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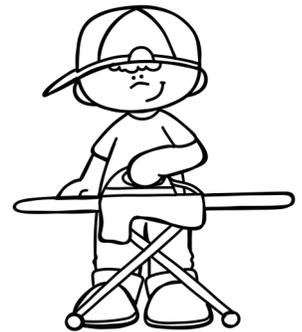
# Match It Up

Parent/teacher: Read each sentence to the student and have them draw a line from the sentence to the picture that shows what the sentence says. This will help the student to see that they understand what they are hearing in the sentence and can visualize it.

The girl is sweeping.



The boy is washing clothes.



The girl is dusting.



The girl is making the bed.



The boy is ironing.



# Detective Time

Before you begin: Parents/Teachers, write questions related to the specific story you are working on with your students. Print as many of the answer sheets as needed; there are three different sets.

Directions: See what you remember from the story! Listen to the question and then answer the question in the matching numbered box. When you are done, color the detectives and their equipment beside the answers you got right!

Question 1:

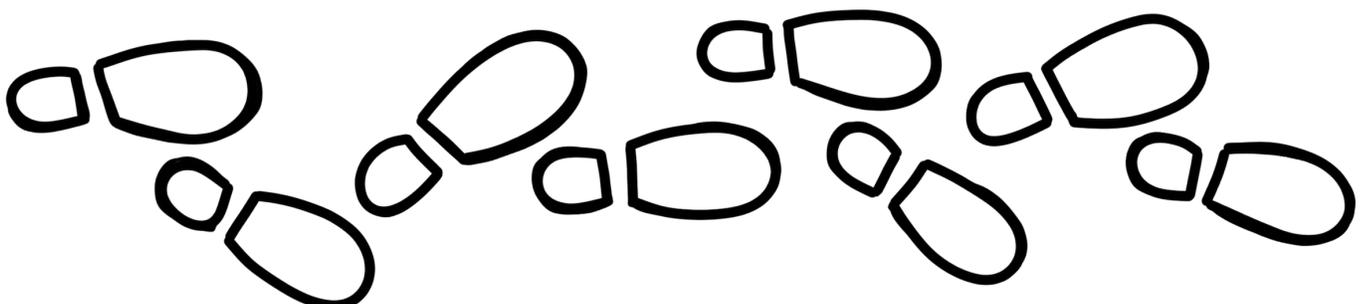
Question 2:

Question 3:

Question 4:

Question 5:

Question 6:



# How Things Change

Have you ever noticed things always change in a story? That's part of what makes a story good—the way that people and events change. We're going to look at a story and see if we can spot what changes and what stays the same.

## The Mouse and the Lion

*It once happened that a hungry Lion woke to find a Mouse just under his paw. He caught the tiny creature, and was about to make a mouthful of him, when the little fellow looked up and began to beg for his life.*

*In most piteous tones, the Mouse said: "Do not eat me. I meant no harm coming so near you. If you would only spare my life now, O Lion, I would be sure to repay you!"*

*The Lion laughed scornfully at this, but it amused him so much that he lifted his paw and let his brave little prisoner go free.*

*It befell the great Lion, not long afterward, to be in as evil a case as had been the helpless Mouse. And it came about that his life was to be saved by the keeping of the promise he had ridiculed.*

*He was caught by some hunters, who bound him with a strong rope, while they went away to find means for killing him.*

*Hearing his loud groans, the Mouse came promptly to his rescue and gnawed the great rope till the royal captive could set himself free.*

*"You laughed," the little Mouse said, "at the idea of my being able to be of service to you. You little thought I should repay you. But you see it has come to pass that you are as grateful to me as I was once to you. The weak have their place in the world as truly as the strong."*

# The Heart of a Character

Every main character in a story has certain traits and motives that show why he acts the way he does. A trait is a specific quality of a character—like being curious, wise, or cautious. It's not about being tall, short, large, small, etc., because those are words we use to describe the character. Traits are more about what the character is like on the inside. A motive is why the character does something. A character eats because he is hungry or yells because he is angry. Sometimes a trait and a motive can be the same or almost the same.

Let's see what traits and motives we can spot in the following story.

## The Fox and the Stork

*The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose odd appearance he was always laughing.*

*"You must come and dine with me today," he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived in good time and with a very good appetite.*

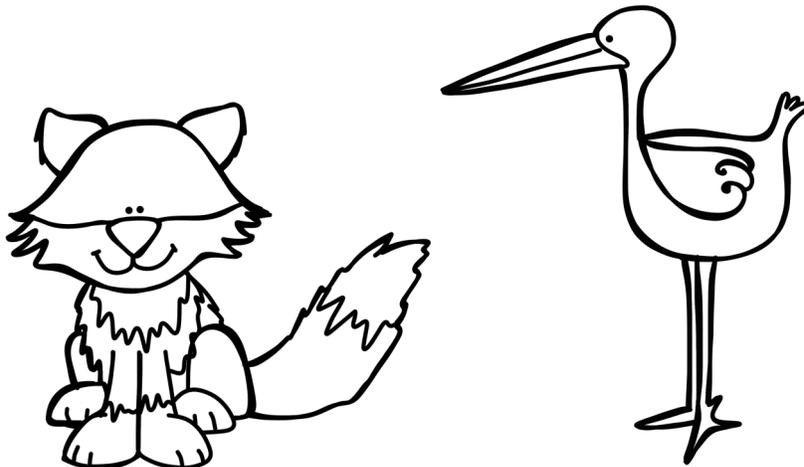
*For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily and, to increase the disappointment of the Stork, made a great show of enjoyment.*

*The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterward, he invited the Fox to dine with him in turn. The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar and sniff at the delicious odor. And when the Fox lost his temper, the Stork said calmly:*

*"Do not play tricks on your neighbors unless you can stand the same treatment yourself."*

*Excerpted from The Aesop for Children by Rand McNally & Company, copyright 1919.*

First, let's decide who the main characters in the story are. In this story, the main characters are Fox and Stork.



What do we know about Fox? What character traits do we see that he has?

1. He likes to laugh at the stork, so he is not very nice.
2. He enjoys playing tricks on others, so he is mischievous.
3. He made a big display of being able to eat his supper when Stork could not, so he is proud and very rude.
4. He did not expect Stork to play a trick on him, so he is not very wise.

What do we know about Stork? What character traits does he have?

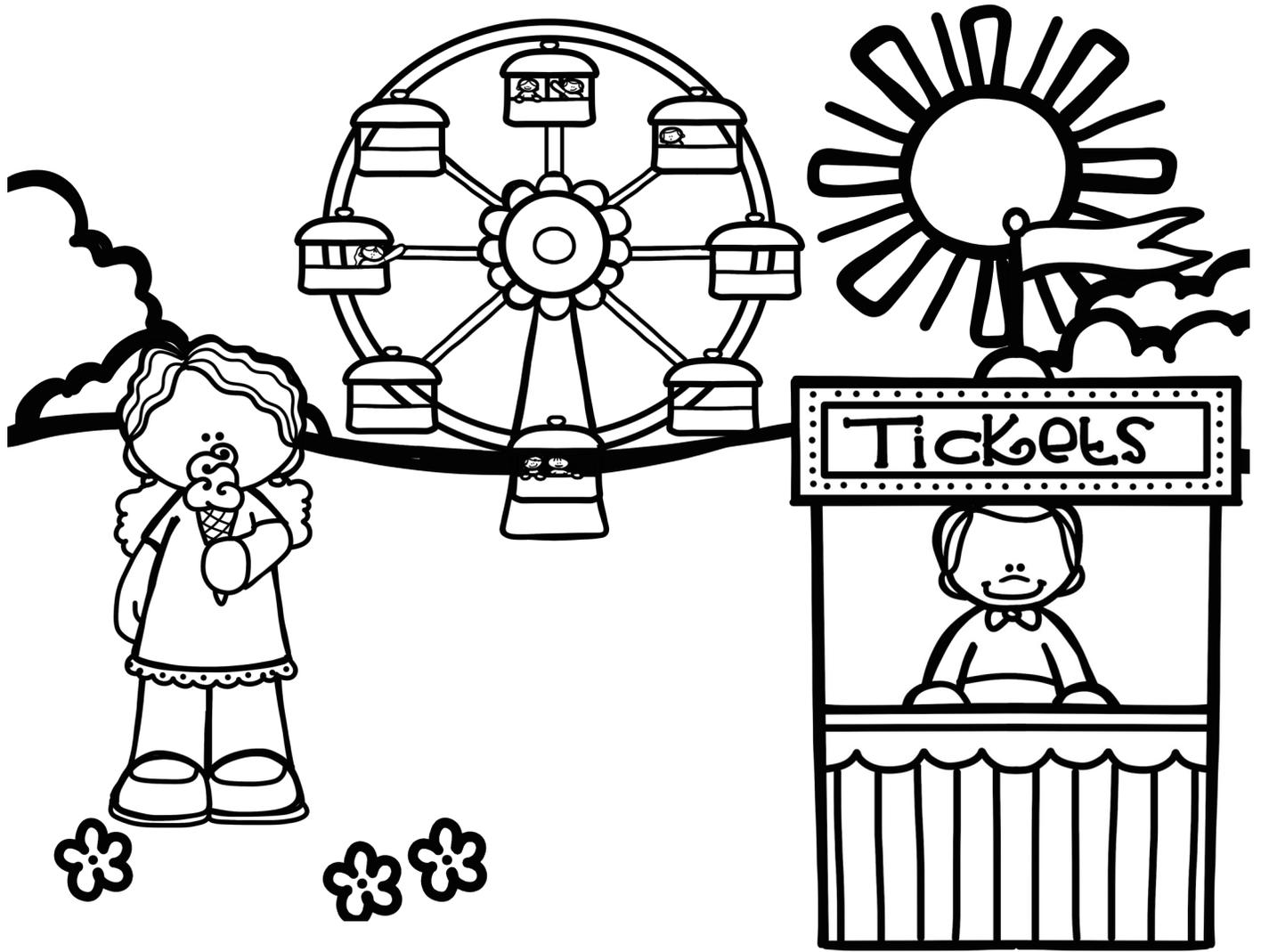
1. He is friendly to Fox, even though Fox makes fun of him, so he is kind.
2. He does not expect Fox to play a trick on him, so he is trusting.
3. He did not lose his temper when Fox played a trick on him, so he has self-control.
4. He found a way to show the Fox why what he did was wrong, so he is wise.

Now we have to figure out the characters' motivations. Why did Fox and Stork act the way they did? We may not know the why behind every action in a story that is so short, but there is still much we can know.

- Why did Fox invite Stork over for a meal? He wanted to play a trick on him so he could laugh at him.
- Why did Stork play a trick on Fox? He wanted to show him why the way he behaved was wrong.

So we could say that Fox's motives were cruel and selfish, but Stork's motives were thoughtful and wise.

Now think of a story you have read. On the next page, write the names of the main characters, list a few of their traits, and write what you think their motives were.



Where is the girl? How do you know?  
What is she doing?  
Who else is in the picture?  
What is the weather like? How can you tell?

# Say That Again

Have you ever heard someone say, "He let the cat out of the bag"? Or what about, "She was over the moon"? Those are a type of figure of speech called an idiom. The words by themselves don't mean anything at all. There really wasn't a cat, a bag, or a moon. Knowing what the words mean doesn't help. Idioms can only be understood in a cultural setting. In America, when someone says, "He let the cat out of the bag," they mean he spoiled the surprise. "She was over the moon" means she was very happy. If you use a figure of speech that someone doesn't understand, be sure to explain it to them and not make fun. Everyone has things they are used to saying that someone else doesn't understand. The next time someone is confused, it might be you!

Look at the pictures below and see if you can figure out what common saying, or idiom, they illustrate.



# Can You Spot an Opinion?

 <b>Fact</b> 	 <b>Opinion</b> 

 <b>Fact</b> 	 <b>Opinion</b> 

# Robert Louis Stevenson

Robert Louis Stevenson was a British author who lived in the late 1800s. He wrote novels, essays, letters, and entire books full of poems. Sometimes, he wrote more than one poem about the same topic. It can be fun to look at the different things one author has said about the same idea. Take a look at these two pieces that Stevenson wrote:

## Bed in Summer

*In winter I get up at night  
And dress by yellow candlelight.  
In summer, quite the other way,  
I have to go to bed by day.*

*I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grownup people's feet  
Still going past me in the street.*

*And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?*

## A Prayer

*The day returns and brings us the petty round of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all this day, bring us to our resting beds weary and content and undishonored; and grant us in the end the gift of sleep.*

What topic do the two pieces have in common? They both talk about sleep! Each one looks at sleep very differently, though. Let's make a graphic that shows what we see about sleep in each one.

*"Bed in Summer" is excerpted from The Beacon Second Reader by James H. Fassett, published in 1914.*

*"A Prayer" is excerpted from The Ontario Readers Third Book, published by the Ontario Minister of Education in 1909.*

# Creative Conflict

Conflict is a critical part of any story. Without it, nothing happens, and the story is very boring! Conflict is basically a struggle between two people or characters in a story, but there are many different ways authors show conflict happening. Here are a few of the most common ways:

- Character vs. another character (a hero fighting a villain)
- Character vs. nature (the hero has to fight a terrible storm, a river that can't be crossed, etc.)
- Character vs. self (the hero's greatest challenge is within himself; maybe he has to fight a fear, overcome the desire to choose the wrong thing when he knows what is right, take a risk that might make someone not like him, etc.)
- Character vs. society (the hero has to overcome something about the community or culture that he lives in, such as prejudice)

Stories often have more than one type of conflict in them. A character might have to face his own fears and a terrible storm in order to save the day. Or the hero might have to battle a villain and convince the town to choose to do the right thing.

Conflict in a story also creates suspense because you don't know what will happen. Will the hero win? Will he fail? Will he give up? The not knowing is one of the reasons we keep reading.

Another way conflicts create suspense in a story is that they usually build on each other. They start off small and steadily get bigger and bigger and bigger until you cannot imagine how the hero will possibly come through. In a good story, conflicts will always bring the hero to a point where he has to choose to either go forward or give it all up and turn back. This is one of the main ways authors show growth in a character. The character keeps facing one battle after another until he faces the final conflict where we see if he is now strong enough to overcome it.

Choose a story you have read and see if you can spot the conflicts that happen in it. Fill them in on the chart on the next page.

# Guess That Genre

Write each book or story title on the line beside the genre that best matches it.

1. Narrative of the Life of Frederick Douglass (written by himself)
2. Kekupua's Canoe (a story of the menehunes "little people" of Hawaii)
3. A Question of Yams (set in a tribal village in modern-day Papua New Guinea)
4. Gone with the Wind
5. The Lost Race of Mars
6. The Lord of the Rings
7. Paul Bunyan
8. The Crabby Cat Caper
9. Robin Hood
10. Who Was Ben Franklin? (written in 2002)
11. All About Dolphins
12. Cinderella

	Nonfiction:
	Biography:
	Autobiography:
	Historical fiction:
	Science fiction:
	Fantasy:
	Realistic fiction:
	Mystery:
	Folktale:
	Tall tale:
	Legend:
	Fairy tale: