

**Lightning Literature
& Composition
Grade 5
Student Workbook**

**by
Elizabeth Kamath**



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The Mighty Miss Malone

by
Christopher Paul Curtis

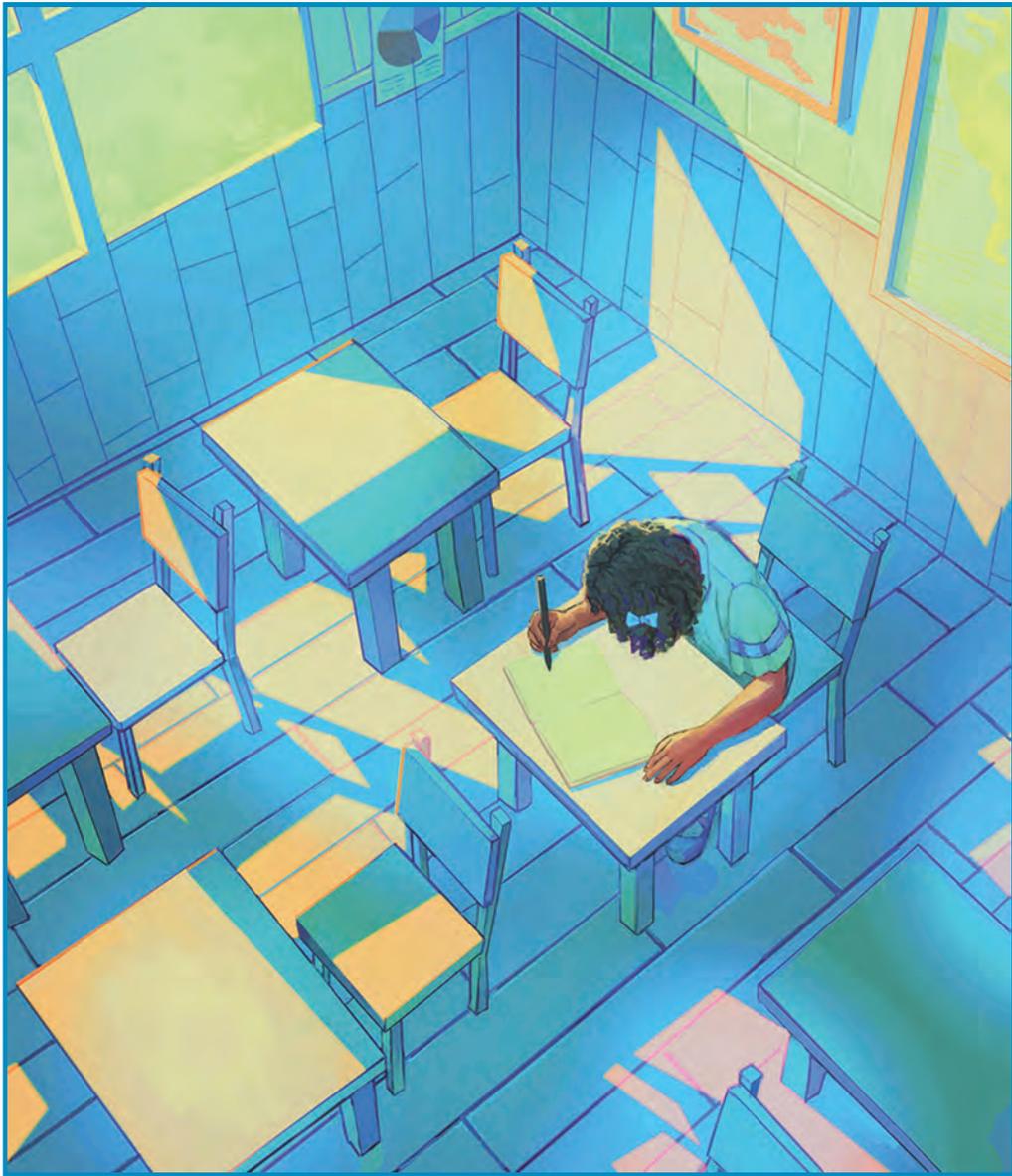


Illustration by Maryia Kapitsa

Week 3

Student Checklist

This week you will:

Read chapters 25–33 and the Afterward in *The Mighty Miss Malone*

- Chapters 25–27
 - Answer comprehension questions, Workpage 31
- Chapters 28–30
 - Answer comprehension questions, Workpage 34
- Chapters 31–33 and the Afterward
 - Answer comprehension questions, Workpage 37
- Engage in a book discussion on *The Mighty Miss Malone*, Pages 41–42

Complete grammar pages in Worktext

- Adjectives, Workpage 33
- Adverbs, Workpage 36
- Comparative/Superlative, Workpage 40
- Diagraming, Workpage 43

Finish your research paper on an important sports event

- Begin the rough draft
- Finish the rough draft
- Review the rough draft
- Complete the final draft

Do extra activities (optional)

- _____
- _____



Reading

Read chapters 25–27 of *The Mighty Miss Malone*.



Questions

Answer the following questions:

1. Why do Deza and her mother leave the camp?

2. Why does Deza have to ignore some words in some novels?

3. Why might Deza and her mother not yet have heard from Jimmy?

Grammar: Adjectives

By now, you may know that words like *tiny*, *red*, and *clever* are adjectives. These words describe nouns. But there are many other types of adjectives you may not realize are adjectives. Any word which modifies a noun in some way is an adjective. Here are some examples:

- The apple is delicious.
- My apple is delicious.
- That apple is delicious.
- The two apples are delicious.
- That apple is mine.
- Which apple do you want?
- Several apples fell from the tree.



You probably know that *delicious* is an adjective. This type is called a **descriptive adjective**, and it's the type we most often think of. But all the underlined words above are adjectives—not just delicious. All of them do something to tell us more about the apple. Let's look at them a little more closely.

Week 3–Day 1

ARTICLES AS ADJECTIVES

The, *a*, and *an* are articles, but they are also adjectives. *The* is a definite article; *a* and *an* are indefinite articles. We use *a* before words that start with a consonant sound (*baby*, *unicorn*) and *an* before words that start with a vowel sound (*apple*, *hour*). *A* and *an* can only come before singular nouns, and they mean something in general. *The* can come before singular or plural nouns, and refers to specific things. If I say, “The apple is delicious,” I’m talking about a specific apple. If I say “An apple is delicious,” I mean apples in general.



PRONOUNS AS ADJECTIVES

Possessive pronouns that come before a noun (*my*, *your*, *their*, etc.) are adjectives. They tell us who the noun belongs to. This is my apple, that is your apple, those are their apples.

NUMBERS AS ADJECTIVES

When a number tells us how many of a noun, it’s called a counting adjective. Words that indicate how many but aren’t specific numbers (many apples, some apples, etc.) are also adjectives.

DEMONSTRATIVE ADJECTIVES

Demonstrative may be a new word to you, but you probably know *demonstrate*. Picture yourself demonstrating a new invention of yours, pointing to the various parts as you speak. “This thingamabob,” “That doohickey,” “These whatsits.” *This*, *that*, *these*, and *those* are demonstrative adjectives when they come before the noun. (If you just say “I want those,” then it’s a demonstrative pronoun.)

INTERROGATIVE ADJECTIVES



These are adjectives that you use to help ask questions (or interrogate someone). There are only three: *which*, *what*, *whose*. Just like all other adjectives, they must go with a noun: Which apple do you want? What books did you get from the library? Whose jacket is this? (If you just say “What did you buy?” you’re using *what* as an interrogative pronoun.)

Don’t worry—I’m not going to quiz you on the technical names of these adjectives. It’s just important that you can spot all types of adjectives, not just the one that tell us what someone looks like or how they act.

Underline all adjectives in the sentences. Draw arrows to show what words they are modifying.

Example: My dinner was cold before the chocolate dessert was ready.



1. There are three beautiful dogs sitting at your table.
2. Whose wet clothes are on this chair?
3. The Depression meant difficult times for many people.

Write your own sentence using a descriptive adjective, a demonstrative adjective, and a possessive pronoun as an adjective.

4. _____

Write your own sentence using an interrogative adjective, an article, and a counting adjective.

5. _____



Week 3–Day 2

Reading

Read chapters 28–30 of *The Mighty Miss Malone*.



Questions

Answer the following questions:

1. How does Deza get into the New Turned Leaf?

2. How do you think Deza feels when she hears Jimmy’s story about what really happened on Lake Michigan?

Grammar: Adverbs

Just as there are many types of adjectives, there are many types of adverbs. Like adjectives, adverbs modify other words. Unlike adjectives, which modify nouns, adverbs modify verbs, adjectives, and other adverbs. They are divided into types by what question they answer.

How?

Some adverbs answer how, or in what manner, something is done: *speedily, poorly, carefully*. Most of these adverbs end in *ly*, though some don’t (*well, fast, hard*).

Deza did well in school.
Jimmy sang beautifully.

WHEN?

Some adverbs tell when something was done. Some examples include *yesterday, tomorrow, early*.

You are learning about adverbs now.
You will finish your paper soon.

WHERE?

Some adverbs tell where something was done. Some examples include *inside*, *near*, and *upstairs*.

To Peggy, Flint felt far from home.
Deza ran downstairs when she heard her father leave.



HOW OFTEN?

Another thing we sometimes need to know is how often someone does something. Adverbs that answer this question include *frequently*, *always*, and *never*.

Deza usually did better than everyone else in class.
Jimmy rarely finished his homework.

TO WHAT DEGREE?

Many adverbs answer this question, and these are the adverbs that often modify adjectives or other adverbs. They can strengthen (*extremely*) or weaken (*barely*) these words.

Deza worked very hard on her papers.
Roscoe almost never yelled at his children.



Week 3–Day 2

Underline the adverbs in these sentences, and draw an arrow to show what word each adverb modifies. If you aren't sure, it can help to identify the verbs first. Then ask yourself what words tell more about those verbs. This won't necessarily find all the adverbs (because they can also modify adjectives and other adverbs), but it will be a good start.

Example: Yesterday, he quite suddenly threw the ball outside.



1. Deza is too tired to carefully review her work tonight.
2. Roscoe trudged upstairs very slowly, and it greatly worried Peggy.
3. Jimmy never cared about school, and was much happier singing nightly in clubs.

Write your own sentence using three adverbs. Choose three different types, but which types are up to you.

4. _____

ADVERBS



Write a sentence using two adverbs of the types you didn't choose for the previous sentence.

5. _____

Reading

Read chapters 31–33 and the Afterward of *The Mighty Miss Malone*.

Questions

Answer the following questions:

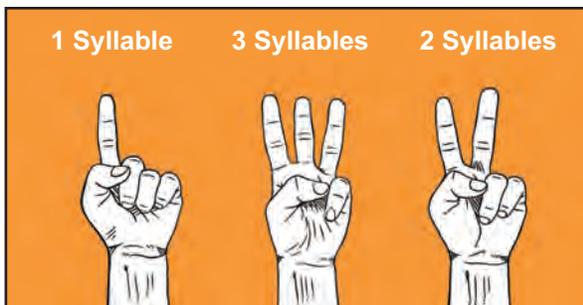


1. What surprise does Jimmy have for Deza?

2. Four good things happen to Deza very close together: She finds Jimmy, she gets her teeth fixed, she and her mother move back to Gary, and they find her father. Which of these do you think is most important for Deza’s welfare? Why?

Grammar: Comparatives and Superlatives

In addition to their powers of modifying other words, adjectives and adverbs share another trait: They can both be comparative or superlative. **Comparative** means they’re comparing two things. **Superlative** means they’re comparing three or more things.



ADJECTIVES

To know how to form the comparative and superlative, adjectives can be divided into three groups: those with one syllable (*big*) those with three syllables (*impressive*) and those with two syllables (*tiny*, *pleasant*). You’ll see why I used this weird order in a minute.

Week 3–Day 3

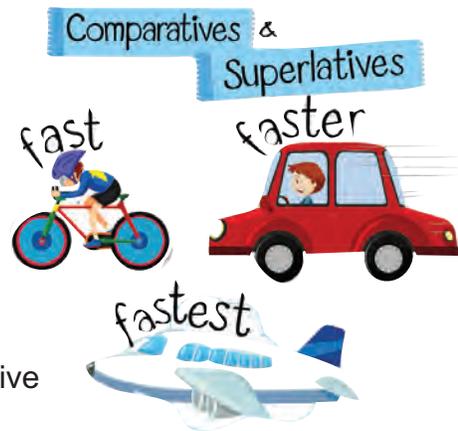
Adjectives with one syllable add **er** to form the comparative and **est** to form the superlative:

big	bigger	biggest
dry	drier	driest
wise	wiser	wisest

You may have noticed some spelling changes there. If the word ends in a single consonant preceded by a short vowel, double the consonant then add the suffix (*bigger*). If it ends in a **y** preceded by a consonant, change the **y** to **i** then add the suffix (*drier*). If the word ends in an **e**, just add an **r** or **st** (*wisest*).

Adjectives with three or more syllables form the comparative by adding *more* (*more impressive*) and the superlative by adding *most* (*most impressive*).

Adjectives with two syllables can go either way. That's why I put them last. If English is your first language, you'll probably just know which way to use because the other will sound wrong (*peacefuler? most happy?*). No—we're *happiest* when it's *more peaceful*. Some words can be puzzling—*more pleasant* is preferred, but *pleasanter* works too. To make things more confusing (never *confusinger*), some of them really can go both ways. Even the strictest English teacher will be happy if you're *friendlier* than I am, or *more friendly* than your neighbor.



ADVERBS

Adverbs are simpler. Almost all adverbs form the comparative by adding *more* (*more slowly*) and the superlative by adding *most* (*most slowly*).

Most of the adverbs that aren't formed this way add **er** and **est**. This is true of words that sometimes function as adjectives and sometimes as adverbs, words like *early*, *late*, *fast*, *hard*, and *straight*. (I woke earlier than you, but because you drove faster, I arrived at the concert later.)

EXCEPTIONS

English is full of exceptions, and comparatives and superlatives are no exception. (See what I did there?) Our first exception is *fun*. I don't mean it's enjoyable, I mean literally the word *fun*. *Fun* is an adjective with one syllable that uses *more* and *most* instead of **er** and **est**:

fun	more fun	most fun
------------	-----------------	-----------------

Then there are these irregular adjectives:

good	better	best
bad	worse	worst
many	more	most
little	less	least
far	farther	farthest

And these irregular adverbs:

well	better	best
badly	worse	worst
little	less	least
far	farther	farthest

Notice how *well* maps onto the adjective *good* and *badly* onto *bad*. *Little* and *far* are the same as adjectives and adverbs. So there aren't as many exceptions as it seems.



Show where Deza went in the book.

Week 3–Day 3

Fill in the blanks in the table.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
hungry		
	quicker	
		most important
		strangest
	thinner	
good		
		least
fun		

ADVERB	COMPARATIVE	SUPERLATIVE
	more easily	
well		
		farthest



Reading

Here are some questions to consider when discussing *The Mighty Miss Malone*.

Mrs. Needham says, “. . . good writing is always about telling the truth.” What do you think Mrs. Needham means by this? Do you think she’s saying fiction writing is always bad and nonfiction writing is always good, or something else? In what ways does fiction tell the truth (even though the story it tells is made up by the writer)? What do you think of the idea that good writing must always tell the truth in some fashion?

Even though Deza gets a very good grade on her last essay of the year, at first she is still devastated. Have you had an experience like this, where although you did very well at something, you still didn’t live up to your own expectations? How did it feel? Did you learn something from the experience, as Deza does here?

Mrs. Needham tells Deza the clothes she gives her are some a niece left at her house. Do you think that’s true? Where do you think she actually got the clothes? What from the book tells us this? Why do you think she would tell Deza this instead of the truth? Are there times when lying is the better thing to do? If so, when or why?

In chapter seven, Deza says, “It’s funny how something can look so normal to you one day, and then all of a sudden it can look so strange. I wonder if that’s because as you get smarter and older you look at things with different eyes, even things you’ve seen a million times before.” Has this ever happened to you? Has something that you’ve seen “a million times” suddenly looked different to you one day? If so, what was it, and why do you think that happened?

Deza’s parents give her a good explanation about the phrase “credit to your race.” This is not something people usually say anymore, but the general idea—that sometimes people give us warnings about what kind of person they are by what they say—is still true. Can you think of examples of things you’ve heard people say that warned you they were people you should be careful about for one reason or another?

Deza says, “Sometimes myths are a lot better than what really happens,” and her father agrees. Do you agree? What are some examples? What are some things myths can teach us?

Deza’s father says that humor comes from tragedy and pain. What do you think of that statement? Can you think of examples of humor that does come from pain? Can you think of examples of humor that doesn’t?

Frequently throughout the book, Deza mentions things her mother or father do or say that alert her or Jimmy that they’re about to hear bad news or something bad is about to happen. For example, she mentions the lines in her mother’s forehead as an

Continued

Week 3–Day 4

indicator of how upset she is. Do either of your parents or other family members have warning signs like these? Do you? What are they?

Deza talks about needing to skip over the details in a book that emphasize a character is white in order to better identify with the character. What helps you identify with a character in a book? If the character looks different from you or lives in a situation that is different, what things help you understand the character better and live the story with them? Do you sometimes imagine characters in stories as a bit different than they're actually described?



My favorite sentence from this book is:

What I think of this book:

Grammar: Diagramming

If you've completed any previous guides in this series, you're an old hand at diagramming sentences. But if this is your first one, fear not, we're going to start you from the beginning.

The beauty of diagramming sentences is you learn how the words function in the sentence. Before I teach you how to diagram adjectives and adverbs, we have to cover a couple beginning steps. First we need our sentence:

Deza carefully handled the beautiful material.

Step one is the easiest. Underline the sentence (and remove the punctuation):

Deza carefully handled the beautiful material

Next we look for the subject of the sentence, who or what the sentence is about. We separate the subject from the rest of the sentence with a vertical line:

Deza | carefully handled the beautiful material

Now we're ready for the adjectives and adverbs. Since adjectives and adverbs perform the same function (modifying other words), we do the same thing with them when we diagram the sentence: Hang them off the bottom of the words they modify. Notice *the* hangs off before *beautiful* because that's the order they are in the sentence.



Your turn. Diagram this sentence:

1. Roscoe reluctantly told his sad story.

One last thing. Remember that some adverbs modify other adverbs or adjectives. That means in some sentences you have words modifying words that are modifying other words. Diagrams of these sentences will have words hanging off words that are hanging off words, for example: Too many people were living in the camp.



Your turn:

2. Joe Louis was a very famous boxer.

Week 3–Day 4

WordFind

Circle the following words. Words can be horizontal and vertical,

DICTIONARY
WARDROBE
FAMILY
ESSAY
THESAURUS
LIBRARY
BOXING
BOXCAR
OATMEAL
FISHING
DEZA
BASEBALL
ROWBOAT
LETTER
HOBO

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



Holes

by
Louis Sachar



Illustration by Maryia Kapitsa

Week 4

Student Checklist

This week you will:

Read chapters 1–18 in *Holes*

- Chapters 1–5
 - Answer comprehension questions, Workpage 47
- Chapters 6–7
 - Answer comprehension questions, Workpage 50
- Chapters 8–12
 - Answer comprehension questions, Workpage 53
- Chapters 13–18
 - Answer comprehension questions, Workpage 57

Complete grammar pages in Worktext

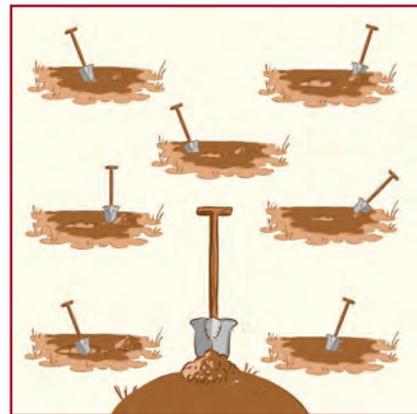
- Subject, object, and possessive pronouns, Workpage 49
- Reflexive, intensive, and indefinite pronouns and antecedents, Workpage 52
- Conjunctions, Workpage 56
- Articles and interjections, Workpage 59

Write a Mad Lib

- Write the rough draft
- Remove several words from the rough draft
- Replace some of the words removed
- Write the final draft

Do extra activities (optional)

- _____
- _____



Reading

Read chapters 1–5 of *Holes*.



Questions

Answer the following questions:

1. Who owns the shade at Camp Green Lake?

2. What don't you want to get bitten by at Camp Green Lake?

3. Why was Stanley often teased at school?

4. What problem have all the Stanley Yelnatses had? (Stanley, his father, his grandfather, and his great-grandfather?)

Grammar: Subject, Object, and Possessive Pronouns

Pronouns are those words that take the place of nouns. There are many types of pronouns.

Subject pronouns are pronouns that are the subject of a sentence or phrase: *I, we, you, he, she, it, and they*. Any of these can be the subject of a sentence:

I am writing about grammar.

You are learning about grammar.

We like talking about grammar.



Week 4–Day 1

Object pronouns are the object of some action in the sentence—often an action done by the subject. The object pronouns are *me*, *us*, *you*, *him*, *her*, *it*, and *them*. Notice that there is overlap between the group of subject and object pronouns (*you* and *it*).

Greg kicked the ball to me.
Greg kicked the ball to him.
Greg kicked it several times.

Understanding subject and object pronouns is particularly important when talking about more than one person, because that's when things can get confusing. Consider these two sentences:

Wanda and I are going to the store.
Me and Wanda are going to the store.

The second sentence is wrong for two reasons. First, you always put the other person or people first and yourself last. But “Wanda and me are going to the store” would be wrong too because you would be using the object pronoun *me* as the subject of a sentence. That's why you need *I*. Now look at these two sentences:

My mother cooked lunch for Leroy and me.
My mother cooked lunch for Leroy and I.

Again, the second sentence is wrong. This time you need the object pronoun *me*, but instead the person has used the subject pronoun *I*. The subject of the sentence is *my mother*, not *I*. This type of error is very common, even for adults. Figure out the object pronoun, and you'll avoid this mistake for the rest of your life.

When you aren't sure which pronoun to use in this kind of situation, just remove the other person in your mind and it will be obvious. You would never say, “My mother cooked lunch for I” which means you should never say, “My mother cooked lunch for Leroy and I.”

We've already discussed **possessive pronouns** a bit. These are the pronouns *my*, *mine*, *your*, *yours*, *his*, *her*, *hers*, *its*, *our*, *ours*, *your*, *yours*, *their*, and *theirs*. They show that someone possesses something. Sometimes they come before the noun (That is my cat) and sometimes they stand on their own (That cat is mine). In all cases, they show that someone possesses something in some way.

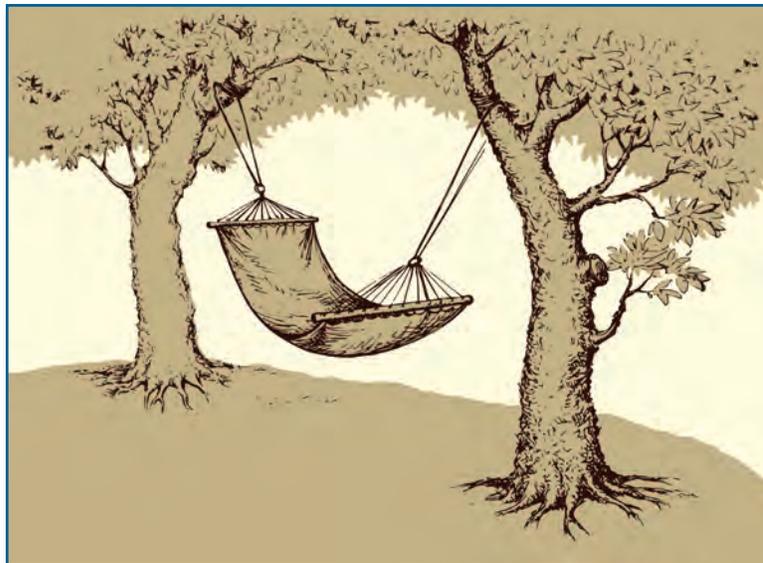
Here's a very important thing to remember about these possessive pronouns. Unlike possessive nouns, which always have an apostrophe (*John's*), these possessive pronouns never have an apostrophe. This is another mistake I see all the time, including from adults, especially the mistake *it's* (The cat loved it's dinner). No. This is wrong, wrong, wrong. Never do this.



Underline all the pronouns in these sentences. Fix any problems you find. If there is no problem, write a C for “correct” after the sentence.

Example: Stanley and his parents had tried to pretend that ^{he}him was just going away to camp.

1. Mr. Sir told he to watch for the spotted lizards.
2. Because our electricity went out, my mother and me will go to his house for dinner.
3. You should submit your requests to Mr. Garland and she.
4. Ms. Janson wants you and them to come with us.
5. The snake vigilantly guarded it's home from them.
6. I don't know whether the dominos belong to Matheus and he, or if they are her's.



Week 4–Day 2

Reading

Read chapters 6–7 of *Holes*.

Questions

Answer the following questions:

1. Why was Stanley so excited when the shoes fell in front of him?

2. Why didn't Elya pick a number when Myra asked him to?



Grammar: Reflexive, Intensive, and Indefinite Pronouns and Antecedents

Yesterday we looked at subject and object pronouns. Subjects do actions; objects receive action. “I [subject] throw the ball to you [object].” But what if the subject needs to do something to themselves?

For this problem, English provides the **reflexive pronoun**: *myself, ourselves, yourself, yourselves, himself, herself, itself, themselves*. When would you use these?

I wash myself every morning.

Ian accidentally hit himself in the eye.

When you finish your essay, you should treat yourself to a cookie.

Intensive pronouns look the same as reflexive pronouns, but they're used in a different way. They are used to emphasize who is doing something. Think of it as being very intense about saying who does an action:

I made this pie myself! (Can you believe it? I usually burn water!)

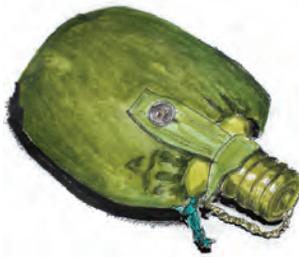
Do you think she wrote this paper herself? (I didn't think she could write a complete sentence.)

We have to put on the play ourselves. (Because our director, costumer, and set designer are all sick with the flu.)



Again, I frequently see adults make mistakes with these pronouns, using them when they really want a subject or object pronoun. “Cynthia and myself would love to have you for dinner some evening.” “Have that report to Mr. Rand or myself by Friday.” These are wrong. And just like yesterday, the way to avoid this mistake is the same: Remove the other person and see what pronoun you really want there. “I would love to have you for dinner some evening.” (Since I would, certainly Cynthia and I would as well.) “Have that report to me by Friday.” (Oh, Mr. Rand wants to see it as well, so have it to Mr. Rand and me.)

One thing the pronouns I’ve taught you so far have in common is they all need antecedents. **Antecedents** are the nouns that pronouns are referring to. So in the sentence



Stanley wanted to fill his canteen.

the antecedent for *his* is *Stanley*. That is who *his* refers back to. Often the antecedent will be in a previous sentence:

Stanley was innocent of the crime. But he knew it would do no good to tell anyone.

Here, *Stanley* is again the antecedent for *he*. Sometimes people make the mistake of using a pronoun without an antecedent. Don’t do this. Usually.

But, when can you use a pronoun without an antecedent? Enter the indefinite pronoun. There are many indefinite pronouns, but I just want you to be familiar with some for now: *anyone, someone, everyone, no one, anybody, somebody, everybody, nobody, anything, something, everything, nothing*. We use indefinite pronouns to refer to an indefinite group of people or things rather than back to specific people or things.

**Everyone loves a good book.
Surely somebody will come to your party.**

Here we aren’t talking about certain people, so we have no antecedent.

Week 4–Day 2

Underline all the pronouns in these sentences and fix any mistakes you find. If a sentence is correct, write C after it. Remember yesterday's pronouns as well.

Example: Stanley and the lightest kid in class had to weigh ^{themselves} themselves.

1. I am hoping to visit you myself.
2. Stanley told himself that nothing bad could happen at the camp.
3. Is there anything that everyone likes to do?
4. Ilze and myself hope someone will join us at your house.



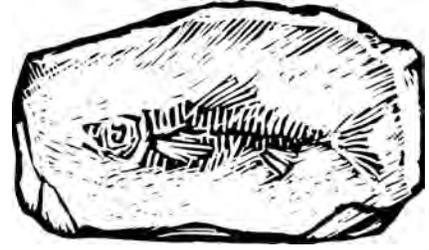
In these sentences, underline the pronouns and draw arrows to their antecedents. (There are no errors in these sentences).

Elya gave his pig to Myra. She did not understand why he did not choose a number. Elya then left for America, forgetting to carry Madame Zeroni up to the river, something anyone might have done. Afterwards, he was sure she put a curse on him.



Reading

Read chapters 8–12 of *Holes*.



Questions

Answer the following questions:

1. What nickname do the boys give Stanley?

2. Although Stanley is excited at first to find the stone with the fossil, why does it end up being disappointing?

Grammar: Conjunctions

Conjunctions are little words that join parts of sentences. Just as there are different types of pronouns, there are different types of conjunctions.

COORDINATING CONJUNCTIONS

There are seven coordinating conjunctions, and their first letters make the word FANBOYS: **for, and, nor, but, or, yet, so**. Coordinating conjunctions have to join the same type of thing on each side. For example, they can connect nouns, verbs in the same tense, or even sentences:

I'd like a salad or a sandwich.

Sophie practiced and studied all weekend.

Li Wei was the best player on the team, so it was a real blow when he broke his arm.

Coordinating conjunctions can even connect more than two of these things:

I love hot chocolate, tea, and cider, but not coffee.



Week 4–Day 3

What's most important is to remember that all the things being connected by a coordinating conjunction must be of the same type. Again, this is a mistake I see from adults all the time. There's even a name for this: **parallel construction**. You want parallel construction. Here are some examples of non-parallel construction:

The children love hiking, swimming, and to canoe down the river.

You should do your work diligently, thoroughly, and turn it in when it's due.

The boys hated Camp Green Lake because they had to get up early, work hard digging holes, and the food was terrible.



The first sentence tries to connect *hiking*, *swimming*, and *to canoe*. These are not the same type of word. To fix it, we would write, “The children love hiking, swimming, and *canoeing* down the river.”

In the second one, the writer starts with the adverbs *diligently* and *thoroughly*, but then gives up with a verb at the end. To correct this we continue the adverbs to the end of the sentence: You should do your work *diligently*, *thoroughly*, and *promptly*.

The third sentence shows a common type of error. When the conjunction is connecting whole phrases, writers can get lost in all those words and get confused about what is really being connected. In this case, it's the verbs after *had to*. The first is *get up* and the second is *work*. But “the food was terrible” doesn't fit with these. We could fix this by changing the last phrase to “and eat terrible food.”

CORRELATIVE CONJUNCTIONS

These are pairs of words that act as coordinating conjunctions. There are several. Here are a few: *either/or*, *neither/no*, *both/and*, *not/but*, *whether/or*. The thing I most want you to remember about them is, just like coordinating conjunctions, they need parallel construction.

Wrong: Gwendolyn will either take the elevator up to the fifth floor or down to the basement.

Right: Gwendolyn will take the elevator either up to the fifth floor or down to the basement.

Also right: Gwendolyn will either take the elevator up to the fifth floor or walk down to the basement.



In all these sentences, the correlative conjunction is the pair **either/or**. In the first sentence *either* is followed by *take*—a verb. But *or* is followed by *down*—an adverb. That is wrong. In the second sentence, we've moved *either* so it is before *up*, another adverb. Now both words are followed by adverbs, so we have parallel construction. In the last sentence, we've left *either* alone, but now *or* is followed by *walk*—another verb (in the same tense). This is another way to fix the first sentence. (Assuming Gwendolyn isn't too lazy to walk down the stairs.)

With correlative conjunctions, imagine you're holding your hands out, like a balance, with one word in each hand. So, you're holding your hands out like you're going to weigh two things: *either* is in your left hand, *or* is in your right. So far the words weigh the same. (I know, *either* is a much longer word, but maybe that **o** in **or** is really heavy.) Now you can put pretty much any type of word in the same hand as *either* (noun, past tense verb, future tense verb, adjective, etc.), but whatever you choose, you have to put the same type of word in your right hand with the *or* to make them balance. Congratulations, you now have parallel construction! (Your sentence may have other problems, but one thing at a time.)

SUBORDINATING CONJUNCTIONS

I can't talk too much about these yet, because these are very different. They don't join two things that are the same like the other conjunctions. They join an independent clause (also known as a sentence) with a dependent clause. But we haven't studied those yet.

Also, there are so many subordinating conjunctions that I can't list them all here. Just to give you a taste, they include *because*, *although*, *if*, *until*, *when*, and *where*.

Don't worry, I'm not going to give you a list of conjunctions and ask you to tell which are coordinating, correlative, or subordinating. The most important thing to learn for now is parallel construction.



Week 4–Day 3

Fix all problems with parallel construction. There may be more than one way to fix a sentence. Choose any way that works.

1. Running is easy, cheap, and helps you get healthy.

2. Coen sat on the couch and talking on the phone all night.

3. I want neither breakfast nor to eat dinner.



4. We are going to turn the earth, fertilize, and will be planting the seeds.

5. Momoko wasn't sure whether she preferred music, movies, or to read a book.

Choose one coordinating conjunction and write your own sentence.

6.

Choose one correlative conjunction pair and write your own sentence.

7.

Reading

Read chapters 13–18 of *Holes*.



Questions

Answer the following questions:

1. What does X-Ray give Stanley in exchange for the metal tube and the idea to show it to Mom the next day instead?

2. When the Warden has the boys dig holes together and look carefully through the dirt after X-Ray gives her the tube, Stanley knows they won't find anything. How does he know that?

3. Do you think Stanley does the right or wrong thing when he refuses to teach Zero to read? Why?

Grammar: Articles and Interjections

Today's parts of speech are the simplest yet. I've already mentioned articles in the adjective lesson, because articles function as adjectives. English has one definite article—*the*—and two indefinite articles—*a* and *an*. *The* is used to talk about a specific thing, while *a* and *an* are used before general ideas or items. *The* is also used before plural nouns, while *a* and *an* are always singular. We use *a* before words that start with a consonant sound (*baby, unicorn*) and *an* before words that start with a vowel sound (*apple, hour*).

Interjections are words or brief phrases that occur in a sentence or between sentences (*inter* means “between”). They interrupt the flow of thought a bit, and usually express some emotion such as surprise, anger, or excitement. When they're between sentences, you punctuate them just as you would any sentence. Often you can use an exclamation point, because they're to express strong emotion. (Normally exclamation points are a bad idea.)

I won the prize. Wow! I never thought I would win anything.



Week 4–Day 4

Sometimes an interjection will occur as part of a sentence, and here you can use commas or parentheses:

Oh dear, something is amiss.
I misplaced the test answers (oops), and now we have to rewrite the exam.



Interjections are often used in dialogue:

She yelled, “Hey! Wait for me!”

Interjections are very informal, and you should only use them in dialogue or very informal writing, like a letter to a friend.

DIAGRAMMING

You’ve learned a lot of new parts of speech this week, and I want to show you how to diagram a few of them. You already know that possessive pronouns are diagrammed like adjectives. Subject pronouns are diagrammed like any other subject (i.e., nothing is done to them). So:

She | gave bowl to me
 the

Intensive pronouns are also very easy. (We’re not doing other reflexive pronouns yet, because those are trickier.) Find the pronoun or noun they’re referring to, and put them in parentheses afterward. So *I can do it myself* is diagrammed:

I (myself) | can do it

Interjections are extra bits that don’t really do much for the structure or meaning of a sentence. So we stick them up above the sentence. They don’t even get to be attached:

Ow
that | hurt

Choose *the, an, or a* for the blanks.

1. Zero was _____ fastest at digging holes.
2. If the boys found _____ item, no matter how small, they were to stop digging.
3. After _____ hour, Stanley was tired and thirsty.
4. Stanley wished he had _____ shovel, but they were all locked up at night.



Underline the interjections.

5. I looked at the price tag and, holy cow (!), couldn't believe my eyes.
6. Zoë sighed. "Rats! I was hoping to go with you."
7. "You mean that. . . gee willikers. . . I can't believe he cheated," she gasped.

Diagram the sentence:

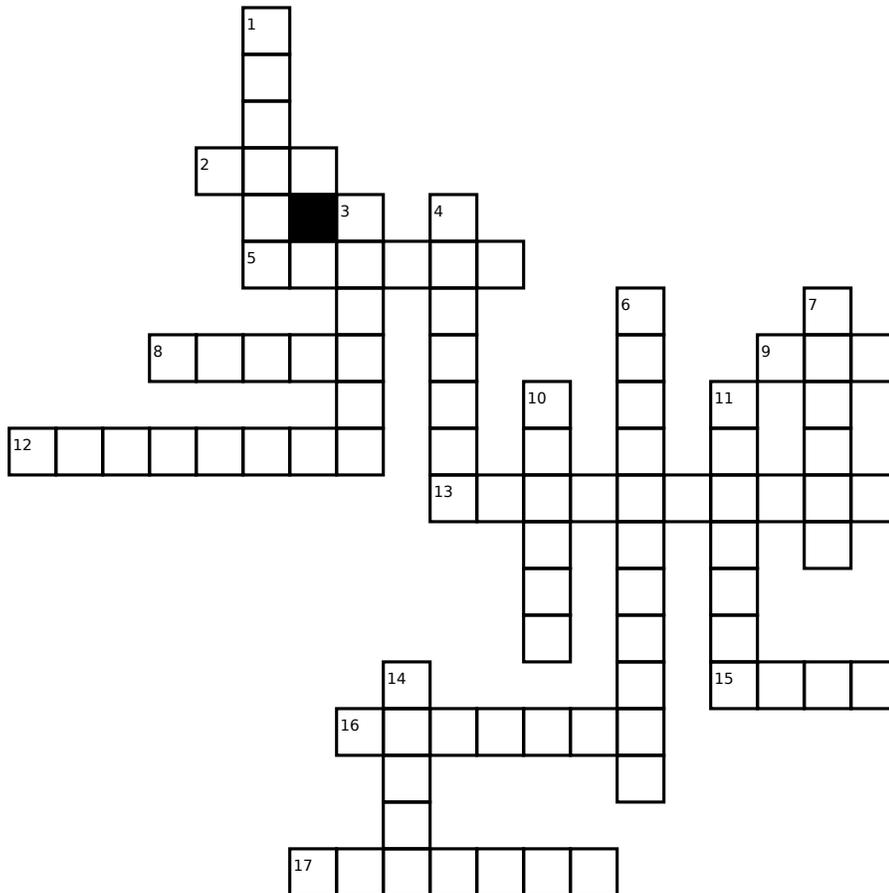
8. Hey, I cooked your lunch myself!



Week 4–Day 4

Crossword Puzzle

Use the clues below to fill in the words in the puzzle.



Down:

1. plant with an edible bulb
3. remains or impression of a living thing
4. juicy fruit
6. viper with rattles in its tail
7. scaly reptile
10. domestic ass
11. small water craft with oars
14. small, wooden house

Across:

2. portable bed
5. digging implement
8. cavities
9. young swine
12. sphere hit with a bat
13. yellow flowers that yield edible seeds
15. temporary housing
16. hanging cloth bed
17. small container for carrying liquids