

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

## Figurative Language

Read the set of sentences in each item. Circle context clues that help you understand the underlined expression. Then rewrite the underlined expression in your own words.

**Can't You Make Them Behave, King George?**  
**Vocabulary Strategies:**  
 Figurative Language

1. The king's face was like a thundercloud when he heard the news. He frowned at the messenger and slammed the door.  
 \_\_\_\_\_
2. The colonists were a thorn in the side of the king. Every time he thought of their rebellion, he became irritated.  
 \_\_\_\_\_
3. He swallowed his pride. Then he said he was sorry for losing the colonies. \_\_\_\_\_
4. The battle took them a step further down the road to independence. They were excited about their victory.  
 \_\_\_\_\_
5. The soldier felt like a limp dishrag after the long march. He could barely stand upright.  
 \_\_\_\_\_
6. The darkness blanketed the sleeping soldiers lying on the field. Only the white hospital tent could be seen.  
 \_\_\_\_\_
7. The king was caught off guard by the defeat of his army. It took him a long time to understand what happened.  
 \_\_\_\_\_
8. The king's advisors clucked at him like hens. Finally, the king plugged his ears and walked away.  
 \_\_\_\_\_

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**Lesson 12**  
 READER'S NOTEBOOK

**Can't You Make Them Behave, King George?**

Spelling: VCV Pattern

# VCV Pattern

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

1. *Fire department* is to *fire* as \_\_\_\_\_ *department* is to *crime*.
2. *Job* is to *task* as *prize* is to \_\_\_\_\_ .
3. *Noise* is to *quiet* as *calm* is to \_\_\_\_\_ .
4. *Quick* is to *slow* as *good* is to \_\_\_\_\_ .
5. *Old* is to *young* as *ancient* is to \_\_\_\_\_ .
6. *Nile* is to *river* as *United States* is to \_\_\_\_\_ .
7. *Thick* is to *thin* as *drab* is to \_\_\_\_\_ .
8. *Separate* is to *split* as *choose* is to \_\_\_\_\_ .
9. *Program* is to *television* as *food* is to \_\_\_\_\_ .
10. *Memo* is to *note* as *object* is to \_\_\_\_\_ .
11. *Special* is to *ordinary* as *approximate* is to \_\_\_\_\_ .
12. *Oak* is to *tree* as \_\_\_\_\_ is to *family*.

**Challenge 13–15.** Make a poster that encourages students at your school to participate in a Clean-Up Day for the environment. Use three of the Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

1. human
2. exact
3. award
4. behave
5. credit
6. basic
7. vivid
8. evil
9. modern
10. nation
11. robot
12. panic
13. select
14. cousin
15. item
16. police
17. prefer
18. menu
19. novel
20. deserve

**Challenge**

autumn  
 nuisance  
 logic  
 column  
 laser

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Spelling: VCV Pattern

# Spelling Word Sort

Write each Basic Word beside the correct heading. Show where the word is divided into syllables.

<b>V/CV: Divide before the consonant</b>	<b>Basic Words:</b>  <b>Challenge Words:«</b>  <b>Possible Selection Words:«</b>
<b>VC/V: Divide after the consonant</b>	<b>Basic Words:«</b>  <b>Challenge Words:«</b>  <b>Possible Selection Words:«</b>

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

**Connect to Reading** Look through *Can't You Make Them Behave, King George?* Find words that have the VCV syllable patterns on this page. Add them to your Word Sort.

**Spelling Words**

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**Challenge**

autumn  
nuisance  
logic  
column  
laser

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READER'S NOTEBOOK**Can't You Make Them Behave, King George?**

Spelling: VCV Pattern

# Proofreading for Spelling

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

Thomas Paine wasn't happy in England, his homeland. He tried to beheave in a way that would please his superiors, but he wasn't a robott. He had his own ideas—but they kept getting him in trouble. Then Paine met Ben Franklin, who told him to go to America. Franklin thought Paine would perfer the New World to England. Once in America, Paine discovered he could write well—not a novell, but vived prose. He wrote a pamphlet called *Common Sense* to encourage people to rise up against evill King George. To his creddit, Paine felt he did not deserve an aword for his work. He just wanted to live in a nashion with a moderne government that tried to meet the basick needs of all humman beings. He wrote other pamphlets, too, always encouraging people to be involved in government. He was glad he came to America.

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

**Spelling Words**

1. human
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**Challenge**

autumn  
nuisance  
logic  
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laser

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**Lesson 12**  
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**Can't You Make Them Behave, King George?**  
 Grammar: Verb Tenses

# Present and Past Tense

The **tense** of a verb shows the time of an action or event. Verbs in **present tense** show that an event is happening now or regularly. Verbs in **past tense** show that an event has already happened. To form the past tense of most verbs, you can add *-d* or *-ed*.

**present tense**

Today, most Americans live in or near cities.

**past tense**

Most of the American colonists lived on farms.

**Thinking Questions**

*When is the action occurring? Is it happening now, or is it over?*

**Activity** Write the verbs in each sentence and tell whether they are in present or past tense.

- Pedro shared how the New England colonists lived.  
\_\_\_\_\_
- During the summer break, he travels to Virginia and visits a living history museum.  
\_\_\_\_\_
- He bought a bottle that a glassblower created from melted sand.  
\_\_\_\_\_
- Pedro's little sister traveled with him, and she still remembers the trip.  
\_\_\_\_\_
- They both decided that the furniture in the houses seemed tiny.  
\_\_\_\_\_

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# Future Tense

**Can't You Make Them Behave, King George?**

Grammar: Verb Tenses

Verbs in **future tense** show that an event is going to happen. To form the future tense, use a helping verb such as **will**.

**present tense**

She learns about American history.

**future tense**

She will learn about American history.

To shorten a future tense verb, you can use a contraction.

She will learn contracts to she'll learn.

**Thinking Question**

*Is the action something that is going to happen?*

**Activity** Write the future tense of the verb in parentheses. Write both the full future tense and the contraction.

1. She (takes) a field trip with her class.

\_\_\_\_\_

2. They (visit) the site of a famous battle.

\_\_\_\_\_

3. She (sees) the bridge that she read about in school.

\_\_\_\_\_

4. They (talk) to the park ranger about the battle.

\_\_\_\_\_

5. The teacher calculates how much it (costs) to buy copies of a historic map for their classroom.

\_\_\_\_\_

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**Can't You Make Them Behave, King George?**  
 Grammar: Verb Tenses

# Consistent Tenses

Verb tenses help readers understand when different events in a story happen. To clearly show when events take place, choose the best tense for the situation. Change the tense only when you want to show a change in time.

Yesterday, we **started** to research our history project. Today, we **make** a poster for the presentations. We **will complete** the project next week.

**Thinking Questions**

*Does the paragraph make sense? Is the order of events clear?*

**Activity** Read the sentences and think about the relationship between events. Underline the verb that is in the wrong tense. Then write the correct verb.

1. Last weekend, Max finds an old diary in the attic and showed it to his mother. \_\_\_\_\_
2. The diary was dusty and they will wonder how old it was. \_\_\_\_\_
3. Max's mother reads the date on the first entry. She was so surprised, she almost dropped the diary on the floor. \_\_\_\_\_
4. Max couldn't believe that the diary will belong to someone who lived in 1774. \_\_\_\_\_
5. "This diary was older than the U.S.!" he says, and his mother laughs. \_\_\_\_\_

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# Complex Sentences

**Can't You Make Them Behave, King George?**  
 Grammar: Spiral Review

A **complex sentence** contains two groups of words: an **independent clause** that can stand on its own, and a **dependent clause** that adds meaning but cannot stand on its own. The dependent clause begins with a **subordinating conjunction**, such as *when*, *because*, *if*, or *although*. These conjunctions show the relationship between the two clauses.

**Independent clause:** Dave is working on his report.

**Dependent clause:** Because it is due next week.

**Subordinating conjunction:** Because

**Compound Sentence** (Note that it can either begin or end with the dependent clause.):

Dave is working on his report because it is due next week.

Because it is due next week, Dave is working on his report.

## 1–4. Circle the subordinating conjunction in each sentence.

- Dave found a book about women patriots while he was researching the Boston Tea Party.
- Although women rarely took part in political protests at that time, a group of women got together in 1774 in Edenton, NC.
- The women decided to boycott tea and other British goods because they thought the taxes were unfair.
- When people in Britain heard about the Edenton protest, they did not take the women seriously.

## 5–8. Underline the independent clause and circle the dependent clause in each sentence.

- Dave will return the book to the library after he completes his project.
- He wants to read about some of the other patriots because their stories are very interesting.
- If no other students need the book, Dave will ask the librarian if he can check it out for another week.
- Although math is his favorite subject, Dave is very interested in this chapter of history.



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## Connect to Writing

**Can't You Make Them Behave, King George?**  
 Grammar: Connect to Writing

**Using Present Tense**

In this movie, a boy carries messages between army camps during the Revolutionary War.

**Using Past Tense**

I thought the best part was when the boy got lost at night.

**Using Future Tense**

People probably will like the overhead shots of the battlefield.

**Activity** Choose the best tense for the verbs in parentheses. Rewrite the sentences to make the meaning clear.

- The movie (begin) when the boy's older brother (join) the militia.  
\_\_\_\_\_
- The firing cannons (be) so loud, I missed what the brother (tell) his captain.  
\_\_\_\_\_  
\_\_\_\_\_
- The story gets exciting when the boy (borrow) a horse after he (hurt) his ankle.  
\_\_\_\_\_  
\_\_\_\_\_
- When I (leave) the theater, I (want) to learn how to ride a horse.  
\_\_\_\_\_
- I (like) the movie so much that I (tell) my friends to see it.  
\_\_\_\_\_

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**Can't You Make Them Behave, King George?**  
Writing: Opinion Writing

# Focus Trait: Organization

## Presenting Reasons and Evidence

**Good writers can persuade readers by giving the pros and cons of different solutions to a problem. Reasons and evidence must be organized clearly and logically.**

**Clearly Organized Reasons:**  
 The American colonists felt that their opinions did not matter to the British government. They thought they needed more power within the government. They decided that the American colonies should ask for representation in British government. That way the colonists could better accept the government's decisions about taxes and other matters that affected them.

**Read the problem below. Explain why you think it is a problem. Then write one pro and one con for each given solution.**

**Problem:** Students have no variety in what they are able to buy for lunch.

**Reason:** \_\_\_\_\_

**Solution:** Students vote for a student representative who will help the cafeteria workers decide what to serve for lunch.

**Pro:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Con:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Solution:** The cafeteria could offer several different types of lunches.

**Pro:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Con:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Now write a reasonable solution to the problem.**

\_\_\_\_\_  
 \_\_\_\_\_