
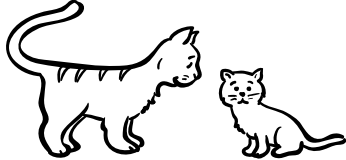



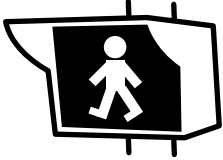


Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<b>audience</b>	The <u>audience</u> listened carefully to the singer.	
<b>realized</b>	I never <u>realized</u> how small my cat is.	
<b>embarrassed</b>	She felt <u>embarrassed</u> after breaking the vase.	
<b>talents</b>	One of his many <u>talents</u> is drawing.	
<b>apologized</b>	I <u>apologized</u> for being late to class.	
<b>attention</b>	When crossing the street, pay <u>attention</u> to the signals.	

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Name \_\_\_\_\_

**Read the selection. Complete the point of view graphic organizer.**

<b>Details</b>

↓

<b>Point of View</b>
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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

## Painting From Memory

13 I lived in Damyang, South Korea, until last year. To me, it is  
16 impossible to find a place more lovely. It is known for its bamboo  
19 forests. I used to paint pictures of the forests. Now I live in New  
22 York with my mother.

25 Before we moved she said,  
28 “Bae, you will like New York.”

31 I was unsure. I said, “I will  
34 miss home.”

37 “Nonsense,” she said. “You  
40 will like it. You should bring  
43 your paintings with you. They  
46 will help you feel at home.”

49 New York was not easy at  
52 first. I had no friends. I spoke  
55 imperfect English. My paintings  
58 helped me feel better though.

61 Last month, an old woman moved into the apartment next to  
64 us. She was kind but felt unhappy. Her name was Varvara.

67 Varvara had just moved from Vyborg, Russia. Her daughter  
70 lived in New York. Still, she was sad to leave her home in Russia.

73 Varvara said, “I am so homesick and it is unbearable.”  
76 I understood how Varvara was feeling.

79 The next day, when I came home from school, there was an  
82 ambulance outside. I asked my mother about it.



I used to paint pictures of the forests.

Name \_\_\_\_\_

She said, “Varvara has become ill because she misses her home so much. I hope she can get used to living here.”

I had to help Varvara. My paintings of home helped me to remember my home and the people I missed. Varvara didn’t have any paintings of her home. Unless...

The next week, Varvara came back. I cracked open our front door to peek out and see her. She gasped when she saw what I had left by her door: a painting of her home in Vyborg. She smiled and looked happy.

I knew that a painting of her home in Russia made Varvara feel better, just as my paintings of Damyang made me feel better.



**New York was not easy at first. My paintings helped me feel better though.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What is Bae’s point of view in the third paragraph?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What is Bae’s point of view in the fifth paragraph?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Why does Bae help Varvara?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## Class by the Pond

Fumiko's class was learning about the life cycle of frogs. They had a quiz soon. Everyone in the class was worried, except Fumiko. Fumiko knew a lot about frogs. She often went to the school pond to watch them.

"Can the class go to the pond tomorrow?" Fumiko asked her teacher.

"What's at the pond?" asked Ms. McNally.

"The frog eggs are hatching," said Fumiko. We can learn if we see the tadpoles up close."



Answer the questions about the text.

1. Realistic fiction takes place in a realistic setting. What is the setting of the text?

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2. What tells you that a character is talking?

---

3. Why does Fumiko want to have class outside?

---

Name \_\_\_\_\_

A **prefix** is a word part that can be added to the beginning of a base word. Adding a prefix forms a new word with a new meaning. Two common prefixes are **un-** and **non-**.

**un-** means “not” or “the opposite of”  
*un + kind = unkind*

**non-** means “not” or “without”  
*non + verbal = nonverbal*

**Use a word from the box below to complete each sentence.**

unhappy

unsure

nonsense

1. At first we thought the map was \_\_\_\_\_ and did not mean anything. Then we saw that it was upside-down.
2. I forgot one line in the school play, and felt \_\_\_\_\_ of myself. I did not know if I would remember all of my lines.
3. If you ever feel \_\_\_\_\_, someone can tell you a joke. Then you will have a big smile on your face!

Name \_\_\_\_\_

A plural noun names more than one person, place, or thing. Follow these rules to form plurals:

- Add -s to most singular nouns.
- Add -es to singular nouns that end in -s, -ss, -sh, -ch, or -x.

**A. Read each word in bold. Circle the correct plural form of each word. The first one has been done for you.**

- |                |       |              |
|----------------|-------|--------------|
| 1. <b>fox</b>  | foxs  | <u>foxes</u> |
| 2. <b>year</b> | years | yeares       |
| 3. <b>ash</b>  | ashs  | ashes        |
| 4. <b>twin</b> | twins | twines       |
| 5. <b>inch</b> | inchs | inches       |

Every syllable in a word has one vowel sound. When two vowels appear together in a word, they usually work as a team to form one vowel sound. A vowel team appears in the same syllable of a word.

**B. Read each pair of words. Underline the word that has a vowel team syllable. Circle the vowel team. The first one has been done for you.**

- |                    |          |            |           |
|--------------------|----------|------------|-----------|
| 1. <u>reaching</u> | letter   | 4. member  | briefcase |
| 2. spender         | seedling | 5. shoebox | darkness  |
| 3. raindrop        | backpack |            |           |



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about how the author portrays characters.

<b>Topic sentence</b>	→	In <i>Memory Painting</i> , I think the author portrays characters realistically.
<b>Evidence</b>	→	The author describes the feelings that Bae and Varvara have as a result of their experiences of moving from their home to a new city in a different country. For example, Varvara feels so homesick that she becomes ill. These feelings and experiences are like those that people have in real
<b>Concluding statement</b>	→	life. By portraying characters realistically, the author helps me connect the story to my own life.

**Write a paragraph about the text you have chosen. Show how the author portrays characters. Cite evidence from the text. Remember to support your opinions with reasons and to use contractions with *not* correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

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Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how dialogue can help develop characters.**

## Draft Model

My little brother Henry was upset. He was studying for a math test, but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

**B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.**

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