

Name _____

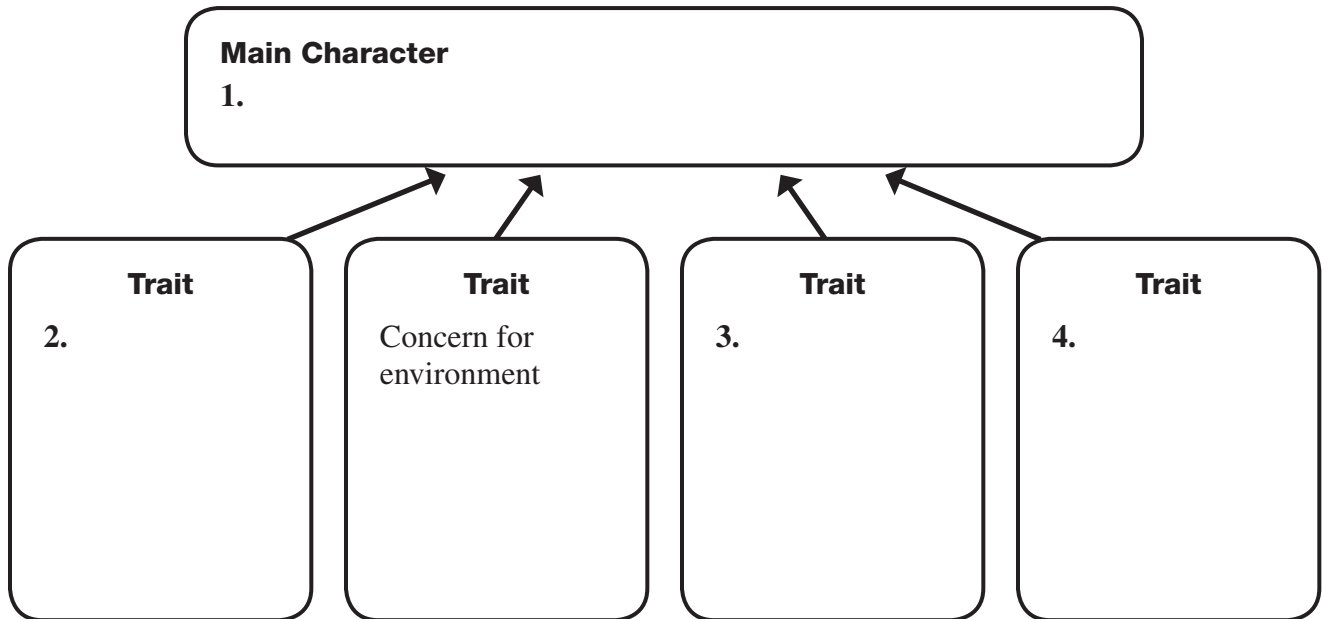
Character and Plot

- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

Directions Read the following passage. Then fill in the diagram.

Darcy Evans had been a rebel all her life. As a young woman, she marched for civil rights. She protested a plan to build the first mall in her small hometown. She was at the first Earth Day celebration in the 1970s, supporting efforts to protect the environment. Save the dolphins, save the whales, save the trees: Darcy could always find a good

cause to support, no matter how old she was. So nobody was surprised when 83-year-old Darcy Evans was leading the fight to save the 200-year-old City Hall building in her hometown. "I'm nearly as old as City Hall," she joked. But everyone knew that if Darcy was fighting for it, the building must be worth saving.



5. Why does Darcy fight on behalf of various causes?

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Home Activity Your child answered questions about characters and plot in a fictional passage. Have him or her describe to you a favorite character from a book.

Name _____

Writing • Rhyming Poem

Key Features of a Rhyming Poem

- contains rhyme and rhythm
 - often uses figurative language, such as similes and metaphors, and sensory or vivid words
 - often uses poetic techniques, such as alliteration and onomatopoeia
 - uses graphic elements, such as capital letters
-

Street Beat

I walk down the street.
My icy hands tapping a beat.
When suddenly before me appears
A patch of ice like a frozen tear.

My foot touches it.
I slide and slip.
Try to catch my fall,
And think *What a close call!*

WHOOSH! BANG! BAM!
I'm thinking *Oh, man.*
The fall is pretty rough,
And I thought I was tough!

1. Which line from the poem contains a simile?

2. Name one line that contains alliteration. Explain why.

Name _____

Vocabulary

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

- | | |
|--------------|-----------------------------|
| 1. bellow | gave up on, dismissed |
| 2. savage | try or make an effort |
| 3. attempt | shout or roar like a bull |
| 4. feat | wild, ferocious, angry |
| 5. abandoned | a difficult or skillful act |

Check the Words You Know

- ___ abandoned
- ___ attempt
- ___ bellow
- ___ cavern
- ___ feat
- ___ immensely
- ___ savage

Directions Choose a word from the box that best matches each sentence. Write the word on the line.

- _____ 6. The outlaw buried the gold in the _____ just before his arrest.
- _____ 7. For her latest brave accomplishment, or _____, the escape artist freed herself from chains just in time to pull the cord on the parachute.
- _____ 8. Their effort, or _____, to hike the entire Appalachian Trail in two months had little chance of success.
- _____ 9. The _____ popular rock music star was greeted at the coliseum by thousands of his adoring fans.
- _____ 10. The _____ expression on her face would not have been out of place on a panther or some other wild animal.

Write a News Report

On a separate sheet of paper, write an imaginary news report that describes two local youth who surprise everyone by succeeding at a difficult task. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *The Skunk Ladder*. Together, come up with a list of accomplishments that you or your child performs regularly, but that might seem amazing to other people.

Name _____

Contractions and Negatives

A **contraction** is a shortened form of two words. An **apostrophe** is used to show where one or more letters have been left out. Some contractions are made by combining pronouns and verbs: *I + have = I've; you + are = you're*. Other contractions are formed by joining a verb and *not*: *should + not = shouldn't; were + not = weren't*.

- *Won't* and *can't* are formed in special ways (*can + not = can't; will + not = won't*).

Negatives are words that mean “no” or “not”: *no, not, never, none, nothing*. Contractions with *n't* are negatives too. To make a negative statement, use only one negative word.

No: Don't never ask about his leg. There won't be none left.

Yes: Don't ever ask about his leg. There won't be any left.

- Use positive words instead of the negative in a sentence with *not*:

Negative	Positive	Negative	Positive
nobody	anybody, somebody	nothing	anything, something
no one	anyone, someone	nowhere	anywhere, somewhere
none	any, all, some	never	ever, always

Directions Write the letter of the two words used to form each contraction.

- | | |
|-------------------|-------------|
| _____ 1. what's | A has not |
| _____ 2. that'll | B that will |
| _____ 3. didn't | C they are |
| _____ 4. hasn't | D could not |
| _____ 5. they're | E did not |
| _____ 6. couldn't | F what has |

Directions Write the contraction for each pair of words.

- | | |
|-------------------------|------------------------|
| 7. would + have = _____ | 8. it + is = _____ |
| 9. she + will = _____ | 10. will + not = _____ |

Directions Circle the word in () that correctly completes each sentence.

- You can't (never, ever) tell what those boys will do.
- There wasn't (nobody, anything) in the hole.



Home Activity Your child learned about contractions and negatives. With your child, scan articles in the newspaper to find contractions. Ask your child to write the words used to form each contraction.

Name _____

Multisyllabic Words

Spelling Words				
elementary	vehicle	miniature	probability	opportunity
substitute	variety	literature	elevator	Pennsylvania
ravioli	cafeteria	mosaic	tuxedo	meteorite
fascination	cylinder	intermediate	centennial	curiosity

Words in Context Write the list word that best completes each sentence.

1. I'm having lunch in the ____ today. 1. _____
2. Did you know that cheese ____ is on the menu? 2. _____
3. Eating a ____ of foods keeps you healthy. 3. _____
4. Next year our town is 100 years old, so we'll have a ____ celebration. 4. _____
5. The astronauts drove a lunar ____ on the moon. 5. _____
6. The colorful ____ on the table top is made of tiny tiles. 6. _____
7. A shooting star is really a falling _____. 7. _____
8. The capital of ____ is Harrisburg. 8. _____
9. The levels of swimming at my camp are beginner, _____, and advanced. 9. _____
10. Books, poetry, and short stories are types of _____. 10. _____
11. Let's take the ____ to the tenth floor. 11. _____
12. We had a ____ teacher for one week. 12. _____
13. He had a ____ with all types of model trains. 13. _____

Synonyms Write the list word that has the same or almost the same meaning as the word or phrase.

14. tube 14. _____
15. tiny 15. _____
16. basic 16. _____
17. lucky chance 17. _____
18. desire to know 18. _____
19. formal suit 19. _____
20. likelihood 20. _____



Home Activity Your child wrote list words containing many syllables. Have your child draw a line between syllables. Use a dictionary to help you.

Name _____

Three-Column Chart

Name _____

Vocabulary • Greek and Latin Roots

- Many English words are based on **Greek** and **Latin** root words. Sometimes you can use Greek and Latin roots to figure out the meaning of an unfamiliar word.
- The Latin root *spec* means “look” or “see,” as in the word *inspect*. The Latin root *sect* means “to cut,” as in the word *dissect*. The Latin root *pond* means “to weigh,” as in the word *ponderous*.

Directions Read the following passage. Then answer the questions below. Look for Greek and Latin roots to help you determine the meaning of the words in italics.

The toughest section of Thursday was the morning, when I drove into town with my great-uncle Al. He couldn't see his hand in front of his face without his spectacles. So as we approached the stoplight with Uncle Al at the wheel, you can imagine my fright when I noticed he didn't have his glasses on. I pondered

my options: Do I yell something? Do I scream and point? But then I saw his glasses sitting on top of his head. Not wanting to distract Uncle Al with any unnecessary interaction, I reached over and gently tapped his glasses. They slid right onto his nose, perfectly in place. We came to an easy stop at the red light.

1. What is the root of the word *section*? What does the word mean?

2. How does the Latin root of the word *spectacles* help you understand the meaning of the word?

3. How does the Latin roots in the word *interaction* help you understand the meaning of the word?

4. The Latin root word *distrahere* means “to pull away.” Which word above comes from that root?

5. How does the Latin root of the word *pondered* help you understand the meaning of the word?



Home Activity Your child identified and answered questions about Latin and Greek roots in words. Have your child look in the dictionary and find other words with Latin or Greek roots. Have him or her tell you the meanings of the roots he or she found. Together think of other words with the same roots.

Name _____

Print Sources

- Libraries contain many sources of information for students to use. You can use a library database or a card catalog to identify and locate these materials. In both cases, you can search for materials by author, title, or subject.
 - **Print sources** include encyclopedias, newspapers, magazines, dictionaries, and other reference books.
-

Directions Read the following list of school library print sources for a report on U.S. Presidents.

Encyclopedias

Encyclopedia of U.S. Presidents, Vols. I & II

World History Encyclopedia, Vols. I–XX

Encyclopedia of American History, Vols. I–XII

Encyclopedia of Modern Science, Vols. I–VI

Encyclopedia of Entertainment, Vols. I–III

Newspapers

World News Daily (metropolitan paper)

Weekly Wrap-Up (community paper)

Kingsley Chronicle (school paper)

Magazines

News Weekly

The Historical Reader

History for Children

Skateboard Life

U.S. and the World

Dictionaries

Student Dictionary of American History

Cultural Dictionary of the United States

Anders' Dictionary of Places & Events

Dictionary of Who's Who & What's What

Name _____

Directions Pretend you are writing a report on U.S. Presidents in the twentieth century. Use the list of print sources to answer the questions below.

1. Which type of print sources might be valuable to use for this report?

2. Which would be the best source with which to start your report?

3. Would all the magazines be valuable to your report? Why or why not?

4. Suggest a topic you might research in a library's card catalog for your report.

5. If you knew an author had written a good book about U.S. Presidents, how could you use this knowledge to get information for your report?

6. Explain how a newspaper would be helpful if you extended your report to include U.S. Presidents in the twenty-first century.

7. How helpful would any of the newspapers be in gathering information for your report? Why?

8. If you didn't understand something that was referred to in the magazine *History for Children*, where would be a good place to find out what the reference meant?

9. If you wanted to find out how many Presidents were from a certain state, where would you look?

10. Would encyclopedias be more useful if you were writing a report on U.S. Presidents in the twentieth century or a report on children's movies currently showing in your neighborhood? Why?



Home Activity Your child answered questions about print and media sources. Discuss where media sources are located at your local library or bookstore. How are they organized? How are they organized similarly or differently from the print sources?

Name _____

Multisyllabic Words

Proofread an Article Circle six spelling errors. Write the words correctly. Find one capitalization error and write the sentence correctly.

Fictional Detectives

Literture has its share of famous detectives. writers have created an enormous variaty of detectives. All have curiosity about and a fasination with crime. Usually, they are average people with an especially high probility of being right in the middle of a crime scene! As one famous detective said, "It's elamentry, my dear Watson!"

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

Spelling Words

elementary
vehicle
miniature
probability
opportunity
substitute
variety
literature
elevator
Pennsylvania

ravioli
cafeteria
mosaic
tuxedo
meteorite
fascination
cylinder
intermediate
centennial
curiosity

Proofread Words Circle the word that is spelled correctly.

8. A ____ looks like a rock.
 metorit meteoright meteorite
9. I made a ____ out of glass tile.
 mosaic mosesic mosiac
10. My 99-year-old grandfather will have his ____ birthday next year.
 centenial centennial cintennial
11. William Penn was the founder of ____.
 Pennsylvania Pennsylvaniam Pennysalvenia
12. The tour ____ can go on land and water.
 veacle vehicle vehical
13. A soup can is a ____.
 cylindar cylander cylinder
14. My dog is a ____ poodle.
 miniature miniture miniatur

Frequently Misspelled Words

usually
especially

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Home Activity Your child identified misspelled multisyllabic words. Ask your child to select four list words and tell you how many syllables are in each word.

Name _____

Contractions and Negatives

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

Will Potluck's Songs

(1) My uncle, Will Potluck, lived out in the country near a small river. (2) Nobody ever saw him. (3) Uncle Will was always bothered by the badgers that dug under his house and garden. (4) When he could not stand it anymore, he would walk down to the river to escape the troublesome creatures. (5) He had _____ seen another soul there in the shade of the tall trees. (6) Dozing under the cedars, Uncle Will sang old songs, and the badgers did not never bother him. (7) With _____ around for miles, _____ ever heard Uncle Will's songs.

- | | |
|--|---|
| <p>1 Which word from sentence 2 is a negative?</p> <p>A didn't</p> <p>B ever</p> <p>C anybody</p> <p>D nobody</p> | <p>4 What change, if any, could be made in sentence 6?</p> <p>A Change <i>cedars</i>, to cedars</p> <p>B Change <i>did not never</i> to didn't ever</p> <p>C Change <i>did not never</i> to do not never</p> <p>D Make no change</p> |
| <p>2 Which pair of contractions could you make from the underlined words in sentence 4?</p> <p>A couldn't/he'll</p> <p>B couldn't/he'd</p> <p>C wouldn't/he'll</p> <p>D can't/wouldn't</p> | <p>5 Which pair of words best completes sentence 7?</p> <p>A everybody/something</p> <p>B nobody/anyone</p> <p>C no one/no one</p> <p>D nothing/something</p> |
| <p>3 Which word best completes sentence 5?</p> <p>A never</p> <p>B ever</p> <p>C any</p> <p>D no one</p> | |



Home Activity Your child prepared for taking tests on contractions and negatives. Ask your child to write contractions on one side of index cards and the words used to form them on the other side. Help your child practice identifying them.