

## Lesson 1.6 Adjectives

**Adjectives** are words that describe nouns or pronouns. Adjectives often answer the questions *What kind? How many?* and *Which one?* Good descriptive words help the reader form a picture in his or her mind.

*yellow boots dangerous journey this plate several students*

An adjective may come before the word it describes, or it may follow the verb in a sentence.

The *roaring* fire made the room feel *warm* and *cozy*.

Isabella's *red* bathing suit stood out against the *pale* sand and the *crisp, blue* sky.

*Four spotted* toads sat on *mossy* logs beside the *shallow* pond.

### Identify It

Read the diary entry below. There are 22 adjectives. Find and circle each adjective.

Saturday, September 2

Dear Diary,

Today was a strange day. I looked out the window this afternoon and knew a big storm was coming. The sky was dark. A thin, yellow line stretched across the horizon. The air felt sticky and thick.

Suddenly, I heard a loud knocking on the ceiling and the windows. Tiny, icy chunks of hail were falling from the stormy sky. When I looked out the window, I saw the hail bounce off the top of a red car, a city bus, and a large umbrella.

A minute later, the lights went out. Mom put new batteries in our flashlights, and she found some old candles in the junk drawer. We made turkey sandwiches and had a candlelit dinner. The lights came back on just in time for bed. The heavy rain had stopped, and I fell asleep to the quiet pitter-patter of raindrops on the roof of our building.

## Lesson 1.6

## Adjectives

**Rewrite It**

Rewrite the sentences below. Include at least one adjective to describe every underlined noun. Try to use adjectives that make the sentences as interesting and descriptive as you can.

Example: The bird sat in the tree.

The cheerful red bird sat in the gnarled old tree.

1. The girl put on her raincoat and boots.

\_\_\_\_\_

2. After the snowstorm, the plows cleared the streets.

\_\_\_\_\_

3. A rainbow appeared in the sky behind the house.

\_\_\_\_\_

4. The farmer and his family took shelter from the tornado in the basement.

\_\_\_\_\_

\_\_\_\_\_

**Try It**

Write about an experience you have had with the weather. You might write about a thunderstorm, a snowstorm, a sunny day, or a drought. Use at least five adjectives in your paragraph. Circle the adjectives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 1.7 Adverbs

**Adverbs** are words that describe verbs, adjectives, and other adverbs. Many adverbs end with the letters **ly**. Adverbs often answer the questions *When? Where? How? or How much?*

Raymond *easily* sank the basketball. (*Easily* describes the verb *sank* by telling how.)

We were *too* late to see the movie. (*Too* describes the adjective *late* by telling how.)

To decide whether a word is an adverb, find the word it modifies, or describes. If it tells *When? Where? How? or How much?* it is probably an adverb.

A **relative adverb** can join clauses or sentences. *Where, when, and why* are relative adverbs.

The shed where Lily stores her paintings is almost full.

The summer when Harry was born was the hottest I can remember.

### Identify It

Read the paragraphs below. Find and circle the **l l** adverbs. Then, draw an arrow from each adverb to the word it modifies, or describes.

Earthworms should be welcomed eagerly into any garden. They eat soil and make tunnels. The worms digest the soil, and the waste material they leave behind is called *castings*. These castings are extremely good for the soil. They make it very rich in nutrients. The tunnels earthworms patiently dig are good for the soil. They allow oxygen and nutrients to travel easily to the plant's roots. Soil that is packed loosely allows water to drain quickly.

Earthworms are amazing in many other ways, too. If a worm is accidentally cut in half by a shovel or a rake, it can grow a completely new back half! Worms are incredibly strong, too. A worm the size of a human being would be about 1,000 times stronger than that human!

**Lesson 1.7** Adverbs**Solve It**

Underline the adverb or adverbs in each sentence. Then, search for the 11 adverbs in the word search puzzle. Circle each adverb you find in the puzzle.

- Your garden already has some earthworms, but you can easily add more.
- Go outside at night, and bring a flashlight with you.
- Walk very quietly so that you do not wake your neighbors.
- If you find a worm inside its hole, gently dig it out.
- If it storms, go earthworm hunting immediately after, and you will quickly find many worms.

**Complete It**

Complete the paragraph below with relative adverbs (*where*, *when*, or *why*).

I saw my first earthworm \_\_\_\_\_ I was three years old. I was in the garden, \_\_\_\_\_ worms liked to burrow. Gramps and I were going fishing. He said the lake \_\_\_\_\_ we planned to go was filled with fish. In fact, that was the reason \_\_\_\_\_ it was his favorite lake.



## Lesson 1.8

## Articles

An **article** is a word that comes before a noun. Use *the* to talk about a specific person, place, or thing. *The* can be used with a singular or plural noun.

*the* telescope    *the* orangutan    *the* goldfish    *the* skateboards

Use *a* or *an* to talk about any singular person, place, or thing. If the noun begins with a consonant sound, use *a*. If it begins with a vowel sound, use *an*.

*a* pillow    *a* cantaloupe    *an* octopus    *an* earring

**Complete It**

Read the sentences below. Choose the correct article from the pair in parentheses to complete each sentence. Write it in the space.

1. Totem poles are made by Native American tribes of \_\_\_\_\_ Pacific Northwest. (a, the)
2. \_\_\_\_\_ colors that are most often used in the Northern style are red, black, and turquoise. (The, An)
3. A totem pole might tell \_\_\_\_\_ family legend. (a, an)
4. Some poles tell the story of \_\_\_\_\_ important event. (a, an)
5. It can take \_\_\_\_\_ artist nine months to carve a totem pole. (an, a)
6. Many people think of a totem pole as \_\_\_\_\_ piece of art. (an, a)

**Tip**

When deciding to use *a* or *an*, remember to pay attention to the sound at the beginning of a word, not just the first letter of the word.

*Hour* begins with the consonant **h** but has a vowel sound **ow**.

Use the article *an*—*an hour*.

*Unit* begins with the vowel **u** but has a consonant sound **y**.

Use the article *a*—*a unit*.

**Lesson 1.8****Articles****Proof It**

Read the paragraphs below. Find and circle the 28 articles. Twelve of the articles are incorrect. Use proofreaders' marks to correct them.



Totem poles can be a reminder of an family's history. The carved human and animal figures tell the story of a family's ancestors. Each animal has the special meaning to an tribe. An order of the animals on the pole is also important. An interpreter, or a expert in an culture, can help explain the meanings of a symbols. For example, a animal like a coyote can be a symbol of a trickster. A eagle represents courage or bravery. A bear is a caring figure.

Sadly, very few of an oldest totem poles still exist today. A weather in the Northwest is rainy and moist. Most totem poles have rotted after spending long years in the rain and wind. The few poles that have been saved can be viewed at museums like a Royal British Columbia Museum.

**Try It**

1. Make a list of five animals or figures you would include if you made a totem pole. Be sure to use the correct article before each item.

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2. Write a sentence that includes all three articles.

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## Review

## Adjectives, Adverbs, and Articles

**Adjectives** describe nouns or pronouns and answer the questions *What kind? How many? or Which one?*

The *sparkling* stars lit the *night* sky.

The *enormous* watermelon was *cool* and *refreshing*.

## Review

**Adverbs** describe verbs, adjectives, and other adverbs. Adverbs often answer the questions *When? Where? How? or How much?* The words *where, when, and why* are relative adverbs:

Alla *cheerfully* smiled for the camera.

Please call me *when* you get to the airport.

An **article** is a word that comes before a noun. *The* refers to a specific person, place, or thing. *A* or *an* refer to any person, place, or thing. Use *a* with words that begin with a consonant sound. Use *an* with words that begin with a vowel sound.

*the* subway

*the* astronauts

*a* football

*an* accident

## Putting It Together

Fill in each space below with the correct article.

1. A firefighter is \_\_\_\_\_ person who is trained to put out fires and rescue people.
2. Firefighters try to take away \_\_\_\_\_ things a fire needs to burn: fuel, heat, and oxygen.
3. Sometimes water is used to put out \_\_\_\_\_ fire, and sometimes \_\_\_\_\_ type of foam is used.
4. In \_\_\_\_\_ emergency, firefighters must think and act quickly.
5. \_\_\_\_\_ alarm alerts firefighters that there is \_\_\_\_\_ fire.
6. It is important to test \_\_\_\_\_ batteries several times a year in a home fire alarm.

## Adjectives, Adverbs, and Articles

Read the sentences below. Circle the 13 adjectives you find. Underline the 7 adverbs.

1. Firefighting can be exciting, but it is a difficult job.
2. Burning buildings, where the temperature can be extremely high, are a dangerous place to work.
3. Experienced firefighters can work quickly and calmly.
4. When they work long shifts, they spend many hours together.
5. These brave men and women must be in excellent shape.
6. Many firefighters proudly say that they have the best job in the world.



Rewrite the sentences below. If *adj.* is at the end of the sentence, add an adjective to describe the underlined word. If *adv.* is at the end of the sentence, add an adverb to describe the underlined word.

1. The fire engine raced down the street. (*adj.*)  
\_\_\_\_\_
2. The firefighter stepped over the hose. (*adv.*)  
\_\_\_\_\_
3. The firehouse's Dalmatian barked as the alarm sounded. (*adv.*)  
\_\_\_\_\_
4. The firefighter put on his oxygen mask and nodded to his partner. (*adj.*)  
\_\_\_\_\_  
\_\_\_\_\_