

Name _____ Date _____

Lesson 4
 READER'S NOTEBOOK

Double Dutch
 Vocabulary Strategies:
 Suffixes *-ion, -tion*

Suffixes *-ion, -tion*

The nouns in the box all end with a suffix. Choose a word from the box to fill in the blank and complete each sentence. Then write the base word.

| | | | | |
|--------------|----------|------------|-------------|------------|
| competition | rotation | production | application | operation |
| organization | division | opposition | solution | protection |

- Those who have mastered double Dutch may want to try qualifying for a _____.
- In any sport, it is important to wear the right gear for _____.
- The cycle of day and night on Earth is caused by the planet's _____.
- She completed a short _____ to attend the volleyball camp. _____
- It is difficult to do long _____ without paper and a pencil. _____
- Completing a large job requires teamwork and _____.
- The school musical is a student _____ that takes several weeks to plan. _____
- When you encounter a problem, it is fine to ask for help to find a _____.
- When a person or group fights a new idea, they are called the _____.
- When her dog was lost, she undertook a rescue _____ to find it. _____

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Double Dutch
Spelling: Vowel Sounds: /ōō/, /yoo /

Name _____ Date _____

Vowel Sounds: /ōō/, /yoo /

Basic Write the Basic Word that best completes each group.

1. misplace, mislay, _____
2. street, boulevard, _____
3. soup, thick broth with vegetables, _____
4. charge, blame, _____
5. involve, contain, _____
6. suppose, think, _____
7. mystify, puzzle, _____
8. injury, wounds, _____
9. voyage, boat trip, _____
10. free, unattached, _____

Challenge 11–14. Write a paragraph that uses four of the Challenge Words.

Spelling Words

1. glue
2. flute
3. youth
4. accuse
5. bruise
6. stew
7. choose
8. loose
9. lose
10. view
11. confuse
12. cruise
13. jewel
14. execute
15. route
16. cartoon
17. avenue
18. include
19. assume
20. souvenir

Challenge

- conclude
pursuit
intrude
subdue
presume

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Double Dutch
Spelling: Vowel Sounds:
 /ōō/, /yōō/

Spelling Word Sort

Write each Basic Word beside the correct heading.

| | |
|--------------------------------------|---|
| /ōō/ spelled u-consonant-e | Basic Words: Challenge Words: |
| /ōō/ spelled ue | Basic Words: Challenge Words: |
| /ōō/ spelled ou | Basic Words: Possible Selection Words: |
| /ōō/ spelled ui | Basic Words: Challenge Words: Possible Selection Words: |
| /ōō/ spelled ew | Basic Words: |
| /ōō/ spelled oo | Basic Words: Possible Selection Words: |
| /yōō/ spelled u-consonant-e | Basic Words: |
| Other spellings for /ōō/ or /yōō/ | Basic Words: |

Spelling Words

1. glue
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Challenge
 conclude
 pursuit
 intrude
 subdue
 presume

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*. Find words that have the /ōō/ and /yōō/ sounds with the spelling patterns on this page. Add them to your Word Sort.

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Double Dutch
Spelling: Vowel Sounds:
 /oo /, /yoo /

Proofreading for Spelling

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

My big brother Eric had to chuse between delivering newspapers and finishing an art project before school. I offered to help. "I will exacute delivery of your newspapers while you finish your project." He agreed, grabbing his bottle of glew, saying I was a fine yewth. I knew his paper roote because I had often helped him. During my bike cruze along the way, I met Wendy, who was playing her floot like a cartune musician. She agreed to help me so I wouldn't loos my perfect attendance record. I took one side of the avanue and Wendy took the other. We finished early and enjoyed a morning veiw of the autumn sun shining like a jewal. Eric tied up the loos ends of his project, and we all kept the feeling of accomplishment as a souvanir of our teamwork. Wendy invited me to dinner that night for a bowl of her mother's steew!

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

Spelling Words

1. glue
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Lesson 4
 READER'S NOTEBOOK

Double Dutch
 Grammar: Common and
 Proper Nouns

Recognizing Nouns

A **noun** is a word that names a person, a place, or a thing.
 A **common noun** names any person, place, or thing. A
proper noun names a particular person, place, or thing.

proper noun**common noun**

Reed Junior High School hosts the tournament.

Thinking Questions

What word names
 a person, place, or
 thing? Is the word
 general or specific?

1–4. Write the nouns and tell whether each is *common* or *proper*.

1. Francesca watches the Radio City Rockettes perform.

2. She learns dance steps from them.

3. Her dance teacher, Roma, used to be a Rockette.

4. Francesca's mother once performed at Radio City Music Hall.

5– 17. Underline all the nouns in this paragraph.

On weekends, Sarah played with the other girls on her block. The children drew hopscotch squares on the sidewalk. They played jump rope and chanted rhymes. On Tuesdays, she studied African dance and hip-hop at Bert's Studio.

Lesson 4
READER'S NOTEBOOK

Double Dutch
Grammar: Common and
Proper Nouns

Name _____ Date _____

Capitalizing Proper Nouns

Proper nouns must be capitalized. If a proper noun is two words, capitalize both. If it is three or more words, capitalize each important word.

proper noun

New York City is full of talented performers.

Capitalize the first letter of abbreviations, such as *Mr.* or *Ms.*, and end with a period. Also capitalize initials, such as *C. S. Lewis*, and acronyms, such as *FBI*.

Thinking Questions

How many words make up the proper noun?

Which words are important?

1–4. Write the sentence on the line. Capitalize the proper nouns.

1. The jump rope team from harlem is very talented.

2. Their team name is the dazzling ropers.

3. They performed at the thanksgiving day parade in new york.

4. They became so popular that they were invited to the white house!

5–7. Write the sentence on the line. Capitalize abbreviations, initials, and acronyms.

5. My mother jumped rope on the corner of 125th st and second ave in nyc.

6. mr david a. walker developed double dutch into a world class sport.

7. The *New York Times* featured the national double dutch finals.

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Double Dutch
 Grammar: Common and
 Proper Nouns

Capitalizing Proper Nouns

When a proper noun is the name of an organization, capitalize each important word. An acronym is a proper noun made up of initials, or the first letter of important words. Capitalize all of the letters in an acronym.

name of organization or acronym

University of North Texas or UNT

Thinking Questions

Do the words name a kind of group or one group in particular?

Activity Rewrite the sentence on the line. Capitalize the proper nouns.

1. ritchie and aleesha founded the middle school jump club.

2. Would you like to see jumping rope as a sport in the olympics?

3. The japanese team is one of the best in the international double dutch federation.

4. Our tournament hosted ohio's jammin' jumpers.

5. talura reid invented her rope-turning machine at the university of michigan.

6. The american double dutch league is also called addl.

7. dddd stands for a group called dynamic diplomats of double dutch.

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Lesson 4
READER'S NOTEBOOK**Double Dutch**
Grammar: Spiral Review

Commas in Sentences

| Commas | |
|---|--|
| after introductory words such as <i>yes, no,</i> and <i>well</i> | Yes, I will go to the game with you. |
| to set off a noun in direct address | Carla, will you come to the game with me? |
| in a series | The girls wear multicolored shirts, skirts, and shoes. |
| in dates | The championship game is on October 3, 2014. |
| in names of places | The game will be played in Chicago, Illinois. |

1–5. Add commas where they are needed.

- The team traveled to Chicago Boston and New York this year.
- No the championships are not being held in Orlando Florida.
- The team finals officially end on November 2 2013.
- Helen do you think the team will win the grand prize?
- The team works hard practices every day and competes well.

6–8. Combine the sentences to form a series.

- Stacey bought leggings. Stacy bought a costume. Stacey bought dance shoes.

- You can buy drinks at the counter. You can buy food at the counter. You can buy tickets at the counter.

- Katya will give you food. She will give you napkins. She will give you a plate.

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Lesson 4
READER'S NOTEBOOK**Double Dutch**
Grammar: Connect to Writing

Connect to Writing

When proofreading your writing, **capitalize** words that name the following:

people places organizations titles

holidays days of the week months of the year

Also capitalize acronyms and abbreviations.

Activity Underline letters that should be capitalized. Circle letters that should be lowercase.

Two years ago, my Dad left his job with major league baseball to work for Nippon professional baseball, which is like a Japanese mlb. My family moved to Tokyo in april, when The Japanese school year begins. I was worried about being the Newcomer at tokyo Girls' middle school. Then I found out that everyone loved to jump Rope during recess. Some girls, like etsuko and tomoko, can do stunts and tricks. I made friends by teaching new rhymes, and now we're making up rhymes with Japanese and English Words! My teacher, ms. tanaka, says that on friday we can teach a rhyme to the class.

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Double Dutch
Writing: Narrative Writing

Name _____ Date _____

Focus Trait: Purpose

Flashback and Flash Forward

| Story Starter | |
|---|---|
| <p>Every winter, James waited for snow. He was a snowboarding fiend. When people saw him storming the slopes, they'd call out, "Yo, Jumpin' James!" because he was that good. And James knew he was</p> | <p>good, too. He always answered with a spin, a blinding grin, and a spray of snow. This year, he wanted to practice a new trick. All he needed was snow.</p> |

Think about how you might use the devices of flashback and flash forward to make the story about James more interesting. Rewrite the Story Starter to include events in sequence and the devices of flashback and flash forward. Continue on another sheet of paper, if needed.
