

Vocabulary

downstairs chuckled
nervous nonsense
fumbled trudged

Word Parts

Compound Words are words that are made up of two smaller words.

down + stairs = *downstairs*



TINA'S TRY-OUT DAY

by Amy Helfer

Tina woke up to her buzzing alarm clock. She rubbed her eyes and wondered why she was up so early. Then she remembered: it was try-out day!

THE BIG DAY

A few weeks ago, Tina decided she would try out for the Comets, her school's softball team. Tina ran downstairs to the kitchen. "Mom!" she shouted. "It's try-out day!"

"I know," answered Mom. "I made you breakfast."

Tina rubbed her stomach. "I think I'm too nervous to eat."

"You'll have more energy if you do," said Mom.

Tina still felt sick, but she ate some breakfast anyway. Then she ran up to her room and fumbled into her clothes.

"Slow down!" Mom chuckled. "You'll use up all your energy before you get there."

ON THE FIELD

Tina got to the field early, but it seemed like everyone else did too.

"What am I doing here?" Tina asked herself. "I'll never make the team."

Her mom gave her a hug. "That's nonsense," she said. "Get out there and do your best. You will be great!"

PLAY BALL

The girls had to run, field, bat, catch, and throw balls. Even though Tina stumbled while fielding, she thought she did well.

Afterward, Tina was really tired and trudged off the field. One of the coaches called her name. "What do you think, Tina?" she asked. "Would you like to join the Comets?"

Tina forgot how tired she was and jumped high into the air. "Oh, boy," she shouted. "Would I ever!"

Vocabulary and Comprehension



Reread for Comprehension

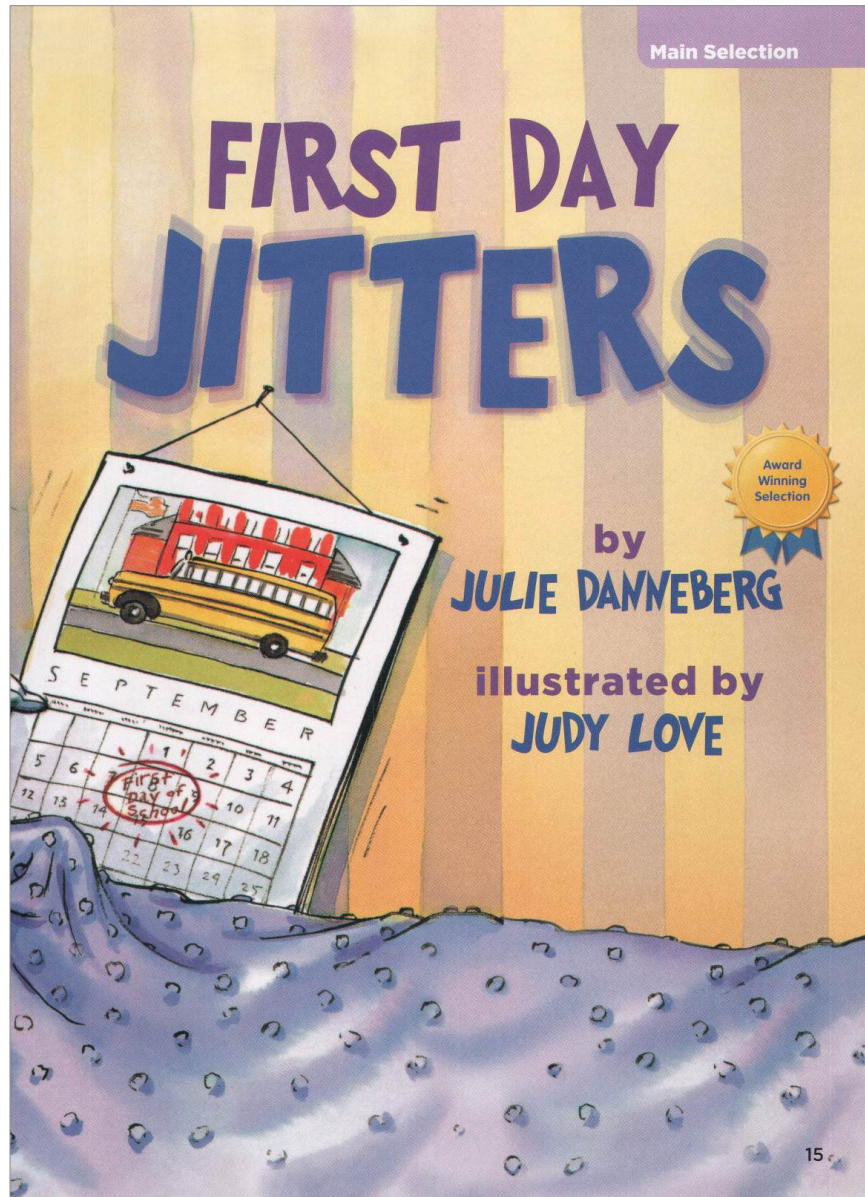
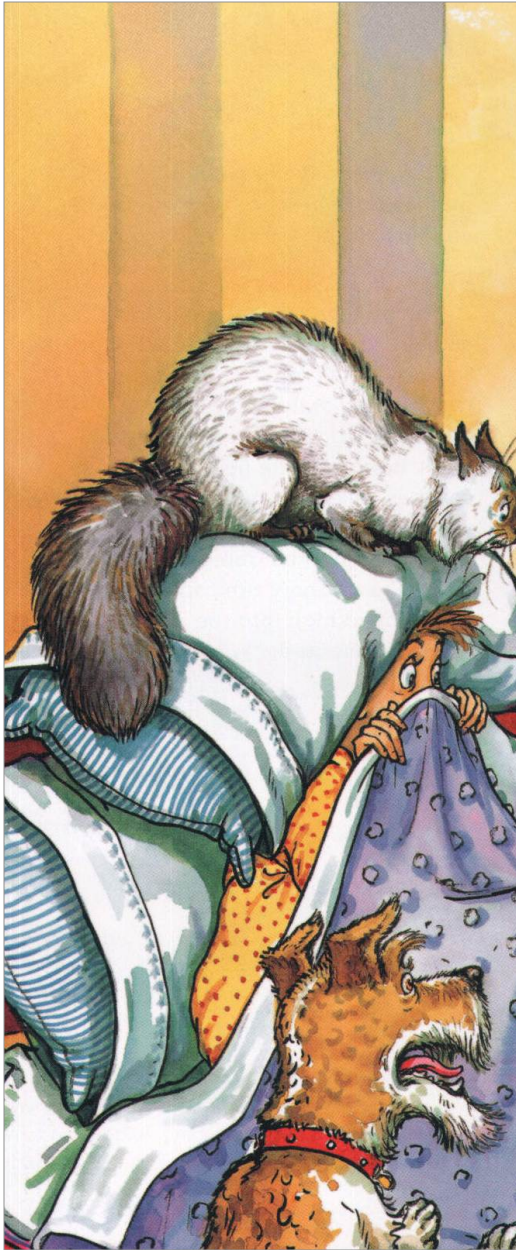
Analyze Story Structure

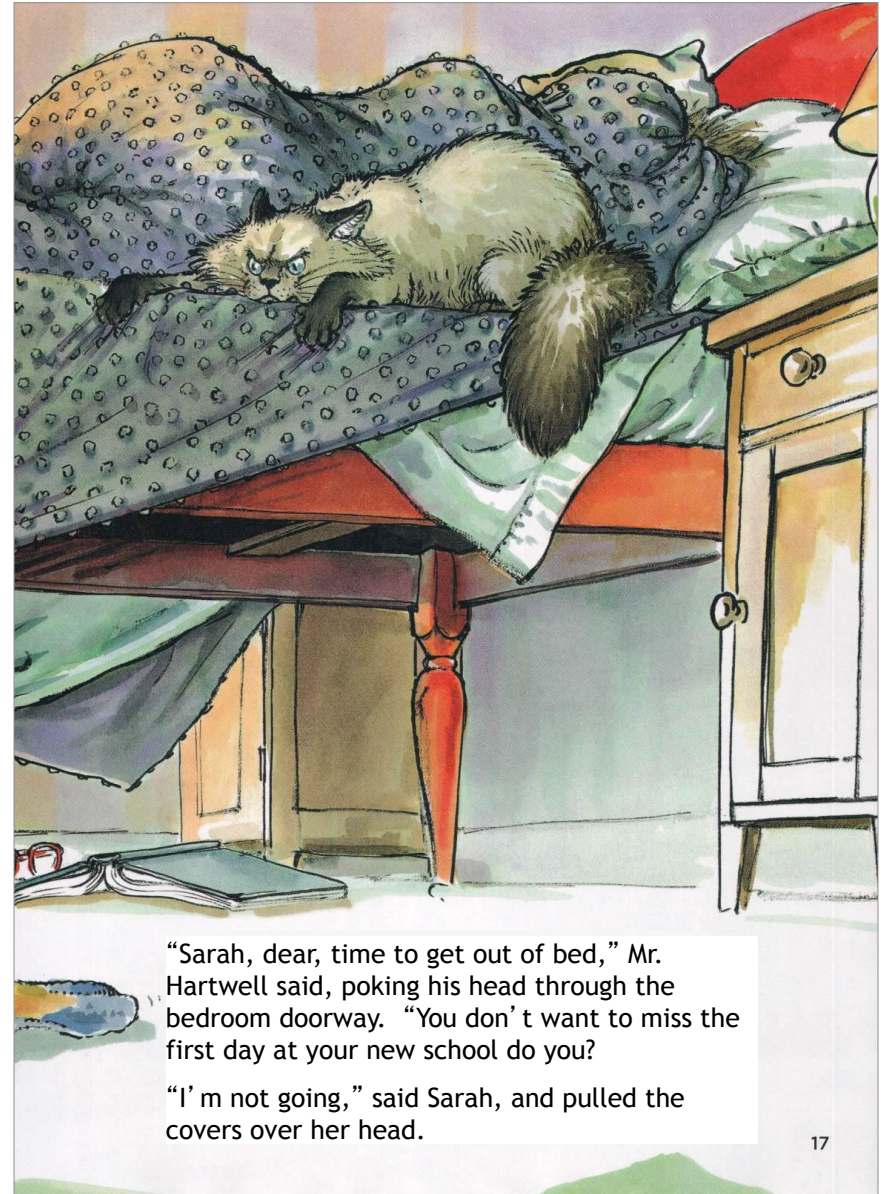
Character, Setting, Plot

Every story has characters, a setting, and a plot. They make up the story's structure. Characters are people in the story. The setting is when and where the story takes place. The plot tells all the events in the story. It has a beginning, middle, and end.

A Story Map helps you analyze the story structure. Reread the story to find the characters, setting, and what happened at the beginning, middle, and end.







"Sarah, dear, time to get out of bed," Mr. Hartwell said, poking his head through the bedroom doorway. "You don't want to miss the first day at your new school do you?"

"I'm not going," said Sarah, and pulled the covers over her head.

"Of course you're going, honey," said Mr. Hartwell, as he walked over to the window and snapped up the shade.

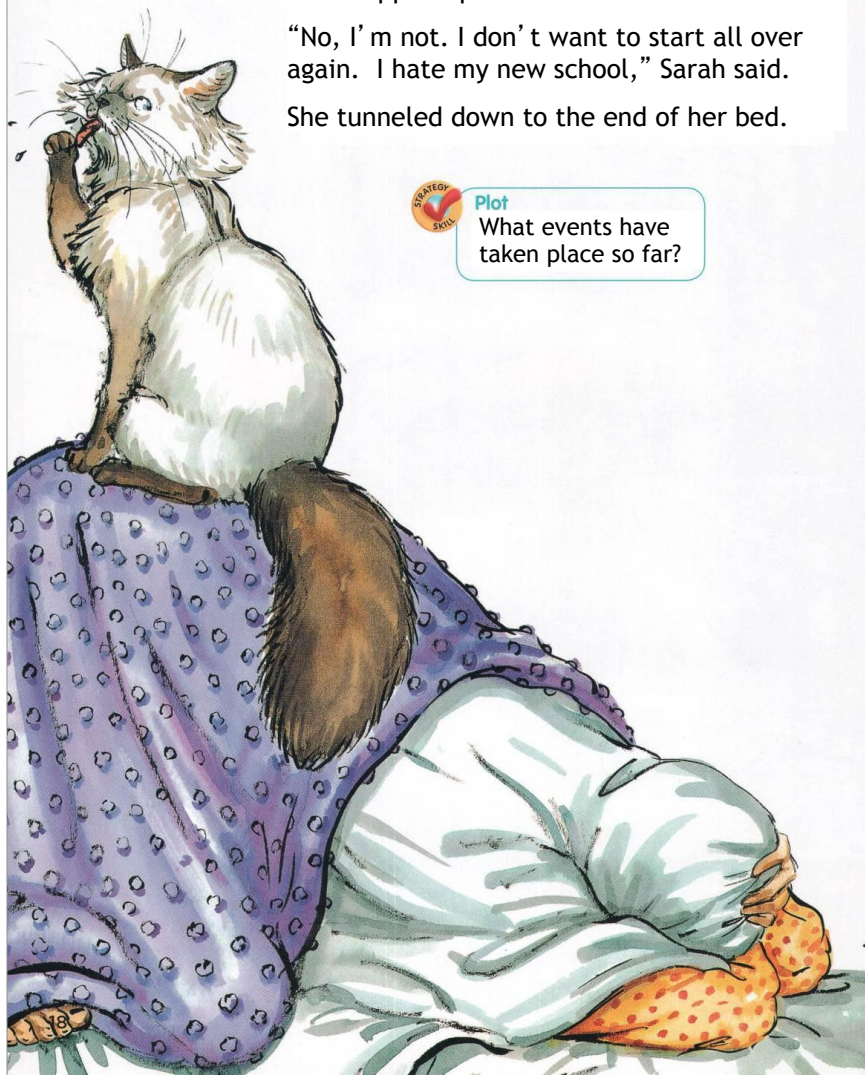
"No, I'm not. I don't want to start all over again. I hate my new school," Sarah said.

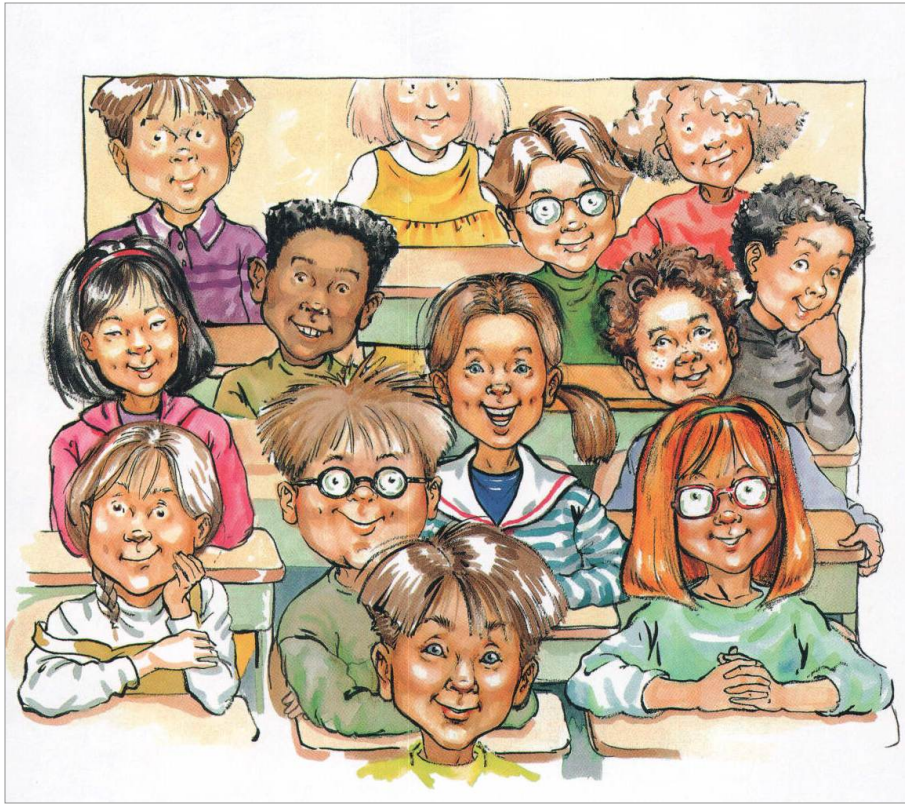
She tunneled down to the end of her bed.



Plot

What events have taken place so far?





“How can you hate your new school, sweetheart?” Mr. Hartwell **chuckled**. “You’ve never been there before! Don’t worry. You liked your other school, you’ll like this one. Besides, just think of all the new friends you’ll meet.”



“That’s just it. I don’t know anybody, and it will be hard, and ... I just hate it, that’s all.”

“What will everyone think if you aren’ t there? We told them you were coming!”

“They will think that I am lucky and they will wish that they were at home in bed like me.”

Mr. Hartwell sighed. “Sarah Jane Hartwell, I’ m not playing this silly game one second longer. I’ ll see you **downstairs** in five minutes.”



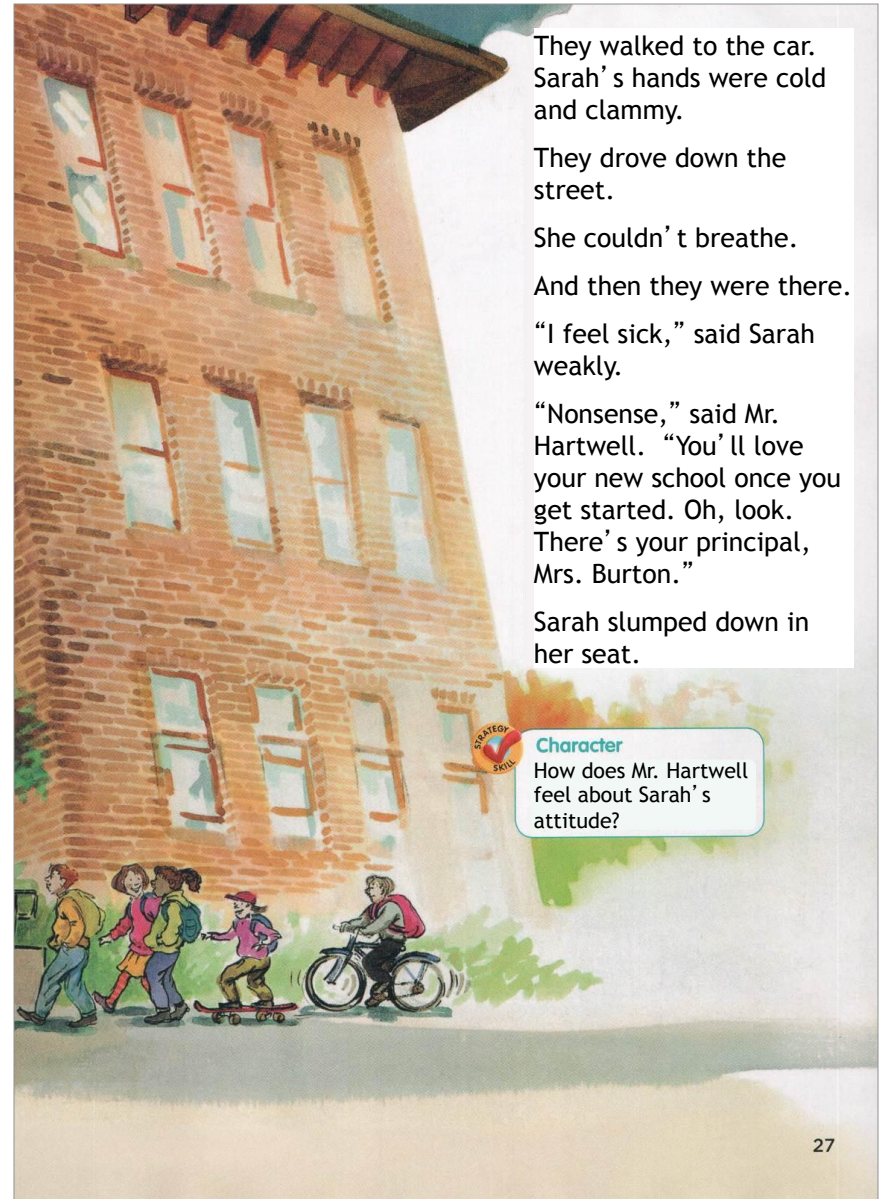
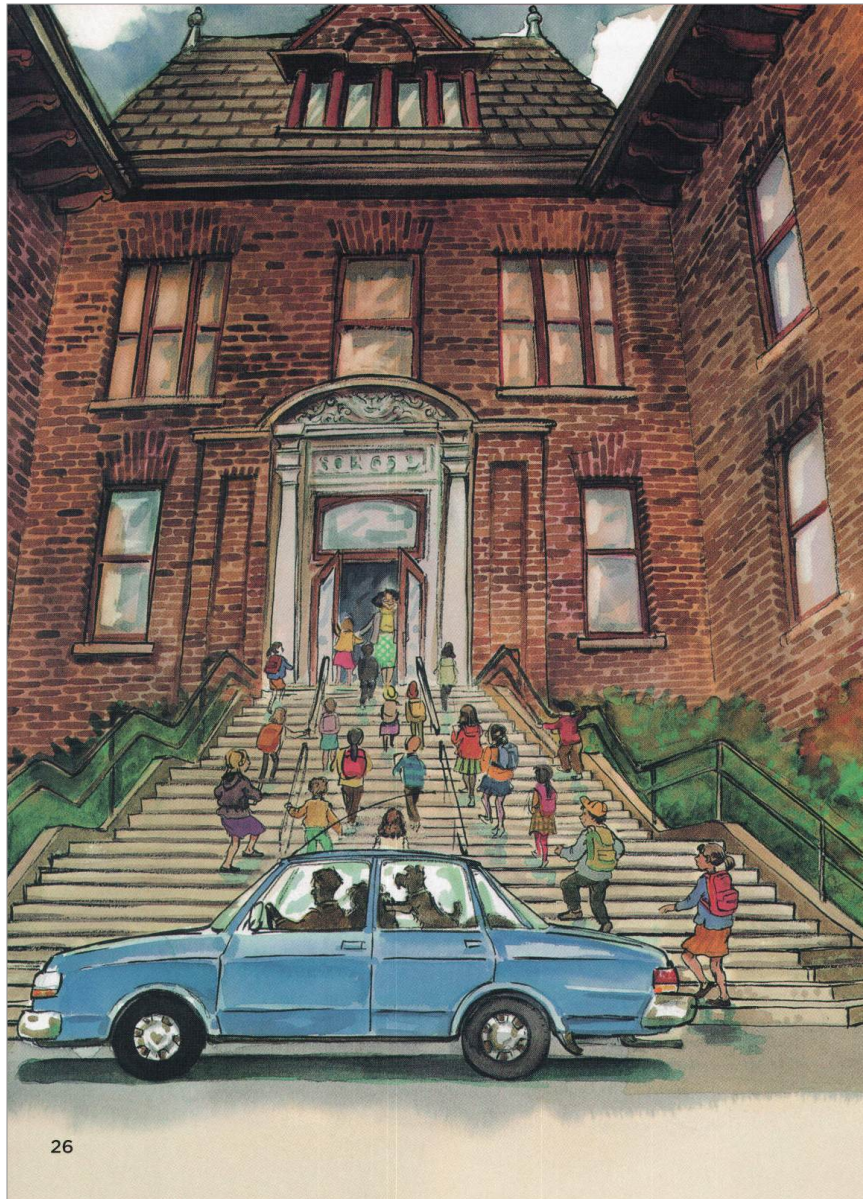


Sarah tumbled out of bed.
She stumbled into the bathroom.
She **fumbled** into her clothes.



“My head hurts,” she moaned as she **trudged** into the kitchen.

Mr. Hartwell handed Sarah a piece of toast and her lunchbox.



They walked to the car.
Sarah's hands were cold
and clammy.

They drove down the
street.

She couldn't breathe.

And then they were there.

"I feel sick," said Sarah
weakly.

"Nonsense," said Mr.
Hartwell. "You'll love
your new school once you
get started. Oh, look.
There's your principal,
Mrs. Burton."

Sarah slumped down in
her seat.

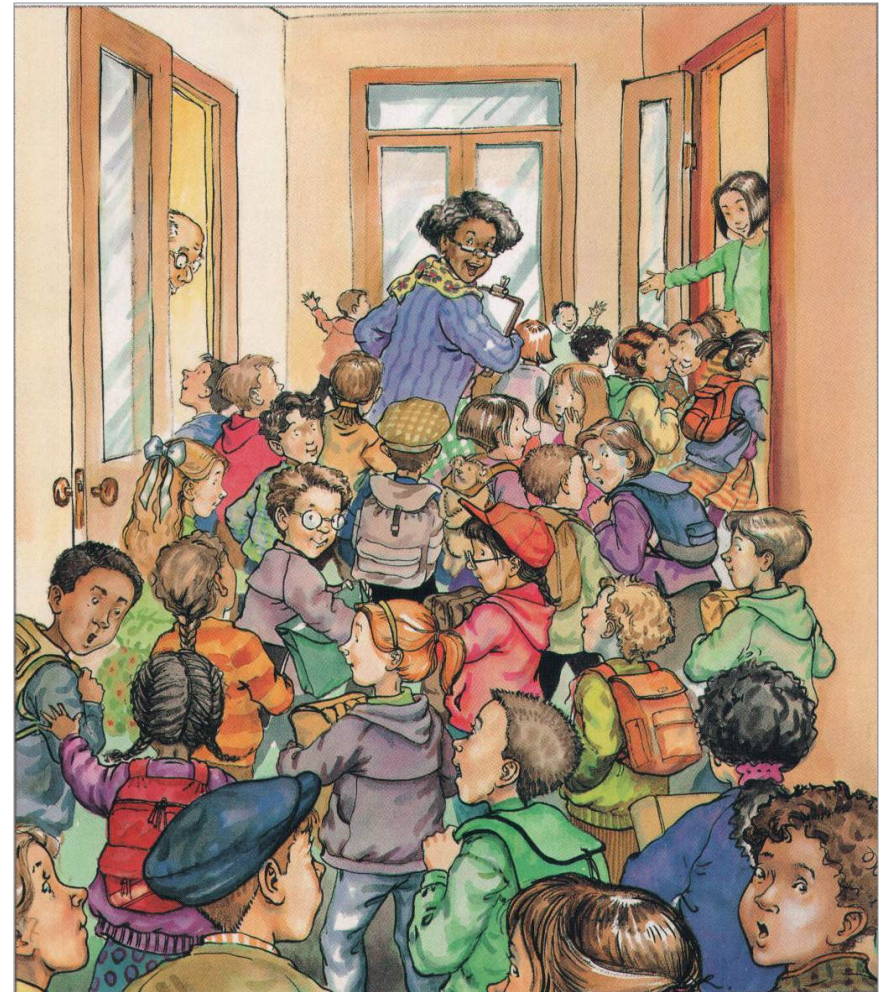


Character

How does Mr. Hartwell
feel about Sarah's
attitude?



"Oh, Sarah," Mrs. Burton gushed, peeking into the car. "There you are. Come on. I'll show you where to go."



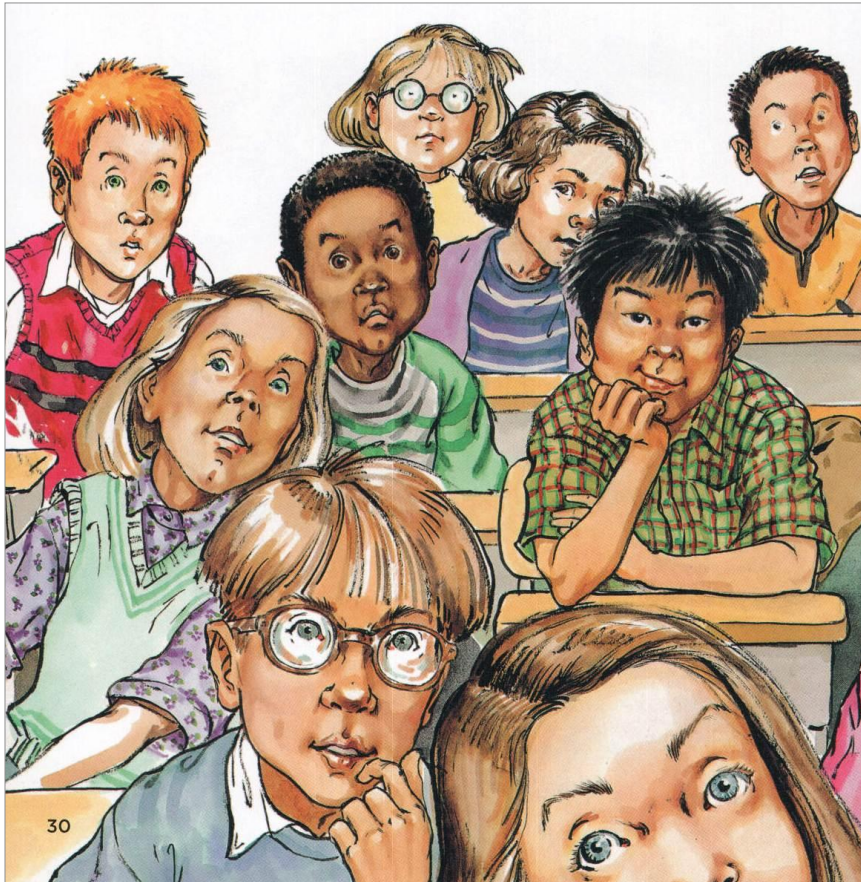
She led Sarah into the building and walked quickly through the crowded hallways. "Don't worry. Everyone is **nervous** the first day," she said over her shoulder as Sarah rushed to keep up.

When they got to the classroom, most of the children were already in their seats.

The class looked up as Mrs. Burton cleared her throat.

“Class. Class. Attention, please,” said Mrs. Burton.

When the class was quiet she led Sarah to the front of the room and said, “Class, I would like you to meet...



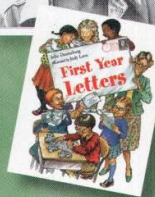
... your new teacher, Mrs. Sarah Jane Hartwell.”

OFF TO SCHOOL WITH JULIE AND JUDY

AUTHOR

JULIE DANNEBERG knows all about teaching. She has been a teacher for many years and really enjoys it. Julie says that being around kids all day gives her lots of ideas for stories. She starts every day by working on her writing for an hour.

Another book by Julie Danneberg: *First Year Letters*



ILLUSTRATOR

JUDY LOVE decided that she wanted to illustrate books when she was seven or eight years old. Judy gets ideas for her illustrations from her favorite hobbies: gardening, visiting museums, and making costumes for children's plays.

LOG ON Find out more about Julie Danneberg and Judy Love at www.macmillanmh.com

Write About It In this story, the teacher is worried about her first day of school. Describe how you felt about your first day of school as a third grader.



Comprehension Check



Retell the Story

Use your Story Map to help you retell *First Day Jitters*. Tell about what happens in the beginning, middle, and end of the story.



Think and Compare

1. Why was Sarah so nervous about going to school?
Analyze Story Structure: Plot, Character, Setting
2. At the beginning of the story, why might most readers think Sarah was a child? **Analyze**
3. How would you feel if you were a teacher on the first day at a new school? Explain. **Apply**
4. Do you think that most people are nervous about facing new, unknown situations? Explain your answer. **Evaluate**
5. Read "Tina's Try-Out Day" on pages 12-13. How is Tina's situation similar to Sarah's? How do Tina and Sarah react differently to their situations? Use details from both selections in your answer.
Reading/Writing Across Texts



Health

Genre

Informational Essays tell about a subject from one point of view.

Text Feature

Bar Graphs use bars of different lengths to compare information.

Content Vocabulary

accepted
attracts
introduce
survey

Making New Friends

by Jan Smith

It's tough being the new kid in a crowd. You want to be **accepted**. You want to be liked. What can you do to make friends? Be friendly! Here's how.

Relax and Smile

A smile **attracts** other people. When you look and feel comfortable, people will want to get to know you better.

Introduce Yourself

Don't be afraid to **introduce** yourself to people you would like to meet. They may want to meet you too!

Ask Questions and Listen

Ask questions to find out people's interests. Listen carefully as they answer you. That shows that you're interested in getting to know them.

Find Things in Common

Maybe you like the same sports team or the same books. When it comes to making friends, you should always follow the easiest rule: Have fun! You may make some new friends before you know it.

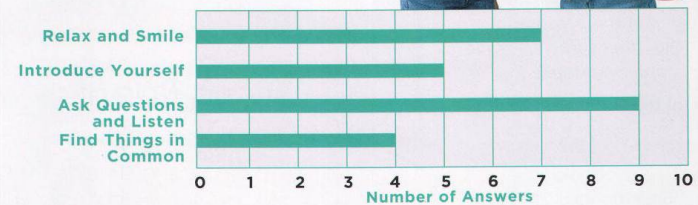
Health

How to Make New Friends

Reading a Bar Graph

This bar graph shows the answers to a **survey**. A survey asks what people think about something.

Survey Question: What is the most important thing to do to make new friends?



Connect and Compare

1. Look at the bar graph. How many people answered that the most important thing to do is to ask questions and listen? How do you know? **Reading a Bar Graph**
2. The next time you are around new people, what will you do to make friends? Explain your answer. **Apply**
3. Sarah was nervous about meeting new students. After reading "Making New Friends," what advice could you give Sarah about getting to know her students? **Reading/Writing Across Texts**




Health Activity

With a partner, brainstorm four things you like to do with your friends. Survey your classmates and make a bar graph to compare their answers.



Find out more about making friends at www.macmillanmh.com



Writing

Organization

The topic sentence is at the start of the paragraph. It tells the reader the main idea of the paragraph. The other sentences give supporting details.

Write About the First Day of School

Wrong Room!

by Ricardo Z.

I wanted to tell about my first day in the third grade. This is what I wrote.

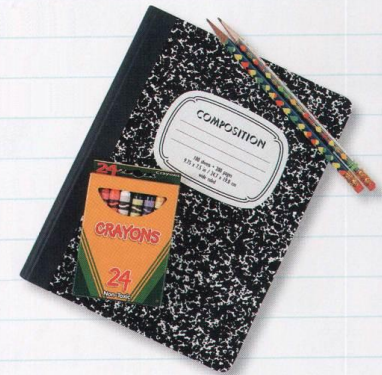
First, I wrote a topic sentence. Then I wrote sentences with supporting details.

My first day of third grade didn't start well. First, my mom had to go to work early. She left right after rushing me to my classroom. I waited inside for a while before the other kids started coming. They looked huge. I never saw them before in my life. I was scared. Where was my friend Harry? Where was Jen? We were supposed to be in the same class. Then the teacher said, "Hello, class 5-B." I was so happy. I was supposed to be in class 3-B. I was just sitting in the wrong room!



Your Turn

Write a paragraph about an experience you had on the first day of school. It may be about meeting a new friend or about something that happened. Be sure to begin your paragraph with a topic sentence that tells the main idea. Then include supporting details in the sentences that follow. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Are my story details interesting?
- ☒ **Organization:** Does my story have a topic sentence and supporting details?
- ☒ **Voice:** Does the writing sound like me?
- ☒ **Word Choice:** Did I choose words that clearly tell how I felt?
- ☒ **Sentence Fluency:** Did I write in complete sentences?
- ☒ **Conventions:** Did I start sentences with capital letters? Did I spell and use end punctuation correctly?