sentences above.

_____	_____	_____
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# Discovering Pronouns

**Clue:**

Some pronouns are used as subject words.

For example, *I, you, he, she, it, they, and we,*

And *everyone, everybody, one, or nobody.*

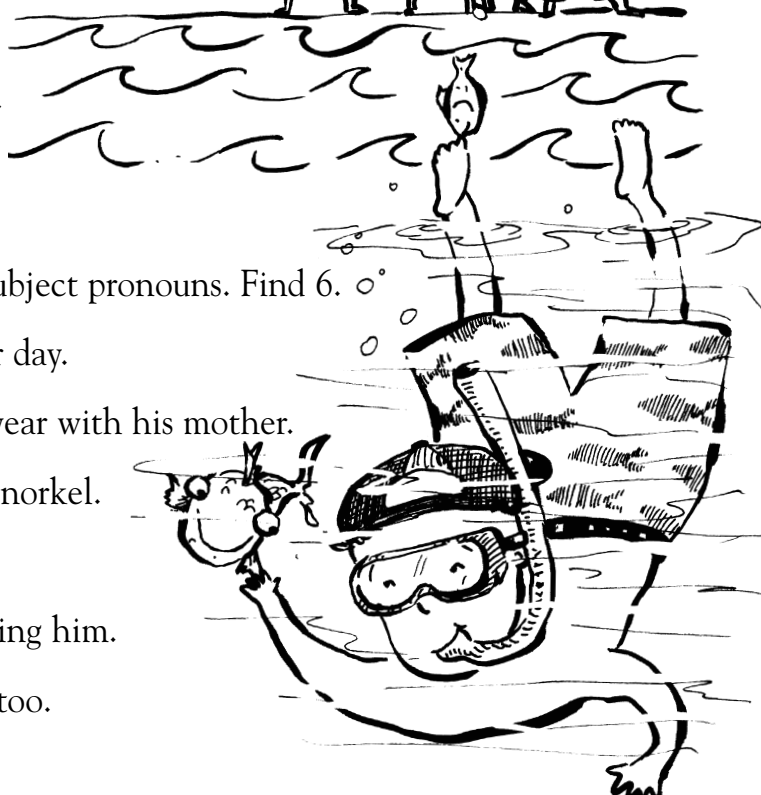
When you learn to use them correctly,

How happy you will be!

**More Clues:**

**You** will be the next reader.

**They** will be the audience.

**Discovery:**

Draw a red line under the subject pronouns. Find 6.

1. You met David the other day.

2. He went to Hawaii last year with his mother.

3. She taught him how to snorkel.

4. It was fun for him!

5. Everyone enjoyed watching him.

6. You would have liked it too.

Discovered:

**Create:**

Use any subject pronouns to write five sentences.

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



# Discovering Pronouns

**Clue:**

Object pronouns appear after an action verb  
To answer the questions of “what” or “whom.”  
Be thoughtful with the sentence before you,  
And you’ll understand this usage soon.

Examples:

her	you	Also:	anybody
him	them		everybody
it	us		everyone
me			nobody

**More Clues:**

Dad showed **him** the new car.  
He wanted **everyone** to see it.

**Discovery:**

Draw a red line under all object pronouns. Find 8.

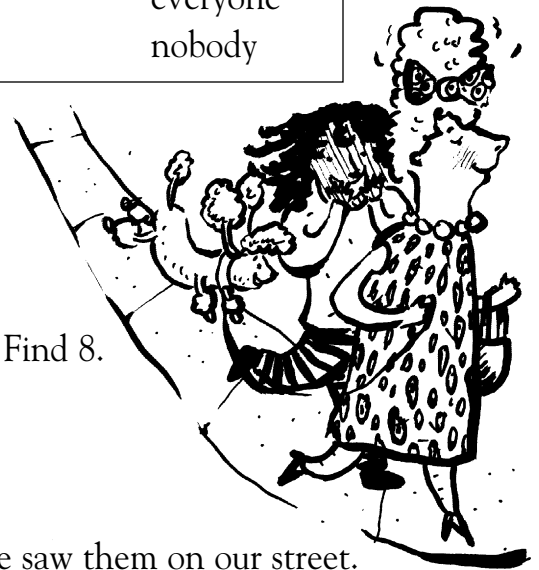
1. Dad asked her to walk the dog.
2. Mom told me to go with Inga.
3. Jack and Jill were walking their dog. We saw them on our street.
4. We liked him and her.
5. They asked us to walk with them. Jill saw you at the corner.
6. The walk was fun. We liked it.

Discovered:

**Create:**

Write three sentences using object pronouns.

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





# Discovering Pronouns

**Clue:**

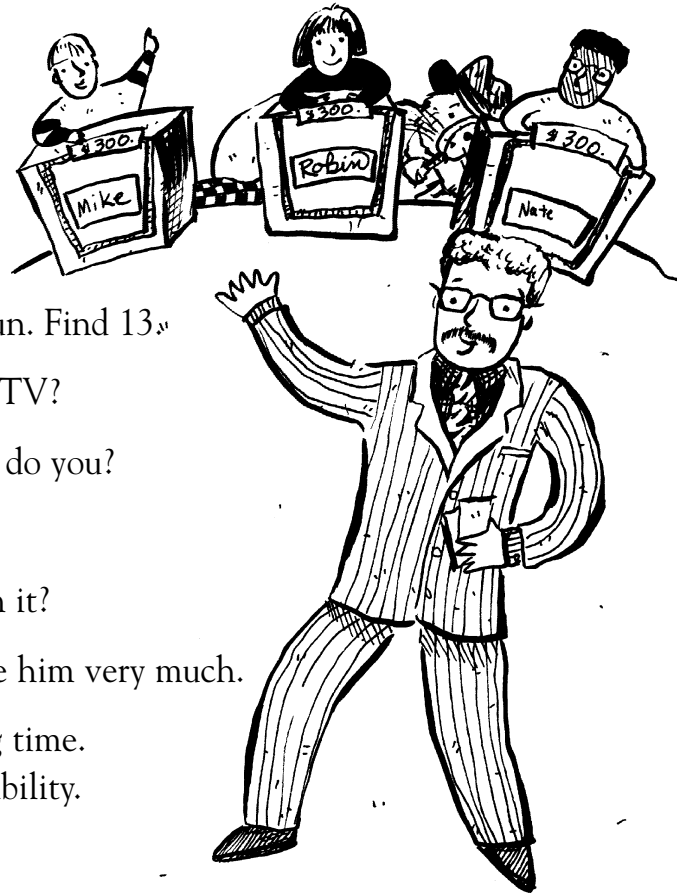
Now let's see how we can find  
*All* the pronouns that are used  
In the sentences below.  
Don't fall behind!

**Discovery:**

Draw a red line below each pronoun. Find 13.

1. Does your family like to watch TV?
2. My parents like mystery shows; do you?
3. They watch them every week.
4. I like "Jeopardy"; have you seen it?
5. Alex Trebek is the host; we like him very much.
6. He has been the host for a long time.  
Everyone seems to respect his ability.

Discovered:

**Create:**

List the subject pronouns in one column; the object pronouns in another.

**Subject Pronouns**

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**Object Pronouns**

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# Discovering Pronouns

**Clue:**

Use any pronoun to fill in the blanks correctly.

**Create:**

Harry rode his bike with \_\_\_\_\_. \_\_\_\_\_ went to the park near \_\_\_\_\_ house. The park was large. \_\_\_\_\_ was beautiful. \_\_\_\_\_ go there at least once a week. \_\_\_\_\_ agrees that \_\_\_\_\_ is a perfect place to visit.

In the park, \_\_\_\_\_ found a small puppy. \_\_\_\_\_ was lost. \_\_\_\_\_ took \_\_\_\_\_ home with \_\_\_\_\_. \_\_\_\_\_ mother fed \_\_\_\_\_ and made a soft bed for \_\_\_\_\_.

That night a boy knocked at \_\_\_\_\_ door. \_\_\_\_\_ did not know \_\_\_\_\_. \_\_\_\_\_ was looking for \_\_\_\_\_ lost puppy. \_\_\_\_\_ said, "\_\_\_\_\_ have found \_\_\_\_\_. Here \_\_\_\_\_ is!"

**Create:**

Finish this story. Use as many pronouns as you can.

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# Discovering Pronouns

**Clue:**

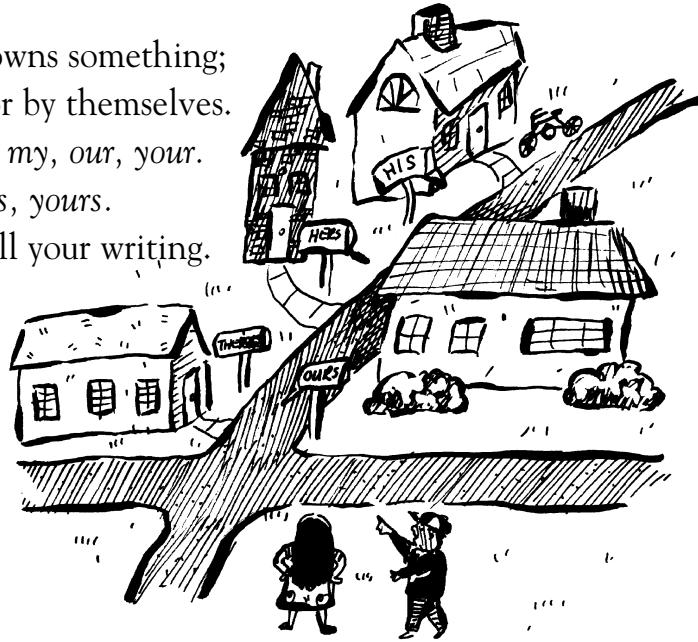
Just as you did with the nouns,  
Let's look at possessives carefully.  
The pronouns have special ones to use  
For you to write properly.

Possessives explain who or what owns something;  
They can be used before a noun or by themselves.  
Before a noun, we use *her, his, its, my, our, your*.  
Alone, we use *his, hers, ours, theirs, yours*.  
Correctly used, they add skill to all your writing.

**More Clues:**

**His** house is on **my** street.  
It has been **ours** for four years.

**Theirs** is the one on the corner.  
The brick one is **hers**.

**Discovery:**

Draw a red line under any possessive pronoun. Find 14.

1. My cat is a Siamese. His name is Sir Smoky Siam.
2. A friend has an American shorthair cat; her name is Chow Mein.
3. Her moods are sweet, but her claws are sharp.
4. Another friend has two Siamese; hers are very smart cats.
5. Their tails wave wildly when they go outside.
6. They are different from mine; Smoky never goes outside.
7. However, his tail seems to have a life of its own.
8. Chow Mein loves to sleep on her back; our cat never sleeps that way.
9. Your cat is handsome; we like yours very much.

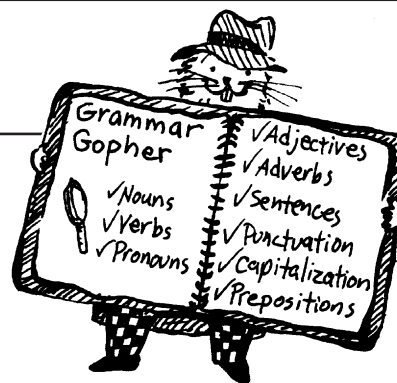
Discovered:





# Discovering Pronouns

## Portfolio Page



List the subject pronouns.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

List the object pronouns.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

List the possessive pronouns.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Choose three of your best sentences from this unit; write them below.

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

Put this page in your portfolio.



# Discovering Verbs

**Clue:**

Verbs are the motors of our speech,  
Easy to remember and to know.  
Use the active ones like *sing* or *reach*.  
And make your sentence Go! Go! Go!

**More Clues:**

Uncle Kenny **ate** all the pizza.  
He also **drank** all the juice.

**Discovery:**

Draw a double line in green under all verbs. Find 31 active verbs.

1. Long ago people invented many words for animal sounds and human speech and activities.
2. Dogs bark; cats meow; horses neigh; birds chirp; and wolves howl.
3. Humans talk, shout, scream, rave, chat, explain, and teach.
4. Children cry, fuss, simper, whine, wheedle, and joke.
5. Dancers jig, waltz, tango, and tap.
6. Athletes run, jump, kick, race, hit, slide, swing, and guard.

Discovered:

**Create:**

Write three sentences using at least five verbs from the sentences above.

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



# Discovering Verbs

**Clue:**

Verbs give the action to what we write.

They name what people did, or have, or do.

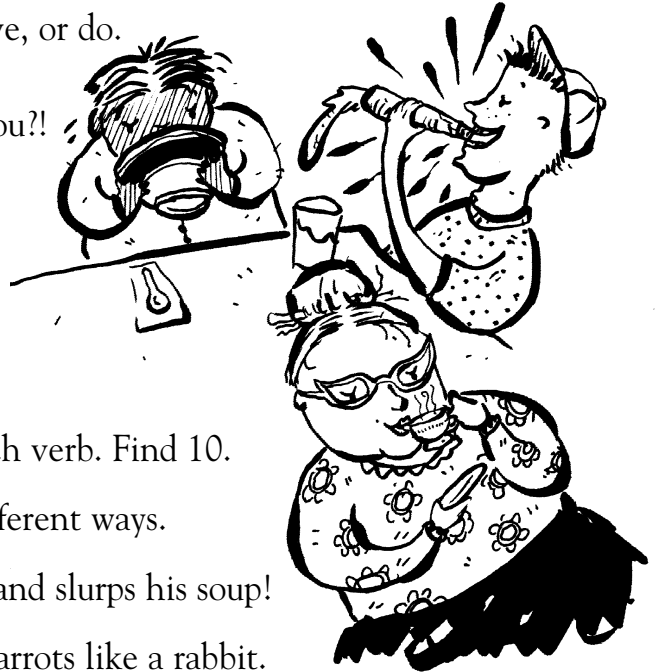
Verbs can be serious or light—

But you already know that, don't you?!

**More Clues:**

Susan **married** Zachary.

They **had** a beautiful wedding.

**Discovery:**

Draw a double green line under each verb. Find 10.

1. People eat their food in very different ways.
2. Bob's Uncle Joe gobbles turkey and slurps his soup!
3. Leonardo munches celery and carrots like a rabbit.
4. Grandmother sips her tea and nibbles her cookies.
5. Auntie Ruth chews each bite of food thirty times and swallows slowly.
6. Some of Rob's cousins smack their lips. They devour all the food on their plates.

Discovered:

**Create:**

Draw a line in green under the verbs in the lists below.

(Some words can be either nouns or verbs; check usage.)

she	to	but	Jackie	cry	mill	run	it
soon	and	me	rode	jump	act	hold	me
teacher	sing	fruit	tree	now	under	quite	no
friend	black	think	perhaps	dance	mirror	film	he
paper	sweet	wash	file	show	program	can	we



# Discovering Verbs

**Clue:**

Verbs have another use for you.  
They tell us who someone is  
Or how somebody feels.  
Let's take a look at what they do.  
They're called *linking* verbs  
By everyone—including you!

**More Clues:**

Jane **is** her cousin.  
She **looks** happy.

**Discovery:**

Draw a double green line under each linking verb. Find 6.

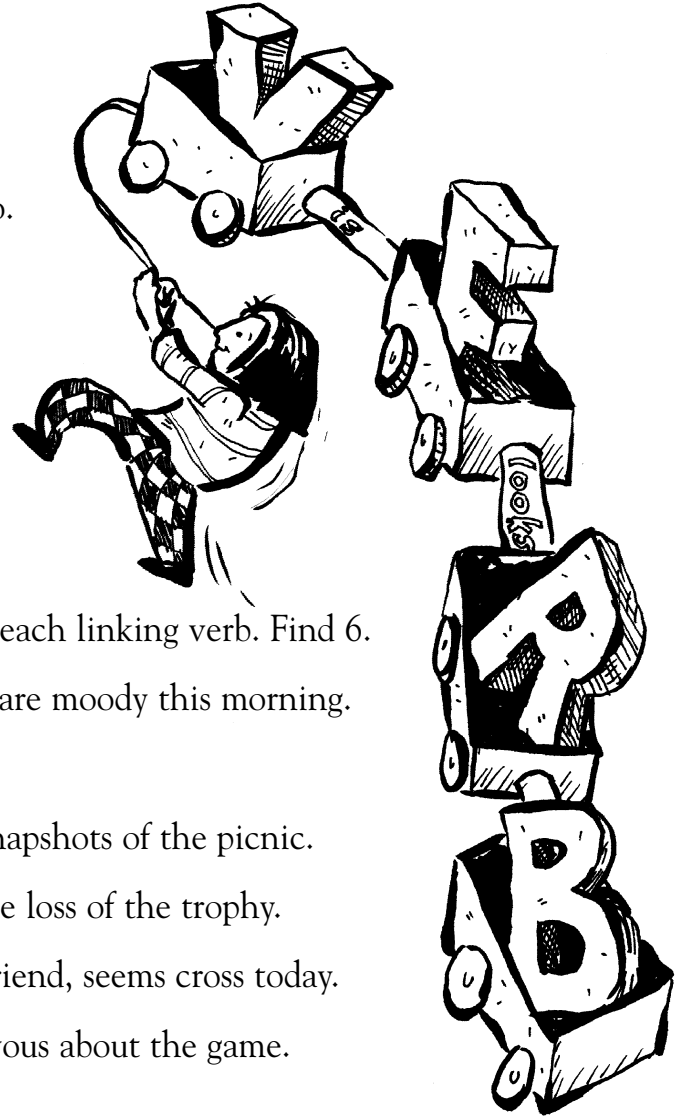
1. All the children in our class are moody this morning.
2. Bettina feels grumpy today.
3. Breen is unhappy with her snapshots of the picnic.
4. All the boys are sad about the loss of the trophy.
5. Even Charlie, our happiest friend, seems cross today.
6. The head cheerleader is nervous about the game.

Discovered:

**Create:**

Take four verbs from the sentences above to use in sentences of your own.

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





# Discovering Verbs

**Clue:**

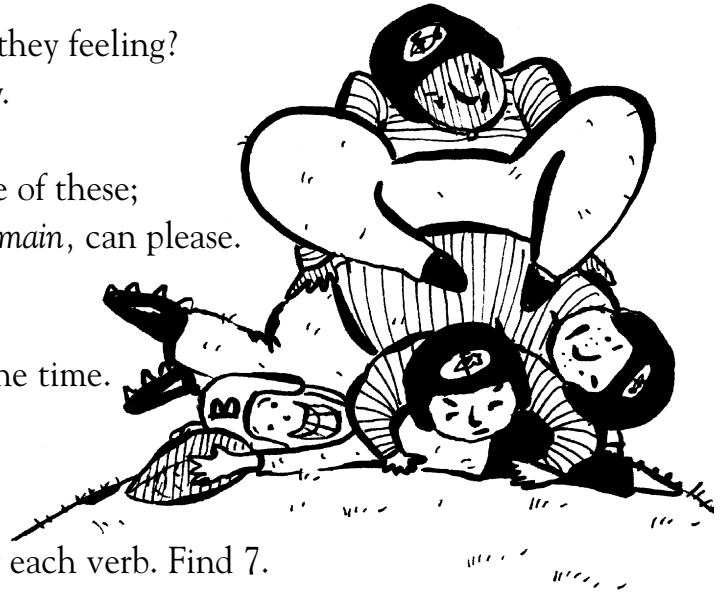
What are they being? How are they feeling?

This is what some verbs can say.

Let's look at them again today.

Is, are, was, were, been are some of these;

But others, like seem, appear, remain, can please.

**More Clues:**

Brandon **appears** cheerful all the time.

Lissa **remains** calm in a storm.

**Discovery:**

Draw a double green line under each verb. Find 7.

1. Juan seems happy today.
2. He is excited this week because of the show.
3. We were curious about his excitement.
4. Juan's parents are good critics. His father was an actor.
5. Now his father is a film maker in Hollywood and New York.
6. Even the teacher appears excited about our film!

Discovered:

**Create:**

Draw a green line under the verbs of being and feeling in the list below.

whistle	bake	swim
were	cut	seem
froze	belong	are
blow	remain	crawl
is	shoot	appear



# Discovering Verbs

**Clue:**

Verbs are not always used alone.  
There are helping verbs to use.

*Might, should, could, would,  
Had, has, shall, will, can, may,  
Did, do, and have*—use them every day.

Those words help complete ideas;  
Look at the words we have shown.

**More Clues:**

Mike **has** joined our class.  
Min **will** visit us next week.

**Discovery:**

Draw a double green line under each helping verb. Find 9.

1. You can hear the music coming from the park.
2. All the families in the neighborhood have gone to the concert.
3. Some of us should help Jimmie. He has broken his leg.
4. Our next-door neighbors have joined the orchestra.
5. Mr. Black has played the violin; Mrs. Black can play the oboe.
6. We might attend the second concert tomorrow. We can get tickets at the store.

Discovered:

**Create:**

Fill in the blanks with helping verbs.

Lou and Pedro \_\_\_\_\_ come to school today. They \_\_\_\_\_  
play basketball with us. They \_\_\_\_\_ played the game for years.  
They \_\_\_\_\_ planned to help us win. We \_\_\_\_\_ be hopeful.



# Discovering Verbs

**Clue:**

The helping verbs can make ideas clear.  
Let's look at the examples given here.

**More Clues:**

She **can** sing with us tomorrow.  
The car **should** run well now.

**Clue:**

You'll see that not all verbs stand in line.  
Other words come between them from time to time.

**More Clues:**

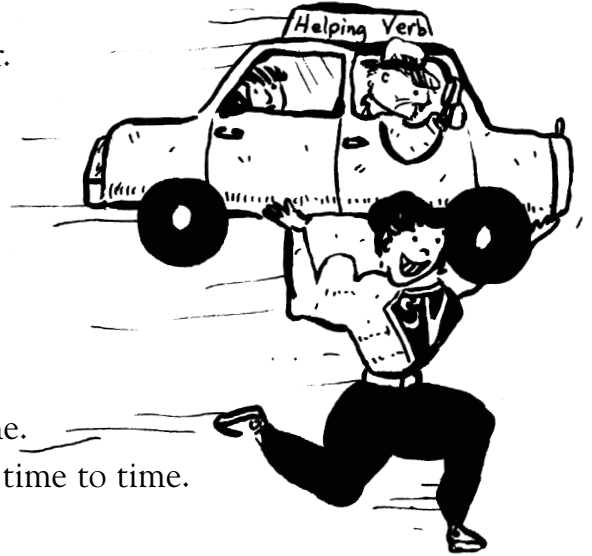
They **should** not ride their bikes on this busy street.  
**Can** you answer the phone for me?

**Discovery:**

Draw a double line in green under any helping verb. Find 13 words.

1. We will play soccer tonight with our friends.
2. Could you come to the game? It will start at seven o'clock.
3. We should have started our series earlier this season.
4. However, the coach could not change his schedule.
5. Raul may play in some of our games.
6. We must give everyone a time to play.
7. Bart may get his big chance tonight.
8. He might do well. Could he score the most points?
9. We would like the support of our friends and families.
10. We can use your good wishes for luck!

Discovered:





# Discovering Verbs

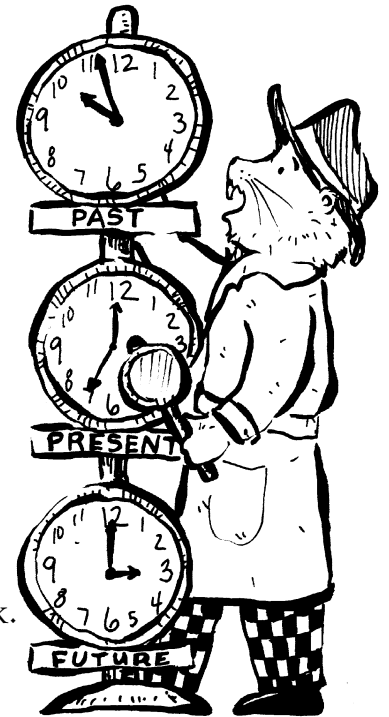
**Clue:**

Verbs help us understand the point of time,  
The present, the future, or the past,  
By changing forms and adding words  
To clarify *when* on each line.

What happens now we know as *present* time;  
What happened earlier is called the *past*;  
What is to come is called *future* time;  
You can learn these tenses fast.

**More Clues:**

Present tense: We **study** each lesson each day.  
Past tense: We **studied** our lessons last week.  
Future tense: We **will study** our lessons next week.  
(with a helping verb)

**Discovery:**

Draw a double line in green under each verb. Write the tense at the right.  
Find 16 words.

Example: They **walked** the dog last night

Tense

Past

1. Marcy owns one puppy and one kitten.
2. Her dad will buy her a horse next month.
3. Darcy fed Marcy's puppy every day last week.
4. Paul will feed her kitten in September.
5. Paul helps Marcy whenever possible.
6. Tomorrow Paul will be traveling to Maine,  
so he will not be here for three weeks.
7. Darcy can help Marcy every day.
8. She will enjoy the pets.

Discovered:



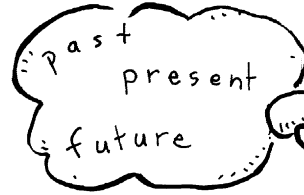




# Discovering Verbs

**Clue:**

To work again with our verb tense  
Simply makes good common sense.

**More Clues:**

Remember the future, the present, and the past:  
Those three.  
Then you will see  
How your knowledge of verbs can last.

**Discovery:**

Draw a double green line under each verb. Write the tense at the right.  
Find 14.

Tense

1. At the toy show, we will see many favorite toys. \_\_\_\_\_
2. Jesse will probably bring his Civil War soldiers. \_\_\_\_\_
3. He owns 200 soldiers. \_\_\_\_\_
4. Peter has a collection of small trucks. \_\_\_\_\_
5. Last year he brought 60 miniature cars. \_\_\_\_\_
6. Mary is bringing her collection of postcards. \_\_\_\_\_
7. For each show, Lucy brings her stamp books. \_\_\_\_\_
8. The show will present as many toys as possible. \_\_\_\_\_
9. Each toy owner will receive a special award. \_\_\_\_\_

Discovered:

**Create:**

Write two sentences using two different verb tenses.

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# Discovering Verbs

**Clue:**

Not all verbs add *-ed* to form past tense.  
They change their form, which does make sense.  
We use the word *irregulars* for their name;  
In their differences lies their fame.  
Some you'll remember; some you won't.  
Check your dictionary when you don't.

**More Clues:****Present****Past****Past Participle**(With helping verbs *has* or *have*)

begin, begins

began

begun

do, does

did

done

go, goes

went

gone

sing, sings

sang

sung

speak, speaks

spoke

spoken

stand, stands

stood

stood

swim, swims

swam

swum

teach, teaches

taught

taught

**Discovery:**

Draw a double green line under all verbs. Find 9. Circle any irregular verb.  
Find 5. (Will you need a dictionary?)

1. Harrison arrived today by plane.
2. He went to visit his grandparents last week.
3. Harrison's visit lasted twelve days.
4. Mother received two postcards from him.
5. While in Canada, he wrote them.
6. She had seen the cities shown on the cards.
7. At least they came to Mother before his arrival.
8. His grandmother taught him good manners.
9. He visits her every summer.

Discovered:





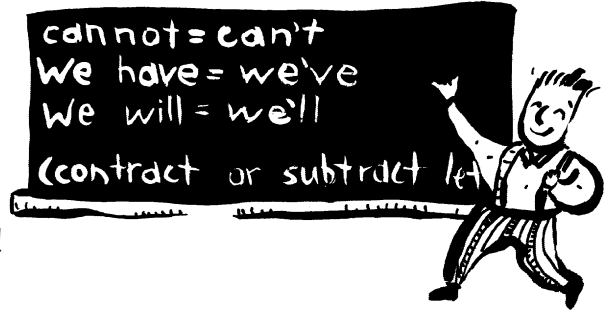
# Discovering Verbs

**Clue:**

With our verbs, we still have more to do.

With the point of contractions,  
We are adding something new.

The apostrophe goes where the letter  
Is left out; be sure to think carefully,  
And you'll see. You'll use them better!

**More Clues:**

can't

We've

You ~~can~~not see the river from here. We ~~ha~~ve looked.

We'll

We ~~wi~~ll travel on the river for two days.

**More Clues:**

With contractions ending in n't, beware!

Do not add a negative word

Such as *no*, *nobody*, *nothing*, *no one*, or *never*.

Remember this rule—and take care!

Right: We don't need anything from the store.

Wrong: We don't need nothing from the store.

**Discovery:**

Step 1. Put the correct contraction within the parentheses.

Step 2. Change any wrong words.

1. You will not (\_\_\_\_\_) see the Bears play next Sunday.
2. Dad is not (\_\_\_\_\_) meeting nobody there.
3. Yes, we are (\_\_\_\_\_) going to eat chicken before the game.
4. You cannot (\_\_\_\_\_) want nothing more!
5. We would (\_\_\_\_\_) like you to join us.
6. You will (\_\_\_\_\_) be able to come?
7. Do not (\_\_\_\_\_) bring no food.



# Discovering Verbs

**Clue:**

You have much to think about here.  
So let's make sure our points are clear.

**Discovery:**

- Step 1. Draw a double line in green under all verbs.  
Step 2. Write the tense of the verb at the right.  
Step 3. Write Regular or Irregular for the verb.



	Tense	R or Ir
1. Dan saw two chipmunks in his yard.	_____	_____
2. They're a small problem.	_____	_____
3. Those chipmunks pushed the bird bath into the flower bed.	_____	_____
4. They'll do it again. Dan's sure of that.	_____	_____
5. The silly chipmunks sit on the heads of the stone lions.	_____	_____
6. Those two creatures ate all of Dan's plants.	_____	_____
7. They've even crowded the birds at the feeder.	_____	_____
8. We'll try to protect all flowers and birds.	_____	_____

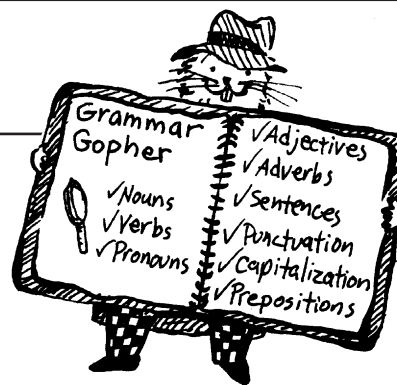
**Create:**

List below the complete form of any contraction from the sentences above.

\_\_\_\_\_  
\_\_\_\_\_

# Discovering Verbs

## Portfolio Page



Write three sentences using regular verbs.

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

Write three sentences using irregular verbs.

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

Write two sentences using contractions.

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

Put this page in your portfolio.

# Discovering Parts of Speech

**SPECIAL  
REVIEW**
**Clue:**

As we go from one unit to another,  
We'll double-check what we know  
By looking at the parts of speech  
In the manner shown below.

**More Clues:**

Mrs. Ballard visited our school.

Example:

**Nouns**

Mrs. Ballard  
school

**Verbs**

visited

**Pronouns**

our

**Discovery:**

In the following sentences, identify the nouns, verbs, and pronouns as shown above.



1. We talked about our vacations.

**Nouns**

**Verbs**

**Pronouns**

\_\_\_\_\_

2. Children liked their trips.

**Nouns**

**Verbs**

**Pronouns**

\_\_\_\_\_

3. Uncles and aunts have come to our program.

**Nouns**

**Verbs**

**Pronouns**

\_\_\_\_\_

4. Their nieces and nephews enjoyed their visit.

**Nouns**

**Verbs**

**Pronouns**

\_\_\_\_\_

**Create:**

Write one sentence of your own using these three parts of speech.

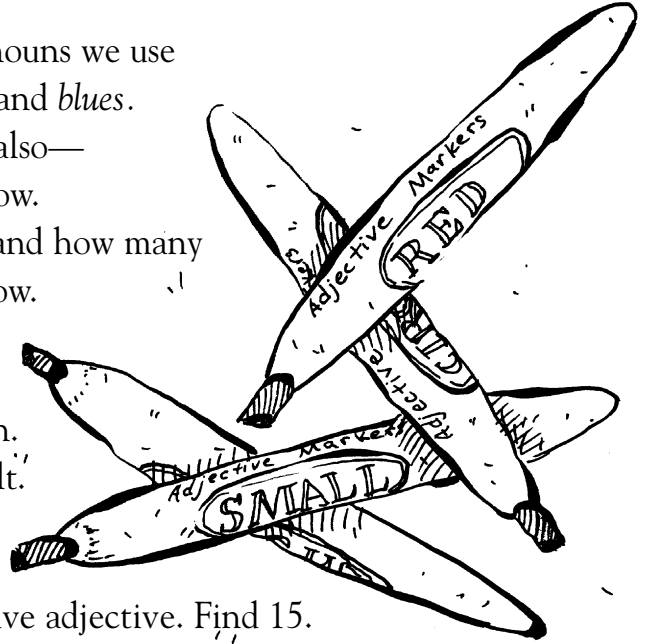
\_\_\_\_\_



# Discovering Adjectives

**Clue:**

Adjectives color the nouns and pronouns we use  
With words such as *purples* and *reds* and *blues*.  
They give sizes and shapes and age, also—  
Important parts of description to know.  
They tell us what kind, which one, and how many  
And give all our writing a special glow.

**More Clues:**

We could see a **large yellow** balloon.  
The animal was a **young brown** colt.

**Discovery:**

Draw a pink line under any descriptive adjective. Find 15.

1. In Door County, Jan went to an unusual dinner.
2. The delicious dinner was called a “fish boil.”
3. The cook started a hot fire under a large black kettle.
4. Silvery fish, small red potatoes, and white onions cooked fast in the kettle.
5. Fresh cornbread added a new flavor to the meal.
6. Ending the tasty meal was a generous slice of sweet cherry pie for the happy diners.

Discovered:

**Create:**

Choose adjectives from above to use in two sentences of your own.

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



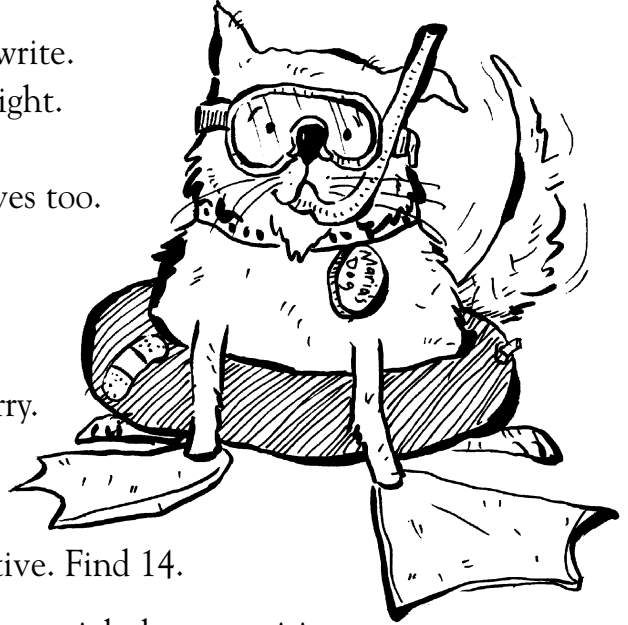
# Discovering Adjectives

**Clue:**

Keep an eye on adjectives as you write.  
They give our nouns all kinds of light.  
Remember we had proper nouns?  
You know we have proper adjectives too.  
That's right! Good for you!

**More Clues:**

Jay has found a **perfect** beach.  
The **heavy** basket was hard to carry.  
**Maria's** dog likes to swim.

**Discovery:**

Draw a pink line under any adjective. Find 14.

1. Door County in Wisconsin has special places to visit.
2. Jan met a new friend there in a comfortable cottage.
3. Jan's young friend is a pleasant person.
4. On a sunny morning, Jan saw the sandy beaches of beautiful Lake Michigan.
5. At the tip of Door County is a quiet, rocky beach.
6. Lake Michigan's ferries carry old and new visitors to Washington Island.

Discovered:

**Create:**

Write two sentences using adjectives of size.

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

Write two sentences using proper adjectives.

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





# Discovering Adjectives

**Clue:**

We can add to our list of adjective words  
Such examples as *this* game or *those* birds.  
So pronouns act this way too.  
Let's take a look at what some do.

**More Clues:**

A **few** children played in the snow.  
**That** child watched the others.  
Have you seen **these** books before?

**Discovery:**

Draw a pink line under any adjective. Find 12.

1. Chiang's father is a true fan of basketball.
2. He watches the Bulls' games every week from a comfortable couch.
3. Michael Jordan's skills impress Chiang's dad.
4. The year's wins pleased the Bulls' fans.
5. Chiang and Mr. Chan met the Jordan family.
6. That meeting was an important event.

Discovered:

**Create:**

Think of four proper adjectives. List them below.

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

Write two sentences using these proper adjectives.

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



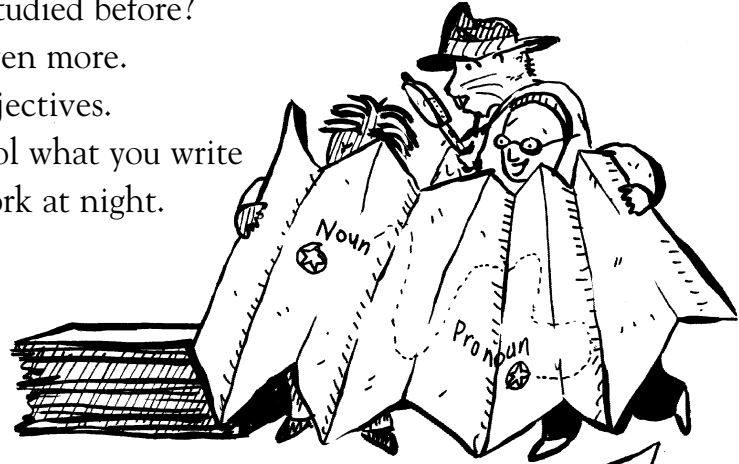
# Discovering Adjectives

**Clue:**

Remember the pronouns we studied before?  
They replace nouns and do even more.  
Sometimes they also act as adjectives.  
Knowing this helps you control what you write  
During the day or for homework at night.

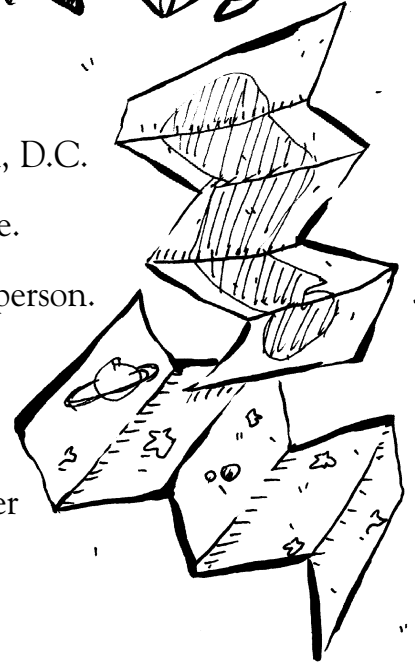
**More Clues:**

**Her** book is on the desk.  
The class will need **my** maps.

**Discovery:**

Draw a pink line under any adjective. Find 7.

1. Our visitors enjoyed the holidays in Washington, D.C.
2. Your child would like to see the Pageant of Peace.
3. Each memorial represents a time in history or a person.
4. Kurt took his cousin to see the Vietnam Wall.
5. Her brother liked the Lincoln Memorial better.
6. The Korean War Memorial interested their father and his friends.



Discovered:

**Create:**

Choose three adjectives for each of the following nouns.

- |                |       |       |       |
|----------------|-------|-------|-------|
| 1. mice        | _____ | _____ | _____ |
| 2. house       | _____ | _____ | _____ |
| 3. monkey      | _____ | _____ | _____ |
| 4. firefighter | _____ | _____ | _____ |
| 5. child       | _____ | _____ | _____ |

# Discovering Adjectives

**Clue:**

Here's another page of adjectives to find.  
It's easy when you have them on your mind.

**Discovery:**

Draw a pink line under each adjective. Find 15.

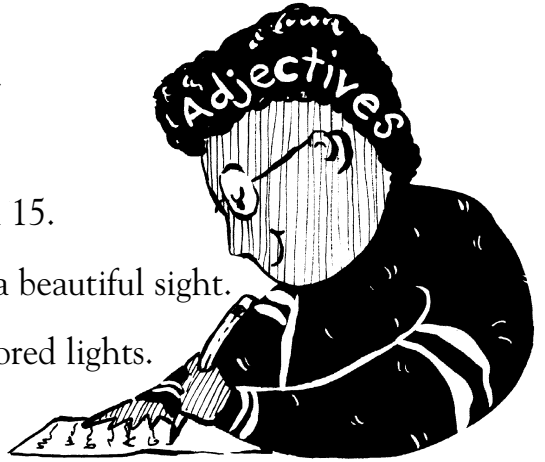
1. The Pageant of Peace in Washington is a beautiful sight.
2. Many small green trees twinkle with colored lights.
3. The trees represent different countries.
4. The color of the tallest tree changes from silver glow to green light.
5. Young children and older people clap their hands at the lovely sight.
6. Each year the Pageant of Peace pleases all kinds of visitors.

Discovered:

**Create:**

Fill in the blanks with adjectives.

The \_\_\_\_\_ airport was filled with \_\_\_\_\_ people,  
\_\_\_\_\_ people, and \_\_\_\_\_. \_\_\_\_\_ men wore  
\_\_\_\_\_ hats and \_\_\_\_\_ coats. Women in \_\_\_\_\_  
\_\_\_\_\_ dresses were members of a \_\_\_\_\_ group.  
\_\_\_\_\_ children carried \_\_\_\_\_ balloons. \_\_\_\_\_  
balloons were \_\_\_\_\_ gifts from St. Nicholas. \_\_\_\_\_  
pilots wore the \_\_\_\_\_ and \_\_\_\_\_ uniform.





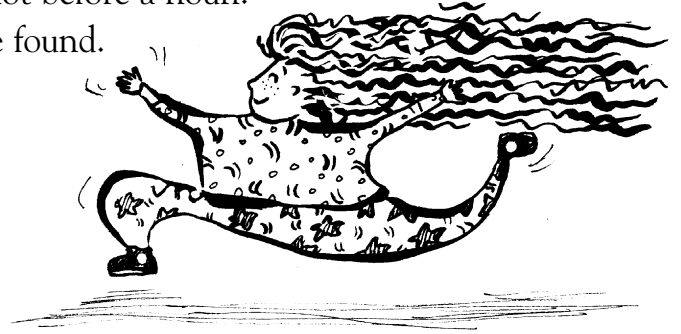
# Discovering Adjectives

**Clue:**

Sometimes the adjectives are not before a noun.  
After linking verbs they can be found.

**More Clues:**

Elizabeth is **happy** today.  
That movie was very **sad**.

**Discovery:**

Draw a pink line under any adjective after the verb. Find 8.

1. Emma is unhappy today; she is cross too.
2. Mr. Benson has been grumpy for a week.
3. She seems nervous about her tests.
4. The wedding gowns are lovely and expensive.
5. Songs we know are easy to sing.
6. That baby is large for his age.

Discovered:

**Create:**

Choose five adjectives from above. List them below. Then write two other adjectives that would fit in the sentence.

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

# Discovering Adjectives

**Clue:**

Look for adjectives after the verb  
Just as you did before. We are sure  
You will find some more!

**More Clues:**

Ms. Bertrand looks **pretty**.  
Johnny seems **cheerful** every morning.

**Discovery:**

Draw a pink line under any adjective after the verb. Find 7.

1. Papa's house seemed huge to Fred.
2. Papa's den seems comfortable for reading and study.
3. Fred's apartment in New York is small.
4. His kitchen looks bright and cheerful.
5. Fred appeared upset last night. He broke a valuable lamp.
6. Both men are good at making homes for themselves.

Discovered:

**Create:**

Finish the following sentences with a verb and then an adjective.

1. My room \_\_\_\_\_.
2. Adam's bike \_\_\_\_\_.
3. Ben \_\_\_\_\_.
4. Your teacher \_\_\_\_\_.
5. That dog \_\_\_\_\_.





# Discovering Adjectives

**Clue:**

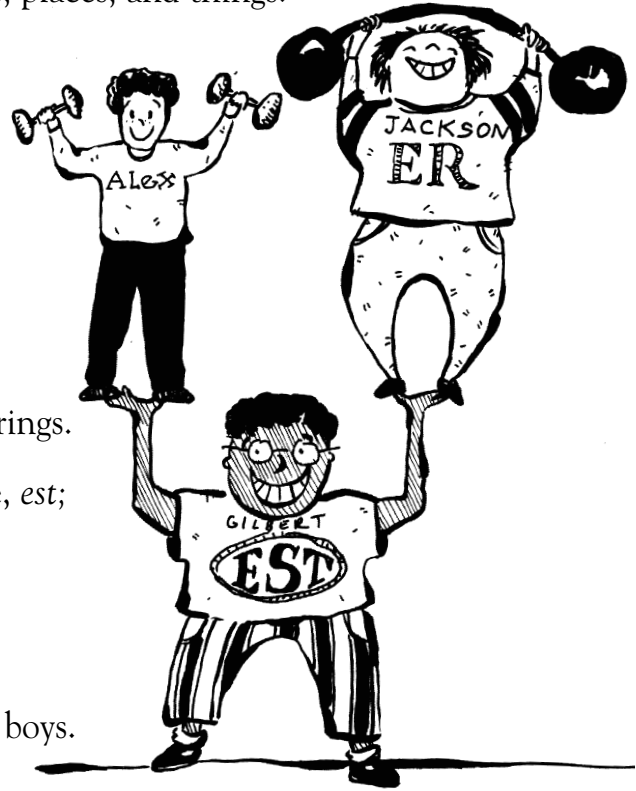
We use adjectives to compare people, places, and things.

For many words, we add *er* or *est*.

If an adjective ends in an *e*,  
The *e* is dropped, and *er* or *est*  
Is added.

If an adjective ends in *y*,  
With a consonant before it,  
The *y* is changed to *i*  
And we add *er* or *est*.  
These are the changes comparison brings.

With two, use *er*; with three or more, *est*;  
This rule works the best; you'll see!

**More Clues:**

Jackson is **stronger** than Alex.

Gilbert is the **strongest** of the three boys.

**Discovery:**

Circle the correct comparison word for the sentences below.

1. Hans has become a (better, best) player than Franz.
2. However, so far the (better, best) player on the baseball team is Jackson.
3. The (brighter, brightest) student in the school appears to be Anna Maria.
4. It is hard to know if he is the (smarter, smartest) man of those three.
5. The cafeteria here serves (fresh, fresher) food than the other one.
6. Which twin is the (happier, happiest)?
7. Last night was the (foggier, foggiest) of all this year.
8. However, today was the (sunnier, sunniest) one in April.

# Discovering Adjectives

**Clue:**

Let's try comparison again right now.  
You've learned the why, the when, and the how.

**More Clues:**

Lesley is **weaker** than his brother Max.  
Charmaine is the **fastest** runner on the relay team.

**Discovery:**

Choose the correct comparison word for the following sentences.

1. loud      Lucky's voice is \_\_\_\_\_ than Robert's voice.
2. rich      His tone is the \_\_\_\_\_ in the choir.
3. tall      Karl is the \_\_\_\_\_ of the two men.
4. clear      Ashley has a \_\_\_\_\_ speaking voice than Brittany has.
5. busy      Of all the choir members, Gretchen is the \_\_\_\_\_ .
6. brave      She may be the \_\_\_\_\_ of the speakers.

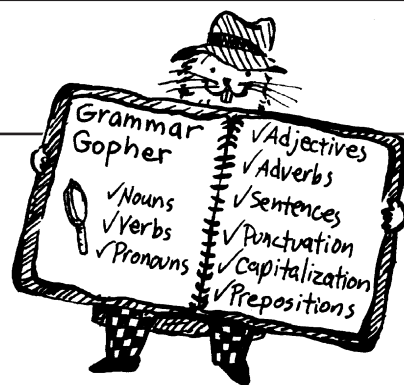
Give the correct forms of comparison for the following adjectives.

1. hungry      \_\_\_\_\_
2. cross      \_\_\_\_\_
3. sweet      \_\_\_\_\_
4. homely      \_\_\_\_\_
5. lovely      \_\_\_\_\_
6. sour      \_\_\_\_\_



# Discovering Adjectives

## Portfolio Page



Fill in the blanks with any adjectives that seem correct.

Tom, an \_\_\_\_\_ citizen, and Peg, a \_\_\_\_\_ citizen, saw a  
 \_\_\_\_\_ horse in the \_\_\_\_\_ meadow. They  
 were \_\_\_\_\_ judges than Karen and Laura in the \_\_\_\_\_ training school.

They are \_\_\_\_\_ riders who will be in a \_\_\_\_\_ race \_\_\_\_\_  
 week. Peg has a \_\_\_\_\_ horse for that race; Laura has a \_\_\_\_\_ stallion.

Tom will wear a \_\_\_\_\_ suit; it is \_\_\_\_\_ than Karen's. For riding, Laura  
 will wear boots that are \_\_\_\_\_ than Peg's boots.

\_\_\_\_\_ race has \_\_\_\_\_ horses in it. The Benson horses are the  
 \_\_\_\_\_ trained in that show. They have \_\_\_\_\_ skills than the  
 \_\_\_\_\_ horses. The other horses are \_\_\_\_\_ to watch. They are as  
 \_\_\_\_\_ as dancers.

Perhaps you can come to the \_\_\_\_\_ race with us. It will be the \_\_\_\_\_  
 fun you will have this week.

**Put this page in your portfolio.**



# Discovering Parts of Speech

**SPECIAL  
REVIEW**
**Clue:**

Remember?

As we go from one unit to another,  
We'll double-check what we know  
By looking at the parts of speech  
In the manner shown below.


**Discovery:**

In the sentences written here, find the four parts of speech and list the words in the columns below.

1. Books give us an entrance to special worlds.
2. Some of us like history or books of beautiful pictures.
3. Alissha prefers short stories for her free time.
4. Her grandfather wanted thoughtful books about Indians.
5. Nick reads only good articles on sports.

**Nouns**
**Verbs**
**Pronouns**
**Adjectives**


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**Create:**

Write one sentence using the above parts of speech.

---



# Discovering Adverbs

**Clue:**

Adverbs tell us by their name  
What it is they do.  
They add meaning to the verbs  
Telling *where* and *when* and *how*.  
Let's take a look at some right now.

**More Clues:**

The pirates were coming **slowly** toward us.  
Captain Stealum **carefully** climbed down the ladder.

**Discovery:**

Draw a yellow line under any adverb. Find 6.

1. Patrick watched the pirate ship sail smoothly into the cove.
2. Three pirates quickly dropped a small boat over the side.
3. They saw palm trees waving gently in the sea breeze.
4. The pirates landed happily on the shore.
5. Captain Stealum said loudly, "Bury the treasure here!"
6. The pirates said softly, "Aye, aye, Sir."

Discovered:

**Create:**

Take four of the adverbs you marked. Put them in sentences of your own.

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



# Discovering Adverbs

**Clue:**

Not all adverbs end in *ly*.  
That is true.  
There are other adverbs  
Such as *not* and *down* and *too*.

**More Clues:**

The captain of the pirates is a **very** fierce man.  
One sailor will **not** become a pirate.

**Discovery:**

Draw a yellow line under any adverb. Find 11.

1. The captain of the pirates was not a good man.
2. He was not a kind man.
3. The captain was quite rough in appearance.
4. Captain Stealum fired his cannons fast at other ships.
5. His men were too fierce.
6. The captain often took prisoners.
7. He was almost cruel to the prisoners.
8. They were released soon.
9. They had not been happy with the pirates.
10. Later they talked about their adventure.
11. Every friend was quite interested!

Discovered:





# Discovering Adverbs

**Clue:**

Adverbs have a triple chore.  
They add to verbs and even more.  
Adjectives and other adverbs get a lift  
As if receiving a “wordy” gift.

(adj.)

**More Clues:**

One sailor in the crew was a **very** strong man.

(adv.)

He joined the crew **quite** early in the year.

**Discovery:**

Draw a yellow line under any adverb. Find 11.

1. Two of the really bold pirates came from Michigan.
2. They had lived very happily in Detroit.
3. One extremely strong man had lived quite comfortably in Utah.
4. John Tar was quite young to be a sailor.
5. John was truly badly advised to be a pirate.
6. All of the pirates had acted too foolishly.

Discovered:

**Create:**

Choose three adverbs for the following ideas.

How People Speak

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

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

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

How Children Run

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

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

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

How We Eat

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

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

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





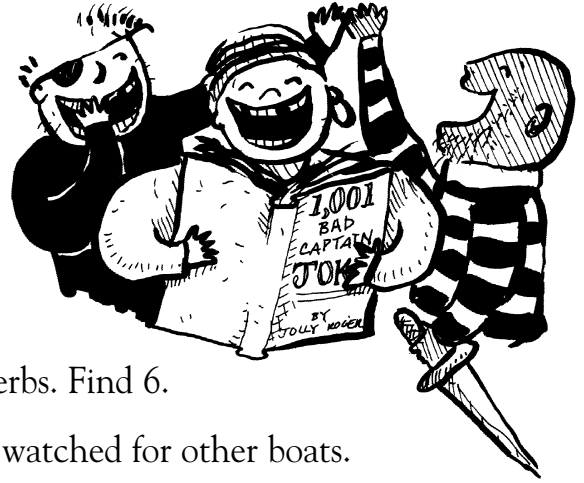
# Discovering Adverbs

**Clue:**

Remember? Some adverbs tell us *how*.  
So take another look right now.

**More Clues:**

Some pirates laugh **loudly**.  
The ship moved **swiftly** before us.

**Discovery:**

Draw a yellow line under any *how* adverbs. Find 6.

1. On the island, the pirates carefully watched for other boats.
2. They could see blue-green waves rolling gently toward shore.
3. One group said angrily, "Why do we have to do so much work?"
4. Quickly the captain stepped forward.
5. He said quietly, "I have a surprise for you."
6. The captain secretly planned to sail away by himself.

Discovered:

**Create:**

List below all the *how* adverbs you found.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Create:**

Write two sentences using two or more of the adverbs you listed.

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



# Discovering Adverbs

**Clue:**

Other adverbs tell us *when*,  
For example, *now* and *soon* and *then*.  
*Where* is what some adverbs tell.  
They always do it very well.

**More Clues:**

The pirates jumped off the ship **yesterday**.  
They will bury their treasure **there** on the beach.

**Discovery:**

Draw a yellow line under any *when* or *where* adverb. Find 6.

1. Seven of the pirates started digging early.
2. Nearby five other pirates helped dig a large hole.
3. Friday they will discuss a special plan.
4. They worry daily about their plan.
5. They will finish their work here.
6. They are ready now for the second day.

Discovered:

**Create:**

List the adverbs from the sentences above.

***when* adverbs**

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

***where* adverbs**

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



# Discovering Adverbs

**Clue:**

Let's mix up the adverbs now:  
The *when*, the *where*, the *how*.

**Discovery:**

Draw a yellow line under any adverb. Find 16.

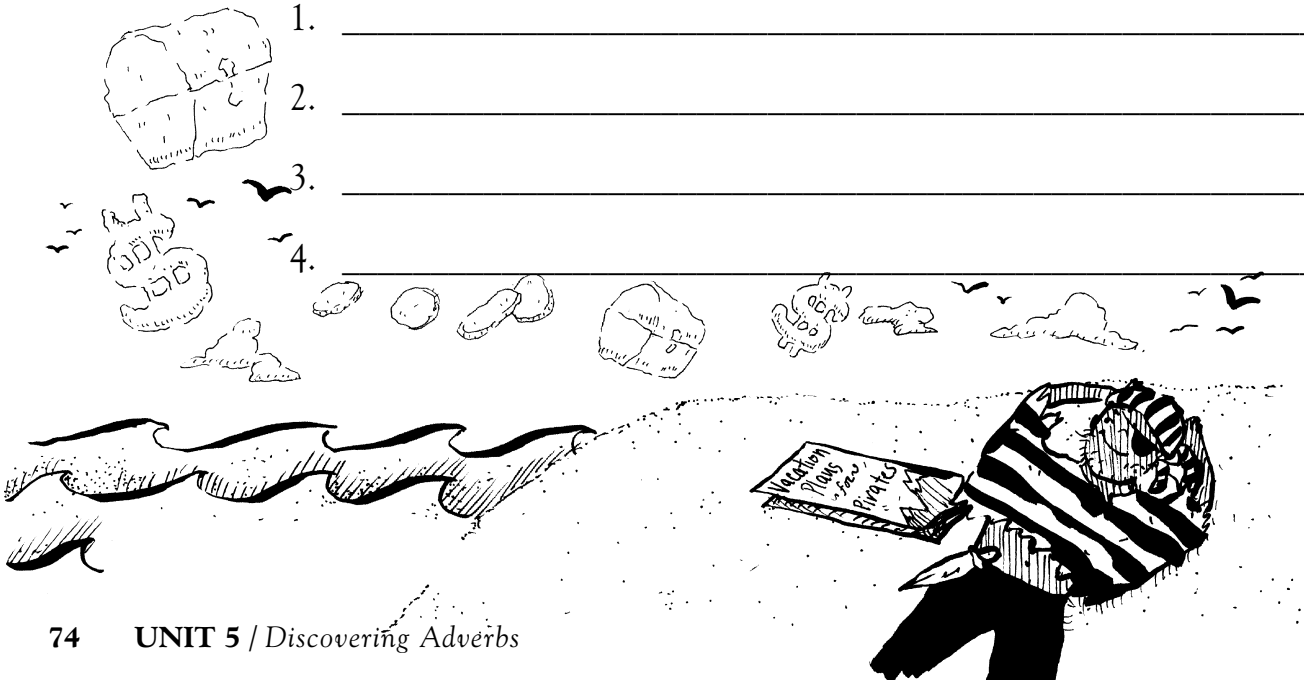
1. Daily the sun shone brightly.
2. Puffy white clouds floated dreamily in the sky.
3. The pirates were quite excited about finding more treasure.
4. They worked quite slowly and nervously.
5. The pirates were not sure about their captain.  
Could they really trust him?
6. Soon they were very tired and truly hungry.
7. Later they bravely talked with the captain.
8. He had not treated them well in the past.

Discovered:

**Create:**

Take four of the sentences above and rewrite them using different adverbs.

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





# Discovering Adverbs

**Clue:**

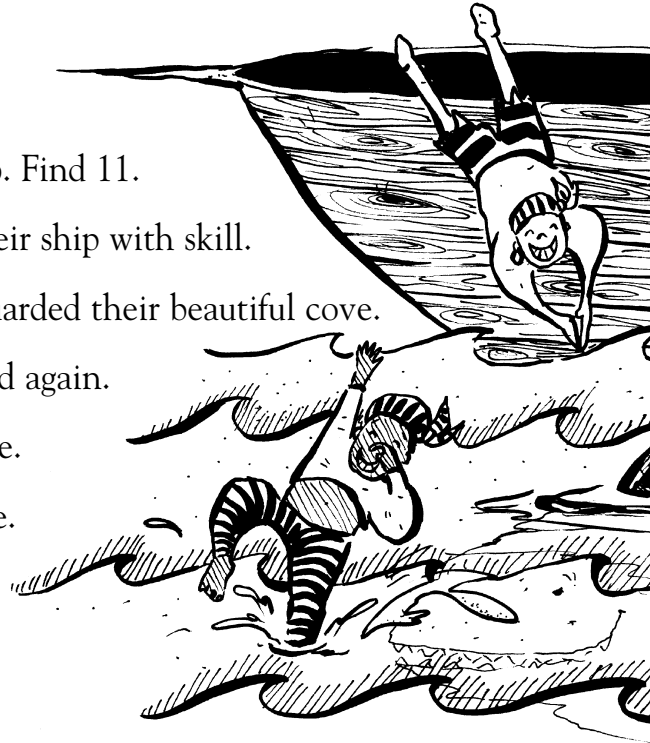
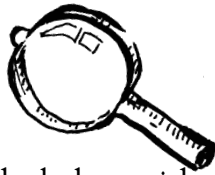
Let's check this part of speech again.  
It helps to do that now and then.

**Discovery:**

Draw a yellow line under any adverb. Find 11.

1. The pirates had bravely sailed their ship with skill.
2. Outside, huge dangerous rocks guarded their beautiful cove.
3. Soon the ship was safely anchored again.
4. The pirates were very happy there.
5. They looked carefully everywhere.
6. Then they jumped overboard.

Discovered:

**Create:**

Fill in the blanks below with adverbs.

After the pirates were \_\_\_\_\_ on the shore, they liked what they saw \_\_\_\_\_. They found some banana trees and were \_\_\_\_\_ happy. Each pirate ate too many bananas. Then they found coconuts on the ground and shouted \_\_\_\_\_, "Hey, come get the coconuts \_\_\_\_\_!" \_\_\_\_\_ all the pirates were \_\_\_\_\_ drinking coconut milk and smiling \_\_\_\_\_. When they saw a wild turkey, they \_\_\_\_\_ chased it.



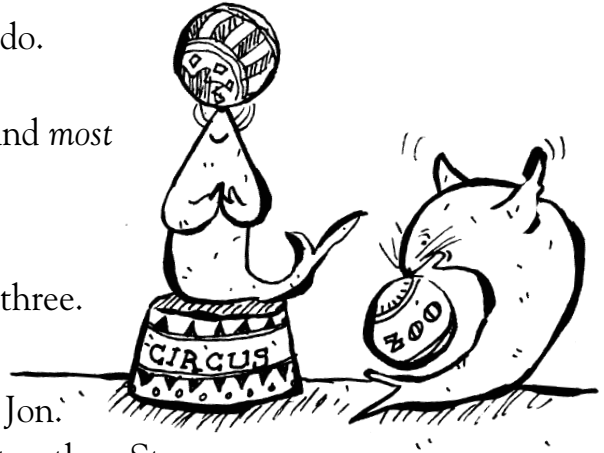


# Discovering Adverbs

**Clue:**

There's something else that adverbs do.  
Here's an explanation just for you.  
They make comparisons with *more* and *most*  
Just like adjectives! That's true.

The endings *er* and *est*  
Are used to compare items—two or three.

**More Clues:**

One boy skated **faster** than Sean or Jon.  
Marty drives the family car **more** often than Steve.  
Gina, Dillon, and Don moved the **most** quickly as players.  
The band from Iowa played **better** than the one from Minnesota.  
  
Tara's horse ran **more** swiftly than Bev's horse.  
Chris is the **best** singer in the choir.

**Create:**

Add adverbs of comparison (*more, most, less, least, better, best*)  
to the following sentences.

1. The circus seals balanced the balls on their noses \_\_\_\_\_ steadily than the seals in the zoo.
2. Liam sings \_\_\_\_\_ than Colin; Kenji sings the \_\_\_\_\_ of all the men.
3. Of the three dancers, Millie performed the \_\_\_\_\_ gracefully.
4. Ginnie is a \_\_\_\_\_ gymnast than Patty.
5. The older members of the football team play \_\_\_\_\_ confidently than the younger ones.
6. Sheree and Jessica run well, but Missy runs the \_\_\_\_\_ of all three.
7. Four eagles fly \_\_\_\_\_ rapidly than four crows can.
8. Washing dishes is the \_\_\_\_\_ desirable of kitchen chores for Carlos's sister.
9. Will is \_\_\_\_\_ at diving than his brother Felix.



# Discovering Adverbs

**Clue:**

Let's work some more on comparison,  
Looking at adverbs one by one.

**More Clues:**

Here is a list of common adverbs.



badly	grossly	perfectly	strongly
boldly	happily	properly	sweetly
bravely	loudly	quickly	swiftly
eagerly	merrily	quietly	truly
easily	often	softly	well
fast	openly	soon	widely

**Create:**

Write sentences below that show comparisons of some of the adverbs above.  
Use *er*, *est*, *more*, *most*, *less*, and *least* with some of the adverbs above.

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

# Discovering Adverbs

## REVIEW SHEET

### Clue:

You've worked well on this part of speech.  
Now it's time to see how well  
You have learned what we teach.  
So here's a way for you to tell.



### Create:

Write two sentences with *how* adverbs, two with *when* adverbs, and two with *where* adverbs.

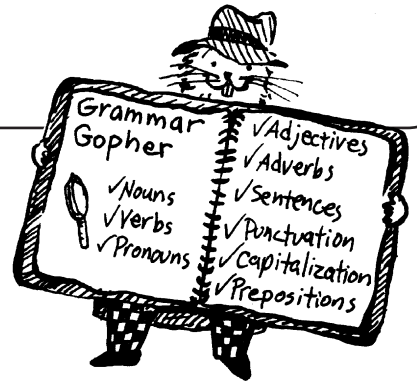
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### Create:

Write two sentences using comparisons.

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

# Discovering Adverbs



## Portfolio Page

Write three sentences using *where* adverbs.

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

Write three sentences using *when* adverbs.

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

Write three sentences using *how* adverbs.

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

Write three sentences using adverbs of comparison.

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

**Put this page in your portfolio.**

# Discovering Parts of Speech

**SPECIAL  
REVIEW**
**Clue:**

Remember:

As we go from one unit to another,  
We'll double-check what we know  
By looking at the parts of speech  
In the manner shown below.

**Discovery:**

From the sentences written here, find the five parts of speech and list the words in the columns below.

1. Our musical programs are very special.
2. We sing well and happily.
3. Our songs come from the South and from the West.
4. Janie is a soloist with a sweet voice.
5. The older children perform new songs easily.


**Nouns**
**Verbs**
**Pronouns**
**Adjectives**
**Adverbs**


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# Discovering Prepositions

**Clue:**

A preposition is just a little word  
Connecting ideas, as you have heard.  
It gives us direction—tells us what and where:  
for example,  
*Of straw, in the house, and under the chair.*

**More Clues:**

The following prepositions are the most common ones.

about	before	by	in	out	up
above	behind	down	inside	outside	until
across	below	during	into	through	with
after	beneath	except	near	to	within
against	beside	for	of	toward	without
around	between	from	off	under	
at	beyond		on	underneath	

**Discovery:**

Draw an orange line under any preposition. Find 10.

1. Boys and girls are checking words in some sentences.
2. What are they looking for?
3. They are on a search for little words called prepositions.
4. Will they find those words in every sentence?
5. Yes, in the sentences of the Discovery on this page they will find prepositions.
6. Between you and me, will they find all the prepositions?  
What do you think?
7. Yes, the boys and girls will look carefully through the sentences and find every one.

Discovered:



# Discovering Prepositions

**Clue:**

Try another check on each line.  
Let's take a look one more time.

**More Clues:**

Lisa went **to** the skating rink **on** Saturday.  
Her friend Mimi went **with** her.

**Discovery:**

Draw an orange line under each preposition. Find 24.

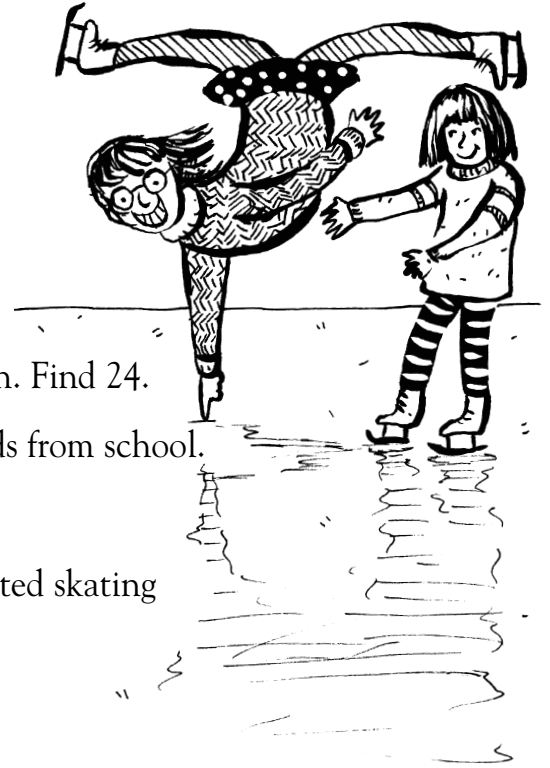
1. At the rink, Lisa saw many of her friends from school.
2. They were having fun on the ice.
3. Lisa said hello to some of them and started skating with Mimi and the other girls.
4. They were comfortable on skates.
5. Lisa had taken lessons for five years.
6. Mimi had also studied skating in Indiana for five years.
7. Both of them hoped for a part in the show at the end of the year.
8. They were waiting for an answer from the teacher.
9. At the end of the first round of skating, they skated to the teacher for the answer about the show.

Discovered:

**Create:**

Write two sentences about skating that include prepositions.

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





# Discovering Prepositions

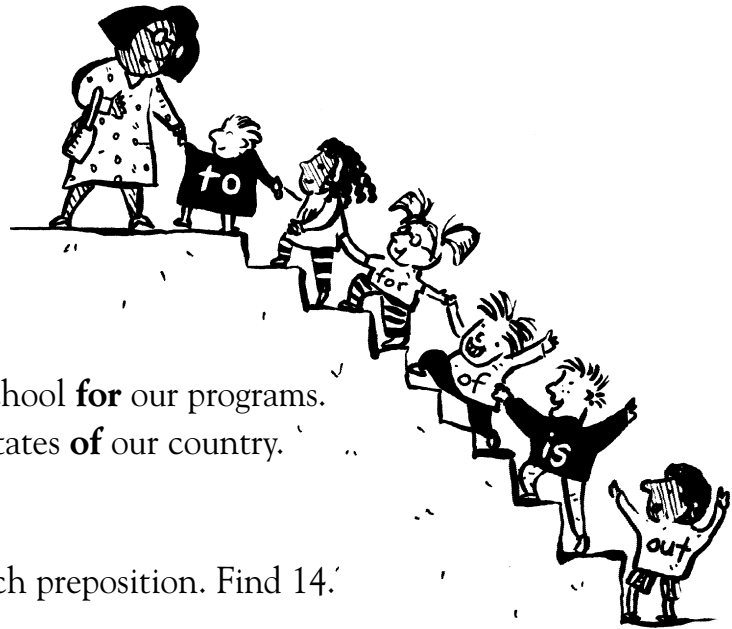
**Clue:**

Here's a second short review  
For each one of you to do.

**More Clues:**

Although they're often small,  
Prepositions are important.  
Just be sure to mark them all.

Frank's parents come **to** our school **for** our programs.  
They have lived **in** different states **of** our country.

**Discovery:**

Draw an orange line under each preposition. Find 14.

1. Matthew's parents have lived here for many years.
2. Some of our parents have lived in other cities of Illinois.
3. Matthew stayed with his grandparents in Springfield for two weeks.
4. Matthew's house is behind our house.
5. Around the corner is the church.
6. The church is across the street from a large building.
7. Inside Matthew's house is a room for toys and many shelves of books.

Discovered:

**Create:**

Draw an orange line under each preposition in the list below.

yard	you	through	like	mine
to	cat	lovely	but	beyond
her	below	sweet	from	always





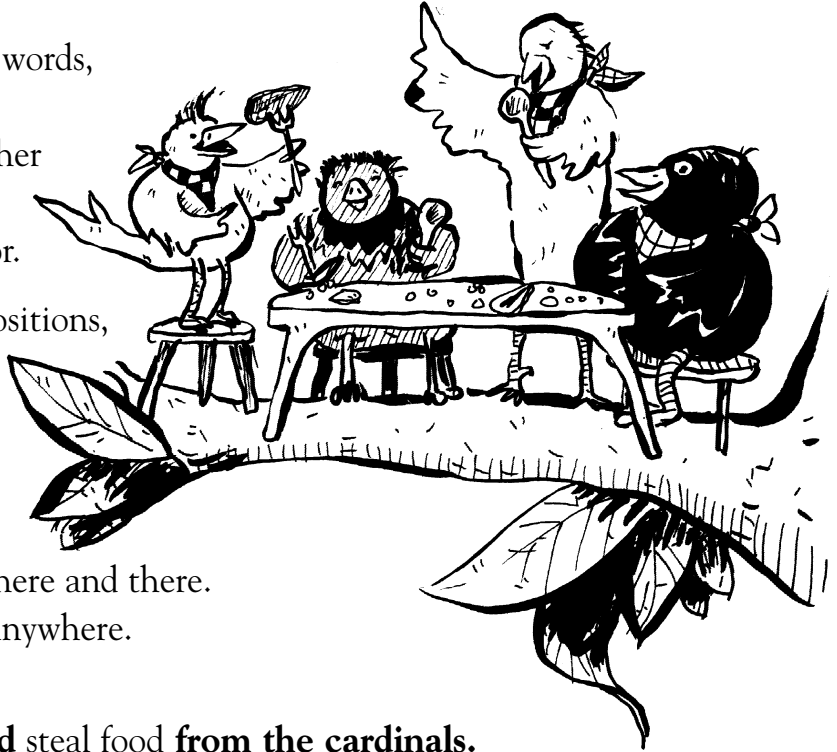
# Discovering Prepositions

**Clue:**

A phrase is a group of words,  
Two or more,  
That relate to each other  
And give us the idea  
We've been looking for.

You've seen how prepositions,  
Little words,  
Appear in groups  
Like flocks of birds.

In a sentence,  
Phrases will be found here and there.  
You might find some anywhere.

**More Clues:**

The crows **in our yard** steal food **from the cardinals**.  
**At the feeder**, the cardinals eat **with other birds**.

**Discovery:**

Draw an orange line under all the prepositional phrases. Find 13.

1. Many people in our neighborhood feed the birds.
2. They have feeders on the trees in their backyards.
3. Some of the feeders are quite large.
4. A few feeders are made of plastic and of metal.
5. Squirrels can steal the food from feeders made of plastic.
6. Squirrels climb trees for the birdseed.
7. Sometimes they jump from the top of a tree.
8. Doves want their food on the ground.
9. Cardinals will also eat from the ground.

Discovered:





# Discovering Prepositions

**Clue:**

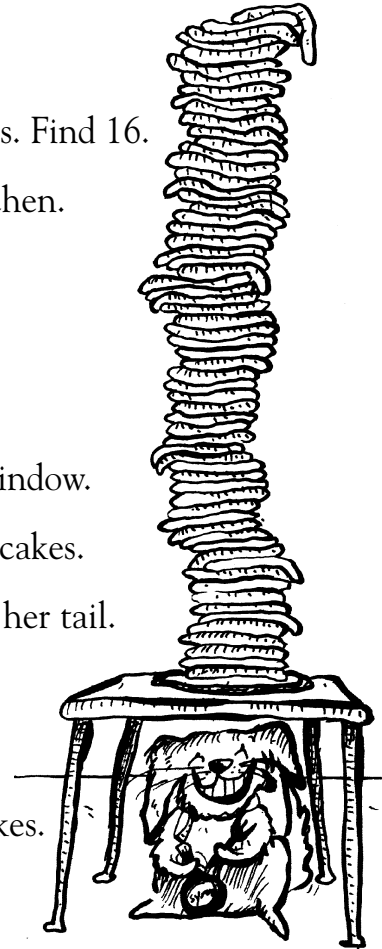
Let's check this part of speech again.  
It helps to do it now and then.

**Discovery:**

Draw an orange line under all the prepositional phrases. Find 16.

1. Rudy followed the good cooking smells to the kitchen.
2. He saw his sister at the stove in the kitchen.
3. At her left hand was a plate of pancakes.
4. The pancakes were for his special breakfast.
5. Quickly he sat in his chair at the table near the window.
6. Beside his placemat was the syrup he liked on pancakes.
7. His dog Henrietta sat under the table and wagged her tail.
8. She sat waiting with hope.
9. She wanted a handout from him.
10. The two of them enjoyed their breakfast of pancakes.

Discovered:

**Create:**

Fill in the blanks with prepositional phrases.

1. They wanted the box of \_\_\_\_\_.
2. James had eaten his breakfast in \_\_\_\_\_.
3. Under \_\_\_\_\_ Lana found her skates.
4. Uncle Jim put the car in \_\_\_\_\_.



# Discovering Prepositions

**Clue:**

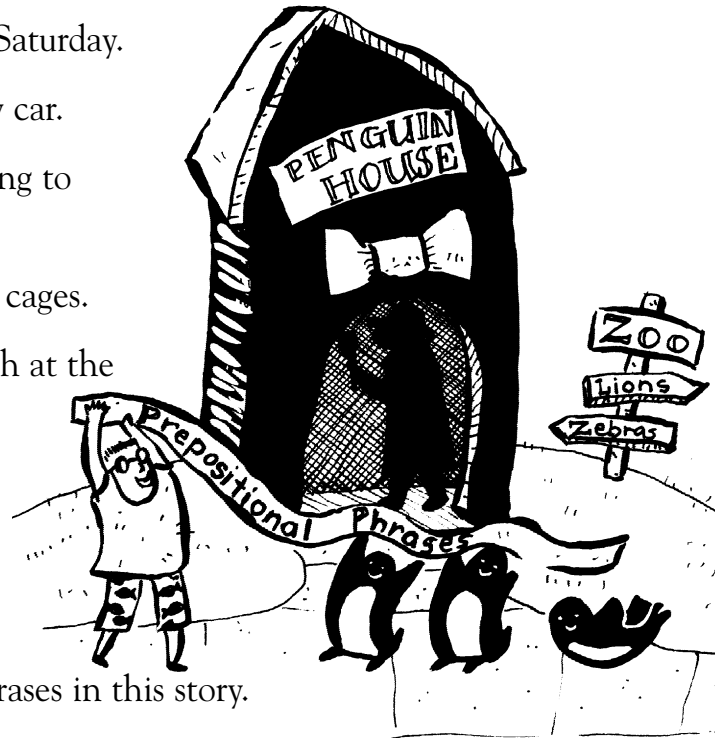
If you've checked with all your might,  
You've been getting answers right.

**Discovery:**

Draw an orange line under all the prepositional phrases. Find 10.

1. We could go to the zoo on Saturday.
2. Dad will drive us in his new car.
3. At the zoo, let's start by going to the penguin house.
4. Then we can go to the lion cages.
5. Olivia will ask Dad for lunch at the new food stand.
6. It sounds good to me!

Discovered:

**Create:**

Complete the prepositional phrases in this story.

Last week two of \_\_\_\_\_ came to \_\_\_\_\_

We had dinner outside in \_\_\_\_\_. The food was delicious.

After \_\_\_\_\_, Dad drove us to \_\_\_\_\_.

The water looked beautiful to \_\_\_\_\_.

We jumped on \_\_\_\_\_ and played ball. Later we went

back to \_\_\_\_\_, and Dad drove us home. Dad stopped

on \_\_\_\_\_ and took us to \_\_\_\_\_. The

treat tasted good to \_\_\_\_\_.



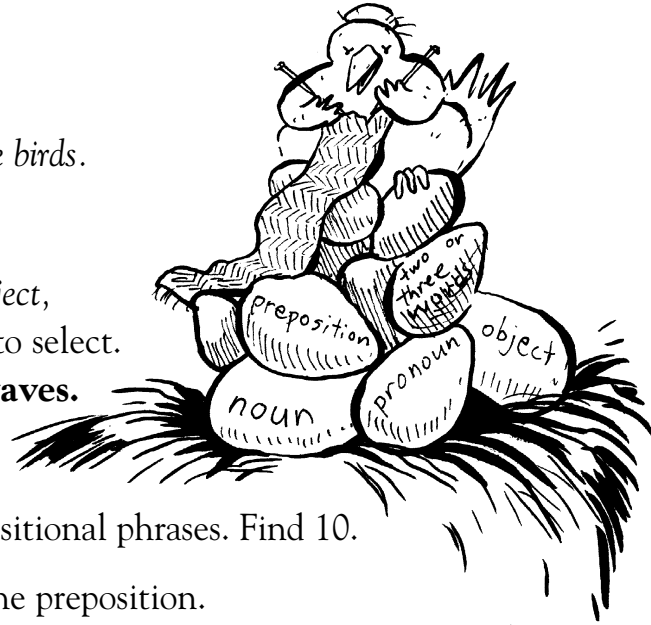
# Discovering Prepositions

**Clue:**

Prepositions are most often found  
In phrases of two or three words:  
For example, *under the ground*,  
*From her*, *of good books*, or *beneath the birds*.

**More Clues:**

The noun or pronoun is called an *object*,  
Which you will know now just how to select.  
from the **bank**, to **him**, under the **waves**.

**Discovery:**

Draw an orange line under the prepositional phrases. Find 10.

Draw two lines under the object of the preposition.

1. Tony and his father went to the ball game last week.
2. Their seats were in the second row behind home plate.
3. It was exciting for Tony at the ball game.
4. He saw three players hit home runs over the fence.
5. During the seventh-inning stretch, Tony bought a hot dog and a can of root beer.
6. After the stretch, he and his father shared a bag of peanuts.

Discovered:

**Create:**

Write four sentences with prepositional phrases.  
Draw an orange line under the objects of the prepositions.

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



# Discovering Prepositions

**Clue:**

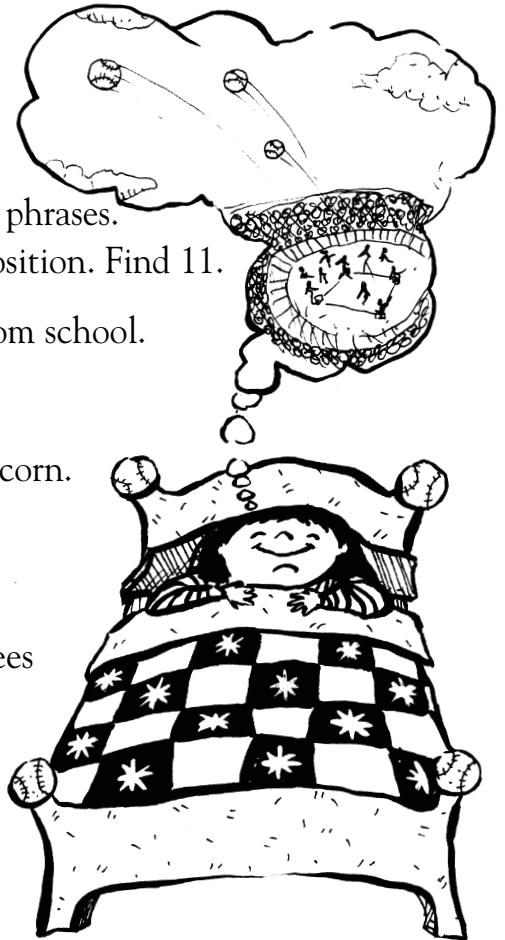
Let's look for prepositions once more.  
Then add them up to find your score.

**Discovery:**

Draw an orange line under the prepositional phrases.  
Draw two lines under the object of the preposition. Find 11.

1. After the ball game, Tony saw a friend from school.
2. They had fun talking about the game.
3. Tony and his friend also had a bag of popcorn.
4. Tony told his mother about the exciting game and what he ate for lunch.
5. Tony put away his program and his Yankees pennant inside his desk in his room.
6. He jumped into bed and fell asleep with his memories of three home runs.

Discovered:

**Create:**

Write five sentences with five of the prepositional phrases  
you marked above.

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

# Discovering Prepositions

## REVIEW SHEET

**Clue:**

You've worked well on this part of speech.  
Now it's time to see how well  
You have learned what we teach.  
So here's a way for you to tell.

**Create:**

Write six sentences using prepositional phrases.

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

**Create:**

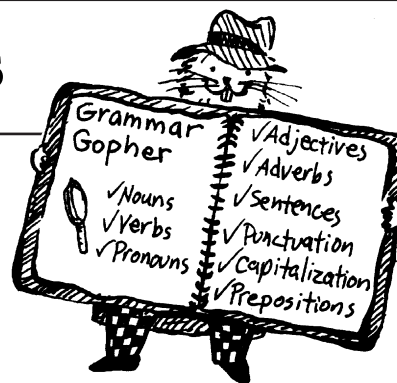
Write the objects of your prepositional phrases in the column below.

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



# Discovering Prepositions

## Portfolio Page



Write four of your best sentences from this unit on this page.

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

Fill in the blanks below with prepositional phrases.

1. You may bring us some \_\_\_\_\_ .
2. Please serve the cake \_\_\_\_\_ .
3. \_\_\_\_\_ , call your Aunt Louise \_\_\_\_\_ .
4. Tomorrow morning our family \_\_\_\_\_ will go \_\_\_\_\_ .

List the objects of the prepositional phrases you wrote.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Put this page in your portfolio.**



# Discovering Conjunctions

**Clue:**

Conjunctions link ideas together  
Like pieces of a chain.  
We have some simple ones to use  
Over and over again.

Three connecting words,  
*But, or, and,*  
Put together equal ideas  
To help readers understand.

**More Clues:**

Woape **and** Wichaka are twins.  
Bradley **or** Olga will help you today.  
Not Winona **but** Rose will receive the medal.

**Discovery:**

Draw a purple line under any conjunction. Find 7.

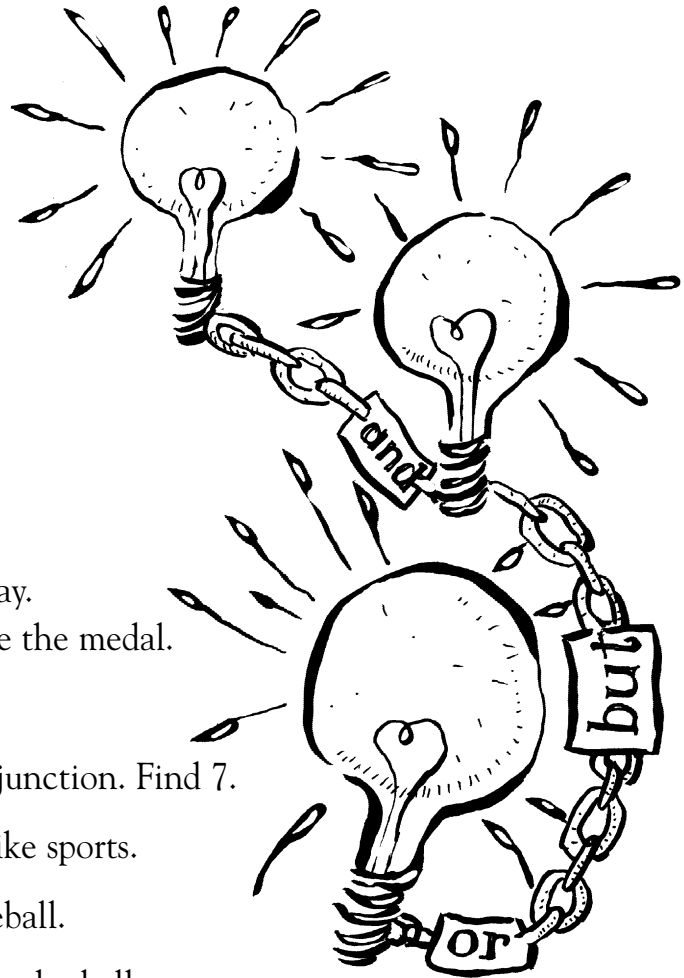
1. Homer, Harry, and Chandler like sports.
2. Harry likes basketball and baseball.
3. Homer plays baseball but not basketball.
4. Chandler likes football or ice-skating.
5. Would you like to go with Homer or Harry or Chandler?
6. Chandler will play the game with Homer but not with Harry.

Discovered:

**Create:**

Write two sentences using *and*, *but*, or *or*.

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





# Discovering Conjunctions

**Clue:**

Our connecting words, though small,  
The *and*, the *but*, the *or*,  
Link many parts of speech.  
Actually, we can say "All!"

**More Clues:**

Dad likes pizza **and** spaghetti.  
We could walk **or** jog to the game.  
She was always friendly **but** quiet.

**Discovery:**

Draw a purple line under any conjunction. Find 6.

- Boys and girls will go to the museum.
- They will have mothers and dads with them.
- The weather is to be sunny but cool.
- Each person seems happy and cheerful.
- The group will take a train or a bus to the museum.
- Politely and quietly, everyone will board the train.

Discovered:


**Create:**

Use the three connecting words with nouns, pronouns, verbs, and adjectives. Write a sentence with each of those parts of speech put together with *or*, *and*, or *but*.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





# Discovering Conjunctions

**Clue:**

What would we do without *or*, *but*, and?  
We use them so much  
They're like grains of sand!

**More Clues:**

Kristen will be at the library **or** at school.  
Sing it softly **and** sweetly.

**Discovery:**

Draw a purple line under any conjunction. Find 6.

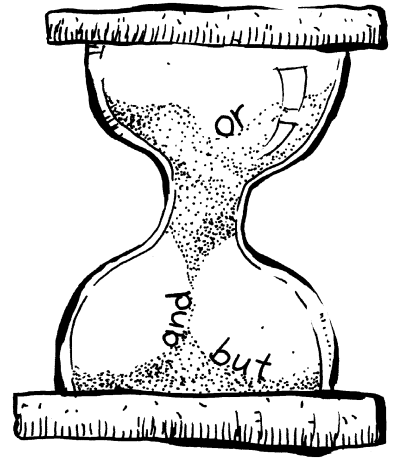
1. One park has water rushing loudly and wildly over rocks.
2. The path to the river or to the lake has been flooded.
3. Her dress, fresh but wrinkled, had been in her suitcase.
4. She changed into her jeans and her sweatshirt.
5. Quickly but thoughtfully, she studied her map.
6. Will you join us on Friday or on Saturday?

Discovered:

**Create:**

Put one of the connecting words, *and*, *or*, *but*, into the blanks below.

We walked along the riverbank \_\_\_\_\_ along the path to the lake. We had never seen the water in the river \_\_\_\_\_ in the lake so high. Carefully \_\_\_\_\_ quickly, we slid down some rocks \_\_\_\_\_ sand. To our right \_\_\_\_\_ to our left, we could see how high the water had risen. All that water could be helpful \_\_\_\_\_ harmful. The waves came over our feet \_\_\_\_\_ ankles. Each wave was rough \_\_\_\_\_ foamy.





# Discovering Conjunctions

**Clue:**

Let's do another quick review:  
Easy enough for each of you.

**Discovery:**

Draw a purple line under any conjunction in the following sentences.  
Find 9.

1. Will your parents let you go with Marissa and me to the beach?
2. The paths to the beach or to the park are rough but safe.
3. People reach the park by boat or car.
4. We will take enough food for lunch and a snack.
5. Would you want hot dogs or hamburgers?
6. We could also have lemonade and fruit.
7. Mother or Dad will bring the picnic basket.
8. Our beach is small but pleasant.

Discovered:

**Create:**

Write a description of a dog or a cat and use the three conjunctions,  
*and*, *or*, *but*, in the description.

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# Discovering Conjunctions

**Clue:**

Though our conjunctions are small,  
We must be sure to see them all.  
Use them well in what you tell.

**Discovery:**

Draw a purple line under any conjunction. Find 10.

1. Tamara and Cliff have been playing in the park.
2. A baseball team and a soccer team play there.
3. Cliff plays baseball, but Tamara plays soccer.
4. Cliff's father and Tamara's grandfather take them to the games.
5. Tamara and her other friends like basketball too, but Cliff prefers football.
6. The two children will be at the park tomorrow, but on Sunday they leave for vacation in Michigan or Minnesota.
7. Tamara and Cliff are friends, and they are also cousins.

Discovered:

**Create:**

Write a short paragraph about a sport that you like and use *and*, *but*, or *or*.  
Draw a line under each conjunction.

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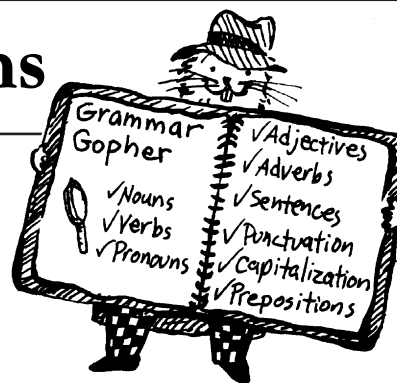
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# Discovering Conjunctions



## Portfolio Page

- Step 1. Copy sentences from one of your textbooks or library books on this page.
- Step 2. Draw a purple line under each conjunction, *and*, *or*, *but*.

[illegible]

**Put this page in your portfolio.**

# Discovering Parts of Speech

**SPECIAL  
REVIEW**

**Clue:**

Remember:

As we go from one unit to another,  
We'll double-check what we know  
By looking at the parts of speech  
In the manner shown below.

**Discovery:**

From the sentences written here, find the seven parts of speech and list the words in the columns below.

1. California is a beautiful state on the western coast of our country.
2. Have you ever visited California, or are you planning a trip there soon?
3. One of our students was born in sunny Petaluma but moved to a town in colder Montana.
4. Her mother liked Wisconsin, so their family happily settled in Racine.
5. Energetic people clearly appreciate this country, and they want to make trips to many cities and towns.

**Nouns**
**Verbs**
**Pronouns**
**Adjectives**


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**Adverbs**
**Prepositions**
**Conjunctions**


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# Discovering Subjects and Predicates

**Clue:**

Since you've studied the parts of speech,  
The sentence now is in your reach.

Sentences are divided into two parts;  
One, the subject; the other, the predicate.  
To this statement, we will not object.

**More Clues:**

Let's deal with only subjects now.  
They tell *whom* or *what* the sentence is about.  
A subject has one word or more.  
We'll see how some work out.

All the words in the subject  
That tell *what* or *whom*  
Are called the *complete* subject:  
For example, **the freshly painted room.**

**Discovery:**

Draw a red line under the complete subject in the following sentences.

1. Seven funny clowns climbed out of the little car.
2. The people in the tent clapped loudly.
3. Huge gray elephants marched into the tent.
4. Each elephant wore a straw hat over its ears.
5. The largest elephant danced a waltz.
6. The smallest elephant sat down on a stool.

**Create:**

Write two sentences with several words in the complete subject.  
Draw a red line under the complete subject.

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



# Discovering Subjects and Predicates

**Clue:**

Once again we'll say  
Each sentence tells us something in two parts,  
As you will always see:  
A complete subject and complete predicate.  
That is exactly how it will be.

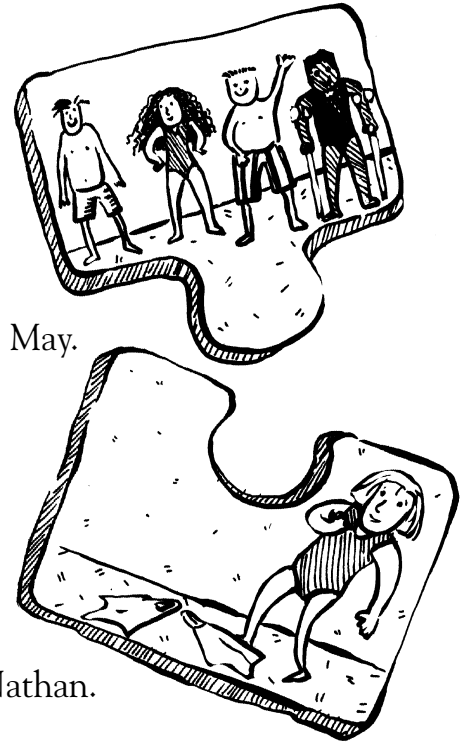
**More Clues:**

**All the little children** may go with me.  
**The neighborhood swimming pool** opens in May.

**Discovery:**

Draw a red line under each complete subject.

1. The youngest boy will swim laps with Dad.
2. Our friend Nathan can dive really well.
3. Mother's favorite cousin swims faster than Nathan.
4. The very best swimmer must be Melissa.
5. That tall thin boy has been swimming for years.
6. Can every young boy swim in the next race?
7. The warm blue water looks inviting to everyone.

**Create:**

Write four sentences with complete subjects of several words.  
Draw a red line under the complete subjects.

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





# Discovering Subjects and Predicates

**Clue:**

Within the complete subject

Is found the main word:

The *simple subject*—a pronoun or noun.

Let's start marking some of those down.

**More Clues:**

The young **girl** is a ballet dancer.

Fourteen white **swans** are part of her dance.

**Discovery:**

Underline in red the simple subject.

1. Several young dancers performed in the concert.
2. One dancer in a blue costume appeared on center stage.
3. Four little girls in white were very graceful.
4. Scott's older brother was also in the show.
5. His bright silver costume made him shine like a star.
6. All the young children gave a fine performance.

**Create:**

Choose five of the simple subjects above and put them in your own sentences.

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





# Discovering Subjects and Predicates

**Clue:**

Simple subjects are easy to find.  
You can do it with your fine mind.

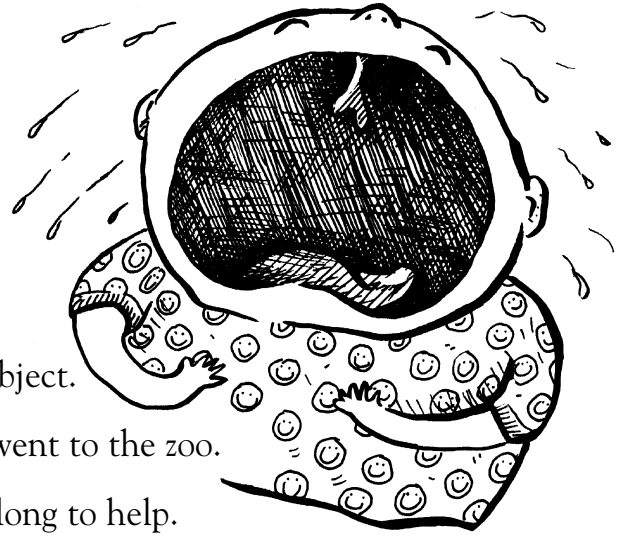
**More Clues:**

The fussy little **baby** was hungry.  
His very loud **cries** told us so.

**Discovery:**

Draw a red line under each simple subject.

1. All the children in kindergarten went to the zoo.
2. Andrew's pleasant mother went along to help.
3. Five lions with golden manes roared loudly.
4. Funny short-haired monkeys played on their island.
5. Brown-and-white slinky snakes twisted themselves into knots.
6. Did the small blonde girl fall down the steps?
7. Every single student had an exciting time.

**Create:**

Write five sentences with complete subjects. Draw a red line under the simple subject.

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



# Discovering Subjects and Predicates

**Clue:**

Here's another idea for all of you:  
Simple subjects can be one or two  
Or more main words that will be  
Joined by the word *and*; you'll see!  
When there's more than one, we have a term  
For that: *compound subject*—one to learn.

**More Clues:**

The **swings** *and* the **slides** were new.  
A **sandbox** *and* a **merry-go-round** seemed old.

**Discovery:**

Draw a red line under each of the words of the compound subject. Find 14.

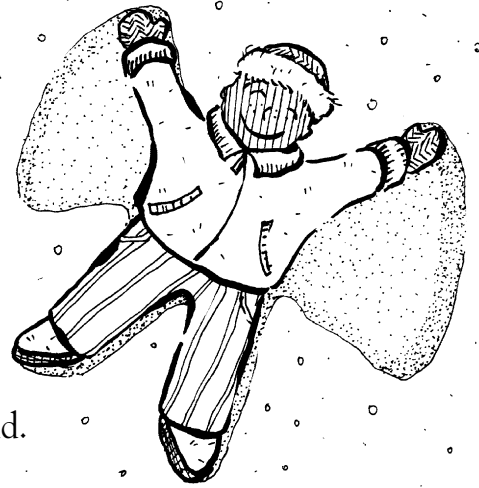
1. Cars and trucks moved very slowly in the snowstorm.
2. Men and women were careful drivers.
3. Boys and girls played with sleds and toboggans.
4. Snowplows and shovels were brought out immediately.
5. Ice and snow made the streets dangerous.
6. Lights and shadows on the snow were beautiful.
7. One boy and one girl made snow angels on their lawn.

Discovered:

**Create:**

Choose three of the compound subjects above.  
Use them in your own sentences.

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





# Discovering Subjects and Predicates

**Clue:**

Now there's something new  
For you to do.  
Find the compound subject  
Even when there may be  
More words than two  
In the complete subject.  
Need some time to reflect?

**More Clues:**

The red **bus** and the yellow **train** were Darnel's toys.  
The young **boy** and his little **sister** played happily.  
Small **toys**, easy **books**, and new **games** pleased them.

**Discovery:**

Draw a red line under each main word of the compound subject. Find 14.

1. Fourteen wood shelves and two strong boxes held large toys.
2. Small plastic bowls and brown baskets were used for small toys.
3. Small Civil War soldiers and metal astronauts lay in the baskets.
4. Three new Barbies and two old dolls stood on a shelf.
5. Their clothes and the pink car were on another shelf.
6. All the new books and all the new toys were Christmas gifts.
7. The lucky little boy and the happy girl smiled at each other.

Discovered:

**Create:**

Write two sentences using compound complete subjects.  
Draw a red line under each main word of the subjects.

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



# Discovering Subjects and Predicates

**Clue:**

Let's look at the complete predicate  
Which tells what the subject does or is.  
It's part two of the sentence.  
To find these, use your common sense.  
It can have many words or just a few.  
We know this lesson won't stop you!

**More Clues:**

Roxanne **ate all the waffles.**  
She **was a very hungry girl.**

**Discovery:**

Draw a double green line under the complete predicate in each sentence.

1. Chicago is a wonderful city to visit.
2. The Loop offers many exciting places for tourists.
3. Lake Michigan lies to the east of the city.
4. Excursion boats take people for long rides.
5. The Art Institute holds famous paintings.
6. Many, many restaurants provide excellent dinners.
7. Visitors can choose from stage plays and movies.
8. Everyone will enjoy being in Chicago.

**Create:**

Write three sentences. Draw a double green line under the complete predicate.

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



# Discovering Subjects and Predicates

**Clue:**

Try again what you have done.  
Finding complete predicates  
Can be fun!

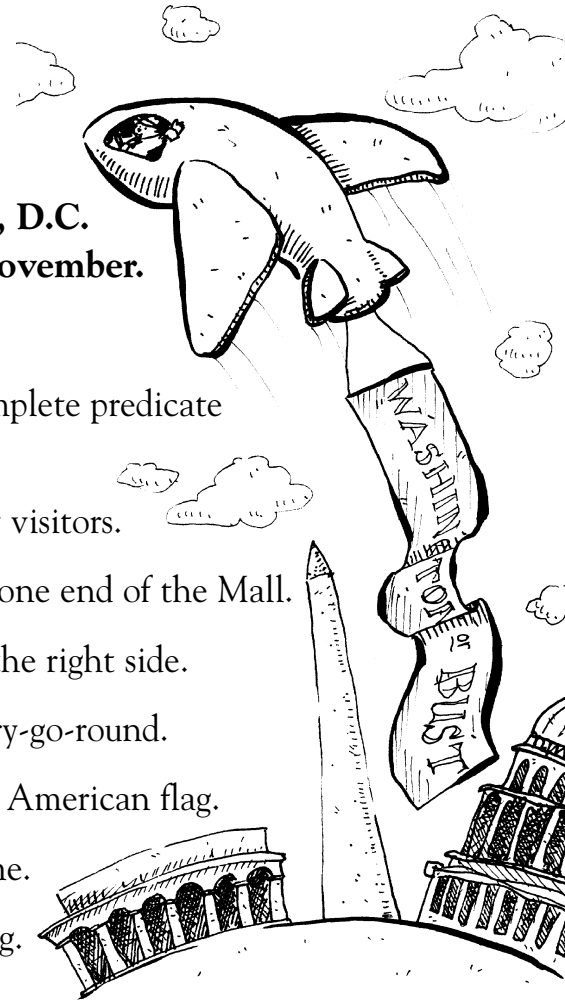
**More Clues:**

You **would enjoy a visit to Washington, D.C.**  
Shane and Linda **were two visitors in November.**

**Discovery:**

Draw a double line in green under the complete predicate in the following sentences.

1. The Mall in Washington attracts many visitors.
2. The Washington Monument stands at one end of the Mall.
3. The Museum of Natural History is on the right side.
4. Young visitors enjoy riding on the merry-go-round.
5. One large brick building holds the first American flag.
6. The first flag is covered most of the time.
7. A large screen slides up to show the flag.

**Create:**

Write complete predicates for the following complete subjects.

1. Planes and trains \_\_\_\_\_
2. A sightseeing bus \_\_\_\_\_
3. Boys and girls \_\_\_\_\_
4. A walk in the city \_\_\_\_\_



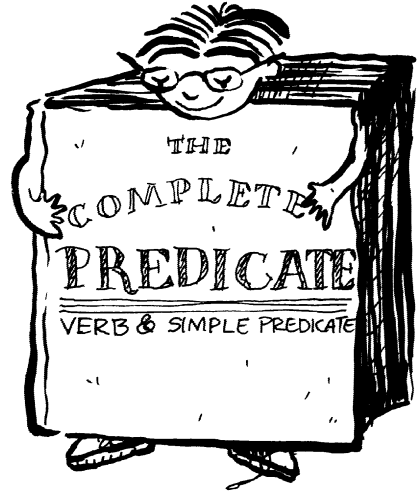
# Discovering Subjects and Predicates

**Clue:**

Within the complete predicate  
Is found the main word: a word you know.  
It's the *verb*, and a *simple predicate* it makes.  
You have all the information that it takes  
To find it. It's like what you've done  
With the simple subject. Now try this one!

**More Clues:**

We **like** pool activities.  
Some children **swim** very well.  
Marian **is** a strong diver.

**Discovery:**

Draw a double green line under each verb in the predicate. Find 8.

1. The pool at the Recreation Center is a popular place.
2. Many old and young people go to the pool every day.
3. Adults use the diving board.
4. Very young children stay in the shallow section.
5. Older children and adults swim laps.
6. They swim very fast in their lanes.
7. Jerry Hale Ross won a race today. He was a happy boy.

Discovered:

**Create:**

Choose three verbs from the above sentences.  
Use them in sentences of your own.

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



# Discovering Subjects and Predicates

**Clue:**

Simple predicates are easy to mark.  
Finding them is like flying for a lark.

**More Clues:**

He **could be** a quarterback.  
Catalina **has** a brother on the football team.

**Discovery:**

Draw a double green line under the verb  
(the main word or words) in each predicate. Find 12 words.

1. The Super Bowl is a major football game.
2. Ryan's brother bought five tickets.
3. Dad, Mother, Cody, Ned, and Georgie are going to the game.
4. Dad and Mother always cheer for the Green Bay Packers.
5. The other three will root for the New England Patriots.
6. They should have an exciting time.
7. Next year Ned will be on a major team.
8. He really wants that opportunity.

Discovered:

**Create:**

Add a verb to the sentences in the paragraph below.

Allie and Brigitte \_\_\_\_\_ in the show tonight. They \_\_\_\_\_  
important parts. Their mothers have \_\_\_\_\_ their costumes.  
Stephanie and Luke \_\_\_\_\_ the trumpets. They \_\_\_\_\_  
fancy suits. Their mothers \_\_\_\_\_ them just for the show.

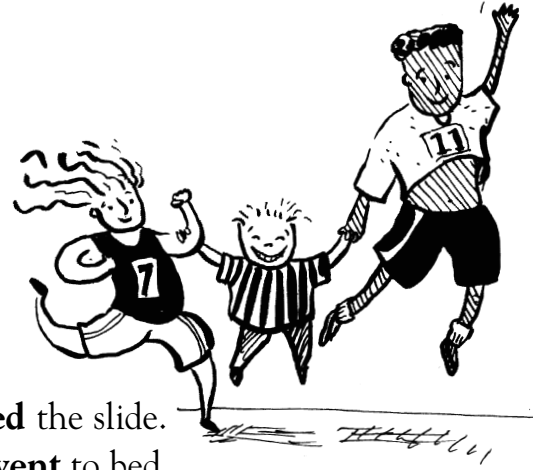




# Discovering Subjects and Predicates

**Clue:**

Just as the subject can be compound,  
Which you will easily recall,  
The predicate often can be found  
With two verbs, even more verbs.  
Look for the *and* and mark them all!

**More Clues:**

Jack **ran** and **jumped** on the playground.  
Linda and Marie **liked** the swings and **tried** the slide.  
Bruce **ate** the cake, **drank** his milk, and **went** to bed.

**Discovery:**

Draw a double green line under all the verbs (the simple predicates).  
Find 15.

1. Zachary, Krissie, and David flew to Florida and visited Epcot Center.
2. Vicki and Pascal drove to Disney World and stayed in a hotel.
3. Zach, Maggie, and Nick are children and like Disney World.
4. Maggie and Nick met Mickey Mouse and shook hands with him.
5. Many different people joined hands, danced, and sang songs.
6. Three waitpersons helped each family and served their food.
7. The Ferris wheels and the minicars pleased and excited the children.

Discovered:

**Create:**

Use three of the above compound verbs in your own sentences.

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



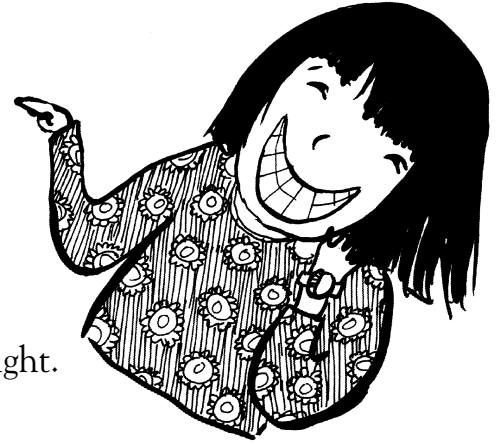
# Discovering Subjects and Predicates

**Clue:**

Let's try another practice time  
With compound predicates.  
One or more verbs are linked with *and*.  
This point we know you understand.

**More Clues:**

Please **write** *and* **deliver** your letter.  
You **may buy** that book *and* **read** it tonight.

**Discovery:**

Draw a double green line under the compound simple predicates.  
Find 15 words.

1. David and Kris met their friends and ate at a restaurant.
2. Maggie ate dinner with her parents and watched the fireworks.
3. The builder of Epcot Center designed and built many restaurants.
4. All the children were given dessert and enjoyed each one.
5. Pascal went to Future World and saw fascinating exhibits.
6. He also talked with Jay Leno and appeared in a movie!
7. Every person there laughed and had a good time.

Discovered:

**Create:**

Add compound verbs to the subjects below.  
Draw a double green line under each verb.

1. Cheerful children
2. Many actors
3. Evening shows
4. Fireworks

# Discovering Subjects and Predicates

## REVIEW SHEET

### Clue:

Time now to review.  
You know we often do.

### Discovery:

Step 1. Draw a line between the complete subject and the complete predicate: The clock / has struck.

Step 2. Draw a red line beneath the simple subject and a double green line beneath the simple predicate.

1. Rosa and Lauren drove to the Eastern Market and shopped.
2. Men and women from foreign countries were also looking and shopping for gifts.
3. Handmade sweaters and scarves were on the tables and priced sensibly.
4. Baked goods looked delicious and smelled even more so.
5. Chantal bought a picture for her room.
6. Mother and Dad joined Chantal and bought her lunch.
7. Chicken and crab-cake sandwiches tasted good and made them feel better.



### Create:

List four complete subjects below.

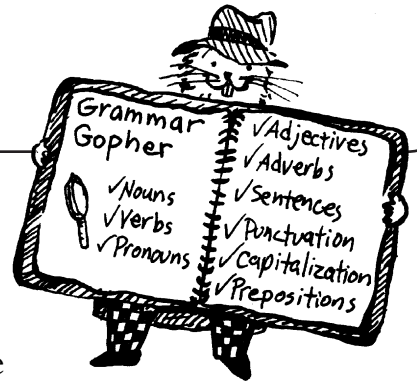
- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

List four complete predicates below.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

# Discovering Subjects and Predicates

## Portfolio Page



In the following sentences, draw a line between the complete subject and the complete predicate. Draw a red line under the simple subject and a double green line under the simple predicate.

1. The long school holiday has just begun.
2. Some of the children will travel by car to see Grandpa.
3. Others will fly to sunny resorts.
4. Four friends plan a vacation at home and will have parties.
5. One young girl has a birthday next Friday.
6. She wants a party at a restaurant.
7. Everyone seems excited and happy.

Follow the same directions for the sentences below.

8. Teddy and Ricky are twins and like to be together.
9. They have many friends at school and on their block.
10. One tall thin boy is named Drew.
11. Another special person is Larry.
12. Three friends visit Teddy and Ricky every Saturday and play ball with them.
13. All five also like basketball.
14. Jemmo knows the rules and can referee for them.

## Create:

Select two of your favorite sentences from this unit and copy them below.

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

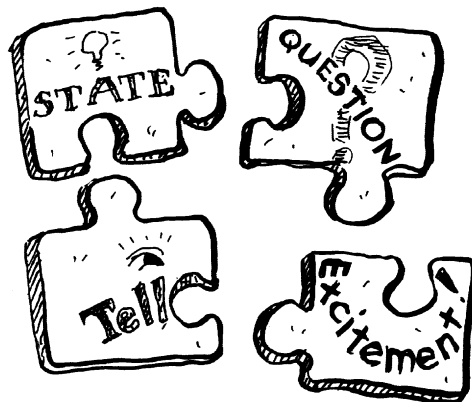
**Put this page in your portfolio.**



# Discovering Sentences

**Clue:**

Let's look at sentences now—  
Their names, their why, their how.  
We have four types that you can write,  
Whenever you want, day or night.  
We'll make this point very clear  
By listing the information here.

**More Clues:**

Name of Sentence	Why	How
1. Declarative	States an idea.	Period at end (.)
2. Interrogative	Asks a question.	Question mark at end (?)
3. Command or request	Tells what to do.	Period at end (.)
4. Exclamatory	Shows excitement.	Exclamation mark at end (!)

Examples:

1. Children like parties.
2. Do you go to parties?
3. Answer me, please. (Understood subject is *you*.)
4. I am going to the party!

**Discovery:**

Put the correct number for the sentences below in the space at the right.

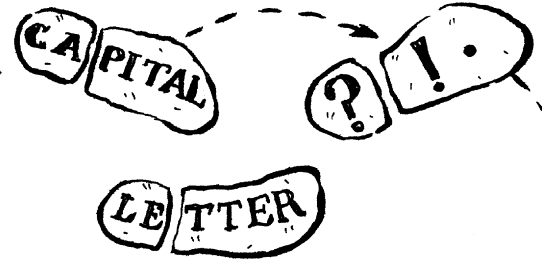
1. Do you think we could plan a costume party? \_\_\_\_\_
2. Mother is buying the invitations this afternoon. \_\_\_\_\_
3. What costume should we choose? \_\_\_\_\_
4. Perhaps I will be an elf with fancy shoes and a gold vest. \_\_\_\_\_
5. Stop laughing, Audrey. \_\_\_\_\_
6. I could become a special elf with red hair! \_\_\_\_\_
7. You could be a cat with white leotards, whiskers, pointy ears, and a long tail. \_\_\_\_\_



# Discovering Sentences

**Clue:**

Let's run through a second exercise now  
And add another step for you to do.  
Remember to start with a capital letter.  
Then use the right mark at the end  
To definitely make it better.

**More Clues:**

They have seen that movie four times.  
Could you sit that long?

1  
2

**Discovery:**

Step 1. Add the correct capital letters and punctuation.

Step 2. Mark the correct number for the kind of sentence (remember: four kinds).



1. jennifer, can you believe it \_\_\_\_\_
2. dad is taking me to the Orlando Magic game on Saturday \_\_\_\_\_
3. will your parents give you permission to go with us \_\_\_\_\_
4. my sister has also asked a friend \_\_\_\_\_
5. both seem very excited \_\_\_\_\_
6. it should be fun for all of us \_\_\_\_\_
7. wow, we might get an autograph \_\_\_\_\_
8. we are lucky, lucky basketball fans \_\_\_\_\_

**Create:**

Write two declarative sentences with the correct capital letters and punctuation.

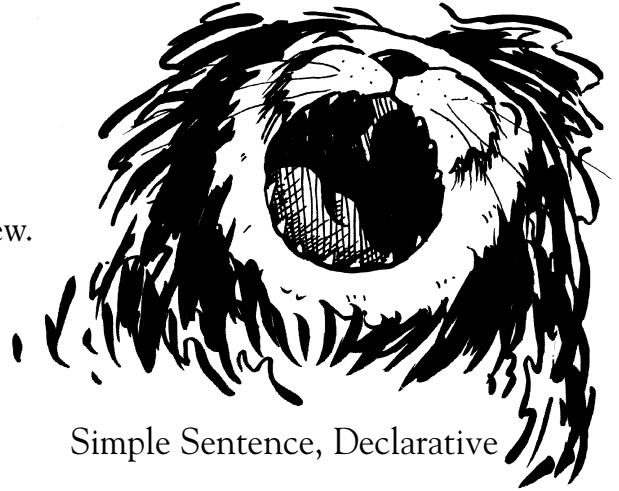
1. \_\_\_\_\_
2. \_\_\_\_\_



# Discovering Sentences

**Clue:**

Adding a subject to a predicate  
 A simple sentence makes.  
 It doesn't matter what kind it is.  
 That's really all it takes.  
 The subject and the predicate aren't new.  
 You studied them before, didn't you?

**More Clues:**

Examples:

The white snow **was deep and cold.**

Subject

Predicate

Simple Sentence, Declarative

**Could** you **play in the snow now?**

Predicate

Subject

Predicate

Simple Sentence, Interrogative

**Discovery:**

Step 1. Mark the subject with one red line and the predicate with a double green line.

Step 2. Write the kind of simple sentence at the right; remember the four kinds.



1. Yesterday the King of the Lions was roaring fiercely. \_\_\_\_\_
2. Look at those monkeys. \_\_\_\_\_
3. That one is funny! \_\_\_\_\_
4. The zookeepers are feeding the animals now. \_\_\_\_\_
5. Did the mighty lions eat their dinner? \_\_\_\_\_
6. All those monkeys are eating their bananas. \_\_\_\_\_
7. We like it here! \_\_\_\_\_

**Create:**

Write two sentences and mark the subject and predicate.  
 Write the name of the simple sentence afterward.

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



# Discovering Sentences

**Clue:**

Look again at the special names  
Of the sentences we use. You  
Mark them well so we can tell  
You know exactly what to do.

**More Clues:**

Buses bring most of the children to school.  
Do some children walk to school?

DeclarativeInterrogative**Discovery:**

Add the correct capital letter and punctuation.  
Mark the name of the sentence at the right.

1. st. Louis is a large city in Missouri \_\_\_\_\_
2. many boats are seen on the Mississippi River \_\_\_\_\_
3. did you know that the river sometimes floods \_\_\_\_\_
4. it was exciting to see \_\_\_\_\_
5. huge bridges connect Missouri and Illinois \_\_\_\_\_
6. one bridge is named the Eads Bridge \_\_\_\_\_
7. hand me that picture of the city \_\_\_\_\_
8. can you see the Arch on the river in that picture \_\_\_\_\_
9. it's frightening at the top of the Arch \_\_\_\_\_
10. come with me now \_\_\_\_\_







# Discovering Sentences

**Clue:**

Let's check again so you  
Will always know just what to do.

**Discovery:**

Step 1. Add the correct capital letter and punctuation.

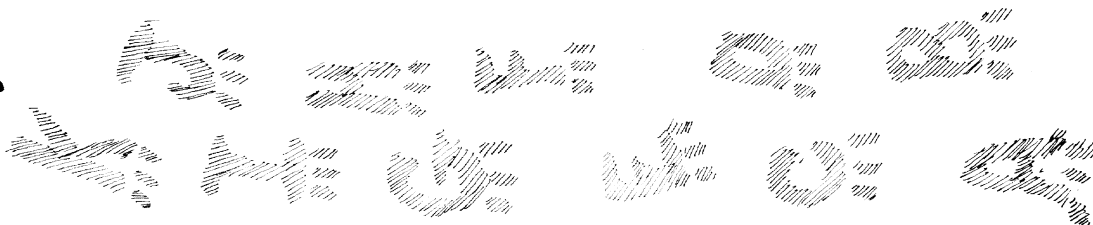
Step 2. Put the name of the kind of sentence at the right.

1. last summer Victor went to a county fair in Essex \_\_\_\_\_
2. have you ever been to a county fair \_\_\_\_\_
3. victor, Tina, and Miguel were excited about the rides \_\_\_\_\_
4. they rode on the merry-go-round and the boats \_\_\_\_\_
5. tell me if you like the merry-go-round \_\_\_\_\_
6. tina rode on a shiny black horse \_\_\_\_\_

**Create:**

Write six sentences with the correct capital letters and punctuation.  
Afterward, give the kind of sentence. Use all kinds.

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





# Discovering Sentences

**Clue:**

Time to think about a compound sentence  
Created by two simple ones about the same idea  
Plus the connecting word *and*.  
You wrote compounds of nouns and verbs,  
So this new step you will understand.

**More Clues:**

**Jack chose a blue suit, and his dad took a black one.**

Simple Sentence

Simple Sentence

**More Clues:**

Be sure to see the comma before the *and*  
And the lower-case letter in the first word  
Before the second part of the compound sentence.  
We thought you would understand!

**Discovery:**

With the following simple sentences, add a comma and an *and* to make a compound sentence.

1. Washington, D.C., is our nation's capital.  
The President lives there.

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2. Handsome memorials can be seen in Washington, D.C.  
Many tourists visit them.

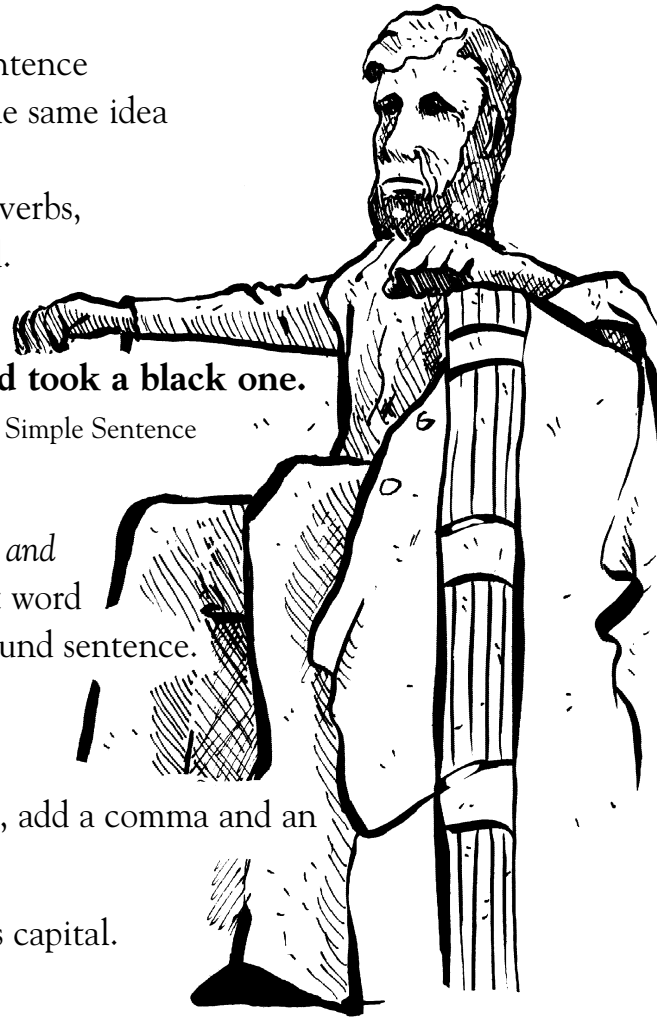
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3. One memorial honors Thomas Jefferson.  
Another one honors Abraham Lincoln.

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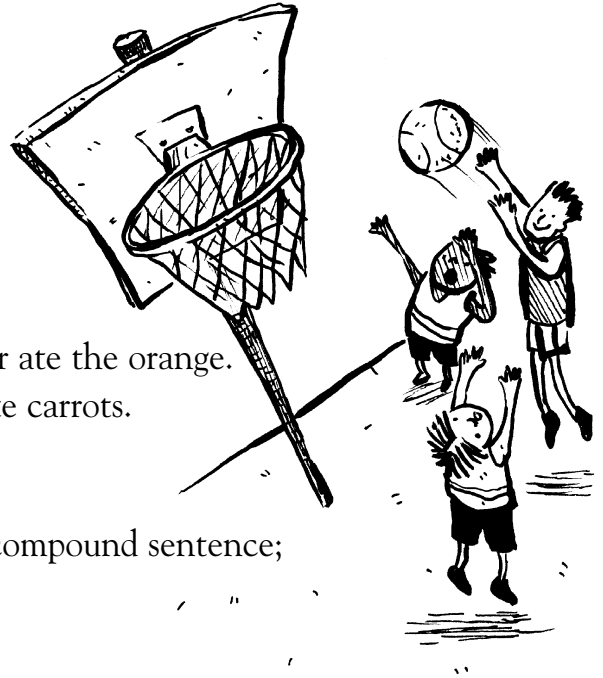




# Discovering Sentences

**Clue:**

Joining simple sentences together  
Into one that is named *compound*  
Is really easy to do.  
Try compounds with *and*, *or*, or *but*.  
Yes, you can use all three—it's true!

**More Clues:**

Martha ate the apple, **but** her brother ate the orange.  
She liked fruit in her lunch, **or** she ate carrots.

**Discovery:**

Join the simple sentences to make a compound sentence;  
use a comma; use *and*, *or*, or *but*.

1. Bob's brother is in high school.  
Bob is in the seventh grade.

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2. The basketball team has won many games.  
It is not the best team in the state.

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3. The high school has many good athletes.  
They will be given a banquet in April.

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4. The banquet will be at school.  
It might be at the restaurant nearby.

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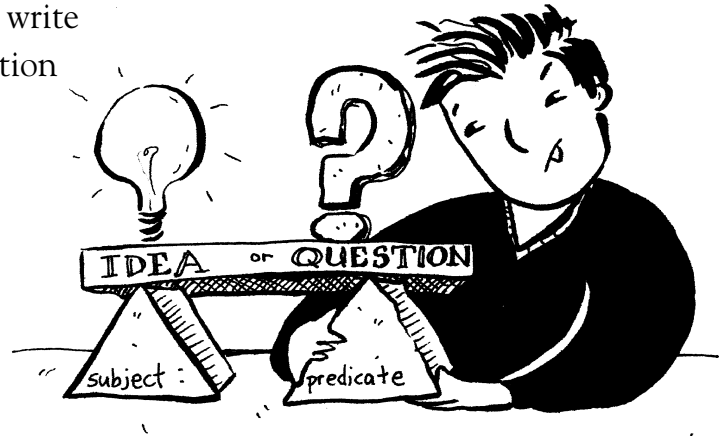
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# Discovering Sentences

**Clue:**

Unless a group of words you write  
Offers an idea or asks a question  
In a subject and a predicate,  
It won't be right.  
It will be a fragment  
And not a sentence.  
So keep the framework  
Of the sentence tight.

**More Clues:**

running along the road  
I saw her running along the road.  
Running along the road were three deer.

Fragment  
Sentence  
Sentence

newspapers, radio, and TV  
We use newspapers, radio, and TV here.  
Newspapers, radio, and TV give us the news.

Fragment  
Sentence  
Sentence

**Discovery:**

Check the following groups of words. If the words make a sentence,  
write S afterward. If the words are a fragment, use them in a sentence.

1. Eating her dinner

\_\_\_\_\_

2. We watched the students in the cafeteria

\_\_\_\_\_

3. Mr. Baxter, our next-door neighbor,

\_\_\_\_\_

4. Mr. Baxter is in charge of the school cafeteria

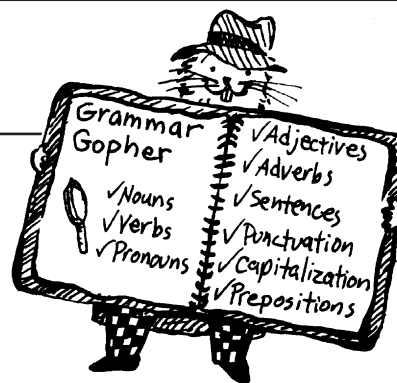
\_\_\_\_\_

5. Paper, pencils, and erasers

\_\_\_\_\_

# Discovering Sentences

## Portfolio Page



1. Write two declarative sentences.

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2. Write two interrogative sentences.

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3. Write two command sentences.

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4. Write two exclamatory sentences.

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5. Write three compound sentences.

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Put this page in your portfolio.



# Discovering Capitalization

**Clue:**

Capitalization helps you  
In the writing that you do.  
One special rule overall  
That we know you can recall:  
*Capitalize the first letter of the first word  
In every sentence that you write.*  
It will be a perfect sight!

**More Clues:**

Try to recall other rules you know  
About using a capital letter.  
Remember our work with proper nouns?  
More practice will help your knowledge grow.

Always use the following rules  
To make your writing clear.  
We're listing them right here.

Always capitalize:

Rule 1.	The pronoun <i>I</i>
Rule 2.	Names of people, relatives, and pets
Rule 3.	Names of countries, cities, places

Examples: **I** will see you later.  
**D**ad and **G**randmother went to the store.  
France is a country in **E**urope.

**Discovery:**

Draw a line through any letter that should be capitalized (for example, the a in *artie*) and write the capital letter above it. Find 22.

1. aunt ginnie and uncle fred planned their vacation last may.
2. they decided to go to england, scotland, and ireland.
3. i wanted to go with them, of course.
4. dad and mom sent me to the ymca camp.
5. the ymca camp is in virginia.

Discovered:





# Discovering Capitalization

**UNIT  
10**
**Clue:**

Let's practice our rules again,  
Checking the where as well as the when.

**More Clues:**

Uncle **F**red promised me a present from **E**ngland.  
**H**e is excited about going to **G**reat **B**ritain.


**Discovery:**

Draw a line through any letter (for example, the *m* in *mary*) that should be capitalized, and write the capital letter above it. Find 31.

1. aunt ginnie's neighbor, henry jones, will watch  
spot and chow mein, their cats.
2. on saturday and sunday, i will play with buddy, their dog.
3. i think my uncle fred is excited about going to a city in scotland.
4. his grandfather, robert ramsey, lived there for many years.
5. belfast, ireland, is a special city for aunt ginnie.
6. my friend, lucy burns, has cousins in belfast.
7. aunt ginnie will try to kiss the famous blarney stone.

Discovered:


**Create:**

Write three sentences about your friends or family members. Follow the rules for using capital letters.

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



# Discovering Capitalization

**Clue:**

Shall we do some more review  
Or add another rule or three?  
It can be helpful for each of you  
To see how easy it can be  
To use our capital letters.

1. Titles of Respect  
2. Capitalize first letter  
3 of first and last  
word & important words  
3. Capitalize first word  
in each poetry line.



Rule 1. Capitalize titles of respect.  
With good manners it will connect.

Example: **M**rs. Benson is our teacher.  
**J**udge Samuels lives next door.

Rule 2. Capitalize the first letter of the first and last  
word of a title and other important words.  
This is what everyone will do,  
Adults and children too.

Example: **T**he **R**ed **B**adge of **C**ourage; **T**he **C**at in the **H**at

Special note: Do not capitalize articles (*a*, *an*, or *the*) unless used  
as the first word.

Do not capitalize short prepositions such as  
*in*, *under*, *at*, *by*, *with*, and so on.

Rule 3. Capitalize the first word in each line of poetry.  
Then correct you will always be.

Example: "I think that I shall never see  
A poem lovely as a tree. . . ." (Kilmer)

**Discovery:**

Capitalize words in the following sentences by using the three rules above.  
Find 9.

1. John met senator Porter last week.
2. senator Porter is from Illinois.
3. mrs. Porter gave her child the book *winnie-the-pooh*.
4. jack and Jill went up the hill  
to fetch a pail of water  
jack fell down and broke his crown,  
and Jill came tumbling after.

Discovered:







# Discovering Capitalization

**Clue:**

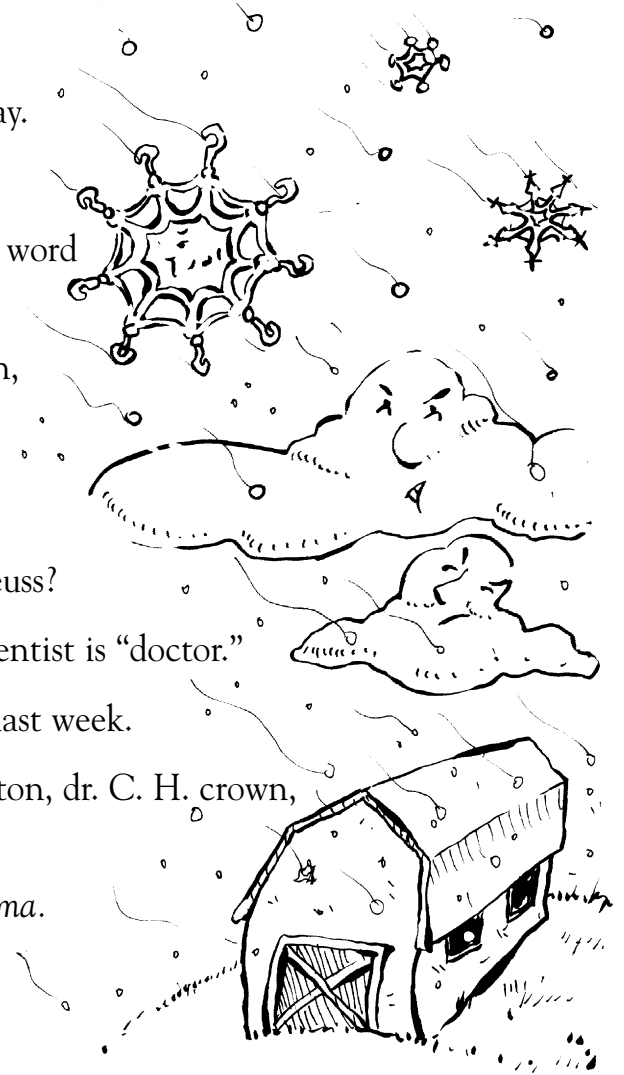
“Practice makes perfect,” so they say!  
Therefore, we’ll practice our rules today.

**Discovery:**

Remembering the rules, capitalize any word that needs it. Find 23.

1. “the sky is low, the clouds are mean,  
a travelling flake of snow  
across a barn or through a rut  
debates if it will go.” (Whitman)
2. Have you read *maizie daisy* by dr. seuss?
3. The title for both a doctor and a dentist is “doctor.”
4. the senator met with judge mikva last week.
5. he also is a friend of dr. s. m. burkston, dr. C. H. crown,  
and president clinton.
6. Mother is reading a book titled *emma*.

Discovered:

**Create:**

Write two sentences using titles of respect. Use the capitalization rule.

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

Write three sentences using different capitalization rules.

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



# Discovering Capitalization

**Clue:**

Let's think about another rule or two  
That are really simple enough to do.  
Capitalize the names of the months and days,  
And you will earn your teacher's praise.  
In direct quotations, capitalize the first word.  
Then more praises will soon be heard.

**More Clues:**

Sunday is a special day for Max.  
In January, Zachary will have his sixth birthday.  
Dad said, "Alex, please put away your blocks."  
"Julia, your breakfast is ready," said Nina.

**Discovery:**

Remembering the rules above, capitalize the following sentences as needed. Find 15.

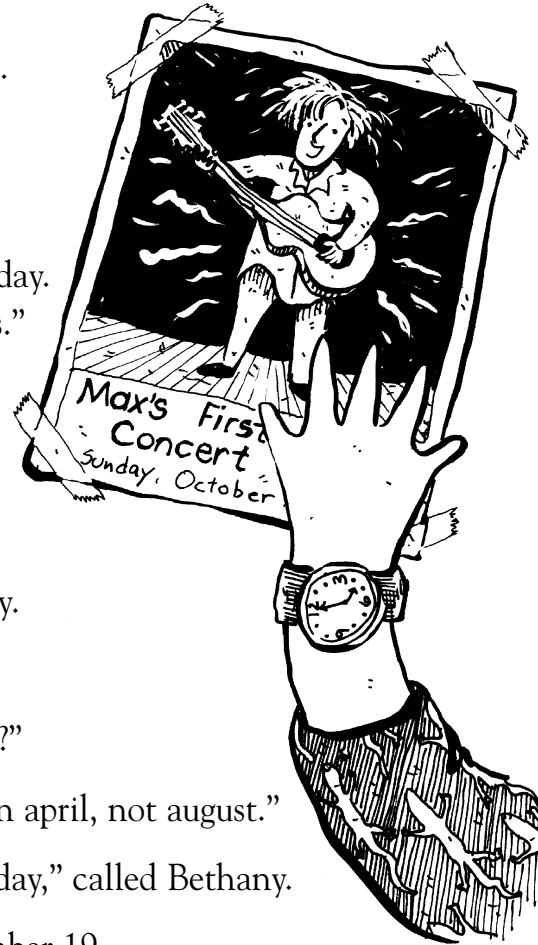
1. On friday, Kayla will have a slumber party.
2. "no, it is not her birthday," said Rose.
3. Bethany asked, "is her birthday in august?"
4. Kayla laughed and said, "my birthday is in april, not august."
5. "this year my birthday will be on wednesday," called Bethany.
6. Rose's special day was on thursday, december 19.
7. Everyone will attend the slumber party on friday, january 3, not tuesday, january 7.

Discovered:

**Create:**

Write and capitalize three sentences using the rules from above.

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

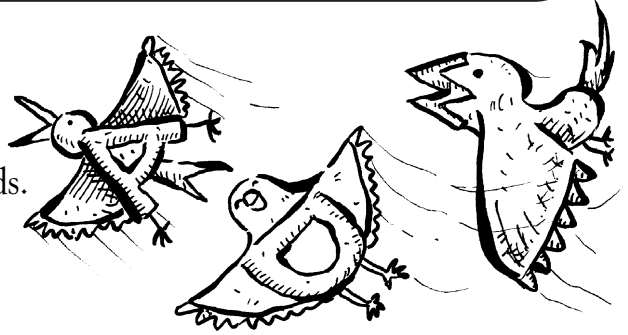




# Discovering Capitalization

**UNIT  
10**
**Clue:**

Go over the last rules, if you please.  
It is important to remember these:  
Months and days and quotation words.  
Let the capital letters fly like birds.


**Discovery:**

Capitalize words as needed in the following sentences. Find 14.

1. The three children went to Mt. Vernon on a sunday in january.
2. "have you been there before?" asked Kerry.
3. "no, we have not seen Mt. Vernon," answered the children.
4. So sunday, january 5, was a special day.
5. On saturday, january 4, the children visited all the special monuments in Washington, D.C.
6. Stewart said, "I saw the Jefferson Memorial in september on a tuesday afternoon and again on thursday morning."
7. He asked Andy, "were you here last may, or was it in july?"

Discovered:


**Create:**

Capitalize as necessary in the following paragraph.

Billy had an odd dream last saturday night. A polar bear thought it was summer—maybe july—so he had come to town to have some fun. Billy heard the bear say, "where can we go to hear rock and roll?" And then he said, "i want to rattle, and roll and shake. no, that's not right. i want to shake, roll, and rattle. no, that's not right, either. am I awake?"

Billy laughed and said, "you mean shake, rattle, and roll."

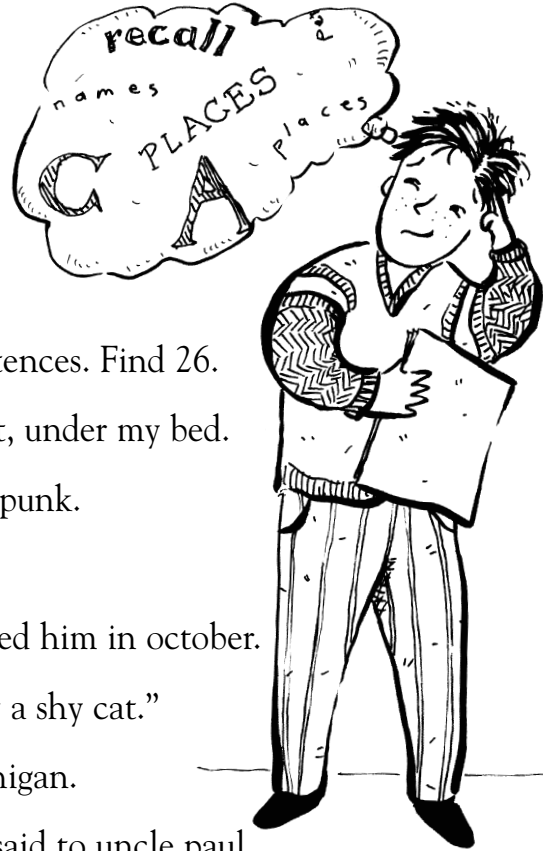
Billy woke up. It was still september. The bear had shaken himself right out of town, but he had loved the music. Odd dream!



# Discovering Capitalization

**Clue:**

Now let's test your memory  
As we put all the rules together.  
So try carefully to see  
If you recall each one, or whether  
We need more review for you.

**Discovery:**

Capitalize as necessary in the following sentences. Find 26.

1. last wednesday dad found spunky, my cat, under my bed.
2. my cat's complete name is sir master of spunk.
3. i don't know why spunky was hiding.
4. dr. g. l. collins, our veterinarian, examined him in october.
5. she said, "no need to worry. He is simply a shy cat."
6. uncle paul brought him to me from michigan.
7. "thank you, i like spunky very much," i said to uncle paul.

Discovered:

**Create:**

Write a short paragraph about a cat. Use as many rules of capitalization as possible.

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# Discovering Capitalization

## REVIEW SHEET

**Clue:**

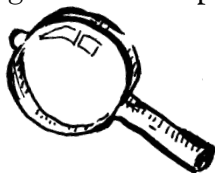
Just to make sure that you are clear  
On the uses of capital letters,  
Another page is given right here  
For you to show what you know.  
Do you need to check the rules again?  
You've studied nine, time after time.

**Discovery:**

Use capitalization as necessary in the following sentences. Find 51.

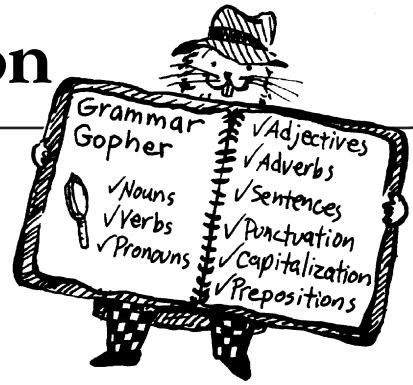
1. mother and aunt mary are planning a party for february.
2. the party will be on tuesday, st. valentine's day.
3. supreme court justice l. m. custer will come from california to meet aunt mary and her husband, judge gray.
4. mother said, "no, billy. We do not say your royal highness to Judge gray or to a member of the supreme court."
5. we use your royal highness for the prince of wales of england.
6. our neighbors, mr. and mrs. k. d. johnson, are excited about the party.
7. mother asked me to read a poem at the party.
8. "whose woods these are I think I know.  
his house is in the village though;  
he will not see me stopping here  
to watch his woods fill up with snow."  
(Robert Frost)
9. i like the poetry written by robert frost.
10. perhaps the guests at the party will like it too.

Discovered:



# Discovering Capitalization

## Portfolio Page



Write the rules of capitalization here.

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Choose five of your best sentences from this unit to write below.

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**Put this page in your portfolio.**



# Discovering Punctuation

**Clue:**

When exploring the language,  
You want to know  
Where all those commas and periods go.  
Then your writing will be correct  
And no one can ever, ever object  
To what you have written, and you  
Will be proud of what you can do.

**More Clues:**

The declarative sentence, you will recall,  
Needs a period at the end.  
That mark finishes off an idea  
Or the message you want to send.  
It helps your readers keep each thought straight  
And to your words very clearly relate.

Examples: Chicago is the most important city in Illinois.  
The history of this city interests us.

**Discovery:**

Put a period at the end of each declarative or command sentence. Find 9.

Cleveland is built next to a beautiful lake Do you know the lake Lake Erie  
is its name It is one of the five Great Lakes Many beaches along the shores  
of Lake Erie are used for swimming Would you like to swim in the lake  
Ooh, it can be very cold Some people like to sail on the lake too We are  
going sailing next Saturday Come with us Dad says we can have a picnic  
on the beach It will be fun Be sure to bring your swimming suit

Discovered:





# Discovering Punctuation

**Clue:**

Sometimes it's hard to decide  
If a period is right to use.  
Maybe a question mark would work,  
Or an exclamation mark is better.  
As the writer, you be the guide  
For your reader, as to whether  
Your facts or your questions,  
Or your feelings should come forth.  
So follow your reasons to the letter.

**More Clues:**

Notice how sentences can change  
And appear in a four-way range.

**Kind of Sentence**

Brighton has the same lunch every day.  
Brighton has the same lunch every day?  
Brighton has the same lunch every day!  
Brighton, have the same lunch every day.

Declarative  
Interrogative  
Exclamatory  
Command

**Discovery:**

Put a period at the end of any declarative or command sentence.  
Find at least 9.

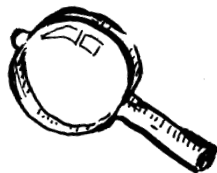
We have many visitors in our classroom each year Do you

First, we had Firefighter Fernandez He talked about preventing fires We  
are supposed to have smoke detectors in our homes Have you put some in  
your house A fire can be really scary.

Then Officer Osaki came from the Police Department Did you ever hear  
him His message was: Be careful Do not talk or ride with strangers

We also had a magician doing wonderful tricks He was exciting to see  
Mister Magic will come back I'm so glad

Discovered:



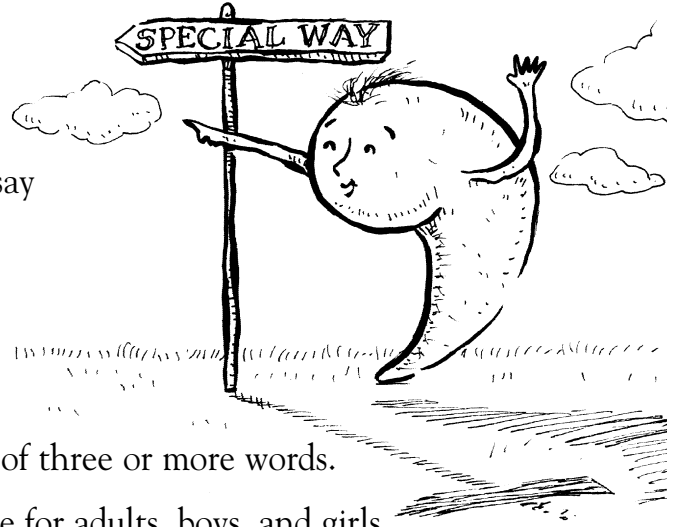




# Discovering Punctuation

**Clue:**

The comma can often be seen  
As a special way  
To show what we mean.  
This mark makes it clear what we say  
As we write our lessons every day.

**More Clues:**

The two rules listed below  
Are really helpful to know.

Rule 1. Use a comma in a series of three or more words.

Three sports are available for adults, boys, and girls.  
Mr. Dan, Judd, Grant, and Jem will be the coaches.

Rule 2. Use a comma with words that introduce a sentence or words of direct address (speaking to someone).

Under the bench, you will find the baseballs.  
Yes, Leo is interested in the sports program.  
Could you come over here, Jacques?  
Please, Vince, will you help us?

**Discovery:**

Put commas where they are needed in the sentences below. Find 15.

1. Susan Sandy and Connie plan to be on the volleyball team.
2. Their games will be on Tuesday Wednesday and Thursday.
3. Lee Martin and Barney were chosen for the football team.
4. Yes they worked all summer on their skills.
5. At the end of the summer the coach accepted them.
6. If you want to Patrick you can ask them about the program.
7. No they won't be here tomorrow.
8. Arthur you might want to ask about the team members the schedule the coaches' plans and the history of the team.

Discovered:



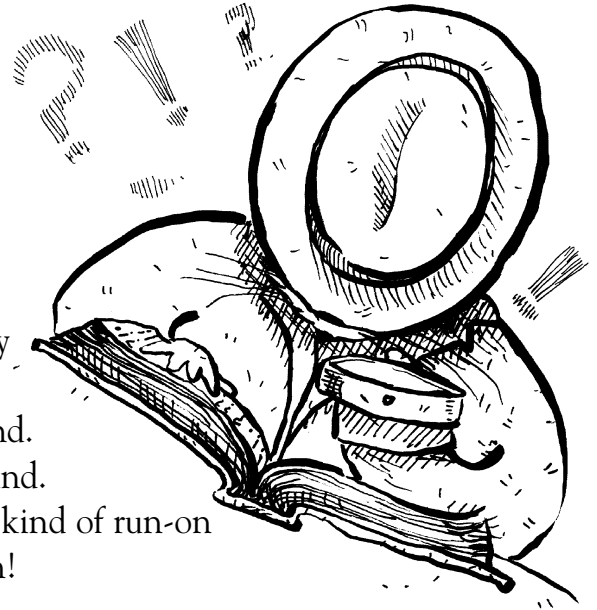


# Discovering Punctuation

**Clue:**

Punctuation is not a mystery  
As you already know.  
If you follow each rule carefully,  
Your writing will gracefully flow.

Here's a little review fun  
As we check what you've already done  
With compound sentences and the way  
We punctuate them on any day.  
Two simple sentences make a compound.  
Between them, a comma should be found.  
Without it, the sentence becomes one kind of run-on  
And requires your immediate attention!

**More Clues:**

Many birds live in our world, **and** the ostrich is the largest.

A female ostrich lays about sixty eggs a year, **and** one egg can weigh three pounds.

**Discovery:**

Punctuate the following run-on sentences.

1. The ostrich is a very strong bird and it can run about forty miles an hour.
2. The three-pound eggs can be cooked and one can make an omelet for twelve people from just one.
3. Baboons, jackals, and vultures try to steal the eggs and they try but can't crack the shells.
4. The vulture works very hard to crack an ostrich egg and he drops a stone on it to open it.
5. The egg shells are hard for other creatures to open and it even takes the baby ostriches two days to get out of the egg!
6. It would be interesting to see one of those eggs and it would really look odd to see one next to a hen's egg.
7. Perhaps we could visit a museum of natural history and we could ask if they have any ostrich eggs.



# Discovering Punctuation

**Clue:**

The friendly little apostrophe  
Is one we often see  
With words that show  
What someone has or owns (possession)  
Or when we write contractions  
To shorten verbal actions.

Here are examples to make our point clear:  
Be sure to review the ones that are here.

**More Clues:**

**Sharon's** dog has a friendly bark.  
The **dog's** collar gives his name: Misty.  
**He's** been to obedience school.  
**They've** had fun together.

(Contraction for *He has*)

(Contraction for *They have*)

**Discovery:**

Use apostrophes to show possession or to show a contraction. Find 14.

1. Dorothis dad has three horses in Michigan.
2. Hes had them for ten years, and hes trained them well.
3. One horses name is Meet Me There, and hes run in five races.
4. Dorothis dream is to ride Meet Me There.
5. Shes asked her dad fifteen times to let her be in a race.
6. After all, hes also been training her.
7. However, the horses performance might change with a young riders direction.
8. He doesnt want to take that chance, and he doesnt want her to be disappointed.
9. She wont stop dreaming, though, until she rides Meet Me There.
10. Shes truly a determined young woman!

Discovered:





# Discovering Punctuation

**Clue:**

To show a reader who said what,  
We use quotation marks—a pair.  
Use a capital letter for the first word.

If the name of the speaker is heard  
Before the speech, use a comma there  
Before the quotation mark.

If the name of the speaker *follows* the speech,  
Use a comma within the quotation mark,  
Or use another correct mark there.

**More Clues:**

Speaker's name *before* the speech:

Jackie asked, "May I have lunch now?"

Speaker's name *after* the speech:

"May I have lunch now?" asked Jackie.

"I have enjoyed my lunch," said Jackie.

**Discovery:**

Use all necessary punctuation in the following speeches. Find 18.

1. Mother told me Dad, Brad, and Addy are planting a garden.
2. May I help I asked. Maybe tomorrow she answered.
3. Dad told me Tomorrow we'll plant radishes and beets.
4. I'm going to plant tomatoes. It will be fun said Hannah.
5. So I said Then I'll help you.

Discovered:

**Create:**

Write one sentence with a name **before** the speech.

Write one sentence with a name **after** the speech.

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

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



# Discovering Punctuation

**Clue:**

All the rules we must review  
Which is what we now will do.  
Our punctuation helps make sense  
In every single written sentence.  
Without a capital letter  
And a punctuation mark,  
Your poor reader would be in the dark!

**More Clues:**

Remember to use the comma, the period,  
All other marks, quotation marks,  
And the friendly apostrophe.  
Then your writing will be very good  
Just as you want it to be.

**Discovery:**

Punctuate the following sentences. Find places for 8 periods; 5 apostrophes; 4 question marks; 6 commas; 3 exclamation marks; 4 quotation marks.

Jonathon had an amazing dream the other night Hes still thinking about it  
Want to hear about it All right

Jonathons dream took him to an alien land Animals with five legs birds  
with three eyes and trees with voices were all around him Jonathons face  
had a surprised look

One tree said Who are you Why are you here

A strange animal ran up to Jonathon The animals voice sounded like a  
tuba He asked Can you bark I cant and I want to

Jonathon tried to bark and he woke himself up Strange dream

Discovered:





# Discovering Punctuation

**Clue:**

Practicing with punctuation  
Will make your writing bright.  
So work with commas in series,  
Introductory words,  
Or direct address again  
To be sure you're right.

**Discovery:**

Punctuate the sentences below with commas. Find 17.

1. Yes the Sahara Desert is a lonely hot and dry place.
2. Scratches grooves and fossils show that glaciers may have been in the Sahara.
3. Absolutely some scientists believe that is true.
4. Reports of evidence of glaciers have come from Morocco  
Algeria Niger and Chad.
5. "Please just look at those reports Madison."
6. Government officials oil companies and scientists find the reports about glaciers very important.
7. In the desert sandstone space explorers have found special pebbles.
8. The pebbles show that the weather was first hot then cold then wet.
9. Unbelievable at one time an ancient sea was in the world's hottest desert.

Discovered:

**Create:**

Write one sentence with a series of four words.

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# Discovering Punctuation

## REVIEW SHEET

### Clue:

With many possibilities,  
Here's a page of review  
For you to do.

### Discovery:

Punctuate the following sentences as necessary. Find 27.

1. Some holidays are better than others
2. Whitney Katie and Rachel like Christmas the best
3. They like the food the decorations and the presents
4. Little Ben which is your favorite
5. Baileys cousins enjoy the Fourth of July
6. Theyve been able to go to the fireworks with him
7. Therefore they had a good time on the Fourth
8. For her choice Betsy talked about Passover
9. Shes pleased with her familys special Seder feast
10. Betsy what do you eat at the Seder asked Bailey
11. Hoorah the Steins will invite us next year

Discovered:



### Create:

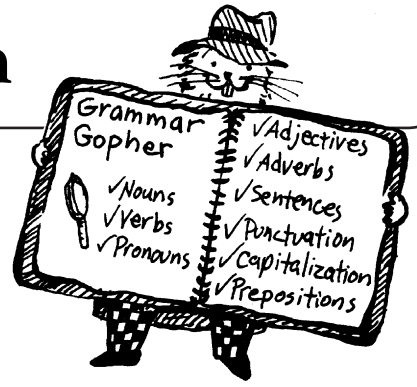
Write two sentences with several kinds of punctuation.

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



# Discovering Punctuation

## Portfolio Page



Write two sentences using commas in a compound sentence.

---



---

Write two sentences using commas in a series.

---



---

Write two sentences using a question mark.

---



---

Write two sentences using exclamation marks.

---



---

Write two sentences using quotation marks.

---



---

Write two sentences using apostrophes either as possessives or in contractions.

---



---



# Grammar Post-Test

**You have studied well, we know;  
So let that good new knowledge show.**



1. Find seven nouns. Circle each one.
  - a. The idea of the picnic appealed to the children.
  - b. They chose tacos and burritos.
  - c. Each child would also have a tamale.
2. Find seven verbs. Circle each one.
  - a. The lightning flashed and the thunder roared!
  - b. Dad closed and locked all the windows in the house.
  - c. The birds safely tucked themselves into their cozy nests.
  - d. Three squirrels barked at the wind and chattered loudly.
3. Find seven pronouns. Circle each one.
  - a. The dog, Perky, belongs to my young cousin.
  - b. He has always been a friendly dog.
  - c. You yourself said so.
  - d. Anyone would like Perky.
  - e. To whom should the notices about her puppies be sent?
4. Find seven adjectives. Circle each one.
  - a. Emil's father has bought a red car.
  - b. Each car has been a different color.
  - c. Emil is really happy about the new car.
  - d. Rico will be pleased to ride in it.

## Grammar Post-Test (Page 2)

5. Find seven adverbs. Circle each one.

- a. Chevonne always spoke with a very soft voice.
- b. She was too shy, but she was not unfriendly.
- c. Kawada fell, and Chevonne immediately ran to help her.
- d. Kawada was so pleased that she gave her a really big hug.

6. Find seven prepositions. Circle each one.

- a. Carmine's kitten, Bitsy, raced through the door and crawled under the lilac bush.
- b. Carmen found Bitsy and carried her into the house.
- c. Bitsy ran in wide circles around the kitchen.
- d. Between us, Bitsy should be handled with care.

7. Find seven conjunctions. Circle each one.

- a. Lisel likes to hike in the Alps, but Greta prefers ice skating.
- b. Mountains, lakes, and oceans provide opportunities for sports.
- c. Would you like to ski, or would you prefer to surf in the ocean?
- d. Hans and his brothers have climbed many mountains but none in the United States.
- e. Jan and Elly may travel to Switzerland, or they may go to London, instead.

8. Mark the subjects and predicates (main verbs): one line under the subject, two lines under the predicate.

- a. Could you read this book to Arnold?
- b. Arnold has completed kindergarten.
- c. Ms. Bishop will be his teacher next year.
- d. Have you met or heard of her?

## Grammar Post-Test (Page 3)

9. At the right, mark each sentence as simple or compound.

- a. Come to my house, Ben, and we will play computer games. \_\_\_\_\_
- b. Lena and Lottie have given us some new books to read. \_\_\_\_\_
- c. You may choose any one of those books to take home. \_\_\_\_\_
- d. Ask your dad, and I will ask mine. \_\_\_\_\_

10. Mark the following sentences as Declarative (a statement); Interrogative (a question); Command (a request); or Exclamatory (emotion, excitement).

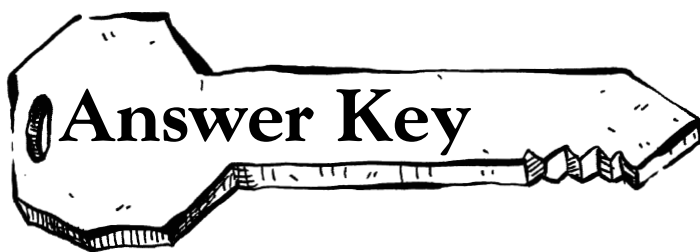
- a. No, Jimmy didn't break that dish! \_\_\_\_\_
- b. Close the door to the kitchen now, Nancy. \_\_\_\_\_
- c. Have you seen the baby panda at the zoo? \_\_\_\_\_
- d. Mr. Osaki has come to lecture at our school. \_\_\_\_\_

11. Add any missing capital letters in the sentences. Add the correct punctuation at the end of the sentence.

- a. michael and keisha have a chinchilla for a pet
- b. Did you know that Jakie is their pet's name
- c. Have you ever seen a baby chinchilla
- d. They found Jakie in milwaukee

12. Place commas, apostrophes, and quotation marks where they are needed.

- a. Jenny Jason and Joy have visited the Grand Canyon.
- b. Joy told us, It was the biggest hole I've ever seen!
- c. Her fathers pictures of the Canyon were excellent.
- d. Joy didnt take any pictures but bought postcards.
- e. Jason and Jenny cant say enough about the week at the dude ranch where they stayed.



### Pre-Test (pp. 17–19)

1. Nouns
  - a. ball; friends
  - b. Dad; hamburgers
  - c. Jose; lemonade; picnic
2. Verbs
  - a. wrote
  - b. barked; frightened; ran
  - c. cooks; gives
  - d. sang
3. Pronouns
  - a. they
  - b. our; her
  - c. you; me
  - d. your; mine
4. Adjectives
  - a. blue; wool
  - b. red
  - c. new; green
  - d. old; wooden
5. Adverbs
  - a. quietly; too; loudly
  - b. now; quickly
  - c. sweetly
  - d. happily
6. Prepositions
  - a. *behind* the chair
  - b. *to* our house; *for* dinner; *on* Sunday
  - c. *up* the tree
  - d. *around* the car; *down* the street

7. Conjunctions
  - a. and; and
  - b. or; or; but
  - c. or
  - d. but; or
8. Subjects/Predicates
  - a. Mario/earned . . . ribbons.
  - b. he/entered . . . show.
  - c. Maria, his sister/clapped . . . him.
  - d. they/will . . . New York.
9. Sentences
  - a. simple
  - b. compound
  - c. compound
  - d. simple
10. Kinds of Sentences
  - a. I
  - b. C
  - c. D
  - d. E
11. Capitalization/Punctuation
  - a. S; .
  - b. ?
  - c. D; .
  - d. W; ?
12. Punctuation
  - a. oranges, apples,
  - b. mother's
  - c. can't
  - d. "Zachary; ?"
  - e. couldn't

### Unit One

#### Nouns (p. 20)

1. houses; street; brick
2. house; windows; wall
3. children; house
4. cats; windows
5. porch; lions; stone
6. chipmunk; heads; lions

#### Nouns (p. 21)

1. ideas
2. time
3. courage; idea
4. fear; failure
5. determination
6. kindness

#### Nouns (p. 22)

1. Betty; Sue; Monday; St.; Louis
2. Amy
3. Mark; Tim; Jim
4. Tim; Jim; Detroit; Michigan
5. July; City; Hospital
6. Lottie; Gymnast; Toronto; Canada

#### Nouns (p. 23)

1. Monday; Hank; circus; Delavan
2. parade; performers
3. Joel; acrobat; chair; wire
4. idea; chair; wire; fear; Jason
5. acrobats; air; net
6. Amy; love; elephants; ride

12 common; 6 proper;  
4 others

## Answer Key (Continued)

1. elephants; circle; dance
2. Jamie; Diedre; women; balls; feet
3. truth; balls; board
4. tigers; Africa; act; show
5. trainer; voice; animals
6. commands; ideas

14 common; 3 proper;  
3 others

### Nouns (p. 24)

(Suggestions)

1. yesterday; teacher
2. bear; pig; church
3. day; women; library
4. month; children; theater
5. boys; girls; cafeteria

### Nouns (p. 25)

*student's choice*

### Nouns (p. 26)

1. today; frog
2. Jeff; frog; day
3. pond; tomorrow; frog
4. frog; water
5. imagination

### Nouns (p. 27)

*student's choice*

### Nouns (p. 28)

1. books
2. bullets
3. chiefs
4. coaches
5. cows
6. kisses
7. kittens
8. lessons
9. meats
10. misses
11. perches
12. puppies
13. taxes
14. tries

### Nouns (p. 29)

1. elves
2. fish
3. goldfish
4. geese
5. knives
6. leaves
7. loaves
8. lice
9. scarves
10. selves
11. shelves
12. trout
13. wives
14. wolves

### Nouns (p. 30)

1. woman's
2. cousin's
3. babies'
4. deer's or deers'
5. kitten's
6. friends'
7. chipmunks'
8. snowmen's

### Nouns (p. 31)

1. Jack's
2. cousin's
3. groom's
4. bridesmaids'
5. airline's
6. airline's or airlines'

1. Henry's
2. women's
3. robe's
4. geese's
5. boy's
6. mother's
7. gentlemen's

### Nouns (p. 32)

*student's choice*

### Nouns (p. 33)

*student's choice*

## Answer Key (Continued)

### Unit Two

#### Pronouns (p. 34)

1. you
2. I; my
3. your
4. we
5. you
6. my; her; his; mine

#### Pronouns (p. 35)

1. my; their
2. they; who
3. my; them; us
4. her; she; he
5. their; them
6. whom; you

#### Pronouns (p. 36)

1. that
2. that
3. these; those
4. that
5. this
6. that; those

#### Pronouns (p. 37)

1. himself
2. herself; myself
3. itself
4. herself
5. themselves
6. himself; herself

#### Pronouns (p. 38)

1. anyone
2. everybody
3. all
4. nobody
5. some; few
6. everyone

Six special: anyone; everybody; all; nobody; some; few; everyone

Any other: their (twice); it; them

#### Pronouns (p. 39)

1. you
2. he
3. she
4. it
5. everyone
6. you

#### Pronouns (p. 40)

1. her
2. me
3. them
4. him; her
5. us; you
6. it

#### Pronouns (p. 41)

1. your
2. my; you
3. they; them
4. I; you; it
5. we; him
6. he; everyone; his

#### Subject Pronouns

you; they; I; you; we; he; everyone

#### Object Pronouns

them; it, him

#### Pronouns (p. 42)

*student's choice*

#### Pronouns (p. 43)

1. my; his
2. her
3. her; her
4. hers
5. their
6. mine
7. his; its
8. her; our
9. your; yours

#### Pronouns (p. 44)

*student's choice*

## Answer Key (Continued)

### Unit Three

#### Verbs (p. 45)

1. invented
2. bark; meow; neigh; chirp; howl
3. talk; shout; scream; rave; chat; explain; teach
4. cry; fuss; simmer; whine; wheedle; joke
5. jig, waltz; tango; tap
6. run; jump; kick; race; hit; slide; swing; guard

#### Verbs (p. 46)

1. eat
2. gobbles; slurps
3. munches
4. sips; nibbles
5. chews; swallows
6. smack; devour

sing; think; rode

*Can be both nouns or verbs:*

hold; can; show; program;  
mirror; file; wash; film; act;  
dance; mill; cry; jump; run

#### Verbs (p. 47)

1. are
2. feels
3. is
4. are
5. seems
6. is

#### Verbs (p. 48)

1. seems
2. is
3. were
4. are; was
5. is
6. appears

were; is; remain; seem; are;  
appear

#### Verbs (p. 49)

1. can
2. have
3. should; has
4. have
5. has; can
6. might; can

have; can; have; have; can

#### Verbs (p. 50)

1. will
2. could; will
3. should have
4. could
5. may
6. must
7. may
8. might; could
9. would
10. can

#### Verbs (p. 51)

1. owns; present
2. will buy; future
3. fed; past
4. will feed; future
5. helps; present
6. will be traveling; future  
will be; future
7. can help; present
8. will enjoy; future

#### Verbs (p. 52)

1. will see; future
2. will bring; future
3. owns; present
4. has; present
5. brought; past
6. is bringing; present
7. brings; present
8. will present; future
9. will receive; future

#### Verbs (p. 53)

1. arrived
2. went
3. lasted
4. received
5. wrote
6. had seen
7. came
8. taught
9. visits

#### Irregular Verbs

1. went
2. wrote
3. seen
4. came
5. taught

## Answer Key (Continued)

### Verbs (p. 54)

1. won't
2. isn't; anybody
3. we're
4. can't; anything
5. we'd
6. you'll
7. don't; any

### Verbs (p. 55)

1. saw; past; IR
2. 're (are); present; IR
3. pushed; past; R
4. 'll (will) do; future; IR  
's (is); present; IR
5. sit; present; IR
6. ate; past; IR
7. 've (have) crowded;  
past; R
8. 'll (will) try; future; R

### Verbs (p. 56)

*student's choice*

### Special Review (p. 57)

*n. v. p.*

1. vacations; talked; we, our
2. children, trips; liked;  
their
3. uncles, aunts, program;  
have come; our
4. nieces, nephews, visit;  
enjoyed; their, their

### Unit Four

#### Adjectives (p. 58)

1. unusual
2. delicious
3. hot; large; black
4. silvery; small; red; white
5. fresh; new
6. tasty; generous; sweet;  
happy

#### Adjectives (p. 59)

1. special
2. new; comfortable
3. Jan's; young; pleasant
4. sunny; sandy; beautiful
5. quiet; rocky
6. Lake Michigan's; old;  
new

#### Adjectives (p. 60)

1. Chiang's; true
2. Bulls'; every; comfortable
3. Michael Jordan's;  
Chiang's
4. year's; Bulls'
5. Jordan
6. that; important

#### Adjectives (p. 61)

1. our
2. your
3. each
4. his
5. her
6. their; his



## Answer Key (Continued)

### Adjectives (p. 62)

1. beautiful
2. many; small; green; colored
3. different
4. tallest; silver; green
5. young; older; their; lovely
6. each; all

### Adjectives (p. 63)

1. unhappy; cross
2. grumpy
3. nervous
4. lovely; expensive
5. easy
6. large

### Adjectives (p. 64)

1. huge
2. comfortable
3. small
4. bright; cheerful
5. upset
6. good

### Adjectives (p. 65)

1. better
2. best
3. brightest
4. smartest
5. fresher
6. happier
7. foggiest
8. sunniest

### Adjectives (p. 66)

1. louder
  2. richest
  3. taller
  4. clearer
  5. busiest
  6. bravest
- 
1. hungrier; hungriest
  2. crosser; crossest
  3. sweeter; sweetest
  4. homelier; homeliest
  5. lovelier; loveliest
  6. sourer; sourest

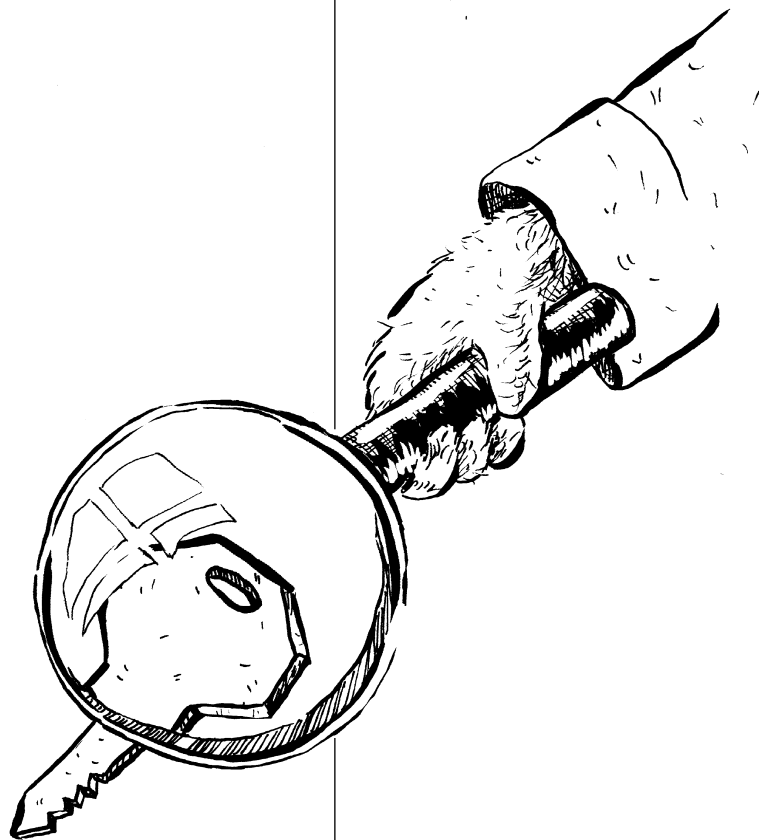
### Adjectives (p. 67)

*student's choice*

### Special Review (p. 68)

*n. v. p. a.*

1. books, entrance, worlds; give; us; special
2. history, books, pictures; like; some, us; beautiful
3. Alissha, stories, time; prefers; her; short, free
4. grandfather, books, Indians; wanted; her; thoughtful
5. Nick, articles, sports; reads;—; good



## Answer Key (Continued)

### Unit Five

#### Adverbs (p. 69)

1. smoothly
2. quickly
3. gently
4. happily
5. loudly
6. softly

#### Adverbs (p. 70)

1. not
2. not
3. quite
4. fast
5. too
6. often
7. almost
8. soon
9. not
10. later
11. quite

#### Adverbs (p. 71)

1. really
2. very; happily
3. extremely; quite;  
comfortably
4. quite
5. truly; badly
6. too; foolishly

#### Adverbs (p. 72)

1. carefully
2. gently
3. angrily
4. quickly
5. quietly
6. secretly

#### Adverbs (p. 73)

1. early
2. nearby
3. Friday
4. daily
5. here
6. now

*when*      *where*

- |           |           |
|-----------|-----------|
| 1. early  | 1. nearby |
| 2. Friday | 2. here   |
| 3. daily  |           |
| 4. now    |           |

#### Adverbs (p. 74)

1. daily; brightly
2. dreamily
3. quite
4. quite; slowly; nervously
5. not; really
6. soon; very; truly
7. later; bravely
8. not; well

#### Adverbs (p. 75)

1. bravely
2. outside
3. soon; safely; again
4. very; there
5. carefully; everywhere
6. then; overboard

#### Adverbs (p. 76)

1. less (or more)
2. better; best
3. most
4. better
5. more (or less)
6. best
7. more
8. least (or most)
9. better

#### Adverbs (p. 77)

*student's choice*

#### Adverbs (p. 78)

*student's choice*

#### Adverbs (p. 79)

*student's choice*

## Answer Key (Continued)

### Special Review (p. 80)

*n. v. p. adj. adv.*

1. programs; are; our; our, musical, special; very
2. —; sing; we; —; well, happily
3. songs, South, West; come; our; our; —
4. Janie, soloist, voice; is; —; sweet; —
5. children, songs; perform; —; older, new; easily

### Unit Six

#### Prepositions (p. 81)

1. in
2. for
3. on; for
4. in
5. in; of; on
6. between
7. through

#### Prepositions (p. 82)

1. at; of; from
2. on
3. to; of; with
4. on
5. for
6. in; for
7. of; for; in; at; of
8. for; from
9. at; of; of; to; for; about

#### Prepositions (p. 83)

1. for
2. of; in; of
3. with; in; for
4. behind
5. around
6. across; from
7. inside; for; of

to; below; through; from; beyond

*Sometimes like is a preposition.*

#### Prepositions (p. 84)

1. in our neighborhood
2. on the trees; in their backyards
3. of the feeders
4. of plastic; of metal
5. from feeders; of plastic
6. for the birdseed
7. from the top; of a tree
8. on the ground
9. from the ground

#### Prepositions (p. 85)

1. to the kitchen
2. at the stove; in the kitchen
3. at her left hand; of pancakes
4. for his special breakfast
5. in his chair; at the table; near the window
6. beside his placemat; on pancakes
7. under the table
8. with hope
9. from him
10. of them; of pancakes

#### Prepositions (p. 86)

1. to the zoo; on Saturday
2. in his new car
3. at the zoo; by going; to the penguin house
4. to the lion cages
5. for lunch; at the new food stand
6. to me

## Answer Key (Continued)

### Prepositions (p. 87)

1. to the ball game
2. in the second row;  
behind home plate
3. for Tony; at the ball  
game
4. over the fence
5. during the . . .  
stretch; of root beer
6. after the stretch;  
of peanuts

### Prepositions (p. 88)

1. after the ball game; from  
school
2. about the game
3. of popcorn
4. about the exciting game;  
for lunch
5. inside his desk; in his  
room
6. into bed; with his  
memories; of three  
home runs

### Prepositions (p. 89)

*student's choice*

### Prepositions (p. 90)

*student's choice*

## Unit Seven

### Conjunctions (p. 91)

1. and
2. and
3. but
4. or
5. or; or
6. but

### Conjunctions (p. 92)

1. and
2. and
3. but
4. and
5. or
6. and

### Conjunctions (p. 93)

1. and
2. or
3. but
4. and
5. but
6. or

### Conjunctions (p. 94)

1. and
2. or; but
3. or
4. and
5. or
6. and
7. or
8. but

### Conjunctions (p. 95)

1. and
2. and
3. but
4. and
5. and; but
6. but; or
7. and; and

### Conjunctions (p. 96)

*student's choice*

## Answer Key (Continued)

### Special Review (p. 97)

#### nouns

1. California; state; coast; country
2. California; trip
3. students; Petaluma; town; Montana
4. mother; Wisconsin; family; Racine
5. people; country; trips; cities; towns

#### verbs

1. is
2. have visited; are planning
3. was born; moved
4. liked; settled
5. appreciate; want

#### pronouns

1. our
2. you; you
3. our
4. her; their
5. this; they

#### adjectives

1. beautiful; western; (our)
2. —
3. (our); sunny; colder
4. (her); (their)
5. energetic; (this); many

#### adverbs

1. —
2. ever; there; soon
3. —
4. happily
5. clearly

#### prepositions

1. on the western coast; of our country
2. —
3. of our students; in sunny Petaluma; to a town; in colder Montana
4. in Racine
5. to many cities and towns  
(to make trips is an infinitive)

#### conjunctions

1. —
2. or
3. but
4. —
5. and

### Unit Eight

#### Subjects and Predicates (p. 98)

1. seven funny clowns
2. the people in the tent
3. huge gray elephants
4. each elephant
5. the largest elephant
6. the smallest elephant

#### Subjects and Predicates (p. 99)

1. the youngest boy
2. our friend Nathan
3. mother's favorite cousin
4. the very best swimmer
5. that tall thin boy
6. every young boy
7. the warm blue water

#### Subjects and Predicates (p. 100)

1. dancers
2. dancer
3. girls
4. brother
5. costume
6. children

## Answer Key (Continued)

### Subjects and Predicates (p. 101)

1. children
2. mother
3. lions
4. monkeys
5. snakes
6. girl
7. student

### Subjects and Predicates (p. 102)

1. cars/trucks
2. men/women
3. boys/girls
4. snowplows/shovels
5. ice/snow
6. lights/shadows
7. boy/girl

### Subjects and Predicates (p. 103)

1. shelves/boxes
2. bowls/baskets
3. soldiers/astronauts
4. Barbies/dolls
5. clothes/car
6. books/toys
7. boy/girl

### Subjects and Predicates (p. 104)

1. is a . . . visit.
2. offers many . . . tourists.
3. lies to . . . city.
4. take people . . . rides.
5. holds famous paintings.
6. provide excellent dinners.
7. can choose . . . movies.
8. will enjoy . . . Chicago.

### Subjects and Predicates (p. 105)

1. attracts many visitors.
2. stands at . . . Mall.
3. is on . . . side.
4. enjoy riding . . . merry-go-round.
5. holds the . . . flag.
6. is covered . . . time.
7. slides up . . . flag.

### Subjects and Predicates (p. 106)

1. is
2. go
3. use
4. stay
5. swim
6. swim
7. won; was

### Subjects and Predicates (p. 107)

1. is
2. bought
3. are going
4. cheer
5. will root
6. should have
7. will be
8. wants

### Subjects and Predicates (p. 108)

1. flew/visited
2. drove/stayed
3. are/like
4. met/shook
5. joined/danced/sang
6. helped/served
7. pleased/excited

### Subjects and Predicates (p. 109)

1. met/ate
2. ate/watched
3. designed/built
4. were given/enjoyed
5. went/saw
6. talked/appeared
7. laughed/had

### Subjects and Predicates (p. 110)

1. Lauren/drove  
Rosa & Lauren; drove  
& shopped
2. countries/were  
men & women; looking  
& shopping
3. scarves/were  
sweaters & scarves;  
were & priced
4. goods/looked  
goods; looked & smelled
5. Chantal/bought  
Chantal; bought
6. Dad/joined  
Mother & Dad; joined  
& bought
7. sandwiches/tasted  
sandwiches; tasted  
& made

## Answer Key (Continued)

### Subjects and Predicates (p. 111)

1. holiday; has begun
2. Some; will travel
3. Others; will fly
4. friends; plan, will have
5. girl; has
6. She; wants
7. Everyone; seems
8. Teddy, Ricky; are, like
9. They; have
10. boy; is
11. person; is
12. friends; visit, play
13. five; like
14. Jemmo; knows, can referee

### Unit Nine

#### Sentences (p. 112)

1. 2
2. 1
3. 2
4. 1
5. 3
6. 4
7. 1

#### Sentences (p. 113)

1. J ? 2
2. D . 1 or ! 4
3. W ? 2
4. M . 1
5. B . 1 or ! 4
6. I . 1
7. W ! 4
8. W ! 1 or . 1

#### Sentences (p. 114)

1. King; was roaring  
D (1)
2. (Understood *you*);  
look C (3)
3. one; is E (4)
4. zookeepers; are  
feeding D (1)
5. lions; did eat I (2)
6. monkeys; are  
eating D (1)
7. we; like E (4)

#### Sentences (p. 115)

1. S . D (1)
2. M . D (1)
3. D ? I (2)
4. I ! E (4)
5. H . D (1)
6. O . D (1)

7. H . C (3)
8. C ? I (2)
9. I ! E (4)  
or . D (1)
10. C . C (3)

#### Sentences (p. 116)

1. L . D (1)
2. H ? I (2)
3. V ! E (4)  
or . D (1)
4. T . D (1)
5. T . C (3)
6. T . D (1)

#### Sentences (p. 117)

1. capital, and the
2. D. C., and many
3. Jefferson, and another

#### Sentences (p. 118)

1. school, and Bob
2. games, but it
3. athletes, and they
4. school, or it

#### Sentences (p. 119)

1. F (Example: Joy  
was . . . )
2. S
3. F (Example: has three  
dogs.)
4. S
5. F (Example: We all  
use . . . )

#### Sentences (p. 120)

*student's choice*

## Answer Key (Continued)

### Unit Ten

#### Capitalization (p. 121)

1. A G U F M
2. T E S I
3. I
4. D M Y M C A
5. T Y M C A V

#### Capitalization (p. 122)

1. A G H J S C M
2. O S S I B
3. I U F S
4. H R R
5. B I A G
6. M L B B
7. A G B S

#### Capitalization (p. 123)

1. S
2. S
3. M W P
4. J T J A

#### Capitalization (p. 124)

1. T A A D
2. M D D S
3. D
4. T S J M
5. H D S M B D C P C
6. E

#### Capitalization (p. 125)

1. F
2. N
3. I A
4. M A A
5. T W
6. T D
7. F J T J

#### Capitalization (p. 126)

1. S J
2. H
3. N
4. S J
5. S J
6. S T T
7. W M J

S J W I N I N A Y S

#### Capitalization (p. 127)

1. L W D S
2. M S M S
3. I S
4. D G L C O
5. S N
6. U P M
7. T I S I U P

#### Capitalization (p. 128)

1. M A M F
2. T T S V D
3. S C J L M C C  
A M J G
4. M N B Y R H G S C
5. W Y R H P W E
6. O M M K D J
7. M
8. W H H T
9. I R F
10. P

#### Capitalization (p. 129)

*student's choice*

### Unit Eleven

#### Punctuation (p. 130)

1. lake.
2. name.
3. Lakes.
4. swimming.
5. too.
6. Saturday.
7. us.
8. beach.
9. suit.

#### Punctuation (p. 131)

1. year.
2. Fernandez.
3. fires.
4. homes.
5. Department.
6. careful.
7. strangers.
8. tricks.
9. back.

#### Punctuation (p. 132)

1. Susan, Sandy,
2. Tuesday, Wednesday,
3. Lee, Martin,
4. Yes,
5. summer,
6. to, Patrick,
7. No,
8. Arthur, members,  
schedule, plans,



## Answer Key (Continued)

### Punctuation (p. 133)

1. bird,
2. cooked,
3. eggs,
4. egg,
5. open,
6. eggs,
7. history,

### Punctuation (p. 134)

1. Dorothy's
2. He's; he's
3. horse's; he's
4. Dorothy's
5. She's
6. he's
7. horse's; rider's
8. doesn't; doesn't
9. won't
10. She's

### Punctuation (p. 135)

1. me, "Dad . . . garden."
2. "May I help?"  
"Maybe tomorrow,"
3. me, "Tomorrow . . .  
beets."
4. "I'm . . . fun!"
5. said, "Then . . . you."

### Punctuation (p. 136)

night! He's . . . it. it? right!  
Jonathon's land. legs, eyes,  
him. Jonathon's look.  
said, "Who . . . you?  
. . . here?" Jonathon.  
animal's tuba.  
asked, "Can . . . bark?  
. . . can't, . . . to."  
bark, . . . up. dream!

### Punctuation (p. 137)

1. Yes, lonely, hot,
2. Scratches, grooves,
3. Absolutely,
4. Morocco, Algeria, Niger,
5. Please, reports,
6. officials, companies,
7. sandstone,
8. hot, cold,
9. Unbelievable,

### Punctuation (p. 138)

1. others.
2. Whitney, Katie, best.
3. food, decorations,  
presents.
4. Ben, favorite?
5. Bailey's July.
6. They've him.
7. Therefore, Fourth.
8. choice, Passover.
9. She's family's feast.
10. "Betsy, Seder?" Bailey.
11. Hoorah, or ! (If the ! is  
used, capitalize the t of  
the.) year.

### Punctuation (p. 139)

*student's choice*

## Post-Test (pp. 140–142)

### 1. Nouns

- a. idea; picnic; children
- b. tacos; burritos
- c. child; tamale

### 2. Verbs

- a. flashed; roared
- b. closed; locked
- c. tucked
- d. barked; chattered

### 3. Pronouns

- a. my
- b. he
- c. you; yourself
- d. anyone
- e. whom; her

### 4. Adjectives

- a. Emil's; red
- b. each; different
- c. happy; new
- d. pleased

### 5. Adverbs

- a. always; very
- b. too; not
- c. immediately
- d. so; really

## Answer Key (Continued)

### 6. Prepositions

- a. *through* the door;  
    *under* the lilac bush
- b. *into* the house
- c. *in* wide circles; *around*  
    the kitchen
- d. *between* us; *with* care

### 7. Conjunctions

- a. but
- b. and
- c. or
- d. and; but
- e. and; or

### 8. Subjects/Predicates

- a. *you/could* . . . Arnold?
- b. *Arnold/ has completed*  
    . . . kindergarten.
- c. *Ms. Bishop/ will be* . . .  
    year.
- d. *you/ have met, heard*  
    . . . her?

### 9. Sentences

- a. compound
- b. simple
- c. simple
- d. compound

### 10. Kinds of Sentences

- a. E
- b. C
- c. I
- d. D

### 11. Capitalization/ Punctuation

- a. M; K; .
- b. ?
- c. ?
- d. M; .

### 12. Punctuation

- a. Jenny, Jason,
- b. "It . . . seen!"
- c. father's
- d. didn't
- e. can't

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