

SKILLSTUTOR



LANGUAGE ARTS *Classroom Guide* **A**



© 2002, 2003, 2004, 2005
Achievement Technologies, Inc.
All Rights Reserved.
Revised 6/05 (OTS 6.0)

TABLE OF CONTENTS



Getting Started	1
<i>Skills Tutor</i> Language Arts Lessons	2
The Warm-Up.....	2
The Practice.....	3
The Story	3
Quizzes.....	4
Tests	4
 Lesson Summaries	 5
 Worksheets	 11
 Worksheet Answer Keys	 67
Capitalization	69
Punctuation	71
Usage.....	75
Spelling.....	79
 Assignment Sheets	 87

GETTING STARTED



SkillsTutor Language Arts provides comprehensive coverage of the essential rules in four content areas:

- Capitalization
- Punctuation
- Usage
- Spelling

Lessons cover most skills measured on standardized tests, as well as those found in the curriculums of school systems throughout the nation.

As students progress within a content area, the skills covered become more complex. Early lessons lay the foundation for later ones. Some lessons focus on only one skill, while others cover two or more related concepts. *SkillsTutor* Language Arts provides students with content-area lessons, skill lessons, tests and worksheets.

The *SkillsTutor* management system (OTS) provides several important features:

- Tests students' skills, providing both pretests and posttests to make initial assessments and gauge student progress
- Makes assignments, based on students' pretest results
- Monitors student scores and completion of activities
- Produces reports for individual students
- Provides online documentation

This guide outlines the content and activities of *SkillsTutor* Language Arts A. Information on the management system (OTS) is provided under separate cover in the User's Guide.

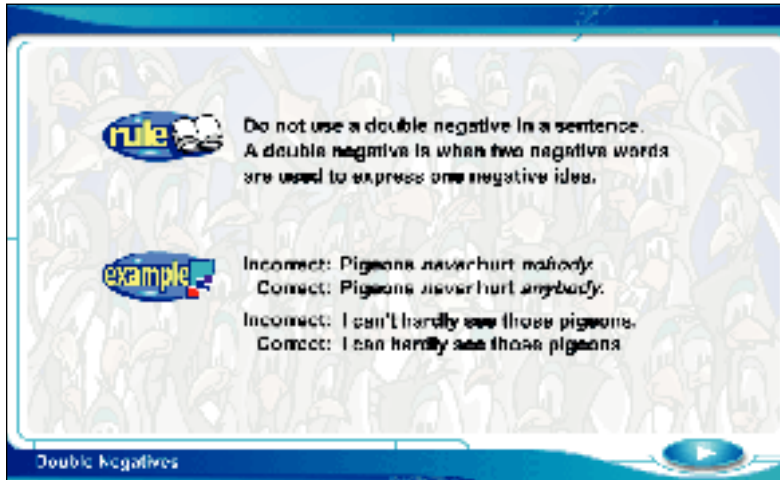
SkillsTutor Language Arts Lessons

Each lesson in *SkillsTutor* Language Arts A has three online parts: the Warm-Up, the Practice, and the Story. The lesson begins with a title screen. To proceed, students should click Go On or press Enter on the keyboard.



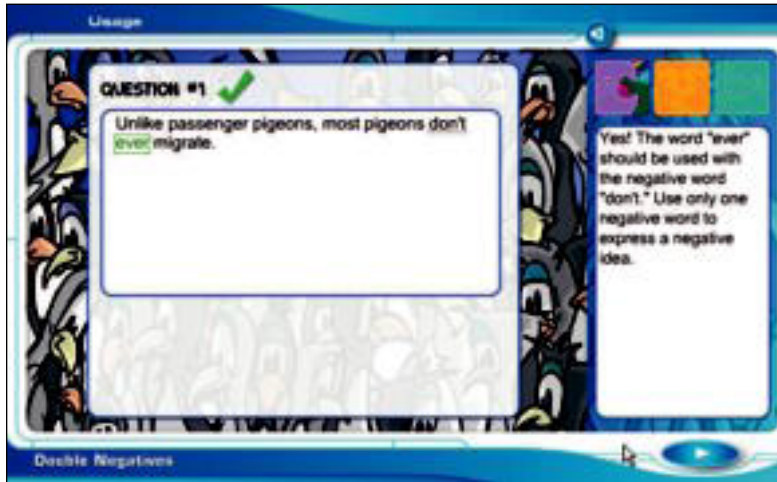
The Warm-Up

The Warm-Up begins with two to four rules explaining the lesson's key concepts. The rules are followed by examples of how they are applied in context. Exceptions to the rules are also addressed.



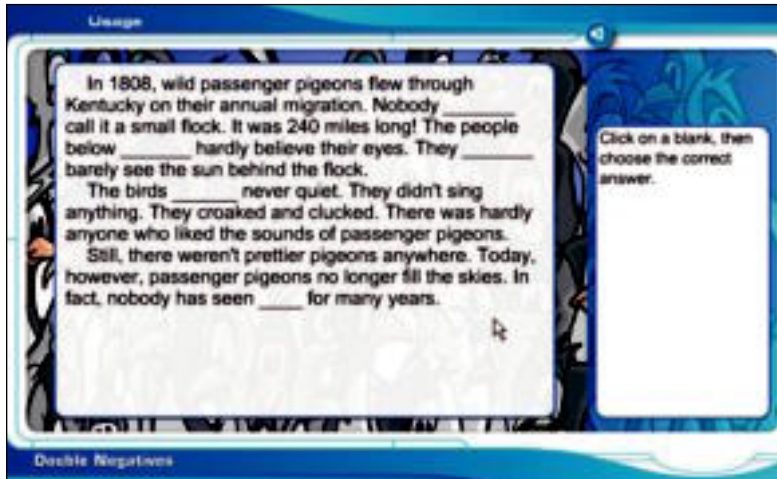
The Practice

The Practice is provided through a series of engaging interactions. Each interaction provides the student with an opportunity to apply their knowledge of an individual rule. Students receive immediate feedback to their responses.



The Story

After completing the guided practice of rules, students are required to apply their knowledge in the context of a larger story, letter, or poem. Each passage contains up to five errors. Students locate and correct each error. Feedback is provided for both correct and incorrect changes to the text.



Quizzes

After completing three or four lessons within a unit, students are given a quiz. Questions follow standardized-test formats and are randomly selected from a bank of appropriate questions. Students receive feedback for each question.

Tests

For each unit (e.g., Capitalization), *SkillsTutor* Language Arts offers content-area pretests and posttests modeled on standardized tests. Like the questions for quizzes, the test questions are presented in multiple choice format to give students practice in answering standardized-test questions. After each test, students have the opportunity to review the questions they missed. Feedback is provided for each missed question. Pretests provide data on students' entry level knowledge and give students an introduction to the skills taught. Posttests measure students' learning growth and mastery.

LESSON SUMMARIES



In this section, you will find summaries for each of the lessons in *SkillsTutor* Language Arts A, which includes lessons that are targeted for grades 3 and 4.

Lessons are grouped into four units that reflect the general concepts covered in the lesson activities. These units appear in the following order:

- Capitalization
- Punctuation
- Usage
- Spelling

The summaries are meant to provide, at a quick glance, a description of the concepts covered in the lesson as well as an example activity.

Level A Lesson Summaries

Lesson #	Lesson Title	Rules/Summary	Examples
Capitalization			
1	The Pronoun "I," Names and Initials, and Titles Preceding a Person's Name	1 The pronoun "I" should always be capitalized. 2 Capitalize a person's name and initials. Capitalize a pet's name. 3 Capitalize the title that comes before a person's name.	1 While I was helping Dad cook hot dogs, Wendell set the table. 2 When I fell asleep under a tree, I had a dream that I was Rip Van Winkle . 3 A family friend, Mr. Ross Reed , helped us cook hamburgers for the picnic.
2	The First Word in a Sentence or Quotation	1 Capitalize the first word in a sentence. 2 Capitalize the first word in a quotation.	1 H ow could she tell her mother she had sold the cow for beans? 2 Kate said, " L ast night I planted the magic beans!"
3	The First Word in the Greeting and Closing of a Letter	Capitalize the first word in the greeting and closing of a letter.	D ear Mr. Gates, Thanks for the space map. Y our friend, Bobbie Davis
4	The Names of Cities, States, Countries, Streets, Buildings, Bridges, and Geographical Places	1 Capitalize the name of a city, state, or country. 2 Capitalize the name of a street, building, or bridge. 3 Capitalize the name of a geographical place.	1 My brother lives in Dallas . 2 I walk down Grant Street on my way to school. 3 When I looked out the airplane window, I could see Lake Erie .
5	The Names of Months, Days of the Week, and Holidays	1 Capitalize the months of the year and the days of the week. 2 Capitalize the names of holidays.	1 On Saturday , we went hiking. 2 What will you wear for Halloween ?
6	All Important Words in the Titles of Books, Movies, Songs, Newspapers, and Magazines	1 Capitalize the first, last, and all important words in the titles of books, movies, and songs. 2 Capitalize the first, last, and all important words in the names of newspapers and magazines.	1 If you like horses, read the book <i>Misty of Chincoteague</i> . 2 I want to work on our school's newspaper, <i>The Elementary Eagle</i> .
7	The Name of a School	Capitalize the Name of a School.	Steve is in third grade at Westend Elementary School .
Punctuation			
1	End Marks After Sentences	Use an end mark at the end of every sentence: • a period after a statement; • a question mark after a question; and • an exclamation point after an exclamation.	A whale breathes through its blowhole. How long can a whale hold its breath? There's a whale in my bathtub!
2	Periods After Initials and Abbreviations	Put periods after initials and abbreviations. The title "Miss" does not require a period.	Dear Miss Bank, Thank you for returning my wallet. Mr. Bill E. Fold
3	Commas to Separate City and State Names, and Dates, Months, and Years	1 Put a comma between the name of a city and its state. Also put a comma after the state name if it is NOT the last word in the sentence. 2 In a date, put a comma between the day and year. Also, put a comma after the year if it does NOT come last in the sentence.	1 Murphys, California, had several famous visitors, including Mark Twain. 2 January 24, 1848, was the day Mr. Marshall found gold.

Level A Lesson Summaries

Lesson #	Lesson Title	Rules/Summary	Examples
4	Commas in Greetings and Closings of Letters	Put a comma after the greeting and closing of a personal letter.	Dear Grandpa, We had fun in our science class today. Love, Anna
5	Commas to Separate Items in a List	Use commas to separate three or more things in a list. When only two things are in a list, do not use a comma to separate them.	Ghosty, Goblin, and Spooky are three cats who live at my uncle's shop. Mom and I cleaned out the dusty attic.
6	Commas After Introductory Words and to Set Off Direct Address	1 Use a comma after a word that introduces a sentence. 2 Use a comma to set off the name of a person being spoken to.	1 Yes, I've set a date for my party. 2 Jake, today is your birthday.
7	Apostrophes in Contractions and to Show Possession	1 In a contraction, use an apostrophe in place of the missing letters. 2 To show possession for singular nouns, use an apostrophe followed by an s.	1 Recycling isn't hard to do. 2 Each student's workbook will be recycled.
8	Quotation Marks Around Titles	Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines.	We found the article "How to Make a Candy House."
9	Quotation Marks Around a Speaker's Words	Use quotation marks at the beginning and end of a quotation. A quotation is a person's exact words.	Mr. Wick said, "Tomorrow, we'll choose who will play the Tin Man."
10	Quotations at the Beginning of Sentences	When a quotation comes at the beginning of a sentence, put a comma inside the closing quotation marks.	"You have been reading a fable by Aesop," the teacher said.
11	Quotations at the End of Sentences	When a quotation comes at the end of a sentence, put a comma between the words that tell who is speaking and the beginning of the quotation. Put an end mark inside the closing quotation marks.	Mai said, "A baby blue whale gains about two hundred pounds a day!"
Usage			
1	Singular, Plural, and Possessive Nouns	1 Use the correct form of a noun in a sentence. A noun names a person, place, or thing. A noun can be singular or plural. Most nouns form plurals by adding -s. Some nouns form plurals by adding -es. 2 Use a possessive noun to show ownership. Add an apostrophe and s to a noun to show ownership.	1 <u>Singular</u> <u>Plural</u> owner owners town towns pet pets boss bosses 2 That dog's teeth are sharp.
2	Singular, Plural, and Possessive Pronouns	1 Use the correct pronoun in a sentence. A pronoun is a word that can take the place of a noun. A pronoun can be singular or plural. 2 Use the correct possessive pronoun in a sentence. Possessive pronouns show ownership. A possessive pronoun can take the place of a possessive noun.	1 She saw bears at the zoo. They stared back at Beth. 2 That is her teddy bear. That teddy bear is hers .
3	Verbs: Agreement with a Simple Subject	In a sentence, the verb must agree with the subject. • Use a singular verb with a singular subject. • Use a plural verb with a plural subject.	My sister uses lipstick. My sisters use lipstick.

Level A Lesson Summaries

Lesson #	Lesson Title	Rules/Summary	Examples
4	Verbs: Past, Present, and Future Tenses	Use the correct tense of a verb to tell whether the action happened in the present, past, or future. <ul style="list-style-type: none"> A verb in the <i>present</i> tense describes an action <i>happening right now</i>. A verb in the <i>past</i> tense describes an action that has <i>already happened</i>. A verb in the <i>future</i> tense describes an action that <i>will happen later</i>. 	We pack the dishes now. We packed the dishes yesterday. We will pack the dishes tomorrow.
5	Verbs: Irregular Forms	When the action of an irregular verb is in the past, use the past form or the past participle with a helping verb. An irregular verb does not form the past by adding <i>-d</i> or <i>-ed</i> .	<i>Present</i> : I see the deer. <i>Past</i> : I saw the deer. <i>Past Participle</i> : I have seen the deer.
6	Comparative and Superlative Adjectives	Use the correct form of an adjective in a sentence. <ul style="list-style-type: none"> Standard adjectives describe nouns and pronouns. Comparative adjectives compare two nouns or pronouns. Superlative adjectives compare three or more nouns or pronouns. 	<i>Standard</i> : This monster has long hair. <i>Comparative</i> : This monster's hair is longer than mine. <i>Superlative</i> : Of all the monsters, this monster has the longest hair.
7	Adverbs	Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens.	We sold tickets quickly . We sold tickets yesterday . We sold tickets outside .
8	Simple Subjects and Simple Predicates	1 The simple subject is the main word that tells whom or what the sentence is about. The simple subject is usually a noun or pronoun. 2 The simple predicate is the main word that tells what the subject does or is. The simple predicate is always a verb.	1 The dinner was good. 2 Your teeth grind food.
9	Complete, Fragment, and Run-On Sentences	A sentence is a complete thought. It has two parts, the subject and the predicate. The <i>subject</i> tells who or what is doing the action. The <i>predicate</i> is the verb that tells what the subject does or is. <ul style="list-style-type: none"> A <i>complete sentence</i> has a subject and predicate. It tells a complete thought. A <i>sentence fragment</i> has a missing subject or predicate, or is not a complete thought. A <i>run-on sentence</i> has two sentences that run into each other. 	<div style="text-align: center;"> <i>Subject</i> <i>Predicate</i> ↓ ↓ That big dog always barks at me. </div>
10	Double Negatives	Do not use a double negative in a sentence. A double negative is when two negative words are used to express one negative idea.	<i>Incorrect</i> : I don't never kill spiders. <i>Correct</i> : I don't ever kill spiders.
11	Subject and Object Pronouns	Use the correct form of a pronoun in a sentence. <ul style="list-style-type: none"> A <i>subject pronoun</i> is the subject of a sentence or clause. An <i>object pronoun</i> comes after action verbs or prepositions like <i>at</i>, <i>to</i>, and <i>with</i>. 	<i>Subject Pronoun</i> : He took Lindy to the beach. <i>Object Pronoun</i> : Lindy took him to the beach.
Spelling			
1	Short Vowel Sounds	Students practice spelling words that have short vowel sounds.	cup, hat, let, mop, tip
2	Long A Sounds	Students practice spelling words that have the "long a" vowel sound.	able, day, paid, steak, take

Level A Lesson Summaries

Lesson #	Lesson Title	Rules/Summary	Examples
3	Long E Sounds	Students practice spelling words that have the “long e” vowel sound.	be, sea, see, thief
4	Long I Sounds	Students practice spelling words that have the “long i” vowel sound.	die, find, fly, sigh, time
5	Long O Sounds	Students practice spelling words that have the “long o” vowel sound.	cone, go, load, mow
6	Long U and OO Sounds	Students practice spelling words that have the “long u” and “oo” vowel sounds.	blue, use, boom, who, stew
7	Diphthongs and Less Common Vowel Digraphs	Students practice spelling words with the vowel sounds heard in these words: <i>jaw, out, joy, book</i> .	awful, crowd, enjoy, football
8	R-Controlled Vowels 1	Students practice spelling words with short vowel sounds followed by <i>r</i> .	first, hurt, learn, start
9	R-Controlled Vowels 2	Students practice more spelling words with short vowel sounds followed by <i>r</i> .	before, figure, rare, wire
10	Schwa Sounds in Unstressed Syllables	Students practice spelling words with the “schwa” sound.	able, away, dragon, easily
11	Consonant Digraphs <i>—ng</i> and <i>—nk</i>	Students practice spelling words that have the consonant pairs <i>ng</i> and <i>nk</i> .	among, finger, trunk, blank
12	Silent Letters	Students practice spelling words that have “silent” consonants.	eight, know, lamb, wrist
13	Compound Words 1	Students practice spelling compound words.	airplane, a lot, moonlight, without
14	Compound Words 2	Students practice spelling more compound words.	all right, herself, onto, cannot
15	Homophones 1	Students practice spelling homophones and words that people often confuse with other words. Homophones are words that sound alike, but have different meanings and spellings.	are, our fair, fare sail, sale, past, passed
16	Homophones 2	Students practice spelling more homophones and words that people often confuse with other words. Homophones are words that sound alike, but have different meanings and spellings.	heal, heel quiet, quite waste, waist than, then
17	Plural Endings	Students practice spelling the plural forms of nouns.	ashes, pianos, curtains, volcanoes
18	Suffixes for Words Ending in <i>y</i>	Students practice spelling words that are made by adding suffixes to words that end in <i>y</i> .	babies, copied, carrier, trying
19	Suffixes that Begin with a Vowel	Students practice spelling words that are made by adding suffixes beginning with vowels to base words.	baker, icy, surprised, riding
20	Suffixes After a Short Vowel and a Double Consonant	Students practice spelling words with suffixes and doubled consonants.	batter, grabbed, winning
21	Contractions	Students practice spelling contractions.	he’d, wouldn’t, they’re, we’ve, you’ll
22	Possessives	Students practice spelling the possessive forms of singular and plural nouns.	animals’, daddy’s, friends’, witch’s
23	Spelling Demons 1	Students practice spelling words that most people find hard to spell.	address, February, tomorrow
24	Spelling Demons 2	Students practice spelling more words that most people find hard to spell.	crystal, across, bargain, village

REPRODUCIBLE WORKSHEETS



This section contains reproducible worksheets* for each lesson in *SkillsTutor* Language Arts A. Worksheets may be used by students to extend the computer activity or as a homework assignment.

Capitalization, Punctuation, and Usage worksheets include the lesson rules, an extended reading passage, and a “Write Idea.” The reading passage repeats the Warm-Up and then continues the storyline for additional practice. The “Write Idea” is a creative writing activity that encourages students to apply the rules learned in the lesson.

Spelling worksheets are crossword puzzles using the words from the lesson.

**These worksheets are provided with the online documentation and may be printed from your computer.*

Capitalization Worksheet

Lesson 1

Instructions: Circle all the words that have capitalization errors.

Rules:

- The pronoun “I” should always be capitalized.
- Capitalize the names and initials of people and pets.
- Capitalize the title that comes before a person’s name.

Last week, i went to the seashore for the sixteenth cooper family picnic. My cousins, wendell and Keesha, were there. Our neighbors, Sandra and Denny meyer, plus a family friend, Walter t. Jordan, came along with us.

That day, mr. Jordan and I went on a sailboat. He asked me the same question he asks every year. “What are you going to be when you grow up, Jason Cooper?”

“Maybe, i’d like to be an architect like ms. Lawson,” I said. “Sometimes, though, I think i’ll be a police officer.”

“How about becoming a doctor like dr. Thomas?” Mr. Jordan asked.

Then, I saw miss Vreeland waving to us to bring in the boat. I was glad, because i was very hungry. “The only thing i’m going to eat,” I said, “is a big piece of cake!” However, keesha said I had to have a sandwich first.

When the tide went out, Denny Meyer’s son brian and I caught snails. We put some in a bucket to take home. I named mine Spee d. Racer as a kind of joke.

Later, I had some of mrs. meyer’s homemade cookies. At sundown, we watched fireworks. On the way home, though, I kept thinking of what Mr. Jordan had said. I think someday i’ll be dr. Cooper.

Write Idea: What would you like to be when you grow up? What are the names, initials, and titles of three people you might meet in your job? How would you meet them? Write one to four paragraphs.

Capitalization Worksheet

Lesson 2

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the first word in a sentence.
- Capitalize the first word in a quotation.

one autumn morning, Kate took the family's cow to market.

"be sure you get a good price for old Milkbar," her mother said. "We need to buy flour for baking bread."

When she got to the market, Kate met a man with a gleam in his eye. he said, "what a fine animal you have!"

"what will you pay me for her?" Kate asked.

he gave her five tiny beans and said, "these will grow into a magic stalk."

Kate knew beans wouldn't buy flour. she thought these might grow magic food for her family, so she agreed.

As soon as Kate arrived home, she planted the beans. up sprang a magic stalk. "it reaches the sky!" Kate said excitedly and started climbing.

at the top of the stalk was a large door, slightly open. Kate called, "is anybody home?" Then she tiptoed inside.

"who dares come in?" a giant roared.

Kate said to herself, "now I'm in for it." She raced for the magic stalk.

on the way, she knocked over a sack of flour. It fell through the sky like snow. It was enough flour for the whole winter. that night Kate and her mother celebrated with a huge loaf of bread.

Write Idea: Pretend that you traded something for magic seeds. What did you trade? What kind of magic plant grew from the seeds? Write a story for your friends. Include some quotations.

*Capitalization Worksheet**Lesson 3*

Instructions: Circle all the words that have capitalization errors.

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

Dear Eddie,

I'm stuck in my spaceship. The brake doesn't work. You must help me, or I'll be here forever.

sincerely,
Mogo from Mars

dear Ann,

I need some information. Do spaceships have brakes? Can people from Mars speak English?

with love,
Eddie

dear Sam,

A man from Mars needs help. The brake in his spaceship doesn't work. How can he fix it?

Your friend,
Eddie

dear Mr. Wells,

Did anyone report a spaceship yesterday? I think something odd is going on.

Sincerely Yours,
Eddie Carr

dear Ms. Boyd,

On your next radio program, please ask your listeners for help. My friend Mogo is stuck in his spaceship. Can anyone help him?

yours truly,
Eddie Carr

dear Eddie,

What was the date on your letter from Mogo? Was it April 1? April Fools'!

your pal,
Sam (from Mars)

Write Idea: Write a short letter to someone in outer space. Then imagine you are that person. What kind of letter would you write back? Write that letter, too.

Capitalization Worksheet

Lesson 4

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the name of a city, state, or country.
- Capitalize the name of a street, building, or bridge.
- Capitalize the name of a geographical place.

Dad came home from canada with a surprise for us. He was bringing us on his next business trip! “We’ll be visiting washington, D.C.,” said Dad.

I soon waved good-bye to bedford, indiana. We flew across the Ohio river and over the Appalachian mountains. About two hours later, Mom said, “Look! There’s the Washington monument! We’ve arrived!”

We flew low over the potomac River into Virginia. We drove across Memorial bridge. Then we passed the White House on Pennsylvania avenue.

“Let’s wave to the President!” I said.

“I love this city as much as I loved chicago,” said Mom. “Look at the tulips! They’re a gift from the people of holland.”

“Can we turn down Virginia avenue to see the Kennedy center?” I asked. “I also want to see the pandas at the national Zoo! They were a gift from the people of china.”

“I’d like to see the cherry blossoms at the Jefferson memorial,” said Dad.

“Then maybe we could take a boat ride on the Chesapeake bay,” said Mom.

“Let’s start with a picnic lunch in Rock creek park,” said Dad. “Then we’ll have enough energy to explore everything!”

Write Idea: Pretend you are giving a tour of your city, state, or country. Think about three or more places you would show. Write what you would say as you show each place.

Capitalization Worksheet

Lesson 5

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the months of the year and the days of the week.
- Capitalize the names of holidays.

Last monday, my cousin Tony was pretty upset. "On Wednesday I'm getting braces. On friday I have a spelling test," he said. "The only good thing about this february is Valentine's day."

"Things sure can be pretty grim this time of year," I agreed. "Try to think about all the fun we'll have between halloween and New Year's."

"Actually, we always have a party on New year's Day. That gets january off to a good start," Tony said. "Then," he groaned, "it's so long until easter."

"Let's start a new holiday in March. We'll call it Kids' Day," I suggested.

"Why not?" said Tony. "After all,

fathers have father's Day. Mothers have Mother's Day. We could have Kids' Day!"

"It could be the last Friday in March," I added, "just like thanksgiving is the last thursday in november. We'd get the day off from school and not go back until Monday. With St. Patrick's day, we'd have two holidays in march."

Tony called on saturday morning. I could hear the relief in his voice.

"I passed!" he said. "The braces aren't so bad, either. So forget Kids' Day. Instead, just think! Hanukkah and christmas are only 10 months away."

Write Idea: What do you do to get ready for your favorite holiday? What do you do on the day of the holiday? What do you like most about it? Write one or more paragraphs.

Capitalization Worksheet

Lesson 6

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the first, last, and all important words in the titles of books, movies, and songs.
- Capitalize the first, last, and all important words in the names of newspapers and magazines.

I deliver our newspaper, *The Stratford post*. One interesting person I deliver to is Mr. Green. He used to be an actor. He even had a part in *ghostbusters*.

Sometimes he practices acting by playing the characters in books like *sounder* or *Where the Wild things Are*. He also reads aloud from the comics in *The Morning globe* newspaper. He reads aloud from *Reader's digest*, too.

Mr. Green even plays the trumpet! I've heard him practicing "Battle hymn of the Republic." I've also seen him reading the magazine *Trumpet notes*.

Last August, Mr. Green showed me a huge trunk. In it he had things from his days as an actor. There was sheet music to the song "Part of Your world" from the movie *The Little mermaid*. He had copies of stories about himself from the newspapers, *The New york Times* and *The Washington post*.

Mr. Green asked me if I wanted to be an actor. I surprised him when I said, "No. I want to be a writer, like Dr. Seuss. He wrote *The Cat in the hat*. Maybe I'll write for magazines like *time* or *Outdoor life*. I like to act out my thoughts on paper."

Write Idea: What are your three favorite books? Write a paragraph to tell a friend the names of the books. Write a second paragraph to describe for your friend what one of them is about.

Capitalization Worksheet

Lesson 7

Instructions: Circle all the words that have capitalization errors.

Rule: Capitalize the name of a school.

It was Peter's first day in the third grade at Canton elementary School. He had always gone to school with his brother Tim. Now Tim was in Ivy middle School, so Peter rode the bus alone.

The bus traveled past Salem high School and the park. Then it halted. A boy with curly hair got on.

"My name's Frank," he said. "I was in Kent Elementary school, but now I'm in Canton. Canton's getting a new principal. He taught at drew Elementary School and Weston day School."

Peter wondered how Frank knew so much. "Stick with me," Frank whispered.

They rode past students going to Douglass high School and harbor Middle School. Then, the bus stopped at Canton Elementary school. Frank said, "I have to report to the principal's office."

Peter wondered if his new friend was in trouble. He followed Frank.

The principal handed each boy an apple. "Friends from sunrise Elementary School sent me some fruit," he said.

"Thanks, Dad," said Frank. Peter realized that Frank's dad was also the new principal. He wondered what else he'd learn about Frank if they remained pals all through Dixon High school.

Write Idea: What is your school's name? What do you like about the school? What school do you hope to go to next? Write a letter to a friend who lives somewhere else. Tell your friend the answers to these questions.

Punctuation Worksheet

Lesson 1

Instructions: Write in or correct the end marks in the paragraphs below.

Rules:

- Use a period (.) after a statement.
- Use a question mark (?) after a question.
- Use an exclamation point (!) after an exclamation.

What is the biggest animal in the world. Did you say a blue whale You are right A baby blue whale is bigger than an elephant. Now, that's big

A whale breathes through a hole on its head called a blowhole It can't breathe under water. When a whale dives deep, it holds its breath. When it comes up, it shoots a spray of mist high in the air.

That's a giant shower

Whales make strange sounds They click, squeal, bark, and whistle They can sound like a creaking door. Whale sounds are like music from outer space. How would your voice sound to a whale

Whales are mammals. That means they breathe air and feed their babies milk A baby whale can drink three gallons of milk in just seconds. Did you know a baby whale can gain as much as 200 pounds a day Imagine that How big is an adult blue whale. It can weigh 300,000 pounds. That's huge

People used to hunt whales for their blubber Blubber is a thick fat that can be made into oil. So many whales were killed that people started to worry about saving the whales. Today there are laws to protect whales Will the whales survive It's up to us

Write Idea: Pretend you are talking to a whale. Write three questions you would ask the whale. Write the answers the whale might give you.

*Punctuation Worksheet**Lesson 2*

Instructions: Put periods where they are needed in the letters below.

Rules:

- Put periods after initials and abbreviations.
- The title “Miss” does NOT require a period. It is not an abbreviation.

Sept 30, 1996

Flo Pigeon

10 Dead End St

Hiho, Ohio 44344

Pat E Cake

14 Rowboat Rd

Hiho, Ohio 44344

Dear Mrs Pigeon,

Dear Miss Cake,

Please let my son Homer leave class early on Fri, Oct 1. He must see his dentist, Dr Bob L Gumm. This morning Homer woke us by playing his trumpet. Then, he chipped his tooth on it.

Also, tell the librarian, Mr Reid A Book, why Homer will not be there.

I am sending Homer’s homework with a classmate, Miss Robin Alread. I hope Homer is back for the class play. It will be Mon, Oct 4.

Tell Homer his music teacher, Dr Claire Annette, misses him. Our gym teacher, Mr Sum R Salt, does too.

Miss Pat E Cake
Homer’s teacher

Mrs Flo Pigeon
Homer’s mom
Oct 1, 1996

Write Idea: Pretend you need to leave class early to see the doctor. Write a note to your teacher to say where you have to go and when. Use abbreviations for days and months. Also use initials and titles like “Mr.”

Punctuation Worksheet

Lesson 3

Instructions: Write in the correct punctuation marks.

Rules:

- Put a comma between the name of a city and its state. Also put a comma after the state name if it is NOT the last word in the sentence.
- In a date, put a comma between the day and year. Also put a comma after the year if it does NOT come last in the sentence.

On January 24 1848 a sawmill worker wrote in his diary, “Some kind of metal was found.” It was gold, and the place was Coloma California. Soon, everyone had heard the news.

On New Year’s Day, thousands of miners celebrated in Coloma. The date was January 1 1849. By January 1, 1851 the gold was gone. The miners left, and Coloma became a ghost town.

Today, you can visit old towns like Coloma. Some towns, like Silver Plume, Colorado had beautiful names. Some had funny names. The town of Ione California was once called “Bedbug.”

Each ghost town has something to see. Knight’s Ferry, California has covered bridges. The OK Corral still stands in Tombstone Arizona. The famous showdown of October 27 1881 took place there.

The writer Mark Twain once lived in Virginia City Nevada. In a cemetery near there, you can trace a gravestone with the date of March 31 1832.

If you had been near Virginia City, Nevada on May 15, 1850 you might have seen the miners find gold. You could have danced until dawn in dusty mining boots, welcoming in the days of the gold rush.

Write Idea: Pretend something great happened in your town. Was it long ago? Did it just happen? Write about it to report the facts. Give the city, state, month, day, and year.

*Punctuation Worksheet**Lesson 4*

Instructions: Put commas where they are needed in the letters below.

Rule: Put a comma after the greeting and closing of a personal letter.

Meg is Science Club secretary. Last week she wrote to the members:

Dear Carmen

Can you bring some black paper and white paper to Science Club?

Sincerely

Meg

Dear Brad

We need rubber bands and two glasses of water for our meeting. We will use them in an experiment.

Your friend

Meg

Dear Mr. Mox

Our Science Club needs a large thermometer like yours. May we borrow it for our meeting this Friday?

Very truly yours

Meg Morgan

Meg received these answers:

Dear Meg

What experiment will we do?

Sincerely

Carmen

Dear Meg and members

Will we find the temperature of the water in each glass? If we are, we will have to wrap one glass in black paper and one in white paper. The glasses will be put in the sun for 30 minutes.

Your friend

Brad

Dear Meg

You will show how some materials gain heat. The water in the glass with black paper will become hotter than the water in the glass with white paper. This is a good experiment.

Best wishes

Mr. John Mox

Write Idea: Pretend your club is going on a picnic. Write notes to two people to remind them to bring a lunch, a blanket, and a jacket.

Punctuation Worksheet

Lesson 5

Instructions: In the story below, put commas where they are needed. Cross out commas that are NOT needed.

Rules:

- Use commas to separate three or more things in a list. On this worksheet, you should follow the rule that a comma IS needed before the conjunction.
 - When only two things are in a list, do NOT use a comma to separate them.
-

My uncle owns a secondhand shop. It is full of junk from people's attics, and cellars. Mom and I help him sort clean, and fix things. We sort postcards old magazines, and books. Cleaning irons toasters, and teapots is my specialty. We also clean repair, and paint old toys.

While we work, we talk about one mysterious box. It is large dark, and locked. My uncle can't find the key. Each of us dreams about what's in that box. Mom hopes to find photos old letters, and a diary inside. My uncle hopes there are maps, and stamps. I'd like to find a genie in a bottle.

The box is wooden, and heavy. We lift shake, and listen to it. Something rattles inside! We guess that it might be a coin a silver spoon, or a ring. Maybe it's someone's watch diamond pin, or old bracelet.

My uncle gathers a screwdriver pick, and hammer. He is slow patient, and careful in his work. At last he opens the lock, and lid of the box. My uncle Mom, and I gaze down. There's only a rusty key in the box! We laugh. First, we had a mysterious box with no key. Now, we have a mysterious key but without the box to go with it.

Write Idea: You spent three hours in your grandmother's attic. In three sentences, name the toys and games you found. Then write what you can do with one of the things you found.

Punctuation Worksheet

Lesson 6

Instructions: Put commas where they are needed in the story below.

Rules:

- Use a comma after a word that introduces a sentence.
 - Use a comma to set off the name of a person being spoken to.
-

“Jake is something bothering you?”

Jake replied, “It’s nothing Grandpa.

Well it’s nothing much.”

“Jake you can tell me.”

Finally he said, “Everyone forgot.”

“No we didn’t forget. Today’s your birthday!” his grandfather said. “Your mom is coming home early to celebrate. First we’ll have pizza for dinner and then birthday cake for dessert.”

Jake smiled, but looked sad. “I wish my friends had remembered.”

Grandpa smiled with a twinkle in his eye. “Well your friend Sam did stop by. He’s waiting for you in the den Jake.”

Jake walked slowly toward the den. He wondered why Sam had come over.

Sam had been acting funny lately. Jake said to himself, “Finally I’ll find out why.”

Sam was getting everyone quiet in the den. He whispered, “Lisa get down. Jake will see you.”

She said, “I’m taking pictures. You’re in the way Danny.”

Sam asked, “Do you have film?”

Lisa stated, “Yes I remembered this time!”

Sam whispered, “Well get ready! Shhh! He’s coming!”

“Max get the dog out of the cake.”

“Surprise! Happy birthday Jake!”

Write Idea: You’re planning a party. Write step-by-step what you need to do. Use the words *first*, *second*, *next*, and *finally* to begin four of your sentences.

Punctuation Worksheet

Lesson 7

Instructions: Put apostrophes where they are needed in the story below.

Rules:

- In a contraction, use an apostrophe (') in place of the missing letters.
- To show possession, for singular nouns use an apostrophe (') followed by an s.

In Miss Lees class we had a problem. It was a problem that didnt happen all at once. Little by little, we had created too much trash.

There wasnt any room to store Jasons old art projects. Our old workbooks were cluttering the shelves. Plus, we had too many newspapers for our gerbils cage.

One day, Toya had an idea. "Lets recycle," she said.

"Thats a great idea!" said Mark.

"My brothers class recycles," said Toya. "Maybe he could come and tell us how we could get started."

Jamal, Toyas brother, is in the sixth grade. He told us about his class's project. "At first, we werent certain we could do it. We hadnt tried anything like this before. Youll be surprised.

Recycling is really easy."

He told us that his class recycles homework papers and worksheets. Now they collect the fifth grades papers and recycle those, too.

At the end of Jamals talk, Jason stood up. "Dont go," he said. "Ive made something for you."

It was a big sign that said, "One mans trash is another mans treasure."

Write Idea: You, your friends, and parents have decided to clean up your street. Name three things you can recycle as part of the project. Use three or more contractions and possessives.

*Punctuation Worksheet**Lesson 8*

Instructions: Write in the correct quotation marks in the paragraphs below.

Rule: Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines.

For the winter holidays, we brought something to share in class. Hannah read a poem called Hanukkah Candles. Tim sang Silent Night. Lee read a short story. It was called Red Dragon's New Year. Then Kareem read an article called All About Kwanzaa.

We laughed as Cory played his tape. It had dogs barking the song Jingle Bells. Then I read a newspaper article. It was called Holiday Customs New and Old.

We had fun sharing. Our teacher said we could make something new and old from what we had shared.

Our teacher asked for one line from Josh's poem Feast of Light. We chose one sentence from Judy's favorite story. It was called Holly Days. Sam sang a line from Joy to the World. A magazine article called Food for the Holidays gave us five delicious words. We took a rhyme from Winter Night. Our teacher wrote all these and more on the board.

We began with the first three words of the song White Christmas. We added everything else, writing our own lines in between. At last we had something new and old. Share the Warmth is the name we gave our class poem.

Write Idea: Pretend your class will put on a holiday show. Each person will write a poem, a song, and a short story for the show. Write down the titles you make up. Tell what each one will be about.

Punctuation Worksheet

Lesson 9

Instructions: Put quotation marks where they are needed in the story below.

Rule: Use quotation marks at the beginning and end of a quotation. A quotation is a person's exact words.

It's two minutes to show time," our director called out.

I handed a four-leaf clover to Dorothy, our star in *The Wizard of Oz*. I said, This is for good luck."

"Don't wish me good luck! Dorothy ordered.

I asked, "Are you nervous?

Dorothy replied, In show biz, if you wish someone good luck, they'll have bad luck."

Watch this!" exclaimed Andy, our scarecrow. Then he shook his leg.

"Oh, I remember now, I said. Then I told Dorothy, "Break a leg!

Dorothy carried Toto, who's really my dog, Hairy. "Let's go! she said.

Break a leg, Hairy," I whispered.

For most of the play, Hairy was good. Then came the last act. Dorothy said, We're home, Toto!" Suddenly, Hairy started running out of control.

Be good, Hairy," I prayed.

Andy asked, "Where's he going?

Our teacher groaned, He's going for the rainbow banner!"

The rainbow came down on Dorothy's head. She shouted, "You clumsy dog!

"They really needed good luck after all, I said.

Write Idea: Two of your good friends are the stars of a play. You see them right after the show. You tell them how great they were. One of them asks what you liked about the play. Write what each person says.

*Punctuation Worksheet**Lesson 10*

Instructions: Write in or correct the punctuation marks in the paragraphs below.

Rules:

- When a quotation comes at the beginning of a sentence, put a comma inside the closing quotation marks.
 - If the quotation is a question or exclamation, put a question mark or exclamation point inside the closing quotation marks. Do NOT use a comma.
-

There was once an old farmer with two lazy sons. “Why aren’t you plowing the fields”? he asked them one day.

“We are too tired to work right now” said one son sleepily.

“You’re lazy” cried the father.

“We will work later”, the second son promised. Both sons lay down to rest.

“Then you will not find the treasure” said the farmer quietly.

“What treasure” the sons asked.

“The one that is buried in the field”, replied their father.

“Quick, let’s find it”! shouted the sons as they ran to the field.

They dug the soil around the vines. “I can’t find anything”! shouted the first son.

“Keep digging”! said the second son.

They dug in the field for months.

“Have you noticed something” the first son asked his brother.

“What should I notice” asked the second son.

“Our vines have grown stronger than ever” the brother said.

“We will have a great and rich harvest”, said the second son.

“Now you have found the real treasure in the fields” the father said.

Moral: Hard work brings good rewards.

Write Idea: Two people are talking about work. One of them likes to work. The other is lazy. What do they say to each other? Write the conversation. Start each sentence with a quotation.

Punctuation Worksheet

Lesson 11

Instructions: Write in or correct the punctuation marks in the paragraphs below.

Rules:

- When a quotation comes at the end of a sentence, put a comma between the words that tell who is speaking and the beginning of the quotation.
- Put the end mark inside the closing quotation marks.

My friends and I had a discussion about amazing animal facts.

Miguel asked “Did you know that crickets have ears on their knees?”

Mai answered “Yes, and butterflies taste their food with their feet”!

“That’s amazing!” Ellie said. Then she asked “Did you know that some fish can walk on land”?

“No, I didn’t,” Miguel said.

Ellie said “Yes, you can see catfish walking along roads in Florida.

“I don’t know. That sounds fishy to me!” Mai said. We wanted proof, so we ran to the encyclopedia to look it up.

Mai said “I can’t believe it! Ellie was right”!

Miguel added “Wait! There’s more. Mudskipper fish can hop faster than people walk. Sometimes they even climb trees!”

“Isn’t that something?” Ellie said.

Mai said “I don’t know how fish climb trees, but I do know how tree frogs do it.

Miguel asked “How?”

Mai answered, “They have little cups on their toes that stick to the tree”.

“No! I don’t believe it,” Ellie said.

Time for the encyclopedia again.

Write Idea: You and your friends are telling each other amazing animal facts. Write what everyone says. Start most sentences with a person’s name. Then put quotation marks around what is said.

Usage Worksheet

Lesson 1

Instructions: Underline the noun in parentheses () that correctly completes the sentence.

Rule: Use the correct form of a noun in a sentence. A noun names a person, place, or thing. A noun can be singular, plural, or possessive.

I always wanted a special pet. I saved my allowance for many (week/weeks). Then, I tried to find one perfect (pet/pets) for me. A dog licks and wags too much. The three (cat/cats) I know purr too much. My friend's hamster is noisy at night. A fish is quiet, but not very cute.

I took my money to my (towns/town's) only pet shop. I was in luck! They were having a (sale/sales) on all pets. I bought that (shops/shop's) biggest pet: a gorilla! The shop (owners/owner's) son even gave me an extra-large gorilla leash. I named my new pet Binky. I wondered if my mom would believe that he followed me home.

It was two (mile/miles) to my house. Binky munched a bunch of (banana/bananas) on the way.

When we got home, Binky scratched his back on all the (tree/trees). He was so heavy that he knocked them down. Binky liked my (dad/dad's) car, too. I wish he hadn't sat on it. CRUNCH! Inside my house, Binky jumped on a (sofa/sofas). Later, he pulled off the refrigerator door and had a (snack/snacks). He ate my (familys/family's) whole dinner!

Binky was a nice (gorilla/gorillas), but he was not a good pet. It was my (moms/mom's) idea to call the zoo. Oh well, at least I can still visit Binky.

Write Idea: You chose a zoo animal to be your pet for a day. What kind of animal was it? What did it eat? What activities did it do inside and outside? Write three paragraphs about the animal's day. Use singular, plural, and possessive nouns.

*Usage Worksheet**Lesson 2*

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rule: Use the correct pronoun in a sentence. A pronoun is a word that can take the place of a noun. A pronoun can be singular, plural, or possessive.

Have you ever wondered how stuffed bears got the name “Teddy”? (They/Theirs) are named for former President Theodore Roosevelt. “Teddy” was (he/his) nickname.

President Roosevelt was a famous hunter. (He/His) joined some friends on a bear hunt in 1902. The hunters had no luck for many days. Then, they saw (it/their) prey. It was a small, golden-brown bear eating honey.

The president raised (he/his) gun. Then, he put it down. The bear ran away. The reporters who watched Roosevelt scratched (they/their) heads. (They/Their) didn’t understand (him/them). Why hadn’t he shot the bear?

Roosevelt said he just couldn’t shoot such a small bear. People everywhere read about the bear’s escape. (They/Their) liked what Roosevelt had done.

Morris Michtom read the story, too. (He/His) and (he/his) wife Rose made toys in (they/their) spare time. (They/It) decided to make a little stuffed bear. Michtom wanted to name the bear “Teddy.” He wrote to Roosevelt, and the president wrote back. The president said Mr. Michtom could use (he/his) name.

Since then, millions of parents have bought teddy bears for (they/their) children. The first teddy bear now sits on (he/its) own toy chair in a Washington, D.C., museum.

Write Idea: What is your favorite toy? Write a paragraph describing what it looks like. In a second paragraph, tell why you think other people would like it, too. Use singular, plural, and possessive pronouns.

Usage Worksheet

Lesson 3

Instructions: Underline the verb in parentheses () that correctly completes the sentence.

Rules: In a sentence, the verb must agree with the subject.

- Use a singular verb with a singular subject.
- Use a plural verb with a plural subject.

My older sister Tanya has changed.
Now she listens to the radio for hours.
She (spends/spend) more time with her friends too. Then, suddenly, Tanya (wants/want) to be alone.

Mom says she is growing up. Tanya (is/are) just strange. That's what I think.

Tanya used to play dolls with me.
Now she (plays/play) with makeup.
Sometimes her eyelids (is/are) blue.
Sometimes they (is/are) green. Her nails (shines/shine) with bright red polish. Her hair is always combed.

When I'm Tanya's age, I won't be like she is. I (am/are) sure of that. I will always find time to be with my sister.

These days, I never know how Tanya will act. She (talks/talk) on the phone forever. Then, at dinner, she (is/are) quiet.

Actually, I (am/are) happy about that.
Now, I get to talk a lot. My parents (listens/listen) when I tell them what happened in school. To them, my stories (is/are) funny.

Tanya just (sits/sit) there. Then, she starts to giggle. I start to giggle, too.
Soon, we (laughs/laugh) just from looking at one another.

Then, I know Tanya will always be my sister. Her eyelids change color. Her nails are bright red. Still, she (is/are) my sister and my best friend.

Write Idea: Think of someone you like a lot. Write about what he or she likes to do. Be sure your verbs agree with their subjects.

Usage Worksheet

Lesson 4

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct tense of a verb in a sentence.

- A verb in the *present tense* describes an action happening right now.
- A verb in the *past tense* describes an action that has already happened.
- A verb in the *future tense* describes an action that will happen later.

Last June, we (move/moved) to Avon, Dad's hometown. Our first day there, we (walked/will walk) by his old school. "Look!" Dad exclaimed. "It still (looks/will look) the same. I'd like to go inside."

I told my brother Teddy, "Next fall, you and I (attend/will attend) school here. You (walk/will walk) to school with me."

Dad smiled and rang the bell. Then we waited. Dad (taps/tapped) his fingers nervously while we waited. A woman (opens/opened) the door after a minute or two.

"Jimmie!" she exclaimed.

Dad said, "Mrs. Lee, you still (look/looked) the same as you did 20 years ago."

Dad's old teacher smiled. Then, Dad (introduces/introduced) us and said to Mrs. Lee, "Yesterday we (moved/will move) to Avon."

"Next fall, I (attend/will attend) first grade," Teddy said. "Maybe you (helped/will help) me after I start school."

Mrs. Lee (turns/turned) to me after she smiled at Teddy. "You (wish/wished) you still went to your old school, don't you?" she said.

"Yes," I said. "Right now I (miss/missed) it."

"You (missed/will miss) it for the next few months," she said. "However, why don't you give Avon a chance?"

"That's a good idea," I answered.

Write Idea: How do your classroom bulletin boards change during the year? Describe how one looks now. Then, write about how it looked earlier in the year. Last, tell how it might look sometime in the future.

Usage Worksheet

Lesson 5

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rule: When the action of an irregular verb is in the past, use the past form or the past participle with a helping verb. An irregular verb does NOT form the past by adding “-d” or “-ed.”

In June, Mom and I (went/gone) hiking in the woods. We became lost, something we often have (done/did) on our hikes. We walked in circles for three hours.

During our adventure, the woods (were/are) full of strange sounds. We (saw/seen) strange sights, too. A huge oak had (fallen/fell). A raccoon had (built/builded) a home under it. I thought to myself, “That raccoon has (found/founded) a nice, safe place.”

After a while Mom asked, “Are you scared?” I wasn’t very scared, but I (let/letted) her take my hand. That is the fun of being lost together. You find how good it is to be with someone else.

In November, we (took/taked) another hike and had another adventure. Just for fun, we (began/begun) to look for winter sights.

A small pond had (frozen/freezed). Ice had (given/gave) it a lacy look. A bright red vine had (grown/grew) around a huge gray rock. Suddenly, we saw a V-shape moving across the sky. It (was/is) the winter geese. They honked as they (flew/fly) south. It was the loneliest sound I ever had (heard/hear).

“If you could paint anything in these woods, what would it be?” I asked Mom.

“Us,” she said.

Write Idea: Did you ever take a hike in the woods or in a park? Write a true or made-up story about the walk. What did you see and hear? Use at least three irregular verbs.

Usage Worksheet

Lesson 6

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct form of an adjective in a sentence.

- *Standard adjectives* describe nouns and pronouns.
- *Comparative adjectives* compare two nouns or pronouns.
- *Superlative adjectives* compare three or more nouns or pronouns.

Harry had to win the (Ugliest/
Most Ugliest) Monster in the World
Contest. To a monster, it is the (more
exciting/most exciting) contest there is!
To the audience, it's (scarier/scariest)
than a horror movie. The (worse/worst)
monsters of all compete in this event.

Could Harry be (horrible/more
horrible) than any other monster? He'd
have to be (worse/bad) than last year's
winner. He'd need the (scarier/scariest)
face of all. Harry had to have a
(louder/loudest) scream than any other
monster. He had worked hard to scare
his neighbors. Would the judges
be impressed?

Harry was judged after last year's
winner, Mona. He couldn't see her face.
Did she have (longer/longest) teeth than
he did? Did she still have the (wilder/
wildest) eyes of all the monsters? At
forty feet, Harry surely was (taller/tallest)
than Mona.

Harry stood in front of the (meanest/
most meanest) judge of all. Then Mona
turned around. She had the (terrible/
most terrible) teeth ever! Her eyes were
the (most baddest/worst) he had seen!
Mona was the (uglier/ugliest) monster in
the world! Harry screamed with fear.

In the end, Harry was named the
winner! The judges said he had a
(good/better) scream than anyone.

Write Idea: Pretend you are a judge at a monster contest. Briefly describe your choices for first, second, and third place. Use all three adjective forms.

*Usage Worksheet**Lesson 7*

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules:

- Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. Adverbs often end in “ly.”
- Use the adverb “well” to describe a verb.

“Everybody does at least one thing (well/good),” our teacher says. “Some people sing (well/good). Others dance (well/good). I know a few joke tellers in this class,” she adds. She wants us to sign up for the school talent show.

“I have no talent,” my friend Louie whispers (unhappy/unhappily). I know Louie (real/really) wants to be in the show.

“Of course you do,” I say (quick/quickly).

“What can I do?” he asks.

I think (silent/silently). Louie is clumsy. He doesn’t play music (well/good). He is just the nicest guy in the world.

“I’ll think of something,” I answer.

“I can think of what you do (well/good),” Louie tells me. “You take pictures (well/good).” He says it (nice/nicely). I (sudden/suddenly) get a terrific idea.

I say (excited/excitedly), “Louie, just be yourself. I’ll get you in the show.”

The next few days everybody practices at recess. The boy who whistles (well/good) keeps whistling. The girl who juggles (well/good) keeps juggling.

Louie watches. He claps (loud/loudly).

I take pictures of Louie encouraging everybody to do their best. Then I put the photos together in a show called “The Good Friend.”

Louie and I win first prize.

Write Idea: Pretend you and three friends put on a talent show. Write a paragraph for the school paper describing what each person did. Use adverbs.

Usage Worksheet

Lesson 8

Instructions: For each sentence in brackets [], circle the simple subject. Underline the simple predicate.

Rules:

- The simple subject is the main word that tells whom or what the sentence is about.
- The simple predicate is the main word that tells what the subject does or is.

[People eat about 3 pounds of food each day.] That's over 1000 pounds a year! [Our bodies turn this food into energy.] [Digestion is the name of this process.] Here's how it works:

[Digestion begins in the mouth.] [Teeth grind food up.] Saliva mixes with the food and breaks it down. [Your mouth makes two cups of saliva a day!]

[Next, the food moves through a tube called the esophagus.] This tube leads to the stomach. Food does not just drop down this tube. [Your muscles push it along.] What if you were upside down? You could still swallow!

[Food takes about seven seconds to get to your stomach.] [Your throat muscles squeeze together.] [The food moves along like toothpaste in a tube.] [The first stop is your stomach.] [The stomach turns the food.] It adds juices for digestion. Food stays there about four hours.

[Then the big squeeze begins again.] Food moves into the intestines. They are tubes about 15 feet long. [The intestines break the food into very tiny bits.] [Your blood carries these bits through your body.] The bits of food give you the energy to walk, talk, dance—and read these words!

Write Idea: What is your favorite food? Write a paragraph describing how your body turns that food into energy. Then go back and underline each simple subject once. Underline each simple predicate twice.

Usage Worksheet

Lesson 9

Instructions: After you have read the story, look at each sentence in brackets []. Underline run-on sentences once. Circle complete sentences. Underline sentence fragments with a dotted line.

Rules:

- A *complete sentence* has a subject and predicate. It tells a complete thought.
- A *sentence fragment* has a missing subject or predicate, or is not a complete thought.
- A *run-on sentence* has two sentences that run into each other.

[Our neighbor, Mr. Harp, is very strange he comes out only at night.] [Saw him digging in our trash can.] He pulled out Mom's dead plant.

[Mr. Harp's dog is also strange.] [Its eyes are filmy blue it follows Mr. Harp like a shadow.]

[When Mom asked me to visit Mr. Harp.] [She told me he was just lonely she asked me to take him some holiday cookies.]

[On the way to his house, I decided to leave Mom's package on the porch.] [I dropped it quickly.] [As I turned away, the front door.]

[Mr. Harp invited me in he pulled the door shut behind me.] [If he had locked it, would have run for the window.] [The old man pointed to a chair.] I guessed that I was supposed to sit down.

[Slowly, Mr. Harp's strange dog toward me.] [He kept sniffing me Mr. Harp said the dog had been blind since birth.] [I petted him gently.]

[Then I saw the plant Mom had thrown away.] [I recognized its pot the plant was now full of flowers.]

[Smiling, handed me the plant.]
"Happy holidays," he said.

Write Idea: Who is the most interesting person in your neighborhood? Write a story about the person. Tell what the person looks like. Also tell some interesting things the person does. Be sure to use complete sentences.

Usage Worksheet

Lesson 10

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules:

- Do NOT use a double negative in a sentence. A double negative is when two negative words are used to express one negative idea.
- Some negative words are *no*, *not*, *never*, *none*, *nothing*, and *nowhere*. Contractions like *don't* and *can't* are negative because they are made with the word *not*.

Try to guess who I am. I don't have (no/any) arms at all. I don't (ever/never) miss them, because I have eight legs. I have eight eyes, too. I don't have (no/any) eyelids though!

I can't taste (anything/nothing) with my tongue. I don't have (one/none)! I taste with my legs. By the way, I never eat (anything/nothing) cooked. I prefer raw bugs!

I live throughout the United States. I can't be found just (nowhere/anywhere) though. I'm always hiding.

I usually don't hurt (nobody/anybody). Still, many people dislike me. Who am I?

Did you guess the answer? I am a spider, of course.

Some humans don't like me. They really don't have (no/any) reason. At least, I can't think of (none/any). I'm a shy creature. I don't (ever/never) attack. I don't leave my sticky home (anywhere/nowhere) in your way. Well, I avoid you most of the time.

I don't eat (anything/nothing) people want to eat. I don't (ever/never) make any noise. I really don't have (no/any) bad habits. I just sit around munching bugs. So please, don't (nobody/anybody) screech when you see me! It might hurt my feelings.

Write Idea: Write a *Who Am I?* riddle about an animal. Include three sentences with negative ideas, but don't use double negatives.

Usage Worksheet

Lesson 11

Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct form of a pronoun in a sentence.

- A *subject pronoun* is the subject of a sentence or clause.
- An *object pronoun* comes after action verbs or prepositions.

My cousin grew up in New Jersey. Last July, he and my aunt visited (we/us) in the Midwest. He said that (he/him) had never seen so many acres of wheat. I told (he/him) I had never seen an ocean, except in photographs.

Then my cousin said to his mother, “Lindy should see the coast. Can’t (she/her) come to the beach with us?” My aunt smiled at (I/me) and said yes.

In August, I flew east with (they/them). The clouds beneath the plane rolled like the sea. Then (they/them) parted. (I/Me) looked down and saw water that was deep and blue.

As soon as we got off the plane, I sniffed the sea air. It was salty sweet, like nothing that (I/me) had ever smelled before.

That afternoon, (we/us) swam in the ocean. It was easy for me to float. Suddenly, I saw a huge wave heading toward (we/us). I called to my cousin and aunt.

“What should (we/us) do?” I asked (they/them). My cousin pushed (I/me) toward the wave. I couldn’t believe what my aunt said. (She/Her) said to dive into it!

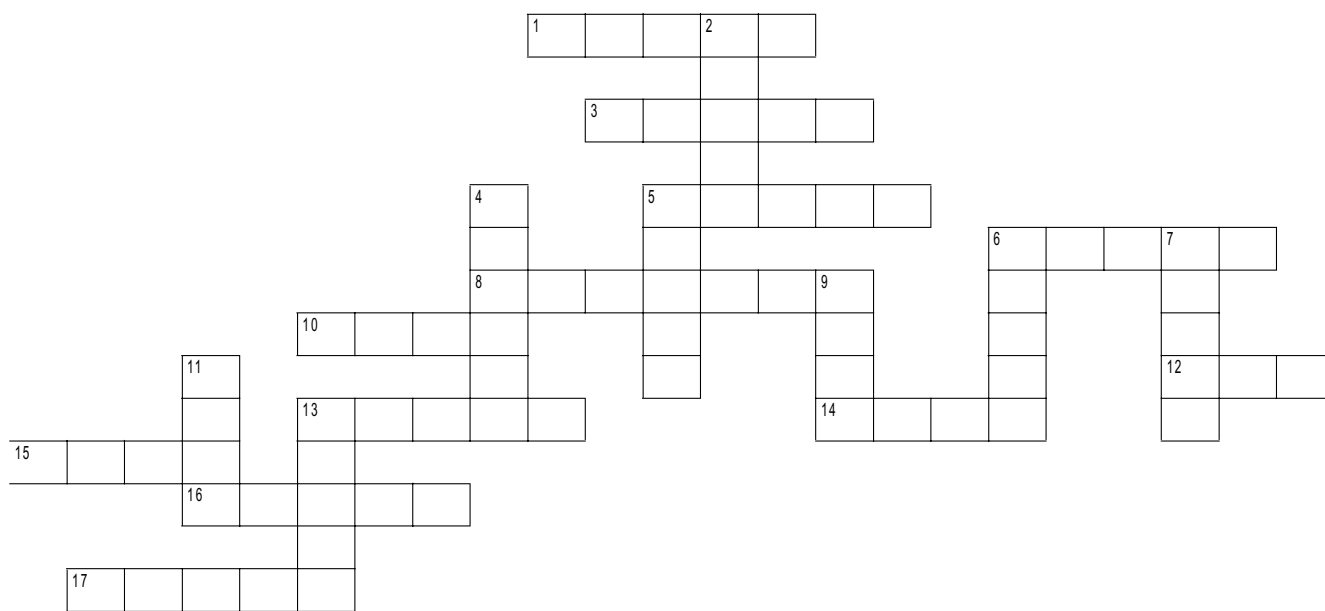
I thought they were crazy, but I did what (they/them) said. When I came up, the wave had rolled on toward shore. The sea was blue and calm around me.

Write Idea: Pretend you are going to visit relatives in another state. Write about what you’d like to see and do. Use subject and object pronouns.

Spelling Worksheet

Lesson 1

Hint: All the words in this puzzle have short vowel sounds.



Across

1. stayed asleep; dozed; kept sleeping
3. up to the time for
5. mark like a "V" with one long leg, made to show that something is done
6. create; put together; make
8. in place of; as a substitute
10. a little; an amount
12. athletic building; room where we play sports
13. prepared; fixed; arranged
14. announced; stated
15. on; on top of
16. feel; put your hand on
17. four weeks; thirty days

Down

2. throw; toss; fling; hurl
4. pal; person one likes and who likes one in return; buddy
5. get hold of; grab; seize
6. red liquid; the fluid inside your veins
7. giggle; chuckle
9. acts like; performs
11. traveled to; moved to
13. uneven; bumpy; far from smooth

blood
build
catch
check

does
friend
gym
instead

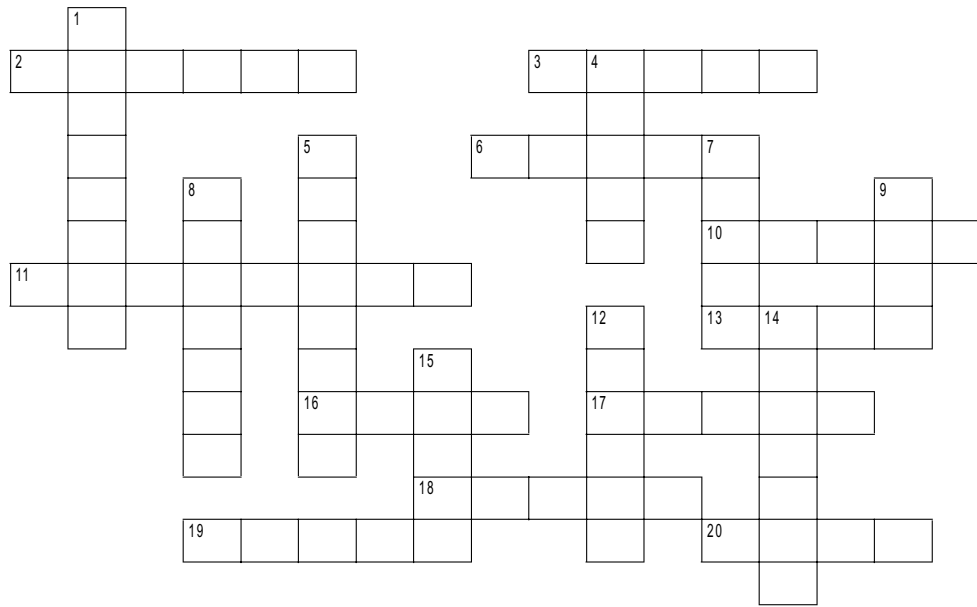
laugh
month
pitch
ready

rough
said
slept
some

touch
until
upon
went

*Spelling Worksheet**Lesson 2*

Hint: All the words in this puzzle have the “long a” vowel sound.

**Across**

2. heaviness
3. the fourth month of the year; an early spring month
6. courageous; fearless
10. huge; very large; enormous; big
11. grumble; say that something annoys one or makes one unhappy
13. those people; all of them
16. all right; fine; very well; OK
17. flat-topped piece of furniture
18. geographic division of the country
19. fire; burning part
20. put; set

Down

1. person who lives nearby
4. spot; location
5. time away from school and work, usually spent traveling or relaxing
7. 8
8. talk about; give details about; help a person understand
9. not willing to work; not active
12. starchy vegetable used to make french fries
14. middle; center
15. bring up; grow

April
brave
complain
eight

explain
flame
great
halfway

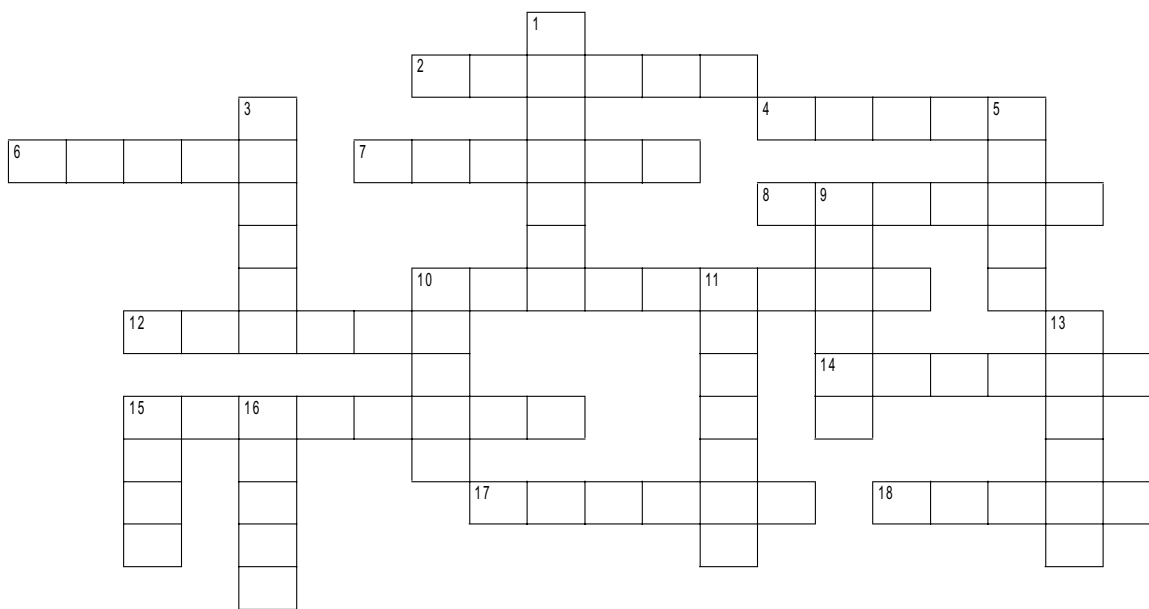
laid
lazy
neighbor
okay

place
potato
raise
state

table
they
vacation
weight

*Spelling Worksheet**Lesson 3*

Hint: All the words in this puzzle have the “long e” vowel sound.

**Across**

2. beautiful; good-looking
4. main; most important; leading
6. perhaps; there's a chance
7. relatives; father, mother, sister, etc.
8. not awake; napping; dozing
10. seats in which people watch sporting games; rows of uncovered seats
12. give pleasure to; delight
14. in any event; no matter what
15. quickly; rapidly; swiftly; at once
17. truly; in fact
18. sweet syrup; liquid that bees make

Down

1. accept as true; trust
3. the sex of a girl or woman
5. grassy outdoor area used for sports
9. loud cry, often from fear; high-pitched yell
10. acting; behaving in a way that was
11. gladly; joyfully
13. low land between mountains
15. notices; views; observes
16. imaginary experience that happened during sleep; vision while asleep

anyway
asleep
being
believe

bleachers
chief
dream
family

female
field
happily
honey

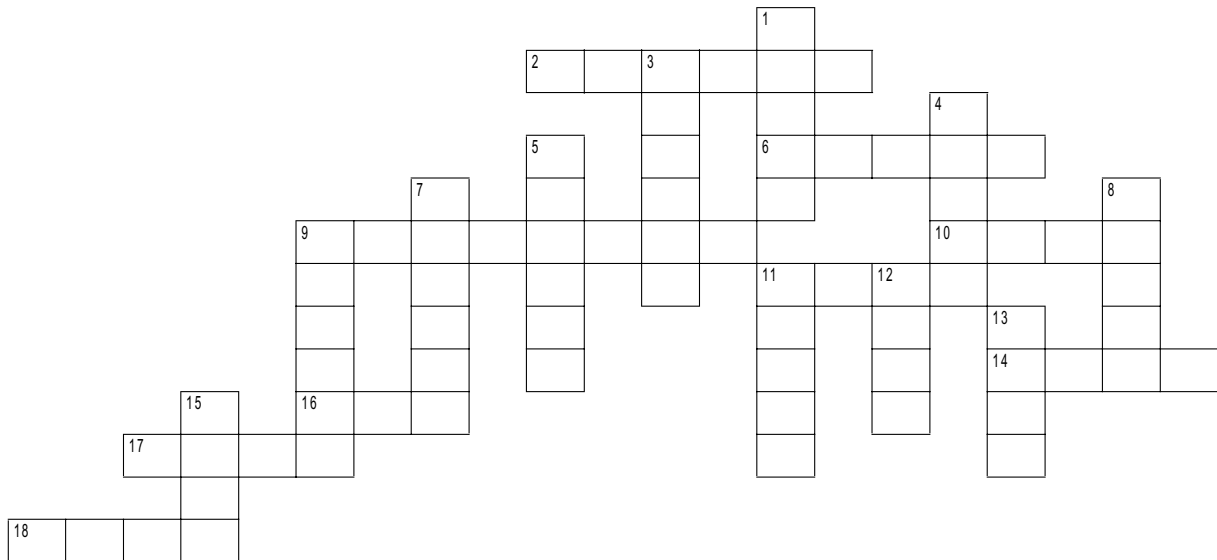
maybe
please
pretty
really

scream
sees
suddenly
valley

Spelling Worksheet

Lesson 4

Hint: All the words in this puzzle have the “long i” vowel sound.



Across

2. me; the person speaking
6. power; strength
9. light from the star at the center of our solar system
10. large, cat-like animal; jungle beast
11. stand up; get up from a seat
14. plan; thought
16. fib; statement that isn't true
17. very, very small
18. not tamed; living in the woods

Down

1. go up (usually little by little)
3. without sound; completely quiet
4. bit of time; period of time
5. in back of; in the rear of
7. indoors; in the house
8. cutting tool; sharp-bladed utensil
9. provide; bring
11. correct; not wrong
12. signal; something, such as a wave of the hand, with a meaning
13. obey; follow
15. stopped living; passed away

behind
climb
died
idea

inside
knife
lie
lion

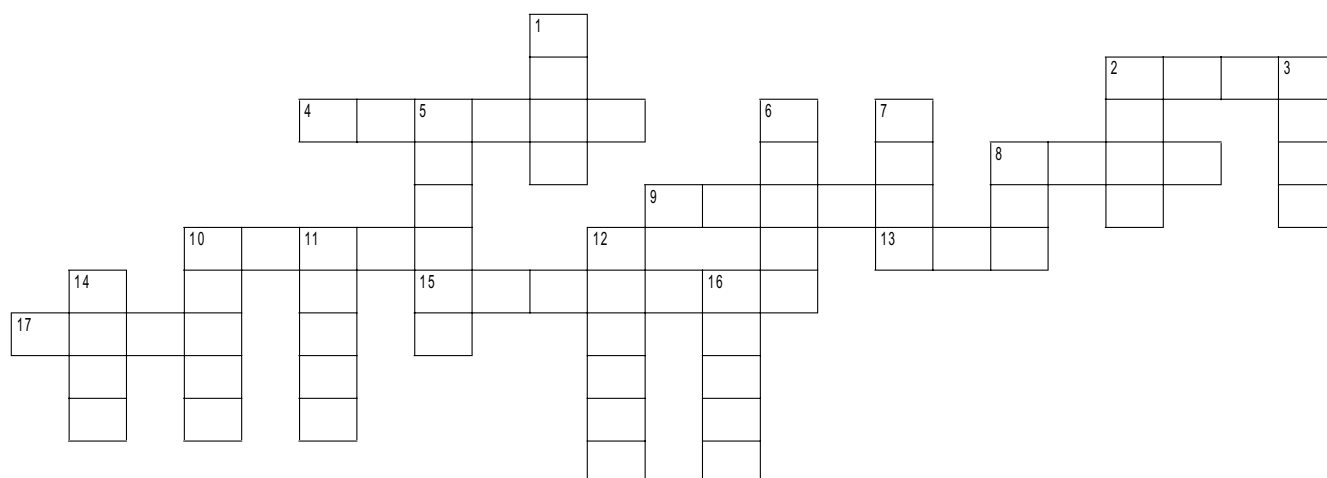
might
mind
myself
right

rise
sign
silent
sunshine

supply
tiny
while
wild

*Spelling Worksheet**Lesson 5*

Hint: All the words in this puzzle have the “long o” vowel sound.

**Across**

2. hair smoother; tool with teeth
4. nearly; a little less than
8. turn over again and again; spin
9. did drive
10. without money; penniless
13. stitch with thread; attach
15. in no place; not anywhere; not in any place
17. purpose; particular thing that a person wants to achieve

Down

1. too; as well; besides; in addition
2. young horse
3. brave; courageous
5. second; brief bit of time
6. complete; entire
7. moves; proceeds; travels
8. paddle; use oars to move
10. underneath; under
11. sea; large body of salt water
12. but; however; despite the fact that
14. story in rhyme; composition in verse
16. electronic device people listen to

almost
also
below
bold

broke
colt
comb
drove

goal
goes
moment
nowhere

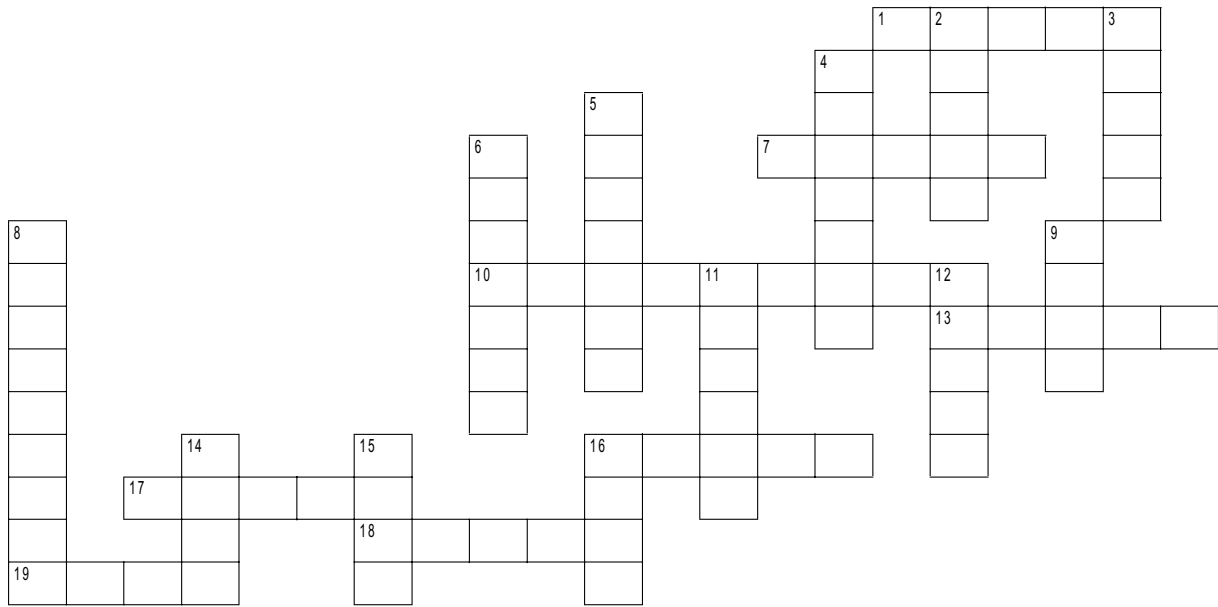
ocean
poem
radio
roll

row
sew
though
whole

Spelling Worksheet

Lesson 6

Hint: All the words in this puzzle have the “long u” or “oo” vowel sound.

**Across**

1. an orange or apple; some naturally sweet foods
7. long pipe like a whistle that makes musical sounds
10. area in a school where teacher and students meet for lessons
13. regular; normal; routine
16. bunch; crowd; gang
17. a drink; liquid from fruit
18. belonging to or relating to a person or thing
19. fail to win; not succeed at

Down

2. way; road; path
3. this morning and afternoon; at the present time
4. ball filled with air; bright-colored rubber bag with air inside
5. the first month of the year
6. small wild animal with a “mask” of dark fur; night animal
8. very pretty; lovely
9. real; what actually did happen
11. the place where people learn; the building where classes are held
12. songs; tunes
14. TV part with a glass screen
15. latest happenings; current events
16. did grow; went up in size

balloon
beautiful
classroom
flute

fruit
grew
group
January

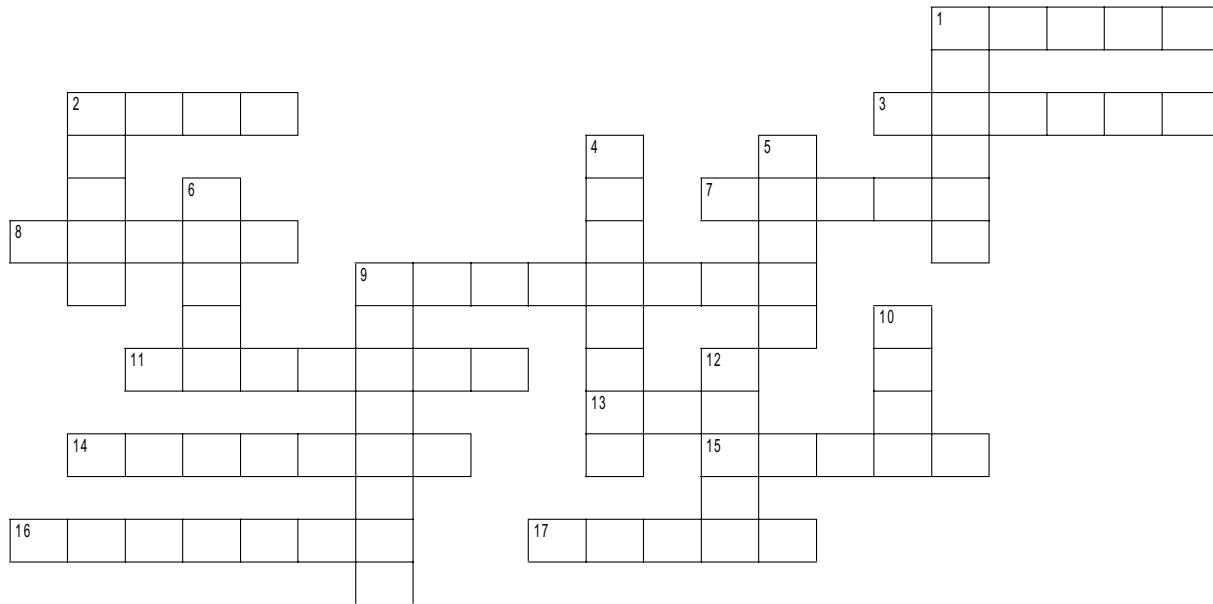
juice
lose
music
news

raccoon
route
school
today

true
tube
usual
whose

*Spelling Worksheet**Lesson 7*

Hint: All the words in this puzzle have the sounds you hear in the words *jaw*, *joy*, *out*, or *put*.

**Across**

1. large number of people together; group; gathering
2. shove; slide
3. the eighth month of the year; a summer month
7. the opening in the face where the teeth, jaws, and tongue are found
8. like; take pleasure in
9. where the stores are; in the business center
11. for the reason that; since
13. rule set up by a government for all people to obey
14. did think; imagined; believed

15. mistake; error
16. not in the house; not in a building
17. will; is likely to

Down

1. did catch; grabbed; snatched
2. place; spot; location
4. a team game played with a ball that has pointed ends
5. did find; discovered
6. spoken sounds; words
9. baby girl; child who is a girl
10. male animal in the cow family; male ox
12. terrible; horrible

August
awful
because
bull

caught
crowd
daughter
downtown

enjoy
fault
football
found

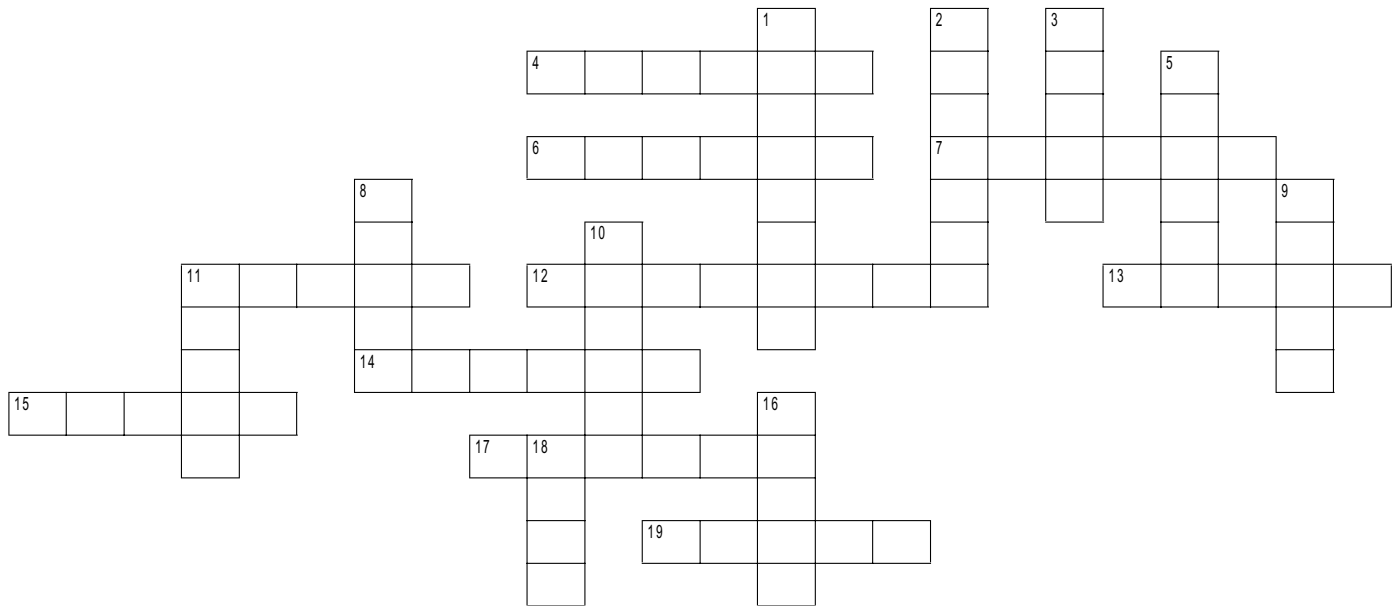
law
mouth
outside
point

push
thought
voice
would

Spelling Worksheet

Lesson 8

Hint: All the words in this puzzle have short vowel sounds followed by an *r*.



Across

4. human; man, woman, boy, or girl
6. a game where players kick a ball; a kind of "football"
7. give back; exchange
11. act quickly; be fast
12. a weekend day; the first day of the weekend
13. listened to; sensed with my ears
14. big bird eaten at Thanksgiving
15. to begin
17. price; cost
19. celebration; social event

Down

1. lessons for after school
2. trip
3. world we live on; planet we share
5. draw a ring around; make a round shape around
8. ahead of the others; at the front
9. whole earth; globe
10. machine that takes pictures; machine that holds film
11. body's blood pump; major organ
16. find out; discover
18. cause pain; feel sore

camera
charge
circle
earth

first
heard
heart
homework

hurry
hurt
journey
learn

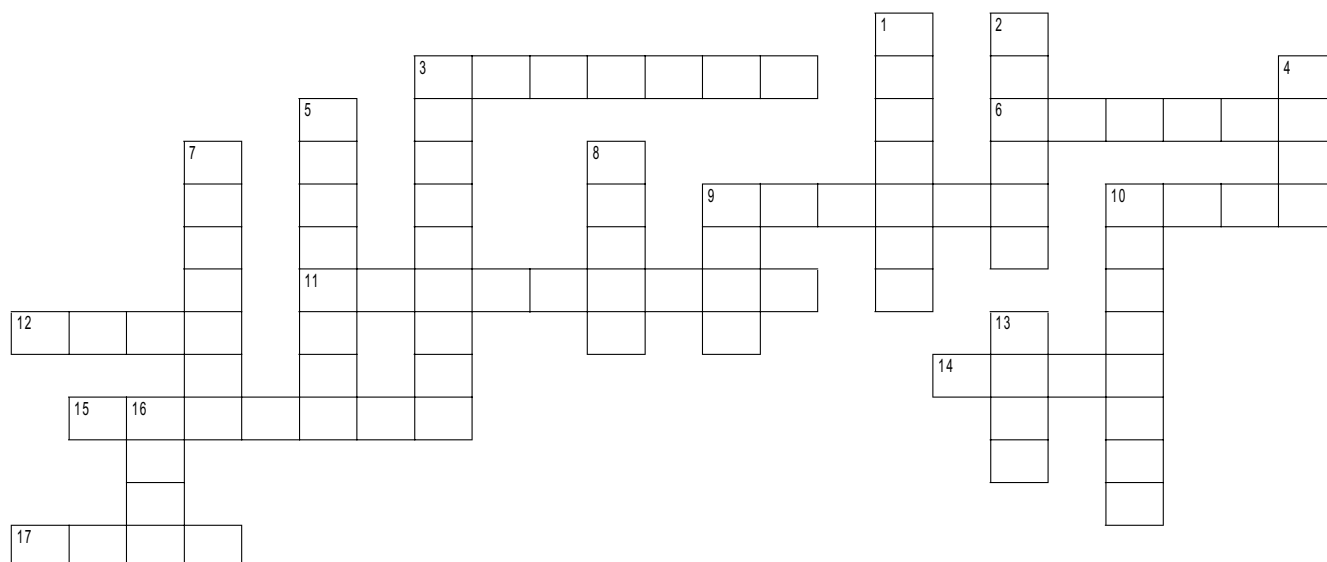
party
person
return
Saturday

soccer
start
turkey
world

Spelling Worksheet

Lesson 9

Hint: All the words in this puzzle have long vowel sounds followed by an *r*.



Across

3. avoids risks and danger; cautious
6. shape; form
9. fix; make good again
10. certain; without any doubt
11. blizzard; weather event in which flakes of frozen water fall
12. very brave person; person who is admired
14. without money; far from rich; penniless
15. shouted support; yelled in praise
17. cord; thin metal thread

Down

1. get ready; do what's needed ahead of time
2. earlier than; ahead of the time for
3. stiff paper
4. in this place
5. huge animal, no longer living, that looked like a lizard
7. nowadays; at the present time; today
8. 40; the next number after thirty-nine
9. scarce; hard to find; uncommon; unusual
10. set of steps; flight of steps
13. 4
16. listen to; sense with the ears

anymore
before
cardboard
careful

cheered
dinosaur
figure
forty

four
hear
here
hero

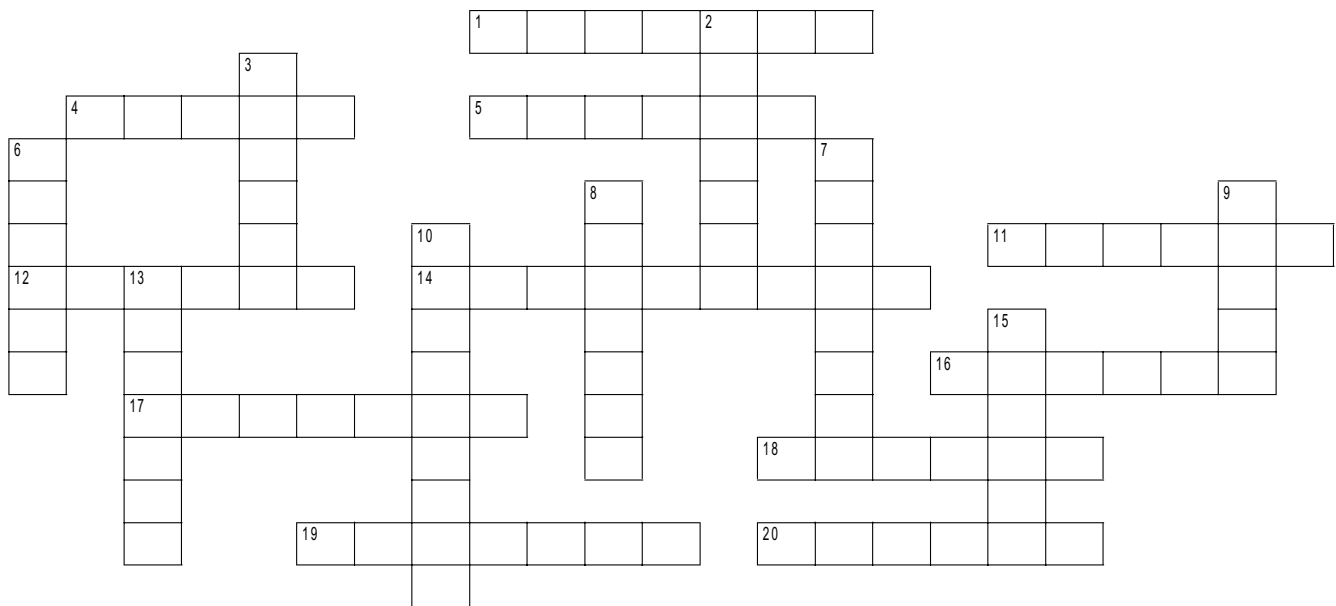
poor
prepare
rare
repair

snowstorm
stairway
sure
wire

Spelling Worksheet

Lesson 10

Hint: All the words in this puzzle have the schwa sound. The schwa sound is the underlined vowel sound in the words *able*, *away*, *dragon*, and *easily*.



Across

1. ship's leader; person in charge of the ship
4. once more; another time
5. bill worth 100 cents
11. very lowest part; part underneath
12. take trips; go from place to place
14. serious; of great value
16. larger; greater in size
17. person who helps students learn, usually in a school
18. near; close to
19. at last; after a long wait
20. human beings; boys and girls

Down

2. opposed to; not in favor of
3. small; tiny
6. medical expert; person who cares for sick people
7. at any time
8. difficulty; problem
9. red, blue, or green, etc.
10. not alike; not the same
13. one more
15. sign; notice; something, such as a sound, that has a special meaning

again
against
another
around

bigger
bottom
captain
color

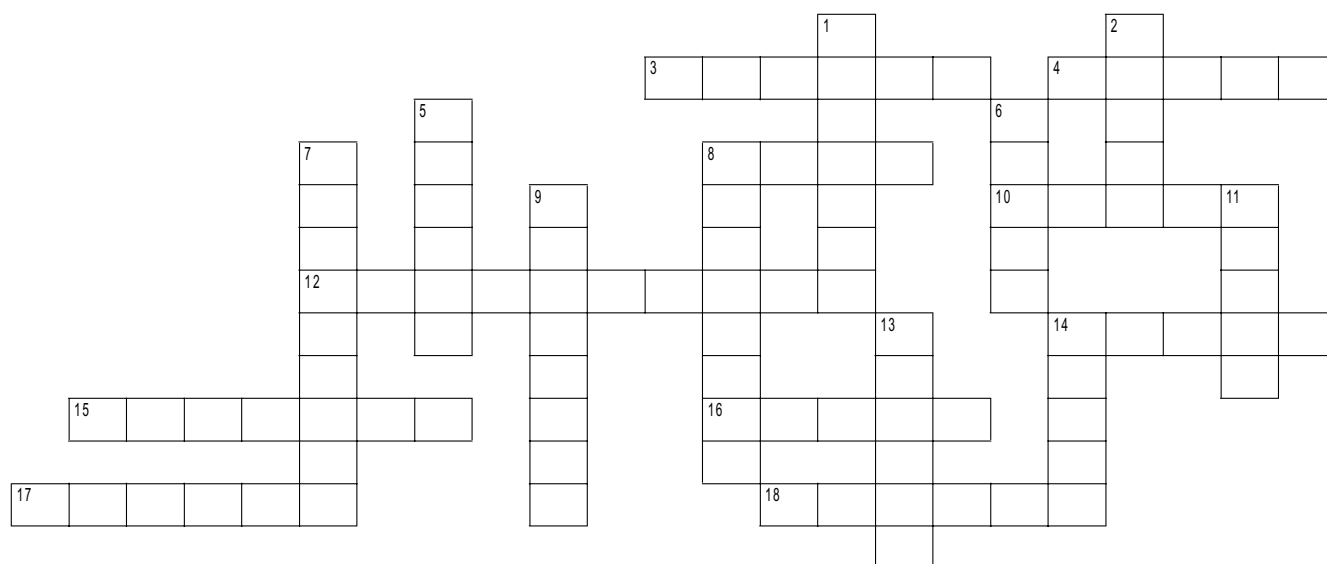
different
doctor
dollar
finally

important
little
people
signal

teacher
travel
trouble
whenever

*Spelling Worksheet**Lesson 11*

Hint: All the words in this puzzle have the consonant pairs *ng* or *nk*.

**Across**

3. powerful; great; mighty
4. enclosed storage place in a car
8. put words to music; used the voice to make music
10. annoyed; very upset
12. all things; each thing
14. together; in company
15. not an item; not one bit
16. not telling the truth; fibbing
17. turn to play; time at bat in baseball
18. at the same time of; in the middle of

Down

1. first half of the day; early part of the day; before noon
2. not right
5. part of the hand used to touch
6. empty; not marked
7. a specific item
8. scatter in small bits
9. whatever; it doesn't matter what
11. not old; not grown; in the early years of life
13. needing food; wanting to eat
14. in with; in the middle of

along
among
angry
anything

blank
during
everything
finger

hungry
inning
lying
morning

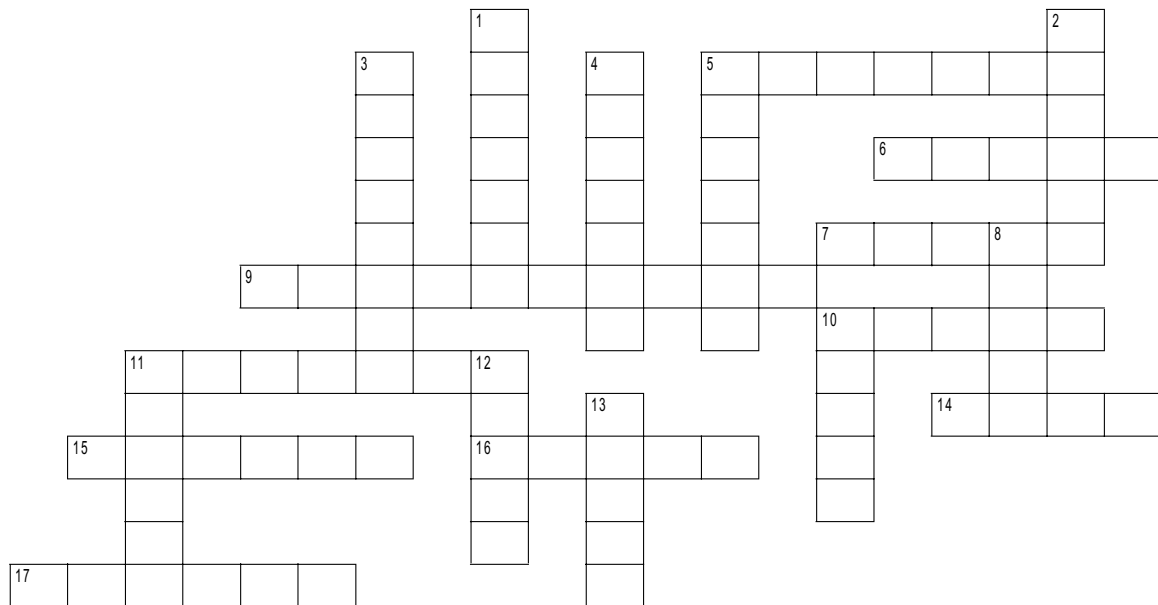
nothing
sang
something
sprinkle

strong
trunk
wrong
young

Spelling Worksheet

Lesson 12

Hint: All the words in this puzzle have “silent” consonants.



Across

5. cooking room; place where food is prepared
6. familiar; not strange
7. show respect for; show special regard for
9. scared; terrified; alarmed
10. did write; formed the letters in
11. carried; took with
14. the tied part of a thread, rope, or string; a tangle of strong or rope
15. try to hear; pay attention
16. the imaginary spirit of a dead person
17. fall; the time of year between summer and winter

Down

1. pull out longer; lengthen
2. to respond to; to reply to
3. going up or down; rising up
4. baseball player who gets balls that are thrown by the pitcher
5. hit; banged; bumped
8. many times; again and again
10. learn the heaviness of; find the number of pounds of
11. shiny; brilliant
12. not loose; close-fitting
13. was able to; managed to

answer
autumn
bright
brought

catcher
climbing
could
frightened

ghost
honor
kitchen
knocked

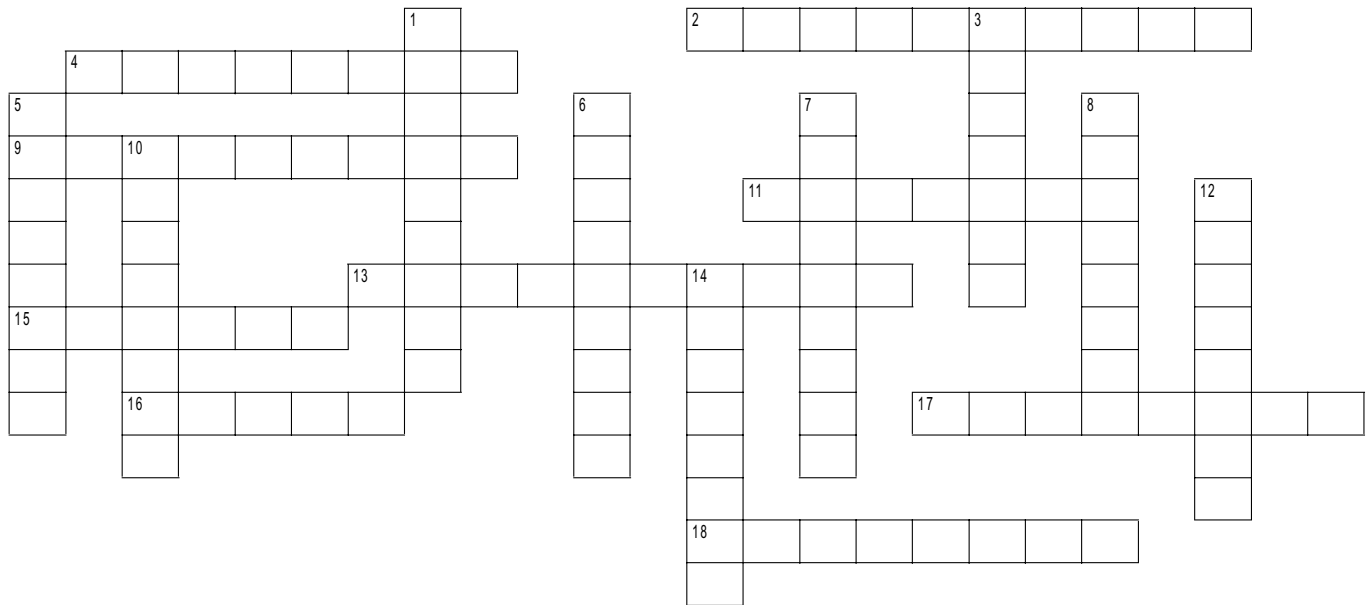
knot
known
listen
often

stretch
tight
weigh
wrote

Spelling Worksheet

Lesson 13

Hint: All the words in this puzzle are compound words.



Across

2. in all places; here and there
4. the second floor; the upper level
9. sweet frozen food; smooth frozen dairy product
11. a person
13. a team sport played on a court with a large round ball and a basket
15. one person, when it doesn't matter which person
16. many; quite a few
17. a team sport played with bats and balls on a diamond-shaped field
18. in whatever place

Down

1. morning meal; first meal of the day
3. not having
5. machine with wings that flies
6. the back of a horse
7. glow from the earth's satellite
8. all persons; each man, woman, and child
10. ordinary; common; usual
12. open space behind a house, often a grassy area
14. time each year that marks another whole year since a person was born

a lot
airplane
anyone
anywhere

backyard
baseball
basketball
birthday

breakfast
downstairs
everyday
everyone

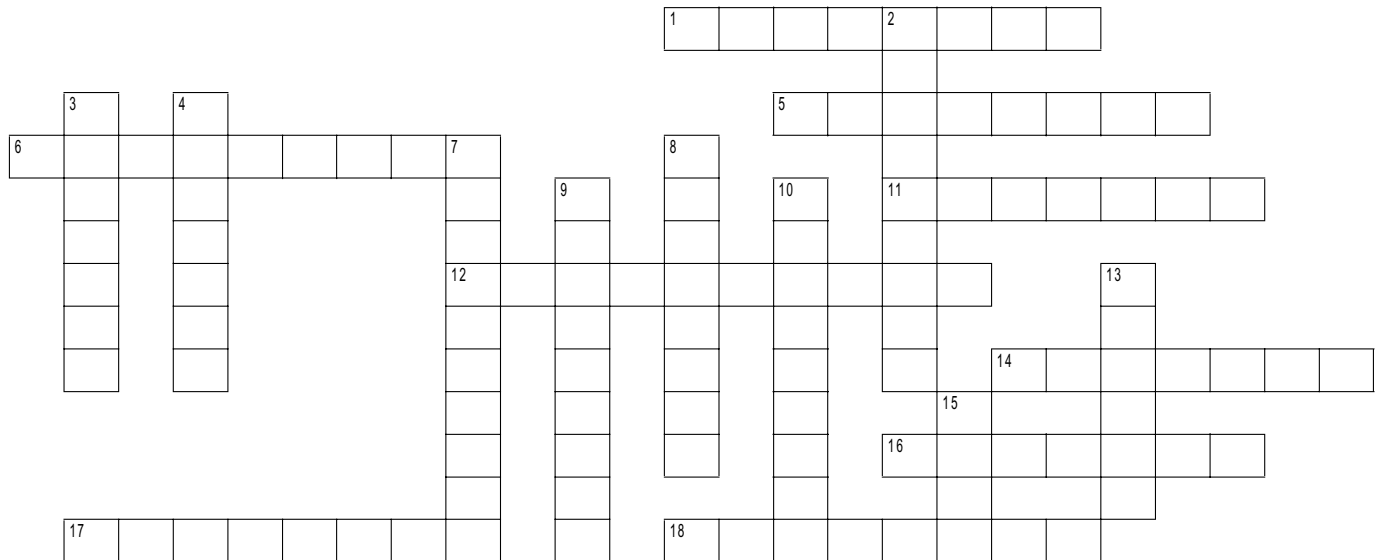
everywhere
horseback
ice cream
moonlight

someone
sometimes
upstairs
without

Spelling Worksheet

Lesson 14

Hint: All the words in this puzzle are compound words.



Across

1. you, especially on your own
5. a person; one person
6. spot in a house made for burning wood
11. Saturday and Sunday
12. on their own; with their own selves only
14. the dawn
16. one person, when it doesn't matter which person
17. chain that goes around the part of the body that holds the head up
18. place in a house where people take showers and wash up

Down

2. in one place or another; in an unknown place; here or there
3. on his own; without anyone else's help
4. she, especially on her own
7. shaking of the ground
8. edge of the ocean; the coast; the beach
9. all the persons; each man, woman, and child
10. okay; fine
13. am not able to; don't know how to
15. on + to

all right
anybody
bathroom
cannot

earthquake
everybody
fireplace
handkerchief

herself
himself
necklace
onto

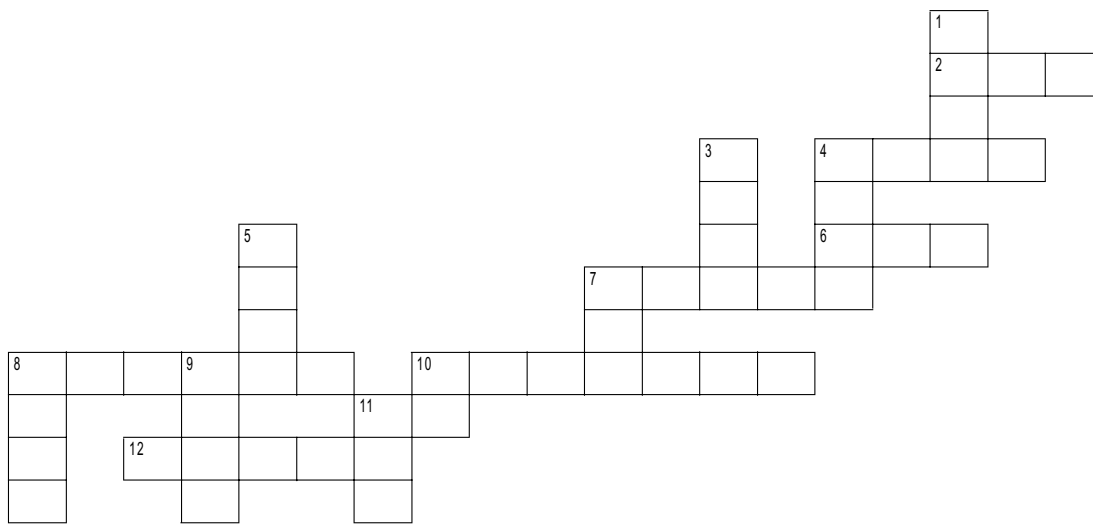
playground
seashore
somebody
somewhere

sunrise
themselves
weekend
yourself

Spelling Worksheet

Lesson 15

Hint: All the words in this puzzle are homophones or words that people often confuse with other words.



Across

2. plural of "is"
4. was sure; was certain
6. belonging to us
7. did throw; pitched
8. went beyond; moved ahead of
10. finished; done
11. the opposite of "yes"
12. part; bit

Down

1. time of low prices
3. without cheating; according to the rules; honestly
4. have experience with; be familiar with
5. cost of a ticket; charge
7. also
8. time that came before now
9. travel by boat
10. in the direction of
11. just started; not old

are
our
buy
by

fair
fare
knew
new

know
no
passed
past

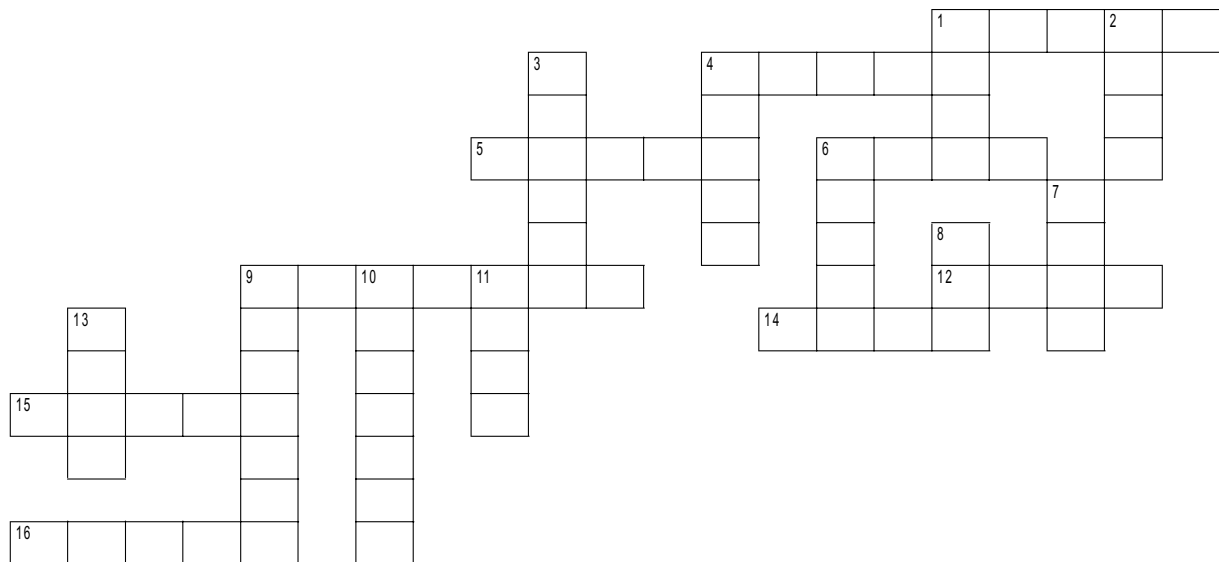
peace
piece
sail
sale

threw
through
to
too

Spelling Worksheet

Lesson 16

Hint: All the words in this puzzle are homophones or words that people often confuse with other words.



Across

1. trash; garbage; rubbish
4. in that place; in that spot
5. entirely; completely
6. had been; used to be
9. baseball player who throws the ball for batters to try to hit
12. next; later
14. it is
15. silent; without sound
16. in what place; at what spot

Down

1. have on; dress in
2. compared with
3. you are
4. belonging to more than one person
6. the middle part of the body, above the hips
7. raised part at the back of the sole of a shoe
8. belonging to it
9. drawing; sketch
10. they are
11. get well; become better; mend
13. belonging to the person reading this

heal
heel
it's
its

picture
pitcher
quiet
quite

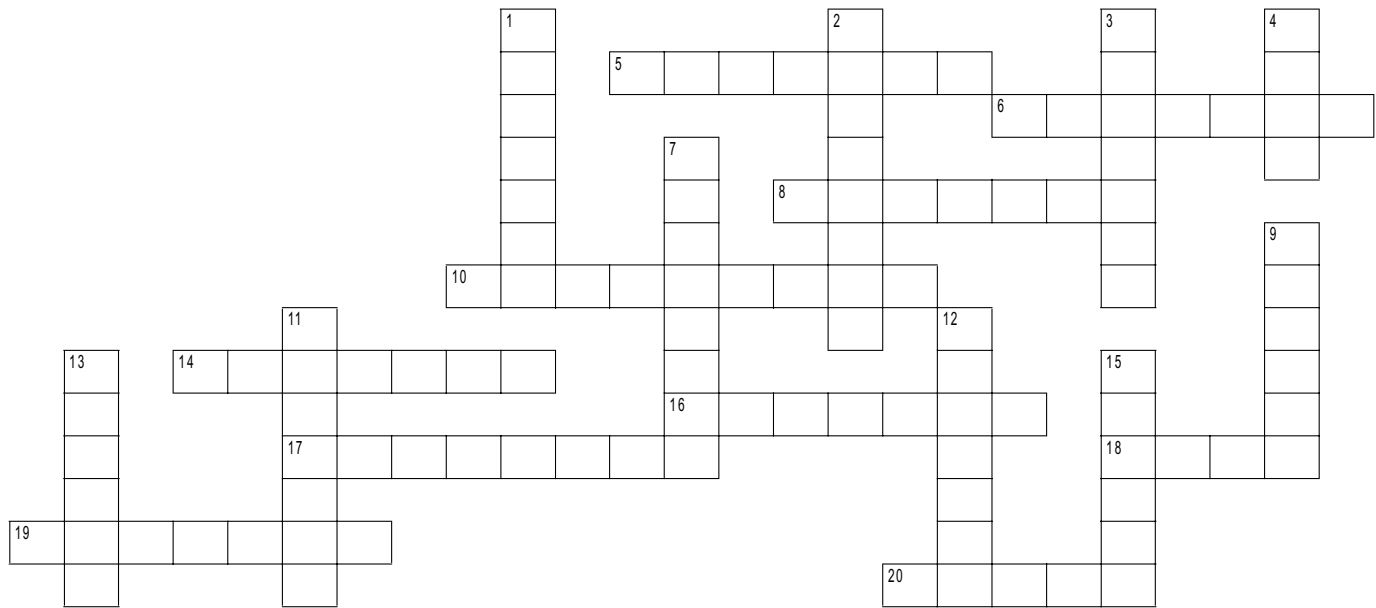
than
then
their
there

they're
waist
waste
wear

were
where
you're
your

*Spelling Worksheet**Lesson 17*

Hint: All the words in this puzzle are plural forms of nouns.

**Across**

5. pails; metal containers with handles
6. people who teach sports
8. woven containers; holders made of intertwined strips
10. fiery mountains; land formations that spit out lava
14. odds; possibilities
16. motors; machines that drive or make something work
17. cloth hangings for windows; draperies
18. tools for chopping, like hatchets
19. work tables
20. dusty materials left by a fire; piles of gray powder

Down

1. ox-like animals with shaggy heads; bison
2. bits of news sent; notes
3. groups of students who usually meet together
4. strong, heavy cattle
7. tall African animals with long necks
9. periods of about four weeks; thirty-day chunks of time
11. small sticks used for starting fires; flame makers
12. gentle winds; light air currents; puffs of wind
13. walls between properties; barriers
15. musical instruments with keys

ashes
axes
baskets
benches

breezes
buckets
buffalo
chances

classes
coaches
curtains
engines

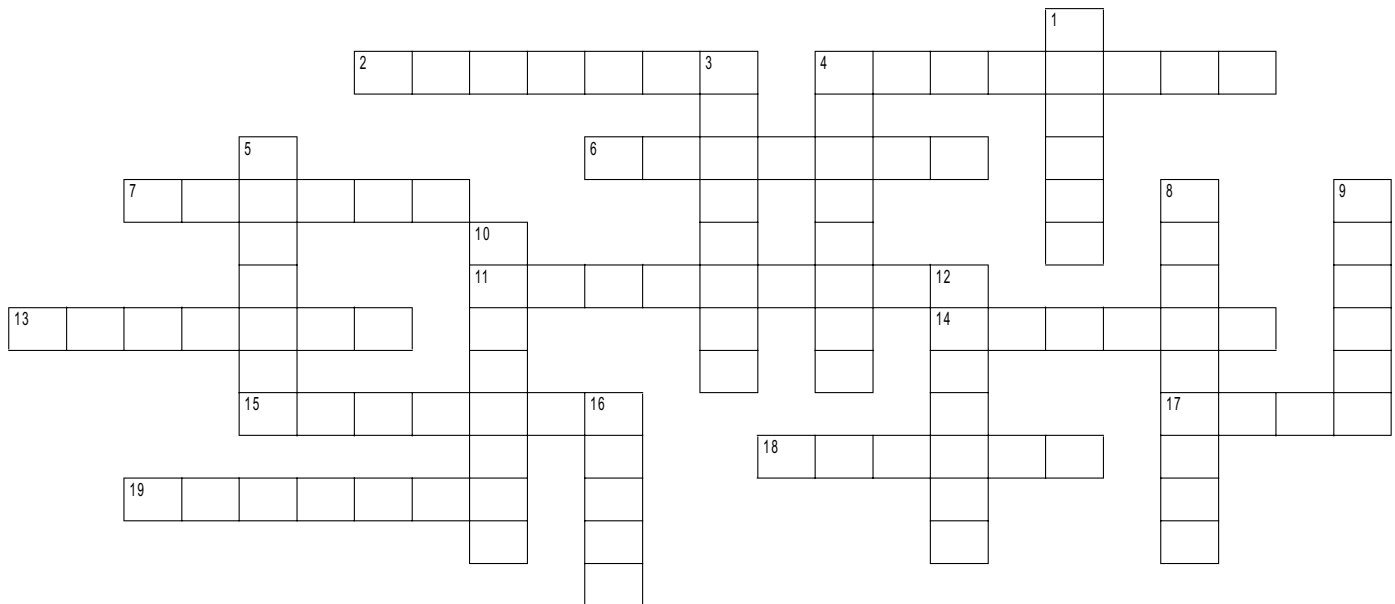
fences
giraffes
matches
messages

months
oxen
pianos
volcanoes

Spelling Worksheet

Lesson 18

Hint: All the words in this puzzle are formed by adding suffixes to words that end in *y*.



Across

2. took from place to place; hauled; brought along
4. most bright or glossy; most gleaming
6. tales
7. moved back and forth; swung; tilted from one side to another
11. business firms; corporations
13. thought about troubles
14. working at doing better
15. answered; responded; took a turn talking
17. beams of light
18. made another one just like the original; made a likeness
19. coins equal to $\frac{1}{100}$ of a dollar

Down

1. very large towns
3. entrances to rooms; openings
4. more thin
5. person who brings or takes things; person who delivers
8. lands; nations
9. very young children; infants
10. makes you most afraid; causing greatest worry or alarm
12. did try to learn; did go over
16. took water off of; removed liquid from

babies
carried
carrier
cities

companies
copied
countries
doorways

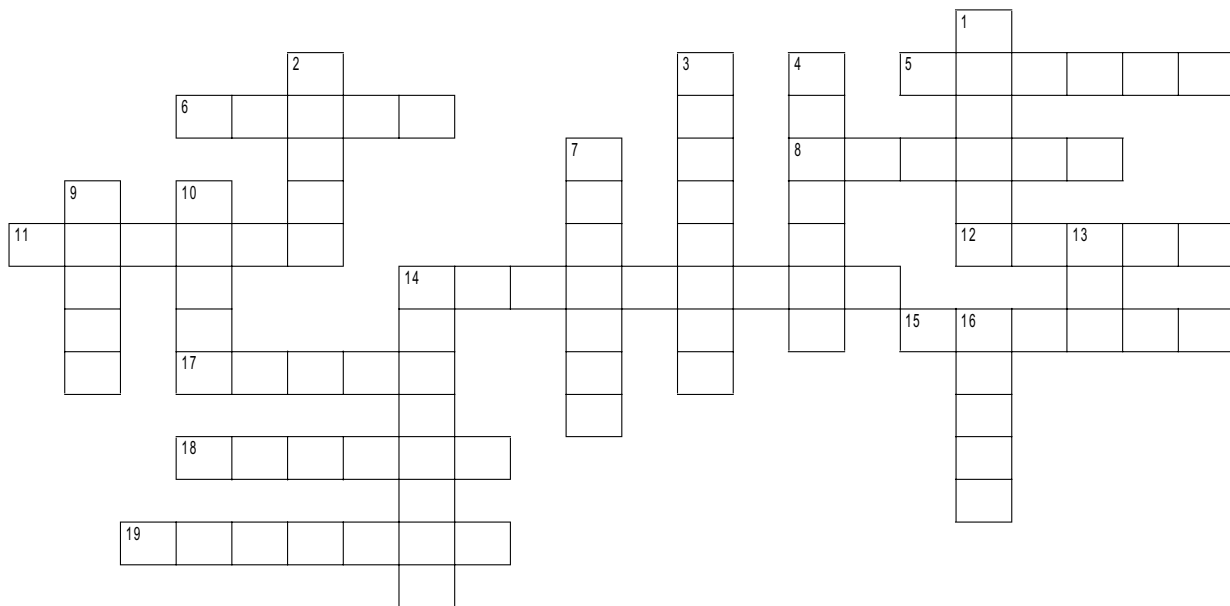
dried
pennies
rays
replied

scariest
shiniest
skinnier
stories

studied
swayed
trying
worried

*Spelling Worksheet**Lesson 19*

Hint: All the words in this puzzle are formed by adding suffixes that begin with vowels.

**Across**

5. alive; existing; surviving
6. filled with smoke; thick with vapor
8. arriving; moving this way
11. gaining; earning
12. traveling or moving from one place to another
14. amazed; startled
15. person who is taking part in a game
17. person who works underwater; person who swims underwater
18. owning; possessing
19. made up his mind; chose

Down

1. sitting on while controlling or driving
2. making happen; accomplishing; performing; achieving
3. thrilling; stirring
4. thrilled; stirred up
7. aiding; working with; assisting
9. person who makes bread; kind of cook
10. without energy; having no pep
13. covered with frozen water; slippery; frosted
14. person you don't know; man or woman you've never met or seen before
16. afterwards; after a certain time

baker
coming
decided
diver

doing
excited
exciting
going

having
helping
icy
later

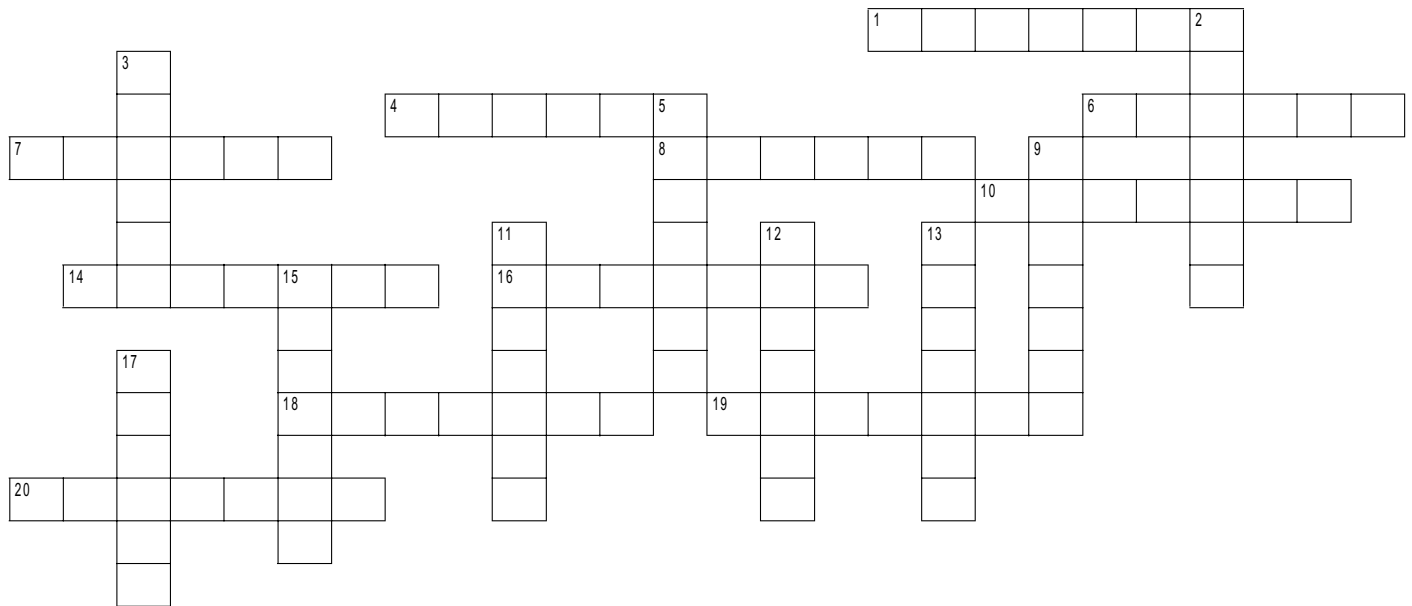
living
making
player
riding

smoky
stranger
surprised
tired

Spelling Worksheet

Lesson 20

Hint: All the words in this puzzle have suffixes and doubled consonants.



Across

1. person who moves in the water; water athlete
4. jumped up and down on one foot
6. person who was best; one who succeeded; one who triumphed
7. blew up, exploded, or burst with a sudden sound
8. turning part; wheel
10. in a seat
14. snatched hold of; seized suddenly; took
16. stumbled; lost balance; fell
18. person who catches animals; type of hunter
19. being best in; getting a prize in
20. slicing; dividing

Down

2. racing; jogging
3. kind of fastener often used for pants; slide that opens and closes
5. let fall; released
9. striking; slapping; banging; knocking; whacking
11. brought to a standstill; stilled; halted
12. receiving
13. making a sudden sound; making a noise like a bursting balloon
15. hitting a baseball with a stick shaped like a club
17. player who swings at the ball; one who hits balls

batter
batting
cutting
dropped

getting
grabbed
hitting
hopped

popped
popping
roller
running

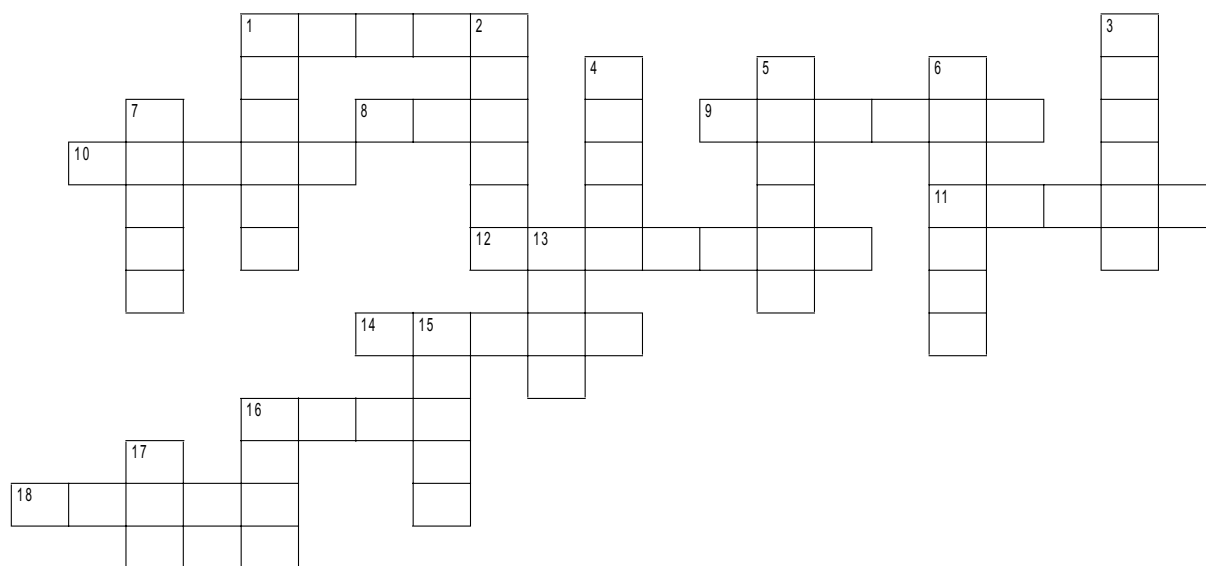
sitting
stopped
swimmer
trapper

tripped
winner
winning
zipper

Spelling Worksheet

Lesson 21

Hint: All the words in this puzzle are contractions. (Include the apostrophe in your answer.)



Across

1. contraction of you would
8. contraction of I would
9. contraction of that is
10. contraction of do not
11. contraction of let us
12. contraction of there is
14. contraction of is not
16. contraction of I have
18. contraction of we will

Down

1. contraction of you have
2. contraction of did not
3. contraction of are not
4. contraction of we are
5. contraction of what is
6. contraction for "of the clock"; according to the clock
7. contraction of will not
13. contraction of he is
15. contraction of she is
16. contraction of I will
17. contraction of I am

aren't
didn't
don't
he's

I'd
I'll
I'm
isn't

I've
let's
o'clock
she's

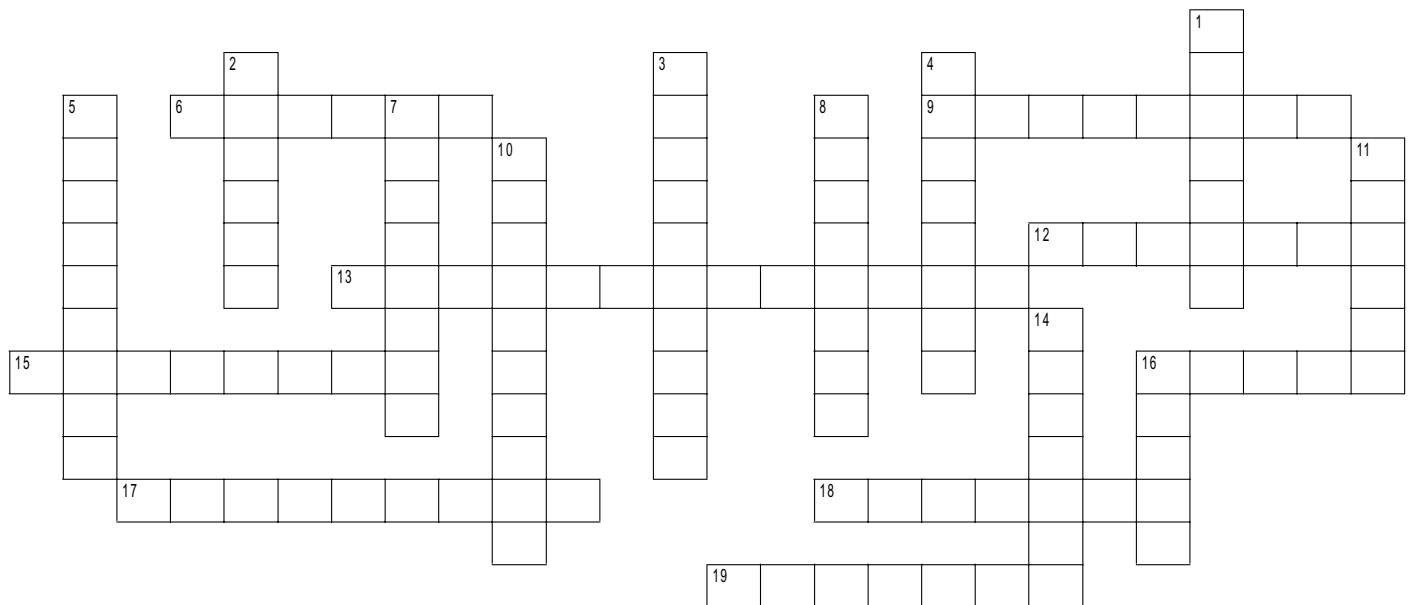
that's
there's
we'll
we're

what's
won't
you'd
you've

Spelling Worksheet

Lesson 22

Hint: All the words in this puzzle are the possessive forms of singular or plural nouns.



Across

6. belonging to very young women
9. belonging to a living being that is not a plant
12. belonging to a person who works in a hospital; caring for sick people
13. belonging to the main building for police or the military
15. belonging to pals or buddies
16. belonging to a young man
17. belonging to a place that lends books
18. belonging to a juicy fruit that grows on trees, especially in Georgia
19. belonging to a father; belonging to a papa

Down

1. belonging to wild animals that are like dogs
2. belonging to a young woman
3. belonging to the largest land animal
4. belonging to a desert plant
5. belonging to a horrible creature; belonging to a beast with a strange form
7. of the months of June, July, and August; of the warm season
8. belonging to small, furry, ape-like animals that swing from trees
10. belonging to a yellow fish, often kept as a pet
11. belonging to the person in charge
14. belonging to a female magician or wizard
16. belonging to young men

animal's
boss's
boy's
boys'

cactus's
daddy's
elephant's
friends'

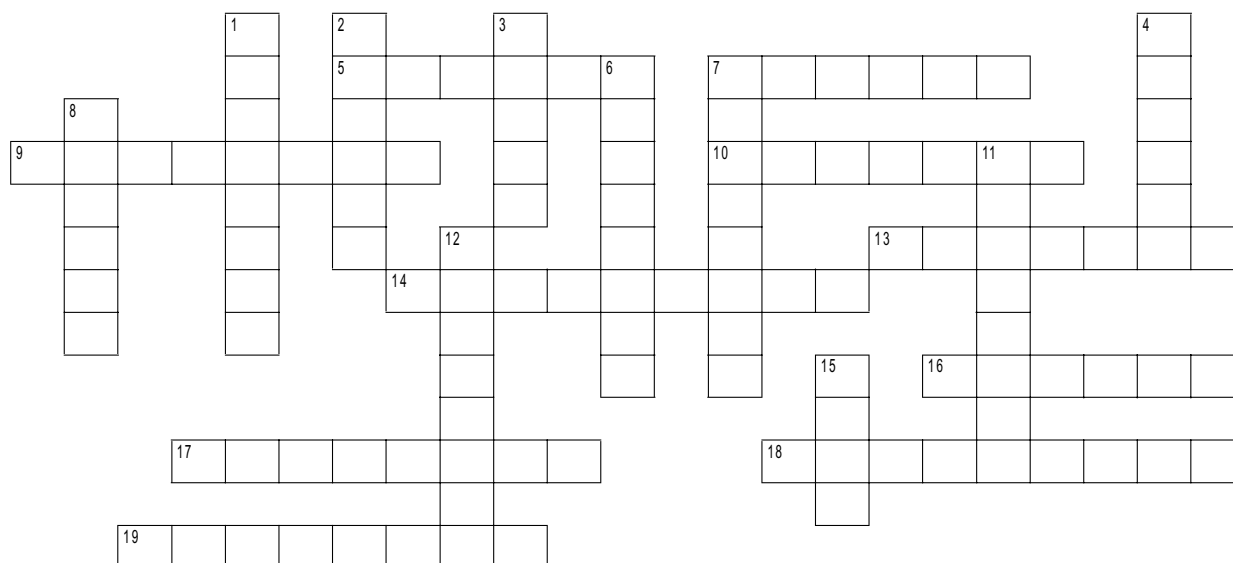
girl's
girls'
goldfish's
headquarters'

library's
monkeys'
monster's
nurse's

peach's
summer's
witch's
wolves'

*Spelling Worksheet**Lesson 23*

Hint: All the words in this puzzle are words that most people find hard to spell.

**Across**

5. as much as needed; plenty
7. meal eaten outdoors; party outside
9. the next day; in the morning
10. street number; place to send mail
13. by now; by this time; before that
14. first part; start of
16. 60 seconds; one sixtieth of an hour
17. best-liked
18. the day of the week after Tuesday and before Thursday
19. keep in mind; not forget

Down

1. the second month of the year; the month after January
2. one sixtieth of a minute
3. decide without knowing; suppose
4. piece of land circled by water
6. took place; occurred
7. do something again and again to get better at it
8. gave money for; paid for; purchased
11. thing not expected; thing not known ahead of time
12. drugs for the sick
15. at the time; at the moment

address
already
beginning
bought

enough
favorite
February
guess

happened
island
medicine
minute

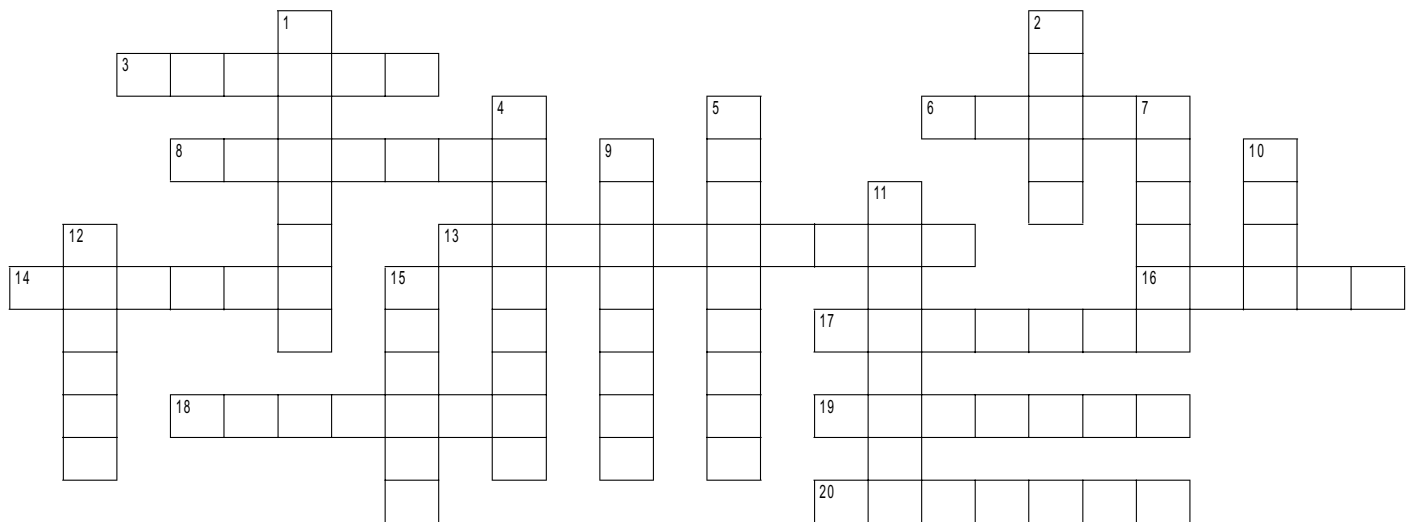
picnic
practice
remember
second

surprise
tomorrow
Wednesday
when

Spelling Worksheet

Lesson 24

Hint: All the words in this puzzle are words that most people find hard to spell.



Across

3. from one side to the other; over; to the opposite side of
6. adult human female
8. very small town
13. pictures sent through air; broadcasts of sounds and images
14. officers of the law; people who make sure everyone obeys the law
16. each; all of one kind of
17. more than a few
18. agreement to trade; deal
19. make a sound by blowing through the lips
20. clear, colorless rock

Down

1. went along behind; came after
2. adult human females
4. device or machine for talking over wires
5. Christ's birthday; Yuletide
7. coin equal to five pennies
9. problem; riddle
10. one time; on a single occasion
11. with each other; in one group, pair, or gathering
12. in the direction of
15. at all times

across
always
bargain
Christmas

crystal
every
followed
nickel

once
police
question
several

telephone
television
together
toward

village
whistle
woman
women

WORKSHEET ANSWER KEYS



The following are the answer keys for *SkillsTutor* Language Arts A worksheets. The correct answers for Capitalization, Punctuation, and Usage worksheets appear in bold. The completed crossword puzzles for Spelling worksheets are shown.

Capitalization

Lesson 1A

Last week, **I** went to the seashore for the sixteenth **Cooper** family picnic. My cousins, **Wendell** and Keesha, were there. Our neighbors, Sandra and Denny **Meyer**, plus a family friend, Walter **T. Jordan**, came along with us.

That day, **Mr. Jordan** and I went on a sailboat. He asked me the same question he asks every year. "What are you going to be when you grow up, Jason Cooper?"

"Maybe, **I'd** like to be an architect like **Ms. Lawson**," I said. "Sometimes, though, I think **I'll** be a police officer."

"How about becoming a doctor like **Dr. Thomas**?" Mr. Jordan asked.

Then, I saw **Miss Vreeland** waving to us to bring in the boat. I was glad, because **I** was very hungry. "The only thing **I'm** going to eat," I said, "is a big piece of cake!" However, **Keesha** said I had to have a sandwich first.

When the tide went out, Denny Meyer's son **Brian** and I caught snails. We put some in a bucket to take home. I named mine Spee **D. Racer** as a kind of joke.

Later, I had some of **Mrs. Meyer's** homemade cookies. At sundown, we watched fireworks. On the way home, though, I kept thinking of what Mr. Jordan had said. I think someday **I'll** be **Dr. Cooper**.

Capitalization

Lesson 2A

One autumn morning, Kate took the family's cow to market.

"**Be** sure you get a good price for old Milkbar," her mother said. "We need to buy flour for baking bread."

When she got to the market, Kate met a man with a gleam in his eye. **He** said, "**What** a fine animal you have!"

"**What** will you pay me for her?" Kate asked.

He gave her five tiny beans and said, "**These** will grow into a magic stalk."

Kate knew beans wouldn't buy flour. **She** thought these might grow magic food for her family, so she agreed.

As soon as Kate arrived home, she planted the beans. **Up** sprang a magic stalk. "**It** reaches the sky!" Kate said excitedly and started climbing.

At the top of the stalk was a large door, slightly open. Kate called, "**Is** anybody home?" Then she tiptoed inside.

"**Who** dares come in?" a giant roared.

Kate said to herself, "**Now** I'm in for it." She raced for the magic stalk.

On the way, she knocked over a sack of flour. It fell through the sky like snow. It was enough flour for the whole winter. **That** night Kate and her mother celebrated with a huge loaf of bread.

Capitalization

Lesson 3A

Dear Eddie,

I'm stuck in my spaceship. The brake doesn't work. You must help me, or I'll be here forever.

Sincerely,
Mogo from Mars

Dear Sam,

A man from Mars needs help. The brake in his spaceship doesn't work. How can he fix it?

Your friend,
Eddie

Dear Ms. Boyd,

On your next radio program, please ask your listeners for help. My friend Mogo is stuck in his spaceship. Can anyone help him?

Yours truly,
Eddie Carr

Dear Ann,

I need some information. Do spaceships have brakes? Can people from Mars speak English?

With love,
Eddie

Dear Mr. Wells,

Did anyone report a spaceship yesterday? I think something odd is going on.

Sincerely yours,
Eddie Carr

Dear Eddie,

What was the date on your letter from Mogo? Was it April 1? April Fools'!

Your pal,
Sam (from Mars)

Capitalization

Lesson 4A

Dad came home from **Canada** with a surprise for us. He was bringing us on his next business trip! “We’ll be visiting **Washington, D.C.**,” said Dad.

I soon waved good-bye to **Bedford, Indiana**. We flew across the Ohio **River** and over the Appalachian **Mountains**. About two hours later, Mom said, “Look! There’s the Washington **Monument**! We’ve arrived!”

We flew low over the **Potomac** River into Virginia. We drove across Memorial **Bridge**. Then we passed the White House on Pennsylvania **Avenue**.

“Let’s wave to the President!” I said.

“I love this city as much as I loved **Chicago**,” said Mom. “Look at the tulips! They’re a gift from the people of **Holland**.”

“Can we turn down Virginia **Avenue** to see the Kennedy **Center**?” I asked. “I also want to see the pandas at the **National Zoo**! They were a gift from the people of **China**.”

“I’d like to see the cherry blossoms at the Jefferson **Memorial**,” said Dad.

“Then maybe we could take a boat ride on the Chesapeake **Bay**,” said Mom.

“Let’s start with a picnic lunch in Rock **Creek Park**,” said Dad. “Then we’ll have enough energy to explore everything!”

Capitalization

Lesson 5A

Last **Monday**, my cousin Tony was pretty upset. “On Wednesday I’m getting braces. On **Friday** I have a spelling test,” he said. “The only good thing about this **February** is Valentine’s **Day**.”

“Things sure can be pretty grim this time of year,” I agreed. “Try to think about all the fun we’ll have between **Halloween** and New Year’s.”

“Actually, we always have a party on New **Year’s** Day. That gets **January** off to a good start,” Tony said. “Then,” he groaned, “it’s so long until **Easter**.”

“Let’s start a new holiday in March. We’ll call it Kids’ Day,” I suggested.

“Why not?” said Tony. “After all, fathers have **Father’s** Day. Mothers have Mother’s Day. We could have Kids’ Day!”

“It could be the last Friday in March,” I added, “just like **Thanksgiving** is the last **Thursday** in **November**. We’d get the day off from school and not go back until Monday. With St. Patrick’s **Day**, we’d have two holidays in **March**.”

Tony called on **Saturday** morning. I could hear the relief in his voice.

“I passed!” he said. “The braces aren’t so bad, either. So forget Kids’ Day. Instead, just think! Hanukkah and **Christmas** are only 10 months away.”

Capitalization

Lesson 6A

I deliver our newspaper, *The Stratford Post*. One interesting person I deliver to is Mr. Green. He used to be an actor. He even had a part in *Ghostbusters*.

Sometimes he practices acting by playing the characters in books like *Sounder* or *Where the Wild Things Are*. He also reads aloud from the comics in *The Morning Globe* newspaper. He reads aloud from *Reader’s Digest*, too.

Mr. Green even plays the trumpet! I’ve heard him practicing “Battle **Hymn** of the Republic.” I’ve also seen him reading the magazine *Trumpet Notes*.

Last August, Mr. Green showed me a huge trunk. In it he had things from his days as an actor. There was sheet music to the song “Part of Your **World**” from the movie *The Little Mermaid*. He had copies of stories about himself from the newspapers, *The New York Times* and *The Washington Post*.

Mr. Green asked me if I wanted to be an actor. I surprised him when I said, “No. I want to be a writer, like Dr. Seuss. He wrote *The Cat in the Hat*. Maybe I’ll write for magazines like *Time* or *Outdoor Life*. I like to act out my thoughts on paper.”

Capitalization

Lesson 7A

It was Peter's first day in the third grade at Canton **Elementary** School. He had always gone to school with his brother Tim. Now Tim was in Ivy **Middle** School, so Peter rode the bus alone.

The bus traveled past Salem **High** School and the park. Then it halted. A boy with curly hair got on.

"My name's Frank," he said. "I was in Kent Elementary **School**, but now I'm in Canton. Canton's getting a new principal. He taught at **Drew** Elementary School and Weston **Day** School."

Peter wondered how Frank knew so much. "Stick with me," Frank whispered.

They rode past students going to Douglass **High** School and **Harbor** Middle School. Then, the bus stopped at Canton Elementary **School**. Frank said, "I have to report to the principal's office."

Peter wondered if his new friend was in trouble. He followed Frank.

The principal handed each boy an apple. "Friends from **Sunrise** Elementary School sent me some fruit," he said.

"Thanks, Dad," said Frank. Peter realized that Frank's dad was also the new principal. He wondered what else he'd learn about Frank if they remained pals all through Dixon High **School**.

Punctuation

Lesson 1A

What is the biggest animal in the **world**? Did you say a blue **whale**? You are **right**. A baby blue whale is bigger than an elephant. Now, that's **big**!

A whale breathes through a hole on its head called a **blowhole**. It can't breathe under water. When a whale dives deep, it holds its breath. When it comes up, it shoots a spray of mist high in the air. That's a giant **shower**!

Whales make strange **sounds**. They click, squeal, bark, and **whistle**. They can sound like a creaking door. Whale sounds are like music from outer space. How would your voice sound to a **whale**?

Whales are mammals. That means they breathe air and feed their babies **milk**. A baby whale can drink three gallons of milk in just seconds. Did you know a baby whale can gain as much as 200 pounds a **day**? Imagine **that**! How big is an adult blue **whale**? It can weigh 300,000 pounds. That's **huge**!

People used to hunt whales for their **blubber**. Blubber is a thick fat that can be made into oil. So many whales were killed that people started to worry about saving the **whales**. Today there are laws to protect **whales**. Will the whales **survive**? It's up to **us**.

Punctuation

Lesson 2A

Sept. 30, 1996

Pat **E.** Cake
14 Rowboat **Rd.**
Hiho, Ohio 44344

Dear Miss Cake,

Please let my son Homer leave class early on **Fri., Oct. 1**. He must see his dentist, **Dr. Bob L. Gumm**. This morning Homer woke us by playing his trumpet. Then, he chipped his tooth on it.

Also, tell the librarian, **Mr. Reid A.** Book, why Homer will not be there.

Mrs. Flo Pigeon,
Homer's mom

Oct. 1, 1996

Flo Pigeon
10 Dead End **St.**
Hiho, Ohio 44344

Dear **Mrs.** Pigeon,

I am sending Homer's homework with a classmate, Miss Robin Alread. I hope Homer is back for the class play. It will be **Mon., Oct. 4**.

Tell Homer his music teacher, **Dr. Claire Annette**, misses him. Our gym teacher, **Mr. Sum R. Salt**, does too.

Miss Pat **E.** Cake,
Homer's teacher

Punctuation

Lesson 3A

On January **24, 1848**, a sawmill worker wrote in his diary, “Some kind of metal was found.” It was gold, and the place was **Coloma**, California. Soon, everyone had heard the news.

On New Year’s Day, thousands of miners celebrated in Coloma. The date was January **1**, 1849. By January **1, 1851**, the gold was gone. The miners left, and Coloma became a ghost town.

Today, you can visit old towns like Coloma. Some towns, like Silver Plume, **Colorado**, had beautiful names. Some had funny names. The town of **Ione, California**, was once called “Bedbug.”

Each ghost town has something to see. Knight’s Ferry, **California**, has covered bridges. The OK Corral still stands in **Tombstone**, Arizona. The famous showdown of October **27, 1881**, took place there.

The writer Mark Twain once lived in Virginia **City**, Nevada. In a cemetery near there, you can trace a gravestone with the date of March **31**, 1832.

If you had been near Virginia City, **Nevada**, on May **15, 1850**, you might have seen the miners find gold. You could have danced until dawn in dusty mining boots, welcoming in the days of the gold rush.

Punctuation

Lesson 4A

Meg is Science Club secretary. Last week she wrote to the members.

Dear **Carmen**,

Can you bring some black paper and white paper to Science Club?

Sincerely,
Meg

Dear **Brad**,

We need rubber bands and two glasses of water for our meeting. We will use them in an experiment.

Your friend,
Meg

Dear Mr. **Mox**,

Our Science Club needs a large thermometer like yours. May we borrow it for our meeting this Friday?

Very truly **yours**,
Meg Morgan

Meg received these answers:

Dear **Meg**,

What experiment will we do?

Sincerely,
Carmen

Dear Meg and **members**,

Will we find the temperature of the water in each glass? If we are, we will have to wrap one glass in black paper and one in white paper. The glasses will be put in the sun for 30 minutes.

Your friend,
Brad

Dear **Meg**,

You will show how some materials gain heat. The water in the glass with black paper will become hotter than the water in the glass with white paper. This is a good experiment.

Best wishes,
Mr. John Mox

Punctuation

Lesson 5A

My uncle owns a secondhand shop. It is full of junk from people’s **attics and cellars**. Mom and I help him **sort**, clean, and fix things. We sort **postcards**, old magazines, and books. Cleaning **irons**, toasters, and teapots is my specialty. We also **clean**, repair, and paint old toys.

While we work, we talk about one mysterious box. It is **large**, dark, and locked. My uncle can’t find the key. Each of us dreams about what’s in that box. Mom hopes to find **photos**, old letters, and a diary inside. My uncle hopes there are **maps and stamps**. I’d like to find a genie in a bottle.

The box is **wooden and heavy**. We **lift**, shake, and listen to it. Something rattles inside! We guess that it might be a **coin**, a silver spoon, or a ring. Maybe it’s someone’s **watch**, diamond pin, or old bracelet.

My uncle gathers a **screwdriver**, pick, and hammer. He is **slow**, patient, and careful in his work. At last he opens the **lock and lid** of the box. My **uncle**, Mom, and I gaze down. There’s only a rusty key in the box! We laugh. First, we had a mysterious box with no key. Now, we have a mysterious key but without the box to go with it.

Punctuation

Lesson 6A

“**Jake**, is something bothering you?”
 Jake replied, “It’s nothing, **Grandpa**.
Well, it’s nothing much.”

“**Jake**, you can tell me.”

Finally, he said, “Everyone forgot.”

“**No**, we didn’t forget. Today’s your birthday!” his grandfather said. “Your mom is coming home early to celebrate. **First**, we’ll have pizza for dinner and then birthday cake for dessert.”

Jake smiled, but looked sad. “I wish my friends had remembered.”

Grandpa smiled with a twinkle in his eye. “**Well**, your friend Sam did stop by. He’s waiting for you in the den, **Jake**.”

Jake walked slowly toward the den. He wondered why Sam had come over. Sam had been acting funny lately. Jake said to himself, “**Finally**, I’ll find out why.”

Sam was getting everyone quiet in the den. He whispered, “**Lisa**, get down. Jake will see you.”

She said, “I’m taking pictures. You’re in the way, **Danny**.”

Sam asked, “Do you have film?”

Lisa stated, “**Yes**, I remembered this time!”

Sam whispered, “**Well**, get ready! Shhh! He’s coming!”

“**Max**, get the dog out of the cake.”

“Surprise! Happy birthday, **Jake**!”

Punctuation

Lesson 7A

In Miss **Lee’s** class we had a problem. It was a problem that **didn’t** happen all at once. Little by little, we had created too much trash.

There **wasn’t** any room to store **Jason’s** old art projects. Our old workbooks were cluttering the shelves. Plus, we had too many newspapers for our **gerbil’s*** cage.

One day, Toya had an idea. “**Let’s** recycle,” she said.

“**That’s** a great idea!” said Mark.

“My **brother’s** class recycles,” said Toya. “Maybe he could come and tell us how we could get started.”

(*Also accept plural possessive)

Jamal, **Toya’s** brother, is in the sixth grade. He told us about his class’s project. “At first, we **weren’t** certain we could do it. We **hadn’t** tried anything like this before. **You’ll** be surprised. Recycling is really easy.”

He told us that his class recycles homework papers and worksheets. Now they collect the fifth **grade’s** papers and recycle those, too.

At the end of **Jamal’s** talk, Jason stood up. “**Don’t** go,” he said. “**I’ve** made something for you.”

It was a big sign that said, “One **man’s** trash is another **man’s** treasure.”

Punctuation

Lesson 8A

For the winter holidays, we brought something to share in class. Hannah read a poem called “**Hanukkah Candles**.” Tim sang “**Silent Night**.” Lee read a short story. It was called “**Red Dragon’s New Year**.” Then Kareem read an article called “**All About Kwanzaa**.”

We laughed as Cory played his tape. It had dogs barking the song “**Jingle Bells**.” Then I read a newspaper article. It was called “**Holiday Customs New and Old**.”

We had fun sharing. Our teacher said we could make something new and old from what we had shared.

Our teacher asked for one line from Josh’s poem “**Feast of Light**.” We chose one sentence from Judy’s favorite story. It was called “**Holly Days**.” Sam sang a line from “**Joy to the World**.” A magazine article called “**Food for the Holidays**” gave us five delicious words. We took a rhyme from “**Winter Night**.” Our teacher wrote all these and more on the board.

We began with the first three words of the song “**White Christmas**.” We added everything else, writing our own lines in between. At last we had something new and old. “**Share the Warmth**” is the name we gave our class poem.

Punctuation Lesson 9A

“**It’s** two minutes to show time,” our director called out.

I handed a four-leaf clover to Dorothy, our star in *The Wizard of Oz*. I said, “**This** is for good luck.”

“Don’t wish me good **luck!**” Dorothy ordered.

I asked, “Are you **nervous?**”

Dorothy replied, “**In** show biz, if you wish someone good luck, they’ll have bad luck.”

“**Watch** this!” exclaimed Andy, our scarecrow. Then he shook his leg.

“Oh, I remember **now,**” I said. Then I told Dorothy, “Break a **leg!**”

Dorothy carried Toto, who’s really my dog, Hairy. “Let’s **go!**” she said.

“**Break** a leg, Hairy,” I whispered.

For most of the play, Hairy was good. Then came the last act. Dorothy said, “**We’re** home, Toto!” Suddenly, Hairy started running out of control.

“**Be** good, Hairy,” I prayed.

Andy asked, “Where’s he **going?**”

Our teacher groaned, “**He’s** going for the rainbow banner!”

The rainbow came down on Dorothy’s head. She shouted, “You clumsy **dog!**”

“They really needed good luck after **all,**” I said.

Punctuation Lesson 10A

There was once an old farmer with two lazy sons. “Why aren’t you plowing the **fields?**” he asked them one day.

“We are too tired to work right **now,**” said one son sleepily.

“You’re **lazy!**” cried the father.

“We will work **later,**” the second son promised. Both sons lay down to rest.

“Then you will not find the **treasure,**” said the farmer quietly.

“What **treasure?**” the sons asked.

“The one that is buried in the **field,**” replied their father.

“Quick, let’s find **it!**” shouted the sons as they ran to the field.

They dug the soil around the vines. “I can’t find **anything!**” shouted the first son.

“Keep **digging!**” said the second son.

They dug in the field for months. “Have you noticed **something?**” the first son asked his brother.

“What should I **notice?**” asked the second son.

“Our vines have grown stronger than **ever,**” the brother said.

“We will have a great and rich **harvest,**” said the second son.

“Now you have found the real treasure in the **fields,**” the father said.

Moral: Hard work brings good rewards.

Punctuation Lesson 11A

My friends and I had a discussion about amazing animal facts.

Miguel **asked**, “Did you know that crickets have ears on their **knees?**”

Mai **answered**, “Yes, and butterflies taste their food with their **feet!**”

“That’s amazing!” Ellie said. Then she **asked**, “Did you know that some fish can walk on **land?**”

“No, I didn’t,” Miguel said.

Ellie **said**, “Yes, you can see catfish walking along roads in **Florida.**”

“I don’t know. That sounds fishy to me!” Mai said. We wanted proof, so we ran to the encyclopedia to look it up.

Mai said, “I can’t believe it! Ellie was **right!**”

Miguel **added**, “Wait! There’s more. Mudskipper fish can hop faster than people walk. Sometimes they even climb trees!”

“Isn’t that something?” Ellie said.

Mai **said**, “I don’t know how fish climb trees, but I do know how tree frogs do **it.**”

Miguel **asked**, “**How?**”

Mai answered, “They have little cups on their toes that stick to the **tree.**”

“No! I don’t believe it,” Ellie said.

Time for the encyclopedia again.

Usage Lesson 1A

I always wanted a special pet. I saved my allowance for many (week/**weeks**). Then, I tried to find one perfect (**pet**/pets) for me. A dog licks and wags too much. The three (cat/**cats**) I know purr too much. My friend's hamster is noisy at night. A fish is quiet, but not very cute.

I took my money to my (towns/**town's**) only pet shop. I was in luck! They were having a (**sale**/sales) on all pets. I bought that (shops/**shop's**) biggest pet: a gorilla! The shop (owners/**owner's**) son even gave me an extra-large gorilla leash. I named my new pet Binky. I wondered if my mom would believe that he followed me home.

It was two (mile/**miles**) to my house. Binky munched a bunch of (banana/**bananas**) on the way.

When we got home, Binky scratched his back on all the (tree/**trees**). He was so heavy that he knocked them down. Binky liked my (dad/**dad's**) car, too. I wish he hadn't sat on it. CRUNCH! Inside my house, Binky jumped on a (**sofa**/sofas). Later, he pulled off the refrigerator door and had a (**snack**/snacks). He ate my (familys/**family's**) whole dinner!

Binky was a nice (**gorilla**/gorillas), but he was not a good pet. It was my (moms/**mom's**) idea to call the zoo. Oh well, at least I can still visit Binky.

Usage Lesson 2A

Have you ever wondered how stuffed bears got the name "Teddy"? (**They**/Theirs) are named for former President Theodore Roosevelt. "Teddy" was (he/**his**) nickname.

President Roosevelt was a famous hunter. (**He**/His) joined some friends on a bear hunt in 1902. The hunters had no luck for many days. Then, they saw (it/**their**) prey. It was a small, golden-brown bear eating honey.

The president raised (he/**his**) gun. Then, he put it down. The bear ran away. The reporters who watched Roosevelt scratched (they/**their**) heads. (**They**/Their) didn't understand (**him**/them). Why hadn't he shot the bear?

Roosevelt said he just couldn't shoot such a small bear. People everywhere read about the bear's escape. (**They**/Their) liked what Roosevelt had done.

Morris Michtom read the story, too. (**He**/His) and (he/**his**) wife Rose made toys in (they/**their**) spare time. (**They**/It) decided to make a little stuffed bear. Michtom wanted to name the bear "Teddy." He wrote to Roosevelt, and the president wrote back. The president said Mr. Michtom could use (he/**his**) name.

Since then, millions of parents have bought teddy bears for (they/**their**) children. The first teddy bear now sits on (he/**its**) own toy chair in a Washington, D.C., museum.

Usage Lesson 3A

My older sister Tanya has changed. Now she listens to the radio for hours. She (**spends**/spend) more time with her friends too. Then, suddenly, Tanya (**wants**/want) to be alone.

Mom says she is growing up. Tanya (**is**/are) just strange. That's what I think.

Tanya used to play dolls with me. Now she (**plays**/play) with makeup. Sometimes her eyelids (**is**/are) blue. Sometimes they (**is**/are) green. Her nails (shines/**shine**) with bright red polish. Her hair is always combed.

When I'm Tanya's age, I won't be like she is. I (**am**/are) sure of that. I will always find time to be with my sister.

These days, I never know how Tanya will act. She (**talks**/talk) on the phone forever. Then, at dinner, she (**is**/are) quiet.

Actually, I (**am**/are) happy about that. Now, I get to talk a lot. My parents (listens/**listen**) when I tell what happened in school. To them, my stories (**is**/are) funny.

Tanya just (**sits**/sit) there. Then, she starts to giggle. I start to giggle too. Soon, we (laughs/**laugh**) just from looking at one another.

Then, I know Tanya will always be my sister. Her eyelids change color. Her nails are bright red. Still, she (**is**/are) my sister and my best friend.

Usage Lesson 4A

Last June, we (move/**moved**) to Avon, Dad's hometown. Our first day there, we (**walked**/will walk) by his old school. "Look!" Dad exclaimed. "It still (**looks**/will look) the same. I'd like to go inside."

I told my brother Teddy, "Next fall, you and I (attend/**will attend**) school here. You (walk/**will walk**) to school with me."

Dad smiled and rang the bell. Then we waited. Dad (taps/**tapped**) his fingers nervously while we waited. A woman (opens/**opened**) the door after a minute or two.

"Jimmie!" she exclaimed.

Dad said, "Mrs. Lee, you still (**look**/looked) the same as you did 20 years ago."

Dad's old teacher smiled. Then, Dad (introduces/**introduced**) us and said to Mrs. Lee, "Yesterday we (**moved**/will move) to Avon."

"Next fall, I (attend/**will attend**) first grade," Teddy said. "Maybe you (helped/**will help**) me after I start school."

Mrs. Lee (turns/**turned**) to me after she smiled at Teddy. "You (**wish**/wished) you still went to your old school, don't you?" she said.

"Yes," I said. "Right now I (**miss**/missed) it."

"You (missed/**will miss**) it for the next few months," she said. "However, why don't you give Avon a chance?"

"That's a good idea," I answered.

Usage Lesson 5A

In June, Mom and I (**went**/gone) hiking in the woods. We became lost, something we often have (**done**/did) on our hikes. We walked in circles for three hours.

During our adventure, the woods (**were**/are) full of strange sounds. We (**saw**/seen) strange sights, too. A huge oak had (**fallen**/fell). A raccoon had (**built**/build) a home under it. I thought to myself, "That raccoon has (**found**/founded) a nice, safe place."

After a while Mom asked, "Are you scared?" I wasn't very scared, but I (**let**/letted) her take my hand. That is the fun of being lost together. You find how good it is to be with someone else.

In November, we (**took**/taken) another hike and had another adventure. Just for fun, we (**began**/begun) to look for winter sights.

A small pond had (**frozen**/frozen). Ice had (**given**/gave) it a lacy look. A bright red vine had (**grown**/grew) around a huge gray rock. Suddenly, we saw a V-shape moving across the sky. It (**was**/is) the winter geese. They honked as they (**flew**/fly) south. It was the loneliest sound I ever had (**heard**/hear).

"If you could paint anything in these woods, what would it be?" I asked Mom.

"Us," she said.

Usage Lesson 6A

Harry had to win the (**ugliest**/Most Ugliest) Monster in the World Contest. To a monster, it is the (more exciting/**most exciting**) contest there is! To the audience, it's (**scarier**/scariest) than a horror movie. The (worse/**worst**) monsters of all compete in this event.

Could Harry be (horrible/**more horrible**) than any other monster? He'd have to be (**worse**/bad) than last year's winner. He'd need the (scarier/**scariest**) face of all. Harry had to have a (**louder**/loudest) scream than any other monster. He had worked hard to scare his neighbors. Would the judges be impressed?

Harry was judged after last year's winner, Mona. He couldn't see her face. Did she have (**longer**/longest) teeth than he did? Did she still have the (wilder/**wildest**) eyes of all the monsters? At forty feet, Harry surely was (**taller**/tallest) than Mona.

Harry stood in front of the (**meanest**/most meanest) judge of all. Then Mona turned around. She had the (terrible/**most terrible**) teeth ever! Her eyes were the (most baddest/**worst**) he had seen! Mona was the (uglier/**ugliest**) monster in the world! Harry screamed with fear.

In the end, Harry was named the winner! The judges said he had a (good/**better**) scream than anyone.

Usage

Lesson 7A

“Everybody does at least one thing (**well/good**),” our teacher says. “Some people sing (**well/good**). Others dance (**well/good**). I know a few joke tellers in this class,” she adds. She wants us to sign up for the school talent show.

“I have no talent,” my friend Louie whispers (**unhappy/unhappily**). I know Louie (**real/really**) wants to be in the show.

“Of course you do,” I say (**quick/quickly**).

“What can I do?” he asks.

I think (**silent/silently**). Louie is clumsy. He doesn’t play music (**well/good**). He is just the nicest guy in the world.

“I’ll think of something,” I answer.

“I can think of what you do (**well/good**),” Louie tells me. “You take pictures (**well/good**).” He says it (**nice/nicely**). I (**sudden/suddenly**) get a terrific idea.

I say (**excited/excitedly**), “Louie, just be yourself. I’ll get you in the show.”

The next few days everybody practices at recess. The boy who whistles (**well/good**) keeps whistling. The girl who juggles (**well/good**) keeps juggling. Louie watches. He claps (**loud/loudly**). I take pictures of Louie encouraging everybody to do their best. Then I put the photos together in a show called “The Good Friend.”

Louie and I win first prize.

Usage

Lesson 8A

[**People eat** about 3 pounds of food each day.] That’s over 1000 pounds a year! [Our **bodies turn** this food into energy.] [**Digestion is** the name of this process.] Here’s how it works:

[**Digestion begins** in the mouth.] [**Teeth grind** food up.] Saliva mixes with the food and breaks it down. [Your **mouth makes** two cups of saliva a day!]

[Next, the **food moves** through a tube called the esophagus.] This tube leads to the stomach. Food does not just drop down this tube. [Your **muscles push** it along.] What if you were upside down? You could still swallow!

[**Food takes** about seven seconds to get to your stomach.] [Your throat **muscles squeeze** together.] [The **food moves** along like toothpaste in a tube.] [The first **stop is** your stomach.] [The **stomach turns** the food.] It adds juices for digestion. Food stays there about four hours.

[Then the big **squeeze begins** again.] Food moves into the intestines. They are tubes about 15 feet long. [The **intestines break** the food into very tiny bits.] [Your **blood carries** these bits through your body.] The bits of food give you the energy to walk, talk, dance—and read these words!

Usage

Lesson 9A

RUN-ON

FRAGMENT

COMPLETE

[Our neighbor, Mr. Harp, is very strange he comes out only at night.] [Saw him digging in our trash can.] He pulled out Mom’s dead plant.

[**Mr. Harp’s dog is also strange.**] [Its eyes are filmy blue it follows Mr. Harp like a shadow.]

[When Mom asked me to visit Mr. Harp.] [She told me he was just lonely she asked me to take him some holiday cookies.]

[**On the way to his house, I decided to leave Mom’s package on the porch.**] [**I dropped it quickly.**] [As I turned away, the front door.]

[Mr. Harp invited me in he pulled the door shut behind me.] [If he had locked it, would have run for the window.] [**The old man pointed to a chair.**] I guessed that I was supposed to sit down.

[Slowly, Mr. Harp’s strange dog toward me.] [He kept sniffing me Mr. Harp said the dog had been blind since birth.] [**I petted him gently.**]

[**Then I saw the plant Mom had thrown away.**] [I recognized its pot the plant was now full of flowers.]

[Smiling, handed me the plant.] “Happy holidays,” he said.

Usage

Lesson 10A

Try to guess who I am. I don't have (no/**any**) arms at all. I don't (**ever**/never) miss them, because I have eight legs. I have eight eyes, too. I don't have (no/**any**) eyelids though!

I can't taste (**anything**/nothing) with my tongue. I don't have (**one**/none)! I taste with my legs. By the way, I never eat (**anything**/nothing) cooked. I prefer raw bugs!

I live throughout the United States. I can't be found just (nowhere/**anywhere**) though. I'm always hiding.

I usually don't hurt (nobody/**anybody**). Still, many people dislike me. Who am I?

Did you guess the answer? I am a spider, of course.

Some humans don't like me. They really don't have (no/**any**) reason. At least, I can't think of (none/**any**). I'm a shy creature. I don't (**ever**/never) attack. I don't leave my sticky home (**anywhere**/nowhere) in your way. Well, I avoid you most of the time.

I don't eat (**anything**/nothing) people want to eat. I don't (**ever**/never) make any noise. I really don't have (no/**any**) bad habits. I just sit around munching bugs. So please, don't (nobody/**anybody**) screech when you see me! It might hurt my feelings.

Usage

Lesson 11A

My cousin grew up in New Jersey. Last July, he and my aunt visited (we/**us**) in the Midwest. He said that (**he**/him) had never seen so many acres of wheat. I told (he/**him**) I had never seen an ocean, except in photographs.

Then my cousin said to his mother, "Lindy should see the coast. Can't (**she**/her) come to the beach with us?" My aunt smiled at (I/**me**) and said yes.

In August, I flew east with (they/**them**). The clouds beneath the plane rolled like the sea. Then (they/them) parted. (I/Me) looked down and saw water that was deep and blue.

As soon as we got off the plane, I sniffed the sea air. It was salty sweet, like nothing that (I/me) had ever smelled before.

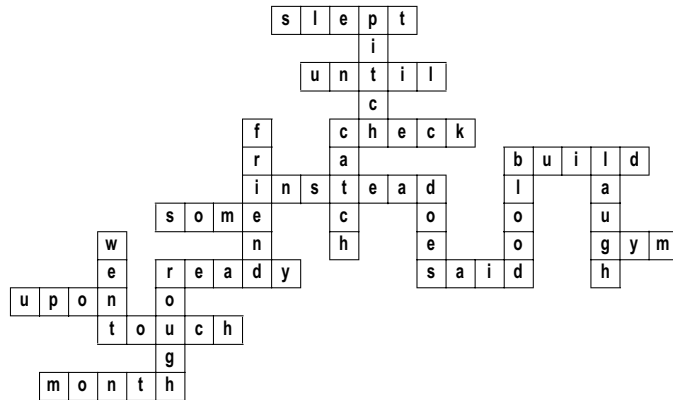
That afternoon, (we/us) swam in the ocean. It was easy for me to float. Suddenly, I saw a huge wave heading toward (**us**/we). I called to my cousin and aunt.

"What should (we/us) do?" I asked (they/**them**). My cousin pushed (I/**me**) toward the wave. I couldn't believe what my aunt said. (**She**/Her) said to dive into it!

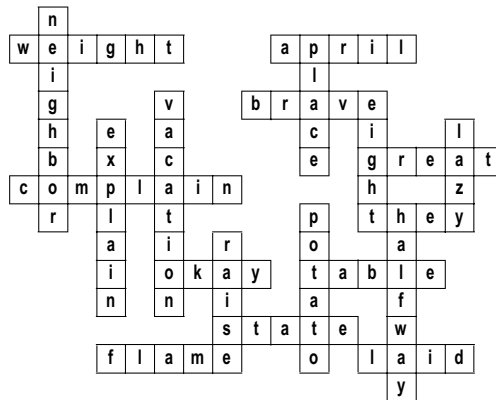
I thought they were crazy, but I did what (**they**/them) said. When I came up, the wave had rolled on toward shore. The sea was blue and calm around me.

Spelling

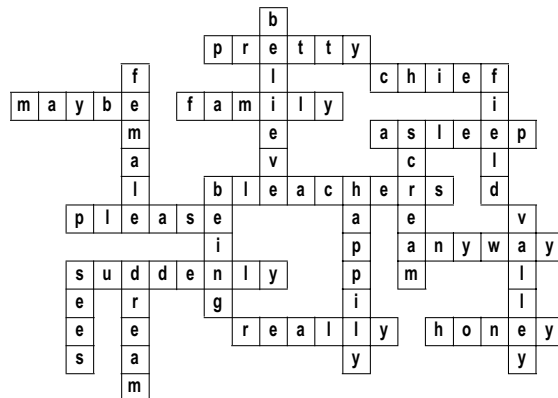
Lesson 1A



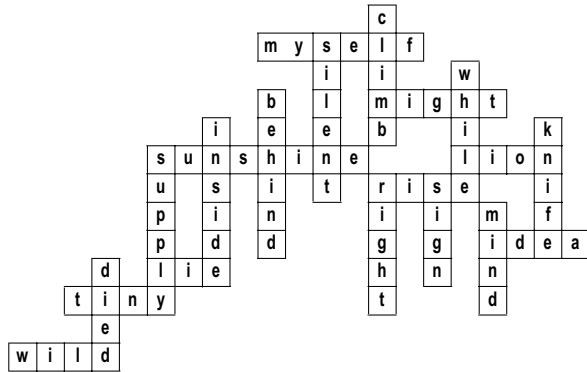
Spelling Lesson 2A



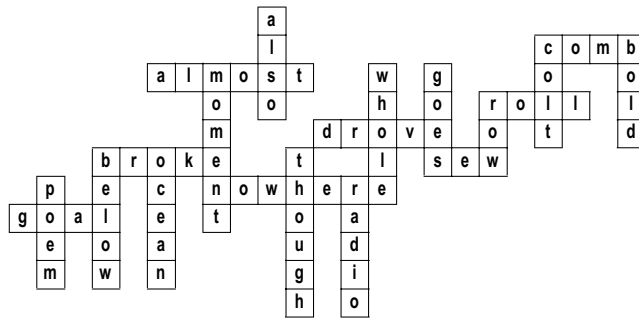
Spelling Lesson 3A



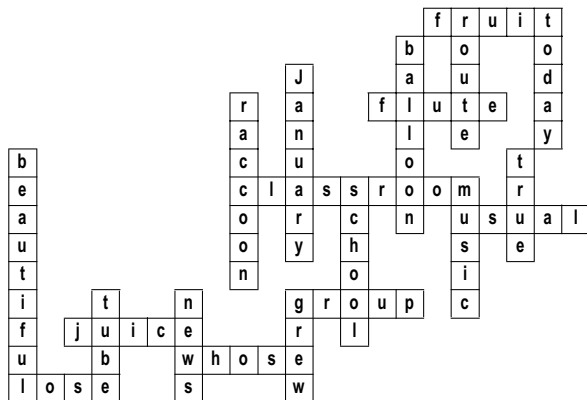
Spelling Lesson 4A



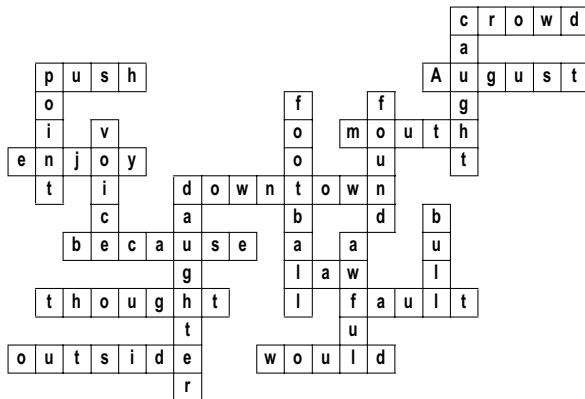
Spelling Lesson 5A



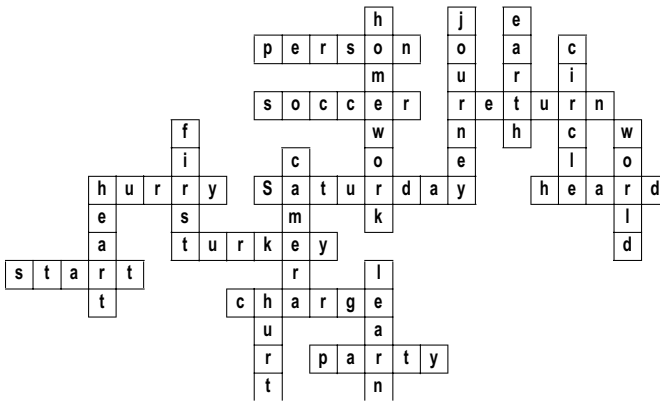
Spelling Lesson 6A



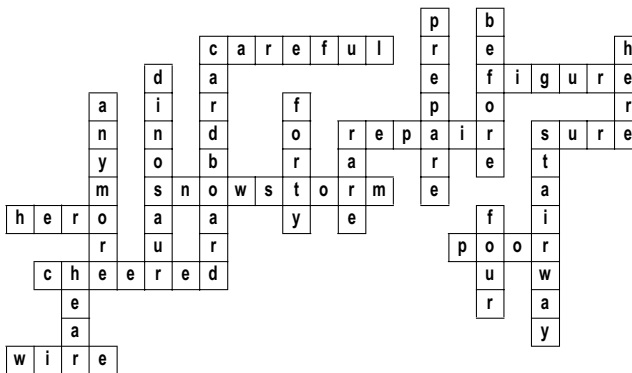
Spelling Lesson 7A



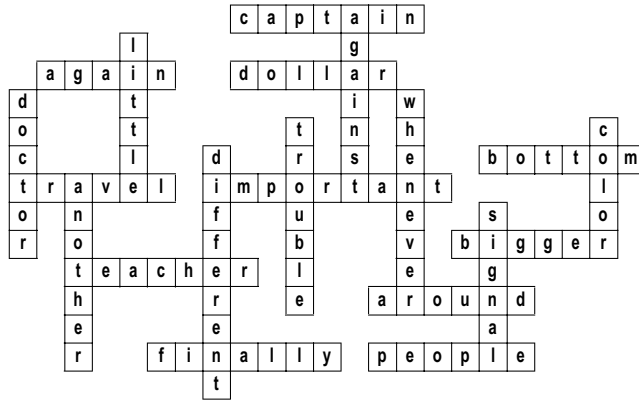
Spelling Lesson 8A



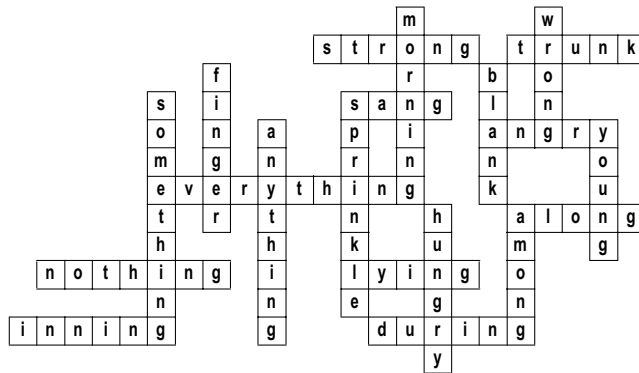
Spelling Lesson 9A



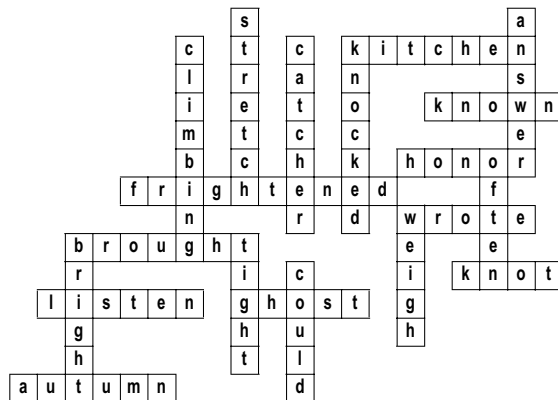
Spelling Lesson 10A



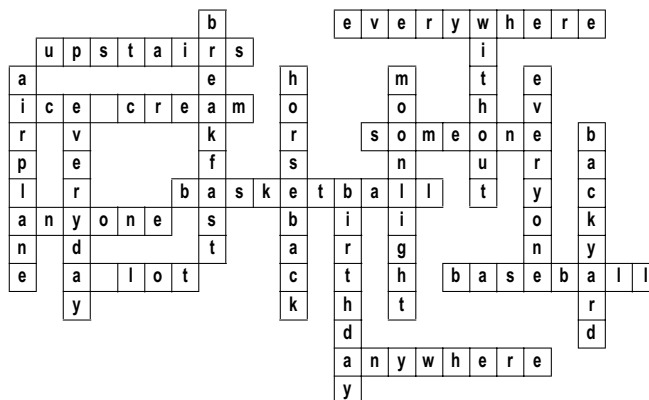
Spelling Lesson 11A



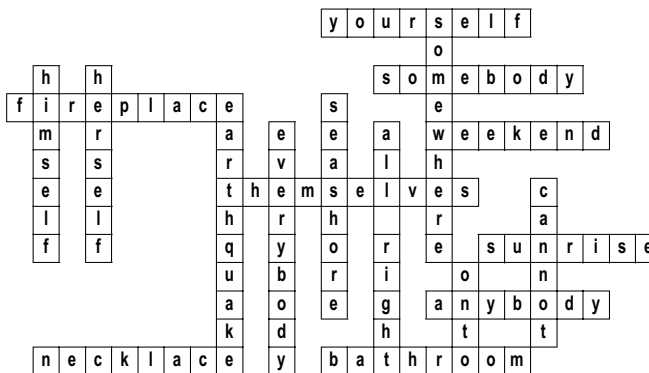
Spelling Lesson 12A



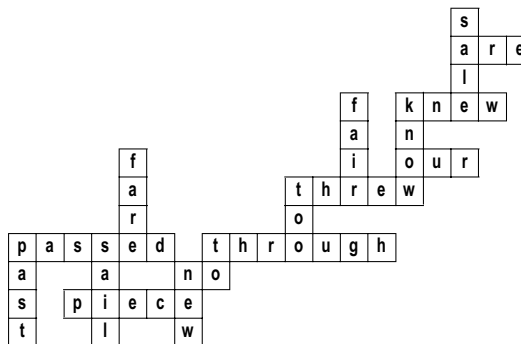
Spelling Lesson 13A



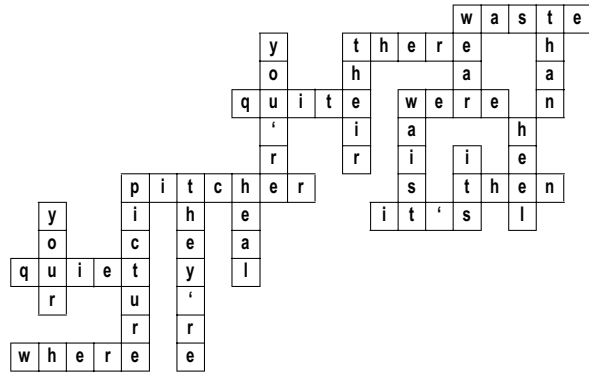
Spelling Lesson 14A



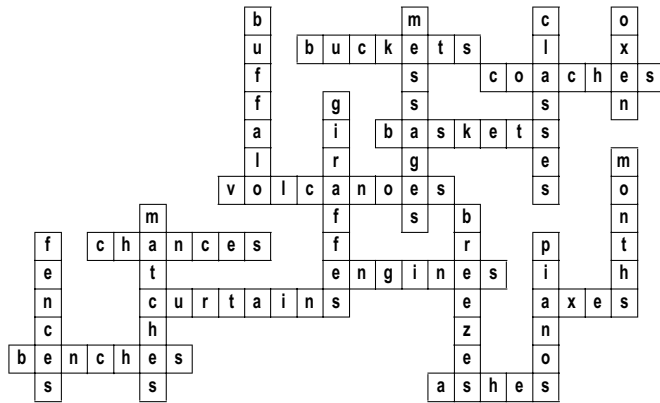
Spelling Lesson 15A



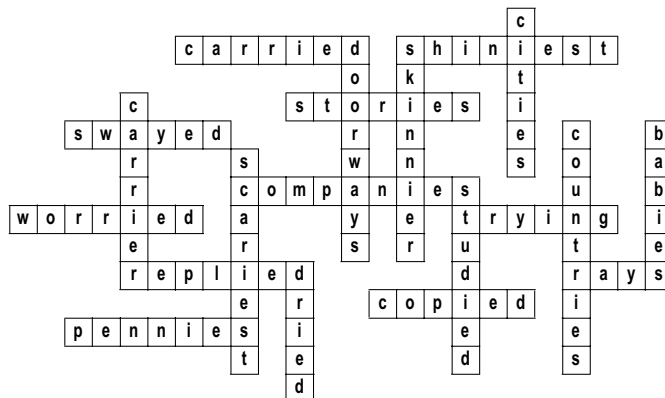
Spelling Lesson 16A



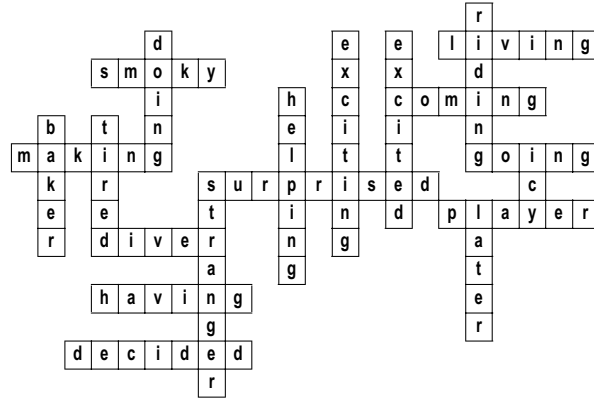
Spelling Lesson 17A



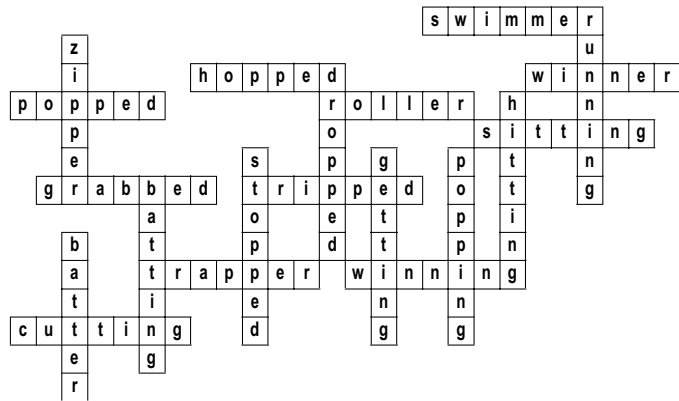
Spelling Lesson 18A



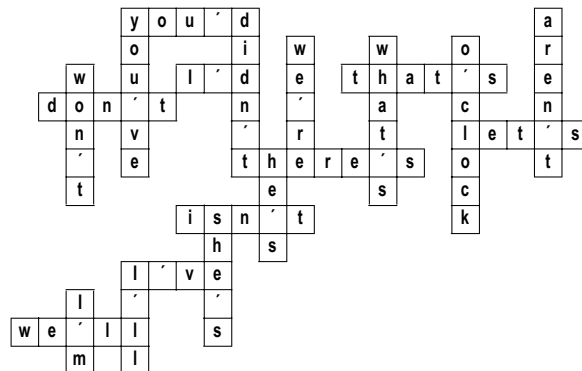
**Spelling
Lesson 19A**



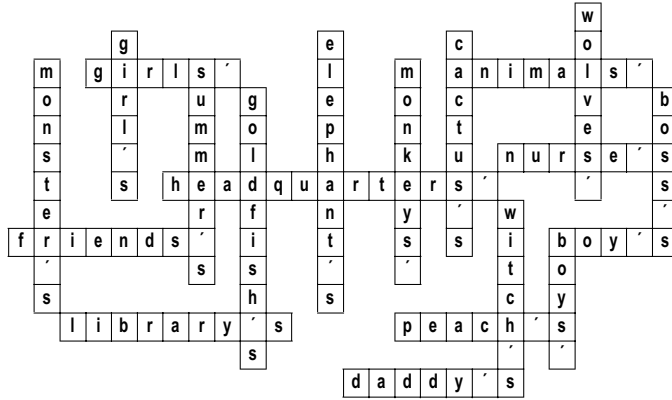
**Spelling
Lesson 20A**



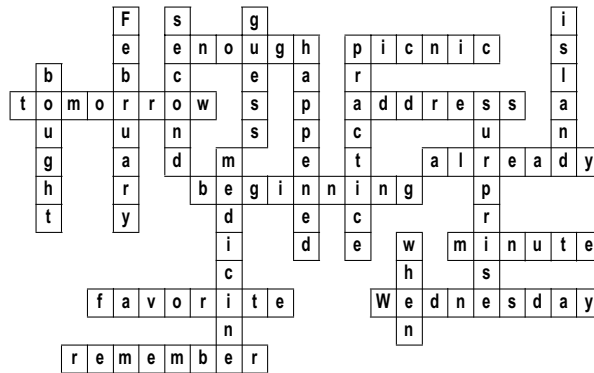
**Spelling
Lesson 21A**



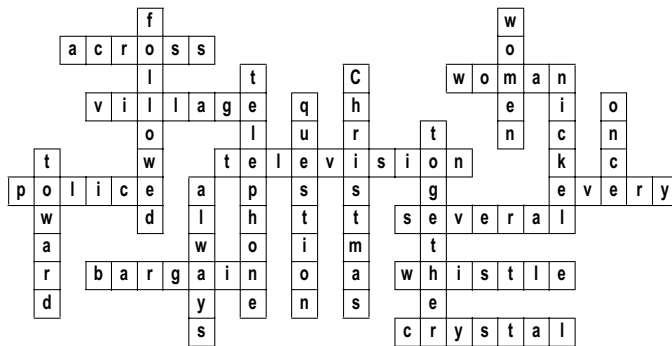
Spelling Lesson 22A



Spelling Lesson 23A



Spelling Lesson 24A



ASSIGNMENT SHEETS



The following are assignment sheets for *SkillsTutor* Language Arts A, which list the available activities. The *SkillsTutor* management system (OTS) will monitor your lesson assignments and the activities your students complete. However, it may be helpful to photocopy the assignment sheets to help you plan lesson assignments or to help your students keep track of the activities they complete.

Activity			Date Assigned	Date Completed	Score/Progress
Capitalization					
	•	Pretest on Capitalization			
	1	Pronoun “I,” Names, Initials, and Titles			
	2	First Words in Sentences and Quotations			
	3	Greetings and Closings in Letters			
	Q1	Quiz on Lessons 1–3			
	4	Cities and Other Place Names			
	5	Days, Months, and Holidays			
	6	Books, Magazines, and Other Printed Material			
	7	School Names			
	Q2	Quiz on Lessons 4–7			
	•	Posttest on Capitalization			
Punctuation					
	•	Pretest on Punctuation			
	1	End Marks After Sentences			
	2	Periods After Initials and Abbreviations			
	Q1	Quiz on Lessons 1–2			
	3	Commas to Separate Dates and City and State Names			
	4	Commas in Greetings and Closings of Letters			
	5	Commas to Separate Items in a List			
	Q2	Quiz on Lessons 3–5			
	6	Commas with Introductory Words and Direct Address			
	7	Apostrophes: Contractions and Possessives			
	Q3	Quiz on Lessons 6–7			
	8	Quotation Marks Around Titles			
	9	Quotation Marks Around a Speaker’s Words			
	10	Quotations at the Beginning of Sentences			
	11	Quotations at the End of Sentences			
	Q4	Quiz on Lessons 8–11			
	•	Posttest on Punctuation			

Activity		Date Assigned	Date Completed	Score/Progress
Usage				
	•	Pretest on Usage		
	1	Nouns: Singular, Plural, and Possessive		
	2	Pronouns: Singular, Plural, and Possessive		
	Q1	Quiz on Lessons 1–2		
	3	Verbs: Agreement with Simple Subjects		
	4	Verbs: Past, Present, and Future Tenses		
	5	Verbs: Irregular Forms		
	Q2	Quiz on Lessons 3–5		
	6	Adjectives: Comparative and Superlative		
	7	Adverbs		
	Q3	Quiz on Lessons 6–7		
	8	Simple Subjects and Predicates		
	9	Sentences: Complete, Fragment, and Run-On		
	Q4	Quiz on Lessons 8–9		
	10	Double Negatives		
	11	Pronouns: Subject and Object		
	Q5	Quiz on Lessons 10–11		
	•	Posttest on Usage		
Spelling				
	•	Pretest on Spelling		
	1	Short Vowel Sounds		
	2	Long A Sounds		
	3	Long E Sounds		
	4	Long I Sounds		
	Q1	Quiz on Lessons 1–4		
	5	Long O Sounds		
	6	Long U and OO Sounds		
	7	Diphthongs and Less Common Vowel Digraphs		
	Q2	Quiz on Lessons 5–7		
	8	R-Controlled Vowels 1		
	9	R-Controlled Vowels 2		
	Q3	Quiz on Lessons 8–9		

Activity			Date Assigned	Date Completed	Score/Progress
	10	Schwa Sounds in Unstressed Syllables			
	11	Consonant Digraphs NG and NK			
	12	Silent Letters			
	Q4	Quiz on Lessons 10–12			
	13	Compound Words 1			
	14	Compound Words 2			
	Q5	Quiz on Lessons 13–14			
	15	Homophones 1			
	16	Homophones 2			
	Q6	Quiz on Lessons 15–16			
	17	Plural Endings			
	18	Suffixes for Words Ending in Y			
	19	Suffixes That Begin with Vowels			
	20	Suffixes After a Short Vowel and a Double Consonant			
	Q7	Quiz on Lessons 17–20			
	21	Contractions			
	22	Possessives			
	Q8	Quiz on Lessons 21–22			
	23	Spelling Demons 1			
	24	Spelling Demons 2			
	Q9	Quiz on Lessons 23–24			
	•	Posttest on Spelling			

