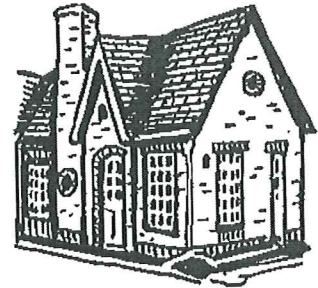


Name _____

Literary Elements: Character, Setting, and Plot

- A **character** is a person or animal in a story. You learn about characters by their words and actions.
- The **setting** is when and where a story takes place.
- The **plot** of a story includes the important events that happen at the beginning, middle, and end.



Directions Read the passage.

Long ago, two brothers lived in a cabin in the woods. One brother, Leon, was grumpy and lazy, but the other, Hal, was happy and hard working. On a cold winter day, they ran out of food. The first brother went back to bed, complaining bitterly. His

brother went to the farmer next door. "I will work for food," he told the farmer. All day he cleaned the barn, fed the animals, and shoveled snow. The farmer gave him enough food for three brothers.

Directions Complete the chart. Write each character's name and a word or phrase that describes the character. Write a phrase to describe each part of the setting. Then write a sentence that summarizes the plot.

Characters	Setting
1. _____ 2. _____	3. Place I: _____ 4. Place II: _____ 5. Time: _____
Plot	
_____ _____	



Home Activity Your child filled in a chart about a story's characters, setting, and plot. Tell a story about family members or pets. As your child listens, have him or her fill in a similar chart. Then have your child tell a story and complete a chart in the same way.

Name _____

Vocabulary

Check the Words You Know

___overhead	___poked
___imagined	___narrator
___antlers	___languages

Directions Write the vocabulary word from the box next to its meaning.

- _____ 1. jabbed with a finger or stick
- _____ 2. someone who tells a story
- _____ 3. bonelike growths on an animal's head, such as a deer
- _____ 4. the words and grammar people use to communicate
- _____ 5. formed a picture in your mind about something

Directions Fill in the word from the box that fits the meaning of the sentence.

6. The deer had huge, pointed _____ on its head.
7. We looked at the clouds _____ to see if it would rain.
8. The boy _____ that he would grow up to be a great ball player.
9. My brother _____ me in the arm to wake me up.
10. Rafael speaks two _____, English and Spanish.

Write a Poem

On a separate sheet of paper, write a poem about something wonderful you imagine. Use as many vocabulary words as possible.



Home Activity Your child has identified and used vocabulary words from *Pushing Up the Sky*. Play a game with your child in which you take turns imagining something, with each of you adding to what the other imagined. Use as many vocabulary words as you can.

Prefixes

Matching Match the base word and its prefix.

Write the word.

- | | | |
|---------|-------|----------|
| 1. un- | act | 1. _____ |
| 2. re- | agree | 2. _____ |
| 3. mis- | happy | 3. _____ |
| 4. dis- | lead | 4. _____ |

Spelling Words

- unhappy
- recall
- disappear
- unload
- mistake
- misspell
- dislike
- replace

- mislead
- disagree
- rewrite
- unroll
- unknown
- dishonest
- react

Crossword Puzzle Write list words in the puzzle.

The crossword puzzle grid consists of the following numbered starting points:

- 5. Across: 5 boxes
- 6. Down: 5 boxes
- 7. Down: 5 boxes
- 8. Down: 5 boxes
- 9. Down: 5 boxes
- 10. Across: 5 boxes
- 11. Across: 5 boxes

Across

- 5. remove cargo
- 10. put back
- 11. lay flat

Down

- 6. go out of sight
- 7. error
- 8. not truthful
- 9. write again
- 10. remember



Home Activity Your child has been learning to spell words with prefixes. Help your child brainstorm other words that begin with the same prefixes.

Name _____

Prefixes

Generalization When prefixes **un-**, **re-**, **mis-**, and **dis-** are added to words, make no change to the base word: **unhappy**, **recall**, **mistake**, **dislike**.

Word Sort Sort the list words by prefixes *un-*, *re-*, *mis-*, *dis-*.

un-

mis-

1. _____ 9. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____

dis-

re-

12. _____

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____

Spelling Words

1. unhappy
2. recall
3. disappear
4. unload
5. mistake
6. misspell
7. dislike
8. replace
9. mislead
10. disagree
11. rewrite
12. unroll
13. unknown
14. dishonest
15. react

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Home Activity Your child is learning to spell words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. To practice at home, have your child say the word and point to the prefix.

Name _____

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Add the prefix **un-**, **re-**, **mis-**, **non-**, or **dis-** to each base word. Write the new word on the line.

1. un- + load = _____
2. re- + learn = _____
3. mis- + direct = _____
4. non- + sense = _____
5. dis- + like = _____

Directions Write the word from the box that best fits each definition.

- _____ 6. to spell wrong
- _____ 7. without stopping
- _____ 8. not known
- _____ 9. to write again
- _____ 10. not honest

nonstop
dishonest
misspell
rewrite
unknown

Directions Add the prefix **un-**, **re-**, **mis-**, or **dis-** to the word in () to complete each sentence. Write the new word on the line.

- _____ 11. Last night I was (able) to see the stars.
- _____ 12. The sky was so dark, I thought they had (appeared).
- _____ 13. I couldn't find the telescope. Someone had (placed) it.
- _____ 14. When I asked who had used the telescope last, no one could (call).
- _____ 15. It's (likely) that I will see the stars tonight.



Home Activity Your child wrote words with the prefixes *un-* (*unhappy*), *re-* (*recall*), *mis-* (*mistake*), *non-* (*nonsense*), and *dis-* (*dislike*). Ask your child to choose words from the box above and use them in sentences. Then ask your child to remove the prefix from each word and use the new words in sentences.

Name _____

Prefixes

Spelling Words				
unhappy	recall	disappear	unload	mistake
misspell	dislike	replace	mislead	disagree
rewrite	unroll	unknown	dishonest	react

Adding Prefixes Add a prefix to the underlined base word to make a list word. Write the list word. Read the sentence both ways.

- | | |
|---|----------|
| 1. Let's all help <u>load</u> the truck. | 1. _____ |
| 2. Our coach really knows how to <u>lead</u> the team. | 2. _____ |
| 3. We all <u>like</u> getting an allowance. | 3. _____ |
| 4. The class will <u>agree</u> with whatever you say. | 4. _____ |
| 5. I know I can <u>spell</u> that word. | 5. _____ |
| 6. You can count on that salesman to be <u>honest</u> . | 6. _____ |
| 7. I like to <u>write</u> letters. | 7. _____ |
| 8. Did you see the rabbit <u>appear</u> in the hat? | 8. _____ |

Word Meanings Write the list word that means almost the same thing as each word or phrase.

- | | |
|-----------------|-----------|
| 9. unfamiliar | 9. _____ |
| 10. error | 10. _____ |
| 11. remember | 11. _____ |
| 12. spread out | 12. _____ |
| 13. respond | 13. _____ |
| 14. get another | 14. _____ |
| 15. sad | 15. _____ |

- react
 - mistake
 - recall
 - unhappy
 - unknown
 - replace
 - unroll



Home Activity Your child spelled words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. Point to a list word. Have your child spell the prefix and the base word separately.

Name _____

Vocabulary: Dictionary/Glossary

- You can use a **glossary** or a **dictionary** to find the meaning, syllabication, and pronunciation of unknown words.

ant • ler (ant' lər) *NOUN*. a bony, branching growth on the head of a male deer elk, or moose • *PLURAL ant • lers*
i • mag • ine (i maj' ən) *VERB*. to make a picture or idea of something in your mind
 • *VERB i • mag • ines, i • mag • ined, i • mag • in • ing*
lan • guage (lan' gwij) *NOUN*. human speech, spoken or written • *PLURAL lan • guag • es*

nar • ra • tor (nar' āt ər) *NOUN*. the person who tells a story or tale
o • ver • head (ō' vər hed') *ADVERB*. over the head; on high; above
poke (pōk) *VERB*. to push with force against someone or something; jab
 • *VERB pokes, poked, pok • ing*

Directions Read the story. Use the glossary entries to answer the questions.

<p>In ancient times, people did not yet understand science. They had many questions, though. They wondered why deer had antlers, why the sun rose overhead every day, or how raindrops poked through the clouds. Ancient people</p>	<p>imagined reasons for things they did not understand. They made up stories and chose a narrator to tell and retell the stories. Over time, the stories were translated into different languages. They are still fun to retell today.</p>
--	--

- How many syllables are in the word *narrator*? _____
- Does the second *e* in *overhead* have a long or short sound? _____
- Does the *g* in *imagined* have a hard sound as in *game* or a soft sound as in *giant*?

- What does *poked* mean? _____
- Between which two letters would you divide the word *antlers* at the end of a line?



Home Activity Your child used a glossary to understand meanings, syllabication, and pronunciation of words. Find unknown words in a dictionary. Make up questions about the words and have your child use a dictionary or glossary to find the answers.

Name _____

Prefixes

Proofread a Letter Circle four misspelled words and write them correctly. Rewrite the second sentence, adding the missing helping verb.

Dear Mayor,

We think it's a mistake to close the swimming pool. That make alot of children unhappy. We don't dislike playgrounds, but we dissagree with changing the pool into a playground area. If you can't fix the pool, please replac it.

The Third Graders

Spelling Words

unhappy
recall
disappear
unload
mistake
misspell
dislike
replace

mislead
disagree
rewrite
unroll
unknown
dishonest
react

1. _____
2. _____
3. _____
4. _____
5. _____

Frequently Misspelled Words

a lot
off
said

Missing Words Fill in the circle to show the correctly spelled word. Write the word.

6. Can you _____ what we did with the flashlight? 6. _____
 reacl recall ricall
7. I'll try not to _____ any words. 7. _____
 misspell misspell misspel
8. Did you see that deer _____ into the woods? 8. _____
 desappear disapear disappear



Home Activity Your child identified misspelled words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. Name a base word. Have your child spell the list word.

Name _____

Contractions

Directions Use the words in () to make a contraction to complete each sentence. Write the contraction on the line.

- (has not) 1. Rosa _____ tried printmaking before.
- (they would) 2. Her art teacher said _____ learn printmaking next.
- (is not) 3. Her teacher said it _____ difficult.
- (you will) 4. "I think _____ like the results," she said.
- (we will) 5. "First," the teacher said, "_____ try potato prints."
- (she would) 6. Rosa thought _____ enjoy this class.

Directions Use each pair of words to make a contraction. Write the contraction on the line.

- | | | | |
|--------------|-------|--------------|-------|
| 7. did not | _____ | 14. I am | _____ |
| 8. I would | _____ | 15. we would | _____ |
| 9. does not | _____ | 16. have not | _____ |
| 10. he would | _____ | 17. is not | _____ |
| 11. were not | _____ | 18. let us | _____ |
| 12. he will | _____ | 19. I will | _____ |
| 13. she will | _____ | 20. she had | _____ |

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Home Activity A contraction is a word made from two smaller words. Your child formed contractions by using an apostrophe (') in place of missing letters. Choose contractions from the list above and have your child write his or her own sentences using the contractions.

Name _____

Character, Setting, and Plot

- **Characters** are the people or animals in a story.
- We can learn about characters by what they do and say.
- The **setting** is where and when a story takes place.

Directions Read the following play. Then answer the questions below.

NARRATOR: Maureen and Lynn help Ms. Kominski clean the classroom whenever they can. One Friday after school, they were helping to clean the bookcases, when someone came to call Ms. Kominski to the office.

MS. KOMINSKI: I'll be right back, girls.

NARRATOR: The two girls kept working, dusting the bookcase and straightening the books. Suddenly Maureen bumped into Lynn, and Lynn's arm hit the vase of flowers. The vase went crashing to the floor and broke!

LYNN: Oh, no! Quick, let's leave before Ms. Kominski comes back.

MAUREEN: That's silly! She will know it was us! Let's just tell her.

LYNN: You're right.

NARRATOR: Just then Ms. Kominski returned, and Lynn and Maureen told her what had happened. They offered to buy a new vase.

MS. KOMINSKI: I'm glad you told me. The vase was not expensive, so we won't worry about your paying for it. Just help me clean up the spilled water.

1. What is the setting of this story? _____

2. How do you know the girls like their teacher and enjoyed helping her?

3. Why do you think Lynn says they should leave when the vase breaks?

4. Why did the girls offer to pay for the vase?

5. How do you think they felt after Ms. Kominski said the vase was not expensive?

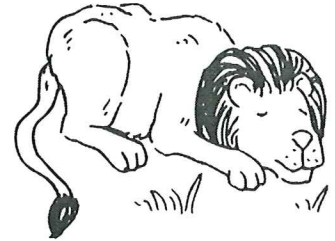


Home Activity Your child answered questions about characters in a story. Read a story together, or watch a television program, and discuss why the characters did the things they did in the story.

Name _____

Literary Elements: Character, Setting, and Plot

- A **character** is a person or animal in a story. You learn about characters by their words and actions.
- The **setting** is when and where a story takes place.
- The **plot** of a story includes the important things that happen at the beginning, middle, and end.



Directions Read the passage.

Lion and Mouse were best friends. They lived in the middle of a grassy plain, where Lion hunted zebras and Mouse ate seeds and nuts. Late one afternoon, Lion was caught in a hunter's net. Mouse heard his roars and rushed over

to help. She chewed at the ropes around her friend until he was able to get free.
 "Thank you, Mouse," said Lion.
 "A true friend would do no less," replied Mouse.

Directions Complete the chart. Write each character's name and a word to describe the character. Write phrases that tell the setting. Then write a sentence that summarizes the plot.

Characters	Setting
1. _____	3. Place: _____
2. _____	4. Time: _____
Plot	

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Home Activity Your child filled in a chart about a story's characters, setting, and plot. Ask your child to draw a similar chart for another story. It might be one you make up together, or one you have told many times. Take turns adding information to the chart about your story.

Name _____

Writing • Play

Key Features of a Play

- has characters with speaking and sometimes nonspeaking parts who act out the story
- speaking characters have lines to say called *dialogue*
- includes a description of the setting
- has a central problem that must be solved (plot)

The Moose and the Gadfly

[Setting: At the riverbank. Moose is drinking from the river. Beaver, Bear, Duck, and Gadfly are gathered nearby.]

Narrator: The animals were worried. Moose had been drinking from the river for a very long time, and they were concerned that he would soon drink the river dry. Then Beaver would have no place to build his dam, Bear would have no fish to catch, and Duck would have no place to swim.

Beaver: What else can we do to stop Moose from drinking the river? The logs I rolled down the river only bounced off of him.

Bear: My angry growls don't frighten him.

Duck: And my furious quacks Moose ignores.

Gadfly: I will stop Moose from drinking the river dry!

Beaver, Bear, and Duck: What! How can a little fly frighten away a big moose? You are not clever, or strong, or brave!

Gadfly: *[buzzes toward Moose]*
You'll see!

Narrator: As the other animals watched in disbelief, Moose suddenly stopped drinking the river. He began to swish his tail and gnaw his neck, and finally became so angry at Gadfly's biting that Moose ran far away, stomping his great feet and creating deep holes in the river as he went. This is how the Grand Canyon was formed, with steep sides and the river at the bottom. When Gadfly returned, all the animals cheered for him and never doubted the little fly again.

1. What is the problem in the story? Circle the paragraph that tells you.

2. How is the problem solved? Circle the paragraph that tells you.

Name _____

Three-Column Chart

Name _____

Thesaurus

A **thesaurus** includes entry words with synonyms (words with the same or similar meanings) and antonyms (words with opposite meanings). Most word processing programs have a thesaurus to help you choose just the right word.

Directions Use the thesaurus entry to answer the questions.

	Entry Word	Definition									
	↓	↓									
	<p>Quiet means making little or no noise. <i>Children are quiet at the library.</i></p> <p>Silent means not talking or making no sound. <i>The room became silent when the principal entered.</i></p> <p>Still means not moving. <i>The crowd was still as the last shot of the game was made.</i></p> <p>ANTONYM: loud</p>		<table border="0"> <tr> <td style="background-color: #333; color: white; padding: 5px;">Look up:</td> <td style="background-color: #333; color: white; padding: 5px;">Synonyms:</td> </tr> <tr> <td style="padding: 5px;">Quiet</td> <td style="padding: 5px;">silent still</td> </tr> <tr> <td></td> <td style="background-color: #333; color: white; padding: 5px;">Antonym:</td> </tr> <tr> <td></td> <td style="padding: 5px;">loud</td> </tr> </table>	Look up:	Synonyms:	Quiet	silent still		Antonym:		loud
Look up:	Synonyms:										
Quiet	silent still										
	Antonym:										
	loud										
Synonyms →											
Antonym →											

1. What is the entry word for this thesaurus example? _____
2. Which synonym of *quiet* best completes this sentence?
Peter stood very _____ as the angry dog approached. _____
3. Which word could you use to replace the underlined phrase in this sentence?
The children on the playground were not quiet. _____
4. How could you use a thesaurus to find more antonyms for *quiet*?

5. What is one way that you could use a thesaurus for schoolwork?

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Home Activity Your child answered questions about a thesaurus entry. Read a book or story with your child. Select appropriate words for him or her to look up in a thesaurus to find synonyms and antonyms.

Name _____

Compare and Contrast

- To **compare** means to show how two things are alike.
- To **contrast** is to show how the two things are different.

Directions Read the story. Then follow the directions below.

One day a tall, handsome Moose was walking in the woods and met the tiny Weasel.

“I wish I had beautiful antlers like yours,” said Weasel. “Then people wouldn’t laugh at me for being little.”

“Be careful what you wish for,” said Moose.

That night, Weasel came out of his hole in the old log and saw the wishing star in the west. He closed his eyes and wished with all his might, “I wish I had big, beautiful antlers like Moose has!”

There was a sudden flash and Weasel

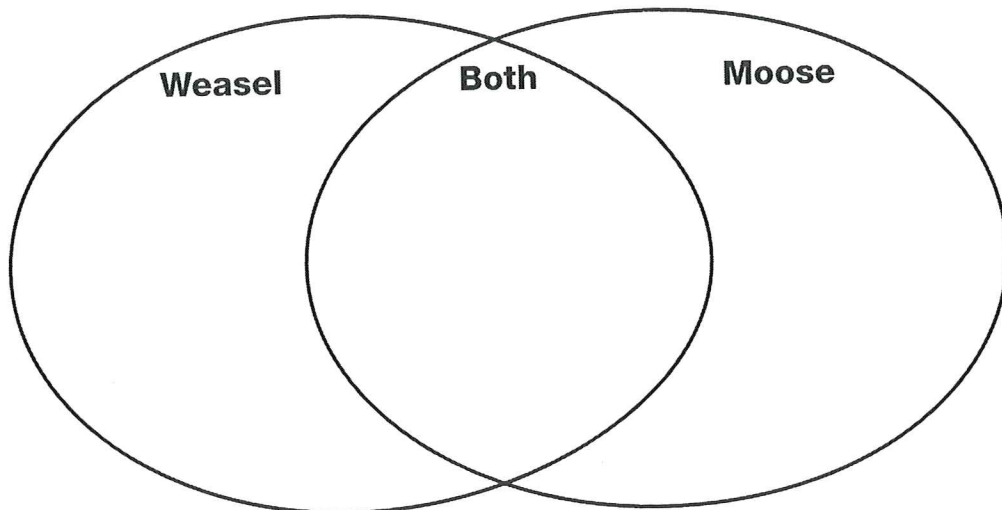
fainted. When he woke up in the morning, his head felt funny. It was so heavy. Weasel tried to walk but he could hardly lift his head. He made his way down to the lake. He saw himself in the water—he had huge antlers!

“How handsome I am,” said the foolish Weasel. Then he tried to take a drink, but lost his balance. Splash! He fell into the lake. Two crows burst out laughing.

Luckily Moose was nearby. He caught Weasel and gently lifted him out.

“These antlers are too heavy,” said Weasel, sadly. “You were right.”

Directions Use the Venn diagram below to compare and contrast Weasel and Moose. Then compare Moose to Coyote in *Catch It and Run*. Tell how they are alike or different. Use a separate sheet of paper.



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Home Activity Your child read a story and then used a Venn diagram to compare and contrast story characters. Read a story with your child. Then compare and contrast the story characters.

Name _____

Main Verbs and Helping Verbs

A **verb phrase** is a verb that has more than one word. The **main verb** shows action. A **helping verb** shows the time of the action. In the following sentence, *planting* is the main verb, and *are* is the helping verb.

The girls are planting corn with the women.

The helping verbs *am*, *is*, and *are* show present time. *Was* and *were* show past time. *Will* shows future time. The helping verbs *has*, *have*, and *had* show that an action happened in the past. In the following sentences, *had* and *will* are helping verbs.

They had planted in spring. We will harvest in fall.

Directions Underline the verb phrase in each sentence.

1. The chief is carving a beautiful pole.
2. He will place it at the entrance of the village.
3. The little boys are learning from the chief.
4. Someday they will carve a pole.
5. They have made many small animals already.

Directions Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

6. Everyone in the village is helping with the crops. _____
7. The women had planted the seeds. _____
8. The girls have watered the plants. _____
9. The boys are picking the beans. _____
10. The men will plow the fields. _____



Home Activity Your child learned about main verbs and helping verbs. Have your child answer the following question: *What were you doing at 3:00 today?* Then have your child identify the main verb and the helping verb in the answer.

Name _____

Main and Helping Verbs

Directions Write the main verb and the helping verb in each sentence.

1. The women are sewing animal furs together.

Main verb: _____

Helping verb: _____

2. She is making a coat.

Main verb: _____

Helping verb: _____

3. It will keep someone warm in winter.

Main verb: _____

Helping verb: _____

4. She has created a beautiful hat from bird feathers.

Main verb: _____

Helping verb: _____

Directions Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

5. The people were celebrating all day. _____

6. They will sing and dance. _____

7. The chief had planned the party. _____

8. The children are playing games. _____

Directions Write a sentence about a celebration. Use a main verb and a helping verb. Underline the main verb. Circle the helping verb.



Home Activity Your child reviewed main verbs and helping verbs. Ask your child to make up a sentence about a party he or she has attended. Have your child include a main verb and a helping verb in the sentence and identify each.

Name _____

Main and Helping Verbs

Directions Answer each question. Write a sentence with a main verb and a helping verb.

1. What have people made from wood?

2. What kinds of trees are growing in your neighborhood?

3. Suppose you are a Native American living in the Northwest many years ago. What will you do with a canoe?

4. What animals familiar to the Snohomish people have you seen?

5. What part of Native American life has interested you the most?

Directions Write two sentences about Native American life. Use a main verb and a helping verb in each sentence.



Home Activity Your child learned how to use main verbs and helping verbs in writing. Ask your child to write a note about something he or she is looking forward to doing in the future. Have your child circle each main verb and underline each helping verb.

Name _____

Main Verbs and Helping Verbs

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

In the Village

(1) The chief is carving a beautiful pole. (2) He will place it at the entrance of the village. (3) The little boys are learning from the chief. (4) Someday they will carve a pole. (5) The children have made many small animal carvings already. (6) The village is famous for its poles. (7) People have come from all around to see their poles.

1 What is the main verb in sentence 1?

- chief
 is
 carving
 pole

2 What is the helping verb in sentence 2?

- will
 place
 it
 of

3 What word could you use to replace the main verb in sentence 4?

- are
 is
 make
 made

4 What is the helping verb in sentence 5?

- made
 have
 many
 carvings

5 The helping verb in sentence 7 shows that the action took place in what time?

- past
 present
 future
 It does not show time.



Home Activity Your child prepared for taking tests on main verbs and helping verbs. Have your child make up two sentences about what he or she will do next weekend. Ask your child to identify the main verb and the helping verb in each sentence.