

Name _____ Date _____

Persuasion

Dancing Kane
Comprehension: Persuasion

Read the selection below.

Growing a Family Garden

Growing a garden as a family is a worthwhile hobby. All a family needs to get started is a patch of land that gets the proper amount of sunlight, some seeds, a water source, and time.

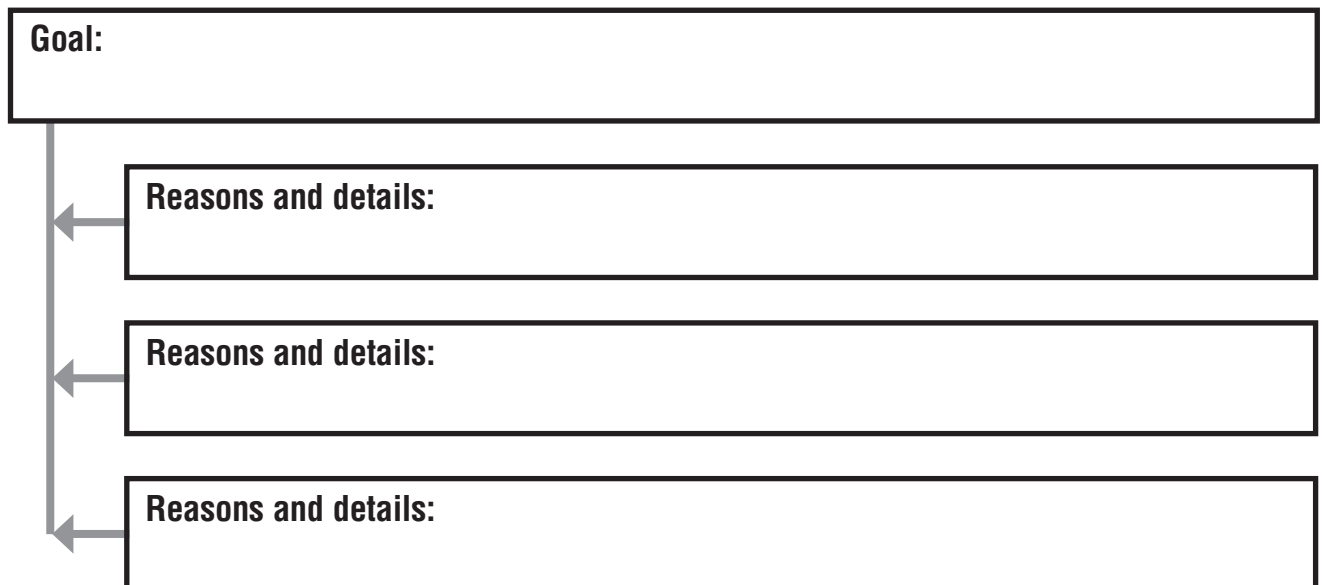
Families can work together to plan what they will grow in their garden. Children will enjoy making decisions about the garden. Different family members may like to eat different foods, so it is important to consider everyone's opinion when planning the garden.

Once the ground is prepared and the seeds are planted, the waiting and

watching begins. It is important to visit the garden often, and family members will enjoy spending time together as they watch for changes in the garden. New plants need a lot of water, so family members can take turns watering the garden. Even small children can help with jobs such as pulling weeds and staking plants.

The final and most rewarding job is to harvest the food that is grown. Children who grow gardens learn the value of hard work, and they truly get to enjoy the fruits (and vegetables) of their labor.

Use the Idea-Support Map to help you find the author's goal and supporting reasons in the selection.



Persuasion

Dancing Kane
Comprehension:
Persuasion

Read the selection below.

Little Sister

“Do you want to go to the movies with me on Friday?” Sandra asked Jen as they stood on the corner waiting for the school bus to arrive.

“I can’t because I’m meeting my little sister Fiona to help her with her homework,” Jen replied.

“Since when do you have a little sister?” Sandra said.

Jen laughed. “Not that kind of little sister. She’s my little sister through Youth Helpers of America. I signed up last month because I needed service hours for social studies class, and, so far, it’s been pretty incredible.”

“Sounds hard—what do you have to do?” Sandra asked.

“It’s really easy. So far, all it involves is just making a few phone calls a week to see if my little sister is having trouble with anything at school. But I’m meeting her for the first time in person on Friday to help her with a book report.”

“Sounds like a lot of time and work to me. Don’t you have enough homework of your own?” Sandra said.

“Sure, but it only takes about an hour or so of my time each week,” replied Jen.

“It’s actually really interesting, and it just feels good to know that I am making a positive difference in someone’s life. It’s completely worth all of my time and effort. Maybe you would like to be a part of the program.”

Complete an Idea-Support Map to determine the author’s goal and supporting details. Then answer the questions below.

←
←
←

1. What are two things Jen enjoys about being in the Youth Helpers of America program?

2. What are some of the things Jen tells Sandra to try to convince her that being in the program does not take up that much of her time?

Name _____ Date _____

Idioms

Dancing Kane
Vocabulary Strategies: Idioms

Read the sentences below. Think about the meaning of the underlined idiom. Then write the meaning on the line.

1. Before the field trip, the class took a crash course in museum manners.

Meaning: _____

2. His mother could not attend because she was feeling under the weather.

Meaning: _____

3. The bigger the story, the more likely the person is trying to pull your leg.

Meaning: _____

4. My cousin and I are in the same grade, and we're like peas in a pod.

Meaning: _____

5. I was trying to save up money for a bicycle, and my birthday money was only a drop in the bucket.

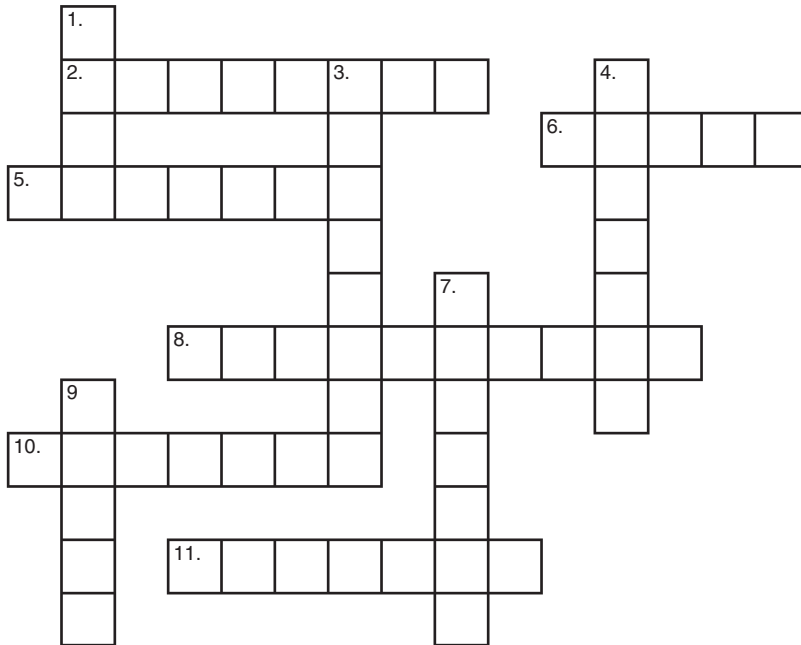
Meaning: _____

Name _____ Date _____

Final /ər/

Dancing Kane
Spelling: Final /ər/

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



Spelling Words

1. fiber
2. similar
3. regular
4. barrier
5. superior
6. grammar
7. rumor
8. character
9. director
10. acre
11. consider
12. junior
13. senior
14. solar
15. scholar
16. razor
17. surrender
18. particular
19. familiar
20. laser

Across

2. think about
5. usual
6. used to make cloth
8. specific
10. obstacle
11. the study of forms
of words

Down

1. a unit of area
3. a person who is in charge
of something
4. alike but not the same
7. a person who has a great
deal of knowledge
9. narrow and powerful beam
of light

Challenge Write sentences about your class field trip to the science museum. Be sure to describe both indoor and outdoor features. Use at least three Challenge Words. Write on a separate sheet of paper.

Challenge

- escalator
cursor
geyser
perpendicular
maneuver

Name _____ Date _____

Spelling Word Sort

Dancing Kane
Spelling: Final /ər/ Sound

Write each Basic Word beside the correct heading.

Final /ər/ with -er pattern	
Final /ər/ with -or pattern	
Final /ər/ with -ar pattern	
Final /ər/ with other pattern	

Spelling Words

1. fiber
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5. superior
6. grammar
7. rumor
8. character
9. director
10. acre
11. consider
12. junior
13. senior
14. solar
15. scholar
16. razor
17. surrender
18. particular
19. familiar
20. laser

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Dancing Kane*. Find words that have the final /ər/ sound on this page. Add them to your Word Sort.

Challenge

escalator
cursor
geyser
perpendicular
maneuver

Name _____ Date _____

Proofreading for Spelling

Dancing Kane
Spelling: Final /ər/ Sound

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

Rich walked up to the door of the auditorium. Usually, he would never consider auditioning for a school play, but the director was his favorite teacher. Plus, Rich was a senior this year. It would be his last chance. He walked into a crowd of familiar faces and took a seat.

“The rumor is that we are doing *The Wizard of Oz* this year,” whispered a junior girl. “I want to play the character of Dorothy!”

Rich was quite a scholar when it came to the theater, even though he had never been on stage before. Rich was confident in math, science, and grammar. He didn’t feel similar about acting, though. For most of these students, acting was a regular occurrence. Their auditions would probably be superior to his.

Finally, Rich took a deep breath and stood up. He walked slowly to the stage and signed up for his first audition.

Spelling Words

1. fiber
2. similar
3. regular
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5. superior
6. grammar
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8. character
9. director
10. acre
11. consider
12. junior
13. senior
14. solar
15. scholar
16. razor
17. surrender
18. particular
19. familiar
20. laser

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

Name _____ Date _____

Direct Objects and Compound Direct Objects

Dancing Kane
Grammar: Verbs and Objects

A **direct object** is a noun or pronoun that receives the action of a verb. To find the direct object in a sentence, say the subject, then say the verb, and then ask “what or whom?” Sometimes a sentence may have two direct objects. This is called a **compound direct object**.

direct object

Edward bought costumes for the performance.

compound direct object

Edward bought costumes and paint for the performance.

Thinking Question

What receives the action of the verb?

Activity Underline the direct objects and compound direct objects.

1. He taught a dance to the cast.
2. They practiced it on Tuesday.
3. Lilly built the set.
4. Ms. Santos played the piano and the violin.
5. The cast rehearsed the play for weeks.
6. Richie sold tickets and snacks.
7. Reese sang the opening song.
8. The audience gave a standing ovation.

Name _____ Date _____

Indirect Objects

Dancing Kane
Grammar: Verbs and Objects

A **direct object** is a noun or pronoun that receives the action of a verb. An **indirect object** is a noun or pronoun that tells to whom or for whom the action is done. An indirect object usually comes right before a direct object in a sentence. To find the indirect object, say the subject, say the verb, then ask “to whom or for whom?”

Liz brought me flowers after each performance.

**Thinking Question**

For whom or to whom is the action done?

Activity Underline the indirect objects.

1. Rachel sang us a song.
2. The director handed the students scripts.
3. Will showed Monica the new dance number.
4. They gave us new costumes.
5. I found Rafael a pair of dance shoes.
6. I bought them four tickets to the show.
7. Dion taught us a new warm-up exercise.
8. After the show, Shane threw the cast a party.

Name _____ Date _____

Transitive and Intransitive Verbs

Dancing Kane
Grammar: Verbs and Objects

A **transitive verb** is a verb that is followed by a direct object.

An **intransitive verb** cannot be followed by a direct object. Intransitive verbs would not make sense with a direct object.

transitive

She runs a business.

intransitive

She runs through the park each day.

Thinking Question

Is the verb followed by a direct object?

Activity Tell whether the underlined verb is transitive or intransitive. Write *T* for transitive and *I* for intransitive. If the verb is transitive, circle the direct object.

1. She saw a poster for dance classes. _____
2. Eat some fruit before the performance. _____
3. I was hungry by the end of the show. _____
4. I reviewed “El Alcaraban” and “La Bamba.” _____
5. I became nervous before the performance. _____
6. I waited a long time in my dressing room. _____
7. I watched the dancers every evening. _____
8. She was worried about her costume. _____

Name _____ Date _____

Simple Sentences

Dancing Kane
Grammar: Spiral Review

Kind of Sentence	End Mark	Example
Declarative	period (.)	I will teach you this dance.
Interrogative	question mark (?)	Are you ready to begin?
Imperative	period (.)	Please follow my lead.
Exclamatory	exclamation mark (!)	You're a natural!

1–6. Add the correct end mark to each sentence. Then write what kind of sentence it is.

- This is a traditional folk dance ___ _____
- Will you be my dance partner ___ _____
- Wait for the music to start ___ _____
- You stepped on my foot ___ _____
- Let's keep practicing ___ _____
- Are you having fun ___ _____

7–12. Rewrite the paragraph below, correcting any punctuation errors.

I really love this song? This is an excellent tune to dance to? Do you know who sings this song. Well, I suppose I could ask the DJ! Please turn up the music. Can you feel the rhythm! I'm so glad I wore my dancing shoes?

Name _____ Date _____

Sentence Fluency

Dancing Kane
Grammar: Connect to Writing

Short, Choppy Sentences
She has learned a song. She has learned a dance. She has also learned a few jokes.
Combined Sentence
She has learned a song, a dance, and a few jokes.

Combine these sentences by forming compound direct objects. Write the new sentence on the line.

1. We can dance reels. We can dance jigs. We can dance “La Bamba.”

2. I left my hat at the theater. I left my dancing shoes there, too. I also left my costume.

3. She knew “El Toro Rabón.” She knew the machete dance. She even knew the Jarabe.

4. His talents amazed you. They amazed me. They amazed a few other people, too.

5. We have prepared a Spanish dance. We have prepared a Mexican dance. We have prepared something extra.

Name _____ Date _____

Focus Trait: Organization

Leaving Out Unimportant Details

Dancing Kane
Writing: Write to Respond

Good writers organize their writing by leaving out unimportant details. This writer deleted an unimportant detail.

Three farmers in northern China were digging a well when they found the clay sculpture of a man's head. ~~The men were digging the well because there was a drought.~~ The "pottery man" that they found was not the first one discovered in the area. There were stories about a pottery man that had once been found nearby, then smashed to pieces and buried again because the villagers thought it would bring bad luck.

Read the story below. Write a summary of the selection on a separate sheet of paper. Include only the most important details in your summary.

Losing Lucky

My first pet was a dog named Lucky. Lucky was a black lab with shiny fur. I loved her very much and promised my parents I would take good care of her. Every day I fed and walked Lucky.

One day I took Lucky to the park. My big brother, John, who was sixteen, came with us. We decided it would be fine to let Lucky run around without her leash. At first it was so much fun; Lucky ran happily. At one point I heard a friend call my name, so I looked away to see who it was. When I turned back, Lucky was gone!

My brother and I searched everywhere for Lucky. We looked

all over the park and the playground, checking behind trees, bushes, and equipment.

After an hour of searching, we went home. We didn't know how to tell my parents we had lost Lucky. I was so worried they would think I was irresponsible and incapable of taking care of a pet. But, just as I opened the front door, trying to think of the right words to say how sorry I was for losing Lucky, there she was! Lucky jumped up and licked my face. It turned out she had found her way home. I hadn't lost Lucky after all.