Brighter Child™ workbooks help children build a strong foundation for learning. Fun activities and colorful practice pages reinforce essential skills and concepts. With Brighter Child English & Grammar Grade 5, you can help your child master reading and language arts skills for school success.

Inside this book, find activities that teach:
- Nouns and verbs
- Verb tenses
- Irregular verbs
- Direct and indirect objects
- Pronouns
- Conjunctions
- Subjects and predicates
- Types of sentences
- Adjectives and adverbs
- Prepositional phrases
- Punctuation
- Synonyms and antonyms
- Similes and metaphors
- Idioms
- Combining sentences
- Types of paragraphs
- Writing letters
Table of Contents
Brighter Child
English and Grammar
Grade 5

Nouns ................................................................. 5
Proper and Common Nouns ........................................... 6
Abstract and Concrete Nouns ....................................... 7
Verbs ................................................................. 8
Verb Tenses ......................................................... 9
Verb Tenses ......................................................... 10
Principal Parts of Verbs ........................................... 11
Irregular Verbs ..................................................... 12
Irregular Verbs ..................................................... 13
“Be” as a Helping Verb ............................................ 14
“Be” as a Linking Verb ............................................ 15
Direct Objects ...................................................... 16
Indirect Objects .................................................... 17
Subjects and Predicates ........................................... 18
Complete Sentences ............................................... 19
Pronouns as Subjects .............................................. 20
Prepositions ........................................................ 21
Gender and Number of Pronouns ................................ 22
Possessive Pronouns ............................................... 23
Pronouns ........................................................... 24
Conjunctions ....................................................... 25
Compound Subjects/Compound Predicates ..................... 26
Combining Subjects ............................................... 27
Combining Predicates ............................................ 28
Run-On Sentences ................................................ 29
Statements and Questions ....................................... 30
Commands, Requests, and Exclamations ....................... 31
Adjectives .......................................................... 32
“Good” and “Bad” ................................................. 33
Adverbs ............................................................. 34
Adverbs ............................................................. 35
Placement of Adjective and Adverb Phrases .................... 36
Commas ............................................................. 37
Commas ............................................................. 38
Punctuation ........................................................ 39
Quotation Marks .................................................. 40

© Carson-Dellosa
Capitalization ................................................................. 41
Combining Sentences .................................................. 42
“Who” Clauses ............................................................ 43
“Which” Clauses ........................................................... 44
“That” Clauses ............................................................... 45
“That” and “Which” Clauses ............................................ 46
Combining Sentences .................................................. 47
“Who’s” and “Whose” ..................................................... 48
“Their,” “There” and “They’re” ........................................ 49
“Teach” and “Learn” ....................................................... 50
“Lie” and “Lay” .............................................................. 51
“Rise” and “Raise” ......................................................... 52
“All Right,” “All Right” and “Already” ............................... 53
“Accept” and “Except”/“Affect” and “Effect” ...................... 54
Synonyms ........................................................................ 55
Antonyms ........................................................................ 56
Homophones .................................................................... 57
Similes ............................................................................. 58
Metaphors ........................................................................ 59
Idioms ............................................................................. 60
Descriptive Sentences ................................................... 61
Writing Fiction ............................................................... 62
Newspaper Articles ......................................................... 63
Friendly Letters ............................................................. 64
Friendly Letters ............................................................. 65
Invitations ........................................................................ 66
Thank You Notes ............................................................ 67
Haiku ............................................................................... 68
Lantern ............................................................................ 69
Answer Key ................................................................. 70-80
Nouns

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

Examples:
- person — friend
- place — home
- thing — desk

Nouns are used many ways in sentences. They can be the subjects of sentences.

Example: Noun as subject: Your high-topped sneakers look great with that outfit.

Nouns can be direct objects of a sentence. The direct object follows the verb and completes its meaning. It answers the question who or what.

Example: Noun as direct object: Shelly’s family bought a new car.

Nouns can be indirect objects. An indirect object comes between the verb and the direct object and tells to whom or for whom something was done.

Example: Noun as indirect object: She gave Tina a big hug.

Directions: Underline all the nouns. Write S above the noun if it is a subject, DO if it is a direct object or IO if it is an indirect object. The first one has been done for you.

1. Do alligators eat people?
   S DO

2. James hit a home run, and our team won the game.

3. The famous actor gave Susan his autograph.

4. Eric loaned Keith his bicycle.

5. The kindergarten children painted cute pictures.

6. Robin sold David some chocolate chip cookies.

7. The neighbors planned a going-away party and bought a gift.

8. The party and gift surprised Kurt and his family.

9. My scout leader told our group a funny joke.

10. Karen made her little sister a clown costume.
Proper and Common Nouns

**Proper nouns** name specific people, places or things.

**Examples:** Washington, D.C., Thomas Jefferson, Red Sea

**Common nouns** name nonspecific people, places or things.

**Examples:** man, fortress, dog

**Directions:** Underline the proper nouns and circle the common nouns in each sentence.

1. My friend, Josephine, loves to go to the docks to watch the boats sail into the harbor.
2. Josephine is especially interested in the boat named *Maiden Voyage*.
3. This boat is painted red with yellow stripes and has several large masts.
4. Its sails are white and billow in the wind.
5. At Misty Harbor, many boats are always sailing in and out.
6. The crews on the boats rush from bow to stern working diligently to keep the sailboats moving.
7. Josephine has been invited aboard *Maiden Voyage* by its captain.
8. Captain Ferdinand knew of her interest in sailboats, so he offered a tour.
9. Josephine was amazed at the gear aboard the boat and the skills of the crew.
10. It is Josephine’s dream to sail the Atlantic Ocean on a boat similar to *Maiden Voyage*.
11. Her mother is not sure of this dangerous dream and urges Josephine to consider safer dreams.
12. Josephine thinks of early explorers like Christopher Columbus, Amerigo Vespucci and Leif Ericson.
13. She thinks these men must have been brave to set out into the unknown waters of the world.
14. Their boats were often small and provided little protection from major ocean storms.
15. Josephine believes that if early explorers could challenge the rough ocean waters, she could, too.
Abstract and Concrete Nouns

Concrete nouns name something that can be touched or seen.
Abstract nouns name an idea, a thought or a feeling which cannot be touched or seen.

Examples:
  concrete nouns: house, puppy, chair
  abstract nouns: love, happiness, fear

Directions: Write concrete or abstract in the blank after each noun.

1. loyalty
2. light bulb
3. quarter
4. hope
5. satellite
6. ability
7. patio
8. door
9. allegiance
10. Cuba
11. Michael Jordan
12. friendship
13. telephone
14. computer

Directions: Write eight nouns for each category.

<table>
<thead>
<tr>
<th>Concrete</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>
Verbs

A verb tells what something does or that something exists.

Examples:
Tim has shared his apples with us.
Those apples were delicious.
I hope Tim is bringing more apples tomorrow.
Tim picked the apples himself.

Directions: Underline the verbs.

2. Now he is living in a house on my street.
3. His house is three houses away from mine.
4. I have lived in this house all my life.
5. I hope Gene will like this town.
6. I am helping Gene with his room.
7. He has a lot of stuff!
8. We are painting his walls green.
9. He picked the color himself.
10. I wonder what his parents will say.

Directions: Write verbs to complete these sentences.

11. We _______________________ some paint brushes.
12. Gene already _______________________ the paint.
13. I _______________________ my old clothes.
14. There _______________________ no furniture in his room right now.
15. It _______________________ several hours to paint his whole room.
Verb Tenses

Verbs have different forms to show whether something already happened, is happening right now or will happen.

Examples:
  Present tense: I walk.
  Past tense: I walked.
  Future tense: I will walk.

Directions: Write PAST if the verb is past tense, PRES for present tense or FUT for future tense. The first one has been done for you.

PRES  1. My sister Sara works at the grocery store.
      ______  2. Last year, she worked in an office.
      ______  3. Sara is going to college, too.
      ______  4. She will be a dentist some day.
      ______  5. She says studying is difficult.
      ______  6. Sara hardly studied at all in high school.
      ______  7. I will be ready for college in a few years.
      ______  8. Last night, I read my history book for 2 hours.

Directions: Complete these sentences using verbs in the tenses listed. The first one has been done for you.

  9. take: future tense  My friends and I ___________ a trip.
  10. talk: past tense  We _______________ for a long time about where to go.
  11. want: present tense  Pam _______________ to go to the lake.
  12. want: past tense  Jake _______________ to go with us.
  13. say: past tense  His parents _______________ no.
  14. ride: future tense  We _______________ our bikes.
  15. pack: past tense  Susan and Jared already _______________ lunches for us.
Verb Tenses

The past tense of many verbs is formed by adding *ed*.

**Examples:**
- remember + *ed* = remembered
- climb + *ed* = climbed

If a verb ends in *e*, drop the *e* before adding *ed*.

**Examples:**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td>phoned</td>
</tr>
<tr>
<td>arrive</td>
<td>arrived</td>
</tr>
</tbody>
</table>

If a verb ends in *y*, change the *y* to *i* before adding *ed*.

**Examples:**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>carried</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
</tr>
</tbody>
</table>

If a verb ends in a short vowel followed by a single consonant, double the final consonant.

**Examples:**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>trip</td>
<td>tripped</td>
</tr>
<tr>
<td>pop</td>
<td>popped</td>
</tr>
</tbody>
</table>

**Directions:** Circle the misspelled verb in each sentence and write it correctly in the blank.

1. They stopped at our house and then hurryed home. _________________
2. I scrubbed and mopped the floor. _________________________________
3. The coach nameed the five starting players. _______________________
4. He popped the potatoes into the oil and fryed them. ________________
5. I accidentally droped my papers on the floor. ______________________
6. I had hopeed you could could go climbing with me. _________________
7. He triped on the rug. ___________________________________________
8. The baby cryed and screamed all night. ___________________________
9. I moped the mess up after the glass dropped on the floor. __________
10. First, she frowned, and then she smileed. _________________________
Principal Parts of Verbs

Verbs have three principal parts. They are present, past and past participle.

Regular verbs form the past tense by adding ed to the present tense.

The past participle is formed by using the past tense verb with a helping verb: has, have or had.

Directions: Write the correct form of each verb. The first one has been done for you.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. look</td>
<td>looked</td>
<td>have/has/had looked</td>
</tr>
<tr>
<td>2. ________</td>
<td>planned</td>
<td>________</td>
</tr>
<tr>
<td>3. ________</td>
<td>________</td>
<td>has/have/had closed</td>
</tr>
<tr>
<td>4. wash</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>5. ________</td>
<td>prepared</td>
<td>________</td>
</tr>
<tr>
<td>6. ________</td>
<td>________</td>
<td>has/have/had provided</td>
</tr>
<tr>
<td>7. invite</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>8. ________</td>
<td>discovered</td>
<td>________</td>
</tr>
<tr>
<td>9. approve</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>10. ________</td>
<td>searched</td>
<td>________</td>
</tr>
<tr>
<td>11. establish</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>12. ________</td>
<td>________</td>
<td>has/have/had formed</td>
</tr>
<tr>
<td>13. ________</td>
<td>pushed</td>
<td>________</td>
</tr>
<tr>
<td>14. travel</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>
Irregular Verbs

Irregular verbs change completely in the past tense. Unlike regular verbs, the past tense forms of irregular verbs are not formed by adding ed.

Examples:
Chung **eats** the cookies.
Chung **ate** them yesterday.
Chung **has eaten** them for weeks.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>has/have/had begun</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>has/have/had spoken</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>has/have/had drunk</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>has/have/had known</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>has/have/had eaten</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>has/have/had worn</td>
</tr>
</tbody>
</table>

Directions: Rewrite these sentences once using the past tense and again using the past participle of each verb.

1. Todd begins football practice this week.
   **Past Tense:** Todd **began** football practice this week.
   **Past Participle:** Todd **has begun** football practice this week.

2. She wears her hair in braids.
   **Past Tense:** She **wore** her hair in braids.
   **Past Participle:** She **has worn** her hair in braids.

3. I drink two glasses of milk.
   **Past Tense:** I **drank** two glasses of milk.
   **Past Participle:** I **have drunk** two glasses of milk.

4. The man is speaking to us.
   **Past Tense:** The man **is speaking** to us.
   **Past Participle:** The man **has been speaking** to us.

5. The dogs are eating.
   **Past Tense:** The dogs **are eating**.
   **Past Participle:** The dogs **have been eating**.