

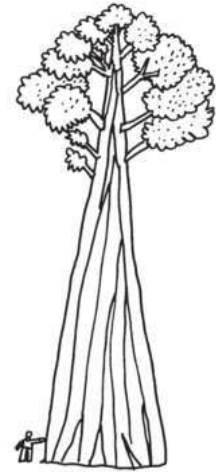
Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 23**  
READER'S NOTEBOOK



**The Ever-Living Tree:  
The Life and Times  
of a Coast Redwood**  
Independent Reading

# The Ever-Living Tree: The Life and Times of a Coast Redwood



## Draw the idea

Compare the events in the selection "The Ever-Living Tree: The Life and Times of a Coast Redwood."

Turn to page 687. Read the paragraph marked with the icon for Alexander the Great. What is the paragraph mainly about? How does the map help you understand the text?

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Read the next paragraph on page 687 marked with the icon for the sequoia tree. What is the paragraph mainly about? What do the layers of the tree show?

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How are the main ideas of each section similar?

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Why might the author have structured the text this way putting these ideas together?

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Independent Reading

Grade 4, Unit 5

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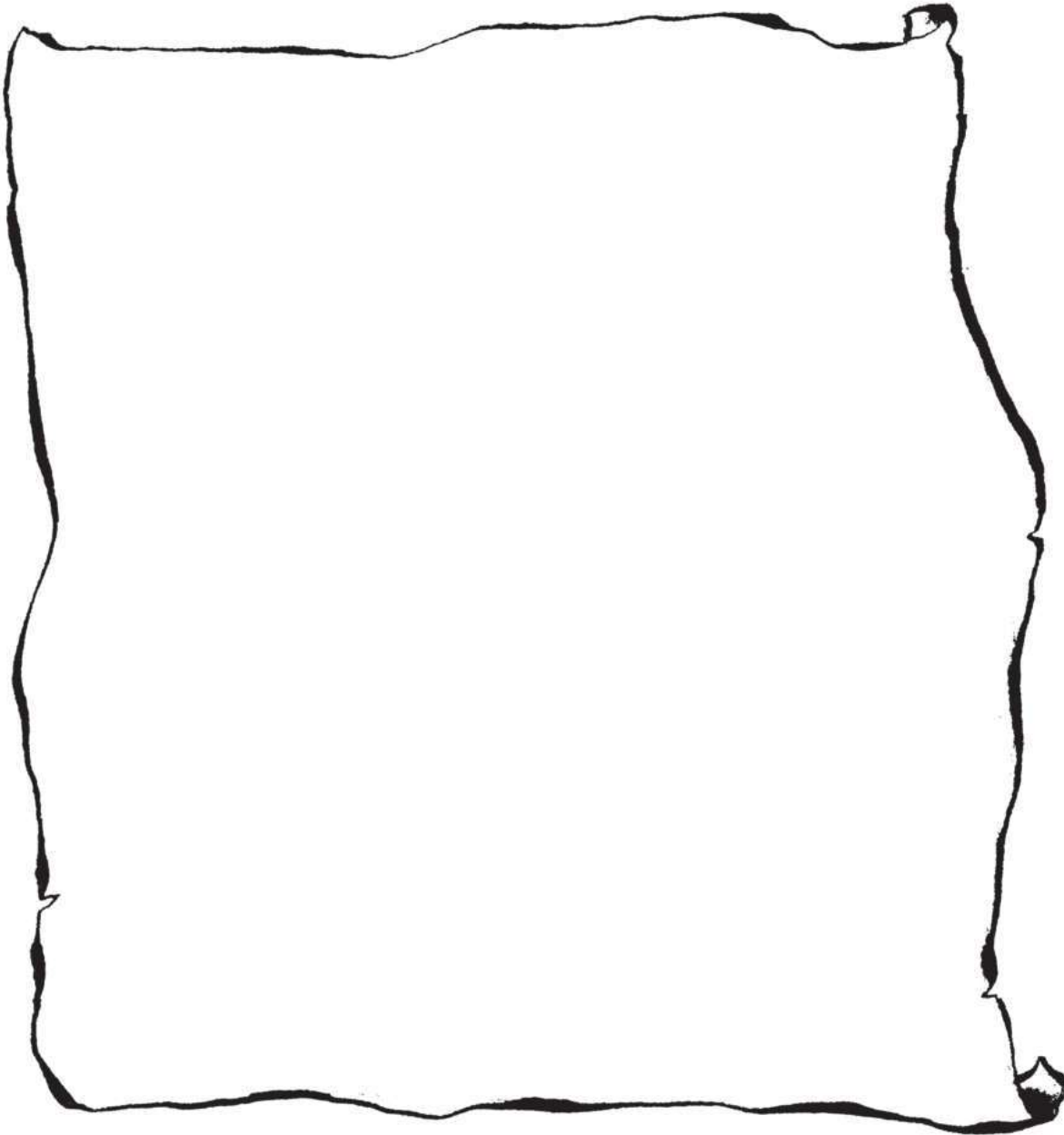
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**Reread page 688. How are the ideas of the two sections similar?  
Draw a picture of the Great Wall of China. Use at least one label to  
show the idea shared between the sections.**



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# Prefixes *pre-*, *inter-*, *ex-*

**The Ever-Living Tree**  
 Vocabulary Strategies: Prefixes  
*pre-*, *inter-*, *ex-*

prearrange

interact

intermingle

ex-mayor

precaution

international

exceed

intercontinental

Each sentence shows a word in parentheses with the prefix *pre-*, *inter-*, or *ex-* in parentheses. Use each word in parentheses and your own words to complete each sentence.

1. (prearrange) I will call you to

---

2. (precaution) Buckling your safety belt in the car is

---

3. (interact) When you go to a new school,

---

4. (international) The world-famous film actor was

---

5. (intermingle) Because he's shy, he doesn't like it when

---

6. (exceed) I know that your work will

---

7. (ex-mayor) When the election comes,

---

8. (intercontinental) The family traveled from North America to South America

---

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# Words with the VCCV Pattern

**The Ever-Living Tree**  
Spelling: Words with the VCCV  
Pattern**Basic 1–10. Write the Basic Word that each sentence describes.**

1. No one else knows this.

\_\_\_\_\_

2. Cats and dogs have these.

\_\_\_\_\_

3. You buy this to see a movie in the theater.

\_\_\_\_\_

4. Someone who writes a book is called this.

\_\_\_\_\_

5. You can hang this on a wall for decoration.

\_\_\_\_\_

6. You can put sand in this at the beach.

\_\_\_\_\_

7. People travel into outer space using this.

\_\_\_\_\_

8. This is a type of food to eat.

\_\_\_\_\_

9. This protects your clothes when you cook.

\_\_\_\_\_

10. This is to pick things up and put in one place.

\_\_\_\_\_

**Challenge 11–14. You have been invited to a friend's party, but you can't attend because you're going to your family reunion that day. Write a letter to your friend explaining why you can't attend the party. Use four Challenge Words. Write on a separate sheet of paper.**

**Spelling Words**

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

**Challenge**

regret  
nephew  
method  
decline  
vibrate

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# Spelling Word Sort

**The Ever-Living Tree**  
Spelling: Words with the VCCV Pattern

Write each Basic Word beside the correct heading.

<p><b>V/CCV: Divide before the consonant blend or digraph</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Word:</b></p>
<p><b>VCC/V: Divide after the consonant blend or digraph</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. poster
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### Challenge

- regret  
nephew  
method  
decline  
vibrate

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through “The Ever-Living Tree: The Life and Times of a Coast Redwood.” Find words that have the VCCV spelling pattern. Add them to your Word Sort.

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READER'S NOTEBOOK

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# Proofreading for Spelling

**The Ever-Living Tree**  
Spelling: Words with the VCCV Pattern

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

In 1903, Colonel Charles Young was ordered to take his troops to Sequoia National Park. He would rather have stayed in San Francisco, where the temperature rarely registered a degre under 45 in the winter. But whehter or not he wanted to go, he had to agre to the U.S. Army orders. Traveling on horseback for 16 days, Young and his troopers arrived in Sequoia. They brought clotheng and food. To make sure there was enough to eat, each man had to gathar a bushal of fruit and fill a buket with water. The supplies were so heavy the braket on the shelf broke. The men had no mashine to fix it. Hammer and nails would do. Young and his men were able to acheive their goal of making the wagon road long enough for people to be able to get to the park. Colonel Young, the first African-American superintendent of a national park, could deklare his work a success.

### Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
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9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

### Challenge

- regret
- nephew
- method
- decline
- vibrate

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

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# End of Sentence Punctuation

**The Ever-Living Tree**  
 Grammar:  
 Punctuation

Different kinds of sentences end with different punctuation marks.

Kind of Sentence	End Punctuation	Example
statement or command	period (.)	Look at this tree. It is more than 500 years old.
question	question mark (?)	Have you ever planted a tree?
exclamation	exclamation mark (!)	What a remarkable life!

**1–7. Write the appropriate end mark at the end of each sentence.**

- Many animals live in and on trees \_\_\_\_\_
- Do they harm the tree they call home \_\_\_\_\_
- For the most part, they do not \_\_\_\_\_
- However, some insect pests can kill a tree \_\_\_\_\_
- What a spectacular leap that squirrel made \_\_\_\_\_
- Look at the top branch of that tree \_\_\_\_\_
- Is that a squirrel's nest I see \_\_\_\_\_

**8–11. Rewrite the sentences on the lines. Use capital letters and end marks correctly.**

our class is planting trees in the park today can you help us bring a shovel with you we are excited about this project

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# Capital Letters and Punctuation in Quotations

**The Ever-Living Tree**

Grammar: Punctuation

Use capital letters and punctuation to write direct quotations correctly. Always capitalize the first word of a quotation. Use a comma to separate a quotation from the words that tell who is speaking. Put punctuation inside the last quotation marks.

When a quotation starts a sentence, put a comma at the end of a statement. Use the usual end punctuation for questions and exclamations.

**direct quotations**

Angela exclaimed, "What a big tree!"

"The redwood is a unique tree," Jee agreed.

"Do you think we can climb it?" asked Angela.

**Thinking Questions**

*What kind of sentence is this quotation? Does the quotation come first or last in the sentence?*

**1-5. Write the quotations correctly.**

1. shall we look for something to eat the woodpecker asked

\_\_\_\_\_

2. the chipmunk asked do you see any acorns

\_\_\_\_\_

3. bugs sound good to me said the woodpecker.

\_\_\_\_\_

4. the chipmunk exclaimed that sounds absolutely awful

\_\_\_\_\_

5. most birds eat worms and bugs said the woodpecker

\_\_\_\_\_