

Name _____ Date _____

Prefixes *non-*, *un-*, *dis-*, *mis-*

The words in the box begin with a prefix. Choose a word to fill in the blank and complete each sentence. Use context clues and the prefix meanings that are shown to help you.

A Royal Mystery
Vocabulary Strategies:
 Prefixes *non-*, *un-*, *dis-*, *mis-*

unfamiliar	uncertain	unlikely	nondairy
nonproductive	disagree	discomfort	discontented
misconduct	misled	misplace	misunderstand

“not”

- The new chef is _____ with that recipe. She has not seen it before.
- Poorly fitting shoes will cause the feet _____.
- With regular study habits, failing the science test is _____.
- Keep thinking about the good things in life to avoid feeling _____.
- People who cannot drink milk use _____ products.
- We are _____ of what time the guest speaker will arrive.
- In most cases, it is _____ to worry about the past.
- The two groups _____ about the best way to solve the problem.

“wrong”

- An audience was _____ by the magician's illusion. They got the wrong idea.
- The students' _____ was punished with a detention.
- People often argue because they _____ each other.
- If you _____ the key, you will not be able to get into the house.

Vocabulary Strategies

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Grade 5, Unit 1

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Name _____ Date _____

Lesson 2
 READER'S NOTEBOOK

A Royal Mystery
 Spelling: Long *a* and Long *e*

Long *a* and Long *e*

Basic Write the Basic Word that best fits each clue.

1. to swing back and forth _____
2. to welcome _____
3. the daughter of one's brother or sister

4. to wander away from a group _____
5. feeling shame or guilt _____
6. exhibit or put on view _____
7. to set free _____
8. to do again _____
9. wires and bands used for straightening teeth

10. approval or admiration _____

Challenge 11–14. Write some sentences that friends might say to each other during a game or contest. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. awake
2. feast
3. stray
4. greet
5. praise
6. disease
7. repeat
8. display
9. braces
10. thief
11. ashamed
12. sleeve
13. waist
14. beneath
15. sheepish
16. release
17. remain
18. sway
19. training
20. niece

Challenge

 terrain
 succeed
 betray
 motivate
 upheaval

Name _____ Date _____

Spelling Word Sort

A Royal Mystery

Write each Basic Word beside the correct heading.

/ā/ spelled a-consonant-e	Basic Words: Challenge Words: Possible Selection Words:
/ā/ spelled ai	Basic Words: Challenge Words: Possible Selection Words:
/ā/ spelled ay	Basic Words: Challenge Words: Possible Selection Words:
/ē/ spelled ea	Basic Words: Challenge Words: Possible Selection Words:
/ē/ spelled ee	Basic Words: Challenge Words: Possible Selection Words:
Other spellings for /ē/	Basic Words: Possible Selection Words:

Spelling Words

1. awake
2. feast
3. stray
4. greet
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20. niece

Challenge

terrain
succeed
betray
motivate
upheaval

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *A Royal Mystery*. Find words that have the /ā/ or /ē/ spelling patterns on this page. Add them to your Word Sort.

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Lesson 2
 READER'S NOTEBOOK

A Royal Mystery
 Spelling: Long *a* and Long *e*

Proofreading for Spelling

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

Campers and counselors: Beware! Yesterday a food thief was caught hiding beneath a table in the camp cafeteria. He appeared sheepish, ashamd, and sad, as if he had a disease of the heart. Luckily, one of our kitchen staff was especially alert and awaike while making our usual lunch fiest. I praise Ms. Woo for her fine skill in using the belt from her wayst to catch the furry thief. Her reward from this office is a big red heart to wear on her slieve. To repete: please remane alert for any other streigh visitors, especially four-legged ones who need further trainning before they can eat in the cafeteria. Please relaese any such visitors out-of-doors without delay.

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Spelling Words

1. awake
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Challenge

terrain
 succeed
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Lesson 2
READER'S NOTEBOOK

A Royal Mystery

Grammar: Kinds of Sentences

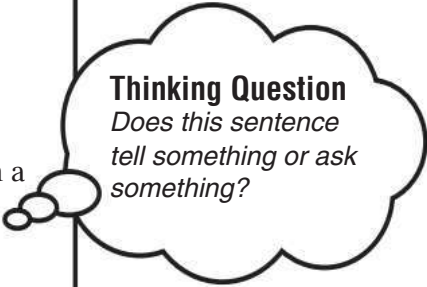
Declarative and Interrogative Sentences

A **declarative sentence** tells something. It ends with a period.

It isn't easy to try out for a play.

An **interrogative sentence** asks something. It ends with a question mark.

Why are people nervous when they get on stage?



Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *declarative* or *interrogative*.

1. the play needed eight different characters

2. have you ever been in a play or on stage

3. why is it easy for some people to talk on stage

4. some people are shy with people but good at acting

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Lesson 2
 READER'S NOTEBOOK

A Royal Mystery
Grammar: Kinds of Sentences

Imperative and Exclamatory Sentences

An **imperative sentence** gives an order. It ends with a period.

Hang up that sign for the play.

An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

You did a great job on the sign!

Thinking Question

Does this sentence give an order or express strong feeling?

Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *imperative* or *exclamatory*.

1. wow, I love creating movie posters and signs

2. make a poster for the school play

3. hang it on the bulletin board in the hall

4. what a great variety of posters our class made

5. we've really improved since the beginning of the year

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 READER'S NOTEBOOK

A Royal Mystery
Grammar: Kinds of Sentences

Kinds of Sentences

A **declarative sentence** tells something. An **imperative sentence** gives an order. They both end with a period.

An **interrogative sentence** asks a question. It ends with a question mark. An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

Who can be an artist?

Thinking Question

Does this sentence tell something, ask something, give an order, or express strong feeling?

Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *declarative*, *imperative*, *interrogatory*, or *exclamatory*.

1. tell me all you know about being an artist

2. do most artists make a lot of money

3. some artists become very famous and rich

4. how exciting it must be when someone buys your work

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Lesson 2
READER'S NOTEBOOK**A Royal Mystery**

Grammar: Spiral Review

Irregular Verbs

Present Tense	Past Tense
bring	brought
sing	sang
fly	flew
steal	stole

1–4. Write the correct form of the verb in parentheses to complete the sentence.

- (say) Whoever _____ acting was easy was joking.
- (tell) The professional actor _____ us how many hours he works.
- (come) The actor _____ to our class because he is Jesse's cousin.
- (begin) The professional actor _____ his talk with some pictures of a movie set.

5–8. Circle the four incorrect verbs in the paragraph. Then write the correct past-tense form of each verb on the lines below.

We practiced for the school play every night. What did we do? First, the director choosed people for certain parts. Then, we had to learn our lines. At first, I thinked I would never learn them. After we knowed our lines, we practiced how to move around on stage. Later, we maked our costumes and tried them on. Finally, we were ready for the big night!

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Lesson 2
READER'S NOTEBOOK**A Royal Mystery**

Grammar: Connect to Writing

Connect to Writing

No Sentence Variety	Varied Sentence Types
I would like you to read these paragraphs about making movies. Making movies used to be very different from the way it is today. I wonder what you know about making movies already.	Read these paragraphs about making movies. How different the process used to be from what it is today! What do you know about making movies already? Read on to find out more.

Activity Change each underlined declarative sentence to another kind of sentence. Write the new sentences on the lines below.

People have been making movies since the early 1900s. I wonder what making the earliest movies was like. I think watching a very old movie is exciting. You can find some of them on the Internet.

The earliest movies were not very complicated. I do not want you to think making those earliest movies was easy. The cameras were very big and hard to move around. They only recorded pictures in black and white. There was no sound either, so the actors couldn't speak. It is safe to say that people who made early movies had to work very hard.

1. (interrogative) _____

2. (exclamatory) _____

3. (imperative) _____

4. (exclamatory) _____

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Writing: Narrative Writing

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Focus Trait: Development

Adding Sensory Details to Show Feeling

Weak Voice	Strong Voice
The actors waited for the show to begin.	With butterflies in their stomachs, the actors waited nervously for the show to begin.

A. Read each weak sentence. Add sensory details and other vivid words to give the writing more feeling and make the voice interesting.

Weak Voice	Strong Voice
1. People had lined up early to get in.	The _____ stood outside in a line, _____.
2. Just before the doors opened, all the lights went out in the theater.	_____, the theater was _____.
3. The people began to move around because they didn't know what to do.	The crowd _____ and began to _____, _____ of what they should do.

B. Read each weak sentence. Then rewrite it to add sensory details and vivid words. Use words and details to develop the speaker's attitude or feelings.

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

Weak Voice	Strong Voice
4. Later, people went back to their cars.	
5. The actors were disappointed, and some didn't sleep well that night.	