



Fifth Grade

Language and Grammar Workbook 1



Sample Lessons 1 to 5

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Lesson 1

Verb Parts

Every verb has four principal parts: the **present**, **present participle**, **past**, and **past participle**. Most verbs are regular, meaning the parts follow a pattern. The present participle is formed by adding the suffix -ing to the present form. The past and past participle forms are made by adding the suffix -ed. For example, the verb *walk* is a regular verb. Adding -ing makes the present participle form: *walking*. Adding the suffix -ed makes both the past and past participle forms, *walked*.

Irregular verbs do not follow a pattern when forming the past and past participles. The present participle is still formed by adding -ing, but the suffix -ed is not added to the past forms. Instead, each irregular verb is different. Sometimes the vowel changes. Sometimes the suffix -en is added. Sometimes the form doesn't change at all. See the examples in the chart. Try saying the present forms with the suffix -ed added and hear how funny the words sound.

Complete the Irregular Verb Chart on the next page. You may use reference material. The Present Participle is formed by adding -ing to the words, so you are not asked to write the Present Participle.

Irregular Verbs

Present	Present Participle	Past	Past Participle
bring	bringing	brought	brought
freeze	freezing	froze	frozen
lose	losing	lost	lost
set	setting	set	set
sleep	sleeping	slept	slept
speak	speaking	spoke	spoken
swim	swimming	swam	swum
write	writing	wrote	written

Using Commas Between Items in a Series

Using commas helps the reader understand the pauses intended by the author. One use of commas is between items in a series.

Examples: The box contained baseball gloves, books, and three candy bars.
 We will go to the store, to the post office, and then home.

Add commas to these sentences:



She blew up the balloon popped it and scared her brother.

The sandwich had salami peppers onions lettuce and mustard.

My favorite sports are baseball hockey and football.

I sold the toy truck for \$40.00 paid my sister back and saved the rest.

It turned cold started snowing and then warmed up again.

Irregular Verbs

Past and Past Participles

present	past	past participle
become		
begin		
bite		
break		
choose		
come		
do		
drink		
drive		
eat		
fall		
fly		
go		
ride		
run		
see		
take		

Lesson 2

Past Perfect Tense

In lesson 1 you found the past participle of verbs. The past participle helps form the past perfect tense. The past perfect tense indicates that something occurred before another action that was also in the past. In a sentence, the word **had** combines with a **past participle** verb to make the past perfect tense.

The window **had broken** before the rain fell.

In this sentence, the past perfect tense indicates that the window broke first. The words *had broken* express the past perfect tense. The rain fell in the past, but *after* the window broke.

Combine the sentences to describe the action using the past perfect tense.

1. Mom went to the store. I called her.

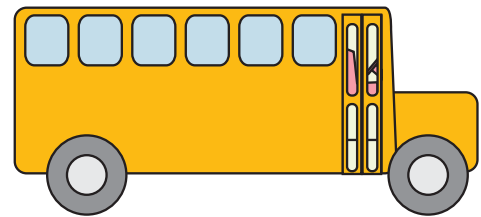
2. I thought of a song. It started playing on the radio.

3. She walked to the park. It started raining.

4. Jay rode the horse. The owner sold it.

Find and circle the conjunctions in the sentences.

1. The bus came to a stop, and I hopped off.



2. He didn't give us the money nor loan us a phone.

3. It was very cloudy yet did not rain.

4. We were late, so we sat on the back row.

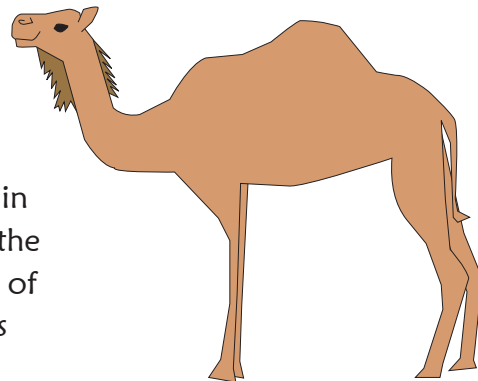
5. You may come with me to the store or stay home.

6. I was surprised she played well, for she hadn't practiced in days.

7. The bicycle had a flat tire, but I rode it anyway.

Identifying Tense

The past perfect tense indicates that it was the first thing that happened in the past when compared to another action that happened in the past, but after the past perfect tense action. The past perfect tense uses the word *had* as a helping verb.



Read the sentences. Write a verb in the first blank and the tense in the second blank. You do not need to write the word *had* with the past perfect tense. You may also write the word *perfect* instead of past perfect in the second blank since all the perfect tenses in this exercise are past perfect.

1. The owner expressed gratitude after they had brought her the runaway camel.

The tense of the first verb, _____, is _____.

The tense of the second verb, _____, is _____.

Write the present tense form of the irregular verb. _____

2. I asked if they had found the agricultural magazines.

The tense of the first verb, _____, is _____.

The tense of the second verb, _____, is _____.

Write the present tense form of the irregular verb. _____

3. The captain had abandoned the ship before it sunk.

The tense of the first verb, _____, is _____.

The tense of the second verb, _____, is _____.

Write the present tense form of the irregular verb. _____

4. The bananas had ripened naturally before we bought them.

The tense of the first verb, _____, is _____.

The tense of the second verb, _____, is _____.

Write the present tense form of the irregular verb. _____

Lesson 3

Simile

A simile is a figure of speech that compares two unlike things. Similes use the words *like* or *as* to compare things. Read this simile.

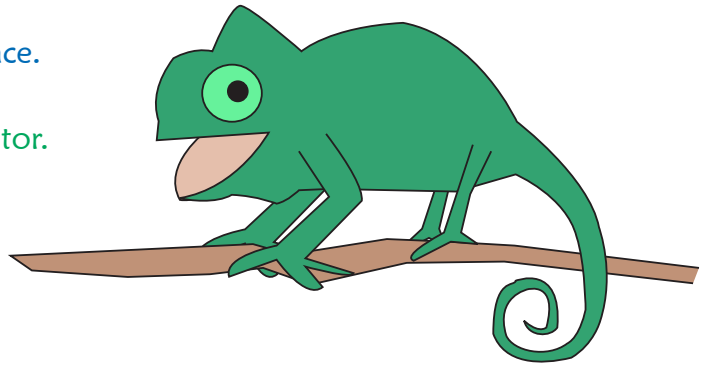
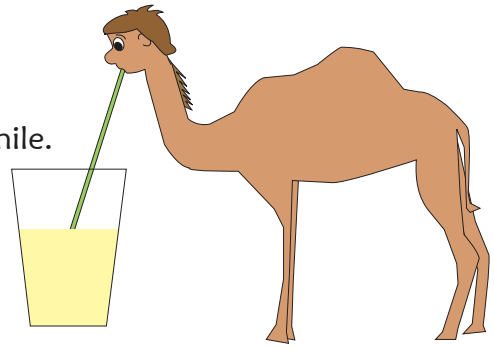
The boy was as thirsty as a camel.

What does it mean? The boy was very thirsty.

A thirsty camel can drink up to thirty gallons in ten minutes. The simile doesn't mean the boy can actually drink that much. It's simply a colorful and interesting way to say: The boy was very thirsty.

Read the similes and choose four to tell what they mean. Write the explanations on another piece of paper.

1. My blond hair color is as natural as a plastic banana.
2. The line was moving as slow as a turtle.
3. Their expression of gratitude was like music to our ears.
4. The plot to the story was as elaborate as a palace.
5. The teacher snapped at us like a captured alligator.
6. The play was like a fantastic voyage.
7. Dancers were as elastic as rubber bands.
8. He blended into the crowd like a chameleon in the jungle.
9. The college students were like hummingbirds as they moved onto the campus.



Complete similes about yourself.

1. I am as hungry as a _____
2. I can run like a _____
3. I can sing like a _____
4. I dance like a _____
5. I am as funny as a _____

Coordinating Conjunctions

We used the acronym FANBOYS to list **coordinating conjunctions**: For, And, Nor, But, Or, Yet, So. Coordinating conjunctions join words, phrases, and independent clauses. A clause can be a sentence by itself. When two clauses are joined, a comma is placed after the word that is before the conjunction. If a clause comes first and is joined to a phrase, a comma is not used.

There are two clauses in this sentence:

The captain sailed to the port, for the ship was in need of repairs. *There is a comma before the conjunction "for".*

Both parts could be complete sentences:

The captain sailed for the port. The ship was in need of repairs.

In this sentence there is not a clause after the conjunction, just a phrase:

The captain sailed the ship to the port for needed repairs. *There is no comma.* The words *needed repairs* is not a complete sentence.

Combine the sentences using a coordinating conjunction. Combine them as two clauses with a conjunction and a comma. Write a second time with only one independent clause and a conjunction with no comma. You may remove or change the order of words. You may add additional words or change the form of the words. You may need to use different conjunctions for each version. Write the sentences on another piece of paper.

- You may eat the banana now. You may save it for later.
- It's not a magazine. Is it a manual?
- The elastic makes the trap snap. It can capture the mouse.
- The castle had at one time been quite elaborate. It is now abandoned.

Verb Tenses

Are the verb tenses correct in the sentences? Fill in the circles to answer yes or no.

- | | | |
|---|---------------------------|--------------------------|
| 1. I had became upset when my friends abandoned me. | <input type="radio"/> yes | <input type="radio"/> no |
| 2. The family showed their gratitude to the firefighters in many ways. | <input type="radio"/> yes | <input type="radio"/> no |
| 3. They thought we had taken the camels for a ride. | <input type="radio"/> yes | <input type="radio"/> no |
| 4. She teached agricultural classes at the college's new campus. | <input type="radio"/> yes | <input type="radio"/> no |
| 5. Did the customers understand the advantages of using natural products? | <input type="radio"/> yes | <input type="radio"/> no |

Lesson 5

Past Perfect Tense

The word **had** combines with a **past participle** verb to make the past perfect tense. The past perfect tense indicates the first action that takes place in time. Read the sentences below. Write the word **had** in front of the verb that happens first in time. Do not write anything in the blank before the verb that happened second in time. Circle the correct form of the verb. Example:

The bears **had** **ran** / **run** away before we _____ **saw** / **seen** them.

1. I _____ **bumped** / **bump** the shelf before the magazines _____ **fell** / **fallen**.
2. We _____ **chosen** / **chose** bananas for a snack after we _____ **eaten** / **ate** lunch.
3. The captain _____ **taken** / **took** us on a fantastic voyage, then we _____ **came** / **come** home.
4. She _____ **drank** / **drunk** the natural juice by the time the show _____ **began** / **begun**.
5. The birds _____ **flew** / **flown** away after we _____ **rode** / **ridden** by them on the camel.

Adding details to sentences

Words can be added to sentences to make the meaning more detailed. Read the sentences. Add the words in the parenthesis to the sentences and write them on the lines. You may add other words as needed.

1. The children captured butterflies. (yesterday, colorful, young, almost)

2. The scientist recorded the data. (useful, computer, smart, laboratory)

3. The house was abandoned. (years, old, crumbling, owners, neglect)
