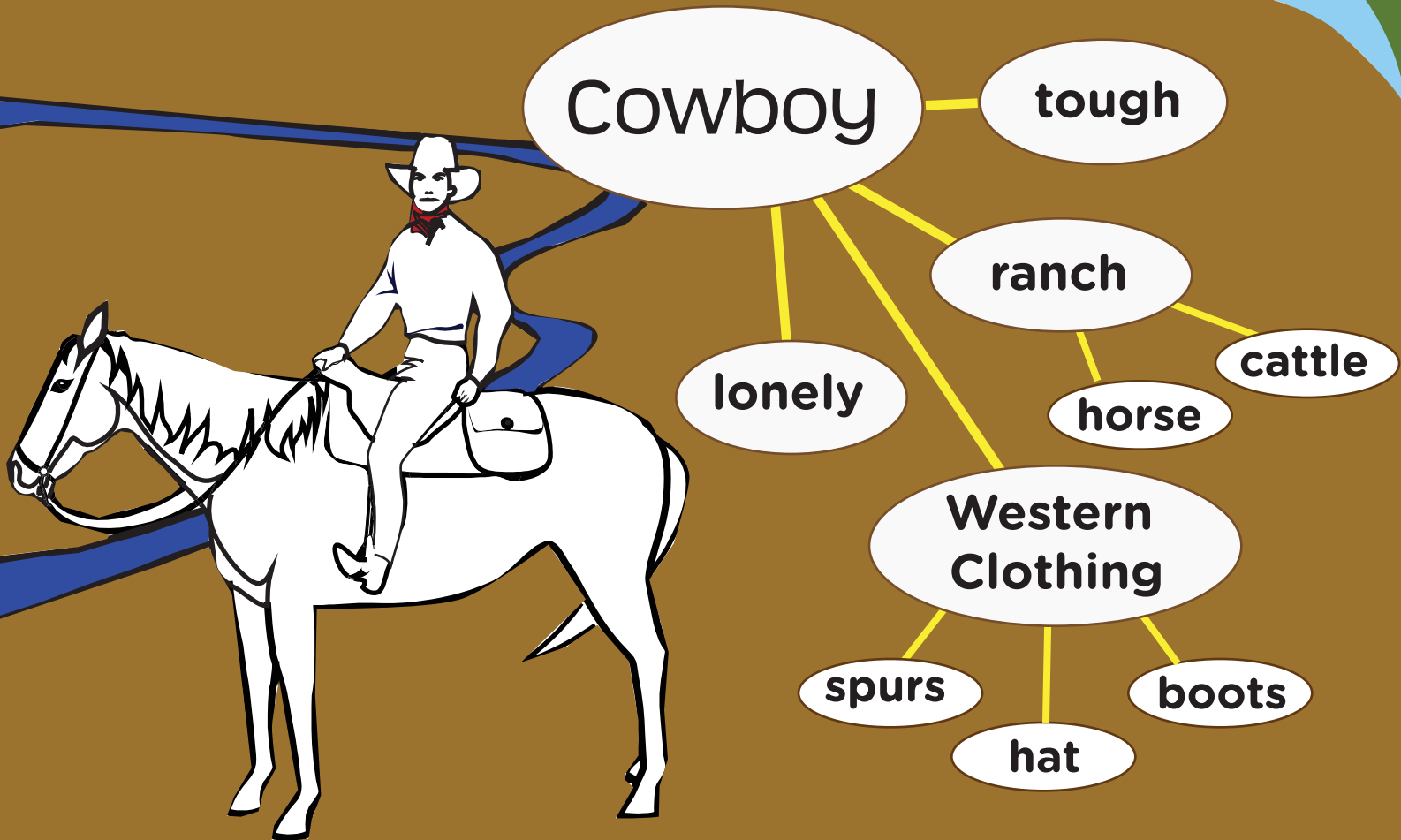


# Writers'

Building Blocks

5<sup>th</sup>  
Grade



The \_\_\_\_\_ Cowboy came home to his ranch.  
He tied his \_\_\_\_\_ to the fence post.

# Table of Contents

---

## Writers' Building Blocks

Story Sequencing: Lunch Time \*  
Mikki and the Jacket  
Kahlil Gets a Kitten  
Arlen Tells the Truth  
What Would Annie Do?  
What Would Angelique Do?  
Descriptive Language: Adding Adjectives #1 \*  
Descriptive Language: Adding Adjectives #2 \*  
Paragraph Sandwich  
How to Outline an Essay  
How to Outline a Short Story  
Create a Character Outline \*  
How to Write a Research Paper  
Two Techniques for Brainstorming  
Investigate: Where Does My Clothing Come From?  
Investigate: Where Do Household Electronics Come From?  
Investigate: Where Does My Food Come From?

*Certificate of Completion*  
*Answer Sheets*

*\* Has an Answer Sheet*

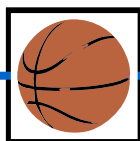
Want more workbooks? Join Education.com Plus to save time and money.  
<http://www.education.com/education-plus/>

## Lunch time

Number the sentences below to put them in order and form a story.



- Jimmy feels embarrassed and angry that he got in trouble.
- Jimmy and Sean sit together at lunch, talking about their favorite basketball team.
- In the lunch line, Sean accidentally cuts in front of Jimmy, and Jimmy pushes him.
- Before lunch, Jimmy is scolded for leaving his seat before the bell rings to end class.
- Sean feels better and asks Jimmy if he saw the basketball game on television last night.
- Sean looks hurt and surprised.
- Jimmy feels badly for hurting his classmate, and he apologizes.
- After lunch, the boys go out to the basketball court to play a game of one-on-one.



# Mikki and the Jacket

Complete the story by writing in the empty boxes below.

Mikki loves her cousin Marti.  
Marti is smart, funny and a great dresser. Mikki feels lucky that Marti is only one year older, so they go to the same school and even get to eat lunch together.

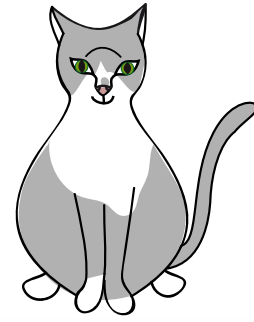


Marti lends Mikki her favorite coat, and Mikki is delighted. But when Mikki arrives at school, Marti begins joking with her friends. "Look at my little cousin," Marti scoffs. "She wants to be like me."



Marti apologizes to Mikki. "My friends can be pretty mean sometimes. I guess I felt I had to tease you so I would fit in. I'm sorry!"  
"Thanks, Marti. I forgive you," Mikki says, and they walk home from school together.

# Kahlil Gets a Kitten



Complete the story by writing in the empty boxes below.

Kahlil and his mom were walking home from the park when they spotted a sign on their next door neighbor's door. **FREE KITTENS**, said the sign in big, bold letters.

"Oh, mom, can we take a look?"

Kahlil begged, pointing to the sign.

"Sure, why not?" Kahlil's mom replied. Just that morning, after months of discussion, she had finally agreed to let Kahlil adopt a kitten.



They knocked on the door and their neighbor, Mrs. Kim, greeted them with a smile.

"Hello, Kahlil!" she said. "I bet you're here for the kittens. Come on in." Inside, eight tiny kittens lay sleeping in a basket.

"How can I possibly choose? Kahlil asked his mom. "I like them all."

"Don't worry," she replied. "I have an idea."



"Thanks for helping me choose," said Kahlil, carefully cradling his new kitten as they walked home. "She's perfect."

"Mew," said the kitten.

"You're both welcome," said Kahlil's mom, smiling.



# Arlen Tells the Truth



Read the paragraph about Arlen, then decide what he is likely to do in each of the situations below. Write your answers on the lines provided.

Arlen always tells the truth. He believes that honesty is more important than almost anything else. Some kids call Arlen a tattler because they know they can't get away with doing bad things when Arlen is around. Arlen feels that

telling the truth is more important than the friendship of kids who do bad things. Still, sometimes he wishes he didn't feel so strongly about honesty, because life on the playground might be easier.

A. A boy takes Arlen's lunch money, then threatens to hurt Arlen if he tells anyone what happened.

---



---

B. Arlen's best friend, Aaron, steals a book from the school library, but regrets what he's done and returns the book. He asks Arlen not to tell the librarian what he's done.

---



---

C. Arlen is embarrassed that his parents won't allow him to see the new movie everyone is talking about, so he claims to have seen it too. Arlen's friend Andy asks what Arlen thought about the movie's ending.

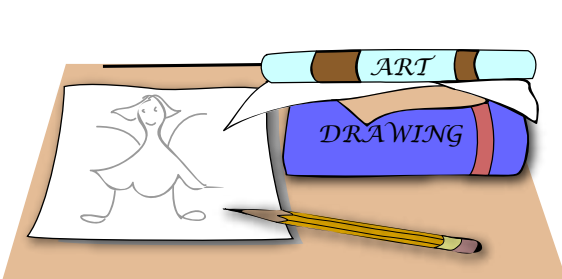
---



---

# What would Annie do?

Read the paragraph about Annie, then decide what she is likely to do in each of the situations below. Write your answers on the lines provided.



Annie loves art. She likes to draw more than anything in the world. She loves to read books about her favorite artists and knows all about their lives and works, even the ones who lived a long time ago, like the artist and inventor

Leonardo DaVinci. Annie would like to be an illustrator when she grows up. She works hard in school and wants to do well, but she sometimes can't resist drawing when she's supposed to be concentrating on her homework. Annie's grades have begun to suffer because she finds it hard to focus.

A. Annie's teacher announces a schoolwide drawing contest, but it is only open to students with grades better than Annie's.

---

---

B. Annie's parents tell her that they are concerned about her difficulty concentrating and ask if she can think of some ways to get her homework done on time while still having time to do her drawing.

---

---

C. Annie's teacher assigns a report on a favorite historical figure. Along with the written report, the students can choose to do a creative activity.

---

---

# What would Angelique do?

Read the paragraph about Angelique, then decide what she is likely to do in each of the situations below. Write your answers on the lines provided.



Angelique is a very shy girl. Although she is kind and thoughtful, many people don't know these things about her because she is so quiet. Angelique loves hanging out with her good friends, but she has trouble getting to know new kids, because she doesn't know what to say

to them. She loves to read and write, and though she is afraid to read aloud, she is an excellent writer.

A. A classmate Angelique doesn't know very well sits down beside her at lunch and introduces herself.

---

---

B. The teacher asks Angelique to deliver an oral book report in front of the class.

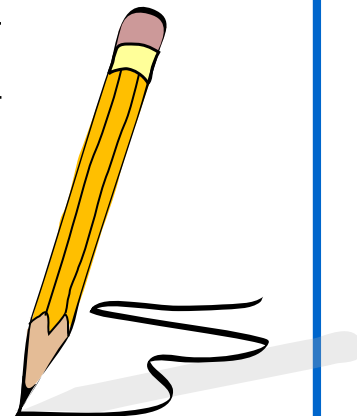
---

---

C. Angelique's sister receives an invitation to a party and asks Angelique to come along.

---

---






# DESCRIPTIVE LANGUAGE

## Adding Adjectives

Adjectives are words that describe nouns and pronouns. Adjectives set a mood and add interest to your writing. Below is a paragraph that needs your help. Write an adjective from the list into each blank. Pick adjectives that make sense and make the paragraph more interesting. Use each adjective only once in the paragraph.

 The sheriff walked into the stable. He put the saddle on the horse. He would ride to the ranch in the rain to see the lady. She might know where the cowboy had gone.

old	sad	mean	gentle	tired	soft	warm	poor
young	glad	evil	big	black	slow	large	strong
dark	happy	dirty	small	brown	fast	nice	huge
bright	pretty	clean	light	distant	cold	rich	best

The \_\_\_\_\_ sheriff walked into the \_\_\_\_\_ stable. He put the \_\_\_\_\_ saddle on the \_\_\_\_\_ horse. He would ride to the \_\_\_\_\_ ranch in the \_\_\_\_\_ rain to see the \_\_\_\_\_ lady. She might know where the \_\_\_\_\_ cowboy had gone.

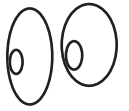
Now add different adjectives to the same paragraph. Use each one only once. Try to make the paragraph mean something different than the first one.

The \_\_\_\_\_ sheriff walked into the \_\_\_\_\_ stable. He put the \_\_\_\_\_ saddle on the \_\_\_\_\_ horse. He would ride to the \_\_\_\_\_ ranch in the \_\_\_\_\_ rain to see the \_\_\_\_\_ lady. She might know where the \_\_\_\_\_ cowboy had gone.





# DESCRIPTIVE LANGUAGE



## Adding Adjectives

Adjectives are words that describe nouns and pronouns. Adjectives set a mood and add interest to your writing. Below is a paragraph that needs your help. Write an adjective from the list into each blank. Pick adjectives that make sense and make the paragraph more interesting. Use each adjective only once in the paragraph.

Jenny thought there was a box of books in the attic. As she climbed the stairs, she saw a light. Suddenly, there was a ghost looking at her. Jenny knew it was the ghost of the legend.

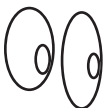
famous	white	funny	magical	large	tall	happy
scary	green	worn	bright	dirty	small	sad
spooky	purple	silly	small	dusty	little	high
blue	gold	pretty	big	dark	broken	low

Jenny thought there was a \_\_\_\_\_ box of \_\_\_\_\_ books in the \_\_\_\_\_ attic. As she climbed the \_\_\_\_\_ stairs, she saw a \_\_\_\_\_ light. Suddenly, there was a \_\_\_\_\_ ghost looking at her. Jenny knew it was the \_\_\_\_\_ ghost of the \_\_\_\_\_ legend.

---

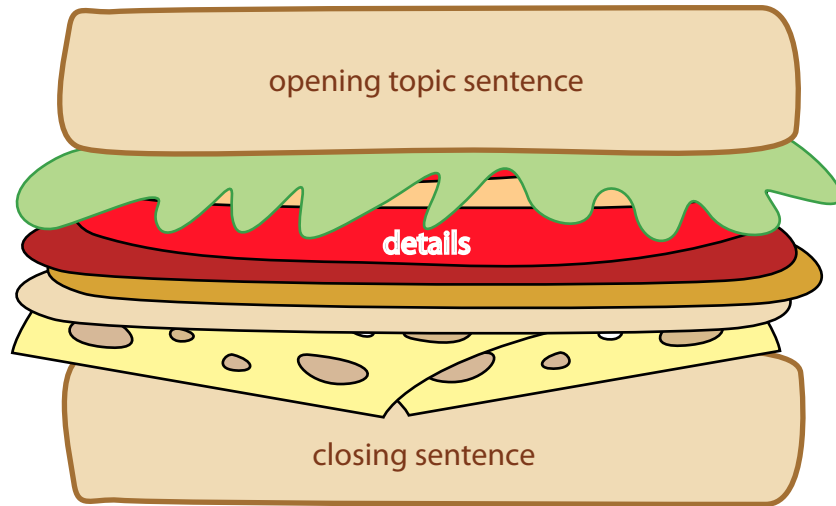
Now add different adjectives to the same paragraph. Use each one only once. Try to make the paragraph mean something different than the first one.

Jenny thought there was a \_\_\_\_\_ box of \_\_\_\_\_ books in the \_\_\_\_\_ attic. As she climbed the \_\_\_\_\_ stairs, she saw a \_\_\_\_\_ light. Suddenly, there was a \_\_\_\_\_ ghost looking at her. Jenny knew it was the \_\_\_\_\_ ghost of the \_\_\_\_\_ legend



# PARAGRAPH SANDWICH

Writing a paragraph is a lot like making a sandwich.



Write a paragraph about your birthday party last year. Make sure to use all the pieces of a "paragraph sandwich": opening topic sentence, details, and a closing sentence.

*If you need more space to write in, use the other side of this page or an additional piece of paper*

---

---

---

---

---

---

---

---

---

---

# How to Outline an Essay

An **essay** is a short composition that presents your view on a particular topic or subject. It contains three parts: an **introduction**, a **body**, and a **conclusion**.

**Introduction.** This is the first paragraph. It begins with a *topic sentence*, which introduces your topic in an interesting way. You can even use a question or an exclamation as a topic sentence! Next, write the three points you'll use to support your topic sentence.

**Body.** At least three paragraphs, each beginning with one of your *supporting points*. These support the idea you laid out in your topic sentence. Use specific examples or facts to support your ideas.

**Conclusion.** Rewrite your topic sentence in a new and interesting way. Then, summarize your thoughts in a *closing statement*.

**Directions:** Use the spaces below to outline your essay. Optional: Make further notes or write a rough draft of your essay on the back of this sheet.

## INTRODUCTION.

Topic Sentence: \_\_\_\_\_

Supporting points: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

## BODY.

Paragraph: Supporting point #1 \_\_\_\_\_

Paragraph: Supporting point #2 \_\_\_\_\_

Paragraph: Supporting point #3 \_\_\_\_\_

## CONCLUSION.

Restate topic sentence: \_\_\_\_\_

Closing statement: \_\_\_\_\_



# How to Outline a Short Story

Turn your short story idea into a real work of fiction! Follow the guide below to plan your short story.

- Step 1.** Decide on a *protagonist*. The protagonist is your main character, and the person all the interesting stuff happens to.
- Step 2.** Decide on a *setting*. The setting is the place where your story happens.
- Step 3.** Decide on a *goal or problem*. This is what motivates your protagonist and creates the conflict that makes your story interesting.

You can think of a plot as an upside-down checkmark:

**Climax.** The protagonist either succeeds or fails to reach the goal.

**Rising action.** Challenges the protagonist experiences in trying to get what he or she wants.

**Problem or goal.** What your protagonist wishes to achieve or avoid.

**Ending.** All of the different parts of the plot are resolved, and the protagonist makes peace with the outcome, whether it's positive or negative.

**Your protagonist's name and description:** \_\_\_\_\_

\_\_\_\_\_

**What he or she wants to achieve/avoid:** \_\_\_\_\_

\_\_\_\_\_

**What happens at the climax (the most interesting part of the story):** \_\_\_\_\_

\_\_\_\_\_

**What happens at the end:** \_\_\_\_\_

\_\_\_\_\_



# Create a Character Outline

---

Outlining is a way of organizing writing. It groups major ideas together, then places less important ideas below the major ideas.

*Let's make a character outline based on the following story:*

The club had four members. They were Julie, Chris, Lee and Casey. Julie liked to swim, while Chris liked baseball. Lee preferred basketball and Casey played soccer. They all had favorite foods. Chris and Casey liked chicken, while Julie liked spaghetti and Lee liked shrimp. Julie had one brother, Lee had two sisters, and Chris has one sister. Casey had no brothers or sisters.

The characters of the story are the major ideas of the paragraph. Write the four characters of the story in the blank provided.

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_



You have now started your outline. Next, write three things about each character under their name. When you have completed this, you will have an outline of the characters of the story.

I. \_\_\_\_\_

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

III. \_\_\_\_\_

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

IV. \_\_\_\_\_

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

# How to Write a Research Paper

Pretend you are a reporter working on a story. If you were reading a news article, what would you want to know about the subject? What facts would you most want to learn? With a little imagination, you might find that you can make research fun.

**Step 1.** Decide on your topic. What do you want to teach your readers? If you're writing a paper for school, what are your teacher's requirements?

**Step 2.** Create a schedule. How long will it take you to find your sources? How long will it take you to write your first draft? Marking these days on a calendar can help you stay on schedule and complete your assignment on time.

**Step 3.** Select your sources. You'll want to use a variety of reliable sources. Aim for at least three of these:

*Non-fiction books.* You can find these at your local library.

*Periodicals.* These are publications like news magazines and journals.

*Reference sources.* Books like encyclopedias, dictionaries and almanacs.

*Online sources.* Internet encyclopedias, dictionaries, or other websites.

*Interviews.* Questions you ask of experts on the subject.

**Step 4.** Write a rough draft. To make it easier, you might want to create an outline first. Write your topic at the top of the page, then list the points you will cover. Under each heading, write a few notes about your ideas and sources.

**Step 5.** Editing. Make sure your writing is clear, your grammar and punctuation are correct, and you've covered all the facts. Have a friend or parent proofread your paper and offer suggestions.

You can keep track of your sources here:

**Source #1:** \_\_\_\_\_

**Source #2:** \_\_\_\_\_

**Source #3:** \_\_\_\_\_

**Source #4:** \_\_\_\_\_

**Source #5:** \_\_\_\_\_

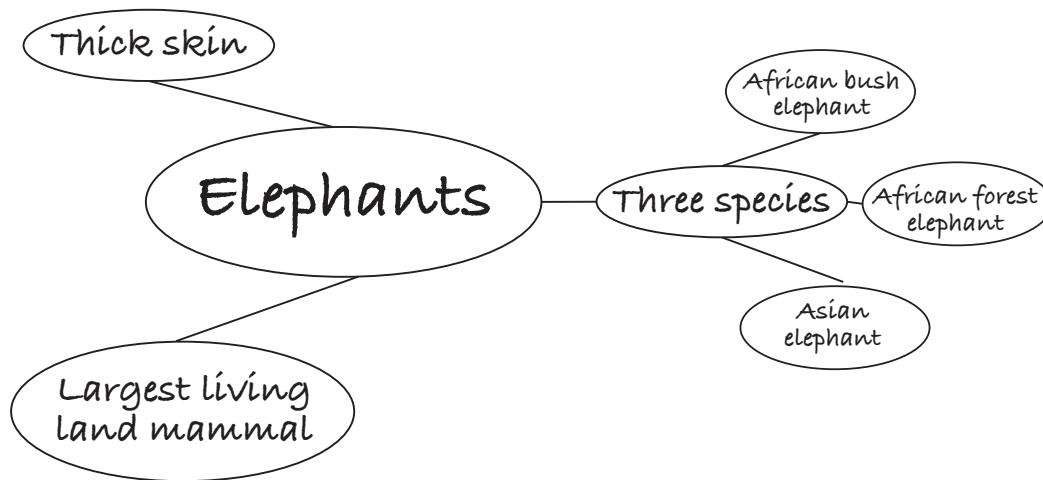
Start brainstorming topics and sources on the back of this worksheet.



# Brainstorming

## 1. Make a “mind map”

Begin with a large sphere at the center of your paper. Draw a new sphere for each thought you have, and connect it back to your topic with a line. Then add new thoughts about each sub-topic and connect them back to their sub-topic, as with the three species of elephants in the example below.



## 2. Make a chart

If you have multiple topics or want to compare and contrast several subjects, you may want to create a chart. List each topic at the top of the page, then write your facts below each heading, as in the example below.

*Similarities and differences between whales, dolphins, and porpoises*

<u>Whales</u>	<u>Dolphins</u>	<u>Porpoises</u>
Largest of the three No teeth or cone-shaped teeth Large dorsal fin	Next largest Cone-shaped teeth  Small curved dorsal fin	Smallest Spade-shaped teeth  Small straight dorsal fin

Experiment with these techniques to see which works best for you. Flip your paper over and try them out!





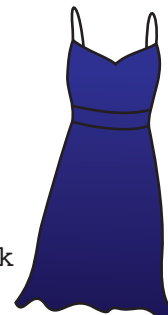
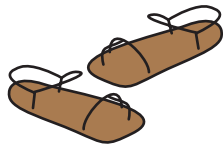


# Investigate!

Where does my clothing come from?



Most people buy their clothing from a store. But where is the clothing made before it gets to the store? Is it made in the United States, Mexico, China, or other countries?



## The Investigation:

In your house, find the following items. If you don't have some of them, ask a sibling, parent or guardian if they do.

<b>T-Shirt</b>		<b>Shoes</b>	
<b>Shorts</b>		<b>Long Pants</b>	
<b>Jeans</b>		<b>Sweatshirt</b>	
<b>Cap</b>		<b>Dress</b>	
<b>Sandals</b>		<b>Jacket</b>	

In the space provided in the table, write down the country that each item was made in. This information should be listed on a tag or label inside the item. If you can't find it, ask your parent or guardian for help.



## The Conclusion:

What do you think the information you gathered means? Did a lot of the items in your table come from the United States, or from other countries?

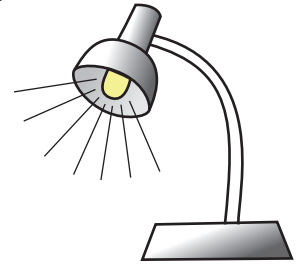
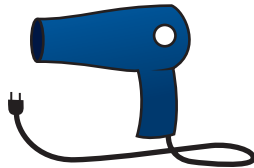
Do you think any of the items made in other countries could also be made in your country? What would be the advantages of having clothing made in your country? Would there be any disadvantages?



# Investigate!

Where do household electronics come from?

Most people buy electronic items at stores or online retailers.  
But do you know where all these items are made?



## The Investigation:

In your house, find the following items. If you can't find one of the items, ask a parent or guardian. If you don't have one of these items, you can skip it.

<b>House Phone</b>		<b>Alarm Clock</b>	
<b>Cell Phone</b>		<b>Radio</b>	
<b>Computer</b>		<b>Printer</b>	
<b>Toaster</b>		<b>Hairdryer</b>	
<b>Microwave</b>		<b>Lamp</b>	

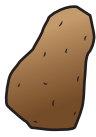
In the space provided in the table, write down the country that each item was made in. This information should be listed on a sticker or label on the item, usually on the back or underside. If you can't find it, ask your parent or guardian for help.



## The Conclusion:

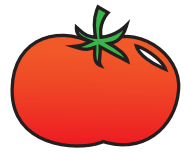
What do you think the information you gathered means? Did a lot of the items in your table come from the United States, or from other countries?

Which items made in other countries do you think could also be made in your country? What would be the advantages of having electronic items made in your country? Would there be any disadvantages?

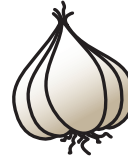
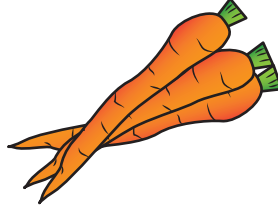
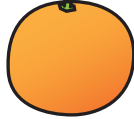
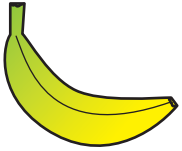


# Investigate!

## Where does my food come from?



We all know that most of our food comes from the grocery store. But do you know where some of our most common foods really come from, before they arrive at the grocery store?



### The Investigation:

Go with your parents or a guardian to your favorite grocery store, head to the produce department, and search for the following items:

<b>RED APPLE</b>		<b>POTATO</b>	
<b>ORANGE</b>		<b>BROCCOLI</b>	
<b>BANANA</b>		<b>TOMATO</b>	
<b>CARROT</b>		<b>MUSHROOM</b>	
<b>ROMAINE LETTUCE</b>		<b>ONION</b>	
<b>SPINACH</b>		<b>GARLIC</b>	

In the space provided in the table, write down the country that each item came from. This information should be listed on a sticker or label. If you can't find it, ask your parent or guardian for help.



### The Conclusion:

What do you think the information you gathered means? Did a lot of the items in your table come from the United States, or from other countries?

Which items that are from other countries could be grown in your area? What would be the advantages of having food grown closer to the grocery store? Would there be any disadvantages?



# Great job!

---

is an Education.com writing superstar



# Answer Sheets

---

## **Writers' Building Blocks**

Story Sequencing: Lunch Time  
Descriptive Language: Adding Adjectives #1  
Descriptive Language: Adding Adjectives #2  
Create a Character Outline

Want more workbooks? Join Education.com Plus to save time and money.  
<http://www.education.com/education-plus/>

# Answer Sheet

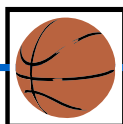
Reading  
**Answer Sheet**

## Lunch time

Number the sentences below to put them in order and form a story.



- 2 Jimmy feels embarrassed and angry that he got in trouble.
- 7 Jimmy and Sean sit together at lunch, talking about their favorite basketball team.
- 3 In the lunch line, Sean accidentally cuts in front of Jimmy, and Jimmy pushes him.
- 1 Before lunch, Jimmy is scolded for leaving his seat before the bell rings to end class.
- 6 Sean feels better and asks Jimmy if he saw the basketball game on television last night.
- 4 Sean looks hurt and surprised.
- 5 Jimmy feels badly for hurting his classmate, and he apologizes.
- 8 After lunch, the boys go out to the basketball court to play a game of one on one.



# Answer Sheet

## ANSWER SHEET

There are many combinations that are correct. Below are two examples of correct responses:

The young sheriff walked into the clean stable. He put the brown saddle on the best horse. He would ride to the small ranch in the light rain to see the pretty lady. She might know where the evil cowboy had gone.

The tired sheriff walked into the dirty stable. He put the worn saddle on the old horse. He would ride to the distant ranch in the cold rain to see the rich lady. She might know where the big cowboy had gone.

Appropriate adjectives for each blank:

The \_\_\_\_\_ sheriff

old	pretty	big	nice
young	mean	small	rich
dark	evil	tired	poor
bright	dirty	black	strong
sad	clean	cold	huge
happy	gentle	large	

walked into the \_\_\_\_\_ stable.

old	pretty	big	large
dark	mean	small	nice
bright	dirty	cold	huge
sad	clean	warm	best

He put the \_\_\_\_\_ saddle

old	pretty	tired	nice
young	mean	black	strong
dark	dirty	brown	huge
bright	clean	soft	best
sad	big	cold	
glad	small	warm	
happy	light	large	

on the \_\_\_\_\_ horse.

old	evil	black	nice
young	dirty	brown	poor
dark	clean	soft	strong
bright	gentle	slow	huge
sad	big	fast	best
happy	small	cold	
pretty	light	warm	
mean	tired	large	

He would ride to the \_\_\_\_\_ ranch

old	evil	cold	huge
dark	big	warm	best
sad	small	large	
pretty	distant	nice	

in the \_\_\_\_\_ rain

dark	gentle	soft	warm
sad	big	slow	nice
dirty	small	fast	strong
clean	light	cold	huge

to see the \_\_\_\_\_ lady.

old	pretty	small	nice
young	mean	tired	rich
dark	evil	black	poor
bright	dirty	brown	strong
sad	clean	cold	huge
glad	gentle	warm	
happy	big	large	

She might know where the \_\_\_\_\_ cowboy had gone.

old	mean	tired	rich
young	evil	black	poor
dark	dirty	brown	strong
bright	clean	cold	huge
sad	gentle	large	best
happy	big	nice	
pretty	small		

# Answer Sheet

## Answer sheet:

There are many combinations that are correct. Below are two examples of correct responses:

Jenny thought there was a small box of dusty books in the dark attic. As she climbed the broken stairs, she saw a gold light. Suddenly, there was a scary ghost looking at her. Jenny knew it was the spooky ghost of the famous legend.

Jenny thought there was a blue box of magical books in the large attic. As she climbed the tall stairs, she saw a pretty light. Suddenly, there was a small ghost looking at her. Jenny knew it was the silly ghost of the funny legend.

Appropriate adjectives for each blank:

Jenny thought there was a \_\_\_\_\_ box

famous	purple	small	tall
scary	gold	big	small
spooky	funny	large	little
blue	worn	dirty	broken
white	pretty	dusty	
green	magical	dark	

box of \_\_\_\_\_ books

famous	purple	magical	small
scary	gold	small	little
spooky	funny	big	broken
blue	worn	large	happy
white	silly	dirty	sad
green	pretty	dusty	

in the \_\_\_\_\_ attic.

famous	purple	small	tall
scary	gold	big	small
spooky	funny	large	little
blue	pretty	dirty	sad
white	magical	dusty	high
green	bright	dark	

As she climbed the \_\_\_\_\_ stairs,

famous	gold	big	little
scary	funny	large	broken
spooky	worn	dirty	sad
blue	pretty	dusty	high
white	magical	dark	low
green	bright	tall	
purple	small	small	

she saw a \_\_\_\_\_ light.

scary	gold	small	sad
spooky	funny	big	high
blue	silly	large	low
white	pretty	tall	
green	magical	small	
purple	bright	little	

Suddenly, there was a \_\_\_\_\_ ghost looking at her.

scary	gold	small	tall
spooky	funny	big	small
blue	silly	large	little
white	pretty	dirty	happy
green	magical	dusty	sad
purple	bright	dark	

Jenny knew it was the \_\_\_\_\_ ghost

famous	purple	bright	dark
scary	gold	small	tall
spooky	funny	big	small
blue	silly	large	little
white	pretty	dirty	happy
green	magical	dusty	sad

of the \_\_\_\_\_ legend.

famous	funny	dark	sad
scary	silly	little	
spooky	magical	happy	





# Answer Sheet

## Create a Character Outline

Outlining is a way of organizing writing. It groups major ideas together, then places less important ideas below the major ideas.

*Let's make a character outline based on the following story:*

The club had four members. They were Julie, Chris, Lee and Casey. Julie liked to swim, while Chris liked baseball. Lee preferred basketball and Casey played soccer. They all had favorite foods. Chris and Casey liked chicken, while Julie liked spaghetti and Lee liked shrimp. Julie had one brother, Lee had two sisters, and Chris has one sister. Casey had no brothers or sisters.

The characters of the story are the major ideas of the paragraph. Write the four characters of the story in the blank provided.

I. **Julie** \_\_\_\_\_

II. **Chris** \_\_\_\_\_

III. **Lee** \_\_\_\_\_

IV. **Casey** \_\_\_\_\_



You have now started your outline. Next, write three things about each character under their name. When you have completed this, you will have an outline of the characters of the story.

I. **Julie** \_\_\_\_\_

A. **swimming** B. **spaghetti** C. **one brother**

II. **Chris** \_\_\_\_\_

A. **baseball** B. **chicken** C. **one sister**

III. **Lee** \_\_\_\_\_

A. **basketball** B. **shrimp** C. **two sisters**

IV. **Casey** \_\_\_\_\_

A. **soccer** B. **chicken** C. **no brothers or sisters**