

Name _____ Date _____

Understanding Characters

The School Story
Comprehension: Understanding
Characters

Read the selection below.

Sam's Story

Sam's teacher asked the class to write a story. The minute Sam heard this, his heart started thumping. Sam always had a hard time coming up with ideas.

When Sam got home from school, he had a snack. Then he played a video game with his little brother. The whole time, the story assignment cast a little black cloud over his afternoon activities. What could he write about?

Finally, he decided to do some brainstorming. He sat down at the kitchen table and opened his notebook. Sam's mind was as blank as the notebook page in front of him. His hands started to sweat, and all he wanted to do was

get up, go back into the living room, and play more video games. But he knew he had to come up with an idea before tomorrow's class.

Just then, his little brother walked into the kitchen. "What are you doing?" he asked.

"I have to think of something to write about for school," Sam replied, sighing.

"Well, I'm going to go play some more. Good luck!" His little brother bounded out of the room.

Suddenly, Sam had an idea. He'd write a story about how much he liked playing video games! Sam smiled to himself as he began to write.

Use the Inference Map to list details that help you understand Sam's character.

Detail: 	Detail: 	Detail:
Personality: 		

Name _____ Date _____

Understanding Characters

The School Story
Comprehension:
Understanding Characters

Read the selection below.

A Day at the Zoo

Rachel handed her little sister Abby some popcorn from her paper cone and said, "Here, Abby, take some more."

The two girls intently watched the sea lions bob a ball back and forth in the pool. Rachel saw her dad climbing up the bleachers and waved him over. She had offered to watch Abby while their parents saw a 3-D movie about predators.

"What a show, Rachel! Would you like to see it?" he asked. Abby tugged on Rachel's arm and whined, "Rachel, you promised we could go to the

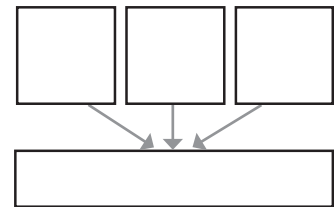
children's zoo after we watched the sea lions."

"Maybe another time. I don't want to disappoint Abby," said Rachel.

The zookeeper blew her whistle and tossed a disk to the sea lion. The marine mammal batted it into the crowd. A girl sitting near them tried to catch it, but it bounced away and fell back into Rachel's lap. The crowd cheered as the zookeeper announced Rachel should keep it.

Rachel looked over at the girl, saw she was wearing a cast on one arm, and knew what she had to do.

Complete an Inference Map with details that tell about Rachel's personality. Then answer the questions below.



1. How would you describe Rachel's personality?

2. What decision do you think Rachel has made at the end of the story?

Name _____ Date _____

Prefixes *dis-*, *ex-*, *inter-*, *non-*

The School Story
Vocabulary Strategies:
Prefixes *dis-*, *ex-*, *inter-*, *non-*

The words in the box begin with the prefixes *dis-* or *non-*, meaning “not”; *ex-*, meaning “outside”; or *inter-*, meaning “between/among.” Choose the word that best completes each sentence.

disappeared	nonstop	displese	displace	exceed
nonfiction	extract	interact	interlace	interview

- The rabbit _____ into the bushes.
- The dentist had to _____ the rotten tooth.
- Put a few large rocks in the birdbath to _____ some water.
- Do not _____ the boundary of the playground during recess.
- Talking during the assembly will _____ the speaker.
- Being at the amusement park all day was _____ fun.
- Reporters like to _____ famous people for the news.
- A good _____ book sticks to the facts.
- The designer wanted to _____ the cloth with gold silk thread.
- When good friends _____, they feel relaxed and natural.

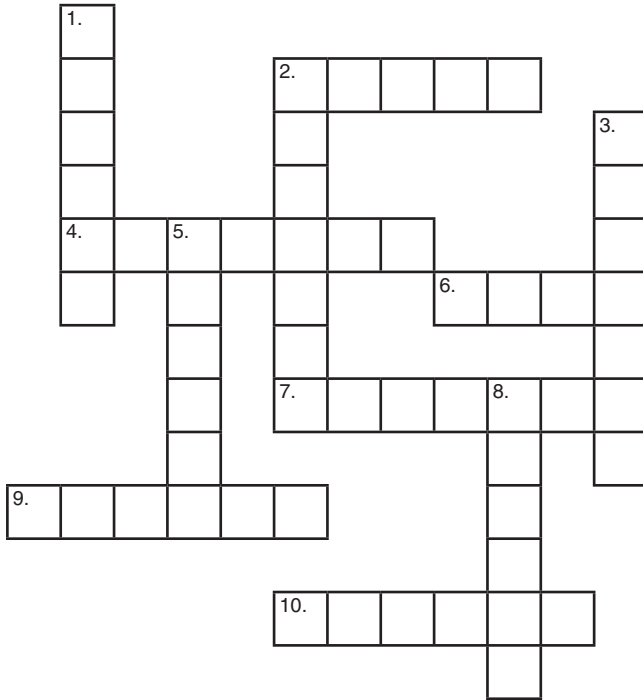
Name _____ Date _____

Short Vowels

The School Story

Spelling: Short Vowels

Basic Complete the puzzle by writing the Basic Word for each clue.



Spelling Words

1. batch
2. reject
3. vanish
4. sloppy
5. rhythm
6. blunder
7. strict
8. meadow
9. recover
10. cleanse
11. text
12. mystery
13. expand
14. bluff
15. promptly
16. initials
17. statue
18. polish
19. somehow
20. dreadful

Across

2. a group of something
4. to make clean
6. a book or other piece of writing
7. to return to a normal condition
9. a grassy field
10. to make smooth and shiny

Down

1. enforced all the time
2. a mistake
3. something that is not understood
5. become larger
8. disappear

Challenge How could you earn money to buy a bike? Write sentences with your ideas. Use three of the Challenge Words. Write on a separate sheet of paper.

Challenge

- salary
quintet
magnetic
tepid
intact

Name _____ Date _____

Spelling Word Sort

The School Story

Spelling: Short Vowels

Write each Basic Word beside the correct heading.

<p>/ă/ spelled <i>a</i></p>	
<p>/ĕ/ spelled <i>e</i> or <i>ea</i></p>	
<p>/ĭ/ spelled <i>i</i> or <i>y</i></p>	
<p>/ŏ/ spelled <i>o</i></p>	
<p>/ŭ/ spelled <i>u</i> or <i>o-</i> <i>consonant-e</i></p>	

Spelling Words

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Challenge

salary
quintet
magnetic
tepid
intact

Challenge Add the Challenge Words to your Word Sort. Some words will fit in more than one group.

Connect to Reading Look through *The School Story*. Find words in the selection that have the /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/ spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The School Story
Spelling: Short Vowels

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

The author's work was sloopy, and the writing was pretty dredfull. There was no rhythim or style to the writing. The mistery the author tried to create didn't work. As a publisher, Martin could never print the tex .

Yet Martin felt very uneasy, somhow, after he promptly wrote the note to rejeckt the writer's story once again. Martin glanced out the window. What he saw there made him feel that he might have made a blundar.

A young man was standing like a staeuw, staring intently up at his office. The man's stare was not a bluf because Martin could see the hopefulness in the man's face. Martin decided that if the writer was truly dedicated, he could allow him one last chance to pollesh his work.

Spelling Words

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

Name _____ Date _____

Subjects and Predicates

The School Story
Grammar: Complete Sentences

A **sentence** is a group of words that expresses a complete thought. All sentences have two parts: a subject and a predicate. The **simple subject** of a sentence is whom or what the sentence is about. The **simple predicate** is the main word that describes the action or the state of being. The **simple predicate** is a verb.

subject predicate

The author (placed) her book on the shelf.

Thinking Question

What part of the sentence tells whom or what the sentence is about? Which part describes the action or state of being?

Activity Underline the simple subject in the sentences. Circle the simple predicate.

1. Carla opened her workbook.
2. The dog barked at the passing train.
3. Before lunch, I rode my bike.
4. My father told me to rake the yard.
5. Recess is my favorite part of the day.
6. Grandma called right before dinner.
7. Shannon helped Carla with her homework.
8. Jacob gradually felt comfortable at the new school.

Name _____ Date _____

Complete Subjects and Predicates

The School Story
Grammar: Complete Sentences

A **complete subject** tells who or what a sentence is about, including any words that modify.

A **complete predicate** tells what the complete subject is or does. It includes a verb or verbs and any words that modify them.

complete subject complete predicate

A box of cookies landed on my desk.

Thinking Question

What part of this sentence tells whom or what the sentence is about? What part of this sentence includes the verb and any words that modify it?

Activity Circle the complete subject in each sentence. Underline the complete predicate.

1. People who own dogs know about responsibility.
2. Yellow pencils make great party favors.
3. My cousin Gina sent me a text message this morning.
4. Some teachers drive to school.
5. A small black kitten poked its head out from behind a tree.
6. Those of you who are confused may want to review your notes.
7. My bus driver is very friendly.
8. Indoor soccer is my favorite sport to play.

Name _____ Date _____

Fragments and Run-ons

The School Story
Grammar: Complete Sentences

A **sentence fragment** is a group of words that does not express a complete thought. A **run-on sentence** is two or more sentences run together with commas or without punctuation.

sentence fragment

A dance on Saturday.

complete sentence

A dance will be held on Saturday.

run-on sentence

A dance will be held on Saturday, I'm going.

complete sentence

A dance will be held on Saturday, and I'm going.

Thinking Question

Does the group of words express a complete thought? Is the sentence made of two sentences with commas or without punctuation?

Activity Label each group of words *sentence fragment*, *run-on sentence*, or *complete sentence*. Correct any sentence fragments or run-on sentences.

1. Field trip to the museum. _____

2. I sat next to Lauren at lunch she had pizza. _____

3. Four students in our class from San Mateo. _____

4. Our band teacher gave Victor the drumsticks. _____

5. Rehearsals after school on Tuesdays and Thursdays. _____

6. Jamie is president of student government, he works hard. _____

Name _____ Date _____

Contractions

The School Story
Grammar: Spiral Review

Incorrect	Hasn't no one read the story I wrote?
Correct	Hasn't anyone read the story I wrote?
Incorrect	She printed copies for us, and there on the table.
Correct	She printed copies for us, and they're on the table.

1–6. Write the correct word in parentheses to complete the sentence.

- I _____ had no time to read it. **(have, haven't)**
- Her stories don't _____ have happy endings. **(ever, never)**
- Details are important, so be sure you haven't left _____ out. **(any, none)**
- _____ hard to believe the ending to this mystery story. **(its, it's)**
- I think that _____ creating an interesting plot. **(you're, your)**
- _____ are good twists and turns in the plot. **(They're, There)**

7–10. The rules below have errors. Circle the error. Then write the correct word on the line.

- Don't keep food or liquids nowhere near the hardware.

- Nothing with magnets shouldn't be put near the computer.

- Save your changes often if your working on an important file.

- Be gentle with computers. There fragile pieces of equipment.

Name _____ Date _____

Sentence Fluency

The School Story
Grammar: Connect to Writing

Sentence Fragment	The mother and baby elephant at the zoo.
Complete Sentence	The mother and baby elephant live at the zoo.
Run-on Sentence	Danielle gave me a book to read, I finished it in one night.
Complete Sentence	Danielle gave me a book to read, and I finished it in one night.

Read the sentences. Fix sentence fragments and run-on sentences to form complete sentences. Write the new sentences on the lines.

1. My new bike is red, I want to paint it because my favorite color is blue.

2. Heather had fun with her aunt, they went ice skating.

3. The candidate's speeches delivered from the stage in the auditorium.

4. We had pancakes for breakfast, I prefer eggs.

5. A group of children in the mall with their parents.

6. Grace should always call me before eight o'clock, that is my curfew.

Name _____ Date _____

Focus Trait: Voice

Using Dialogue to Reveal Character

The School Story
Writing: Write to Express

Plain Dialogue	Dialogue That Reveals Character
Marc said, "You took my notebook."	Marc said, "How could you take my notebook? You're going to pay for that!"

A. Read the line of plain dialogue. Then add words to the dialogue so that it reveals character.

Plain Dialogue	Dialogue That Reveals Character
1. "The water park is fun," said Amber.	"I _____" Amber _____. "The double slide is _____"

B. Read each example of plain dialogue. Revise each example to reveal something about a character.

Pair/Share Work with a partner to brainstorm how to revise the plain dialogue to reveal character.

Plain Dialogue	Dialogue That Reveals Character
2. John said, "I wonder when lunch starts."	
3. "I'm glad we are friends," said Gloria.	
4. "I'm sorry that you broke your arm," said Fred.	