

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

## Using Reference Sources

<sup>1</sup> **sur-vey** /sər vā'/ v. [ME, from *surveien*, to look over + to see]

1. To question a group of people to gather their opinions
2. To look closely at someone or something to make a decision
3. To measure a plot of land

<sup>2</sup> **sur-vey** /sûr' vā/ n.

4. A specific set of questions used to gather information

**Dangerous Crossing**  
**Vocabulary Strategies:**  
 Using Reference Sources

**1–4. Read the dictionary entry for *survey*. Write the number of the definition that best fits the meaning of the underlined word.**

1. The captain surveyed the valley looking for a place to camp.\_\_\_\_\_
2. The revolutionary conducted a survey of all townspeople to see how they felt about the British laws.\_\_\_\_\_
3. The engineer will survey the land before the new bank is built.\_\_\_\_\_
4. Jane will survey the girls, and Dan will survey the boys about their interest in student government.\_\_\_\_\_

**bracing** *adj.*

Causing or giving energy and liveliness

**Synonyms** energizing, refreshing, invigorating, renewing

**embark** v.

To set out on an adventure

**Synonyms** begin, launch, approach, commence, enter, initiate

**5–6. Replace the underlined word with a synonym from the sample thesaurus entries above.**

5. The bracing wind felt good on the soldier's hot face.\_\_\_\_\_
6. Before embarking on the journey across the Delaware River, General Washington worried about the enemy soldiers following his troops.  
\_\_\_\_\_

**shattered** *adj.* Broken into pieces by force; smashed

**Write a sentence using the glossary word above. Use the word in the same way as given.**

7. \_\_\_\_\_

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

**Lesson 11**  
 READER'S NOTEBOOK

**Dangerous Crossing**  
 Spelling: VCCV Pattern

# VCCV Pattern

**Basic Write the Basic Word that best completes each sentence.**

1. My family is beginning a \_\_\_\_\_ to the country.
2. First, we drive through a winding \_\_\_\_\_ under the bay.
3. I tap my mother on her \_\_\_\_\_ and ask how much farther we have to go.
4. She shrugs and says \_\_\_\_\_ 40 miles.
5. I \_\_\_\_\_ we stop for a snack, and Mom says we'll be at the picnic grounds shortly.
6. We buy three pounds of peaches from a farmer for one dollar. What a \_\_\_\_\_ !
7. Soon we pass forests full of beautiful, sturdy \_\_\_\_\_ .
8. Few trees grow around our house, but they are \_\_\_\_\_ in the country.
9. When we finally \_\_\_\_\_ at the picnic grounds, I feel a little sad.
10. I \_\_\_\_\_ that getting somewhere is half the fun!

**Challenge 11–14. Write a paragraph about something you learned while on a trip or an outing. Use four of the Challenge Words. Write on a separate sheet of paper.**

**Spelling Words**

1. bargain
2. journey
3. pattern
4. arrive
5. object
6. suppose
7. shoulder
8. permit
9. sorrow
10. tunnel
11. subject
12. custom
13. suggest
14. perhaps
15. lawyer
16. timber
17. common
18. publish
19. burden
20. scissors

**Challenge**

 narrate  
 mentor  
 attempt  
 collide  
 ignore

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

**Lesson 11**  
READER'S NOTEBOOK**Dangerous Crossing**  
Spelling: VCCV Pattern

# Spelling Word Sort

Write each Basic Word beside the correct heading.

VC/CV: divide between double consonants	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
VC/CV: divide between different consonants	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

**Spelling Words**

1. bargain
2. journey
3. pattern
4. arrive
5. object
6. suppose
7. shoulder
8. permit
9. sorrow
10. tunnel
11. subject
12. custom
13. suggest
14. perhaps
15. lawyer
16. timber
17. common
18. publish
19. burden
20. scissors

**Challenge**

narrate  
mentor  
attempt  
collide  
ignore

**Challenge** Add the Challenge Words to your Word Sort.**Connect to Reading** Look through *Dangerous Crossing*. Find words that have the VCCV syllable patterns on this page. Add them to your Word Sort.

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

**Lesson 11**  
 READER'S NOTEBOOK

**Dangerous Crossing**  
 Spelling: VCCV Pattern

# Proofreading for Spelling

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

I, Ben Franklin, was born in Boston and attended the Latin School. As is the custem, I was apprenticed to my older half-brother, James, a printer in Philadelphia. Since age 12, I have helped publish the colonies' first independent newspaper, *The New-England Courant*. Using a patern, I cut paper to size with big scisors and set lead type. Our last job was an announcement for a new lawer. I was bold enough to sugest that I write a column. To my sorow, James didn't permitt it, so I write under a pseudonym, Mrs. Silence Dogood. Her letters to the editor are the talk of the town. Will James purhaps obgett when he learns the truth? I supose he might. Someday I will speak openly on any subjeck that pleases me. But until I arive at that day, I will continue to speak through my secret pen name, Silence.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

**Spelling Words**

1. bargain
2. journey
3. pattern
4. arrive
5. object
6. suppose
7. shoulder
8. permit
9. sorrow
10. tunnel
11. subject
12. custom
13. suggest
14. perhaps
15. lawyer
16. timber
17. common
18. publish
19. burden
20. scissors

**Challenge**

narrate  
 mentor  
 attempt  
 collide  
 ignore

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

# Subject Pronouns

**Dangerous Crossing**  
**Grammar:** Subject and Object Pronouns

A **pronoun** is a word that takes the place of a noun. A **subject pronoun** performs the action of the verb in a sentence.

**subject pronoun**

<b>singular</b>	<b>plural</b>
I	we
you	you
he, she, it	they

**Thinking Questions**
*Who or what is the subject of the sentence?*
*What word can you replace the subject with?*

Jane read her history text.                      She read her history text.

Ed and Mark studied for the test. They studied for the test.

**1–5. Underline the subject and circle the verb in each sentence. Replace the noun(s) with a subject pronoun.**

1. Ken, Lee, and Martha want to write a play about the Revolutionary War.

\_\_\_\_\_

2. Ken begins researching the topic. \_\_\_\_\_

3. The play takes many weeks to plan. \_\_\_\_\_

4. Harry builds the sets for the play. \_\_\_\_\_

5. The story focuses on the ride of Paul Revere. \_\_\_\_\_

**6–10. Underline the correct subject pronoun(s) in each sentence.**

6. (They, Them) are changing the rehearsal schedule.

7. (We, You) would like to hear your opinion.

8. (You, I) were just voted director of the play.

9. Mark and (me, I) will make the costumes.

10. However, (he, him) and (I, me) will ask others to help.

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

# Object Pronouns

**Dangerous Crossing**

 Grammar: Subject and  
 Object Pronouns

A **pronoun** is a word that takes the place of a noun. An **object pronoun** takes the place of a noun used after an action verb or after a word such as *to*, *for*, *with*, *in*, or *out*.

**singular object pronouns:** me, you, him, her, it

**plural object pronouns:** us, you, them

History is easy for Liam. History is easy for him.

Lars went with Mike and Aiden. Lars went with them.

**Thinking Question**

*Whom or what is receiving the action of the sentence?*

**Activity** Read each sentence pair. Put an (X) on the blank by the sentence with the correct object pronoun.

- Ken wanted me to play Paul Revere.  
 Ken wanted I to play Paul Revere.
- He offered parts in the play to he and she.  
 He offered parts in the play to him and her.
- Martha emailed copies of the script to we.  
 Martha emailed copies of the script to us.
- It was a good way for them to study history.  
 It was a good way for they to study history.
- Sarah didn't like the way the costume fit she.  
 Sarah didn't like the way the costume fit her.
- The director called they on the phone.  
 The director called them on the phone.
- My parents applauded loudly for I.  
 My parents applauded loudly for me.

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

# Pronoun and Antecedent Agreement

**Dangerous Crossing**  
 Grammar: Subject and  
 Object Pronouns

A **pronoun** is a word that takes the place of a noun. An **antecedent** is the word the pronoun replaces or refers to. A pronoun and its antecedent must agree in number and gender.

pronoun	sentence	antecedent
I	I am <u>Emily</u> .	Emily
you	<u>You</u> are <u>Jana</u> .	Jana
he	<u>He</u> is <u>Jarro</u> d.	Jarro
she	My <u>dog</u> barks when <u>she</u> plays.	dog
they	My <u>dogs</u> rest after <u>they</u> exercise.	dogs

**Thinking Questions**

Whom or what is the pronoun representing?  
 Is the noun singular or plural? Male or female?

**Activity** Underline the pronoun and circle the antecedent in each sentence.

- Joshua said he would dim the lights from backstage.
- Mary turned on the flashlight, but it did not work.
- Lucy hoped she had extra batteries in her pocket.
- Andy's friends helped him practice his lines for the play.
- The class shouted, "We are going to be great tonight!"
- "Bart and Gary, you will help people in the audience find their seats," said the principal.

**Lesson 11**

READER'S NOTEBOOK

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

# Correlative Conjunctions

**Dangerous Crossing**  
Grammar: Spiral Review

**Correlative conjunctions** are used in pairs. They connect two parallel parts of a sentence, such as two nouns, two adjectives, or two clauses.

**Neither** General Washington **nor** his soldiers knew how the battle would turn out.

**Whether** they would win **or** they would lose, they knew they had to fight.

either/or

whether/or

neither/nor

not only/but also

both/and

**Activity** Fill in the blanks. Choose a pair of correlative conjunctions from the word box to complete each sentence.

- The rough water of the river \_\_\_\_\_ rolled the boat from side to side \_\_\_\_\_ pitched it back and forth.
- The men worried that the boats would \_\_\_\_\_ capsize \_\_\_\_\_ break apart before they reached the other side.
- They wondered \_\_\_\_\_ to keep going \_\_\_\_\_ to turn back.
- General Washington endured the same suffering as his soldiers, but he \_\_\_\_\_ complained \_\_\_\_\_ gave up hope.
- Washington was concerned about \_\_\_\_\_ his men's physical safety \_\_\_\_\_ their mental well-being.



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

# Connect to Writing

**Dangerous Crossing**  
 Grammar: Connect to Writing

Pronouns are useful words. Good writers use pronouns to avoid repeating the same nouns in every sentence.

Dana always calls me when Dana wants to do history homework.

Dana always calls me when she wants to do history homework.

**Activity Rewrite each sentence. Replace the repeated noun(s) with the correct pronoun(s).**

1. Kara will be unhappy if Kara is late to class.

\_\_\_\_\_

2. Will and Matt took notes when Will and Matt read about John Adams.

\_\_\_\_\_

3. Both students were nervous before both students presented to the class.

\_\_\_\_\_

4. Matt does research every night after Matt eats dinner.

\_\_\_\_\_

5. "Let me read your paper when your paper is done," said Mother.

\_\_\_\_\_

6. Matt mailed Will's notes to Will on Thursday.

\_\_\_\_\_

7. Will felt proud after Will presented to the class.

\_\_\_\_\_

8. Matt and Will won awards and put the awards on a shelf.

\_\_\_\_\_

**Lesson 11**

READER'S NOTEBOOK

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

# Focus Trait: Elaboration

## Use Convincing Words

**Dangerous Crossing**  
Writing: Opinion Writing

Clear Position	Unclear Position
People should be willing to adopt shelter animals of all ages, not only puppies and kittens.	People usually adopt just puppies and kittens from animal shelters.

**A. Read the given topic and write a sentence that clearly states and elaborates on your position on the issue. Use words that are clear and convincing.**

1. Using bicycles for transportation

---



---

2. Picking teams for gym class

---



---

<b>Position:</b> The library should buy the books students want to read.	
Persuading Classmates	Persuading a Newspaper Editor
Wouldn't you use the library more if it had better books?	If the library had books by popular authors, students would use the library more often.

**B. Read the given position below. Write a supporting sentence to connect with and persuade each target audience.**

**Pair/Share** Work with a partner to brainstorm arguments that each audience might have with your position.

**Position:** Students should be able to use the school gym on weekends.

3. Persuading the school principal:

---



---

4. Persuading a caregiver:

---



---

Writing

168

Grade 5, Unit 3

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.