

**Lesson 24**  
READER'S NOTEBOOK

Name \_\_\_\_\_ Date \_\_\_\_\_

# Commas in Compound Sentences

**Owen and Mzee**  
Grammar:  
Commas

A **compound sentence** joins two complete ideas using a coordinating conjunction such as *and*, *but*, *or*, or *so*. Each half of a compound sentence has its own subject and predicate. Use a comma before the conjunction in a compound sentence.

**subject**     **verb**
**subject** **verb**

Hippopotamuses live in lakes and rivers, **but** they graze on land every day.

**Thinking Questions**  
Which word is the coordinating conjunction? Where does the comma go in the sentence?

**1–3. Join each pair of sentences using the conjunction in parentheses ( ). Be sure your compound sentence has a comma before the conjunction.**

1. Hippos graze for hours each evening. They eat up to 150 pounds of food a day. (and)

\_\_\_\_\_

\_\_\_\_\_

2. Hippos have eyes, ears, and nose on the top of their heads. They can keep most of their body underwater. (so)

\_\_\_\_\_

\_\_\_\_\_

3. Hippos cannot sweat. They keep cool in the mud and water. (but)

\_\_\_\_\_

\_\_\_\_\_

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**Owen and Mzee**  
Grammar: Commas

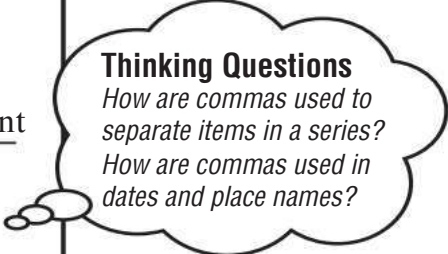
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# More Uses of Commas

Use a comma to separate the words in a series.  
 We saw tortoises, hippopotamuses, and birds.  
 There are sea lions, sea otters, fur seals, and elephant seals at the zoo.

Use a comma between a date and a year.  
 Today is May 4, 2013.

Use a comma between a city and a state.  
 I live in Glendale, Arizona.



**1–4. Add commas where they are needed. Write the sentence correctly on the line.**

1. My report on the marine sanctuary is due on December 12 2014.

\_\_\_\_\_  
\_\_\_\_\_

2. People who drill dump or dig up the sea floor are not allowed in the sanctuary.

\_\_\_\_\_  
\_\_\_\_\_

3. The sanctuary is located in Monterey California.

\_\_\_\_\_  
\_\_\_\_\_

4. A layer of fat a thick coat of fur and a dry spot in the sun all help sea mammals to stay warm.

\_\_\_\_\_  
\_\_\_\_\_

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**Owen and Mzee**  
Grammar: Spiral Review

# Interrogative Pronouns and Relative Pronouns and Adverbs

A **dependent clause** has a subject and verb, but it cannot stand alone. A dependent clause is joined to an **independent clause** that expresses a complete thought. The relative pronouns *who*, *whom*, *whose*, *that*, and *which* begin dependent clauses that answer the question *Which one?* or *What kind?* Relative adverbs begin dependent clauses that tell *where*, *when* or *why*. Interrogative pronouns introduce questions.

**Dependent clause beginning with relative pronoun**

A hippopotamus is a fierce fighter that protects its young.

**Dependent clause beginning with relative adverb**

The mother springs into action when her baby is attacked.

**Interrogative Pronoun**

Which animal do you prefer?

**1–8. In each sentence, look for interrogative pronouns, relative pronouns, or relative adverbs. Underline interrogative pronouns. Circle relative adverbs or pronouns, and double underline the dependent clause.**

1. Many hippos lost their lives when a tsunami struck the African coast.
2. The only hippo who survived was a six-hundred-pound baby named Owen.
3. Who can help Owen?
4. Rescuers were not sure where Owen should go.
5. Which place became Owen's home?
6. The giant tortoise Mzee at first thought that Owen should leave him alone.
7. The two soon became friends who could not be separated.
8. No one knows for sure why Owen and Mzee became such good friends.

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**Owen and Mzee**  
 Grammar: Connect to Writing

# Sentence Fluency

**Proofreading can help you make certain that you have used commas correctly in your writing. Using commas makes your writing clear and easy to understand.**

### Incorrect with proofreading marks

Mark: You know, Dad the population of hippos in Africa has shrunk tremendously.

Dad: That's a serious problem Mark.

### Correct

Mark: You know, Dad, the population of hippos in Africa has shrunk tremendously.

Dad: That's a serious problem, Mark.

**Activity This part of a script has 16 missing commas. Add a comma or commas to each part in the script.**

Mark: Yes I agree. Did you know Dad that people are the greatest threat to the hippo population?

Dad: No I wasn't aware of that.

Mark: Well it's true. Hippos are killed for their fat their ivory teeth and because they eat so much grass.

Dad: Is anything being done to save the hippos Mark?

Mark: Yes some of the areas where hippos live are protected.

Dad: Well that makes sense. I think Mark that we should do our part to save the hippos.

Mark: That's a great idea Dad! Let's get a hippo for a pet!

Dad: No let's not. You were kidding weren't you Mark?

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**Owen and Mzee**  
Writing: Informative Writing

# Focus Trait: Purpose

## Finding and Using the Best Information

Source	Information
Encyclopedia	Articles about many different topics
Atlas	Maps of places all over the world
Internet	Web sites of organizations as well as electronic reference materials
Interviewing an expert	Unique information
Newspaper and magazine articles	Up-to-date information on different topics
Nonfiction books	Facts about real people, places, and things

**1–3. Answer the following questions about using sources to find the best information.**

- Maggie is researching tortoises. She wants to answer the question, *Where do tortoises live?*
  - Which source could Maggie use? \_\_\_\_\_
  - What other question could she answer by using this source?  
\_\_\_\_\_
- Luis is researching how zoos are run. He wants to answer the question, *How many people work at the zoo in my city?*
  - Which source should Luis use? \_\_\_\_\_
  - What other question could he answer with this source?  
\_\_\_\_\_
- Nina is researching Kenya. She wants to answer the question, *What ocean is closest to Kenya?*
  - Which source should Nina use? \_\_\_\_\_
  - What other question could she answer with this source?  
\_\_\_\_\_

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**from Isaac Asimov:**  
**The Complete Stories**  
 Independent Reading

# The Fun They Had: from Isaac Asimov: The Complete Stories

## I Want a Live Teacher!

Margie would like to try learning the old-fashioned way, from a live teacher. She is writing an e-mail to the Inspector to try and convince him to give up the mechanical teacher. But Margie understands that she should use language with which the Inspector is comfortable.

Look closely at the way the Inspector talks on page 749. Help Margie finish her e-mail using the formal language that the Inspector uses.

New Message

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To: **Inspector**

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From: **Margie**

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Subject: **Replacing the Mechanical Teacher**

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**Dear Inspector:**

I am writing to you to suggest that you remove the mechanical teacher from my home and let me learn from a human teacher instead.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sincerely,**

**Margie**