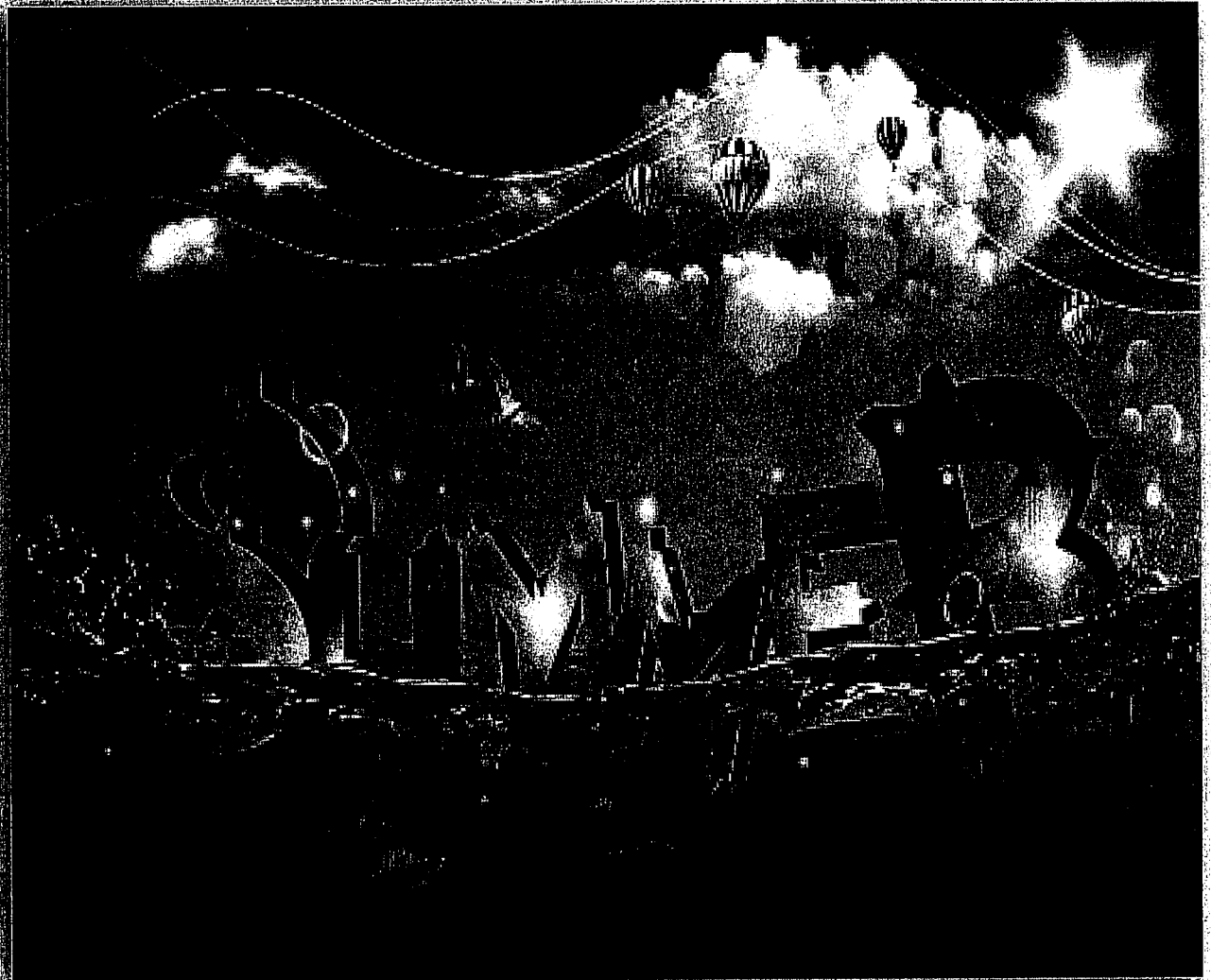


Grade 5 EOY – Review



- This packet will stay in the classroom during review week and will go home on Wednesday, May 21. We will not complete all the exercises in the packet. The students may use these exercises as practices before their final exams.

Name: _____



Name _____

Unit 5 Week 3 Interactive Review

Multiple-Meaning Words

- A **multiple-meaning word** is a word that has several different meanings. To determine which meaning an author is using in a text use **context clues**. You can also check the word in the dictionary.

Practice Fill in the blanks with Words to Know. Then choose the correct meaning of the underlined multiple-meaning word. Use a dictionary to help you.

Words to Know

accomplishments
focus
gravity
monitors
role
specific

1. Jamal managed some real _____ this year.
a. controlled the use of b. succeeded in reaching
2. His _____ was to improve his scores in math and science.
a. grades in school b. musical compositions
3. Even the television _____ at home and in the community center did not distract him from his goal.
a. the finish line in a race b. something that is desired
4. Now a _____ model for younger students, Jamal said that he is working toward his dream of experiencing zero _____ as an astronaut in space.
a. an area of ground of a certain size b. the area beyond Earth's atmosphere

On Your Own As you read "Diamond Discoveries," look for multiple-meaning words and use the dictionary to find their meanings. Use the new words in sentences.



Home Activity Your child reviewed multiple-meaning words. Together, read a newspaper article and look up any multiple-meaning words in a print or online dictionary.

Name _____

Prefixes

- A **prefix** is attached to the beginning of a word to make a new word. You can check the meanings of prefixes in the dictionary. The dictionary will list the prefix by itself and also as part of many words.
- Remember that *in-* can mean “not,” and that *over-* means “too much.”

Practice Read the following sentences. Fill in the blanks with one of the Words to Know. Then circle the letter of the correct meaning of each underlined word.

Words to Know

economic
independence
overrun
scrawled
vacant

1. My friend Amanda started her own business selling her old puzzles and inactive board games. She hoped that the extra money would give her more _____.
a. being used very often b. not being used right now
2. Though the idea sounded like a huge project to her overcautious brother Joe, she _____ a few signs and hung them around the neighborhood.
a. being too careful b. not being careful
3. To Joe’s surprise, Amanda was _____ by eager customers, all of whom were incomprehensibly excited to purchase her puzzles!
a. not easy to understand b. very easy to understand
4. Now her old puzzle closet is _____, and she is no longer working overtime to get _____ freedom. Soon, though, she will need to find another creative way to earn some money.
a. less time than usual b. more time than usual

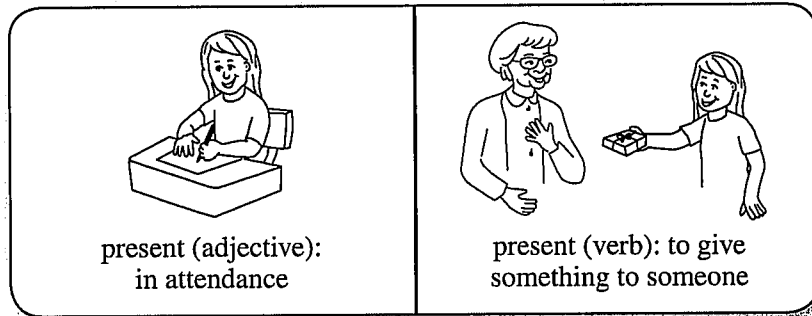
On Your Own As you read “Diamond Discoveries,” look for words that have prefixes. List them and look up the meanings of the prefixes in the dictionary.



Home Activity Your child reviewed prefixes. Work together to list as many words as you can that begin with prefixes.

Homographs

- **Homographs** are two words that are spelled the same but have different meanings and may have different pronunciations.



Practice Read the following sentences. Fill in the blanks with one of the Words to Know. Then circle the letter of the correct meaning of the homograph that is underlined in each sentence. Use a dictionary to check your answers.

- Hugh was content with the _____ trumpet and _____ that he owned.
a. happy b. information
- He said that he is so _____, he would refuse better instruments out of the worry he would accidentally leave them somewhere.
a. trash, garbage b. say no to something
- At _____, he went to the corner coffeeshop and _____ with other musicians. He wanted to exploit every chance he had to practice.
a. to take advantage of an opportunity b. a bold, unusual, daring action
- The _____ player did not object to Hugh's _____ manner.
a. a thing b. speak out against

Words to Know

bass
clarinet
fidgety
forgetful
jammed
nighttime
secondhand

On Your Own As you read "The Comet Racer," watch out for words that are homographs, and check their meanings in the dictionary. Write a sentence using the word.



Home Activity Your child reviewed homographs. With your child, look up a list of homographs online and challenge each other to use each word in a sentence.

Unfamiliar Words

- If you encounter an **unfamiliar word** while you are reading, you can use the words and sentences around it, or context clues, to help you figure out the meaning.

Practice Read the following sentences. Fill in the blanks using the Words to Know. Then circle the letter of the correct definition for each underlined word. Use context clues to help you.

Words to Know

criticizing
cruised
drenching
era
explosion
hydrogen

1. After taking off in a downpour, our airplane gained altitude until it _____ high above the _____ rain.
a. depth b. height c. speed
2. The gas turbine engines propelled our craft through the air, burning jet fuel in a controlled _____.
a. stored b. burned c. moved
3. Although I was secure in the plane, I missed riding in the _____-powered car that my father devised.
a. invented b. crashed c. suspended
4. While my aunt was _____ his daydreams, my father maintained that his invention was the start of a new _____ in transportation.
a. insisted b. worried c. trained

On Your Own As you read "Dirty Snowballs," list unfamiliar words and their meanings based on context clues. Write sentences using the new words from the passage.



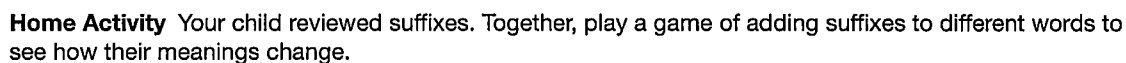
- A **suffix** is attached to the end of a word to create a new word with a new meaning. If you are unsure about the meaning of a word with a suffix, check the dictionary.

Practice Fill in the blanks with Words to Know. Then circle the letter of the meaning of the underlined word that contains a suffix. Use what you know about the suffixes *-ful* and *-less* to help you.

adorn
cleanse
lifeless
precious
realm
spoonful

- cleanse**
lifeless
precious
realm
spoonful

On Your Own As you read “The Comet Racer,” make a list of words with suffixes. Write sentences for these new words.



- As you read, you will come across **unknown words**, or words that are new to you. You can check the meanings of words that you don't know in a dictionary or glossary.

Words to Know

1. Kiley's parents studied bats that inhabited a nearby

a. attacked

b. lived in

2. The scientific studies were _____ to the welfare of the bat colony.

a. group of animals

b. cave

3. Kiley brought a recorded sample of the bats' _____ squeals to school.

a. not difficult

b. example

4. Kiley thought the sounds were _____ and beautiful, but the other kids thought they were _____ and unusual.

a. not usual

b. normal

5. Kiley and the other kids thought of an inventure _____ for their school newspaper: Bats in Our Belfry.

a. creative

b. boring

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 5



Home Activity Your child reviewed unknown words. As you read a book or the newspaper together, challenge your child to find the meanings of some new words in a dictionary.

Name _____

Main Idea and Details

- The **main idea** of a text is what it is mostly about.
- **Details** support and expand on the main idea.

Practice Read the passage and answer the questions below.

Despite the cold of the tundra, it is home to a variety of wildlife. Large herbivores, or plant-eaters, such as caribou and musk-ox, live in herds. Smaller plant-eaters, such as mice, shrews, and hares, live here too. The predators of the

tundra include wolves, bears, foxes, and wolverines. No matter whether predator or prey, nearly all these animals suffer from the biting insects, such as mosquitoes, black flies, and deer flies.

1. What is the main idea of the passage?

2. What details support the main idea?

3. Which of the following sentences would also support the main idea?

- Birds such as snowy owls, ducks, and geese also find a home in the tundra.
- The tundra becomes very cold during the winter.

On Your Own Use what you know about main idea as you read “Dirty Snowballs.” List details in the passage that support the main idea.



Home Activity Your child reviewed main idea and details. Together, read a newspaper article and ask your child to point out the main idea and details.

Author's Purpose

- The **author's purpose** is the reason the author writes a story. Authors can write to inform, persuade, entertain, and express themselves.

Local student is a fine example to others

Jamal Williams, a student at Centerville Middle School, is an outstanding example of how hard work leads to success. Once a D student, Jamal recently earned all As in his classes. Was this remarkable accomplishment due to some educational video? No, says the young man, it was just deciding he wanted to do better and figuring out how to reach that goal....

Practice Read the article and answer the questions below.

1. Why was the article about Jamal written?

2. What does the article's author think of Jamal?

3. Which words helped you identify how the author felt?

4. What was Jamal's 'remarkable accomplishment'?

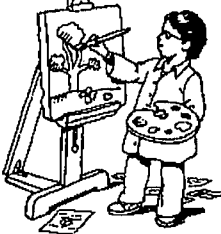

On Your Own Use what you know about author's purpose as you read "Diamond Discoveries." Write about the author's purpose in this passage. Did the author succeed?



Home Activity Your child reviewed author's purpose. Read several articles in a magazine and discuss the different purposes of the writers.

Generalize

- A **generalization** is a broad statement or rule that applies to many examples. Clue words such as *all*, *most*, *always*, *usually*, and *often* can signal generalizations.
- Generalizations that are supported by text evidence and by logic are called *valid generalizations*. Generalizations that are not well supported are called *faulty generalizations*.

<p>Amanda is in fifth grade. She often paints after school.</p> 	 <p>Joe is also in fifth grade. He often plays guitar after school.</p>
---	---

Practice Look at the pictures, and read each generalization below. Circle the correct answer to show if you think it is a valid generalization or a faulty generalization. Then explain your answer.

- Amanda usually enjoys painting.
 - valid generalization
 - faulty generalization

- Joe always has his guitar with him.
 - valid generalization
 - faulty generalization

- Amanda and Joe never play sports.
 - valid generalization
 - faulty generalization

On Your Own Use what you know about making generalizations as you read “Diamond Discoveries.” List several generalizations you find in the passage.



Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

Directions Read the following story. Then complete the diagram by writing a conclusion and listing details from the story that support your conclusion.

On most summer weekends, Tina went to the beach with her aunt and younger cousins. She built sand castles with her cousins and watched the kids carefully as they toddled near the shore. If they waded into the water, Tina held their hands. She taught them to watch out for big waves, and she showed the older

cousins how to swim. She also brought snacks for all the children to share. When it was time to go home, Tina carried the youngest cousins to keep their feet from burning on the sand. On the way home, she was already looking forward to the next day at the beach.

What Can I Conclude?

1.

What Does the Text Say?

2.

3.

4.

What Do I Already Know?

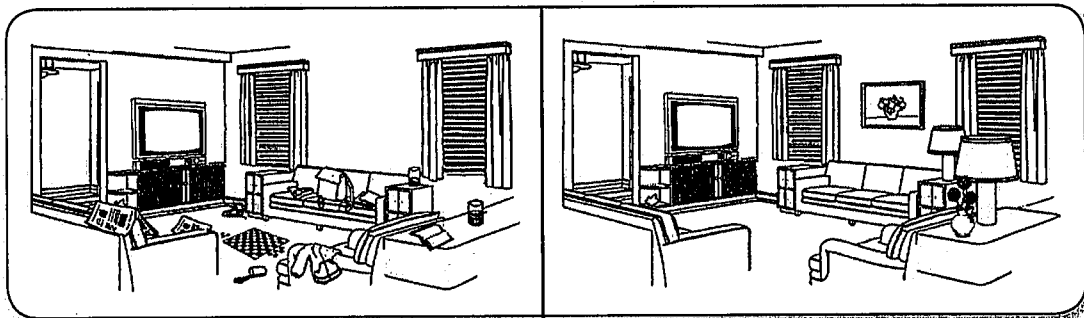
5.



Home Activity Your child drew a conclusion based on the details of a passage. Together, read a story about children. Work with your child to draw one or more conclusions about a character or event, using the text and prior knowledge.

Compare and Contrast

- When you **compare** two things, you tell how they are alike.
- When you **contrast** them, you tell how they are different.



Practice Look at the pictures above. Then answer the questions.

1. Describe the room in the first picture. What do you see?

2. Describe the room in the second picture. What do you see?

3. How is the room the same in the both pictures?

4. How is the room different?

On Your Own Use what you know about compare and contrast as you read “The Comet Racer.” Write one thing that compares and one that contrasts in the passage.



Home Activity Your child reviewed comparing and contrasting. Together, compare and contrast two of your family's favorite places.

Graphic Sources

- A **graphic source** shows or explains information in the text. Pictures, tables, charts, diagrams, time lines, and maps are all graphic sources.

New Public Buildings Since 1990		
City (Town)	Total	Last Built
Apogee	7	2005 (library) 2005 (school)
Bonaventure	3	2001 (courthouse)
Hampton	3	2008 (municipal building)
Fishbeim	4	2007 (library)
Karzwell	8	2006 (school) 2006 (park district)

Practice Use the chart to answer the following questions. Circle the letter of the answer you choose.

- Which city built a new courthouse in 2001?
a. Apogee b. Bonaventure c. Fishbeim
- The newest school was built in which year?
a. 2004 b. 2005 c. 2006
- How many public buildings have been built in Fishbeim since 1990?
a. 3 b. 4 c. 7
- What type of building did Hampton build in 2008?
a. library b. municipal building c. courthouse
- Which city has the newest library?
a. Fishbeim b. Apogee c. Karzwell

On Your Own Use what you know about graphic sources as you read “Diamond Discoveries.” Make a diagram showing the route Fipke takes on his search.

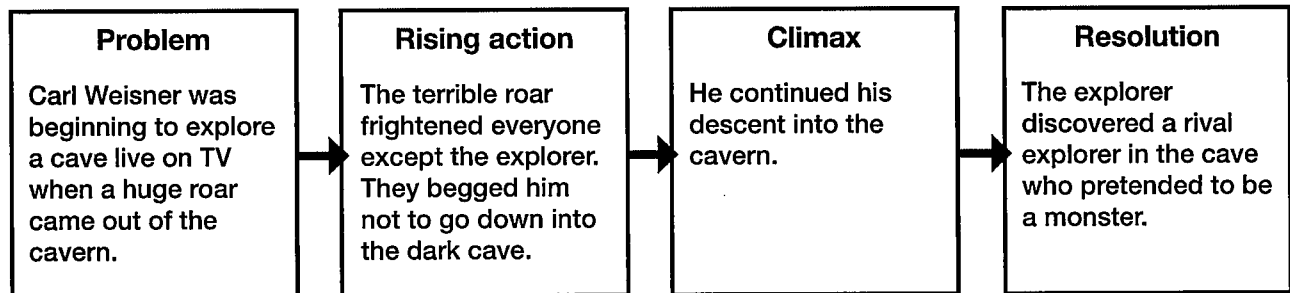


Name _____

Character and Plot

- A **character** is a person or an animal that takes part in the events of a story. The **plot** is what happens in a story.
- The **plot** is the sequence of events in a selection. The plot starts with a *problem* or *conflict*, continues with *rising action* as the conflict builds, and reaches a *climax* when the problem or conflict is faced. The plot ends with a *resolution* or *outcome*.

Practice Read the story. Answer the questions below.



1. Who is Carl Weisner?

2. What is Weisner's problem?

3. What is the climax of the story?

4. What is the resolution?

On Your Own Use what you know about character and plot as you read "On the Hunt."



Home Activity Your child reviewed character and plot. Retell one of your favorite books or movies. Discuss who the characters are. Have your child explain the problem, rising action, climax, and resolution of the book or movie.

Name _____

Fact and Opinion

- A **fact** is something that can be proved.
- An **opinion** is something that is a belief, thought, or feeling, and cannot be proved. Opinions often include words that make judgments, such as *best*, *beautiful*, or *interesting*.

Practice Read the passage and then answer the questions below.

My family and I went to the zoo on Saturday. It was the best time. I saw all kinds of animals. My favorite animals were the cougars. The zoo built the cougars a natural habitat, so it was like watching them in the wild. Cougars stalk their prey. That means they hide and then surprise them. We saw one cougar practice by stalking another cougar. Watching it

leap out was one of the most exciting things I've ever seen.

My least favorite animals were the elephants. They smelled really bad, and they kept throwing dirt everywhere. You could ride them if you wanted, but I chose not to. I didn't want to smell like that for the rest of the day.

1. What is one fact about the cougars?

2. What is one opinion about the elephants?

3. Write another fact from the story.

4. Write another opinion from the story.

5. How could opinions in this passage influence readers?

On Your Own Use what you know about facts as you read "Dirty Snowballs." Then write a few opinions about what it would be like to see a comet.



Home Activity Your child reviewed facts and opinions. Ask your child to share some facts and one opinion about where he or she goes to school.

Name _____

Sequence

- **Sequence** refers to the order of events, or the steps in a process. Clue words such as *first*, *next*, and *then* can help you follow the sequence of events.

Practice Read the recipe for making a salad. Then answer the questions below.

First, wash a head of lettuce. My favorite is green leaf, but you can use any kind you like. Then tear the lettuce apart and add it to a large bowl. Next, prepare the fresh vegetables. Have an adult slice or chop tomatoes, cucumbers, onions, and olives, or any other vegetables that

you like. Then add them to the bowl. Next, add salad dressing and croutons, if you like them.

Finally, toss the salad so it mixes evenly. The whole process should take about fifteen minutes.

1. What is the last step in making a salad?

2. When should you add fresh vegetables to the salad?

3. What is the first thing you should do when you are making a salad?

4. What should you do before adding the vegetables to the salad?

5. How long should it take to make a salad?

On Your Own Use what you know about sequence as you read "The Comet Racer." Write what comes first, next, and last in the story.



Home Activity Your child reviewed sequence. Have your child list the sequence of events from this past day. Remind him or her to use clue words.

Name _____

Dirty Snowballs

Comets have fascinated people for centuries. From Earth, these outer-space bodies look like fuzzy smudges of light in the night sky. But what are comets, and what do we know about them?

A comet is a frozen object in outer space, made of ice and dust. For this reason, some astronomers call them “dirty snowballs.” There are three main parts to a comet: the nucleus, the coma, and the tail.

The nucleus is the solid inner part of the comet. It is made up of ice, dust, and gases. It is covered with a black crust that absorbs heat as the comet travels. As the nucleus absorbs the heat of the sun, the ice inside it starts to melt, pressure builds, and the weakest parts of its crust start to rupture, or break up.

Jets of gas shoot out of the weakening nucleus. Each explosion of gas adds to a growing halo of dust and gas that surrounds the nucleus. This halo is called the coma. Together, the coma and the nucleus form the head of the comet. An invisible layer of hydrogen gas surrounds the coma. This is called the hydrogen envelope, and it becomes larger when the comet approaches the sun.

Usually, a comet’s nucleus and coma will only be about six miles across. But some are much larger. One famous comet, the Great Comet of 1811, had a coma about as big across as the diameter of the sun!

The comet’s tail is also made up of the dust particles and gas molecules that evaporate from the nucleus. The tail is easily visible because the dust particles reflect the sunlight, and it can be millions of miles long. The Great Comet of 1843 had a tail that was more than 150 million miles long.

Comets come into being far outside our solar system, billions or even trillions of miles away from the sun. Scientists think that there are ancient clouds of dust and gas out there that are left over from billions of years ago, when our solar system began.

Most comets never get close enough to Earth for us to see them, even with our most powerful telescopes. But a few do travel close enough for humans to glimpse. Usually comets that can be seen with the naked eye only show up once every five to ten years.

Comets are unpredictable in how they appear to us. Some may linger in the sky for weeks, while others may fade in and out of view in just a few hours. Sometimes one comet will split up into several and continue to move together in the same direction.

Suffixes What is the suffix of the word *snowballs*?

What is the suffix of the word *gases*?

Unfamiliar Words Underline the words in the third paragraph that help you understand the meaning of *rupture*.

Main Idea and Supporting Details Underline the main idea in the fourth paragraph.

Fact and Opinion Write a fact you learned about comets from Paragraph 2. How do you know it’s a fact?

Name _____

Main Idea and Supporting Details

Underline the details in the second paragraph that support the idea that we can't see from Earth how fast comets are moving.

Fact and Opinion

Write an opinion that the author could have included in this passage.

Remember that comets start out billions of miles away from the sun. When a comet has cruised into our solar system and moves closer to the sun, the dust and ice in the comet heat up and evaporate. This evaporation is what produces the long tails of gas and dust that can be seen from Earth. Comets with extremely long tails can be seen with the naked eye. Those only show up about once every ten years.

Even the comets we can see from Earth are millions of miles away. Because of this, we can't easily see their movement across the sky. This is one way in which comets are very different from meteors, or "shooting stars," which seem to streak across the sky and then disappear. Usually, the only way to tell that a comet is moving is to watch it for several nights. Then you can see that it is moving in relationship to the stars around it.

Sometimes, the sun's gravity will pull comets into an elliptical orbit. An elliptical orbit is more oval-shaped than circle-shaped. These comets can orbit the sun for thousands of years. However, other comets orbit too close to the sun. These comets will melt like an ice cube near a flame. Over thousands of years, the comet will shrink and melt away.

Long ago, people thought comets were bad omens. They thought a comet was a sign that something terrible was about to happen, such as a plague or a war. In our own era, most people don't see comets as messengers of disaster. However, people today continue to be interested in these interstellar snowballs.

One of the most famous comets is Halley's comet. Halley's comet is famous because it returns about every 76 years. Its most recent sighting was in 1985, and it is predicted to return again in 2061. Astronomers have noted every single appearance of Halley's comet since ancient times.

If you ever do see a comet through a telescope or with your naked eye, remember that it was made from the most ancient building blocks of our nebula. The dust and gas that formed that comet is the same dust and gas that formed our own solar system billions of years ago!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 5



Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 6. Have your child point out the main idea and supporting details of each paragraph in the selection. In addition, have your child point out words with suffixes and explain how the suffix changes the meaning of the base word.

The Comet Racer

Jaz put on his Black Violet Visor and felt a trickle of sweat run down his back. All around him was the emptiness of space. The electric engine pulse of his ship, the Sorcerer, seemed to match his own frantic heartbeat.

The race master's voice came over Jaz's headset. "Contestants, do you copy?" said the voice. "Comet Kettleboom is approaching at the stargate. Start your engines and line up at the raceway."

Jaz flipped off the idle switch on his dashboard and flew the Sorcerer into its proper lane. Fidgety with excitement, he wondered if he should have had that third glass of Rocketwave Juice an hour earlier.

Back on Earth, Jaz knew the immense crowds were cheering for the fourteen different spaceships getting ready to begin. All across the globe, hovering air-screens were projecting images of each ship's location and pilot. Jaz glanced at his own contestant's badge hung around his neck: *Comet Quest Competitor 00904: Jaz Morse. June 1, 2189*

Jaz had worked hard to get to this point. For three years, his precious time had been filled with flight exams, astrophysics lab work, and anti-gravity engineering. When the Comet Quest committee had announced that he would be the fourteenth competitor in the upcoming race, Jaz just knew this was his chance to make history. No single ship had been able to surpass a flying comet—at least, not yet.

The race master's voice jolted Jaz back to reality. "Contestants, do you copy?" There was a brief pause as everyone responded. "All ships on course and ready for velocity activation. Comet Kettleboom 5,000 miles away and counting." Jaz quickly did the calculations in his head. The comet would be here in just over two minutes. He counted to himself as he braced the steering wheel.

"In 10," said the race master, "9... 8... 7... 6... 5... 4... 3... 2... GO!" In the lifeless vacuum of space, fourteen ships bolted forward with a furious burst of blazing heat. Jaz saw Comet Kettleboom flying several hundred miles to his right, as he launched the Sorcerer into action.

The speed gauge on the dashboard registered 15 miles per second, but Jaz knew he was going to have to travel a whole lot faster if he was going to beat that comet. He ramped up the engine core and increased his speed to 20 miles per second. In a few more moments, he was up to 30. *C'mon Sorcerer, Jaz thought to himself, I know you're one whizzing wizard of a ship!*

Sequence Circle the words that tell you whether Jaz had Rocketwave Juice before or after starting his engine.

Draw Conclusions After reading Paragraph 5, draw a conclusion about what Jaz intends to do.

Sequence What happened after the race master's countdown?

Draw Conclusions After reading this page, what conclusions can you draw about Jaz?

Homographs What is the meaning of *lead* in Paragraph 1?

What is another meaning of *lead*?

Compare and Contrast Compare the Comet Quest race with a running race. Name one similarity and one difference.

Unknown Words

Circle the word *disoriented* in Paragraph 7. Check its meaning in a dictionary and write its definition as it is used in the passage.

His on-screen monitors showed his rivals nearby as the comet propelled ahead. Now was the time for Jaz to hit the flash grid core accelerator. With a cool, steady hand and a madly beating heart, Jaz shifted on the accelerator and felt his body push back into his seat. Now he was flying at 40 miles per second—just as fast as Comet Kettleboom. The Sorcerer began to emerge into the lead as the other ships fell behind. “Aces!” Jaz shouted as he sped into the blackness.

Soon he was traveling just under 45 miles per second. He could see the distance shrinking between himself and the racing comet. There it was—that dirty ball of ice just daring him to pass by. “You’re mine,” Jaz said as he rushed straight ahead.

In the two seconds that followed, Jaz gave one final blast to the thrusters and felt his ship bolt to the front. His heart flip-flopped inside his chest as he called into his headset, “Race master, this is Jaz Morse. I’ve passed the comet’s coma.” But no sooner had Jaz made the announcement when he felt his ship give a lurch. A red light suddenly began flashing on his dashboard. Something dreadful was wrong.

Jaz checked his control panel and realized quickly that the dust from the comet had chipped at his ship’s outer hull. A mechanism had failed and he was beginning to spin out of control. “Morse to base,” Jaz called out. “Requiring immediate assistance.” Without a moment to spare, Jaz switched off the flash grid core accelerator. His speed dropped down, but the Sorcerer was still spinning. He cut power to the thrusters and felt his stomach whirling. “C’mon, Sorce!” Jaz yelled. “Please don’t fail me now.” Madly, he held on to his seat as he tried to pull on the stuck emergency brake.

Just when Jaz thought he’d lose his lunch and his life, he gave one last dramatic pull and felt his ship begin to slow down.

“Race master to Jaz, do you copy? Do you copy?”

Jaz felt a little ill and disoriented as he clutched his contestant’s badge. “Did I win?” he groaned into his headset.

“You’ve won, my boy!” the race master said. “You’re the first to fly faster than a speeding comet. Can you make it back to base?”

“*Can I move?*” would be a better question, Jaz thought to himself. But he straightened in his chair and patted his control panel. “Fine work, Sorcerer. Really fine work.”



Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 6. Have your child retell the selection, comparing and contrasting the plot details and noting the importance of the setting.

Four Kinds of Sentences

Directions Write *D* if the sentence is declarative. Write *IN* if the sentence is interrogative. Write *IM* if the sentence is imperative. Write *E* if the sentence is exclamatory.

1. Keesha's family took a kayak trip in Alaska. _____
2. How do you make a kayak go? _____
3. A kayaker uses a long paddle. _____
4. Please find out who invented kayaks. _____
5. Eskimos used kayaks thousands of years ago. _____
6. Eskimo kayaks were made of sealskins. _____
7. A kayak weighs as little as 32 pounds. _____
8. Wow, that is really light! _____
9. Can you ride a kayak in rapids? _____
10. Kayaking is so much fun! _____

Directions Complete each sentence with words from the box. Then write *D*, *IN*, *IM*, or *E* to identify the kind of sentence.

can participate in races.
include kayak races.
exciting the rapids are!

kayaking can be dangerous?
me how to kayak.

11. Don't you think _____

12. Good kayakers _____

13. How _____

14. Please teach _____

15. The Olympic Games _____

Subjects and Predicates

Directions Draw a line between the complete subject and the complete predicate in each sentence. Circle the simple subject and the simple predicate.

1. Many useful tools are made from metal.
2. Steel is an important metal for buildings and tools.
3. This alloy contains a mixture of iron and carbon.
4. An iron bar will rust over time.
5. Oxygen from the air mixes with the metal.
6. That orange deposit on the outside surface is called rust.

Directions Underline each simple subject once. Underline each simple predicate twice.

7. Many ranchers mend fences regularly.
8. The shiny thin wires are stretched from post to post.
9. Someone hammers the wire to the post.
10. The wooden posts stretch in a straight line.
11. This job is certainly hard work.
12. A work crew will repair the old fence today.

Directions Write *F* after a fragment. Write *R* after a run-on. Write *S* after a complete sentence.

13. Has been replaced by plastic in many products. _____
14. Plastic is hard and durable at the same time, it is lighter than metal. _____
15. Many parts of today's trucks and automobiles. _____
16. Plastic is not only lighter than metal it is cheaper too. _____
17. Just think about all the uses for plastic! _____
18. Many new materials from recycled products. _____

Common, Proper, and Collective Nouns

Directions Write the proper noun from the box that matches each common noun.
Add capital letters where they are needed.

empire state building mount everest aunt lucinda
the dark is rising ms. simpson

Common Noun**Proper Noun**

- | | |
|-------------|-------|
| 1. teacher | _____ |
| 2. building | _____ |
| 3. mountain | _____ |
| 4. book | _____ |
| 5. relative | _____ |

Directions Rewrite each sentence. Capitalize all proper nouns.

6. Americans in new york had good train service.

7. People in san francisco and other parts of california needed better transportation.

8. A group of workers from china was led by mr. charles crocker.

9. The eastern and western tracks were joined in promontory, utah, on may 10, 1869.

10. The tracks met near aunt joan's house: 491 e. 1st st., ogden, ut 84404.

Past, Present, and Future Tenses

Directions Write the correct present, past, and future tense of each verb.

Verb	Present	Past	Future
1. spy	He _____.	He _____.	He _____.
2. have	I _____.	I _____.	I _____.
3. trap	You _____.	You _____.	You _____.
4. think	She _____.	She _____.	She _____.
5. eat	They _____.	They _____.	They _____.

Directions Identify the tense of each underlined verb. Write *present*, *past*, or *future*.

6. Many people dreamed of a perpetual motion machine. _____
7. This machine runs forever. _____
8. It will make its own energy. _____
9. The machine will save tons of money! _____
10. The Perez twins created a version of the machine. _____
11. But the machine borrowed energy from other machines. _____
12. Sadly, the perpetual motion machine will remain a dream. _____

Directions Rewrite each sentence. Change the underlined verb to the tense in ().

13. Once, the idea of a computer seems impossible. (past)
- _____

14. Now, people constantly use computers for work and enjoyment. (present)
- _____
- _____

15. Someday, perhaps a perpetual motion machine is a reality. (future)
- _____
- _____

Name _____

Subject and Object Pronouns

Directions Write *S* if the underlined word is a subject pronoun. Write *O* if the word is an object pronoun.

1. In *Weslandia*, Wesley is the main character. He has problems. _____
2. Wesley doesn't act like the other kids, and they pick on him. _____
3. His parents worry that they have raised an odd son. _____
4. Wesley creates a new civilization, and it fascinates everyone. _____
5. I really enjoyed reading this story. _____
6. Wesley's ingenious uses for his crop amused me. _____
7. My friend Winnie said the suntan oil was funniest to her. _____
8. You should read this story too! _____
9. Our teacher, Mr. Su, asked us about civilizations. _____
10. Native peoples create them based on climate and crops in their region. _____

Directions Underline the correct pronoun in () to complete each sentence.

11. Corn has many uses. Many farmers plant (it, they).
12. (They, Them) can sell the grain as a food or as a raw material for fuel.
13. The stalks can be ground up. There are several uses for (it, them) as well.
14. John and (I, me) have learned about soybeans.
15. (We, Us) get nutritious foods from them.
16. Do you like tofu? (It, Them) is a curd made from soybeans.
17. Mom served tofu to Karl and (I, me).
18. She didn't tell (us, we) what we were eating.
19. When (he, him) found out it was bean curd, Karl laughed.
20. Mom had disguised it in pudding. That was clever of (her, she)!

Name _____

Adjectives and Articles

Directions Underline the articles and circle the adjectives in each sentence.

1. A few brave adventurers are searching for shipwrecks.
2. They dive deep beneath the surface in search of an exciting find.
3. One group of divers found the treasure of a Spanish galleon.
4. The jewels, coins, and other artifacts are priceless.
5. Five hundred years ago, these ships sailed from Mexico loaded with silver and gold.

Directions Write *what kind*, *how many*, or *which one* to tell what question each underlined adjective answers about a noun.

6. That sunken ship is scary. _____
7. All tour boats pass by it. _____
8. The captain explains its tragic wreck. _____
9. A million tourists have seen it. _____
10. Some sad songs have been written about it. _____
11. This song tells about a sailor's wife. _____
12. She looked for her husband for ten years. _____

Directions Write *a*, *an*, or *the* to complete each sentence. Choose the article that makes sense and follows the rules for articles.

13. Have you ever found _____ real treasure?
14. Once I found _____ old box.
15. It was buried in _____ bushes behind my house.
16. Inside _____ box were some rocks.
17. It was _____ disappointing moment.
18. Later, I found out _____ rocks were valuable.
19. One rock was _____ rare geode.
20. It was _____ amazing experience.

Name _____

This, That, These, and Those**Directions** Write *this*, *that*, *these*, or *those* to describe each object.

1. a book in your hands _____ book
2. a store a mile away _____ store
3. dogs in a neighbor's yard _____ dogs
4. shoes on your feet _____ shoes

Directions Underline the word in () that completes each sentence correctly.

5. (That there, That) constellation is called Orion.
6. (This, This here) observatory will give us a good view.
7. (Them, Those) astronauts who have gone into space have not reached the stars.
8. (These, Them) articles tell about their trips to the moon.
9. I have reached (this, those) conclusion: Astronauts must be brave.
10. Can someone tell me if (this, these) facts are accurate?

Directions Write each sentence correctly.

11. That there telescope is called the Hubble Telescope.

12. These here photographs I'm showing you were made by that telescope.

13. Can you believe that this here photograph shows the birth of a galaxy?

14. A telescope on Earth could not take them photographs.

Name _____

Comparative and Superlative Adjectives

Directions Complete the table. Add *-er*, *-est*, *more*, or *most* as needed.

Adjective	Comparative	Superlative
fierce	1. _____	2. _____
small	3. _____	4. _____
ridiculous	5. _____	6. _____
icy	7. _____	8. _____
hot	9. _____	10. _____

Directions Underline the adjective form in () to complete each sentence correctly.

11. Which dinosaur was the (stronger, strongest) of all?
12. *Triceratops* had a (more dangerous, most dangerous) horn and tail than *Tyrannosaurus*.
13. However, *Tyrannosaurus* probably had the (greater, greatest) speed and strength of all the dinosaurs.
14. Bill has a (larger, largest) collection of dinosaur figures than I do.
15. He has the (more complete, most complete) collection of anyone I know.

Directions Write the correct forms of the adjectives in () to complete the sentences.

16. Do you think description is _____ than plot in a story?
(important)
17. I think stories with good characters are _____ than stories with
good plots. (memorable)
18. The _____ characters of all are the villains. (interesting)
19. A _____ book may not be better than a shorter one. (long)
20. The _____ books of all are the ones that make you think. (good)

Name _____

Adverbs

Directions Write the comparative and superlative forms of each adverb.

Adverb	Comparative	Superlative
sadly	1. _____	2. _____
wildly	3. _____	4. _____
late	5. _____	6. _____
well	7. _____	8. _____

Directions Underline the adverb in each sentence. Circle the word or words that each adverb tells more about.

9. Settlers waited impatiently for the mail.
10. Mail traveled slowly by stagecoach.
11. The Pony Express was a very welcome change.
12. Riders on horseback raced westward day and night.
13. The mail had never moved faster.
14. Soon railroads replaced the Pony Express.

Directions Underline the correct word in () to complete each sentence.

15. The Pony Express moved the mail (most quickly, more quickly) than stagecoaches did.
16. The daring riders (certain, certainly) appealed to the public.
17. Of all western heroes, these young men lived (more dangerously, most dangerously).
18. The Pony Express worked (better, best) for some than for others.
19. It cost more to send a letter than most people could (possible, possibly) afford.
20. Today, airplanes serve the public (better, best) of all.

Prepositions and Prepositional Phrases

Directions Underline the prepositional phrase in each sentence. Circle the preposition.

1. Over the holidays, we had a movie marathon.
2. The family watched a series of animated films.
3. We have quite a few in our film library.
4. I have watched *Dumbo* about 20 times.
5. Dumbo is a baby elephant with enormous ears.
6. Dumbo stays near his mother.
7. She feels protective toward her baby.
8. Dumbo finds a great use for his ears.
9. Dumbo can fly through the sky.
10. He is the biggest hit at the circus.

Directions Write *P* if the underlined word is a preposition. Write *O* if it is the object of the preposition.

11. Heckle and Jeckle are two crows in *Dumbo*. _____
12. They make fun of the baby elephant. _____
13. They are amazed when Dumbo soars into the air. _____
14. Some encouragement from a little mouse helps Dumbo. _____
15. I think the moral is "Believe in yourself." _____

Directions Underline the prepositional phrases. The number in () tells how many prepositional phrases are in that sentence.

16. The theater is down this street and around a corner. (2)
17. Buy four tickets at the booth and two bags of popcorn from the concession stand. (3)
18. We always sit toward the back under the balcony. (2)
19. At the beginning, it seems very dark in the theater. (2)
20. The ads before the show make me hungry for a snack. (2)