

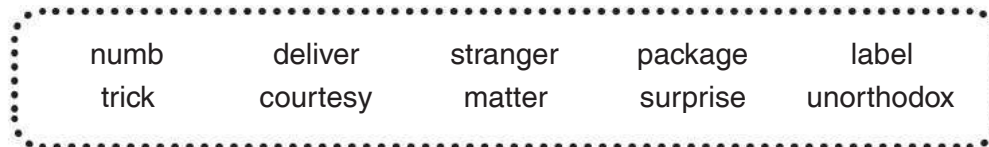
Name _____ Date _____

Lesson 1
READER'S NOTEBOOK

**A Package for
Mrs. Jewls**
Vocabulary Strategies:
Using Context

Using Context

The items below include two sentences. Choose a word from the box to fill in the blank so the second sentence restates the italicized idea in the first. Use context clues to help you choose the correct word.



- Louis began to *lose the feeling* in his fingers. His hands became _____.
- It was *a box wrapped in brown paper*. A _____ had come in the mail.
- His visit was *not expected*. The students enjoyed the _____.
- Safety was *a serious subject*. Our committee discussed the _____.
- The *directions on the bottle* were "once a day." Medicines always come with a _____.
- Good manners* make life easier. It pays to practice _____.
- An *unknown teenager* came to the park. The class avoided the _____.
- The *practical joke* upset a few of the boys. A _____ is not always funny.
- My aunt *brought* a present. She was excited to _____ it to my sister.
- The teacher had a *peculiar* system. Her instruction was _____.

Lesson 1
READER'S NOTEBOOK

A Package for Mrs. Jewls
Spelling: Short Vowels

Name _____ Date _____

Short Vowels

Basic Write the Basic Word that best completes each group.

1. a force, a pull, _____
2. cheap, miserly, _____
3. rock, teeter, _____
4. pledge, vow, _____
5. panicky, excited, _____
6. stack, batch, _____
7. unfeeling, deadened, _____
8. pep, power, _____
9. speedy, fast, _____
10. crumple, squash, _____
11. amusing, silly, _____
12. point, aim, _____
13. hard, strong, _____
14. climate, temperature, _____
15. clutch, grab, _____

Challenge 16–18. Imagine you are hiking up a mountain. Describe the experience. Use three of the Challenge Words.

Spelling Words

1. breath
2. wobble
3. blister
4. crush
5. direct
6. promise
7. grasp
8. numb
9. hymn
10. shovel
11. gravity
12. frantic
13. swift
14. feather
15. comic
16. bundle
17. solid
18. weather
19. energy
20. stingy

Challenge

instruct
 distress
 summit
 massive
 physical

Name _____ Date _____

Lesson 1
READER'S NOTEBOOK**A Package for
Mrs. Jewls**
Spelling: Short Vowels

Spelling Word Sort

Write each Basic Word beside the correct heading.

ă	Basic Words: Challenge Words: Possible Selection Words:
ē	Basic Words: Challenge Words: Possible Selection Words:
ĩ	Basic Words: Challenge Words: Possible Selection Words:
õ	Basic Words: Possible Selection Words:
ũ	Basic Words: Challenge Words: Possible Selection Words:

Spelling Words

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Challenge

instruct
distress
summit
massive
physical

Challenge Add the Challenge Words to your Word Sort.**Connect to Reading** Look through *A Package for Mrs. Jewls*. Find words that have short vowel sounds. Add them to your Word Sort.

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 Spelling: Short Vowels

Proofreading for Spelling

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

Today I planted a hundred apple seeds. The wether is fine and dandy. This morning, it was so cool that I saw my breth. A little chickadee followed me along today. His short himm to the sun made my work as light as a fether. I wish I were as fast as that tiny bundel of energie. My shovle rubbed a blyster on my hand. This evening it is numm. By day's end, my bag of seeds was getting heavy. But as long as I can wobbel along, I will not be stinly with my seeds. Boys and girls need apples to krush into apple cider. They love apple butter and apple pie, too!

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

Spelling Words

1. breath
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Challenge

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Name _____ Date _____

Lesson 1
 READER'S NOTEBOOK

**A Package for
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 Grammar: Complete Sentences

Simple Subjects and Simple Predicates

A sentence is a group of words that expresses a complete thought. Every sentence has two parts: a subject and a predicate. The **simple subject** is the main word that tells whom or what the sentence is about. The **simple predicate** is the main word that tells what the subject is or does. When a sentence is a command, the subject is understood but not stated.

simple subject simple predicate

The school staff awaited the delivery of the package.

[You] Hold the door open, please.

Thinking Questions

*What word tells
 whom or what the
 sentence is about?*

*What word tells what
 the subject is or
 does?*

1–4. Read the complete sentences below. Underline the simple subject and circle the simple predicate.

1. Frank delivered packages and mail to the school every day.
2. The package in the brown box was by far the heaviest.
3. The contents of the box weighed over 50 pounds!
4. Luckily he spotted Louis in the doorway.

5–7. Read the complete sentences below. Write the simple subject and circle the simple predicate.

5. The early morning is a busy time for the school principal. _____
6. Wait by the classroom door. _____
7. The teacher wrote the directions on the board. _____

Name _____ Date _____

Lesson 1
 READER'S NOTEBOOK

**A Package for
 Mrs. Jewls**
 Grammar: Complete Sentences

Sentence Fragments

A sentence is a group of words that expresses a complete thought. A **sentence fragment** is a group of words that does not express a complete thought.

sentence fragment

Whenever the students are outside.

Thinking Question

Does this group of words tell whom or what and also what is or what happens?

1– 6. Write whether the group of words is a *sentence* or a *sentence fragment*.

1. The school held a cleanup day. _____
2. Bottles, pencils, wrappers, and other trash. _____
3. Whoever picks up the most garbage. _____
4. There will be prizes for the students. _____
5. Students need to keep the schoolyard clean. _____
6. The overflowing garbage barrels. _____

7–10. Read the sentence fragments below. Write whether the sentence fragment needs a subject or a predicate in order to be a complete sentence.

7. trash like bottles, paper, and cans _____
8. recycling these materials here _____
9. picked up garbage on the beach on Saturday _____
10. students from Mr. Martinez's class _____

Name _____ Date _____

Lesson 1
 READER'S NOTEBOOK

**A Package for
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Grammar: Complete Sentences

Writing Complete Sentences

Every sentence has two parts: a subject and a predicate.
 The subject tells whom or what the sentence is about.
 The predicate tells what the subject is or does. The complete sentence expresses a complete thought.

sentence fragment

The birds, frogs, and crickets at the lake (needs predicate)

complete sentence

The birds, frogs, and crickets at the lake fascinated the visiting students.

Thinking Questions

*Does each group of words tell whom or what the sentence is about?
 Does it tell what is or what happens?*

Activity Read the sentence fragments. Write a subject or predicate to complete the sentence fragment and make a complete sentence.

1. _____ was very helpful to Tanesha.
2. Jennifer's favorite class _____ .
3. _____ gave a very interesting slide show about turtles.
4. The _____ were covered with diagrams.
5. Students who planned experiments _____ .
6. _____ is about the rain forest and its animals.
7. Those clothes, books, and computer supplies _____ .
8. Students from the fifth grade class _____ .

Name _____ Date _____

Lesson 1
 READER'S NOTEBOOK

**A Package for
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 Grammar: Spiral Review

Possessive Nouns

Singular Noun	Singular Possessive Noun	Plural Noun	Plural Possessive Noun
Carla	Carla's hat	buckets	buckets' handles
book	book's chapters	people	people's ideas

1–4. Write the possessive form of the noun in parentheses.

- (students) The _____ mouths were opened in shock.
- (box) They could not believe the _____ contents.
- (Today) _____ activity is examining plants.
- (Sam) _____ stomach ached from laughing so hard.

5–8. Combine the sentences using possessive nouns. Write the new sentence on the line.

5. The classroom had glass doors. The glass doors were closed.

6. The students were using computers. The computers belonged to the school.

7. The coughing disturbed the students and their two teachers. The principal was coughing.

8. The robots rushed toward the door. The robots belonged to the teachers.

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Grammar: Connect to Writing

Connect to Writing

You can fix a fragment by combining it with a complete sentence or another fragment.

Sentence and Fragment	Complete Sentence
Seth and his brothers all went to school. In the city.	Seth and his brothers all went to school in the city.
Fragments	Complete Sentence
The school in Dallas. Has lots of fun things to do.	The school in Dallas has lots of fun things to do.

1–8. Read each pair of sentence fragments. Fix the fragments to make a complete sentence. Write the new sentence on the line.

1. Abel's friend Sasha. Was absent from school today.

2. Won the contest! The school's quiz team.

3. Is old but good. My computer.

4. Brett and Jemaine. Are lab partners in biology class.

5. Will get a prize. The very first student.

6. Thirty-seven blackbirds in the park. The students counted.

7. Is the place an animal lives. A habitat.

8. Rose in the test tube. The level of the liquid.

Lesson 1
READER'S NOTEBOOK

**A Package for
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Writing: Narrative Writing

Name _____ Date _____

Focus Trait: Purpose

Adding Vivid Words and Details

Without Details	With Details
Tamara found a box. She ran to the classroom.	In a cupboard in the library, Tamara found a mysterious box full of old essays. She ran to the classroom to show her teacher.

A. Read each sentence without details on the left. Then add words and details to fill in the blanks and show the events and your purpose more clearly.

Without Details (Unclear)	With Details (Clear)
1. Angela walked over to the gym. She saw her friend Misha there.	After _____, Angela _____ to the gym. She saw her friend Misha there _____.
2. We were reading when we heard a strange noise.	We were reading _____ when we heard a noise _____.

B. Read each sentence. Think about your purpose, then rewrite the sentence to make the events more understandable and meaningful. Add vivid words and details.

Pair/Share Work with a partner to brainstorm vivid words and details for your sentences.

Without Details	With Details
3. We had a long spelling bee.	
4. It started in the morning.	
5. Katia got stuck on a hard word.	