

Name _____

Sequence

- **Sequence** is the order in which events happen in a story. When you read, think about what comes first, next, and last.
- A story's plot has a sequence of main events.
- Sometimes main events are told out of sequence. An event that happened earlier may not be revealed until later.

Directions Read the following passage.

When Nana moved to her daughter's house, she was afraid that her old-fashioned ways might embarrass her granddaughter, Leah. First Nana changed her hairstyle to look like the ones in the magazines. Then she exchanged her dark dresses for colorful ones. She even tried to change the way she spoke.

One night, Nana struggled to cook food she thought her granddaughter would like.

Finally Leah told her "You know, Nana, I love you just the way you are. So don't change." With that, Nana went back to her comfortable dresses, the way she always spoke, and her beloved recipes. But she kept her new hairstyle!

Directions Answer the questions below.

1. What is the first main event of this story? _____
2. What does Nana do first to try and fit in? _____
3. What does she do next? What clue tells you this?

4. In this passage, does the word *finally* signal the last event of the story? How do you know?

5. Does Leah know all along that her grandmother was trying to change to please her? How do you know?



Home Activity Your child read a short passage and answered questions about the sequence of events. After watching a movie or television show together, ask your child about the plot. What was the sequence of events? Were there any flashbacks?

Name _____

Writing • Skit

Key Features of a Skit

- a scene, usually comic, in which characters interact
- uses dialogue and stage directions
- has few characters and one setting
- written to be acted out, like a short play

Practice Makes Perfect

(Martin Luther King and Alfred Daniel King are in the living room of their house on a hot summer day. They are using screwdrivers to loosen the legs on a piano bench.)

MARTIN: I'm roasting! No way do I want to sit inside this stifling house playing the piano for an hour!

ALFRED: (rubbing his knuckles) I didn't practice at all this week. I can just feel the ruler crack when I can't play a tune.

MARTIN: Don't worry. Soon we'll be practicing baseball in the backyard, and then we'll be down at the firehouse practicing how to be firemen.

ALFRED: Hurry! I hear Mr. Mann. Put the bench back!

(Martin and Alfred put the bench upright and quickly hide the screwdrivers in their pockets. Mr. Mann enters the room holding sheet music and a ruler.)

Martin and Alfred: (holding back giggles) Good morning, Mr. Mann!

MR. MANN: (rapping the piano bench with the ruler) All right, boys. Who would like to play first? Come sit beside me on the bench.

(Mr. Mann sits on the bench and down he goes.)

MR. MANN: Whoa! You'll have to get this bench repaired.

MARTIN: So is our lesson for today cancelled?

MR. MANN: (standing up and smoothing his clothes) Yes, but next week we'll have a two hour lesson!

(Martin and Alfred exit shaking their heads.)

1. Why is it important to read the stage directions?

2. Through his dialogue, how can you tell how Martin feels about piano lessons?

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|----------------|-------------------------------|
| 1. resemblance | moving about in a sly manner |
| 2. affords | a military rank below general |
| 3. glint | similar appearance; likeness |
| 4. lurking | a gleam; flash |
| 5. colonel | provides; yields |

Check the Words You Know

- ___affords
- ___colonel
- ___glint
- ___lurking
- ___palettes
- ___quaint
- ___resemblance

Directions Choose the word from the box that matches each clue. Write the word on the line.

- _____ 6. An artist would use these.
- _____ 7. You might see this if you look at a mother and a daughter.
- _____ 8. A diamond might show this when it reflects light.
- _____ 9. An alligator watching its prey might be doing this.
- _____ 10. A tiny cottage built for dolls might be described this way.

Write a Conversation

Pretend a relative has just moved in with your family. Write a conversation you would have with this person. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *How Tía Lola Came to Stay*. Make up a story with your child about two people, an artist and a colonel, from different worlds. Use the vocabulary words from the selection.

Name _____

Commas

Here are some rules for using **commas**.

- Use commas to separate items in a series.
I enjoy football, baseball, and hockey.
- Use commas to set off the name of someone being spoken to. This is called *direct address*. Use commas when the name is at the beginning, in the middle, or at the end of a sentence.
Dad, are you awake? Yes, Tony, I am. Then look at this replay, Dad.
- Use commas after introductory words and phrases in sentences.
By the way, I never saw a play like that before. Boy, that was good!
- Use commas in dates and addresses.
Between the day and the month: Friday, September 13
Between the date and the year: The season starts on April 4, 2006.
Between the city and the state: The World Series ended in St. Louis, Missouri.
- Use commas in direct quotations.
“I went to the seventh game of the World Series,” said Aunt Sue.
Uncle Jake asked, “Who won that game?”

Directions Write *C* if commas are used correctly in the sentence. If commas are not used correctly, add them where they belong.

1. Grandpa did you ever see Juan Marichal pitch? _____
2. Yes, I saw his major-league debut on Thursday July 19, 1960. _____
3. “He was strong, fast, and unbeatable that day,” Grandpa said. _____

Directions Write the sentence. Add commas as needed.

4. Juan Marichal played for the Giants the Red Sox and the Dodgers.
- _____
- _____



Home Activity Your child learned about commas. Ask your child to list objects in the room. Have him or her say the word *comma* after each item.

Suffixes *-less, -ment, -ness*

Spelling Words

countless	payment	goodness	fairness	hopeless
treatment	statement	breathless	restless	enjoyment
pavement	flawless	tireless	amazement	amusement
greatness	punishment	timeless	needless	painless

Synonyms Write the list word that has the same or nearly the same meaning.

- | | | | |
|----------------|----------|-------------|----------|
| 1. roadway | 1. _____ | 2. eternal | 2. _____ |
| 3. kindness | 3. _____ | 4. fidgety | 4. _____ |
| 5. penalty | 5. _____ | 6. gasping | 6. _____ |
| 7. declaration | 7. _____ | 8. pleasure | 8. _____ |

Antonyms Write the list word that has the opposite or nearly the opposite meaning.

- | | |
|------------------|-----------|
| 9. few | 9. _____ |
| 10. injustice | 10. _____ |
| 11. hopeful | 11. _____ |
| 12. unimportance | 12. _____ |
| 13. lazy | 13. _____ |
| 14. imperfect | 14. _____ |
| 15. essential | 15. _____ |

Missing Words Complete the sentence by writing a list word.

- | | |
|--|-----------|
| 16. Rest is one ___ for the flu. | 16. _____ |
| 17. We went to an ___ park. | 17. _____ |
| 18. Don't forget to make the monthly ___. | 18. _____ |
| 19. The child looked at the magician with ___. | 19. _____ |
| 20. The doctor said the exam would be ___. | 20. _____ |



Story Sequence B

Title

Characters

Setting

Events

Name _____

Vocabulary • Unfamiliar Words

When you are reading and see an **unfamiliar word**, you can use context clues, or words around the unfamiliar word, to figure out its meaning.

Directions Read the following passage. Then answer the questions below.

All Amalia ever wanted to do was paint. One day, her aunt said she was looking for a nanny for her children. Amalia liked her little cousins so she asked her aunt if she could be the nanny. Being a nanny affords, or allows, Amalia plenty of time for painting.

Amalia and her cousins live in a quaint

town with old-fashioned houses and cobblestone streets. One day, she caught the glint, or gleam, of light on a puddle. She was inspired by its resemblance, or likeness, to a mirror. When Amalia returned home, she mixed the paints on her palette to paint the light on the puddle.

1. What context clue helps you to figure out the meaning of *affords*?

2. What context clues help you to figure out the meaning of *quaint*?

3. One context clue for *glint* is *gleam*. If you didn't know what *gleam* meant, how could you figure out the meaning from the context?

4. What context clue gives you the meaning of *palette*?

5. Write your own sentence using a context clue for the word *resemblance*.



Home Activity Your child read a short passage and used context clues to identify the meanings of unfamiliar words. Read a challenging story together. When you find an unfamiliar word, have your child locate context clues. If they do not exist, help your child to paraphrase the information around the unfamiliar word.

Name _____

Dictionary and Glossary

A **dictionary** is a book of words and their meanings. A **glossary** is a short dictionary at the back of some books. It has definitions of words used in the book. Dictionaries and glossaries are organized in alphabetical order. **Entry words**, the words in dark type in both dictionaries and glossaries, might be broken into syllables. For each entry word, you might find a **pronunciation key**, the **part of speech**, the **definition**, a sentence, and how the spelling changes when endings are added. Glossaries might also have page references.

Directions Study the dictionary and glossary entries below. Then answer the questions that follow.

Dictionary Entries	Glossary Entries
<p>cul-ture: (kul'chər), 1. <i>n.</i>, elegance; sophistication 2. <i>n.</i>, traditions and customs of a group of people; <i>The Italian culture is known for its food.</i> 3. <i>n.</i> developing land and crops; <i>v.</i> cul-tured, cul-tur-ing</p> <p>Cum-ber-land: (kum'bər lənd), <i>n.</i>, a river that flows in Kentucky and Tennessee; it connects to the Ohio River.</p> <p>cum-ber-some: (kum'bər sum), <i>adj.</i>, difficult to control; bulky; awkward; <i>adv.</i>, cum-ber-some-ly</p>	<p>cul•ture (kul'chər), noun, the customs of a group of people (p. 98)</p> <p>curb (kərb), noun, a border of hard material, like stone or concrete, on the edge of a street (p. 53)</p> <p>de•cep•tive (di sep'tiv), adjective, deceiving or misleading (p. 22)</p> <p>deep (dep) adjective, difficult to understand (p. 40)</p>

1. What is one difference between a dictionary and a glossary?

2. What is the entry word before *Cumberland*? Why does it come before?

Name _____

Directions Use dictionary and glossary entries to answer the following questions.

3. What is the pronunciation of *curb*? What tells you that this is the pronunciation?

4. Where will you find out an entry word's part of speech? In a dictionary, how would you know if a word is a noun?

5. What part of speech is *cumbersomely*?

6. In a glossary, what do the page numbers after the definitions mean?

7. The dictionary shows several definitions for the word *culture*. Why do you think there is only one in the glossary?

8. What do you think the words in a glossary have in common?

9. In the dictionary, what is the purpose of the sentences that are in *italics*? Write a sentence that could be added to the definition of *cumbersome* to show how it is used.

10. Describe when you would use a glossary rather than a dictionary.



Home Activity Your child learned how to use dictionary and glossary entries. Choose a word from a dictionary page. Memorize its definition, part of speech, etc. Give your child the dictionary opened to that page. Have your child ask you “yes” and “no” questions to try to figure out the word you chose. For example, “Is the word a noun?”

Suffixes *-less, -ment, -ness*

Proofread an Essay Help Jake correct his essay for the school writing contest. Circle six misspelled words and one capitalization error. Write the words correctly.

The Key to Success

How does one reach grateness? Does it take countless hours of tireles work? Does it mean sticking with something even when things look hopless? Does it mean pounding the paivment trying to convince others that you have a great idea? To be successful, you must do all these things, but you must also find enjoiment in your work. After all, the best payment is a job well done. Thomas a. Edison knew this. It tok over 10,000 experiments to invent the light bulb.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Proofread Words Cross out the list words that are spelled incorrectly. Write the words correctly.

8. After running the 100-meter race, the runners were breatheless. 8. _____
9. No one liked the commissioner's statment about the new baseball rule. 9. _____
10. Pets must rely on the goddness of their owners. 10. _____
11. Celebrities always get special treatement at restaurants. 11. _____
12. Waiting always makes me resless. 12. _____

Spelling Words

countless
payment
goodness
fairness
hopeless
treatment
statement
breathless
restless
enjoyment

pavement
flawless
tireless
amazement
amusement
greatness
punishment
timeless
needless
painless

Frequently Misspelled Words

took
myself



Home Activity Your child identified misspelled words with the suffixes *-less, -ment, and -ness*. Say one of the suffixes and have your child find and spell all the list words that end with that suffix.

Name _____

Commas

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

The Oldest Ballpark

(1) Fenway Park is located at 4 Yawkey Way Boston MA. (2) It's the smallest oldest, and strangest ballpark in the country. (3) Fenway Park opened on April 20 1912. (4) As a matter of fact the park is crammed full of history. (5) We have tickets to a ballgame there on Wednesday, June 4.

- | | |
|---|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey Way, Boston MA.</p> <p>B Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey Way, Boston, MA.</p> <p>C Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey, Way Boston, MA.</p> <p>D Make no change.</p> | <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>April 20 1912</i> to April 20, 1912.</p> <p>B Change <i>April 20 1912</i> to April, 20 1912.</p> <p>C Change <i>April 20 1912</i> to April, 20, 1912,</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>smallest oldest, and strangest</i> to smallest oldest and strangest.</p> <p>B Change <i>smallest oldest, and strangest</i> to smallest, oldest and strangest.</p> <p>C Change <i>smallest oldest, and strangest</i> to smallest, oldest, and strangest.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>As a matter of fact the park</i> to As a matter of fact, the park.</p> <p>B Change <i>As a matter of fact the park</i> to As a matter, of fact, the park.</p> <p>C Change <i>As a matter of fact the park</i> to As a matter, of fact the park.</p> <p>D Make no change.</p> |



Home Activity Your child prepared for taking tests on commas. Help your child write a list, a date, and an address with no commas. Then ask your child to put in the correct commas.