

Zaner-Bloser

Grammar,

Usage, and
Mechanics

PRACTICE FOR MASTERY
Teacher Edition

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Unit 2

Parts of Speech

Unforgettable Folks: Heroes at Work

Introduce the Unit Theme

Explain to students that the title of Unit 2 is “Unforgettable Folks: Heroes at Work.” Discuss heroes with students. Ask what kinds of things people do that cause others to call them heroes. (*save people’s lives; give really important help to people who need it*) Then discuss people who do heroic things while working. (*firefighters, nurses, military personnel*) Inform students that in Unit 2 they will learn about heroes. You might create a bulletin board on which to post images of local, national, and international heroes at work.

Assessment Options

The **Unit Pretest** (pp. 173–176) is intended to be used as a diagnostic assessment to help you determine, prior to instruction, your students’ existing knowledge and skill proficiency. Follow this procedure for administering the Unit Pretest:

1. Read aloud the instructions for the first section of the test.
2. Read aloud the items and answer choices in this section.
3. Have students answer the items independently.
4. Repeat this procedure for each remaining section of the test.
5. Collect and correct the tests. Use the results to determine which lessons to teach for targeted instruction or which lessons to spend extra time on during whole-class instruction if you are teaching all lessons in the unit.

The **Unit Posttest** (pp. 223–226) helps you judge students’ achievement while providing students with practice for high-stakes tests. When you are ready to administer the test, ask students to carefully tear it out of their books. (**Note:** If the test has already been removed, distribute copies to students.) Read aloud the directions for each section and make sure students understand how to answer the questions. Ask students to work independently to complete the test.

Students who miss two questions focusing on the same grammar element may need additional help understanding the concept. Reteach the concept, following this procedure:

1. Review **Grammar Rules** in the lesson for that concept.
2. Reread the rule statement with students.
3. Guide students through the items a second time. Ask students to explain why each right answer is correct.

Reinforcement and Reteaching

To reinforce a particular lesson, review **Grammar Rules** and the rule statement for that lesson, and then use the **Extra Practice** activity. You may also refer students to the **Grammar, Usage, and Mechanics Handbook** in the back of this book.

Accelerated Literacy Development

Expand the writing activity in the **Reinforce** section of each lesson from writing a sentence to writing a paragraph. (Students will need a blank sheet of paper to complete this task.)

Technology Skills Development

Use these activities to help students develop technology skills:

- Have students use a computer to draft, revise, and create a final version of each **Reinforce** writing product. Before students begin, go over **Grammar, Usage, and Mechanics Handbook** section 26 with them.
- Encourage students to do Internet searches on lesson topics that stir their interest. Before students begin, go over **Grammar, Usage, and Mechanics Handbook** section 27 with them.

Lesson 13

student pages 39–40

Nouns

Objectives

- To discover that a noun names a person, place, or thing
- To identify and use nouns in complete sentences
- To find hidden nouns in a word search puzzle

Teaching the Lesson

Read aloud the caption as students look at the picture on page 39. Invite students to share what they know and enjoy about basketball.

Read aloud all the sentences in **Practice**. Explain that the Aztecs, an American Indian people who lived in Mexico long ago, played a game that resembled basketball. Reread sentences 6–12 and encourage students to pantomime how the Aztecs may have played this ball game. Then form small groups of students. Be sure each group has at least one English-proficient student in it. Have students complete the lesson in these groups. Ask group members to take turns reading the sentences aloud, one at a time. Have other group members identify which underlined word is a noun and tell how they decided.

In **Apply**, students should respond orally before writing their sentences. Ask students to identify the nouns they circled in their completed sentences.

In **Reinforce**, group members can work together to complete the word search. Ask a volunteer to model how to find words in the puzzle. If necessary, list on the board the words to be found. (ACROSS: **hat, telephone**; DOWN: **basketball, shelf, game, boy, ocean**) Ask volunteers to compose sentences using the nouns.

English Learners

Read aloud a paragraph from a book the class is currently reading. Then read it a second time. Have students list each noun they hear. Call on volunteers to read aloud the words they recorded and to tell whether each one names a person, a place, or a thing.

Extra Practice

.....
For more practice, see **page 195**.

Lesson 14

student pages 41–42

Proper Nouns

Objectives

- To discover that a proper noun names a certain person, place, or thing and begins with an uppercase letter
- To identify proper nouns and to use them in sentences with appropriate capitalization
- To use common and proper nouns to complete a crossword puzzle

Teaching the Lesson

Invite students to name recent inventions and tell what each does. Explain that an inventor can receive a patent: a document that says he or she is the inventor of the device, and that no one else can make or sell that invention without permission. Then read aloud the introductory paragraph and have students respond.

Read the sentences in **Practice** aloud. Have pairs of students identify the proper nouns and decide whether each names a person, place, or thing. After all proper nouns are identified and underlined, ask students to identify the common noun(s).

Read aloud the instructions for **Apply**. Ask a volunteer to model completing the first item. Students should discuss with their partners possible responses to each item before completing the activity.

In **Reinforce**, partners should work cooperatively to solve the crossword puzzle. Make sure students understand how a crossword puzzle works before they begin. Ask a volunteer to demonstrate how to complete the first item under "Across."

English Learners

Form small groups of students. Ask each student to think of a person he or she especially admires and a city, state, or country he or she would like to visit. As students share their responses, ask other group members to listen and to name the proper nouns each speaker mentions.

Extra Practice

.....
For more practice, see **page 195**.

Nouns

Grammar Rules!

A **noun** is a word that names a person, place, or thing.



See Handbook Section 13

Try It! Read the sentence and answer the question.

In 1891 a **teacher** invented a new game. His students **played** it indoors during winter.

Which boldfaced word names a person, place, or thing?

teacher



Basketball players try to reach the ball at the same time.

Practice

Circle each underlined word that is a noun.

- James Naismith stuck two wooden baskets on railings ten feet above the floor.
- The playing court was in between the baskets.
- Two teams of students played the game.
- Each team tried to throw a ball into its basket.
- The sport he invented is called basketball.
- A kind of basketball was played in Mexico long ago.
- It was played on a court between two walls.
- A stone ring was attached to each wall.
- The game was played with a rubber ball.
- Players tried to knock the ball through a ring.
- They could not use their hands or feet.
- The players hit the ball with other parts of their bodies.

Lesson 13

Name _____

Apply Answers will vary.

Write complete sentences to answer these questions. Circle each noun you use.

13. What is your favorite sport? _____

14. What are some things that are used to play the game? _____

15. Where is the game played? _____

16. What do the players wear? _____

Reinforce

Circle the hidden nouns. Then write them on the lines.

B	A	S	G	D	B	F	R	O	17. <u>hat</u>
A	B	H	A	T	O	R	K	P	18. <u>telephone</u>
S	C	E	M	U	Y	H	N	Q	19. <u>basketball</u>
K	P	L	E	V	A	I	J	R	20. <u>shelf</u>
E	X	F	B	W	W	E	K	R	21. <u>game</u>
T	E	L	E	P	H	O	N	E	22. <u>boy</u>
B	F	P	Y	X	B	C	X	S	23. <u>ocean</u>
A	G	Q	L	Y	C	E	N	I	
L	H	R	X	Z	D	A	K	Q	
L	X	P	S	R	E	N	H	T	

Note: Answers can be in any order.

Proper Nouns

Grammar Rules!

A **proper noun** names a certain person, place, or thing. A proper noun begins with an uppercase letter. A **common noun** names any person, place, or thing.

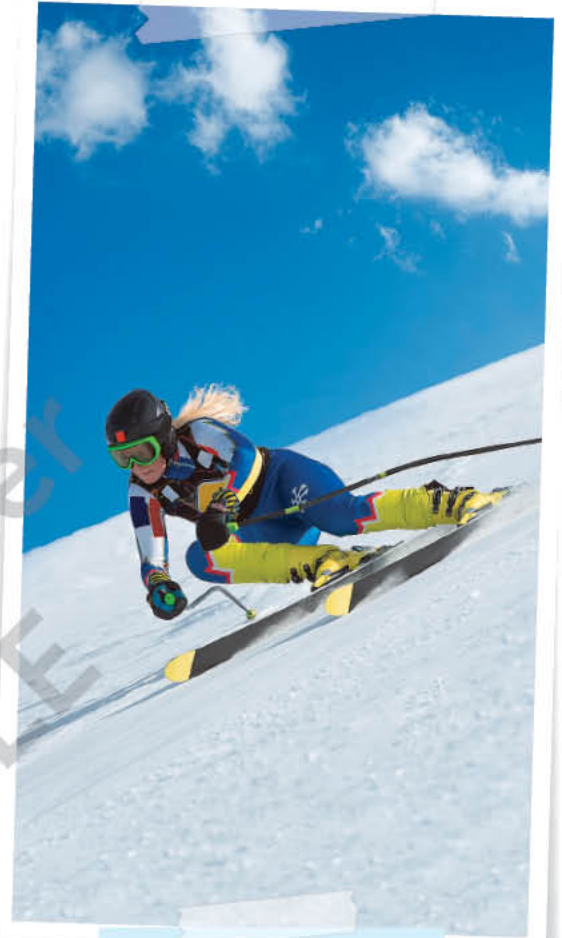


See Handbook Section 13

Try It! Read the paragraph and follow the directions.

In 1971 a woman named **Stephanie Kwolek** invented a material that was five times as strong as steel. The material was called **Kevlar**. The invention would make millions of dollars and save millions of lives.

Circle the boldfaced word that is the name of a certain person. Draw a box around the word that is the name of a certain thing.



Kevlar makes skis stronger and lighter.

Practice

Underline the proper nouns in these sentences.

- Stephanie Kwolek was born in New Kensington, Pennsylvania.
- She went to a college named Carnegie-Mellon.
- Stephanie studied chemistry.
- Then she worked at DuPont, a chemical company.
- She created a very stiff material called Kevlar.
- Greg, a policeman, is thankful for this invention.
- The Kevlar in his vest saved his life last August.
- Melinda skis, and she is also thankful.
- The material that Ms. Kwolek invented makes skis stronger and lighter.
- The shoes that Ramji wears are strong and flexible because of this wonderful material.

Apply

Write a proper noun of your choice to complete each sentence. Remember to start each proper noun with an uppercase letter. **Answers will vary.**

11. I would invent a material called _____.
12. A company called _____ would make this material.
13. I would set up this company in the state of _____.
14. I would like to work there with my friend _____.

Reinforce

Use common and proper nouns to complete the crossword puzzle. Color each proper noun blue. Color each common noun red.

Across

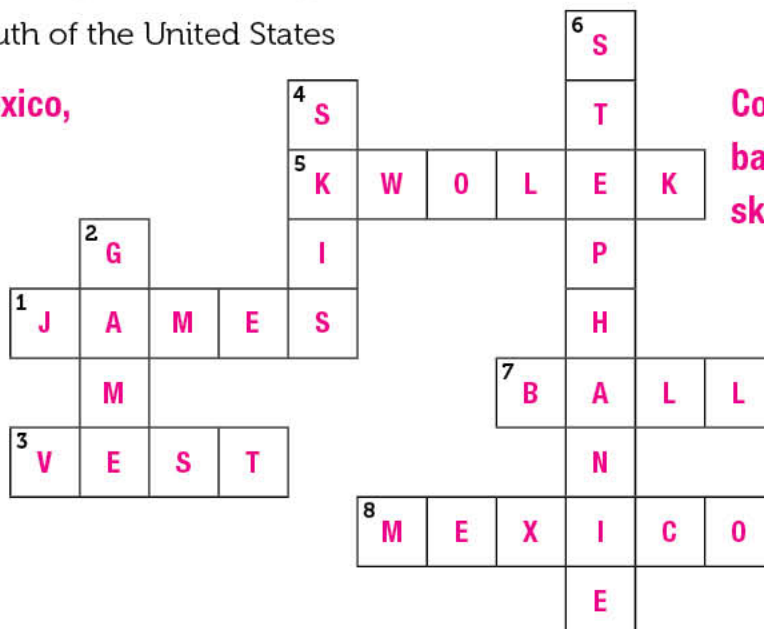
1. Inventor of basketball (first name)
3. Protective piece of clothing made with Kevlar
5. Inventor of Kevlar (last name)
7. A toy that can be bounced
8. A country south of the United States

Down

2. A contest for fun
4. Equipment used to go down hills or mountains
6. Inventor of Kevlar (first name)

Proper Nouns: Mexico,
James, Kwolek,
Stephanie

Common Nouns:
ball, vest, game,
skis



Unit Review student pages 63–64

The **Unit Review** allows you to check students' progress and determine when reteaching is necessary. The review pages may be completed in class or as homework. If a student responds incorrectly to two or more items involving the same skill, you may want to work directly with the student to review the relevant lesson. The lesson number to which each review item relates appears in parentheses on the review pages in the Teacher Edition.

Assign the **Extra Practice** activities (pp. 195–200) to reteach targeted skills in a more focused way.

Spelling Practice

student pages 65–66

Syllable Patterns: Vowel-Consonant-e

Read aloud the directions and example sentences under **Grammar Rules**. Have students reread the example sentences with you. Ask which boldfaced word has a **long a** spelling. (*plane*) Read the rule statement aloud.

Work as a class to complete the **Word Sort**. For the first **Pattern Practice**, read aloud the directions and the words in the word bank. Work as a class to complete item 1. Then have student pairs complete items 2–3. Ask them to present their answers to the class. For the second **Pattern Practice**, read aloud the directions and the words in the word bank. Have students work independently to choose the correct word for each sentence. Ask students to identify the long vowel spelling patterns for the words in the bank. (*grace—**a-consonant-e**, prize—**i-consonant-e**, broke—**o-consonant-e**, flames—**a-consonant-e**, globe—**o-consonant-e**, rise—**i-consonant-e***)

Read aloud the directions in **Use Your Dictionary**. Have students work independently to write the correct spelling pattern to complete each word.

English Learners

Have students work with a partner who is fluent in English for the spelling activities. The **vowel-consonant-e** spelling pattern in English may confuse Spanish speakers. In Spanish, an e at the end of a word is pronounced. Practice the **vowel-consonant-e** pattern by contrasting that pattern with CVC and CVCC words with the same vowel. For example, have students practice saying *tap* and *tape*, *back* and *bake*, *man* and *mane*, and *tack* and *take*.

Proofreading student pages 67–68

Proofreading Practice

Review the **Proofreading Marks** chart and the examples. Then read aloud the instructions and the first two sentences of the report. Point out and discuss the first error. (*was instead of were*) Have students mark the correction. Repeat this procedure for the second error. Then have students work independently to proofread and mark the errors in the remaining sentences. After students have completed the activity, ask volunteers to read each sentence aloud, identify the errors, and explain how they marked these errors.

Proofreading Checklist

Ask students to select a recent piece of their own writing. Have them turn to page 68 and write the title of that piece of writing at the top of the chart. Read aloud the instructions. Then ask students to put a check mark next to each item in the checklist after they have checked it in their work. Students might first work independently and then trade papers with a partner to double-check each other's work. You might model using the **Grammar, Usage, and Mechanics Handbook** (beginning on student page 239) to clarify a concept or rule.

Suggest that students look at the errors they overlooked in the Proofreading Practice activity and add these to the checklist. Ask students to think about other kinds of errors they sometimes make and add them to the checklist.

English Learners

Have students work with a partner who is fluent in English for the proofreading activities.

School-Home Connection student pages 69–70

These pages provide quick, fun activities that review and reinforce the skills taught in Unit 2. You might utilize the **School-Home Connection** pages in one of the following ways:

- Ask students to take the pages home, choose one or two activities to do, and then ask their parents to sign and return the pages.
- Send the pages home without asking that they be returned.

Review

Nouns

(Numbers in parentheses identify related lessons.)

Circle the underlined words that are nouns.

1. The wheel may be the world's most useful invention. (13)
2. The wheel was invented about 5,000 years ago. (13)

Rewrite the sentences. Use uppercase letters to begin proper nouns.

3. In the united states in 1837, an engineer named john deere built the first steel plow. In the United States in 1837, an engineer named (14)

John Deere built the first steel plow.

Circle the underlined words that are plural nouns.

4. The invention of the plow helped farmers grow food. (16)
5. Plows are used to break up soil. (16)

Circle the underlined noun that is a plural noun that does not end in s or es.

6. Many women have invented devices for baby care. (17)
7. Parents of young children use the inventions of Marion Donovan and Ann Moore. (17)

Circle the underlined noun that is a collective noun. Draw a box around the underlined noun that is an abstract noun.

8. A team of inventors created a computer language in 1961. (15)
9. The language was a great success. (15)

Adjectives

Circle the adjective that tells about the underlined word.

10. About 2,000 years ago, a Greek named Hero invented a helpful press. (21)
11. The press could squeeze delicious juice from fruit. (21)

Name _____

Pronouns

Circle the underlined word that is a personal pronoun. Write a check mark above the underlined word that is a possessive pronoun.

12. Did you bring a lunch today? (18)

13. My lunch is in this paper bag. (18)

Verbs

Write the correct verb in () to complete each sentence.

14. Long ago, people dragged (19) heavy loads behind them. (drag/dragged)

15. The wheel helped (19) people move heavy loads. (helped/help)

16. Railroad trains are (20) vehicles that use metal wheels. (is/are)

17. George Stephenson was (20) the inventor of the steam locomotive. (was/were)

Adverbs

Circle the adverb in each sentence.

18. My grandmother often rides the train. (22)

19. It moves swiftly along the rails. (22)

20. She happily looks at the scenery. (22)

Coordinating Conjunctions

Write a sentence about an inventor. Use one of these conjunctions: *and*, *but*, *or*.

21. Answers will vary. (23)

Subordinating Conjunctions

Circle the subordinating conjunction in each sentence.

22. If your machine works, you might become famous. (24)

23. I will call you when I finish my invention. (24)

Spelling Practice

Grammar Rules!

Syllable Patterns: Vowel-Consonant-e A silent **e** at the end of a word or syllable tells you that the vowel before it is a long vowel. For example, the **long a** sound can be spelled **a-consonant-e** as in *face*. The **long i** sound can be spelled **i-consonant-e** as in *size*, and the **long o** sound can be spelled **o-consonant-e** as in *close*.

Try It! Read the sentences and follow the directions.

The Wright brothers had a smart plan.

They would fly their plane on the beach.

Underline the boldfaced word that has a long-vowel sound.

Circle the boldfaced word that has a short-vowel sound.

Word Sort

Use the words below to complete the word sort. **Answers may be in any order.**

ripe pave joke rope cake smile skate stone slide

a-consonant-e	i-consonant-e	o-consonant-e
<p>pave</p> <p>cake</p> <p>skate</p>	<p>ripe</p> <p>smile</p> <p>slide</p>	<p>joke</p> <p>rope</p> <p>stone</p>

Name _____

Pattern Practice

Write the word with the same long-vowel spelling pattern as each group of words.

dime smoke state

1. like, ride, mile _____ **dime**
2. make, pale, pave _____ **state**
3. bone, robe, home _____ **smoke**

Write the word that completes each sentence.

grace prize broke flames globe rise

4. We looked for Australia on the _____ **globe**.
5. The _____ **flames** of the campfire were purple.
6. Dan's pie won first _____ **prize** at the fair.
7. Ballerinas dance with such _____ **grace**.
8. When will the sun _____ **rise** today?
9. That runner _____ **broke** the world record.

Use Your Dictionary!







Complete each word by writing the correct vowel-consonant-e pattern. Check your spellings in a dictionary.

10. al _____ **i** _____ v _____ **e**
11. scr _____ **a** _____ p _____ **e**
12. sl _____ **o** _____ p _____ **e**

Proofreading Practice

Read this report about kites and find the mistakes. Then use the proofreading marks below to show how each mistake should be fixed. Use a dictionary to check and correct spellings. **Suggested answers appear below. Accept all reasonable responses.**

Proofreading Marks

Mark	Means	Example
	take away	The kite belongs to to Sue.
	add	The kite belongs ^{to} Sue.
	make into an uppercase letter	The kite belongs to <u>sue</u> .
	make into a lowercase letter	The <u>K</u> ite belongs to Sue.
	add a period	The kite belongs to Sue.
	fix spelling	The kite belong ^{sp} z to Sue.

Kites

People in ancient China ^{were} ~~was~~ the first people to fly kites. Long ago, Chinese soldiers use^d kites to send messages. A kite's color and pattern made up a secret code. soldiers in nearby camps saw the kites. They understood the messages. Inventors in china even tried to use kite^s as flying machines.

In the 1800s, scientis^t used kites to help ~~they~~ ^{them} understand the weather. Weather kites lift^{ed} ~~ing~~ small machines into the sky. These machines measured how cold, wet, or dry the air was. Kites were use^d to measure the wether^{sp} until 1933.

Kites have been helpful in other ways. Ben Franklin flew a kite in a storm. This experiment helped him prove that lightning is electricity. The wright brothers used a box kite to test ideas about flying. Alexander Graham Bell also experimene^d with box kites. He thought that a group of box kites might carry a person into the air.

Today most people fly kites just for fun. Kites ^{are} ~~is~~ fun to fly and to ~~watch~~.

Name _____

Proofreading Checklist

Titles

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks on top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item. **Answers will vary.**

Have I capitalized proper nouns?				
Have I used singular and plural nouns correctly?				
Have I used pronouns correctly to take the place of nouns? (<i>I, me, we, us, you, he, she, him, her, they, them</i>)				
Have I used action and linking verbs correctly?				

Also Remember...

Does each sentence begin with an uppercase letter?				
Does each sentence end with the right mark?				
Did I use a dictionary to check and correct spellings?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

School-Home Connection

In Unit 2 of *Grammar, Usage, and Mechanics* students are learning about the jobs different words have in sentences. They are learning that **nouns**, such as *dog* and *planet*, name people, places, and things, and that **verbs** tell about actions. The activities on this page give extra practice with some of the concepts they are learning. You can help your child use the information he or she is learning in school by choosing one or more activities to complete together at home.

Twenty Questions (Nouns)

This guessing game can be played by two to eight people. One person thinks of a person, place, or thing but keeps it a secret. The other players try to guess what noun the person is thinking of by asking questions that can be answered "yes" or "no." Guessers can ask up to twenty questions before the mystery noun is revealed.

Dream Trip (Proper Nouns; Adjectives; Adverbs)

Work with your child to plan a dream trip he or she would like to take. The trip can be to anywhere in the world, and your child's guests can include friends, sports or movie stars, relatives, and others your child might like to invite. Help your child write a plan for the trip on a large sheet of construction paper. Include departure and return dates. Remind your child to capitalize proper nouns such as the names of cities, states, and people. Help your child to use adjective and adverbs to describe the trip and the people and places your child might see.



Name _____

Good Sports (Action Verbs)

Read an article from the sports section of the newspaper together. Help your child make a list of action verbs from the article. Your child might like to draw a picture for some of the more descriptive verbs you find.

Fan Letter (Personal and Possessive Pronouns)

Work with your child to write a fan letter to a person your child admires, such as a sports star, inventor, world leader, or teacher. Ask your child to make sure he or she has used personal pronouns (*I, me, we, us, you, he, she, him, they, them*) and possessive pronouns (*my, his, her, your, their*) correctly. If possible, mail the letter. (You may need to help your child address the envelope.)

Grocery List (Coordinating Conjunctions)

The next time you make a shopping list, have your child help you. Encourage him or her to use the words *and, but, and or* somewhere in the list.

Example white or chocolate milk; apples and pears; bananas
(but not green ones)

Word Search (Singular and Plural Nouns)

Circle six nouns in the puzzle.

Note: Answers can be in any order.

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

Singular nouns name one thing. Write the singular nouns from the puzzle here.

kangaroo

rock

pail

Plural nouns name more than one thing. Write plural nouns from the puzzle here.

buckets

cars

gorillas

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Pretest



TEST TIP: Fill in only one answer choice for each question.

(Numbers in parentheses identify related lessons.)

Read each item carefully. Fill in the circle next to the best answer.

1. Which of the following sentences has a noun underlined? (13)
 - (A) Few sports have one inventor.
 - (B) Most sports develop over time.
 - (C) Some events started in ancient times.
 - (D) Extreme sports are very new.
2. Which of the following sentences has a proper noun underlined? (14)
 - (A) In 1902 a newspaper printed a drawing.
 - (B) It showed President Theodore Roosevelt and a bear cub.
 - (C) A man named Morris Michtom saw the cartoon.
 - (D) He made a stuffed bear called Teddy's Bear to sell.
3. Which of the following sentences has a collective noun circled and an abstract noun underlined? (15)
 - (A) Two friends and I are working on an invention.
 - (B) Our team has a great idea.
 - (C) We will invent a new kind of cup.
 - (D) Water in the cup will not spill on the floor!
4. Which of the following sentences has a plural noun circled? (16)
 - (A) Some companies invent robots.
 - (B) This robot cleans our home.
 - (C) Its brush sweeps up dirt.
 - (D) Its hose picks up crumbs.
5. Read this sentence.

This fence will keep deer, rabbits, and raccoons out of our garden.

 Which word in the sentence is a plural noun that does not end in s or es? (17)
 - (A) deer
 - (B) rabbits
 - (C) raccoons
 - (D) garden
6. Which of the following sentences has an action verb underlined? (19)
 - (A) Orville and Wilbur Wright loved machines.
 - (B) In 1902 the Wright brothers made a glider.
 - (C) They tested it in the air nearly 1,000 times.
 - (D) Then they built an airplane.

Read each item carefully. Fill in the circle next to the best answer.

7. Read this sentence.

Are you interested in new inventions?

Which word in the sentence is a pronoun? (18)

- ☐ A are ☐ C new
☒ B you ☐ D inventions

8. Read this sentence.

John Fitch and Robert Fulton built early steamboats.

Which word in the sentence is a conjunction? (23)

- ☒ A and ☐ C early
☐ B built ☐ D steamboats

9. Read this sentence.

The dishwasher is a useful machine.

Which of these words is an adjective in the sentence? (21)

- ☐ A dishwasher ☒ C useful
☐ B is ☐ D machine

10. Read this sentence.

I often load the dishwasher.

Which word in the sentence is an adverb? (22)

- ☐ A I ☐ C load
☒ B often ☐ D dishwasher

11. Which of the following sentences has a linking verb underlined? (20)

- ☐ A Margaret Knight invented many things.
☐ B One invention made special paper bags.
☐ C These bags had flat bottoms.
☒ D Bags with flat bottoms are very useful!

12. Which of the following sentences has a subordinating conjunction underlined? (24)

- ☒ A When I write, I usually use a ballpoint pen.
☐ B John H. Loud invented this type of pen in 1888.
☐ C Modern ballpoint pens generally work well.
☐ D Lazlo Biro gets credit for the improvement of Loud's invention.

13. Which of the following sentences has a noun underlined? (13)

- ☐ A People invent games all the time.
☐ B Some of these become popular.
☐ C Developers create new video games.
☒ D Fans love new features.

Read each item carefully. Fill in the circle next to the best answer.

14. Which of the following sentences has a proper noun underlined? (14)

(A) Roller skates are so much fun!
 (B) Joseph Merlin invented a type in 1759.
 (C) He wore the skates to a party in Belgium.
 (D) He had an accident because he didn't know how to stop.

15. Which of the following sentences has a collective noun circled and an abstract noun underlined? (15)

(A) Les Paul invented the solid body electric guitar.
 (B) My sister loves this instrument!
 (C) She was the star of the talent show.
 (D) The audience cheered, and she felt great happiness!

16. Which of the following sentences has a plural noun circled? (16)

(A) A good cook invents new dishes.
 (B) My father makes odd pancakes.
 (C) These pancakes have mustard in them!
 (D) Dad wraps a pancake around a hot dog.

17. Read this sentence.

I want to invent a robot cat that will chase mice, squirrels, and gophers.

Which word in the sentence is a plural noun that does not end in s or es? (17)

(A) cat
 (B) mice
 (C) squirrels
 (D) gophers

18. Read this sentence.

Inventors give us new ways to do things.

Which word in the sentence is a pronoun? (18)

(A) inventors
 (B) us
 (C) new
 (D) things

19. Which of the following sentences has an action verb underlined? (19)

(A) Noah Webster produced America's first dictionary.
 (B) He published it in 1828.
 (C) He wrote short, clear definitions for words.
 (D) His dictionary helped students greatly.

UNIT 2 Pretest

Name _____

Read each item carefully. Fill in the circle next to the best answer.

20. Which of the following sentences has a linking verb underlined? (20)

- ☒ A Sara Josephine Baker was a doctor.
- ☐ B She invented a special eyedropper about 100 years ago.
- ☐ C With it, a doctor could put medicine into a newborn baby's eyes.
- ☐ D The medicine prevented one kind of blindness.

21. Read this sentence.

The alarm clock is certainly a helpful invention.

Which of these words is an adjective in the sentence? (21)

- ☒ A clock
- ☐ B is
- ☐ C certainly
- ☐ D helpful

22. Read this sentence.

Mom usually sets her alarm for 6 A.M.

Which word in the sentence is an adverb? (22)

- ☒ A usually
- ☐ B sets
- ☐ C her
- ☐ D alarm

23. Read this sentence.

Levi Hutchins invented the alarm clock but did not patent it.

Which word in the sentence is a conjunction? (23)

- ☐ A invented
- ☒ B but
- ☐ C did
- ☐ D not

24. Which of the following sentences has a subordinating conjunction underlined? (24)

- ☐ A The first radio station began in 1909 in San Jose, California.
- ☐ B Charles Herrold had started a school for radio broadcasting.
- ☒ C Although others had broadcast programs before, Herrold was the first to broadcast programs every day.
- ☐ D His station is now called KCBS, and it still broadcasts programs every day.

25. Read this sentence.

I usually listen to the radio when I clean my room.

Which word in this sentence is a subordinating conjunction? (24)

- ☐ A I
- ☐ B usually
- ☒ C when
- ☐ D my

Lesson 13 Circle the underlined noun in each sentence. Next to each sentence, write *person*, *place*, or *thing* to tell what the noun names.

1. The park was crowded. place
2. The wind blew steadily. thing
3. The day was clear and sunny. thing
4. We flew our kites for hours. thing
5. My kite looks like a fish. thing
6. One kite got caught in a tree. thing
7. The kite's owner climbed the tree. person
8. He passed the kite to his friend. person
9. Its string was tangled around a branch. thing
10. We helped him tie new string onto the kite. thing

Lesson 14 Read the sentences. Decide which underlined word or phrase in each sentence is a proper noun. Circle it.

1. Ruth Handler was an inventor.
2. She was born in Denver.
3. That city is the capital of Colorado.
4. She was married to a man named Elliot Handler.
5. Together they moved to California.
6. They helped start a company called Mattel.
7. Ruth Handler invented a doll named Barbie.
8. She named it after her daughter, Barbara.
9. Ruth and Elliot Handler also had a son named Kenneth.
10. They created a doll named Ken, too.

Posttest

Read this text and answer the questions on the next page.

The New Girl

- 1 "Can I have your attention, class?" Mr. Ling stood next
2 to a tall skinny girl I had never seen before. "I would like to
3 introduce the newest student here at mayfield elementary.
- 4 Her name are Laura Bryant."
- 5 "More like Laura Giant," my friend Abby whispered. A
6 couple of the other girls giggled behind me. Laura heard them
7 and blushed. She was very tall. But she seemed nice, too.
- 8 Later, I noticed Laura sitting alone in the corner of the
9 lunchroom. She stared down at the table as she slow chewed
10 her sandwich. Abby and the other girls had been making fun
11 of her all morning. Her had been compared to a giraffe and a
12 skyscraper.
- 13 "I'm going to sit with Laura," I said. The other girles
14 looked at me with wide eyes. They couldn't believe I wanted
15 to be seen with the new girl. I just turned around and walked
16 toward Laura with a giant welcoming smile.

UNIT 2 Posttest

 Name _____

Read each item carefully. Fill in the circle next to the best answer.

(Numbers in parentheses identify related lessons.)

1. What change, if any, should be made to the underlined words in lines 2–3? **(13, 14)**
 - ☐ A NO CHANGE
 - ☐ B Mayfield elementary
 - ☒ C Mayfield Elementary
 - ☐ D mayfield Elementary
2. What change, if any, should be made to the underlined words in line 4? **(20)**
 - ☐ A NO CHANGE
 - ☐ B Her name was
 - ☐ C Her name were
 - ☒ D Her name is
3. What change, if any, should be made to the underlined words in lines 6–7? **(18)**
 - ☒ A NO CHANGE
 - ☐ B Laura heard they
 - ☐ C Laura heard her
 - ☐ D Laura heard she
4. What change, if any, should be made to the underlined words in lines 9–10? **(22)**
 - ☐ A NO CHANGE
 - ☐ B she slower chewed
 - ☐ C she chewed slow
 - ☒ D she slowly chewed
5. What change, if any, should be made to the underlined words in lines 11–12? **(18)**
 - ☐ A NO CHANGE
 - ☒ B She had been compared
 - ☐ C They had been compared
 - ☐ D Herself had been compared
6. What change, if any, should be made to the underlined words in lines 13–14? **(16)**
 - ☐ A NO CHANGE
 - ☒ B The other girls
 - ☐ C The other girl
 - ☐ D The other girl's

Read each item carefully. Fill in the circle next to the best answer.

7. Read the following sentences.

A light rain fell from the sky. It gently watered the plants.

What kind of word is underlined?
(13, 19–22)

- ☐ A noun
- ☐ B verb
- ☒ C adjective
- ☐ D adverb

8. Read the following sentences.

Todd knew he had to face his fear. He had to speak up in class.

What kind of noun is underlined?
(13–15)

- ☐ A plural
- ☐ B proper
- ☐ C collective
- ☒ D abstract

9. Read the following sentences.

Look at the holes chewed in these boxes. There must be ____ in the attic.

Which is the correct plural noun that completes the sentence? (16, 17)

- ☐ A mouse
- ☒ B mice
- ☐ C mouses
- ☐ D mices

10. Read the following paragraph.

[1] I am reading an interesting book.
[2] It is about three children going west in a wagon train. [3] I think the book will have a happy ending though.

Where is the best place to add the following sentence? (16, 17)

These characters face many hardships.

- ☐ A before sentence 1
- ☐ B after sentence 1
- ☒ C after sentence 2
- ☐ D after sentence 3

11. Read the following sentences.

We are both taking tennis lessons.
____ teacher is very kind and patient.

Which pronoun best completes the second sentence? (18)

- ☒ A Our
- ☐ B We
- ☐ C Your
- ☐ D They

UNIT 2 Posttest

 Name _____

Read each item carefully. Fill in the circle next to the best answer.

12. Read the following sentences.

Lucy likes math, but her favorite subject is science. She wants to be a biologist.

What kind of word is underlined? (23, 24)

- ☒ A coordinating conjunction
- ☐ B subordinating conjunction
- ☐ C personal pronoun
- ☐ D preposition

13. Read the following paragraph.

[1] Snow leopards are found in the mountains of Asia. [2] Because their home is a cold one, they have had to adapt to survive. [3] Their fur is very thick, and they have wide paws for walking on snow. [4] Their small ears help them trap heat.

Which sentence contains a subordinating conjunction? (23, 24)

- ☐ A sentence 1
- ☒ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

14. Read the following sentences.

My aunt is a musician. She _____ the violin and the cello.

Which verb best completes the second sentence? (19, 20)

- ☐ A is
- ☐ B was
- ☐ C played
- ☒ D plays

15. Read the following sentences.

Mike often packs an extra apple in his lunch. He shares it with his best friend Zac.

Which underlined word is an adverb? (21, 22)

- ☒ A often
- ☐ B extra
- ☐ C his
- ☐ D best

16. Read the following paragraph.

[1] My family went to the zoo. [2] We enjoyed seeing the animals. [3] It started to rain. [4] We still had a fun day.

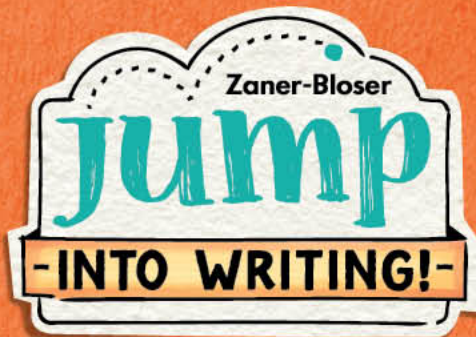
What is the best way to combine sentences 3 and 4? (10, 11)

- ☒ A Although it started to rain, we still had a fun day.
- ☐ B It started to rain we still had a fun day.
- ☐ C It started to rain, and we still had a fun day.
- ☐ D Because it started to rain we still had a fun day.

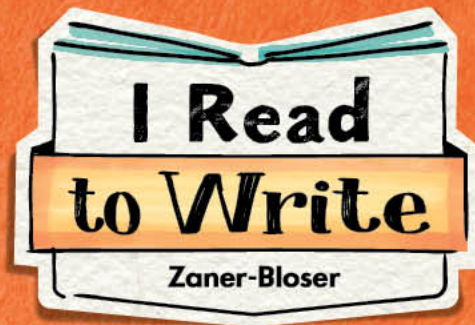
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