4th Grade Basic Skills

Reading Comprehension and Skills

Parts of Speech

Sequencing

Root Words

Homonyms

Run-On Sentences

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Written by: Elizabeth E. Hanson

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Rainbows

Sunlight appears colorless, but it is really made up of different colors. Sometimes you can see these colors on the surfaces of bubbles or on oil that is floating on top of water. You may also see the colors across the sky in the form of a rainbow. In each case, “white” light is being separated into different colors called a spectrum. When the sun comes out during a rain shower, you may see a rainbow. This happens because light from the sun shines on the raindrops. As the light enters each drop of rain, it is reflected, bent, and separated into all of the colors of the spectrum. All of this light reflecting off of the raindrops forms a rainbow. From a distance, the light appears as a colored arc across the sky.

Scientists have divided the rainbow into seven bands of color, which are red, orange, yellow, green, blue, indigo and violet. These colors always appear in the same order, with red on the outside and violet on the inside of the arc.

1. What is the main idea of this story?

____________________________________________________________________________

2. What color does sunlight appear as? (Circle the answer)
   A. white
   B. the colors of the rainbow
   C. colorless

3. How does a rainbow form?

____________________________________________________________________________

____________________________________________________________________________

4. How many colors are in a rainbow?

____________________________________________________________________________

5. Name the colors of a rainbow in order.

____________________________________________________________________________

____________________________________________________________________________

6. Do the colors of the rainbow always appear in the same order? _________________________
Hurricanes

Hurricanes are spinning tropical storms with winds of at least seventy-four miles per hour. They are born over tropical seas just north or south of the equator where the water is warm and the air is heavy with water vapor. Hurricanes begin as bands of thunderstorms that start spinning when they collide with tropical winds. As the storm winds draw warm air upward, huge amounts of water vapor change to rain. This process gives off energy called latent heat. Latent heat is the fuel that whips ordinary storms into a monstrous spiral of wind and rain hundreds of kilometers wide. An average hurricane drops more than 2.4 billion gallons of rain every day. Built up by winds, a wall of sea water up to 25 feet high, called a storm surge, forms under the storm. When the hurricane hits land, this storm surge, together with rain and winds, can cause great damage. In 1991, a hurricane struck Bangladesh, killing thirty-five thousand people. Fortunately, the strength of a hurricane does not last long once it is inland.

1. What is the main idea of this story?

____________________________________________________________________________

2. Hurricanes have wind speeds of at least ___________________________ miles per hour.
   A. One hundred twenty-five
   B. Ninety-two
   C. Seventy-four

3. How do hurricanes begin to form?

____________________________________________________________________________

____________________________________________________________________________

4. What is a storm surge?

____________________________________________________________________________

5. What happens once a hurricane hits land? (Circle the answer)
   A. The storm strengthens
   B. The storm goes back out to sea
   C. The storm weakens
Elephants

Elephants are the heavyweight champions of land mammals. They often stand more than ten feet tall and can weigh up to fifteen thousand pounds. That is taller than the height of a basketball hoop and heavier than five cars. Even if elephants were not so big, they would stand out because of their trunks. The trunk is like a nose, hand and drinking straw all in one. Since this special nose is about six feet long, elephants can eat both grass from the ground and leaves from trees. This is important because elephants need about five hundred pounds of food each day. Their great size and strength protect them from all predators except one: the human predator. Humans have brought elephants to the edge of extinction by hunting them for their valuable ivory tusks.

1. What is the main idea of this story? (Circle the answer)
   A. Elephants are almost extinct.
   B. Elephants are very large mammals.
   C. An elephant uses its trunk for survival.

2. Why are elephants almost extinct?

____________________________________________________________________________
____________________________________________________________________________

3. About how long is an elephant’s trunk?

____________________________________________________________________________

4. How is an elephant’s trunk used?

____________________________________________________________________________

5. How much can an elephant weigh?

____________________________________________________________________________

6. Why does the author call elephants “the heavyweight champions of land mammals?”

____________________________________________________________________________
Read the story and answer the questions.

Water

Water is vital, or needed, for life on earth. All animals and plants need water to survive. Plants and animals that live on “dry” land can get water from soil, streams, rivers, lakes, puddles, dew, or rain. Water is also vital for human life. People collect and store water for drinking and washing, for our pets and farm animals, and for supplying water to crops. Each person needs to take in about two quarts of water daily to stay alive and healthy. Like many other substances, water can exist in more than one form. It can exist as a solid, liquid or gas. All of these forms occur naturally. The liquid form is the one we think of most often. This is simply water as in the water that we drink or that comes out of a hose. The solid form, which is ice, exists in very cold places and the gaseous form, which is water vapor, exists in the air around us. Water vapor also exists in steam produced from hot springs or geysers.

1. What is the main idea of this story? (Circle the answer)
   A. Water is needed for life on earth.
   B. Each person needs to drink about two quarts of water each day.
   C. Water on dry land comes from soil, streams, rivers, lakes, puddles, dew, or rain.

2. Name three different forms of water.

____________________________________________________________________________

3. Water vapor is what form of water? (Circle the answer)
   A. solid
   B. liquid
   C. gas

4. What form of water is ice?

____________________________________________________________________________

5. Where are some example of places that you might find water vapor?

____________________________________________________________________________

6. The word “vital” means: (Circle the answer)
   A. friendly
   B. needed
   C. not very good
Name ________________________  
Skill: Reading Comprehension

Read the story and answer the questions.

Invisible and Inaudible

Our experience of sights and sounds is affected by the limits of our eyes and ears. There are forms of light, such as infrared and ultraviolet, which our eyes cannot detect. The eyes of many animals can see these forms of light. Some animals can see well at light levels which are so low, we think it is completely dark. A cat may peer into the night, obviously watching something intently, yet we see only blackness. Also, there are sounds that are too quiet, or too low or high pitched for our ears to hear them. Dolphins, bats, and many other animals can hear and make these sounds that we cannot hear. Sometimes you may notice a dog, cat or horse may pointing their ears toward a sound that is so faint that we hear nothing.

1. What is the main idea of this story? (Circle the answer)
   A. There are sights and sounds that are present that humans may not experience because of the limits of our sense organs.
   B. Cats can see in the dark much better than dogs.
   C. Dolphins and bats can see and hear better than any other animal.

2. What does the word “invisible” mean? (Circle the answer)
   A. not able to be seen
   B. hiding
   C. blurry

3. What does the word “inaudible” mean? (Circle the answer)
   A. not clean
   B. not able to cook
   C. not able to be heard

4. What are three examples of animals that can hear sounds that we cannot hear?
   ____________________________________________________________________

5. What are two forms of light that the human eye cannot see?
   ____________________________________________________________________

6. Name an animal that can see in the dark.
   ____________________________________________________________________
Coastlines

The coastline is always changing. It changes by the second, as waves roll in and then fall back again. It also changes by the hour as the sea rises and falls in tides. It also changes by the month from the constant battering by heat, cold, wind and rain which shapes and reshapes it. On rocky coasts, steep cliffs bear evidence of the enormous power of the sea to erode, or wear away, and to shape the land. Hard rocks can resist the wearing by the sea better than some other elements as they remain behind while softer rocks collapse and erode and form bays and other coastal structures. On low coasts where the sea is shallow, beaches and banks are built up as waves bring in and drop off elements such as pebbles, sand, and mud. In this way, the sea can be constructive. Everywhere you look on a coastline, there is evidence of a mixture of different effects of the sea.

1. What is the main idea of this story? (Circle the answer)
   A. The sea batters the land.
   B. A coastline is in a constant state of change.
   C. Waves leave behind pebbles, sand and mud.

2. What can change a coastline? (Circle the answer)
   A. weather
   B. sea animals
   C. wrecked boats

3. What does the word “erode” mean? (Circle the answer)
   A. to wear away
   B. sea animals
   C. wrecked boats

4. How can the sea be constructive to a shallow coastline?

   ________________________________________________________________

5. What are some things that are dropped off by waves to build beaches?

   ________________________________________________________________

6. How can the sea be destructive?

   ________________________________________________________________
Bones are strong, yet light. Before we are born, our bones are solid. Gradually, some bones become hollow, which makes them very light, but hollow bones are still strong. As our bodies develop in the womb, our bones are made of a soft, flexible material called cartilage. By the time we are born, much of this cartilage has turned to bone. New bone tissue is constantly being made. Minerals that we get from food make the bones as hard as rock. Strong, stringy materials called collagen also run through most bones and strengthen them. The bones are a storage place for minerals. If certain minerals are needed by other parts of the body, they are released from the bones into the blood. Until the age of thirty-five, there is more new bone being created than there is old bone breaking down. By the time we reach old age, a lot of minerals and collagen have disappeared from our bones, which weakens them. These weak bones break more easily, sometimes causing elderly people to suffer from broken bones.

1. What is the main idea of this story?

____________________________________________________________________________

2. What are bones made of?

____________________________________________________________________________

3. What makes bones hard?

____________________________________________________________________________

4. Are bones solid or hollow? Explain.

____________________________________________________________________________

5. How do bones grow?

____________________________________________________________________________

6. What makes bones weak?

____________________________________________________________________________
Learning About History

History is about anything that has happened in the past. There are several kinds of information that historians, people who study the past, use to learn information about history. One kind of information is called a primary source. A primary source is information that comes directly from the time being studied. For example, if a student wanted to find out about events from an historical event, a good primary source would be a newspaper or photograph from that time period. Old newspapers and pictures can be found at a library. Another good primary source would be someone who actually observed, or saw, the event. Historians also use secondary sources to study the past. An example of a secondary source would be a history textbook used in schools. These are considered secondary sources because the authors and historians who wrote about the events did not actually experience the event as it happened.

1. What is the main idea of this story? (Circle the answer)
   A. The Civil War is an historical event.
   B. Primary and secondary sources are good ways to learn about history.
   C. Libraries have newspapers and photographs from the past.

2. What is an example of a primary source?

____________________________________________________________________________

3. What does the word “observe” mean? (Circle the answer)
   A. to see
   B. to make fun of
   C. to think about

4. What is a person who studies the past called?

____________________________________________________________________________

5. A word that means “to participate in events or activities” is: (Circle the answer)
   A. secondary
   B. experience
   C. study

6. Name a secondary source that you might find in your classroom.

____________________________________________________________________________
Charles Lindbergh

The first person to fly across the Atlantic ocean was Charles Lindbergh. Lindbergh flew in a plane called the Spirit of St. Louis. The plane was built in San Diego, California. He tested the plane by flying from San Diego to New York, with an overnight stop in St. Louis. Although other pilots had tried to cross the Atlantic, their planes had crashed into the ocean and they were never seen again. Lindbergh left the United States in his plane on May 20, 1927. He departed from Long Island, New York. The trip over the Atlantic Ocean was a dangerous one. If there had been any problems with the plane, there would not have been any place to land. During the long journey, he had to force himself to stay awake. The total length of his flight was 33 hours. After crossing the ocean, the first land he saw was the coast of Ireland. When he landed near Paris, France, thousands of cheering people greeted his plane.

1. What is the main idea of this story? (Circle the answer)
   A. Crossing the Atlantic Ocean in an airplane is dangerous.
   B. Many people tried to cross the Atlantic Ocean.
   C. Charles Lindbergh was the first person to cross the Atlantic Ocean in an airplane.

2. Was Lindbergh’s Atlantic journey more or less than one day?

____________________________________________________________________________

3. Was Lindbergh’s plane built in the United States or in Europe?

____________________________________________________________________________

4. A word that means “the measure of something from beginning to end” is: (Circle the answer)
   A. depart
   B. length
   C. journey

5. Why do you think the trip over the Atlantic was dangerous?

____________________________________________________________________________

6. If 15 hours of journey were spent over water, how many hours were spent over land?

____________________________________________________________________________
Many people have heard of President James Madison, who was the fourth president of the United States. Madison was president from 1809-1817. Many people today don’t realize that his wife, Dolley Madison, was a brave woman in addition to being the First Lady. During the War of 1812, the city of Washington D.C. and the White House were under fire from the British. President Madison had to leave the White House to direct troops, but the First Lady stayed in the White House. Although the British were marching toward the White House, Mrs. Madison refused to leave. She wanted to make sure that a picture of George Washington and a copy of the Declaration of Independence had been safely removed. Not long after she fled, the British burned the White House to the ground. Many people admire Dolley Madison for being so brave when she was in such danger.

1. What is the main idea of this story? (Circle the answer)
   A. President Madison served as president during the War of 1812.
   B. Dolley Madison is admired for her bravery.
   C. The United States and the British fought against each other at the White House.

2. What is another name for the wife of the President of the United States?

3. What does the word “admire” mean? (Circle the answer)
   A. to look in the mirror
   B. dislike
   C. to regard with pleasure or respect

4. For how many years was James Madison President?

5. What did Dolley Madison want to do before leaving the White House as the British were marching there?

6. Why were the actions of Dolley Madison considered brave?
Abraham Lincoln was the President of the United States from 1861-1865. Lincoln had the nickname of “Honest Abe” because he was very honest and fair in the way he treated people. There is a story from his younger years which shows why he received this name. Lincoln was working as a clerk at a store. One day a woman came in to buy some supplies. Young Abe added up the total of everything she had purchased. The total was two dollars and six cents. After the lady left, he checked his addition and found he had charged her six cents too much. When the store closed that evening, he walked two miles to return the six cents. Many people would not have done this. Lincoln, however, believed that honesty was the best policy and would not knowingly cheat anyone.

1. What is the main idea of this story? (Circle the answer)
   A. Abraham Lincoln was a president of the United States.
   B. A clerk in a store needs to be able to add.
   C. Lincoln was called “Honest Abe” because he was a fair and honest man.

2. What did Lincoln believe about honesty?

3. A word that means “to buy something” is: (Circle the answer)
   A. to purchase
   B. to supply
   C. to take

4. How much did Lincoln overcharge the lady?

5. Explain what a nickname is.

6. Do you think the nickname “Honest Abe” was fitting for Abraham Lincoln? Why or why not?
“The Star Spangled Banner”

“The Star Spangled Banner” written by Francis Scott Key, is the national anthem of the United States of America. Key wrote the song during the War of 1812. He was being held prisoner aboard a ship in Baltimore Harbor and watched the British bomb Fort McHenry. He paced across the deck and grew angrier and angrier while watching the battle. He knew that many Americans were being killed. All night long he waited for the sun to rise to see if the American flag was still flying over Fort McHenry. At times during the night, the light from the rockets and bombs lit up the flag. Happily, the American flag was still flying over the fort the next morning. The words to “The Star Spangled Banner” were inspired by what Key saw during the battle. “Oh, say can you see...”

1. What is the main idea of this story? (Circle the answer)
   A. Key knew a lot about battles.
   B. The story relates the history of the writing of the national anthem.
   C. The song was written during the War of 1812.

2. What country did the United States fight during the War of 1812?

____________________________________________________________________________

3. A word that means “to influence” is: (Circle the answer)
   A. national
   B. aboard
   C. inspire

4. Read line eight of this paragraph. It begins, “At times...” Can you find a line in the “Star Spangled Banner” that refers to this line of the paragraph?

____________________________________________________________________________

5. Why did Key grow angry during the bombing?

____________________________________________________________________________

6. What does the term “star spangled banner” refer to?

____________________________________________________________________________
The Bald Eagle

The Bald Eagle is the national bird of the United States. An imprint of this bird can be found on a quarter and other U.S. money. Unfortunately, this beautiful bird is also an endangered species. Until the mid-1900’s, many bald eagles were hunted. In 1940, a law was passed by the U.S. Congress to protect the eagle from being killed or trapped. If the law to protect the eagles was passed more than 60 years ago, why are the eagles still endangered? The reason is because many forests have been cut down and the eagles have fewer places to live. Also, pollution in the water from pesticides and factories have hurt the eagle. Scientists believe there are about 5,000 eagles in the lower 48 states and 30,000 to 60,000 eagles living in Alaska and Canada.

1. What is the main idea of this story? (Circle the answer)
   A. A law to protect bald eagles was passed in 1940.
   B. Bald eagles are not really bald.
   C. Bald eagles are an endangered species.

2. List two reasons why the bald eagle is still an endangered species.

____________________________________________________________________________

____________________________________________________________________________

3. A word that means “to cover or shield from hurt or injury” is: (Circle the answer)
   A. protect
   B. trap
   C. believe

4. Are there more eagles living in the lower 48 states or in Alaska and Canada?

____________________________________________________________________________

5. In what year did the U.S. Congress pass a law to protect the eagle?

____________________________________________________________________________

6. What is the importance of the bald eagle to the United States?

____________________________________________________________________________
Mt. Rushmore

In the Black Hills of South Dakota, there are carvings of the faces of four United States Presidents. These carvings are located on Mt. Rushmore. Beginning in 1925, a sculptor named Gutzon Borglum began to carve. The project took sixteen years to complete. The presidents on Mt. Rushmore are George Washington, Theodore Roosevelt, Abraham Lincoln and Thomas Jefferson. Each of the faces is sixty feet high. The sculptor had to work while sitting in a bucket that hung from the top of the cliff. Some people thought that the carvings should not be made and that nature should be left alone. Every year thousands of people visit Mt. Rushmore to look at the carvings of the presidents. Every so often, people suggest that other faces should be added to the mountain, but so far, no additions are planned.

1. What is the main idea of this story? (Circle the answer)
   A. Mt. Rushmore is a great place to visit.
   B. Carving the faces on Mt. Rushmore was very difficult.
   C. The faces of four U.S. presidents are carved on Mt. Rushmore.

2. In what year was the project completed?

   ____________________________________________________________________

3. A word that means “to finish” is: (Circle the answer)
   A. to complete
   B. to hang
   C. to carve

4. Explain what a sculptor does.

   ____________________________________________________________________

5. Which word means “to cut with care or artistically”? (Circle the answer)
   A. nature
   B. additions
   C. carve

6. What is the name of the sculptor who began carving the presidents?

   ____________________________________________________________________
Read the story and answer the questions.

The Canoe

A canoe is a long, light, narrow boat with both ends sharply pointed. Most canoes also have curved sides. It is usually propelled, or moved along, by a paddle. The word “canoe” is a word given to small simple boats such as these. There have been many types of canoes throughout history. It could be that the first canoe was a hollowed out floating log. The difference in a canoe may depend on the country where it was made, the materials available to make it or the purpose for which the canoe was made. American Indians made canoes out of logs. Some of these were small and could go fast. Others were large and slower, but could carry many people. The Canadian Indians made canoes out of bark which was attached to a wooden frame. These canoes were light and fast and were strong enough to survive rough waters. Eskimos made small kayaks, another type of canoe, out of seal skins that were stretched and sewn together over a light wooden frame. Kayaks were small, holding only one person. That person had to use a paddle that had a blade on each end of it. Today, small canoes and kayaks are made of many different materials and are used all over the world just for fun and at many sporting events.

1. What is the main idea of this story? (Circle the answer)
   A. Eskimos made small, one-person canoes.
   B. There are many different kinds of canoes.
   C. You cannot paddle a canoe around the world.

2. What could the first canoe have been like?

____________________________________________________________________________

3. What are some things that might make one canoe differ from another?

____________________________________________________________________________

4. What were Canadian Indian canoes like?

____________________________________________________________________________

5. The word “propel” means: (Circle the answer)
   A. to clean
   B. to uncover
   C. to move along
Icebergs

In very cold Arctic regions, repeated snows harden into deep icy glaciers that cover the shores. Large pieces of the glaciers break away from the main glacier mass and float away. These floating pieces of glaciers are called icebergs. They move through the sea by winds and currents.

The color of icebergs is clear with a bluish-green tint. They can be miles long and may rise to heights of 200-300 feet above the sea. The visible part of an iceberg may appear large, but this visible part is really only about one-eighth of the entire mass of the iceberg. The other seven-eighths of the iceberg is below the surface of the water. So, if an iceberg rises 100 feet above the sea, that means it extends 700 feet below the sea as well.

Icebergs floating in these waters can be a great danger to ships. When an iceberg is spotted, the Coast Guard radios a warning to all ships in the area and gives the exact location so that the ships can avoid it.

1. What is the main idea of this story? (Circle the answer)
   A. Icebergs are pushed along by winds and currents.
   B. Icebergs are massive pieces of glaciers.
   C. Ships avoid icebergs.

2. How are glaciers formed?

____________________________________________________________________________

3. What makes an iceberg move?

____________________________________________________________________________

4. How much of an iceberg can we see?

____________________________________________________________________________

5. What does the Coast Guard do when it spots an iceberg?

____________________________________________________________________________

6. Why do you think an iceberg can be dangerous?

____________________________________________________________________________
Name ________________________

Skill: Reading Comprehension

Read the story and answer the questions.

Zapped

Getting struck by lightning is a serious thing. A bolt of lightning is powerful. It can contain enough volts of electricity to flash on all the lights of a medium-sized town. If you were struck by a bolt of lightning, there are many harmful things that could happen. The lightning’s heat would instantly turn your sweat to steam. That steam could burn your skin or blow off your clothes and shoes. The electricity could race through your eyes and ears, blurring your vision and bursting your eardrums. The explosive force of the lightning could break your bones. Your muscles, including your heart, could stop working.

Each year about 100 people in America die from lightning strikes. Another 400 Americans are struck, but the strike is not fatal, or deadly. To avoid being struck by lightning, there are some things you should do. You should stay inside during a thunderstorm or remain in your car. You should avoid contact with metal pipes. You should also avoid talking on the phone or using a computer because if lightning strikes your house, it can travel through metal and wires.

1. What is the main idea of this story? (Circle the answer)
   A. Sometimes lightning is not deadly.
   B. Sweat can turn to steam.
   C. Lightning is powerful and can be dangerous.

2. What are three things that might happen to you if you are struck by lightning?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. About how many people in America are killed by lightning each year?

____________________________________________________________________________

4. What are some things you should do during a thunderstorm to avoid lightning?

____________________________________________________________________________

5. A word that means “deadly” is: (Circle the answer)
   A. bursting
   B. harmful
   C. fatal
Crayons

Crayons were not always so colorful. A hundred years ago, all crayons were black. They were used in factories to label crates and lumber. Children could not use crayons because they were poisonous. Then a company called Binney and Smith came up with an idea. They invented a safe formula for crayons so that teachers and children could draw and color with them. They also added color. These new crayons were named “Crayola crayons.” The first box of Crayola crayons included eight colors. These colors were black, brown, blue, red, purple, orange, yellow, and green. All of the crayons were labeled by hand and a box of crayons sold for five cents.

Today, the Crayola company has a team of chemists and engineers who develop new crayon colors. These scientists blend different colors to create new shades. In 1993, Crayola introduced 16 new colors for its “Big Box” of 96 crayons.

1. What is the main idea of this story? (Circle the answer)
   A. Crayons have been continually developed over the last hundred years.
   B. You should not eat crayons.
   C. The first crayon color was black.

2. Why couldn’t children use the first black crayons?

____________________________________________________________________________

3. Why could children use the crayons invented by Binney and Smith?

____________________________________________________________________________

4. What were the first eight Crayola crayon colors?

____________________________________________________________________________

5. Who develops new colors at the Crayola company?

____________________________________________________________________________

6. How are new colors created?

____________________________________________________________________________

Name ________________________

Skill: Reading Comprehension
Tornadoes, sometimes called twisters, occur, or happen, all over the world. Most of them occur in the United States. Usually 700 or more tornadoes form each year in the United States. A tornado is a funnel cloud. In the Northern Hemisphere, tornadoes rotate counter-clockwise. In the Southern Hemisphere, they rotate clockwise. A tornado forms when a warm air mass is pushed upward very quickly by a colder air mass. Then, more warm air rushes in and starts to twist. The twisting grows stronger until a funnel is formed. Not all funnels touch the earth. When tornadoes do touch the earth’s surface, the violent rotating winds can demolish almost everything in their paths. A spinning wind can reach speeds of more than 200 miles per hour. The best protection against a tornado is to take cover in a basement. If a basement is not available, you should crouch down in a bathtub or under a sturdy piece of furniture and you should stay away from windows.

1. A good title for the story would be? (Circle the answer and then write it in the space at the top of the story.)
   A. The Development of Tornadoes
   B. Big Winds are Coming Through
   C. Get Out of the Way!

2. Another word for “occur” is: (Circle the answer)
   A. spin
   B. destroy
   C. happen

3. In which direction do tornadoes rotate in the Southern Hemisphere?

4. How does a tornado form?

5. How fast can a spinning wind go?

6. Name three places you could hide if a tornado is coming.
The main idea of a paragraph tells what the paragraph is about. Other sentences give details or support the main idea. These sentences are called supporting details.

Below are seven sentences that go together to make a paragraph. The sentences are not in the correct order. Rewrite the paragraph in the correct order, beginning with the sentence that has the main idea.

• After dinner, I prepare for the next day.
• First, I take a break when I get home, then I get to work.
• School days used to be hectic, but then I made a plan so that my day would be easier.
• I get everything out for school for the next day so I am ready in the morning.
• I do my homework and put my homework in its folder so it is easy to find.
• After I have everything out for school, I brush my teeth.
• Now I go to sleep early so I can get up in time for school tomorrow.
Sequencing is when events are arranged in the order in which they happened.

Many linking words help a writer to move through the sequencing more smoothly. Words like “now,” “then,” “when,” “soon,” “next,” “later,” “while,” “before” and “after” tie the sentences together.

**There are sequencing words used in each sentence below. Underline the sequencing words in each sentence.**

1. Before we went to the party, we wrapped our gifts.
2. Everyone jumped into the van, and then drove to Joe’s house.
3. When we arrived, we saw all the beautiful decorations.
4. After greeting our host, we put our gifts on the table.
5. Soon other guests began to arrive.
6. Next, Joe thanked his friends for coming over.
7. While Joe opened his gifts, the guests were served cake and soda.
8. After, a comic told jokes.
9. Finally, it was time to leave.
10. Now, we can just go home.

**Choose words from the word bank below to fill in the blanks.**

| then | next | after | at last | first |

Colleen was thrilled; ____________ the day of the big volleyball match was here!

___________ a brief morning practice, the team ate breakfast together and the coach sent them home to rest. Colleen took a short nap and called a teammate to discuss strategy.

___________ it was time to return to the gym. ____________ Colleen put on her kneepads,

___________ she put on her elbow pads. She was ready to go!
Sequencing is when events are arranged in the order in which they happened.

The sentences below belong together. Put them in proper order by writing the correct number (1, 2, 3, 4) in the blank beside each sentence.

Making a Pie Crust

1. Next, cut in one-third of a cup of shortening.
2. First, sift and measure a cup of all-purpose flour.
3. Finally, shape this into a ball and roll it out.
4. Then, mix two tablespoons of cold water into the flour-shortening mixture.

Changing a tire

1. Then, remove the tire and replace it with the spare.
2. Next, remove the lug nuts.
3. First, chock the wheels, loosen the lug nuts slightly and raise the car.
4. Finally, tighten the lug nuts, lower the car, retighten the lug nuts.

Baking a Cake

1. Finally, bake it in a hot oven.
2. Next, you measure the dry ingredients.
3. First, you measure the liquid ingredients.
4. Then, combine the liquid and dry ingredients and mix well.

Feeding the Cat

1. Next, open the can and scoop cat food into a dish.
2. First, choose a can of cat food from the pantry.
3. Now you find a can opener and spoon from the drawer.
4. Then feed the cat.
Write a paragraph using the sentences below. Put them in order so they will make sense. Be sure to give this paragraph a title.

You can hear the night sounds until the early hours of the morning.
As evening falls, the city begins to burst with excitement.
During the early morning hours, the city is quiet again.
The city is quiet in the morning, but full of life at night.
When it gets darker, you can see the colorful, flashing lights for miles.

Title: ______________________________________________________________________
Some words double the final consonant of the root word before adding the ending. The rule is: when a word ends in one vowel followed by a consonant, the final consonant must be doubled before adding an ending that begins with a vowel such as “ed” or “ing.”

Add “ed” and “ing” to the following root words. Make the appropriate spelling changes to the root word.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>“ed”</th>
<th>“ing”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chop</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. rub</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. step</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>4. stir</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>5. slip</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Some root words form their past tenses (“ed” ending) irregularly.

Read each column of words below. Underline the root word in each word where an ending has been added and circle the ending. Draw a box around the irregular form of the verb given.

<table>
<thead>
<tr>
<th>begin</th>
<th>run</th>
<th>get</th>
<th>win</th>
<th>cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>begins</td>
<td>runs</td>
<td>gets</td>
<td>wins</td>
<td>cuts</td>
</tr>
<tr>
<td>began</td>
<td>ran</td>
<td>got</td>
<td>won</td>
<td>cut</td>
</tr>
<tr>
<td>beginning</td>
<td>running</td>
<td>getting</td>
<td>winning</td>
<td>cutting</td>
</tr>
</tbody>
</table>

Add endings to the regular words or write the correct irregular form of the word given.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Add “ed”</th>
<th>Root word</th>
<th>Add “ing”</th>
</tr>
</thead>
<tbody>
<tr>
<td>snap</td>
<td>snap</td>
<td>snap</td>
<td>snap</td>
</tr>
<tr>
<td>push</td>
<td>push</td>
<td>push</td>
<td>push</td>
</tr>
<tr>
<td>go</td>
<td>go</td>
<td>go</td>
<td>go</td>
</tr>
<tr>
<td>hop</td>
<td>hop</td>
<td>hop</td>
<td>hop</td>
</tr>
<tr>
<td>help</td>
<td>help</td>
<td>help</td>
<td>help</td>
</tr>
</tbody>
</table>
Some words must drop the final “e” before adding an ending. The rule is: when a root word ends in “e,” the final “e” must be dropped before adding an ending that begins with a vowel. Some of these endings would be endings such as “ed” or “ing.”

Example: bike biked biking

Add “s” and “ed” and “ing” to the following root words. Make the appropriate spelling changes to the root word.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>“s”</th>
<th>“ed”</th>
<th>“ing”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. skate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. joke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. hope</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some words ending in “e” are irregular in their formations of the past tense. For each word below, underline the root word, circle the ending, and draw a box around the irregular forms of the words.

<table>
<thead>
<tr>
<th>ride</th>
<th>strike</th>
<th>make</th>
<th>write</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>rides</td>
<td>strikes</td>
<td>makes</td>
<td>writes</td>
<td>comes</td>
</tr>
<tr>
<td>rode</td>
<td>struck</td>
<td>made</td>
<td>wrote</td>
<td>came</td>
</tr>
<tr>
<td>riding</td>
<td>striking</td>
<td>making</td>
<td>writing</td>
<td>coming</td>
</tr>
</tbody>
</table>
A homonym is a word that is pronounced in the same way as another word, but has a different meaning. The way the word is used in a sentence can help you to decide its meaning.

Read the sentences below. Choose the word that should be used in the sentence.

1. The man will _____________ the tree to his mother's house.
   ( hall, haul )

2. The dog was scratching a ________________ bite.
   ( flee, flea )

3. She will ________________ the tea.
   ( pore, pour )

4. The wound on her leg would not ________________.
   ( heal, heel )

5. I will take a ________________ to see who is the most popular.
   ( poll, pole )

6. I will ________________ out the carpet for you.
   ( role, roll )

7. Kelly picked the ________________ from the vine.
   ( berry, bury )

8. The family was so ________________ that they did not have money for food.
   ( pour, poor )

9. When Randy jumped, his ________________ landed on a rock.
   ( heal, heel )

10. The robber will ________________ when the police arrive.
    ( flee, flea )

11. Sarah wants to move to the North ________________.
    ( Pole, Poll )

12. Paul is playing the ________________ of a dancing turtle in the school play.
    ( roll, role )
A homonym is a word that is pronounced in the same way as another word, but has a different meaning. The way the word is used in a sentence can help you to decide its meaning.

Read the sentences below. Choose the word that should be used in the sentence.

1. The ________________ hopped into the woods.
   ( hare, hair )

2. The pumpkin lady put the pumpkins in the ________________.
   ( hay, hey )

3. Minna went into the attic and the ________________ was musty.
   ( scent, sent )

4. The ________________ stood by the pond drinking the water.
   ( dear, deer )

5. There was music in the ________________.
   ( heir, air )

6. Queen Elizabeth was an ________________ to the throne.
   ( heir, air )

7. The first ingredient put into the cake recipe was ________________.
   ( flower, flour )

8. Susy walked down the ________________ sadly.
   ( isle, aisle )

9. Petunia did not ________________ a thing for her flowers except water.
   ( need, knead )

10. I am sad that he is gone because he was so ________________ to me.
    ( dear, deer )

11. I wonder if she got the letter that I ________________ to her.
    ( scent, sent )

12. Buddy the baker had to ________________ the dough before he baked it.
    ( need, knead )
The verb “to be” and its various forms can be used as either linking verbs or helping verbs.

Example:
Sarah is a fine skater. (linking verb)
Gregory is helping Dad clean. (helping verb)

Read the sentences below. Underline the form of the verb “to be” and decide how it is used. Write linking or helping in the blank following the sentence.

1. In ancient times, no one was using money.  
   __________________________

2. People were growing or hunting their own food.  
   __________________________

3. Later on, they were trading goods and services.  
   __________________________

4. The trading of goods and services is now called bartering.  
   __________________________

5. Bartering is difficult, however.  
   __________________________

6. Finally, people were accepting certain objects as payment.  
   __________________________

7. These objects were usually animal skins or shells.  
   __________________________

8. These objects were valuable to everyone.  
   __________________________

9. Some of the objects were metal.  
   __________________________

10. Gold and silver were demanded by many people.  
    __________________________

11. Governments were eventually given the power to mint coins.  
    __________________________

12. The government was guaranteeing the value of each coin.  
    __________________________

Write sentences using each verb as indicated.

13. is (linking verb) ________________________________________________

14. is (helping verb) ________________________________________________

15. are (linking verb) ________________________________________________

16. are (helping verb) ________________________________________________
Synonyms are words that have the same or nearly the same meaning.

Example:

happy  glad  joyful

Write a synonym for each word below. Choose a word from the word bank.

<table>
<thead>
<tr>
<th>fearful</th>
<th>huge</th>
<th>raise</th>
<th>pavement</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>humorous</td>
<td>complete</td>
<td>speak</td>
</tr>
<tr>
<td>mist</td>
<td>tiny</td>
<td>chilly</td>
<td>breezy</td>
</tr>
<tr>
<td>late</td>
<td>angry</td>
<td>scarlet</td>
<td>courageous</td>
</tr>
<tr>
<td>tired</td>
<td>stone</td>
<td>street</td>
<td>melody</td>
</tr>
</tbody>
</table>

1. large ____________________________  11. road ____________________________
2. enraged __________________________  12. talk ____________________________
3. weary ____________________________  13. windy __________________________
4. rock ____________________________  14. lift ____________________________
5. afraid __________________________  15. tune ____________________________
6. funny ____________________________  16. brave __________________________
7. rapid ____________________________  17. finish __________________________
8. tardy ____________________________  18. sidewalk ________________________
9. small ____________________________  19. cool ____________________________
10. fog ____________________________  20. red ____________________________
Name ________________________

Skill: Nouns

A noun names a person, place or thing.

Examples: people
          teacher
teacher       coach
          nurse
places
Florida
          hospital
city

things
door
          month
          book

A word is underlined in each of the sentences below. Read each sentence carefully and decide if the noun is a person, place or thing.

1. The baseball crashed through the window. ________________________

2. Cold milk tastes good with cookies. ________________________

3. The restaurant serves delicious hamburgers. ________________________

4. Sharpen your pencil quickly. ________________________

5. The actress received applause from the audience. ________________________

6. The bus driver took the students to the museum. ________________________

7. All the policemen rode on motorcycles. ________________________

8. Pour the juice into the cups. ________________________

9. Many artists use oil paints. ________________________

10. Norway is a country. ________________________

11. That girl looks like my sister. ________________________

12. Yesterday, my dad came home with a new car. ________________________

13. She said that she lives in New Orleans. ________________________

14. How did Mike get home last night? ________________________

15. A bird just landed on the limb. ________________________
There are two main kinds of nouns: proper nouns and common nouns. A proper noun names a particular person, place or thing and begins with a capital letter. A common noun names a class of things.

Examples:

<table>
<thead>
<tr>
<th>Proper Nouns</th>
<th>Common Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi River</td>
<td>river</td>
</tr>
<tr>
<td>Florida</td>
<td>state</td>
</tr>
<tr>
<td>North America</td>
<td>continent</td>
</tr>
</tbody>
</table>

Underline the common nouns and circle the proper nouns in each sentence.

1. The Empire State Building is in New York.
2. That mouse is laughing at the monkey.
3. *Old Yeller* is my favorite book.
4. Alex waxed his new car.
5. The boys bicycled across Ohio.
6. Allen made French toast for everyone.
7. The White House is the home of the President.
8. Dr. Johnson gave the baby a shot.
10. Michael was excited about his new skateboard.
11. Alexander Graham Bell invented the telephone.
12. The boy waited for the bus.
13. Susan said that she finished her work.
14. I can only see three books on Marsha’s desk.
Verbs show action. A verb tells what a noun is doing, will do or did.

Write the verb in each sentence in the blank.

1. Steven jumped into the water. ____________________________
2. Bob will catch the ball. ____________________________
3. Janet laughed until she cried. ____________________________
4. Frieda fried french fries. ____________________________
5. Colby was a cool cat. ____________________________
6. George pushed the carts. ____________________________
7. Paula painted the picture. ____________________________
8. Jasmine ate a jar of jelly. ____________________________
9. Philip was a rocket scientist. ____________________________
10. Cindy followed the ice cream truck. ____________________________
11. Jill made cheeseburgers. ____________________________
12. Mitch listened on the phone. ____________________________
13. Kevin caught a big fish. ____________________________
14. Melvin saved all of his allowance. ____________________________
15. Melanie watched the cheerleaders. ____________________________
Verbs show action. A verb tells what a noun is doing, will do or did.

Write the verb in each sentence in the blank.

1. The bees buzzed around the flower. ______________
2. Sidney climbed the ladder. ______________
3. Jamie will write the letter. ______________
4. The plane flew to Washington. ______________
5. Shelby will go to the pet store. ______________
6. Kelley loves the library. ______________
7. Allison cut the ribbon. ______________
8. Barbara drank all of the grape juice. ______________
9. Debbie smelled the perfume. ______________
10. John went to the house. ______________
11. Amy fell down. ______________
12. Karen cut the carrot. ______________
13. Ms. Balbina taught Spanish. ______________
14. Ben will pack his suitcase. ______________
15. Joy sings softly. ______________
When using the conjunction “and,” it shows you are joining ideas for the same kind. When using the conjunction “but,” it shows the difference between two clauses. When using the conjunction “or,” it is usually showing a choice.

Write the correct conjunction in the blank.

1. Shelly loves seashells, ____________ her collection is of coins.
2. Mama went on strike ____________ she quit cleaning up after us.
3. Mrs. Goodwin gave us a choice of behaving ____________ losing our recess.
4. Apple, oranges ____________ grapes are on the table for a snack.
5. I cannot decide if I want to go to summer camp ____________ to go stay with my best friend.
6. I know I have been well behaved, ____________ I wonder if Santa saw me when I was acting up?
7. Sponge Bob is square ____________ he absorbs everything.
8. Mary loves the summer vacation, ____________ she is always ready to get back to school.
9. Jada can eat a big lunch ____________ she can wait and eat a big dinner.
10. Fred wants to be in the band and play tennis after school, ____________ he cannot do both.
11. I like both Ted ____________ Jim the same.
12. Did you want chicken ____________ fish for dinner?
13. I thought she said “three,” ____________ she really said “tree.”
14. Polly wants to go, ____________ I want to stay.
Name ________________________

Skill: Using A and An

Use “a” when the word following it begins with a consonant sound. Use “an” when the word following it begins with a vowel sound.

Write the correct article in the blank.

1. There was ____________ opening in the cave.
3. I looked under the water and saw ____________ big red crab.
4. ____________ umbrella was lying open on the floor.
5. Judy stood by ____________ odd looking structure.
6. Matthew was being followed by ____________ animal.
7. The treasure was buried on ____________ piece of property.
8. Joshua did ____________ good trick with the cards.
9. Julie was sailing on ____________ rickety old boat.
10. Peggy wants to be ____________ pilot when she grows up.
11. Frankenstein was ____________ friendly monster.
12. Ms. Betty broke her crown when she fell down on ____________ clown.
13. ____________ apple a day will keep the doctor away.
14. The girls were three peas in ____________ pod.
15. The girl took ____________ order for the yearbook.
Name ________________________  Skill: Personal Pronouns

Personal pronouns are words used in the place of nouns.

Example:  Katie went out to finish her chores and then she went out to play.
          “She” (pronoun) takes the place of “Katie” (proper noun).

Listed below are some personal pronouns.

<table>
<thead>
<tr>
<th>I</th>
<th>me</th>
<th>you</th>
<th>he</th>
<th>him</th>
<th>she</th>
<th>her</th>
<th>it</th>
<th>we</th>
<th>us</th>
<th>they</th>
<th>them</th>
</tr>
</thead>
</table>

Underline the personal pronouns in the following sentences.

1. Greg read the book and returned it to the library.
2. The teacher chose Lisa and me to hand out the papers.
3. You will represent the school at the spelling bee.
4. Did I receive a phone call?
5. Steven, please help him with the math homework.
6. All of us will be attending the football game.
7. Who will help them finish the decorations?
8. Tell her that she won the prize.
9. We will have to drive them to the party.
10. Please hang it up on the back wall.
11. How many of you will be able to attend?
12. Only four of us ate lunch in the cafeteria.
Possessive pronouns come before nouns and show ownership. Some of possessive pronouns are: my, his, her, its, your, our and their.

Example: Lisa has a pet frog. His name is Hopper. His (possessive pronoun) takes the place of frog (noun).

Fill in the blanks with one of the possessive pronouns listed above.

1. The firemen showed __________ class how to climb a ladder.
2. Peter cleaned __________ room.
3. Kate loves to play soccer. __________ favorite position is goalie.
4. The students planned a surprise party for __________ teacher.
5. “Mrs. Ruiz, please take __________ students through the museum.”
6. __________ team won the game.
7. “ __________ dog just had puppies,” said Karen.
8. The boy thanked __________ teacher for helping him with his French homework.
9. Bobby, Joel and Jack helped __________ coach put away the baseball equipment.
10. The spider spun __________ web near the door.
11. Julie came into the room and asked, “Why are __________ papers all over the floor?”
12. Why can’t you put __________ things away neatly?
13. After Vernon saw the movie, he got into __________ car and drove away.
14. The girls said a few words and then put __________ coats on and went home.
15. __________ mom was so tired that we cooked dinner for her.
Sometimes a sentence may have two or more complete thoughts that run together. This is called a run-on sentence and should be corrected.

**Example:**
Boo is a bear he likes to read books.
Boo is a bear. He likes to read books.

**Read the following groups of words.**  
Rewrite them to make two complete thoughts.  
Use capital letters and punctuation where necessary.

1. I saw an eagle he quickly flew away.

2. Troy chose a cake for dessert Dale chose ice cream.

3. Dan plays on the football team he is the team captain.

4. Sara won the race Marie came in second.

5. I am hungry I am glad we are going to a restaurant.

6. Peter needs to hurry he is going to be late for the bus.

7. Sue has a sister her name is Kim.
Name ________________________  
Skill: Complete and Run-on Sentences

Sometimes a sentence may have two or more complete thoughts that run together. This is called a run-on sentence and should be corrected.

Read the following sentences. If the sentences are one complete thought, write a “C” on the line. If the sentence is a run-on sentence, write an “R” on the line.

1. _______ Sally took her brother to the park.
2. _______ Todd painted a picture the picture was pretty.
3. _______ It is so hot outside I would love to go swimming.
4. _______ Winter will be here soon.
5. _______ I watered the flowers in the garden.
6. _______ Mary lives on my street in the blue house it is really a cute house.

Choose two run-on sentences from above and write them correctly.

7. __________________________________________________________
8. __________________________________________________________

The sentences below are run-on sentences. Add a period or question mark to separate the thoughts. Circle the letter that should be capitalized.

9. The cake was delicious she had two pieces.
10. My father works at the school he is a janitor.
11. I love going to ballet class Henrietta dances so well.
12. That is my favorite book it was fun to read.
13. Did you like the parade the floats were huge.
14. We saw him cross the street he walked toward the park.
Answer Key

The main idea is how a rainbow forms.

Sunlight shines on the rain droplets and it gets separated into the colors of the spectrum.

7. red, orange, yellow, green, blue, indigo, violet

Yes

The main idea is how a hurricane forms.

They start out as thunderstorms that begin to spin when they collide with tropical winds.

A wall of seawater up to twenty-five feet high.

Humans hunted elephants for their valuable ivory tusks.

It is about six feet long. It is used like a nose, hand and drinking straw.

up to fifteen thousand pounds because they are so large

solid, liquid and gas

solid

in the air and in steam

infrared and ultraviolet

dolphins, bats, cats

Waves can bring in and drop off elements to build it up.

pebbles, sand, mud

It can erode the land.

cat, bat
how bones develop and evolve

1. What is the main idea of this story?
   - bones grow from the minerals from the food we eat
   - the minerals and collagen make them strong

2. Why do bones grow so large?
   - they start out solid then may change to become hollow

3. What is the main idea of this story?
   - bones grow from the minerals from the food we eat
   - the minerals and collagen make them strong

4. Why do bones grow so large?
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    - the minerals and collagen make them strong

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    - the minerals and collagen make them strong

60. Why do bones grow so large?
    - they start out solid then may change to become hollow
Eagles do not have enough places to live. Pollution and pesticides have hurt the eagles.

It is the national bird.

1941

It was probably a hollowed out log.

1940

1. turn sweat to steam 2. cloud your vision 3. burst your ear drums 4. stop your heart

Stay inside, avoid metal pipes, don't talk on the phone.

- Scientists blend colors to make new ones.
School days used to be hectic, but then I made a plan so that my day would be easier. First, I take a break when I get home, then I get to work. I do my homework and put my homework in its folder so it is easy to find. After dinner, I prepare for the next day. I get everything out for school for the next day so I am ready in the morning. After I have everything out for school, I brush my teeth. Now I go to sleep early so I can get up in time for school tomorrow.

The city is quiet in the morning, but full of life at night. As evening falls, the city begins to burst with excitement. When it gets darker, you can see the colorful, flashing lights for miles. You can hear the night sounds until the early hours of the morning. During the early morning hours, the city is quiet again.
Name ____________________________

Skill: Read Words

Some words must be read. The first word ends in a "k" and the second word ends in a "t". The final "k" must be dropped before adding the ending that begins with a vowel. Some of these endings have a "t" in them. Match the appropriate ending to the root word.

<table>
<thead>
<tr>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakes</td>
</tr>
<tr>
<td>likes</td>
</tr>
<tr>
<td>hopes</td>
</tr>
</tbody>
</table>

Name ____________________________

Skill: Homonyms

Some words ending in "th" are spelled differently in the past tense. For each word below, underline the root word, circle the ending, and draw lines around the irregular forms of the words.

<table>
<thead>
<tr>
<th>Past Tense</th>
<th>Root Word</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakes</td>
<td>bake</td>
<td>baked</td>
</tr>
<tr>
<td>likes</td>
<td>like</td>
<td>liked</td>
</tr>
<tr>
<td>hopes</td>
<td>hope</td>
<td>hoped</td>
</tr>
</tbody>
</table>

Name ____________________________

Skill: Read Words

The words "to be" and its various forms were detected as often being used while reading. The words seem to be helping verbs.

Read the sentences below. Underline the form of the verb "to be" and circle how it is used. While reading or noting the words, looking at them, and helping verbs.

1. My grandfather was never was army money. (is, was) 
2. Her arms were growing lately, then her foot. (are, were) 
3. Later this week, they were riding hard and 
4. The yielding of goods and services is how called (called) (is, are) 
5. Armoring is often known. (armoring is, armoring are) 
6. People passers were among the passers (are, were) 
7. These objects were not clear to several (are, was) 
8. These objects would make one to everyone. (are, was) 
9. A view of the eagle was very good. (are, was) 
10. Old or all the names demanded by many people. (are, was) 
11. Governments were eventually the power to limit to. (are, was) 
12. The government was granting the water from each in. (are, was)

Name ____________________________

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<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakes</td>
<td>bake</td>
<td>baked</td>
</tr>
<tr>
<td>likes</td>
<td>like</td>
<td>liked</td>
</tr>
<tr>
<td>hopes</td>
<td>hope</td>
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</tr>
</tbody>
</table>

Name ____________________________

Skill: Read Words

The words "to be" and its various forms were detected as often being used while reading. The words seem to be helping verbs.

Read the sentences below. Underline the form of the verb "to be" and circle how it is used. While reading or noting the words, looking at them, and helping verbs.

1. This grandchild has never been army money. (is, was) 
2. Her arms were growing lately, then her foot. (are, were) 
3. Later this week, they were riding hard and 
4. The yielding of goods and services is how called (called) (is, are) 
5. Armoring is often known. (armoring is, armoring are) 
6. People passers were among the passers (are, were) 
7. These objects were not clear to several (are, was) 
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Sara won the race. Marie came in second.

I am hungry. I am glad we are going to a restaurant.

Peter needs to hurry. He is going to be late for the bus.

Sue has a sister. Her name is Kim.