

Independent Practice

B. Write each sentence. Underline the possessive noun.

Example: The house's heat came from fireplaces.
The house's heat came from fireplaces.

11. A colonial family's first house often was made of logs.
12. A nice brick home might be a wealthy merchant's.
13. A colonist's mattress might be stuffed with straw or cornhusks.
14. Such a mattress might become a mouse's nest.
15. The bed's cover was a quilt.

C. Write the sentence. Add an apostrophe to each singular possessive noun.

16. A persons bed was sometimes stuffed with feathers.
17. Bed curtains gave the colonists a warm nights rest.
18. A colonists dining area sometimes had fancy dishes and rugs.
19. The homes best furniture often was a grandfather clock.
20. Two people often would share a bowls contents at the familys table.
21. A childs breakfast was usually mush and meat.
22. The days main meal was at noon.
23. The familys noon meal was often a stew.
24. A persons main tool for eating was a spoon.
25. A womans work included making butter and cheese.

Remember

that a possessive noun shows ownership. Make a singular noun possessive by adding an apostrophe and an s.

Writing Connection



Writer's Journal: Showing Possession Write a sentence using each of the following types of nouns in the singular possessive form: (1) a person, (2) an animal, (3) an object, (4) the name of your school.

Then rewrite each sentence, showing possession without using the possessive form of the noun—for example, *the ball belonging to Adam, the pages of the book*. Tell which sentences you think are more effective and why.



Independent Practice

- B. If the plural possessive noun in the sentence is used correctly, write *correct*. If the plural possessive noun is not used correctly, write the sentence using the correct form.

Example: During the early years of settlement, the American colonists energies were focused on survival.

During the early years of settlement, the American colonists' energies were focused on survival.

11. Before long, colonists' attention turned to the arts.
12. Writers interests ranged from religion to the classics.
13. *Poor Richard's Almanack* by Benjamin Franklin was among colonial readers favorite books.
14. Some colonial poets work was well known.
15. Colonial portrait painter's work was soon popular.

- C. Write each sentence. Use the plural possessive form of the noun in parentheses.

Example: Travel on the (colony) roads was difficult.
Travel on the colonies' roads was difficult.

16. (Horse) hooves created paths through the woods.
17. (Traveler) wagons could be seen on paths through the forests and fields.
18. By 1760 several (settlement) highways were well known.
19. People called post riders sometimes delivered the (settler) mail.
20. Colonists waited patiently for their (friend) letters.

Writing Connection

Technology Search the Internet for a work of art depicting a person or scene from early American history, such as *Washington Crossing the Delaware*. Try using *American art* as keywords for your search. Keep track of the steps you use to find the artwork. Then write a brief description of the artwork, and tell how you found it on the Internet. Use possessive nouns as needed to help make your writing concise and clear.

Remember

that when you form the possessive of a plural noun that ends in *s*, add only an apostrophe. When you form the possessive of a plural noun that does not end in *s*, add an apostrophe and an *s*.



Independent Practice

B. Identify the correct form of the two in parentheses. Write the sentence, using the correct form.

Example: Many (colonists, colonists') jobs involved fishing.
Many colonists' jobs involved fishing.

6. Coastal Massachusetts and Cape Cod were (center's, centers) of fishing.
7. Several (ports, ports') were well known for whaling.
8. One (whale's, whales') body produced gallons of oil.
9. Other important colonial (businesses, businesses') specialized in timber and shipbuilding.
10. (Settlers', Settlers) built homes, fences, and barrels from wood.
11. A (ship's, ships') mast was also made of wood.
12. The pines of (New England's, New England's) forests made excellent ships.
13. (Builders', Builders) also used oaks and maples.
14. Many of (England's, England's) ships, in fact, were made in the colonies.
15. To pay for goods or services, (colonists', colonists) offered goods or services in exchange.
16. A (farmers', farmer's) payment for a silver dish might be food from his farm.
17. (Markets, Market's) were places where goods could be exchanged, or bartered.
18. (Native Americans, Native Americans') goods for barter usually were furs and animal hides.
19. Some colonial (business's, businesses') ships carried goods to Europe.
20. The ships returned to North America with furniture, china, and other (supplies, supplies').

Writing Connection

Writer's Craft: Explain a Diagram Make a diagram of an object related to American history, such as a ship, a statue, or a flag. Label the parts. Then write a few sentences explaining the diagram. Be sure to use apostrophes in possessive nouns.

Remember

always to use an **apostrophe** to show possession. Be sure to place the apostrophe to show whether the **possessive noun** is **singular or plural**.



- C. If the nouns in a sentence are written correctly, write *correct*. If any noun is incorrect, write the sentence correctly. *pages 104–109*

Example: Like European society, the colonists society was divided into classes.

Like European society, the colonists' society was divided into classes.

16. The wealthier peoples class was called the gentry.
17. A communitys' elected officials were often members of the gentry.
18. Churches best seats were reserved for members of the gentry.
19. The "middling class" included a towns shopkeepers.
20. In the middle class, a family's income was produced by both the husband and the wife.

- D. Write each sentence. Choose the correct form of the two in parentheses. *pages 104–109*

21. The (Wallaces, Wallaces') trip to New England was enjoyable.
22. Their son (James, James') gave me a book on colonial life in New England.
23. I walked their (dogs, dogs') while they were away.
24. The (dogs, dogs') leashes hung by the front door.
25. Mrs. (Morris, Morris's) class will enjoy reading my book.

Writing Connection

Real-Life Writing: Store Names The names of stores and businesses often include possessive nouns. Think of a few from your community, and write them down. (You may want to refer to the yellow pages of a phone book.) Then imagine that you are starting a business of your own. Think of a name for your business that includes a possessive noun, and write a few sentences about what you would sell or what service you would provide.

DID YOU KNOW?

In the colonies, only white men who owned land were allowed to vote. Men who had no property could not vote. Women were not allowed to vote.



Using Card Catalogs

STUDY SKILLS

The materials in a library include books, magazines, audiotapes, videotapes, and compact disks. Books are grouped as fiction and nonfiction. On the shelves, fiction books are organized alphabetically by the author's last name. Nonfiction books are organized by special numbers called call numbers. A book's call number is based on the Dewey Decimal System.

Dewey Decimal System

| | |
|---------|--|
| 000-099 | General Works (such as encyclopedias) |
| 100-199 | Philosophy |
| 200-299 | Religion |
| 300-399 | Social Science |
| 400-499 | Language |
| 500-599 | Pure Science |
| 600-699 | Applied Science, Technology |
| 700-799 | Arts and Recreation |
| 800-899 | Literature |
| 900-999 | History, Geography |

Library books can be listed in two kinds of card catalogs. A **traditional card catalog** is a group of drawers with cards that are arranged in alphabetical order. Many libraries also have **electronic card catalogs**. A computer helps a user find a book in an electronic card catalog. In traditional and electronic card catalogs, books are organized in three ways: by author, title, and subject.

Look at this catalog card. What facts does it include?

| | |
|------------------------|--|
| Title | John Glenn : space pioneer / |
| Author | Angel, Ann, 1952- |
| Edition | 1st ed. |
| Publisher | New York : Fawcett Columbine, 1990, c1989. |
| Description | 120 p. : ill. ; 20cm. |
| Notes | "For middle school readers" -- T.p. verso. Bibliography: p. [121]. |
| Summary Results | Traces the life of John Glenn, the first American to orbit the earth, and discusses his accomplishments as a Marine pilot, an astronaut, and a U.S. senator. |
| ISBN | 0449903958 (pbk.) : |
| Subjects | Glenn, John, 1921- Astronauts--Biography. |

YOUR TURN

SUBJECT SEARCH Think of a subject you want to know more about. Using a traditional or an electronic card catalog, find the most recent book the library has on that subject. Check out the book if you wish. Then tell or write about how you found it. Give some advantages and disadvantages of the kind of card catalog you used.

TIP To do a subject search, think of a word or words that tell about the subject. If you can't find the book you want under one subject heading, try another.

Strategies to Use for Paragraphing

Write a **topic sentence** for each paragraph, and give **details** that relate to it.

Give information in the correct order, or **sequence**.

Use **transitions** and other signal words such as **first, then, last, so, because,** and **also** to show how ideas connect to each other.

Examples

Topic sentence: Empty plastic milk containers have many uses.
Details: You can cut them down to make bird feeders. You can also put soil in them and plant seeds.

Glue the ends, and let the glue dry. Then paint the outside.

Measure one inch from the end and mark your measurement.
Then cut on the mark **so** the piece will be the right size.

YOUR TURN

ANALYZE INFORMATIVE WRITING With two or three classmates, look through a book or magazine for an article that explains how to do something. Notice how the information is divided into paragraphs. Discuss the article with your group.

Answer these questions:

1. What is the writer's purpose?
2. What is the main idea of each paragraph, and how do you know?
3. What details does the writer include in each paragraph?
4. Does the writer present ideas in a sequence that makes sense? Explain.
5. How does the writer use transitions to show connections between ideas?
6. Can you follow these directions easily? Why or why not?

Using Transitions

- C. Write the paragraph below on your paper. Add transition words and phrases from the box so that the sentences read smoothly and make sense. Remember to capitalize the first word of each sentence.

| | | |
|-------------|-------|---------|
| next | first | finally |
| for example | after | so |

Paint a mural with your classmates. _____, meet in a group to decide on a subject and to plan your mural. _____, draw the mural on a large sheet of paper. You will want to sketch lightly _____ you can erase and make changes. _____, you may want to add something or correct the proportions. _____ you are satisfied with the drawing, you can paint your mural. _____, hang the completed mural where everyone can admire it!

Writing and Thinking

Writer's
Journal

Write to Record Reflections Have you ever had difficulty understanding the directions for playing a new game, doing a craft, or completing a homework assignment? Why is it important for written directions to be clear and easy to understand? Write your reflections in your Writer's Journal.

YOUR TURN

WRITING PROMPT

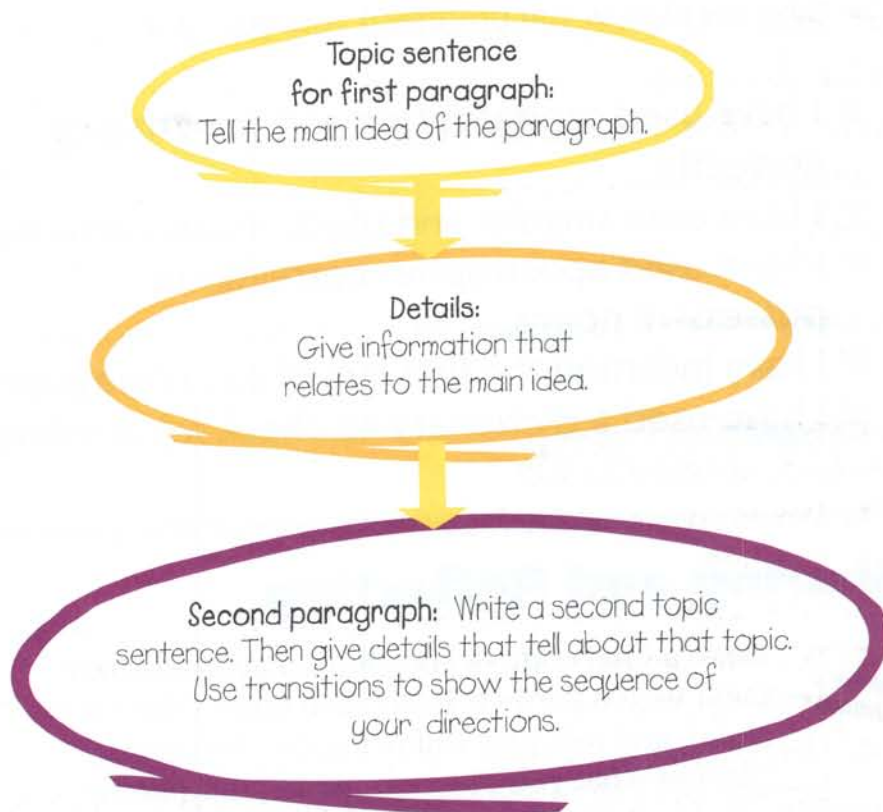
Think of a craft you like to do or a game you like to play. How can you explain this craft or game to your classmates? Write two paragraphs to give directions for doing the craft or playing the game.

STUDY THE PROMPT Ask yourself these questions:

1. What is your topic?
2. Who is your audience?
3. What is your purpose for writing?
4. What writing form will you use?

Prewriting and Drafting

Organize Your Ideas Begin by writing down in order the steps you want to include in your directions. Then use a chart like this one to plan your paragraphs.



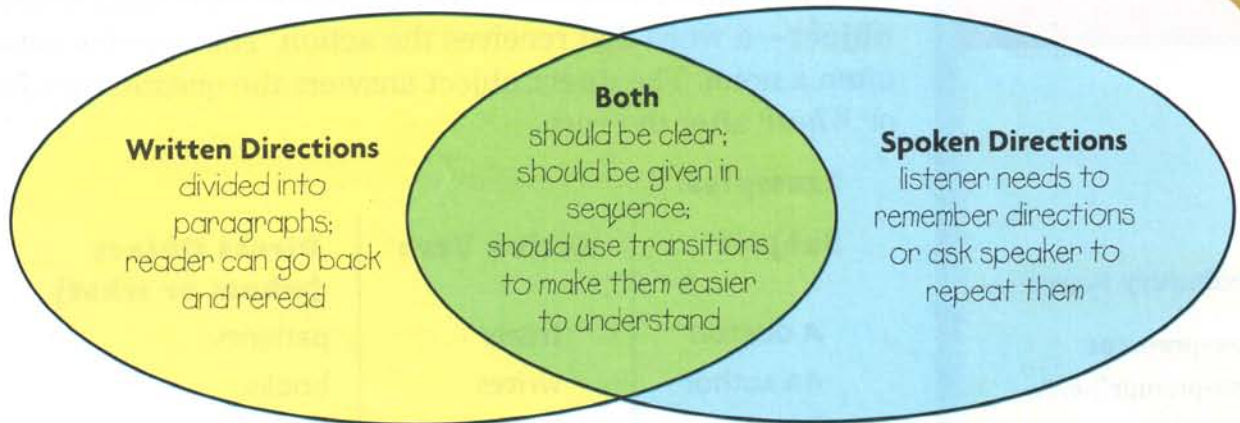
USING YOUR Handbook

Use the Writer's Thesaurus to find words that you can use to make smooth transitions and to help your reader understand the sequence of events.

Giving Directions Orally

Now that you have written a set of directions, think about times when you have given directions orally. Can what you have learned about writing directions help you give better spoken directions?

Study the Venn diagram to compare and contrast writing directions with giving them orally.



YOUR TURN

Now you can work with a small group to practice giving spoken directions. Follow these steps:

1. **Brainstorm a list of simple subjects for which you might give directions. Here are some ideas to get you started.**
 - Give directions from your classroom to the principal's office, the media center, or the gym.
 - Give directions for doing a task, such as looking up a word in a dictionary or using an electronic card catalog.
2. Have group members take turns choosing a subject from your list and giving a clear set of directions.
3. Other group members should listen carefully and try to visualize following the directions.
4. Discuss strategies that your group members used for giving good spoken directions. Discuss how you can use this skill in your everyday lives.

Strategies for Listening and Speaking

Use these strategies to help you give, as well as understand and follow, spoken directions:

- Speakers should remember to adjust rate, volume, pitch, and tone to fit their audience and purpose.
- Listeners should listen carefully to identify and remember the sequence of steps.