

Adjectives

An **adjective** is a word that describes a noun.

Remember that a noun names a person, a place, an animal, or a thing. An adjective tells more about a noun. An adjective can come before the noun it describes. It can also follow a verb such as *is* or *seems*.

Examples:

Wolves often live in **snowy** places.

They have **thick** hair.

The leader of the pack is **smart**.

Vocabulary Power

ca•nine [kă'nīn] *adj.*
Like a dog;
belonging to a group
of animals that
includes dogs, foxes,
and wolves.

Guided Practice

A. Name the adjective that describes the underlined noun in each sentence.

Example: The red fox is related to the wolf.
red

1. Wolves have furry coats.
2. They can make a lot of different sounds.
3. Sometimes they make a sad howl.
4. At times they make a quiet woof.
5. Sometimes wolves are shy.
6. A wolf may have gray fur.
7. Its jaws seem strong.
8. Wolves sometimes eat small animals.
9. Hungry wolves hunt in packs.
10. They are good hunters.

Independent Practice

B. Read the sentences below. Then write the adjective in each sentence.

Example: Wolves are social animals.
social

11. A wolf is a canine animal.
12. Wolves have big paws.
13. A wolf may have black fur.
14. It may even have white fur.
15. Sometimes wolves make a loud bark.
16. They have long tails.
17. Wolves are not fierce all the time.
18. Sometimes, wolves seem peaceful.
19. A wolf is a pack animal.
20. Young wolves follow the leader of the pack.

Writing Connection

Writer's Craft: Vivid Adjectives If you could be any animal, what would you be? Think about an animal you might like to be. Write a list of adjectives that describe this animal. Choose three of those adjectives, and use them in sentences that tell why you would like to be this animal.

Remember

that an **adjective** describes a noun. An adjective can come before the noun or after a verb such as *is* or *seems*.



Adjectives for How Many

Some **adjectives** tell *how many*.

You know that an adjective describes a noun. The adjectives in the following sentences tell *how many*.

Examples:

Two coyotes hunt together.

They may eat **some** berries.

All coyotes are canine animals.

Not all adjectives that tell *how many* give an exact number.

Guided Practice

A. Name the adjective in each sentence that describes the underlined noun.

Example: Most coyotes have bushy tails.
Most

1. Today there are coyotes in many parts of the United States.
2. Most coyotes live in the West.
3. They usually live six years.
4. Some coyotes live in the mountains.
5. Many coyotes live in the desert.
6. Coyotes can weigh thirty pounds.
7. Many coyotes hunt alone.
8. Coyotes eat several foods.
9. Few coyotes come near humans.
10. Coyotes can run more than twenty miles an hour.

Independent Practice

B. Read each sentence. Write the adjective that tells *how many* and the noun it describes.

Example: All coyotes are nocturnal.

All coyotes

11. A coyote can have six pups.
12. A pup's eyes open after two weeks.
13. Most female coyotes are good mothers.
14. Few coyotes live in groups.
15. Grown pups stay within ten miles of their parents.
16. Coyotes have several types of barks.
17. They can make many sounds.
18. Their barks can travel three miles.
19. They howl during two seasons.
20. There are more coyotes in America today than ever before.

Writing Connection

Science Think of an animal you like. Create a web, using adjectives that describe this animal. Be sure to include adjectives that tell *how many*. Use the web to write a paragraph about the animal. Then read the paragraph to a friend and discuss possible changes.

Remember

that some adjectives tell *how many*, but not all give an exact number.



Adjectives for What Kind

Some **adjectives** tell *what kind*.

Remember that other adjectives tell *how many*. Adjectives for *what kind* can describe size, shape, or color. They can also tell how something looks, sounds, feels, tastes, or smells.

Examples:

Frogs have **long** legs.

Some frogs have **round** spots.

Some toads have **green** stripes.

Use adjectives for *what kind* to make sentences more interesting and more specific.

Guided Practice

A. Identify the noun that each underlined adjective describes.

Example: Frogs have flat heads.
heads

1. Frogs like wet places.
2. Their calls are loud.
3. Some frogs have yellow bodies.
4. Many frogs are green.
5. Frogs have smooth skin.
6. Frogs use their long tongues to catch food.
7. A frog has webbed feet.
8. Frogs can live in cold weather.
9. Toads like rainy days.
10. Some toads are brown.

Independent Practice

B. For each of the sentences below, write the adjective that tells what kind.

Example: Fish can be ____ pets. (good, canine)
good

11. Goldfish have ____ skin. (scaly, more)
12. Compared to adult cats, kittens are ____.
(small, few)
13. Cats usually have ____ coats. (three, soft)
14. Puppies are ____ dogs. (young, some)
15. A beagle is a ____ animal. (most, canine)

C. For each of the sentences below, write the adjective and the noun that each adjective describes.

Example: Dogs like to chew on rubber balls.
rubber/balls

16. Saint Bernards are considered friendly dogs.
17. Poodles have curly hair.
18. Dalmatians have black spots.
19. A greyhound is a tall dog.
20. Dogs may have pointed ears.

Remember

that some adjectives tell *what kind*. They can describe size, shape, or color. They can tell how something looks, sounds, feels, tastes, or smells.

Writing Connection

Real-Life Writing: Conversation With a partner, discuss two different animals, using adjectives that tell *what kind*. Then use the adjectives to create a chart that shows how those animals are different and alike.

Extra Practice

- A. Read each sentence. Then write the adjective that tells *how many*. *pages 274–275*

Example: Eagles live in many areas.
many

- Most eagles stay away from people.
- In some places, eagles nest on the ground.
- Their feathers have several shapes.
- Eagles have few enemies.
- They can live for fifty years.

- B. Write an adjective that tells *how many* to complete each sentence. The adjective may or may not be an exact number. *pages 274–275*

Example: Eagles have _____ feathers.
many

- Eagles have _____ wings.
- They have _____ strong beak.
- _____ kinds of eagles, the bald eagle and the golden eagle, live in North America.
- _____ other kinds live in the tropical regions of Asia and Africa.
- _____ eagles eat meat.

- C. Read each sentence. Write the adjective that tells *what kind*. *pages 276–277*

Example: Eagles are powerful.
powerful

- Eagles have a large wingspan.
- Stiff feathers allow them to glide.
- An eagle has good eyesight.
- Eagles look for small animals for food.
- They can eat rabbits, birds, and young deer.

- D. Read each sentence and choose the adjective that best describes the noun. Then write the completed sentence. *pages 272–277*

Example: _____ eagles hunt during the day. (All, Red)
All eagles hunt during the day.

- Eagles have _____ legs and feet. (strong, more)
- They use their _____ claws to catch food. (purple, sharp)
- Eagles use their _____ beaks for tearing. (some, hooked)
- Eagles build nests in _____ trees. (tall, glass)
- _____ eggs are cared for by the mother and the father. (Most, Happy)
- _____ eagles are called eaglets. (Red, Young)
- Eaglets are covered with _____ fuzz called down. (gray, any)
- _____ feathers will grow within weeks. (Plastic, Regular)
- Eaglets are not _____ flyers. (many, good)
- _____ eaglets stay near their nest at first. (Many, None)

Writing Connection

Writer's Journal

Writer's Journal: Reflecting on Writing

Think about an animal book you have read. What was it about? What did you like or dislike about it? Write a paragraph about the book, and include the title of the book as well as your answers to these questions. Be sure to include at least four adjectives that tell *how many* and *what kind*.

DID YOU KNOW?
The bald eagle is the national bird of America.



Chapter Review

Read the paragraph. Some words are missing. Choose the word that belongs in each space. Then write the letter of your answer.

(1) Lemon trees are _____ trees. (2) They grow in _____ countries. (3) The flowers on a lemon tree have a _____ smell. (4) People use lemons in _____ ways. (5) _____ people use lemon juice for baking. (6) By themselves, lemons have a _____ taste. (7) Lemons are a _____ source of vitamin C. (8) Lemons are an _____ crop in the United States.

- 1 A sad
B flower
C one
D fruit

- 2 F one
G each
H none
J many

- 3 A seven
B any
C sweet
D several

- 4 F several
G none
H trees
J like

- 5 A None
B Every
C Some
D Tree

- 6 F quick
G all
H many
J sour

- 7 A none
B round
C good
D square

- 8 F few
G eight
H important
J many

Guest Speakers

Have you ever had a guest speaker in your classroom? If so, you know how important it is to be a good listener. Here are some guidelines to follow before, during, and after a guest speaker's talk.

Before the Talk

- Think of what you already know about the guest speaker's topic.
- Predict what the speaker might say.

During the Talk

- Listen *carefully* to the speaker.
- Listen for ideas that the speaker *repeats*.
- Listen for *reasons* or *opinions*.
- Listen for *more information* that the speaker tells about an idea.

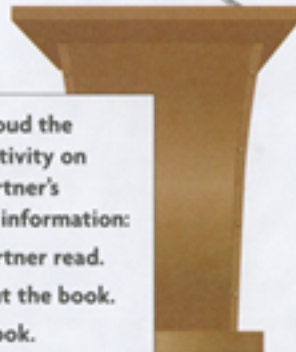
After the Talk

- Raise your hand to ask questions.
- Think about what you learned.
- Discuss your thoughts with someone else who heard the talk.

YOUR TURN

With a partner, take turns reading aloud the paragraphs that you wrote for the activity on page 279. After you listen to your partner's paragraph, write down the following information:

1. The title of the book that your partner read.
2. Two things your partner said about the book.
3. Whether your partner liked the book.
4. Why you want or don't want to read the book.

LISTENING
AND
SPEAKING

TIP Read all directions carefully before you begin.



For additional test preparations, visit The Learning Site:

www.harcourtschool.com