

Plot and Character

- The **plot** is the pattern of events in a story.
- The person or animal who most affects a story's plot is the **main character**.
- A plot includes (1) a problem or **conflict** the **main character** will experience, (2) **rising action** as the conflict builds, (3) a **climax**, when the main character faces the conflict, and (4) a **resolution**, when the problem or conflict is solved.

Directions Read the following passage. Then complete the diagram by filling in the elements of the story.

Rafael was doing chores in the barn when his radio stopped. He walked into his house and discovered the lights wouldn't turn on. The power was out! Rafael knew all the milk in the refrigerator would spoil if it stayed warm too long. His family's dairy farm couldn't afford to lose that milk.

Then he remembered how his father kept soft drinks cold when they went fishing. Rafael carried 23 gallons of milk to the edge of the stream and placed them in the shallow water almost up to their caps. He knew the cool water would keep the milk chilled until the power came back on.

Main Character

1. _____

Rising Action

2. _____

Problem or Conflict

3. _____

Climax

4. _____

Resolution

5. _____



Home Activity Your child analyzed the plot of a short passage. Discuss a story with your child identifying characters, the problem or conflict, rising action, and resolution.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- _____ 1. in a way that demands attention
- _____ 2. muttered unhappily
- _____ 3. extremely small
- _____ 4. pushes or presses against something
- _____ 5. regularly or usually the case

Check the Words
You Know

Directions Choose the word from the box that best completes the sentences below. Write the word on the line shown to the left.

- _____ 6. Since the car was in _____, it didn't move when she pressed the gas pedal.
- _____ 7. I didn't hurt her feelings on purpose, or _____, but my words were careless.
- _____ 8. The workers _____, or muttered, when the boss told them they had to work faster.
- _____ 9. The child tugged at my dress _____, wanting another cookie.
- _____ 10. The rescue worker applied fifteen _____ to the man's chest, then breathed into his mouth twice.

Write a Letter of Complaint

Pretend that you have returned from a store where you had a terrible experience. The clerks were so rude that you may never shop there again! On a separate piece of paper, write a letter to the store's manager describing the event. Use as many vocabulary words from this week as you can.



Home Activity Your child identified and used words from the story Review the definitions of each of the vocabulary words with your child and work together to use the words in sentences.

Name _____

Each kind of sentence begins with a capital letter and has a special end mark.

A **declarative sentence** makes a statement. It ends with a period.

The creek goes through dense forests.

An **interrogative sentence** asks a question. It ends with a question mark.

Do you see a red kayak?

An **imperative sentence** gives a command or makes a request. It ends with a period.

The subject (*you*) does not appear, but it is understood.

Look in the marsh.

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark.

The water is freezing!

What a cold day it is!

Directions Rewrite each sentence. Make any needed corrections in capitalization and punctuation.

1. the creek is dangerous in winter?

2. he's not breathing.

3. do you know how to perform CPR.

Directions Complete each sentence with words from the box. Then write whether the sentence is



Home Activity Your child learned about four kinds of sentences. Have your child write about an event at school using one example of each kind of sentence.

Name _____

Steps in a Process

Process _____

Step 1**Step 2****Step 3****Step 4****Step 5**

Dictionary/Glossary

- A **dictionary** lists words in alphabetical order and gives their meanings, pronunciations, and other helpful information, including parts of speech—noun, verb, adjective, or adverb.
 - A **glossary** is a list of important words and their meanings that are used in a book. Glossaries are located at the back of a book. Some glossary entries include a page reference noting the first appearance of the word in the book.
 - When you see an unfamiliar word, and context clues do not help you figure out its meaning, you can use a dictionary or glossary to learn what it means.
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Directions Read the dictionary and glossary entries.

Dictionary Entry

rep•u•ta•tion (rep' ye ta' shen) **1. n.** what people think and say the character of someone or something is; character in the opinion of others; name; repute: *This store has an excellent reputation for fair dealing.* **2.** good name; good reputation: *Cheating ruined his reputation.* **3.** fame: *an international reputation.*

Glossary Entry

Ice Age . a cold period in which huge ice sheets spread outward from the polar regions, the last one of which lasted from about 1,600,000 to 10,000 B.C. (p. 107)

Name _____

Directions Answer the questions below.

1. In the dictionary entry, what does the initial bold entry for the word *reputation* tell you?

2. In the dictionary entry, what does the representation of the word in parentheses tell you?

3. Why do you think the dictionary provides sentence examples in the definition of the word?

4. How many definitions does this dictionary list for *reputation*? Which is the most commonly used definition?

5. What does the italicized *n.* stand for in both entries?

6. What two things do you notice are missing from a glossary entry that you find in the dictionary entry?

7. What is the page number listed at the end of the glossary entry for?

8. What information do you get in both a dictionary and glossary entry?

9. If you were reading a book about life in the desert, would you expect to find *Ice Age* in the glossary? Why or why not?

10. If you were reading a story and came across a word you did not know, where would be the first place you would look for a definition—a glossary or a dictionary?



Home Activity Your child learned how to use a dictionary and a glossary. Make a list of all the possible times you might use a dictionary or glossary.

Short Vowel VCCV, VCV

Proofread a Poster Sarah made a poster for the school fair. Circle seven spelling errors. Find one capitalization error. Write the corrections on the lines.

Come too the village fair!

See the funny comady team show.

Milk a cow and churn some buttar at the farm exhibit.

Sample hot dogs with twenty choices of musterd!

Make tisseu flower bouquets.

Decorate your denim jeans with a special new art method.

Enjoy fifty booths of crafts, fun, and games.

park at the Town Hall parking lot.

Ride the special shuttal bus to the fairgrounds.

Discount tickets are on sale in advanse.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |
| 8. _____ | |

Spelling Words

distance
method
anger
problem
butter
petals
enjoy
perhaps
figure
channel

admire
comedy
husband
tissue
mustard
shuttle
advance
drummer
regular
denim

Frequently Misspelled Words

and
to
too

Proofread Words Circle the correct spelling of the word.

- | | | |
|-------------|---------|---------|
| 9. channal | chanel | channel |
| 10. drummer | drumer | drummor |
| 11. metod | methid | method |
| 12. parhaps | perhaps | pirhaps |
| 13. figure | figger | figour |
| 14. petles | petels | petals |
| 15. problem | problem | problim |



Home Activity Your child found misspelled list words with VCCV and VCV patterns. Select a list word and ask your child to spell it.

Four Kinds of Sentences

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

The Storm

(1) The storm came up suddenly? (2) In a few short minutes, the sky turned dark. (3) Danny and Sherry were out in their sailboat within view of land! (4) Before they could reach harbor, however, the wind changed. (5) Sherry and Danny struggled to take down the sail. (6) The wind was too strong! (7) How could the pair get the boat



Home Activity Your child prepared for taking tests on kinds of sentences. Have your child read part of a story to you and identify each sentence as declarative, interrogative, imperative, or exclamatory.