

301



ENGLISH

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301

ENGLISH 301

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Objectives

At the end of this unit, you should be able to:

- explain what a sentence is
- tell the difference between a phrase and a sentence
- name the different kinds of sentences



- put the right punctuation at the end of a sentence
- name the parts of a sentence
- put the words of a sentence in the correct places
- explain what a paragraph is
- explain what a topic sentence is
- explain what detail sentences are
- write a paragraph

Vocabulary



Ask your teacher to help you say these words correctly.

Detail sentences: sentences that tell more about the idea in the topic sentence

Paragraph: a group of sentences that work together to tell an idea

Period: (.) a punctuation mark that ends a telling sentence

Phrase: a group of words that do not make a complete thought

Predicate: part of a sentence that tells what the subject does

Punctuation mark: a mark that ends a sentence

Question: a sentence that asks something

Question mark: (?) a punctuation mark that ends a question sentence

Sentence: a group of words that work together to make a complete thought

Statement: a sentence that tells something

Subject: part of a sentence that names who or what the sentence is about

Topic sentence: The first sentence in a paragraph that tells what the paragraph is about



Directions: *Let's have another look at the vocabulary words. Put the right answer in each blank.*

phrase

question

paragraph

subject

sentences

detail sentences

punctuation mark

1. _____ are sentences that help topic sentences tell what a paragraph is about.
2. What do we call a group of words that do not make a complete thought? _____
3. A _____ is a group of sentences that work together to tell an idea.
4. A sentence that asks you something is a _____.
5. What part of a sentence names who or what the sentence is about?

6. What do you call the mark that ends a sentence? _____

Scoring: Score # 1-6 now. Correct the ones that are wrong and re-score the section.

**Sometimes you will see a box that looks like this:*



**Teacher Initial
Box**

When you see that box you need to have your teacher initial there to say that you have done the project.

Character Trait

Every unit will cover a different character trait. A character trait is something good that you can learn and do everyday. These are good qualities that will help you all your life.

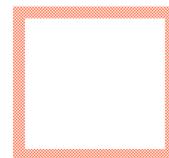
This unit's character trait is **Peaceful**.

When you are peaceful, you are calm, quiet and gentle.

Peaceful

Sitting in your chair quietly is a good way to be peaceful.

Directions: Think of three other ways that you could be peaceful, and write them on these lines.



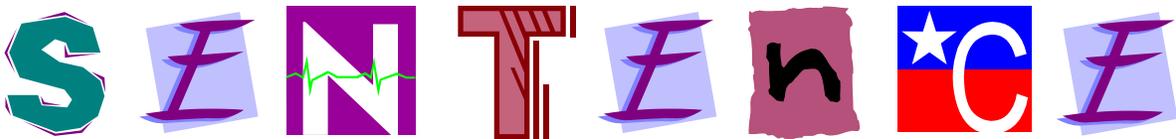
**Teacher Initial
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Chapter 1: Learning about the Sentence

Section 1: What is a Sentence?

Every day people talk by using words. You put words together into groups when you talk. Some groups of words do not make sense together. They do not make a complete thought. When a group of words work together and make sense; it is called a sentence.

Remember, a **sentence** is a group of words that work together and make a complete thought.



Directions: Look over these groups of words. Think about whether or not they are real sentences.

The woman.

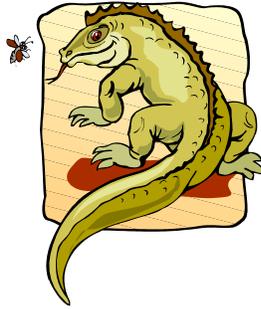
The woman stretches.



The first group of words is not a complete thought. It is not a sentence. The second group of words is a complete thought. It is a sentence. It talks about the woman and it tells what she did.

Ate the fly.

The lizard ate the fly.



Which one is a real sentence? Which one is not?

The second one is a complete sentence. It is a complete thought. The sentence talks about the lizard. It tells what the lizard did. The first example is not a real sentence. It is not a complete thought. It tells what was done, but it doesn't tell us who or what did it.

Directions: Write “yes” if the group of words is a sentence. Write “no” if it is not. Think: Do the groups of words make sense when you read them to yourself?

1. _____ John saw his dog.
2. _____ Brown dog.
3. _____ Kathy has a friend.
4. _____ George ate his peas.
5. _____ Short girl.
6. _____ That man is a good actor.

Scoring: Score # 1-6 now. Correct the ones that are wrong and re-score the section.

YOU ARE DOING GREAT!

Directions: After you finish reading these groups of words to yourself, copy the one that is a sentence.

Jeremy can dance.

Jeremy dance

1. _____

The rabbit.

The rabbit was hungry

2. _____

Victoria sews clothes.

Sews clothes.

3. _____

The ball.

Derek threw the ball.

4. _____

Pulled the cables.

Victor pulled the cables.

5. _____

Gerald and John have a truck.

Gerald and John truck.

6. _____

Scoring: Score # 1-6 now. Correct the ones that are wrong and re-score the section.

Section 2: What is a Phrase?

Do you remember from the vocabulary what a phrase is?

A **phrase** is a group of words that work together. They are not a complete thought.



Read these groups of words:

My sister, Natalie.

My sister, Natalie, ate the cake.

Which group of words do you think is a phrase? Which one is not a complete thought?



To say, "My sister, Natalie," does not make sense. It is not a complete thought. It is a phrase. It tells who the sentence is about. It does not say what they did.

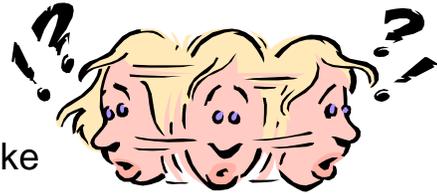
Can you tell the difference between a phrase and a sentence? Let's find out.

Directions: If the group of words is a sentence, write S. If the group of words is a phrase, write P.

1. _____ Julia does sing well.
2. _____ Long and wide country.
3. _____ Big, juicy apple.
4. _____ Josh plays soccer.

Scoring: Score # 1-4 now. Correct the ones that are wrong and re-score the section.

Is It a Phrase or a Sentence?



When you write a sentence, you must make sure that it makes sense.

If you write: “Swimming pool.” It may look like a sentence, but it does not make sense when you read it aloud. It does not tell us a whole thought.

However, when you write: “Jane had fun swimming in the swimming pool.” It makes sense. It makes sense because the words are in the right order, and they tell a complete thought.

Make sure that the words in your sentences are in the right order. A sentence will always start with a capital letter.

Directions: The words in these sentences are in the wrong order. Can you put them in the right order? If you do it right, they will make a sentence.

Copy the sentence the right way on the line below each group of words. Clue: look and see which words start with a capital letter.

1. hamburgers makes good Grandpa

2. Carlos clams eats

3. hunts Saturdays on Mr. Smith

4. bed made Harold his

5. Aunt garden weeded Jane the

6. The landed airplane safely

Scoring: Score # 1-6 now. Correct the ones that are wrong and re-score the section.

Section 3: The Subject and the Predicate

We have learned what is not a sentence and what is a sentence. Now we will learn about the different parts of a sentence.

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

The **predicate** of a sentence tells what the subject does.

Joseph lived in Egypt.



What is the subject in the above sentence? Who or what is the sentence about? Because the sentence is about Joseph, we know that “Joseph” is the subject.

What is the predicate? The predicate must tell us what the subject does. Once we figure out the subject, we can ask, “What did Joseph do?” Joseph lived in Egypt. Since “lived in Egypt” is what Joseph did, we know that “lived in Egypt” is the predicate.

The hummingbird flapped its wings very fast.



What is the subject in this sentence? Think: Who or what is the sentence about? The sentence is about the hummingbird so we know that the subject of this sentence is, “The hummingbird.”

What is the predicate? What does the hummingbird do in the sentence? The hummingbird flaps its wings very fast. “Flaps its wings very fast” is the predicate because it tells us what the subject did.

Directions: Circle the subject in each sentence. Draw a box around each predicate. Remember to ask yourself the questions like we just did.

Here is an example:

The desk was very dusty.

1. The circus came to our town.
2. The crab pinched Carlye's finger.
3. The United States is very large.
4. General Harrison came to my house.
5. Clemmie is very sick.
6. Jack plays very well.
7. Harlan swam in the pool.
8. Cary wrote a poem.
9. Jeffrey is in the orchestra.
10. Karen had to go home.

Scoring: Score # 1-10 now. Correct the ones that are wrong and re-score the section.

Directions: Draw a line from the subject to the predicate it matches.

Example:

The monkey	played with Sam.
The girl	ate the banana.
Michael	talked to her teacher

Now you try:

- | | |
|---------------|---------------------------------|
| 1. Jessica's | swam away fast. |
| 2. Hank | phone was giving her trouble. |
| 3. The duck | was brand new. |
| 4. Melanie | mowed his backyard. |
| 5. Sacramento | did her family's dinner dishes. |
| 6. The toy | played with his chew toy. |
| 7. My dog | is a big city. |

Scoring: Score # 1-7 now. Correct the ones that are wrong and re-score the section.

IMPORTANT

Before you start the Chapter Review, go over your work, make sure all the sections are scored, and corrected. Review all that you have learned. Try to answer all the questions in the Chapter Review without looking back.

CHAPTER 1 REVIEW

Directions: Write the letter of the word that you think is the best answer.

1. A _____ is a group of words that work together to make a complete thought.

a. sentence b. predicate c. phrase

2. _____ is the part of a sentence that tells who or what the sentence is about.

a. predicate b. phrase c. subject

3. A _____ is a group of words that are not a complete thought.

a. sentence b. phrase c. predicate

4. _____ is the part of a sentence that tells what the subject does.

a. sentence

b. predicate

c. subject

Directions: Read each group of words, write P if it is a phrase, and write S if it is a sentence.

5. _____ Grapes at the party.

6. _____ Gerome has two loose teeth.

7. _____ Frederick can not find his sister.

8. _____ Tall mountain.

9. _____ Maverick was being a bad dog.



10. _____ Many large islands.

Directions: Circle the subject of each sentence. Draw a box around the predicate part of each sentence.

Here is an example: The rug **was very dirty.**

11. Hans ate his lollipop quietly.

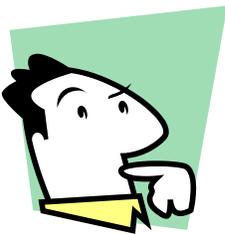
12. Gabby put her feet up.

13. The craft was very creative.
14. She was playing on the ice pond.
15. My printer does not work.

Scoring: Score # 1-15. Correct the ones that are wrong and re-score the section.

Chapter 2: Different Kinds of Sentences

Section 1: The Statement



We have learned what a sentence is, and now we will look at the different kinds of sentences.

A **statement** is a sentence that tells you something.

Statements always end with a period. (.)

If you say, "I had a piece of cake today." You are making a statement. You are telling me that you had a piece of cake.



Here are two sentences. Can you tell which one is a statement and which is not?

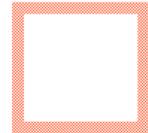
1. Clara, did you empty the trash?
2. The class learned about Brazil today.



Sentence number two is a statement. It tells us something.
It tells us that the class learned about Brazil today.

Directions: Write a story about something you did that was peaceful. Have at least four sentences in your story.

Teacher
Initial Box





Directions: Write “yes” if the sentence is a statement. Write “no” if it is not.

1. _____ The pool has not been cleaned this week.

2. _____ Have you seen Maxine today, Larry?



3. _____ Marisela has to brush her teeth before bed and after meals.

4. _____ Did you want to see the album?

5. _____ Did you feed the animals this morning?



6. _____ Jesse went out to dinner with his grandma.

Scoring: Score #1-6 now. Correct the ones that are wrong and re-score the section.

Section2: The Question

Another kind of sentence is a question.

A **question** is a sentence that asks something.

Questions always end with a question mark. (?)



Let's practice with some questions!

Directions: Read these sentences and write Q if it is a question. If it is a statement write S.

1. _____ Jackie, have you seen my English book?

2. _____ Did you water the garden?

3. _____ The jackrabbit won the race.
4. _____ Squirrels gather food for winter in the fall.
5. _____ Have you ever seen a giraffe?

Scoring: Score # 1-5 now. Correct the ones that are wrong and re-score the section.



**Keep it going,
you are doing great!**

Directions: Read each question and answer it with a statement. Be creative and remember to end each statement with a period (.).

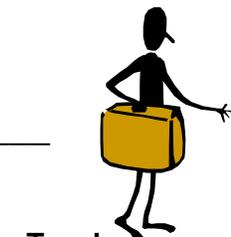
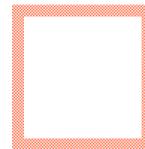
1. Where did you go yesterday?

2. What is your favorite place to be?

3. What do you want to be when you are older?

4. Where is a place that you have always wanted to go?

Scoring: Have your teacher score # 1-4 now. Correct the ones that are wrong and have your teacher initial here when you are done.



Teacher
Initial Box

Section3: The Period, Question Mark, and Capital Letters

Certain things have to be in every sentence.

Every sentence must begin with a **capital letter**.

Every sentence must have a punctuation mark at the end of the sentence.

A statement always ends with a **period** (.).

A question always ends with a **question mark** (?).

Let's Practice What We Have Learned!

Directions: In the sentences below some things are missing. Make sure that each sentence has the right punctuation mark. Look at the first word in each sentence make sure it is capitalized. Rewrite the sentences correctly on the line.

1. how is your mother

2. is she feeling better

3. my book ripped

4. i had fun blowing bubbles yesterday

5. did the piano lessons go well

6. it took me a while to catch on to the game

7. dragons are make-believe animals

8. did the clown give you a balloon



Scoring: Score #1-8 now. Correct the ones that are wrong and then re-score the section.

IMPORTANT

Before you start the Chapter Review, go over your work, make sure all the sections are scored, and corrected. Review all that you have learned. Try to answer all the questions in the Chapter Review without looking back.

CHAPTER 2 REVIEW

Directions: For each question write an answer. Your answer must be a statement, and a complete sentence. Make sure to capitalize the first word of every sentence and end it with the right punctuation mark.

1. What did you do at the park?

2. How was your trip to Scotland?

3. Where is my other shoe?

4. What did you do with the box?

5. When did you get your new truck?

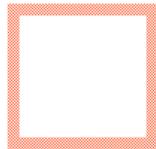
6. When was the last time you visited your relatives?

7. Who took my cup and put it in the sink?

8. Why did you think that she wouldn't come to the party?

9. What time does the mail carrier bring the mail?

10. How did you like my cake?



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Directions: Look at the beginning and end of each sentence. Can you see what special things are missing? Write the sentences correctly on the line.



11. the boy saw the bird

12. he asked the girl a question

13. where is the pretty bird

14. can you find him

15. he is behind you

Directions: Write Q by the sentences that are questions. Write S by the sentences that are statements.

16. _____ Gregory's dad asked him to mow the lawn.

17. _____ Does Hyatt live in Montana?

18. _____ Have you ever seen a blue cow?

19. _____ Aisha doesn't know what happened to her dog.

20. _____ Did you find my lost slipper yet?

21.

Peacefulness is being quiet and calm inside no matter what is happening around you. Circle the picture that shows the character trait peaceful.



Scoring: Have your teacher score # 1-10 now. You score 11 –21. Correct the ones that are wrong and re-score the section.

Chapter 3: What is a Paragraph?

Section 1: The Paragraph



What **is** a paragraph?

A **paragraph** is a group of sentences that work together to tell an idea.

A paragraph is made up of many sentences. These sentences all work together to tell part of a story. Every paragraph has a main idea.

Read these groups of sentences. Are they paragraphs?

1. Joe's baseball season begins on Saturday. He is very excited. The team has to practice every night, and every Friday they have a game. There are fifteen players on his team. He is the shortstop. Joe's coach is his best friend's dad.

2. The squirrel jumped into the tree. The dog ran after the cat. Allen was excited about the birthday party. After the storm, it was hard to calm the farm animals down. His friend was going to turn seven.

Which one of the groups of sentences has one idea? Which one has sentences that only tell about the main idea?

The first one is a paragraph. The sentences tell about one idea. They make sense together. Together they tell a story.

The second group of sentences does not make sense together. They don't tell about just one idea. The second group of sentences is not a paragraph. It does not tell a story.

Directions: Let's see if you can figure out what a paragraph is. Read these groups of sentences below and decide if they are paragraphs.

1. Jared decided that he was too big to play on the swing anymore. Back at the ranch, her mother was baking apple pie. He knew that his grandpa had said no, but he wanted to go anyway. Sally chased after the gopher. She wanted a new pet.

2. Many people make promises to themselves on the first day of a New Year. They call it a New Year's resolution. It helps them make goals for themselves. Some think about things they want to change or things they want to improve on in the next year. Some people might think of putting those things on their list.

If you decided that the second group of sentences is a paragraph, you were right!



The second one is a paragraph, because it is about one idea. It tells us about one thing. The sentences make sense together.

If you look at the first word in the paragraph about the New Year's Resolution you will see that it is bumped over a few spaces. That is called an indent. Sometimes the first sentence of a paragraph is indented. An indent let's us know that a new paragraph has begun.

Directions: Write a paragraph about a time you were peaceful: Tell about a time when you were peaceful instead of rowdy or loud. Have at least four sentences in your paragraph. Indent the first word of your paragraph.

Peaceful

Teacher Initial
Box

Section 2: What makes up a Paragraph?

There are a couple kinds of sentences that make up a paragraph.



One kind of sentence is the topic sentence. A **topic sentence** tells what a paragraph is about and is usually the first sentence in a paragraph.

The first sentence of a paragraph should be the topic sentence. It should tell what the paragraph is going to be about. Every paragraph has a main idea. The topic sentence tells us what the paragraph's main idea is.

Here is an example:

Martha and Harriet are best friends. They are in the same class. They like to play together at recess. They like to spend the weekends together. They tell each other their secrets. Martha and Harriet are the very best of friends.

In this example, the topic sentence is “Martha and Harriet are best friends.” This sentence introduces the main idea of the paragraph. The whole paragraph talks about Martha and Harriet being best friends.

Can you find the topic sentence in this paragraph?

Ladybugs are interesting. They can be red, yellow, or orange, but they always have black spots. They have been called lady beetles and

sometimes ladybirds. They are helpful to farmers because they eat some of the crop-eating insects. A relative of the ladybug is the Click Beetle.

What is the topic sentence in this paragraph about ladybugs?

You are right, it is the first sentence: "Ladybugs are interesting."

The next kind of sentences are **detail sentences**.

The **detail sentences** tell more about the idea in the topic sentence.

The detail sentences make up the rest of the paragraph. They add detail to what the topic sentence said was the main idea of the paragraph.

Look at this paragraph.

Jason takes good care of his dog. First, he feeds his dog. Next, he takes his dog on a walk. Then, he gives his dog a bath.

This is how the paragraph breaks up.

Topic Sentence: Jason takes good care of his dog.

Detail 1: First, he feeds his dog.

Detail 2: Next, he takes his dog on a walk.

Detail 3: Then, he gives his dog a bath.

The topic sentence introduces the idea of the paragraph. It tells us that Jason takes good care of his dog. Next, the detail sentences tell us the ways that Jason takes care of his dog.

Let's practice with some paragraphs!

Directions: Read each paragraph. Follow the example below.

Example:

Colin went to basketball practice. He had many friends there. His coach had to put him on the bench the whole practice. He was very sad. After practice he and his friends were able to play a game of basketball together.

Topic Sentence: Colin went to basketball practice.

Detail 1: He had many friends there.

Detail 2: His coach had to put him on the bench the whole practice.

Detail 3: He was very sad.

Detail 4: But, afterwards he and his friends were able to play a game of basketball together.

Directions: Read the paragraphs and put them into the forms below.

Danielle watched her dad paint the boat. The boat was long. It had a big white sail. They were going to go riding in it later.



1. Topic Sentence: _____
Detail 1: _____
Detail 2: _____
Detail 3: _____

Kosho's dad got him a new Nintendo for his birthday. It was the newest version. He had three games on it. Kosho liked his new Nintendo.

2. Topic Sentence: _____
Detail 1: _____
Detail 2: _____
Detail 3: _____

Isabel likes to help her mother make dinner. First, they get out everything they will need. Next, they make dinner. After that, they set the food out on the table and call the rest of the family.

3. Topic Sentence: _____

Detail 1: _____

Detail 2: _____

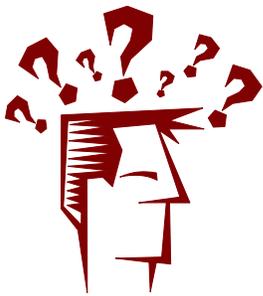
Detail 3: _____

Scoring: Score #1-3 now. Correct the ones that are wrong and re-score the section.

Good Job!

Section 3: Getting it in Order

You have learned that sentences must be in order to make sense. Paragraphs have to be in order to make sense too.



To write a paragraph, start with the topic sentence. The topic sentence tells what the paragraph will be about.

The detail sentences are written after the first sentence. The detail sentences are written in the order they

happened.

Tell what happened first. Then tell what happened next. Finally, tell what happened last.

Read this paragraph about Francis and her cat.



Francis had a cat named Fluffy. Francis had to do many things to keep Fluffy clean. First, Francis had to give Fluffy a bath. Next, Francis got Fluffy a flea collar so Fluffy wouldn't get fleas. Lastly, Francis tried to keep Fluffy indoors so she wouldn't play in the dirt.

The first sentence introduces the idea of the paragraph. It tells us that Francis has a cat. The cat's name is Fluffy.

The sentences after that give the details of the story. They are in the order of how they happened. They tell what happened **first**, what happened **next**, and what happened **last** in the story.

Directions: These sentences are not in order. They do not tell us the story in the order that it happened. Put these sentences in an order that makes sense. Write them on the lines provided. Hint: There is a topic sentence and three detail sentences in each one. Put the topic sentence first. (Remember to indent.)

1. Last, he got up to play.

First, Jamilah ate all the food on his plate.

Jamilah sat down to dinner.

Next, he drank his water.

2. Next, her dad took her to the doctor.

First, her dad came and got her.

Tasha fell out of a tree and broke her arm.

Last, the doctor put a cast on her arm and she went home.



Scoring: Score your sentences from paragraphs # 1-2 now. Correct the ones that are wrong and re-score them.

Let's Review this Section!

Directions: The sentences in these paragraphs are mixed up. Find the topic sentence and put it first. Put the detail sentences in the order of how they happened. Write your paragraphs on the lines provided.

1. First, they swung on the swings. Finally, Selena and her friend got tired and went home. Next, they went down the slide a few times. Selena went to the park with her friend.

2. Then, they had the birthday cake. Jamaya had her eighth birthday. Last, she opened her birthday presents before her friends had to go home. First, at her birthday party she played games with her friends.

Scoring: Score your paragraphs #1 & 2 now. Correct the ones that are wrong and re-score them.

If you want to make peace, you don't talk to your friends. You talk to your enemies.

~ Moshe Dayan ~

A famous person said the words above. Think about what he said. Why do you think he said to talk to your enemies if you want to make peace? _____

Show your answer to your teacher and have them initial here:

Teacher Initial
Box



IMPORTANT

Before you start the Chapter Review, go over your work, make sure all the sections are scored, and make sure they are corrected.

Review all that you have learned. Try to answer all the questions in the Chapter Review without looking back.

CHAPTER 3 REVIEW

Directions: Write a paragraph describing your first visit to the doctor. Write a topic sentence and at least three detail sentences. Indent the first word in your paragraph.

Good Job!

Teacher
Initial Box

Directions: Read these paragraphs and circle the topic sentence in each one.

1. Lacey's mom had a new baby girl yesterday. The baby has blue eyes. She has brown hair. Lacey says that she looks like her dad, but Lacey's grandma says that she looks like her mom. They named her Janey.



2. There are many types of cats. Some cats are very large. Those cats are wild and sometimes live in the jungle. Some cats are small and live in your house.

3. Moesha had a softball game. At her softball game, she was playing first base. One of the other players threw her the ball and smashed her glasses. Moesha had to get new glasses the next day.

4. Connor was learning how to play the piano. He had lessons two days a week. His teacher was very nice. If he did well on his lessons, she would give him a prize.



Directions: Below are some ideas for a paragraph. Pick one of the ideas and write a paragraph about it below. Include one topic sentence and at least three detail sentences. Make sure to indent the first line in your paragraph.

Your favorite vacation

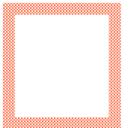
The first time you went to a dentist's office

Your family

Your friends

Have your teacher score and initial your paragraphs.

Teacher
Initial Box



Scoring: Score #1-4 now. Correct the ones that are wrong and re-score the section.

IMPORTANT

Before you start the Unit Review, go over your work, make sure all the sections are scored, and corrected. Review all that you have learned. Have your teacher staple your unit shut and take the Unit Review without looking back.

ENGLISH 301 REVIEW

Directions: Write P next to the groups of words that are phrases.

Write S next to the groups of words that are sentences.

1. _____ Robin Hood lived in Sherwood Forest.
2. _____ Right inside
3. _____ Under six feet tall
4. _____ Moses was sad so he ate his dinner silently.
5. _____ The teacher was teaching the class about different countries.
6. _____ Inside there is
7. _____ Jasper went outside to play with his toys.
8. _____ Hard work
9. _____ Reggie was trying to figure out the puzzle.
10. _____ Elizabeth rode her bike to her job.
11. _____ Tall, slim girl
12. _____ Blue ribbon

Directions: Draw a line to connect the subject and the predicate.

13. The sign is named "Just like Dad."
14. Gregory is not open on Sundays.
15. Tabitha said that you had to be fourteen to go on the ride.
16. The movie met her mom for breakfast.
17. The zoo played with the ball of yarn.
18. The kitten had to get on the bus before it left.

Directions: These sentences are mixed up. Write the sentence correctly on the line. Some are questions and some are statements. Put the correct punctuation at the end of the sentence. Hint: the first word of a sentence is always capitalized.

19. by plane John a go saw
_____.

20. for were Did find you looking you what
_____?

21. front the The knight in king knelt of

_____.

**Directions: Write four questions. Then, write four answers to them.
Make your answers statements.**

22. _____?

_____.

23. _____?

_____.

24. _____?

_____.

25. _____?

_____.

Teacher
Initial Box

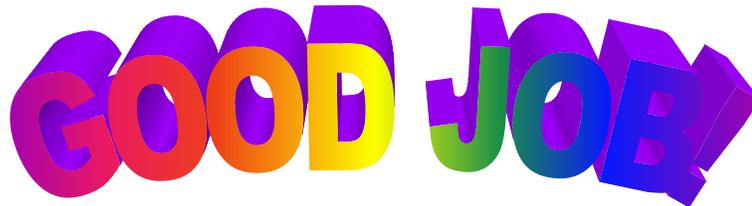
YOU ARE DOING WONDERFUL!

26. Directions: Write a paragraph about your pet. If you don't have a pet write a paragraph about one that you would like to have. Start with a topic sentence. Write at least four detail sentences.

27. Write a statement telling what you think it means to be peaceful. _____

Scoring: Score # 1-21 now. Have your teacher check # 22-27. Correct the ones that are wrong and re-score the section.

Teacher
Initial Box



**Make sure you know your stuff because now it's time for the Unit
Test!**