

Name \_\_\_\_\_

entertainment

ridiculous

humorous

slithered

Use a word from the box to answer each question. Then use the word in a sentence. **Possible responses provided.**

1. What does a performer provide? entertainment

**The clown provided *entertainment* to the guests.**

2. What is another word for *funny*? humorous

**I like to tell *humorous* stories to make people laugh.**

3. What did the snake do as it moved through the grass? slithered

**The small newt *slithered* across the front porch.**

4. What word might describe someone who is acting very silly? ridiculous

**The dizzy boy looked *ridiculous* trying to walk a straight line.**

Name \_\_\_\_\_

**Read the selection. Complete the point of view graphic organizer.**

<b>Details</b>

↓

<b>Point of View</b>
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Name \_\_\_\_\_

Read the poem. Check your understanding by asking yourself how the narrator thinks or feels.

## Aliens!

7 While waiting in the car for Mom,  
 12 Dad says, sounding very profound,  
 20 “I’m afraid I have to drop a bomb:  
 there are *aliens* around.  
  
 24 We didn’t want to tell you boys,  
 31 we thought it might just freak you out.  
 39 I need you to stay calm and keep your poise  
 49 while I tell you what this is about.  
  
 57 We taught you not to fear the new.  
 65 We told you that the world was strange,  
 73 but what we didn’t say to you  
 80 is that we are one end of the range  
  
 89 of things that folks don’t understand.  
 95 If others knew, they’d make a fuss.  
 102 And though our lives are pretty bland,  
 109 the fact is that the aliens are *us!*”  
  
 117 Mom opened her door and got inside.  
 124 I was shocked as we flew into the sky.  
 133 But Mom was clever enough to say,  
 140 “Did something go down while I was away?”



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**Possible responses provided.**

**1. What is this poem about?**

**A boy is telling the story of how he found out he was an alien.**

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**2. What is the narrator’s point of view in the poem?**

**The narrator is shocked, but interested and fascinated by the things that his dad tells him.**

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**3. What clues in the poem tell you the narrator’s point of view?**

**He says that he was shocked as they flew into the sky. He also says his dad sounded profound when he spoke.**

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**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and expression. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## The Snowman

We made his eyes out of pudding cups,  
his mouth from pizza crust.  
His mustache was tortilla chips  
we'd pounded into dust.

In his right hand we stuck a broken stick  
topped by a tuna tin.  
His left hand held the head that wore  
a grim leftover grin.



Answer the questions about the poem.

1. How many stanzas does this poem have? How many lines does each stanza have?

two; four

2. Which lines in the first stanza rhyme?

the second and fourth line

3. What does the poem tell a story about?

The speaker tells about making a snowman.

4. What does the speaker think of the snowman?

The speaker thinks the snowman is strange or creepy.

Name \_\_\_\_\_

Read the lines of the narrative poem below. Then answer the questions.  
**Possible responses provided.**

## ***Aliens!***

*While waiting in the car for Mom,  
 Dad says, sounding very profound,  
 "I'm afraid I have to drop a bomb:  
 there are aliens around.*

*We didn't want to tell you boys,  
 we thought it might just freak you out.  
 I need you to stay calm and keep your poise  
 while I tell you what this is about.*

1. Find two examples of rhyme in the poem. Write them on the line.

***mom and bomb; boys and poise***

2. How can you pick out the rhythm in the poem?

***I can clap my hands to hear the pattern of beats in the lines.***

3. Write another stanza for this poem that includes rhythm and rhyme.

***Answers will vary, but should include the use of rhythm and rhyme.***

Name \_\_\_\_\_

**Read each passage. Write the idiom in the passage on the line.  
Then write the meaning of the idiom.**

1. I'm afraid I have to drop a bomb:  
there are *aliens* around.

**drop a bomb; meaning: say or do something shocking or surprising**

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2. We didn't want to tell you boys,  
we thought it might just freak you out.

**freak you out; meaning: make you scared or upset**

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3. But Mom was clever enough to say,  
"Did something go down while I was away?"

**go down; meaning: happen**

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Name \_\_\_\_\_

**A. Read the words with the suffixes *-less*, *-ful*, and *-ly* in the word box. Match each word to the correct meaning below. Write the word on the line. Not all words will be used.**

wisely	hopeful	finally	careless
endless	adorable	argument	pitiful

- |                   |                 |                  |                |
|-------------------|-----------------|------------------|----------------|
| 1. full of pity   | <u>pitiful</u>  | 4. in a wise way | <u>wisely</u>  |
| 2. in a final way | <u>finally</u>  | 5. without end   | <u>endless</u> |
| 3. without care   | <u>careless</u> | 6. full of hope  | <u>hopeful</u> |

**B. Read each sentence below. Choose the correct word from the word box to complete each sentence. Write the word on the line. Not all the words will be used. Use a dictionary to check your answers.**

thorough	your	scissors	through
sissors	journey	you're	weather
gourney	perswade	persuade	minute

- Mom found your coat under the bed.
- We will need scissors for this art project.
- We did a thorough job cleaning the kitchen.
- The speaker told us about her exciting journey to India.
- An advertisement tries to persuade you to buy something.
- The clock ticked down to the final minute of the game.

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Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below found text evidence that shows how the author uses details to show the narrator’s point of view about some surprising news.

<b>Topic sentence</b>	→	In “Aliens!,” the author uses details to tell how the narrator learned about who he really is.
<b>Evidence</b>	→	In this poem, the narrator is a young boy. Dad starts to tell him the truth about his family. The narrator says that Dad is profound and serious. Dad explains that the brothers should stay calm. The narrator at the end tells us that everyone in their family is an alien as their car takes off into space.
<b>Concluding statement</b>	→	The author uses details about how Dad breaks the news that they are aliens to show that he was shocked and surprised at the end of the poem.

**Write about a poem you have read. Find text evidence to show how the author uses what the narrator thinks to share the narrator’s point of view.**

Write a topic sentence: \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

**the author uses details about events and other characters to share**

**the narrator’s point of view. Students should include a topic sentence,**

**evidence from the text, and a concluding statement.**

End with a concluding statement: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what precise words you can add.**

## Draft Model

Clowns make me laugh. I like going to the circus. It is funny when lots of clowns get out of a car. One clown is always in the park. He makes balloon animals for all the kids.

1. What precise words could be used to help make the draft model clearer for the reader?
2. What precise words would help readers visualize the clowns, the car, and the park?
3. What adjectives could be used to describe the balloon animals?

**B. Now revise the draft by adding precise words to help make the draft model more interesting to read.**

Answers will vary but should include precise words that help make the model clearer and more interesting.

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