


Name _____ Date _____

Nouns

 A **noun** is a word that names a person, place, or thing.

A girl went walking.
She went to the store.
She bought a sausage.



Practice

Read the sentences. Underline the nouns. Tell if each noun names a person, place, or thing.

1. Why is this house so funny?

2. Look what is on the ceiling.

3. The closet is full.

4. Watch out for the flying hat!

5. That shoe is walking!

6. Will the boy find it?

Read the sentences. Add nouns. You may choose words from the box.

floor woman song girl man store

7. A little _____ walked down the street.

8. She went into a _____.


9. Then she whistled a _____.

10. She danced on the _____.

11. The _____ looked surprised.

12. The _____ looked through the window.

Verbs

 An **action verb** is a word that shows action.

People drive across the country.

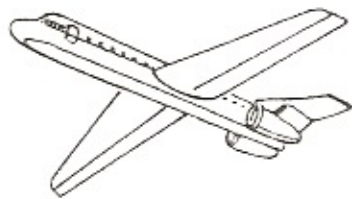
We walk to school.

Practice

A. Read the sentences. Add an action verb from the box to each sentence.

ride	run	take	jog	climb
travel	fly	zoom	visit	drive

1. People _____ to many places.
2. Sometimes they _____ in cars.
3. The boys _____ their friends.
4. They _____ on the train.
5. Some trains _____ up hills.
6. Bicycles _____ people to interesting places.
7. Some people _____ in races.
8. They _____ down the street.
9. Planes _____ into the sky.
10. Rockets _____ into space.



B. Finish the story. Add action verbs. You may choose words from the box above.

The children _____ their bicycles everywhere. They _____ up big hills. Sometimes they pretend to be pilots. Then they _____ into the sky.

Verbs

☞ Add s to an action verb that tells about one person or thing.

The pirate walks quickly.

He sees his friends.


 **Practice**

Read the sentences. Choose and circle the correct verbs.

1. The cat (skip, skips) down the steps.
2. Two cats (play, plays) on the stairs.
3. The children (hug, hugs) the cat.
4. The cat (purr, purrs) happily.
5. A puppy (bark, barks) at the cat.
6. The boys (hide, hides) from the girls.
7. An ape (wave, waves) to them.
8. The wind (blows, blow) the trees.
9. My shadow (follow, follows) me.
10. A girl (sees, see) a shadow.
11. The pirate (jump, jumps) over the fence.
12. Mary (hear, hears) the tree speak.
13. The branches (move, moves) in the wind.
14. An owl (hoot, hoots) in the tree.
15. The children (take, takes) their treats home.
16. They (eat, eats) some fruit.
17. Sam (chew, chews) an apple.
18. The dog (beg, begs) for a treat.



Adjectives

 An **adjective** is a describing word. A describing word describes a noun.


The old woman walked home.

 Describing words can tell about color.


Red flowers grow in the garden.

 Describing words can tell about size.

The woman lives in a tiny house.

 Describing words can tell about shape.

The house has a square window.

 Describing words can tell how something feels, tastes, sounds, or smells.

The flowers have a sweet smell.


Practice

Finish the sentences. Add describing words from the box.

round	long	brown	tiny	pink	juicy
-------	------	-------	------	------	-------

- The woman puts on a _____ bonnet.
- She walks down a _____ road.
- _____ squirrels run by.
- A man gives her a _____ orange.
- The orange is _____.
- Do you see a _____ bone in the yard?

Adding Describing Words to Sentences

 A writer adds describing words to sentences to give a clear picture.

The moth sat on top of a clover.

The moth sat on top of a white clover.

How to Add Describing Words to Sentences

1. Look for sentences that do not give your reader a clear picture.
2. Think of describing words that tell more about what things look like.
3. Add the describing words to the sentences.

Practice

Make these sentences give a clearer picture. Add describing words. Write the new sentences.



1. Sam is a moth.

2. Can Sam feel the breeze?

3. The pond was Sam's place.

4. The children put Sam in a jar.

5. Sam flew back to the pond.

Name: _____

Side A

Simple Predicates

The **complete predicate** of a sentence tells what the subject does or is. It includes the verb and all other details that help describe what is going on.

example: *My mother cleaned the living room.*

The **simple predicate** is the main verb in the predicate that tells what the subject does.

example: *My mother cleaned the living room.*

Read each sentence. Draw a line under the complete predicate. Circle the simple predicate.

1. Jordan slept on the sofa.
2. A tiny mosquito landed on my arm.
3. The gray spider spun a beautiful web.
4. The window in my bedroom blew open.
5. My friends and I played lacrosse in the field behind the school.
6. Sara picked up a stick from the ground.
7. The brown cow grazed in the meadow.
8. Mark sneezed loudly.
9. We played darts in the garage.
10. Marcia baked a chocolate cake in the oven.
11. The candles on the birthday cake burned brightly.
12. Isabella opened up her umbrella.

Tell whether the underlined words in each sentence are a complete subject, complete predicate, simple subject, or simple predicate.

- | | |
|--|-----------|
| 1. The <u>horse</u> trotted. | 1. _____ |
| 2. Three mice <u>ran across the floor.</u> | 2. _____ |
| 3. <u>Greg's dog</u> chews his bone. | 3. _____ |
| 4. Santa <u>came</u> on Christmas Eve. | 4. _____ |
| 5. <u>The dusty book</u> fell off the table. | 5. _____ |
| 6. Sheila <u>bought</u> a new car. | 6. _____ |
| 7. A taxi driver <u>stopped at the corner.</u> | 7. _____ |
| 8. <u>The laundry basket</u> was full. | 8. _____ |
| 9. I <u>read</u> that book last week. | 9. _____ |
| 10. Karen's <u>sister</u> came over. | 10. _____ |

Name: _____

SIDE A

Predicates and Subjects

Choose a subject from the box to complete each sentence.

A big spider	My mother	The houseplant
A gray dolphin	My notebook	The eye doctor
A buzzing bee	My closet	The space alien

1. _____ has lots of clothes in it.
2. _____ looked for nectar in the flower.
3. _____ checked my vision.
4. _____ needs soil, water, and sunlight.
5. _____ landed the UFO.
6. _____ jumped in the sea.
7. _____ was upset because I broke her favorite vase.
8. _____ is filled with stories that I wrote.
9. _____ spun a web in the doorway.

Choose a predicate from the box to complete each sentence.

planted flowers.	fixed the sink.	drove me to school.
barked all night long.	ate crickets.	cut the boy's hair.
blew in the wind.	slept in her crib.	flew the airplane.

1. The gardener _____.
2. The pilot _____.
3. The little puppy _____.
4. The barber _____.
5. James' baby sister _____.
6. The flag _____.
7. The lizard _____.
8. The plumber _____.
9. The bus driver _____.

Name: _____

Side A

Predicates and Subjects

The subject of a sentence tells who or what the sentence is about.

example: *The green grapes grew on the vine.*

The predicate of a sentence tells what the subject does or is.

example: *The bird sang a song.*

Read each sentence. Underline the subject of each sentence with a red crayon. Underline the predicate with a blue crayon.

1. A swarm of bees was buzzing around the hive.
2. She rode her bike to the library.
3. E. B. White is the author of *Charlotte's Web*.
4. The bright red barn in the field had horses in it.
5. The ducks that were swimming in the pond ate bread.
6. Georgia and her friends raced to school.
7. Kyle, Billy, and Justin built a tree house.
8. The scary movie gave the little boy nightmares.
9. The blue whale dove to the bottom of the ocean.
10. The car with the flat tire was on the side of the road.

Subjects and Predicates

Side B

Read the groups of words below. Tell whether each group of words could be a subject or predicate. Write "Subject" or "predicate" on the line next to each phrase.

1. ran down the sidewalk _____
2. knew all the answers _____
3. the boys in my class _____
4. growled and grunted _____
5. my favorite toy _____
6. the video game _____
7. needed a new motor _____
8. smiled _____
9. my father's friend _____
10. the tiny mosquito _____

Name: _____

Subject and Predicate Activity

First, read the word groups below. Color the subjects red and the predicates blue.

Then, cut out the groups of words. Match the subjects with the correct predicates and glue them side-by-side on a sheet of construction paper.

has pretty gemstones.

ate a fly.

My favorite necklace

The brown bear

The wooden sailboat

wore a pretty dress.


The green frog

slept in a cave.

has an orange sail.

Mary's sister

Beginning Sentences in Different Ways

 A writer does not begin every sentence with the same noun. Sometimes the words he, she, I, we, and they are used in place of nouns.

Ant climbed down a branch. Ant was thirsty.
She tried to get a drink.

How to Begin Sentences in Different Ways

1. Look for sentences that begin with the same noun.
2. Use the word he, she, I, we, or they in place of the noun.
3. Write the new sentence.

Practice

Make these sentences more interesting. Begin some of them with he, she, I, we, or they. Write the new sentences.

1. The ant climbed down a blade of grass. The ant fell into the spring.



2. The bird pulled off a leaf. The bird let the leaf fall into the water.

3. The hunter saw a lion. The hunter spread his net.

4. The lion and I live in the woods. The lion and I are friends.

Dictionary

☞ The two words at the top of a dictionary page are called **guide words**. The word on the left is the first word on the page. The word on the right is the last word on the page. All the other words on the page are in ABC order between the first and the last word.

☞ An **entry word** is in **dark print** on a dictionary page. Entry words are in ABC order.



253

tiny

total

ti·ny

[tī'nē] Very small.

toad

[tōd] A small animal that is like a frog.

to·day

[tə·dā'] This day.

top·ic

[tō'pik] A subject in writing.



Practice

Use the example dictionary page. Answer these questions.

1. Which word will you find first on page 253?

2. Would you find the word teeny on this page?

3. What entry word tells about an animal?

4. What entry word means "very small"?

5. Could the entry word together be on this page? Why or why not?

Dictionary

Some entry words have more than one meaning. Each meaning has a number.

The dictionary has sentences that show how to use the entry word.

bump [bump] 1 To knock against: The goblin bumped against the tree. 2 A part that sticks out: The goblin fell over a bump in the road.

burst [burst] 1 To break apart suddenly: The balloon burst. 2 To give way to a strong feeling: Grandfather and I burst into laughter.

Practice

Read the dictionary entries. Answer the questions.

1. What word can mean “to break apart”?

2. What is the example sentence for meaning 2 of burst?

3. Which word can mean “to knock against”?

4. What is the number of the meaning of bump in this sentence?

The goblin fell over a bump in the road.


5. Write your own example sentences for each meaning of bump and burst.

Pronouns

 A **pronoun** is a word that takes the place of one or more nouns.

The mouse and the lion are friends.

They are friends.

 The pronouns I, we, he, she, it, and they are used in the naming part of a sentence.

The mouse helped the lion.

She helped the lion.



Practice

Read the sentences. Think of a pronoun for the underlined words.
Write the pronoun on the line.

1. The mouse and I live in the woods. _____
2. The mouse fell into the spring. _____
3. The lion saw the mouse fall. _____
4. The leaf landed in the water. _____
5. A hunter spread a net. _____
6. The net was for the lion. _____
7. The mouse and the lion helped each other. _____
8. The mouse and I will always be friends. _____
9. The mouse and the lion are happy. _____
10. The mouse and I will watch out for the hunter. _____

A **pronoun** takes the place of the name of a person, place, or thing.

Pronouns

- Read each pair of sentences. Circle the pronoun in the second sentence of each pair. Then write what the pronoun stands for. The first one has been done for you.

1 Wendell did not like to clean his room.

He liked a messy room.

Wendell

2 Mother wanted Wendell to do some work.

She handed Wendell a broom.

3 The pigs came into Wendell's room.

They helped Wendell clean the room.

4 Wendell and the pigs played a board game.

Wendell and the pigs had fun playing it.

5 The pigs and Wendell played for a long time.

They liked to play games.

6 Wendell was sad to see his friends go.

He liked playing with the pigs.



Pronouns

*The Story of
Three Whales*

Focus Using the right pronoun makes your writing clearer.

A pronoun takes the place of a noun.

Sue found the library book.

She found the library book.

Here are some common pronouns.

he	she	it	we	you	your
they	his	I	him	my	her

Practice Underline the pronoun in each sentence.

1. She got a gift at the party.
2. My elbow hurt all day at school.
3. Did your sister get married last summer?
4. Is that her camera on the seat?
5. I didn't know that the Wilsons had moved to Florida.

Read the following sentences. Circle the correct pronoun in parentheses () to take the place of the underlined noun.

6. Mrs. Abson showed her dog to the class. (She, They)
7. Pizza tastes so good! (It, Them)

Adverbs

What Color Is Camouflage?

Focus An adverb is a word that tells more about a verb.

Adverbs can tell when, where, or how.

When	Where	How
early	far	quickly
late	near	slowly

Practice Look at the adverbs in the box. Which ones tell when? Where? How? Write each adverb in the correct column.

slowly	over	about	soon	now
early	easily	around	quickly	

When?

Where?

How?

Complete each sentence with an adverb from the box above. Choose an adverb that answers the question in ().

- I got to school _____. (When?)
- The dog ran _____. (How?)
- Jack walked _____. (How?)

Fact and Opinion

The Whales' Song

Focus Both facts and opinions can be included in a story.

Facts are details that can be proven true.

Opinions are what someone thinks. They can't be proven to be true.

Practice Read each sentence below. Write *F* for fact or *O* for opinion.

- _____ 1. My mother is the best cook in the world.
- _____ 2. Tomorrow we have gym in the afternoon.
- _____ 3. Mushrooms grow in the ground.
- _____ 4. My friend has the nicest bike.
- _____ 5. Trenton is the capital of New Jersey.
- _____ 6. Playing marbles is a fun sport.
- _____ 7. Green beans taste like spinach.
- _____ 8. Whales live in the ocean.
- _____ 9. Video games are fun to play.
- _____ 10. Apples are good for you.

Comparatives

*Mushroom
in the Rain*

Focus When writers tell how two things are alike they use comparatives.

To compare two people, places, or things, add *-er* to the word.

Juan is tall.

He is taller than his sister.

That sweater is soft.

It is softer than mine.

Practice Add *-er* to the word to complete the sentence.

1. My house is _____ than your house.
(old)
2. The turtle is _____ than the hare.
(slow)
3. The freezer is _____ than the refrigerator.
(cold)
4. Honey is _____ than sugar.
(sweet)
5. Mom is _____ than Dad.
(young)

Synonyms

The Paper Crane

Focus Writers use synonyms to make their writing more interesting.

A **synonym** is a word that means almost the same thing as another word.

Here are some examples.

small/little home/house

Practice Use the words in the box below to write a synonym for each word.

start

hat

happy

shut

road

pretty

1. glad _____
2. street _____
3. begin _____
4. close _____
5. cap _____
6. beautiful _____

Long Vowel Spelling Patterns

The Paper Crane

Focus You will be able to spell more words correctly if you know what patterns are used to spell long vowel sounds.

When a vowel is followed by a consonant and a silent *e*, the vowel often has a long sound.

bake bike rope

Practice Look at the pairs of words below. Choose the word that completes the sentence and write the word in the blank.

1. The _____ puppy crawled into my lap.
(cut, cute)
2. Does the _____ stay in the closet?
(mop, mope)
3. _____ I ride to baseball practice with you?
(can, cane)
4. Did you bring a _____ to the teacher?
(not, note)
5. My brother _____ all the ice cream.
(at, ate)

Plot

Cinderella

Focus The plot tells about a problem and how the characters solve it.

The plot of a story

- starts with the **main characters**, the **setting**, and a **problem** to solve.
- ends with a **climax** or high point and a **solution** to the problem.

Practice and Apply Read each story. Then answer the questions about the plot.

Once upon a time there were three little pigs. The first pig built his house of straw. Then, a big, bad, hungry wolf blew it down. The second pig built his house of sticks. The big, bad, hungry wolf blew it down, too. The third pig built his house of bricks. The big, bad, hungry wolf huffed and puffed but could not blow down the house of bricks.

Setting: When does this story take place?

Main characters: Who is the story about?

Problem: What is the problem in the story?

In the forest lived a very fast rabbit and a very slow turtle. The rabbit liked to boast about how fast he could run. He also liked to tease the turtle. One day, the turtle said, "Let's race." When the rabbit stopped laughing, the race began. The rabbit ran very fast. He was soon so far ahead of the turtle that he stopped to nap. The turtle moved very slowly but he just kept going and going. When the hare woke up, the turtle had won the race.

Setting: Where does this story take place?

Main characters: Who is the story about?

Problem: What is the problem in the story?

Multiple-Meaning Words

Cinderella

Focus Some words have more than one meaning.

Here are some ways to find the correct meaning of a word.

- Look at the rest of the sentence.
- Decide which meaning of the word makes the most sense in the sentence.

Here are some examples.

Use your ruler to draw a straight line.

The clue is **draw a straight line**. In this sentence, *ruler* means “measuring tool.”

King John is the ruler of the country.

The clue is **King John**. In this sentence, ruler means “leader.”

Practice Read each sentence. Find a clue to help you figure out what the underlined word means. Circle the clue.

1. There is a spring in my jack-in-the-box toy.
2. The flowers start to bloom in the spring.
3. I will train my dog to roll over.
4. We went to the country on a train.

Multiple-Meaning Words *(continued)*

5. Mary put a stamp on the letter before she mailed it.
6. Some people stamp their feet when they are angry.
7. That is a fine piece of expensive artwork.
8. Did the fine you had for the parking ticket cost very much?

Apply Look at the underlined word in each sentence. Circle the meaning of the word that fits the sentence best.

1. The bat was hanging upside down in the cave.

flying mammal stick

2. Please put a ring around your answer.

circle bell sound

3. There is a new pupil coming to our class tomorrow.

part of the eye student

4. I want you to row the boat to the shore.

line use oars to move a boat

5. I got a present for my birthday.

gift not absent

Point of View

*I See Animals
Hiding*

Focus Writers must decide who will tell the story.

A story may be told from the **first-person point of view**.

- The story is told by a character in the story.
- Clue words *I, me, my, we, our,* and *us* are used.

Example: *I see animals hiding.*

A story may be told from the **third-person point of view**.

- The person telling the story is not a character in the story.
- Clue words *he, she, her, him, they,* and *them* are used.

Example: *He hides behind a tree.*

Practice Read each sentence. Fill in the circle next to the correct answer. Then, underline the clue word in each sentence.

1. My cat jumped on the bed.
 - first-person point of view
 - third-person point of view

2. He walked home from school.
 - first-person point of view
 - third-person point of view
3. We decided to eat lunch together.
 - first-person point of view
 - third-person point of view
4. They wanted to play indoors at recess.
 - first-person point of view
 - third-person point of view
5. The three of us watched the game after school.
 - first-person point of view
 - third-person point of view
6. Donna asked them to please be quiet.
 - first-person point of view
 - third-person point of view

Apply Read each story part. Write the point of view the storyteller is using. Is it first-person point of view or third-person point of view?

1. The scouts set up their tent. They had to gather wood for a campfire. That night they toasted marshmallows and sang songs.

What is the point of view? _____

2. The bus ride took a long time. We thought we'd never get there. I was glad that Steve and Carla asked me to sit with them.

What is the point of view? _____

Subject-Verb Agreement

*I See Animals
Hiding*

Focus Writers must make sure that each sentence has a subject and verb that agree.

- A **singular subject** must have a **singular verb**. Add *-s* to make a verb singular.
Example: An owl changes its color.
- A **plural subject** must have a **plural verb**. The plural verb stays the same.
Example: The owls change their color.

Practice Underline the subject. Circle the verb.
Write *singular* or *plural* on the line.

1. One animal hides in the grass. _____
2. The animals hide in the grass. _____
3. A raccoon sits inside a tree. _____
4. Two raccoons sit inside the tree. _____
5. The teacher blows the whistle. _____
6. The teachers blow the whistle. _____

Underline the correct verb to complete each sentence.

7. The dog (bark, barks) when he sees a cat.

Subject-Verb Agreement (continued)

8. My sister (show, shows) me how to do cartwheels.
9. The children (cut, cuts) the paper.
10. Debbie (ask, asks) for a new pencil.
11. We (walk, walks) to the corner every day.
12. Marnie (sleep, sleeps) in a bunk bed.

Fill in the chart for each sentence. The first one is done for you.

13. The bird eats a worm.

14. Bats fly at night.

15. An owl hoots.

16. Those robins sing.

17. Three frogs play leapfrog.

subject	singular or plural	verb
bird	singular	eats

Apply Write a sentence using the verb below.
Make sure the verb agrees with its subject.

runs

Special Spelling Patterns

*They Thought
They Saw Him*

Focus There are words that have the same sound but are spelled differently.

Here are some words with the /aw/ sound.

ough	augh	all	alk
bought	caught	mall	talk
thought	daughter	ball	walk

Practice Using the words in the box below, write each word in the correct column.

cough	walk	fought	taught
talk	wall	caught	ball

ough	augh	all	alk

Use the words above to fill in the blanks.

1. You can throw, catch, and hit this. _____
2. The dog and cat did this. _____

Special Spelling Patterns (continued)

3. This is the opposite of *run*. _____
4. This is done with a ball. _____
5. Humpty Dumpty fell off this. _____
6. Your teacher has done this. _____
7. When you speak, you do this. _____
8. This happens when you have a cold. _____

Use the words in the box to complete the sentences.

call bought daughter caught tall

9. We _____ a new lawn mower.
10. Please _____ home before you leave school.
11. The _____ vase fell off the piano.
12. Her _____ was on the basketball team.
13. Phil _____ the ball to win the game!

Apply Write a sentence. Use one of the /aw/ words from Practice items 1–13 in your sentence.

Consonant Blends

*I See Animals
Hiding*

Focus Sometimes two consonant letters stand for separate sounds that are blended together.

Here are some common consonant blends.

Blend	Example
bl	black
cl	club
fl	flat
fr	from
sn	snug
st	stop

Practice Read each sentence. Using the blends in the box below, figure out what blend goes in the sentence. Write the letters that complete each word. The first one is done for you.

st sn bl fr

1. There were no clouds in the b l ue sky.
2. Please ___ ___ and next to your desk.
3. There was some ___ ___ ost on the windows this morning.
4. Did you bring your ___ ___ ack today?

Consonant Blends (continued)

Make words by matching each blend with an ending. Then, write each word you made.

- | | | |
|-------|-----|-------|
| 5. gl | aw | _____ |
| 6. sm | ig | _____ |
| 7. tw | ad | _____ |
| 8. dr | all | _____ |

Read each sentence. Using the box below, figure out what word goes in the sentence. Write in the letters that best complete each word.

sc gr br sw

9. Did the ___ ___ own squirrel eat the acorns?
10. Does that ___ ___ ape have seeds in it?
11. I like to ___ ___ im in the pool.
12. Is this your ___ ___ arf?

Apply Think of two words that contain consonant blends and use them in a sentence. Circle the blends.

Prefixes

*I See Animals
Hiding*

Focus Writers need to know how prefixes change the meaning of words.

A **prefix** comes before a base word. Here are some examples of **prefixes**.

untied **disobey** **redraw**

The prefixes **un-** and **dis-** mean “not.” The prefix **re-** means “again.”

Practice Read the word in front of each sentence. Add a prefix to that word and write it in the sentence.

1. fair It is _____ that we can't go to the zoo.
2. paint Uncle Ted will _____ my bicycle frame.
3. agree It is all right to _____ when you have a good reason.
4. heat Should I _____ the soup?
5. sure Martin was _____ of the address.
6. connect If you _____ the computer, it won't run.
7. build I will _____ this engine.
8. write Carrie will _____ her story to make it even better.

Prefixes (continued)

9. like This gray pearl is _____ all
the others.
10. check We will _____ our addition to be
sure it is right.
11. join Can Peg _____ the club?
12. kind Joe never says anything that is _____.

Underline each word with a prefix. Write what it means on the line.

13. Her shoelace is untied. _____
14. My puppy disobeys me sometimes. _____
15. Let's redraw your plans and enter them in the contest.

Apply Look at the word below. Add a prefix to it and then use it in a sentence.

fill _____

High-Frequency Words

*They Thought
They Saw Him*

Focus There are many words we use that do not follow the rules for sounding out. We need to learn these words by sight.

High-frequency words cannot be sounded out and spelled.

was again their

Practice Read each high-frequency word in the box below. Use the words to complete the sentences. Some words may need to be capitalized.

what friends two
says where your

1. Will you please pick up _____ toys on the floor?
2. My teacher _____ to put your name on your paper.
3. _____ is my library book?
4. Did you lose _____ lunch box?
5. Liza and I are best _____.
6. _____ is the best book you have ever read?

High-Frequency Words (continued)

Use the words in the box to complete the sentences. Some words may need to be capitalized.

many
they

enough
heard

was
one

7. _____ are my favorite slippers.
8. Have you had _____ to eat?
9. I got ready when I _____ you coming.
10. There are _____ crayons missing from this box.
11. There is _____ puppy left in the box.
12. Mrs. Brown _____ our neighbor.

Apply Use one of the words in the box below to write a sentence of your own.

again

their

Drawing Conclusions

*They Thought
They Saw Him*

Focus Readers can use information from the writer to draw conclusions about the story.

- To **draw a conclusion**, a reader should use information that a writer gives about a thing, character, or event.
- Conclusions must be supported by the information in the story.

Practice Read the following paragraphs. Then, use the information to answer the questions.

We made sandwiches and put ice in the cooler. Mother packed lemonade, homemade cookies, cups, and napkins. Our beach towels and chairs were in the car. The sand toys were packed, too. Each of us had on our bathing suit.

Where do you think the people are going?

The day we arrived was perfect. We saw the ocean and walked on the boardwalk. The sunset was beautiful. The next day we visited the local zoo. It will be hard to go home again on Saturday.

Where are these people?

Drawing Conclusions *(continued)*

The cars and taxis honked. People walked quickly, carrying packages and briefcases. Traffic lights changed, buses dropped people off, and police officers blew their whistles. A musician played his sax on the corner.

Where does this story take place?

Apply Read the sentences below. Then, use what they tell you to answer the questions.

- The two slides were shining in the sun.
- The swings were empty.
- The merry-go-round had a father and son on it.
- The seesaw was still.

1. Where does this take place?

- Begin by pushing away from the wall and floating on your stomach.
- Kick your feet.
- Cup your hands as you paddle with your arms.
- Put your face in the water part of the time.

2. What are you doing?

Time and Order Words *(continued)*

7. After I got home, I put my bike in the garage. _____
8. Tomorrow I will go for another ride. _____
9. The storm began last night. _____
10. First, there was lightning. _____
11. The next thing we heard was thunder. _____
12. This morning it was still raining. _____
13. Now the sun is shining. _____
14. Then, the birds started singing. _____
15. It is supposed to rain again this afternoon. _____

Apply Rewrite the following sentences using time and order words.

Billy ate breakfast. He put on his coat.
He walked to school.
