

6th Grade MATH WORKBOOK



Teacher : _____

Date : _____

$$\begin{array}{r} 97_ \\ +_79 \\ \hline 11_7 \end{array}$$

$$\begin{array}{r} 2_8 \\ +_34 \\ \hline 53_ \end{array}$$

$$\begin{array}{r} 5_5 \\ +_8_ \\ \hline 1491 \end{array}$$

$$\begin{array}{r} 1_1 \\ +_06 \\ \hline 39_ \end{array}$$

$$\begin{array}{r} 8_2 \\ +_6_ \\ \hline 1205 \end{array}$$

$$\begin{array}{r} _5_ \\ +3_3 \\ \hline 1120 \end{array}$$

$$\begin{array}{r} 1_7 \\ +_24 \\ \hline 64_ \end{array}$$

$$\begin{array}{r} 1_3 \\ +_9_ \\ \hline 422 \end{array}$$

$$\begin{array}{r} _29 \\ +46_ \\ \hline 12_5 \end{array}$$

$$\begin{array}{r} 7_2 \\ +_7_ \\ \hline 916 \end{array}$$

$$\begin{array}{r} _03 \\ +2_1 \\ \hline 56_ \end{array}$$

$$\begin{array}{r} 3_4 \\ +_53 \\ \hline 52_ \end{array}$$

$$\begin{array}{r} 8_6 \\ +72_ \\ \hline 1_42 \end{array}$$

$$\begin{array}{r} _7_ \\ +319 \\ \hline 12_8 \end{array}$$

$$\begin{array}{r} 7_7 \\ +23_ \\ \hline _99 \end{array}$$

$$\begin{array}{r} 64_ \\ +_42 \\ \hline 14_8 \end{array}$$

$$\begin{array}{r} _92 \\ +9_0 \\ \hline 127_ \end{array}$$

$$\begin{array}{r} 3_9 \\ +58_ \\ \hline _29 \end{array}$$

$$\begin{array}{r} 1_8 \\ +_08 \\ \hline 39_ \end{array}$$

$$\begin{array}{r} 622 \\ +_3_ \\ \hline 10_1 \end{array}$$

$$\begin{array}{r} _9_ \\ +5_0 \\ \hline 1319 \end{array}$$

$$\begin{array}{r} _0_ \\ +534 \\ \hline 6_8 \end{array}$$

$$\begin{array}{r} 4_7 \\ +_92 \\ \hline 77_ \end{array}$$

$$\begin{array}{r} 4_7 \\ +_42 \\ \hline 101_ \end{array}$$

$$\begin{array}{r} _2_ \\ +5_5 \\ \hline 781 \end{array}$$

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$$\begin{array}{r} 308 \\ - 221 \\ \hline \end{array}$$

$$\begin{array}{r} 699 \\ - 600 \\ \hline \end{array}$$

$$\begin{array}{r} 680 \\ - 341 \\ \hline \end{array}$$

$$\begin{array}{r} 232 \\ - 186 \\ \hline \end{array}$$

$$\begin{array}{r} 820 \\ - 238 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ - 184 \\ \hline \end{array}$$

$$\begin{array}{r} 904 \\ - 431 \\ \hline \end{array}$$

$$\begin{array}{r} 708 \\ - 207 \\ \hline \end{array}$$

$$\begin{array}{r} 420 \\ - 135 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ - 616 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ - 654 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ - 557 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ - 120 \\ \hline \end{array}$$

$$\begin{array}{r} 799 \\ - 777 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ - 497 \\ \hline \end{array}$$

$$\begin{array}{r} 740 \\ - 545 \\ \hline \end{array}$$

$$\begin{array}{r} 806 \\ - 279 \\ \hline \end{array}$$

$$\begin{array}{r} 760 \\ - 145 \\ \hline \end{array}$$

$$\begin{array}{r} 267 \\ - 253 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ - 462 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ - 670 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ - 111 \\ \hline \end{array}$$

$$\begin{array}{r} 907 \\ - 165 \\ \hline \end{array}$$

$$\begin{array}{r} 860 \\ - 746 \\ \hline \end{array}$$

$$\begin{array}{r} 376 \\ - 301 \\ \hline \end{array}$$

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Write the Correct Comparison Symbol ($>$, $<$ or $=$) in Each Box

1) 9.6 0.96

11) 9.02 9.02

2) 4.44 4.46

12) 3.74 0.374

3) 5.75 5.77

13) 0.78 0.76

4) 1.04 1.06

14) 7.73 7.71

5) 5.29 5.37

15) 2.19 0.219

6) 9.11 9.14

16) 3.67 3.68

7) 0.97 0.097

17) 7.42 7.46

8) 8.03 0.803

18) 1.78 0.178

9) 4.33 0.433

19) 6.83 6.81

10) 2 0.2

20) 0.23 0.2

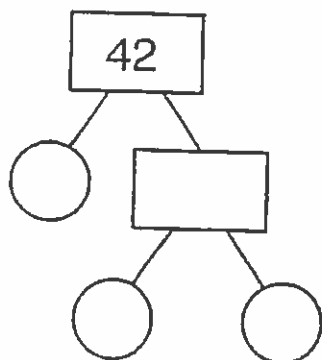
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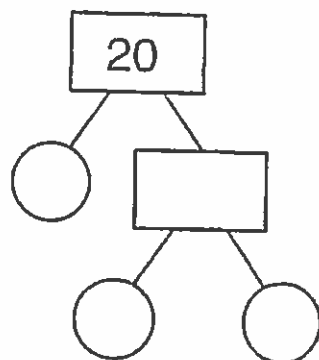
Date : _____

Find the Prime Factors of the Numbers

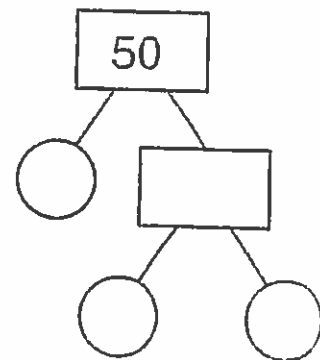
1)



2)



3)



Prime Factors

$$_ \times _ \times _ = 42$$

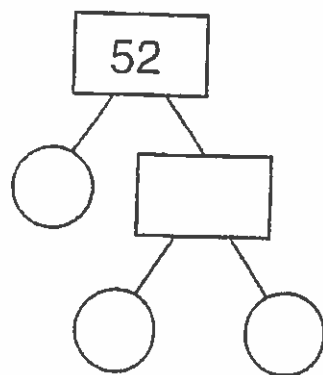
Prime Factors

$$_ \times _ \times _ = 20$$

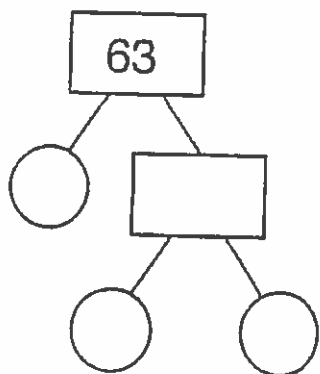
Prime Factors

$$_ \times _ \times _ = 50$$

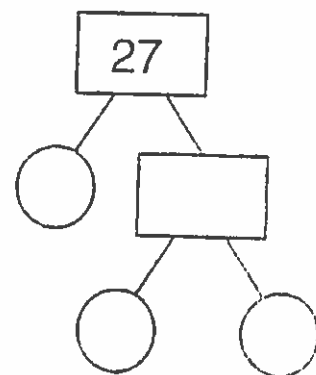
4)



5)



6)



Prime Factors

$$_ \times _ \times _ = 52$$

Prime Factors

$$_ \times _ \times _ = 63$$

Prime Factors

$$_ \times _ \times _ = 27$$



Least common multiple of 2 numbers (2-30)

Grade 6 Factoring Worksheet

Find the least common multiple (LCM).

- | | |
|-------------------------|--------------------------|
| 1. 18 _____
9 _____ | 2. 30 _____
8 _____ |
| 3. 19 _____
3 _____ | 4. 4 _____
3 _____ |
| 5. 6 _____
28 _____ | 6. 20 _____
30 _____ |
| 7. 30 _____
13 _____ | 8. 6 _____
2 _____ |
| 9. 3 _____
12 _____ | 10. 9 _____
22 _____ |
| 11. 5 _____
15 _____ | 12. 15 _____
23 _____ |
| 13. 6 _____
9 _____ | 14. 26 _____
13 _____ |
| 15. 15 _____
8 _____ | 16. 3 _____
10 _____ |



Greatest common factor of 2 numbers (2-50)

Grade 6 Factoring Worksheet

Find the greatest common factor.

1. $\frac{15}{5}$ _____

2. $\frac{44}{22}$ _____

3. $\frac{35}{20}$ _____

4. $\frac{12}{27}$ _____

5. $\frac{12}{44}$ _____

6. $\frac{7}{35}$ _____

7. $\frac{39}{9}$ _____

8. $\frac{38}{14}$ _____

9. $\frac{22}{11}$ _____

10. $\frac{48}{32}$ _____

11. $\frac{35}{21}$ _____

12. $\frac{28}{14}$ _____

13. $\frac{30}{35}$ _____

14. $\frac{7}{14}$ _____

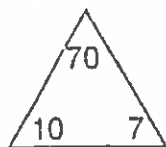
15. $\frac{14}{42}$ _____

16. $\frac{40}{18}$ _____

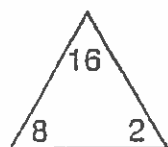
Teacher : _____

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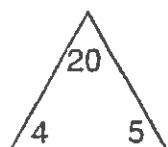
Complete Each Family of Facts



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

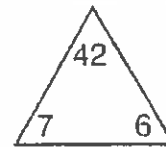


$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$



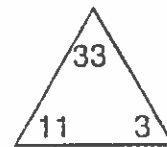
$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

4)



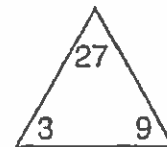
$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

5)



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

6)



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

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Evaluate the Exponents

1) $(8)^2 =$ _____

11) $(9)^2 =$ _____

2) $(6)^2 =$ _____

12) $(2)^6 =$ _____

3) $(6)^4 =$ _____

13) $(2)^7 =$ _____

4) $(9)^2 =$ _____

14) $(3)^3 =$ _____

5) $(4)^2 =$ _____

15) $(3)^5 =$ _____

6) $(5)^4 =$ _____

16) $(7)^2 =$ _____

7) $(2)^4 =$ _____

17) $(3)^4 =$ _____

8) $(5)^2 =$ _____

18) $(7)^2 =$ _____

9) $(2)^4 =$ _____

19) $(8)^2 =$ _____

10) $(3)^3 =$ _____

20) $(10)^2 =$ _____

Teacher : _____

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Write the Correct Comparison Symbol ($>$, $<$ or $=$) in Each Box

1) $\frac{1}{4}$ $\frac{1}{2}$

11) $\frac{1}{3}$ $\frac{3}{4}$

2) $\frac{1}{3}$ $\frac{1}{2}$

12) $\frac{1}{4}$ $\frac{1}{2}$

3) $\frac{2}{3}$ $\frac{1}{2}$

13) $\frac{1}{2}$ $\frac{1}{3}$

4) $\frac{2}{3}$ $\frac{2}{3}$

14) $\frac{1}{4}$ $\frac{1}{4}$

5) $\frac{1}{2}$ $\frac{1}{4}$

15) $\frac{1}{2}$ $\frac{1}{2}$

6) $\frac{1}{4}$ $\frac{2}{3}$

16) $\frac{1}{2}$ $\frac{1}{2}$

7) $\frac{1}{3}$ $\frac{2}{4}$

17) $\frac{1}{2}$ $\frac{2}{4}$

8) $\frac{1}{3}$ $\frac{2}{3}$

18) $\frac{1}{2}$ $\frac{1}{2}$

9) $\frac{2}{4}$ $\frac{1}{3}$

19) $\frac{1}{2}$ $\frac{1}{3}$

10) $\frac{3}{4}$ $\frac{2}{4}$

20) $\frac{1}{2}$ $\frac{1}{2}$



Addition of Decimals

Grade 6 Decimals Worksheet

Find the sum.

1. $0.4 + 0.05 =$ _____ 2. $5 + 0.02 =$ _____

3. $0.01 + 5 =$ _____ 4. $0.2 + 6 =$ _____

5. $0.06 + 0.03 =$ _____ 6. $0.3 + 0.05 =$ _____

7. $5 + 4 =$ _____ 8. $0.06 + 0.001 =$ _____

9. $0.2 + 3 =$ _____ 10. $0.006 + 0.4 =$ _____

11. $4 + 0.04 =$ _____ 12. $0.01 + 4 =$ _____

13. $0.000 + 0 =$ _____ 14. $0.3 + 0.001 =$ _____

15. $1 + 1 =$ _____ 16. $0.03 + 0.2 =$ _____

17. $0.001 + 0.02 =$ _____ 18. $0 + 0.04 =$ _____

19. $4 + 0.02 =$ _____ 20. $0.02 + 0.2 =$ _____



Subtraction of Decimals

Grade 6 Decimals Worksheet

Find the difference.

1. $0.89 - 0.6 =$ _____

2. $0.82 - 0.03 =$ _____

3. $2.9 - 0.02 =$ _____

4. $1.6 - 0.8 =$ _____

5. $0.81 - 0.3 =$ _____

6. $0.13 - 0.06 =$ _____

7. $0.34 - 0.2 =$ _____

8. $10.0 - 0.4 =$ _____

9. $7.8 - 0.9 =$ _____

10. $0.25 - 0.03 =$ _____

11. $3.3 - 0.05 =$ _____

12. $4.3 - 0.03 =$ _____

13. $0.12 - 0.03 =$ _____

14. $6.3 - 0.03 =$ _____

15. $0.36 - 0.02 =$ _____

16. $4.4 - 0.07 =$ _____

17. $0.50 - 0.1 =$ _____

18. $0.17 - 0.06 =$ _____

19. $4.4 - 0.8 =$ _____

20. $1.2 - 0.2 =$ _____



Multiplying whole numbers by decimals

Grade 6 Decimals Worksheet

Find the product.

1. $3 \times 0.008 =$ _____

2. $11 \times 0.003 =$ _____

3. $12 \times 0.4 =$ _____

4. $4 \times 0.04 =$ _____

5. $12 \times 0.007 =$ _____

6. $7 \times 0.02 =$ _____

7. $10 \times 0.8 =$ _____

8. $12 \times 0.008 =$ _____

9. $12 \times 0.05 =$ _____

10. $11 \times 0.4 =$ _____

11. $6 \times 0.7 =$ _____

12. $5 \times 0.9 =$ _____

13. $10 \times 0.003 =$ _____

14. $1 \times 0.007 =$ _____

15. $11 \times 0.05 =$ _____

16. $8 \times 0.007 =$ _____



Multiplying whole numbers by decimals

Grade 6 Decimals Worksheet

Find the product.

1. $5 \times 0.4 =$ _____

2. $10 \times 0.003 =$ _____

3. $4 \times 0.8 =$ _____

4. $9 \times 0.002 =$ _____

5. $12 \times 0.9 =$ _____

6. $10 \times 0.06 =$ _____

7. $11 \times 0.06 =$ _____

8. $2 \times 0.08 =$ _____

9. $11 \times 0.002 =$ _____

10. $10 \times 0.02 =$ _____

11. $11 \times 0.01 =$ _____

12. $3 \times 0.02 =$ _____

13. $2 \times 0.002 =$ _____

14. $7 \times 0.08 =$ _____

15. $8 \times 0.008 =$ _____

16. $12 \times 0.008 =$ _____

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Solve each division problem.

$$5 \overline{) 1.80}$$

$$2 \overline{) 9.44}$$

$$7 \overline{) 4.97}$$

$$6 \overline{) 6.30}$$

$$4 \overline{) 5.72}$$

$$7 \overline{) 7.63}$$

$$9 \overline{) 7.83}$$

$$5 \overline{) 7.95}$$

$$2 \overline{) 9.76}$$

$$3 \overline{) 3.21}$$

$$8 \overline{) 5.04}$$

$$3 \overline{) 3.03}$$

$$8 \overline{) 7.84}$$

$$9 \overline{) 6.03}$$

$$9 \overline{) 7.02}$$

$$6 \overline{) 5.16}$$

$$6 \overline{) 9.72}$$

$$8 \overline{) 2.64}$$

$$4 \overline{) 8.20}$$

$$5 \overline{) 7.15}$$

$$2 \overline{) 5.88}$$



Dividing Decimals by Whole Numbers

Grade 6 Decimals Worksheet

Find the quotient.

1. $0.61 \div 8 =$ _____ 2. $4.6 \div 2 =$ _____

3. $4.2 \div 1 =$ _____ 4. $0.98 \div 1 =$ _____

5. $0.35 \div 9 =$ _____ 6. $0.63 \div 4 =$ _____

7. $0.74 \div 5 =$ _____ 8. $5.2 \div 4 =$ _____

9. $0.85 \div 2 =$ _____ 10. $0.98 \div 9 =$ _____

11. $0.82 \div 5 =$ _____ 12. $0.63 \div 6 =$ _____

13. $8.7 \div 7 =$ _____ 14. $0.53 \div 2 =$ _____

15. $0.16 \div 6 =$ _____ 16. $3.3 \div 4 =$ _____

17. $7.9 \div 9 =$ _____ 18. $8.6 \div 6 =$ _____

19. $0.90 \div 2 =$ _____ 20. $0.85 \div 6 =$ _____

Simplifying proper fractions

Grade 6 Fraction Worksheet

Simplify the fractions.

1. $\frac{4}{8} =$ _____

2. $\frac{14}{50} =$ _____

3. $\frac{46}{60} =$ _____

4. $\frac{81}{126} =$ _____

5. $\frac{54}{72} =$ _____

6. $\frac{8}{128} =$ _____

7. $\frac{35}{60} =$ _____

8. $\frac{72}{108} =$ _____

9. $\frac{21}{63} =$ _____

10. $\frac{10}{30} =$ _____

11. $\frac{6}{45} =$ _____

12. $\frac{5}{10} =$ _____

13. $\frac{9}{24} =$ _____

14. $\frac{50}{125} =$ _____



Improper fractions to mixed numbers

Grade 6 Fraction Worksheet

Convert the fractions into mixed numbers.

1. $\frac{12}{7} =$ _____

2. $\frac{93}{10} =$ _____

3. $\frac{19}{11} =$ _____

4. $\frac{21}{9} =$ _____

5. $\frac{46}{5} =$ _____

6. $\frac{9}{6} =$ _____

7. $\frac{33}{12} =$ _____

8. $\frac{25}{4} =$ _____

9. $\frac{27}{6} =$ _____

10. $\frac{23}{7} =$ _____

11. $\frac{37}{8} =$ _____

12. $\frac{34}{7} =$ _____

13. $\frac{26}{4} =$ _____

14. $\frac{22}{3} =$ _____

15. $\frac{43}{9} =$ _____

16. $\frac{107}{10} =$ _____

17. $\frac{107}{11} =$ _____

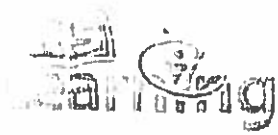
18. $\frac{66}{12} =$ _____

Ratio word problems

Grade 6 Ratios Worksheet

It's inventory time at the fruit and vegetable store. Help by answering the questions, using ratios.

1. The ratio of tomatoes to red apples is 2:5. If there are 20 tomatoes, how many red apples are there?
2. The ratio of berries to oranges is 10:1. If there are 25 oranges, how many berries are there?
3. The ratio of potatoes to turnips is 1:1. If there are 473 potatoes, how many turnips are there?
4. The ratio of pears to green apples is 1:3. If there are 150 green apples, how many pears are there?
5. The ratio of bananas to melons is 30:1. If there are 300 bananas, how many melons are there?
6. The ratio of blueberries to strawberries is 1:7. If there are 210 strawberries, how many blueberries are there.



Simple proportions

Grade 6 Ratios Worksheet

Use cross multiplication to solve the following proportions.

1. $\frac{6}{6} = \frac{15}{18}$

2. $\frac{3}{3} = \frac{16}{24}$

3. $\frac{3}{5} = \frac{1}{15}$

4. $\frac{6}{6} = \frac{2}{12}$

5. $\frac{5}{5} = \frac{16}{20}$

6. $\frac{1}{2} = \frac{1}{8}$

7. $\frac{8}{8} = \frac{10}{16}$

8. $\frac{2}{2} = \frac{4}{8}$

9. $\frac{4}{4} = \frac{9}{12}$

10. $\frac{1}{3} = \frac{3}{9}$

11. $\frac{2}{2} = \frac{4}{8}$

12. $\frac{2}{2} = \frac{10}{20}$

Equivalent fractions (3 fractions)

Grade 6 Fraction Worksheet

Find the value of the missing numbers.

1. $\frac{2}{4} = \frac{\quad}{28} = \frac{\quad}{16}$

2. $\frac{4}{10} = \frac{20}{\quad} = \frac{\quad}{100}$

3. $\frac{3}{5} = \frac{24}{\quad} = \frac{18}{\quad}$

4. $\frac{15}{24} = \frac{75}{\quad} = \frac{\quad}{48}$

5. $\frac{17}{20} = \frac{170}{\quad} = \frac{\quad}{100}$

6. $\frac{1}{7} = \frac{\quad}{14} = \frac{\quad}{28}$

7. $\frac{7}{12} = \frac{70}{\quad} = \frac{42}{\quad}$

8. $\frac{3}{9} = \frac{15}{\quad} = \frac{24}{\quad}$

9. $\frac{1}{15} = \frac{3}{\quad} = \frac{4}{\quad}$

10. $\frac{2}{8} = \frac{\quad}{16} = \frac{12}{\quad}$

11. $\frac{18}{25} = \frac{108}{\quad} = \frac{\quad}{100}$

12. $\frac{5}{15} = \frac{\quad}{105} = \frac{25}{\quad}$

13. $\frac{4}{5} = \frac{32}{\quad} = \frac{24}{\quad}$

14. $\frac{4}{24} = \frac{12}{\quad} = \frac{\quad}{240}$

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Adding Fractions

$$1) \quad \frac{1}{2} + \frac{3}{5} =$$

$$2) \quad \frac{1}{2} + \frac{9}{10} =$$

$$3) \quad \frac{2}{3} + \frac{9}{10} =$$

$$4) \quad \frac{1}{2} + \frac{1}{4} =$$

$$5) \quad \frac{4}{5} + \frac{9}{10} =$$

$$6) \quad \frac{1}{2} + \frac{3}{10} =$$

$$7) \quad \frac{1}{2} + \frac{2}{5} =$$

$$8) \quad \frac{1}{4} + \frac{8}{10} =$$

$$9) \quad \frac{1}{3} + \frac{1}{2} =$$

$$10) \quad \frac{1}{4} + \frac{7}{10} =$$

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Multiplying Fractions with Cross Canceling

$$1) \quad \frac{6}{10} \times \frac{1}{2} =$$

$$2) \quad \frac{3}{10} \times \frac{1}{4} =$$

$$3) \quad \frac{1}{2} \times \frac{3}{4} =$$

$$4) \quad \frac{1}{3} \times \frac{5}{10} =$$

$$5) \quad \frac{1}{3} \times \frac{1}{4} =$$

$$6) \quad \frac{1}{2} \times \frac{5}{10} =$$

$$7) \quad \frac{1}{2} \times \frac{6}{10} =$$

$$8) \quad \frac{1}{4} \times \frac{5}{10} =$$

$$9) \quad \frac{1}{4} \times \frac{5}{10} =$$

$$10) \quad \frac{1}{2} \times \frac{4}{5} =$$

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Dividing Fractions

$$1) \quad \frac{2}{10} \div \frac{1}{4} =$$

$$2) \quad \frac{3}{5} \div \frac{3}{4} =$$

$$3) \quad \frac{4}{5} \div \frac{1}{2} =$$

$$4) \quad \frac{1}{2} \div \frac{4}{10} =$$

$$5) \quad \frac{1}{4} \div \frac{3}{5} =$$

$$6) \quad \frac{1}{2} \div \frac{1}{3} =$$

$$7) \quad \frac{4}{5} \div \frac{3}{4} =$$

$$8) \quad \frac{3}{5} \div \frac{2}{10} =$$

$$9) \quad \frac{3}{5} \div \frac{2}{10} =$$

$$10) \quad \frac{1}{3} \div \frac{3}{4} =$$



Dividing fractions

Grade 6 Fraction Worksheet

Find the quotient.

1. $\frac{9}{10} \div \frac{1}{3} =$ _____

2. $\frac{1}{6} \div \frac{2}{10} =$ _____

3. $\frac{1}{7} \div \frac{2}{10} =$ _____

4. $\frac{1}{4} \div \frac{5}{6} =$ _____

5. $\frac{6}{9} \div \frac{3}{9} =$ _____

6. $\frac{5}{6} \div \frac{2}{3} =$ _____

7. $\frac{2}{3} \div \frac{9}{12} =$ _____

8. $\frac{9}{11} \div \frac{1}{6} =$ _____

9. $\frac{2}{5} \div \frac{3}{7} =$ _____

10. $\frac{2}{3} \div \frac{1}{3} =$ _____



Fractions to percents

Grade 6 Percents Worksheet

Convert

1. $\frac{7}{10} =$ _____

2. $\frac{23}{100} =$ _____

3. $\frac{9}{10} =$ _____

4. $\frac{54}{100} =$ _____

5. $\frac{4}{10} =$ _____

6. $\frac{42}{100} =$ _____

7. $\frac{2}{10} =$ _____

8. $\frac{79}{100} =$ _____

9. $\frac{65}{100} =$ _____

10. $\frac{3}{10} =$ _____

11. $\frac{62}{100} =$ _____

12. $\frac{12}{100} =$ _____

13. $\frac{72}{100} =$ _____

14. $\frac{1}{10} =$ _____

15. $\frac{7}{100} =$ _____

16. $\frac{5}{10} =$ _____

Teacher : _____

Score : _____

Date : _____

Equivalent Ratios

1) $1 : 2 = \underline{\quad} : 4 = 3 : \underline{\quad} = \underline{\quad} : 8 = \underline{\quad} : 10 = \underline{\quad} : 12$

2) $3 : 4 = 6 : \underline{\quad} = 9 : \underline{\quad} = 12 : \underline{\quad} = 15 : \underline{\quad} = 18 : \underline{\quad}$

3) $9 : 10 = \underline{\quad} : 20 = 27 : \underline{\quad} = \underline{\quad} : 40 = 45 : \underline{\quad} = 54 : \underline{\quad}$

4) $1 : 2 = 2 : \underline{\quad} = 3 : \underline{\quad} = 4 : \underline{\quad} = \underline{\quad} : 10 = 6 : \underline{\quad}$

5) $2 : 3 = 4 : \underline{\quad} = \underline{\quad} : 9 = \underline{\quad} : 12 = \underline{\quad} : 15 = 12 : \underline{\quad}$

6) $1 : 4 = \underline{\quad} : 8 = 3 : \underline{\quad} = \underline{\quad} : 16 = 5 : \underline{\quad} = 6 : \underline{\quad}$

7) $1 : 3 = \underline{\quad} : 6 = 3 : \underline{\quad} = \underline{\quad} : 12 = \underline{\quad} : 15 = \underline{\quad} : 18$

8) $1 : 7 = \underline{\quad} : 14 = 3 : \underline{\quad} = \underline{\quad} : 28 = \underline{\quad} : 35 = 6 : \underline{\quad}$

9) $2 : 5 = 4 : \underline{\quad} = 6 : \underline{\quad} = 8 : \underline{\quad} = \underline{\quad} : 25 = \underline{\quad} : 30$

10) $2 : 3 = \underline{\quad} : 6 = \underline{\quad} : 9 = \underline{\quad} : 12 = \underline{\quad} : 15 = \underline{\quad} : 18$



This Chart shows the place value of the number 210,987,654,321.23456
This is how you say it.

Two hundred ten billion, nine hundred eighty seven million, six hundred
fifty four thousand, three hundred twenty one, and twenty three thousand
four hundred fifty six hundred thousandths.

2	Hundred Billions
1	Ten Billions
0	Billions
,	
9	Hundred Millions
8	Ten Millions
7	Millions
,	
6	Hundred Thousands
5	Ten Thousands
4	Thousands
,	
3	Hundreds
2	Tens
1	Ones
.	
2	Tenths
3	Hundredths
4	Thousandths
5	Ten Thousandths
6	Hundred Thousandths

Teacher : _____

Score : _____

Date : _____

Match the Number with the Correct Name.

1) _____ 9.59

A Three and Eighty Three Hundredths

2) _____ 1.20

B Nine and Fifty Nine Hundredths

3) _____ 7.28

C One and Sixty One Hundredths

4) _____ 8.92

D Nine and Forty Two Hundredths

5) _____ 1.61

E One and Two Tenths

6) _____ 1.41

F One and Forty One Hundredths

7) _____ 9.42

G One and Thirty Nine Hundredths

8) _____ 8.93

H Eight and Ninety Three Hundredths

9) _____ 3.83

I Eight and Ninety Two Hundredths

10) _____ 1.39

J Seven and Twenty Eight Hundredths

Multiplication Times Table (1 - 12)

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 34 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ \times 75 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 57 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 83 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ \times 75 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ \times 83 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 57 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 3 \\ \hline \end{array}$$

Teacher : _____

Date : _____

Arrange and Write the Integers in Increasing Order

1) 1 -7 -1 8

2) -3 -5 1 -2

3) 9 -9 -8 5

4) -6 9 -5 5

5) -3 -6 -8 6

6) 7 -2 1 8

7) -2 3 -3 -4

8) -7 4 -2 5

9) -6 -1 -2 0

10) -4 -8 -1 4

11) -4 -2 4 0

12) 3 -7 -6 -1

13) 6 9 5 1

14) 5 2 6 -5

15) -9 2 7 -3

16) 0 1 -9 5

17) 0 -7 3 -4

18) 9 -4 7 0

19) -8 7 6 -9

20) 5 -1 2 -4

Teacher : _____

Score : _____

Date : _____

1) $2 - 5 =$

2) $4 + -2 =$

3) $0 - 1 =$

4) $-9 \times 7 =$

5) $-7 + 4 =$

6) $2 - -6 =$

7) $8 - -5 =$

8) $-1 \times -6 =$

9) $8 \times 1 =$

10) $9 - -2 =$

11) $1 + -8 =$

12) $-3 - -4 =$

13) $4 \times -6 =$

14) $0 + 8 =$

15) $9 \times 0 =$

16) $1 \times 4 =$

17) $3 \times 6 =$

18) $9 + -1 =$

19) $-7 + 5 =$

20) $7 \times -3 =$

21) $-6 - 1 =$

22) $5 \times 2 =$

23) $-9 - -6 =$

24) $7 - 3 =$

25) $-1 - 4 =$

26) $0 + 2 =$

27) $3 + 0 =$

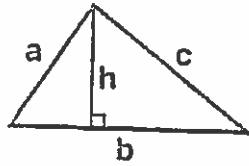
28) $7 + 1 =$

29) $-6 + 5 =$

30) $0 \times 8 =$

Triangles - Common

A polygon with three angles and three sides.

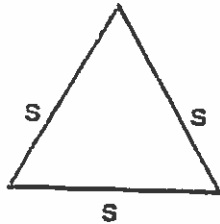


$$\text{Area} = \frac{1}{2} \text{ base} \times \text{height} = \frac{1}{2} bh$$

$$\text{Perimeter} = a + b + c$$

Equilateral Triangles

A Triangle with all three sides of equal length.

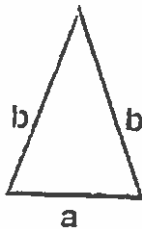


$$\text{Area} = \frac{\sqrt{3}}{4} \times (\text{side})^2 = \frac{\sqrt{3}}{4} s^2$$

$$\text{Perimeter} = 3 \times \text{sides} = 3s$$

Isosceles Triangles

A Triangle with two sides of equal length.

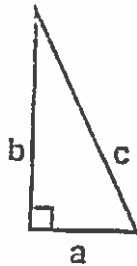


$$\text{Area} = \frac{a}{4} \sqrt{4b^2 - a^2}$$

$$\text{Perimeter} = a + 2b$$

Right Triangles

A Triangle with one right angle.

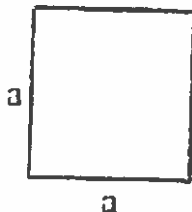


$$\text{Area} = \frac{ba}{2}$$

$$\text{Perimeter} = a + b + c$$

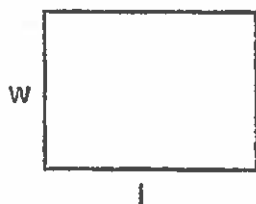
Square

A Square is a quadrilateral with four equal sides and angles at 90° .



$$\text{Area} = a^2$$

$$\text{Perimeter} = 4a$$

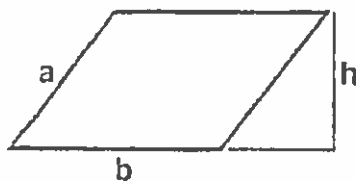


Rectangle

A Rectangle is a quadrilateral with four equal angles at 90° .

$$\text{Area} = lw$$

$$\text{Perimeter} = 2(w + l)$$

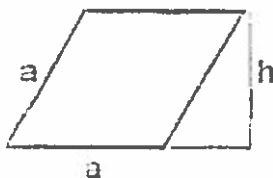


Parallelogram

A Parallelogram is a quadrilateral with opposite sides parallel.

$$\text{Area} = bh$$

$$\text{Perimeter} = 2(a + b)$$

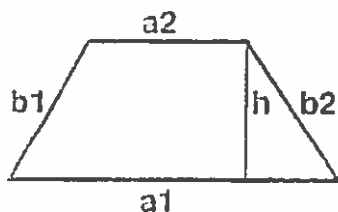


Rhombus

A Rhombus is a Parallelogram with all sides equal.

$$\text{Area} = ah$$

$$\text{Perimeter} = 4a$$

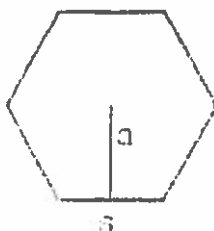


Trapezoid

A Trapezoid is a Quadrilateral with at least one pair of parallel sides.

$$\text{Area} = \frac{a1 + a2}{2} h$$

$$\text{Perimeter} = a1 + a2 + b1 + b2$$



Regular n-gon

A Regular Polygon is a polygon for which n sides and angles are equal.

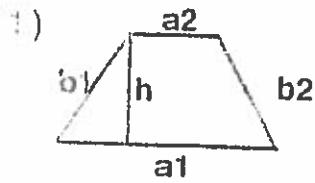
$$\text{Area} = \frac{1}{2} (a n s)$$

$$\text{Perimeter} = n s$$

Teacher : _____

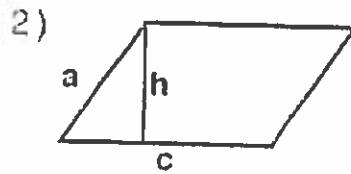
Date : _____

Identify and Calculate the Area and Perimeter for each Quadrilateral.



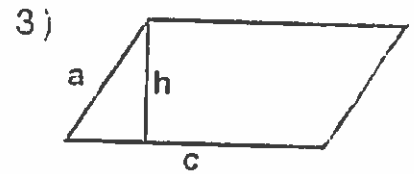
$a1 = 8.3 \text{ ft}$ $a2 = 3.3 \text{ ft}$
 $b1 = 4.99 \text{ ft}$ $b2 = 4.79 \text{ ft}$
 $h = 4.2 \text{ ft}$

Area: _____
 Perimeter: _____
 Type: _____



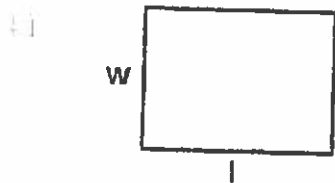
$a = 4.94 \text{ mm}$
 $c = 8 \text{ mm}$ $h = 4.6 \text{ mm}$

Area: _____
 Perimeter: _____
 Type: _____



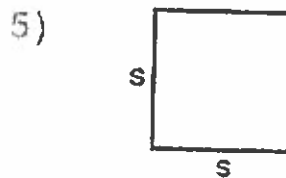
$a = 4.92 \text{ cm}$
 $c = 9.8 \text{ cm}$ $h = 4.7 \text{ cm}$

Area: _____
 Perimeter: _____
 Type: _____



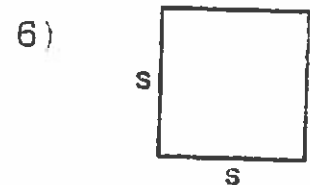
$l = 7.2 \text{ yds}$ $w = 5.3 \text{ yds}$

Area: _____
 Perimeter: _____
 Type: _____



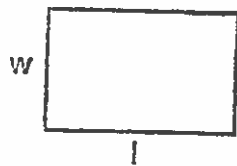
$s = 5.2 \text{ ft}$

Area: _____
 Perimeter: _____
 Type: _____



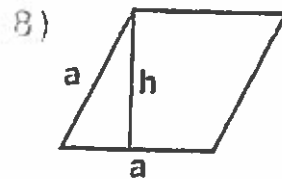
$s = 5.6 \text{ inches}$

Area: _____
 Perimeter: _____
 Type: _____



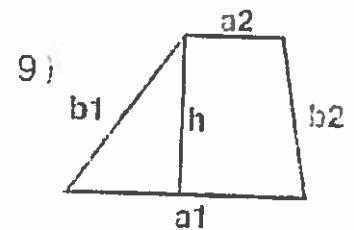
$l = 7.1 \text{ inches}$ $w = 4.4 \text{ inches}$

Area: _____
 Perimeter: _____
 Type: _____



$a = 5.7 \text{ cm}$ $h = 5.08 \text{ cm}$

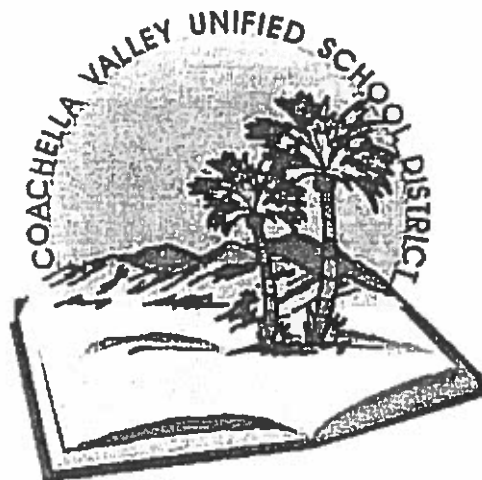
Area: _____
 Perimeter: _____
 Type: _____



$a1 = 9.2 \text{ mm}$ $a2 = 3.8 \text{ mm}$
 $b1 = 7.23 \text{ mm}$ $b2 = 5.9 \text{ mm}$
 $h = 5.8 \text{ mm}$

Area: _____
 Perimeter: _____
 Type: _____

6th Grade ELA Workbook



Name _____

Words are the building blocks we use to communicate with others. It is important that we understand what they mean and that we know some ways to determine their meanings when used in context.

Activity: Read the passage below and complete pages 14–16.

The Case of the Cottingley Fairies

1. In July 1917, in the village of Cottingley, England, 10-year-old Frances Griffiths slipped and fell into a stream in her back garden, soaking her dress. When her mother scolded her for being careless, Frances said that she and her cousin, 16-year-old Elsie Wright, had become distracted while playing with fairies. Frances's mother sent her straight to her bedroom for giving such a ludicrous excuse. Frances was so upset that Elsie suggested they take a photograph of the fairies to prove her story. The girls soon persuaded Elsie's father, Arthur Wright, to lend them his camera, and they disappeared off into the garden to take a photograph.



2. Later, Arthur developed the photograph in his darkroom and saw a picture of Frances with a group of tiny winged creatures dancing around her. Elsie claimed these were fairies, but her father took little notice. A few months later, the girls borrowed the camera again and this time took a photograph of Elsie with a dancing gnome-like creature. The girls both gave their word that the photographs were real, but Arthur was angry and refused to let them use the camera again.
3. A few years later, Elsie's mother brought the photographs to the attention of a photographic expert, Edward Gardner. He announced that they were genuine. He was certain they had not been tampered with in any way to create the fairy images. In August 1920, he took his own camera to Cottingley and asked the girls to take more photographs. They soon produced three more images containing fairies. Gardner showed these to a number of people, including the author of the Sherlock Holmes mysteries, Arthur Conan Doyle. Doyle, a firm believer in supernatural beings, was convinced the photographs were real. He wrote two magazine articles about his belief in the fairies, and the photographs soon became famous. There were many skeptics but also a wealth of believers. The photographs became the topic of numerous heated debates.
4. For more than 60 years, Frances and Elsie were interviewed about the photographs, but they gave evasive answers to any direct questions. However, in the early 1980s, they finally confessed to their hoax. The fairies were paper cut-outs that Elsie had traced from a children's book. The girls had then used hatpins to hold each cut-out in position. However, Frances insisted up until her death in 1983 that she really had played with fairies in her back garden and that one of the photographs was valid.

Name _____

Follow the steps below to learn how to determine the meaning of words.

- Find and underline the word or phrase in the text.
- Read the sentence containing the word—this will be very helpful.
- Think about the other words in the sentence to find out what clues they give you.
- If you are still not sure, read the sentences before and after and even the whole paragraph if needed.
- Always check all possible answers before choosing one.

1. What does the word *scolded* mean in paragraph 1?

- (a) hugged
- (b) rewarded
- (c) cried with
- (d) yelled at

2. Choose the best answer. Think about each choice carefully.

- (a) The text talks about Frances being careless enough to fall into a stream and soak her clothes. It doesn't seem likely Frances's mother would want to hug her because of this. This answer doesn't seem likely.
- (b) Frances's mother would not reward Frances if she was careless. This is not a good answer.
- (c) It is possible Frances's mother might cry if Frances had fallen into a stream, but the text doesn't say Frances was hurt or upset. It only says she soaked her dress. This answer is probably incorrect.
- (d) Frances's mother would probably yell at her child if she had been careless enough to soak her dress. This seems like the best answer.

1. What does the word *evasive* mean in paragraph 4?

- (a) noisy
- (b) nice
- (c) indirect
- (d) honest

2. Choose the best answer. Think about each choice carefully.

- (a) It doesn't make sense that Frances and Elsie would raise their voices to answer a direct question about their photographs. This is not a good answer.
- (b) Frances and Elsie might answer direct questions nicely, but this word seems too vague. It is probably not the correct answer.
- (c) The text says that Frances and Elsie had faked the photographs. This would mean they would find it awkward to answer direct questions. It would therefore make sense for them to give indirect responses. This is a good answer, but check all answers.
- (d) Frances and Elsie would not want to answer direct questions about their photographs honestly, given that the text says they had faked them. This cannot be the best answer.

Understanding Words

Practice Page

Name _____

Use the strategies you learned to practice defining the meaning of words. Use the clues in the "Think!" boxes to help you.

1. What does the phrase *tampered with* in paragraph 3 mean?

- (a) wrinkled
- (b) changed on purpose
- (c) purchased
- (d) moved around

Think!

The last few words of the sentence will give you a clue.

2. What does the word *hoax* mean in paragraph 4?

- (a) trick
- (b) book
- (c) friends
- (d) something difficult

Think!

Read the last three sentences of the text carefully.

3. (a) What does *gave their word* in paragraph 2 mean?

- (b) Give an example of a time when you have *given your word*.

Think!

The rest of the sentence following the phrase will help you.

4. What is the meaning of the word *insisted* in paragraph 4?

- (a) lied
- (b) whispered
- (c) repeated firmly
- (d) said loudly

Think!

The rest of the sentence will give you a clue.

Use the strategies you have been practicing to help you determine the meaning of these words and phrases.

1. The word is *skeptics* (paragraph 3). What is the best meaning?

- | | |
|------------------------|---------------|
| (a) people who doubted | (b) accidents |
| (c) fairies | (d) authors |

2. The word is *ludicrous* (paragraph 1). What is the best meaning?

- | | |
|------------------------|----------------|
| (a) politely explained | (b) bad |
| (c) uncomfortable | (d) ridiculous |

3. Write three other phrases or words that mean the same as *a wealth of*. (paragraph 3)

4. (a) The word *valid* is found in the last sentence of paragraph 4. Write two other words from the text that have the same meaning.

(b) Write a sentence containing the word *valid* about something that has happened to you.

5. What does the word *distracted* in paragraph 1 mean?

- | | |
|-------------|-----------------|
| (a) worried | (b) sidetracked |
| (c) thirsty | (d) tired |

6. The words *heated debates* in paragraph 3 mean:

- | | |
|--------------------------|-------------------------|
| (a) hot speeches. | (b) boring discussions. |
| (c) intense discussions. | (d) long reports. |

Name _____

- A **noun** names a person, place, thing or idea.
- A **common noun** names any person, place, thing, or idea, and it is not capitalized.
- A **proper noun** names a specific person, place, thing, or idea. It is capitalized.

Read each sentence. Underline each common noun once. Underline each proper noun twice.

1. My friend Kyle collects stamps from around the world.
2. Kyle brought his collection to school to show the class.
3. His favorites are from Portugal, New Zealand, and China.
4. Our librarian, Mrs. Paquette, said the library has books and magazines that tell about the hobby.
5. Many websites also feature information on stamps and how to start a collection.
6. Some people collect stamps by category, such as animals, famous people, or landmarks.
7. Kyle has an old stamp from the United States with a picture of Albert Einstein on it.
8. Lions, leopards, and giraffes are some of the animals on his stamps from Africa.
9. A stamp from England shows the ruins at Stonehenge.
10. The stamps with butterflies from Malaysia are the most colorful.

Name _____

When you read a text, you can usually remember some information. If you are asked about details, you should refer back to the text to locate the information and check that it is correct. Remember, the answer you are looking for is there in the text—you just need to find it.

Activity: Read the passage below and complete pages 20–22.

Saint Valentine's Day

- 1 Saint Valentine's Day, or Valentine's Day, falls on February 14 every year. It is a day when gifts, flowers, and cards are exchanged between people to express their love. But, how did this custom begin? There are many reasons, some wrapped up in legend!
- 2 To begin with, February has long been associated with love. It falls at the end of winter, when it was believed that birds chose their mates. In Ancient Rome, February was the time when a festival was held to honor Juno, the goddess of women, pregnancy, and childbirth. On February 14, young, unmarried women would write their names on pieces of paper and place them in an urn or other container. Young, unmarried men would then draw out a name, and each man would become paired with the woman he chose for the rest of the festival, or according to some sources, for a whole year! Sometimes, the paired couples would marry.
- 3 After the fall of the Roman Empire, the Christian Pope, Gelasius I, abolished Juno's festival. Around 498 CE (Common Era), he declared that February 14 would now be known as Saint Valentine's Day. Who was Saint Valentine? According to one legend, he was a Christian bishop who had lived in Rome. Around 269 CE, the Roman emperor of the time, Claudius II, decided to outlaw marriage. He believed that single men made better soldiers because they would not want to spend time with their wives and children. Bishop Valentine defied Claudius by marrying young couples in secret. When that was discovered, Claudius decided to send him to prison and had him sentenced to death. One story says that while in prison, Valentine fell in love with a young woman who had visited him. Before he was put to death, he wrote her a love letter, which he signed "From your Valentine."
- 4 Due to legends such as these, Saint Valentine became a popular saint in England and France. The practice of the Ancient Roman "love lottery" held on February 14 inspired a new tradition where people chose their own sweethearts and sent letters or poems to them on Saint Valentine's Day. By the late 1700s in Britain, Valentine's Day cards were often sent instead of letters. The introduction of cheaper postal rates had made it a very popular custom.
- 5 Today, it is estimated that approximately one billion Valentine's Day cards are sent around the world each year! Will you be sending one next Valentine's Day?



Name _____

Follow the steps below to learn how to find information in the text.

- Read the question very carefully. Keywords in the question will tell you what information and details you need to find. Underline them.
- Think about your answer, but you will need to refer back to the text to check that you are correct.
- Find the keywords in the text, and carefully read the information around them.
- Check all the possible answers before making a decision.

1. Why was Valentine sent to prison?

- (a) He had written a love letter.
- (b) He was a Christian bishop.
- (c) He didn't agree with the emperor's decision to outlaw marriage.
- (d) He had married couples in secret.

2. Choose the best answer. Think about each choice carefully. The keywords are **Valentine**, **sent**, and **prison**.

- (a) The text says that Valentine wrote the love letter after he was sent to prison. This could not be the answer.
- (b) The text does state that Valentine was a Christian bishop, but it does not say that this was the reason for him being sent to prison. This is not a good answer.
- (c) Valentine performed marriages in secret, so he obviously didn't agree with the emperor's decision to outlaw marriage. However, the text doesn't state this to be the reason why he was sent to prison. This is probably not the answer—there may be a better one.
- (d) The text states that because Valentine married couples in secret he was sent to prison. This is the best answer.

1. What did the Ancient Roman "love lottery" inspire?

- (a) Valentine flowers
- (b) Saint Valentine's Day
- (c) sending letters or poems to loved ones on February 14
- (d) cheaper postal rates

2. Choose the best answer. Think about each choice carefully. The keywords are **Ancient Roman**, **love lottery**, and **inspire**.

- (a) The section of text that talks about the Ancient Roman love lottery doesn't even mention flowers. This cannot be the answer.
- (b) The Ancient Roman love lottery was held on February 14, but it had nothing to do with Saint Valentine. This is not the answer.
- (c) The text directly states that the love lottery inspired a new tradition of people sending poems or letters to loved ones on February 14. This is a good answer.
- (d) The text says that cheaper postal rates had made sending Valentine cards a popular tradition. It doesn't say it had anything to do with the Ancient Romans. This is not a good answer.

Finding Information

Practice Page

Name _____

Use the strategies you learned to find information in the text. Use the clues in the "Think!" boxes to help you.

1. Name one thing Pope Gelasius I did.
 - (a) He outlawed marriage.
 - (b) He made Bishop Valentine a saint.
 - (c) He caused the fall of the Roman Empire.
 - (d) He declared February 14 to be Saint Valentine's Day.

Think!

You will need to find the keyword **Gelasius** to read about two things he did. One of them will be the answer.

2. What did young, unmarried men do on February 14 in Ancient Rome?
 - (a) They wrote their names on pieces of paper.
 - (b) They drew out the names of young, unmarried women.
 - (c) They got in an urn or other container.
 - (d) They got married.

Think!

Read the end of paragraph 2 carefully after you have found the keywords.

3. Give details of two things Claudius II decided to do.

Think!

Look for keywords in paragraph 3, then read to the end of the paragraph.

4. Why was an Ancient Roman festival held in February?

Name _____

Use the strategies you have been practicing to help you find information in the text.

1. Why has February long been associated with love?
 - (a) People have always given gifts to loved ones in February.
 - (b) It was the birth month of the goddess Juno.
 - (c) It was believed that birds chose their mates in February.
 - (d) No one has any idea.

2. What helped to make sending Valentine's Day cards a popular custom in Britain?
 - (a) People found writing love letters difficult.
 - (b) Printed Valentine's Day cards were introduced.
 - (c) Cheaper postal rates were introduced.
 - (d) People in France were already doing it.

3. Explain the events that took place while Valentine was in prison.

4. Read each sentence. Choose *True* or *False*.

	True	False
(a) Legends about Saint Valentine made him popular in France.		
(b) Juno was the Ancient Roman goddess of love.		
(c) Gelasius I was a Roman Emperor.		
(d) A couple who were paired during the festival of Juno always got married a year later.		

Name _____

- The **complete subject** includes all the words that tell what or whom the sentence is about.
- The **simple subject** is the main word or words in the complete subject.
- A **subject** often performs the action of a sentence.

Read each sentence. Write the complete subject on the line provided below each example. Circle the simple subject. (In some sentences, the complete subject and simple subject may be the same.)

1. The home soccer team was on the field before the game.

2. Clouds looked dark and ominous in the sky above.

3. Loyal soccer fans filled the stands of the Emerson Eagles' stadium.

4. Cold rain suddenly splashed on the metal bleachers.

5. We wondered whether the game would be canceled. _____

6. A lightning bolt lit up the sky!

7. Cold, wet officials called off the game.

8. The Emerson Eagles ran off the field and into the locker room.

Name _____

If you know the main idea of a text, you will have a much better chance of understanding what the content is about.

Activity: Read the passage below and complete pages 26–28.

Learning a Musical Instrument

1. Learning to play a musical instrument is something that everyone should try; it doesn't matter what your age is. Whether you choose the bagpipes or the piano, there are many benefits from learning to play music.
2. Studies have shown that learning a musical instrument is good for our brains. It can develop concentration and memory skills and may even make us smarter! In children, it can improve reading and mathematics skills; in adults, it may aid healthy brain function. Interestingly enough, it has been found that parts of the brain concerned with movement and coordination are larger in adults who play musical instruments than those who do not.
3. Anyone who has learned to play a musical instrument will know that the key to success is practice. You have to be disciplined to regularly practice, and you will also need to develop the patience and determination needed to overcome the many frustrations that come with learning to play an instrument well. These skills can be applied to other areas of your life.
4. Playing a musical instrument can also help you develop confidence. All those exams, recitals, and playing for family and friends can really help you to learn how to deal with nerves. Your confidence levels certainly get a boost when you learn a new piece of music or technical skill with which you have been struggling.
5. Your social skills can also improve when you play a musical instrument. You can get a group of people together to play musical instruments—and maybe make some lifelong friends! You will also always have something interesting to talk about at social occasions; non-musicians are fascinated by someone who can play an instrument.
6. Finally, I think one of the most important benefits of playing a musical instrument is that it is fun! It is a great feeling to be able to play a favorite piece of music for yourself or others. Lots of musicians say that when they are playing their instrument, they are able to forget about problems in other areas of their lives and just enjoy the music they are creating.
7. So what are you waiting for? Choose a musical instrument, and start some lessons today! It will help you in so many areas of your life.



Name _____

Follow the steps below to learn how to determine the main idea and why it is important.

- Many ideas are in the text, but only one idea is the link that joins the other ideas together—this is the main idea.
- Read the text, and then ask yourself, "What is it mainly about?" (The title is a useful clue to the main idea because a good title often tells the reader what the text is about.)
- Always check all the answers before choosing one.

1. What is the main idea of this passage?
 - (a) some tips for people who already know how to play an instrument
 - (b) It is fun to learn a musical instrument.
 - (c) People should take up the bagpipes.
 - (d) Everyone should learn to play a musical instrument.
2. Choose the best answer. Think about each choice carefully.
 - (a) The text doesn't give any tips on how to play a musical instrument. It only talks about the benefits of playing an instrument. This is not a good answer.
 - (b) The text does talk about how much fun it is to learn a musical instrument, but it is only one part of the text. This is not a good answer.
 - (c) The text only mentions the bagpipes once, so this cannot be the answer.
 - (d) The text give lots of reasons why it is good to play a musical instrument. This must be the best answer.

1. What is the main idea of paragraph 2?
 - (a) Learning a musical instrument can improve mathematical skills.
 - (b) There are lots of benefits to learning a musical instrument.
 - (c) Learning a musical instrument is good for our brains.
 - (d) People who play musical instruments have different brains from those who do not.
2. Choose the best answer. Think about each choice carefully.
 - (a) Paragraph 2 mentions that learning a musical instrument can improve mathematical skills, but it is not the main idea of the paragraph. This is not a good answer.
 - (b) This paragraph only talks about one main benefit of playing a musical instrument, so this cannot be the best answer.
 - (c) The first sentence of paragraph 2 states that learning a musical instrument is good for our brains. The rest of the sentences in the paragraph then support this sentence. This is a good answer, but you need to check all answers.
 - (d) The text talks about how musicians' brains are different from non-musicians' brains, but this is not the central idea of the paragraph. This cannot be the best answer.

Identifying the Main Idea

Practice Page

Name _____

Use the strategies you learned to practice finding the main idea. Use the clues in the "Think!" boxes to help you.

1. Which of these is the main idea of one of the paragraphs in the passage?

- (a) Musical instruments are difficult to learn.
- (b) Playing the piano is fun.
- (c) You can develop confidence from playing a musical instrument.
- (d) Musical recitals can make you nervous.

Think!

Test out each possible answer by reading each paragraph and deciding if it describes what the paragraph is about.

2. What is the main idea of paragraph 3?

- (a) It is important to do music practice.
- (b) You can develop discipline, patience, and determination from practicing a musical instrument.
- (c) You should learn a musical instrument.
- (d) It can be frustrating to learn a musical instrument.

Think!

The main idea of this paragraph may not be contained in the first sentence. Think carefully about what the message of the whole paragraph is.

3. (a) Explain the main idea of paragraph 1 in your own words.

Think!

To answer (a), decide what the author is trying to persuade us to believe. To answer (b), test your answer for (a) against each paragraph and decide which one is trying to give a similar message.

- (b) The main idea of which other paragraph is most similar to paragraph 1?

Paragraph ☐

Name _____

Use the strategies you have been practicing to help you identify the main idea.

1. Write the main idea of paragraph 6 using one sentence only.

2. The main idea of paragraph 5 is contained in:

(a) the last sentence.

(b) the first sentence.

(c) the second sentence.

(d) all the sentences.

3. Use your own words to explain what paragraph 5 is mainly about.

4. (a) Write an alternative title for this passage that clearly states the overall main idea.

(b) Do you think the overall main idea of this passage appears in the original title?

☒ Yes ☐ No

5. Choose the paragraphs in which the main idea appears in the first sentence.

Paragraph 1

Paragraph 4

Paragraph 2

Paragraph 5

Paragraph 3

Paragraph 6

6. What is the main idea of paragraph 7?

SIMPLE AND COMPOUND SENTENCES

RETEACHING: A **simple sentence** is a sentence that expresses only one complete thought. A **compound sentence** is a sentence made up of two simple sentences joined by a comma and the word *and*, *but*, or *or*.

A. On the line, identify each sentence as either *simple* or *compound*.

1. Maizon will attend a new school soon. _____
2. Margaret and Maizon have been friends for a very long time. _____
3. Maizon is going to Blue Hill, but Margaret will stay behind. _____
4. She will leave soon, and she still has to pack. _____
5. This last summer with Maizon is a time of great change for the girls' friendship. _____
6. Maizon thinks of Margaret as her best friend in the whole world. _____
7. Sometimes things change, and they can't change back again. _____
8. The friendship may end, or it may stay the same. _____

B. Underline the simple sentences in each compound sentence below.

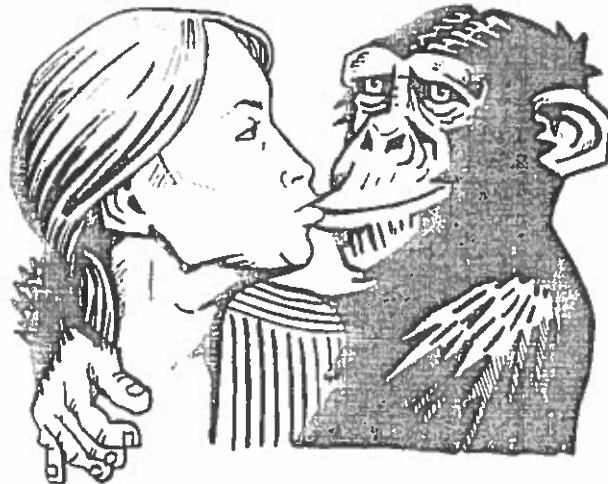
1. Ms. Tory held Margaret's hand, but she did not speak.
2. Maizon kept Margaret from doing things, but now Maizon is gone.
3. Margaret will try new things, or she will stay the same.
4. Margaret's dad died, and she lost her best friend.
5. The summer had brought sadness, and Margaret had suffered.
6. Next summer might be better, or it might be worse.
7. Margaret hoped for better times, but she couldn't count on them.

Name _____

Activity: Read the passage below, and use pages 32–34 to show how well you can understand words, find information, and identify main ideas.

Champion of the Chimpanzees

1. Dr. Jane Goodall is a scientist best known for her studies of chimpanzees. Among other things, her research has shown that chimpanzees hunt for meat and use tools—facts not previously known. Thanks to Jane, scientists have a better knowledge about the family life of chimpanzees, and they understand that each chimpanzee has a distinct personality.
2. Jane was born in England in 1934. She was passionate about animals from a very early age. On her second birthday, she was given a toy chimpanzee named Jubilee, which she loved. She also enjoyed reading books about animals. Jane's dream was to travel to Africa to live and work among the animals. In the 1940s, this seemed to be something impossible for a girl to do. However, Jane was encouraged by her mother, who told her that if she really yearned for something enough and worked towards it, anything was possible.
3. After she left school, Jane trained and worked as a secretary. Then, one day, a friend who had moved to Kenya invited her to visit. Jane worked hard to raise enough money for her ticket, and in 1956, she finally made it to Africa. Not long after, she met Dr. Louis Leakey, a famous scientist. He hired Jane as his assistant to help with his study of fossils. After several months, he asked Jane to begin a study of wild chimpanzees in Gombe Stream National Park in Tanzania. Jane jumped at the chance, and in 1960, she arrived in Tanzania.
4. At first, Jane found it difficult to conduct her research because the chimpanzees were skittish and would not allow her near them, but they soon became used to her. In her first years at Gombe, working alone, Jane made many discoveries about chimpanzees. One of the most important was her observation that chimpanzees use tools—they were stripping leaves from twigs and then poking the twigs into termite nests to fish out the termites to eat. Before this discovery, scientists thought that humans were the only animals to use tools.
5. In 1962, Jane went back to England and studied at Cambridge University, where she eventually graduated as a doctor of science. Soon after, she returned to Tanzania to continue her research. In 1977, she established the Jane Goodall Institute. The overall mission of the institute is to "advance the power of individuals to take informed and compassionate action to improve the environment of all living things." One of its key aims is to protect chimpanzees and their environments.
6. Today, Jane travels around the world to talk about her work and inspire young people to make a difference to their lives and to planet Earth. In 2004, she was named a Dame of the British Empire—one of the many honors she has been awarded during her amazing life.



Name _____

Remember:

- Find and underline the word or phrase in the text.
- Read that sentence and those around it to help you determine the meaning.
- Substitute each possible answer in the sentence to see which one sounds correct.
- Check all possible answers before making a decision.

1. What does the word *yearned* mean? (paragraph 2)

- (a) had a strong desire
- (b) understood
- (c) needed to see
- (d) disliked

2. Explain what you think the phrase *the chimpanzees were skittish* in paragraph 4 means

3. The word *honors* in paragraph 6 means:

- (a) tests.
- (b) difficult tasks.
- (c) special awards or privileges.
- (d) employers.

4. The best meaning of the phrase *distinct personality* in paragraph 1 is:

- (a) tool-making skill.
- (b) separate individual qualities.
- (c) family lies.
- (d) scared facial expression.

5. Write another phrase you know that means the same as *jumped at the chance*. (paragraph 3)

Name _____

Remember:

- Underline keywords in the question to make sure you know what information you need.
- Find the keywords in the text, and read the information around them carefully.
- Check all answers before making a decision.

1. Where did Jane's study of chimpanzees take place?

- (a) London
- (b) Tanzania
- (c) all over Africa
- (d) Kenya

2. One of the key aims of the Jane Goodall Institute is:

- (a) to move chimpanzees out of Africa.
- (b) to honor Jane Goodall's work.
- (c) to protect chimpanzees and their environments.
- (d) to study at Cambridge University.

3. Explain what Jane Goodall does today.

4. List two facts that prove Jane was passionate about chimpanzees at an early age.

- _____
- _____

5. Write one thing scientists have learned from Jane's research.

Name _____

Remember:

- The main idea links all the other ideas together and tells what the text is mainly about.
- The title gives a clue about the main idea of the text.
- Always check all answers before making a decision.

1. What is the main idea of paragraph 2?
 - (a) Jane was passionate about animals as a child.
 - (b) Jane loved her toy chimp, Jubilee.
 - (c) In the 1940s, it was difficult for girls to travel to Africa.
 - (d) Jane's mother was nice.

2. Write the main idea of each of these paragraphs.

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

3. Which of these alternative titles for this text most clearly describes the overall main idea?
 - (a) The Life of Chimpanzees
 - (b) Chimpanzees Are Clever!
 - (c) Work Towards Your Dreams
 - (d) The Amazing Life of Dr. Jane Goodall

4. Which paragraph best answers the question, "What is Jane Goodall best known for?"

Paragraph

Name _____

- A **complex sentence** contains an independent clause and one or more dependent clauses.
- A **subordinating conjunction** or a relative pronoun connects a dependent and independent clause.
- Do not use commas to set off clauses that are essential to the meaning of the sentence.
- Use commas, dashes, or parentheses to set off nonessential clauses.

Rewrite the sentences. Correct the capitalization and punctuation mistakes, adding punctuation as needed. Draw a line under the complex sentences.

1. although I like sports and snow I have never learned to ski _____

2. my scout troop is going skiing this December _____

3. All the scouts will take skiing lessons, before we hit the big slopes _____

4. we will spend the night at Sugar Loaf Camp which is near the ski hill. _____

5. This is, the camp where I learned, how to swim when I was eight _____

6. in summer, we sleep in tents, because the nights are warm _____

7. this december the nights will be very cold _____

8. I am glad that we will sleep in a cabin! _____

Name _____

To fully understand what you read, you must be able to determine the order in which events happened. This is called *sequencing*.

Activity: Read the story below and complete pages 40–42.

The Dare



1. Laurie pushed open the front door. It groaned and then creaked on its hinges, making me cringe. After a glance over my shoulder at the bright, friendly daylight outside, I followed Laurie inside the house. It was so dark I couldn't see a thing. All the windows had been covered. There was only a strip of light on the floor from the half-open door.
2. "Now what?" I whispered. I reached out my hand to make sure Laurie was still there.
3. "Now we go upstairs," she said. "But let's wait a second for our eyes to adjust to the light."
4. "It's okay," I said. "I brought a flashlight." I rubbed my nose, which seemed to be full of dust, and then reached into my pocket.
5. "Hey, good work, Sam," said Laurie. She grabbed the flashlight from me and switched it on. I was going to protest—after all, it was my flashlight—but I kept my mouth shut. It wasn't a good idea to argue with Laurie. She always won anyway.
6. Laurie shone the beam around the hallway. It seemed to be empty. She tugged at my shirt. "Come on, up the staircase we go." Her voice sounded excited.
7. I wondered how she could possibly feel that way—my knees were shaking so badly; I thought I might fall over. I managed to shuffle behind her towards the staircase. My hand felt for the railing, and I followed her up—one creaking step at a time.
8. This was madness—I knew it. Here we were, sneaking around a house we had no right to be in. Even worse, we were about to enter a room that might contain something I really didn't want to see. If only Laurie hadn't dared me to come with her. If only I had said no way...
9. "This is the one." Laurie pointed the flashlight beam at the door directly in front of us. "You open it, Sam."
10. I shrank back, almost toppling down the stairs. "I ... I can't, Laurie. You open it."
11. She laughed. It was a thin cackle that made my whole body feel cold. Finally, she spoke. "No, Sam. You have to open it. It's part of the dare."



Name _____

Follow the steps below to learn how to determine the sequence of events.

- Remember that the order in which things happen is very important.
- Make sure you understand which events you need to sequence.
- Look in the text to find the events listed as possible answers and underline them.
- You will need to determine how these events are related. There may be some time-marker words, such as *then*, *before*, or *next*, in the text to help you.
- Always check all possible answers before making a decision.

1. What happened **after** Laurie shone the flashlight beam around the hallway?
 - (a) Sam reached out her hand to make sure Laurie was there.
 - (b) Sam rubbed her nose.
 - (c) The front door groaned and creaked on its hinges.
 - (d) Laurie and Sam went up the stairs.
2. Choose the best answer. Think about each choice carefully.
 - (a) Sam reached out her hand in paragraph 2. This happened before Laurie had even grabbed the flashlight. This could not be the best answer.
 - (b) Sam rubbed her nose before she got the flashlight out of her pocket. This is not a good answer.
 - (c) The author mentions the front door making noise in the second sentence of the text. This cannot be the correct answer.
 - (d) Laurie and Sam went up the stairs after Laurie had shone the flashlight beam around the hallway. This is the best answer.
1. Which event happened **just before** Sam told Laurie she couldn't open the door?
 - (a) Sam decided it wasn't a good idea to argue with Laurie.
 - (b) Sam felt her whole body go cold.
 - (c) Laurie told Sam she had to open the door.
 - (d) Sam almost toppled down the stairs.
2. Choose the best answer. Think about each choice carefully.
 - (a) Sam thought that it wasn't a good idea to argue with Laurie, but this occurred earlier when Laurie had grabbed the flashlight from her, not just before Sam said she couldn't open the door. This is probably not the best answer.
 - (b) Sam felt her whole body go cold after she had told Laurie she couldn't open the door. This would not be a good answer.
 - (c) After Laurie told Sam to open the door, Sam shrunk back and almost toppled down the stairs. She then told Laurie she couldn't open the door. This may be the answer if (d) doesn't mention Sam shrinking back or almost toppling down the stairs.
 - (d) Sam almost toppled down the stairs just before she told Laurie she couldn't open the door. This must be the correct answer.

Name _____

Use the strategies you learned to practice sequencing. Use the clues in the "Think!" boxes to help you.

1. Which event took place last?

- (a) Laurie cackled.
- (b) Sam glanced over her shoulder.
- (c) Sam felt her knees shaking.
- (d) Laurie told Sam opening the door was part of the dare.

Think!

Scan the text from the end to find out which of these events took place last.

2. Which of these events happened between Sam cringing and Laurie grabbing the flashlight?

- (a) Laurie tugged at Sam's shirt.
- (b) Laurie pushed open the front door.
- (c) Sam reached into her pocket.
- (d) Sam felt that what she and Laurie were doing was madness.

Think!

Find the part of the text that describes Sam cringing and the part that describes Laurie grabbing the flashlight, then read what happened in between to work out the answer.

3. What happened right after Laurie told Sam they should wait for their eyes to adjust to the light?

Think!

Find this event in the text and read the sentence immediately after it

4. Put these events in order by using the numbers 1 to 5.

- ☐ Sam felt like her nose was full of dust.
- ☐ Laurie said, "This is the one."
- ☐ Sam followed Laurie up the stairs.
- ☐ Sam walked into the house.
- ☐ Sam said, "It's okay."

Think!

You will need to find all these events in the text to determine the order in which they happened.

Name _____

Use the strategies you have been practicing to help you determine the sequence of events.

1. What happened first?

- (a) Sam thought they might enter a room containing something she didn't want to see.
- (b) Sam could see a strip of light on the floor.
- (c) Laurie switched on the flashlight.
- (d) Sam shrank back.

2. List four things Sam did before the flashlight was switched on.

- _____
- _____
- _____
- _____

3. What event interrupted Sam thinking *If only I had said no way . . .*?

- (a) Laurie spoke.
- (b) The stairs creaked.
- (c) Sam's nose filled with the smell of stale dust.
- (d) Laurie laughed.

4. Explain what happened between Sam shuffling behind Laurie towards the staircase and Sam thinking *This was madness*.

5. Write the first and last sentences Sam said.

First: _____

Last: _____

Name _____

- A **clause** is a group of words with a subject and a verb.
- An **independent clause** forms a complete thought and can be a sentence.
- A **dependent clause** is not a complete thought and cannot stand as a sentence.
- A **subordinating conjunction** connects a dependent and independent clause. Words such as *after*, *although*, *as*, *because*, *until*, *when*, and *while* are subordinating conjunctions.

Read each group of words. Write *I* beside each independent clause. Write *D* beside each dependent clause. Then rewrite each dependent clause so that it is part of a sentence. Underline the subordinating conjunction in the sentence.

1. When I go to the library. _____

2. Because I like to learn about famous people in history. _____

3. Most of my friends prefer fiction. _____

4. Although I enjoy fiction. _____

5. Until it's time to go home. _____

Name _____

To help you understand what you read in a text, you sometimes need to think about how things are alike or how they are different and make comparisons.

Activity: Read the passages below and complete pages 46–48.

Dragons

1. Dragons are mythical creatures that appear in legends and folktales from all over the world. There are two major types of dragons—Eastern dragons (those that appear in Asian legends) and Western dragons (those that appear in European legends).

Eastern Dragons

2. Eastern dragons are symbols of wisdom and beauty in Japan, Korea, and China. They are seen as kind and friendly to humans and normally bring good luck and wealth. However, if they are not respected, they become angry and can use their magical powers to cause terrible natural disasters, particularly floods. Such powers are said to come from a pearl that the dragons carry.
3. Eastern dragons are four-legged, snake-like creatures that hatch from eggs. They have a scaly body, a spiked tail, a head like a camel, claws, large eyes, paws like a tiger, the ears of a bull, and often a mane like a lion around their elbows, neck, and chin. They don't normally have wings, but they can still fly. They have the ability to breathe fire, but do so rarely. Eastern dragons are said to live in watery places, like caves near the beach or around lakes. An Eastern dragon's favorite food is said to be a small bird called a swallow.



Western Dragons

4. Western dragons are dinosaur-like, fire-breathing animals. They may have two or four legs, scaly bodies, and a spiked tail. They hatch from eggs. Western dragons have claws and large eyes. They can fly by flapping their bat-like wings. They are ferocious and bad-tempered, and many legends tell of them being in battle against brave knights. They eat any type of flesh, but their favorites seem to be sheep and cattle.
5. Western dragons have various magical powers. It was believed that eating a dragon's heart would give someone the power to understand birdsong, and drinking dragon's blood could protect against wounds.
6. Western dragons live on land, often hidden away in caves, mountains, or in forests. Because they often hoard treasure in a lair or den, they are a symbol of greed in Western culture.



Name _____

Follow the steps below to learn how you can organize information to make it easier to answer questions about similarities and differences.

- Make sure you understand the question and underline the keywords.
- Sometimes it is easy to see how things are different or the same if you are comparing two things. However, if there are three or more things to compare, it can be helpful to organize the information in a chart. Two examples are shown below.
- Always check all the possible answers before making a decision.

1. Which two things do both types of dragons have in common?

- They have scaly bodies and a mane.
- They have a mane and they are ferocious.
- They have magical powers and they are ferocious.
- They have scaly bodies and magical powers.

	Eastern Dragon	Western Dragon
Scaly body		
Mane		
Ferocious		
Magical powers		

2. Choose the best answer. You will find it useful to use the chart to find the best answer.

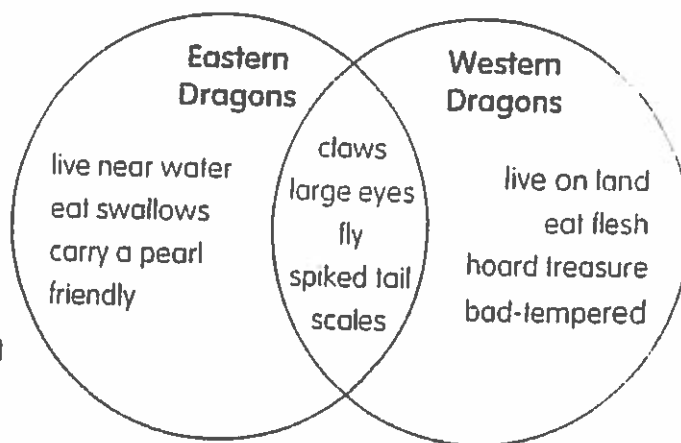
- Both dragons have scaly bodies, but only Eastern dragons have a mane. This is not the best answer.
- Only the Eastern dragon has a mane, and only the Western dragon is ferocious. This cannot be the best answer.
- Both dragons have magical powers, but only the Western dragon is ferocious. This is not the best answer.
- Both dragons have scaly bodies and magical powers. This is the best answer.

1. Use the Venn diagram to help you complete the sentence. Western dragons:

- have scales and are friendly.
- live on land and eat swallows.
- have spiked tails and eat flesh.
- fly and carry a pearl.

2. Choose the best answer.

- If you look at the Venn diagram, you can see that Western and Eastern dragons both have scales, but only Eastern dragons are friendly. This is not a good answer.
- Western dragons do live on land, but they do not eat swallows. This can't be the best answer.
- Both dragons have spiked tails and Western dragons also eat flesh. This is a very good answer, but check all answers.
- Both dragons fly, but only Eastern dragons carry a pearl. This is not a good answer.



Finding Similarities and Differences

Practice Page

Name _____

Use the strategies you learned to practice finding similarities and differences. Use the clues in the "Think!" boxes to help you.

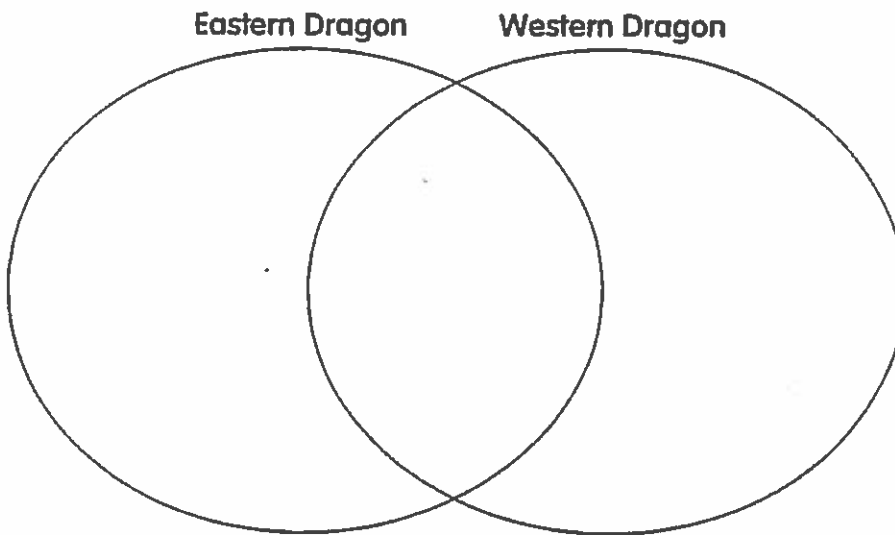
1. (a) Complete the chart showing similarities and differences. Write a check mark in each box that is a feature of each dragon.

	Eastern Dragon	Western Dragon		Eastern Dragon	Western Dragon
scales			wings		
large eyes			claws		
snake-like			kind		
ferocious			mane		

Think!

Find the information for each dragon in the text.

- (b) Add the same information to the Venn diagram.



Think!

The features with two check marks will go in the middle section.

2. Choose *True* or *False* after reading each sentence. Use the information from the Venn diagram to help you.

- | | |
|---|--------------|
| (a) Western dragons have wings and are kind. | True False |
| (b) Eastern and Western dragons have claws and manes. | True False |
| (c) Eastern dragons are snake-like and have scales. | True False |
| (d) Western dragons have claws and large eyes. | True False |
| (e) No dragons have both manes and wings. | True False |

Name _____

Use the strategies you have been practicing to help you identify similarities and differences. You can draw a chart or Venn diagram on a separate sheet of paper if you need to.

1. What is one difference between Eastern and Western dragons?

- (a) Western dragons can't flap their wings.
- (b) Eastern dragons don't need wings to fly.
- (c) Western dragons can't fly very high.
- (d) Eastern dragons can't fly at all.

2. What two things are true only of Western dragons?

- (a) They can cause floods, and their heart has a magical power.
- (b) They live in watery places and cause floods.
- (c) Their heart has a magical power, and they battle knights.
- (d) They battle knights and live in watery places.

3. Compare what would be likely to happen if a person upset each type of dragon.

4. What is different about the way that Western and Eastern dragons are symbolized and thought of in the cultures they belong to?

Name: _____

Quotation Marks

~ Part I ~

Quotation marks belong at the beginning and end of the words a person speaks.

Examples: The teacher asked, "Are you a buyer or a packer?"
The student answered, "I am a buyer."

Directions: Each sentence is missing quotation marks and a comma. Add where needed.

- 1) My brother asked Will you help me with this?
- 2) The umpire yelled Safe!
- 3) The student asked May I sharpen my pencil?
- 4) My sister said You can play with me.
- 5) The crowd yelled Surprise!

Directions: The following sentences are missing quotation marks as well as commas and capitalization. Add where needed.

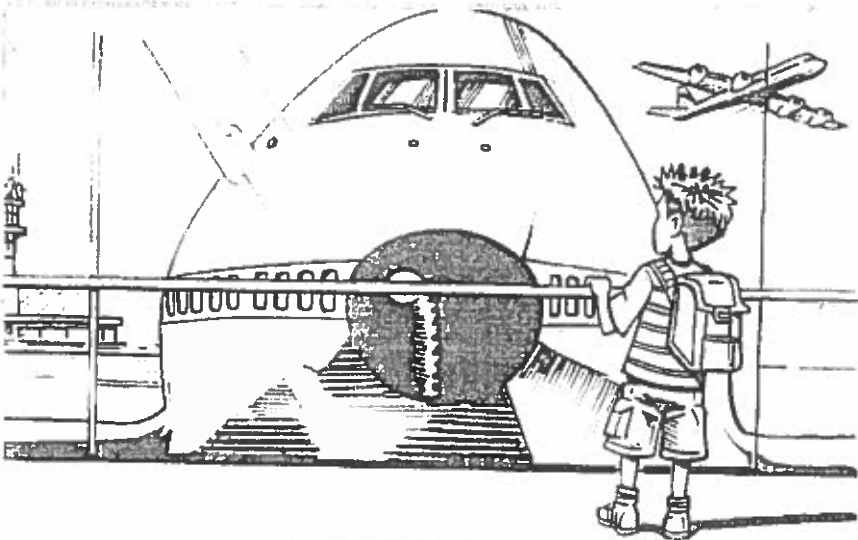
- 1) The boy said my name is Chad.
- 2) The doctor asked what does not feel well?
- 3) My dad asked what time is it?
- 4) My mom said it's time for bed.
- 5) The children screamed the ice cream truck is coming!

Name _____

When you draw conclusions, you are making decisions or judgments after considering all the information. We make conclusions about what we read by finding facts and details in the text, taking it all into consideration, and then making judgments about it.

Activity: Read the passage below and complete pages 66–68.

Fear of Flying

1. The fear of flying, or *aviophobia*, is one of the most common fears. Approximately 1 in 6 people have such a fear of flying that they cannot even get on an airplane.
2. There are many causes of aviophobia. Some people have other related fears, such as a fear of closed-in spaces. Other people may be nervous about the possibility of a hijacking or the idea that they are not in control of the airplane. Many people are merely uncomfortable with the fact that they are high in the air with little knowledge of how an airplane actually flies or the training that pilots, aircraft mechanics, and flight attendants have undertaken. Other people may have been perfectly comfortable with flying until they experienced a frightening incident while flying, such as unexpected air turbulence—which is a normal occurrence. It causes an aircraft to bump around during a flight and can be very uncomfortable.
3. Despite all these fears, air travel is extremely safe. Consider this statistic: every time you get on a commercial flight, you have a 1 in 11 million chance of being involved in a fatal aviation accident compared to a 1 in 5,000 chance of being involved in a fatal car accident. So, why do so many people believe that flying is dangerous? Some people believe that media coverage is largely to blame for this. An aircraft accident is usually breaking news and is widely covered in the media.
4. If you have a fear of flying, the good news is that something can be done about it. People with the most severe fears can benefit from speaking to a psychologist. Some people find it helpful to learn about the theory of flight, weather, and commercial aviation. Others may like to use relaxation techniques, such as deep breathing, to help control their anxiety. Many airlines now offer fear of flying courses that combine both of these elements and much more. Airlines may also include the chance to speak to pilots and air traffic controllers and the opportunity to participate in a flight at the end of the course.
5. So, the next time you are lucky enough to ride in an airplane, remember that flying is a safe way to travel. And consider one final statistic: you would have to fly once a day for over 15,000 years for it to be likely that you would be involved in an aircraft accident!

Name _____

Follow the steps below to learn how to draw conclusions.

- Conclusions are decisions you make after careful consideration of facts and details in the text.
- Make sure you understand what you are drawing conclusions about.
- Look in the text to find the facts and details and underline them.
- You will need to make decisions about what they mean.
- Always check all possible answers before making a decision.

1. You can conclude that air travel is safer than bus travel because:
 - (a) buses usually don't have seatbelts.
 - (b) more people travel by airplane than by bus.
 - (c) bus drivers are not well-trained.
 - (d) air travel statistics have been compiled.

2. Choose the best answer. Think about each choice carefully.
 - (a) This statement is true, so it could be the answer, but the text doesn't mention anything about seatbelts making air travel safer. This is probably not the best answer.
 - (b) The text doesn't mention anything about how many people travel by airplane or bus, and it may not be true. This is not a good answer.
 - (c) The text doesn't mention how well bus drivers are trained. This is not a good answer.
 - (d) The text gives some air travel statistics to show it is safer than car travel, and cars are a similar mode of transportation to buses. This must be the best answer.

1. Air turbulence might make some people conclude that the airplane they are traveling on is about to crash because:
 - (a) air turbulence is dangerous.
 - (b) pilots panic when they encounter air turbulence.
 - (c) air turbulence can cause an airplane to bump around during flight.
 - (d) air turbulence causes smooth flight.

2. Choose the best answer. Think about each choice carefully.
 - (a) The text says that air turbulence is a normal occurrence, so this cannot be the best answer.
 - (b) It is unlikely that pilots would panic if they encountered air turbulence given that it is a normal occurrence. This is not a good answer.
 - (c) The text says that air turbulence does cause an airplane to bump around during flight. This could make someone believe the plane is going to crash. This is probably the best answer.
 - (d) Air turbulence does not cause smooth flight. This is not a good answer.

Drawing Conclusions

Practice Page

Name _____

Use the strategies you learned to practice drawing conclusions. Use the clues in the "Think!" boxes to help you.

1. Learning about weather might help someone to overcome aviophobia because:
- (a) it would help them to think about something else.
 - (b) aviophobics are always frightened of weather.
 - (c) it would help them to understand the types of conditions in which airplanes can fly safely.
 - (d) it works well with relaxation techniques.

Think!

Read paragraph 2 for clues, and think carefully about how understanding more about weather conditions could help lessen one's fear of flying.

2. Which of these things is a fear of flying course most likely to include?
- (a) a movie of an aircraft accident
 - (b) forcing people to go on a flight at the beginning of the course
 - (c) a parachute jump
 - (d) a talk by an aircraft mechanic

Think!

Read paragraph 4 for clues to help you consider which answer is most likely.

3. Is an airline flight attendant who flies twice a week likely to be involved in an aircraft accident?

☐ Yes ☐ No

Explain.

Think!

Read paragraphs 2, 3, and 5 to help you reach a conclusion.

4. You could conclude that someone with a fear of heights might also be an aviophobic because:

Think!

Read paragraph 2 for clues to help you answer this question.

Name _____

Use the strategies you have been practicing to help you draw conclusions.

1. Why might an aircraft accident likely be covered as breaking news in the media?

- (a) It helps aviophobics.
- (b) It makes dramatic news.
- (c) It shows people how safe flying normally is.
- (d) Journalists love to write about airplanes.

2. What can you conclude about someone with a severe case of aviophobia?

- (a) He/She is not bothered by air turbulence.
- (b) He/She will never be able to fly.
- (c) He/She may need help from a psychologist to overcome the fear.
- (d) He/She will also have a fear of closed-in spaces.

3. Why might a fear of flying course offer the opportunity to board a flight at the end of the course?

4. Explain how you could conclude that driving to the airport might be more dangerous than taking off in an airplane.

5. Do you think talking to an airline pilot might help someone who has a mild fear of flying?

☐ Yes ☐ No

Explain how you reached this conclusion.

Name: _____

Using Commas

When should I use commas?

1. **Use a comma before a conjunction (and, but, or, yet, so) to join two independent clauses.**
example: I went to the game, but my team lost.
2. **Use a comma after an introductory element.**
example: After a short snooze, Bob got right back to work.
3. **Use commas to separate items in a series of three or more things.**
example: I bought sugar, pasta, and juice.
4. **Use commas to separate adjectives.**
example: A thin, handsome man approached me after work.

Directions: Read each sentence. Put commas in the correct places in each sentence.

1. Even though the paint was still wet I couldn't resist touching it.
2. After the fire burned out I went inside the house.
3. In English class we read *Old Man and the Sea* *Dracula* and *Beowulf*.
4. I watched television took the dog for a walk and drove to the store to get milk.
5. William Shakespeare a famous playwright wrote *Macbeth* and *Hamlet*.
6. The three pound bass which was the biggest fish I ever caught tasted delicious.
7. While the turkey was cooking I prepared mashed potatoes.
8. My best friend John just bought a new lawn mower.
9. In the basement mice hide between the boxes.
10. After hiking in the woods for three hours I sat down to have a drink of water.
11. The big gray dog wouldn't stop barking last night.
12. Jane I would like you to meet my mother and father.
13. I need to go to the hardware store to get nails paint and light bulbs.
14. If you liked *Harry Potter* you'll love *Lord of the Rings*.
15. I've had enough of your silly wild and inappropriate behavior.

Name _____

Summarizing is giving the main ideas or facts without using many words. We need to link the important ideas and decide which are the main points.

Activity: Read the story below and complete pages 72–74.

Speech Exams

1. Each year, everyone in my speech and drama class has to do a speech exam. We have to read aloud from a book, recite a poem from memory, deliver a speech, and also talk to the examiner about our selections. Some people really dislike doing speech exams and think they are a waste of time, but I think they are great and very important.
2. First of all, speech exams help you to develop your confidence in speaking to a group. The exam is done in front of the whole class—which makes quite a large audience! You are expected to use effective eye contact to communicate with the whole group. The first exam you do may be quite nerve-wracking, but the more you do them, the better you get at controlling your nerves. You can also learn a lot about public speaking by watching other students—thinking about what their strong points are and what they did or didn't do to make their presentation entertaining.
3. Speech exams also provide an opportunity for you to get feedback from an experienced person—other than your teacher, of course! The examiners are usually actors or professional public speakers, so they know what they are looking for. About a week after the exam, each student gets a report with a grade and comments on each section. I have always found the comments very useful, and I try to learn from them.
4. I also think that speech exams will be helpful in my future. Mom and Dad say that excellent spoken communication is essential in job interviews, and what better way to show that you can speak well than by showing a potential employer your speech reports?
5. Preparing for speech exams, while challenging, is also lots of fun! You are allowed to choose your own topics and texts, which means that you can choose things you feel strongly about or really enjoy. When the day comes for the exam, although I feel nervous, I feel very proud of all the work I have put in and like the fact that I can share that with an audience. When everything goes well, there is nothing like the exciting feeling of performing—it is such a buzz! If you are well-prepared, it also shows in your report. I feel that I have always passed my exams because I have been so well-prepared and tried hard.
6. I think everyone should try to do at least one speech exam while they are at school—I promise that you won't regret it. Even though it requires a lot of hard work, holding that report with "Pass" written on it is a great feeling and makes it all worth it!



Name _____

Follow the steps below to learn how to identify the main points and summarize text.

- Make sure you understand the question and underline the keywords.
- Look for information in the text, and decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all the possible answers before making a decision.

1. Which sentence best summarizes how speech exams can help to develop someone's confidence?
 - (a) They allow you to get feedback from an examiner.
 - (b) You have to recite a poem from memory.
 - (c) They are easy to prepare for.
 - (d) You have to control your nerves to be able to speak in front of a large audience.
2. Choose the best answer. Think about each choice carefully.
 - (a) Receiving feedback from an examiner would not necessarily help you to develop confidence, especially if the feedback was negative. This is not a good answer.
 - (b) The writer states that you do have to recite a poem from memory, but does not say that this helps you to develop confidence. This is not the best answer.
 - (c) The writer says that preparing for speech exams is challenging, so this cannot be the correct answer.
 - (d) In the second paragraph, the writer gives reasons why speech exams can help you to develop confidence and discusses how you need to control your nerves to speak in front of a large audience. This is the best answer.
1. Which sentence would you leave out of a summary of reasons why the writer likes to do speech exams?
 - (a) She enjoys the buzz of performing.
 - (b) She feels proud of all the work she has put in.
 - (c) She enjoys meeting the examiners.
 - (d) She enjoys receiving her reports.
2. Choose the best answer. Think about each choice carefully.
 - (a) The writer says that she likes the buzz of performing, so this would need to be included in the summary
 - (b) The writer says that she feels very proud of her hard work on the day of the exam, so this would also need to be included in the summary.
 - (c) The writer doesn't say anything about enjoying meeting the examiners. She only says that they are professionals and that their comments are useful. This is probably the best answer
 - (d) The writer says at the end of the text that holding the speech report is a great feeling, so this should also be included in the summary.

Name _____

Use the strategies you learned to practice summarizing. Use the clues in the "Think!" boxes to help you.

1. Which description best summarizes the sort of people who could be speech examiners?
 - (a) people who have done speech exams before
 - (b) people who have acted or spoken professionally in front of an audience
 - (c) professional actors
 - (d) professional public speakers

Think!

Look in paragraph 3 to find the description of speech examiners, and consider how all the possibilities are best summarized.

2. Write a sentence that summarizes the writer's reasons for why doing speech exams might be useful for the future.

Think!

You will find the main points for this summary in paragraph 4.

3. Which group of words best summarizes how the writer feels on the day of a speech exam?
 - (a) scared, nervous, unprepared
 - (b) proud, unwell, shy
 - (c) excited, happy, energetic
 - (d) nervous, proud, excited

Think!

Read paragraph 5 carefully to help you decide which group of words covers all the feelings of the writer on the day of an exam.

4. How could the writer's overall attitude to speech exams be summarized?

Think!

The overall tone of the text should tell you the writer's attitude, but also look carefully at paragraphs 1 and 6 for clues.

5. Write a sentence to summarize your opinion about doing speech exams.

Name _____

Use the strategies you have been practicing to help you summarize text.

1. Which phrase best summarizes what a speech examiner does?
 - (a) conducts speech exams
 - (b) writes speech reports
 - (c) conducts speech exams and writes a report for each student
 - (d) decides if students pass or fail their speech exams
2. Which sentence would you leave out of a summary of reasons why speech exams might be nerve-wracking?
 - (a) You have to decide on what topics and texts you will perform.
 - (b) You have to recite a poem from memory.
 - (c) You have to speak in front of an audience.
 - (d) You have to speak in front of a speech examiner.
3. Summarize what a student is expected to do on the day of his/her speech exam.

4. Write a summary of the main reasons why the writer thinks speech exams are worthwhile.

Name: _____

- A. Simile B. Metaphor C. Idiom D. Personification
E. Hyperbole F. Alliteration G. Onomatopoeia H. Proverb

Vocabulary words: Please tell me what each one of these means

1. _____ An extreme exaggeration
2. _____ A comparison of two or more things using like or as
3. _____ Giving something human traits
4. _____ Something not meant to be taken literally
5. _____ A repetition of the same sound
6. _____ An advice, something wise or true
7. _____ A comparison of two things using is or are
8. _____ The use of sounds

Using the letters above match the figurative language and tell me what they mean?

_____ 1. The slice of bread jumped out of the toaster suddenly, scaring me.

_____ 2. The paintbrush was a magic wand in his hands.

_____ 3. This car goes faster than the speed of light.

_____ 4. Work will win when wishy washy wishing won't .

_____ 5. She was feeling under the weather so she stayed home today.

_____ 6. When there is a will, there is a way.

_____ 7. The rain was like a shower to the earth

_____ 8. Zip goes the jacket

Name _____

Activity: Read the story below and complete page 82.

Family History

1. Yesterday at school, Mrs. Keenan told us that our next project was to be about one of our ancestors. Immediately, Jordan called out that one of his relatives had been a famous spy. He started to tell us about it, but Mrs. Keenan made him stop. Then, Briony said that one of her ancestors had been a famous explorer, but she didn't say anything else about him.
2. It got me thinking—I really didn't know anything about my ancestors at all. Mrs. Keenan said that the best place to start on our project would be to ask our families. So, during dinner that night, I brought up the topic.
3. "Mom," I said. "I don't know anything about my ancestors. Is there anyone interesting in our family tree?"
4. Mom was chewing on her steak at the time, and she suddenly choked. Dad had to pat her on the back. Then, she took a long drink of water.
5. "Sorry, Connor, what were you saying? Something about relatives? What would make you ask about that?"
6. I told them both about Mrs. Keenan's latest project. Mom and Dad exchanged glances.
7. "Why don't you write about Grandpa's life, Connor? He has done lots of amazing things," Dad said.
8. "Well ... yeah ..."
9. "Unfortunately, we don't really know a lot about either of our families," said Dad. "Mine are from England, and your Mom's come from India. That's it."
10. I was going to say more, but their faces had gone pale, and they started talking quickly about the weather. I calmly kept eating my dinner and didn't say another word. A plan began to form in my head.
11. When I went to bed that night, I set my alarm for 3 a.m. I listened outside Mom and Dad's room to make sure they were asleep, then tiptoed down the stairs, and headed for the filing cabinet in the office. I rifled through until I found what I was looking for. I had to stifle a cry when I saw it. With trembling fingers, I unrolled the yellowed old paper and hunted through the names. Then I read one right at the top. My heart skipped a beat.
12. "Wow," I whispered. My ancestor project was certainly going to beat everybody else's.



Name _____

Use the strategies you learned and practiced in *The Wesley Mystery* to help you determine what is most likely true.

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about.
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. Most likely, what was Connor searching for in the filing cabinet?

- (a) his school reports
- (b) an old project he had done
- (c) an old letter
- (d) his family tree

Think!

Carefully read the description of what he found and consider what he might have been looking for without his parents knowing.

2. What did Connor probably think of the idea of writing about his grandpa?

- (a) He couldn't wait to get started.
- (b) He would have preferred to have written about someone further back in his family.
- (c) He thought it would be difficult.
- (d) He thought his grandpa wouldn't like the idea.

3. What might make Connor think that his project was going to beat everyone else's?

4. Write how you think Connor's mom and dad felt when Connor asked them about his ancestors. Give reasons for your answer.

UNDERSTANDING COMMA SPLICES

In written English, the comma splice is one of the most frequent errors. Learn what it is, and how to avoid it, and your writing will be all the better for it.

WHAT IS IT?

A comma splice is the use of a comma to join two independent clauses.



EXAMPLE: It is late, we will not make the bus on time.

Either side of this comma, we have independent clauses – sentences in their own right, which can stand alone.

X WRONG

In English, this is considered **incorrect**. In order to join together two independent clauses, we need to use a comma and a coordinating **conjunction** (such as *and*, *so* or *but*). Or we can write them as two separate sentences, or join with a semicolon.

EXAMPLES: It is late, and we will not make the bus on time. ✓

It is late; we will not make the bus on time. ✓

It is late. We will not make the bus on time. ✓

RIGHT
RIGHT
RIGHT

PRACTICE

For each of the following, decide if they are complete sentences or if there are comma splices.

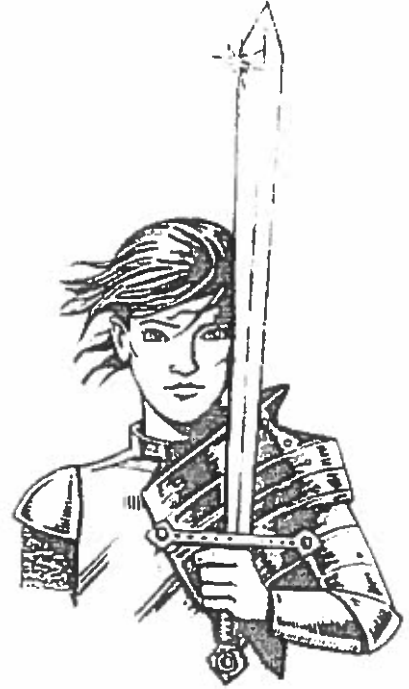
	Comma Splice	Complete Sentence
1. Susan was always late for work, nobody seemed to care.	<input type="checkbox"/>	<input type="checkbox"/>
2. He didn't like to ski, so he always went to the restaurant instead.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sitting down, she realised she didn't have her work with her.	<input type="checkbox"/>	<input type="checkbox"/>
4. English is a difficult subject, Math is easy.	<input type="checkbox"/>	<input type="checkbox"/>
5. After I passed my exam, I was allowed to drive alone.	<input type="checkbox"/>	<input type="checkbox"/>
6. He makes delicious pizzas, I love them.	<input type="checkbox"/>	<input type="checkbox"/>
7. Jen loves cake, Tom likes cookies, but I love them both.	<input type="checkbox"/>	<input type="checkbox"/>
8. It is cold outside, put on a jacket.	<input type="checkbox"/>	<input type="checkbox"/>
9. As the students understood comma splice, the teacher was pleased.	<input type="checkbox"/>	<input type="checkbox"/>
10. He loved her with all his heart, yet she couldn't love him back.	<input type="checkbox"/>	<input type="checkbox"/>
11. Marking quizzes is bearable, marking essays is painful.	<input type="checkbox"/>	<input type="checkbox"/>
12. Ben loves to read and travel, he often reads while travelling!	<input type="checkbox"/>	<input type="checkbox"/>
13. Although she was tired, she couldn't sleep.	<input type="checkbox"/>	<input type="checkbox"/>

Name _____

Activity: Read the passage below, and use pages 84–86 to show how well you can draw conclusions, summarize, and make inferences.

Joan of Arc

- 1 In 1412, a peasant girl named Jeanne ("Joan" in English) was born to Catholic parents in a small village in France. At the time of Joan's birth, a war was taking place between two factions of the French royal family—the Armagnacs and the Burgundians. In 1415, this unrest allowed the English, who had long been at war with France, to invade. With the help of the Burgundians, they defeated the Armagnacs, and by 1429, they occupied Paris and much of northern France. The King of England even began to claim that he should be the ruler of France.
- 2 As a child, Joan was deeply religious. Around the age of 12, she told people that she could hear the voices of saints giving her messages from God. The saints told her that she had been chosen to free her country from the English and help Charles VII, the son of the French king, to be crowned as the ruler of France in the city of Reims. This had not been able to take place because Reims was located in the English-occupied part of France.
- 3 At the age of 16, Joan traveled to the town of Vaucouleurs to ask the captain of the French army to allow her to speak to Charles VII. At first, the captain laughed and refused, but eventually he allowed her to go, dressed as a man. Joan spoke to Charles and convinced him that she should lead an army against the English, as she believed he was the rightful king of France. At first, the male soldiers were reluctant to take orders from her, but soon they agreed. In fact, many men actually volunteered to join the army and fight for her.
- 4 Joan's first task was to ride with the army to the town of Orleans to fight the English. Legend has it that she was unarmed and carried only a banner. The French, led by Joan, won the battle and continued fighting the English in other parts of northern France. The battles left thousands of English casualties but only a few losses for the French. In 1429, the triumphant French army reached Reims, and Charles was crowned king with Joan by his side.
- 5 Joan continued to fight, but in 1430, she was captured by the Burgundians, who sold her to the English. She was imprisoned then tried and found guilty of witchcraft and heresy (having beliefs that were in conflict with the Catholic faith). In 1431, she was burned at the stake in the town of Rouen, although some legends claim that another person died in her place. In 1455, Joan's family requested a new trial, and this time, Joan was found to be innocent.
- 6 The war between France and England raged on until 1453, when England was eventually driven out of France. In 1920, Joan was declared to be a saint by the Catholic church.



Name _____

Remember:

- Make sure you understand what it is you are drawing conclusions about.
- Look in the text to find the facts and details and underline them.
- Make decisions about what they mean.
- Always check all possible answers before making a decision.

1. Charles needed to be crowned in the city of Reims. What can you conclude from this?

- (a) Reims was located in the English-occupied area of France.
- (b) French queens and kings were usually crowned in Reims.
- (c) He liked Reims.
- (d) Joan thought this is where he should be crowned.

2. Why can you conclude that Joan's family members were concerned for her reputation?

3. You can conclude that Joan's first trial was not run properly because:

- (a) the trial was over quickly.
- (b) she was imprisoned.
- (c) her family didn't believe she was guilty.
- (d) she was found innocent at a second trial after her death.

4. What sort of person do you think Joan of Arc was? Explain how you reached this conclusion

Name _____

Remember:

- Make sure you understand the question and underline the keywords.
- Look for information in the text, decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all the possible answers before making a decision.

1. Which sentence best summarizes the events that happened after Joan's death?
 - (a) Her family requested a new trial for her.
 - (b) People felt sorry for her.
 - (c) She was found innocent in a new trial and was declared a saint by the Catholic church.
 - (d) The war between England and France began.

2. Write a summary of reasons why Joan of Arc wanted Charles VII crowned as the king of France.

3. Write a brief summary of Joan of Arc's life from the age of 16 until her death.

4. Which sentence best summarizes Joan's childhood?
 - (a) She was a peasant child who was deeply religious.
 - (b) She liked going to church.
 - (c) She was born to Catholic parents.
 - (d) She lived in a French village.

Name _____

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. What would be the best reason for why Joan of Arc was put on trial the first time?
 - (a) She was a girl.
 - (b) The king requested it.
 - (c) She had told stories about receiving messages from God.
 - (d) The English wanted to punish her for leading an army against them.
2. Most likely, why might the men have volunteered to join Joan of Arc's army?
 - (a) They loved France.
 - (b) She was a convincing speaker and a strong personality.
 - (c) They were impressed that a teenage girl was leading an army.
 - (d) They wanted to travel.
3. The King of England began to claim he should be the ruler of France around 1429. Why do you think he claimed this?

4. What is the best reason why the captain of the French army made Joan dress as a man before she was allowed to speak to Charles VII?

5. Circle the year that would have been the most peaceful to live in France.

1453
1415
1429

Why do you think this?

Name _____

- Use a **colon** after the salutation in a business letter.
- Use a **colon** to introduce a list of items.
- Use a **semicolon** to join together two independent clauses—that is, two clauses that could be sentences on their own. The semicolon takes the place of a comma and conjunction.

Read the letter. Correct errors with colons and semicolons.

3100 Olive Street
Pico Rivera, CA 90060
February 15, 2012

Dear Ms. Newman,

I am sending the additional information you need for the choir program. The event begins at 7:00 P.M. The girls' chorus will perform first the mixed choir will perform last. Please add the following names to the list of choir members Abby Stein, Hannah Wilbanks, Windom Merrill, and Paul Stanley.

If you need any other information, please let me know.

Sincerely yours,
Lachandra Newman

For each of the following, fill in the missing colons or semicolons (choose the correct one):

1. One needs many things to be a good teacher_ an abundance of patience_ a passion for one's subject_ lots of creativity_ and a loud voice.
2. He saw that he had two choices before him_ marry her or break up.
3. The school play was cancelled_ three of the actors had food poisoning.
4. My mother just kept repeating_ "Why don't you ever listen to me?"
5. My hands stopped shaking_ the audience came into focus_ I felt relieved.
6. My uncle Gerald works late every night_ being the director of a large company is a demanding job.
7. My sister loves fruit_ my brother loves vegetables.
8. You need to remember_ if you think it, you can do it.
9. Contact me on Saturday_ I will give you an answer then.
10. The following items are required_ blankets, pillows, torches and candles.

Exercise Two

Identify the correct sentence in each of the following:

a) Susan has an abundance of accessories; bracelets, scarfs, necklaces, and hats.

b) Susan has an abundance of accessories: bracelets; scarfs; necklaces; and hats.

c) Susan has an abundance of accessories: bracelets, scarfs, necklaces, and hats.

a) We have a problem; we've run out of milk.

b) We have a problem: we've run out of milk.

c) We have: a problem, we've run out of milk.

a) She heard her mother's voice in her head; "Always believe in yourself."

b) She heard her mother's voice in her head: "always believe in yourself".

c) She heard her mother's voice in her head: "Always believe in yourself."

a) It was raining heavily: the game was cancelled; I was devastated.

b) It was raining heavily; the game was cancelled; I was devastated.

c) It was raining heavily; the game was cancelled: I was devastated.

a) Beth speaks French; Jim speaks English.

b) Beth speaks French: Jim speaks English.

c) Beth speaks French; but Jim speaks English.

a) The students experienced a feeling they had never felt before: excitement.

b) The students experienced a feeling they had never felt before; excitement.

c) The students experienced: a feeling they had never felt before: excitement.