Understanding Characters

Read the selection below.

**Moving On**

On moving day, Juan woke up excited, nervous, and ready to go. Living in a tiny apartment for so long, he was sure he’d love his new house. He would have a yard, a basement, and his own bedroom!

But Juan was also a little sad. He wasn’t sure if he’d make new friends and like his new neighborhood as much as he liked Harbor Woods.

After breakfast, Juan looked at the room he had shared with his sister Lily since she was a baby. He would miss this place.

“Goodbye, old home!” he said.

As the car pulled onto the street, Juan had tears in his eyes. His mom saw he was sad and reminded him, “There will be many things to love in our new home.” Juan smiled and agreed.

As they got closer to the new house, Juan started to plan how he would decorate his room and how he and his new friends could play catch in the backyard.

He knew that even though he’d miss his old friends and home, he would enjoy living here. It was a new start.

They unlocked the door and walked in. Immediately, Juan smiled.

“Wellcome home!” he said to his family. And he really meant it!

Complete the Column Chart to understand Juan’s character by his thoughts, actions, and words. Write in complete sentences.
Understanding Characters

Read the selection below.

Living a Dream

Crack!
The ball sailed into the air. Every eye in the park was on it, watching and waiting. Did it have what it needed to carry beyond the fence? The centerfielder didn’t think so. He went back, back, back... and then jumped into the air.

The crowd stood silent. The centerfielder came down to earth and opened his glove. The ball wasn’t there! It had landed just in front of the fence. The crowd roared! The centerfielder kicked the ground in disgust.

Toby wasn’t watching the ball. He carried his 75-pound frame around the bases. Baseball had been his passion for all of his ten long years. This is why he had trained all those hours. He was living his dream. As he rounded third base, Toby could tell the ball was close behind him. He had to beat it. He slid into home. Then all eyes fell on the umpire.

“Safe!” was the call. Toby’s teammates lifted him onto their shoulders and paraded him around the park. Toby was on top of the world!

Analyze the characters’ thoughts, feelings, and actions to answer the questions about character traits. Use a Column Chart like the one shown here to organize your thoughts. Then write your answers to the questions below.

1. How does Toby feel about baseball? How do you know?

2. What can you tell about the centerfielder?
Rewrite each sentence using one of the idioms above.

1. My mother helps others because she is so kind and loving.
   ________________________________________________________________

2. The quiet children were very well behaved during the long car trip.
   ________________________________________________________________

3. When I finally sat down for lunch, I ate quickly without talking.
   ________________________________________________________________

4. My best friend really loves the movie we watched.
   ________________________________________________________________

5. The mother couldn’t rest until all her children were tucked in their beds at home.
   ________________________________________________________________

6. When I go to the library, I either see many books I want to read or none at all. It’s always too many or too few.
   ________________________________________________________________
Vowel Sounds /ou/ and /ô/  

Basic  Read the paragraph. Write the Basic Words that best complete the sentences.

I am a (1) __________ member of my school’s bird-watching club. Every Saturday we leave at (2) __________ to go to the national park. Today, we looked for a (3) __________. It was sunny at first, but then it got (4) __________. Our adviser reminded us not to speak (5) __________ as we scanned the skies. Megan thought she saw something, but it was a (6) __________ alarm. Then we saw a bird fly from the (7) __________. We watched it (8) __________ a field mouse. The bird spread its wings wide, and it seemed to (9) __________ in the air. Suddenly, the bird dived and grabbed its meal with a sharp (10) __________!

Challenge 11–14. Write an e-mail message to your friend telling about a sporting event you have seen. Use four Challenge Words. Write on a separate sheet of paper.

Challenge 11–14. Write an e-mail message to your friend telling about a sporting event you have seen. Use four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. aloud
2. bald
3. hawk
4. south
5. faucet
6. proud
7. claw
8. tower
9. stalk
10. couple
11. howl
12. false
13. dawn
14. allow
15. drown
16. pause
17. fault
18. cause
19. amount
20. cloudier
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/ou/ spelled ou</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
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<tr>
<td></td>
<td>Possible Section Words:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Basic Words:</th>
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</thead>
<tbody>
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<td></td>
<td>Challenge Words:</td>
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<tr>
<td></td>
<td>Possible Section Words:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other sounds for ou</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
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<tr>
<td></td>
<td>Possible Section Words:</td>
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</table>

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<th>Basic Words:</th>
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<td>Challenge Words:</td>
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<tr>
<td></td>
<td>Possible Section Words:</td>
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<table>
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<tr>
<th>/ô/ spelled a before /</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
</tr>
<tr>
<td></td>
<td>Possible Selection Words:</td>
</tr>
</tbody>
</table>

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through *Me and Uncle Romie*. Find more words that have the /ou/ and /ô/ spelling patterns on this page. Add them to your Word Sort.
Proofreading for Spelling

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

Mr. Rico’s students are planning to paint a mural on the wall outside their classroom. Mr. Rico turns on the fawcet and rinses the brushes off. He checks the amont of paint available for the project while the students think alowd.

Everyone has a different idea. Rosa wants to paint a cuple of bawld eagles sitting high up on a towor. Jason thinks the mural should show a coyote letting out a houl at the silvery moon. Aidan says he wants to paint a box of matches with the words “Do Not Play With Matches.” Matches are the cauze of many fires due to human falt. And Victoria wants to know if Mr. Rico will alow her to paint a race car. Mr. Rico likes everyone’s ideas.

Before the students get started, Mr. Rico says, “Don’t droun your brush with too much paint.”

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________
Conjunctions *and, but, and or*

The words *and, but,* and *or* are conjunctions. A **coordinating conjunction** is a word that connects other words or groups of words in a sentence. *And* joins together. *But* shows contrast. *Or* shows choice.

**Conjunction**
Workers *and* tourists fill the subway station each day.

1–4. Write the coordinating conjunction in each sentence.

1. They can take the subway or the bus into town.
   _______

2. The boys ride the subway, but their friends take the bus.
   _______

3. The subway car sways and shakes. _______

4. The train speeds down the track and rumbles through the tunnel. _______

5–8. Complete each sentence. Write the coordinating conjunction that has the meaning shown in parentheses.

5. Steve sat in his seat, _______ Barry stood in the aisle.
   (shows contrast)

6. The tunnel lights flicker _______ flash. (joins together)

7. We can get off here, _______ we can get off at the next stop. (shows choice)

8. They stepped off the train _______ walked through the turnstile. (joins together)
Subordinating Conjunctions

A conjunction is a word that connects two words, groups of words, or sentences. Words such as if, because, although, after, when, and where are called subordinating conjunctions. They connect ideas to form a complex sentence.

if        If I lived in New York City, I’d play in a park a lot.
because   I liked visiting New York City because I went to the Statue of Liberty!
after     After I blew out my birthday candles, we ate some cake.

1–6. Find the subordinating conjunction in each sentence. Write it on the line.

1. If I lived in New York City, I would go to museums often.  _________
2. My uncle took me to the art gallery, where he will show his work. _________
3. After we took a walk in Central Park, we got ice cream sundaes! _________
4. Although my uncle grew up in New York City, he was born in North Carolina. _________
5. When I grow up, I want to live in New York City.  _________
6. I want to live in a big city because there will be so many things to see and do there. _________

Thinking Question
Does one part of the sentence depend on the other part to make sense? What word shows this?
Correlative Conjunctions

Correlative conjunctions are pairs of words that connect ideas in a sentence. The words do not appear next to each other in a sentence. One of the words is always a conjunction.

- **both...and** Both my uncle and I like jelly.
- **either...or** I like either pepper jelly or strawberry jam on toast.
- **neither...nor** Neither the heat nor the humidity bothered me.
- **not only...but** Not only was the train late, but it was also crowded.

1–5. Underline the two correlative conjunctions in each sentence. Circle the conjunction in each word pair.

1. I can either take the train from North Carolina to New York City or fly there.
2. I don’t know whether I’d prefer to go sightseeing or shopping this morning!
3. Both my uncle and aunt like eggs for breakfast.
4. Neither the problem with the subway nor the traffic on the road stopped us from getting to the museum at opening time.
5. Not only was there a crowd in the museum to view my uncle’s art, but there was also a line of people waiting to see the show.

Thinking Question

What two words help make a strong connection between two ideas in the sentence?
## Kinds of Sentences

<table>
<thead>
<tr>
<th>Kind of Sentence</th>
<th>End Mark</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>period (.)</td>
<td>Tomoko is waiting at the bus stop.</td>
</tr>
<tr>
<td>Question</td>
<td>question mark (?)</td>
<td>Does this bus go by the aquarium?</td>
</tr>
<tr>
<td>Command</td>
<td>period (.)</td>
<td>Get in line to buy a ticket.</td>
</tr>
<tr>
<td>Exclamation</td>
<td>exclamation mark (!)</td>
<td>That line is so long!</td>
</tr>
</tbody>
</table>

1–6. Write the correct end mark for each sentence. Then label each sentence *statement*, *question*, *command*, or *exclamation*.

1. The city streets are very busy __________________________
2. That bus is going so fast _______________________________
3. Can you give me directions ______________________________
4. Look both ways __________________________
5. I've never seen such a big crowd __________________________
6. I am headed uptown __________________________

7–12. Correct six errors in this ad. There are two missing capital letters and four incorrect or missing end marks.

Are you visiting our beautiful city soon! do you wonder how you’ll ever find your way around town?
Jonny’s Guided Walking Tour is here to help. let one of our cheerful tour guides show you around, or use one of our easy-to-read maps? Either way, you’ll learn about our city’s rich history and see all of its important landmarks Everyone agrees. Jonny’s Guided Walking Tours are totally cool
Ideas

<table>
<thead>
<tr>
<th>Both...and</th>
<th>Both my parents and I like to visit new places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either...or</td>
<td>Either I can visit my aunt, or I can stay home.</td>
</tr>
<tr>
<td>Neither...nor</td>
<td>Neither my aunt nor my uncle could find their keys.</td>
</tr>
<tr>
<td>Whether...or</td>
<td>I can’t decide whether to go to a movie or a museum.</td>
</tr>
</tbody>
</table>

Activity  Rewrite each pair of sentences. Use the correlative conjunctions given in parentheses to connect the ideas in one sentence.

1. (Either, or) I can ride my bike across the park to get to the other side of town. I can walk across the park.

2. (Whether, or) I don’t know if it would be easier to take the train to the museum. I don’t know if it would be easier to take the bus to the museum.

3. (Neither, nor) The eggs are not cooked yet. The bacon is not cooked yet.

4. (Both, and) I’d like to tour New York City’s Little Italy. I’d like to tour New York City’s Chinatown.
Focus Trait: Word Choice
Using Sensory Words

<table>
<thead>
<tr>
<th>Without Sensory Words</th>
<th>With Sensory Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>The smell of barbecue and roasting corn led us straight to the picnic area.</td>
<td>The sweet, smoky smell of sizzling barbecue and roasting corn led us straight to the crowded picnic area.</td>
</tr>
</tbody>
</table>

A. Rewrite each sentence using sensory words to add details.

<table>
<thead>
<tr>
<th>Without Sensory Words</th>
<th>With Sensory Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. We all played a game of tag on the grass.</td>
<td>We all played a _______ game of tag on the _______ grass.</td>
</tr>
</tbody>
</table>

B. Sensory words can help you to create an image. Rewrite the sentence below using sensory and other words to create an image for the reader.

Pair/Share Work with a partner to brainstorm new words for your sentences.

<table>
<thead>
<tr>
<th>Without Sensory Words</th>
<th>With Sensory Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. When it began to get dark, families laid their blankets down on the grass to watch the fireworks show.</td>
<td>__________________</td>
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