

ADVANTAGE Grammar

Grade

6

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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

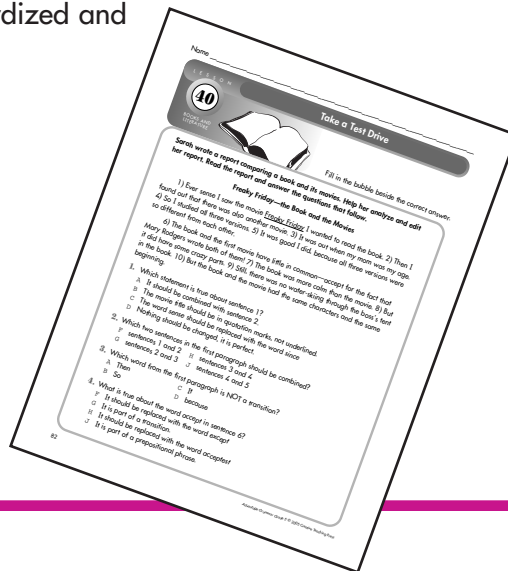
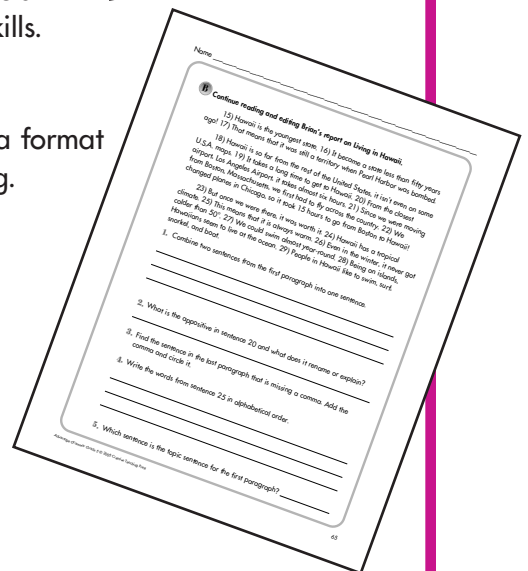
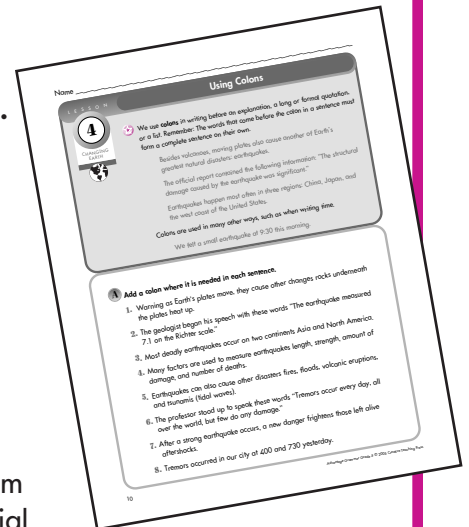
Take a look at all the advantages this grammar series offers . . .

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 Linking and Helping Verbs

1

PHYSICAL
SCIENCE



- ★ A **Linking verb** connects a noun to a description, usually an adjective or another noun.

Matter **is** all around. Properties **are** characteristics of a thing.

Using certain pronouns with linking verbs may sound funny to us because we don't use them correctly in everyday speech.

Incorrect: **This is him.**

Correct: **This is he.**

Linking verbs often are forms of the verb "to be," but they can also relate to the five senses.


Some matter **is** rough. Some matter **smells** like rotten eggs.

A Circle the linking verb in the sentence.

1. One property is an object's color.
2. Transparency is how much light passes through an object.
3. Most glass seems completely transparent.
4. Some things become harder or softer.
5. Fracturing and cleaving are ways matter breaks apart.
6. Matter tastes different.
7. Some rocks seem like something they are not!
8. Some glass grows cloudy over time.

B Complete each sentence with a pronoun.

1. The woman you should speak with is _____ .
2. It is _____ who wants to see the movie.
3. Where are _____ ?

 A **helping verb** is used with a main verb to express time or mood.

He **did** find the gold himself. I **will** dig with him next time.

There may be more than one helping verb in a sentence.

We **had been** thinking about it for awhile.

Sometimes a helping verb is not next to the main verb. Watch out for adverbs (words that modify verbs).

The scientist **had** often worked late. **Will** he be home soon?

	helping	verb	adverb	main	verb	helping	noun	main	verb		

 **Underline the helping verbs and circle the main verb.**

1. Some metals can be made more magnetic.
2. We have been heating this mixture to find the boiling point.
3. We had found its melting point by accident.
4. They may have weighed it at the shop.
5. Next, our teacher will pour acid on a piece.
6. Did you experiment on that rock already?
7. It would quickly break apart.
8. A mixture might not completely mix.
9. Do not start yet!
10. We must review our safety rules first.

LESSON

Subject-Verb Agreement

2

PHYSICAL
SCIENCE



★ Singular subjects need singular verbs. Generally, add an *-s* or *-es* to a regular verb to make it agree with a singular subject.

A liquid mixes more easily than a solid.

Our teacher shows us new experiments.

Plural subjects need plural verbs. If there are helping verbs, the first one is plural.

Gases mix even better!

*Those measuring cups **have** been gone.*

A Determine whether the subject and predicate are singular or plural. Write *S* for singular and *P* for plural.

1. ___ Many things are possible when mixing chemicals.
2. ___ Eventually water wears almost anything away!
3. ___ Some chemicals separate when combined.
4. ___ A mineral may change color when mixed with another.
5. ___ Certain mixes often give explosive results!
6. ___ This mix does not change quickly.

B Circle the verb that matches the noun.

1. Salt do does dissolve in water.
2. You know knows that water is a mix itself.
3. Some mixes is are called compounds.
4. Only a chemical reaction break breaks down a compound.
5. The chemical reaction make makes an interesting display.
6. Safety goggles is are required for this experiment!

Name _____



Some plurals don't end in -s, but they are still plural.

Children walk home from school.

Geese swim in our pond.

Some nouns may end with -s, but are not plural.

The **news is** great!

Gymnastics is harder than it looks.

Some nouns talk about a group as a whole, so they are singular.

My **family enjoys** swimming.

That **band is** new.



Write a sentence using the noun in the form it is given.

1. (Women) _____

2. (group) _____

3. (mathematics) _____

4. (pants) _____

5. (mice) _____

6. (crowd) _____



Write sentences using the singular form and the plural form of the noun.

1. (Men) _____

2. (class) _____

LESSON

Subjects and Predicates

3

PHYSICAL
SCIENCE



★ There may be several nouns in a sentence, but only one is the **simple subject**. The subject is the “do-er” or the “be-er” in the sentence. The object of a preposition cannot be the subject of a sentence.

Certain **minerals** are used in fireworks.

Factories grind the rocks into powder.

Each of the different colors is made with different minerals.

Likewise, there may be many verbs in a sentence, but only one simple predicate. The predicate is the action or state of being in a sentence.

All the powders **fit** into huge tubes so that they will remain dry.
Flares that are used as roadside warnings are also **considered** fireworks.

A Circle the simple subject of the sentence.

1. The color blue is made with copper.
2. Sodium becomes yellow in fireworks.
3. Rock powder is blended with others to create other combinations.
4. A compound of aluminum can make flash mixtures.
5. Have you ever seen a bad fireworks display?

B Underline the simple predicate of the sentence.

1. Pyrotechnicians are the people who set off the fireworks.
2. The job of pyrotechnicians has become safer recently.
3. For a long time, technicians lit fireworks by hand.
4. Now, firework companies use what is known as electrical matches.
5. Many companies fire fireworks with their computers.

C Circle the simple subject and underline the simple predicate.

1. Nowadays, someone from the firework company designs the show with his computer.
2. A computer program allows him to input an entire show!
3. He must tell the computer the length of time between when the firework is fired and when it opens in the air.
4. If the show has music, that must be added in also.
5. The factory connects each firework to an electronic firing system.
6. The system can check for problems.
7. It reports any problems back to the computer.
8. Pyrotechnicians start the show with just the press of a button!
9. Of course, there is a “stop” button in case anything goes wrong.
10. Fireworks displays are now safer and more interesting.
11. Where do you watch fireworks on the Fourth of July?
12. What kind of system do they have?

LESSON

Using Colons

4

PHYSICAL
SCIENCE

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

Mixes and compounds both come from substances that cannot be separated into simpler substances: elements.

The textbook says: “Chemists use symbols to represent an element. ‘O’ stands for one atom of oxygen.”

You have probably heard of most of the elements, including the following: hydrogen, helium, carbon, sulfur, gold, and iron.

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

We begin science class at 1:15 every day.

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

1. Elements are divided into categories metallic, non-metallic, and carbon-based.
2. One element is found in all living things carbon.
3. One encyclopedia says “While it is only the fourteenth most common element on earth, carbons forms the most compounds by far.”
4. Besides being in living things, carbon can be found in many other places, such as the following diamonds, coal, the sun, and the atmosphere.
5. There is a special on TV tonight about diamonds at 830.

B Add a colon where it is needed. Be careful: Not every sentence will need a colon.

1. If you looked at what makes up elements, you would have the smallest piece possible the atom.
2. There is really only one way to see atoms with a powerful microscope.
3. Atoms have protons and electrons.
4. At noon, we eat lunch, then we have science class.

Name _____



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

From: Tim <TimWard@sciencerus.com>

To: Lisa <DandS@ford.edu>

Subject: Your order

Date: Thurs, Oct 14, 2004 3:45

Dear Lisa Caraway:

Your order has shipped. The Science Kit should arrive within 7-10 days.

Colons also separate titles from subtitles.

Chemistry: Elemental Science



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

From: RaeAnn <msWizard@ruwo.com>

To: Lisa <DandS@ford.edu>

Subject chemistry workshop

Date Mon, Sept 6, 2004 9 30

Dear Mrs. Caraway

I'm looking forward to coming to your classroom Friday to give the chemistry workshop. Am I remembering that I can start setting up after 1200 and that we start class at 115?

Please send me the following items directions to your school, a list of your class's special interests, and any questions from your students about being a scientist. If you send the questions by Thursday, I can make an interesting presentation of the answers.

See you soon,

RaeAnn (Ms. Wizard)