

Grade 5

English

Coursebook



Oak Meadow

Oak Meadow, Inc.
Post Office Box 615
Putney, Vermont 05346
oakmeadow.com



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Introduction

For the Student

Welcome to fifth grade English! This introduction will help you get your year off to a good start. Please read the entire introduction before beginning lesson 1.

This book is written to you, the student, and it will guide you through a full year of learning. It is expected that you will have a parent, tutor, or teacher to help you. Make sure to ask for help whenever you need it.

Here are some tips to help your learning experience go more smoothly:

- Before you begin, look over this coursebook to become familiar with how it is set up. Look at the table of contents and scan a few lessons. See what is in the appendix (that's the section at the back of the book).
- When you begin a new lesson, always read all the assignments and activities first to get an idea of what you will be doing in that lesson, and do the reading assignment before completing any written assignments. You will find that the lesson content is organized to make this easy—read through everything and when you get to the reading selection, read that in its entirety, and then you will be ready to go back and do the written assignments, activities, experiments, etc.
- Use the assignment checklist at the beginning of each lesson to mark when you complete an assignment and to see what still needs to be done. This will help you plan your time well.

It is important to find a notebook, binder, or expandable file to keep your work in so that nothing gets lost. Be sure to keep everything until the end of the school year.

Reading and Writing Tips

This year, you will be doing more reading and writing than ever before. Keep in mind that you don't have to do the entire lesson in one day! You might want to break up the lesson's reading into two days, or do the reading one day and the assignments on another one or two days.

Throughout the year, you will be working on sharpening important writing skills. You will be composing a variety of short and long written answers based on your reading and research. When writing short answers, it is important to always use complete sentences and restate the question in your

answer so that it makes sense even without the question. For example, if the question is “Who was George Washington?” instead of saying, “He was the first president,” you would write, “George Washington was the first president of the United States.”

This year, you will develop your skills in revising, editing, and proofreading. When writing essays or reports, always save your rough draft as well as the final, edited version of your paper. This helps you see how much your writing is improving, and gives your teacher, parent, or tutor important information about your developing skills.

Each week you will have a list of vocabulary and spelling words to learn. Some students enjoy writing new words five or ten times in a row to learn them, but most students benefit from using the new words in creative ways. The more ways you can find to work with these new words each week, the easier it will be for you to understand them and commit them to memory. In the lessons, you will find some fun ideas for working with your vocabulary and spelling words and you are encouraged to come up with new ideas of your own.

Sometimes while you are reading you might come across an unfamiliar word. Look it up in the dictionary—this will help you immensely in your reading comprehension. If you want to keep reading and look it up later, just circle the word so you can find it easily. Sometimes you can get a pretty good idea of what a word means by the way it is used in a sentence. When you look it up, go back to the original sentence to see how the word was used. This will usually give you new insight into what you were reading.

Keep a small dictionary near you whenever you read so you can look up words quickly. Getting into the habit of looking up words you don't know or aren't sure about will help you expand your vocabulary, become a more independent reader, and be able to take advantage of more multifaceted material. (If you don't know what *multifaceted* means, look it up!)

Below you will find notes on how this coursebook is set up. Please go over this material with your parent. (There's also a section below for your parent to read.)

You have a busy year ahead of you with many new, intriguing things to explore. Approach each lesson with a questioning mind and you will have a wonderful journey of discovery!

Course Materials and Organization

This coursebook contains all the lesson plans for a full year of fifth grade English. The following materials are recommended to be used in conjunction with this coursebook:

- *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
- *Ben and Me* by Robert Lawson
- *Early Thunder* by Jean Fritz
- *The Birchbark House* by Louise Erdrich

- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *1607: A New Look at Jamestown* by Karen E. Lange
- *1621: A New Look at Thanksgiving* by Catherine O’Neill Grace and Margaret M. Bruchac
- *Children of the Wild West* by Russell Freedman
- *Buffalo Bird Girl: A Hidatsa Story* by S. D. Nelson

This course is divided into 36 lessons. Each lesson will usually take one week to complete, and will include the following sections:

Assignment Summary: You’ll find a checklist of assignments at the beginning of each lesson. This lets you check off assignments as you complete them and see at a glance what still needs to be done.

Learning Assessment: At the end of each lesson you will find a learning assessment form for your parent/teacher to keep track of your progress and stay attuned to the key competencies that are being developed. Some parents may want to create their own rubrics or bypass formal assessment entirely for the time being. The learning assessment forms can provide an easy way to document your learning for reporting purposes.

For Enrolled Students: This section is for families who are enrolled in Oak Meadow School and sending their work to an Oak Meadow teacher. It provides information and reminders about how and when to submit work.

Appendix: The appendix of this coursebook includes a comprehensive English manual that will be used throughout the year. All the content in the English manual is also found in the lessons—having it in the appendix as well gives you an easy way to refer back to specific sections as needed.

It is suggested that you use a planner to schedule your tasks for the week. You can use it to coordinate field trips, library time, and projects that need some advance preparation. Jot down notes about what worked well, what needs more attention, and what you’d like to save to work on at a later time. Your weekly planner can help you keep track of what you did each week.

For the Parent

Welcome to a wonderful adventure in home learning! Oak Meadow curriculum provides a relevant, engaging learning experience that is designed to encourage student autonomy, independent and critical thinking, creative problem-solving, and strong skills in expressing ideas. In fifth grade, students are gaining independence and self-motivation; at the same time, they are still in need of caring, attentive guidance from an adult. Your presence and support are essential for a successful year of independent learning.

Additional Materials

In addition to the coursebook and novels that your student will be reading, there is a teacher manual available that will help you support and assess your student's learning.

Your student will also need the following:

- Student dictionary
- Colored pencils

Before you begin, it is important to be sure you have the necessary materials you will need. It is a good idea to look ahead to future lessons so that you have an idea of what projects are coming and be sure your student is prepared with the correct reference materials or arts and crafts supplies. It is also a good idea to look ahead to prepare for any lengthy assignments that might take extra time to complete in your daily schedule.

If your child is familiar with using a main lesson book (as Oak Meadow students do in grades K-4), it is good to continue using a main lesson book for the more artistic work, and then use lined paper for the lengthier writing assignments. Using the wider-lined paper is the best way for transitioning from writing in the main lesson books in grade 4 to writing on regular lined paper in grade 5. It is suggested that students use a planner to schedule assignments, activities, and other tasks for the week, such as field trips, library time, and projects that need some advance preparation. The weekly planner can help you keep track of your student's progress over time, which can make year-end reporting and documentation much easier.

Supporting Your Student

As it is impossible to write a curriculum that suits every learning style and every type of student, we invite you to use the assignment suggestions to guide your student rather than to limit their creative and academic expression. We would like students to be engaged in the material and to enjoy their studies as much as possible.

Some children enjoy a consistent schedule for schoolwork each day. Some students like to do some work in each subject every day while others prefer to work block style, focusing on one or two subjects per day. For other families, a set schedule of classes is not necessarily the most effective way to approach home learning. Some students work best when they are free to choose what to work on each day, integrating the projects and assignments into the natural flow of daily activities. Every student and every family is different, so you should develop a schedule that works best for you and your child. The goal is for all students to cultivate the attitude that expanding one's knowledge and capabilities is part of the process of life and is actually what life is all about.

Regardless of whether or not you establish a regular school schedule, creating a consistent daily rhythm is highly recommended. Living and learning are synonymous, and homeschooling should feel like a natural extension of family life. Taking the time and effort to establish your daily rhythm will

make a difference in the long run. Homeschooling lets you tailor the educational activities to your child's need for quiet reflection, free time, social interactions, creative outlets, and focused study time.

You can expect to need about four hours per day for schoolwork (one hour per day per subject: English, social studies, science, and math). For some of this time, your child will be able to work independently, and other times, they will need you to be fully involved. After a few weeks working together, you and your student can rethink your schedule and make any adjustments to help it be more productive and enjoyable.

Throughout the year, we urge you to stay responsive to your child and make adjustments along the way based on your child's interests and needs. Your sincere interest in both your child and in the subject material will help nurture the spark of learning. The Oak Meadow curriculum is not solely focused on filling children with facts, but also in helping parents and children become more intelligent human beings, able to respond thoughtfully, imaginatively, and effectively to the world in which they live.

Assessment Measures in Home Learning

Assessments in home learning are usually done through a combination of informal observation, the creation of a portfolio of student work, and cumulative activities that are designed to evaluate your student's learning. You can use a weekly planner and the learning assessment form to record daily or weekly notes in order to document student progress and the learning process. Things that would be important to note are which parts are challenging or difficult, what aspects your student has a natural affinity toward, what questions the student asks, what new ideas spring up during the course of the week, and what new discoveries or progress on a skill were made. These notes will help you to keep track of your student's progress and know where and when extra help is needed.

The learning assessment included at the end of each lesson can be used to guide your student's skill development, but the process of learning and working with the material in an exploratory way is equally important. Ultimately, it's not the end result but rather the pathway that develops capacities with your child.

Educators use both formative and summative assessments to gauge student learning and track it over time, and this course is designed for you to do the same. *Formative assessment* happens each week, "forming" as you watch your student work. Each week you will notice where your student struggles, where more time is needed to grasp a concept or practice using a new skill, and which aspects of the work are particularly enjoyable or easy. These observations will help inform your next steps. Using ongoing formative assessments, your teaching support can adapt to your child's needs as the year unfolds. *Summative assessment* provides a summary of the student's learning at a particular point. Research papers, the year-end grammar exam, and cumulative projects all offer the opportunity for summative assessment.

Assessing your child’s progress will become a natural part of your work each week. As the months pass, you will begin to understand how far your child has come. Keeping anecdotal notes throughout the year will provide you with a comprehensive picture of your child’s development.

Information for Students Enrolled in Oak Meadow School

Enrolled families benefit from regular feedback and support from your Oak Meadow teacher. Your Oak Meadow teacher is also available to help with questions you may have about assignments or your child’s progress. Communication is essential to developing a great relationship with your teacher during the school year.

If you are enrolled in Oak Meadow School, you’ll find a reminder at the end of each lesson that instructs you how to document your student’s progress and when to submit your work to your Oak Meadow teacher. Continue working on your next lessons while you are waiting for your teacher to send feedback on your student’s work. After you have submitted the first 18 lessons, you will receive a first-semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Submitting Work to Your Oak Meadow Teacher

You are welcome to submit your student’s work using email, Google docs, or postal mail. You will find detailed instructions on how to submit your work in the Oak Meadow Parent Handbook.

Here are a few tips:

- Please make sure to carefully label each submission. Teachers receive many submissions each week and we want to make sure your child’s work is accounted for.
- If you send work through the postal mail, be sure to include a self-addressed, stamped envelope so your teacher can return the work to you. Receiving the return package from your teacher is an exciting part of the distance learning relationship for many children, and we want to make sure the materials make it back to you in a timely manner. Because regular postal mail is not tracked, it’s important to keep copies of everything you send.
- If you choose to send work digitally, Microsoft Word documents, a shared Google doc, and Adobe Acrobat PDFs are the easiest formats for our teachers to work with. When in doubt, please check in with your teacher to determine the best format for receiving work.
- Some of the assignments will instruct you to send to your teacher an audio or video recording of your student performing, reciting, or giving an oral presentation. You can make digital recordings using a camera, computer, or cell phone and send your recordings to your teacher in MP3 format. If you do not have the equipment to make a digital recording, discuss other options with your Oak Meadow teacher.

- It is a good idea to keep track of when lessons are submitted and returned. With so many important pieces of work going back and forth in the mail, mistakes do occur, and a good record-keeping system helps clear things up. You can use a weekly planner for this purpose.

When both the family and the teacher keep to a regular schedule for submitting and returning lessons, everyone benefits, especially the student. Timely feedback, encouragement, and guidance from a teacher are key elements for all learners, and this is especially important in distance learning.

Ready, Set, Go!

We believe that childhood is a valuable period, and nothing is gained by hurrying through it. We suggest that you relax and enjoy these lessons with your child, using them as a springboard to further explorations and an opportunity to spend many enjoyable hours together.

We wish you and your child a successful and rewarding year of learning!

Lesson

1

Subjects and Predicates

Grammar

Subjects and Predicates

Because you may be a little rusty in your writing, we will start the year with a review of basic sentence construction.

A sentence must express a complete thought. It must begin with a capital letter and end with a period, exclamation mark, or question mark. It must contain a noun and a verb.

The two main parts of a sentence are the subject (which contains the noun) and the predicate (which contains the verb). In order for a sentence to be complete, it must have a subject and a predicate. The *subject* tells what or who the sentence is about. The subject always includes a noun (a person, place, or thing). The *predicate* tells something about the subject—it tells what the subject does or is. The predicate always contains a verb.

Let's look at an example:

The cat ran outside.

What is this sentence about? It's about a cat. *The cat* is the subject. What did the cat do? It *ran outside* (that's the predicate).

Here are a few sentences showing the subject in blue and the predicate in red. You'll notice that the subject contains not just the noun but all the words related to the noun. Likewise, the predicate includes the verb as well as all the words related to the verb.

The big dog ran around the little room.

The beautiful sun rose slowly over the high mountain.

The gorgeous quilt was burgundy and mauve.

Of course, subjects and predicates can be more complex too. Consider this example:

The big black dog and the tiny orange cat loved to play together, and raced wildly around the house.

ASSIGNMENT SUMMARY

- Begin reading a book of your choice about Christopher Columbus.
- Alphabetize and define vocabulary words, and use them in sentences.
- Identify subjects and predicates in sentences.
- List subjects and predicates and compose original sentences.
- Edit and proofread writing assignment.

What is the subject? What is this sentence about? The subject is *the big black dog and the tiny orange cat*.

What is the predicate? What did the subject do? The predicate is *loved to play together, and raced wildly around the house*.

Consider this sentence:

Most dogs that love to run and play are friendly animals.

Can you find the subject and predicate? *Most dogs that love to run and play* is the subject of the sentence (it tells you what or who the sentence is about) and *are friendly animals* is the predicate (it tells you something about the subject).

Sometimes the subject is not stated obviously, but is understood, such as in “Go away!” *You* is understood to be the subject.

Reading

Find a book about Christopher Columbus in the library and begin reading it. Here are some recommended titles:

- *Columbus* by Ingri and Edgar Parin d’Aulaire
- *I Sailed with Columbus* by Miriam Schlein
- *Christopher Columbus* by Ann McGovern
- *Christopher Columbus, Sailor and Dreamer* by Bernadine Bailey
- *Pedro’s Journal* by Pam Conrad
- *The Value of Curiosity: The Story of Christopher Columbus* by Spencer Johnson and Ann Donegan Johnson

You have two weeks to read this book.

Assignments

1. Write the following vocabulary words in alphabetical order.

sphere migrate exotic magnetic

hazard artifact technology

Add three to five spelling words to the list. Spelling words can be taken from your reading or can be any word that you have trouble spelling.

For each vocabulary word, write a definition. If there is more than one definition, use the one that matches the context of the lesson material where it appears. Finally, use each word on the list (both vocabulary words and spelling words) in a sentence that shows you understand the meaning of the word.

When writing definitions for vocabulary words, use your own words, but do not use the root word or any other form of the vocabulary word in the definition. For example, to define *magnetic* as *having to do with magnets* does not really explain what *magnetic* means. The definition needs to include information on what a magnet is, or what magnetism is and does.

When writing vocabulary sentences, try to use the word in the form in which it appears on the list (for instance, *magnetic* instead of *magnet* or *magnetized*), and make sure that the sentence clarifies what the word means.

It may take you a while to learn how to write good definitions without using the word you are defining, and it may take a while to learn how to write sentences that use the word in a way that shows its meaning. You might want to ask your parent to help you at first by going over what you've written and pointing out whether or not it follows these guidelines.

2. Identify the subject and predicate in each of the following sentences (identify the subject by underlining it once, and the predicate by underlining it twice).
 - a. The Vikings sailed across the sea.
 - b. They visited the coast of America.
 - c. The nighttime stars helped them find their way.
 - d. Marco Polo and other explorers worried about monsters in the ocean.
 - e. Many explorers thought they would fall off the edge of the world.
3. List five different subjects and five different predicates. Make them interesting! Then use them to make five to ten different complete sentences. Some of your sentences might come out pretty silly, but they should still make sense.
4. Find an essay you have recently written for another course you are taking. Review it carefully to look for mistakes or ways to make it better. Begin by reading it aloud. Listen to each sentence, and see if it says what you intended it to say. If not, make a note about what you can add or rearrange to improve it. This is called *editing* and is something you will be expected to do for each essay and report you write. Check for capital letters and correct ending punctuation. Make all the necessary corrections and write your final draft in your best penmanship.

Once you have written your final version, read it one more time to check for any final mistakes—this is called *proofreading*. Proofreading is done after all the editing changes have been made, and usually only requires a few tiny corrections. By taking the time to review, edit, and proofread your work, your writing will be more clear and expressive.

FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2.

In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student's progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Differentiates between subject and predicate				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Christopher Columbus book				
Free choice book:				
Free choice book:				

SPELLING TEST	Score # correct/total #	Notes
1		

Lesson

2

Independent and Dependent Clauses

Grammar

Independent and Dependent Clauses

A complete sentence is called an *independent clause* because it can stand by itself. A *dependent clause* is an incomplete sentence. Although it has a subject and a verb, it depends on something else to get its whole meaning. It usually includes a relative pronoun (*who, which, or that*) or a conjunction (*when, if, because, although, etc.*).

Dependent clause: because it was afraid of the cat

Independent clause (complete sentence): The squirrel hid in the tree because it was afraid of the cat.

Here are some examples of how a dependent clause can be changed into an independent clause.

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
when she had a bee on her head	She had a bee on her head.
although she didn't know it	She didn't know it.
that she likes bees	She likes bees!

Often, dependent clauses are part of a larger sentence. Here are some examples of how a dependent clause can be linked to an independent clause to create a more informative sentence.

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
when she had a bee on her head	When she had a bee on her head, we all yelled.
although she didn't know it	Luckily it flew away again, although she didn't know it.
that she likes bees	It's a good thing that she likes bees!

ASSIGNMENT SUMMARY

- Finish reading your Christopher Columbus book.
- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Identify dependent and independent clauses.
- Compose sentences and indicate subjects and predicates.
- Edit and proofread writing assignment.

Notice how all the independent clauses have the first letter capitalized and punctuation at the end. That's because they are complete sentences.

Reading

Finish reading your Christopher Columbus book.

Assignments

1. Alphabetize the following list of vocabulary words and add three to five more spelling words.

dowel convert stern bow
parallel savage (noun) rectangle dimension

Write definitions for each vocabulary word and use it in a sentence that shows you understand the meaning of the word. (You do not have to define your additional spelling words, but please use each one in a sentence.) Put your definitions into your own words. Do not use the root word or any other form of the vocabulary word in the definition. If there is more than one meaning of the word, use the one that matches the context of your reading material.

When practicing how to spell words, always look for a variety of ways to work with the words throughout the week. Here are some ideas:

- Practice writing them down
- Spell them aloud
- Play a fill-in-the-blank spelling game (have a parent write blanks for the letters, including two or three letters and letting you fill in the rest)
- Use Scrabble letters to spell the words, and then try to link them together into a Scrabble grid
- Write spelling/vocabulary words using alphabet refrigerator magnets

Try to come up with new ways to work with your list of words each week. At the end of the week, take a spelling quiz (the quiz will include vocabulary words and spelling words).

2. Decide whether each of the following groups of words is a complete sentence (independent clause) or an incomplete sentence (dependent clause). If the sentence is complete, capitalize the first word and add the appropriate ending punctuation. If the sentence is incomplete, add or subtract a word or phrase to make it complete, and then add beginning capitalization and ending punctuation.
 - a. three ships went with Columbus
 - b. but found no gold in that country

- c. went running through
 - d. he wants to visit the moon
 - e. the boy who has lots of freckles
 - f. she turned a page in her book
 - g. if they hurry
 - h. a book I read
 - i. before the race began
3. Compose three complete sentences and identify the subject and predicate of each. Identify the subject by underlining it once, and the predicate by underlining it twice. (Refer to “Subjects and Predicates” in the English manual.)
 4. Using a written assignment from one of your other courses, carefully review and edit your first draft to correct errors in spelling, grammar, and punctuation and to make sure your ideas are coming across clearly. Check to be sure all of your sentences are complete. When your report is the way you want it, write your final draft neatly. Proofread this final draft to catch and fix any little mistakes.

You will be expected to review, edit, and proofread all your essays and reports this year, so you'll want to get into the habit and make it a regular part of your writing process.

FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist and the learning assessment forms, or any alternate form of documentation.

Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Differentiates between dependent and independent clauses				
Differentiates between subject and predicate				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Christopher Columbus book				
Free choice book:				
Free choice book:				

SPELLING TEST	Score # correct/total #	Notes
2		

Lesson

6

Sentence Fragments

Grammar

Sentence Fragments

It is very important to be able to recognize when a sentence is complete. When a sentence is not complete, it is sometimes called a *sentence fragment*. A sentence fragment is a dependent clause or a phrase that is punctuated like a sentence (even though it lacks the essential ingredients). To fix a sentence fragment, you often need to add either the subject (noun) or the predicate (verb), or change the wording to create a complete thought. Below are some examples of sentence fragments and how to fix them.

Sentence fragments: The cat's green eyes. Reflecting the light's glare.

Complete sentence: The cat's green eyes reflected the light's glare.

Sentence fragments: When are you? Going shopping for bagels.

Complete sentence: When are you going shopping for bagels?

Sentence fragments: Knew the answer! Though I didn't want to say it!

Complete sentence: I knew the answer, even though I didn't want to say it!

In recent weeks, you have worked a lot with subjects and predicates and different ways to construct sentences. Now you should be able to recognize a sentence fragment in your own writing.

Run-on Sentences

In a way, the opposite of the sentence fragment is the *run-on sentence*. This is what we call sentences that have too many parts strung together. Run-on sentences are easily fixed if you understand independent clauses and conjunctions. The first thing to do with a run-on sentence is to decide what the independent clauses are. What are the complete thoughts?

ASSIGNMENT SUMMARY

- Continue reading *The Witch of Blackbird Pond*.
- Look up unknown words in the dictionary.
- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Transform sentence fragments into complete sentences.
- Repair run-on sentences.
- Revise previous writing to fix run-on sentences.

Look at the following example. What parts of this run-on sentence can stand alone?

Please bring your lunch with you we're going to the park for the afternoon.

What are the separate sentences in this run-on?

Please bring your lunch with you.

We're going to the park for the afternoon.

There are several different ways to fix run-on sentences. Usually it involves either separating the independent clauses into separate sentences, or joining them together with a conjunction. Here are a few examples:

Please bring your lunch with you. We're going to the park for the afternoon.

Please bring your lunch with you because we're going to the park for the afternoon.

We're going to the park for the afternoon, so please bring your lunch with you.

If you join the independent clauses using a conjunction, you've made a compound sentence. Sometimes run-on sentences lack punctuation entirely, and sometimes they have plenty of punctuation but are so long that they are confusing and awkward. In that case, you may have to use more than one technique to fix them, as seen here:

Please bring your lunch with you, we're going to the park for the afternoon, there is going to be a huge fair going on, and we do not want to miss all the fun, so make sure you bring your lunch, we'll be there all afternoon and we'll have a picnic together.

A run-on sentence like this could be fixed in many different ways. Here is one way:

Please bring your lunch with you because we're going to the park for the afternoon. There is going to be a huge fair going on and we do not want to miss all the fun! Make sure you bring your lunch. We'll be there all afternoon and have a picnic together.

Be on the lookout for run-on sentences in your work. If you notice that a paragraph you have written has only one or two long sentences, chances are at least one is a run-on sentence. Separating your ideas into complete thoughts by using punctuation and conjunctions makes your writing easier to read and understand.

Using a Dictionary

The words in a dictionary are listed in alphabetical order. When you want to look up a word, find the section of the dictionary that contains the first letter in the word. Rather than looking through the entire list of words that start with that same letter, look at the second letter of your word and then jump to the section of words that share both the first and second letter with your word. Next, look at the third letter, and so on. With practice, you will be able to locate a word in the dictionary very quickly.

The word to the left at the top of the dictionary page tells you the first word on that page. The word to the right at the top of the dictionary page tells you the last word on that page. Use these guide words

to help you locate the section that your word will be in before you begin scanning the lists of words on the page.

Words in the dictionary are divided into syllables with dots, and a phonetic spelling of each word is provided to demonstrate how it is pronounced.

Often a word will have more than one meaning. The dictionary will list all the meanings of a word, putting the most common meaning first. Read all the meanings, though, since it is important to determine the correct meaning of a word from its use in the context of the sentence. A dictionary will often list synonyms for a word, which can be very helpful in understanding the word, and sometimes it will list antonyms as well.

Reading

Continue reading *The Witch of Blackbird Pond*. Each day, look up words you don't understand. Be sure you don't miss the meaning of the story you are reading. Become comfortable with using a dictionary because you will need it frequently in years to come.

Assignments

1. Write definitions for the following vocabulary words. Alphabetize them and use each one in a sentence. Remember to add a few spelling words to your list.

kettle skillet trundle indigo frontier apprentice

Look for new ways to practice your vocabulary/spelling list throughout the week so that you are very comfortable with the words before your spelling quiz. Here are a few more ideas:

- Make a crossword puzzle using the words (graph paper makes this easier)
 - Spell the words aloud with a partner, each one saying one letter at a time
 - Spell words using pipe cleaners, alphabet noodles, dough, etc.
 - Recite spelling words in rhythm as you jump rope, skip, bounce a ball, etc.
 - Print the word on a piece of paper and then cut it into letters. Scramble the letters up and see how fast you can recreate the word. Do this with several words at once for a real challenge.
2. Correct these sentence fragments so each one is a complete sentence. You may add to either the beginning or the end of the fragment. Make sure to punctuate your complete sentence properly.
 - a. Johnny, who loved to play baseball.
 - b. Running and jumping all the way across the field.
 - c. The colony of Virginia.

- d. More than a legendary figure.
 - e. All those who believed in freedom from England.
 - f. Where the wild things are.
3. Identify the following sentences as correct or run-on sentences. Repair any run-on sentences.
- a. I've had a cold for a week I'm feeling very tired.
 - b. The sun shone brightly it was a hot day.
 - c. It might rain tonight so wear your raincoat.
 - d. The British were guarding the roads Paul Revere had a hard time getting through.
 - e. The colonists needed a new flag they had trouble deciding on one.
 - f. A new flag was finally chosen it had 13 stars and 13 stripes.
 - g. When the cat played with yarn, it got all tangled up.
 - h. The kettle was pushed into the fire and got very hot and was too hot to handle and I had to use a rag to pull it out.
4. Read through your written work this week (in any subject) and repair any run-on sentences you find by breaking them into separate sentences or using conjunctions and punctuation to separate the complete thoughts. (You might want to review "Conjunctions" in the English manual.)

FOR ENROLLED STUDENTS

Please submit your student's work to your Oak Meadow teacher at the end of this lesson. Make sure all the assignments are completed (you can use the assignment checklist to help you organize your submission). Contact your teacher if you have any questions.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Identifies sentence fragments and transforms into complete sentences				
Identifies and repairs run-on sentences				
Combines dependent and independent clauses into complex sentences				

SKILLS (<i>continued</i>)	Developing	Consistent	Competent	Notes
Uses conjunctions to construct compound sentences				
Constructs simple sentences with simple and compound subjects and predicates				
Identifies dependent and independent clauses				
Identifies subjects and predicates in sentences				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
<i>The Witch of Blackbird Pond</i>				
Free choice book:				
Free choice book:				

SPELLING TEST	Score # correct/total #	Notes
6		

Lesson

17

Verb Forms

Grammar

Verbs and Verb Forms

Verbs are the action words of a sentence. Every sentence needs a verb. There are two main types of verbs: actions verbs and verbs of being. *Actions verbs* are words that show action, such as *run*, *walk*, *sit*, *stand*, *look*, and *see*. *Verbs of being* show a state of existence or being, such as *is*, *will*, *was*, *were*, *become*, and *has been*.

Here are some examples, with the **verbs in red**:

Action verbs:

I **swim** every morning.

Her cat **licked** its paw.

The drummer **beat** rapidly on the drums.

Verbs of being:

It **is** not too cold today.

Yesterday **was** gorgeous.

The roads **became** very slick in the rain.

Sometimes a verb is made up of more than one word. These additional words are helping words (or *auxiliary verbs*). Here are just a few of the many helping (or auxiliary) verbs: *has*, *have*, *had*, *is*, *are*, *was*, *were*, *shall*, *can*, *might*, *could*, *been*, *should*.

The signal **was given** for the cars to proceed.

She **is going** to the movies.

They **were riding** the bus.

Nancy **was running** to see him.

Often, two or more auxiliary verbs will link together to help the main verb, as seen in these sentences:

The signal **should have been** given for the cars to proceed.

ASSIGNMENT SUMMARY

- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Write a book report.
- Compose sentences using present tense, past tense, and past participle verb forms.
- Form plural nouns.
- Differentiate between different sentence types.

She **must have been** at the movie.

They **will be riding** the bus.

Nancy **cannot have been running** to see him.

Verbs can take different forms depending on how they are used. We call these *verb tenses*. Verb tenses show us when the action happened. Verbs are the only words that change tense. The three verb tenses that are most often used are the *present tense*, the *past tense*, and the *past participle*. Tenses tell you when the action takes place.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
look	looked	looked
jump	jumped	jumped
do	did	done
see	saw	seen
give	gave	given
take	took	taken
go	went	gone
begin	began	begun
eat	ate	eaten
throw	threw	thrown

You can see that sometimes the past participle is the same as the past tense form and sometimes it is different.

Here are some sentences that show each of these verb tenses:

Present tense:

I see the girl.

I take off my hat.

Past tense:

I saw the girl.

I took off my hat.

Past participle:

I have seen the girl.

I should have taken off my hat.

The present and past tenses may be used without a helper (auxiliary verb). However, the past participle often needs to have a helper. There are many of these helper verbs: *is, are, was, were, has, have, had, will*, etc. Here are some examples that show a helper verb with a **past participle** form of the main verb in red:

You should have **seen** my backflip off the diving board.

We will have **eaten** before we arrive.

If he had **given** it to me, I would have **remembered**.

Notice that sometimes there is more than one auxiliary verb used with the past participle form of the main verb.

Reading

Finish your reading book.

Assignments

1. Write definitions and sentences for the following words. Make sure to work with this list in a variety of ways throughout the week before you take the spelling quiz.

treaty	tyrant	foment
emancipation	unified	arbitrary
maxim	subdue	compromise

2. You should be finished with your chosen reading book. Write a book report using the notes you wrote last week.

Your book report should include a title page with the name of the book and the author, your name, and the date. The body of the report should briefly summarize the action of the story, introducing the main characters and telling something about how they were changed during the course of the book. It should also include comments on whether or not you recommend this book to others and why. Be sure to back up any comments with specific examples.

Revise and edit your book report for clarity and accuracy. Check to make sure your paragraphs have topic sentences and present one clear topic. Make sure your sentences are varied, of different lengths, and use descriptive words. Check spelling, punctuation, and other details. Read your report aloud. Do you think it sounds interesting? How could you make it more interesting?

After you have made all your corrections, copy the report in your best handwriting, and then proofread it to make sure you have done your best work. Feel free to illustrate the cover of your book report with a picture related to the story.

3. Choose two words from each of the verb tense columns in the table above (present tense, past tense, past participle) and write a sentence for each one. You will be writing six sentences. Remember, you may need a helping verb when using the past participle form of the verb.
4. Form the plurals of the following nouns. (Refer to “Nouns and Possessives” in the English manual if you need a refresher about the spelling rules.)
- city mouse orange woman
daisy monkey turkey berry
5. In the following sentences, identify the nouns, verbs, adjectives, and adverbs. Also identify each sentence as declarative (DEC), interrogatory (INT), exclamatory (EX), or imperative (IMP).
- Have you seen my little black dog?
 - I saw him running happily through the big meadow.
 - Harvey, you naughty little dog, come here right now!
 - What a good dog you are!
 - Boris, the colorful African butterfly, flew slowly toward the huge yellow sunflower.
 - Along came a big black hungry crow.
 - When the cranky crow saw the brilliantly colored butterfly float by on the warm air, it cried raucously.
 - Does anyone know if the black crow hungrily gulped Boris down?

FOR ENROLLED STUDENTS

Continue to use your weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your student’s progress.

Learning Assessment

Use this assessment form to track your student’s progress over time.

SKILLS	Developing	Consistent	Competent	Notes
Creative writing: Uses descriptive writing to develop characters and setting				
Creative writing: Conveys a plot with story problem, climax, and resolution				
Creative writing: Conveys creative, original story ideas				

SKILLS (<i>continued</i>)	Developing	Consistent	Competent	Notes
Writing skills: Displays good note-taking skills, identifying key ideas and connecting themes				
Writing skills: Uses an outline to identify main ideas and supporting details				
Writing skills: Revises writing to improve clarity and flow				
Writing skills: Edits writing to correct errors in spelling, punctuation, capitalization, and grammar				
Writing skills: Proofreads final version of writing				
Identifies and correctly uses present tense, past tense, and past participle verb forms				
Identifies base words, prefixes, and suffixes				
Applies correct punctuation and capitalization to direct quotations				
Forms singular and plural possessive nouns				
Identifies dependent and independent clauses				
Identifies subjects and predicates in sentences				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Free choice book:				
Free choice book:				
Free choice book:				

SPELLING TEST	Score # correct/total #	Notes
17		

Lesson

23

Grammar Review

Reading

Continue reading *Children of the Wild West* and *Buffalo Bird Girl: A Hidatsa Story*. Look up any words you do not understand, and take notes. Remember to put notes into your own words.

Assignments

1. Add several words to the list below and then define each word and use it in a sentence. Work with the words throughout the week and then take a spelling quiz.

lucrative volatile captor duel humble

2. You already know that every sentence must have a capital letter at the beginning and a period, exclamation mark, or question mark at the end. You know also that every sentence must have a subject (which includes a noun) and a predicate (which includes a verb). You may want to review “Subjects and Predicates” in the English manual.

Use colored pencils to shade the subject of each of the following sentences in blue and the predicate of each sentence in red (or circle them in the designated color), like the following examples:

The red-haired girl with the ponytail was playing soccer.

Soccer season is usually extremely hot.

Remember, the subject includes the noun and all the words related to it, and the predicate includes the verb and all the words related to it.

- a. The kitten raced up the tree.
- b. The huge old tree was tall and stately.
- c. The tiny cat’s cries could be heard coming from the beautiful canopy of green leaves.

ASSIGNMENT SUMMARY

- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Identify subjects and predicates in sentences.
- Compose simple, compound, and complex sentences.
- Create sentences and identify subjects and predicates.

- d. Peter, the neighborhood’s best tree climber, decided to climb up and rescue the kitten.
- e. The terrified cat’s sharp claws dug into Peter’s shoulder as he made his way down the tree.
3. Compose two simple sentences, two compound sentences, and two complex sentences (refer to “Sentence Structures” in the English manual). In each of your sentences, shade or circle the **subject in blue** and the **predicate in red**. Use proper capitalization and ending punctuation.
4. Put together the following phrases to make sentences. Your sentences might be very silly, but you must include at least one subject and one predicate in each sentence. You can combine more than one phrase into a single sentence. Identify the **subjects** and **predicates**.
- ran down the hill
 - sailed out to sea
 - the gardener, John
 - was a huge giant
 - sobbed inconsolably
 - the magic green fish
 - Pip, the purple frog
 - the moon
 - rose majestically
 - the king of France

FOR ENROLLED STUDENTS

Please contact your teacher if any questions arise.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Essay writing: Follows format for five-paragraph essay				
Creative writing: Uses descriptive writing to develop characters and setting				
Creative writing: Conveys a plot with story problem, climax, and resolution				

SKILLS <i>(continued)</i>	Developing	Consistent	Competent	Notes
Creative writing: Conveys creative, original story ideas				
Writing skills: Displays good note-taking skills, identifying key ideas and connecting themes				
Writing skills: Uses an outline to identify main ideas and supporting details				
Writing skills: Revises writing to improve clarity and flow				
Writing skills: Edits writing to correct errors in spelling, punctuation, capitalization, and grammar				
Writing skills: Proofreads final version of writing				
Identifies base words, prefixes, and suffixes				
Demonstrates awareness of punctuation rules				
Uses apostrophes correctly to form contractions and possessives				
Forms singular and plural possessive nouns				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
<i>Children of the Wild West</i>				
<i>Buffalo Bird Girl: A Hidatsa Story</i>				
Free choice book:				

SPELLING TEST	Score # correct/total #	Notes
23		



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English Manual

Adjectives and Adverbs

Adjectives and adverbs are the words that bring writing alive. They are descriptive words that give us more information about nouns and verbs.

Adjectives describe nouns and make sentences more interesting. You can think about them as “picture words” because they describe the appearance of people and things. For instance, consider this sentence:

The cat walked down the lane.

That is a complete sentence but it doesn't paint a very complete or interesting picture. See what happens when we add some descriptive adjectives:

The yellow striped cat walked down the winding, shady lane.

Yellow, striped, winding, and shady are all adjectives that describe the nouns in the sentence. The adjectives help give a much clearer picture of what is going on in the sentence.

Adverbs tell how, when, or where something is done. They are similar to adjectives in that they make a sentence much more interesting and informative. For instance, consider this sentence:

The cat walked down the lane.

Now, let's see how that sentence can be enhanced through the use of adverbs:

The cat walked jauntily down the lane.

Here is a list of common adverbs, separated by type.

HOW (adverbs of manner, degree, or frequency)	WHEN (adverbs of time)	WHERE (adverbs of place)
quickly	afterward	above
slowly	now	here
softly	soon	outside
almost	then	downstairs
very	yesterday	below
usually	immediately	there

Business Letter

Your address

123 Flower Street

Ojai, Ca 93023

April 29, 2015

Name and address of the person to whom you are writing

Rosemary Lane

Brattleboro, Vermont 05302

Dear Ms. Student:

This letter is to inform you that a business letter has seven parts. Please notice that it has a return address at the very top (the address of the letter writer), followed by the date the letter was written, and then the name and address of the person to whom you are writing. A business letter has a greeting (called the salutation) and a closing (usually *Sincerely* followed by a comma). The body of the letter (which is this part) explains the purpose of the letter and gives all the pertinent information. The last element of a business letter, which follows the closing, is the signature of the person writing the letter.

You should follow this format when writing a letter to a business person or other professional.

Sincerely,

Your signed name

When writing a personal letter, you will usually just include the date at the top and begin with a greeting (such as *Dear Lisa*, or *Hi Lisa*) followed by a comma. A colon (:) is used after the greeting only in a business letter.

When addressing an envelope, you put your address (called the return address) in the upper left corner. The address of the person to whom you are sending the letter goes in the center of the envelope. Postage goes in the upper right corner of the envelope. An envelope is always addressed the same, regardless of if it is for a business or personal letter.

Capitalization

There are many different instances in which you would capitalize a word. In general, the first word of every sentence must be capitalized and every proper noun (or name) needs to be capitalized. Here are some capitalization rules to remember:

- Always write the word *I* as a capital letter, no matter where you use it.

Example: Today is the day I get to go to the library!

- Capitalize words that refer to relatives when using them as a name.
Example: Today Uncle Peter and Dad went to the concert.
- Use a capital letter to begin each word in the name of a person.
Example: Mother's name is Leonora Wilhelmina Collier.
- Use a capital letter to begin the name of a pet, but do not capitalize animal species unless they contain a proper noun (grizzly bear, Bengal tiger, border collie, Labrador retriever, etc.)
Example: I have a German shepherd named Petey.
- Capitalize a title such as mister, doctor, general, or president when it is attached to a specific person's name.
Examples: Mr. White, Dr. Jones, General Westmoreland, President Carter
- Use a capital letter to begin each important word in the name of a place.
Example: I am going to visit the Smithsonian Museum and the Washington Monument.
- Use a capital letter to begin the name of a country, the name of a nationality, or a word made from the name of a country or a nationality.
Examples: France, French, Europe, American, German, Germany, English, Indian
- Capitalize days, months, and holidays (Monday, Tuesday, January, February, Christmas, Passover, Halloween). Do not capitalize the seasons: spring, summer, fall or autumn, and winter.
- Capitalize the first word of a direct quotation.
Example: Mother said, "When are you going to the store?"
- Capitalize the first word and every important word in the title of a book, story, poem, or song.
Examples: "Twinkle, Twinkle, Little Star" or *Charlotte's Web*.
- Capitalize Earth and other planets (Venus, Mars, etc.), but do not capitalize *sun* and *moon*.

Here's a quick list of what to capitalize:

- Names of people and pets (Michelle, Buddy, Aunt Mary, Dr. Jones, etc.)
- Place names (Golden Gate Bridge, Grand Canyon, New Zealand, etc.)
- Days of the week (Monday, Tuesday, etc.)
- Months of the year (January, February, etc.)
- Holidays (Memorial Day, Thanksgiving, etc.)
- First word in a direct quotations (He asked, "Didn't you love that book?")
- Titles (*Charlotte's Web*, "The Midnight Ride of Paul Revere")
- Planets (Venus, Earth, etc.)

There are many words that get capitalized sometimes but not always, depending on how the word is used. If a noun is used in a general way, you will usually use lowercase letters. If a noun is used to reference a specific place or person, you will usually use capital letters. Here are some examples:

- I love going to the **ocean**. We visited the Indian **Ocean**.
- My **dad** makes the best bread. I told **Dad** I like his bread more than any other.
- We always love it when **Uncle** Raymond visits. We have fun when my **uncle** visits.
- I live on Elm **Street**, all the way at the end of the **street**.

Here are two rules about when *not* to capitalize words:

- Do not capitalize any pronouns other than I, no matter what form they take (me, you, them, mine, it, theirs, etc.), unless they come at the beginning of a sentence.

Example: That book is mine. It is my favorite.

- Do not capitalize words that refer to relatives if you use a possessive pronoun in front of them.

Example: My uncle came over. Uncle Peter is my dad's brother.

While you are reading, try to notice when words are capitalized and see if you can figure out why. This will help you get used to the rules and learn to use them yourself.

Citing Your Sources

When you write a report, sometimes you will use books, magazines, newspapers, or the internet to find information. Even if you don't quote from them directly, it's always a good idea to keep a list of your sources so that you (or your readers) can go back to them later to check your facts or gain more information. In fifth grade, you will have the opportunity to start practicing this skill by making a list of your sources that includes the author's name and the title of the book, magazine, or website article. Here is how you would cite a printed book:

White, E. B. *Stuart Little*.

If you are using a website, you'll also include the website name, like this:

Hartman, Holly. "Who Is Stuart Little?" *FactMonster.com*.

Sometimes you can't find the author's name on a website, so you would just include the article title or the title at the top of the page that you used as a reference and the website name, like this:

Scholastic.com. "Biography E. B. White."

This is how you will list your sources in fifth grade. If you used these three sources, here is what your list of citations would look like:

Hartman, Holly. "Who Is Stuart Little?" *FactMonster.com*.

Scholastic.com. "Biography E. B. White."

White, E. B. *Stuart Little*.

Notice that the sources are listed in alphabetical order by the author's last name or the website name (if there is no author listed on the website).

In later grades, you will hear more about citing your sources. You will learn the correct format for writing citations, and will be expected to keep track of your sources and provide a list whenever you do research.

Conjunctions

A word used to join two sentences together is called a connecting word, or conjunction. *And, or, but, for, while, when, if, because, and after* are some of the conjunctions that can be used to join two sentences together. Sometimes a comma should be placed before a conjunction. (When we join two sentences together, we call it a compound sentence.)

Here are some examples of how to use conjunctions:

Henry walked to the store, **and** Mary rode her bike.

Henry walked to the store **while** Mary rode her bike.

Henry walked to the store **after** Mary rode her bike.

Mary rode her bike **because** she did not want to walk to the store with Henry.

You can see that using conjunctions allows you to link two independent clauses (complete sentences) to form compound sentences.

Contractions

Contractions help us combine two words into one. Many students have trouble remembering how contractions work. It's easy! You simply take two words, remove some letters, and put an apostrophe in place of the missing letters. Of course, this doesn't work with just any two words, so you'll have to remember when you can use it and when you can't. However, since you probably use contractions frequently in your speech, you are likely to be familiar with what will and won't work as a contraction.

Here are some examples of contractions:

do not → don't

would not → wouldn't

should not → shouldn't

cannot → can't

you will → you'll

I have → I've

they would → they'd

will not → won't

I am → I'm

you are → you're

Remember, the contraction must include the apostrophe to be correct. If you write *dont*, the word is misspelled.

Contractions are usually only used in informal writing, such as stories, dialogue, letters, etc. For more formal writing, such as essays or reports, it is best to use each word in full rather than in contracted form.

Contractions and Possessives

There is often confusion around these synonym pairs:

you're/your

it's/its

The first word in each pair is a contraction; the second word is a possessive pronoun. (Review the section on "Nouns" for more information about using an apostrophe to form a possessive.) A good way to make sure you are using the correct word is to take apart the contraction and see if the sentence still works. Here's an example:

I'm glad you're going with us.

I'm glad your going with us.

Which sentence is correct? If you take apart the contractions in the first sentence, it still makes sense:

I am glad you are going with us.

On the other hand, the second sentence doesn't make sense because *going* is not something you can have or possess.

Here's another example:

The bird flapped it's wings.

The bird flapped its wings.

Which sentence is correct? Let's take apart the contraction and see if the sentence still works:

The bird flapped it is wings.

That doesn't make sense, does it? The wings belong to the bird, so the possessive pronoun *its* is the correct word in this sentence.