

Name _____

Independent and Dependent Clauses

A related group of words with a subject and a predicate is called a **clause**. A clause that makes sense by itself is an **independent clause**. A clause that does not make sense by itself is a **dependent clause**. A **complex sentence** contains an independent and a dependent clause.

Independent Clause They came to the island in canoes.

Dependent Clause even though it was a long trip

If the dependent clause comes first, set it off with a comma: *Until they were attacked, Native Americans lived on the island.* If the independent clause is first, no comma is needed: *Native Americans lived on the island until they were attacked.*

Directions Write *I* if the underlined group of words is an independent clause. Write *D* if it is a dependent clause.

1. If you live on an island, you become independent. _____
2. Natives made their own clothes because they could not buy them. _____
3. Since there were no stores, they hunted for food. _____
4. A seal provided meat while people used its hide for clothes. _____
5. A hunting party paddled boats out to sea so that they could catch fish. _____
6. Women gathered berries and roots before winter came. _____
7. Because they needed containers for the food, they made baskets out of grasses. _____

Directions Underline the dependent clause in each sentence.

8. Because they cooked with fire, the natives kept live coals.
9. After food was prepared, they covered the embers with ashes.
10. While they slept through the night, the coals stayed warm.
11. The coals smoldered until morning came.
12. When the cook blew on the coals, they glowed brightly.
13. She fed wood to the coals so that the fire would catch again.
14. If her husband had caught fish that morning, they would eat well for breakfast.



Home Activity Your child learned about independent and dependent clauses. Ask your child to write a sentence about Native Americans using an independent clause and a dependent clause and explain the difference between the two.

Read the passage. Then answer the questions that follow.

A Leap of Faith

by Caren Churchbuilder

1 Sam's toes gripped the edge of the diving platform as he tried desperately to calm his nerves. Today was not the day to be nervous; it was the day to be perfect.

2 Taking a deep breath, he glanced down at the coach and realized too late that it was a bad idea. She was staring right at him, and she looked very serious. He closed his eyes and began to focus on his breathing when down below he heard someone shout, "Go, Sam!" It was Amy, his older cousin, and suddenly, the memory of the past summer flashed through his head.

3 "Come on!" Amy had teased him in front of the town swimming pool. "You're not chicken, are you?"

4 "Stop that! I'm not scared," Sam had replied in an unconvincing voice.

5 "All right, then, let me see you jump. It's not that high."

6 Amy was referring to the very big, very high diving platform at the end of the pool. Sam was a great swimmer and loved to dive off a diving board, but he had a huge fear of heights. Amy, on the other hand, loved to climb anything and everything, especially when it involved diving. She was on her school's high dive team and had been trying to convince Sam to join the junior division so that they could go to competitions together.

7 At first, Sam had hated the idea, wondering who on earth would want to dive from something that high up. But he had to admit, Amy made the dive team sound pretty fun. By the middle of the summer, she had talked him into climbing to the top of the dive platform. As he looked down at the water below, Amy had shouted, "Go, Sam!" and with a sudden burst of courage, he had leaped over the edge.

8 After that day, Amy had helped Sam practice a simple platform dive. Together, they went to the town pool every day to make sure that Sam was ready, and now here he stood, at the top of the platform overlooking the team pool at tryouts.

9 All of Sam's fears returned to him, and he fought the urge to run away and hide. But he heard Amy's voice again, calling his name, and it helped him feel stronger. Opening his eyes, he repositioned himself at the edge of the platform, raised his arms, and stretched upward toward the sky. This was it!

Go On

10 With a giant leap, he was airborne, straightening his arms and legs and twisting at the same time. As he turned downward toward the water, he pushed hard to raise his legs up in line with the rest of his body. Suddenly, he was hitting the water, cutting through it like a knife.

11 When he came up to the surface, he wiped the water from his eyes and looked over at the coach. She turned to Amy and gave her a thumbs up, and he knew he had made the team. He could hardly believe it! It had been a huge leap of faith, but it had definitely been worth it.

1 Which sentence from the passage explains what Amy wants Sam to do?

- A** "It was Amy, his older cousin, and suddenly, the memory of the past summer flashed through his head."
- B** "She was on her school's high dive team and had been trying to convince Sam to join the junior division so that they could go to competitions together."
- C** "After that day, Amy had helped Sam practice a simple platform dive."
- D** "As he turned downward toward the water, he pushed hard to raise his legs up in line with the rest of his body."

2 Which sentence from the passage supports the idea that Amy is important to Sam's success?

- A** "Today was not the day to be nervous; it was the day to be perfect."
- B** "'Come on!' Amy had teased him in front of the town swimming pool."
- C** "Opening his eyes, he repositioned himself at the edge of the platform, raised his arms, and stretched upward toward the sky."
- D** "As he looked down at the water below, Amy had shouted, 'Go, Sam!' and with a sudden burst of courage, he had leaped over the edge."

3 How does Sam **best** demonstrate a theme of the passage?

- A** By trying and failing, he shows that winning is not everything.
- B** By going through with his dive, he shows that fears can be overcome.
- C** By listening to his cousin, he shows that people should always follow advice.
- D** By going to the coach for advice, he shows that you should ask for help when you need it.

4 Which sentence **best** shows the difference between Amy and Sam at the beginning of the story?

- A** Amy supports Sam; Sam likes to tease Amy.
- B** Amy is a strong swimmer; Sam is afraid of water.
- C** Amy is brave on the high dive; Sam is afraid of heights.
- D** Amy likes to try new things; Sam does not.

5 What is the **main** difference between the two settings in the story?

- A** Amy goes with Sam to the team pool but not to the town pool.
- B** Sam feels more pressure at the team pool than he does at the town pool.
- C** Amy and Sam compete at the town pool but not at the team pool.
- D** Sam learns to swim at the town pool, and he learns to dive at the team pool.

6 How do the paragraphs describing Sam's memories of the past contribute to the reader's understanding of the story?

- A** They show how Sam ended up where he is at the time the passage takes place.
- B** They suggest that Sam is now doing something he has always wanted to do.
- C** They indicate that Sam does not want to dive because he is upset with Amy.
- D** They describe the events that explain why Sam is afraid of his diving coach.

Name _____

Fact and Opinion

- A **statement of fact** can be proved true or false.
- A **statement of opinion** is what someone thinks or feels. Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

Directions Read the following passage.

Jackie Robinson was the first African American baseball player to play in the modern major leagues. I think he was very brave to do so. He played in the Negro Leagues until 1947 when he was signed to the Brooklyn Dodgers. Despite controversy about Robinson breaking the color barrier, he was an immediate

success. At the end of his first season, Robinson was named Rookie of the Year. During his third season, he won the league's batting title and was later named the league's Most Valuable Player. He was probably the most valuable player of the entire twentieth century.

For each statement, circle *F* or *O* to tell whether it is a fact or an opinion. Circle the words in the sentence that tell you the statement is an opinion.

- F** **O** 1. I think Jackie Robinson was very brave to play in the major leagues.
- F** **O** 2. Jackie Robinson was the first African American baseball player to play in the modern major leagues.
- F** **O** 3. Jackie Robinson was probably the most valuable player of the twentieth century.
- F** **O** 4. Jackie Robinson was named the league's Most Valuable Player.
- F** **O** 5. The Brooklyn Dodgers signed Jackie Robinson.



Home Activity Your child read a short passage and identified whether statements were facts or opinions. Read a newspaper article and an editorial about the same current event with your child. Have your child analyze which statements are facts and which are opinions.

Name: _____

Prefixes

Prefix	Meaning	Example
dis-	not	dislike
im-	not	impossible
in-	not	inactive
mis-	wrong or badly	misunderstood
pre-	before	prepay
re-	again or back	redo
un-	not	untied

Part 1: Write single a word with a prefix that matches each definition.

example: to pay back - repay

1. not polite - _____
2. charge again - _____
3. not safe - _____
4. spell wrong - _____
5. behave badly - _____
6. tie again - _____

Part 2: Highlight the prefix in each word. Then write a definition for each word.

example: refill - to fill again

7. unusual - _____
8. misunderstand - _____
9. reheat - _____
10. preview - _____