

Name _____

Date _____



Number the Stars

Design and Write a Postcard

In this passage, Annemarie travels to Denmark to stay with her uncle who is helping Jewish people escape to safety. Use evidence from the text to explain how Annemarie responds to key events.

Reread page 674. How does Annemarie respond to the German soldiers when they pick through the lunch basket?


Reread page 675. How does Annemarie respond to the German soldiers when they discover the packet?

Reread page 677. How does Annemarie respond when she reaches her uncle and does not see her friends?

Name _____ Date _____

Number the Stars
Independent Reading

Think about Annemarie's experiences and her response to them. Suppose she wrote a postcard to her friend Ellen. What might she tell her friend? Remember she must be cautious in case someone sees her message.

| | |
|---------------------------------------|--|
| <i>Dear Ellen,</i> |  |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| <i>Friends Forever, Annemarie</i> | <i>Ellen Rosen Sweden</i> |

Name _____ Date _____

Using Context

Number the Stars
Vocabulary Strategies:
Using Context

Context clues may give a definition, provide an example for an unknown word, or help determine the correct meaning of a multiple-meaning word. Read each sentence below. Circle the words in the sentence that give clues to the meaning of the underlined word. Then write the meaning on the line. Use a dictionary to verify your meanings for the words.

1. Maggie begged the firefighters to save her dog. "Please do something," she implored.

2. Use of the Internet is widespread. It is prevalent around the world.

3. She was brave in the face of danger. She exhibited an immense amount of prowess.

4. My vision was obscured. The fog was too dense.

5. Tina threw the ball at Jeff and it glanced off of his shoulder.

6. The excited dog's bark sounded harsh in the distance. Up close, it was even more strident.

7. The moon shed silvery light onto the grass.

Name _____ Date _____

Suffixes: *-ic, -ure, -ous*

Number the Stars
Spelling: Suffixes: *-ic, -ure, -ous*

Basic Write the Basic Word that completes each analogy.

1. *greedy* is to *selfish* as *charitable* is to _____
2. *happy* is to *comedic* as *sad* is to _____
3. *painter* is to *painting* as *sculptor* is to _____
4. *kitten* is to *safe* as *rattlesnake* is to _____
5. *house* is to *small* as *castle* is to _____
6. *awful* is to *terrible* as *fabulous* is to _____
7. *steady* is to *calm* as *shaking* is to _____
8. *actor* is to *artistic* as *astronomer* is to _____
9. *Fourth of July* is to *patriotic* as *Valentine's Day*
is to _____
10. *mend* is to *fuse* as *break* is to _____
11. *careless* is to *lazy* as *motivated* is to _____
12. *uninterested* is to *bored* as *interested* is to _____

Challenge The President of the United States makes many decisions about how the country is run. Write a short paragraph in which you are President for one day. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. fantastic
2. culture
3. curious
4. nervous
5. posture
6. jealous
7. scientific
8. generous
9. signature
10. dangerous
11. tragic
12. gigantic
13. sculpture
14. precious
15. lecture
16. serious
17. specific
18. fracture
19. romantic
20. ambitious

Challenge

symbolic
unanimous
authentic
nutritious
legislature

Name _____ Date _____

Spelling Word Sort

Number the Stars
Spelling: Suffixes: *-ic, -ure, -ous*

Write each Basic Word beside the correct heading.

| | |
|--------------------|--|
| Suffix <i>-ic</i> | |
| Suffix <i>-ure</i> | |
| Suffix <i>-ous</i> | |

Spelling Words

1. fantastic
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16. serious
17. specific
18. fracture
19. romantic
20. ambitious

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Number the Stars*. Find words with suffixes *-ic, -ure, and -ous*. Add them to your Word Sort.

Challenge
symbolic
unanimous
authentic
nutritious
legislature

Name _____ Date _____

Proofreading for Spelling

Number the Stars
Spelling: Suffixes: *-ic, -ure, -ous*

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

Dear Mama,

I arrived tonight in the home of our generus friends, and they quickly led me to the room where I will be hiding. The trip here was so dangerus, but we arrived without sereous trouble. I am so nervus about being here. I am cureous about the world outside these walls. When I pull back the curtain at night, I see a sculpchure in the park and a jigantic building nearby. I am jealos of the people who can walk around in the fresh air. While a visit from you would be fanntastic, I know it is just an ambishus dream that I have. It would be trajic if I were discovered, so I'll follow your spesific directions to stay quiet and still. I'll dream of you and the preshous day when I will see you again.

Love,

Jenna

Spelling Words

1. fantastic
2. culture
3. curious
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5. posture
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10. dangerous
11. tragic
12. gigantic
13. sculpture
14. precious
15. lecture
16. serious
17. specific
18. fracture
19. romantic
20. ambitious

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | |

Name _____ Date _____

Contractions with Pronouns

Number the Stars
Grammar: Contractions

A **contraction** is a single word that is formed by combining two words, such as a pronoun and a verb. An apostrophe is used to indicate that a letter or letters have been taken out.

Thinking Question
Which letters should I leave out when combining the pronoun and the verb?

| Without contraction | With contraction |
|---------------------------------|-------------------------|
| You <u>are</u> a great pilot. | You're a great pilot. |
| <u>It</u> is time for take off. | It's time for take off. |
| <u>We</u> are flying overseas. | We're flying overseas. |

Activity Combine the underlined pronouns and verbs to form contractions. Write your answer on the lines provided.

1. Let us fly over the airfield one more time. _____
2. He is looking for a place to land the plane. _____
3. Instead of landing the plane, we are returning to the carrier. _____
4. She has been working in the factory. _____
5. I know you are going to plant a Victory Garden. _____
6. They have never considered defeat. _____

Name _____ Date _____

Common Errors

Number the Stars
Grammar: Contractions

Be careful not to confuse **contractions** with **possessive pronouns**.

| Contraction | Possessive pronoun |
|---|---|
| <u>You're</u> an excellent captain. | <u>Your</u> brother is an excellent captain. |
| <u>It's</u> rewarding to be part of a unit. | The group practiced <u>its</u> drills. |
| <u>They're</u> bringing in a new commander. | The soldiers carried <u>their</u> gear into camp. |

Thinking Question

Which word makes sense in the sentence: the word that shows possession or the word that combines two words?

Activity Read the sentences. Circle the correct contraction or possessive pronoun to complete each sentence.

- Kade and Domenic forgot _____ marching boots.
they're their
- _____ time to run through the plans for attack.
Its It's
- Please bring _____ tags for identification.
you're your
- If Casey and Andy don't make a plan, _____ not going to be able to rescue the prisoners.
they're their
- I just know _____ going to be a hero!
you're your
- My boot lost _____ lace.
its it's

Name _____ Date _____

Contractions with *not*

Number the Stars
Grammar: Contractions

A **contraction** can be formed by combining a verb with the word *not*.

I cannot believe Marcia will not ration butter.

contractions

I can't believe Marcia won't ration butter.

Thinking Questions

Which word was made by combining two words? Which two words were combined to form it?

Activity Read the sentences. Underline the contractions. On the line provided, write the two words that were used to form the contraction.

1. We mustn't use rationed sugar wastefully. _____
2. Shannon hasn't found her ration book. _____
3. The gas tank doesn't need to be filled during this time of shortage. _____
4. Opal and Randy won't stop hanging signs that read, "I'm in this fight, too!" _____
5. Rationing isn't going to end until the war ends! _____
6. I missed my carpool to work because I couldn't tear myself away from the president's radio address about Pearl Harbor. _____

Name _____ Date _____

Adjectives and Adverbs

Number the Stars
Grammar: Spiral Review

| | | |
|-------------------|-----------------------|---|
| Adjectives | What Kind | The soldier had to cut his shaggy hair. |
| | Which One | That soldier had to shave his beard, too. |
| | How Many | Most soldiers like to eat home-cooked meals. |
| Adverbs | How | The captain called loudly . |
| | Where | The soldier stood there . |
| | When | Then he raised his hand in salute. |
| | To What Extent | David is really intent on shining his shoes. |

1–3. Write each adjective and the word that it modifies.

1. Scott is an energetic soldier. _____
2. His face is caked with brown mud. _____
3. I tossed him a worn, tattered medal. _____

4–6. Write each adverb and the word that it modifies.

4. Scott quickly returned the medal. _____
5. For a small man, he throws surprisingly well. _____
6. This man is absolutely courageous. _____

7–8. Combine each pair of sentences by moving an adjective or adverb from one sentence to the other. Write your new sentence on the line.

7. Soldiers use their sense of hearing. Their sense of hearing is keen.

8. If a soldier feels threatened, he may fight. He may fight ferociously.

Name _____ Date _____

Connect to Writing

Number the Stars
Grammar: Connect to Writing

| Incorrect | Correct |
|-----------|---------|
| did'nt | didn't |
| its' | it's |
| theyr'e | they're |

Read the sentence. Circle the contractions that are punctuated incorrectly.
Write the contraction using correct punctuation on the lines provided.

1. I feel proud of my service, so Im re-enlisting. _____
2. The unit doe'snt get a lot of recognition, but it should.

3. Its wonderful that we rationed so many items. _____
4. Dont you know that wer'e being written about in the local paper?

5. Youv'e got to see Paul's medals. _____
6. We must'nt worry about victory; we must believe in it! _____

Name _____ Date _____

Focus Trait: Ideas

Different Approaches to Persuasion

Number the Stars
Writing: Argument Writing

| Logical Approach | Emotional Approach |
|---|--|
| The book won many awards. | The plot is tense and exciting. |
| It contains a wide variety of historical facts. | I really identified with the characters. |
| The characters are realistic and believable. | I bet you won't be able to put it down! |

Read each claim on the left. In the right-hand column, tell whether the claim takes a logical or an emotional approach.

| Claim | Approach |
|--|----------|
| This science fiction novel tells about a future society, a subject that interests many people. | |
| I thought the book was fascinating and scary. | |
| The main character, Jonas, learns a lot of lessons that can teach the reader about life. | |
| I think readers will be amazed by the story and find lots of parallels to the way we live today. | |

Write four claims a library might use to explain why Lois Lowry should be given an award. Use two logical approaches and two emotional approaches.

| Logical Approach | Emotional Approach |
|------------------|--------------------|
| | |
| | |

Pair/Share Work with a partner to brainstorm reasons and evidence for your sentences.