UNIT 4

Literature

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To Build a Fire

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LESSON 10

To Build a Fire

In this lesson, you will

READ

selections from the short story

- "To Build a Fire," by Jack London

USE THIS READING SKILL

Understand setting

USE THIS VOCABULARY SKILL

Understand words with the suffix *-ed*

USE THIS WRITING SKILL

Write a descriptive paragraph

USE THESE KEY VOCABULARY WORDS

attempt an effort or a try

aware knowing about something

delay to cause to be late

lack state of not having any or not having enough

moisture a small amount of liquid or water

previous earlier in time

silent making no sound

solid firm or hard

startle to surprise or scare someone

steep almost straight up and down

UNDERSTAND THESE CONTENT VOCABULARY WORDS

adjective a word that describes a noun or pronoun

sensory details details using the senses, including sight, sound, touch, smell, and taste

setting where and when a story takes place

Use the Vocabulary

Answer these questions about the vocabulary words. Use the definitions on page 104 to help you.

1. What is something that might **delay** a plane from taking off?

_____

2. Name two places where people should be **silent**.

_____

3. Is it easier to walk on a sandy beach or on **solid** ground? Why?

_____

4. Do you think a baby can walk across a room on its first **attempt** at walking? Explain.

_____

5. How do you feel after a **lack** of sleep?

_____

6. How does it feel when there is a lot of **moisture** in the air?

_____

7. What was the biggest thing that happened to you in the **previous** year?

_____

8. How do you feel after you climb a **steep** set of stairs?

_____

9. What is something that might **startle** you?

_____

10. How would you be made **aware** of a fire in your home?

_____

VOCABULARY TIP

If you don't know the meaning of a word, pay attention to the context, or the nearby words and sentences. Look for clues about the word's meaning in nearby sentences.

Read the sentences. Answer the questions.

Lisa walked across the flat field. But then she started to climb the steep hill. After just a few steps, she had to stop to rest.

1. What word in the sentences means the opposite of *steep*? _____
2. What does it mean when you *climb* something? _____
3. Lisa had to stop and rest after just a few steps. What does this tell you about the meaning of *steep*?

_____

Skim

Before you read the selection, skim it to find out who and what it will be about. Read the title and the author's name. Then read the first sentence of each paragraph. Look at the photo and read the caption.

1. What is the title of this selection? _____
2. Who is the author? _____
3. Who is this story about? _____

Visualize

As you read, pay attention to the details in the passage. Use the details to create a picture in your mind.

As you read, visualize what the author describes. Answer the questions in the margin.

Adapted from "To Build a Fire"

by Jack London

What do you picture about the weather?

1 Day had broken cold and grey, very cold and grey, when the man turned from the main Yukon trail and climbed the hill. It was a **steep** hill, and he paused for breath at the top. He looked at his watch. It was nine o'clock. There was no sun nor hint of sun. This fact did not worry the man. He was used to the **lack** of sun. It had been days since he had seen the sun.

2 The man looked back along the way he had come. The Yukon River lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white. North and south, as far as his eye could see, it was unbroken white.

What would it be like to be in such a cold place?

TIP
Water freezes at 32°F.

3 As he turned to go on, he spat thoughtfully. There was a sharp crackle that **startled** him. He spat again. And again, in the air, before it could fall to the snow, the spit crackled. He knew that at fifty below zero spit crackled on the snow, but this spit had crackled in the air. It had to be colder than fifty below—how much colder he did not know. But the temperature did not matter. He was headed for a camp on Henderson Creek, where the boys were already. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready.

What is happening to the fur on the dog's face?

4 At the man's heels trotted a dog, a big Husky. The animal knew that it was no time for travelling. The frozen **moisture** of its breathing had settled on its face in a fine powder. The man walked down a bank to a small frozen stream. This was Henderson Creek. He could easily see the old sled trail. But a dozen inches of snow covered the marks from the last sled. In a month no man had come up or down that **silent** creek.

SvPhilen/iStock/Thinkstock

A husky is a kind of working dog known for its love of the cold and its ability to pull sleds.

Check Your Comprehension

Answer these questions about the story.

1. Who is the story about? _____
2. What is the man doing? _____
3. What is the weather like? How do you know? _____

_____

Understand Setting

The setting of a story is where and when it takes place. Sometimes an author will tell you where the story takes place. Other times, you will need to read the details and figure out what the setting is for yourself.

You can look for sensory details, which are details that tell about sight, sound, touch, smell, and taste. These details can help you understand the setting.

Answer the questions about the setting of the story.

1. Is the man in this story indoors or outdoors? _____
2. In paragraph 1, where is the man? _____
3. Reread the first sentence of the story. What two adjectives (describing words) does the author repeat? _____
4. What else do we learn about the weather in paragraph 1? _____
5. In paragraph 2, what does the man see as he looks around? _____
6. In paragraph 3, what happens when the man spits? What does this tell you about the setting? _____

_____

7. Reread paragraph 4. What does the man see and hear on the sled trail at Henderson Creek? _____

_____

8. In your own words, describe the setting of this story. _____

_____

HINT
Look for a proper noun that tells the name of a place in paragraph 1. *Remember:* proper nouns start with a capital letter.

IMPROVE YOUR READING

Work with a partner. Practice reading paragraph 2 silently. Pay attention to grouping words into phrases. After you have read the paragraph two to three times, take turns reading it aloud to a partner.

Practice the Skills

Skim the selection. Answer the questions.

1. Read the first sentence of each paragraph. In paragraph 2, how does the man feel? _____
2. What is the man doing in paragraph 3? _____
3. Look at the photo and read the caption. What does it show? _____

Read the selection. Visualize what is happening. Answer the questions in the margin.

Adapted from "To Build a Fire"

by Jack London

Picture what has happened. How does the man probably feel?

TIP
Springs are places where water comes from the ground.

How is the man feeling?

TIP
When your fingers are numb, you can't feel them.

What do you picture happening?

1 As the man walked, he looked for signs of springs along the creek. And then it happened. At a place where the soft, unbroken snow seemed **solid**, the man fell through the ice. It was not deep. He was wet halfway to the knees before he climbed out.

2 He was angry. He had hoped to get into camp with the boys at six o'clock, and this would **delay** him, for he would have to build a fire and dry out. This was important at that low temperature—he knew that much. He climbed up the bank. On top, he found some dry firewood.

3 He worked slowly and carefully to build the fire, **aware** of his danger. As the flame grew stronger, he gave it bigger twigs. He knew he must not fail. When it is seventy-five below zero, a man must not fail in his first **attempt** to build a fire.

4 All this the man knew. The old-timer on Sulphur Creek had told him about it the **previous** fall, and now he understood the advice. Already all feeling had gone out of his feet. To build the fire he had been forced to remove his mittens, and the fingers had quickly gone numb.

5 The fire burned. He was safe. He remembered the advice of the old-timer and smiled. The old-timer had told him that no man must travel alone after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. All a man had to do was keep his head.

6 There was the fire, snapping and crackling. But before he could take his shoes off to warm his feet, it happened. It was his own mistake. He should not have built the fire under the tree. He should have built it in the open. No wind had blown for weeks, and each branch was heavy with snow. High up in the tree one branch dropped its snow. This fell on the branches beneath, until the whole tree dropped its snow upon the man and the fire, and the fire was out!

Snow can be heavy and can make tree branches bend down.

Check Your Comprehension

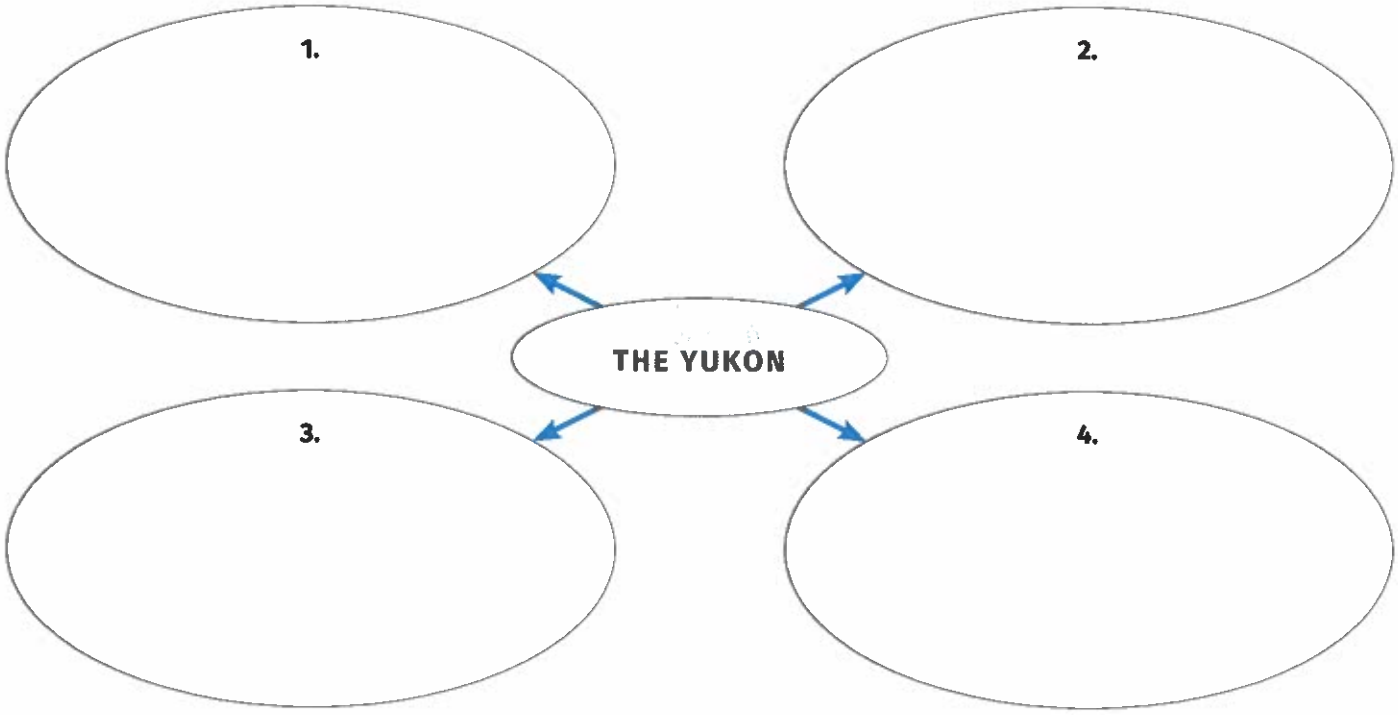
Answer these questions about the story.

1. What happens to the man as he walks along the creek? _____
2. What does the man do after his feet get wet? _____
3. What happens to the fire? _____

Practice Understanding Setting

The setting of a story tells when and where the story takes place. You can analyze sensory details to understand how the setting is important. A graphic organizer can help you list details about the setting.

Fill in details you learned about the setting from the first and second parts of the story. Then answer the questions.



5. Describe the setting in paragraph 1. Why doesn't the man see the spring? _____

_____

6. Based on what you know about the setting, why is it a problem when the man gets wet? _____

_____

7. Describe where the man builds his fire and what happens. _____

_____

Fluency

IMPROVE YOUR READING

Work with a partner. Read paragraph 5 silently. As you read, pause at punctuation marks like commas, semicolons, and periods. Then, take turns reading the paragraph aloud with your partner.

Respond to the Readings

Answer these questions about the story.

1. Using details from both parts of the story, describe what the Yukon is like. Use sensory details. _____

2. Why is the setting important in the story? _____

3. The man thinks about the camp where the boys are. How does the camp compare to where the man is? _____

4. Did the man listen to the advice of the old-timer? Should he have listened? _____

5. Is the Yukon a place you would like to go? Explain your answer. _____

HINT
Think about adjectives that tell how the Yukon looks, feels, and sounds in the story.

Use Word Parts: Suffix *-ed*

The suffix *-ed* is added to many verbs to show past tense, or an action that happened in the past: *I **walk** to school each morning. I **walked** home from school yesterday.* If a verb ends in *e*, just add the *d*: For example: *love → loved.*

Some words change their spelling when *-ed* is added. For example: *cry → cried*; *hop → hopped.*

TIP
The suffix *-ed* can make different sounds at the end of words. Listen to the different ending sounds of *melted* and *called*.

Add the suffix *-ed* to each verb. Change the spelling if you need to.

1. turn _____
2. climb _____
3. trot _____
4. cover _____
5. move _____
6. drop _____
7. carry _____
8. force _____

Add the suffix *-ed* to the word. Then use the word in a sentence.

9. worry _____

10. hope _____

Review the Vocabulary

Read each group of words. Write the vocabulary word from the box that best goes with each group of words.

attempt	aware	delayed	lack	moisture
previous	silent	solid	startled	steep

1. water, wet, damp _____
2. quiet, without noise, no sound _____
3. mountain, stairs, hill _____
4. earlier, before, past _____
5. hard, firm, strong _____

Complete each sentence with a word from the box.

6. Mark wants to buy a car, but a _____ of money means he will have to buy a bike instead.
7. The waiter dropped a tray of plates. The sound _____ me.
8. Maria didn't pass her driving test on the first _____. She had to try again.
9. The plane was supposed to leave at 9. But it was _____ for one hour because of bad weather.
10. Don could not find his car keys in his pocket. Then he became _____ that he had a hole in his pocket.

Write two new sentences. Use a word from the box in each sentence.

11. _____

_____

12. _____

_____

Write a Descriptive Paragraph

Descriptive writing can help make a picture in the reader's mind. Details and careful word choices can bring a place to life. In "To Build a Fire," Jack London helps the reader imagine the extreme cold of the Yukon.

A descriptive paragraph about a place should include:

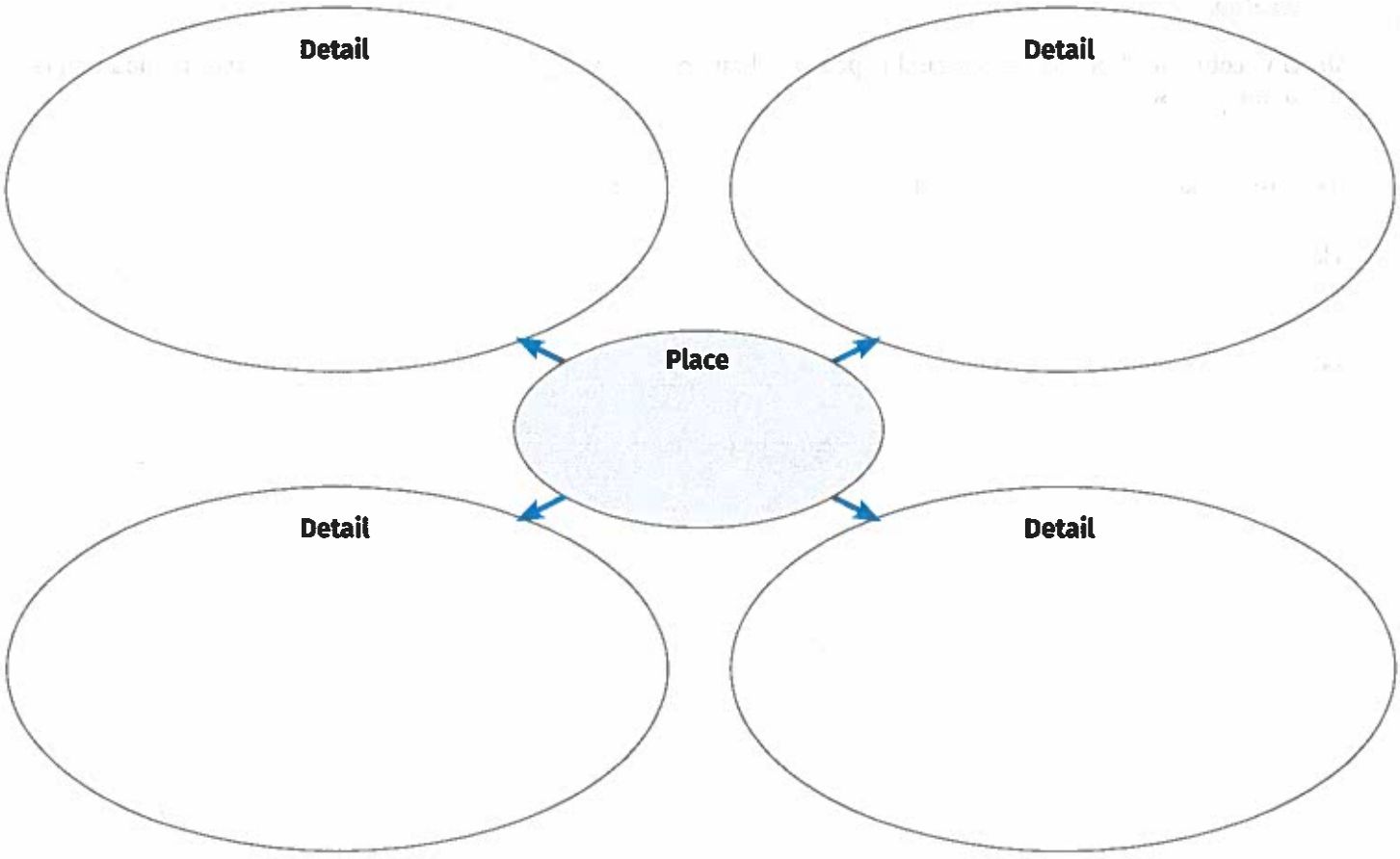
- A sentence that introduces the place
- Details that tell what the place is like
- Sensory words that paint a picture in the reader's mind

Read the prompt.

> Think of a place that you know well and can picture in your mind. Write a descriptive paragraph about that place. Include sensory details that help the reader understand what the place is like.

Plan Your Writing

Before you begin writing, brainstorm ideas. Use your senses. How does the place look, sound, feel, or smell? Write the name of the place in the center oval. Then write details that describe it in the outer ovals.



Write Your Paragraph

On the lines below or on a computer, write your descriptive paragraph.

TIP
Use adjectives to help your reader picture the place you are writing about.

Review Your Writing

Use this list to check your writing.

- ☐ I told about a place.
- ☐ I used details to describe the place.
- ☐ I used sensory words to make a picture in the reader's mind.
- ☐ I checked the spelling.
- ☐ I used a capital letter and punctuation in every sentence.

For practice with apostrophes, complete the Language Skills Mini-Lesson on page 141.

After you check your work, make any corrections. Read your paragraph aloud to a partner. Listen to your partner's paragraph. Discuss what you pictured in your mind.

Think and Discuss

The story "To Build a Fire" takes place around the year 1900. If the story took place today, how might it be different? How is this story similar to or different from other stories about the wilderness or survival that you know?

Discuss the questions in small groups.

LESSON 11

Little Women

In this lesson, you will

READ

selections adapted from the novel:

- *Little Women*, by Louisa May Alcott

USE THIS READING SKILL

Identify character

USE THIS VOCABULARY SKILL

Understand words with the suffix *-ing*

USE THIS WRITING SKILL

Write a journal entry

USE THESE KEY VOCABULARY WORDS

angels people who are very good, kind, or lovely

blame to say or think that someone did something wrong

contribution something you give to help a person

freezing getting very cold

laughing making sounds that show you're happy or that you think something is funny

pale a skin color that is whiter than normal

proud pleased about something you have done or that you have

regret to feel sorry about something you did or didn't do

satisfied pleased because you've done what you wanted

stared looked hard and long, usually with eyes wide open

UNDERSTAND THESE CONTENT VOCABULARY WORDS

character the way someone thinks, feels, and behaves; someone's personality *OR* a person or animal in a story

present participle the *-ing* suffix form of a verb

telegram a message sent by telegraph

All Little Women images from Little Women: Or, Meg, Jo, Beth, and Amy (1880) Frank T. Merrill (PD-US)

Use the Vocabulary

Answer these questions about the vocabulary words. Use the definitions on page 114 to help you.

1. Describe something you saw and **stared** at? What about it made you stare?

_____

2. How do you feel when you **blame** someone for something they did wrong?

_____

3. What was the last **contribution** you made to something? What did you do?

_____

4. What has **satisfied** you most about being in school? Explain your answer.

_____

5. What do some people do to keep from looking **pale**?

_____

6. Name two people who you think are **angels**. What good or kind things have they done to make you feel that way?

_____

7. What is something you did once that you **regret** now.

_____

8. What makes you feel the most **proud**? Why?

_____

9. How do you keep from **freezing** when you go out in the cold?

_____

10. When is the last time you remember **laughing** really hard? What were you laughing about?

_____

TIP

Spell *angels* with the *e* before the *l*. Spell *angles* (the space between two lines that meet) with the *l* before the *e*.

VOCABULARY TIP

Some words can have more than one meaning. You can usually figure out the meaning of the word by looking at the context, or the words that come before and after it.

Which do you think is the correct definition of *lying* in this sentence?

*Six children are **lying** in one bed to keep from freezing, for they have no fire.*

a. saying something that isn't true
b. resting or being on something

Set a Purpose for Reading

Before you read, set a purpose for reading. Preview the text. Read the title. Look at any illustrations. Ask yourself what you can expect to read about.

1. Look at the title, the headings, the illustration, and the caption. What will this passage be about?

_____

2. What do you expect to read about? _____

3. What do you see in the picture? _____

Draw Conclusions

As you read, draw conclusions. What clues from the passage or your own experience support your conclusions?

Read the passage. Draw conclusions. Answer the questions in the margin as you read.

"A Merry Christmas"

Adapted from *Little Women*, by Louisa May Alcott

Have the girls had breakfast yet?

1 "Merry Christmas, little daughters! But I want to say one word before we sit down. Not far away from here, lives a poor character with a little baby. Six children are lying in one bed to keep from **freezing**, for they have no fire. There is nothing to eat over there. My girls, will you give them your breakfast as a Christmas present?"

TIP
Authors often use italics for emphasis, such as in the sentence, "*I* shall take the cream and the muffins."

2 For a minute no one spoke. But only a minute, for Jo quickly called out, "I'm so glad you came home before we began!"

3 "May I go and help carry the things to the poor little children?" asked Beth.

4 "*I* shall take the cream and the muffins," added Amy, giving up the thing she most liked.

5 Meg was already covering the cakes, and putting the bread into one big plate.

6 "I thought you'd do it," said Mrs. March, smiling. "You shall all go and help me, and when we come back, we will have bread and milk for breakfast."

7 They were soon ready and set out. They walked to a room with no fire, a sick mother, a crying baby, and a group of **pale**, hungry children sitting under one old blanket, trying to keep warm.

Mrs. March and her daughters set out.

8 How the big eyes **stared** and the blue lips smiled as the girls walked in.

9 "Oh! They're **angels**!" said the poor character, crying for joy.

How did the poor mother feel after the March family arrived?

10 Mrs. March gave the mother tea, while she dressed the newborn baby as if it had been her own. The girls spread the table, set the children round the fire, and fed them like so many hungry birds, **laughing** and talking.

11 "The angel children!" they cried as they ate and warmed their purple hands at the comfortable fire. That was a very happy breakfast, though the girls didn't get any of it. And when they went away, I think that in all the city, there were not four merrier people than the hungry little girls who gave away their breakfasts on Christmas morning.

Check Your Comprehension

Answer these questions about the story.

1. Jo tells her mother, "I'm so glad you came home before we began!" What does she mean? _____

_____

2. What breakfast foods do the girls take with them? _____

3. What did the girls have for their own breakfast? _____

Identify Character

A person's character describes who that person is inside, or their personality. You learn about a person's character from what he or she does, feels, or says.

Reread the paragraphs. As you read, think about what kind of person acts and speaks this way.

> For a minute no one spoke. But only a minute, for Jo quickly called out, "I'm so glad you came home before we began!"
>
> "May I go and help carry the things to the poor little children?" asked Beth.
>
> "*I* shall take the cream and the muffins," added Amy, giving up the thing she most liked.
>
> Meg was already covering the cakes, and putting the bread into one big plate.
>
> "I thought you'd do it," said Mrs. March, smiling. "You shall all go and help me, and when we come back, we will have bread and milk for breakfast."

An easy way to think about character is to use a graphic organizer like this one. Complete the second column by writing down each character's actions.

CHARACTER	ACTIONS: WHAT SHE SAID OR DID	WORDS THAT DESCRIBE HER
Jo		
Beth		
Meg		
Amy		
Mrs. March		

In the third column, write descriptive adjectives from the box or your own words to describe each character. Use a dictionary to check your spelling.

afraid	cheerful	excited	generous	hardworking	helpful	honest
kind	mean	proud	silent	smart	thoughtful	unhappy

Fluency

IMPROVE YOUR READING

Listen as your teacher reads paragraphs 2 through 6 of "A Merry Christmas." Listen for your teacher's tone and expression. Then read aloud with your teacher.

Practice the Skills

Look at the passage. Set a purpose for reading. Answer the questions.

1. Look at the title, the illustration, and the caption. What will this passage be about?

_____

2. Read the first sentence of paragraph 1. Who will be the main character in this passage? _____

3. What is one thing you might learn about? _____

Read the passage. Draw conclusions that you can support. Answer the questions in the margin as you read.

"A Telegram"

Adapted from *Little Women*, by Louisa May Alcott

Leading up to the events in this reading, the March family had received a telegram saying Father is sick in a hospital in Washington, D.C. Mrs. March has to travel there and needs money for the trip. It is evening and no one could find Jo.

TIP
$25 during the Civil War is worth over $368 today.

1 Jo came walking in, looking a little happy, afraid, and **satisfied**. The family didn't know what to think. They also didn't know what to think of the roll of money she put before her mother. She said "That's my **contribution** toward making Father comfortable and bringing him home!"

2 "My dear, where did you get it? Twenty-five dollars! Jo, I hope you haven't done anything crazy?"

3 "No, it's mine honestly. I didn't beg, borrow, or steal it. I earned it, and I don't think you'll **blame** me. I only sold what was my own."

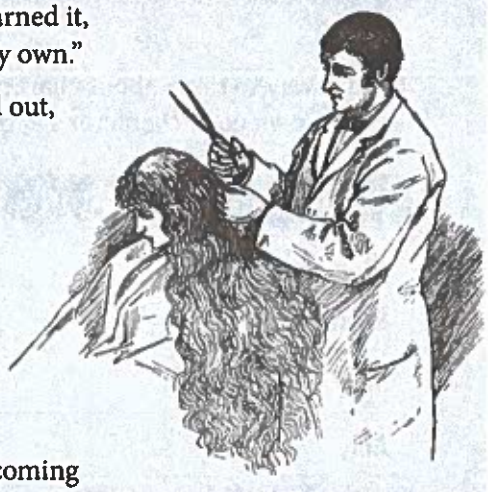
Where would a character wear a bonnet?

4 As she spoke, Jo took off her bonnet, and the family called out, for all her beautiful long hair was cut short.

5 "Your hair! Your beautiful hair!" "Oh, Jo, how could you? Your one beauty." "My dear girl, there was no need of this." "She doesn't look like my Jo any more, but I love her dearly for it!"

Did Jo like her hair before she cut it?

6 Jo acted like she didn't care, trying to look as if she liked it. "Don't cry. It will be good for me, I was getting too **proud** of my hair. My head feels light and cool. And the barber said I could soon have curly hair, which will be becoming and easy to keep in order. I'm satisfied, so please take the money and let's have supper."



Jo has her hair cut.

7 "Tell me all about it, Jo. I am not quite satisfied, but I can't blame you. I know how willingly you gave up your hair to your love. But, my dear, it was not necessary, and I'm afraid you will **regret** it one of these days," said Mrs. March.

8 "No, I won't!" Jo answered firmly.

9 "What made you do it?" asked Amy, who would as soon have thought of cutting off her head as her pretty hair.

10 "Well, I really wanted to do something for Father," replied Jo, as they gathered about the table. I wanted to have some money, if I sold the nose off my face to get it."

Check Your Comprehension

Answer these questions about the story.

1. How did Jo get the $25? _____
2. Who cut Jo's hair? _____

   _____
3. Why did Jo cut her hair? _____

   _____

Practice Identifying Character

An author doesn't always tell us directly what a person's character is. The reader has to infer about a person's character from what he or she says, thinks, and does.

Reread the paragraph. Answer the questions.

> Jo acted like she didn't care, trying to look as if she liked it. "Don't cry. It will be good for me, I was getting too **proud** of my hair. My head feels light and cool. And the barber said I could soon have curly hair, which will be easy to keep in order. I'm satisfied, so please take the money and let's have supper."

1. Does Jo really like her short hair? _____
2. Why does Jo say she is happy about her hair cut? _____
3. What does this paragraph tell you about Jo's character? _____

You can learn about a person's character based on how the author writes about the person.

Reread the paragraph.

> "What made you do it?" asked Amy, who would as soon have thought of cutting off her head as her pretty hair.

What is the author telling us about Amy's character? Circle the answer.

a. The way she looks is very important to her.
b. She would be happy to cut her hair.
c. She has pretty hair and a pretty head.

IMPROVE YOUR READING

Work with a partner. Practice reading paragraph 5 of "A Telegram" silently. As you read, pay attention to the meaning of the passage. Then take turns reading the paragraph aloud with a partner.

Respond to the Readings

Answer these questions about the story.

1. Why does the author describe the children's lips as "blue" and their hands as "purple?" _____

_____

2. What conclusion can you draw from this sentence?

   They cried as they ate and warmed their purple hands at the comfortable fire.

   a. The fire they had before was not comfortable.
   b. The March family brought wood with them.
   c. The children could eat only if there were a fire.

3. What does the author want us to know when she writes,

   I think that in all the city, there were not four merrier people than the hungry little girls who gave away their breakfasts on Christmas morning.

_____

4. Jo says, "I'm satisfied, so please take the money and let's have supper." Mrs. March replies, "I am not quite satisfied, but I can't blame you." What are they talking about? _____

_____

Use Word Parts: Suffix *-ing*

The suffix *-ing* is the present participle. The present participle refers to things that are still happening. To make the present participle, add *-ing* to the base form of the verb. For verbs that end in silent *e* (*live*), drop the *e* and add *-ing* (*living*). For one-syllable words that end in consonant-vowel-consonant (*set*), double the last letter and add *-ing* (*setting*).

HINT
If a verb ends in *ie*, change the *ie* to *y* and add *-ing*. (*tie* / *tying*).
Don't double the last letter if it is *w*, *x*, or *y*.

Add the suffix *-ing* to the verbs. Use a dictionary to check your spelling.

	+ *-ing*
be	
cover	
cut	
eat	

	+ *-ing*
give	
lie	
listen	
run	

	+ *-ing*
say	
stare	
stop	
talk	

Complete each sentence with a present participle from the boxes.

1. Jo was satisfied and a little uncomfortable after _____ her hair.
2. The six children were _____ under a blanket on the bed.
3. While the children were _____ breakfast, Mrs. March gave the mother a cup of tea.
4. They were happy just _____ by the fire.
5. Just _____ to all the laughing and happy voices made my day happy.

Review the Vocabulary

Circle the letter of the answer that best completes each sentence.

1. People often look **pale** when they _____.
   a. are sick
   b. exercise
   c. work outside

2. A **satisfied** person is _____ her choices.
   a. happy with
   b. unsure of
   c. sad about

3. If you're **laughing**, you're probably _____.
   a. tired
   b. hungry
   c. happy

4. If you **regret** something you did, you _____.
   a. are proud of it
   b. wouldn't change anything about it
   c. wish you could do it differently

Complete each sentence with a word from the box.

angels	blame	contribution	freezing	laughing
pale	proud	regret	satisfied	stared

5–7. Carter's _____ to the party was two cakes and a pie. He spent all day Saturday baking. He was very _____ of them. They were very pretty to look at. Everyone _____ when he first set them on the table.

8–10. The house fire was an accident. There was no one to _____. Our neighbors Debra and Andy helped us in every possible way after the fire. They were real _____. We'd be _____ out in the cold if they hadn't let us stay with them.

Write two new sentences. Use a word from the box in each sentence.

11. _____

_____

12. _____

_____

Write a Journal Entry

A journal entry is a written record of what you do, think, see, feel, and experience. Louisa May Alcott, the author of *Little Women*, wrote in her journal every day.

A journal entry should:

- Be written in the first person, using *I*
- Be written in the past tense
- Tell what happened in sequence
- Describe how you feel about it

Read the prompt.

Write a journal entry as if you are Meg, Jo, Beth, Amy, or Mrs. March. Describe the events from "A Merry Christmas" or "A Telegram" from that character's point of view.

Plan Your Writing

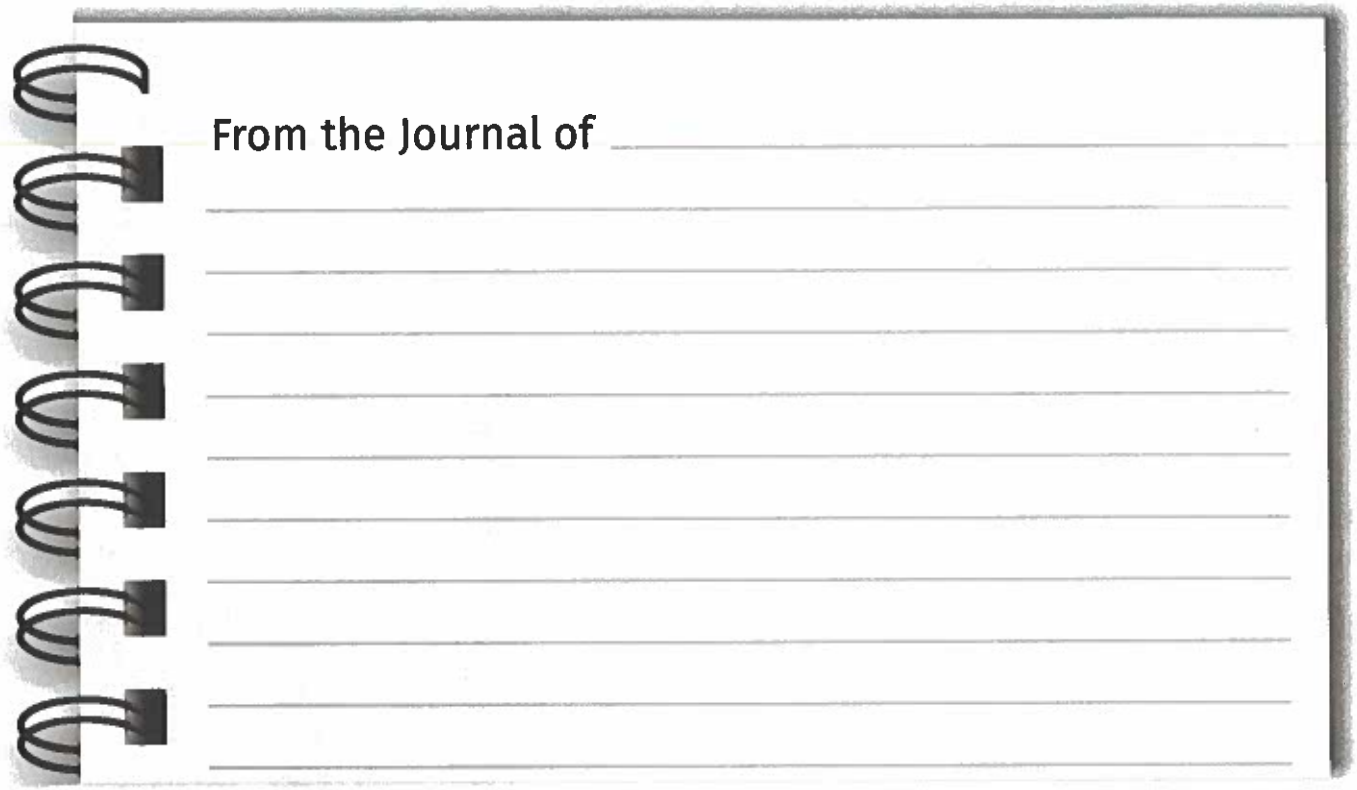
Before you begin writing, think about how the character you chose experienced the day or event. What did she see? What was she thinking and how did that make her feel? Write your paragraph based on what you believe that character would write.

Use the chart to help you organize your thoughts.

CHARACTER	WHAT SHE SAID OR DID	WHAT SHE THOUGHT AND HOW SHE FELT

Write Your Journal Entry

On the lines below or on a computer, write a journal entry as if you are a character from *Little Women*.



RomanSotola/istock/Thinkstock

Review Your Writing

Use this list to check your writing.

- ☐ I wrote in the first person.
- ☐ I used past tense.
- ☐ I told what happened in sequence.
- ☐ I described how I felt.
- ☐ I checked spelling and punctuation.
- ☐ I used capital letters correctly.

For practice with coordinating conjunctions, complete the Language Skills Mini-Lesson on page 142.

After you check your work, make any corrections. Read your paragraph aloud to a partner. Then discuss how your paragraphs were the same or different.

Think and Discuss

In both "A Merry Christmas" and "A Telegram," you read how the March sisters made personal sacrifices for other people—one time for total strangers and one time for a beloved family member. Think about a time when you or someone you know made a personal sacrifice to help someone else.

Work in small groups. Take turns sharing your stories. How does hearing each story change how you think about that person?

Mrs. March sits with Mr. March, who is sick.

LESSON 12

Aesop's Fables

In this lesson, you will

READ

two of Aesop's fables:

- "The Fox and the Crow"
- "The Dog, the Rooster, and the Fox"

USE THIS READING SKILL

Understand plot

USE THIS VOCABULARY SKILL

Understand words with the suffixes *-ion*, *-tion*

USE THIS WRITING SKILL

Write an opinion paragraph

USE THESE KEY VOCABULARY WORDS

attention interest or notice

base the bottom part of something

duty something you must do as part of a job

flattering making someone feel pleased by giving them praise

hollow empty inside

immediately right away; without delay

journey a long trip

perfect without flaws or mistakes

politely in a way that shows good manners and thoughtfulness

suspicious having a feeling that something is wrong or not to be trusted

UNDERSTAND THESE CONTENT VOCABULARY WORDS

climax the most exciting and important part of a story

plot the events that make up a story

Aesop's fables (1895) by Charles Robinson (PD-US)

Use the Vocabulary

Answer these questions about the vocabulary words. Use the definitions on page 124 to help you.

1. Why should workers in a store speak **politely** to shoppers?

_____

2. Would you feel **suspicious** if a stranger asked you to hold a backpack for him?

_____

3. Would you like someone more if they were **flattering** you or being mean to you? Why?

_____

4. How can you get an employer's **attention** when you are at a job interview?

_____

5. Why might it be important for a tower to have a strong **base**?

_____

6. When should you go to the doctor **immediately**?

_____

7. How do you feel when you get a **perfect** score on a quiz or test? Why?

_____

8. What do you think a **journey** to the moon would be like?

_____

9. Would a child probably want a **hollow** chocolate bar or a solid one? Explain.

_____

10. What are some **duties** you have had at work?

_____

VOCABULARY TIP

Some words have more than one meaning. To figure out the correct meaning, you will need to look for clues in the text.

Which definition of *base* matches how it is used in the sentence?

*The hikers camped at the **base** of the mountain. Tomorrow they would start to climb it.*

a. in baseball, one of the four places on the field that a runner must touch

b. a place where the military keeps supplies

c. the bottom or lowest part of something

Preview

Before you read, preview the fable. Read the title and the author's name. Then read the first sentence of each paragraph. Look at the drawing and think about what it shows.

1. What is the title of this selection? _____
2. What kind of story is this? _____
3. What do you see in the picture? _____

Take Notes

As you read, make notes in the margin. Underline important details in the text. This can help you pay attention as you read and to find information later.

Read the fable. Use the prompts in the margin to take notes as you read.

"The Fox and the Crow"

A fable by Aesop

Circle the names of the two characters in paragraph 1. Make a note about what the Crow has.

1 One bright sunny morning as the Fox was following his sharp nose through the woods in search of a bite to eat, he saw a Crow on the branch of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his **attention** this time and made him stop for a second look was that the lucky Crow held a bit of cheese in her beak.

2 "No need to search any farther," thought the sly Fox. ""Here is a nice, tasty bite for my breakfast."

3 He trotted to the **base** of the tree in which the Crow was sitting. Looking up, he called out in an admiring tone, "Good morning, beautiful creature!"

4 The Crow, her head tilted to one side, watched the Fox. She was **suspicious**. But she kept her beak tightly closed on the cheese and did not answer his greeting.

Make a note about what the Fox is saying.

5 "What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what amazing wings! Such a wonderful Bird must have a very lovely voice, since everything else about her is so **perfect**. If she would sing just one song, I would call her Queen of Birds."

6 Now it is well known that the *caw! caw! caw!* of crows is not musical. But the Crow, hearing these **flattering** words, forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds.

Make a note about what happens.

7 So the Crow opened her beak wide and made her loudest caw. Down fell the cheese right into the Fox's open mouth.

8 "Thank you," said Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your senses?"

Check Your Comprehension

Answer these questions about the fable.

1. Who are the characters in the story? _____
2. How does the Fox speak to the Crow? _____
3. What happens to the Crow? _____

_____

Understand Plot

The plot of a story is the series of events that happen. You can sort story events into what happens at the beginning, middle, and end of the story.

- The beginning introduces the characters, the setting, and the problem.
- The middle develops the story events and has rising action.
- The end has the climax and the solution to the problem. It may have falling action.

A graphic organizer can help you list the parts of a story plot in order.

Complete the graphic organizer with the story parts of "The Fox and the Crow."

BEGINNING
Characters: _____
Setting: _____
What happens: _____
Story Problem: _____
MIDDLE
Rising Action / Story Events: _____
_____
_____
END
Climax: _____
_____
Falling Action: _____

Fluency

IMPROVE YOUR READING

Work with a partner. Practice reading paragraph 5 silently. Think about how the Fox in the story would say these words. After you have read the paragraph silently two to three times, take turns reading it aloud to a partner. Pay attention to your tone and expression.

Practice the Skills

Preview the fable. Answer the questions.

1. Based on the title, who will the characters in the fable be? _____

2. Read the first sentence of paragraph 1. What do the Dog and Rooster want to do? _____

_____

3. Read the first sentence of paragraph 4. What do you think will happen? _____

_____

Read the story. Use the prompts in the margin to take notes as you read.

"The Dog, the Rooster, and the Fox"

A fable by Aesop

Underline the sentence that tells who is taking a trip.

1 A Dog and a Rooster, who were the best of friends, wished very much to see the world. So one day they decided to leave the farmyard and make a **journey** together. They set off on their trip and took the road that led to the woods. The two friends traveled along in the very best of spirits.

2 In the evening, after a long day of traveling, the two looked for a place to rest. The Rooster saw a nice **hollow** tree nearby that he thought would be perfect for a night's sleep. The Dog could crawl inside and lie down, and the Rooster would fly up to one of the branches. So both settled in for the night and slept very comfortably.

Make a note about what the Rooster does.

3 With the first light of dawn the Rooster awoke. For a moment he forgot where he was. He thought he was still in the farmyard. There it was his **duty** to wake the household at daybreak. So the rooster stood on his tiptoes, flapped his wings, and crowed loudly. But instead of awakening the farmer, the Rooster awakened a Fox not far off in the woods.

Make a note about who hears the Rooster.

4 When the Fox heard a rooster crowing in the woods, he **immediately** pictured a very tasty breakfast. He came and stood under the branches of the tree. He called up **politely**: "Welcome to our woods, dear sir. I cannot tell you how glad I am to see you here. I am quite sure we shall become the closest of friends. Will you come down here where we can chat a little?"

TIP
If you are *unsuspecting*, you do not think something is about to happen.

5 "I cannot come down right now, kind sir," replied the Rooster slyly. "But perhaps you would like to come up here. Please go around to the door of my house at the base of the tree. My servant will let you in."

6 The hungry but unsuspecting Fox went around the tree as he was told, and in an instant the Dog had grabbed him.

Check Your Comprehension

Answer these questions about the fable.

1. What are the Dog and the Rooster doing at the beginning? _____
2. What does the Rooster do when he wakes up? _____
3. Why does the Fox come to the tree? _____

Practice Understanding Plot

The plot is the series of events that happens in a story. You can think about the beginning, middle, and end parts of a story as you read. You can also think about what lesson the story teaches or what the characters learn. A graphic organizer can help you list the parts of a story plot.

Complete the graphic organizer with the story parts of "The Dog, the Rooster, and the Fox." Then answer the question.

BEGINNING
Characters: _____
Setting: _____
What happens: _____
Story Problem: _____
MIDDLE
Rising Action / Story Events: _____
_____
_____
END
Climax: _____
_____

What lesson does this fable teach?

a. You should choose your friends with care.
b. Those who trick others can also be tricked.
c. The Dog and Rooster should have stayed on the farm where they belong.

Fluency

IMPROVE YOUR READING

Work with a partner. One partner will read the parts of the story spoken by the Fox in paragraph 4 and the other will read the parts of the Rooster in paragraph 5. Practice reading your part silently. Then read the parts aloud. As you read, think about how your character would say the words.

Respond to the Readings

Answer these questions about the fables.

1. In "The Fox and the Crow," does the Fox really think the Crow is beautiful? Explain. _____

_____

2. What is the real reason that the Fox wants the Crow to sing? _____

_____

3. What lesson does "The Fox and the Crow" teach? _____

_____

4. In "The Dog, the Rooster, and the Fox," does the Rooster believe the Fox when the Fox says he wants to become friends? Explain. _____

_____

5. In what way is the Fox character alike in the two fables? How is the character different? _____

_____

Use Word Parts: Suffixes *-ion, -tion*

The suffixes *-ion* and *-tion* appear at the end of nouns. Words with these endings usually tell about an action, a state, or a process.

TIP
The suffixes *-ion* and *-tion* make the *shun* sound.

Complete each sentence with a word from the box.

decision	education	election	fiction	vacation	vision

1. Did you vote in the _____ last November?
2. We are going to take a _____ at the beach.
3. Stories and novels are examples of _____.
4. Kim needs to make a _____ about what classes she will take next year.
5. Jake's parents talked to him about the importance of _____ and staying in school.
6. Go to the eye doctor to get your _____ checked.

Write two sentences that use a word from the box.

7. _____
8. _____

Review the Vocabulary

Read each group of words. Write the vocabulary word from the box that best goes with each group of words.

attention	base	duty	flattering	hollow
immediately	journey	perfect	politely	suspicious

1. now, right away, at once _____
2. trip, travel, far _____
3. job, task, responsibility _____
4. good manners, thoughtfully _____
5. doubtful, not trusting, not believing _____

Complete each sentence with a word from the box.

6. Emily thinks her mom looks good in blue. It's a _____ color on her.
7. The _____ of the lamp is heavy so that it won't tip over.
8. An owl built its nest inside a _____ tree in our back yard.
9. Bill needed some more water. He waved to get the waiter's _____.
10. Beth found a new apartment close to work with low rent. It was _____ for her!

Write two new sentences. Use a word from the box in each sentence.

11. _____

_____

12. _____

_____

Write an Opinion Paragraph

When you state an opinion, you say what you think or believe about a topic. An opinion is different from a fact. A fact can be checked and proved. For example, an opinion would be if you said Jo-Jo's Pizza is the best pizza in the city. This is what you think. But, if you say Jo-Jo's Pizza is located on Main Street, you can check and prove this as a fact.

An opinion paragraph should include:

- A sentence that tells the topic you are writing about
- Your opinion about the topic
- Reasons and evidence from the text that support your opinion
- Linking words that connect your reasons to your opinion
- A concluding statement

Read the prompt.

Choose one of the characters in the two fables you have read. Write your opinion of that character. Give reasons and evidence from the story to support your opinion.

Plan Your Writing

Before you begin writing, plan your paragraph. Think about the different characters. Choose one that you would like to write about. Think about what the character says and does in the fable. State your opinion. Then support it with reasons.

CHARACTER I AM WRITING ABOUT:	
MY OPINION:	
REASON 1:	
REASON 2:	
CONCLUSION:	

Write Your Paragraph

On the lines below or on a computer, write an opinion paragraph about a character from one of the fables you read.

TIP
Use linking words (such as *because, for example, since*) to connect your opinion to the reasons supporting it.

Review Your Writing

Use this list to check your writing.

- ☐ I gave an opinion.
- ☐ I gave reasons to support my opinion.
- ☐ I used linking words to connect ideas.
- ☐ I checked my spelling and punctuation.
- ☐ I wrote complete sentences.

After you check your work, make any corrections. Read your paragraph aloud to a partner. Listen to your partner's paragraph. Discuss what you found most interesting in your partner's paragraph.

Think and Discuss

Aesop's Fables have been around for 2,500 years and they are still being read today. Sometimes characters in these stories learn harsh lessons. Do you think the lessons in these stories still apply to life today? Are the stories appropriate for children?

Discuss the questions in small groups.

Read the letters. Circle the best answer to each question.

In 1908, Jerusha "Judy" Abbot is living in an orphanage, a home for children who don't have family to take care of them. A kind man who helps manage the orphanage, but whom Judy has never met, offers to pay for her college education. In return, she must write him a letter every month describing her experiences. Judy calls him "Daddy-Long-Legs."

Adapted from *Daddy-Long-Legs*

1 1st October

2 Dear Daddy-Long-Legs,

3 I love college and I love you for sending me—I'm very, very happy, and so excited every moment of the time that sometimes it's hard to sleep. You can't imagine how different it is from the orphanage. I never dreamed there was such a place in the world. I'm feeling sorry for everybody who isn't a girl and who can't come here; I am sure the college you attended when you were a boy couldn't have been so nice.

4 Tuesday

5 Dear Daddy-Long-Legs,

6 They are organizing the freshman basketball team and there's just a chance that I shall get in it. I'm little of course, but very quick and tough. While the others are hopping about in the air, I can reach under their feet and grab the ball. It's loads of fun practicing—out in the athletic field in the afternoon with the trees all red and yellow and the air full of the smell of burning leaves, and everybody laughing and shouting. These are the happiest girls I ever saw—and I am the happiest of all!

7 25th October

8 Dear Daddy-Long-Legs,

9 I'm in the basketball team and you ought to see the bruise on my left shoulder. It's blue and dark brown with little streaks of orange. Julia Pendleton tried for the team, but she didn't get in. Hooray!

10 You see what a mean character I have.

11 College gets nicer and nicer. I like the girls and the teachers and the classes and the campus and the things to eat. We have ice-cream twice a week.

1. What is the weather like when Judy tries out for the basketball team?

a. hot summer
b. cool fall
c. freezing winter

2. Judy says she is "mean" because she is _____.

a. angry about the bruise she got playing basketball
b. quick and tough when she plays basketball
c. happy that Julia Pendleton didn't make the team

3. Based on Judy's letters, which sentence about the orphanage is most likely true?

a. They had ice cream all the time.
b. Judy was unhappy while she was there.
c. Julia Pendleton played basketball there.

4. What is Judy most likely going to do next?

a. leave college to play professional basketball
b. write longer letters to Daddy-Long-Legs
c. make friends with some of the girls at school

Complete Sentences

- A sentence tells a complete thought.
- It has a subject (naming part) and a predicate (telling part).
- It starts with a capital letter and ends with a period, question mark, or exclamation point.

Incomplete: The man who walks his dog on our street. (no predicate)

Incomplete: Always says hello. (no subject)

Complete: Susan checks her email at home in the morning.

Read each group of words. If it is a complete sentence, write Yes. If it is incomplete, write No.

TIP
You can't tell if a sentence is complete by looking at its length. A complete sentence can be very short, such as *I slept.*

1. _____ I applied for the job last week.

2. _____ A friendly woman at the front desk.

3. _____ Lisa works hard.

4. _____ Owns a flower shop on Pine Street.

5. _____ Used a black pen to fill out my application.

6. _____ At the beginning of the interview.

7. _____ Victor applied for the job online.

Circle the letter for the group of words that makes a complete sentence.

8. The grocery store _____.
- **a.** has several job openings
- **b.** on Mill Road
- **c.** with the best prices on food

9. _____ told me about a job at the factory.
- **a.** Called me last night and
- **b.** In line in front of me
- **c.** A man I know from school

10. After he filled out the application, he _____.
- **a.** and his brother Stan
- **b.** checked it carefully
- **c.** many details about his other jobs

Subject Verb Agreement

In a sentence, its verb and subject must always agree in number. Nouns that end in *-s*, *-es*, and *-ies* are usually plural. However, verbs with the same *-s* endings are always singular.

If the subject is singular, the verb must be singular.
If the subject is plural, the verb must be plural.

The verb be changes spelling for the singular and plural forms of the simple present.

Singular of *be*: *am*, *is* Plural of *be*: *are*

Complete the sentences. Circle the correct form of the verb in parentheses.

HINT Remember that irregular plurals, such as *children*, *feet*, *men*, *people*, and *women* must also agree in number.

1. Jayne, Karen, and Stacey (eats / eat) lunch together every day.
2. A loud dog (is / are) is a good way to keep thieves away from your house.
3. Call the police immediately if you (thinks / think) there's someone in your house.
4. The students in Matthew's class (is / are) interested in learning about ways to keep their home safe.
5. Cooking (causes / cause) more home fires in the United States than anything else.
6. There (is / are) approximately 30 people in the building.
7. Marisol and Kevin (hides / hide) their expensive items behind the bed.
8. The curtains in our living room (keeps / keep) the room warm.

The helping verbs *be* and *do* change for different subjects. Watch for these words in questions and negatives.

am *is* *are*
do *does*

Modal helping verbs, such as *can*, *should*, *may*, *might*, and *will*, do not change.

Complete these sentences with the correct present form of the verb in parentheses.

9. How many candles _____ Paula _____ in the house? (do / have)
10. _____ your teacher _____ you're going to miss class? (do / know)
11. Rick and I _____ _____ where we left the keys. (can not / remember)
12. _____ Rick _____ you will find them? (do / think)
13. What changes _____ you _____ to protect your home? (can / make)
14. I _____ _____ the fan myself. (might not / install)
15. Your alarm system _____ _____ loud. (should / be)

Past Tense Verbs

To make the past tense of many verbs, you add the ending *-ed*. walk → walk**ed**; sail → sail**ed**

If the verb ends in *e*, you just add *-d*: hope → hope**d**

If the verb ends in a consonant plus *y*, change the *y* to *i* and add *-ed*: cry → cr**ied**

If the verb ends in a vowel and a consonant, double the consonant and add *-ed*: hop → hop**ped**

Write the past tense of each verb.

1. carry _____
2. arrive _____
3. live _____
4. trap _____
5. trim _____
6. mail _____
7. worry _____
8. work _____

TIP
If a word ends in *w*, you don't double the *w*. You just add *-ed*: *plow → plowed*

To make the past tense of many English verbs, you cannot add *-ed*. These are irregular verbs.

Some irregular verbs are the same in the present and the past: put → put

Some irregular verbs have different endings in the past: sleep → slept; lose → lost

Some irregular verbs have different vowels in the past tense: fall → fell; find → found

Write the past tense of these verbs. Use a dictionary if you are not sure of the spelling.

9. fight _____
10. know _____
11. begin _____
12. cut _____
13. hurt _____
14. take _____
15. teach _____
16. catch _____

Complete these sentences with the past tense of the verb in parentheses.

17. About 100 settlers _____ England in December 1606. (leave)
18. The settlers _____ for a place to start their colony. (search)
19. The settlers _____ a place along the James River. (choose)
20. Many of the settlers _____ sick and _____ in August of 1607. (become, die)

Capitalization

Capitalize

- the first word of every sentence — *That old car was really expensive.*
- the pronoun *I* — *Bob and I tried to find a shorter route to the lake.*

Capitalize proper nouns

- days of the week, months, holidays — *Friday, September, Veterans Day*
- historical events — *the Great Depression*
- product names — *the Model A*
- geographic names — *Route 66, Chicago, Arizona*
- people's names — *Henry Ford*
- titles of books, songs, shows — *Romeo and Juliet*
- company names — *Coca-Cola*

Read each line. Write the words that should begin with a capital letter on the line.

1. john steinbeck _____
2. their homes and farms _____
3. ford motor company _____
4. the united states _____
5. the grapes of wrath _____
6. houston, texas _____
7. manchester avenue _____
8. the government _____

HINT
Capitalize proper nouns, but not the articles (*a, an, the*) that come before them.

Rewrite the sentences. Correct any wrong capitalization. If no change is needed, write NC.

9. Henry ford invented the Moving Assembly Line.

_____

10. He never sold the model d or the model e.

_____

11. U.S. Route 66 is also known as The Will Rogers Highway.

_____

12. The Library where i like to study is closed for the holiday.

_____

13. Ford was born on July 30, 1863, on a farm in Greenfield Township, Michigan.

_____

14. His Father was originally from somerset, england.

_____

Comparative and Superlative Adjectives

Adjectives are words that describe nouns. Adjectives can compare two people or things:

- If the adjective has one or two syllables, add *-er* to the end: smaller
- If the adjective has three or more syllables, use the word *more* before the adjective: more beautiful

Adjectives can also compare three or more people or things:

- If the adjective has one or two syllables, add *-est* to the end: smallest
- If the adjective has three or more syllables, use the word *most* before the adjective: most beautiful

Some adjectives do not follow these rules: good / better / best bad / worse / worst

Write the correct form of the adjective in parentheses. Change the ending or use *more* / *most*.

TIP
If an adjective ends in *y*, change the *y* to *i* before adding *-er*.

1. Dallas has _____ weather than Detroit. (hot)
2. My favorite team has the _____ uniforms of all the teams. (colorful)
3. The _____ player on the basketball team is 7 feet tall. (tall)
4. I think she has the _____ voice of any pop singer today. (good)
5. The streets in Smithville are _____ than the streets in Jonesville. (clean)
6. Who has the _____ job in the restaurant? (easy)
7. Soda is _____ than fruit juice. (sweet)
8. Joe thinks his English class is _____ than his math class. (difficult)
9. The _____ food on the menu is the fish. (bad)
10. Boxing is _____ than golf. (dangerous)
11. I think *The Shining* is the _____ horror movie. (scary)
12. Jenny thinks the beach is a _____ place for a vacation than the mountains. (good)

Pronoun and Antecedent Agreement

Pronouns take the place of nouns and act like nouns in sentences. An antecedent is the word that the pronoun refers back to. A pronoun agrees with its antecedent in number and gender.

Subject Pronouns		Object Pronouns		Possessive Pronouns	
Singular:	*I*	Singular:	*me*	Singular:	*my*
	you		*you*		*your*
	he, she, it		*him, her, it*		*his, hers, its*
Plural:	*we*	Plural:	*us*	Plural:	*our*
	you		*you*		*your*
	they		*them*		*their*

Read the sentences. Circle the pronoun that agrees with its antecedent.

HINT
Remember that *its* is a pronoun, but *it's* (with an apostrophe) is a contraction for *it is*.

1. Other animals take leaves and grasses with (them / him) to keep warm.
2. Mr. Andrews meditates every night when (he / she) goes to bed.
3. I need to open a window. It's too hot for (him / me) to think.
4. The groundhog will go back into (their / its) burrow soon.
5. Everyone in the class enjoyed listening to (their / its) teacher talk about Punxsutawney Phil.
6. Some animals wake up during the winter just to eat the food (they / we) saved.
7. Do you check (her / your) email late at night?
8. If the groundhog sees (our / its) shadow, we will have six more weeks of winter.

Read the sentences. Underline the antecedent. Write the correct pronoun on the line. Use the words from the box below.

him	it	my	she	their	them	they	we

9. What do you know about insomnia? I read that _____ is the most common sleep problem in the United States.
10. I'm looking for Ms. Rivera. Do you know where _____ is?
11. My brother likes to sleep late. Sometimes we have to wake _____ up so he gets to work on time.
12. If a mother bear has her babies in the winter, she feeds _____ while she hibernates.
13. My friends and I met for coffee after class. _____ went to the Brewster Café.
14. Hibernators eat a lot of food in the fall. _____ fat keeps them warm in the winter.
15. When I travel, I like to take _____ pillow with me.

Apostrophes

You can use an apostrophe (') in a contraction. A contraction is a shortened form of a word or words. The apostrophe takes the place of the missing letter or letters.

Examples: are + not = aren't cannot = can't I + am = I'm

Write the contraction.

1. they are _____
2. she is _____
3. you are _____
4. have not _____
5. did not _____
6. I will _____

TIP
Some contractions change spelling. For example, *will + not = won't.*

Write the words that each contraction stands for.

7. he's _____
8. I've _____
9. it's _____
10. they'd _____
11. we're _____
12. what's _____

Apostrophes can also be used to show possession, or who has or owns something. Add an apostrophe and *s* to show ownership of something.

Example: the toy of my cat = my cat's toy

Add an *s* followed by an apostrophe to show that more one thing owns something.

Example: the food for my dogs = my dogs' food

For special nouns that are plural, add an apostrophe and an *s*.

Example: the men's jobs; the children's school; the women's team

Rewrite each phrase to include a possessive apostrophe. The first one is done for you.

13. the roots of the tree the tree's roots
14. the ideas of the women _____
15. the pages of the book _____
16. the pay of the workers _____
17. the toy of the child _____
18. the boots of the hiker _____

Coordinating Conjunctions

A coordinating conjunction connects words, phrases, or groups of words in a sentence. The words or phrases being connected should be equal or similar. There are seven coordinating conjunctions:

and	adds information
but	contrasts or introduces something unexpected
for	means "because"
nor	used after *neither* or *not* to mean "also not"
or	joins possibilities
so	means "as a result"
yet	means "but"

Complete the sentences. Circle the correct coordinating conjunction.

1. My mother read the book, (but / or) she never saw the movie.
2. They miss their father, (and / but) they think of him every day.
3. It was freezing out, (or / so) Eliza had a bowl of hot soup for lunch.
4. Neither Ali (and / nor) his brother wants to go to the library.
5. The girls couldn't decide if they wanted the cake (or / yet) the pie.
6. We were tired of the cold weather (and / for) all of the snow.
7. Carlos and Ramiro went to the barber, (so / yet) they didn't get their hair cut.
8. I know where we're going, (and / for) I've been there before.

Complete the sentences. Pay attention to the coordinating conjunction that comes before the line.

9. Moya has long curly hair, but Ariel _____.
10. Should we eat breakfast now, or should _____?
11. Fred forgot to study for the test, so he _____.
12. I neither enjoy watching baseball nor _____.
13. Julia wanted to buy a new phone, yet she _____.
14. We drove to the beach, and they _____.
15. Travis works at the hospital, for he _____.
16. We don't want to be late, so we _____.

UNIT 1

LESSON 1

Vocabulary Tip, p. 9

b

Check Your Comprehension, p. 11

1. It's a form you fill out when you want to get a job.
2. Write down information about your work history, education, and references.
3. Personal Information, Work History, Education

Find Key Details, p. 11

1. You will need to put your name, address, phone number, and email address on a job application.
2. Include information about other jobs and about your education.
3. Then you will be ready when you need to fill out an application.
4. paragraph 3
5. Your work history should include the name and address of any company you worked for, the job you had, when you worked there, and your supervisor's name and phone number.
6. Employers might check your information.

Check Your Comprehension, p. 13

1. It is a meeting between a person applying for a job and the employer.
2. The employer learns more about you, and you learn more about the job and the company.
3. You should stand up, smile, and shake hands.

Practice Finding Key Details, p. 13

1. It can help you get the job.
2. You will seem more confident.
3. Research the company
4. Practice answering interview questions
5. Plan what you will wear and how you will get there

Respond to the Readings, p. 14

1. Employers are comparing people who apply for a job.
2. You'll have the information ready if you have it written down somewhere.
3. You fill out a job application first. Later you may go to a job interview if the employer is interested in you.
4. Look at the interviewer, listen carefully, and ask questions.
5. Answers will vary.

Use Word Parts, p. 14

1. handshake
2. afternoon
3. keyboard
4. underline
5. bookshelf
6. a paper that has news
7. work that you do at home
8. a box for carrying your tools

Review the Vocabulary, p. 15

1–5. Answers will vary.

6. decide
7. similar
8. common
9. compare
10. forms

LESSON 2

Vocabulary Tip, p. 19

a

Check Your Comprehension, p. 21

1. You can deposit and cash your checks. You can write checks and pay your bills. You can move money from your bank account to another person's account.
2. Your money is insured at a bank.
3. $250,000

Identify Key Points and Supporting Reasons, p. 21

Reason: You can deposit and cash checks.
Reason: You can write checks and pay bills.
Reason: You can move money from your bank account to another person's account.

Key Point: bank accounts are safe
Reason 1: Your money is insured in a bank.
Reason 2: The government insures your money for at least $250,000. If something happens to the bank, you will get your money back.

Check Your Comprehension, p. 23

1. People shop in stores, online, and at thrift stores.
2. Thrift stores sell used items.
3. It's convenient.

Practice Identifying Key Points and Supporting Reasons, p. 23

Key Point: More and more people shop online.
Reason: It's convenient. You can shop from home any time of the day.
Reason: It's easy to find the items you're looking for.
Reason: There are no lines to wait in.
Reason: All you need is a smartphone, tablet, or computer and access to the internet.

Key Point: Thrift stores are popular with people who like to save money.
Reason: You can save over half the cost of a new item.
Reason: There's a lot to choose from.
Reason: Thrift stores get more items all the time.

Respond to the Readings, p. 24

1. They can help you save and manage your money.
2. b

3–5. Answers will vary.

Use Word Parts, p. 24

beautiful	joyful
colorful	peaceful
forgetful	successful
helpful	thoughtful
hopeful	useful

1. hopeful
2. helpful

3. successful
4. peaceful

Review the Vocabulary, p. 25

1. c
2. a
3. c
4. a
5. benefits
6. online
7. convenient

8–9. manage, used

10. item

LESSON 3

Vocabulary Tip, p. 29

a

Check Your Comprehension, p. 31

1. Cooking fires are the most common house fires.
2. the kitchen
3. The candle is too close to the curtain.

Identify Cause and Effect, p. 31

as a result, if, since

1. c
2. a
3. d
4. b

Which sentence shows a cause and effect?

c

Check Your Comprehension, p. 33

1. Every time you leave home, act like you're saying goodbye to someone inside. Keep the curtains closed when you're not home. Don't let thieves know you're going out of town. Get a good alarm system or just buy an alarm sign for the front door. Hide your expensive items and important papers.
2. Answers will vary.
3. Hide your expensive items in a box.

Practice Identifying Cause and Effect, p. 33

It looks like there's someone in your house.
Keep the curtains closed.
Thieves can't see that no one is in the house.

People writing about their vacation plans online.
You know immediately that someone is trying to enter your home.
Many people buy an alarm sign for the front door.
As a result of just seeing the sign,

Respond to the Readings, p. 34

1. Common fires in the home are cooking fires, candle fires, electrical fires.
2. b
3. It looks like there is someone at home even if there isn't.
4. If the alarm goes off, you know immediately that someone is trying to enter your home. The thief will probably run off.
5. Answers will vary.

Use Word Parts, p. 34

-s, places
-es, inches
-es, businesses
-es, boxes
-ies, families
-s, alarms
-ies, libraries

1. inches
2. businesses
3. families
4. alarms

Review the Vocabulary, p. 35

1. a
2. b
3. b
4. b
5. install
6. expensive
7. protect
8. prevent
9. approximately
10. vacation

Unit 1 Review, p. 38

1. b
2. a
3. c
4. a

UNIT 2

LESSON 4

Vocabulary Tip, p. 41

a

Check Your Comprehension, p. 43

Underline the first sentence.

1. England sent settlers to Jamestown.
2. It was built on a swamp. The colonists weren't used to working hard and didn't have the right skills.
3. Answers will vary.

Find the Main Idea and Details, p. 43

Underline the first sentence.

1. The first colonists came to Roanoke Island in 1585.
2. New colonists came to Roanoke in 1587.
3. By 1590 all the colonists were gone.

Underline the last sentence.

4. Ships sailed from England with 100 men and boys.
5. The settlers landed along a river in 1607.
6. They built a fort, houses, and a church.

Check Your Comprehension, p. 45

1. The Columbian Exchange was the exchange of plants, animals, diseases, and ideas between the Old World and New World.
2. Settlers brought animals, plants, seeds, guns, and tools. They also brought diseases, rats, and harmful insects.

3. It shows what kinds of things were exchanged between the Old and New Worlds.

Practice Finding the Main Idea and Details, p. 45

Main Idea: People came to the New World for a variety of reasons.
Detail: They were looking for a sea route to Asia.
Detail: They came to find gold and get rich.
Detail: Some wanted to build settlements for trading.
Detail: They came to make a living.
Detail: They came to follow their religion.

Main Idea: European settlers brought both helpful and bad things to the New World.
Detail: They brought animals.
Detail: They brought plants and seeds for crops.
Detail: Settlers brought guns and tools.
Detail: They brought diseases, rats, and harmful insects.

Respond to the Readings, p. 46

1. The Jamestown settlement was permanent. The Roanoke Island settlement did not last.
2. He was a leader who made the colonists work instead of looking for gold.
3. b.
4. The exchange of items between the New World and the Old World forever changed people's lives in both places.
5. Answers will vary.

Use Word Parts, p. 46

1. teacher
2. sailor
3. builder
4. actor
5. farmers
6. painter
7. baker
8. visitors
9. er
10. or
11. or
12. er

Review the Vocabulary, p. 47

1–4. Answers will vary.
5. crops
6. wealthy
7. trade
8. explorer
9. arrive
10. settlers

LESSON 5

Vocabulary Tip, p. 51

promises

Check Your Comprehension, p. 53

1. They met to write a constitution for the United States.
2. The first ten amendments to the Constitution.
3. An amendment changes the Constitution.

Summarize, p. 53

1–2. Answers will vary.

b

Check Your Comprehension, p. 55

1. It was a march to support civil rights.
2. Approximately 250,000 people were at the march.
3. Black, white, Asian, and Native American men and women from civil rights groups, church groups, and student groups were at the march.

Practice Summarizing, p. 55

Important Idea: A movement to protect civil rights in the U.S. began to grow in the 1950s.
Important Idea: The March on Washington was planned in 1963 to let people know it was not OK to discriminate against anyone.
Summary: The March on Washington in 1963 was part of the larger efforts at the time to gain equal rights for everyone.

Important idea: Included more than 250,000 people who were black, white, Asian, and Native American
Important idea: They marched, sang, and listened to speeches.
Important idea: It was the largest march in American history.
Summary: More than 250,000 people of all races came together to support civil rights at the largest march in American history.

Respond to the Readings, p. 56

1. They wanted a way to limit what the government could do.
2. c
3. It was a movement to protect the civil rights of all people.
4. The march led to the Civil Rights Act being passed in 1964.
   In 1965, the Voting Rights Act passed.
5. Answers will vary.

Use Word Parts, p. 56

heavily, in a way that is heavy
beautifully, in a way that is beautiful
quickly, in a way that is quick

1. quickly
2. beautifully
3. freely
4. heavily

Review the Vocabulary, p. 57

1. b
2. c
3. a
4. b
5. power
6. signed
7. support
8. rights
9. government
10. movement

LESSON 6

Vocabulary Tip, p. 61

b

Check Your Comprehension, p. 63

1. He invented the assembly line.
2. It shortened the time to make a Model T by 10½ hours.
3. Answers will vary.

Understand Sequence, p. 63

First, Next

First Ford made the Model A.

The cars were too expensive for most people.

He made and sold other models.

In 1903, By 1913, in 1903

a

Check Your Comprehension, p. 65

1. It is a highway that connects Chicago, Illinois, to Los Angeles, California.
2. It was about the people and families who had lost their farms and homes during the Great Depression. They drove on Route 66 to start a better life.
3. Route 66 connects eight states.

Practice Understanding Sequence, p. 65

Ford and other car manufacturers sold millions of cars.

The country needed more and better roads to drive cars on.

Route 66 was finished in 1938.

John Steinbeck wrote the book *The Grapes of Wrath*.

Bobby Troup wrote the song *Route 66*.

There was a popular TV show called *Route 66*.

The government began to replace much of Route 66 with four-lane highways.

Respond to the Readings, p. 66

1. It was cheap.
2. 2. He invented the first moving assembly line.
   1. He built the Model T.
   3. He painted all his cars black.
3. The book *The Grapes of Wrath*, the song *Get Your Kicks on Route 66*, and the TV show *Route 66* made the road famous.

4–5. Answers will vary.

Use Word Parts, p. 66

to write again

to name again

to build again

1. rewrite
2. repaint
3. rebuild
4. rename

Review the Vocabulary, p. 67

1. b
2. c
3. a
4. b
5. symbol
6. customer
7. invented
8. reduce
9. manufacture
10. famous

Unit 2 Review, p. 70

1. b
2. b
3. b
4. c

UNIT 3

LESSON 7

Vocabulary Tip, p. 73

c

Check Your Comprehension, p. 75

1. No, they're mammals, not birds, because they give birth to live young and feed their young milk.
2. Bats pollinate plants, spread seeds, and eat insects.
3. It shows how a bat finds insects in the dark.

Compare and Contrast, p. 75

circled: similar, both, but, differences, unlike, different, also

1. wings
2. fly
3. give birth to live young
4. covered in fur
5. beaks
6. Both bats and birds spread the seeds.
7. Bats eat nectar, fruit, and insects.

Check Your Comprehension, p. 77

1. A hive has worker, drone, and queen bees.
2. Bees pollinate farmers' crops.
3. It shows the size and job of different kinds of bees.

Practice Comparing and Contrasting, p. 77

Answers will vary. Sample answers:

Bats: mammals, eat insects, active at night, use echolocation

Bees: insects, eat nectar and pollen, active in day, make honey, live in hives

Both: pollinate plants, help farmers, are in danger, fly

Respond to the Readings, p. 78

1. They are mammals that can fly; in one night, bats can eat their body weight in insects
2. They eat pests that could hurt crops.
3. They visit the flowers to eat nectar. Pollen from the plants sticks on them. They carry it to another flower.
4. Many crops rely on bees to pollinate them.
5. Each kind of bee has its own job to do.

Use Word Parts, p. 78

Sentences will vary.

1. unfair
2. unlock
3. unsure
4. unkind
5. unhelpful

Review the Vocabulary, p. 79

1. collect
2. location
3. divide
4. disappear
5. spread
6. active
7. raise
8. environment
9. opposite
10. depends on

LESSON 8

Vocabulary Tip, p. 83

path

Check Your Comprehension, p. 85

1. A tornado is a strong storm with winds that rotate.
2. Most occur in the U.S. from March to August.
3. It can tear the roof off of a house.

Make Inferences, p. 85

1. Most people are hurt by flying objects.
2. a
3. b
4. b
5. The strong winds could break them and you could be injured by the glass.
6. The top part of buildings can be torn off.

Check Your Comprehension, p. 87

1. A hurricane includes an eye, eyewall, and rain bands.
2. Damage can be caused by a storm surge, winds, or flooding.
3. It shows the wind speed for each category of hurricane.

Practice Making Inferences, p. 87

1. a. Hurricanes need warm ocean water and wind over the ocean's surface.
   b. summer
   c. Hurricanes are more likely to form in summer and early fall because that's when the ocean would be warmest.
2. It gives you time to get ready for it.
3. No. The winds can blow things, and storm surge and flooding can wash things away.
4. The eye and eye wall travel along the coast and the eye wall brings the strongest wind and rain. This can cause damage. Also storm surge from the ocean can wash away things near the shore.
5. Water from a hurricane's storms surge and flooding could fill a basement with water.

Respond to the Readings, p. 88

1. There is little warning and the winds are powerful.
2. You may not have much warning, and you need to get to a safe place quickly.
3. They are large and powerful. They have strong winds and heavy rains that cause flooding.
4. Tornadoes give little warning, but we know that a hurricane is coming days ahead of time.
5. Answers will vary.

Use Word Parts, p. 88

1. preschool
2. prepare
3. prevent
4. preview
5. pretest
6. preheat

Review the Vocabulary, p. 89

1. rotate
2. surface
3. coast
4. predict
5. damage
6. approaching
7. severe
8. track
9. sturdy
10. occurs

LESSON 9

Vocabulary Tip, p. 93

b

Check Your Comprehension, p. 95

1. Insomnia is the most common sleep problem.
2. You will sleep longer and better if you have a regular sleep schedule.
3. They sit still, breathe lightly, close their eyes, and let their thoughts come and go.

Identify Cause and Effect, p. 95

<u>if</u>, <u>since</u>

1. b
2. d
3. a
4. c
1. if
2. so
3. since
4. As

Check Your Comprehension, p. 97

1. Hibernation is a deep sleep that helps animals get through the winter.
2. Winters are long and cold and it can be difficult to find food.
3. Animals have white and brown fat.

Practice Identifying Cause and Effect, p. 97

<u>As a result</u>, <u>If</u>

Some hibernators go into a really deep sleep.

Their breathing slows down.

When the weather gets nicer.

Some animals wake up to shiver.

Answers will vary.

Respond to the Readings, p. 98

1. Keep a regular sleep schedule. Take time to relax. Make sure your bedroom is quiet, dark, and

cool. Don't try to force yourself to sleep.

2. If you can't sleep, get out of bed, leave the bedroom, and do something to relax. Listen to soft music.
3. Some animals add leaves and grass to their home. Some hide food in trees or in the ground. Others eat extra food in the fall.
4. On Groundhog Day, people gather to see if a groundhog sees its shadow. It is said that if the groundhog sees its shadow, there will be six more weeks of winter.
5. Answers will vary.

Use Word Parts, p. 98

bigger / more big

cooler / more cool

nicer / more nice

1. sleepier
2. cooler
3. nicer
4. bigger

Review the Vocabulary, p. 99

1. b
2. c
3. a
4. b

5–7. Energy, breathe, temperature

8. affect
9. schedule
10. force

Unit 3 Review, p. 102

1. a
2. b
3. c
4. b

UNIT 4

LESSON 10

Vocabulary Tip, p. 105

1. flat
2. You go up it.
3. The side of the hill is difficult to climb.

Check Your Comprehension, p. 107

1. The story is about a man and a dog.
2. He is hiking through the Yukon with a dog.
3. It's very cold. The man's spit freezes in the air.

Understand Setting, p. 107

1. outdoors
2. the main Yukon trails
3. cold, grey
4. there is no sun
5. pure white snow everywhere he looks
6. The spit freezes in the air. It is very cold.
7. He sees a sled trail under the snow. He doesn't hear anything – it's silent.
8. Answers will vary.

Check Your Comprehension, p. 109

1. He falls through the ice and gets wet.
2. He builds a fire.
3. A tree dumps snow on the fire and puts it out.

Practice Understanding Setting, p. 109

1–4. Answers will vary.

5. The man is walking along the stream. Everything is covered by snow.
6. It's very cold. Water freezes right away at that low temperature, so the man's feet are probably frozen.
7. The man builds his fire beneath a tree. Snow falls off the branches and puts the fire out.

Respond to the Readings, p. 110

1. It's very cold. The ground is frozen and everything is white because it's covered in snow. It's quiet and lonely.
2. If it weren't so cold and snowy, the man wouldn't have a problem hiking to the camp.
3. The man pictures a camp where there is a fire, people, and food. He is alone in a cold place.

4–5. Answers will vary.

Use Word Parts, p. 110

1. turned
2. climbed
3. trotted
4. covered
5. moved
6. dropped
7. carried
8. forced
9. worried; sentences will vary
10. hoped; sentences will vary

Review the Vocabulary, p. 111

1. moisture
2. silent
3. steep
4. previous
5. solid
6. lack
7. startled
8. attempt
9. delayed
10. aware

LESSON 11

Vocabulary Tip, p. 115

b

Check Your Comprehension, p. 117

1. She's glad her mother told them about the hungry family before they started to eat breakfast.
2. They take cream, muffins, cake, bread, and tea.
3. The girls ate bread and milk for breakfast.

Identify Character, p. 117

Jo: called out, "I'm so glad you came home before we began!"

Beth: asked, "May I go and help carry the things to the poor little children?"

Amy: added, "I shall take the cream and the muffins."

Meg: covered the cakes, and put the bread into one big plate.

Mrs. March: smiled and said, "I thought you'd do it. You shall all go and help me, and when we come back, we will have bread and milk for breakfast."

Check Your Comprehension, p. 119

1. She cut her hair and sold it.
2. A barber cut her hair.
3. She wanted to help her father and get money.

Practice Identifying Character, p. 119

1. No
2. Because she knows she had to do it to get the money.
3. Jo is selfless, proud, and kind.

a

Respond to the Readings, p. 120

1. The author uses blue lips and purple hands to show the children were cold.
2. b

3–4. Answers will vary.

Use Word Parts, p. 120

being	listening
covering	running
cutting	saying
eating	staring
giving	stopping
lying	talking

1. cutting
2. lying
3. eating
4. talking
5. listening

Review the Vocabulary, p. 121

1. a
2. a
3. c
4. c

5–7. contribution, proud, stared

8–10. blame, angels, freezing

LESSON 12

Vocabulary Tip, p. 125

c

Check Your Comprehension, p. 127

1. The Fox and the Crow are the fable's characters.
2. The fox talks to the crow in a very flattering way.
3. She opens her mouth to sing and drops the cheese.

Understand Plot, p. 127

Beginning

Characters: Fox, Crow

Setting: below a tree

What happens: Fox sees Crow in a tree with a chunk of cheese.

Story problem: Fox wants to get Crow's cheese.

Middle

Rising Action / Story Events: Fox speaks nicely to Crow. He tells her how lovely she is and that she could be called Queen of Birds. Crow wants to be Queen of Birds, so she sings.

End

Climax: Crow tries to sing and drops her cheese into Fox's mouth.

Falling Action: Fox walks away and tells Crow that she has no sense.

Check Your Comprehension, p. 129

1. The Dog and the Rooster are taking a trip.
2. When the Rooster wakes up, he flaps his wings and begins to crow loudly.
3. He wants to eat the Rooster for breakfast.

Practice Understanding Plot, p. 129

Beginning

Characters: Dog, Rooster, Fox

Setting: a tree in the woods

What happens: Rooster and Dog take a trip. They find a tree where they spend the night. Rooster makes a lot of noise crowing.

Story problem: Fox wants to eat Rooster for breakfast.

Middle

Rising Action / Story Events: Fox comes to the tree. He tries to get Rooster to come down. Rooster instead sends Fox to the base of the tree.

End

Climax: The Dog grabs the Fox.

b

Respond to the Readings, p. 130

1. No. Fox is just trying to flatter the Crow to get what he wants.
2. If Crow opens her mouth to sing, she will drop the cheese.
3. Beware of those who try to flatter you.
4. No; the Rooster knows that the Fox is an enemy and that he is trying to trick him.
5. *Alike:* the fox is sly and tricky in both fables.
   Different: the Fox in the first fable gets what he wants. In the second story, he gets out-tricked by another character and gets grabbed by the Dog.

Use Word Parts, p. 130

1. election
2. vacation
3. fiction
4. decision
5. education
6. vision

7–8. Answers will vary.

Review the Vocabulary, p. 131

1. immediately
2. journey
3. duty
4. politely
5. suspicious
6. flattering
7. base
8. hollow
9. attention
10. perfect

Unit 4 Review, p. 134

1. b
2. c
3. b
4. c

LANGUAGE MINI-LESSONS

Complete Sentences, p. 135

1. yes
2. no
3. yes
4. no
5. no
6. no
7. yes
8. a
9. c
10. b

Subject Verb Agreement, p. 136

1. eat
2. is
3. think
4. are
5. causes
6. are
7. hide
8. keep
9. does, have
10. Does, know
11. cannot (can't), remember
12. Does, think
13. can, make
14. might not install
15. should be

Past Tense Verbs, p. 137

1. carried
2. arrived
3. lived
4. trapped
5. trimmed
6. mailed
7. worried
8. worked
9. fought
10. knew
11. began
12. cut
13. hurt
14. took
15. taught
16. caught
17. left
18. searched
19. chose
20. became, died

Capitalization, p. 138

1. John Steinbeck
2. none
3. Ford Motor Company
4. United States
5. The Grapes of Wrath
6. Houston, Texas
7. Manchester Avenue
8. none
9. Henry Ford invented the moving assembly line.
10. He never sold the Model D or the Model E.
11. U.S. Route 66 is also known as the Will Rogers Highway.
12. The library where I like to study is closed for the holiday.
13. NC
14. His father was originally from Somerset, England.

Comparative and Superlative Adjectives, p. 139

1. hotter
2. most colorful
3. tallest
4. best
5. cleaner
6. easiest
7. sweeter
8. more difficult
9. worst
10. more dangerous
11. scariest
12. better

Pronoun and Antecedent Agreement, p. 140

1. them
2. he
3. me
4. its
5. their
6. they
7. your
8. its
9. insomnia, it
10. Ms. Rivera, she
11. My brother, him
12. babies, them
13. My friends and I, We
14. Hibernators, Their
15. I, my

Apostrophes, p. 141

1. they're
2. she's
3. you're
4. haven't
5. didn't
6. I'll
7. he is
8. I have
9. it is
10. they had / they would
11. we are
12. what is
13. the tree's roots
14. the women's ideas
15. the book's pages
16. the workers' pay
17. the child's toy
18. the hiker's boots

Coordinating Conjunctions, p. 142

1. but
2. and
3. so
4. nor
5. or
6. and
7. yet
8. for

9–16. Answers will vary.