

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

# Understanding Characters

**Old Yeller**  
Comprehension: Understanding Characters

Read the selection below.

## Timber Rises

Grandma always said that Timber was a good watchdog, but I had my doubts. She had never done anything particularly watchful in my view. Most days she flopped on the porch, and she couldn't be bothered to budge if you came up the steps. True, I never played with her or took her for walks. I preferred our cat Henry. At least he made himself useful and caught a mouse once in a while.

"This dog is useless," I said, as I stepped over the dozing dog.

"She is a lazy old hound," said Grandma. "Still, she has her place, and if called upon, I think she would rise to the occasion."

"Her place is in the way," I said, "and she is not about to rise."

One day during supper I heard a deep, ferocious growl, mean and prolonged, coming from outside. On the porch, Timber was snarling with her fangs at the ready. She stood square between our front door and a suspicious stranger whose legs were as wobbly as those of a newborn foal.

I guess Timber is a pretty good watchdog after all.

"Good girl, Timber!" I said after the stranger wisely left our yard. I mussed up the fur on her head as she wagged her tail. "Want to go out back and play some catch?"

In the Column Chart, explain the narrator's thoughts, actions, and words. Then answer the question.

Thoughts	Actions	Words

How can you tell the narrator changes his or her mind about Timber?  
Why do you think this happens?

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# Understanding Characters

**Old Yeller**  
**Comprehension:** Understanding Characters

Read the selection below.

## Coyote Sense

“I can’t believe how quiet it is,” said Randy, gazing up at the stars. “It seems like you could hear a pin drop down in Lewiston on a still night like this.”

“I can’t argue with you there,” drawled Ditch. “Even the pesky coyotes up on the ridge have piped down tonight. We’ll move the cattle down through the canyon at sunrise, and I suggest you get some sleep. You’ll need it.”

Randy knew that Ditch was right, but he’d never been out to round up strays in the high country before, and he knew he wouldn’t be able to sleep. His head was too full of shooting stars, slithering snakes, glowing eyes, and the flicker of the dying campfire.

Hours later, Randy was barely asleep

when he was jolted by an urgent, raspy bark. He smelled the smoke before he saw the orange glow flickering behind the ridge.

Randy hollered for Ditch to wake up as he scrambled into his boots. Out of the corner of his eye he saw a sleek, shadowy shape dart between the boulders and disappear into the smoky night.

According to Ditch, Randy clearly possessed a sixth sense when it came to predicting disaster. “That kid smelled that forest fire before the spark hit the tinder,” he later said, shaking his head in wonder.

But Randy knew that the coyote had deserved the true credit for sounding the alarm. Randy didn’t have a sixth sense, but that old coyote sure did.

**Complete a Column Chart like the one shown to analyze Randy’s behavior. Then answer the questions below.**


1. How can you tell Randy is both excited and nervous?

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2. Does Randy really believe he has a “sixth sense”?

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3. Does Randy act in a way that is realistic and believable? Explain.

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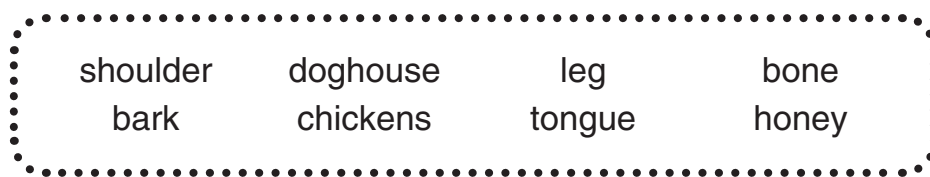
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# Idioms

**Old Yeller**  
Vocabulary Strategies: Idioms

An idiom is an expression that cannot be understood from the meanings of the individual words. An adage is a common saying that expresses a belief or truth.

Choose a word from the box to fill in the blank and complete an idiom or adage. Then write the meaning of the sentence below.



1. That new house costs an arm and a \_\_\_\_\_.  
\_\_\_\_\_
2. The children had to \_\_\_\_\_ responsibilities like gathering wood.  
\_\_\_\_\_
3. Her \_\_\_\_\_ is worse than her bite, so don't worry.  
\_\_\_\_\_
4. After missing two practices, he was in the \_\_\_\_\_.  
\_\_\_\_\_
5. The new student spoke in a foreign \_\_\_\_\_.  
\_\_\_\_\_
6. Don't count your \_\_\_\_\_ before they're hatched.  
\_\_\_\_\_
7. He tried to \_\_\_\_\_ up on his vocabulary before the test.  
\_\_\_\_\_
8. You can catch more flies with \_\_\_\_\_ than with vinegar.  
\_\_\_\_\_

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# More Vowel + /r/ Sounds

## Old Yeller

Spelling: More Vowel  
+ /r/ Sounds

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

1. wiggle, shake, \_\_\_\_\_
2. pray, meditate, \_\_\_\_\_
3. tired, exhausted, \_\_\_\_\_
4. look, gaze, \_\_\_\_\_
5. spin, whirl, \_\_\_\_\_
6. mumble, whisper, \_\_\_\_\_
7. ground, dirt, \_\_\_\_\_
8. investigate, explore, \_\_\_\_\_
9. smudge, streak, \_\_\_\_\_
10. perceptive, attentive, \_\_\_\_\_
11. dock, wharf, \_\_\_\_\_

**Challenge 12–14.** Write a journal entry about your career goals. Use at least three Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
8. worthwhile
9. nerve
10. pier
11. squirm
12. weary
13. alert
14. murmur
15. thirsty
16. reverse
17. worship
18. career
19. research
20. volunteer

## Challenge

yearn  
engineer  
interpret  
dreary  
external

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# Spelling Word Sort

**Old Yeller**  
Spelling: More Vowel  
+ /r/ Sounds

Write each Basic Word beside the correct heading.

/ûr/ spelled <i>ear</i>	Basic Words: Challenge Words: Possible Selection Words:
/ûr/ spelled <i>ir</i>	Basic Words: Possible Selection Words:
/ûr/ spelled <i>ur</i>	Basic Words: Possible Selection Words:
/ûr/ spelled <i>er</i>	Basic Words: Challenge Words:
/ûr/ spelled <i>or</i>	Basic Words:
/îr/ spelled <i>eer</i>	Basic Words: Challenge Words:
/îr/ spelled <i>ear</i>	Basic Words: Challenge Words: Possible Selection Words:
/îr/ spelled <i>ier</i>	Basic Words: Possible Selection Words:

## Spelling Words

1. earth
2. peer
3. twirl
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### Challenge

yearn  
engineer  
interpret  
dreary  
external

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

**Connect to Reading** Look through *Old Yeller*. Find words with /ûr/ and /îr/ spelling patterns. Add them to your Word Sort.

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# Proofreading for Spelling

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

My great-grandpa Virgil grew up in coastal Texas in the 1880s. As a boy, he had a dog, Grizzle, who was bigger than the biggest dog you ever saw. They appear to have been good buddies, according to some old letters my mom found in the attic during her family resurch. Grizzle once fell down a well, and Virgil pulled him out. To repay this worthwile favor, Grizzle went for help later when Virgil was nearly bernt in a fire. Grizzle had a long, happy carear as a dog-of-all-trades and master voluntier. He had more nearve than most people. A ferther valuable trait was his sense of direction. He always led the weery wanderers home, no matter how far away Virgil and his friends strayed. Always aleart, Grizzle had no peare on this eairth.

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

## Spelling Words

1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
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### Challenge

- yearn  
engineer  
interpret  
dreary  
external

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# Direct Objects

**Old Yeller**  
Grammar: Direct and  
Indirect Objects

In a sentence, a **direct object** is a person, place, or thing that receives the action of the verb. The direct object can be either a noun or a pronoun (*it, someone, him*).

**direct object**

*The dog loved the boy.*

**Thinking Question**

*Who or what receives the action of the verb?*

**Activity** Underline the direct object in each sentence.

1. Pa is herding cattle.
2. Ma will fix the fence.
3. Last month, a mountain lion attacked our neighbors' cow.
4. Their hired man saw it.
5. That story frightened me.
6. Our parents warned us to stay on the ranch.
7. I will never forget the bear we met in the woods.
8. After that time, we paid attention.

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# Compound Direct Objects

**Old Yeller**  
Grammar: Direct and Indirect Objects

A **compound direct object** is two or more objects that receive the action of the same verb. The objects can be nouns, pronouns, or both. The object forms of personal pronouns are *me, you, her, him, it, us, you, them*.

*Ma called Pa, the hired man, and my brother.*

*Ma called my brother and me. (Not my brother and I)*

### Thinking Question

What words tell who or what receives the action of the verb?

**1–5. In each sentence, underline the compound direct object.**

1. I gathered a hammer, nails, and glue.
2. I fixed the fence, the barn, and the front door.
3. We welcomed our neighbors and some traveling musicians.
4. The musicians entertained our neighbors and us.
5. After the music and some dancing, we served food and drink.

**6–8. Underline the incorrect object pronouns. Write the correct ones.**

6. Pa says the darkness never scared Ma or he. \_\_\_\_\_
7. The moon and stars helped they and us see better. \_\_\_\_\_
8. Still, you won't find my brother or I out after dark. \_\_\_\_\_



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# Indirect Objects

**Old Yeller**  
Grammar: Direct and  
Indirect Objects

An **indirect object** is a noun or a pronoun that comes between the verb and the direct object. An indirect object tells to or for whom or what the action of the verb is done.

A sentence that has an indirect object must have a direct object.

**indirect object**      **direct object**

*Pa gave his horse a pat on the head.*

### Thinking Question

*Who or what is receiving the direct object?*

**Activity** Underline the indirect object and draw two lines under the direct object.

1. Our cousins showed us their swimming hole.
2. They lent us bathing suits.
3. We brought the ducks and geese small pieces of bread.
4. I showed my cousins my best dive.
5. After swimming, we found ourselves a place to get some sun.
6. When we returned to our cousins' house, they got us a snack.
7. In the evening, our aunt gave our cousins and us supper.
8. After dinner, we sang our aunt, uncle, and cousins a song we had learned.

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# Kinds of Sentences

**Old Yeller**  
Grammar: Spiral Review

## Four Kinds of Sentences

<b>Declarative sentence</b>	There are bears in the forest.
<b>Interrogative sentence</b>	Did you see the bear?
<b>Imperative sentence</b>	Do not go near the bear.
<b>Exclamatory sentence</b>	Watch out for the bear!

**Activity** Write each sentence. Add the correct end punctuation. The kind of sentence is shown in parentheses.

1. Bears hunt for blueberries in the woods (declarative)

\_\_\_\_\_

2. Did you find any blueberry bushes (interrogative)

\_\_\_\_\_

3. Pick some blueberries (imperative)

\_\_\_\_\_

4. I love blueberries (exclamatory)

\_\_\_\_\_

5. The campers saw a bear near the tents (declarative)

\_\_\_\_\_

6. The bear is looking for food (declarative)

\_\_\_\_\_

7. Put your food in a bear bag (imperative)

\_\_\_\_\_

8. Can unwrapped fresh food attract bears (interrogative)

\_\_\_\_\_

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# Sentence Fluency

**Old Yeller**  
Grammar: Connect to Writing

<b>Direct Objects and the Same Verb</b>	<b>Combined Sentence with Compound Direct Object</b>
The bear ate some berries. The bear ate a fish.	The bear ate some berries and a fish.
<b>Direct Objects and the Same Verb</b>	<b>Combined Sentence with Compound Direct Object</b>
I could plant tomatoes. I could plant corn. I could plant lettuce.	I could plant tomatoes, corn, or lettuce.

**Activity** Combine each set of sentences to form one sentence that includes all the direct objects.

1. Pa rode the big red stallion. Pa rode the bay mare. Pa rode the palomino.

\_\_\_\_\_

2. My sister petted the cat. My sister petted the dog. My sister petted the rabbit.

\_\_\_\_\_

3. On our hike, we saw swans swimming. We saw squirrels climbing. We saw hawks circling.

\_\_\_\_\_

\_\_\_\_\_

4. I want fried chicken for supper. I want corn for supper.

\_\_\_\_\_

5. While camping, don't harm the land. Don't harm the trees.

\_\_\_\_\_

6. Please find me some wire. Please find me some nails. Please find me a hammer.

\_\_\_\_\_

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# Focus Trait: Word Choice

## Using Poetic Techniques and Figurative Language

**Old Yeller**  
Writing: Write to Respond

Description	Poetic Description
She began to smile at last.	A smile rippled over her face, spreading slowly like sweet syrup.

**A. Read each description. Add figurative language to create an image.**

Description	Poetic Description
1. The boy and his dog are best friends.	
2. The old, thin man walked with a cane.	

**B. Read each description. Add figurative language to create a vivid image. Use alliteration or other techniques to add music to the words.**

**Pair/Share** Work with a partner to brainstorm vivid images for each description. Read your descriptions aloud to listen for music in the words.

Description	Poetic Description
3. The light shone on her face as she slept.	
4. Brian's red jacket made him easy to see in the crowd.	
5. He stared out at the sea, deep in thought.	