

Read and Discover

Using *I* or *Me* with Another Name

Lesson 34

I wrote a report on buffalo. Luis gave **me** a book about them.

What if Sally worked with the speaker to write the report? What if Sally was given the book, too? Rewrite both sentences. Add the words *Sally and* to each sentence.

I is a **subject pronoun**. It can be used as the subject of a sentence. *Me* is an **object pronoun**. It is used after an action verb or words such as *to*, *at*, *for*, *of*, or *with*. When you talk about yourself and another person, always name the other person first.



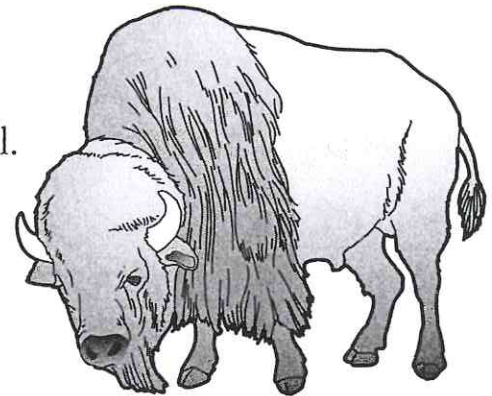
Remember this information when you speak, too.

See Handbook Sections 15 and 25

Part 1

Write *I* or *me* to complete each sentence correctly.

1. Carla and _____ visited a park in Montana last fall.
2. A buffalo calf walked toward Carla and _____.
3. Carla and _____ took pictures of the calf.
4. At the museum, a park ranger talked to Carla and _____.
5. She told Carla and _____ that the proper name for American buffalo is *bison*.
6. Carla and _____ learned that some Native Americans hunted bison.
7. Carla and _____ saw tools and a tepee made from bison bones and hides.
8. The ranger showed Carla and _____ a map of where bison once lived.



The National Bison Range is in Montana.

Part 2

Write the correct words in () to complete each sentence.

9. _____ walked on part of the old Bozeman Trail.
(Me and Luis/Luis and I)
10. A woman showed _____ some bison bones.
(Luis and me/me and Luis)
11. _____ learned that millions of bison roamed the plains in pioneer days. (Luis and I/I and Luis)
12. The woman walked with _____ to some railroad tracks.
(Luis and me/Luis and I)
13. She told _____ that people shot bison from the train windows. (me and Luis/Luis and me)
14. _____ are both glad that the bison were not all killed.
(Luis and I/Me and Luis)
15. _____ hope that there will always be buffalo in Montana. (I and Luis/Luis and I)

Part 3

Complete this poem by making it tell about you and a friend of yours. Use *I* or *me* to refer to yourself.

_____ and _____ wanted to know,

Where did all the bison go?

A ranger told _____ and _____,

"There are still a few to see."

Name _____


Read and Discover

Avoiding Extra Pronouns

Lesson 35

- Wanda she visited a giant panda in the zoo.
- She watched the panda eat bamboo shoots.

Which sentence makes sense if you take out the word *she*?

A **subject pronoun** takes the place of one or more nouns in the subject of a sentence. Do not use the subject pronoun right after the noun it stands for.  **Remember this information when you speak, too.**

See Handbook Section 15

Part 1

The subject pronouns are underlined below. Draw a line through a subject pronoun if it is **not** needed in the sentence. (1–10)

Giant pandas are native to China. A mother panda she gives birth once a year. She bears one or two tiny cubs. Each cub it weighs about five ounces. The cubs they are helpless. They must stay with their mother all the time.

Bamboo plants are the giant pandas' favorite food. Pandas they eat up to 85 pounds of bamboo each day. Pandas will eat meat, but they have a difficult time getting any. They are not good hunters.

The bamboo plants can cause big problems for giant pandas. About every 100 years, all the bamboo plants grow seeds and then die. The bamboo seeds they may take a few years to grow into plants. The pandas do not have enough to eat until the new plants grow. Some of the pandas they starve to death.



An adult giant panda weighs between 200 and 300 pounds.

Part 2

Cross out the extra pronoun in each sentence. Then rewrite the sentence correctly.

11. Giant pandas they are an endangered species. _____

12. Zhen-Zhen she was a giant panda. _____

13. The name Zhen-Zhen it means "precious" in Chinese. _____

14. This panda she lived in a nature reserve in China. _____

15. Scientists they studied her to learn how to help pandas survive. _____

Part 3

See Handbook Section 30

The panda is a plant eater, eating up to 85 pounds of bamboo each day. Have an adult help you search the Internet to learn about other large animals that are plant eaters. Write three facts you learn. Use pronouns correctly.

Name _____

Read and Discover

Making the Subject and Verb Agree

Lesson 36

Baby gorillas make different kinds of noises.


A scared baby gorilla makes a soft crying noise.

Circle the word in bold type that tells about one thing.

Does the verb that follows that word end in *s*? _____

Draw a box around the word in bold type that tells about more than one thing.

Does the verb that follows that word end in *s*? _____

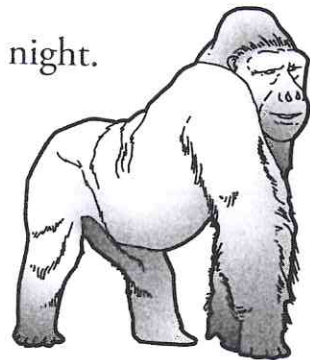
The **subject** and its **verb** must **agree**. Add *s* or *es* to a regular verb in the present tense when the subject is a singular noun or *he*, *she*, or *it*. Do not add *s* or *es* to a regular verb in the present tense when the subject is *I*, *you*, *we*, or *they*.  **Remember this information when you speak, too.**

See Handbook Section 16

Part 1

Underline the subject of each sentence. Decide whether it names one thing or more than one thing. Circle the verb in () that fits in each sentence.

1. Gorillas (live/lives) in groups in the rainforests of Africa.
2. An adult male gorilla (live/lives) with female gorillas and their young.
3. The male (protect/protects) the group.
4. The group members (find/finds) a new place to sleep each night.
5. Each adult (build/builds) a sleeping nest.
6. A baby (sleep/sleeps) in its mother's nest.
7. Baby gorillas (walk/walks) at the age of five months.
8. A female (care/cares) for her baby for three years.
9. These large mammals (eat/eats) fruit, leaves, and bark.
10. A gorilla (show/shows) affection by combing its fingers through another's fur.



An adult male gorilla

Part 2

Rewrite the sentences using the correct verb form in ().

11. The two-year-old gorilla (play/plays) with her younger sister. _____

12. They (tumble/tumbles) across the forest floor. _____

13. The little sister (run/runs) away. _____

14. She (go/goes) to the river for a drink of water. _____

Part 3

Unscramble each verb in () and write it on the lines. Be sure the verb agrees with the subject. Unscramble the circled letters to answer the question.

15. Two young gorillas _ _ _ in the forest. (yalp)

16. One of them _ _ _ _ _ a tree. (lcibms)

17. The other one _ _ _ for something to eat. (shunt)

18. She _ _ _ a yellow treat. (difns)

19. Together they _ _ _ the snack. (hares)

20. It _ _ _ _ _ sweet. (atesst)

What do the two gorillas eat? A _ _ _ _ _

Name _____

Read and Discover

Making Forms of *Be* Agree


Lesson 37

That big **wolf** is a timber wolf.

Those **wolves** are endangered.

The word in bold type that tells about one animal is a singular subject. What verb is used with it? _____

The word in bold type that tells about more than one animal is a plural subject. What verb is used with it? _____

Use *is* or *was* after a **singular subject**. Use *are* or *were* after a **plural subject**.  **Remember this information when you speak, too.**

See Handbook Sections 16 and 25

Part 1

Write *S* after each sentence with a singular subject. Write *P* after each sentence with a plural subject. Circle the word in () that fits in each sentence.

1. The wolf (was/were) alone until he found a mate. _____
2. She (are/is) in the den. _____
3. The newborn wolf pups (are/is) with her. _____
4. These pups (is/are) too young to hunt. _____
5. They (was/were) asleep moments ago. _____
6. Now they (is/are) hungry for their mother's milk. _____
7. The smallest pup (is/are) adventurous and leaves the den. _____
8. His brothers and sisters (are/is) not ready to join him. _____
9. Yesterday the pup and a sister (was/were) outside for an hour. _____



Wolf pups leave the den when they are two months old.

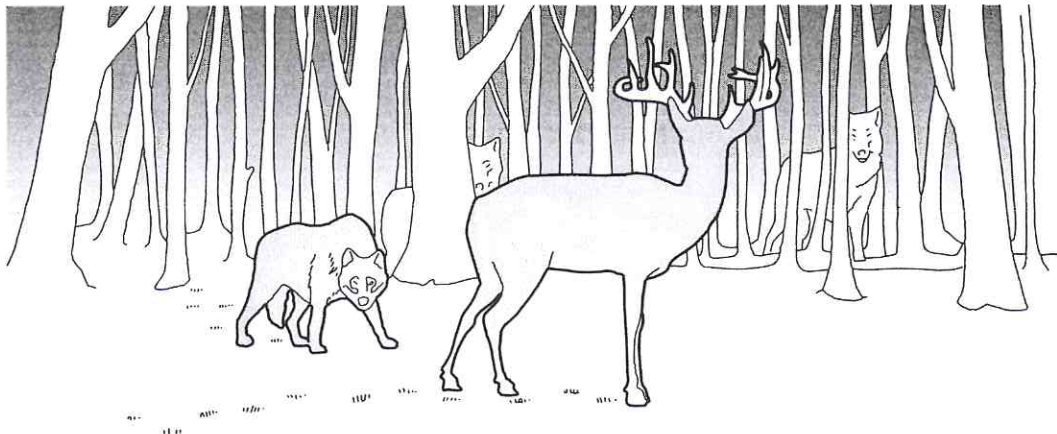
Part 2

Choose the word in () that fits in each sentence. Write the word on the line.

10. The hungry wolves _____ ready to hunt. (was/were)
11. Healthy elks _____ faster than the wolves. (is/are)
12. One elk _____ sick and could not escape. (was/were)
13. The hunt _____ over quickly. (was/were)
14. The loss _____ helpful to the elk herd. (is/are)
15. Now the other elks _____ less likely to get sick. (is/are)

Part 3

Find all three wolves in the picture. Rewrite the sentence to tell about the picture.



One wolf is watching the deer.

Name _____

Read and Discover

Verbs and Time

Lesson 38

- Long ago, some sailors **believed** that manatees were mermaids.
- These large, blubbery marine animals **live** in warm waters.

Which sentence tells about something that happened in the past? _____ Circle the last two letters in the boldfaced verb in that sentence.

The **tense** of a verb helps show when an action happens. A past tense verb shows that the action happened in the past. Many past tense verbs end in **-ed**.

See Handbook Section 16

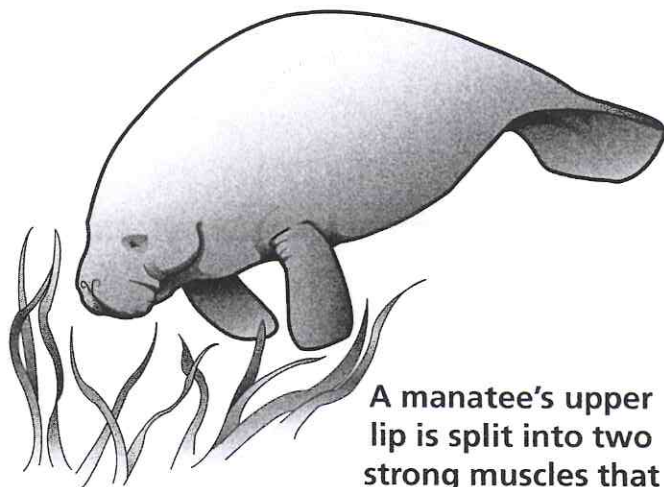
Part 1

The verbs in the paragraphs below are in bold type. Circle each past tense verb. (1–10)

Long ago, many manatees **lived** in the waters around Florida. They **grazed** on underwater plants. Each day, they **ate** a pound of food for every 10 pounds of their body weight.

In the 1990s, many manatees **died**. Boaters **zoomed** through the manatees' habitat at high speeds. Their boats **collided** with the slow-moving manatees. Pollution **caused** the deaths of other manatees.

Today the manatees still **swim** slowly in shallow water. But laws **restrict** boaters from going too fast. Boats **hit** them less frequently now.



A manatee's upper lip is split into two strong muscles that allow it to grab and eat aquatic plants.

Part 2

Rewrite each sentence. Change the underlined verb so it tells about an event that happened in the past.

11. Joan paddles up to the manatee in the lagoon. _____

12. She watches the fearless manatee. _____
13. It moves slowly through the water like an underwater blimp. _____

14. In shallow water, the manatee walks using its flippers. _____

15. The manatee surfaces for air every three or four minutes. _____

Part 3

Circle the past tense form of each of these verbs in the puzzle: *bow, jump, greet, perform, walk, watch.*

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

Name _____


Read and Discover

Negatives

Lesson 39

Most bats are **not** dangerous to people. Do **not** ever touch a wild bat, though. It might have rabies.

Each word in bold type means "no." Underline the sentence that has just one word that means "no."

A **negative** is a word that means "no" or "not at all." *No, not, nothing, none, never, nowhere, and nobody* are negatives. Words that have *not* in them, like *can't* and *don't*, are negatives, too. Do not use two negatives in the same sentence.  **Remember this information when you speak, too.**

See Handbook Section 20

Part 1

Underline each negative in the sentences below. Write *X* after each sentence that has too many negatives.

1. Bats are not blind. _____
2. Bats do not have good eyesight, though. _____
3. Most female bats don't have no more than one baby a year. _____
4. Some bats cannot find nothing to eat during the winter, so they sleep. _____
5. No mammal besides the bat can truly fly. _____
6. Bats come out at night but are usually nowhere to be seen in the daytime. _____
7. Most vampire bats never bite no people. _____
8. Bats do not turn people into no vampires. _____
9. Most people don't know how helpful bats are. _____
10. No other creature doesn't eat as many insects at night as a bat does. _____



Bats spend daylight hours in dark, sheltered places.

Part 2

Rewrite each sentence so it has just one negative. There is more than one correct way to rewrite each sentence.

11. Most bats do not never hunt during the day. _____

12. Bats don't never build nests. _____
13. Bats that eat fruit don't need nothing much to drink. _____

14. Lea didn't see no bats until twilight. _____

15. Martin did not know nothing about bats until he visited Carlsbad Caverns National Park. _____

Part 3

Read the sentence pair below. Then write a sentence to give one reason why a dog, a snake, and a whale are not like a bat. Use negatives in your sentences.

A cow is not like a bat. A cow never hangs upside down!

16. A dog is not like a bat. _____!
17. A snake is not like a bat. _____!
18. A whale is not like a bat. _____!

Name _____

Read and Discover


Comparing with Adjectives

Lesson 40

- A frog's skin is **smoother** than a toad's skin.
- The oak toad is the **smallest** toad in this part of the country.

Which sentence compares two things? _____ What letters were added to the adjective *smooth* in this sentence? _____

Which sentence compares one thing to all other things of that kind? _____ Which letters were added to *small* in that sentence? _____

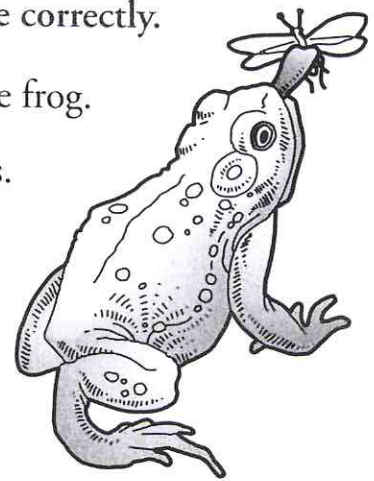
An **adjective** can describe by **comparing** two persons, places, or things. Add **-er** to short adjectives to compare two things. (For example, use *smoother* instead of *more smooth*.) An adjective can also compare more than two persons, places, or things. Add **-est** to short adjectives to compare more than two things. (For example, use *smallest* instead of *most small*.)  **Remember this information when you speak, too.**

See Handbook Section 21

Part 1

Underline the word or words in () to complete each sentence correctly.

1. A male frog has a (louder/more loud) voice than a female frog.
2. Bullfrogs have the (deepest/most deep) voices of all frogs.
3. The goliath frog is the (largest/more large) of all frogs.
4. A frog's skin is (wetter/more wet) than a toad's skin.
5. Toads have (more short/shorter) back legs than frogs.
6. Toads have (wider/more wide) bodies than frogs.
7. Some toads live in the (hottest/most hot) deserts.
8. These animals would be (safer/more safe) if humans didn't destroy their homes.



This toad is catching an insect with its tongue.

Part 2

Add *-er* or *-est* to the adjective in (). Write the new word on the line.

9. The students are taking a _____ hike today than the one they took yesterday. (long)
10. The sky is _____ now than it was a few minutes ago. (dark)
11. Lupe is the _____ tree climber of all. (swift)
12. The tree frogs are _____ than the students expected. (small)
13. Lupe is putting the _____ lens of all on the camera. (large)
14. She is photographing the _____ kind of frog in the state. (rare)
15. The students are _____ now than they were at the beginning of the hike. (happy)

Part 3

Circle six adjectives that you could use to compare things. Pick one adjective to make up a sentence about frogs. Pick another adjective to make up a sentence about toads.

16. _____

17. _____

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

Name _____

Proofreading Practice

Read this report about elephants and find the mistakes. Use the proofreading marks to show how each mistake should be fixed.

Proofreading Marks

Mark	Means	Example
↵	take away	Please pass the the apples.
^	add	Please ^{pass} the apples.
≡	make into a capital letter	<u>P</u> lease pass the apples.
/	make into a lowercase letter	Please P ass the apples.
⊙	add a period	Please pass the apples⊙
Ⓢ	fix spelling	Pleaz ^{sp} pass the apples.

Learning About Elephants

Me and Paul visited an elephant trainer. She told Paul and I a lot about elephants. She said that elephants are smart. Here are some of the other things we learned.

Every elephant has a trunk, but trunks are all alike. An African elephant's trunk have two fleshy knobs at the tip. An Asian elephant's trunk it has one knob.

An elephant's trunk is powerful and useful. It can lift a log that weighs 600 pounds. It can also pik up a penny.

to bathe, elephants fill their trunks with water and they sprays themselves If an elephant didn't have no trunk, it would get thirsty. They drink with their trunks.

Elephants also use their trunks to communicate. They often touch trunks when they meet. This is an elephant's way Of saying hello

Paul and me enjoyed our visit. Someday we would like to go to Asia or Africa and see some elephants in the wild.

Review

Pronouns

Write the pronoun that could take the place of the underlined word or words in each sentence.

1. Sara and Maria saw a film about green turtles. _____
2. Maria wrote a report on the life cycle of the green turtle. _____
3. Then Maria asked Sara for help. _____
4. Sara drew a picture of green turtles on a beach. _____
5. You and I could learn a lot from Maria's report. _____

For each sentence, choose the correct words in (). Write them in the blank.

6. _____ watched the huge dragonfly. (Me and Jerry/Jerry and I)
7. The dragonfly landed on the mat between _____. (Jerry and me/Jerry and I)
8. _____ sat very still to watch the bug. (Jerry and I/I and Jerry)
9. The dragonfly stayed with _____ for five minutes. (me and Jerry/Jerry and me)

Cross out the extra pronoun or the extra negative in each sentence.

10. You do not never want to tease a crocodile.
11. Crocodiles they can break a board in two with their jaws.
12. My brother he cared for crocodiles in a wild animal park.
13. Animal trainers don't teach crocodiles no tricks.

Verbs

Rewrite each sentence so the underlined verb tells about the past.

14. A fox hunts rats and mice in this field.

15. Those small animals cause problems for the farmer.

Write a word from the pair in () to complete each sentence correctly.

16. Tigers _____ large animals. (hunt/hunts)

17. Tigers _____ very swift. (is/are)

18. That female tiger _____ a very good hunter. (is/are)

19. She _____ very quietly toward her prey. (walk/walks)

Adjectives

Underline the word or words in () that complete each sentence correctly.

20. Do you know which animal is the (tiniest/most tiny) creature on Earth?

21. The blue whale is the (largest/most large).

22. It is much (heavier/heaviest) than the biggest elephant.

23. Some whales that are (smaller/more small) than the blue whale eat large fish.

24. Are tiny krill the (smaller/smallest) fish of all?

25. Krill must be (biggest/bigger) than something!

Name _____