

ELA Summer Work 2026

Entering grade 8

Please complete the following assignments to keep your mind sharp over the summer. **ALL WORK IS DUE THE FIRST DAY OF SCHOOL IN AUGUST.**

Reading: You are to read two books; one book, The Outsiders, by S. E. Hinton, is required of all students. The second book may be any **non-fiction or fiction** book of your choosing.

For the non-fiction or fiction free choice book:

Select a book at your reading level, appropriate for an eighth grader. Choose a subject you are interested in, or try something new!

You will be presenting the book to the class beginning the second week of school. Presentations will be in random order. Choose one of the projects from the attached page. If you have a unique idea for a project, email me for approval. This project will generate your first reading grade.

For The Outsiders:

I suggest that you read this in August just before school starts.

1. Complete the character chart as you read. This is a note-taking guide.
2. After every couple of chapters, write a brief summary of what has occurred. Pay attention to detail. We will have a test on the book within the first week of school. Bring your character chart and summaries to school with the book on the first day of school. We will watch the movie after the test!

Grammar and handwriting: Practice your handwriting on the worksheets provided. Complete the grammar review pages.

Supply list: The supply list for the fall is attached. The supply list is also available online. Buy extra note cards and pens now. Your child needs blue or black ink pens for school.

Religion service: If you have a service opportunity this summer, do it! You will need to do three hours of service each trimester. Summer service will count for the first trimester. Be sure to complete the reflection page and get it signed by a supervisor.

***Important note—**Book Sox are convenient for covering textbooks, BUT they must be large. Those purchased at the Dollar Store and Wal-Mart are often too small for middle school books. Your child will NOT be permitted to use covers that are too small. If you prefer, paper works well. Use those fancy bags from the store as cool book covers instead of purchasing new Book Sox. Book covers for hardcover books are **REQUIRED** for the whole year.

If you have any questions or problems with the summer assignment, please contact me via email at mfinnegan@stisidoreschool.com. If urgent, please call the school office, and the message will be forwarded.

Have a wonderful, fun, safe, and faith-filled summer!
Mrs. Finnegan



Podcast Planner

Show Name: _____

Topic: _____

Introduction:

Greeting

Tell the name of your show

Introduce yourselves

Tell what you will be talking about



Podcast Rubric

	3	2	1	0
Content	Your podcast contains 5+ facts	Your podcast contains 3-4 facts	Your podcast contains 1-2 facts	Your podcast contains 0 facts
Organization	Your podcast is organized logically and flows well	Your podcast is somewhat organized	Your podcast has little organization	Your podcast is not organized
Introduction	Your podcast has a clear introduction with music	Your podcast has an introduction that is hard to understand with music	Your podcast has an introduction that is hard to understand without music	Your podcast does not have an introduction
Technology Production	Your podcast contains sound effects and your voice is clear and can be understood.	Your podcast does not contain sound effects, but your voice is clear.	Your podcast contains sound effects, but your voice is not clear.	Your podcast does not contain sound effects and your voice is not clear.
Fluency	Your voice is very fluent.	Your voice is somewhat fluent.	Your voice has little fluency.	Your voice is not fluent.

My TED Talk Organizer

Catchy Introduction:		
Message #1:	Message # 2:	Message #3:
Facts, opinions, life examples to support this message: • • • •	Facts, opinions, life examples to support this message: • • • •	Facts, opinions, life examples to support this message: • • • •
Conclusion: (End with a short, simple, key message for kids to remember)		

Effective Speech Introductions

The purpose of the introduction is:

- to wake up your audience
- to hold their attention
- to make the audience want to listen
- to lead smoothly into what you want to say

Techniques for getting your audience's attention include:

1. Use a startling statement. (e.g. "1 in 7 kids suffer from homelessness.")
 2. Use suspense. (e.g. "It is the most talked about subject in town.")
 3. Ask a question. (e.g. "Do you know that a parrot may live to be 200 years old?")
 4. Open with a strong quotation. (e.g. "Man cannot live by bread alone.")
 5. Use a strong example. (e.g. tell what would happen if you did or didn't do something).
 6. Make a personal reference. (e.g. "Last summer, my family and I....")
 7. Tell a short story or a joke. Be sure that the humour is appropriate!
 8. Plunge right in. If your speech has a strong opinion or a controversial position, state it.
 9. State the purpose of your speech. (e.g. "It might be difficult to convince you that wolves are friendly, but in the next 4 minutes, I'll do just that.")
- NOT: "The topic I have chosen to speak on....")
10. Use an exhibit or a visualization. (e.g. "I want you, all of you, to look at this for a moment." or "Picture, if you will, a quiet country road...")
 11. Appeal to the self-interest of the audience. (e.g. "Everyone of us here could use an extra dollar.")
 12. Issue a challenge. (e.g. "Can you balance a basketball on your fingertip?")

"NO EXCUSES" Spelling Words

The following is a list of words that you are expected to know through grades 6-8, **This is your personal list and they are displayed throughout the building. Refer to this list often as you complete your daily assignments, quizzes, tests and projects. There are "no excuses" for using or spelling these words incorrectly.**

to, too, two

I went to the store.

I went to the store, too.

The two of us went to the store, too.

there, their, they're

The rabbit jumped over there.

Their rabbit jumped over there.

They're going to be upset that their rabbit jumped over there.

because, cause

She wanted to go to the mall because she needed shoes.

Prom was the cause of the shoe emergency.

hear, here

Can you hear me?

I am standing right here.

where, wear

Where are you going?

What are you going to wear there?

Don't wear yourself out with too much dancing.

your, you're

I like your binder.

You're going to need to keep your binder organized.

whether, weather

Do you know whether you are going outside or not?

Whether I go outside depends on the weather.

are, our

Are you going to the dance?

Are you going to the dance at our school?

we're, were

At the park, we were playing football.

We're winning the game by ten points.

which, witch

Do you know which costume you want?

I want a costume for a witch.

throw, through

He threw the ball and broke a window.

You could still see through the broken glass.

whose, who's

Whose locker is that?

Who's going to unlock the locker?

it's, its

It's your turn to walk the dog.

The dog still can't find its way home.

one, won

We needed one more point.

After we scored one more point, we won the game!

then, than

We went to the Hancock Building and then the Sears Tower.

I liked the Sears Tower better than the Hancock Building.

accept, except

I accept responsibility for my homework.

I accept responsibility for my homework except when the dog eats it.

affect, effect

Studying can affect your grades positively.

The effect of not studying can sometimes be negative.

lose, loose

How can you lose your assignment notebook?

My assignment notebook got loose from my backpack, so I did lose it.

Religion Service Project Requirements

For each of the three trimesters of the school year you will be required to complete a service project. There is one project required for each trimester. The service must be at least three hours in length. This will not be done in school as part of class time, but may be done in conjunction with a teacher to provide a service for her class.

Some ideas for service outside of school are: helping a neighbor with chores, baby-sitting, assisting at the liturgies for children at Sunday Masses, baking and donating the product to the food bank, visiting someone regularly at a nursing home, working with Habitat for Humanity (certain age restrictions apply), volunteering to do yard work or inside cleaning at a senior center or other nonprofit organization, working at the library, helping at a snack stand, etc.

Some ideas for service within our school community are: staying after school to help a teacher with classroom chores, helping with a school fund-raiser (breakfasts, setup for the craft show), or tutoring a younger student.

Chores done around your own house do not count! Altar serving does not count unless you serve a wedding or funeral and refuse pay or donate your pay to the church. Service done in conjunction with another organization (i.e. Boy or Girl Scouts) will count if it is something that helps the community and not just your troop.

THESE ARE NOT PAID SERVICES! SERVICE EACH TRIMESTER MUST BE UNIQUE--YOU MAY NOT REPEAT THE SAME PROJECT THREE TIMES!

If you want to do something within school, first get my permission, and I will help you connect with a teacher with whom you can work.

When you have completed your project, complete a report sheet. Have a supervising adult sign the sheet. All projects must be done by the week before each marking period ends.

Grades for this will be based on the following: 10 points for proper completion of report, 60 points for reflection paragraphs, 30 points for effort. This will count as one test grade.

If at any point you have difficulties with your project, please see me! Do not wait until the last minute to complete your task.

Religion Service Project Report

Date: _____ Tri: 1 2 3

Name: _____

Briefly describe your project (what, where, when):

Time spent on project(s): _____

Print name of adult supervising your work (may not be a parent): _____

Signature of adult supervising your work: _____

Reflection: On the rest of this paper (use the back, too), write three paragraphs about your experience. Explain how you found or decided to do this particular service project, specifically when and where it took place, and what it was that you did. Be clear and specific (don't just say "I helped clean the park). " Tell what actions *you* performed! Discuss your feelings as you did the service and look back on it. Think about what was helpful for you and if anything was difficult. Would you do this again? Why or why not? Finally, what did you learn about yourself and others in doing this project? Be thoughtful and complete and honest.

Complements: Subject Complements

Teaching

A complement is a word or group of words that completes the meaning of the verb.

A **subject complement** is a word or group of words that follows a linking verb and renames or describes the subject. Common **linking verbs** include forms of *be*, such as *am*, *is*, *are*, *was*, and *were*; and verbs such as *appear*, *feel*, *look*, *sound*, *seem*, and *taste*.

Subject complements can act as nouns or adjectives.

A **predicate noun** follows a linking verb and defines or renames the subject.

That dance is the waltz. (*is* is the linking verb)

SUBJECT	PREDICATE
	NOUN

A **predicate adjective** follows a linking verb and describes the subject, telling what qualities it has.

The dancers are graceful.

SUBJECT	PREDICATE
	ADJECTIVE

Identifying Linking Verbs and Subject Complements

In the following sentences, underline the linking verbs once and the subject complements twice. On the line, write **PA** for predicate adjective or **PN** for predicate noun.

1. Dancing is one of the oldest forms of communication. _____
2. Dancing is movement in rhythm, usually accompanied by music. _____
3. Ballet is a form of formal dancing performed for audiences. _____
4. Oriental dances are very traditional. _____
5. The square dance, the Irish jig, and the polka are well-known folk dances. _____
6. The dance numbers in movie musicals look imaginative. _____
7. Ballroom dancing appears elegant. _____
8. The tango is a popular Latin-American dance. _____
9. Many dances seem popular for only a short time. _____
10. The waltz became quite fashionable in the 1800s. _____
11. In the 1920s, the Charleston was a fad. _____
12. In the 1930s and 1940s, the swing music of big bands was a big craze. _____
13. The favorite dance of many people in that era was the jitterbug. _____
14. The dances of the 1960s became quite free. _____
15. Dancing remains a popular activity at many celebrations. _____

Complements: Objects of Verbs

Teaching

Action verbs often need complements called direct objects and indirect objects to complete their meaning.

A **direct object** is a word or a group of words that names the receiver of the action of an action verb. It answers the question *what?* or *whom?*

Brooke threw the ball. (*What* did Brooke throw?)

An **indirect object** is a word or group of words that tells *to what*, *to whom*, or *for whom* an action is done. The indirect object usually comes between the verb and the direct object. Verbs that are often followed by an indirect object include *ask*, *bring*, *give*, *hand*, *lend*, *make*, *offer*, *send*, *show*, *teach*, *tell*, and *write*.

Brooke threw Nicole the ball. (*To whom* did Brooke throw the ball?)

Recognizing Objects of Verbs

In each sentence, if the underlined word is a direct object, write **DO** on the line. If it is an indirect object, write **IO**.

EXAMPLE Ms. Steinberg needed a new compass. **DO**

1. The sparrow chased a big crow from the apple tree. _____
2. We saw a picture of Harriet Tubman in the library. _____
3. The school mailed the new students their registration forms. _____
4. Every year Juan gives the children presents. _____
5. Kings ruled the early Sumerian cities. _____
6. The accident taught the sailors an important lesson. _____
7. My mother bought our family a new computer. _____
8. The wrestling coach told the team the rules. _____
9. Mr. Thies argued the case in court. _____
10. The cocker spaniel waved his bushy tail. _____
11. Give that nail a good whack. _____
12. Will you show the electrician the location of the fuse box? _____
13. Mix a batch of granola for tomorrow's breakfast. _____
14. Alex asked Judith about her knowledge of reptiles. _____
15. Some horses give trainers many problems. _____

Fragments and Run-Ons

Teaching

Sentence fragments and run-on sentences are writing errors that can make your writing difficult to understand.

A **sentence fragment** is part of a sentence that is written as if it were a complete sentence. A sentence fragment is missing a subject, a predicate, or both.

Fragments Plants in the desert. (missing a predicate)
 Must adapt to life. (missing a subject)
 Without much water. (missing both)

Revision Plants in the desert must adapt to life without much water.

A **run-on sentence** is two or more sentences written as if they were a single sentence. When you combine two sentences with a conjunction, use a comma before the conjunction.

Run-On Not much rain falls in the desert some animals still live there.

Revision Not much rain falls in the desert, but some animals still live there.

Identifying Sentences, Sentence Fragments, and Run-Ons

On the short line to the right of each word group below, write **CS**, **F**, or **RO** to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. A region that receives little water. _____
2. Months may pass between rainfalls when storms do occur, they may be violent. _____
3. The dry desert soil and hardly any water. _____
4. Piles of sand called *dunes* cover parts of the desert. _____
5. The desert is very hot during the day, the temperature in the desert may drop below freezing at night. _____
6. Animals and plants live in the desert they have developed ways to survive in the hot, dry climate. _____
7. The lives of many desert creatures of the desert. _____
8. Hide in burrows and beneath rocks. _____
9. Desert mammals become active at night. _____
10. Desert reptiles appear at sunrise. _____
11. Desert plants also face the problem of collecting water, the cactus is an expert at holding on to water. _____
12. Need to absorb as much water as possible. _____
13. Not many people except those in the desert. _____

Nouns and Their Jobs

Teaching

In sentences, **nouns** have different jobs.

As the **subject**, a noun tells who or what the sentence is about.

Brian is getting ready for a baseball game. His **team** is in first place.

As the **complement**, a noun completes the meaning of the verb. This chart shows how a noun may work as a **predicate noun**, a **direct object**, and an **indirect object**.

Predicate noun	renames or defines the subject after a linking verb	My sister is the captain.
Direct object	names the receiver of the action of the action verb	Hector kicked the football.
Indirect object	tells <i>to whom</i> or <i>what</i> or <i>for whom</i> or <i>what</i> an action is done	The coach gave the team their awards.

A noun or pronoun that follows a preposition is the **object of the preposition**.

My uncle ran in the marathon. He competed for the trophy.

Identifying Subjects, Complements, and Objects of Prepositions

In each sentence, identify the word in bold type. On the blank, write **S** for subject, **PN** for predicate noun, **O** for object, **DO** for direct object, or **OP** for object of the preposition.

1. Nancy was the **goalie** for Monday's soccer game. _____
2. She threw the **ball** across the field. _____
3. Mr. Rollins gave the **student** a message for his parents. _____
4. He is the **teacher** in charge of bus transportation. _____
5. Our **class** sent the senator an invitation. _____
6. Our boat was severely damaged by **rocks**. _____
7. Mrs. Chin made **appetizers** for the reception. _____
8. Her son Robert was **president** of our class this year. _____
9. In the **winter**, bowling is Greg's favorite activity. _____
10. To save time, Coach Elliott gave the **team** their uniforms. _____
11. **New York City** is a city known for its sports teams. _____
12. Our friends carried **cushions** to sit on. _____
13. How many laps did Sandy swim at your **pool**? _____

Lesson 5

Nouns and Their Jobs

More Practice

A. Identifying Nouns as Complements

Underline the subject of each sentence. Then identify the complement in bold type. Write **PN** for predicate noun, **DO** for direct object, or **IO** for indirect object.

1. Dan will show the **visitor** the location of the lockers. _____
2. Today's goalie was the newest **person** on the soccer team. _____
3. The accident taught the swimmers an important **lesson**. _____
4. Our wrestling coach told the **players** the rules and regulations. _____
5. Vicky is a **manager** at Dad's health club. _____
6. Marty leads the **league** in home runs. _____
7. Ms. Casali mailed the new **students** registration forms. _____
8. The principal found my brother a summer **job**. _____
9. My uncle bought our **family** season tickets for the baseball games. _____
10. For two years Ronnie has been **treasurer** of the league. _____

B. Using Nouns as Objects of Prepositions

Underline every prepositional phrase in the sentences. On the blanks that follow, write each noun that is an object of the preposition.

EXAMPLE: There were several players chosen for the tournament. *tournament*

1. The bicycle in the garage has had a flat tire for two weeks.

2. Before class Lindsay did 50 sit-ups on the gym mat.

3. Outside the stadium, loyal fans lined up by the box office.

4. We saw a picture of Babe Ruth in that magazine.

5. Can we jog among the walkers at the park?

Lesson
4

Principal Parts of Verbs

Teaching

Every verb has four basic forms called its **principal parts**: the present, the present participle, the past, and the past participle. With helping verbs, these four parts make all the tenses and forms of the verb.

- I admire that singer. (Present)
- I am admiring her high notes. (Present participle)
- I admired her presentation. (Past)
- I have admired her for years. (Past participle)

The Four Principal Parts of a Verb			
Present	Present Participle	Past	Past Participle
admire	(is) admiring	admired	(has) admired
listen	(is) listening	listened	(has) listened

There are two kinds of verbs: regular and irregular.

A **regular verb** is a verb whose past and past participle are formed by adding *-ed* or *-d* to the present. The present participle is formed by adding *-ing* to the present. Spelling changes are needed in some words, for example, *carry-carried*.

Present	Present Participle	Past	Past Participle
listen	(is) listen + <i>-ing</i>	listen + <i>-ed</i>	(has) listen + <i>-ed</i>

Irregular verbs are discussed in the next lesson.

Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** on the line to identify the present, present participle, past, or past participle form.

EXAMPLE The orchestra has voted on the contract. *Past Part.*

1. Marian Anderson was called "a queen, a national treasure, an inspiration." _____
2. She performed on Easter Sunday, 1939, at the Lincoln Memorial. _____
3. The Daughters of the American Revolution had prevented her from singing at Constitution Hall. _____
4. The DAR barred her from singing there because she was African American. _____
5. Eleanor Roosevelt resigned from the DAR in protest. _____
6. We still listen to Marian Anderson's recordings. _____
7. My sister is planning to write a term paper about the incident. _____
8. My father recalls hearing her sing "My Soul Is Anchored in the Lord." _____

Lesson
6

Simple Tenses

Teaching

A **tense** is a verb form that shows the time of an action or condition. Verbs have three **simple tenses**: the present, the past, and the future. The **present tense** shows an action or condition that occurs now. The **past tense** shows an action that was completed in the past. The **future tense** shows an action that will occur in the future.

- Present** Frieda walks quickly. She is quick.
Past Frieda walked quickly. She was quick.
Future Frieda will walk quickly. She will be quick.

The **progressive form** of a verb shows an action or condition that is in progress.

- Present Progressive** Frieda is walking quickly.
Past Progressive Frieda was walking quickly.
Future Progressive Frieda will be walking quickly.

The **present tense** is the present principal part of the verb. The **past tense** is the past principal part. To form the **future tense**, add will to the present principal part.

Tense	Singular	Plural
Present	I walk / you walk / he, she, it walks	we walk / you walk / they walk
Past	I walked / you walked / he, she, it walked	we walked / you walked / they walked
Future	I will walk / you will walk / he, she, it will walk	we will walk / you will walk / they will walk

To make the progressive form of one of these tenses, add the present, past, or future form of the verb *be* to the present participle of the verb, as in *I am walking*, *I was walking*, and *I will be walking*.

Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense: **Present**, **Past**, **Future**, or **Present P.**, **Past P.**, or **Future P.** for present, past, or future progressive.

- The man next door is selling his car. _____
- From now on, he will use public transportation. _____
- Last year he was traveling to work on the bus once a week. _____
- This year he will be traveling by bus or walking every day. _____
- He plans to save some money by doing so. _____
- He figured up how much he will save. _____
- But best of all, he says, he will be saving the environment. _____
- He was feeling guilty about all the gasoline he used to get to and from work. _____
- Some of his co-workers are considering a similar move. _____
- My neighbor will encourage others to follow his example. _____

Perfect Tenses

Teaching

The **present perfect tense** shows an action or condition that began in the past and continues into the present.

Present Perfect Marty has studied math every day this semester.

The **past perfect tense** shows an action or condition in the past that came before another action or condition in the past.

Past Perfect Marty had studied her math before Ann called.

The **future perfect tense** shows an action or condition in the future that will occur before another action or condition in the future.

Future Perfect Marty will have studied her math before Ann calls again.

To form the **present perfect, past perfect, and future perfect tenses**, add *has, have, had, or will have* to the past participle.

Tense	Singular	Plural
Present Perfect <i>has or have + past participle</i>	I <u>have studied</u> you <u>have studied</u> he, she, it <u>has studied</u>	we <u>have studied</u> you <u>have studied</u> they <u>have studied</u>
Past Perfect <i>had + past participle</i>	I <u>had studied</u> you <u>had studied</u> he, she, it <u>had studied</u>	we <u>had studied</u> you <u>had studied</u> they <u>had studied</u>
Future Perfect <i>will + have + past participle</i>	I <u>will have studied</u> you <u>will have studied</u> he, she, it <u>will have studied</u>	we <u>will have studied</u> you <u>will have studied</u> they <u>will have studied</u>

Recognizing the Perfect Tenses

Underline the verb in each sentence. On the blank, write the tense of the verb.

- You have spoiled the dinner. _____
- Tom will have departed before Brian's arrival. _____
- Janet has refused any credit for the team's success. _____
- Many people had left before the fireworks. _____
- By this evening, I will have cleaned the whole downstairs. _____
- Before the end of our fight, we had avoided each other. _____
- The captains have examined all the team records. _____
- Prior to Tuesday, George hadn't suspected a thing. _____
- As judge, Thomas had decided on the winner before the end of the program. _____
- I will have learned all my verb forms by exam time. _____

Lesson
1

What Is a Preposition?

Teaching

A **preposition** is a word used to show a relationship between a noun or pronoun and some other word in the sentence. A preposition is always followed by an object, either a noun or a pronoun.

Some common prepositions are *about, across, behind, beneath, beside, between, by, during, for, from, in, like, of, on, over, to, under, until, with, and without.*

A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. The **object of the preposition** is the noun or pronoun following the preposition.

Dogs help humans **in many ways**. (The preposition is *in*, the object of the preposition is *ways*, and the prepositional phrase is *in many ways*.)

Sometimes the same word can be used as a preposition or as an adverb. If there is no object, the word is an adverb.

Adverb My dog jumped up.
Preposition The cat climbed up the tree.

A. Finding Prepositions and Their Objects

Underline the preposition in each sentence. Underline the object or objects of the preposition twice.

1. Dogs have been trained to perform a wide variety of jobs.
2. Watchdogs protect their owners' homes from burglars.
3. Guide dogs help their owners across the street.
4. Police dogs can smell drugs in suitcases.
5. Hunting dogs lead hunters to wild game.
6. Dogs are good companions for older people who may be lonely.

B. Recognizing Prepositions and Adverbs

Decide whether the boldfaced word is a preposition or an adverb. Write **P** on the line if it is a preposition. Write **A** if it is an adverb.

1. **Over** our heads, great formations of geese were flying north. _____
2. As they flew **over**, we thought we could hear their wild cries. _____
3. Please ask the children to come **inside** because of the storm. _____
4. With all that lightning, they will be safer **inside** the house. _____
5. After years on the bench, the judge decided to step **down**. _____
6. Alice fell **down** the rabbit hole. _____

Lesson
1

What Is a Clause?

Application

A. Identifying Independent and Dependent Clauses

If an item is a sentence consisting of only one independent clause, write **IND** on the line. If it is a fragment consisting of only a dependent clause, write **DEP**. If the item is a sentence consisting of both an independent and a dependent clause, write either **IND + DEP** or **DEP + IND** to show the order of clauses.

EXAMPLE After the snow fell. *DEP*

1. Banks pay interest on the money that customers loan them. _____
2. Although savings accounts pay interest, the rate is usually low. _____
3. When customers take out loans, they pay the bank higher interest. _____
4. When my brother started college. _____
5. While opening a checking account has strict requirements, even children can open savings accounts. _____
6. Loretta has had a savings account since she was six years old. _____
7. Because 4th Street Savings and Loan pays high interest. _____
8. Some banks encourage savings accounts for young people. _____
9. Other banks charge fees on accounts that have only a few hundred dollars in them. _____
10. If you leave money in a savings account for at least six months. _____

B. Correcting Fragments

In Exercise A, which items were fragments with the answer DEP? Write the numbers of those items on the lines below. Then complete each item by adding an independent clause to the dependent clause. Write the corrected sentence after the item number.

EXAMPLE After the snow fell.

EX. The roads were slippery after the snow fell.

Revision of # _____

Revision of # _____

Revision of # _____

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Lesson
2

Simple and Compound Sentences

Teaching

A **simple sentence** has one independent clause and no dependent clauses. Even a simple sentence can be elaborate, and it may have compound parts.

The squirrel found and buried the nut. (compound verb)

A **compound sentence** has two or more independent clauses joined together, but no dependent clauses. The clauses must be close in thought. They may be joined by a coordinating conjunction (with a comma) or by a semicolon.

The squirrel climbed the bird feeder, and the birds flew away.
The squirrel climbed the bird feeder; the birds flew away.

The coordinating conjunctions are the following:

for and nor or but so yet

Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. Greg shoveled the snow, and his brother began a snow sculpture. _____
2. The boat nosed up to the dock; our trip was finally over. _____
3. Tom and Gail quickly cut and stacked the firewood. _____
4. Several people listened, but nobody volunteered. _____
5. Sheila calls it a dragonfly; I call it a darning needle. _____
6. Did you and Lee walk or ride to your dance class? _____
7. Gina and Dave picked the wildflowers, and we arranged them. _____
8. The clown made a face; the child burst into laughter. _____
9. Her mother went to the trade show, but Doreen stayed home. _____
10. Wang and his brother looked at the problem and spotted the solution. _____
11. Mrs. Ballak may be in court, or she may be in her office. _____
12. Snow fell; winter was now upon us. _____
13. Kathy phoned this morning, but our phone was out of order. _____
14. The radio crackled with static and then went out. _____
15. We could play a video game, or we could go to Jim's house. _____
16. Lou has been baking bread, and Connie is making a big salad. _____

Complex Sentences*More Practice***A. Understanding Complex Sentences**

In each of these complex sentences, underline each independent clause once and each dependent clause twice.

1. Until you change those strings, your banjo won't sound very good.
2. Darryl looked after my dog while I was away.
3. Bring your backpack when you come to school today.
4. When my grandmother was young, she listened to Frank Sinatra records.
5. Unless I am wrong, peaches were first grown in China.
6. Linda will lend Wei the book when she has finished it.
7. The announcer whose voice is so pleasant has switched to the morning drive time.
8. Write about your experience while it is still fresh in your mind.
9. In this plan, you pay as you go.
10. None of the poems that I like best are in this anthology.

B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, or **CX** for complex.

1. Scientists can determine the relative age of fossils from the layers of rock in which the fossils are found. _____
2. Fossils in lower layers are older; those in higher layers are younger. _____
3. The oldest fossils of any group of living things are simpler than the more recent fossils are. _____
4. To scientists, this is clear evidence that plants and animals change over time. _____
5. The oldest fossils are approximately 3.5 billion years old. _____
6. These ancient fossils are traces of bacteria, which are one-celled organisms. _____
7. Animals without backbones came into being about 700 million years ago, but animals with backbones did not appear until about 500 million years ago. _____
8. If you could travel in time, would you go to the time of the dinosaurs? _____
9. Even the air must have smelled different that long ago! _____

Palmer Cursive Practice Worksheets



You're never too old to improve your handwriting! These worksheets showcase the *Palmer Method of Penmanship*, a simple approach to writing. Unlike Spencerian script, the Palmer method has few flourishes, making it a good choice for students and daily handwriting.

Trace each letter pair, paying special attention to the height and shape of each letter. The last page is a blank practice sheet. Print as many as you need to master the basic alphabet. Enjoy!

Aa - Aa - Aa - - - - -

Bb - Bb - Bb - - - - -

Cc - Cc - Cc - - - - -

Dd - Dd - Dd - - - - -

Ee - Ee - Ee - - - - -

Ff - Ff - Ff - - - - -

Gg - Gg - Gg - - - - -

Hh - Hh - Hh - - - - -

Ii - Ii - Ii - - - - -



Jj - Jj - Jj

Kk - Kk - Kk

Ll - Ll - Ll

Mm - Mm - Mm

Nn - Nn - Nn

Oo - Oo - Oo

Pp - Pp - Pp

Qq - Qq - Qq

Rr - Rr - Rr

Ss - Ss - Ss



Tt - Tt - Tt

Uu - Uu - Uu

Vv - Vv - Vv

Ww - Ww - Ww

Xx - Xx - Xx

Yy - Yy - Yy

Zz - Zz - Zz

Blank Practice Worksheet



A series of 15 horizontal lines for writing practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.