Please Return
**Number the Stars**

**Answer Key**

*Due to space constraints, most answers will not be given in complete sentences.*

Pages 10-11: Author Biography

**Answers will vary**

1. Students may choose Lois skipping a grade in school, moving, living in Japan, struggling with math
2. The Newbery Medal. Some possible responses: the award might be important because it acknowledges the writer's skill, it is a public award given by librarians, it is prestigious since only one is given a year, it identifies exceptional literature
3. Possible responses: Because of World War II, Lois's father was stationed in different places. Lois's family moved from Hawaii and later moved to Japan. She became interested in different cultures.
4. the death of her sister
5. **Answers will vary.** Some possible responses may include:
   - good imagination, organized, enjoys writing, observant, creative, good at time management, enjoys telling stories, can accept criticism, understands a good story, enjoys reading

Page 12: Anticipation/Reaction Guide

**Answers will vary**

Pages 13-14: Standards Focus: Genre

Fiction box should include the following: fantasy, science fiction, historical fiction, mystery, realistic fiction, westerns, folk tales, fairy tales...

<table>
<thead>
<tr>
<th>Historical Fiction</th>
<th>Realistic Fiction</th>
<th>Fantasy</th>
<th>Science Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-room schoolhouse</td>
<td>a soccer tournament</td>
<td>a magic wand</td>
<td>aliens from another planet</td>
</tr>
<tr>
<td>George Washington</td>
<td>computers</td>
<td>magic spells</td>
<td>a city on Mars</td>
</tr>
<tr>
<td>The Titanic</td>
<td>kids riding bikes</td>
<td>dragons</td>
<td>flying saucers</td>
</tr>
<tr>
<td>The Civil War</td>
<td>skyscrapers</td>
<td>mythical creatures</td>
<td>time travel</td>
</tr>
</tbody>
</table>

What do you think? **Answers will vary**

Pages 15-16: Exploring Expository Writing—Hitler’s Plan 1

<table>
<thead>
<tr>
<th>Event Date</th>
<th>What Happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933</td>
<td>Hitler came to power in Germany</td>
</tr>
<tr>
<td>1939</td>
<td>Czechoslovakia &amp; Austria become part of Germany</td>
</tr>
<tr>
<td>Sept. 1, 1939</td>
<td>Germany Invades Poland; World War II begins</td>
</tr>
<tr>
<td>April 1940</td>
<td>Germany Invades Denmark &amp; Norway</td>
</tr>
<tr>
<td>May 1940</td>
<td>Germany Invades France, Belgium, Luxembourg, &amp; the Netherlands</td>
</tr>
<tr>
<td>1941</td>
<td>Germany Invades Greece &amp; Yugoslavia</td>
</tr>
<tr>
<td>1941</td>
<td>United States enters the war</td>
</tr>
<tr>
<td>1945</td>
<td>Germany surrenders, ending the war</td>
</tr>
</tbody>
</table>

2. Student maps should show countries colored and keyed in groupings similar to the timeline.
3. a. victims who are blamed for something they didn't do

Page 21: Comprehension Check: Chapters 1-3

**Answers will vary**

**Chapter One**

1. a race to the corner
2. Annemarie: silvery blond & lanky; Ellen: dark haired & stocky; Kirsti: Annemarie's five-year-old sister, curts
3. two German soldiers
4. three years; 1943
5. Mrs. Rosen: Ellen's mother
6. They check the window, act fearful, and discuss the resistance bombings.
7. Danish people who secretly work to thwart the Nazis
8. There may be food shortages. There is no sugar, butter or real coffee.
9. Mrs. Rosen doesn't want the soldiers to recognize the girls. It would be dangerous if the soldiers knew who the girls were — especially Ellen since she is Jewish.

**Chapter Two**

1. a story — a fairy tale
2. King Christian X; he rides his horse Jubilee through the streets and greets the people.
3. All of Denmark is the bodyguard of the king.
4. Annemarie's older sister, 18 years old.
5. The Nazis had an enormous army and many would die.
6. She died in a car accident two weeks before her wedding.
7. Lise's fiancé: redhead
8. **Answers will vary.** Students should recognize that Annemarie's world has changed drastically since Nazi occupation and the death of her sister.
9. **Answers will vary.** Annemarie feels sad that life has changed and even though her country has a king, her life is not like a fairy tale. Some adjectives that could be used to describe how Annemarie feels about King Christian may be: proud, loyal, protective. Adjectives that may be used to describe her feelings about Lise may include: sad, angry, lonely.

**Chapter Three**

1. for heat and cooking
2. The shop was closed. A German sign and a new padlock were on the door.
3. **Answers will vary.** Students should understand that Annemarie's parents are treating her more like an adult because they are sharing this information with her.
4. The Germans have issued orders to close stores run by Jews.
5. all of Denmark
6. She isn't sure she could die for the Jews.
7. The Hirsch family may have been "relocated" by the Nazis.

Page 23-25: Standards Focus: Note-Taking and Summarizing: Chapters 1-3—Each chapter has a page for this activity. See Summary of the Novel for possible answers. **Student answers will always vary.**
<table>
<thead>
<tr>
<th>Page 26: Standards Focus: Flashback</th>
<th>Answers will vary</th>
<th>9. The Nazis plan to arrest and &quot;relocate&quot; the Jews. Because the Rosens know this, they can escape.</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Christian X (12)</td>
<td>The king lives in Amalienborg in the center of Copenhagen. Every morning he rides his horse, Jubilee, through the streets.</td>
<td></td>
</tr>
<tr>
<td>Remembering Lise (13)</td>
<td>Thinking of this person makes Annemarie sad because she has died.</td>
<td></td>
</tr>
<tr>
<td>The boy talks to the soldier about the king (13)</td>
<td>He tells the soldiers that all Denmark is the bodyguard for the king. The Danish people love their king.</td>
<td></td>
</tr>
<tr>
<td>Annemarie asks Papa why Denmark didn't fight against the Nazis (15)</td>
<td>If Denmark had resisted, many people would have died.</td>
<td></td>
</tr>
<tr>
<td>The status of Sweden’s occupation (15 – 16)</td>
<td>Sweden is free. Not occupied by the Nazis. A neutral country.</td>
<td></td>
</tr>
<tr>
<td>By the North Sea (Kattegat) at Uncle Henrik’s house</td>
<td>His house north of Copenhagen. Annemarie could see Sweden from the shore.</td>
<td></td>
</tr>
<tr>
<td>The trunk in Annemarie’s room (16)</td>
<td>It contains Lise’s wedding dress and pillows. Mama and Papa don’t speak of Lise. Peter has changed since Lise’s death. Papa has changed, too.</td>
<td></td>
</tr>
</tbody>
</table>

Pages 27-28: Assessment Preparation: Comma Usage—(For correct punctuation on 1-6 page 28, refer to the page numbers indicated for the activity.)
1. Choice #3: Comma and coordinating conjunction
2. Choice #2: Semicolon
3. (first comma) Choice #4: Subordinating conjunction; (second comma) Choice #3: Comma and coordinating conjunction
4. Choice #3: Comma and coordinating conjunction
5. Choice #2: Semicolon
6. Choice #1: Two sentences
   Paragraph—Answers will vary
   One possible revision might be:
   Lucy trudged down the school hall. She could barely see over the stack of books she carried, but she finally made it to her locker at the end of the hall. When she opened it, a landslide of papers and old lunches tumbled out onto the floor. Lucy smiled; now she had enough room for her books!

Page 29: Comprehension Check: Chapters 4-6
Answers will vary
Chapter Four
1. Her mother bought her shoes made of fish skin.
2. dye them with her father’s black ink
3. There were fireworks.
4. The Danes were blowing up their naval fleet.
5. that they will not support them
6. They are preparing for the Jewish New Year.
7. Mama tells them Ellen will be spending a few days with them.
8. The Nazis took the list of Jews from the synagogue.
9. Peter
10. The girls will pretend to be sisters.
11. Answers may vary. Students should recognize that the Johansens would probably be arrested and punished for lying about Ellen. Ellen would be "relocated."

Chapter Five
1. She wants to be an actress.
2. She was hit by a car.
3. German soldiers — looking for the Rosens
4. The Star of David would identify her as being Jewish.
5. These soldiers are older and are angry.
6. He pulls photos out of an album.
7. He tears the photos in half and steps on them.
8. She realizes that the photo was of Lise and was taken twenty-one years earlier.
9. Answers will vary. Students should recognize that the imprint means that Annemarie is involved with hiding Ellen. She has made a commitment to help her friend. Some students may recognize the symbolism of the imprint.

Chapter Six
1. to Henrik’s house
2. Annemarie’s uncle; he’s a fisherman
3. Mama will be bringing a carton of cigarettes.
4. The carton of cigarettes was Ellen.
5. He doesn’t want the Germans to get suspicious.
6. two soldiers
7. that it was Ellen’s New Year
8. They follow a trail through the woods.
9. Copenhagen is a bustling city; Gilletle is a quiet seaside town. Sensory details include the smell of the salty air, the sound of the gulls, the image of the sea and low walls of the houses along the path.

Pages 30-32: Standards Focus: Note-Taking and Summarizing: Chapters 4-6—Each chapter has a page for this activity. See Summary of the Novel for possible answers. Student answers will always vary.

Pages 33-34: Standards Focus: Setting
1. North Sea, called Kattegat = blue
2. Denmark = light green
3. Copenhagen w/ star over it
4. Kirsti wants to stop at Klampenborg; it should be circled
5. final destination, where Uncle Henrik lives = Gilleleje; a triangle should be drawn around it
6. The town with the castle that Kirsti talks about after the train ride is Helsingør; a box should be drawn around it.
7. The name of the country across the North Sea is Sweden. It should be colored yellow.
8. Answers will vary

Page 35: Assessment Preparation: Semicolon and Colon
Answers may vary. Some possible example responses:
1. *semicolon* We bought a soccer ball, cleats, and water bottle at Target; shin guards, socks, and a whistle at Wal-Mart; and we borrowed the uniform from Sam.
2. *colon* When you come to the soccer game, please — a soccer ball, cleats, water bottle, and shin
2. **semicolon**: Joe left his notebook, pencil, and pen in the gym; his highlighter, paper, and markers in Mrs. Smith’s classroom; and his colored pencils, ruler, and scissors in the art room.

**color**: In order to be prepared for class, students need the following items: notebook, pencil, paper, and scissors.

3. **semicolon**: I gave my sleeping bag, tent, and flashlight to Billy; my hiking boots, compass, and hat to Martha; and my map, canteen, and trail mix to Dad.

**color**: Scouts should remember to bring all supplies to the campout, including: sleeping bag, tent, flashlight, compass, and map.

**More Practice**: *Answers will vary*

**Page 36: Comprehension Check: Chapters 7-9**

**Answers will vary**

**Chapter Seven**

1. She is afraid.
2. Sweden
3. Swedish children looking back at them
4. To stay away from people
5. Annemarie put it in a safe place for Ellen
6. She is referring to Nazi occupation
7. Annemarie has hidden the necklace for Ellen; she puts Ellen’s hand when Ellen expresses anguish about not knowing her parents’ whereabouts.

**Chapter Eight**

1. Thor, the god of thunder
2. They have cream and butter at Uncle Henrik’s
3. It is “relocated” into the stomachs of the soldiers.
4. Cleaning
5. Playing and gathering dried flowers
6. The fishermen go fishing every day.
7. In his boat
8. She has never heard of her.
9. *Answers will vary*

**Chapter Nine**

1. If you know everything, you might be afraid of accidentally telling what you know or of being caught in a lie.
2. She doesn’t think she’s really brave.
3. There is no Aunt Birte.
4. She is protecting her the same way Annemarie’s mother-protected Annemarie.
5. They had no memories since Aunt Birte is fictitious.
6. Ellen’s parents
7. *Answers will vary*
8. *Answers will vary*

**Pages 37-39: Standards Focus: Note-Taking and Summarizing: Chapters 7-9**—Each chapter has a page for this activity. See Summary of the Novel for possible answers. *Student answers will always vary.*

<table>
<thead>
<tr>
<th>The Scene</th>
<th>Imagery Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Seven</td>
<td>little, old, red-roofed, crooked chimney, shuddered crooked windows, bird’s nest in the roof, gnarled apple tree nearby (p. 60)</td>
</tr>
<tr>
<td>Uncle Henrik’s house</td>
<td>grey water, bordered by smooth stones, cold, the water “licked” the brown grass (p. 61)</td>
</tr>
<tr>
<td>the sea</td>
<td>streaming oatmeal served in a flowered bowl, a pitcher of cream on the table, butter (p. 68-69)</td>
</tr>
<tr>
<td>Chapter Eight breakfast</td>
<td>scrubbed and dusted, beat the rugs on the clothesline scattering dust, Mama tsk-tsk at Henrik’s poor housekeeping, says he needs a wife (p. 70)</td>
</tr>
<tr>
<td>Mama cleaning Uncle Henrik’s house</td>
<td>gleaming wooden casket, fragile, papery flowers, lighted candles cast a soft, flickering light (p. 78)</td>
</tr>
</tbody>
</table>

**Page 41: Assessment Preparation: Precise Word Choice**

*Answers will vary*

- Mark Twain quote—*Answers will vary*
- Blossom’s mouth—“moved her wrinkled mouth like an old woman adjusting her false teeth.”
- barn wall—“ancient splintered wood”
- Practice using precise word choices: *Answers will vary*
- More Practice: *Answers will vary*

**Page 42: Comprehension Check: Chapters 10-12**

*Answers will vary*

**Chapter Ten**

1. soldiers
2. Students should recognize that the soldiers are suspicious and don’t believe the people have gathered for a wake.
3. She agrees with the soldier that they should open it even though Aunt Birte died from typhus and the doctor thought there still might be germ.
4. He slaps Mama and tells her to open the coffin after they leave.
5. He reads a psalm from the Bible.
6. Students may recognize that Annemarie is afraid of the cruelty of the Nazis and the dangers they are all facing. She feels helpless.
7. *Answers will vary*: Students may recognize that the soldier is afraid of typhus. They may infer that typhus must be a bad disease.

**Chapter Eleven**

1. blankets and clothing
2. distribute it to the people in the room
3. Kirsti’s red wool sweater
4. *Answers may vary*: Students should recognize that a crying baby might give away the Jews.
5. a paper-wrapped packet
6. give the packet to Henrik, without fail.
7. Each will be leading a group to Henrik’s boat. Mama will wait twenty minutes to take her group.
8. Uncle Henrik is going to take them over to Sweden.
9. Students should recognize that pride doesn’t always come from external things. The Nazis couldn’t take their pride away.
10. **Answers will vary.** Students should recognize that the wake offered the excuse for people to gather together at a home, making their escape easier.

**Chapter Twelve**
1. She mentally walks the path through the woods with Mama.
2. In an hour; at 3:30
3. Mama at home in bed
4. A shape on the ground; she realizes it’s Mama
5. There is more fear for those who are waiting. They are afraid about what might be happening.
6. Annemarie probably understands that if Mama doesn’t return that may mean the group was discovered as they tried to get to the boat. Mama may have been arrested or hurt.

**Pages 43-45:** Standards Focus: Note-Taking and Summarizing: Chapters 10-12—Each chapter has a page for this activity. See Summary of the Novel for possible answers. **Student answers will always vary.**

**Pages 46-47:** Standards Focus: Conflict

**Answers will vary**

- Car—External; doesn’t know what he is doing; parts not available, etc.
- What to wear—Internal; wants to impress her friends; doesn’t know what weather will be like, etc.
- Snack before dinner—Internal; doesn’t want to get in trouble; watching his calorie intake, etc.
- Neat and sloppy—External; they don’t want to start a fight; don’t want to ruin their friendship; Stanley can’t find his things
- Family vacation—External; don’t want to create problems within family; don’t have enough money, etc.
- Recession policy—might create a student vs. administration problem; might be seen as a troublemaker, etc.

**Part II: Answers will vary.** Possible student answers are given.
1. She isn’t sure that she would die to protect the Jews.
2. lack of supplies (sugar, coffee, etc.), Nazi occupation, soldiers bursting into their home in the middle of the night, questioning them on the train

**Part III: Answers will vary**
3. Kirsti has a temper tantrum about the shoes, causing conflict within the family
4. Ellen offers to dye them black

**Pages 48-49:** Assessment Preparation: Indefinite Pronouns **Answers will vary.** Sample answers are given. Example: “No one spoke” (83). “Everyone in the room tensed, but no one spoke” (83).

**“One of the officers pushed Mama ahead of him from the kitchen and entered the living room” (84).**

**“All of them gleamed in the candlelight” (84).**

**“No one answered” (84).**

**Challenge question:** “Each” is used as an adjective in the sentence. It modifies “person.”

**More Practice:**
1. P; Many of my cousins take music lessons
2. P; Some play the piano

3. P; In the fall, most of them compete in music festivals.
4. P; Several win awards.
5. S; Everyone in my family attends the festivals.

**Extra Practice:** **Answers will vary.**

**Page 50: Comprehension Check: Chapters 13-15**

**Answers will vary.**

**Chapter Thirteen**
1. She broke her ankle.
2. safe on Uncle Henrik’s boat
3. the packet
4. She is upset and horrified.
5. She puts it in a basket with and apple and cheese.
6. like a silly little girl
7. **Answers will vary;** Students should realize that acting this way may make her appear more innocent.

**Chapter Fourteen**
1. Little Red Riding Hood
2. Possible answers may include: Mama walking home from school with Trofast, eating blueberries in the summer, the doctor coming, the footrace at school, going to meet Uncle Henrik’s boat, the cows in the meadow
3. the sound of a growl
4. four soldiers and two dogs
5. **Answers will vary**

**Chapter Fifteen**
1. Kirsti; so she will appear naïve and innocent like Kirsti, who hadn’t been afraid of the soldiers.
2. He gives the dogs the bread, offers the cheese to the other soldiers and drops the apple.
3. meat
4. a handkerchief
5. They think it is stupid that her mother sent a handkerchief. They throw it on the ground.
6. **Answers will vary**
7. Uncle Henrik—working on the nets
8. Because of her, everything is all right.

**Pages 51-53:** Standards Focus: Note-Taking and Summarizing: Chapters 13-15—Each chapter has a page for this activity. See Summary of the Novel for possible answers. **Student answers will always vary.**

**Pages 54-55:** Standards Focus: Foreshadowing

**Answers will vary**

Kirsti—Students should recognize that Kirsti’s immature and fearless behavior is how Annemarie wills herself to act when she encounters the soldiers.

Loose step’s importance—Students should recognize the step is the reason the packet falls from Mr. Rosen’s pocket.

Why so many clues about the loose step—Students may say the author doesn’t want the loose step and fallen packet to seem contrived. It is believable that Mr. Rosen tripped since so many other characters tripped or noticed the step already.

Fairytales—The stories help Annemarie feel brave.

Courage—Annemarie must now be brave though she doesn’t stop to think about her actions as being brave.

Ellen’s necklace—She has hidden the necklace somewhere.
Page 55: Assessment Preparation: Misused Verbs – Lay & Lie
1. When Elmer came home from school, he (laid, lay) down on the couch.
2. Don’t (lay, lie) the wet towel on the table.
3. We have (lain, laid) around all Saturday; now we need to do our homework.
4. Gladys is (laying, lying) in the hammock.
5. Where are my glasses? I (laid, lay) them on the counter an hour ago.

More Practice: Answers will vary

Page 57: Comprehension Check: Chapters 16-
Afterword Answers will vary
Chapter Sixteen
1. She milks Blossom.
2. It means not thinking about the dangers.
3. They are hidden in a secret place in the boat.
4. They know the Danes are smuggling the Jews out of the country, but they can’t find them.
5. They pile dead fish on the deck of the boat and carefully conceal the hiding places.
6. They are using dogs.
7. It ruins the dogs’ sense of smell.
8. Answers will vary

Chapter Seventeen
1. two years
2. hung flags, wept, sang the National Anthem
3. Neighbors hung flags and cleaned their furniture.
4. He is dead. He was captured and executed by the Nazis.
5. He loved them, wasn’t afraid, and he was proud of what he did. He asked to be buried next to Lise.
6. She had been part of the Resistance. The Nazis had run her down with a car.
7. She remembers Lise and Peter dancing at their engagement party.
8. Ellen’s Star of David necklace.
9. She asks Papa to fix it.
10. Answers will vary. Some students may see the symbolism – Ellen is close to Annemarie, like a sister. Additionally, Lise’s dress represents a happier time – a time when Jews were not in danger.

Afterword
1. Annette Plank, King Christian X, the people of the Danish Resistance, Kim Malthe-Bruun
2. A high German official told the Danish government, and the news was passed on to the rabbi.
3. almost 7,000
4. yes; dried blood and cocaine
5. a twenty-one-year-old Resistance leader in Denmark who was captured and executed
6. to create an ideal of human decency
7. Answers will vary

Pages 58-60: Standards Focus: Note-Taking and Summarizing: Chapters 16-Afterword—Each chapter has a page for this activity. See Summary of the Novel for possible answers. Student answers will always vary.

Page 61: Standards Focus: Analysis of Chapter Names and Novel Title Answers will vary
1. Students may recognize that chapter titles help them keep the events of the plot in order, help readers visualize, make predictions, and set a purpose for reading.
2. by the content of each chapter
3. Answers will vary
4. Students may recognize that they had a purpose for reading or the chapter title created suspense.
5. Answers will vary
6. Annemarie thinks the world is too big and too cruel for anyone to number the stars.
7. No; answers will vary
8. Students may mention that if each star is numbered then it is important. It “counts” for something. It is valued.
9. Each person is important, valued and a part of something.
10. They see the value in each person and are willing to risk death to save the Jews.
11. Answers will vary

Page 62: Assessment Preparation: Using Vocabulary in Context Answers will vary

Page 63: Vocabulary Review Crossword: Chapters 1-9

Page 64: Vocabulary Review Crossword: Chapters 10-

Afteword
Author's Purpose Activity

Directions: Read the descriptions of each item and determine the author's main purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s
   Author's Purpose: entertain
   Explain Your Answer:
   Write a sentence or two.
   a story about a family

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s
   Author's Purpose: inform
   Explain Your Answer:
   Write a sentence or two.
   History book provides information

3. An instructional booklet describing how to operate a smart phone
   Author's Purpose: inform
   Explain Your Answer:
   Write a sentence or two.
   Instructional booklet

4. An article where the author argues that an iPhone is better than an Android phone
   Author's Purpose: persuade
   Explain Your Answer:
   Write a sentence or two.
   Arguing is to persuade

5. A poem about why the iPhone is the greatest consumer electronic device ever made
   Author's Purpose: persuade
   Explain Your Answer:
   Write a sentence or two.
   Persuade is to state since there is an opinion.
6. The story of a young athlete who takes steroids and his life and future fall apart

Author's Purpose: entertain

Explain Your Answer:
Write a sentence or two.

It is a story

7. A medical report describing the effects of steroids on the human body

Author's Purpose: inform

Explain Your Answer:
Write a sentence or two.

Medical report would be informative.

8. A speech written by a professional athlete listing the negative effects of steroids and urging young athletes to not use steroids

Author's Purpose: persuade

Explain Your Answer:
Write a sentence or two.

Urging is persuasive.

9. A booklet containing the school rules and the consequences for violating those rules

Author's Purpose: inform

Explain Your Answer:
Write a sentence or two.

It is a manual-instructional booklet.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself.

Author's Purpose: entertain

Explain Your Answer:
Write a sentence or two.

It is a story.
A run-on sentence is one where two independent clauses have been put together without the correct punctuation.

Example: The birds flew east the deer ran south.

The two independent clauses are The birds flew east and the deer ran south. However, there is no “glue” to hold the two clauses together, therefore, this is a run-on sentence.

One way to correct a run-on sentence is to add a comma and coordinating conjunction as the “glue” to hold the two clauses together. The coordinating conjunctions are for, and, nor, but, or, yet, and so.

Corrected sentence: The birds flew east, and the deer ran south.

Rewrite each run-on sentence below, adding coordinating conjunctions and commas in the correct places.

Answers: Student’s answers will vary. Examples of correct answers:
1. Bob played the guitar Suzy played the piano.
   Bob played the guitar, and Suzy played the piano.

2. Many people came to the show no one seemed to like it.
   Many people came to the show, but no one seemed to like it.

3. The pioneers crossed the plains in covered wagons the travel time was long.
   The pioneers crossed the plains in covered wagons, so the travel time was long.

4. The car came to a quick stop in the driveway in the house the people screamed.
   The car came to a quick stop in the driveway, and in the house the people screamed.

5. James can do the dishes he can take out the trash.
   James can do the dishes, or he can take out the trash.
1. Last year went to Europe.
   A. run-on  
   B. complete sentence  
   C. fragment  
   D. comma splice

2. She enjoys playing soccer.
   A. complete sentence  
   B. comma splice  
   C. run-on  
   D. fragment

3. Selling my car next weekend works well.
   A. fragment  
   B. comma splice  
   C. complete sentence  
   D. run-on

4. We are studying, he's eating.
   A. complete sentence  
   B. comma splice  
   C. run-on  
   D. fragment

5. The girl cried she wanted a new dress.
   A. fragment  
   B. run-on  
   C. complete sentence  
   D. comma splice

6. Taking a trip around the world costs a lot of money.
7 Driving in the car, listening to music, and talking to my best friend.
   A fragment
   B complete sentence
   C comma splice
   D run-on

8 How many languages does he?
   A complete sentence
   B fragment
   C comma splice
   D run-on

9 Tiger Woods plays golf, he is famous.
   A complete sentence
   B comma splice
   C run-on
   D fragment

10 I regret not doing my homework after school.
    A fragment
    B comma splice
    C run-on
    D complete sentence

11 Stand up sit down.
    A fragment
    B complete sentence
    C comma splice
    D run-on

12 The sky is starting to clear up it won't rain.
   A run-on
   B comma splice
   C fragment
   D complete sentence

13 Have you ever eaten sushi while driving, texting, and doing homework?
   A comma splice
14 While she drinks coffee, she types an email, she also talks on the phone.
   A fragment
   B comma splice
   C complete sentence
   D run-on

15 I have been living USA and school.
   A fragment
   B complete sentence
   C run-on
   D comma splice

16 Please write down my phone number call me later.
   A complete sentence
   B comma splice
   C fragment
   D run-on

17 The parent dropped off her son at school, the student was late.
   A comma splice
   B fragment
   C complete sentence
   D run-on

18 While she feels like eating Chinese food, they'll instead eat Italian, but she really doesn't want to.
   A fragment
   B run-on
   C comma splice
   D complete sentence

19 Looking forward to the concert, but not wanting to spend the money.
   A comma splice
   B fragment
   C complete sentence
   D run-on

20 I am bad at writing Japanese I study everyday.
   A fragment
21 The young boy likes washing windows because he earns money, but he doesn't do this often.
A comma splice  
B fragment  
C complete sentence  
D run-on

22 The girl vacationed in England, she took photos and met people.
A comma splice  
B run-on  
C complete sentence  
D fragment

23 The boss wanting us to arrive earlier,
A fragment  
B run-on  
C comma splice  
D complete sentence

24 Please turn down the music I want to sleep.
A run-on  
B fragment  
C comma splice  
D complete sentence

25 We the bus to school.
A comma splice  
B complete sentence  
C run-on  
D fragment

26 They have said it many times, some people don't listen.
A fragment  
B run-on  
C comma splice  
D complete sentence

27 He has driven across the country, and it was so fun.
A fragment
28 The teacher won't return the exams until everyone is quite, but some keep talking.
   A run-on
   B comma splice
   C complete sentence
   D fragment

29 The artist drew a new picture he sold it for a lot of money.
   A run-on
   B fragment
   C comma splice
   D complete sentence

30 She is nervous giving a speech, she has never done this before.
   A fragment
   B complete sentence
   C comma splice
   D run-on
Identify whether the following sentences are run-ons or comma splices. Rewrite each sentence to correct the problem.

1. Baked Alaska is scrumptious, it is, however, quite fattening.
   - Run-on
   - Corrected: Baked Alaska is scrumptious; it is, however, quite fattening.

2. Dogs are great pets to have; for example, they are good companions and they protect homes.
   - Semicolon or start a new sentence
   - Corrected: Dogs are great pets to have; for example, they are good companions and they protect homes.

3. Amy and I quickly ate at the sandwich shop on campus; we hurried to class afterward.
   - Semicolon or new sentence
   - Corrected: Amy and I quickly ate at the sandwich shop on campus; we hurried to class afterward.

4. On my first trip camping, I was afraid of seeing snakes; my friends never told me about the bears until I walked onto the path of one.
   - Semicolon or new sentence
   - Corrected: On my first trip camping, I was afraid of seeing snakes; my friends never told me about the bears until I walked onto the path of one.

5. I called John; he didn't know rehearsal had been cancelled.
   - Semicolon or new sentence
   - Corrected: I called John; he didn't know rehearsal had been cancelled.

6. The Statue of Liberty was a gift from the French people; they contributed the funds for its construction in Paris.
   - Semicolon or new sentence
   - Corrected: The Statue of Liberty was a gift from the French people; they contributed the funds for its construction in Paris.

7. One of the world's richest concentrations of dinosaur footprints is found on the South Korean coast; they are embedded in petrified mud.
   - Semicolon or new sentence
   - Corrected: One of the world's richest concentrations of dinosaur footprints is found on the South Korean coast; they are embedded in petrified mud.

8. There's a berserk gorilla at the front door; don't let him in.
   - Semicolon or new sentence
   - Corrected: There's a berserk gorilla at the front door; don't let him in.

9. The best teas in the world are grown on the slopes of the Himalayas; they have a deep, rich flavor.
   - Semicolon or new sentence
   - Corrected: The best teas in the world are grown on the slopes of the Himalayas; they have a deep, rich flavor.

10. Tornadoes consist of winds with speeds of thirty to forty miles an hour; some have speeds even higher and they cause the most deaths.
    - Semicolon or new sentence
    - Corrected: Tornadoes consist of winds with speeds of thirty to forty miles an hour; some have speeds even higher and they cause the most deaths.
COMMA RULE #3

Use a comma before a coordinating conjunction that joins 2 sentences.

But Or Yet For And Nor So

BOYFANS

Examples:

I like chocolate ice cream, but I hate strawberry.
I like chocolate ice cream but hate strawberry.

A comma is used in the first example because a complete sentence appears before and after the conjunction but. In the second example, a subject is missing after the conjunction, so no comma is needed because two sentences are not joined.
COMMA RULE #4

Use a comma when people are speaking. Put the comma to the left of quotation marks.

Examples:

She said, "I really need to study for my history test."

"I may need to get a tutor too," she revealed.

Keep Beyoncé's "Irreplaceable" in mind when using punctuation with quotes: To the left, to the left, all the punctuation in a space to the left. (Even periods go to the left of quotation marks.)
**Rule 3 Practice**

Use a comma before a coordinating conjunction (but, or, yet, for, and, nor, so) that joins 2 complete sentences.

Directions: Put commas where they go in the following sentences. If no comma is needed, put NA under the number.

1. The school costume party is tomorrow night, but I am not sure if I am going.

2. My grandparents from out of town are coming to stay with us for the weekend, so I may be busy tomorrow night.

3. My friends want to go to the dance and will certainly have a fabulous time even if I can't go. **No sentence after conjunction do not require a comma, I still use one to be consistent**

4. They want to dress as a group theme, yet nobody is willing to put the effort in to get matching costumes ready.

5. My plans changed, so I am able to go to the costume party, and I found Three Musketeers costumes at a local thrift shop for my friends and me.

6. They were very excited and thanked me for taking the NA time to find the awesome outfits. **No sentence after conjunction means no comma needed before it**

7. Next time, they want to go as a boy band or as superheroes, but we will see who ends up getting costumes.

8. I hope we win the best costume award tonight, for that prize is free movie tickets.

**Rule 4 Practice**

Use a comma when people are speaking. Put the comma to the left of quotation marks.

Directions: Put commas where they go in the following sentences. If no comma is needed, put NA under the number.

1. Jenny interviewed a recently published local author and asked, “What inspired your novel?”

2. “My childhood experiences dealing with bullies inspired this novel,” answered the novelist.

3. “So this book,” questioned Jenny, “is based on a true story.”

4. The author replied, “I guess you could say it is loosely based on my life.”

5. “Do you have other books in the making?” Jenny inquired.

6. “Yes, actually I am thinking about writing a novel where a librarian sorts books by day and is a secret agent by night,” responded the writer.


8. “Well,” said the author, “I will have to let you know when it is ready. Of course, it will take a while to write it since I am just getting started.”
COMMA RULE #5
When speaking directly to others, separate their names from the rest of the sentence. Do this also when giving an answer to a question and when listing a degree.

Examples:
Barry, I want you to help me carry these books.
I don't want you getting into trouble, Sheila.
I realize, Jack, that you want to go.
Dr. Henry, Ph.D., is the best.
Yes, I will go too.
**Comma Rule #6**

When a subordinating conjunction starts a sentence, use a comma between the dependent and independent clauses. If a subordinating conjunction is in the middle of a sentence, do **NOT** use a comma.

**Some Subordinating Conjunctions:**

After, Although, As, As If, As Long As, Because, Before, Even If, Even Though, If, Since, So That, That, Though, Unless, Until, What, When, Whenever, Wherever, Whereas, Whether, While

**Examples:**

1. If I work today, I will not have to work tomorrow.
2. I like to get a large popcorn when I go to the movies.

Notice: A subordinating conjunction makes the clause that follows it incomplete. *If I work today* is incomplete because of *if* (a subordinating conjunction), but the second part is an independent clause since *will not have to work tomorrow* can stand alone as complete.
Rule 5 Practice

When speaking directly to others, separate their names from the rest of the sentence. Do this also when giving an answer to a question and when listing a degree.

1. John, do you mind if I have a few of your potato chips?
3. Thanks, John. I just need a little snack before I have blood drawn today at the doctor's office.
4. Do you like your doctor, Tina?
5. Yes, I really do. He just moved here from another state, and he is very knowledgeable about the latest breakthroughs in medicine.
6. Dr. Joseph Gentry, Ph.D., is my doctor, and he is now accepting new patients if you are interested in switching doctors, John.
7. I will have to think about that because Dr. Jason Anderson, Ph.D., is retiring soon, and he has been my doctor ever since I can remember.
8. Thanks, Tina, for the information. He sounds like a great doctor!

Rule 6 Practice

When a subordinating conjunction starts a sentence, use a comma between the dependent and independent clauses. If a subordinating conjunction is in the middle of a sentence, do not use a comma.

1. The spy was given instructions for a secret mission after he gave the correct password to the agent.
2. The spy went to an undisclosed location to await further instructions because the mission must remain a secret.
3. While he waited for his mission details, he saw some suspicious individuals outside his temporary apartment.
4. Even though he trusted his leading agent not to give away his location, he decided to sneak out the window.
5. As soon as he closed the window and headed down the outside stairwell, he heard the door burst open and the enemy searching for him.
6. Since nobody else knew of his location, his agent must be working for the enemy.
7. He will need to contact headquarters whenever he finds a safe location to make the call.
8. When he gets a moment to rest and think, he wonders who he will be able to trust now.
**COMMA RULE #12**

Do **NOT** join sentences with a comma, and do **NOT** separate verbs and prepositional phrases from the rest of the sentence with a comma.

**Examples:**

The boy was excited to win first place in the competition, he won a free trip. *(WRONG!!! A semicolon or period should be between the sentences.)*

He is looking forward to the trip because it is, to the Bahamas. He will stop by a famous market when he, goes to the Bahamas.

*(Both above are WRONG! No comma needed.)*
Comma Rule #12

1. Which of the following is correct?
   a. Barry plays soccer for the Roaring Flames, he is expecting a scholarship because he is so good.
   b. His friend, Brandon, has already received a soccer scholarship, however, his grades need to improve.
   c. Paul doesn't think he plays well enough for a scholarship; he still tries hard anyway.
   d. Belinda plays for a local girls team she realizes scholarships are difficult to obtain.

2. Which of the following is correct?
   a. Scott tried to sabotage Barry's chances when the scouts came to visit, Scott tied Barry's shoes together.
   b. When the plan didn't work, Scott put itching powder in Barry's shorts, that made Barry angry.
   c. Barry could not believe his so-called friend would do such a thing nonetheless, it happened.
   d. Scott determined he would not let Barry's antics prevail; there was too much at stake.

3. Which of the following is INCORRECT?
   a. When the scout came to the championship game, Barry played his best; he was top scorer.
   b. Scott played terribly. He had nothing good to show the scout, not even a good kick.
   c. Since the boys were short a player, Belinda was able to play with them, she showed off her skills.
   d. The scout was impressed with several that day, all but Scott.

4. Which sentence is correct?
   a. Barry's team won the championship game, with the score being 8-5.
   b. To celebrate, the team went to the local pizza restaurant, they ate until they were stuffed.
   c. Scott sincerely apologized, for his cruel intentions.
   d. The Roaring Flames went to the movies afterwards; they enjoyed themselves.

5. You have other options of joining two sentences together without using just a comma (an error that is called a comma splice). Which is NOT an option?
   a. Use a semicolon instead.
   b. Use a period between the sentences.
   c. Add a conjunction.
   d. Just pause between the two sentences and delete the comma.