

Lesson 22
 READER'S NOTEBOOK

Name _____ Date _____

Using Negatives

I Could Do That!
 Grammar: Negatives

The words *no*, *no one*, *nobody*, *none*, *nothing*, *nowhere*, and *never* are negatives. A contraction with a verb and the word *not* is also a negative. When making a negative statement, make sure to use just one negative.

positive

I understand the candidates' opinions.

negative

I don't understand the candidates' opinions.

I understand none of the candidates' opinions.

Thinking Questions

*What word will change the sentence to have a negative meaning?
Does the sentence still make sense?*

1–6. Use a negative to change the meaning of the sentence from positive to negative. Write the negative sentence on the line below.

1. Anybody in the fifth grade can run for class president.

2. Roger is running for class president.

3. Tom has asked Roger if he can be his vice president.

4. Myung-Yun always likes to help make campaign posters.

5. Everyone is excited about the school elections this year.

6. The class president can do something about all of the issues that bother students.

Name _____ Date _____

Avoiding Double Negatives

I Could Do That!
 Grammar: Negatives

Words such as *not*, *no*, and *never* are negatives. Using two negatives together is called a **double negative**.

Never use two negatives together in a sentence.

double negative

My mother won't tell nobody how she voted.

corrected sentences

My mother won't tell anybody how she voted.

My mother will tell nobody how she voted.

Thinking Question

What two negatives are used together in the sentence?

1–8. Write the correct word shown in parentheses to complete the sentence.

1. There (is, isn't) no presidential candidate that my parents completely support. _____
2. That candidate hasn't said (anything, nothing) about the important issues. _____
3. He doesn't support (any, none) of the laws to help the environment. _____
4. Don't vote for (anyone, no one) without learning his or her political views. _____
5. Doesn't (anybody, nobody) agree with that candidate's views? _____
6. Isn't there (anywhere, nowhere) I can get better information about the candidates? _____
7. The voters (have, haven't) no choice but to support the new law. _____
8. This candidate (has, hasn't) never been honest with the voters. _____

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I Could Do That!
Grammar:
Spiral Review

Relative Pronouns and Adverbs

The words *who*, *whose*, *whom*, *which*, and *that* can be used to begin clauses that explain *which one* or *what kind*. Other clauses explain *where*, *when*, and *why* about another clause.

Clause telling what kind of girl Esther was:

Esther was a smart girl who wanted to do all she could.

Clause telling why Esther wanted to do things:

When adults said, "Girls don't do that," Esther only wanted to do that thing more.

1–4. Underline the clause that tells which one or what kind. Circle the word that begins the clause.

1. Esther was born into a family that included eleven children.
2. What made Esther different? She was a girl who was eager to learn.
3. As a young woman, Esther ran a millinery business that was very successful.
4. Votes for women was an idea whose time had come.

5–6. Underline the clause that tells where, when, or why. Circle the word that begins the clause.

5. In 1869, when she was fifty-five, Esther and two sons moved to Wyoming Territory.
6. The gold rush town where they settled had many men and few women.

Name _____ Date _____

Conventions

Proofreading can help you make certain that you have used contractions and negatives correctly in your writing.

I Could Do That!
 Grammar: Connect to Writing

incorrect, with proofreading marks

Learning to sew ^{was} ~~wasn't~~ never difficult for Esther.

correct

Learning to sew was never difficult for Esther.

1–6. Correct the use of contractions or double negatives in each sentence. Write the sentence correctly on the line below.

1. Esther doesn't like that dress pattern.

2. Esther never sewed nothing before she was eight.

3. She couldn't find no silk for Ms. Kelly's dress.

4. Sewing these pants wont take long.

5. There isn't no one in town who sews better than Esther.

6. The stitching on this shirt isnt neat and even.

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Name _____ Date _____

I Could Do That!
Writing: Informative Writing

Focus Trait: Elaboration

Using Transition Words

Cause-and-Effect Sentences	Transition Added
When Esther was a girl, only men could vote. Her mother could not vote for president.	When Esther was a girl, only men could vote. Therefore , her mother could not vote for president.

Read each pair of sentences. Connect the ideas in the sentences using a cause-and-effect transition word or phrase.

Cause-and-Effect Sentences	Transition Added
1. Esther made nice clothes. Women paid her to make clothes for them.	Esther made nice clothes. _____ women paid her to make clothes for them.
2. Esther heard Susan B. Anthony speaking out about women's rights. She wanted to help women get the vote, too.	Esther heard Susan B. Anthony speaking out about women's rights, _____ she wanted to help women get the vote, too.

Pair/Share Work with a partner to brainstorm how to add transition words or phrases to make the sentences read smoothly.

Cause-and-Effect Sentences	Transition Added
3. Esther liked to do things for herself. She painted the sign for her hat shop.	
4. People thought that Esther was too young to run a business. They were shocked to see her open a hat shop.	