
Capitalization Worksheet

Lesson 1

Instructions: Circle all the words that have capitalization errors.

Rules:

- The pronoun “I” should always be capitalized.
 - Capitalize the names and initials of people and pets.
 - Capitalize the title that comes before a person’s name.
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Yesterday, our school had an unusual speaker. His name was Grant u. Hope. He said that we could each have three wishes. He told us he knew the magic to make dreams come true. “I don’t believe you can do that, Mr. Hope,” i said. Then, he invited me up on stage.

“You are marie p. Amos, daughter of mr. Juan J. amos and dr. Rita R. Amos, are you not?” he asked.

Startled, I said, “Yes, i’m Marie.”

“Tell us your wishes, ms. Amos, and they may come true,” he said.

I regretted that i’d said anything.

What on earth would my three wishes be?

“I wish we had a nice, clean playground for our school,” i said. Suddenly, my friend toni started cheering. Even my teacher, ms. Robb, and the principal, mr. Stiller, clapped.

Then, i thought of my friend Mike, who cleaned up the park with his cousin, Willy b. Hays. “I wish people would take care of the trees and water,” I said.

“The last wish i’m making is for myself,” I said. “I want to explore the undersea world like Jacques cousteau.”

“Your wishes can happen, ms. Amos,” explained Mr. hope. “The magic to make them come true is within you.”

Write Idea: Think about two people you wish could visit your school. Why would you like to meet them? What are their names, initials, and titles? Write two paragraphs to convince your principal to invite them.

Capitalization Worksheet

Lesson 2

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the first word in a sentence.
 - Capitalize the first word in a quotation.
 - Do NOT capitalize the first word of the second part of a divided quotation.
-

at recess, Lily and Mario had a contest on telling tall tales. “once I met a man so immense,” Lily said, “That he used skyscrapers for armrests. his footsteps made ponds when it rained.”

“Right!” replied Mario. “the river,” he said, “Is where the man dragged his foot.” he thought for a moment and said, “my cat was so thin, you couldn’t see it when it turned sideways.”

Lily quickly responded, “yes, when it was a young kitten, it slept in an envelope.” then she smiled and asked, “How about the girl who ran so fast, her shadow couldn’t keep up with her?”

“that girl was so speedy,” Mario said, “That when she ran to the store she could meet herself coming home.”

both Lily and Mario were suddenly quiet. each wondered who would be the first to say, “that’s not true.”

Mario began again, “there was the time you ate all the cupcakes at the class picnic. your side of the bus sank eight feet in the mud.” he laughed.

“I won those cupcakes for being the best tale teller,” Lily answered, “And I’m still the best!”

Mario cried, “that’s not true!”

Lily said, “I win.”

Write Idea: Write a tall tale about an animal or person on a journey. Make up three amazing things that happen on the trip. Put in at least two quotations.

*Capitalization Worksheet**Lesson 3*

Instructions: Circle all the words that have capitalization errors.

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

Dear Granddad,

Would you come to our Career Fair? My friends would like to hear how you train people to be parachute jumpers.

love,
Allan

dear Kathy,

Please come to our Career Fair. My friends want to hear about your job as a mountain guide.

your friend,
Jodi

dear Mrs. Roberts,

You have such an interesting job! Please come to our school and tell us about being an astronomer.

Yours truly,
Carla

Dear Mrs. Tobias,

We listen to your radio program all the time! Please come to our Career Fair and tell us what it's like to be a disc jockey.

Sincerely Yours,
Jenny Irving

dear Dr. Park,

Our Career Fair is next month. Would you come and tell us about your work with animals? It must be fun to be a veterinarian!

very truly yours,
Tom Baxter

dear Mom and Dad,

I won't be home until 5:30 today. We're setting up the booths for our Career Fair. I'll see you then!

all my Love,
Kevin

Write Idea: Imagine that your school is having a Career Fair. Think of two people who have interesting jobs. Write letters inviting them to the Fair. Ask each person two things about their jobs.

Capitalization Worksheet

Lesson 4

Instructions: Circle all the words that have capitalization errors.

Rules:

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

Where do your travel dreams take you? There are so many places to visit.

Do you dream of taking a trip around america? You could visit Wall street in new York City. You could drive across the Golden Gate bridge in san Francisco or visit the white House in Washington, D.C. You could surf at Waikiki beach in Hawaii.

How would you like to ride down the Grand canyon on a mule or shoot the rapids on the Colorado river? Perhaps you'd prefer to listen to jazz music in New Orleans or watch a rodeo in texas. Think of all the possibilities!

Maybe you dream of going to Europe. You could watch the parades at london's Buckingham palace. You could climb the Eiffel tower in paris. You could hike the alps in switzerland or walk along the ancient Appian way in rome.

Maybe your dreams take you to much more adventurous, faraway places. Do you imagine yourself climbing to the top of mount Everest or exploring the Lascaux cave? Would you like to visit Antarctica or join a dogsled team to the North pole?

Maybe you even dream of going to the moon. Wherever you go, have a good trip!

Write Idea: Where do you dream of going? Think of three places you would like to visit. Write a letter to a friend telling why you want to visit each place.

*Capitalization Worksheet**Lesson 5*

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the months of the year and the days of the week.
 - Capitalize the names of holidays.
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Dorry and I were all ready for Saturday's halloween party by tuesday afternoon. We had bought the food and planned the games. I just had to decide what kind of costume to wear.

Dorry said not to wear something typical. "No thanksgiving turkeys or easter rabbits!" she warned. She wanted our image to be unique. "This is no April Fools' day party, you know."

Dad said I could stick words like "sunday" and "june" all over myself and go as a calendar. I didn't think that would impress Dorry. With october 31 only days away, I had to work fast.

Wednesday night I dreamed of being a candidate like one I saw on Election day. When I woke up that seemed silly, so I decided to make a huge candy box and go as valentine's Day. I could buy my supplies after baby-sitting on thursday. I had friday night to make the costume. Saturday was set-up day for the party. I was cutting it close.

In the end, it was easier just to wear my four-leaf clover outfit. I had made it in march for the parade on St. patrick's Day. Even Dorry liked it. Next year, though, I'm going to start planning my halloween costume in august.

Write Idea: You are planning a party to celebrate a holiday. Write a note to invite your guests. Tell them the day and date, the time, the place, and why you are giving the party.

Capitalization Worksheet

Lesson 6

Instructions: Circle all the words that have capitalization errors.

Rules:

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

For Grandma's 80th birthday, we all came with special mementos. Dad had the newspaper *City times* with a photo of Grandma at age 15. Uncle Bill brought a video of the movie *Mother wore Blue*. On his flute, Grandpa played "always," for he always loved Grandma.

Aunt Rita brought the books *heidi* and *Little women*. Grandma once read them to her. I brought the magazine *cook's Digest*. My sister had the newspaper *The morning Post*. Both had published Grandma's recipes. Uncle Dan, a writer for the magazine *Science news*, brought an immense book.

This huge book was really two books bound together. The first was *Webster's dictionary*. The other was a volume of *The World Book encyclopedia*. Uncle Dan said he thanked Grandma for showing him how to use reference books. Using them got him started as a reporter for *The Daily post*.

Aunt Marie brought tickets to Grandma's favorite movie, *fantasia*. Aunt Lily had a music box that played the tunes "happiness" and "memories."

Lastly, Grandma received the magazine *Travel and leisure*. In it was our final gift, tickets for a trip around the world.

Write Idea: Suppose you are a book reviewer for a children's magazine. Suggest three real or imaginary adventure books for students your age. Write what each book is about.

*Capitalization Worksheet**Lesson 7*

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the names of schools and other institutions such as universities, colleges, libraries, and hospitals.
 - Capitalize the names of businesses.
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Megan gazed out the window of Salem hospital. Since she had broken her leg, nothing cheered her up. Friends from Hillside elementary School and Milford Middle school had signed her cast. Her mother's boss at General electric Company sent flowers. Nothing helped.

Then, Uncle Bert called. As a boy, Uncle Bert had fixed lamps at Ed's Electric shop. Later, he worked his way through Amherst college by fixing computers for Davis Electronics service. Now he was president of American robot Company. "Tomorrow," he said, "prepare to meet your weirdest friend ever."

When Uncle Bert came the next day, he had a pizza from pizza Hut. "I was going to bring a book on Lily Computer company from Harkman library," he said. "Then, I thought pizza might be better."

"This is great," said Megan. "Now I don't miss Milford middle School so much, but where is the weird friend?"

Suddenly, a robot strolled into her room. It demanded a slice of pizza.

"Don't feed him," warned Uncle Bert. "When we visited Miller High school, he wanted pie. He likes mcDonald's, too."

"Yes, when I get a stomachache I go to Westview hospital," said the robot.

Write Idea: You are the president of a company that sells candy to schools and hospitals. Write a short paragraph about your company. Write a second paragraph that names three companies that enjoy your products.

Capitalization Worksheet

Lesson 8

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize nationalities, peoples, religions, and places of worship.
- Capitalize agencies, organizations, and political parties. Do not capitalize prepositions, conjunctions, and articles in the middle of a name.

Hello, folks! Welcome to the planet Oynkz! I'm your host for this World Travelers agency tour. All americans, both democrats and republicans, please step to my left. All europeans stand on my right. We have assigned you tour guides that speak your native languages.

I work at the office of Alien Tours. Today, I'll introduce you to our culture. We'll visit an art show. Then we'll eat an old-time feast of rice and fish. Tonight, we'll attend a religious service at Xynti cathedral. Our religion is similar to buddhism. I'm sure you will enjoy our Xynti chants.

I hope to tour your planet, too. I belong to the Space Travelers club and the Friends of Earth society, you know.

What if americans saw me on their planet? Do you think they would be afraid? Would I be watched by the New York City police Department or the federal Bureau of Investigation? We would not harm a human. Our religion, xyntiism, promotes peace and understanding.

Someday, perhaps, I will visit. Then egyptians can show me their pyramids, and australians can show me their kangaroos. For now, my friends, enjoy your tour.

Write Idea: Imagine that an Oynkzian has come to your town. He wants to visit a church, an agency, and a group meeting. He also wants to meet people of different nationalities. Write a description of the tour you would give.

*Capitalization Worksheet**Lesson 9*

Instructions: Circle all the words that have capitalization errors.

Rules:

- Do NOT capitalize the names of the seasons.
 - Capitalize compass points ONLY when they name geographical regions.
 - Capitalize a title when it is used as part or all of a person's name.
-

Here in the east, each season offers us something new. In Spring, bright flowers are sprinkled everywhere. We make daisy chains with aunt Marie, who visits every year from the south.

Then, Summer brings hot, sunny days. At night, we enjoy the breeze on the porch. My Mother and I sit facing West to see the sun set in pinks and golds.

Suddenly, cooler North winds whip across our yard. I like the smells and sounds of Autumn. Afternoons, grandma makes soup in the kitchen. At dusk, my Dad and I swish through leaves to stack wood for the coming Winter.

When the fierce winter winds blow, we gather around our toasty fireplace. Because I live in the north, I think of Winter as three months of bitter cold.

Yet South of us, the winter months seem more like Spring or Summer to me. My Aunt, who lives in the south, swims when I sled. When I throw snowballs, aunt Marie picks oranges.

Last Winter, I went on vacation with my Grandfather. We flew to Texas and then drove West. We didn't swim or sled, but took long hikes. We saw broad deserts and towers of red rock. The sky was as warm and clear as grandpa's eyes.

Write Idea: What kinds of special things do you like to do during the different seasons? Do any of your friends or family members do these activities with you? Do you travel to any special places? Write one or two paragraphs.

Capitalization Worksheet

Lesson 10

Instructions: Circle all the words that have capitalization errors.

Rules:

- Capitalize languages and course names with numbers. Do NOT capitalize school subjects.
 - Capitalize country names used as adjectives.
 - Capitalize the names of planets and stars. Only capitalize “earth,” “sun,” and “moon” when they are in a sentence with planets or stars.
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Toby’s german shepherd, Max, looked depressed. “How about irish stew for dinner?” Toby asked. Max wouldn’t eat.

“Why on Earth are you so sad?” asked Toby. “You’re looking at me like I’m from mars. Would you like to go for a walk? I’ll do my spanish and Science homework later.” Max just ignored him.

The next day, Toby was awakened by the Sun. “I have to hurry,” he told Max. “I can’t be late for Art class. Why don’t you visit your friend, the french poodle, today?” Max sighed.

Toby called, “I’ll bring you italian meatballs for dinner!” Max didn’t notice.

Toby’s mind drifted in History class. In english class, he thought Max might be afraid of the siamese cat next door.

In math II, he asked Carlos, “What on Earth would make a dog behave that way?”

“The moon is in line with jupiter and saturn,” Carlos said. “Maybe a mystical force is controlling him! Seriously, though, you could try feeding him french toast. My dog loves it!”

When Toby ran home, Max looked as excited as a mexican jumping bean. Toby’s broken television had been fixed. Max sat on the sofa wagging his tail. He was watching his favorite show, “Lassie!”

Write Idea: Invent your own classes! You’ve been asked to teach two courses about planets and foreign cultures. Write the names of the courses. For each course, describe two things that you would teach.

*Punctuation Worksheet**Lesson 1*

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

Rules:

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

Have you heard of the Seven Wonders of the ancient world.

Only one of the Seven Wonders still exists. It is the Pyramids of Giza in Egypt. The biggest was built long ago for King Khufu. It is huge. You could park ten modern jumbo jets inside. That's big. How did ancient people ever build it without bulldozers and cranes.

Another wonder was the Colossus of Rhodes. It was a bronze statue of the sun god Helios and stood over 100 feet tall. Imagine that.

Can you name any other ancient wonders.

The Statue of Zeus at Olympia was another wonder of the ancient world. It was beautiful. Housed in a huge temple, it lasted for 800 years. What happened then. A Roman commander destroyed it. What a mess that must have been.

Have you heard of the Hanging Gardens of Babylon. King Nebuchadnezzar built them for a mountain princess who didn't like the flat lands of Babylon. Imagine how long they took to water.

Today's world is also full of spectacular things. What things are modern wonders to you.

Write Idea: You are a radio reporter at a real or imaginary place. Describe to your listeners what you see. Use questions, exclamations, and statements.

*Punctuation Worksheet**Lesson 2*

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

Rules:

- Put periods after initials and abbreviations.
- The title “Miss” does NOT require a period. It is not an abbreviation.
- Two-letter postal codes such as NY, CA, and TX do NOT require periods.

Jan 28, 1996

Sue Themall Lawyer

Hwy Courthouse, WY

83124

B B Wolf, Jr

11 Grandma Hwy

Woodsman’s Hills, PA 18964

Dear Miss Themall,

Dear Mr Wolf:

I am writing on behalf of Miss Red R Hood. We know you impersonated her grandmother. We have a witness. Poor Miss Hood has suffered greatly. Dr Justin Time is treating her now.

My insurance company and I are glad to hear from you. You see, Miss Hood’s grandmother was careless. I stubbed my toe on a jug she left on her steps. Dr D Troit, Sr is treating me. Please send Sheep’s Clothing Insurance Corp one million dollars.

Please send \$500. The firm of Longtooth and Longtooth Inc will not give up.

Sincerely,

Ben Wolf, Jr

Yours truly,

Sue Themall, Attorney

Feb 1, 1996

Write Idea: Write a letter from one nursery rhyme character to another. Use abbreviations for days, dates, streets, states, and titles. Also use initials. Then write the reply letter.

*Punctuation Worksheet**Lesson 3*

Instructions: Write in the correct punctuation marks.

Rules:

- Put a comma between the name of a city and its state. Also put a comma after the state name if it is NOT the last word in the sentence. Do NOT use a comma when only the city name or only the state name is mentioned.
 - In a date, put a comma between the day and year. Also put a comma after the year if it does NOT come last in the sentence. Do NOT use a comma between the month and year when they appear without the day.
-

May 1927 was the month Lindbergh made his courageous flight from New York to Paris. First, he flew from San Diego California to Saint Louis, Missouri where he showed the plane to his sponsors. On May 12 1927 he finally arrived in New York. Then, he waited for good flying weather.

May 20, 1927 dawned clear and bright, and Charles Lindbergh took off from Garden City New York. In the twentieth hour of his flight, he dozed, and his plane dove and rolled. He awakened, and 13 hours later, landed in Paris on May 21 1927.

A year after Lindbergh's flight, Amelia Earhart, with two men, flew from Boston, Massachusetts to Wales. But that wasn't enough excitement for her. On January 12, 1935 she made the first flight ever from Honolulu, Hawaii to Oakland California. She flew it alone. Later, she became the first person to solo from Mexico to Newark New Jersey.

She and pilot Fred Noonan started a trip around the world in June 1937. They flew eastward, and by July 1 1937 they reached New Guinea. Sadly, their last radio message was a garbled one near Howland Island on July 3 1937.

Write Idea: If you could visit anyplace in the United States, where would you go? Write about three places you'd like to see. Include the city and state names and the dates you would like to travel.

*Punctuation Worksheet**Lesson 4*

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

Rules:

- Put a comma after the greeting of a personal letter.
 - Put a colon after the greeting of a business letter.
 - Put a comma after the closing of all letters.
-

Dear Gina

Here's an interesting fact for your book about baseball legends. The umpire used to sit in a soft chair behind the catcher!

Sincerely
Ralph

Dear Ralph

The shortest complete game in baseball history was on September 28, 1919. The New York Giants beat the Philadelphia Phillies 6 to 1 in 51 minutes.

Your friend
Gina

Dear Ralph

Here's more baseball history. In the early days, a fielder had to hit a runner with the ball to get him out.

Your friend
Gina

Dear Gina

Tell Mr. Bacon we'll add that information. Also, would he like books about legends in other sports?

Sincerely
Ralph

Dear Sir or Madam

I hope you'll want to publish this book I've written on baseball legends.

Yours truly
Gina Fall

Dear Sir

We have ideas for books about legends in other sports. Would you be interested in a series of your books?

Sincerely yours
Gina Fall and Ralph Young

Dear Miss Fall

We're happy to publish your book. You should mention one of the first historic games. In 1826, the New York Nine beat the Knickerbockers 23 to 1.

Very truly yours
Roger Bacon, Editor

Dear Miss Fall and Mr. Young

Yes, indeed I would. There are many entertaining and amusing stories in every sport.

Very truly yours
Roger Bacon, Editor

Write Idea: Write a letter to a friend about a book on ghosts. Then write a business letter asking the publisher about other books on ghosts.

*Punctuation Worksheet**Lesson 5*

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

Rules:

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

I'll ask Mom if I can go fishing, but I know she'll say, "Not until your room is neat clean, and organized."

I can't beg her argue with her, or plead with her. If I start now, I can sort clean dust, and sweep before lunch.

To start, I don't need these comic books baseball cards, and old stamps. However, they are collector's items. They might be valuable, and in demand someday. I should probably keep them.

Oh, here's my dad's red yellow, and gray football jersey. It's too old frayed, and worn out for me. I'll keep it though. After all, it was my dad's!

What's next? I can throw away my collection of straw felt paper, and wool hats. Oh, wait! They'll be great for a costume party, or a school play.

What about this fish tank colored stones, and seashells? All I need is the fish! I'm still saving my money for them.

It's almost lunchtime. I better hurry! Let's see. I can throw my dirty clothes under the bed in the dresser, and in the closet. I can skate glide spin, and twirl around the room on an old shirt. Now, I don't have to sweep!

"I'm finished, Mom!" I shout. So, why does my room still look messy?

Write Idea: You have taken three pictures of different parts of your room. Describe what each picture shows. In full sentences, include lists of all the items in each picture. Include adjectives in your descriptions.

*Punctuation Worksheet**Lesson 6*

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

Rules:

- Use a comma after an introductory word or phrase.
 - Use commas to set off direct address. Direct address is the name of the person being spoken to. It can appear at the beginning, middle, or end of a sentence.
 - Use commas to set off a word or phrase that interrupts a sentence. Commas are used before and after the interruption.
-

“Hi Mom. I’m at the mall.”

“I was getting worried,” the woman said into the phone. “Your aunt the world traveler, is flying in for a few days. She assumes you’ll be here.”

The girl replied, “At breakfast this morning I asked to go to the mall after getting groceries.”

“No I told you Dear, to come straight home. I have meanwhile, been very worried about you.”

“Mom you asked me to buy fish for dinner. Well I did.”

“You know Aunt Jo doesn’t like fish.”

“Jo? Jo who? What number is this?”

“Rita isn’t that you? If you’re not Rita who is this?” the woman asked.

The girl replied, “I’m Kate. My mother by the way, sounds just like you. Moms worry too much.”

“Yes we do worry. Our mothers your grandmothers, worried about us and said we’d worry about our children. They were right. We worry, Kate because we love you. Well someone is at my door. It’s either Rita or Aunt Jo.”

Kate said, “Sometime this week can you have Rita call me? I bet we have enough in common to be good friends.”

Write Idea: You’re talking on the phone. You think the other person is your friend or relative. However, it’s really someone else. Write what each of you says. Use examples of introductory words, direct address, and interrupting words.

*Punctuation Worksheet**Lesson 7*

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

Rules:

- In a contraction, use an apostrophe (') in place of the missing letters.
 - To show possession for singular nouns, use an apostrophe (') followed by an *s*. For plural nouns, put the apostrophe (') after the *s*.
 - To show possession for plural nouns not ending in *s*, use an apostrophe (') followed by an *s*.
-

Monsters live just in movies, right? Well, dont be too sure. Some say that deep in one of Scotlands lakes lives a monster. Thousands of people have seen it. Can it be that so many mens eyes have fooled them?

Scientists opinions differ. Photos show something in the water. Is it the beasts humped back rising above the lakes surface? One picture shows a large, hazy outline like that of a brontosaurus.

Most people wouldnt deny theres something in the lake. Whatever it is, its known as the Loch Ness Monster.

The monster in Loch Ness isnt very scary. It hasnt hurt anyone. Most local people arent worried. In fact, theyve nicknamed the beast "Nessie."

Nessies fame has spread over the years. The monster stirs mens curiosity, but tourists efforts to photograph it havent been successful. No one has been able to prove that Scotlands best kept secret even exists. The lakes bottom is so deep, underwater photos arent very clear.

Someday, tourists may capture the Loch Ness Monster with a video camera. Then, theyll have a real monster movie.

Write Idea: A monster has come to live in your backyard. How does it look and act? What does it eat? Describe the monster, using contractions and possessives in your description.

*Punctuation Worksheet**Lesson 8*

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

Rules:

- Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines.
 - Titles of books, magazines, and movies are underlined or written in *italics*. They do NOT appear in quotation marks.
-

My dad, the wise astronomer, says some people never change. When my Aunt Dove was a little girl, *Wild Ducks* was her favorite poem. She loved to hear the story *The Firebird*. For her piano recital, she learned to play *The Peacock's Tail*.

In high school, she cut out articles from *National Geographic* like *Birds Above the Arctic Circle*. She wrote an article, *The Great Gray Owl*, for our newspaper. Her poem *Geese on the Wing* won a prize in college.

So where did Aunt Dove fly off to after college?

Her first stop was Florida. There she wrote an article, *The Flamingo Dream*. A poem she sent from Brazil is *Winged Hearts*. From Cape Horn, she mailed an article called *Albatross Aloft*. In China, she wrote my favorite story, *Birds of a Feather*. It's about an aunt and her niece!

My dad, the astronomer, teases Aunt Dove about her birds, but yesterday she caught him. She found *Camping on Pluto*, a story he wrote in grade school. Later, we laughed when Grandma described his first-grade recital. He played *Twinkle, Twinkle, Little Star*. Some people never change.

Write Idea: What is your favorite thing in the world? Make up titles of poems, songs, and short stories that tell about your favorite thing. Then write a paragraph to explain what each title is about.

*Punctuation Worksheet**Lesson 9*

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

Rules:

- Use quotation marks at the beginning and the end of a direct quotation. A direct quotation is a person's exact words.
- Do NOT use quotation marks when you are simply reporting what someone said, and you are not using his or her exact words.

Dad told me "how to earn some money. "We have old things we don't use, he said. "Let's have a yard sale."

I answered, "Maybe Mom will let me sell that monster plant. I told him that "it looked suspiciously like the one in the *Plants of Prey* horror movie.

Ask her," Dad advised, laughing.

I asked Mom if "I could sell her plant. She said "to take the one in the den. I put the monster plant out front. A man bought it right away. Then Mom asked, Where is my favorite plant? Which plant did you take?"

Then I realized my mistake.

A block away, I found the man. I told him that "I needed the plant. He said that "he had paid a fair price for it. "Aren't you an honest businessman? he asked.

I said that "I was just a boy who had sold his mother's favorite plant. I added, I'll be out of business if I don't get it back."

I asked "if he were interested in a good deal. "I'll give you your money back and something free from the sale, I promised.

He looked over everything in the yard. Then he said, I'd like that vase." It was shaped like one in *Plants of Prey*.

Write Idea: Imagine you have had a yard sale. Write about the neighbors who came. What did they say about the things you sold? Include at least three direct quotations.

*Punctuation Worksheet**Lesson 10*

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

Rules:

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

Once there were two horses who worked on a farm. "I'm sick of work"! announced the gray horse one day.

"So, what do you plan to do about it" asked the brown mare.

"I'm going to pretend to be lame" said the gray horse, and he did.

"Poor Dobbin can't work", murmured the farmer, believing the pretense.

"How can you do this to me" asked the exhausted brown mare every evening.

"You could go lame, too" suggested the gray horse.

"No way"! said the mare. "I know better", she declared.

The gray horse wondered what she meant. "Why don't you trick the farmer, too" he asked her the next morning.

"I don't think that would be smart", the mare commented as she went to work.

"Dobbin has been lame a long time" the farmer said as he fed him an apple.

"Will they sell me" Dobbin asked the brown mare that night.

"Not at all"! she replied.

"Then what"? begged Dobbin.

"They stop feeding apples to horses who can't work" said the mare.

"In that case, I've just recovered", declared Dobbin. The mare smiled wisely.

Write Idea: Make up a story about an animal tricking its owner. The animal can talk. Use as many quotations as possible.

*Punctuation Worksheet**Lesson 11*

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

Rules:

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

As they studied in the library, Bob asked Ann, “Do you really want to be a dairy farmer?”

“Of course,” Ann replied.

Bob exclaimed “How moo-ving!”

Ann groaned. Then, she asked “Well, how about you”?

Bob admitted “I want to be a car mechanic or a comedian”.

“I think maybe you should stick to repairing cars,” Ann remarked.

“Why?” asked Bob.

Ann giggled. She declared “I’ve heard your jokes, and I’m afraid you may have a broken funny bone!

Bob laughed. He said “I was going to be a teacher, but I hear many teachers have eye problems.

Ann asked, “Really”?

Bob answered “Yes. They can have trouble with their pupils!”

“That’s a joke with class!” Ann said.

Bob said “Here’s another one. You want to be a farmer, Ann. If you win an award, guess what it will say?”

Ann asked, “What will it say?”

Bob said “To someone who is outstanding in her field”!

“Oh, I give up!” Ann moaned. “You may be a comedian after all.”

Write Idea: Pretend that you and your friends are talking about what kind of work you’d like to do someday. Write what each person says. End most sentences with a quotation.

*Punctuation Worksheet**Lesson 12*

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

Rules:

- If a quotation is divided into two parts, put quotation marks at the beginning and end of each part.
 - Put commas before and after the words that tell who is speaking.
 - After the first part of the quotation, put the comma inside the quotation marks.
-

“If this kite transported me to the 1990s, Ben Franklin told Tim “I have quite a predicament.”

“Please bring down your kite and come inside,” said Tim. “We’re expecting a lightning storm tonight.”

“That’s just what I need”, Franklin said “to complete my experiment.”

“Please, Mr. Franklin Tim appealed, bring down the kite and come inside.”

As they entered the house, Tim flicked the light switch, and Ben jumped.

“By glory”! he shouted. “How does one acquire such a ball of light?”

“Well” said Tim, we buy them.”

“Tim, Ben said excitedly, “you have your own laboratory!”

“Really”, Tim replied “this is just our kitchen.”

“That beaker and those ropes, said Ben, look like special equipment.”

“Actually,” Tim said that’s a blender, and those are electrical wires.”

“Do you mean”, Ben asked, “those wires actually carry electricity?”

Tim nodded yes.

“So, they carry electricity” Ben said “as a kite string can in a storm.”

“That’s why, Tim said, “it’s not smart to fly a kite in a thunderstorm.”

Write Idea: You are in your home. Suddenly, a character from a book, a movie, a television show, or history appears. What would you say to each other? Write the conversation. Use divided quotations.

*Punctuation Worksheet**Lesson 13*

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

Rules:

- Use a comma before a conjunction that joins two complete sentences.
- Use a comma after a dependent clause that comes at the beginning of a sentence.

Rami told Mrs. Dean it might snow Friday so we couldn't take our test. She smiled, and said Friday was April 1.

It began to storm at midday on Thursday but it was only freezing rain. Since the pavement grew icy and treacherous Rami and I walked home slowly. We could hear the trees cracking and every twig was a crystal stick.

After the snow began to fall our backyards glistened in the night. When the weatherman called for two inches Rami predicted six. I predicted no math test, and the best April Fools' Day ever.

I awoke, and found snow piled up on my windowsill the next day. The snow was six inches deep in the yard and I was certain school would be closed.

Since we needed milk Mom sent me to the store. The sidewalks weren't shoveled but a set of footprints led me to the store door. After I pulled open the door I saw Mrs. Dean. She smiled, and asked if I was ready for the test today. She said she hoped it wasn't too hard but she wanted today's test to be a challenge. Because I hadn't studied one bit I just stared at her.

Then she said, "April Fools'!"

Write Idea: Has the weather ever changed your plans? Write about what you were planning to do and what you did instead. Use two sentences that begin with dependent clauses. Also give examples of joining two sentences using a comma with a conjunction.

*Usage Worksheet**Lesson 1*

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

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

Matthew Henson was a black (explorer/explorers). Born in 1866, he was more adventurous than most (children/children's). At age 14, he signed on as a cabin (boy/boys) on a steamer bound for China. That (ship's/ships') route took him to many (cities/cities'). With several (sailors/sailors') help, Henson learned about survival. He also educated himself with many (book's/books) from the (captain's/captains) library.

When he returned, Henson needed work. Slavery had ended, but all black (Americans/Americans') choices were still limited. After looking for work in several men's clothing stores, he was hired. That job eventually lead him into the Arctic.

One (day/days), Robert Peary, an explorer, walked into the store. He hired Henson as his assistant. The two (man's/men's) partnership would last for 20 (years/years').

Peary wanted to be the first to reach the North Pole. Henson came to share his (friend/friend's) dream. Many other (explorer's/explorers') attempts to reach the North Pole had failed. Though Henson and Peary made six failed (attempt/attempts), they refused to be beaten by the (Arctic's/Arctics') cold and unfriendly environment.

Henson made all the (natives/natives') survival skills a part of their plans. As a result, they were the first (men/men's) to reach the North Pole.

Write Idea: Write a letter to a friend telling about a real or imaginary adventure you have had. Where did you go? What things did you bring? What did you do and with whom? Use two examples of each noun form: singular, plural, singular possessive, and plural possessive.

*Usage Worksheet**Lesson 2*

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

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

Alex woke up, licked a paw, and twitched (he/his) whiskers. Wait a minute. Paw? Whiskers? He was a Persian cat!

“Your breakfast is ready!” Mom called from the bottom of the stairs.

“I want milk today!” Alex yelled.

(He/His) thought about his friends. This will surely surprise them. (Them/Their) mouths will drop open when (they/their) see me!

“I could use some cooperation,” Mom said. “Time to pack (we/our) lunches!” She opened his door. (They/Their) stared at each other. Finally, she said to (him/his), “Alex, where are you? I’m losing (me/my) patience.”

Alex could only say, “Meow!”

“Oh, Alex!” (him/his) mom said. (She/Their) patted his fur. “How did this happen? (She/We) are supposed to have dinner with your grandparents tonight.

What will they say? If you claw at (she/their) new chairs, I’ll be so embarrassed!”

“Well, (I/us) guess I’ll have to pack (me/our) lunches myself,” she added.

“While I do that, you try to catch a mouse for (you/your) dessert.”

That was when a startled Alex really woke up. “Wow! What a wild nightmare!” he said. As (he/his) breathed a sigh of relief, he scratched behind his ears and stretched out in a spot of warm sun.

Write Idea: Imagine waking up as a cat. Describe three interactions you have with other people. Use singular, plural, and possessive pronouns.

*Usage Worksheet**Lesson 3*

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

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

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

In Praise of Catsup

Catsup (adds/add) zing to every meal.
For seasoning perch, it (is/are) ideal.
It (flavors/flavor) beets, meats, and even fish.
I find it's great on any dish.
People (has poured/have poured) it on their steaks.
One (has smeared/have smeared) it on chocolate cake.
My uncles (likes/like) it with rare roast beef.
Mom (squirts/squirt) catsup to brush her teeth.
However you like it, morning or night,
Catsup, I find, is deliciously right.
Catsup alone (is/are) simply delicious.
Eggs with catsup (is/are) very nutritious.
Catsup and corn make a hearty soup.
I (give/gives) hot catsup to my Boy Scout troop.
My cousins (eats/eat) it on spaghetti noodles.
Aunt Clara (feeds/feed) it to her pet poodles.
Clowns (has used/have used) it on their red noses.
One man (has used/have used) it to fertilize roses.
Catsup is the most incredible stuff.
Catsup! Catsup! Catsup! There's never enough!

Write Idea: You've just served a meal to your family. Write a paragraph telling what you made and how you prepared it. Be sure the verbs agree with their subjects.

*Usage Worksheet**Lesson 4*

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

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

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

Yesterday, Gram (shows/showed) my brother Eli and me some old pictures. She (pointed/will point) to a teenager with a red car. “That boy,” she said, “(loved/will love) red cars from the time he was a toddler. In fact, your dad still (loves/loved) cars.”

“That kid in the picture is Dad?” I asked. “He (looks/will look) like Eli.”

“One day,” Gram said to Eli, “you (discovered/will discover) a red jalopy. After you make it run, you (waxed/will wax) it endlessly.”

Eli said to me, “Kathy, when I grow up, I will look just like Dad.”

“Is there,” I asked myself, “anyone I (looks/will look) like someday?”

After she saw my expression, Gram (guessed/will guess) what was on my mind. She (turns/turned) to the front of the album.

Eli suggested, “Someday, you (look/will look) like Mom, Kathy. You (like/will like) the things she does, too.”

“No,” I said, “we (dress/will dress) so differently. Mom won’t wear bright colors.”

Gram pointed to a picture. “Once, that girl by your father (loved/will love) red. She even (makes/made) a red hat.” “You

smile and stand just like she does, Kathy,” said Eli. “Who is she, Gram? She sure (looks/will look) beautiful.”

Then, Gram smiled and winked at me.

Write Idea: You and your older brother are fixing up an old car. Describe how it used to look and how it looks now. Then, write about how it will look when you’re done.

*Usage Worksheet**Lesson 5*

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

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

Last week I (went/go) to see Dad in his new house. I never had (ridden/ride) a train. I found it exciting, but also scary.

I (telled/told) this to the man beside me. He nodded but then worked on some papers that (be/were) in his briefcase.

I had (brung/brought) a ton of stuff in my canvas bag. The man glanced over as I (put/putted) it on the seat— comic books, toys, a photo of my dog, Hobo. I had (taken/taked) it last Easter. I had (catched/caught) Hobo with chocolate all over his face.

The man began to chuckle. Then he showed me a crinkled photo of a boy my age with a gigantic dog.

We talked about dogs, and then I (gave/gived) him one of my comics. My seatmate (read/readed) it, and then he (fell/falled) asleep.

It had been months since I had (see/seen) Dad. Since I was busy packing, I had (ate/eaten) only a bowl of cereal for breakfast. I (find/found) I was getting very hungry and went to the snack bar.

When I returned to my seat, the man had (get/gotten) off the train. He had left my comic behind and across the top he had (writes/written) a message. It said, “Your dad is a lucky guy. Have a great time and give Hobo a hug for me.”

Write Idea: Did you ever take a ride or trip by yourself? Write a true or made-up story. Describe the sights, sounds, and tastes you experienced. Use at least three irregular verbs.

*Usage Worksheet**Lesson 6*

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

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

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

Buy Jets: The (Best/Most Best) Shoes Ever!

Be a (better/more better) athlete than before! You can be (fast/faster) than lightning. In fact, you can have the (fastest/most fastest) feet around. Buy Jets, the (finer/finest) athletic shoes available.

Jets are the (most unusual/most ununsualet) shoes an athlete can buy. What makes Jets (quick/quicker) than any other shoes? They are jet-propelled! Just press the button and blast off!

Jets are (less expensive/less expensiver) than the old propeller brand! New Jets also include extra-thick socks to protect your feet from engine heat!

Buy Hoops: The (Fine/Finest) High Tops of All!

Hoops can transform you from the (worst/most worst) player on the team to the best. Hoops use (better/best) gadgets than the competition. Adjustable stilts can make you the (tallest/most tallest) player on your basketball team. Springs make jumps (easier/easiest) than before! Wheels are included for fast breaks (faster/more faster) than a professional's! These shoes are (more helpful/more helpfuller) than any other sports equipment. Hoops are inexpensive, too. Be the (most valuable/most valuablest) player on your team. Buy Hoops!

Write Idea: Pretend you created a new product like a type of car or juice drink. Write an ad for your product. Explain what makes it better than others. Use all three adjective forms.

*Usage Worksheet**Lesson 7*

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

Rules:

- Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. Adverbs often end in “ly.”
- Use the adverb “well” to describe a verb.
- Use a comparative adverb to compare two actions.
- Use a superlative adverb to compare three or more actions.

Gina and I (glad/gladly) worked together on Halloween costumes other years. We were the class’s only boy and girl team, but we functioned (well/good) together. I think (more creative/more creatively) than she does. She, however, sews (well/good) and works (more careful/more carefully) than I do. Our costumes were admired (most frequent/most frequently) of all.

This year we did not team up. You see, Gina is my best friend. The other guys tease me (loud/loudly) about this. So do her brothers. It is her girlfriends who talk (most constant/most constantly) about us, though. It bothers me. This year, I told her we should work on our own costume.

Just before the party, I told Gina my costume had turned out (well/good). I fibbed (slight/slightly). The dyeing went (more easy/more easily) than I expected. My long underwear top dyed (better/more good) than the bottoms, though. I ruined the dark spots (most serious/most seriously) of all. That week, I missed Gina (most terrible/most terribly) when I was painting those spots.

She said her sewing was going (well/good), but her costume was boring. She laughed (sad/sadly) and said, “See you at the party.”

I met her there, and we laughed. We were still a great pair: one perfectly boring princess and a blotchy frog. We were a natural team!

Write Idea: What activity do you know a lot about? Describe how a beginner should do it. Use all three adverb forms.

*Usage Worksheet**Lesson 8*

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

Rules:

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

Everyone has seen those classic old Westerns. [Cowboys in the movies are heroic and brave.] [They chase outlaws.] [They have gun fights on Main Street.] [In their spare time, they rescue ladies in distress.]

[Real cowboys' lives were less thrilling.] Cowboys rarely chased outlaws. They rarely had gun fights. Few cowboys rescued ladies in distress. [Cattle stampedes were the hardest part of their job.] [More cowboys died from accidents than from bullet wounds.]

Cowpunching wasn't glamorous. [It was just hard work.]

[Cowboys drove cattle across miles of untamed land.] [Most cowboys spent 16 hours a day in the saddle.] At night, they spent 2 more hours guarding cattle. [For this hard work, cowboys got one dollar a day.]

[Cattle drives were lonely and boring.] [Cowboys on a cattle drive slept on the ground every night.] To pass the time, they told stories and sang. [Their songs soothed the cattle.]

Cowpunching was hard. It was also temporary. [After a cattle drive, the cowboys' work was over.] [They rode off to look for other jobs.]

Write Idea: Imagine life as a cowboy. Write a letter to your family describing your hardest day. Then go back and circle each simple subject. Underline each simple predicate.

*Usage Worksheet**Lesson 9*

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

Rules:

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

[When I bought a mouse last year,
Mom not happy.] [Mice scare her.]
[She worried that mine would get out of
his cage.] [However, knowing how much
I wanted a mouse.] [I named him Flash
he is as fast as lightning.]

[One day decided to create a
playground for Flash in the kitchen.]
[Mom was working late Dad was
upstairs.] Our old cat was outside.

I erected bridges with books. [To
construct a slide, I used a cookie sheet.]
[Flash loved it he ran like a wild thing
around the kitchen.]

[Suddenly the back door opened Mom
came in.] [Before I could close the door,
the cat in behind her.] [I quickly reached
for Flash he slipped between my fingers.]
[To chase Flash all around the kitchen.]
[Mom flattened herself against the
refrigerator I chased the cat with a
broom.]

[The cat lifted his paw and was about
to catch Flash.] Then Mom leaned down
quickly. [With her bare hand, she scooped
up Flash.]

["Whew!" I said.] [Wasn't sure who
was shaking more, Mom or Flash.]

Write Idea: If you could have any animal as a pet, what would you choose? Write a story about an adventure with your pet. Tell where you went and what happened. Be sure to use complete sentences.

Usage Worksheet

Lesson 10

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

Rules:

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

In 1808, wild passenger pigeons flew through Kentucky on their annual migration. Nobody (could/couldn't) call it a small flock. It was 240 miles long! The people below (could/couldn't) hardly believe their eyes. They (could/couldn't) barely see the sun behind the flock.

The birds (were/weren't) never quiet. They didn't sing (anything/nothing). They croaked and clucked. There (was/wasn't) hardly anyone who liked the sounds of passenger pigeons.

Still, there weren't prettier pigeons (anywhere/nowhere). Today, however, passenger pigeons no longer fill the skies. In fact, nobody has seen (any/none) for many years.

Passenger pigeons are extinct now. That means there aren't (any/none) left alive. They weren't wiped out by (any/no) animal or disease, but by humans. Hunters didn't allow them to survive (anywhere/nowhere).

Pigeons were worth money. There (were/weren't) hardly any restaurants without pigeon pie on the menu. The birds (were/weren't) never hard to kill. Soon none (were/weren't) left.

The last one, Martha, died in a zoo in 1914. We (can/can't) barely believe that people could kill so many birds. I hope we (will/won't) never forget the lesson of the passenger pigeons.

Write Idea: Think about an amazing sight you have seen. Then write about it. Describe the sight and how you felt when you first saw it. Include three sentences with negative ideas, but don't use double negatives.

*Usage Worksheet**Lesson 11*

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

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

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

Last week, the Cains' house caught on fire. (They/Them) lost many belongings. My brother Derek wanted to help them. (He/Him) had an idea. "Cory, why don't (we/us) have a yard circus to raise money?" he said. It sounded good to (I/me).

Derek and (I/me) knew lots of kids on our block who could do stunts on bikes and act like clowns. Tina's dog could jump hoops. Anita could juggle. We sent notes to (they/them) asking for assistance. Our cousin Jolene wanted to help. We invited (she/her) to do her gymnastic routines.

On the day of the circus, the size of the crowd surprised (we/us).

Everyone crowded under big blankets that Derek and (I/me) had hung like a circus tent. Derek was our ringmaster. The show went well until (he/him) introduced Tina's dog.

(She/Her) was a little nervous. When a cat belonging to the "lion tamer" hissed at (she/her), the dog took off running.

"Catch (she/her)!" Tina hollered. The dog ran into two clowns and knocked (they/them) backward. (They/Them) reached for something to hold onto. Suddenly the tent was falling on (we/us). We were swimming in blankets. It was one huge clown act. Then I saw the Cains both laughing and crying. When it was finally over, they hugged everyone.

Write Idea: What is your neighborhood like? Do people know each other well? Is there one place where neighbors especially like to be? Write about your neighborhood. Use subject and object pronouns.

*Usage Worksheet**Lesson 12*

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

Rule: Use a reflexive pronoun to refer to the subject of a sentence or clause. A reflexive pronoun ends in “-self” or “-selves.”

“It’s your anniversary,” Kim said to her parents. “You two should enjoy (yourself/yourselfs). Go out and celebrate! We can stay by (myself/ourselves) for a few hours.”

“I do think they can take care of (theirselves/themselves),” Mom told Dad. “Kim, please don’t let Sam make (hissel/ himself) another pizza while we’re gone.”

The last time Sam tried to make a pizza, he covered (hissel/himself) and the whole kitchen with cheese and catsup.

“I’ll make Sam a snack,” Kim assured them, “and I can watch (myself/ themselves), too.”

When her parents left, Kim said to (hersel/ourselves), “This will be a cinch.”

“I want to make a pizza by (myself/ ourselves)!” Sam said right away, but Kim shook her head. “Then let’s make a cake for (myself/ourselves),” Sam said.

“Okay, you can make the batter all by (yourself/yourselfs).”

Sam started mixing the flour and eggs by (hissel/himself). With a flick of a spoon, he splashed batter on (hissel/ himself). Kim laughed so hard, Sam decided to splash her. They soon found (theirselves/themselves) throwing flour and eggs at each other.

As they stood looking at (theirselves/ themselves) in a cloud of flour, their parents returned. “What is this?” Dad asked.

“It’s your anniversary cake!”

Write Idea: It’s a special occasion for one or both of your parents. Write a story about planning a party for them with your brothers and sisters. Use reflexive pronouns.

*Usage Worksheet**Lesson 13*

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

Rules:

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

My sisters and brother (wants/want) a pet. Today Lil, Trudy, and Bob (has asked/have asked) again for one. At last Mom has said yes—"if it stays in a tank!"

When we get to the pet shop, one of the owners (suggests/suggest) that we get a hermit crab. The tank of crabs (is/are) not interesting to us, however. Neither are the fish. The dark eyes of a young collie (draws/draw) Trudy. The spots of an old Dalmatian (attracts/attract) Lil. The soft and fuzzy poodle (is/are) Bob's favorite.

"Puppies and dogs (is/are) too much work," Mom tells us. Then a tiny mop of a dog flops down on her foot.

One of the shop owners (shakes/shake) his head. He and Mom (stares/stare) at the pup.

"That one is a mutt," he says. "The patch of hair over her eyes (makes/make) her face hard to see. Her legs and tail (is/are) too short. The ears of that dog (is/are) much too long. Her short and yappy bark (annoys/annoy) people."

Mom, however, has made up her mind. "We'll take her," she says.

The owner, Lil, and Trudy (looks/look) surprised. Other customers in the store (begins/begin) to laugh. Mom marches to the register, while Bob cuddles our pup.

Now we're the only people on the block with a dog named "Crab."

Write Idea: Your class may adopt a hamster in a cage, fish in a tank, or turtles in one or two bowls. Write two reasons for choosing each kind of pet. Use compound, plural, and singular subjects in your paragraphs.

*Usage Worksheet**Lesson 14*

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

Rule: Pronouns must agree with their antecedents in number and gender. Number indicates whether the antecedent is singular or plural. Gender refers to the sex of the antecedent.

I made a mistake. I told the boys my secret dream. (He/They) teased me. “Lisa Longlegs dashes to (her/its) Olympic gold!” Chip announced to everyone on the porch. “Then (she/he) shines in the local parade! The whole town cheers (her/it).”

Rob teased too. I ignored both of (him/them) and got ready for the Fourth of July parade. I wanted to see the hero of our town, sprinter Ted Winton. (She/He) would ride in a car. I decided to take my dog, Soupy. I put on her collar and tied a bow to (it/them). Then we raced ahead of the boys. Soupy and I wanted to get to the parade before (him/them).

I hoped the boys wouldn’t catch us. We ran toward the parade’s beginning. “Whoa, Soupy!” I called to her, but (she/they) kept running. Other dogs joined the chase. They barked as if (he/it) were a race. Band members grabbed (her/their) drums. The beauty queen lost (her/him) crown. A fireman tried to halt Soupy. She raced past (her/him), then leapt into a car.

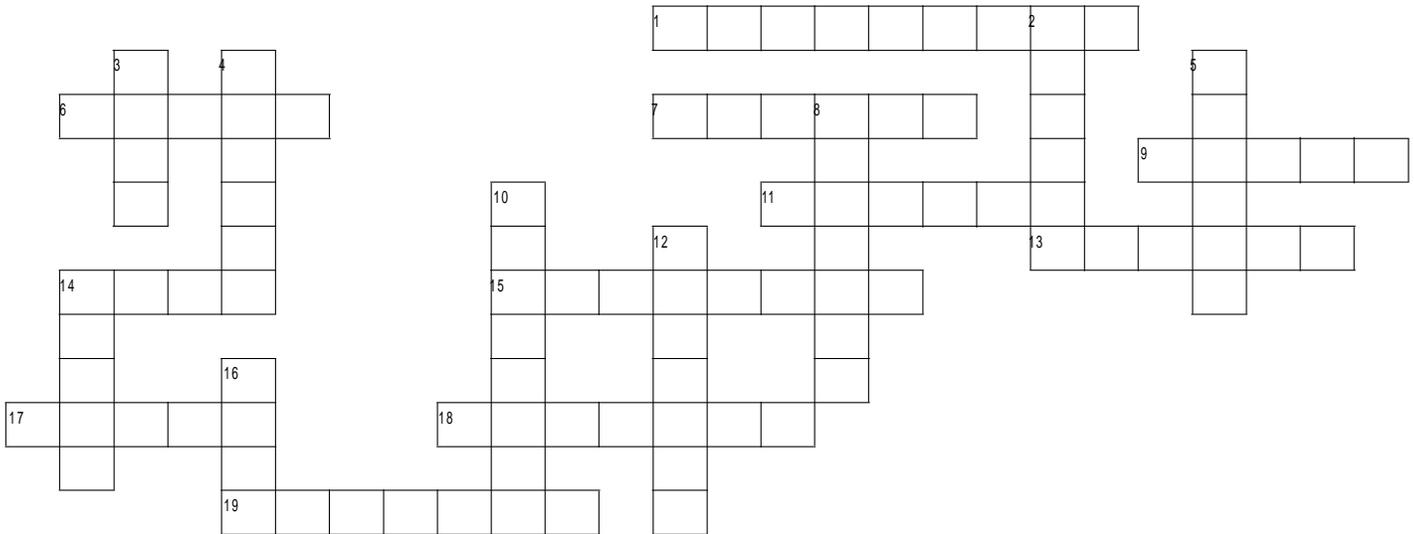
The man in the car grinned at me. (He/They) said, “Some race! (He/It) was too close to call. How about a ride?”

So I got half my dream. Weren’t those boys surprised when (he/they) saw me with Sprintin’ Winton!

Write Idea: Imagine riding on a float in a parade. What do you see and do as you ride along? Write about the experience. Use singular and plural pronouns as well as masculine and feminine pronouns.

*Spelling Worksheet**Lesson 1*

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

**Across**

1. finding; uncovering
6. very important; primary
7. find; discover
9. insane; foolish
11. make; invent
13. play time; time away from work
14. responsibility; things expected; obligations
15. automobile fuel; petroleum
17. wash one's body in a tub; to get clean
18. sickness; illness
19. 15; ten plus five

Down

2. person who reads; book lover
3. gave money that was owed
4. powerful; strong; forceful
5. measure; check the size of
8. order; straighten; organize
10. booklet published monthly; collection of articles
12. hold; have in them
14. rot
16. meat from cattle

arrange
basic
bathe
beef

contain
crazy
create
decay

discovery
disease
duty
fifteen

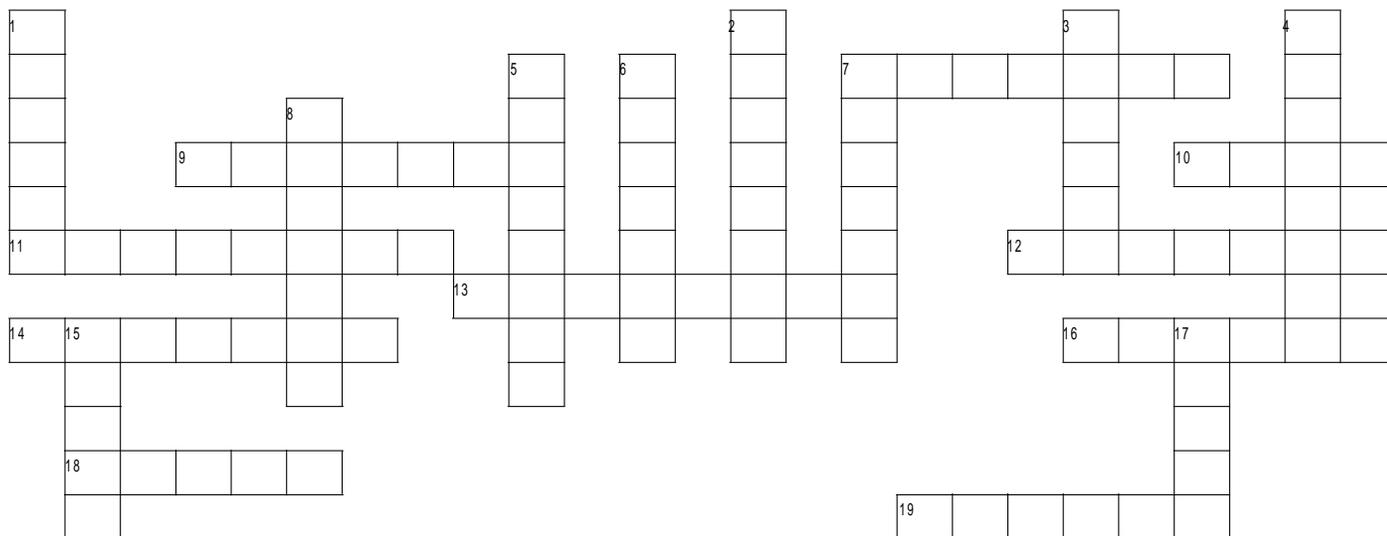
gasoline
locate
magazine
mighty

paid
reader
recess
survey

Spelling Worksheet

Lesson 2

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



Across

7. take charge of; require a certain kind of behavior of
9. any study of observed and tested facts, such as biology or chemistry
10. nothing; the point where counting begins
11. three-sided geometric figure
12. not deep; lacking in depth
13. 12 a.m.; opposite of noon
14. printed plan; list of events
16. almost all; mainly
18. engine; device that supplies power
19. split; cut into parts

Down

1. airplane trip; journey
2. even if; in spite of the fact that
3. enlargement; becoming a larger size
4. carbon fuel made from wood; chunks of fuel for a barbecue
5. correctly describe; tell what is
6. written plan for writing a report, article, story, etc.
7. weather; average weather conditions
8. drawing that shows parts; picture with labels
15. have the same ending sound
17. robbed; took

although
charcoal
climate
control

diagram
divide
flight
growth

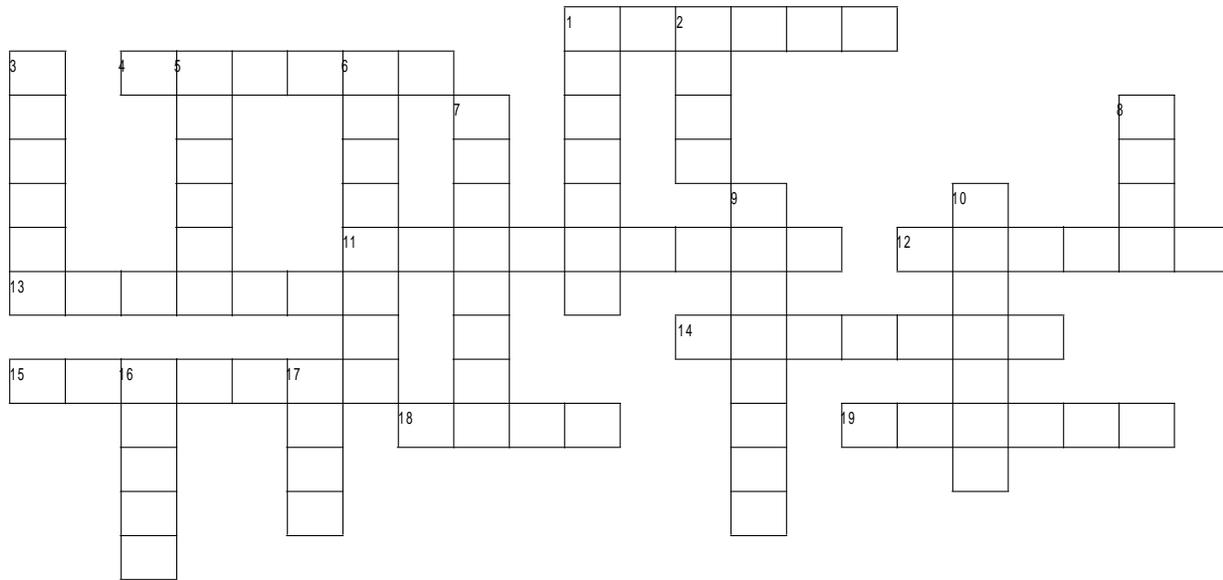
identify
midnight
mostly
motor

outline
program
rhyme
science

shallow
stole
triangle
zero

*Spelling Worksheet**Lesson 3*

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

**Across**

1. take away; make vanish; erase
4. to pick up dirt from a rug or carpet
11. teaching; schooling
12. accept as true; suppose; believe
13. anyone; anybody
14. written symbol for a number
15. make better
18. individual part; section
19. loudness; amount of sound

Down

1. usual; normal; routine
2. state of mind; feelings
3. relative who is a brother's or sister's son
5. street; way; boulevard
6. area that holds everything; total area of creation
7. answer; explanation; key
8. what person
9. statue or other structure built in honor of something or someone
10. nearly always; most times
16. learner; student
17. sight; vision

assume
avenue
education
improve

monument
mood
nephew
numeral

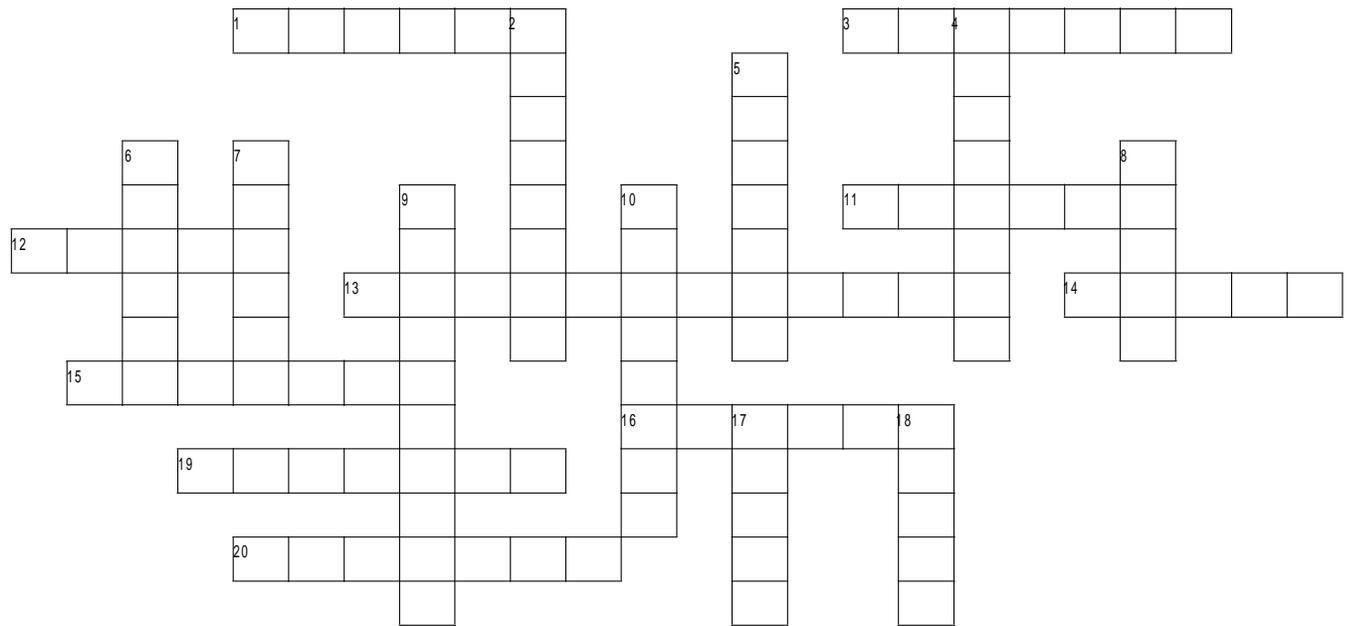
pupil
regular
remove
solution

unit
universe
usually
vacuum

view
volume
whoever
whom

*Spelling Worksheet**Lesson 4*

Hint: All the words in this puzzle have the *ie* or *ei* spelling pattern.

**Across**

1. better feeling; lessening of discomfort
3. shipped goods; cargo; merchandise moved by boat
11. one or the other of; a choice of
12. relative that is a sister's or brother's daughter
13. hard to accept as true
14. strange; odd; unusual
15. robbers; crooks; burglars
16. 80; the number one higher than seventy-nine
19. get; gain; take delivery of
20. top of the room; underside of the roof

Down

2. start of wild country; unexplored places
4. 18; two times nine
5. gain by effort; win; accomplish
6. sled; vehicle with runners
7. stab; put a hole through
8. short; quick
9. front car window
10. large animals with antlers
17. great sorrow; unhappiness
18. give way; give in to; wait for

achieve
brief
ceiling
eighteen

eighty
either
freight
frontier

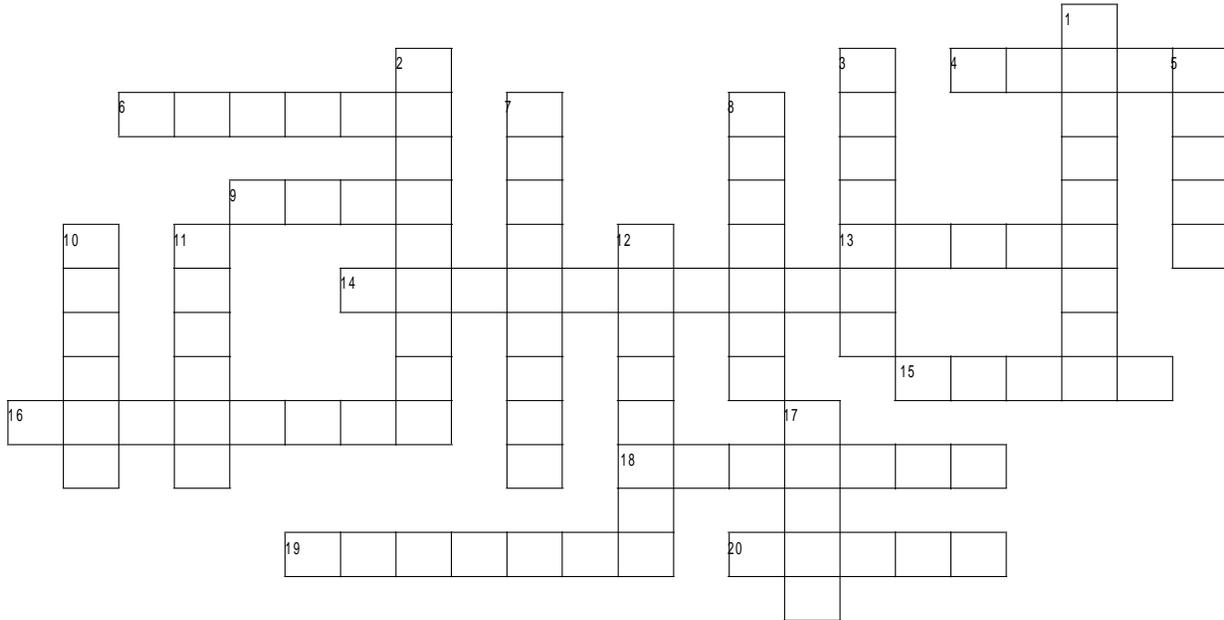
grief
niece
pierce
receive

reindeer
relief
sleigh
thieves

unbelievable
weird
windshield
yield

*Spelling Worksheet**Lesson 5*

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

**Across**

4. wide; large from side to side
6. dust-like material; substance made up of tiny particles
9. grassy ground; green yard
13. letter of the alphabet in the group that includes a, e, i, o, u
14. car; vehicle
15. stop briefly; halt; cease; rest
16. tell everyone; say out loud to people
18. one person's batch of money in the bank
19. away from the center; from the middle; toward the edge
20. reason for something; event that makes something happen

Down

1. very, very many; innumerable; too many to know the number of
2. say the sound of; produce by voice
3. but; nevertheless; on the other hand
5. made as part of a picture; illustrated; sketched
7. man or woman in space; person inside a rocket
8. to name for an office; select
10. sum; figure
11. put to work; hire
12. toward the bottom; to a lower position
17. faithful; trustworthy

account
amount
announce
appoint

astronaut
automobile
broad
cause

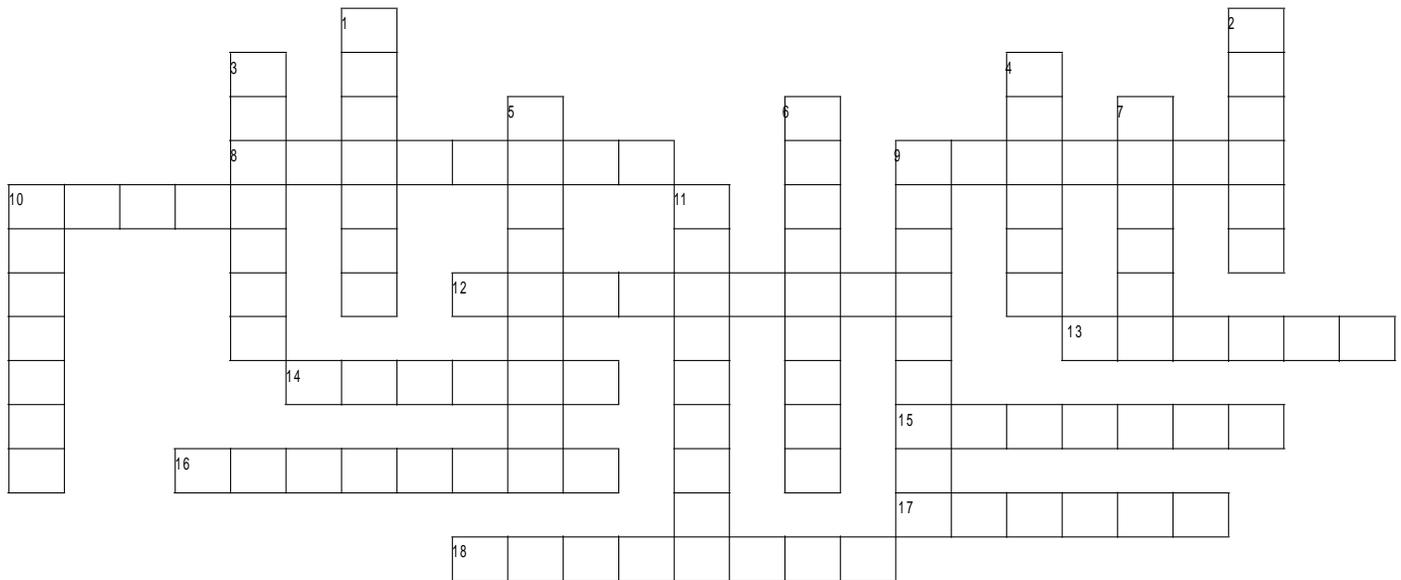
countless
downward
drawn
employ

however
lawn
loyal
outward

pause
powder
pronounce
vowel

*Spelling Worksheet**Lesson 6*

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

**Across**

8. take apart; divide
9. a number found by adding up figures and dividing by the number of figures
10. information diagram; graph
12. find out; figure out
13. fireside; area around the fireplace
14. fright; terror; fear
15. magazine piece; informational story
16. politeness; treating people in thoughtful ways
17. control or manage; be in charge of; guide
18. officer; person with rank

Down

1. reason; aim; goal
2. up-to-date; current
3. opposite of western
4. power; strength
5. not safe; harmful; threatening
6. objects such as tables, chairs, etc.
7. the outdoor world; the environment
9. later; following
10. soothe; reassure; make someone feel better
11. something built; constructed object; composition

afterward
article
average
chart

comfort
courtesy
dangerous
determine

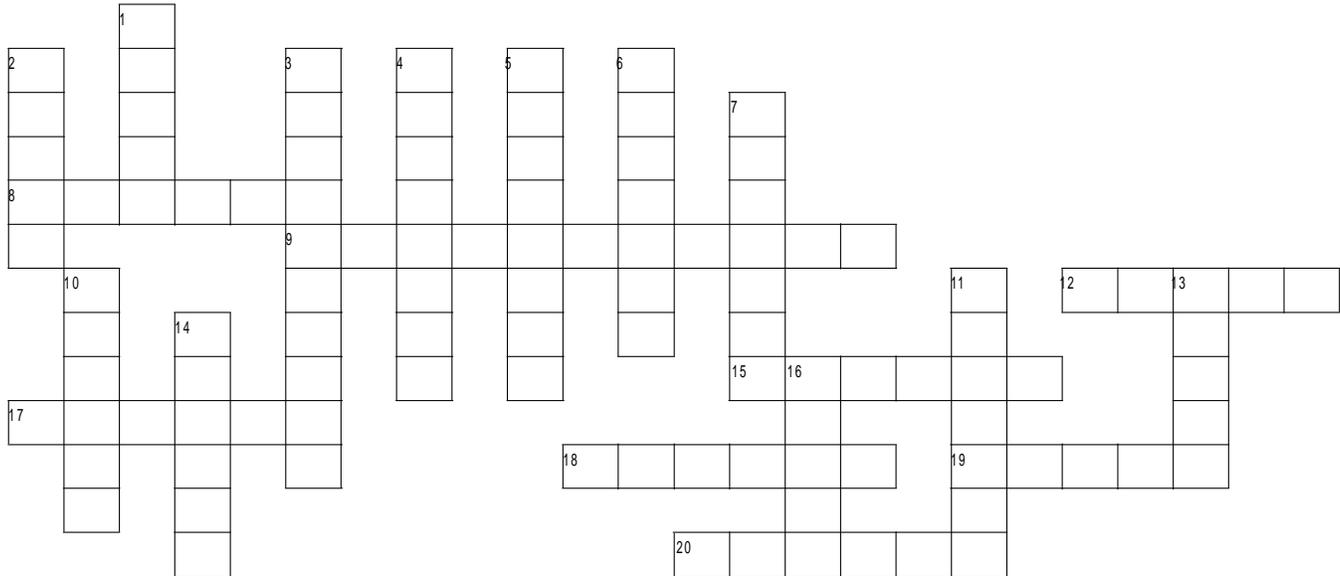
direct
eastern
energy
furniture

hearth
horror
modern
nature

purpose
separate
sergeant
structure

*Spelling Worksheet**Lesson 7*

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

**Across**

8. tell what happened; give information
9. facts and figures; data
12. make a point; gain a point
15. figure with four equal sides and angles
17. frame; rim; edge
18. more than one; two or more
19. the place where a judge rules; the place of justice
20. whole; total; complete

Down

1. sweet, sticky liquid; thick sugary substance
2. farm that raises milk cows; place that sells milk and butter

3. book with an alphabetical listing of words and their definitions
4. raised floor; stage; stand
5. cloth; fabric
6. loss of hope; discouragement
7. different kinds of; a mix of
10. guess based on observation; idea based on some knowledge but not proven
11. something amazing; a wonder
13. a space capsule's path; a satellite's track; the path a planet follows
14. to last; continue; go on
16. amount equal to two pints; amount equal to four cups

border
court
dairy
despair

dictionary
endure
entire
information

material
miracle
orbit
platform

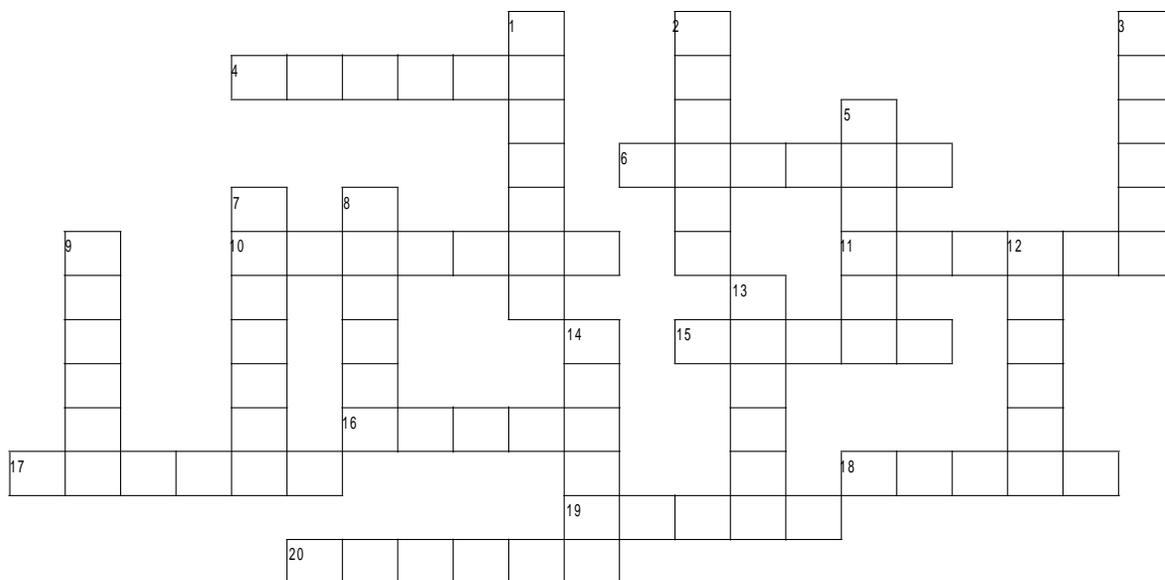
plural
quart
report
score

square
syrup
theory
various

Spelling Worksheet

Lesson 8

Hint: All the words in this puzzle end with unstressed syllables that have the schwa sound. The schwa sound is the underlined vowel wound in the words *bugle*, *fable*, *rumble*, and *shovel*.

**Across**

4. twice as much; two times the amount
6. small stones; pebbles; little rocks
10. sample; model; typical one of the kind
11. shell-backed reptile with four short legs and a tough beak
15. four-footed desert animal with a hump
16. large, strong bird; national bird of the U.S.
17. make a home; dwell
18. joint between the foot and leg
19. even; straight; flat
20. elastic body tissue that gives the power to move

Down

1. means of transportation; device for getting from one place to another
2. wooden container; tall tub that holds liquid
3. bunch; group; packet; pile
5. light and soft; mild; tender
7. toward the middle; between the sides
8. move a boat; use the oars
9. two persons; pair of people
12. underground passageway; hole through the earth
13. typical example; illustration; model
14. slender pin used to pull thread through cloth when sewing

ankle
barrel
bundle
camel

central
couple
double
eagle

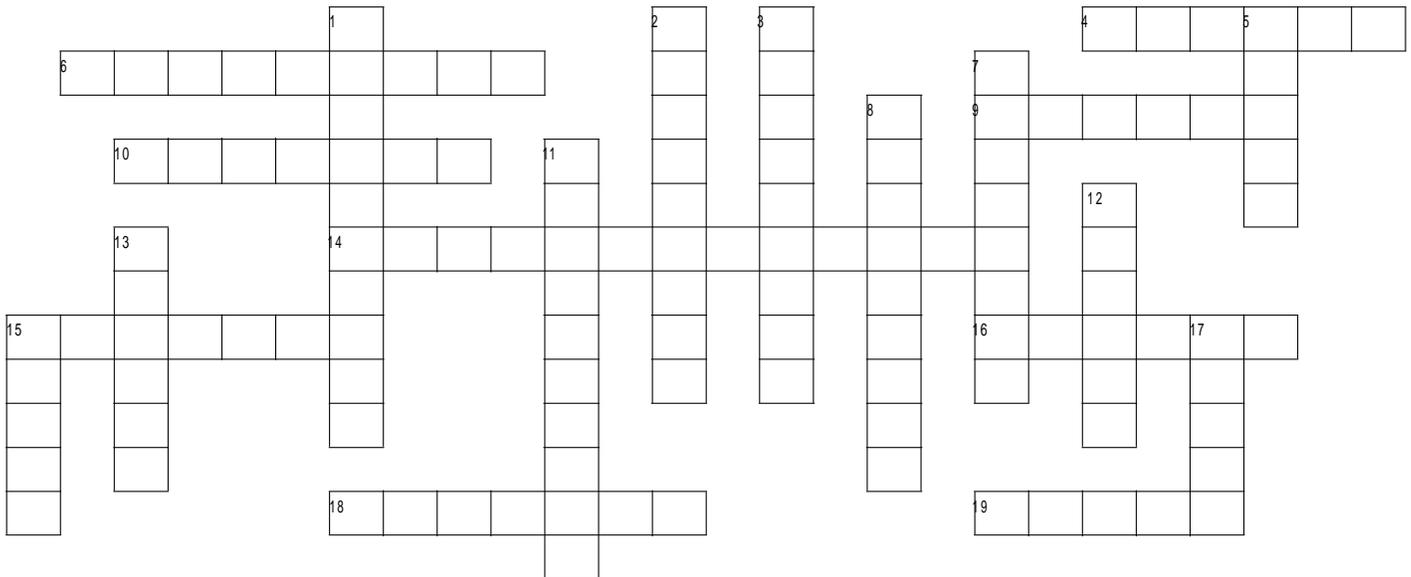
example
gentle
gravel
level

muscle
needle
paddle
sample

settle
tunnel
turtle
vehicle

*Spelling Worksheet**Lesson 9*

Hint: All the words in this puzzle have a g that stands for the “j” sound.

**Across**

4. harm; injury
6. a course about the places on the earth
9. come out; appear
10. a building for safekeeping; a protected place
14. support; effort to give a person hope
15. a way to get even; repayment for the injury
16. kindly; mildly; softly
18. wave; movement of a hand
19. person who decides the punishment of criminals; officer of the court

Down

1. directing others; overseeing other workers
2. plant that is eaten; plant grown for food
3. dare; call to a contest
5. business representative; person who acts in place of another person
7. inheritance; background; birthright
8. usually; at most times
11. brave; gallant
12. leap quickly; dive
13. wild; fierce
15. grassland; prairie
17. cabin; extra home

agent
challenge
courageous
damage

emerge
encouragement
generally
gently

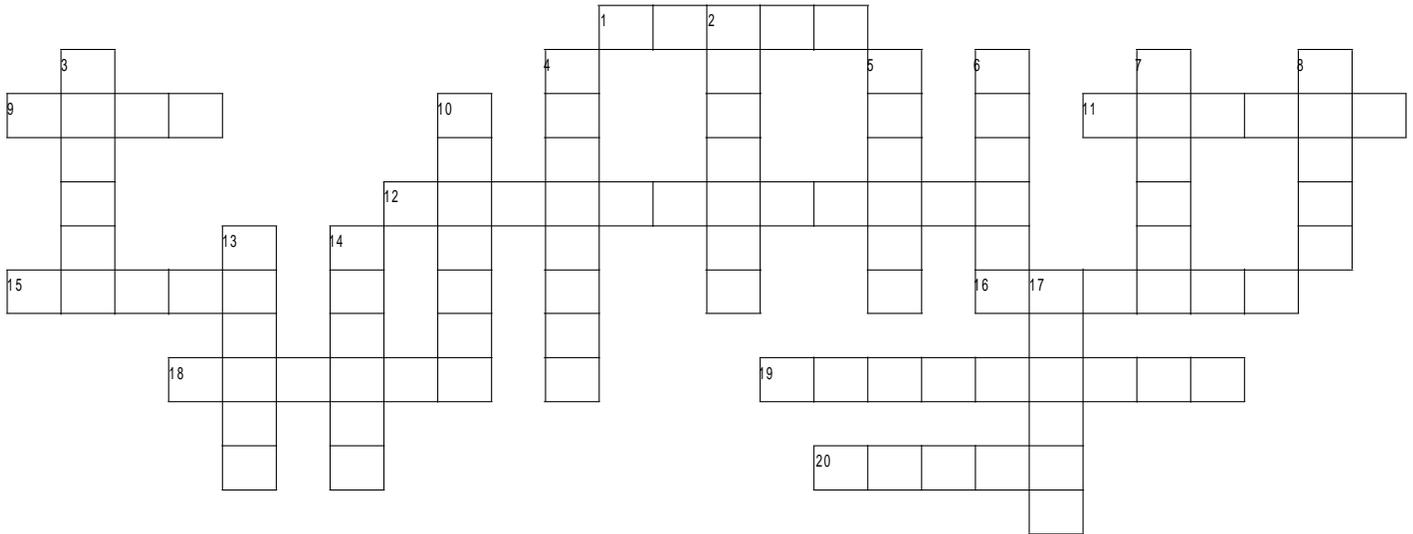
geography
gesture
heritage
judge

lodge
management
plunge
range

revenge
savage
storage
vegetable

*Spelling Worksheet**Lesson 10*

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

**Across**

1. feel unsure of; feel uncertain of
9. explosive shell; weapon that bursts
11. ordinary; usual
12. made to feel sorry; let down
15. body part between the hand and the arm;
joint at the end of the arm
16. regular beat; pattern
18. lock or pin down; attached or shut securely
19. speaker; person who tells information,
especially on television or radio
20. push against; push down on

Down

2. not known; strange; unfamiliar
3. the orange-colored metal used in pennies
4. lines the same distance apart that never
meet
5. more than good; a degree beyond good
6. movable set of steps or rungs that a person
can climb
7. used to fight; were in conflict
8. soft flour mixture that is baked to make
bread products
10. put on paper; printed; formed with a pen or
pencil
13. strike with force
14. be important; make a difference
17. truthful; trustworthy

announcer
attack
better
bomb

common
copper
disappointed
doubt

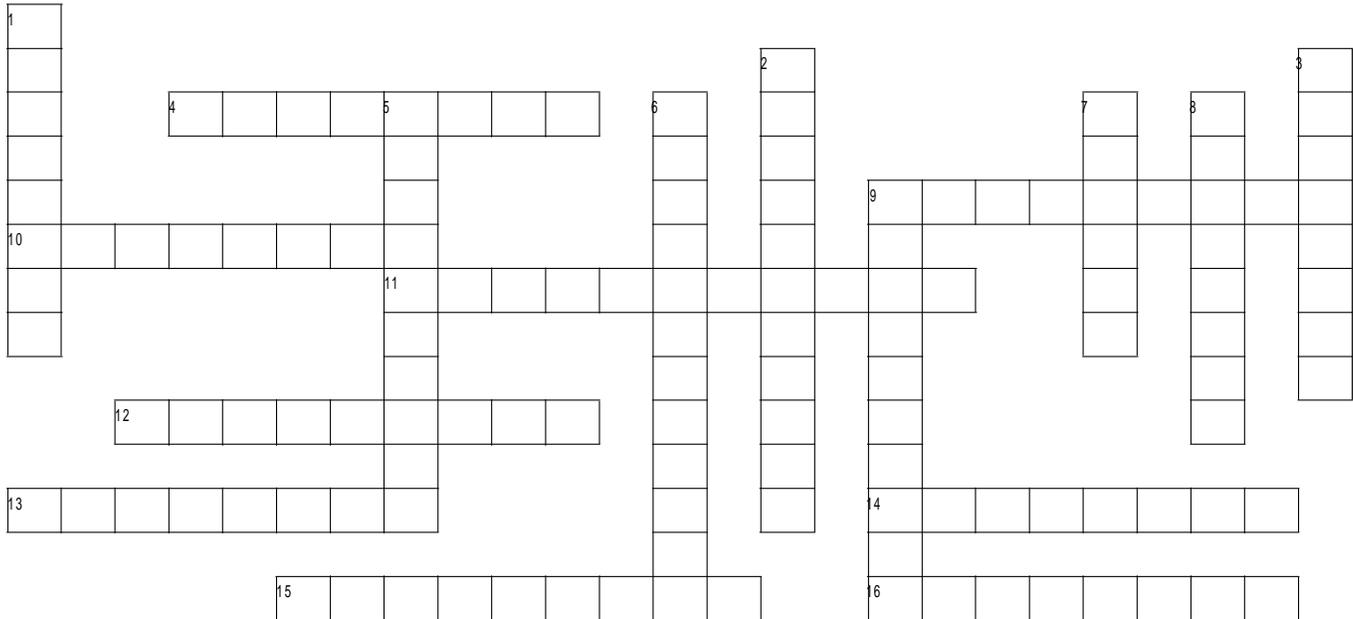
dough
fasten
fought
honest

ladder
matter
parallel
press

rhythm
unknown
wrist
written

*Spelling Worksheet**Lesson 11*

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

**Across**

4. school book; book read in class
9. walled space; fenced-in area
10. student record book; place to write facts
11. molasses cake; sweet, dark cookie or cake
12. person who protects swimmers; swimmer who saves others
13. place where dishes are kept; cabinet
14. flying machine; airplane, helicopter, jet, etc.
15. in a different way; in another way
16. private path for cars; pathway leading to a garage entrance

Down

1. fried cake; ring-shaped sweet food
2. the way a particular person puts words on paper with a pencil or pen
3. untamed animals; creatures who live in the forests
5. distant part of the view; faraway part of a picture
6. even so; anyway
7. complete costume; set of clothing
8. a small eating tool; utensil
9. flat surface to write on with white sticks made of pressed powder

aircraft
background
chalkboard
courtyard

cupboard
doughnut
driveway
gingerbread

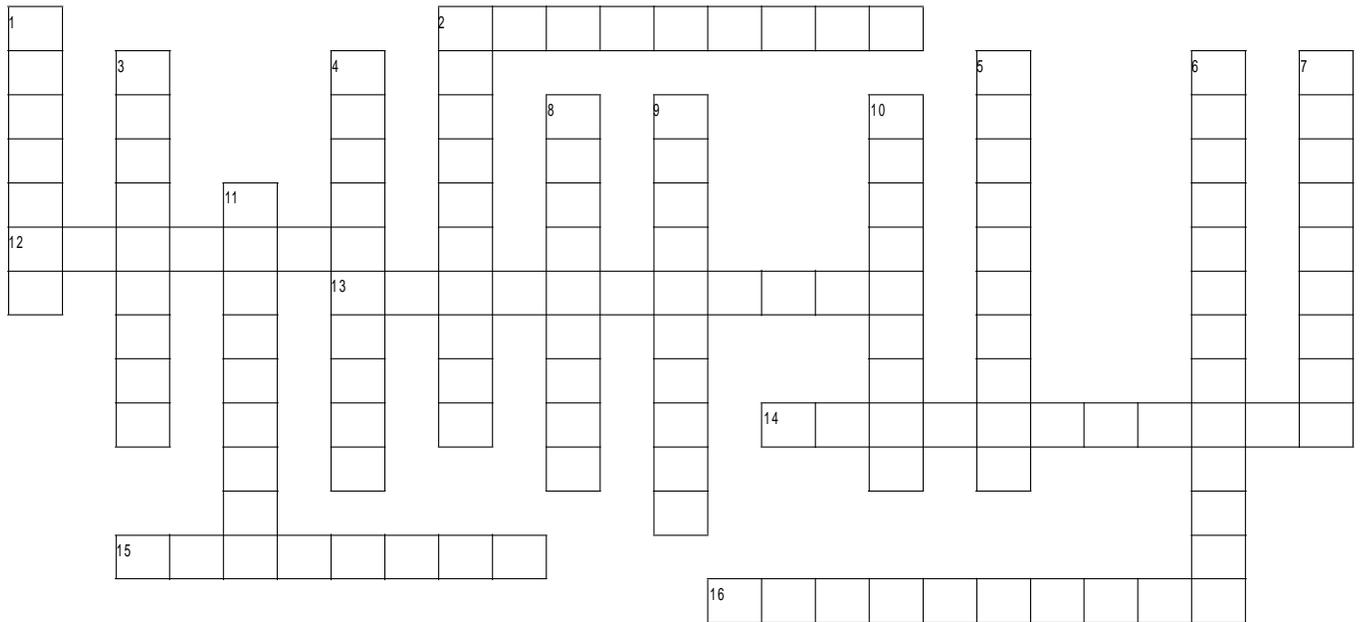
handwriting
ice-skating
lifeguard
nevertheless

notebook
otherwise
outfit
teaspoon

textbook
Thanksgiving
watermelon
wildlife

*Spelling Worksheet**Lesson 12*

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

**Across**

2. in the opposite direction from northeast
12. company that runs a flying service
13. rope for hanging wash
14. 25
15. fail to see; ignore; skip over
16. slate mounted on the wall; vertical writing surface

Down

1. train; train service
2. carriage; horse-drawn vehicle
3. steps; flight of steps
4. satellite; rocket ship; vehicle that travels outside the earth's atmosphere
5. person who shoes horses; metal worker
6. antique; not modern; in the style of the past
7. scenery; natural surroundings
8. building where items are kept until needed
9. you and you alone
10. on our own
11. a sweet, juicy fruit grown in warm areas, often canned

airline
blackboard
blacksmith
clothesline

landscape
old-fashioned
ourselves
outstanding

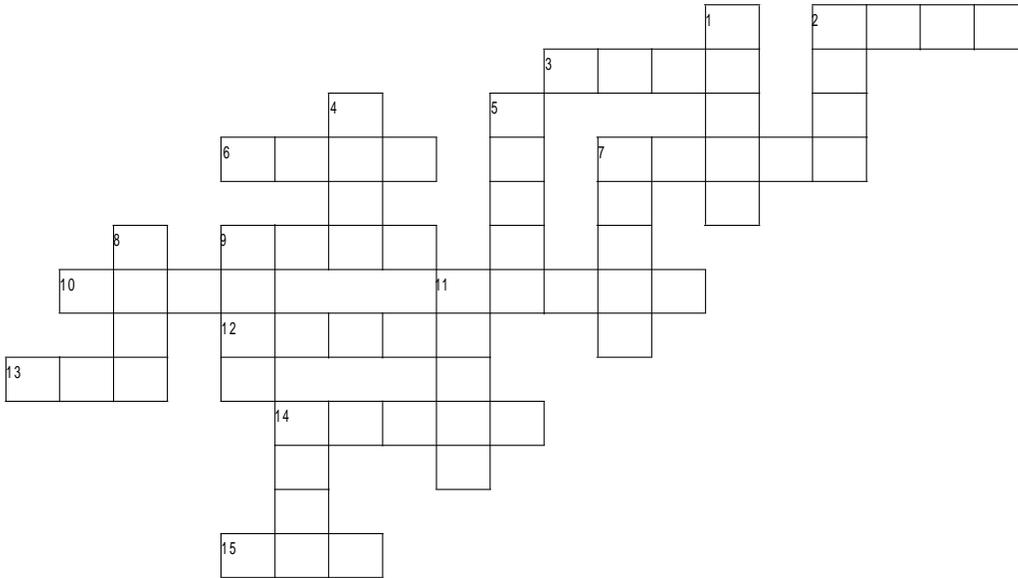
overlook
pineapple
railway
southwest

spacecraft
stagecoach
staircase
twenty-five

warehouse
wheelbarrow
worthwhile
yourselves

*Spelling Worksheet**Lesson 13*

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

**Across**

2. dock; landing place
3. suffering; grief; injury
6. borrowed sum of money; temporary financial help
7. straight up and down; very steep
9. victim; creature that another creature hunts
10. fly upward; rise up
11. part of a flower; piece of a blossom
12. point of view; aspect; viewpoint
13. owed; required
14. piece of beef; sirloin
15. morning dampness; moisture from the air

Down

1. winged spirit; saint; cherub
2. look closely; stare
4. sheet of glass
5. pointed stick; post
7. cut; clip
8. single; without company
9. speak to God; communicate with the Lord
11. foot control; lever worked by foot
14. painful and tender; hurting

angel
angle
dew
due

loan
lone
pain
pane

pedal
petal
peer
pier

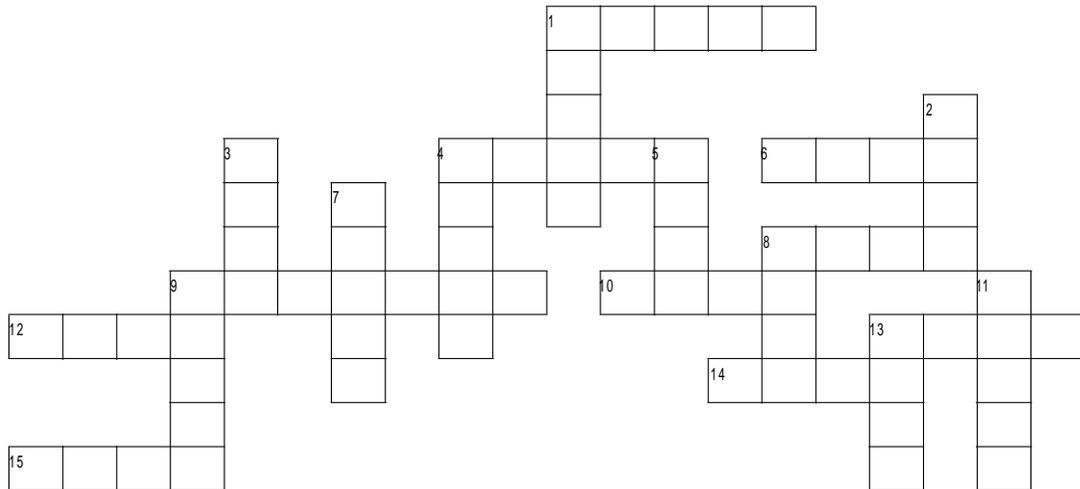
pray
prey
shear
sheer

soar
sore
stake
steak

Spelling Worksheet

Lesson 14

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



Across

1. displayed for; set before
4. person under age; young person; non-adult
6. location; spot; position
8. carry; lift
9. permitted; legal
10. little insect; bug
12. bird such as chicken, turkey, or duck
13. two of a kind; two matching items
14. run away; escape
15. electric wire; cable

Down

1. gleamed; glowed; sent out a beam of light
2. not imitation; genuine; true
3. outside the playing lines
4. person who digs coal; underground worker
5. spool
7. group of musical notes
8. long narrow passageway; walkway to the rooms
9. in a voice that can be heard
11. spectacle; view
13. sweet, juicy fruit larger at one end than the other

allowed
aloud
chord
cord

flea
flee
foul
fowl

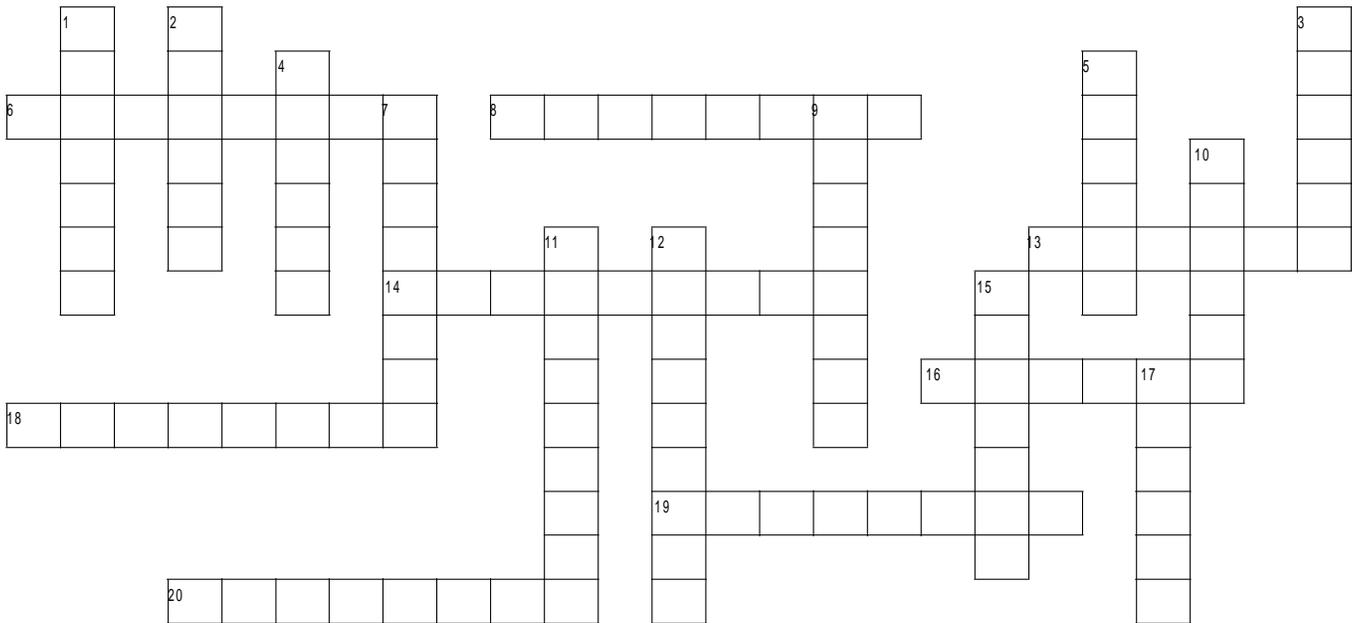
hall
haul
miner
minor

pair
pear
real
reel

shone
shown
sight
site

*Spelling Worksheet**Lesson 15*

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

**Across**

6. tunes; songs
8. vehicles that a car or truck pulls; carts, wagons, etc., that follow behind
13. postponements; periods of waiting
14. winners; victors; ones who came out ahead
16. cutting tools; utensils for carving
18. showings; exhibitions
19. necessary equipment; needed materials
20. questions; examples to be solved; puzzles

Down

1. parts of a shirt that cover the arms
2. pictures taken with a camera; snapshots
3. pictures made with radiation; pictures of bones used by a doctor
4. sweet-smelling, trumpet-shaped flowers
5. very brave people; people of courage
7. devices that turn things on and off
9. red or white roots that are eaten raw
10. shaped chunks; oblong blocks of bread
11. things that you hold over your head to protect you from rain
12. persons who saw something happen; persons who retell events in court
15. 60ths of an hour; units of time that equal 60 seconds
17. repeated sounds caused by sound waves bouncing off of something

champions
delays
displays
echoes

heroes
knives
lilies
loaves

melodies
minutes
photos
problems

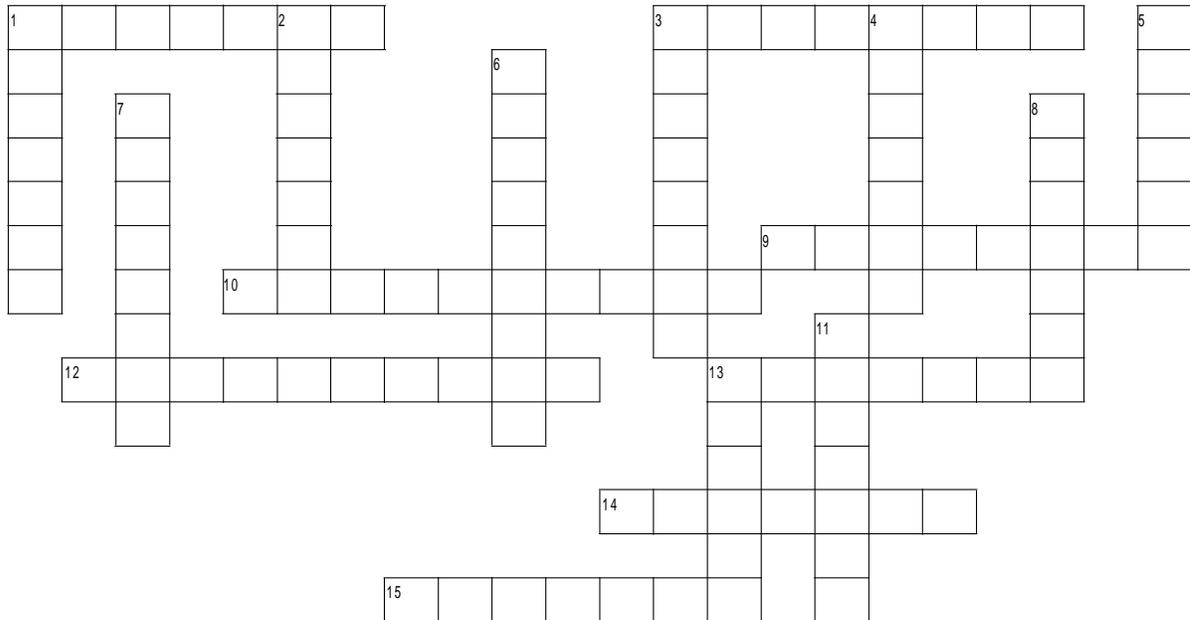
radishes
sleeves
supplies
switches

trailers
umbrellas
witnesses
x-rays

Spelling Worksheet

Lesson 16

Hint: All the words in this puzzle have suffixes that begin with vowels.



Across

1. giving out light; glowing
3. moving through the water; splashing about
9. dripping blood; showing blood
10. doing again and again; exercising; rehearsing
12. brought back to mind; thought
13. covered; enclosed; packaged
14. going down; sinking
15. talked; spoke informally

Down

1. squirted; sprinkled
2. louder; more rackety
3. trying to learn; reading carefully
4. wedded; united in matrimony
5. failing to win; being defeated
6. developed as a place for people to live; settled
7. imagined; thought
8. got in; came
11. taking a bath; getting clean
13. stayed; remained; sat

arrived
bathing
bleeding
chatted

civilized
losing
married
noisier

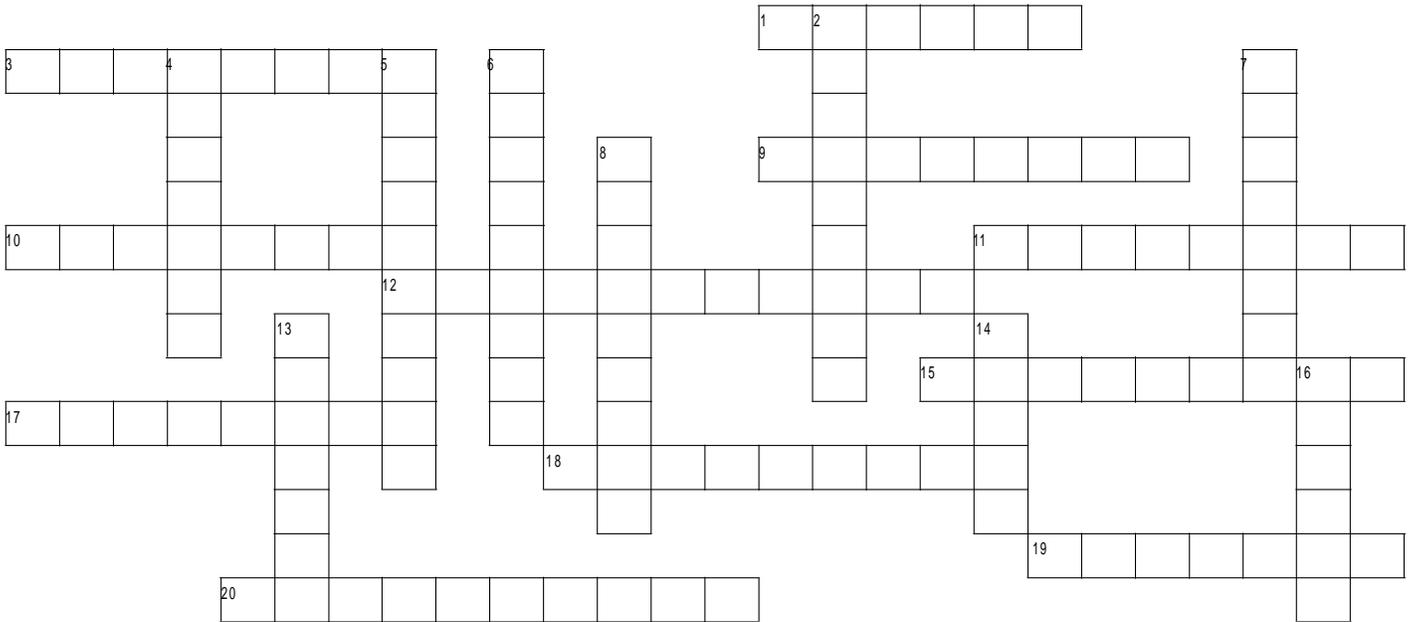
practicing
remembered
satisfied
setting

shining
sprayed
studying
supposed

swimming
waited
wondering
wrapped

*Spelling Worksheet**Lesson 17*

Hint: All the words in this puzzle have suffixes that begin with consonants.

**Across**

1. helpful; of service; handy
3. happy; full of glee; in good spirits
9. really; in fact; truly
10. strong; mighty; not weak
11. good intentions; consideration; a nice manner
12. right now; at once
15. with caution; in a watchful way; with close attention
17. time of not feeling well; ill period
18. a great quantity; abundant
19. with rage; with fury
20. particularly; more than one would expect

Down

2. honestly; not falsely; truly
4. to go on forever; without a stop
5. feeling a need for others; wanting company
6. fun; pleasure; joy
7. calm; soothing; good for rest
8. little by little; not all at once
13. of no value; without worth
14. every day; always
16. wanting company; feeling as if one is not visited much

actually
angrily
carefully
cheerful

daily
endless
enjoyment
especially

gradually
immediately
kindness
loneliness

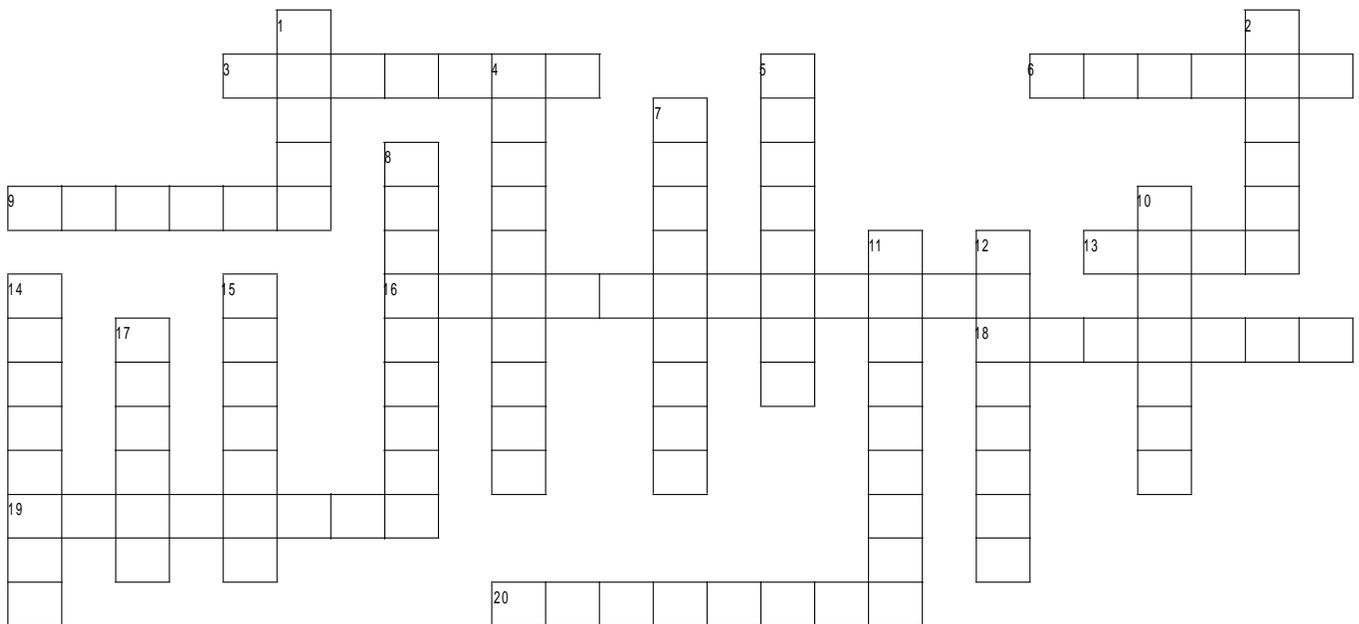
lonely
peaceful
plentiful
powerful

sickness
sincerely
useful
useless

Spelling Worksheet

Lesson 18

Hint: All the words in this puzzle have the suffixes *-er*, *-or*, or *-ar*.

**Across**

3. house robber; thief
6. table server; person who brings food
9. person who helps run a boat; person who works on a ship; boat crew member
13. person who does not tell the truth; dishonest person
16. maker
18. army leader; military person with the power to give orders
19. one who moves around; journeyer; wanderer
20. person who works for the telephone company; person who helps on the phone

Down

1. one who pays a price to get something; purchaser
2. person who buys and sells; trader
4. scientist who studies stars and the heavens
5. person who tells the news; one who gives current information
7. holder; something into which other things can be put
8. leader; military person in charge
10. guest; someone who comes to pay a call
11. spinning blade; the part that makes an airplane or submarine move
12. person who makes movies; person who puts out films
14. person who creates things; designer of machines
15. sound reproducer; device that sends out electronic sounds
17. person who lives on gifts; person who asks another for money

astronomer
 beggar
 burglar
 buyer

commander
 container
 dealer
 inventor

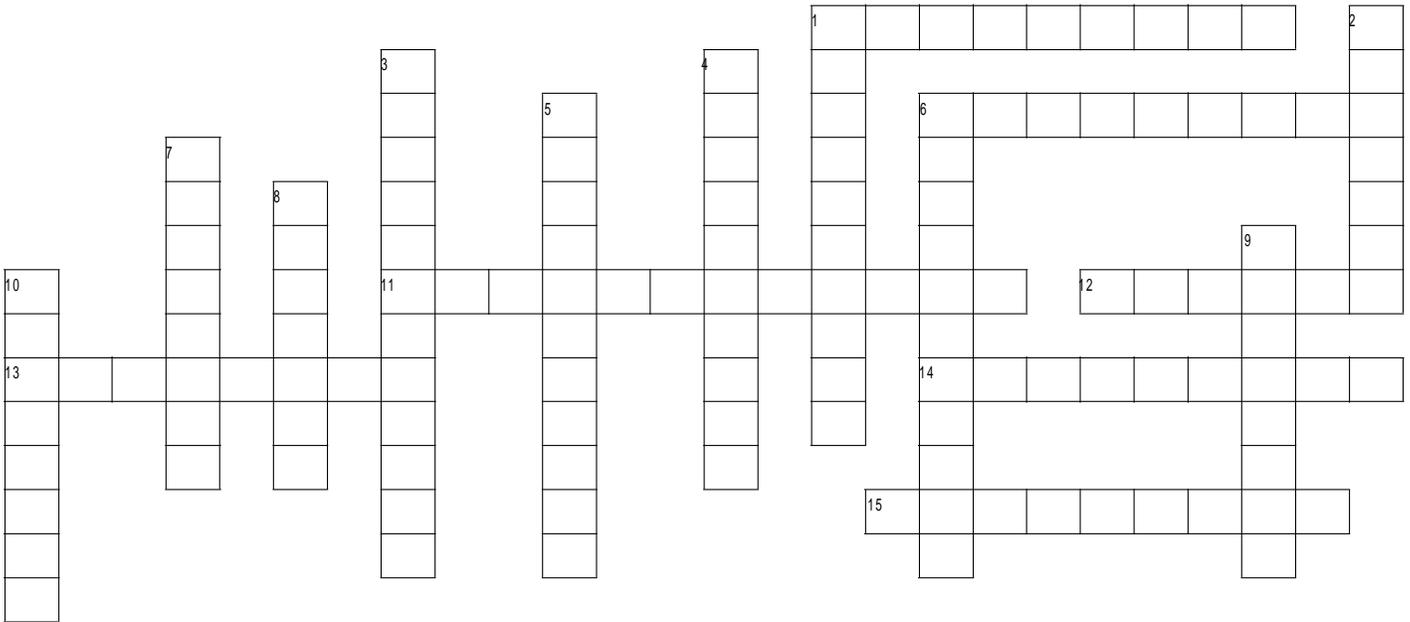
liar
 manufacturer
 officer
 operator

producer
 propeller
 reporter
 sailor

speaker
 traveler
 visitor
 waiter

*Spelling Worksheet**Lesson 19*

Hint: All the words in this puzzle have the suffixes *-tion* or *-sion*.

**Across**

1. way to go; course to follow
6. loud sound; boom
11. beginning; first part
12. something happening; physical movement
13. summing up numbers; totaling figures
14. close listening; focus; concentration
15. mixed-up condition; unclear state

Down

1. meaning; explanatory statement
2. talk about; speak of
3. family tie; way of being related
4. overthrow of the government; rebellion
5. watching; looking; studying with the eyes
6. investigation; looking into
7. selection by vote; casting of ballots
8. important errand; task
9. cutting into parts; separating
10. part of a whole number; a number such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{8}$, etc.

action
addition
attention
confusion

definition
direction
division
election

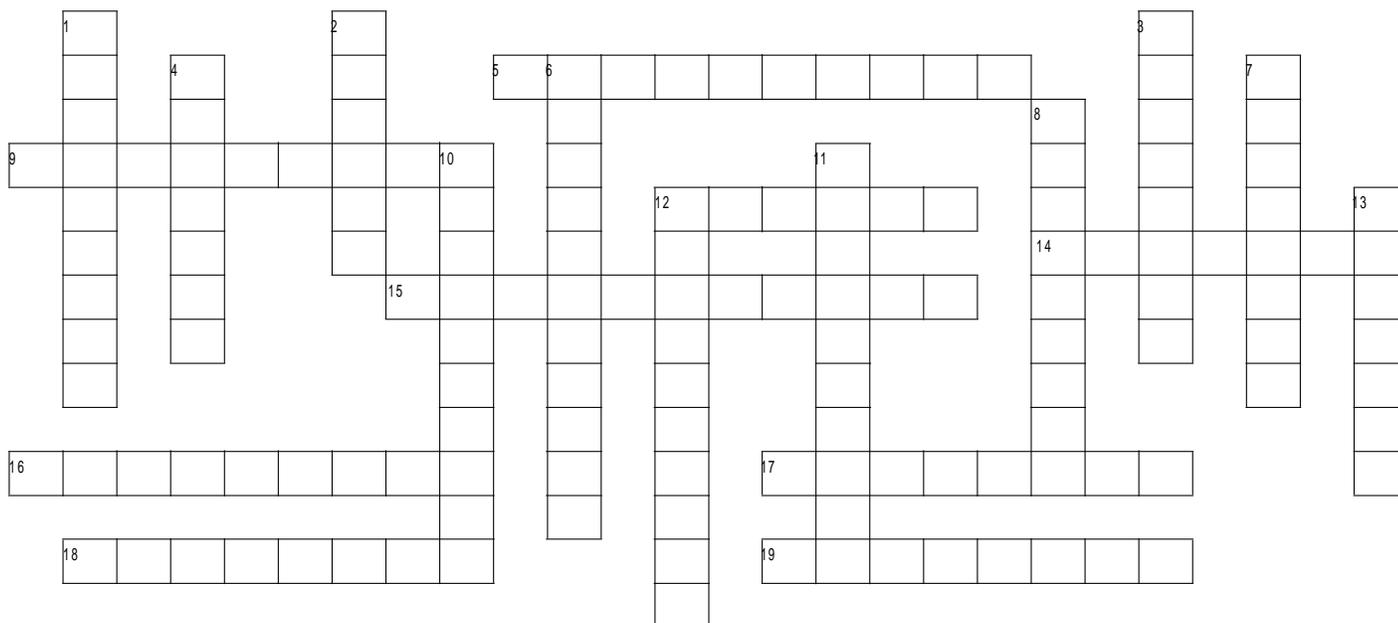
examination
expedition
exploration
explosion

fraction
introduction
mention
mission

observation
pronunciation
relationship
revolution

*Spelling Worksheet**Lesson 20*

Hint: All the words in this puzzle have the suffixes *-able*, *-ible*, *-ant* or *-ent*.

**Across**

5. successful; victorious
9. a non-vowel letter, such as [b], [c], [d], or [f]
12. important; needing or demanding immediate attention
14. refined; tasteful
15. clear; easily seen through
16. unseen; out of sight
17. willing to mind; cooperative
18. regular; happening often
19. reasonable; logical; thoughtful

Down

1. honest; moral
2. empty; not occupied
3. clear; visible; obvious
4. second; moment
6. deserving credit or blame
7. word part; sound
8. unhappy; despairing
10. contest; series of games
11. trustworthy; reliable
12. not fun; disagreeable
13. schoolmate; person in class

apparent
consonant
dependable
elegant

frequent
honorable
instant
invisible

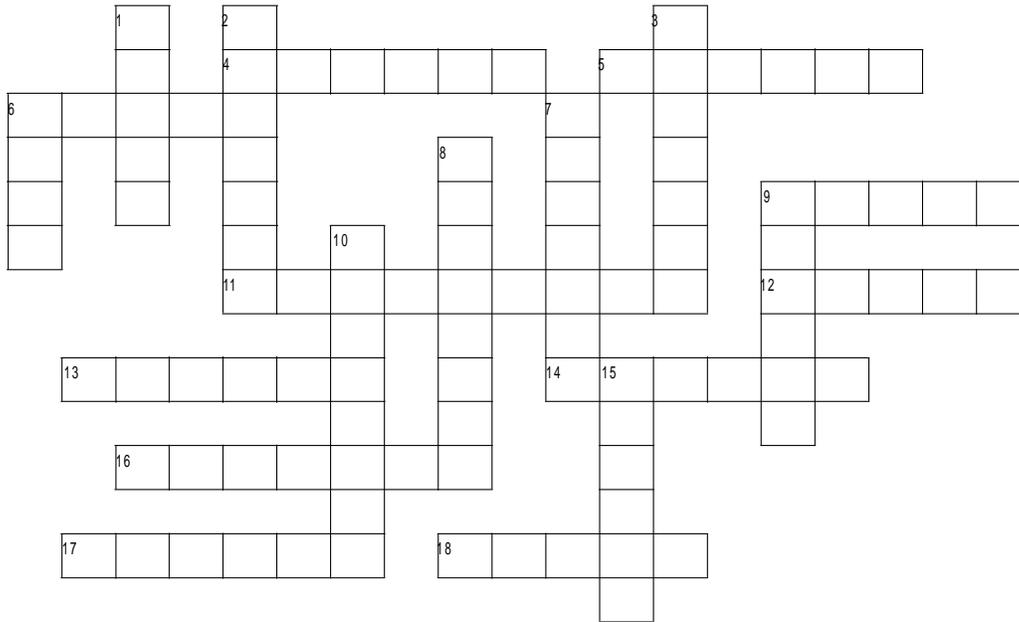
miserable
obedient
responsible
sensible

student
syllable
tournament
transparent

triumphant
unpleasant
urgent
vacant

*Spelling Worksheet**Lesson 21*

Hint: All the words in this puzzle are contractions.

**Across**

4. contraction of has not
5. contraction of you will
6. contraction of we have
9. contraction of who is
11. contraction of should not
12. contraction of she would
13. contraction of she will
14. contraction of they would
16. contraction of were not
17. contraction of had not
18. contraction of cannot

Down

1. contraction of madam (a lady)
2. contraction of where is
3. contraction of does not
6. contraction of we would
7. contraction of have not
8. contraction of could not
9. contraction of was not
10. contraction of would not
15. contraction of here is

can't
couldn't
doesn't
hadn't

hasn't
haven't
here's
ma'am

she'd
she'll
shouldn't
they'd

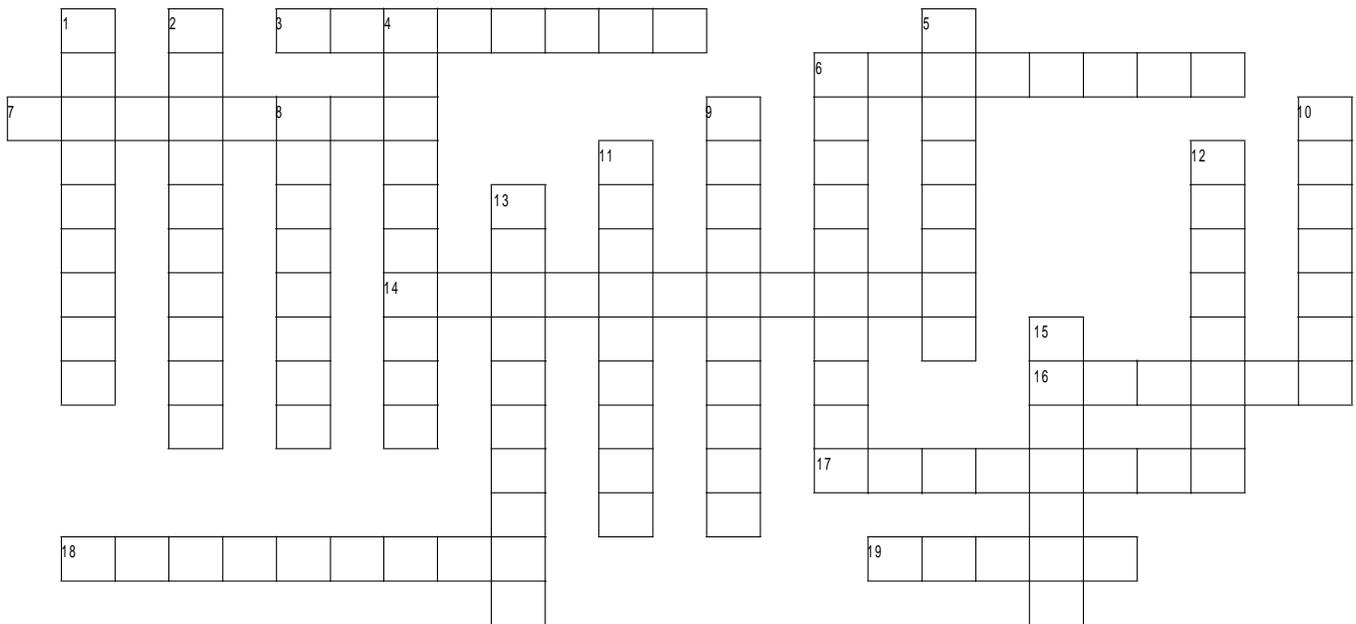
wasn't
we'd
we've
weren't

where's
who's
wouldn't
you'll

Spelling Worksheet

Lesson 22

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

**Across**

3. of the people; belonging to the citizens
6. of human beings
7. belonging to a country
14. belonging to an artificial object that is orbiting the earth
16. belonging to married women
17. belonging to females that have the same mother or father as one's self
18. belonging to a male that has the same mother or father as one's self
19. belonging to an adult male

Down

1. belonging to the instructor
2. for young girls and boys

4. of an industry or other organization meant to make money
5. belonging to the children of one's uncle and aunt
6. belonging to the king and queen's daughter
8. belonging to no one; not belonging to anybody
9. belonging to a place where sick or injured people are treated and cared for
10. belonging to machines that seem like people
11. belonging to a sports player
12. belonging to young dogs
13. of long-legged African birds that cannot fly
15. of the person that something belongs to; belonging to the person who owns it

athlete's
brother's
business's
children's

cousin's
hospital's
man's
nation's

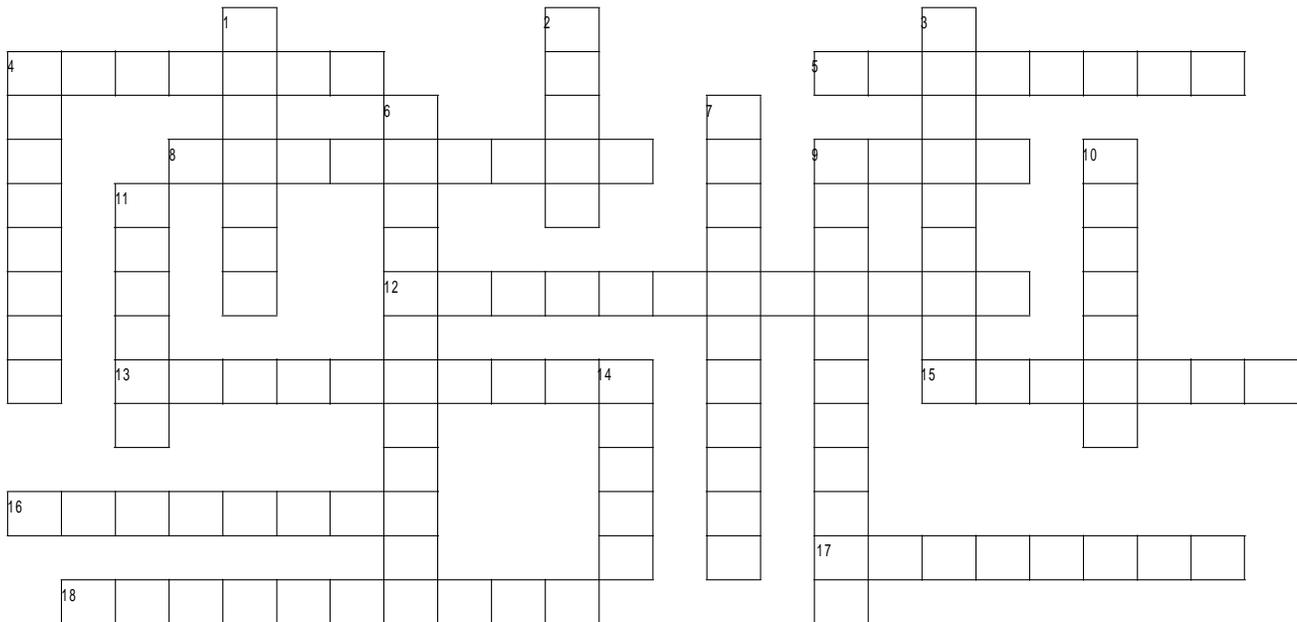
nobody's
ostriches'
owner's
people's

princess's
public's
puppies'
robots'

satellite's
sisters'
teacher's
wives'

*Spelling Worksheet**Lesson 23*

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

**Across**

4. worried; concerned; troubled; nervous
5. conduct; way of acting
8. umbrella-shaped fabric device that breaks the free fall of a flyer
9. et cetera; and so on; and so forth
12. in order of ABCs; in a way that follows the letters of the alphabet
13. very great; enormous
15. map line dividing earth; circle around a globe that divides north and south
16. announcement; broadcast; notice; report
17. foolishness; senselessness
18. the study of numbers; math

Down

1. leaves used for smoking products
2. 9th; between 8th and 10th
3. a candy made from cacao beans
4. collision; crash
6. person known; someone met
7. pay close attention; focus; think hard about
9. surroundings; conditions in which living things exist
10. characteristic; like others
11. how long; measurement from one end to the other
14. stuff for sweetening; sweet powder from cane or beets

accident
acquaintance
alphabetical
anxious

arithmetic
behavior
bulletin
chocolate

concentrate
environment
equator
etc.

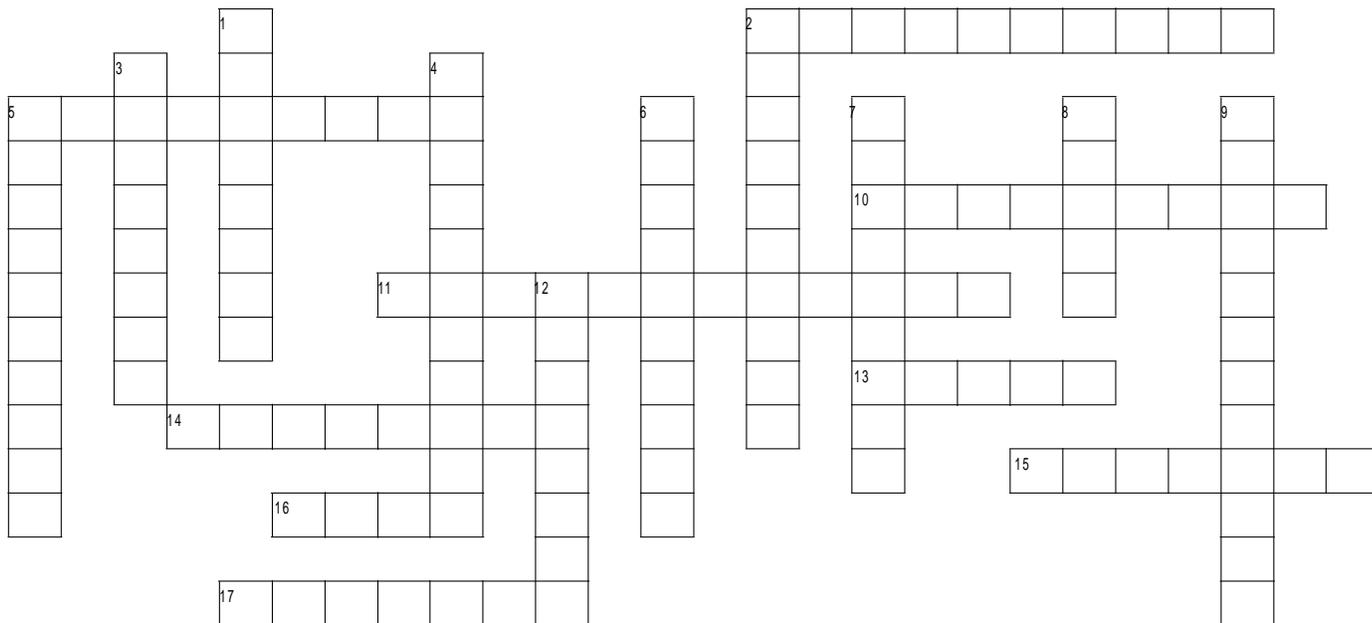
length
ninth
nonsense
parachute

sugar
tobacco
tremendous
typical

Spelling Worksheet

Lesson 24

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



Across

2. help; aid; support
5. bad storm; weather system with strong winds and heavy rain
10. eagerness to learn; desire to know
11. expert; not an amateur; one who is specially trained and usually paid
13. condition of air coming from the lungs in short, sharp bursts
14. mystery; uncertainty; a state of not knowing what will happen
15. food and supply; household goods
16. hurt; be in pain; be sore
17. clumsy; stumbling

Down

1. annoyance; bother
2. to value highly; care about; know the worth of
3. the first; the beginning one; the initial one
4. show; presentation; appearance
5. parallel to the ground; going across
6. now and then; every so often; once in a while
7. greatly detailed; highly specific
8. long, sharp-bladed weapon
9. ability to learn; mental power
12. face between eyes and hair; upper part of the face

ache
 appreciate
 assistance
 awkward

cough
 curiosity
 forehead
 grocery

horizontal
 hurricane
 intelligence
 mathematics

nuisance
 occasional
 original
 performance

professional
 suspense
 sword
 technical

Worksheet Answer Keys



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

Capitalization Lesson 1B

Yesterday, our school had an unusual speaker. His name was Grant **U. Hope**. He said that we could each have three wishes. He told us he knew the magic to make dreams come true. "I don't believe you can do that, Mr. Hope," **I** said.

Then, he invited me up on stage.

"You are **Marie P.** Amos, daughter of **Mr. Juan J. Amos** and **Dr. Rita R.** Amos, are you not?" he asked.

Startled, I said, "Yes, **I'm** Marie."

"Tell us your wishes, **Ms.** Amos, and they may come true," he said.

I regretted that **I'd** said anything. What on earth would my three wishes be?

"I wish we had a nice, clean playground for our school," **I** said. Suddenly, my friend **Toni** started cheering. Even my teacher, **Ms.** Robb, and the principal, **Mr.** Stiller, clapped.

Then, **I** thought of my friend Mike, who cleaned up the park with his cousin, **Willy B.** Hays. "I wish people would take care of the trees and water," I said.

"The last wish **I'm** making is for myself," I said. "I want to explore the undersea world like Jacques **Cousteau.**"

"Your wishes can happen, **Ms.** Amos," explained **Mr. Hope**. "The magic to make them come true is within you."

Capitalization Lesson 2B

At recess, Lily and Mario had a contest on telling tall tales. "**Once** I met a man so immense," Lily said, "**that** he used skyscrapers for armrests. **His** footsteps made ponds when it rained."

"Right!" replied Mario. "**The** river," he said, "**is** where the man dragged his foot." **He** thought for a moment and said, "**My** cat was so thin, you couldn't see it when it turned sideways."

Lily quickly responded, "**Yes**, when it was a young kitten, it slept in an envelope." **Then** she smiled and asked, "How about the girl who ran so fast, her shadow couldn't keep up with her?"

"**That** girl was so speedy," Mario said, "**that** when she ran to the store she could meet herself coming home."

Both Lily and Mario were suddenly quiet. **Each** wondered who would be the first to say, "**That's** not true."

Mario began again, "**There** was the time you ate all the cupcakes at the class picnic. **Your** side of the bus sank eight feet in the mud." **He** laughed.

"I won those cupcakes for being the best tale teller," Lily answered, "**and** I'm still the best!"

Mario cried, "**That's** not true!"

Lily said, "I win."

Capitalization Lesson 3B

Dear Granddad,

Would you come to our Career Fair? My friends would like to hear how you train people to be parachute jumpers.

Love,
Allan

Dear Mrs. Roberts,

You have such an interesting job! Please come to our school and tell us about being an astronomer.

Yours truly,
Carla

Dear Dr. Park,

Our Career Fair is next month. Would you come and tell us about your work with animals? It must be fun to be a veterinarian!

Very truly yours,
Tom Baxter

Dear Kathy,

Please come to our Career Fair. My friends want to hear about your job as a mountain guide.

Your friend,
Jodi

Dear Mrs. Tobias,

We listen to your radio program all the time! Please come to our Career Fair and tell us what it's like to be a disc jockey.

Sincerely **yours,**
Jenny Irving

Dear Mom and Dad,

I won't be home until 5:30 today. We're setting up the booths for our Career Fair. I'll see you then!

All my love,
Kevin

Capitalization Lesson 4B

Where do your travel dreams take you? There are so many places to visit.

Do you dream of taking a trip around **America**? You could visit Wall **Street** in **New York City**. You could drive across the Golden Gate **Bridge** in **San Francisco** or visit the **White House** in Washington, D.C. You could surf at Waikiki **Beach** in Hawaii.

How would you like to ride down the Grand **Canyon** on a mule or shoot the rapids on the Colorado **River**? Perhaps you'd prefer to listen to jazz music in New Orleans or watch a rodeo in **Texas**. Think of all the possibilities!

Maybe you dream of going to Europe. You could watch the parades at **London's Buckingham Palace**. You could climb the Eiffel **Tower** in **Paris**. You could hike the **Alps** in **Switzerland** or walk along the ancient Appian **Way** in **Rome**.

Maybe your dreams take you to much more adventurous, faraway places. Do you imagine yourself climbing to the top of **Mount Everest** or exploring the Lascaux **Cave**? Would you like to visit Antarctica or join a dogsled team to the North **Pole**?

Maybe you even dream of going to the moon. Wherever you go, have a good trip!

Capitalization Lesson 5B

Dorry and I were all ready for Saturday's **Halloween** party by **Tuesday** afternoon. We had bought the food and planned the games. I just had to decide what kind of costume to wear.

Dorry said not to wear something typical. "No **Thanksgiving** turkeys or **Easter** rabbits!" she warned. She wanted our image to be unique. "This is no April Fools' **Day** party, you know."

Dad said I could stick words like "**Sunday**" and "**June**" all over myself and go as a calendar. I didn't think that would impress Dorry. With **October 31** only days away, I had to work fast.

Wednesday night I dreamed of being a candidate like one I saw on Election **Day**. When I woke up that seemed silly, so I decided to make a huge candy box and go as **Valentine's Day**. I could buy my supplies after baby-sitting on **Thursday**. I had **Friday** night to make the costume. Saturday was set-up day for the party. I was cutting it close.

In the end, it was easier just to wear my four-leaf clover outfit. I had made it in **March** for the parade on St. **Patrick's Day**. Even Dorry liked it. Next year, though, I'm going to start planning my **Halloween** costume in **August**.

Capitalization Lesson 6B

For Grandma's 80th birthday, we all came with special mementos. Dad had the newspaper *City Times* with a photo of Grandma at age 15. Uncle Bill brought a video of the movie *Mother Wore Blue*. On his flute, Grandpa played "**Always**," for he always loved Grandma.

Aunt Rita brought the books *Heidi* and *Little Women*. Grandma once read them to her. I brought the magazine *Cook's Digest*. My sister had the newspaper *The Morning Post*. Both had published Grandma's recipes. Uncle Dan, a writer for the magazine *Science News*, brought an immense book.

This huge book was really two books bound together. The first was *Webster's Dictionary*. The other was a volume of *The World Book Encyclopedia*. Uncle Dan said he thanked Grandma for showing him how to use reference books. Using them got him started as a reporter for *The Daily Post*.

Aunt Marie brought tickets to Grandma's favorite movie, *Fantasia*. Aunt Lily had a music box that played the tunes "**Happiness**" and "**Memories**."

Lastly, Grandma received the magazine *Travel and Leisure*. In it was our final gift, tickets for a trip around the world.

Capitalization Lesson 7B

Megan gazed out the window of Salem **Hospital**. Since she had broken her leg, nothing cheered her up. Friends from Hillside **Elementary School** and Milford Middle **School** had signed her cast. Her mother's boss at General **Electric Company** sent flowers. Nothing helped.

Then, Uncle Bert called. As a boy, Uncle Bert had fixed lamps at Ed's Electric **Shop**. Later, he worked his way through Amherst **College** by fixing computers for Davis Electronics **Service**. Now he was president of American **Robot Company**. "Tomorrow," he said, "prepare to meet your weirdest friend ever."

When Uncle Bert came the next day, he had a pizza from **Pizza Hut**. "I was going to bring a book on Lily Computer **Company** from Harkman **Library**," he said. "Then, I thought pizza might be better."

"This is great," said Megan. "Now I don't miss Milford **Middle School** so much, but where is the weird friend?"

Suddenly, a robot strolled into her room. It demanded a slice of pizza.

"Don't feed him," warned Uncle Bert. "When we visited Miller High **School**, he wanted pie. He likes **McDonald's**, too."

"Yes, when I get a stomachache I go to Westview **Hospital**," said the robot.

Capitalization Lesson 8B

Hello, folks! Welcome to the planet Oynkz! I'm your host for this World Travelers **Agency** tour. All **Americans**, both **Democrats** and **Republicans**, please step to my left. All **Europeans** stand on my right. We have assigned you tour guides that speak your native languages.

I work at the **Office** of Alien Tours. Today, I'll introduce you to our culture. We'll visit an art show. Then we'll eat an old-time feast of rice and fish. Tonight, we'll attend a religious service at Xynti **Cathedral**. Our religion is similar to **Buddhism**. I'm sure you will enjoy our Xynti chants.

I hope to tour your planet, too. I belong to the Space Travelers **Club** and the Friends of Earth **Society**, you know.

What if **Americans** saw me on their planet? Do you think they would be afraid? Would I be watched by the New York City **Police** Department or the **Federal** Bureau of Investigation? We would not harm a human. Our religion, **Xyntiism**, promotes peace and understanding.

Someday, perhaps, I will visit. Then **Egyptians** can show me their pyramids, and **Australians** can show me their kangaroos. For now, my friends, enjoy your tour.

Capitalization Lesson 9B

Here in the **East**, each season offers us something new. In **spring**, bright flowers are sprinkled everywhere. We make daisy chains with **Aunt Marie**, who visits every year from the **South**.

Then, **summer** brings hot, sunny days. At night, we enjoy the breeze on the porch. My **mother** and I sit facing **west** to see the sun set in pinks and golds.

Suddenly, cooler **north** winds whip across our yard. I like the smells and sounds of **autumn**. Afternoons, **Grandma** makes soup in the kitchen. At dusk, my **dad** and I swish through leaves to stack wood for the coming **winter**.

When the fierce winter winds blow, we gather around our toasty fireplace. Because I live in the **North**, I think of **winter** as three months of bitter cold.

Yet **south** of us, the winter months seem more like **spring** or **summer** to me. My **aunt**, who lives in the **South**, swims when I sled. When I throw snowballs, **Aunt Marie** picks oranges.

Last **winter**, I went on vacation with my **grandfather**. We flew to Texas and then drove **west**. We didn't swim or sled, but took long hikes. We saw broad deserts and towers of red rock. The sky was as warm and clear as **Grandpa's** eyes.

Capitalization Lesson 10B

Toby's **German** shepherd, Max, looked depressed. "How about **Irish** stew for dinner?" Toby asked. Max wouldn't eat.

"Why on **earth** are you so sad?" asked Toby. "You're looking at me like I'm from **Mars**. Would you like to go for a walk? I'll do my **Spanish** and **science** homework later." Max just ignored him.

The next day, Toby was awakened by the **sun**. "I have to hurry," he told Max. "I can't be late for **art** class. Why don't you visit your friend, the **French** poodle, today?" Max sighed.

Toby called, "I'll bring you **Italian** meatballs for dinner!" Max didn't notice.

Toby's mind drifted in **history** class. In **English** class, he thought Max might be afraid of the **Siamese** cat next door.

In **Math II**, he asked Carlos, "What on **earth** would make a dog behave that way?"

"The **Moon** is in line with **Jupiter** and **Saturn**," Carlos said. "Maybe a mystical force is controlling him! Seriously, though, you could try feeding him **French** toast. My dog loves it!"

When Toby ran home, Max looked as excited as a **Mexican** jumping bean. Toby's broken television had been fixed. Max sat on the sofa wagging his tail. He was watching his favorite show, "Lassie!"

Punctuation Lesson 1B

Have you heard of the Seven Wonders of the ancient **world**?

Only one of the Seven Wonders still exists. It is the Pyramids of Giza in **Egypt**. The biggest was built long ago for King Khufu. It is **huge!** You could park ten modern jumbo jets **inside**. That's **big!** How did ancient people ever build it without bulldozers and **cranes**?

Another wonder was the Colossus of Rhodes. It was a bronze statue of the sun god Helios and stood over 100 feet **tall**. Imagine **that!**

Can you name any other ancient **wonders**?

The Statue of Zeus at Olympia was another wonder of the ancient **world**. It was **beautiful!** Housed in a huge temple, it lasted for 800 **years**. What happened **then?** A Roman commander destroyed it. What a mess that must have **been!**

Have you heard of the Hanging Gardens of **Babylon**? King Nebuchadnezzar built them for a mountain princess who didn't like the flat lands of **Babylon**. Imagine how long they took to **water!**

Today's world is also full of spectacular things. What things are modern wonders to **you**?

Punctuation Lesson 2B

Jan. 28, 1996

B. B. Wolf, Jr.
11 Grandma **Hwy.**
Woodsman's Hills, PA 18964

Dear **Mr.** Wolf:

I am writing on behalf of Miss Red **R. Hood**. We know you impersonated her grandmother. We have a witness. Poor Miss Hood has suffered greatly. **Dr.** Justin Time is treating her now. Please send \$500. The firm of Longtooth and Longtooth **Inc.** will not give up.

Yours truly,
Sue Themall, Attorney

Feb. 1, 1996

Sue Themall
Lawyer **Hwy.**
Courthouse, WY 83124

Dear Miss Themall,

My insurance company and I are glad to hear from you. You see, Miss Hood's grandmother was careless. I stubbed my toe on a jug she left on her steps. **Dr. D.** Troit, **Sr.** is treating me. Please send Sheep's Clothing Insurance **Corp.** one million dollars.

Sincerely,
Ben Wolf, **Jr.**

Punctuation Lesson 3B

May 1927 was the month Lindbergh made his courageous flight from New York to Paris. First, he flew from San **Diego, California**, to Saint Louis, **Missouri**, where he showed the plane to his sponsors. On May **12, 1927**, he finally arrived in New York. Then, he waited for good flying weather.

May 20, **1927**, dawned clear and bright, and Charles Lindbergh took off from **Garden City**, New York. In the twentieth hour of his flight, he dozed, and his plane dove and rolled. He awakened, and 13 hours later, landed in Paris on May **21, 1927**.

Dear **Gina**,

Here's an interesting fact for your book about baseball legends. The umpire used to sit in a soft chair behind the catcher!

Sincerely,
Ralph

Dear **Ralph**,

Here's more baseball history. In the early days, a fielder had to hit a runner with the ball to get him out.

Your **friend**,
Gina

Dear Sir or **Madam**:

I hope you'll want to publish this book I've written on baseball legends.

Yours **truly**,
Gina Fall

Dear Miss **Fall**:

We're happy to publish your book. You should mention one of the first historic games. In 1826, the New York Nine beat the Knickerbockers 23 to 1.

Very truly **yours**,
Roger Bacon, Editor

A year after Lindbergh's flight, Amelia Earhart, with two men, flew from Boston, **Massachusetts**, to Wales. But that wasn't enough excitement for her. On January 12, **1935**, she made the first flight ever from Honolulu, **Hawaii**, to **Oakland**, California. She flew it alone. Later, she became the first person to solo from Mexico to **Newark**, New Jersey.

She and pilot Fred Noonan started a trip around the world in June 1937. They flew eastward, and by July **1, 1937**, they reached New Guinea. Sadly, their last radio message was a garbled one near Howland Island on July **3, 1937**.

Dear **Ralph**,

The shortest complete game in baseball history was on September 28, 1919. The New York Giants beat the Philadelphia Phillies 6 to 1 in 51 minutes.

Your **friend**,
Gina

Dear **Gina**,

Tell Mr. Bacon we'll add that information. Also, would he like books about legends in other sports?

Sincerely,
Ralph

Dear **Sir**:

We have ideas for books about legends in other sports. Would you be interested in a series of books?

Sincerely **yours**,
Gina Fall and Ralph Young

Dear Miss Fall and Mr. **Young**:

Yes, indeed I would. There are many entertaining and amusing stories in every sport.

Very truly **yours**,
Roger Bacon, Editor

Punctuation Lesson 5B

I'll ask Mom if I can go fishing, but I know she'll say, "Not until your room is **neat**, clean, and organized."

I can't beg her, argue with her, or plead with her. If I start now, I can **sort**, **clean**, dust, and sweep before lunch.

To start, I don't need these comic **books**, baseball cards, and old stamps. However, they are collector's items. They might be **valuable and in demand** someday. I should probably keep them.

Oh, here's my dad's **red**, yellow, and gray football jersey. It's too **old**, frayed, and worn out for me. I'll keep it though. After all, it was my dad's!

What's next? I can throw away my collection of **straw**, **felt**, paper, and wool hats. Oh, wait! They'll be great for a **costume party or a school play**.

What about this fish **tank**, colored stones, and seashells? All I need is the fish! I'm still saving my money for them.

It's almost lunchtime. I better hurry! Let's see. I can throw my dirty clothes under the **bed**, in the dresser, and in the closet. I can **skate**, **glide**, spin, and twirl around the room on an old shirt. Now, I don't have to sweep!

"I'm finished, Mom!" I shout. So, why does my room still look messy?

Punctuation Lesson 6B

“Hi, **Mom**. I’m at the mall.”

“I was getting worried,” the woman said into the phone. “Your aunt, **the** world traveler, is flying in for a few days. She assumes you’ll be here.”

The girl replied, “At breakfast this **morning**, I asked to go to the mall after getting groceries.”

“**No**, I told you, **Dear**, to come straight home. I have, **meanwhile**, been very worried about you.”

“**Mom**, you asked me to buy fish for dinner. **Well**, I did.”

“You know Aunt Jo doesn’t like fish.”

“Jo? Jo who? What number is this?”

“**Rita**, isn’t that you? If you’re not **Rita**, who is this?” the woman asked.

The girl replied, “I’m Kate. My mother, **by** the way, sounds just like you. Moms worry too much.”

“**Yes**, we do worry. Our mothers, **your** grandmothers, worried about us and said we’d worry about our children. They were right. We worry, **Kate**, because we love you. **Well**, someone is at my door. It’s either Rita or Aunt Jo.”

Kate said, “Sometime this **week**, can you have Rita call me? I bet we have enough in common to be good friends.”

Punctuation Lesson 7B

Monsters live just in movies, right? Well, **don’t** be too sure. Some say that deep in one of **Scotland’s** lakes lives a monster. Thousands of people have seen it. Can it be that so many **men’s** eyes have fooled them?

Scientists’ opinions differ. Photos show something in the water. Is it the **beast’s** humped back rising above the **lake’s** surface? One picture shows a large, hazy outline like that of a brontosaurus.

Most people **wouldn’t** deny **there’s** something in the lake. Whatever it is, **it’s** known as the Loch Ness Monster.

The monster in Loch Ness **isn’t** very scary. It **hasn’t** hurt anyone. Most local people **aren’t** worried. In fact, **they’ve** nicknamed the beast “Nessie.”

Nessie’s fame has spread over the years. The monster stirs **men’s** curiosity, but **tourists’** efforts to photograph it **haven’t** been successful. No one has been able to prove that **Scotland’s** best kept secret even exists. The **lake’s** bottom is so deep, underwater photos **aren’t** very clear.

Someday, tourists may capture the Loch Ness Monster with a video camera. Then, **they’ll** have a real monster movie.

Punctuation Lesson 8B

My dad, the wise astronomer, says some people never change. When my Aunt Dove was a little girl, “**Wild Ducks**” was her favorite poem. She loved to hear the story “**The Firebird**.” For her piano recital, she learned to play “**The Peacock’s Tail**.”

In high school, she cut out articles from *National Geographic* like “**Birds Above the Arctic Circle**.” She wrote an article, “**The Great Gray Owl**,” for our newspaper. Her poem “**Geese on the Wing**” won a prize in college.

So where did Aunt Dove fly off to after college?

Her first stop was Florida. There she wrote an article, “**The Flamingo Dream**.” A poem she sent from Brazil is “**Winged Hearts**.” From Cape Horn, she mailed an article called “**Albatross Aloft**.” In China, she wrote my favorite story, “**Birds of a Feather**.” It’s about an aunt and her niece!

My dad, the astronomer, teases Aunt Dove about her birds, but yesterday she caught him. She found “**Camping on Pluto**,” a story he wrote in grade school. Later, we laughed when Grandma described his first-grade recital. He played “**Twinkle, Twinkle, Little Star**.” Some people never change.

Punctuation

Lesson 6B

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Lesson 8B

My dad, the wise astronomer, says some people never change. When my Aunt Dove was a little girl, “**Wild Ducks**” was her favorite poem. She loved to hear the story “**The Firebird**.” For her piano recital, she learned to play “**The Peacock’s Tail**.”

In high school, she cut out articles from *National Geographic* like “**Birds Above the Arctic Circle**.” She wrote an article, “**The Great Gray Owl**,” for our newspaper. Her poem “**Geese on the Wing**” won a prize in college.

So where did Aunt Dove fly off to after college?

Her first stop was Florida. There she wrote an article, “**The Flamingo Dream**.” A poem she sent from Brazil is “**Winged Hearts**.” From Cape Horn, she mailed an article called “**Albatross Aloft**.” In China, she wrote my favorite story, “**Birds of a Feather**.” It’s about an aunt and her niece!

My dad, the astronomer, teases Aunt Dove about her birds, but yesterday she caught him. She found “**Camping on Pluto**,” a story he wrote in grade school. Later, we laughed when Grandma described his first-grade recital. He played “**Twinkle, Twinkle, Little Star**.” Some people never change.

Punctuation Lesson 9B

Dad told **me how** to earn some money. “We have old things we don’t **use,**” he said. “Let’s have a yard sale.”

I answered, “Maybe Mom will let me sell that monster **plant.**” I told him **that it** looked suspiciously like the one in the *Plants of Prey* horror movie.

“**Ask her,**” Dad advised, laughing.

I asked Mom **if I** could sell her plant. She **said to** take the one in the den. I put the monster plant out front. A man bought it right away. Then Mom asked, “**Where** is my favorite plant? Which plant did you take?”

Then I realized my mistake.

A block away, I found the man. I told him **that I** needed the plant. He said **that he** had paid a fair price for it. “Aren’t you an honest **businessman?**” he asked.

I said **that I** was just a boy who had sold his mother’s favorite plant. I added, “I’ll be out of business if I don’t get it back.”

I **asked if** he were interested in a good deal. “I’ll give you your money back and something free from the **sale,**” I promised.

He looked over everything in the yard. Then he said, “**I’d** like that vase.” It was shaped like one in *Plants of Prey*.

Punctuation Lesson 10B

Once there were two horses who worked on a farm. “I’m sick of **work!**” announced the gray horse one day.

“So, what do you plan to do about **it?**” asked the brown mare.

“I’m going to pretend to be **lame,**” said the gray horse, and he did.

“Poor Dobbin can’t **work,**” murmured the farmer, believing the pretense.

“How can you do this to **me?**” asked the exhausted brown mare every evening.

“You could go lame, **too,**” suggested the gray horse.

“No **way!**” said the mare. “I know **better,**” she declared.

The gray horse wondered what she meant. “Why don’t you trick the farmer, **too?**” he asked her the next morning.

“I don’t think that would be **smart,**” the mare commented as she went to work.

“Dobbin has been lame a long **time,**” the farmer said as he fed him an apple.

“Will they sell **me?**” Dobbin asked the brown mare that night.

“Not at **all!**” she replied.

“Then **what?**” begged Dobbin.

“They stop feeding apples to horses who can’t **work,**” said the mare.

“In that case, I’ve just **recovered,**” declared Dobbin. The mare smiled wisely.

Punctuation Lesson 11B

As they studied in the library, Bob asked Ann, “Do you really want to be a dairy **farmer?**”

“Of course,” Ann replied.

Bob **exclaimed,** “How moo-ving!”

Ann groaned. Then, she **asked,** “Well, how about **you?**”

Bob **admitted,** “I want to be a car mechanic or a **comedian.**”

“I think maybe you should stick to repairing cars,” Ann remarked.

“Why?” asked Bob.

Ann giggled. She **declared,** “I’ve heard your jokes, and I’m afraid you may have a broken funny **bone!**”

Bob laughed. He **said,** “I was going to be a teacher, but I hear many teachers have eye **problems.**”

Ann asked, “**Really?**”

Bob **answered,** “Yes. They can have trouble with their pupils!”

“That’s a joke with class!” Ann said.

Bob **said,** “Here’s another one. You want to be a farmer, Ann. If you win an award, guess what it will say?”

Ann asked, “What will it **say?**”

Bob **said,** “To someone who is outstanding in her **field!**”

“Oh, I give up!” Ann moaned. “You may be a comedian after all.”

Punctuation

Lesson 12B

“If this kite transported me to the **1990s**,” Ben Franklin told **Tim**, “I have quite a predicament.”

“Please bring down your kite and come inside,” said Tim. “We’re expecting a lightning storm tonight.”

“That’s just what **I need**,” Franklin **said**, “to complete my experiment.”

“Please, Mr. **Franklin**,” Tim appealed, “**bring** down the kite and come inside.”

As they entered the house, Tim flicked the light switch, and Ben jumped.

“By **glory!**” he shouted. “How does one acquire such a ball of light?”

“**Well**,” said Tim, “**we** buy them.”

“**Tim**,” Ben said excitedly, “you have your own laboratory!”

“**Really**,” Tim **replied**, “this is just our kitchen.”

“That beaker and those **ropes**,” said Ben, “**look** like special equipment.”

“Actually,” Tim said, “**that’s** a blender, and those are electrical wires.”

“Do you **mean**,” Ben asked, “those wires actually carry electricity?”

Tim nodded yes.

“So, they carry **electricity**,” Ben said, “as a kite string can in a storm.”

“That’s **why**,” Tim said, “it’s not smart to fly a kite in a thunderstorm.”

Punctuation

Lesson 13B

Rami told Mrs. Dean it might snow **Friday**, so we couldn’t take our test. She **smiled and said** Friday was April 1.

It began to storm at midday on **Thursday**, but it was only freezing rain. Since the pavement grew icy and **treacherous**, Rami and I walked home slowly. We could hear the trees **cracking**, and every twig was a crystal stick.

After the snow began to **fall**, our backyards glistened in the night. When the weatherman called for two **inches**, Rami predicted six. I predicted no math **test and the** best April Fools’ Day ever.

I **awoke and found** snow piled up on my windowsill the next day. The snow was six inches deep in the **yard**, and I was certain school would be closed.

Since we needed **milk**, Mom sent me to the store. The sidewalks weren’t **shoveled**, but a set of footprints led me to the store door. After I pulled open the **door**, I saw Mrs. Dean. She **smiled and asked** if I was ready for the test today. She said she hoped it wasn’t too **hard**, but she wanted today’s test to be a challenge. Because I hadn’t studied one **bit**, I just stared at her.

Then she said, “April Fools’!”

Usage

Lesson 1B

Matthew Henson was a black (**explorer**/explorers). Born in 1866, he was more adventurous than most (**children**/children’s). At age 14, he signed on as a cabin (**boy**/boys) on a steamer bound for China. That (**ship**’s/ships’) route took him to many (**cities**/cities’). With several (sailors/**sailors**’) help, Henson learned about survival. He also educated himself with many (book’s/**books**) from the (**captain**’s/ captains) library.

When he returned, Henson needed work. Slavery had ended, but all black (Americans/**Americans**’) choices were still limited. After looking for work in several men’s clothing stores, he was hired. That job eventually lead him into the Arctic.

One (**day**/days), Robert Peary, an explorer, walked into the store. He hired Henson as his assistant. The two (man’s/**men**’s) partnership would last for 20 (**years**/years’).

Peary wanted to be the first to reach the North Pole. Henson came to share his (friend/**friend**’s) dream. Many other (explorer’s/**explorers**’) attempts to reach the North Pole had failed. Though Henson and Peary made six failed (attempt/**attempts**), they refused to be beaten by the (**Arctic**’s/Arctics’) cold and unfriendly environment.

Henson made all the (natives/**natives**’) survival skills a part of their plans. As a result, they were the first (**men**/men’s) to reach the North Pole.

Usage Lesson 2B

Alex woke up, licked a paw, and twitched (**he/his**) whiskers. Wait a minute. Paw? Whiskers? He was a Persian cat!

“Your breakfast is ready!” Mom called from the bottom of the stairs.

“I want milk today!” Alex yelled.

(**He/His**) thought about his friends. This will surely surprise them. (**Them/Their**) mouths will drop open when (**they/their**) see me!

“I could use some cooperation,” Mom said. “Time to pack (**we/our**) lunches!” She opened his door. (**They/Their**) stared at each other. Finally, she said to (**him/his**), “Alex, where are you? I’m losing (**me/my**) patience.”

Alex could only say, “Meow!”

“Oh, Alex!” (**him/his**) mom said. (**She/Their**) patted his fur. “How did this happen? (**She/We**) are supposed to have dinner with your grandparents tonight.

What will they say? If you claw at (**she/their**) new chairs, I’ll be so embarrassed!”

“Well, (**I/us**) guess I’ll have to pack (**me/our**) lunches myself,” she added.

“While I do that, you try to catch a mouse for (**you/your**) dessert.”

That was when a startled Alex really woke up. “Wow! What a wild nightmare!” he said. As (**he/his**) breathed a sigh of relief, he scratched behind his ears and stretched out in a spot of warm sun.

Usage Lesson 3B

In Praise of Catsup

Catsup (**adds/add**) zing to every meal. For seasoning perch, it (**is/are**) ideal. It (**flavors/flavor**) beets, meats, and even fish. I find it’s great on any dish.

People (**has poured/have poured**) it on their steaks.

One (**has smeared/have smeared**) it on chocolate cake.

My uncles (**likes/like**) it with rare roast beef.

Mom (**squirts/squirt**) catsup to brush her teeth.

However you like it, morning or night, Catsup, I find, is deliciously right.

Catsup alone (**is/are**) simply delicious.

Eggs with catsup (**is/are**) very nutritious.

Catsup and corn make a hearty soup.

I (**give/gives**) hot catsup to my Boy Scout troop.

My cousins (**eats/eat**) it on spaghetti noodles.

Aunt Clara (**feeds/feed**) it to her pet poodles.

Clowns (**has used/have used**) it on their red noses.

One man (**has used/have used**) it to fertilize roses.

Catsup is the most incredible stuff.

Catsup! Catsup! There’s never enough!

Usage Lesson 4B

Yesterday, Gram (**shows/showed**) my brother Eli and me some old pictures. She (**pointed/ will point**) to a teenager with a red car. “That boy,” she said, “(**loved/ will love**) red cars from the time he was a toddler. In fact, your dad still (**loves/ loved**) cars.”

“That kid in the picture is Dad?” I asked. “He (**looks/will look**) like Eli.”

“One day,” Gram said to Eli, “you (**discovered/will discover**) a red jalopy. After you make it run, you (**waxed/ will wax**) it endlessly.”

Eli said to me, “Kathy, when I grow up, I will look just like Dad.”

“Is there,” I asked myself, “anyone I (**looks/will look**) like someday?”

After she saw my expression, Gram (**guessed/will guess**) what was on my mind. She (**turns/turned**) to the front of the album.

Eli suggested, “Someday, you (**look/ will look**) like Mom, Kathy. You (**like/ will like**) the things she does, too.”

“No,” I said, “we (**dress/will dress**) so differently. Mom won’t wear bright colors.”

Gram pointed to a picture. “Once, that girl by your father (**loved/will love**) red. She even (**makes/made**) a red hat.”

“You smile and stand just like she does, Kathy,” said Eli. “Who is she, Gram? She sure (**looks/will look**) beautiful.”

Then, Gram smiled and winked at me.

Usage Lesson 5B

Last week I (**went/go**) to see Dad in his new house. I never had (**ridden/ride**) a train. I found it exciting, but also scary.

I (**telled/told**) this to the man beside me. He nodded but then worked on some papers that (**be/were**) in his briefcase.

I had (**brung/brought**) a ton of stuff in my canvas bag. The man glanced over as I (**put/putted**) it on the seat—comic books, toys, a photo of my dog, Hobo. I had (**taken/taked**) it last Easter. I had (**catched/caught**) Hobo with chocolate all over his face.

The man began to chuckle. Then he showed me a crinkled photo of a boy my age with a gigantic dog.

We talked about dogs, and then I (**gave/gived**) him one of my comics. My seatmate (**read/readed**) it, and then he (**fell/falled**) asleep.

It had been months since I had (**see/seen**) Dad. Since I was busy packing, I had (**ate/eaten**) only a bowl of cereal for breakfast. I (**find/found**) I was getting very hungry and went to the snack bar.

When I returned to my seat, the man had (**get/gotten**) off the train. He had left my comic behind and across the top he had (**writes/written**) a message. It said, “Your dad is a lucky guy. Have a great time and give Hobo a hug for me.”

Usage Lesson 6B

Buy Jets: The (**Best/Most Best**)
Shoes Ever!

Be a (**better/more better**) athlete than before! You can be (**fast/faster**) than lightning. In fact, you can have the (**fastest/most fastest**) feet around. Buy Jets, the (**finer/fineest**) athletic shoes available.

Jets are the (**most unusual/most ununualest**) shoes an athlete can buy. What makes Jets (**quick/quicker**) than any other shoes? They are jet-propelled! Just press the button and blast off!

Jets are (**less expensive/less expensiver**) than the old propeller brand! New Jets also include extra-thick socks to protect your feet from engine heat!

Buy Hoops: The (**Fine/Fineest**) High
Tops of All!

Hoops can transform you from the (**worst/most worst**) player on the team to the best. Hoops use (**better/best**) gadgets than the competition. Adjustable stilts can make you the (**tallest/most tallest**) player on your basketball team. Springs make jumps (**easier/easiest**) than before! Wheels are included for fast breaks (**faster/more faster**) than a professional’s!

These shoes are (**more helpful/more helpfuller**) than any other sports equipment. Hoops are inexpensive, too. Be the (**most valuable/most valuablest**) player on your team. Buy Hoops!

Usage Lesson 7B

Gina and I (**glad/gladly**) worked together on Halloween costumes other years. We were the class’s only boy and girl team, but we functioned (**well/good**) together. I think (more creative/**more creatively**) than she does. She, however, sews (**well/good**) and works (more careful/**more carefully**) than I do. Our costumes were admired (most frequent/**most frequently**) of all.

This year we did not team up. You see, Gina is my best friend. The other guys tease me (**loud/loudly**) about this. So do her brothers. It is her girlfriends who talk (most constant/**most constantly**) about us, though. It bothers me. This year, I told her we each should work on our own costume.

Just before the party, I told Gina my costume had turned out (**well/good**). I fibbed (**slight/slightly**). The dyeing went (more easy/**more easily**) than I expected. My long underwear top dyed (**better/more good**) than the bottoms, though. I ruined the dark spots (most serious/**most seriously**) of all. That week, I missed Gina (most terrible/**most terribly**) when I was painting those spots.

She said her sewing was going (**well/good**), but her costume was boring. She laughed (**sad/sadly**) and said, “See you at the party.”

I met her there, and we laughed. We were still a great pair: one perfectly boring princess and a blotchy frog. We were a natural team.

Usage Lesson 8B

Everyone has seen those classic old Westerns. [**Cowboys** in the movies are heroic and brave.] [**They** chase outlaws.] [**They** have gun fights on Main Street.] [In their spare time, **they** rescue ladies in distress.]

[Real cowboys' **lives** were less thrilling.] Cowboys rarely chased outlaws. They rarely had gun fights. Few cowboys rescued ladies in distress. [Cattle **stampedes** were the hardest part of their job.] [More **cowboys** died from accidents than from bullet wounds.]

Cowpunching wasn't glamorous. [**It** was just hard work.]

[**Cowboys** drove cattle across miles of untamed land.] [Most **cowboys** spent 16 hours a day in the saddle.] At night, they spent 2 more hours guarding cattle. [For this hard work, **cowboys** got one dollar a day.]

[Cattle **drives** were lonely and boring.] [**Cowboys** on a cattle drive slept on the ground every night.] To pass the time, they told stories and sang. [Their **songs** soothed the cattle.]

Cowpunching was hard. It was also temporary. [After a cattle drive, the cowboys' **work** was over.] [**They** rode off to look for other jobs.]

Usage Lesson 9B

RUN-ON
FRAGMENT
COMPLETE

[When I bought a mouse last year, Mom not happy.] [**Mice** scare her.] [**She** worried that mine would get out of his cage.] [However, knowing how much I wanted a mouse.] [**I** named him Flash he is as fast as lightning.]

[One day decided to create a playground for Flash in the kitchen.] [**Mom** was working late Dad was upstairs.] Our old cat was outside.

I erected bridges with books. [**To construct a slide, I used a cookie sheet.**] [**Flash** loved it he ran like a wild thing around the kitchen.]

[Suddenly the back door opened Mom came in.] [**Before I could close the door, the cat in behind her.**] [**I** quickly reached for Flash he slipped between my fingers.]

[To chase Flash all around the kitchen.] [**Mom** flattened herself against the refrigerator I chased the cat with a broom.]

[**The cat** lifted his paw and was about to catch Flash.] Then Mom leaned down quickly. [**With her bare hand, she scooped up Flash.**]

[**"Whew!"** I said.] [**Wasn't sure who was shaking more, Mom or Flash.**]

Usage Lesson 10B

In 1808, wild passenger pigeons flew through Kentucky on their annual migration. Nobody (**could/couldn't**) call it a small flock. It was 240 miles long! The people below (**could/couldn't**) hardly believe their eyes. They (**could/couldn't**) barely see the sun behind the flock.

The birds (**were/weren't**) never quiet. They didn't sing (**anything/nothing**). They croaked and clucked. There (**was/wasn't**) hardly anyone who liked the sounds of passenger pigeons.

Still, there weren't prettier pigeons (**anywhere/nowhere**). Today, however, passenger pigeons no longer fill the skies. In fact, nobody has seen (**any/none**) for many years.

Passenger pigeons are extinct now. That means there aren't (**any/none**) left alive. They weren't wiped out by (**any/no**) animal or disease, but by humans. Hunters didn't allow them to survive (**anywhere/nowhere**).

Pigeons were worth money. There (**were/weren't**) hardly any restaurants without pigeon pie on the menu. The birds (**were/weren't**) never hard to kill. Soon none (**were/weren't**) left.

The last one, Martha, died in a zoo in 1914. We (**can/can't**) barely believe that people could kill so many birds. I hope we (**will/won't**) never forget the lesson of the passenger pigeons.

Usage Lesson 11B

Last week, the Cains' house caught on fire. (**They/Them**) lost many belongings. My brother Derek wanted to help them. (**He/Him**) had an idea. "Cory, why don't (**we/us**) have a yard circus to raise money?" he said. It sounded good to (**I/me**).

Derek and (**I/me**) knew lots of kids on our block who could do stunts on bikes and act like clowns. Tina's dog could jump hoops. Anita could juggle. We sent notes to (**they/them**) asking for assistance. Our cousin Jolene wanted to help. We invited (**she/her**) to do her gymnastic routines.

On the day of the circus, the size of the crowd surprised (**we/us**).

Everyone crowded under big blankets that Derek and (**I/me**) had hung like a circus tent. Derek was our ringmaster. The show went well until (**he/him**) introduced Tina's dog.

(**She/Her**) was a little nervous. So, when a cat belonging to the "lion tamer" hissed at (**she/her**), the dog took off running.

"Catch (**she/her**)!" Tina hollered. The dog ran into two clowns and knocked (**they/them**) backward. (**They/Them**) reached for something to hold onto. Suddenly the tent was falling on (**we/us**). We were swimming in blankets. It was one huge clown act. Then I saw the Cains both laughing and crying. When it was finally over, they hugged everyone.

Usage Lesson 12B

"It's your anniversary," Kim said to her parents. "You two should enjoy (**yourself/ourselves**). Go out and celebrate! We can stay by (**myself/ourselves**) for a few hours."

"I do think they can take care of (**themselves/themselves**)," Mom told Dad. "Kim, please don't let Sam make (**hissel/himself**) another pizza while we're gone."

The last time Sam tried to make a pizza, he covered (**hissel/himself**) and the whole kitchen with cheese and catsup.

"I'll make Sam a snack," Kim assured them, "and I can watch (**myself/themselves**), too."

When her parents left, Kim said to (**hersel/ourselves**), "This will be a cinch."

"I want to make a pizza by (**myself/ourselves**)!" Sam said right away, but Kim shook her head. "Then let's make a cake for (**myself/ourselves**)," Sam said.

"Okay, you can make the batter all by (**yourself/ourselves**)."

Sam started mixing the flour and eggs by (**hissel/himself**). With a flick of a spoon, he splashed batter on (**hissel/himself**). Kim laughed so hard, Sam decided to splash her. They soon found (**themselves/themselves**) throwing flour and eggs at each other.

As they stood looking at (**themselves/themselves**) in a cloud of flour, their parents returned. "What is this?" Dad asked.

"It's your anniversary cake!"

Usage Lesson 13B

My sisters and brother (**wants/want**) a pet. Today Lil, Trudy, and Bob (**has asked/have asked**) again for one. At last Mom has said yes—"if it stays in a tank!"

When we get to the pet shop, one of the owners (**suggests/suggest**) that we get a hermit crab. The tank of crabs (**is/are**) not interesting to us, however. Neither are the fish. The dark eyes of a young collie (**draws/draw**) Trudy. The spots of an old Dalmatian (**attracts/attract**) Lil. The soft and fuzzy poodle (**is/are**) Bob's favorite.

"Puppies and dogs (**is/are**) too much work," Mom tells us. Then a tiny mop of a dog flops down on her foot.

One of the shop owners (**shakes/shake**)

his head. He and Mom (**stares/stare**) at the pup.

"That one is a mutt," he says. "The patch of hair over her eyes (**makes/make**) her face hard to see. Her legs and tail (**is/are**) too short. The ears of that dog (**is/are**) much too long. Her short and yappy bark (**annoys/annoy**) people."

Mom, however, has made up her mind. "We'll take her," she says.

The owner, Lil, and Trudy (**looks/look**) very surprised. Other customers in the store (**begins/begin**) to laugh. Mom marches to the register, while Bob cuddles our pup.

Now we're the only people on the block with a dog named "Crab."

Usage
Lesson 14B

I made a mistake. I told the boys my secret dream. (**He/They**) teased me. “Lisa Longlegs dashes to (**her/its**) Olympic gold!” Chip announced to everyone on the porch. “Then (**she/he**) shines in the local parade! The whole town cheers (**her/it**).”

Rob teased too. I ignored both of (**him/them**) and got ready for the Fourth of July parade. I wanted to see the hero of our town, sprinter Ted Winton. (**She/He**) would ride in a car. I decided to take my dog, Soupy. I put on her collar and tied a bow to (**it/them**). Then we raced ahead of the boys. Soupy and I wanted to get to the parade before(**him/them**).

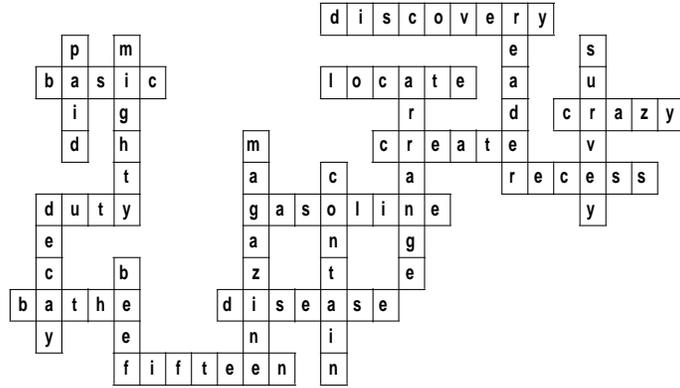
I hoped the boys wouldn’t catch us. We ran toward the parade’s beginning.

“Whoa, Soupy!” I called to her, but (**she/they**) kept running. Other dogs joined the chase. They barked as if (**he/it**) were a race. Band members grabbed (**her/their**) drums. The beauty queen lost (**her/him**) crown. A fireman tried to halt Soupy. She raced past (**her/him**), then leapt into a car.

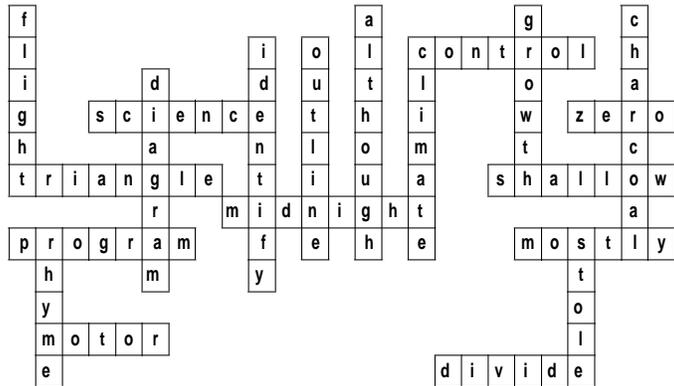
The man in the car grinned at me. (**He/They**) said, “Some race! (**He/It**) was too close to call. How about a ride?”

So I got half my dream. Weren’t those boys surprised when (**he/they**) saw me with Sprintin’ Winton!

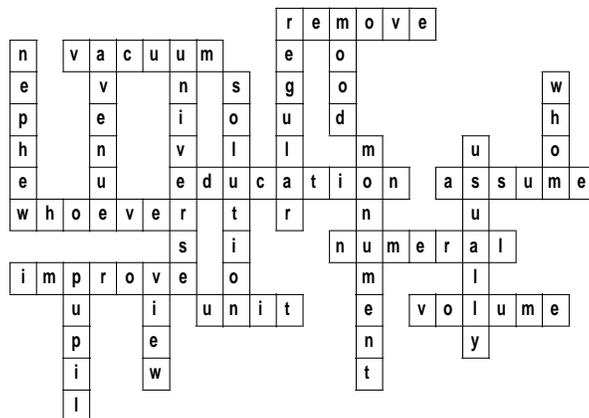
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Lesson 1B**



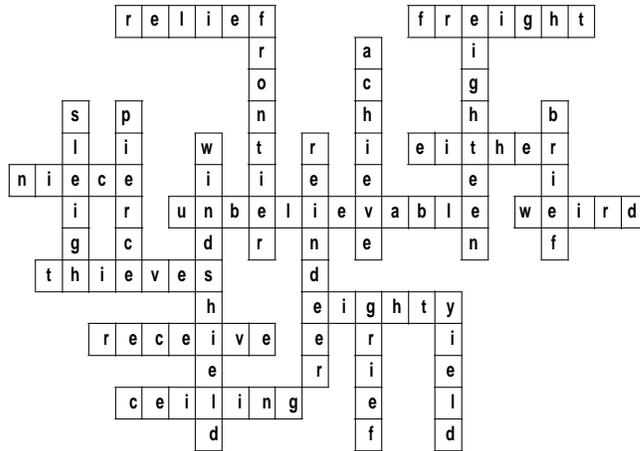
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Lesson 2B**



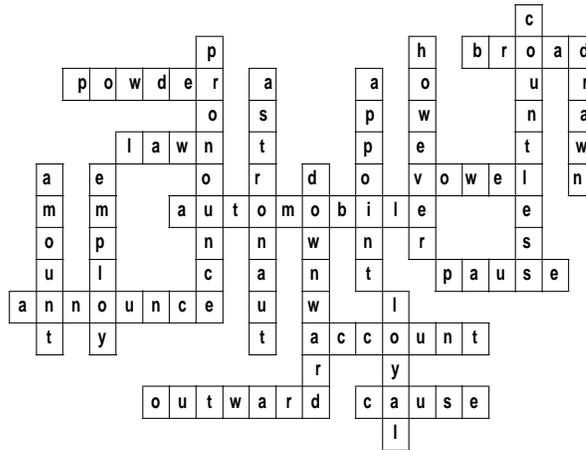
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Lesson 3B**



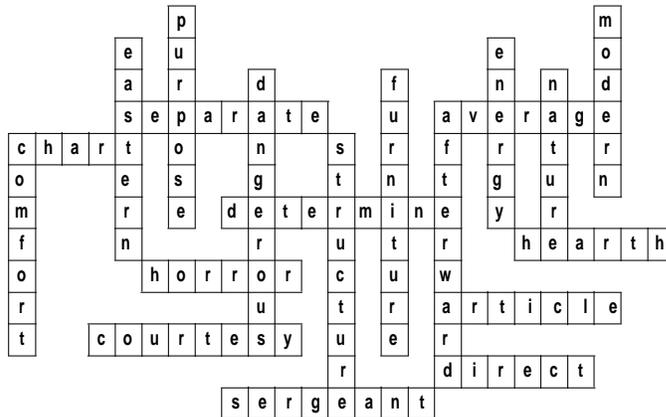
**Spelling
Lesson 4B**



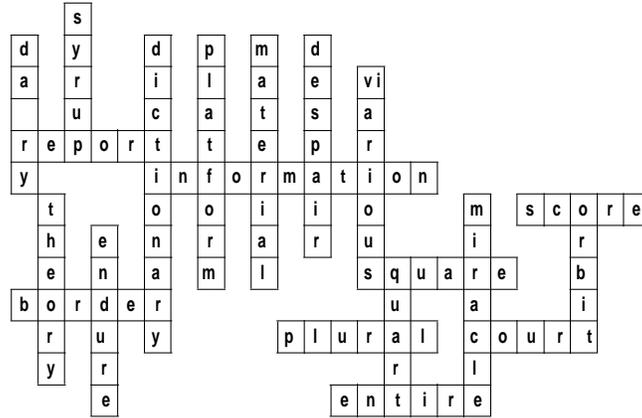
**Spelling
Lesson 5B**



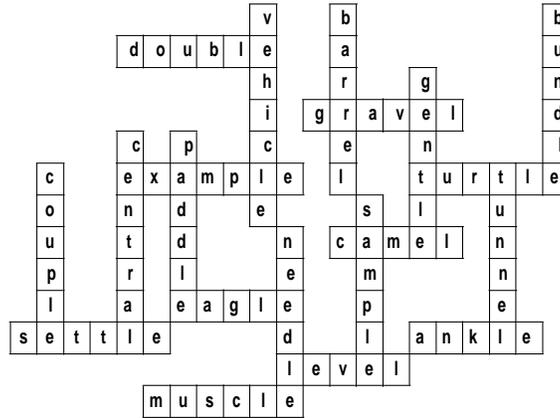
**Spelling
Lesson 6B**



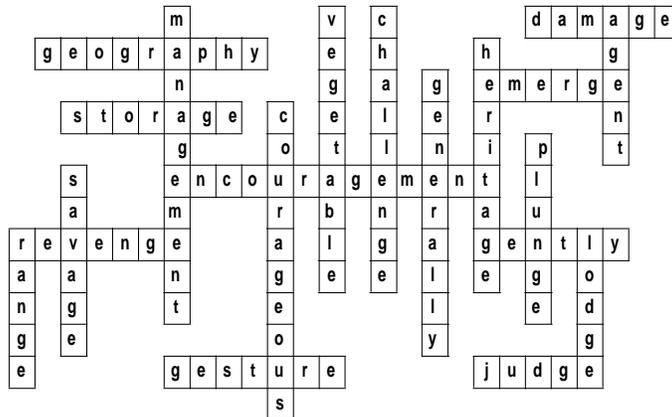
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Lesson 7B**



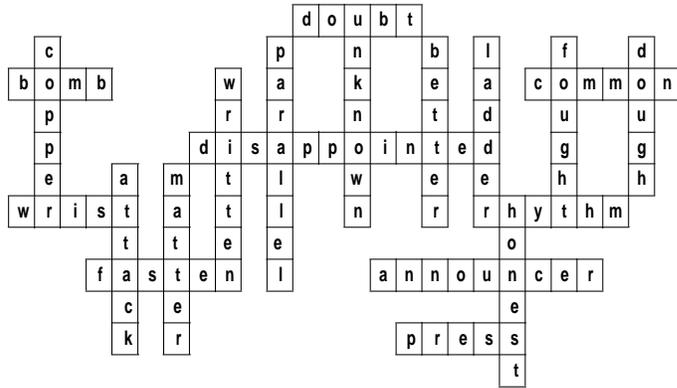
**Spelling
Lesson 8B**



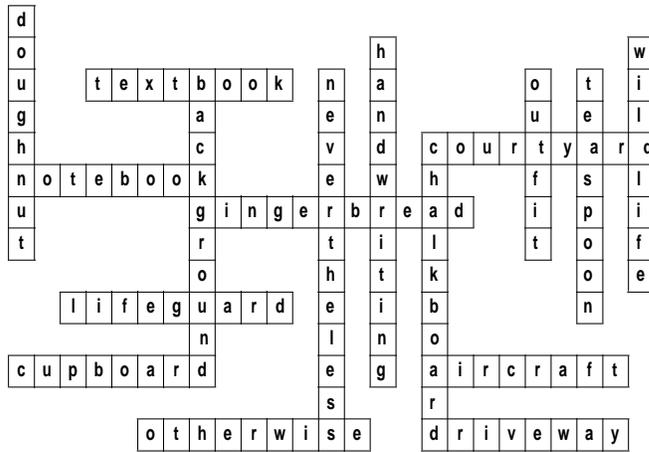
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Lesson 9B**



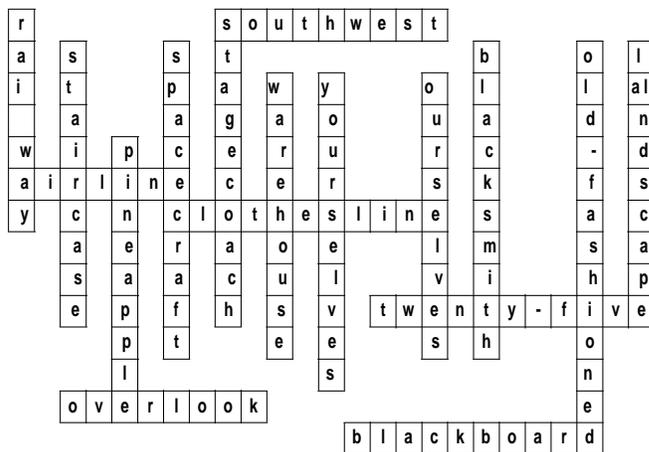
**Spelling
Lesson 10B**



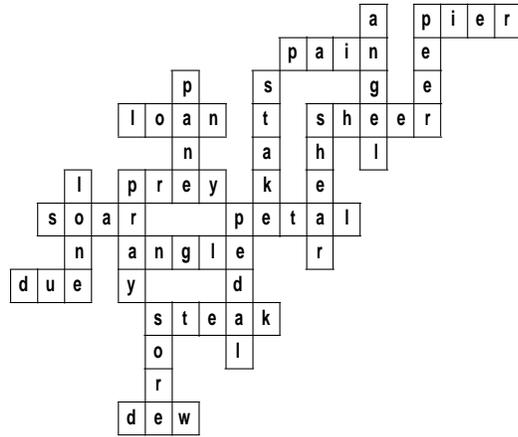
**Spelling
Lesson 11B**



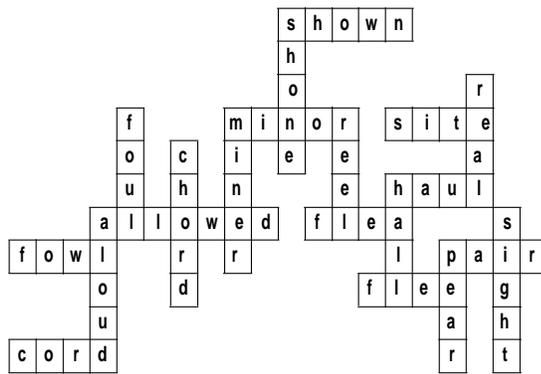
**Spelling
Lesson 12B**



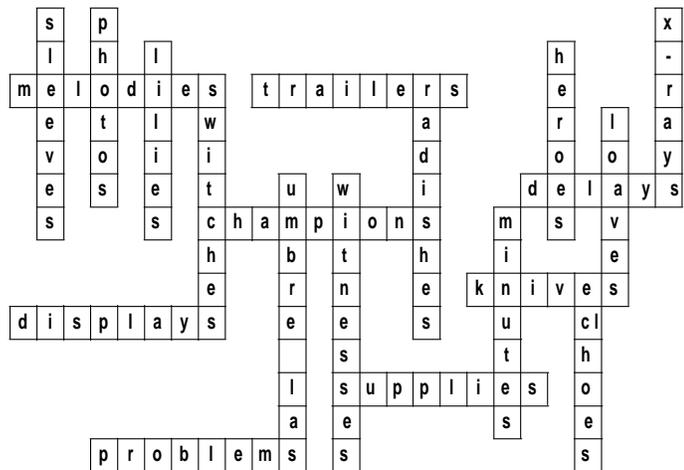
**Spelling
Lesson 13B**



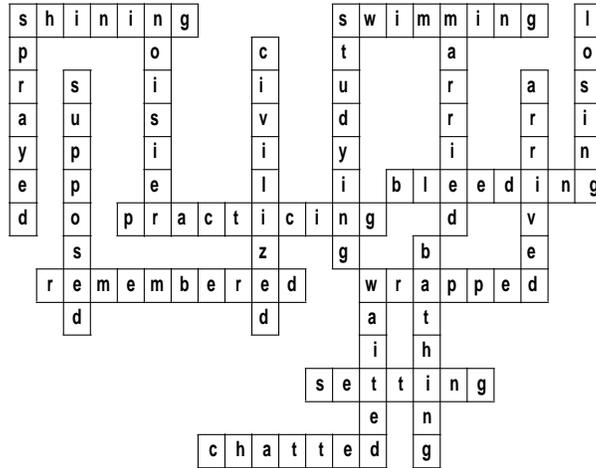
**Spelling
Lesson 14B**



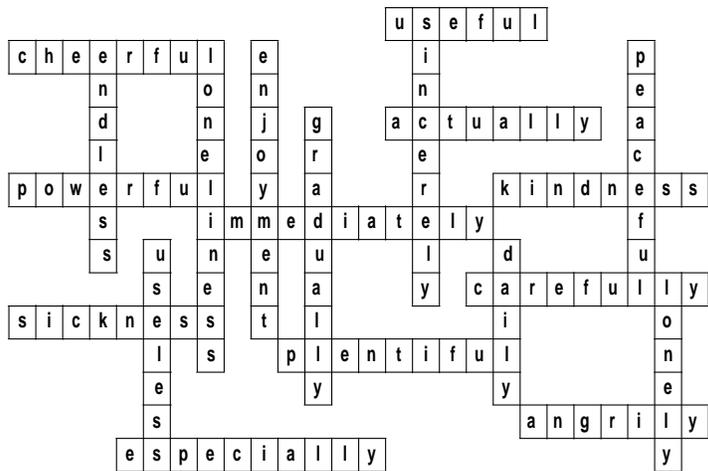
**Spelling
Lesson 15B**



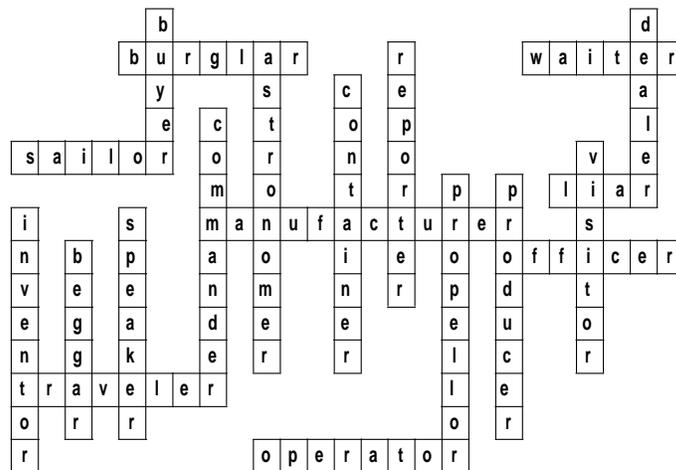
**Spelling
Lesson 16B**



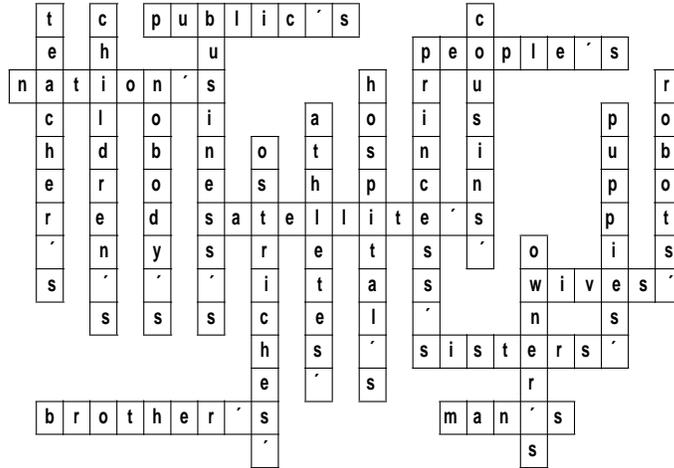
**Spelling
Lesson 17B**



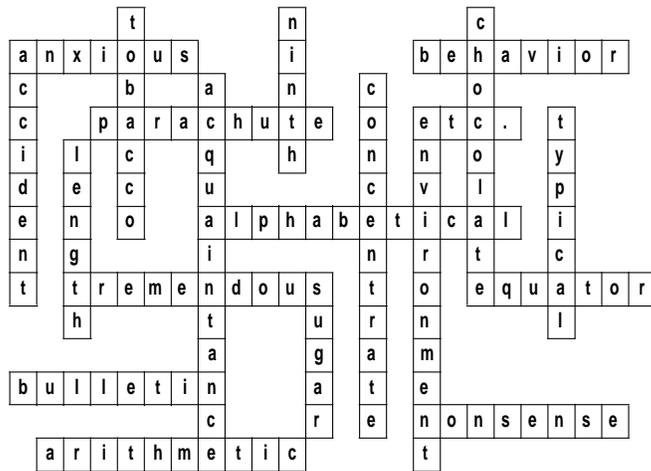
**Spelling
Lesson 18B**



**Spelling
Lesson 22B**



**Spelling
Lesson 23B**



**Spelling
Lesson 24B**

