

Name _____

A. Write the pronoun that can replace the underlined word or words in each sentence.

1. The dog led the police to the suspect. _____
2. My sister told my brother to walk the dog. _____
3. Sally and her friend tried to give the cat a bath. _____
4. Fido had the ball in his mouth, but he wouldn't give the ball to me.

5. Edgar and I took his dog around the lake. He and I were both tired afterward. _____
6. If the cats don't stop scratching the couch, we'll have to keep the cats outside. _____
7. We saw our neighbors across the street. _____
8. I told my sister not to pet the cat. _____

B. Write the correct pronouns to complete these sentences.

9. I bought my cats some catnip, but _____ didn't like it.
10. Last year Bruiser was only a puppy, and now _____ weighs 100 pounds.
11. My sister didn't believe me when _____ told her how mean the dogcatcher was.
12. The Ungers' cat has lived with _____ for 16 years.
13. My friend Mary has both a dog and a cat, and _____ loves them both equally.
14. Gertrude has grown up and become a vet. Her family is proud of _____.
15. We brought our cat Jane to the beach, but _____ stayed in the cage.
16. The dog has lived with _____ for many years.

Name _____

Review: Pronouns
and Contractions

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her.*
- Plural pronouns are *we, you, they, us, and them.*

Mechanics

- A **contraction** is a shortened form of two words.
- A contraction may be formed by combining a pronoun and a verb.
- An apostrophe (') shows where one or more letters have been left out.

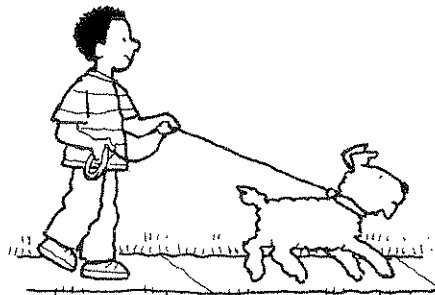
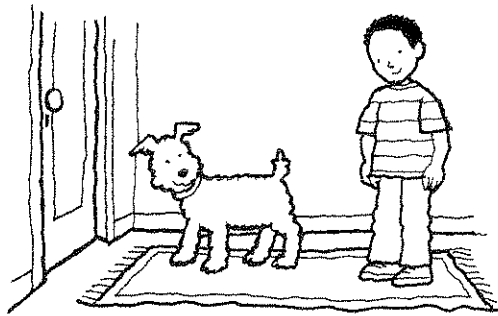
Write what you think each character is saying. Use the contraction given in your sentence.

1. Dog: (I'm)

2. Boy: (you're)

3. Dog: (it's)

4. Boy: (I'll)



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Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we* and *they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- *Me, you, him, her, it, us,* and *them* are object pronouns.

Underline the incorrect pronouns and write the correct pronouns on the line.

1. The villagers loved the man, and them all missed him when he died. _____
2. Everyday when the man woke, him went to work in his garden. _____
3. Her and me went to the well for water. _____
4. Us are the only ones who really know him. _____
5. Them are the people we met last year. _____
6. The young man feared the blind man would be unkind to he. _____
7. Her grandmother gave she a special gift. _____
8. This is a secret between you and I. _____
9. Blind people use sounds to help they get around. _____
10. The bugs are a bother to she and Grandpa. _____
11. My father handed the hammer to I. _____
12. Don't forget to call we. _____



Name _____

- Use a **reflexive pronoun** instead of an object pronoun if the subject of the sentence is doing the action to himself or herself.
- *Myself, yourself, himself, herself, itself, ourselves, themselves,* and *yourselves* are reflexive pronouns.

Fill in the blanks in the sentences below with the correct reflexive pronoun.

1. Be careful and don't hurt _____.
2. After I go swimming, I dry _____ with a towel.
3. Your baby sister can't feed _____.
4. He made _____ dizzy by spinning around and around.
5. Let's give _____ a break and try again later.
6. The bird washed _____ in the puddle.
7. Boys, please get _____ ready for dinner.
8. The gardener shut the door and locked _____ in the shed.
9. My grandfather almost fell, but he caught _____.
10. Look at _____! You're covered in mud!
11. I tried to reach the towel _____.
12. He looked at _____ in the mirror.
13. We can plant that tree _____.
14. My sister cannot feed _____ without some help.
15. You can help _____ to some cookies.



Name _____

- Use a **subject pronoun** as the subject of a sentence.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.

Read the sentences below. Then write the correct pronouns on the lines provided to complete each sentence.

1. My brother and _____ saw a blind woman walking down the street.
2. _____ was using a cane to find her way.
3. When people saw _____ coming, they moved over to let her pass.
4. How does the woman know where _____ is going?
5. It might be hard for _____ to run errands.
6. He told _____ that she might count the steps to her destination.
7. Do you know what _____ think?
8. I think she does _____ by smell.
9. What do _____ mean, by smell?
10. Each street has its own smell, and that's how she tells _____ apart.
11. Do _____ have some extra money?
12. _____ gave my brother some change.
13. _____ could smell the hot dog stand around the corner.
14. This was going to be a good day for _____.



At Home: Ask your child to write three sentences describing something he or she can't see, using one pronoun in each sentence.

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we* and *they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- *Me, you, him, her, it, us,* and *them* are object pronouns.

Read the paragraphs below. Circle every pronoun that is not used correctly.

Someone gave I directions to the museum

You and us need to walk to Maple Street. Then turn right at Oak Street.

Mr. Exeter lives there. Him and me go on walks sometimes. If him is in his yard, he will give a big wave to you and I.

When we got to the museum, we saw Mrs. Peters. Her and my dad went to school together. Them often like the same paintings

Rewrite the passage above. Use the correct forms of the pronouns. Be sure to use capital letters and end punctuation correctly.

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At Home: Ask your child to write a short paragraph about what it would be like to visit a museum if you can't see.

Name _____

A. Circle the pronoun or pronouns in parentheses that correctly complete each sentence.

1. (He, Him) and the older man went on a journey.
2. I hurt (me, myself) while walking in the woods.
3. I gave (them, they) five feathers from my collection.
4. (Him, He) and I are going hunting.
5. My parents helped (we, us) with the arrows.
6. My brother found the stones (him, himself).
7. (Them, They) are older than what I have.
8. I thought (we, us) were going the other way.

B. Write the pronoun that completes each sentence.

9. He showed _____ how I should plant the seeds.
10. We sent _____ a message, and they sent one back.
11. She likes to watch birds. It's fun for _____.
12. We need to make breakfast—the eggs won't cook _____!
13. He's wise and everyone respects _____.
14. Let's see where _____ is going.
15. You must learn to respect _____.

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we* and *they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- *Me, you, him, her, it, us,* and *them* are object pronouns.

Mechanics

- Always write the pronoun *I* with a capital letter.
- Use *I* or *me* last when talking about yourself and another person.

Read each of the sentences below. Then fill in the blanks with the pronoun that completes each of the sentences.

1. My dad likes birds. _____ knows all about _____.
2. He and I watch birds together. _____ do _____ every weekend.
3. My mom doesn't go because _____ thinks _____ is boring.
4. When _____ bring my little sister, my dad carries _____ in a backpack.
5. _____ usually bring my lunch. If my dad is hungry, I share it with _____.
6. When _____ get home, my feet hurt because _____ are very tired.

Name _____

- A present-tense verb must agree with its subject pronoun.
- Add -s to most action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add -s to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.

Write the correct form of the underlined action verb to complete each sentence.

1. My car use _____ less gas than yours.
2. Windmills make _____ energy from the wind.
3. Every few years my dad buy _____ a new truck.
4. Fossil fuels pollute _____ the environment.
5. Scientists help people because they look _____ for new ways to make energy.
6. My mom put _____ up solar panels at her job.
7. Ed's sister design _____ hybrid cars.
8. Rasheed know _____ a great deal about electricity.
9. Where I live, we get _____ energy from the river.
10. Peter's grandfather work _____ in an oil field.
11. My uncle ride _____ a bike to work.
12. The burning of coal send _____ soot into the air.
13. We need _____ more twigs to start the fire.
14. Our teacher hike _____ in the mountains.



At Home: Have your child write a short paragraph describing three ways she or he uses energy every day.

Name _____

Pronoun-Verb
Agreement

- The verbs *have* and *be* have special forms in the present tense.

Have

I have

We have

You have

You have

He/She/It has

They have

Be

I am

We are

You are

You are

He/She/It is

They are

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

- I has _____ a way to tell which house is yours.
- Your house have _____ six solar panels on its roof.
- We has _____ had them since last year.
- They be _____ helping us save energy.
- They have _____ already saved us some money.
- I be _____ trying to get my friends to get solar panels.
- I think Fred and Elliot be _____ going to buy some.
- Bill be _____ helping protect the environment.
- Helen are _____ good with tools.
- She have _____ a big truck that she uses on the job.
- We be _____ building an addition to our house.
- Dad have _____ to nail the beams.
- We be _____ putting in two windows.
- Now you has _____ a good design.



Name _____

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- An apostrophe (') shows where at least one letter is missing.
- Examples of contractions: *is + not = isn't*, *did + not = didn't*

Common Contractions:

	am	is	are	have	has	had	will
I	I'm			I've		I'd	I'll
he		he's			he's	he'd	he'll
she		she's			she's	she'd	she'll
it		it's			it's	it'd	it'll
we			we're	we've		we'd	we'll
you			you're	you've		you'd	you'll
they			they're	they've		they'd	they'll

Write the contraction for the underlined words in each sentence.

1. He had never seen a hybrid car before. _____
2. His mom told him, "I think you will like the new car." _____
3. "I am so excited to see it," he said. _____
4. "Let me finish this article and then I will show it to you." _____
5. After a few minutes, she said, "I have just finished. Let's go."

6. "Let's wait for Dad. He will be here around three o'clock."

7. "You are right, Mom. I do like it." _____
8. "It is very special." _____



Name _____

- A present-tense verb must agree with its subject pronoun.
- Add *-s* to most action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add *-s* to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.
- The verbs *have* and *be* have special forms in the present tense.

Rewrite the following story. Be sure all verbs agree with their pronouns.

Working on the North Slope

Right now, I is far from my family. I is working in a place called the North Slope. That is way up in Alaska. I has only been here for about a month, but my friends Steve and Rob has been here for about two years. We is here to build an oil pipeline. A few years ago, they found oil north of here. Now, we is building a pipeline. When it is done, they will be able to put the oil on ships. It will be at least two years before the job are over. I am glad to be working, but I will be happy to see my family again.



Name _____

Test: Pronoun-Verb
Agreement**A. Write the correct form of the underlined action verb or verbs in each sentence.**

1. My sister love _____ learning about electricity.
2. When she grow _____ up, she want _____ to be an electrician.
3. She know _____ how to use all kinds of tools.
4. She and our dad fixes _____ things around the house.
5. She read _____ books about how things work.
6. Sometimes my sister and I works _____ on projects together.
7. We designs _____ a simple lamp.
8. My sister and I helps _____ dad with projects.

B. Write the correct form of have or be to complete each sentence.

9. I _____ a friend who works on a wind farm.
10. The wind farm _____ on top of a hill.
11. The windmills there _____ very tall.
12. Each windmill _____ three blades.
13. My friend _____ a small office nearby.
14. I _____ going to visit him this weekend.
15. We _____ taking a tour of the wind farm.
16. It _____ miles and miles of land.

Name _____

- A present-tense verb must agree with its subject pronoun.
- Add -s to most action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add -s to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.
- The verbs *have* and *be* have special forms in the present tense.

Mechanics

- Use quotation marks at the beginning and end of a person's exact words.
- Begin a quotation with a capital letter.
- Begin a new paragraph each time a new person speaks.

Rewrite the following sentences in dialogue form. Correct any problems in pronoun-verb agreement. Be sure to add quotation marks where they belong.

1. Bill, you has a new bike said Liz.

2. Yes. And my sister have a lot of bikes he said.

3. Where is they asked Liz.

4. They is in the garage said Bill.

5. What do she do with them asked Liz.

6. She like to fix them up he said.

Name _____

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.
- Some possessive pronouns are used before nouns (*my, your, his, her, its, our, your, their*).

Rewrite the underlined parts of the sentences using possessive pronouns and nouns.

1. Adelina's father works on a boat, and the grandfather of Adelina does, too. _____
2. The houses in Adelina's village are small. _____
3. The village is busy, and the village's visitors come from all over the world. _____
4. Her family's job is to take people to see the whales. _____
5. The whales come to the village to have the whales' babies.

6. Adelina's grandfather's stories are fascinating, and the grandfather's job is, too. _____
7. If you go to Adelina's village, be sure to bring the camera that belongs to you. _____
8. Robert learned about La Laguna from Robert's friend Melissa.

9. Robert and I went there for the vacation we had last winter.

10. I took a lot of pictures for the photo album that belongs to me.



Name _____

Possessive
Pronouns

- Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*)

In each sentence, replace the **underlined incorrect possessive pronoun** with the correct one on the line provided.

1. That is your boat, but this one is my's. _____
2. Your's is the smaller life-vest, the blue one. _____
3. I don't have my own, but my brother let me use he's. _____
4. You have your oars. Where are my? _____
5. I wanted to ask Mercedes if I could use her's, but she wasn't at home.

6. We are off, and the whole day is our! _____
7. Paco and Pepe say this beach is they's, but it's not. _____
8. I forgot my lunch, so will you share your? _____
9. Is that cooler her's? _____
10. The fishing shack on the right is he's. _____
11. Should we go to his fishing shack or your? _____
12. That tackle box is not our. _____
13. It's handle is broken. _____
14. That pretty hat is my. _____
15. Those shoes are her's. _____



Name _____

- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
- Possessive pronouns do not have apostrophes.

Read the sentences below. Replace the underlined incorrect possessive noun in each sentence with the correct one on the line provided.

1. My friends grandfather was a fisherman. _____
2. A fishermans life is not always easy. _____
3. He must wake with mornings first light. _____
4. Sometimes the waves power tosses his boat. _____
5. The captains' crew must be strong and able. _____
6. They say that grandfather's boat was once lifted up on a whales back.

7. He could see the animals' great tail behind him. _____
8. The tails' splash against the water frightened him. _____
9. The boat was dropped back into the seas foamy waters.

10. The whales' great body disappeared below the surface. _____



At Home: Ask your child to write two sentences imagining what a fisherman's life is like. Have your child use possessive pronouns.

Name _____

Proofreading

- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Me name is Robert and this is mine wife, Florence. That's her' given name, but she prefers to be called Fluffy. Let us show you around our's home. Down the hall we have our's offices. The one on the left is mines, and the one on the right is Fluffy's. My office is where we keep our's jewels. They were my mother's. My father bought them for her on he's many trips abroad. He used to travel a lot in order to study whales. On his's trips, he met some of the world's top scientists. Theirs knowledge of whales was amazing.



Name _____

Circle the letter before the possessive pronoun that correctly completes each sentence.

- Adelina's village was small, and _____ main street had only a few houses.
 - his
 - our
 - its
 - their
- The whales came to Mexico to have _____ young.
 - their
 - your
 - my
 - her
- Although _____ first visit to La Laguna was in June, this year I'm going in January.
 - his's
 - theirs
 - my
 - her
- Adelina knows the ocean very well, because _____ whole family works on the water.
 - my
 - their
 - our
 - her
- Pachico made a sign for his business, and _____ letters are large and easy to read.
 - hers
 - their
 - its
 - my

Name _____

- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

Mechanics

- Add an apostrophe and an -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
- Possessive pronouns do not have apostrophes.

Read the sentences below about a girl who gets swallowed by a whale. Then, rewrite each sentence, replacing the underlined possessive pronouns with possessive nouns.

1. Its mouth was as big as a cave.

2. In came a great rush of water, washing her down its throat.

3. Her eyes had to get used to the darkness in the whale's belly.

4. Soon she saw she was lying in a pile of fish. Their scales were stuck to her whole body.

5. She knew her father was nearby. She thought she could hear the motor of his boat. She hoped he would rescue her.

Name _____

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are, and you are*.
- Be careful not to confuse possessive pronouns with contractions that sound the same.

Read each sentence below. Then circle the correct word in parentheses to complete each sentence.

1. If we don't protect the coral reefs, (their, they're) likely to die.
2. If you visit a coral reef, (your, you're) sure to see many wonderful creatures.
3. When you go, remember to bring (your, you're) snorkel.
4. (Its, It's) important to understand that corals are living things.
5. (Their, They're) lives depend on many things being in balance.
6. Because of all the tiny spaces in the Great Barrier Reef, (its, it's) a great place for a fish to hide.
7. (Its, It's) off the coast of Australia.
8. Surely (your, you're) amazed that the Great Barrier is 1,250 miles long.
9. Imagine all the sea life that lives in all (its, it's) cracks and holes.
10. (Your, You're) going to enjoy your visit to the reef.
11. You don't have to dive far to see (its, it's) beauty.
12. Don't forget (your, you're) flippers.
13. Fish stay in (their, they're) own groups.
14. The mother stays with (its, it's) young.



Name _____

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are, and you are*.
- The word *there* means "in that place." It sounds just like *their* and *they're*.

Write the homophone that correctly completes each sentence.

1. **their** **they're** **there**

Go to a coral reef and explore the warm, clear waters _____.

2. **Its** **It's**

_____ not uncommon to find corals in many bright colors.

3. **their** **they're** **there**

Corals belong to a family of animals, and _____ relatives include jellyfish and anemones.

4. **Its** **It's**

_____ even possible to find corals growing on shipwrecks.

5. **its** **it's**

A sponge eats by pumping water through tiny holes in _____ body.

6. **their** **they're** **there**

The bottom of the ocean is a busy place, and many creatures live _____.

7. **your** **you're**

Which one is _____ favorite: the sea stars, the sand dollars, or the spiny lobsters?

8. **their** **they're** **there**

No matter which one is your favorite, _____ all important to life under the sea.



Name _____

- An apostrophe takes the place of letters left out of a contraction.
- Possessive pronouns do not have apostrophes.
- Be careful not to confuse possessive pronouns with contractions.

A. Read the pairs of sentences below. Then write the correct form of the underlined incorrect contraction or possessive pronoun on the line.

1. Have you heard about underwater parks? Their places where sea life is protected. _____
2. Fish and people both have homes. The ocean is there's and the land is ours.

3. Clean water is important for sea life. Its like clean air for us.

4. A lobster's skeleton is on the outside of it's body. Where's you're skeleton?

5. Do you want to see the reef? Your going to need a snorkel.

B. Read each sentence below. Then decide if the underlined word in each sentence is a *possessive noun* or a *contraction*. Write your answer on the line provided.

6. The world's oceans are home to thousands of miles of coral reefs.

7. It's filled with wonders. _____
8. Some people think that coral is a plant, but really it's an animal.

9. Coral's relatives have soft, jelly-like bodies. _____
10. The hawksbill turtle is one of the reef's many visitors.



Name _____

Proofreading

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are, and you are*.
- The word *there* means "in that place." It sounds just like *their* and *they're*.

Rewrite each sentence in the following short essay. There are 6 homophone mistakes.

Most people care about there environment and do things to protect it. But places exist here and their that we don't see every day. Its important to take care of them, too. This summer I visited a beautiful coral reef. But a coral reef isn't just a nice place to visit. Its also like a neighborhood. It's millions of cracks and holes are home to many kinds of sea creatures. When I visited their, I learned that people have to take care of the oceans, not just the land.

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Name _____

Read each sentence. Choose either the possessive pronoun or the contraction to complete the sentences.

its	it's
-----	------

Although coral is hard, _____ made by a soft, jelly-like animal. When the soft animal dies, it leaves behind _____ skeleton, which is called a polyp. Thousands and thousands of corals begin to form a big pile. After a long time, _____ not just a pile, but a coral reef.

your	you're
------	--------

When _____ swimming underwater, be sure to bring _____ scuba gear and goggles. _____ sure to see many amazing sights there.

their	they're	there
-------	---------	-------

If the water is clear and warm, coral reefs may grow _____ . After the corals of the reefs release _____ eggs, the eggs become baby corals. For a few weeks afterward, _____ floating through the sea, looking for a hard surface. Once _____ near one, they settle _____ . Then _____ growth depends on temperature, salt, and sunlight.

its	it's
-----	------

When a coral reef forms, _____ like an underwater city. Each tiny plant inside the coral animals contributes _____ colors. When this "city" grows, _____ a home for millions of small sea animals.

Name _____

- *Its, their, and your* are possessive pronouns.
- *It's, they're, and you're* are contractions for *it is, they are, and you are*.
- The word *there* means "in that place." It sounds just like *their* and *they're*.

Mechanics

- An apostrophe takes the place of letters left out of a contraction.
- Possessive pronouns do not have apostrophes.

Use the words above each paragraph to complete the sentences.

its it's

_____ a challenge for sponges to eat. A sponge must push seawater through the many holes in _____ body. The tiny plants and animals in the water are _____ food.

their they're there

When I explored underwater, I saw mollusks. Some mollusks have soft bodies inside _____ hard shells. _____ protected by the thick shells. Some mollusks, such as octopuses, squirt water from _____ bodies in order to move.

your you're

Suppose _____ a squid who lives near a coral reef. What animals would be part of _____ diet?

Name _____

Unit Review: Pronouns

Read each passage. Then choose the pronoun or contraction that belongs in each space. Circle your answer.

"Mrs. LaRue, everyone thinks the Hibbins's cats are well behaved. But (1) certainly aren't! I was up all night listening to (2) fighting. Please take me home!"

- | | |
|----------|----------|
| 1. A. he | 2. E. me |
| B. they | F. you |
| C. you | G. him |
| D. I | H. them |

Chirobo was a wise man. (3) would always take time to answer people's questions. Not only was he wise, he was also kind to children. (4) would tell them stories.

- | | |
|----------|----------|
| 3. A. He | 4. E. He |
| B. She | F. She |
| C. They | G. They |
| D. We | H. We |

Although many countries rely on fossil fuels, (5) not a perfect source of energy. The use of oil has led to pollution. Also, some countries, such as Japan, produce very little of (6) own oil.

- | | |
|------------|-----------|
| 5. A. her | 6. E. her |
| B. hers | F. hers |
| C. theirs | G. theirs |
| D. they're | H. their |

Name _____

Unit Review: Pronouns

Laguna San Ignacio is just a little village, but one thing makes it different from any other town. (7) the only place where giant gray whales spend time with humans. The whales swim near the shore. They lift (8) heads to look at villagers like Adelina.

7. A. It's
B. Its
C. They're
D. Their
8. E. you're
F. their
G. they're
H. your

It's important to keep track of tides. For example, fishermen need to know when the water will be high enough for (9) boats to travel out to sea. And tide waters affect animals, too. (10) responsible for bringing fresh oxygen for some sea animals.

9. A. they're
B. their
C. there
D. theirs
10. E. They're
F. Their
G. There
H. Theirs

Name _____

- **Adjectives** are words that describe nouns or pronouns. For example, adjectives may tell what a noun or pronoun looks, sounds, smells, tastes, or feels like.
- Adjectives may be placed before a noun or pronoun. Adjectives may come after the words *a*, *an*, and *the*.
- Adjectives may follow a linking verb.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Write each adjective on the line provided. Some sentences may have more than one adjective.

1. Florida has big mosquitoes. _____
2. Miss Franny wanted a little house with lots of books. _____
3. That short, smart woman is the librarian. _____
4. She feared that she would seem like a silly woman. _____
5. This book is long and difficult. _____
6. The large bear had a strong smell. _____
7. The bear looked dangerous. _____
8. Winn-Dixie had clean, sharp teeth. _____
9. Miss Franny's father was rich. _____
10. When she saw the dog, she let out a loud, high scream. _____
11. The dog was friendly and clean. _____
12. The bookshelves are high. _____
13. Her father had a loud, scratchy voice. _____
14. The road was not steep at all. _____



Name _____

Proper Adjectives

- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.
- **Common adjectives** are not formed from proper nouns.
Do not capitalize common adjectives.

On the line, rewrite each proper adjective correctly.

1. Today I sat and read in the herman w. block room at the library.

2. I read a book about bears who live in the michigan woods.

3. I also learned that mosquitoes live in the florida swamps.

4. I read about a chinese custom of having brides wear red at weddings.

5. The room had a shelf of books about asian countries.

6. This library has more books than both pleasantville libraries put together.

7. I won't miss the chill of minnesota winters.

8. I lived near the canadian border, where it got very cold.

9. That reminds me, I want to find a book on eskimo life.

10. I already read a book on native american tribes.



Name _____

Mechanics

- Do not use a comma to separate a single adjective from a noun.
- When only two adjectives are used together, separate them with a comma or *and*. Do not use both.
- Use commas to separate three or more adjectives in a series.
- When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas. These adjectives describe color, size, or age: *a woman with **short gray** hair*.
- Do not use commas or *and* to separate a common adjective from a proper adjective: *the **hot Alabama** summers*.

Rewrite each sentence on the line provided. Be sure to punctuate the sentences correctly.

1. The library is just a little, old, house with lots of books.

2. My dog is friendly, and, calm.

3. The bear came out of the wild, Florida forest.

4. The book was long interesting and hard.

5. That snobby, young girl just came into the library.

6. The bear put his big, and black nose in the air.

7. I grew up in a small, town.

8. I enjoyed the bright colorful exciting pictures in this book.



Name _____

- **Adjectives** describe nouns or pronouns.
- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.
- **Common adjectives** are not formed from proper nouns.
Do not capitalize common adjectives.

Rewrite each sentence in the paragraph below. Remember to use commas and *and* correctly with adjectives. Capitalize proper adjectives. Use a separate page if you need to.

The little, bookstore on the corner is different from the huge, Smithville bookstore in town. Both stores have lots of interesting, and exciting books. But that's the only way they are alike. The small, blue, store on the corner is warm dim. It is filled with old and, unusual books. This store is not like the big smithville store. The Smithville store is bright, and cool. It has new, books by famous popular writers. There is even a counter where you can get a hot sweet tasty cup of cocoa.



Name _____

A. Complete each sentence with an adjective from the box below. Remember to capitalize any proper adjectives.

reddish atlantic british lonely ohio

1. My dog gets _____ when he's by himself.
2. I gathered shells on the sandy _____ shore.
3. My dog's hair is long and _____.
4. We live in a little _____ town.
5. The librarian's voice sounded _____.

B. Choose the group of words that best completes each sentence. Circle the letter of your choice.

6. I brought home a _____ kitten.
 - a. fluffy, white,
 - b. fluffy white
7. The house was _____.
 - a. warm and cozy
 - b. warm, and cozy
8. Her dog is _____.
 - a. large, brown, and shy
 - b. large brown and shy
9. This book contains _____ words.
 - a. common spanish
 - b. common Spanish
10. The car had _____ tags.
 - a. yellow New Jersey
 - b. yellow, New Jersey

Name _____

Review: Common and
Proper Adjectives

- **Adjectives** describe nouns or pronouns.
- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.
- **Common adjectives** are not formed from proper nouns.
Do not capitalize common adjectives.

Mechanics

- Do not use a comma to separate a single adjective from a noun.
- When only two adjectives are used together, separate them with a comma or *and*. Do not use both.
- When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas or *and*. These adjectives describe color, size, or age: *a woman with **short gray** hair*.
- Do not use commas or *and* to separate a common adjective from a proper adjective: *the **hot Alabama** summers*.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Then find the adjectives that are not written correctly. Rewrite the sentences on the lines below, correcting any mistakes.

1. A guide dog helped the blind, young, man.

2. They walked through the sunny arizona city.

3. The dog stepped over a prickly, cactus.

4. My dog likes to eat mexican food.

5. He's a funny kind helpful dog.

Name _____

Articles

- The words *a*, *an*, and *the* are special adjectives called **articles**.
- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.

Complete each sentence by writing the correct article, *a* or *an*.

1. Félipé was _____ spoiled child.
2. He was upset because he had lost _____ arrow.
3. The arrow had landed in _____ well.
4. Ranita the frog had been put under _____ spell.
5. Félipé tried to think of _____ excuse not to keep his promise.
6. He had promised to give Ranita _____ kiss.
7. He was hoping it was all _____ bad dream.
8. _____ wise woman had cast the spell on Ranita.
9. Ranita didn't think _____ brat like Félipé would make a good husband.
10. Pepé's kiss changed her from _____ ugly frog to a beautiful princess.
11. Both Félipé and Ranita refused to get _____ glass of water for Vieja Sabia.
12. The viceroy believed that even _____ important person had to keep his promises.
13. _____ viceroy has many things to be concerned about.
14. Ranita wore _____ old hat that belonged to her grandmother.



At Home: Have your child write three sentences describing characters in the story. Have your child use *a* and *an* in his or her descriptions.

Name _____

[More Articles](#)

- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Read each sentence. Put one line under each article. Put two lines under the noun that each article points out.

1. The arrow was golden.
2. Félipé thought Ranita was only a frog.
3. Everyone must keep promises, even the children of kings.
4. Pepé feared it would be a long night.
5. Ranita thought Pepé would be the best husband.
6. Félipé ordered Pepé to kiss the frog.
7. Ranita was an unexpected guest.
8. The servants didn't like Félipé much.
9. Vieja Sabia taught both children a lesson in manners.
10. The viceroy argued with his wife.
11. Ranita was actually a Mayan princess.
12. Félipé refused to go to the wedding of Ranita and Pepé.
13. The frog was hopeful for a change.
14. Pepé wore a long cloak.
15. The townspeople did not know the frog.
16. One guest had an overnight bag.



Name _____

Mechanics

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Each sentence is missing two articles. Add the articles and write the sentences correctly.

1. Who is boy who lost golden arrow?

2. Until he went to well, Félipé had never seen talking frog.

3. Ranita asked wise woman to turn her into girl again.

4. Wife of the viceroy spoiled children.

5. Cook said, "I added fly to your soup for the frog."

6. Adding the fly to soup was excellent idea.

7. Ranita told woman, "I was selfish child."

8. Why is boy feeding birds?



At Home: Ask your child to write a few sentences explaining the message of the story. Remind him or her to use articles correctly.

Name _____

Proofreading

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Rewrite each sentence in the poster below. Remember to use *a*, *an*, and *the* correctly. Add articles where they are missing.

VICEROY ELEMENTARY SCHOOL ANNOUNCES
A THIRD ANNUAL ARTS AND CRAFTS SHOW!

show will take place on Saturday, March 28

If you have a art project or an craft project to display,
please let fourth-grade art teacher know.

Gift card worth \$30 will be awarded
to artist who wins first place.

© Macmillan/McGraw-Hill



Name _____

Test: Articles

A. Circle the letter before the sentence that uses articles correctly.

1.
 - a. Frog is not allowed to eat from my plate.
 - b. An frog is not an very clean animal.
 - c. I would not share my dinner with a frog.
2.
 - a. Mayan emperor's daughter had spell cast on her.
 - b. Who would have believed she was the Mayan emperor's daughter?
 - c. A wise woman said manners were important.
3.
 - a. I liked the character of Pepé, the servant.
 - b. Pepé, the servant, is funny character.
 - c. Pepé becomes an husband to Ranita.
4.
 - a. What is moral of story?
 - b. I enjoyed the story.
 - c. Tell me a important event from the story.

B. Circle the letter before the article that correctly completes each sentence.

5. Which of _____ characters did you like best?
 - a. a
 - b. an
 - c. the
6. There wasn't _____ happy ending for Félipé.
 - a. a
 - b. an
 - c. the
7. Did Ranita _____ frog really sleep in Félipé's bed?
 - a. a
 - b. an
 - c. the
8. Félipé didn't think he had to be nice to Ranita, since she was only _____ animal.
 - a. a
 - b. an
 - c. the

Name _____

Review: More Articles

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing.
- Use *the* before all plural nouns.

Read the sentences about what the characters might be saying in the picture below. Rewrite the sentences on the lines below, adding articles where they are needed.



1. FÉLIPÉ: That was not just arrow—it was golden arrow!

2. RANITA: If I rescue arrow, you must make me promise.

3. VIEJA SABIA: Ranita, I will take you to hunting lodge of the viceroy.

4. RANITA: Be sure to set place for me at dinner table!

Name _____

- Add **-er** to most adjectives to compare two people, places, or things.
- Add **-est** to most adjectives to compare more than two.

Read each sentence. Underline the adjective in parentheses that correctly completes the sentence.

1. Have you ever imagined exploring the (deeper, deepest) waters of the ocean?
2. The sun looks (brighter, brightest) on the water than it does on land.
3. The Pacific Ocean looks (clearer, clearest) than the Atlantic Ocean.
4. The blue whale is the (larger, largest) mammal of all.
5. The deep water is (colder, coldest) than the shallow water by the shore.
6. This mussel shell is the (prettier, prettiest) shell I found today.
7. I think scuba divers are the (braver, bravest) of all explorers.
8. It is so much (quieter, quietest) under water than it is on the surface.
9. The colors of this fish are the (stranger, strangest) I have ever seen.
10. Andrea is a (faster, fastest) swimmer than Eric.
11. Which of the waves do you think is (higher, highest)?
12. My towel is (sandier, sandiest) than yours.
13. This fish is (smaller, smallest) than the other one.
14. My shell collection is (better, best) than Ralph's.
15. This rock is the (heavier, heaviest) of them.
16. Andrea can stay afloat (longer, longest) than Cyril can.



At Home: Have your child write each adjective in parentheses on an index card. With a family member, have your child take turns drawing a card and using the adjectives in sentences of his or her own.

Name _____

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. After the sun went down, the air felt chilliest than before.

2. I think fish feel freerer in the ocean than they do in tanks.

3. Dad caught the biggest fish of all.

4. I wonder which ocean is the saltyest.

5. The dolphin is one of the smartiest animals.

6. The water is calmmer than it was yesterday.

7. My clothes are wettest than they were this morning.

8. That shark has the paleest skin I've ever seen.



Name _____

Mechanics

- A proper noun or adjective begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.
- Capitalize family names if they refer to specific people.
- Capitalize titles of people before names.

Read the sentences below. Then correct the capitalization mistakes. Rewrite the sentences on the lines provided.

1. The beach was closed after labor day.

2. The dead sea is the lowest place in the world.

3. The north pacific octopus can grow to over 100 pounds.

4. I learned this from dr. stevenson, an expert on ocean life.

5. We are going scuba diving on sunday.

6. We are bringing grandpa along.

7. Jacques cousteau was a famous french undersea explorer.

8. Cousteau was born in june 1910 in france.



Name _____

Rewrite the title and each sentence in the response to literature below. Remember to use *-er* and *-est* endings correctly with adjectives. Be sure to capitalize proper nouns, names, and titles.

Response to “exploring the undersea Territory”

I enjoyed reading this article. After learning about undersea explorers, I think that the work they do is stranger and scarier than most people’s jobs. But it is also more interesting.

One of the bravest explorers of all is Sylvia Earle. She was nicknamed “Her Deepness” because in 1979 she made the deepest ocean dive any human being had ever made alone. She went on to work as a businesswoman and as a scientist at the National Oceanic and Atmospheric Administration.

Handwriting practice lines consisting of 15 horizontal lines for student response.



Name _____

Test: Adjectives
That Compare

A. Read each sentence. Write yes if the underlined adjective is the correct form or the correct spelling. Write no if it is not the correct form or the correct spelling.

1. Since the bottom of the ocean is the murkyest part, some deep-sea fish have feelers as well as eyes.

2. The small cookiecutter shark can catch and eat much larger fish.

3. To me, jellyfish are the scaryest fish.

4. This clown fish has the brightest colors of all.

5. It's chillyer in this water than over there.

6. That is the strangest looking shell of all.

B. Read each sentence. Use the correct form of the adjective in parentheses. Write it on the line.

7. This lionfish has the (long) _____ spines I have ever seen!

8. Next to the green algae, the coral looked even (red) _____ than before.

9. You will be (safe) _____ if you wear a life preserver.

10. September is one of the (stormy) _____ months.

11. This fish tastes (salty) _____ than the other one.

12. You look (pale) _____ than I do.

Name _____

Review: Adjectives
That Compare

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Mechanics

- Proper adjectives are formed from proper nouns.
- A proper adjective or proper noun begins with a capital letter.

Read the sentences below. Look for mistakes in how adjectives are formed and how words are capitalized. Rewrite the sentences correctly.

1. The Great barrier Reef near australia is the largeest reef that living creatures have built.

2. The sea turtles of australia are the cuter turtles I have ever seen.

3. The red bass is the oldest fish on the great barrier reef.

4. Aunt carol said most clams are much tinyer than the giant clam.

Name _____

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Write *more* or *most* to complete each sentence correctly.

1. Your lemon cake is the _____ delicious dessert of all.
2. Uncle Romie had an even _____ enormous belly than my father.
3. He made the _____ interesting collage I have ever seen.
4. New York City is _____ exciting than my hometown.
5. But for me, North Carolina will always be the _____ comfortable place in the world.
6. Uncle Romie's studio was the _____ glorious mess I had ever seen!
7. I thought my birthday would be _____ pleasant if Aunt Nanette were there.
8. This birthday turned out to be the _____ special birthday ever.
9. Uncle Romie was _____ familiar with New York baseball teams than I was.
10. This summer vacation was _____ enjoyable than last year's vacation.
11. Could this get _____ exciting than yesterday?
12. This is the _____ fun I've ever had.



At Home: Ask your child to write four sentences of his or her own, using adjectives from the above sentences. Have your child use *more* and *most* in their sentences.

Name _____

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Rewrite each sentence. Use the correct form of the adjective.

1. Harlem is the more excitingest place I've ever been.

2. The sounds of the traffic outside made me feel more awaker than at home.

3. At first, Aunt Nanette seemed more caringer than Uncle Romie.

4. My visit to my grandparents' house is the most peacefulest time I can remember.

5. My aunt and uncle are most importanter to me than they used to be.

6. Uncle Romie is the most artisticest person I know.

7. I was more carefuller with this collage than I usually am.

8. My mother makes the more excellentest pepper jelly I have ever tasted.



Name _____

Mechanics

- When you start a sentence with an introductory word that is not part of the complete subject or predicate, follow it with a comma.
- Some common introductory words are *yes*, *no*, and *well*.
- When the sentence begins by addressing someone by name, use a comma after the name.

Rewrite the sentences below correctly. Use a comma after any introductory word or name.

1. B. J. the train is coming now.

2. Well New York will certainly be different from North Carolina.

3. Uncle Romie did you make that project?

4. Yes I worked on it for months.

5. James I'm pleased to meet you.

6. Aunt Nanette I will miss you tomorrow.

7. No I am sorry, but I cannot come to your party.

8. Mama I missed you so much.

9. Yes I brought you a jar of pepper jelly.

10. No we did not expect to have twins.



At Home: Ask your child to write a few sentences of dialogue for the characters in the story. Have your child start the sentences with names or expressions such as *yes*, *no*, and *well*.

Name _____

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Rewrite each sentence in the introduction speech below. Remember to use *more* and *most* correctly with adjectives. Use a comma after an introductory word used at the beginning of a sentence. Use a comma when the first word in the sentence addresses someone by name.

Class I would like to introduce my Uncle Romie to you. I met him last summer when I visited New York. He is the most creativest, most imaginativest person I know! His work is more unusualer and more powerfuller than any painting in a museum. Is he a painter? Is he a photographer? Is he a writer? No he's all of those at once. He puts paint, pictures, newspapers, magazines, and other things together to make the most amazing collages. His collage of Harlem is the more joyfulest picture I've ever seen. Yes I have also started making collages, just like Uncle Romie.

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Name _____

**A. In each sentence, find the adjective that compares.
Circle your answer.**

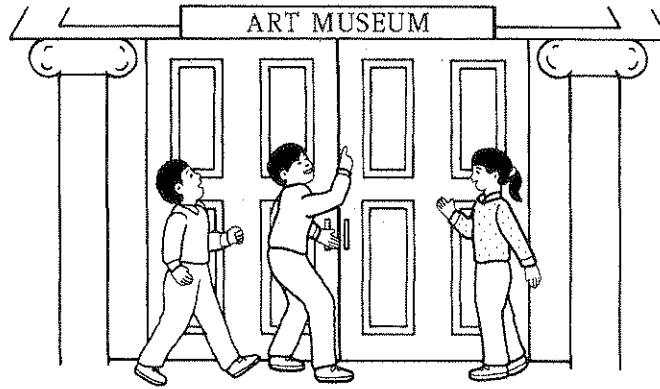
1. My sister is more musical than my brother is.
 - a. sister
 - b. more musical
 - c. musical than
 - d. brother is
2. New York City is one of the most popular of all cities to visit.
 - a. New York
 - b. the most
 - c. most popular
 - d. all cities
3. My Aunt Nanette is the most generous person I know.
 - a. most generous
 - b. Aunt Nanette
 - c. generous person
 - d. I know

**B. Choose the correct adjective to complete each sentence.
Circle your answer.**

4. My sister was _____ about my trip than my brother was.
 - a. curious
 - b. curiouser
 - c. more curious
 - d. most curious
5. John is the _____ of all three children.
 - a. responsible
 - b. responsiblest
 - c. more responsible
 - d. most responsible
6. That is the _____ idea I ever heard.
 - a. original
 - b. originalest
 - c. more original
 - d. most original

Name _____

Read the sentences below. Look for mistakes in adjectives that compare. Rewrite the sentences correctly. Then read them aloud.



1. Of all the students in our class, I was the eagerest to visit the art museum.

2. The rooms on the first floor have old-fashioneder paintings than the rooms on the second floor.

3. The paintings on the third floor are the modernest of all.

4. We decided packing a lunch would be economicaler than buying one.

Name _____

- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

Write *better* or *best* to complete each sentence correctly.

1. The Black Hills Wild Horse Sanctuary is one of the _____ places to see wild horses.
2. My friend thinks horses are _____ companions than dogs.
3. Dayton Hyde thinks that running free is _____ for horses than being stuck in one place.
4. He thought the _____ choice would be to fence the horses in at first.
5. Because he grew up on a ranch, Dayton understands horses _____ than most of us do.
6. Life was _____ for most wild horses in the 1800s than it was in the 1900s.
7. Conditions were _____ for population growth after a 1971 law outlawed the capture of wild horses.
8. Dayton Hyde created the _____ place for wild horses to run free.
9. Horse ranches are the _____ places to learn to ride.
10. His horse is _____ at racing than mine is.
11. This is the _____ spot for a horse to drink.
12. Is it _____ to ride sidesaddle or western style?



Name _____

- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

Write *worse* or *worst* to complete each sentence correctly.

1. The invention of barbed-wire fences made life _____ for wild horses than before.
2. During the _____ period, the population of horses fell below 17,000.
3. Hunger and thirst were the _____ threats to horses.
4. Seeing wild horses in fenced feedlots made Dayton Hyde feel _____ than he had for a long time.
5. The ranch was no _____ than the feedlot.
6. The thought of the horses breaking down the fence was Dayton's _____ fear.
7. Conditions were _____ for horses after more land was settled.
8. The cold felt _____ for the cowboys than it did for the horses.
9. This is the _____ time to ride a horse.
10. My saddle sore is no _____ than yours, I suppose.
11. That's not the _____ riding I've ever seen.
12. That trail is much _____ than this trail.



Name _____

- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.
- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.
- Do not use *more*, *most*, *-er*, or *-est* with *better*, *best*, *worse*, or *worst*.

Read the sentences below. Look for comparisons that use forms of *good* and *bad* incorrectly. Rewrite the sentences correctly.

1. Angie is best at taking care of horses than I am.

2. Justin is the most best rider I know.

3. The drought grew worser when it didn't rain all summer.

4. That was the most worst day he ever had.

5. Her limp is getting badder.

6. What food is bestest for horses?

7. Their health will be more betterer if you give them vitamins.

8. Troublemaker's behavior was the worstest of all the horses.



Name _____

**Rewrite each sentence in the scientific observation below.
Remember to use forms of *good* and *bad* correctly.**

QUESTION: What is the bestest way to approach a horse?

OBSERVATIONS: Calm horses have relaxed muscles, heads, and necks. Frightened horses may raise their heads and tense their muscles. Flattened ears are one of the most worst signs of fear.

Alan and Maria approached the horse named Bertha. The trainer, Marcos, was with them. (It is always goodest to have adults present for safety.) When Alan walked loudly toward Bertha from behind, her signs of fear grew worser. When Maria walked slowly and quietly toward Bertha from the left front side, Bertha stayed more calmer. She seemed to like this approach much more better.

CONCLUSION: Approaching a horse from the front or side is gooder than approaching from behind.

Handwriting practice lines consisting of multiple horizontal lines for writing.



Name _____

A. Read each sentence. Write *yes* if the underlined adjective is the correct form of *good*. Write *no* if it is not correct.

1. I think the Black Hills Sanctuary would be the better place in the world to work. _____
2. This stall is better than that one. _____
3. Summer is the best of all seasons. _____
4. I remember this story the better of all. _____
5. Yuskeya is a best runner than Funny Face is. _____
6. This horse farm is the better of them. _____
7. My saddle is better than yours. _____
8. This view is best than the other one. _____

B. Read each sentence. Decide if the missing adjective is *worse* or *worst*. Write it on the line.

9. Chocolate is one of the _____ foods you could give to pets.
10. Chocolate is much _____ for animals than it is for humans.
11. My horse felt _____ last week than he does this week.
12. This is the _____ fence I have seen in my life.
13. Last year's weather was bad, but this year's weather is _____.
14. This trail is the _____ one I've seen.
15. Yuskeya's left hoof is in _____ shape than the others.
16. My feet feel the _____ in these awful boots.

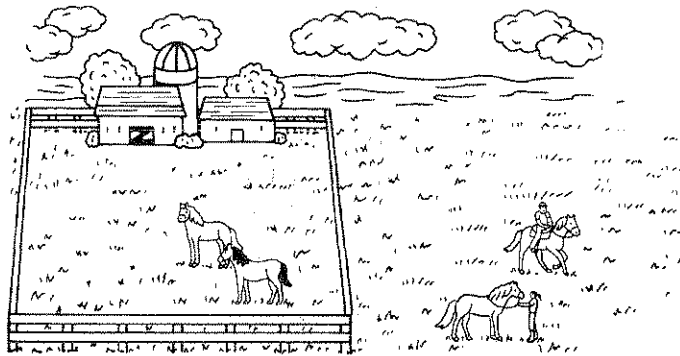
Name _____

- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.
- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

Mechanics

- Do not use *more*, *most*, *-er*, or *-est* with *better*, *best*, *worse*, or *worst*.

Read the sentences about the picture. Correct the adjectives that are not written correctly.



1. What is the *bestest* place for animals to live?

2. Would it be *best* for a horse to live on a farm or to run wild?

3. What would be the *worse* part of living on a farm?

4. What might make running wild the *worst* of the two choices?

Name _____

Unit Review:
Adjectives

Read each passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle your answer.

(1) My dog Brownie is a german shepherd. He looks strong and a little scary. (2) However, Brownie is actually very gentle. Anyone is safe with him.

1. A. Add capitalization.
B. Add punctuation.
C. Use a better adjective.
D. No mistake.
2. E. Add capitalization.
F. Add punctuation.
G. Use a better adjective.
H. No mistake.

(3) Félipé, the spanish viceroy's son, was rude to Ranita. He thought she was only a frog. (4) He didn't know a woman had put a spell on her. She was really an emperor's daughter.

3. A. Add capitalization.
B. Add punctuation.
C. Change the article.
D. No mistake.
4. E. Add capitalization.
F. Add punctuation.
G. Change the article.
H. No mistake.

Name _____

(5) I think collages are hard to make than paintings. You need to find all sorts of different materials to use. Sometimes finding the right materials is a matter of luck. (6) To me, that's also what makes collages interesting than paintings.

5. A. Adjective needs an ending.
B. Adjective needs *more*.
C. Adjective needs *most*.
D. No mistake.
6. E. Adjective needs an ending.
F. Adjective needs *more*.
G. Adjective needs *most*.
H. No mistake.

Animals face many challenges living in the wild. (7) Still, some animals like living in the wild best than living as pets or on a farm. For example, dogs and cats like living as pets in people's homes. (8) But wild horses seem to think that's much worse than dogs and cats do.

7. A. Add punctuation.
B. Change use of *better* or *best*.
C. Change use of *worse* or *worst*.
D. No mistake.
8. E. Add punctuation.
F. Change use of *better* or *best*.
G. Change use of *worse* or *worst*.
H. No mistake.

Name _____

- **Adjectives** and **adverbs** should not be confused.
- An **adjective** describes nouns. It gives information about a *person, place, or thing*.
- An **adverb** tells more about the verb, such as *how, when,* and *where* an action takes place.

Read each sentence and look at the underlined word. Then tell if the word is an adjective or an adverb.

1. In 1848, many people quickly moved to California in search of gold.

2. The forty-niners hoped to become rich men. _____
3. I like to read interesting stories about the California Gold Rush.

4. Show your father the treasure map that you found yesterday.

5. The miner dug deeply into the hole to see if there was gold inside.

6. I do not think that what you found in the river is real gold.

7. On our field trip to the gold mine, our guide led us through a dark tunnel.

8. Matt and Eric were standing by a muddy road. _____
9. Raven always wanted to travel back in time to see how her neighborhood used to look. _____
10. They eagerly waited to join the wagon train to California.



Name _____

Adverbs

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place.
- Some adverbs tell *when* an action takes place.
- Some adverbs tell *where* an action takes place.

Underline the adverb in each sentence. Then write if the adverb tells *how*, *when*, or *where* the action takes place.

1. My mother and I went to the library together for information about our ancestors. _____
2. Many Native Americans lived freely on this land. _____
3. Tomorrow we will visit our local museum of natural history.

4. Were they traveling far in search of gold? _____
5. Did James Marshall first find gold at Sutter's Mill? _____
6. John Sutter, Jr. built a new city nearby along the Sacramento River.

7. We patiently sifted the sand for gold. _____
8. Our uncle examined the rock carefully. _____
9. He carelessly threw the stone back in the water. _____
10. That greedy miner looked at them suspiciously. _____
11. We quickly ran down the path. _____
12. We then found the gold. _____



Name _____

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that tells *how* about a verb.
- Do not confuse the adjective *good* with the adverb *well*.
- Use *well* as an adjective when you refer to someone's health.

Complete each sentence by writing the word *good* or *well* on the line.

1. Today our team did _____ in the class treasure-hunt game.
2. Our teacher hid the treasure pieces so _____ that they were very hard to find.
3. The other team also did _____, but we found the pieces faster than they did.
4. Though I didn't feel _____, I helped find the last, hidden treasure piece.
5. It was a _____ experience to win the game for a second year.
6. This river is a _____ place to look for gold pieces.
7. Grandfather, would it be a _____ idea to look for gold in the river?
8. If we pan for gold all day and night, we should do _____.
9. We can have a _____ time swimming in the water if we do not find anything.
10. Is your father feeling _____ enough to come with us?



Name _____

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place.
- Most adverbs that tell *how* end in *-ly*. They are formed by adding *-ly* to an adjective.

Read the magazine article below and circle the six incorrect adverbs. Then write the words correctly on the lines below.

When the gold miners of 1849 were looking for gold, they frequent found shiny stones in their pans. However, not all were true gold. Fool's gold, also called pyrite, is a stone that some miners mistaken confused with the real thing. What if you ever find a rock that looks like gold? These three ways can quick help you find out if it is real gold or fool's gold.

First, look careful at the color. Both are shiny and yellow-colored, but real gold also has a silver tone. The color of fool's gold is more like brass. Next, look at the shape. Fool's gold usual forms cubes and larger shapes. Real gold comes in chunks, flakes, or sheets. Last, brisk rub it against another hard object and smell it. Gold has no smell, but fool's gold will smell a little like rotten eggs. Maybe that's why they call it *fool's* gold!

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

Rewrite the above article with the correct adverbs on the lines provided.



Name _____

Test: Adverbs

Read each sentence. Then using the clue in the parentheses, circle the letter of the correct adverb that completes each sentence.

1. After gold was discovered at Sutter's Mill, many people moved _____. (where?)
 - a. there
 - b. well
 - c. briefly
 - d. quietly
2. Her grandfather traveled _____ to California to search for gold. (how?)
 - a. today
 - b. outside
 - c. bravely
 - d. ahead
3. Her grandfather shouted _____ when he saw a piece of gold in the river. (how?)
 - a. well
 - b. next
 - c. around
 - d. gleefully
4. His shouting was so loud, it could be heard near and _____. (where?)
 - a. far
 - b. first
 - c. soon
 - d. silent
5. People _____ came from everywhere to see why her grandfather was shouting. (when?)
 - a. forcefully
 - b. wisely
 - c. eagerly
 - d. quickly
6. _____ he realized that it was just a piece of fool's gold. (when?)
 - a. Unhappily
 - b. Excitedly
 - c. Then
 - d. Nearly

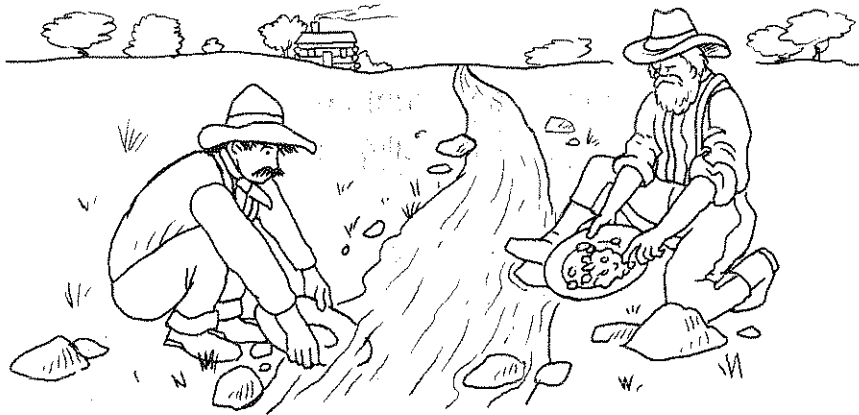
Name _____

Review: Adverbs

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place.
- Most adverbs that tell *how* end in *-ly*. They are formed by adding *-ly* to an adjective.

Mechanics

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that tells *how* about a verb.
- Use *well* as an adjective when you refer to someone's health.
- Do not confuse the adjective *good* with the adverb *well*.



Read each sentence below. Then write the correct form of the underlined word on the line.

1. The river rapid washes mud and sand into their pans. _____
2. They brief stop to check if any gold is inside. _____
3. Looking for gold, they cautious swirl the pans around. _____
4. The men must hold their pans careful so they do not fall into the water.

5. They talked hopeful about finding many pieces of gold. _____

Name _____

- An **adverb** can compare two or more actions.
- Add **-er** to short adverbs to compare two actions.
- Add **-est** to short adverbs to compare more than two actions.

Add -er or -est to each boldfaced adverb to complete the sentences below. Remember to drop the final e or change y to i when necessary before adding -er or -est.

- fast** In the country, I walk the _____ of all.
- slow** When I get tired, I move _____ than my brother.
- hard** These builders worked _____ than the others to finish on time.
- high** We will climb _____ than the first team to reach the top of the hill.
- low** Birds fly _____ over the city than they do here.
- tall** The mountains here rise _____ than city buildings.
- close** We live _____ to the river than you do.
- late** We sleep _____ in the city than we do here.
- early** We rise _____ in the mountains than in the city.
- long** The sunsets here last _____ of all.



Name _____

- Use *more* or *most* to form comparisons with adverbs that end in *-ly* or with longer adverbs.
- Use *more* to compare two actions.
- Use *most* to compare more than two actions.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Use *more* or *most* with the underlined adverb in each first sentence to complete the two sentences that follow.

- The train that Chester was on shook harshly as it moved on the track.
The second train shook _____ every now and then.
But the subway car shook _____ of all.
- Chester furiously tried to escape from the picnic basket.
He tried _____ as the train rattled and shook.
Chester tried the _____ of all when they finally reached New York.
- Harry Cat speedily jumped toward Chester and Tucker Mouse.
Chester jumped the _____ of all into the matchbox.
Chester jumped _____ than Harry Cat.
- Chester chirps sweetly when he is excited.
Chester chirps _____ when he is scared.
But Chester chirps the _____ when he is happy.
- Chester moves hastily through the drain pipe.
Harry Cat moves _____ through the drain pipe.
But Tucker moves the _____ of all through the drain pipe.



Name _____

Mechanics

- An **adverb** can compare two or more actions.
- Add *-er* to short adverbs to compare two actions.
- Add *-est* to short adverbs to compare more than two actions.
- Use *more* or *most* to form comparisons with adverbs that end in *-ly* or with longer adverbs.
- Use *more* to compare two actions.
- Use *most* to compare more than two actions.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Add *more* or *most* to the beginning of each boldfaced adverb to complete the sentences below.

1. **easily** Tucker Mouse moves through the city _____ than Chester.
2. **clumsily** Of the three friends, Chester runs the _____ through Times Square.
3. **terribly** Times Square upset Chester _____ than he had imagined.
4. **kindly** Harry Cat treats mice and crickets _____ than other cats do.
5. **politely** City cats behave _____ than country cats.
6. **speedily** Chester thought that Harry ran the _____ of all.
7. **widely** Chester opened his eyes _____ as he got used to the lights.
8. **dazzlingly** Of all the lights in the sky, there was one star that shone the _____.



At Home: Have your child write three sentences about a trip that include examples of words that compare with *more* or *most*.

Name _____

Read the magazine article below and circle the six incorrect adverbs.

In a nest near school, a baby bird chirped loud than a grown bird. It sad seems that the bird got lost when its family went south. The bird was not used to the cold weather, so it hid inside the nest. Then a young boy and his uncle heard it chirping frantic in the tree.

They took the baby bird to the animal hospital. The doctor there kind offered to take the bird to the zoo. At the zoo, the workers are feeding it more careful. It is feeling much better now. As soon as it gets completely well, the zoo will send it south to be with other birds. It will live safe in a warm climate than a cold one.

Rewrite the above article with the correct adverbs on the lines below.



Name _____

A. For each of the adverbs below, write the form you would use to compare two things. Then choose one of the adverbs you formed and use it in a sentence.

1. close _____
2. curiously _____
3. carefully _____
4. soon _____
5. gloomily _____
6. tall _____
7. loudly _____
8. _____

B. For each of the following adverbs, write the form you would use to compare more than two things. Then choose one of the adverbs you formed and use it in a sentence.

9. graciously _____
10. playfully _____
11. straight _____
12. heavily _____
13. hard _____
14. sweetly _____
15. sadly _____
16. _____

Name _____

- Add *-er* to short adverbs to compare two actions.
- Add *-est* to short adverbs to compare more than two actions.
- Use *more* to compare two actions with longer adverbs.
- Use *most* to compare more than two actions with longer adverbs.

Add comparative adverbs to complete the sentences below.

1. The trains run _____ on weekends than during the week.
2. Tucker got hungry _____ than the others.
3. Tucker told his story _____ when Chester was listening.
4. Subway trains screech _____ than regular trains.
5. Of the three friends, Tucker moved _____ through the drain pipe.
6. He unpacked the picnic basket _____ than Chester.
7. Tucker shook his head _____ than Chester.
8. On New Year's Eve, the city lights shine _____ than on other nights.
9. Harry Cat grew _____ than the rest of them.
10. Now people helped him _____ than they had before.
11. Some acted _____ than others.
12. The siren blared _____ of all.

Name _____

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and contractions with *n't*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.

Correct each sentence by removing one of the negatives. Then rewrite the sentence.

1. Imagine if we didn't never know about dinosaurs.

2. What if there wasn't no place you could go to see their bones?

3. Maybe you never thought nothing about it.

4. A long time ago, people weren't never interested in studying dinosaurs.

5. There wasn't no effort made to keep bones and other items that were found.

6. We didn't never have a way to know how these animals lived.

7. There weren't never museums like there are today.

8. Years ago, there wasn't no one who wanted to search for dinosaurs.



Name _____

Negatives

- You can correct a sentence with two negatives by changing one negative to a positive word.

no—any nothing—anything no one—anyone
 never—ever nobody—anybody nowhere—anywhere

Correct these sentences by changing one negative word to a positive word.

1. Hakeem never wanted nothing to do with science.

2. He didn't like to be nowhere near dirt and bones.

3. His teacher thought he wouldn't never pass her class.

4. There wasn't nobody who disliked science more than he did.

5. Hakeem hadn't never seen anything like that piece of amber.

6. Now there isn't no class more fun than science.

7. Hakeem isn't never late for class anymore.

8. There isn't no better way to thank her for what she did.



Name _____

- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence below by dropping a negative or changing one negative to a positive word.

1. I haven't found nothing in this area yet.

2. Our team didn't waste no time finding the skeleton.

3. Don't never go out in the bright sun without putting on a hat.

4. There isn't no place to find dinosaur bones here.

5. I wouldn't never want to see a dinosaur in real life.

6. Doesn't no one know about the oldest fossil ever found?

7. The team couldn't find the sunken ship nowhere.

8. Iris didn't put no labels on the stones she found.



Name _____

Read the personal essay below. Underline the sentences that contain two negatives.

The New Kid in Class

Last month, I started going to a new school. I didn't know nobody at this school. At first, I thought there wasn't no way I would be comfortable here.

The teacher introduced me to the class. I had to tell them a little about myself. Everyone was laughing at me. I didn't have no idea what to say. I told the class about how I'd seen a real bear far off in the woods.

Instead of laughing at me, the students were all listening to me. They asked me lots of questions. I still don't know if I'll get used to this new school, but my first day didn't turn out so bad.

Rewrite the above personal essay, correcting the sentences that contain two negatives.

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Name _____

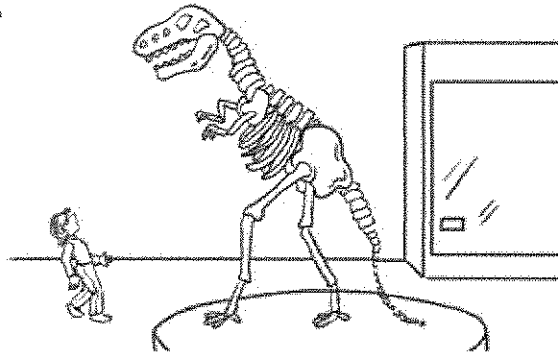
Test: Negatives

A. Each numbered sentence contains two negatives. Circle the answer choice that best revises it.

1. Sue can't think of nothing more exciting than finding fossils.
 - a. Sue can think of anything more exciting than finding fossils.
 - b. Sue can't not think of anything more exciting than finding fossils.
 - c. Sue can't think of anything more exciting than finding fossils.
 - d. Sue can think of nothing no more exciting than finding fossils.
2. No one nowhere had found a dinosaur smaller than this one.
 - a. No one never had found a dinosaur smaller than this one.
 - b. No one anywhere had found a dinosaur smaller than this one.
 - c. Not no one anywhere had found a dinosaur smaller than this one.
 - d. Nobody nowhere had found a dinosaur smaller than this one.
3. Isn't amber not always a golden color?
 - a. Isn't any amber always a golden color?
 - b. Is amber never no golden color?
 - c. Is amber always no golden color?
 - d. Isn't amber always a golden color?
4. That sunken ship isn't nowhere near here.
 - a. That sunken ship is anywhere near here.
 - b. That sunken ship isn't not nowhere near here.
 - c. That sunken ship isn't nowhere ever near here.
 - d. That sunken ship is nowhere near here.
5. Scientists didn't have no equipment to explore the tops of rainforest trees.
 - a. Scientists didn't have any equipment to explore the tops of rainforest trees.
 - b. Scientists did have no equipment to explore the tops of rainforest trees.
 - c. Scientists didn't never have equipment to explore the tops of rainforest trees.
 - d. Scientists did have equipment to not explore the tops of rainforest trees.
6. Nobody never knew that the lost city was right under them.
 - a. Nobody not never knew that the lost city was right under them.
 - b. Nobody didn't never know that the lost city was right under them.
 - c. Nobody ever knew that the lost city was right under them.
 - d. No one never knew that the lost city was right under them.

Name _____

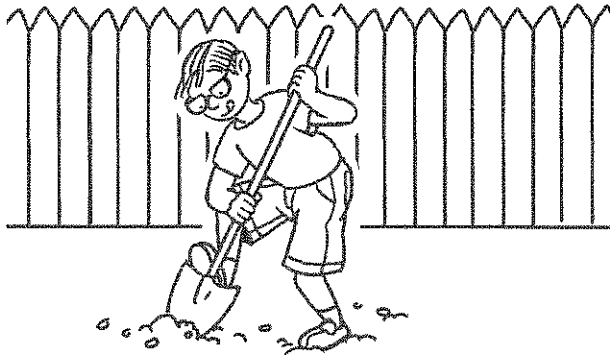
Correct the sentences, remembering the rules, to make them describe the pictures.



1. Kim hadn't never believed dinosaurs could be so huge.

2. There weren't no animals bigger than this.

3. Dad says that no one had never found a dinosaur this big before.



4. Tavon didn't find nothing in the ground today.

5. He couldn't never find anything interesting in his backyard.

Name _____

Prepositions

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence.
- Common prepositions are *about, above, across, after, around, at, behind, down, for, from, in, near, of, on, over, to, under, and with.*

Complete each sentence by adding a preposition.

1. Papa brought home a little flying machine _____ the kids.
2. Mama never complained _____ Orv and Will's messes.
3. The two older brothers did not agree _____ Orv and Will's ideas.
4. Only the family knew _____ Orv and Will's plans.
5. There was no place _____ their home where they could fly a plane.
6. Flying _____ Kitty Hawk grounds was a good idea.
7. Orv and Will's plane flew _____ the ground.
8. Katherine took her first ride almost six years _____ the first flight.
9. Riding _____ an early plane was dangerous.
10. I like the wind _____ my hair.
11. The plane landed _____ the field.
12. He left the plans _____ the floor.



Name _____

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

Underline the prepositional phrases in the following sentences.

1. When they finished their first plane, Orv and Katherine went on a camping trip.
2. Will flew the plane over a group of boys.
3. Katherine helped her brothers by managing their shop.
4. In their letters, they told her everything they were doing.
5. Will said that Kitty Hawk was a safe place for practice.
6. The world had never before seen a craft fly in the air.
7. First, they controlled their aircraft from the ground.
8. They came home to Dayton with a new idea.
9. Orv and Will worked from day to night.
10. They had their friend Charlie build an engine for their new aircraft.
11. "It could not be assembled in our shop."
12. The first flight of the *Flyer* was made by Will.
13. They wrote ideas on paper.
14. The brothers rode into town.
15. People flocked to the field.
16. The flights were printed in the newspapers.



Name _____

- Use quotation marks at the beginning and end of a person's exact words.
- Begin a quotation with a capital letter.
- Begin a new paragraph each time a new person speaks.

Rewrite this passage correctly. Add quotation marks and capital letters where needed. Begin new paragraphs whenever necessary.

what are you making, Rashid? I'm making a paper airplane, Papa, but I can't get it to fly, said Rashid. it looks good, but maybe you need to make the wings longer, his father answered. okay, Papa, what else? well, your grandmother used to open a little space in the middle of the plane for air to travel through. now, let's see what happens. Hey, it's flying, Papa! yelled Rashid.

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At Home: Ask your child to write down a short conversation between him or her and a family member, adding *he said* and *she said* at appropriate points.

Name _____

Read the interview below. Then rewrite each line by switching the preposition in each underlined phrase with the correct one from another sentence.

1. "Captain Reilly, what do you like most inside exploring space?"

2. "I like the feeling that I am about another world. It's exciting."

3. "What is your job to the space shuttle?"

4. "I help the other crewmembers with repairs from the ship."

5. "What can kids learn for exploring space?"

6. "Exploring space can help kids above their science and math classes."

7. "Do you have any advice in our audience?"

8. "Yes. There is a whole world with you, kids. Discover it!"



Name _____

A. Complete each sentence below by writing the missing preposition.

1. Papa tossed the flying machine _____ the air.
2. Reuchlin and Lorin looked down _____ Orv and Will's new hobby.
3. Will sold kites to the other kids _____ school.
4. Orv and Will built their first craft _____ the bicycle shop.
5. However, the *Flyer* was so big, they had to build it _____ the shop.
6. They tacked their plans _____ the wall.
7. He hopped _____ the plane's body.

B. Underline the prepositional phrase in each of the sentences below.

- 8 Orv and Will took weeks preparing for their first flight.
9. On December 14, 1903, the *Flyer* rattled down the track.
10. Will flew the aircraft fifteen feet above ground.
11. Orv watched the flight from the ground below.
12. One day, human beings would fly around the world.
13. They kept the plans in a safe place.
14. The crowd stood in place.
15. The plane stayed above the ground.

Name _____

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

Mechanics

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting and the closing in a letter.
- Use a comma between the names of a city and a state.
- Use a comma between the day and year in a date.

Add capital letters, commas, and prepositions to correct and complete this letter.

6848 Marigold Drive
Columbus Ohio 43221
December 14 2006

dear Grandpa

Thank you _____ the cookies. How did you shape them _____ airplanes? I told all my friends how my great-great-grandma saw the Wright Brothers fly. They didn't believe me, but I know it's the truth. I hope you come visit us soon. Maybe Spot can come _____ you.

love

Tolu

Name _____

- Two sentences can be combined by adding a **prepositional phrase** to one sentence.

Combine the pairs of sentences below by using the prepositional phrase from the second sentence. Then underline the prepositional phrase.

1. Today our class went bird-watching. We were at the park.

2. There were many birds to see. They were in the trees.

3. I could see a baby bird. It was inside a small nest.

4. The baby bird was crying. It was crying with its mouth open.

5. There was a mother bird. She was above the baby.

6. The mother fed the baby. She fed the baby by giving her a worm.

7. The baby bird hid. She hid inside the nest.

8. The mother bird flew across. She flew to another tree.



Name _____

- Two sentences can be combined by adding a **prepositional phrase** to one sentence.

Rewrite the sentences below, using the prepositional phrase to combine them into one sentence.

1. Ants make their anthills by digging. They dig through dirt.

2. Ants scoop dirt. They scoop with their jaws.

3. Ants live like people. They live in social communities.

4. Most ants live and work together. They live under the ground.

5. The queen ant lays eggs. She does this inside the hive.

6. Worker ants protect the queen. They protect her from harm.

7. Male ants die. They die after mating with the queen.

8. Ant eggs develop into adult ants. They develop after three months.



Name _____

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as *yes*, *no*, and *well*.

Make corrections in this conversation between Sara and her brother Luis, who are visiting an ant farm, by adding correct punctuation and capitalization.

Luis look at these small carpenter ants Sara

Sara yes they are small don't they have a lot of wood to eat

Luis my teacher says that they don't eat the wood they dig it

Sara they must be very strong look at that big one Luis

Luis that's the queen ant the ants take special care of her

Sara what are those little white things Luis

Luis those are eggs the queen is the only ant that produces them.

Sara now I understand why she is so special



Name _____

Proofreading

Read the passage below. Combine each pair of underlined sentences into one sentence by adding a prepositional phrase. Write the combination sentences on the lines below.

I read an interesting book. It was about ants. The book says that ants are one of the greatest insects around. Ants protect plants. They protect them from other insects. Also, they feed the dirt with good things so that we can grow pretty flowers, like Mr. Chang's pink roses! There are three kinds of ants that help each other. They help to get things done.

Worker ants look after the other ants. They do this by gathering food, watching the queen and her eggs, and building the anthill. Male ants don't live long, but they help the queen produce lots of eggs. Finally, there's the queen ant. She is the mother of all the ants. Without her, none of the ants would have anything to do! I recommend this book to all kids who want to learn more about ants and the way they live.

1. _____

2. _____

3. _____

4. _____



Name _____

Study the sentences below. Then circle the choice in which the sentences are combined correctly.

1. They saw the ant crawling. It was crawling up an old tree.
 - a. They saw a crawling ant up the tree.
 - b. They saw a tree ant crawling.
 - c. They saw the ant crawling up an old tree.

2. It was carrying a big breadcrumb. The breadcrumb was in its jaws.
 - a. It was carrying a big breadcrumb in its jaws.
 - b. It was carrying its big jaws.
 - c. A big breadcrumb was carrying its jaws.

3. Then the breadcrumb dropped. It dropped to the ground.
 - a. Then the ground dropped.
 - b. Then the breadcrumb dropped.
 - c. Then the breadcrumb dropped to the ground.

4. The ant ran down the tree. It ran into the nest.
 - a. The ant ran down the nest.
 - b. The ant ran down the tree into the nest.
 - c. The nest ran into the ant.

5. Another ant came out. It came from inside the nest.
 - a. Another ant was inside the nest.
 - b. Another ant came out from another nest.
 - c. Another ant came out from inside the nest.

6. Together, they pushed the breadcrumb. They pushed it up the tree.
 - a. Together, they pushed the breadcrumb into the tree.
 - b. Together, they pushed the breadcrumb up the tree.
 - c. They pushed the breadcrumb and the tree together.

Name _____

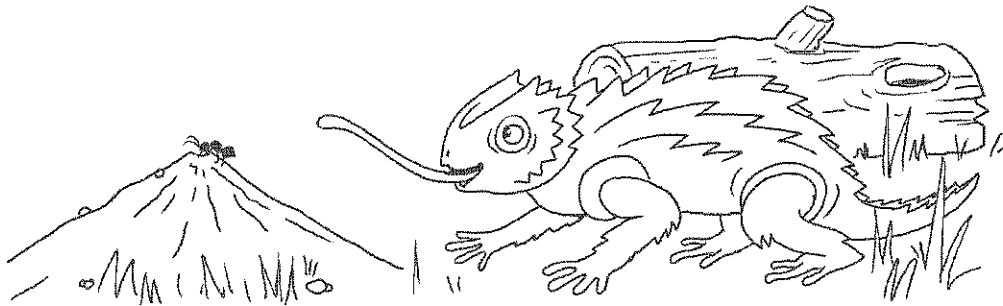
Review: Combining
Sentences

- Two sentences can be combined by using a **prepositional phrase**.

Mechanics

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as *yes*, *no*, and *well*.

Combine the two sentences below to form one sentence. Then add the correct punctuation and capitalization.



1. Kim do you see that ant. It is on top of that anthill

2. yes I see that tiny ant. It is on the anthill

3. it is feeling around cautiously. it is feeling for something

4. hey here comes a hungry lizard. the lizard is coming from behind the tree.

5. the ant disappeared. it went down the anthill

Name _____

Read each passage and look at the underlined sentences. Is there a better way to write or say each sentence? If there is, which is the better way? Circle your answer.

“Daido,” his dad said. (1) “I’ll say it more slower, ‘Dye-doe.’ It means Great Path.” That’s a good name for a man who had a great adventure, traveling across the Pacific Ocean to a new land. (2) In Chinese, his family name would be given first. And so he was called Wong Daido.

1. **A.** “I’ll say it most slower, ‘Dye-doe.’
B. “I’ll say it slower, ‘Dye-doe.’
C. “I’ll say it slowest, ‘Dye-doe.’
D. No mistake
2. **E.** In Chinese, his family name would be given firstly.
F. In Chinese, his family name would be first given.
G. In Chinese, his family name would be given at first.
H. No mistake

They all laughed. Tucker had a squeaky laugh that sounded as if he were hiccupping. (3) Chester was feeling much happy now. (4) The future did not seem near as gloomy as it had before.

3. **A.** Chester was feeling much happiest now.
B. Chester was feeling now happier much.
C. Chester was feeling much happier now.
D. No mistake
4. **E.** The future did not seem nearly as gloomy as it had before.
F. The future did not seem near as gloomily as it had before.
G. The future did not seem nearly as gloomier as it had before.
H. No mistake

Name _____

Unit Review:
Adverbs

(5) “On a much larger scale,” he said, “the machine fails to work good.”

They were both puzzled. They did not know this fact. (6) A machine twice as big needs eight times the power to fly.

5. A. “On a much larger scale,” he said, “the machine fails to work well.”
 B. “On a much larger scale,” he said, “the machine fails to work most well.”
 C. “On a much larger scale,” he said, “the machine fails to work most good.”
 D. No mistake
6. E. A machine, twice as big, needs eight times the power to fly.
 F. A twice as big machine needs eight times the power to fly.
 G. A twice big machine needs eight big the power to fly.
 H. No mistake

(7) Ants are like humans because they natural need each other to survive.

(8) Worker ants skillfully dig through dirt to build anthills. When they are done, other worker ants build different rooms to store food and eggs, and trap heat for warmth.

7. A. Ants are like humans because they naturally need each other to survive.
 B. Ants are like humans because they more natural need each other to survive.
 C. Ants are like humans because they most natural need each other to survive.
 D. No mistake
8. E. Worker ants skillful dig through dirt to build anthills.
 F. Worker ants skill dig through dirt to build anthills.
 G. Worker ants more skillfully dig through dirt to build anthills.
 H. No mistake