

Name \_\_\_\_\_

perplexed

astounded

precise

inquisitive

suspicious

concealed

interpret

reconsider

**Finish each sentence using the vocabulary word provided.**

1. **(precise)** In order for a word's definition to be clear, \_\_\_\_\_  
\_\_\_\_\_
2. **(reconsider)** There was a sudden change in the weather, so \_\_\_\_\_  
\_\_\_\_\_
3. **(interpret)** We had a hard time understanding the play, so \_\_\_\_\_  
\_\_\_\_\_
4. **(perplexed)** The stranger asked for directions because \_\_\_\_\_  
\_\_\_\_\_
5. **(astounded)** We expected the acrobat's performance to be dull, but \_\_\_\_\_  
\_\_\_\_\_
6. **(inquisitive)** I didn't care about the mystery, but my sister \_\_\_\_\_  
\_\_\_\_\_
7. **(suspicious)** The salesperson didn't seem honest, which \_\_\_\_\_  
\_\_\_\_\_
8. **(concealed)** We wanted to eat our snacks right away, but \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

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

Details	Point of View

Name \_\_\_\_\_

Read the passage. Use the strategy of visualizing to check your understanding.

### A Penny Saved

12        SETTING: A family living room in the evening. MOM and DAD sit  
 24        together on a couch while children REX and MANDY sit cross-legged on  
 38        the floor in front of them. TAD stands facing them with graphs and charts  
 53        posted on an easel behind him. A bright pink piggy bank sits on a small  
 60        table in the center of the stage.

71        TAD: You're all probably perplexed as to why I've called this  
 83        emergency family meeting. It is because of this! [points to the piggy  
 96        bank] It seems that someone, perhaps one of you, has been raiding our  
 103        vacation fund!

108        MOM [hiding a smile]: And what evidence, may I ask, has led you to be  
 113        so suspicious?

118        TAD: Well, we all know that a penny saved is a penny earned, and  
 129        we've stashed away lots of spare change over the months. We were  
 141        planning on using that money for our summer adventure. But lately I've  
 153        observed that our piggy bank has been losing weight.

162        REX: It doesn't look any thinner to me.

170        TAD: Well, if you look at this chart and spreadsheet [turns to point at  
 184        easel behind him], you'll see a steady decline in the bank's weight over the  
 198        past weeks.

200        MOM [to DAD]: Did you help him make those on your computer?

212        DAD [to MOM]: He likes numbers and charts as much as I do. The  
 226        acorn doesn't fall far from the tree.

233        MANDY: So you think that one of us has been stealing money?

245        TAD: That is a precise summary of my investigation.

254        MOM: Well, knowing what a great detective you are, I'm sure you left  
 267        no stone unturned. What other evidence do you have?

Name \_\_\_\_\_

TAD: As you all know, a previous incident [looks at REX] resulted in our placing a strip of security tape here across the bank's stopper. I cleverly marked the tape one day. On the very next day, I found that the tape had been replaced!

MANDY: Rex, how did you know where Mom keeps the tape?

REX: Why are you blaming me? I didn't do it.

MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

DAD: I'm sure there's a reasonable explanation.

MOM [stands up]: There is another explanation. After all, there are two sides to every coin. Tad, as it turns out, I guess I'm your so-called "thief."

TAD [astounded]: You? Why would you take money from the piggy bank? You and Dad have lots of money already!

MOM: Well, it may seem as though we're rich to you, but sometimes we don't have as much money on hand as we need. And it's not as if I "stole" anything. Let me ask you this: Every morning on your way to school, what do I give you kids?

REX [proudly]: Three quarters each for snacks!

MOM: Tad, pick up the piggy bank and give it a shake. [He does.] Tell me what you hear.

TAD: Not as much change as two days ago, that's for sure. [shaking again] Maybe some rustling sounds, like paper.

MOM: Like dollar bills, perhaps? I've been taking out coins and replacing them with bills whenever I needed spare change for your snacks. That's why the bank has been getting lighter.

TAD: Well, I guess all's well that ends well, then.

MOM: Tad, they say that a fool and his money are soon parted. With that in mind, a smart boy like you will never go broke!



The family's piggy bank was mysteriously losing weight.

Name \_\_\_\_\_

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

- 1. Which speaker calls the family meeting, and why?**

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- 2. From Tad's point of view, what evidence does he have that shows someone has been stealing?**

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- 3. Whom might Tad suspect, and how do you know?**

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- 4. Which speaker offers a different point of view about what caused the piggy bank's weight loss? What is that point of view?**

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

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

Name \_\_\_\_\_

**A Surprise in the Attic****Scene One**

(Setting: A family's attic. RON and JOHN, 10-year-old twins, are ransacking boxes.)

**RON:** We'll never get our historical costumes done on time!

**JOHN:** With all of this stuff here, we'll figure something out. Right?

**RON** (finds a sheet of paper): Look! Someone concealed a telegram in this trunk. (He reads it.) It's dated April 10, 1912. It says, "I will not be there. I have missed Titanic's noon launch."

**JOHN:** An ancestor of ours missed the Titanic! I wonder who?

Answer the questions about the text.

1. How can you tell that this text is from a play?

\_\_\_\_\_

2. What do the stage directions tell you?

\_\_\_\_\_

\_\_\_\_\_

3. What mystery emerges at the end of the text?

\_\_\_\_\_

4. What can you infer is the reason that the twins are searching the attic? Where did you find the clues?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each passage. Underline each adage or proverb. Then write its meaning on the lines.**

1. TAD: Well, we all know that a penny saved is a penny earned, and we've stashed away lots of spare change over the months. We were planning on using that money for our summer adventure.

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2. MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

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3. MOM [stands up]: There is another explanation. After all, there are two sides to every coin. Tad, as it turns out, I guess I'm your so-called "thief."

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4. MOM: Tad, they say that a fool and his money are soon parted. With that in mind, a smart boy like you will never go broke!

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Name \_\_\_\_\_

**A. Read each word and circle the prefix. Then write a definition of the word based on the meaning of the prefix.**

1. unimportant \_\_\_\_\_
2. reunite \_\_\_\_\_
3. misguide \_\_\_\_\_
4. nonspecific \_\_\_\_\_
5. dishonest \_\_\_\_\_
6. underwater \_\_\_\_\_

**B. Add a prefix to each word in parentheses to make a new word. Then write the new word to complete each sentence.**

7. **(usual)** Some people think it is \_\_\_\_\_ that she wears only pink clothes.
8. **(connect)** You must pull out the plug in order to \_\_\_\_\_ the television.
9. **(wrap)** The boy had to \_\_\_\_\_ the gift after the baby tore the paper off.
10. **(friendly)** She tried not to be \_\_\_\_\_ and greeted all the visitors with a smile.



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author developed characters.

<b>Topic sentence</b>	→	In "A Penny Saved," the author uses realistic details to create Tad, the clever main character.
<b>Evidence</b>	→	Tad suspects that someone is stealing from the family piggy bank. He weighs the bank and charts its weight loss. He notes when it has been opened. He concludes that someone is taking change from the bank. He is right about that, even though he doesn't know the whole story.
<b>Concluding statement</b>	→	Tad is a good observer and very smart. The author's point of view reflects these traits.

**Write a paragraph about the text you have chosen. Compare how the authors developed characters with good traits for mystery-solving. Remember to illustrate each point with details and examples and to use subject and object pronouns correctly.**

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to develop the characters.**

**Draft Model**

Rion told Zach to open it.

“I’m not touching it,” responded Zach.

“Okay. I’ll do it. Move over,” said Rion.

1. What details can you add to make the characters more real? What details would help readers visualize the characters?
2. How can you adjust the dialogue to help it reveal what the characters are like?
3. What other details would help to show the characters’ personalities? What details would show why they respond to each other as they do?

**B. Now revise the draft by adding details to better develop the characters of Rion and Zach.**

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