5th Grade Study Guide

Grammar, Unit 5 – June 11

|  |  |
| --- | --- |
| **Topic** | **Practice Book Page** |
| **Lesson 21****Verbs be and have**The verbs **be** and **have** are irregular verbs.They change forms when the subject changes.The subject and verb in a sentence mustagree in number and tense.

|  |  |  |
| --- | --- | --- |
| Verb | Present | Past |
| BE | I amYou areHe isShe isIt isWe areThey are | I wasYu wereHe wasShe wasIt wasWe wereThey were |
| HAVE | I haveYou haveHe hasShe hasIt hasWe haveThey have | I hadYou hadHe hadShe hadIt hadWe hadThey had |

Many phrases use the verbs be and have. A verb phrase is the part of the sentence that shows the action. The whole verb phrase acts as a verb.**Verb Phrase**Shaina is learning about ocean habitats. | p. 247-249,251 |
| **Lesson 22****Perfect Tenses (Past, Present, Future)***The present perfect* tense uses has or have asa helping verb. The main verb is written in thepast tense. **The helping verb and main verb****together form the present perfect tense.**Ppresent perfect: We **have gathered** many berries.*The past perfect tense* uses **had** as a helping verb. The main verb is written in the past tense. **The helping verb and main verb together form the past perfect tense.****Past perfect:** We **had gathered** many berries.*The future perfect* tense uses **will have** as a helping verb. The main verb is written in the past tense. **The helping verb and main verb together form the future perfect tense.****Future perfect:** We **will have gathered** many berries. | p. 259-261, 263p. 283 – 285, 287 |
| **Lesson 23****Transitional words and Phrases****Transitional words** connect sentences and ideas, and they help readers make sense of what they read. Transition words such as also, therefore, and so can link ideas.*Example:*Herding cattle was difficult work, **so** ranchers had to be strong.Transition words show when one idea ends and another begins. Some transition words tell about time or order. Others tell when something is beginning or ending. They include: *first,second,next, now,then,earlier,later,finally,at last, finally, tusum up, in the end, etc.*Example:The vaqueros worked all day. **Then** they madetheir own camps at night. | p. 271 -273,275 |
| **Lesson 24****Comparative and Superlative Degrees of Adjectives and Adverbs** Comparative adjectives compare two people, places, or things. Add **–er** to the adjective or use more before the adjective. Superlative adjectives compare more than two people, places, or things. Add **–est** to the adjective oruse most before the adjective. Sometimes a **y** at the end of an adjective **must change to an I** in order to form a comparative or superlative. For long adjectives, use words more and most.Comparative:Life on the prairie was **harder** than life in the city.Superlative:The wolf is the **most frightening** animal to hearat night.The words *good* and *bad* have special comparative and superlative forms.Good –better-the bestBad – worse – the worst**Adverbs** have comparative forms. Add the word more in front of an adverb to make the comparative form. Add the word most in front of an adverb to make the superlative form.**Example:**Comparative: We woke up more happily this morning than we did yesterday.Superlative: We woke up most happily whenever we had slept well. | p. 283 – 285,287 |
| **Lesson 25****Uses of Comma**In a sentence, a comma separates a title of a created work and the author. Incorrect: We just read a poem called“Explorer” by John Doe. Correct: We just read a poem called“Explorer,” by John Doe.Sometimes a title is surrounded by commas.You should be able to remove a title froma sentence and the sentence should stillmake sense.Incorrect: We read a book Westward Journeyin class.Correct: We read a book, Westward Journey,in class.You use commas to separate items in a series.Example: You may see bears, wolves, or rabbits. | p. 296,297 |