

1. Jacob planted a 5-foot tree. After one year, he measured it and found that the tree had grown by 20% of its original height. How tall was the tree after one year?
- A. 5.2 ft
  - B. 6.0 ft
  - C. 7.0 ft
  - D. 7.5 ft

2. A landscape company, Patio Town, told William it would cost \$3,200 to build a new patio in his backyard.

- The materials needed make up 40% of the total cost.
- The expense of hiring workers makes up 60% of the total cost.

William decided to do all the work himself and to buy all the materials from Patio Town. How much did William pay Patio Town for materials?

- A. \$1,920
  - B. \$4,480
  - C. \$1,280
  - D. \$128
3. Elena planted 36 yellow rose bushes. The rest of the rose bushes that she planted were red. The number of yellow rose bushes is 50% of the total number of rose bushes Elena planted. How many rose bushes did she plant?
- A. 18
  - B. 54
  - C. 72
  - D. 86

4. The table shows how the amount of money Sanjay earns depends on the amount of time he works.

Sanjay's Earnings

Time Worked (hours)	Amount Earned (dollars)
2	24
4	48
6	72
8	96

Which table shows an equivalent earnings rate in dollars per hour?

A.

Time Worked (hours)	Amount Earned (dollars)
5	60
10	120
15	180
20	240

B.

Time Worked (hours)	Amount Earned (dollars)
5	12
10	24
15	36
20	48

C.

Time Worked (hours)	Amount Earned (dollars)
5	24
10	48
15	72
20	96

D.

Time Worked (hours)	Amount Earned (dollars)
5	48
10	96
15	144
20	192

5. Jill is swimming laps in a pool. The table shows how the total distance she swims depends on the number of laps she does.

Number of Laps	Total Distance (meters)
5	250
10	500
15	?
20	1,000
25	1,250

What number is missing from the third row of the table?

- A. 50
  - B. 75
  - C. 550
  - D. 750
6. Mr. O'Connel purchased 12 bags of grass seed for \$62.28. What was the price per bag of grass seed?
- A. \$5.22
  - B. \$5.19
  - C. \$62.28
  - D. \$50.28



9. The table shows how the number of raisin cookies made relates to the number of ounces of raisins used.

Number of Ounces of Raisins	Number of Cookies
2	12
4	24
6	?
8	48

How many cookies can be made with 6 ounces of raisins?

- A. 6
  - B. 30
  - C. 36
  - D. 96
10. Marta has a photo album. She places 6 photos on each page. In the table below, write the total number of photos Marta will have in her photo album for 1–5 pages.

Number of Pages	Number of Photos
1	
2	
3	
4	
5	

- 11.** In a certain school club, 40% of the members are boys. If there are 45 members in the club, how many of them are boys?
- A.** 9
  - B.** 18
  - C.** 27
  - D.** 40
- 12.** Tomas got a score of 75% correct on an exam. There were 24 questions on the exam. What number of questions did Tomas get correct?
- A.** 6
  - B.** 12
  - C.** 16
  - D.** 18
- 13.** Ryan has a box of markers. It has 45 markers that are some shade of blue. The blue markers represent 25% of the total markers in the box. What is the total number of markers in the box? Show how you found the answer.

- 14.** In Logan's scout troop, 6 scouts have received their first-aid badge. This is 30% of the total troop. How many scouts are in Logan's troop? Show how you found the answer.
- 15.** San Diego and Bakersfield are 232 miles apart. A truck driver drives from San Diego to Bakersfield and back, which takes a total of 8 hours. What is his rate in miles per hour?
- A.** 29 miles per hour
  - B.** 58 miles per hour
  - C.** 116 miles per hour
  - D.** 232 miles per hour

# Fraction Flowers

Hi Class,

You can make a bouquet of equivalency flowers for your family. What a loving way to show your knowledge and love.

You can even put a percentage or a decimal inside the flower and work backwards.

This is mainly to help you to stay engaged in fractions, decimals, and percentages.

Have fun!

## Standard:

*Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents.*

*Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number*

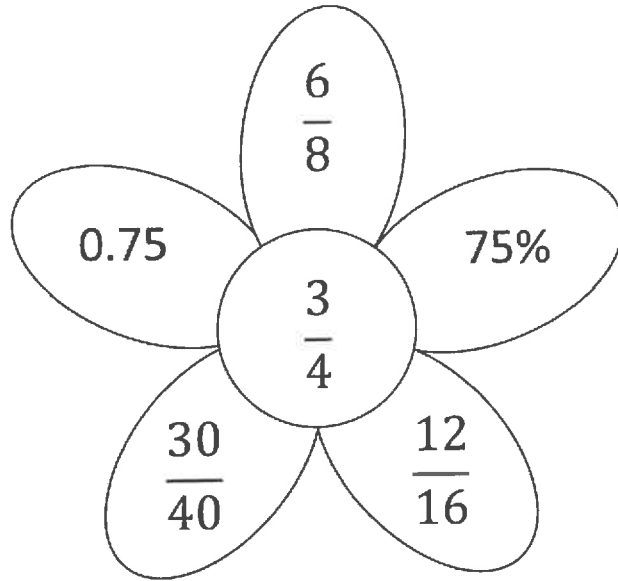


## Activity:

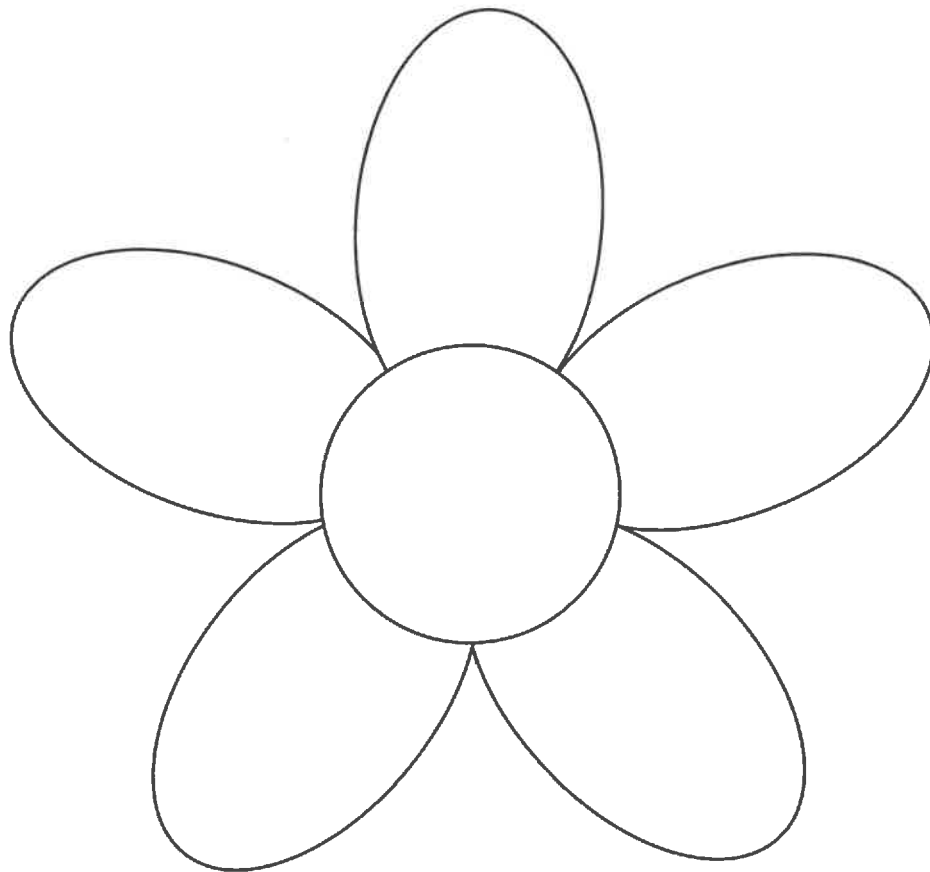
The students will be creating a "Fraction Flower" where they will compute decimal and percent equivalents, as well as equivalent fractions.

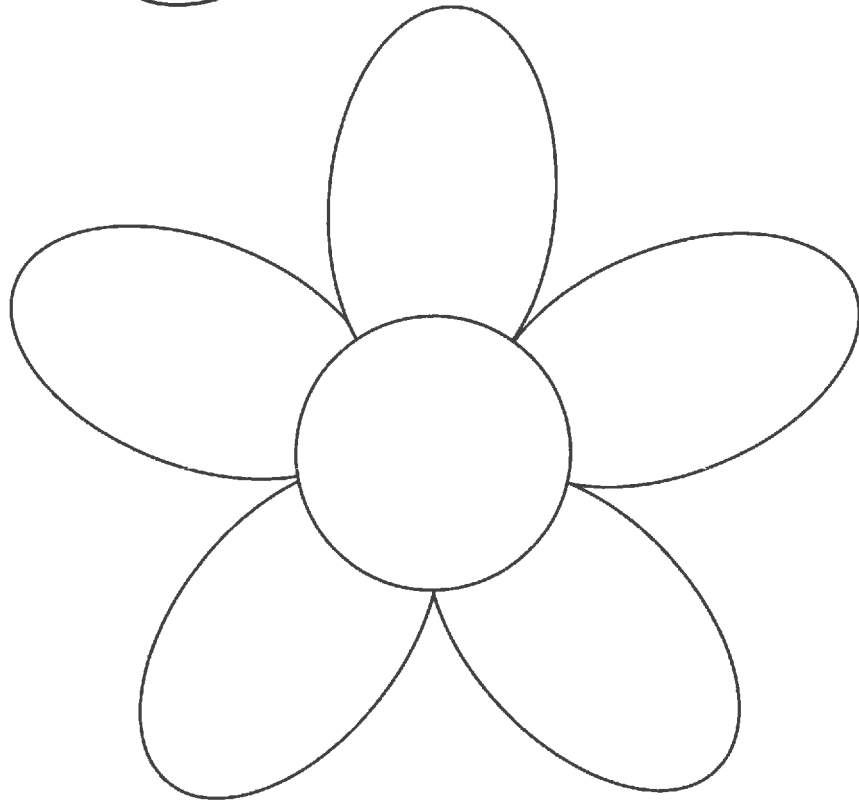
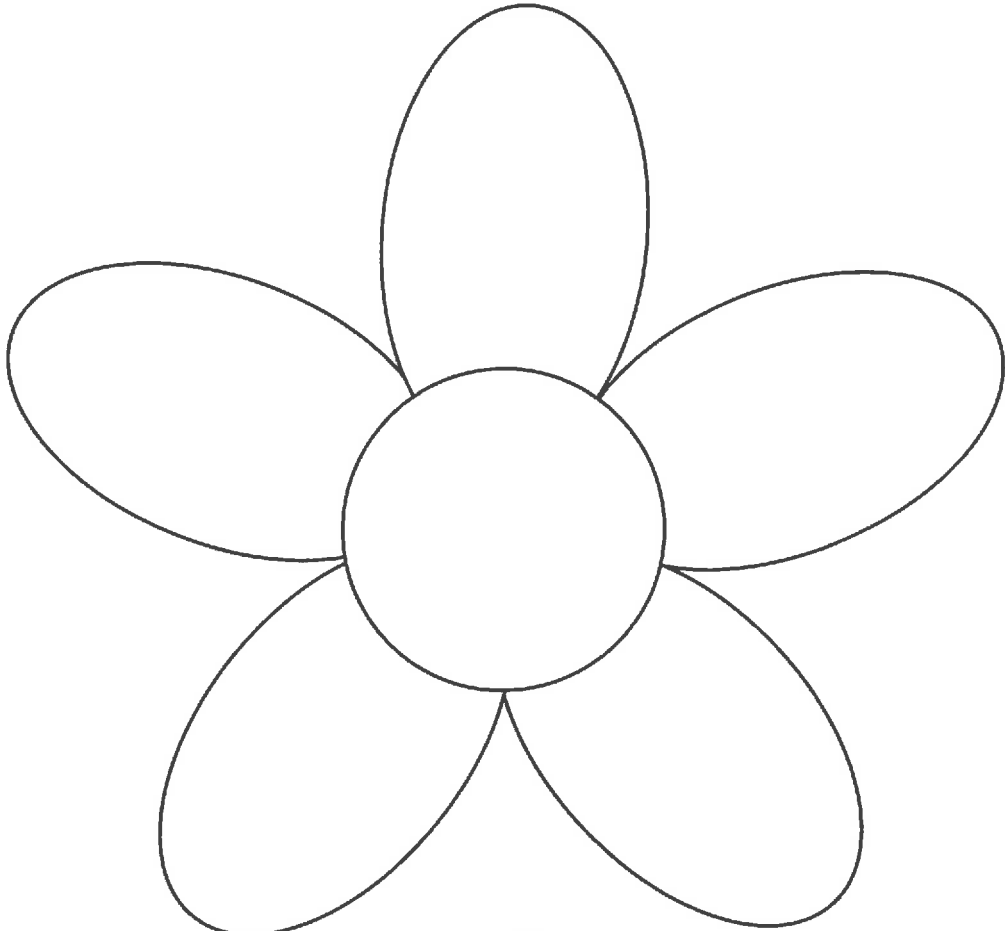
- Step 1: Students choose a common fraction for the center of their flower. (Examples:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , etc.)
- Step 2: Students compute the decimal equivalent of the common fraction. This answer is placed on one of the petals.
- Step 3: Students compute the percent equivalent from the decimal equivalent. This answer is placed on another petal.
- Step 4: Students find three equivalent fractions for the common fraction in the center of the flower. These answers become the last three petals on the flower.

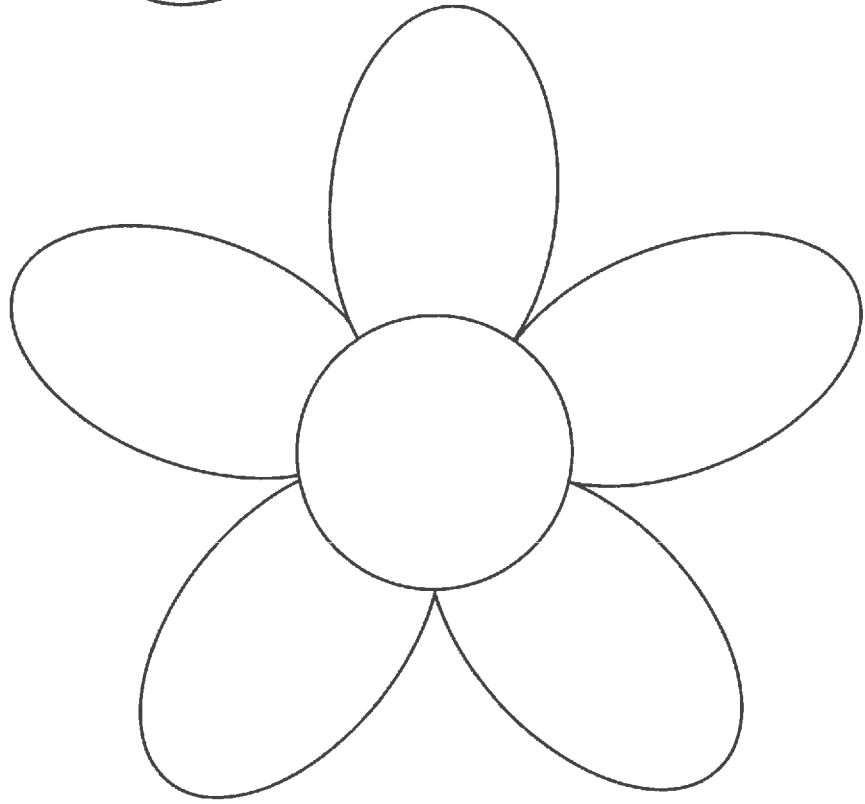
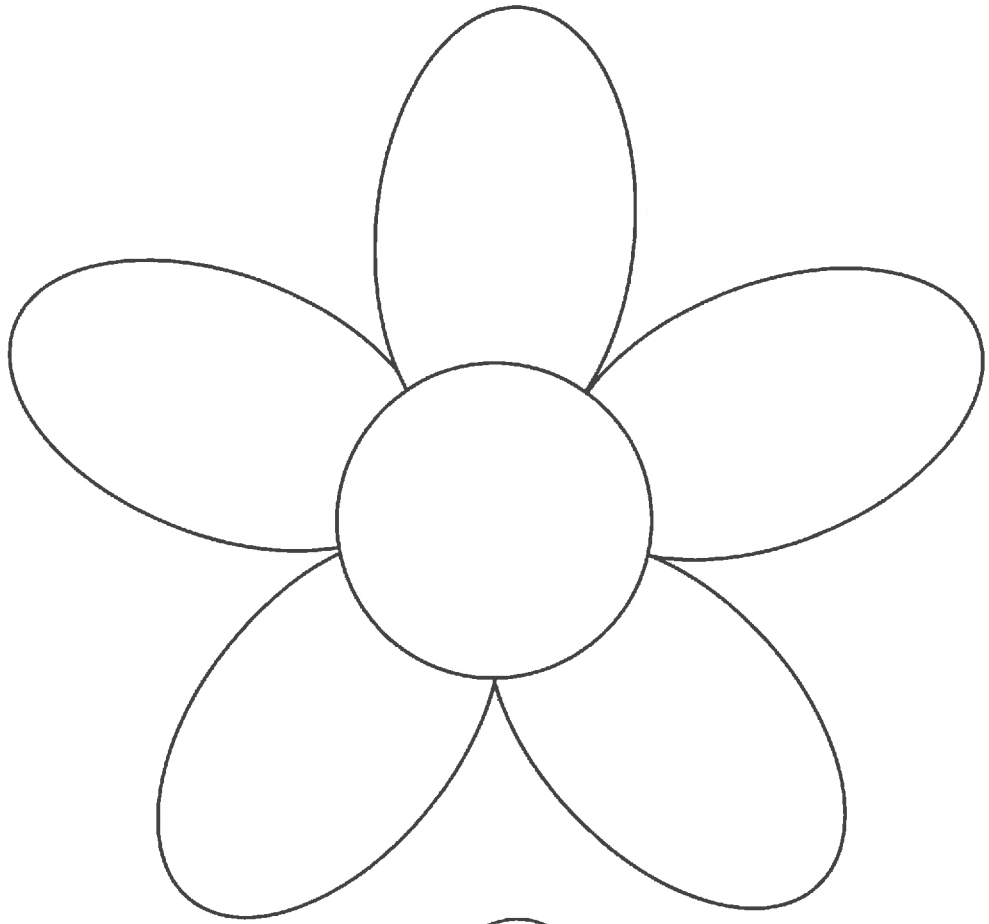
Example:

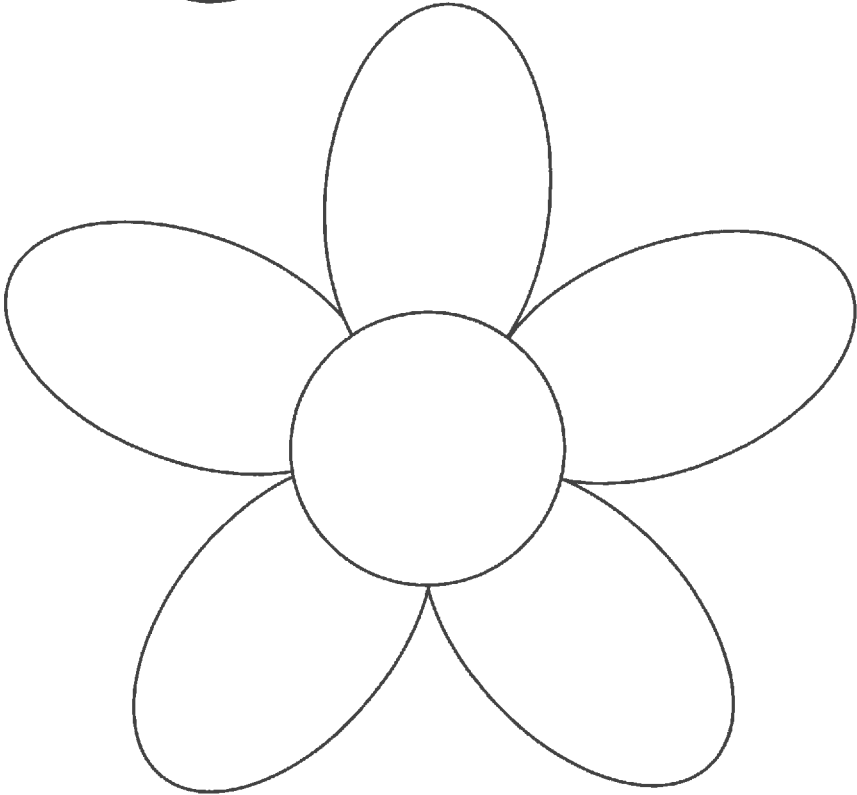
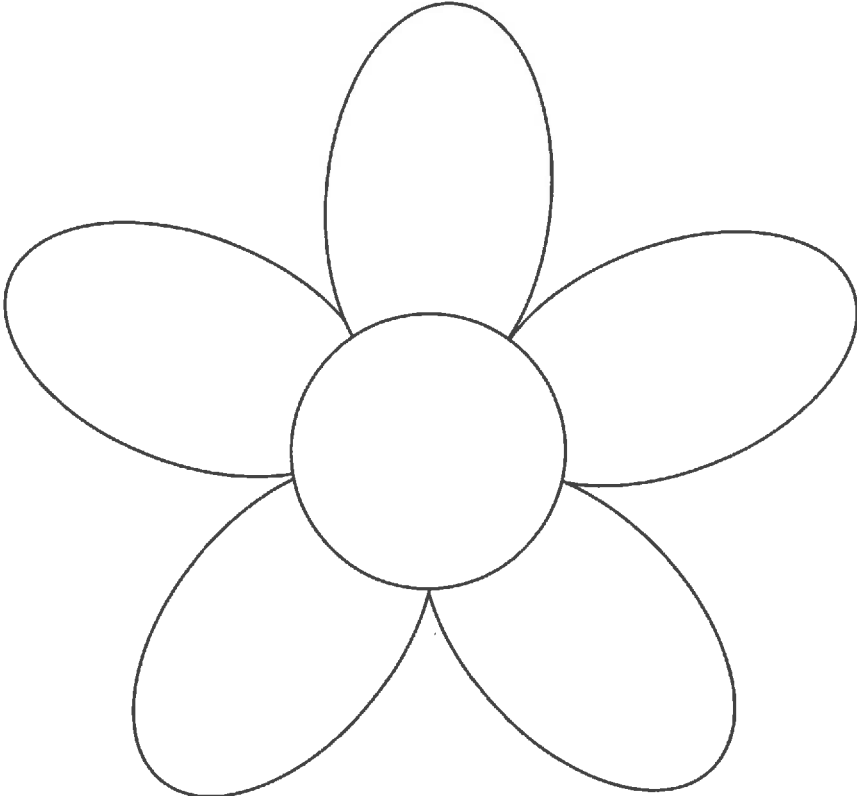


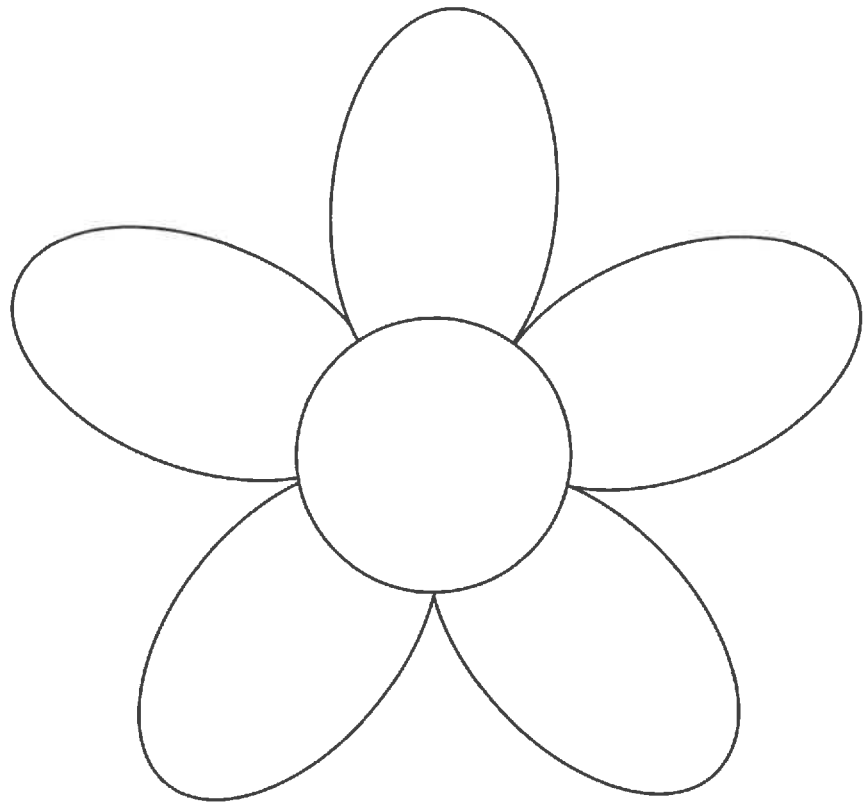
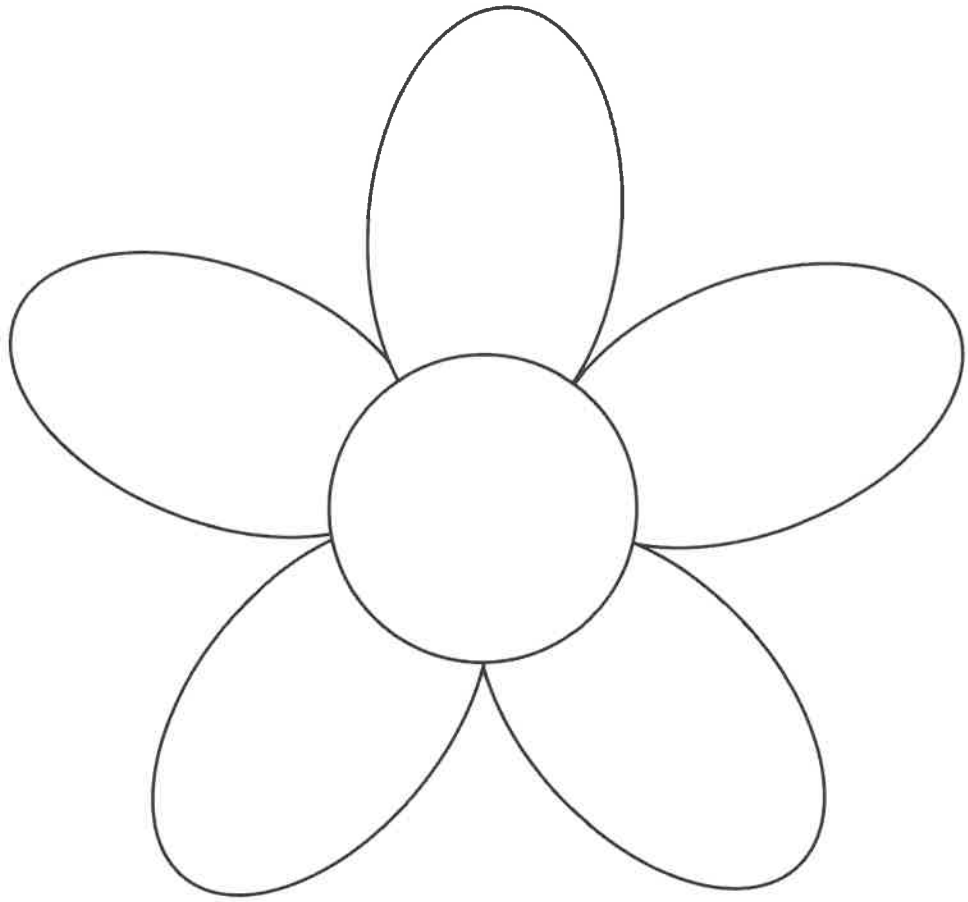
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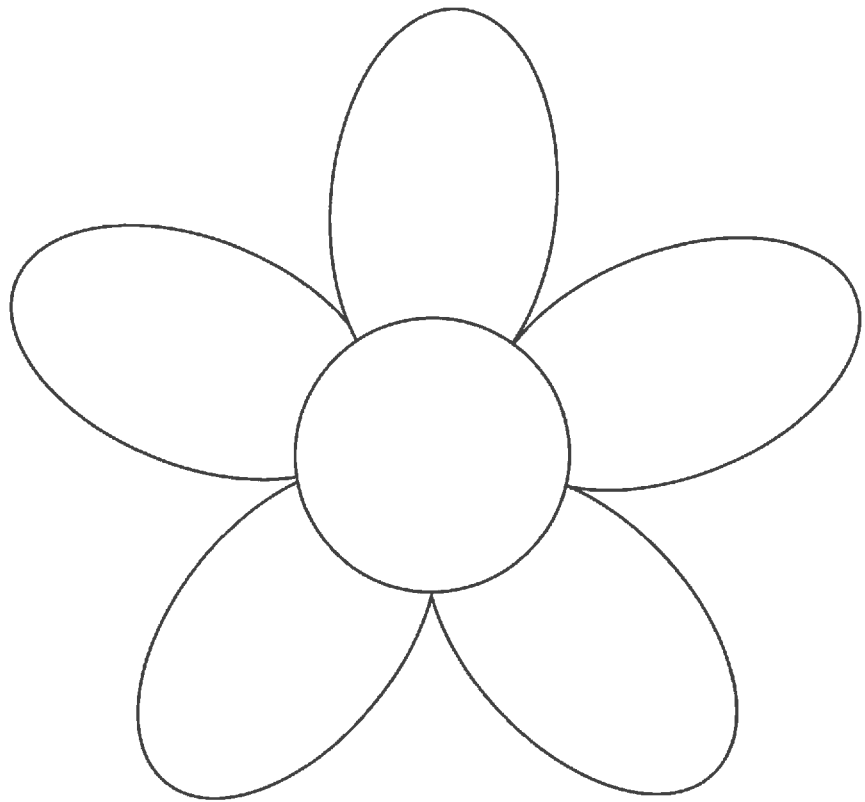
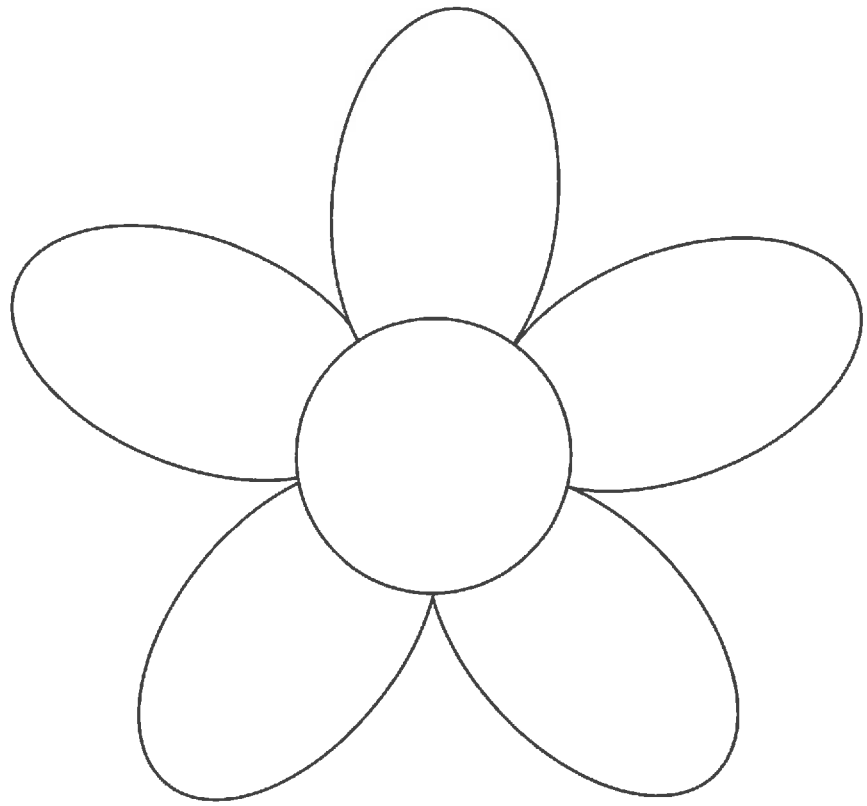












## 6<sup>th</sup> Grade Reading At Home Activities

This At-Home learning packet is designed to cover three days of content for a duration of 30 minutes per 6<sup>th</sup> Grade Subject. We recommend that each day consist of the following minutes: 60 minutes on ELA/Writing and 60 minutes of Math/Science

It is important to note that these lessons are designed to be completed independently; however, answer keys are readily available at the end of the packet to help minimize confusion as challenges may arise. We encourage your student to complete each lesson to the best of their ability.

Day	Reading	Writing
1	<ul style="list-style-type: none"> <li>Students will read the story "The Dog and the Wolf." To assist students, students can either read along with a parent/guardian or read independently.</li> <li>During the reading, they will circle unknown words and take notes on what they are reading.</li> <li>Answer the questions under the section: "What does the text say?" Summarize the passage to a family member and <b>use evidence</b> from the text to support your thinking. Example: In paragraph 3, this is what happened.</li> </ul>	<ul style="list-style-type: none"> <li>Part 1: Students will complete the Commas and Direct Address activity. They will rewrite each sentence and add commas and quotation marks where needed.</li> <li>Part 2: Students will write three original sentences, each with a direct address.</li> </ul>
2	<ul style="list-style-type: none"> <li>Students will continue working on the text "The Dog and the Wolf." They will reread the passage. .</li> <li>They will answer the questions under the section of "How does the Text Work?" and "What Does the Text Mean?" Use evidence from the text to support your answers.</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the Commas and Introductory Elements: <b>Clauses</b> activity. They will rewrite sentences, adding commas in the correct places.</li> </ul>
3	<ul style="list-style-type: none"> <li>Students will read 20 to 30 minutes and complete one of the activities from the reading log.</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the Commas and Introductory Elements: <b>Phrases</b> activity. They will rewrite sentences, adding commas in the correct places.</li> </ul>





Remember to  
annotate as  
you read.

# THE DOG AND THE WOLF

## A FOLKTALE

### Notes

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1 A thin, half-starved wolf crept through the woods, searching for food. On such a cold night, finding enough food was almost impossible. As he slowly crossed through the woods, the wolf wondered if there was an easier way.

2 Then he met a well-fed house dog.

3 The wolf looked at the dog and saw that he had a full belly and he looked quite satisfied.

4 The wolf wondered why his cousin, the dog, looked so healthy and contented, while he could barely find enough food to keep himself alive. When the wolf asked the dog about it, the dog explained that he thought the wolf led too much of an irregular life. He explained that not knowing where his next meal would come from was too difficult. Now that he had a steady job, he no longer had to worry about being hungry all the time. The dog suggested that if the wolf got a steady job like his, he would not have to worry about being hungry all the time.

5 "I would love to work steadily," cried the wolf. "If only I could."

6 So the dog invited him to his master's house that evening. He told the wolf that the way he earned his keep was by keeping away the thieves.

7 The wolf started to feel hopeful.

8 The wolf agreed that there was nothing like having a roof over one's head and lots of good food to eat. While they were trotting along together, the wolf spied a mark on the dog's neck. Out of curiosity, he asked the dog what caused it. The dog explained that his collar was too tight and it caused a mark around his neck. He assured the wolf that it was nothing.

9 "You have to wear a collar?" he asked the dog.

10 "Yes," he answered. "It's the collar for my chain."

11 "CHAIN?" the wolf cried out in horror. "Are you saying you're not free to rove wherever you please?"

12 "Well, not exactly," answered the dog. "You see, my master doesn't always trust me. He says I can be a bit too headstrong and too fierce, so he ties me up during the day."

13 "He ties you up? How awful! How can you stand it?" asked the wolf.

14 The dog tried to explain to the wolf that he was allowed to roam free at night. He told the wolf that the arrangement works out well. He said that he slept much of the day, anyway, so he didn't mind being tied up.

15 "I couldn't stand it if I were tied up!" said the wolf.

16 "I'm actually a favorite. My master feeds me off of his own plate, and the servants offer me handouts from the kitchen," the dog said proudly.

17 The wolf stopped abruptly. He had heard enough.

18 "Good night to you, cousin dog. You are welcome to your dainties—and your chains. As for me, I prefer my pride and freedom to your slavery."

19 The wolf headed into the woods in search of food.

## Notes

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# Close Reading and Collaborative Conversations

What Does the Text Say?	How Does the Text Work?
<p><b>1.</b> What is the main conflict of this story? Turn to a partner and summarize “The Dog and the Wolf.”</p>	<p><b>1.</b> What does the wolf mean when he says, “You are welcome to your dainties”?</p>
<p><b>2.</b> What does the passage suggest about the wolf’s personality? Support your response with examples from the passage.</p>	<p><b>2.</b> What is the significance of paragraph 18 in the passage?</p>
<p><b>3.</b> How does the dog handle the challenge of being tied up with a chain all day?</p>	<p><b>3.</b> Using details from the text, explain how the wolf’s point of view changes during the passage.</p>

**What Does the Text Mean?**

1. What is the significance of the mark around the dog's neck?
2. How is the theme developed in the passage? Use details from the text to support your response.
3. How could the lesson in this story be applied to real life? Use details from the text to support your response.

### Reading Objectives

**In this close reading, students will:**

- Provide a summary of the passage distinct from personal opinions or judgments
- draw inferences in order to describe the wolf’s personality and cite textual evidence as support
- describe the dog’s reaction to being tied up all day

### Close Reading

The ultimate goal of close reading is for students to develop a deep understanding of individual texts and make meaningful connections across texts. Three types of close reading questions are provided for each text:

- **What Does the Text Say?** questions support students’ understanding of the central ideas and key details.
- **How Does the Text Work?** questions help students build additional insights through close examination of text structure, literary elements, and the author’s use of language.
- **What Does the Text Mean?** questions challenge students to infer, analyze, and synthesize.

The first two types of questions scaffold students to access the deeper meaning of the text. As students progress through the units, the ultimate goal is for them to independently understand the key ideas and analyze the text structure so that they can move directly to What Does the Text Mean? questions.

## What Does the Text Say? RI.6.1, RI.6.2, RI.6.3, SL.6.1

Answers and Supporting Text Evidence	Scaffold Using Text Evidence
<p>1. What is the main conflict of this story? Turn to a partner and summarize “The Dog and the Wolf.”</p> <p>The main conflict in the story is the wolf deciding how far he will go to have steady food and shelter. His cousin, the dog, gets good food on a regular basis, but he is chained up by his master during the day. The wolf decides that he’d rather go hungry than be chained up.</p>	<p>Review the passage with students. <b>Ask:</b> <i>What problem does the wolf have at the beginning of the story? What solution is offered by the dog? What does the wolf decide to do at the end of the story?</i></p>
<p>2. What does the passage suggest about the wolf’s personality? Support your response with examples from the passage.</p> <p>The passage suggests that the wolf is easily frustrated but also has self-respect. Text Evidence: The wolf is upset at the beginning of the passage because he does not have enough to eat. When he talks to the dog, though, he decides to keep looking for food, because the dog has compromised his independence to get food.</p>	<p>Discuss the wolf’s character with students. <b>Ask:</b> <i>What does the wolf say in this story that tells about his personality? Circle the sentences that tell you. What does the wolf do in this passage that tells about his personality? Underline the sentences that tell you. Based on this evidence, how would you describe the wolf?</i></p>
<p>3. How does the dog handle the challenge of being tied up with a chain all day?</p> <p>The dog copes with being tied up by reminding himself that he doesn’t need that much freedom during the day. Text Evidence: Paragraph 14. The dog states that he sleeps all day and can wander freely at night, so being chained up “works out well” for him.</p>	<p>Reread paragraphs 8–16 with students. <b>Ask:</b> <i>Why is the dog tied up with a chain? Does he like it? Or does he not like it? How does he explain the way he feels to the wolf? What words does he use to describe his feelings about it?</i></p>

# How Does the Text Work? RL.6.4, RL.6.5, RL.6.6, SL.6.1

Answers and Supporting Text Evidence	Scaffold Using Text Evidence
<p>1. What does the wolf mean when he says, “You are welcome to your dainties”?</p> <p>The wolf is showing his scorn for the dog’s lifestyle; the “dainties” are the luxuries the dog has become accustomed to. Text Evidence: Paragraph 18. The wolf states that he prefers to keep his pride and freedom, calling the dog a slave.</p>	<p>Reread paragraphs 18 and 19 with students. <b>Ask:</b> <i>What happens in these two paragraphs?</i></p> <p>Now discuss the phrase. <b>Ask:</b> <i>What does the word “dainties” mean? Why would the author have the wolf use a word like this? What is the author trying to show?</i></p>
<p>2. What is the significance of paragraph 18 in the passage?</p> <p>Paragraph 18 is the point where the wolf has made up his mind that he doesn’t want to live like the dog. Text Evidence: The wolf goes on to say that the dog is free to live as a slave as he wishes, but that the wolf prefers to maintain his independence and find his own food.</p>	<p>Review paragraph 18 with students. <b>Ask:</b> <i>What do the wolf’s actions in this paragraph represent in the story? Why do you think the wolf makes the decision he does? What is his attitude toward the dog?</i></p>
<p>3. Using details from the text, explain how the wolf’s point of view changes during the passage.</p> <p>At first the wolf is quite envious of the dog because the dog has all the food he wants. By the end of the story, the Wolf is not envious at all. Text Evidence: At the beginning of the passage, the wolf asks the dog why he looks so well-fed, because he wants to know the dog’s secret. Once he finds out the dog lives in captivity in exchange for food, however, the wolf knows that such a life is not for him.</p>	<p>Discuss the wolf’s point of view with students. <b>Ask:</b> <i>What is the wolf’s attitude towards the dog at the beginning of the story? How is this attitude shown? Underline the sentences that tell you.</i></p> <p>Then discuss how that point of view changes. <b>Ask:</b> <i>What is the wolf’s attitude at the end of the story? Why has his point of view changed?</i></p>

### Reading Objectives

**In this close reading, students will:**

- determine the meaning of the phrase “you can keep your dainties” in the passage
- analyze the significance of paragraph 18 in relation to the other events in the passage
- explain how the wolf’s point of view changes during the passage



## What Does the Text Mean? RI.6.1, RL.6.2, SL.6.1

**Reading Objectives**

**In this close reading, students will:**

- determine the significance of the mark around the dog’s neck in the passage
- determine the way the theme is developed in the passage
- apply the lesson learned in the passage to real life and cite textual evidence for support

Answers and Supporting Text Evidence	Scaffold Using Text Evidence
<p>1. What is the significance of the mark around the dog’s neck?</p> <p><i>It shows the wolf that the dog is not free. He has to wear a collar and chain and he has a master whom he has to obey. Text Evidence: Paragraphs 18–19. Even though the wolf is hungry, he decides to keep looking for food rather than give away his freedom.</i></p>	<p>Reread paragraphs 8–12 with students. <b>Ask:</b> <i>In this passage, you could say the mark around the dog’s neck is a symbol. This means that it represents, or stands for, something else.</i></p> <p>Then address the passage. <b>Ask:</b> <i>How did the dog get this mark? What does this tell you about what the mark might represent?</i></p>
<p>2. How is the theme developed in the passage? Use details from the text to support your response.</p> <p><i>The wolf becomes more aware of what is best for him to do as he talks more and more to the dog. Text Evidence: As their conversation begins, the wolf finds out what the dog does for a living and concludes that that would not be such a bad job. Then the wolf sees the mark on the dog’s neck and learns that the dog is chained up all day. The theme is most fully developed when the wolf leaves in disgust after finding out that the dog is fed table scraps in exchange for being chained and obedient.</i></p>	<p>Discuss the theme of the passage with students. <b>Ask:</b> <i>What do the dog’s actions suggest to you about how people should lead their lives? Think about why the wolf makes the choice he makes, even though he is hungry. Are there events in the passage that help to develop this theme? Draw stars next to these events.</i></p>
<p>3. How could the lesson in this story be applied to real life? Use details from the text to support your response.</p> <p><i>In the fable, the wolf decides that he would rather be free than well-fed and chained. This is like some people who decide they don’t want to work at companies for other people, even though they might make more money at a company. They want to set their own hours and choose their own projects.</i></p>	<p>Discuss the dog with students. <b>Ask:</b> <i>How does the wolf feel at the beginning of the story? What does he learn about the dog? What does the wolf do at the end? What is the lesson the wolf learned? In your life, have you ever had to choose between freedom and comfort? Has anyone else you know made that choice?</i></p>

# At Home Reading Log

#1	Draw a picture of a scene from your reading.
#2	Find 4 unknown words. <u>Define</u> them from your reading and use them in a new sentence. 1.  2.  3.
#3	What would could be another title for your book/chapter? Explain?



## Commas and Direct Address

A direct address is when the person speaking uses the name or a nickname for the person they are speaking to.

Example:

“What time do you want to go to the game, Felix?”

The name in the direct address is always set apart from the rest of the sentence by a comma or commas. If the name is at the end, as in the example above, the comma

goes before the name. If the name is at the beginning of the sentence, the comma goes after the name. If the name is in the middle of the sentence, the name has a comma before and after.

Examples:

“Felix, what time do you want to go to the game?”

“What time, Felix, do you want to go to the game?”

### Part I.

Rewrite each sentence below as a direct address. Remember to add the quotation marks and the commas where needed.

1. Thad you were elected captain of the team!

\_\_\_\_\_

2. It is important Chelsea that you always wash your hands.

\_\_\_\_\_

3. Can you help me sir?

\_\_\_\_\_

4. Have a happy birthday Mom.

\_\_\_\_\_

5. You're a great speller Winston so you might win the spelling bee.

\_\_\_\_\_

### Part II.

Write three original sentences, each with a direct address.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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Examples:

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“What time, Felix, do you want to go to the game?”

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1. Thad you were elected captain of the team!

“Thad, you were elected captain of the team!”

2. It is important Chelsea that you always wash your hands.

“It is important, Chelsea, that you wash your hands.”

3. Can you help me sir?

“Can you help me, sir?”

4. Have a happy birthday Mom.

“Have a happy birthday, Mom.”

5. You’re a great speller Winston so you might win the spelling bee.

“You’re a great speller, Winston, so you might win the spelling bee.”

### Part II.

Write three original sentences, each with a direct address.

1. Student’s choice

2. \_\_\_\_\_

3. \_\_\_\_\_

## Commas and Introductory Elements: Clauses

An introductory element in a sentence is the word, phrase or clause that appears at the beginning of the sentence and before the main clause.

Example 1: Although it was late, Simon still wanted to go outside.

In Example 1 *Although it was late* is an introductory element. The main clause begins with the subject of the sentence, *Simon*.

In this sentence the introductory element is a clause. A clause always has a noun and a verb. This clause tells when Simon wanted something, so the clause is working as an adverb. **Introductory clauses should be followed by a comma.**

Example 2: As she walked out the door, it began to rain.

In Example 2 *As she walked out the door* is an introductory adverbial clause. It has a noun (she) and a verb (walked). It tells when it began to rain, so it is modifying a verb. There should be a comma after this introductory adverbial clause.

Introductory clauses often begin with adverbs like *after, as, because, since, if, until, and when*.

Rewrite the sentences below, adding commas in the correct places.

1. When the mail arrived the man ran to the mailbox.
2. Because the bike was in the street a car ran over it.
3. Before she came to Denver Willa had lived in Cleveland.
4. Until the bell rings everyone should stay quiet.
5. After winter is over we are going to the beach.

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Example 2: As she walked out the door, it began to rain.

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Introductory clauses often begin with adverbs like *after, as, because, since, if, until, and when*.

Rewrite the sentences below, adding commas in the correct places.

1. When the mail arrived the man ran to the mailbox.

**When the mail arrived, the man ran to the mailbox.**

2. Because the bike was in the street a car ran over it.

**Because the bike was in the street, a car ran over it.**

3. Before she came to Denver Willa had lived in Cleveland.

**Before she came to Denver, Willa had lived in Cleveland.**

4. Until the bell rings everyone should stay quiet.

**Until the bell rings, everyone should stay quiet.**

5. After winter is over we are going to the beach.

**After winter is over, we are going to the beach.**



## Commas and Introductory Elements: Phrases

An introductory element in a sentence is the word, phrase or clause that appears at the beginning of the sentence and before the main clause.

Example 1: At the museum the students saw paintings and sculptures.

In Example 1 *At the museum* is an introductory element. The main clause begins with the subject of the sentence, *the students*.

In this sentence the introductory element is a prepositional phrase beginning with the preposition *at*. In general a short introductory phrase does not require a comma after it unless a comma is needed to make the sentence understandable. Longer phrases of more than four or five words should have a comma following the phrase.

Example 2: In the heat of the summer afternoon, Janet walked to the corner store.

In Example 2 *In the heat of the summer afternoon* is an introductory prepositional phrase of seven words. There should be a comma after this introductory phrase.

Rewrite the sentences below, adding commas in the correct places.

- 1 On Tuesday we will go to the movies.
- 2 On the tall and slanted rooftop the cat sat silently watching.
- 3 To the sailor the ship was the most beautiful he had ever seen.
- 4 Across the lake a light flashed at the end of the dock.
- 5 Over the course of the semester the class will study fossils.



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Rewrite the sentences below, adding commas in the correct places.

- 1 On Tuesday we will go to the movies.  
**On Tuesday we will go to the movies.**
- 2 On the tall and slanted rooftop the cat sat silently watching.  
**On the tall and slanted rooftop, the cat sat silently watching.**
- 3 To the sailor the ship was the most beautiful he had ever seen.  
**To the sailor the ship was the most beautiful thing he had ever seen.**
- 4 Across the lake a light flashed at the end of the dock.  
**Across the lake a light flashed at the end of the dock.**
- 5 Over the course of the semester the class will study fossils.  
**Over the course of the semester, the class will study fossils.**