

Name _____ Date _____

Story Structure

LAFFF

Comprehension: Story Structure

Read the selection below.

Summer Vacation

For summer vacation, my family usually visits Grandma, but this year we flew to Earth on a Speed Cap 29. We landed in a remote area where we met our tour guide, Zixto. He supplied us with breathing gear and gave us special coverings that helped us blend in with the Earthlings. My sister, Nink, was dressed up as what Zixto called a black Lab. He said black Labs are a popular form of wildlife on Earth. We found out the hard way that this was true.

Our first stop was a huge land formation covered with crystallized hydrogen and oxygen molecules.

Earthlings skidded on flat, narrow boards attached to their two stick-like legs. One of them had a black Lab that looked just like Nink. It started chasing her! If it caught her, it might pull off her disguise! That would cause a panic. We must not reveal ourselves to the Earthlings! Luckily, Zixto knew how to make the secret high-pitched noise that Labs seem to like. The Earthling's Lab came running. Nink stayed hidden until the other Lab left.

I can't wait to visit Earth again sometime in the future, but I think Nink would rather visit Grandma.

Complete the Story Map to explain the main elements of the story's structure.

Setting:	Characters:
Problem (Conflict):	
Events:	
Solution (Resolution):	

Name _____ Date _____

Story Structure

LAFFF
Comprehension:
Story Structure

Read the selection below.

Jeanie's Neighbor

Even though Jeanie didn't know very much about her mysterious next door neighbor, she was convinced that he was an alien. He spent a lot of time building something silvery in his garage.

"You're dreaming if you think Mr. Moon is a Martian," said Jeanie's older brother, Gordy. "He's probably working on an old car or something."

"I'm not kidding," said Jeanie. "I've seen it with my own eyes. I think he's building a spaceship. Or he could be building a vaporizer to dissolve us."

A short time later, Jeanie saw Mr. Moon in his driveway.

"Greetings, young lady," said Mr. Moon. "And how are you?"

Mr. Moon smiled. He seemed

perfectly normal except for something odd that Jeanie couldn't quite put her finger on. Maybe he had antennae hidden under his curly gray hair.

"Fine, thank you," Jeanie replied.

Jeanie took a few more steps and then stopped short. She turned around and looked into Mr. Moon's eyes, which had a strange sparkle to them.

"See? No antennae," he said with a bow so that Jeanie could see the top of his head. Then he winked. "And you're correct, Jeanie, I am building a vaporizer." Mr. Moon chuckled.

Jeanie could only stand there in stunned silence.

Complete a Story Map like the one shown here to explain the story elements. Then answer the questions below.

1. What is the conflict in the story?

2. What detail suggests that Jeanie is right about Mr. Moon?

3. How does Jeanie feel at the end? Is the conflict resolved?

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Using Reference Sources

LAFFF
Vocabulary Strategies: Using
Reference Sources

Each item below gives a part of speech in parentheses. Complete the sentences using a word from the box that matches the part of speech and makes sense with the sentence.

concentrated	admit	destination	original	collected
produce	impressed	rumor	compliment	suspense

1. (*adj.*) Joe was _____ by the winning time for the race.
2. (*v.*) She _____ on her aim before she hit the golf ball.
3. (*v.*) Their best efforts could not _____ a solution.
4. (*n.*) The beach is a popular _____ in the summer.

Each item below gives a part of speech and a synonym or antonym for a word from the box above. Complete the sentence using the correct word from the box. You can use a thesaurus or glossary for help.

5. (*v., gathered*) Joe _____ his stuff and headed home.
6. (*n., gossip*) He recalled the _____ about a UFO flying over the woods.
7. (*n., insult*) She blushed when I gave her a _____ on her new hairstyle.
8. (*adj., ordinary*) His story was creative and _____.

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More Words with *-ed* or *-ing*

LAFFF

Spelling: More Words with
-ed or *-ing*

Basic Write the Basic Word that best completes each group.

1. transferred, presented, _____
2. restated, retold, _____
3. linked, joined, _____
4. commented, mentioned, _____
5. exhausting, weakening, _____
6. enacting, presenting, _____
7. anticipated, awaited, _____
8. rehearsing, preparing, _____
9. funny, entertaining, _____
10. murmured, mumbled, _____
11. cold, icy, _____

Challenge 12–14. Write a short review of a school play that raised money for a charity. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. tiring
2. borrowed
3. freezing
4. delivered
5. whispered
6. losing
7. decided
8. amazing
9. performing
10. resulting
11. related
12. attending
13. damaged
14. remarked
15. practicing
16. supported
17. united
18. expected
19. amusing
20. repeated

Challenge

assigned
entertaining
operated
rehearsing
donated

Name _____ Date _____

Spelling Word Sort

Write each Basic Word beside the correct heading.

<p>Adding <i>-ed</i>: Final <i>e</i> dropped</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Adding <i>-ing</i>: Final <i>e</i> dropped</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Adding <i>-ed</i>: No spelling change</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Adding <i>-ing</i>: No spelling change</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *LAFFF*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

LAFFF
Spelling: More Words with
-ed or *-ing*

Spelling Words

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Name _____ Date _____

Proofreading for Spelling

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

I remember the day I decided to join the Intergalactic Space Corps. True, I never expected that attending the training would be easy or amusing. But I never knew how tiring it would be practicing for the demands related to space travel. It helped that my parents repeated in their letters to me that they supported my decision. Knowing that I was united with my amazing new friends also helped. Before long, my fellow cadets and I were performing quite well. I even heard that an instructor remarked that our hard work was resulting in one of the best classes she'd seen in years!

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Spelling Words

1. tiring
2. borrowed
3. freezing
4. delivered
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Challenge

- assigned
entertaining
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Name _____ Date _____

Adverbs That Tell How, When, and Where

LAFFF
Grammar: Adverbs

An **adverb** is a word that usually describes a verb. Adverbs tell *how*, *when*, or *where* an action happens. Many adverbs end with *-ly*.

adverbs

how: They played the music **loudly**.

when: He came **early**.

where: He went **inside**.

Thinking Question

What is the verb? What word tells how, when, or where about the verb?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how*, *when*, or *where*.

1. Nola lived far from the city. _____
2. She eagerly studied her violin solo. _____
3. One day, she finally played the entire solo without a mistake. _____
4. She looked ahead in the sheet music and found a more difficult solo. _____
5. Nola played the tricky new piece beautifully. _____
6. She closed her eyes and soon pictured herself on a stage. _____
7. She dreamily envisioned herself playing with the orchestra in the city. _____
8. Nola picked up her violin and practiced hard for her future goal. _____

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Adverbs of Frequency and Intensity

LAFFF
Grammar: Adverbs

An **adverb of frequency** tells *how often* something happens. An **adverb of intensity** gives information about *how much*. Adverbs of intensity can describe a verb, an adjective, or another adverb.

adverbs

of frequency I **often** forget to bring my lunch to school.

of intensity I am **almost** finished with my homework.
The soup is **too** hot!

Thinking Question

Which word is the verb?
Which word tells how often or how much?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how often* or *how much*.

1. Katie could barely hear what the actors were saying. _____
2. She and Adam never talked while watching a movie in the theater.

3. Sometimes the rudeness of other people got on Adam's nerves.

4. She saw that he was just about ready to leave the theater. _____
5. The people talking were completely unaware of the trouble they were causing. _____
6. "I've never seen such rude people in my life!" he scowled. _____
7. "They're almost as loud as the movie," she agreed. _____
8. It's always a good idea to be respectful of others at the movies.

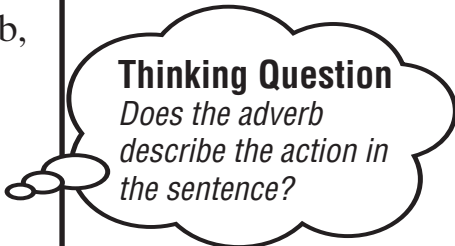
Name _____ Date _____

Using Adverbs in Different Parts of Sentences

LAFFF
Grammar: Adverbs

An **adverb** usually gives us more information about the verb in the sentence. When it is used with a verb, it can come in front of the verb or after it.

He **sometimes** comes **late**.
 Jenny **often** studies **alone**.
 Do you think Howard will do **well** on his exam?
 Since he studies **hard**, he **usually** does **brilliantly**.



Activity Read the sentence and the adverb in parentheses. Decide where the adverb belongs in the sentence. Then rewrite the sentence with the adverb.

1. Roger went to sleep one night. (early)

2. He awoke and saw something strange outside his window. (suddenly)

3. A red line streaked across the yellow moon. (quickly)

4. Roger blinked and then leapt out of bed. (bravely)

5. He had no idea what he had just seen. (really)

6. He leaned out his window and looked for the thing to return. (everywhere)

Name _____ Date _____

Simple Verb Tenses

LAFFF
Grammar: Spiral Review

Present Tense	Past Tense	Future Tense
The alien <u>visits</u> Earth. The author <u>writes</u> about aliens.	The alien <u>visited</u> Earth. The author <u>wrote</u> about aliens.	The alien <u>will visit</u> Earth. The author <u>will write</u> about aliens.

1–6. Write which tense of the verb in parentheses correctly completes the sentence. Then write the correct tense of the verb.

- The author (use) Pluto as the setting of his next book.

- For his last book, the author (choose) Venus for the setting.

- My brother (read) a chapter of his favorite science book every day. _____
- He now (enjoy) reading stories about space travel. _____
- Last year, he (like) books about dinosaurs. _____
- I wonder what type of books he (like) next. _____

7–10. This paragraph contains four errors in verb tense. Underline each error. On the line below, correct the errors and tell which verb tense is correct.

The famous science fiction author signed copies of her book later today at 4:00 p.m. I can't wait! Yesterday my mom tells me about the book signing. I finish reading the book last night. In the book, all the characters live on Earth, but Earth is very different. The characters' things are very small. Their cars and computers are tiny. The characters can enlarge and shrink themselves to fit into their cars or use their computers. When I meet the author, I ask her if she really thinks we will be able to change our own size in the future.

Name _____ Date _____

Word Choice

LAFFF

Grammar: Connect to Writing

Less Precise Adverb	More Precise Adverb
The spaceship crew cheered <u>loudly</u> when they saw Earth.	The spaceship crew cheered <u>ecstatically</u> when they saw Earth.

Activity Look at the underlined adverb in each sentence. Write a more precise adverb on the line.

- The stranger stood on the street and slowly looked around. _____
- He then walked quietly toward the corner.

- At the entrance to a building, he quickly stopped and looked around. _____
- As he went up the front steps, the man smoothly brushed off the front of his coat. _____
- When he finally pushed a buzzer, he did it firmly. _____
- After waiting a while, he softly placed the palm of his hand on the glass door. _____
- Strangely enough, his hand passed right through the glass!

- A woman who had observed this happen retreated quickly back into her apartment. _____

Name _____ Date _____

Focus Trait: Word Choice

Using Exact Words

LAFFF
Writing: Write to Narrate

Basic Description	Description with Exact Words
Tara had blonde hair.	Tara's <u>long, straight</u> hair was the color of <u>sunlit wheat</u> .

Think about the characters Angela and Peter from *LAFFF*. Read each sentence. Make it more vivid by adding exact words.

Basic Description	Description with Exact Words
1. Angela felt odd when she looked into the room.	Angela felt _____ when she _____
2. Peter waited to hear about what Angela did.	Peter _____ to hear about _____

Pair/Share Work with a partner to brainstorm exact words to add to each sentence.

Basic Description	Description with Exact Words
3. Angela saw something in the kitchen.	
4. Peter laughed at the funny thing.	
5. Angela ran away.	