

Name _____ Date _____



Reading/ Vocabulary: Sequencing –

Order of Events and Homophones

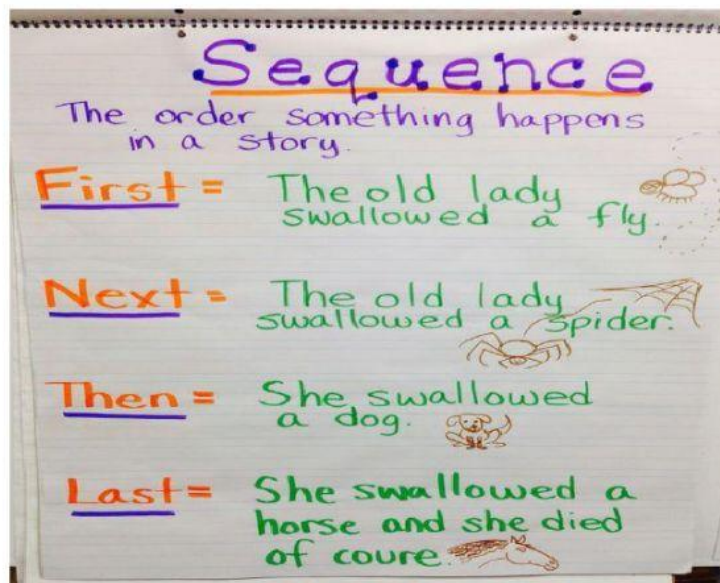
The author organizes the events in a story in the order they happen. Good readers pay attention to sequencing to help them understand the story. Authors use transition words to show sequencing in the story.

For our students, being able to identify the sequence of events in a piece of writing is essential for them to gain a clear understanding of what they are reading. Sequencing allows students to make sense of how events unfold in their reading. In turn, this reading skill will help students in their own writing. It will help them to construct a cohesive and logical flow to their writing that readers can follow easily.

Beginning: A. Once upon a time / Once there was B. In the beginning C. First of all

Middle: A. Meanwhile B. After that C. Suddenly

End: A. In the end B. Finally C. After all



Understanding Story Sequence

Story A. Cameron the Relay Machine

Cameron was a star swimmer at Eldred Middle School. He had been swimming competitively since he was five years old. He was to swim in three events and one relay at the meet on Tuesday.

As always, Cameron had his signature bowl of spaghetti and meatballs before preparing for the meet. He also always has a Rice Krispies bar immediately following his warm up routine.

When he prepares for a meet, the **first** thing that he does is stretch his muscles and warm-up by running in place, immediately after stretching. **Then**, he does ten push-ups followed by a run up and down the middle school bleachers. Cameron swam well. He placed first twice and got a third place in the 500 meter butterfly stroke. He truly dominated the relay getting his team a two lap lead by the time he got out of the water.

1. **Place the events in order (1 being first) by using 1-6:**

- ____ Cameron ate a Rice Krispies bar.
- ____ Cameron ran up and down the bleachers.
- ____ He did pushups.
- ____ Cameron won his first swimming event.
- __1__ Cameron ate meatballs and spaghetti.
- ____ He stretched his muscles.

2. Supply the main idea for the passage. (1 pt.)

3. After Cameron stretches and warm-up what does he do? (1 pt.)

Story B. Terrence Learns How We See Color

Terrence was excited about his new watercolor set. He loved to draw and paint. He liked to draw and paint race cars, airplanes, and trucks. He liked to use all kinds of colors in his pictures. He was learning how to mix colors together to make new and interesting colors. He showed one of his new pictures to his dad one day. His dad said, "These are such amazing colors! Do you know how our eyes see different colors?"

Terrence had never thought about that before, but he was interested. "No, he said. "We just see them, I guess." "Well," said his dad. "It's a little more complicated than that." "Tell me, then!" Terrence said. "Maybe it will help me learn how to mix cool new colors." "All right," Terrence's dad said. "But first you need to know about light. A light beam is made up of smaller beams of different colors. Our eyes see these many-colored beams as colorless. But when a light beams hit an object, our eyes see that object as a certain color. This is because the object absorbs all of the color beams except one. The color that isn't absorbed is the color we see." Terrence thought about all this for a bit. He thought he understood what his dad was saying. "What else can you tell me about color?" he asked. "I think you're really going to like hearing about how the color wheel works," his dad said. "But right now, it's time for dinner."

1. Write the numbers 1 through 8 in the boxes beside the events to show the sequence of what happens when Terrence makes a color wheel, from first to last. 1-8?

Terrence showed one of his new pictures to his dad. _____

Terrence's dad said that when a light beam hits an object, the object absorbs all of the color beams except one. _____

Terrence was excited about his new watercolor set. ____1____

Terrence's dad asked him if he know how our eyes see different colors. _____

Terrence was learning to mix colors together to make new and interesting colors. _____

The color beam that is not absorbed when a light beam hits an object is the color our eyes see. _____

Terrence asked his dad what else he could tell him about color. _____

Terrence's dad said that a light beam is made up of smaller beams of different colors. _____

2. Re-read the last paragraph of the story. What probably happens next? (2pts.)

3. Choose the correct homophone to complete the sentences.

- ✓ I **(see/sea)** that ZNS is airing a rebroadcast of our National Talent Show. _____
- ✓ We can't find the animal called a **(hear/hare/hair)** in The Bahamas. _____
- ✓ Our MP for South Andros, **(new/knew)** all about his constituents.

- ✓ Mrs. Maycock didn't **(know/no)** at first how to find Sandilands Primary School. _____
- ✓ How exciting it was to **(meet/meat)** our Director of Education!

- ✓ After Mass, the News Broadcast made mention of the **(serial/cereal)** stocker in the nearby community.

24 points