

Name \_\_\_\_\_ Date \_\_\_\_\_

# Story Structure

**A Package for Mrs. Jewis**  
**Comprehension:**  
Story Structure

Read the selection below.

## Lucky Libby

Libby Westin was the luckiest kid in Mr. Reed’s fifth grade class. She had been chosen to take care of Milton, the classroom hamster, during the winter holiday. She took good care of Milton for two whole weeks. Libby and Milton played every day. When it was time to take Milton back to school, Milton was missing.

Libby looked in all of Milton’s favorite spots—inside slippers, under pillows, curled up in cozy places—but she couldn’t find him anywhere. Libby took the empty cage to school.

Mr. Reed greeted Libby and said, “Was our little hamster a handful?”

“He was hardly any trouble at all,” Libby replied, setting down the cage.

Vinnie peeked into the cage. “Milton, I know you’re nocturnal, but you could at least say hello.”

“He’s just off in his own little world someplace,” said Libby, her voice shaking as tears welled up in her eyes.

When Libby reached into her jacket pocket for a tissue, something warm and furry nuzzled her hand. Libby felt a rush of relief.

“I am the luckiest kid in fifth grade,” she thought as she slipped a sleepy Milton into his cage.

Complete the Story Map below. Identify the setting, characters, problem, events, and solution.

<b>Setting:</b>	<b>Characters:</b>
<b>Problem:</b>	
<b>Events:</b>	
<b>Solution:</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Story Structure

**A Package for  
Mrs. Jewls**  
Comprehension:  
Story Structure

Read the selection below.

## Randall's Proof

“Cats do too have nine lives, and I can prove it!”

The minute the words were out of his mouth, Randall knew that he was in trouble, but he couldn't help himself. DeWitt was such a big know-it-all, and he could be so annoying sometimes.

Now DeWitt smiled his snide smile. “Well I'm certainly looking forward to your scientific inquiry, *Ran-dull*,” said DeWitt. “I'm sure we'll all benefit from your amazing insight. When will you be revealing this ground-breaking news?” Just then, Miss Riley walked into the room, and DeWitt flashed her a smile. “Oh Miss Riley, Randall here has an incredible show-and-tell surprise for the class. I was hoping you could make time for it.”

“Oh, I'm afraid we have a pretty full schedule the next few days. How about Monday, Randall? Could you bring your show-and-tell surprise in then?”

“Yes, ma'am,” said Randall, fully aware that even his ears were beet red.

At least he had most of the week and the whole weekend to come up with a plan.

When Monday came, Randall carried a big box to school, and he wore a very big grin. He set the box on the floor in the front of the room. Inside the box, curled up with her new family, was Randall's cat.

“This is my cat, Trix,” said Randall, “and as you can see, she had nine lives until yesterday morning. Now she is a proud mother cat with eight new kittens.”

Fill in a Story Map like the one shown here. Identify the story elements and events that lead to the resolution. Then use the Story Map to help you answer the questions.


1. What are the relationships between the characters?

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2. What events create the problem in the story?

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Using Context

**A Package for Mrs. Jewls**  
Vocabulary Strategies:  
Using Context

The items below include two sentences. Choose a word from the box to fill in the blank so the second sentence restates the italicized idea in the first. Use context clues to help you choose the correct word.

numb	deliver	stranger	package	label
trick	courtesy	matter	surprise	unorthodox

- Louis began to *lose the feeling* in his fingers. His hands became \_\_\_\_\_.
- It was *a box wrapped in brown paper*. A \_\_\_\_\_ had come in the mail.
- His visit was *not expected*. The students enjoyed the \_\_\_\_\_.
- Safety was *a serious subject*. Our committee discussed the \_\_\_\_\_.
- The *directions on the bottle* were “once a day.” Medicines always come with a \_\_\_\_\_.
- Good manners* make life easier. It pays to practice \_\_\_\_\_.
- An *unknown teenager* came to the park. The class avoided the \_\_\_\_\_.
- The *practical joke* upset a few of the boys. A \_\_\_\_\_ is not always funny.
- My aunt *brought* a present. She was excited to \_\_\_\_\_ it to my sister.
- The teacher had a *peculiar* system. Her instruction was \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Short Vowels

**A Package for  
Mrs. Jewls**

Spelling: Short Vowels

**Basic** Write the Basic Word that best completes each group.

1. a force, a pull, \_\_\_\_\_
2. cheap, miserly, \_\_\_\_\_
3. rock, teeter, \_\_\_\_\_
4. pledge, vow, \_\_\_\_\_
5. panicky, excited, \_\_\_\_\_
6. stack, batch, \_\_\_\_\_
7. unfeeling, deadened, \_\_\_\_\_
8. pep, power, \_\_\_\_\_
9. speedy, fast, \_\_\_\_\_
10. crumple, squash, \_\_\_\_\_
11. amusing, silly, \_\_\_\_\_
12. point, aim, \_\_\_\_\_
13. hard, strong, \_\_\_\_\_
14. climate, temperature, \_\_\_\_\_
15. clutch, grab, \_\_\_\_\_

**Challenge 16–18.** Imagine you are hiking up a mountain. Describe the experience. Use three of the Challenge Words.

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## Spelling Words

1. breath
2. wobble
3. blister
4. crush
5. direct
6. promise
7. grasp
8. numb
9. hymn
10. shovel
11. gravity
12. frantic
13. swift
14. feather
15. comic
16. bundle
17. solid
18. weather
19. energy
20. stingy

### Challenge

instruct  
distress  
summit  
massive  
physical

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

**A Package for Mrs. Jewls**  
Spelling: Short Vowels

Write each Basic Word beside the correct heading.

ă	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
ē	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
ĩ	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
ö	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>
ű	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

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**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *A Package for Mrs. Jewls*. Find words that have short vowel sounds. Add them to your Word Sort.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading for Spelling

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

Today I planted a hundred apple seeds. The wether is fine and dandy. This morning, it was so cool that I saw my breth. A little chickadee followed me along today. His short himm to the sun made my work as light as a fether. I wish I were as fast as that tiny bundel of energie. My shovle rubbed a blyster on my hand. This evening it is numm. By day's end, my bag of seeds was getting heavy. But as long as I can wobbel along, I will not be stinjy with my seeds. Boys and girls need apples to krush into apple cider. They love apple butter and apple pie, too!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

## Spelling Words

1. breath
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# Simple Subjects and Simple Predicates

**A Package for Mrs. Jewls**  
Grammar: Complete Sentences

A sentence is a group of words that expresses a complete thought. Every sentence has two parts: a subject and a predicate. The **simple subject** is the main word that tells whom or what the sentence is about. The **simple predicate** is the main word that tells what the subject is or does. When a sentence is a command, the subject is understood but not stated.

**simple subject    simple predicate**

My neighbor (works) for the United States Postal Service.

[You]        (Hold) the door open, please.

### Thinking Question

*What word tells whom or what the sentence is about?  
What word tells what the subject is or does?*

**1–4. Read the complete sentences below. Underline the simple subject and circle the simple predicate.**

1. Frank delivered packages and mail by truck.
2. The employees at the post office sorted mail in the morning.
3. Some packages weighed over 50 pounds!
4. Other packages need signatures upon receipt.

**5–7. Read the complete sentences below. Write the simple subject and circle the simple predicate.**

5. The early morning is a busy time for postal workers. \_\_\_\_\_
6. Sort the first-class mail this afternoon. \_\_\_\_\_
7. Many stamps display a flag or national symbol. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Fragments

**A Package for  
Mrs. Jewls**  
Grammar: Complete Sentences

A sentence is a group of words that expresses a complete thought. A **sentence fragment** is a group of words that does not express a complete thought.

**sentence fragment**

Whenever the students are outside.

**Thinking Question**

*Does each group of words tell whom or what the sentence is about?*

*Does it tell what is or what happens?*

**1–6.** Write whether the group of words is a *sentence* or a *sentence fragment*.

1. The school held a cleanup day. \_\_\_\_\_
2. Bottles, pencils, wrappers, and other trash. \_\_\_\_\_
3. Whoever picks up the most garbage. \_\_\_\_\_
4. There will be prizes for the students. \_\_\_\_\_
5. Students need to keep the schoolyard clean. \_\_\_\_\_
6. The overflowing garbage barrels. \_\_\_\_\_

**7–10.** Read the sentence fragments below. Write whether the sentence fragment needs a subject or a predicate in order to be a complete sentence.

7. trash like bottles, paper, and cans \_\_\_\_\_
8. recycling these materials here \_\_\_\_\_
9. picked up garbage on the beach on Saturday \_\_\_\_\_
10. students from Mr. Martinez's class \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Writing Complete Sentences

A Package for  
Mrs. Jewls

Grammar: Complete Sentences

Every sentence has two parts: a subject and a predicate. The subject tells whom or what the sentence is about. The predicate tells what the subject is or does. The complete sentence expresses a complete thought.

## sentence fragment

The birds, frogs, and crickets at the lake (needs predicate)

## complete sentence

The birds, frogs, and crickets at the lake kept me awake at night.

### Thinking Question

Does each group of words tell whom or what the sentence is about? Does it tell what is or what happens?

**Activity** Read the sentence fragments. Write a subject or predicate to complete the sentence fragment and make a complete sentence.

1. \_\_\_\_\_ was very helpful to Tanesha.
2. Jennifer's favorite game \_\_\_\_\_ .
3. \_\_\_\_\_ gave a very interesting slide show about turtles.
4. The \_\_\_\_\_ were covered with art.
5. People who love dogs \_\_\_\_\_ .
6. \_\_\_\_\_ is about the rain forest and its animals.
7. Those clothes, books, and computer supplies \_\_\_\_\_ .
8. Students from the fifth grade class \_\_\_\_\_ .

Name \_\_\_\_\_ Date \_\_\_\_\_

# Possessive Nouns

**A Package for  
Mrs. Jewls**  
Grammar: Spiral Review

Singular Noun	Singular Possessive Noun	Plural Noun	Plural Possessive Noun
Carla	Carla's hat	buckets	buckets' handles
book	book's chapters	people	people's ideas

**1–4. Write the possessive form of the noun in parentheses.**

- (students) The \_\_\_\_\_ mouths were opened in shock.
- (box) They could not believe the \_\_\_\_\_ contents.
- (Today) \_\_\_\_\_ activity is examining plants.
- (Sam) \_\_\_\_\_ stomach ached from laughing so hard.

**5–8. Combine the sentences using possessive nouns. Write the new sentence on the line.**

5. The classroom had glass doors. The glass doors were closed.

\_\_\_\_\_

6. The students were using computers. The computers belonged to the school.

\_\_\_\_\_

7. The coughing disturbed the students and their two teachers. The principal was coughing.

\_\_\_\_\_

\_\_\_\_\_

8. The robots rushed toward the door. The robots belonged to the teachers.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Fluency

**A Package for Mrs. Jewls**  
Grammar: Connect to Writing

**You can fix a fragment by combining it with a complete sentence or another fragment.**

Sentence and Fragment	Complete Sentence
Seth's family moved to Dallas. In the winter.	Seth's family moved to Dallas in the winter.
Fragments	Complete Sentence
The city of Dallas. Has lots of fun things to do.	The city of Dallas has lots of fun things to do.

**1–8. Read each pair of sentence fragments. Fix the fragments to make a complete sentence. Write the new sentence on the line.**

1. Abel's friend Sasha. Can't come to the party.

\_\_\_\_\_

2. Won the game! The school's softball team.

\_\_\_\_\_

3. Is old but good. My parents' car.

\_\_\_\_\_

4. Brett and Jemaine at recess. Jump off the swings.

\_\_\_\_\_

5. Will get a prize. The very first student.

\_\_\_\_\_

6. Thirty-seven blackbirds in the park. The ranger counted.

\_\_\_\_\_

7. Is the place an animal lives. A habitat.

\_\_\_\_\_

8. Inched up the apple tree. The fuzzy green caterpillar.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Adding Vivid Words and Details

**A Package for Mrs. Jewls**  
Writing: Write to Express

Without Details	With Details
Tamara found a box. She ran home.	Under the chestnut tree, Tamara found a mysterious box full of old letters. She ran home to show it to her sister.

**A. Read each sentence without details on the left. Then add words and details to fill in the blanks and show the events more clearly.**

Without Details (Unclear)	With Details (Clear)
1. Angela walked over to the gym. She saw her friend Misha there.	After _____, Angela _____ to the gym. She saw her friend Misha there _____.
2. We were reading when we heard a strange noise.	We were reading _____ when we heard a noise _____.

**B. Read each sentence. Then rewrite it to make the events more understandable and meaningful. Add vivid words and details to show just how each event took place.**

**Pair/Share** Work with a partner to brainstorm vivid words and details for your sentences.

Without Details	With Details
3. We had a long spelling bee.	
4. It started in the morning.	
5. Katia got stuck on a hard word.	