

Name _____ Date _____

Lesson 9
 READER'S NOTEBOOK

Dear Mr. Winston
Vocabulary Strategies:
 Antonyms

Antonyms

| | | | |
|---------|------------|--------|---------|
| honest | thoughtful | borrow | healthy |
| genuine | ashamed | guilty | nearby |

Read each sentence. Rewrite each using one of the antonyms above.

1. My wallet is made from fake leather.

2. I was proud when I threw the baseball through my neighbor's window.

3. We went shopping at a distant mall.

4. Monica asked if I could lend her my book.

5. My sister was sick.

6. I was lying when I said I liked to eat liver and onions.

7. She is a very thoughtless person.

8. My brother thinks that I am innocent of taking his baseball glove.

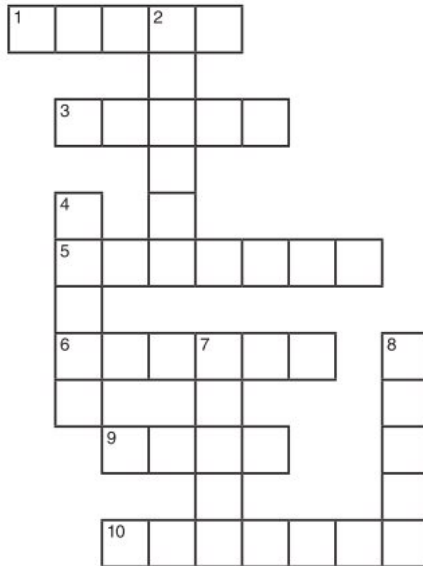
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Dear Mr. Winston
Spelling:
 Vowel + /r/ Sounds

Vowel + /r/ Sounds

Basic 1–10. Complete the puzzle by writing the Basic Word for each clue.


Across

1. unkind
3. a piece of cloth worn around neck or head
5. to make something ready
6. to mend
9. back

10. to discover differences and similarities

Down

2. not enough
4. a flash of light
7. a warning signal
8. to frighten

Challenge 11–14. You have watched a movie about taking a submarine trip deep in the ocean. Write a story about it. Use four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. spark
2. prepare
3. cheer
4. tear
5. scarf
6. scare
7. repair
8. earring
9. scarce
10. weird
11. sharp
12. rear
13. spare
14. gear
15. hairy
16. compare
17. alarm
18. harsh
19. upstairs
20. square

Challenge

 weary
 startle
 appear
 barnacle
 awareness

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Dear Mr. Winston
Spelling:
Vowel + /r/ Sounds

Spelling Word Sort

Write each Basic Word beside the correct heading.

| | |
|-----------------------------|---|
| <i>/îr/ spelled ear</i> | Basic Words: Challenge Words: |
| <i>/îr/ spelled eer</i> | Basic Words: |
| Other spellings for /îr/ | Basic Words: |
| <i>/är/ spelled ar</i> | Basic Words: Challenge Words: Possible Selection Words: |
| <i>/âr/ spelled are</i> | Basic Words: Challenge Words: |
| <i>/âr/ spelled air</i> | Basic Words: |
| Other spellings for /âr/ | Basic Words: Possible Selection Words: |

Spelling Words

1. spark
2. prepare
3. cheer
4. tear
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18. harsh
19. upstairs
20. square

Challenge

weary
startle
appear
barnacle
awareness

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through “Dear Mr. Winston.” Find words that have the vowel + /r/ spelling patterns in the chart. Add them to your Word Sort.

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Dear Mr. Winston
Spelling:
 Vowel + /r/ Sounds

Proofreading for Spelling

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

I'm so jazzed! On our way to visit my grandparents, we saw a Grizzly Giant. You're probably thinking we saw a huge black, heiry bear with sharpp teeth, or that maybe we saw a very tall, weard person wearing a teer-shaped diamond earing. Nope. The Grizzly Giant is at least 200 feet tall and 30 feet around. It's a Sequoia tree!

Dad shifted into first geer, pulled over, and stopped the car. We went for a walk to look at these giant trees and discovered that you can even walk through some of them!

We heard clapping and a loud cher coming from the visitors center. Since we were on vacation and had lots of spar time, we decided to explore. Inside, the park ranger told us the upsteirs theater had a short movie about the park. She looked at her squar-shaped watch and said the next show started in five minutes.

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

Spelling Words

1. spark
2. prepare
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Challenge

weary
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Compound Sentences

Dear Mr. Winston
Grammar: Compound and
Complex Sentences

A **compound sentence** has two simple sentences joined together. The separate sentences are joined by a comma (,) and a coordinating conjunction such as *and*, *or*, *but*, or *so*.

complete sentence **complete sentence**
Some people read books, and others talked quietly.
comma **coordinating conjunction**

Thinking Questions

Is the sentence made up of two simple sentences? Is one word a coordinating conjunction with a comma before it?

1–8. Underline the simple sentences in each compound sentence. Circle the coordinating conjunction.

1. The girls went to the library, and they worked on their project.
2. They could do a report, or they could write a skit.
3. The library was quiet, but the girls were getting noisy.
4. Sophie made a joke, so everyone laughed.
5. Ms. Walker came over, and she put her finger to her lips.
6. The library is for everyone, but people should be considerate of others.
7. People must work quietly, or they will disturb others.
8. The girls could be quieter, or they could work at Sophie's house.

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Complex Sentences

Dear Mr. WinstonGrammar: Compound and
Complex Sentences

A **complex sentence** is made up of a simple sentence and a dependent clause, or a group of words that has a subject and a predicate. The two parts are joined by a subordinating conjunction such as *after, although, because, before, until, if, since, and while*.

The snake slithered under a rock **simple sentence**
before the sun became too hot. **dependent clause**

Thinking Question

Is the sentence made up of a simple sentence and a dependent clause with a subordinating conjunction?

1–4. Read each complex sentence. Underline the simple sentence once. Underline the dependent clause twice. Circle the subordinating conjunction that joins the two.

1. Although Rodney loved most animals, he didn't like snakes.
2. Snakes startled him because they moved so quickly.
3. He ran away from a snake in the grass though he knew it wasn't poisonous.
4. He learned more about the snake after he saw it.

5–8. Write a complete sentence by adding a simple sentence to the dependent clause. Put a comma between the two parts of the complex sentence.

5. Because that snake is poisonous

6. Although this snake is large

7. While you are at the zoo

8. After you look at the snake exhibit

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Commas in Compound Sentences

Dear Mr. Winston
Grammar: Compound and
 Complex Sentences

A **compound sentence** has two or more complete thoughts joined together. Use a comma after each complete thought. Always put the comma before the coordinating conjunction.

Jane has a mouse, Mike has a snake, and I have a dog.

Thinking Question

Where is the coordinating conjunction?

1–6. Write each sentence. Put in commas where necessary.

1. I'm sorry my dog, Chipper, went into your yard and he will not do it again.

2. Chipper likes flowers so he wanted to smell your roses.

3. He crushed some plants but he didn't do it on purpose.

4. He jumped over the violets but he stepped on the daisies.

5. I looked over the fence I saw Chipper and I called him.

6. I could plant some more flowers or I could weed your garden for you.

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Kinds of Nouns

Dear Mr. Winston
 Grammar: Spiral Review

| Common Nouns | Proper Nouns | Singular Nouns | Plural Nouns |
|--------------|--------------|----------------|--------------|
| girl | Ann | apple | apples |
| city | Orlando | day | days |
| day | Thanksgiving | class | classes |
| month | June | fox | foxes |

1–3. Write each noun and tell whether it is *common* or *proper*.

1. Joe and Sal each sneaked a box into their classroom.

2. Several holes had been poked into each lid with a pencil.

3. That morning, Ms. Li heard a strange noise under her desk.

4–6. Write the plural form of the noun in parentheses.

4. (sandwich) The children were eating their _____.

5. (box) Then, the lids popped off the two _____.

6. (frog) Suddenly, _____ were jumping all over the room.

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Conventions

Dear Mr. Winston
Grammar: Connect to Writing

A **compound sentence** has two or more complete thoughts joined together. The separate ideas can be joined with a comma (,) and a conjunction such as *and, or, but, or so*.

Use a comma after each complete thought. Always put the comma before the conjunction.

Minnie is Alicia's dog. Alicia takes her everywhere.
 Minnie is Alicia's dog, and Alicia takes her everywhere.

1–6. Combine the simple sentences into one compound sentence. Use a conjunction to join the two sentences. Use commas correctly.

1. The ice cream shop was empty. Alicia went in.

2. She put her bag on the counter. She looked at the menu.

3. The bag moved. A tiny dog peeked out.

4. The lady behind the counter smiled. She spoke seriously.

5. You can't bring pets here. You can bring service animals.

6. You can leave the dog outside. You can come back later.

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Dear Mr. Winston
Writing: Informational Writing

Focus Trait: Evidence

Opinions, Reasons, and Details

Good writers support their ideas with details and reasons. When you explain your thoughts in an essay, group your evidence and related ideas together so they make sense to readers. Include only those ideas that are relevant to your topic.

The organization of your essay will depend on your topic. For example, if you are explaining a process, describe the process in the proper order.

| | |
|-------------------------|---|
| Main Idea | Cara in "Dear Mr. Winston" is a likeable character. |
| Unrelated Detail | Mr. Winston knew Cara for several years. |
| Relevant Detail | She makes an honest mistake when she accidentally tells him who sold her the snake. |

Read each idea about "Dear Mr. Winston." Write two related, relevant details to support each idea.

1. **Idea:** Cara truly wants to know more about her snake.

Detail _____

Detail _____

2. **Idea:** Cara's father is more upset than her mother is.

Detail _____

Detail _____
