

Zaner-Bloser

Grammar,

Usage, and
Mechanics

PRACTICE FOR MASTERY
Teacher Edition

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What Is a Sentence?

Grammar Rules!

A **sentence** is a group of words that tells a complete thought. It begins with a capital, or uppercase, letter. It ends with a punctuation mark.



See Handbook Sections 1, 5, and 8

Try It! Write X next to the group of words that makes sense and tells a complete thought.

My grandmother lives in Florida. X

Near the Kennedy Space Center.

Practice

Write S next to each complete sentence.

- I will visit Grandma next month.
- A visit to the Kennedy Space Center.
- America's space program began there.
- Rockets carry explorers into space.
- Learning about space explorers.
- My favorite explorer, Sally Ride.

S

S

S



The Kennedy Space Center is in Florida.

Lesson 1

Name _____

Apply

Write a phrase from the word bank to complete each sentence.
Don't forget to start each sentence with an uppercase letter.

is very far away landed on the moon space explorers

7. Americans landed on the moon

8. Space explorers may go
to Mars someday.

9. Mars is very far away

Reinforce

What if you could travel in space? Write a sentence telling where you would go. Begin your sentence with an uppercase letter. End it with a period.

Accept reasonable answers.

Complete Subject and Complete Predicate

Grammar Rules!

The **complete subject** is the part of the sentence that tells whom or what the sentence is about. The **complete predicate** is the part of the sentence that tells what the subject is or does.



See Handbook Sections 9 and 10

Try It! Read the sentence and follow the directions.

Many Americans asked for a railroad across the country.

The first part of this sentence is underlined. It tells who the sentence is about. Circle the part of the sentence that tells what these people did.

Practice

Read each sentence. Circle S if the underlined part of the sentence is the complete subject. Circle P if the underlined part of the sentence is the complete predicate.



Many people called trains "iron horses."

1. Two companies began the work.
2. One company started in Nebraska.
3. Their workers laid tracks toward the west.
4. The other company started in California.
5. They laid tracks eastward.
6. The workers joined the tracks together in Utah.

(S) P

S (P)

S (P)

(S) P

S (P)

(S) P

Lesson 2

Name _____

Apply

Add a complete subject from the box to complete each sentence.
Don't forget to start each sentence with an uppercase letter.

the wheels a big engine the passengers

7. A big engine pulled the train cars.

8. The wheels went around
and around.

9. The passengers looked out the
windows.

Reinforce

Write a sentence about railroad trains. Remember to begin your sentence with an uppercase letter. End your sentence with a period.

Accept reasonable responses.

Unit Review student pages 31–32

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 number of the lesson to which each review item relates appears in parentheses on the review pages in the Teacher Edition.

Assign the **Extra Practice** activities (pp. 189–194) to reteach targeted skills in a more focused way.

Spelling Practice

student pages 33–34

Spelling Patterns: Consonant Blends

Read aloud the directions and example sentence under **Grammar Rules**. Have students reread the example sentence with you. Ask which word in bold type begins with two consonant sounds together. (**front**) Read the rule statement aloud.

Work as a class to complete the **Word Sort**. For the first **Pattern Practice** activity, read aloud the directions and numbered items. Work as a class to complete item 1. Then have student pairs complete items 2–4. Ask them to present their answers to the class. For the second **Pattern Practice** activity, read aloud the directions and the words in the word bank. Have students work independently to write the word that completes each sentence. Ask students to identify and pronounce the initial consonant blend in each word from the word bank. (**fly—fl, bring—br, tree—tr**)

Read aloud the directions and the words in **Use Your Dictionary**. Have students work in pairs to find the entry word that comes before each word in a dictionary. Have pairs report their findings to the class. Ask whether the words located had initial consonant blends as well.

English Learners

Have students work with a partner who is fluent in English for the spelling activities. Write each word from the activities on a flash card. Introduce the words, using the cards along with realia, gestures, and pictures to support meaning. Ask a volunteer to choose a word and use it in a sentence or tell something about the meaning of the word. Make sure students have numerous opportunities to pronounce the words and hear them in context sentences.

Proofreading student pages 35–36

Proofreading Practice

Review the **Proofreading Marks** chart and the examples. Then, read aloud the instructions and the first sentence of the report. Discuss the error (**lived**) and how it should be marked. Have students mark this correction. Repeat this procedure for the second error. Then have students work independently to proofread and mark errors in the remaining sentences. After they have completed the activity, ask volunteers to read each sentence aloud, identify any 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 36 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 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 37–38

These pages provide quick, fun activities that review and reinforce the skills taught in Unit 1. 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. (13, 19)

1. Farmers help people in an important way.
2. They grow crops such as wheat and corn.

Circle the underlined words that are proper nouns. (14)

3. Luther Burbank helped farmers.
4. He developed a new kind of potato in Massachusetts.

Circle the underlined nouns that are plural nouns. (16–17)

5. Burbank developed new kinds of flowers in his nursery.
6. Some of his daisies may be in a garden near you.
7. A high fence can keep deer out of a garden.

Circle the underlined nouns that are collective nouns. (15)

8. Our club works in the school garden.
9. My group pulls weeds every Tuesday.

Verbs

Circle the underlined words that are action verbs. (18, 19)

10. Most wildfires spread very fast.
11. Fire crews fight these dangerous fires.

Name _____

Adjectives and Adverbs

Read each sentence. Circle the underlined word that is an adjective. (20–23)

12. Two officers visited our school yesterday.

13. A friendly woman talked about safety on the street.

Read each sentence. Circle the underlined word that is an adverb. (22, 23)

14. Lifeguards watch swimmers carefully.

15. That swimmer is sinking fast!

16. The lifeguard quickly rescues the swimmer.

Decide whether each word in bold type is an adjective or an adverb.

Circle *adjective* or *adverb* beside each sentence. (23)

17. A **young** girl climbs a tree.

adjective adverb

18. Two firefighters bring her down **safely**.

adjective adverb

Prepositions

Write a sentence about a worker who helped someone. Use one of these prepositions: *during, beyond, toward*. (24)

Accept reasonable answers.

Spelling Practice

Grammar Rules!

Spelling Patterns: Diphthongs *oi*, *oy* The vowel sound /oi/ can be spelled **oi** as in *boil* or **oy** as in *toy*.

Try It! Read the sentences and follow the directions.

Abe Lincoln is on one of our coins. X

He read many books when he was a boy.

Place an X beside the sentence that has a word with /oi/ spelled *oi*.

Word Sort

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

soy point ahoy joy foil join

/oi/ spelled <i>oi</i>	/oi/ spelled <i>oy</i>
foil	soy
point	ahoy
join	joy

Name _____

Pattern Practice

Write each word next to its meaning.

toy

noise

coin

1. a kind of money

coin

2. something you hear

noise

3. something you play with

toy

Circle the word that best completes each sentence.

4. There is a new **boy/boil** in our class.

5. Would you **boy/boil** the water?

6. Abby will **joy/join** us at the park later.

7. I saw the **joy/join** on his face.

Use Your Dictionary!

Write *oi* or *oy* to complete each word. Check your spellings in a dictionary.

8. f oi |

9. s oy |

10. oi |

Proofreading Practice

Read this report about park rangers. Find the mistakes. Use the proofreading marks below to show how each mistake should be fixed. Use a dictionary to check and correct your spelling.

Proofreading Marks

Mark	Means	Example
	take away	The road ~~road~~ is steep.
	add	The road ^{is} steep.
	make into an uppercase letter	<u>the</u> road is steep.
	make into a lowercase letter	The ~~R~~ oad is steep.
	add a period	The road is steep.
	fix spelling	The ^{sp} roade is steep.

Heroes of the Wild Lands

Suggested answers appear below.
Accept all reasonable responses.

Park rangers do important work. They welcome visitors. They make sure people do not harm park animals. They also watch to see that everyone obeys park rules.

My cousin is a ranger at Yosemite national Park. Have you heard of that park? It is in California. It has walls of rock thousands of feet high!

My cousin teaches children about rocks, plants, and animals in the park. She tells people how to hike safely. I visited her last month. She taught me how to set up a tent by myself!

Proofreading Checklist

Use the list below to help you find and fix mistakes in your writing. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item. **Answers will vary.**

Does each proper noun begin with an uppercase letter?	
Have I written irregular plural nouns correctly?	

Also Remember...

Does each sentence begin with an uppercase letter?	
Does each sentence end with the correct punctuation mark?	
Have I used a dictionary to check and correct spellings?	

Your Own List

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

[illegible]

School-Home Connection

In Unit 2 of *Grammar, Usage, and Mechanics*, students are learning about workers who give important help to others while on the job. They are learning that **nouns** name people, places, and things; for example, *firefighter* is a noun that names a person; *college* is a noun that names a place; and *truck* is a noun that names a thing. They are learning that most **verbs** tell about actions; for example, the verbs *take*, *learn*, and *swim* tell about different kinds of actions. In addition, they are learning about **adjectives**, which tell more about nouns (*three fish*, *big moon*). 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.

Ten Questions (Nouns)

This guessing game can be played by two to four people. First, every player thinks of two nouns and writes each one on a slip of paper. Next, one person draws a slip of paper and silently reads the noun. Then, the other player or players try to guess what noun the first player has drawn by asking questions that can be answered "yes" or "no." Guessers can ask up to ten questions before the mystery noun is revealed.

A Hero at Work

(Proper Nouns)

Help your child think of a worker in your community who gives important help to people while on the job. Have your child draw a picture of this person helping someone. Then guide your child to write two or three sentences about this person. Make sure your child includes the person's name and the name of your community and begins each with an uppercase letter.



Name _____

Good News (Action Verbs)

Read aloud a part of an article or story about a person who does something good for others. Work with your child to identify three action verbs in this story.
(An action verb tells what a person or thing does or did.)

Hide and Seek (Prepositions)

Have your child hide a few small items in his or her bedroom. Encourage him or her to use prepositions, such as *in*, *above*, *below*, and *on* to help you find the items.

Word Search (Singular and Plural Nouns)

Work with your child to find and circle four nouns in the puzzle.

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

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

Note: Answers can be in any order.

judge

soldier

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

homes

years

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Pretest



TEST TIP: Read all of the answer choices before you decide on an answer.

(Numbers in parentheses identify related lessons.)

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

1. Which of the following is a complete sentence? (1)

☐ A Elephants very large.
☐ B Can carry heavy loads.
☒ C People have ridden elephants.
☐ D In India for centuries.

2. Read this sentence.

Furry dogs pull sleds across the snow.

Which is the complete subject of the sentence? (2)

☐ A furry
☒ B furry dogs
☐ C furry dogs pull
☐ D sleds across the snow

3. Read this sentence.

These dogs run for hours!

Which is the complete predicate of the sentence? (2)

☐ A these dogs
☐ B dogs run for hours
☒ C run for hours
☐ D for hours

UNIT 1

Pretest

Name _____

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

4. Read this sentence.

Fast trains carry people around Japan.

Which is the simple subject of this sentence? (3)

- ☐ A fast
- ☒ B trains
- ☐ C carry
- ☐ D people

5. Read this sentence.

These trains connect big cities.

Which is the simple predicate of this sentence? (4)

- ☐ A these
- ☐ B trains
- ☒ C connect
- ☐ D cities

6. Which item below is a fragment? (5)

- ☒ A The ship of the desert.
- ☐ B That ship is not a boat.
- ☐ C It is an animal.
- ☐ D Camels carry goods across deserts.

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

7. Which of the following sentences is a compound sentence? (6, 7)

- ☐ A Melanie and I ride the bus to school.
- ☐ B The bus drivers know our names.
- ☒ C Sometimes we can sit, but today we must stand.
- ☐ D The bus stops in front of our school.

8. Read this sentence.

This elevator is broken, but that one works.

Which is a correct statement about this sentence? (6, 7)

- ☐ A It is a compound sentence, and the word *is* connects two complete thoughts.
- ☒ B It is a compound sentence, and the word *but* connects two complete thoughts.
- ☐ C It is a compound sentence, and the word *that* connects two complete thoughts.
- ☐ D It is not a compound sentence.

9. Read these sentences.

When did autos become popular? They took over the roads about 100 years ago.

Which statement tells about the sentences? (8–10)

- ☐ A Both sentences are declarative sentences.
- ☐ B Both sentences are interrogative sentences.
- ☐ C The first sentence is a declarative sentence, and the second sentence is an interrogative sentence.
- ☒ D The first sentence is an interrogative sentence, and the second sentence is a declarative sentence.

UNIT 1

Pretest Name _____

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

10. Read this sentence.

Stay away from the camels.

What kind of sentence is this? (11)

- ☐ A an interrogative sentence
- ☐ B a declarative sentence
- ☒ C an imperative sentence
- ☐ D an exclamatory sentence

11. Read this sentence.

That camel spit at me!

What kind of sentence is this? (12)

- ☐ A an interrogative sentence
- ☐ B a declarative sentence
- ☐ C an imperative sentence
- ☒ D an exclamatory sentence

12. Read these sentences.

Camels cross deserts with ease.
Why is a camel able to go
without food or water for days?

Which statement tells about the
sentences? (8–10)

- ☒ A The first sentence is a declarative sentence, and the second sentence is an interrogative sentence.
- ☐ B The first sentence is an interrogative sentence, and the second sentence is a declarative sentence.
- ☐ C Both sentences are declarative sentences.
- ☐ D Both sentences are interrogative sentences.

Name _____

Lesson 1 Read the following sentences. Write *S* next to the sentences that are complete.

1. Donkeys are small but strong.

S

2. Pulling carts or carrying goods.

3. They walk safely on narrow paths.

S

4. On the sides of steep hills.

5. Ancient peoples rode donkeys.

S

Lesson 2 Read each sentence. Circle *S* if the underlined words are the complete subject. Circle *P* if the underlined words are the complete predicate.

1. A frozen river is a good highway.

S *P*

2. Its surface is level.

S *P*

3. Big trucks use ice highways in Russia.

S *P*

4. Winter weather is very cold there.

S *P*

5. Some trucks carry tools to the mines.

S *P*

Posttest

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

“Lady Washington”

1 Martha Washington was an important woman in American
2 history. Born in 1731 in Virginia. Her husband was George
3 Washington, the first president of the United States. Before he
4 became president, he was the general of the American army during
5 the American Revolution. Martha wanted to help the army, and she
6 had the skills to do so.

7 How did Martha help the soldiers. She asked other women to
8 join her. Together, they sewed socks and warm clothes for the
9 soldiers. Martha and the women gave the soldiers food, and nursed
10 them when they were ill. The grateful soldiers named Martha “Lady
11 Washington.” To this day, Martha is still known by that name.

UNIT 1

Posttest

Name _____

(Numbers in parentheses identify related lessons.)

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

1. What change, if any, should be made to the underlined words in line 2? (5)
 - ☐ A NO CHANGE
 - ☒ B She was born in 1731 in Virginia.
 - ☐ C In 1731 in Virginia.
 - ☐ D Born in 1731. In Virginia.
2. What change, if any, should be made to the underlined words in lines 5–6? (6, 7)
 - ☒ A NO CHANGE
 - ☐ B army so she
 - ☐ C army so, she
 - ☐ D army, but she
3. What change, if any, should be made to the underlined words in line 7? (8–12)
 - ☐ A NO CHANGE
 - ☐ B Helping the soldiers.
 - ☐ C How did Martha help the soldiers!
 - ☒ D How did Martha help the soldiers?
4. What change, if any, should be made to the underlined words in lines 9–10? (6, 7)
 - ☐ A NO CHANGE
 - ☒ B food and nursed them
 - ☐ C food! and nursed them
 - ☐ D food. And nursed them

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

5. Read the following sentences.

Big snowflakes _____. They made the ground look like a fluffy white blanket.

Which word or words best complete the first sentence? (1, 5)

- ☐ A yesterday
- ☐ B falling
- ☒ C fell yesterday
- ☐ D falling yesterday

6. Read the following sentences.

Have you seen my blue notebook anywhere _____ I want to write a story.

Which punctuation mark should be placed at the end of the first sentence? (8–12)

- ☐ A period
- ☒ B question mark
- ☐ C exclamation point
- ☐ D comma

7. Read the following paragraph.

[1] Our school had a field day. [2] Mia's team won the relay race. [3] Jay's team won the water balloon toss. [4] Everyone had fun!

What is the best way to combine sentences 2 and 3? (6, 7)

- ☐ A Mia's team won the relay race, Jay's team won the water balloon toss.
- ☒ B Mia's team won the relay race, and Jay's team won the water balloon toss.
- ☐ C Mia's team, and Jay's team, won the relay race and the water balloon toss.
- ☐ D Mia and Jay and their teams won the relay race and the water balloon toss.

8. Read the following sentences.

The two dogs chased each other. They had fun at the park.

What part of the first sentence is underlined? (2–4)

- ☐ A simple subject
- ☐ B simple predicate
- ☒ C complete subject
- ☐ D complete predicate

UNIT 1

Posttest

Name _____

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

9. Read the following sentences.

Many people visit the rose garden.
The roses are red, yellow, pink,
and white.

What part of the first sentence is underlined? (2-4)

- ☐ A simple subject
- ☒ B simple predicate
- ☐ C complete subject
- ☐ D complete predicate

10. Read the following sentences.

Dad said we can visit the Grand Canyon this year. What a great surprise!

What kind of sentence is underlined? (8-12)

- ☐ A declarative
- ☐ B imperative
- ☐ C interrogative
- ☒ D exclamatory

11. Read the following paragraph.

[1] Rick goes to the zoo often.
[2] He likes to watch the kangaroos. [3] Someday Rick hopes he can pat a kangaroo.

Where is the best place to add the following sentence? (6, 7)

The kangaroos hop near him, but they never come too close.

- ☐ A Before sentence 1
- ☐ B After sentence 1
- ☒ C After sentence 2
- ☐ D After sentence 3

12. Read the following sentences.

_____ trucks and cars. His brother Aaron likes bulldozers the best.

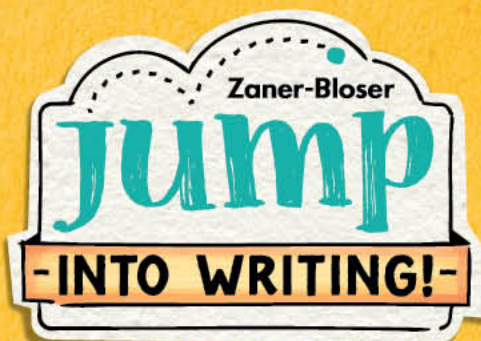
Which words best complete the first sentence? (1, 5)

- ☒ A Ethan plays with
- ☐ B Ethan playing with
- ☐ C Playing with
- ☐ D Plays with

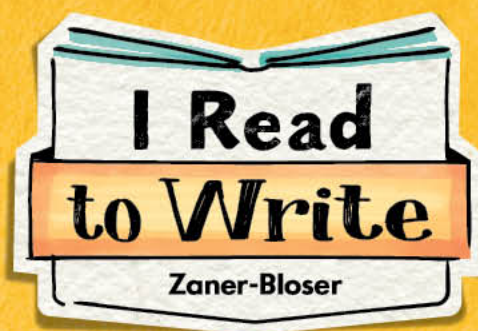
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Writing Workshop



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