

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

# Theme

**The Birchbark House**  
Comprehension: Theme

Read the selection below.

## Homecoming

Elizabeth woke up and felt a tingle of excitement right down to her toes. Today might be the day! She hopped out of bed and splashed some cold water on her face.

Elizabeth brushed her hair, braided it tight, and then put on her favorite dress. By the time her mother finished making the oatmeal, Elizabeth was ready to go.

“Slow down,” laughed Mother, handing Elizabeth her spoon. “You can’t get anywhere on an empty stomach.”

As soon as Elizabeth finished breakfast, she was on her way. She had three miles to walk, and she started out

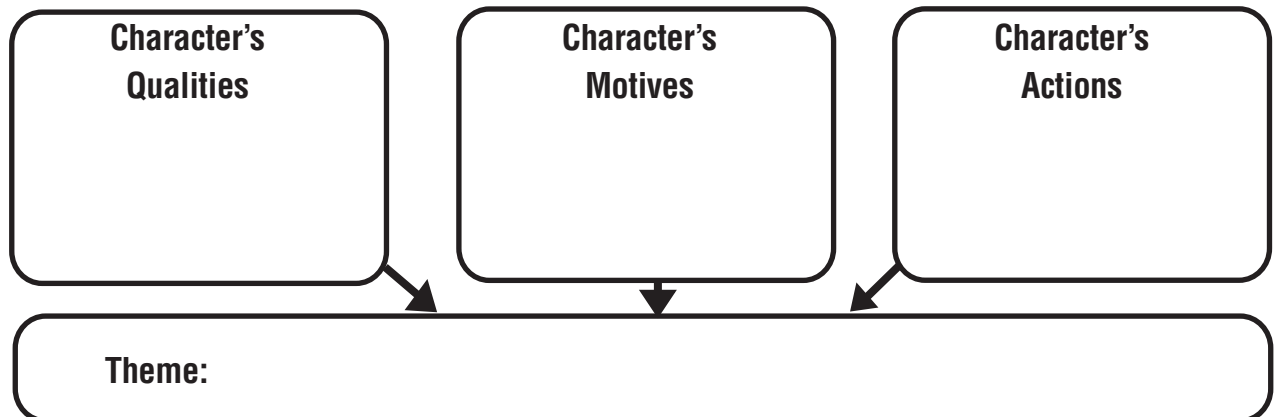
at a brisk pace, feeling lighthearted. At mid-morning, Danny Trent came up with a cart full of onions heading for market.

“Hey, Elizabeth,” said Danny, slowing his horse down to walk along beside her. “Can I give you a lift?”

Elizabeth smiled gratefully and clambered up onto the rough seat. “I’m meeting the afternoon train. My father has been gone for five months, but he is supposed to be arriving any day. I’ve met the train every day this week, but I have a really good feeling about today.”

When Danny dropped Elizabeth at the depot, he wished her luck.

Use the Inference Map below to explain the theme of the selection. List Elizabeth’s qualities, motives, and actions in the three top boxes. Write a sentence that states the theme in the bottom box.



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# Theme

**The Birchbark House**  
Comprehension: Theme

Read the selection below.

## Part-Time Student

Jeremy tried to slip unnoticed into the back of the classroom. The teacher, Miss Reston, was reading in a corner to a small group of girls.

“Hello, Art,” whispered Jeremy, sliding into his old desk.

“Hello, Jeremy,” said Art. “Where have you been these last few weeks?”

“We had a bumper crop,” said Jeremy, “and it extended the harvest. We just got the last of the berries in this morning.”

“No wonder you look so tired,” said Miss Reston, handing Jeremy a chapbook and a slate. “Are you ready to dive back into your studies?”

“Yes, ma’am,” said Jeremy.

“That’s excellent news,” said Miss

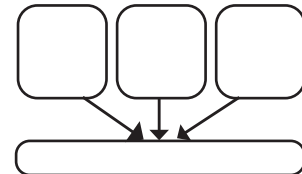
Reston. “Let’s figure out where you were when you had to leave school last spring, and get you caught up. I believe you were working on world geography, mathematics, and literature.”

“I’ve been doing some reading most nights,” said Jeremy. “Mr. Northcutt lets me borrow books from his lending library, and he’s kept me pretty well stocked.”

“I’m delighted to hear it,” said Miss Reston. “Working your way through his library will be education enough if you can’t get any more schooling than that.”

“Oh, but I want to go to school, Miss Reston,” said Jeremy. “I plan to go to college someday, and it might take me a while, but I’m going to get there.”

Complete an Inference Map like the one shown here to help identify the theme of the story. Then answer the questions below.



1. How do Jeremy’s actions relate to his motives?

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2. What do you think is the theme of this story?

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# Using Reference Sources

**The Birchbark House**  
Vocabulary Strategies:  
Using Reference Sources

The glossary of a book defines some of the words used in the book.

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<b>as-ton-ish</b> v. To surprise greatly; amaze: <u>I was astonished that he jumped over the stream.</u>	<b>ban-ish</b> v. To drive out or away; expel: <u>Banish such thoughts from your mind.</u>	<b>bare</b> v. To open up to view; uncover: <u>I opened my mouth and bared my teeth.</u>
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.....

1–4. Use the glossary entries above to write the correct form of the word to complete each sentence.

1. The wind blew off his hat and \_\_\_\_\_ his head.
2. The dogs were \_\_\_\_\_ from the kitchen after they stole some food scraps.
3. I will \_\_\_\_\_ you with my trick!
4. Our health teacher suggested that we \_\_\_\_\_ unhealthy food from our diets.

5–7. Write a sentence using the given word.

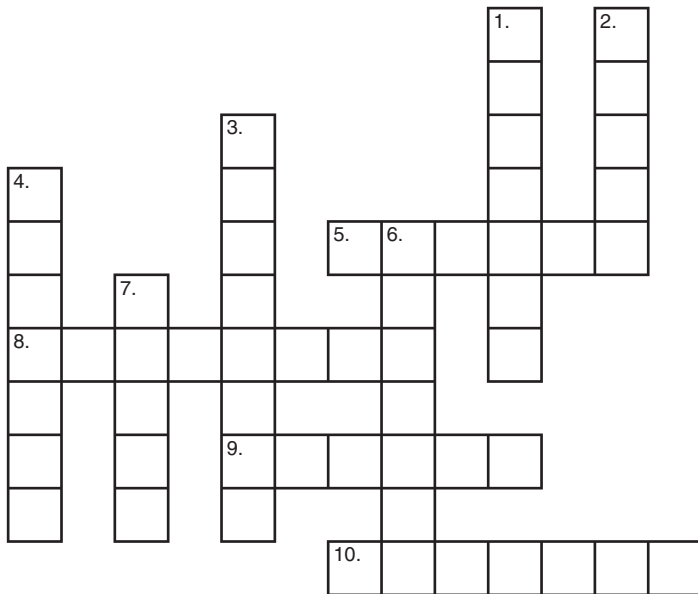
5. (astonished) \_\_\_\_\_  
\_\_\_\_\_
6. (banished) \_\_\_\_\_  
\_\_\_\_\_
7. (bared) \_\_\_\_\_  
\_\_\_\_\_

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

# Final /ĭj/, /ĭv/, /ĭs/

**The Birchbark House**  
Spelling: Final /ĭj/, /ĭv/, /ĭs/

**Basic** Complete the puzzle by writing the Basic Word for each clue.



## Spelling Words

1. storage
2. olive
3. service
4. relative
5. cabbage
6. courage
7. native
8. passage
9. voyage
10. knowledge
11. image
12. creative
13. average
14. justice
15. detective
16. postage
17. cowardice
18. adjective
19. village
20. language

### Across

5. growing in a certain place
8. family member
9. journey
10. satisfaction of customers' needs

### Down

1. fairness
2. a picture or likeness
3. imaginative
4. space for keeping things
6. typical or normal
7. small black or green salad item

**Challenge 11–14.** Josie's grandfather is a plumber, and so is her mother. Write a paragraph about why Josie might or might not choose to become a plumber when she grows up. Use four of the Challenge Words. Write on a separate sheet of paper.

### Challenge

- prejudice  
cooperative  
beverage  
heritage  
apprentice

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# Spelling Word Sort

**The Birchbark House**  
Spelling: Final /ij/, /iv/, /is/

Write each Basic Word beside the correct heading.

Final /ij/	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
Final /iv/	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
Final /is/	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>

## Spelling Words

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

**Connect to Reading** Look through *The Birchbark House*. Find words that have final /ij/, /iv/, /is/ sounds in the singular or base form. Add them to your Word Sort.

## Challenge

prejudice  
cooperative  
beverage  
heritage  
apprentice

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

# Proofreading for Spelling

**The Birchbark House**  
Spelling: Final /ij/, /iv/, /is/

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

My brother Ben, who was my only reletive, and I wanted to work together. A pasagge from a Pony Express newspaper ad read, "Willing to risk death daily." It left no room for cowerdice. The ad also said that a knowlege of riding was required. We had horses on our cabagge farm before we moved out West, so we could ride. Ben decided to play detecktive and find out more about the Pony Express. He discovered that the pay was \$100 a month, but the work was dangerous. It would take a lot of courrage to gallop along trails through strange, new lands in all kinds of weather. What if we came across an American Indian vilage? We wouldn't know the native langauge to communicate.

After our interview, Ben and I smiled at the adjective the boss used: "You two are a 'perfect' fit for the job," he said. It certainly helped that we knew that the required postege for a letter was \$5, and that the servis was fast—sometimes only 10 days!

## Spelling Words

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### Challenge

- prejudice  
cooperative  
beverage  
heritage  
apprentice

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

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# The Present Perfect Tense

**The Birchbark House**  
Grammar: Perfect Tenses

The **present perfect tense** of a verb shows an action that began in the past and is still happening. To write the present perfect tense, use *has* or *have* as a helping verb. Then write the correct form of the main verb.

## present perfect tense

She has lived in the village since she was born.

They have taken this road many times.

### Thinking Question

*Is the helping verb in the present tense?*

**Activity** Write the present perfect tense of the verb in parentheses on the line.

1. Angel (be) \_\_\_\_\_ my best friend for two years.
2. We (know) \_\_\_\_\_ each other since third grade.
3. We (play) \_\_\_\_\_ many games of chess together.
4. Jusef (learn) \_\_\_\_\_ to play chess, too.
5. A new family (move) \_\_\_\_\_ into town.
6. The new girl (tell) \_\_\_\_\_ us many interesting stories.
7. They (be) \_\_\_\_\_ busy unpacking their things.
8. I (finish) \_\_\_\_\_ all my extra chores.

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

# The Past Perfect Tense

**The Birchbark House**  
Grammar: Perfect Tenses

The **past perfect tense** of a verb shows an action that happened before a certain time in the past. To write the past perfect tense, use *had* as a helping verb. Then write the correct form of the main verb.

**past perfect tense**

He had wanted to visit his friend on her birthday.

We had given her flowers and a birthday cake before.

**Thinking Question***Is the helping verb had?*

**Activity** Write the past perfect tense of the verb in parentheses on the line.

1. We (stop) \_\_\_\_\_ fishing when the lake froze over.
2. I already (eat) \_\_\_\_\_ by the time the guests came.
3. Before we knew it, they (leave) \_\_\_\_\_ the building.
4. She (help) \_\_\_\_\_ gather fruits and nuts.
5. He (read) \_\_\_\_\_ the book before loaning it to me.
6. Rudy never (see) \_\_\_\_\_ a bear before.
7. She (make) \_\_\_\_\_ a special trip to the store.
8. You (promise) \_\_\_\_\_ to come with me.



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# The Future Perfect Tense

**The Birchbark House**  
Grammar: Perfect Tenses

The **future perfect tense** of a verb shows an action that will be finished by a certain time in the future. To form the future perfect tense, write *will have* before the correct form of the main verb.

## future perfect tense

I will have played ten games by the end of the season.

They will have driven across the country by next week.

### Thinking Question

*Is the helping verb will have?*

**Activity** Write the future perfect tense of the verb in parentheses on the line.

1. I (finish) \_\_\_\_\_ my lunch long before one o'clock.
2. We (clean) \_\_\_\_\_ up by the time you get home.
3. Tanya (have) \_\_\_\_\_ eight hours of sleep by morning.
4. By next June, Jordan (complete) \_\_\_\_\_ fifth grade.
5. If she reads every book on her list, Carmen (read) \_\_\_\_\_ ten books by August.
6. This horse (be) \_\_\_\_\_ groomed and ready to ride by noon.
7. Our class (earn) \_\_\_\_\_ enough for our trip by next week.
8. She (tell) \_\_\_\_\_ them the news before they read about it.

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# Using Adjectives and Adverbs

**The Birchbark House**  
Grammar: Spiral Review

**Adjectives** are words that describe a noun. **Adverbs** describe a verb. Many adverbs can be formed by adding the suffix *-ly* to the end of an adjective.

**adjectives****adverbs**

The tiny blue flower bloomed quickly and beautifully.

**1–4. Look at the underlined word in each sentence. Tell if the word is an adjective or an adverb.**

1. Maria will have already started the fire by sundown.

\_\_\_\_\_

2. We have been best friends for years. \_\_\_\_\_

3. Since there's no party, Andy will have come so far for no reason.

\_\_\_\_\_

4. We had seen the new baby before it turned one year old.

\_\_\_\_\_

**5–8. Circle the correct word to complete the sentence.**

5. She had (often, many) wondered where he was from.

6. The horses have been eating grass (quiet, quietly) all morning.

7. Martha has been a (wonderful, wonderfully) writer since she was a girl.

8. They have been waiting (patient, patiently) all day.

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# Conventions

**The Birchbark House**  
Grammar: Connect to Writing

The perfect tenses of verbs describe past and continuing action.

Present Perfect	Past Perfect	Future Perfect
I <u>have adopted</u> a dog.	I <u>had thought</u> about going to a pet store.	The dog <u>will have received</u> all his shots by tomorrow.

**Activity** Read each sentence. Rewrite the sentence using the correct perfect tense of the underlined verb.

1. (future perfect) I finished my nap in time for dinner.

\_\_\_\_\_

2. (past perfect) We already set a time to meet for the picnic.

\_\_\_\_\_

3. (present perfect) Jason met some new friends at school.

\_\_\_\_\_

4. (future perfect) By tomorrow, Allison will meet all of them.

\_\_\_\_\_

5. (present perfect) They agreed to meet at the park and bring food.

\_\_\_\_\_

6. (past perfect) Remember, you said you would bring dessert!

\_\_\_\_\_

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# Focus Trait: Ideas

## Writing with Facts and Details

**The Birchbark House**

Writing: Write to Inform

1. With Facts	2. With Facts and Details
<p>Hester was smart. She could tell what the weather would be like. She told everyone there would be a storm. There was.</p>	<p>Hester was very smart for an eleven year-old. Because she observed nature, she knew a lot about the weather and could tell what it would be like. Once, when a storm was coming, she warned her village.</p>

### A. Use the paragraphs to answer the questions.

1. What facts and details does paragraph 2 relate about Hester that paragraph 1 does not?

\_\_\_\_\_

2. What are the details and facts in the following sentence?

*Hester was very smart for an eleven year-old.*

\_\_\_\_\_

### B. Write each sentence in a different way to add facts and details. Use adverbs and adjectives.

1. With Facts	2. With Facts and Details
<p>3. Because she observed nature, she knew a lot about the weather.</p>	
<p>4. Once, when a storm was coming, she warned her village.</p>	
<p>5. It rained. The flowers bloomed.</p>	