

Summer Work for Grade 6

Language Arts



Read and Discover



Thanks to the bravery of Samuel Wilson, the town of Metonymy was saved from the British. When the Revolutionary War began, Sam was eight years old. He was given the job of drummer boy in his town. When he saw the redcoats coming, Sam banged his drum. He alerted the townspeople in time for them to stop the soldiers.

Circle the boldfaced words that name particular persons, places, things, or ideas.



A **common noun** names any person, place, thing, or idea. A **proper noun** names a particular person, place, thing, or idea. Proper nouns must be capitalized.

See Handbook Section 14

Part 1



Underline the common nouns. Circle proper nouns.

1. Sam Wilson later started a plant for packing meat in Troy, New York.
2. Because of his friendliness, Sam was called "Uncle Sam" by his workers.
3. During the War of 1812, Sam printed "U.S." on the meat being sent to the army.
4. A curious inspector asked a worker what the letters stood for.
5. The worker didn't know, so he said they might stand for "Uncle Sam."
6. Soon people all over America were saying that things that came from the government were from Uncle Sam.
7. Uncle Sam has been a national symbol ever since.
8. Illustrators started printing pictures of Uncle Sam in newspapers in 1820.
9. The most famous picture of Uncle Sam was painted by James Montgomery Flagg.
10. This painting was used on recruiting posters for the U.S. Army during World War I.
11. In striped pants and top hat, Uncle Sam is still seen in ads and political cartoons.



This picture of Uncle Sam is a self-portrait of artist James Flagg.

CHAPTER 2 Nouns and Pronouns (pages 10–17)**Finding Nouns**

A **noun** is a word that names a person, a place, a thing, or an idea.

◆ Underline each noun. (There are forty-five nouns.)

1. At one time dinosaurs were rulers of the earth.
2. Some of these creatures were as big as houses.
3. Other dinosaurs were as small as turkeys.
4. Many of these animals walked on two legs and used their hands to hold things.
5. Their brains were tiny—no bigger than a walnut.
6. We know about these reptiles from footprints and from fossils such as eggs, bones, and teeth.
7. Some bones have been formed into whole skeletons.
8. Experts can tell from fossils whether dinosaurs ate plants or meat.
9. Many questions, however, still have no answers.
10. One mystery is that we have no knowledge of what color these ancient creatures were.
11. Scientists guess that their colors might have been similar to those of living reptiles.
12. Another unsolved mystery concerns what caused dinosaurs to become extinct.
13. One popular theory is that Earth was struck by a large asteroid.
14. The impact would have sent a thick cloud of dust into the atmosphere.

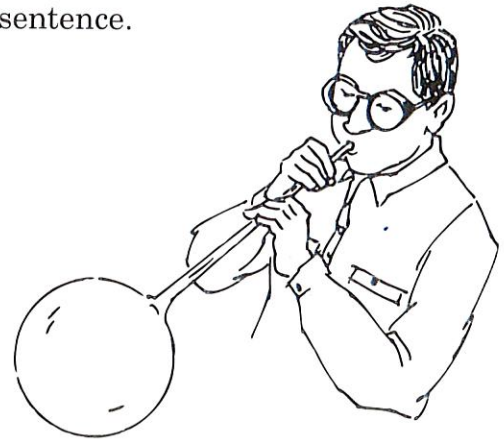
A *sentence* is a group of words that expresses a complete thought.
A sentence always begins with a capital letter.

There are four kinds of sentences:

- A statement, or *declarative sentence*, tells something. It ends with a period.
Sand is the main ingredient in glass.
- A question, or *interrogative sentence*, asks something. It ends with a question mark.
How many kinds of glass are there?
- An exclamation, or *exclamatory sentence*, shows surprise or strong feeling.
It ends with an exclamation point.
Safety glass is so strong!
- A command, or *imperative sentence*, gives an order or makes a request.
It ends with a period or with an exclamation point if it shows strong feeling.
Be careful of the broken glass!

Write **S** for *statement*, **Q** for *question*, **E** for *exclamation*, or **C** for *command* after each sentence. Put the correct mark at the end of each sentence.

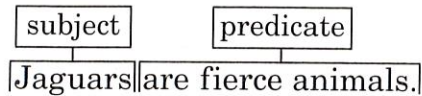
1. Think of the many uses of glass _____
2. Can you name twenty items made of glass _____
3. Special treatments make glass unusually strong _____
4. Tempered glass is so hard to break _____
5. How is it made _____
6. It is heated and then chilled very suddenly _____
7. Write a short paragraph about glass. Include at least one of each kind of sentence.



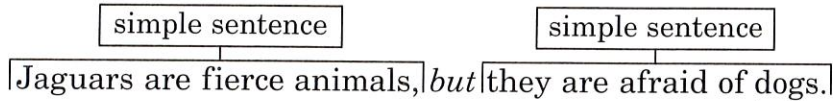
A sentence has two parts:

- a naming part, or *subject*
- a telling part, or *predicate*

A *simple sentence* has one subject and one predicate.



A *compound sentence* is two or more simple sentences joined together.



Notice that the two simple sentences are joined by the word *but* and that there is a comma after the first simple sentence.

Other words that can join simple sentences are *and* and *or*.

These joining words are called *conjunctions*.

Jaguars are fierce animals, *and* they live in forests.

You may see jaguars in zoos, *or* you may read about them in books.

You can also use a semicolon (;) to join sentences.

A male jaguar can be eight feet long; it can weigh up to 300 pounds.

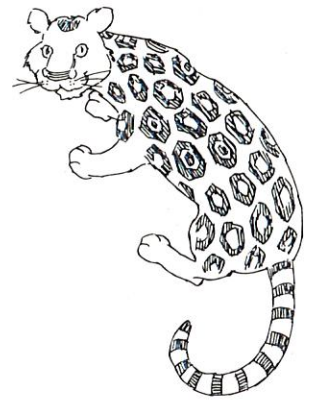
Write **S** if the sentence is a simple sentence. Write **C** if the sentence is a compound sentence.

- Jaguars live in forests, shrubby areas, and grasslands. _____
- They eat almost any kind of animal, and they hunt mainly at night. _____
- A jaguar and a leopard look very much alike. _____
- Leopards live in Asia and Africa, but jaguars live in Central and South America. _____
- Both are ferocious creatures; they feed on smaller animals. _____
- The leopard's coat is tan, and it has dark spots all over it. _____

Combine each pair of simple sentences into a compound sentence.

- The jaguar is a threatened species. It faces serious danger from hunters.

- Leopards are good climbers. They spend part of their time in trees.



A *run-on sentence* is a sentence error.

The legend of the Lone Ranger is well known he was a hero of the Old West.

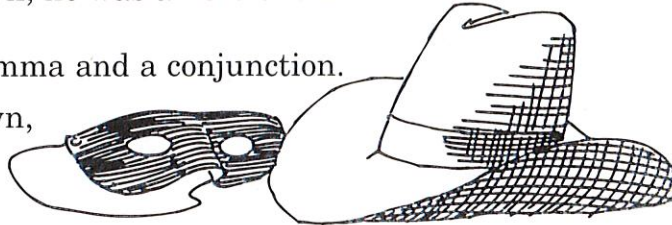
There are three ways to correct a run-on sentence:

- Add a semicolon.

The legend of the Lone Ranger is well known; he was a hero of the Old West.

- Make it a compound sentence by adding a comma and a conjunction.

The legend of the Lone Ranger is well known,
and he was a hero of the Old West.



- Break the run-on into two sentences.

The legend of the Lone Ranger is well known. He was a hero of the Old West.

Correct each run-on sentence by making it a compound sentence or by adding a semicolon.

1. Sherlock Holmes was a famous detective in fiction he was a master of disguises.

2. Dr. Watson was his assistant together they solved more than sixty crimes.

3. Sir Arthur Conan Doyle was the author of the stories about Holmes the character of Dr. Watson is based on Doyle himself.

Correct each run-on sentence by breaking it into two simple sentences.
Write the sentences.

4. Kurt loves mystery novels by Agatha Christie his favorite is Death on the Nile.

5. The Belgian detective Hercule Poirot appears in many of Christie's novels another of her main detectives is Miss Marple.



Simple Subjects and Simple Predicates

Lesson 2

Read and Discover



Heat changes the water in the kettle from a liquid into a gas. The steam from the kettle rises toward the ceiling.

The complete subject in each sentence is in boldfaced type. Circle the most important word in each complete subject. Underline the verb in each sentence that tells what the subject did.



The **simple subject** is the most important word or words in the complete subject. It is a noun or pronoun and tells whom or what the sentence is about. The **simple predicate** is the most important word or words in the complete predicate. It is a verb. The simple predicate may tell what the subject did or what was done to the subject. It may also be a form of the verb *be*.

See Handbook Sections 10 and 11

Part 1

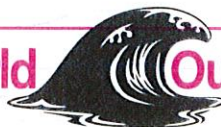


Circle the simple subject in each sentence. Draw a line under the simple predicate.

1. Water occurs as a liquid, a solid, and a gas.
2. Steam is a gaseous form of water.
3. Solid forms of water include ice and snow.
4. No other substance on Earth exists in all three forms.
5. Rain replenishes Earth's water supply.
6. Moisture evaporates from Earth's surface.
7. Vapor collects in the clouds.
8. One cloud contains billions of water molecules.
9. The molecules inside the cloud grow heavy.
10. Water returns to Earth in the form of rain or snow.
11. All animals and plants need water.
12. Some desert creatures get water from plants.



Water is the only substance on Earth that is present in three forms: solid, liquid, and gas.





A *verb* is the main word in a predicate. A verb shows action or being.
An *action verb* shows physical or mental action.

physical action

Sheets of rain *poured* off the roof.

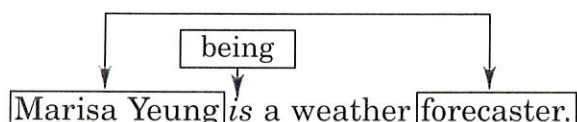
mental action

Nate *worried* about the leaky roof.

REMEMBER

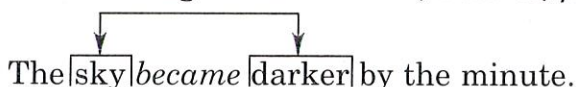
A predicate is the part of a sentence that tells what the subject is or does.

A *linking verb* shows being. It links two parts of a sentence.



The verb *be* is the most common linking verb.

Some other linking verbs are *seem, become, feel, grow, remain, appear, look, and stay*.



1. Write two sentences about weather. Use a form of *be* in one and another linking verb in the other.

A *verb phrase* is a verb that has two or more parts, a main verb and a helping verb.

helping verb

main verb

The hurricane *is approaching* the coastal areas.

helping verb

main verb

Alexis *has not told* me the latest news.

Helping verbs are forms of the verbs *be, have, or do*.

These words can also be helping verbs: *will, could, would, should, can, might, may, must*.

In each sentence, underline the helping verb once and the main verb twice.

Example: Mark is listening to the radio for more news.

2. Weather forecasts can save lives.
3. We should learn how to read a weather map.
4. Weather forecasters have studied the signs of upcoming weather trends.
5. They will try to warn people when severe weather is on the way.



Verbs that show action that is happening now are called *present tense* verbs.

Present Tense

I reach	we reach
you reach	you reach
he, she, it reaches	they reach

Verbs that show action that happened some time before now are called *past tense* verbs. The past tense of most verbs is formed by adding *ed* to the present tense.

Past Tense

I reached	we reached
you reached	you reached
he, she, it reached	they reached

Verbs that show action that will take place some time after now are called *future tense* verbs. The future tense of a verb is formed by placing the word *will* or *shall* in front of the present tense.

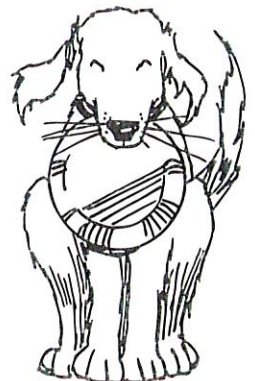
Future Tense

I will reach	we will reach
you will reach	you will reach
he, she, it will reach	they will reach

Irregular verbs are verbs that do not form their past tense by adding *ed*. Here are some irregular verbs.



Present Tense	Past Tense	Present Tense	Past Tense
begin	began	go	went
break	broke	know	knew
buy	bought	ring	rang
catch	caught	run	ran
come	came	say	said
cut	cut	sing	sang
do	did	stand	stood
eat	ate	take	took
feel	felt	tell	told
find	found	think	thought
get	got	win	won
give	gave	write	wrote



Two more irregular verbs are *be* and *have*.

Be—Present Tense

I am	we are
you are	you are
he, she, it is	they are

Be—Past Tense

I was	we were
you were	you were
he, she, it was	they were

Have—Present Tense

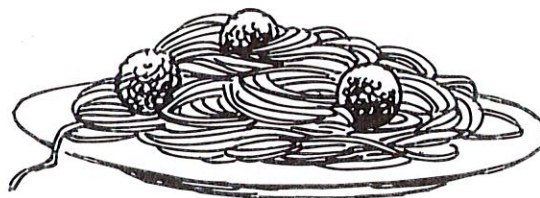
I have	we have
you have	you have
he, she, it has	they have

Have—Past Tense

I had	we had
you had	you had
he, she, it had	they had

Circle the correct past tense form of each verb.

- run (runned runed ran)
- see (seed sawed saw)
- find (finded found fined)
- stand (stood standed stand)
- get (getted git got)
- give (gave gived give)
- buy (bought buyed boughted)
- think (thank think thought)



- bring (brought brang brung)
- cut (cut cutted cuted)
- have (had haved was)
- eat (eated ate et)

13. Write a sentence about spaghetti. Use the past tense of the verb *know* or the verb *take*.

14. Write another sentence using any verb in the future tense.

CHECK YOUR WORK

Did you remember the past tense forms of irregular verbs?

Check your answers in the back of the book.

☐ Yes Go on to page 16.

☐ No Go back to page 14 and the top of this page and check again.

When you use a helping verb and the word *not*, you can combine the two words to express them a shorter way.

A shorter way of writing and saying words is a *contraction*.

To write a contraction, write the two words together without a space, and put an apostrophe (') in place of the *o* in *not*.

apostrophe instead of *o*
↓
did + not → didn't
↑
no space

do + not → don't

could + not → couldn't

would + not → wouldn't

have + not → haven't

has + not → hasn't

are + not → aren't

Special contractions: will + not → won't can + not → cannot or can't
am + not has no contraction

Write the contractions for these words.

1. had not _____

6. is not _____

2. does not _____

7. were not _____

3. will not _____

8. should not _____

4. are not _____

9. has not _____

5. can not _____

10. must not _____

11. Work with a partner. Take turns. One of you writes a sentence with a helping verb and *not*. The other rewrites the sentence using a contraction.

CHAPTER 1 The Parts of a Sentence *(pages 2–9)***Finding Verbs**◆ Underline each verb.

1. The infielder caught the ball for an out.
2. Their brothers are the umpires for tonight's game.
3. Paul worries about his batting average.
4. I thought about your suggestion for a new coach.
5. Dad was a coach for my team last year.
6. The pitcher threw the ball quickly to second base.
7. Jerry played on Sue's team.
8. Kyle dreamed of home runs.
9. The coach yelled at the players.
10. The most popular team sport in our small town is baseball.