

CHARACTERS, SETTINGS & EVENTS



Level: Characters, Setting, & Events

Name: _____ Date: _____

M

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

When she opened the library door, however, things were different. Willow spotted one book on display that glimmered like a magnet. Willow was drawn to it. The shiny and perfect book had a cover that was blue with turquoise swirls and golden diamonds, and the spine was covered in gold. Willow held the book close. It was a rare and delicate power. Instead of looking for more books, she brought this one straight to the checkout counter because she wanted



a new librarian who was wearing a gray sweater angrily glared at Willow with dark eyes. She even knew what a smile was. Willow said as she quickly snatched it behind the

counter. She had never worked at the library, so Willow couldn't figure out what was happening. I brought them back in good condition.

Clark D. T. L.

together. The reporter said that Rosa Parks was riding the bus in the back, but she refused to give up her seat for freedom, justice, and equality for

Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated.

1. What do Willow's actions show about her?



ly.
us.
minded.
rhetoric.

How did the story help you answer the question above?

"Rare," said Willow. "Yesterday, Rosa Parks refused to give up her seat, and today, I refuse to give up this book. This is for all people, and I have the freedom to be here, read, and learn as anyone else."



ory.

Who was wearing a gray sweater buttoned all the way up to the neck and glared at Willow with dark eyes and a stiff face."

What do you know about the librarian?

e.
il.
st.
ending.

What are the two main settings of the story?



Willow's home is ordinary.
Willow's home is comfortable.
Willow's home is boring.
Willow's home is welcoming.

Characters, Setting, & Events

4. Explain how the time period of this story contributes to the plot.



This story takes place during the Civil Rights Movement when African Americans were discriminated against. They did not have equal rights. This is important to the plot because Willow faces discrimination when the librarian refuses to check out a book to her. She is also inspired by Rosa Parks to stand up for her rights.

5. How is Willow's problem similar to Rosa Parks's?

- Both Willow and Rosa Parks are treated unfairly.
- Both Willow and Rosa Parks are not allowed to give up their rights.

WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

CHARACTERS, SETTINGS, & EVENTS

4th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the Complexity Band (the range for 4th-5th grade is 740L-970L)

- Anchor Chart/Journal Pages for Characters, Settings, & Events

- Stories**
1. Let's Play Lava- 740L
 2. A Perfect Snow Day- 740L
 3. Willow and the Powerful Book- 830L
 4. The Vikings Are Coming- 940L
 5. The Organized Pixie- 970L

- Dramas**
1. Olivia and the New Tutor
 2. The Wicked Warlock of the West
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 5. Phone Calls from Outer Space

- Test**
- The Housewarming Ceremony
 - The Birthday Party (Play)

OO: # The Google Slide a copy

CLICK HERE TO

* You MUST have a need help setting u

740L

Characters, Setting, & Events

Name: _____

Date: _____

Let's Play Lava

It was a cloudy day as best friends Phil Sanders and Daniel Horshaw played on the nearby playground. They gleefully swung from the monkey bars.

"I bet I can swing across faster than you!" Phil exclaimed.

"No way! I'm way faster than you!" Daniel shouted back.

Phil grabbed the bars and swung across. He was fast, but Daniel had been a bit faster on his turn.

"I need to warm up first," grumbled Phil, annoyed that he had lost. "Let's play 'Lava' now."

Daniel happily agreed. The boys pretended that the ground was lava, and they could only move around on the playground. To make it more exciting, they pretended that there was a monster lurking within the lava.

The boys ran around the playground, swinging from the bars and going down the slides. As Daniel slid down the slide, he couldn't stop in time and had to shove his foot into the sand. He pretended to scream from the burning lava, but then something strange began to happen. The sand began to bubble!

"Phil, what's going on?" Daniel yelled as he crawled his way back up the slide. "The sand is bubbling like lava!"



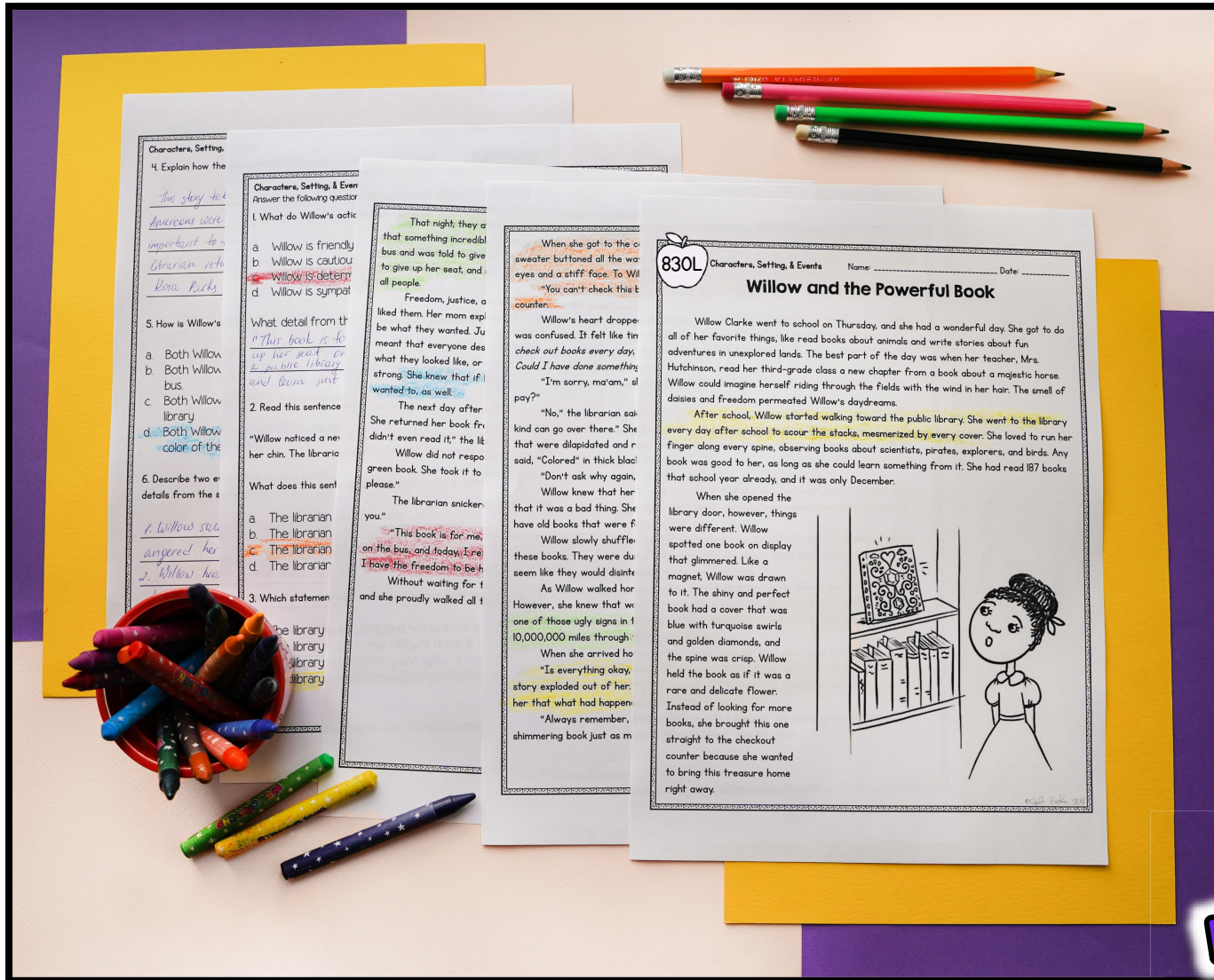
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



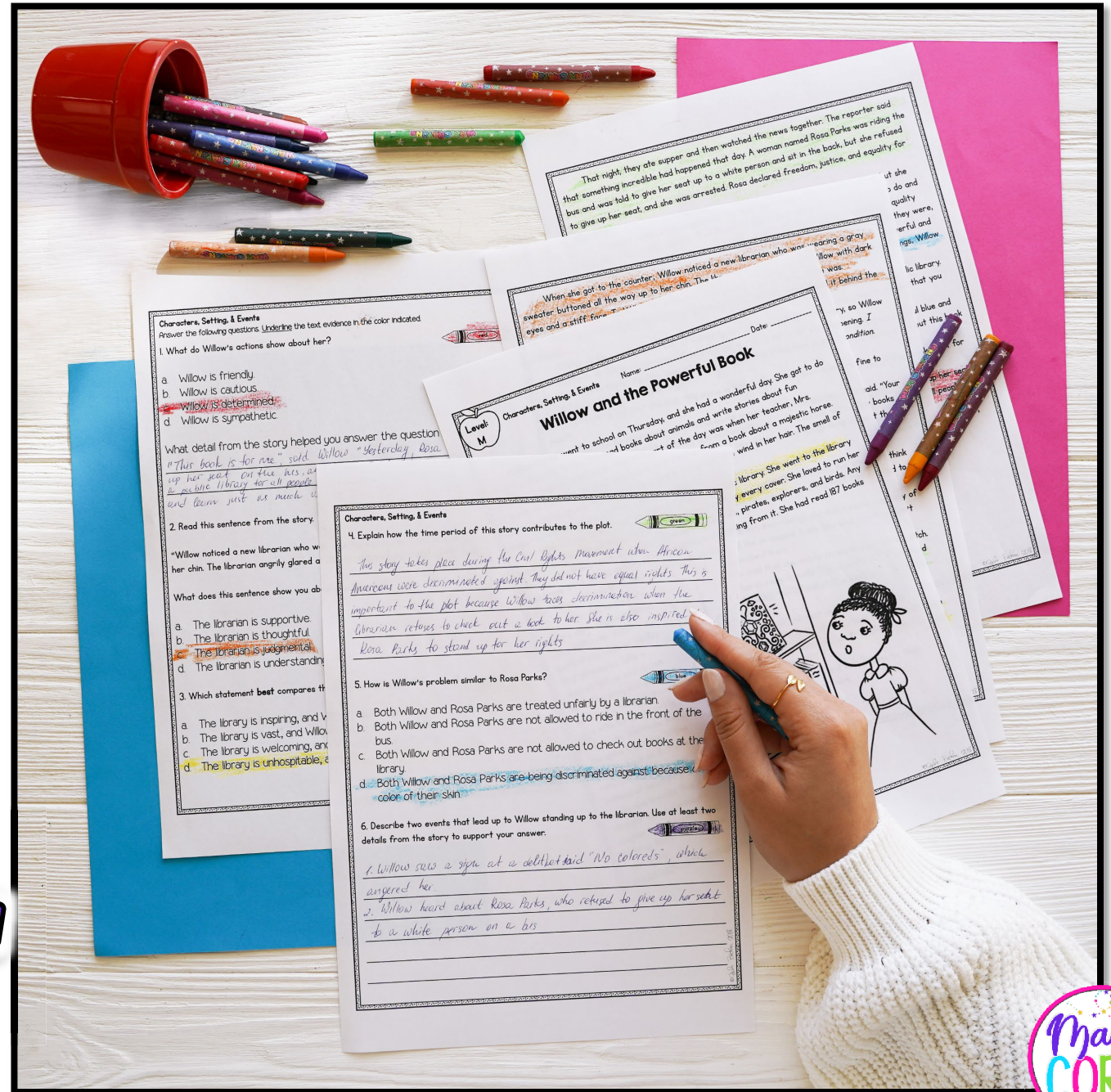
5 STORIES, 5 DRAMAS

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.
- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including realistic fiction, historical fiction, fantasy, science fiction, and mysteries.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHARTS

- Anchor charts
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

Describe Setting

The setting of a story or drama is where and when it takes place.

How to describe the setting:

1. Look for words and phrases that describe the setting.
2. Use the words and phrases to create a visualization of the setting. Make sure that your visualization is supported by text evidence.

Excerpt from Cinderella

The King's son, who was told that a great Princess, whom nobody knew, was come, ran out to receive her. He gave her his hand as she alighted out of the coach, and led her into the hall among all the company. There was immediately a profound silence, they left off dancing, and the violins ceased to play, so attentive was every one to contemplate the singular beauties of the unknown newcomer. Nothing was then heard but a confused noise of "H! how handsome she is! H! how handsome she is!"

Words and Phrases that Describe the Setting	Sketch of My Visualization

Describe Characters

Characters are the people, animals, or creatures in a story or play. Good readers pay attention to details in a story and notice the traits of characters.

How to describe characters:

- We can make inferences about characters through their words, thoughts, or actions.

1. Ask yourself, "What is the character's personality?"
2. What does the character say? What are his or her thoughts? What actions does the character take?
3. Ask yourself, "What kind of person would say, think, and do that?" Identify the traits that match the character.

Excerpt from Cinderella

Cinderella sighed and sighed "I wish I might go to the ball, too, and see that handsome Prince and all the lovely ladies," she said...

"Go scour your pots and pans," cried the stepmother. "That is all you are fit for, you under-wench!"

So Cinderella went back to her work, but as she scrubbed and rubbed the tears ran down her cheeks so fast she could hardly see...

What does Cinderella say and think?	What does Cinderella do?

What does this tell you about Cinderella?

Describe Events

The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.

...prior to the problem that hint that a problem is about to occur. These ... determine important events.

...that major events happen after the problem that lead to the ...

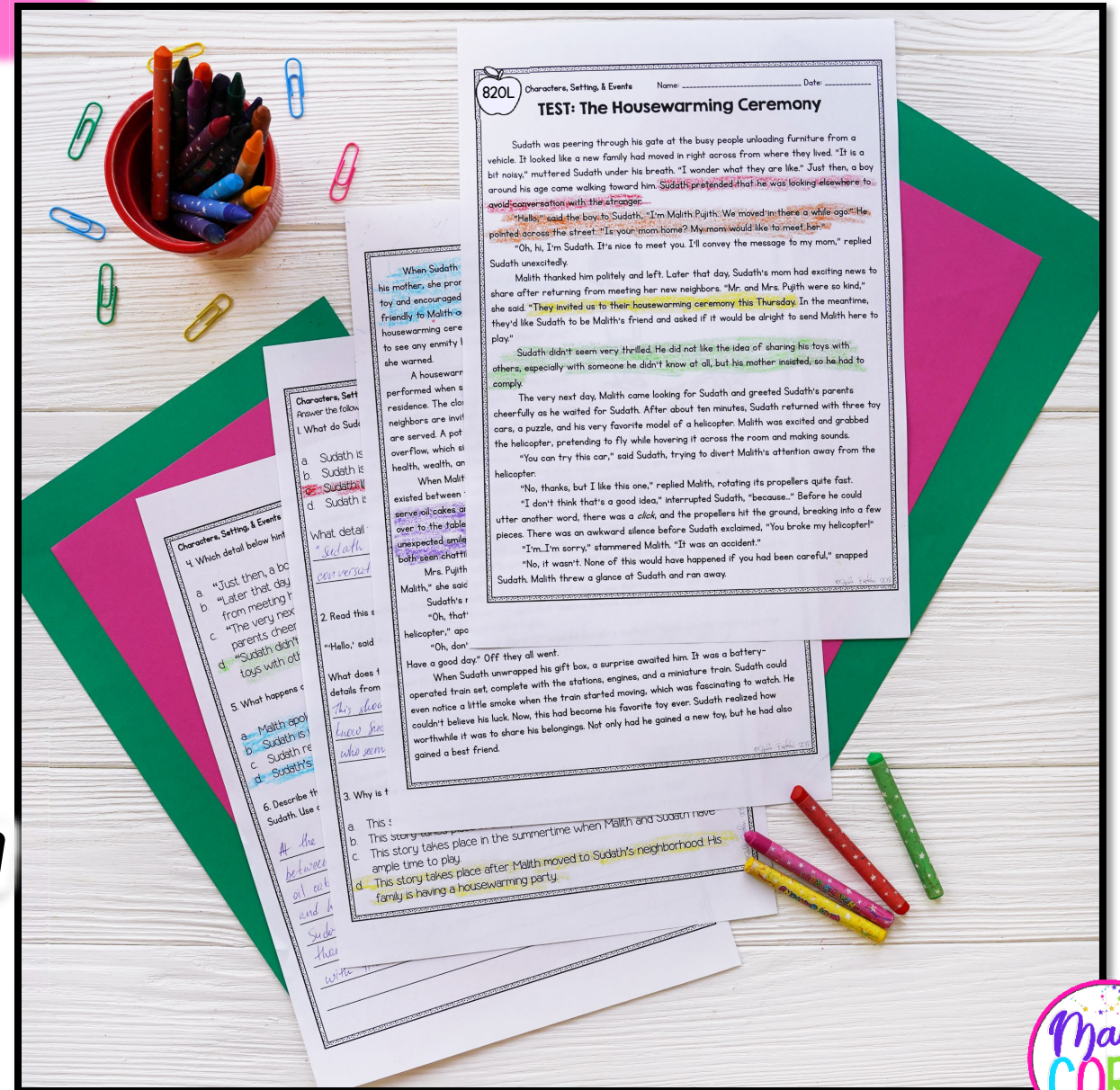
Excerpt from Cinderella

...on was always by her, and never ... and kind speeches to her, to ... so far from being tiresome that she ... her Godmother had recommended to ... it last counted the clock striking ... took it to be no more than eleven ... and fled as nimble as a deer. The ... but could not overtake her. She left ... glass slippers...

Problem	Events Leading up to the Problem	Events Leading up to the Solution

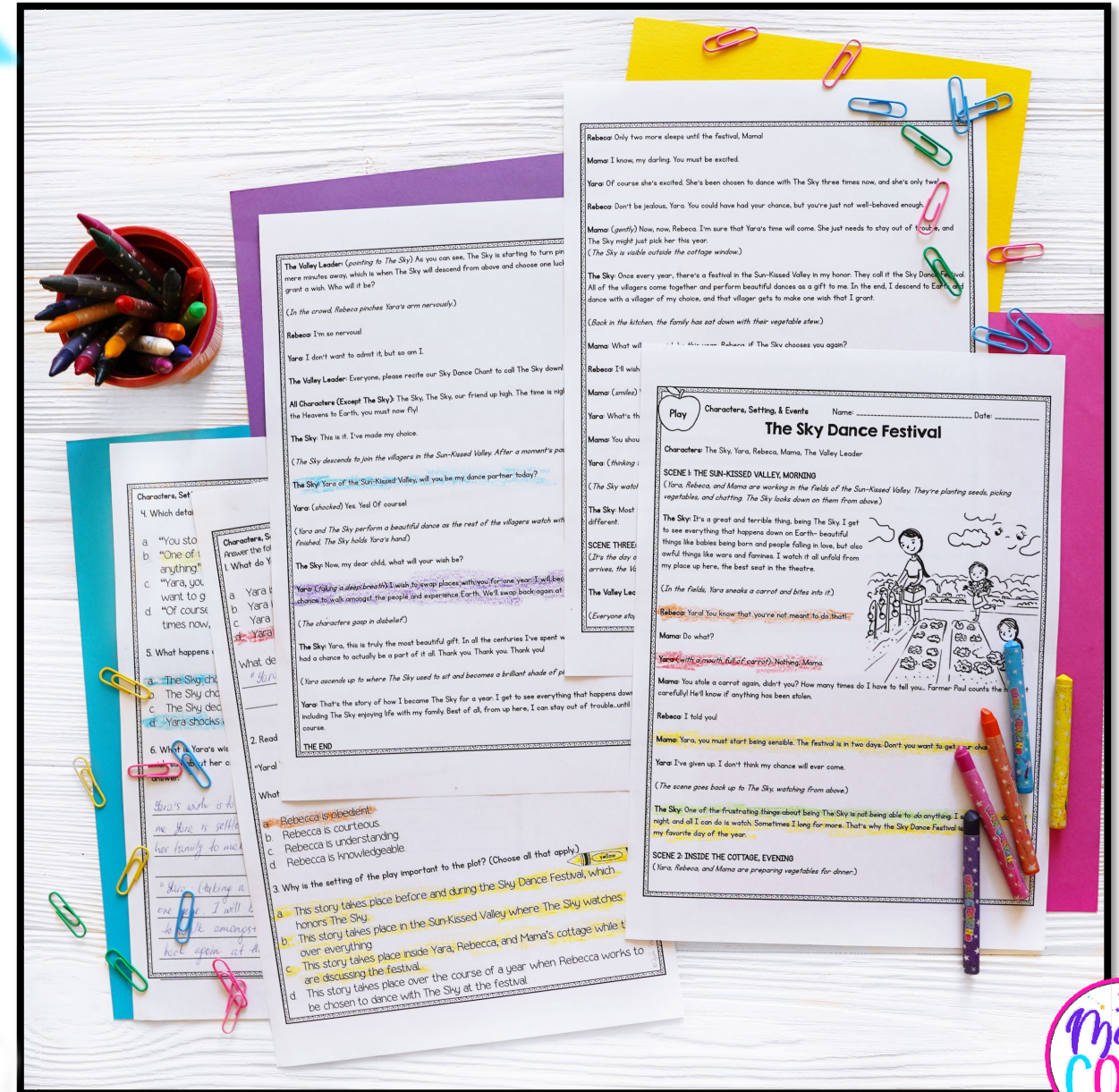
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skill



ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

 MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

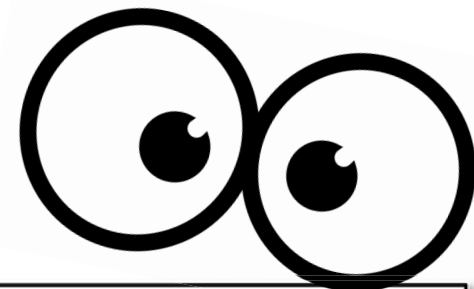
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1200L
6-8	

Keep in mind when using any leveled text that support to reach text at the high end of their grade level. Common Core Standards, "It is important to re-evaluate the expectation that scaffolding will be built into the Standards' grade-by-grade text complexity general movement, however, should be toward student independence both within and across the text complexity bands."



TAKE A PEEK



CHARACTERS, SETTINGS, & EVENTS

4th grade

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Test

- The Housewarming Ceremony- 820L
- The Birthday Party (Play)



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Describe Events

The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.
2. Identify clues prior to the problem that hint that a problem is about to occur. These clues can help you determine important events.
3. Ask yourself, "What major events happen after the problem that lead to the resolution?"

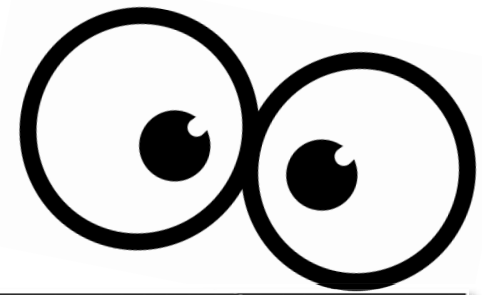
Excerpt from Cinderella

The King's son was always by her, and never ceased his compliments and kind speeches to her, to whom all this was so far from being tiresome that she quite forgot what her Godmother had recommended to her, so that she at last counted the clock striking twelve when she took it to be no more than eleven. She then rose up and fled as nimble as a deer. The Prince followed, but could not overtake her. She left behind one of her glass slippers...



Major Event or Problem	Events Leading up to the Problem	Events Leading up to the Solution

AND ANOTHER PEEK



940L

Characters, Setting, & Events

Name: _____

Date: _____

The Vikings Are Coming

AD. 791, Seaham, England.

Alfred had just celebrated his 10th year on earth when he noticed ships on the horizon. At first, he thought that they were normal trading ships because he was used to seeing them sail past the shore while he sat on a large rock and threw smaller rocks into the ocean. He was just ten years old, but his father had already begun giving him work. His father's name was Edward, and he was a blacksmith who worked with metal to make axes, shovels, and sometimes even swords. Alfred was his apprentice, and despite his young age, he had become quite good at labouring in the heat of the fires.

Alfred knew that the ships on the horizon were not ordinary ships, something Alfred realized when he noticed the dragon heads on the fronts and backs of the long ships that were carved from the same wood as the vessels. He had heard tales about ships such as those he was watching closing in on him and rushing through the waves, but he had never thought that he would see one, let alone a fleet of ten. They were sailing beside each other so that every single ship was visible on the water's edge. "They are Vikings," Alfred said to himself fretfully. "The Vikings are coming to Seaham!"

Alfred didn't know what to do, but if anyone had the answers, it would be his father. He ran up the hill, which blocked the sea's winds from reaching the village of Seaham. The hill was green, yellow, red, and blue, covered with all kinds of flowers and plants. He ran down the hill again, through the village, and toward another hill, where his father's workshop stood at the foot.

"Father! Father!" he bellowed as he ran, stones flying in every direction beneath his feet. He could hear the metal hitting metal as his father worked, but it stopped after the second time he shouted.



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"What is it, Alfred?" his father asked impatiently.

"There are Danes coming!" Alfred responded, barely able to breathe.

"What do you mean, 'The Danes are coming?'" his father asked, perplexed.

"I spotted Dane Viking ships in the sea," Alfred replied frantically.

"Show me where they are," his father commanded, and Alfred did as he was told. He made his father follow him through the village, up the hill, and down toward the shore. There they were, closer than when Alfred had left. Edward stopped in his tracks and said hurriedly, "Do you remember how I taught you to ride that little horse?" Alfred nodded. "You take that horse, ride to Durham, and you tell Osulf what you've seen while I tell the rest of the village."

"Father, I'm only ten," Alfred pleaded.

"Aye, but you're my son, and you are wise beyond your years, so get going," responded Edward.

Alfred got onto his horse, and he rode toward Durham. He trekked through the forests, up and down hills, through villages, and over bridges until he arrived in Durham and rode directly toward the fortress. He had been in Durham once, and he had seen Osulf, the earl, speak from on top of the ramparts. He got off his horse and was just about to walk through the gates when a guard stopped him.

"What is it you're doing?" the man asked. He was wearing a helmet and a red jacket with a golden horse on it.

"I have to speak to Earl Osulf," Alfred said anxiously. The guard laughed as though Alfred's request was ridiculous.

"Why do you have to speak to earl Osulf?" the guard questioned.

"I'm the son of the blacksmith at Seaham, and the Vikings are coming," Alfred replied hastily.

The guard's expression changed to startled. "Are you sure about what you've seen?" he asked. "Yes, my father saw them, too," Alfred said. The guard nodded and replied, "Alright, I'll take you to the earl, but only so that you can report to him what you saw."

The guard quickly escorted Alfred through the gates to a tower and down a long corridor that led to a locked door. The guard shouted, "It's a messenger, Earl Osulf!" There was a slight pause.

"I don't have time now," a strong voice suddenly sounded from inside the room.

The guard shook his head and replied, "You might want to listen to this news."

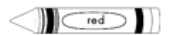
Alfred could almost hear the earl sigh, and he felt frightened. He had never been so

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Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated.

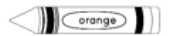
1. What do Alfred's actions show about him?



- a. Alfred is curious about new things.
- b. Alfred is daring when there is danger.
- c. Alfred is brave when faced with a challenge.
- d. Alfred is confident when he tries new things.

What detail from the story helped you answer the question above?

2. Read this sentence from the story.



"Aye, but you're my son, and you are wise beyond your years, so get going," responded Edward."

What does this sentence show you about how Alfred's father feels about him?

- a. Alfred's father is desperate for help.
- b. Alfred's father is uneasy about his son taking on a big responsibility.
- c. Alfred's father is certain that his son will be nervous about going to speak with the earl.
- d. Alfred's father trusts his son with major responsibilities even though he is only ten.

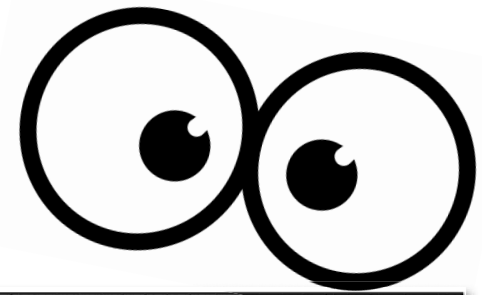
3. Why is the setting of the story important to the plot? (Choose all that apply.)



- a. This story takes place when children didn't go to school.
- b. This story takes place on a hill where Alfred spots Viking ships.
- c. This story takes place long ago when the Vikings were a danger.
- d. This story takes place in the past when people traveled mainly by ships and horses.

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CHECK THIS OUT TOO!



Play

Characters, Setting, & Events

Name: _____ Date: _____

The Wicked Warlock of the West

Characters: Theo, Otis, Winnie, Mr. West

SCENE 1: THE WOODS, DAY

(Theo, Otis, and Winnie have ridden their bicycles to their favorite clearing in the woods. They've stretched out on a picnic blanket and are eating snacks and talking. Through the trees, a white house with peeling paint and creeping vines is just visible.)

Winnie: I wish that old Mr. West's house didn't have to be so close to our favorite clearing. It creeps me out.

Otis: You mean, the Wicked Warlock of the West? *(Otis makes spooky sounds and wiggles his fingers in Winnie's face. She swats him away.)*

Theo: I don't think Mr. West is wicked. He's always seemed pretty nice to me.

Otis: Nice?! No way. The other week, Johnny Fry threw rocks at his window, and the Wicked Warlock came running out and shouted curses at him...*real* curses. The next day, Johnny came down with the worst flu he'd ever had.

Winnie: Ugh, that's so scary! I heard that there are always strange smells coming from his house from all of the weird things he cooks. They're probably evil potions.

Theo: *(shrugs)* Maybe he just likes to cook different foods than we do. Anyway, Johnny Fry shouldn't have been throwing rocks at Mr. West's window. It's not very nice. I'd probably curse him, too.

(Winnie and Otis laugh.)

Otis: Oh, really? Well, if you love the Wicked Warlock so much, how about you go knock on his door right now and pay him a visit?

Winnie: No, Otis, don't dare him. It's too dangerous.

Theo: I'm not scared.

Otis: Great. Then I dare you to go in there and try to steal some cookies from the Wicked Warlock. If you come back without getting cursed, you can have half of the stolen cookies *and* the rest of our lemonade.

Theo: *(Theo looks down at the snacks left on the blanket.)* Fine, dare accepted, but I won't steal the cookies. I'll ask. I'm sure that Mr. West will give me some.



Otis: Hal! Good luck with that.

Winnie: Be careful, Theo!

SCENE 2: INSIDE MR. WEST'S HOUSE, DAY

(Mr. West is elderly and frail. He has grey hair, glasses, and a walking stick. He's sitting in his favorite armchair while reading the newspaper. He hears a knock at the door, and he slowly gets up to answer it.)

Mr. West: Hello? Who's there? *(Mr. West opens the door to find Theo on the other side.)*

Theo: Good afternoon, Mr. West. My name's Theodore Harris.

Mr. West: *(Mr. West peers in closer to look at Theo. He adjusts his glasses.)* What do you want? Come to cause trouble, have you?

Theo: *(stammering)* N-no. I just wanted... *(Theo pauses, panicking for a moment. He hasn't really thought this through.)*

Mr. West: Well?

Theo: I just wanted to say that I'm sorry about the kids that threw rocks at your house the other week.

Mr. West: Hmm, are those troublemakers friends of yours?

Theo: No, actually. To be honest, I was glad when you cursed Johnny Fry with that flu. He's kind of a bully at school.

Mr. West: Cursed? You think that I cursed the boy?

Theo: *(stammering again)* Well, people say...that you're a...that you yelled strange words at Johnny. The next day, he had a terrible flu, so people thought that you cursed him.

Mr. West: *(Mr. West bursts out laughing. He laughs and laughs as Theo watches, confused.)* That was no curse, my boy! When I get angry, I sometimes start speaking in German, which is my native language. That's all. *(Theo smiles at this.)*

Theo: My mother was born in Germany. She sometimes cooks German foods, like rouladen and bratwurst.

Mr. West: I love rouladen and bratwurst, but when I cook German foods, the neighbors think that it smells weird.

Theo: *(Theo smiles wider.)* My mother wants me to start learning the German language this year. She's been looking for a tutor.

Mr. West: Well, if you'd like, I can give you a quick lesson now. Do you want to come in?

(Theo follows Mr. West into the house. They sit down at the kitchen table, and Mr. West grabs a book of German phrases from a bookshelf.)

Mr. West: We can start with the basics. Like *guten tag* for "good day" and *ja* for "yes".

Theo: *(repeating thoughtfully)* *Guten tag* "good day" and *ja* for "yes"...that seems easy enough.

Mr. West: Would you like some cookies while we practice?

Theo: *Ja*, please!

(Mr. West chuckles and brings Theo a bag of cookies from the shelf. The two of them sit happily as they study the German book and eat cookies.)

SCENE 3: THE WOODS, TWILIGHT

(Winnie and Otis have packed up their picnic and are getting back on their bicycles to ride home. Winnie is looking worriedly at Mr. West's house through the trees.)

Winnie: It's been hours! What do you think has happened to Theo? Shouldn't we look for him?

Otis: No way! It's too risky. The Wicked Warlock might have turned him into a rat, or maybe he's crushing Theo's bones to use in one of his evil potions as we speak.

Winnie: Don't even joke about that! Surely we would have heard Theo shouting for help.

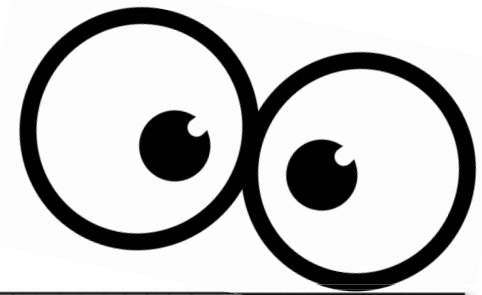
Otis: Maybe the Warlock transformed his vocal chords into worms.

Winnie: *(scolding)* Otis!

Otis: Anyway, it's Theo's fault for thinking that the Wicked Warlock could possibly be *nice*. I'm just disappointed that we didn't get any cookies in the end.

(They get on their bicycles and ride away from the clearing. In the distance, there is the faint sound of Theo and Mr. West laughing as they practice German together.)

UPGRADE THEIR SKILLS!



820L

Characters, Setting, & Events

Name: _____ Date: _____

TEST: The Housewarming Ceremony

Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across from where they lived. "It is a bit noisy," muttered Sudath under his breath. "I wonder what they are like." Just then, a boy around his age came walking toward him. Sudath pretended that he was looking elsewhere to avoid conversation with the stranger.

"Hello," said the boy to Sudath, "I'm Malith Pujith. We moved in there a while ago." He pointed across the street. "Is your mom home? My mom would like to meet her."

"Oh, hi, I'm Sudath. It's nice to meet you. I'll convey the message to my mom," replied Sudath unexcitedly.

Malith thanked him politely and left. Later that day, Sudath's mom had exciting news to share after returning from meeting her new neighbors. "Mr. and Mrs. Pujith were so kind," she said. "They invited us to their housewarming ceremony this Thursday. In the meantime, they'd like Sudath to be Malith's friend and asked if it would be alright to send Malith here to play."

Sudath didn't seem very thrilled. He did not like the idea of sharing his toys with others, especially with someone he didn't know at all, but his mother insisted, so he had to comply.

The very next day, Malith came looking for Sudath and greeted Sudath's parents cheerfully as he waited for Sudath. After about ten minutes, Sudath returned with three toy cars, a puzzle, and his very favorite model of a helicopter. Malith was excited and grabbed the helicopter, pretending to fly while hovering it across the room and making sounds.

"You can try this car," said Sudath, trying to divert Malith's attention away from the helicopter.

"No, thanks, but I like this one," replied Malith, rotating its propellers quite fast.

"I don't think that's a good idea," interrupted Sudath, "because..." Before he could utter another word, there was a *click*, and the propellers hit the ground, breaking into a few pieces. There was an awkward silence before Sudath exclaimed, "You broke my helicopter!"

"I'm...I'm sorry," stammered Malith. "It was an accident."

"No, it wasn't. None of this would have happened if you had been careful," snapped Sudath. Malith threw a glance at Sudath and ran away.

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When Sudath relayed the incident to his mother, she promised to buy him a new toy and encouraged him to forgive and be friendly to Malith again. "Tomorrow is the housewarming ceremony, and I do not want to see any enmity between the two of you," she warned.

A housewarming ceremony is performed when someone moves into a new residence. The closest family members and neighbors are invited over, and refreshments are served. A pot of milk is left to boil and overflow, which signifies the overflowing of health, wealth, and harmony.

When Malith saw Sudath during their housewarming ceremony, an awkwardness existed between them. Mrs. Pujith sensed this, and to put things right, she ordered Malith to serve oil cakes and milk rice to Sudath. Unable to disobey his mother, Malith slowly walked over to the table where the refreshments were kept and served some to Sudath. A sudden unexpected smile washed over Sudath's face, and Malith smiled in return. Soon, they were both seen chatting happily, and before they knew it, it was time to leave.

Mrs. Pujith called Sudath over and handed him a gift. "This is for being a good friend to Malith," she said, patting his head.

Sudath's mother was overwhelmed. "Well, you didn't have to," she said.

"Oh, that's fine. I'm glad that they're friends again, and I'm sorry about the helicopter," apologized Mrs. Pujith.

"Oh, don't worry about it," assured Sudath's mother. "Thank you for inviting us over. Have a good day." Off they all went.

When Sudath unwrapped his gift box, a surprise awaited him. It was a battery-operated train set, complete with the stations, engines, and a miniature train. Sudath could even notice a little smoke when the train started moving, which was fascinating to watch. He couldn't believe his luck. Now, this had become his favorite toy ever. Sudath realized how worthwhile it was to share his belongings. Not only had he gained a new toy, but he had also gained a best friend.

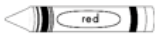


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Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated.

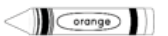
1. What do Sudath's actions show about him?



- a. Sudath is outgoing.
- b. Sudath is unpleasant.
- c. Sudath likes to be on his own.
- d. Sudath is lonely and wants new friends.

What detail from the story helped you answer the question above?

2. Read this sentence from the story.



"Hello," said the boy to Sudath, "I'm Malith Pujith. We moved in there a while ago."

What does this sentence show you about Malith? How is he different from Sudath? Use two details from the text to support your answer.

3. Why is the setting of the story important to the plot?



- a. This story takes place in a new house and a new school for Malith.
- b. This story takes place in the past when people had housewarming parties.
- c. This story takes place in the summertime when Malith and Sudath have ample time to play.
- d. This story takes place after Malith moved to Sudath's neighborhood. His family is having a housewarming party.

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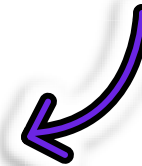
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