

# Elements of Drama

## Plot:

What happens in the story

Setting: Where the story takes place

## Characters:

The people and animals that are part of the story.

## Stage Directions:

This information tells the actors what to do.

**Description:**  
**Detailed information about what has already happened**

## Dialogue:

These are the lines of text that the characters speak in the play.

## Theme:

The theme of a drama is the lesson or message the author is trying to convey.

# Elements of Drama: The Lunch

Name: \_\_\_\_\_

The elements of drama include: plot, characters, setting, description, dialogue, stage directions and theme.

The Lunch

Setting: The cafeteria

Characters: Connor, Olivia, Maya, and Brandon

{That morning, Connor grabbed his little sister's lunch by mistake and was disappointed when all he had for lunch was a small peanut butter and jelly sandwich and some milk.}

CONNOR: (hungry and upset) Oh great! Just what I needed. My little sister's lunch on a day that I'm absolutely starving!

OLIVIA: How did *that* happen? (squinting and frowning)

BRANDON: Here, Connor. (handing him an apple) My mom always packs more food than I can eat, so you're welcome to it.

OLIVIA: You can have one of my cookies too. I made them last night with my mom and they're pretty good...oatmeal chocolate chip.

MAYA: Well, it's not much but you can have my fruit roll up if you want. (handing him the fruit roll up)

CONNOR: Thanks guys. This is the best lunch I've had in a long time. I think tomorrow I might bring my sister's lunch again! (smiling)

What happens in the drama/the storyline

The author's message or the lesson that can be learned from the story.

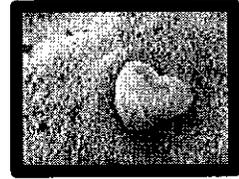
# Elements of Drama: The Present

Name: \_\_\_\_\_

## The Present

Setting: At Grandma's cottage by the sea

Characters: Mia, Mia's Mother and her Grandma



{Mia and her mother have been driving all day to see Grandmother. They haven't seen her in several months and are anxious to see her.}

MIA: (Happy and excited) Grandma! We're finally here!

MOTHER: Hello, Mom. (hugging her) It's been too long.

GRANDMA: Oh my dears! I am so glad that you were able to come out and see me.

MIA: Grandma, I have something I want to give you. I know how much you love rocks and shells and so when I found this, I knew it was something that I had to give you. (holding out a small package, wrapped in comics from the newspaper)

GRANDMA: Let me see...Oh, I can't wait to open it. (opening the present). Mia, (holding a small heart shaped rock) this is just so special to me. It is truly a treasure, and so are you.

1. What is the setting of the play? \_\_\_\_\_

\_\_\_\_\_

2. Who are the characters in the play? \_\_\_\_\_

3. Why did Mia say "We're finally here"? \_\_\_\_\_

4. Look in the "description". How long has it been since they saw Grandma? \_\_\_\_\_

5. Look at the stage directions regarding the present's wrapping. Who do you think probably wrapped the present and why?

6. What is the theme of this drama? \_\_\_\_\_

7. Which line(s) specifically show the message the author was trying to get across? \_\_\_\_\_

# Elements of Drama: The Birthday

NAME: \_\_\_\_\_

## The Birthday

Setting: In the Classroom at school

Characters: Will, Tyler, and Mrs. Miller, the teacher

{Will's birthday was on the first day of school and he was worried that it would be forgotten.}

WILL: (A little down) Hey, Tyler.

TYLER: Hey, Will. Here we go again... back to school. Hope Mrs. Miller is as nice as they say she is.

WILL: Me too. (bell rings for school to start)

MRS. MILLER: (Opening the door to the classroom) Good morning boys and girls and a special welcome back to school. (kids enter the classroom and find their desks).

WILL: (Sitting down at his desk and seeing a goodie bag with a happy birthday message on it) I think this might be a good year after all. (smiling)

TYLER: Wish it was my birthday today!

1. What is the setting of the play? \_\_\_\_\_

2. Who are the characters in the play? \_\_\_\_\_

3. Why do you think that Will thought his birthday might be forgotten on the first day of school? \_\_\_\_\_

4. Look in the "stage directions" for Will's first line. How was he supposed to act? \_\_\_\_\_

5. What kind of teacher is Mrs. Miller? \_\_\_\_\_

6. Look at question #5. Which line(s) makes you think this? \_\_\_\_\_

7. What is the theme of this drama? \_\_\_\_\_

# Inference Practice: Who Am I?

Name: \_\_\_\_\_

Read each passage below. Write who the person is in the passage and explain your answer.

1. I had finally gotten used to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below.

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2. My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

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3. The crowd began to roar as I made a few practice swings with the bat. The umpire called to me sharply to hurry. I was not in any hurry to face the most famous pitcher in history.

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4. I often work in the early morning when the light is best. The canvas has had time to dry over night. When I start, I make sure all of my brushes are clean.

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5. I liked walking next to the covered wagon more than riding in it with my sisters. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, Pa, my brothers and I would sleep under the wagon, while Ma and my sisters slept in the wagon. I hoped we would reach the West soon.

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# Inference Practice: Who Am I?

Name: \_\_\_\_\_

**KEY**

Read each passage below. Write who the person is in the passage and explain your answer.

**Students explanations will vary.**

1. I had finally gotten used to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below.

**an astronaut**

2. My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

**a princess**

3. The crowd began to roar as I made a few practice swings with the bat. The umpire called to me sharply to hurry. I was not in any hurry to face the most famous pitcher in history.

**a baseball player**

4. I often work in the early morning when the light is best. The canvas has had time to dry over night. When I start, I make sure all of my brushes are clean.

**an artist**

5. I liked walking next to the covered wagon more than riding in it with my sisters. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, Pa, my brothers and I would sleep under the wagon, while Ma and my sisters slept in the wagon. I hoped we would reach the West soon.

**a pioneer boy**

Name: \_\_\_\_\_

# Visual Clues

Look at the picture carefully. Answer the questions below by circling the best answer.

**1. What season is it?**

- A. winter
- B. summer

**2. When is it?**

- A. noon
- B. midnight
- C. morning or evening

**3. Why do the trees look that way?**

- A. The trees are dying.
- B. A storm covered them with ice and snow.
- C. They are blooming.

**4. How would your footsteps sound if you were to walk on the ground?**

- A. squish
- B. slurp
- C. crunch

**5. What might live nearby?**

- A. a wild moose
- B. a wild giraffe
- C. a wild alligator



**Pick one of the answers you gave to a question and explain your answer.**

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**Student's choice**

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# Elements of Poetry



## Rhyme:

Words rhyme if they have the same ending sounds.

## Meter:

The number of syllables in a line and how they are accented creates the poem's "beat" or rhythm.

## Mood:

The feeling the author is trying to convey.

**Line:** A line is one line in a poem.

## Stanza:

A group of lines that are together are called a stanza.

## Repetition:

Sometimes words or phrases are repeated.

## Theme:

The theme of the poem is the lesson or message the author is trying to convey.

# Elements of Poetry: MY DOG

Name: \_\_\_\_\_

The elements of poetry include meter, rhyme, repetition, line, stanza, theme, and mood.



## MY DOG

By Jennifer Larson

My puppy isn't pretty,  
He's really just a mutt,  
But every time we play,  
I just love that little nut.

My puppy isn't pretty,  
He's spotted in a weird way,  
But every time we snuggle,  
I know I'll love him always.

The feeling the author is trying to convey

The author's message or lesson to be learned

The rhythm of the poem

# Elements of Poetry: Rhyme Scheme

Name: \_\_\_\_\_

A poem's pattern of rhyming lines is called its rhyme scheme. Rhyme schemes are named using letters of the alphabet (usually A – D). Here is an example of a poem with its rhyme scheme listed in brackets.

## The Cat

My cat is my best friend, (A)  
I'll love her to the end. (A)  
If I'm upstairs or down, (B)  
She follows me around. (B)

Now it's your turn...Label the rhyme scheme for the following poems:

## The Game

1. Popcorn and peanuts and gallons of coke, (\_\_\_\_)
2. Yelling so loudly, my throat is now hoarse, (\_\_\_\_)
3. Bases are loaded, cheers from the folks, (\_\_\_\_)
4. Crack goes the bat, a homerun of course. (\_\_\_\_)

### The Mouse

5. Creeping under boxes, ( \_\_\_ )  
6. Looking for a bite, ( \_\_\_ )  
7. Hoping not to be noticed, ( \_\_\_ )  
8. Running out of sight. ( \_\_\_ )

### Pizza

9. I want to eat some pizza, ( \_\_\_ )  
10. Not just a slice or two, ( \_\_\_ )  
11. I'm hungry as a giant, ( \_\_\_ )  
12. A whole pizza just might do. ( \_\_\_ )

### My Brother

13. Mom's having a new baby, ( \_\_\_ )  
14. It's a boy and that's not maybe, ( \_\_\_ )  
15. Can't wait till we can play, ( \_\_\_ )  
16. Maybe on the first day? ( \_\_\_ )

# Elements of Poetry: The Hike

Name: \_\_\_\_\_

## The Hike

By Jennifer Larson

My backpack is packed, hiking shoes laced,  
Water, snacks and sunscreen, all carefully placed.  
Out of the car and onto the trail,  
Map in my hand, no way I can fail.



Walking and walking, and searching the trees,  
Looking for chipmunks and squirrels in the leaves.  
Searching the woods, on the lookout for deer,  
Finally see a baby, with his mom really near.

Hot and dusty and ready for a break,  
I open my backpack, the water I take.  
No longer thirsty, I head out again,  
Birds in the fields, an egret, a wren.

Nearing the lake, can't wait for a swim,  
See a turtle and a frog, the flash of a fin.  
Time to head home now, this I must face.  
My backpack is packed, hiking shoes laced.

1. How many stanzas are there in this poem? \_\_\_\_\_

2. How many lines are there in each stanza? \_\_\_\_\_

3. What is the rhyme scheme of the poem "The Hike"? \_\_\_\_\_

4. Does this poem use repetition? \_\_\_\_\_ If so, which line is repeated? \_\_\_\_\_

5. What is the mood of the poem? \_\_\_\_\_

6. What is the theme of this poem? \_\_\_\_\_

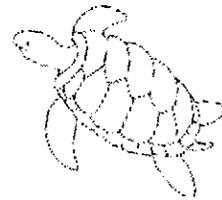
7. Which line(s) specifically show the message the author was trying to get across? \_\_\_\_\_

# Elements of Poetry: The sea Turtle

Name: \_\_\_\_\_

## The sea Turtle

By Jennifer Larson



I enter his world, of water and foam,  
Watching from a distance, I swim and roam.  
In awe of the sight, so magical and clear.  
The sea turtle glides, but never real near.

I follow along, my flippers flowing fast,  
Trying to befriend him, tiny fish swim past.  
My snorkel and mask, breathing out, breathing in,  
My arms feeling strong, swimming smoothly again.

I almost reached him, and out goes my hand,  
The sea turtle's cautious, swims away from the land.  
I want to stay out here and swim until dark,  
The turtle's long gone, just a mark on my heart.

1. How many stanzas are there in this poem? \_\_\_\_\_

2. How many lines are there in each stanza? \_\_\_\_\_

3. What is the rhyme scheme of the poem "The Sea Turtle"?

4. Do lines five and six have the same meter? Explain:

5. What is the mood of the poem?

6. What is the theme of this poem? \_\_\_\_\_

7. Which line(s) specifically show the message the author was trying to get across?

# Elements of Prose



**Characters:**  
The people and animals that are part of the story.

**Setting:** Where the story takes place

**Dialogue:**  
What the characters say

**Plot:**  
This is what happens in the story.

**Point of view:**  
Who is telling the story:  
1<sup>st</sup> Person: The character is in the story (I, Me, We)  
3<sup>rd</sup> Person: An all knowing narrator  
(He, She, They...)

**Mood:**  
The feelings the author creates or the feeling you get when reading the story.

**Theme:**  
The theme of prose is the lesson or message the author is trying to convey.

# Elements of Prose: The Ribbon

Name: \_\_\_\_\_

The elements of prose include plot, characters, setting, point of view (1st or 3rd person) theme, dialogue, and mood.

## The Ribbon

One day at my house, my grandma came to visit, She told me a story about when she was a little girl and their family was so poor that one of her favorite things was this ribbon. It was light pink, soft and made of satin. Her mom got it when it was used to wrap a gift that her boss had given her as a thank you for cleaning her house so well. Well, grandma took really good care of that ribbon and one day she gave it to my mom, who quickly transformed it into a bookmark. "Do you remember that, Mom?" I asked. "Oh honey, how could I forget? I knew the story behind it, so that pink ribbon was as special to me as it was to your grandma!"

Well, the day came that my mom was all grown up and she took that ribbon right out of the book she was reading and gave it to me. By then, the color had faded a bit and the edges weren't sharp and crisp as they once had been, but I still treasured that pink ribbon and put it to good use. I tied it around the neck of my favorite teddy bear, Tessa. My favorite bedtime bear still wears that bow proudly, even though I don't sleep with her anymore. Maybe one day I'll have a daughter too. I wonder what she'll do with our pink ribbon.

What happens in the story/the storyline

The feeling the author is trying to convey

The author's message or lesson to be learned

# Elements of Prose: The Meet

Name: \_\_\_\_\_

## The Meet

It was the first Cross Country Meet of the school year and Jenna was nervous. She had never raced before and had never run a mile without stopping. "Payton, maybe I should just sit this one out," she said. "Oh no you don't," Payton replied. "This is *our* race and we'll do it together. We've trained all month for this and this is not the time to back out."

Jenna finished tying her track shoes and put her number on her school jersey. She tried to look confident but inside she felt like Jell-O. The girls walked to the starting line and waited for the coach to give them some last minute advice. Miss Johnson walked in front of the girl's group and said, "Ok...you girls know what to do. Start out quickly to get out of the "wash", and then get into your pace. Find someone who runs at the same pace and keep up with them, When you round the last corner, make sure you have something left in you, cause that's the time to give it all you've got and sprint". Hmmm...Give it all I've got, thought Jenna. Yes, I can do this, she realized.

Miss Johnson gave Payton and Jenna and the rest of the girl's team high fives and wished them luck. The race started and finished quickly. As Jenna ran through the finish line and chute, she felt elated. Payton was directly in front of her. Jenna made it and they were a team! Now she couldn't wait for the next race.

1. What is the setting of this prose piece? \_\_\_\_\_

\_\_\_\_\_

2. Why do you think Jenna was so nervous at the Meet? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. How did Jenna change from the beginning of the story compared to the end? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What is the plot of this story? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What point of view is this story told in and how do you know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Elements of Prose: The Paper Route

Name: \_\_\_\_\_



## The Paper Route

Jake wanted to earn some money to buy a new bike. His mom told him that if he would be willing to fold the newspapers, she would drive him around the neighborhood to pass them out. Jake decided that a newspaper route was his best option for making money, so he agreed.

Four o'clock rolled around quickly and Jake was sleepy as he hit the alarm clock beside his bed. He gathered up the newspapers and folded them, one by one and then loaded them into his Mom's car. "Mom, are you ready to go?" he yelled back to the kitchen. "I'm on my way Jakers," she replied. As Jake's mom got into the car, she handed back a thermos of hot chocolate. "For my favorite businessman," she teased.

While his mom drove slowly, Jake threw the newspapers onto each person's driveway. At first his aim wasn't so good, but after a few blocks, he improved. When he got home, he showered and got ready for school. Tonight, he thought, I'll go to bed a little earlier.

Jake and his mom worked on the paper route for several months until Jake finally saved enough for his new bike. After purchasing the bike, he asked his mom if they could still do the paper route. "Are you sure that's what you want to do?" his mom asked. "I do, Mom," Jake replied. "I've got something else I want to buy next." "And what's that?" his mother asked. "A car!" said sixteen year old Jake.

1. What is the setting of this prose piece? \_\_\_\_\_

2. What kind of mother is Jake's mom and how do you know? Give specific examples from the text. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why do you think that Jake decided to go to bed a little earlier on the night of his first day of delivering newspapers? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is the plot of this story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What point of view is this story told in and how do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Aesop: Put the Events in Order

Aesop was a Greek writer who wrote stories called fables. A fable is a story that gives a lesson at the end. Here is one of Aesop's fables.

### The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

*Lesson: A kindness is never wasted.*

Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.

- A. \_\_\_\_\_ The Mouse found the Lion in the net.
- B. \_\_\_\_\_ The Lion roared with anger.
- C. \_\_\_\_\_ The Mouse promises to help the Lion someday if he will let her go.
- D. \_\_\_\_\_ The Lion was asleep.
- E. \_\_\_\_\_ The Lion laid his paw on the Mouse.
- F. \_\_\_\_\_ The Mouse chewed the net to free the Lion.
- G. \_\_\_\_\_ The Lion went hunting and got caught in a net.
- H. \_\_\_\_\_ The Lion let the Mouse go.
- I. \_\_\_\_\_ The Mouse ran across the Lion's nose.
- J. \_\_\_\_\_ The Lion woke up.

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*Lesson: A kindness is never wasted.*

Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.

- A. **9** \_\_\_\_\_ The Mouse found the Lion in the net.
- B. **5** \_\_\_\_\_ The Lion roared with anger.
- C. **8** \_\_\_\_\_ The Mouse promises to help the Lion someday if he will let her go.
- D. **1** \_\_\_\_\_ The Lion was asleep.
- E. **4** \_\_\_\_\_ The Lion laid his paw on the Mouse.
- F. **10** \_\_\_\_\_ The Mouse chewed the net to free the Lion.
- G. **7** \_\_\_\_\_ The Lion went hunting and got caught in a net.
- H. **6** \_\_\_\_\_ The Lion let the Mouse go.
- I. **2** \_\_\_\_\_ The Mouse ran across the Lion's nose.
- J. **3** \_\_\_\_\_ The Lion woke up.

Name: \_\_\_\_\_



## Story Elements

# Problem and Solution

For each passage below, write the problem and solution in the correct column.

Passage	Problem	Solution
<p>1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog won at the pet parade.</p>		
<p>2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.</p>		
<p>3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.</p>		
<p>4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.</p>		



## Story Elements

# Problem and Solution

For each passage below, write the problem and solution in the correct column.

Passage	Problem	Solution
1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog won at the pet parade.	<p><b>Student's answers will vary; examples of correct answers:</b></p> <p><b>John didn't know what to take for Show and Tell.</b></p>	<p><b>He asked his mother for an idea.</b></p>
2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.	<p><b>Emily had to get to school on time.</b></p>	<p><b>She left early.</b></p>
3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.	<p><b>The store near Mrs. Anderson did not have any fresh pineapple.</b></p>	<p><b>Mrs. Anderson went to another store.</b></p>
4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.	<p><b>The flooding river might reach Robert's house.</b></p>	<p><b>Robert took his sister to the top of the hill.</b></p>

Name: \_\_\_\_\_

## Look for the Meaning

Read each of the sentences below carefully. A word is underlined in each sentence. Write the underlined word in the blank, then circle the word from the list that has about the same meaning.

1. She turned he biggest foe into her best friend. \_\_\_\_\_  
A. enemy      B. shoes      C. lesson
2. The man walked down the long corridor in the dark building. \_\_\_\_\_  
A. table      B. fan      C. hall
3. Jack is approximately 9 years old. \_\_\_\_\_  
A. about      B. badly      C. carefully
4. My sister's eyes resemble our mother's eyes. \_\_\_\_\_  
A. run like      B. look like      C. feel like
5. The stars were brilliant in the clear night sky. \_\_\_\_\_  
A. dim      B. walking      C. bright
6. Asia is the largest continent, and Australia is the smallest. \_\_\_\_\_  
A. ocean      B. land area      C. kitchen
7. Keisha's surname is Turner, and her middle name is Olivia. \_\_\_\_\_  
A. last name      B. teacher      C. street name
8. Our class has a strategy for raising money for our class party. \_\_\_\_\_  
A. guess      B. door      C. plan

Name: \_\_\_\_\_ **Key**

## Look for the Meaning

Read each of the sentences below carefully. A word is underlined in each sentence. Write the underlined word in the blank, then circle the word from the list that has about the same meaning.

1. She turned he biggest foe into her best friend. \_\_\_\_\_ **foe**  
A. enemy (circled)      B. shoes      C. lesson
2. The man walked down the long corridor in the dark building. \_\_\_\_\_ **corridor**  
A. table      B. fan      C. hall (circled)
3. Jack is approximately 9 years old. \_\_\_\_\_ **approximately**  
A. about (circled)      B. badly      C. carefully
4. My sister's eyes resemble our mother's eyes. \_\_\_\_\_ **resemble**  
A. run like      B. look like (circled)      C. feel like
5. The stars were brilliant in the clear night sky. \_\_\_\_\_ **brilliant**  
A. dim      B. walking      C. bright (circled)
6. Asia is the largest continent, and Australia is the smallest. \_\_\_\_\_ **continent**  
A. ocean      B. land area (circled)      C. kitchen
7. Keisha's surname is Turner, and her middle name is Olivia. \_\_\_\_\_ **surname**  
A. last name (circled)      B. teacher      C. street name
8. Our class has a strategy for raising money for our class party. \_\_\_\_\_ **strategy**  
A. guess      B. door      C. plan (circled)

# Context Clues: The Meaning Is There!

Name: \_\_\_\_\_

A word in each sentence below is underlined. Write each word in the blank provided. Circle the word from the multiple choice that has a similar meaning. Use the text of each sentence to find the correct word.

1. The movie star's large and beautiful home was palatial. \_\_\_\_\_  
A. ugly                      B. tiny                      C. for dogs                      D. like a palace
2. At the restaurant we were offered a variety of beverages, like milk and ice tea. \_\_\_\_\_  
A. bread                      B. silverware                      C. drinks                      D. menus
3. Slavery was abolished in the U.S. after the Civil War. \_\_\_\_\_  
A. outlawed                      B. exchanged                      C. running                      D. common
4. Pedestrians should look both ways before crossing the street. \_\_\_\_\_  
A. crosswalks                      B. walkers                      C. stoplights                      D. parrots
5. When I fell off the trampoline, I fractured my arm and wore a cast. \_\_\_\_\_  
A. rested                      B. broke                      C. avoided                      D. looked at
6. The class decided to exhibit the science project during Parents' Night. \_\_\_\_\_  
A. lose                      B. eat                      C. trade                      D. show
7. The frigid water made Elizabeth's teeth chatter. \_\_\_\_\_  
A. cold                      B. clean                      C. green                      D. warm
8. Typewriters became obsolete with the development of personal computers. \_\_\_\_\_  
A. popular                      B. out-dated                      C. careful                      D. round
9. His mother gets anxious if he stays outside after dark. \_\_\_\_\_  
A. nervous                      B. silly                      C. happy                      D. sleepy
10. After the rainstorm, the rainbow lit up the sky with vivid colors. \_\_\_\_\_  
A. dark                      B. funny                      C. bright                      D. normal

# Context Clues: The Meaning Is There!

Name: \_\_\_\_\_ **Key**

A word in each sentence below is underlined. Write each word in the blank provided. Circle the word from the multiple choice that has a similar meaning. Use the text of each sentence to find the correct word.

1. The movie star's large and beautiful home was palatial. \_\_\_\_\_ **palatial**  
A. ugly                      B. tiny                      C. for dogs                      **D. like a palace**
2. At the restaurant we were offered a variety of beverages, like milk and ice tea. \_\_\_\_\_ **beverages**  
A. bread                      B. silverware                      **C. drinks**                      D. menus
3. Slavery was abolished in the U.S. after the Civil War. \_\_\_\_\_ **abolished**  
**A. outlawed**                      B. exchanged                      C. running                      D. common
4. Pedestrians should look both ways before crossing the street. \_\_\_\_\_ **pedestrians**  
A. crosswalks                      **B. walkers**                      C. stoplights                      D. parrots
5. When I fell off the trampoline, I fractured my arm and wore a cast. \_\_\_\_\_ **fractured**  
A. rested                      **B. broke**                      C. avoided                      D. looked at
6. The class decided to exhibit the science project during Parents' Night. \_\_\_\_\_ **exhibit**  
A. lose                      B. eat                      C. trade                      **D. show**
7. The frigid water made Elizabeth's teeth chatter. \_\_\_\_\_ **frigid**  
**A. cold**                      B. clean                      C. green                      D. warm
8. Typewriters became obsolete with the development of personal computers. \_\_\_\_\_ **obsolete**  
A. popular                      **B. out-dated**                      C. careful                      D. round
9. His mother gets anxious if he stays outside after dark. \_\_\_\_\_ **anxious**  
**A. nervous**                      B. silly                      C. happy                      D. sleepy
10. After the rainstorm, the rainbow lit up the sky with vivid colors. \_\_\_\_\_ **vivid**  
A. dark                      B. funny                      **C. bright**                      D. normal

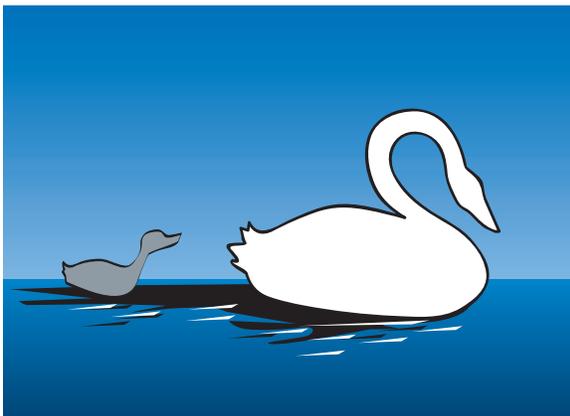
Name: \_\_\_\_\_

## Word Detective: The Ugly Duckling

Hans Christian Andersen wrote the story of “The Ugly Duckling.” It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan!

Below is part of the story.

The poor duckling, had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of, not only by the ducks, but by all the poultry. “He is too big,” they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. He flew at the duckling, and became quite red in the face with passion. The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was driven about by every one; even his brothers and sisters were unkind to him. They would say, “Ah, you ugly creature, I wish the cat would get you.” The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.



Circle the letter of the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning of the word.

- “...made fun of, not only by the ducks, but by all the poultry.”  
A. vegetables B. birds C. clouds
- “The turkey, who fancied himself really an emperor...”  
A. ran B. dressed C. believed
- “...puffed himself out like a vessel in full sail.”  
A. ship B. cake C. goose
- “...became quite red in the face with passion...”  
A. sunrise B. rain C. anger
- “was quite miserable because he was so ugly and laughed at...”  
A. calm B. unhappy C. hungry
- “...even his brothers and sisters were unkind to him...”  
A. mean B. helpful C. asleep
- “...would say, ‘Ah, you ugly creature, I wish the cat would get you.’”  
A. door B. animal C. apple
- “So at last he ran away, frightening the little birds...”  
A. writing B. feeding C. scaring

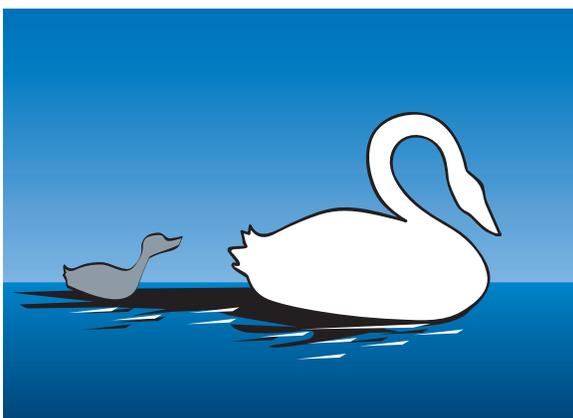
Name: \_\_\_\_\_ **Key**

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A. door **B. animal** C. apple
- “So at last he ran away, frightening the little birds...”  
A. writing B. feeding **C. scaring**

Name: \_\_\_\_\_

## Find the Meaning from the Text

“The Velveteen Rabbit” is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.

### The Velveteen Rabbit *by Margery Williams*

For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more **expensive** toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two **seasons** and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.

### Match the Meanings

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- |                       |                        |
|-----------------------|------------------------|
| _____ 1. naturally    | A. talking about       |
| _____ 2. velveteen    | B. chance              |
| _____ 3. expensive    | C. old fashioned       |
| _____ 4. snubbed      | D. soft wood chips     |
| _____ 5. superior     | E. times of the year   |
| _____ 6. seasons      | F. soft cloth          |
| _____ 7. opportunity  | G. usually             |
| _____ 8. referring to | H. lived               |
| _____ 9. technical    | I. special knowledge   |
| _____ 10. existed     | J. ignored             |
| _____ 11. sawdust     | K. cost a lot of money |
| _____ 12. out-of-date | L. stuck up            |

Name: \_\_\_\_\_ **Key**

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- |                      |                 |                        |
|----------------------|-----------------|------------------------|
| _____ <b>G</b> _____ | 1. naturally    | A. talking about       |
| _____ <b>F</b> _____ | 2. velveteen    | B. chance              |
| _____ <b>K</b> _____ | 3. expensive    | C. old fashioned       |
| _____ <b>J</b> _____ | 4. snubbed      | D. soft wood chips     |
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| _____ <b>A</b> _____ | 8. referring to | H. lived               |
| _____ <b>I</b> _____ | 9. technical    | I. special knowledge   |
| _____ <b>H</b> _____ | 10. existed     | J. ignored             |
| _____ <b>D</b> _____ | 11. sawdust     | K. cost a lot of money |
| _____ <b>C</b> _____ | 12. out-of-date | L. stuck up            |

## Point of View: Who Is Telling the Story?

The narrator tells what happens in a story. Sometimes it is a character in the story, or sometimes it is someone else who does not take part in the story. There are two main types of narrators: first person and third person.

In first person narrations, the narrator is usually a main character and uses *I* and *me*.

In third person narrations, the narrator is not a main character and uses *she*, *he*, *they* or *it*. The words *I* and *me* are only used in conversations.

Below are some passages from books. Read them and write what type of narration it is: first person or third person. The briefly explain your reasons.

1. My father had a small estate in Nottinghamshire: I was the third of five sons. He sent me to Emanuel College in Cambridge at fourteen years old, where I resided three years, and applied myself close to my studies...

*(Gulliver's Travels by Jonathan Swift)*

\_\_\_\_\_

2. Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearth-rug and picked up the stick which our visitor had left behind him the night before.

*(The Hound of the Baskervilles by Sir Arthur Conan Doyle)*

\_\_\_\_\_

3. Mary asked no more questions but waited in the darkness of her corner, keeping her eyes on the window. The carriage lamps cast rays of light a little distance ahead of them and she caught glimpses of the things they passed.

*(The Secret Garden by Frances Hodgson Burnett)*

\_\_\_\_\_

4. Phileas Fogg was seated squarely in his armchair, his feet close together like those of a grenadier on parade, his hands resting on his knees, his body straight, his head erect; he was steadily watching a complicated clock which indicated the hours, the minutes, the seconds, the days, the months, and the years.

*(Around the World in Eighty Days by Jules Verne)*

\_\_\_\_\_

5. At first I hated the school, but by and by I got so I could stand it. Whenever I got uncommon tired I played hookey, and the hiding I got next day done me good and cheered me up. So the longer I went to school the easier it got to be.

*(The Adventures of Huckleberry Finn by Mark Twain)*

\_\_\_\_\_

6. Poor Jo would gladly have gone under the table, as one thing after another was tasted and left; while Amy giggled, Meg looked distressed, Miss Crocker pursed up her lips, and Laurie talked and laughed with all his might, to give a cheerful tone to the festive scene.

*(Little Women by Louisa May Alcott)*

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**Student's reasons will vary, but correct answers should reference pronoun usage.**

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**first person**

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3. Mary asked no more questions but waited in the darkness of her corner, keeping her eyes on the window. The carriage lamps cast rays of light a little distance ahead of them and she caught glimpses of the things they passed.

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**third person**

---

4. Phileas Fogg was seated squarely in his armchair, his feet close together like those of a grenadier on parade, his hands resting on his knees, his body straight, his head erect; he was steadily watching a complicated clock which indicated the hours, the minutes, the seconds, the days, the months, and the years.

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**third person**

---

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**third person**

---

# Narrator and Point of View

Name: \_\_\_\_\_

In every story there is a storyteller, called a narrator. The narrator tells the actions, the characters and the setting of the story. In fiction, the narrator is not the same as the author. An author creates a narrator. For example, in *Treasure Island* the narrator who tell the story is Jim Hawkins, the son of an innkeeper. The author who wrote the book is Robert Louis Stevenson. Jim says in the first lines of the book:

“Squire Trelawney, Doctor Livesey, and the rest of these gentlemen having asked me to write down the whole particulars about Treasure Island, from the beginning to the end...”

He goes on to mention that he is writing the story in the 1700s. Robert Louis Stevenson was not born until 1850, and wrote *Treasure Island* in 1883.

There are two main types of narrators: first person and third person. A first person narrator is usually a part of the story. This narrator uses *I* and *me* in the text. *Treasure Island* is a first person narration, or story told by Jim, who is a character in the story and uses *I* and *me*. Another example from the book:

“I was standing at the door for a moment, full of sad thoughts about my father, when I saw someone drawing slowly near along the road.”

A third person narrator is the most common in fiction. This narrator is not a character or at least not a main character. This narrator watches what goes on, but does not take a

part in it. A third person narrator only uses *he*, *she* or *it*, never *me* or *I*. Like a first person narration, the author still creates the narrator. An example of a third person narration is *The Wonderful Wizard of Oz*, by L. Frank Baum.

“When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side.”

The author uses *she* when talking about Dorothy, the main character. The only time that *I* or *me* is used in the story is in conversations.

**Remember:** In first person, the narrator is usually a main character and uses *I* and *me*.

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1. At half-past nine, that night, Tom and Sid were sent to bed, as usual. They said their prayers, and Sid was soon asleep. Tom lay awake and waited, in restless impatience.

(*The Adventures of Tom Sawyer* by Mark Twain)

\_\_\_\_\_

2. There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field as hard as we could go.

(*Black Beauty* by Anna Sewell)

\_\_\_\_\_

3. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.

(*David Copperfield* by Charles Dickens)

\_\_\_\_\_

4. Since his papa's death, Cedric had found out that it was best not to talk to his mamma about him. When his father was ill, Cedric had been sent away, and when he had returned, everything was over...

(*Little Lord Fauntleroy* by Frances Hodgson Burnett)

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# Narrator and Point of View

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**third person**

2. There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field as hard as we could go.  
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(*Little Lord Fauntleroy* by Frances Hodgson Burnett)

**third person**





## Find the Main Idea

# The Meerkat

Meerkats in Africa live in large groups of 20 to 50 members. The group works together to survive. All members of the group care for the baby meerkats. They take turns babysitting and will protect the young ones from danger. Members of the group also take turns watching out for threats from other animals while the group finds food. If any dangerous animal comes towards the group, the meerkat will bark a warning.



*A meerkat keeping watch*



*A group of meerkats in the wild*

### Find the Main Idea

Write the main idea of the paragraph in your own words.

---



---

Write two supporting ideas for the main idea.

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

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*A meerkat keeping watch*



*A group of meerkats in the wild*

### Find the Main Idea

**Actual wording and supporting ideas will vary. Example of correct answers:**

Write the main idea of the paragraph in your own words.

**Meerkats live in groups to help each other.**

---



---

Write two supporting ideas for the main idea.

1. **All meerkats in a group take care of the baby meerkats.**

---



---

2. **Meerkats in a group take turns watching out for danger.**

---



---

## Find the Main Idea

# Dolphins



*A bottlenose dolphin*

Dolphins are mammals that live in the ocean. Mammals are different than fish, reptiles or birds. As a mammal, dolphins breathe oxygen, even though they live in water. Because they are mammals, a dolphin mother gives birth to a live baby, unlike reptiles and birds who lay eggs. A dolphin mother also feeds her baby milk like other mammals.



*A common dolphin*

## Find the Main Idea

Write the main idea of the paragraph in your own words.

---

---

Write two supporting ideas for the main idea.

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

## Find the Main Idea

# Dolphins



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*A common dolphin*

## Find the Main Idea

**Actual wording and supporting ideas will vary. Example of correct answers:**

Write the main idea of the paragraph in your own words.

**A dolphin is a mammal.**

---

---

Write two supporting ideas for the main idea.

1. **A dolphin breathes oxygen.**

---

---

2. **A dolphin mother feeds her baby milk.**

---

---

## Find the Main Idea

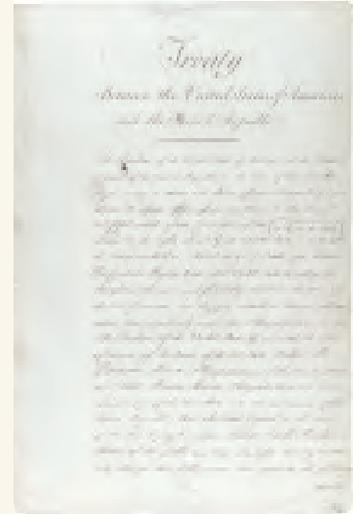
# THE LOUISIANA PURCHASE

In 1803, President Thomas Jefferson completed a treaty with the French government to purchase a large section of land in North America. This land is now known as the Louisiana Purchase. The purchase was important to the future of the U.S. It was the first major expansion of the U.S. since it had won its independence from Great Britain 20 years earlier. The territory gained in the Louisiana Purchase was the largest in U.S. history, totalling 828,000



*1903 map of the Louisiana Purchase from the U.S. Department of the Interior*

squares miles, about 23% of the current U.S. land area. The Louisiana Purchase also secured the U.S.'s right to passage along the Mississippi River and allowed access to the important port of New Orleans.



*Treaty transferring the Louisiana Purchase from France to the U.S.*

## Find the Main Idea

Write the main idea of the paragraph in your own words.

---

---

Write two supporting ideas for the main idea.

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

## Find the Main Idea

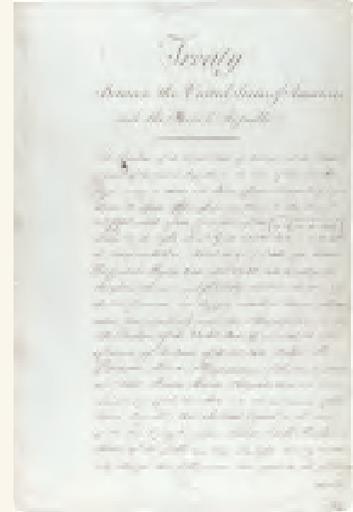
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*Treaty transferring the Louisiana Purchase from France to the U.S.*

## Find the Main Idea

**Actual wording and supporting ideas will vary. Example of correct answers:**

Write the main idea of the paragraph in your own words.

**The Louisiana Purchase was important to the U.S.**

---

Write two supporting ideas for the main idea.

1. **The Louisiana Purchase was the first large land purchase in U.S history.**

---

2. **The Louisiana Purchase allowed for passage along the Mississippi River.**

---

## Finding the Main Idea

# The Wonderful Wizard of Oz

by L. Frank Baum

*L. Frank Baum wrote The Wonderful Wizard of Oz in 1900. The story tells of Dorothy, a girl from Kansas, who gets taken by a tornado to Oz, a magical land. In this passage, Dorothy wants to return home to Kansas, so she has gone to the Emerald City to ask the Wizard of Oz for help.*

### 11. The Wonderful City of Oz

**E**ven with eyes protected by the green spectacles, Dorothy and her friends were at first dazzled by the brilliancy of the wonderful City. The streets were lined with beautiful houses all built of green marble and studded everywhere with sparkling emeralds. They walked over a pavement of the same green marble, and where the blocks were joined together were rows of emeralds, set closely, and glittering in the brightness of the sun. The window panes were of green glass; even the sky above the City had a green tint, and the rays of the sun were green.

---

**Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals.**

```
graph TD; A([Main Idea]) --- B([Supporting Idea]); A --- C([Supporting Idea]); A --- D([Supporting Idea]);
```

## Finding the Main Idea

# The Wonderful Wizard of Oz

by L. Frank Baum

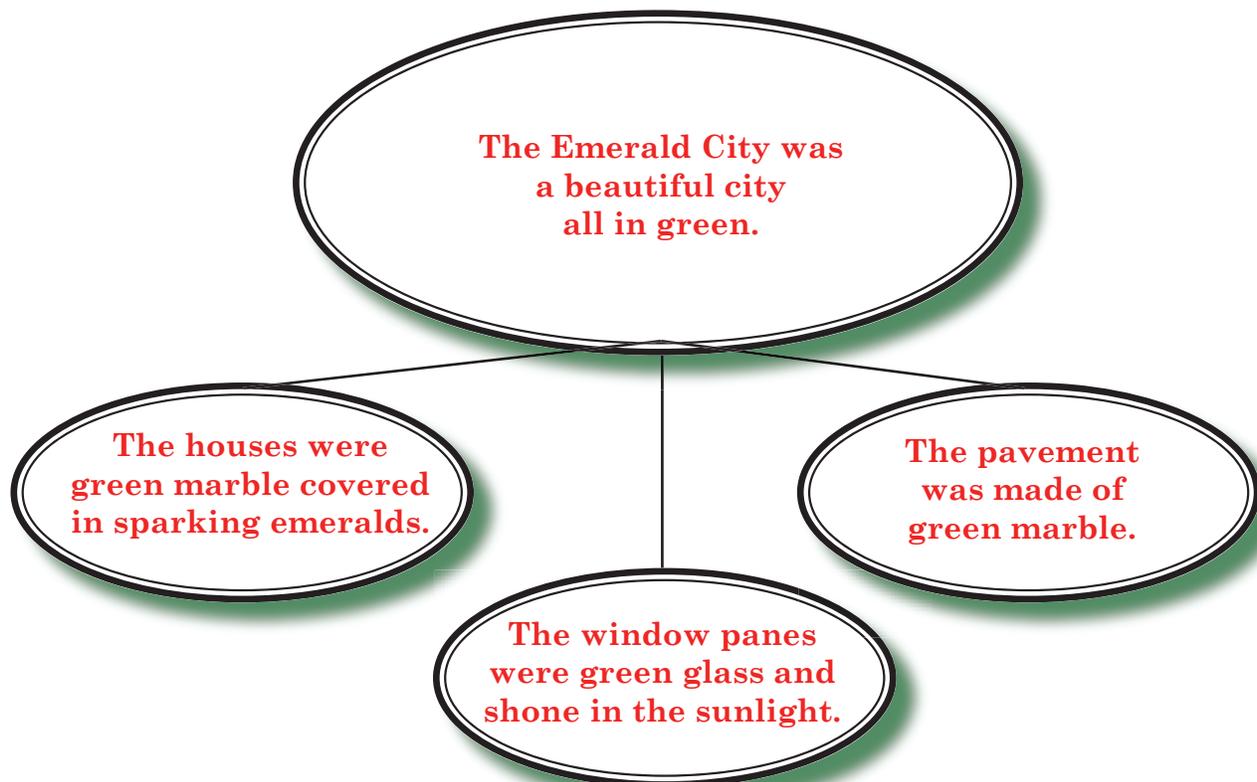
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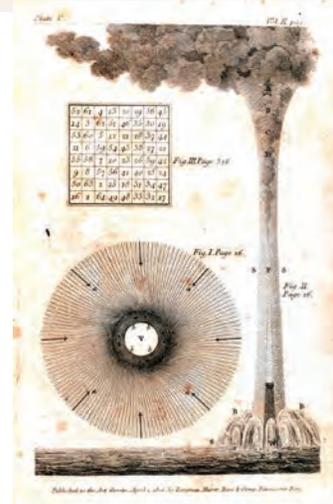
**Actual wording and supporting ideas will vary. Example of correct answers:**



## Finding the Main Idea

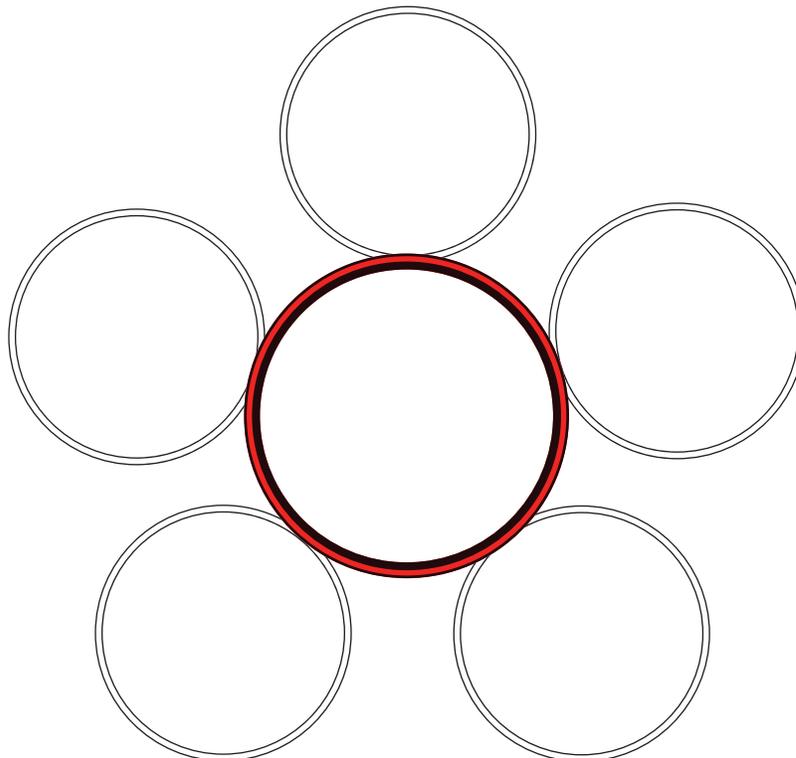
### Benjamin Franklin: Scientist and Inventor

While Benjamin Franklin is known as a statesman and diplomat, he was also an accomplished inventor and scientist. Franklin was mainly a printer by profession, but he also investigated natural phenomena, such as ocean currents and lightning. His marine research led to his publication of a map of the Gulf Stream currents. Franklin developed theories about electricity, made famous by his experiment with a kite and a key during a lightning storm. As a result of his work with electricity, Franklin invented the lightning rod, which protected buildings from lightning strikes. Always curious and imaginative, Franklin also invented the bifocal glasses, the Franklin stove, an odometer for carriages and a musical instrument called a glass armonica. He investigated evaporation as a cooling technique and designed nautical enhancements, including watertight compartments.



*From Franklin's paper "Water-spouts and Whirlwinds"*

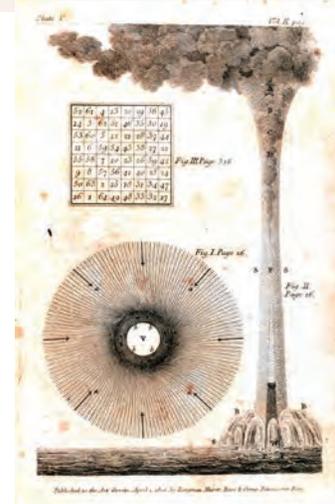
**Write the main idea of the paragraph in the center circle below.  
Write the supporting ideas in the outside circles.**



# Finding the Main Idea

## Benjamin Franklin: Scientist and Inventor

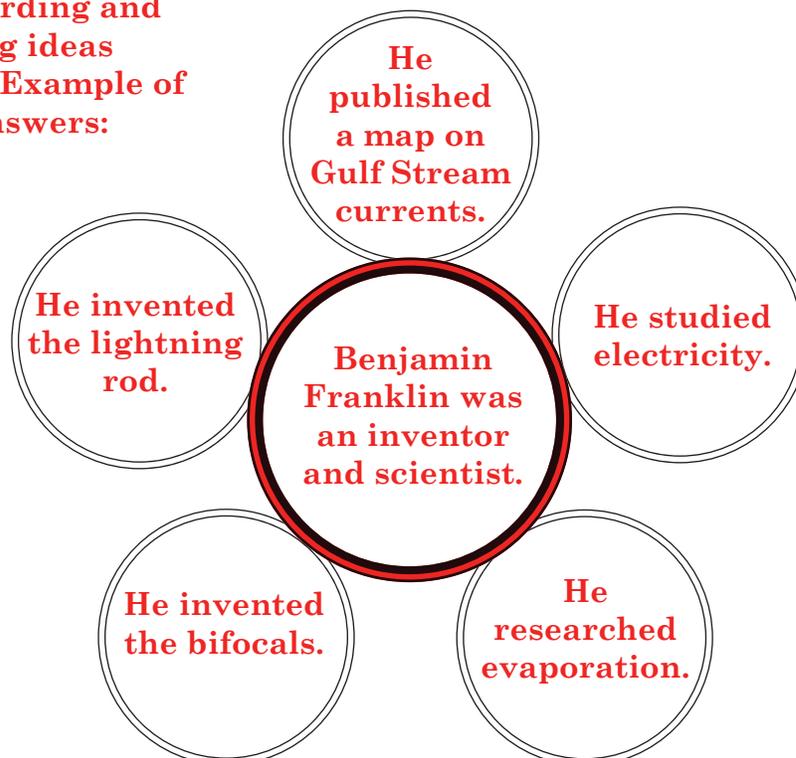
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*From Franklin's paper "Water-spouts and Whirlwinds"*

Write the main idea of the paragraph in the center circle below.  
Write the supporting ideas in the outside circles.

**Actual wording and supporting ideas will vary. Example of correct answers:**



# Drawing a Conclusion

Name: \_\_\_\_\_

When we read a text, the author does not always tell us everything. The author may leave out details on purpose. He may also depend on the reader's general knowledge to fill in the blanks.

Read each paragraph and answer the questions.

## PART I

**Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.**



1. The paragraph takes place in:                      A. in the morning                      B. at night

Why do you think that? \_\_\_\_\_

2. The paragraph takes place in:    A. modern times                      B. historical times

Why do you think that? \_\_\_\_\_

## PART II

**Claude walked slowly to the barn. He could hear the puppies as they cried for their mother. It would be a long night if she did not come back soon.**



1. Claude is:    A. male    B. female

Why do you think that? \_\_\_\_\_

2. Claude is:    A. a human    B. an animal    C. don't know

Why do you think that? \_\_\_\_\_

## PART III

**As I walked in the door, I knew there was trouble right away. The trash can was turned over, and papers were everywhere. The sofa cushions were on the floor. One of the pillows had been ripped open. Stuffing was all over the floor. As I looked around I saw Ringo in the corner. He had a ball in his mouth, ready to play.**

1. What is Ringo? \_\_\_\_\_

2. What happened to the trash can, the sofa cushions and the pillow? \_\_\_\_\_

\_\_\_\_\_

# Drawing a Conclusion

Name: \_\_\_\_\_ **Answers**

When we read a text, the author does not always tell us everything. The author may leave out details on purpose. He may also depend on the reader's general knowledge to fill in the blanks.

Read each paragraph and answer the questions.

*Student explanations will vary.  
Example of correct answers:*

## PART I

**Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.**



1. The paragraph takes place in:                    A. in the morning                    **B. at night**

Why do you think that? The text tells she lights a candle, and that it was almost bedtime.

2. The paragraph takes place in:                    A. modern times                    **B. historical times**

Why do you think that? The text says she lights a candle. It also says she uses a chalkboard slate for her lessons.

## PART II

**Claude walked slowly to the barn. He could hear the puppies as they cried for their mother. It would be a long night if she did not come back soon.**



1. Claude is:                    **A. male**                    B. female

Why do you think that? Claude is a usually a boy's name. The text says "he."

2. Claude is:                    A. a human                    B. an animal                    **C. don't know**

Why do you think that? There's not enough information in the text to tell if Claude is human or an animal.

*Note: Some students may choose another option. If the explanation is clear and well thought out, accept as correct.*

## PART III

**As I walked in the door, I knew there was trouble right away. The trash can was turned over, and papers were everywhere. The sofa cushions were on the floor. One of the pillows had been ripped open. Stuffing was all over the floor. As I looked around I saw Ringo in the corner. He had a ball in his mouth, ready to play.**

1. What is Ringo? Ringo is a dog. He has a ball in his mouth.

2. What happened to the trash can, the sofa cushions and the pillow? \_\_\_\_\_

Ringo tore up the cushion and pillow. He knocked over the trash can.

# Drawing Conclusions from Pictures

Name: \_\_\_\_\_

Look at the picture carefully, then answer the questions below.

**1. The girl with dark hair is decorating a gingerbread house. Is she:**

- A. in the backyard?
- B. in the kitchen?
- C. at a birthday party?
- D. at a baking class?

Explain your answer using details from the picture.

---

---

---



**2. Has the girl with dark hair:**

- A. just started decorating the house?
- B. just finished decorating the house?
- C. in the middle of decorating the house?
- D. watching someone else decorate?

Explain your answer using details from the picture.

---

---

---

**3. What time of year is it?**

- A. Spring
- B. Summer
- C. Fall
- D. Winter

Explain your answer using details from the picture.

---

---

---

# Drawing Conclusions from Pictures

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**C. at a birthday party?**

D. at a baking class?

Explain your answer using details from the picture.

There is a plate that says "Happy Birthday" on it.

There's also a table covering with "Hap" on it and  
colorful balloons.



**2. Has the girl with dark hair:**

**A. just started decorating the house?**

B. just finished decorating the house?

C. in the middle of decorating the house?

D. watching someone else decorate?

Explain your answer using details from the picture.

The house is blank except for the little area where  
she is putting the frosting.

**3. What time of year is it?**

A. Spring

B. Summer

C. Fall

**D. Winter**

Explain your answer using details from the picture.

Gingerbread houses are popular at Christmas in  
December. She is also wearing a long sleeved sweater.

The other girl in the picture is also in long sleeves.

Name: \_\_\_\_\_

## What Conclusion Can You Make?

Answer each question below. Be prepared to explain your answer.

1. The horse reared up on its hind legs, pawing the air and neighing loudly.

What conclusion can you draw from the sentence above?

- A. The horse was white.                      B. The horse was excited.  
C. The horse was sleepy.                    D. The horse was calm.

2. As his mother honked the horn outside, Tom ran down the stairs, buttoning his shirt.

What conclusion can you draw from the sentence above?

- A. Tom liked to run.                          B. Tom was hungry.  
C. Tom was hurrying.                        D. It was raining.

3. As she sat on the front porch, Lulu wiped the sweat from her face and took another drink of water.

What conclusion can you draw from the sentence above?

- A. It was cold.                                  B. Lulu lives in Michigan.  
C. A storm was coming.                      D. It was hot.

4. The line of voters at the voting place grew larger, but no one wanted to leave, although the wait would be very long.

What conclusion can you draw from the sentence above?

- A. The voters were interested in the election.      B. The election workers were gone.  
C. There was going to be a riot.                      D. The voters were being paid.

5. At the end of each school day, Miss Simmons would sweep the floor, empty the trash, arrange the desks and clean the board in her classroom.

What conclusion can you draw from the sentence above?

- A. The school was too poor to hire a janitor.      B. Miss Simmons had nothing else to do.  
C. Miss Simmons like to have her room clean.      D. The students were messy.

Name: \_\_\_\_\_

Key

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Name: \_\_\_\_\_

## What Is It?

Read each paragraph below carefully. Then answer the question and write three words or phrases from the text that you used as clues for your answer.

A. When Laura opened the front door, there it was. The little one was black and white, with long shaggy ears. It was not wearing a collar. As she came closer, it wagged its tail and looked at her with big brown eyes.

What did Laura see at the front door? \_\_\_\_\_

Words or phrases you used as clues:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

B. It lay on the shelf, dusty and sad. Its brown leather cover was dry and cracked. The title and author's name were once printed in gold, although some of the gold had worn away. Certainly no one had read it for a long time.

What was on the shelf? \_\_\_\_\_

Words or phrases you used as clues:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

C. It drifted across the blue sky slowly. At one time it looked like a white dragon, but then it shifted and became a fluffy bunny. There would be no rain from it today.

What was it? \_\_\_\_\_

Words or phrases you used as clues:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

Name: \_\_\_\_\_ **Key** \_\_\_\_\_

## What Is It?

Read each paragraph below carefully. Then answer the question and write three words or phrases from the text that you used as clues for your answer.

**Actual answers for word and phrase clues will vary. Examples of correct answers are given.**

A. When Laura opened the front door, there it was. The little one was black and white, with long shaggy ears. It was not wearing a collar. As she came closer, it wagged its tail and looked at her with big brown eyes.

What did Laura see at the front door? **dog** \_\_\_\_\_

Words or phrases you used as clues:

1. **shaggy ears** \_\_\_\_\_
2. **collar** \_\_\_\_\_
3. **wagged its tail** \_\_\_\_\_

B. It lay on the shelf, dusty and sad. Its brown leather cover was dry and cracked. The title and author's name were once printed in gold, although some of the gold had worn away. Certainly no one had read it for a long time.

What was on the shelf? **book** \_\_\_\_\_

Words or phrases you used as clues:

1. **brown leather cover** \_\_\_\_\_
2. **title and author's name** \_\_\_\_\_
3. **no one had read it** \_\_\_\_\_

C. It drifted across the blue sky slowly. At one time it looked like a white dragon, but then it shifted and became a fluffy bunny. There would be no rain from it today.

What was it? **cloud** \_\_\_\_\_

Words or phrases you used as clues:

1. **It drifted across the blue sky** \_\_\_\_\_
2. **white** \_\_\_\_\_
3. **no rain from it** \_\_\_\_\_

Name: \_\_\_\_\_

## Draw a Conclusion: Visual Details

Look at the pictures carefully, then answer the questions below.

### Part I

1. What is this man's job?

\_\_\_\_\_

2. Give three details from that picture that helped you make your conclusion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Part II

1. Is this statement true or false?  
The man is teaching the child to surf in the ocean.

A. True    B. False

2. Write a detail that supports your answer.

\_\_\_\_\_

\_\_\_\_\_



### Part III

1. What are these children doing?

\_\_\_\_\_

\_\_\_\_\_

2. Give three details from the picture supporting your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Draw a Conclusion: Visual Details

Look at the pictures carefully, then answer the questions below.

**Student explanations will vary. Examples of correct answers:**

## Part I

1. What is this man's job?

**Any of these answers acceptable: chef, baker or cook**

2. Give three details from that picture that helped you make your conclusion.

**He's wearing chef's clothes, he's baking a lot of bread and he's in an industrial kitchen.**



## Part II

1. Is this statement true or false?  
The man is teaching the child to surf in the ocean.

A. True **B. False**

2. Write a detail that supports your answer.

**The child is using a paddleboard, not a surfboard.**



## Part III

1. What are these children doing?

**The children are playing soccer (or football in other areas of the world).**

2. Give three details from the picture supporting your answer.

**They are outside, they are wearing uniforms and they're running toward a soccer ball**

