

Name _____

ELA 8 Summer Assignment -ELA 8
Mrs. Flanagan, Mr. Dundon



ELA 8 Summer Assignment

Dear Parents,

As this school year winds to a close, we're sure you're looking forward to a relaxing summer break. Our students have made significant academic gains this year and we want to maintain these gains over the upcoming summer months. Research shows that the students that continue to read over the summer not only maintain their current reading level, but may also increase it. **Before returning to school in September, students entering ELA 8 must complete the following assignment. If you have any questions about the assignment, please contact us at mflanaga@cohes.org, or jdundon@cohes.org . We hope you have a safe, relaxing summer break, and we look forward to meeting your students in September.**

ELA 8 Summer Assignment-There are TWO parts to your summer assignment:

- 1) Please complete the [Grammar and Language Workbook](#). Students received paper copies of the Grammar and Language workbook prior to the end of school. If you need an additional copy, please click the link above. You may print a copy of the assignment, or you can write the answers on loose leaf paper.
- 2) Read a book of your choice and complete a book summary

You will read **one** fiction **OR** nonfiction book of your choosing . **The book must be one that you have not read before, it must be at a middle school (or above) reading level, and it must contain no less than 125 pages.** When you finish reading the book, please complete the following fiction or nonfiction book summary. You may make a copy of the document and type on it, or you can print it, or you can view it and write your answers on loose leaf paper. Summaries will be collected during the first week of school.

[Link to fiction book summary](#)

[Link to nonfiction book summary](#)



Grammar and Language Workbook

Summer Assignment - Part 1



Sentences and Sentence Fragments

Name _____

Date _____

Practice



REMEMBER THE RULES

- A **sentence** is a group of words that tells a complete thought. *Many kinds of plants and animals thrive in deserts.*
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **sentence fragment** is a group of words that does not tell a complete thought and cannot stand alone. *Many kinds of plants.*

A. Circle **sentence** or **sentence fragment** for each group of words.

1. Last year, Felicia visited the desert. **sentence**
2. She recorded her feelings in a journal. **sentence**
3. A list of desert plants. **sentence fragment**
4. There were many kinds of cactuses. **sentence**
5. Felicia liked one called the prickly pear. **sentence**
6. Beautiful blooms on some of the cactuses. **sentence**
7. No leaves on most of the cactuses. **sentence**
8. Wrote down the desert animals. **sentence fragment**
9. Drew sketches of some of the animals. **sentence**
10. Her journal helps her remember the trip. **sentence**

B. Choose words from the box to make each fragment a sentence. Write the words on the line.

Their ears
by eating cactuses
Jackrabbits
is 40 miles per hour
Felicia

11. _____ was especially interested in the jackrabbits.
12. _____ are the fastest rabbits in America.
13. Their fastest speed _____
14. _____ can be eight inches long.
15. They get water _____

Copyright © The McGraw-Hill Companies



- B.** Fix each sentence. Add a period or question mark.
11. Do you know why the Declaration was written
 12. How many British colonies were there in America
 13. The Declaration was written on parchment
 14. Who signed the Declaration of Independence
 15. Today it is kept in a sealed case to protect it

- A.** Tell whether each sentence is **declarative** or **interrogative**. Circle your answer.
1. I remember being in a parade on the Fourth of July. declarative interrogative
 2. I was on a float, dressed as Thomas Jefferson. declarative interrogative
 3. Why is Jefferson important in America's history? declarative interrogative
 4. Did he write the Declaration of Independence? declarative interrogative
 5. I held a quill and pretended I was writing. declarative interrogative
 6. My friend was dressed as Benjamin Franklin. declarative interrogative
 7. Franklin had a printing business in Philadelphia. declarative interrogative
 8. Have you heard about his experiments with electricity? declarative interrogative
 9. Franklin helped write the Declaration of Independence. declarative interrogative
 10. Who else helped write the Declaration? declarative interrogative

REMEMBER THE RULES

- A declarative sentence makes a statement. It ends with a period. (.)
- An interrogative sentence asks a question. It ends with a question mark. (?)

I would like to go to a parade.

Have you ever watched a parade?

Declarative and Interrogative Sentences



Imperative and Exclamatory Sentences

Name _____

Date _____

Practice

3

REMEMBER THE RULES

- An imperative sentence gives a command or makes a request. It ends with a period. (.) *Listen to the sounds of a rain storm.*
- An exclamatory sentence expresses strong feeling. It ends with an exclamation mark. (!) *How different the sounds are!*

A. Tell whether each sentence is imperative or exclamatory. Circle your answer.

1. Come see my science exhibit. imperative exclamatory

2. Watch how I make rain. imperative exclamatory

3. Please don't touch the controls. imperative exclamatory

4. What a lot of rain! imperative exclamatory

5. Oh, now there's a flood! imperative exclamatory

6. How powerful water can be! imperative exclamatory

7. Follow the path of the moving water. imperative exclamatory

8. Notice what happens to the soil. imperative exclamatory

9. Look at the houses. imperative exclamatory

10. How dangerous a flood is! imperative exclamatory

B. Fix each sentence. Add a period or an exclamation mark.

11. Listen to the recording I made

12. How noisy rushing water is

13. Tell me what you think of my exhibit

14. What fun I had at the science fair

15. How exciting it was to win a blue ribbon

At Home: Write three compound sentences about an explorer you have studied. Circle the comma and conjunction in each sentence.

10. They had to leave before the ruler died they might have been captured.

9. The Polos stayed in China for many years eventually they left.

8. Marco traveled throughout China his exact routes are hard to trace.

7. He was impressed by Marco he invited Marco to work for him.

6. The ruler of China knew the elder Polos he welcomed them back.

B. Correct each compound sentence by adding a comma and the word *and*, *or*, or *but*. Write the sentence.

5. The travelers could sail in an unsafe ship, or they could go on by camel.

4. They stopped at a port to get a ship, but the ships were not sturdy.

3. Marco's father had traveled to China, and he planned another trip.

2. He studied reading and writing, but he also studied cargo ships.

1. His father was a merchant, and Marco also trained to be a merchant.

A. Circle the comma and conjunction in each compound sentence.



Marco Polo was a traveler, and he was a writer.

- A compound sentence uses the conjunction *and*, *or*, or *but* to join two simple sentences with similar ideas.
- Use a comma before *and*, *or*, or *but* when you write a compound sentence.

REMEMBER THE RULES

Combining Sentences: Compound Sentences

Name _____

Date _____

Practice

At Home: Write a short paragraph about a forest animal. Use different kinds of sentences. Proofread for correct capitalization and punctuation.

10. A male's antlers are huge and they can be an amazing five feet wide

9. the moose is an elk and it is the largest member of the deer family

8. is a moose in the horse family or is it a kind of deer

7. a moose may feed on twigs and bark or it may eat plants in a pond

6. antonio saw a moose but he was not close to it

B. Rewrite each compound sentence. Use correct capitalization and punctuation.

5. did you know that porcupines can climb trees

4. how excited he was to see a porcupine

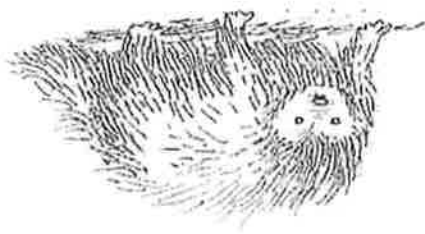
3. one animal had long quills all over its body and tail

2. guess the animals he saw in the woods

1. antonio enjoys hiking, but he especially likes climbing mountains

Add missing punctuation.

A. Fix each sentence. Circle each letter that should be a capital letter.



REMEMBER THE RULES

- Use a **capital letter** to begin every sentence.
- Use a **period** at the end of **declarative** and **imperative** sentences.
- Use a **question mark** at the end of an **interrogative** sentence.
- Use an **exclamation mark** at the end of an **exclamatory** sentence.
- Use a **comma** before *and*, *but*, or *or* when joining two sentences.

Mechanics and Usage: Sentence Punctuation

Name _____

Date _____



exclamatory.

B. 6-10. Next to each sentence you wrote, indicate what kind of sentence it is. Write *D* for declarative, *I* for interrogative, *M* for imperative, and *E* for

5. Get your gloves then you'll be ready to go

4. Will you fill the water bottles put them in the backpack

3. We can make sandwiches I'll carry them in my backpack

2. The day is cold the sunshine feels wonderful

1. We can go to the park we can walk on the golf course

A. Rewrite each compound sentence correctly. Add missing punctuation marks and joining words.

Old snowshoes were made of wood, but new ones are made of aluminum.

word and, or, or but.

• A **compound sentence** contains two sentences joined by a comma and the

• An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark. *What giant footprints these are!*

• An **imperative sentence** tells or asks someone to do something. It ends with a period. *Try it sometime if you can.*

Have you ever enjoyed this winter activity?

• An **interrogative sentence** asks a question. It ends with a question mark.

Some people like to snowshoe in the winter.

• A **declarative sentence** makes a statement. It ends with a period.

REMEMBER THE RULES

Mixed Review

Name _____

Date _____

Practice

Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

- A run-on sentence joins sentences that should be written separately or as a compound sentence.
- One way to correct a run-on sentence is to separate each complete idea into a sentence.
- Another way to correct a run-on sentence is to rewrite it as a compound sentence. Use a comma and the word *and*, *or*, or *but* to combine the sentences.

A. Find the sentences that are joined in each run-on sentence. Draw one line under the first sentence, and draw two lines under the second sentence.

1. The ancient Maya lived in Middle America they built enormous structures.
 2. The Maya used stone blocks for building these blocks were huge and heavy.
 3. Workers had to lift the blocks some of the workers were probably enslaved.
 4. Structures included palaces and pyramids the city of Copán had a ball court.
 5. Teams played a game called pokta-pok in this court it was a rough game.
- B. Rewrite each run-on sentence by forming a compound sentence.
6. Some Maya men were soldiers and merchants most were farmers.

7. Teenage boys moved to group homes girls remained with their families.

8. Kings ruled the cities events in their lives were recorded on tall stones.

9. The symbols carved into the stones represented objects they stood for sounds.

10. The Maya also invented a number system merchants used it in their business.

At Home: Write four sentences about an ancient civilization you have studied in school. Check for any run-on sentences and correct them.

7

At Home: Write a paragraph about something interesting you have seen. Check your writing for run-on sentences and sentence fragments.



10. The second trench held the cavalry the third trench was command headquarters.

9. There were 200 soldiers they had real bows and arrows.

8. The largest trench had more than 3,000 foot soldiers they were all different.

7. The emperor thought the clay army would protect him he thought it would keep him safe in the afterlife.

B. Rewrite each run-on sentence as two separate sentences or as a compound sentence. Use correct capitalization and end punctuation.

3. He came to power as a boy. _____

2. His name was Shih Huang Ti. _____

1. China's first ruling emperor. _____

A. Read each group of words. Write F if the words are a sentence fragment. Write S if the words are a complete sentence.

The emperor's tomb had a huge army. It was made of clay.

as a compound sentence.

• You can correct a run-on sentence by rewriting it as separate sentences or

The emperor's tomb had a huge army it was made of clay.

• A run-on sentence has two or more sentences that should stand alone.

The tomb of China's first emperor was spectacular.

• You can correct a sentence fragment by adding a subject or a predicate.

The tomb of China's first emperor.

• A sentence fragment does not express a complete thought.

REMEMBER THE RULES

Common Errors: Sentence Fragments and Run-on Sentences

At Home: What Saturday chores do you do around your house? Use given time-order words to tell what you do.



- 11. _____ I got up and got dressed. _____ I fixed breakfast.
- 12. _____ I had started eating, the phone rang. _____ someone knocked at the door.
- 13. _____ I answered the door, the dog got loose. _____ the phone rang again.
- 14. _____ I chased my dog down the street. _____ I let Mrs. West into the house.
- 15. _____ Mrs. West waited for Mom to come downstairs, I _____ ate my cereal.

B. Use time-order words or phrases to complete the sentences.

- 1. On Saturday, I went outside (as soon as, before) I was finished with breakfast.
- 2. (First, Tomorrow) I got out the rake and the wheel barrow.
- 3. (Then, Finally) I helped rake leaves.
- 4. (Second, Next) I mowed the back lawn.
- 5. (In the meantime, Tonight) my dad clipped the grass around the edges.
- 6. (At the same time, Before) my mom weeded the flower beds.
- 7. (Then, Second) she went in the vegetable garden and picked tomatoes.
- 8. (Yesterday, As soon as) I was finished mowing, I went to help Mom.
- 9. After we had worked all morning, we (finally, now) took a break.
- 10. As we ate tomato sandwiches, Mom said, "(Yesterday, Tomorrow) we can work on the front yard!"

A. You are helping your dad with the yard work. Circle a time-order word or phrase to finish each sentence below.

• Time-order words and phrases tell when things happen and the order in which they happen.

First, we got our tickets.

As soon as we were in the theater, we found our seats.

Finally, the movie started.

Vocabulary: Time-Order Words

Name _____

Date _____

Practice





- B. Fill in each blank with the correct plural form of the singular noun in parentheses.
11. Quilting bees were also a time for (party) _____
 12. In the evening, (family) _____ would come to the house.
 13. (Neighbor) _____ lived far apart in those days.
 14. They enjoyed sharing (meal) _____ and dancing.
 15. Today people take (class) _____ to learn how to make a quilt.

- A. Circle singular or plural to identify the form of the underlined noun.
1. In colonial America, many women made quilts. singular plural
 2. They took turns meeting at their houses to sew. singular plural
 3. This activity was called a quilting bee. singular plural
 4. Everyone worked together on one quilt that was stretched on a quilting frame. singular plural
 5. With many sewers, a quilt could be finished more quickly. singular plural
 6. Quilters created many quilt patterns. singular plural
 7. One design had rows of ships. singular plural
 8. Another design looked like a flower. singular plural
 9. The stitches on quilts were very small. singular plural
 10. Quilts were used as covers for beds and the backs of chairs. singular plural

REMEMBER THE RULES

- Singular nouns name one person, place, thing, or idea.
- Plural nouns are usually formed by adding -s or -es. They name more than one person, place, thing, or idea.

Patches may be sewn together to make the top layer of some quilts.

plural noun
↓

singular noun
↓

plural noun
↓

Singular and Plural Nouns

Name _____

Date _____

Practice

Common and Proper Nouns

REMEMBER THE RULES

- Common nouns name any person, place, thing, or idea.
- Capitalize proper nouns that name particular people, places, things, or ideas.

A lizard that can fly lives in Malaysia.

common noun proper noun



A. Circle common noun or proper noun to identify each noun.

- | | | |
|-------------------|-------------|-------------|
| 1. forest | common noun | proper noun |
| 2. February | common noun | proper noun |
| 3. spring | common noun | proper noun |
| 4. lizard | common noun | proper noun |
| 5. David | common noun | proper noun |
| 6. science | common noun | proper noun |
| 7. Saturday | common noun | proper noun |
| 8. Ash Road | common noun | proper noun |
| 9. street | common noun | proper noun |
| 10. Nature Museum | common noun | proper noun |

B. Underline the common nouns in each sentence. Write the proper nouns.

11. The Willow Science Center in my town helps salamanders.

12. At night in March, these little creatures have to walk across Henry Street.

13. They lay eggs in Peter's Pond on the other side of this busy road.

14. Thomas and other volunteers helped build tunnels for the salamanders.

15. On Friday, Thomas and his friends Jerry, Laura, and Ana helped with the project.

At Home: List six common nouns and six proper nouns. In each list, include two nouns in each of these categories: persons, places, things.

More Plural Nouns

REMEMBER THE RULES

- Change -f to v and add -es to form the plural of some nouns ending in f or fe, for example, *life-lives*.
- Add -s to form the plural of nouns ending in a vowel followed by o, for example, *radio-radios*.
- Add -s or -es to form the plural of nouns ending in a consonant followed by o, for example, *piano-pianos* and *veto-vetoes*.
- Some nouns have a special plural form that does not end in -s, for example, *woman-women*.
- Some nouns stay the same whether singular or plural, for example, *geese-geese*.

A. Write the plural form of each noun.

1. volcano _____
2. moose _____
3. shelf _____
4. patio _____
5. loaf _____
6. tomato _____
7. rodeo _____
8. half _____
9. tooth _____
10. trout _____

B. Circle the correct plural form to complete each sentence.

11. I joined a walk to raise money to help sick _____.
childs children
12. We believed medical research could save _____.
lives lifes
13. Newspaper reporters snapped _____ and asked questions.
photoes photos
14. People along the way were making home _____.
videoes videos
15. My _____ were tired, but I felt good.
feet foots



At Home: Write four sentences with proper nouns. Include: a holiday, a family name, a person's name with a title, the title of a work.

13

10. _____ explorer _____ sponsored his first voyage.
9. _____ explorer _____ in _____ is named for the _____ that honors our country's flag.
8. _____ is the holiday in _____ of _____
7. This holiday is observed on the last _____ in the month _____ on _____
6. In the _____, graves are decorated with flags and flowers
- B. Complete each sentence with a proper noun. Use correct capitalization.
5. The editor of *godey's lady's book*, Mrs. Sarah Hale, wanted a day of thanks.
4. On November 26, 1789, President George Washington also declared a day of thanks.
3. In 1623, Governor William Bradford made July 30 a day of thanks for Plymouth colony.
2. Felipe, Brian, and I are meeting at Smith Library to do research.
1. My group report on Thanksgiving Day for Mrs. Caron's class is due on Friday.

A. Draw a line through each proper noun. Rewrite the nouns on the line above each sentence. Use correct capitalization.

REMEMBER THE RULES

- Capitalize days of the week, months, holidays, and proper nouns.
- Capitalize names, titles of people, and titles of works.

Tuesday Dr. Chu Boston Time for Kids

Mechanics and Usage: Capitalization

Name _____

Date _____

Practice



At Home: Write the common nouns in sentences 6-10 that are singular nouns. Then write the plural form of each one.



10. We helped read signs and soon found lakeside road.
9. The hospital was in the nearby town of grand lake.
8. It was the first day of december and very cold.
7. All my friends were ready to go early in the morning on saturday.

6. We went with my brother to washington memorial hospital.
 B. Circle the common noun or nouns in each sentence. Then write each proper noun, using correct capitalization.

5. We sewed with yarn and big plastic needles.
4. Then we cut out the pieces of cloth and sewed them together.
3. We cut out paper patterns and pinned them to cloth.
2. He planned to give all of them to sick childs.
1. My brother persuaded us to help him make beanbag toys.

A. If the underlined plural form in the sentence is correct, write *correct*. If the plural form is not correct, write it correctly.

REMEMBER THE RULES

- Most plural nouns end in -s or -es, but some plural nouns have special forms.
- Most children like toys.*
- ↓
- special form ends in -s
- **Common nouns** name any person, place, thing, or idea.
- **Proper nouns** name a particular person, place, thing, or idea and begin with a capital letter.
- I know that Tanya likes stuffed animals.*
- ↓
- proper noun
- common noun

Mixed Review

Name _____

Date _____

Practice

Singular Possessive Nouns

REMEMBER THE RULES

- Singular possessive nouns show ownership, or possession.
- To form the possessive of a singular noun, add 's.

A painter's brushes are several sizes.



singular possessive noun

A. Write the singular possessive form of the underlined noun.

1. Everyone in Gena family helped paint her room. _____

2. Her mom borrowed a neighbor ladder. _____

3. They used Uncle Fred rollers and brushes. _____

4. Gena wore her brother old shirt. _____

5. Dad noticed that the tip of their cat tail was blue! _____

B. Write the singular possessive noun for each group of words.

6. a poster that belongs to a sister _____

7. the idea of Dad _____

8. a photo of a friend _____

9. the hat that belongs to Mom _____

10. a book that belongs to Sergio _____

11. a dog that belongs to Aunt Rosemary _____

12. the nose of the dog _____

13. the laugh of Gena _____

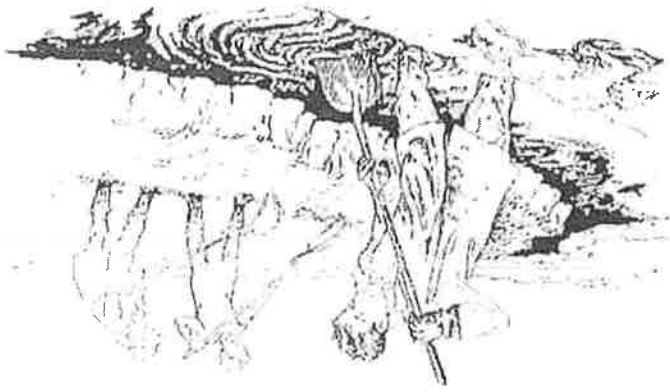
14. the chair that belongs to Grandpa Leo _____

15. a picture that belongs to Grandma Nell _____

At Home: Ask a family member to list four singular nouns. Then use the possessive form of each noun in a sentence. Underline each singular possessive noun.

At Home: Ask a parent or older sibling to let four plural nouns. Then use the possessive form of each noun in a sentence.

16



15. the contribution of groups

14. the members of clubs

13. wings of birds

12. hands of the people

11. water of the oceans

10. vans of volunteers

9. help of the men

8. work of the women

7. the feet of gulls

6. the cargo of tankers

B. Write the plural possessive noun for each group of words.

5. It was workers task to clean the oily sand.

4. Helpers followed naturalists instructions on what to do.

3. Birds feathers were covered with oil and had to be cleaned.

2. Many responded to the TV stations call for help.

1. People concern after an oil spill on a beach was wonderful.

A. Write the plural possessive form of the underlined noun.

REMEMBER THE RULES

- To form the possessive of a plural noun ending in -s, add an apostrophe (')
- To form the possessive of a plural noun that does not end in -s, add 's.

The children's reports were about seabirds' behavior.

plural possessive noun plural possessive noun

Plural Possessive Nouns

Name _____

Date _____

Practice

Mechanics and Usage: Letter Punctuation

REMEMBER THE RULES

- A comma follows the greeting and closing in a friendly letter.
- The greeting and the first word in the closing of a letter begin with a capital letter.
- A colon follows the greeting in a business letter.
- A comma separates the name of a city and state, and the day and the year in a date.

A. Circle the following phrases from business letters that have correct capitalization and punctuation.

- | | | |
|------------------------|---------------------|---------------------|
| 1. Dear Mrs. Davidson: | dear Mrs. Davidson, | Dear Mrs. Davidson, |
| 2. Sincerely yours | Sincerely yours, | sincerely yours, |
| 3. August 22 2001 | August 22, 2001 | August 22 2001, |
| 4. Columbus: Ohio | Columbus Ohio, | Columbus, Ohio |
| 5. Very truly yours, | Very truly yours: | Very truly yours |
| 6. Atlanta Georgia | Atlanta, Georgia | Atlanta Georgia: |
| 7. dear Ms. Lopez: | Dear Ms. Lopez | Dear Ms. Lopez: |
| 8. September 9: 2001 | September, 9 2001 | September 9, 2001 |
| 9. Respectfully, yours | Respectfully yours, | respectfully yours, |
| 10. Dear Mr. Young: | dear Mr. Young: | Dear Mr. Young, |

B. Write an example for each part of a friendly letter listed below.

11. heading _____

12. inside address _____

13. greeting _____

14. closing _____

15. signature _____

At Home: Write a business letter to a company that makes a product you like. Use correct capitalization and punctuation.

At Home: Write the possessive nouns from the letter above. Then write *SP* after the noun if it is a singular possessive or *PP* if it is a plural possessive.

18

7. dear Ramona
8. Everyone at Coaltown Library thanks you for your help with the library's book sale.
9. We greatly appreciate your classmates hard work, too.
10. your librarian

B. Add missing punctuation to the following friendly letter. Circle each word that should begin with a capital letter.

1. The library in _____ town had a book sale. (Ramona)
2. It was the _____ plan for making extra money. (librarian)
3. She wanted to buy beanbag chairs for the _____ room. (children)
4. Ramona asked classmates to collect their _____ old books. (families)

A. In each sentence, write the possessive form of the noun in parentheses.

REMEMBER THE RULES

- To form the possessive of most singular nouns, add -'s.
- To form the possessive of a plural noun ending in -s, add only an apostrophe (').
- To form the possessive of a plural noun that does not end in -s, add -'s.

plural noun ending in -s ↑
 The sisters' favorite book is about two mice's adventures in a house's attic.
 ↓
 singular noun

Dear Richard, Your friend,
 A comma follows the greeting and closing of a friendly letter.
 The greeting and the closing of a letter begin with a capital letter.
 A comma follows the greeting and closing of a friendly letter.

- A comma separates the name of a city and state and the day and the year in a date. *Oklahoma City, Oklahoma January 1, 2001*

Mixed Review

Name _____

Date _____

Practice

At Home: Find four sentences that contain negatives in a story. Copy the sentences and underline the negatives.

15. England held celebrations to honor her, but she didn't go to none of them.

14. No one did no more than she to introduce the world to skilled nursing.

13. Florence would not accept no unclean conditions.

12. She was also angry that people hadn't done nothing to clean up the hospital.

11. Florence wrote angry letters explaining that there weren't no supplies.

B. Underline the two negatives in each sentence. Then rewrite the sentence correctly, using only one negative.

10. _____ No one was taking care of the sick and injured men.

9. _____ She was upset that the hospital had no cots or medical supplies.

8. _____ During a war in 1854, Florence was asked to care for wounded soldiers.

7. _____ Nothing would stop Florence from leaving home to study nursing.

6. _____ Hospitals then were no place for a young woman like Florence.

5. _____ Florence's mother couldn't understand this decision.

4. _____ Florence decided she wanted to work in a hospital.

3. _____ When she became an adult, she did not forget her goal.

2. _____ She didn't know then exactly what she would do.

1. _____ Florence Nightingale decided at age 16 that she wanted to help people.

A. Put a check mark in front of sentences that have a negative. Circle the negative.



Incorrect: There weren't no bandages in the hospital.
Correct: There weren't any bandages in the hospital.
Correct: There were no bandages in the hospital.

- A negative is a word that means "no" or "not."
- Use only one negative in a sentence.

REMEMBER THE RULES

Negatives

Name _____

Date _____

Practice

- B. Add capital letters and punctuation marks to the following sentences.
1. Well nothing she does seems to bother him
 12. Hooray the man is taking her home
 13. Oh did you hear he named his kitten Friend
 14. Aha I think the kitten will change his life
 15. Gee what a difference a pet can make

- | | | |
|---|------|--------|
| 1. Oh, that man seems so lonely. | mild | strong |
| 2. Well, let's see if petting a kitty can cheer him up. | mild | strong |
| 3. Wow! He has a big smile on his face. | mild | strong |
| 4. Hey! Why don't we ask if he'd like a pet kitten? | mild | strong |
| 5. Great! He decided he would like one. | mild | strong |
| 6. Well, let's take him to see Shadow's kittens. | mild | strong |
| 7. Aw, the tiny gray one is purring in his lap. | mild | strong |
| 8. Oh, no! Now she's chewing on his finger. | mild | strong |

A. Circle the interjection in each sentence. Then circle **mild** or **strong** to show the kind of interjection it is.

REMEMBER THE RULES

- An interjection expresses strong emotion.
- Use a **comma** after a mild interjection and an exclamation mark after a strong interjection.

Hey! Here are Shadow's kittens. (strong interjection)
Oh, they're so cute. (mild interjection)

Interjections

Name _____

Date _____

Practice

Part 2 - Complete either the fiction or nonfiction book summary. You do not have to do both.



Fiction Book Summary

Name: _____
Date: _____
Title: _____
Author: _____
Name of the Protagonist: _____
Why is this character considered the "hero" of the story?

Name of the Antagonist: _____
Why is this character considered the "villain" of the story?

What is the setting of the story? (time and place)

Explain an example of a conflict (ex. man vs. man, man vs. nature, man vs. machine) and who was involved from your book.

• What are examples of **connections** you made while reading this book? (for example: real world ----> maybe you saw it on the news, personal experiences ----> an experience

Please identify at least **five facts or important pieces** of information in the book you read.

• What are examples of **connections** you made while reading this book?
Real world **connections**-an event you saw on the news that is happening in the world now
Personal connections-an experience you've been through
Literature connections - something you've read about previously
Media connections -the news or maybe a story online or on Tik Tok.
Next, identify the **details** from the book that helped you make that **connection**.

What is an example of a **theme** (the message of moral from the story) from your book?

- you've been through, literature connections ----> something you read previously and connected, media connections ----> the news or maybe a story online or on Tik Tok). Identify the **details** from the book that helped you make that **connection**.

What new **sophisticated** (intelligent, worldly, and smart) vocabulary did you discover while reading?
Please list and define the new words (**at least five**).

1.

2.

3.

4.

5.

Develop a list of **five** questions: **specific to the book** that you might want to discuss with a peer, group, or the class.

1.

2.

3.

4.

was involved from your book.
Explain an example of a **conflict** (ex. man vs. man, man vs. nature, man vs. machine) and who

What's the **setting** of this book? (time and place)

What's the **main idea** of the book you read?

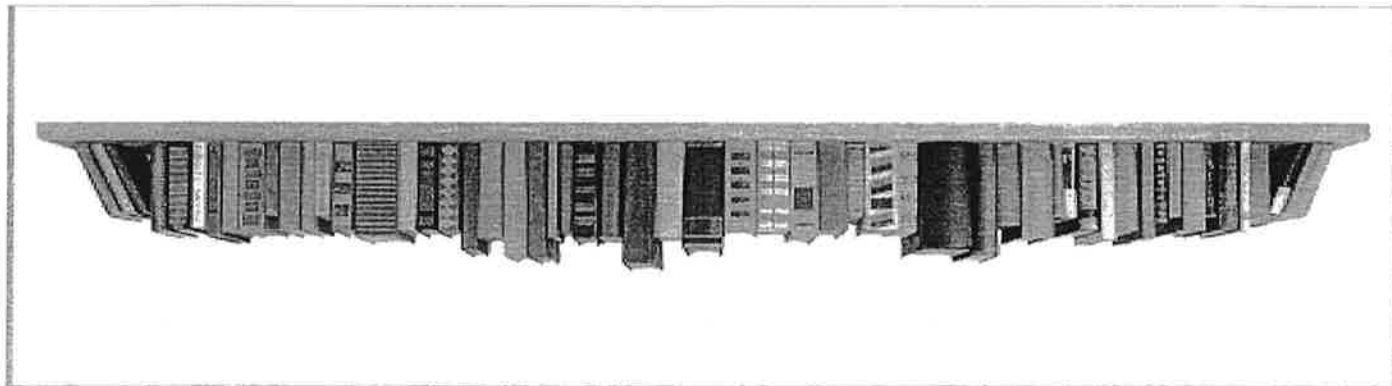
Author: _____

Title: _____

Date: _____

Name: _____

Non-Fiction Book Summary



• What are examples of **connections** you made while reading this book?
Real world connections-an event you saw on the news that is happening in the world now
Personal connections-an experience you've been through
Literature connections - something you've read about previously
Media connections -the news or maybe a story online or on Tik Tok.
Next, identify the **details** from the book that helped you make that **connection**.

1.
2.
3.
4.
5.

Please identify at least **five facts** or **important pieces** of information in the book you read.

What is an example of a **theme** (the message or moral from the story) from your book?

What new **sophisticated** (intelligent, worldly, and smart) vocabulary did you discover while reading?

Please list and define the new words (**at least five**).

Develop a list of **five** questions; **specific to the book** that you might want to discuss with a peer, group, or the class.

1.

2.

3.

4.

5.

Write a **100 - 150** word summary of the book creating (**at least**) **10** grade appropriate sentences.