



Fifth Grade

Language and Grammar Teacher's Manual Part 2

Lessons 81 to 160



Sample Lessons 81 to 85

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Lesson 81

Lesson Objectives

1. Students will classify adjectives.
2. Students will learn perfect progressive tenses.

Materials

Workbook 2 pages 4 to 7

Adjective Collection sheet and Five Senses Adjective Collection sheet (Resource Pack)

Teaching

1. Begin with workbook page 4. Have students read the sheet. Next, ask the students questions: What do adjectives do? (They describe nouns and pronouns.)

What is a proper adjective? (An adjective based on a proper noun.) What are some examples besides the ones on the workbook page?

For fun, have students try to form proper adjectives from their own names by trying out some of the suffixes. Have students use them to modify nouns in sentences.

What rules did you review for adjectives that compare?

The -er suffix is added to adjectives to compare two nouns or pronouns for short words. Adjectives with two or more syllables use the words more or less instead of adding the suffix.

The -est suffix is added to adjectives to compare three or more nouns or pronouns for short words. Adjectives with two or more syllables use the words most or least instead of adding the suffix. (most of the time)

What does a demonstrative adjective do? (It emphasizes a noun.) What are the four demonstrative adjectives? (this, that, these, those)

Use the two adjective collection sheets to “collect” adjectives over time. Put a special emphasis for students to try to add different words throughout the week. The “adjectives that tell number” shouldn’t be simply number names (one, two, three, etc). Words such as *first, few, many*, tell number.

On the next workbook page, students will read the short story, find adjectives, and classify them. The order of answers within each category does not matter.

The activity can be continued with the writing suggestion at the bottom of the page:

What do you think happened next? On another sheet of paper continue the story. Use at least two adjectives that relate to one of the five senses, an adjective that tells number, an adjective that tells color, an adjective that ends with the suffix -able, and a proper adjective.

Note: Instruction for Lesson Objective 2 begins on page 8.

Workbook Page 4

Adjective Review

Adjectives describe nouns and pronouns in sentences. Using adjectives gives sentences more detail.

Adjectives can relate to the five senses:

beautiful horse, noisy mower, rough sandpaper, delicious pie, stinky pig.

Adjectives can tell us number:

one duck, dozen eggs, several people, many towns, fifty dollars

Adjectives can tell us color:

blue hat, purple dress, red truck

Some adjectives are formed from verbs by adding suffixes such as -able:

believable story, washable surface, reasonable conclusion

Some adjectives can be formed from proper nouns. Proper adjectives are capitalized:

French fries, Canadian geese, English toffee, American values

Sometimes you can form proper adjectives by adding suffixes to proper nouns:

-ian, -an, -esque, -ese, -like, -istic. Other times, the proper noun doesn't have to change at all.

Adjectives That Compare

Some adjectives have three different forms. One form just describes the noun. The next form compares it to another noun. The third form compares it to more than one noun.

We add the suffix -er to some adjectives to show a comparison between two nouns. We add the suffix -est to compare more than two nouns. Usually the suffixes are only added to one or two syllable words.

smart, smarter, smartest

If a word ends with consonant and *y*, change the *y* to *i* before adding the suffix.

happy, happier, happiest

Sometimes instead of adding -er or -est, we add the words more, most, less, and least. Many modifiers with two or more syllables use the words more or most instead of -er or -est. Modifiers with three or more syllables use more, most, less or least. If you're not sure how the modifier changes, look in a dictionary.

plentiful, more plentiful, less plentiful, most plentiful, least plentiful

The words more and less compare two things.

The words most and least compare three or more things.

Demonstrative Adjectives and Articles

A demonstrative adjective doesn't describe a noun, as much as it puts special emphasis on the noun. It points to a specific noun. Common demonstrative adjectives are:

this, that (singular) and these, those (plural)

Workbook Page 5

Find and Classify the Adjectives

The jazzy music played as we rode the elevator. It stopped at the seventh floor. When the door opened, we were greeted by a French poodle. It wore a pink collar. My sister thought it was an adorable dog.

Suddenly, lady ran down the hall. It was our new neighbor. "There's my FooFoo," she spoke with an English accent. "I've been looking for you over thirty minutes."

She rubbed the dog's soft fur. "She has an insatiable desire to go outside, but I can't take her with my allergies."

"We can take her for you!" offered my sister. "She is such a lovable dog. She would so enjoy the blue sky, green grass, and pretty flowers."

"What a wonderful offer!" said the lady. "I'll have a warm cookie waiting for you when you get back."

"Two cookies for each of us seem like a delicious offer to me," I bargained.

"Deal!" laughed our happy neighbor.

Proper adjectives: French English

Adjectives that tell color: pink blue

green

Adjectives that tell number: seventh thirty

two

Adjectives with the suffix -able: adorable insatiable

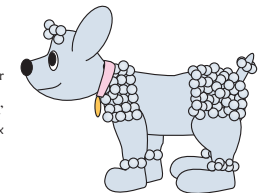
lovable

Adjectives relating to senses: jazzy soft

pretty warm delicious

Bonus Adjectives new wonderful

happy



What do you think happened next? On another sheet of paper continue the story. Use at least two adjectives that relate to one of the five senses, an adjective that tells number, an adjective that tells color, and adjective that ends with the suffix -able, and a proper adjective.

Adjective Collection sheet

Adjective Collection

Lesson 81

Proper adjectives:

Adjectives that tell color:

Adjectives that tell number:

Adjectives with the suffix -able:

Five Senses Adjective Collection sheet

Five Senses Adjective Collection

Lesson 81

Sight

Smell

Touch

Hearing

Taste

Lesson 81

2. Students will read about perfect progressive tenses on the next workbook page. Ask questions: How is the tense like the perfect tense? (It uses the same auxiliary verbs: had, has, have, will have)

How is this tense like the progressive tense? (It uses the present participle, words ending with -ing)

What “be” verb does it use? (been)

What do perfect progressive tenses describe? (An action that was, is, or will be progressing, yet will be completed at a later time.)

What can the words *for* or *since* do in sentences with perfect progressive tenses? (They can be used to add a phrase that gives a clearer time frame.) Have students practice changing tenses with these sentences. Encourage them to add *for* or *since* phrases on some examples followed by example answers. Other answers are possible.

The students are learning a new verb tense.

The students have been learning new verb tenses since the beginning of the year.

We used the decorations.

We had been using the decorations for generations.

The milk is in the refrigerator.

The milk will have been in the refrigerator for only two days.

The factory is closed.

The factory has been closing at night for the last two months.

Students will change the tense of the sentences on the fourth workbook page. The parenthesis will indicate a particular tense. At the bottom of the workbook page, students will choose one of the first three sentences and write it with a different tense and a different *for* or *since* phrase.

Answers note: The *for* or *since* phrases will vary and example answers are italicized.

Workbook Page 6

Perfect Progressive Tense

We've learned about progressive verb tenses. The word "progressive" when referring to tenses means that the action started and then continued. We've also learned about perfect verb tenses. The word "perfect" when referring to tenses means the action has finished.

There is a tense that refers to actions that continue and then are or will be completing. The perfect progressive verb tense describes an action that was, is, or will be continually occurring or progressing. It was, is, or will be completed (perfected) at a later time. It has a past, present, and future tense like other verb tenses.

It uses the same auxiliary verbs as the perfect tense: had, has, have, will have
 The auxiliary verbs are followed by the "be" verb been.
 It uses the present participle (verbs with the -ing suffix) like the progressive tense.

Past perfect progressive tense: had been.

For example: I had been reading for an hour before I was distracting by the noise.
 The action started in the past, continued for an hour, and then was completed.

Present perfect progressive tense: has been or have been.

For example: He has been reading for an hour. The students have been reading for an hour.
 The action started in the past and sixty minutes of reading have been completed.

Future perfect progressive tense: will have been.

For example: She will have been reading for an hour by the time lunch is ready.
 The action started in the past and will come to completion at the end of an hour's time.

Often times the words for or since will be added to give a clearer time frame. The word "for" indicates a duration of time. The word "since" indicates a starting point. For example:

It had been raining for most of the day, but now the sun is out.
 It had been raining since noon, but now the sun is out.

Workbook Page 7

Perfect Progressive Tense

Change the tense from present progressive tense to perfect progressive. Add a time frame using for or since. The words in parenthesis indicate which perfect progressive tense to use and which time frame word to use.

Answers may vary. *The words in italics are example answers.*

1. The elephant is riding the elevator. (present, for)

The elephant has been riding the elevator for
several minutes.

2. The old instructor is exploring a cave. (past, since)

The old instructor had been exploring caves since
he was a child.

3. The refrigerator is buzzing loudly. (future, for)

The refrigerator will have been buzzing loudly for
days before it can be repaired.

4. Choose one of the sentences above. Change it to a different perfect progressive tense and use a different time frame word (for, since). Change the phrase after the time frame word to create a new time frame.

Lesson 82

Lesson Objectives

1. Students will combine sentences by adding adjectives that compare.
2. Students will add adjectives to a paragraph.
3. Students will paraphrase sentences.

Materials

Workbook 2 pages 8 & 9

Adjective Collection sheet and Five Senses Adjective Collection sheet (from Lesson 81)

Thesaurus

Teaching

1. Write the sentences: The cat is big. The dog is bigger. Read these two sentences. Together, the sentences compare what two animals? (a cat and a dog) What attribute is being compared? (Their size) Can you think of ways to combine these two sentences into one sentence? There are many ways to do this. Some examples would be:

The dog is bigger than the big cat. Although the cat is big, the dog is bigger. The big cat is smaller than the dog.

You may try other examples with the students.

Sharon is happy. Other students in the class are happy, but less happy than Sharon.

The addition problem was easy. The subtraction problem was easier.

Use the top section of the workbook page. Students will combine the sentence, but make the same comparison.

Answers note: The answers are examples of how the sentences can be combined. Other answers are possible.

2. Use the bottom section of the workbook page and the Adjective Collection and Five Senses Adjective Collection sheets. Students will add adjectives to the sentences in the paragraph from each of the classifications on the Adjective Collection sheet. Students do not have to add adjectives from each sense, but at least one adjective from any sense.
3. Students will read about paraphrasing on the second workbook sheet. Encourage students to use a thesaurus to find synonyms.

The pedagogue advised the scholars to linger in their chairs. (The teacher asked the students to stay in their seats.)

You may also have students make sentences more complex by having them first write a simple sentence and then use the thesaurus to choose different and more complex words.

In paraphrasing sentences, students don't simply substitute synonyms. Sentences can be reworded to capture the same meaning. The first exercise on the workbook page provides examples. Have students complete and correct the top section before continuing to the bottom section. This will give more examples of paraphrasing before students have to write their own paraphrases.

Lesson 82

Adjectives That Compare

Combine the sentences using adjectives that compare. Use the bold word as a part of the comparison.

Sample answers. Answers may vary.

1. My instructor is interesting. Other instructors are boring.

My instructor is the least boring of all the
instructors.

2. My instructor uses demonstrations to underscore concepts. The other instructors' demonstrations are not that amazing.

My instructor uses the most amazing
demonstrations to underscore concepts.

3. The instructor has a rapport with the students. The other instructors are not as friendly.

The instructor has the friendliest rapport with the
students.

Adding Adjectives

Read the paragraph and rewrite it adding at least one adjective per sentence. Somewhere in the paragraph add adjectives that do the following: relates to the five senses, tells number, tells color, and ends with the suffix -able.

The truck lowered the box on a ramp. It was like an elevator. Inside the box was a refrigerator. My sisters thought the box was the best thing ever. They added decorations and made it into a playhouse.

Answers may vary.

Paraphrasing

The same thing can often be said many different ways. You can change sentences by using synonyms and putting the ideas in the sentence in a different order. Sometimes this can make the idea clearer or sound more like the way you write or talk. Find key words and use a thesaurus to find synonyms.

Original: I deplored the presentation of the cuisine.

Rephrased: I didn't like how the food looked.

Match the original sentence to the rephrased sentence. Write the matching letter on the lines.

Original

1. The orator grew hoarse as he pontificated.
2. The crowd spoke favorably of the decorations.
3. The instructor made a minor arithmetical error.
4. There was nourishment galore in cold storage.

1. C

2. A

- Rephrased*
- A. Everyone liked the balloons and streamers.
 - B. The teacher added the numbers incorrectly.
 - C. The person speaking lost his voice during the speech.
 - D. The refrigerator was full of food.

3. B

4. D

Paraphrase these sentences. Sample answers. Answers may vary.

1. I implored my female parent to ignore the condition of my bedchamber.

I begged my mom to ignore my messy bedroom.

2. Emphatically raising your voice is not a copasetic way to underscore your recommendation.

Yelling is not an acceptable way to get what you
want.

3. The manufacturing plant administrator knew it was imprudent to ignore procedures that prevented harm.

The factory manager knew it was unwise to
ignore safety procedures.

4. The human beings of a young age fully engaged in consuming the sugary confections.

The children gave their full attention to eating
candy.

Lesson 83

Lesson Objectives

1. Students will make adjectives by adding suffixes.
2. Students will review capitalization.

Materials

Workbook 2 pages 10 & 11

Teaching

1. Students will use the workbook page and a dictionary (maybe more than one) to complete the chart on the workbook page. Students may not find all the answers shown in the chart, depending on the dictionary. The point of the exercise is first to show how suffixes can change words from other parts of speech into adjectives with a special emphasis that there can be multiple ways to do that with different shades of meaning. The second point is to use resources such as a dictionary to find information.

After students have made an effort to complete the chart, you may have them fill in any missing suffixes shown in the answers.

Discuss the differences the suffixes can make using the same root word. For example, bearable is quite different than bearlike, because the word “bear” is a homonym. Needful and needless are opposites.

Students will write one adjective based on each root word choosing a suffix from the chart. Make the list at the bottom of the page.

2. Students will proof the paragraphs for words that need to be capitalized. Students will write those words on the lines capitalized.

Making Adjectives By Adding Suffixes
 Suffixes can turn other parts of speech into adjectives. Which suffixes work with the root words? Check the boxes.

	-able	-ful	-ible	-ish	-less	-like	-y
ape				✓		✓	
reproduce			✓				
home					✓	✓	✓
predict	✓						
mouse						✓	✓
hope		✓			✓		
child				✓		✓	
bear	✓			✓		✓	
need		✓			✓		✓
reverse			✓				
tickle				✓			✓
fruit		✓			✓	✓	✓

Write one adjective form of each of the root words. Sometimes the spelling of the root words will change to add suffixes that begin with vowels.

reproducible _____

predictable _____ Some answers have multiple choices.

reversible _____ Answers with a single choice are shown.

_____ Order is unimportant.

Capitalization
 The names of people, personal titles, holidays, dates, countries, cities, states, and proper adjectives are capitalized.

Write the words from the paragraphs that should be capitalized.

1. The instructor, doctor arnsworth showed janice and her friend elizabeth the chinese vase. It was very valuable because it was flawless. It was found outside the city of peking. It will be on display at the smithsonian institute in washington, d. c. starting in june.

Doctor Arnsworth, Janice, Elizabeth, Chinese, Peking, Smithsonian Institute, Washington, D. C., June

2. An english archaeologist from oxford university discovered it. Her name is sheila bancroft. She is a reliable expert in asian history. She believes it was made for emperor min of the jin dynasty. It features a dragonlike creature and may have been made for the zhonghe festival, a holiday that celebrated a blue dragon.

English, Oxford University, Sheila Bancroft, Asian, Emperor Min, Jin, Zhonghe Festival

3. Find the adjectives in the paragraphs that end with -ful, -able, -ible, -ish, -like, -less, or -y. Not all the suffixes are used.

valuable, flawless, reliable, dragonlike

Lesson Objectives

1. Students will make adjectives by adding suffixes.
2. Students will change sentences to the perfect progressive tense.

Materials

Workbook 2 pages 12 & 13

Teaching

1. Write the example sentence: The unbear heat made it hope to work outside.
Does this sentence make sense? (no) There are words in the sentence that should be adjectives, but aren't because their suffixes are missing.

Can you find and correct those words? (Unbear should be unbearable. Hope should be hopeless.)

What is the corrected sentence? (The unbearable heat made it hopeless to work outside.)

Students will read the paragraphs and fix the adjectives by adding suffixes. Students will write the corrected adjectives on the lines. The first paragraph has 14 adjectives to correct. The second paragraph has 11 adjectives to correct.

2. Students will change the tense of the sentences from the present perfect tense to different perfect progressive tense and add for or since phrases on the second workbook page.

Example: The refrigerator has worked.

Past perfect progressive tense: The refrigerator had been working for hours.

Present perfect progressive tense: The refrigerator has been working since yesterday.

Future perfect progressive tense: The refrigerator will have been working for days.

Making Adjectives

Suffixes can turn other parts of speech into adjectives. These suffixes include:

-able, -ful, -ible, -ish-, -less, -like, y

Read the paragraphs. Adjectives are missing suffixes. Find the adjectives that need help and add the correct suffixes.

The home man was help to ignore the juice hamburger. It was cheese and beef. The person response for the restaurant made one avail to the hope man. He was a bit sheep to take it at first. "Don't be fear," said the thought cook. With a child innocence, the cheer man ate the taste hamburger.

homeless, helpless, juicy, cheesy, beefy, _____
responsible, available, hopeless, sheepish, fearful, _____
thoughtful, childlike, cheerful, tasty _____

Some people are not comfort in the woods. They think it is scare. I think it is wonder. It would be fool for a child to hike alone. I am sense enough to always take a friend. My time in the woods is price. The things to discover are limit. I once saw a dog animal that climbed a tree. I was clue as to what it was, until a resource friend found a collect book about foxes.

comfortable, scary, wonderful, foolish, sensible, _____
priceless, limitless, doglike, clueless, resourceful, _____
collectable _____

Perfect Progressive Tense

Change the tense from present perfect tense to a perfect progressive tense. Add a time frame using *for* or *since*. The words in parenthesis indicate which perfect progressive tense to use and which time frame word to use.

Answers may vary. *The words in italics are example answers.*

1. The committee has decorated the gymnasium. (present, since)

The committee has been decorating the _____
gymnasium since *early this morning*. _____

2. The senator has toured the factory. (future, for)

The senator will have been touring the factory _____
for *an hour* before giving a speech. _____

3. The insulator has fallen off the post. (past, since)

The insulator had been falling off the post _____
since *the ice storm*. _____

4. Choose one of the sentences above. Change it to a different perfect progressive tense and use a different time frame word (for, since). Change the phrase after the time frame word to create a new time frame.

Lesson 85

Lesson Objectives

1. Students will form negative adjectives with prefixes and suffixes.
2. Students will add adjectives to a paragraph.
3. Students will change sentences to the perfect progressive tense.

Materials

Workbook 2 pages 14 & 15

Adjective List sheet (Resource Pack)

Teaching

1. Use the top section of the first workbook page. Adding prefixes to the words on this page won't change the parts of speech, but do change the meanings. The prefixes on the page make words mean the opposite. Write the words with the added prefixes and suffixes. Choose one and write a definition and example sentence.

2. Students will add adjectives to the paragraph on the second part of the workbook page.

The answers show the intended order, but any order is acceptable if students want to make a very creative paragraph.

As an additional activity, students can use the Adjective List sheet to make cards to rearrange the words. Have students cut the sheet apart. You may have students mix up the cards and lay them out in a line. Read the paragraph inserting the adjectives in that order. Shuffle and repeat.

3. Student will add at least two adjectives to the sentences on the second workbook page. Students will also write the sentences using different perfect progressive tenses.

Adding Negative Prefixes to Adjectives

Adding certain prefixes can create the negative form. It will make the words mean the opposite. These prefixes include:

dis, in, non, un

Add prefixes and suffixes to these words:

1. root word: profit prefix: un suffix: able unprofitable

2. root word: flex prefix: in suffix: ible inflexible

3. root word: grace prefix: dis suffix: ful disgraceful

4. root word: deduct prefix: non suffix: ible nondeductible

5. root word: lady prefix: un suffix: like unladylike

Choose one of the words and write a definition and a sentence.

Adding Adjectives

Read the paragraphs. Replace the numbers with adjectives. Write the number and the adjective on the lines.

With **1** reflexes the **2** boy climbed the **3** tree to grab a **4** snack. The **5** child had to be **6**. His mother was **7** he wouldn't fall. She would be **8** if he got hurt.

Adjective List: fruitful miserable spunky fearless hopeful yummy catlike

flexible
1. catlike, 2. fearless, 3. fruitful, 4. yummy

5. spunky, 6. flexible, 7. hopeful, 8. miserable

Adding Adjectives

Change the tense of these sentences to any perfect progressive tense and add at least two adjectives. Add a phrase with a time frame using *for* or *since*.

past: had been present: has been or have been future: will have been

1. The senator rode the elevator.

2. The instructor had a rapport with the students.

3. The farmer put the milk in the refrigerator.

4. We will store the decorations in the attic.

5. The students underscored sentences in the textbooks.

fruitful

miserable

spunky

fearless

hopeful

yummy

catlike

flexible

Adjective List sheet (Resource Pack)