

**Grade 4**



**Transparencies**

# **Transparencies**

**Grammar**

**Macmillan/McGraw-Hill**

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## Review

**Example Sentence:** It was a puzzling problem.

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

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

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

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

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

## Review

**Statement:** We figured out the mystery.

**Question:** What happened to my scooter?

**Command:** Write down the clues.

**Exclamation:** What a great idea you had!

**Practice:** Read each sentence.  
Identify each type.

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

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

1. You do not understand (question)
2. Will you stay here? (command)
3. Who did this? (statement)
4. I liked the movie. (exclamation)

## Review

- All sentences begin with a capital letter
- Statements end in a (.).
- Questions end in a (?).
- Commands end in a (.).
- Exclamations end in a (!).

**Practice:** Punctuate the sentences.

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

**Practice:** Name the sentence type.  
Add punctuation. Identify words that should be capitalized.

1. they couldn't figure out what happened
2. we have a big, big problem
3. compare these two drawings
4. why did she ignore my question
5. The boys were puzzled

**Practice:** Correct the errors in punctuation and capitalization.

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

**Practice:** State whether each is a sentence or a fragment.

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

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

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

## Review

**Example:** Subject/Simple Predicate:  
Felix/looked.

**Example:** Complete Subject/Complete Predicate:  
My friend Felix/looked at the cactus.

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

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

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

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

## Review

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

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

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

1. Torie and Amos collected pictures of different kinds of cactuses.
2. Our class studied desert life and gave a report.
3. Animals in desert areas and animals in colder climates survive in different ways.
4. Plants provide food and water to animals and also provide homes to some animals.
5. Our class and Mr. Smith's class rode the bus together and toured the desert museum.

## Review

**Correct Punctuation for Compound Subjects and Predicates:** Tony, Mo-bing, and Sally toured the nature exhibit, took notes, and wrote a report.

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

1. Frank, Maria found the books brought them home studied for the test.
2. Gary Jose Kim created a desert diorama put it on display.
3. Plants, animals adapt to heat, respond to cold in different ways.
4. The third grade, the fourth grade and, the fifth grade are going on the desert field trip together, are traveling on different buses.
5. The book film handout describe desert life show photos provide experiments.

**Practice:** Identify the words or phrases as subjects or predicates. Underline the simple subject and simple predicate in each.

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

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

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

**Practice:** Draw a slash to divide each subject from each predicate. Use correct punctuation to separate each subject and predicate that make up each compound subject and predicate. Add words, if necessary.

1. Joseph, Kim, Sang worked on the wildlife display added a diagram.
2. Fredo, and Mr. Gonzales came up with a plan showed it to the class asked for suggestions.
3. Desert animals use plants for food, use plants for shelter, use plants to get water.
4. Plants, animals have different relationships in different environments.
5. After the presentation, the students, teachers stood, clapped, cheered.

## Review

**Example Simple Sentence:** Our national parks are wonderful. (one independent clause)

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

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

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

**Practice:** Add a conjunction to each simple sentence to make it compound. Add punctuation.

1. You can learn about history at parks.
2. The guide finished her talk.
3. An eagle soared overhead.
4. Buffalo once roamed all over the area.

## Review

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

**Example Conjunctions:** *and, but, or*

**Practice:** State whether each sentence is simple or compound. Find conjunctions.

1. Let me know if you can visit next week, or I will cancel the trip.
2. Park rangers help protect the environment.
3. Native Americans used to live in this area, and many have returned to work.

**Practice:** Link each sentence pair using a conjunction.

1. Elk once roamed the forest. They are slowly returning.
2. The United States has many national parks. They are all across the country.
3. We can travel by bus to the park. We can car pool instead.

## Review

- **Semicolon:** Nature talks are on Wednesdays; Native American tales are Thursdays.  
(two independent sentences)
- **Comma:** The forest fire was fierce, but it did not do too much damage.  
(an independent and a dependent clause)

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

1. Some parks are home to fossils we can learn about the past there.
2. We looked at the wildlife photo display it was fascinating.
3. Wolves were once common here but now they are scarce.
4. We can keep climbing or we can rest.
5. The forest is ancient the rocks are older.

**Practice:** Combine simple sentences and correct the errors in the paragraph.

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

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

1. The Grand Canyon National Park is in Arizona.
2. The biologist explained the food chain; it was fascinating!
3. The most visited parks are in the west, but parks in the east are also popular.

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

1. We visited on our break it was beautiful.
2. We soon saw some elk and, we hiked away.
3. The class can help mark trails. Or we can clean the picnic area.
4. The largest park is in Alaska the smallest is in Pennsylvania.

## Review

**Example Independent Clause:** She is an astronaut.

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

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

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

## Review

### **A complex sentence is:**

- an independent clause plus a dependent clause, or
- a dependent clause plus a comma plus an independent clause

### **Examples:**

She taught before she was an astronaut.

After she taught, she became an astronaut.

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

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

## Review

**Example Clause-Connecting Words:** *after, before, when, because, since, while*

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

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

**Practice:** Add an independent or dependent clause to create a complex sentence. Underline connecting words. Use commas and capital letters.

1. before we looked for the shooting stars
2. he raised his hand
3. she knew he was an astronaut
4. because the unit was on space
5. until another year goes by
6. she was the first person in space
7. after seeing Earth from space
8. until the space mission began everyone was nervous
9. each astronaut had a different story

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

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

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

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

## Review

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

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

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

1. The nature area is protected it is full of wildlife.
2. When Carlos asked why Mr. Rote said that the river is polluted.
3. Before visiting the state park, we bought a wildlife guide.
4. The seal jumped up snatched the food in the air.
5. The deer were amazing I wished I had my drawing pad.
6. I am interested in wildlife I wrote a report on bears.
7. We wanted to take the nature tour it was raining.

## Review

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

**Possible Corrections:**

I took out my camera, and I began taking photos.

I took out my camera. I began taking photos.

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

1. It was difficult to draw the elk its horns were large and curved.
2. He grew up along the river, and he knew all the great places to fish.
3. I spent the summer with my cousins they live out in the country.
4. Beyond the trees is a meadow it is a great spot for bird-watching.
5. I traced the animal carvings I sealed the tracing with wax.

## Review

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

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

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

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

**Practice:** Identify and correct the run-on sentences and sentence fragments, adding words, if necessary.

1. I saw birds, deer, and other animals.  
When I hiked up the hill.
2. Hawks flew by deers ran through  
the forest.
3. We set up camp we built a fire the  
children played.
4. After I learned to make bird calls.
5. The raft was broken we could fix it.
6. drove us to the park for a picnic.
7. Before leaving at the end of  
the summer.
8. Through the forest.

**Practice:** Identify the run-on sentences and fragments in the paragraph. Add conjunctions, commas, or connecting words to create true compound and complex sentences.

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

## Review

**Example Common Nouns:** player, ballpark, bat

**Example Proper Nouns:** Babe Ruth, Dodger Stadium, Louisville Slugger

**Practice:** Identify common and proper nouns.

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

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

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

## Review

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

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

**Practice:** Identify common and proper nouns in the sentences. Correct the errors in capitalization.

1. My brother paul likes baseball.
2. aunt edwina once pitched at yankee stadium.
3. shelby tried out for the marlins, a local Team.
4. On halloween, tom dressed up as a giant Pumpkin.
5. In may, the giants will play a game here in crossville.
6. My uncle bill was a professional baseball player.
7. My sister plays for the st. louis cardinals.

## Review

**Capitalize Proper Nouns:** Nathan, Ms. Garcia,  
Park Avenue, Labor Day

**Practice:** Correct the use of capital letters in common and proper nouns.

1. Everyone in the Crowd cheered as zambrano walked to the plate.
2. "If I just concentrate," She said to herself, "I can strike jackson out."
3. The class went to the Game with mr. johnson.
4. My Cousin maria has played Baseball since she was a young girl.
5. Karl larger plays all the positions in the Infield.
6. The cubs play Baseball in chicago.
7. Baseball Season usually begins in april.
8. I walked with tara to fenway Park.

**Practice:** Circle each noun in the paragraph. Identify if each is common or proper.

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

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

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

**Practice:** Identify each noun as common or proper.

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

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

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

## Review

**Singular Noun:** teacher

**Plural Noun (add -s):** teachers

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

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

## Review

**Plural Nouns ending in *s, sh, ch, x, z***

**(add -es):** class = classes

**Plural Nouns ending in consonant + *y***

**(change *y* to *i*, add -es):** party = parties

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

boy = boys

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

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

## Review

**Plural Nouns ending in *s, sh, ch, x, z***

**(add -es):** class = classes

**Plural Nouns ending in consonant + *y***

**(change *y* to *i*, add -es):** party = parties

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

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

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

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

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

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

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

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

## Review

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

knife = knives

**Nouns that change vowel sounds:**

goose = geese

**Plural nouns with irregular endings:**

child = children

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

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

## Review

**Plural nouns with no change from singular:**

sheep = sheep

**Plural nouns that change vowel sounds:**

goose = geese

**Plural nouns that are completely irregular:**

person = people

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

1. deer
2. die
3. deer
4. series
5. foot
6. fish
7. child
8. moose
9. woman
10. cod

**Practice:** Write three plural nouns that do not change from their singular forms.

1.

2.

3.

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

1.

2.

3.

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

1.

2.

3.

4.

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

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

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

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

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

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

## Review

### **Possessive Singular Nouns (noun + 's):**

student = student's

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

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

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

1. The inventors' idea was brilliant!
2. Janices solution worked.
3. I did the groups' invention report.
4. The babys bottle fell out of her stroller.
5. One authors' story was about how children come up with solutions.

## Review

**Possessive Plural Nouns (noun + '):**

students = students'

**Possessive Plural that Do Not End in s**

**(noun + 's):** women = women's

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

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

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

1. American inventors ideas have changed the world.
2. The deers sickness will be studied.
3. The peoples demand grew strong.
4. All of the various team's inventions were on display.

**Practice:** Write the possessive form of each noun below.

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

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

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

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

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

**Practice:** Write the possessive form of each noun. Name whether it is singular or plural.

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

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

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

## Review

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

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

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

**Practice:** Identify the plural form of each singular noun.

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

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

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

## Review

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

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

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

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

## Review

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

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

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

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

**Practice:** Correct the errors in the letter.

1. May 3 2007

2. Mr Roy Johnson

429 walker Street

Chicago IL 60640

3. Dear Mr. Johnson;

4. Today's lesson at school was about snakes. Snakes' are my favorite pets. I was wondering if your library carried books' on snakes. For my birthday gift this year, I want a new pet snake and need to do research. Please let me know. Thank you for your time.

5. Sincerely  
Manuel Vargas

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

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

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

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

## Review

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

**Example Helping Verb and Main Verb:**

The snake is hissing.

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

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

**Practice:** Fill in each blank with a helping verb and a main verb.

1. The fox \_\_\_\_\_ the road.
2. The rattlesnake \_\_\_\_\_ too many animals.
3. We \_\_\_\_\_ the tale.
4. We \_\_\_\_\_ animals were friends.
5. The folktale characters \_\_\_\_\_.

## Review

### **Action Verb:**

tells what the subject does, did, or will do

### **Example Action Verbs**

**(Present Tense, Past Tense, Future Tense):**

A boy whispers. A boy whispered yesterday.

A boy will whisper tomorrow.

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

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

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

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

## Review

Capitalize the first word in a quotation.

Commas and periods appear inside quotation marks.

If the quotation comes at the end of a sentence, use a period, question mark, or exclamation point to close the quotation.

If the quotation is a statement or command, and the sentence continues after the quotation, use a comma to close the quotation.

**Practice:** Correct the errors.

1. Adrian said to the animal characters “you should cooperate.”
2. Roadrunner spoke up I will help the other animals.”
3. “These animals are our friends.” whispered Owl to the frightened people.
4. “Thank you, roadrunner, said the animals, now we can walk unafraid.”
5. The Desert Woman smiled and said, Now you can dance with joy!”

**Practice:** Circle the action verbs in the paragraph.

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

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

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

**Practice:** Identify main verbs and helping verbs.

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

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

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

## Review

### **Example Present-Tense Verb:**

Thomas reads the book.

### **Example Present-Tense Verb, plus Helping**

**Verb *be*):** Thomas is reading the book. I am reading the book. They are reading the book.

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

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

## Review

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

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

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

**Practice:** Identify the tense of each verb.

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

## Review

**Present Tense Subject-Verb Agreement:** He reads the book. I read the book. He and I read the book.

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

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

**Practice:** Write the past- and future-tense forms of the present-tense verbs.

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

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

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

**Practice:** Identify the tense of each verb.

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

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

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

## Review

**Main Verb:** We volunteered every Sunday.

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

**Practice:** Identify main verbs and helping verbs.

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

**Practice:** Identify main verbs with helping verbs.

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

## Review

**Present-Tense Helping Verbs:** am, is, are

**Past-Tense Helping Verbs:** was, were

**Past-Tense Helping Verbs (for actions that have already happened):** have, has, had

**Future-Tense Helping Verb:** will

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

1. Kelly (past tense) \_\_\_\_\_ helped a great deal.
2. We (past tense) \_\_\_\_\_ finding things to do.
3. Han (future tense) \_\_\_\_\_ bring the sandwiches.
4. She (present tense) \_\_\_\_\_ giving them some books.
5. Jonah and Elias (future tense) \_\_\_\_\_ volunteer at the soup kitchen.
6. They (past tense) \_\_\_\_\_ told us about the job already.

## Review

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

**Verbs of to have:** *have, has, had*

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

**Practice:** Put an apostrophe in each contraction below.

1. Hes going to begin work at noon.
2. They werent ready to contribute.
3. Shed signed up 20 people for the walkathon.
4. I hadnt realized you were such a good cook.
5. Theyre our best writers.
6. Wasnt that a great movie?.

**Practice:** Write the contraction for each underlined word pair.

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

**Practice:** Correct the errors.

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

**Practice:** Identify the main verbs.

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

**Practice:** Identify the helping verbs.

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

## Review

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

**Practice:** Identify each linking verb.

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

**Practice:** Fill in each blank with a linking verb.

1. The clouds \_\_\_\_\_ threatening.
2. The tipi \_\_\_\_\_ strong.
3. He \_\_\_\_\_ the horse's caretaker.
4. They \_\_\_\_\_ fascinated by life.
5. The chief \_\_\_\_\_ inspiring.

## Review

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

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

**Practice:** Identify the linking verbs.

1. The harvest was large.
2. The journey is long.
3. The group appeared strong.
4. The Indian children seemed happy.
5. This Indian legend is moving.

**Practice:** Correct errors in subject-verb agreement.

1. We was frightened.
2. The boy are talented.
3. The hunt were successful.
4. Great Plains winters is harsh.
5. This are a Great Plains state.

## Review

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

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

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

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

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

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

1. The Pawnee boy \_\_\_\_\_ with his grandmother. (past)
2. The blanket \_\_\_\_\_ warm. (present)
3. The Indian peoples \_\_\_\_\_ resourceful. (present)
4. He \_\_\_\_\_ in the field all day. (future)
5. The horse \_\_\_\_\_ hurt. (present)

**Practice:** Identify the linking verbs.

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

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

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

## Review

**Regular Verb/Past Tense:** Add *-ed*; *rain/rained*

**Irregular Verb/Past Tense:** Different patterns;  
*freeze/froze*

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

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

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

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

## Review

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

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

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

1. I beated the drum in time to the tapping of the rain.
2. Josie runned through the heavy snow.
3. We chosed to draw a picture of pretty snowflakes.
4. I taked close-up photos of the snow crystals.
5. Marco setted his handprints in the snow.
6. Alice finded her shoes in her closet.

## Review

**Example Irregular Verbs With Helping Verbs:**  
have known; had fallen

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

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

**Practice:** Choose the correct past tense form.

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

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

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

**Practice:** Identify the past-tense verbs. Identify them as regular or irregular.

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

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

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

## Review

A pronoun takes the place of one or more nouns.

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

**Example Plural Pronouns:** *they, we*

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

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

**Practice:** Identify each pronoun.

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

## Review

An antecedent is the noun or nouns a pronoun replaces.

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

**Pronoun:** it

**Antecedent:** dog

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

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

## Review

An antecedent is the noun or nouns a pronoun is replacing. Sometimes the antecedent and pronoun are in separate sentences.

Sometimes it can be unclear to which noun or nouns the antecedent refers.

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

1. I have a dog and a cat. It is excited when I get home.
2. Mr. Stoll and Mrs. Riva called. They both said that it was being a pest.
3. The newspaper story was about our dog. It was interesting.
4. I was saving the pie, but our dog ate it.
5. Kelly adored the dog. She wasn't sure she would be a good pet, however.
6. Uncle Benny bought a new dog and a new cat. He had to return it, however.

**Practice:** Correct the errors. Pay attention to the correct use of pronouns and antecedents.

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

**Practice:** Correct the errors.

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

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

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

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

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

## Review

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

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

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

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

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

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

## Review

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

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

Plural Reflexive Pronouns: *ourselves, yourselves, themselves*

**Practice:** Add a reflexive pronoun.

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

## Review

### Special Pronoun Rules

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

**Practice:** Correct the errors in pronoun use.

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

**Practice:** Correct the errors in pronoun usage.

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

**Practice:** Correct the errors.

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

**Practice:** Identify the subject, object, or reflexive pronouns in each sentence. Name each one.

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

**Practice:** Correct the errors in pronoun use.

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

## Review

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

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

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

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

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

## Review

### **Pronoun-verb agreement and irregular verbs**

*have and be: Verb have: I have, you have, he/she/it has, we have, they have; Verb be: I am, you are, he/she/it is, we are, they are.*

**Practice:** Find the errors in pronoun-verb agreement.

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

## Review

**Present-tense contractions for *have*:** *I've, you've, he's, she's, it's, we've, and they've*

**Present-tense contractions for *be*:** *I'm, you're, he's, she's, it's, we're, and they're*

**Practice:** Correct the errors in present-tense contractions.

1. I's thought a lot about how to save energy.
2. He've giving some tips on wise energy use.
3. Its time for us to work hard at recycling.
4. Theyr'e burned and used for fuel.
5. You'is correct about wind energy.
6. Hes' got a very good idea!
7. Were going home early.
8. Believe me, I hve a lot to say.

**Practice:** Correct the errors. Pay attention to pronoun-verb agreement and the correct uses of *be* verbs, *have* verbs, and contractions.

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

**Practice:** Write the verb in parentheses to agree correctly with the pronoun.

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

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

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

## Review

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

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

**Practice:** Write the correct possessive pronoun.

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

**Practice:** Identify the possessive pronoun or pronouns.

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

## Review

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

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

### Practice:

Identify each stand-alone possessive pronoun.

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

## Review

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

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

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

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

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

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

**Practice:** Correct the errors.

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

**Practice:** Rewrite the phrase using possessive pronouns.

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

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

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

## Review

### **Pronoun Contractions:**

*I'll* clean the fish tank.

*She's* got a new fish tank.

*They've* bought a new fish tank.

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

1. it is
2. she had
3. we are
4. you have
5. I am
6. you are
7. they are
8. we have

## Review

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

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

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

1. your

2. its

3. their

4. weave

5. heel

## Review

In contractions, apostrophes take the place of missing letters.

An apostrophe is never used with a possessive pronoun.

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

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

**Practice:** Correct the errors. Pay attention to the use of possessive pronouns and pronoun contractions as well as homophones that are used incorrectly.

1. Wer'e only a block away.
2. You're report on ocean life was your best work.
3. This model of a coral reef is they're's.
4. Weave never sailed this far.
5. Im wondering if reefs really exist.

**Practice:** Correct the errors.

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

**Practice:** Identify the possessive pronoun(s).

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

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

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

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

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

## Review

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

**Practice:** Identify the adjectives.

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

**Practice:** Fill in each blank with an adjective.

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

## Review

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

A proper adjective is formed from a noun and is always capitalized: This is a *Mexican* story. The story is *Mexican*.

**Practice:** Identify the adjectives. Tell which adjectives are proper adjectives.

1. I visited the new library.
2. This is my favorite book.
3. We read a collection of Indian legends.
4. This book was published by an Italian company.
5. The loud dog kept us from reading.
6. The old book was about an incredible adventure.
7. Chinese letters are called characters.
8. The gigantic library was quiet.

## Review

Adjectives describe nouns or pronouns.

Adjectives usually come before the noun they describe. They may also follow a linking verb.

Proper adjectives are always capitalized.

**Practice:** Add a proper adjective.

1. He is a(n) \_\_\_\_\_ writer.
2. I'm reading a collection of \_\_\_\_\_ poetry.
3. \_\_\_\_\_ literature is fascinating.

**Practice:** Correct the errors.

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

**Practice:** Correct the errors in the following sentences. Pay attention to the use of adjectives.

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

**Practice:** Identify each adjective.

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

**Practice:** Add an adjective or proper adjective.

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

## Review

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

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

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

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

1. We made fake trees for \_\_\_\_\_ play.
2. We need someone to play \_\_\_\_\_ queen.
3. \_\_\_\_\_ animal character has \_\_\_\_\_ big role.
4. Mr. Lewis is \_\_\_\_\_ director.
5. My little sister is playing \_\_\_\_\_ small role.

## Review

An article is a type of adjective. Articles come before the nouns they describe. An article signals that a noun is to follow.

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

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

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

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

## Review

**Examples:** The girl eats some bread.  
The girls eat some bread.  
A girl eats some bread.  
An apple will be eaten.

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

1. Being director is \_\_\_\_\_ important job.
2. \_\_\_\_\_ actor gave a great performance.
3. \_\_\_\_\_ actor must be convincing.
4. \_\_\_\_\_ role was easy to learn.
5. She wanted to play \_\_\_\_\_ funny part.
6. \_\_\_\_\_ part of the prince was important.
7. Many plays contain \_\_\_\_\_ royal character.
8. \_\_\_\_\_ roles of the king and queen were small.

**Practice:** Correct the use of articles.

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

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

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

**Practice:** Correct the use of articles.

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

## Review

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

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

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

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

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

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

## Review

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

I was the tallest.

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

1. The sails on the first ship were bigger.
2. Their vessel traveled the fastest.
3. The people they met on the second island were friendlier.
4. The younger crew members did a great deal of work.
5. The day they landed was the happiest day of the journey.
6. There are many ships smaller than ours.

## Review

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

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

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

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

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

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

1. Spanish explorers were the brave of all explorers.
2. They decided to wait for a calmest day than today.
3. The young explorer on the ship was 12 years old!
4. The first ship was big than the others.
5. They traveled deep undersea than on previous expeditions.
6. It was a best day for sailing.
7. The island was large than they thought.
8. He wrote the longer diary entries of all the explorers.
9. I felt bad than the others.
10. The Viking sailors were the bolder sailors of their time.

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

1. sunny
2. full
3. easy
4. good
5. wide

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

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

## Review

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

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

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

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

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

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

## Review

**Examples:** That necklace was more expensive.  
That necklace was the most expensive of all!

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

1. expensive

2. great

3. complicated

4. alert

5. messy

6. gigantic

7. amusing

8. healthy

9. touching

10. focused

## Review

**Examples:** That painting was more detailed than the other.

That painting was the most detailed of all.

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

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

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

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

**Practice:** Correct the errors.

1. This painting is more specialer.
2. Yesterday's crowd at the show was more bigger than today's.
3. Daphne's paintings are the colorfulest.
4. Mom's studio is cluttereder than Dad's.
5. This is the most striking painting of the two on display.
6. She is the more popular artist.
7. His paintings look more moderner.
8. These are the expensivist paintings.
9. People consider him the promisingest young artist working today.
10. You need to be carefuller.

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

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

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

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

## Review

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

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

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

## Review

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

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

1. The weather in the mountains was \_\_\_\_\_.
2. The weather today was \_\_\_\_\_ than it was yesterday.
3. Tomorrow's weather is supposed to be the \_\_\_\_\_ of the week.
4. The horses' situation this winter was \_\_\_\_\_ than during the last winter.
5. The rancher felt \_\_\_\_\_ about the horses.

## Review

The comparative form of an adjective is used to compare two things. The superlative form of an adjective is used to compare more than two things.

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

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

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

1. Meadowlark is the goodest horse of them all.
2. We came up with a more better plan to help the wild horses.
3. I felt worst about the horses than my partner on the project did.

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

best    better    bad    worse    worst

The trip to see the wild horses was the (1) \_\_\_\_\_ experience of my life! At first, however, I thought it was going to be the (2) \_\_\_\_\_. The horses seemed to live in such (3) \_\_\_\_\_ conditions. Then the ranger told us about a project to make the horses' lives (4) \_\_\_\_\_. Conditions would not get (5) \_\_\_\_\_ for the horses, only better!

**Practice:** Identify the comparative or superlative form of *good* or *bad*.

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

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

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

## Review

An adverb is a word that tells *how*, *when*, or *where* about a verb. Adverbs can be written before or after the verb they describe. Many adverbs end in *-ly*.

**Example:** They worked *quickly*.

**Practice:** Rewrite each adjective as an adverb.

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

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

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

## Review

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

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

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

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

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

## Review

An adverb tells *how*, *when*, or *where* about a verb. Many adverbs end in *-ly*. Some adverbs that tell when and where do not end in *-ly*.

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

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

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

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

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

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

1. I neverly read about the Gold Rush.
2. The ship sailed slow up the coast of California.
3. The historian described good the miners' lives.
4. They began quick to head to the rivers to mine.

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

1. We (eager, eagerly) listened to the story about mining.
2. It was (easy, easily) to imagine what life was like back then.
3. Many people from China worked (skillful, skillfully) at gold mining.
4. They had to make a decision (immediate, immediately).

**Practice:** Rewrite each word as an adverb.

1. bad
2. good
3. wild
4. quiet
5. graceful

**Practice:** Identify the adverb(s) in the following sentences.

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

## Review

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

To compare using most longer adverbs, use the words *more* and *most*.

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

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

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

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

## Review

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

To compare using most longer adverbs, use the words *more* and *most*.

The adverbs *well* and *badly* are irregular. To compare using *well*, use *better* and *best*. To compare using *badly*, use *worse* and *worst*.

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

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

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

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

## Review

The **comparative** form of an adverb compares one action with one other action.

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

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

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

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

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

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

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

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

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

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

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

## Review

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

**Practice:** Identify which of the following sentences are negative statements.

1. The scientist did not think we would find anything.
2. These rock formations do not tell us anything.
3. Nature can reveal ancient ways of communicating.
4. This is not the clue we’ve been looking for.

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

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

## Review

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

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

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

## Review

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

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

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

## Review

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

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

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

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

1. I didn't like none of the drawings.
2. No bird could never have built that kind of nest.
3. We can't see through the mist.
4. They donnot want the rock sculptures to fall apart.
5. No person has never set foot here before.
6. The top of the mountain not is our goal.
7. Fran does want to not interpret the ancient drawings.
8. People are not not working to protect this valley.

**Practice:** Identify which of the following sentences are negative statements.

1. Will we ever find out what animal made the noise?
2. These markings could not have been made by animals.
3. I can't figure out what the drawings mean.
4. I'll never forget what we saw in the desert.
5. We will have to write our report tomorrow.
6. He finished his talk on wolf communication.
7. These drawings were made by ancient Native Americans.

## Review

A preposition is a word that shows the relationship between a noun or pronoun and another word in a sentence.

The noun or pronoun that follows a preposition is the object of the preposition.

**Practice:** Identify the prepositions and the objects of the prepositions in the following sentences.

1. The airplane rose high in the sky.
2. I felt ill during the flight.
3. I put my bag under my seat.
4. Please listen to the announcement.
5. She included photos with her report.
6. Early airplanes barely flew above the ground.
7. I researched the history of flight at the library.
8. Before the take-off, we buckled our seat belts.

## Review

A prepositional phrase includes a preposition, the object of the preposition, and any words in between.

Pronouns that follow a preposition should be objective pronouns: between *you* and *me*

**Practice:** Identify the prepositional phrases in the following sentences.

1. I went to watch the airplanes with Keisha.
2. At the airplane exhibit, we learned a great deal.
3. Between him and her, he knows more about the history of airplanes.

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

1. The pilot looked carefully at controls.
2. Between you and I, I am scared of flying.
3. To he and she, flying was a new experience.
4. The book about early airplanes was in library.

**Practice:** Identify the prepositions and the objects of the prepositions in the following sentences.

1. The young inventors worked at making airplanes.
2. Did I see you at the airplane display?
3. Look at these drawings of the first airplane.
4. The pilot gave a talk for our assembly.
5. The flat area beyond the sand dunes was perfect for their attempt.
6. He sketched his airplane idea on the blackboard.
7. During the flight, she had to adjust the controls.
8. Between us and them, we will make the model of the airplane.

**Practice:** For each item, write a sentence that includes the preposition. Include pronoun(s) as the object(s) of some of the prepositions.

1. during

2. onto

3. under

4. behind

5. between

6. besides

7. without

8. toward

**Practice:** Identify the prepositions and the objects of the prepositions in the following sentences.

1. I bought a model airplane at the store.
2. She gave us a book about airplanes.
3. An old airplane is inside the barn.
4. Among us, she has flown the most.
5. Will you sit with me on the flight?
6. Until the liftoff, I was nervous.
7. It was comfortable inside the airplane.
8. Without her help, they never would have built the plane.

## Review

Sometimes two or more ideas should be combined into one sentence. If one of two related sentences includes a prepositional phrase, you can use the prepositional phrase to combine the related ideas.

The ants were climbing. The ants were on the railing. The ants were climbing on the railing.

**Practice:** Identify the prepositional phrase in each sentence pair below. Then use the prepositional phrase to combine the sentences.

1. The ants were in the field. The ants were looking for food.
2. We are writing a report. Our report is about ants.
3. That ant is bothering me. That ant is on the blanket.
4. We are in science class today. Today we are studying ants.
5. The cat watched the ant. The ant was in the kitchen.
6. The ants are moving the eggs. The ants are working at night.

## Review

Sentences can be combined using prepositional phrases. Prepositional phrases can be placed at the beginning, in the middle, or at the end of sentences.

Commas often follow prepositional phrases to make the sentence clear, especially if the prepositional phrase is at the beginning of the sentence.

**Practice:** Add commas to the following sentences to make their meaning clearer.

1. On every continent ants exist.
2. Every year ants dig up tons and tons of dirt.
3. In our backyard ants had nearly taken over!
4. To larger insects ants can be a food source.
5. When trapped in a cave-in the ants were saved by other ants.
6. In the soft earth the ant laid her eggs.
7. The new book, which was about ants was perfect for our report.
8. On the deck ants were crawling toward the spilled food.

**Practice:** Use prepositional phrases to combine the sentences. Try to vary the placement of prepositional phrases in your sentences.

1. The ants were in the yard. The yard was wet.
2. I wrote a report. My report was about ants.
3. The ants pack dirt together. They use the dirt to build tunnels.
4. The ant was on my leg. The ant bit me.
5. The ants left the nest. The ants went to search for food.
6. There were ants at the picnic. The ants ruined our day.
7. I saw an ant on the ground. I sketched the ant.

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

1. Because ants our day was ruined.
2. The ants the deck followed the bread crumbs.
3. Inside colony, the other ants began to work.
4. The ants followed the trail food.
5. This book ants is very interesting.
6. The ants were on the kitchen on the floor.
7. Ants run, on hot days, faster.
8. The ants found food and brought it back, to the colony.

**Practice:** Identify the prepositional phrase in the following sentences.

1. The ants were in the sand.
2. We moved toward the ants.
3. We were happy until the ants came.
4. The ants climbed down the gutter.
5. The ants were beneath the wood pile.

**Practice:** Use prepositional phrases to combine the sentence pairs below.

1. The ants were in the sand. The ants were digging.
2. We moved toward the ants. The ants were on the picnic table.
3. The ants were beneath the wood pile. The ants were in the yard.