

Name _____ Date _____

Prefixes *non-*, *mis-*

misplace	mistreat	nonfiction
misspelled	misjudged	nonsense
misunderstand	nonbeliever	nonstop

Lesson 4

READER'S NOTEBOOK

The Power of W.O.W.!
Vocabulary Strategies: Prefixes
non-, *mis-*

Complete each phrase to make a complete sentence. In items 1–7, use your own words to complete the sentences in a way that makes sense. In items 8–9, choose a word from the box to complete the sentences.

- To make sure I don't turn in an assignment with misspelled words, I _____ .
- I am a nonbeliever in _____ .
- If I misunderstand what was said, I _____ .
- The most important thing I have ever misplaced was my _____ .
- When you mistreat your belongings, they _____ .
- My favorite nonfiction book is _____ .
- One time I misjudged _____ .
- My sister Tina talks _____ on her phone with friends from school.
- My dad thinks that buying a new school bag every year is _____ .

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The Power of W.O.W.!

 Spelling:
 Words with Short *o* and Long *o*

Words with Short *o* and Long *o*

Basic 1–10. Write the Basic Word that completes each analogy.

1. *Soup* is to *lunch* as _____ is to *breakfast*.
2. *Typed* is to *e-mail* as _____ is to *letter*.
3. *Shout* is to *yell* as *brag* is to _____.
4. *Near* is to *close* as *distant* is to _____.
5. *Normal* is to *usual* as *strange* is to _____.
6. *Lose* is to *lost* as _____ is to *found*.
7. *Climb* is to *hill* _____ is to *problem*.
8. *Approve* is to *disapprove* as *praise* is to _____.
9. *Teacher* is to *students* _____ is to *guests*.
10. *Surf* is to *wave* as *ski* is to _____.

Challenge 11–14. Write a paragraph about taking an ocean voyage to another country. Tell about your trip on the ocean. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. block
2. shown
3. oatmeal
4. wrote
5. fellow
6. scold
7. coast
8. odd
9. locate
10. slope
11. throat
12. host
13. online
14. shock
15. solve
16. known
17. remote
18. stock
19. boast
20. globe

Challenge

 bonus
 approach
 motion
 continent
 accomplish

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The Power of W.O.W.!
Spelling:
 Words with Short *o* and Long *o*

Spelling Word Sort

Write each Basic Word beside the correct heading.

/ŏ/ spelled <i>o</i> followed by a consonant	Basic Words: Challenge Words: Possible Selection Words:
/ō/ spelled <i>o</i>-consonant-<i>e</i>	Basic Words: Possible Selection Words:
/ō/ spelled <i>oa</i>	Basic Words: Challenge Words:
/ō/ spelled <i>ow</i>	Basic Words: Possible Selection Words:
/ō/ spelled <i>o</i> followed by a consonant	Basic Words: Challenge Words: Possible Selection Words:

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Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through “The Power of W.O.W.!” Find words that have /ŏ/ and /ō/. Add them to your Word Sort.

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The Power of W.O.W.!
Spelling:
 Words with Short *o* and Long *o*

Proofreading for Spelling

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

People were in shok when they heard the news that Tim was involved in the disappearance of the ancient weaving from the local museum. Tim seemed like a nice enough feloe who was knowne and recognized by several of the volunteers at the gift shop. He wroat a silly note to enclose with the toy blok kit he bought for his nephew. He also tried to loccate a gloab for his niece, but there were none in stoc.

Tim did boaste about planning a trip to the coest of South America but said he had to postpone it because of a sore throte. Then he asked about the weavers' video shon during the day. Needless to say, the museum staff was surprised when the security video showed Tim taking the ancient weaving and then covering up with it while he took a nap in the back!

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

Spelling Words

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The Power of W.O.W.!

 Grammar: Fragments and
 Run-on Sentences

Sentence Fragments

A sentence must have a subject and a predicate to tell a complete thought. A **sentence fragment** is missing a subject, a predicate, or sometimes both.

fragment

Helped raise money for the soccer team.

Thinking Questions

Does this group of words have a subject that tells whom or what this sentence is about? Does it have a predicate that tells what happens or says something about the subject?

1–4. Write *sentence* if the group of words is a sentence. Write *fragment* if the group of words is not a sentence.

1. We made money for our team. _____
2. Held a fun fair for little kids. _____
3. Everyone on the team participated. _____
4. Activities all over the soccer field. _____

5–8. Write *subject* if the fragment is missing the part of the sentence that tells *whom* or *what*. Write *predicate* if the fragment is missing the part of the sentence that tells *what happens* or *what is*.

5. Tossed beanbags into a cardboard clown's mouth

6. A team member with a polar bear outfit

7. Posed for pictures with the bear _____
8. Kids with clown makeup _____

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Lesson 4
 READER'S NOTEBOOK

The Power of W.O.W.!
 Grammar: Fragments and
 Run-on Sentences

Run-on Sentences

A **run-on sentence** has two complete thoughts that run together. To correct a run-on sentence, write each complete thought as a separate sentence or form them into a compound sentence.

run-on sentence: They all worked together the project was a success.

separate sentences: They all worked together. The project was a success.

compound sentence: They all worked together, and the project was a success.

Thinking Questions

How many complete thoughts are in the sentence? Is there proper punctuation and capitalization or a conjunction?

Write *run-on* if the sentence is a run-on sentence. Write *correct* if the sentence is not a run-on sentence. For each run-on sentence, draw a line between the two complete thoughts.

1. We wanted to raise money, our class needed a new computer.

2. Some people suggested a bake sale some wanted an arts-and-crafts fair.

3. The class decided on an arts-and-crafts sale.

4. One group made picture frames, another made baskets.

5. Some parents helped also they made candleholders.

6. We sold our arts and crafts to parents and students in other grades.

Name _____ Date _____

Writing Complete Sentences

The Power of W.O.W.!
 Grammar: Fragments and
 Run-on Sentences

To change a sentence fragment to a complete sentence, first identify what information is missing. Then write a new sentence.

fragment	Worked together on a project.
complete sentence	Our school worked together on a project.
run-on	We raised money everyone had fun.
complete sentences	We raised money. Everyone had fun.

Thinking Questions

*What information is missing from a fragment?
How can I fix a run-on?*

1–3. Change each fragment to a complete sentence.

1. Made money for a new playground.

2. Supported the kids in their community.

3. Each class in school.

4–6. Rewrite each sentence correctly.

4. We had a fair we sold food from many countries.

5. One booth sold tacos, another sold pizza.

6. It was a success, we'll do it again next year.

Name _____ Date _____

Writing Titles

The Power of W.O.W.!
 Grammar: Spiral Review

When you write a title, capitalize

- the first word in the title.
- all important words in the title.
- a person's title, such as *Ms.* or *Dr.*

Do not capitalize *a*, *an*, or *the* unless it is the first word in the title.

1–4. Write each title correctly in the space below.

1. "the power of a community"

2. the dallas morning news

3. guide to volunteering

4. "how p.o.w.w.o.w. saved a program"

5–6. Write each sentence correctly in the space below.

5. The library has a copy of my favorite magazine, community service.

6. Doug read a great article on fundraising called "the basics of building support."

Name _____ Date _____

Sentence Fluency

The Power of W.O.W.!
 Grammar: Connect to Writing

When you edit your writing, make sure to correct all sentence fragments and run-on sentences. Many experienced writers make their writing flow smoothly by varying the length of their sentences.

For variety, combine two short, related sentences by inserting a comma and a conjunction between them. The words *and*, *but*, and *so* are conjunctions.

Dora got on her bike. She rode down the street.

Dora got on her bike, **and** she rode down the street.

1–5. Combine each pair of sentences using a comma and a conjunction. Use *and*, *but*, or *so*.

1. We belong to the service club at school. We find ways to help people.

2. Olivia was sick today. We took the homework assignment to her after school.

3. Every year, our class does a project to help the community. This year will not be different.

4. Gary called his friends to help. They were at football practice.

5. Dad cooks dinner every night. Bridget watches her little sister.

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Lesson 4
 READER'S NOTEBOOK

The Power of W.O.W.!
 Writing: Narrative Writing

Focus Trait: Organization

Why Events and Actions Happen

Good writers show or hint at why events happen and why characters act the way they do. The plot helps direct the actions of the characters. A plot has a beginning, middle, and end.

Plot Event or Action	Reason Why
The Words on Wheels program is in its last week.	The library has no more money to pay for gas or buy books.

Read each event or action from “The Power of W.O.W.!” Then give the reason why it happened.

Plot Event or Action	Reason Why
1. Ileana, Shane, and Jason decide to have a car wash.	
2. Ileana does not accept a donation from her uncle, Mr. Diaz.	
3. A television news van comes to the car wash.	
4. The car wash becomes busier, and the kids begin making more money.	