

## TEACHER'S SAMPLE Review sheet for choosing adjectives

Below are examples of sentences provided so that the teacher may create working copies of student review sheets. There is a separate file provided on the curriculum support material CD for Upper Elementary Language Arts, which provides templates in Microsoft Word for the teacher to use for creating the student review sheets for this particular subject matter.

### Choosing the Kind of Adjective Needed in the Sentence

1. Cover the right-hand column before you start.
2. In each of the left-hand sentences below, fill in the blank with the form of adjective that the sentence requires. Information about what kind of adjective to use will appear in parentheses at the end of the sentence. Sometimes the adjective will be selected for you. Other times, you choose the adjective. Under the sentence, identify the noun modified by the adjective.
3. Uncover the right-hand column to check your answers.

Sentence	Kinds of Adjectives
Completed example: That dog's bark is the <u>loudest</u> of all the barks I have ever heard. (descriptive, superlative of "loud") <i>modifies the noun "bark"</i>	1. main kinds: descriptive, limiting 2. if limiting, articles or six other kinds (demonstrative, indefinite, interrogative, numerical, possessive, or relative) 3. level of intensity (positive, comparative or superlative)  loudest = descriptive, superlative, modifies the noun "bark"
When I tasted your pear, I realized that it was even _____ than mine. (descriptive, comparative of "ripe")	riper = descriptive, comparative, modifies the noun "pear"
Because she was shivering with cold, Marta went inside, found _____ gloves, and put them on. (a limiting, possessive adjective)	her = limiting, possessive, modifies the noun "gloves"
Charles asked _____ computer he could use. (a limiting, interrogative adjective)	which or what = limiting, interrogative, modifies the noun "computer"

## Chart: Identifying the elements of a plot

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Book/Chapter title: \_\_\_\_\_

Book author: \_\_\_\_\_

---

### Identifying the Elements of a Plot

After you have finished reading your book or chapter, complete each sentence below. Most plots contain the elements listed. If the book or chapter you have read does not contain a particular element, leave that sentence blank.

The **beginning**, the first incident that sets the story in motion, is

---

---

The **conflict**, the problem that the main character of the story has to overcome, or a goal that she/he/it must achieve, is

---

---

The **complications**, the obstacles that stand in the way of the main character solving the problem or achieving his/her/its goal, are

---

---

The **climax**, the highest point of dramatic interest in the story, is

---

---

**Suspense**, tension in the story that makes readers want to continue reading, is shown when

---

---

---

**Resolution**, what happens to the character after he/she/it overcomes all of the obstacles and achieves his/her/its goal, is shown when

---

---

---

The **conclusion**, the end of the story, is

---

---

---

## Chart: Creating a sequel or a prequel

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Book/Chapter title: \_\_\_\_\_

Book author: \_\_\_\_\_

---

### Creating a Sequel or a Prequel

After you have finished reading your book, summarize in a few sentences how the story started and how it ended. Then write either a paragraph starting a sequel, a story that continues the story, beginning from its ending, or a paragraph starting a prequel, which goes back to the time before the beginning of the story.

How the story started: \_\_\_\_\_

---

---

---

How the story ended: \_\_\_\_\_

---

---

---

My idea for the start of either a sequel or a prequel: \_\_\_\_\_

---

---

---

---

---

---

---

---

## Chart: Making inferences while reading a story

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Book/Chapter title: \_\_\_\_\_

Book author: \_\_\_\_\_

### Making Inferences While Reading a Story

Your book or chapter contains story clues. A story clue is when an author provides a clue about how a character is feeling and does not actually say how the character is feeling. For example, “Zara’s eyes turned smoky” is a clue an author might give to how a girl named Zara is feeling in a story. Is Zara angry or sad? The author leaves the reader to fill in the gap, making an inference or conclusion based on what the reader knows about the story and about how people usually behave. Making an inference also allows a reader to make a prediction, a guess about what might happen next in a story.

Find three story clues in the book or chapter you are reading. Write the story clue in the left-hand column. For each story clue, write a sentence about two things: what you know from reading the story and what inference you can make about the character’s feelings. Something to think about for your own writing: After reading this author’s story clues and making an inference, could you have predicted what actually happened next in the story?

Story clue	What I know from the story	The inference I make

## Chart: Making inferences and predictions before reading a book

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Book/Chapter title: \_\_\_\_\_

Book author: \_\_\_\_\_

---

### Making Inferences and Predictions Before Reading a Book

Before you read your book, look for clues as to what it is about. Examine the front and back covers closely, looking at any illustrations and reading any information provided. Then read three pages of the book, one from the beginning, one from the middle, and one from the end.

Apply the Six W's to the story: Who? When? Where? What? Why? How? Then answer the questions below. You might have more than one answer for some questions. Answer all that you can. If you cannot answer a question from the clues you have, just leave that question blank.

After you have read your book, read this sheet again and place a checkmark beside every answer that you predicted accurately using the clues you had. If something surprised you, turn over the page and explain in a sentence or two why you were surprised.

Who will be the main character of the story? \_\_\_\_\_

\_\_\_\_\_

When will the story take place? \_\_\_\_\_

\_\_\_\_\_

Where will the story take place? \_\_\_\_\_

\_\_\_\_\_

What do I think will happen to the main character? \_\_\_\_\_

\_\_\_\_\_

Why do I think this will happen to the main character? \_\_\_\_\_

\_\_\_\_\_

How will the story end? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_