

Understanding Characters

Star in the Storm
Comprehension: Understanding Characters

Read the selection below.

An Ordinary Day

When Charlie stepped outside, it seemed like any other day. The sun was shining, the flowers were blooming, and there was a spaceship parked in front of the house. He wondered, as usual, if he had forgotten something important for school that day. *Absent-minded Charlie* is what his friends sometimes called him. And now something seemed...

“Spaceship?! Did I see a spaceship parked in front of my house?” Charlie said.

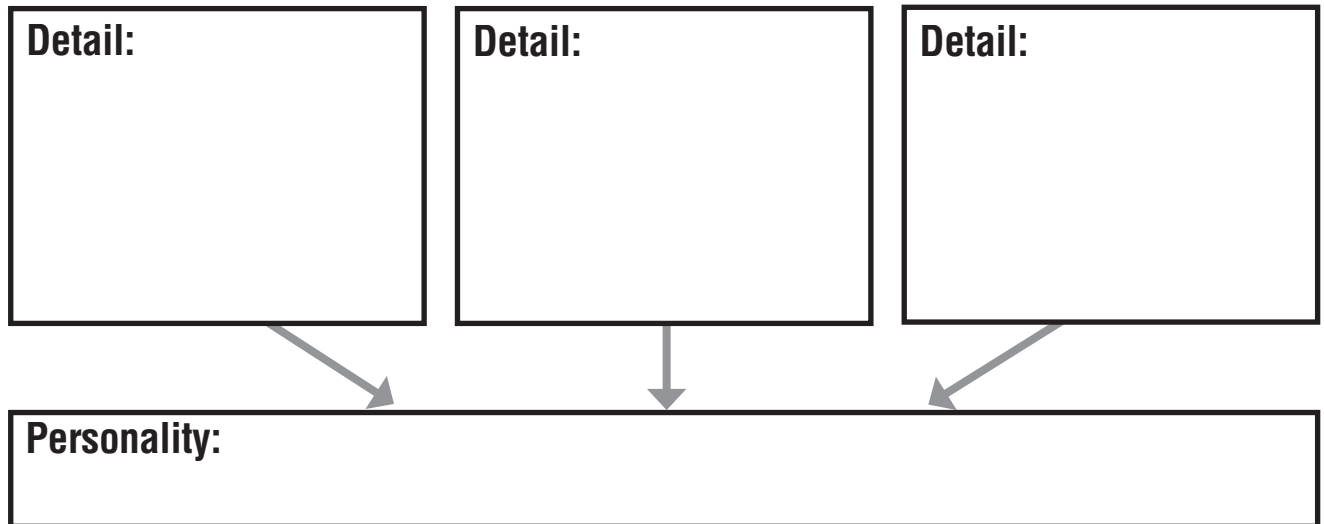
There was indeed a spaceship, and coming out its door was a little green man. “My name is Zozo, and I am lost. Could you please tell me which way is east?” the man said.

“Sure,” Charlie said, and he pointed a shaky finger towards the east. Then Charlie had an idea. If he could get a picture of Zozo, the kids at school might call him *Charlie the Great* instead. He ran into the house for a camera.

Once inside, Charlie searched the house for the camera. Five minutes later, he came back out with the camera that he’d found under the bathroom sink. The street was empty. Zozo’s spaceship was a dot in the sky.

“Serves me right,” he said to himself. “If I had just kept track of my things, I would have been famous today.”

Use the Inference Map to show details that explain something about Charlie’s personality.



Name _____ Date _____

Understanding Characters

A Star in the Storm
Comprehension:
Understanding Characters

Read the selection below.

Will Suri Come?

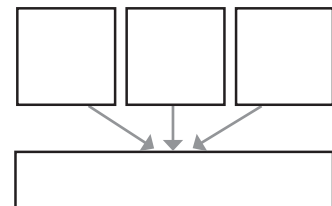
Laurel had wanted to be friends with Suri ever since Suri came to Jefferson Middle School. Laurel had thought about trying to sit next to Suri at lunch or about asking her to come over after school, but so far, had done nothing to act on her thoughts. Laurel was shy and making new friends was not easy for her.

When Laurel's birthday came around, she was too nervous to invite Suri to her party. Then Suri helped Laurel pick up papers that had fallen on the

floor in Mr. Benson's class. The next day, Laurel gave her an invitation. Suri smiled, took the invitation, and said, "Thanks."

Later that week, Mr. Benson assigned Laurel and Suri to the same group. Their group was the first to finish that day's project, so they had time to talk quietly. Laurel wanted to ask about the party, but there was never a good time. When the bell rang, Suri waved and said, "See you tomorrow." Laurel really hoped Suri would come to her birthday party.

Create an Inference Map to explain Laurel's character traits. Then answer the questions below.



1. How does Laurel's behavior show why she was so nervous around Suri?

2. Do you think Suri will come to Laurel's birthday party? Why or why not?

3. Do you think Laurel and Suri will become friends? Why or why not?

Name _____ Date _____

Suffixes *-ion, -ation*

Star in the Storm
Vocabulary Strategies:
Suffixes *-ion, -ation*

The nouns below all end with the suffix *-ion* or *-ation*, which change a verb into a noun. Choose the word from the box that best completes each sentence.

desperation collision decision acceleration stabilization
decoration duplication formation unification absorption

1. The trapped animal struggled in _____.
2. Each _____ was set out before the guests arrived.
3. The crowd cheered the driver's _____ into first place.
4. Geese fly in a V _____.
5. He made a _____ to turn back when he saw the rising storm.
6. The _____ happened because one of the drivers wasn't paying attention.
7. This towel has better _____ than that towel.
8. They planned which presents each member of the family would give to avoid _____.
9. After the earthquake, the tall buildings required _____.
10. When the war ended, the _____ of the two countries began.

Name _____ Date _____

Suffixes: *-ion* or *-ation*

Star in the Storm
Spelling: Suffixes: *-ion* or *-ation***Basic** Write the Basic Words that best complete each sentence pair.

- 1–2. I really _____ great actors. Now that I am going to be in a play, I hope my performance will be worthy of _____.
- 3–4. The character I play is a veterinarian who performs a routine _____. I wanted someone to _____ my performance to see if I was ready.
- 5–6. I need to _____ any mistakes before opening night. I asked Mom to watch me perform my scene and suggest a _____. I might need to make _____.
- 7–8. Mom said that I did not need to _____ anything about my performance, but that my costume might need an _____.
- 9–10. Mom held up a mirror to _____ my image back at me. I looked at my _____ and saw that my shirt was on backwards.
- 11–12. I couldn't find the belt for my costume, so I had to _____ another belt. I don't think anyone will notice the _____.

Challenge Your family has put you in charge of planning their next vacation. Write about where you will go and what you will do. Use two of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. correct
2. correction
3. explore
4. exploration
5. admire
6. admiration
7. subtract
8. subtraction
9. examine
10. examination
11. separate
12. separation
13. alter
14. alteration
15. preserve
16. preservation
17. reflect
18. reflection
19. substitute
20. substitution

Challenge

irritate
irritation
coordinate
coordination

Name _____ Date _____

Spelling Word Sort

Star in the Storm
Spelling: Suffixes: *-ion* or *-ation*

Write each Basic Word beside the correct heading.

Verb	
Noun (drop the final e)	
Noun (no change made)	

Spelling Words

1. correct
2. correction
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15. preserve
16. preservation
17. reflect
18. reflection
19. substitute
20. substitution

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Star in the Storm*. Find words that have the suffixes *-ion* or *-ation* on this page. Add them to your Word Sort.

Challenge

irritate
irritation
coordinate
coordination

Name _____ Date _____

Proofreading for Spelling

Star in the Storm
Spelling: Suffixes: *-ion* or *-ation*

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

Emma, Rachel, and Granny had gone to eksplore the woods, looking for berries to perserve for the winter. There was no substitoot for wild Maine berries for Granny's cakes. Anything else would subtrack from their unique flavor. Once, she made a substitootion with beets, but it caused the batter to seperate. Now Emma's explurashun had led her astray. She had lost Rachel and Granny. Their sepuration worried Emma. She paused to refleck and bent to examun her face in a pool of water. That examunation showed Rachel's face just behind her! She was found!

Spelling Words

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

Name _____ Date _____

Subject and Object Pronouns

Star in the Storm
Grammar: Subject and
Object Pronouns

A **subject pronoun** takes the place of a noun used as a subject.

subject pronoun

When Maggie saw the dog, she patted him.

A **object pronoun** takes the place of a noun used as the object of an action verb. Object pronouns can also follow words such as *at, for, in, to,* and *with*.

object pronoun

When Maggie saw the dog, she patted him.

Thinking Question

Does the pronoun take the place of a noun used as a subject? Does the pronoun take the place of a noun used as the object of an action verb?

1–4. Underline the subject pronouns.

1. Maggie tried to help, but she couldn't.
2. The fishermen were worried, so they kept a careful lookout.
3. Icebergs are dangerous because they can break up.
4. Vera wondered how she could avoid possible danger.

5–8. Underline the object pronouns.

5. The iceberg is dangerous, so don't approach it.
6. Maggie needed help, and Sirius swam out to her.
7. Sirius and I were in trouble, but our friends helped us.
8. I told my friends that I would cook dinner for them.

Name _____ Date _____

Pronouns in Compounds

Star in the Storm

Grammar: Subject and
Object Pronouns

Subject pronouns should be used in compound subjects.

Object pronouns should be used in compound objects.

subject pronoun

The doctor and I were glad to help the pilot.

object pronoun

The doctor helped the pilot and me.

Thinking Question

Which pronoun should be used in the compound subject or compound object of a sentence?

Activity Underline the correct pronoun in parentheses to complete the sentence.

1. (She, Her) and the captain were very helpful.
2. The pilot thanked the captain and (she, her).
3. The doctor and (I, me) examined the man.
4. The man looked at the doctor and (I, me).
5. (They, Them) and (I, me) were puzzled.
6. It was a mystery to (they, them) and (I, me).
7. You and (he, him) were almost lost.
8. He almost lost you and (I, me).
9. (He, Him) and (I, me) pulled the pilot aboard.
10. The crew pulled (he, him) and (she, her) aboard.

Name _____ Date _____

Pronouns After Linking Verbs

Star in the Storm
Grammar: Subject and
Object Pronouns

A subject pronoun is used after a linking verb.

linking verb **subject pronoun**
It was he who flew the balloon.

Thinking Question
*Is the pronoun used
after a linking verb?*

Activity Underline the correct pronoun in parentheses to complete the sentence.

1. The captain of the Aurora is (him, he).
2. It was (he, him) who cured the man.
3. It was (they, them) who helped me.
4. Was it (her, she) who saw the man?
5. The rescuer was (I, me).
6. It was (me, I) who carried the rope.
7. The hero of the story is (he, him).
8. The bravest ones were you and (I, me).

Name _____ Date _____

Main and Helping Verbs, Linking Verbs

Star in the Storm
Grammar: Spiral Review

helping verb	I can ride in a rowboat on the lake all morning long.
main verb	I can ride in a rowboat on the lake all morning long.

linking verb	I feel peaceful when the boat rocks gently from side to side.
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1–5. Underline each helping verb once and each main verb twice.

1. My dad and I will take the rowboat out tomorrow morning.
2. Usually we can see a beautiful sunrise from the boat.
3. Would you like to come with us?
4. Heather can stay in the water all day.
5. We will row all the way out to the island.

6–10. Underline the linking verb in each sentence.

6. Dad looks happy whenever we sail in the boat.
7. His father was a fisherman.
8. Maybe I will become a fisherman, too.
9. Heather seems to be interested in fishing.
10. We look tired after our excursion.

Name _____ Date _____

Sentence Fluency

Star in the Storm
Grammar: Connect to Writing

Choppy Sentences	Complex Sentence with Pronoun
Vera saw that my bike had a flat tire. Vera lent me her skateboard.	Vera saw that my bike had a flat tire, so she lent me her skateboard.

Combine each pair of sentences to form a complex sentence. Add a subordinating conjunction and replace repetitive nouns with pronouns.

1. Maggie was worried about Sirius. Sirius hadn't eaten his food.

2. Maggie is a good sailor. Maggie shouldn't have taken her boat out in bad weather.

3. Cliff knew it was Otto's boat. Otto's boat had red sails.

4. Sirius saw Maggie eating biscuits. Sirius started to lick his lips.

5. Otto got caught in a storm five years ago. Otto always listens to the weather forecast.

Name _____ Date _____

Focus Trait: Word Choice

Using Exact Words

Star in the Storm
Writing: Write to Narrate

Description with Vague Word	Description with Exact Word
She extended the oars from the rowboat and <u>put</u> them into the water.	She extended the oars from the rowboat and <u>plopped</u> them into the water.

A. Read each sentence. Change the underlined word in each sentence to make the description more vivid.

Description with Vague Word	Description with Exact Word
1. Maggie is <u>telling</u> Sirius to bring her in.	Maggie is _____ Sirius to bring her in.
2. Every muscle in Sirius's body is <u>working</u> as he tows the rowboat.	Every muscle in Sirius's body is _____ as he tows the rowboat.

B. Pair/Share Rewrite each sentence to include more exact words. Work with a partner to think of more exact words.

Description with Vague Word(s)	Description with Exact Words or Phrases
3. They needed something cold to tame Vera's bad fever.	
4. Their small boat stood little chance against the strong current.	
5. The shiny iceberg was, in fact, a serious danger.	