

What's In a Noun: Grammar and Usage

Grade Level or Special Area: Fifth Grade

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Length of Unit: Nine Lessons (two weeks, at five days a week, a day being 45 minutes)

I. ABSTRACT

The focus of this unit is to introduce an understanding of grammar and usage. It will also focus as review for the parts of speech covered in the earlier grades as well as continued practice in previously learned capitalization and punctuation. It does not provide enough practice for fully developing these concepts. They will need to be reinforced throughout your school year. It is designed to only introduce the concepts of grammar and usage as well as capitalization and punctuation.

II. OVERVIEW

A. Concept Objectives

1. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)

B. Content from the *Core Knowledge Sequence*

1. Understand what a complete sentence is and identify subject and predicate, correct fragments and run-ons (page 109)
2. Identify subject and verb in a sentence and understand that they must agree (page 109)
3. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)
4. Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender (page 109)
5. Correctly use punctuation studied in earlier grades, as well as, the colon before a list, commas with an appositive (page 109)
6. Use underlining or italics for titles of books (page 109)

C. Skill Objectives

1. Students will distinguish between sentences and sentence fragments.
2. Students will identify declarative, interrogative, imperative, and exclamatory sentences.
3. Students will use correct end punctuation for the four types of sentences.
4. Students will identify the complete subject and complete predicate of a sentence.
5. Students will identify the simple subject of a sentence.
6. Students will write complete subjects and identify their simple subjects.
7. Students will identify the simple predicate of a sentence.
8. Students will write complete predicates and identify their simple predicates.
9. Students will identify nouns in sentences.
10. Students will identify common and proper nouns.
11. Students will capitalize proper nouns.
12. Students will write the plural form of nouns correctly.
13. Students will write singular possessive nouns correctly.
14. Students will write plural possessive nouns correctly.
15. Students will identify action verbs and name their direct objects.
16. Students will identify verbs in a sentence and label them as main verbs or helping verbs.

17. Students will identify linking verbs and the word in the predicate that describes the subject.
18. Students will write singular and plural present tense verbs correctly.
19. Students will write past tense form of verbs correctly.
20. Students will write verbs in the future tense.
21. Students will write present tense verbs that agree in number with their subjects.
22. Students will write the past tense and past participle for regular and irregular verbs.
23. Students will identify adjectives and the nouns they describe.
24. Students will use articles and demonstrative adjectives correctly.
25. Students will add –er to adjectives to compare two nouns.
26. Students will add –est to adjectives to compare more than two nouns.
27. Students will use more and most with long adjectives to compare nouns.
28. Students will identify and form proper adjectives.
29. Students will identify subject pronouns.
30. Students will distinguish between subject and object pronouns.
31. Students will identify possessive pronouns.
32. Students will identify adverbs and the verbs they describe in sentences.
33. Students will identify adverbs that tell how, when, and where.
34. Students will use the correct form of adverbs (-er, -est, more, most) to compare two actions and more than two actions.
35. Students will identify adverbs formed by adding –ly to an adjective.
36. Students will identify prepositions and the object of prepositions in sentences.
37. Students will identify prepositional phrases and their objects.
38. Students will identify conjunctions.
39. Students will choose the appropriate conjunctions from and, but, and or.
40. Students will write sentences that contain conjunctions.
41. Students will combine two or more short sentences into one compound sentence.
42. Students will identify, correct, and punctuate run-on sentences.
43. Students will identify and correctly punctuate interjections.
44. Students will use correct beginning and end punctuation.
45. Students will capitalize proper nouns and proper adjectives.
46. Students will use commas to separate items in a series.
47. Students will use commas with introductory words and nouns in direct address.
48. Students will punctuate and capitalize sentences containing quotations.
49. Students will write initials and abbreviations correctly.
50. Students will use quotation marks, underlines, or italics correctly when writing titles of works.
51. Students will proofread for incorrect capitalization and punctuation.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D. *What Your Fifth Grader Needs to Know* New York, New York: Dell Publishing, 1993. ISBN 0-385-31464-7
2. Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5 (or any English program your currently using)

B. For Students

1. Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments, identify and correct run-on sentences (Grade 4, page 87) (Grade 3, page 66) (Grade 2, page 44)

2. Identify subject and verb in a sentence and understand that they must agree (Grade 4, page 87)
3. Identify and use different sentence types: declarative, interrogative, imperative, exclamatory (Grade 4, page 87) (Grade 3, page 66)
4. Know the following parts of speech and how they are used: nouns, pronouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections (Grade 4, page 87) (Grade 3, page 66) (Grade 2, page 44)
5. Know how to use the following punctuation: end punctuation; period, question mark, or exclamation point; comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue; apostrophe: in contractions, in singular and plural possessive nouns; quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles (Grade 4, page 87) (Grade 3, page 66) (Grade 2, page 44) (Grade 1, page 24)
6. Use underlining or italics for titles of books (Grade 4, page 88)
7. Use capital letters correctly (Grade 3, page 66) (Grade 2, page 44) (Grade 1, page 24)
8. Recognize and avoid the double negative (Grade 3, page 66)
9. Use adjectives to compare by adding –er and –est (Grade 2, page 44)
10. Change regular verbs from simple present to past tense using –ed (Grade 2, page 44)
11. Use the correct forms for present and past tense of common irregular verbs (for example, be have, see, do, go, come, run, give, sing) (Grade 2, page 44)
12. Recognize singular and plural nouns, and form the regular plural by adding s, know to add –es to nouns ending in s, ss, sh, ch, x, know that some nouns change their spelling in plural form (for example, man, men; woman, women; child, children; tooth, teeth; foot, feet) (Grade 2, page 44) (Grade 1, page 24)

IV. RESOURCES

- A. Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. (or any English program your currently using) (All lessons)
- B. Heller, R. *A Cache of Jewels and Other Collective Nouns* New York, New York: Grosset and Dunlap, 1995. (Lesson Three)
- C. Heller, R. *Merry-Go-Round: A Book About Nouns* New York, New York: Grosset and Dunlap, 1995. (Lesson Three)
- D. Heller, R. *Kites Sail High: A Book About Verbs* New York, New York: Grosset and Dunlap, 1995. (Lesson Four)
- E. Heller, R. *Many Luscious Lollipops: A Book About Adjectives* New York, New York: Grosset and Dunlap, 1995. (Lesson Five)
- F. Heller, R. *Up, Up and Away: A Book About Adverbs* New York, New York: Grosset and Dunlap, 1995. (Lesson Seven)
- G. Heller, R. *Behind the Mask: A Book About Prepositions* New York, New York: Grosset and Dunlap, 1995. (Lesson Seven)

V. LESSONS

Lesson One: The Sentence and Its Four Kinds

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)

2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate, correct fragments and run-ons (page 109)
 - b. Correctly use punctuation studied in earlier grades, as well as, the colon before a list commas with an appositive (page 109)
 3. Skill Objective(s)
 - a. Students will distinguish between sentences and sentence fragments.
 - b. Students will identify declarative, interrogative, imperative, and exclamatory sentences.
 - c. Students will use correct end punctuation for the four types of sentences
- B. *Materials*
1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
 2. Copy of Houghton Mifflin English Book Teacher Edition
 3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
 4. Pencils – one for each student
 5. Highlighters – one for each student
 6. Copy of Appendix A(1) - one for each student
 7. Copy of Appendix A(2) – one for the teacher
- C. *Key Vocabulary*
1. Sentence – a group of words that expresses a complete thought, telling who or what and what is or what happens, which begins with a capital letter and ends with a punctuation mark
 2. Sentence fragment – a group of words that does not express a complete thought
 3. Declarative sentence – tells something and ends with a period
 4. Interrogative sentence – asks something and ends with a question mark
 5. Imperative sentence – gives an order, has you as it's subject, and ends with a period
 6. Exclamatory sentence – expresses strong feeling and ends with an exclamation point
- D. *Procedures/Activities*
1. Using the board, write the following words: afternoon, the, arrive, in, will.
 2. Give students one minute to try and make a sentence out of the words in the clouds. After one minute, ask if the words express a complete thought? (No.) If not, what words could complete the thought? (Answers will vary have several students share their sentences.)
 3. Have students go over the vocabulary words: sentence and sentence fragment by writing them down in their Language notebook. This should be a review from earlier grades. I have students highlight the word so it sticks out from the definition.
 4. Using page 32 (Houghton Mifflin) go over the practice exercises dealing with sentences. Stress to students that just because a group of words begins with a capital letter and ends with a period, that word group is not necessarily a sentence. The real test is whether a group of words tells who or what and also what happens or what is.
 5. Tell students that now they know the basics of what makes a sentence you are going to review with them the four kinds of sentences. Remind them that all four kinds start with capital letters; it is their end marks that vary.

6. Have students go over the vocabulary words: declarative sentence, interrogative sentence, imperative sentence, and exclamatory sentence by writing them down in their Language notebook. This should be a review from earlier grades.
 7. Using their highlighters, have students highlight the vocabulary word and then the capital letter at the beginning of the example sentence and the end punctuation. This is so that at a quick glance they can see what the word means. For example, interrogative would be highlighted; the capital letter beginning the example sentence would be highlighted as well as the question mark at the end.
 8. Using page 34 (Houghton Mifflin) go over the practice exercises dealing with the four kinds of sentences. Discuss with students that sometimes a speaker's voice helps to distinguish the four kinds of sentences. Remind students that end punctuation can tell how a sentence should be read.
 9. Hand out Appendix A(1) to each student and have them complete it on their own.
- E. *Assessment/Evaluation*
1. Appendix A(1) will serve as assessment and evaluation for this lesson.

Lesson Two: Subjects and Predicates

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate, correct fragments and run-ons (page 109)
 - b. Identify subject and verb in a sentence and understand that they must agree (page 109)
 3. Skill Objective(s)
 - a. Students will identify the complete subject and complete predicate of a sentence.
 - b. Students will identify the simple subject of a sentence.
 - c. Students will write complete subjects and identify their simple subjects.
 - d. Students will identify the simple predicate of a sentence.
 - e. Students will write complete predicates and identify their simple predicates.
- B. *Materials*
1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
 2. Copy of Houghton Mifflin English Book Teacher Edition
 3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
 4. Pencils – one for each student
 5. Highlighters – one for each student
 6. Copy of Appendix B(1) – one for each student
 7. Copy of Appendix B(2) – one for the teacher
- C. *Key Vocabulary*
1. Subject – tells whom or what the sentence is about
 2. Predicate – tells what the subject is or does
 3. Complete subject – all the words in the subject
 4. Complete predicate – all the words in the predicate
 5. Simple subject – the main word that tells whom or what the sentence is about (Noun or Pronoun)

6. Simple predicate – the one main word that tells what the subject is or does (Verb)
- D. *Procedures/Activities*
1. Display this sentence on the board: Purple elephants danced on the ceiling.
 2. Ask what danced on the ceiling (purple elephants). Explain that purple elephants is the complete subject; it tells what the sentence is about.
 3. Ask what the purple elephants did (danced on the ceiling). Tell students that danced on the ceiling is the complete predicate.
 4. Write and discuss other silly sentences that students suggest.
 5. Have students go over the vocabulary words: subject, predicate, complete subject, complete predicate by writing them down in their Language notebook. This should be a review from earlier grades.
 6. Using their highlighters, have students highlight the vocabulary word.
 7. Using page 36 (Houghton Mifflin), go over the practice exercises dealing with subjects and predicates.
 8. Tell students that every complete subject has a simple subject.
 9. Display on the board the sentence: The blue _____ is on the table. Then ask students for a word to complete the sentence. Answers will vary. Write one of the words in the blank. Ask which word tells what the sentence is about. (The one on the blank.) Explain that this one word is the simple subject.
 10. Explain that they can find simple subjects in sentences by asking what or whom a sentence is about. Point out that simple subjects are nouns or pronouns. Also explain that the other words in the complete subject describe the simple subject.
 11. Have students go over the vocabulary word: simple subject by writing it down in their Language notebook. This should be a review from earlier grades.
 12. Have students highlight the vocabulary word.
 13. Using page 38, (Houghton Mifflin) go over practice exercises dealing with simple subjects.
 14. After finishing page 38 (Houghton Mifflin), ask students what a baseball player does (swings at the ball, tags a runner, slides into home plate, etc.) Record their responses on the board. Have students use the phrases to make sentences.
 15. Ask students to identify the action words in each sentence. Explain that each action word is a simple predicate; it is the main word that tells what the subject is or does. The simple predicate is also called the verb.
 16. Using page 40, (Houghton Mifflin) go over practice exercises dealing with simple predicates
 17. Have students go over the vocabulary word: simple predicate by writing it down in their Language notebook. This should be a review from earlier grades.
 18. Have students highlight the vocabulary word.
 19. Hand out copies of Appendix B(1) to each student to do own their own.
- E. *Assessment/Evaluation*
1. Appendix B(1) will serve as assessment and evaluation for this lesson.

Lesson Three: Nouns

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)

3. Skill Objective(s)
 - a. Students will identify nouns in sentences.
 - b. Students will identify common and proper nouns.
 - c. Students will capitalize proper nouns.
 - d. Students will write the plural form of nouns correctly.
 - e. Students will write singular possessive nouns correctly.
 - f. Students will write plural possessive nouns correctly.
- B. *Materials*
1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
 2. Copy of Houghton Mifflin English Book Teacher Edition
 3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
 4. Pencils – one for each student
 5. Highlighters – one for each student
 6. Copy of *A Cache of Jewels and Other Collective Nouns* by Ruth Heller
 7. Copy of *Merry-Go-Round: A Book About Nouns* by Ruth Heller
 8. Appendix C(1) – one copy for each student
 9. Appendix C(2) – one copy for teacher
- C. *Key Vocabulary*
1. Noun - a word that names a person, a place, or a thing
 2. Common noun – names any person, place or thing
 3. Proper noun – names a particular person, place, or thing and begins with a capital letter
 4. Singular noun – names one person, place, or thing
 5. Plural noun – names more than one person, place, or thing
 6. Singular possessive noun – shows that one person, place, or thing has or owns something
 7. Plural possessive noun – shows that more than one person, place, or thing has or owns something
- D. *Procedures/Activities*
1. Write on the board the headings Places, Persons, Things. Have students give words that fit under these headings. Write them under their appropriate heading. Ask students what do all of these words have in common (nouns). Lead students to nouns if they can't get it.
 2. Tell students that nouns can name feelings or ideas, as well as objects. Point out that many ideas and feelings named by nouns can be experienced through the senses (sadness, success, hope).
 3. Have students write down the vocabulary word noun in their language notebooks and highlight the word but not the definition.
 4. Read the two books by Ruth Heller to the students. Have students see if they can write down all the nouns as you read them from one of the books. Check to see if someone did.
 5. Ask students why do we capitalize some nouns and others are lower case. Accept all applicable answers but lead students to common and proper.
 6. Have students write down the vocabulary of common and proper nouns in their language notebooks highlighting the words.
 7. Play this game: Say the common noun street. Prompt students to respond with specific street names. Say a proper noun Colorado. Prompt students to respond with the common noun, state. Continue playing with various common and proper nouns.

8. You can also play by you saying a common or proper noun and have students stand up if the noun is common and touch their toes if the noun is proper. Students seem to enjoy the movement out of their desks.
9. Have students write down the vocabulary words common noun and proper noun in their language notebooks and highlight the word but not the definition.
10. List these word pairs on the board: glass/glasses, box/boxes, dress/_____, fox/_____, ranch/_____.
11. Ask how the word glasses is different from glass. (It means more than one and has an –es ending.) Have students add the same ending to the word dress. Follow the same procedure for the remaining words on the list. Explain that nouns with an s, x, ch, or sh at the end form a plural by adding –es.
12. Ask if anyone else knows ways that we make plural nouns. (By adding s like girl/girls, if it ends with a vowel and y you also add s like toy/toys, and if it ends with a consonant, y you change the y to an i and add es like city/cities, if it ends with in f or fe change the f to a v and add es like leaf/leaves, if it ends with a vowel and o add s like radio/radios, if it ends with a consonant and o ad s to some and es to others like piano/pianos or hero/heroes, some change their spellings like foot/feet, and others remain the same like deer/deer.)
13. Practice with the following words: ostrich (ostriches), fox (foxes), letter (letters), alley (alleys), boss (bosses), panda (pandas), porch (porches), family (families), holiday (holidays), echo (echoes), cliff (cliffs), radio (radios), tooth (teeth), half (halves), hero (heroes), deer (deer), giraffe (giraffes), and wife (wives).
14. Have students write down the vocabulary words singular noun and plural noun in their language notebook and highlight the word but not the definition.
15. Tell students that they have reviewed that a singular noun names one person, place, thing, or idea. Remind them that to make a singular noun show possession, add an apostrophe and –s (’s). Give the example the fur of the dog becomes the dog’s fur.
16. Have students design an imaginary animal made from parts of other animals. Provide these examples: the teeth of a shark, the tail of a whale. Elicit ideas and record them on the board.
17. Ask for a way to rewrite the phrases showing ownership (shark’s teeth). Circle the apostrophe and underline the s.
18. Tell students that these singular nouns end in ‘s to show ownership. They are called singular possessive nouns.
19. Have students write down the vocabulary word singular possessive noun in their language notebooks highlighting the word and the ‘s.
20. Have all the students stand, each holding their pencil. Ask who owns the pencils. write students pencils on the board. Tell students that when a plural noun ends in s, an apostrophe goes after the s to form a plural possessive noun. Add and apostrophe to students. (students’) Repeat with the girls and boys.
21. Next, ask how to show that the women own the pencils (women’s pencils). Point out that when a plural noun does not end in s, an apostrophe and –s, are added to form the plural possessive noun.
22. Practice with the following: the medals of swimmers (swimmers’), the speeds of the runners (runners’), the skills of the musicians (musicians’), the sports of women (women’s), the nails of carpenters (carpenters’), the uniforms of the children (children’s).
23. Have students write down the vocabulary word plural possessive noun in their language notebooks highlighting the word. Also have them write down the rules to make plurals with examples in their notebooks.

24. Hand out copy of Appendix C(1) to each student to work on independently.
- E. *Assessment/Evaluation*
1. Appendix C(1) will serve as assessment and evaluation for this lesson.

Lesson Four: Verbs

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)
 - b. Identify subject and verb in a sentence and understand that they must agree (page 109)
3. Skill Objective(s)
 - a. Students will identify action verbs and name their direct objects.
 - b. Students will identify verbs in a sentence and label them as main verbs or helping verbs.
 - c. Students will identify linking verbs and the word in the predicate that describes the subject.
 - d. Students will write singular and plural present tense verbs correctly.
 - e. Students will write past tense form of verbs correctly.
 - f. Students will write verbs in the future tense.
 - g. Students will write present tense verbs that agree in number with their subjects.
 - h. Students will write the past tense and past participle for regular and irregular verbs.

B. *Materials*

1. Copy of Houghton Mifflin English Book for each student or whatever language program you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Copy of *Kites Sail High: A Book About Verbs* by Ruth Heller
7. Appendix D(1) – one copy for each student
8. Appendix D(2) – one copy for the teacher

C. *Key Vocabulary*

1. Verb – a word that either shows action or state of being
2. Action verb – shows what the subject does or did and is also called the main verb
3. State of being verb – show what the subject is
4. Direct objects – is a word in the predicate that receives the action of the verb, that can be a noun or a pronoun
5. Helping verb – works with the main verb but does not show action
6. Verb phrase – the main verb and the helping verb
7. Linking verb – links the subject of a sentence with a word or words in the predicate and does not show action
8. Present tense – a verb that tells what the subject is doing right now
9. Past tense – a verb that shows that something has already happened

10. Future tense – a verb that tells that something is going to happen
 11. Irregular verb – has a special way of making its past tense and past participle
 12. Past participle – using has, have or had in front of the past tense of the verb
- D. *Procedures/Activities*
1. Write on the board: Fish swim. Monkeys _____. Horses _____. Lions _____.
 2. Ask which word in the first sentence tells what fish do (swim). Have students suggest words for each blank. Explain that the added words are called action verbs.
 3. Point out that words that tell something a person can do with the body or mind are action verbs. Explain that action verbs can also tell what objects and animals do. Also tell students that verbs can also tell what something is like Mr. Johnson is a teacher.
 4. Have students write down the vocabulary words: verb; action verb; state of being verb; in their language notebooks and highlight the words but not the definitions.
 5. Read the book *Kites Sail High: A Book About Verbs* by Ruth Heller. Have students try to pick out the verbs as you read.
 6. Ask students to imagine that they have a personal robot. Tell them to list the chores they would have the robot do (for example, make the bed). Record these on the board.
 7. Have students identify the action verbs. Then ask students to come up and circle the nouns that appear after each verb. Explain that these nouns are direct objects; they tell what or whom receives the action.
 8. Using page 98, (Houghton Mifflin) have students practice the exercises dealing with direct objects.
 9. Have students write down the vocabulary word direct object in their language notebooks and highlight the word.
 10. Write these words on the board in a column titled Helping Verbs: am, is, are, was, were, will, shall, have, has, and had. Have students read the words aloud. Tell students that the words are helping verbs; they work with the main verb.
 11. Have students list some verbs in a second column titled Main Verbs. Tell students that main verbs show action.
 12. Have students create sentences aloud with a verb from each column.
 13. Have students write down the vocabulary words helping verb and verb phrase in their language notebooks and highlight the word but not the definition.
 14. On the board, write this sentence frame: _____ is _____. Ask a volunteer to complete the sentence by naming and describing a person. (Ann is beautiful.)
 15. Point out that the verb is links or connects both sentence parts together as if it were an equal sign.
 16. List other linking verbs, such as are, were, was, be, looks, feels, and tastes.
 17. Have students make sentences, using these linking verbs.
 18. Have students write down the vocabulary word linking verb in their language notebook and highlight it but not the definition. I also like the students to list some of the common linking verbs under the definition so they are familiar with them.
 19. Write these sentences on the board: James washes clothes. Tanya dries dishes. Lila plants seeds.
 20. Have students underline the action verbs (washes, dries, and plants). Explain that each verb has an s or es ending that agree with the subject. Show how the y in dry changes to i before adding es.

21. Tell students that all of these words are present tense verbs; verbs that show action that are happening now.
 22. Have students write the vocabulary word present tense in their language notebooks and highlight the word but not the definition. Also, I like to give the students some examples so they can use it as a reference later.
 23. Ask students to describe a historical event they are familiar with such as the first Thanksgiving.
 24. As students speak, write the verbs they use. Ask students when the actions the verbs describe took place (in the past). Point out that the verbs end in ed.
 25. Explain that the ed ending is used with both singular and plural subjects.
 26. Also point out that some verbs called irregular verbs change the whole spelling of the word to create the past tense and past participle (go: went and has, have or had gone). Point out that since irregular verbs do not follow any pattern, these forms and spellings must be memorized.
 27. Have students write down the vocabulary words past tense, irregular verb, and past participle in their language notebooks and highlight the word but not the definition.
 28. Have students tell what they will do after school. Record their sentences on the board, underling the verbs.
 29. Ask students if the verbs tell about something that happens now, happened in the past, or will happen in the future (in the future). Explain that these verbs are in the future tense. Point out that future tense verbs are the same with singular and plural subjects, and they are formed by adding will or shall to the present tense verb.
 30. Have students write down the vocabulary word future tense in their language notebooks and highlight it but not the definition.
 31. List the following subjects on the board: A farmer, Farmers, A doctor, Doctors.
 32. Have students tell one thing that a farmer does (example: plants). Write that verb next to a farmer.
 33. Ask a volunteer to write the correct form of the same verb next to Farmers (plant). Point out the difference in the two verbs and explain that a present tense verb and its subject must agree.
 34. Repeat this exercise with the remaining subjects.
 35. Hand out Appendix D(1) to each student to do independently.
- E. *Assessment/Evaluation*
1. Appendix D(1) will serve as assessment and evaluation for this lesson.

Lesson Five: Adjectives

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
 2. Lesson Content
 - a. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)
 3. Skill Objective(s)
 - a. Students will identify adjectives and the nouns they describe.
 - b. Students will use articles and demonstrative adjectives correctly.
 - c. Students will add –er to adjectives to compare two nouns.
 - d. Students will add –est to adjectives to compare more than two nouns.

- e. Students will use more and most with long adjectives to compare nouns.
- f. Students will identify and form proper adjectives.

B. *Materials*

1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Copy of *Many Luscious Lollipops: A Book About Adjectives* by Ruth Heller
7. Blank index card for each student
8. Piece of string one for each student (I like to have the string taped to one side of the index card before the students get them)
9. Tape
10. Colored circles and triangles of various sizes (I use laminated construction paper ones so they last and attached magnets to the back to use on my board)
11. Appendix E (1) – one copy for each student
12. Appendix E (2) – one copy for the teacher

C. *Key Vocabulary*

1. Adjective – a word that describes a noun or pronoun
2. Articles – a special kind of adjective (a, an, the)
3. Demonstrative adjective – tells which one (this, that, these, those)
4. Proper adjective – an adjective formed from a proper noun

D. *Procedures/Activities*

1. Write the word cat on the board and circle it.
2. Provide each student with an index card. Tell them to write on the card a word that could describe a cat. Questions such as what color? What kind? will help stimulate responses.
3. Have students tape their cards to the circle to create a large web. Explain that each word that describes a cat is an adjective. Also explain that there are special adjectives called articles (a, an, the) and demonstrative adjectives (this, that, these, those) that tell which one.
4. Read the book *Many Luscious Lollipops: A Book About Adjectives* by Ruth Heller. Have students pick out the adjectives as you read and the nouns they are describing.
5. Have students write down the vocabulary words adjective, article, and demonstrative adjective in their language notebooks and highlight the word but not the definition.
6. Hang up the circles and triangles on the board to illustrate the following words: large, larger, largest small, smaller, smallest.
7. Have volunteers point to and compare the size of the various objects.
8. Ask which adjective ending is used to compare two of something (er) and three or more of something (est). Explain to students that we also use more and most with some adjectives containing two syllables and all adjectives with more than two syllables (careful, more careful, most careful).
9. Point out that adjectives ending in ed require the use of more, most, less, or least to show comparisons as well as the multisyllable words (more spoiled).
10. Have students complete this sentence. A car from Japan is a _____ car (Japanese).

11. Tell the students that the word Japanese is a proper adjective. Explain that like the names of the countries they refer to, proper adjectives are capitalized.
 12. Ask students to name other proper adjectives and to use them in sentences.
 13. Have students write down the vocabulary word proper adjective in their language notebooks and highlight it but not the definition.
 14. Hand out Appendix E (1) to each student to complete independently.
- E. *Assessment/Evaluation*
1. Appendix E (1) will serve as assessment and evaluation for this lesson.

Lesson Six: Pronouns

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender (page 109)
3. Skill Objective(s)
 - a. Students will identify subject pronouns.
 - b. Students will distinguish between subject and object pronouns.
 - c. Students will identify possessive pronouns.

B. *Materials*

1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Appendix F(1) – one copy for each student
7. Appendix F(2)- one copy for the teacher

C. *Key Vocabulary*

1. Pronoun – is a word that takes the place of a noun
2. Subject pronoun – takes the place of a noun in the subject of a sentence
3. Object pronoun – can replace nouns used after action verbs or after the words to, for, with, in, or at.
4. Possessive pronouns – can replace possessive nouns

D. *Procedures/Activities*

1. Display these sentences on the board: They are leaving for vacation tonight. Ruth and George still need to pack.
2. Ask students who they are in the first sentence. (Ruth and George.) Explain to students that we don't always have to write the noun that we are talking about. Instead we can use pronouns.
3. Tell students that pronouns take the place of nouns. They can be either subject or object pronouns.
4. Have students write down the vocabulary words pronoun and subject pronoun in their language notebooks and highlight the word but not the definition.
5. On the board, write the subject pronouns in a list for the students to copy under the definition (I, you, she, he, it, we, they).
6. On the board, write the object pronouns (me, you, her, him, it, us, them) and have the sentences below. Have students replace the underlined words in the

sentences with pronouns. Dad drove the car. (it) Keri fed the dog and cat. (them) Mary visited Mrs. Alverto. (her)

7. Have students circle the action verb that comes before each pronoun. Explain that the pronouns that follow action verbs are object pronouns.
 8. Have students write down the vocabulary word object pronoun in their language notebooks and highlight the word but not the definition.
 9. Also have students make a list of the object pronouns under the definition in their language notebook. They can copy them from the board.
 10. Ask students to name favorite possessions. Write their responses in phrases that show ownership, such as Alex's bike, Gloria's computer, the family's pet, on the board.
 11. Write these pronouns on the board: my, your, his, her, its, our, and their. Have students replace the nouns in their responses with pronouns from the list.
 12. Tell students that the pronouns they used are possessive pronouns. They take the place of nouns that show ownership.
 13. Have students write the vocabulary word possessive pronoun in their language notebook and highlight the word but not the definition.
 14. Also under the definition have students make a list of the possessive pronouns. (my, your, his, her, its, our, their, mine, yours, hers, ours, theirs) I also put an example sentence with these to show students how they are used.
 15. Hand out Appendix F(1) to each student to do independently.
- E. *Assessment/Evaluation*
1. Appendix F(1) will serve as assessment and evaluation for this lesson.

Lesson Seven: Adverbs and Prepositions

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)
3. Skill Objective(s)
 - a. Students will identify adverbs and the verbs they describe in sentences.
 - b. Students will identify adverbs that tell how, when, and where.
 - c. Students will use the correct form of adverbs (-er, -est, more, most) to compare two actions and more than two actions.
 - d. Students will identify adverbs formed by adding -ly to an adjective.
 - e. Students will identify prepositions and the object of prepositions in sentences.
 - f. Students will identify prepositional phrases and their objects.

B. *Materials*

1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Copy of *Up, Up, and Away: A Book About Adverbs* by Ruth Heller

7. Copy of *Behind the Mask: A Book About Prepositions* by Ruth Heller
 8. Piece of wrapped candy
 9. Photocopied bees with the prepositions written on them (mine are on yellow construction paper that is laminated for sturdiness and have magnets on the back to hang on the board)
 10. Giant paper beehive (mine was done on poster board and colored, and then laminated. It also has magnets on the back to hang on the board)
 11. Appendix G (1) – one copy for each student
 12. Appendix G (2) – one copy for the teacher
 13. Appendix G (3) for teacher use
- C. *Key Vocabulary*
1. Adverb – a word that describes a verb usually ending in ly
 2. Preposition – relates another word in the sentence to the noun or the pronoun that follows it
 3. Object of the preposition – the noun or pronoun that follows the preposition
 4. Prepositional phrase – made up of a preposition, the object of the preposition, and all the words between them that describes another word in the sentence
- D. *Procedures/Activities*
1. Write these sentences and questions on the board: The boys laughed. (How?) They arrived. (When?) We ran. (Where?)
 2. Have students suggest words that answer the question posed after each sentence. Ask volunteers to rewrite the sentences with the words.
 3. Tell students that the words that answer the questions are adverbs. They describe verbs by answering how? when? And where? Have students use adverbs to create more sentences.
 4. Have students write down the vocabulary word adverb in their language notebooks and highlight the word but not the definition.
 5. Read to students the book on adverbs by Ruth Heller. Have students pick out the adverbs as you read and figure out which questions they answer.
 6. Display these lists on the board. Two – faster, more quickly More than Two – fastest, most quickly.
 7. Explain that –er and more compare two actions, and –est and most compare more than two actions just as they did when we talked about adjectives.
 8. Write these sentences: Al hops fast. A rabbit hops faster than Al. Kangaroos hop the fastest of all.
 9. Point out that the adverbs fast, faster, and fastest tell how they hopped.
 10. Have students make up sentences that use adverbs with more and most and share them with the class.
 11. Write these phrases on the board: fast car; drives quickly; loud bell; rings loudly; good book, reads well.
 12. Have students circle the words that describe nouns (fast, loud, good) and underline the words that describe verbs (quickly, loudly, well). Remind students that the words that describe nouns are called what? (adjectives) and the words that describe verbs are called (adverbs).
 13. Ask students to suggest other phrases that use adverbs or adjectives. Then have volunteers identify the adverbs and the adjectives.
 14. Write these treasure hunt clues on the board: Stand at the desk. Walk toward the bookcase with the dictionaries. Look on the first shelf. Find something under the tenth dictionary.
 15. Read the instructions as a volunteer follows them to find the piece of candy.

16. Change the underlined words and have the volunteer follow the new set of instructions. Discuss how the new words change the sentences' meanings. Point out that each underlined word shows how the words that follow it relate to another word in the sentence. Explain that these relationship words are called prepositions.
17. Hang up the beehive on the board. Using the bees, I explain that prepositions are little words that a bee can do with the beehive. Also explain that some of the prepositions do not fit this and will just have to be remembered.
18. Then I read off a bee and place it where it shows relationship to the beehive. For example, the bee says above. I say, "The bee is above the beehive." and place it above the beehive on the board. The next one says beside. I say, "The bee is beside the beehive." and place it next to the beehive.
19. Continue till you use all of the prepositions. I also have students after they catch on to what we are doing say the word and bee/beehive sentence and come up and place the bee.
20. I save the exceptions to this for last, like for, of, until. These I tell them are the exceptions and I place these bees far from the beehive so kids see that the bee/beehive relationship is not present for these. I've found that this is a good visual for the students to remember these tricky little words.
21. Have students write down the vocabulary word preposition in their language notebooks and highlight it but not the definition. I also have the students make a list of the common prepositions under the definition. See Appendix G (3).
22. Explain to students that a preposition must be part of a prepositional phrase. This includes the preposition, the object of the preposition, and all the words between them.
23. Have students write down the vocabulary words prepositional phrase and object of the preposition in their language notebooks and highlight the words but not the definitions.
24. Write these sentences on the board: The astronaut flew to another planet. She was gone for a whole year.
25. Have students identify the prepositions in each sentence (to, for). Explain that a prepositional phrase begins with the preposition and ends with the noun or pronoun that follows it, also called the object.
26. Ask students what noun or pronoun follows the preposition to in the first sentence (planet). Underline planet.
27. Ask students what was the other part to the definition of a prepositional phrase (all the words in between).
28. Then ask students what else would be in this prepositional phrase (another). Underline it.
29. Continue with the second sentence asking the same questions.
30. Have students write on paper a prepositional phrase that can be easily acted out, such as run in place. Use the slips of paper to play a game of charades for about ten minutes.
31. After ten minutes, hand our Appendix G(1) to each student to work on independently.

E. *Assessment/Evaluation*

1. Appendix G(1) will serve as assessment and evaluation for this lesson.

Lesson Eight: Conjunctions and Interjections

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Know the following parts of speech and how they are used: nouns, verbs (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections (page 109)
 - b. Understand what a complete sentence is and identify subject and predicate, correct fragments and run-ons (page 109)
 - c. Correctly use punctuation studied in earlier grades, as well as, the colon before a list commas with an appositive (page 109)
3. Skill Objective(s)
 - a. Students will identify conjunctions.
 - b. Students will choose the appropriate conjunctions from and, but, and or.
 - c. Students will write sentences that contain conjunctions.
 - d. Students will combine two or more short sentences into one compound sentence.
 - e. Students will identify, correct, and punctuate run-on sentences.
 - f. Students will identify and correctly punctuate interjections.

B. *Materials*

1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Appendix H(1) – one copy for each student
7. Appendix H(2) – one copy for the teacher
8. Appendix H(3) – for teacher reference
9. Appendix H(4) – for teacher reference

C. *Key Vocabulary*

1. Conjunction – words that connect other words or groups of words in a sentence (and, but, or) and are also called coordinating conjunctions
2. Subordinating conjunction – words that show the relationship of ideas between two sentences
3. Run-on – is two or more sentences that are run together with commas or without any punctuation
4. Interjection – is a word or words that show strong feeling or emotion that stands alone and is followed by an exclamation point

D. *Procedures/Activities*

1. Have two students each draw a circle on the board. Write this sentence: (Name) and (Name) drew circles.
2. Have one student draw a square and another student draw a triangle on the board. Write (Name) drew a square, but (Name) drew a triangle.
3. Call on a student. Write this sentence: (Name) will draw a circle or a square. Then ask the student to draw a circle or a square.
4. Ask students which words are the connecting words in each sentence. Then as they give the answers circle the words on the board (and, but, or).

5. Explain that these connecting words are called conjunctions. Tell students that Conjunctions can connect two subjects, two predicates, or two sentences. Give the following examples for each one. Gulls and puffins are sea birds. They swim and dive well. Gulls soar, and puffins swim gracefully.
6. Also explain that conjunctions can connect other words in the sentence. Give the following examples: Sam walked quickly but quietly. He did not see any puffins or gulls. He looked on the cliff and near the shore.
7. Explain to students that when they write, use the conjunction that best expresses your meaning. Point out that it is easy to overuse the conjunction and in their writing that is why they need to pick the one that expresses what they want to say.
8. Go over the times when you should use these coordinating conjunctions. And is used when you want to join together. For example, swans and penguins swim. But is used when you want to show contrast. For example, swans live on ponds, but penguins do not. Or is used when you want to show choice. For example, penguins slide or waddle.
9. Have students write down the vocabulary words conjunction and subordinating conjunction in their language notebooks and highlight the word but not the definition. I also have them list the coordinating conjunctions under the definition along with the ways to remember when to use them for example, and – joins together, but – shows contrast, and or – shows choice.
10. Under the definition of subordinating conjunctions, have students list the common subordinating conjunctions (Appendix H(3)).
11. Display this sentence on the board and have a volunteer read it aloud: We like our CD player it plays the best music we can sing along. Discuss what is wrong with the sentence. (It is confusing and difficult to read.) Explain that this is a run-on sentence.
12. Have a volunteer place a period after the first complete thought (after CD player). Then ask another student to use one of the conjunctions we just learned about to create a compound sentence with what is left. Example: It plays the best music, and we can sing along.
13. Explain to students that there are two ways to correct run-on sentences. One way is to make it into a compound sentence. You do this by using a conjunction and a comma before the conjunction. The second way to correct a run-on sentence is to divide it into separate sentences.
14. Have students write down the vocabulary word run-on sentence in their language notebooks and highlight it but not the definition. I also have the students write down under the definition the two ways to correct run-on sentences.
15. Write the following sentences on the board: Hey, where's my book? Oh no! I left it at home.
16. Tell students that the words Hey and Oh, no are interjections. Explain that they express feeling. Use the sentences to point out that a comma follows words of mild feeling and that an exclamation point follows words of strong feeling.
17. Have students think of other sentences with interjections. Write these on the board and discuss.
18. Have students write down the vocabulary word interjection in their language notebooks and highlight the word but not the definition. I also have the students write down some common interjections under the definition as examples (Appendix H(4)).
19. Remind students that this list is only the more common interjections. Explain that just about any word that shows feeling can be an interjection.

20. Hand out Appendix H(1) to each student to work on independently.
- E. *Assessment/Evaluation*
1. Appendix H(1) will serve as assessment and evaluation for this lesson.

Lesson Nine: Capitalization and Punctuation

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand conventional grammar, usage, sentence structure, punctuation, and capitalization. (Colorado Writing Standard 3)
2. Lesson Content
 - a. Correctly use punctuation studied in earlier grades, as well as, the colon before a list, commas with an appositive (page 109)
 - b. Use underlining or italics for titles of books (page 109)
3. Skill Objective(s)
 - a. Students will use correct beginning and end punctuation.
 - b. Students will capitalize proper nouns and proper adjectives.
 - c. Students will use commas to separate items in a series.
 - d. Students will use commas with introductory words and nouns in direct address.
 - e. Students will punctuate and capitalize sentences containing quotations.
 - f. Students will write initials and abbreviations correctly.
 - g. Students will use quotation marks, underlines, or italics correctly when writing titles of works.
 - h. Students will proofread for incorrect capitalization and punctuation.

B. *Materials*

1. Copies of Houghton Mifflin English Book for each student or whatever language programs you are currently using
2. Copy of Houghton Mifflin English Book Teacher Edition
3. Language Notebook – one for each student (I use a two-subject spiral notebook labeled Language/Writing Notebook)
4. Pencils – one for each student
5. Highlighters – one for each student
6. Appendix I(1) – one copy for each student
7. Appendix I(2) – one copy for the teacher
8. Appendix I(3) – for teacher to use as reference
9. Appendix I(4) – for teacher to use as reference

C. *Key Vocabulary*

There is no new vocabulary

D. *Procedures/Activities*

1. Tell students to take out their language notebooks. Explain to them that you are going to review with them the rules of capitalization. Make sure they understand that they probably know how to do these but that they will be writing them down in their language notebooks as if they were taking notes.
2. Using Appendix D, begin going over the rules of capitalization and examples for the students. I usually try to prompt the students by saying what do you already know we capitalize (the first word of any sentence) which is also the first rule. I continue this way until they get stuck, then I just give them the next rule.
3. Have students highlight what is underlined on Appendix I(3) along with the rule.
4. After finishing with capitalization rules tell the students that you will also be reviewing punctuation. Again the students will be writing this information down in their language notebooks as if they were taking notes.

5. Using Appendix I(4), begin going over the punctuation section and examples with the students.
 6. After you have finished, tell students that if they need to use their notes to help them they can. Hand out Appendix I(1) to each student to work on independently.
- E. *Assessment/Evaluation*
1. Appendix I(1) will serve as assessment and evaluation for this lesson.

VI. CULMINATING ACTIVITY

- A. A test (Appendix J) is included for the entire unit to be used when you feel that your students are ready.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A(1): The Sentence and Its Four Kinds (Lesson One)
- B. Appendix A(2): The Sentence and Its Four Kinds Answers (Lesson One)
- C. Appendix B(1): Subjects and Predicates (Lesson Two)
- D. Appendix B(2): Subjects and Predicates Answers (Lesson Two)
- E. Appendix C(1): Nouns (Lesson Three)
- F. Appendix C(2): Nouns Answers (Lesson Three)
- G. Appendix D(1): Verbs (Lesson Four)
- H. Appendix D(2): Verbs Answers (Lesson Four)
- I. Appendix E(1): Adjectives (Lesson Five)
- J. Appendix E(2): Adjectives Answers (Lesson Five)
- K. Appendix F(1): Pronouns (Lesson Six)
- L. Appendix F(2): Pronouns Answers (Lesson Six)
- M. Appendix G(1): Adverbs and Prepositions (Lesson Seven)
- N. Appendix G(2): Adverbs and Prepositions Answers (Lesson Seven)
- O. Appendix G(3): Common Prepositions (Lesson Seven)
- P. Appendix H(1): Conjunctions and Interjections (Lesson Eight)
- Q. Appendix H(2): Conjunctions and Interjections Answers (Lesson Eight)
- R. Appendix H(3): Conjunctions (Lesson Eight)
- S. Appendix H(4): Interjections (Lesson Eight)
- T. Appendix I(1): Capitalization and Punctuation (Lesson Nine)
- U. Appendix I(2): Capitalization and Punctuation Answers (Lesson Nine)
- V. Appendix I(3): Capitalization Rules (Lesson Nine)
- W. Appendix I(4): Punctuation Guide (Lesson Nine)
- X. Appendix J: Grammar and Usage Test (after completing the unit)

VIII. BIBLIOGRAPHY

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APPENDIX A (1)

The Sentence and Its Four Kinds

Name: _____ Date: _____

Write sentence or fragment for each group of words.

1. _____ A tornado hit the barn.
2. _____ In the middle of the day.
3. _____ Since it happened so fast.
4. _____ I had never seen a twister.
5. _____ Just the noise of the storm alone.

Put the correct end punctuation and then write declarative, interrogative, imperative, or exclamatory to identify each sentence.

6. _____ What an exciting movie we saw
7. _____ It was about the adventures of a brave knight
8. _____ Listen to the knight's tales
9. _____ He rescued the knight's son from many dangers
10. _____ What is the movie called

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX A (2)

The Sentence and Its Four Kinds

Name: __ANSWER KEY__ Date: _____

Write sentence or fragment for each group of words.

1. __SENTENCE__ A tornado hit the barn.

2. __FRAGMENT__ In the middle of the day.

3. __FRAGMENT__ Since it happened so fast.

4. __SENTENCE__ I had never seen a twister.

5. __FRAGMENT__ Just the noise of the storm alone.

Put the correct end punctuation and then write declarative, interrogative, imperative, or exclamatory to identify each sentence.

6. __EXCL.____ What an exciting movie we saw!

7. __DECL.____ It was about the adventures of a brave knight.

8. __IMP.____ Listen to the knight's tales.

9. __DECL.____ He rescued the knight's son from many dangers.

10. __INT.____ What is the movie called?

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX B (1)

Subjects and Predicates

Name: _____ Date: _____

Draw a line between the complete subject and the complete predicate.

1. A helicopter flies over the city.
2. A reporter observes the traffic.
3. Cars and trucks crawl along.
4. Drivers turn on their radios.
5. The announcer lists any accidents.

Write the simple subject on the line and underline the simple predicate once.

6. _____ The parade has started.
7. _____ Everyone in our band is marching.
8. _____ Several of the children have balloons.
9. _____ A huge float will appear next.
10. _____ We will get the tickets today.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX B (2)

Subjects and Predicates

Name: _____ ANSWER KEY _____ Date: _____

Draw a line between the complete subject and the complete predicate.

1. A helicopter | flies over the city.
2. A reporter | observes the traffic.
3. Cars and trucks | crawl along.
4. Drivers | turn on their radios.
5. The announcer | lists any accidents.

Write the simple subject on the line and underline the simple predicate once.

6. ___PARADE_____ The parade has started.
7. ___EVERYONE_____ Everyone in our band is marching.
8. ___SEVERAL_____ Several of the children have balloons.
9. ___FLOAT_____ A huge float will appear next.
10. ___WE_____ We will get the tickets today.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX C (1)

Nouns

Name: _____ Date: _____

Underline the nouns in the following sentences. (10)

1. Ann visited London in July.
2. London is the capital of England.
3. A trip to London is great fun.
4. Go during the summer.

Tell whether the following are common (c) or proper (p) nouns.

5. _____ library
6. _____ University of Pennsylvania
7. _____ Scanton Library
8. _____ museum

Write the plural of the following nouns.

9. _____ baby
10. _____ donkey
11. _____ basket
12. _____ wish
13. _____ calf

Rewrite each phrase using the correct possessive forms.

1. the hat of the ringmaster _____
2. the skill of the juggler _____
3. the jackets of the dancers _____
4. the smiles of the parents _____

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX C (2)

Nouns

Name: ANSWER KEY Date: _____

Underline the nouns in the following sentences. (10)

1. Ann visited London in July.
2. London is the capital of England.
3. A trip to London is great fun.
4. Go during the summer.

Tell whether the following are common (c) or proper (p) nouns.

5. C library
6. P University of Pennsylvania
7. P Scanton Library
8. C museum

Write the plural of the following nouns.

9. BABIES baby
10. DONKEYS donkey
11. BASKETS basket
12. WISHES wish
13. CALVES calf

Rewrite each phrase using the correct possessive forms.

1. the hat of the ringmaster THE RINGMASTER'S HAT
2. the skill of the juggler THE JUGGLER'S SKILL
3. the jackets of the dancers THE DANCERS' JACKETS
4. the smiles of the parents THE PARENTS' SMILES

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX D (1)

Verbs

Name: _____ Date: _____

Underline the verb in the following sentences.

1. A hurricane struck the island.
2. The storm passed quickly.
3. They are eating fruit and cereal.
4. The day is beginning slowly.

Write the present tense form of each verb.

5. She _____ her face. (wash)
6. Her brother _____ about the rain. (worry)
7. We _____ to the door. (hurry)
8. Alice _____ her long hair. (fix)

Write the past tense form of each verb.

9. We _____ the early West. (study)
10. They also _____ the sick. (treat)
11. Carlotta _____ the play. (write)
12. Some limbs had _____ off. (break)

Write the future tense form of each verb.

13. Our club _____ a terrific new game. (create)
14. Stan _____ the board. (build)
15. Liz and I _____ our ideas. (share)

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX D (2)

Verbs

Name: ANSWER KEY Date: _____

Underline the verb in the following sentences.

1. A hurricane struck the island.
2. The storm passed quickly.
3. They are eating fruit and cereal.
4. The day is beginning slowly.

Write the present tense form of each verb.

5. She WASHES her face. (wash)
6. Her brother WORRIES about the rain. (worry)
7. We HURRY to the door. (hurry)
8. Alice FIXES her long hair. (fix)

Write the past tense form of each verb.

9. We STUDIED the early West. (study)
10. They also TREATED the sick. (treat)
11. Carlotta WROTE the play. (write)
12. Some limbs had BROKEN off. (break)

Write the future tense form of each verb.

13. Our club WILL CREATE a terrific new game. (create)
14. Stan WILL BUILD the board. (build)
15. Liz and I WILL SHARE our ideas. (share)

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX E (1)

Adjectives

Name: _____ Date: _____

Underline the adjectives in the following sentences. (Do not include the articles)

1. Denmark is a small kingdom.
2. Little farms cover the land.
3. People sail boats on a large lake.
4. The blue lakes are also popular.
5. People sometimes stay in pretty cottages at the seashore.

Underline the word in parentheses that completes each sentence.

6. (A, The) island has a good market.
7. (This, That) is an indoor market over there.
8. Here is (a, an) unusual vase.
9. Are they any nicer than (those, these) right here?

Write the correct form of the adjective in parentheses.

10. _____ Chimpanzees are (intelligent) than other apes.
11. _____ Of all the apes, gorillas are the (gentle)
12. _____ They are also (brave) than most monkeys.

Write the proper adjective for the noun in parentheses.

13. _____ Sue climbed the (South America) mountain.
14. _____ Famous (Austria) horses won.
15. _____ The (China) silk was yellow.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX E (2)

Adjectives

Name: ANSWER KEY Date: _____

Underline the adjectives in the following sentences. (Do not include the articles)

1. Denmark is a small kingdom.
2. Little farms cover the land.
3. People sail boats on a large lake.
4. The blue lakes are also popular.
5. People sometimes stay in pretty cottages at the seashore.

Underline the word in parentheses that completes each sentence.

6. (A, The) island has a good market.
7. (This, That) is an indoor market over there.
8. Here is (a, an) unusual vase.
9. Are they any nicer than (those, these) right here?

Write the correct form of the adjective in parentheses.

10. MORE INTELLIGENT _____ Chimpanzees are (intelligent) than other apes.
11. GENTLEST _____ Of all the apes, gorillas are the (gentle)
12. BRAVER _____ They are also (brave) than most monkeys.

Write the proper adjective for the noun in parentheses.

13. SOUTH AMERICAN _____ Sue climbed the (South America) mountain.
14. ASUTRIAN _____ Famous (Austria) horses won.
15. CHINESE _____ The (China) silk was yellow.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX F (1)

Pronouns

Name: _____ Date: _____

Write pronouns to replace the underlined words.

1. _____ Todd and I are studying dinosaurs.
2. _____ Jody and Carrie drew pictures.
3. _____ Kristin spoke to Chet in Swedish.
4. _____ I just saw Eleni with Lucy.

Underline the word that correctly completes each sentence.

5. (Me, I) love to play table tennis.
6. The first and second games went to (me and her, her and me)
7. The champions were Lu and (me, I)
8. The green bike is (my, mine)
9. The safety award was (him, his)
10. We rode (our, ours) too.
11. (Your, Yours) bike is blue.

Write we or us to correctly complete each sentence.

12. _____ performers are ready.
13. Those blue costumes are ready for _____ actors.
14. _____ kings sit near the queens.
15. Look at _____ kings.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX F (2)

Pronouns

Name: ANSWER KEY Date: _____

Write pronouns to replace the underlined words.

1. WE _____ Todd and I are studying dinosaurs.
2. SHE _____ Jody and Carrie drew pictures.
3. HIM _____ Kristin spoke to Chet in Swedish.
4. HER _____ I just saw Eleni with Lucy.

Underline the word that correctly completes each sentence.

5. (Me, I) love to play table tennis.
6. The first and second games went to (me and her, her and me)
7. The champions were Lu and (me, I)
8. The green bike is (my, mine)
9. The safety award was (him, his)
10. We rode (our, ours) too.
11. (Your, Yours) bike is blue.

Write we or us to correctly complete each sentence.

12. _____ WE _____ performers are ready.
13. Those blue costumes are ready for US _____ actors.
14. _____ WE _____ kings sit near the queens.
15. Look at US _____ kings.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX G (1)

Adverbs and Prepositions

Name: _____ Date: _____

Underline the adverb in the following sentences.

1. Some animals travel often.
2. They go down to the valleys in the early fall.
3. Many plants grow well in the valleys.

Underline the prepositions in the following sentences.

4. Sam will fly his kite in the park.
5. It flies over the tallest trees.
6. We will go near the farm house.
7. Before dark we should head home.

Tell whether the underlined word is an adjective or a preposition.

8. _____ It was dark outside.
9. _____ Tina stepped inside the door.
10. _____ People around Tina laughed.

(adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5.)

APPENDIX G (2)

Adverbs and Prepositions

Name: ANSWER KEY _____ Date: _____

Underline the adverb in the following sentences.

1. Some animals travel often.
2. They go down to the valleys in the early fall.
3. Many plants grow well in the valleys.

Underline the prepositions in the following sentences.

4. Sam will fly his kite in the park.
5. It flies over the tallest trees.
6. We will go near the farm house.
7. Before dark we should head home.

Tell whether the underlined word is an adjective or a preposition.

8. ADVERB _____ It was dark outside.
9. PREPOSITION _____ Tina stepped inside the door.
10. PREPOSITION _____ People around Tina laughed.

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APPENDIX G (3)

Common Prepositions

about	around	beside	for	near	outside	under
above	at	by	from	of	over	until
across	before	down	in	off	past	up
after	behind	during	inside	on	through	with
along	below	except	into	out	to	without

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 256.)

APPENDIX H (1)

Conjunctions and Interjections

Name: _____ Date: _____

Underline the conjunction that fits in each sentence.

1. The puffins can dive deep (or, but) swim a long distance.
2. Puffins eat small fish (but, and) shrimp.
3. Some puffins feed on the surface, (or, but) others dive for food.
4. Most birds fly well, (but, or) puffins fly poorly.
5. Explores (and, but) sailors have hunted these birds.

Underline the interjections in the following sentences.

6. Goodness, the woodpeckers will love it.
7. Well, it will seem cozy to a bird.
8. Oh no, I forgot to add a perch.
9. Hurray! It's finished.
10. Ah, that's too bad.

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 256.)

APPENDIX H (2)

Conjunctions and Interjections

Name: ANSWER KEY Date: _____

Underline the conjunction that fits in each sentence.

1. The puffins can dive deep (or, but) swim a long distance.
2. Puffins eat small fish (but, and) shrimp.
3. Some puffins feed on the surface, (or, but) others dive for food.
4. Most birds fly well, (but, or) puffins fly poorly.
5. Explores (and, but) sailors have hunted these birds.

Underline the interjections in the following sentences.

6. Goodness, the woodpeckers will love it.
7. Well, it will seem cozy to a bird.
8. Oh no, I forgot to add a perch.
9. Hurray! It's finished.
10. Ah, that's too bad.

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 256.)

APPENDIX H(3)

Coordinating Conjunctions

and but or

Subordinating Conjunctions

after	as	before	since	when
although	because	it	until	while

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 191.)

APPENDIX H(4)

Interjections

Hurray	Hey	Oh, no	Well
Good grief	Ah	Oops	Whew
Okay	Oh	Ouch	Wow

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 192.)

APPENDIX I (1)

Capitalization and Punctuation

Name: _____ Date: _____

Correct the following sentences.

1. Everglades National Park is a swamp it is in Florida

2. have you ever visited a swamp

3. He was an american who loved nature and wildlife

4. He went with his dog stickeen

5. The Colorado Rockies are exciting majestic and rugged

6. You might see bluebirds hawks owls or meadowlarks

7. Yes Mr. Stone it is.

8. Do you like the idea fred?

9. it produces extreme heat agreed Tony

10. Tony responded volcanic steam can run a power plant

APPENDIX I (1), page two

Write these groups of words using initials or abbreviations for the underlined words.

11. Duxbury, Massachusetts 02332 _____

12. 11221 Vista Drive _____

13. Mister James William Carson _____

Write each of the following titles correctly.

14. julie of the wolves (book) _____

15. children of the year (article) _____

16. ode to my library (poem) _____

17. mary poppins (movie) _____

18. popular science (magazine) _____

19. the goat well (short story) _____

20. the new york times (newspaper) _____

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 192.)

APPENDIX I (2)

Capitalization and Punctuation

Name: __ANSWER KEY__ Date: _____

Correct the following sentences.

1. Everglades National Park is a swamp it is in Florida

Everglades National Park is a swamp. It is in Florida.

2. have you ever visited a swamp

Have you ever visited a swamp?

3. He was an american who loved nature and wildlife

He was an American who loved nature and wildlife.

4. He went with his dog stickeen

He went with his dog, Stickeen.

5. The Colorado Rockies are exciting majestic and rugged

The Colorado Rockies are exciting, majestic, and rugged.

6. You might see bluebirds hawks owls or meadowlarks

You might see bluebirds, hawks, owls, or meadowlarks.

7. Yes Mr. Stone it is.

Yes, Mr. Stone, it is.

8. Do you like the idea fred?

Do you like the idea, Fred?

9. it produces extreme heat agreed Tony

“It produces extreme heat,” agreed Tony.

10. Tony responded volcanic steam can run a power plant

Tony responded, “Volcanic steam can run a power plant.”

APPENDIX H (2), page two

Write these groups of words using initials or abbreviations for the underlined words.

11. Duxbury, Massachusetts 02332 Duxbury, MA 02332
12. 11221 Vista Drive 11221 Vista Dr.
13. Mister James William Carson Mr. James W. Carson

Write each of the following titles correctly.

14. julie of the wolves (book) Julie of the Wolves
15. children of the year (article) “Children of the Year”
16. ode to my library (poem) “Ode to My Library”
17. mary poppins (movie) Mary Poppins
18. popular science (magazine) Popular Science
19. the goat well (short story) “The Goat Well”
20. the new york times (newspaper) The New York Times

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page 192.)

APPENDIX I (3)

Rules for Capitalization

Capitalize the first word of every sentence.

What an unusual color the roses are!

Capitalize the pronoun I.

What should I do next?

Capitalize proper nouns. If a proper noun is made up of more than one word, capitalize each important word.

Emily G. Messe

District of Columbia

Lincoln Memorial

Capitalize titles or their abbreviations when used with a person's name.

Governor Bradford

Senator Smith

Dr. Ling

Capitalize proper adjectives.

We ate at a French restaurant.

Capitalize the names of days, months, and holidays.

My birthday is on the last Monday in March.

We watched the parade on the Fourth of July.

Capitalize the names of nationalities, races, religions, languages, organizations, buildings, and companies.

Able Supply Company

Chinese

Jefferson Academy School

American Kennel Club

Protestant

African American

Capitalize the first, last, and all-important words in a title. Do not capitalize words such as a, in, and, of, and the unless they begin or end a title. Titles of books, magazines, TV shows, movies, and newspapers are italicized or underlined. Titles of short stories, songs, articles, book chapters, and most poems are set off by quotation marks.

From the Earth to the Moon

"Growing Up"

APPENDIX I (3), page two

Capitalize the first word of each main topic and subtopic in an outline.

1. Types of libraries
 - A. Large public library
 - B. Bookmobile

Capitalize the first word in the greeting and closing of a letter.

Dear Marcia, Yours truly,

Capitalize the first word of a quotation.

Linda whisper, "What time is it?"

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page H59.)

APPENDIX I (4)

Punctuation Guide

End marks - There are three end marks. A period (.) ends a declarative or imperative sentence. A question mark (?) follows an interrogative sentence. An exclamation point (!) follows an exclamatory sentence.

The scissors are on my desk. (Declarative)

Look up the spelling of that word. (Imperative)

How is the word spelled? (Interrogative)

This is your best poem so far! (Exclamatory)

Apostrophe - To form the possessive of a singular noun, add an apostrophe and -s.
doctor's

- For a plural noun that does not end in s, add an apostrophe and -s to form the plural possessive.

women's

- For a plural noun that ends in s, add only the apostrophe.

sisters'

- Use an apostrophe in contractions in place of dropped letters. Do not use contractions in formal writing.

can't

Colon - Use a colon after the greeting in a business letter.

Dear Realty Homes:

- Use a colon before a list.

Please bring the following items: toothbrush, toothpaste, and pajamas.

Comma - A comma tells your reader where to pause. For words in a series, put a comma after each item except the last. Do not use a comma if only two items are listed.

Clyde asked if we had any apples, peaches, or grapes.

- Use commas to separate two or more adjectives that are listed together unless one adjective tells how many.

The fresh, ripe fruit was placed in a bowl.

One red apple was especially shiny.

- Use a comma before the conjunction in a compound sentence.

Some students were at lunch, but others were studying.

- Use commas after introductory words such as yes, no, oh, and well when they begin a sentence.

No, it isn't six yet.

- Use a comma to separate a noun in a direct address.

Jean, help me fix this tire.

APPENDIX I (4), page two

- Use a comma between the names of a city and a state and between a city and a country.

Chicago, Illinois Sydney, Australia

- Use a comma after the greeting in a friendly letter.

Dear Diana,

- Use a comma after the closing in a letter.

Sincerely yours,

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page H 61.)

APPENDIX J

Test on Grammar and Usage

Name: _____ Date: _____

This must be completed on another sheet of paper.

Write what type of sentence each is or if it is a fragment.

1. What a great telephone you have!
2. Listen for the dial tone.
3. Who invented the telephone?
4. Alexander Graham Bell.
5. He also taught deaf children.

Write each simple subjects and the simple predicates.

6. Mr. Jackson is a scientist.
7. This scientist has invented a robot.
8. Get a robot soon.

Write the common nouns and the proper nouns.

9. My dad visited Sweden last June.
10. This country is in northern Europe.
11. Jenny Lind, the famous singer, was born in that city.

Rewrite the phrases, using the plural forms of the underlined nouns. Then rewrite using plural possessives.

12. the toy of the baby
13. the watch belonging to the man
14. the tail of the fox
15. the scarf belonging to the child

Write the verbs in each sentence.

16. Leo's class visited two factories.
17. The other factory makes paper.
18. They are planning day trips.
19. He will develop the film himself.

APPENDIX J, page two

Write underlined verbs in the tense shown.

20. Jody studies for the test. (past)
21. He outlined the topics. (present)
22. Jody has passed the test. (future)

Write the correct verbs.

23. Lin and I (take, takes) a tour.
24. We (has, have) warm jackets.
25. Bryce Canyon (are, is) beautiful.

Write the past tense of the verb.

26. I had (make) a box kite.
27. I (run) across the field with it.
28. The kite (fly) high in the sky.

Write the adjectives from the sentences.

29. They have heavy shells.
30. White pearls are common.
31. Many oysters produce pearls.

Write the correct word in parentheses.

32. Every year (a, an) unusually severe hurricane hits there.
33. (Those, These) houses over there were damaged last year.
34. (The, A) winds uprooted trees.
35. (This, That) river near us flooded.

Write the correct form of each adjective.

36. Your shirt is (pretty) than mine.
37. Tina's shirt is (nice) of all.
38. His belt looks (good) than hers.

Write the proper adjective made from the noun in parentheses.

39. Dad won a (Switzerland) watch.
40. I like to read (Japan) poetry.

Write each sentence. Use capital letters and commas correctly, and add end punctuation as needed.

41. ann which sports do you like
42. do not forget lori to wear a belt sara will bring the gloves
43. in the spring replied Suki flowers blossom on its stem
44. what did you like best about your trip to Arizona asked Carrie

APPENDIX J, page three

Rewrite the groups of words, using abbreviations for the underline words.

45. Sunshine Box Company
46. Philip Alan Burke Junior

Write each title correctly.

47. i am the mummy (book)
48. drops of rain (poem)
49. the shaggy dog (movie)
50. los angeles times (newspaper)

Pick the correct pronoun for the sentence.

51. (Us, We) elected a president.
52. (Our, Ours) votes go to Maria.
53. The new president is (her, she).

Copy the underlined word, and label it adverb or preposition.

54. People heard a noise above them.
55. They looked up curiously.
56. In the sky was a glider.
57. It landed near the lake.

Write the correct word.

58. Al prepared (careful, carefully).
59. He spoke quite (clear, clearly).
60. She said he had done (good, well).

(Adapted from Houghton Mifflin. *English* Boston, Massachusetts: Houghton Mifflin, 2001. ISBN 0-618-05518-5. Page H 61.)

APPENDIX J, page 1

Test on Grammar and Usage ANSWER KEY

1. Exclamatory
2. imperative
3. interrogative
4. fragment
5. declarative
6. Mr. Jackson is
7. scientist has invented
8. You, get
9. C: dad P: Sweden, June
10. C: country P: Europe
11. C: singer, city P: Jenny Lind
12. the toys of the babies/the babies' toys
13. the watches belonging to the men/ the men's watches
14. the tails of the foxes/the foxes' tails
15. the scarves belonging to the children/ the children's scarves.
16. visited
17. makes
18. are planning
19. will develop
20. studied
21. outlines
22. will pass
23. take
24. have
25. is
26. made
27. ran
28. flew
29. heavy
30. white
31. many
32. an
33. those
34. The
35. this
36. prettier

APPENDIX J, page 2

37. nicest
38. better
39. Swiss
40. Japanese
41. Ann, which sports do you like?
42. Do not forget, Lori, to wear a belt. Sara will bring the gloves.
43. “In the spring,” replied Suki, “flowers blossom on its stem.”
44. “What did you like best about your trip to Arizona?” asked Carrie.
45. Sunshine Box Co.
46. Philip A. Burke Jr.
47. I Am the Mummy
48. “Drops of Rain”
49. The Shaggy Dog
50. Los Angeles Times
51. We
52. Our
53. she
54. above – preposition
55. up – adverb
56. in – preposition
57. near – preposition
58. carefully
59. clearly
60. well