



## Subjects And Predicates

The subject tells who or what the sentence is about. The predicate tells what the subject does, did, or is doing. All complete sentences have a subject and a predicate.

<b>Examples:</b>	<b>Subject</b>	<b>Predicate</b>
	Hamsters	are common pets.
	All pets	need special care.

**Directions:** Study the examples. Then follow the directions for each section below.



Circle the subjects and underline the predicates.

1. Many children keep hamsters as pets.
2. Mice are good pets, too.
3. Hamsters collect food in their cheeks.
4. My sister sneezes around furry animals.
5. My brother wants a dog instead of a hamster.

Write in the subjects to complete these sentences. (Use your imagination.)

6. \_\_\_\_\_ has two pet hamsters.
7. \_\_\_\_\_ got a new pet last week.
8. \_\_\_\_\_ keeps forgetting to feed his goldfish.

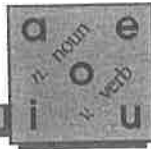
Write in the predicates to complete these sentences.

9. Baby hamsters \_\_\_\_\_
10. Pet mice \_\_\_\_\_
11. I \_\_\_\_\_

Mark these **S** for sentence or **NS** for not a sentence.

12. \_\_\_\_\_ A new cage for our hamster.
13. \_\_\_\_\_ Picked the cutest one.
14. \_\_\_\_\_ We started out with two.
15. \_\_\_\_\_ Liking every one in the store.





## Compound Subjects / Compound Predicates

A compound subject has two parts joined with the word **and**. A compound predicate also has two parts joined with **and**.

Compound subjects share the same predicate.

**Examples:** **Jenny and Paula** walked to school in the rain.  
**Cars and trucks** splashed water on them.

Compound predicates share the same subject.

**Examples:** Jenny **went in the restroom** and **wiped off her shoes**.  
 Paula **followed Jenny** and **waited for her**.



**Directions:** Study the examples. Then follow the directions for each section below.

Circle the compound subjects and underline the compound predicates.

1. Steve and Jerry went to the store and bought some gum.
2. Police and firefighters worked together and put out the fire.
3. Karen and Marsha did their homework and checked it twice.
4. In daycare, the boys and girls drew pictures and colored them.
5. The bear and her cub walked around and looked for berries.

Now write compound subjects to go with these predicates.

- |           |                               |
|-----------|-------------------------------|
| 6. _____  | ate peanut butter sandwiches. |
| 7. _____  | left early.                   |
| 8. _____  | don't make good pets.         |
| 9. _____  | found their way home.         |
| 10. _____ | are moving to Denver.         |

Write compound predicates to go with these subjects.

11. A scary book \_\_\_\_\_
12. My friend's sister \_\_\_\_\_
13. The shadow \_\_\_\_\_
14. The wind \_\_\_\_\_
15. The runaway car \_\_\_\_\_





## Deciding Which Noun Is The Subject

A noun is a word that names a person, place, or thing. Here are some nouns: Andy, Mrs. Henderson, doctor, child, house, school, yard, desk, pencil, apple, shirt, dog, freedom, country.

Often a noun is the subject of a sentence. The subject tells whom or what the sentence is about. In this sentence the subject is **Sara**: Sara drank some punch. A sentence can have several nouns, but they are not all subjects. The nouns are underlined in the sentences below. The noun that is the subject of this sentence is circled.

Benny caught a huge fish in a small net.

**Directions:** Underline each noun in the sentences below. Then circle the noun that is the subject of the sentence.

1. Anna bragged about her big brother.
2. The car has a dent in the fender.
3. This school lacks spirit now.
4. The cook scrubbed the pots and pans.
5. The quarter flipped onto the floor.
6. My sister rinsed her hair in the sink.
7. Our neighbor has twelve pets.
8. The boy punched his pillow in anger.
9. Two people robbed the store on the corner.
10. A farmer stocks this pond with fish.



**Directions:** Each sentence below has two subjects. Underline all the nouns, as you did above. Then circle both subjects.

**Like this:** Joe and Peter walked to school.

1. Apples and peaches grow in different seasons.
2. The chair and table matched the other furniture.





## Finding Subjects And Verbs

A verb is the action word in a sentence. It tells what the subject does (for example: **build**, **live**, **express**, **fasten**) or that it exists (**is**, **are**, **was**, **were**, and others). Remember that a verb can be two or more words: is walking, are listening, was writing, were learning.

**Directions:** Underline the subject and verb in each sentence below. Write **S** over the subject and **V** over the verb. If the verb is two words, mark them both.

**Like this:**     Dennis <sup>S</sup> was drinking <sup>V</sup> some punch.

The punch <sup>S</sup> was <sup>V</sup> too sweet.

- Hayley brags about her dog all the time.
- Mrs. Thomas scrubbed the dirt off her car.
- Then her son rinsed the soap off.
- The teacher was flipping through the cards.
- Jenny's rabbit was hungry and thirsty.
- Your science report lacks a title.
- Mike and Chris are stocking the shelves with cans of soup.
- The accident caused a huge dent in our car.



Just as sentences can have two subjects, they can have two verbs.

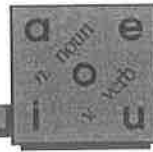
**Like this:**     Jennifer <sup>S</sup> fed <sup>V</sup> her dog and gave <sup>V</sup> him clean water.

**Directions:** Underline all the subjects and verbs in these sentences. Write **S** over the subjects and **V** over the verbs.

- The worker scrubbed and rinsed the floor.
- The men came and stocked the lake with fish.
- Someone broke a window and robbed the store.
- Carrie punched a hole in the paper and threaded yarn through the hole.
- Julie and Pat turned their bikes around and went home.







## Combining Subjects

Too many short sentences make writing look choppy. Often we can combine sentences with different subjects and the same predicate to make one sentence with a compound subject.

**Examples:** Lisa tried out for the play.  
 Todd tried out for the play.  
 Compound subject: **Lisa** and **Todd** tried out for the play.

When sentences have different subjects and different predicates, however, we can't combine them in the same way. Each subject and predicate must stay together. Still, we can join the two short sentences with a word such as **and**.

**Examples:** Lisa got a part in the play.  
 Todd will help make scenery.  
 Lisa got a part in the play, and Todd will help make scenery.



**Directions:** Study the examples. Find the pairs of sentences that share the same predicate. Combine **only** those pairs into sentences with compound subjects.

1. Rachel read a book about explorers. Eric read the same book about explorers.

2. Rachel really liked the book. Eric thought it was boring.

3. Vicki went to the basketball game last night. Dan went to the basketball game, too.

4. Vicki lost her coat at the game. Dan missed his ride home.

5. My uncle planted tomatoes in his garden. My mother planted corn in her garden.

6. Jim helped with the food drive last week. Amy helped with the food drive, too.





## Combining Predicates

If short sentences have the same subject and different predicates, we can combine them into one sentence with a compound predicate.

**Examples:** Andy got up late this morning.  
He nearly missed the school bus.  
Compound predicate: Andy **got up late this morning**  
and **nearly missed the school bus**.

(The pronoun **he** takes the place of **Andy** in the second sentence, so the subjects are the same and can be combined.)



When two sentences have different subjects and different predicates, we can't combine the subjects or the predicates. We can, however, join these kinds of sentences with words such as **and** or **but**.

**Examples:** Andy got up late this morning.  
Cindy woke up early.  
Andy got up late this morning, **but** Cindy woke up early.

**Directions:** Study the examples. Then find the pairs of sentences that share the same subject. Combine only those pairs into sentences with compound predicates.

- Kyle practiced pitching all winter.  
Kyle became the pitcher for his Little League team.

- 
- Kisha studied two hours for her history test.  
Angela watched TV all evening.

- 
- Jeff had an ear ache.  
He took medicine four times a day.

- 
- Nikki found a new hair style in a magazine.  
Melissa didn't like that style.

- 
- Kirby buys his lunch in the cafeteria every day.  
Sean brings his lunch from home.
-





## Combining Ideas

When two sentences repeat some of the same information, we often can combine them into one sentence with fewer words.

**Directions:** Combine each set of sentences into one sentence. Some will have two subjects, some will have two verbs, and some will be joined with words such as **when**, **before**, **but**, or **because**.



**Like this:** The sun came out. The river started to thaw. The pond also thawed.

When the sun came out, the river and pond started to thaw.

1. The rain continued for days. The river flooded. The river threatened to cover the roads.

2. The catcher shivered in the cold morning air. The batter shivered, too. They had forgotten their jackets.

3. I talked to my plants. I watered them every day. They still died.

4. Germs thrive on dirty hands. Bacteria thrive, too. They both multiply there.

**Directions:** Write your own sentences, following the instructions.

1. Write a sentence with two subjects:

2. Write a sentence with two verbs:

3. Write a sentence with two subjects and two verbs:





## Writing Similes And Metaphors

We can describe something by using adjectives and adverbs. As you know, adjectives describe nouns, and tell what kind or how many. Adverbs tell about verbs and explain where, when, how, how much, or how often. (See page 133 to review adjectives and adverbs.)

**Like this:**      The <sup>ADJ</sup> frightened girl <sup>ADV</sup> huddled in a corner.

We can also describe things by comparing them to something else. (If we use **like** or **as**, our comparison is called a simile.)

**Like this:**      She looked **like** a frightened mouse.



If we don't use **like** or **as**, the comparison is called a metaphor.

**Like this:**      She was a frightened mouse.

**Directions:** Rewrite each of these sentences two ways to make them more interesting. The first time (**A**), add at least one adjective and one adverb. The second time (**B**), compare something in the sentence to something else, using a simile or metaphor.

**Like this:**      The baby cried.

A. \_\_\_\_\_ The sick baby cried softly all night.

B. \_\_\_\_\_ The baby cried louder and louder, like a storm gaining strength.

1. The stranger arrived.

A. \_\_\_\_\_

B. \_\_\_\_\_

2. She has an imagination.

A. \_\_\_\_\_

B. \_\_\_\_\_

3. The statue was beautiful.

A. \_\_\_\_\_

B. \_\_\_\_\_

4. The furniture was comfortable.

A. \_\_\_\_\_

B. \_\_\_\_\_





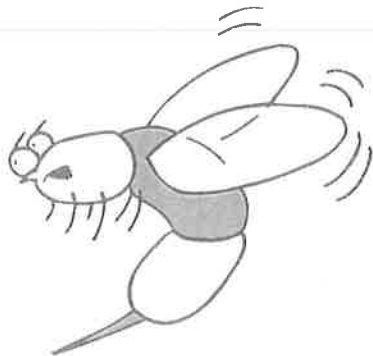
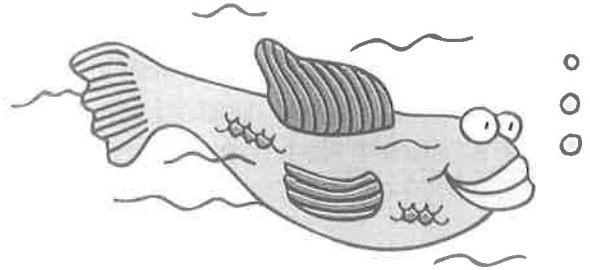


### Similes

**Directions:** Choose a word from the word box to complete each comparison. One is done for you.

- |      |       |      |      |    |      |        |        |
|------|-------|------|------|----|------|--------|--------|
| tack | grass | fish | mule | ox | rail | hornet | monkey |
|------|-------|------|------|----|------|--------|--------|

- as stubborn as a mule
- as strong as an \_\_\_\_\_
- swims like a \_\_\_\_\_
- as sharp as a \_\_\_\_\_



- as thin as a \_\_\_\_\_
- as mad as a \_\_\_\_\_
- climbs like a \_\_\_\_\_
- as green as \_\_\_\_\_

**Directions:** Use words of your own to complete the following similes.

- |                         |                        |
|-------------------------|------------------------|
| 1. as _____ as a tack   | 2. as light as a _____ |
| 3. _____ like a bird    | 4. as _____ as honey   |
| 5. as hungry as a _____ | 6. _____ like a snake  |
| 7. as white as _____    | 8. as cold as _____    |

**Directions:** Make up similes to finish the following sentences.

- Our new puppy sounded \_\_\_\_\_
- The clouds were \_\_\_\_\_
- Our new car is \_\_\_\_\_
- The watermelon tasted \_\_\_\_\_





## Figurative Language

**Directions:** Write the letter of the correct meaning for the bold words in each sentence. One is done for you.

- |                                      |                      |
|--------------------------------------|----------------------|
| a. refusal to see or listen          | f. pay for           |
| b. misbehaving, acting in a wild way | g. unknowing         |
| c. made a thoughtless remark         | h. feeling very sad  |
| d. lost an opportunity               | i. get married       |
| e. got angry                         | j. excited and happy |

f 1. My parents will **foot the bill** for my birthday party.

\_\_\_\_\_ 2. Tony and Lisa will finally **tie the knot** in June.

\_\_\_\_\_ 3. Sam was **down in the dumps** after he wrecked his bicycle.

\_\_\_\_\_ 4. Sarah **put her foot in her mouth** when she was talking to our teacher.

\_\_\_\_\_ 5. I really **missed the boat** when I turned down the chance to work after school.

\_\_\_\_\_ 6. I got the **brush off** from Susan when I tried to ask her where she was last night.

\_\_\_\_\_ 7. Mickey is **in the dark** about our plans to throw a surprise birthday party for him.

\_\_\_\_\_ 8. The children were **bouncing off the walls** when the babysitter was trying to put them to bed.

\_\_\_\_\_ 9. The students were **flying high** on the last day of school.

\_\_\_\_\_ 10. My sister **lost her cool** when she found out that I spilled chocolate milk on her new sweater.

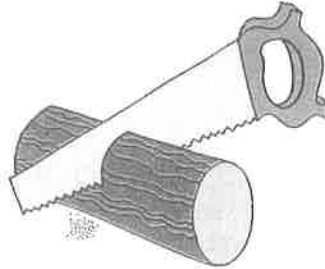
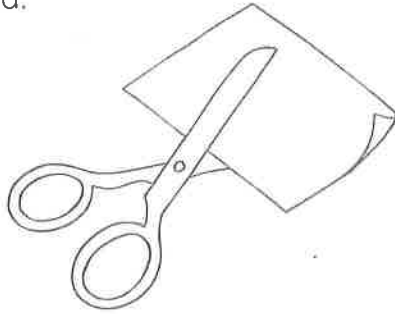






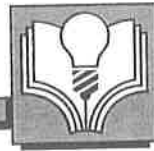
## How Do They Relate?

**Directions:** Circle the correct word to fill in the missing part of each analogy. One is done for you.



- |   |             |                 |         |
|---|-------------|-----------------|---------|
| 1. <u>Scissors</u> are to paper as saw is to wood.  | fold        | <u>scissors</u> | thin    |
| 2. Man is to boy as woman is to _____.              | mother      | girl            | lady    |
| 3. _____ is to cellar as sky is to ground.          | down        | attic           | up      |
| 4. Rag is to dust as _____ is to sweep.             | floor       | straw           | broom   |
| 5. Freezer is to cold as stove is to _____.         | cook        | hot             | recipe  |
| 6. Car is to _____ as book is to bookshelf.         | ride        | gas             | garage  |
| 7. Window is to _____ as car is to metal.           | glass       | clear           | house   |
| 8. Eyes are to seeing as feet are to _____.         | legs        | walking         | shoes   |
| 9. Gasoline is to car as _____ is to lamp.          | electricity | plug            | cord    |
| 10. Refrigerator is to food as _____ is to clothes. | fold        | material        | closet  |
| 11. Floor is to down as ceiling is to _____.        | high        | over            | up      |
| 12. Pillow is to soft as rock is to _____.          | dirt        | hard            | hurt    |
| 13. Carpenter is to house as poet is to _____.      | verse       | novel           | writing |
| 14. Lamp is to light as clock is to _____.          | time        | hands           | numbers |
| 15. _____ is to hand as sole is to foot.            | wrist       | finger          | palm    |





## Where Some Words Got Their Meanings

Did you ever wonder why we call our mid-day meal "lunch"? Or where the name "Abraham" came from? Or why one of our lovely eastern states is called "Vermont"?

These and other words have a history. They did not simply spring into being when Mr. Webster put them in a dictionary! The study of where words came from and how they began is called etymology (etta-mol-o-gee). It's fascinating!

Now, about "lunch". It comes from a Spanish word "longja", which means a slice of ham. Long ago, Spanish people ate a slice of ham for their mid-day meal. Eventually, **what** they ate became the word for the meal itself. Still later, it came to be pronounced "lunch" in English.

"Abraham" also has an interesting history. Originally, it came from the Hebrew word "avarahem". Abraham means "father of many".

City and state names are often based on the names of Native American tribes or describe the geography of the area. Vermont is actually made from two French words. "Vert" is a French word for "green". "Mont" is French for "mountain".

Have you learned some interesting facts about words? Good-bye! (Which was shortened from the English phrase "God be with you".)

**Directions:** Answer these questions about the origins of words.

1. What is the study of the history and origin of words? \_\_\_\_\_

2. Which language did the word "lunch" come from? \_\_\_\_\_

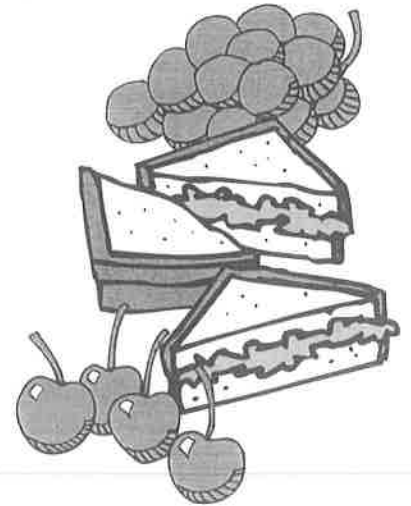
3. What is the French word for "green"? \_\_\_\_\_

4. "Vermont" comes from two words of what language?

- Spanish       English       French

5. Which is not correct about the origin of names of cities and states?

- They describe geography.  
 They name Native American tribes.  
 They are mostly French in origin.









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