

Name \_\_\_\_\_

# Literary Elements • Plot

HW 2/m23

- A **plot**, or underlying story structure, is found only in fiction.
- A plot begins when a character has a problem or **conflict**. The problem builds up during the **rising action**, is met directly at the **climax**, and comes to an end, with the action winding down, during the **resolution**.

**Directions** Read the following passage. Then complete the diagram below.

**B**rett, Tyrelle, and Jon were racing imaginary cars. Their “cars” were really water bottles, and the “track,” the slide in Tyrelle’s backyard. After a few races, the boys were puzzled. Brett won every race. What was Brett’s secret?

When Ted came over, Tyrelle and Jon asked Ted if he could solve the mystery.

“I know!” Ted said. “Brett’s bottle is empty. Tyrelle’s and Jon’s still have some water in them. The heavier bottles create more friction, which slows them down. Brett’s bottle weighs less and creates less friction. That’s why he wins.” Brett admitted his secret was out.

<b>Problem</b> ↓	1. The boys couldn’t understand _____ _____
<b>Rising Action</b> ↓	Brett wouldn’t tell his secret.
<b>Rising Action</b> ↓	2. The boys asked _____ _____
<b>Climax</b> ↓	3. Ted _____ _____
<b>Resolution</b>	4. Brett _____ _____

5. Explain how the problem in this story is solved.

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**Home Activity** Your child read a short passage and identified its plot structure. With your child, read a story about someone who solves a problem. Ask your child to identify the problem, rising action, climax, and resolution in the story.

Name \_\_\_\_\_

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**Directions** Read the following passage. Then complete the diagram below.

Cory was trying out for a dance group that performed at city festivals. After waiting for four hours, it was finally her chance to dance. She had practiced so much, she did not think about individual steps. As Cory moved to the music, she focused on the rhythm and her feet

knew what to do. When she'd finished, she knew she had danced her best. Cory had to wait again to find out if she had made it. Finally, a dance coach found her. "Welcome to Junior Jazz," the coach said. "Hooray!" shouted Cory.

<b>Problem</b> ↓	1.
<b>Rising Action</b> ↓	Cory waited for her turn.
<b>Rising Action</b> ↓	2.
<b>Climax</b> ↓	3.
<b>Resolution</b>	4.

5. What do you know about tryouts that helps you to understand the plot events?

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**Home Activity** Your child read a short passage and identified its plot structure. Read a story with your child, and work with him or her to identify the problem, rising action, climax, and resolution of the plot.

Name \_\_\_\_\_

# Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line.

- \_\_\_\_\_ 1. cold-blooded animals with backbones and moist skins
- \_\_\_\_\_ 2. confused because something is hard to understand or solve
- \_\_\_\_\_ 3. a source used for information
- \_\_\_\_\_ 4. reptiles with long bodies and tails and movable eyelids
- \_\_\_\_\_ 5. animals shaped like lizards but related to frogs and toads

**Check the Words You Know**

- \_\_\_ amphibians
- \_\_\_ crime
- \_\_\_ exhibit
- \_\_\_ lizards
- \_\_\_ reference
- \_\_\_ reptiles
- \_\_\_ salamanders
- \_\_\_ stumped

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line.

David raced over to the new 6. \_\_\_\_\_ at the zoo. Nothing was there! He was baffled and 7. \_\_\_\_\_. Had there been a 8. \_\_\_\_\_ in which the animals were stolen? Had they escaped? He checked the sign as a 9. \_\_\_\_\_ about the animals that should be in the new exhibit. Suddenly he noticed where all of the rattlesnakes and other 10. \_\_\_\_\_ were hiding! The large sign had hidden them from view.

## Write a Description *or the back*

On a separate sheet of paper, write a description of an imaginary animal. Use as many vocabulary words as you can.

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**Home Activity** Your child identified and used vocabulary words from *Encyclopedia Brown and the Case of the Slippery Salamander*. Read an encyclopedia article with your child. Have your child point out unfamiliar words. Work together to try to define each word by using the synonyms or antonyms around it.