Part 1
Underline the common part. Circle each sentence that tells why. Combine the sentences with because.

1. The telephone did not work.
   The telephone was broken.

2. Sam drank milk.
   Milk is good for him.

3. She is riding her bike.
   She has no car.

4. Jeff has a cavity.
   Jeff will have to go to the dentist.

Part 2
Circle the subject and underline the predicate in each sentence.

1. The leaves are turning red, orange, and yellow.

2. We watched the toddler cross the room.

3. The digestive system changes food to fuel.

4. That book has many chapters.

5. Months have passed since she has been home.

6. Cars, buses, and trains are methods of transportation.

Part 3
The _____________ tubes branch off into smaller and smaller tubes.

    artery  capillary  bronchial

1. Cross out the word that completes the sentence correctly.

2. Circle the nouns in the sentence.

3. Above the first noun, write the name of the body system the sentence discusses.

4. Underline the verb in the sentence.
Part 4
Underline the common part. Fill in the circle beside the word that combines the sentences correctly. Combine the sentences with that word.

1. Dan likes to play soccer.
   Alex likes to play soccer.
   ○ and  ○ who  ○ which

2. Nancy likes her bedroom.
   Her bedroom is painted pink.
   ○ and  ○ who  ○ which

3. The boat belongs to Bill.
   Bill gave me a ride.
   ○ and  ○ who  ○ which

Part 5
Fill in each blank.
1. 
2. 
3. 

Conventions of grammar/writing, graphic aids
Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.
Lesson 2

Part 1

Underline the nouns. Draw a line over the adjectives. Circle the verbs.

1. The woman worked in a small office.
2. A body has many organs.
3. People like national parks.
4. The respiratory system brings oxygen to the blood.

Part 2

Complete the instructions.

1. Draw a ___________________________
   ____________________________.

2. Draw a __________________________ line ________
   from the __________________________ end of the
   __________________________ line.

3. Draw a __________________________ line from the
   ________ of the __________________________
   ________ to the __________________________
   ________ of the __________________________
   __________________________.

Part 3

Circle the subject and underline the predicate of each sentence.

1. Dogs, cats, and hamsters can all be pets.
2. My brother David plays tennis.
3. Playing basketball can be fun.
4. The trachea and bronchial tubes are part of the respiratory system.

Part 4

Write a word that comes from reside or produce in each blank. Then fill in the circle beside verb, noun, or adjective.

1. Our ______________ is a brick house.
   ○ verb ○ noun ○ adjective

2. The movie ______________ took ten months.
   ○ verb ○ noun ○ adjective

3. Did he ______________ in that house when
   he was young?
   ○ verb ○ noun ○ adjective

4. It was a ______________
   meeting.
   ○ verb ○ noun ○ adjective

Conventions of grammar, following directions, inflectional and derivational suffixes

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.

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Part 5
Read the passage and answer the questions.
Circle W after each question that is answered by words in the sentences, and underline those words.
Circle D after each question that is answered by a deduction.

Your respiratory system brings oxygen into contact with your blood. The air goes into your bronchial tubes. Then the air goes into capillaries, which soak up oxygen.

1. What system brings oxygen to your blood? (Press [Enter] after typing your answer)

2. Where does the air go? (Press [Enter] after typing your answer)

3. What do the capillaries do? (Press [Enter] after typing your answer)

4. Is the blood in the capillaries red or dark? (Press [Enter] after typing your answer)

Part 6
Underline the common part. Fill in the circle beside the word that combines the sentences correctly. Then combine the sentences with that word.

1. Los Angeles is on the West Coast.
   Oregon is on the West Coast.
   ○ and ○ who ○ which

2. Martha baked cookies.
   The cookies had chocolate chips.
   ○ and ○ who ○ which

3. Oxygen is a gas in the air.
   Capillaries soak up oxygen.
   ○ and ○ who ○ which

4. Sam watched his father.
   His father was a baseball player.
   ○ and ○ who ○ which
Part 1
Tell how the things are the same.

1. My hands were like ice.
   ____________________________________________________________
   ____________________________________________________________

2. His muscles were like rocks.
   ____________________________________________________________
   ____________________________________________________________

3. The sun looked like a red ball.
   ____________________________________________________________
   ____________________________________________________________

4. Barb’s eyes were like saucers.
   ____________________________________________________________
   ____________________________________________________________

Part 2
Write R for each fact that is relevant to what happened. Write I for each fact that is irrelevant to what happened.

   The firefighter put out the fire.

1. The firefighter was old. _____
2. The firefighter used a hose. _____
3. The fire was in the attic. _____
4. The firefighter was named Donna. _____

Comparisons/figurative language, main idea/relevant and irrelevant details, graphic aids

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.
Part 4
Circle the subject and underline the predicate in each sentence.
1. Pens and pencils are writing tools.
2. Swimming alone can be dangerous.
3. The circulatory system moves blood in your body.
4. Baking a wedding cake takes skill.
5. Newspapers have lots of sections.

☆ Part 5
Imagine you are going to the grocery store. 
Put the following foods in the correct groups.

**Shopping List:** milk, hamburger, green beans, apples, eggs, potatoes, bacon, bananas

**Fruits:** __________________________________________

**Meats:** _________________________________________

**Vegetables:** ___________________________________

**Dairy:** _________________________________________

Part 6
Underline the common part. Combine the sentences with **who**, **which**, or **and**.
1. That mail carrier always walked to work.
   That mail carrier was a young man.

2. Marcia likes to read about horses.
   Marcia rides every day.

3. The zookeeper liked his job.
   His job was exciting.

4. David has a new computer.
   David has a new desk.
Part 1
For each word on the left, write the letter of its definition on the right.

1. trapezius _____ a. (n.) the muscle that goes from the ribs to the pelvis
2. biceps _____ b. (n.) the muscle that covers the front of the femur
3. produce _____ c. (n.) the muscle that covers the back of the lower leg
4. abdominal muscle _____ d. (n.) the muscle that covers the back of the neck
5. triceps _____ e. (n.) the muscle that covers the front of the humerus
6. gastrocnemius _____ f. (v.) make
7. quadriceps _____ g. (n.) something that is selected
8. selection _____ h. (a.) that something regulates
9. criticize _____ i. (v.) find fault with
10. regulatory _____ j. (n.) the muscle that covers the back of the humerus

Part 2
Circle the subject and underline the predicate in each sentence.

1. The pulmonary artery is a large artery in your body.
2. Kathy smiled at her little sister.
3. To make cider is hard work.
4. The heart pumps the blood.
5. Dad walks the dog every morning.
6. Swimming is good exercise.

Part 3
Fill in the circle next to the item that does not fit in each category.

1. Things to eat with
   - plate
   - fork
   - shoes
2. Things to listen to
   - radio
   - pie
   - television
3. Things to cut with
   - scissors
   - lawnmower
   - comb
Lesson 4

Part 4
Tell how the things are the same.
1. Jim eats like a bear.

2. I slept like a log last night.

3. The flowers were like a bone.

Part 6
Fill in each blank.
1. 

2. 

3. 

4. 

Part 5
Write a word that comes from modify in each blank. Then fill in the circle beside verb, noun, or adjective.
1. The ______ hot rod won the race.
   ○ verb  ○ noun  ○ adjective

2. Did you ______ the window frame?
   ○ verb  ○ noun  ○ adjective

3. They made a lot of ______ to the building.
   ○ verb  ○ noun  ○ adjective

Comparisons/figurative language, inflectional and derivational suffixes, graphic aids
Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.
Part 1
Underline the common part.
If one of the sentences tells why, combine the sentences with because.
If neither of the sentences tells why, combine the sentences with who, which, or and.

1. Jill got good grades.
   Jill worked hard.

2. Brad saw Kim.
   Kim rode her bike fast.

   Bob got a new hat.

4. Lane needed a haircut.
   Lane went to the barbershop.

5. The race started at ten in the morning.
   I was tired after the race.

Part 2
Tell how the things are the same.

1. Her smile is like sunshine.

2. The cake was like a rock.

3. John’s feet were like blocks of ice.

Part 3
Circle the subject and underline the predicate in each sentence.

1. Babysitting can be a big responsibility.

2. To win a game is exciting.

3. Triceps, selections, and biceps are nouns.

4. The bike and lawnmower needed to be repaired.

5. The pulmonary artery carries carbon dioxide.

Conventions of grammar/writing sentences, comparisons/figurative language, conventions of grammar.

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.
Part 4
Write a word that comes from modify in each blank. Then fill in the circle beside verb, noun, or adjective.

1. They drive a __________ van.
   ○ verb  ○ noun  ○ adjective

2. They __________ the van late last year.
   ○ verb  ○ noun  ○ adjective

3. We will be __________ our house in the fall.
   ○ verb  ○ noun  ○ adjective

4. We plan to make a few __________ to the first floor.
   ○ verb  ○ noun  ○ adjective

Part 5
Underline the nouns.
Draw a line over the adjectives.
Circle the verbs.

1. Pam raced her older brother.
2. They both wore new green sneakers.
3. Pam tripped on a large rock.
4. Her brother slipped on a banana peel.
5. They started the race again.

☆ Part 6
Read the list of things. Decide how you could classify or categorize them into smaller, related groups.

football  tennis racket  basketball
wagon  toy cars  dolls

1. What categories could you use?

2. What things would you place in each category?

Inflectional and derivational suffixes, conventions of grammar, classifying
Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.