

ADVANTAGE Grammar

Grade

5

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Introduction

The **Advantage Grammar** series for grades 3-8 offers instruction and practice in key writing skills, including

- grammar and usage
- capitalization and punctuation
- spelling
- writing good sentences
- writing good paragraphs
- editing your work

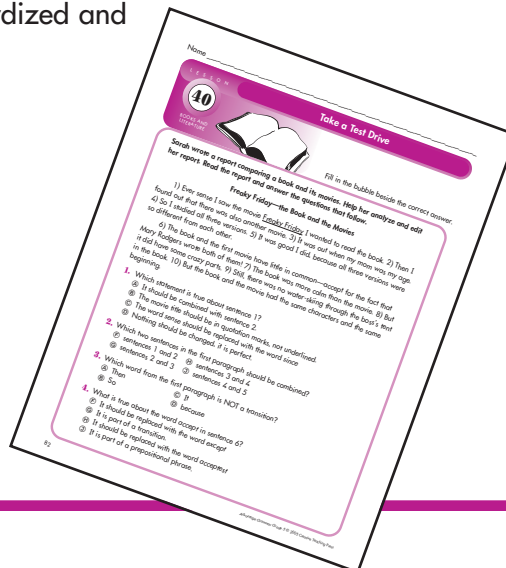
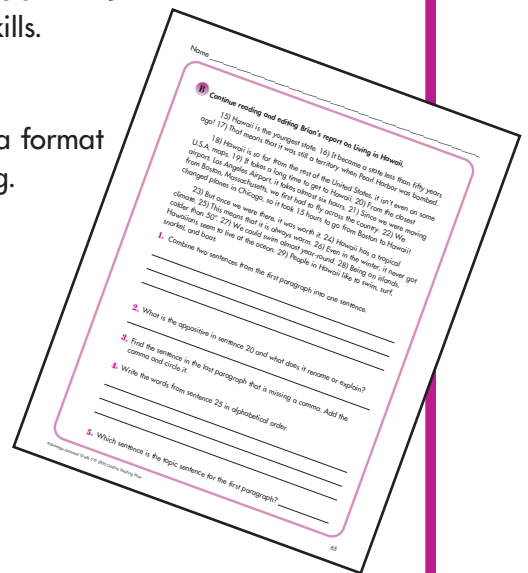
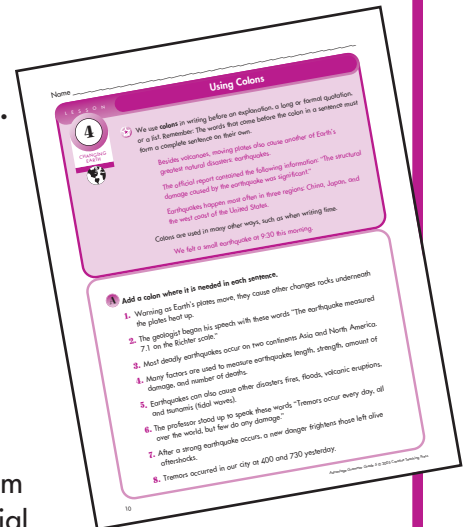
Take a look at all the advantages this grammar series offers . . .

Strong Skill Instruction

- The teaching component at the top of each lesson provides the support students need to work through the book independently.
- Plenty of skill practice pages will ensure students master essential skills they need to become competent writers.
- Examples, models, and practice activities use content from across the curriculum so students are learning about social studies, science, and literature as they master writing skills.

Editing Your Work pages provide for mixed practice of skills in a format that supports today's process approach to the teaching of writing.

Take a Test Drive pages provide practice using a test-taking format such as those included in national standardized and proficiency tests.



LESSON

Understanding Verb Tense

1

CHANGING EARTH



★ **Verb tenses** indicate when the action in a sentence happens. There are three main verb tenses.

past tense: **We built** the wall.
 present tense: **We build** the wall.
 future tense: **We will build** the wall again.

For regular verbs, simply add *-ed* or *-d* to form the past tense.

climb—The goat **climbed** the mountain.

Irregular verbs do not form the past tense by adding *-ed* or *-d*. Each irregular verb has its own set of rules to form the past tense.

grow—One tall birch tree **grew** on the mountain.

A **Circle the tense of the bold verb in each sentence.**

1. He **studies** erosion as part of his geography class.

past present future

2. The wind **eroded** my sandcastle this morning.

past present future

3. The grasses **look** nice on the shore.

past present future

4. People **planted** grasses on the shoreline.

past present future

5. The plants' roots **will help** the soil stay in place.

past present future

6. He **proved** that his theory of erosion was correct.

past present future

7. After enough time, however, even the rocks **will erode**, too.

past present future

8. Plants **grow** when they receive enough sunlight.

past present future

B Complete the chart with the correct form for each verb. Some verbs are irregular verbs.

Present Tense	Past Tense	Future Tense
	flew	
form		
	grew	
		will walk
	asked	
		will see
	washed	
	knew	

C Find the past and present tense verbs in the word search. Write each verb under its correct tense.

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

Present

Past

LESSON

Understanding Verb Tense

2

CHANGING
EARTH



★ In the **present tense**, the verb form depends on whether its subject is plural or singular, or whether its subject is in the 1st, 2nd, or 3rd person.

- Plural subject:
The goats **walk** up the mountainside.
- Singular subject: add -s or -es to the verb.
The goat **walks** up the mountainside.
- 1st person:
I **walk** up the mountainside.
- 2nd person:
You **walk** up the mountainside.
- 3rd person: add -s or -es to the verb.
He **walks** up the mountainside.

A Circle the verb in the parentheses that best completes the sentence.

1. Volcanic eruptions (form, forms) the Cascade Mountains.
2. The lava (cool, cools) slowly.
3. Volcanoes (build, builds) the Hawaiian Islands.
4. The mountains in Hawaii seem to (rise, rises) into the sky.
5. Water (erode, erodes) away the weaker rocks.
6. The river (wears, wear) away the land of the Black Hills.
7. Likewise, the Colorado River (create, creates) the Grand Canyon.
8. Oceans and lakes do (shape, shapes) the land.

B Write a sentence about our planet using one of the tenses: past, present, or future.

C Complete each sentence using a form of the word in bold to make the sentence past, present, or future tense. On the line following the sentence, name the tense you used.

tread 1. He _____ upon Earth's crust. _____

blow 2. The force of the eruption _____ off the top of Mt. St. Helens. _____

move 3. Each plate _____ slowly across Earth's molten layer.

cause 4. At times, the movement _____ earthquakes or volcanic eruptions. _____

form 5. Sometimes mountains _____ when plates meet.

have 6. When plates met, they _____ nowhere to go but up!

burst 7. The river _____ its steep banks. _____

fall 8. The rock climber _____ during the earthquake.

bend 9. Some rock actually _____ without breaking.

make 10. Other times, the great force _____ the plates buckle.

LESSON

Simple and Compound Sentences

3

CHANGING EARTH



★ A complete sentence has a **subject** (noun or pronoun) and **predicate** (verb or verb phrase).

Ice forms quickly. The cold temperature makes water freeze.
 subject predicate subject predicate

A **sentence fragment** is not a complete sentence—it is missing a subject or a predicate. For example:

An ice-cold glacier. Grows gradually over time.
 subject predicate

A phrase that contains a subject and a predicate is also called a **clause**. If a sentence has more than one clause, it is called a **compound sentence**.

<p><u>Ice</u> <u>builds up,</u> and</p> <p>subject predicate</p> <p>clause</p>		<p><u>it</u> <u>becomes a glacier.</u></p> <p>subject predicate</p> <p>clause</p>
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The difference between a simple sentence and a compound sentence is that a compound sentence has two clauses.

<p><u>A glacier in the sea</u> <u>is called an iceberg.</u></p> <p>Simple sentence</p>	<p><u>A glacier</u> <u>covers the South Pole,</u> but</p> <p><u>an iceberg</u> <u>covers the North Pole.</u></p> <p>Compound sentence</p>
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A Underline the subject and circle the predicate of each sentence. Cross out any sentence fragments.

1. A glacier is formed by snow, ice, air, and dirt.
2. Snowflakes and snow grains.
3. Packed snow slowly becomes ice.
4. Some glaciers are ice sheets.
5. Ice sheets covered the land completely.

B Draw a line between the two clauses. Underline each subject and circle each predicate.

1. Glaciers occur in polar regions or high altitudes, because they are cold.
2. Part of a glacier sometimes breaks off, and then it forms an iceberg.
3. Sometimes a glacier fills a valley between mountains, so it is called a valley glacier.
4. Part of the glacier is melting, and another part is freezing.
5. Sometimes part of the glacier covers the land, yet another part floats in the ocean.

C Label each simple sentence **SS** and each compound sentence **CS**. Draw a line between the clauses in the compound sentences.

1. ____ Glaciers move, but they move very slowly.
2. ____ The leading edge of the glacier is called the nose or snout.
3. ____ The glacier nose picks up loose dirt and rocks.
4. ____ Glaciers pick up debris in one place and deposit it in another.
5. ____ Deposited glacial debris formed the Cape Cod peninsula.
6. ____ Some glaciers carve out large bowls in the land, and the ice melts into the bowls.
7. ____ Long ago, glaciers created the Great Lakes.
8. ____ The heavy glaciers smooth over the land underneath them.
9. ____ Ice that doesn't melt for a season is not yet a glacier, but it is on its way!
10. ____ Glaciers form over a period of about 1,000 years.

LESSON

Using Colons

4

CHANGING
EARTH



- ★ We use **colons** in writing before an explanation, a long or formal quotation, or a list. Remember: The words that come before the colon in a sentence must form a complete sentence on their own.

Besides volcanoes, moving plates also cause another of Earth's greatest natural disasters: earthquakes.

The official report contained the following information: "The structural damage caused by the earthquake was significant."

Earthquakes happen most often in three regions: China, Japan, and the west coast of the United States.

Colons are used in many other ways, such as when writing time.

We felt a small earthquake at 9:30 this morning.

A Add a colon where it is needed in each sentence.

1. Warning as Earth's plates move, they cause other changes rocks underneath the plates heat up.
2. The geologist began his speech with these words "The earthquake measured 7.1 on the Richter scale."
3. Most deadly earthquakes occur on two continents Asia and North America.
4. Many factors are used to measure earthquakes length, strength, amount of damage, and number of deaths.
5. Earthquakes can also cause other disasters fires, floods, volcanic eruptions, and tsunamis (tidal waves).
6. The professor stood up to speak these words "Tremors occur every day, all over the world, but few do any damage."
7. After a strong earthquake occurs, a new danger frightens those left alive aftershocks.
8. Tremors occurred in our city at 400 and 730 yesterday.

Name _____



Colons are also used in E-mail and at the end of the greeting in a business letter.

From: Gram <earthmover@sfca.com>

To: Jacob <tremor@ethquk.com>

Subject: Saturday

Date: Sat, Oct 16, 2004 10:15

Dear Mr. Jones:

We wish to inform you that your subscription has expired.

Colons separate titles from subtitles.

Aftershock: Earthquake in New York



Add colons where they are needed in this E-mail.

From Jacob <tremor@ethquk.com>

To <programming@infotv.com>

Subject movie times

Date Mon, Sept 6, 2004 4:36

Dear Programming Department

I watched Channel 5 on Friday night and saw the end of "San Francisco Aftermath of an Earthquake." It was a very interesting movie. Please tell me when your channel will air it again, so I can watch the entire movie.

Sincerely yours,

Jacob Kersh



Write a reply from the programming department to Jacob's E-mail. Use colons where needed.

From <programming@infotv.com>

To Jacob <tremor@ethquk.com>

Subject Re movie times

Date
