

Name _____

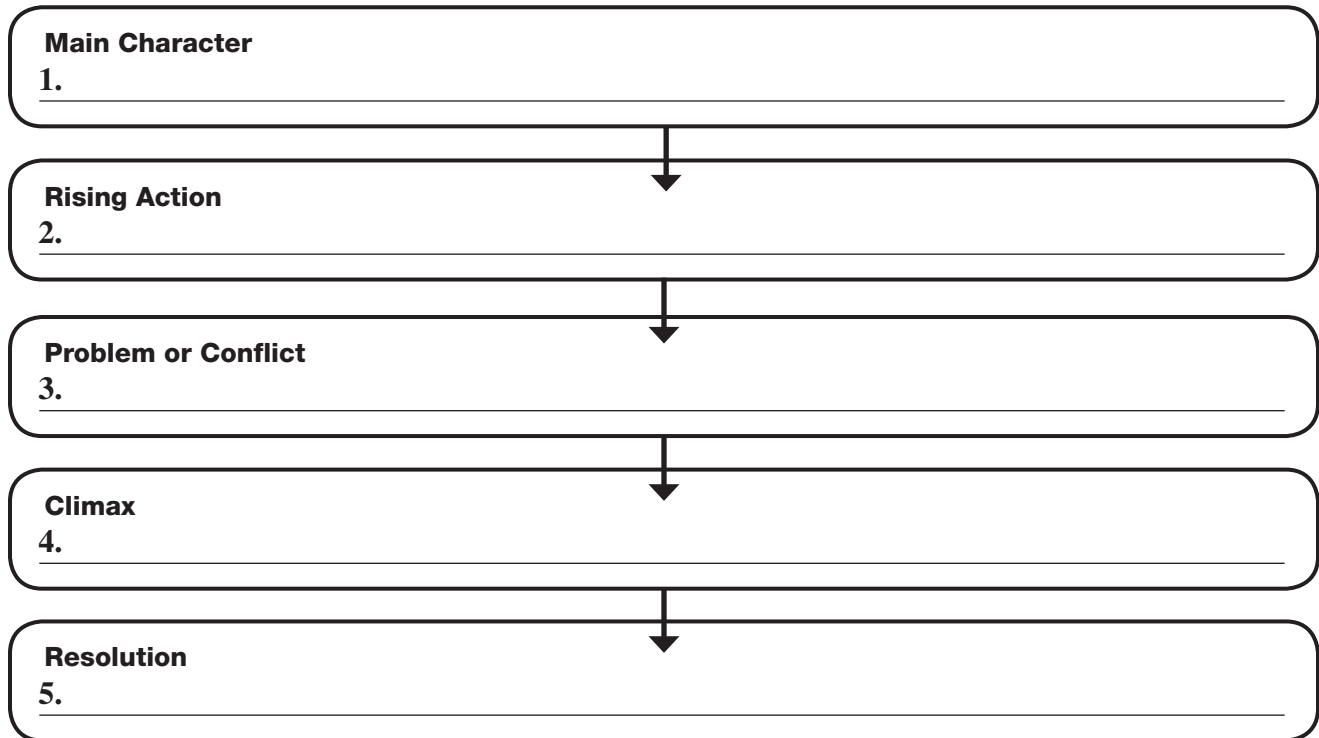
Plot and Character

- The **plot** is the pattern of events in a story.
- The person or animal who most affects a story's plot is the **main character**.
- A plot includes (1) a problem or **conflict** the **main character** will experience, (2) **rising action** as the conflict builds, (3) a **climax**, when the main character faces the conflict, and (4) a **resolution**, when the problem or conflict is solved.

Directions Read the following passage. Then complete the diagram by filling in the elements of the story.

Rafael was doing chores in the barn when his radio stopped. He walked into his house and discovered the lights wouldn't turn on. The power was out! Rafael knew all the milk in the refrigerator would spoil if it stayed warm too long. His family's dairy farm couldn't afford to lose that milk.

Then he remembered how his father kept soft drinks cold when they went fishing. Rafael carried 23 gallons of milk to the edge of the stream and placed them in the shallow water almost up to their caps. He knew the cool water would keep the milk chilled until the power came back on.



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Home Activity Your child analyzed the plot of a short passage. Discuss a story with your child identifying characters, the problem or conflict, rising action, and resolution.

Name _____

Writing • Written Directions

Key Features of Written Directions

- explains a process in steps and describes steps in order
- often are numbered or have clue words that show order

Planting Flower Seeds

Flowers on a window sill add a nice touch to any home. Planting flower seeds in a cup or a small pot is a simple activity that brings great rewards. With the proper care, in a short time your seeds will sprout and become beautiful flowers.

To begin, you need a package of flower seeds, a flower pot, small rocks, potting soil, a spoon or scoop, and water. First, place small rocks at the bottom of your pot. These will help water drain away from the roots of your plant each time you water it. If a pot does not drain properly, the roots sit in too much water and could rot. Next, scoop soil into your pot. Fill it a little more than halfway to the top.

You are now ready to plant. Open your packet of seeds and sprinkle seeds into the soil. Since every plant will be different,

read the instructions on your seed packet to find out how many seeds you can plant and how close together they should be. Press your seeds into the soil. Be sure that they are completely covered. Add more soil if you need to. Finally, water your seeds to make sure the soil is moist but not too wet. Be careful not to water your plant too much. There should not be puddles of water at the top of the pot.

When your seeds are planted, place your pot in a sunny area of your home. A window sill can work very well. Check your soil daily to make sure it does not dry out. If all goes well, by the end of the week you should begin to see small sprouts. If your flowers outgrow the original pot, you can either move them outside or move them to a bigger pot.

1. Read the directions. What process do these directions explain? What is the first step in the process?

2. What is the second step in the process? What clue word tells you the order of step two?

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- _____ 1. in a way that demands attention
- _____ 2. muttered unhappily
- _____ 3. extremely small
- _____ 4. pushes or presses against something
- _____ 5. regularly or usually the case

Check the Words You Know

- ___ intentionally
- ___ insistently
- ___ grumbled
- ___ compressions
- ___ minute
- ___ neutral
- ___ normally

Directions Choose the word from the box that best completes the sentences below. Write the word on the line shown to the left.

- _____ 6. Since the car was in _____, it didn't move when she pressed the gas pedal.
- _____ 7. I didn't hurt her feelings on purpose, or _____, but my words were careless.
- _____ 8. The workers _____, or muttered, when the boss told them they had to work faster.
- _____ 9. The child tugged at my dress _____, wanting another cookie.
- _____ 10. The rescue worker applied fifteen _____ to the man's chest, then breathed into his mouth twice.

Write a Letter of Complaint

Pretend that you have returned from a store where you had a terrible experience. The clerks were so rude that you may never shop there again! On a separate piece of paper, write a letter to the store's manager describing the event. Use as many vocabulary words from this week as you can.



Home Activity Your child identified and used words from the story *Red Kayak*. Review the definitions of each of the vocabulary words with your child and work together to use the words in sentences.

Name _____

Four Kinds of Sentences

Each kind of sentence begins with a capital letter and has a special end mark.

A **declarative sentence** makes a statement. It ends with a period.

The creek goes through dense forests.

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

Do you see a red kayak?

An **imperative sentence** gives a command or makes a request. It ends with a period.

The subject (*you*) does not appear, but it is understood.

Look in the marsh.

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark.

The water is freezing!

What a cold day it is!

Directions Rewrite each sentence. Make any needed corrections in capitalization and punctuation.

1. the creek is dangerous in winter?

2. he's not breathing.

3. do you know how to perform CPR.

Directions Complete each sentence with words from the box. Then write whether the sentence is *declarative*, *interrogative*, *imperative*, or *exclamatory*.

think I see something! make boating dangerous.
the opposite shore. wear life jackets?

4. Strong winds and tides _____

5. Did the boaters _____

6. Drive toward _____

7. Gosh, I _____



Home Activity Your child learned about four kinds of sentences. Have your child write about an event at school using one example of each kind of sentence.

Short Vowel VCCV, VCV

Spelling Words

distance	method	anger	problem	butter
petals	enjoy	perhaps	figure	channel
admire	comedy	husband	tissue	mustard
shuttle	advance	drummer	regular	denim

Words in Context Complete each sentence with a list word.

- The ____ keeps the rhythm of the band. 1. _____
- Most people ____ the skills of talented artists. 2. _____
- Watching a ____ makes people laugh. 3. _____
- The ____ bus is the fastest way to get there. 4. _____
- I like ____ on my hot dog. 5. _____
- Her ____ was forty years old. 6. _____
- The shortest ____ between two points is a straight line. 7. _____
- The ____ fell off the flower one by one. 8. _____
- ____ we can have ice cream after dinner. 9. _____
- The skater practiced ____ eights on the ice. 10. _____

Word Meanings Write the list word that has nearly the same meaning.

- handkerchief 11. _____
- canal 12. _____
- lard 13. _____
- technique 14. _____
- like 15. _____
- proceed 16. _____
- rage 17. _____
- jeans 18. _____
- usual 19. _____
- difficulty 20. _____



Home Activity Your child wrote words that have short vowels. Dictate words and have your child say and spell each word.

Steps in a Process

Process _____

Step 1



Step 2



Step 3



Step 4



Step 5

Name _____

Vocabulary • Homographs

- A **homograph** is a word that is spelled the same as one or more other words, has different meanings, and may have a different pronunciation.
- Pairs or groups of homographs often come from different parts of speech.
- When you look up a homograph in a dictionary, read each definition presented. The first definition listed may not be the meaning that matches the way the word is used in the sentence.

bow¹ (bou), *v.* to bend the head in greeting, respect, agreement, or obedience

bow² (bō), *n.* a knot made with two or more loops

close¹ (klōz), *v.* to shut

close² (klōs), *adj.* without much space between

lead¹ (led), *n.* a soft, bluish-white heavy metallic element

lead² (lēd), *adj.* most important

minute¹ (min'it), *n.* the 60th part of an hour of time

minute² (mī nüt'), *adj.* very small

present¹ (priz nt'), *v.* to bring before the public

present² (prez'nt), *n.* a gift

rose¹ (rōz), *v.* past tense of *rise*

rose² (rōz), *n.* a usually prickly, sometimes climbing shrub with colorful flowers

Directions Complete the following sentences using words from the list of homographs above.

1. Practicing for the school play was a lot of work. Our drama club was going to _____ the tragedy *Romeo and Juliet* by William Shakespeare.
2. I didn't have the _____, or most important, role, but I was nervous!
3. My best friend, Emma, had the part of Juliet. When the show ended, the audience stood and applauded for at least a full _____.
4. When Emma took her _____, someone even threw a _____ on the stage!
5. We waited for the curtain to _____, and then we went backstage to remove our makeup. The play was a success.

Name _____

Dictionary/Glossary

- A **dictionary** lists words in alphabetical order and gives their meanings, pronunciations, and other helpful information, including parts of speech—noun, verb, adjective, or adverb.
 - A **glossary** is a list of important words and their meanings that are used in a book. Glossaries are located at the back of a book. Some glossary entries include a page reference noting the first appearance of the word in the book.
 - When you see an unfamiliar word, and context clues do not help you figure out its meaning, you can use a dictionary or glossary to learn what it means.
-

Directions Read the dictionary and glossary entries.

Dictionary Entry

rep•u•ta•tion (rep' ye ta' shen) **1.** *n.* what people think and say the character of someone or something is; character in the opinion of others; name; *repute: This store has an excellent reputation for fair dealing.* **2.** good name; good reputation: *Cheating ruined his reputation.* **3.** fame: *an international reputation.*

Glossary Entry

Ice Age *n.* a cold period in which huge ice sheets spread outward from the polar regions, the last one of which lasted from about 1,600,000 to 10,000 B.C. (p. 107)

Name _____

Directions Answer the questions below.

1. In the dictionary entry, what does the initial bold entry for the word *reputation* tell you?

2. In the dictionary entry, what does the representation of the word in parentheses tell you?

3. Why do you think the dictionary provides sentence examples in the definition of the word?

4. How many definitions does this dictionary list for *reputation*? Which is the most commonly used definition?

5. What does the italicized *n.* stand for in both entries?

6. What two things do you notice are missing from a glossary entry that you find in the dictionary entry?

7. What is the page number listed at the end of the glossary entry for?

8. What information do you get in both a dictionary and glossary entry?

9. If you were reading a book about life in the desert, would you expect to find *Ice Age* in the glossary? Why or why not?

10. If you were reading a story and came across a word you did not know, where would be the first place you would look for a definition—a glossary or a dictionary?



Home Activity Your child learned how to use a dictionary and a glossary. Make a list of all the possible times you might use a dictionary or glossary.

Name _____

Short Vowel VCCV, VCV

Proofread a Poster Sarah made a poster for the school fair. Circle seven spelling errors. Find one capitalization error. Write the corrections on the lines.

Come too the village fair!
 See the funny comady team show.
 Milk a cow and churn some buttar at the farm exhibit.
 Sample hot dogs with twenty choices of musterd!
 Make tisseu flower bouquets.
 Decorate your denim jeans with a special new art method.
 Enjoy fifty booths of crafts, fun, and games.
 park at the Town Hall parking lot.
 Ride the special shuttal bus to the fairgrounds.
 Discount tickets are on sale in advanse.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |
| 8. _____ | |

Spelling Words

- distance
- method
- anger
- problem
- butter
- petals
- enjoy
- perhaps
- figure
- channel
- admire
- comedy
- husband
- tissue
- mustard
- shuttle
- advance
- drummer
- regular
- denim

Frequently Misspelled Words

- and
- to
- too

Proofread Words Circle the correct spelling of the word.

- | | | |
|-------------|---------|---------|
| 9. channal | chanel | channel |
| 10. drummer | drumer | drummor |
| 11. metod | methid | method |
| 12. parhaps | perhaps | pirhaps |
| 13. figure | figger | figour |
| 14. petles | petels | petals |
| 15. problam | problem | problim |

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Home Activity Your child found misspelled list words with VCCV and VCV patterns. Select a list word and ask your child to spell it.

Name _____

Four Kinds of Sentences

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The Storm

(1) The storm came up suddenly? (2) In a few short minutes, the sky turned dark. (3) Danny and Sherry were out in their sailboat within view of land! (4) Before they could reach harbor, however, the wind changed. (5) Sherry and Danny struggled to take down the sail. (6) The wind was too strong! (7) How could the pair get the boat to safety.

- | | |
|---|--|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>came up</i> to come up</p> <p>B Change <i>suddenly?</i> to suddenly.</p> <p>C Change <i>The storm</i> to Storm</p> <p>D Make no change</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Remove <i>however</i></p> <p>B Change <i>Before</i> to before</p> <p>C Change the period to a comma</p> <p>D Make no change</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>minutes</i> to minute's</p> <p>B Change the period to a question mark</p> <p>C Remove the comma</p> <p>D Make no change</p> | <p>5 What change, if any, should be made in sentence 7?</p> <p>A Change the period to a question mark</p> <p>B Change the period to an exclamation mark</p> <p>C Change <i>How</i> to How?</p> <p>D Make no change</p> |
| <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>were</i> to was</p> <p>B Change the exclamation mark to a question mark</p> <p>C Change the exclamation mark to a period</p> <p>D Make no change</p> | |



Home Activity Your child prepared for taking tests on kinds of sentences. Have your child read part of a story to you and identify each sentence as declarative, interrogative, imperative, or exclamatory.