

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

# Conclusions and Generalizations

**They Called Her Molly Pitcher**  
**Comprehension:**  
Conclusions and Generalizations

Read the selection below.

## Brave Service

Margaret Cochran was born in Pennsylvania in 1751. At age 21, she married John Corbin. Four years later, the American Revolution broke out and John joined the Continental army. Margaret went with John to camp, as many wives did. The women cooked, did laundry, and nursed the wounded. They also learned the fine points of soldiering just as their husbands did.

On November 16, 1776, the couple fought in a battle in New York. When a gunner was killed, John took charge of the cannon.

Margaret helped her husband load the cannon until he, too, was killed. Margaret kept loading and firing the cannon by herself. Margaret continued to defend the fort until a volley of grapeshot hit her.

Margaret was treated for the injuries to her shoulder, chest, and jaw. She lost the use of her left arm, but in 1779, Congress recognized Margaret Corbin for her bravery. She was the first woman in the United States to be awarded a soldier's pension for her distinguished service.

Fill in the Four-Square Map shown here. Identify text details that support a conclusion about Margaret Cochran or her situation.

<b>Detail:</b>	<b>Detail:</b>
<b>Conclusion:</b>	
<b>Detail:</b>	<b>Detail:</b>

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# Conclusions and Generalizations

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Conclusions and Generalizations

Read the selection below.

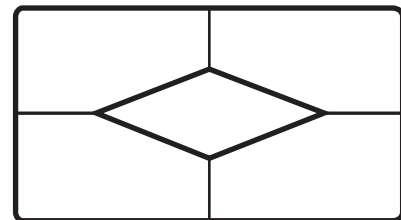
## Suppertime Spy

Colonel Clarke commanded a group of about 200 Georgia volunteers. They were deep in loyalist territory. At mid-day, Captain Dillard, one of the men, suggested that they stop at his farm. There, Dillard's wife cooked them a meal. While they ate, they discussed their plans and strategies.

After Colonel Clarke and his men left, Colonel Ferguson showed up at the house with a company of redcoats. They demanded to be fed. They questioned Mrs. Dillard about the movements of the American troops. They asked her whether Colonel Clarke and his men had been there. Mrs. Dillard did not deny that the men had been there. However, she did not offer any more information.

Mrs. Dillard prepared the meal. Colonel Ferguson openly discussed his plans and strategies for attacking the American camp. Ferguson and his men paid no attention to Mrs. Dillard. She was just another woman to them. But Mrs. Dillard paid very close attention indeed. As soon as she served the meal, she sneaked away and rode off into the night. She was determined to get word to Colonel Clarke. She arrived at the camp just before dawn. She warned her husband's company so they could prepare for the surprise attack. When advance redcoats showed up soon after, the patriots met them with strong opposition. Thanks to Mrs. Dillard's courage, Colonel Clarke's men enjoyed a sweet victory.

Fill in a Four-Square Map like the one shown here to identify evidence that supports a generalization or a conclusion about Mrs. Dillard or her situation. Then answer the questions below.



1. What can you conclude about Mrs. Dillard's character?

\_\_\_\_\_

2. Why did the British soldiers speak openly in front of Mrs. Dillard?

\_\_\_\_\_

3. What generalization can you make about how women helped the war effort?

\_\_\_\_\_

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# Thesaurus

**They Called Her  
Molly Pitcher**  
Vocabulary Strategies:  
Thesaurus

Choose a word from the list to complete each series of synonyms, or words that have similar meanings. Following each series is another word. Is it a synonym or antonym of the other words? Circle it if it is an antonym. Underline it if it is a synonym.

magnificent	wounded	substitute	courageous
facilitate	precedent	legend	feminine

- |                                  |           |
|----------------------------------|-----------|
| 1. grand, _____, splendid        | wonderful |
| 2. female, _____, ladylike       | masculine |
| 3. _____, myth, story            | tale      |
| 4. bold, brave, _____            | cowardly  |
| 5. harmed, hurt, _____           | injured   |
| 6. example, _____, standard      | instance  |
| 7. replacement, alternate, _____ | regular   |
| 8. aid, _____, help              | obstruct  |

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# VCCCV Pattern

**They Called Her  
Molly Pitcher**  
Spelling: VCCCV Pattern**Basic** Write the Basic Word that best completes each group.

1. storekeeper, seller, \_\_\_\_\_
2. battle, fight, \_\_\_\_\_
3. friend, teammate, \_\_\_\_\_
4. buy, pay for, \_\_\_\_\_
5. grumble, nag, \_\_\_\_\_
6. trouble, misbehavior, \_\_\_\_\_
7. giggles, chuckles, \_\_\_\_\_
8. easily, plainly, \_\_\_\_\_
9. difficult, complicated, \_\_\_\_\_
10. thief, crook, \_\_\_\_\_
11. shiver, shake, \_\_\_\_\_

**Challenge 12–14.** Write a letter to a friend about a cause or effort that you might support. Use three of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. conflict
2. orphan
3. instant
4. complex
5. simply
6. burglar
7. laundry
8. laughter
9. employ
10. anchor
11. merchant
12. improve
13. arctic
14. mischief
15. childhood
16. purchase
17. dolphin
18. partner
19. complain
20. tremble

## Challenge

anthem  
illustrate  
function  
conscience  
apostrophe

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# Spelling Word Sort

**They Called Her Molly Pitcher**  
Spelling: VCCCV Pattern

Write each Basic Word beside the correct heading. Show where the word is divided into syllables.

<p><b>VC/CCV pattern:</b> divide between first consonant pair</p>	<p><b>Basic Words:</b></p>   <p><b>Challenge Words:</b></p>  <p><b>Possible Selection Words:</b></p>
<p><b>VCC/CV pattern:</b> divide between second consonant pair</p>	<p><b>Basic Words:</b></p>   <p><b>Challenge Words:</b></p>  <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. conflict
2. orphan
3. instant
4. complex
5. simply
6. burglar
7. laundry
8. laughter
9. employ
10. anchor
11. merchant
12. improve
13. arctic
14. mischief
15. childhood
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**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *They Called Her Molly Pitcher*. Find words that have the VCCCV syllable patterns on this page. Add them to your Word Sort.

**Challenge**  
anthem  
illustrate  
function  
conscience  
apostrophe

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# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Born in 1760, Deborah Sampson was about five years old when her father disappeared, making her practically an orphan and ending a childhood of fun and laughter. By the time she was ten, she was a servant, doing laundry and working in the fields. During the winters, which had an arctic feel to them, she was able to go to school and improve herself. School was her anchor and way out of a hard life. At 16, she became a teacher.

When the conflict between the Americans and the British began, Deborah wanted to join the fight. Though there were no woman soldiers, Deborah was ready to employ any effort to reach her goal. She put on a disguise and enlisted in the Continental Army as Robert Shurtlieff. She took to the army like a dolphin to water. She fought alongside the other soldiers and did not complain when things got rough. No one suspected she was a woman until the instant she got wounded.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

**They Called Her Molly Pitcher**  
Spelling: VCCCV Pattern

## Spelling Words

1. conflict
2. orphan
3. instant
4. complex
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6. burglar
7. laundry
8. laughter
9. employ
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### Challenge

- anthem  
illustrate  
function  
conscience  
apostrophe

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# Regular Verbs

**They Called Her Molly Pitcher**  
Grammar: Regular and Irregular Verbs

Most verbs are **regular verbs**. They form their past tense by adding *-ed* or *-d*. A regular verb also adds *-ed* when it is used with the helping verbs *has*, *have*, or *had*.

walk, walked, have walked      live, lived, has lived

If a verb ends in a vowel followed by a consonant, double the consonant and add *-ed*. If a verb ends in a consonant followed by *y*, change the *y* to *i* and add *-ed*.

**stop**, stopped, has stopped      **cry**, cried, had cried

**Thinking Question**

*Does adding -ed or -d form the past tense?  
Does the verb have a helping verb?*

**Activity** Write the past tense of each verb listed. Then write a sentence using the verb in the past tense.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

4. carry \_\_\_\_\_

\_\_\_\_\_

5. injure \_\_\_\_\_

\_\_\_\_\_

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# Irregular Verbs

**They Called Her Molly Pitcher**  
Grammar: Regular and Irregular Verbs

Some verbs are **irregular**. These verbs don't add *-ed* or *-d* to form the past tense. Some very common verbs are irregular.

be: was/were	have: had
go: went	do: did
eat: ate	buy: bought
become: became	leave: left

**Thinking Question**

*Is the past tense formed by adding -ed or -d, or some other way?*

**Activity** Write the verbs and tell whether they are regular or irregular.

1. Annie went to the library every weekend because she liked it there. \_\_\_\_\_
2. She spent her time reading stories about people who were a lot like her. \_\_\_\_\_
3. Sometimes hours passed before Annie stopped to check the time. \_\_\_\_\_
4. The librarian always smiled when Annie suddenly rushed out. \_\_\_\_\_
5. Annie's family ate at six o'clock and Annie always got home just before that. \_\_\_\_\_



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# Forms of Irregular Verbs

**They Called Her Molly Pitcher**  
Grammar: Regular and Irregular Verbs

For many irregular verbs, the form that is used with a helping verb is the same as the past tense. For others, it is different from the past tense.

verb	past tense	with a helping verb
be	was (were)	has been
go	went	have gone
do	did	has done
know	knew	has known
ride	rode	have ridden

### Thinking Question

*What form of the verb belongs in a sentence that begins with Yesterday?*

**Activity** Read the sentence and think about what form the irregular verbs should take. Underline the verb that is in the wrong form. Then write the correct verb form. Item 5 has more than one verb in the wrong form.

- Rosa had went to buy shoes. \_\_\_\_\_
- Her father had knew that she needed a new pair of sneakers.  
\_\_\_\_\_
- Still, he been surprised that she had left the house so early.  
\_\_\_\_\_
- He had came downstairs to find her already gone.  
\_\_\_\_\_
- However, she had forgot the shoe money he had gave her.  
\_\_\_\_\_

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# Coordinating Conjunctions

**They Called Her Molly Pitcher**  
Grammar: Spiral Review

A **coordinating conjunction** is a word that is used to combine related sentences or join words in a list. Some coordinating conjunctions are *and*, *or*, and *but*.

**combine related sentences**

She can ride a horse, **and** she's a fast rider too.  
He can march until dawn, **or** he might find a horse.  
The militia is brave, **but** the fighting is difficult.

**join words in a series**

He was excited, scared, **and** brave all at once.

**Thinking Question**

*Is the past tense formed by adding -ed or -d, or some other way?*

**1–5. Use a coordinating conjunction to combine the sentences.**

1. The soldier was sick. He fought anyway.

\_\_\_\_\_

2. He needed to fight. His regiment might lose the battle.

\_\_\_\_\_

3. The soldier fought well. His regiment won the battle.

\_\_\_\_\_

4. The victory was important. Many soldiers were injured.

\_\_\_\_\_

5. The soldiers rested. Then they prepared for the next day.

\_\_\_\_\_

**6–8. Fill in the blank with a coordinating conjunction.**

6. Each soldier was given a uniform, a hat, \_\_\_\_\_ a musket.

7. The soldiers' wives could choose to clean, cook, \_\_\_\_\_  
sew.

8. The soldiers were taught to march, make camp, \_\_\_\_\_  
fight.

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# Word Choice

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Grammar: Connect to Writing

Action verbs describe what a person or thing does.  
The more exact or vivid an action verb is, the better  
it describes the action.

Instead of **said**, use **exclaimed**, **cried**, or **replied**.  
Instead of **make**, use **wrote**, **built**, or **invented**.  
Instead of **went**, use **raced**, **trudged**, or **strolled**.

cooked, sewed, strolled, ate, exclaimed

**Activity** Replace each underlined verb with an exact verb from the box. Rewrite each sentence to use the exact verb and make the author's meaning clear.

1. The soldier went all the way back to camp. He wasn't in a hurry.

\_\_\_\_\_

2. She made him a new coat. She used her needle and thread.

\_\_\_\_\_

3. "I love the coat!" her husband said. He was excited.

\_\_\_\_\_

4. Later, they had the dinner she made.

\_\_\_\_\_

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# Focus Trait: Ideas

## Audience and Position

**They Called Her  
Molly Pitcher**  
Writing: Write to Persuade

**Good writers think about their audience. An argument made to one audience may not be right for another. You should also think about your letter's greeting or salutation and closure.**

To Classmates	To the Principal
<p>Hi Guys, I would like to start a recess softball team. Lots of us love softball and I think it would be fun. Plus, it would help us to get the exercise we need. So, let's not just run around screaming at recess anymore. Come over to the softball diamond instead! Thanks, Clara</p>	<p>Dear Mr. Hwong, I am writing to ask permission to start a recess softball team. Many of my classmates are interested in such a team. Playing softball during recess would help us get exercise. Plus, it would cut down on all the running around and screaming that the teachers don't like. Thank you for considering my request. Respectfully yours, Clara Ruiz</p>

**The letter below is written to a sports company. Read the letter and circle the salutation, word choices, and closure that you think are right for the audience.**

Hi / To Whom It May Concern,

I recently started a recess softball team at my school. The team needs softballs, mitts, balls, and bats. Would it be possible for your company to donate / Could your company please give / some equipment to us? That would be awesome! / I would really appreciate the donation. It would allow kids / students to get the exercise they need.

Thanks / Sincerely yours,  
Clara Ruiz