

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

# Adages and Proverbs

**Old Yeller**
**Vocabulary Strategies:**  
 Adages and Proverbs

Choose a word from the box to complete each adage or proverb.  
 Then write the meaning of the sentence below.

|         |         |         |
|---------|---------|---------|
| succeed | change  | receive |
| misery  | honesty | light   |
| earned  | safe    | join    |
|         | end     |         |

- It is better to give than to \_\_\_\_\_ .  
 \_\_\_\_\_
- A \_\_\_\_\_ is as good as a rest. \_\_\_\_\_  
 \_\_\_\_\_
- A penny saved is a penny \_\_\_\_\_ .  
 \_\_\_\_\_
- Many hands make \_\_\_\_\_ work.  
 \_\_\_\_\_
- All good things must come to a(n) \_\_\_\_\_ . \_\_\_\_\_
- If you can't beat them, \_\_\_\_\_ them. \_\_\_\_\_  
 \_\_\_\_\_
- \_\_\_\_\_ loves company.  
 \_\_\_\_\_
- If at first you don't \_\_\_\_\_ , try, try again. \_\_\_\_\_
- \_\_\_\_\_ is the best policy. \_\_\_\_\_
- It is better to be \_\_\_\_\_ than sorry.  
 \_\_\_\_\_

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**Lesson 7**  
 READER'S NOTEBOOK

**Old Yeller**  
 Spelling: More Vowel  
 + /r/ Sounds

# More Vowel + /r/ Sounds

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

1. wiggle, shake, \_\_\_\_\_
2. pray, meditate, \_\_\_\_\_
3. tired, exhausted, \_\_\_\_\_
4. look, gaze, \_\_\_\_\_
5. spin, whirl, \_\_\_\_\_
6. mumble, whisper, \_\_\_\_\_
7. ground, dirt, \_\_\_\_\_
8. investigate, explore, \_\_\_\_\_
9. smudge, streak, \_\_\_\_\_
10. perceptive, attentive, \_\_\_\_\_
11. dock, wharf, \_\_\_\_\_

**Challenge 12–14.** Write a journal entry about your career goals. Use at least three Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
8. worthwhile
9. nerve
10. pier
11. squirm
12. weary
13. alert
14. murmur
15. thirsty
16. reverse
17. worship
18. career
19. research
20. volunteer

### Challenge

yearn  
 engineer  
 interpret  
 dreary  
 external

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# Spelling Word Sort

Write each Basic Word beside the correct heading.

|                            |   |
|----------------------------|---|
| /ûr/<br>spelled <i>ear</i> | Basic Words:<br>Challenge Words:<br>Possible Selection Words: |
| /ûr/<br>spelled <i>ir</i>  | Basic Words:<br>Possible Selection Words:                     |
| /ûr/<br>spelled <i>ur</i>  | Basic Words:<br>Possible Selection Words:                     |
| /ûr/<br>spelled <i>er</i>  | Basic Words:<br>Challenge Words:                              |
| /ûr/<br>spelled <i>or</i>  | Basic Words:  |
| /îr/<br>spelled <i>eer</i> | Basic Words:<br>Challenge Words:                              |
| /îr/<br>spelled <i>ear</i> | Basic Words:<br>Challenge Words:<br>Possible Selection Words: |
| /îr/<br>spelled <i>ier</i> | Basic Words:<br>Possible Selection Words:                     |

**Spelling Words**

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**Challenge**

 yearn  
 engineer  
 interpret  
 dreary  
 external

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

**Connect to Reading** Look through *Old Yeller*. Find words with /ûr/ and /îr/ spelling patterns. Add them to your Word Sort.

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**Lesson 7**  
 READER'S NOTEBOOK

**Old Yeller**  
 Spelling: More Vowel  
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# Proofreading for Spelling

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

My great-grandpa Virgil grew up in coastal Texas in the 1880s. As a boy, he had a dog, Grizzle, who was bigger than the biggest dog you ever saw. They appear to have been good buddies, according to some old letters my mom found in the attic during her family resurch. Grizzle once fell down a well, and Virgil pulled him out. To repay this worthwile favor, Grizzle went for help later when Virgil was nearly bernt in a fire. Grizzle had a long, happy carear as a dog-of-all-trades and master voluntier. He had more nearve than most people. A ferther valuable trait was his sense of direction. He always led the weery wanderers home, no matter how far away Virgil and his friends strayed. Always aleart, Grizzle had no peare on this eairth.

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

**Spelling Words**

1. earth
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**Challenge**

yearn  
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**Lesson 7**  
READER'S NOTEBOOK**Old Yeller**  
Grammar: Direct and  
Indirect Objects

## Direct Objects

In a sentence, a **direct object** is a person, place, or thing that receives the action of the verb. The direct object can be either a noun or a pronoun (*it, someone, him*).

**direct object**

*The dog loved the boy.*

**Thinking Question**  
*What word tells who or what receives the action of the verb?*

**Activity Underline the direct object in each sentence.**

1. Papa is herding cattle.
2. Mama will fix the fence.
3. Last month, a mountain lion attacked our neighbors' cow.
4. Their hired man saw it.
5. That story frightened me.
6. Our parents warned us to stay on the ranch.
7. I will never forget the bear we met in the woods.
8. After that time, we paid attention.

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**Lesson 7**  
 READER'S NOTEBOOK

**Old Yeller**  
 Grammar: Direct and  
 Indirect Objects

# Compound Direct Objects

A **compound direct object** is two or more objects that receive the action of the same verb. The objects can be nouns, pronouns, or both. The object forms of personal pronouns are *me, you, her, him, it, us, you, them*.

*Mama called Papa, the hired man, and my brother.*

*Mama called my brother and me. (Not my brother and I)*

**Thinking Question**

*What words tell who or what receives the action of the verb?*

**1–5. In each sentence, underline the compound direct object.**

1. I gathered a hammer, nails, and glue.
2. I fixed the fence, the barn, and the front door.
3. We welcomed our neighbors and some traveling musicians.
4. The musicians entertained our neighbors and us.
5. After the music and some dancing, we served food and drink.

**6–8. Underline the incorrect object pronouns. Write the correct ones.**

6. Papa says the darkness never scared Mama or he. \_\_\_\_\_
7. The moon and stars helped they and us see better. \_\_\_\_\_
8. Still, you won't find my brother or I out after dark. \_\_\_\_\_

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**Lesson 7**  
 READER'S NOTEBOOK

**Old Yeller**  
**Grammar:** Direct and  
 Indirect Objects

# Indirect Objects

An **indirect object** is a noun or a pronoun that comes between the verb and the direct object. An indirect object tells to or for whom or what the action of the verb is done.

A sentence that has an indirect object must have a direct object.

**indirect object**      **direct object**

*Papa gave his horse a pat on the head.*

**Thinking Question**

*To whom or what or for whom or what is the action of the verb done?*

**Activity** Underline the indirect object and draw two lines under the direct object.

1. Our cousins showed us the swimming hole on their ranch.
2. They handed us fishing poles.
3. We brought the ducks and geese small pieces of bread.
4. I showed Papa my catch of the day, a piece of wood!
5. We took the cows and horses their feed.
6. When we returned to our cousins' house, they got us a snack.
7. In the evening, our aunt gave our cousins and us supper.
8. After dinner, we told our aunt, uncle, and cousins the tale of Old Yeller and Arliss.

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**Lesson 7**  
READER'S NOTEBOOK**Old Yeller**  
Grammar: Spiral Review

# Kinds of Sentences

## Four Kinds of Sentences

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Declarative sentence</b>   | There are bears in the forest. |
| <b>Interrogative sentence</b> | Did you see the bear?          |
| <b>Imperative sentence</b>    | Do not go near the bear.       |
| <b>Exclamatory sentence</b>   | Watch out for the bear!        |

**Activity** Write each sentence. Add the correct end punctuation. The kind of sentence is shown in parentheses.

1. Bears hunt for blueberries in the woods (declarative)

\_\_\_\_\_

2. Did you find any blueberry bushes (interrogative)

\_\_\_\_\_

3. Pick some blueberries (imperative)

\_\_\_\_\_

4. I love blueberries (exclamatory)

\_\_\_\_\_

5. The campers saw a bear near the tents (declarative)

\_\_\_\_\_

6. The bear is looking for food (declarative)

\_\_\_\_\_

7. Put your food in a bear bag (imperative)

\_\_\_\_\_

8. Can unwrapped fresh food attract bears (interrogative)

\_\_\_\_\_



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# Connect to Writing

**Old Yeller**  
 Grammar: Connect to Writing

|  |  |
|--|--|
| <b>Direct Objects and the Same Verb</b>                            | <b>Combined Sentence with Compound Direct Object</b> |
| The bear ate some berries. The bear ate a fish.                    | The bear ate some berries and a fish.                |
| <b>Direct Objects and the Same Verb</b>                            | <b>Combined Sentence with Compound Direct Object</b> |
| I could plant tomatoes. I could plant corn. I could plant lettuce. | I could plant tomatoes, corn, or lettuce.            |

**Activity** Combine each set of sentences to form one sentence that includes all the direct objects.

1. Papa rode the big red stallion. Papa rode the bay mare. Papa rode the palomino.

---

2. Mama made quilts for our beds. She made cloth for our curtains. She made soap for our baths.

---



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3. When we were in the wagon train, we saw hawks circling. We saw mountain lions watching. We saw deer running.

---



---

4. I want fried chicken for supper. I want corn for supper.

---

5. While walking, don't disturb birds' nests. Don't disturb other wildlife.

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**Lesson 7**  
 READER'S NOTEBOOK

**Old Yeller**  
 Writing: Informative Writing

# Focus Trait: Elaboration

## Adding Direct Quotations and Precise Details

| General Detail (Weak)                                | Precise Detail (Strong)  |
|--|--|
| Old Yeller growled at the bear.<br>He looked fierce. | Old Yeller's lips pulled back from his teeth in a vicious snarl.<br>He snapped and lunged with all his weight at the bear. |

**A. Read each statement without support on the left. Then add quotations from "Old Yeller" that elaborate on and support the statement.**

| Without Support (Weak)                         | With Support (Strong) |
|--|-----------------------|
| 1. Travis cared for his brother.               |                       |
| 2. Travis's feelings about Old Yeller changed. |                       |

**B. Read each sentence. Then rewrite it to make the detail more precise. Add words that show rather than tell the information.**

**Pair/Share** Work with a partner to brainstorm more exact ways to elaborate on each detail.

| General Detail                     | Precise Detail |
|------------------------------------|----------------|
| 3. He heard the sound of the bear. |                |
| 4. He got ready to act.            |                |
| 5. He felt relieved.               |                |