

Name _____

Literary Elements: Character, Setting, and Plot

- **Characters** are the people in the story.
- The **setting** is where and when the story takes place.
- The **plot** is the sequence of events.

Directions Read the following passage. Then fill in the chart and answer the questions below.

In the 1870s the Dunton family, the first settlers, came to build our town. At the time, it looked very different from the busy place it is today. Wild horses and buffalo roamed the plains. When the settlers came, they plowed the fields and built homesteads. In town they built schools and churches.

Later on, the railroad came to town. People from China, such as the Lees, came to help construct the railroad tracks. Instead of moving on after the work was done, the Chinese families stayed in the town to raise their families. That is how our town grew up with a mix of many peoples.

Characters	Setting	Plot
1. the Dunton family and the Lee family	2. The setting is probably a town in the old West in the 1870s.	3. The Duntons and others came to settle in the area. The Lees and other Chinese families came to work on the railroads. That is how the town grew up.

4. Is the narrator of the story first person or third person? How do you know?

first person; "our town"

5. How do you think many towns started up? What points in the story help you know this?

Possible answer: In some towns, especially out West, settlers came to homestead or people came to build the railroads.

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Home Activity Your child identified the characters, setting, and plot in a passage. Tell a story about how your own town developed.

Writing • Parody

Key Features of Parody

- imitates another work, usually with humor or exaggeration
- follows the style and voice of the original work
- makes a clear connection with the characters, setting or subject of the original work

Lewis and Clark and NOT ME

“Look alive! Here’s buyers.”

Our owner pointed at the men walking toward us on the dock. Seaman, the Newfoundland dog next to me, wagged his tail. I could tell he liked these people. Leon, the parrot on my other side, squawked loudly. But I just closed my eyes and waited for them to move on. The last thing I wanted was to be bought by these strangers.

“What’s this one’s name,” the tallest man said and pointed at me.

“Sir, that’s Tuffy. And she’s a charmer,” my owner said.

Charmer! Who’s he kidding, I thought to myself.

The man tried to pet me and asked, “How would you like to come with me on an adventure? You’d be the first cat to explore the Missouri River.”

EOOWWW! River! That’s water! I don’t get near water. How could I tell this man that my idea of adventure is to chase a mouse, then curl up on a sofa and sleep.

I bugged Seaman with my head. Do something, you silly dog! Make him notice you.

Seaman took the clue and barked happily.

“Well, who do we have here?” the man asked and smiled at the dog.

Thank goodness, I thought to myself. I closed my eyes and went back to sleep.

1. Reread the selection. Select one example that shows this parody is a humorous imitation of *Lewis and Clark and Me*.

Sample answer: The title is a funny version of Lewis and Clark and Me.

2. Underline aspects of the characters and setting that are like the original story.

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

- The furry badger waddled down the forest path.
- The little animal's coat bristled, or stood up stiffly, when it picked up the scent of the dogs.
- At the river's bank, it stopped for a drink of water.
- We could hardly see it through the tall grasses and rushes.
- A woodpecker sat in the jointed place of a tree where two branches formed a kind of crook.
- A deer sniffed at the flowers with ruffled silky petals that grew along the river.

Check the Words You Know

badger
 bank
 bristled
 jointed
 patched
 ruffled
 rushes

Directions Circle the word that has the same or nearly the same meaning as the word or words in each group.

8. bank edge cliff path
9. rushes seaweed sod marsh grasses
10. patched painted mended chopped

Write an E-mail Message

Pretend you have just moved to a new part of the country. On a separate sheet of paper, write an e-mail message to a friend back home explaining how you have adapted to life in this new place. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *On the Banks of Plum Creek*. With your child, look at a book about plant and animal life. Use some of the vocabulary words to describe what you see.

Name _____

Complete Subjects and Predicates

Every sentence has a **subject** and a **predicate**. The **subject** is the part of the sentence that tells whom or what the sentence is about. All the words in the subject are called the **complete subject**. The **simple subject** is the most important word in the complete subject. A simple subject can be more than one word, as in *Plum Creek*.

Complete Subject The mud from the river squished beneath her feet.

Simple Subject The mud from the river squished beneath her feet.

The **predicate** is the part of the sentence that tells what the subject is or does. All the words in the predicate are called the **complete predicate**. The **simple predicate**, or **verb**, is the most important word in the complete predicate. A simple predicate can be more than one word, as in *was going*.

Complete Predicate The mud from the river squished beneath her feet.

Simple Predicate The mud from the river squished beneath her feet.

A **compound subject** is made up of two or more simple subjects. A **compound predicate** is made up of two or more simple predicates.

Compound Subject Mary and Laura swept the floor.

Compound Predicate The bees buzzed and bumbled in the wind.

Directions Look at the letters after each sentence. Circle the complete subject when you see *CS*, the simple subject when you see *SS*, and the compound subject when you see *SSS*. Circle the complete predicate when you see *CP*, the simple predicate when you see *SP*, and the compound predicate when you see *PPP*.

1. Huge water bugs skated on top of the water. *SS*
2. She pulled the rushes apart. *SP*
3. They went down a bank toward the willows. *CP*
4. Tall willows stood on one side of the pool. *CS*
5. Ma and Mary cooked dinner. *SSS*



Home Activity Your child learned about subjects and predicates. Ask your child to find sentences in a newspaper or magazine. Have him or her identify the simple subject and simple predicate in each sentence.

Name _____

Long e and o

Spelling Words

sweet	each	three	least	freedom
below	throat	float	foam	flown
greet	season	croak	shallow	eagle
indeed	rainbow	grown	seaweed	hollow

Opposites Write the list words that have the opposite or almost opposite meaning to the words below.

- | | |
|------------|--------------------|
| 1. sour | 1. <u>sweet</u> |
| 2. most | 2. <u>least</u> |
| 3. sink | 3. <u>float</u> |
| 4. dismiss | 4. <u>greet</u> |
| 5. newborn | 5. <u>grown</u> |
| 6. solid | 6. <u>hollow</u> |
| 7. above | 7. <u>below</u> |
| 8. all | 8. <u>each</u> |
| 9. deep | 9. <u>shallow</u> |
| 10. limits | 10. <u>freedom</u> |

Words in Context Write a list word from the box to complete each sentence.

- | | |
|---|--------------------|
| 11. The ocean waves were white with ____. | 11. <u>foam</u> |
| 12. Twins describe two people, and triplets describe ____ people. | 12. <u>three</u> |
| 13. Spring is my favorite ____. | 13. <u>season</u> |
| 14. When I was sick, I had a sore ____. | 14. <u>throat</u> |
| 15. Some ocean plants are called ____. | 15. <u>seaweed</u> |
| 16. When I lost my voice, I could only ____ like a frog. | 16. <u>croak</u> |
| 17. The bald ____ is the national bird of the United States. | 17. <u>eagle</u> |
| 18. Spelling is serious business, ____. | 18. <u>indeed</u> |
| 19. I saw a ____ after the thunderstorm. | 19. <u>rainbow</u> |
| 20. By the time I got the camera, the bird had ____ away. | 20. <u>flown</u> |



Home Activity Your child wrote words with long e spelled ee or ea and long o spelled oa and ow. Say a word from the list and have your child write the word.

Name _____

T-Chart

Name _____

Vocabulary • Multiple-Meaning Words

- **Multiple-meaning words** are words that have more than one meaning. A *place* is a location such as a school. *Place* also means “to put,” as in, “Please place the paper on your desk.”
- **Dictionaries and glossaries** provide alphabetical lists of words and their meanings. When a dictionary shows more than one meaning for a word, you know that word is a multiple-meaning word.

Directions Read the following story about traveling in the United States. Then answer the questions below. Use your glossary or a dictionary for help.

One year for summer vacation, my family took a long road trip around the United States. We visited a national park in Arizona, where we drove along roads that went through towering mountains. I had to still my nerves just to look over the bluff.

We went to art museums and studied paintings made ages ago. I was amazed to learn that people had created art before they could even read or write.

At the end of the trip, I was beginning to long for my home and my friends. But I will never forget the wonders I saw.

1. *Trip* can mean “to fall over something” or “a visit to another place.” Which definition is meant in the first sentence?

“a visit to another place”

2. In this story, *park* means “area of natural land.” What is another meaning for *park*?

“to stop the car and leave it there”

3. What are two meanings of *bluff*? What part of speech is *bluff* in this story?

“a high cliff” and “to fool or mislead”; noun

4. What part of speech is *still* as it is used in this story? Write a sentence using another meaning and part of speech for *still*.

verb; Possible answer: I was so excited I could hardly sit still.

5. Write at least three multiple-meaning words that appear in the last paragraph.

Possible answers: end, trip, beginning



Home Activity Your child used a dictionary or glossary to identify the intended definitions of multiple-meaning words. Create and draw a comic together in which the confusion over the different meanings of a word has caused a funny outcome.

Name _____

Electronic Media

- There are two types of electronic media—computer and non-computer. Computer sources include computer software, CD-ROMs, DVDs, and the Internet. Non-computer sources include audiotapes, videotapes, films, filmstrips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords.

Directions Use the list of electronic media below to answer the questions about the research topic, “Animals of the Prairies.” Take notes from the information you find to make a brochure or poster on your topic.

Electronic Media Source List

- The U.S. Fish & Wildlife Service (Web site)
- National Public Radio “Environment” podcasts at NPR.org
- DVD episode “The Great Plains” in the *Planet Earth* DVDs
- Your state or local university’s links to wildlife Web sites such as the Minnesota Cooperative Fish and Wildlife Research Unit

1. Which sources would you look at first to find out about badgers?

The U.S. Fish & Wildlife Service Web site or the DVD of “The Great Plains” would be good places to start.

2. Why would the *Planet Earth* episode “The Great Plains” help you find out about many animals?

It might discuss many of the animals living on the Great Plains.

3. Which keywords might you use to search online for prairie animals?

Possible answer: animals, Great Plains, Texas

4. At which Web site might you learn about the prairie animals of Laura Ingalls’s time?

The Minnesota Cooperative Fish and Wildlife Research Unit Web site would be a good place to look.

5. Where might you go to download podcasts?

You could download podcasts at NPR.org.

Name _____

Directions Use the Internet search results found on a search engine to answer the questions below.

WEB SEARCH

Results 1-4 of about 25,000

Search Results

Other Animals & Plants

Information on shorebirds of the Great Plains

Planet Earth

“Great Plains” video by David Attenborough

Great Plains

Before any people arrived in the Great Plains, there were the animals.

Great Plains Toad: Nature Snapshots from Minnesota

About the same size but more sharply marked than the widespread American toad, the Great Plains toad can be found along Minnesota’s western border.

6. Where could you find a quote by the biologist David Attenborough?

You could view or listen to his show “Great Plains” on the *Planet Earth* episode.

7. At which Web site might you find out about ancient animals of the Great Plains?

At Great Plains, because it says “Before any people arrived in the Great Plains, there were the animals.”

8. Which keywords might you use to search online for toads in Minnesota?

Possible answer: Great Plains, Toad, Minnesota

9. At which Web site might you learn about shorebirds of the Great Plains?

Other Animals & Plants

10. Which keywords might you use to find a list of episodes of the video series

Planet Earth?

***Planet Earth* episodes**



Home Activity Your child learned about electronic media. With your child, review the rules of safe Internet searching and how to find helpful articles on the Internet.

Name _____

Long e and o

Proofread a Menu The restaurant owner is frantic! The new menus have errors that must be fixed before dinner tonight. Circle five misspelled words and write them correctly. Rewrite the sentence that has a capitalization error.

Seewead salad with vinegar and sesame seeds
Thre delight dish: shrimp, beef, and chicken
Hole crispy fried rainbow trout with lemon butter sauce
 White **hollo** mushroom caps stuffed with crabmeat
 Fresh vegetables in **seeson**
 Chocolate cake with sweet whipped cream
 Rootbeer float (vanilla or chocolate ice cream)
 Coffee with hot milk foam
 our Food is Organically grown.

Spelling Words

sweet	greet
each	season
three	croak
least	shallow
freedom	eagle
below	indeed
throat	rainbow
float	grown
foam	seaweed
flown	hollow

Frequently Misspelled Words

whole
know

1. **Seaweed** _____
2. **Three** _____
3. **Whole** _____
4. **hollow** _____
5. **season** _____
6. **Our food is organically grown.** _____

Proofread Words Circle the correctly spelled word. Write the word

- | | | | |
|-------------------|--------------|----------------|--------------------------|
| 7. leest | least | lest | 7. least _____ |
| 8. egle | eagle | eegle | 8. eagle _____ |
| 9. shallow | shalloe | shallo | 9. shallow _____ |
| 10. greet | grete | graet | 10. greet _____ |
| 11. throte | throwt | throat | 11. throat _____ |
| 12. floan | flown | flone | 12. flown _____ |
| 13. beloa | below | belo | 13. below _____ |
| 14. freedown | freedom | freedom | 14. freedom _____ |
| 15. indeed | indead | indede | 15. indeed _____ |



Home Activity Your child identified misspelled words with ee, ea, oa, and ow. Ask your child to use each list word in a sentence.

Name _____

Complete Subjects and Predicates

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

At Plum Creek

(1) Mary's sister, Laura, went to the creek too. (2) The yellow butterflies flew onto the girls' hands. (3) The girls played. (4) Water rushed and bubbled over the rocks. (5) The big yellow daisies bloomed in the grass. (6) Laura and Mary waded in the pool.

- 1 What change, if any, could be made in sentence 1 to change a complete subject into a simple subject?
 - A Change *creek* to **creek and field**.
 - B Change *Mary's sister, Laura,* to **Mary and Laura**.
 - C Change *Mary's sister, Laura,* to **Laura**.
 - D Make no change.

- 2 What change, if any, could be made in sentence 2 to change a complete predicate to a simple predicate?
 - A Change *flew onto the girls' hands* to **flew away**.
 - B Change *flew onto the girls' hands* to **flew**.
 - C Change *flew onto the girls' hands* to **sat on the girls' hands**.
 - D Make no change.

- 3 What change, if any, could be made in sentence 3 to change a simple predicate into a complete predicate?
 - A Change *played* to **played in the water**.
 - B Change *played* to **played and swam**.
 - C Change *The girls* to **Laura and Mary**.
 - D Make no change.

- 4 What change, if any, could be made in sentence 5 to change a complete subject to a simple subject?
 - A Change *The big yellow daisies* to **The daisies and blue flags**.
 - B Change *The big yellow daisies* to **The big yellow flowers**.
 - C Change *The big yellow daisies* to **The daisies**.
 - D Make no change.

- 5 What change, if any, could be made in sentence 6 to change a simple predicate to a complete predicate?
 - A Change *waded in the pool* to **waded**.
 - B Change *waded in the pool* to **swam in the pool**.
 - C Change *waded* to **swam**.
 - D Make no change.



Home Activity Your child prepared for taking tests on subjects and predicates. Ask your child a question (*What did you eat for lunch? When did you get home?*). Have him or her write the answer in a complete sentence and identify the subject and predicate.