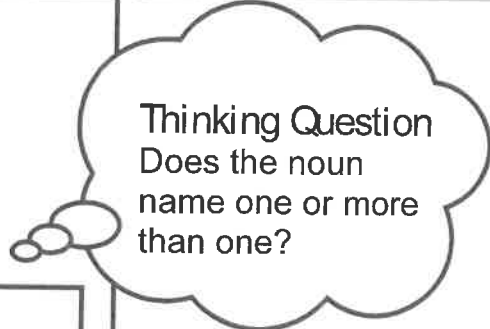


Making Nouns Plural

- Use plural nouns when you are talking about more than one.
- Add -s to most nouns to name more than one.



Singular	Plural
My <u>cat</u> drank milk.	My <u>cats</u> drank milk.



Change the underlined noun into a plural noun.

Write the new sentence.

1. The pie sat on the table.

2. The smell filled the classroom.

3. The cat jumped.

4. The plate fell to the floor.

5. The girl looked surprised.

6. The pet ran away.

Focus Trait:

Sentence Fluency

Time-Order Words

Time-Order Words
first, then, last, soon, next, tomorrow, later, last night, today

Read each pair of sentences. Rewrite the sentences by adding the time-order word given.

1. The puppy was tired. It sat down. (Then)

2. It was getting dark outside. It would be time to go home. (Soon)

3. The puppy stood up. It ran home. (Next,)

Write two sentences. Use at least one time-order word.

4. _____

Commas in Sentences

Roberto Clemente, Pride
of the Pittsburgh Pirates

Grammar:
Spiral Review

- Commas are used in a date or when listing city and state in a sentence.
- Commas are also used when combining sentences and when using nouns or verbs in a series.

On June 3, 1973, in Chicago, Illinois, they played baseball, football, and soccer.

1–2. Rewrite each sentence with a comma where it belongs in a date or a place.

1. They loaded the plane bringing supplies on December 29 1972.

2. It was headed for Managua Nicaragua.


3–4. Combine each group of sentences. Put the nouns or verbs in a series with commas. Write the new sentence.

3. The plane carried food. The plane carried water.
The plane carried supplies.

4. A pilot was onboard. A baseball star was onboard.
A helper was onboard.

Conventions

Singular Nouns	Plural Nouns
one lizard	two lizards
a student	many students

 Rewrite each sentence. Use the plural for each underlined noun.

1. We saw many pet at school.

2. Two rabbit lived with the first graders.

3. Some duck quacked in the second grade class.

4. Three snake hissed in the third grade class.

5. The fourth graders fed some spider.

6. Many animal lived at the school.

Name _____ Date _____

Multiple-Meaning Words

crash channel shape tire
track place thunder

Ecology for Kids
Vocabulary Strategies:
Multiple-Meaning Words

Read each sentence. Write the number of the correct definition for the underlined word on the blank.

1. The glass fell off the table with a crash. _____
 1. a loud noise 2. a collision, a wreck
2. Everyone cheered as he ran around the track. _____
 1. a mark, as a footprint 2. a course set up for racing
3. The boat sailed down the channel. _____
 1. a waterway 2. a means of communicating
4. She didn't want anyone to take her place. _____
 1. an area or region 2. a position in line
5. The football player was in great shape. _____
 1. the outline of something 2. physical condition
6. After we saw the lightning, we heard some thunder. _____
 1. to speak loudly 2. a loud noise from the sky
7. I could not ride my bike because there was a hole in the tire. _____
 1. rubber covering a wheel 2. to run out of energy

Name _____ Date _____

Using Irregular Verbs

Ecology for Kids
Grammar: Irregular Verbs

Verbs that do not add **-ed** to show past action are called irregular verbs. You must remember the spellings of irregular verbs.

present tense verb: give

irregular past tense verb: gave

Thinking Question
What verb does not add
-ed to show past action?

1–8. Write the correct form of the verb in parentheses to show past action.

- The scientist (know) how to protect the environment.

- Our science teacher (brings) photographs of various ecosystems to class. _____
- She (tells) us that one way to protect the environment is to stop pollution. _____
- It would also help the environment if we (grow) our own vegetables. _____
- We (take) very long showers. _____
- We (leave) the lights on in empty rooms.

- We (drive) everywhere instead of walking or riding bikes.

- My family and I (make) a plan for how to save water, electricity, and gasoline. _____

drove
grew
knew

told
made
brought
left
took

Name _____ Date _____

Ecology for Kids
Grammar: Irregular Verbs

The Special Verb be

The verb **be** tells what someone or something is or is like. It does not show action. It can be used as a main verb or a helping verb. The verb **be** has special forms for different tenses and different subjects.

forms of the verb be

subject	present tense	past tense
I	am	was
he, she, it	is	was
we, you, they	are	were

past participle with form of helping verb have

I, we, you, they	have been
he, she, it	has been

Thinking Question

What is the subject?
What is the tense? What
form of be is correct?

1–6. Write the form of the verb be in parentheses that correctly completes each sentence.

- Last week, the students (are, were) learning about ecosystems. _____
- An ecosystem (is, are) a place where groups of living and nonliving things interact with their environment.

- Forests, lakes, and deserts (is, are) examples of ecosystems. _____
- Yesterday, I (am, was) working on a project about the ocean. _____
- Today, I (am, was) presenting my project about the ocean to my classmates. _____
- I (been, have been) enjoying learning about the ocean.

Helping Verbs

Many irregular verbs change spelling when they are used with helping verbs. Often the new spelling uses **n** or **en** to show past tense.

Irregular verb: grow

Past tense: grew

Past tense form with helping verb: had grown

1–5. On the line, write the correct form of the verb in parentheses.

1. My class had (drive) _____ all morning to get to the seashore.
2. Then we had (ride) _____ in a boat to get to a mangrove swamp.
3. It was the first time I had (see) _____ such a unique ecosystem.
4. When it heard us coming, a heron had (hide) _____ among the trees.
5. Afterwards, a scientist had (speak) _____ to us about preserving mangrove swamps.

Kinds of Pronouns

Subject Pronouns	He and she read books about lightning.
Object Pronouns	Rachel introduced him to us.

they he she
them him her
their his

1–4. Write a subject pronoun or an object pronoun to replace the underlined word or words in each sentence.

1. Dr. Frank Josephs gathered data from an experiment. _____
2. The experiments were performed by him and his assistant Lydia.

3. Dr. Josephs showed Lydia the data. _____
4. These scientists are studying the relationship between ice in clouds and lightning storms. _____

5–7. Combine the sentences by using the connecting word in parentheses. Change one of the subjects to a pronoun.

5. The light is hard to see. The light flashes in a fraction of a second. (because)

6. The scientists collect all the data. The scientists write a detailed report. (after)

7. Ms. Blaine was busy. Ms. Blaine answered all our questions about thunder and lightning. (although)

Conventions

Incorrect Form of Verb
They dove into the bay and <u>taked</u> a look at its ecosystem.
Correct Form of Verb
They dove into the bay and <u>took</u> a look at its ecosystem.

1–5. Choose the correct form for the verb in the parentheses. Rewrite the sentences to make the author’s meaning clear.

1. Yesterday, the scientists (find, found) an unfamiliar creature in the bay.

2. When they returned to shore, they (brung, brought) it to the laboratory.

3. They now (know, knew) some of the changes that happened as a result of pollution in the bay.

4. The scientists (writed, wrote) a report about their findings.

5. They (gived, gave) a talk about their discoveries.

Focus Trait: Ideas

Focusing on the Main Idea

Good writers keep readers interested by keeping the details in each paragraph focused on its main idea. This writer deleted a sentence that did not support the main idea.

Lightning is caused by electric charges. Ice and raindrops move quickly in a storm cloud and create a charge at the bottom of the cloud. At the same time, an opposite charge is created on the ground. When sparks from the cloud meet sparks from the ground, they create a bolt of lightning. ~~A tree hit by a bolt of lightning can sometimes survive.~~

Main idea: Lightning is caused by electric charges.

Read the paragraph and write the main idea. Then cross out the sentence that does not support the main idea.

1. A fulgarite is a long tube in the ground created by lightning. First, lightning hits the ground and goes deep into the soil. A bolt of lightning has as much power as all the power plants in the United States can make in the same amount of time! The heat from the lightning melts sand in the ground, forming a fulgarite. This crusty tube shows the shape of the lightning bolt.

Main idea: _____

2. Benjamin Franklin performed an experiment that is now famous. He flew a kite in a big storm. A key was tied to the bottom of the kite string. Lightning struck, and sparks flew from the key! You can estimate how far lightning is by listening to thunder. A silk ribbon on the string kept Franklin's hand from getting hurt.

Main idea: _____

Name _____ Date _____

Plural Nouns with -s

Roberto Clemente, Pride of the Pittsburgh Pirates

Grammar:
Plural Nouns with -s and -es

- A noun that names only one person, place, or thing is a **singular noun**. A noun that names more than one person, place, or thing is a **plural noun**.
- Add -s to most singular nouns to form the plural.

The Egyptians played a ball game.

The Egyptians played ball games.

They ran from place to place.

They ran to different places.

Thinking Question

Is the word only one person, place, or thing or more than one person, place, or thing?

1–4. Write singular or plural for each underlined noun.

1. Many kids played ball games long ago. _____
2. The ball was made of cloth. _____
3. One player ran between two stones. _____
4. They would throw the ball at a runner. _____

5–8. Write the plural form of the noun in parentheses to complete the sentence.

5. Later, teams drew _____ on the field. (line)
6. Teams built _____ for another edge of the field. (wall)
7. Some _____ would throw the ball underhand. (pitcher)
8. Some games would last twelve _____. (hour)

Name _____ Date _____

Plural Nouns with -s

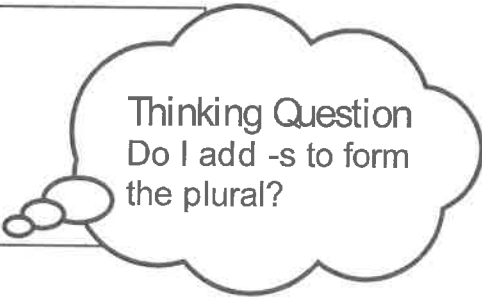
Roberto Clemente, Pride of the Pittsburgh Pirates

Grammar:
Plural Nouns with -s and -es

- Add -s to most nouns to form the plural.

Singular: team cap bat

Plural: teams caps bats



Thinking Question
Do I add -s to form the plural?

Write the plural form of the underlined noun.

1. They put a new stain on the floor.

They tested two different _____ to see which would be darker.

2. Portia slipped and fell with a loud bang.

A few minutes later, there were two louder _____.

3. The basketball player wore high-top sneakers.

More _____ started wearing them after the first game.

4. The light came on when he fell into the switch.

After three people fell, more _____ came on.

5. They put a sign on the ground to warn people not to slip.

At the end of the day, there were a dozen _____ in that area.

Name _____ Date _____

Focus Trait: Sentence Fluency

Time-Order Words

Roberto Clemente, Pride of the Pittsburgh Pirates

Writing:
Write to Narrate

Writers use transition words, or time-order words, to show when events happen. For example:

After they won the championship game, all the boys on Pedro's soccer team cheered and high-fived each other.

Next, they went out for pizza to celebrate.

Read the following paragraph. In each blank, fill in the most logical phrase from the box.

Then	Yesterday morning
Afterwards	During the game
Before I left the house	When I got to the field

1. _____, I woke up with butterflies in my stomach. It was the day of my first softball game! Immediately, I jumped out of bed. 2. _____, I put on my new uniform and ran downstairs for breakfast. 3. _____, I reminded my mother to take the camera to the game. 4. _____, my teammates were there practicing. 5. _____, I got two hits and one run! In the end, we won the game by one point. 6. _____, my mother took me out for ice cream.

Roberto Clemente, Pride
of the Pittsburgh Pirates

Grammar:
Plural Nouns with -s and -es

Plural Nouns with -s and -es

1–5. Write singular or plural for each underlined noun.

1. The fans went to find their seats. _____

2. The popcorn seller brought them two boxes.

3. Other fans passed a giant ball around.

4. A foul ball sailed up into the stands from the field.

5. Some fans had special passes that let them go onto the
field. _____

6–10. Write the plural form of the noun in parentheses to
complete the sentence.

6. Two fences had wire _____ that stopped
foul balls. (mesh)

7. People stood in the _____ instead of sitting
in their seats. (aisle)

8. The fans clapped for a series of great _____
of hard-hit balls. (catch)

9. The scoreboard could not show any _____,
because that number was broken. (six)

10. There were _____ of programs to hand out
to the fans. (stack)

Name _____ Date _____

Conventions: Proofreading

Roberto Clemente, Pride of the Pittsburgh Pirates

Grammar:
Connect to Writing

Using the correct spelling of plural nouns makes your writing clearer and easier to understand. Add -s to form the plural of most singular nouns. Add -es to form the plural of a singular noun that ends with s, sh, ch, or x.

Sentences With Singular Nouns That Should be Plural Nouns	Sentences with Correct Plural Nouns
The baseball player tried two bat before choosing one.	The baseball player tried two bats before choosing one.
The teams sat on two bench.	The team sat on two benches.

Circle the singular nouns that should be plural in each sentence. Then write the sentence using the plural spelling of the noun.

1. The fans rode to the baseball game in ten bus.
_____ buses _____

2. Most of the fans have already been to some game this year.

3. Juan and Mary took their baseball glove to the game.

4. The pitcher made two great catch.

5. Another player made two good toss to first base.

Easily Confused Verbs

We Were There, Too!Grammar: Easily
Confused Verbs

Some verbs are easily confused because their meanings are closely related. Study the meanings of easily confused verbs to avoid using the wrong one.

I'm going to sit in the shade under a tree.

She set the diary down on the bed.

sit	to lower yourself onto a seat	set	to place an item
can	able to do	may	allowed to do
teach	to give instruction to someone	learn	to receive instruction from someone
lie	to recline on something	lay	to put an item on top of something
rise	to get up or to stand up	raise	to lift something up

Thinking Question

What definition fits the sentence? How does the sentence sound if you say it aloud?

Activity Write the verb in parentheses that correctly completes each sentence.

1. People (can, may) see a statue of Sybil Ludington in Carmel, New York. _____
2. The soldiers will (lie, lay) down their firearms when the battle is over.

3. The cook (rises, raises) from bed before the others to prepare breakfast. _____
4. He (sit, set) his knapsack on the table. _____
5. The new recruits must (teach, learn) how to fire a cannon.

6. The soldiers of the Revolutionary War often had to (lie, lay) on the cold ground without a blanket. _____

Name _____ Date _____

Other Easily Confused Words

We Were There, Too!
Grammar: Easily
Confused Verbs

Study the meanings of each of these words to avoid using the wrong one. Pay attention to the part of speech of each.

good (adj.)	favorable,	there	(adj.)	location
	useful			
well (adj.)	healthy	their	(pron.)	possessive of
well (adv.)	with skill,		they	
	properly	they're		contraction of they
			are	

Thinking Question
What definition fits the sentence? What part of speech is needed?

Conditions are good for riding outdoors.

The soldier fought well after eating a good meal.

Activity Write the word in parentheses that correctly completes each sentence.

1. Paul Revere was a (good, well) horseback rider. _____
2. It was difficult to hear (good, well) because of the gunshots.

3. She didn't feel (good, well) after seeing all the redcoats approaching.

4. Luckily, (there, their, they're) homes were out of harm's way.

5. During the Revolutionary War, (there, their, they're) were several battles throughout New England. _____
6. (There, Their, They're) reading the diaries of children of Revolutionary War soldiers. _____

Choosing the Right Word

We Were There, Too!

Grammar: Easily
Confused Verbs

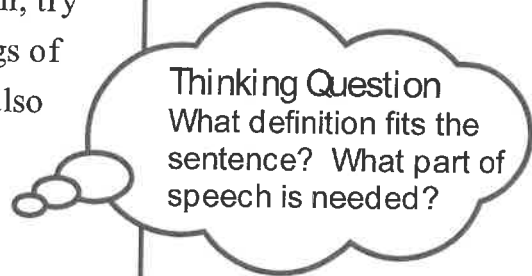
To help you choose the correct word for a situation, try saying the sentence aloud. Memorize the meanings of easily confused words that sound alike. You can also check their definitions in a dictionary.

affect (v.) to influence or cause a change **effect** (n.) a result

few (adj.) small in number **less** (adj.) small in amount

The fog will affect their ability to see the enemy.

The fog had no effect on their spirits, however.



Activity Write the word in parentheses that best completes each sentence.

1. (There, Their, They're) are lots of books in the library about the Revolutionary War. _____
2. I found a book about the famous battles and (sit, set) it on the counter. _____
3. I'm going to (sit, set) down on the chair in the corner and read the first chapter. _____
4. The librarian told us that each student (may, can) take out two books. _____
5. This rule will (affect, effect) which books I decide to take home. _____
6. This library has (few, less) biographies of colonists who were not famous. _____

Name _____ Date _____

We Were There, Too!
Grammar: Spiral Review

Writing Correct Sentences

Run-on Sentence	Corrected Sentences
He rode home he took a shortcut.	He rode home, and he took a shortcut.
He saw redcoats the redcoats were marching toward town.	He saw redcoats who were marching toward town.

Activity Rewrite each sentence correctly. Delete unnecessary phrases, and combine sentences where needed.

1. The Revolutionary War was between Great Britain and the colonies it resulted in the birth of a new nation.

2. Many boys below the age of fifteen enlisted there weren't enough soldiers of age.

3. The Revolutionary War took place at sea as well as on land the colonists' ships were no match for the British navy.

4. The Continental Army made its way through battles they fought in Massachusetts, Connecticut, New Jersey, and North Carolina.

5. Representatives from the colonies formed the first Continental Congress the Continental Congress took on the responsibilities of a national government.

We Were There, Too!
Writing: Write to Persuade

Focus Trait: Word Choice

Shortening and Combining Sentences

Separate Sentences	Combined Sentences
Eight companies made up a regiment. A regiment was also called a battalion.	A regiment, or a battalion, was made up of eight companies.

Rewrite the sentences to make one combined sentence that does not include unnecessary words.

1. Continentals often fought in battle. They fought together with militiamen.

2. A group of boys he knew saw him coming. When the boys saw him, they began to taunt him.

3. His grandparents were unhappy, but they outfitted him with clothing. They gave him a musket and powder, too.

4. Hundreds of British warships were arriving at nearby Staten Island. On Staten Island, the warships were unloading redcoated soldiers.
