

Name _____

ELA 8 Summer Assignment -ELA 8
Mrs. Flanagan, Mr. Dundon



ELA 8 Summer Assignment

Dear Parents,

As this school year winds to a close, we're sure you're looking forward to a relaxing summer break. Our students have made significant academic gains this year and we want to maintain these gains over the upcoming summer months. Research shows that the students that continue to read over the summer not only maintain their current reading level, but may also increase it. **Before returning to school in September, students entering ELA 8 must complete the following assignment. If you have any questions about the assignment, please contact us at mflanaga@cohoes.org, or jldundon@cohoes.org.** We hope you have a safe, relaxing summer break, and we look forward to meeting your students in September.

ELA 8 Summer Assignment-There are TWO parts to your summer assignment:

- 1) Please complete the Grammar and Language Workbook. Students received paper copies of the Grammar and Language workbook prior to the end of school. If you need an additional copy, please click the link above. You may print a copy of the assignment, or you can write the answers on loose leaf paper.
- 2) Read a book of your choice and complete a book summary

You will read **one** fiction **OR** nonfiction book of your choosing . **The book must be one that you have not read before, it must be at a middle school (or above) reading level, and it must contain no less than 125 pages.** When you finish reading the book, please complete the following fiction or nonfiction book summary. You may make a copy of the document and type on it, or you can print it, or you can view it and write your answers on loose leaf paper. Summaries will be collected during the first week of school.

[Link to fiction book summary](#)

[Link to nonfiction book summary](#)

#studysync

Summer Assignment - Part 1

Grammar and Language Workbook



Sentences and Sentence Fragments

REMEMBER THE RULES

- A **sentence** is a group of words that tells a complete thought.
Many kinds of plants and animals thrive in deserts.
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **sentence fragment** is a group of words that does not tell a complete thought and cannot stand alone.
Many kinds of plants.

A. Circle **sentence** or **sentence fragment** for each group of words.

- | | | |
|---|-----------------|--------------------------|
| 1. Last year, Felicia visited the desert. | sentence | sentence fragment |
| 2. She recorded her feelings in a journal. | sentence | sentence fragment |
| 3. A list of desert plants. | sentence | sentence fragment |
| 4. There were many kinds of cactuses. | sentence | sentence fragment |
| 5. Felicia liked one called the prickly pear. | sentence | sentence fragment |
| 6. Beautiful blooms on some of the cactuses. | sentence | sentence fragment |
| 7. No leaves on most of the cactuses. | sentence | sentence fragment |
| 8. Wrote down the desert animals. | sentence | sentence fragment |
| 9. Drew sketches of some of the animals. | sentence | sentence fragment |
| 10. Her journal helps her remember the trip. | sentence | sentence fragment |

B. Choose words from the box to make each fragment a sentence.
Write the words on the line.

11. _____ was especially interested in the jackrabbits.

12. _____ are the fastest rabbits in America.

13. Their fastest speed _____.

14. _____ can be eight inches long.

15. They get water _____.

Their ears by eating cactuses Jackrabbits is 40 miles per hour Felicia
--

Declarative and Interrogative Sentences

REMEMBER THE RULES

- A **declarative sentence** makes a statement. It ends with a period. (.)
I would like to go to a parade.
- An **interrogative sentence** asks a question. It ends with a question mark. (?)
Have you ever watched a parade?

A. Tell whether each sentence is **declarative** or **interrogative**. Circle your answer.

- | | | |
|---|-------------|---------------|
| 1. I remember being in a parade on the Fourth of July. | declarative | interrogative |
| 2. I was on a float, dressed as Thomas Jefferson. | declarative | interrogative |
| 3. Why is Jefferson important in America's history? | declarative | interrogative |
| 4. Did he write the Declaration of Independence? | declarative | interrogative |
| 5. I held a quill and pretended I was writing. | declarative | interrogative |
| 6. My friend was dressed as Benjamin Franklin. | declarative | interrogative |
| 7. Franklin had a printing business in Philadelphia. | declarative | interrogative |
| 8. Have you heard about his experiments with electricity? | declarative | interrogative |
| 9. Franklin helped write the Declaration of Independence. | declarative | interrogative |
| 10. Who else helped write the Declaration? | declarative | interrogative |

B. Fix each sentence. Add a period or question mark.

11. Do you know why the Declaration was written
12. How many British colonies were there in America
13. The Declaration was written on parchment
14. Who signed the Declaration of Independence
15. Today it is kept in a sealed case to protect it



Imperative and Exclamatory Sentences

REMEMBER THE RULES

- An **imperative sentence** gives a command or makes a request. It ends with a period. (.) *Listen to the sounds of a rain storm.*
- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation mark. (!) *How different the sounds are!*

A. Tell whether each sentence is **imperative** or **exclamatory**. Circle your answer.

- | | | |
|---|-------------------|--------------------|
| 1. Come see my science exhibit. | imperative | exclamatory |
| 2. Watch how I make rain. | imperative | exclamatory |
| 3. Please don't touch the controls. | imperative | exclamatory |
| 4. What a lot of rain! | imperative | exclamatory |
| 5. Oh, now there's a flood! | imperative | exclamatory |
| 6. How powerful water can be! | imperative | exclamatory |
| 7. Follow the path of the moving water. | imperative | exclamatory |
| 8. Notice what happens to the soil. | imperative | exclamatory |
| 9. Look at the houses. | imperative | exclamatory |
| 10. How dangerous a flood is! | imperative | exclamatory |

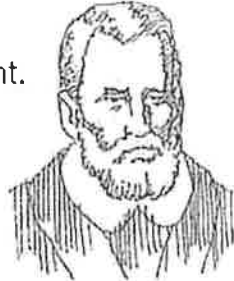
B. Fix each sentence. Add a period or an exclamation mark.

- Listen to the recording I made
- How noisy rushing water is
- Tell me what you think of my exhibit
- What fun I had at the science fair
- How exciting it was to win a blue ribbon

Combining Sentences: Compound Sentences

REMEMBER THE RULES

- A **compound sentence** uses the conjunction *and*, *or*, or *but* to join two simple sentences with similar ideas.
- Use a **comma** before *and*, *or*, or *but* when you write a compound sentence.
Marco Polo was a traveler, and he was a writer.



A. Circle the comma and conjunction in each compound sentence.

1. His father was a merchant, and Marco also trained to be a merchant.
2. He studied reading and writing, but he also studied cargo ships.
3. Marco's father had traveled to China, and he planned another trip.
4. They stopped at a port to get a ship, but the ships were not sturdy.
5. The travelers could sail in an unsafe ship, or they could go on by camel.

B. Correct each compound sentence by adding a comma and the word *and*, *or*, or *but*. Write the sentence.

6. The ruler of China knew the elder Polos he welcomed them back.

7. He was impressed by Marco he invited Marco to work for him.

8. Marco traveled throughout China his exact routes are hard to trace.

9. The Polos stayed in China for many years eventually they left.

10. They had to leave before the ruler died they might have been captured.

Mechanics and Usage: Sentence Punctuation

REMEMBER THE RULES

- Use a **capital letter** to begin every sentence.
- Use a **period** at the end of **declarative** and **imperative** sentences.
- Use a **question mark** at the end of an **interrogative** sentence.
- Use an **exclamation mark** at the end of an **exclamatory** sentence.
- Use a **comma** before *and*, *but*, or *or* when joining two sentences.

A. Fix each sentence. Circle each letter that should be a capital letter. Add missing punctuation.

1. antonio enjoys hiking, but he especially likes climbing mountains
2. guess the animals he saw in the woods
3. one animal had long quills all over its body and tail
4. how excited he was to see a porcupine
5. did you know that porcupines can climb trees



B. Rewrite each compound sentence. Use correct capitalization and punctuation.

6. antonio saw a moose but he was not close to it
- _____

7. a moose may feed on twigs and bark or it may eat plants in a pond
- _____

8. is a moose in the horse family or is it a kind of deer
- _____

9. the moose is an elk and it is the largest member of the deer family
- _____

10. A male's antlers are huge and they can be an amazing five feet wide
- _____

Mixed Review

REMEMBER THE RULES

- A **declarative sentence** makes a statement. It ends with a **period**.
Some people like to snowshoe in the winter.
- An **interrogative sentence** asks a question. It ends with a **question mark**.
Have you ever enjoyed this winter activity?
- An **imperative sentence** tells or asks someone to do something. It ends with a **period**. *Try it sometime if you can.*
- An **exclamatory sentence** shows strong feeling. It ends with an **exclamation mark**. *What giant footprints these are!*
- A **compound sentence** contains two sentences joined by a comma and the word *and, or, or but*.
*Old snowshoes were made of wood, **but** new ones are made of aluminum.*

A. Rewrite each compound sentence correctly. Add missing punctuation marks and joining words.

1. We can go to the park we can walk on the golf course

2. The day is cold the sunshine feels wonderful

3. We can make sandwiches I'll carry them in my backpack

4. Will you fill the water bottles put them in the backpack

5. Get your gloves then you'll be ready to go

B. 6.-10. Next to each sentence you wrote, indicate what kind of sentence it is. Write *D* for declarative, *I* for interrogative, *IM* for imperative, and *E* for exclamatory.

Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

- A **run-on sentence** joins sentences that should be written separately or as a compound sentence.
- One way to correct a run-on sentence is to separate each complete idea into a sentence.
- Another way to correct a run-on sentence is to rewrite it as a compound sentence. Use a comma and the word *and*, *or*, or *but* to combine the sentences.

A. Find the sentences that are joined in each run-on sentence. Draw one line under the first sentence, and draw two lines under the second sentence.

1. The ancient Maya lived in Middle America they built enormous structures.
2. The Maya used stone blocks for building these blocks were huge and heavy.
3. Workers had to lift the blocks some of the workers were probably enslaved.
4. Structures included palaces and pyramids the city of Copán had a ball court.
5. Teams played a game called pokta-pok in this court it was a rough game.

B. Rewrite each run-on sentence by forming a compound sentence.

6. Some Maya men were soldiers and merchants most were farmers.

7. Teenage boys moved to group homes girls remained with their families.

8. Kings ruled the cities events in their lives were recorded on tall stones.

9. The symbols carved into the stones represented objects they stood for sounds.

10. The Maya also invented a number system merchants used it in their business.

Common Errors: Sentence Fragments and Run-on Sentences

REMEMBER THE RULES

- A **sentence fragment** does not express a complete thought.
The tomb of China's first emperor.
- You can correct a sentence fragment by adding a subject or a predicate.
The tomb of China's first emperor was spectacular.
- A **run-on sentence** has two or more sentences that should stand alone.
The emperor's tomb had a huge army it was made of clay.
- You can correct a run-on sentence by rewriting it as separate sentences or as a compound sentence.
The emperor's tomb had a huge army. It was made of clay.

A. Read each group of words. Write *F* if the words are a sentence fragment. Write *S* if the words are a complete sentence.

1. China's first ruling emperor. _____
2. His name was Shih Huang Ti. _____
3. He came to power as a boy. _____
4. Many drawn and ready crossbows. _____
5. A map of the known world. _____
6. A life-sized clay army. _____

B. Rewrite each run-on sentence as two separate sentences or as a compound sentence. Use correct capitalization and end punctuation.

7. The emperor thought the clay army would protect him he thought it would keep him safe in the afterlife.

8. The largest trench had more than 3,000 foot soldiers they were all different.

9. There were 200 soldiers they had real bows and arrows.

10. The second trench held the cavalry the third trench was command headquarters.

At Home: Write a paragraph about something interesting you have seen. Check your writing for run-on sentences and sentence fragments.

Vocabulary: Time-Order Words

- Time-order words and phrases tell when things happen and the order in which they happen.

First, we got our tickets.

As soon as we were in the theater, we found our seats.

Finally, the movie started.

- A. You are helping your dad with the yard work. Circle a time-order word or phrase to finish each sentence below.
1. On Saturday, I went outside (as soon as, before) I was finished with breakfast.
 2. (First, Tomorrow) I got out the rake and the wheel barrow.
 3. (Then, Finally) I helped rake leaves.
 4. (Second, Next) I mowed the back lawn.
 5. (In the meantime, Tonight) my dad clipped the grass around the edges.
 6. (At the same time, Before) my mom weeded the flower beds.
 7. (Then, Second) she went in the vegetable garden and picked tomatoes.
 8. (Yesterday, As soon as) I was finished mowing, I went to help Mom.
 9. After we had worked all morning, we (finally, now) took a break.
 10. As we ate tomato sandwiches, Mom said, "(Yesterday, Tomorrow) we can work on the front yard!"

B. Use time-order words or phrases to complete the sentences.

11. _____ I got up and got dressed. _____ I fixed breakfast.
12. _____ I had started eating, the phone rang. _____ someone knocked at the door.
13. _____ I answered the door, the dog got loose. _____ the phone rang again.
14. _____ I chased my dog down the street. _____ I let Mrs. West into the house.
15. _____ Mrs. West waited for Mom to come downstairs, I _____ ate my cereal.

Singular and Plural Nouns

REMEMBER THE RULES

- **Singular nouns** name one person, place, thing, or idea.
- **Plural nouns** are usually formed by adding *-s* or *-es*. They name more than one person, place, thing, or idea.

Patches may be sewn together to make the top *layer* of some *quilts*.

↑
plural noun

↑
singular noun

↑
plural noun

A. Circle **singular** or **plural** to identify the form of the underlined noun.

- | | | |
|--|----------|--------|
| 1. In colonial America, many women made <u>quilts</u> . | singular | plural |
| 2. They took turns meeting at their <u>houses</u> to sew. | singular | plural |
| 3. This <u>activity</u> was called a quilting bee. | singular | plural |
| 4. Everyone worked together on one quilt that was stretched on a quilting <u>frame</u> . | singular | plural |
| 5. With many <u>sewers</u> , a quilt could be finished more quickly. | singular | plural |
| 6. <u>Quilters</u> created many quilt patterns. | singular | plural |
| 7. One <u>design</u> had rows of ships. | singular | plural |
| 8. Another design looked like a <u>flower</u> . | singular | plural |
| 9. The <u>stitches</u> on quilts were very small. | singular | plural |
| 10. Quilts were used as covers for beds and the backs of <u>chairs</u> . | singular | plural |

B. Fill in each blank with the correct plural form of the singular noun in parentheses.

- Quilting bees were also a time for (party) _____.
- In the evening, (family) _____ would come to the house.
- (Neighbor) _____ lived far apart in those days.
- They enjoyed sharing (meal) _____ and dancing.
- Today people take (class) _____ to learn how to make a quilt.

Common and Proper Nouns

REMEMBER THE RULES

- **Common nouns** name any person, place, thing, or idea.
- Capitalize **proper nouns** that name particular people, places, things, or ideas.

A lizard that can fly lives in Malaysia.

↑
common noun

↑
proper noun

A. Circle **common noun** or **proper noun** to identify each noun.

- | | | |
|-------------------|-------------|-------------|
| 1. forest | common noun | proper noun |
| 2. February | common noun | proper noun |
| 3. spring | common noun | proper noun |
| 4. lizard | common noun | proper noun |
| 5. David | common noun | proper noun |
| 6. science | common noun | proper noun |
| 7. Saturday | common noun | proper noun |
| 8. Ash Road | common noun | proper noun |
| 9. street | common noun | proper noun |
| 10. Nature Museum | common noun | proper noun |

B. Underline the common nouns in each sentence. Write the proper nouns.

11. The Willow Science Center in my town helps salamanders.
- _____

12. At night in March, these little creatures have to walk across Henry Street.
- _____

13. They lay eggs in Peter's Pond on the other side of this busy road.
- _____

14. Thomas and other volunteers helped build tunnels for the salamanders.
- _____

15. On Friday, Thomas and his friends Jerry, Laura, and Ana helped with the project.
- _____

At Home: List six common nouns and six proper nouns. In each list, include two nouns in each of these categories: persons, places, things.

More Plural Nouns

REMEMBER THE RULES

- Change *-f* to *v* and add *-es* to form the plural of some nouns ending in *f* or *fe*, for example, *life-lives*.
- Add *-s* to form the plural of nouns ending in a vowel followed by *o*, for example, *radio-radios*.
- Add *-s* or *-es* to form the plural of nouns ending in a consonant followed by *o*, for example, *piano-pianos* and *veto-vetoes*.
- Some nouns have a special plural form that does not end in *-s*, for example, *woman-women*.
- Some nouns stay the same whether singular or plural, for example, *geese-geese*.

A. Write the plural form of each noun.

- | | |
|------------------|-----------------|
| 1. volcano _____ | 6. tomato _____ |
| 2. moose _____ | 7. rodeo _____ |
| 3. shelf _____ | 8. half _____ |
| 4. patio _____ | 9. tooth _____ |
| 5. loaf _____ | 10. trout _____ |

B. Circle the correct plural form to complete each sentence.

11. I joined a walk to raise money to help sick _____. childs children
12. We believed medical research could save _____. lives lifes
13. Newspaper reporters snapped _____ and asked questions. photoes photos
14. People along the way were making home _____. videoes videos
15. My _____ were tired, but I felt good. feet foots

Mechanics and Usage: Capitalization

REMEMBER THE RULES

- Capitalize days of the week, months, holidays, and proper nouns.
- Capitalize names, titles of people, and titles of works.

Tuesday Dr. Chu Boston Time for Kids

A. Draw a line through each proper noun. Rewrite the nouns on the line above each sentence. Use correct capitalization.

1. My group report on thanksgiving day for mrs. caron's class is due on friday.

2. felipe, bian, and I are meeting at smith library to do research.

3. In 1623, governor william bradford made july 30 a day of thanks for plymouth colony.

4. On november 26, 1789, president george washington also declared a day of thanks.

5. The editor of *godey's lady's book*, mrs. sarah hale, wanted a day of thanks.

B. Complete each sentence with a proper noun. Use correct capitalization.

6. In the _____, graves are decorated with flags and flowers on _____.

7. This holiday is observed on the last _____ in the month of _____.

8. _____ is the holiday in _____ that honors our country's flag.

9. _____ in _____ is named for the explorer _____.

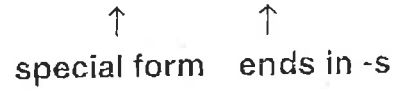
10. _____ Ferdinand V and _____ Isabella sponsored his first voyage.

Mixed Review

REMEMBER THE RULES

- Most plural nouns end in -s or -es, but some **plural nouns** have **special forms**.

Most children like toys.



- **Common nouns** name any person, place, thing, or idea.
- **Proper nouns** name a particular person, place, thing, or idea and begin with a capital letter.

I know that Tanya likes stuffed animals.



A. If the underlined plural form in the sentence is correct, write *correct*. If the plural form is not correct, write it correctly.

1. My brother persuaded us to help him make beanbag toys. _____
2. He planned to give all of them to sick childs. _____
3. We cut out paper patternes and pinned them to cloth. _____
4. Then we cut out the piecs of cloth and sewed them together. _____
5. We sewed with yarn and big plastic needles. _____

B. Circle the common noun or nouns in each sentence. Then write each proper noun, using correct capitalization.

6. We went with my brother to washington memorial hospital.

7. All my friends were ready to go early in the morning on saturday. _____
8. It was the first day of december and very cold. _____
9. The hospital was in the nearby town of grand lake. _____
10. We helped read signs and soon found lakeside road. _____

14

At Home: Write the common nouns in sentences 6-10 that are singular nouns. Then write the plural form of each one.

Singular Possessive Nouns

REMEMBER THE RULES

- Singular possessive nouns show ownership, or possession.
- To form the possessive of a singular noun, add 's.

A painter's brushes are several sizes.



singular possessive noun

A. Write the singular possessive form of the underlined noun.

1. Everyone in Gena family helped paint her room. _____
2. Her mom borrowed a neighbor ladder. _____
3. They used Uncle Fred rollers and brushes. _____
4. Gena wore her brother old shirt. _____
5. Dad noticed that the tip of their cat tail was blue! _____

B. Write the singular possessive noun for each group of words.

6. a poster that belongs to a sister _____
7. the idea of Dad _____
8. a photo of a friend _____
9. the hat that belongs to Mom _____
10. a book that belongs to Sergio _____
11. a dog that belongs to Aunt Rosemary _____
12. the nose of the dog _____
13. the laugh of Gena _____
14. the chair that belongs to Grandpa Leo _____
15. a picture that belongs to Grandma Nell _____

Plural Possessive Nouns

REMEMBER THE RULES

- To form the possessive of a plural noun ending in -s, add an apostrophe (').
- To form the possessive of a plural noun that does not end in -s, add 's.

The children's reports were about seabirds' behavior.



plural possessive noun



plural possessive noun

A. Write the plural possessive form of the underlined noun.

1. People concern after an oil spill on a beach was wonderful. _____
2. Many responded to the TV stations call for help. _____
3. Birds feathers were covered with oil and had to be cleaned. _____
4. Helpers followed naturalists instructions on what to do. _____
5. It was workers task to clean the oily sand. _____

B. Write the plural possessive noun for each group of words.

6. the cargo of tankers _____
7. the feet of gulls _____
8. work of the women _____
9. help of the men _____
10. vans of volunteers _____
11. water of the oceans _____
12. hands of the people _____
13. wings of birds

14. the members of clubs

15. the contribution of groups



Mechanics and Usage: Letter Punctuation**REMEMBER THE RULES**

- A comma follows the greeting and closing in a friendly letter.
- The greeting and the first word in the closing of a letter begin with a capital letter.
- A colon follows the greeting in a business letter.
- A comma separates the name of a city and state, and the day and the year in a date.

A. Circle the following phrases from business letters that have correct capitalization and punctuation.

- | | | |
|------------------------|---------------------|---------------------|
| 1. Dear Mrs. Davidson: | dear Mrs. Davidson, | Dear Mrs. Davidson, |
| 2. Sincerely yours | Sincerely yours, | sincerely yours, |
| 3. August 22 2001 | August 22, 2001 | August 22 2001, |
| 4. Columbus: Ohio | Columbus Ohio, | Columbus, Ohio |
| 5. Very truly yours, | Very truly yours: | Very truly yours |
| 6. Atlanta Georgia | Atlanta, Georgia | Atlanta Georgia: |
| 7. dear Ms. Lopez: | Dear Ms. Lopez | Dear Ms. Lopez: |
| 8. September 9: 2001 | September, 9 2001 | September 9, 2001 |
| 9. Respectfully, yours | Respectfully yours, | respectfully yours, |
| 10. Dear Mr. Young: | dear Mr. Young: | Dear Mr. Young, |

B. Write an example for each part of a friendly letter listed below.

11. heading

12. inside address

13. greeting

14. closing

15. signature

Mixed Review**REMEMBER THE RULES**

- To form the possessive of most singular nouns, add -'s.
- To form the possessive of a plural noun ending in -s, add only an apostrophe (').
- To form the possessive of a plural noun that does not end in -s, add -'s.

plural noun ending in -s



plural noun not ending in -s

The sisters' favorite book is about two mice's adventures in a house's attic.

singular noun

- The greeting and the closing of a letter begin with a capital letter.
- A comma follows the greeting and closing of a friendly letter.

Dear Richard, Your friend,

- A comma separates the name of a city and state and the day and the year in a date. *Oklahoma City, Oklahoma January 1, 2001*

A. In each sentence, write the possessive form of the noun in parentheses.

1. The library in _____ town had a book sale. (Ramona)
2. It was the _____ plan for making extra money. (librarian)
3. She wanted to buy beanbag chairs for the _____ room. (children)
4. Ramona asked classmates to collect their _____ old books. (families)

B. Add missing punctuation to the following friendly letter. Circle each word that should begin with a capital letter.

5. Coaltown Pennsylvania

6. September 14 2001

7. dear Ramona

8. Everyone at Coaltown Library thanks you for your help with the librarys book sale.

9. We greatly appreciate your classmates hard work, too.

10. your librarian

Negatives

REMEMBER THE RULES

- A **negative** is a word that means "no" or "not."
- Use only one negative in a sentence.

Incorrect: *There weren't no bandages in the hospital.*

Correct: *There weren't any bandages in the hospital.*

Correct: *There were no bandages in the hospital.*

A. Put a check mark in front of sentences that have a negative. Circle the negative.

- _____ Florence Nightingale decided at age 16 that she wanted to help people.
- _____ She didn't know then exactly what she would do.
- _____ When she became an adult, she did not forget her goal.
- _____ Florence decided she wanted to work in a hospital.
- _____ Florence's mother couldn't understand this decision.
- _____ Hospitals then were no place for a young woman like Florence.
- _____ Nothing would stop Florence from leaving home to study nursing.
- _____ During a war in 1854, Florence was asked to care for wounded soldiers.
- _____ She was upset that the hospital had no cots or medical supplies.
- _____ No one was taking care of the sick and injured men.



B. Underline the two negatives in each sentence. Then rewrite the sentence correctly, using only one negative.

11. Florence wrote angry letters explaining that there weren't no supplies.

12. She was also angry that people hadn't done nothing to clean up the hospital.

13. Florence would not accept no unclean conditions.

14. No one did no more than she to introduce the world to skilled nursing.

15. England held celebrations to honor her, but she didn't go to none of them.

Interjections

REMEMBER THE RULES

- An **interjection** expresses strong emotion.
- Use a **comma** after a mild interjection and an exclamation mark after a strong interjection.

Hey! Here are Shadow's kittens. (strong interjection)

Oh, they're so cute. (mild interjection)

A. Circle the interjection in each sentence. Then circle **mild** or **strong** to show the kind of interjection it is.

- | | | |
|---|-------------|---------------|
| 1. Oh, that man seems so lonely. | mild | strong |
| 2. Well, let's see if petting a kitty can cheer him up. | mild | strong |
| 3. Wow! He has a big smile on his face. | mild | strong |
| 4. Hey! Why don't we ask if he'd like a pet kitten? | mild | strong |
| 5. Great! He decided he would like one. | mild | strong |
| 6. Well, let's take him to see Shadow's kittens. | mild | strong |
| 7. Aw, the tiny gray one is purring in his lap. | mild | strong |
| 8. Oh, no! Now she's chewing on his finger. | mild | strong |

B. Add capital letters and punctuation marks to the following sentences.

- Oops she just slipped and tumbled over
- Good grief what is she up to now
- Well nothing she does seems to bother him
- Hooray the man is taking her home
- Oh did you hear he named his kitten Friend
- Aha I think the kitten will change his life
- Gee what a difference a pet can make

Part 2 - Complete either the fiction or nonfiction book summary. You do not have to do both.



Fiction Book Summary

Name: _____

Date: _____

Title: _____

Author: _____

Name of the **Protagonist**: _____

Why is this character considered the "**hero**" of the story?

Name of the **Antagonist**: _____

Why is this character considered the "**villain**" of the story?

What is the setting of the story? (**time and place**)

Explain an example of a **conflict** (ex. man vs. man, man vs. nature, man vs. machine) and who was involved from your book.

What is an example of a **theme** (the message of moral from the story) from your book?

- What are examples of **connections** you made while reading this book?
 - Real world connections**-an event you saw on the news that is happening in the world now
 - Personal connections**-an experience you've been through
 - Literature connections** - something you've read about previously
 - Media connections** -the news or maybe a story online or on Tik Tok.
- Next, identify the **details** from the book that helped you make that **connection**.

Please identify at least **five facts** or **important pieces** of information in the book you read.

1.

2.

3.

4.

5.

- What are examples of **connections** you made while reading this book? (for example: real world ----> maybe you saw it on the news, personal experiences ---> an experience

- you've been through, literature connections ----> something you read previously and connected, media connections ----> the news or maybe a story online or on Tik Tok).
- Identify the **details** from the book that helped you make that **connection**.

What new **sophisticated** (intelligent, worldly, and smart) vocabulary did you discover while reading?

Please list and define the new words (**at least five**).

1.

2.

3.

4.

5.

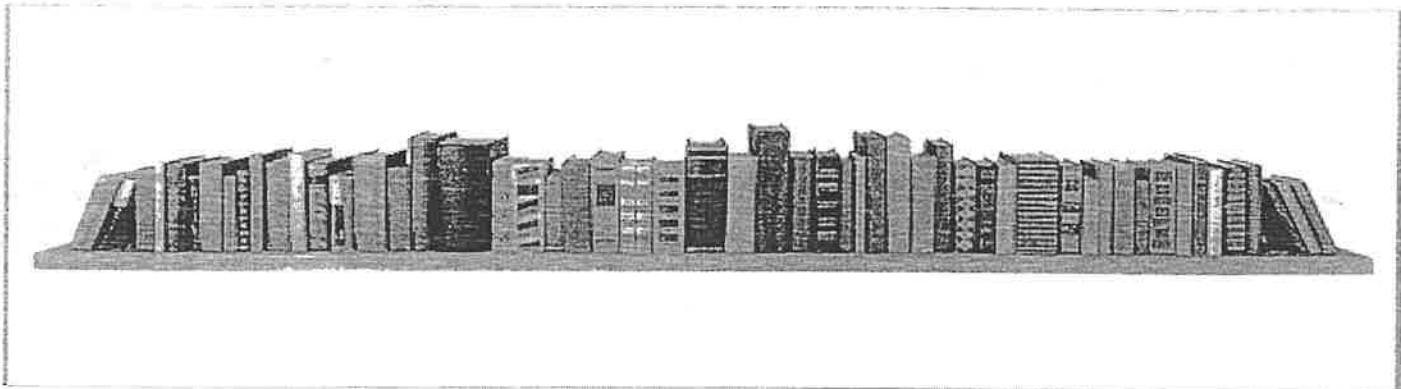
Develop a list of **five** questions; **specific to the book** that you might want to discuss with a peer, group, or the class.

1.

2.

3.

4.



Non-Fiction Book Summary

Name: _____

Date: _____

Title : _____

Author: _____

What's the **main idea** of the book you read?

What's the **setting** of this book? (**time and place**)

Explain an example of a **conflict** (ex. man vs. man, man vs. nature, man vs. machine) and who was involved from your book.

What is an example of a **theme** (the message of moral from the story) from your book?

Please identify at least **five facts** or **important pieces** of information in the book you read.

1.

2.

3.

4.

5.

- What are examples of **connections** you made while reading this book?
 - Real world connections**-an event you saw on the news that is happening in the world now
 - Personal connections**-an experience you've been through
 - Literature connections** - something you've read about previously
 - Media connections** -the news or maybe a story online or on Tik Tok.Next, identify the **details** from the book that helped you make that **connection**.

What new **sophisticated** (intelligent, worldly, and smart) vocabulary did you discover while reading?

Please list and define the new words (**at least five**).

Develop a list of **five** questions; **specific to the book** that you might want to discuss with a peer, group, or the class.

1.

2.

3.

4.

5.

Write a **100 - 150** word summary of the book creating (**at least**) **10** grade appropriate sentences.

