

# Grammar and Writing

## Grade 5 Sampler

*Grammar and Writing* is a language arts program created for easy reading and instruction. Behind this program is a team of dedicated teachers who care about your students' success.

This program presents incremental teaching material in a simple format. It consists of a series of **daily lessons**, **review sets**, and **tests** that are carefully sequenced to develop a variety of skills and concepts. Because of the incremental nature of this program, it is essential that all of the lessons be taught in order and that students complete all review sets.

In addition to the daily lessons, this program includes a series of **writing lessons**. These are designed to guide students through the process of composing a complete essay. This program also contains suggested **journal topics** for more writing practice and weekly **dictations** for practice in spelling and punctuation.

This program includes lessons on capitalization, punctuation, parts of speech, sentence structure, spelling rules, correct word usage, and dictionary skills with a focus on improving writing. To increase students' understanding of grammar, they will learn to diagram sentences. Diagramming a sentence helps learners understand its structure and the function of its parts. It will help them with correct word usage and punctuation as they write. Knowing how to diagram an English sentence will also make their future study of foreign languages much easier.

It is our hope that this program provides your students with a strong foundation not only for future language arts studies, but also for a lifetime of satisfying and successful writing.

# **Grammar and Writing 5 Sampler**

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# LESSON 85

## Irregular Verbs, Part 3

### Dictation or Journal Entry

#### Vocabulary:

*Pretentious* means arrogant, showy, or pompous. The *pretentious* billionaire wore flashy jewelry and looked down on common people.

*Grandiloquent* means spoken pretentiously. The billionaire wearing flashy jewelry gave a *grandiloquent* account of his own accomplishments.

We have already learned that there are no rules for forming the past tense and past participle of irregular verbs. In this lesson, we will look at some additional irregular verbs.

Remember that we must memorize the principal parts of irregular verbs. To test yourself, cover the past and past participle forms, then try to write or say the past and past participle for each verb. Make a new list of the ones you miss, and work to memorize them.

| VERB    | PAST          | PAST PARTICIPLE |
|---------|---------------|-----------------|
| beat    | beat          | (has) beaten    |
| bite    | bit           | (has) bitten    |
| bring   | brought       | (has) brought   |
| build   | built         | (has) built     |
| burst   | burst         | (has) burst     |
| buy     | bought        | (has) bought    |
| catch   | caught        | (has) caught    |
| come    | came          | (has) come      |
| cost    | cost          | (has) cost      |
| dive    | dove or dived | (has) dived     |
| draw    | drew          | (has) drawn     |
| drive   | drove         | (has) driven    |
| eat     | ate           | (has) eaten     |
| fall    | fell          | (has) fallen    |
| feel    | felt          | (has) felt      |
| fight   | fought        | (has) fought    |
| find    | found         | (has) found     |
| flee    | fled          | (has) fled      |
| fly     | flew          | (has) flown     |
| forget  | forgot        | (has) forgotten |
| forgive | forgave       | (has) forgiven  |

**Example 1** Write the past and past participle forms of each verb.

(a) beat      (b) bite      (c) build      (d) burst

**Solution** (a) beat, **beat**, **(has) beaten**

- (b) bite, **bit, (has) bitten**
- (c) build, **built, (has) built**
- (d) burst, **burst, (has) burst**

**Example 2** Write the correct verb form for each sentence.

- (a) Most of us (feeled, felt) sad when we said goodbye.
- (b) I (fleed, fled) out the door with a lump in my throat.
- (c) The last day had (come, came) too soon.
- (d) It had (caught, caught) us by surprise.

- Solution**
- (a) Most of us **felt** sad when we said goodbye.
  - (b) I **fled** out the door with a lump in my throat.
  - (c) The last day had **come** too soon.
  - (d) It had **caught** us by surprise.

**Errors to Avoid** People sometimes treat a regular verb as if it were irregular. For example, the past tense of *drag* is *dragged*, not “drug.” The past tense of *drown* is simply *drowned*, not “drownded.” Avoid these errors by memorizing the irregular verbs and consulting a dictionary when in doubt. If the dictionary does not list the verb’s principle parts, the verb is regular.

**Practice** For a–h, write the past and past participle form of each verb.

- a. catch            b. come            c. cost            d. dive
- e. drag            f. draw            g. drown            h. drive

For i–p, write the correct verb form for each sentence.

- i. After I had (ate, eaten) the pie, he told me its ingredients.
- j. Where did you say he (find, found) the recipe?
- k. He (drived, drove) to the market.
- l. The food must have (cost, costed) him twenty dollars.
- m. I (forgave, forgiven) him at last.

- n. Andres has (caughted, caught) five crayfish.
- o. Thao (flied, flew) in a jet yesterday.
- p. The temperature (fell, falled) as the sun went down.

For q and r, replace each blank with the correct vocabulary word from this lesson.

- q. The pompous leader spoke in a \_\_\_\_\_ style, using many long words that few understood.
- r. A \_\_\_\_\_ person is a show-off.

**More Practice** See Master Worksheets.

**Review set** Choose the correct word(s) to complete sentences 1–14.

- 85**
1. (Subversion, Rapport, Redundancy) is understanding and <sup>(84)</sup> harmony in a relationship.
  2. (Subversion, Bliss, Salinity) is corruption or destruction. <sup>(83)</sup>
  3. Blissful means full of great (fear, worry, happiness). <sup>(82)</sup>
  4. A culprit is a(n) (innocent, guilty, blameless) one. <sup>(81)</sup>
  5. (Dispensable, Indispensable, Akin) means related by <sup>(35)</sup> blood, or of the same family.
  6. The word *coaches* is a (plural, possessive) noun. <sup>(13)</sup>
  7. The pronoun *their* is (nominative, objective, possessive) <sup>(69, 72)</sup> case.
  8. My parakeet is blue; (her's, hers) is green. <sup>(72)</sup>
  9. Of the three paragraphs, this one is the (better, best). <sup>(56)</sup>
  10. The pronoun *them* is (first, second, third) person <sup>(64)</sup> (singular, plural).
  11. Do you know anyone (who, whom) gives grandiloquent <sup>(77, 79)</sup> speeches?

Think: 

|   |       |          |
|---|-------|----------|
| ? | gives | speeches |
|---|-------|----------|

- 12.** Badchek left (we, us) detectives a clue.  
(78)
- 13.** Many have (come, came) to sketch this waterfall.  
(85)
- 14.** Several (has, have) sketched (their, his or her) friends in the foreground.  
(83)
- 15.** Write the subordinating conjunction in this sentence:  
(73) Until he arrests Badchek, Officer Valiant will not rest.
- 16.** Write the interrogative pronoun in the sentence below.  
(79)  
Whose are the red mittens?
- 17.** Write and underline the words that should be italicized in the sentence below.  
(84)  
Someday I shall read Rudyard Kipling's novel Kim.
- 18.** Write the plural form of the singular noun *housefly*.  
(17, 22)
- 19.** Use an appositive to combine the following two sentences into one sentence.  
(58)  
The Gila monster is Arizona's biggest lizard.  
The Gila monster is the only poisonous lizard in the United States.
- 20.** Write whether the sentence below is simple or compound.  
(75)  
The ship *Halve Maen* explored parts of North America, and the *Wawona* carried lumber in Puget Sound.
- 21.** Write whether the circled pronoun in the sentence below is used as a subject or an object.  
(64)  
Mrs. Brite and (he) are the most intuitive.
- 22.** From the following sentence, write each prepositional phrase, circling the object of each preposition.  
(44)  
The *Wawona* was built in California's Humboldt Bay by H.D. Bendixsen, a prominent shipbuilder.
- 23.** Rewrite the following sentence, adding periods, commas, capital letters, and quotation marks as needed:  
(76, 80)

mrs brite PI said we have not caught him but we shall before summer

**24.** For the irregular verb *forgive*, write the (a) present <sup>(19, 85)</sup> participle, (b) past tense, and (c) past participle.

**25.** Write the objective case pronoun to complete the <sup>(69)</sup> sentence below.

Badchek has no rapport with his nephew or (me, I).

**26.** Rewrite the sentence below, adding capital letters, <sup>(67, 81)</sup> periods, commas, and quotation marks as needed.

yes i know the song i've been working on the railroad

**27.** Rewrite the following letter, adding periods, commas and <sup>(57, 67)</sup> capital letters as needed.

my dear ms hoo  
get plenty of rest exercise and fresh air  
warm regards  
katy diddit RN

**28.** Diagram the simple subject and simple predicate of each <sup>(75)</sup> clause in the following compound sentence:

Into the room bursts Badchek, yet few recognize him, for he has grown a beard.

Diagram each word of sentences 29–30.

**29.** Has Badchek become the caretaker of Mr. Knothead's <sup>(45, 51)</sup> riches?

**30.** Did the pretentious billionaire, Mr. Knothead, assign <sup>(46, 58)</sup> Badchek a new task of tremendous importance?

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## LESSON 18

# Preparing to Write an Expository Essay

The purpose of expository writing is to inform or explain. Expository writing tells why or how. The following might be titles for expository essays:

“How to Use a Thesaurus”

“New Computer Technology”

“Where to Find the Best Tacos”

“Why the Hamster Makes a Good Pet”

“Making a Rug from Fabric Scraps”

A good expository essay is well organized and clear. It might offer an explanation of how something works, information about a specific subject, or instructions for doing something.

In this lesson, we shall prepare to write an expository essay that explains how to plan a birthday party.

Our goal is to write easy-to-follow instructions, which will require a detailed description of the process. Therefore, we shall break down the actions and carefully sequence them in a logical or practical order so that the reader can understand our step-by-step method of planning a birthday party.

**Brainstorming** In order to generate thoughts and ideas, we shall brainstorm before creating a thesis statement for our *how-to* essay.

- Write quickly, and do not worry about spelling or neatness.
- Write for about three minutes or until your paper is covered with words, whichever comes first.

### **Writing a Thesis Statement**

Now it is time to state the purpose of your essay in a clear thesis statement. Using the ideas you have written by brainstorming, write a sentence that tells what your essay is about.

Hint: Will you be presenting a certain number of *steps* in your how-to essay? Or will you be explaining a number of different *parts* of a birthday party that need to be planned? Your thesis statement will reveal your presentation plan.

**Organizing your Ideas**

After you have written a strong thesis statement telling what your essay is about, look at the ideas you have generated by brainstorming and identify the ones that best support your thesis statement. Then you might create thought clusters based on the ideas you generated while brainstorming. You should have at least three of these clusters in order to create your body paragraphs.

**Tone**

The **tone** of an essay reflects the writer’s attitude toward the topic. Your attitude can be formal or informal, sarcastic or straight-forward, serious or silly, admiring or critical. Before you begin writing, you must decide on your tone.

**Forming Topic Sentences**

Once you have decided on your tone, selected the main ideas from your brainstorming, and arranged them in clusters, take those ideas and form them into topic sentences. Each topic sentence will become a main idea for your essay’s body paragraphs.

**Practice**

Write a thesis statement and at least three topic sentences that clearly explain your thesis statement. In the next lesson, we shall develop these topic sentences into body paragraphs and then complete the expository essay.

THESIS STATEMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## A Field Trip

### Corny Chronicle #3

Follows Lesson 51

Three friends, (1) \_\_\_\_\_, (2) \_\_\_\_\_, and  
proper noun (person) proper noun (person)

(3) \_\_\_\_\_, were in charge of planning the annual class  
proper noun (person)

field trip. Their goal was to plan a (4) \_\_\_\_\_ trip that  
descriptive adjective

would give their classmates a sense of (5) \_\_\_\_\_. This  
abstract singular noun

trip would be (6) \_\_\_\_\_ than last year's trip. In fact,  
comparative adjective

this would be their (7) \_\_\_\_\_ field trip ever. It would  
superlative adjective

give each classmate an opportunity to (8) \_\_\_\_\_,  
present tense  
action verb

(9) \_\_\_\_\_, and (10) \_\_\_\_\_. The class would  
present tense  
action verb present tense  
action verb

travel (11) \_\_\_\_\_ mountains, (12) \_\_\_\_\_ tall  
preposition preposition

buildings, (13) \_\_\_\_\_ historical monuments,  
preposition

(14) \_\_\_\_\_ (15) \_\_\_\_\_ rivers, and  
preposition descriptive adjective

(16) \_\_\_\_\_ the (17) \_\_\_\_\_ oceans. Besides all  
preposition descriptive adjective

this, they could photograph the many (18) \_\_\_\_\_ and  
concrete plural noun

(19) \_\_\_\_\_ along the way.  
concrete plural noun

Next the (20) \_\_\_\_\_ of classmates began working  
collective noun

on the trip schedule. This (21) \_\_\_\_\_ journey would  
descriptive adjective

begin at nine a.m. on Friday. When their teacher said that the  
class would have to return by one p.m. that day for their  
dictation test, the three classmates (22) \_\_\_\_\_ and  
past tense  
action verb

frowned.

**More  
Practice  
Lesson 85**

Complete this irregular verb chart by writing the past and past participle forms of each verb.

|     | <u>VERB</u> | <u>PAST</u> | <u>PAST PARTICIPLE</u> |
|-----|-------------|-------------|------------------------|
| 1.  | beat        | _____       | _____                  |
| 2.  | bite        | _____       | _____                  |
| 3.  | bring       | _____       | _____                  |
| 4.  | build       | _____       | _____                  |
| 5.  | burst       | _____       | _____                  |
| 6.  | buy         | _____       | _____                  |
| 7.  | catch       | _____       | _____                  |
| 8.  | come        | _____       | _____                  |
| 9.  | cost        | _____       | _____                  |
| 10. | dive        | _____       | _____                  |
| 11. | drag        | _____       | _____                  |
| 12. | draw        | _____       | _____                  |
| 13. | drown       | _____       | _____                  |
| 14. | drive       | _____       | _____                  |
| 15. | eat         | _____       | _____                  |
| 16. | fall        | _____       | _____                  |
| 17. | feel        | _____       | _____                  |
| 18. | fight       | _____       | _____                  |
| 19. | find        | _____       | _____                  |
| 20. | flee        | _____       | _____                  |
| 21. | fly         | _____       | _____                  |
| 22. | forget      | _____       | _____                  |
| 23. | forgive     | _____       | _____                  |

**More Practice**  
**Lesson 85**  
**continued**

Circle the correct verb form for each sentence.

1. Yesterday the Jays (beated, beat) the Doves in soccer.
2. The Jays have (beat, beaten) them in every tournament.
3. For yesterday's picnic, I (brang, brought) watermelon.
4. I have always (brung, brought) watermelon.
5. Last summer we (builded, built) a treehouse.
6. We have (builded, built) two treehouses.
7. Rob (bayed, bought) a plum tree.
8. He has (bayed, bought) three trees this week.
9. Len (catched, caught) a cold.
10. He has (catched, caught) a bad one.
11. Rachel (comed, came) home early.
12. She has (came, come) home to rest.
13. Last week, apples (costed, cost) 99¢ a pound.
14. They have (cost, costed) less in the past.
15. Melody (dove, dived) into the pool.
16. She has (dove, dived) in before.
17. I (drawed, drew) a happy face.
18. I have (drawed, drawn) several.
19. Leroy (drived, drove) to Kansas City.
20. He had (drove, driven) forty miles.
21. A limb (falled, fell) from the tree.
22. Limbs have (falled, fell, fallen) every year.
23. Tomcats (fighted, fought) last night.
24. They have (fighted, fought) every night this week.
25. A goose (flied, flew) by.
26. The geese have (flew, flown) south.

**More  
Practice  
Lesson 85**

Complete this irregular verb chart by writing the past and past participle forms of each verb.

|     | <u>VERB</u> | <u>PAST</u>          | <u>PAST PARTICIPLE</u> |
|-----|-------------|----------------------|------------------------|
| 1.  | beat        | <u>beat</u>          | <u>(has) beaten</u>    |
| 2.  | bite        | <u>bit</u>           | <u>(has) bitten</u>    |
| 3.  | bring       | <u>brought</u>       | <u>(has) brought</u>   |
| 4.  | build       | <u>built</u>         | <u>(has) built</u>     |
| 5.  | burst       | <u>burst</u>         | <u>(has) burst</u>     |
| 6.  | buy         | <u>bought</u>        | <u>(has) bought</u>    |
| 7.  | catch       | <u>caught</u>        | <u>(has) caught</u>    |
| 8.  | come        | <u>came</u>          | <u>(has) come</u>      |
| 9.  | cost        | <u>cost</u>          | <u>(has) cost</u>      |
| 10. | dive        | <u>dove or dived</u> | <u>(has) dived</u>     |
| 11. | drag        | <u>dragged</u>       | <u>(has) dragged</u>   |
| 12. | draw        | <u>drew</u>          | <u>(has) drawn</u>     |
| 13. | drown       | <u>drowned</u>       | <u>(has) drowned</u>   |
| 14. | drive       | <u>drove</u>         | <u>(has) driven</u>    |
| 15. | eat         | <u>ate</u>           | <u>(has) eaten</u>     |
| 16. | fall        | <u>fell</u>          | <u>(has) fallen</u>    |
| 17. | feel        | <u>felt</u>          | <u>(has) felt</u>      |
| 18. | fight       | <u>fought</u>        | <u>(has) fought</u>    |
| 19. | find        | <u>found</u>         | <u>(has) found</u>     |
| 20. | flee        | <u>fled</u>          | <u>(has) fled</u>      |
| 21. | fly         | <u>flew</u>          | <u>(has) flown</u>     |
| 22. | forget      | <u>forgot</u>        | <u>(has) forgotten</u> |
| 23. | forgive     | <u>forgave</u>       | <u>(has) forgiven</u>  |

**More Practice**  
**Lesson 85**  
**continued**

Circle the correct verb form for each sentence.

1. Yesterday the Jays (beated, beat) the Doves in soccer.
2. The Jays have (beat, beaten) them in every tournament.
3. For yesterday's picnic, I (brang, brought) watermelon.
4. I have always (brung, brought) watermelon.
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9. Len (catched, caught) a cold.
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26. The geese have (flew, flown) south.





15. Add commas and quotation marks as needed in the sentence below.  
(76, 80)

After lunch said Ms. Hoo we shall discuss the Utah prairie dog.

16. Circle the coordinating conjunction in the compound sentence below.  
(75)

Some prairie dogs are hiding, for hawks are circling above.

17. Circle the subordinating conjunction in the sentence below.  
(73)

Because prairie dogs are social animals, they live together in large colonies.

18. Circle the antecedent of the italicized pronoun in the sentence below.  
(62)

Mimi likes prairie dogs because *they* are cute.

19. Complete the four principal parts of the verb *steal*.  
(65)

|                   |                        |                |                     |
|-------------------|------------------------|----------------|---------------------|
| <u>steal</u>      | <u>(is)</u>            | _____          | <u>(has)</u>        |
| (1) present tense | (2) present participle | (3) past tense | (4) past participle |

20. Add suffixes. (2 points for each correct answer)  
(33, 34)

(a) win + er \_\_\_\_\_ (b) salty + ness \_\_\_\_\_

21. Circle the interrogative pronoun in the sentence below.  
(79)

Which shall we study first?

22. Circle the predicate nominative in the sentence below.  
(51)

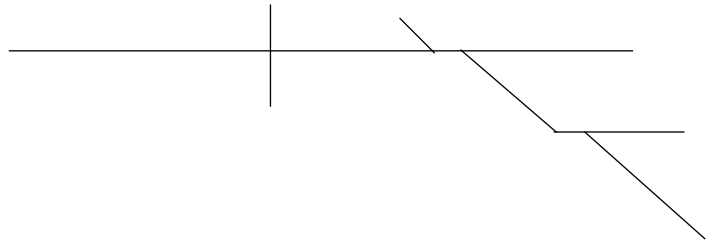
The Utah prairie dog is an endangered species.

23. Circle the indirect object in the sentence below.  
(46, 69)

Elle made Daisy a taco.

On the lines provided, diagram each word of sentences 24 and 25.

24. Prairie dogs are rodents with short tails.  
(45, 54)



25. Max is listening, but Perlina is napping.  
(40, 45)

