

# **ADVANTAGE** Grammar

Grade

**5**

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### CREDITS

**Concept Development:** Kent Publishing Services, Inc.

**Written by:** Thomas Hatch and Dawn Purney

**Editor:** Lisa MacCallum

**Design/Production:** Signature Design Group, Inc.

**Art Director:** Tom Cochrane

**Project Director:** Carolea Williams

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# Introduction

The **Advantage Grammar** series for grades 3-8 offers instruction and practice in key writing skills, including

- grammar and usage
- capitalization and punctuation
- spelling
- writing good sentences
- writing good paragraphs
- editing your work

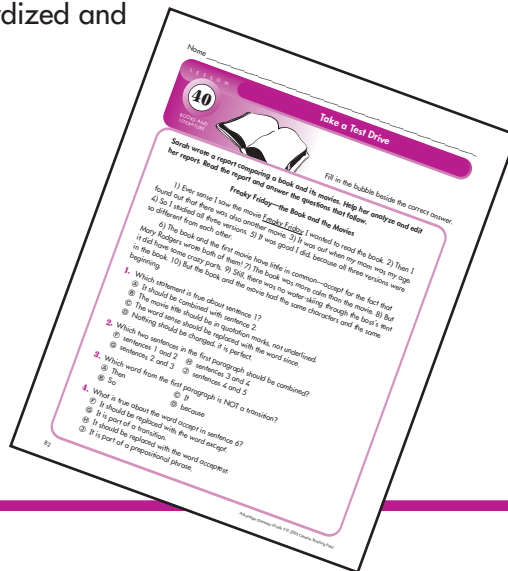
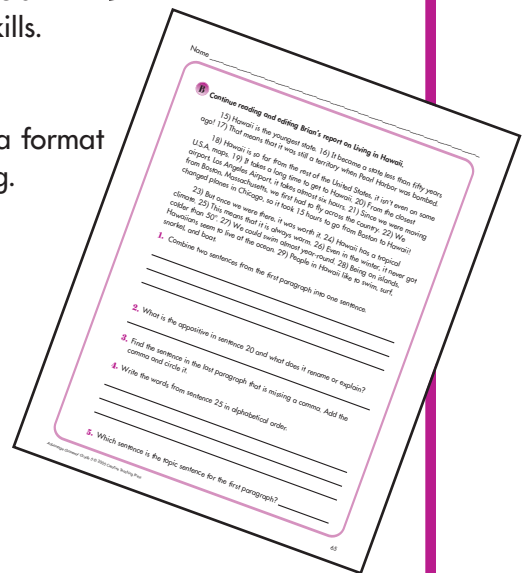
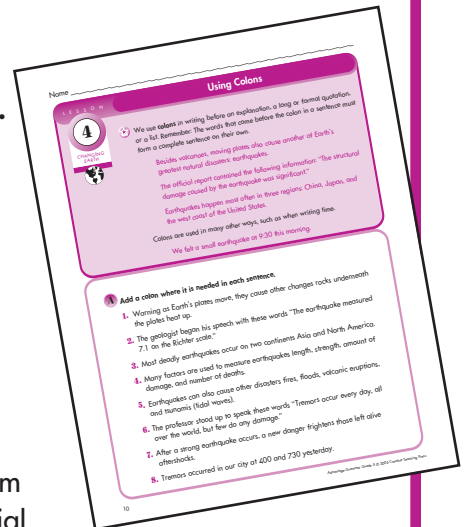
Take a look at all the advantages this grammar series offers . . .

## Strong Skill Instruction

- The teaching component at the top of each lesson provides the support students need to work through the book independently.
- Plenty of skill practice pages will ensure students master essential skills they need to become competent writers.
- Examples, models, and practice activities use content from across the curriculum so students are learning about social studies, science, and literature as they master writing skills.

**Editing Your Work** pages provide for mixed practice of skills in a format that supports today's process approach to the teaching of writing.

**Take a Test Drive** pages provide practice using a test-taking format such as those included in national standardized and proficiency tests.



LESSON

## Understanding Verb Tense

1

CHANGING EARTH



★ **Verb tenses** indicate when the action in a sentence happens. There are three main verb tenses.

past tense:      **We built** the wall.  
 present tense:   **We build** the wall.  
 future tense:    **We will build** the wall again.

For regular verbs, simply add *-ed* or *-d* to form the past tense.

**climb**—The goat **climbed** the mountain.

Irregular verbs do not form the past tense by adding *-ed* or *-d*. Each irregular verb has its own set of rules to form the past tense.

**grow**—One tall birch tree **grew** on the mountain.

**A** Circle the tense of the bold verb in each sentence.

1. He **studies** erosion as part of his geography class.

past      present      future

2. The wind **eroded** my sandcastle this morning.

past      present      future

3. The grasses **look** nice on the shore.

past      present      future

4. People **planted** grasses on the shoreline.

past      present      future

5. The plants' roots **will help** the soil stay in place.

past      present      future

6. He **proved** that his theory of erosion was correct.

past      present      future

7. After enough time, however, even the rocks **will erode**, too.

past      present      future

8. Plants **grow** when they receive enough sunlight.

past      present      future

**B** Complete the chart with the correct form for each verb. Some verbs are irregular verbs.

Present Tense	Past Tense	Future Tense
	flew	
form		
	grew	
		will walk
	asked	
		will see
	washed	
	knew	

**C** Find the past and present tense verbs in the word search. Write each verb under its correct tense.

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

**Present**

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---



---

**Past**

---



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LESSON

## Understanding Verb Tense

2

CHANGING  
EARTH



★ In the **present tense**, the verb form depends on whether its subject is plural or singular, or whether its subject is in the 1st, 2nd, or 3rd person.

- Plural subject:  
The goats **walk** up the mountainside.
- Singular subject: add -s or -es to the verb.  
The goat **walks** up the mountainside.
- 1st person:  
I **walk** up the mountainside.
- 2nd person:  
You **walk** up the mountainside.
- 3rd person: add -s or -es to the verb.  
He **walks** up the mountainside.

A Circle the verb in the parentheses that best completes the sentence.

1. Volcanic eruptions (form, forms) the Cascade Mountains.
2. The lava (cool, cools) slowly.
3. Volcanoes (build, builds) the Hawaiian Islands.
4. The mountains in Hawaii seem to (rise, rises) into the sky.
5. Water (erode, erodes) away the weaker rocks.
6. The river (wears, wear) away the land of the Black Hills.
7. Likewise, the Colorado River (create, creates) the Grand Canyon.
8. Oceans and lakes do (shape, shapes) the land.

**B** Write a sentence about our planet using one of the tenses: past, present, or future.

\_\_\_\_\_  
\_\_\_\_\_

**C** Complete each sentence using a form of the word in bold to make the sentence past, present, or future tense. On the line following the sentence, name the tense you used.

**tread** 1. He \_\_\_\_\_ upon Earth's crust. \_\_\_\_\_

**blow** 2. The force of the eruption \_\_\_\_\_ off the top of Mt. St. Helens. \_\_\_\_\_

**move** 3. Each plate \_\_\_\_\_ slowly across Earth's molten layer.  
\_\_\_\_\_

**cause** 4. At times, the movement \_\_\_\_\_ earthquakes or volcanic eruptions. \_\_\_\_\_

**form** 5. Sometimes mountains \_\_\_\_\_ when plates meet.  
\_\_\_\_\_

**have** 6. When plates met, they \_\_\_\_\_ nowhere to go but up!  
\_\_\_\_\_

**burst** 7. The river \_\_\_\_\_ its steep banks. \_\_\_\_\_

**fall** 8. The rock climber \_\_\_\_\_ during the earthquake.  
\_\_\_\_\_

**bend** 9. Some rock actually \_\_\_\_\_ without breaking.  
\_\_\_\_\_

**make** 10. Other times, the great force \_\_\_\_\_ the plates buckle.  
\_\_\_\_\_

LESSON

# Simple and Compound Sentences

3

CHANGING EARTH



★ A complete sentence has a **subject** (noun or pronoun) and **predicate** (verb or verb phrase).

Ice forms quickly.    The cold temperature makes water freeze.  
*subject    predicate                      subject                      predicate*

A **sentence fragment** is not a complete sentence—it is missing a subject or a predicate. For example:

An ice-cold glacier.                      Grows gradually over time.  
*subject                                              predicate*

A phrase that contains a subject and a predicate is also called a **clause**. If a sentence has more than one clause, it is called a **compound sentence**.

<u>Ice builds up,</u> and	<u>it becomes a glacier.</u>
<i>subject    predicate</i>	<i>subject    predicate</i>
<i>clause</i>	<i>clause</i>

The difference between a simple sentence and a compound sentence is that a compound sentence has two clauses.

<u>A glacier in the sea is called an iceberg.</u>	<u>A glacier covers the South Pole,</u> but <u>an iceberg covers the North Pole.</u>
<i>Simple sentence</i>	<i>Compound sentence</i>

**A** Underline the subject and circle the predicate of each sentence. Cross out any sentence fragments.

1. A glacier is formed by snow, ice, air, and dirt.
2. Snowflakes and snow grains.
3. Packed snow slowly becomes ice.
4. Some glaciers are ice sheets.
5. Ice sheets covered the land completely.

**B** Draw a line between the two clauses. Underline each subject and circle each predicate.

1. Glaciers occur in polar regions or high altitudes, because they are cold.
2. Part of a glacier sometimes breaks off, and then it forms an iceberg.
3. Sometimes a glacier fills a valley between mountains, so it is called a valley glacier.
4. Part of the glacier is melting, and another part is freezing.
5. Sometimes part of the glacier covers the land, yet another part floats in the ocean.

**C** Label each simple sentence **SS** and each compound sentence **CS**. Draw a line between the clauses in the compound sentences.

1. \_\_\_\_ Glaciers move, but they move very slowly.
2. \_\_\_\_ The leading edge of the glacier is called the nose or snout.
3. \_\_\_\_ The glacier nose picks up loose dirt and rocks.
4. \_\_\_\_ Glaciers pick up debris in one place and deposit it in another.
5. \_\_\_\_ Deposited glacial debris formed the Cape Cod peninsula.
6. \_\_\_\_ Some glaciers carve out large bowls in the land, and the ice melts into the bowls.
7. \_\_\_\_ Long ago, glaciers created the Great Lakes.
8. \_\_\_\_ The heavy glaciers smooth over the land underneath them.
9. \_\_\_\_ Ice that doesn't melt for a season is not yet a glacier, but it is on its way!
10. \_\_\_\_ Glaciers form over a period of about 1,000 years.