Grammar Transparencies

This PDF document contains teacher annotations on a separate layer of the file. To view and print this information, open the “Layers” panel in the PDF Reader application. Select the eye icon to toggle the information on or off.
### Contents

**Grammar**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 3</th>
<th>UNIT 5</th>
</tr>
</thead>
</table>
| **My Diary from Here to There**  
- Sentences  
  Transparency 1, 2, 3, 4, 5  
**The Adventures of Ali Baba Bernstein**  
- Subjects and Predicates  
  Transparency 6, 7, 8, 9, 10  
**Time for Kids: Kid Reporters at Work**  
- Simple and Compound Sentences  
  Transparency 11, 12, 13, 14, 15  
**The Astronaut and the Onion**  
- Complex Sentences  
  Transparency 16, 17, 18, 19, 20  
**Because of Winn-Dixie**  
- Run-on Sentences  
  Transparency 21, 22, 23, 24, 25 | **When I Went to the Library**  
- Action Verbs  
  Transparency 51, 52, 53, 54, 55  
**Dear Mrs. LaRue**  
- Verb Tenses  
  Transparency 56, 57, 58, 59, 60  
**Time for Kids: Words Add Up to Success**  
- Main and Helping Verbs  
  Transparency 61, 62, 63, 64, 65  
**Ranita, the Frog Princess**  
- Linking Verbs  
  Transparency 66, 67, 68, 69, 70  
**Me and Uncle Romie**  
- Irregular Verbs  
  Transparency 71, 72, 73, 74, 75 | **A Walk in the Desert**  
- Adjectives  
  Transparency 101, 102, 103, 104, 105  
**Roadrunner’s Dance**  
- Articles  
  Transparency 106, 107, 108, 109, 110  
**Time for Kids: Animals Come Home to Our National Parks**  
- Adjectives that Compare  
  Transparency 111, 112, 113, 114, 115  
**At Home in the Coral Reef**  
- Comparing with More and Most  
  Transparency 116, 117, 118, 119, 120  
**Adelina’s Whales**  
- Comparing with Good and Bad  
  Transparency 121, 122, 123, 124, 125 |
| **UNIT 2** | **UNIT 4** | **UNIT 6** |
| **My Brother Martin**  
- Common and Proper Nouns  
  Transparency 26, 27, 28, 29, 30  
**Mighty Jackie**  
- Singular and Plural Nouns  
  Transparency 31, 32, 33, 34, 35  
**Time for Kids: Making a Splash**  
- Irregular Plural Nouns  
  Transparency 36, 37, 38, 39, 40  
**Wild Horses**  
- Possessive Nouns  
  Transparency 41, 42, 43, 44, 45  
**Mystic Horse**  
- Plurals and Possessives  
  Transparency 46, 47, 48, 49, 50 | **The Cricket in Times Square**  
- Pronouns and Antecedents  
  Transparency 76, 77, 78, 79, 80  
**The Life and Times of the Ant**  
- Types of Pronouns  
  Transparency 81, 82, 83, 84, 85  
**Time for Kids: The Power of Oil**  
- Pronoun-Verb Agreement  
  Transparency 86, 87, 88, 89, 90  
**Ima and the Great Texas Ostrich Race**  
- Possessive Pronouns  
  Transparency 91, 92, 93, 94, 95  
**My Brothers’ Flying Machine**  
- Pronouns and Homophones  
  Transparency 96, 97, 98, 99, 100 | **Leah’s Pony**  
- Adverbs  
  Transparency 126, 127, 128, 129, 130  
**The Gold Rush Game**  
- Comparing with Adverbs  
  Transparency 131, 132, 133, 134, 135  
**Time for Kids: Taking the Lead**  
- Negatives  
  Transparency 136, 137, 138, 139, 140  
**Snowflake Bentley**  
- Prepositions and Prepositional Phrases  
  Transparency 141, 142, 143, 144, 145  
**How Ben Franklin Stole the Lightning**  
- Sentences Using Prepositions  
  Transparency 146, 147, 148, 149, 150 |
**Example Sentence:** It was a puzzling problem.

**Example Sentence Fragment:** in the back of the closet

**Practice:** Identify sentences and sentence fragments.

1. I can’t find my homework.
2. Underneath the basement stairs
3. The children didn’t know the answer.
4. scratched his head with suspicion.
5. Luz and Jon knew the answer.

**Practice:** Add words to make the fragments complete sentences. Use proper capitalization and punctuation.

1. at the end of class
2. the missing toys
3. a strange ringing sound
4. my mother’s cell phone
5. picked up the envelope

**ANSWERS**

1. sentence
2. sentence fragment
3. sentence
4. sentence fragment
5. sentence

1. Possible answer: We left at the end of class.
2. Possible answer: The dog had taken the missing toys.
3. Possible answer: I heard a strange ringing sound.
4. Possible answer: Was my mother’s cell phone lost on Friday?
5. Possible answer: He picked up the envelope.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write three sentence fragments about a place you’ve never been, then rewrite each one as a complete sentence.
Practice: Read each sentence. Identify each type.

1. Have you seen my backpack?
2. Hal knows the answer.
3. What a nice surprise this is!
4. Take a look at this.

Practice: Change each sentence type to the type in parentheses. Punctuate the sentences as necessary.

1. You do not understand (question)
2. Will you stay here? (command)
3. Who did this? (statement)
4. I liked the movie. (exclamation)
Review
• All sentences begin with a capital letter
• Statements end in a (.).
• Questions end in a (?)
• Commands end in a (.).
• Exclamations end in a (!).

Practice: Punctuate the sentences.
1. the package didn’t have an address
2. what language is the man speaking
3. she can’t stand the suspense
4. please tell me about it, Keisha
5. the barking was mysterious

Practice: Name the sentence type. Add punctuation. Identify words that should be capitalized.
1. they couldn’t figure out what happened
2. we have a big, big problem
3. compare these two drawings
4. why did she ignore my question
5. the boys were puzzled

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to a new student in your class inviting him or her to a welcome party. Use statements, questions, commands, and exclamations in the letter.

ANSWERS
1. The; .
2. What; ?
3. She; !
4. Please; .
5. The; .
1. statement; ; They
2. exclamation; !; We.
3. command; ; Compare
4. question; ?; Why
5. statement; ; The
Practice: Correct the errors in punctuation and capitalization.

1. what an amazing coincidence that was?
2. That’s terrible
3. the CD player had been stolen?
4. what will the detective do!
5. no one could figure out the answer.
6. Come here and look at this clue?
7. we’ll need the police to help solve this mystery
8. where did that mark on the ceiling come from!
9. We figured it out in no time?
10. Mysteries are my favorite type of book

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a paragraph describing what it might be like if you were starting the school year in a new school.

ANSWERS
1. What; !
2. !
3. The; .
4. What; ?
5. No
6. .
7. We’ll; .
8. Where; ?
9. !
10. .
Practice: State whether each is a sentence or a fragment.

1. No one could figure out what happened.
2. The bright sun in our eyes.
3. I won’t rest until I solve this mystery.
4. not the book I took out of the library
5. Akimi was acting as if she knew more than she was telling.

Practice: Identify the sentence type. Write it with correct capitalization and punctuation.

1. what could be in that box
2. Gerald did not realize that he had found a clue
3. what a great plan you came up with
4. be careful searching in the dark
5. tell me all you have learned

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Predict what might happen if you suddenly moved to a new town or city. Use a variety of sentence types in your paragraph.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. sentence
2. sentence fragment
3. sentence
4. sentence fragment
5. sentence

1. question; What; ?
2. statement; .
3. exclamation; What; !
4. command; Be; .
5. command; Tell; .
Example: Subject/Simple Predicate:
   Felix/looked.
Example: Complete Subject/Complete Predicate:
   My friend Felix/looked at the cactus.

Practice: Identify simple subjects and predicates. Draw a slash between them.

1. Felicia explored.
2. Han studied.
3. Dr. Smith hiked.
4. We organized.

Practice: Identify complete subjects and predicates. Draw a slash between them.

1. The desert creatures find water in interesting places.
2. The wildlife guide told us about animals.
3. Our teacher spent the summer studying animals.

ANSWERS
1. Felicia/explored.
2. Han/studied.
3. Dr. Smith/hiked.
4. We/organized.

1. The desert creatures/find water in interesting places.
2. The wildlife guide/told us about animals.
3. Our teacher/spent the summer studying animals.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write three sentences that have the same simple subject. Then rewrite the sentences using a new simple subject in each one.
**Review**

**Example Compound Subject:** Birds, reptiles, and mammals survive.

**Example Compound Predicate:** These animals sleep during the day and hunt at night.

**Practice:** Underline the compound subjects. Circle the compound predicates.

1. Torie and Amos collected pictures of different kinds of cactuses.

2. Our class studied desert life and gave a report.

3. Animals in desert areas and animals in colder climates survive in different ways.

4. Plants provide food and water to animals and also provide homes to some animals.

5. Our class and Mr. Smith’s class rode the bus together and toured the desert museum.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a sentence with a compound subject that tells about a change between this year and last year. Write another that has a compound predicate.

**Answers**

1. Torie and Amos
2. studied desert life and gave a report.
3. Animals in desert areas and animals in colder climates
4. provide food and water to animals and also provide homes to some animals.
5. Our class and Mr. Smith’s class rode the bus together and toured the desert museum.
Correct Punctuation for Compound Subjects and Predicates: Tony, Mo-bing, and Sally toured the nature exhibit, took notes, and wrote a report.

Practice: Use correct punctuation to separate the subjects and predicates that make up the compound subjects and compound predicates. Add words, if necessary.

1. Frank, Maria found the books brought them home studied for the test.

2. Gary Jose Kim created a desert diorama put it on display.

3. Plants, animals adapt to heat, respond to cold in different ways.

4. The third grade, the fourth grade and, the fifth grade are going on the desert field trip together, are traveling on different buses.

5. The book film handout describe desert life show photos provide experiments.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of three goals you have for the coming year. Write one sentence that includes all three.

ANSWERS
1. Frank and Maria found the books, brought them home, and studied for the test.
2. Gary, Jose, and Kim created a desert diorama and put it on display.
3. Plants and animals adapt to heat and respond to cold in different ways.
4. The third grade, fourth grade and fifth grade are going on the desert field trip together, but are traveling on different buses.
5. The book, film, and handout describe desert life, show photos, and provide experiments.
**Practice:** Identify the words or phrases as subjects or predicates. Underline the simple subject and simple predicate in each.

1. Jamal
2. My best friend Rashid
3. walked
4. peered closely at the plant.
5. tried digging to find water.

**Practice:** Change each sentence to contain either a compound subject or predicate. Provide punctuation.

1. The students went on a field trip.
2. Ms. Larkin told her fifth graders it would be fun!
3. We took notes.
4. At noon, we reorganized.
5. Tino climbed the hill and used the binoculars.

**ANSWERS**

1. subject; Jamal
2. subject; Rashid
3. predicate; walked
4. predicate; peered
5. predicate; tried

1. Possible answer: The guide, her supervisor, and the students
2. Possible answer: fun and gave them each name tags.
3. Possible answer: notes, recorded temperatures, and measured rainfall.
4. Possible answer: reorganized and sat to eat our lunches.
5. Possible answer: Tino and I
**Practice:** Draw a slash to divide each subject from each predicate. Use correct punctuation to separate each subject and predicate that make up each compound subject and predicate. Add words, if necessary.

1. Joseph, Kim, Sang worked on the wildlife display added a diagram.

2. Fredo, and Mr. Gonzales came up with a plan showed it to the class asked for suggestions.

3. Desert animals use plants for food, use plants for shelter, use plants to get water.

4. Plants, animals have different relationships in different environments.

5. After the presentation, the students, teachers stood, clapped, cheered.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Picture a time in the future when you are winning an award. Write a short acceptance or thank-you speech telling how you got to that point in your life.

**ANSWERS**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. Sang/worked; Kim, and; display and

2. Mr. Gonzales/came; Fredo and; plan, showed it to the class, and asked

3. animals/use; food, shelter, and to get water.

4. animals/have; Plants and animals

5. teachers/stood; students and teachers stood, clapped, and cheered.
**Example Simple Sentence:** Our national parks are wonderful. (one independent clause)

**Example Compound Sentence:** We visited the park, and we camped overnight. (two independent clauses)

**Practice:** Identify simple and compound sentences.

1. Millions of people visit the park.
2. We hiked into the forest.
3. A climb to the top takes three days, and it is difficult.
4. We bought our passes, and Mom parked the car.

**Practice:** Add a comma, a conjunction, and an independent clause to each simple sentence to make it compound.

1. You can learn about history at parks.
2. The guide finished her talk.
3. An eagle soared overhead.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write two sentences that describe a job you do at home or school. Then combine them into one compound sentence.

**ANSWERS**

1. simple
2. simple
3. compound
4. compound

1. Possible answer: parks, and you can also learn about nature.
2. Possible answer: talk, and the group applauded.
3. Possible answer: overhead, and I watched it disappear into the clouds.
Practice: State whether each sentence is simple or compound. Find conjunctions.

1. Let me know if you can visit next week, or I will cancel the trip.

2. Park rangers help protect the environment.

3. Native Americans used to live in this area, and many have returned to work.

Practice: Link each sentence pair using a conjunction.

1. Elk once roamed the forest. They are slowly returning.

2. The United States has many national parks. They are all across the country.

3. We can travel by bus to the park. We can car pool instead.

Definition: A conjunction is a word used to link the clauses in compound sentences.

Example Conjunctions: and, but, or
Review

• **Semicolon:** Nature talks are on Wednesdays; Native American tales are Thursdays. (two independent clauses with no conjunction)

• **Comma:** The forest fire was fierce, but it did not do too much damage. (two independent clauses with a conjunction)

**Practice:** Add punctuation to correct the compound sentences.

1. Some parks are home to fossils we can learn about the past there.

2. We looked at the wildlife photo display it was fascinating.

3. Wolves were once common here but now they are scarce.

4. We can keep climbing or we can rest.

5. The forest is ancient the rocks are older.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write three compound sentences that describe different jobs. Then rewrite the sentences without using a conjunction.

**ANSWERS**
1. fossils; we
2. display; it
3. here, but
4. climbing, or
5. ancient; the
Practice: Combine simple sentences and correct the errors in the paragraph.

Last year on vacation we went to a national park. The welcome center was interesting. But we wanted to explore the park itself right away! We hiked in the morning. And we visited the nature displays in the afternoon. We met a park ranger who said, “Please stay on the trail. You can damage the plants.” Then he told us that the park was on the site of a volcano the volcano is not active. That night we wanted to explore more but our parents said we needed a good night’s sleep so we could explore the caves the next day.
Practice: Identify the simple and compound sentences.

1. The Grand Canyon National Park is in Arizona.

2. The biologist explained the food chain; it was fascinating!

3. The most visited parks are in the west, but parks in the east are also popular.

Practice: Use conjunctions and punctuation correctly in the compound sentences.

1. We visited on our break it was beautiful.

2. We soon saw some elk and, we hiked away.

3. The class can help mark trails. Or we can clean the picnic area.

4. The largest park is in Alaska the smallest is in Pennsylvania.

Model/Guided Practice Routine
- Define explicitly.
- Provide clear examples.
- Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
- Review answers and provide corrective feedback.
- Have students reread the sentences to a partner to develop fluency.
- Connect to writing. Write an e-mail to someone you admire asking how he or she prepared for a successful career. Use at least one compound sentence.

ANSWERS
- Teachers: Use the following additional practice for reteaching purposes, if necessary.
  - simple
  - compound
  - compound

1. break; it
2. elk, and we
3. trails, or
4. Alaska; the
**Example Independent Clause:** She is an astronaut.

**Example Dependent Clause:** before the stars came out

**Practice:** Identify the independent and dependent clauses below.

1. after we took the solar-system test
2. we read about space exploration
3. when the astronaut visited the school
4. I am studying the positions of the stars
5. before she set up the telescope
6. we asked the astronaut a lot of questions

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short paragraph describing someone in your community whom you admire. Explain why you admire this person in the first sentence.

**ANSWERS**

1. dependent
2. independent
3. dependent
4. independent
5. dependent
6. independent
Review

A complex sentence is:
• an independent clause plus a dependent clause, or
• a dependent clause plus a comma plus an independent clause

Examples:
She taught before she was an astronaut.
After she taught, she became an astronaut.

Practice: Add an independent clause to each dependent clause to create a complex sentence. Use commas and capital letters in the sentence.

1. after I looked at her closely
2. before they took the spacewalk
3. while she was naming the stars
4. after she heard about the meteor shower
5. because space travel is difficult
6. when the rocket took off
7. after boarding the ship
8. until I met a real astronaut

Review

A complex sentence is:
• an independent clause plus a dependent clause, or
• a dependent clause plus a comma plus an independent clause

Examples:
She taught before she was an astronaut.
After she taught, she became an astronaut.

ANSWERS

1. Possible answer: I recognized the astronaut after I looked at her closely.
2. Possible answer: Before they took the spacewalk, the astronauts prepared.
3. Possible answer: She gazed up at the sky while she was naming the stars.
4. Possible answer: Sherrie looked up in the sky after she heard about the meteor shower.
5. Possible answer: Because space travel is difficult, astronauts must prepare carefully.
6. Possible answer: My ears rang when the rocket took off.
7. Possible answer: After boarding the ship, the astronauts strapped themselves into their seats.
8. Possible answer: Until I met a real astronaut, I had no idea what space travel was like.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a complex sentence that tells something you hope to do as an adult.

Teach the Concept
Grammar Transparency 17

Complex Sentences
© Macmillan/McGraw-Hill
Example Clause-Connecting Words: after, before, when, because, since, while

Practice: Identify connecting words in the sentences. Then add punctuation and capital letters.

1. before a rocket lifts off there is a countdown.
2. after the ship landed in the ocean the astronauts waited to be rescued.
3. we saw the stars after the clouds had passed
4. when she looked out the window of the ship she saw millions of stars.
5. Tasha studied all afternoon because the space test was tomorrow
6. when we found out that the movie was on space we cheered
7. we cannot reach the planet Pluto because it is far away
8. before going on test flights astronauts must train for years

ANSWERS
1. before; Before a rocket lifts off,
2. after; After the ship landed in the ocean,
3. after; We; passed.
4. when; When she looked out the window of the ship,
5. because; tomorrow.
6. when; When we found out that the movie was on space,; cheered.
7. because; We; away.
8. before; Before going on test flights, astronauts; years.
Practice: Add an independent or dependent clause to create a complex sentence. Underline connecting words. Use commas and capital letters.

1. before we looked for the shooting stars
2. he raised his hand
3. she knew he was an astronaut
4. because the unit was on space
5. until another year goes by
6. she was the first person in space
7. after seeing Earth from space

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write about three things you need to do to reach your career goal. Use at least one complex sentence in your paragraph.

ANSWERS
Possible answers:
1. Before we looked for the shooting stars, we found a clear view.
2. He raised his hand because he knew the answer.
3. She knew he was an astronaut because she had seen him on the news.
4. Because the unit was on space, Chad was excited.
5. They won't be able to use the rocket until another year goes by.
6. She was the first person in space who was not an astronaut.
7. After seeing Earth from space, you get new ideas.
**Practice:** Identify the independent and dependent clauses.

1. after the astronaut encouraged me
2. they gave a talk about space exploration
3. when the astronaut visited the school
4. the stars are millions of miles away
5. before he looked out the attic window

**Practice:** Identify the connecting word in each sentence.

1. Because she worked hard, she was able to become an astronaut.
2. The class voted before they chose which planet to study.
3. After they showed the film, the astronauts answered questions.
4. When the rocket took off, a loud blast filled the air.
5. While they were sleeping, I sat up and looked at the stars.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short request for advice that you might post on a website for people in a certain career. Use at least one complex sentence in your query.

**ANSWERS**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. dependent
2. independent
3. dependent
4. independent
5. dependent

1. Because
2. before
3. After
4. When
5. While
Review

Example Run-On Sentence: We set up the tent I began drawing the ducks.

Example Corrected Sentence: We set up the tent, and I began drawing the ducks.

Practice: Find each run-on sentence and add conjunctions, commas, or connecting words to create compound and complex sentences.

1. The nature area is protected it is full of wildlife.

2. When Carlos asked why Mr. Rote said that the river is polluted.

3. Before visiting the state park, we bought a wildlife guide.

4. The seal jumped up snatched the food in the air.

5. The deer were amazing I wished I had my drawing pad.

6. I am interested in wildlife I wrote a report on bears.

7. We wanted to take the nature tour it was raining.
**Review**

**Example Run-on Sentence:** I took out my camera I began taking photos.

**Possible Corrections:**
I took out my camera, and I began taking photos.
I took out my camera. I began taking photos.

**Practice:** Add commas, conjunctions, or connecting words to correct each sentence, or break the run-on sentence into separate sentences. Or state that the sentence is correct.

1. It was difficult to draw the elk its horns were large and curved.

2. He grew up along the river, and he knew all the great places to fish.

3. I spent the summer with my cousins they live out in the country.

4. Beyond the trees is a meadow it is a great spot for bird-watching.

5. I traced the animal carvings I sealed the tracing with wax.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write four or five simple sentences about one of your grandparents. Now rewrite the sentences, combining at least two of them into a compound or complex sentence.

**Answers**

1. Possible answer: elk because
2. correct as is
3. Possible answer: cousins. They
4. Possible answer: meadow. It
5. Possible answer: carvings, and
**Review**

**Example Sentence Fragment:** Birds in the park

**Example Sentence:** I watched the birds in the park.

**Practice:** For each fragment, add words or punctuation to create complete sentences.

1. after the clouds passed
2. below the surface, the small fish
3. after we set up camp
4. the deer in the forest
5. when I saw the white-tailed deer
6. on a river trip
7. in the middle of the road
8. after she climbed on top of the rock

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short paragraph that summarizes how you met your oldest friend. Be sure to use a variety of sentence types.

**ANSWERS**
1. Possible answer: After the clouds passed, the sun shone brightly.
2. Possible answer: Below the surface, the small fish swam quickly.
3. Possible answer: After we set up camp, we went for a hike.
4. Possible answer: The deer in the forest were beautiful.
5. Possible answer: When I saw the white-tailed deer, I stood still.
6. Possible answer: We built a raft and went on a river trip.
7. Possible answer: The bear was in the middle of the road.
8. Possible answer: She waved to us after she climbed on top of the rock.
**Practice:** Identify and correct the run-on sentences and sentence fragments, adding words if necessary.

1. I saw birds, deer, and other animals. When I hiked up the hill.

2. Hawks flew by, deer ran through the forest.

3. We set up camp, we built a fire, the children played.

4. After I learned to make bird calls.

5. The raft was broken, we could fix it.

6. Keisha drove us to the park for a picnic.

7. Before leaving at the end of the summer.

8. Through the forest.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of three things that are special about an adult you admire. Use the list to write a short speech that will introduce him or her to your class.

**ANSWERS**

1. Possible answer: animals when
2. Possible answer: by, and
3. Possible answer: camp, and we; fire. The
4. Possible answer: calls, birds called back to me.
5. Possible answer: broken, but
6. Possible answer: Keisha drove us to the park for a picnic.
7. Possible answer: summer, I took one last swim.
8. Possible answer: We followed tracks through the forest.
**Practice:** Identify the run-on sentences and fragments in the paragraph. Add conjunctions, commas, or connecting words to create true compound and complex sentences.

After the guide explained. We learned that some animals are in danger. We saw a bear, but he walked away he saw us. After finishing our chores at camp went on a hike. A swan floated by. As if we weren’t there. Tomorrow, our guide will teach us how to put bait on a hook, and then we will go fishing we can’t wait!

---

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a news article summarizing the life of the oldest person in your community. Use a variety of sentence types.

**ANSWERS**
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. Possible answer: After the guide explained, we
2. Possible answer: away after he saw us
3. Possible answer: camp, we went
4. Possible answer: by as
5. Possible answer: fishing. We can’t wait!
Example Common Nouns: player, ballpark, game

Example Proper Nouns: Babe Ruth, Dodger Stadium, World Series

Practice: Identify common and proper nouns.

1. brother
2. museum
3. Cal Ripken, Jr.
4. Chicago
5. field

Practice: Find the proper nouns in each pair. Name which letters should be capitalized.

1. wrigley field/baseball stadium
2. my uncle/uncle dan
3. today/thursday
4. rockefeller plaza/office building
5. town/meyer’s creek

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of five things that you associate with civil rights. Identify which are common nouns and which are proper nouns, then use the words in sentences.

ANSWERS
1. common
2. common
3. proper
4. proper
5. common

1. Wrigley Field
2. Uncle Dan
3. Thursday
4. Rockefeller Plaza
5. Meyer’s Creek
**Practice:** Identify common and proper nouns in the sentences. Correct the errors in capitalization.

1. My brother Paul likes baseball.

2. Aunt Edwina once pitched at Yankee Stadium.

3. Shelby tried out for the Marlins, a local Team.

4. On Halloween, Tom dressed up as a giant Pumpkin.

5. In May, the Giants will play a game here in Crossville.

6. My uncle Bill was a professional baseball player.

7. My sister plays for the St. Louis Cardinals.

**Example Common Nouns:** girl, city, day, month, holiday

**Example Proper Nouns:** Josie, River City, Monday, March, Labor Day

**Answers**

1. common: brother, baseball; proper: Paul

2. proper: Aunt Edwina, Yankee Stadium

3. common: team; proper: Shelby, Marlins

4. common: pumpkin; proper: Halloween, Tom

5. common: game; proper: May, Giants, Crossville

6. common: baseball player; proper: Uncle Bill

7. common: sister; proper: St. Louis Cardinals

**Model/Guided Practice Routine**

1. Define explicitly.

2. Provide clear examples.

3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)

4. Review answers and provide corrective feedback.

5. Have students reread the sentences to a partner to develop fluency.

6. Connect to writing. Write a short paragraph about someone who has been affected by the civil rights movement. Draw one line under all common nouns and two lines under all proper nouns.
Practice: Correct the use of capital letters in common and proper nouns.

1. Everyone in the Crowd cheered as Ed Zambrano walked to the plate.

2. “If I just concentrate,” She said to herself, “I can strike Jackson out.”

3. The class went to the Game with Mr. Johnson.

4. My Cousin Maria has played Baseball since she was a young girl.


6. We sing “take me out to the Ballgame” during the Game.

7. I read a story in Time magazine about a Canadian who plays for Houston.

8. The game was on the last Friday of July.

Answers:

1. Crowd; Ed Zambrano
2. She; Jackson
3. Game; Mr. Johnson
4. Cousin; Maria; Baseball
5. Evans; Baseball; Westville Times
6. Take Me Out; Game
7. Time, Canadian
8. Friday; July
**Practice:** Circle each noun in the paragraph. Identify if each is common or proper.

On Monday, local tryouts begin. My little sister is determined to play for the Redbirds. I play for the Cardinals. Paul used to play for the Cardinals, but now he is too old to play for the Washington Little League. We begin our season on Memorial Day.

**Practice:** Proofread each sentence and correct the errors, paying attention to the proper use of common and proper nouns.

1. Watch aunt Elsie throw the Pitch.
2. On labor day, the two Teams will play a game in the Morning.
3. One of the first African American Players was Jackie Robinson.
4. In the Winter, the Fields in town are all closed.
5. The Pitcher wasn’t scared of the great Hitters.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a paragraph that recounts a famous scene from the civil rights movement. Circle all proper nouns in your piece.

**ANSWERS**
- common: tryouts, sister, season
- proper: Monday, Redbirds, Cardinals, Paul, Cardinals, Washington Little League, Memorial Day

1. Aunt Elsie; pitch
2. Labor Day; teams; morning
3. players; Jackie Robinson
4. winter; fields
5. pitcher; hitters
Practice: Identify each noun as common or proper.

1. Thanksgiving Day
2. Uncle Dan
3. parking lot
4. Garrison Street
5. Alex Rodriguez

Practice: Identify each noun as common or proper. Rewrite it with the correct capitalization.

1. Mother’s day
2. tuesday
3. Outfield
4. mr. chan
5. february

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. proper
2. proper
3. common
4. proper
5. proper

1. proper; Mother’s Day
2. proper; Tuesday
3. common; outfield
4. proper; Mr. Chan
5. proper; February
Review

Singular Noun: teacher
Plural Noun (add -s): teachers

Practice: Rewrite each singular noun as a plural noun.

1. guest
2. student
3. newcomer
4. girl
5. school
6. trip
7. postcard
8. greeting
9. introduction
10. letter

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of three singular nouns related to sports. Use these words in one or two sentences, then rewrite the sentences with plural nouns.

ANSWERS

1. guests
2. students
3. newcomers
4. girls
5. schools
6. trips
7. postcards
8. greetings
9. introductions
10. letters
Practice: Rewrite each singular noun as a plural noun.

1. country
2. toy
3. diary
4. highway
5. dish
6. ranch
7. journey
8. party
9. library
10. way

Review

Plural Nouns ending in *s, sh, ch, x, z* (add -es): class = classes

Plural Nouns ending in consonant + *y* (change *y* to *i*, add -es): party = parties

Plural Nouns ending in vowel + *y* (add -s): boy = boys

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short encyclopedia entry for a female athlete you admire. Underline all plural nouns in your entry.

ANSWERS

1. countries
2. toys
3. diaries
4. highways
5. dishes
6. ranches
7. journeys
8. parties
9. libraries
10. ways
Review

Plural Nouns ending in \textit{s, sh, ch, x, z} (add –\textit{es}): class = classes

Plural Nouns ending in consonant + \textit{y} (change \textit{y} to \textit{i}, add –\textit{es}): party = parties

**Practice:** Identify and correct spelling errors in the plural nouns.

1. The new students sat on the benches.
2. He told us about the ranchs in his country.
3. The new neighbors have three babys.
4. Our new classmate tells great story.
5. I could see foxs out the window.
6. Two new familys moved next door.
7. Manuel told us about the citys in his homeland.
8. We helped them unpack their boxies.
9. There are students from six countrys.
10. The dancers wore special sashs.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write three questions you might ask a particular female athlete in an interview, then write how you think she might respond. Use a variety of plural nouns in your questions.

**ANSWERS**
1. benches
2. ranches
3. babies
4. stories
5. foxes
6. families
7. cities
8. boxes
9. countries
10. sashs
**Practice:** Identify and correct spelling errors in the plural nouns.

1. We loaded our boxs onto the truck.
2. The skys were clear every night of our trip.
3. They stopped in many townes along the way.
4. The new studentes were shy, at first.
5. I look up wordes I don’t know in dictionarys.
6. His uncle owns ranchs in Mexico.
7. I’ve never seen fishing boates like those.
8. They brought their two puppys with them.
9. These toyes are popular in the place I was born.
10. These dressies were made by my grandmother.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to the editor of your local paper asking readers to support women’s sports teams in your community. Circle all the plural nouns in your letter.

**ANSWERS**

1. boxes
2. skies
3. towns
4. students
5. words; dictionaries
6. ranches
7. boats
8. puppies
9. toys
10. dresses
**Practice:** Rewrite each singular noun as a plural noun.

1. penny
2. fox
3. branch
4. glass
5. valley

**Practice:** Identify and correct spelling errors in the plural nouns.

1. The new student told us about her amazing journeyes.
2. The storyes they told were interesting.
3. They wrote essayes about their tripes to America.
4. They celebrate their birthdaies in different wayes.
5. We sampled dishs from other countrys.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a fictional narrative based on a famous moment in women’s sports. Use a variety of plural nouns.

**ANSWERS**

Teachers: Use the following additional practice for reteaching purposes if necessary.

1. pennies
2. foxes
3. branches
4. glasses
5. valleys

1. journeys
2. stories
3. essays; trips
4. birthdays; ways
5. dishes; countries
Review

Nouns ending in *f, fe* (change *f* to *v*, add *–es*):
- knife = knives

Nouns that change vowel sounds:
- goose = geese

Plural nouns with irregular endings:
- child = children

**Practice:** Rewrite each singular noun as an irregular plural noun.

1. wife
2. foot
3. ox
4. half
5. tooth
6. man
7. leaf
8. life
9. elf
10. scarf

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Choose three of the nouns listed on the transparency and use their plural forms in a short paragraph.

**ANSWERS**

1. wives
2. feet
3. oxen
4. halves
5. teeth
6. men
7. leaves
8. lives
9. elves
10. scarves
**Review**

Plural nouns with no change from singular:
- sheep = sheep

Plural nouns that change vowel sounds:
- goose = geese

Plural nouns that are completely irregular:
- person = people

**Practice:** Rewrite each singular noun as a plural noun.

1. deer
2. mouse
3. leaf
4. series
5. foot
6. fish
7. child
8. moose
9. woman
10. roof

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short paragraph about a sports challenge using the words man, woman, and child. Then rewrite the sentences using the plural forms of those words.

**ANSWERS**
1. deer
2. mice
3. leaves
4. series
5. feet
6. fish
7. children
8. moose
9. women
10. roofs
**Practice:** Write three plural nouns that do not change from their singular forms.

1. 
2. 
3. 

**Practice:** Write three plural nouns that change vowel sounds from their singular forms.

1. 
2. 
3. 

**Practice:** Write four plural nouns that have a spelling change from *f* or *fe* to *v*.

1. 
2. 
3. 
4. 

---

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter of appreciation to someone who has overcome a challenge to compete in sports. Underline any irregular plural nouns in your letter.

**ANSWERS**

1. Possible answers: fish, deer, sheep, cod, moose
2. Possible answers: men, women, feet, geese, teeth
3. Possible answers: wives, loaves, calves, hooves, lives, shelves, scarves, thieves
Practice: Identify and correct spelling errors in the plural nouns.

1. We filled the shelves in the room with photos from China.
2. The childs wrote reports on Chinese art.
3. Mo-bing’s scarfes have Chinese designs.
4. The Chinese slippers felt comfortable on our feets.
5. The Chinese folk tale is about three thiefes.
6. Asian bread is not like the loafs of bread we have in the West.
7. The Chinese police have a number of headquarter in Tibet.
8. Do wolfs live in China?
9. The vase was decorated with pictures of geeses.
10. These peoples are visiting from China.

ANSWERS
1. shelves
2. children
3. scarves
4. feet
5. thieves
6. loaves
7. headquarters
8. wolves
9. geese
10. people
Practice: Rewrite each singular noun as a plural noun.

1. calf
2. person
3. child
4. series
5. moose

Practice: Identify and correct spelling errors in the plural nouns in the sentences.

1. Thieves broke into the tomb and stole the Chinese statues.
2. Does China have fishes similar to trouts?
3. The lifes of boys and girls in China are similar in some ways to our own.
4. China has had both mans and womans as rulers.
5. The ancient Chinese books were eaten away by mouses.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Tell how a particular Paralympic sport differs from the traditional Olympic sport. Underline all the plural nouns in your paragraph.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. calves
2. people
3. children
4. series
5. moose

1. Thieves
2. fish; trout
3. lives
4. men; women
5. mice
Review

Possessive Singular Nouns (noun + ’s):
student = student’s

Practice: Write the possessive form of each noun.

1. class
2. Mr. Warren
3. teacher
4. scientist
5. house

Practice: Identify the possessive noun and rewrite it so that it is spelled correctly in its singular form.

1. The inventors’ idea was brilliant!
2. Janice’s solution worked.
3. I did the group’s invention report.
4. The baby’s bottle fell out of her stroller.
5. One author’s story was about how children come up with solutions.

ANSWERS
1. class’s
2. Mr. Warren’s
3. teacher’s
4. scientist’s
5. house’s

1. inventor’s
2. Janice’s
3. group’s
4. baby’s
5. author’s

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short description of someone in your community who helps animals. Use at least one possessive noun.
Review

Possessive Plural Nouns (noun + ’): students = students’

Possessive Plural that Do Not End in s (noun + ’s): women = women’s

Practice: Write the possessive form of each noun.

1. schedules
2. researchers
3. children
4. blueprints

Practice: Identify the possessive noun and rewrite it so it is punctuated correctly in its plural form.

1. American inventors’ ideas have changed the world.
2. The deer’s sickness will be studied.
3. The people’s demand grew strong.
4. All of the various teams’ inventions were on display.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter of thanks to your local animal hospital. Use at least one possessive noun in your sentences.

ANSWERS
1. schedules’
2. researchers’
3. children’s
4. blueprints’

1. inventors’
2. deer’s
3. people’s
4. teams’
**Practice:** Write the possessive form of each noun below.

1. Maria
2. women
3. artists
4. writers
5. geese

**Practice:** Identify the possessive noun and rewrite it so it is spelled correctly. Name whether the noun is singular or plural.

1. The classes science unit this month is on inventions.
2. Todays’ weather is too rainy for the experiment.
3. The houses’ problem was that it was too cold.
4. Many African Americans inventions have been important.
5. Jorges plan couldn’t possibly work!

**Answers**

1. Maria's
2. women's
3. artists'
4. writers'
5. geese's

1. classes'; plural
2. Today's; singular
3. house's; singular
4. African Americans'; plural
5. Jorge's; singular
Practice: Identify the possessive noun and rewrite it so it is punctuated correctly. Name whether the noun is singular or plural.

1. Kims report was on ideas for energy conservation.
2. The two art teacher’s plan for the exhibit was something new.
3. My dads’ sister is an inventor.
4. The yearbooks design this year is colorful.
5. I learned a great deal from Josephs’ science display.
6. The two bakerie’s signs are attracting new customers.
7. The childrens’ ideas for redecorating the classroom were creative.
8. The four scientists’ research uncovered some new facts.
9. My two older brother’s letter to the newspaper was published.
10. The composers new song was interesting.

ANSWERS
1. Kim’s; singular
2. teachers’; plural
3. dad’s; singular
4. yearbook’s; singular
5. Joseph’s; singular
6. bakeries’; plural
7. children’s; plural
8. scientists’; plural
9. brothers’; plural
10. composer’s; singular

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short editorial about how people might help animals in your community. Use both singular and plural possessive nouns in your paragraph.
**Practice:** Write the possessive form of each noun. Name whether it is singular or plural.

1. Frank
2. men
3. designer
4. authors
5. mice

**Practice:** Identify the possessive noun and rewrite it so that it is punctuated correctly. Name whether the noun is singular or plural.

1. This article on women's inventions is interesting.
2. Saturday's game will be played in the new enclosed stadium.
3. It took two week's worth of work to make the idea a success.
4. The dictionary's illustrations help us understand the words.
5. The two book's plots were similar.

**Answers**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. Frank's; singular
2. men's; plural
3. designer's; singular
4. authors'; plural
5. mice's; plural

1. women's; plural
2. Saturday's; singular
3. week's; plural
4. dictionary's; singular
5. books'; plural
Review

Example Singular Nouns: snake, box, goose, child, diary

Example Plural Nouns: snakes, boxes, geese, children, diaries

Example Singular Possessive Nouns: snake’s, box’s, goose’s, child’s, diary’s

Practice: Identify the plural form of each singular noun.

1. man
2. animal
3. ranch
4. library

Practice: Write the singular possessive form of each plural noun.

1. reptiles
2. women
3. foxes
4. mice

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write two or three sentences that name someone you feel is very brave and explain why.

ANSWERS

1. men
2. animals
3. ranches
4. libraries

1. reptile’s
2. woman’s
3. fox’s
4. mouse’s
Review

**Example Plural Nouns:** snakes, boxes, geese, children, diaries

**Example Plural Possessive Nouns:** snakes’, boxes’, geese’s, children’s, diaries’

**Practice:** Write the plural possessive form of each singular noun.

1. librarian
2. scientist
3. trap
4. woman
5. family
6. group
7. mouse
8. cage
9. person
10. encyclopedia

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short journal entry that tells how someone’s bravery affected or influenced you. Underline all plural nouns you use and circle all possessive nouns.

**ANSWERS**
1. librarians’
2. scientists’
3. traps’
4. women’s
5. families’
6. groups’
7. mice’s
8. cages’
9. people’s
10. encyclopedias’
Example Plural Nouns: snakes, boxes, geese, children, diaries

Example Plural Possessive Nouns: snakes’, boxes’, geese’s, children’s, diaries’

Practice: Write the plural possessive form of each underlined singular noun in the sentences below.

1. I read a long **novel** during the road trip.
2. My sister was afraid when she saw the **horse**.
3. The lion was put back in its **den**.
4. Only one **man** in the group raised a hand.
5. The information we needed could be found in a **thesaurus**.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short folk tale or legend about an act of bravery. Use as many plural possessive nouns as possible and underline each one.

ANSWERS
1. novels’
2. horses’
3. dens’
4. men’s
5. thesauruses’
Practice: Correct the errors in the letter.

1. May 3 2007
2. Mr Roy Johnson
3. 429 Walker Street
4. Chicago IL 60640
5. Dear Mr. Johnson;
6. Today’s lesson at school was about snakes. Snakes’ are my favorite pets. I was wondering if your library carried books on snakes. For my birthday gift this year, I want a new pet snake and need to do research. Please let me know. Thank you for your time.

9. Sincerely
   Manuel Vargas
Practice: Write the plural possessive form of each singular noun below.

1. man
2. lizard
3. deer
4. leaf
5. fish

Practice: Identify the errors in each sentence. Pay attention to the correct spelling and use of plurals and plural possessives.

1. These boxes handles are perfect for carrying snakes.
2. A snakes skin is actually not slimy.
3. There was a snake hiding in that childrens shoe!
4. Do foxs eat snakes?
5. Juans' book has interesting facts about snakes.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short summary of a fable, folk tale, or legend you know that addresses the theme of courage. Use a variety of noun forms in your sentences.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. men's
2. lizards'
3. deer's
4. leaves'
5. fish's

1. boxes'
2. snake's
3. child's
4. foxes
5. Juan's
**Review**

**Example Verbs:** The snake hissed. He is scary.

**Example Helping Verb and Main Verb:**
The snake is hissing.

**Practice:** Identify the verbs in the sentences. Include main verbs and helping verbs.

1. We read the folk tale.
2. They are reading the folk tale.
3. The folk tale characters are animals.
4. The animal characters were talking.
5. These characters are planning a trick.

**Practice:** Fill in each blank with a verb. You can use helping verbs and main verbs.

1. The fox ________ the road.
2. The rattlesnake ________ too many animals.
3. We ________ the tale.
4. We ________ the animals were friends.

**ANSWERS**
1. read—main verb
2. are—helping verb; reading—main verb
3. are—main verb
4. were—helping verb; talking—main verb
5. are—helping verb; planning—main verb

1. Possible answer: was guarding
2. Possible answer: has scared
3. Possible answer: are enjoying
4. Possible answer: had decided

---

Introduce the Concept
Grammar Transparency 51

Main Verbs and Helping Verbs

© Macmillan/McGraw-Hill
**Review**

**Action Verb:**
- tells what the subject does, did, or will do

**Example Action Verbs**
* (Present Tense, Past Tense, Future Tense):
  - A boy whispers. A boy whispered yesterday. A boy will whisper tomorrow.

**Practice:** Identify the action verb in each sentence.

1. The artist sketched the animals.
2. We enjoyed the folk tale.
3. The owl character gave good advice.
5. We write our own folk tales.

**Practice:** Identify the action verb and its tense.

1. The animals shook their heads.
2. The desert folks will move.
3. Hallie will retell the story.
4. This story explains things.

**ANSWERS**

1. sketched
2. enjoyed
3. gave
4. tells
5. write

1. shook—past
2. will move—future
3. will retell—future
4. explains—present

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
   Write a short letter that tells a sequence of events that happened to you recently. Underline all of the action verbs in your letter.
Review

Capitalize the first word in a quotation.
Commas and periods appear inside quotation marks.
If the quotation comes at the end of a sentence, use a period, question mark, or exclamation point to close the quotation.
If the quotation is a statement or command, and the sentence continues after the quotation, use a comma to close the quotation.

Practice: Correct the errors.

1. Adrian said to the animal characters “you should cooperate.”

2. Roadrunner said I will help the other animals.”

3. “These animals are our friends.” whispered Owl to the frightened people.

4. “Thank you, Roadrunner, said the animals, now we can walk unafraid.”

5. The Desert Woman smiled and said, Now you can dance with joy!”

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of action verbs related to speaking. Use these to write a short dialogue between two characters.

ANSWERS
1. , “You
2. , “I
3. friends,”
4. Roadrunner,” said; animals. “Now
5. , “Now
Practice: Circle the action verbs in the paragraph.

We learned about a safe campsite. First we brought containers for all the food. Then we watched as our park ranger built a fire. Finally, we identified the safe plants and trees.

Practice: Name the action verb and its tense.

1. He needs sharp eyes in the forest.
2. The snake met a rattlesnake.
3. The hawks will protect the other animals.
4. I answered the question about the folk tale.
5. The author signed her book of stories.
6. I wonder about this animal.
7. Do you hear owls?

ANSWERS
1. learned
2. brought
3. watched
4. built
5. identified
6. needs—present
7. met—past
8. will protect—future
9. answered—past
10. signed—past
11. wonder—present
Practice: Identify the verb or verbs.

1. The class drew pictures of the folk tale.
2. We were listening to the storyteller.
3. Wise Old Owl is helping us.
4. He bumped into a prickly bush.
5. We are trying a new plan.

Practice: Identify the action verb and its tense.

1. Roadrunner landed on Turtle’s shell.
2. I will teach you a Native American game.
3. The animals form a circle.
4. Mrs. Walsh knows the storyteller.
5. I drew a sketch of how we will avoid the snakes.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to the editor expressing how you feel about a recent news story. Circle the action verbs you use.

ANSWERS

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. drew—main verb
2. were—helping verb; listening—main verb
3. is—helping verb; helping—main verb
4. bumped—main verb
5. are—helping verb; trying—main verb

1. landed—past
2. will teach—future
3. form—present
4. knows—present
5. drew—past; will avoid—future.
**Review**

**Example Present-Tense Verb:**
Thomas reads the book.

**Example Present-Tense Verb, plus Helping Verb be:** Thomas is reading the book.
I am reading the book. They are reading the book.

**Practice:** Identify the present-tense verbs in the sentences. Underline any helping verbs that help form the present tense.

1. I am reading a book on civil rights.
2. Our school celebrates Dr. Martin Luther King’s birthday.
3. Our class is planning a volunteer project.
4. The history fair focuses on famous Americans.
5. I help my Grandmother with her chores.
6. My aunt runs a clothing drive.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short journal entry about something that happened in the past, but write about it in the present tense.

**ANSWERS**
1. am reading
2. celebrates
3. is planning
4. focuses
5. help
6. runs
Practice: Identify the tense of each verb.

1. I learned a great deal from this book.
2. Shauna will write her report about people who made a difference.
3. Some people in the past helped workers.
4. Equal rights are promised to all Americans.
5. Our class will organize a blood drive.
6. Nadia leads the rally.
7. Mrs. Charles worked for voting rights.
8. Mrs. Freeman will run the recycling center.

Present-Tense Verbs: I look for the book. She studies the subject. I am studying the subject.

Past-Tense Verbs: I looked for the book. I studied the subject

Future-Tense Verbs: I will look for the book. I shall study the subject.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short e-mail asking someone to do a favor for you. Use a variety of verb tenses.

ANSWERS
1. learned—past
2. will write—future; made—past
3. helped—past
4. are promised—present
5. will organize—future
6. leads—present
7. worked—past
8. will run—future
Present Tense Subject-Verb Agreement: He reads the book. I read the book. He and I read the book.

Practice: Identify and correct the errors in subject-verb agreement.

1. We studies civil rights history in fourth grade.
2. She walk in the march.
4. Carl propose a new plan.
5. Mrs. Drumm and Mr. Akers helps many of the students.
6. I proposes a change in the rules.
7. All of you helps me do this.
8. We all inspires each other.

ANSWERS
1. study, studied
2. walks, walked
3. carry, carried
4. proposes, proposed
5. help, helped
6. propose, proposed
7. help, helped
8. inspire, inspired
Practice: Write the past- and future-tense forms of the present-tense verbs.

1. fixes
2. sings
3. directs
4. opens
5. dreams

Practice: Identify and correct verb tenses and subject-verb agreement.

1. Next week, we work at a book sale.
2. I study all last week for the test.
3. Last summer, my grandmother shows me her quilt.
4. The town board votes last night.
5. Today, Tom write a report on voting rights.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to a manufacturer that tries to convince them to make a change to their product. Use a variety of tenses.

ANSWERS
1. fixed (past); will/shall fix (future)
2. sang (past); will/shall sing (future)
3. directed (past); will/shall direct (future)
4. opened (past); will/shall open (future)
5. dreamed (past); will/shall dream (future)

1. future; will work
2. past; studied
3. past; showed
4. past; voted
5. present; writes; future; will write
Practice: Identify the tense of each verb.

1. will know
2. grows
3. volunteered
4. speaks
5. voted

Practice: Identify the verb tense for each sentence and write the correct form of the verb.

1. Next week, the store gives all its sale profits to charity.
2. Mr. French travels next summer.
3. Yesterday, an important speaker comes to school.
4. Last night, we watch a film about American heroes.
5. This fall, he teaches Native American history.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to a local company asking them to support one of your favorite causes or charities. Use a number of verb tenses.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. future
2. present
3. past
4. present
5. past

1. future; will/shall give
2. future; will/shall travel
3. past; came
4. past; watched
5. future; will/shall teach
Review

Main Verb: We volunteered every Sunday.

Main Verb plus Helping Verb: We have volunteered every Sunday.

Practice: Identify main verbs and helping verbs.

1. We are writing for the school newspaper.
2. He is helping on a paper drive.
3. Carlos was researching charities.
4. I have discovered a new way to help.
5. Junko is working on Saturdays.

Practice: Identify main verbs with helping verbs.

Every Sunday, we volunteer.

Tomorrow, we are going to the annual food bank. Mom and Dad will say we should help more often. The newspaper has reported on the event in past years. Our work is helping others. We will find many new jobs.
Review

Present-Tense Helping Verbs: am, is, are
Past-Tense Helping Verbs: was, were
Past-Tense Helping Verbs (for actions that have already happened): have, has, had
Future-Tense Helping Verb: will

Practice: Complete the sentences by filling in the blank with a helping verb of the verb tense indicated in parentheses.

1. Kelly (past tense) _______ helped a great deal.

2. We (past tense) _______ finding things to do.

3. Han (future tense) _______ bring the sandwiches.

4. She (present tense) _______ giving them some books.

5. Jonah and Elias (future tense) _______ volunteer at the soup kitchen.

6. They (past tense) _______ told us about the job already.

ANSWERS
1. has, had
2. were
3. will
4. is
5. will
6. had, have
Review

Verbs of to be: is, am, are, was, were

Verbs of to have: have, has, had

Contractions using Helping Verbs to be and to have: I’ve, you’ve, he’s, she’s, we’ve, they’ve, I’m, you’re, they’re, we’re, l’d, he’d, she’d, you’d, they’d, hasn’t, hadn’t, isn’t, aren’t, wasn’t, weren’t

Practice: Put an apostrophe in each contraction below.

1. Hes going to begin work at noon.
2. They werent ready to contribute.
3. Shed signed up 20 people for the walkathon.
4. I hadn’t realized you were such a good cook.
5. Theyre our best writers.
6. Wasn’t that a great movie?

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write an e-mail to a friend offering to help him or her with a project. Use a variety of helping verbs and contractions in your sentences.

ANSWERS
1. He’s
2. weren’t
3. She’d
4. hadn’t
5. They’re
6. Wasn’t
**Practice:** Write the contraction for each underlined word pair.

1. I am going to the computer center.
2. We have made a great deal of progress.
3. Sunita was not able to come in today.
4. I do not think I can finish on time.
5. We will have to rent a bus.

**Practice:** Correct the errors.

1. Ill write up a list of instructions.
2. Theyd like to contribute they’re time.
3. I had’nt realized how difficult this work can be.
4. well begin the project tomorrow.
5. Ive written the news story.

**Answers**

1. I’m
2. We’ve
3. wasn’t
4. don’t
5. We’ll

1. I’ll
2. They’d; their
3. hadn’t
4. We’ll
5. I’ve
Practice: Identify the main verbs.

1. Rashid was organizing the book drive.
2. We are asking everyone for books.
3. He is helping people with pets.
4. I have left a list of jobs.

Practice: Identify the helping verbs.

1. Dad and Mom will help us with the applications.
2. The project is proceeding nicely.
3. I am learning about the task.
4. The teacher has issued new guidelines.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short dialogue in which two characters promise to help one another. Use a number of helping-verb contractions.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

Main and Helping Verbs

1. organizing
2. asking
3. helping
4. left

1. will
2. is
3. am
4. has
Linking Verbs connect a subject to a noun, pronoun, or adjective that describes the subject. All forms of be are considered linking verbs (is, am, are, was, were), but there are many others as well.

Practice: Identify each linking verb.
1. The horse was fast.
2. The boys were brave.
3. The Indian Museum is interesting.
4. The Great Plains seem endless.
5. Buffalo were important to Indians.

Practice: Fill in each blank with a linking verb.
1. The clouds ________ threatening.
2. The tipi ________ strong.
3. He ________ the horse’s caretaker.
4. They ________ fascinated by life.
5. The chief ________ inspiring.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write three sentences that use linking verbs to tell different things about the same subject.

ANSWERS
1. was
2. were
3. is
4. seem
5. were

1. Possible answers: appeared; seemed
2. Possible answer: looked
3. Possible answers: is; became
4. Possible answer: were
5. Possible answer: is
Review

**Linking Verbs:** *is, am, are, was, were, have, has, had, be, been, being, look, seem, appear, become*

**Subject-Linking Verb Agreement:** I am cold. He is cold. They are cold.

**Practice:** Identify the linking verbs.
1. The harvest was large.
2. The journey is long.
3. The group appeared strong.
4. The Indian children seemed happy.
5. This Indian legend is moving.

**Practice:** Correct errors in subject-verb agreement.
1. We was frightened.
2. The boy are talented.
3. The hunt were successful.
4. Great Plains winters is harsh.
5. This are a Great Plains state.

**Answers**
1. was
2. is
3. appeared
4. seemed
5. is

1. were
2. is
3. was
4. are
5. is
Review

**Linking Verb Tenses:** present tense (*I am*), past tense (*we were*), future tense (*will be*)

**Practice:** Identify the tense of each linking verb. Write the form of the verb in its other two tenses.

1. I am at the museum.
2. We were interested in the legend.
3. The horses will be stronger.
4. The painting of Indian life is detailed.
5. The storyteller is fascinating.
6. The summer sun is hot.
7. The family will be farming.
8. The battle was ferocious.

**ANSWERS**
1. present; was/will be
2. past; are/will be
3. future; are/were
4. present; was/will be
5. present; was/will be
6. present; was/will be
7. future; is/was
8. past; is/will be

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short e-mail that tells about a project you would like to do and urges others to join you. Use linking verbs whenever possible.
Practice: Correct the errors in the use of linking verbs.

1. The film were about the Great Plains Indians.
2. We was at the Indian village.
3. The tribe am peaceful.
4. The warriors will feels strong.
5. This horse are limping.

Practice: Write a linking verb in each blank. Use the tense indicated in parentheses.

1. The Pawnee boy _______ with his grandmother. (past)
2. The blanket _______ warm. (present)
3. The Indian peoples _______ resourceful. (present)
4. He _______ in the field all day. (future)
5. The horse _______ hurt. (present)
**Practice:** Identify the linking verbs.

1. This buffalo is huge.
2. The riders seem skilled.
3. The book was full of illustrations.
4. These maps of the Great Plains are detailed.
5. The tipis became wet in the rain.

**Practice:** Correct the errors in the use of linking verbs.

1. My uncle’s crop of wheat taste good.
2. The Indian camp were empty.
3. The horses appears tired.
4. The crops is ready to be harvested.
5. His white horse are fast.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter of encouragement to a friend in need. Underline any linking verbs you use.

**ANSWERS**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. is
2. seem
3. was
4. are
5. became

1. tastes
2. was
3. appear
4. are
5. is
Review

Regular Verb/Past Tense: Add -ed; rain/rained
Irregular Verb/Past Tense: Different patterns; freeze/froze

Practice: Identify the regular and irregular verbs. Write the present-tense form of the verb.

1. It snowed at night.
2. Juan bought a sturdier umbrella.
3. I jumped over the mud puddle.
4. The heavy rain pelted the roof.
5. The class drew pictures of snowflakes.

Practice: Identify irregular verb forms of be and have and their tenses.

1. I am interested in weather patterns.
2. Jon has many landscape photos.
3. The snow crystals were amazing.
4. Nyasha had three snowflake drawings.
5. She was tired after the hike through the snow.

ANSWERS

1. snowed; regular verb, snows
2. bought; irregular verb, buys
3. jumped; regular verb, jump
4. pelted; regular verb, pelts
5. drew; irregular verb, draws

1. am; present
2. has; present
3. were; past
4. had; past
5. was; past
**Review**

**Example Irregular Verbs:** speak (present), spoke (past)

**Example Irregular Verb:** read (present, past)

**Practice:** Identify irregular verbs in the past tense. Write the correct form.

1. I beat the drum in time to the tapping of the rain.
2. Josie ran through the heavy snow.
3. We chose to draw a picture of pretty snowflakes.
4. I took close-up photos of the snow crystals.
5. Marco set his handprints in the snow.
6. Alice found her shoes in her closet.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Use several irregular past-tense verbs to tell about a letter you have received that means a lot to you.

**Answers**

1. beat
2. ran
3. chose
4. took
5. set
6. found
Example Irregular Verbs With Helping Verbs:
  have known; had fallen

Practice: Write the correct past-tense form of the underlined verb.

1. I have __________ to him about the weather project.
2. We had __________ to take a winter vacation.
3. The family had __________ our pumpkin pie.
4. I have __________ the directions for the weather experiment.
5. The snow had __________ onto the driveway.
6. They had __________ more snow on the porch.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. What would life have been like in your community 100 years ago? Write a letter dated in the past that tells about daily activities back then. Use irregular verbs with helping verbs in your letter.

ANSWERS
1. spoken
2. chosen
3. eaten
4. written
5. blown
6. found
Practice: Choose the correct past tense form.

1. I have finally (choose/chosen) a subject for my weather experiment.
2. Julie had (given/gave) me an extra scarf to wear.
3. The class had (done/did) well on the weather unit.
4. I have (swam/swum) in the river that is now frozen.
5. Mr. Ming has (began/begun) building the snow shelter.

Practice: For each item, write a sentence that uses a helping verb and the correct past-tense form of the verb.

1. speak 3. see 5. ring
2. sweep 4. do

ANSWERS
1. chosen
2. given
3. done
4. swum
5. begun

1. Possible answer: The scientist has spoken to us about different kinds of snow.
2. Possible answer: I have swept flurries off the front porch.
3. Possible answer: I have seen different views of the frozen lake.
4. Possible answer: We have done some research into weather records in our area.
5. Possible answer: I have rung the bell to signal a snow day was announced.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Choose a famous moment in history. Write a short account of that event as though you were there. Use a variety of past-tense forms.
**Practice:** Identify the past-tense verbs. Identify them as regular or irregular.

1. I saw the precipitation statistics.
2. Marcy shoveled the snow in the driveway.
3. We left our snowshoes on the porch.
4. She sat right down in the snow bank!

**Practice:** Fill in each blank with the correct form of the irregular verb be or have.

1. I ______ (to be, present tense) going to shovel the snow.
2. He ______ (to be, past tense) fascinated by rain and snow.
3. The weather reports ______ (to be, past tense) unclear.
4. Han ______ (to have, present tense) a great deal of knowledge about weather.

**Answers**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. saw; irregular
2. shoveled; regular
3. left; irregular
4. sat; irregular

1. am
2. was
3. were
4. has
A pronoun takes the place of one or more nouns.

**Example Singular Pronouns:** he, she, it, you

**Example Plural Pronouns:** they, we

**Practice:** Rewrite each noun as a pronoun.

1. Mrs. Martinez
2. Ralph
3. dogs
4. Frank and Maritza
5. Suzanne

**Practice:** Identify each pronoun.

1. She is walking the dog.
2. Does he bite?
3. Do you own any pets?
4. He needs to go to a special school for dogs.
5. They went to the pet store.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a sentence that tells about one of your male friends. Then write another that tells about a female friend. Now rewrite the sentences using pronouns instead of names.

**ANSWERS**

1. she
2. he
3. they
4. they
5. she

1. She
2. he
3. you
4. He
5. They
Identify the antecedent for each pronoun underlined.

1. Ms. Smith was happy because she bought a new dog.
2. The cat scratched the sofa, and so it was put out on the porch.
3. Because José has allergies, he can’t have pets.
4. The dogs ran away after they were sprayed with water.
5. The dog is scary because it has a loud growl.
6. Will José have to send his dog away?

**Example:** The dog has to be trained because it is biting people.

- **Pronoun:** it
- **Antecedent:** dog

**Practice:** Identify the antecedent for each pronoun underlined.

**Answers:**

1. Ms. Smith
2. cat
3. José
4. dogs
5. dog
6. José
An **antecedent** is the noun or nouns a pronoun is replacing. Sometimes the antecedent and pronoun are in separate sentences. Sometimes it can be unclear to which noun or nouns the antecedent refers.

**Practice:** Decide if the sentences are unclear as to which noun or nouns the pronoun is referring. Rewrite the confusing sentences to make them clear.

1. I have a dog and a cat. It is excited when I get home.

2. Mr. Stoll and Mrs. Riva called. They both said that it was being a pest.

3. The newspaper story was about our dog. It was interesting.

4. I was saving the pie, but our dog ate it.

5. Kelly adored the dog. She wasn’t sure she would be a good pet, however.

6. Uncle Benny bought a new dog and a new cat. He had to return it, however.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a paragraph about something that you and a group of friends worked on as a team. Use antecedents to help readers relate the pronouns to the right people.

**ANSWERS**

1. The cat/The dog is
2. that my dog/cat was being a pest.
3. The story was interesting.
4. No change necessary.
5. Kelly wasn’t sure the dog would be a good pet, however.
6. to return the cat/the dog
Practice: Correct the errors. Pay attention to the correct use of pronouns and antecedents.

1. Spot needed a special collar because they had fleas.
2. They was playing with a soccer ball.
3. The dog grabbed a steak off the counter. They was delicious.
4. She asked if I had ever owned a dog.
5. This magazine is interesting. He has stories about pet training.

Practice: Correct the errors.

1. My dog fetched the newspaper after He was thrown on the front lawn.
2. We always take our dog on vacation, but they hate to be in the car.
3. When Randy told me about the dog, I offered to help?
4. The teacher asked the class about pets, and he answered.
5. I own two dogs. He are both well-behaved.

ANSWERS

1. Spot needed a special collar because he/she had fleas.
2. They were/He/She was playing with a soccer ball.
3. It was delicious.
4. She asked if I had ever owned a dog.
5. It has stories about pet training.

1. My dog fetched the newspaper after it was thrown on the front lawn.
2. We always take our dog on vacation, but he hates it.
3. I offered to help.
4. The teacher asked the class about pets, and they answered.
5. I own two well-behaved dogs.
**Practice:** Rewrite each noun as a pronoun.

1. Ms. White
2. Maria
3. pets
4. Francisco
5. Sue, Meg, and Diane

**Practice:** Identify the pronoun and its antecedent. Correct any errors in pronoun use.

1. The Flynns are angry because they found our dog on their porch again.
   - pronoun: they; antecedent: The Flynns
2. Rover’s new trick is funny because it is so unusual.
   - pronoun: it; antecedent: trick
3. Our neighbor has ten dogs. He are all different breeds.
   - correct pronoun: They; antecedent: dogs
4. The special dog helps Mr. Carlton because he has difficulty seeing.
   - pronoun: he; antecedent: Mr. Carlton
5. The Blochs went to a pet store where he picked out a family dog.
   - correct pronoun: they; antecedent: The Blochs

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Think of two people in your school who are very different from you. Write a fictional narrative in which those differences help you work together well as a team. Use pronouns and antecedents.

**ANSWERS**
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. she
2. she
3. they
4. he
5. they
**Review**

Subject Pronouns take the place of a noun or nouns in the subject of a sentence.

Object Pronouns take the place of a noun that follows an action verb or a preposition.

**Practice:** Identify the subject or object pronouns.

1. I helped the man across the street.
2. He read the book to me.
3. We came up with a great solution.
4. The blind man read the book to us.
5. I organized it for him.

**Practice:** Replace each underlined word with a subject or object pronoun.

1. The woman wrote the story.
2. George helped the man.
3. Did Jan receive your letter?
4. Junto could recognize the boys by their voices.
5. Shauna offered the water.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short description of a kind of insect or animal that lives and works together in a community. Use both subject and object pronouns to tell about them.

**ANSWERS**

1. I
2. He, me
3. We
4. us
5. I, it, him

1. She wrote it.
2. He helped him.
3. Did she receive it?
4. He could recognize them by their voices.
5. She offered it.
**Review**

**Reflexive Pronouns** end in *self* or *selves*. They can be used when the subject and object of a sentence are the same.

**Singular Reflexive Pronouns:** *myself, yourself, himself, herself, itself*

**Plural Reflexive Pronouns:** *ourselves, yourselves, themselves*

**Practice:** Add a reflexive pronoun.

1. She did it by ________.
2. I encouraged ________.
3. They learned by ________.
4. We came up with a solution ________.
5. Please don’t do that by ________.
6. The dog ran around the yard by ________.
7. He was able to fix the radio ________.
8. You know the answers ________.

**Answers**

1. herself
2. myself
3. themselves
4. ourselves
5. yourself
6. itself
7. himself
8. yourselves or yourself
Review

Special Pronoun Rules

• Use a subject pronoun to replace a noun that follows the verb to be.
• Do not use reflexive pronouns in place of personal pronouns such as I or me.

Practice: Correct the errors in pronoun use.

1. It was me.
2. Myself helped the twins.
3. The person with the idea is myself.
4. Himself worked hard to help us.
5. Ourselves came up with a solution.
6. I did it all myself.
7. Yourselves sold the boat.
8. Was it ourselves?

ANSWERS

1. It was I.
2. I helped the twins.
3. The person with the idea is I.
4. He worked hard to help us.
5. We came up with a solution.
6. correct usage
7. You
8. we
Practice: Correct the errors in pronoun usage.

1. Did yous help she?
2. Myself have a plan.
3. He will do it herself.
4. Him is going find out.
5. It was me who helped she.

Practice: Correct the errors.

1. to open the gate, push her hard.
2. The guide dog helps he travel?
3. The team knew the school was proud of they.
4. Herself thought of that helpful idea.
5. Him learned to do things by hisself.

ANSWERS
1. Did you help her?
2. I have a plan.
3. She will do it herself. He will do it himself.
4. He is going to find out.
5. It was I who helped her.

1. To open the gate, push it hard.
2. The guide dog helps him travel.
3. ...of them
4. She
5. He learned to do things by himself.
Practice: Identify the subject, object, or reflexive pronouns in each sentence. Name each one.

1. He could not see it.
2. I walked up the stairs to help him.
3. He cooked the meal himself.
4. We learned a great deal from him.
5. I found I couldn’t do it by myself.

Practice: Correct the errors in pronoun use.

1. Himself is working alone.
2. Did you find she?
3. “Myself can see with my ears,” he said.
4. The idea yourselves came up with was great.
5. This special language helps myself to talk.
Review

**Pronouns and present-tense verbs:** With most singular pronouns *he*, *she*, and *it*, add *-s* or *-es* to most present-tense verbs: *He plays.* *She works.* With plural pronouns, do not add *-s* or *-es* to present-tense verbs: *We walk.* *They swim.* With pronouns *I* and *you*, do not add *-s* or *-es* to most present-tense verbs: *I sleep.* *You jump.*

**Practice:** Change each verb to agree with the pronoun.

1. We pays our fuel bill monthly.
2. He find new ways to generate electricity.
3. We owns an electric car.
4. It run on energy from the sun.

**Practice:** Change each pronoun to agree with the verb.

1. It tell facts about electricity.
2. He understand the problem now.
3. I thinks the science unit is difficult.
4. We visits the energy display.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short description of a group of people in your state who make life better for everyone. Use a variety of pronouns in your paragraph.

**ANSWERS**
1. We pay
2. He finds
3. We own
4. It runs

1. We/You/They/I tell...
2. We/You/They/ I understand...
3. He/She thinks...
4. He/She visits...
Practice: Find the errors in pronoun-verb agreement.

I is preparing a report on energy conservation. First, I research about ways to conserve energy. I read about one family who have a solar-powered car. Then I see an article on windmills. They is a good way to power a farm without using up too much electricity. At home I will try to convince my family we needs to cut down on the use of oil. When we is using less electricity in the house, we is saving the earth.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short thank-you note to a group of people who work hard to make your state a better place. Use pronouns and the irregular verbs have and be in your note.

ANSWERS
1. I am
2. who has
3. I see
4. They are
5. we need
6. we are; we are

Pronoun-verb agreement and irregular verbs have and be: Verb have: I have, you have, he/she/it has, we have, they have; Verb be: I am, you are, he/she/it is, we are, they are.
**Practice:** Correct the errors in pronoun-verb agreement.

1. I thinks a lot about how to save energy.
2. He have some tips on wise energy use.
3. It are time for us to work hard at recycling.
4. They is burned and used for fuel.
5. You is correct about wind energy.
6. He have got a very good idea!
7. We is going home early.
8. Believe me, I has a lot to say.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write an editorial that asks people in your state to form a new group that will help communities. Use proper pronoun-verb agreement and at least one set of parentheses in your letter.

**ANSWERS**

1. I think
2. He has
3. It is
4. They are
5. You are
6. He has
7. We are
8. I have
Practice: Correct the errors. Pay attention to pronoun-verb agreement and the correct uses of be verbs, have verbs, and contractions.

1. We has different energy needs from those of people in other states.
2. You’s assigned the topic of geothermal energy.
3. She have forgotten which part of the report to write.
4. It’s a breakdown of energy sources used in the U.S.
5. I’s convincing my parents to buy a hybrid car.
6. We is visiting the hydropower plant.
7. He have the statistics on U.S. energy use.
8. They is natural products, such as wood or corn.

ANSWERS
1. We have
2. You’re
3. She has
4. It's
5. I'm
6. We are
7. He has
8. They are
**Practice:** Write the verb in parentheses to agree correctly with the pronoun.

1. They (pay) more for oil than we do.
2. He (find) gas less expensive than oil.
3. It (generate) less pollution than other energy sources.
4. We (play) under lights powered by wind.
5. She (volunteer) at the recycling center.

**Practice:** Write the contraction that can be formed from the pronoun and the verb.

1. I + be
2. you + have
3. we + be
4. they + have
5. she + be
Review

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

- Amy’s photographs = her photographs
- house’s shingles = its shingles
- Keisha and Brian’s report = their report

Practice: Write the correct possessive pronoun.

1. the professor’s
2. Joseph’s
3. the class’s
4. the whale’s
5. grandfather’s

Practice: Identify the possessive pronoun or pronouns.

1. Her mother is a specialist on whales.
2. We took a trip on their boat.
3. Our whale-watching trip was fun.
4. Your report on whales was wonderful.
5. Their village was filled with our equipment.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short description of a great disaster from the point of view of someone who was there. Use possessive pronouns to tell about how people helped one another.

ANSWERS

1. his or her
2. his
3. their or our
4. its
5. his

1. Her
2. their
3. Our
4. Your
5. Their, our
Practice: Identify each stand-alone possessive pronoun.

1. Her report is different from theirs.
2. His camera is next to hers.
3. Their photographs came out better than ours.
4. His was the best imitation of its sound.
5. The whales act as if the entire bay is theirs!
6. The candlesticks were his.
7. The cat and the dog are mine.
8. Theirs are the only expensive DVD players in town.

Review

Stand-alone possessive pronouns are not used directly before a noun. Stand-alone possessive pronouns: his, hers, yours, theirs, ours, mine

- The idea was his.
- The equipment was theirs.

ANSWERS

1. theirs
2. hers
3. ours
4. His
5. theirs
6. his
7. mine
8. Theirs
**Review**

**Possessive pronouns:** my, your, his, her, its, our, their

**Stand-alone possessive pronouns:** his, hers, yours, theirs, ours, mine

**Practice:** Rewrite to include a possessive or stand-alone pronoun.

1. The whale’s appearance was striking.
2. The scientist’s report on whales was interesting.
3. Whales’ yearly travels are predictable.
4. Pablo’s handling of the whale was gentle.
5. The beach house’s deck was perfect for spotting whales.
6. Jan’s whale drawing is similar to Brad’s.
7. This whale watching tour is more expensive than the other company’s.
8. These whales’ yearly travels are different from the gray whales’.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a thank-you letter to a group of people who helped out during or after a disaster. Use a variety of pronouns in your letter.

**ANSWERS**
1. Its appearance
2. Her/His report
3. Their yearly travels
4. His handling
5. Its deck
6. Her whale drawing/similar to his
7. more expensive than theirs
8. different from theirs.
**Practice:** Correct the errors in the use of possessive pronouns.

1. Hers camera works underwater.
2. The photograph of the whale is her’s.
3. This type of whale is mine favorite.
4. Their’s boat is perfect for whale watching.
5. Our’s town is a favorite spot to see whales.

**Practice:** Correct the errors.

1. His’s whale project be interesting.
2. Their’s were the first group to spot a whale.
3. Ours prediction about the whales were correct.
4. This report on whales is your’s?
5. Please give his’s whale photograph back.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. How might you help out during a disaster? Write a short narrative that describes your contributions to a relief effort. Use a variety of pronouns.

**ANSWERS**

1. Her
2. hers
3. my
4. Their
5. Our

1. His whale; is interesting
2. Theirs was
3. Our; was correct
4. yours.
5. his

Grammar Transparency 94
Review and Proofread
Grammar Transparency 94
Possessive Pronouns
© Macmillan/McGraw-Hill
Practice: Rewrite the phrase using possessive pronouns.

1. the project of the teacher
2. the sound of the whale
3. Frank and Barry’s book
4. Susan’s experience
5. the tour we took

Practice: Correct the errors in the use of possessive pronouns.

1. Hers’ was the best drawing of a whale.
2. His’s first view of the whales was amazing.
3. We watched a whale spout water out of it’s blowhole.
4. I think of this whale as mine friend.
5. Their’s view of the whales is perfect.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. her/his project
2. its sound
3. their book
4. her experience
5. our tour

1. Hers
2. His
3. its
4. my
5. Their
Review

A **pronoun** takes the place of one or more nouns.

**Homophones** are words that sound alike but have different spellings and meanings.

**Practice:** Identify and write the pronouns in each sentence.

1. She filled it with water.
2. He had a wonderful time at the party.
3. We are sure they left a long time ago.
4. Why do you have on that silly hat?
5. I knew she was going to do that.

**Practice:** Write a homophone for each underlined word.

1. The *ant* crawled up the steep hill.
2. *We’ve* got a long way to go.
3. She lived *too* far away.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a sentence or two about something good that your family does together. Use pronouns.

**ANSWERS**

1. She; it
2. He
3. We; they
4. you
5. I; she

1. aunt
2. weave
2. to; two
Review

Pronoun Contractions: you’ll, we’ve, they’re, she’s, she’d, I’m, I’d, it’s, we’re, he’s, he’ll, they’ll, you’re, and you’ve.

- Homophones are words that sound alike but have different spellings and meanings.
- Some homophone pairs are made up of pairs of possessive pronouns and pronoun contractions: your/you’re
- Other homophone pairs include a possessive pronoun or pronoun contraction with another word: our/hour

Practice: Write a pronoun contraction that is a homophone for each word. Use each word in a sentence.

1. your
2. its
3. their
4. weave
5. heel

ANSWERS
1. you’re
2. it’s
3. they’re
4. we’ve
5. he’ll

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Think of a time when your family worked as a team. Write about the experience from the point of view of someone other than yourself. Use pronoun contractions in your paragraph.
In contractions, apostrophes take the place of missing letters.

An apostrophe is never used with a possessive pronoun.

**Practice:** Choose the homophone that correctly completes each sentence.

1. We are using (their, they’re) boat.
2. (It’s, Its) a great day for sailing.
3. I found (your, you’re) report.
4. The dolphin is (our, hour) pet.
5. I believe (he’ll, heel) help us clean up.
6. (They’re, Their) exploring now.
7. (We’ve, Weave) sailed through stormier weather.
8. I think (your, you’re) correct about the ocean temperature.
9. (It’s, Its) sense of danger led the fish to swim away.
10. (Their/They’re) cruise begins in an (our, hour).

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to your family recommending a community project that you all might do together. Use a variety of pronouns in your writing.

**ANSWERS**

1. their
2. It’s
3. your
4. our
5. he’ll
6. They’re
7. We’ve
8. you’re
9. Its
10. Their, hour
Practice: Correct the errors. Pay attention to the use of possessive pronouns and pronoun contractions as well as homophones that are used incorrectly.

1. We’re only a block away.
2. You’re report on ocean life was your best work.
3. This model of a coral reef is they’re.
4. We’ve never sailed this far.
5. I’m wondering if reefs really exist.

Practice: Correct the errors.

I went on an undersea adventure. As our boat sailed away from its dock, I checked to make sure I had my camera. I hoped to put mine underwater photos on display in my classroom. Soon I was surrounded by hundreds of fish the fish swam past me quickly using their fins to guide them. I took a close-up picture of a green and purple fish. It’s bright colors made the fish shine. When I was finished, I packed up mine gear and look forward to sharing my pictures.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Use each of the following words in a paragraph that tells about your family’s greatest achievement: there, they’re, their, you’re, your, its, it’s.

ANSWERS
1. We’re
2. Your report
3. theirs
4. We’ve
5. I’m

1. our; its
2. my
3. fish. The; their
4. Its
5. my; looked
Practice: Identify the possessive pronoun(s).

1. Its search for a home took the fish across the ocean.
2. We can see dolphins from our view of the ocean.
3. My ocean research project goes well with yours.
4. This beach cottage is theirs.

Practice: Rewrite each set of words as a pronoun contraction.

1. you will
2. she is
3. we have

Practice: Rewrite each set of words as a pronoun contraction. Identify a homophone for the contraction you make.

1. it is
2. they are
3. you are
Review

An adjective is a word that describes a noun or a pronoun. Adjectives usually come before the nouns they describe, but may also follow linking verbs: We read a short book. The book was short.

Practice: Identify the adjectives.

1. That brick building is the library.
2. I took out an interesting book.
3. The building was red.
4. That is a long book!
5. The dog looked through the front window of the library.

Practice: Fill in each blank with an adjective.

1. We laughed at the ______ story.
2. The librarian has a ______ voice.
3. Mrs. Chung is a ______ storyteller.
4. I chose a ______ book.
5. The illustrations are ______.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Make a list of five adjectives that describe the environment in your area. Then use these to write several sentences.

ANSWERS

1. brick
2. interesting
3. red
4. long
5. front

1. Possible answer: funny
2. Possible answer: quiet
3. Possible answer: wonderful
4. Possible answer: great
5. Possible answer: realistic
Press the button to image this text.
Adjectives describe nouns or pronouns. Adjectives usually come before the noun they describe. They may also follow a linking verb. Proper adjectives are always capitalized.

**Practice:** Add a proper adjective.

1. He is a(n) ______ writer.
2. I’m reading a collection of ______ poetry.
3. ______ literature is fascinating.

**Practice:** Correct the errors.

1. There are many places in the library to read but I like to bring my books home?
2. While in the school library I found two books and three articles to use in my report on dogs.
3. The most popular book topics in our library are sports animals and science

**ANSWERS**
1. Possible answer: Italian
2. Possible answer: Russian
3. Possible answer: English

1. read, but; home.
2. library,
3. sports, animals, and science.
**Practice:** Correct the errors in the following sentences. Pay attention to the use of adjectives.

1. Our library has a large collection of Spanish folk tales.
2. I picked out a book long.
3. Shakespeare was an English poet, actor, and playwright.
4. Mr. Longford is the Chief librarian.
5. Bradley has a book report difficult.
6. We read a Native American legend.
7. I looked at the display wonderful.
8. The book was about pottery Chinese?
9. He is a Spain writer!
10. This is a book challenging

---

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short dialogue in which two characters discuss a book about the desert. Use both common and proper adjectives.

**ANSWERS**

1. Spanish
2. long book
3. English poet, actor, and playwright.
4. Mr.; chief
5. difficult book report.
6. Native American
7. wonderful display.
10. challenging book!
Practice: Identify each adjective.

1. I have an afternoon job at the library.
2. Our neighborhood library is small.
3. My report is about African American writers.
4. I read the short book quickly.
5. We had a delightful time at the library.

Practice: Add an adjective or proper adjective.

1. This is an example of ______ literature.
2. He found the book to be ______.
3. Maria is a ______ reader.
4. Mrs. Hernandez is a ______ librarian.
5. The exhibit at the library was ______.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. afternoon
2. neighborhood; small
3. African American
4. short
5. delightful

1. Possible answer: Mexican
2. Possible answer: difficult
3. Possible answer: good
4. Possible answer: wonderful
5. Possible answer: interesting
**Review**

An **article** is a type of adjective.
An article comes before the noun it describes.

**Examples:** *a, an, the*

I saw *a* tree. It was *an* apple tree. *The* tree was tall.

**Practice:** Identify the article or articles.

1. We are putting on a play.
2. The setting is a forest.
3. The part is difficult.
4. An actor must learn his or her lines.

**Practice:** Write an article in each blank.

1. We made fake trees for ______ play.
2. ______ animal character has ______ big role.
3. Mr. Lewis is ______ director.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write two sentences about desert animals. Use the article the in one and the article a or an in the other.

**ANSWERS**

1. a
2. The; a
3. The
4. An

1. Possible answer: the
2. Possible answer: An; a
3. Possible answer: the
An article is a type of adjective. Articles come before the nouns they describe. An article signals that a noun is to follow.

The article *the* introduces a particular person, place, or thing.

The articles *a* and *an* refer to any person, place, or thing.

**Practice:** Identify the article or articles in each of the following sentences.

1. The play retells a Mexican legend.
2. Atul is happy with his part in the play.
3. He got the role he wanted.
4. It is an interesting character.
5. An actor must be prepared for anything.
6. The play tonight was his best performance yet.
7. I read a good review of the play.
8. Tonight the audience clapped loudly.

**ANSWERS**

1. The; a
2. the
3. the
4. an
5. An
6. The
7. a; the
8. the
Review

Use a before a word if it begins with a consonant sound.
Use an before a word if it begins with a vowel sound.

Examples: A girl eats some bread.
An apple will be eaten.

Practice: Add the correct article or articles to complete each sentence.

1. The actor gave _______ great performance.

2. _______ actor must be convincing.

3. He had _______ easy part to learn.

4. She wanted to play _______ funny part.

5. The part of the prince was _______ important role.

6. Many plays contain _______ royal character.

7. The play needed _______ king and queen.

Answers:
1. a
2. An
3. an
4. a
5. an
6. a
7. a
**Practice:** Correct the use of articles.

1. A role she chose is difficult.
2. The folk tale can often be the basis for a play.
3. The play is a hour long.
4. I read through an play we are putting on this year.
5. An play is an story told through dialogue.
6. He enters on a right of the stage.
7. The people in a play are sometimes called a players.
8. She has a most important part.
9. Luis has the great voice.
10. He turns into an frog at the end of a play.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short folk tale of your own that centers around an animal and its home. Underline the articles that you use.

**ANSWERS**

1. The role
2. A folk tale
3. an hour
4. the play
5. A play; a story
6. the right
7. the players
8. the most
9. a great
10. a frog; the play
Practice: Identify the article or articles.

1. The play is a mystery.
2. After the play, the audience applauded.
3. He plays a prince who has been turned into a frog.
4. The class wrote a play about school.
5. Our play is an hour long.

Practice: Correct the use of articles.

1. An animal characters have speaking parts.
2. An large crowd attended the play.
3. A play we put on was an success.
4. The play took an week to write.
5. I was nervous and forgot a lines in Act I.
**Review**

**Comparative adjectives** compare two things. These adjectives usually end in -er.

**Superlative adjectives** compare three or more things. These adjectives usually end in -est.

**Practice:** Write the comparative and superlative forms of each adjective.

1. great 2. short
3. large 4. smart
5. warm

**Practice:** Identify the comparative and superlative adjectives.

1. The first trip was longer than the second.
2. I think she was the bravest explorer.
3. They set a record for the deepest underwater exploration.
4. They traveled to a farther point in the wilderness.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. *Use adjectives that compare to write a sentence or two about your favorite national park.*

**Answers**
1. greater, greatest
2. shorter, shortest
3. larger, largest
4. smarter, smartest
5. warmer, warmest

1. longer
2. bravest
3. deepest
4. farther
The comparative form of *good* is *better*, and the superlative form is *best*.
The comparative form of *bad* is *worse*, and the superlative form is *worst*.

**Examples:** good/better/best; bad/worse/worst

**Practice:** Write the comparative and superlative forms of each adjective.

1. safe  
2. good  
3. stormy  
4. bad

**Practice:** Find the adjectives in the sentences. Rewrite the sentences so the adjectives are either in their comparative or superlative forms.

1. The objects they discovered were rare.
2. It was a good ship.
3. The purple fish were strange.
4. The storm was bad.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write an e-mail to your parents that compares two national parks as possible vacation spots for your family. Use adjectives that compare in your note.

**ANSWERS**

1. safer, safest  
2. better, best  
3. stormier, stormiest  
4. worse, worst

1. Possible answers: The objects they discovered were rarer. The objects they discovered were the rarest.  
2. Possible answers: It was a better ship. It was the best ship.  
3. Possible answers: The purple fish were stranger. The purple fish were the strangest.  
4. Possible answers: The storm was worse. The storm was the worst.
Review

**Comparative adjectives** compare two things. These adjectives usually end in *-er*.

**Superlative adjectives** compare three or more things. These adjectives usually end in *-est*.

**Examples:** I was taller than she.

I was the tallest.

**Practice:** Identify each comparative and superlative adjective. Name whether the adjective is comparative or superlative.

1. The sails on the first ship were bigger.

2. Their vessel traveled the fastest.

3. The people they met on the second island were friendlier.

4. The younger crew members did a great deal of work.

5. The day they landed was the happiest day of the journey.

**Answers**

1. bigger, comparative

2. fastest, superlative

3. friendlier, comparative

4. younger, comparative

5. happiest, superlative
**Practice:** Correct the errors in the use of comparative and superlative adjectives.

1. Spanish explorers were the brave of all explorers.

2. They decided to wait for a calmest day than today.

3. The young explorer on the ship was 12 years old!

4. The first ship was big than the others.

5. They traveled deep undersea than on previous expeditions.

6. It was a best day for sailing.

7. The island was large than they thought.

8. He wrote the longer diary entries of all the explorers.

9. I felt bad than the others.

10. The Viking sailors were the bolder sailors of their time.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write an editorial that explains why national parks should be protected (or not). Use at least one comparative and one superlative adjective.

**ANSWERS**
1. bravest
2. calmer
3. youngest
4. bigger
5. deeper
6. better
7. larger
8. longest
9. worse
10. boldest
Practice: Write the comparative and superlative forms of each adjective.

1. sunny
   - sunnier; sunniest
2. full
   - fuller; fullest
3. easy
   - easier; easiest
4. good
   - better; best
5. wide
   - wider; widest

Practice: Identify the comparative and superlative adjectives.

1. The newer ship sailed much faster.
   - newer; faster
2. The river grew narrower the farther they sailed.
   - narrower; farther
3. They needed a wealthier sponsor for their expedition.
   - wealthier
4. They were thirstiest when the temperature grew hotter.
   - thirstiest; hotter
5. The oldest crew member was stronger than the others.
   - oldest; stronger

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short travelogue journal entry that sums up a typical day in a nearby national park. Use at least one adjective that compares.

ANSWERS

Teachers: Use the following additional practice for reteaching purposes, if necessary.

- sunnier; sunniest
- fuller; fullest
- easier; easiest
- better; best
- wider; widest
- newer; faster
- narrower; farther
- wealthier
- thirstiest; hotter
- oldest; stronger
Review

For long adjectives, use the word *more* to compare two people, places, or things.

**Example:** José is *more* creative than I am.

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

**Example:** José is the *most* creative of all of us.

**Practice:** Write the comparative and superlative forms.

1. artistic
2. colorful
3. special
4. interesting

**Practice:** Identify the comparative and superlative adjectives.

1. She is one of our most outstanding artists.
2. I think her style is more intriguing.
3. Maria is the most talented artist.
4. This year’s art show was the most popular in recent years.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing.
   Write a sentence about the Pacific Ocean that uses more to compare it to another ocean. Then rewrite the sentence using the superlative form of the adjective.

**ANSWERS**

1. more artistic, most artistic
2. more colorful, most colorful
3. more special, most special
4. more interesting, most interesting

1. most outstanding
2. more intriguing
3. most talented
4. most popular
Review

Use -er or -est with many common two-syllable adjectives, such as happier, happiest; healthier, healthiest, but not all. Exceptions include: more polite, most polite; more playful, most playful.

Practice: Decide whether the adjectives take -er and -est to form the comparative and superlative forms or whether adding more and most is correct. Then write the comparative and superlative forms of each adjective.

1. expensive 2. great
3. complicated 4. alert
5. messy 6. gigantic
7. amusing 8. healthy
9. touching 10. focused

ANSWERS
1. more expensive, most expensive
2. greater, greatest
3. more complicated, most complicated
4. more alert, most alert
5. messier, messiest
6. more gigantic, most gigantic
7. more amusing, most amusing
8. healthier, healthiest
9. more touching, most touching
10. more focused, most focused
Examples: That painting was more detailed than the other.

That painting was the most detailed of all.

Practice: Rewrite each sentence so the adjectives are in their comparative forms.

1. The painting was colorful.
2. Her artwork is realistic.
3. The artist’s work area was cluttered.
4. The paint strokes were gentle.
5. The art show was crowded.

Practice: Rewrite the sentences so the adjectives are in their superlative forms.

1. His style was simple.
2. I thought the painting was scary.
3. She is a popular artist.
4. I think her work is interesting.
5. It was a remarkable art show.

Answers:
1. more colorful
2. more realistic
3. more cluttered
4. gentler
5. more crowded

1. the simplest
2. the scariest
3. the most popular
4. the most interesting
5. the most remarkable
Practice: Correct the errors.

1. This painting is more specialer.

2. Yesterday’s crowd at the show was more bigger than today’s.

3. Daphne’s paintings are the colorfulest.

4. Mom’s studio is cluttered more than Dad’s.

5. This is the most striking painting of the two on display.

6. She is the more popular artist.

7. His paintings look more moderner.

8. These are the expensivist paintings.

9. People consider him the promisingest young artist working today.

10. You need to be carefuller.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short newspaper article that tells people how they can help protect the coral reef. Use a variety of adjectives that compare in your piece.

ANSWERS

1. more special
2. was bigger
3. most colorful
4. more cluttered
5. more striking
6. most popular
7. more modern
8. most expensive
9. most promising
10. more careful
**Practice:** Write the comparative and superlative forms of each adjective.

1. crowded
2. rainy
3. correct
4. amazing
5. remarkable

**Practice:** Identify the comparative and superlative adjectives.

1. His circus paintings are more unusual than his nature paintings.
2. She is more experienced at painting than at sculpture.
3. Sanjay paints pictures of the world’s most famous landmarks.
4. This comic book has the most playful illustrations.
5. His paintings are the simplest, but the most beautiful.
Review

• Use better to compare one thing with one other thing.
• Use best to compare one thing with two or more other things.

Practice: Use the form of good that best completes each sentence.

1. My horse is ____.
2. His horse is ____ than mine.
3. Her horse is the ____ horse of all.
4. I like that horse’s name ____ than the other horse’s names.
5. The horse’s behavior is ____.
6. This is a ____ area for the wild horses to live.
7. That horse has the ____ name of all the horses.
8. They found a ____ place for the wild horses than near the city.

ANSWERS
1. good
2. better
3. best
4. better
5. good
6. good
7. best
8. better

Introduce the Concept
Grammar Transparency 121

Comparing with good

© Macmillan/McGraw-Hill
Review

- Use worse to compare one thing with one other thing.
- Use worst to compare one thing with two or more other things.

Practice: Use the form of bad that best completes each sentence.

1. The weather in the mountains was _______.

2. The weather today was _______ than it was yesterday.

3. Tomorrow’s weather is supposed to be the _______ of the week.

4. The horses’ situation this winter was _______ than during the last winter.

5. The rancher felt _______ about the horses.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter to your local paper that talks about the dangers that whales face. Use at least two forms of bad in your letter.

ANSWERS

1. bad
2. worse
3. worst
4. worse
5. bad
The comparative form of an adjective is used to compare two things. The superlative form of an adjective is used to compare more than two things.

**Practice:** Identify the adjective in each of the following as comparative or superlative.

1. This kind of grass is best for these kinds of horses.
2. We tried to find a better view of the wild horses.
3. The protected land provided the best place for the horses.
4. Breaking a leg can be the worst thing for a horse.
5. The protected land was the best place for the horses.
6. This situation is worse than the other situation.

**ANSWERS**
1. superlative
2. comparative
3. superlative
4. superlative
5. superlative
6. comparative
**Practice:** Identify the errors in the comparative and superlative forms of *good* and *bad*.

1. Meadowlark is the goodest horse of them all.

2. We came up with a more better plan to help the wild horses.

3. I felt worst about the horses than my partner on the project did.

**Practice:** Choose from the words below to complete the sentences.

best  better  bad  worse  worst

The trip to see the wild horses was the (1) ________ experience of my life! At first, however, I thought it was going to be the (2) ________. The horses seemed to live in such (3) ________ conditions. Then the ranger told us about a project to make the horses’ lives (4) ________. Conditions would not get (5) ________ for the horses, only better!
Practice: Identify the comparative or superlative form of *good* or *bad*.

1. I was told that I wrote the best report.
2. The horse seems to be feeling better.
3. Winters are the worst for wild horses.
4. The horses felt better in the shade.

Practice: Identify the errors in the comparative and superlative forms of *good* and *bad*.

1. The horses felt gooder after they had found food.
2. The adopt-a-horse program was the most best program.
3. Our baddest day was when we had to say goodbye to the horses.
4. I couldn’t tell whether the brown horse or the black horse felt worser.
5. Of the three horse trainers’ ideas, hers was the bestest plan.

Answers
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. best
2. better
3. worst
4. worse
5. best
An adverb is a word that tells how, when, or where about a verb. Adverbs can be written before or after the verb they describe. Many adverbs end in –ly.

Example: They worked quickly.

Practice: Rewrite each adjective as an adverb.

1. sad
2. firm
3. short
4. bright

Practice: Identify the adverbs in the following sentences.

1. The miner thought greedily about the gold.
2. He patiently ran his hands through the sand.
3. They knew they would have to work carefully.
4. That miner is working too clumsily.

ANSWERS
1. sadly
2. firmly
3. shortly
4. brightly
**Review**

An adverb is a word that tells how, when, or where about a verb.

Many adverbs end in -ly. Some adverbs that tell when and where do not end in -ly.

**Examples** include early, later, everywhere, always, yesterday, upstairs, there, never, and sometimes.

**Practice:** Identify the adverbs in each of the following sentences.

1. They spoke softly about how much gold they had found.
2. Miners discovered gold soon after they arrived.
3. He began digging there.
4. His great-great-great grandfather bravely sailed to California for the Gold Rush.
5. I often hear family stories about the Gold Rush.
6. The miner angrily threw down his shovel.
7. Many miners never found any gold.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a paragraph that tells the steps involved in solving a simple problem. Use as many adverbs as possible.

**ANSWERS**
1. softly
2. soon
3. there
4. bravely
5. often
6. angrily
7. never
An adverb tells how, when, or where about a verb. Many adverbs end in –ly. Some adverbs that tell when and where do not end in –ly.

*Well* is an adverb that is often confused with the adjective *good*.

**Practice:** Identify the adverbs in each of the following sentences.

1. He desperately held onto the branch to keep from falling.
2. I stayed up late writing my Gold Rush report.
3. The game cleverly mixed facts and fun.

**Practice:** Correct the errors in the following sentences.

1. They played the game eager.
2. This is a well book about the Gold Rush.
3. The miner worked steady throughout the day.
4. They did good during their first month of mining.

**Answers**

1. desperately
2. late
3. cleverly
1. played eagerly
2. good book
3. worked steadily
4. did well
**Practice:** Correct the errors in the following sentences.

1. I neverly read about the Gold Rush.

2. The ship sailed slow up the coast of California.

3. The historian described good the miners’ lives.

4. They began quick to head to the rivers to mine.

**Practice:** Decide whether the adjective or adverb in parentheses best completes each sentence.

1. We (eager, eagerly) listened to the story about mining.

2. It was (easy, easily) to imagine what life was like back then.

3. Many people from China worked (skillful, skillfully) at gold mining.

4. They had to make a decision (immediate, immediately).

**Answers**

1. never read
2. sailed slowly
3. described well
4. began quickly

1. eagerly
2. easy
3. skillfully
4. immediately
Practice: Rewrite each word as an adverb.
1. bad
2. good
3. wild
4. quiet
5. graceful

Practice: Identify the adverb(s) in the following sentences.
1. I proudly told about my family’s part in the Gold Rush.
2. We often wonder how much gold was actually found.
3. He did so well as a miner that he eventually opened a store.
4. He suddenly realized that standing in the water was dangerous.
5. The miner vigorously panned for gold.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.
1. badly
2. well
3. wildly
4. quietly
5. gracefully

Adverbs
© Macmillan/McGraw-Hill
Review

To compare using most one-syllable adverbs, add –er or –est.

To compare using most adverbs with two or more syllables, use the words more and most.

Practice: Write the comparative and superlative forms of each of the following adverbs.

1. soon
2. loudly
3. near
4. quickly

Practice: Identify the adverbs used to compare in each of the following sentences.

1. I looked at the animal more curiously than the other children.
2. The giraffe ran more rapidly after it saw the lion.
3. Of the three animals, the giraffe ran fastest.
4. The smallest tiger roared most fiercely.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a sentence or two that tell one way in which life today is different from the past. Use an adverb that compares in your sentence.

ANSWERS

1. sooner, soonest
2. more loudly, most loudly
3. nearer, nearest
4. more quickly, most quickly

1. more curiously
2. more rapidly
3. fastest
4. most fiercely
Review

To compare using most one-syllable adverbs, add –er or –est.

To compare using most adverbs with two or more syllables, use the words more and most.

The adverbs well and badly are irregular.

To compare using well, use better and best.

To compare using badly, use worse and worst.

Practice: Identify the adverbs used to compare in each of the following sentences.

1. After a while, I fed the animals more confidently.
2. I felt better after the animals had wandered away.
3. Of all the animals, the raccoon ate most greedily.

Practice: Choose the correct adverbs of comparison in each of the following sentences.

1. We’ll have to tiptoe (most carefully, carefullyest) around the sleeping lion.
2. Finding a bear in the basement was the (baddest, worst) thing!
3. The squirrel made its bed (neatlier, more neatly) than the rabbit did.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Use an adverb that compares to link something from the past to a problem in the present.

ANSWERS

1. more confidently
2. better
3. most greedily

1. most carefully
2. worst
3. more neatly
Review

The **comparative** form of an adverb compares one action with one other action. The **superlative** form of an adverb compares one action with two or more other actions.

**Practice:** Identify whether the adverbs in the following sentences are in the comparative form or the superlative form.

1. We waited more patiently than the other group.
2. The lions walked the most confidently down the city street.
3. Josie worked harder than Bill at helping the visitors.

**Practice:** Correct the errors in the following sentences.

1. Unlike the squirrel, the raccoon chewed patientlier on the cord.
2. I read the goodest story from the new folk tale collection.
3. The elephant stomped more clumsily after just waking up.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Choose a story from the past that might help solve a problem in the present. Use adverbs that compare to help explain the connection.

**ANSWERS**

1. comparative
2. superlative
3. comparative

1. more patiently
2. best story
3. more clumsily
**Practice:** Correct the errors in the following sentences.

1. The animals were coming more near to the fence.
2. I felt worser after our wild animal visitors had left.
3. Each time I held out my hand, the mouse came more close.
4. The country visitor played more nicely than the city visitor.
5. Of the tiger, lion, and puma, the puma runs most fastest.
6. Her eyes shone more bright when her animal friend returned.
7. The bear visited us more soon than the deer.
8. The most soonest to arrive were the partridges.
9. I finished the story about the animals most quickly of all the students.
10. Misha was best with the animals than Dolly.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a review of a book or movie that helps you better understand the past. Use adverbs in your review.

**ANSWERS**

1. nearer
2. worse
3. came closer
4. more nicely
5. runs fastest
6. more brightly
7. visited us sooner
8. The soonest
9. quickest
10. better
Practice: Write the comparative and superlative forms of each of the following adverbs.

1. badly
2. neatly
3. well
4. steadily
5. slightly

Practice: Identify the adverbs used to compare in each of the following sentences.

1. The bunny listened more politely than the mouse.
2. I moved more slowly as I approached the sleeping animals.
3. Uncle Joe worked hardest at making the animals comfortable.
4. We found that the animals worked best as a team.
5. Shawn reacted the most excitedly to the wild visitors.

ANSWERS
Teachers: Use the following additional practice for reteaching purposes, if necessary.

1. worse, worst
2. more neatly, most neatly
3. better, best
4. more steadily, most steadily
5. more slightly, most slightly

1. more politely
2. more slowly
3. hardest
4. best
5. most excitedly
Review

A negative is a statement that means “no,” or the opposite of its regular meaning.

Practice: Identify whether the following sentences are negative or positive statements.

1. The scientist did not think we would find anything.
2. These rock formations do not tell us anything.
4. This is not the clue we’ve been looking for.

Practice: Change each of the following sentences into negative statements.

1. We are looking in that cave.
2. The underground chamber has been sealed.
3. Scientists think the drawings can tell us something.
4. They found the stone tablet.

ANSWERS
1. negative
2. negative
3. positive
4. negative

1. We are not...
2. has not been sealed
3. Scientists do not think/drawings cannot tell us
4. They did not find
Review

Words besides *not* that can be used to make negative statements: *no, never, and no one.*

**Practice:** Change each of the following sentences into negative statements.

1. Everyone went on the field trip.
2. I always thought that’s what the marking meant.
3. There are ways to help us understand.
4. There is something in the forest.

**Review**

Many verbs with *not* can be made into contractions. Some have irregular spellings.

**Practice:** Change each of the following sentences into negative statements, using a contraction with *not*.

1. I can see how the trees form a pattern.
2. She will help you up the mountain.
3. We do think this was meant as a sign.
4. He does work in the nature preserve.

**Answers**

1. No one went
2. I never thought/that’s not what
3. There are no ways
4. There is not/never something

1. I can’t see
2. She won’t help
3. We don’t think
4. He doesn’t work
Review

Never use two negatives in one sentence. This is an error called a double negative.

Practice: Correct the errors in the following statements.

1. I have never seen no rocks like those.
2. We can’t not believe what we found beneath the trees.
3. These cave drawings are not like none of the others.
4. Seen from above, none of these trees don’t appear the same.
5. We do not never want to go down the mountain.
6. They will not ask about no strange chirping sound.
7. Nobody never came to the star show.
8. We didn’t need no flashlights to see in the dark.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Use a variety of negatives to write a short story in which one person creates problems that other people must solve.

ANSWERS

1. have seen no rocks/have never seen rocks
2. We can’t/We cannot believe
3. are like none of/are not like the others
4. none...appear/these trees don’t appear
5. We do not want
6. They will not ask about a
7. Nobody ever/Nobody came
8. We didn’t need any/We needed no
Practice: Correct the errors in the following statements.

1. I didn’t like none of the drawings.

2. No bird could never have built that kind of nest.

3. We can’t not see through the mist.

4. They do not want the rock sculptures to never fall apart.

5. No person has never set foot here before.

6. The top of the mountain is not never our goal.

7. Fran does not want to interpret no ancient drawings.

8. People are not not working to protect this valley.

Model/Guided Practice Routine
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Think of a problem that has more than one solution. Write about which solution is best. Use a variety of negatives.

ANSWERS
1. I liked none/didn’t like any
2. A bird could never/No bird could have
3. We can’t/We cannot see
4. They do not...to ever fall apart./They want...to never fall apart.
5. No person has ever/People have never
6. is not our goal
7. Fran does not want to interpret any
8. aren’t/are not working
**Practice:** Identify which of the following sentences are negative statements.

1. Will we ever find out what animal made the noise?
2. These markings could not have been made by animals.
3. I can’t figure out what the drawings mean.
4. I’ll never forget what we saw in the desert.
5. We will have to write our report tomorrow.
6. He finished his talk on wolf communication.
7. These drawings were made by ancient Native Americans.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter of apology for a problem you might have caused. Use a variety of negatives in your sentences.

**ANSWERS**

Teachers: Use the following additional practice for reteaching purposes, if necessary.

2. negative
3. negative
4. negative
Review

A preposition is a word that shows the relationship between a noun or pronoun and another word in a sentence. The noun or pronoun that follows a preposition is the object of the preposition.

Practice: Identify the prepositions and the objects of the prepositions in the following sentences.

1. The airplane rose high in the sky.
   - preposition: in; object: sky
2. I felt ill during the flight.
   - preposition: during; object: flight
3. I put my bag under my seat.
   - preposition: under; object: seat
4. Please listen to the announcement.
   - preposition: to; object: announcement
5. She included photos with her report.
   - preposition: with; object: report
6. Early airplanes barely flew above the ground.
   - prepositions: of, at; objects: flight, library
7. I researched the history of flight at the library.
   - preposition: Before; object: take-off
8. Before the take-off, we buckled our seat belts.
   - preposition: Before; object: take-off
Review

A prepositional phrase includes a preposition, the object of the preposition, and any words in between.

Pronouns that follow a preposition should be objective pronouns: between you and me

**Practice:** Identify the prepositional phrases in the following sentences.

1. I went to watch the airplanes with Keisha.
2. At the airplane exhibit, we learned a great deal.
3. Between him and her, he knows more about the history of airplanes.

**Practice:** Correct the errors in the prepositional phrases in the following sentences.

1. The pilot looked carefully at controls.
2. Between you and I, I am scared of flying.
3. To he and she, flying was a new experience.
4. The book about early airplanes was in the library.

**ANSWERS**

1. with Keisha
2. At the airplane exhibit
3. Between him and her; about the history of airplanes
4. at the controls
5. Between you and me
6. To him and her
7. in the library

**Grammar Transparency 142**

© Macmillan/McGraw-Hill
**Practice:** Identify the prepositions and the objects of the prepositions in the following sentences.

1. The young inventors worked at making airplanes.
2. Did I see you at the airplane display?
3. Look at these drawings of the first airplane.
4. The pilot gave a talk for our assembly.
5. The flat area beyond the sand dunes was perfect for their attempt.
6. He sketched his airplane idea on the blackboard.
7. During the flight, she had to adjust the controls.
8. Between us and them, we will make the model of the airplane.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short play about a scientist’s experiment. Use prepositional phrases for your stage directions.

**ANSWERS**
1. preposition: at; object: making airplanes
2. preposition: at; object: airplane display
3. prepositions: at, of; objects: drawings, airplane
4. preposition: for; object: assembly
5. prepositions: beyond, for; objects: sand dunes, attempt
6. preposition: on; object: blackboard
7. preposition: During; object: flight
8. prepositions: Between, of; objects: us, them, airplane
**Practice:** For each item, write a sentence that includes the preposition. Include pronoun(s) as the object(s) of some of the prepositions.

1. during
2. onto
3. under
4. behind
5. between
6. besides
7. without
8. toward

---

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a short dialogue between two scientists with different ideas about a problem. Use a variety of prepositional phrases.

**ANSWERS**

1. possible answer: The flight was bumpy during the thunderstorm.
2. possible answer: The passengers filed slowly onto the plane.
3. possible answer: They were working under the plane.
4. possible answer: The boys ran behind the small plane as it took off.
5. possible answer: Between you and me, I’m actually taking flight lessons.
6. possible answer: Besides us, no one in the class has flown before.
7. possible answer: Without her, we wouldn’t have been able to complete the report.
8. possible answer: He tossed the model plane toward me.
**Practice:** Identify the prepositions and the objects of the prepositions in the following sentences.

1. I bought a model airplane at the store.
2. She gave us a book about airplanes.
3. An old airplane is inside the barn.
4. Among us, she has flown the most.
5. Will you sit with me on the flight?
6. Until the liftoff, I was nervous.
7. It was comfortable inside the airplane.
8. Without her help, they never would have built the plane.

**Answers**

1. preposition: at; object: store
2. preposition: about; object: airplanes
3. preposition: inside; object: barn
4. preposition: Among; object: us
5. prepositions: with, on; objects: me, flight
6. preposition: Until; object: liftoff
7. preposition: inside; object: airplane
8. preposition: Without; object: help
**Review**

Sometimes two or more ideas should be combined into one sentence. If one of two related sentences includes a prepositional phrase, you can use the prepositional phrase to combine the related ideas.

The ants were climbing. The ants were on the railing. The ants were climbing on the railing.

**Practice:** Identify the prepositional phrase in each sentence pair below. Then use the prepositional phrase to combine the sentences.

1. The ants were in the field. The ants were looking for food.
2. We are writing a report. Our report is about ants.
3. That ant is bothering me. That ant is on the blanket.
4. We are in science class today. Today we are studying ants.
5. The cat watched the ant. The ant was in the kitchen.
6. The ants are moving the eggs. The ants are working at night.

**Model/Guided Practice Routine**

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a description of a new invention for a catalog. Use a variety of prepositional phrases to tell shoppers how the item will improve their lives.

**ANSWERS**

1. The ants were looking for food in the field.
2. We are writing a report about ants.
3. That ant on the blanket is bothering me.
4. Today we are studying ants in science class.
5. The cat watched the ant in the kitchen.
6. The ants are working at night moving the eggs.
Review

Sentences can be combined using prepositional phrases. Prepositional phrases can be placed at the beginning, in the middle, or at the end of sentences.

Commas often follow prepositional phrases to make the sentence clear, especially if the prepositional phrase is at the beginning of the sentence.

Practice: Add commas to the following sentences to make their meaning clearer.

1. On every continent ants exist.
2. Every year ants dig up tons and tons of dirt.
3. In our backyard ants had nearly taken over!
4. To larger insects ants can be a food source.
5. When trapped in a cave-in the ants were saved by other ants.
6. In the soft earth the ant laid her eggs.
7. The new book, which was about ants was perfect for our report.
8. On the deck ants were crawling toward the spilled food.

Model/Guided Practice Routine

1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a letter of appreciation to an inventor you admire. Start at least one sentence with a prepositional phrase.

ANSWERS

1. On every continent,
2. Every year, ants
3. In our backyard, ants
4. To larger insects, ants
5. When trapped in a cave-in, the
6. In the soft earth, the
7. which was about ants, was
8. On the deck, ants
Practice: Use prepositional phrases to combine the sentences. Try to vary the placement of prepositional phrases in your sentences.

1. The ants were in the yard. The yard was wet.
2. I wrote a report. My report was about ants.
3. The ants pack dirt together. They use the dirt to build tunnels.
4. The ant was on my leg. The ant bit me.
5. The ants left the nest. The ants went to search for food.
6. There were ants at the picnic. The ants ruined our day.
7. I saw an ant on the ground. I sketched the ant.

ANSWERS
1. The ants were in the wet yard.
2. I wrote a report about ants.
3. The ants pack dirt together to build tunnels.
4. The ant on my leg bit me.
5. The ants left the nest to search for food.
6. The ants at the picnic ruined our day.
7. I sketched the ant I saw on the ground.
**Practice:** Correct the errors in the sentences below.

1. Because ants our day was ruined.
2. The ants the deck followed the bread crumbs.
3. Inside colony, the other ants began to work.
4. The ants followed the trail food.
5. This book ants is very interesting.
6. The ants were on the kitchen on the floor.
7. Ants run, on hot days, faster.
8. The ants found food and brought it back, to the colony.

**Model/Guided Practice Routine**
1. Define explicitly.
2. Provide clear examples.
3. Do the first two items with students, then assign the remaining items. (Work with English Learners and Approaching Level students to complete all items.)
4. Review answers and provide corrective feedback.
5. Have students reread the sentences to a partner to develop fluency.
6. Connect to writing. Write a riddle that names books, movies, magazines, or songs that feature a particular invention. Invite your classmates to guess the object.

**ANSWERS**
1. Because of the ants, our day
2. ants on the deck
3. Inside the colony,
4. the trail to the food
5. book about/on ants
6. possible answer: The ants were on the kitchen floor.
7. possible answer: Ants run faster on hot days.
8. possible answer: and brought it back to the colony.
Practice: Identify the prepositional phrase in the following sentences.

1. The ants were in the sand.
2. We moved toward the ants.
3. We were happy until the ants came.
4. The ants climbed down the gutter.
5. The ants were beneath the wood pile.

Practice: Use prepositional phrases to combine the sentence pairs below.

1. The ants were in the sand. The ants were digging.
2. We moved toward the ants. The ants were on the picnic table.
3. The ants were beneath the wood pile. The ants were in the yard.

ANSWERS

Practice: Identify the prepositional phrase in the following sentences.

1. The ants were in the sand.
2. We moved toward the ants.
3. We were happy until the ants came.
4. The ants climbed down the gutter.
5. The ants were beneath the wood pile.

Practice: Use prepositional phrases to combine the sentence pairs below.

1. The ants in the sand were digging.
2. We moved toward the ants on the picnic table.
3. The ants were in the yard beneath the wood pile.

ANSWERS

1. The ants in the sand were digging.
2. We moved toward the ants on the picnic table.
3. The ants were in the yard beneath the wood pile.