

6TH GRADE SUMMER VACATION PACKET



Northwood Academy Charter School

Name:



ASSIGNMENTS

Math

- ☐ Operations with Fractions and Decimals

English Language Arts

- ☐ Elementary Grammar Review

Social Studies

- ☐ Social Studies Summer Work

Science

- ☐ Kitchen Science Experiments



EVALUATION

On the second week of the school year, you will have open book tests on the content covered in your summer assignments.



You may bring this packet!!

These will be the first grades of trimester 1.

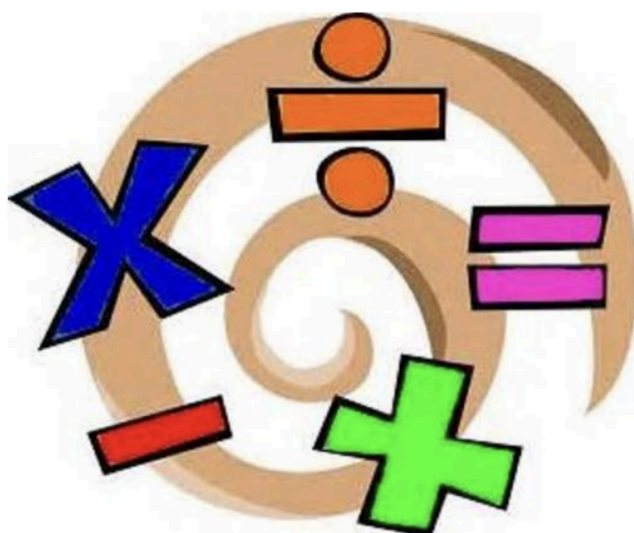




SEE YOU IN SEPTEMBER



Operations with Fractions and Decimals Summer Review Packet



Student's Name: _____

OPERATIONS WITH FRACTIONS



EXAMPLE

$$\frac{1}{2} \times \frac{8}{9}$$

$$\frac{1}{2} \times \frac{8}{9} = \frac{8 \div 2}{18 \div 2} = \frac{4}{9}$$



ON YOUR OWN

$$\frac{3}{5} \times \frac{5}{6}$$



EXAMPLE

$$4 \div \frac{2}{3}$$

$$\frac{4}{1} \times \frac{3}{2} = \frac{12}{2}$$

$$2 \overline{)12} \begin{array}{r} 6 \\ -12 \\ \hline 00 \end{array} = 6$$



ON YOUR OWN

$$5 \div \frac{3}{4}$$

OPERATIONS WITH FRACTIONS

+

EXAMPLE

$$2\frac{1}{4} + \frac{4}{5}$$

$$2\frac{1 \times 5}{4 \times 5} + \frac{4 \times 4}{5 \times 4}$$

$$2\frac{5}{20} + \frac{16}{20} = 2\frac{21}{20}$$

$$20 \overline{) \begin{array}{r} 21 \\ -20 \\ \hline 01 \end{array}} = 1\frac{1}{20} + 2 = 3\frac{1}{20}$$

+

ON YOUR OWN

$$1\frac{1}{2} + \frac{5}{8}$$

-

EXAMPLE

$$1\frac{1}{5} - \frac{3}{10}$$

$$1\frac{1 \times 2}{5 \times 2} - \frac{3}{10}$$

$$\frac{10}{10} \overline{) \begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array}} = \frac{9}{10}$$

$$\frac{12}{10} - \frac{3}{10} = \frac{9}{10}$$

-

ON YOUR OWN

$$2\frac{1}{4} - \frac{3}{8}$$

OPERATIONS WITH FRACTIONS



EXAMPLE

$$3\frac{5}{6} \times 1\frac{1}{4}$$

$$3\overset{+}{\nearrow}\frac{5}{6} = \frac{23}{6} \quad 1\overset{+}{\nearrow}\frac{1}{4} = \frac{5}{4}$$

$$\frac{23}{6} \times \frac{5}{4} = \frac{115}{24}$$

$$24 \overline{)115} \begin{array}{r} 4 \\ -96 \\ \hline 19 \end{array} = 4\frac{19}{24}$$



ON YOUR OWN

$$2\frac{1}{4} \times 2\frac{1}{3}$$



EXAMPLE

$$\frac{2}{3} \div \frac{3}{5}$$

$$\frac{2}{3} \times \frac{5}{3} = \frac{10}{9}$$

$$9 \overline{)10} \begin{array}{r} 1 \\ -9 \\ \hline 1 \end{array} = 1\frac{1}{9}$$



ON YOUR OWN

$$\frac{7}{8} \div \frac{1}{2}$$

OPERATIONS WITH FRACTIONS

+

$$4\frac{9}{10} + 6\frac{3}{4}$$

-

$$1\frac{5}{6} - \frac{11}{12}$$

×

$$2\frac{1}{3} \times \frac{8}{15}$$

÷

$$\frac{3}{8} \div \frac{1}{4}$$

Multi-Digit Decimal Operations

Addition

$$\begin{array}{r} 0.35 \\ + 0.41 \\ \hline 0.76 \end{array}$$

Step 1: Align decimal points and add/regroup as with regular addition.

Step 2: Drop decimal point straight down in sum.

Subtraction

$$\begin{array}{r} 52.\overset{6}{\cancel{7}}\overset{10}{0} \\ - 31.24 \\ \hline 21.46 \end{array}$$

Invisible zero!

$$52.7 - 31.24$$

Step 1: Align decimal points and subtract as regular subtraction.

Add a zero as a placeholder

Step 2: Drop decimal point straight down

Division

$$11.52 \div 0.72$$

Step 1: Move the decimal so the divisor is a whole number. (11.52 becomes 1152)

$$1152. \div 0.72$$

Step 2: Move the decimal the same number of spaces in the dividend. (0.72 becomes 72)

$$1152. \div 0.72$$

Step 3: Divide

$$\begin{array}{r} 16 \\ 72 \overline{) 1152} \\ \underline{72} \\ 432 \\ \underline{432} \\ 0 \end{array}$$

Multiplication

$$\overset{,2}{8}.\overset{,2}{4}\overset{3}{8} \times 2.3 = 19.504$$

Step 1: Remove decimal and multiply as with whole numbers.

$$\begin{array}{r} 12 \\ 848 \\ \times 23 \\ \hline 2544 \\ 16960 \\ \hline 19504 \end{array}$$

Step 2: Place the decimal point back in the product. The number of decimal places in the product is the same as the number of decimal places in the factors. (3 numbers in factors = 3 numbers in product).

Decimal Operations Review

Name _____

1.) $8.78 + 6.2 =$

2.) $2.89 + 52.5 =$

3.) $21.9 - 4.5 =$

4.) $46 - 3.63 =$

5.) $7.2 \times 5 =$

6.) $0.13 \times 5.1 =$

7.) $7.86 \div 0.2 =$

8.) $9.5 \div 0.05 =$

9.) Sam, Jessie, and Emma go out for burgers. The total cost is \$21.39. How much will each person pay if they split the cost equally?

10.) Amy and Rose both compete in a race. Amy takes 42.8 seconds to finish, and Rose finishes in 49.2 seconds. How many seconds faster was Amy than Rose?

11.) Potatoes cost \$0.85 per pound. Luke bought 2.75 pounds of potatoes. How much did he pay for the potatoes? Round to the nearest **cent**.

12.) Alexis has \$10. Will she be able to buy a burger for \$5.49, chips for \$1.29, and a milkshake for \$2.79? Explain your reasoning.


Summer Vacation ELA Packet:


Elementary Grammar Review

Name: _____ Date: _____

Lesson 1

Nouns

 **PA Core**
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general. . . .

 **Introduction** A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

	Common Nouns	Proper Nouns
Person	girl, teacher, president	Emily, Mr. Wong, Abraham Lincoln
Place	street, lake, country	Pine Street, Lake Mead, Mexico
Thing	cereal, month, holiday	Crispies, April, Thanksgiving

 **Guided Practice** Underline the nouns in each sentence. Write *person*, *place*, or *thing* above each noun to tell what it names.

HINT A proper noun can be more than one word. Each important word in a proper noun begins with a capital letter.

- 1 Aunt Lisa takes us to Oak Park.
- 2 The big slide is near Vine Street.
- 3 Nicole climbs the ladder quickly.
- 4 Alex loves the green and blue swing.
- 5 My little brother plays in the sand.
- 6 My sister pulls her wagon beside the pond.
- 7 Our Koby Kite flies high in the sky.
- 8 My aunt always brings a Fruitybar to share.


Independent Practice


For numbers 1–4, choose the correct word or words to answer each question.

- 1 Which words in this sentence are nouns?
Chase Pond is in the large park.
A Chase Pond, is
B the, park
C Chase Pond, park
D in, large
- 2 Which words in this sentence are nouns?
Mark and his sister often swim there.
A Mark, sister
B and, sister
C his, often
D Mark, swim
- 3 Which noun in this sentence names a person?
One day Meera saw a frog and a turtle.
A day
B Meera
C frog
D turtle
- 4 Which noun in this sentence names a place?
Ms. Patel and her friend enjoy having a picnic on the beach.
A Ms. Patel
B friend
C picnic
D beach

Lesson 2

Pronouns

 **PA Core**
 CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
 E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general . . .

 **Introduction** A **pronoun** is a word that can take the place of a noun. Use pronouns in your writing so you don't repeat the same noun over and over.

Sonya rides horses. She is a very good rider.

- **Subject pronouns** take the place of the subject of a sentence. The **subject** is the part of the sentence that tells whom or what the sentence is about.

He Mr. Alvarez gives riding lessons. They lessons are fun to learn.

- **Object pronouns** take the place of nouns that follow action verbs and words such as *to*, *in*, *at*, *on*, and *for*.

Horses love him Mr. Alvarez. Mr. Alvarez is kind to them horses.

	Subject Pronouns	Object Pronouns
Singular	I, you, he, she, it	me, you, him, her, it
Plural	we, you, they	us, you, them

Guided Practice

Circle the correct pronoun to take the place of the underlined word or words.

HINT Use a singular pronoun to replace a noun that tells about one person, place, or thing. Use a plural pronoun to replace a noun that tells about two or more people, places, or things.

- 1 Sonya has been riding for six years.
 Her It She
- 2 Mr. Alvarez found a gentle horse for Sonya's brother.
 he him they
- 3 Asa got in the saddle. He sat up straight in the saddle.
 him you it
- 4 Now Sonya and Asa go riding together.
 them they she

Independent Practice

For numbers 1–5, choose the correct pronoun to take the place of the underlined words in the sentence.

- 1 The horses are beautiful.
 A It
 B They
 C Them
 D We
- 2 The stable is my sister's favorite place.
 A Them
 B You
 C He
 D It
- 3 The riding teachers love my sister.
 A it
 B they
 C us
 D her
- 4 Mr. Chen gives fresh hay to the horses.
 A they
 B him
 C them
 D it
- 5 Mr. Chen owns the stable.
 A He
 B They
 C Him
 D Them

Lesson 3

Verbs



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general. . . .

Introduction A **verb** is a word that tells what someone or something *does* or *is*.

- Some verbs show action. An **action verb** tells what someone or something does.

Squirrels **eat** nuts and leaves. I **watch** the squirrels in the tree.

- Some verbs do not show action. The verb *be* tells what someone or something is. The verb *be* has different forms. *Am*, *is*, and *are* are all forms of *be*.

Forms of Be	Examples
am	I am an expert on squirrels.
is	A tree is a good home for squirrels. Is it a safe place to hide? Yes, it is .
are	Most squirrels are brown or gray. They are so cute!

Guided Practice

Underline the verb in each sentence. Write A above the verb if it is an action verb. Write B if it is a form of the verb be.

HINT In a question, the verb *be* can come at the beginning of the sentence.

Example:
Is it furry?

- Squirrels live in cities and in the country.
- Are you afraid of squirrels?
- I am not afraid of them.
- I study different kinds of squirrels.
- Indian giant squirrels grow as long as three feet!
- A pygmy squirrel is five inches long.
- Most gray squirrels eat acorns in fall and winter.
- Is that a gray squirrel in the tree?

Independent Practice

For numbers 1–5, choose the word in each sentence that is a verb.

- Some squirrels glide through the air.
A Some
B through
C glide
D air
- They stretch their arms and legs.
A They
B arms
C and
D stretch
- Their tails are flat and wide.
A tails
B Their
C wide
D are
- Is that a squirrel or a bat?
A squirrel
B Is
C that
D bat
- Mary wrote her report about those squirrels.
A Mary
B wrote
C her
D about

Lesson 4

Adjectives



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general. . . .

Introduction An **adjective** is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing.

Some adjectives tell *what kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun *ocean*. *Cold* describes *water*.

We swam in the **blue** ocean. The water was **cold**.

Other adjectives tell *how many* there are of something.

We saw **three** whales. There were **many** dolphins.

What Kind	old, calm, bright, damp, noisy, sour, smoky
How Many	three, twelve, forty, many, several, some

Guided Practice Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

HINT Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- 1 The Davis family goes to a beautiful beach in July.
- 2 The dunes at the beach are huge.
- 3 Maddy loves to feel the soft sand between her toes.
- 4 She likes to jump in the foamy waves.
- 5 The warm air smells salty from the ocean.
- 6 Little Chloe digs in the wet sand.
- 7 Yesterday, she found several shells.
- 8 Three shells were round.

Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.


- 1 The cottage they stay in is two blocks from the ocean.
A two
B cottage
C stay
D ocean
- 2 Father takes the happy children to the beach.
A to
B happy
C beach
D children
- 3 The children like the smell of the tangy air.
A The
B like
C smell
D tangy


In numbers 4 and 5, what does the adjective in each sentence describe?

- 4 The hot sand burns in the sun.
A how the sand looks
B how the sand sounds
C how the sand smells
D how the sand feels
- 5 The water is salty.
A how the water feels
B how the water looks
C how the water tastes
D how the water sounds

Lesson 5

Adverbs


 **PA Core**
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general. . . .

 **Introduction** An **adverb** is a word that tells something about a verb, or action.

Many adverbs end in *-ly* and tell *how* or *in what way*. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base. The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

 **Guided Practice** Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.

HINT An adverb can come either before or after the verb it describes. A sentence might say *walked slowly*, or it might say *slowly walked*.

- 1 Jasmine nervously stood at home plate.
- 2 Her family shouted her name loudly.
- 3 She carefully rested the bat against her shoulder.
- 4 The pitcher gripped the ball tightly and then threw it.
- 5 Jasmine hit the ball sharply, and it soared toward left field.
- 6 A player tried to catch the ball but accidentally dropped it.
- 7 Jasmine easily slid into home base.
- 8 Her whole team cheered wildly!

Independent Practice

For numbers 1–3, choose the word in the sentence that is an adverb.


- 1 The crowd clapped excitedly when Jasmine hit the home run.
A crowd
B clapped
C excitedly
D hit
- 2 The coach told Jasmine that she had hit the ball perfectly.
A coach
B told
C ball
D perfectly
- 3 Jasmine's brother waved proudly and jumped from his seat.
A waved
B proudly
C jumped
D seat


For numbers 4 and 5, choose the word that the underlined adverb describes.

- 4 Jasmine smiled shyly when she saw her family.
A smiled
B saw
C Jasmine
D family
- 5 She quickly jogged back to the bench and sat down.
A jogged
B back
C bench
D sat

Lesson 6

Plural Nouns

 **PA Core**
 CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
 E03.D.1.1.2: Form and use regular and irregular plural nouns.

 **Introduction** A **singular noun** is a noun that names one person, place, or thing.
 A **plural noun** names more than one person, place, or thing.

- You can form the plural of most nouns just by adding -s.


Singular	a frog	one pond	a turtle
Plural	six frogs	two ponds	some turtles

- To form the plural of a noun that ends in *ch*, *sh*, *ss*, or *x*, add -es.
- To form the plural of a noun that ends in a consonant and *y*, change the *y* to *i* and add -es.

Singular	bunch	brush	mess	box	fly	baby
Plural	bunches	brushes	messes	boxes	flies	babies

- Some plural nouns do not end in *s*. **Irregular plurals** change in special ways or do not change at all! You just have to remember these plural nouns.

Singular	man	mouse	goose	foot	deer	moose
Plural	men	mice	geese	feet	deer	moose

 **Guided Practice** Write the plural of the noun in parentheses () to complete each sentence.

HINT If a noun ends in *y* but there is a vowel before the *y*, do not change the *y* to *i*. Just add -s.

Example:
 boy + s = boys

- I went to pick _____ in the woods. (berry)
- I heard a noise behind some _____. (rock)
- I thought I would see a few _____. (deer)
- Then six big birds came out of those _____. (bush)
- At first I thought they were _____. (goose)
- Then I realized that they were _____! (turkey)

Independent Practice

For numbers 1–3, choose the sentence in which the plural noun or nouns are spelled correctly.

- A** Two familys of mouse live in that stone wall.

B Two families of mices live in that stone wall.

C Two family of mouses live in that stone wall.

D Two families of mice live in that stone wall.
- A** Colorful butterflys flit through the air.

B Colorful butterflis flit through the air.

C Colorful butterflies flit through the air.

D Colorful butterflyes flit through the air.
- A** Some mooses drink from the pond.

B Some moose drink from the pond.

C Some moosies drink from the pond.

D Some meese drink from the pond.

For numbers 4 and 5, read each sentence and answer the question.

- The wind blows through the branches of the trees.

What is the correct plural of the underlined word?

A branchies

B branchys

C branches

D branchs
- Are there any bears or foxses in this forest?

What is the correct plural of the underlined word?

A foxs

B foxes

C foxys

D foxies

Lesson 7

Abstract Nouns



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.3: Use abstract nouns (e.g., *childhood*).



Introduction

You know that a **noun** is a word that names a person, place, or thing.

- Most nouns name things you can see, touch, taste, smell, or hear. These are called **concrete nouns**.

I love to look at **pictures** of my **father** when he was young.

- Some nouns name ideas, feelings, beliefs, or other things that you *cannot* see, touch, taste, smell, or hear. These are called **abstract nouns**.

My father has many happy **memories** of his **childhood**.

Compare these examples of concrete and abstract nouns.

Concrete Nouns	food	hero	prize	seatbelt
Abstract Nouns	hunger	bravery	pride	safety



Guided Practice

Circle the abstract noun in each sentence. Then choose one noun you circled, and use it in a sentence about your own family.

HINT Ask yourself if each word you circled is an idea, a feeling, a belief, or something else that you cannot see, touch, taste, smell, or hear.

- My grandparents teach us good values.
- They show their love by giving us big hugs.
- Grandma reminds us to treat our friends with kindness.
- Grandpa tells us how important honesty is.
- I am glad he shares his thoughts with us!
- _____



Independent Practice

For numbers 1–5, choose the abstract noun to complete each sentence.

- My grandparents came to the United States with _____.
A dishes
B suitcases
C hope
D maps
- In the United States, they would find _____.
A trees
B baseball
C subways
D freedom
- They wanted their children to have a better _____.
A house
B life
C school
D car
- My grandparents needed _____ to move to this country.
A courage
B money
C passports
D tickets
- Here, they got lots of _____ from friends and family.
A rides
B clothing
C furniture
D help

Lesson 8

Simple Verb Tenses



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.1.5: Form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).



Introduction

The **tense** of a verb helps readers know when something is happening.

- The **present tense** shows that something is happening *now*, or in the present.

I **walk** on the grass.

- The **past tense** shows that something happened *before*, or in the past. To form the past tense of most verbs, add *-ed* at the end.

In 1969, Neil Armstrong **walked** on the moon.

- The **future tense** shows what *is going to* happen in the future. To form the future tense, put *will* before the verb.

Maybe someday we **will walk** on Mars.

Look at the table below. Notice how the verbs change when the tense changes.

Present Tense	look	roam	discover
Past Tense	looked	roamed	discovered
Future Tense	will look	will roam	will discover



Guided Practice

Write the correct tense of the verb to complete each sentence.

HINT Words and phrases such as *in 1958*, *today*, and *years from now* can help you decide which verb tense to use.

- The NASA space program _____ in 1958.
start
- In 1961, NASA _____ a capsule called *Freedom 7*.
launch
- John Glenn _____ Earth in 1962.
orbit
- Today, astronauts _____ on a space station.
stay
- Years from now, we will _____ to other planets.
travel



Independent Practice

For numbers 1–5, choose the sentence in which the tense of the verb is correct.

- A** Our class visited Johnson Space Center next Wednesday.

B Our class will visited Johnson Space Center next Wednesday.

C Our class visit Johnson Space Center next Wednesday.

D Our class will visit Johnson Space Center next Wednesday.
- A** Yesterday we learn about a space rover trip to Mars.

B Yesterday we learned about a space rover trip to Mars.

C Tomorrow we learned about a space rover trip to Mars.

D Yesterday we will learn about a space rover trip to Mars.
- A** The rover, named *Curiosity*, landed on Mars in August of 2012.

B The rover, named *Curiosity*, land on Mars in August of 2012.

C The rover, named *Curiosity*, will land on Mars in August of 2012.

D The rover, named *Curiosity*, will landed on Mars in August of 2012.
- A** Right now, videos from *Curiosity* show the surface of Mars.

B Right now, videos from *Curiosity* will showed the surface of Mars.

C In the future, videos from *Curiosity* showed the surface of Mars.

D In the future, videos from *Curiosity* show the surface of Mars.
- A** At the Space Center next week, I ask more about *Curiosity*.

B At the Space Center next week, I asked more about *Curiosity*.

C At the Space Center next week, I will ask more about *Curiosity*.

D At the Space Center next week, I will asked more about *Curiosity*.

Lesson 9

Regular Verbs



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.4: Form and use regular and irregular verbs.



Introduction

A verb in the past tense shows that something already happened. Most verbs are **regular verbs**. They each follow the same rules to form the past tense.

- For most regular verbs, add **-ed** to form the past tense.

watch + **ed** We **watched** the dancers on the stage.

- For verbs that end in silent **e**, just add **-d**.

move + **d** They **moved** gracefully across the floor.

- For verbs that end in a consonant and **y**, change the **y** to **i** before you add **-ed**.

carry – **y + i + ed** One dancer **carried** the other.

- For verbs that end in a short vowel sound and a consonant, double the consonant before you add **-ed**.

flip + **p + ed** Then he **flipped** her in the air!



Guided Practice

Write the past tense of the verb to complete each sentence.
Be sure to use correct spelling.

HINT If a verb ends in **y** but there is a vowel before the **y**, do not change the **y** to **i**. Just add **-ed**.

Example:
stay + **ed** = **stayed**

- Yuki _____ in a dance show last night.
perform
- The dancers _____ to several different songs.
dance
- They _____ to the music.
sway
- Near the end, the music suddenly _____.
stop
- Yuki's teacher _____ behind the stage.
hurry



Independent Practice

For numbers 1–5, choose the correct spelling of the past tense verb to complete each sentence.

- My school _____ a talent show last week.
A presentd
B presented
C presentted
D present
- I _____ my act every day for a month.
A practicied
B practiceed
C practice
D practiced
- I _____ that I would make a mistake.
A worreid
B worryd
C worried
D worried
- For my act, I _____ four tomatoes.
A juggled
B juggleed
C juggled
D juggld
- The audience _____ loudly when I was done.
A claped
B clappd
C clapped
D clapedd

Lesson 10

Irregular Verbs



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.4: Form and use regular and irregular verbs.

Introduction

Most verbs are regular. Regular verbs end in *-ed* when they show that something happened in the past. Some verbs are irregular. **Irregular verbs** change in special ways to show past time.

Present Sometimes I make my own lunch.
Past Yesterday I made a sandwich.

Another way to tell about the past is to use the helping verb *has*, *have*, or *had* with the past form of the main verb. Some irregular verbs change spelling when they are used with *has*, *have*, or *had*.

Present	Past	Past with <i>Has, Have, or Had</i>
begin	began	(has, have, had) begun
come	came	(has, have, had) come
eat	ate	(has, have, had) eaten
go	went	(has, have, had) gone
make	made	(has, have, had) made
see	saw	(has, have, had) seen
run	ran	(has, have, had) run
give	gave	(has, have, had) given

Guided Practice

Circle the form of the verb that correctly completes each sentence.

HINT To know which past form of the verb to use, look for the helping verb *has*, *have*, or *had*. Sometimes the word *not* or another word comes between the helping verb and the main verb.

- I have always _____ each day with a healthy breakfast.
begun began begin
- Yesterday Mom _____ me a bowl of oatmeal with fruit.
given give gave
- My dad has _____ yummy banana bread.
made maked make
- Grandma had not _____ yet, so she had some, too.
eaten eat ate

Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

- Mom and I go to the store last week.
A gone
B goed
C went
D goned
- We had ran out of healthy snacks.
A run
B runned
C ranned
D rund
- At the store, we see a lot of cookies and candy.
A seen
B seemed
C sawed
D saw
- Mom has never give me snacks like those.
A gave
B gaven
C given
D gived
- We come home with carrots and raisins.
A camed
B came
C camen
D comed

Lesson 11

Subject-Verb Agreement



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.

Introduction The **subject** of a sentence tells whom or what the sentence is about.

A subject can tell about one or more than one person, place, or thing. The verb in the sentence must **agree** with, or match in number, the subject. The subject can be singular or plural.

Singular	Plural
subject verb Kenji writes poems for a hobby.	subject verb His brothers write songs.

Follow these rules if the subject is a singular noun or the pronoun *he, she, or it*.

Add -s to the end of most verbs.	Tara collects old trains.
Add -es if the verb ends in <i>ch, sh, ss, or x</i> .	She washes the trains.
Change y to <i>i</i> before adding -es if the verb ends in a consonant and y.	She tries to fix them.

Do not add anything to the verb if the subject is a plural noun or the pronoun *I, you, we, or they*.

Sometimes I **help** Tara, too. The trains always **look** beautiful.

Guided Practice

Cross out each verb that does not agree with its subject. Write the verb correctly above it.

HINT If a verb ends in a vowel and y, just add -s if the subject is singular. Do not add anything if the subject is plural.

Example:
Tina **plays** sports.
We **play**, too.

Many people enjoys hobbies. My friend Simon likes baseball cards. He keep them in a huge box. My sister Kim watch cartoons. Then she draws her favorite characters. My grandparents travel a lot. They saves coins from everywhere. Even our dog finds bones and bury them in our yard.

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct verb to agree with the subject.

1 My uncle _____ for a hobby.

- A fishs
- B fishies
- C fishes
- D fish

2 He _____ the fish home in a pail.

- A carrys
- B carries
- C carryes
- D carry

3 My sisters _____ to hike.

- A likes
- B likse
- C liks
- D like

4 They _____ for interesting flowers and rocks.

- A searchs
- B searches
- C search
- D searchse

5 Dora _____ the names of many rocks.

- A knows
- B knowes
- C knowz
- D know

Lesson 12

Pronoun-Antecedent Agreement



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.

Introduction

You know that pronouns take the place of nouns. Pronouns must **agree** with, or match in number, the noun they replace. The singular pronouns are *I, you, he, she, it, me, him, and her*. The plural pronouns are *we, you, they, us, and them*.

Singular	My <u>mother</u> studies weather. <u>She</u> is a hurricane expert.
	Mom works with <u>Mr. Jordan</u> . Mom gives <u>him</u> advice.
Plural	<u>Hurricanes</u> are powerful. <u>They</u> knock trees over.
	Scientists study <u>storms</u> . People must prepare for <u>them</u> .

Guided Practice

Cross out each pronoun that does not agree with the noun it replaces. Write the correct pronoun above it.

HINT Use *he* or *him* when you are talking about a boy or a man. Use *she* or *her* when you are talking about a girl or a woman.

- The weather interests Sara. Mom teaches him about it.
- Mom knows about storms. She keeps track of it.
- Grandpa remembers a bad storm. He tells about them.
- The wind was 95 miles an hour. She was very strong.
- Trees crashed down. It fell on the house.
- Grandpa was on the porch. They yelled for Grandma.
- Grandma heard Grandpa. She ran outside to find them.
- My grandparents were safe. It stayed in a shelter.

Independent Practice

For numbers 1–5, read each sentence. Then choose the pronoun that agrees with the underlined noun.

- Mr. Jordan reports the weather. _____ gets help from my mother.
A She
B He
C It
D They
- Mr. Jordan warned people about a hurricane and told _____ what to do.
A him
B her
C them
D it
- People stayed safe because _____ listened to his advice.
A she
B he
C it
D they
- Mayor Maria Perez called Mr. Jordan and my mom. _____ thanked them.
A She
B He
C It
D We
- My mom enjoys working with Mr. Jordan. She has a lot of respect for _____.
A she
B he
C her
D him

Lesson 13

Comparative and Superlative Adjectives and Adverbs



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs

Introduction

When you write, you can use adjectives and adverbs to tell how things are alike or different.

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

cold + er The lake is **colder** than the pond.

cold + est Of all bodies of water, the ocean is the **coldest** place to swim.

- Use **more** with adverbs that end in **-ly** to compare two actions.
Use **most** to compare three or more actions.

more + gracefully Emma swims **more gracefully** than Madison.

most + gracefully Ann swims the **most gracefully** of all the girls.

Guided Practice

Read each sentence. Circle the correct word or words to complete it.

HINT Never use *more* or *most* together with adjectives that end in *-er* or *-est*.

Correct:

fuller, fullest

Incorrect:

more fuller,
most fullest

- 1 The adults' pool is _____ than the children's pool.
deepest deeper more deeply
- 2 My little brother swims _____ than I do.
slowly more slowly slowest
- 3 The morning is the _____ time of all at the pool.
most calmest more calm calmest
- 4 This lifeguard blows her whistle the _____ of all the guards.
most loudly louder more louder

Independent Practice

For numbers 1–5, choose the correct word or words to complete each sentence.

- 1 Nikki built the _____ sand castle on the beach.
A tall
B most tallest
C more tall
D tallest
- 2 I saw a seahorse that was _____ than my fingernail.
A most small
B more smaller
C smaller
D smallest
- 3 Dan put on his snorkel _____ than his little brother did.
A most carefully
B more carefully
C careful
D carefully
- 4 Pari was the _____ swimmer of all of us.
A stronger
B strongest
C more stronger
D most strongest
- 5 Max held the little crab the _____ of all the children.
A most gently
B gentle
C more gently
D gently

Lesson 14

Coordinating Conjunctions



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.1.8: Use coordinating and subordinating conjunctions.



Introduction

A **conjunction** is a word that is used to join other words, groups of words, or sentences. The words *and*, *but*, *or*, and *so* are conjunctions.

- Use *and* when you mean “also.”

Birds *and* dogs are my favorite animals.

- Use *but* when you want to show a difference.

Mario’s cat is playful, *but* Lila’s cat likes to sleep.

- Use *or* when you want to show a choice.

Dad says we can have a kitten *or* a puppy.

- Use *so* when you want to give a reason.

I love animals, *so* I like having a lot of pets.



Guided Practice

Write the conjunction *and*, *but*, *or*, or *so* to complete each sentence.

HINT Sometimes more than one conjunction can make sense in a sentence. Choose the conjunction that makes the meaning clearest.

- 1 Poodles _____ collies are both smart dogs.
- 2 I take my dog to the park, _____ he can get more exercise.
- 3 Shanti likes cats _____ not dogs.
- 4 Pedro wants a dog, _____ he does not want a big dog.
- 5 Kim walks her dog _____ then feeds him.
- 6 Should we name the puppy Ernie _____ Bert?
- 7 Our dog doesn’t obey, _____ we need to send him to a dog trainer.
- 8 Pedro might get a dog today, _____ he will wait until tomorrow.



Independent Practice

For numbers 1–5, choose the best conjunction to complete each sentence.

- 1 Parrots are colorful _____ smart birds.
A and
B but
C or
D so
- 2 Most parrots live in jungles, _____ some of them live in homes as pets.
A and
B but
C or
D so
- 3 Parrots have strong, curved beaks, _____ they can crack open seeds.
A and
B but
C or
D so
- 4 Anisa wants a parrot _____ no pet at all.
A and
B but
C or
D so
- 5 I would like to have both a parrot _____ a parakeet.
A and
B but
C or
D so

Lesson 15

Simple and Compound Sentences



PA Core
CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

Eligible Content
E03.D.1.1.9: Produce simple, compound, and complex sentences.

Introduction A **sentence** is a group of words that tells a complete thought.

- A **simple sentence** has one subject and one predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject does or is.

subject	predicate
[Alfredo]	[goes to art class on Tuesday and Thursday.]

- A **compound sentence** has two simple sentences joined together by the conjunction *and*, *but*, *or*, or *so*. There is usually a comma before the conjunction.

simple sentence	simple sentence
[Alfredo likes art class],	but [his sister enjoys music class.]

- Combining two short sentences into a compound sentence can make your writing less choppy. It also helps you show that two ideas are connected.

Alfredo painted a picture. His sister sang a song.

Alfredo painted a picture, **and** his sister sang a song.

Guided Practice

Combine each pair of simple sentences to make a compound sentence. Use the conjunction in parentheses ().

HINT Be sure to put a comma before the conjunction in each compound sentence you write.

- Should we start class? Should we wait? (or)

- I finished my picture. Neil did not finish his. (but)

- Liz has a flute lesson soon. She must practice. (so)

- She made up a song. It sounded great! (and)

Independent Practice

For numbers 1–4, pick the choice that correctly combines the two simple sentences into a compound sentence.

- Mr. Ramirez loves music. He is a great teacher.
A Mr. Ramirez loves music and he is a great teacher.
B Mr. Ramirez loves music, but he is a great teacher.
C Mr. Ramirez loves music, and he is a great teacher.
D Mr. Ramirez loves music, or he is a great teacher.
- Anita was going to sing. She had a sore throat.
A Anita was going to sing, but she had a sore throat.
B Anita was going to sing, so she had a sore throat.
C Anita was going to sing, or she had a sore throat.
D Anita was going to sing, and she had a sore throat.
- You may play the piano first. You may play the drums first.
A You may play the piano first, and you may play the drums first.
B You may play the piano first, so you may play the drums first.
C You may play the piano first, but you may play the drums first.
D You may play the piano first, or you may play the drums first.
- We cannot hear the music. Please make it louder.
A We cannot hear the music, and please make it louder.
B We cannot hear the music, so please make it louder.
C We cannot hear the music, but please make it louder.
D We cannot hear the music so, please make it louder.

Lesson 16

Subordinating Conjunctions and Complex Sentences



PA Core
CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

Eligible Content
E03.D.1.1.8: Use coordinating and subordinating conjunctions.
E03.D.1.1.9: Produce simple, compound, and complex sentences.

Introduction

Simple sentences can be combined using different kinds of conjunctions.

- One way to combine simple sentences is to use a conjunction such as *after*, *because*, *when*, or *while*. When you combine two simple sentences with such conjunctions, you form a **complex sentence**.

simple sentence simple sentence
[Yasmin did not stay for the game] **although** [she loves soccer.]

- In a complex sentence, the conjunction shows how the ideas in the two simple sentences go together.
- The conjunction can come at the beginning or in the middle of the sentence.

Conjunctions	When to Use	Examples
because	to explain or give a reason	Yasmin went home because she felt ill.
after, before, until, when, while	to show when things happen	She had a snack before she took a nap. When she woke up, she watched TV.
although, unless	to compare or to show an exception	She'll stay home Monday unless she feels better.

Guided Practice

Combine each pair of simple sentences to make a complex sentence. Use the conjunction in parentheses ().

HINT When you begin a sentence with a conjunction, use a comma after the first simple sentence.

Example:

Before you play soccer, you should stretch.

1 The soccer players have fun. They practice. (while)

2 Kayla works hard. She wants to be a better player. (because)

3 Milo was on the team. He got hurt. (until)

Independent Practice

For numbers 1–4, first read the simple sentences. Then pick the choice that correctly combines the simple sentences into a complex sentence.

1 The game had already begun. We arrived.

- A The game had already begun because we arrived.
- B Although the game had already begun, we arrived.
- C The game had already begun when we arrived.
- D The game had already begun while we arrived.

2 It started to rain. The game was not called off.

- A Although it started to rain, the game was not called off.
- B Because it started to rain, the game was not called off.
- C It started to rain when the game was not called off.
- D It started to rain unless the game was not called off.

3 The Hawks won. They scored the most goals.

- A The Hawks won unless they scored the most goals.
- B The Hawks won before they scored the most goals.
- C After the Hawks won, they scored the most goals.
- D The Hawks won because they scored the most goals.

4 The game was over. We went out for pizza.

- A Until the game was over, we went out for pizza.
- B After the game was over, we went out for pizza.
- C The game was over unless we went out for pizza.
- D The game was over because we went out for pizza.

Lesson 17

Capitalization in Titles



PA Core
CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Eligible Content
E03.D.1.2.1: Capitalize appropriate words in titles.



Introduction

There is a special way to write the title of a book, magazine, newspaper, or movie.

- Always capitalize the first word, the last word, and all the important words in a title.
- Do not capitalize short words such as *a*, *an*, *the*, *and*, *of*, *for*, *in*, and *on* unless they are the first or last word of the title.

Book	<i>The Adventures of Peter Vine</i>
Magazine	<i>Fun for You and Me</i>
Newspaper	<i>The Daily News</i>
Movie	<i>Sara Drake and the Secret Cave</i>



Guided Practice

Write each title correctly, adding capital letters where they are needed.

HINT Usually the title of a book, magazine, newspaper, or movie is shown in *italics*. But when you write one of these titles by hand, you should underline it instead.

- oliver in space (movie)
- abby and the zebra (book)
- explore and more (magazine)
- the star county times (newspaper)
- a dragon in town (movie)
- lily the lucky ladybug (book)
- diary of an amazing mouse (movie)
- sports for healthy kids (magazine)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Independent Practice

For numbers 1–5, choose the correct answer to each question.

- How should the title of this movie be written?
 A *a Hog on a Log*
 B *A Hog On a Log*
 C *a Hog on a log*
 D *A Hog on a Log*
- How should the title of this book be written?
 A *Sam The Storm chaser*
 B *Sam the Storm Chaser*
 C *Sam the storm Chaser*
 D *Sam The Storm Chaser*
- How should the title of this magazine be written?
 A *The Planets And The Stars*
 B *The planets and the Stars*
 C *The Planets and the Stars*
 D *the Planets And the Stars*
- How should the title of this newspaper be written?
 A *Weekly News for All*
 B *Weekly News For all*
 C *Weekly news for All*
 D *Weekly news For all*
- How should the title of this book be written?
 A *And the Cat Wants in*
 B *And the Cat Wants In*
 C *and the Cat Wants in*
 D *And The Cat Wants In*

Lesson 18

Punctuating Addresses



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.2.2: Use commas in addresses.



Introduction

What is the name of the street where your school is? What city or town is it in? What is the name of the state where you live? When you put all of this information together, you get an **address**.

When you write an address, place a **comma (,)** between the name of the street and the city. Place another comma between the name of the city and the state.

The store is at 300 Craig Street, Durham, North Carolina.



Guided Practice

Rewrite each address. Add commas where they are needed. Then finish the last sentence by writing your own address.

HINT The name of a street can also have the word *Road*, *Drive*, *Lane*, or *Avenue* at the end. The comma always comes after those words.

1 18 West Lane Orlando Florida

2 2 Griggs Avenue Albany New York

3 531 Front Street Monroe Wisconsin

4 1538 Oakwood Drive Canton Ohio

5 49 Jeffrey Road Athens Georgia

6 My address is _____



Independent Practice

For numbers 1–4, pick the choice that correctly punctuates the address underlined in the sentence.

1 My grandmother lives at 945 Peters Street Fresno California.

- A 945 Peters, Street Fresno, California
- B 945 Peters Street, Fresno, California
- C 945 Peters Street Fresno, California
- D 945 Peters Street, Fresno California

2 I sent the card to 310 Medford Road Concord North Carolina.

- A 310 Medford Road, Concord, North Carolina
- B 310, Medford Road, Concord, North Carolina
- C 310 Medford Road, Concord North, Carolina
- D 310 Medford Road Concord, North Carolina

3 The address on the envelope was 18 Arcola Lane Tucson Arizona.

- A 18 Arcola, Lane, Tucson, Arizona
- B 18 Arcola Lane, Tucson Arizona
- C 18 Arcola Lane, Tucson, Arizona
- D 18 Arcola Lane Tucson, Arizona

4 Hiro's family moved to 4 Charles Drive Bristol Rhode Island.

- A 4 Charles Drive Bristol, Rhode Island
- B 4 Charles Drive, Bristol Rhode Island
- C 4, Charles Drive, Bristol, Rhode Island
- D 4 Charles Drive, Bristol, Rhode Island

Lesson 19

Punctuating Dialogue



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.2.3: Use commas and quotation marks in dialogue.



Introduction

When characters in a story talk to each other, this is a **dialogue**. When you write a dialogue, use **quotation marks** (" ") before and after each speaker's words.

Mr. Simons said, "We're going on a field trip!"

"Hooray!" the class shouted.

When a speaker's words come last in a sentence, use a **comma** (,) to separate the speaker's words from the rest of the sentence.

Myra asked, "Where are we going?"

Mr. Simons answered, "We are going to the Natural History Museum."



Guided Practice

Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.

HINT The end punctuation after a speaker's words should be *inside* the quotation marks.

Correct: "It's a dog, isn't it?"

Incorrect: "It's a dog, isn't it"?

- 1 I am so excited about our trip to the museum! Janie said.

- 2 Carlos asked Do you think it will be boring?

- 3 Then Justin explained It's a chance to go someplace new.

- 4 I think we'll have a great time! Tanisha added.



Independent Practice

For numbers 1–5, choose the sentence in each group that uses correct punctuation.

- 1 A "This museum is gigantic"! Anna exclaimed.
B "This museum is gigantic!" Anna exclaimed.
C "This museum is gigantic! Anna exclaimed."
D This museum is gigantic! "Anna exclaimed."

- 2 A Celia said, "Everyone should visit this museum."
B Celia said "Everyone should visit this museum."
C Celia said, Everyone should visit this museum.
D "Celia said" Everyone should visit this museum.

- 3 A Alberto asked. "What is this?"
B Alberto asked, "What is this?"
C Alberto asked "What is this!"
D Alberto asked, "What is this?"

- 4 A I've never seen anything like it! Juanita replied.
B I've never seen anything like it! "Juanita replied."
C "I've never seen anything like it!" Juanita replied.
D "I've never seen anything like it! Juanita replied."

- 5 A Billy announced, "It's a fossil footprint."
B Billy announced. "It's a fossil footprint."
C Billy announced "It's a fossil footprint".
D "Billy announced, "It's a fossil footprint."

Lesson 20

Possessive Nouns



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.2.4: Form and use possessives.



Introduction

Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an **-s**.

seller + 's The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the **-s**.

lions + ' The lions' area is near the back of the zoo.



Guided Practice

Write the possessive form of the noun in parentheses () to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in (). Also look for clue words, such as *a*, *one*, *several*, and *few*.

- 1 a _____ key (zookeeper)
- 2 several _____ ears (bunnies)
- 3 one _____ flippers (penguin)
- 4 a few _____ tails (foxes)
- 5 three _____ brooms (cleaners)
- 6 a _____ tickets (guest)
- 7 some _____ nests (cranes)
- 8 an _____ egg (emu)



Independent Practice

For numbers 1–5, choose the correct way to write each underlined noun.

- 1 Several workers pails had food for the animals.
A worker's'
B workers
C worker's
D workers'
- 2 The workers put bottles in a few babies mouths.
A babies'
B babies's'
C babies
D babies's
- 3 The zookeeper pointed out three ostriches strong legs.
A ostriche's's
B ostriches
C ostriches'
D ostriche's
- 4 There was a big spray of water from an elephants trunk.
A elephants
B elephant's
C elephants's
D elephants'
- 5 We loved seeing one peacocks colorful feathers.
A peacocks'
B peacocks
C peacock's
D peacocks's

Lesson 21

Possessive Pronouns



PA Core

CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content

E03.D.1.2.4: Form and use possessives.

Introduction

You know that a possessive noun shows ownership. When a pronoun shows ownership, it is called a **possessive pronoun**.

- A possessive pronoun can take the place of a possessive noun.

Her

Lena had the idea for the bake sale. ~~Lena's~~ aunt made bread.

- A possessive pronoun can be singular or plural. It must agree with, or match, the noun it is replacing.

	Possessive Pronouns	Examples
Singular	my, your, his, her, its	Brett and <u>his</u> sister baked cakes.
Plural	your, our, their	<u>The twins</u> and <u>their</u> dad helped.

Guided Practice

Write a possessive pronoun to take the place of the underlined word or words.

HINT The possessive pronoun *their* means "belonging to them." Use it when you want to show that two or more people own or have something.

- Maria's colorful signs : _____ colorful signs
- the tray's handles : _____ handles
- Tim's and Lena's brownies : _____ brownies
- Michael's yummy churros : _____ yummy churros
- Pedro's and my cupcakes : _____ cupcakes
- the bagel that belongs to you : _____ bagel
- the basket that is mine : _____ basket
- the pan that belongs to the two of you : _____ pan

Independent Practice

For numbers 1–5, choose the pronoun that correctly completes the sentence by agreeing with the underlined word or words.

- Mr. Blanco asked _____ son to set up the food tables.
A his
B her
C our
D its
- One table was broken, so Jim fixed _____ wobbly legs.
A her
B our
C its
D their
- Mrs. Chin put _____ punch bowl on the table.
A his
B her
C its
D their
- Sari and Lil sold _____ tasty cookies right away.
A her
B its
C his
D their
- My dad and I were proud of _____ healthy snacks.
A your
B our
C her
D their

Lesson 22

Adding Suffixes



PA Core

CC.1.2.3.K, CC.1.3.3.L: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

Eligible Content

E03.D.1.2.5: Use conventional spelling...for adding suffixes...



Introduction

A **suffix** is a word part added to the end of a base word. Adding a suffix changes the meaning of a word.

base word suffix

walk + **ing** = walking

Follow these spelling rules when adding suffixes to base words.

When a Suffix Begins with a Vowel

If the base word ends in a short vowel sound and one consonant, double the consonant.

bat + **t** + ing = **batting**
jog + **g** + ed = **jogged**

If the base word ends in a silent -e, drop the e.

smile - **e** + ing = **smiling**
safe - **e** + er = **safer**

When a Base Word Ends with a Consonant and y

Change the y to i before adding most suffixes.

happy - **y** + **i** + ness = **happiness**
silly - **y** + **i** + est = **silliest**



Guided Practice

Add the suffix shown to each word. Write the new word.

HINT When you add **-ing** to a verb that ends in y, do not change the y to i.

Example:

try + **ing** = **trying**

fly + **ing** = **flying**

- 1 hike + ed _____
- 2 skip + ing _____
- 3 nice + er _____
- 4 hurry + ing _____
- 5 silly + ness _____
- 6 try + ed _____
- 7 dive + ing _____
- 8 funny + est _____



Independent Practice

For numbers 1–5, read each question and choose the correct answer.

- 1 How would you spell the new word if you added the suffix **-ing** to “spin”?
 A spineing
 B spining
 C spinning
 D spinneing
- 2 How would you spell the new word if you added the suffix **-er** to “brave”?
 A braveer
 B bravver
 C bravr
 D braver
- 3 How would you spell the new word if you added the suffix **-ness** to “heavy”?
 A heavyness
 B heaviness
 C heavyiness
 D heavieness
- 4 How would you spell the new word if you added the suffix **-ed** to “smile”?
 A smiled
 B smield
 C smild
 D smiled
- 5 How would you spell the new word if you added the suffix **-est** to “rainy”?
 A rainyest
 B rainyiast
 C rainest
 D rainiest

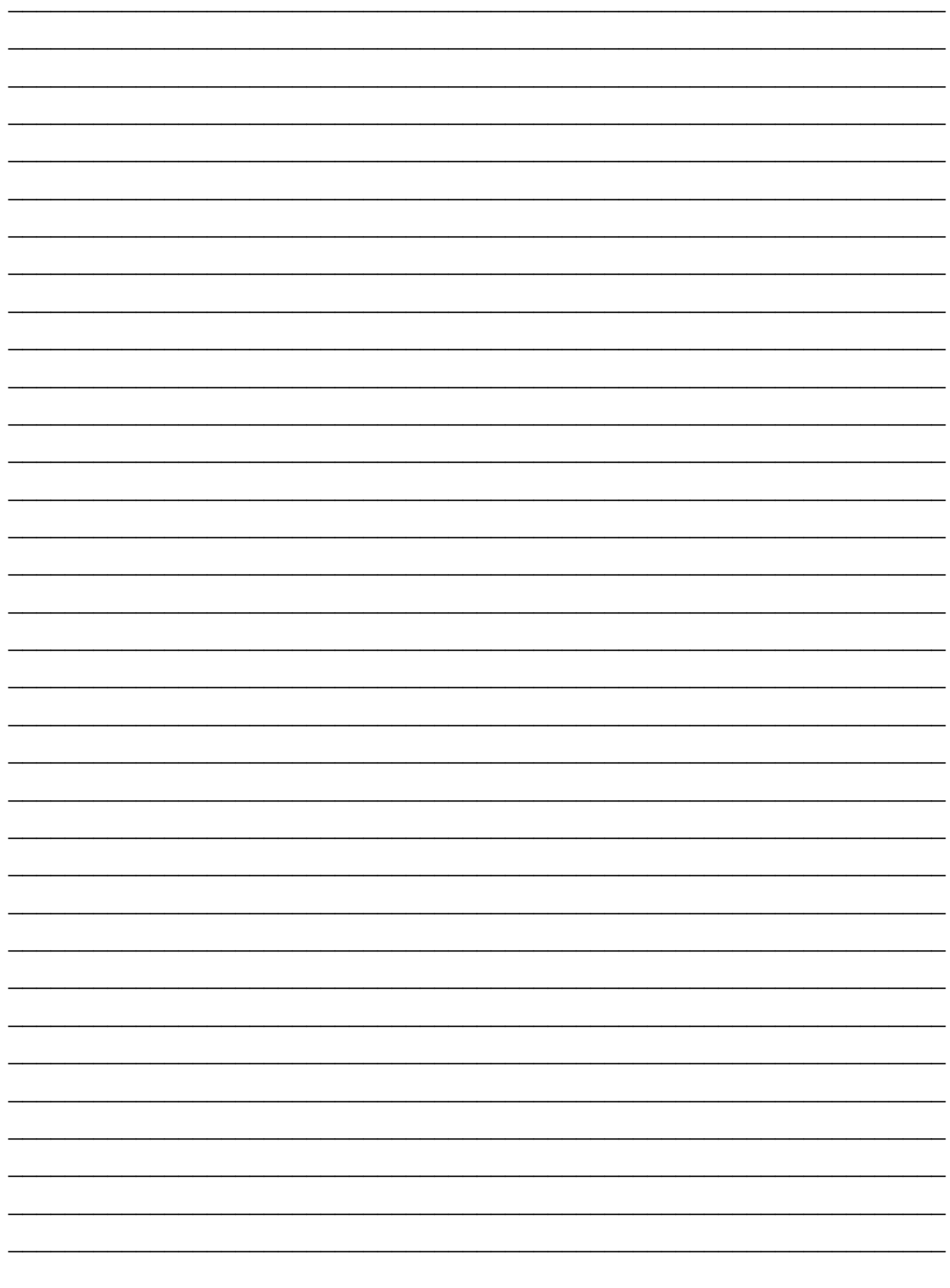
Directions: Choose 2 of the following Harlem Renaissance pioneers for the following prompt

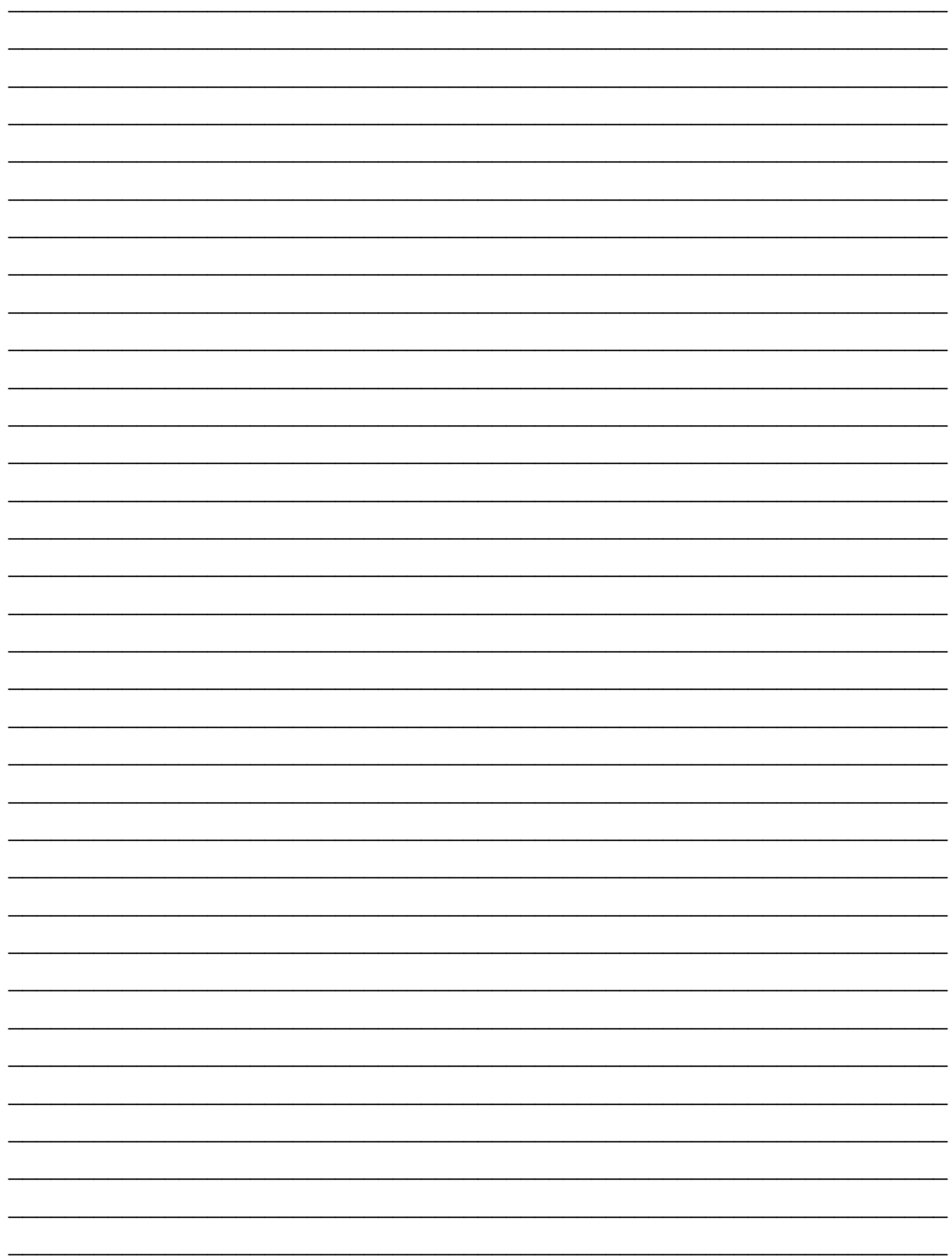
Prompt: How did each pioneer change America? Use information about your chosen pioneer to write about how they changed America.

Make sure you include:

- What your pioneers were known for
- What America was before and after your pioneer existed
- How your pioneers changed America

Pioneer List
Zora Neale Hurston
Bessie Smith
Nella Larsen
Langston Hughes
Countee Cullen
W.E.B Du Bois
James Baldwin





Name: _____

Summer Science: Kitchen Science Experiments

With permission from a parent, choose 2 out of the 3 kitchen experiments included in this packet. Answer the questions below that match with the 2 experiments you chose.

1. Liquid Lava Layers

Think and talk about....

1. What can you see happening?
2. What directions are the bubbles moving in?
3. Why does the water not mix with the oil?

Investigate:

1. Try using a straw to blow bubbles into the layers. What happens?
2. What effect does adding another vitamin tablet have?
3. Try changing the order you put the water and oil in the bottle. Does it make any difference?

2. Milk Magic

Think and talk about...

1. What colors do you think you will see when the different food colorings mix?
2. What is making the food coloring move?

Name: _____

Investigate:

1. What happens if you use different types of milk, such as semi-skimmed, low fat, or soy milk?
2. What happens if you use water instead of milk? Will it still work?
3. Try different types of soap and see which one works best.

3. Oozing Oobleck

Think and talk about...

1. What do you think is happening?
2. Does oobleck behave like a solid, liquid, or gas?
3. Why do you think oobleck acts like this?
4. What else behaves like oobleck?
5. If you had a pool full of oobleck, what do you think would happen if you tried to run across the surface?


Investigate:

4. What happens if you let your fingers gently run through the oobleck?
5. Apply a force to the oobleck, such as tapping it or slapping it with your hand. What effect does this have?
6. If you sink your hand into the oobleck, what happens when you try to pull it out quickly? Why do you think this happens?

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LIQUID LAVA LAYERS

MAKING 	Age 7-11 11-14	Topic MATTER, MATERIALS	⌚ 20 MIN
	Skills used MAKING OBSERVATIONS • CURIOSITY		

You will need...



Plastic bottle



Fizzy
vitamin
tablet



Water



Food colouring



Funnel



Vegetable oil

Think and talk about...

- What can you see happening?
- What directions are the bubbles moving in?
- Why does the water not mix with the oil?

Investigate...

- Try using a straw to blow bubbles into the layers. What happens?
- What effect does adding another vitamin tablet have?
- Try changing the order you put the water and oil in the bottle. Does it make any difference?

Follow these steps...



- 1** Use the funnel to pour water into a clean bottle until it is one-third full. Add a few drops of red food colouring.



- 2** Fill the rest of the bottle with vegetable oil.



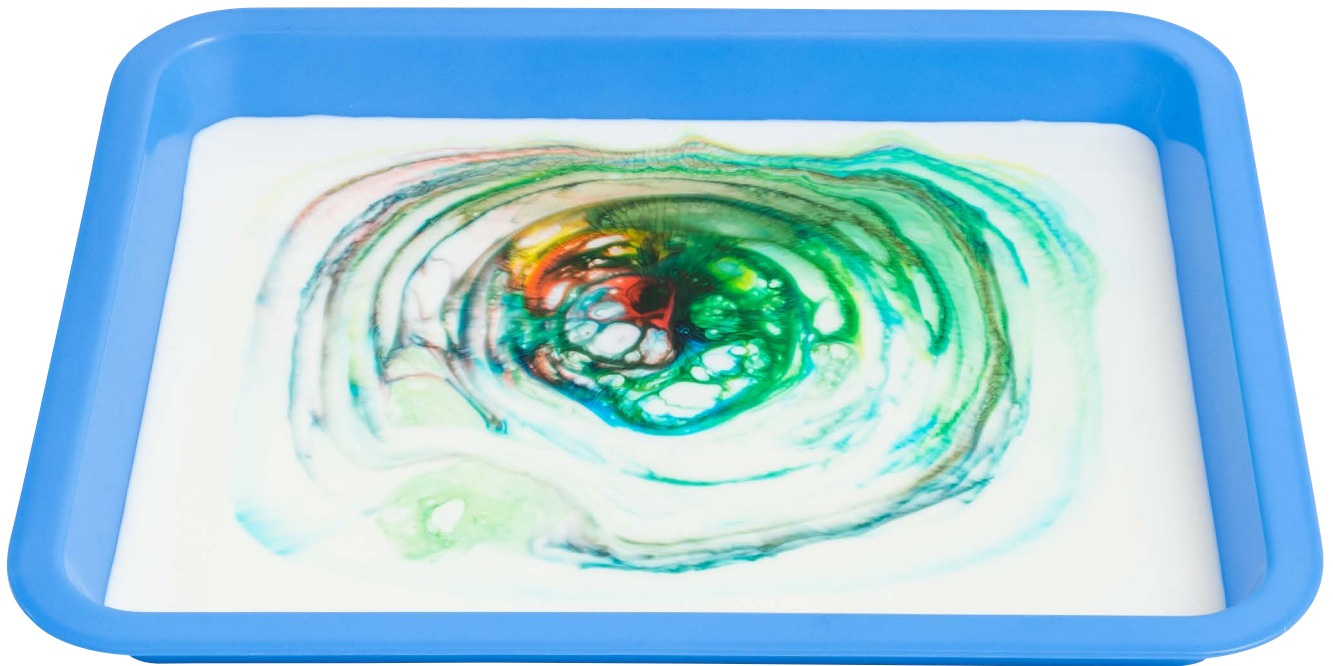
- 3** Break the vitamin tablet in half and add it to the bottle. Watch the lava bubbles!

Science in your world


Floats you might use at a swimming pool don't sink because they are a lower density than the water around them, meaning they help you stay at the surface.



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MILK MAGIC

MAKING 	Age 7-11 11-14	Topic MATERIALS, FORCES	⌚ 20 MIN
	Skills used MAKING OBSERVATIONS • CURIOSITY		

Overview for adults

Soap is something that most people probably take for granted, but it has some really interesting properties. This activity uses soap to disrupt the surface tension of milk, producing swirling colourful patterns of food colouring dissolved in milk.

What's the science?

Food colouring dissolves well in pure water. Milk is mostly water, but it has billions of tiny droplets of fat suspended in it. Food colouring doesn't dissolve in fat, so the droplets prevent the food colouring from mixing very far into the water.

The water molecules at the surface of the milk are all pulling on each other, so the surface is under tension. Washing-up liquid reduces the surface tension, but only where the drop falls. Like the rubber of a burst balloon, the rest of the surface rapidly pulls away, and this causes the milk to churn and mix, resulting in the colours you see.

Science in your world

You can't blow bubbles in pure water, because water's strong surface tension pulls it into round droplets. Dissolving soap in water reduces the surface tension, making it possible to blow bubbles.

Did you know...?

The earliest recorded evidence of soap dates all the way back to around 2800 BCE.

Can you make milk move without touching it?

You will need...



Think and talk about...

- What colours do you think you will see when the different food colourings mix?
- What is making the food colouring move?

Investigate...

- What happens if you use different types of milk, such as semi-skimmed, low fat or soya milk?
- What happens if you use water instead of milk? Will it still work?
- Try different types of soap and see which one works best.

Follow these steps...



1 Pour milk into a tray so that the bottom is just covered.



2 Carefully put drops of food colouring in a circle near the middle of the tray.



3 Dip a cotton bud in washing-up liquid...



4 ... and then in the centre of the milk. Watch the colours swirl!

Science in your world


Dissolving soap in water reduces water's surface tension, making it possible to blow bubbles.



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OOZING OOBLECK

MAKING 	Age 7-11 11-14	Topic MATTER, MATERIALS, FORCES	⌚ 20 MIN
	Skills used MAKING OBSERVATIONS • CURIOSITY		

You will need...



Water



Cornflour



Tablespoon



Bowl or tray

Top tip: Oobleck can make a great deal of mess, although once it has dried it can easily be swept or vacuumed up. You may want to wear an apron. If cornflour does get onto your clothes, it will wash out with no problems.

Think and talk about...

- What do you think is happening?
- Does oobleck behave like a solid, liquid or both?
- Why do you think oobleck acts like this?
- Can you think of anything else that behaves like oobleck?
- If you had a pool full of oobleck, do you think you could run across it?

Investigate...

- What happens if you let your fingers gently run through the oobleck?
- Apply a force to the oobleck, such as tapping or slapping it. What effect does it have?
- If you let your hand sink into the oobleck, can you pull it out quickly?
- How hard is it to remove objects from the bottom of the bowl?

Follow these steps...



- 1** Put a heaped amount of cornflour in a bowl or tray.



- 2** Slowly add the water a bit at a time until the cornflour resembles a very thick, viscous liquid.



- 3** Now you can play with the oobleck – try stirring it in the bowl with a spoon.



- 4** Roll the oobleck into a ball in your hand and see what happens when you stop.

Science in your world

Body armour with the ability to be flexible yet harden under impact was developed from knowledge taken from materials like oobleck, which are called non-Newtonian fluids.

