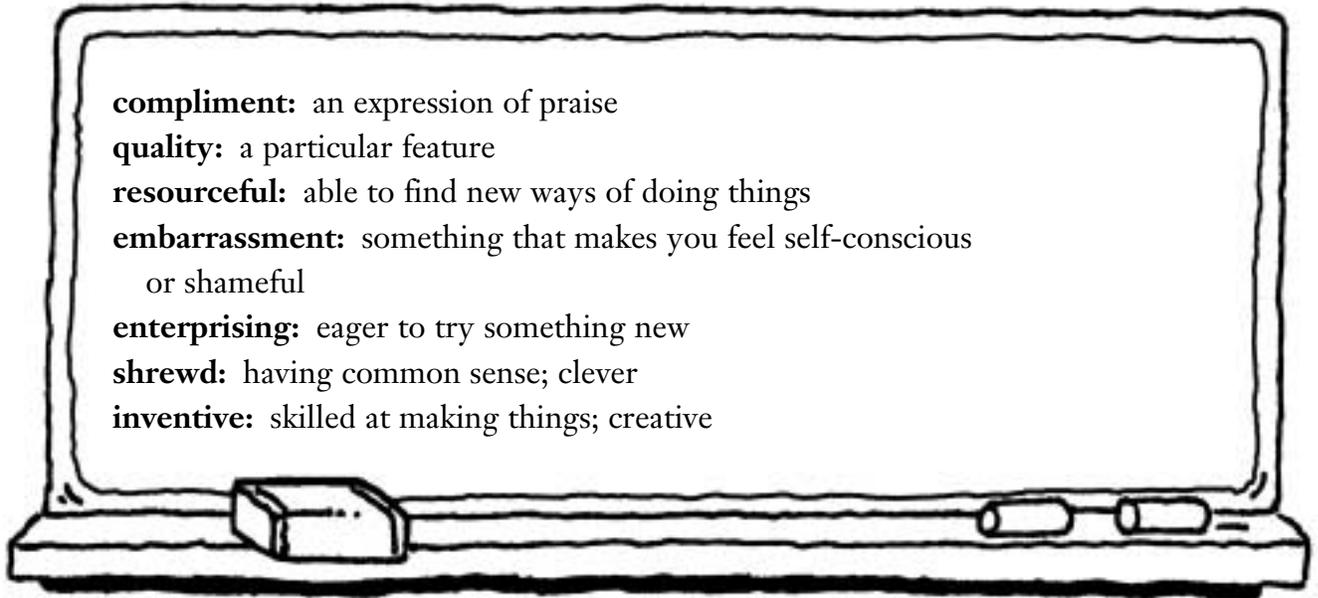


- Read the Vocabulary Words and their definitions. Then choose the Vocabulary Word that best completes each sentence.



1. A _____ is a nice thing to say to someone.
2. Falling in front of a crowd can be an _____.
3. A _____ person is good at finding ways to solve a problem.
4. That material has a silky _____.
5. If you are _____, you love to try new things.
6. A _____ person could solve this difficult puzzle.
7. Mark was quite _____, creating his own computer games.

TO THE TEACHER: Many of these Vocabulary Words may seem overwhelming to pronounce for ELL students. Demonstrate the process of breaking a word into parts, looking for roots, prefixes, and suffixes. While many ELL students will not recognize all affixes, they can recognize some. It will also help them to break a word into recognizable parts. For example, *enter-prising*, *invent-ive* need not be broken down further. You may wish to discuss the difference between *resourceful* and *shrewd*. Sixth grade students, especially those less familiar with English, may find the connotations of the words difficult. Use the context of the story to help you clarify the difference.

- Read the paragraph. Circle the letter of the best answer to each question.

Shelley used to make many mistakes on her spelling tests. This year the words were longer and harder. Still, Shelley wanted to do better in spelling. She made a plan. Each Monday and Tuesday, she would write the words in a list. On Wednesdays, she would write each word in a sentence. And on Thursdays, Shelley would ask Aunt Sue to test her. This year she would conquer spelling.



1 What did Shelley want to do? _____

- A write words in a list
- B pass a test given by Aunt Sue
- C do better at spelling
- D write sentences



Tip

Look for a sentence that tells exactly what Shelley wanted.

2 What is the message of the paragraph? _____

- F People can improve if they want to.
- G It is not wise to make plans.
- H You should allow other people to help you.
- J Spelling is easy for most people.



Tip

Read the underlined sentences. What message do they suggest?

3 Which word describes Shelley? _____

- A frustrated
- B determined
- C nervous
- D excited



Tip

Shelley decides that she wants to do better at spelling. She makes a plan to do this. What does this tell you about her?

TO THE TEACHER: Help students use context clues to figure out the meaning of unfamiliar terms, such as *conquer*. Ask: *What will Shelley do with her spelling words?* (learn them better than she had in the past; practice spelling them, writing them in sentences, and spelling them for tests) Then ask: *What does conquer mean in this context?* (to be completely able to handle the words; to know all there is to know about the words)

You may also wish to help the class use Shelley's plan as a model to develop their own plan for learning (conquering) English.

► Read the passage. Then answer the questions that follow.

“Don’t go in there, please,” said Mrs. Green. “My preschool children are napping.”
John walked to the next door. “I’m delivering the package to Room 302. That’s Mr. Morales’s third-grade class,” John said. “I just wanted to know if I could see my little sister.”

Just then a head popped out of the door. “Mrs. Green, can you come in?” Mrs. Woo asked.

- Which sentence did Mrs. Green say?
 - “Don’t go in there, please.”
 - “I’m delivering the package to Room 302.”
 - “Mrs. Green, can you come in?”
- How do you know that Mrs. Green said exactly those words?
 - There is a comma before and after *please*.
 - There are quotes around the sentence.
 - There is a period at the end of the sentence.
- Which of these sentences is NOT an example of dialogue?
 - “Mrs. Green, can you come in?”
 - John walked to the next door.
 - “I just wanted to know if I could see my little sister.”

► Read each sentence. Write who said it on the line provided. If no one said it, write *not dialogue*.

4. “I’m delivering the package to Room 302. That’s Mr. Morales’s third-grade class.”

5. Just then a head popped out of the door. _____

6. “Mrs. Green, can you come in?” _____

7. “My preschool children are napping.” _____

TO THE TEACHER: Help the students write and read dialogue by giving them more examples. Ask students simple questions, such as, *What do you do after school for fun?* Record their answers on the board using different dialogue constructions. For example:

Carlos said, “I like to go to my grandmother’s house.”

“I like to go there, too. In fact,” said George, “it’s my favorite place of all.”

“Doesn’t everyone like to go there?” chimed in Marla.

After you have written several different quotations, allow student volunteers to write other students’ statements on the board. Encourage students to model your example by using different dialogue constructions for each sentence.