

Level 3

Writeshop[®] Junior

Fold-N-Go Grammar Pack E-book



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Fold-N-Go® Grammar

Introduction

Though *Fold-N-Go Grammar*® is not a complete grammar curriculum, you may find that it helps students acquire many grammar skills they need to write successfully at this level. If so, by all means use the guides as your main resource for teaching grammar skills. However, if they struggle to learn the rules about punctuation, figures of speech, or other writing skills, use *Fold-N-Go Grammar* to supplement a more complete grammar program.

Fold-N-Go Grammar is a required component of WriteShop Junior. Even if you are not teaching WriteShop Junior, you can still use *Fold-N-Go Grammar* as an independent resource. Either way, each *Fold-N-Go* helps review or introduce key grammar and writing rules in a fun and engaging way.

Level 3 Fold-N-Go Grammar Pack E-Book - Contents

Make the *Fold-N-Go*

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Store the *Fold-N-Go*

Grammar Lessons

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Lesson 2 Figures of Speech

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Lesson 5 Poetry

Lesson 6 Contractions

Lesson 7 Paragraph Pointers

Lesson 8 Apostrophes

Lesson 9 Responding to Literature

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Answer Keys

Make the Fold-N-Go

This pack will produce 10 unique *Fold-N-Go* grammar guides, six pages each. The pages are designed to be stapled together and affixed inside a file folder to form a large flipbook. If you're teaching **more than one child**, make one for each student. Each *Fold-N-Go* is assembled in exactly the same way. Put them together yourself or enlist your child's help.

Gather Supplies

- 10 letter-size manila or colored file folders or a set of 10 fancy file folders.
- Stapler
- Clear packing tape and clear circle stickers (optional)

Print the Pages

1. Make sure that your printer's page-scaling setting says "Fit to Printable Area."
2. Print out the six pages for the current lesson's *Fold-N-Go*. For added fun, print each page on a different brightly colored sheet of paper.

Prepare the Pages

1. Identify the correct page number of each page as shown (figure 1).

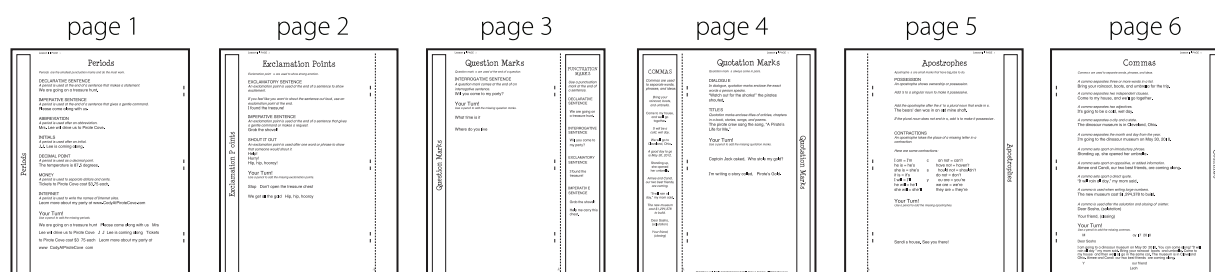


figure 1

2. Cut along the dotted lines on pages 2 and 5 (figure 2).
3. Cut along the dotted lines on pages 3 and 4 as shown (figure 3).
4. Trim the two bookmarks and laminate if desired (figure 4).

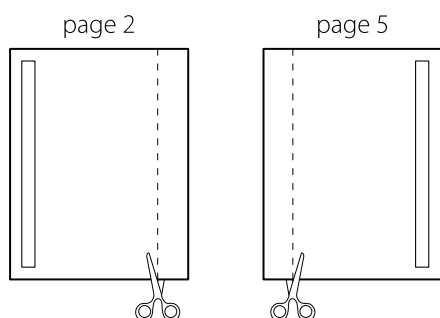


figure 2

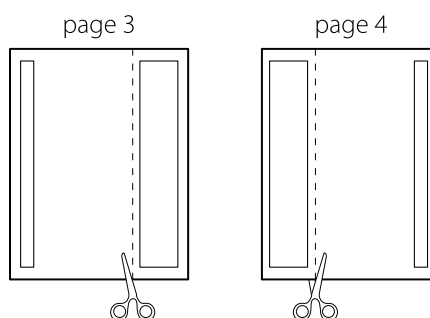


figure 3

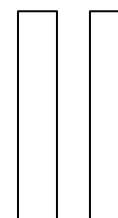


figure 4

Assemble the Fold-N-Go

1. Stack pages 1, 2, and 3 as shown so that their right edges align together. The left edges should be offset from each other and clearly show the titles of each page (figure 5). Staple them together along the right edges with three staples as shown (figure 6).
2. Stack pages 4, 5, and 6 as shown so that their left edges align together. The right edges should be offset from each other and clearly show the titles of each page (figure 7). Staple them together along the left edges with three staples as shown (figure 8).
3. Staple the stack of pages 1, 2, and 3 to the left side of the inside of the file folder along the top and bottom of page 1 as shown (figure 9). Do not staple all three pages. Only page 1 will be stapled to the folder. Alternatively, you may tape or glue page 1 in place.
4. Staple the stack of pages 4, 5, and 6 to the right side of the inside of the file folder along the top and bottom of page 6 as shown (figure 10). Do not staple all three pages. Only page 6 will be stapled to the folder. Alternatively, you may tape or glue page 6 in place.
5. For durability, tape a strip of clear packing tape down the center of the file folder to cover the staples (figure 11). On the outside, affix a clear circle sticker over each staple to avoid scratching or catching on clothes (figure 12).
6. On both the tab and front of the folder, write the name of the *Fold-N-Go*. Let your child decorate the cover, if desired.

Make the Bookmarks

Along with each *Fold-N-Go* grammar guide, you will cut out two bookmarks that highlight the lesson's grammar or writing skills at a glance.

1. For durability, laminate the bookmarks or glue them on cardstock. Consider gluing or laminating them back-to-back to form one bookmark for each writing skill.

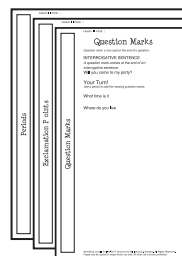


figure 5

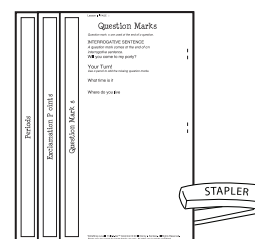


figure 6

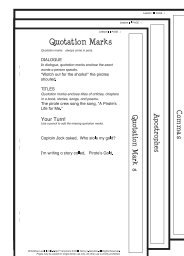


figure 7

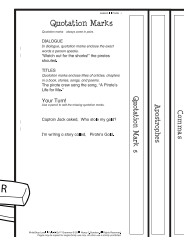


figure 8

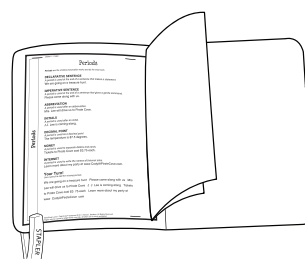


figure 9

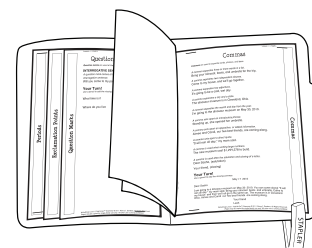


figure 10

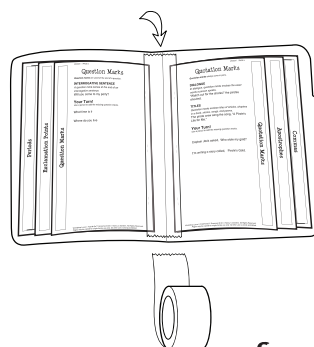


figure 11

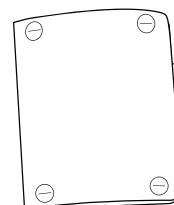
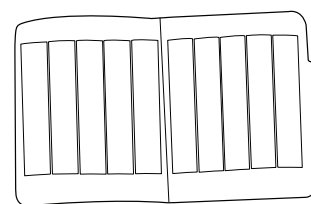


figure 12

2. Store these in a jar in the writing center. Keep them handy so your child can pull the bookmarks out and refresh his memory about grammar rules during writing or editing.
3. You may also choose to tape or glue these inside a file folder as a quick reference. Use one file folder to store bookmarks from Lessons 1-5 and another to store bookmarks from Lessons 6-10. Label the covers and tabs accordingly (figure 13).

figure 13



Complete the Activities

When to Do Fold-N-Go Activities

WriteShop Junior Students: If you are using WriteShop Junior Book F, each lesson will instruct you to assemble and complete a new *Fold-N-Go* together. Because most *Fold-N-Gos* are directly related to their corresponding lessons, your student will benefit from making and using each one as it is assigned (see Book F Teacher's Guide). Even if he is eager and enthusiastic, it's best to keep your child on schedule and not let him jump ahead to the other *Fold-N-Gos* until they are assigned.

All Other Students: If you are using the Level 3 Fold-N-Go Grammar Pack as a stand-alone grammar resource, feel free to work at your own pace. Or, make one *Fold-N-Go* every week for 10 weeks according to this schedule:

Day 1: Assemble the *Fold-N-Go*

Day 2: Pages 1 and 2

Day 3: Pages 3 and 4

Day 4: Pages 5 and 6

How to Do Fold-N-Go Activities

1. Open the *Fold-N-Go* so you and your student can easily see all six pages at a glance.
2. Read through each page together, allowing time for your child to complete the pencil activities. Do not let him use a pen for these exercises.
3. After each pencil activity, discuss his answers. (An answer key is provided in the back of the Level 3 Fold-N-Go Grammar Pack.)
4. If he makes a mistake, praise him for his efforts. Offer gentle correction and erase the mistake or help him use correction tape before having him write the correct answer.
5. Because this guide will be used in future lessons as a point of reference, it's important to answer each pencil activity correctly. When finished, check your student's responses against the Answer Key in the back of the Fold-N-Go Grammar Pack. If the material is new to your child and it was a challenge to learn, plan on re-teaching this topic and practicing this skill during future sessions.

Store the Fold-N-Go

One of the purposes of *Fold-N-Go Grammar* is to create a handy resource for your student to refer to during the writing and editing process. Therefore, keep each folder easily accessible in your writing area. Here are some storage suggestions.

- File drawer in your child's desk
- 3.5-inch accordion-style letter-size file pocket
- File box for holding letter-size file folders

Let's Review Nouns

Nouns are words that name a person, place, or thing.

Zoe and **Alex** rode their **bikes** through a **swamp**.

Their **dog**, **Fido**, came along.

PROPER NOUNS

Proper nouns describe the name of a particular person, place, day of the week, month, or holiday.

Zoe, Alex, Fido, Monday, Alaska, Christmas

COMMON NOUNS

Common nouns do not name a particular person, place, or thing.

boy, girl, bikes, swamp, dog

Let's Review Pronouns

Pronouns are words that take the place of nouns.

Zoe saw Alex stop riding.

She saw **him** stop riding.

Your Turn!

Circle the proper nouns. Then draw a line to match each noun with its pronoun.

Nouns

Pronouns

Zoe's

it

Alex

hers

bike

he

Let's Review Adjectives

Adjectives describe nouns and pronouns.

ADJECTIVES COME BEFORE

Adjectives can come before the noun or pronoun.

Zoe rode a **pink** bike.

ADJECTIVES COME AFTER

Adjectives can come after the noun or pronoun.

Alex's bike was **blue**.

ADJECTIVES COMPARE THINGS

Adjectives can compare nouns and pronouns.

Zoe's bike was **newer** than Alex's bike.

Let's Review Adverbs

Adverbs describe verbs.

Alex stepped **unexpectedly** in quicksand.

ADVERBS ANSWER QUESTIONS

Adverbs tell us when, where, how, and how much.

Fido barked **frantically**!

Zoe yelled **loudly**!

ADVERBS COMPARE VERBS

Adverbs compare actions.

Alex yelled **louder** than Zoe.

Your Turn!

Underline the adjectives. Draw a circle around the adverbs.

1. The soft quicksand pulled strongly on Alex's feet.
2. Zoe worked fast and quickly found a long, sturdy rope.
3. Fido growled angrily at the dangerous quicksand.

Let's Review Verbs

Verbs are words that show action or a state of being.

LINKING VERBS

Some verbs link the subject with more information about it. Linking verbs show a state of being.

Alex **was** scared.

ACTION VERBS

Most verbs show action.

He **sank** in the quicksand and **waved** his arms wildly.

PAST TENSE REGULAR VERBS

Past tense shows action that happened in the past.

Zoe **raced** to help.

PRESENT TENSE

Present tense shows action that happens right now, in the present.

Zoe **races** to help.

FUTURE TENSE

Future tense shows action that will happen later, in the future.

Zoe **will race** to help.

Your Turn!

Underline the verb tense that makes sense in each sentence.

1. Yesterday Fido **will want / wanted** to explore the swamp.
2. Right now, Fido **trots / trotted** along the trail.
3. Tomorrow Fido **stayed / will stay** away from the swamp.

Parts of Speech

NOUNS

name a person, place, or thing

Proper Nouns

Zoe, Alex

Common Nouns

swamp, dog

PRONOUNS

take the place of nouns

she, him, it

ADJECTIVES

describe nouns and pronouns

pink bike

ADVERBS

describe verbs

sank **quickly**

VERBS

show action or a state of being

Fido **barked**.

Let's Review Sentences

A Sentence

is a group of words that tells a complete thought.

Every Sentence

starts with a capital letter.

ends with punctuation.

has a subject and a predicate.

4 KINDS OF SENTENCES

declarative = statement

interrogative = question

imperative = command

exclamatory = feeling

SUBJECT

Noun or pronoun the sentence is all about.

Zoe tried to help.

PREDICATE

Verb that shows what the subject is doing

Alex **stood** up.

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

DID YOU KNOW?

Every sentence starts with a capital letter.

Every sentence ends with punctuation.

Every sentence has a subject and a predicate.

KINDS OF SENTENCES

There are four kinds of sentences:

declarative

imperative

interrogative

exclamatory

DECLARATIVE

A declarative sentence tells a statement.

Alex is sinking fast.

INTERROGATIVE

An interrogative sentence asks a question.

Can Zoe and Fido rescue Alex with a rope?

IMPERATIVE

An imperative sentence states a command.

"Grab the rope," Zoe told Alex.

EXCLAMATORY

An exclamatory sentence shows a lot of feeling.

"I can't reach the rope!" Alex cried.

Your Turn!

Unscramble each word to discover which kind of sentence it is.

Asks a question: VERITINERGOAT

Tells a statement: EVALATRICE

Shows feeling: TREMOXACLAY

States a command: PRIMEVETIA

Let's Review Sentences

Let's Review Subjects

The subject is the noun or pronoun that the sentence is all about.

Zoe tried to help.

SIMPLE SUBJECT

A simple subject is the main noun or pronoun that tells who or what the sentence is all about.

The **quicksand** looked scary.

Zoe was nervous and worried.

She threw the rope again.

COMPLETE SUBJECT

A complete subject is a noun plus the word or words that describe it. Ask "Who?" or "What?" and insert the verb. The answer is the complete subject.

The thick, muddy quicksand looked scary.

What looked scary? *The thick, muddy quicksand.*

The thick, muddy quicksand looked scary.

COMPOUND SUBJECT

A compound subject occurs when two or more simple subjects (nouns) share the same predicate (verb). The simple subjects are usually connected by the word "and."

Zoe and Fido pulled Alex out of the quicksand.

Your Turn!

*In the following sentences, circle each **simple** subject and underline each **complete** subject. If a sentence has a **compound** subject, draw a box around each noun in the compound subject.*

Zoe's rope was thin but strong.

Fido helped tug on the rope.

The two loyal friends saved Alex.

The firm, solid ground felt good under his feet.

Zoe, Fido, and Alex hugged each other.

Let's Review Predicates

The predicate is the key verb that tells what the subject is, has, or does.

Alex **stood** on safe ground again. He **was** relieved!

SIMPLE PREDICATE

*A simple predicate is **one** verb that tells what the subject is doing.*

He **sat** on his bike.

COMPLETE PREDICATE

A complete predicate is the verb and the words that describe or complete it.

He **sat confidently** on his bike.

COMPOUND PREDICATE

A compound predicate is two or more verbs that have the same subject (noun or pronoun). The verbs are joined by "and" or "or."

Alex **got** on his bike and **rode** far away from the quicksand.

Fido **barked**, **ran** after Alex, and **followed** him home.

Your Turn!

*In the following sentences, circle each **simple** predicate and underline each **complete** predicate. If a sentence has a **compound** predicate, draw a box around each verb in the compound predicate.*

Zoe chased after him on her bike.

Fido followed his friends.

Fido barked loudly as he ran.

Alex rode quickly out of the swamp.

He raced to his house, ran inside, and ate a cookie.

Fido trotted into the kitchen, gnawed a bone, and curled up for a nap.

Zoe hurried inside and grabbed a snack too.

Metaphors

Metaphors compare two things that are quite different from each other.
Metaphors say one thing **IS** another thing.

*Metaphor: Slue-Foot Sue **is** a grizzly bear.*

(Is Slue-Foot Sue really a grizzly bear? No, but Slue-Foot Sue is **strong**.)

*Metaphor: The horse **is** a speeding bullet.*

(Is the horse really a bullet? No, but the horse is **fast**.)

When he rides, Pecos Bill **is** a *tornado*.

His horse, Widow-Maker, **is** a *racing train*.

The cyclone **is** a *bucking bronco*.

DID YOU KNOW?

Metaphors do not represent real things.

These are not metaphors

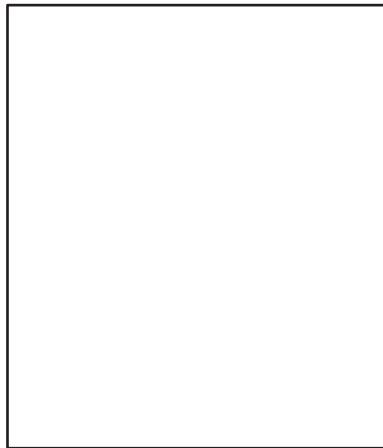
The horse is a wild stallion.

The lasso is a rope.

Widow-Maker's saddle is a chair.

Your Turn!

Fill in the blank to make this sentence a metaphor. Then draw a picture of each item that is being compared in the metaphor.



Pecos Bill's *lariat*



is a _____.

Literal

A **literal** image tells exactly what something is.

Widow-Maker is the *meanest, wildest horse on the prairie.*

Blue-Foot Sue is a *redheaded, catfish-riding gal.*

Figurative

A **figurative** image compares one thing to something else.

Widow-Maker is *as mean as a grizzly bear.*

Blue-Foot Sue is *as strong as ten men.*

Her hair is a *blaze of fire.*

DID YOU KNOW?

A figurative image usually uses a metaphor or a simile.

Your Turn!

Underline each sentence that has a figurative image. If the figurative image is a metaphor, write M next to the sentence. If it is a simile, write S next to the sentence. If the sentence is literal, write an L in the blank.

_____ Widow-Maker is as big as a barn.

_____ He is brown with a black mane.

_____ His tail is a pine tree.

_____ His teeth are chopping blocks.

_____ His hide is as tough as leather.

_____ He is Pecos Bill's horse.

Figures of Speech

METAPHORS

say that one thing **IS** another thing.

The horse *is* a bullet.

SIMILES

use **LIKE** or **AS** to compare things.

Pecos Bill rides *as* fast as lightning.

LITERAL

A literal image tells exactly *what* something is.

Widow-Maker is the meanest horse.

FIGURATIVE

A figurative image compares one thing to something else.

Widow-Maker is as mean as a bear.

DID YOU KNOW?

A figurative image usually uses a metaphor or a simile.

Figures of Speech

PERSONIFICATION

gives an object the qualities of a person or animal.

The stars sang a lullaby to Pecos Bill.

IDIOMS

are phrases that mean something other than the literal meaning of the words.

Bill and Sue decided to *tie the knot*.

CLICHÉS

are metaphors or similes that have become too common.

busy as a bee
quick as lightning
tough as nails
flat as a pancake
easy as pie
slow as molasses
hard as a rock
blind as a bat
clear as a bell
cute as a button
neat as a pin

Personification

Personification gives an object the qualities of a person or animal.

The cactus stood tall, reaching its arms up to the moon.

(This says the cactus can reach up **like a person**.)

The stars sang a lullaby to Pecos Bill.

(This says the stars can sing **like a person**.)

Pecos Bill grabbed the cyclone by the neck and rode on its spinning shoulders.

(This says the cyclone has **human features**.)

The moon smiled happily at Pecos Bill and Blue-Foot Sue.

(This says the moon has **human emotions**.)

Your Turn!

Write answers to the prompts below.

Think of words and phrases to describe how a horse runs.

Now use these words to describe the wind as if it's a running horse.

The wind _____

Personification

Idioms

Idioms are phrases that mean something other than the literal or exact meaning of the words.

Bill and Sue decided to **tie the knot**.

Idiom: tie the knot

Meaning: get married

Bill and Sue decided to **get married**.

Sue told Bill it would be **a piece of cake** to ride Widow-Maker.

Idiom: a piece of cake

Meaning: easy

Sue told Bill it would be **easy** to ride Widow-Maker.

DID YOU KNOW?

Different places in the world have different idioms.

Your Turn!

Match each idiom with its correct meaning. Write the letter on the corresponding blank.

Idioms

_____ 1. two peas in a pod

_____ 2. till the cows come home

_____ 3. under the weather

_____ 4. spill the beans

Meanings

a. a long time

c. spoil a surprise

b. sick

d. always together

Idioms

Cliché

A **cliché** (klee-SHAY) is a metaphor or simile that's become too common or overused.

busy as a bee	clear as a bell
quick as lightning	cute as a button
tough as nails	neat as a pin
flat as a pancake	snug as a bug
easy as pie	stubborn as a mule
slow as molasses	strong as an ox
hard as a rock	weak as a kitten
blind as a bat	black as coal

Avoid clichés! Try to think of new ways to write comparisons.

Your Turn!

Read the cliché. Write some synonyms (words that mean the same thing) on the blank lines. Choose one of your new words and write a comparison that is not a cliché.

Cliché: Widow-Maker is **as strong as an ox**.

Think: What else can be strong? _____, _____, and

Better: Widow-Maker is as strong as a/an _____.

Cliché: The night sky was **as black as coal**.

Think: What else can be black? _____, _____, and

Better: The night sky was as black as _____.

Cliché

My Bio

A **journal** can be a place for you to write down things about yourself.

DID YOU KNOW?

The words you use to describe yourself can make your journal meaningful!

Your Turn!

Fill in the following blanks with information about yourself.

Then write a paragraph with a description about who you are and what you look like.

My name is: _____

My address is: _____

My phone number is: _____

My birthday is on: _____. I am _____ years old.

Color of eyes: _____ Color of hair: _____

Height: _____ Weight: _____

Members in my family: _____

My description: _____

My Bio

My Thoughts

A journal can be a place to write down your thoughts and feelings about people, places, or things that interest you.

DID YOU KNOW?

Adding details and writing concretely can make your journal more interesting! Use adjectives, adverbs, and sensory details.

Your Turn!

Write down your thoughts about the following topics.

What do you think about friends?

How do you feel about insects?

What do you think about flying in an airplane?

My Favorite Things

My Favorite Things

A journal can be a place to write about the things you like the most.

Your Turn!

What are your favorites?

Color: _____

Hobby: _____

Book: _____

Movie: _____

Song: _____

Fruit: _____

Shoes: _____

Season: _____

Sport: _____

Game: _____

Friend: _____

Animal: _____

Place: _____

Choose one of your favorites from your list and write about it here.

Journals

MY BIO

A journal can be a place to write things about yourself.

MY THOUGHTS

A journal can be a place to write your thoughts and feelings about people, places, and things.

MY FAVORITES

A journal can be a place to write about your favorite things.

DID YOU KNOW?

Add details and write concretely by using adjectives, adverbs, and sensory details.

Journals

MY PAST

A journal can be a place for you to remember your past.

What did you do today, yesterday, or last year?

MY FUTURE

A journal can be a place for you to write about your future.

What do you hope will happen?
What are you looking forward to?

DID YOU KNOW?

In your own journal, you can write about your feelings.

A CHARACTER'S JOURNAL

Some writers have their main character keep a journal.

My Past

A journal can be a place for you to remember your past. What did you do earlier today, yesterday, or even last year?

DID YOU KNOW?

In a personal journal, you can write about whatever you want. If you don't want to write about something, you don't have to.

Your Turn!

Write down your memories from the past.

What was something you did earlier today?

What was something you did yesterday?

What was something you did last year?

My Past

My Future

*A journal can be a place for you to write about your future.
What do you hope will happen?
What are you looking forward to?*

DID YOU KNOW?

*In your own journal, you can write about your feelings.
You can write about feeling happy, hopeful, sad, or afraid.*

Your Turn!

*Write down something about the future.
Describe your feelings about it.*

What would you like to do later today?

Where is one place you would like to travel someday?

What is something adventurous or exciting you might like to do one day?

My Future

A Character's Journal

Sometimes writers develop their main character by having their character keep an imaginary journal.

Your Turn!

*Pretend you are a detective who is solving the mystery of a missing piggy bank.
Answer the following prompts like you think a detective might write in his own journal.*

Earlier today, I started to solve a new mystery when I learned that...

After I interviewed my first suspect, I wondered if...

It's cases like this that make me excited about being a detective. For one thing, I...

A Character's Journal

Point of View

You can choose which point of view to use when writing a true or make-believe story.

THE CHOICE IS YOURS

Point of view refers to who is telling the story. Writers have three choices when deciding on a point of view:

First Person: The person himself tells the story.

Second Person: The reader is included in the story.

Third Person: A narrator tells the story.

THIRD-PERSON POINT OF VIEW

There are three kinds of third-person point of view:

Third-Person Objective: The narrator tells what the characters see and hear but does not tell what any character *feels*.

Third-Person Limited Omniscient: The narrator tells what ONE character sees, hears, and feels.

Third-Person Omniscient: The narrator tells what EVERY character sees, hears, and feels.

DID YOU KNOW?

*In a **long novel**, a writer might use more than one point of view to tell the story. A **short story**, on the other hand, is stronger and more interesting when told from one point of view.*

Your Turn!

Match each point of view with its story by writing the correct number on the blank line.

1. first person 2. second person 3. third person

_____ **Story A:** You were there that terrible day the volcano erupted in Pompeii. You ran to a boat waiting at the dock. As the boat pulled away, you watched in horror as Mount Vesuvius exploded in a mushroom cloud of smoke, fire, and poison gas.

_____ **Story B:** I will never forget the day my uncle, Abraham Lincoln, was elected President of the United States. My mother and I traveled by carriage to visit her sister, my Aunt Mary, known to everyone else as Mrs. Lincoln.

_____ **Story C:** Once there was a brown bear hunting for berries and bugs to eat. He walked into someone's back yard and spied a swimming pool. The water looked so cool and refreshing that he climbed in and took a bath.

First Person

In **first-person point of view**, the writer lets the person himself tell the story.

I CAN CHOOSE

I can choose to write from a first-person point of view!

I can let one character tell the story and say what he sees, hears, and feels.

DID YOU KNOW?

Point of view is often abbreviated as *POV*.

PRONOUN CLUES

First person POV uses these pronouns to tell the story:

I, me, my, mine, our, ours, we, us

Your Turn!

Fill in the blanks with best pronouns that tell the story from a first-person point of view.

_____ name is Chloe Cameron. _____ am a professional
Her/My I/She

photographer. One day Jacques Cousteau, the world-

famous ocean scientist, called _____ on _____ phone.
me/him your/my

_____ was invited to go in Mr. Cousteau's submarine and
He/I

dive deep down into the ocean. Mr. Cousteau asked

_____ to take photographs of everything _____ saw. It
me/them we/they

was the most exciting adventure of _____ life!
her/my

Second Person

Second Person

In **second-person point of view**, the reader is brought into—and becomes part of—the story.

YOU CAN CHOOSE

You can choose to write from a second-person point of view!

You can pull the reader into the story to interact with the information, the characters, and the plot.

PRONOUN CLUES

Second-person POV uses these pronouns to tell the story:

you, your, yours

DID YOU KNOW?

Second-person point of view is often used to write instructions, directions, or recipes.

Your Turn!

The following story is written from a second-person point of view. First, underline all the second-person pronouns. Next, draw a picture in the box to go with the story.

Jumping on your dog sled, you shout, “Mush!” Your dogs begin to pull you forward over the snow. As you gain speed, you fly along the Iditarod Trail. The dog team pulls you over frozen rivers, across jagged mountains, and through dense forests as you take part in the most famous sled dog race in Alaska.

Adrenaline pumps through your body. More than anything, you want to win this race!



Point of View

First Person:

The person himself tells the story.

Second Person:

The reader is included in the story.

Third Person:

A narrator tells the story.

Point of view is often abbreviated as POV.

PRONOUN CLUES

First-person POV uses these pronouns:

I, me, my, mine, our, ours, we, us

Second-person POV uses these pronouns:

you, your, yours

Third-person POV uses these pronouns:

he, his, him, she, hers, her, it, its, they, their, theirs, them

Third-Person Point of View

*There are three
main kinds.*

Third-Person Objective:

Narrator tells what
the characters
see and hear, but
not what they feel.

Third-Person Limited

Omniscient:

Narrator tells what
ONE character
sees, hears, and
feels

Third-Person Omniscient:

Narrator tells what
EVERY character
sees, hears, and
feels

PRONOUN CLUES

Third-person
POV uses these
pronouns:

*he, his, him,
she, hers, her,
it, its,
they, their,
theirs, them*

Third-Person Objective

*In **third-person-objective point of view**, the
narrator tells what the characters see and hear but
does not tell what any character feels.*

DID YOU KNOW?

A **narrator** is another name for a storyteller.

DID YOU KNOW?

*Writing with this point of view is like a news
reporter on a boat watching a whale. The reporter
observes what the whale is doing. The reporter
hears the sounds it makes and sees mist spouting
out of its blowhole. However, she doesn't know
what the whale is thinking or feeling. When the
reporter writes her story for the newspaper, she
only describes what she saw and heard.*

PRONOUN CLUES

Third-person objective uses these pronouns:

*he, his, him, she, hers, her, it, its, they,
their, theirs, them*

Your Turn!

*Observe your pet or watch a short animal video. Write 1-3
sentences from a third-person-objective POV to describe the
animal's actions.*

Third-Person Objective

Third-Person Limited Omniscient

*In **third-person limited-omniscient point of view**, the narrator tells what **ONE** character sees, hears, and feels.*

DID YOU KNOW?

Many of your favorite books and novels are written from a third-person limited-omniscient POV.

PRONOUN CLUES

Third-person limited omniscient uses these pronouns:

*he, his, him, she, hers, her, it, its,
they, their, theirs, them*

Your Turn!

Underline the phrases that tell you the following story is written in third-person limited-omniscient POV. (If you need help, re-read the definition at the top of this page.)

On July 16, 1969, three astronauts blasted off into outer space. Astronaut Neil Armstrong was scared but confident. He knew he could trust his crewmates, Buzz Aldrin and Michael Collins, to carry out their mission successfully. Four days later, Armstrong and Aldrin climbed into the lunar module called the *Eagle*. Armstrong took over driving the smaller module. Feeling nervous, he steered the *Eagle* down toward the surface of the moon.

Beep. Beep. Beep. Suddenly alarms sounded! Armstrong didn't panic when he heard the sound, even though he realized the module only had seconds of fuel left. With a steady hand, he set the *Eagle* down. Armstrong felt a soft bump. He looked over at Aldrin and grinned. With excitement, he picked up the radio and sent a message back to NASA: "Houston, the *Eagle* has landed."

Third-Person Limited Omniscient

Third-Person Omniscient

In **third-person-omniscient point of view**, the narrator tells what **EVERY** character sees, hears, and feels.

DID YOU KNOW?

When you write with this point of view, you do not have to tell your readers **EVERYTHING** that **EVERY** character sees, hears, and feels. But you can tell them as much as you want.

PRONOUN CLUES

Third-person omniscient uses these pronouns:

he, his, him, she, hers, her, it, its, they, their, theirs, them

Your Turn!

Circle the 12 main pronouns you'll use when you write from a third-person point of view. Similar words (such as *her* and *hers*) will appear separately in the puzzle.

M	R	E	H	Q	I
I	X	I	B	S	T
H	S	V	H	Z	S
H	E	E	G	R	K
E	Q	J	I	F	D
R	Y	E	H	T	M
S	H	Z	S	M	E
T	P	L	B	T	H
W	R	I	E	H	T

Third-Person Omniscient

Rhyme

Many poems **rhyme**, or have words that sound the same.

DID YOU KNOW?

Not all poems rhyme.

PERFECT RHYMES

Perfect rhymes are words that rhyme exactly.

moon/spoon

eight/great

prancing/dancing

IMPERFECT RHYMES

Imperfect rhymes are words that have a similar, but not exact, rhyming sound.

hour/lower

move/love

orange/porridge

INTERNAL RHYME

Some poems use rhyming words within the same line or lines.

While I nodded, nearly **napping**, suddenly there came a **tapping**,
As of someone gently **rapping**, **rapping** at my chamber door.

—Edgar Allen Poe, “The Raven”

RHYME PATTERNS

Many poems rhyme on the last word of certain lines.

These rhymes form common patterns such as:

AABB: Lines 1 and 2 rhyme. Lines 3 and 4 rhyme.

ABAB: Lines 1 and 3 rhyme. Lines 2 and 4 rhyme.

ABCB: Lines 2 and 4 rhyme. Lines 1 and 3 don’t rhyme.

ABBA: Lines 1 and 4 rhyme. Lines 2 and 3 rhyme.

AABBA: Lines 1, 2, and 5 Rhyme. Lines 2 and 3 rhyme.

Your Turn!

Write each poem’s rhyme pattern on the dotted lines.

1. ____

The Vulture eats between his meals,
And that’s the reason why
He very, very rarely feels
As well as you or I.

—Hilaire Belloc, “The Vulture”

2. ____

I crossed the orchard, walking home,
The rising moon was at my back,
The apples and the moonlight fell
Together on the railroad track.

—Richard Le Gallienne, “I Crossed the Orchard”

Rhythm

Just like music, poetry uses **rhythm**. Poetry has a beat to it!

METER

Meter is the pattern of syllables or words that are stressed in a poem.

DID YOU KNOW?

Meter is the same as **beat** or **accent**.

EXAMPLE

Read the following poem aloud. Stress the bold syllables as shown. Can you feel the beat?

I **WAND**ered **LON**ely **AS** a **CLOUD**
That **FLOATS** on **HIGH** o'er **VALES** and **HILLS**.

—William Wordsworth, "Daffodils"

DID YOU KNOW?

^ and / are symbols to show which syllable to stress.

^ represents an unstressed syllable. / represents a stressed syllable.

Now read the same poem aloud, using the symbols below.
Can you feel the beat?

^ / ^ / ^ / ^ /
I wandered lonely as a cloud

^ / ^ / ^ / ^ /
That floats on high o'er vales and hills.

Your Turn!

Say this poem aloud. Tap the beat with a pencil. Draw the / symbol above each syllable you stress.

I never saw a moor,

I never saw the sea;

Yet know I how the heather looks

And what a wave must be.

—Emily Dickinson, "I Never Saw a Moor"

Repetition

Poetry repeats words or phrases to add meaning.

Repetition can make a poem sound more musical.

Repetition can emphasize something important.

REPEAT WORDS

The **rain** is **raining** all around,
It falls on field and tree,
It **rains** on the umbrellas here,
And on the ships at sea.

—Robert Louis Stevenson, “Rain”

REPEAT PHRASES

White sheep, white sheep on a blue hill.
When the wind stops, you all stand still.
When the wind blows, you walk away slow.
White sheep, white sheep, where do you go?

—Christina Rossetti, “Clouds”

DID YOU KNOW?

Rhyme, rhythm, and repetition are three key ingredients of a well-written poem.

Your Turn!

Repeat the same word in this poem by writing it on every blank line. You may write any word you choose that you think adds meaning to the poem.

My _____ dog

Is a _____ friend.

I'll love my _____ dog

To the end.

Poetry

*Many poems rhyme.
Some don't rhyme.*

DID YOU KNOW?

*Rhyme, rhythm,
and repetition are
important in poetry.*

PERFECT RHYMES

rhyme exactly.

moon/spoon
eight/great

IMPERFECT RHYMES

don't rhyme exactly.

hour/lower
move/love

INTERNAL RHYME

*When words rhyme
within the same line*

RHYME PATTERNS

AABB
ABAB
ABCB
ABBA
AABBA

METER

*The poem's **beat** or
accent*

SYMBOLS

*^ represents an
unstressed syllable.
/ represents a stressed
syllable.*

REPETITION

*adds meaning,
musical sound,
and emphasis.*

You can repeat words
or phrases.

Imagery

paints pictures.

LITERAL

images tell exactly what something is.

The maple is red.

FIGURATIVE

images compare.

The maple wears a red scarf.

METAPHORS

say one thing IS another thing.

The night **is** a cat.

SIMILES

say one thing is LIKE or AS another thing.

Crouched, **like a log**

POETIC DEVICES

make poems sing.

ONOMATOPOEIA

Words that sound like what they mean

buzz, swish

ALLITERATION

Repetition of beginning consonant sounds

bold brown bear

ASSONANCE

Repetition of similar vowel sounds

dogs **chew blue shoes**

Imagery

Poetry uses **imagery** to paint pictures with words.

LITERAL AND FIGURATIVE

A **literal** image tells exactly what something is or does.

Great V's of geese / Honk overhead,
And maples turn / A fiery red.

—John Updike, "October"

A **figurative** image makes unusual comparisons.

The maple wears a gayer scarf,
The field a scarlet gown.

—Emily Dickinson, "The Morns are Meeker Than They Were"

METAPHORS

Metaphors say one thing IS another thing.

The night **is** a big black cat,
The moon **is** her topaz eye.

—G. Orr Clark, "The Night Is a Big Black Cat"

SIMILES

Similes say one thing is LIKE or AS another thing.

Crouched in his kennel, **like a log**,
With paws of silver sleeps the dog.

—Walter de la Mare, "Silver"

Your Turn!

Circle these words in the word search: **imagery, literal, figurative, metaphor, simile, poetry**. Bonus: Can you find and circle **two poem titles** found on this page?

Y P O E T R Y J S S F
K R E B O T C O I I H
S I E S I M I S M L J
P F I G U R A T I V E
R O H P A T E M L E G
S L I T E M P O E R T
N L A R E T I L P C G

Imagery

Kinds of Poems

There are many different **kinds of poems**. Here are a few!

HAIKU (pronounced HI-koo or HAH-hee-koo)

A Japanese poem, usually about nature, with three lines.

Line 1 has five syllables. Line 2 has seven syllables. Line 3 has five syllables.

Red and gold poppies
Explode with fresh spring colors,
Invading my yard.

CONCRETE POETRY

The words of the poem form the shape of the object they describe, just like the pencil poem below:

<POINTED TIP, YELLOW FELLOW. SCRIBBLING, DOODLING PENCIL□

LIMERICK

A silly poem with five lines.

AABBA is the rhyme pattern.

Lines 1, 2, and 5 have three **stressed** syllables.

Lines 3 and 4 have two **stressed** syllables.

There **was** an Old **Man** who supposed,
That the **street** door was **partially closed**;
But some **very** large **rats**,
Ate his **coats** and his **hats**,
While that **futile** old **gentleman dozed**.

—Edward Lear

ACROSTIC

A poem where certain letters on each line form a word or begin a phrase.

Ansel Adams
Remarkable photography
True life in black and white

Your Turn!

Write an acrostic about a bat.

B _____

A _____

T _____

Poetic Devices

Poets use **different techniques** to make their poems sing. Here are a few!

ONOMATOPOEIA

ON • uh • mah • tuh • **PE** • uh

Onomatopoeia uses words that sound like what they mean, such as buzz, bang, swish, screech, moo, oink, sizzle, ticktock, zip, hum, clang, fizz, or hiss.

Fish fins fan,
Fish tails **swish**,
Swush, swash, swish,
This we wish.

—Dahlov Ipcar, “Fishes’ Evening Song”

ALLITERATION

Alliteration is the repetition of beginning consonant sounds. Watch for tricky spellings that share the same sound, such as **joke/giant/juggle** or **kite/chord/cake**.

Upon this cake of ice is **perched**
The **paddle-footed puffin**.

—Robert Williams Wood, “The Puffin”

Little things that **fight** and **fail**,
And **fall**, on sea and earth and air!

—James Stephens, “Little Things”

ASSONANCE

Assonance is the repetition of similar vowel sounds, such as **pieces/eat/seesaw/me** or **way/eight/make/rain**. The vowel sound can appear anywhere in the word.

Through all the **frozen** winter
My **nose** has **grown most lonely**.

—Kathryn Worth, “Smells”

Your Turn!

On the blank lines, write which poetic device is used in each example.

1. Peter Piper picked a peck of pickled peppers _____
2. Plink! Fat raindrops drip and splash _____
3. By night the giant wide-eyed moon _____
4. Leaves rustle! Twigs crack! _____

I Know Contractions!

A **contraction** is a shortened word made by putting two words together. An apostrophe takes the place of the missing letter or letters.

DID YOU KNOW?

An apostrophe is just one little mark on the paper: '

BUT ... an apostrophe has many big jobs to do. Forming a contraction is just one of those jobs.

CONTRACTION EXAMPLES

can + not = **can't**

I + would = **I'd**

DID YOU KNOW?

A contraction is **NOT** a compound word.

A **compound word** results when two or more words are joined together to make a new word, BUT **no letters** are taken away and **no apostrophes** are used.

tooth + brush = toothbrush

In a **contraction**, two words are joined together AND some of the letters are taken away and replaced with an apostrophe.

she + will = she'll

Your Turn!

Circle the contractions. Underline the compound words.

she's

you're

cupcake

I'm

baseball

shouldn't

who's

watermelon

wouldn't

they're

he'd

that'd

it's

cornfield

Am, Is, Are

Some of the most common contractions are formed using the words **am**, **is**, or **are**.

AM

I + am = **I'm**

I am playing with Jayden's pet monkey today.

I'm playing with Jayden's pet monkey today.

IS

he + is = **he's**

she + is = **she's**

it + is = **it's**

who + is = **who's**

that + is = **that's**

It is a trained monkey.

It's a trained monkey.

ARE

you + are = **you're**

we + are = **we're**

they + are = **they're**

You are invited to play with the monkey, too!

You're invited to play with the monkey, too!

Your Turn!

Draw a line to match each pair of words with their contraction.

we + are

they're

I + am

it's

who + is

I'm

they + are

we're

it + is

who's

Not!

The easiest contractions to form include the word **not**. Join the word pairs together. Then drop the **o** in **not** and fill the spot with an apostrophe.

LIST OF CONTRACTIONS

are + not = **aren't**
 can + not = **can't**
 could + not = **couldn't**
 did + not = **didn't**
 does + not = **doesn't**
 do + not = **don't**
 has + not = **hasn't**
 have + not = **haven't**
 is + not = **isn't**
 should + not = **shouldn't**
 was + not = **wasn't**
 were + not = **weren't**
 would + not = **wouldn't**

DID YOU KNOW?

This contraction uses irregular spelling when it is formed:

will + not = **won't**

Ethan **will not** like playing with the monkey.

Ethan **won't** like playing with the monkey.

Your Turn!

Each contraction stands for a word pair. Circle the word pairs you find in this word search. Look forward, backward, up, down, and diagonally.

aren't	F P D X W N I S A
wasn't	S H O U L D N O T
shouldn't	T A E I K I X O O
haven't	O V S L S D N B N
wouldn't	N E N U M N H G S
doesn't	E N O X A O O J A
didn't	R O T C P T Z T W
isn't	A T O N D L U O W
can't	

I Know Contractions!

A contraction is a shortened word made by putting word pairs together.

An apostrophe takes the place of the missing letter(s).

AM

I + am = **I'm**

IS

he + is = **he's**

she + is = **she's**

it + is = **it's**

that + is = **that's**

who + is = **who's**

ARE

you + are = **you're**

we + are = **we're**

they + are = **they're**

NOT

are + not = **aren't**

can + not = **can't**

could + not = **couldn't**

does + not = **doesn't**

do + not = **don't**

have + not = **haven't**

is + not = **isn't**

was + not = **wasn't**

were + not = **weren't**

will + not = **won't**

Contractions

HAS

he + has = **he's**

HAD

they + had =

they'd

HAVE

I + have = **I've**

WOULD

we + would =

we'd

WILL

you + will =

you'll

MAJOR MIX-UPS

it's = it + is

its (pronoun)

they're =

they + are

their (pronoun)

there (direction)

you're =

you + are

your (pronoun)

who's =

who + is

whose (pronoun)

we're =

we + are

were (linking verb)

Has, Had, Have

*Many contractions join a pronoun with a verb such as **has**, **had**, or **have**.*

DID YOU KNOW?

He, **she**, **I**, **you**, and **it** are pronouns.

We and **they** are pronouns, too.

HAS

he + has = **he's**

she + has = **she's**

She has gone to get the monkey a banana.

She's gone to get the monkey a banana.

HAD

I + had = **I'd**

he + had = **he'd**

she + had = **she'd**

we + had = **we'd**

they + had = **they'd**

She had gotten a pet monkey, too.

She'd gotten a pet monkey, too.

HAVE

I + have = **I've**

you + have = **you've**

we + have = **we've**

they + have = **they've**

We have been chasing monkeys all day!

We've been chasing monkeys all day!

Your Turn!

Write a contraction on each blank to complete the sentence.

I think _____ afraid of that silly monkey!

If _____ fed the monkey a peanut, it would have done a trick.

Today _____ had lots of fun with monkeys.

Has, Had, Have

Would, Will

*An apostrophe replaces more than one letter when a contraction is formed with words like **would** and **will**.*

DID YOU KNOW?

*One apostrophe takes the place of **FOUR** letters when a contraction is formed with the word **would**.*

WOULD

I + would = **I'd**
 you + would = **you'd**
 he + would = **he'd**
 she + would = **she'd**
 it + would = **it'd**
 we + would = **we'd**
 they + would = **they'd**
 who + would = **who'd**
 that + would = **that'd**

WILL

I + will = **I'll**
 you + will = **you'll**
 he + will = **he'll**
 she + will = **she'll**
 it + will = **it'll**
 we + will = **we'll**
 they + will = **they'll**
 who + will = **who'll**
 that + will = **that'll**

Your Turn!

Write the correct contractions.

I + will = _____ she + would = _____

that + would = _____ they + will = _____

I + would = _____ you + will = _____

who + would = _____ we + would = _____

Would, Will

Major Mix-ups

Watch for these **confusing contractions**. Check a dictionary for the correct spelling.

IT'S or ITS?

it's = it + is (contraction)

It's the silliest monkey we've ever seen!

its (possessive pronoun)

The monkey played **its** harmonica.

THEY'RE, THEIR, or THERE?

they're = they + are (contraction)

They're bringing a big bag of peanuts for the monkey.

their (possessive pronoun)

Ellie and Matthew are bringing **their** monkeys, too.

there (direction)

Abby put her peanuts **there** on the table.

YOU'RE or YOUR?

you're = you + are (contraction)

You're coming to my house next.

your (possessive pronoun)

Bring **your** monkeys when you come!

WHO'S or WHOSE?

who's = who + is (contraction)

Who's coming with you?

whose (possessive pronoun)

Whose monkey will do the first trick?

WE'RE or WERE?

we're = we + are (contraction)

We're going to Abby's house to get bananas.

were (linking verb)

We **were** at Matthew's house last week.

Your Turn!

Underline the correct word in each sentence.

Who's / Whose house will we meet at?

I want to go to **they're / their / there** house next.

Matthew, **it's / its** almost **you're / your** turn to feed the monkey.

We're / Were feeding our monkeys peanuts and bananas.

What's the Point?

*Every paragraph has a point, or **main idea**.*

DID YOU KNOW?

A paragraph is a group of sentences that all tell about one point, or main idea.

TOPIC SENTENCE

The topic sentence introduces the main idea of the paragraph.

Usually, the first sentence in a paragraph is the topic sentence.

DID YOU KNOW?

Sometimes the topic sentence is the last sentence in a paragraph.

DETAIL SENTENCES

All the rest of the sentences in a paragraph tell more details about the main idea.

These sentences should be written in order so they make sense.

CARROT IN A COOKIE JAR

Does a carrot belong in a jar of cookies? Of course not! In the same way, if a paragraph has a sentence that does NOT support the main idea, then that sentence does NOT belong in that paragraph.

When a sentence doesn't belong, you can call it "a carrot in a cookie jar." Cross it out or it or move it to a different paragraph.

Your Turn!

Underline the topic sentence in the paragraph below. Cross out the "carrot in a cookie jar."

Last week I went camping with my best friend, Garret, and his family. Garret told me we would go fishing first. Then he said we would go hiking together, which also meant watching out for bears! Garret and I like to hike in the hills near his house. Later, when we cooked dinner over the campfire, the squirrels and blue jays looked like they wished they could have some of our food. Telling scary stories as we fell asleep in our tent was a great way to end our exciting day.

Stories and Reports

You can write a **story or a report** using five or more paragraphs.

DID YOU KNOW?

Each paragraph in a story or report has an important job to do.

FORMAT

Introduction: First Paragraph

The first paragraph introduces the main topic of the story or report.

Body: Middle Paragraphs

Write three or more paragraphs in the body.

Each body paragraph should focus on a different subtopic or idea about the main topic.

Each paragraph should include several details about its own subtopic.

Closing: Last Paragraph

The last paragraph brings the story or report to an end.

DID YOU KNOW?

It's best to have at least three paragraphs in the body of a story or a report. You can have more.

Your Turn!

Cross out the subtopics that do NOT support the main topic.

Main Topic:

Subtopics:

oceans

whales, tide pools, spiders, seashells,
giant squid, trains, tsunamis, fishing

cowboys

ranch, roping, cattle drive, tepee,
chuck wagon, Texas longhorns,
dinosaurs

Australia

kangaroos, Kansas, Mississippi River,
outback, koala bears, kookaburras,
Great Barrier Reef

volcanoes

magma, ash, eruption, canoes, lava,
Hawaii, Ring of Fire, transportation

Kinds of Writing

There are three main kinds of stories or reports that use multiple paragraphs: **narrative**, **expository**, and **persuasive**.

NARRATIVE

Narrative writing **tells a story**.

Fiction: You can tell a make-believe story.

Nonfiction: You can tell a story about something true.

EXPOSITORY

Expository writing **explains**. You can:

- Explain step-by-step how to make pizza.
- Explain how a whale breathes air.
- Explain why it is important to recycle.
- Explain or summarize what a book or event is all about.

PERSUASIVE

Persuasive writing **persuades** or **convinces**. You can:

- Persuade your parents to get a dog.
- Persuade your friend to do his chores.
- Persuade your town to have a Saturday farmers market.

Your Turn!

Read the crossword clues below and decide which kind of writing you would use for each. Then fill in the puzzle with the words narrative, expository, and persuasive.

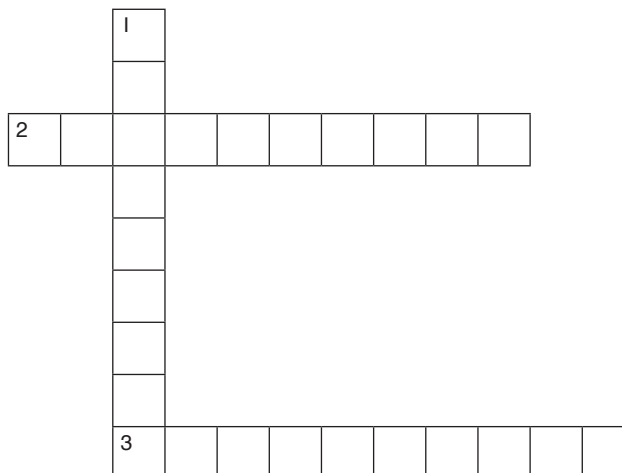
ACROSS

2. Convince your governor to make a new holiday.

3. Tell how to build a model car.

DOWN

1. Write about the time you visited London.



Paragraphs

Every paragraph has a point, or main idea.

DID YOU KNOW?

A paragraph is a group of sentences that all tell about one point, or main idea.

TOPIC SENTENCE

Introduces the main idea of the paragraph

DETAIL SENTENCE

Tells details about the main idea

FORMAT

Introduction:

First Paragraph

Introduces the main topic of the story or report

Body: Middle Paragraphs

Focus on different subtopics or ideas about the main topic.

Closing:

Last Paragraph

Brings the story or report to an end

Main Kinds of Writing

NARRATIVE

Tells a story

EXPOSITORY

Explains

PERSUASIVE

Persuades or convinces

Stories and Reports

INTRODUCTION

The first paragraph introduces the story or report.

The first sentence introduces the **main idea** of the story or report.

The middle sentences introduce the **subtopics**.

The last sentence **wraps up** the paragraph.

BODY

The paragraphs in the middle are called the body.

Each focuses on a subtopic or idea about the main topic.

The first sentence introduces the subtopic.

The middle sentences tell details about the subtopic.

The last sentence wraps up the paragraph.

CLOSING

This paragraph brings the story or report to an end.

It wraps up the story or report in a satisfying way.

Introduction

*The first paragraph **introduces** the story or report.*

My First Campout

Last week I went camping with my best friend, Garret, and his family. Garret told me we would go fishing first. Then he said we would go hiking together, which also meant watching out for bears! Later, when we cooked dinner over the campfire, the squirrels and blue jays looked like they wished they could have some of our food. Telling scary stories as we fell asleep in our tent was a great way to end our exciting day.

First thing Saturday morning, after we...

Each sentence in the introduction has an important job to do.

The first sentence **introduces the main idea** of the story or report.

The middle sentences **tell about the subtopics** you will write about in the body of the story or report.

The last sentence **wraps up** the paragraph **or transitions** into the next paragraph.

DID YOU KNOW?

It's best to have at least three sentences in the middle of the paragraph. You can have more.

Your Turn!

Which subtopics don't belong? Cross out each one that is NOT mentioned in the paragraph at the top of the page.

They went fishing. They went hiking. They played chess. They climbed rocks. They watched out for bears. They cooked dinner over a campfire. They sang camp songs. The squirrels and blue jays wanted their food. They told scary stories in their tent. They rode bikes.

Introduction

Body

*The paragraphs in the middle of the story or report are called the **body**. Each of these paragraphs should focus on a different subtopic or idea about the main topic. Include three or more paragraphs when writing the body of your story or report.*

MIDDLE PARAGRAPHS

First thing Saturday morning, after we arrived at the campground and set up our tent, Garret took me fishing. He said we would catch the biggest, fattest, and best-tasting trout in the creek that gurgled and splashed through the campground. He was right! Garret had two poles. He let me borrow one. Within five minutes we had both caught a trout. He showed me how to clean it, and then his mom fried the fish for breakfast. Yum!

After breakfast, Garret asked me, "Do you want to hike on a trail with me?" "Sure!" I said. "Watch out for bears," said Garret's dad, so Garret gave me a bear whistle to wear around my neck. While we hiked, we kept blowing our shrill whistles. This told the bears to stay away, and it worked because we didn't see any bears. Whew!

We hiked most of the day, and when we got back it was time to cook dinner. We helped Garret's dad build a fire in a ring of stones. Soon it was blazing hot. We buried potatoes in the coals and roasted hot dogs on long, pointed metal forks over the flames. After dinner we toasted marshmallows until they had turned to burned bits of gooey charcoal. It was perfect for making our delicious s'mores!

The whole time we were cooking, the squirrels and blue jays kept coming closer and closer. One time, a big, bold blue jay landed on the picnic table and nearly carried off one of our bags of chips! I asked, "Can we feed the squirrels some chips?" But Garret said the campground rules said not to. So Garret and I helped chase the jays and squirrels away when they came too close.

DID YOU KNOW?

In every paragraph of the body, each sentence has an important job to do.

- The first sentence **introduces** the subtopic.
- The middle sentences should include **three or more details** about the subtopic.
- The last sentence **wraps up** the paragraph **or transitions** into the next paragraph.

Your Turn!

The middle paragraphs above form the body of the story. Find and underline three details in EACH paragraph.

Body

Closing

*The closing paragraph brings the story or report to an **end**.*

DID YOU KNOW?

The last paragraph can be as long or as short as you want. It just needs to wrap up the story or report in a satisfying way.

My First Campout

Last week I went camping with my best friend, Garret, and his family. Garret told me we would go fishing first. Then he said we would go hiking together, which also meant watching out for bears! Later, when we cooked dinner over the campfire, the squirrels and blue jays looked like they wished they could have some of our food. Telling scary stories as we fell asleep in our tent was a great way to end our exciting day.

First thing Saturday morning, after we arrived at the campground and set up our tent, Garret took me fishing. He said we would catch the biggest, fattest, and best tasting trout in the creek that gurgled and splashed through the campground. He was right! Garret had two poles. He let me borrow one. Within five minutes we had both caught a trout. He showed me how to clean it, and then his mom fried the fish for breakfast. Yum!

After breakfast, Garret asked me, "Do you want to hike on a trail with me?" "Sure!" I said. "Watch out for bears," said Garret's dad, so Garret gave me a bear whistle to wear around my neck. While we hiked, we kept blowing our shrill whistles. This told the bears to stay away, and it worked because we didn't see any bears. Whew!

We hiked most of the day, and when we got back it was time to cook dinner. We helped Garret's dad build a fire in a ring of stones. Soon it was blazing hot. We buried potatoes in the coals and roasted hot dogs on long, pointed metal forks over the flames. After dinner we toasted marshmallows until they were burned bits of gooey charcoal. It was perfect for making our delicious s'mores!

The whole time we were cooking, the squirrels and blue jays kept coming closer and closer. One time, a big, bold blue jay landed on the picnic table and nearly carried off one of our bags of chips! I asked, "Can we feed the squirrels some chips?" But Garret said the campground rules said not to. So Garret and I helped chase the jays and squirrels away when they came too close.

By the time the stars came out, we were ready to call it a day. Garret and I stayed up in our tent telling silly, scary stories. Finally, before we knew it, we were both sound asleep in our sleeping bags. It was the perfect ending for a perfect day! It was my first campout, and I hope it won't be my last.

Your Turn!

Circle the closing in the example above. You will circle an entire paragraph.

Closing

Singular Possessives

To show possession, use an apostrophe.

To show possession of a singular noun, add -'s.

Sarah's team went to Green Valley Sports Camp.

So did **Sarah's** dog, Mitts, their team mascot.

Jared's team went, too.

So did **Jared's** dog, Heinz, their team mascot.

They all rode the bus.

DID YOU KNOW?

An apostrophe is just one little mark on the paper: '

BUT! An apostrophe has many big jobs to do.

Forming a possessive is one of those jobs.

Sarah noticed many things on the bus:

Eric's mitt, **Rowen's** bat, **Hannah's** cap, **Jon's** cleats

When a singular noun ends with -s, -z, or -x, add -'s to show possession.

Mitts's dog bone

Miles's ball

Max's hat

Davis's facemask

Heinz's leash

Chris's knee pads

DID YOU KNOW?

When a first or last name ends with "s," you can sometimes show possession by adding ONLY an apostrophe:

Charles' helmet

Coach Jones' office

However, this doesn't usually work for common nouns, so always use -'s when you're not sure.

Charles's helmet

bus's seats

class's equipment

Your Turn!

Underline the correct word in each sentence.

1. Sarah hid **Mya's / Myas'** mitt under **Bens / Ben's** jacket.
2. She hid **Thomases / Thomas's** bat in the back of the bus.
3. Sarah hid **James's / Jame's** ball under her seat. Then the team had a scavenger hunt!

Plural Possessives

Ending with -s

To show possession of a plural noun that ends in **-s**, add **ONLY** an apostrophe.

The driver stashed the **players'** equipment on the bus.

The **coaches'** clipboards sat on their seats.

Both **mascots'** dog bowls were on the floor.

DID YOU KNOW?

When you want to make a plural noun possessive, first write the plural form of the noun. If the plural ends in **-s**, add **ONLY** an apostrophe.

Singular	Plural	Plural Possessive
bus	buses	buses' drivers
team	teams	teams' trophies
dog	dogs	dogs' bones
leader	leaders	leaders' decisions
parent	parents	parents' cell phones
kid	kids	kids' lockers
field	fields	fields' goalposts
baby	babies	babies' cries

Has anyone seen the **players'** hats?

Look! Heinz ran off with the **kids'** hats!

Oh, no! Mitts took the **coaches'** whistles, too!

Your Turn!

Draw a line to match each plural word with its plural possessive.

teammates	referees'
	ladies'
benches	teammates'
	referee's
ladies	benches's
	ladie's
referees	benches'
	teammate's

Plural Possessives Not Ending with -s

To show possession of a plural noun that does NOT end in -s, add -'s.

The **children's** bus arrived at sports camp.

The **men's** cabins were on the south side of camp.

The **women's** cabins were on the north side.

DID YOU KNOW?

When you want to make a plural noun possessive, first write the plural form of the noun.

If it does NOT end in -s, add -'s.

Singular	Plural	Plural Possessive
woman	women	women's side
person	people	people's vote
cactus	cacti	cacti's needles
ox	oxen	oxen's straw
goose	geese	geese's wings
sheep	sheep	sheep's wool
mouse	mice	mice's maze

Your Turn!

Add the apostrophe to each of these plural possessives. Then circle the singular form of each one that you find in this word search. Look forward, backward, up, down, and diagonally.

mens	Q	M	A	E	T	N
oxens	W	V	J	K	O	A
teams	G	O	D	S	O	M
books	O	B	R	H	T	Y
teeths	X	E	V	K	H	Q
workers	P	Y	P	J	E	H
dogs	B	O	O	K	Z	R
peoples						

Apostrophes

To show possession, use an apostrophe.

SINGULAR POSSESSIVES

To show possession of a singular noun, add -'s.

Sarah's team
Jared's team
Mitts's dog bone
James's ball

PLURAL POSSESSIVES ENDING WITH -S:

Add ONLY an apostrophe.

teams'
dogs'
parents'

PLURAL POSSESSIVES NOT ENDING WITH -S:

Add -'s.

children's
women's
people's
mice's

Possessive Pronouns

Some pronouns show possession.

Possessive pronouns NEVER need an apostrophe.

his, hers, its
ours, yours
theirs, whose

Right: **yours**
Wrong: **your's**

Last Names

One person's last name:

*Follow the rules for singular possession:
Add -'s.*

Sarah **Smith's** dog
Jared **Jones's** dog
Reid **Roberts's** dog

The whole family's last name:

*Follow the rules for plural possession:
Write the plural form.
Add an apostrophe.*

the **Millers'** dog
the **Landerses'** dog
the **Joneses'** dog

Don't confuse plural and possessive!

Right: The **Smiths** want a gerbil.

Wrong: The **Smith's** want a gerbil.

Possessive Pronouns

*Some pronouns show **possession**.*

his, hers, its, ours, yours, theirs, whose

DID YOU KNOW?

*Possessive pronouns NEVER need an apostrophe!
These pronouns do the job all on their own.*

Right: This bat is **yours**.

Wrong: This bat is **your's**.

Heinz chewed on Sarah's mitt.

Heinz chewed on **hers**, not **yours**.

Mitts chewed on Eric's mitt, Rowen's bat, and Jon's cleats.

Mitts chewed on **theirs**, not **ours**.

Whose things will the mascots chew on next?

DID YOU KNOW?

Watch for these confusing spelling mix-ups with possessive pronouns.

its (possessive pronoun)

it's = it + is (contraction)

their (possessive pronoun)

there (direction)

they're = they + are (contraction)

your (possessive pronoun)

you're = you + are (contraction)

whose (possessive pronoun)

who's = who + is (contraction)

Your Turn!

Write a possessive pronoun that makes sense in each sentence.

_____ cleats got all chewed up?

Aren't you glad Mitts didn't chew on _____?

Let's put Mitts inside _____ doghouse!

Possessive Pronouns

Last Names

Watch out when using apostrophes with **last names**! Follow these rules and you'll get it right.

One person's last name:

To show possession of one person, follow the rules for singular possession: To show possession of a singular noun, add **-s**.

Sarah Smith: Mitts is Sarah **Smith's** dog.

Jared Jones: Heinz is Jared **Jones's** dog.

Reid Roberts: Arrow is Reid **Roberts's** dog.

DID YOU KNOW?

Last names that end in **-s** can be tricky!

Right: Arrow is Reid **Roberts's** dog.

Wrong: Arrow is Reid **Robert's** dog.

Don't use an apostrophe when you mean to make a plural.

Right: The **Smiths** also want a gerbil.

Wrong: The **Smith's** also want a gerbil.

The whole family's last name:

To show possession of a whole family, follow the rules for plural possession: First, add **-es** or **-s** to write the plural form of the family's last name. Since the plural ends in **-s**, add **ONLY** an apostrophe.

Mitts belongs to the Smiths. Mitts is the **Smiths'** dog.

Heinz belongs to the Joneses. Heinz is the **Joneses'** dog.

Single Person

Mike Miller

Hu Tong

Gladys Sanchez

Mrs. Landers

Whole Family

The Millers

The Tongs

The Sanchezes

The Landerses

Family's Possessive

The Millers' cat

The Tongs' canary

The Sanchezes' gecko

The Landerses' ferret

DID YOU KNOW?

Grammar guides can differ on how to use apostrophes.

Your Turn!

Underline the correct possessives.

Kathy Hall: Kathy **Hall's** / **Halls'** cat had kittens.

The Buckles family: The **Buckles'** / **Buckle's** canary is orange.

Contractions

A **contraction** is formed when two words are joined together to make one word by taking out one or more letters and putting an apostrophe in their place.

DID YOU KNOW?

Some of the most common contractions are formed using the words **am**, **is**, or **are**.

I + am = I'm

he + is = he's

you + are = you're

We're watching both teams battle for the trophy at sports camp!

DID YOU KNOW?

The easiest contractions to form include the word **not**. Join the word pairs together. Then drop the **o** in **not** and fill the spot with an apostrophe.

did + not = didn't

should + not = shouldn't

Jared's team **didn't** score any points.

DID YOU KNOW?

An apostrophe replaces more than one letter when a contraction is formed with words like **would** and **will**.

I + would = I'd

they + will = **they'll**

Sarah's team will win the trophy because **they'll** score the most points.

Your Turn!

Circle the contractions. Underline the possessive nouns.

Sarah showed good sportsmanship after her team's incredible victory. We couldn't believe Jared's team lost by so many points! They'll have to practice more next season or they won't stand a chance. After the game, both teams' mascots hung out with the players. They're popular pets, even though Mitts's dog bones aren't the only thing he chews!

Genres

*There are many different **genres**, or types, of stories.*

INVESTIGATE

Look at one story you read recently. Compare it to the following genres:

Adventure: A realistic main character attempts to solve a problem in an exciting but realistic way.

Humor: Characters often act silly or solve a problem in humorous ways.

Tall Tale: Superhero-like characters perform legendary feats during America's frontier days.

Mystery: A detective examines clues that point to specific suspects.

Science Fiction: The main character solves a problem that is based partly on science and partly on fiction.

Historical Fiction: A fictional character experiences an actual historical event.

Other Fiction: Other fiction genres include fantasy, legends, folktales, and realistic fiction.

Nonfiction: This is a true story, like a biography, that tells about real people, places, and events.

EVALUATE

Think about the clues in your story that tell you which genre it belongs to.

DID YOU KNOW?

There are many more genres than the ones listed here.

Your Turn!

Analyze the story you read recently. Answer the following questions about it.

List two or three elements in your story that help you know what type of story it is:

Which genre is your story? _____

Plot

*In a story, the plot includes the main things that happen in the beginning, middle, and end. At the **beginning**, a problem is introduced. In the **middle**, the main character tries to solve the problem. In the **end**, the main character solves the problem in a satisfying way.*

DID YOU KNOW?

*The **turning point** is an important event in the story that tells you things are going to change. The **turning point** happens near the middle.*

DID YOU KNOW?

*The **climax** is the most exciting part of the story. The **climax** happens near the end.*

INVESTIGATE

Look at what happens in the beginning, middle, and end of the story you read.

Find the **turning point** in the middle of the story.

Identify the **climax** near the end.

See how the main character's problem was resolved.

EVALUATE

Think about the clues in the *beginning* that told you what the main character's problem was.

Think about the reasons different events happened in the *middle* to influence how the story ended.

Remember the feelings you felt at the *end* of the story when the problem was resolved.

Your Turn!

Analyze the story you read. Tell something that happened in the middle of the story that made a difference in the way the story ended.

Characters

Characters are the **people in a story**. Animals can be characters too.

DID YOU KNOW?

The most important character in a story is called the **main character**.

INVESTIGATE

Identify the main character in a story you read.

Look for the main character's friends.

Find the main character's enemies.

DID YOU KNOW?

Enemies aren't always people. Creatures, natural disasters, or illness can also oppose the main character.

EVALUATE

Think about the clues in the story that describe **who** the characters are, **what** they think, and **why** they act the way they do.

Your Turn!

Analyze the story you read. Answer the following questions:

List two things you learned about the main character.

1. _____

2. _____

What motivated or moved the main character to act in a certain way?

How did the main character change by the end of the story?

Respond to Literature

GENRE

is a type of story.

Fiction is make-believe, such as:

Adventure
Mystery
Science fiction

Nonfiction is true.

PLOT

is the main events that happen in a story.

Investigate

What happened?
What is the turning point?
What is the climax?
How was the problem solved?

Evaluate

What clues tell the story's problem?
Why did events happen?
How did you feel at the end?

CHARACTERS

are the people in a story. Animals can be characters, too.

Main character
His friends
His enemies

Respond to Literature

COMPARE AND CONTRAST

Compare a story to other stories.

Investigate

*How is this story similar to others?
How is it different?*

Evaluate

*Why is this story similar to others?
Why is it different?*

CONNECT

Compare a story to your own life.

Investigate

*How does the story remind you of your own life?
How is it different?*

Evaluate

Why did you like or not like it?

RESPOND

Identify what the author is trying to say.

Investigate

What lesson is author is trying to teach?

Evaluate

What is your opinion about this lesson?

Compare and Contrast

*A story can be more meaningful if you **compare** how it is similar to or different from other stories.*

INVESTIGATE

When reading a story, look for examples that remind you of another story you know.

Is the plot similar?

Is a character similar?

Is the setting similar?

Look for examples in your story that are different from the other story, too.

EVALUATE

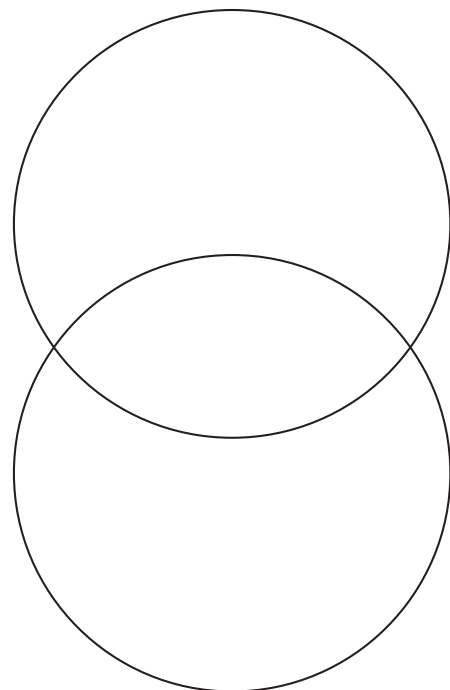
Think of reasons why the author made this story like other stories.

Think of reasons why the author made this story different.

Your Turn!

Choose two stories to compare using the Venn diagram to the right.

In the center, write one way the stories are similar. In the top circle, write one way the first story is different. In the bottom, write one way the second story is different.



Compare and Contrast

Connect

*A story can be more meaningful if you compare it to **your own life**.*

INVESTIGATE

Look for examples in the story that remind you of your own life.

Did something in the plot remind you of something that has happened to you?

Is a character like you in some ways?

Is the setting similar to a place you know?

Look for examples in the story that are different from your own life, too.

EVALUATE

Think about your feelings as you read the story.

Think about why you liked or didn't like certain characters.

Think about why you liked or didn't like the story.

Your Turn!

Analyze the story you read. Answer the following questions about it.

List two ways you are similar to one of the characters.

1. _____

2. _____

Describe a scene in the story that gave you the same emotional feeling the character felt during that scene.

Describe one event from the story that made you remember an event in your own life.

Connect

Respond

A story can be more meaningful if you **identify** what the author is trying to say.

INVESTIGATE

A story's **theme** is the message or lesson the author wants to teach, such as *bravery*, *friendship*, or *overcoming obstacles*. Look for an example of the lesson in the story you read.

EVALUATE

Reflect on the theme. Think about ways the author wrote the story in order to teach this lesson.

Form your own opinion about the story.

DID YOU KNOW?

Opinions are your own personal thoughts about something. When giving an opinion, there is no right or wrong answer.

Your Turn!

Analyze the story you read. Answer the following questions about it.

What lesson do you think the author might want us to learn from the story?

Choose one example from the story that shows the lesson the author is trying to teach.

Share your opinion of the story. What did you like or not like about it?

Respond

Items in a Series

A **comma** separates three or more words in a series or list.

Kristen saw **tigers, elephants, and monkeys** in the jungle.

Evan saw **snakes, leopards, and gorillas**.

DID YOU KNOW?

Commas are used in lists of three or more objects or activities.

The two friends **hiked, fished, biked, and camped** in the jungle.

DID YOU KNOW?

Including the comma before the very last item in the series helps avoid confusion.

Okay to write: Kristen packed her toothbrush, **comb** and mirror.

Better to write: Kristen packed her toothbrush, **comb**, and mirror.

Your Turn!

Read the sentences below. Check the commas. Only one sentence is correct. Place a ✓ next to the correct sentence.

- ___ They cooked burgers, beans, corn and, lentils over the campfire.
- ___ They cooked burgers, beans, corn, and lentils over the campfire.
- ___ They cooked burgers, beans, corn, and lentils, over the campfire.

Independent Clauses

A comma separates two **independent clauses**.

A tiger roared ferociously, **so** Kristen hid behind her tent.

The monkey ran inside Kristen's tent, **and** it made silly faces in her mirror.

DID YOU KNOW?

If both independent clauses are short, you don't have to use a comma.

Kristen laughed and **Evan shouted**.

DID YOU KNOW?

*The comma usually comes before the conjunctions **and, or, but, for, so, nor, and yet**.*

The monkey ran away, **but** it stole Kristen's toothbrush.

Your Turn!

Choose two of the following independent clauses, and use them to write a brand new sentence on the lines below. Use a comma and a conjunction to connect the two clauses in the new sentence.

Evan watched from inside the tent

a snake hid under Kristen's cot

Kristen went to bed

Evan shouted a warning

a panther crept behind a tree

the moon rose over the jungle

City, State, and Date

City and State

A comma separates a **city** and a **state**.

Kristen and Evan are from **Star, Idaho**.

DID YOU KNOW?

If the city and state are in the middle of the sentence, use a comma after the state to separate it from the rest of the sentence.

Kristen's parents invited Evan to go to Africa with them. They flew from **Boise, Idaho**, to Africa to camp in the jungle.

Date

A comma separates the **month and day** from the **year**.

They arrived in Africa on **July 18, 2017**.
The monkey stole Kristen's toothbrush on **July 19, 2017**.

DID YOU KNOW?

If the date is in the middle of the sentence, use a comma after the date to separate it from the rest of the sentence.

Kristen and Evan flew back home on **July 30, 2017**, and Kristen could finally buy a new toothbrush!

Your Turn!

Insert commas into the following sentences where they belong.

Kristen's mom was born in Knox Ohio.

Her dad was born in Dallas Texas on March 29 1976.

On May 1 2017 Kristen's parents bought her a new suitcase.

Commas

IN A SERIES

A comma separates three or more words in a series.

Kristen saw tigers, elephants, and monkeys.

INDEPENDENT CLAUSES

A comma separates two independent clauses.

The tiger roared, so Kristen hid behind her tent.

CITY AND STATE

A comma separates a city and a state.

Kristen is from Star, Idaho.

DATE

A comma separates the month and day from the year.

Evan arrived in the jungle on July 18, 2017.

Commas

INTRODUCTORY PHRASES

A comma sets apart an introductory phrase.

Early one morning, Evan rode the rhino.

APPOSITIVES

A comma sets apart an appositive, or added information.

The rhino, **his pet,** was very tame.

LETTERS

A comma is used after the salutation and closing.

Dear Grandpa,
Love,

COMMA SPLICE

Don't use a comma to separate two complete sentences.

Wrong:

Kristen went rafting, she saw a hippo.

Right:

Kristen went rafting. She saw a hippo.

Kristen went rafting, and she saw a hippo.

When Kristen went rafting, she saw a hippo.

Important Parts

*A comma sets apart **important parts** of a sentence.*

Introductory Phrases

A comma sets apart an introductory phrase.

Early one morning, Evan rode the rhinoceros.

In the afternoon, Kristen took a turn.

Appositives

A comma sets apart an appositive, or added information.

Kristen's family hired a guide, **a native of Uganda,** to take them into the jungle.

The rhinoceros, **their guide's pet,** was very tame.

Letters

A comma is used after the salutation and closing of a letter.

Salutation: Dear Grandma and Grandpa,
Dear Sophia,

Closing: Sincerely,
Your friend,

Your Turn!

Insert six commas where they belong in the following letter.

Dear Aunt Jen and Uncle Dave

We've been camping in the jungle for one week now. On Tuesday I rode a rhino! Solomon our guide owns the rhino. When we get home I'll show you pictures.

Love

Evan

Important Parts

Quotes

When a quote is followed by a dialogue tag, a comma is **always** put **inside** the quotation marks at the end of the quote.

“There’s a snake inside my **tent**,” said Evan. “It’s wearing one of my socks.”

“There’s another monkey inside my **tent**,” Kristen said. “It’s using my comb.”

DID YOU KNOW?

The dialogue tag is the phrase that shows who is speaking.

“You need a new comb,” **Evan suggested**.

“And you need a new sock,” **laughed Kristen**.

DID YOU KNOW?

When a dialogue tag is in the beginning of the sentence, it is followed by a comma. Then comes the quote.

Evan said, “The monkey ran out of your tent with your comb!”

Kristen cried, “What am I going to do?”

Evan said, “You can borrow my comb.”

Kristen exclaimed, “No way! I’ll wait until we get home to buy another one. I’ll get a new toothbrush AND a new comb.”

Evan said, “Ew! That’s a long time not to comb your hair or brush your teeth!”

Your Turn!

Underline the dialogue tag in each sentence. Circle the two commas that are used correctly. Write an X over each of the two commas that should not be there. Insert two commas where they are needed.

Evan said, “The monkey just ran, into my tent. ”

“Let’s peek inside and see what it’s doing ” suggested Kristen.

“The monkey, is wearing my shirt and shorts,” said Evan.

Kristen laughed and said “The monkey looks just like you!”

Comma Confusion

Comma Splice

A **comma splice** occurs when you put a comma between two independent clauses. Never use a comma to separate two complete sentences.

Wrong: Evan floated on the river, he saw a pod of hippos.

DID YOU KNOW?

There are different ways to fix a comma splice.

- | | |
|-----------------------------|--|
| Insert a period: | Evan floated on the river. He saw a pod of hippos. |
| Add a conjunction: | Evan floated on the river, and he saw a pod of hippos. |
| Add an introduction: | When Evan floated on the river, he saw a pod of hippos. |

When in Doubt, Leave It Out!

Watch out! It's easy to put commas where they don't belong.

- Wrong:** Two of the hippos, were blowing bubbles.
Right: Two of the hippos were blowing bubbles.
Wrong: Paddling the raft back to shore, took a lot of energy!
Right: Paddling the raft back to shore took a lot of energy!

Your Turn!

On the blank lines, rewrite the following sentence to fix the comma splice.

Kristen went rafting on the river, she looked for wild animals.

Read the sentences below. Check the commas. Place a ✓ next to the correct sentence.

- ___ A lazy crocodile, sunned itself on the riverbank.
 ___ Around the river bend, some hippos wiggled their ears at her.
 ___ Kristen spotted a monkey swinging, from a vine.
 ___ The monkey swung onto the raft, it grabbed Kristen's banana!

Answer Key

Level 3 Fold-N-Go® Grammar Pack

Remove Answer Key and store in a notebook or folder.

Lesson 1 - Grammar Review

Page 1: Let's Review Nouns and Pronouns

Proper nouns: Zoe's, Alex

Zoe's — it
Alex — hers
bike — he

Page 2: Let's Review Adjectives and Adverbs

1. The **soft** quicksand pulled **strongly** on Alex's feet.
2. Zoe worked **fast** and **quickly** found a **long, sturdy** rope.
3. Fido growled **angrily** at the **dangerous** quicksand.

Page 3: Let's Review Verbs

1. wanted
2. trots
3. will stay

Page 4: Let's Review Sentences

interrogative
declarative
exclamatory
imperative

Page 5: Let's Review Subjects

- Complete subject **Zoe's rope** was thin but strong.
- Simple subject **Fido** helped tug on the rope.
- Complete subject **The two loyal friends** saved Alex.
- Complete subject **The firm, solid ground** felt good under his feet.
- Compound subject **Zoe, Fido, and Alex** hugged each other.

Page 6: Let's Review Predicates

Simple predicate Zoe chased after him on her bike.

Simple predicate Fido followed his friends.

Complete predicate Fido barked loudly as he ran.

Complete predicate Alex rode quickly out of the swamp.

Compound predicate He raced to his house, ran inside, and ate a cookie.

Compound predicate Fido trotted into the kitchen, gnawed a bone, and curled up for a nap.

NOTE: *Curled* must have a box around it, but it is also correct if a student should underline *curled up* as well. (*Curled up* is both a *compound predicate* and a *complete predicate*.) However, don't penalize a student who fails to underline *curled up*.

Compound predicate Zoe hurried inside and grabbed a snack too.

Lesson 2 - Figures of Speech

Page 1: Metaphors

Answers may vary. Suggested answer:

Pecos Bill's lariat is a snake.

Page 2: Similies

Sue's feet are like thunder.

Bill's hat is like tree stumps.

Widow-Maker gallops as big as a bathtub.

Page 3: Literal and Figurative

S Widow-Maker is as big as a barn.

L He is brown with a black mane.

M His tail is a pine tree.

M His teeth are chopping blocks.

S His hide is as tough as leather.

L He is Pecos Bill's horse.

Page 4: Personification

Answers will vary. Here are suggested answers.

Think of words and phrases to describe how a horse runs. Examples:

gallops, tosses its mane, races swiftly over the plain

Now describe the wind as if it's a running horse. Example:

The wind gallops and tosses its mane as it races swiftly over the plain.

Page 5: Idioms

- d 1. two peas in a pod = *always together*
- a 2. till the cows come home = *a long time*
- b 3. under the weather = *sick*
- c 4. spill the beans = *spoil a surprise*

Page 6: Clichés

Answers will vary. Here are suggested answers.

What else can be strong? **boulder**, **oak tree**, and **bulldozer**

Widow-Maker is as strong as a/an **oak tree**.

What else can be black? **licorice**, **ink**, and **panther**

The night sky was as black as **a panther**.

Lesson 3 - Journals

All answers will vary.

Lesson 4 - Point of View

Page 1: Point of View

- 2 Story A. Second Person
- 1 Story B. First Person
- 3 Story C. Third Person

Page 2: First Person

My name is Chloe Cameron. **I** am a professional photographer. One day Jacques Cousteau, the world-famous ocean scientist, called **me** on **my** phone. **I** was invited to go in Mr. Cousteau's submarine and dive deep down into the ocean. Mr. Cousteau asked **me** to take photographs of everything **we** saw. It was the most exciting adventure of **my** life!

Page 3: Second Person

Jumping on your dog sled, you shout, "Mush!" Your dogs begin to pull you forward over the snow. As you gain speed, you fly along the Iditarod Trail. The dog team pulls you over frozen rivers, across jagged mountains, and through dense forests as you take part in the most famous sled dog race in Alaska. Adrenaline pumps through your body. More than anything, you want to win this race!

Page 4: Third-Person Objective

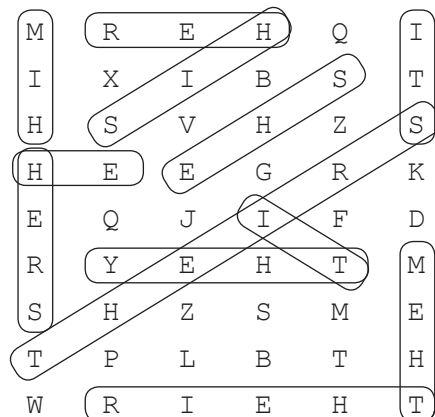
Answers will vary.

Page 5: Third-Person Limited Omniscient

Answers may vary. Suggested answers:

On July 16, 1969, three astronauts blasted off into outer space. Astronaut Neil Armstrong was scared but confident. He knew he could trust his crewmates, Buzz Aldrin and Michael Collins, to carry out their mission successfully. Four days later, Armstrong and Aldrin climbed into the lunar module called the *Eagle*. Armstrong took over driving the smaller module. Feeling nervous, he steered the *Eagle* down toward the surface of the moon.

Beep. Beep. Beep. Suddenly alarms sounded! Armstrong didn't panic when he heard the sound even though he realized the module only had seconds of fuel left. With a steady hand, he set the *Eagle* down. Armstrong felt a soft bump. He looked over at Aldrin and grinned. With excitement, he picked up the radio and sent a message back to NASA: "Houston, the *Eagle* has landed."

Page 6: Third-Person Omniscient**Lesson 5 - Poetry Fold-N-Go****Page 1: Rhyme**

1. ABAB
2. ABCB

Page 2: Rhythm

/ / /
I **never** **saw** a **moor**,

/ / /
I **never** **saw** the **sea**;

/ / / / / / /
Yet **know** I **how** the **heather** looks (Or: Yet **know** I **how** the **heather** **looks**)

/ / / / /
And **what** a **wave** must be. (Or: And **what** a **wave** must **be**.)

Page 3: Repetition

Answers will vary. Possible answer:

My **loyal** dog / Is a **loyal** friend.

I'll love my **loyal** dog / To the end.

Page 4: Imagery

Y	P	O	E	T	R	Y	J	S	S	F
K	R	E	B	O	T	C	O	I	I	H
S	I	E	S	I	M	I	S	M	L	J
P	F	I	G	U	R	A	T	I	V	E
R	O	H	P	A	T	E	M	L	E	G
S	L	I	T	E	M	P	O	E	R	T
N	L	A	R	E	T	I	L	P	C	G

Bonus poem titles: SILVER, OCTOBER

Page 5: Kinds of Poems

Answers will vary. Possible answers:

By day, sleeping

Batter grips my handle

Active at night, hunting moths

At home plate

Tiny winged cave creature

Takes a mighty swing

Page 6: Poetic Devices

1. Peter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers

Alliteration

2. **P**link! Fat raindrops **d**rip and **s**plash

Onomatopoeia

3. **B**y **n**ight the **g**iant **w**ide-**e**yed moon

Assonance

4. Leaves **r**ustle! Twigs **c**rack!

Onomatopoeia

Lesson 6 - Contractions

Page 1: I Know Contractions!

she's	you're
cupcake	I'm
baseball	shouldn't
who's	watermelon
wouldn't	they're
he'd	that'd
it's	cornfield

Page 2: Am, Is, Are

we + are	they're
I + am	it's
who + is	I'm
they + are	we're
it + is	who's

Page 3: Not!

F	P	D	X	W	N	I	S	A
S	H	O	U	L	D	N	O	T
T	A	E	I	K	I	X	O	O
O	V	S	L	S	D	N	B	N
N	E	N	U	M	N	H	G	S
E	N	O	X	A	O	O	J	A
R	O	T	C	P	T	Z	T	W
A	T	O	N	D	L	U	O	W

Page 4: Homonyms!

Answers could include combinations such as:

Example 1: he's, they'd, we've

Example 2: she's, we'd, I've

Example 3: he's, she'd, they've

Page 5: Would, Will

I + will =	<u>I'll</u>	she + would =	<u>she'd</u>
that + would =	<u>that'd</u>	they + will =	<u>they'll</u>
I + would =	<u>I'd</u>	you + will =	<u>you'll</u>
who + would =	<u>who'd</u>	we + would =	<u>we'd</u>

Page 6: Fun with Words

Who's / **Whose** house will we meet at?

I want to go to they're / **their** / there house next.

Matthew, **it's** / its almost you're / **your** turn to feed the monkey.

We're / Were feeding our monkeys peanuts and bananas.

Lesson 7 - Paragraph Pointers**Page 1: What's the Point?**

Last week I went camping with my best friend, Garret, and his family. Garret told me we'd go fishing first. Then he said we would go hiking together, which also meant watching out for bears! ~~Garret and I like to hike in the hills near his house.~~ Later, when we cooked dinner over the campfire, the squirrels and blue jays looked like they wished they could have some of our food. Telling scary stories as we fell asleep in our tent was a great way to end our exciting first day.

Page 2: Stories and Reports

Main Topic: **Subtopics:**

oceans	whales, tide pools, spiders , seashells, giant squid, trains , tsunami, fishing
cowboys	ranch, roping, cattle drive, teepee , chuck wagon, Texas longhorns, dinosaurs
Australia	kangaroos, Kansas , Mississippi River , outback, koala bears, kookaburras, Great Barrier Reef
volcanoes	magma, ash, eruption, canoes , lava, Hawaii, Ring of Fire, transportation

Page 3: Kinds of Writing

		N																	
		A																	
P	E	R	S	U	A	S	I	V	E										
		R																	
		A																	
		T																	
		I																	
		V																	
		E	X	P	O	S	I	T	O	R	Y								

Page 4: Introduction

~~They played chess.~~

~~They climbed rocks.~~

~~They sang camp songs.~~

~~They rode bikes.~~

Page 5: Body

There are many possibilities, so answers will vary. Each paragraph should have three details underlined.

Possible answers include:

First thing Saturday morning, after we arrived at the campground and set up our tent, Garret took me fishing. He said we would catch the biggest, fattest, and best-tasting trout in the creek that gurgled and splashed through the campground. He was right! Garret had two poles. He let me borrow one. Within five minutes we had both caught a trout. He showed me how to clean it, and then his mom fried the fish for breakfast. Yum!

After breakfast, Garret asked me, "Do you want to hike a trail with me?" "Sure!" I said. "Watch out for bears," said Garret's dad, so Garret gave me a bear whistle to wear around my neck. While we hiked, we kept blowing our shrill whistles. This told the bears to stay away, and it worked because we didn't see any bears. Whew!

We hiked most of the day, and when we got back it was time to cook dinner. We helped Garret's dad build a fire in a ring of stones. Soon it was blazing hot. We buried potatoes in the coals and roasted hot dogs on long, pointed metal forks over the flames. After dinner we toasted marshmallows until they had turned to burned bits of gooey charcoal. It was perfect for making our delicious s'mores!

The whole time we were cooking, the squirrels and blue jays kept coming closer and closer. One time, a big, bold blue jay landed on the picnic table and nearly carried off one of the bags of chips! I asked, "Can we feed the squirrels some chips?" But Garret said the campground rules said not to. So Garret and I helped chase the jays and squirrels away if they came too close.

Page 6: Closing

By the time the stars came out, we were ready to call it a day. Garret and I stayed up in our tent telling silly, scary stories. Finally, before we knew it, we were both sound asleep in our sleeping bags. It was the perfect ending for a perfect day! It was my first campout, and I hope it won't be my last.

Lesson 8 - Apostrophes

Page 1: Singular Possessives

1. Sarah hid **Mya's** / Mya's mitt under Bens / **Ben's** jacket.
2. She hid Thomases / **Thomas's** bat in the back of the bus.
3. Sarah hid **James's** / Jame's ball under her seat.

Page 2: Plural Possessives: ending with -s

teammates	referees'
	ladies'
benches	teammates'
	referee's
ladies	benches's
	ladie's
referees	benches'
	teammate's

Page 3: Plural Possessives: not ending with -s

men's
oxen's
teams'
books'
teeth's
workers'
dogs'
people's

Q	M	A	E	T	N
W	V	J	K	O	A
G	O	D	S	O	M
O	B	R	H	T	Y
X	E	V	K	H	Q
P	Y	P	J	E	H
B	O	O	K	Z	R

Page 4: Possessive Pronouns

Answers will vary. Possible answers:

Whose cleats got all chewed up?

Aren't you glad Mitts didn't chew on **yours**?

Let's put Mitts inside **his** doghouse!

Page 5: Last Names

Kathy **Hall's** / Halls' cat had kittens.

The **Buckles'** / Buckle's canary is orange.

Page 6: Contractions

Circle the contractions. Underline the possessive nouns.

Sarah showed good sportsmanship after her team's incredible victory. We couldn't believe Jared's team lost by so many points! They'll have to practice more next season or they won't stand a chance. After the game, both teams' mascots hung out with the players. They're popular pets, even though Mitts's dog bones aren't the only thing he chews!

Lesson 9 - Responding to Literature

All answers will vary.

Lesson 10 - Commas

Page 1: Items in a Series

☐ They cooked burgers, beans, corn and, lentils over the campfire.

☒ They cooked burgers, beans, corn, and lentils over the campfire.

☐ They cooked burgers, beans, corn, and lentils, over the campfire.

Page 2: Independent Clauses

Answers will vary. Possible answers:

A snake hid under Kristen's cot, but Evan shouted a warning.

Evan shouted a warning, for a snake hid under Kristen's cot.

A panther crept behind a tree, so Evan watched from inside the tent.

The moon rose over the jungle, so Kristen went to bed.

Evan watched from inside the tent, but Kristen went to bed.

The moon rose over the jungle, and a panther crept behind a tree.

Page 3: City, State, and Date

Kristen's mom was born in Knox, Ohio.

Her Dad was born in Dallas, Texas, on March 29, 1976.

On May 1, 2017, Kristen's parents bought her a new suitcase.

Page 4: Important Parts

Dear Aunt Jen and Uncle Dave,

We've been camping in the jungle for
one week now. On Tuesday, I rode a rhino!
Solomon, our guide, owns the rhino. When
we get home, I'll show you pictures.

Love,

Evan

Page 5: Quotes

Evan said, "The monkey just ran, inside my tent."

"Let's peek inside and see what it's doing," suggested Kristen.

"The monkey, is wearing my shirt and shorts," said Evan.

Kristen laughed and said, "The monkey looks just like you!"

Page 6: Comma Confusion

Answers will vary. Possible answers:

Kristen went rafting on the river. She looked for wild animals.

Kristen went rafting on the river, **so** she looked for wild animals.

When Kristen went rafting on the river, she looked for wild animals.

___ A lazy crocodile, sunned itself on the riverbank.

✓ Around the river bend, some hippos wiggled their ears at her.

___ Kristen spotted a monkey swinging, from a vine.

___ The monkey swung onto the raft, it grabbed Kristen's banana!